

Term 2 Remote Learning Week 4

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 - Thursday	SUBMIT: Students record themselves reading sight words on Monday and Friday to show development of High Frequency word recognition. Or students to record themselves reading decodable sentences/passages demonstrating automatic reading of high frequency words.
Maths Activity - Tuesday	SUBMIT: Record a video of yourself talking about your addition problem - tell your addition story, show your working out, talking about the strategy you used (<i>Counting ALL or Counting ON</i>)
Writing Activity - Friday	SUBMIT- Students can upload a photo of their completed instructional procedure.

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths 30-45 minutes	Focus: This week we are learning about Addition. <u>Addition is the joining of two or more groups.</u> Students first learn to count two groups separately, and then ' Count ALL ' (starting from 1 again) to find the total. Students then learn to hold one number in their mind, and ' Count ON ' to add the second group and find the total.				
<u>Addition Vocabulary</u> ADD, AND PLUS, TOGETHER ALTOGETHER TOTAL, SUM MORE, JOINED CAME ALONG BOUGHT, EQUALS +, = **Reminder - students can also be completing assigned Mathletics tasks**	Watch video before completing Activity Addition Poster Watch the video about our new topic. Make a poster about addition including all the different words you can think of that mean "add". Also think of where you might see addition in real life and add an example to your poster. <i>(Have a look at the poster in the video to help you.)</i>	Image Example on Dojo Show what you already know! Come up with your own addition story, use objects, pictures or another way that you can think of to show and solve the problem. SUBMIT: Record a video - tell your addition story - show your working out - talking about the strategy you used (<i>Counting ALL or Counting ON</i>)	Watch video before completing Activity Use Objects Today students will use objects to solve some addition stories. Some objects you might use around the house are: - socks, pasta, toys etc. Choose some problems & use objects to find the total: $4 + 3 =$ $5 + 1 =$ $6 + 2 =$ $5 + 6 =$ $6 + 8 =$ $3 + 2 + 1 =$	Image Example on Dojo Use Pictures Choose a worded addition story from below and use pictures or objects to help find the total. (See image example on Dojo). <i>I ate 3 apples, then I ate 2 <u>more</u>. How many did I eat <u>altogether</u>?</i> <i>I picked 5 flowers and then picked 4 <u>more</u>. How many flowers do I have <u>altogether</u>?</i> Now make up your own!	Watch video before completing Activity Number Frames (App) Watch the video. Create your own addition story and solve it using Number Frames on your iPad. Take a screenshot to save your work. <i>For example:</i> <i>If I have 4 toy cars and I buy 2 <u>more</u> from the shops, how many will I have in <u>total</u>?</i>

<p>Reading 20-30 minutes</p>	<p>Focus: This week we are continuing to develop our reading fluency. We are focusing on HIGH FREQUENCY words. <u>High frequency words are words that students should be able to read automatically without sounding out. For example; the, was, they</u> Students will investigate high frequency words and why it is important to be able to read these words immediately. They will develop a personal list that they will practise reading every day throughout the week and play games to reinforce these words. They will explore high frequency words in books assigned to them on Epic. They will add reading high frequency words automatically to their reading strategies.</p>				
	<p>Watch video before completing Activity</p> <p>High frequency words Keynote</p> <p>Watch video introducing you to high frequency words. Your teacher will highlight the words that you should use for your activities this week and put it in your portfolios.</p> <p>Activity- Read through the highlighted words. Choose between 5 and 10 words that you need to practise. Make a keynote with one word on each page. Make your words big and colourful. Practise reading these words every day.</p>	<p>Watch video before completing Activity</p> <p>High frequency words cup stacking game</p> <p>Activity- You will need some plastic stacking cups and a text that doesn't smudge. Write at least 10 of your highlighted words on the plastic cups. Build a pyramid/tower, fortress- whatever you can create- saying the words as you make it. You can share a photo/video of you playing your game.</p> 	<p>Image example on Dojo to help you</p> <p>High frequency words Bingo game.</p> <p>Activity- Put 6 of your Keynote words in a Bingo template. Write all 15 highlighted words on small pieces of paper. Practise reading each word. Shuffle them up and ask a family member to read the words until you have covered your board. Say Bingo.</p>	<p>Watch video before completing Activity</p> <p>Putting it all together</p> <p>Your teacher will let you know if you need to read your words, sentences or a passage from a book for the reading assessment. Practise reading them at least 3 times before you record yourself.</p> <p>SUBMIT- Record yourself reading your high frequency words/sentences/passage automatically and submit on Dojo.</p>	<p>Activity- Read your assigned books on Epic focusing on your fluency reading strategies and reading high frequency words immediately.</p>
<p>Writing 20-30 minutes</p>	<p>Focus: This week we are identifying a new type of procedure text called Instructions/ Instructional and learning how to use and identify Language features.</p>				
	<p>Watch video before completing Activity</p> <p>Instructional Procedures Video - Teacher Comparing between a Recipe and Instructional procedure.</p> <p>Students can compare with recipes and instructional pieces. Use a keynote to highlight the features in each, e.g. title, materials, steps, and introduction and conclusion if</p>	<p>Refer to previous lesson SELECT 1 activity below.</p> <p>Students can find an instructional type of procedure around the house (If students can't find one they can refer to "Dart paper planes instructions" on EPIC. Students will have a go at following the procedure. OR Students can go for an instruction hunt where they look for and take photos of</p>	<p>Watch video before completing Activity</p> <p>Language features</p> <p>Teachers will model identifying the language features in an instructional procedure, such as action verbs and adverbs and adverbial phrases.</p> <p>Students will be given an Instructional text, they will use their ipads to highlight</p>	<p>Refer to the previous video</p> <p>Students can use an old piece of their own writing to identify the language features they have used and see if they can make changes. Students Highlight the changes they made, especially the language features for example the Action verbs (Doing words).</p>	<p>Students are to write their own instructional procedure text. Focusing on the structure (Title, Introduction, Materials, Steps, Personal Comment/ Evaluation) of a procedure text and the language features.</p> <p>Students might like to think of something they have enjoyed doing at home (possibly a play based activity) and write</p>

	there is one.	signs that are instructional. For example a STOP sign, they then can write what that sign might mean. Example: A stop sign tells me you have to stop driving or stop at a traffic light.	the different types of language features they can see.		instructions to match the activity. Submit- Students to upload a photo of their completed instructional procedure.
Play-Based Learning and Humanities 20 minutes	Play Based Learning Focus: This week we are continuing to explore, experiment, discover and solve problems in imaginative and playful ways.			Humanities Focus: What does conflict mean? How can we resolve a conflict? How do I distinguish between appropriate and inappropriate ways to deal with conflict?	
	<i>Mothers Day card.</i> Watch teacher video. It is Mother's Day on Sunday 10th May. Watch the two examples of Mother's Day cards you could make for your mum or another special lady in your life and choose one to make.	<i>Leaf collage/picture.</i> Watch teacher video. Go for a walk or into your backyard and collect different kinds of leaves. Create a collage or picture using the leaves. <u>You will need:</u> paper, glue and leaves.	<u>NATURE SCAVENGER HUNT</u> Each week there will be a new exciting Scavenger Hunt. Good luck!  Teacher to post Scavenger Hunt to Class Dojo.	Watch teacher video about conflict. Can you name a time you experienced a conflict? Was this a big problem or a small problem? How did it make you feel at the time? How did you solve it? Video record answering these questions or verbally chat with an adult. Further information: Watch the below Youtube clip on conflict: https://www.youtube.com/watch?v=Yi9Wn1sOaK4	Watch teacher video about emergencies. What is an emergency? How do we act in an emergency? List different emergencies and who would be appropriate to go to seek help. Draw a picture to match if you like.

SPECIALIST			
<u>Italian</u> Time it takes: 45minutes Task will continue into next week and due Friday 15th May	<u>STEM</u> Time it takes: 30 mins Task due on Dojo by Thu 7th April.	<u>Performing Arts</u> Time it takes: 35 minutes Task date to be completed on Dojo: 8/5/2020	<u>Physical Education</u> Time it takes: 30 minutes Task due date: none

<p>Video Lesson:</p> <p>Read a story with signora Da Silva about the number 1-10</p> <p>https://youtu.be/ptqZ5OoR8x8</p> <p>Activity: Create your own 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 shadows. If the sun is out, go outside.</p> <p>Please remember to be safe out in the sun. Watch this video if going outside.</p> <p>http://www.peepandthebigwideworld.com/en/parents/activities/63/me-and-my-shadow/</p> <p>If no sun or bad weather shadow puppets inside- using a torch. Watch this video if inside with shadow puppets.</p> <p>https://www.youtube.com/watch?v=Kz8wP2RYy64</p> <p>Draw a picture of you and your shadow. Upload photo of picture on Dojo.</p>	<p>Playing the Ukulele:</p> <p>From the app store or google play (depending on your device) download the Ukulele app - “Real Ukulele”.</p> <p>This app is like Garage Band but with a ukulele. Spend some time exploring and playing on the virtual ukulele.</p> <p>Watch the video on Class Dojo for some pointers on how to use “Real Ukulele”</p> <p>Next week we will learn some basic chords :)</p> <p>No Assessment this week</p>	<p><u>CATCH</u></p>  <p>SKILL COMPONENTS</p> <ol style="list-style-type: none"> 1. Eyes are focused on the ball throughout the catch. 2. Preparatory position - elbows bent & 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>Students in Pairs.</p> <p>Equipment: 1 bean bag or soft toy per pair.</p> <p>Area: Large open space.</p> <p>Activity Partners face each other 1 metre apart. 1 student holds a bean bag in each hand at about eye height, the other partner has their hands on their hips. 1 bean bag is dropped and must be caught by the partner before it touches the ground.</p> <p>Variations</p> <ul style="list-style-type: none"> • The partner drops 2 different coloured bean bags and nominates which should be caught. • Vary the height from which the bean bag is dropped. • The partner drops 2 bean bags. The student catches only 1 nominated by the partner or both (1 in each hand). • The partner stands behind a catcher on a bench and drops a bean bag from above the catcher’s head to fall in front of their face. With hands on their hips, the catcher looks forwards and catches the bean bag as it comes into view.
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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
- ❖