

Year 1 - Learning at Home - Term 3, Week 3

It is very important that the learning at home program maintains a harmonious family life. If things aren't working out on any given day, please take a break or stop for the day. We are here to help and support you - please let us know if you are having any problems. Remember, it takes a village to raise a child!



Chalk pick up: This week our Health activity is 'Chalk Your Walk'. We are providing families with some coloured chalk. One pack per family. You might like to drop by and pick up some chalk so you can complete this fun activity.

Remember to log in to Webex **each morning at 9.15am** for a brief check in with your class and teacher.

We ask that students look at the '**Be ready to bring**' column and have ready any equipment or resources needed . Below, we have provided a brief overview of what each day will look like on Webex:

| Time | Day | Focus | Be ready to bring... |
|--------|-----------|---|--|
| 9.15am | Monday | Story time with your teacher | Nothing |
| | Tuesday | Secret voice | Nothing |
| | Wednesday | Story time with your teacher | Nothing |
| | Thursday | NO WEBEX IN ANY GRADE TODAY DUE TO TEACHER/PARENT CHECK INS ALL DAY | |
| | Friday | Friday Fun Day! Our pets | Your dancing shoes! (Just kidding!) Your pet! If you don't have one you can talk about one in your family (grandma/grandpa's) or one you want to get you grow up. |

| Grade | Webex Meeting Number | Meeting Link (for browser) |
|-----------------------|----------------------|---|
| 1R | 165 714 8734 | https://educic.webex.com/educic/j.php?MTID=mc54889ce7bb01ab03feb137d8a17496d |
| 1T | 165 907 8618 | https://educic.webex.com/educic/j.php?MTID=mb4b6053f7fb73c34bfc93fe65593501 |
| 1A | 165 765 9519 | https://educic.webex.com/educic/j.php?MTID=mcf96fe7d3e36e941cd497285ce44bd81 |
| 1L | 165 152 8674 | https://educic.webex.com/educic/j.php?MTID=m4198fa10a75b51e50bcab05bf30fc544 |
| Password (all grades) | NLPS | |

DAY 1

Reading

Focus: We are learning to make predictions, using evidence.

Daily practice - 5 mins

This week we are studying the following blends: ir, ur, er, ear

Watch Lee to practise: <https://youtu.be/e1LatZ89kOY>

INTRO: Watch Tammi make predictions about the text *Henrietta and the Perfect Night* by Martine Murray before reading today.
<https://youtu.be/wDSeV4mYabl>



TASK: In your book record your prediction using the sentence prompt:

I predict: _____ **because** _____.

Now listen to Tammi reading the first chapter of *Henrietta and the Perfect Night* by Martine Murray:

https://youtu.be/E_rWGS-bXkQ



Complete your independent reading of a 'just right' text for a minimum of 15 minutes.

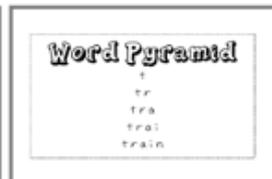
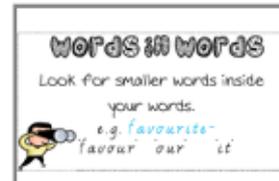
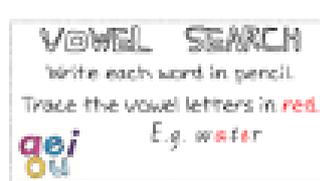
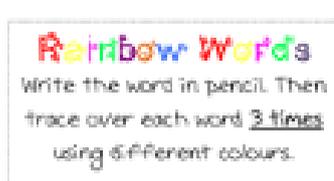
Remember, you may like to use Sunshine Online to do this.

Sunshine Online Login: newportlakes **Password:** newport

Writing

Focus: We are learning to write a persuasive text.

Daily handwriting/spelling practice: Spend 10-15 minutes practising your spelling and handwriting with the words that you chose last Friday. You now have 6 different spelling activities that you can use to practise your words.



INTRO: Watch the following link to learn about 'facts versus opinions'.

https://www.youtube.com/watch?v=Flyt5pEcE_g

Now play the following game to check your understanding: https://www.youtube.com/watch?v=emDQia_wH8o

TASK: Listen to Miss B introduce your learning task for today: <https://youtu.be/V7NjeNgxMVI>

In your workbook:

1. Choose a topic and draw a picture of it. **HINT:** Choose something you know a lot about.
2. List 3 facts about your topic
3. List 3 opinions about your topic.

| | |
|--------------|--|
| Maths | Focus: We are learning to read time to the half hour. |
|--------------|--|

Key Vocabulary: analogue digital minute hour second hands face o'clock half past

Warm-up (5 - 10 minutes): Spend some time practising your personal maths goal (sent by your teacher last week).

INTRO: This week we are learning about telling the time on analogue and digital clocks.

Today your teacher wants to see what you currently know about this, so parents, **please do not assist your child in any way with this task.** We really want to know what your child can do without any adult intervention!



TASK: Draw a large analogue clock. Make sure it has a time on it!
Take a photo of your clock and upload it to *Seesaw*. Record your voice answering as many of these questions as you can. You are welcome to type the answers instead if you prefer.

1. Tell me about your clock.
2. What are clocks for?
3. What are the numbers on your clock?
4. How do the numbers work?
5. What time does your clock show?
6. What do you do at this time?

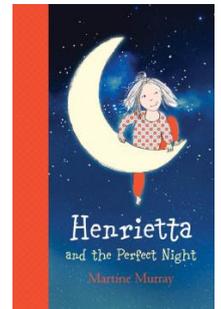
| | |
|------------|--|
| Art | <p>During 'learning at home' for Art in term 3, all students will be sent a link on Seesaw to the same Google Slides document.</p> <p>Please take the following steps to access the learning:</p> <ol style="list-style-type: none"> 1 - Click on this link: Art Week 3 Helen Frankenthaler 2 - Click on 'Present' at the top right hand corner of the screen, next to the orange 'share' button 3 - The PowerPoint presentation will then present as a full screen ready for students to watch <p style="text-align: center;">Links will also appear on Seesaw</p> <p style="text-align: center;">Previous weeks – Art Week 1 Art Week 2</p> |
|------------|--|

DAY 2

Reading

Focus: We are learning to infer character traits, using evidence from our reading.

Daily practice - 5 mins: This week we are studying the following blends: ir, ur, er, ear
Watch the link to practise: <https://youtu.be/e1LatZ89kOY>



Amy introduced the comprehension skill of **inferring** the last time that we were learning at home. You might like to re-watch the video here, to remind you what inferring means:
<https://youtu.be/jw4XWb9zSPE>

INTRO: Listen to Tammi reading the second chapter of *Henrietta and the Perfect Night* by Martine Murray and explain how to infer using clues from the text:
<https://youtu.be/av1bEQGbSn8>

Tammi has made an activity on *Seesaw* showing you how to make an inference about one of the characters from chapter 2.

TASK: Record an inference you have made about the character after reading.
Draw the following table into your workbook to capture your thinking:

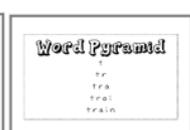
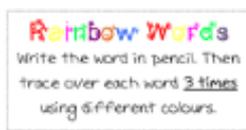
| | |
|-------------------|--|
| Character's name: | <p style="text-align: center;">I infer that my character...</p> <p style="text-align: center;">I think this because...</p> |
|-------------------|--|

Complete your independent reading of a 'just right' text for a minimum of 15 minutes.

Writing

Focus: We are learning to recognise homophones.

Daily handwriting/spelling practice: Spend 10-15 minutes practising your spelling and handwriting words that you chose last Friday. You now have 6 different spelling activities that you can use to practise your words.



INTRO: Homophones are two or more words that sound the same but have different meanings and different spelling.

Watch Lee read *How Much can a Bare Bear Bear*: <https://youtu.be/5stmT9AwZdw>

TASK: Think about some of the words that sound the same but are spelt differently and mean different things.
Choose a 'just right' book to see if you can find any other homophones.

Can you think of any others?
List them in columns in your workbook.

Warm-up (5 - 10 minutes): Spend some time practising your maths goal.

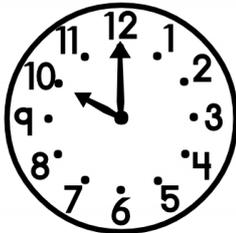
INTRO: Below are two types of clocks. They both show the same time.

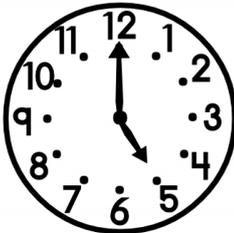
| ANALOGUE clock | DIGITAL clock |
|---|---|
|  |  |
| <p>This clock face has numbers and 'hands'. The 'hands' are the lines - the red hand is the 'minute hand' and the blue hand is the 'hour hand'.</p> | <p>This clock only has numbers. The hour is the first number and the minutes are the second numbers after the dots.</p> |

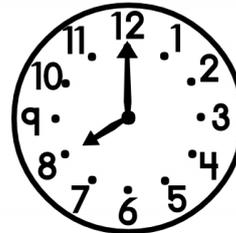
You would have learnt about telling the time to the hour in Prep. Here is a reminder:

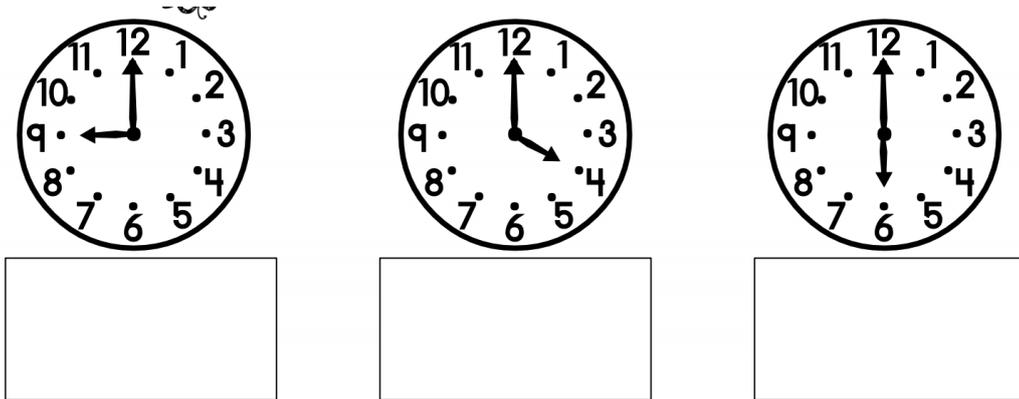
<https://www.youtube.com/watch?v=ElxaxnageTo>

TASK: Below are some analogue clocks. Write the digital times to match. You might like to cut them out and glue them into your workbook.

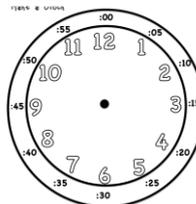








Now we would like you to make your own clock. Use the template at the end of this document. Make sure you don't stick the hands down as we want you to practise telling the time with this clock, with a range of different times! Some Blu-tack might help with the hands.



The template looks like this:

PE



Use Seesaw to watch a short explanation video.

Opening/Warm-up – Get moving by completing the *Despicable Me* and 'minion dance' workout found in the link.

<https://www.bing.com/videos/search?q=Workout+for+Kids&&view=detail&mid=0D34EEDD1845E50354280D34EEDD1845E5035428&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DWorkout%2Bfor%2BKids%26Form%3DVDRSCL%26%3D0>

Overarm throwing – This week we are going to continue to work on using an overarm throwing action to throw at a set target. Watch the link below and copy the activity shown.

<https://www.youtube.com/watch?v=78P5qIKqQPA>

Finish off by playing a throwing game called 'Tri Throlf'. Watch the final video in the link below and then get creative organising your game. You should be using an overarm throw as much as you can but it will be ok if you use an underarm toss when you get closer to your target. Have fun!

<https://www.youtube.com/watch?v=zNkzhn8WcoY&feature=youtu.be>

DAY 3

Reading

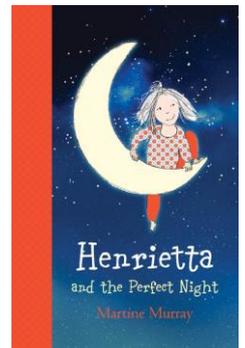
Focus: We are learning to infer character traits, using evidence from our reading.

Daily practice - 5 mins: This week we are studying the following blends: ir, ur, er, ear
Watch the link to practise: <https://youtu.be/e1LatZ89kOY>

INTRO: Listen to Tammi reading the third chapter of *Henrietta and the Perfect Night* by Martine Murray: <https://youtu.be/mMPn5ASuKQk>

Watch Tammi make an inference about one of the characters on *Seesaw*.

TASK: Record an inference you have made about the character after reading.
Draw the following table into your workbook to capture your thinking.



| | |
|--------------------------|--------------------------------------|
| Character's name: | I infer that my character ... |
| | I think this because... |

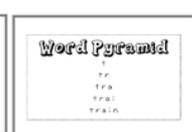
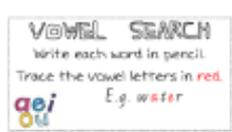
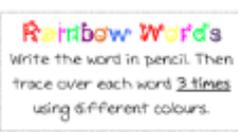
Complete your independent reading of a 'just right' text for a minimum of 15 minutes.

Writing

Focus: We are learning to recognise homophones.

Homophones are two or more words that sound the same but have different meanings and different spelling.

Daily handwriting/spelling practice: Spend 10-15 minutes practising your spelling and handwriting words that you chose last Friday. You now have 6 different spelling activities that you can use to practise your words.



WARM-UP: Watch the read aloud of 'Dear Deer' by Gene Barret

<https://www.youtube.com/watch?v=xY1PFDGwVXo>:

TASK: Choose 3 sets of your homophones that you would like to illustrate.

Rule up a table like this:

| Word | Picture | Sentence |
|-------|---|---|
| which |  | <u>Which</u> way did they go? I wondered. |
| witch |  | The old <u>witch</u> cackled loudly. |

Write the homophone, draw a picture and then use it correctly in a sentence. Write creative sentences thinking about your word choices. Make the illustrations large enough and beautifully coloured so that your teacher can see the picture clearly when it is uploaded to Seesaw.



Maths

Focus: We are learning to read time to the half hour.

Warm-up (5 - 10 minutes): Spend some time practising your maths goal.

INTRO: Watch the two videos below. Today we are combining our focus by looking at **o'clock** and **half past times**. Another video to remind us about the hands on a clock is here: <https://youtu.be/HrxZWNu72Wl>

Introducing **half past**: <https://www.youtube.com/watch?v=r-rayvaGluMY>

Today we would like you to create a timetable of six activities that you have done/will do today. Write the analogue and digital times and then on the lines, write about the activity in words.

The template is at the end of this document.

Extra challenge: Can you record how long that activity took/will take?

Indonesian



Focus: We are playing a dice rolling game to practise saying teen numbers.

Materials: dice, pencil, paper

Practise your knowledge of Indonesian numbers by following this link. The online activity asks you to listen to the teen number and then make that number by clicking the buttons at the bottom.

https://www.education.vic.gov.au/languagesonline/indonesian/sect05/no_3/no_3.htm

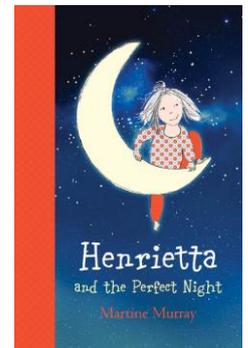
Activity: Go to Seesaw to watch Ibu Lyndal's instructions and then upload your own short video.

DAY 4

Reading

Focus: We are learning to infer character traits, using evidence from our reading.

Daily practice - 5 mins: This week we are studying the following blends: ir, ur, er, ear
Watch the link to practise: <https://youtu.be/e1LatZ89KOY>



INTRO: Listen to Tammi reading the fourth chapter of *Henrietta and the Perfect Night* by Martine Murray: https://youtu.be/Hk_GKI1FEb0

TASK: Record an inference you have made about the character after reading.
Draw the following table in your workbook to capture your thinking.

| | |
|--------------------------|-------------------------------------|
| Character's name: | I infer that my character... |
| | I think this because... |



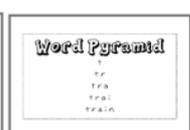
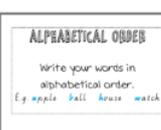
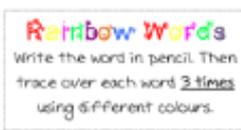
Choose the inference that you are most proud of, this week so far. Take a photo of it, making sure that you include **why** you have made that inference. Upload this to Seesaw.

Complete your independent reading of a 'just right' text for a minimum of 15 minutes.

Writing

Focus: We are learning to write a persuasive text.

Daily handwriting/spelling practice: Spend 10-15 minutes practising your spelling and handwriting words.



WARM-UP: Read the following statements and think about your opinion.

Do you agree or disagree with what is said? Can you justify why you think that?

Dogs make the best pets.

The Kangaroos are the best football team.

Kids should be able to choose their bedtime.

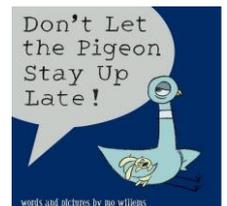
*Boys can't play dress ups. **

(*NOTE: parents, a nice opportunity for a conversation about gender stereotypes with the last statement.)

INTRO: *The purpose of a persuasive text is to convince the reader to agree with the writer's opinion.*

Watch the read aloud of the text *Don't Let the Pigeon Stay Up Late* by Mo Willems:

<https://www.youtube.com/watch?v=HX2joPI8dgo>



TASK: Listen to Miss B introduce how to write a persuasive text: <https://youtu.be/YwRxFagpUBs>

Choose one of the statements from our warm-up and list some arguments to convince your reader to agree with you.

Use the following structure to set out your writing:

My opinion:

3 reasons:

Conclusion (restate your opinion):

Maths

Focus: We are learning to represent analogue and digital clock times.

Warm-up (5 - 10 minutes): Spend some time practising your maths goal.

INTRO: Listen to the 'What's the time?' song: <https://www.youtube.com/watch?v=RBvmO7NgUp0>

TASK: On Tuesday you made your own analogue clock. Today we would like you to either make your own digital clock, or use the green example clock at the end of this document.

We are going to give you a list of times to make, on both of your clocks. You might like to use one list or a combination:

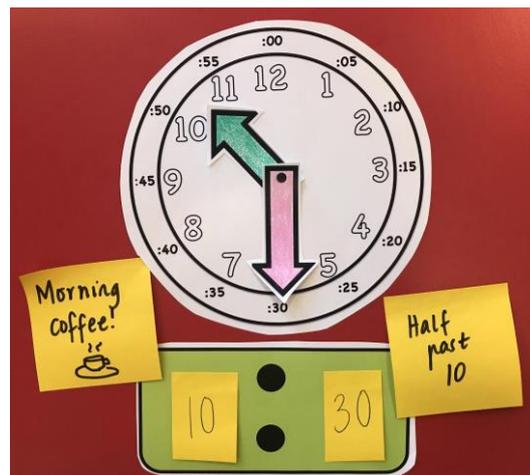
| | | |
|---|--|--|
| <p>Three o'clock</p> <p>8 o'clock</p> <p>Twelve o'clock</p> <p>6 o'clock</p> <p>Nine o'clock</p> <p>1 o'clock</p> | <p>5 thirty</p> <p>Half past 5</p> <p>11 thirty</p> <p>Half past 10</p> <p>4 thirty</p> <p>Half past 1</p> | <p>Extra challenge:</p> <p>Quarter past 6</p> <p>Quarter to 4</p> <p>Quarter past 1</p> <p>Quarter to 10</p> <p>Twenty past 11</p> <p>Twenty to 2</p> |
|---|--|--|

Take a photo of each time that you make. Make sure both clocks are in the photo, as well as something that you do at that time.



You might like to use an app like *Pic Collage* to share your work.

Amy has had a try at doing this herself. See her example on the right:



Drama

Here is your Drama lesson for the week. This is a virtual classroom link:

<https://docs.google.com/presentation/d/1FqcL3j8z1ILSvv9VkfF3p06FmmH7frI4Lm2izNcAUCc/edit?usp=sharing>

It is designed to be completed independently by the students. Once you open the link you will need to press 'present'. If you see a 'play' icon on the page this is me (Michelle) speaking and giving you instructions. Enjoy the Animation! Thanks for all of your hard work in Drama.

DAY 5

Reading

Focus: We are learning to summarise the main ideas in a text.

Daily practice - 5 mins: This week we are studying the following blends: ir, ur, er, ear.

Watch the link to practise: <https://youtu.be/e1LatZ89kOY>



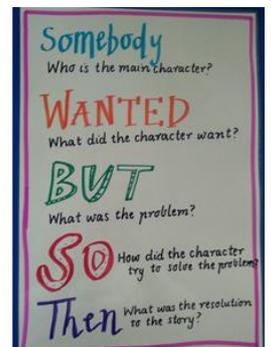
INTRO: Listen to Tammi reading the last chapter of *Henrietta and the Perfect Night* by Martine Murray: <https://youtu.be/Fn8ktEYiofA>

TASK: Today we would like you to write a summary of the whole book. Use one of the summarising formats you were shown last week to do this.

They were:

- Using pictures and words to describe the **beginning, middle and end**
- Using the structure: **Somebody, Wanted, But, So, Then**

Complete your independent reading of a 'just right' text for a minimum of 15 minutes.



Writing

Focus: We are learning to spell new words.

Test your spelling powers! Today you need to ask an adult or brother or sister to test you on the words you have been practising all week. GOOD LUCK!

Depending on how you went with your spelling test you can now choose a new list. This week, if you want to, you may choose 3 of your own words to learn also.

List 1

weekend

came

List 2

birthday

learn

List 3

trudged

anticipation

| | | |
|---------|-------|------------|
| once | burst | astonished |
| after | stern | rehearsing |
| are | shirt | enthusiasm |
| friends | earth | ruined |

| | |
|--------------|---|
| Maths | Focus: We are learning to explain our thinking when problem solving. |
|--------------|---|

Warm-up (5 - 10 minutes): Spend some time practising your maths goal.

TASK: Read the following problem and write the number sentence in your book.

| | | |
|---|--|--|
| <p>Freddy invited 10 people to his party. 3 said that they couldn't come. How many came to his party?</p> | <p>Elsie liked collecting Pokemon cards. One day she counted 15 and her friend gave her another 7. How many does she have now?</p> | <p>Joey had 37 books on his bookshelf. He lent his friend 16 books and his mum bought him another 8. How many does he have now?</p> |
| <p>Jimmy grew 11 plants. He then planted 4 more. How many plants does he have now?</p> | <p>Kirstie had a class of 22 students. 3 students left to go to another school. How many students does she have now?</p> | <p>26 people began to exercise in the park. 14 left as they were tired and then another 32 joined the group in the park. How many are there now?</p> |



Take a photo of your working-out and upload it to *Seesaw*, explaining to your teacher how you solved the problem(s).

Extra challenge:

On Monday Spencer rode his bike for 2 and a half hours. On Wednesday he rode for 3 hours. On Thursday he rode for 6 and a half hours.

He rode for 20 hours that week. For how long did Spencer ride on Saturday and then on Sunday?

Optional additional learning activities

Words of the week

This week's new words to increase our vocabulary are:

trudge astonished rehearse anticipate

Activities: Try and weave these words into conversations this week.
Create a story that includes these words... make sure it makes sense!
Use these words to practise your handwriting.

| <i>Words of the Week</i> | <i>Kid-friendly definition</i> | <i>Sentence</i> | <i>Synonyms or examples</i> | <i>Antonyms or non-examples</i> | <i>Picture</i> | <i>Idioms and/or other meanings</i> |
|--------------------------|---|--|---|--|---|-------------------------------------|
| Trudge | Walk slowly with heavy steps; a difficult walk | I trudged up the stairs after a long day at school. | plod, plough, slog, drag oneself, walk heavily | zip, jog, sprint, glide, gallop |  | |
| Astonished | Amazed, really surprised, impressed | I was astonished that my dog Sadie could open a door all by herself. | amazed, astounded, surprised, startled, stunned | not surprised, disinterested, unimpressed, unconcerned |  | |
| Rehearse | Practise something (such as a play, musical instrument, or other work) for a later performance/ sharing/to improve. | I have been rehearsing my lines in a script for a very special play. | prepare, practise, try out, read through, go over | cease, stop, forget, halt |  | |
| Anticipate | Expect or predict, wait for something (that can be good or bad). | I anticipate my aunty's arrival at my house, any second. | expect, predict, count on, foresee, forecast | doubt, don't expect, avoid |  | |

Health - Chalk your walk

Task: We are all in need of positivity. Draw or write encouraging messages on your driveway or footpath with chalk. You could write some beautiful messages or just draw something bright and colourful. Do it with the intention of brightening up someone's day.



STEM - Magic milk experiment



Click on or go to this link: <https://youtu.be/ayhUTZPZ8pk> (YouTube video titled - Magic milk experiment colours DIY fun activity science) to view and then follow the simple steps for this amazing experiment.

You will need:

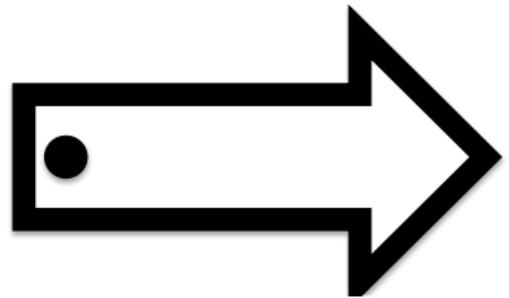
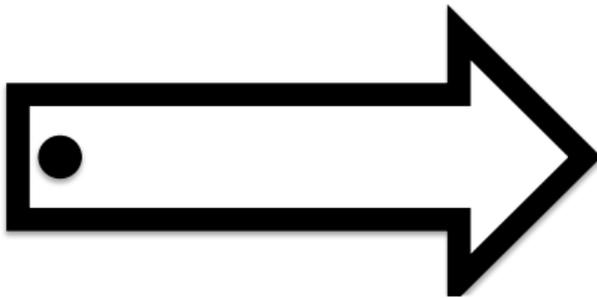
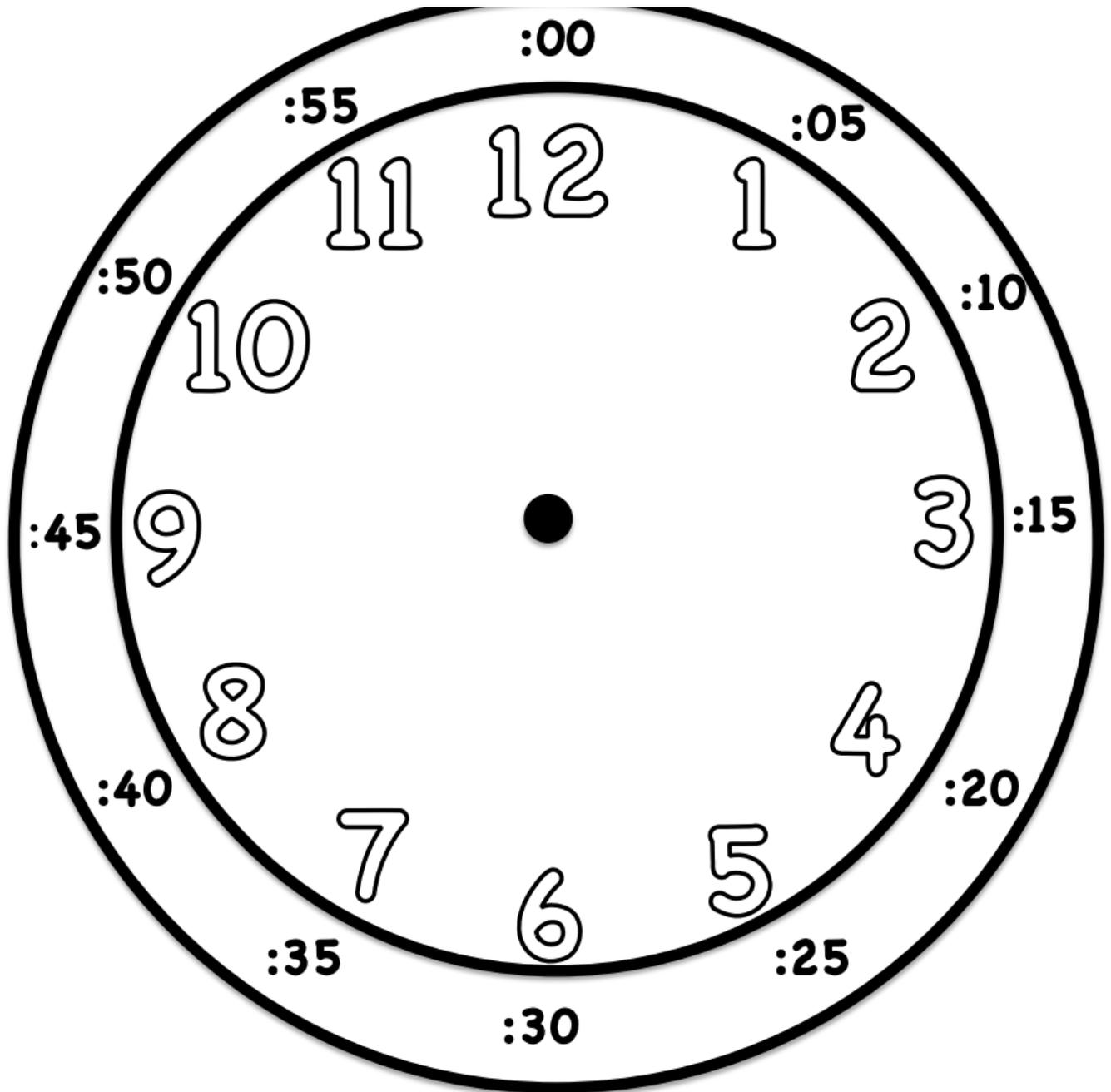
- 3 or more different food colouring
 - Milk (cow or almond)
 - Dishwashing liquid
 - Shallow bowl
 - Some cotton buds

Follow the explanation in the link so that you know what to do.

Have fun!

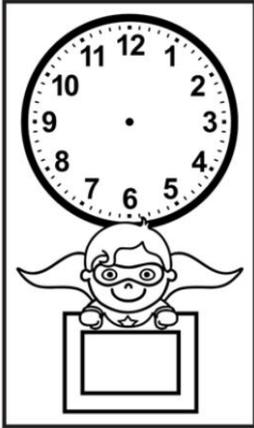
Optional: Take a photo of your Magic Milk and upload to *Seesaw* to share with your teacher. You can record yourself explaining what happened.

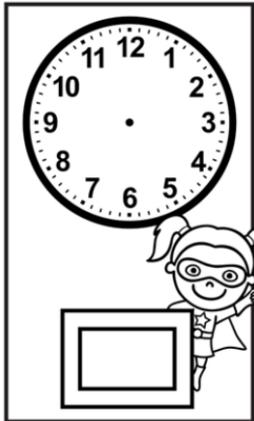
Day 2 (Tuesday) Maths

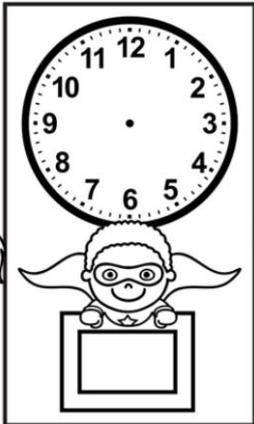


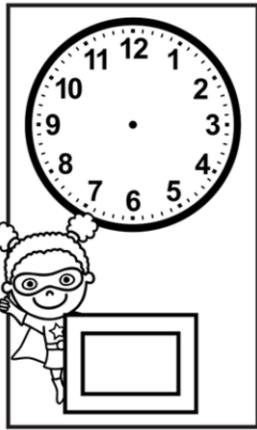
Day 3 (Wednesday) Maths

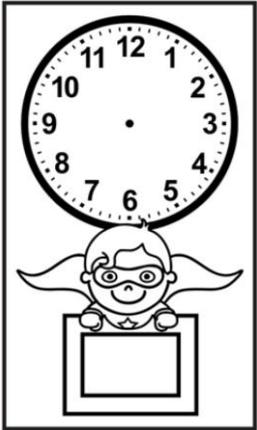
My day at home today: a timetable













Extra challenge: Can you record how long that activity took/will take?

Day 4 (Thursday) Maths

Digital clock template to use:

