

Year 1 - Term 3 - Week 6

Learning from Home

Week 6: Literacy/ InitialLit

Complete the following activities over Week 6.

VERBS (Revision):

- ★ *Learning intention: I will identify common verbs.*
- ★ *Success criteria: Follow the instructions on the worksheets to identify and illustrate the verbs.*
- Watch and listen to the **Lesson 28 Verbs PowerPoint**.

Throughout the day ...

Choose a couple of activities from the list below to provide extra practice during the day. Vary the activities to maximise engagement.

- ▶ Revise the definition of a verb (an action word) and draw attention to the verbs in sentences from the storybook or reader that is being read.
- ▶ Practise the Verb Poem using different verbs, e.g., jump, hop, wave.
- ▶ As you give instructions during the day, ask children to identify the verb in your instruction, e.g., **grab** your writing books, **read** this word.
- ▶ Play Verb Charades where children do an action and other children guess the verb.

- **Activity:** Complete Worksheet a and b - Verbs.

Verb Poem:

Verbs, verbs are action words.

If you're doing something, use a... **VERB!**

Swim, swim, swim's a verb,

Run, run, run's a verb.

Action words, action words.

What are they called? They're called... **VERBS!**

'ee' (tree) and 'ea' (leaf) (Revision):

- ★ *Learning intention: I will use the digraphs 'ee' and 'ea' to spell words.*
- ★ *Success criteria: Follow the instructions on the worksheet to complete the correct spelling of each word.*
- Watch and listen to the **Lesson 30 'ee' (tree) and 'ea' (leaf) PowerPoint**.
- **Activity:** Complete Worksheet a - ee' (tree) and 'ea' (leaf).
 - *Learning intention: I will use the digraphs 'ee' and 'ea' to spell words.*
 - *Success criteria: Follow the instructions on the worksheet to complete the correct spelling of each word.*

Throughout the day ...

Choose a couple of activities from the list below to provide extra practice during the day. Vary the activities to maximise engagement.

- ▶ Find words on posters, around the school, from books that have 'ee' or 'ea' making the /ē/ sound. Create a class list of these words that can be added to over time.

- ▶ Clap the syllables in the following words: chim/par/zee, cheese/bur/ger, treat, breeze, sneeze, be/tween, thir/teen, coff/ee.

- **Handwriting:** Complete 'ee' and 'ea' handwriting sheets.

WRITING: The Rainbow Fish

- ★ **Learning intention:** I can identify the traits of the Rainbow Fish
- ★ **Success criteria:** Identify the appearance, personality, feelings and actions of the Rainbow Fish

Character description and personality traits activity:

- Watch the YouTube reading of the story The Rainbow Fish <https://youtu.be/r9mryuEkkKc>
- Here are some questions you could ask your child after they watch the above YouTube clip:
 - How would you describe what the Rainbow Fish looks like?
 - How would you describe what the Rainbow Fish is like as a character? Does he change?
 - What feelings does the Rainbow Fish feel during the story? Do his feelings change?
- Use the **Character Profile template** and complete it about The Rainbow Fish.

OPTIONAL/ ADDITIONAL ACTIVITIES:

- Practise reading your Tricky Words and/or Word Walls.
- Practise saying the sounds of the digraphs and trigraphs using the Sound Cards.
- Spend time completing activities Lexia.
- Choose 5 sight words and write a Super Sentence including each word.
Note: A Super Sentence needs to have a capital letter to start, a full stop (or correct ending punctuation to finish), spaces between all of the words and check - 'does it make sense?'

Week 6: Mathematics

FOCUS: DIVISION

★ **Learning Intention:** *I will be able to model division by sharing a collection of objects equally into a given number of groups to determine the number in each group*

★ **Success criteria:**

- ★ *Model division by sharing a collection of objects into groups of given size to determine the number of groups.*
- ★ *Describe the part left over when a collection cannot be distributed equally using the given group size.*

Activities:

- View the story "The Doorbell rang" on YouTube <https://www.youtube.com/watch?v=BXtu90JnDkM>. Students to use 12 objects (pegs, lego bricks, magnets, etc) to represent the total number of cookies that mum made. Pause the video each time the doorbell rings and have students share the number of cookies between the guests that had arrived by placing their objects into equal groups.
- Discuss what is important about dividing collections into groups ie: that they must be even.
- Discuss what happens if you cannot make an equal group (we have a "remainder" - e.g. if we have 7 lollies and divide it into 2 equal groups, we will have 3 in each group with 1 left over).

Work through the following worksheets over the week:

1. Division - sharing
2. Serve It Up!
3. Division - remainders

OPTIONAL/ ADDITIONAL ACTIVITIES:

- **Card Game:** "Up and Down": each player is dealt four cards face up. The remaining cards are placed in a pile in the middle. The aim of the game is to be the first player to arrange the numbers in either ascending or descending order. They do not have to be consecutive order it could be 2, 5, 6, 9. Cards cannot be rearranged-only exchanged.
- Draw pictures to represent the following number sentences: $10+8=18$; $30-10=20$, $24+6=30$.
- Practise skip counting by 2s, 5s and 10s.
- Spend time completing activities on Matific.

Week 6: Other KLA Activities

Religion:

- Think about times and places people pray together. Examples: at Mass, at school, in class, as a family. When people pray together it called communal prayer. Students illustrate an example of a time for communal prayer that they have experienced.
- Students use the 'Y-chart' to show what prayer 'Sounds' like, 'Feels' like and 'Looks' like for them. This can be completed using words and illustrations.
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Science:

- Fill out the weather chart. Record what the weather is like each day in Muswellbrook, Tokyo and a place of your choice.
- Answer the following questions:
 - Which place was the hottest?
 - Which place was the coldest?
 - Why are the temperatures different?
 - What would you wear in each place today?
 - What outdoor activities could you participate in?