



Week 4 Term 4 Remote Learning Year 1

No Learning Tasks in week 4.



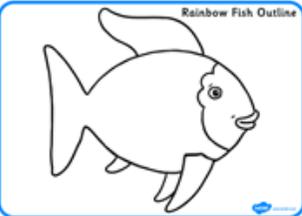
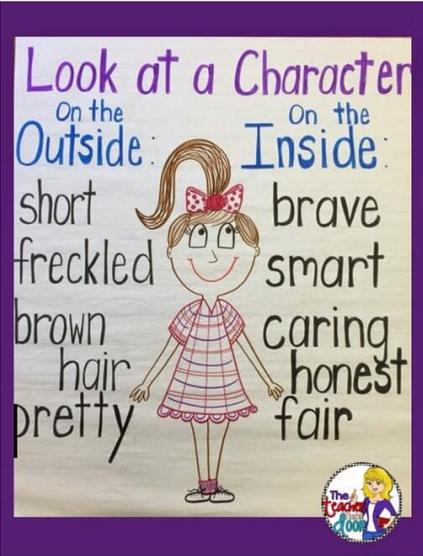
Google Classroom



Webex Meetings

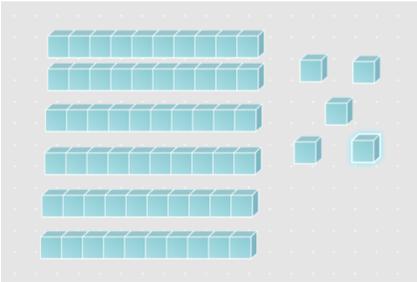
**Please visit the Google Classroom to see details of
Daily Small Teacher Groups
for Literacy & Numeracy.
It is important that your children participate in their allocated sessions.**

Monday Please visit the Google Classroom to see details of Daily Small Teacher Groups for Literacy & Numeracy.

Reading	Writing	Maths	Humanities	P.E				
<p>Reading Time: 20-30 mins.</p> <p>Focus: Infer character traits.</p> <p>Book: The Rainbow Fish Read /Listen to the story The Rainbow Fish. https://www.youtube.com/watch?v=r9mryuEKkKc</p> <p>What type of character is the rainbow fish? We can use character traits such as kind, friendly, mean, grumpy etc. We can Infer what type of character the rainbow fish is, by looking at the pictures and reading the story?</p> <p>Activity: Using the template label the fish and record the character traits you have inferred while reading the story. Use the markup tool to label the fish with the character traits.</p> <p>Decorate your rainbow fish to make it beautiful.</p>  <p>Independent reading. Once you have finished, spend some time reading for enjoyment on Epic</p>	<p>Writing Time: 20-30 mins.</p> <p>Focus: Character development-character traits, inside and outside traits.</p> <p>Activity: Brainstorm a good character and a bad character. What makes them good? What makes them bad? Draw a picture of your character with LOT of detail. There are some examples on GC if you are stuck!</p> 	<p>Maths Time: 30-45 mins.</p> <p>Focus: Place Value - Expanded Form</p> <p>Warm Up: Watch https://www.youtube.com/watch?v=dHu5TFxPtk</p> <p>Activity: Today we are going to be expanding numbers into their individual place value. Just like we saw in the video, when we look at a 2 digit number they are broken into Tens and Ones.</p> <table border="1" data-bbox="996 885 1411 1117"> <thead> <tr> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table> <p>The ones always equals itself. The tens is always 10 times the value shown. For example; if we had a 5 in the tens place it would be 10 times 5 which is 50.</p>	Tens	Ones			<p>Focus: What are the feelings I feel and how can I regulate them?</p> <p>Activity: Watch the Youtube clip on Zones of Regulation at https://www.youtube.com/watch?v=L0e-oMZi000</p> <p>Can you guess what their feelings were?</p> <p>Activity: Using the uploaded SOCIAL SKILLS & EMOTIONS WITH INSIDE OUT! Using the examples you needed to guess in the Youtube clip above, describe what the facial expressions, body language, actions, and words were when they were feeling happy and sad.</p> <p>Example: When they were happy: - the facial expressions were: -their, body language was: -their actions were:</p> <p>When they were sad:</p>	<p>Go to your P.E google classroom to pick an activity to do</p> <p>P.E Google classroom zswyza2</p>
Tens	Ones							

		<p>Please use a dice or this simulated dice to complete the Expanding Place Value Worksheet.</p> <p>https://www.online-stopwatch.com/chance-games/roll-dice-online/</p> <p>Extension:</p> <p>Today you are going to be expanding numbers into the hundreds.</p> <p>It is just like when we expand 2 digit numbers but now with a third digit.</p> <p>The ones always equals itself.</p> <p>The tens is always 10 times the value shown. For example; if we had a 5 in the tens place it would be 10 times 5 which is 50.</p> <p>The hundreds is always 100 times the value shown. For example; if there is a 7 in the hundreds place it would be 100 times 7 which is 700.</p> <p>Please complete the attached worksheet.</p>	<p>- the facial expressions were:</p> <p>-their, body language was:</p> <p>-their actions were:</p> <p>When they were angry:</p> <p>- the facial expressions were:</p> <p>-their, body language was:</p> <p>-their actions were:</p>	
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Tuesday Please visit the Google Classroom to see details of Daily Small Teacher Groups for Literacy & Numeracy.

Reading	Writing	Numeracy	P.E	HUMANITIES
<p>Reading Time: 20-30 mins.</p> <p>Focus: Making text to self connections Book: The Rainbow Fish Read /Listen to the story The Rainbow Fish. https://www.youtube.com/watch?v=r9mryuEKkKc</p> <p>Activity: Think of a time where you had to share with others. How did you feel? Make a text to self connections. Did you feel the same way as the rainbow fish, Record your responses in your scrapbook or on your iPad.</p> <p>Independent reading.</p> <p>Once you have finished, spend some time reading for enjoyment on Epic. Remember to practice reading fluently.</p>	<p>Writing Time: 20-30 mins.</p> <p>Focus: Character development</p> <p>Activity: Today you are creating a magical character and an animal character.</p> <p>What is their superpower? What magic do they have? What type of animal will you choose?</p> <p>Draw your characters and label what they do!</p> <p>There are some examples on GC if you are stuck!</p> 	<p>Maths Time: 30-45 mins.</p> <p>Focus: Place Value</p> <p>Warm Up: Watch https://www.youtube.com/watch?v=sGHolGT3ieA</p> <p>Activity: Today you are going to be matching numbers with their expanded form and their matching MAB.</p> <p>For example; If I had the number 65 I know the expanded form is: $60 + 5$ And the MAB would look like this:</p>  <p>Please complete the attached worksheet.</p> <p>Extension: Today you are going to be identifying MAB into the hundreds and writing its expanded form. Please complete the attached worksheet.</p>	<p>Go to your P.E google classroom to pick an activity to do</p> <p>P.E Google classroom zswyza2</p>	<p>Focus: What are the feelings I feel and how can I regulate them?</p> <p>Activity: Watch the Youtube clip on Guess the Feeling Inside Out https://www.youtube.com/watch?v=dOkyKyVFnsS</p> <p>Use the worksheet "Students explain how they feel" attached to answer these questions:</p> <p>What makes you happy?</p> <p>What makes you sad?</p> <p>What makes you angry?</p>

Wednesday Please visit the Google Classroom to see details of Daily Small Teacher Groups for Literacy & Numeracy.

Reading	Writing	Numeracy	P.E	Respectful Relationships				
<p>Reading Time: 20-30 mins.</p> <p>Focus: Summarising</p> <p>Book: The Rainbow Fish Read /Listen to the story The Rainbow Fish. https://www.youtube.com/watch?v=r9mryuEkkKc</p> <p>Think about the story The rainbow fish. Complete the template to summarise the character, setting, beginning, middle and end.</p>  <p>Independent reading. Once you have finished, spend some time reading for enjoyment on Epic. Remember to practice reading fluently.</p>	<p>Writing Time: 20-30 mins.</p> <p>Focus: Setting development</p> <p>Task: A setting in a story is where the story takes place.</p> <p>Your job is to think about two settings. An inside setting and an outside setting.</p> <p>Divide your page in two. Like this</p> <p>See GC for bigger version</p> <table border="1" data-bbox="510 783 969 1104"> <tr> <td data-bbox="510 783 741 847">Inside setting</td> <td data-bbox="741 783 969 847">Outside setting</td> </tr> <tr> <td data-bbox="510 847 741 1104"></td> <td data-bbox="741 847 969 1104"></td> </tr> </table> <p>Where is it? When is it? Is it clean, dirty, nice? spooky? Use adjectives to describe your setting.</p>	Inside setting	Outside setting			<p>Maths Time: 30-45 mins.</p> <p>Focus: Place Value - Odd and Even</p> <p>Activity: Listen to the Odd and Even number song: https://www.youtube.com/watch?v=-kHtGbnYKGc</p> <p>An even number is a number that has been divided into two equal groups, just like what we have been doing in division. An even number always ends in 0,2,4,6 or 8.</p> <p>An odd number is a number that cannot be divided into two equal groups, and there might be a remainder, just like what we have been doing in division. An odd number always ends in either 1,3,5,7 or 9.</p> <p>Complete the odd and even worksheets that has been uploaded to you</p> <p>Extension:</p> <p>Students to play the number ninja game and only slash the even numbers https://www.abcya.com/games/number_ninja_odd_even</p>	<p>Please visit your P.E google classroom</p> <p>P.E Google classroom zswyza2</p>	<p>Focus: How can I express emotions respectfully?</p> <p>Warm up: Play the Rock, paper, scissors game.</p> <p>Activity:</p> <ul style="list-style-type: none"> • What is the 'Rock, paper, scissors' game used for? <i>(This game is often used to help people to work out who goes first in a game, or who gets to choose a game. This can help friends to work this out without fighting or arguing with each other.)</i> • What does it feel like when you lose in a game? • What does it feel like when people won't let you join a game? <p>Activity:We can listen to music to help us feel better. Can you find a song that makes you feel happy?</p>
Inside setting	Outside setting							
								

Thursday Onsite

Reading (onsite)	Writing (onsite)	Numeracy (onsite)	Special (onsite)	Humanities				
<p>Reading Time: 20-30 mins.</p> <p>Focus: Analysing and Critiquing Look at the sentences provided and analyse and critique the sentences to check that they:</p> <ul style="list-style-type: none"> • make sense • do they sound write • is the punctuation correct • is the spelling correct • do these need improving <p>Activity: Revise & Edit the sentences from the story The Rainbow Fish. Use the MSL spelling rules you know to correct the spelling. Don't forget to also correct the punctuation. Read the sentences aloud to check they make sense.</p> <div data-bbox="62 1029 387 1225" data-label="Image"> </div> <p>Extension: Choose 2-3 sentences and rewrite them to make them better.</p> <p>Independent reading. Once you have finished, spend some time reading for enjoyment on Epic. Remember to practice reading fluently</p>	<p>Writing Time: 20-30 mins.</p> <p>Focus: Problem and Solution Activity: Recap the character and setting developed earlier in the week. Students can share their creations/ideas.</p> <p>Today we will focus on the problem and solution. Think of a problem that your character might have. How will they solve that problem? Can you think of more than one solution?</p> <div data-bbox="506 831 884 1110" data-label="Image"> </div> <p>Students who have not completed the characters/setting will need to divide their page into 4.</p> <table border="1" data-bbox="499 1310 931 1442"> <tr> <td>character</td> <td>setting</td> </tr> <tr> <td>problem</td> <td>solution</td> </tr> </table>	character	setting	problem	solution	<p>Maths Time: 30-45 mins.</p> <p>Focus: Place Value - 10 more/less and 100 more/less</p> <p>Play a whole class game (Who am I?) to encourage socialisation. Use the game and number chart to help students identify 10 more/10 less/100 more/100 less.</p> <p>Write numbers on the board to further explore and identify the hundreds, tens and ones together if students get stuck.</p> <p>Print the cards prior to the lesson and cut them, share them out to the class to play.</p>		<p>Focus: What are the feelings I feel and how can I regulate them?</p> <p>Warm up: Watch the Youtube clip on zones of regulation (Inside Out)</p> <p>https://www.youtube.com/watch?v=r4FjZJ8CYO4</p> <p>Activity: Revise what makes you feel angry, scared or sad. Turn and talk. Share responses. What can you do when you are feeling angry, sad, scared and sad? Turn and talk. Share.</p> <p>Use the Zones of Regulation desk cards handout and discuss how this can help you.</p>
character	setting							
problem	solution							

Friday Onsite

<p>Literacy (onsite)</p>	<p>Numeracy (onsite)</p>	<p>MSL (Onsite)</p>	<p>Specialist (onsite)</p>
<p>Focus:Scaffolding literacy Following the scaffolding literacy <u>approach</u> build the context knowledge by reading the text</p> <p>Mentor Text: The Rainbow Fish</p> <p>Part 1: Picture walk- talk about the pictures using vocabulary from the text without directly reading the text.</p> <p>Key Vocab: shade, glide, proud, silent, shimmer, reef, loneliness, shimmering, dazzling, admire, entire, emerged, peculiar, delighted, possessions.</p> <p>Part 2: read the text</p> <p>Part 3: language orientation- stop to discuss and explain the meaning of key vocabulary in context with the text, show pictures to support the key vocab</p> <p>Part 4 transformation- look at sentence structure, nouns, verbs, adjectives (cut the sentence up in to parts)- look at substitutions of words/synonyms</p> <p>Part 5: (WRITING-See writing planner for details)</p> <p>Patterned Writing-Students use the sentence structure or modelled structure to adapt their writing to make it their own.</p> <p>A long way out in the deep blue sea there lived a fish. Not just an ordinary fish, but the most beautiful fish in the entire ocean.</p> <p><i>A long way out in the (adjective, adjective, noun) there lived a (noun). Not just an ordinary (noun), but the most (adjective)(noun) in the entire (noun).</i></p> <p>Writing: Students use the patterned writing template to create their own text.</p> <p>Book: Rainbow fish</p> <p>Activity: Students use the structure of the rainbow fish</p>	<p>Maths Time: 30-45 mins.</p> <p>Focus: Place Value</p> <p>Warm Up: Number of the Day https://mathsstarters.net/numoftheday/2digit</p> <p>Activity: Students will make a Place Value Octopus. Students generate a 2 or 3- digit number. Students have 8 tasks with their number to complete on the octopus tentacles. Each tentacle has a different skill for the students to show;</p> <ol style="list-style-type: none"> 1. Draw as MAB (base 10 blocks) 2. Numbers before and after 3. Odd or Even 4. Plus and Minus 10 5. Plus and Minus 100 6. Sum of Digits (for example; my number is 94. $9 + 4 = 13$) 7. Word Form (write the number in words) 8. Expanded Form 	<p>Focus: What is the first most common spelling of the long e sound in words? (revise buzzing bee rule).</p> <p>We have learnt the buzzing bee rule before but let's look at it again to ensure you are remembering to use your knowledge in reading and writing words with /ee/.</p> <p>Remember that the /ee/ sound can be anywhere in the word, at the beginning, middle or end so we just say 'ee says /e/'</p> <ol style="list-style-type: none"> 1.Practice reading - all the /ee/ words on poster 2.Now write /ee/ 12 words from the poster when the teacher reads them to you 3.Dictation sentence: A bee was sitting on my knee when I sat under the tree. 4. Further activities included to practice applying the rule - select as appropriate for the students -ee colour maze -ee sentence reading race -read and add missing ee words <p>Extension: Create your own sentences with ee words or investigate the different ways the long e sound can be spelt.</p>	

