

# Hello Grade 1/2,



Welcome to your Home Learning for Term 2, Week 2.

We're really excited about this new adventure in learning and we hope you are too! Together we are going to learn new things and practise what we have already learnt this year.

Each week you will be given a new set of learning tasks that will be set out in a timetable for you to follow. Please use this as a guide to help structure each day. The home learning tasks are flexible, but we encourage you to set some routines as a family. We will be available to give you help along the way.

You will be able to use the Seesaw app or website to show us some of your learning. When you see this logo next to a task, that means you can upload it for us to see!



Each Monday morning, we will post the learning for the week ahead to both the school website and Seesaw. We will include the timetable and any extra resources as attachments. If needed, we will provide a WAGOLL (What A Good One Looks Like) Wall. On this WAGOLL Wall you will find high quality examples to assist with some learning tasks. Your teacher will make regular contact with you to check how you are going and to organise one-on-one or small group sessions.

We have also posted a grid of Brain Breaks for April on SeeSaw. The Brain Breaks suggest some activities to help you connect with those around you and relax your mind. Once a week, upload a photo of you completing your favourite Break from that week.






Remember, we can learn in many different ways. During this time make the most of each day with your family, play, explore the natural environment in your back yard and be creative.


We look forward to keeping in touch with you.

Ms Smith & Mrs. Webster

# HOME LEARNING





# TERM 2 – Week 2

Monday	Tuesday	Wednesday			
<b>MORNING SESSION. TEACHER AVAILABLE FROM 8:45-9:45AM</b>					
<div data-bbox="203 288 813 360" style="background-color: #9c27b0; color: white; padding: 5px;">  <span style="font-weight: bold; font-size: 1.2em;">Morning Greeting</span> </div> <p data-bbox="203 392 360 416">Mrs. Duncan</p>	<div data-bbox="864 288 1451 360" style="background-color: #9c27b0; color: white; padding: 5px;">  <span style="font-weight: bold; font-size: 1.2em;">Morning Greeting</span> </div> <p data-bbox="864 392 987 416">Ms. Smith</p>	<div data-bbox="1487 288 2096 360" style="background-color: #9c27b0; color: white; padding: 5px;">  <span style="font-weight: bold; font-size: 1.2em;">Morning Greeting</span> </div> <p data-bbox="1487 392 1592 416">Mr. Holt</p>			
NUMERACY	NUMERACY	NUMERACY			
Mathematics	Mathematics	Mathematics			
<p data-bbox="203 643 813 699"><b>Learning Intention:</b> We are learning to recognise and describe one-half as one of two equal parts of a whole</p> <p data-bbox="203 730 371 754"><b>Success Criteria:</b></p> <ul data-bbox="203 762 835 850" style="list-style-type: none"> <li>I know when a shape is cut into equal or unequal parts.</li> <li>I know that halves need to be the same size.</li> <li>I know how to use 'equal sharing' to find half of a collection.</li> </ul> <p data-bbox="203 850 797 874"><b>Extension:</b> I can find examples of fractions around my home.</p> <p data-bbox="203 914 331 938"><b>WARM UP:</b> Practise your Fast Facts cards [posted on SeeSaw]. Starting at Level 1. See if you can answer each question in under 3 seconds.</p> <p data-bbox="203 1082 315 1106"><b>ACTIVITY:</b></p> <div data-bbox="203 1145 801 1241" style="display: flex; align-items: center;">  <p>Find the <b>Equal Parts</b> activity on SeeSaw. Listen to the book reading and then complete the activity.</p> </div> <p data-bbox="203 1281 819 1337"><b>Extension:</b> Find examples of fractions around your home and post a photo on SeeSaw.</p>	<p data-bbox="864 643 1429 730"><b>Learning Intention:</b> We are learning to recognise and interpret common uses of halves, quarters and eighths of shapes and collections</p> <p data-bbox="864 762 1028 786"><b>Success Criteria:</b></p> <ul data-bbox="864 794 1417 906" style="list-style-type: none"> <li>I can fold shapes into halves, quarters and eights.</li> <li>I can label these fractions.</li> <li>I can describe a fraction as one of 2 [or 4 or 8] equal parts of a whole.</li> </ul> <p data-bbox="864 946 992 970"><b>WARM UP:</b> Choose a number to skip count by. Ask an adult to time you skip counting by that number to the target. Grade 1s – start from 0. Grade 2s start from 0 and then start from other numbers. Write your time in the box. Repeat with another number or try to beat your time.</p> <table border="1" data-bbox="864 1169 1460 1209" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">10s - 100</td> <td style="width: 33%;">5s - 100</td> <td style="width: 33%;">2s - 50</td> </tr> </table> <p data-bbox="864 1249 976 1273"><b>ACTIVITY:</b></p> <div data-bbox="864 1297 1451 1385" style="display: flex; align-items: center;">  <p>Watch my video on folding fractions on SeeSaw.</p> </div>	10s - 100	5s - 100	2s - 50	<p data-bbox="1487 643 2096 730"><b>Learning Intention:</b> We are learning to recognise and interpret common uses of halves, quarters and eighths of shapes and collections</p> <p data-bbox="1487 762 1650 786"><b>Success Criteria:</b></p> <ul data-bbox="1487 794 2096 906" style="list-style-type: none"> <li>I know how to use the denominator and the numerator to record a fraction of a shape.</li> <li>I know how to use the denominator and the numerator to record a fraction of a collection.</li> </ul> <p data-bbox="1487 946 1615 970"><b>WARM UP:</b> Practise your fast facts cards. Starting at Level 1. See if you can answer each question in under 3 seconds.</p> <p data-bbox="1487 1082 1599 1106"><b>ACTIVITY:</b> Watch my intro video on SeeSaw and then complete the activity on SeeSaw. As this is quite a quick activity I have also posted an activity called <b>Fractions at Home</b> that you can have a go at if you have time.</p>
10s - 100	5s - 100	2s - 50			

	<p>Use paper shapes [square, circle, triangle, rectangle] to show halves.</p> <p>Grade 2s should also show quarters or eighths.</p> <p>Label them with the word and symbol for the fractions they show and glue them into your <b>Math Book</b>. Choose one to write a sentence about. 'I know this shape is divided into _____ because there are _____ equal parts.'</p> <p><b>Alternative:</b></p>  <p>If you don't have paper shapes. Please complete the activity on SeeSaw called <b>Fractions: Folded Paper</b></p>	
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**SNACK BREAK**

**2<sup>ND</sup> SESSION – TEACHERS AVAILABLE FROM 10:15 – 1:15**

<p style="text-align: center;"><b>LITERACY</b></p> <p style="text-align: center;"><b>Reading</b></p> <p><b>Learning Intention:</b> We are learning to make connections as we read.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can make connections between books that I read and my own life.</li> <li>• I can use the sentence starters to record my connection.</li> </ul> <p><b>Independent Reading:</b> Read a fiction book from the ones you took home last term or from your Wushka Book Box to a parent/carer.</p> 	<p style="text-align: center;"><b>LITERACY</b></p> <p style="text-align: center;"><b>Reading</b></p> <p><b>Learning Intention:</b> We are learning to how to identify character traits.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I know there is a difference between outside and inside traits.</li> <li>• I can identify some traits of a character in a book read to me and post these on SeeSaw.</li> </ul> <p><b>Independent Reading:</b> Read a book from your Wushka Book Box to an adult.</p>  <p><b>ACTIVITY:</b> Watch my video on <b>Character Traits</b></p> 	<p style="text-align: center;"><b>LITERACY</b></p> <p style="text-align: center;"><b>Reading</b></p> <p><b>Learning Intention:</b> We are learning how to identify character traits.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can create a picture of myself</li> <li>• I can label my picture with my own character traits.</li> <li>• I can organise these into Inside and Outside traits.</li> </ul> <p><b>Independent Reading:</b> Read a book from your Wushka Book Box to an adult. Discuss the traits of any of the characters as you read.</p>  <p><b>Character Traits Task:</b> Create a picture of yourself in your <b>Literacy Book</b> Around this picture list all the character traits you think</p>
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**ACTIVITY:**

View my video on **Making Connections** on SeeSaw.

Use the sentence starters to make a connection to the book. If you can't make a connection with your book, try and make one with the book I read in the video *"Too Many Elephants in this house"*. Record your connection in your **Literacy Book**. I have provided a WAGOLL on SeeSaw.

**Spelling**

Do a **Look, Say, Cover, Write, Check** with your spelling words. If you don't know how to do this. Check out my video.

\* I hope to test you on your current words today and tomorrow so we can move onto some new words. If you haven't already sent me a photo of your current words, can you please do that today.

on SeeSaw. Then watch the video reading of **The Recess Queen** [link on SeeSaw called **Mean Jean: Character Traits**] and complete the activity.

**Word Work**

**Learning Intention:**

**Grp 1:** We are learning to use visual memory to write high-frequency words.

**Grp 2:** We are learning that nouns represent people, places and things.

**Success Criteria:**

**Grp 1:**

- I can find and read sight words in books.

**Grp 2:**

- I can identify nouns around me.
- I can use the 'I see' strategy to help me work out if a word is a noun or not.

**Monkey and Tiger Group: Word Hunt:**

Choose 3 of your highlighted words from the 33 most frequently used word list in your reader cover. How many times can you find them in one of your reading books? Draw a table in your **Literacy Book** and write the word down each time you find it.

**Lion, Giraffes and Zebra Groups: Word Work:**

**Nouns.**

Make a list of ten nouns you can see around your House and write them in your **Literacy Book**.

Nouns are naming words. If you can use it with the sentence starter 'I see a' or 'I see' it is a noun. For example:

NOUN

'I see a table'.

'I see Levi'

NOT NOUN

'I see a walking'

'I see fun'

you have. Try to organise these into **Inside** and **Outside** Traits. See example on SeeSaw.

**Word Work**

**Learning Intention:** We are learning to make changes to sentences to improve meaning, spelling and punctuation.

**Success Criteria:**

- I can identify errors in sentences and fix them.

**ACTIVITY:**

The sentences below have some mistakes in them. Can you find them and rewrite them correctly in your **Literacy Book**. Focus on capital letters and full stops and other punctuation marks. Underline the parts you have changed in red.

**Monkeys & Tigers**







1. mum went to the shop
2. i like cats and dogs
3. here is the postie

**Lions**

1. i see tom
2. we can play with jane
3. can max get the Ball

**Zebras & Giraffes**

1. my team won the game
2. the House is on fire
3. will I see gus on Friday
4. a new season begins on Thursday

Wellbeing Challenge - Choice	Wellbeing Challenge - Choice	Wellbeing Challenge - Choice
<p><b>Writing</b></p> <p><b>Learning Intention:</b> We are learning how to write an Opening Statement for a Persuasive Letter.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can state my opinion clearly using one of the sentence starters.</li> <li>I can write neatly and use capital letters and punctuation.</li> </ul> <p> <b>ACTIVITY</b></p> <p>Watch my short intro on SeeSaw. Use one of the sentence starters provided to write an Opening Statement in your <b>Writing Book</b>.</p> <p>Please include:  <b>Title:</b> Persuasive Letter  <b>Date:</b> 20th April</p>	<p><b>Writing</b></p> <p><b>Learning Intention:</b> We are learning how to give reasons and examples to support our reasons.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can add my reasons and examples to my writing from yesterday.</li> <li>I have completed 2 reasons and given examples for each.</li> </ul> <p> <b>ACTIVITY</b></p> <p>I have posted a picture of the reasons and examples you started writing last term on SeeSaw. Please add these to your writing from yesterday and finish them off if you haven't already. Watch my short video for a reminder of how to write these.</p>	<p><b>Writing</b></p> <p><b>Learning Intention:</b> We are learning how to write a Closing Statement for a Persuasive Letter.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can state my opinion clearly using one of the sentence starters.</li> <li>I can write neatly and use capital letters and punctuation.</li> </ul> <p> <b>ACTIVITY</b></p> <p>Watch my short video on SeeSaw. Have a go at writing your own closing statement.</p> <p># Once finished. Please post a photo of your work on SeeSaw. Next week we will work on editing our work and writing a good copy.</p>
<p><b>P.E.</b></p> <p><b>You will need</b>  PE Bingo Sheet on</p> <p><b>Learning Intention</b></p> <p>To discover ways to keep our bodies active while learning from home</p> <p><b>Success Criteria</b></p> <p>I understand all of the activities on the bingo sheet  I choose which activities I will complete today.</p>	<p><b>P.E.</b></p> <p><b>You will need</b>  PE Bingo Sheet on</p> <p><b>Learning Intention</b></p> <p>To discover ways to keep our bodies active while learning from home</p> <p><b>Success Criteria</b></p> <p>I understand all of the activities on the bingo sheet</p>	<p><b>P.E.</b></p> <p><b>You will need</b>  PE Bingo Sheet on</p> <p><b>Learning Intention</b></p> <p>To discover ways to keep our bodies active while learning from home</p> <p><b>Success Criteria</b></p> <p>I understand all of the activities on the bingo sheet  I choose which activities I will complete today.</p>

<p><b><u>Work Time (You Do)</u></b> Choose an activity from the PE Bingo sheet you would like to complete and complete it. Don't forget to take photos and share your reflection on Seesaw.</p>	<p>I choose which activities I will complete today.</p> <p><b><u>Work Time (You Do)</u></b> Choose an activity from the PE Bingo sheet you would like to complete and complete it. Don't forget to take photos and share your reflection on Seesaw.</p>	<p><b><u>Work Time (You Do)</u></b> Choose an activity from the PE Bingo sheet you would like to complete and complete it. Don't forget to take photos and share your reflection on Seesaw.</p>
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**LUNCH BREAK**

**AFTERNOON SESSIONS – INDEPENDENT WORK TIME.**

<p style="text-align: center;"><b>INTEGRATED</b></p> <p><b>Learning Intention:</b> We are learning to <i>identify how people are connected to different places and explain the value of places to people.</i></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can identify a place that is special to me.</li> <li>• I can give reasons why this place is special to me.</li> <li>• I can complete the activity using my best writing and drawing.</li> </ul> <p><b>ACTIVITY</b> Watch the clip <b>Heidi's Place</b> at <a href="https://education.abc.net.au/home#!/media/2337991/heidi-s-favourite-place">https://education.abc.net.au/home#!/media/2337991/heidi-s-favourite-place</a> Chat with a family member about your special place. E.g. Beach, bedroom, park, grandparent's house. Why is this place special to you? Who else is this place important to? Draw your special place to you in your <b>Science/History Book</b>.</p> <p><b>Include:</b> <b>Title:</b> My Special Place <b>Picture:</b> Use colour pencils and do your <b>best</b> drawing. <b>Writing:</b> My special place is _____. It is special to me because_____.</p>	<p style="text-align: center;"><b>ART</b></p> <p><b>You will need</b> Arts Bingo Sheet</p> <p><b>Learning Intention</b> To explore ways to be creative using resources we find at home</p> <p><b>Success Criteria</b> I understand all of the activities on the bingo sheet I choose which activities I will complete today I have an open mind about what art is and what I can use to make it!</p> <p><b>Introduction</b> Ms. Larrad has created an Arts Bingo sheet to help you have fun and be creative while learning from home. These are activities that you can do on your own, or you can complete them with a family member.</p> <p>* This Bingo sheet was originally sent home in your packs of work but I will also post a copy on SeeSaw.</p>	<p style="text-align: center;"><b>Handwriting</b></p> <p><b>Learning Intention:</b> We are learning how to write letters that start with the 'magic c'.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I have watched the instructional video on how to form letters that include the 'magic c'.</li> <li>• I have practised these letters in my writing book.</li> </ul> <p><b>ACTIVITY:</b> <b>Magic 'c' letters.</b> Watch the instructional video on SeeSaw called <b>HWT c, o, a, d, g, q</b> then have a go at copying these letters in your <b>Writing Books</b>.</p>
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<b>PREPARATION FOR TOMORROW:</b> Tomorrow we will be doing some hands on fraction activities. If you could help your children prepare some paper squares, rectangles, triangles and circles it would be much appreciated!		

# Brain Breaks

## Focus Breathing Yoga

### Free Apps

Smiling minds

Head space (for kids)

Calm



## Colour yourself mellow

Mellow music in background

Set a timer 10 mins

Colour in a mindful page

<http://www.supercoloring.com/coloring-pages/arts-culture/mandala>



## Reading

Grab a book

Listen to an audio book

Bean bag or couch



## Listening to music

Have a bit of a dance with some upbeat music or maybe sway to calming music.

**Race in place** – stand on spot and jog until the song is over.



## Go outside

Go for a walk, jog, bike ride.



## Keep it up

Blow up a balloon or grab a beach ball and try not to let it hit the ground.

**Challenge** – grab another one try keep them both from hitting the ground



## Rock, paper scissors

See if you can beat a family member



## Physical Challenge

Rub your belly and pat your head at the same time. Now swap hands.

Grab your nose with your left hand and your left ear with your right hand.



## Jumping

Do 50-star jumps

Jump on trampoline

Popcorn jumps (squat and jump)

**Challenge** – count by 2's 5's r 10's whilst jumping.

