

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

Thursday 14th October 2021

Daily task: What are 5 important classroom rules? Write them down or tell someone at home.

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 Kentwell reads The Windy Farm https://www.youtube.com/embed/qTDw-WL7d28	
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/JexsNws1JBo .	
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/ 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><i>Sight Word List 1</i></u> <u><i>Sight Word List 2</i></u> <u><i>Sight Word List 3</i></u>
Spelling	Sing along to the SoundWaves chant (just like we do in class!) https://www.youtube.com/embed/yM3dMF-Bxuk	<u><i>Week 2 spelling activities</i></u>

	<p>Look, say, cover, write, check your spelling words.</p> <p>Practise your spelling words by writing a sentence for at least 5-10 of your spelling words. For example: <u>I had to yell over the loud sound of the tractor.</u></p> <p>OPTIONAL: Complete ONE spelling activity from the <u>Week 2 spelling activities worksheet</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 28. Our code for year 1 is foot293. https://online.fireflyeducation.com.au/services/student_login/soundwaves</p>	<p><u>worksheet</u></p>
Reading	<p>Today we are going to create a word search using words from a book of your choosing.</p> <p>To begin, go on a book hunt and find a book to read either from your home library or on EPIC https://www.getepic.com/students. Read your chosen text 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 your text, you now have to pick 10 to 20 words to put into your very own word search using the <u>**See Week 2 Thursday Reading Word Search</u> worksheet.</p> <p>After completing the word search, can someone at home complete it and find all your words.</p>	

Writing

For today's writing lesson we will be looking at how to build **TENSION** and **SUSPENSE**...

Part one of today's lesson:

What does tension and suspense mean?

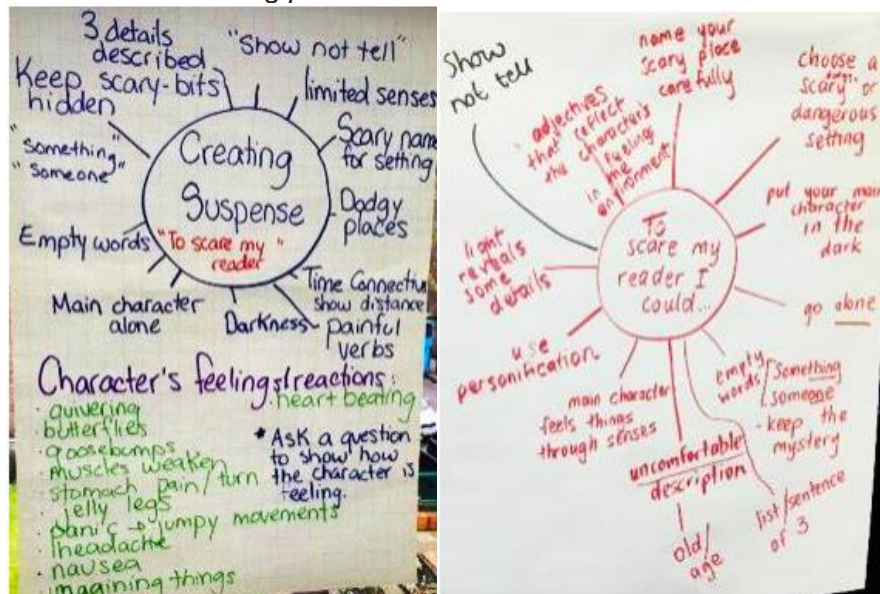
Tension means feeling worry, fear, nerves or pressure. You can also create **tension** between characters if they argue.

Tension is something that writers use to create a problem in their stories.

Suspense is something used in stories to make them mysterious or scary.

Suspense means waiting for something to happen or being uncertain about what will happen.

Authors often intentionally create a **feeling of tension** and curiosity in their readers through the way they structure their sentences and the literary devices they use. One way of creating tension and suspense is to give the reader clues about what will happen in the story, but not over-explain or give too much away. It also builds the atmosphere, which means the environment or setting in which the characters are taking place.



There are a few different ways you can develop the use of tension, suspense and atmosphere in your writing.

Idea 1: USE YOUR SENSES

As well as sight, think about what your character can hear, smell, touch and taste. This will allow the reader to feel the tension and the warning of approaching danger.

Sounds

The footsteps were louder. Another creak, another shuffle, just down the corridor. Now only seconds away.

The sound of the wind among the trees suddenly stopped.

The world was completely still. Nothing moved, not a leaf quivered, but over the silence brooded a ghostly calm and the whisper of his smoking breath as it rose in gasps and lingered in the frosty air.

Touch

Her foot kicked something round, hollow, something which rolled away into the shadows.

He ducked as something dark rushed through the air and brushed his head with its icy fingers.

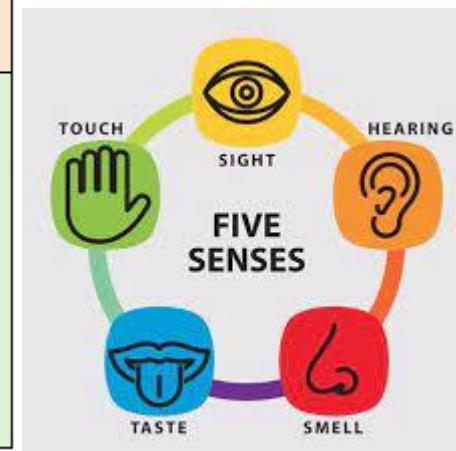
Smell

Trish cupped her fingers around her nose and mouth, but the stench of graveyards and decay wafting up from the darkness seeped through her fingers and made her retch.

She took out a handful of green powder from her purse and tossed it on the fire. Within seconds, a very sweet and aromatic scent filled the room.

Taste

The drink was bitter and stung her throat as she swallowed it. She could feel it scorching through her veins.



Idea 2: KEEP IT BUILDING

By gradually adding to the atmosphere you are creating, you increase tension; making the setting scary and the action scenes exciting. Think about putting in details such as background noises, flickering lights and shadows, and tricky terrain, such as muddy or uneven ground during a chase. Some examples from Miss Eccleston are:

- *The batteries in her torch were running low and the beam kept flickering and fading as she moved it from side to side.*
- *Rob couldn't tell where the steps were coming from. He quickened his pace, but the ground was uneven and he stumbled, crashing to the ground.*

Weather and darkness can to be used to great effect to create a scary atmosphere and tension:

- Howling winds
- Mist or fog
- Ferocious storms
- Relentless rain
- Dusk, shadows
- Pitch black



Some examples from Miss Eccleston:

- *It was taking too long. The shadows spread and lengthened. She looked at her watch again.*
- *She should have heard something by now. All day she had been haunted by the feeling that she was being followed, and her fear grew as night fell. Fear of the unknown. Fear of what lurked in the shadows.*
- *A cold, shivering wind blew on the back of her neck and ears like the touch of cold fingers. Suddenly, the whole world seemed unnaturally dark, as if it had been drained of all light.*
- *The wind was ferocious, gaining in power all the time, until it screamed over the house and beat like a fist against the walls.*

Idea 3: GIVE THE READER A CLUE

Include hints to the reader of the danger to come, or indications that the danger is getting closer. Think about:

- Entering the danger zone – what’s lurking outside, at the top of the stairs?
- A feeling of being followed/watched
- Fear of discovery in a hiding place as footsteps/voices, thuds, crashes get closer.
- Use of punctuation to add suspense - include a sentence that holds back essential information from the reader until its ending, using colons, commas and repeated full stops to delay the revelation.

Here are some examples from Miss Eccleston:

- *Climbing the ladder, he suddenly stopped dead in his tracks.*
- *She heard the shuffle of footsteps, the scrape of metal. Silence. A shadow loomed over her. She dropped to her knees. Silhouetted in the flickering light was....*

Idea 4: VARY THE PACE - the ticking clock effect

Build a sense of tension by making frequent references to time.

Think about:

- *Could he make it in time?*
- *He searched desperately for a way to escape. Frantic now...time was running out.*
- *The next few seconds unfolded in horrifying slow motion.*
- *For fatal seconds, he stared, unable to think or move. And as he faltered, the jaws of the trap closed around him.*

Vary the length of words, sentences and paragraphs to increase the pace and tension:

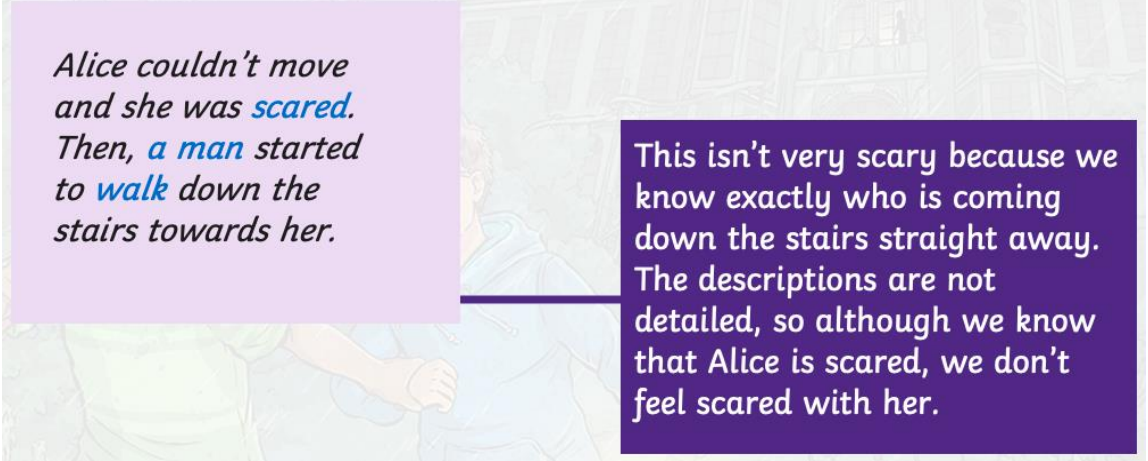
- Use short words, for example, ‘at once’, rather than, ‘immediately’.
- Place several short sentences consecutively. She ducked. He lunged.
- Include one or two-word sentences. For example: ‘Oh no!’ or ‘Coming closer. Too close.’
- When the action is fast, use partial sentences: He had to get to the others. Had to reach the attic. He staggered, stumbled, scrambled. Five steps more.

- Use short paragraphs – some may be a single line.
- Include lots of verbs to convey action and create a fast pace; use several verbs in a single sentence.

Part two of today's lesson:

For the next part of our writing lesson (where you finally get to put all of this new information into practise!) we are going to look at creating our own little piece of imaginative writing that builds tension and suspense for the reader.

But first... I am going to show you an example of a piece of writing where all of the suspense and tension has been taken out.



*Alice couldn't move
and she was **scared**.
Then, **a man** started
to **walk** down the
stairs towards her.*

This isn't very scary because we know exactly who is coming down the stairs straight away. The descriptions are not detailed, so although we know that Alice is scared, we don't feel scared with her.

For the first task today you are going to create a **tense** atmosphere with the following cloze passage titled 'Far from Home'.

**See Week 2 Thursday Writing Creating an Atmosphere

Create the Atmosphere

Your teacher will tell you what type of atmosphere you are to create through careful word choice. You can put a word or a phrase in any of the spaces where it makes sense.

Far from Home

Somewhere in the distance, Isabel heard an owl _____, it felt like a _____. She turned _____ to run towards home and _____. The _____ was getting _____ now and it felt like she was _____. Branches _____ her clothes, her feet felt _____ and her heart _____.

Here is a completed example from Miss Eccleston which might give you some ideas. Remember the use of word choice is what is going to create a TENSE atmosphere.

Far from Home

Tense atmosphere

Somewhere in the distance, Isabel heard an owl **screech**, it felt like a **warning**. She turned **quickly** to run towards home and **safety**. The **fog** was getting **thicker** now and it felt like she was **suffocating**. Branches **snatched** her clothes, her feet felt **heavy** and her heart **pounded**.

Next you are going to re-write and improve a paragraph to add atmosphere and tension using a bank of words given to you.

**See Week 2 Thursday Writing Improve a Paragraph

Creating Atmosphere and Tension – Haunted House

Can you re-write and improve this paragraph to add atmosphere and tension?
Use the words in the word bank below to help you.

At the end of a dirt track, trees parted to reveal an old, rundown house. There were no signs of life. There were no birds flying in the sky, no stray cats hunting for mice. The house was completely empty. The windows were covered up and the paintwork had faded, suggesting that no one had lived here for years. Suddenly, a sound emerged from the house. Was it the cry of a child? Or was it the warnings of a mad person?



eerie	haunted	ancient	abandoned	evil
derelict	creepy	deserted	wailing	creaking
whining	sinister	spine-chilling	mysterious	shadowy

BREAK

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

Middle session: MATHEMATICS

Number of the Day

Our numbers of the day today are: **83** and **883**

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

TEN

See Monday resource folder
TEN Week two, Term 4

Maths

Volume and Capacity

Today you are going to:

- Record capacities by referring to the number and type of uniform informal unit used.

Maths Mentals

- Calibrate a container by adding cups of water and marking the new level as each cup is added.

Capacity refers to the amount a container can hold, and can be measured in informal units such as cups. **Capacity** is only used in relation to containers and generally refers to liquid measurement.

Capacity Vocabulary



Today we are heading **outside** for maths.

What will you need?

- 5 different sized containers or jugs
- 1 measuring cup or a plastic cup to use as the uniform informal measuring unit
- A washable texta to draw a mark on the container or you could use some Blu Tack, sticker or something that you are allowed to put on the container.
- A hose/tap and bucket of water to fill
- Use table below to record your findings

1. Choose 1 container. Before measuring, estimate (guess) how many cups you think it will take to fill each container.
2. As you fill the container with one cup of water, draw a mark on the water level. Repeat this step marking

each new level until the container is filled.

3. Count how many cups (texta marks) have been put in the container to make it full.

What is the capacity of the container? “The container holds ____ cups of water”.

4. Repeat for each container.

REMINDER: Make sure the cup is full when filling and measuring your container so that our answers are accurate & correct.

Example of a container marking levels to show each cup of water added.

What is the capacity of this container? This container holds 6 cups of water.



Record your findings:

Container	Estimate	Capacity / Amount of Cups

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Questions:

1. Which container has the largest capacity?
2. Which container held the **smallest** amount of water? How many cups did it hold?
3. Did any containers hold the **same** amount of water?

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

LUNCH

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

Afternoon session

Sport

Hopscotch

Equipment needed: chalk and a small rock

Step 1: Draw a chalk outline like the one in the picture.

Step 2: Write the numbers from 1-8 in the squares. You can then colour the squares if you would like to.

Step 3: Put your rock into square number one.

Step 4: Hop into each square but you must hop over the square that has the rock in it.

Your feet can NOT go inside of this square. When you get to the double squares (4 and 5) (7 and 8) you can jump into these squares by putting one foot into each square.

Step 5: When you get to the end (square 7 and 8) jump up and turn around making sure your feet land back in the squares.

Step 6: Hop back to the start making sure you hop over the square with the rock in it.

Step 7: Pick up your rock and throw it into square number 2. Repeat the activity but now you must hop over square number 2.



	Step 8: Continue until you have had your rock in all of the squares.	
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Write in your daily journal (optional):

If you could add one new thing to our school playground what would you add and why?

YAY! IT'S THE AFTERNOON :)