




















HOME LEARNING – GRADES 1/2






TERM 2 – Week 3









Monday	Tuesday	Wednesday	Thursday	Friday
MORNING SESSION. TEACHER AVAILABLE FROM 8:45-9:45AM				
Morning Greeting 	Morning Greeting 	Morning Greeting 	Morning Greeting 	Morning Greeting 
Mrs. Duncan	Ms. Smith	Mr. Holt	Mrs. Webster	Mrs. Cascianelli
NUMERACY	NUMERACY	NUMERACY	NUMERACY	NUMERACY
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
<p>Learning Intention: We are learning to recognise and interpret common uses of halves, quarters and eighths of shapes and collections</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I know that halves need to be the same size. • I know how to use 'equal sharing' to find half of a collection. <p>WARM UP: Practise your Fast Facts cards [posted on SeeSaw]. Starting at the last Level you completed successfully. See if you can answer each question in under 3 seconds.</p> <p>ACTIVITY: Watch my video  called Equal Sharing – Fractions and then use this strategy to answer the questions.</p>	<p>Learning Intention: We are learning to recognise and interpret common uses of halves, quarters and eighths of shapes and collections</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I know that halves need to be the same size. • I know how to use 'equal sharing' to find a fraction of a collection. • I know how to use the ticking strategy to find a fraction of a pictured collection. <p>WARM UP: Skip Counting – SeeSaw.</p> <p>ACTIVITY: Watch my video on the Ticking Strategy – Fractions and then complete the activity attached.</p> <p style="text-align: right;"></p>	<p>Learning Intention: We are learning to recognise and interpret common uses of halves, quarters and eighths of shapes and collections</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I know that the larger the denominator, the smaller the fraction. • I can order fractions of a numberline. <p>WARM UP: Practise your fast facts cards. Starting at you last successful level. See if you can answer each question in under 3 seconds.</p> <p>ACTIVITY: Watch my video on Ordering Fractions and complete the activity.</p> <p style="text-align: right;"></p>	<p style="text-align: center;">MONEY</p> <p>Learning Intention: To recognise, name and work with Australian coins.</p> <p>Success Criteria: I can find different coins that are worth the same value.</p> <p style="text-align: center;"></p>	<p style="text-align: center;">MONEY</p> <p>Learning Intention: To recognise, name and work with Australian coins.</p> <p>Success Criteria: I am able to log in to Mathletics and complete my assigned tasks.</p> <p style="text-align: right;"></p>






SNACK BREAK

2ND SESSION – TEACHERS AVAILABLE FROM 10:15 – 12:15

LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
Reading	Reading	Reading	Reading	Reading
<p>Learning Intention: We are learning to make connections as we read.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can make connections between books that I read and my own life. I can use the sentence starters to record my connection. <p>Independent Reading: Read a book from your Wushka Book Box to a parent/carer. </p> <p>ACTIVITY: Use the sentence starters from last week to make a Text to Self connection to the book you just read. Record your connection in your Literacy Book. I have provided a WAGOLL on SeeSaw.</p>	<p>Learning Intention: We are learning to how to identify character traits.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I know there is a difference between outside and inside traits. I can identify some traits of a character in a book read to me and post these on SeeSaw. <p>Independent Reading:  Read a book from your Wushka Book Box to an adult.</p> <p>ACTIVITY: Identify the Inside Traits of David in the book Oh! David.  Video and task on SeeSaaw.</p>	<p>Learning Intention: We are learning how to identify character traits.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can create a picture of myself I can label my picture with my own character traits. I can organise these into Inside and Outside traits. <p>Independent Reading: Read a book from your Wushka Book Box to an adult. </p> <p>ACTIVITY: Watch my short video on Digging Deeper with Character Traits  and complete activity on SeeSaw.</p>	<p>Learning Intention: To practice my reading.</p> <p>Success Criteria: I read a book online in Wushka. </p>	<p>Learning Intention: To practice my reading.</p> <p>Success Criteria: I read a book online in Wushka. </p>
Spelling	Word Work	Word Work	Word Work	Word Work
<p>Learning Intention: We are learning to identify the sounds in words.</p>	<p>Learning Intention: Grp 1: We are learning to use visual memory to write and read high-frequency words.</p>	<p>Learning Intention: We are learning to make changes to sentences to improve meaning, spelling and punctuation.</p>	<p>Learning Intention: To learn to how spell my words correctly.</p> <p>Success Criteria: I complete my activity with all my words spelt correctly. </p>	<p>Learning Intention: To learn to how spell my words correctly.</p> <p>Success Criteria: I complete my activity with all my words spelt correctly. </p>

<p>Success Criteria:</p> <ul style="list-style-type: none"> I can identify how many sounds are in each of my spelling words. I can write these sounds in the sound boxes correctly. I know that sometimes 2 or more letters can make 1 sound. i.e. 'ch' in ch-i-n or 'ai' in p-ai-n-t. <p>ACTIVITY: Use sound boxes on SeeSaw to identify how many sounds are in each of your words. Check the examples I have provided.</p> 	<p>Grp 2: We are learning that adjectives describe nouns.</p> <p>Success Criteria:</p> <p>GRP 1:</p> <ul style="list-style-type: none"> I can read and write sight words. <p>GRP 2:</p> <ul style="list-style-type: none"> I can use adjectives to describe my ten nouns from last week. I know that an adjective is a describing word. <p>ACTIVITY: Different Reading groups will be assigned different tasks. Please check SeeSaw.</p> 	<p>Success Criteria:</p> <ul style="list-style-type: none"> I can identify errors in sentences and fix them. <p>ACTIVITY: Different reading groups will be assigned different activities. Please check SeeSaw.</p> 		
Brain break	Brain Break	Brain Break	Brain Break	Brain Break
<p>Writing</p> <p>Learning Intention: We are learning how to edit our writing.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I can reread my work to make sure it makes sense. I can add in capital letters and fullstops that I may have missed. I can circle the words that I think I may have spelt incorrectly. I can check the 100 most used word list for spelling. 	<p>Writing</p> <p>Learning Intention: We are learning how to edit and publish our work. We are learning about paragraphs</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I know that we start a new paragraph when we begin a new idea. I can include corrections when I write my good copy. I have used my best handwriting. 	<p>Writing</p> <p>Learning Intention: We are learning how to edit and publish our work. We are learning about paragraphs</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> I know that we start a new paragraph when we begin a new idea. I can include corrections when I write my good copy. I have used my best handwriting. 	<p>Writing</p> <p>Learning Intention: To listen to and experience poetry.</p> <p>Success Criteria: I sit and listen to the Wonky Donkey story. I can have a go at writing my own poem about an animal.</p> 	<p>Writing</p> <p>Learning Intention: To listen to and experience poetry.</p> <p>Success Criteria: I can have a go at writing my own poem about an animal. I complete my poem and add an illustration.</p> 

<p>ACTIVITY: See Outline and example on SeeSaw</p> 	<p>ACTIVITY</p>  <p>Watch my short video called 'Writing a Good Copy' and then begin your own good copy. # Please remove a middle page of your writing book to use for your letter. That way we can post them if we want to!</p>	<p>ACTIVITY</p>  <p>Continue to work on the good copy of your letter. If you have finished you can address an envelope as per my instructions on SeeSaw or even make your own envelope – instructions on SeeSaw.</p>		
<p>P.E.</p> <p>FUNDAMENTAL MOTOR SKILLS OVER ARM THROW</p>  <p>Learning Intention: To keep our bodies active and improve our fundamental motor skills.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> I perform the over arm throw activities I make changes to improve my over arm throw I understand what an 'I can' statement is. 	<p>CRAFT</p> <p>SPECIAL ACTIVITY:</p> <p>We will be making a Get Well Soon pictures for one of our classmates – Ivy Murden. More details on SeeSaw.</p> 	<p>ART</p> <p>CREATING A HANOCH PIVEN PICTURE</p>  <p>Learning Intention: To explore ways to be creative using resources we find at home</p> <p>Success Criteria</p> <ul style="list-style-type: none"> I have an open mind about what art is and what I can use to make it! I have used things I have at home to create my art. 	<p>P.E.</p> <p>Learning Intention To discover ways to keep our bodies active while learning from home</p> <p>Success Criteria I understand all of the activities on the bingo sheet. I choose which activities I will complete today.</p> 	<p>P.E.</p> <p>Learning Intention To discover ways to keep our bodies active while learning from home</p> <p>Success Criteria I understand all of the activities on the bingo sheet. I choose which activities I will complete today.</p> 
<p>LUNCH BREAK</p>				
<p>AFTERNOON SESSIONS – TEACHER AVAILABLE 1:15-2PM.</p>				
<p>RRR&R</p> <p>Resilience, Rights & Respectful Relationships</p>	<p>Spelling</p> <p>Learning Intention: To improve our spelling ability.</p>	<p>Handwriting</p> <p>Learning Intention: We are learning how to size and form our letters correctly.</p>	<p>INTEGRATED</p> <p>Mandarin</p>	<p>INTEGRATED</p> <p>Learning Intention: To learn about my local environment.</p>

<p>Learning Intention: We are learning to identify the kids of actions that generate a sense of pride or accomplishment.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> • I know what the word proud means • I can think of examples of why someone might feel proud at school <p>ACTIVITY: Full task on SeeSaw.</p> 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I can name the 5 vowels. • I can show the vowels and consonants in my spelling words. <p>ACTIVITY:</p> 	<p>Success Criteria:</p> <ul style="list-style-type: none"> • I have watched the instructional video on how to form this week's letters. • I have practised these letters in my writing book. <p>ACTIVITY:</p> 	<p>Learning Intention: To practice Mandarin words and songs that I know.</p> <p>Success Criteria: To watch the videos. Join in singing with the videos.</p> 	<p>Success Criteria: I build or draw the Boolarra Memorial Hall.</p> 
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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.

