



Framework for Learning from Home – Early Stage 1 - Term 3, Week 5

You will need help from a parent/carer. Show each completed activity to your parents so they can check. These activities are designed to be completed over the next five school days. Challenge activities are optional. **Please keep Mathematics resources in a safe place so they can be used in future. They are also available on Google Classroom in the 'Classwork' tab.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Practise or learn to tie your shoe laces.	Ask a parent or grandparent to tell you what school was like when they were your age.	Use the Go Noodle 'Think about it' channel and select an activity that promotes positivity and mindfulness. https://family.gonoodle.com/channels/think-about-it (works best on Google Chrome) Alternatively – Name 5 things that make you happy.	Play scissors, paper rock with a family member.	Do a jigsaw puzzle or create your own – cut up the front of a cereal box into different shapes and sizes then put it back together again.
<p>Learning Superpower of the Week: Risk taker A risk taker likes to try new ways of doing things and is not afraid of making mistakes.</p> <p>PBL Focus of the Week: - Showing Respect - helping others PBL Activity: Listen to the story 'Why should I help?' https://www.youtube.com/watch?v=svHkcJWr6mo Name some ways that other people help you. How do you help others?</p>					

<p>Morning</p>	<p>English</p> <p>Phonics- ue</p> <p>This week we will be focussing on the long u vowel sound. The tricky thing about all the spelling patterns this week (<i>ue, u_e, ew</i>) is that they all make the sound <i>oo</i> too.</p> <p>Watch below to remember one way we can write the long u sound.</p> <p>https://www.youtube.com/watch?v=ZZvp8xLHH6s</p> <p>Make a list of some words that contain the <i>ue</i> sound.</p> <p>*Remember, don't get tricked, sometimes <i>ue</i> makes an <i>oo</i> sound like in blue.</p> <p>Write a sentence with an <i>ue</i> word.</p> <p>Text Forms and Features</p> <p>Watch the video of Mrs McTackett to learn about sentence structure and</p>	<p>English</p> <p>Phonics- u_e</p> <p>Another way we can make the long u sound is <i>u_e</i>. Remember, when the letter 'e' is at the end of a word, it's usually silent and 'tells' the vowel to say its name. Sometimes it is called magic e, bossy e or silent e.</p> <p>https://www.youtube.com/watch?v=nrrdAPewBx8</p> <p>Make a list of <i>u_e</i> words. Write your own sentence(s) with an <i>u_e</i> word.</p> <p>*Remember, don't get tricked, sometimes <i>u_e</i> makes an <i>oo</i> sound like in June.</p> <p>Phonemic Awareness</p> <p>The vowels are a, e, i, o and u. Vowels have short sounds and long sounds. Watch and sing along with the Jolly Phonics vowel songs.</p> <p>https://vimeo.com/35395946</p>	<p>English</p> <p>Phonics- ew</p> <p>There is another way to write the long u sound, <i>ew</i>.</p> <p>https://www.youtube.com/watch?v=a-Zc77Rc64Q</p> <p>Write a list of words that have <i>ew</i> making the long u sound in them.</p> <p>*Remember, don't get tricked, sometimes <i>ew</i> makes an <i>oo</i> sound like in blew.</p> <p>Phonemic Awareness</p> <p>Play the rhyming words game with Jack Hartman.</p> <p>https://www.youtube.com/watch?v=3Cc1TL-0bXo</p> <p>Sight Words</p> <p>Use this week's sight words to write sentences.</p> <p>Shared Reading- Reasons</p> <p>Before viewing: In our Shared Reading book this week, Alex is trying really</p>	<p>English</p> <p>Phonics- revise all long u</p> <p>Watch and sing along to revise some of the different ways we write the long u sound.</p> <p>https://www.youtube.com/watch?v=CDBHgJG1oiQ</p> <p>Phonemic Awareness</p> <p>Sing along and break words into syllables with Jack.</p> <p>https://www.youtube.com/watch?v=vIBc703kYMg</p> <p>Sight Words</p> <p>Read all the sight words taught this year</p> <p>Shared Reading- Response to text</p> <p>Before viewing: In our text this week, Alex is trying to persuade his parents to give him his own room by giving them reasons why. View <i>I Wanna New Room</i> by Karen Kaufman Orloff again (see Tuesday).</p>	<p>English</p> <p>Phonics revision- th</p> <p>Remember that when the letters <i>t</i> and <i>h</i> are together they make the sound <i>th</i>.</p> <p>https://www.youtube.com/watch?v=7bOOI3Jlqs0</p> <p>Just like the rude clown, your tongue needs to be poking out a little bit to make this sound!</p> <p>Phonemic Awareness</p> <p>Say as many words as you can that have the th sound in them. The sound might be at the beginning, in the middle or at the end of the word.</p> <p>Write lists of these words. Put all words beginning with <i>th</i> in one list, all the words with <i>th</i> in the middle of the word in another and all the words with <i>th</i> at the end in another list.</p> <table border="1" data-bbox="1733 1235 2033 1347"> <thead> <tr> <th>beginning</th> <th>middle</th> <th>end</th> </tr> </thead> <tbody> <tr> <td>this</td> <td>mother</td> <td>with</td> </tr> <tr> <td>that</td> <td></td> <td>moth</td> </tr> <tr> <td>they</td> <td></td> <td></td> </tr> </tbody> </table>	beginning	middle	end	this	mother	with	that		moth	they		
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	<p>follow the instructions as you go.</p> <p>https://www.youtube.com/watch?v=IQ7W0lgdUig</p> <p>*Some teachers call sight words ‘camera words’. You might hear Mrs Mc use this phrase.</p> <p>Sight Words <i>ask, birthday, want, party</i> Read the new sight words. Use something in your house to make your sight words (you could lay out beads, sticks, rice or string to make your words)</p> <p>Writing Weekend Recount <i>What did you do on the weekend? When did it happen? Where were you? Who were you with?</i> The purpose of a recount is to tell somebody about something that has already happened. The first sentence in a recount tells your reader when it</p>	<p>Sight Words Write your sight words. Choose something different to write with (chalk, paint, crayon).</p> <p>Shared Reading- Persuading Sometimes people think differently from each other. What you like, think or feel is called your opinion. We learnt about opinions last week. Opinions are not right or wrong and your opinions can be different from mine. Sometimes we might try to change other people's opinions so they agree with us. This is called persuading. This text is all about a boy trying to persuade his parents. Read <i>I Wanna New Room</i> by Karen Kaufman Orloff. https://www.youtube.com/watch?v=7R_GUcapaHQ</p> <p>You might have noticed this story is a bit different to other stories. Each page starts with ‘Dear Alex or ‘Dear Dad’ and finishes with ‘Signed from’ or ‘love from’. What type of</p>	<p>hard to persuade his parents to give him his own room. Alex is clever and gives reasons why he should have his own room. View <i>I Wanna New Room</i> by Karen Kaufman Orloff again (see Tuesday). After viewing: Think about the story you just heard. <i>What are the reasons Alex uses to try and persuade his parents to give him his own room?</i> Discuss the different reasons he gives with a family member. We can use the connecting word because in a sentence to tell the reason why something should happen. Use your imagination and pretend you are Alex. Write a sentence/s convincing your parents that you should get your own room. Use this sentence starter: I should get my own room because... e.g. <i>I should get my own room because my brother is so noisy and I can't sleep.</i></p>	<p>After viewing: Last week, we asked for your opinion. Dogs make the best pets. Do you agree? Why? Why not? We might have different opinions. Can you try and persuade me to think the same way as you? Think of some reasons why you think dogs make the best pets or why you think dogs do not make the best pets and discuss them with a family member. Write your own persuasive sentence(s) , using ‘because’ between your opinion and the reason why you think this. e.g. <i>I think dogs do not make the best pets because they are smelly and stink!</i> Challenge: Write another sentence with a different reason for your opinion.</p> <p>Read to self Read a home reader.</p>	<p>Sight Words Sing and dance along to the question mark song. https://www.youtube.com/watch?v=lnAy8VUfA8g Use sight words to write <i>questions</i>. Some sight words you know that might be a good first word to start a question are: <i>can, did, do</i> and <i>will</i>. Challenge: Write the answers to each of the questions.</p> <p>Listen to reading https://www.youtube.com/watch?v=C2fWZHaNugc Listen to any text read aloud by a parent/carer or online at Storyline Online. Think. What was the text about? What question could you ask a family member about this story? Your question might start with words like:</p> <ul style="list-style-type: none"> ● who ● where ● when ● what ● why ● how <p>Ask a family member your</p>
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	<p>happened, who was there, where you were and what happened. The next sentences of the recount tell the important events, in the order they happened. We might use words like <i>first, after that, then</i> and <i>finally</i>. The last sentence may be your personal response.</p> <p>e.g. <i>On Sunday, my daughter and I went for a long walk in the park. First, we walked up the big hill. After that, we jogged along the part of the track next to the water. Finally, we strolled through the bush and back to our house. It was exhausting.</i></p> <p>Write your own weekend recount.</p> <p>Read to self Read a home reader.</p>	<p>writing starts and finishes this way?</p> <p>This book is all about Alex trying to change his parent's mind about something. What is he trying to persuade them to do?</p> <p>Write a sentence stating what Alex is trying to persuade his parents to do.</p> <p>Read to self Read a home reader.</p>	<p>Read to self Read a home reader.</p>		<p>question.</p> <p>Challenge: Write your question and the answer.</p> <p>Read to self Read a home reader.</p>
<p>Break including physical activity</p>					

<p>Middle</p>	<p>Mathematics Counting by tens: Go on a safari with Grandpa and Grandma and count by 10s to 100. https://www.youtube.com/watch?v=yr-luM4SEA *Challenge: Count backwards by 10s from 100.</p> <p>Addition - strategy: counting on from the largest number <i>Resources: number cards/ deck of cards/UNO cards</i> Activity: Turn over 2 cards. Place the largest number first, then the smallest number. Add them together starting from the largest number. eg. I turn over 6 and 7. I lock 7 in my head and count on 6 more eg 7, 8, 9, 10, 11, 12, 13 Record this as a number sentence 7+6=13 Do a few of these sums. *Challenge: Use 3-4 cards</p> <p>Australian Money Learn about Australian money - watch up to 1:30 https://www.youtube.com/watch?v=nvi1_DK7hJw Activity: You will need the attached 'Australian money'</p>	<p>Mathematics Counting - forward Practise counting forward to 40 (and beyond when confident) Can you count forward starting from any number? Start from these numbers and count forward to 40: 17, 23, 31 eg: Start at 17, 18, 19... *Challenge: Start at these numbers and count forward to 60: start at 49, 54. Start at these numbers and count forward to 100: 59, 73, 89</p> <p>Subitising Subitise super fast with Jack. https://www.youtube.com/watch?v=cl37YqVVQc0 How are you working it out quickly? Explain it to an adult. eg. I can see the pattern for 6 and then 2 more, 6+2=8. eg. I can see them grouped in twos and I count by twos.</p> <p>Australian Money 1. Learn about the Australian coins and how to write their value. https://www.youtube.com/watch?v=s2eDawFb9ro Have a go at writing the value of coins by yourself. eg. \$2</p>	<p>Mathematics Counting and number patterns Practise counting forward to 40 (and beyond when confident). Think of the numbers in the twenties. What is the first digit of all these numbers? Think of the numbers in the thirties. What is the first digit of all these numbers? *Challenge: What is the first digit of numbers in the forties, fifties, sixties, etc?</p> <p>Doubles of numbers Have an adult ask you what the doubles of numbers 1-12 are (in a random order).</p> <p>Patterns - Online Activity: https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns Click on the train carriage to complete the pattern. Start on Level 1 and complete a few questions. Progress to Level 2 and complete a few questions. *Challenge: Complete a few questions in Level 3.</p>	<p>Mathematics Counting - backward Practise counting backward from 30 (and beyond when confident) Can you count backward starting from any number? Start from these numbers and count backwards: 27, 19, 16 eg: Start at 27, 26, 25... *Challenge: Start at these numbers and count backward to 10: start at 44, 50</p> <p>Counting by twos: We learn to count by 2s to make it easier for us to count objects that are in groups of 2. When we count by 2s, we say one number and skip the next - you can say it in your head but don't say it out loud. You could also tap your head then shoulders (and repeat) as you count - Don't say the number out loud as you tap your head, say only the number as you tap your shoulders. 2, 4, 6, 8... Sing and count by 2s with the little monsters. https://www.youtube.com/watch?v=HtxNe5yAF_E *Challenge: Count beyond 20 by 2s.</p>	<p>Mathematics Counting - Backward number order Practise counting backward from 30 (and beyond when confident with numbers from 30)</p> <p>Counting by twos: Sing and count by 2s. Remember to skip every second number. https://www.youtube.com/watch?v=hae10bsW_CM *Challenge: Count beyond 20 by 2s.</p> <p>Representing Numbers Choose a number between 11-30. How many ways can you represent it? eg. collect that many objects, show it on a tens frame, draw objects, write the number, show the number using tally marks, build a tower to represent the number with lego pieces, show it as groups of tens and ones, write an addition or subtraction fact that equals to that number.</p> <p>Australian Money Assemble the 'Don't Break the Bank' dice (attached). Roll the dice. Put the coin or note that</p>
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	<p>sheet. Cut out one of each coin and note.</p> <ol style="list-style-type: none"> 1. What can money be used for? Have you used money before? When? 2. Make a group of coins and a separate group of notes. Name each coin and note using the correct label. eg 5 <u>cent coin</u>, 5 <u>dollar note</u> 3. Make a group of the money that is valued in cents and a separate group for the money that is valued in dollars. What is different about the coins that are cents and the coins that are dollars? 4. Which is worth more? Put the money in order from least to most value. eg 5c, 10, 20c,.....-\$100 5. Practise naming each coin and note. 6. Optional: coin rubbing sheet. <p>*Challenge: What is the symbol for cents and dollars? Write each coin and note using the correct symbol. eg. \$5</p> <p>*Do you know the colour of each note and coin?</p> <p>Optional- Mathletics https://www.mathletics.com/au/</p>	<ol style="list-style-type: none"> 2. Learn about the Australian bank notes and how to write their value. https://www.youtube.com/watch?v=nG_KYVXU8n0 Have a go at writing the value of bank notes by yourself. eg. \$50 3. Play the Australian Money Match game with someone (attached). To win a pair, you need to turn over the coin/note and its matching value. 4. *Challenge: Do you know how many cents are in \$1? *Can you count 10cent coins to make \$1? We count 10cent coins the same way we normally count by 10s. 10cents, 20cents, 30cents, etc. How many 10cent coins did you need to make \$1? <p>Optional- Mathletics https://www.mathletics.com/au/</p>	<p>Australian Money Learn more about the Australian coins with this rap.. https://www.youtube.com/watch?v=0SvRSWQRBDO Revise:</p> <ol style="list-style-type: none"> 1. Point to each coin and bank note, and name it. *Challenge: Write its value. eg. \$20, 50c 2. Put the money in order of which has the least value to which has the most value. *Challenge: Put them in order from which has the most to least value. 3. Play the Shopping Game (attached). Match the coins and notes to the items you can buy. Use the money in the template to pay for the items. *Challenge: Can you think of more than one way to pay for the same item? eg I can use two \$5 notes to buy the dinosaur because $5+5=\\$10$ <p>*Challenge: Buy more than one item and work out the total amount by adding the prices together.</p> <p>Optional- Mathletics https://www.mathletics.com/au/</p>	<p>Australian Money You may like to revise what we have learnt so far by rewatching one of this week's videos about Australian money.</p> <ol style="list-style-type: none"> 1. Name all the Australian coins and notes. Have a go at writing their value with the correct dollars and cents symbols. eg. \$5 2. Can you add the money on the dice? Assemble the money dice (attached) and roll 2 dice. Add the dice together by counting on from the largest amount. Record the number sentence. eg. $\\$10+\\$5=\\$15$ *Challenge: Roll one of the dice (or both dice!) two times so that you add 3 or more dice together. eg. $\\$5+\\$5+\\$2=\\12 <p>Optional- Mathletics https://www.mathletics.com/au/</p>	<p>you rolled in the piggy bank. If you land on the hammer then you must break the piggy bank and count how much money is inside it. Repeat this activity a few times. You may like to play against a family member and see who has the most money in the piggy bank before it breaks.</p> <p>*Challenge: Change the hammer rule so that you break the piggy bank when you land on the hammer twice or thrice: you will need to add larger amounts of money.</p> <p>Optional- Mathletics https://www.mathletics.com/au/</p>
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Physical Education

Refer to the Physical Education Grid and choose an activity to complete.

Break	Break	Break	Break	Break	Break
<p>Afternoon</p>	<p align="center"><u>PD/H/PE</u></p> <p>Bounce Back - Managing our emotions - Anger Listen to the story 'When I am angry' https://www.youtube.com/watch?v=WPHMDY3tDjk</p> <ul style="list-style-type: none"> • Talk about the situations in the book that Josh felt angry about. • What are the strategies that Josh's family taught him, to help him deal with his anger? • Did these strategies always help him or did he sometimes need to add or change the strategy? <p>Anger is an unpleasant feeling that we all feel sometimes. We need to be the boss of this feeling by learning how to make ourselves feel better again.</p> <ul style="list-style-type: none"> • Name some times when you have felt angry. • Did you use a special strategy to help you feel better again? • Which strategies could you use next time? 	<p><u>Geography/Science</u></p> <p>From Paddock to Plate</p> <p>How does milk get from the farm to the shops?</p> <p>Watch the video.  Discover how milk is m... https://www.youtube.com/watch?v=QfrRaQp1MMU</p> <p>Complete the sequencing activity by cutting out the pictures and pasting them in the correct order to show how milk gets from the farm to the shop. or draw and write the 6 stages from the worksheet in the correct order on a piece of paper.</p>	<p align="center"><u>Visual Arts</u></p> <p>Collage activity</p> <p>Meet Henri Matisse, a famous artist. https://www.youtube.com/watch?v=s37OoBXkYAc</p> <p>A collage is a type of artwork made from sticking different materials to a flat surface.</p> <p>Create your own version of a 'paper cut-outs' collage. Use any materials you have available to you. eg: coloured paper, cereal boxes, foil, gift wrap, magazines, ribbon, newspaper, etc</p> <p>Cut them in all different shapes and sizes.</p> 	<p align="center"><u>Library</u></p> <p>In the Library this term, Mrs Dufty will be focussing on books that have been selected for the Children's Book Council of Australia (CBCA) Book Awards.</p> <p>Listen to the story 'There's No Such Thing' by Heidi McKinnon https://storyboxlibrary.com.au/stories/theres-no-such-thing username: LugarnoPS Password: Dragon01</p> <p>Three different creatures come and visit Bear and Ted on their camping trip. Use your imagination and draw one more creature. -Give your creature a name. -Label the different features of your creature. -What sound would your creature make in the night?</p> <p><i>'Bear closed his eyes and thought about happy things.'</i> Draw a picture of your own 'happy things' dream.</p>	<p align="center">Family Time / Catch up</p>

Physical Activity grid

<p style="text-align: center;"><u>Dance Fitness</u></p> <p>Ask an adult to help you find an appropriate song to dance away to.</p> <p style="text-align: center;">Ideas: GoNoodle, Just Dance</p>	<p style="text-align: center;"><u>Wall-ball games</u></p> <p>Play ball games against a wall. You may like to: kick a ball to the wall, throw a ball and catch it back, bounce it to the wall and catch it back, use a racquet or bat to strike a ball to the wall, etc.</p> <p><i>Challenge:</i> How many times can you throw/bounce/kick a ball to the wall continuously without dropping it or missing it?</p> <p><i>Tip:</i> Find a safe area away from windows and breakable items!</p>	<p style="text-align: center;"><u>Create your own outdoor/indoor games</u></p> <ul style="list-style-type: none"> · Hopscotch: Use charcoal, chalk or tape to mark out a hopscotch course · Elastics: use a long elastic to play · Bowling: use bottles of water as the pins and any ball (You can add a glow stick to each bottle and play at night time!) · Throwing and catching games: use a balloon or water balloon · Play a virtual sport game on your Xbox/Playstation · Scavenger hunt: have someone hide items around the home or yard for you to find · Hand tennis/ping pong: use a small ball and something as a net (boxes, rope) to play hand tennis/ping pong · Mini golf: use a ball and something to strike it with, guide it into a hole/goal · Skee ball: use different sized buckets/containers and a small ball 	<p style="text-align: center;"><u>Obstacle Course</u></p> <p>Use items that you find around your home and yard to create an obstacle course. Complete it a few times and time yourself. What is your fastest completion time?</p> <p>Create a new course and time yourself to complete it.</p> <p>Challenge your family members. Who records the fastest time?</p> <p>Items you might use: balls, gym balls, skipping ropes, hoops, rope ladder, buckets, trampolines, boxes, etc. Add fitness activities such as: do 10 star jumps, 5 leaps, 3 running laps, 2 push ups, 6 ball tosses, 5 ball dribbles etc</p>
<p style="text-align: center;"><u>PE with Joe</u></p> <p>Ask an adult to search 'PE with Joe' on Youtube and access one of the daily kid's workouts.</p> <p>Alternatively, create your own home fitness workout. For example: 10 jumps, 10 star jumps, 10 side steps, 10 hops, 2 push ups, repeat.</p>	<p style="text-align: center;"><u>Walking or jogging</u></p> <p>Go for a walk or jog with an adult (and your dog if you have one!) around your neighbourhood or local park. Challenge yourself by choosing paths that have hills or stairs.</p>	<p style="text-align: center;"><u>Cosmic Kids Yoga</u></p> <p>Access Cosmic Kids Yoga</p> <p>https://cosmickids.com/watch/</p> <p>Access a yoga experience from the Cosmic Kids Yoga website.</p>	<p style="text-align: center;"><u>Ball games</u></p> <p>Complete physical activity that involves using a ball. You might play the game or practise ball skills for this game.</p> <p>Some examples include: hand ball, basketball, netball, cricket, softball, football, oztag, tennis, volleyball. Tip – use a net or bucket as a hoop to shoot balls into</p>

Money templates for all the activities - please store them in a handy location after use each day



notes





Coin Rubbing



Rub the front and back of each coin

	Front	Back		Front	Back
5c			50c		
10c			\$1		
20c			\$2		

Draw a coloured line from each of the pictures to the correct coin name.



- 5c
- 10c
- 20c
- 50c
- \$1
- \$2

Australian Currency Match game

Cut each square. Place them face down in a mixed order. Have one turn each - turn over two cards to see if you get a match. Name the coin or note if you get a match.

5¢	
10¢	
20¢	
50¢	
\$1	

\$2



\$5



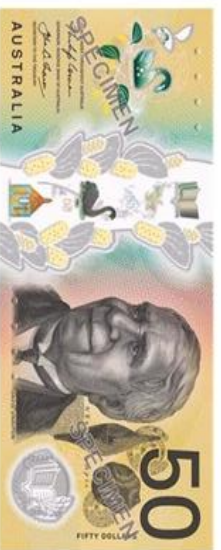
\$10



\$20



\$50



\$100



How Milk Gets to the Shops

Cut out the pictures and paste them in the correct order in the boxes below to show how milk gets from the farm to the shops.



A milk tanker takes the milk to the processing plant.



Cows eat grass and drink water to produce milk.



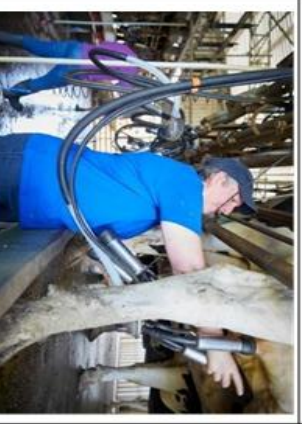
The milk is packaged into cartons.



The milk is put on shelves in shops.



The milk is pasteurised and homogenised.



The farmer milks the cows.








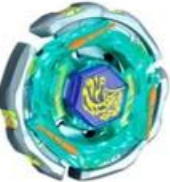










Shopping game

Choose an item to buy and pay for it with the correct coin or bank note. eg. Give a \$5 note to pay for the teddy bear.

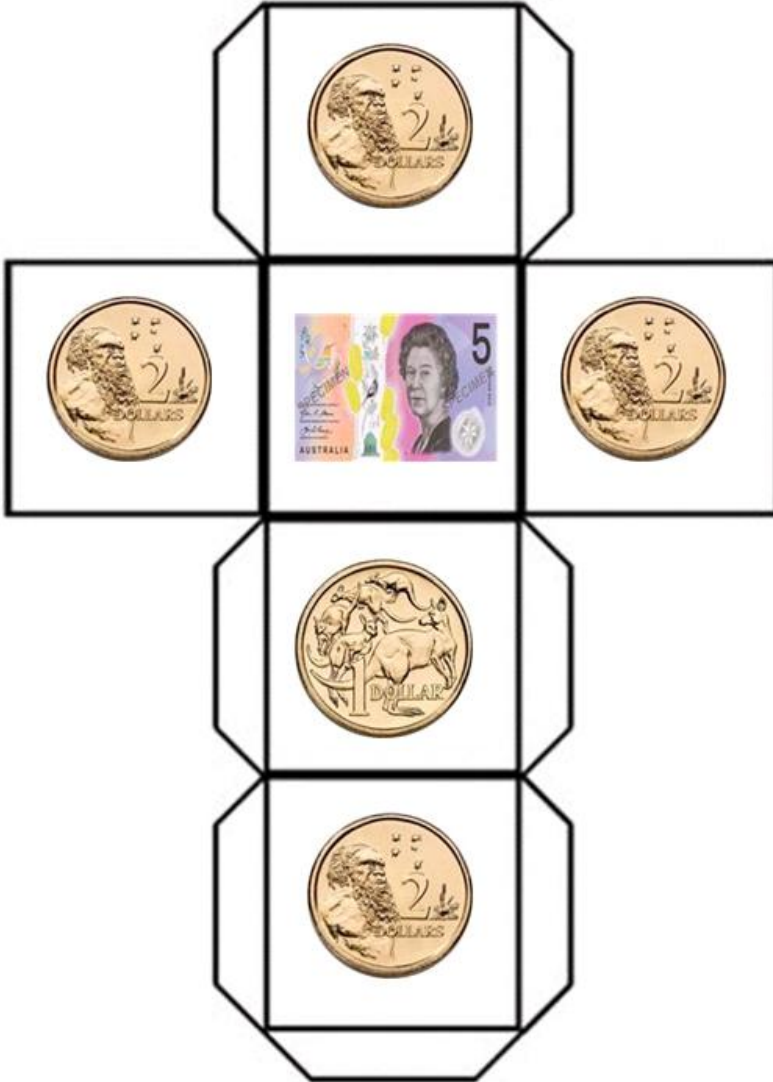
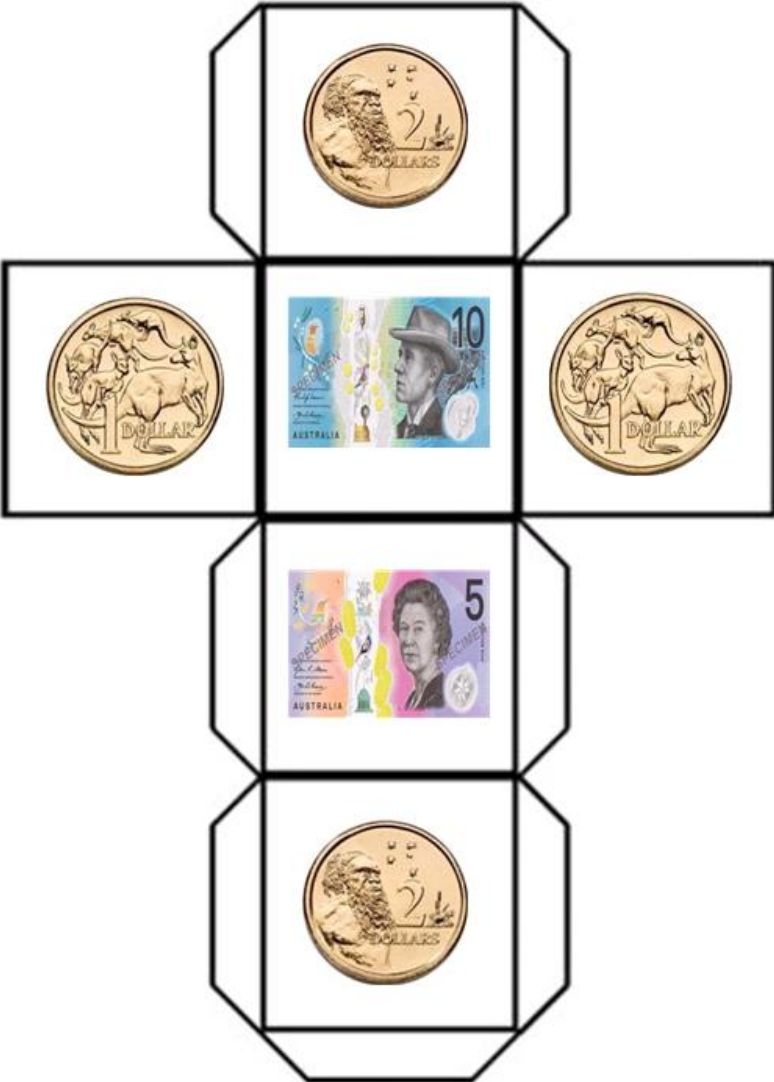
*Challenge 1: Can you figure out another way to pay for the same item? Eg. I can use two of the \$5 notes to pay for the dinosaur which costs \$10 because $\$5+\$5=\$10$

*Challenge 2: Choose more than one toy to buy. Add up the total cost of these items.

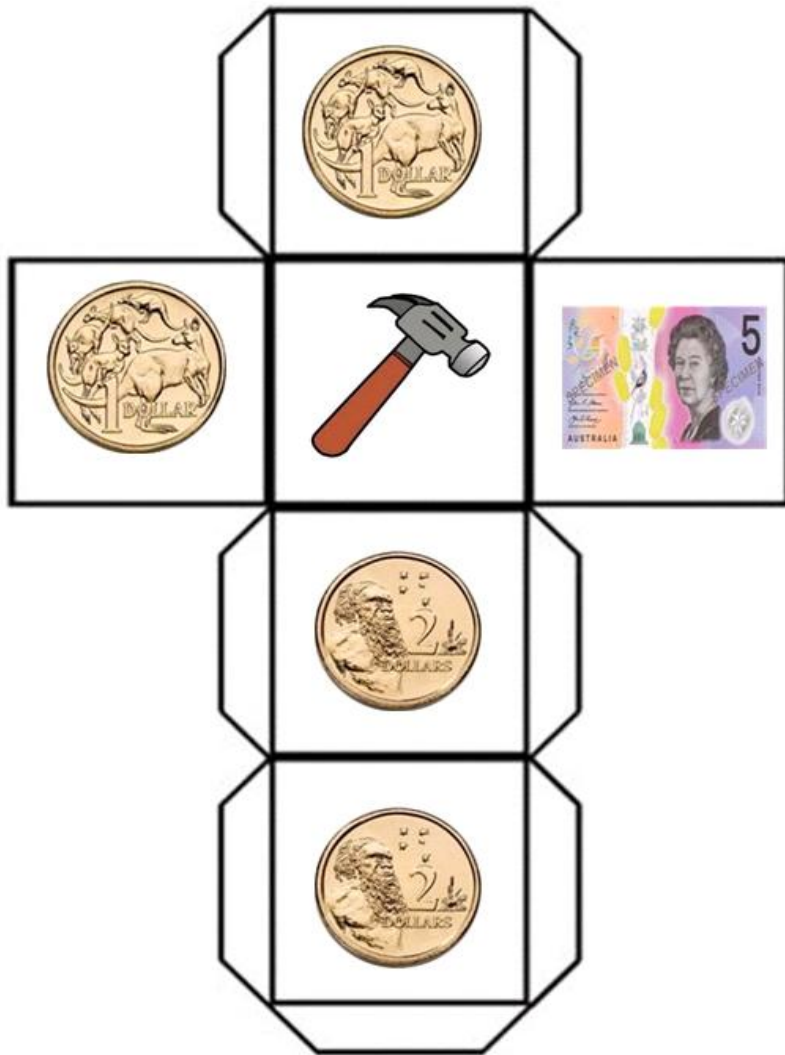


 Teddy bear \$5	 Car \$2	 Elsa doll \$10
 Dinosaur \$10	 Beach ball \$1	 Pop-it \$2
 Fidget spinner \$1	 Beyblade \$2	 Baby doll \$10
 Helicopter \$5	 skipping rope \$1	 Ring toss set \$2
 Bowling set \$5	 Bubble blowing set \$2	 Ship \$10
 Doll house \$5	 playdough \$2	 pony \$2

Money dice for Thursday's activity



Don't Break The Bank game dice for Friday's activity



Don't Break The Bank game

