

Remote learning Grid - Week 10 Term 3 - Stage 1 - Year 1

This grid covers both online and offline options. Activities that are highlighted **yellow** will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to the teacher at the end of each week via the front office. **Optional activities are highlighted in green.**

Explicit teaching videos with examples for literacy and numeracy are available on Seesaw to further support students.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 10 Monday: Morning Routine). Offline – Complete the activity in your home package (Week 10 Monday: Morning Routine).</p> <p><u>Guided Reading</u> Read a guided reading book on WUSHKA and complete the quiz that goes with your book.</p> <p><u>Phonics/Spelling</u> Complete the assigned Seesaw activity (Week 10 Monday: Phonics). Offline – Read and segment each word on the list in your home package (Week 10 Monday: Phonics).</p> <p><u>Shared Reading</u> Complete the assigned Seesaw activity (Week 10 Monday: Shared Reading) Offline – Complete the activity in your home package and orally retell a story using the checklist</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 10 Tuesday: Morning Routine). Offline – Complete the activity in your home package (Week 10 Tuesday: Morning Routine).</p> <p><u>Guided Reading</u> Complete the assigned Seesaw activity (Week 10 Tuesday: Reading). Offline – Read your assigned book on WUSHKA and complete the activity in your home pack. Upload a video of you reading to Seesaw (Week 10 Tuesday: Reading).</p> <p><u>Writing</u> Complete the assigned activity on Seesaw (Week 10 Tuesday: Writing) Offline – Look at the pictures in your home package for inspiration then plan a story to write later in the week (Week 10 Tuesday: Writing)</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 10 Wednesday: Morning Routine). Offline – Complete the activity in your home package (Week 10 Wednesday: Morning Routine).</p> <p>Today is Wellbeing Wednesday!</p> <p>It is all about looking after your wellbeing and doing things that you enjoy. You can choose some fun activities from the Wellbeing Wednesday Grid in your home package or on Seesaw, or you can do other activities with your family away from the screen!</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 10 Thursday: Morning Routine). Offline – Complete the activity in your home package (Week 10 Thursday: Morning Routine).</p> <p><u>Guided Reading</u> Read a guided reading book on WUSHKA and complete the quiz that goes with your book.</p> <p><u>Grammar & Punctuation</u> Complete the assigned Seesaw activity (Week 10 Thursday: Grammar & Punctuation) Offline – Complete the grammar and editing activities (Week 10 Thursday: Grammar & Punctuation)</p> <p><u>Writing</u> Complete the assigned activity on Seesaw (Week 10 Thursday: Writing)</p>	<p><u>Morning Routine</u> Complete the Morning Routine Seesaw activity by 9.30am (Week 10 Friday: Morning Routine). Offline – Complete the activity in your home package (Week 10 Friday: Morning Routine).</p> <p><u>Guided Reading</u> Read a guided reading book on WUSHKA and complete the quiz that goes with your book.</p> <p><u>Phonics/Spelling</u> Complete the assigned Seesaw activity (Week 10 Friday: Phonics). Offline – Practice reading and using your phonemes then play 'Phoneme Noughts and Crosses' (Week 10 Friday: Phonics).</p> <p><u>Shared Reading</u> Complete the assigned Seesaw activity (Week 10 Friday: Shared Reading) Offline – Complete the activity in your home package and identify the key information from a</p>

	(Week 10 Monday: Shared Reading)	Practise your typing on the Typing Club website: www.typingclub.com		Offline – Use your plan from Tuesday to write a story (Week 10 Thursday: Writing)	story (Week 10 Friday: Shared Reading)
Zoom Check-In		1G – 11.30	1DJ & 1H – 11.30	1G – 11.30	1DJ & 1H – 11.30
Break					
Middle	<p>Mathletics Complete the assigned Mathletics task ‘Matching Numbers to 20’</p> <p>Data Complete the assigned Seesaw activity (Week 10 Monday: Data) Offline – Complete the activity in your home package to create a picture graph then answer questions using the graph (Week 10 Monday: Data)</p>	<p>Number Complete the assigned Seesaw activity (Week 10 Tuesday: Number) Offline – Complete the number of the day activity and practise your counting.</p> <p>Data Complete the assigned Seesaw activity (Week 10 Tuesday: Data) Offline – Complete the activity in your home package to create a column graph using information from a tally (Week 10 Tuesday: Data)</p>	<p>Today is Wellbeing Wednesday!</p> <p>It is all about looking after your wellbeing and doing things that you enjoy. You can choose some fun activities from the Wellbeing Wednesday Grid in your home package or on Seesaw, or you can do other activities with your family away from the screen!</p>	<p>Mathletics Complete the assigned Mathletics task ‘Tallies’</p> <p>Data Complete the assigned Seesaw activity (Week 10 Thursday: Data) Offline – Complete the activity in your home package and use the information to make a tally a column graph (Week 10 Tuesday: Data).</p>	<p>Mathletics Complete the assigned Mathletics task ‘Picture Graphs: More or Fewer’</p> <p>Data Complete the assigned Seesaw activity (Week 10 Friday: Data) Offline – Complete the activity in your home package and a graph using a tally of cars that go past your house (Week 10 Friday: Data).</p>
Wellbeing break	Choose 1 activity from the Wellbeing Grid.				
Break					
Afternoon	<p>Art Complete the assigned Seesaw activity (Week 10 Monday: Art). Offline – Complete the home package activity and make your own shadow artwork (Week 10 Monday: Art)</p>	<p>PDH: Feelings Complete the assigned activity on Seesaw (Week 10 Tuesday: PDH Feelings) Offline – Complete the activity in your home package and choose an emotion then describe a time you felt that way (Week 10 Tuesday: PDH Feelings)</p>		<p>Sport Complete the assigned Seesaw activity (Week 10 Thursday: Sport) Offline – Complete the sport lesson then complete the strength and agility challenges (Week 10 Thursday: Sport)</p>	<p>Glowing and Growing Complete the assigned task on Seesaw (Week 10 Friday: Glowing and Growing) Offline – Complete the activity in your home package and reflect on your learning from this week (Week 10 Friday: Growing & Glowing)</p>

Week 10 Wellbeing Grid

Complete one of these activities in each of your wellbeing breaks.
You may complete each activity more than once.

<p>Write a letter to someone to tell them how much you appreciate them. Ask a parent to post it for you.</p>	<p>Help a family member (e.g. cook a meal, tidy part of the house, wash the dishes, wash your pet).</p>	<p>Call, Zoom or Facetime a friend or family member.</p>	<p>Go for a bike or scooter ride with an adult around your local area.</p>
<p>Make an artwork using sticks, leaves, flowers and other natural materials you can find.</p>	<p>Play 'I Spy' with someone in your family.</p>	<p>Play a boardgame, or complete a puzzle with your family members. You can even make your own!</p>	<p>Listen to your favourite songs and move to the music.</p>
<p>Write down a list of all of things that you are grateful for this week.</p>	<p>Do some yoga or meditation session. There are some available on YouTube, but you can create your own.</p>	<p>With a parent, learn how to bake or cook something. What delicious treat can you make?</p>	<p>Play a game that involves using your imagination.</p>

Week 10 Monday: Morning Routine

Draw a star on the calendar to show what date it is

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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Today is

Yesterday was

Tomorrow is

The month is

The date is

What was your favourite thing that you did on the weekend?

Week 10 Monday: Phonics

We are learning to use a range of phonemes

- I can identify each phoneme in a word
- I can segment and blend a word to read it
- I can write the phonemes I hear
- I can identify all phonemes I have learnt

Instructions:

1. Segment and blend the below words using the phoneme boxes. Not every word will need all the boxes. The first one has been done for you.
2. Find 5 words around your house and see if they can be segmented and blended onto the last 5 phoneme box lines.

shrug	sh	r	u	g	
cheese					
cry					
bean					
stand					
plate					
cloth					
sting					
chicken					
wipe					
book					
year					
three					

Week 10 Monday: Shared Reading

We are learning to retell a story

- I can identify and describe what happened at the start of a story (characters, setting)
- I can identify and describe what happened in the middle of a story (problem)
- I can identify and describe what happened at the end of a story (solution)
- I can describe my favourite part of a story and how it made me feel
- I can orally describe my ideas

Instructions

1. Choose a book to read from home, or watch the following video: 'Carla's Sandwich read by Allison Janney' on YouTube
<https://www.youtube.com/watch?v=M-aceEquCtY>
2. Complete the story retell activity by talking about the start, middle and end of the story to someone at home. Talk about your favourite part.
3. Use the checklists below to help you to understand what to include when you are retelling the story. Tick each box that you think you have achieved.
4. **If possible, upload a video of you giving your retell to Seesaw.**

Start of the story

I have named the main characters

I have named the setting

I have have used interesting adjectives to describe the characters and setting

Middle of the story

I have said what the problem is

I have described events using sequencing words like then, next and after

I have used interesting adjectives and adverbs to describe what happened and how the characters feel

End of the story

I said what the solution to the problem is

I described the events using sequencing words like then, after, finally

I described how the characters felt when the problem was solved

My Favourite Part

I named my favourite part of the story

I described why it is my favourite part

I can describe how the story made me feel

Week 10 Monday: Data

We are learning to record data using graphs





- I can describe information displayed in picture graphs
- I can create my own picture graph to record and display information

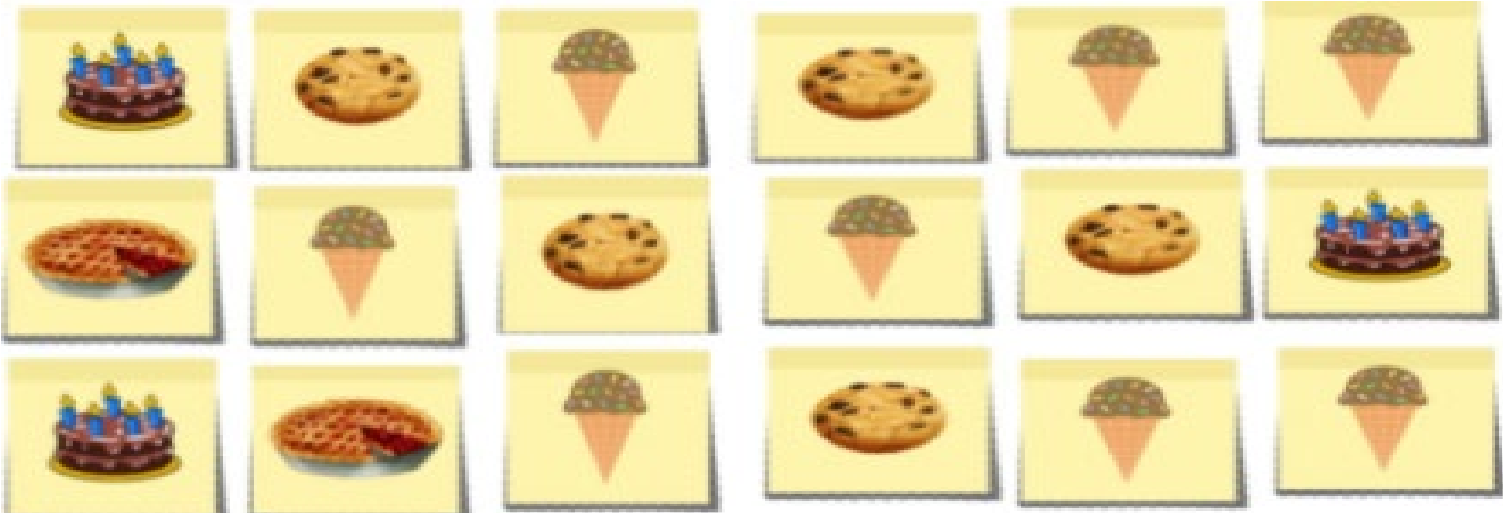
Activity 1:

Sarah collected information from her class on their favourite dessert.

Cut and paste or draw each dessert into the correct spaces to make a picture graph.

Favourite Dessert

 cake	
 cookie	
 ice cream	
 pie	



Activity 2:

Read the sentences below about the picture graph.
Complete the sentences by using words like MORE, FEWER, LEAST, MOST.

There are _____ people that like COOKIES than PIE.  

There are the _____ votes for ICECREAM. 

There are _____ people that like CAKE than ICECREAM.  

There are the _____ votes for PIE. 

Activity 3:

Sarah's teacher asked these questions about the graph on favourite dessert.

How many MORE people like ICE CREAM than COOKIES?  

How many FEWER people like PIE than CAKE?  

How many people like CAKE and ICE CREAM?  

How many people are in Sarah's class?

If 2 new students came and both picked PIE as their favourite how would it change your graph? 

Week 10 Monday: Art

We are learning to make an artwork out of objects in nature

- I can make interesting shapes with my shadow
- I can decorate rocks and other objects to look like facial features
- I can use rocks, leaves and other natural materials to make a face

Instructions

1. Look at the examples of the shadow creatures in the pictures below.
2. Find some rocks to paint eyes, a mouth and any other features you wish to use on your shadow creature. You might like to use acrylic paint, sharpies etc.
3. Collect leaves or sticks or flowers or anything you want to use to decorate your shadow creature.
4. Experiment with the time of day that is good to cast your shadow or the shadow of your helper.
5. Decorate your shadow creature and take a photo.
6. Upload your photo to Seesaw



Week 10 Tuesday: Morning Routine

Draw a star on the calendar to show what date it is

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
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What is something that makes your family special?

Week 10 Tuesday: Reading

We are learning to read

- I can use my camera words, phonemes, pictures and what makes sense to work out an unknown word
- I use the punctuation in a book (e.g. stop at a full stop)
- I can listen to my own reading and stop to correct myself if it doesn't make sense
- I can read with expression and make my reading sound like talking
- I can retell parts of a story

Instructions

1. Read the text that has been assigned to you on **WUSHKA**.
2. Read your book to someone at home. **Upload a recording of you reading 2 pages on Seesaw, or ask a parent to send a video to your teacher.**
3. Write down three things that happened in your book.
4. Ask your adult to write a comment about how you read.

Parent Comment Box

My Book Title:

Draw and write three things that happened or 3 facts in your book.

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Week 10 Tuesday: Writing

We are learning to write an imaginative text

- I can plan my writing using a planning sheet
- I can use interesting words and/or detailed pictures to plan my writing
- I can use correct punctuation (capital letters and full stops in the correct places)
- I can use adjectives and adverbs when writing about my setting and characters
- I can reread my work to make sure it makes sense

Instructions

1. Look at the picture prompts below to plan your story. Choose one picture to base your story on.
2. Plan your characters by describing both their personality and their appearance
3. Plan your setting by describing what the setting looks like, feels like and sounds like
4. Plan your complication (problem) that happens in your story
5. Plan your resolution. How will your characters solve the problem?
6. Remember a plan is a collection of words and pictures, not sentences
7. Re-read your work to make sure it makes sense
8. Keep your work in a safe place as you will need it throughout the week.



My Writing Plan

My Character

Use adjectives to describe your characters appearance (looks) and personality

The Setting (Where is the story happening?)

Use adjectives to describe what it looks like, sounds like and feels like

The Complication (Problem)

What has gone wrong? What is the problem?

The Resolution (How the problem as solved)

Number Pattern Revision: Practise counting forwards and backwards by completing the number patterns below.

a

19				27		29			36	
		22								
			24				32			

b

			80				72			
		82								
85				77		75			68	

Counting past 100: Count by ones and complete the grid to 200.

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122				126			129	
				135			138		
141	142					147		149	
		153	154	155					160
			164			167		169	
171		173				177			180
	182			185					
			194				198		






Week 10 Tuesday: Data






We are learning to record data using graphs

- I can answer questions from picture, tally, column graphs
- I can create a column graph to record and display information

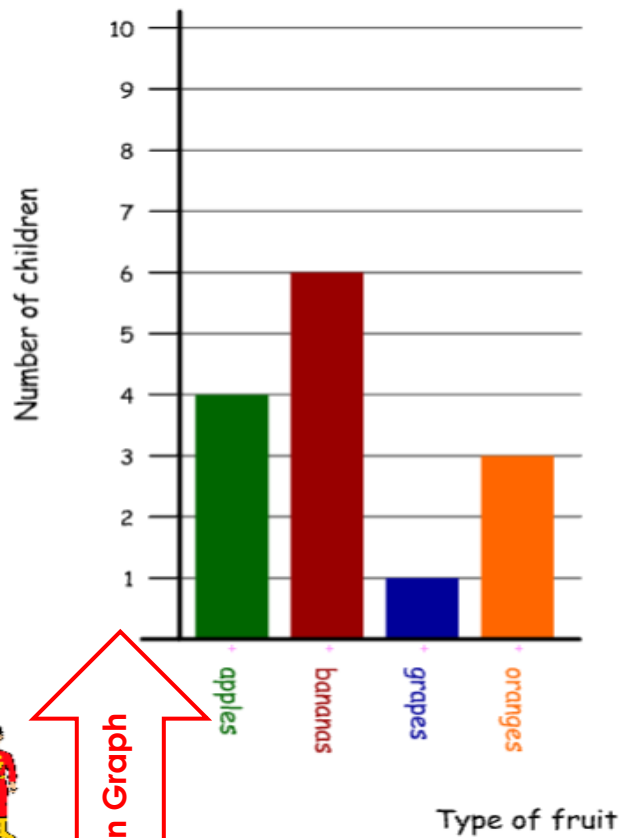
Examples of Graphs

Picture Graph

FRUIT	NUMBER OF CHILDREN WHO CHOSE IT
PEAR	
WATERMELON	
ORANGE	
APPLE	
BANANA	

Vehicles on the road	Number of vehicles
Car	
Bike	
Lorry	
Bus	
Motorbike	

Tally Graph


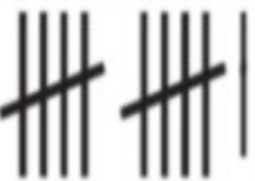




Column Graph

Activity 1 Instructions:

1. Count the tally marks for each favourite pet.
2. Write the number of favourite pets for each row.
3. Make a column graph by using coloured pencils and match the number of favourite pets.

Data and Graphing

Favourite Animals		
Cat		
Dog		
Fish		
Lamb		

Favourite Animals				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Dog	Cat	Fish	Lamb

Activity 2:

If you have a device at home, click on the link below to play the online game 'Reading Picture Graphs'

<https://www.iknowit.com/lessons/a-reading-picture-graphs.html>

Week 10 Tuesday: PDH Feelings

We are learning to identify feelings

- I can predict what feeling another person is displaying.
- I can relate by sharing on audio or video, about a time I experienced one or more of these feelings.

Instructions

1. Read this list of emotions: **scared, disgusted, happy, angry, sad**
4. Choose one of these emotions. Draw and write about a time when you felt this emotion. What made you feel that way? How did your body react?

If you have access to a device: Watch the YouTube video 'Inside Out: Guessing the feelings'. After each emotion shown by the girl, try to guess what she is feeling as the numbers count down. <https://www.youtube.com/watch?v=dOkyKyVFnSs>



My emotion is: _____

Week 10 Wednesday: Morning Routine

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What is one activity that you are going to do today for Wellbeing Wednesday?



Wellbeing Wednesday

Choose some of the fun activities from the grid to complete today! You might also choose a different wellbeing activity to complete with your family that is not on the grid.

The **GREEN** activities are virtual excursions. The **PINK** activities are CAPA activities.

The **BLUE** activities are sport activities.

Taronga Zoo

Follow the link below to Taronga Zoo and watch the animal live cams and shows
<https://taronga.org.au/taronga-tv>

Art Hub For Kids

Go to the Art Hub for Kids YouTube page and create some directed drawing masterpieces
<https://www.youtube.com/c/ArtforKidsHub>

Got Game

Go to the Got Game YouTube channel and choose a workout to do at home
https://www.youtube.com/channel/UCm3slbQ9D5n_WPLPq0Dci8g

SeaLife Aquarium

Follow the link below to the SeaLife aquarium and watch the animal live cams and shows
<https://www.visitsealife.com/sydney/whats-inside/virtual-aquarium/live-stream/>

Go Noodle

Go to the Go Noodle website or YouTube channel and dance along to the videos
<https://www.youtube.com/user/GoNoodleGames>

Get Active @ Home

Follow the link to the website and choose some different sports lessons to participate in
<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/activities-for-your-child/getactive-home#tabs0>



Wellbeing Wednesday

Choose some of the fun activities from the grid to complete today! You might also choose a different wellbeing activity to complete with your family that is not on the grid.

The **GREEN** activities are virtual excursions. The **PINK** activities are CAPA activities.

The **BLUE** activities are sport activities.

Explore the Deep Sea

Follow the link and keep scrolling down to see what deep sea creatures you can find
<https://neal.fun/deep-sea/>

Art Bites

Go to the Art Bites YouTube page and learn some new art techniques
<https://www.youtube.com/c/ArtBites>

Super Mario Workout

Follow the link to do a Super Mario Workout
<https://www.youtube.com/watch?v=pT5Cd-JNDAY>

Pirate School Virtual

Follow the link below to the Sea Museum website and learn how to be a pirate
<https://www.sea.museum/learn/learn-from-home/primary-school-learners/pirate-school/how-to-be-a-pirate>

Storyline Online

Choose a story to listen to then act out your favourite part with your family
<https://storylineonline.net/>

Cosmic Kids Yoga

Go to the Cosmic Kids Yoga YouTube page and choose a yoga story to do
<https://www.youtube.com/user/CosmicKidsYoga>

Week 10 Thursday: Morning Routine

Draw a star on the calendar to show what date it is

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What is your favourite song to sing and dance to?

Week 10 Thursday: Grammar & Punctuation

We are learning about grammar and punctuation

- I can sort the adverbs and adjectives
- I can identify the noun, adjective, verb and adverb in a sentence
- I can edit spelling and punctuation using a checklist
- I can dress up a sentence by adding an adjective and an adverb

Instructions:

1. **Optional Video:** 'The Eight Parts of Speech Review' by Jack Hartmann on Youtube <https://www.youtube.com/watch?v=c3yJhw7R3fi>
2. Read the information about nouns, adjectives, verbs and adverbs.
3. **Adverb or Adjective Sort:** Decide whether the words are adverbs or adjectives. Cut and paste the words into the correct column.
4. **Word hunt:** Read the sentences. Highlight the nouns in red, the adjectives in yellow, the verbs in blue and the adverbs in green.
5. **Editing:** Use the checklist to edit and rewrite the sentences. CHALLENGE: Try to add an adverb and an adjective to each sentence.

Nouns are the people, places or things we write about.

For example: teacher, doctor, park, beach, dog, apple, book

An adjective is a word that describes a noun.

For example: cute, noisy, ugly, loud, blue, fluffy

Verbs can be action words. They can describe what someone is doing.

For example: jump, laugh, clap, sing, cry

Verbs can be saying words. They can describe the way someone speaks.

For example: said, shouted, whispered

Verbs can be thinking words. They can describe the way we think.

For example: imagined, dreamed, thought, wondered

An adverb is a word that describes a verb, adjective, or another adverb. It can describe how, how often, when and where an action happens.

For example: quickly, carefully, always, tomorrow, here

Adverb or Adjective Sort: Decide whether the words on the next page are adverbs or adjectives. Write the words into the correct column.

Adverb or Adjective Sort

Directions: Sort the pictures below the correct category.



Adverb

Adjective

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Bonus: Use an adverb from above in a sentence.

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quickly



slimy



cute



angrily



clumsy



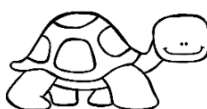
loud



beautiful



brightly



slowly



strong



neatly



happily

Word hunt: Read the sentences. Highlight or circle the **nouns in red**, the **adjectives in yellow**, the **verbs in blue** and the **adverbs in green**. Hint: There may be more than one in each sentence.

1. The spotty dog quickly ran outside.
2. The angry boy yelled loudly.
3. The graceful cat climbed the tree effortlessly.
4. The blue bird chirped softly.
5. Mum always bakes the most delicious cakes.
6. The cheeky kitten sometimes scratches me.
7. The small boy slowly walked home yesterday.
8. The young girl happily played with her favourite dolls.
9. Put the heavy boxes over there.
10. The people screamed loudly on the big rollercoaster.







Editing: Use the checklist to edit and rewrite the sentences. The first one has been done for you.

CHALLENGE: Try to add an adverb and an adjective to each sentence.

Edit and rewrite the sentence







M always about professional
 mia dreamed abawt being a dancer.

Mia always dreamed about being
 a professional dancer.

My Editing Checklist		
	I used capital letters in the right spots	<input checked="" type="checkbox"/>
	I used punctuation marks	<input checked="" type="checkbox"/>
	I spelt all my camera words correctly	<input checked="" type="checkbox"/>
	My sentences make sense	<input checked="" type="checkbox"/>
	I added interesting adjectives to my work	<input checked="" type="checkbox"/>







Edit and rewrite the sentence

the boy ate hiz ice cream

My Editing Checklist		
	I used capital letters in the right spots	
	I used punctuation marks	
 said sed	I spell all my camera words correctly	
	My sentences make sense	
	I added interesting adjectives to my work	







Edit and rewrite the sentence

the gerl played. on the swings

My Editing Checklist		
	I used capital letters in the right spots	
	I used punctuation marks	
 said sed	I spell all my camera words correctly	
	My sentences make sense	
	I added interesting adjectives to my work	







Edit and rewrite the sentence

he walked to the park. with his sista

My Editing Checklist		
	I used capital letters in the right spots	
	I used punctuation marks	
 said sed	I spell all my camera words correctly	
	My sentences make sense	
	I added interesting adjectives to my work	

Edit and rewrite the sentence

my broder jumps on my bed

My Editing Checklist		
	I used capital letters in the right spots	
	I used punctuation marks	
 said sed	I spell all my camera words correctly	
	My sentences make sense	
	I added interesting adjectives to my work	




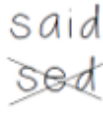


Week 10 Thursday: Writing

We are learning to write an imaginative text

- I can use my plan to help me write
- I can use correct punctuation (capital letters and full stops in the correct places)
- I can use specific adjectives when writing my story
- I can reread my work to make sure it makes sense
- I can use spell my camera words correctly and make a good attempt to spell new words

Instructions

1. Find and read your plan from your last writing task
2. Today you are going to write your **whole story**. Don't forget to write about:
 - a. Your characters and setting
 - b. Your complication (problem)
 - c. Your resolution (how the problem is solved)
3. Reread your work to make sure you included everything in the checklist.
4. Find the adjectives and adverbs in your work and circle/colour them.

My Editing Checklist		
	I used capital letters in the right spots	
	I used punctuation marks	
	I spelt all my camera words correctly	
	My sentences make sense	
	I added interesting adjectives and adverbs to my work	





Week 10 Thursday: Data

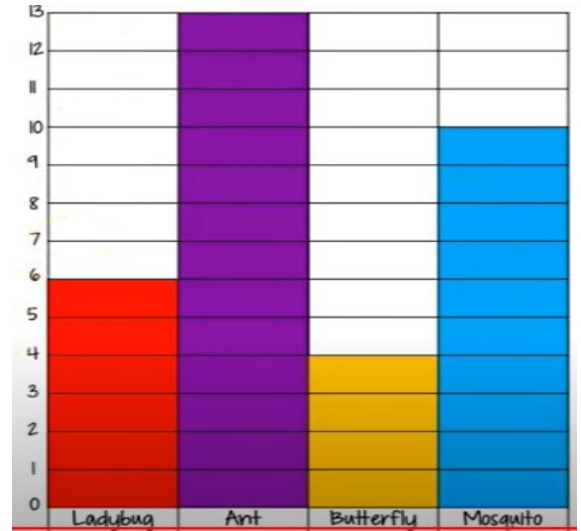
We are learning to record data using graphs

- I can answer simple questions from picture, tally, column graphs
- I can create my own column graph to record and display information

Tally and Column Graph Examples:

INSECT SCAVENGER HUNT
TALLY CHART

Insect	Tallies	Total
Ladybug 		6
Ant 		13
Butterfly 		4
Mosquito 		10



Activity 1 Instructions:

Jack has 5 red, 4 blue, 8 purple, 12 orange and 8 yellow flowers in his garden.
Make a tally graph of all the coloured flowers in Jack's garden.

Jack's Flowers – Tally Graph

Week 10 Thursday: Sport

We are learning about balance and agility

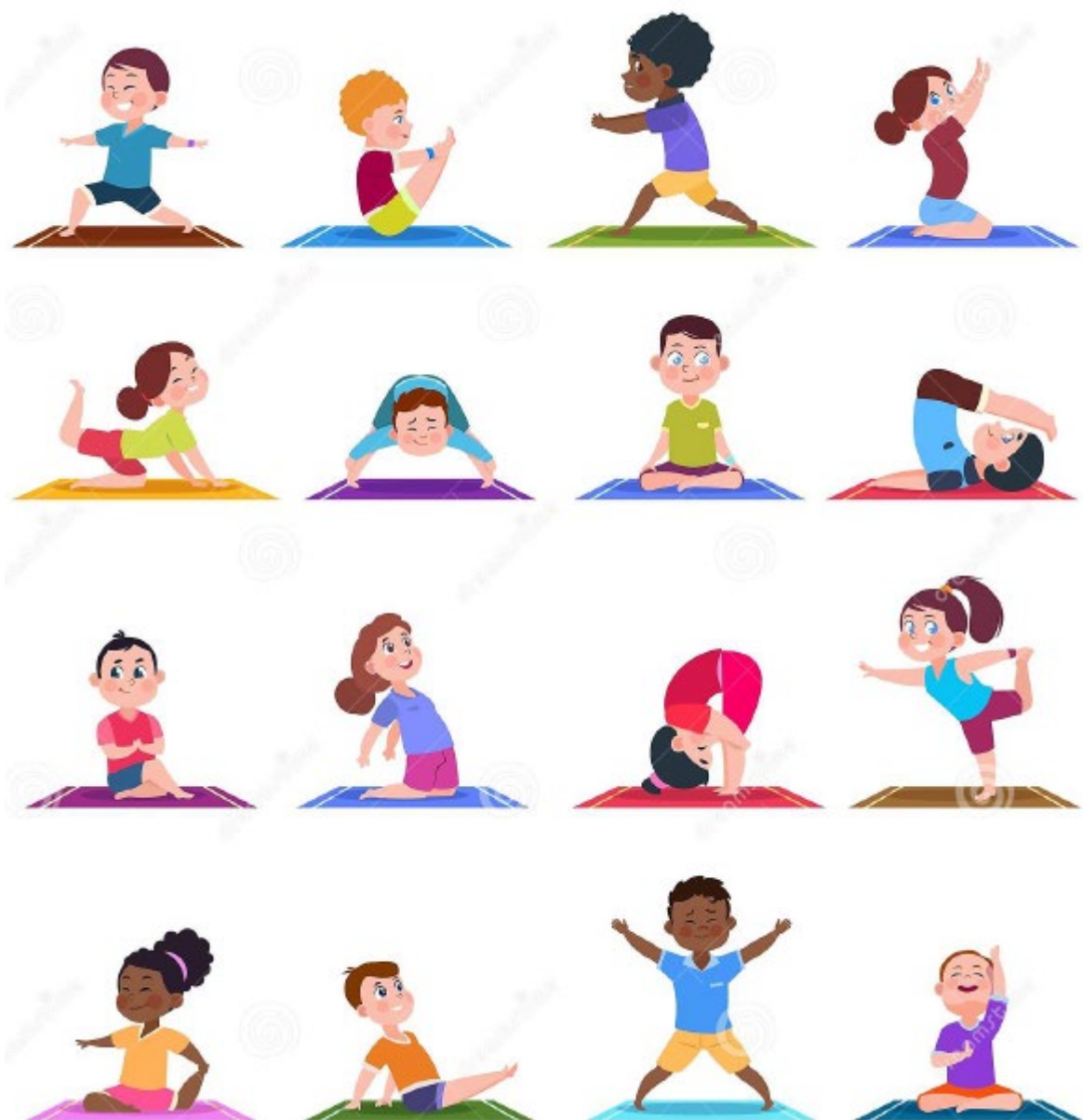
- I know some techniques to help me balance
- I understand how agility can help me in sport
- I can balance and complete agility tasks

Instructions:

1. If you have access to a device, watch the following sports lesson with Mr Ben: <https://www.loom.com/share/d2b65e24bfe04c1fb9290d1c01d98df3>
2. If you can't watch the video, complete the balance and agility activities in this home package.
3. **Optional:** Upload a video of you doing a DIY Ninja Warrior course.

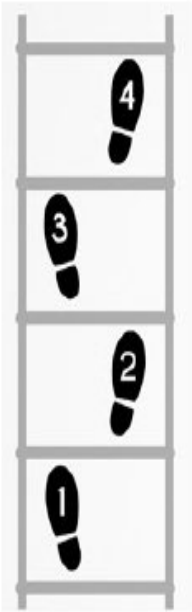
Balancing:

Choose 5 of the poses below to put together and create a balance routine.

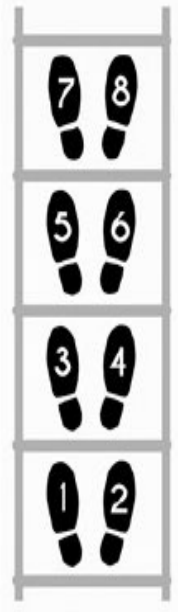


Agility Ladder Challenge:

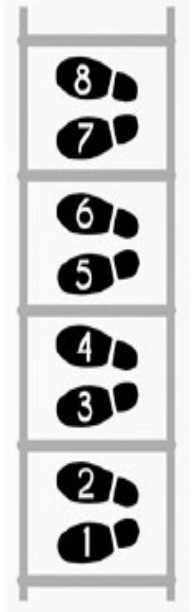
Draw a ladder with chalk or create a ladder using a skipping rope and complete the foot patterns shown in the ladders below. Record how many times you can go through each ladder in 1 minute.



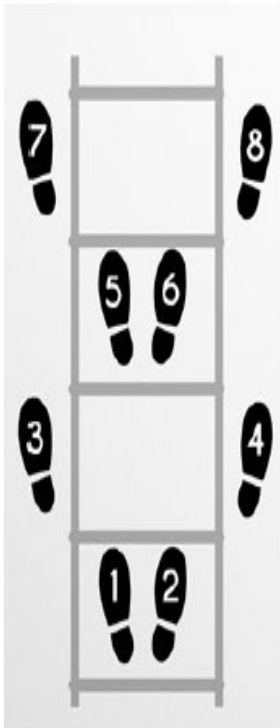
BEST TIME: _____



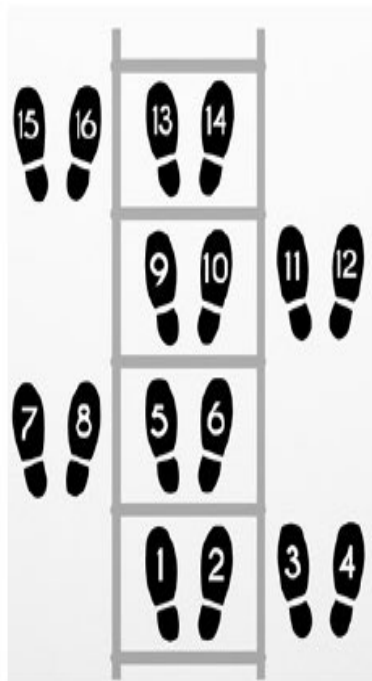
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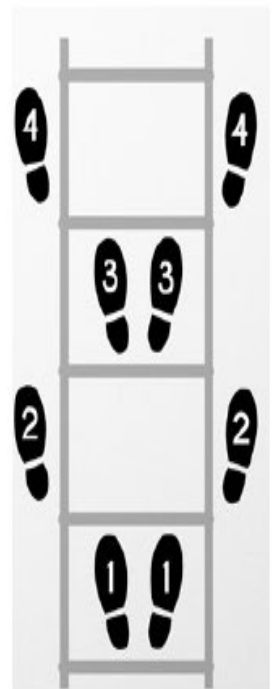
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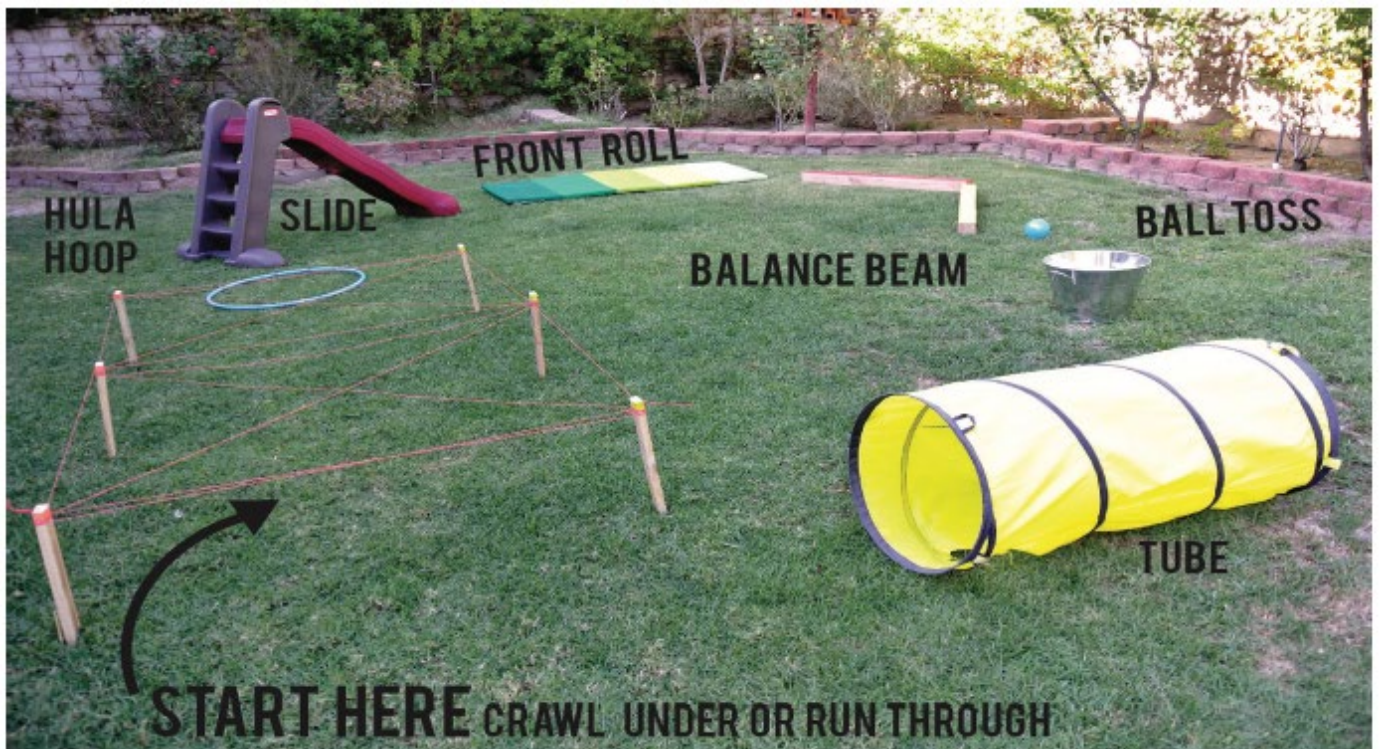
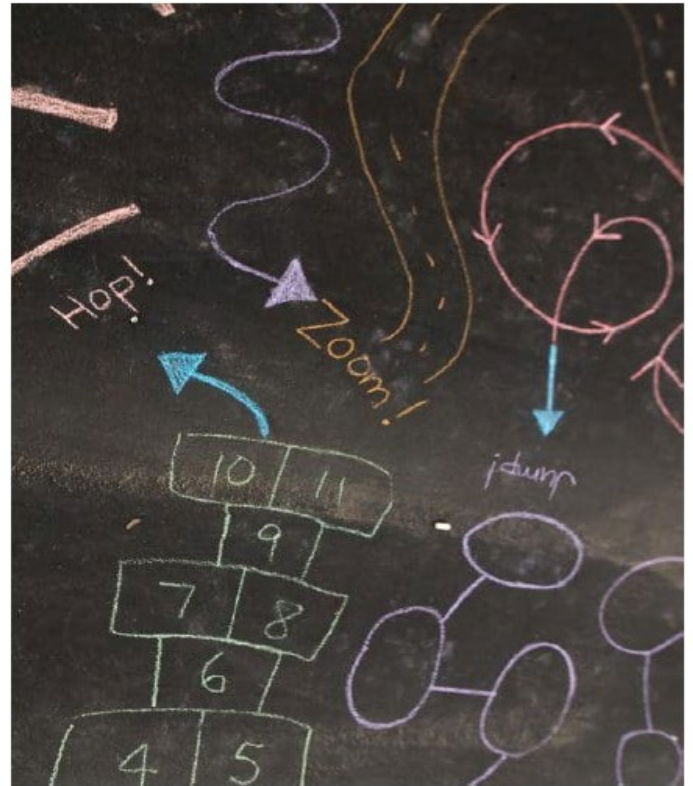
BEST TIME: _____



BEST TIME: _____

DIY Ninja Warrior Challenge:

Below are some examples of courses you can create with an adult at home to make your own Ninja Warrior course! Record yourself completing your course and send it to your class teacher. Hint: your video could be an entry to a Got Game competition!



Week 10 Friday: Morning Routine

Draw a star on the calendar to show what date it is

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Today is

Yesterday was

Tomorrow is

The month is

The date is

What are you looking forward to doing in the school holidays?

Week 10 Friday: Phonics

We are learning to use a range of phonemes

- I can identify each phoneme in a word
- I can segment and blend a word to read it
- I can write the phonemes I hear
- I can identify all phonemes I have learnt

Activity 1 Instructions:

Create a list of 5 words with the same:

A. **Beginning Phoneme** (E.g. b- bat, broom, biscuit, blue, bin)

B. **Ending Phoneme** (E.g. t- bait, cat, kit, street, meat)

C. **Vowel phoneme** (E.g. ee- feet, sweet, greet, week, sheep)

You can choose any sounds you like.

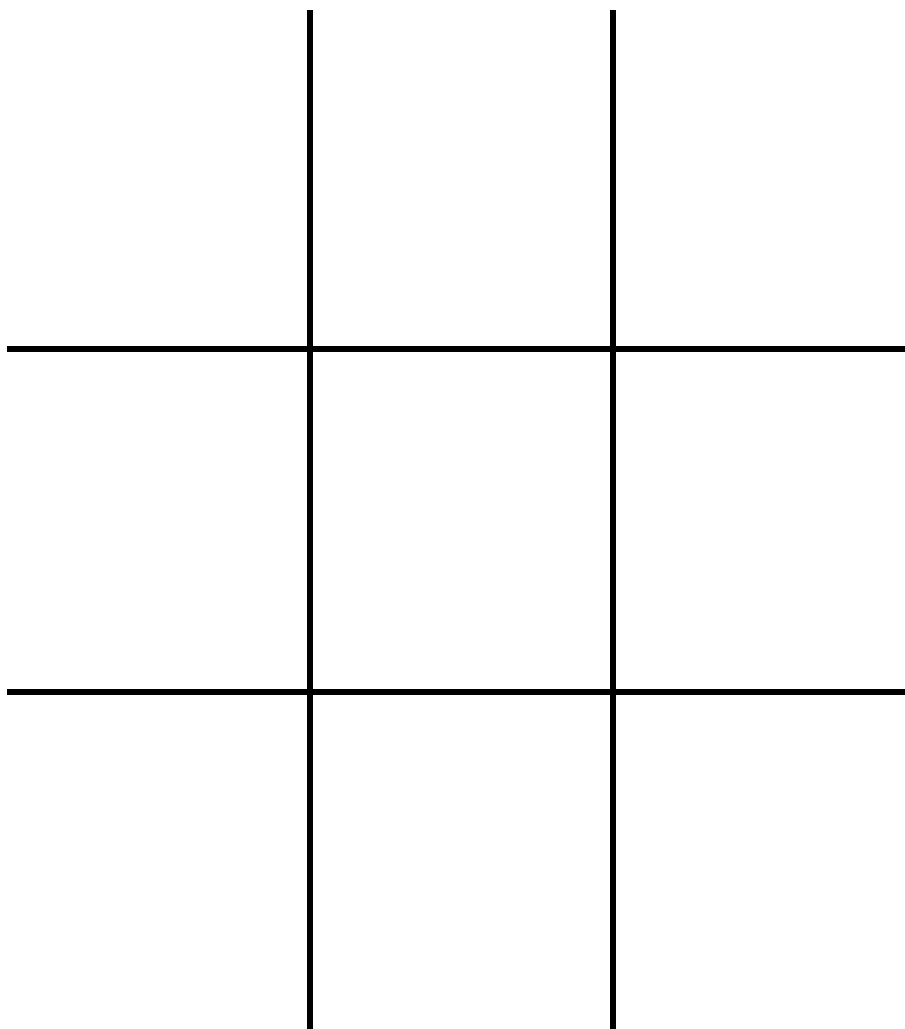
Beginning Phoneme:	Vowel Phoneme:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

End Phoneme:
1.
2.
3.
4.
5.

Activity 2 Instructions: Play 'Phoneme Noughts and Crosses' with someone at home

Choose 8 phonemes and write them around the noughts and crosses board.

- ✓ Player 1 points to a phoneme
- ✓ Player 2 reads the phoneme
- ✓ If Player 2 can read 4 phonemes in a row they can choose to place their nought or cross
- ✓ Now it is Player 2's turn to point to phonemes and Player 1's turn to read.



Week 10 Friday: Shared Reading

We are learning to use our comprehension strategies to respond to text

- I can identify the main character
- I can identify the story setting
- I can describe the main problem in the story
- I can describe the solution to the problem
- I can identify the hidden message in the story

Instructions

1. Read the same picture book that you read on Monday. Optional video: 'Carla's Sandwich read by Allison Janney' on YouTube
<https://www.youtube.com/watch?v=M-aceEquCtY>
2. Complete the 'Response to Reading' activity by writing about the main character, the story setting, the problem and the solution. Use your oral response from Monday to help you add information.
3. EXTENSION: What is the hidden message of the story?

Response to Reading	
Main Character	Story Setting

Problem

Solution

Hidden Message

Week 10 Friday: Data









We are learning to record data using graphs

- I can use tally marks to record the total amount
- I can create my own tally and column graph to record and display information
- I can answer simple questions from picture, tally, column graphs



Activity 1 Instructions:

1. Sit at the front of your house with mum or dad for 10 minutes.
2. Use tally marks to record the colours of cars you see.
3. Make a column graph to record all your information.

Coloured Cars on the Street - Tally Graph

 black	
 blue	
 yellow	
 silver	
 white	
 red	
 brown	
 green	

Favourite Sports in Mrs Smith's Class

	Soccer	5
	Tennis	2
	Football	12
	Baseball	10
	Basketball	9

Favourite Sports – Tally Graph

Favourite Sports – Tally Graph

Soccer	Tennis	Football	Baseball	Basketball

Use the graphs to answer the questions:

What was the most favourite sport?

What was the least favourite sport?

How many students like to play basketball, tennis and soccer altogether?

Week 10 Friday: Growing and Glowing

We are learning to reflect on our own learning

- I can name one thing that I have done a great job at (Glowing)
- I can name one thing that I need to practise some more to get better at (Growing)
- I can be honest when I reflect on my learning

Instructions

1. Think about your learning through the term and reflect on how you feel you have done. You will write your responses in the templates below.
2. Think of something that you are 'GLOWING' in during home learning. This means something that you feel you have done really well in or worked very hard at.
3. Think of something that 'GROWING' in during home learning. This means something that you think you need a bit more practise in or to work a little bit more on.



What are you **GLOWING** in during home learning?



What are you **GROWING** in during home learning?

