

# Remote learning Grid - Week 2 Term 2- Stage 1 (1B, 1H, 1J)

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.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the phonics/spelling activity assigned on Seesaw. (Activity 1)</li> <li>• Practise saying and writing your phonemes for this week. Use the whiteboard and marker provided</li> <li>• Complete the Writing task (Activity 2) assigned on seesaw.</li> <li>• Read a guided reading book on WUSHKA.</li> </ul> <p>Write about the problem in the book. What was it? How was the problem solved?</p>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the phonics/spelling activity assigned on Seesaw. (Activity 1)</li> <li>• Practise saying and writing your phonemes for this week. Use the whiteboard and marker provided</li> <li>• Complete the Shared Reading task (Activity 2) assigned on seesaw.</li> <li>• Read a guided reading book on WUSHKA.</li> </ul> <p>Create an alternative ending for your book.</p>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the phonics/spelling activity assigned on Seesaw. (Activity 1)</li> <li>• Practise saying and writing your phonemes for this week. Use the whiteboard and marker provided</li> <li>• Complete the Shared Reading task (Activity 2) assigned on seesaw.</li> <li>• Read a guided reading book on WUSHKA.</li> </ul> <p>Create an artwork based on your book. This could be a drawing, a painting or even something 3D.</p>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the phonics/spelling activity assigned on Seesaw. (Activity 1)</li> <li>• Practise saying and writing your phonemes for this week. Use the whiteboard and marker provided</li> <li>• Complete the Writing task (Activity 2) assigned on seesaw.</li> <li>• Read a guided reading book on WUSHKA.</li> </ul>	<p><b>English</b></p> <ul style="list-style-type: none"> <li>• Complete the phonics/spelling activity assigned on Seesaw. (Activity 1)</li> <li>• Practise saying and writing your phonemes for this week. Use the whiteboard and marker provided</li> <li>• Complete the Topic Talk task (Activity 2) assigned on seesaw.</li> <li>• Read a guided reading book on WUSHKA.</li> <li>• Re-read your favourite book from this week</li> </ul>
Break		Break	Break	Break	Break
Middle	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Complete the Maths assigned activity on Seesaw (Activity 3).</li> <li>• Choose a 2 digit number and practise counting on and back from this number. E.g. 23, 24, 25, 26, 27 and</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Complete the Maths assigned activity on Seesaw (Activity 3).</li> <li>• Choose a 2 digit number and practise counting on and back from this number. E.g. 23, 24, 25,</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Complete the Maths assigned activity on Seesaw (Activity 3).</li> <li>• Choose a 2 digit number and practise counting on and back from this number. E.g. 23, 24, 25,</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Complete the Maths assigned activity on Seesaw (Activity 3).</li> <li>• Choose a 2 digit number and practise counting on and back from this number. E.g. 23, 24, 25,</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Choose a 2-digit number and practise counting on and back from this number.</li> <li>• Login into Mathletics and complete the assigned activity.</li> </ul>

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>so on.</p> <ul style="list-style-type: none"> <li>• Login into Mathletics and complete the assigned activity.</li> <li>• Using a hundreds chart play race to 100. Roll the dice and add on until you get to 100.</li> </ul>	<p>26, 27 and so on.</p> <ul style="list-style-type: none"> <li>• Login into Mathletics and complete the assigned activity.</li> <li>• Using the dice in your pack, play a subtraction game.</li> </ul>	<p>26, 27 and so on.</p> <ul style="list-style-type: none"> <li>• Login into Mathletics and complete the assigned activity.</li> <li>• Using the dice in your pack, play an addition game.</li> </ul>	<p>26, 27 and so on.</p> <ul style="list-style-type: none"> <li>• Login into Mathletics and complete the assigned activity.</li> <li>• Using the dice in your pack, play a subtraction game.</li> </ul>	<ul style="list-style-type: none"> <li>• Using materials from the resource pack, play a number game with someone.</li> </ul>
<b>Break</b>		Break	Break	Break	Break
<b>Afternoon</b>	<p><b>French</b></p> <ul style="list-style-type: none"> <li>• Complete the assigned Seesaw activity.</li> </ul>	<p><b>Library</b></p> <ul style="list-style-type: none"> <li>• Complete the assigned Seesaw activity.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Complete the assigned library activity on Seesaw.</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Complete the activity assigned on Seesaw for History</li> </ul>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Complete the assigned Art Activity on Seesaw.</li> </ul>
<b>Additional Activities for this week</b>					
<ul style="list-style-type: none"> <li>- Recorder (Seesaw)</li> <li>- Music (Seesaw)</li> <li>- Sport. Students should be participating in a daily sport/fitness activities for approximately 30 min/day. Some ideas are: <ul style="list-style-type: none"> <li>- Go for a bike ride</li> <li>- Go for a walk</li> <li>- Play a game in your backyard</li> <li>- Throw and kick a ball</li> <li>- Follow a dance or yoga video</li> </ul> </li> <li>- Choose one activity from the Wellbeing Grid (Additional Document)</li> </ul>					



# Weekly wellbeing challenge for students

Your aim is to complete one activity per day

Physical wellbeing	Emotional wellbeing	Social wellbeing	Cognitive wellbeing	Spiritual wellbeing
Design and complete a body weight circuit (of at least 10 activities) to participate in at home *Bonus 10 points if you get your family to do it with you*	Turn off all devices for at least 5 hours (after school!)	Call, Skype or FaceTime a friend and talk about anything BUT Covid-19	Complete a mindfulness guided meditation. You can access these on Smiling Mind.	Participate in a yoga, Pilates or meditation session. There are some available on YouTube or you create your own.
Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out)	Participate in a self-care activity e.g. going to bed early, painting, deep breathing, watching the sunset or having a bath.	Do something for a family member e.g. cook a meal, tidy part of the house, offer to mow the lawn/ get the washing off the line/ wash your pet)	Learn a new skill such as juggling, cooking, breakdancing, knitting or playing recorder	Spend at least 30 minutes outside connecting with nature
Participate in a virtual workout for at least 30 minutes. Some examples are Just Dance, Wii sports and YouTube fitness videos.	Complete a journal activity for the day or compile a list of things you are grateful for	Connect with someone who you have not spoken with in more than 1 month via google hangout or FaceTime	Complete a log book of your moods over the next week	Go on a nature walk, plant some seeds, listen to some birdsong or do some weeding...
Take your pet, teddy bear or sibling for a walk	Watch your favourite show/movie; then write down how it made you feel	Play a board game with your family members	Read a book/listen to a podcast or listen to your favourite artist	Think about someone you admire - what values do you share?
Create your own game to play with your family members. Be creative with your objects e.g. wrap up some socks to make a ball.	Tidy your room / desk	Write a thank you note to someone and post it/email it	Complete a jigsaw puzzle, Sudoku or crossword puzzle	Write a weekly list of affirmations( e.g. I am capable of making it through this storm)




# Learning from Home Timetable (1B, 1J, 1H)

## Term 2 Weeks 1-2

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	Literacy Block Phonics & Spelling (Activity 1)  <b>Seesaw</b>	Literacy Block Phonics & Spelling (Activity 1)  <b>Seesaw</b>	Literacy Block Phonics & Spelling (Activity 1)  <b>Seesaw</b>	Literacy Block Phonics & Spelling (Activity 1)  <b>Seesaw</b>	Literacy Block Phonics & Spelling (Activity 1)  <b>Seesaw</b>
	Writing Task 1 (Activity 2)  <b>Seesaw</b>	Shared Reading (Activity 2)  <b>Seesaw</b>	Shared Reading (Activity 2)  <b>Seesaw</b>	Writing Task 2 (Activity 2)  <b>Seesaw</b>	Topic Talk (Activity 2)  <b>Seesaw</b>
	Guided Reading 	Guided Reading 	Guided Reading 	Guided Reading 	Guided Reading 
	<b>Break</b>				
<b>Middle</b>	Maths (Activity 3)  <b>Seesaw</b> 	Maths (Activity 3)  <b>Seesaw</b> 	Maths (Activity 3)  <b>Seesaw</b> 	Maths (Activity 3)  <b>Seesaw</b> 	Maths  - Practise counting on and counting back - Play a number game using the materials from your resource pack. 
	<b>Break</b>				
<b>Afternoon</b>	French (Activity 4)  <b>Seesaw</b>	Library (Activity 4)  <b>Seesaw</b>	Science (Activity 4)  <b>Seesaw</b>	History (Activity 4)  <b>Seesaw</b>	Art (Activity 4)  <b>Seesaw</b>

# CPPS Expected Behaviours Matrix

## Who's responsible? We are!

	<b>Learning from home</b>
 <p>We are safe</p>	<p>Use my device in the correct way</p> <p>Google classroom and Seesaw are for school work only</p> <p>We keep our personal information and passwords to ourselves</p> <p>We check with a teacher/parent before clicking on unknown links</p> <p>We only speak to people that we know</p>
 <p>We are learners</p>	<p>Complete my assigned tasks to the best of my ability</p> <p>Try each activity and keep trying when you are waiting for teacher feedback or help from home</p> <p>Submit my work on time</p> <p>We only use technology for their intended purpose</p> <p>Listen to your parent or carer</p>
 <p>We are respectful</p>	<p>Respect our google or seesaw classroom just like you would our physical classroom</p> <p>Remember that other people in your home are working too</p> <p>Quiet when someone is on the phone</p> <p>Focus on your own learning tasks</p> <p>We only write positive comments</p>

# Phonics and Spelling

Term 2 Week 2

# Phonics and Spelling

Term 2 Week 2

What we are learning:  
To read words containing the long a sound

a \_ e

[https://www.youtube.com/watch?v=k\\_AmhCZVNBU](https://www.youtube.com/watch?v=k_AmhCZVNBU)

I am successful when:  
I can remember that the silent e makes /a/ say its name.

Eg hat becomes hate



## Word List

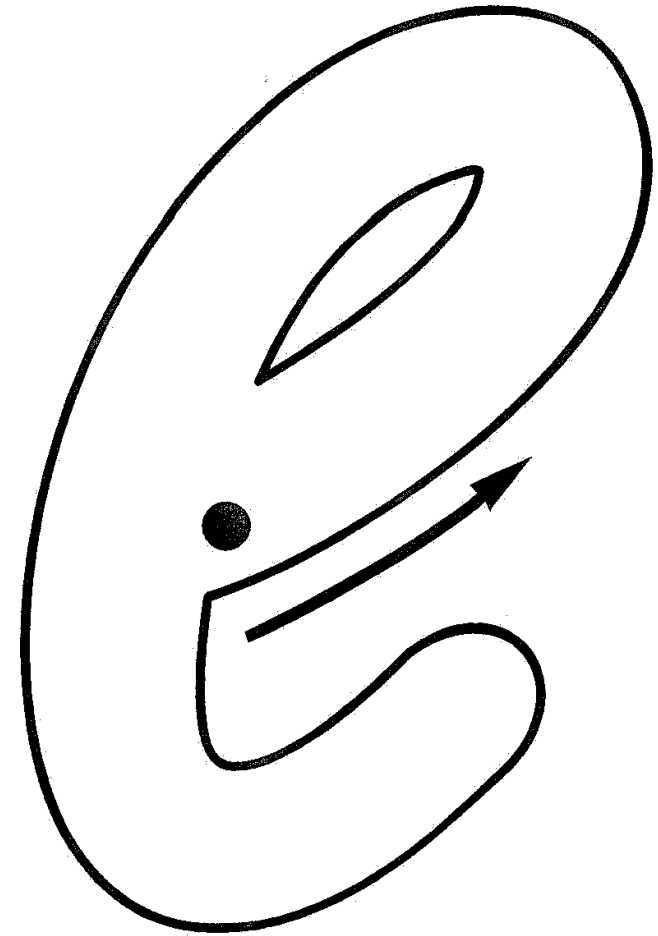
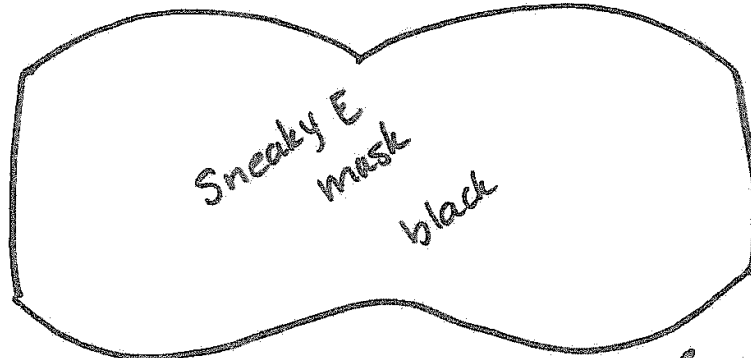
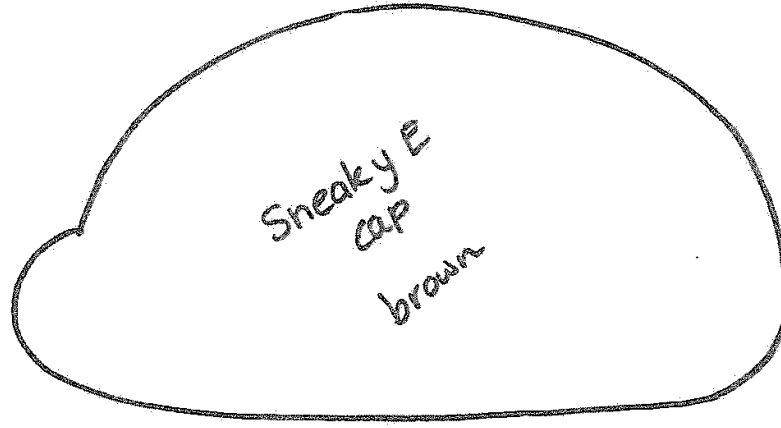
<i>ate</i>	<i>ape</i>	<i>mate</i>
<i>lake</i>	<i>hate</i>	<i>rake</i>
<i>late</i>	<i>date</i>	<i>wade</i>
<i>save</i>	<i>case</i>	<i>late</i>
<i>cape</i>	<i>tame</i>	<i>same</i>
<i>shape</i>	<i>tape</i>	<i>cave</i>
<i>fade</i>	<i>make</i>	<i>cake</i>
<i>grape</i>	<i>whale</i>	<i>frame</i>
<i>snake</i>	<i>shame</i>	<i>chase</i>
<i>brave</i>	<i>brake</i>	<i>bravery</i>

# Monday

## Activity

Make your sneaky 'e' by cutting and pasting the pieces.

Read through the list words - remember /a/ says its name.



Tuesday

Add the sneaky 'e' to make new words.

Draw a picture beside each word.

Write each word in a sentence.

<b>c a p</b>		
<b>m a d</b>		
<b>s c r a p</b>		
<b>h a t</b>		
<b>m a t</b>		
<b>p l a n</b>		

# Wednesday

Use rainbow writing to practice 6 words from the list.

Write each word in a sentence and draw a small picture to with each sentence.

Practise fast reading the words you have chosen.

# Thursday

Read the words.

Write the real words in the  
treasure box.



*came*

*hate*

*slat*

*shave*

*tale*

*slete*

*late*

*bele*

*baje*

*bete*

*base*

*case*

*frame*

*chase*

*grape*

*dixe*

*plene*

*hane*

*make*

*plane*

*shade*

*plate*

*whale*

*taste*



*came*

*hate*

*slat*

*shave*

*tale*

*slete*

*late*

*bele*

*baje*

*bete*

*base*

*case*

*frame*

*chase*

*grape*

*dixe*

*plene*

*hane*

*make*

*plane*

*shade*

*plate*

*whale*

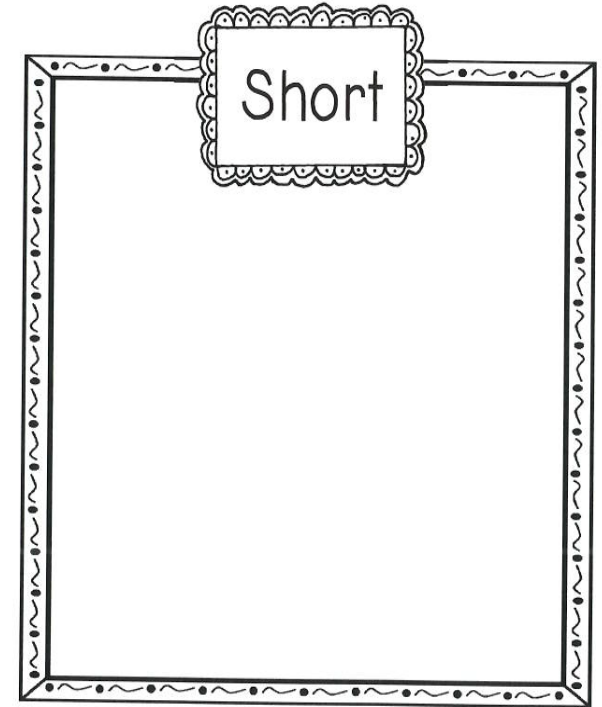
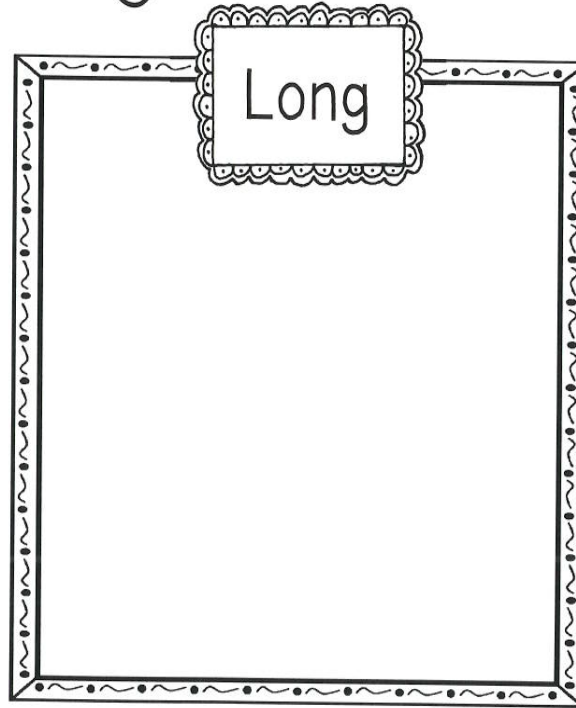
*taste*

Friday

Sort the pictures  
into the correct  
box.

Name: \_\_\_\_\_

# Long or short a Sort



## Week 2 Monday Writing Task 1 (Activity 2)

Learning Intention:

We are learning to retell a story in our own words.

Success Criteria:

I can

- Write sentences using capital letters and full stops
- Use different connectives to start each sentence
- Read my writing to see if it makes sense.

### **Activity Instructions:**

1. Watch and listen to this video:

The story of Wilfred Gordon McDonald Partridge.  
(Perhaps you can watch on a phone if needed)

<https://www.youtube.com/watch?v=6dLCKYTbR5C>

2. Recount 3 memories that Miss Nancy had in the story.

The student template attached is an example for you to brainstorm!



# Wilfred Gordon McDonald Partridge

## 3 memories of Miss Nancy:

1. Miss Nancy remembered the tiny, speckled, blue eggs she once found in a bird's nest in her aunt's garden.
- 2.

# Shared Reading Week 2

This week we will look at ANZAC DAY stories  
We are learning to share our ideas about stories we hear.

I can talk about the story.

I can write and draw about the story.

## Shared Reading Tuesday Week 2- Activity 2

View 'ANZAC Ted' on you tube by following this link.

<https://www.youtube.com/watch?v=LbitvBoOwzA>

Draw a picture of Ted when he was new and draw a picture of Ted as he is now beside it.

Why is Ted a special bear? How did the soldiers feel about Ted?

## Shared Reading Wednesday - Activity 2

View 'ANZAC Billy' on you tube by following this link.

[https://www.youtube.com/watch?v=ESc5\\_2UgqRQ](https://www.youtube.com/watch?v=ESc5_2UgqRQ)

This story is about things that happened a long time ago.

Draw, colour and label 4 things that tell you the story happened a long time ago.

# **Writing Task 2 (Activity 2)**

## **Thursday**

### **Learning Intention:**

We are learning to compose a piece of writing independently.

### **Success criteria:**

1. I can reread my writing to check my sentences make sense.
2. I can use capital letters and full stops correctly.
3. I can sound out words I don't know how to spell.

Look at the ideas attached and choose **ONE** new topic to write about.

# Free Writing Ideas!

What is your favourite thing to do when you play outside?

What is your favourite thing to do when you play inside?

Write about what you would like to do for your next birthday.

If you could go on a vacation anywhere in the world, where would you go? Why? What would you do there?

Make a list of groceries that you think mum or dad should buy for you from the shops. Why should mum or dad buy these groceries?

Write about an animal you would like to have for a pet.

What would you do if there was a dragon stuck under your bed?

What kind of pet do you think your teacher should get for your classroom?

What is the best movie you have ever seen? Try to convince me that it is the best movie!

Write about your favourite restaurant. Why is it your favourite? What food can you eat there?

Which season do you like the most?? Why??

Which season do you like the least, why????

What would happen to you if you never went back to school?

# Speaking and Listening: News Topics

## Friday Activity 2

Choose **1 topic each week** and present your news to your family!

<p><b>If you had a choice to play any musical instrument, which one would it be and why?</b> Describe what the instrument looks like and what it is made from. How do you use or play that instrument?</p>	<p><b>What tasks have you been helping with around your house?</b> Which is your favourite task to do and why? Who have you been helping? Which is your least favourite task to do and why?</p>	<p><b>Which piece of technology do you think is better? iPad and Computer?</b> Choose one and convince your family that your opinion is correct! For example: I believe that iPads are better technology because.....</p>
<p><b>What games do you most enjoy playing at home with your family?</b> Any boardgames? Do you play any games in your backyard? Are they made up or real games?</p>	<p><b>Talk about a favourite memory you had in preschool, kindergarten or year 1.</b> What happened in that memory? Who was with you? Where were you? How does it make you feel and why?</p>	<p><b>Talk about your favourite subject to learn at school and/or at home.</b> <b>Example: Maths.</b> What are some things you learn about in that subject? What do you like about that subject? What are some tools or technology you use to learn this subject at home?</p>

**At the end of your news, your family can give you 2 stars and 1 wish:**

*Star 1: I like how you.....*

*Star 2: I like how you.....*

*Wish: For next time, I wish that you could.....*

# Year 1 Maths - Home Learning Pack

## Week 2 Term 2

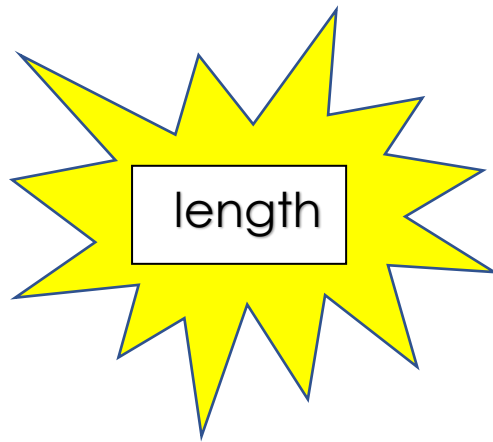
### Monday

#### Number Talk

What do you know about the word '*length*'?

What are some words you think of to describe the word 'length'?

Write or draw around the star below.





## Whole Number

Task 1:

Count forwards aloud by ones from 19 to 100.

Count backwards aloud by ones from 19 - 0.

Task 2:

Read these numbers and write them in the correct order from lowest to highest on the line below.

**9, 29, 19, 59, 49, 99, 79, 39, 89, 69**

---

Write the pattern you can see on the line below.

---

## Length

We are learning to measure, compare and record the lengths of objects.

Success Criteria:

I can measure and record two or more objects using handspans.

I can use the words '**shortest**' and '**longest**' to compare the length of objects.

Activity:

Compare and measure the lengths of a variety of objects from your home e.g. one pencil, one book and a table using handspans.

Draw pictures of all the objects and record your measurements on a piece of paper.

Label which object is the 'longest' and which is the 'shortest'. Show your work to your parents.

## Tuesday

### Number Talk

What can you tell me about the number **19**?

Write and draw around the star below.

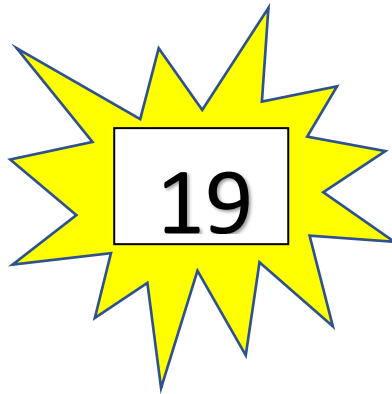
For example:

Even or odd number?

Number before and after?

Addition and subtraction sums to equal 19?

Place Value - How many tens and ones are in the number 19?



## Tuesday

### Whole Number

Task 1:

Click on the link below to play the game '**Coconut Ordering**'.

<https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>

Click on the purple word 'Numbers'.

Click on 'Up to 20' and order the numbers from smallest to largest.

Click on 'Up to 100 (tens)' and order the numbers from smallest to largest.

Click on 'Up to 100' and order the numbers from smallest to largest.

Task 2:

\*Order the numbers from **smallest to greatest** up to 100 on the activity sheet (on the next page).

\*Order the numbers from **greatest to smallest** up to 100 on the activity sheet.

## Order Numbers up to 100

Name: \_\_\_\_\_ Score: \_\_\_\_\_

Order each set of numbers from the smallest to the greatest.

99, 77, 88, 66



26, 52, 56, 83



76, 62, 33, 88



Order each set of numbers from the greatest to the smallest

44, 53, 35, 79



54, 37, 81, 29



22, 33, 44, 55



## Tuesday

### Chance

We are learning to describe the possible outcomes of events and activities.

Success Criteria:

I can use the words '**impossible**', '**unlikely**', '**likely**' and '**certain**' to describe what might happen.

I can sort pictures of different events and activities into groups under headings 'impossible', 'unlikely', 'equal', 'likely'.

Task 1: Watch the Youtube video about "**Chance**". Answer the questions from the video. <https://www.youtube.com/watch?v=7ZEyZJm3sLk>

## Chance

1. Look at these statements. What words could you use to say how likely they are to happen? Write down as many as you can.

Statements	Likelihood Vocabulary
The principal will come to school tomorrow.	
It will get dark tonight.	
Your classmates will turn into fish.	
Your friend will be a train driver when he's a grown-up.	
If I roll a die, I will get an odd number.	
Humans will travel to Mars in a rocket.	
The supermarket will give away all their electronic games tomorrow.	
When I get home, Mum will tell me we are going to McDonalds for dinner.	

2. Now look at the words you thought of. Can you write them on this line in order of probability?

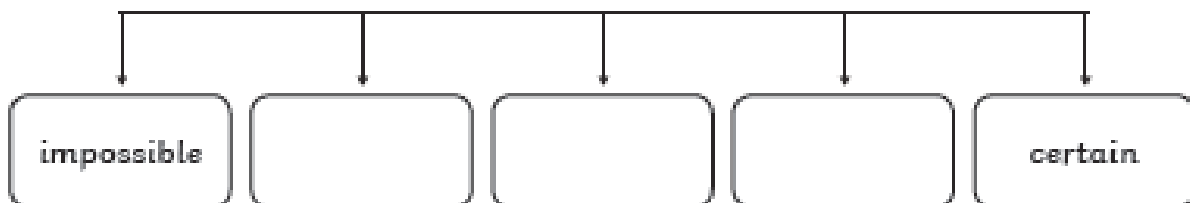
certain \_\_\_\_\_ impossible

## Tuesday

### Chance

Complete the activities below.

3. Can you use some of your words to fill in the spaces on this line of probability?




4. Can you sort the statements below into the correct column?  
Can you add a statement of your own to each column?

Impossible	Unlikely	Likely	Certain

## Tuesday

Cut all the pictures below.

Paste them into the correct columns 'impossible', unlikely' or 'certain'.

<p>It will snow tomorrow.</p> 	<p>I will drive a car tonight.</p> 	<p>I will eat something today.</p> 	<p>I will watch TV tonight.</p> 
<p>The supermarket will give away all their lollies tomorrow.</p> 	<p>I won't have a birthday next year.</p> 	<p>I will be famous one day.</p> 	<p>I will see a dragon in the playground this week.</p> 
<p>I will fly with my own wings next week.</p> 	<p>I will go to the Moon one day.</p> 	<p>It will be dark tonight.</p> 	<p>My teacher will turn into a mermaid if they get wet.</p> 

## Wednesday

### Whole Number

Task 1:

Click on the online game called '**Paint the Squares**'.

<https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

Choose the number chart 1-100.

Choose one colour.

Paint the numbers as you count forwards by 2s up to 100.

Tell your parent if the painted numbers are 'odd' or 'even'.

Task 2:

Click onto the word '**Menu**'.

Choose the number chart 1-120.

Choose a different colour.

Paint the numbers as you count forwards by 5s.

Tell your parent if the painted numbers are 'odd' or 'even'.



## Wednesday

### Length

We are learning to estimate, measure and compare the lengths of two objects using pencils.

Success Criteria:

I can guess the lengths of two objects.

I can measure lengths of objects by placing pencils side by side.

I can compare lengths of objects using the words '**shorter than**' and '**longer than**'.

Activity:

\*Measure and record the lengths of two objects from home using pencils.

1. The length of my \_\_\_\_\_ is  
\_\_\_\_\_ pencils long.

2. The length of my \_\_\_\_\_ is  
\_\_\_\_\_ pencils long.

\*Compare the lengths of both objects.

1. My \_\_\_\_\_ is **longer than** the  
\_\_\_\_\_.






2. My \_\_\_\_\_ is **shorter than** the  
\_\_\_\_\_.

## Thursday

### Whole Number

#### *Number of the Day Activity - Ways to Show a Number*

Use the number of the day to complete this activity.

1. Tap the  add button.
2. Use the  drawing tool to show the pictorial form of the number.
3. Use the  to show all the other ways to show a number.
4. Tap the  microphone and explain your thinking.
5. Tap the  check to add it to your journal.

**Thursday**

**Whole Number**

**Ways to Show a Number!**

**Place Value**

\_\_\_\_\_ hundreds

\_\_\_\_\_ tens

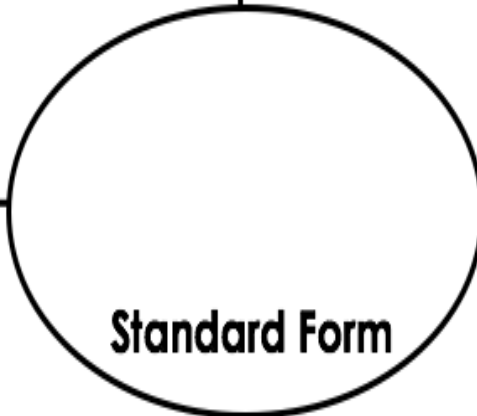
\_\_\_\_\_ ones

**Word Form**

**Expanded Form**

**Standard Form**

**Pictorial Form**



## **Thursday**

### **Chance**

We are learning to describe the possible outcomes of activities using everyday language.

Success Criteria:

I can guess what might happen in a game.

I can use the words '**no**', '**maybe**' and '**yes**' to describe what might happen.

Activity:

Click on the link below.

Play the online game called "The Slushy Sludger".

<http://www.scottle.edu.au/ec/viewing/L115/index.html#>

## **Friday**

### **Length**

Learning Intention:

We are learning to estimate and measure lengths of objects using informal units.

Success Criteria:

I can guess the lengths of objects using shoes.

I can measure lengths of objects by placing shoes side by side.

Activity:

Tap  Add response

## **Friday**

### **(Measuring Length with your Shoes activity)**

Use your shoes to measure the length of large objects in your house, bedroom or backyard.

Put your shoes up against the object, one in front of the other, and keep count as you move them along the length of the object.

Tap **T** to tell me what you measured, and how many shoes long each object was.

***See the example of 'my rug.'***



Tap  to record yourself telling me what you found out.

Which object was the longest?

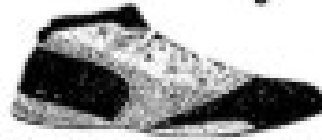
Which one was the shortest?



Play Instructions (0:29)

Name \_\_\_\_\_

Use your shoe to measure how long different objects are.



I am measuring ..	How many shoes long?

## Friday

### Chance

Learning Intention:

We are learning to describe the possible outcomes of events and activities.


Success Criteria:


I can sort events as '**certain**', '**possible**' or '**impossible**'.

Task:

### Probability (Chance)

1. Click on  Add response

2. Click  to move fish into the bowl to make this sentence true: "***I WILL catch a blue fish.***"

3. Click  and explain why you have the most chance of catching a blue fish. Then tell us the colour of the fish you have the least chance of catching and explain why.

4. Click  when you are done to add to your journal.

**Friday**

**Probability (Chance)**

Move fish into the bowl to make this sentence true:  
I will catch a blue fish





## la famille

lah fam-ee

family

## la mère/maman

lah mair/mamah

mother/mom

## le père/papa

luh pair/papa

father/dad

## la sœur

lah sir

sister

## le frère

luh frair

brother

## la grand-mère

lah grah-mair

grandmother

## le grand-père

luh grah-pair

grandfather

## le bébé

luh beh-beh

baby

## les parents

leh pah-rah

parents

## la fille

lah fee

daughter

## le fils

luh fees

son

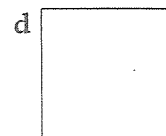
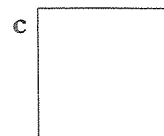
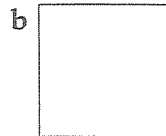
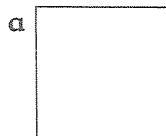
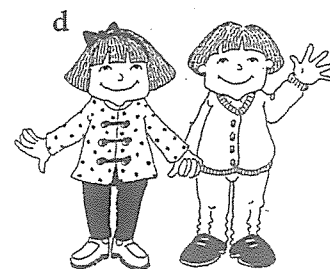
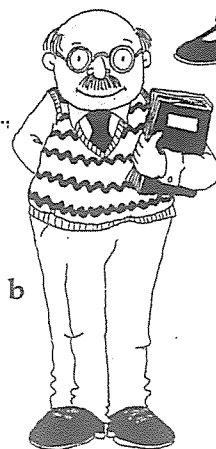
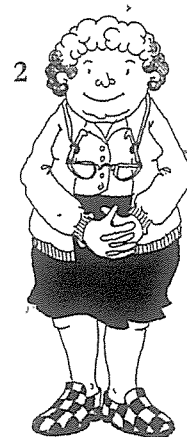
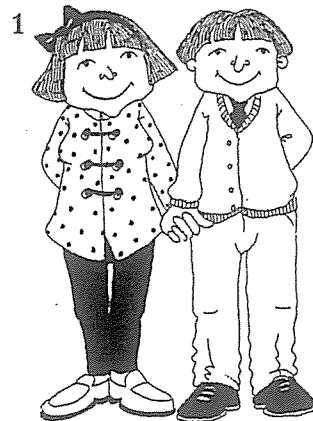
## les jumeaux

leh shoo-mo

twins

# La famille

Match up the family members. Now label them in French. You may find there is more than one way to describe each person. *Answers on the inside cover.*



Bonjour ! ☺ If you would like to practise saying the words out loud use Google French to English. Press on loudspeaker icon ! Merci ! Thank you.

## Week 2– Wednesday– Activity 4 (Science)

*We are learning to investigate sound:*

*I can explain how sound travels*

*I can find objects in my house that vibrate to make a sound*

### Activity Steps

1. Watch the Youtube clip <https://www.youtube.com/watch?v=3-xKZKxXuu0>

2. Try the rubber band experiment at home. Video yourself explaining how sound is made or draw a picture of your experiment.

- Stretch a rubber band over a cup, container, tin or jar
- Pluck the rubber band
- Try plucking it softly– What happened?
- What happens if you stop the rubber band?

3. Find other objects in your home that vibrate to make a noise

4. Draw these objects

## STAGE 1 Science Activity TERM 2 (Weeks 1–5)

### What's That Sound?

**Stage 1 Outcomes:**

- ST1-2DP-T** uses materials, tools and equipment to develop solutions for a given task  
**ST1-8PW-S** describes common forms of energy and explores some characteristics of sound energy  
**ST1-7MW-T** describes how the properties of materials determine their use

	<i>I'm an expert</i>	<i>I've got it!</i>	<i>I'm still learning</i>
<i>I can explain how sound is made and explore volume and pitch (ST1-8PW-S)</i>	<i>I explained how my instrument made sound and talked about the pitch of my instrument.</i>	<i>I explained how my instrument made sound and how it can be loud or quiet.</i>	<i>I showed how my instrument made noise by playing it.</i>
<i>I can design and use materials to make a musical instrument that makes 1 or more sounds. ST1-2DP-T</i>	<i>I made an instrument that makes more than 1 sound. It can be loud and quiet and the pitch changes.</i>	<i>I made an instrument that makes a sound. I can make the sound loud and quiet.</i>	<i>I made an instrument that makes a sound.</i>
<i>I can decide what materials to use in my design and explain why I used them. (ST1-7MW-T)</i>	<i>I chose materials I knew would make a sound. I changed my materials to make my design more successful.</i>	<i>I chose materials I knew would make a sound.</i>	<i>I chose materials that I liked and I had at home.</i>
<i>I can reflect on my design and the choices I made ST1-2DP-T</i>	<i>I can talk and write about my design and make changes to it to make it better.</i>	<i>I can talk or write about my design and if it worked or not.</i>	<i>I can talk about and draw my design and what I like about it.</i>

## History - Week 2 - Term 2

### Compare GAMES from the past and present

- List three features of games that are **different** from the past and present games.
- List three features of games that have **stayed the same** over time.

**Then: Elastics**

**Now iPad**

**Same**

• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

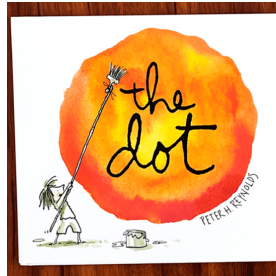
• \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ART – WEEK 2

### The Dot



Are you up for an art challenge? Well here it is!

Listen to the story, "The Dot" by following the link below

<https://www.youtube.com/watch?v=Clpw7PG7m1Q>

When you are finished, it's time to create!!!

Use your paper and colouring supplies to make your mark 🎨 or make something as a drawing on seesaw.

Design something and don't forget to sign your creative work

Post your work by either taking a photo of your creation or respond to the activity with your drawing on seesaw.

HAVE FUN!

## Week 2– Additional Activity– Music

### Activity Instructions:

1. Today we will take a journey back through time.  
Back to 1896 and Austria to witness a special sunrise.  
Then way back to 1700 and England for a march to trumpets  
We then begin our journey home stopping in Germany in 1786  
and returning via 1928 America and Paris  
<https://www.bushfirepress.com.au/kidslisten/s02e01/>
2. Find a nice quiet place with your special grownup or brother or sister, and just listen.
3. I wonder which creature you will enjoy the most?
4. Let's find out. Draw a picture of your favourite piece.

**Learning intention**

We are learning about books

**Success criteria**

I can identify the front and back covers of a book, the spine and the school barcode

**INSTRUCTIONS:**

Create a labelled diagram showing the main parts of a book.

The first label is done for you.

# Parts of a book

Name:

Class:

*front cover*



<b>front cover</b>	✓	<b>back cover</b>		<b>spine</b>	
<b>title</b>		<b>author</b>		<b>illustrator</b>	
<b>school barcode</b>					