#### 5 May 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! 9

#### **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 by Theore are four favored and introduction to touch ty 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 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 "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 **comprehension activity (p25)** 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 29<sup>th</sup> 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. 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 don't need to go online today.

Refer to the printed instructions for Tuesday and the sheet with \$1 coins to do the activity, then do the Student Journal pages.

#### **Afternoon Break**

#### **Languages Other Than English (LOTE)**

#### Indonesian

If you had a go at this last week, then continue with your learning. (You can use this program whenever you like, don't wait for school lessons!) If you opted out last week, you might want to try today.

If you have Internet access, this is fun and quite easy.

Duolingo is a wonderful free resource for language learning. In your browser, type <a href="www.duolingo.com">www.duolingo.com</a> 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.

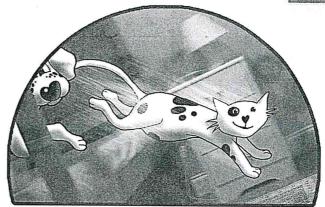
This is a great learning resource for adults too. You might find it addictive. ©

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

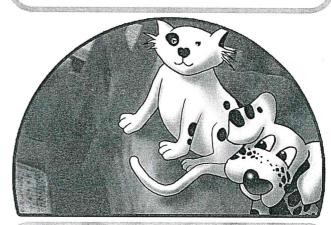
# Book 8b - Comprehension











Bob can land on the mat.

"I will end up with a limp."

"Let's jump off the bunk bed."

Viv has to lift Meg off the bed.

Cut out the sentences. Read and match to the correct pictures.

# Year 1 - Week 2



### **Addition Strategies – Count On**

**Notes for Adults:** Watch the <u>ORIGO ONE</u> 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



**Draw** a picture of a wallet or purse, as shown below. Place five \$1 dollar coins\$ in the wallet. **Have** your student say the number of coins in the wallet (without counting, if possible), then have them add 1 more dollar coin to the wallet and say the total number of coins. **Have** them say the equation they could write to match (5 + 1 = 6).



/

**Repeat** with other amounts of coins in the wallet and adding 1, 2, or 0 coins each time.

Have your student **complete** the Student Journal pages, <u>colour version</u> or <u>B&W version</u> to help consolidate the addition count-on strategy.

Access the <u>answers</u> to check your student's work.

Wednesday — Problem-solving

Thursday — Game Day

Friday — Practice

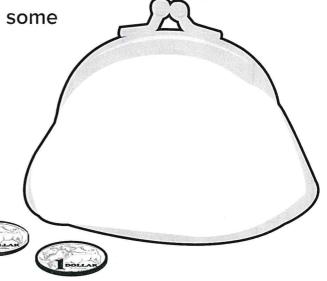
feedback

# Step In Using the Count-On Strategy with Coins

There are 6 dollar coins in this purse and some outside the purse.

How could you work out the total number of dollar coins?

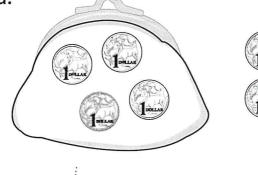
What addition sentence could you write?



# Step Up

I. Count on I or 2 dollars. Then write the addition sentence.

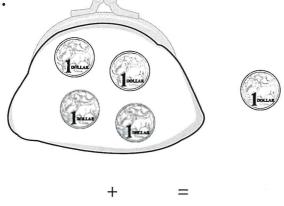
a.

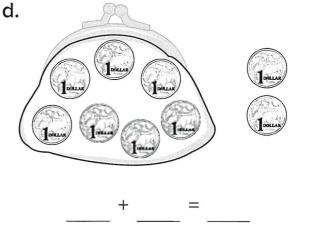


b.

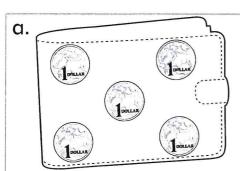


C.



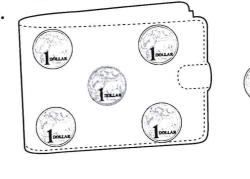


2. Work out the total. Write the addition sentence.



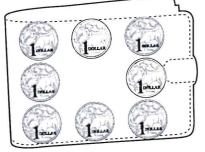
DELLAR DELLAR

b.



+ =

c.



DOLLAR

т --

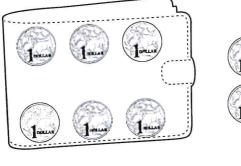
d.



1 Dictar

+ =

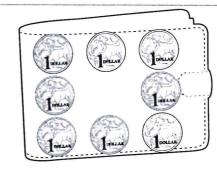
e.



DOLLAR

+ =

f.



1001

+ =

# Step Ahead

There are 13 dollar coins in total. How many are in the purse?



dollars





89

© ORIGO Education.

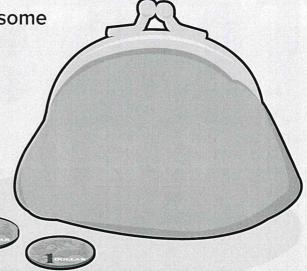
# Step In

## Using the Count-On Strategy with Coins

There are 6 dollar coins in this purse and some outside the purse.

How could you work out the total number of dollar coins?

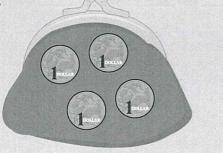
What addition sentence could you write?



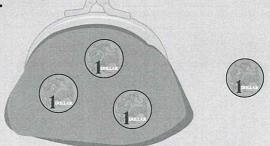
### Step Up

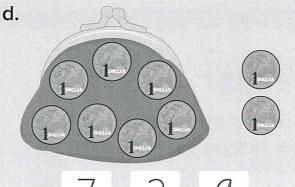
I. Count on I or 2 dollars. Then write the addition sentence.

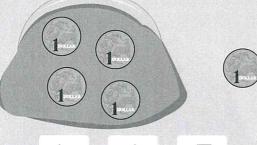
a.



b.



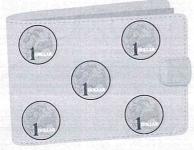




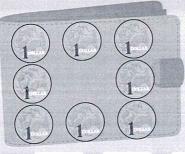
© ORIGO Education.

### 2. Work out the total. Write the addition sentence.

a.



c.

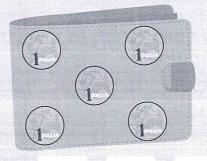


e.

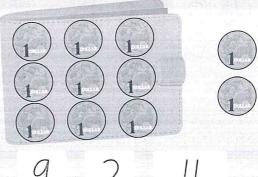


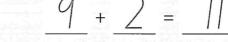


b.

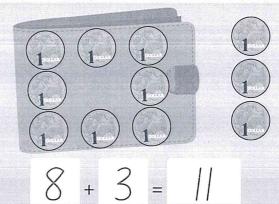


d.





f.

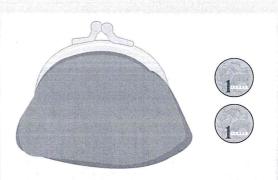


# Step Ahead

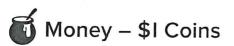
There are 13 dollar coins in total. How many are in the purse?

\_\_\_\_\_\_ d

dollars



30114





DOLLAR	DOMAR	DOLLAR	DOLLAR	DOLLAR	DOLLAR
DOLLAR	DOLLAR	DOLLAR	DOLLAR	DOLLAR	DOLLAR
DOLLAR	DOLLAR	DOLLAR	DOLLAR	DOLLAR	POLLAR
DOLLAR	DOLLAR	DOLLAR	DOLLAR	1 DOLLAR	1 DOLLAR
DOLLAR	1 DOLLAR	DOLLAR	DOLLAR	DOLLAR	DOLLAR
DOJLAR	DOLAR	BOLLAR	POLLAR	POLLAR	DOLLAR