

## Year 1 - Learning at Home - Week 4

Each of the activities included in this document is designed to last for approximately 30 minutes. Numeracy is an hour to allow time for a game(s) to be played from the matrix. This week, Health, Mindfulness and STEM activities have been aligned for grades Prep to 2, to simplify the delivery of content for families with more than one child across these year levels.

**Special task to submit to your teacher this week: Choose one - either your 'Colour Monster' from Health or your STEM task for the week.**

Of paramount importance is the understanding that learning at home should not create family discord. If things aren't working out, on any given day, please take a break or stop for the day.

### MONDAY

**Before 9:00am**

*Eat breakfast, make your bed, get dressed and clean your teeth.*

**9:00am - 10:00am**

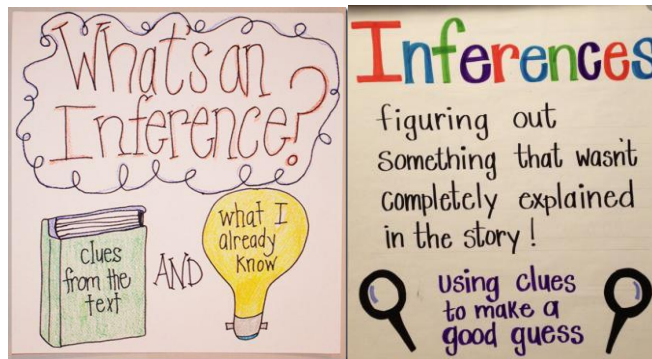
Complete Literacy activities

Sunshine Online



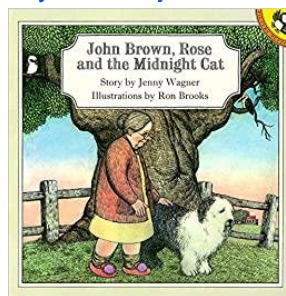
**Reading:**

This week in Reading, you will be introduced to the comprehension strategy 'Inferring'.



Watch the video of Amy giving a brief introduction to the strategy of inferring:

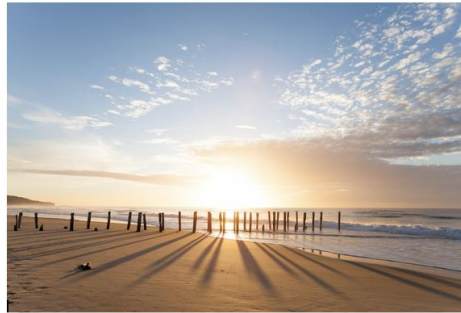
<https://youtu.be/jw4XWb9zSPE>



**For Parents:** When we make inferences, we use the clues in front of us to make comments about what we notice. We use what's already in our head (*our prior knowledge*), as well as what we see in pictures or in writing (*text clues*). We won't always be certain that we're correct, but if what we're saying is **possible** and is **related to** what we see, then we will usually be on the right track. Good readers can say, 'I infer that... because I noticed... (in the sentence it said, in the picture I can see, etc.)'

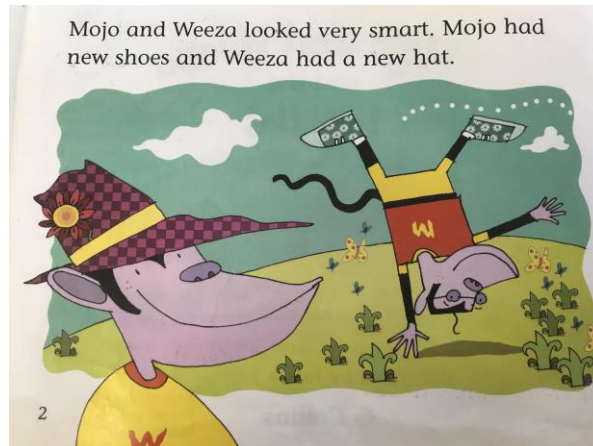
The collection of pictures below has been combined to tell you about Amy's friend Holly. All of the pictures below will help to tell you about what Holly likes to do and often does most days.

**QUESTIONS:** What can you infer? How would you describe Holly?

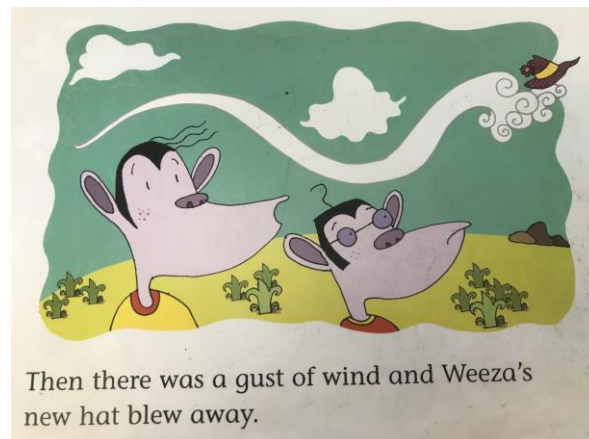


Read your Just Right book independently for 15 minutes, working on using your decoding strategies. (You might even read it twice if you finish it quickly) You might even try to make an inference about one or some of the characters. This could be by looking at the pictures and/or thinking about the text. For example, if a character had clenched fists and a big frown on their face, they may be feeling angry, even if the author has not written the word 'angry'.

Lee has been reading *Mojo and Weeza and the New Hat* and she has jotted down some inferences that she had...



Lee wrote about this page above: *I think that Mojo and Weeza are really happy because I can see in the illustrations that they have smiles on their faces. One of them is also doing a cartwheel, and that is something you usually do when you're happy.*



Lee wrote about this page above: *I think Weeza would be pretty upset now that he has lost his hat. They both look a little shocked in the picture too, and I know that I would be upset if my new hat had blown away and I didn't know if I was going to get it back.*

**A REMINDER:** Feel free to use the Sunshine Online Reading resource for Independent Reading but if you would prefer to use your hard copy books that is fine. The log in for Sunshine Online is:

<https://www.sunshineonline.com.au/>

The username is: **newportlakes** and the password is: **newport**

A rough guide to the levels:

Learning Space 1 (coloured boxes pink, red, yellow)

Learning Space 2 (coloured boxes blue, green, orange)

Learning Space 3 (coloured boxes aqua, purple, brown)

Remember that we are always encouraging children to read Just Right books so the above levels are a **guide only**.

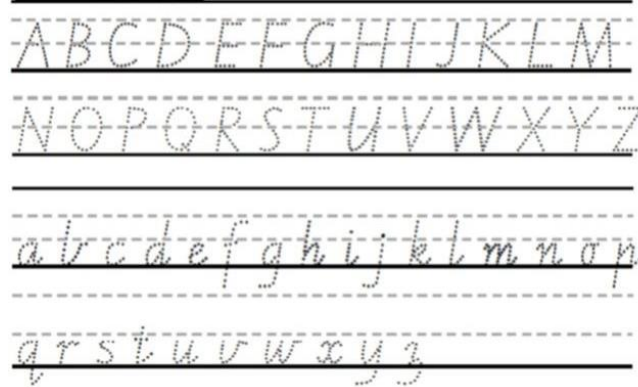
### Writing:

#### Handwriting Practise (5 minutes):

This week we want you to practise writing all the lowercase letters of the alphabet.

Make sure you are starting all your letters in the correct spots and following the correct directions. You need to be really careful to place the letters onto the dotted thirds correctly. For example, the 'tail' letters come down under the full line and the 'tall' letters go up to the top dotted line. Use the cat picture below to remember 'head, body and tail' placement of your letters.

Circle the letters that you would like to focus on as you practise this week.



#### Cat Handwriting Lines



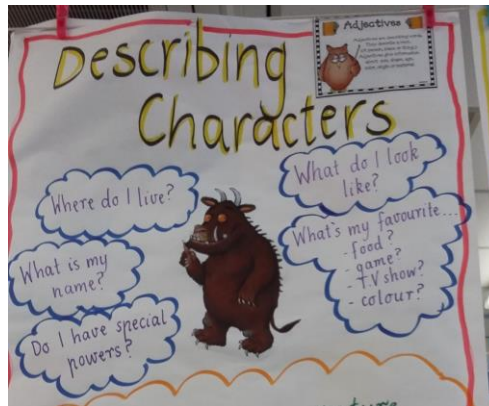
#### TASK:

Over the course of the week, you will be working through the Writing Process to complete a published piece of writing. Each day you will build on the work you have done on the previous day.

Watch the video below of Lee reading 'The Gruffalo' by Julia Donaldson.

[https://youtu.be/T9XgW\\_z0UnY](https://youtu.be/T9XgW_z0UnY)

Today, you are to PLAN your writing by creating your own Gruffalo character. In your book, draw a picture of your character and include some descriptive words. You might like to use the question prompts below to help create your character.

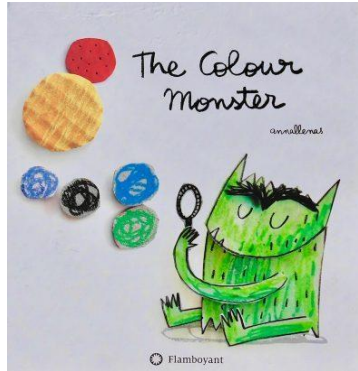


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| <b>10:00am - 10:30am</b>                                       | <i>Take a walk outside, do some yoga from online (Cosmic Kids) or complete some mindfulness (Smiling Mind videos available online)</i>   |
| <b>10:30am - 11:00am</b>                                       | <i>Have something healthy to eat and take half an hour to rest your brain.</i>   |
| <b>11:00am - 12:00pm</b><br><br>Complete set Mathematics task. | <p style="text-align: center;"><b>Warm-up:</b> (10 minutes)</p> <p style="text-align: center;">Practise your skip counting goal or play a Maths game from the games matrix.</p> <p style="text-align: center;"><b>TASK:</b></p> <p style="text-align: center;"><b>Problem Solving Task (Addition)</b></p> <p>This week your teachers are interested in finding out how you solve worded problems involving addition. We want to see what you can already do, before we introduce some strategies later in the week.</p> <p>This task will require you to use a Growth Mindset and 'have a go' without asking for help from your parents.</p> <p>Remember to show your working out, as well as your answer. There are lots of different ways to find a solution and we would love to share these on the blog this week.</p> <p style="text-align: center;"><b>Problem 1:</b></p> <p style="text-align: center;"><i>I was collecting shells at the beach with my family. I found 7 pippa shells and 14 scallop shells. How many shells did I find altogether?</i></p> <p style="text-align: center;">You need to explain/write down/draw to show your working out.</p> <p style="text-align: center;"><b>CHALLENGE PROBLEM:</b></p> <p>If your child was able to solve the above problem <i>independently</i> <b>and</b> was able to <i>show and explain</i> their strategy, they may be ready for the following problem:</p> <p style="text-align: center;"><b>Problem:</b> <i>I need to know how many books I have altogether to make room on my library shelves for some fiction and non-fiction books. I counted 13 fiction books and 28 non-fiction. How many books altogether?</i></p> |



12:00pm - 12:30pm

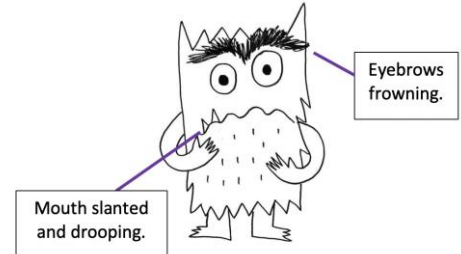
Complete set Health task.



Listen to this beautiful story at: [The Colour Monster - Read by Sherry](#)

After reading, choose from the following options:

- Make a list of things that you can do if you are feeling RED. Some people like to take deep breaths or go outside to get some fresh air. What could you do?
- Choose some other colours that weren't mentioned in the story and write about what they feel like. For example, **yellow** said, *'This is happiness. It shines yellow like the sun and twinkles like the stars. You feel bright and light. You laugh, you jump, you dance! You want to share that feeling with everyone.'* You might like to follow this example to create your own description of another colour (what would **purple** feel like? **Orange**? **Brown**?)
- Use the images below as a guide to draw your own *Colour Monster*, for the colour that you chose. Label how the body would feel/look/behave when they are feeling this way. We have labelled one as an example.



12:30pm - 1:30pm

Time for lunch

1:30pm - 2:30pm

Complete Specialist task

## DRAMA

### Puppets



Today is the day when your child can present the puppet show to the family. Have fun! You may like to film the puppet show for your child to watch later on. Children can use their

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|                        | <p>narrative writing from last week to help construct a story for the puppet show. They need to consider the character names and voices. What happens at the beginning, in the middle and the end?</p> <p>At my house, I performed a story to my children. This gave them an example of a great storyline that they could use to guide them in playing independently for hours.</p> <p>If you record the puppet show for your child, get them to watch it back and reflect on what they could do next time to improve their performance.</p> <p>Discuss with your child what an <b>audience</b> is.</p> |
| <b>2:30pm - 3:30pm</b> | <p><i>You might like to watch The Gruffalo on ABC iView</i></p> <p><a href="https://iview.abc.net.au/show/gruffalo">https://iview.abc.net.au/show/gruffalo</a></p>  |

## TUESDAY

**Before 9:00am**

*Eat breakfast, make your bed, get dressed and clean your teeth.*

**9:00am - 10:00am**

Complete Literacy activities

Sunshine Online



**Reading:**

The collection of pictures below has been combined to tell you about Lee's brother, Craig. All of the pictures below will help to tell you about what Craig likes to do when he is not working. What can you infer? How would you describe Craig? Why?



Read your Just Right book independently for 15 minutes. We would like you to try to make an inference about one or some of the characters. This could be by looking at the pictures or thinking about the text. For example, if a character was dragging their feet along the ground as they walked home from school, they might be feeling tired, disappointed, or upset about something.

**Writing:**

Handwriting practise (5 minutes)

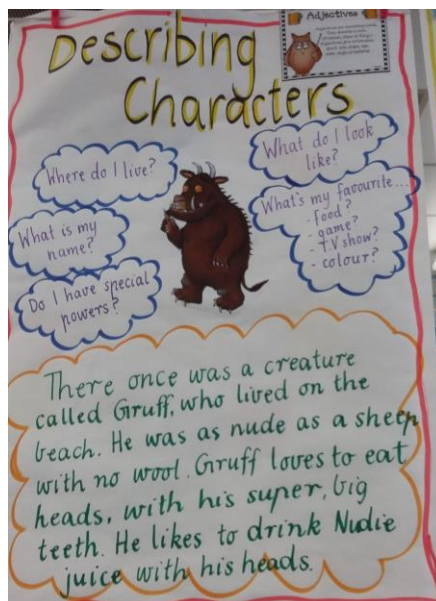
**TASK:**

It's time to begin DRAFTING!

Use your character plan from yesterday to write about your character/characters. You could use the same character or create a new one.

Write a short paragraph to tell us about them. See below for an example:





You may also choose to turn your piece into a narrative or another genre of your choice.

**10:00am - 10:30am**

*Take a walk outside, do some yoga from online (Cosmic Kids) or complete some mindfulness (Smiling Mind videos available online)*

**10:30am - 11:00am**

*Have something healthy to eat and take half an hour to rest your brain.*

**11:00am - 12:00pm**

Complete set  
Mathematics task.

**Warm-up: (10 minutes)**

Practise your skip counting goal or play a Maths game from the games matrix.

**TASK:**

**Problem Solving Task (Addition)**

Just like yesterday, your teachers are interested in finding out how you solve problems involving addition. We want to see what you can already do, before we introduce some strategies later in the week.

**Problem 2:**



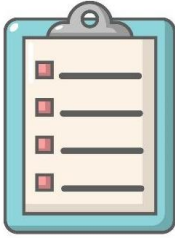

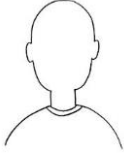

*I had 4 Pokemon cards in my collection. My friend gave me some more for my birthday. I now have 16 cards altogether. How many cards did my friend give me?*

You need to explain/write down/draw to show your working out.

**NOTE to parents:** We want students to show what they can do without your guidance or instruction. Even if your child does not reach the correct answer, we are really interested in their *thinking process* and the *strategies they have tried*. You can support your child by asking them what they tried rather than trying to 'teach' - this will come later in the week!

**CHALLENGE PROBLEMS:**

If your child was able to solve the above problem *independently* **and** was able to *show or explain* their strategy, they may be ready for the following problem:

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|   | <p><b>Problem :</b> <i>I had some toy cars in my collection. My dad gave me another 14. Altogether I now have 37. How many cars did I have to begin with?</i></p>  |  |   |
| <p><b>12:00pm - 12:30pm</b></p> <p>Choose a <b>mindfulness</b> activity from the table to the right. You may choose as many as you like to work through today, or over the course of the week when you have a spare moment.</p> <p>These activities are intended to find some 'calm' in our day as we stop to slow down and think about our own feelings and the feelings of those around us.</p> | <p><i>Self-love and self-compassion is important! List 7 ways you can be kind to yourself.</i></p>    | <p><i>Offer to help out your parents with a job around the house. You might help with washing the dishes, gardening, making your bed or tidying up. Write a small journal entry about how it felt to be helpful.</i></p>  | <p><i>Make a list of 15 things you can do for others.</i></p>  |
|   | <p><i>Write a kind note or letter to someone who lives in your street. Pop it in their letter box and see if you get a response!</i></p>  | <p><i>Draw a portrait of someone you know who is a leader. List the qualities that make them a leader.</i></p>   | <p><i>Do a mindfulness activity on GoNoodle Flow.</i></p>     |
| <p><b>12:30pm - 1:30pm</b></p>  | <p><i>Time for lunch</i></p>   |  |   |

1:30pm - 2:30pm

Complete Specialist  
task

## ART

### Introduction - Pointillism

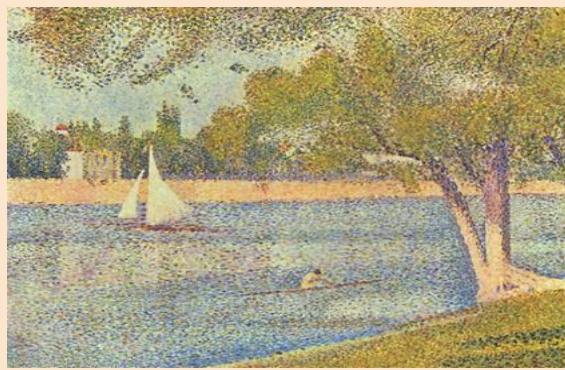
Pointillism is a style of painting where the artist uses small dots of different colours to paint an area. Up close you can see the different coloured dots but from a distance, the colours blend to create new colours.

Below are examples by 3 artists. You can look at the artworks in more detail by clicking on the link. Look very closely at the artworks; how many different colours can you see in the one area?



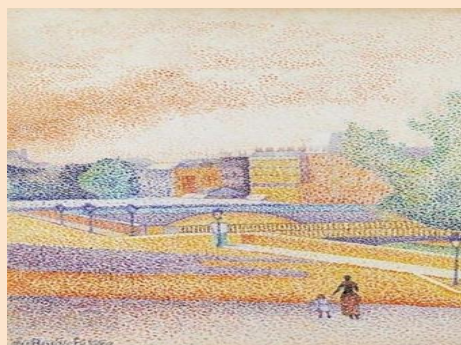
Pissaro - Eragny Landscape

<https://www.wikiart.org/en/camille-pissarro/eragny-landscape>




Seurat - The river Seine at La Grande-Jatte

<https://www.wikiart.org/en/georges-seurat/the-river-seine-at-la-grande-jatte-1888>



Dubois-Pillet - Vue de Paris

<https://www.wikiart.org/en/albert-dubois-pillet/vue-de-paris-1885>

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|                               | <p style="text-align: center;"><b>TASK:</b></p> <p>You will be creating an artwork using the pointillism technique.</p> <p>Draw a picture of your choice using a grey lead pencil – it could be a vase of flowers, your pet cat or a favourite toy.</p> <p>Add colour using texta, but if you don't have texta use pencils or crayons.</p> <p>Add colour by making lots of dots; use 2 or 3 different colours to the one area – see photo below.</p> <p>Choosing colours is important. Colours that are next to one another on the colour wheel work best; check your colour wheel for colour ideas. Warm and cool colours also work well.</p> <p>If you would like to share your artwork with Laura, please take a photo and email it to: <a href="mailto:russell.laura.s@edumail.vic.gov.au">russell.laura.s@edumail.vic.gov.au</a></p>  |
| <p><b>2:30pm - 3:30pm</b></p> | <p><i>*Children may like to re-read previous classroom blog posts/school newsletters:</i></p> <p><a href="http://nlpsgrade1a.global2.vic.edu.au/">http://nlpsgrade1a.global2.vic.edu.au/</a></p> <p><a href="http://nlpsgrade1t.global2.vic.edu.au/">http://nlpsgrade1t.global2.vic.edu.au/</a></p> <p><a href="http://nlpsgrade1l.global2.vic.edu.au/">http://nlpsgrade1l.global2.vic.edu.au/</a></p> <p><a href="http://nlpsyear1r2020.edublogs.org/">http://nlpsyear1r2020.edublogs.org/</a></p> <p><a href="http://newportlakesps.vic.edu.au/newsletter/">http://newportlakesps.vic.edu.au/newsletter/</a></p> <p><i>Time to email your teacher if you have something that you'd like to share with her; continue with any work above - there may have been something that you might like to spend some more time on; finish off any other work.</i></p>   |



## WEDNESDAY

**Before 9:00am**

*Eat breakfast, make your bed, get dressed and clean your teeth.*

**9:00am - 10:00am**

Complete Literacy activities



Sunshine Online

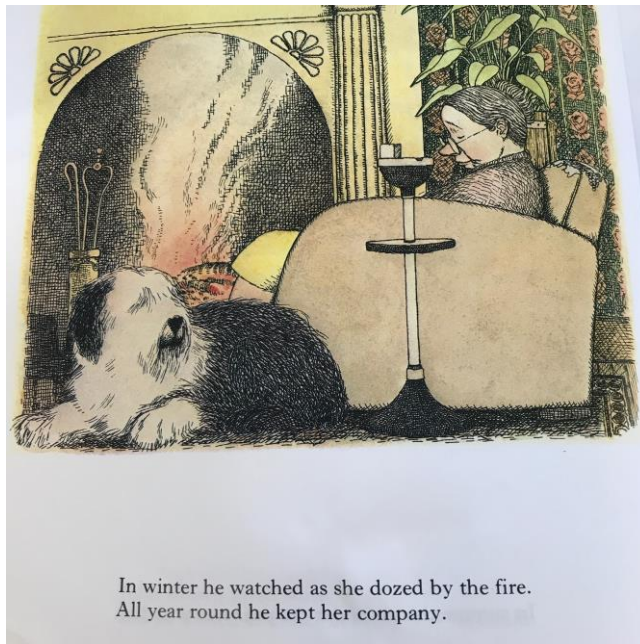
**Reading:**

Read your Just Right book independently for 15 minutes. We would like you to try to make an inference about one or some of the characters. This could be by looking at the pictures or thinking about the text.

**TASK during Independent Reading:**

Find a sentence in your book from Independent Reading where you were able to make an inference. Copy the sentence into your exercise book and write down what you inferred. Try not to do this for more than two sentences a day - we don't want it to become a writing task instead of a reading task!

Amy has included an inference below from *John Brown, Rose and the Midnight Cat*:



Amy wrote: *I think John Brown is protective. Even though Rose is sleeping, he is staying awake looking out for her, making sure she is safe.*

The key is to notice what the author hasn't written - it does not say 'protective' on this page, but we know this makes sense because it says, '*he watched*'. We call this '*reading between the lines*.'

**Writing:**

Handwriting practise (5 minutes)

**TASK:**

Spend time finishing the draft of your writing if you need.



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|  | <p>After drafting, it is time to RE-READ your piece to ensure it makes sense.<br/>Remember to point to each word as you say it aloud.</p> <p>As you reread your work, look for ways to REVISE your piece. Look for at least 1 way that you can improve the content of your writing.</p> <p><b>You might like to use a different coloured pencil from your first draft so we can track the changes you have made.</b></p> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• ADD some extra details to help your reader to visualise and understand your story.</li> <li>• Think about WORD CHOICE: can you replace some of your words to make them more interesting or have a greater impact? e.g. change 'ran' to 'bolted'.</li> <li>• ASK: Does my writing make sense? Do I need to think about how my sentences are written? Can I remove words that are repeated? Can I add more detail to make it more interesting?</li> </ul>   |
| <b>10:00am - 10:30am</b>                                       | <i>Take a walk outside, do some yoga from online (Cosmic Kids) or complete some mindfulness (Smiling Mind videos available online)</i>   |
| <b>10:30am - 11:00am</b>                                       | <i>Have something healthy to eat and take half an hour to rest your brain.</i>   |
| <b>11:00am - 12:00pm</b><br><br>Complete set Mathematics task. | <p><b>Warm- up: (10 minutes)</b><br/>Practise your skip counting goal or play a Maths game from the games matrix.</p> <p><b>FOCUS: ADDITION STRATEGIES</b><br/><b>Key Vocab:</b> Part + Part = Whole<br/>Whole - Part = Part</p> <p>1) Watch the video of Tammi below to learn about 2 strategies you could have used to solve Monday's Problem which was missing the <i>whole</i>: 7 and 14 makes __?</p> <p>The strategies are: 'Count-on from the larger number'</p> <p><a href="https://youtu.be/J-0fh16KLQA">https://youtu.be/J-0fh16KLQA</a></p> <p>...and 'Building to 10 using tens frames'</p> <p><a href="https://youtu.be/S8UZRv0zo0U">https://youtu.be/S8UZRv0zo0U</a></p> <p>2) Watch the video below to learn about a strategy you could have used to solve Tuesday's problem which was missing a <i>part</i>:<br/><i>4 and ? makes 16.</i><br/>The strategy is: <i>Counting-on to make the whole.</i></p> <p><a href="https://youtu.be/pF5tTZbLTn0">https://youtu.be/pF5tTZbLTn0</a></p> <p><b>Using what you've learnt from the above videos, see if you can solve the following problems, making sure that you include your working out. You could even make your own</b></p> |







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|   | <p><b>maths video teaching the strategies to someone else.</b></p> <p><b>1) Missing whole problem:</b><br/>During the 1st half of a basketball game, my team scored 7 points. In the 2nd half of the game, my team scored another 18 points. How many points did we score altogether?</p> <p><b>2) Missing part problem:</b><br/>At the party, Dad cut 8 slices of cake for the party guests. He then cut some more slices to save for the next day. Altogether he cut 19 slices.<br/>How many slices of cake did Dad save for the next day?</p>  |
| <p><b>12:00pm - 12:30pm</b></p> <p>Complete set Big Question Time task</p> <p><i><b>How and Why do Things Change?</b></i></p> | <p><b>Learning Asset Focus: Communication</b><br/><b>Select one of these play-based activities:</b></p> <ul style="list-style-type: none"> <li>• Create a school for your toys and/or your siblings</li> <li>• Make a card for Mum/Grandma/Aunty, etc. for Mother's Day <ul style="list-style-type: none"> <li>• Come up with a short song and perform it</li> </ul> </li> </ul> <p><b>Reflection:</b> <i>Have a chat with your family over dinner tonight about your activity and the communication skills that you used.</i></p> <p><b>You can use the following as prompts:</b></p> <ul style="list-style-type: none"> <li>• Who did you communicate with? (Who was in your audience or classroom, or who did you write a card to?) <ul style="list-style-type: none"> <li>• How did you communicate? (Writing, drawing or performance)</li> </ul> </li> <li>• What things helped you succeed in your activity? (Maybe you had to be confident to speak or sing in front of others)</li> </ul>   |
| <b>12:30pm - 1:30pm</b>   | <i>Time for lunch</i>   |
| <p><b>1:30pm - 2:30pm</b></p> <p>Complete Specialist task</p>   | <p><b>INDONESIAN</b></p> <p><b>Indonesian Loan Words/Borrowed Words</b></p> <p>This lesson revises the concept of a loan or borrowed word. Loan or borrowed words are words taken from another language and used with little to no modification. Examples in English are 'croissant' from French and 'kindergarten' from German.</p> <p><b>Lesson:</b></p> <p>Watch this video that Ibu Lyndal has made about loan words. Please do not share the video on any other platform.</p> <p>The video contains an introduction to the lesson, explanation of the activity and the answers at the end. It is approximately 6 minutes long. Students may need help pausing the video halfway through so they can complete the task before seeing the answers.</p> <p>Click the link below to access this week's Indonesian task.<br/> <a href="https://www.youtube.com/watch?v=pH-6DRL090c&amp;t=6s">https://www.youtube.com/watch?v=pH-6DRL090c&amp;t=6s</a></p> <p><b>I would love to see some of the work you have been completing in Indonesian so far. If you would like to share something you've done, please send it to me in an email.</b><br/> <a href="mailto:carrington.lyndal.w@edumail.vic.gov.au">carrington.lyndal.w@edumail.vic.gov.au</a></p> |

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| 2:30pm - 3:30pm | <p>If you have an iPad, you may use apps such as Targeting Maths, Book Creator, Friends of 10, School Writing app, or any from the 2020 P - 2 suggested apps list.</p> <p>*Children may like to re-read previous classroom blog posts/school newsletters.</p> <p>Time to email your teacher if you have something that you'd like to share with her; continue with any work above - there may have been something that you might like to spend some more time on; finish off any other work.</p> |
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## THURSDAY

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|--|---|
| Before 9:00am  | Eat breakfast, make your bed, get dressed and clean your teeth.   |
| <p>9:00am - 10:00am</p> <p>Complete Literacy activities</p> <p>Sunshine Online</p>  | <p style="text-align: center;"><b>Reading:</b></p> <p>Read your Just Right book independently for 15 minutes. We would like you to try to make an inference about one or some of the characters. This could be by looking at the pictures or thinking about the text.</p> <p><b>TASK:</b> Find a sentence in your book from Independent Reading where you were able to make an inference.</p> <p>Copy the sentence into your exercise book and write down what you inferred.</p> <p>Try not to do this for more than two sentences a day - we don't want it to become a writing task instead of a reading task!</p> <p>Amy has included another inference below from <i>John Brown, Rose and the Midnight Cat</i>:</p>  <p>But that night, when Rose was safe in bed,<br/>John Brown went outside.<br/>He drew a line around the house</p> <p>and told the midnight cat to stay away.<br/>'We don't need you, cat,' he said.<br/>'We are all right, Rose and I.'</p> <p>Amy wrote: <i>I think John Brown is a little bit jealous of the Midnight Cat. I think John Brown doesn't want Rose to know that he doesn't like the cat, because it says 'when Rose was safe in bed'. I think John Brown wants the cat to stay away from their house because it says 'he drew a line around the house'. I think this was supposed to be a bit like a barrier.</i></p> |

|  | <p><b>Writing:</b></p> <p>Handwriting practise (5 minutes).</p> <p><b>TASK:</b></p> <p>Re-read your writing again, this time with EDITING as a focus.</p> <p><b>You might like to use a different coloured pencil from your first draft so we can track the changes you have made.</b></p> <p>Remember this is the last step before you are ready to have your writing read by someone else. Use the checklist below as a guide for what to look for. The big focus in editing is looking at the punctuation/spelling/grammar/handwriting - the conventions of English. Underline any words you have tried to spell and would like some feedback from an adult about.</p> <table><tr><th colspan="3">My Editing Checklist</th></tr><tr><th><input checked="" type="checkbox"/></th><th colspan="2">Have I remembered to...</th></tr><tr><td><input type="checkbox"/></td><td>Use a full stop at the end of each sentence?</td><td>.</td></tr><tr><td><input type="checkbox"/></td><td>Use a capital letter at the beginning of each sentence?</td><td><b>I</b> like dogs.</td></tr><tr><td><input type="checkbox"/></td><td>Use a capital letter for names?</td><td><b>T</b>om<br/><b>M</b>elbourne</td></tr><tr><td><input type="checkbox"/></td><td>Use talking marks?</td><td>" "</td></tr><tr><td><input type="checkbox"/></td><td>Use question marks?</td><td>?</td></tr><tr><td><input type="checkbox"/></td><td>Use exclamation marks?</td><td>!</td></tr><tr><td><input type="checkbox"/></td><td>Fix spelling errors?</td><td><b>was</b><br/>wee</td></tr><tr><td><input type="checkbox"/></td><td>Leave spaces between words?</td><td>I _ like</td></tr><tr><td><input type="checkbox"/></td><td>Use lowercase letters?<br/>(except at the beginning of sentences and for names)</td><td><b>w</b>eekend<br/>wEEkeNd</td></tr><tr><td><input type="checkbox"/></td><td>Read my writing to check it makes sense?</td><td></td></tr></table> | My Editing Checklist  |  |  | <input checked="" type="checkbox"/> | Have I remembered to... |  | <input type="checkbox"/> | Use a full stop at the end of each sentence? | . | <input type="checkbox"/> | Use a capital letter at the beginning of each sentence? | <b>I</b> like dogs. | <input type="checkbox"/> | Use a capital letter for names? | <b>T</b> om<br><b>M</b> elbourne | <input type="checkbox"/> | Use talking marks? | " " | <input type="checkbox"/> | Use question marks? | ? | <input type="checkbox"/> | Use exclamation marks? | ! | <input type="checkbox"/> | Fix spelling errors? | <b>was</b><br>wee | <input type="checkbox"/> | Leave spaces between words? | I _ like | <input type="checkbox"/> | Use lowercase letters?<br>(except at the beginning of sentences and for names) | <b>w</b> eekend<br>wEEkeNd | <input type="checkbox"/> | Read my writing to check it makes sense? |  |
|--|--|---|--|--|-------------------------------------|-------------------------|--|--------------------------|--|---|--------------------------|---|---------------------|--------------------------|---------------------------------|----------------------------------|--------------------------|--------------------|-----|--------------------------|---------------------|---|--------------------------|------------------------|---|--------------------------|----------------------|-------------------|--------------------------|-----------------------------|----------|--------------------------|--|----------------------------|--------------------------|--|---|
| My Editing Checklist   |  |   |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <input checked="" type="checkbox"/>                            | Have I remembered to...  |   |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <input type="checkbox"/>                                       | Use a full stop at the end of each sentence?   | .   |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <input type="checkbox"/>                                       | Use a capital letter at the beginning of each sentence?  | <b>I</b> like dogs.   |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <input type="checkbox"/>                                       | Use a capital letter for names?  | <b>T</b> om<br><b>M</b> elbourne  |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <input type="checkbox"/>                                       | Use talking marks?   | " "   |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <input type="checkbox"/>                                       | Use question marks?  | ?   |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <input type="checkbox"/>                                       | Use exclamation marks?   | !   |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <input type="checkbox"/>                                       | Fix spelling errors?   | <b>was</b><br>wee   |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <input type="checkbox"/>                                       | Leave spaces between words?  | I _ like  |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <input type="checkbox"/>                                       | Use lowercase letters?<br>(except at the beginning of sentences and for names)   | <b>w</b> eekend<br>wEEkeNd  |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <input type="checkbox"/>                                       | Read my writing to check it makes sense?   |  |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <b>10:00am - 10:30am</b>                                       | <i>Take a walk outside, do some yoga from online (Cosmic Kids) or complete some mindfulness (Smiling Mind videos available online)</i>   |   |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <b>10:30am - 11:00am</b>                                       | <i>Have something healthy to eat and take half an hour to rest your brain.</i>   |   |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |
| <b>11:00am - 12:00pm</b><br><br>Complete set Mathematics task. | <p><b>Warm- up: (10 minutes)</b></p> <p>Practise your skip counting goal or play a Maths game from the games matrix.</p> <p><b>FOCUS:</b> Location and Direction</p> <p><b>Read all of these directions carefully first before you begin.</b></p> <p>You can also click on the link below to hear Amy reading the instructions to you.</p> <p><a href="https://youtu.be/lt3y0ZrgfO4">https://youtu.be/lt3y0ZrgfO4</a></p> <p>Draw a <b>small circle</b> in the <b>middle</b> of the page.</p>  |   |  |  |                                     |                         |  |                          |  |   |                          |   |                     |                          |                                 |                                  |                          |                    |     |                          |                     |   |                          |                        |   |                          |                      |                   |                          |                             |          |                          |  |                            |                          |  |   |

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|   | <p>Draw a <b>large triangle</b> to the <b>right</b> of the <b>circle</b>.</p> <p>Draw a <b>rectangle</b> in <b>between</b> the circle and the triangle.</p> <p>In the <b>top left-hand corner</b> draw <b>two squares</b>.</p> <p><b>Directly underneath</b> the squares draw <b>two circles</b>.</p> <p>In the <b>bottom right hand corner</b> draw <b>two different sized triangles</b>.</p> <p><b>Next to</b> them draw <b>three circles</b>.</p> <p>Colour your <b>circles blue</b>, your <b>triangles orange</b>, your <b>rectangles brown</b> and your <b>squares pink</b>.</p> <p>Now make up your own list of instructions to share with a family member.</p>  |
| <p><b>12:00pm - 12:30pm</b></p> <p>Complete set STEM task</p> | <p><b>MAIL A HUG</b> (theleangreenbean.com)</p> <p>During this STEM challenge, the focus will be on the learning asset of communication. Children will need to work with another person to have their outline drawn and to ask for assistance where necessary. They will also need to think carefully about the message they want to communicate to a loved one.</p> <p><b>SUPPLIES:</b></p> <p>Paper, sticky tape, pencils/textas/crayons/paint, envelope, postage stamp.</p>  <p>I miss you when you're far away.<br/>I'd love to see you every day.<br/>But since I can't come over to play,<br/>I'm mailing you a hug today!</p> <p>So although it may be quite a sight,<br/>Wrap my arms around you tight!<br/>Repeat daily to keep your smile bright,<br/>Until we get to reunite!</p> |



|   | <p><b>What to do:</b></p> <p>Join some pieces of paper together so that they are wider than your arm width. Make sure that it is big enough to cover the space from your armpits to just above your head.</p> <p><b>Next:</b> Find a space where you can lay the paper down and then lie on top of it, like in these photos.</p> <p><b>After that:</b> Ask someone to trace carefully around your outline.</p> <p><b>Then:</b> Fill in the details like your face, hair and clothes and then colour or paint your work.</p> <p><b>Finally:</b> If you are able to, cut carefully around your outline (you may want to ask a grown up to help you do this).</p> <p><b>For a challenge:</b> Measure your arm width. You could use objects from around your house such as teaspoons or milk bottle tops, or use a ruler or tape-measure.</p> <p><b>Communicate:</b> Think about who you would like to send your ‘hug’ to and write a message for them on the back. Ask one of your grownups for help to address an envelope to the person you chose, and then go for a family walk to the post box to post your letter.</p> <p><b>Reflection:</b> Tonight at dinner, talk about how you think the person you sent your hug to will feel when they get it.</p>  |                   |        |      |        |              |  |                   |  |              |  |           |  |
|---|---|-------------------|--------|------|--------|--------------|--|-------------------|--|--------------|--|-----------|--|
| 12:30pm - 1:30pm                                | Time for lunch  |                   |        |      |        |              |  |                   |  |              |  |           |  |
| 1:30pm - 2:30pm<br><br>Complete Specialist task | <p><b>PE</b></p> <p><b>Opening/Warm-up</b> – Complete the dance routine from the link (approximately 4 minutes) <a href="https://www.youtube.com/watch?v=nQ4NJkiVTd4&amp;list=PLTfstHhuPAIMiHGmRsf3CmbZ_PVq7NtTa&amp;index=4">https://www.youtube.com/watch?v=nQ4NJkiVTd4&amp;list=PLTfstHhuPAIMiHGmRsf3CmbZ_PVq7NtTa&amp;index=4</a></p> <p>or head outside and complete the following scavenger hunt. Try to find as many of the following things as you can in five minutes. You can tick the box next to each item once you find it. It is ok if you can't find everything.</p> <table><tr><th>Item</th><th>Tick ✓</th><th>Item</th><th>Tick ✓</th></tr><tr><td>A brown leaf</td><td></td><td>Spot a cat or dog</td><td></td></tr><tr><td>A small twig</td><td></td><td>A bicycle</td><td></td></tr></table>  | Item              | Tick ✓ | Item | Tick ✓ | A brown leaf |  | Spot a cat or dog |  | A small twig |  | A bicycle |  |
| Item  | Tick ✓  | Item              | Tick ✓ |      |        |              |  |                   |  |              |  |           |  |
| A brown leaf                                    |   | Spot a cat or dog |        |      |        |              |  |                   |  |              |  |           |  |
| A small twig                                    |   | A bicycle         |        |      |        |              |  |                   |  |              |  |           |  |

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|--|--|--|------------------|--|
|  | A small flower   |  | A picket fence   |  |
|  | A small stone  |  | A large rock     |  |
|  | Spot a bird  |  | A piece of fruit |  |
| <p><b>Kicking</b> – This is our final week on ‘Foot Skills’. So far, we have practised dribbling, trapping and kicking a ball for distance and accuracy. This week, we are going to revisit these skills by completing some different activities.</p> <p>Let’s start with some revision and reflection.</p> <p><b>Try this Kick</b> – I want you to see what happens when you try to kick a ball using incorrect technique. Try each kick five times and explore what happens each time. Kick the ball:</p> <ul style="list-style-type: none"> <li>• with one eye closed or both eyes closed <ul style="list-style-type: none"> <li>• with no run-up</li> </ul> </li> <li>• when stepping past or well behind the ball <ul style="list-style-type: none"> <li>• with the toes</li> </ul> </li> <li>• without a back swing or follow-through of the kicking leg</li> <li>• while keeping your arms at your side during the kick</li> <li>• while keeping your kicking leg straight during the kick</li> </ul> <p>Now spend 5-10 minutes kicking your ball against a wall or to and from a partner by trying to avoid the things listed above.</p> <p>Were you more comfortable and were your attempts more successful?</p> <p><b>Foot Golf</b> – Place a hoop on the ground. If you do not have a hoop, you can use a skipping rope to make a circle or simply draw a circle on the ground with chalk.</p> <p>Starting from 10-15m away; your aim is to take as few kicks as possible to get your ball to stop inside your hoop/circle. You must wait for your ball to come to a complete stop before you have your next kick. Once you have got your ball to stop inside your hoop/circle, repeat the game, with your aim being to take less kicks to succeed.</p> <p style="text-align: center;"><u>Variations</u></p> <ul style="list-style-type: none"> <li>- Make your circle smaller/bigger</li> <li>- Start with your ball closer or further away</li> <li>- Play with a partner. The winner is the person who gets their ball to stop inside the hoop/circle with fewer kicks.</li> </ul> |  |  |                  |  |
| <b>2:30pm - 3:30pm</b>   | <p><i>If you have an iPad, you may use apps such as Targeting Maths, Book Creator, Friends of 10, School Writing app, or any from the 2020 P - 2 suggested apps list.</i></p> <p><i>Time to email your teacher if you have something that you’d like to share with her; continue with any work above.</i></p> <p><i>Further work on today’s STEM activity if needed.</i></p> |  |                  |  |



## FRIDAY

**Before 9:00am**

*Eat breakfast, make your bed, get dressed and clean your teeth.*

**9:00am - 10:00am**

Complete Literacy activities

Sunshine Online



### Reading:

Read your Just Right book independently for 15 minutes, working on using your decoding strategies.

**TASK:** Find a sentence in your book from Independent Reading where you were able to make an inference.

Copy the sentence into your exercise book and write down what you inferred.

Try not to do this for more than two sentences a day - we don't want it to become a writing task instead of a reading task!

Amy has included another inference below from *John Brown, Rose and the Midnight Cat*:

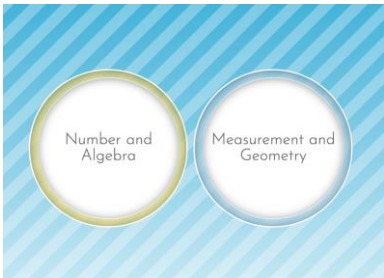


Every night, when John Brown was not looking, she put out a bowl of milk.

Amy wrote: *I think Rose really cares for the cat, because she's taking the time to put out a bowl of milk. I also think that Rose knows that John Brown might be a bit jealous/unhappy about the cat visiting, because she waited until 'John Brown was not looking' to put out the milk.*

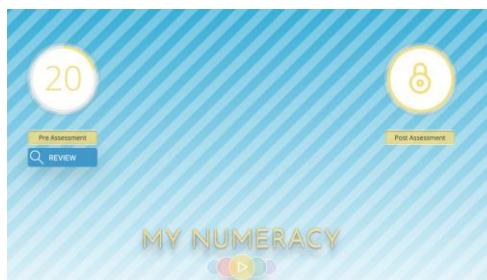
**Note to parents:** Encourage your child to state '**because**' with their inference, as much as possible. We want students to practise using evidence from an early age!

### Writing:

|  |  |
|--|--|
|  | <p>Handwriting practise (5 minutes)</p> <p><b>TASK:</b></p> <p>You are now ready to PUBLISH your writing. You will need to have had an adult read through your work, to help with the final editing process.</p> <p>Once you have had an adult help you correct spelling, punctuation and grammar, you are ready to re-write the published version of your writing.</p> <p>THINK about how you would like to present your piece - you can be as creative as you like! This may be a video of you reading your writing, a book, a poster, a model etc.</p> <p>Think about any illustrations, headings and borders you might like to include... have fun!</p> <p>Optional: You might like to take a photo of your published work to send to your teacher; she would love to read it!</p>                   |
| <b>10:00am - 10:30am</b>   | <i>Take a walk outside, do some yoga from online (Cosmic Kids) or complete some mindfulness (Smiling Mind videos available online)</i>   |
| <b>10:30am - 11:00am</b>   | <i>Have something healthy to eat and take half an hour to rest your brain.</i>   |
| <p><b>11:00am - 12:00pm</b></p> <p><b>Essential Maths</b> - this will need to be done on an iPad or computer. If not available please just continue with the Maths games on the matrix</p> | <p><a href="https://www.essentialassessment.com.au/student/">https://www.essentialassessment.com.au/student/</a></p> <p><u>Remember the school code is NLPS3015</u></p> <p><u>Username is your child's name and first initial with capital (Tammic)</u></p> <p><u>Password is child's name and first initial with no capital (tammic)</u></p> <p>Last week students completed an assessment task on Addition and Subtraction via the Essential Maths app/website, so this week we are asking students to have a go at the activities in the <i>My Numeracy</i> section of Essential Maths. <b><i>Please do the addition section.</i></b></p> <p>First click on Number and Algebra</p>  <p>Then click on Addition</p> |


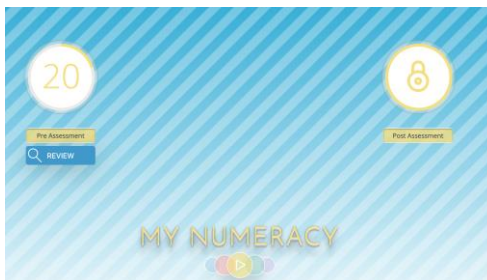



Then click on My Numeracy



Then complete the activities below. Children can complete as many of these as they like.



|  |  |
|--|--|
|  |  <p>Then click on My Numeracy</p>  <p>Then complete the activities below. Children can complete as many of these as they like.</p>    |
| <b>12:00pm - 12:30pm</b><br><br>Finishing off time | <p><b>Mothers' Day story time with Emma</b></p> <p>In preparation for a special day that is coming up this weekend, you might like to enjoy Emma reading a story if you click on the link below. She does say, 'Hello Preps', but we're sure you won't mind!</p> <p><a href="https://www.youtube.com/watch?v=Y5A6qvhjRQs&amp;t=2s">https://www.youtube.com/watch?v=Y5A6qvhjRQs&amp;t=2s</a></p> <p><b>You now have time to go back to a task or tasks that you haven't had time to complete this week.</b></p>                                       |
| <b>12:30pm - 1:30pm</b>                            | <i>Time for lunch</i>  |
| <b>1:30pm - 2:30pm</b>                             | <p>Make sure you have sent the special task to submit to your teacher this week: Choose one - either your 'Colour Monster' from Health or your STEM task for the week.</p>   |
| <b>2:30pm - 3:30pm</b>                             | <p><i>If you have an iPad, you may use apps such as Essential Maths - My Numeracy or Sunset Maths, Book Creator, Friends of 10, School Writing app, or any from the 2020 P - 2 suggested apps list.</i></p> <p><i>* Children may like to re-read previous classroom blog posts/school newsletters.</i></p> <p><i>Time to email your teacher if you have something that you'd like to share with her; continue with any work above - there may have been something that you might like to spend some more time on; finish off any other work.</i></p> |