

6 May 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 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 "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 dictation activity (p26)** 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. Wednesday 6th 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 count forward and back, to and from 100, from any starting point. Today, mix the counting up between forward and back. Start with easier challenges and then make them harder. Allow your child to use the 1-100 Chart to help when counting, if they wish.

Maths Activity:

We will be using Origo at Home.

Today's activity is on paper. Look for the activity in this pack with Wednesday written on top.

Afternoon Break

Health

Resilience and Well-being

Show your child the picture of Bounce-back Bear.

Introduce Bounce-back Bear and explain that he is a very normal bear who:

- has good days and bad days
- feels happy some days and sad on others
- gets things right some days and makes mistakes on others
- gets scared about things like coming to school and going to sleep in the dark and sometimes feels brave about these same things on other days
- makes friends on some days and plays by himself on other days
- is good at some things and not so good at others.

Tell your child that Bounce-back Bear uses some clever tricks (skills) to help him 'bounce back' and feel good again. Some of the tricks are difficult and need a lot of practise but they always make Bounce-back Bear feel better in the end. Explain that Bounce-back Bear keeps his clever tricks in his backpack so that whenever he needs to use these tricks they are close at hand.

Introduce the skill of 'being thankful'. Explain that this skill is about:

- thinking of the nice things that people do to make others feel happier
- thinking of the good things that happen that make people feel happier
- thanking other people for something they have done or said.

Explain that Bounce-back Bear uses his thankful glasses when he is feeling sad, when he has made a mistake or when things are not going his way.

Help your child make their own set of thankful glasses. Cut a cardboard cylinder in half then stick the two pieces together with tape. Decorate the glasses with coloured paper, macaroni pieces and glitter. Have students wear the glasses when they are trying to think positively about a problem or mistake.

Ask your child to colour in the picture of Bounce-back Bear. Encourage high-quality colouring work.



Book 8b - Sentence dictation



“I

with a .”

Offer the sentence below as dictation. Encourage the children to sound out the words as they spell them.

“I will end up with a limp.”

Year 1 – Week 2



Addition Strategies – Count On

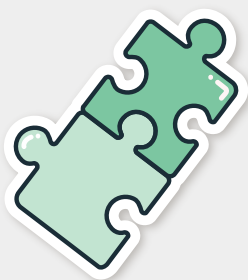
Notes for Adults: Watch the [ORIGO ONE](#) video to learn more about the count-on strategy for addition.

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



Encourage your student to solve the problem below. You will need to read the [problem](#) on page one a few times and encourage persistence. Sometimes a nice starting point is for the student to simply guess the number of cars owned by each friend. The guess is then revisited if it does match what is known about the problem.

Three friends collect model cars. They have 10 cars in total. Athol has two more cars than Carter. Sophia has one less car than Carter. How many model cars does each friend have?

Afterwards, **talk** about the strategies used, and which were more helpful and why.

Access the [answers](#) on the second page to check your student's work.

Three friends collect model cars. They have 10 cars in total. Athol has two more model cars than Carter. Sophia has one less model car than Carter. How many model cars does each friend have?

Athol

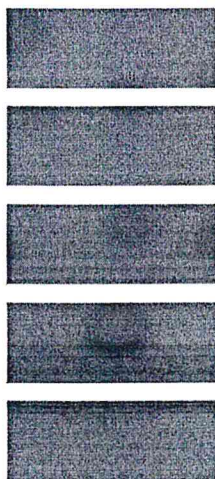
Carter

Sophia

Three friends collect model cars. They have 10 cars in total. Athol has two more model cars than Carter. Sophia has one less model car than Carter. How many model cars does each friend have?

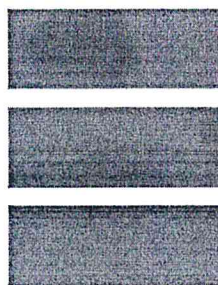


= 1 model car



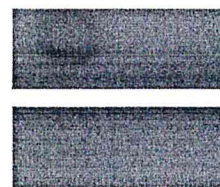
Athol

5



Carter

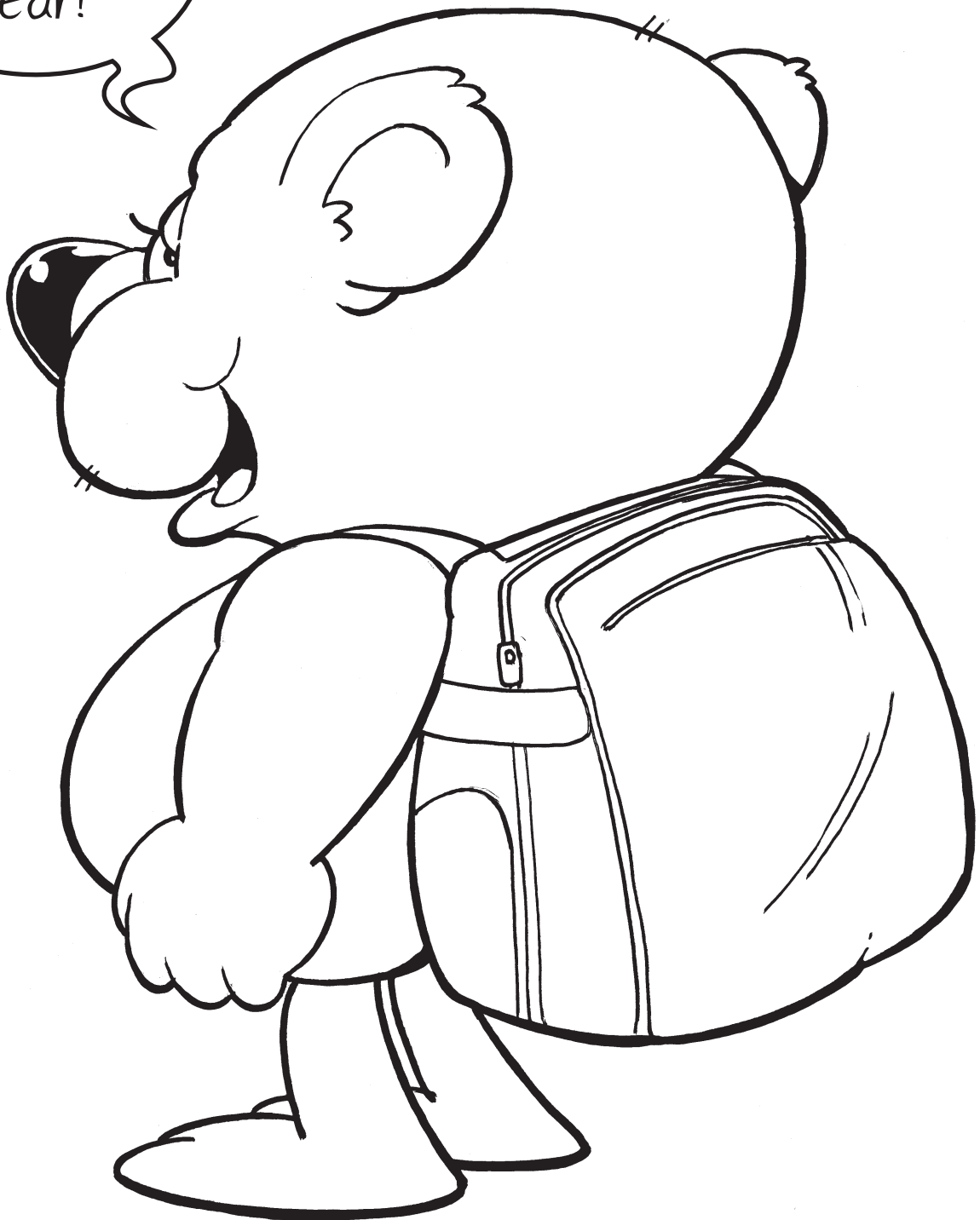
3



Sophia

2

Bounce-back Bear





Resilient kids

Resilient kids know how to cope and have the skills that can help them handle problems and different situations.

Here are a few tips to help you raise a resilient child.



Let your child make mistakes

By having to overcome normal challenges for their age and understanding that no one is perfect, your child will learn how to bounce back and be more resourceful.

By over-protecting your child and doing things for them, you deny your child important opportunities for developing resilience.

Don't fight your child's battles

Sorting out conflicts with friends and peers are important skills for healthy social relationships.

Encourage your child to talk about things that are bothering them

Learning to seek help when a problem can't be solved is an important lifelong skill. Let your child know that unhappy or difficult times are a normal part of life and don't usually last for long.

Encourage your child to re-phrase their unhelpful thinking

Teach your child to turn words such as – *I'm stupid* or *She hates me* into more helpful and optimistic thinking – *I made a mistake, everyone makes mistakes* or *She doesn't hate me she just feels like playing with someone else today.*

Taking responsibility

Encourage your child to take responsibility for the things they have or haven't done that may have contributed to an unhappy situation or setback. Also help your child to understand the role that 'bad luck' and the role that others may have played in this situation.

You have an important role

Try to model these skills to your child. Talk your problems through with others and review different solutions.

- Use optimistic thinking and say things such as – *Things will get better soon.*
- Talk about how you may have managed strong emotions in a calm way.
- Talk about your goals and how you hope to achieve them.
- Show appreciation to others for their friendship.

