

1 May 2020

Friday

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

I strongly recommend your child does some typing each week, if you have Internet access. ☺

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- Repeat the the High Frequency Word list as before. You '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. Repetition of this exercise will help improve fluency when reading. Remember, 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 "Lost". 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 **Sentence handwriting activity (p22) and the Free writing activity (p23)**. Encourage your child to sound out the words as they write them, particularly with the handwriting activity. Don't just trace. Finish off by playing the game at the back of the book.

Recess

Literacy continued

Spelling:

Letter cards- using the letter cards in the clear pack, make some of the Sound Button words. Try different words to yesterday. 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 same words from the High Frequency Word List. 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 the words written yesterday hidden). 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' and the picture of the boy in the hat (in the clear bag).  Ask your child to describe the picture in as much detail as possible. You might add some descriptive statements yourself. Then referring to the 'How Sentences Work' chart, ask your child to identify the subject (The boy) and then find some words for the predicate (has a hat.) Have your child write the sentence in their Writing and Spelling book. You might want to think of, and write, more sentences to extend the activity. (The boy has a green top. The green top has yellow dots.) Remind your child to sound out where they can, and help them with trickier words.

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. Thursday 30th April 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. Again today, have your child practise counting backwards. Begin at 10 and count backwards to zero (they usually like ending with "Blast Off!"). Then begin at 20 and count back to zero, correcting when necessary. Then try starting at 30, 40 etc. If this is accomplished easily, start at random numbers and count back to a particular number, eg. from 47 back to 15, or from 62 back to 24. Your child might like to use the 1-100 Chart from yesterday to help when counting. ***Make sure to keep this 1-100 Chart handy for future use.***

Maths Activity:

We will be using Origo at Home. Today's game is played on paper. Refer to the instruction sheet for Friday's lesson with the instructions for the game. Use your Writing and Spelling book for writing the number names.

Then, complete the Student Journal pages.

Afternoon Break

Music

Year 1 – Week 1



Two-Digit Numbers

Reading, writing and representing numbers remains a major focus throughout Year 1. As students transition out of Prep or Foundation they learn that all two-digit numbers are composed of tens and ones. A notable challenge for Year 1

students is that some numbers sound the same. For example, thirteen can sound very similar to thirty or seventeen similar to seventy. In light of such challenges, it is important that students spend time making connections between the numeral (for example, 30), representations (for example, base-10 blocks, number tracks or place value charts) and number names (for example, thirty).

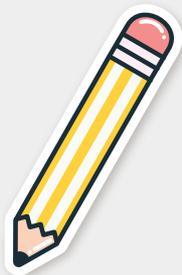
Monday – Read and Discuss

Tuesday – Hands-on Math

Wednesday – Problem-solving

Thursday – Game Day

Friday – Practice



Play this game with your student to practice reading and writing two-digit numbers.

- Step 1: Say a two-digit number. For example, 37.
- Step 2: Ask your student to write the number name (using the correct spelling). For example, thirty-seven.
- Step 3: Count the number of letters in the number name. For example, there are 11 letters in the number name thirty-seven.
- Step 4: Ask your student to write this number name (using the correct spelling). For example, eleven.

- Step 5: Count the number of letters in that number name. For example, there are 6 letters in the number name eleven.
- Step 6: Repeat Steps 3 to 5 as time allows.

Play the game again starting with a different two-digit number. Students should notice that all numbers eventually end at four letters. The number four has a four letter number name, so you can no longer continue.

Have your student **complete** the Student Journal pages [colour version](#) or [B&W version](#) to continue to practice reading and writing two-digit numbers

You can access the [answers](#) to check your student's work.

 feedback