

Term 2 Remote Learning Week 5

Grade One Learning Tasks

*Please upload each of these three tasks to your teacher via Class Dojo.

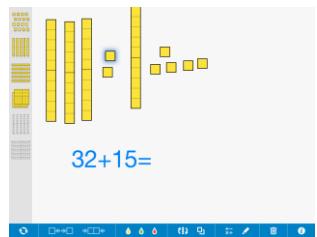
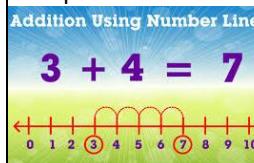
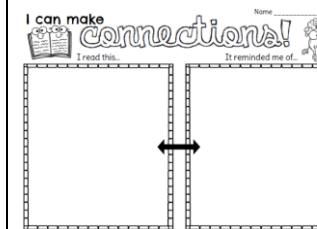
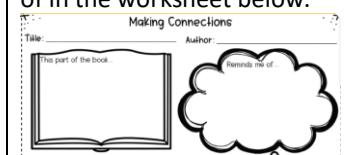
*If you would like to upload more tasks from the grid to your teacher that is fine, but these are the only three that are required to be submitted.

*Learning Tasks need to be completed independently for assessment purposes, but parents can read the instructions to their child.

*Your teacher will provide feedback on each task as soon as they can, within 48 hours.

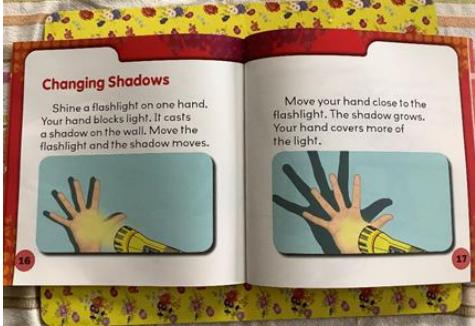
Reading Activity- Day Tuesday	Submit- Record yourself making 1 or 2 text to self connections after watching the story your teacher reads/recommends for you. Submit on Dojo. Use the prompt to help you; ' This book reminds me of when... '
Numeracy Activity - Thursday	Submit - Students choose a number line and create their own addition story. They will need to record or write their number story, and show their working out using a number line. Students should talk about their thinking and explain what they are doing.
Writing Activity - Friday	Submit - Students submit their final piece of procedure text.

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths 30-45 minutes <u>Addition Vocabulary</u> ADD AND PLUS TOGETHER ALTOGETHER TOTAL SUM MORE JOINED CAME ALONG BOUGHT EQUALS + =	<p>Focus: This week we are continuing to learn about <u>Addition</u>. Students will explore how basic number facts can help them to add. Students are beginning to move away from Counting ALL, towards another strategy like; Counting ON - find the larger number, keep it in their mind, and 'count on' to add the second group and find the total. Using a known fact - students can use their knowledge of another addition sum to help them. Eg. if I know 6+1 is 7, then I know that 6+2 is 8 because 2 is one more than 1, and 8 is one more than 7.</p> <p>Images on Dojo Friends of Ten Facts https://www.youtube.com/watch?v=Cj0PQ0VuMpg <i>Ten again - Number Blocks</i> Fill in the Rainbow Ten sheet to show the tens facts! OR Create paper hands to show tens facts!</p>	<p>Images on Dojo Doubles Facts https://www.youtube.com/watch?v=4U2QLjqripY <i>Dancing doubles</i> https://www.youtube.com/watch?v=8jOzhiACB68 <i>Doubles doubles song</i> https://www.youtube.com/watch?v=vgOSal3n5Fw</p>	<p>Watch 2 videos before completing activity Addition Strategies Watch the teacher video on addition strategies. Watch the teacher video about the app <u>Number Pieces</u>.</p>	<p>Watch video before completing Activity Number Lines https://www.youtube.com/watch?v=tp9n4kMTuQo <i>Number line addition</i> Watch the teacher video on using a number line to add.</p>	<p>Board games on Dojo Addition board game Play a game with a family member, or a special toy. You will need to help your toy take their turns! Rules can be found on the game image or below. Use any small object as counters.</p> <p>SUBMIT Students choose a number</p> <p>Dinosaur Doubles. Roll a dice</p>

<p>**Reminder - students can also be completing assigned Mathletics tasks**</p>	 <p>Doubles rap</p> <p>Create a keynote presentation about doubles. See if you can find examples of doubles in our house and take pictures.</p> <p>DOUBLES FACTS</p> <table border="1"> <tbody> <tr> <td>Shoes Fact  $1+1=2$</td><td>Cat Fact  $2+2=4$</td></tr> <tr> <td>Ladybug Fact  $3+3=6$</td><td>Spider Fact  $4+4=8$</td></tr> <tr> <td>Gloves Fact!  $5+5=10$</td><td>Dozen Eggs Fact  $6+6=12$</td></tr> <tr> <td>Days Fact  $7+7=14$</td><td>Crayon Fact  $8+8=16$</td></tr> <tr> <td>Domino Fact  $9+9=18$</td><td>Hand and Foot Fact  $10+10=20$</td></tr> </tbody> </table>	Shoes Fact  $1+1=2$	Cat Fact  $2+2=4$	Ladybug Fact  $3+3=6$	Spider Fact  $4+4=8$	Gloves Fact!  $5+5=10$	Dozen Eggs Fact  $6+6=12$	Days Fact  $7+7=14$	Crayon Fact  $8+8=16$	Domino Fact  $9+9=18$	Hand and Foot Fact  $10+10=20$	<p>(MAB) to show the groups and the total.</p> <p><i>*If you feel confident, you might like to use 2 digit numbers!</i></p> 	<p>line and create their own addition story. They will need to record or write their number story, and show their working out using a number line.</p> <p>Students should talk about their thinking and explain what they are doing to solve the problem.</p> <p>Addition Using Number Line</p> 	<p>and double it. place a counter on top of your number. First to get 4 in a row wins!</p> <p>Back to school Doubles.</p> <p>Roll a dice, double it and then jump to the next space with that number. First to the end wins!</p> <p>Addition Board Game.</p> <p>Roll and move that many spaces. Solve the problem you land on. Place a counter over the answer. The person who covers the last number wins!</p> <p>Addition to 20.</p> <p>Take turns covering any 2 or 3 numbers to make 20. The winner is the last person to make 20.</p>
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<p>Reading 20-30 minutes</p>	<p>Focus: This week we are learning how to....Make connections. Students will explore how making connections helps them understand what they are reading. We will start with Text to Self connections</p>													
	<p>Watch video before completing Activity Image on Dojo</p> <p>Text to self connections- Think aloud</p> <p>Activity: Students read (a) fiction book/s on EPIC or one they have at home and attempt to make a text to self connection. Use the sentence starter below to help you make a connection;</p> <p>'This book reminds me of when...'</p> <p><small>That reminds me of... I remember when... I have a connection... An experience I have had like that... I felt like that character when... If I were that character, I would...</small></p>	<p>Watch video of teacher reading you a story before completing Activity</p> <p>Text to self connections- Think aloud</p> <p>Submit- Record yourself making 1 or 2 text to self connections to the book from today's video and submit on Dojo. Use the prompt to help you start;</p> <p>'This book reminds me of when...'</p>	<p>Text to self connections- Think aloud</p> <p>Activity: Students read fiction texts for 15 minutes on EPIC.</p> <p>During and after reading they can make text to self connections using the sentence stem below;</p> <p>This book reminds me of when...</p>	<p>Image on Dojo</p> <p>Text to self connections- Record my thinking</p> <p>Activity: Students read assigned fiction texts for 15 minutes on EPIC and complete the worksheet with pictures and/or words.</p> <p></p> <p></p>										

Writing 20-30 minutes	<p>GENRE WRITING- Procedure</p> <p>Focus: We are learning to edit, revise and publish our work for a final copy.</p> <table border="1"> <thead> <tr> <th data-bbox="333 181 671 213">Activity</th><th data-bbox="671 181 1389 213">Tuesday & Wednesday</th><th data-bbox="1389 181 1727 213">Activity</th><th data-bbox="1727 181 2082 213">Activity</th></tr> </thead> <tbody> <tr> <td data-bbox="333 213 671 891"> <p>Students use a completed procedural text that they wrote in week 4 (Or a piece they are most proud of). They will now focus on editing and revising their work to ensure they have full stops at the end of sentences, capital letters at the beginning of sentences and exclamation marks if appropriate.</p> <p>Refer to Video - Punctuation if needed.</p> </td><td data-bbox="671 213 1389 891"> <p>Students continue using the same piece of writing that they worked on yesterday and work over the two days to create a good copy of their procedure text presented on keynote.</p> <p>Refer to Video - Showing how they might present their work if needed.</p> </td><td data-bbox="1389 213 1727 891"> <p>Students are to write a new procedural text. This is their final piece for this unit. They can choose between doing a topic of their choice or on making a fruit kebab. Students should try their best to include the key structure and features they have been learning about.</p> <p>(Please encourage your child to work on this on their own so they can receive accurate feedback from their teacher).</p> </td><td data-bbox="1727 213 2082 891"> <p>Students continue working on their final piece. The focus on this lesson will be for students to edit and revise (keeping an eye out for text structure, punctuation, language like verbs, adverbs). When the students think they have done all they can, they then submit it . (Please encourage your child to work on this on their own so they can receive accurate feedback from the teacher.)</p> <p>SUBMIT- Photo of writing piece</p> </td></tr> </tbody> </table>				Activity	Tuesday & Wednesday	Activity	Activity	<p>Students use a completed procedural text that they wrote in week 4 (Or a piece they are most proud of). They will now focus on editing and revising their work to ensure they have full stops at the end of sentences, capital letters at the beginning of sentences and exclamation marks if appropriate.</p> <p>Refer to Video - Punctuation if needed.</p>	<p>Students continue using the same piece of writing that they worked on yesterday and work over the two days to create a good copy of their procedure text presented on keynote.</p> <p>Refer to Video - Showing how they might present their work if needed.</p>	<p>Students are to write a new procedural text. This is their final piece for this unit. They can choose between doing a topic of their choice or on making a fruit kebab. Students should try their best to include the key structure and features they have been learning about.</p> <p>(Please encourage your child to work on this on their own so they can receive accurate feedback from their teacher).</p>	<p>Students continue working on their final piece. The focus on this lesson will be for students to edit and revise (keeping an eye out for text structure, punctuation, language like verbs, adverbs). When the students think they have done all they can, they then submit it . (Please encourage your child to work on this on their own so they can receive accurate feedback from the teacher.)</p> <p>SUBMIT- Photo of writing piece</p>
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Play-Based Learning and Humanities 20 minutes	<p>Play- Based Learning</p> <p>Focus: This week we are continuing to explore, experiment, discover and solve problems in imaginative and playful ways.</p> <table border="1"> <thead> <tr> <th data-bbox="333 1029 671 1062">How to draw:</th><th data-bbox="671 1029 1389 1062">SENSES SCAVENGER HUNT</th><th data-bbox="1389 1029 1727 1062">Teacher video</th><th data-bbox="1727 1029 2082 1062">Teacher picture example</th></tr> </thead> <tbody> <tr> <td data-bbox="333 1062 671 1516"> <p><i>Unicorn</i></p> <p>https://www.youtube.com/watch?v=r6cJl89axqY</p> <p>Watch this youtube clip and follow the steps to learn how to draw a unicorn.</p> </td><td data-bbox="671 1062 1389 1516"> <p>Each week there will be a new exciting Scavenger Hunt.</p> <p>5 SENSES SCAVENGER HUNT</p>  <ul style="list-style-type: none"> • Find something that makes a crunch sound. • Find something that tastes sour. • Find something that smells good. • Find something smooth. • Find 3 of the same thing. • Find something that smells bad. • Find something that tastes sweet. • Find something loud. • Find something long. • Find something soft. • Find something white. • Find something quiet. • Find something rough. <p>Good luck!</p> <p>Teacher to post Scavenger Hunt to Class Dojo.</p> </td><td data-bbox="1389 1062 1727 1516"> <p>Make a list of all the places in your community that you could go to be active.</p> <p>Pick your favourite and describe why.</p> </td><td data-bbox="1727 1062 2082 1516"> <p>Live stream/watch videos on youtube from P.E. with Joe. https://www.youtube.com/results?search_query=P.E.+with+Joe</p> <p>Choose one of the below to tell me how you feel after being physically active</p> <ol style="list-style-type: none"> 1) verbal response, 2) drawing a picture, or 3) writing about it. </td></tr> </tbody> </table>				How to draw:	SENSES SCAVENGER HUNT	Teacher video	Teacher picture example	<p><i>Unicorn</i></p> <p>https://www.youtube.com/watch?v=r6cJl89axqY</p> <p>Watch this youtube clip and follow the steps to learn how to draw a unicorn.</p>	<p>Each week there will be a new exciting Scavenger Hunt.</p> <p>5 SENSES SCAVENGER HUNT</p>  <ul style="list-style-type: none"> • Find something that makes a crunch sound. • Find something that tastes sour. • Find something that smells good. • Find something smooth. • Find 3 of the same thing. • Find something that smells bad. • Find something that tastes sweet. • Find something loud. • Find something long. • Find something soft. • Find something white. • Find something quiet. • Find something rough. <p>Good luck!</p> <p>Teacher to post Scavenger Hunt to Class Dojo.</p>	<p>Make a list of all the places in your community that you could go to be active.</p> <p>Pick your favourite and describe why.</p>	<p>Live stream/watch videos on youtube from P.E. with Joe. https://www.youtube.com/results?search_query=P.E.+with+Joe</p> <p>Choose one of the below to tell me how you feel after being physically active</p> <ol style="list-style-type: none"> 1) verbal response, 2) drawing a picture, or 3) writing about it.
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SPECIALIST

<p>Italian Time it takes: 45minutes Task to be completed on Dojo Picture Story book with recording due By Friday 15th May</p>	<p>STEM Time it takes: 30 mins of work- waiting time in the middle not counted. Task to be completed on Dojo by Thursday 14th May</p>	<p>Performing Arts Time it takes: 35 minutes Task to be completed on Dojo by Friday 15th, submission optional.</p>	<p>Physical Education Time it takes: 30 minutes Task to be completed on Dojo by: no submission</p>
<p>Video Lesson: Read a story with signora Da Silva about the number 1-10 https://youtu.be/eucU-WHGshE (Same video as last week)</p> <p>Activity: video yourself reading our picture story book about the numbers 1-10</p>	<p>We are looking at physics. How things move.</p> <p>This week I want you to look at big and small shadows.</p> <p>If sun is out go outside then go outside to the same place after about 30 mins. If not shadows inside with a torch or light. Watch video. Then try below activity.</p> <p>https://www.google.com/search?q=dr+binocs+shadows&rlz=1C1GGRV_enAU758AU758&oq=dr+binocs+shadow&aqs=chrome.0j69i57j0l3j69i64.4774j0j8&sourceid=chrome&ie=UTF-8</p> 	<p>More Ukulele Practice:</p> <p>Watch the video uploaded to Class Dojo to see Mr. Hyde teaching you how to play some chords on your 'real Ukulele' app.</p> <p>No assessment this week</p>	<p>Catching Skill components</p> <ol style="list-style-type: none"> 1. Eyes are focused on the ball throughout the catch. 2. Preparatory position with elbows bent and hands in front of body. 3. Hands move to meet the ball. 4. Hands and fingers positioned correctly to catch the ball. 5. Catch and control the ball with hands only. 6. Elbows bend to absorb force of the ball. <p>•Practice catching hand positions- Little fingers together for below the chest, thumbs together for above the chest. Elbows bent to absorb the force of the ball.</p> <p>•Practice a variety of catches- Throw the ball up and catch below your chest with pinkies together X 20</p> <p>Throw the ball up and catch above your chest with thumbs together X 20</p> <p>Throw the ball up and turn around before catching X 10</p> <p>Throw the ball up and catch just before it hits the floor X 10</p> <p>How many claps can you do before you catch the ball?</p> <p>Practice catching with a partner. Can you do 2 balls at the same time?</p>

Movement Breaks - Students should be physically moving their bodies everyday for at least 30 minutes. Please see below ideas on how you can help your child move.

- ❖ Cosmic Kids Yoga on youtube (more than 30 different ones to choose from)
- ❖ Create an obstacle course in your backyard
- ❖ Go for a 30 minute walk

- ❖ Go for a 30 minute bike ride
- ❖ Youtube some Just Dance videos and dance along
- ❖ Bake something in the kitchen
- ❖ Make up your own dance or talent show.