

7 May 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 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 "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 **Sentence handwriting activity (p27) and the Initial Missing Sound activity** by cutting out the letters and gluing on (p11). 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 girl in the wig.  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 girl) and then find some words for the predicate (has a wig.) 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 girl has a blue wig. The girl has a red top.) 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 7th 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 skip count forward and back, by 2, 5 and 10, to and from 100, from any starting point. Today, help your child skip count by 10. Start at 0 and go up to 100, then start at a different number, say 20, 30 or 40 and count up. Try counting backwards from 100 by 10. Your child might want to use the 1-100 Chart to help. It is a good idea to point to the numbers as a visual reinforcement of the counting.

If this is achieved easily, try skip counting by 10, forward and back from any starting point. Eg, skip count forward by 10 starting from 23.

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 '[Roll and Count](#)' to play.

If you don't have Internet access, you might like to play a board game such as 'Snakes and Ladders'.

Snakes and Ladders involves counting all the way up to 100. You can also use the ladders to work out addition, and snakes for subtraction. Dice with dots encourage 'subitisation' which is the skill of looking at a small collection (of dots) and recognising the number without having to count. This is one of the basic skills of counting.

For any other game, look for the mathematical skills you can share with your child.

Afternoon Break

Science

Today there is an experiment on changing a material.

Look for the Science lesson plan in this pack for the instructions. This looks like fun!



Book 8b - Sentence handwriting

Let's jump off the
bunk bed.

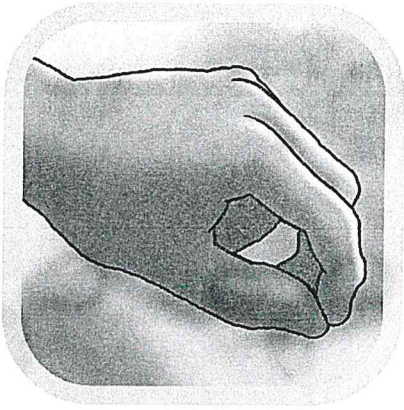
Ww has to lift

Meg off the bed.

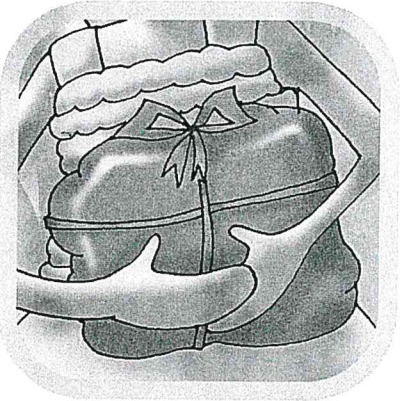
Handwriting practice for the key words for Book 8b.



Initial missing sound



___ a n d



___ i f t



___ e n t



___ u m p

Fill in the missing sounds. Can be offered as a written activity or using the cut-out squares below.

t

j

h

g



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.

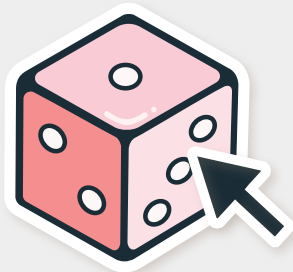
Overview: In Year 1, students learn their first strategy for addition: the count-on strategy. The count-on strategy builds on earlier counting work covered in Year Prep/Foundation. Key to the count-on strategy is the ability to count on from a known number, rather than count all. For example, knowing 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

Tuesday – Hands-on Math



Wednesday – Problem-solving

Thursday – Game Day



Play the game [Roll and Count](#). This game reinforces the count-on strategy for addition facts.

In turn, players **click the cubes**. They say the numeral (for example, 6) and count on the number of dots (for example, 1). The player with the most counters on the game board once all the numbers have been covered wins.

Click on the  to learn more about the game rules. Click on the  to restart the game.



Primary Science

Term 2: Week 2

Year 1

Chemical Sciences

Focus: Changing a material.

Inquiry question: How many ways can you change the shape of a cracker?

Background information: In Term 1, students have been learning about how everyday materials can be physically changed in a variety of ways.

Materials:

- 3 crackers or biscuits
- Zip lock bag or glad wrap
- Camera to take pictures
- Attached PDF worksheet: *Cracker experiment* (Page 78)

Safety: Please ensure this experiment is supervised, to help your child work through each step and prevent any possible hazards.

Steps:

1. Collect all materials needed 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.)

Prediction: talk together about how you can change the shape of the cracker.
e.g. crush it, snap/break it, cut it etc.

2. Follow the **procedure**, as outlined on the *Cracker experiment* worksheet. (steps 1-7)
3. Based on steps 5-7, write/draw your answers in the 'draw what you think will happen', 'write what you think will happen' and 'what did happen' (wait until it dries in the sun before you do this question) sections of the *Cracker experiment* worksheet.
4. Answer the following questions on the worksheet;
 - How many ways did you change the shape of the cracker?
 - Write one more action you could do to change the cracker.

Conclusion: Questions to talk through together about the experiment

1. What happened to the cracker at the end of the experiment?
2. Can we put any of the crackers back together? Why not?
3. What did you learn from this experiment?

Using the *Cracker experiment* worksheet complete the section; Which sentence is true about the cracker after each of the changes were made?

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

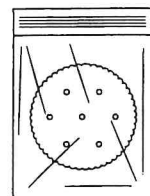


Cracker experiment

Question: How many ways can you change the shape of a cracker?

Procedure:

1. Leave the cracker inside the bag. Take a photograph of it.
2. **Break** the cracker in half.
3. Open the bag and **cut** the cracker into smaller pieces with scissors, keeping it inside the bag.
4. Leave the cracker inside the bag and **crush** the cracker with something hard.
5. Add a few drops of water at a time to the bag and **swish** the cracker around until all the pieces join together.
6. Put the cracker into a mould and leave it in the sun to **dry**.
7. What do you think will happen? Record your answers below.



Draw what you think will happen.

Write what you think will happen.

What did happen? Take a photograph and describe the shape of the cracker.

How many ways did you change the shape of the cracker? _____

Write one more action you could do to change the cracker.

Which sentence is true about the cracker after each of the changes were made?

The cracker changed and then went back to its original shape.

The cracker changed and stay changed.

The cracker could not be changed.