

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

Wednesday 13th October 2021

Daily task: Pretend you're going to school for the day, what do you need to bring in your backpack?

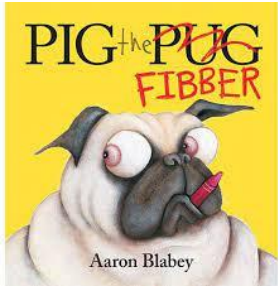
Spelling focus: 'y' as in: yoyo, yes, yell, yard, your
'ew' as in: computer, Tuesday, cube



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

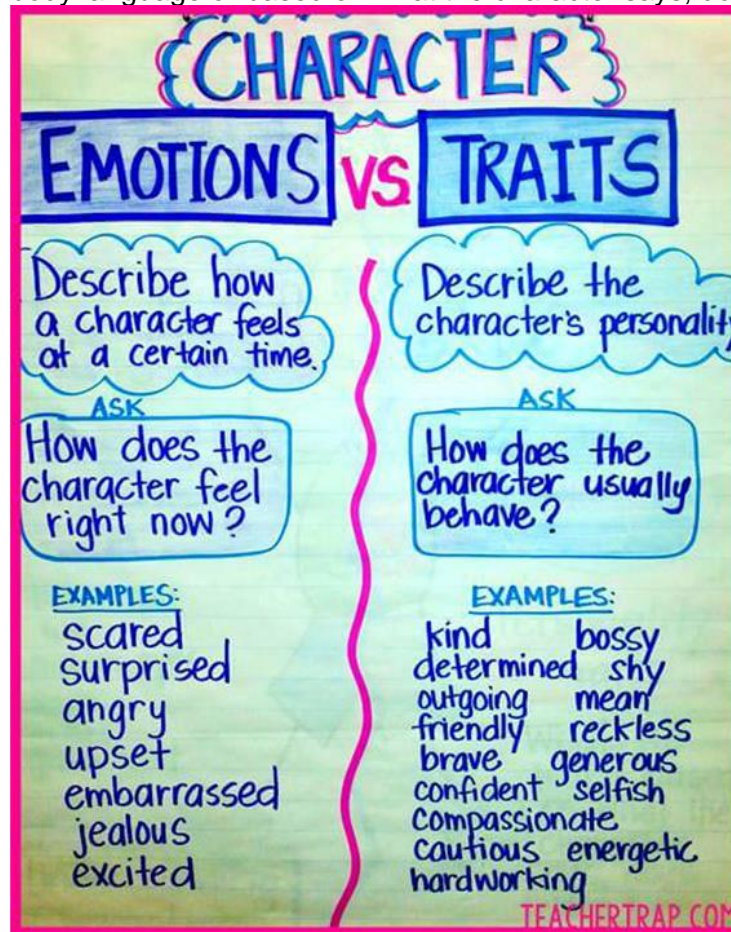
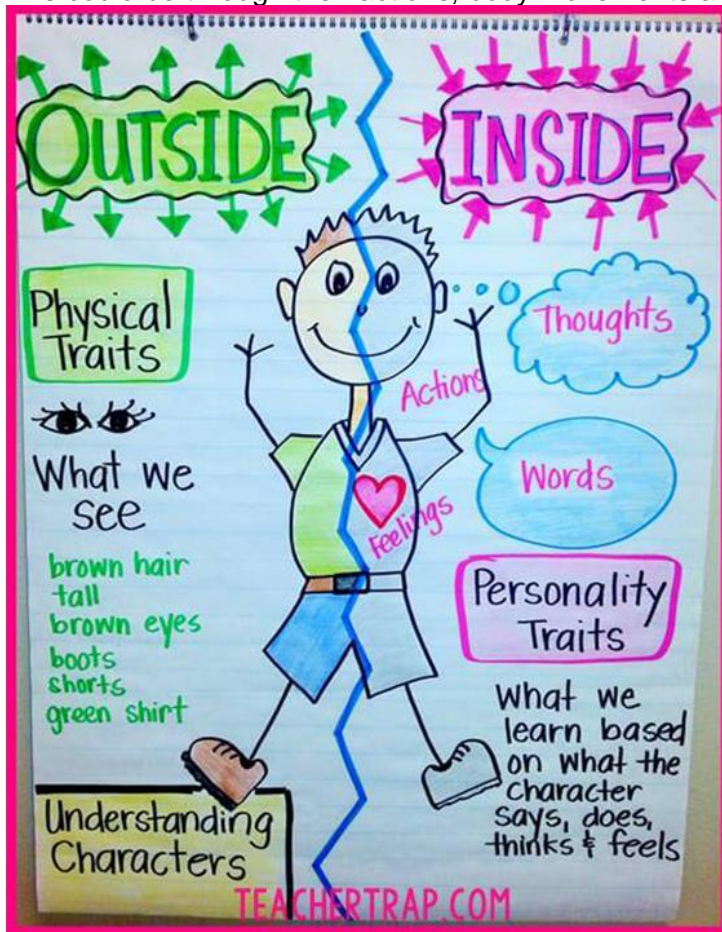
Morning session: ENGLISH

Crunch & Sip	Enjoy a piece of fruit while Miss Gilbee reads Alice in Wonderland https://www.youtube.com/embed/VLtwJdfF8CE	
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/EP13ZAAdBBg .	
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>Sight Word List 1</u> <u>Sight Word List 2</u> <u>Sight Word List 3</u>

<p>Spelling</p>	<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>Week 2 Wednesday spelling cut and paste activity</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>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>Week 2 spelling cut and paste activity worksheet</u></p> <p><u>Week 2 spelling activities worksheet</u></p>
<p>Reading</p>	<p>For today's reading lesson listen and watch Miss Eccleston read <i>Pig the Fibber</i> written by Aaron Blabey. https://www.youtube.com/embed/f5sq_zqPcLk</p> <p>Your first activity is to complete the comprehension questions. <u>**See Week 2 Wednesday Reading Pig the Fibber.</u></p> <p>Extension: If you are up for a challenge, complete the next activity. <u>**See Week 2 Wednesday Reading Extension.</u></p>	<p><u>Week 2 Wednesday Reading Pig the Fibber</u></p> <p><u>Week 2 Wednesday Reading Extension</u></p>
<p>Writing</p>	<p>Today we will be looking at how we can show and describe how a character is feeling on the inside and outside. This might involve the characters actions, physical traits, emotions.</p> <p>How can we describe how someone is feeling... you are right! We can understand this by wondering:</p>	

- How does the character feel right now?
- How does the character usually behave?

This could be through their actions, body movements and body language or based on what the character says, does, thinks and feels.



Word choice is very important when it comes to describing a character. You need to use your imagination!



Expanding your vocabulary and understanding the meaning of a 'synonym' supports your writing.

What is a synonym you might be thinking...

Synonyms are words that have the same or nearly the same meaning as another.


For example synonyms for the word 'happy' are cheerful, joyful, smiling, content etc.

Can you think of any other words that have a similar meaning to the word 'happy'?

Below is a table that has all different ways to describe different emotions. Sometimes we call this 'Show not Tell', it allows us to 'paint a picture' of our characters without showing them a picture. Have you ever looked at a big chapter book and thought

why isn't there any pictures? Yep that's right, those authors have 'painted a picture' of their story in the reader's mind through the word choices they have used!

Show Not Tell: Character Emotions

<p style="text-align: center;">Anger</p> <ul style="list-style-type: none"> Breathing deeply Picking fights Sarcasm Pounding fists Prodding finger Deeper louder voice Shoulders and head forward Eyes wide and glaring Hands forward in fists Red face 	<p style="text-align: center;">Sadness</p> <ul style="list-style-type: none"> Downcast eyes Red or watery eyes Walking slowly Feeling sick Crying, not wanting to talk Jerky breathing Slumped shoulders Rubbing their face Downturned mouth Avoiding other's eye 	<p style="text-align: center;">Joy/Amused</p> <ul style="list-style-type: none"> Smiling Head up Walking quickly Friendly Talkative Using their arms a lot Cupping their cheeks Bouncing on their toes Breathlessness Tapping their fingers 	<p style="text-align: center;">Excitement</p> <ul style="list-style-type: none"> Talkative Pacing around Rubbing hands Eyes darting around Big smiles Hugging Shaking hands Giggling Victory dance 
<p style="text-align: center;">Embarrassment</p> <ul style="list-style-type: none"> Looking down Hiding their face with long hair Walking away quickly Grasping things against their chest Keeps swallowing Face goes red Stammering Panicky thoughts Looking around for an exit 	<p style="text-align: center;">Afraid</p> <ul style="list-style-type: none"> Dry Mouth Biting their lip Wanting to run Gasping for air Cold sweat Talking nonstop Dizziness Flinching at noises Shaking Tip toeing 	<p style="text-align: center;">Relieved</p> <ul style="list-style-type: none"> Smiling Wide, grinning eyes Hand holding brow Blowing air out of their mouth Holding hair with both hands Mouth open, hands wide Shaking head in disbelief Laughter 	<p style="text-align: center;">Curiosity</p> <ul style="list-style-type: none"> Straining to see Ears and head pointed to hear Shushing others Wide eyes Slow breathing Lips parted slightly Gasping in wonder Small smile Shifting from one foot to the other. 

For today's first activity you are going to match emotion to the correct character action cards. You might like to print and cut them out, or write them up yourself in your workbook at home. Remember, there are two character action cards to each emotion.

**See Week 2 Wednesday Writing Show don't Tell.

Next, I want you to write some examples or phrases for the emotions listed.

**See Week 2 Wednesday Writing Other Examples

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: 99 and 499</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 Monday resource folder <u>TEN Week 2, Term 4</u></p>	
<p>Maths</p>	<p><u>Number Patterns</u></p> <p>Revise your skip counting forwards and backwards 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. To extend, choose a starting number and skip count forwards and backwards by 2s, 5s and 10s for five terms.</p> <p>Watch the following video on 'Number Patterns' https://www.youtube.com/embed/aXh2Y0qTBiM</p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> ● <i>What are number patterns?</i> ● <i>What type of number patterns are there?</i> ● <i>How do number patterns help us to count?</i> <p>To help us to recognise number patterns, we need to understand that numbers are written and counted in</p>	<p><u>Number Sequence 1 Worksheet</u></p> <p><u>Number Sequence 2 Worksheet</u></p> <p><u>Maths Mentals</u></p>

sequence and these sequences can go forwards, backwards and be skip counting or alternate patterns.

Number Sequences

Numbers are written and counted in sequence.

The sequence can:

- be infinite (go on forever) **7, 8, 9, 10, ...**
- go forwards **51, 52, 53, 54, ...**
- go backwards **40, 39, 38, 37, ...**
- start at any number **87, 88, 89, 90, ...**
- be a skip or alternate pattern **5, 10, 15, 20, ...** or **1, 2, 1, 2, ...**



Different Types of Number Sequences

Identify whether the numbers below create a **forwards**, **backwards** or **skip** number sequence.

- a) **25, 30, 35, 40, 45, 50, 55, 60**
- b) **90, 89, 88, 87, 86, 85, 84, 83**
- c) **21, 22, 23, 24, 25, 26, 27, 28**
- d) **10, 20, 30, 40, 50, 60, 70, 80**



Our counting skills, including our skip counting, can help us to recognise number patterns. First, we find if

	<p>our pattern is going forwards or backwards and then we look to see if we are counting by ones (6,7,8,9..) or skip counting each time (5,10,15,20...) or if the number pattern is an alternate pattern (2, 5, 2, 5...).</p> <p>Can you continue the following patterns and describe them?</p> <p>3, 6, 9, 12, __, __, __</p> <p>30, 28, 26, 24, __ __ __</p> <p>25, 35, 45, 55, __ __ __</p> <p>45, 35, 45, 35, __ __ __ __</p> <p>Complete the Number Sequence 1 activity. To extend, complete the Number Sequence 2 activity that looks at sequences up to 1000.</p> <p>OPTIONAL: Complete ONE day of the <u>Maths Mentals</u>.</p>	
<p>LUNCH Eat a healthy lunch, move your body and refresh your mind.</p>		
<p>Afternoon session</p>		
<p>Creative Arts (Drama)</p>	<p>This term we are going to have some more fun with drama. Drama is a great way to make ideas and stories “come to life” and a great way to express your feelings in a fun, but focused way. Before we begin our drama activity for this week, let’s talk about these two elements of drama: Symbol and Focus.</p> <p>Symbol</p>	

- Find a spoon.
- Let's pretend it's a microphone and sing into it
- now find a pencil
- Let's pretend it's a candle, try to blow it out

This is just a couple of examples of Symbol in drama. Using an object to represent something else, something totally different to what it is.

Challenge: Find 3 more examples of symbol in your house.

Focus

- Think of an animal. Got it in your mind?
- Now start to make sounds like your animal. Eg; Cat- meow, dog- bark
- Now do something your animal normally does. Eg; Cat-licks its paws and rubs face, dog-wags its tail or pants with its tongue out.

This is a couple of examples of Focus in drama. The audience's attention is on what animal you are acting out and your focus is on being that particular animal.



Sculptor and Statue

Today's Focus will be on being a sculptor, an artist that creates a 3D artwork that you can walk around and look at from all sides. The symbol will be another person that you will sculpt into a statue.

- First, find someone who is willing to be your sculpture, your block of clay.
- The clay person will stand in a position with legs slightly apart and hands beside them.
- The sculptor, which is you, will move the clay person's body into a new position according to the theme that is being explored. Ideally, this is done without talking so that communication is done through body-language. Face expressions can be shown by you (the sculptor) for the statue to copy.

- **Important Rules!**

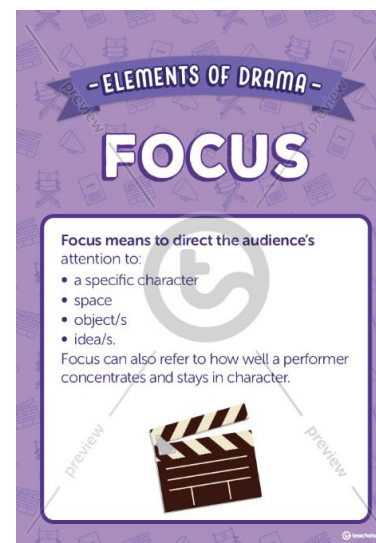
- **Don't put your partner in an impossible position, remember they need to hold this position for a time so you can take a photo.**

- Don't touch their face, you show the expression that you want and the statue copies it. Explain that to your statue before you start or when you get to the facial expression.**

- Slow gentle movements with your partner, so they don't fall or get injured.**

- talking is only permitted if you need your person to lay on the floor or to explain the facial expression you want, otherwise it's all about you, the sculptor moving the body into position.**

- The list of themes below are what you will use to sculpt your statue into. Choose 2 that you like.
 - emotions
 - animals
 - occupations
 - hobbies
 - character from a movie
- Choose your first theme to make a statue out of your partner. Eg; I'll choose emotions. Excitement! I will put my partner's feet wide apart and move their arms and hands up into a Y shape above their



head.



Here are more examples of excitement that I could sculpt my partner into.

- Then take a photo of your sculpture and label what the statue is trying to show.
- Choose your second theme and repeat the steps and take a photo and label your second statue.

If you enjoyed doing this activity, why not try swapping roles and become the clay for your partner to sculpt into a statue!

I'm super excited to see your human statues! Please post them onto googleclassroom so I can see :)

Write in your daily journal (optional):

If you could throw a party for the entire school what would it be like?

YAY! IT'S THE AFTERNOON :)

