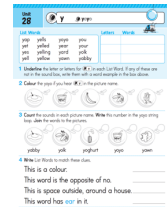



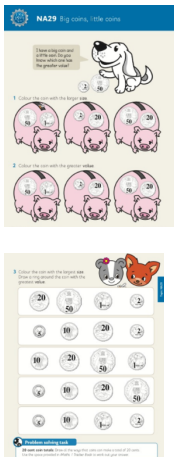

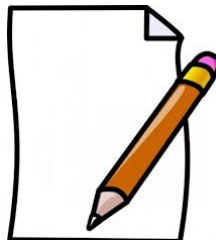


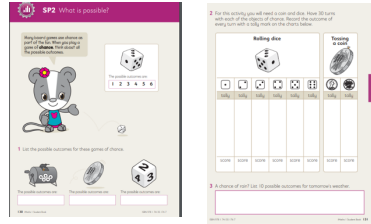
Framework for Learning from Home – Year 1 Term 4 Week 2

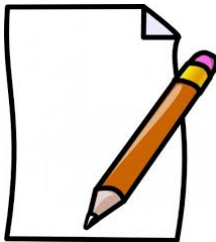

You will need help from a parent/carer. Show each completed activity to your parents so they can check it and/or help you post it on Seesaw.

	Monday 11 th October	Tuesday 12 th October	Wednesday 13 th October	Thursday 14 th October	Friday 15 th October
	Take lots of breaks today!	Take lots of breaks today!	Take lots of breaks today!	Take lots of breaks today!	Take lots of breaks today!
Session 1	<p>English</p> <p><u>Sound Waves</u></p> <p>Go to Unit 30 on www.soundwaveskids.com.au Access code: mouse133</p> <p>This week's sounds are "z, zz, s" and "s, si". Click on the Sound Info Kit. Listen to the chant and do the actions.</p> <p>Click on List Words, read your "z, zz" words and write them in alphabetical order.</p> <p>Explore the sound further by clicking on the Segmenting Tool. Use this tool to work out how many sounds are in each word.</p> <p><u>Reading</u></p> <p>Read a levelled book of your choosing from PM</p>	<p>English</p> <p><u>Sound Waves</u></p> <p>Practise your "z, zz, s" List Words by writing a sentence for 8 of your words using adjectives, verbs and adverbs.</p> <p>Optional: Explore the sound and play the Grapheme Sort game on www.soundwaveskids.com.au</p> <p>Access code: mouse133</p> <p><u>Reading</u></p> <p>Read a levelled book of your choosing from PM eCollection on the app or browser.</p> <p>https://app.pmeollection.com.au/login</p> <p>Stop on a page in the middle, before turning to the</p>	<p>English</p> <p><u>News</u></p> <p>For News today you will need to interview a family member. Some examples of questions you may like to ask in your interview are:</p> <p>What is your name? How old are you? What job do you do? What country were you born in? What is your favourite food/colour?</p> <p>Use this information to describe your family member in your own words and share it with your teacher.</p> <p><u>Reading</u></p> <p>Read a levelled book from PM eCollection on the app or browser.</p>	<p>English</p> <p><u>Sound Waves</u></p> <p>Complete the "z, zz, s" Student Activity page (page 64) by going to the Sound Waves website and clicking 'Student Activity Pages' or using the tools on Seesaw or filling it in below.</p>  <p>Optional: Explore the sound and play the Unjumbler game on www.soundwaveskids.com.au Access code: mouse133</p>	<p>English</p> <p><u>Sound Waves</u></p> <p>Complete the "z, zz, s" and "s, si" Student Activity page (page 65) by going to the Sound Waves website and clicking 'Student Activity Pages' or using the tools on Seesaw or filling it in below.</p>  <p>Optional: Explore the sound and play the Grapheme Trek game on www.soundwaveskids.com.au Access code: mouse133</p>

Monday 11 th October	Tuesday 12 th October	Wednesday 13 th October	Thursday 14 th October	Friday 15 th October
<p>eCollection on the app or browser. https://app.pmecollection.com.au/login</p> <p>Before reading the book, talk about what you think is going to happen by looking at the pictures.</p> <p><u>Mrs Papadopolous' Writing Lesson</u></p> <p>Listen to the PowerPoint presentation video.</p> <p>Print out the recount provided or view it on Seesaw.</p> <p>Underline the verbs in the text. Are they past tense? Explain why in one sentence on paper.</p> <p>Underline the time connectives used in the text and explain in one sentence, why we use them in recounts.</p>	<p>next page, what do you think might happen next?</p> <p><u>Mrs Chen-Freeman's Writing Lesson</u></p> <p>Listen to the PowerPoint presentation video.</p> <p>Print out the recount provided or view it on Seesaw.</p> <p>Underline the adverbs/adverbial phrases in the text. Explain why or what information they add.</p> <p>Underline the adjectives in the text. Explain why or what information they add.</p>	<p>https://app.pmecollection.com.au/login</p> <p>Stop on a page in the middle, before turning to the next page, what do you think might happen next?</p> <p><u>Writing</u></p> <p>Place the following sentences in the correct order to complete the recount. Use the beginning of the sentence (time connectives) to help put it in order. Write the recount in your workbook using your neatest handwriting. After writing, use a coloured pencil to circle the past tense verbs.</p> <p><u>Getting Ready for School</u></p> <p>Then, I quickly washed my dirty face.</p> <p>This morning, I woke up and got ready for school.</p> <p>Next, I happily ate my delicious breakfast.</p> <p>First, I heard my noisy alarm.</p> <p>Finally, I carefully brushed my tiny teeth.</p> <p>Second, I slowly got out of my warm bed.</p>	<p><u>Reading</u></p> <p>Read a levelled book of your choosing from PM eCollection on the app or browser. https://app.pmecollection.com.au/login</p> <p>After reading, talk about who was the main character in the story and where was the setting. What was the main problem and how did they solve the problem?</p> <p><u>Writing</u></p> <p>Place the following sentences in the correct order to complete the recount. Use the beginning of the sentence (time connectives) to help put it in order. Write the recount in your workbook using your neatest handwriting.</p> <p>Use the word banks below to add adjectives and adverbs in each sentence to make the recount more interesting and more detailed.</p> <p>After writing, use a coloured pencil to circle the past tense verbs.</p>	<p><u>Reading</u></p> <p>Read a levelled book of your choosing from PM eCollection on the app or browser. https://app.pmecollection.com.au/login</p> <p>After reading the story, retell what happened at the beginning, middle and end.</p> <p><u>Writing</u></p> <p>Place the following sentences in the correct order to complete the recount. Use the beginning of the sentence (time connectives) to help put it in order. Write the recount in your workbook using your neatest handwriting.</p> <p>Use the word banks below to add adjectives and adverbs in each sentence to make the recount more interesting and more detailed.</p> <p>After writing, use a coloured pencil to circle the past tense verbs.</p>

Monday 11 th October	Tuesday 12 th October	Wednesday 13 th October	Thursday 14 th October	Friday 15 th October
		<p><u>Library</u></p> <p>We will have a zoom session with Mr Philpott. (See the Seesaw Activity for more details)</p> <p>10:30am-11am: 1D, 1P, 1T</p> <p>11:30am-12pm: 1C, 1K, 1L, 1W</p>	<p><u>Getting Ready for Bed</u></p> <p>Then, I brushed my teeth.</p> <p>Last night, I got ready for bed.</p> <p>Last of all, I snuggled into bed and fell asleep.</p> <p>Next, I put my pyjamas on.</p> <p>At 7pm, I ate dinner.</p> <p>After that, I had a shower.</p> <p>Following that, I read a story with my parents.</p> <p>Adjectives Word Bank</p> <p>Yummy, delicious, warm, hot, small, dirty, soft, colourful, comfortable, interesting, fun, exciting, lovely, cosy</p> <p>Adverbs Word Bank</p> <p>Slowly, carefully, quickly, happily, excitedly, gently, soundly, joyfully, peacefully, patiently</p>	<p><u>Going to the Park</u></p> <p>One afternoon, I went to the park with my family.</p> <p>Later on, I slid down the slide.</p> <p>After lunch, I put my shoes on.</p> <p>Then, I grabbed my hat and sunscreen.</p> <p>At last, I played hide and seek.</p> <p>At the park, I played on the swing.</p> <p>After that, I walked to the park with my family.</p> <p>Adjectives Word Bank</p> <p>Sunny, warm, hot, new, dirty, white, blue, pink, green, red, huge, colourful, comfortable, steep, interesting, fun, exciting, lovely, large, slippery, old, plastic</p> <p>Adverbs Word Bank</p> <p>Slowly, carefully, quickly, happily, excitedly, gently, soundly, joyfully, peacefully, patiently</p>

Monday 11 th October		Tuesday 12 th October		Wednesday 13 th October		Thursday 14 th October		Friday 15 th October	
Break	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	Break (30mins) Eat and Play	Break (30mins) Eat and Play	Break (30mins) Eat and Play	Break (30mins) Eat and Play
Session 2	<p>Mathematics: <u>Money</u></p> <p>Complete the worksheets. Read the instructions VERY carefully!</p>  <p>Optional: Play some games on www.imathskids.com.au Access code: down064</p> <p>PDHPE</p> <p>Use the link below to do a Tissue Dance with Dean. https://www.youtube.com/watch?v=KrlzDJEMKaM Ask an adult to take a photo of you playing Tissue dance with Dean and upload on Seesaw.</p>	<p>Mathematics: <u>Money</u></p> <p>Complete the worksheets:</p> <p>Comparing Coins</p>  <p>Optional: Play some games on www.imathskids.com.au Access code: down064</p> <p>PDHPE</p> <p>Use the link below to exercise spots with Dean. https://youtu.be/G4V8A0HGG9og</p>	<p>WELLBEING WEDNESDAY!</p> <p>12:00pm to 3:00pm</p> <ul style="list-style-type: none">Do 15 minutes of stretching or yoga – eg Cosmic Yoga or Youtube Yoga for Kids https://www.youtube.com/user/cosmickidsyoga https://www.youtube.com/watch?v=X655B4ISakgGet Doodling! Grab some paper and pens and doodle anything you like. Animals, aliens or anything else.Create a family kindness jar! Every time someone does something kind, write it down and put it in the jar. When the jar is full, you all deserve a special treat. 	<p>Mathematics: <u>Chance</u></p> <p>Watch the following video https://www.youtube.com/watch?v=TedbpetdzBE</p> <p>Complete the following worksheet:</p>  <p>PDH: Road Safety</p> <p>Watch the following video: https://www.youtube.com/watch?v=NeEF1fwT4k</p> <p>Discuss why it is important to follow road rules and signs with an adult.</p> <p>Using the template below, draw some pictures of how you can follow each of the road safety rules, so that you can stay safe on the road.</p> 	<p>Mathematics: <u>Chance</u></p> <p>https://www.youtube.com/watch?v=mn4x3dtb8HE</p> <p>Complete the following worksheets. You will need a 6-sided dot dice and a coin.</p>  <p>PDH: Road Safety</p> <p>It is important to be a safe Pedestrian and Passenger, but it is also important to be safe when riding a bike, scooter and skateboard.</p> <p>Play the following game on the Safety Town website: https://www.safetytown.com.au/town/student/stage-1/?activity=lets-go-riding#list</p> <p>List 5 ways you can be safe when riding a bike, scooter, rollerblades or skateboard.</p>				

Monday 11 th October		Tuesday 12 th October	Wednesday 13 th October	Thursday 14 th October	Friday 15 th October
Break	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
Session 3	Community Language Complete an activity from the Community Language framework on Seesaw.	Science Using the internet safely is a very important part of using technology. Can you think of any rules for using the internet safely? Here are some main rules for you to follow when using the internet at home or at school. Did you think of any different rules? <ul style="list-style-type: none"> • always use devices in a room with a trusted adult • make sure your parents know what websites you're using • only communicate with people you know and trust • use kind words • don't give out personal information to strangers • if you see something that doesn't look right (gives you a 'no' feeling), tell a trusted adult. Watch the YouTube video https://www.youtube.com/watch?v=yiKeLOKc1tw After watching this video, write down two things you should put on the internet and two things you should	WELLBEING WEDNESDAY! 12:00pm to 3:00pm 	Geography Geography is the study of places and the relationships between people and their environments. Listen to Grandma read the story 'The Big Big Sea' by Martin Waddell: https://www.youtube.com/watch?v=C6XJ2UvoVU8 Special Place: Where is the special place in the story? Why do you think it is special to Mum and the little girl? Today you are going to learn about natural, constructed and managed places. Natural Places: Natural places exist without people changing them. E.g. rivers, mountains and beaches. Constructed Places: Constructed places have been built by humans. E.g. buildings, playgrounds and bridges. Managed Places: Managed places have natural	Creative Arts: Visual Arts Create an artwork you would like to share with a friend! It might be an artwork of you both playing together or an artwork of something you miss about them! You might even like to make your friend a card. Bring your artwork to school when we return next week to give to your friend. Be creative! Make sure to draw with detail and colour in your picture! You can use any materials you like, including crayons, paint, collage paper, leaves or twigs from outside etc. 

Monday 11 th October	Tuesday 12 th October	Wednesday 13 th October	Thursday 14 th October	Friday 15 th October
	not put on the internet. Take a photo of your rules for using the internet safely and post it onto Seesaw. See if you can take a photo and upload it all by yourself! Ask a parent if you are not sure how to.		features but are changed and taken care of by people. E.g. gardens, parks, farms and golf courses. Complete the Geography cut and paste worksheet by matching the places to the headings 'constructed', 'natural' and 'managed'. (If you don't have a hard copy of the cut and paste, you can draw 3 natural, 3 constructed and 3 managed places).	
Home Reading Read a levelled book from in2era tonight with a family member. www.in2era.com.au Username: hurstville Password: hurstville	Home Reading Read a levelled book from in2era tonight with a family member. www.in2era.com.au Username: hurstville Password: hurstville	Home Reading Read a levelled book from in2era tonight with a family member. www.in2era.com.au Username: hurstville Password: hurstville	Home Reading Read a levelled book from in2era tonight with a family member. www.in2era.com.au Username: hurstville Password: hurstville	Home Reading Read a levelled book from in2era tonight with a family member. www.in2era.com.au Username: hurstville Password: hurstville

“z, zz, s” List Words

BLM WL29 


is	zoom
his	quiz
as	prize
was	zebra
zoo	fizz
zip	buzz
zero	buzzing
does	puzzle

“z, zz, s” Extension List Words


always	size
busy	sizzle
close	sneeze
closing	squeeze
goes	zebra
please	zest
present	zone
quizzes	zooming

NA29 Big coins, little coins


I have a big coin and a little coin. Do you know which one has the greater value?



1 Colour the coin with the larger size.



2 Colour the coin with the greater value.



88 iMaths | Student Book

ISBN 978 | 74|35 |76 7



3 Colour the coin with the largest size.
Draw a ring around the coin with the greatest value.











Problem solving task

20 cent coin totals: Draw all the ways that coins can make a total of 20 cents.
Use the space provided in *iMaths | Tracker Book* to work out your answer.

ISBN 978 | 74|35 |76 7

iMaths | Student Book 89

Topic NA29

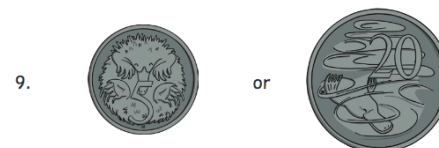
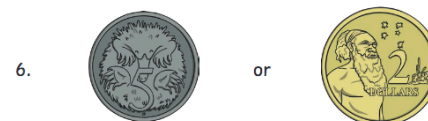
Comparing Coins

Circle the coin that is worth the most in each pair of coins.



Comparing Coins

Circle the coin that is worth the most in each pair of coins.



Thursday – SOUNDWAVES

Unit
30



z zz s



zebra



puzzle



bears

List Words

is	zoo	zoom	fizz
his	zip	quiz	buzz
as	zero	prize	buzzing
was	does	zebra	puzzle

Letters

Words

1 Underline the letter or letters for **z zz s** in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 Colour the picture if you hear **z zz s** in the picture name. Write a stroke below the picture for each sound in the picture name, like this: zip |z|ip|iii.

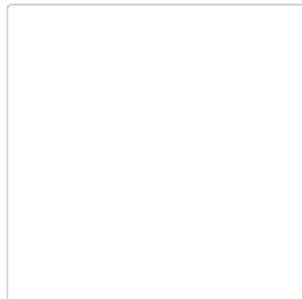


↓
0 1 2 3



3 Write **z, zz, s** or **Z** to finish the words. Read the poem. Draw the picture.

___oe i___ a ___ebra,
Striped black and white.
___oe play___ with pu___le___,
And a bu___ing kite.



Friday – SOUNDWAVES

4 Write List Words to rhyme with these words. Colour the letters for **z zz s** in each word.



has	you	room	his
_____	_____	_____	f _____
cries	hero	buzz	is
_____	_____	_____	q _____

5 Count the sounds in the words. Write the letter or letters for each sound in a separate box. The first one is done for you.

zoom	z	oo	m	
was				
quiz				
zero				
does				



s si



treasure



television



What sound do you hear after **ss** in **ss**?
Say this sound every time you see **ss**.

6 Colour the picture if you hear **ss** in the picture name. Colour the letters for **ss** in the words for these pictures.



treasure



measure



present



noise

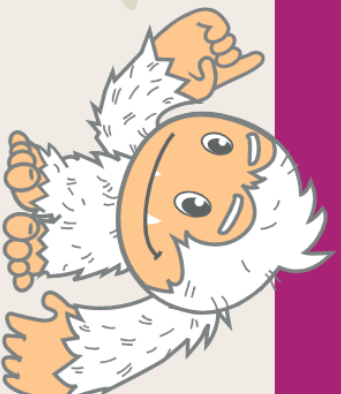


television



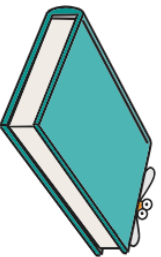
SP1 Chance

Always, sometimes, never, will happen and will not happen are some of the ways we talk about chance.



1 Circle the words that best tell about these things happening.

You see a book today.



- will happen
- might happen
- will not happen

You see a dinosaur today.



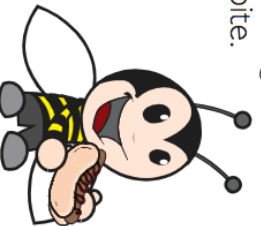
- will happen
- might happen
- will not happen

You see a helicopter today.



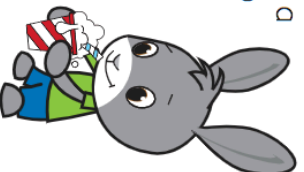
- will happen
- might happen
- will not happen

You use your teeth to bite.



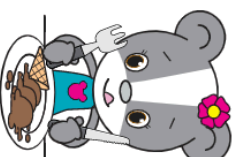
- always
- sometimes
- never

You use a straw to drink.



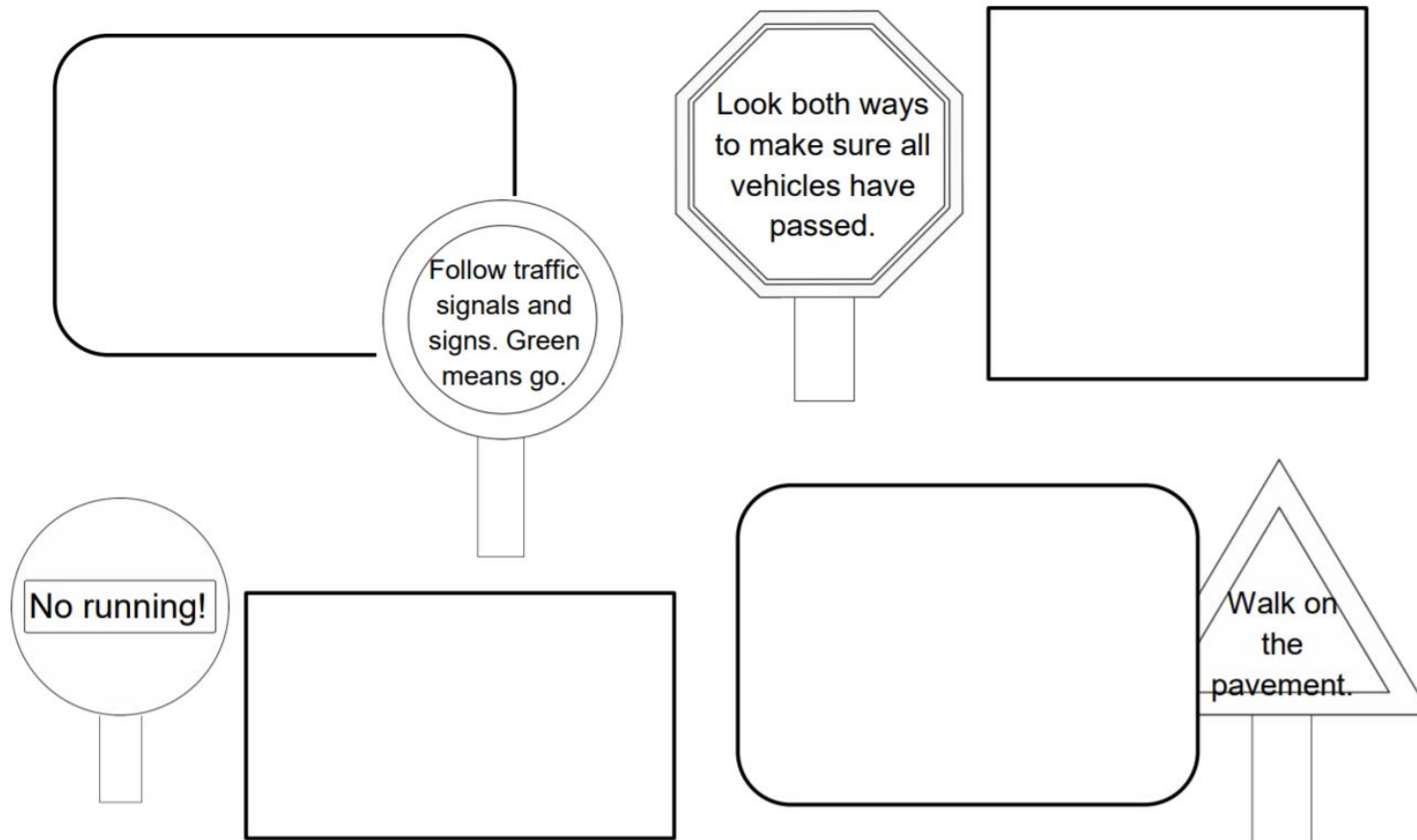
- always
- sometimes
- never

You use a knife and fork for ice-cream.



- always
- sometimes
- never

Road Safety




Name: _____

Features of Places



Managed	
Natural	
Constructed	

 <p>The Sydney Harbour Bridge: It was built almost 100 years ago!</p>	 <p>A farm: humans have neatly planted crops in rows and sprinklers are used to water the plants.</p>
 <p>The ocean: The ocean is home to many living things.</p>	 <p>A garden: Humans have planted beautiful flowers and take care of them by trimming weeds and watering the plants.</p>
 <p>School: A place where you go to learn new things!</p>	 <p>Uluru: A huge sandstone rock in the Northern Territory. Uluru is a special place for many Aboriginal Australians.</p>



SP2 What is possible?

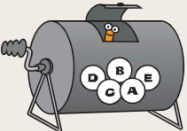
Many board games use chance as part of the fun. When you play a game of chance, think about all the possible outcomes.




The possible outcomes are:

1 2 3 4 5 6


1 List the possible outcomes for these games of chance.



The possible outcomes are:



The possible outcomes are:




The possible outcomes are:







130 iMaths | Student Book

ISBN 978 | 74135 176 7


2 For this activity you will need a coin and dice. Have 30 turns with each of the objects of chance. Record the outcome of every turn with a tally mark on the charts below.



Rolling dice



					
tally	tally	tally	tally	tally	tally
score	score	score	score	score	score

Tossing a coin



	
tally	tally
score	score

3 A chance of rain? List 10 possible outcomes for tomorrow's weather.

ISBN 978 | 74135 | 76 7

iMaths | Student Book 131

Topic SP2

NSW Department of Education, Oct-21

13