

29 April 2020

Wednesday

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 character into these 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- Repeat the the High Frequency Word list we cut out yesterday. 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 **comprehension activity (p19)** by asking your child to cut out the sentences and glue them under the correct picture. Then have your child check their work by comparing to the pages in the book. Finally, play 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 that were used yesterday. 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 from yesterday, 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 three different sentences from yesterday 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. Wednesday 29th 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 again, 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.

Refer to the printed instructions for Wednesday to play the game. Your child might want to use the laminated 1-100 Chart to help.

Afternoon Break

Languages Other Than English (LOTE)

Indonesian

If you have Internet access, you might want to try this. It is fun and quite easy.

Duolingo is a wonderful free resource for language learning. In your browser, type www.duolingo.com and follow the instructions on the home page. You may want to set up a profile. Being free, it does have some adverts but they don't interfere with the learning. I have been happy for my own children to use this website unsupervised when they were younger.

At school your child learns Indonesian with Mrs Sharan Manez, so selecting this would fit in well with future learning.

This is a great learning resource for adults too. You might find it addictive. ☺

This activity is entirely optional. I ask that you satisfy yourself as to the suitability of this website for your child.



Year 1 – Week 1



Two-Digit Numbers

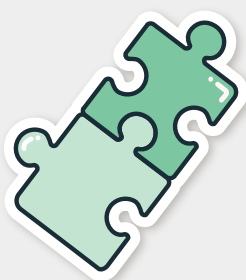
Reading, writing and representing numbers remains a major focus throughout Year 1. As students transition out of Prep or Foundation they learn that all two-digit numbers are composed of tens and ones. A notable challenge for Year 1

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



Play the game Mystery Number with your student.

Choose a number between 1 and 100. Do not say the number. Your student then asks questions that must be answered with a yes or no response. For example, Does the number have 3 tens? Is the number even? Is the number between 30 and 40?

Your student can use the [number chart](#) to help their thinking.

Record the number of questions your student asks before they answer with the correct number. Then exchange roles and repeat the game. The person who asks the least amount of questions before guessing the correct number wins. Play this game as often as time allows.

Afterwards, **talk** about the strategies used to guess each number and what is a helpful and not a helpful question when finding the answer.