

4 May 2020

Monday

Morning Fitness

Have your child do each exercise on the Fitness Bingo chart. If they're not puffing... they *can* do it again! ☺

Morning Greeting

Check your email for your daily update from Mr Watkins.

Literacy

Morning reading: Your Choice!

Have your child select a book for you to read together. It may be that you read most of the text and your child reads the words they know. Encourage them to use reading strategies such as sounding out, pointing to the word and looking at the pictures, and re-reading. Ask your child questions about the text including literal (what happened), inferential (why do you think this happened) and predictive questions (what will happen next).

Or: If you have a computer with Internet access, do Dance Mat Typing on the computer (Google 'Dance Mat Typing' and select

www.bbc.co.uk > bitesize > topics > articles

Dance Mat Typing - BBC Bitesize

the link). Welcome to Dance Mat Typing, an introduction to touch ty

These are four levels to play each divided into three stages

Remember to ensure your child keeps their fingers on the 'home keys'.

Reading Activity 1:

Phonics Sound Button Cards- for each word on the cards provided, have your child point to each button and say the sound

and then say the word, eg. s-i-t sit.



High Frequency Word List- ask your child to carefully cut out the words on the High Frequency Word list. You then 'flash' or show these words, one at a time, to your child. The goal is for your child to be able to say the word instantly. This will help improve fluency when reading. If your child pauses, tries to sound it out, mispronounces or makes a mistake, they are yet to master the word, so say it for them and have them repeat it back to you. Using these flashcards each day this week will provide your child with opportunities to become familiar with the words.

Brain Break:

Practise the pose on the Children's Yoga card.

Reading Activity 2:

This week we will be reading the book "Jump!". Please read the page "How to use this book" so that you are able help your child get the most learning they can from the text. After reading, do the **retell activity (p24)** by asking your child to cut out the pictures and lay them in the correct order to retell the story. Finally, play the game at the back of the book. Where ever cutting is required, please have your child undertake this task.

Recess

Literacy continued

Spelling:

Letter cards- using the letter cards in the clear pack, make some of the Sound Button words. Sound the word out and say it. Then try swapping a letter to make a new word to sound out and say.

Look-Say-Cover-Write-Check- using the words from the High Frequency Word List that were cut out earlier. Help your child select between 5 to 10 words that we will use for the Look-Say-Cover-Write-Check activity for this week. Taking the words one at a time, ask your child to look at the word and say it aloud. Then cover the word and ask your child to write it in their Writing and Spelling book (keep this book at home). Finally, ask your child to check the word to make sure the spelling is correct. We will repeat this activity each day.

Writing:

Refer to the chart 'How Sentences Work'. You should find a page with three sentence subjects (who or what) and three predicates (what about it). Ask your child to cut these out neatly into strips. With these strips your child can make nine different sentences by putting the subject and predicate together. Make each one, asking your child to read them. Then ask your child to choose any three of the sentences they have made and to write them neatly into their book.

Lunch

Post break activity

Your child will be keeping a Weather Journal in the book provided. At the top of each page, help your child write the day and date. Eg. Monday 4th May 2020. Then instruct them to draw a coloured picture of today's weather featuring sun, clouds, wind, rain etc as the case may be. Please insist on their best work with lots of detail.

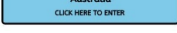
Numeracy



Mental Maths:

By the end of Year 1, students should be able to count forward and back, to and from 100, from any starting point. Today, have your child practise counting from 1 to 100, correcting if needed. If this is accomplished easily, try counting from different starting points, eg. Start at 27 and count to 42, start at 53 and count to 71, etc.

Maths Activity:

We will be using Origo at Home. If you have Internet access, type the following address in your browser [https://](https://www.origoeducation.com.au/athome/)

www.origoeducation.com.au/athome/ . On the homepage, scroll down and select Australia  then scroll down

and select Year 1.  Next select Week 1.  Here you can watch a short video that explains the 'Count On' addition strategy that will be the focus for this week. If you do not have Internet, you will not be able to watch this but you can still participate because the Student Journal pages are in your pack. (Answers are provided too.) Today, you will need to find some resources at home. The details are in the printed instructions in this folder.

Afternoon Break

Humanities and Social Sciences (HASS)

History: My History

This week we have a simple family tree to fill in with your child. Begin with your child's full name at "Me". (They will have to write small, or you might like to write it for them). Then put Dad's full name and Mum's full maiden name. Talk about the names, where the names have come from, and how they are different or similar. Then move onto the grandparents (your parents) for both sides. Again, discuss the names. If you know the information for the great-grandparents (your grandparents) go ahead and fill it in. If your child has not met any of these people, you might want to share some memories or stories that you might have.

Information such as this will help your child identify who they are and where they have come from. Talking about the past will help them begin to understand the passing of time and historical events.

If any part of this activity is likely to cause distress, or for any reason you would prefer not to do it, then just leave it blank.

If your child is seeking more information, you might want to extend this activity by adding birth dates and places of birth. Photos are a good resource for bringing unfamiliar names to life, and are great prompts for telling stories.

Fitness BINGO

 <p>4 heel touches</p>	 <p>Shuffle on the spot for 30 seconds</p>	 <p>Sprint on the spot for 30 seconds</p>
 <p>8 twists</p>	Free Choice	 <p>10 squats</p>
 <p>12 side to side jumps</p>	 <p>6 push ups</p>	 <p>10 backwards forwards jumps</p>

man



mam



mat



map



Pam



Tim



Sam



dad



sad



dim



dip



din



did



Sid



and



neck



up



mum



run



mug



cup



sun



tuck



mud



rim



rip



ram



rat



rag



rug



rot



but



big



back



bet



bad



bag



bed



bud



beg



bug



bun



bus



Ben



bat



bit



Bill



wig



wax



cobweb



wicked



six



taxi



vixen



exit



longer



zip



Zak



buzz



jazz



zigzag



quiz



quit



High Frequency Words 11-20	High Frequency Words 21-30
was	that
you	with
they	all
on	we
she	can
is	are
for	up
at	had
his	my
but	her

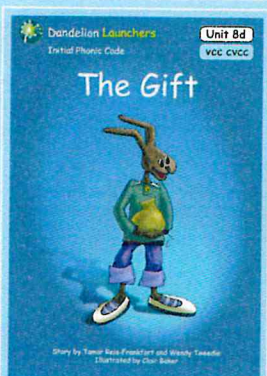
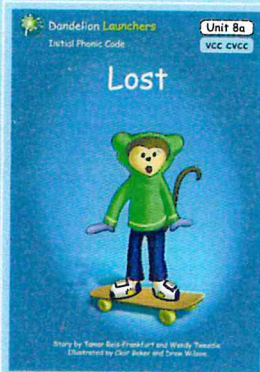
High Frequency Words 31-40
what
there
out
this
have
went
be
like
some
so

Warrior





Dandelion Launchers is a phonic reading series for beginner readers. The books precede and supplement the Dandelion Readers series. Dandelion Launchers can be used with any phonic programme. Each unit represents a new level. In this series, the pupil can read 4 books at each level.



Units	Phonemes
1	s a t i m
2	n o p
3	b c g h
4	d e f v
5	k l r u
6	j w z
7	x y f f l l s s z z
8	VCC CVCC
9	CCVC
10	CCVCC
11	ch
12	sh
13	th
14	ck wh
15	ng qu

info@phonicbooks.co.uk www.phonicbooks.co.uk

Dandelion Launchers are based on the 'Sounds~Write' ® reading and spelling programme, www.sounds-write.co.uk.

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Reprint 2017

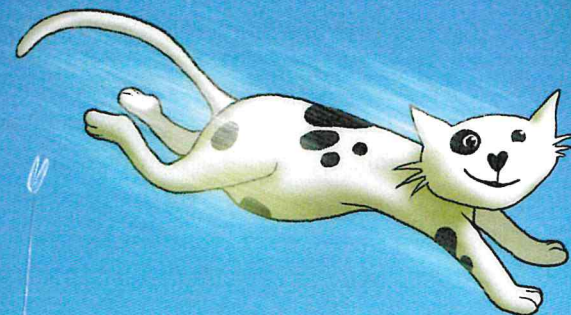
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Printed by Zenith Media (01495) 750033

Jump!



Story by Tamar Reis-Frankfort and Wendy Tweedie
Illustrated by Clair Baker and Drew Wilson

How to use this book

Dandelion Launchers follow a structured sequence to ensure incremental progression when learning to read. Each unit introduces new phonic knowledge and skills while reinforcing those learned in previous units.

Before reading, check the child knows the target sounds in this book and their corresponding letters. Readers should then be encouraged to use their phonic knowledge to read the word by blending the sounds together from left to right throughout the word (e.g. 'c' 'a' 't' -----> <cat>).

Always encourage the reader to use pure sounds. These are the sounds of consonants without the added 'uh' sound (e.g. 'c' 'a' 't' not 'cuh' 'a' 'tuh').

Praise the child when they use their developing phonic knowledge to read new words.

High-frequency words are common words, some of which the reader may not be able to decode at this stage (e.g. <said>). In order to develop an understanding of letter/s and their corresponding sounds within these words, ask the reader to sound out the letter/s they know (e.g. 's - d') whilst pointing to the letter/s and providing the sound they do not know (e.g. <ai>). Encourage the reader to blend the sounds into a word (e.g. 's e d' -> <said>). If the reader is struggling, provide the word.

From Unit 7, one sound can be represented by one or two letters.

The game at the back of the book provides a fun and exciting way to practise the new skills and/or concepts being taught in this book and can be used before or after reading the story.

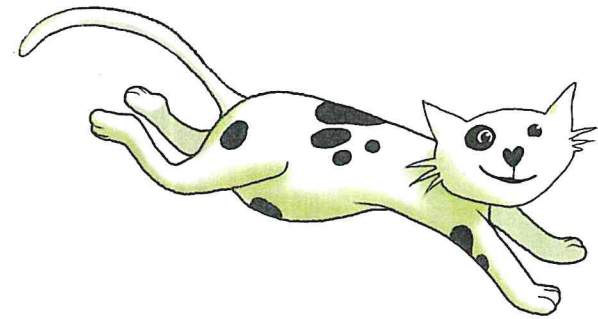
In this book:

- Unit 8 introduces words with four sounds with adjacent consonants
- Sounds taught previously: All the sounds of the alphabet (except 'q') and digraphs (two letters representing one sound) ff, ll, ss, zz
- High-frequency words the reader might need help with: to, the, I, with, a, has
- Level: VCC and CVCC

C = consonant sound

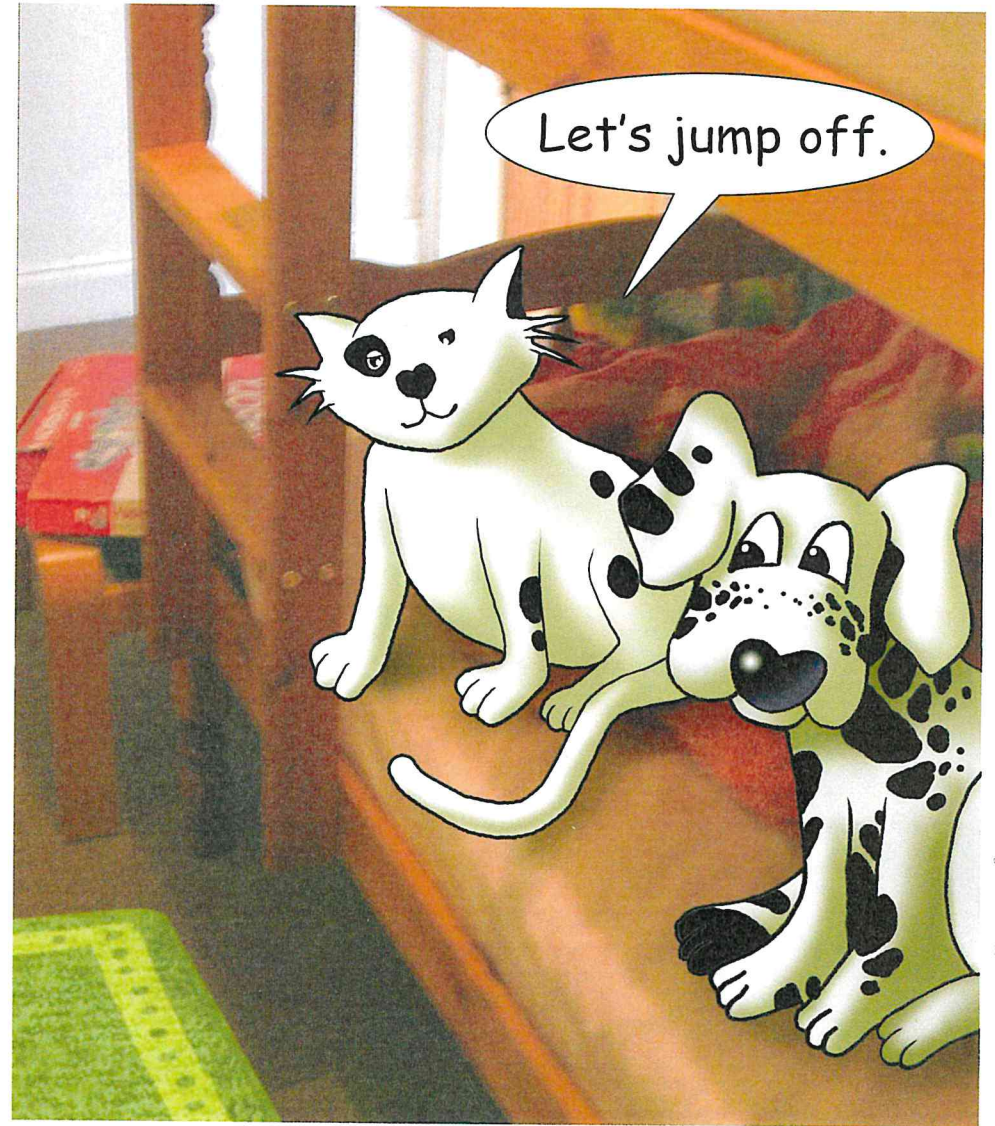
V = vowel sound

Jump!

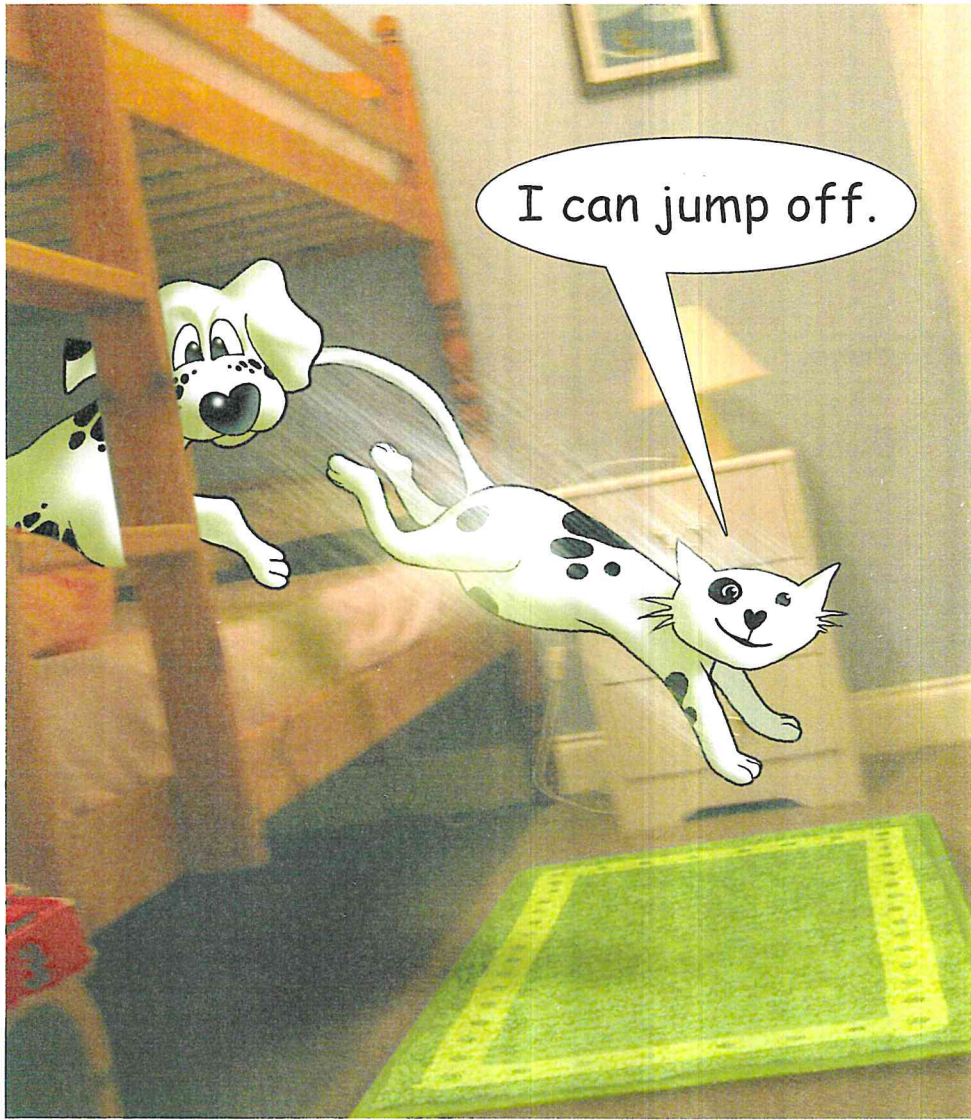




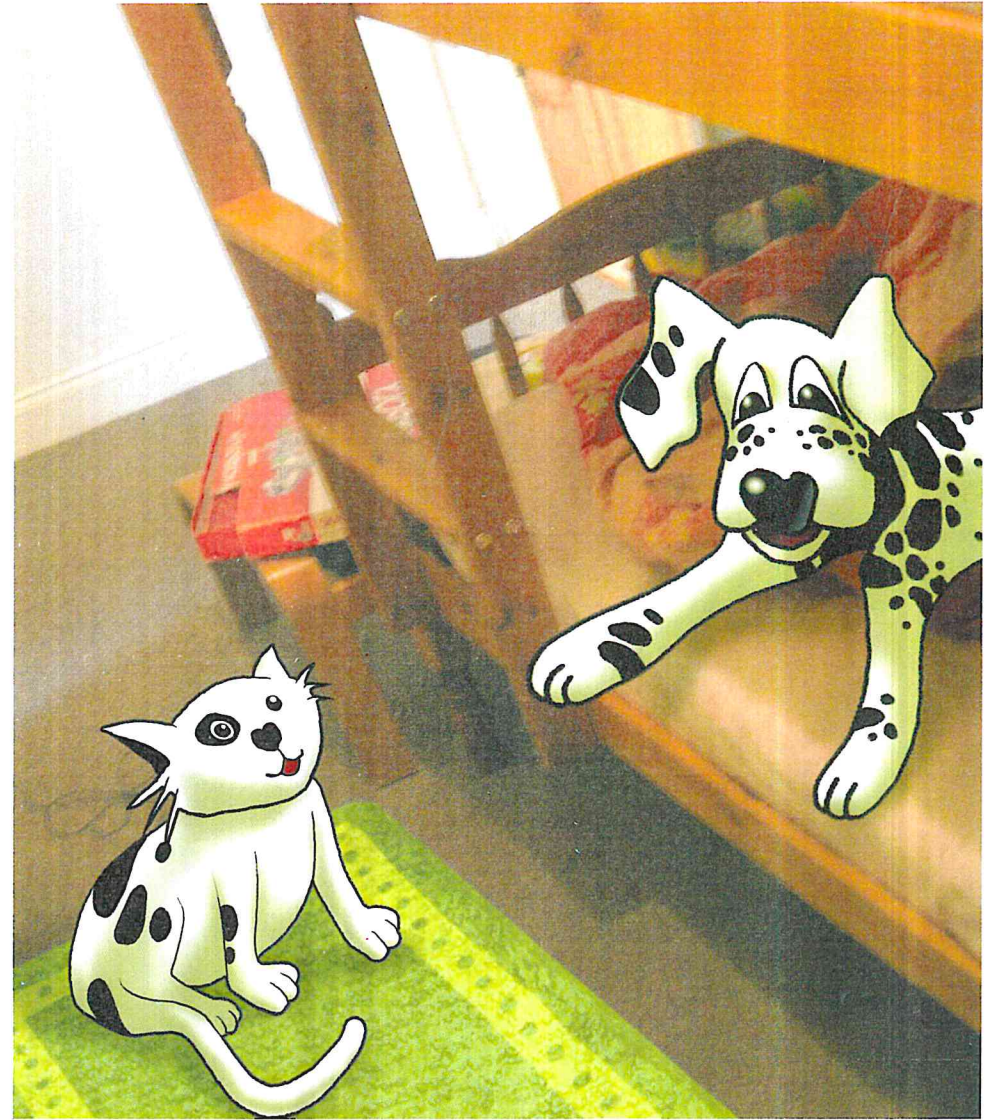
Bob and Meg jump on to the bunk bed.



"Let's jump off the bunk bed."



Bob can land on the mat.



"Jump off!" Bob yells to Meg.



"I will end up with a limp."



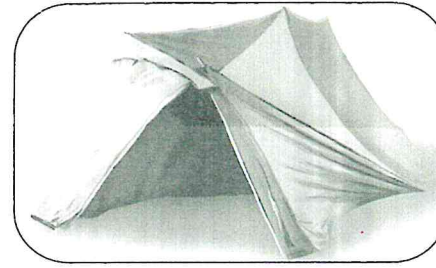
Viv has to lift Meg off the bed.

Game page

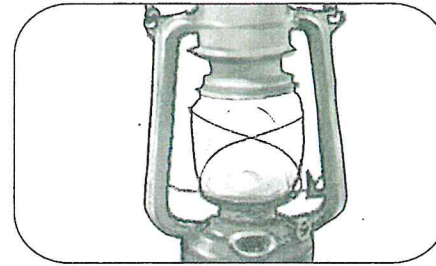
On the next page is a game to help you practise reading words at this level.

Photocopy the page two, three or four times (depending on the number of players) onto card.

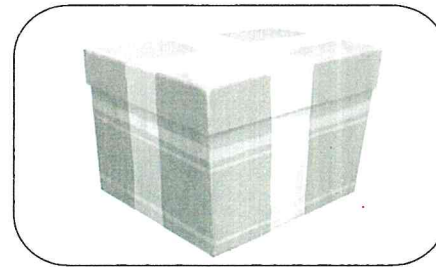
Cut the cards out and play snap.



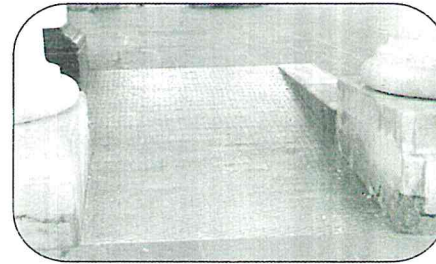
tent



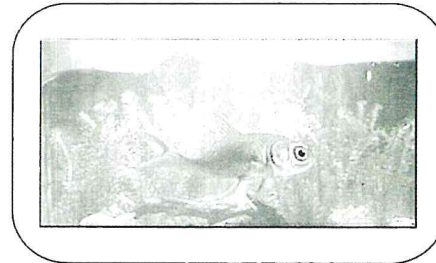
lamp



gift



ramp

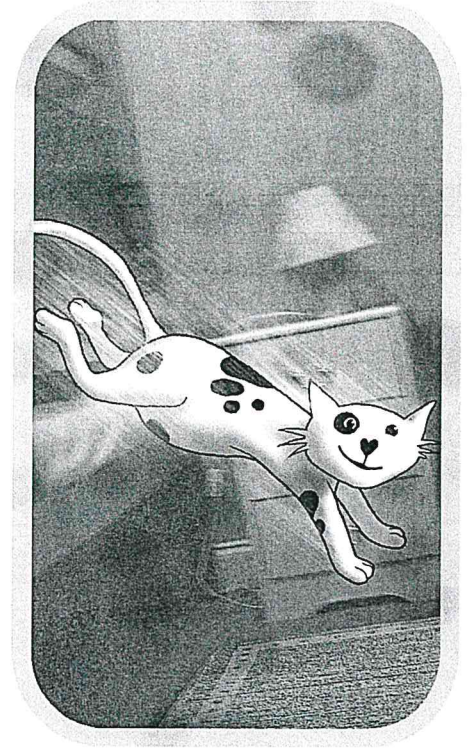
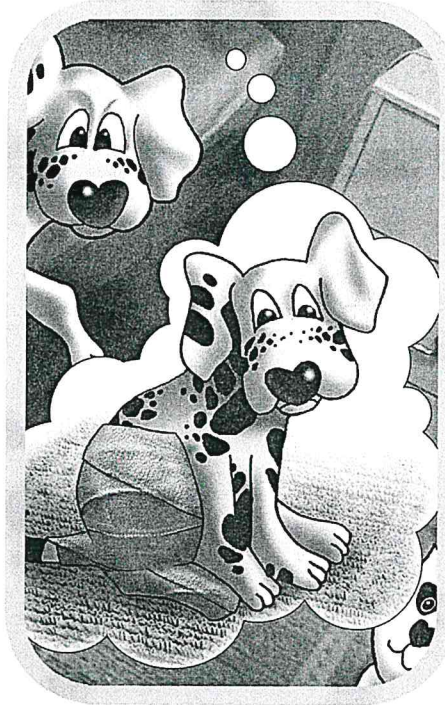
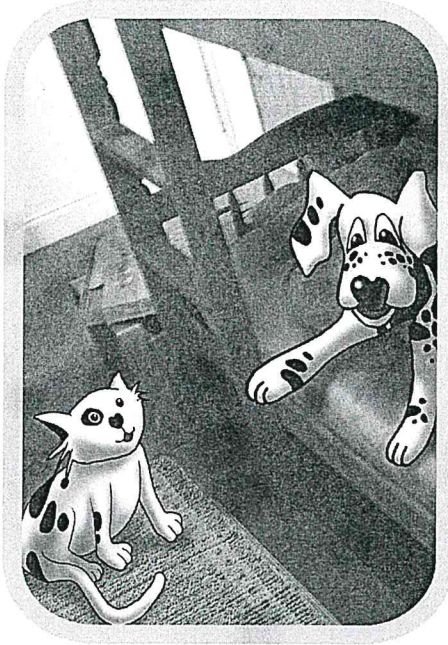


tank

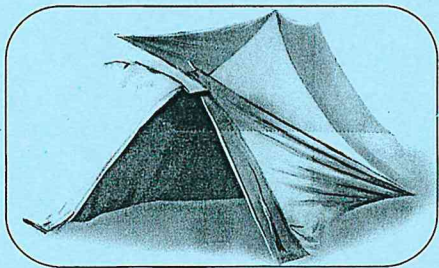


Book 8b - Retell the story

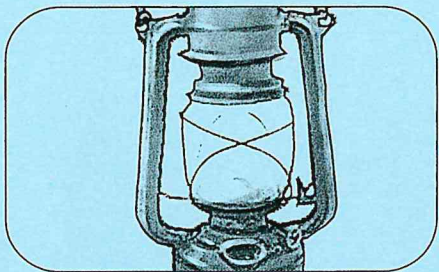
'Jump!'



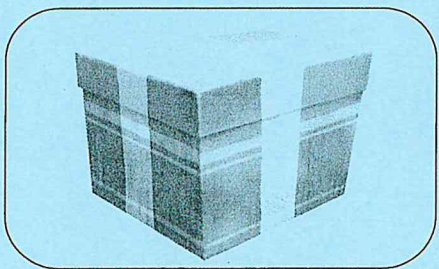
This page can be photocopied onto card. Cut out these pictures for retelling the story or for children to make their own story. Can also be used to reinforce vocabulary.



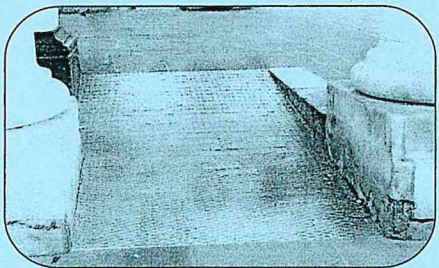
tent



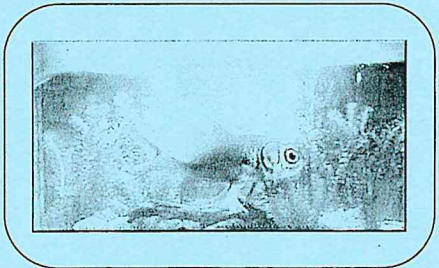
lamp



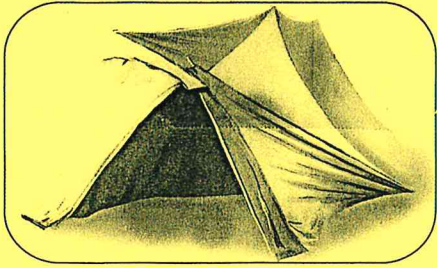
gift



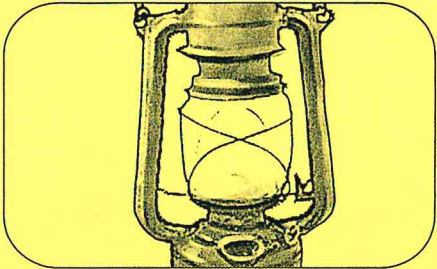
ramp



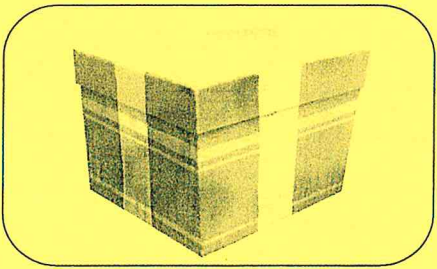
tank



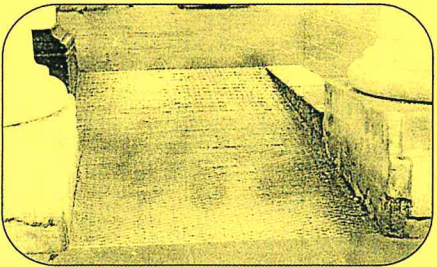
tent



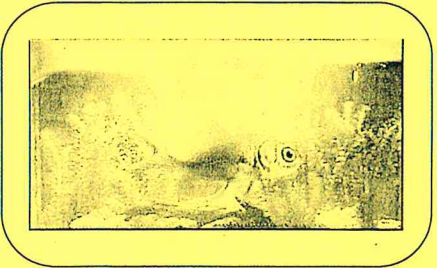
lamp



gift



ramp



tank

The cat

The pig

The man

jumps on the bed.

is hit on the leg.

is in the well.

Year 1 – Week 2



Addition Strategies – Count On

Notes for Adults: Watch the [ORIGO ONE](#) video to learn more about the count-on strategy for addition.

Overview: In Year 1, students learn their first strategy for addition: the count-on strategy. The count-on strategy builds on earlier counting work covered in Year Prep/Foundation. Key to the count-on strategy is the ability to count on from a known number, rather than count all. For example, knowing that one hand raised shows 5 it is not necessary to count each finger. A student who achieves this milestone is then able to add numbers such as $5 + 2$ by thinking *five, six, seven*. The best thing about this simple strategy is that it will cover more than half of the addition facts a student is expected to master by the end of Year 2. The strategy can also be extended to larger numbers such as $25 + 2$, $1 + 143$, and later $\frac{4}{5} + \frac{2}{5}$.

Monday – Read and Discuss



Prepare your materials: one plastic or paper cup, and 15 marbles or coins.

Place 5 marbles in the cup. Then ask your student to add two more marbles, one at a time. **Count together** as each marble is dropped into the cup. For example, “Five, six, seven. Five plus two is seven.” **Repeat** with other starting numbers to count on 1, 2, or 0 marbles.



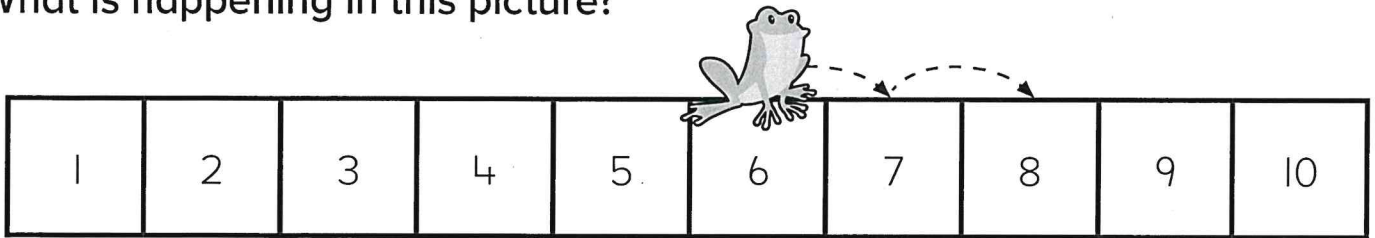
Have your student **complete** the Student Journal pages, [colour version](#) or [B&W version](#) with your student to reinforce the addition count-on strategy.

Access the [answers](#) to check your student’s work.

Tuesday – Hands-on Math

Step In → Using a Number Track to Count On (to 15)

What is happening in this picture?



On which number did the frog start?

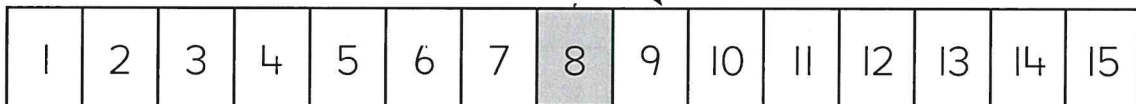
On which number did the frog finish? How many jumps did it make?

What addition sentence could you write to match the picture?

$$\square + \square = \square$$

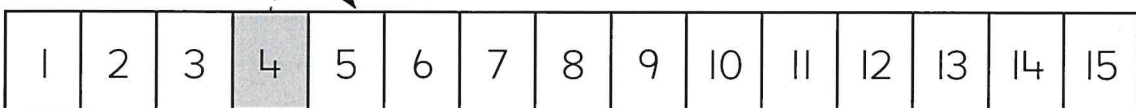
Step Up → I. Count on 1. Then write the addition sentence.

a.



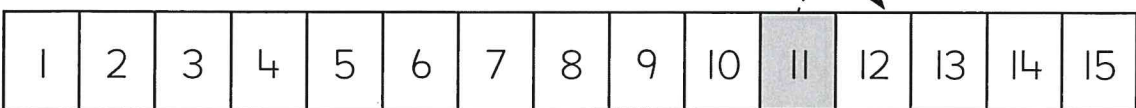
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

b.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

c.

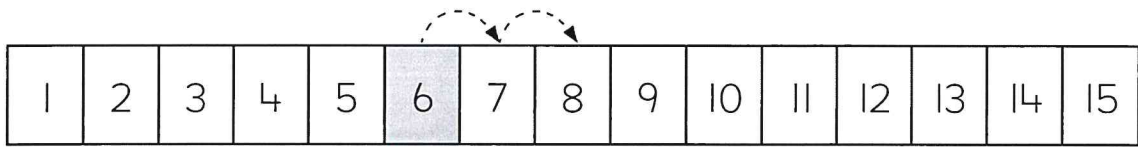


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name _____

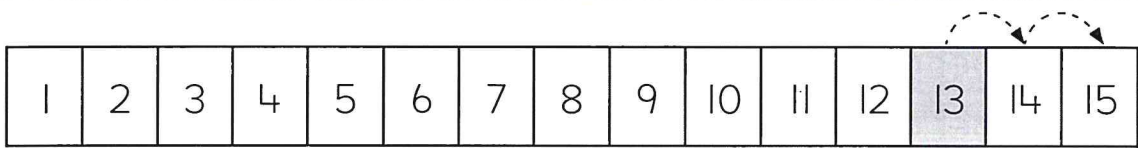
2. Count on 2. Then write the addition sentence.

a.



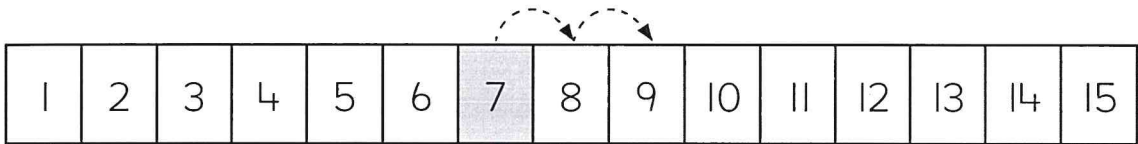
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

b.



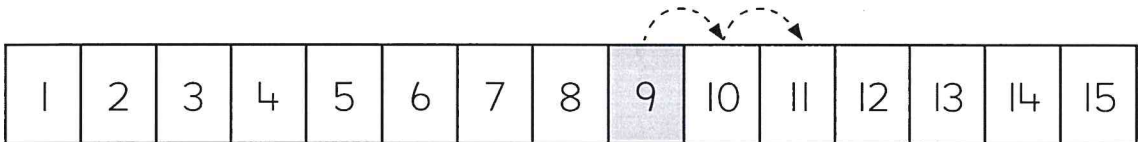
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

c.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

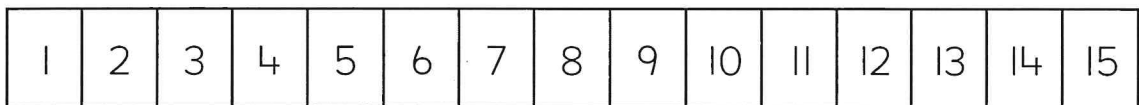
d.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Step Ahead 

Draw jumps to match each addition sentence.

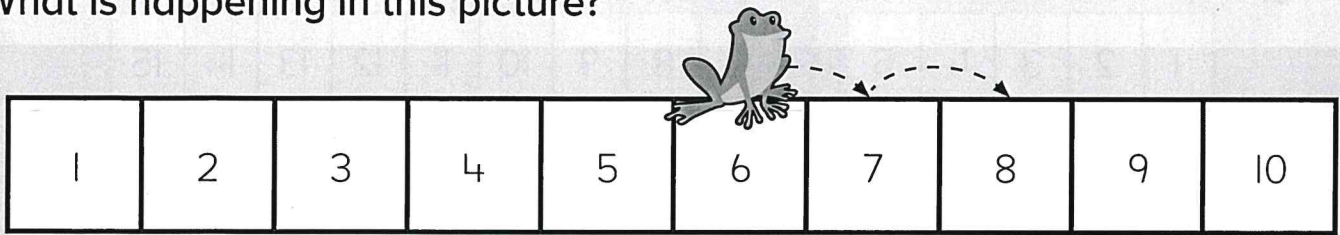


$$3 + 1 = 4$$

$$12 + 2 = 14$$

Step In → Using a Number Track to Count On (to 15)

What is happening in this picture?



On which number did the frog start?

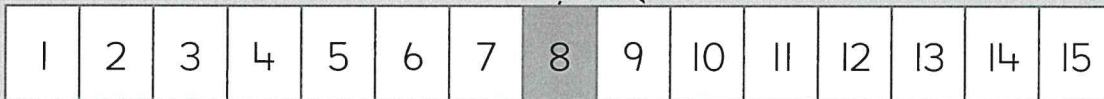
On which number did the frog finish? How many jumps did it make?

What addition sentence could you write to match the picture?

$$\underline{6} + \underline{2} = \underline{8}$$

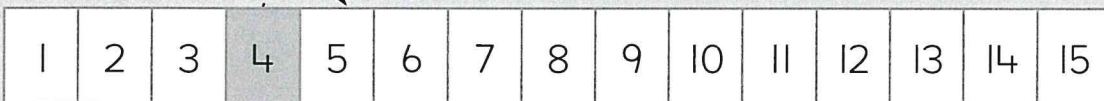
Step Up → I. Count on 1. Then write the addition sentence.

a.



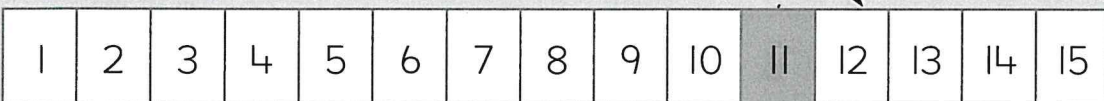
$$\underline{8} + \underline{1} = \underline{9}$$

b.



$$\underline{4} + \underline{1} = \underline{5}$$

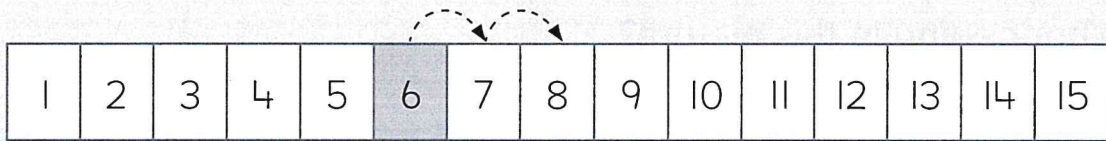
c.



$$\underline{11} + \underline{1} = \underline{12}$$

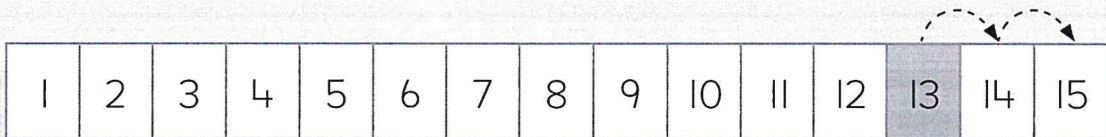
2. Count on 2. Then write the addition sentence.

a.



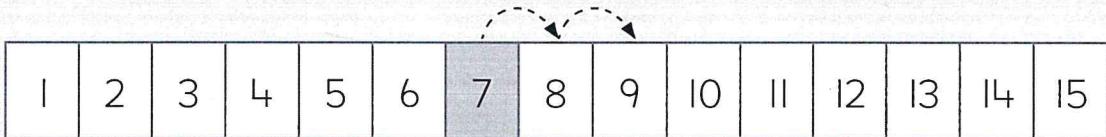
$$\underline{6} + \underline{2} = \underline{8}$$

b.



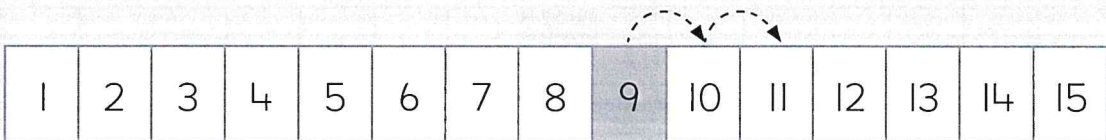
$$\underline{13} + \underline{2} = \underline{15}$$

c.



$$\underline{7} + \underline{2} = \underline{9}$$

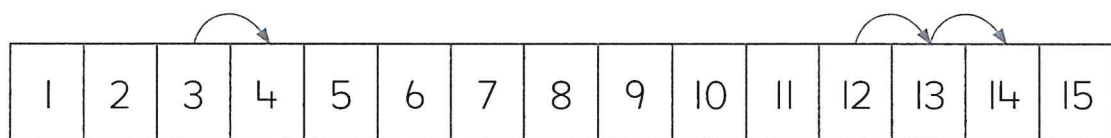
d.



$$\underline{9} + \underline{2} = \underline{11}$$

Step Ahead →

Draw jumps to match each addition sentence.



$$\underline{3} + \underline{1} = \underline{4}$$

$$\underline{12} + \underline{2} = \underline{14}$$

Family Tree

