

28 April 2020

Tuesday

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 "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 retell activity (p18) 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. Tuesday 28th 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.

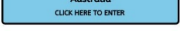
Numeracy



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 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 and read the online story 'Bug Day Out'. If you do not have Internet, you will not be able to experience these but you can still participate because the Student Journal pages are in your pack. (Answers are provided too.) Today, we will be doing both Monday's and Tuesday's activities. The printed instructions for these are in this folder.

Afternoon Break

Humanities and Social Sciences (HASS)

History: My History

The starting point for learning about history is by gaining a knowledge and understanding of ones own history. To introduce this unit of work we ask that your child listens to a brief story from the childhood of one or more of his/her parents or grandparents. This is even better when using a prop such as a photograph or cherished childhood toy.

Next, ask your child to identify a family member and a friend who is not related. For each of these people, discuss how they are similar to and different from each other – for example, hair and eye colour, height, birthday, family background, hobbies, likes and dislikes.

Fitness BINGO



10 scissors



12 star jumps



Sprint on the
spot for 30
seconds



8 twists

Free Choice



5 crunches



Knee high jog on
the spot for 30
seconds



6 push ups



8 high knee lifts

it



is



sit



pit



tip



pip



sip



an



in



nip



pan



pin



tin



tan



nap



am



Ken



kick



sock



sack



dock



pick



sick



pack



get



pet



ten



net



pen



peg



met



men



dull



Tess



less



tell



had



him



his



hot



hut



hop



hum



hit



hat



has



hack



hug



Jack



Jen



march



jacket



Ravi



Kevin



visit



velvet



carrrot



sunsset



rocket



lapttop



bucket



beckon



rabbbit



pocket





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 satim 2 nop 3 bcgh 4 defv 5 klru 6 jwz 7 xyffllsszz 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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 PhonicBooks™

ISBN: 978-1-907170-34-8



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Lost



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, said, a, is, you
- Level: VCC and CVCC

C = consonant sound

V = vowel sound

Lost





Mum and Sam went to the bank.



"I will just pop in," said Mum.



Sam ran off to a ramp.



"Help! Sam is lost!"



Mum ran up the ramp to get Sam.



"Mum!" said Sam, "You got lost!"

Game page

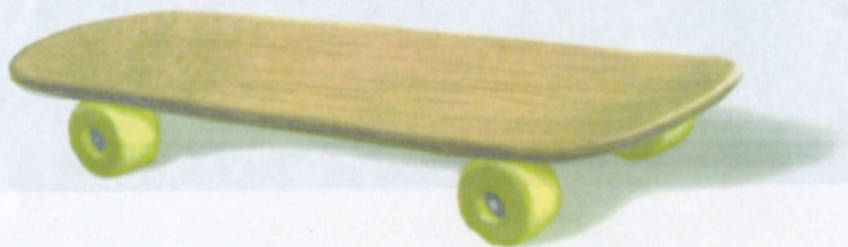
On the next page is a game to help you practise reading the words in this book.

Photocopy the page twice on two different colours of card.

Cut the cards and place them all face down on the table. Take it in turns to choose two cards (one of each colour) and try to find a matching pair.

Turn back over any cards that do not make a pair.

This game includes both VCC and CVCC words. It is the first book that makes the jump from words with three sounds to those with four sounds with adjacent consonants.



end

elf

bank

imp

ramp

end

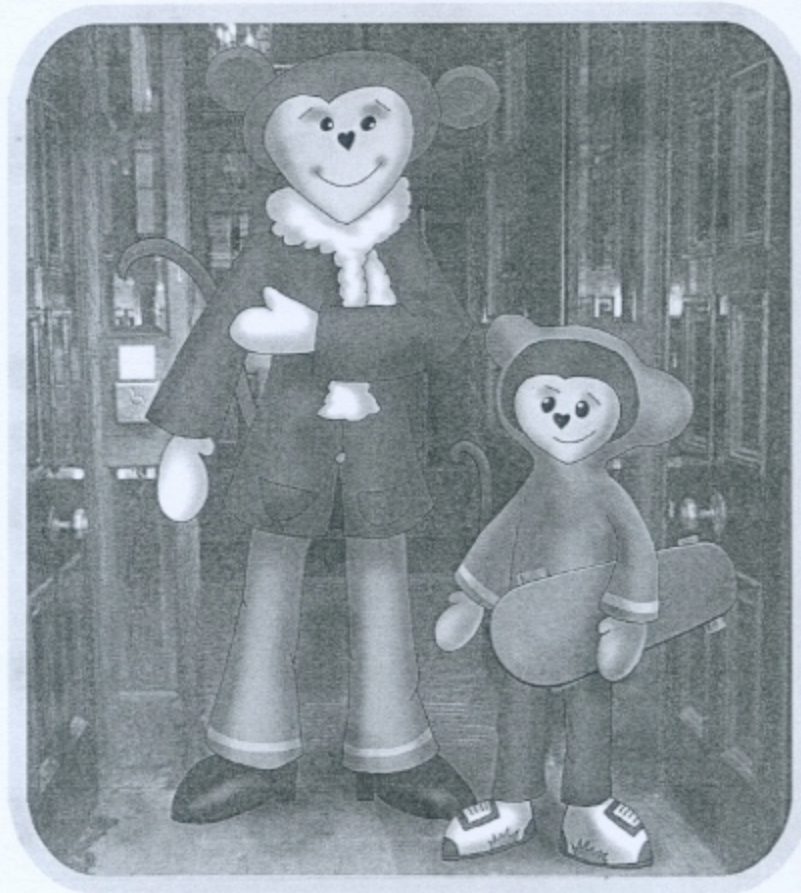
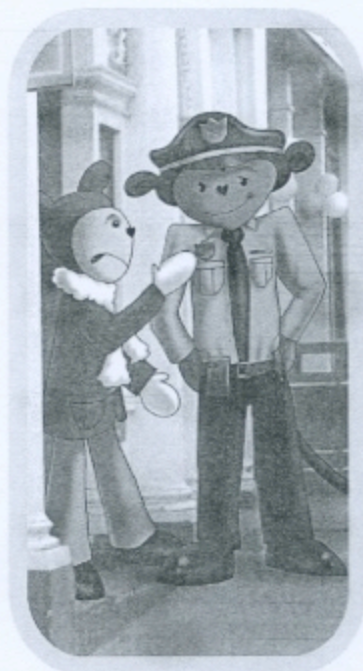
lost

help



Book 8a - Retell the story

'Lost'



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.

end

elf

bank

imp

ramp

end

lost

help

end

elf

bank

imp

ramp

end

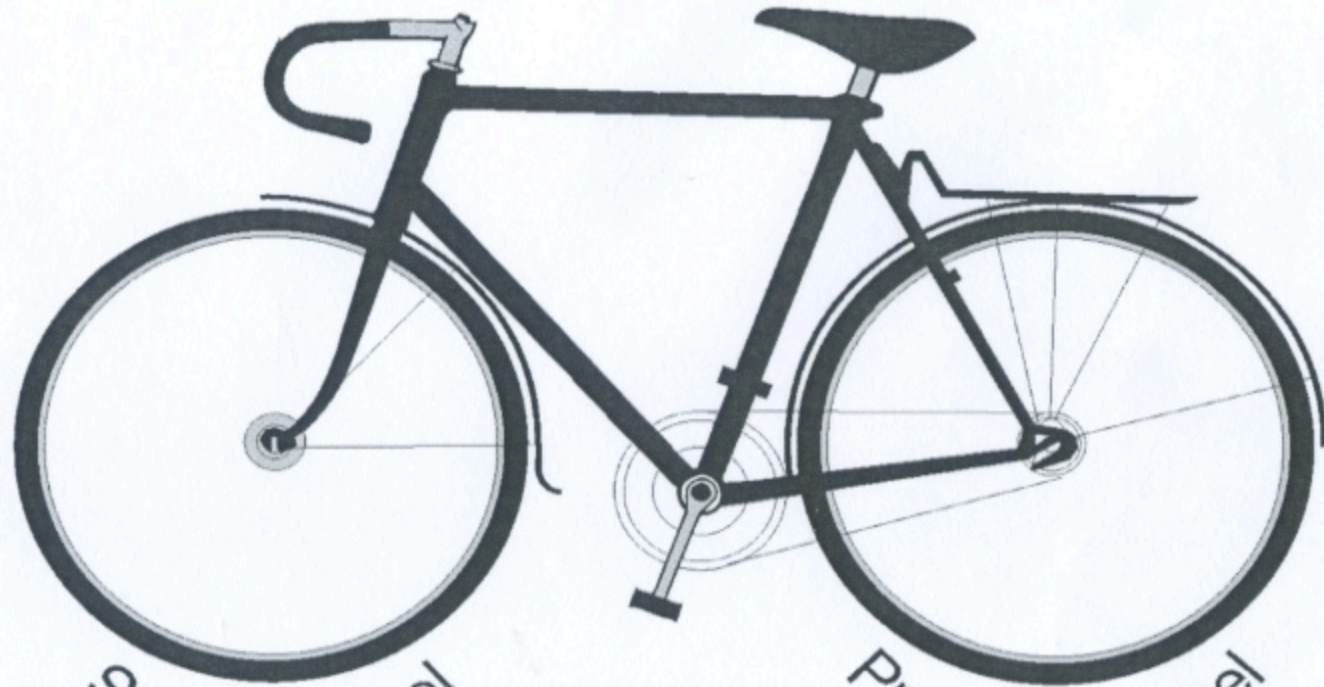
lost

help

Tree



How Sentences Work



Subject wheel

Who or What?

Predicate wheel

What about it?

The boy

S

The girl

S

The dog

S

sits on the mat.

P

digs in the pit.

P

runs in the sand.

P

or

or

High Frequency Words 1-10	High Frequency Words 11-20	High Frequency Words 21-30
the	was	that
and	you	with
a	they	all
to	on	we
said	she	can
in	is	are
he	for	up
I	at	had
of	his	my
it	but	her

Name:

Letters and Sounds Phase 2/3 Assessment

s	a	t	p	i	n	m
d	g	o	c	k	ck	e
u	r	h	b	f	ff	l
ll	ss	j	v	w	x	y
z	zz	qu	ch	sh	th	ng
ai	ee	igh	oa	oo	ar	or
ur	ow	oi	ear	air	ure	er

	Baseline Date:	Term 1 Date:	Term 2 Date:	Term 3 Date:
Sound / Phoneme				
Letter name / Grapheme				

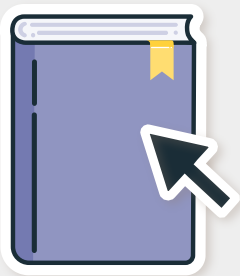
Year 1 – Week 1



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

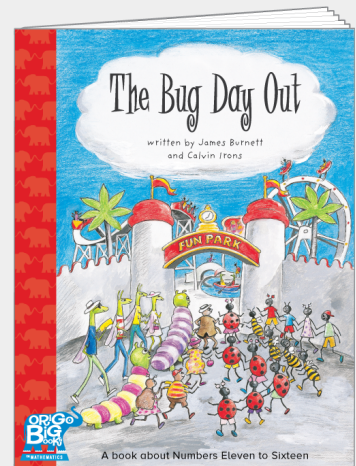


Read the [Bug Day Out](#) with your student.

Talk about each scene and the arrangement of the bugs. In each scene, point to the group of 10 bugs and then point to the other bugs left over. Ask, “How many bugs are there in total? How can you tell?” Emphasize that each teen number is composed of one group of 10 and some more ones.

Have your student **complete** the Student Journal pages [colour version](#) or [B&W version](#) to reinforce teen numbers and ten as a group.

You can access the [answers](#) to check your students work.



Tuesday – Hands-on Math

Wednesday – Problem-solving

Year 1 – Week 1



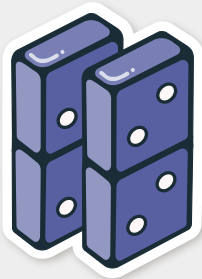
Two-Digit Numbers

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Monday – Read and Discuss

Tuesday – Hands-on Math



Go for a walk outside with your student to find examples of two-digit numbers. Two-digit numbers can be found on street numbers, signs or labels. Have your student identify the number of tens and the number of ones in each two-digit number they find. If possible, have your student take a photo of the examples they see so they can refer to the numbers throughout the week.

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


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

Wednesday – Problem-solving

Thursday – Game Day

Friday – Practice

Step In Representing Teen Numbers

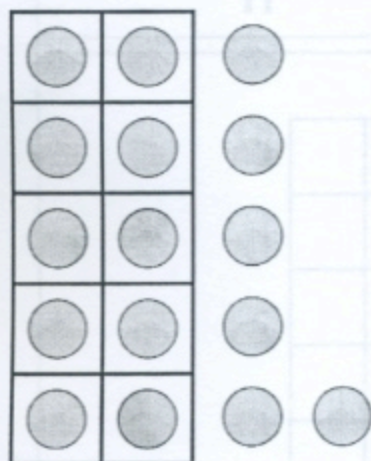
How many  are on this frame?

How do you know?

How could you use the frame and counters to show 12, 15 or 18?



Look at the picture below.
Write the number of counters.



ten ones

What do the counters beside the frame show?



Step Up I. Draw more to match each numeral.

a.



14

b.



17

c.



12

2. Draw \bigcirc to match each numeral. Remember to fill the ten-frame first.

a.



10

b.



18

c.



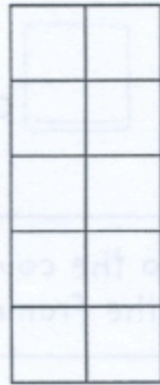
11

d.



15

e.



13

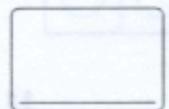
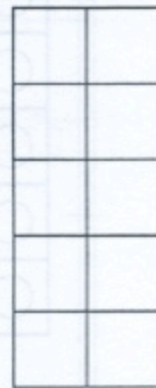
f.




19

Step Ahead

This number of counters can be shown another way. Draw them using the frame. Then write the total.



Step In Representing Teen Numbers

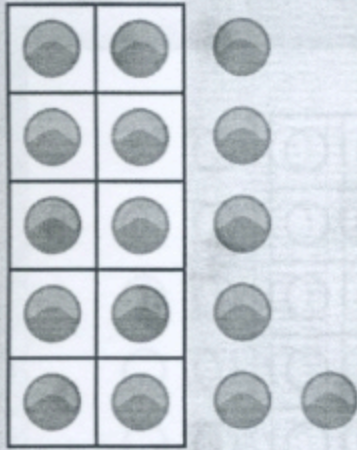
How many  are on this frame?

How do you know?

How could you use the frame and counters to show 12, 15 or 18?




Look at the picture below.
Write the number of counters.



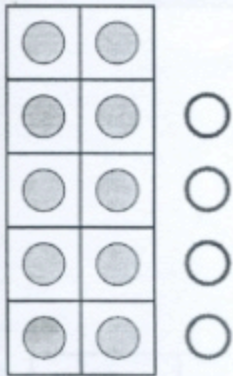
1 ten 6 ones

What do the counters beside the frame show?



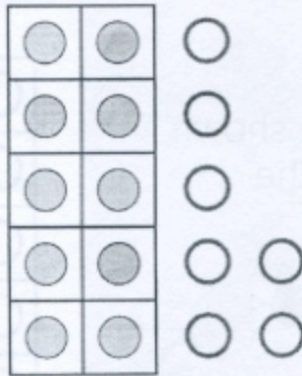
Step Up I. Draw more  to match each numeral.

a.



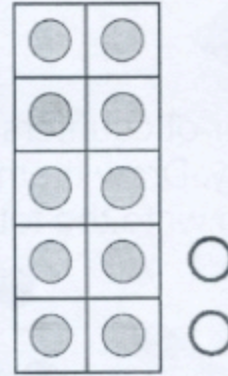
14

b.



17

c.



12

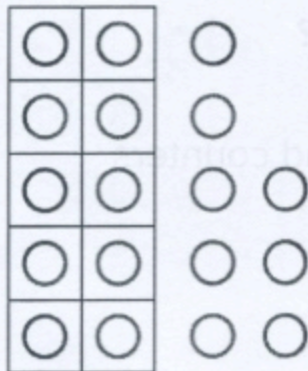
2. Draw ○ to match each numeral. Remember to fill the ten-frame first.

a.



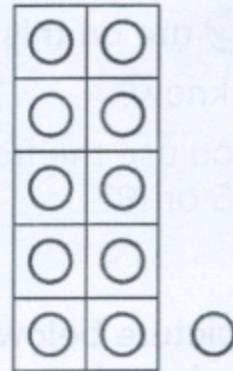
10

b.



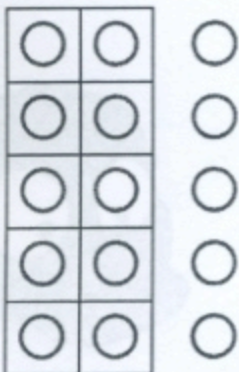
18

c.



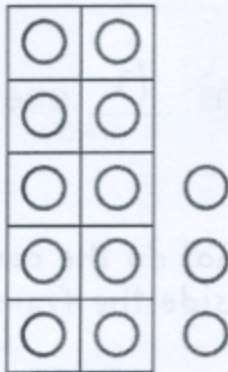
11

d.



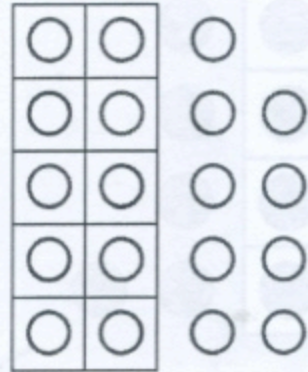
15

e.



13

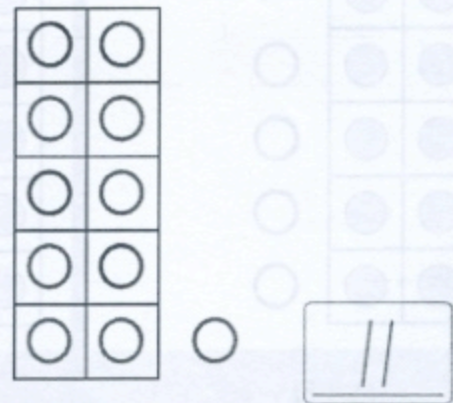
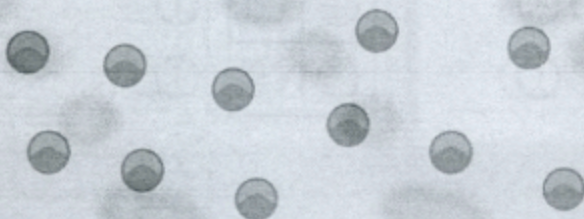
f.



19

Step Ahead

This number of counters can be shown another way. Draw them using the frame. Then write the total.



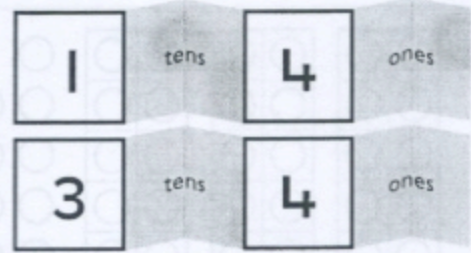
Step In Writing Tens and Ones, and Number Names

Read the number on each expander.

What do you notice?

When do you say the four ones in each number?

Think about how you would write these numbers in words.
When would you write the four ones?



Step Up

1. Look at the number of counters on and off the frames.
Write the matching number on the expander.
Then complete the number name.

a.

twenty

b.

thirty

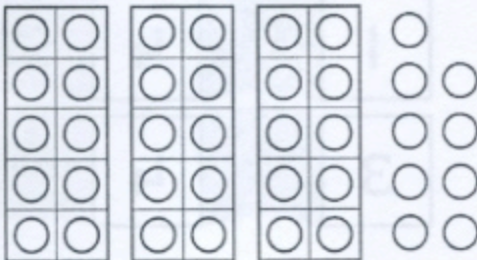
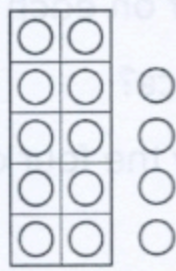
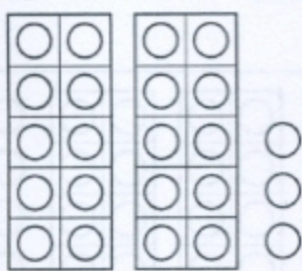
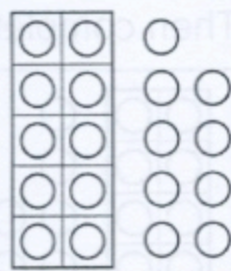
c.

teen

d.

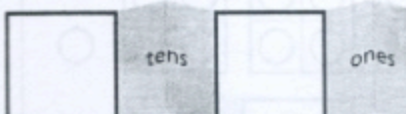
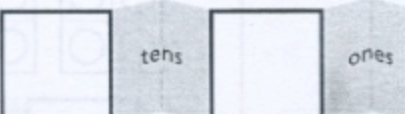
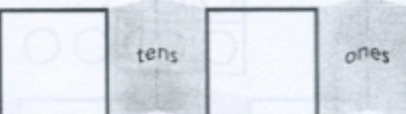
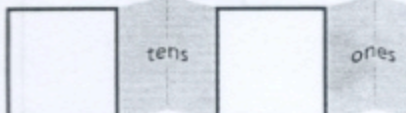
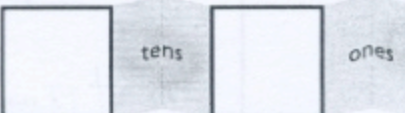
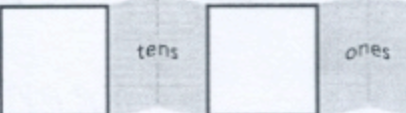
forty

2. Write the matching number on the expander.
Then write the number name.

<p>a.</p>  <p>_____</p> <p><i>thirty</i></p>	<p>b.</p>  <p>_____</p> <p><i>teen</i></p>
<p>c.</p>  <p>_____</p> <p><i>twenty</i></p>	<p>d.</p>  <p>_____</p> <p><i>teen</i></p>

Step Ahead →

Read the number name.
Write the matching number on the expander.

<p>a. seventeen</p> 	<p>b. sixty-three</p> 	<p>c. twelve</p> 
<p>d. ninety-two</p> 	<p>e. seventy-two</p> 	<p>f. fifty-seven</p> 

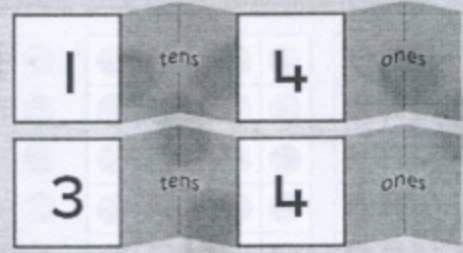
Step In Writing Tens and Ones, and Number Names

Read the number on each expander.

What do you notice?

When do you say the four ones in each number?

Think about how you would write these numbers in words.
When would you write the four ones?



Step Up

1. Look at the number of counters on and off the frames. Write the matching number on the expander. Then complete the number name.

a.

2 tens 8 ones

twenty-eight

b.

3 tens 5 ones

thirty-five

c.

1 tens 6 ones

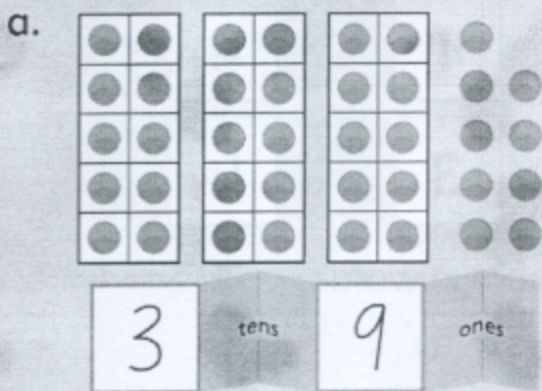
sixteen

d.

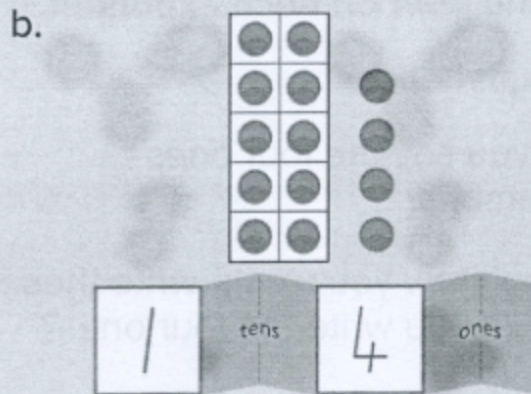
4 tens 1 ones

forty-one

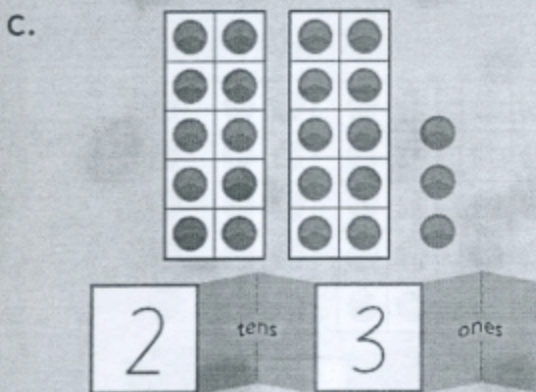
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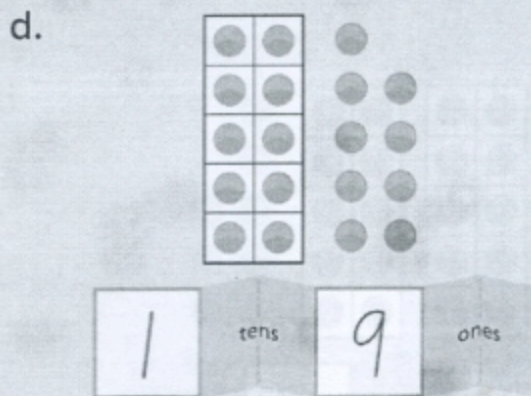
thirty-nine



fourteen



twenty-three

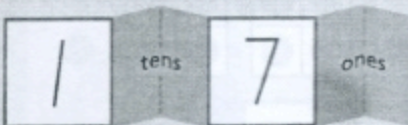


nineteen

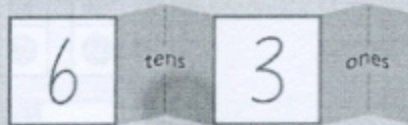
Step Ahead

Read the number name.
Write the matching number on the expander.

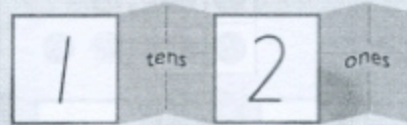
a. seventeen



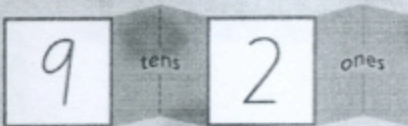
b. sixty-three



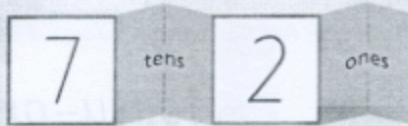
c. twelve



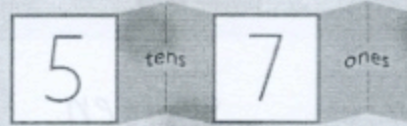
d. ninety-two



e. seventy-two



f. fifty-seven





Number Chart 1-100

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
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100