
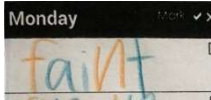



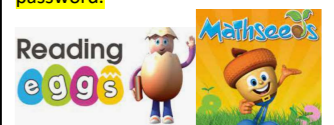





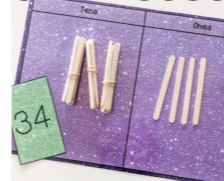
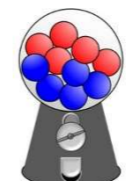



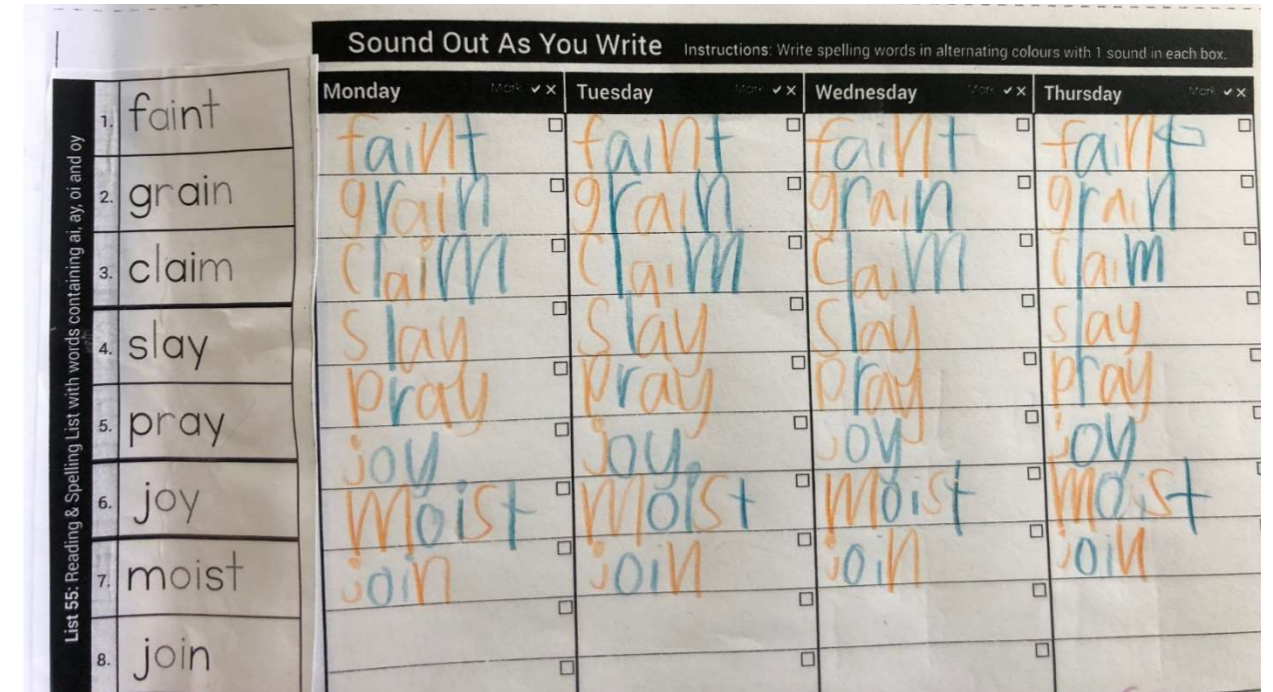
## Year 1 Home Learning – Week 2

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday	Extra
<p style="text-align: center;"><b>READING/SPELLING/HEGGERTY</b></p>   	<ul style="list-style-type: none"> <li>Read a book in a comfy chair. Retell the story in your own words using time connectives (One day, then, after that). See if you can find a procedure to read (e.g. recipe book, how to fix your car book).</li> <li>Complete your PLD spelling task using 1 colour per sound (s-t-ar-t).</li> <li>Practise your High Frequency Words.</li> </ul> <p style="text-align: center;"><b>Daily Heggerty</b></p> <p><i>Adult says:</i> Repeat the two words that rhyme. <b>boy, joy, go</b> <b>coin, can, join</b> tape, <b>toil, coil</b> <b>toy, tar, boy</b> <b>Roy, toy, Ray</b></p>	<ul style="list-style-type: none"> <li>Record yourself reading a book and play it to someone. Can you read it again and improve your fluency and expression?</li> <li>Complete your PLD spelling task using 1 colour per sound (s-t-ar-t).</li> <li>Practise your High Frequency Words.</li> </ul> <p style="text-align: center;"><b>Daily Heggerty</b></p> <p><i>Adult says:</i> “Show thumbs up if the words sound with the same sound. Thumbs down if they do not.”</p> <p><b>toy, boy</b> boy, ball <b>join, coin</b> <b>point, joint</b> joy, jar</p>	<ul style="list-style-type: none"> <li>Read a book under a table. Retell the story in your own words using time connectives (One day, then, after that).</li> <li>Complete your PLD spelling task using 1 colour per sound (s-t-ar-t).</li> <li>Practise your High Frequency Words.</li> </ul> <p style="text-align: center;"><b>Daily Heggerty</b></p> <p><i>Adult says:</i> Repeat the word and isolate the beginning sound.</p> <p><i>Adult says:</i>      <i>Student says:</i></p> <ul style="list-style-type: none"> <li>brood      /b/</li> <li>stool      /s/</li> <li>moose      /m/</li> <li>loop      /l/</li> <li>proof      /p/</li> <li>choose      /ch/</li> <li>broom      /b/</li> <li>sharks      /sh/</li> </ul>	<ul style="list-style-type: none"> <li>Read a book in your pyjamas. Retell the story in your own words using time words.</li> <li>Complete your PLD spelling task using 1 colour per sound (s-t-ar-t).</li> <li>Practise your High Frequency Words.</li> </ul> <p style="text-align: center;"><b>Daily Heggerty</b></p> <p>Ask students to place their palms together to create “choppers” and chop up the following words:</p> <ul style="list-style-type: none"> <li>choice      ch-oi-s</li> <li>Roy      r-oy</li> <li>turmoil      t-ur-m-oi-l</li> <li>oil      oi-l</li> <li>louder      l-ou-d-er</li> <li>sour      s-ou-r</li> <li>appoint      u-p-oi-n-t</li> <li>spoil      s-p-oi-l</li> <li>toil      t-oi-l</li> <li>chowder      ch-ow-d-er</li> </ul>	<ul style="list-style-type: none"> <li>Ring a friend or family member and read to them. After that, retell the story in your own words using time connectives (One day, then, after that).</li> <li>Complete your PLD spelling task using 1 colour per sound (s-t-ar-t).</li> <li>Practise your High Frequency Words.</li> </ul> <p style="text-align: center;"><b>Daily Heggerty</b></p> <p>Ask students to add something to the end of the beginning sound.</p> <ul style="list-style-type: none"> <li>f- <b>add</b> /oil/ = foil</li> <li>sh- <b>add</b> /oo/ = shoe</li> <li>th- <b>add</b> /an/ = than</li> <li>j- <b>add</b> /oin/ = join</li> <li>p- <b>add</b> /oint/ = point</li> <li>z- <b>add</b> /own/ = zone</li> </ul>	 <p>If your child has completed their daily tasks and you are looking for additional work, please access the curriculum material from the department’s website:</p> <p><a href="https://learningplace.eq.edu.au/cx/resources/file/6f953822-eb08-473b-9f36-f5637af98019/1/index.html">https://learningplace.eq.edu.au/cx/resources/file/6f953822-eb08-473b-9f36-f5637af98019/1/index.html</a></p> <p><b>YouTube search:</b></p> <ul style="list-style-type: none"> <li>Shape Fables</li> <li>Olive and the Rhyme Rescue Crew</li> <li>Number Jacks</li> <li>Jack Hartmann Counting Songs</li> <li>Alphablocks</li> <li>Art Hub for Kids</li> <li>GoNoodle</li> <li>Cosmic Yoga</li> </ul>
<p style="text-align: center;"><b>WRITING FOCUS</b></p>  <p>We are learning to identify the structure of a procedure (Title, Ingredients, Method).</p> <p>You should be able to describe how a procedure is organised (title, ingredients and steps in a method).</p>	<p><b>Warm up:</b> Start a weather journal. i.e. Today is ____ (day &amp; date). The weather is ____.</p> <p style="text-align: center;"><b>Daily procedure writing</b></p> <p>Read the attached procedure titled <i>How to Make a Cheese Sandwich</i>. Discuss the features you can see. Does each step start with a verb? Can you “Bump It Up” and use a better verb?</p> <p style="text-align: center;"><b>FUN</b></p> <p>Find a procedure in a recipe book and ask your Mum, Dad, Carer, Aunt or Grandparent if you can help them cook!</p>	<p><b>Warm up:</b> Start a weather journal. i.e. Today is ____ (day &amp; date). The weather is ____.</p> <p style="text-align: center;"><b>Daily procedure writing</b></p> <p>Write a procedure telling an alien how to make a cheese sandwich. Make sure your procedure has a title, a list of ingredients and a method (numbered steps that start with a verb).</p> <p style="text-align: center;"><b>FUN</b></p> <p>Find a procedure in a recipe book and ask your Mum, Dad, Carer, Aunt or Grandparent if you can help them cook!</p>	<p><b>Warm up:</b> Start a weather journal. i.e. Today is ____ (day &amp; date). The weather is ____.</p> <p style="text-align: center;"><b>Daily procedure writing</b></p> <p>Write a procedure for how to get dressed for school. Make sure your procedure has a title, a list of ingredients and a method (numbered steps that start with a verb).</p> <p style="text-align: center;"><b>FUN</b></p> <p>Find a procedure in a recipe book and ask your Mum, Dad, Carer, Aunt or Grandparent if you can help them cook!</p>	<p><b>Warm up:</b> Start a weather journal. i.e. Today is ____ (day &amp; date). The weather is ____.</p> <p style="text-align: center;"><b>Daily procedure writing</b></p> <p>Write a procedure for how to make a new friend. Make sure your procedure has a title, a list of ingredients and a method (numbered steps that start with a verb).</p> <p style="text-align: center;"><b>FUN</b></p> <p>Find a procedure in a recipe book and ask your Mum, Dad, Carer, Aunt or Grandparent if you can help them cook!</p>	<p><b>Warm up:</b> Start a weather journal. i.e. Today is ____ (day &amp; date). The weather is ____.</p> <p style="text-align: center;"><b>Daily procedure writing</b></p> <p>Write a procedure for how to wash your hands. Make sure your procedure has a title, a list of ingredients and a method (numbered steps that start with a verb).</p> <p style="text-align: center;"><b>FUN</b></p> <p>Find a procedure in a recipe book and ask your Mum, Dad, Carer, Aunt or Grandparent if you can help them cook!</p>	<p style="text-align: center;"><b>Reading</b></p> <p>Books that match the sounds your child has been learning this year can be found on the SPELD website:</p> <p><a href="https://www.speldsa.org.au/SPELD-SA-Phonic-Readers-New-Series">https://www.speldsa.org.au/SPELD-SA-Phonic-Readers-New-Series</a></p> <p style="text-align: center;"><b>iPad/Tablet</b></p> <p style="background-color: yellow;">Please contact your child’s teacher if your child does not know their Reading Eggs/Mathseeds password.</p>  
<p style="text-align: center;"><b>MATHS</b></p>  <p style="text-align: center;"><b>Number:</b></p> <p>We are learning to use a range of strategies to represent and solve simple addition and subtraction problems.</p> <p style="text-align: center;"><b>Chance:</b></p> <p>We are learning to classify the outcomes of familiar events as ‘will happen’, ‘might happen’ or ‘won’t happen’. We are learning to justify how we know the event ‘will happen’ etc. using the word “because...”</p> <p style="text-align: center;"><b>Chance STRIVE words:</b></p> <p>will happen, won’t happen, might happen, justify, chance, likely, possible, impossible, certain, unlikely, even chance, equal chance, because...</p>	<p>Create a 2s, 5s or 10s number pattern (22, 24, 26, 28).</p> <p style="text-align: center;"><b>Place value</b></p> <p>Represent your favourite two digit number using bundles of tens and ones. Use items around the house like sticks, paddlepop sticks, pipe cleaners, straws, toothpicks or Lego.</p>  <p style="text-align: center;"><b>Addition/Subtraction</b></p> <p>Have a go at writing and solving your own <b>addition or subtraction</b> number story (numbers to 20).</p> <p style="text-align: center;"><b>Chance</b></p> <p>Answer the attached Day 1 Maths Chance questions using your maths vocabulary of “<b>will happen, won’t happen or might happen</b>”.</p>	<p>Create a 2s, 5s or 10s number pattern (45, 50, 55, 60).</p> <p style="text-align: center;"><b>Place value</b></p> <p>Represent the ages of everyone in your family using bundles of tens and ones (HINT: You might not need any bundles of 10). Use items around the house like sticks, paddlepop sticks, pipe cleaners, straws, toothpicks or Lego.</p>  <p style="text-align: center;"><b>Addition/Subtraction</b></p> <p>Have a go at writing and solving your own <b>addition or subtraction</b> number story (numbers to 20).</p> <p style="text-align: center;"><b>Chance</b></p> <p>Answer the attached Day 2 Maths Chance questions using your maths vocabulary of “<b>will happen, won’t happen or might happen</b>”.</p>	<p>Create a 2s, 5s or 10s number pattern (10, 20, 30 OR 17, 27, 37, 47).</p> <p style="text-align: center;"><b>Place value</b></p> <p>Represent the number that is 20 subtract 4 using bundles of tens and ones. Use items around the house like sticks, paddlepop sticks, pipe cleaners, straws, toothpicks or Lego.</p>  <p style="text-align: center;"><b>Addition/Subtraction</b></p> <p>Have a go at writing and solving your own <b>addition or subtraction</b> number story (numbers to 20).</p> <p style="text-align: center;"><b>Chance</b></p> <p>Draw/Write three events on a piece of paper and test your family on if they will happen, won’t happen or might happen.</p>	<p>Create a 2s, 5s or 10s number pattern.</p> <p style="text-align: center;"><b>Place value</b></p> <p>Represent the number one less than 100 using bundles of tens and ones. Use items around the house like sticks, paddlepop sticks, pipe cleaners, straws, toothpicks or Lego.</p>  <p style="text-align: center;"><b>Addition/Subtraction</b></p> <p>Have a go at writing and solving your own <b>addition or subtraction</b> number story (numbers to 20).</p> <p style="text-align: center;"><b>Chance</b></p> <p>If I had this jar, I <b>might</b> pick a red or blue ball. I <b>won’t</b> pick a green ball. Fill your own container with different coloured pieces of paper and discuss the likelihood of different scenarios. E.g. All green pieces of paper, it <b>will</b> happen that you pick green.</p> 	<p>Create a 2s, 5s or 10s number pattern.</p> <p style="text-align: center;"><b>Place value</b></p> <p>Represent the number 10 more than 73 using bundles of tens and ones. Use items around the house like sticks, paddlepop sticks, pipe cleaners, straws, toothpicks or Lego.</p>  <p style="text-align: center;"><b>Addition/Subtraction</b></p> <p>Have a go at writing and solving your own <b>addition or subtraction</b> number story (numbers to 20).</p> <p style="text-align: center;"><b>Chance</b></p> <p>Put various items from around the house into a bag (e.g. Lego, spoons, marbles, paddlepop sticks, straws etc). What is the chance you will pull out a Lego piece? <b>Will happen, won’t happen or might happen?</b> Mix up your bag (e.g. all straws or leave out spoons) and discuss the likelihood of pulling out a spoon.</p>	<p style="text-align: center;"><b>Fine Motor</b></p> <p>Help your parents or carers hang out the washing with pegs.</p> <p>Clean your room by picking up objects with kitchen tongs.</p> <p style="text-align: center;"><b>Science</b></p> <p>Continue with your attached Science activities.</p>

## Spelling – Week 2

N.B The black and grey colour change tells you when to change coloured pencil.

Lilac – th	Violet – ai, ay, oi, oy	Indigo – oa
that	faint	boat
them	grain	road
then	claim	coach
with	slay	soap
moth	pray	float
than	joy	throat
thick	moist	coat
	join	soak
		coast
		roast



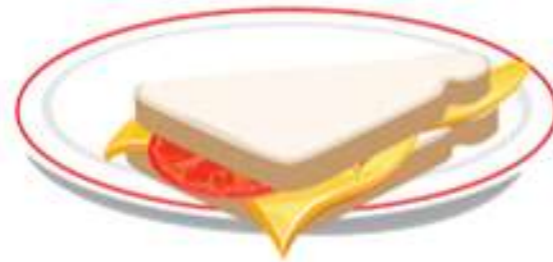
**Bonus:** Write a sentence using as many words from your list as you can!

Procedure Text – Week 2

# How to Make a Cheese Sandwich

## Ingredients

- 2 slices of bread
- 1 slice of cheese
- Butter
- 1 knife
- 1 chopping board



## Method

1. Lay the slices of bread on the chopping board.
2. Carefully spread the butter on the slices of bread.
3. Lay the cheese on top of one of the slices of bread.
4. Place the other slice of bread on top of the cheese.
5. Carefully cut the sandwich in half and place it onto a small plate.

# Maths

## Example subtraction story:

How many ways can you solve a subtraction problem?

*Word Problem*  
~~Luke had~~ 9 ~~fruit bombs.~~ He gave 2 ~~to~~  
~~his sister, Emily.~~ How many did he have left?

*Draw a Picture*  
○○○○  
○○○~~×~~  
~~×~~

*Number Sentence*  
 $9 - 2 = 7$

*Part Part Whole*  

9	
? 7	2

*Tens Frame*  

•	•	•	•
•	•	×	×

*Number Line*  
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
CB2 - Count Back 2

## Maths – Chance – Day 1

Answer the following questions using your 'Chance' vocabulary: **Will happen, won't happen or might happen.**

 <p>I will roll a 5 on a six-sided dice.</p>	 <p>I will walk through the desert tomorrow.</p>	 <p>I will eat an ice-cream today.</p>	 <p>Dad will cook dragon's eggs for dinner tonight.</p>
 <p>I will see the colour blue today.</p>	 <p>Our teacher will turn into a crab.</p>	 <p>I will do a drawing today.</p>	 <p>I will have a dream when I am sleeping tonight.</p>

## Maths – Chance – Day 2

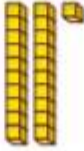
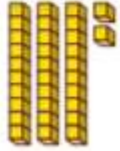

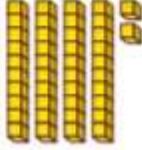
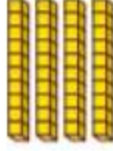
Answer the following questions using your 'Chance' vocabulary: **Will happen, won't happen or might happen.**

 <p>A snowman will go skiing.</p>
 <p>A chick will hatch out of an egg.</p>
 <p>A penguin will listen to music.</p>
 <p>We will play with trucks.</p>
 <p>Our teacher will turn into an alien.</p>
 <p>Max will pick some flowers.</p>

## Maths – Bonus Work

*Print or make your own place value bingo card!*

# 2-DIGIT PLACE VALUE BINGO

			78	
	36	FREE!		88
	14	64	19	48



# Science

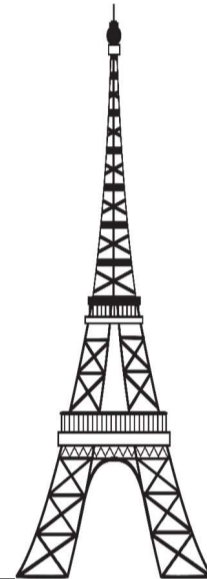
Can you make your BOAT FLOAT?

Ask if you can have a piece of 30cm x 30 cm aluminium foil for each person in your family. Can you make a boat that can float in a dish of water and hold weight? Make it a fair test by [This Photo](#) by Unknown Author is making sure that all of the variables stay the same, just the boat design would change. You might like to try loading your boats with marbles or small stones.



Can you make your TOWER TALL?

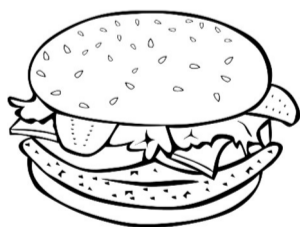
Got some straws, spaghetti even just sticks from around the yard? Can you join them in some way to make the tallest tower possible? Maybe have a look at some pictures of really tall towers and see how they keep these structures strong.



What's COOKING?

Maybe you will be allowed to do a bit of cooking for fun during the lockdown? Maybe you could help with dinner or even make a delicious cake! Here's an idea for something 'Sciency' you could do whilst you are in the kitchen...

As you prepare your food, are you changing it in any way? If you are just cutting it, crushing it, or just defrosting or freezing it, chances are, you are making a physical change to that food – that means you are changing the form that it takes, but not the composition of the food. If you are cooking it or adding something to it that changes it in a way that it can never go back to the substance it was, that's a chemical change. Try keeping a list of the physical and chemical changes that go in in your kitchen this week. I wonder which one you will do most?



Take a LEAF out of my book...

Have you ever tried 'pressing' flowers or leaves? It's good fun and can give you some wonderful, long lasting results.

Leaves and flowers come in all sorts of shapes and sizes. Did you know that if you pick a leaf or flower and gently place it between the pages of a heavy book (with a tissue either side), it will slowly dry out over time and then will last for ages? Some people have pressed flowers and leaves that they have kept for over 100 years! You'll have to be patient, but when they are dry you can even frame them or make a lovely collage from them.



Who is up for a SCAVENGER HUNT?

Can you find all of these things around your house or garden? You could either draw them or take a photo as evidence on a phone or iPad.

1. Something rigid and shiny.
2. Something round and soft.
3. Something hard and transparent.
4. Something flexible and smooth.
5. Something dull, non-elastic and durable.

6. Something weak, rough, opaque and edible.
  7. Something disposable, translucent and white.
  8. Something long, thin and breakable
  9. Something blue, shiny and opaque
  10. Something soft, red, non-elastic, dull and opaque.
  11. Something hard, stiff, polished, metal and silver.
  12. Something strong, heavy and unbreakable.
  13. Something warm, soft and cuddly.
- When you find this last thing... give it a hug.