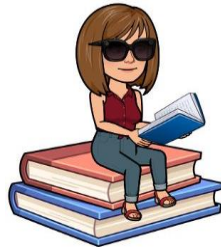


Year 1 - Learning @ Home - Friday 6th August 2021

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!



Lee



Amy



Eliza



Mitch



Webex Meetings

*Remember to login to Webex **each morning at 9.30am** for a brief check in with your class and teacher.*

Grade	Meeting Link (for browser)
1/MW	https://eduvic.webex.com/meet/mitchell.webster
1/LR	https://eduvic.webex.com/meet/rutledge.lee.a
1/AO	https://eduvic.webex.com/meet/odowd.amy.a
1/EW	https://eduvic.webex.com/meet/wright.eliza.j

Friday 6th August

Reading

Focus: Asking questions

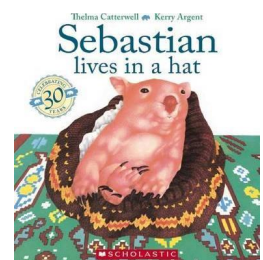
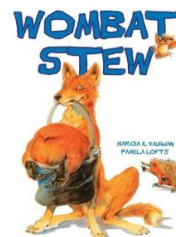
Daily practice - 5 mins

Watch Lee re-visit words with the 'long a' sound:

<https://youtu.be/cjuyAjYD-Ys>

Reading INTRO:

WATCH: [Wombat Stew](#) OR [Sebastian lives in a hat](#)



TASK: Have a look at the picture of the front cover for the story 'Wombat Stew' **OR** 'Sebastian Lives in a Hat'. Think of some questions you have about the story **BEFORE**, **WHILE** and **AFTER** you read it. Write these down and see if you can answer them after watching/reading the story.

Questions I have before reading..	Questions I have while reading..	Questions I have after reading..

You should complete **independent reading** of a 'just right' text for a minimum of 15 minutes. You may like to use Active Learn (details of this were sent by classroom teachers).



Writing **Focus:** Summarising

WARM UP: Handwriting Practice (10 minutes)
Practise writing the letters g, q, d, c, e (5 times each)

Handwriting practice lines showing uppercase and lowercase letters A-Z on ruled lines. The letters are shown in a cursive style with dashed lines for tracing. The letters are arranged in three rows: Row 1: A B C D E F G H I J K L M; Row 2: N O P Q R S T U V W X Y Z; Row 3: a b c d e f g h i j k l m n o p q r s t u v w x y z

Handwriting Chart- Lower Case
Start each letter or number on the red dot and follow the arrow.

a b c d e f g h
i j k l m n o p
q r s t u v w x
y z 1 2 3 4 5 6 7 8 9 10

Write a summary of the story, remembering to include **WHO, WHAT, WHEN, WHERE, WHY and HOW.**

WHO was in the story?

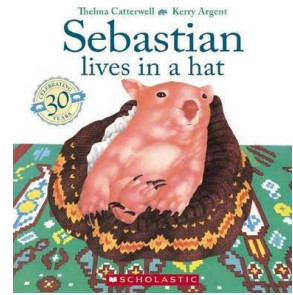
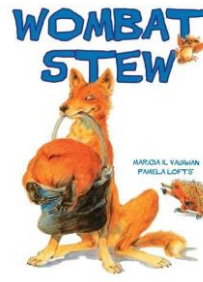
WHAT were they doing?

WHEN was the story?

WHERE did the story happen?

WHY were the characters doing what they did?

HOW did the characters do it?



Maths

Focus: Measurement

Count by: 2s beginning at 1

Warm-up: Play [Amusement Park Addition](#)

Watch: [Using Informal measurements](#)

Task: Choose an object from home. Decide what is the best way to measure its length. Use informal measurements (objects) and remember to measure correctly. Each object must be touching, and placed one after the other. Have a look at the picture here as it shows you how you can measure using objects.



Record your findings in the table below. Some examples have been done for you already.

Item from my house	What I am going to measure it with	How long it is...
A length of masking tape	High lighters	10 high lighters long

The bott om of the bedr oom door	Woo den spo ons	3 woo den spo ons long

Science



Our new BIG question is, 'Why do we have both natural and artificial products?'

Parents: The key understandings that we hope students will gain by the end of this inquiry are listed below:

I know that there are specific purposes for using natural and artificial ingredients.

I know that natural ingredients need care and attention in order to survive - they are items grown on the land.

I know that artificial ingredients are person-made - they do not grow themselves or come directly from a plant.

I understand that we can add both artificial and natural ingredients to create new products.

Today we would like you to attempt the science experiment:

[Orange Fizzy](#)

If you don't have an orange at home you may be brave enough to use a lemon or lime. Any citrus fruit will do.

This experiment is showing us a **chemical reaction**. In your workbooks we want you to write what you noticed during the experiment.

Does this taste like an orange soft drink? Why/why not?
What do you think is different about the taste of this, compared with an orange soft drink?