

## Year 1 - Learning @ Home, Term 3 Week 7

### BOOK WEEK!

Join us as a whole Year 1 cohort as we share some of your fabulous costumes.

You might like to wear a costume that you already have, or one that you could make yourself. Perhaps you could make a hat or some other accessory to go with your outfit. Maybe you could wear something that you already have at home and find a book that might go with it, e.g. you could wear footy clothes and be a character from *Specky McGee*, or you could wear your pyjamas and pretend you are a character in *Pyjama Day*.



The Year 1 teachers are dressing up as well - we'll let you know the surprise - we're coming as **The Colour Monsters!** So if you're unsure of what to come as, pick a monster colour and join us!



*Remember to login to Webex **each morning at 9.20am** for a brief check in with your class and teacher.*

Grade	Meeting Number	Meeting Link (for browser)
1/MW	154 390 0969	<a href="https://eduvic.webex.com/meet/mitchell.webster">https://eduvic.webex.com/meet/mitchell.webster</a>
1/LR	571 811 022	<a href="https://eduvic.webex.com/meet/rutledge.lee.a">https://eduvic.webex.com/meet/rutledge.lee.a</a>
1/AO	572 918 878	<a href="https://eduvic.webex.com/meet/odowd.amy.a">https://eduvic.webex.com/meet/odowd.amy.a</a>
1/EW	572 474 116	<a href="https://eduvic.webex.com/meet/wright.eliza.j">https://eduvic.webex.com/meet/wright.eliza.j</a>

Day	WebEx meetings
Monday 9:20am	Magnify Monday... spot the letters!
Monday 11:30am	Boot Camp with Amy (exercise fun!) - <a href="https://eduvic.webex.com/meet/odowd.amy.a">https://eduvic.webex.com/meet/odowd.amy.a</a>
Monday 12:30pm	Go to your teacher's morning meeting link if you would like support with writing a book review. This is also an opportunity to ask any questions.
Tuesday 9:20am	<p><b><u>Book Character Dress up Day Parade</u></b></p> <p><b>Everyone</b> to join Amy's morning meeting  <a href="https://eduvic.webex.com/meet/odowd.amy.a">https://eduvic.webex.com/meet/odowd.amy.a</a></p> <p>Join us as a whole Year 1 cohort as we share some of your fabulous costumes.</p> 
Tuesday 12:30pm	Go to your teacher's morning meeting link if you would like help with writing your book character costume review. This is also an opportunity to ask any questions.
Tuesday 1:00pm	Musical statues with Eliza (dancing fun!) - <a href="https://eduvic.webex.com/meet/wright.eliza.j">https://eduvic.webex.com/meet/wright.eliza.j</a>
Tuesday 2:00pm	<p>Drama club with Michelle</p> <p><a href="https://eduvic.webex.com/eduvic/j.php?MTID=m216f4a3f3996c36920892561c52e223f">https://eduvic.webex.com/eduvic/j.php?MTID=m216f4a3f3996c36920892561c52e223f</a></p> <p>Meeting number: 165 518 8424</p> <p>Password: aZBQ44pJnP6</p>
Wednesday 9:20am	Team players... wear your favourite sporting team colours/tops!
Wednesday 12:30pm	Go to your teacher's morning meeting link if you would like help with the maths task from today. This is also an opportunity to ask any questions.
Wednesday 2:00pm	Yoga with Lee - <a href="https://eduvic.webex.com/meet/rutledge.lee.a">https://eduvic.webex.com/meet/rutledge.lee.a</a>
Thursday 9:20am	Think Thursday! Would you rather..
Thursday 12:30pm	Go to your teacher's morning meeting link if you would like help with creating a Frayer Model (vocabulary focus). This is also an opportunity to ask any questions.
Thursday 1:30pm	Fairy Bread Picnic with Mitch - <a href="https://eduvic.webex.com/meet/mitchell.webster">https://eduvic.webex.com/meet/mitchell.webster</a>
Friday 9:20am	<p><b><u>Free dance Friday!/OK2BEME DAY - we invite all kids to dress in colours of the rainbow!</u></b></p> <p>1/LR bring a <b>DARK GREEN</b> item to share in your WebEx meeting today.</p> <p>1/MW bring an <b>ORANGE</b> item to share in your WebEx meeting today.</p> <p>1/EW bring a <b>PURPLE</b> item to share in your WebEx meeting today.</p> <p>1/AO bring a <b>LIGHT GREEN</b> item to share in your WebEx meeting today.</p>

Friday

**Incursion!**

with author Jessica Walton

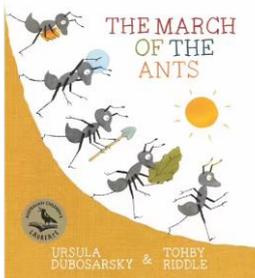
## Monday 23rd August

Watch Amy explain today's learning here: <https://youtu.be/YKONCRrEGL4>

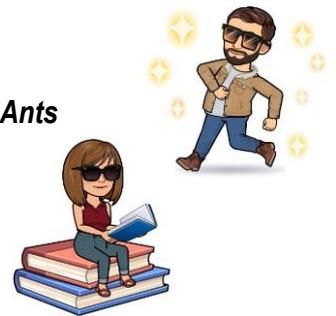
**Reading**

**Focus:** We are learning to critique (share our opinions about) the 2021 Book of the Year shortlisted books.

**Daily practice - 5 mins:** This week we are studying word families. Watch Mitch introduce our first word family of the week - **play**. <https://youtu.be/a0t1XBnXI08>



**Read aloud:** Listen to Amy reading *The March of the Ants*  
<https://youtu.be/wy-ax9wqpiQ>



**Task:** Can you think of any other words that belong to the word family of the day? Keep an eye out for any in your independent reading.

**Then:** You should complete **independent reading** of a 'just right' text for a minimum of 15 minutes. Don't forget to work on your reading goal!

**Writing**

**Focus:** We are learning to write a book review.

**Daily vocabulary practice - 5 mins:** Read the new words of the week below...

Word	Definition	In a sentence	Picture	Synonyms
<b>shriek</b>	A high-pitched sounding cry or scream	I shrieked when I spotted the spider.		cry, scream, shout
<b>accessory</b>	Items that we add to something else to make it more appealing.	I packed lots of accessories so I can jazz up <u>all</u> <u>of</u> my outfits.		extra, add-on

**TASK:** We would like you to share your opinions about today's book, *The March of the Ants*, by writing a book review below. It's okay if you didn't enjoy the book - whether you did or not, we need you to explain WHY.

[You might like to join your teacher on WebEx at 12:30pm if you'd like some help with writing your book review.](#)

# My Book Review

Title: \_\_\_\_\_

Author: \_\_\_\_\_

**Did you like the book?**

Rate the book by colouring in the stars.



**What was your favourite part?**

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**Draw your favourite scene from the book.**



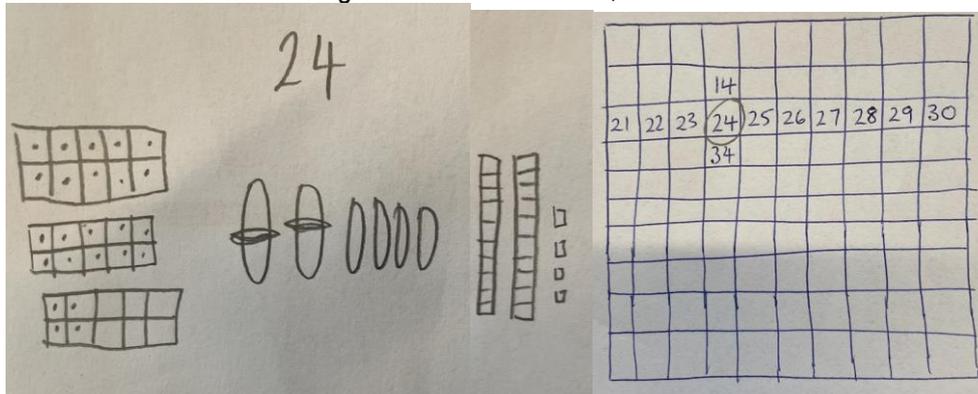
**Maths**

**Focus:** We are learning to share a collection of items into groups (division).

**Daily practice:** We can represent numbers in lots of different ways. Below, we have shown the number 4 using **bundling sticks, unifix blocks, and a tens frame.**



We have now shown the number 24 using these same materials, but this time we have **drawn the materials.**



We would like you to draw different ways of showing the numbers **17** and **48**, using the same materials as above.

**Warm-Up:** Solve these addition problems. Remember, use a strategy that suits YOU best.

$$12 + 7 = \underline{\quad}$$

$$19 + 5 = \underline{\quad}$$

$$34 + 12 = \underline{\quad}$$

$$43 + 23 = \underline{\quad}$$

$$76 + 20 = \underline{\quad}$$

**TASK:** This week we are looking at division... this means sharing! Watch Amy explain division.

<https://youtu.be/MXVHC8TfC3k>

There are 15 ants with some holes for them to escape into. The same amount of ants must fit into each hole. Can you share the ants evenly? How many ways can this be done? Perhaps you could start with 2 holes.

**Complete the Seesaw task for The March of the Ants**



**ART**

**Week 7 Art – The Elements of Art**

To access the Art program on Google Slides click on the link below:

This week is about [The Elements of Art](#)

Click on the speaker in the top right corner of the slide to hear the information in the slide.

The link will also be available on Seesaw.



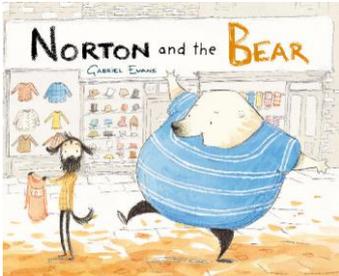
# Tuesday 24th August - BOOK CHARACTER DRESS UP DAY!

Watch Mitch explain today's learning here: <https://youtu.be/wB-tSAptv8g>

Reading

Focus: We are learning to critique (share our opinions about) the 2021 Book of the Year shortlisted books.

**Daily practice - 5 mins:** This week we are studying word families. Watch Eliza introduce one of our word families of the week, **kind**. <https://youtu.be/uuHv-6rBuCA>



**Read aloud:** Listen to Mitch reading *Norton and the Bear*  
<https://youtu.be/l djFhl77o9o>



**Here are some questions that you might like to think about while you are reading:**

Why does Norton like to dress differently? What does it make you think is important to him?

Why does the bear like to copy Norton? Is copying okay, or annoying, or both? How do you feel when someone copies you?

Do you think this story has a good ending? How else could this story have ended?

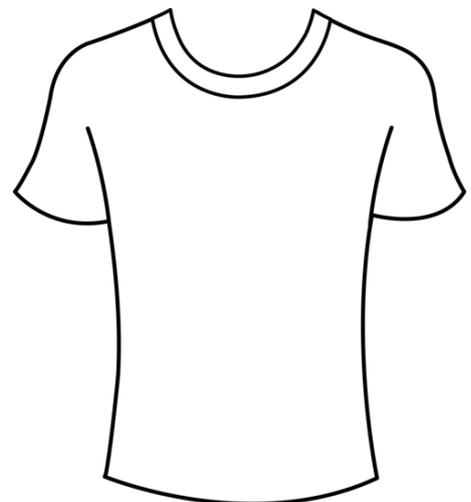
Does it matter if Norton and the bear are dressed alike? Why or why not?

Does this story remind you of situations in your own life? How so?

**Task:** Draw your own unique design on the t-shirt template (included at the end of the document). You could even design a pattern on a real t-shirt! **Make sure you check with a parent first.**

Watch: [https://storyboxlibrary.com.au/short\\_films/norton-and-the-bear-activity-time](https://storyboxlibrary.com.au/short_films/norton-and-the-bear-activity-time) for some more ideas.

**Then:** You should complete **independent reading** of a 'just right' text for a minimum of 15 minutes. Don't forget to work on your reading goal!



Writing

Focus: We are learning to reflect on our book character costumes.

**Daily vocabulary practice - 5 mins:** Create a picture/symbol to represent the word **shriek**. If you have forgotten the meaning, check out yesterday's program.



**TASK:** Today we would like you to write a reflection about the character you dressed up as today. When writing your reflection you may like to think about why you chose that book character, three things about that character, and how you made or decided on the costume.

[You might like to join your teacher on WebEx at 12:30pm if you'd like some help with writing your book character review.](#)

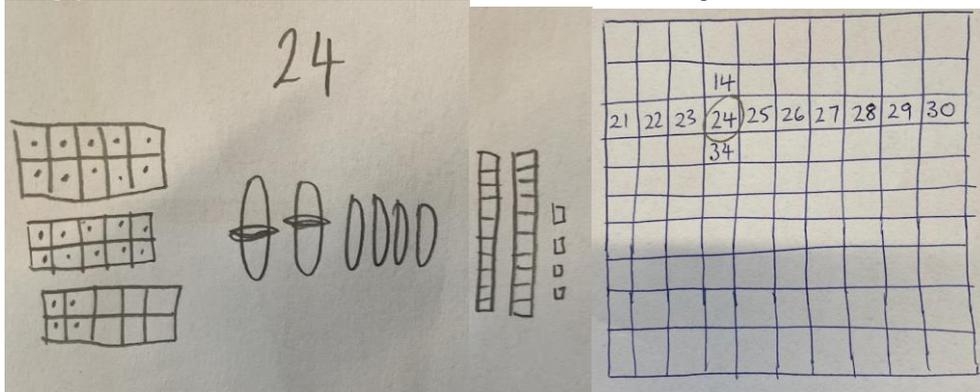


Take a photo of your Book Week costume and your writing. Post this to Seesaw.

**Maths**

**Focus:** We are learning to share a collection of items into groups (division).

**Daily practice:** We have shown the number **24** below, using four different materials.



We would like you to draw different ways of showing the numbers **29** and **34**, using the same four materials as above.

**Warm-up:** Below is a 1 - 100 chart that has a lot of empty boxes in it! Complete the empty boxes, making sure you have all of the numbers **in order**.

	2							9	
				15					20
	22							28	
			34						40
					46				
	52					57			60
61									
		73						79	
	82		84			87			90
		93		95			98		

Watch this clip as a reminder about division: [Year 1 Division by sharing](#)

Can you share the following things?....

Remember, drawing a picture is a great strategy. If you would like to watch Amy's video from Monday once again, this might help you. <https://youtu.be/MXVHC8TfC3k>

**Today it is important that we see your working out! Can you show how you would solve these problems?**

- Can you share 28 lollies between 4 people?
- Can you share 10 rolls amongst 2 people?
- Can you share 45 polka dots amongst 5 dresses?

## 2pm Drama Club

Hosted by Michelle

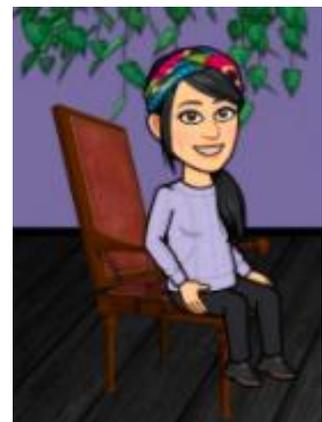
## Online Drama Club

Let's laugh our socks off! It will take place on Tuesday at 2pm. See you there!

<https://eduvic.webex.com/eduvic/j.php?MTID=m216f4a3f3996c36920892561c52e223f>

Meeting number: 165 518 8424

Password: aZBQ44pJnP6



# PE



Use Seesaw to watch a short PE welcome video.



**Opening/Warm-up** – Get your superhero capes and costumes on and complete the Superhero [workout](#).

**Catching** – In our first catching video, you will see six progressive catching activities. Complete 10 catches for each activity before moving onto the next one.

### [48. Ball Release & Catching drills for Kids](#)

Complete the different catching activities you see in the next video link. Use a big, bouncy ball if you have one, otherwise, any bouncy ball will do. Again, aim to complete 10 catches for each activity before progressing onto the next catching challenge. Some of them do get quite tricky. Good luck!

### [Catching Drills - Beginner](#)

**Optional bonus activity** – If you feel like doing a little extra, complete as many of the exercises as you wish from the grid below. How many did you do?

Complete 20 strong punches in the air, 10 with each hand	Do 30 star jumps	Keep your feet together and do 15 kangaroo jumps
Do 12 sit ups	Sit on your bottom with legs crossed and stand up as tall as you can, 10 times	Complete 20 strong forward kicks in the air, 10 with each leg
Balance on 2 hands and 2 feet with your tummy facing down and complete a 'dog walk' for as long as you can	Bounce and catch a ball 20 times	Balance on one foot for 12 seconds. Swap feet and repeat

## Wednesday 25th August

Watch Lee explain today's learning here: <https://youtu.be/sV6J7V9GnxA>

**Daily practice - 5 mins:** This week we are studying word families. Watch Amy introduce another word family of the week - run. <https://youtu.be/bxDddnswgpE>



Ellie's Dragon



BOB GRAHAM

**Read aloud:** Listen to Lee read *Ellie's Dragon* <https://youtu.be/iQtmVU9RVGA>



**Task:** Jot down what happened in the beginning/middle/end of *Ellie's Dragon*. You might like to illustrate what happened in each part instead.

Name: \_\_\_\_\_

Ellie's Dragon  
story map



Beginning	Middle	End

Then, we want you to retell the story in your own words using the template below. A little picture can go on the left-hand side, to match the writing on the right-hand side.

Name: \_\_\_\_\_

# Ellie's Dragon

Retell the story in your own words.

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Main characters

--

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Wanted


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But


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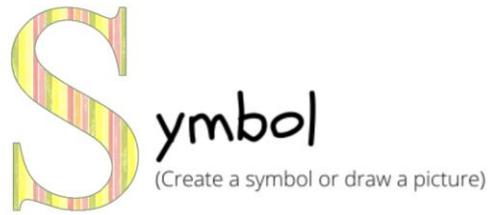
So


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Then


You should complete **independent reading** of a 'just right' text for a minimum of 15 minutes. Don't forget to work on your reading goal!

**Daily vocabulary practice - 5 mins:** Create a picture/symbol to represent the word **accessory**. If you have forgotten the meaning, check out Monday's program.



**TASK:** Today you are going to write a letter to Scratch from Ellie, as they didn't get to say goodbye. Your letter should begin with **Dear Scratch**. Have a think about what Ellie might want to say to Scratch. Think about what happened in the story to help you ask some questions and then say goodbye. I wonder how Ellie is feeling as she writes the letter? Perhaps you can mention in the letter how she is feeling. You can use the letter template below if you need to.

Name: \_\_\_\_\_

# Goodbye Scratch

Ellie and Scratch didn't really have a chance to say goodbye. Imagine you are Ellie at the end of the story. Write a goodbye letter to Scratch.



Dear \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

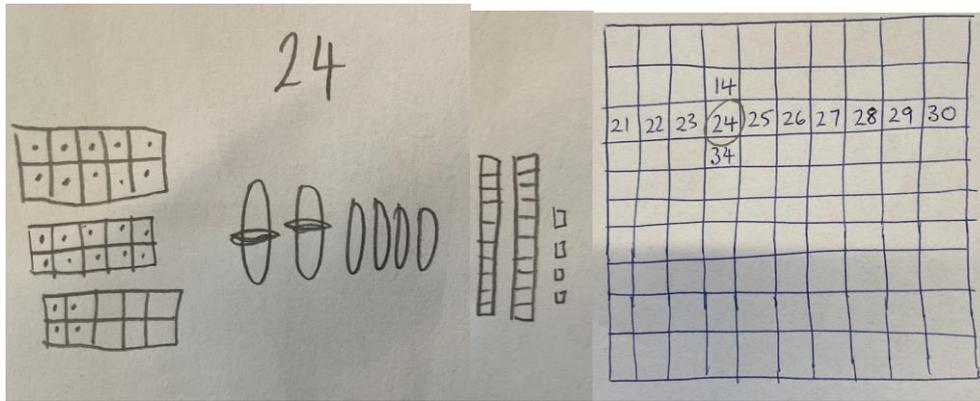
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Lots of love from \_\_\_\_\_

**Daily Practise:** We have shown the number **24** below, using four different materials.



We would like you to draw different ways of showing the numbers **40** and **92**.

**Warm-up:** Solve the following subtraction problems. Remember, think of the strategy that works best for YOU.

$$10 - 4 = \underline{\quad}$$

$$15 - 9 = \underline{\quad}$$

$$24 - 11 = \underline{\quad}$$

$$45 - 23 = \underline{\quad}$$

$$50 - 30 = \underline{\quad}$$

Can you make collections of items in your home and share them amongst the amount of people in each group?

For example, if you had **10 teaspoons**, how many would each person get if you shared them between:

**2 people - how many items do they each get?**

**3 people - how many items do they each get?**

**4 people - how many items do they each get?**

**5 people - how many items do they each get?**

If you had 5 tennis balls, how many would each person get if there were 2 people, 3 people, etc.

**You should do this for at least 3 different groups of items e.g. 8 lollies, 9 teddies, 10 soccer balls etc.**



**[You might like to join your teacher on WebEx at 12:30pm if you'd like some help with the maths for today.](#)**

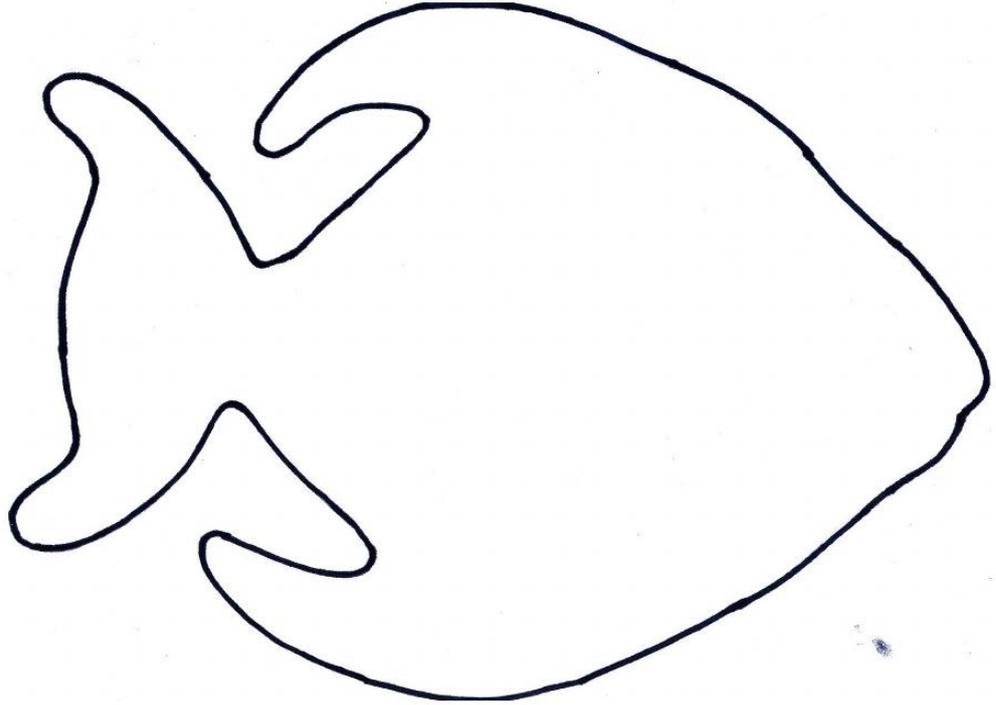
## HEALTH

As part of our celebrations for **OK2BEME** Day, we have decided to create a visual display on our front fence, using the image below as inspiration. **We are encouraging all families to work together at home to decorate their fish in any style that they would like.** We were inspired by the quote, 'We may be all different fish but in this school we swim together.' We love that this supports a sense of **inclusion** in our community.

Below is a template that you may use at home. It is designed to fit **half an A4 piece of paper**. **You might like to do a smaller version of this, but please don't make it any bigger.** When we return to school, please send your child with their completed fish. Alternatively, you might like to pop out for a walk and place it in our school letterbox.



We can't wait to see all of our fish swimming together on the front fence of our school!



**INDONESIAN**



Hai anak-anak

Click [here](#) for this week's Indonesian lesson.

Pak Ben

**Thursday 26th August**

Watch Eliza explain today's learning here: [https://youtu.be/ACbCQ51S\\_10](https://youtu.be/ACbCQ51S_10)

Daily practice - 5 mins: This week we are studying word families. Watch Lee discuss the word family of the week - happy. [https://youtu.be/MO\\_py5z1dEk](https://youtu.be/MO_py5z1dEk)

Read aloud: Listen to Lee reading *Not Cute* <https://youtu.be/Dkpzmk9fnro>



**Not cute.**  
PHILIP BUNTING



**Task:** Using the table below, can you jot down some things that quokkas can do? What are some things that they have, for example, what features on their bodies do they have? What are some ways to describe what they are like?

You might like to do some further research to find out some more information.

Name: \_\_\_\_\_

## Quokkas

can	have	are



You should complete **independent reading** of a 'just right' text for a minimum of 15 minutes. Don't forget to work on your reading goal!

**Daily vocabulary practice - 5 mins:** Complete a *Frayer Model* (see below) all about the word, **shriek**.

[You might like to join your teacher on WebEx at 12:30pm if you'd like some help with making your frayer model.](#)

## FRAYER MODEL

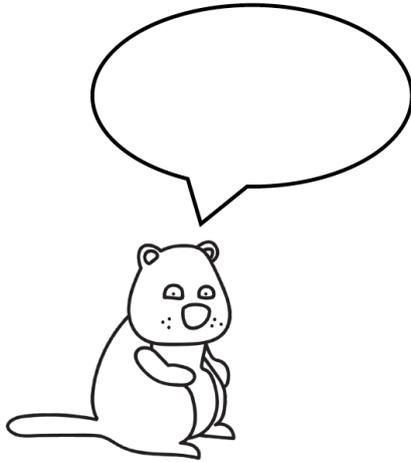
My definition	Picture
Word:	
Synonyms - what other words mean the same thing?	Antonyms - what other words don't mean the same thing (opposites to the word)?
7UP sentence: can you write a sentence using the word that has at least 7 words in it?	

**TASK:** Thinking about the story, **Not Cute**, we would like you to write and illustrate another page to the book. What other animal could Quokka try to be that wasn't already mentioned in the book?

Name: \_\_\_\_\_

# Not cute.

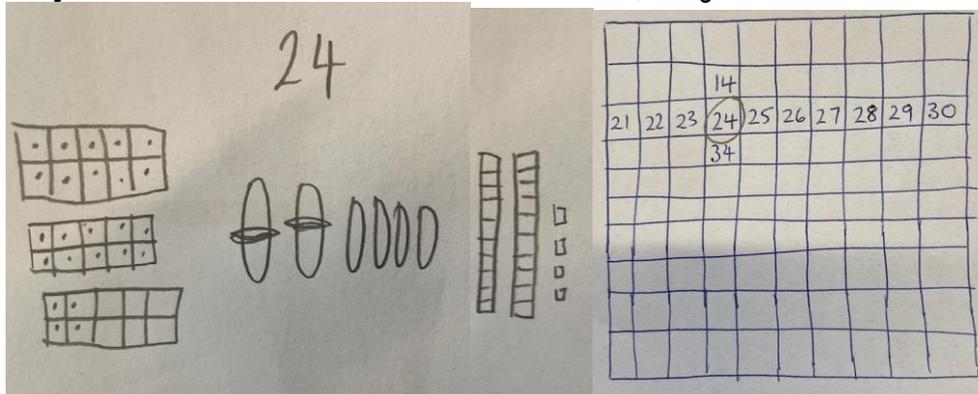
Quokka wants to be a dingo, a lizard, an eagle, a redback, a croc and a snake. What other dangerous animals could Quokka try to be? Design a new page for the story where Quokka meets another dangerous animal. Use speech bubbles to show what the animals are saying to each other.



**Maths**

**Focus:** We are learning to share a collection of items into groups (division).

**Daily Practise:** We have shown the number **24** below, using four different materials.



We would like you to draw different ways of showing the numbers **86** and **8**.

**Warm-up:** Ball Toss

Set a time limit e.g. 2 minutes.

Partners stand facing each other (about 1m apart) and toss a ball to each other. Each time the ball is thrown, each partner has to say the next value in the skip counting pattern.

Continue playing until the ball drops or the timer runs out. Play again to see how high you can get in the skip counting pattern.

**Note:** Students can use their personal counting goals as a guide for numbers to count by. If your goal isn't related to skip counting, this is just a good way to continue practising to count.

**TASK:**

The Quokka is fixing up his backyard because he wants it to be cute (not really). He had 8 planter boxes and a bunch of seeds, how many seeds could be planted in each planter box?

**Draw/explain your thinking for your teacher. You should have at least 3 different answers!**



**Extension:** Quokka had 26 planter boxes instead of 8.

**MUSIC**

Hi Fabulous Year 1s,

Use Seesaw to access a video with instructions and activities.



**Opening:** It's Book Week. Click on the link to watch a reading of *Poppy and the Orchestra* [Poppy and the Orchestra](#)

**Task:** Listen to your class song and see if you can learn some of the words.

1AO/1EW – Rock Around The Clock <https://www.youtube.com/watch?v=O21xFX7QBpE>

1LR/ 1MW – I Gotta Feeling <https://www.youtube.com/watch?v=wFAG5wyokXM>

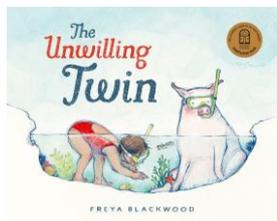
## Friday 27th August - INCURSION DAY!

Watch Amy explain today's learning here: <https://youtu.be/coNHRiC9MDA>

Reading

Focus: We are learning to critique (share our opinions about) the 2021 Book of the Year shortlisted books.

**Daily practice - 5 mins:** This week we are studying word families. Watch Mitch introduce the next word family of the week - **harm**. <https://youtu.be/dagrnZd2N4U>



**Read aloud:** Watch Eliza read another shortlisted book, *The Unwilling Twin*  
<https://youtu.be/i78TpWeAlog>



**Task:** Use the venn diagram to show the similarities and differences between Jules and George.

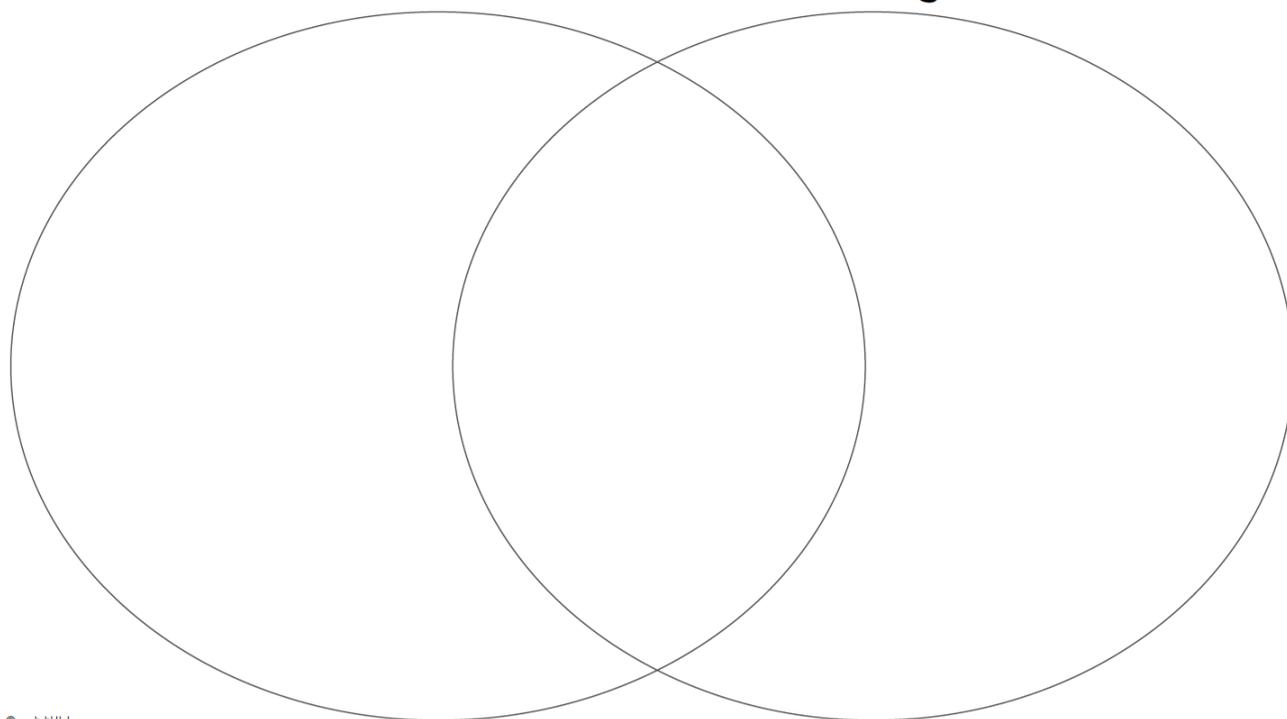
Name: \_\_\_\_\_

# The Unwilling Twin

Complete the Venn diagram to show the similarities and differences of the characters.

**Jules**

**George**



©mrsstittlelearners

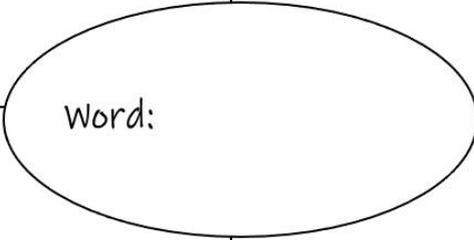
You should complete **independent reading** of a 'just right' text for a minimum of 15 minutes. Don't forget to work on your reading goal!

Writing

Focus: Follow up task on *The Unwilling Twin*.

Daily vocabulary practice - 5 mins: Complete a *Frayer Model* (see below) all about the word, **accessory**.

## FRAYER MODEL

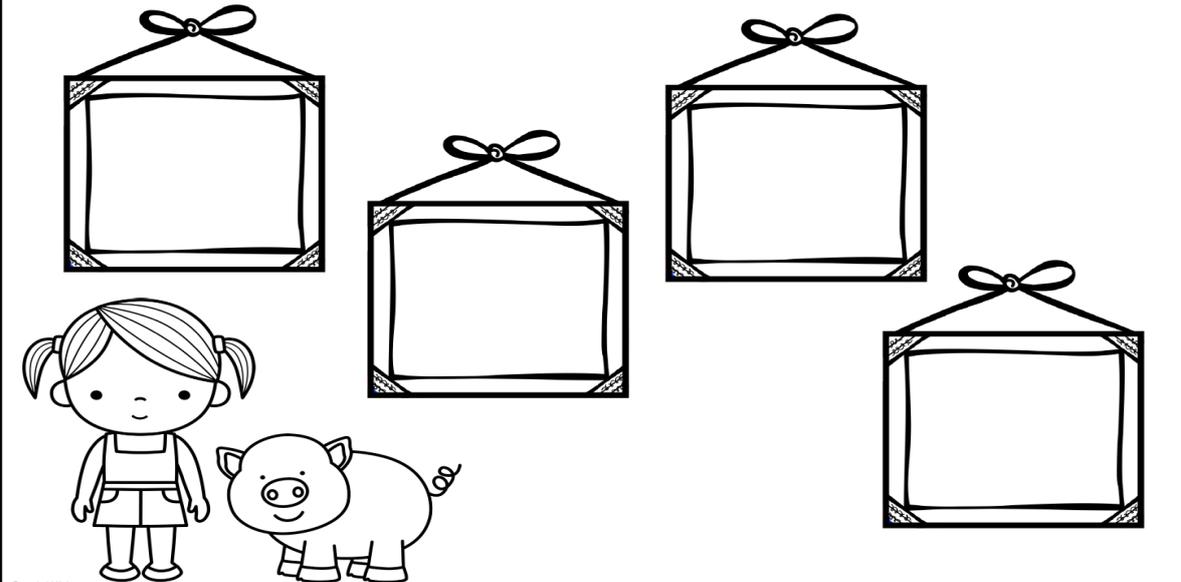
My definition	Picture
 Word:	
Synonyms - what other words mean the same thing?	Antonyms - what other words don't mean the same thing (opposites to the word)?
7UP sentence: can you write a sentence using the word that has at least 7 words in it?	

**Task:** Draw pictures of the activities that Jules and George did together. Write a sentence explaining what they are doing under each picture. Make sure you use colour!

Name: \_\_\_\_\_

# The Unwilling Twin

Create a photo wall of the activities Jules and George enjoy doing together.



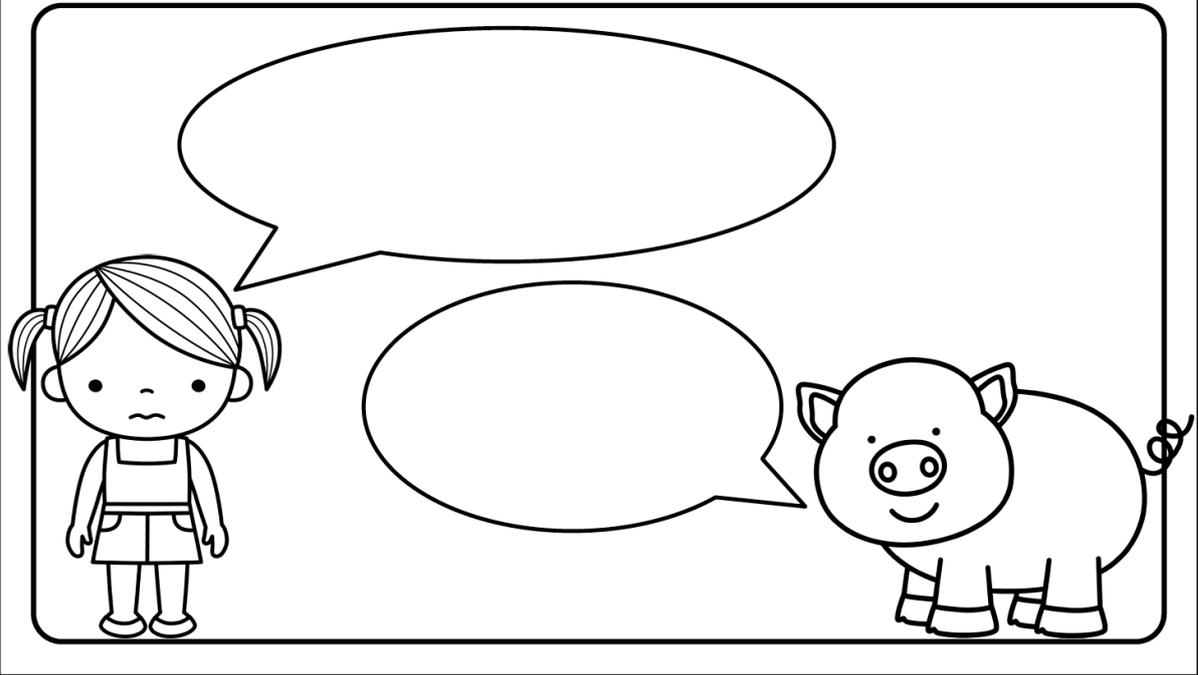
© Mrs. J. Holcomb

**Task:** Using the template below, write what you think Jules and George would have spoken about, if they could have had a conversation with each other.

Name: \_\_\_\_\_

# The Unwilling Twin

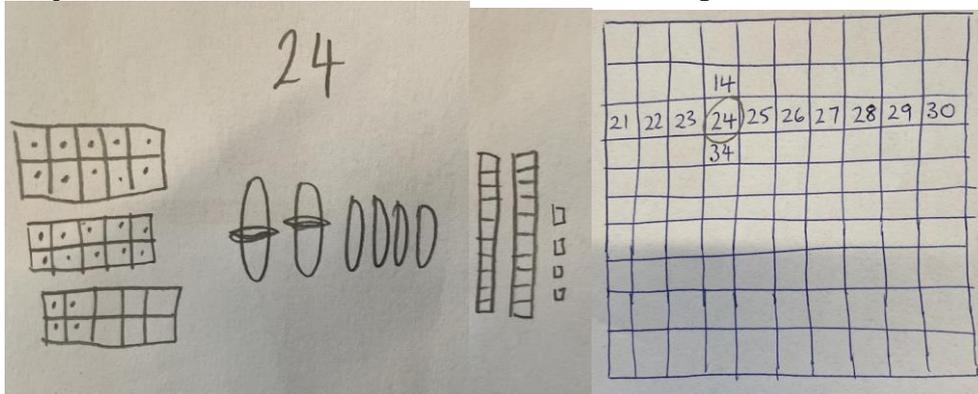
Imagine the conversation between Jules and George when he knocks down her sandcastle. What do you think they would have said to each other?



**Maths**

**Focus:** We are learning to share a collection of items into groups (division).

**Daily Practise:** We have shown the number 24 below, using four different materials.



We would like you to draw different ways of showing the numbers **101** and **41**, using the same materials as above.

### Warm-up: Date Game

Using only the numbers in today's date and using any operation (addition, subtraction, multiplication or division), players are to try and create number sentences that equal all the numbers from 1-20.

You can only use the numbers in today's date (27.08.21), but they can be arranged in any order.

E.g. 27.03.2020

$$1 = 3 - 2$$

$$2 = 2 + 0$$

$$3 = 7 - 2 - 2$$

$$4 = 2 \times 2$$

### TASK:

Help Ellie feed her dragons! Complete the Seesaw activity for today's maths. Make sure you complete every slide!



## STEM



Spend today being a researcher in your STEM activity.

Download the '**Scratch**' app and explore some of the things you can do with it. **Parent note:** this is a free app. Coding is a great way to understand and see all the amazing things we can do with technology!



