

30 April 2020

Thursday

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 starting into these stages

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 dictation activity (p20)** by asking your child to cut off the sentence at the bottom of the page and giving it to you. Then read the sentence slowly to your child. Encourage them to sound out the words as they write them. 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'. Again, take the subject and predicate strips and ask your child to make the 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 the three remaining sentences and 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. 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. 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.

Maths Activity:

We will be using Origo at Home. You will need Internet access to play today's game.

Type the following address in your browser <https://www.origoeducation.com.au/athome/> . On the homepage, scroll down and

select Australia  then scroll down and select Year 1.  Next select Week 1.  Scroll down and open Thursday. Click on the link '[Along the track again](#)' to play.

Afternoon Break

Science

Chemical Sciences – Cooling materials experiment.

Please refer to the Science instruction sheet prepared by Ms Gwatkin, together with the experiment sheet and snowman cartoon.

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

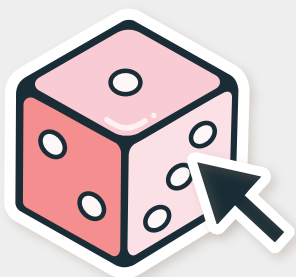
students is that some numbers sound the same. For example, thirteen can sound very similar to thirty or seventeen similar to seventy. In light of such challenges, it is important that students spend time making connections between the numeral (for example, 30), representations (for example, base-10 blocks,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



Play the game [Along the track again](#) with your student. This game encourages students to determine the relative position of numbers 1 to 15 on a number track.

Players take turns to click both cubes to make a play. They read the directions on the cubes then click and drag a counter and place it on that number on the track. If there is already a counter on the number, the player misses a turn. Play continues until all the numbers are covered with a counter. The player with the most counters on the track wins.

Click the  to learn more about the game rules.

Friday — Practice

Year 1

Chemical Sciences

Focus: The changes that occur when materials are cooled in a freezer.

Inquiry question: What happens when materials (liquids) are cooled?

Background information: In Term 1, students have been learning about how everyday materials can be physically changed in a variety of ways. In their previous lesson they looked at putting playdough and chocolate in the oven. This is an example of adding heat.

Materials:

- Testing materials: water, juice (or cordial if you don't have juice), milk (full cream, lactose free or hi low) and oil (can be any type of oil)
- Freezer
- Ice-cube tray or small cup
- 1 tablespoon (1Tbs)
- Attached PDF worksheet: *Cooling materials experiment* (Page 75)

Safety: Please ensure this experiment is supervised, as the spilling of the materials and carrying into the freezer can be a possible hazard.

Steps:

1. Collect all your materials to do the experiment. (Use those items you have available at home; it is not expected that you purchase the examples you may not have.)
2. **Prediction:** talk together about what you think will happen to each material when placed in the before doing the experiment. Write your answers at the top of the *Cooling materials experiment* worksheet.
3. Pour 1 tablespoon of each material into the ice-cube tray or small cups (making sure you have 4 different molds for each liquid- They should not be mixed).
4. Using the *Cooling materials experiment* worksheet, draw what each material looks like (include the colour too) and feels like before placing into the freezer. (We have been learning about words we can use to describe 'looks like' and 'feels like'.)
5. Place ice-cube tray or small cups into the freezer.
6. Allow approximately 1-2 hours for them to freeze before taking out.
7. Using the *Cooling materials experiment* worksheet, draw what each material looks like (include the colour too) and feels like after being placed into the freezer.

Conclusion: Questions to talk through together about the experiment

1. What happened to the materials when they were placed into the freezer?
2. How did the materials change after being put in the freezer?

Using the *Cooling materials experiment* worksheet complete the section; What happens when materials are cooled?

I hope you have fun with this experiment. ☺ If possible, could you please email your findings, worksheets and any pictures of your experiment to Melissa.Gwatkin@education.wa.edu.au



Cooling materials experiment

Write your prediction.

What happens when water is put in the freezer? _____

What happens when juice is put in the freezer? _____

What happens when milk is put in the freezer? _____

What happens when oil is put in the freezer? _____

Procedure:

1. Fill the sections of an ice cube tray with water, juice, milk and oil (1 cube each).
2. Take a photograph and then place in the freezer.
3. After a few hours remove from the freezer, take another photograph and observe any changes.

	What does it look like?		What does it feel like?	
	Before	After	Before	After
Water				
Juice				
Milk				
Oil				

Conclusion

What happens when materials are cooled? _____



Snowman cartoon

