

# *Welcome to Week 5*

This week we will be undertaking some more **Webex Guided Reading sessions**. This is where a teacher will [attempt] to conduct a video call with 1 or more students to listen to you read, practise your reading strategies and check in on your comprehension of texts. You will be sent an invitation via SeeSaw with a time and details for logging in. I have listed students we intend to contact each day in the program so you are aware.












We are starting new units on **2D shapes** and writing **Informative texts**, which will be fun!

Have a good week Prep/1/2s!











Ms Smith & Ms Webster.










# HOME LEARNING – GRADES 1/2

# TERM 2 – Week 5





Monday	Tuesday	Wednesday	Thursday	Friday
<b>MORNING SESSION. TEACHER AVAILABLE FROM 8:45-9:45AM</b>				
Morning Greeting 	Morning Greeting 	Morning Greeting 	Morning Greeting 	Morning Greeting 
Mrs. Duncan	Ms. Smith	Mr. Holt	Mrs. Webster	Mrs. Cascianelli
<b>NUMERACY</b>	<b>NUMERACY</b>	<b>NUMERACY</b>	<b>NUMERACY</b>	<b>NUMERACY</b>
<b>Mathematics Shapes</b>	<b>Mathematics Shapes</b>	<b>Mathematics Shapes</b>	<b>Mathematics Shapes</b>	<b>Mathematics Shapes</b>
<p><b>WARM UP:</b> Practise your fast facts cards. Starting at you last successful level. See if you can answer each question in under 3 seconds.</p> <p><b>Learning Intention:</b> Students name two-dimensional shapes both common and uncommon.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>To learn the names of uncommon 2D shapes.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Learning Intention:</b> To sort and describe familiar three-dimensional objects.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I watch the video on 3D shape. I am able to find 3D shapes in the environment.</li> </ul> <p style="text-align: center;"></p>	<p><b>WARM UP:</b> Practise your fast facts cards. Starting at you last successful level. See if you can answer each question in under 3 seconds.</p> <p><b>Learning Intention:</b> Students name two-dimensional shapes both common and uncommon.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>To label the names of common and uncommon 2D shapes.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Learning Intention:</b> To Identify and name the features of three-dimensional objects.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>To apply the correct names for the properties for 3D shapes.</li> </ul> <p style="text-align: center;"></p>	<p><b>WARM UP:</b> Practise your fast facts cards. Starting at you last successful level. See if you can answer each question in under 3 seconds.</p> <p><b>Learning Intention:</b> To continue to expand my knowledge of 2D and 3D shapes.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>To complete the assigned tasks shape activities in Mathletics</li> </ul> <p style="text-align: center;"></p>	<p><b>WARM UP:</b> Practise your fast facts cards. Starting at you last successful level. See if you can answer each question in under 3 seconds.</p> <p><b>Learning Intention:</b> To Identify and name the features of three-dimensional objects.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>To apply the correct names for the properties for 3D shapes.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Learning Intention:</b> To Identify and name the features of three-dimensional objects.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>To name and work with 3D shapes.,</li> </ul> <p style="text-align: center;"></p>	<p><b>WARM UP:</b> Practise your fast facts cards. Starting at you last successful level. See if you can answer each question in under 3 seconds.</p> <p><b>Learning Intention:</b> To continue to practice learning 2D and 3D shapes.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>To complete the Kahoot Quiz.</li> </ul> <p style="text-align: center;"></p> <p>Continue to work in Mathletics, once the Kahoot quiz is completed.</p> <p style="text-align: center;"></p>
<b>SNACK BREAK</b>				

**2<sup>ND</sup> SESSION – TEACHERS AVAILABLE FROM 10:15 – 12:15**

LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
<p><b>Reading</b></p> <p><b>Independent Reading:</b> Read a book from your  Wushka Book Box to a parent/carer</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>ACTIVITY:</b>  Activity and WAGOLL on SeeSaw.</p> <p><b>WEBEX Reading:</b> Ruby M, Ivy, Levi</p>	<p><b>Reading</b></p> <p><b>Independent Reading:</b> Read a book from your  Wushka Book Box to an adult.</p> <p><b>Learning Intention:</b> We are learning that the pictures in picture storybooks can give us information about a character's feelings.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can name a feeling to match a facial expression.</li> </ul> <p><b>ACTIVITY:</b> Listen to a book and complete activity on SeeSaw.</p> <p><b>Webex Reading:</b> Aurnyn, Lulu, Gus</p>	<p><b>Reading</b></p> <p><b>Independent Reading:</b> Read a book from your  Wushka Book Box to an adult.</p> <p><b>Learning Intention:</b> We are learning to identify the features of non-fiction texts.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I know that non-fiction is different to stories.</li> <li>I can sort books into non-fiction and fiction.</li> </ul> <p><b>ACTIVITY:</b> See SeeSaw</p> <p><b>Webex Reading:</b> Daisy, Jasper</p>	<p><b>Reading</b></p> <p><b>Independent Reading:</b> Read a book from your  Wushka Book Box to an adult.</p> <p><b>Learning Intention:</b> We are learning to identify the features of non-fiction texts.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I know some of the features of non-fiction.</li> <li>I can find and photograph some of these features in books etc I have at home.</li> </ul> <p><b>ACTIVITY:</b> See SeeSaw</p> <p><b>Webex Reading:</b> Ashton</p>	<p><b>Reading</b></p> <p><b>Independent Reading:</b> Read a book from your  Wushka Book Box to an adult.</p> <p><b>Learning Intention:</b> We are learning to identify the features of non-fiction texts.</p> <p><b>Success Criteria:</b></p> <p><b>ACTIVITY:</b> See SeeSaw</p>
<p><b>Spelling</b></p> <p><b>Teacher Test:</b> Listen to me reading out your words. Write each word out without any help. Upload your work for me to mark.</p>	<p><b>Spelling</b></p> <p><b>Learning Intention:</b> To learn to how spell my words correctly.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I complete my activity with all my words spelt correctly.</li> <li>My friend test shows I am improving my spelling of these words.</li> </ul> <p><b>ACTIVITY:</b> See SeeSaw. </p>	<p><b>Word Work</b></p> <p><b>Learning Intention:</b> We are learning to make changes to sentences to improve meaning, spelling and punctuation.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can identify errors in sentences and fix them.</li> <li>I know how to use different types of punctuation.</li> </ul> <p><b>ACTIVITY:</b> Please check SeeSaw. </p>	<p><b>Word work</b></p> <p><b>Learning Intention:</b> We are learning about nouns and adjectives.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can describe a setting using 5 nouns and adjectives.</li> </ul> <p><b>ACTIVITY:</b> See SeeSaw. </p>	<p><b>Spelling</b></p> <p><b>Learning Intention:</b> To learn to how spell my words correctly.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I complete my activity with all my words spelt correctly.</li> <li>My friend test shows I am improving my spelling of these words.</li> </ul> <p><b>ACTIVITY:</b> See SeeSaw. </p>
<p><b>Brain break</b></p>	<p><b>Brain Break</b></p>	<p><b>Brain Break</b></p>	<p><b>Brain Break</b></p>	<p><b>Brain Break</b></p>

<p><b>Writing</b></p> <p><b>DIARY WRITING</b>  <b>Learning Intention:</b>  We are learning to write recounts.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can write an opening paragraph that includes who, what, where, when, why.</li> <li>I achieve my writers' checklist goal.</li> </ul> <p><b>ACTIVITY:</b>  Diary Writing. See  SeeSaw for details.</p>	<p><b>Writing</b></p> <p><b>Learning Intention:</b> To write an informative piece of writing.</p> <p><b>Success Criteria:</b>  Watch the YouTube clip. Write facts about Bees. Use punctuation in my writing.</p> <p></p>	<p><b>Writing</b></p> <p><b>Learning Intention:</b> To write an informative piece of writing.</p> <p><b>Success Criteria:</b> To write an informative text on Koalas. Use punctuation in my writing.</p> <p></p>	<p><b>Writing</b></p> <p><b>Learning Intention:</b> To write an informative piece of writing.</p> <p><b>Success Criteria:</b>  To write an informative text on possums. Use punctuation in my writing.</p> <p></p>	<p><b>Writing</b></p> <p><b>Learning Intention:</b> To write an informative piece of writing on an animal of my choice</p> <p><b>Success Criteria:</b> To write the facts on the animal that I chose.</p> <p></p>
<p><b>P.E.</b></p> <p><b>Fundamental Motor Skills – Kicking</b></p> <p><b>Learning Intention:</b> To keep our bodies active and improve our fundamental motor skills.</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>I perform the kicking activities.</li> <li>I make changes to improve my kicking</li> </ul> <p><b>ACTIVITY:</b>  See SeeSaw for details</p>	<p><b>Fitness Challenge</b></p> <p></p>	<p><b>Fitness Challenge</b></p> <p></p>	<p><b>Fitness Challenge</b></p> <p></p>	<p><b>Fitness Challenge</b></p> <p></p>
<p><b>LUNCH BREAK</b></p>				

**AFTERNOON SESSIONS – TEACHER AVAILABLE 1:15-2PM.**

RRR&R	INTEGRATED	ART	LANGUAGE	INTEGRATED
<p><b>CREATE A 'ME' BOX</b></p> <p><b>Learning Intention:</b> We are getting to know our Personal Strengths.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can draw a picture of me using my muscles.</li> <li>• I can draw a picture of me using my personal strengths.</li> <li>• I can create a 'Me Box'.</li> </ul> <p><b>ACTIVITY:</b> Full task on SeeSaw.</p> 	<p><b>HISTORY</b></p> <p><b>Learning Intention:</b> To continue to look at the community of Boolarra.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• To compare the old and current school.</li> </ul> 	<p><b>CREATE A LEAF CREATURE</b></p> <p><b>Learning Intention:</b> To explore ways to be creative using resources we find at home.</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• I have an open mind about what art is and what I can use to make it!</li> <li>• I have used leaves to make some creatures.</li> </ul> <p><b>ACTIVITY:</b> See SeeSaw</p> 	<p><b>MANDARIN</b></p> <p><b>Learning Intention:</b> Students are learning clothes words.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can practise the words for clothes, shoes and pants.</li> <li>• I can draw pictures to match.</li> </ul> 	

# 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.

