

# Remote learning Grid - Week 9 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
<b>Morning</b>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 9 Monday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 9 Monday: Morning Routine).</p> <p><b><u>Guided Reading</u></b> Read a guided reading book on WUSHKA and complete the quiz that goes with your book.</p> <p><b><u>Phonics/Spelling</u></b> Complete the assigned activity on Seesaw (Week 9 Monday: Phonics). <b>Offline</b> – Complete the activity in your home package and sort the words by their long vowel phoneme (Week 9 Monday: Phonics).</p> <p><b>Practise your typing on the Typing Club website:</b> <a href="http://www.typingclub.com">www.typingclub.com</a></p> <p><b><u>Shared Reading</u></b> Complete the assigned Seesaw activity (Week 9</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 9 Tuesday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 9 Tuesday: Morning Routine).</p> <p><b><u>Guided Reading</u></b> Complete the assigned Seesaw activity (Week 9 Tuesday: Reading). <b>Offline</b> – Read your assigned book on WUSHKA and complete the activity in your home pack. Upload a video of you reading to Seesaw or Class Dojo (Week 9 Tuesday: Reading).</p> <p><b><u>Writing</u></b> Complete the assigned activity on Seesaw (Week 9 Tuesday: Writing). <b>Offline</b> – Complete the activity in your home package and you're your writing using the pictures and video (Week 9 Tuesday: Writing).</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 9 Wednesday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 9 Wednesday: Morning Routine).</p> <p><b><u>Guided Reading</u></b> Read a guided reading book on WUSHKA and complete the quiz that goes with your book.</p> <p><b><u>Phonics/Spelling</u></b> Complete the assigned activity on Seesaw (Week 9 Wednesday: Phonics). <b>Offline</b> – Complete the activity in your home package and brainstorm rhyming words for the long vowel words (Week 9 Wednesday: Phonics).</p> <p><b><u>Writing</u></b> Complete the assigned activity on Seesaw (Week 9 Wednesday: Writing). <b>Offline</b> – Complete the</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 9 Thursday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 9 Thursday: Morning Routine).</p> <p><b><u>Guided Reading</u></b> Read a guided reading book on WUSHKA and complete the quiz that goes with your book.</p> <p><b><u>Grammar &amp; Punctuation</u></b> Complete the assigned Seesaw activity (Week 9 Thursday: Grammar &amp; Punctuation). <b>Offline</b> – Complete the adverbs activity in your home package (Week 9 Thursday: Grammar &amp; Punctuation).</p> <p><b><u>Writing</u></b> Complete the assigned activity on Seesaw (Week 9 Thursday: Writing). <b>Offline</b> – Complete the activity in your home</p>	<p><b><u>Morning Routine</u></b> Complete the Morning Routine Seesaw activity by 9.30am (Week 9 Friday: Morning Routine). <b>Offline</b> – Complete the activity in your home package (Week 9 Friday: Morning Routine).</p> <p><b><u>Guided Reading</u></b> Read a guided reading book on WUSHKA and complete the quiz that goes with your book.</p> <p><b><u>Phonics/Spelling</u></b> Complete the assigned activity on Seesaw (Week 9 Friday: Phonics). <b>Offline</b> – Complete the activity in your home package and change the long vowel words to make new words (Week 9 Friday: Phonics).</p> <p><b><u>Shared Reading</u></b> Complete the assigned Seesaw activity (Week 9 Friday: Shared Reading). <b>Offline</b> – Complete the activity in your home package and identify the</p>

	Monday: Shared Reading) <b>Offline</b> – Complete the activity in your home package and orally retell a story using the checklist (Week 9 Monday: Shared Reading).	Practise your camera words by playing 'snap' or 'memory'. Make sure you practise reading AND writing them.	activity in your home package and use your plan to write about your character and setting (Week 9 Wednesday: Writing).	package and write your problem and solution (Week 9 Thursday: Writing).	key information from a story (Week 9 Friday: Shared Reading).  Practise your typing on the Typing Club website: <a href="http://www.typingclub.com">www.typingclub.com</a>
<b>Zoom Check-In</b>		<b>1G – 11.30</b>	<b>1H &amp; 1DJ – 11.30</b>	<b>1G – 11.30</b>	<b>1H &amp; 1DJ – 11.30</b>
<b>Break</b>					
<b>Middle</b>	<p><b>Mathletics</b> Complete the assigned Mathletics task '<b>Set Time to the Half Hour</b>'</p> <p><b>Time</b> Complete the assigned activity on Seesaw (Week 9 Monday: Time). <b>Offline</b> – Complete the activity in your home package and record the half hour times (Week 9 Monday: Time).</p> <p>Time yourself counting to 100. What is your fastest time? Keep trying to see if you can improve. Challenge: Write the numbers as you go!</p>	<p><b>Number</b> Complete the assigned activity on Seesaw (Week 9 Tuesday: Number). <b>Offline</b> – Complete the number of the day activity in your home package and write the numbers before and after (Week 9 Tuesday: Number).</p> <p><b>Time</b> Complete the assigned activity on Seesaw (Week 9 Tuesday: Time). <b>Offline</b> – Complete the activity in your home package and record the half hour times (Week 9 Tuesday: Time).</p>	<p><b>Mathletics</b> Complete the assigned Mathletics task '<b>Half Hour Times</b>'</p> <p><b>Time</b> Complete the assigned activity on Seesaw (Week 9 Wednesday: Time). <b>Offline</b> – Complete the activity in your home package and record activities that you might do at different times (Week 9 Wednesday: Time).</p> <p>Time yourself counting backwards from 100. What is your fastest time? Keep trying to see if you can improve. Challenge: Write the numbers as you go!</p>	<p><b>Number</b> Complete the assigned activity on Seesaw (Week 9 Thursday: Number). <b>Offline</b> – Complete the number of the day activity in your home package and represent the two and three-digit numbers (Week 9 Thursday: Number).</p> <p><b>Time</b> Complete the assigned activity on Seesaw (Week 9 Thursday: Time). <b>Offline</b> – Complete the number of the day activity in your home package and record the times on the clocks and one hour later (Week 9 Thursday: Time).</p>	<p><b>Mathletics</b> Complete the assigned Mathletics task '<b>Tell Time to the Half Hour</b>'</p> <p><b>Time</b> Complete the assigned activity on Seesaw (Week 9 Friday: Time). <b>Offline</b> – Complete the activity in your home package and solve the time word problems (Week 9 Friday: Time).</p> <p>Check the clock in your home at different times in the day. Can you tell someone at home what time the clock is showing? Time yourself doing an activity.</p>
<b>Wellbeing break</b>	<p><b>1.20 - 2.00pm – School Disco! See Skoolbag for more information.</b></p> <p><b>Choose 1 activity from the Wellbeing Grid.</b></p>				

## Break

Afternoon	<b>Art</b> Complete the assigned Seesaw activity (Week 9 Monday: Art). <b>Offline</b> – Complete the home package activity and explain which Ken Done artwork you like and why. Make your own underwater artwork (Week 9 Monday: Art)	<b>History</b> Complete the assigned Seesaw activity (Week 9 Tuesday: History) <b>Offline</b> – Complete the activity in your home package and compare playgrounds from the past and present (Week 9 Tuesday: History)	<b>PDH: Feelings</b> Complete the assigned activity on Seesaw (Week 9 Wednesday: PDH Feelings) <b>Offline</b> – Complete the activity in your home package and match the feelings to the events from the video (Week 9 Wednesday: PDH Feelings)	<b>Sport</b> Complete the assigned Seesaw activity (Week 9 Thursday: Sport) <b>Offline</b> – Complete the sport lesson then complete the skipping (Week 9 Thursday: Sport)  <a href="https://www.loom.com/share/294147a3cd4c43cfacea347e3d137f2f">https://www.loom.com/share/294147a3cd4c43cfacea347e3d137f2f</a>	<b>Glowing and Growing</b> Complete the assigned task on Seesaw (Week 9 Friday: Glowing and Growing) <b>Offline</b> – Complete the activity in your home package and reflect on your learning from this week (Week 9 Friday: Growing & Glowing)
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## Week 9 Wellbeing Grid

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

Write a letter to someone to tell them how much you appreciate them. Ask a parent to post it for you.	Help a family member (e.g. cook a meal, tidy part of the house, wash the dishes, wash your pet).	Call, Zoom or Facetime a friend or family member.	Go for a bike or scooter ride with an adult around your local area.
Go outside and look at the clouds. Think about what shapes and pictures you can see.	Make a scavenger hunt for your family just like we have done in our zoom sessions.	Play a boardgame, or complete a puzzle with your family members. You can even make your own!	Create a fort in your home out of blankets and pillows. Read a book in your fort.
Write down a list of all of the things that make you special.	Do some yoga or meditation session. There are some available on YouTube, but you can create your own.	With a parent, learn how to bake or cook something. What delicious treat can you make?	Play a game of hopscotch or tips outside with your family members.

## Week 9 Monday: Morning Routine

Draw a monster 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 is something interesting about you that your teacher might not know?

## Week 9 Monday: Phonics

### We are learning to use long vowel phonemes

- I can identify where the long vowel phoneme is in a word
- I can read words that use a long vowel phoneme
- I can write words that use a long vowel phoneme

#### Instructions:

1. Read the long vowel words below
2. Sort the words into the correct box for their vowel sound
3. Add 3 more words into each long vowel box

go	zone	lazy	grew	late	clay	rude
hope	coat	room	wait	show	so	zoom
stain	low	soap	glue	rain	stay	shake

Long o o, oa, ow, o_e	Long a a, ay, ai, a_e	Long u oo, ew, ue, u_e



## Week 9 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: 'Zombies Don't Eat Veggies! read by Jaime Camil' on YouTube  
<https://www.youtube.com/watch?v=cxF5WURk-RY>
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**

☐



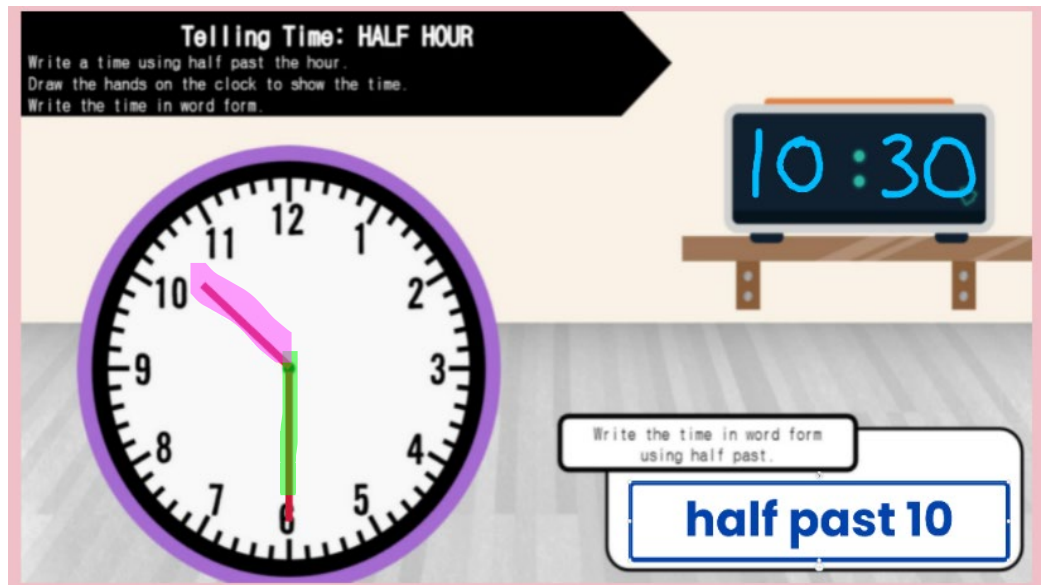
# Week 9 Monday: Time

## We are learning to tell time to the half-hour

- I can read analog and digital clocks to the half-hour using the words 'half past'
- I can record half-hour time on analog and digital clocks

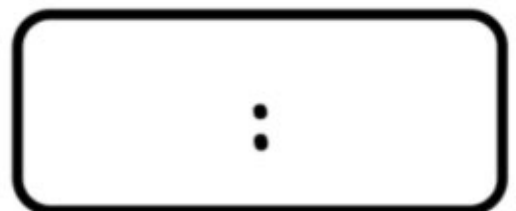
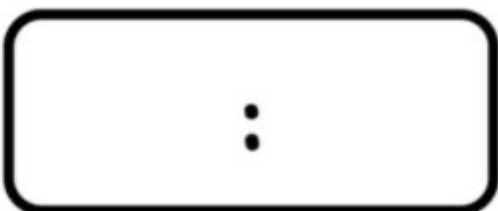
### Example:

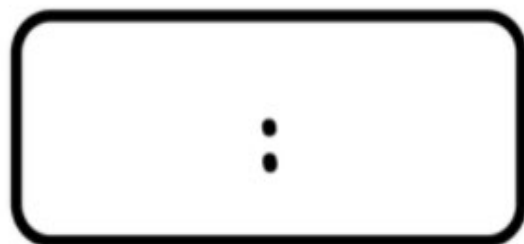
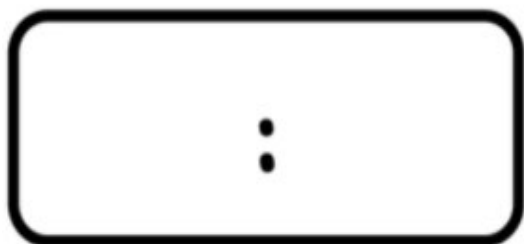
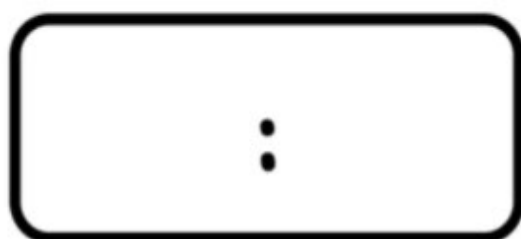
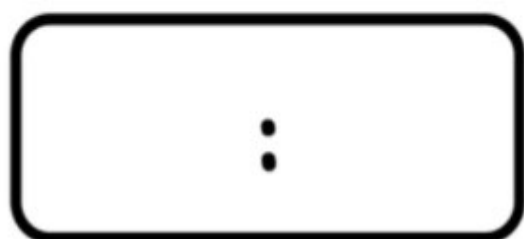
When it is 'half past', the **long hand (minute hand)** is on the 6. The **short hand (hour hand)** shows what hour it is.



### Activity 1 Instructions:

1. Read the half-past time on each analog clock.
2. Write the half-past time on the digital clock using numerals.







Make  
your  
own  
clocks  
to the  
half  
hour.



:

:



Make  
your  
own  
clocks  
to the  
half  
hour.



:

:

### Activity 2 Instructions:

If you have a device, click on the link below to watch the '**Telling the Time for Kids: Half Past Times**' on YouTube: [https://www.youtube.com/watch?v=9p\\_Ca\\_Yb0zQ](https://www.youtube.com/watch?v=9p_Ca_Yb0zQ)



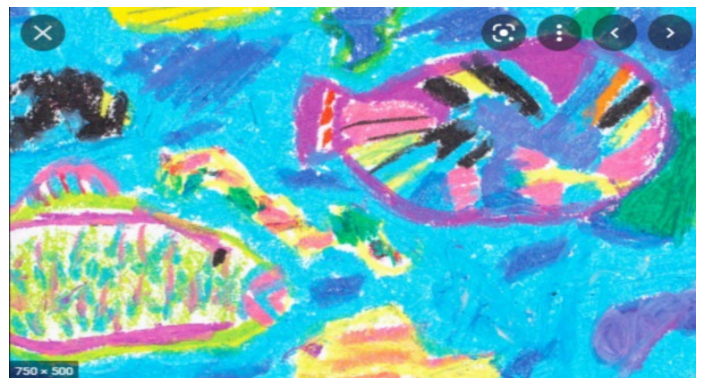
# Week 9 Monday: Art

## We are learning to make and appreciate art

- I can make own artwork about a topic using different mediums.
- I can discuss which artwork I like and explain why.

### Instructions

1. If you have access to a device: Watch the Education LIVE video in the link provided below. Follow the link and scroll down to 'Catch up on Education LIVE videos' and select the Ken Done video. Fast forward video until 6 minutes 45 seconds.  
<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>
2. Have a look at some of the artwork below of today's featured artist Ken Done. Put a circle around your favourite artwork and explain to someone at home why it is your favourite.
3. Make your own underwater picture using a medium of your choice. This might be pencil, texta, paint, crayon or collage.
4. Upload a picture of your artwork to Seesaw.



## Week 9 Tuesday: Morning Routine

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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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

**Would you rather eat a burger or a hotdog?  
What is your favourite burger or hotdog topping?**



# Week 9 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 9 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. This is what your story needs to be based on. If you have a device available, watch the video 'Soar by Alice Tzue' on YouTube: <https://www.youtube.com/watch?v=eDkpVwrhYfo>
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- Soar

### 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 was solved)

## Week 9 Tuesday: Number

**We are learning to read, order, represent and describe two-digit numbers**

- I can represent (show) a two-digit number in many ways
- I can count forwards and backwards by ones to 100
- I can identify the number before and after a given two-digit number

### Instructions

1. Complete the number of the day activity. Today's number is 37.
2. **Optional video:** 'Let's Get Fit, Count to 100' song on YouTube  
<https://www.youtube.com/watch?v=1dkPouLWCyc>
3. **Numbers Before and After:** Write the number before and after each two-digit number.
4. **Challenge:** Write the number before and after each three-digit number.

addition facts	odd or even? <b>odd even</b>	subtraction facts	
tally	10 less	Number 37	10 more
	1 less	ones	tens
write it in words		Ten Frames	

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**Numbers Before and After:** Write the number before and after each two-digit number on the dinosaur number strips. The first one is done for you.

Number before      Number after

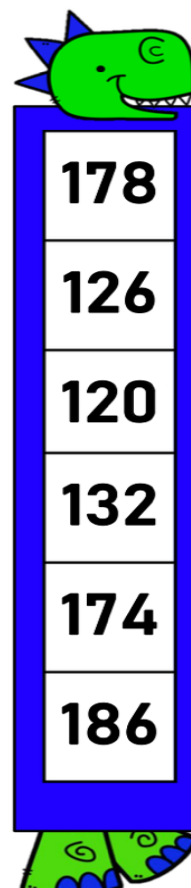
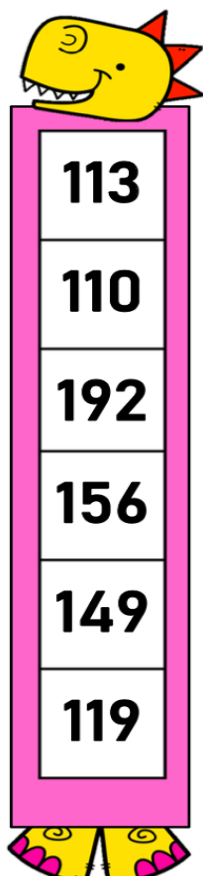
53



55



**CHALLENGE:** Write the number before and after each three-digit number.



## Week 9 Tuesday: Time

### We are learning to tell the time

- I can read analog and digital clocks to the half-hour using the words 'half past'
- I can record half-hour time on analog and digital clocks
- I can record one hour forward and one hour back a from given half-hour time
- I can begin to read and record 'quarter to' and 'quarter past' time on analog and digital clocks

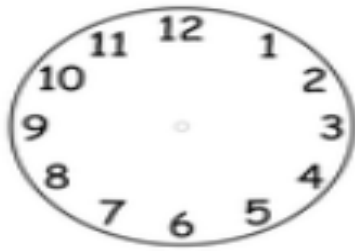
### Activity 1 Instructions:

Write the half-past and hour digital time under each clock.

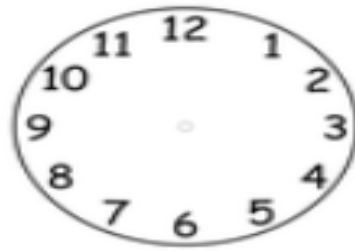


### Activity 2 Instructions:

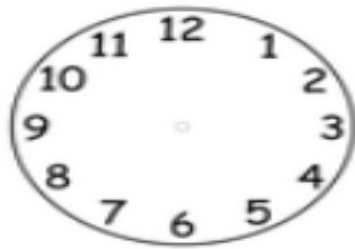
Record the half-hour and hour times on each analog clock.



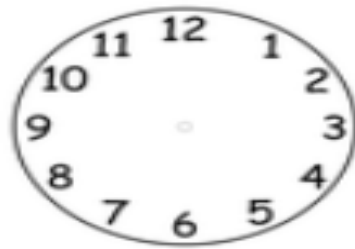
7 o'clock



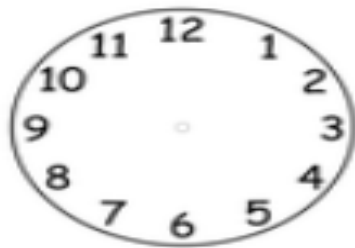
Half past 3



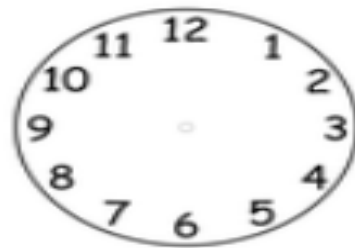
10 o'clock



Half past 2



2 o'clock



Half past 8

### Activity 3 Instructions:

**This is a challenge activity.** Write the quarter to and quarter past times in the analog clocks to match the digital times.



12:45



4:15



11:45



**2:45**



**7:15**



**5:15**



**9:45**



**3:15**



**8:45**

### **Activity 3 Instructions (optional):**

If you have a device, click on the link below to play the online game **Telling Time: Analog Clocks (Hours & Half Hours)**: <https://www.iknowit.com/lessons/a-telling-time-half-hour.html>

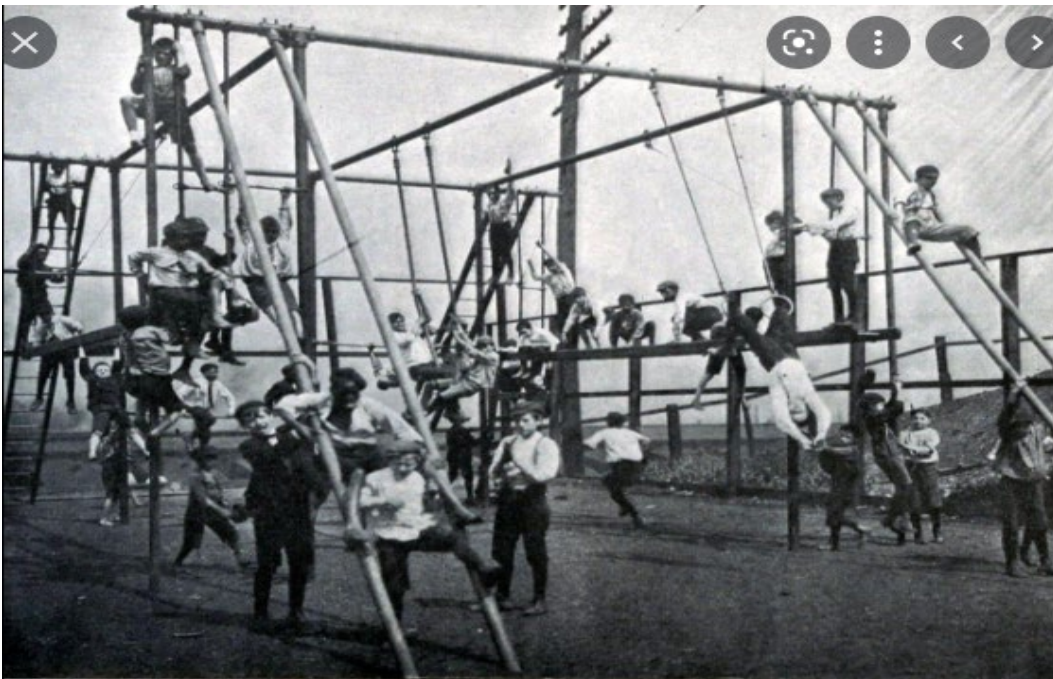
## Week 9 Tuesday: History

### We are learning about playgrounds from the past

- I can compare playgrounds of the past to playgrounds of today.
- I can list differences.
- I can have an opinion about which playground is better and I can explain why.

### Instructions

1. Look at the two pictures below. One is a picture of a playground from the past and the other is a playground in Sydney in the present.
2. Talk with an adult about these playgrounds. What do you see? What do you wonder?
3. Write a list of things that are different about these two parks.
4. Write about which playground you would prefer to play on and why.



**Playground  
from the  
PAST**



**Playground  
from the  
PRESENT**



**Write a list of things that are different about the two playgrounds.**

**Which playground would you prefer to play on? Explain why.**

## Week 9 Wednesday: Morning Routine

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

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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26	27	28	29	30		

Today is

Yesterday was

Tomorrow is

The month is

The date is

Act out being an animal and see if someone at home can guess what you are. Draw your animal below.

## Week 9 Wednesday: Phonics

### We are learning to use long vowel phonemes

- I can identify where the long vowel phoneme is in a word
- I can read words that use a long vowel phoneme
- I can write words that use a long vowel phoneme

### Instructions:

1. Read each of the long vowel words
2. Write down 3 rhyming words for each
3. **Challenge:** What do you notice about your rhyming words? Do they look and sound the same? What parts or phonemes in the words are the same or different.

Long Vowel Words	Rhyming Words		
slow	blow	snow	toe
go			
goat			
train			
tray			
date			
broom			
chew			

I noticed that my rhyming words..

---

---

# Week 9 Wednesday: 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 about my setting and characters
- 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 **Soar** from yesterday's writing task
2. Use your **character and setting** plan to write the first part of your story. In this part you need to describe the characters and the setting using the adjectives and words you thought of yesterday.
3. Don't write about the problem yet, as you will do this tomorrow.
4. Reread your work to make sure you included everything in the checklist.
5. Find the adjectives in your work and circle/colour them.
6. Keep this piece of writing in a safe place as you are going to continue with this tomorrow.

My Writing Plan- Soar	
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 pilot tiny brave short. determined red hair smart nervous smile	big green field sunset warm roaring planes wind gushing

Here is an example using the plan above:

Bobby looked across the big green field as the sun was almost down. He gave a nervous smile as heard the roaring planes and gushing wind above him. Bobby was determined and brave and knew if he put his mind to it everything would be ok.

My Editing Checklist		
	I used capital letters in the right spots	
! ? said <del>sed</del>	I used punctuation marks	
	My sentences make sense	
	I added interesting adjectives to my work	

[illegible]



# Week 9 Wednesday: Time

## We are learning to tell the time

- I can read analog and digital clocks to the half-hour using the words 'half past'
- I can record half-hour time on analog and digital clocks
- I can record one hour forward and one hour back from a given half-hour time
- I can begin to read and record 'quarter to' and 'quarter past' time on analog and digital clocks

### Activity 1 Instructions:

Match the half-hour times to the everyday events using coloured pencils.

<b>half past 9</b>	 brush my teeth	 exercise	 get dressed	<b>half past 8</b>
<b>6:30</b>				<b>1:30</b>
<b>half past 7</b>	 go to school	 go to sleep	 make lunch	<b>half past 3</b>
<b>10:30</b>				

## Activity 2 Instructions:

Draw and label 3 everyday activities you do at these half past times.  
Write the half-past time in the digital clocks.

Half past 7

:

Half past 1

:

Half past 9

:

## Activity 3 Challenge Instructions:

 **Challenge**

Draw and label 3 of your own activities that you do in these 'quarter to' and 'quarter past' times.  
Write the digital time in the digital clocks below.

quarter past 8

:

quarter to 11

:

quarter past 3

:

# Week 9 Wednesday: PDH Feelings

## We are learning to identify different feelings

- I can identify the feelings of the main character in a story.
- I can choose the correct emotion for different parts of a story.

### Instructions

1. Watch the short film called 'Dustin – by The Dustin Team' on YouTube.  
[https://www.youtube.com/watch?v=BTSH3hxdk\\_A](https://www.youtube.com/watch?v=BTSH3hxdk_A)
2. Sequence the events in the story on the template below with a 1,2,3 or 4.
3. Attach the feeling that you think best describes how Dustin feels in the different parts of the story by drawing a line from the event to the feeling.

Event Sequence	Event
	The vacuum cleaner quickly cleans up food dropped on the floor before dustin the dog can eat it.
	Dustin's owners being a robot vacuum cleaner called 'Dustin' into the house.
	Dustin the dog wrestles with the vacuum cleaner and it seems to die. He realises it has run out of charge.
	Dustin pushes the vacuum cleaner into the charger and when it is charged, Dustin and the vacuum cleaner play together.

Feeling
frustration and relief
happiness
anger
jealousy

## Week 9 Thursday: Morning Routine

Draw a monster 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

**Would you rather have a personal life-sized robot or a jet pack?  
Why?**

## Week 9 Thursday: Grammar & Punctuation

**We are learning about grammar and punctuation**

- I can sort different types of adverbs
- I can choose an appropriate adverb to complete a sentence
- I can dress up a sentence by adding an adverb

### Instructions:

1. **Optional Video:** 'Parts of Speech for Kids: What is an Adverb?' on Youtube  
<https://www.youtube.com/watch?v=94aFcx6oliY>
2. Read the information about adverbs.
3. **Adverb Sort:** Sort the adverbs into the correct category.
4. **Cloze Passage:** Complete the sentences by adding an adverb.
5. **Dressing Up:** Read the sentences and add an adverb to dress up the sentence.  
CHALLENGE: Try to add more than one adverb to each sentence.

**An adverb is a word that describes a verb, adjective, or other adverbs.**

Over the last few weeks, we have been learning about different types of adverbs. An adverb can answer questions about HOW, HOW OFTEN, WHEN and WHERE.

**An adverb can tell HOW an action takes place.**

The cat purred softly.

↑  
verb

↑  
adverb

**An adverb can tell HOW OFTEN an action takes place.**

We frequently ride the bus.

↑  
adverb

↑  
verb

**An adverb can tell WHEN an action takes place.**

I saw my teacher today.

↑  
verb

↑  
adverb

**An adverb can tell WHERE an action takes place.**

Put the books here.

↑  
verb

↑  
adverb

**Adverb Sort:** Sort the adverbs into the correct category.

How	When	Where	How Often

down	quickly	never	today
inside	rarely	soon	always
lazily	before	away	quietly
frequently	daily	hungrily	here

---

**Cloze Passage:** Complete the sentences by choosing an adverb from the box below.

gently	beautifully	always	tomorrow
skilfully	excitedly	yesterday	often
quietly	there	slowly	quickly

1 The bunny hopped \_\_\_\_\_ across the field.

2 Nina can draw pictures \_\_\_\_\_.



- 3 Isaac read the book \_\_\_\_\_.
- 4 Brodie went to the soccer game \_\_\_\_\_.
- 5 The monkeys climbed the tree \_\_\_\_\_.
- 6 Quinn jumped \_\_\_\_\_ during lunch.
- 7 Nasa will go to the park \_\_\_\_\_.
- 8 Put the rubber over \_\_\_\_\_.
- 9 Adam is \_\_\_\_\_ happy.
- 10 The dog \_\_\_\_\_ gets treats.

---

**Dressing Up:** Read the sentences and think of an adverb to dress up the sentence and make it more interesting. Rewrite your sentence in the space and underline the adverb you used. Look at the example before you start.

**CHALLENGE:** Try to add more than one adverb to each sentence.

**Example**

The dog was sleeping.

The dog was sleeping soundly.

**Max ran home.**

**Lucy hummed while baking a cake.**

**Ellie danced at the concert.**

**The cat walked across the fence.**

## Week 9 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 adjectives when writing about my problem and solution
- 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 **Soar** from Tuesday's writing task
2. Use your **complication (problem) and resolution (solving the problem)** plan to write the second part of your story. In this part you need to write about the problem and how the problem is solved.
3. Make sure you re-read your work from yesterday (the characters and setting) and use your plan to help you.
4. Reread your work to make sure you included everything in the checklist.
5. Find the adjectives in your work and circle/colour them.

#### Here is an example:

Bobby looked carefully at the broken parts of his old plane and he was almost ready to give up. How could he possibly fix it in time? Just then, Maggie appeared. They tried so many ways to fix Bobby's broken plane with no luck. Finally, Maggie picked up a big red toy plane. She attached it to the delicate pieces of Bobby's plane and before he knew it Bobby was up and flying.

My Editing Checklist		
	I used capital letters in the right spots	
! ? said	I used punctuation marks	
<del>sed</del>	I spelt all my camera words correctly	
	My sentences make sense	
	I added interesting adjectives to my work	

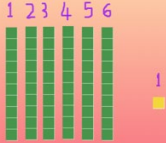
[illegible]



# Two-Digit Numbers

EXAMPLE:

Count the blocks and write the number

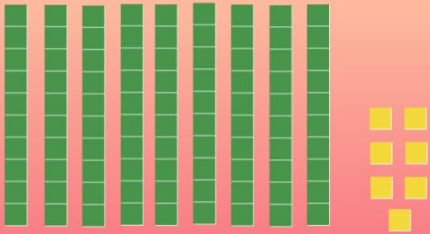


1 2 3 4 5 6

Tens	Ones
6	1

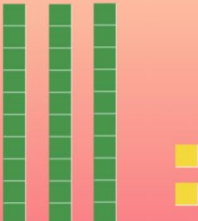
Y  
O  
U  
R  
  
T  
U  
R  
N

Count the blocks and write the number



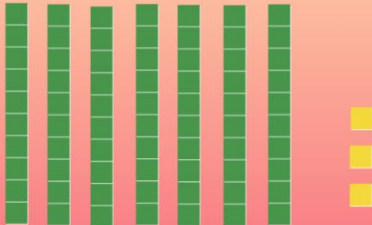
Tens	Ones

Count the blocks and write the number



Tens	Ones

Count the blocks and write the number

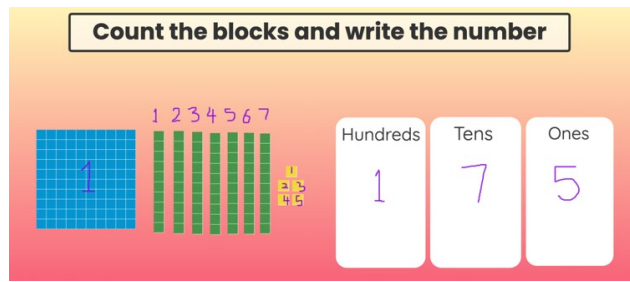


Tens	Ones



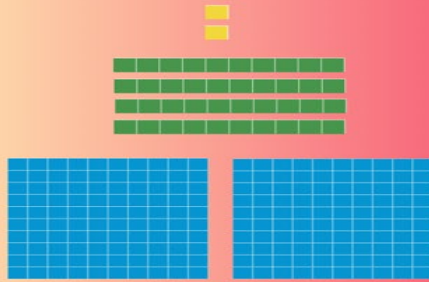
# Three-Digit Numbers

EXAMPLE:



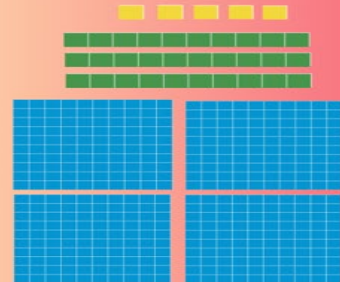
Y  
O  
U  
R  
T  
U  
R  
N

Count the blocks and write the number



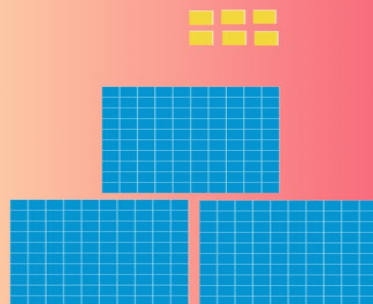
Ones  
Tens  
Hundreds

Count the blocks and write the number



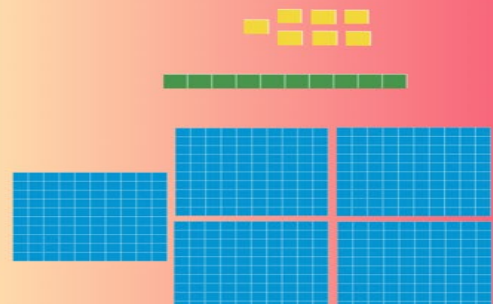
Ones  
Tens  
Hundreds

Count the blocks and write the number



Ones  
Tens  
Hundreds

Count the blocks and write the number



Ones  
Tens  
Hundreds

## Week 9 Thursday: Time

### We are learning to tell time to the half-hour

- I can read analog and digital clocks to the half-hour using the words 'half past'
- I can record half-hour time on analog and digital clocks
- I can record one hour forward and one hour back a from given half-hour time

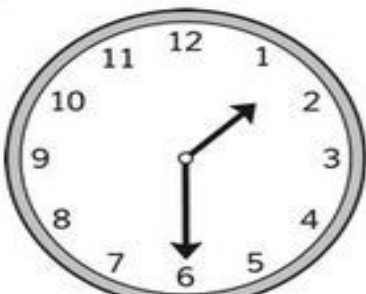
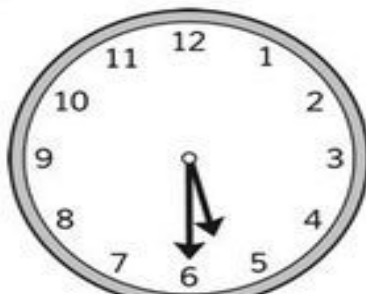
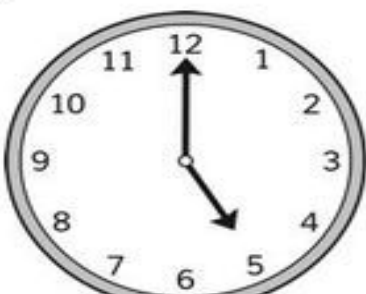

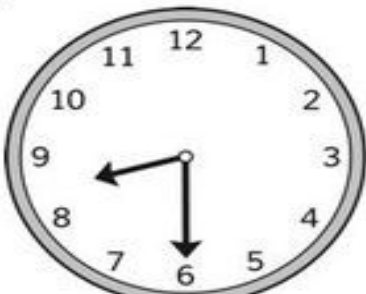
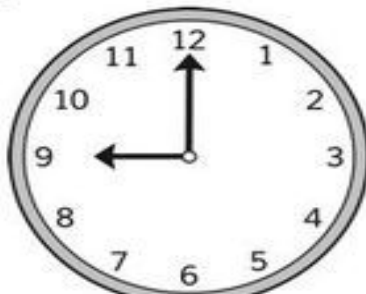
#### Activity 1 Instructions:

Use different coloured pencils and highlight the correct digital time to match each half-hour analog time.









# It's Spring Time!

Directions: Choose the correct time.

	<div>1:30</div> <div>2:30</div> <div>3:30</div>		<div>4:30</div> <div>5:30</div> <div>6:30</div>
	<div>4:00</div> <div>5:00</div> <div>6:00</div>		<div>10:00</div> <div>11:00</div> <div>12:00</div>
	<div>8:30</div> <div>9:30</div> <div>10:30</div>		<div>7:00</div> <div>8:00</div> <div>9:00</div>

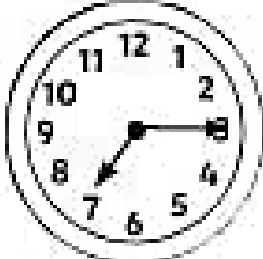
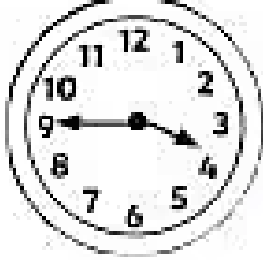


## Activity 2 Instructions:

1. Read all the half hour analog clocks to your mum or dad.
2. Write **one hour before** and **one hour later in digital time** inside the digital clocks below. **Look at the example to help you.**

one hour <u>before</u>	half -past time	one hour <u>after</u>
<b>Example:</b> <div>12:30</div>		<div>2:30</div>
<div>⋮</div>		<div>⋮</div>
<div>⋮</div>		<div>⋮</div>
<div>⋮</div>		<div>⋮</div>
<div>⋮</div>		<div>⋮</div>
<div>⋮</div>	<p><b>*Draw your own half-hour time</b></p> 	<div>⋮</div>

### Activity 3 Challenge Instructions:

1. Read all the 'quarter past' and 'quarter to' analog times clocks to your mum or dad.
2. Write **one hour before** and **one hour later in digital time** inside the digital clocks below. **Look at the example to help you.**

one hour before	quarter past OR quarter to	one hour after
<b>Example:</b> <div>6:15</div>		<div>8:15</div>
<div>⋮</div>		<div>⋮</div>
<div>⋮</div>		<div>⋮</div>
<div>⋮</div>	<p><b>*Draw your own quarter past time</b></p> 	<div>⋮</div>

### Activity 4 Instructions (optional):

1. If you have a device at home, click on the link below to play the online time game called '**Clock Splat Game**'. Click on **Level 2 to play 'HALF HOURS'**.
2. **Challenge:** When you finish Level 2, then click on Level 3 to play 'QUARTER HOURS'.

<https://www.sheppardsoftware.com/math/time/clock-splat-game/>

# Week 9 Thursday: Sport

## We are learning about muscular strength and endurance

- I know the different between muscular strength and endurance
- I understand what skills are needed for strength and endurance in sport
- I can perform various skills in skipping

### Instructions:

1. If you have access to a device, watch the following sports lesson with Mr Ben: <https://www.loom.com/share/294147a3cd4c43cfacea347e3d137f2f>
2. If you can't watch the video, complete the skipping jumping patterns activity and skipping skills challenges below.
3. **Optional:** Upload a video of you doing a skipping jumping pattern to Seesaw or teach someone at home your routine.

### Skipping Jumping Patterns:

Choose 5 of the exercises below to put together and create a jumping routine.



#### Bunny Hops

Hop over the rope  
on one foot



#### Flashback

Swing the rope in the other  
direction, jumping backward



#### Run It

Run or jog forward over the  
rope



#### Firecrackers

Jump as fast as  
you can



#### Jump Rope Jacks

Jump with feet together  
then feet apart



#### Twister

Twist body to one side and  
then the other when jumping



#### Ski Jumper

Spread the rope on the floor  
and jump side to side over it



#### Crisscross

Criss cross legs on every  
other jump



#### Donut Jumps

Make the rope into a circle on  
the ground, jump into the circle  
then out








#### Crossovers

Cross arms on every other  
jump

### Skipping Skill Challenges:

Using the following exercises to create your own skipping workout. If you do not have a skipping rope, you can just practise the jumps and pretend that you are holding one. Time yourself and see how many you can do in 1 minute (give yourself 30 seconds rest afterwards). Extension – complete a second time and try to beat your score.

Exercise	Explanation	How many times?
	Single bounce – Jump once and land with your knees bent.	
	Double – jump twice on your toes and then land with your knees bent.	
	Skier – jump from side to side over the rope (or line on the ground).	
	Tuck – jump and try to get your knees as close to your stomach as possible before landing with bent knees.	
	Turn arounds – jump in the air and spin your body so that when you land you are facing the opposite direction.	



## Week 9 Friday: Morning Routine

Draw a monster 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 2 great things about yourself?

## Week 9 Friday: Phonics

### We are learning to use long vowel phonemes

- I can identify where the long vowel phoneme is in a word
- I can read words that use a long vowel phoneme
- I can write words that use a long vowel phoneme

### Instructions:

1. Read the long vowel word
2. Use the phoneme (letter/sound) bank to change the word into a new word. An example has been done for you.
3. You can change any of the phonemes (sounds) in the word EXCEPT the long vowel. This can be the beginning or ending sound.
4. Colour in the phoneme you swapped

Phoneme/Letter Bank								
	r	m	b	th	ch	s		
t	f	c	h	sh	d	g	n	l
		p	qu	w	z			
toast	roast			boast		toad		
no								
cone								
tail								
play								
mate								
grew								
noon								

## Week 9 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: 'Zombies Don't Eat Veggies! read by Jaime Camil' on YouTube  
<https://www.youtube.com/watch?v=cxF5WURk-RY>
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 9 Friday: Time

### We are learning to tell the time

- I can record half-hour time on analog and digital clocks
- I can begin to read and record 'quarter to' and 'quarter past' time on analog and digital clocks
- I can highlight key words in word problems to help me solve the answer
- I can show and explain how I got my answer

#### Activity Instructions:

1. Read each word problem below.
2. Answer each question in the spaces below by writing the correct half-hour analog and digital times.
3. Explain your answers to your mum or dad.

Word Problem	Answer with working out
Alex woke up at 7:30 this morning. The soccer field was far away from his house so it took 2 hours to drive there. What time did Tony arrive at the soccer field?	
Mikayla went to watch a movie at the cinema at 9:30. The movie is 3 hours long. What time does the movie finish?	
John went fishing with his parents at 6:30 on Sunday morning. It was a long day as he was on his boat for 5 hours to catch lots of fish. What time did he finish fishing?	

Ariela went for a bushwalk at 5:30 on Saturday afternoon with her family. She came back home after 7 hours and was very tired. What time did Katherine arrive back home?



**Challenge:**

James started reading his chapter book at 7:15 on Monday morning. After 2 hours, he stopped reading as he had to go to school. What time did Jamie stop reading to go to school?





## Week 9 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 of this week (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 week and reflect on how you feel you have done. You will write your responses in the templates below.
2. Think of something that this week that you are 'GLOWING' in. This means something that you feel you have done really well in or worked very hard at.
3. Think of something this week that you are 'GROWING' in. 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 this week?



What are you GROWING in this week?

