

# Framework for Learning from Home – Year 1: Week 1

You will need help from a parent/carer. Show each completed activity to your parents so they can check it and/or help you post it on Seesaw.

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	PLAY!	PLAY!	Can you help choose what to make for dinner?	Can you help sweep the kitchen floor?	Have a go at making your bed.
Session 1	<b>Staff Development Day</b> - No student activities	<b>Staff Development Day</b> - No student activities	<b>English</b> <u><b>Sound Waves</b></u> Go to <a href="http://Unit 10 on www.soundwaveskids.com.au">Unit 10 on www.soundwaveskids.com.au</a> . This week’s sound is “g” “gg”. Click on the <i>Sound Info Kit</i> . Listen to the chant and do the actions.  Click on <i>List Words</i> , read your “g” “gg” words and write them on a piece of paper.  Explore the “g” “gg” sound further by clicking on the <i>Segmenting Tool</i> . Use this tool to work out how many sounds there are in each word ( <i>dog</i> = 3 sounds d/o/g, <i>shop</i> = 3 sounds sh/o/p).	<b>English</b> <u><b>Sound Waves</b></u> Play ‘guess who’ using your “g” “gg” List Words. Give 3 clues about your chosen list word and see if someone can guess your word.  Type out your List Words. Try to change your font and colour to make it interesting or choose and complete an activity from the Word Work Grid. Explore the “g” “gg” sound and play the <i>Unjumbler</i> game on <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a>	<b>English</b> <u><b>Sound Waves</b></u> Create a find-a-word using your List Words. Give it to a family member and see if they can find all your words. Don’t forget to record the words you have hidden.  Choose and complete an activity from the Word Work Grid.  Explore the “g” “gg” sound and play the <i>Grapheme Trek</i> game on <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a>

Monday	Tuesday	Wednesday	Thursday	Friday
		<p><b><u>Reading</u></b></p> <p>Choose a <i>non-fictional</i> book to read aloud with a parent/carer. Before reading, what do you already know about the topic?</p> <p>Read the book aloud together. Answer these questions.</p> <ul style="list-style-type: none"> <li>• What was this book about?</li> <li>• Based on your book, draw a picture and label it. Can you add some information about what you have learnt?</li> </ul> <p><b><u>Writing</u></b></p> <p>Read or watch the 'The Enormous Turnip' <a href="https://www.youtube.com/watch?v=AGMpVrkm99I">https://www.youtube.com/watch?v=AGMpVrkm99I</a> or read your favourite story. Write a short retell of the story in your workbook or on a piece of paper. Try to include what happened at the beginning, middle and end of the story.</p>	<p><b><u>Reading</u></b></p> <p>Choose a <i>fictional</i> book to read aloud with a parent/carer.</p> <ul style="list-style-type: none"> <li>• Read it aloud together.</li> <li>• Did it have a sizzling start? Did it use onomatopoeia or speech marks?</li> <li>• Are the characters interesting? What makes them interesting?</li> <li>• Draw a picture of the main character. Write some adjectives (eg. kind, sweet, caring, mean, tall) around your character to describe him/her.</li> </ul> <p><b><u>Writing</u></b></p> <p>A procedure is a piece of writing that tells us how to make or do something. The first word in each sentence must start with a verb (doing word). Write a procedure on how to wash your hands. Use the guide below to help you.</p>	<p><b><u>Reading</u></b></p> <p>Choose a <i>non-fictional</i> book to read aloud with a parent/carer. Read it aloud together.</p> <ul style="list-style-type: none"> <li>• How does the title describe the content of the book?</li> <li>• Was the title a good one for this book? Why or why not?</li> <li>• What other titles could the author have used?</li> </ul> <p><b><u>Writing</u></b></p> <p>We have been writing 'Sizzling' sentences in class. These sentences include adjectives. Imagine you looked out of your window and you saw an alien. Start your sentence with onomatopoeia (e.g. BOOM! CRASH! BANG!). Then describe what it looks like and what it is doing.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
				How to wash your hands 1 Turn on... 2 Put your hands... 3 Put soap... 4 Scrub... 5 Rinse your hands... 6 Dry...	
<b>Break</b>	Break (30mins) Eat and Play	Break (30mins) Eat and Play	Break (30mins) Eat and Play	Break (30mins) Eat and Play	Break (30mins) Eat and Play
<b>Session 2</b>			<b>Mathematics</b> <u>Addition</u> Using items around the house, such as spoons or pencils. Think of an addition number sentence and share this with a family member. E.g. There were 5 spoons in the sink and then I put another 3 more spoons in the sink. How many spoons are in the sink altogether? Write your addition number sentence in your workbook or on paper. Play some of the games on <a href="http://www.imathskids.com.au">www.imathskids.com.au</a>	<b>Mathematics</b> <u>Length</u> Holding a pencil, walk around your home and find 3 items that are longer than the pencil and 3 items that are shorter than the pencil. Make sure you lay your pencil down at the same point as your other you find when measuring length. Play some of the games on <a href="http://www.imathskids.com.au">www.imathskids.com.au</a>	<b>Mathematics</b> <u>Length</u> Choose 3 toys and put them in order from shortest to tallest. Don't forget that all toys need to start at the same point. Draw the 3 items in order in your workbook or on paper. Play some of the games on <a href="http://www.imathskids.com.au">www.imathskids.com.au</a>

	Monday	Tuesday	Wednesday	Thursday	Friday
			<p><b>PDHPE</b></p> <p>Put on your favourite song and do</p> <ul style="list-style-type: none"> <li>-10 jumps</li> <li>-10 star jumps</li> <li>-10 hops</li> <li>-10 of your choice</li> </ul> <p>Repeat!</p>	<p><b>PDHPE</b></p> <p>Starting from a certain spot. Put your feet together, bend your knees and jump forward. Mark where you landed. Jump again to see if you can jump further. Ask other family members to join you and see who can jump the furthest!</p>	<p><b>PDHPE</b></p> <p>Ask as many family members as you can to join you in a jumping race. Decide where you will start and finish. Who is the fastest person in your family?</p>
<b>Break</b>	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play
<b>Session 3</b>			<p><b>Science and Technology</b></p> <p><b><u>Living World</u></b></p> <p>Living things grow and need food, water, air and sunlight to survive. A non-living thing is not alive and does not need food, water, air or sunlight to survive.</p> <p>Fold a page in your book in half and label one half <i>Living</i> and the other half <i>Non-Living</i>. Draw, use pictures from magazines or print out pictures and put them into their correct category. They can either be Living or Non-Living.</p>	<p><b>History</b></p> <p><b><u>Past and Present</u></b></p> <p>Transport (how we move from one place to another) has changed over time. In the past, people may have used transport, such as horses and carriages, steam trains or bicycles.</p> <p>What types of transport do we use today?</p> <p>List as many different types of transport and write it in your workbook or piece of paper.</p>	<p><b>PDHPE</b></p> <p><b><u>Road Safety</u></b></p> <p>Create a poster promoting Road Safety.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>-how you can be a safe pedestrian and what you need to do when crossing the road</li> <li>-how you can be a safe passenger and what you must do when travelling in the car</li> <li>-how to be safe on wheels, including a bicycle or scooter.</li> </ul>

BLM WL9



big

grab

bag

grin

leg

glad

rug

glue

get

good

egg

going

hug

hugged

girl

hugging

- Please use any words from Soundwaves unit 10 -

### Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p align="center"><b>Syllable Sort</b></p> <p>Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p align="center"><b>Odd One Out</b></p> <p>For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p align="center"><b>Wacky Words</b></p> <p>On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p align="center"><b>Word Detective</b></p> <p>Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p align="center"><b>Digging in the Dictionary</b></p> <p>Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p align="center"><b>Rhyming Wheels</b></p> <p>Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p align="center"><b>Alliteration</b></p> <p>Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p align="center"><b>Sentence Smart</b></p> <p>Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p align="center"><b>Story Time</b></p> <p>Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p align="center"><b>Sort Them Out</b></p> <p>Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p align="center"><b>Word Search</b></p> <p>Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p align="center"><b>Handwriting Hero</b></p> <p>Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p align="center"><b>Letter Lingo</b></p> <p>Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p align="center"><b>Words Within Words</b></p> <p>Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p align="center"><b>Code Breaker</b></p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>



## Some activities and ideas for home for parents of primary and early learners

Make or do a jigsaw puzzle	Try some origami	Create an obstacle course
Bake or cook something	Learn a magic trick	Paint or draw a picture
Make a joke book	Take photos of 10 living things	Build a blanket fort
Plan and hold a picnic	Make your own kite	Try a new board game
Play indoor mini-golf	Play Limbo	Write a letter to your future self
Potato sack race with pillow cases	Hold a tea-party	Make a time capsule
Hold a Karaoke concert	Play hide and seek	Open a pretend store
Blindfolded taste test	Look at photo albums	Have a paper plane contest
Play Pictionary	Play dress up	Play Restaurant
Make a shoebox diorama	Learn a new card game	Put on a play
Make or play an instrument	Create a treasure hunt	Write or recite poem
Have a talent show	Make handmade presents	Choreograph a dance
Read a new book from the library	Play water bottle bowling	
Play life-size Noughts and Crosses	Build the tallest tower	

