



## Framework for Learning from Home – Early Stage 1 - Term 3, Week 7

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.**

BOOK WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
<b>BOOK WEEK: Join The Hub on Google Classroom <a href="https://classroom.google.com/c/MzcxwNjYxOTY2Mjg3?cjc=lwr7sqc">https://classroom.google.com/c/MzcxwNjYxOTY2Mjg3?cjc=lwr7sqc</a> Use the code to join: lwr7sqc</b>					
<b>Book Week activities from Mrs Dufty</b>	Take a snap shot/photo of yourself reading in an interesting location at home. This could be a silly photo; be creative and upload your snaps to LPS THE HUB - google classroom. PRIZES for the most creative!  JOIN CODE: lwr7sqc	Complete the KAHOOT. The code to join is on LPS THE HUB - google classroom. See how much you know about famous children's books.  EMOJI trivia - this one will be a bit tricky!! Try and work out the book titles by emoji's only	COMPETITIONS K-2 Create your own world; it could be OLD, NEW or OTHER. Upload to LPS The HUB google classroom (see Monday). PRIZES for the most creative.	K-2 Choose your own Adventure Story! Go to LPS The Hub google classroom and follow the link to Storybox library.	GET IN BOOK CHARACTER COSTUME Old or new it doesn't matter. Upload your costume photo to LPS The HUB - google classroom (see Monday). PRIZES for most creative outfits! GET CRAFTY & CREATIVE Why not have a go at making something or recycle something you already have.
<p><b>Learning Superpower of the Week: Patient and Persistent</b> A patient &amp; persistent learner puts lots of time and thought into making their creations better and don't give up when things go wrong. <a href="https://www.youtube.com/watch?v=BuLvdOJW_ik">https://www.youtube.com/watch?v=BuLvdOJW_ik</a></p> <p><b>PBL Focus of the Week: - Participating Safely; indoors and outdoors</b> <b>PBL Activity:</b> Write, draw or discuss the ways you participate safely <u>indoors</u> whilst you are at home. How can you keep yourself and others safe? eg tucking chairs away, packing away sharp objects you have used such as scissors, packing away toys so people don't trip over, cleaning up spills, walking on hard surfaces, etc Write, draw or discuss the ways you participate safely <u>outdoors</u> whilst at home. How can you keep yourself and others safe? eg wearing a hat, not playing near roads, playing ball games away from windows, etc</p>					

<p><b>Morning</b></p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics- oi</b> Sing along and do the actions to remember the sound <i>o</i> and <i>i</i> make when they are together.</p> <p><a href="https://www.youtube.com/watch?v=Z-0wWdE-Ezg">https://www.youtube.com/watch?v=Z-0wWdE-Ezg</a></p> <p>Make a list of some words that contain the <i>oi</i> sound.</p> <p>Write a sentence with an <i>oi</i> word.</p> <p><b>Grammar</b> Sing along to the verb rap...and DO IT!</p> <p><a href="https://www.youtube.com/watch?v=ineCCppqZrM">https://www.youtube.com/watch?v=ineCCppqZrM</a></p> <p>Can you think of any more verbs? Make up your own rap with words and actions.</p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics- oy</b> When we have <i>o</i> and <i>i</i> together they make the sound <i>oi</i>. When <i>o</i> and <i>y</i> are together they make the same sound.</p> <p><a href="https://www.youtube.com/watch?v=u2hUOM9LPml">https://www.youtube.com/watch?v=u2hUOM9LPml</a></p> <p>Make a list of <i>oy</i> words.</p> <p><a href="https://www.youtube.com/watch?v=g_FDzjoPMw">https://www.youtube.com/watch?v=g_FDzjoPMw</a></p> <p>Write your own sentence(s) with an <i>oy</i> word. Read over your writing and check it with the 6 Star Checklist.</p> <p>Challenge: Write a story with your <i>oy</i> words.</p> <p><b>Phonemic Awareness</b> ch/ sh/ th</p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics- revise oi/oy</b> Watch the <i>oi/oy</i> rap.</p> <p><a href="https://www.youtube.com/watch?v=fFZw9dwASI4">https://www.youtube.com/watch?v=fFZw9dwASI4</a></p> <p><b>Grammar</b> Adjectives are words that describe people, places or things. They give us more details and information. They can describe the way something looks, feels, tastes, smells or sounds. Watch</p> <p><a href="https://www.youtube.com/watch?v=-NgnQJiDmB0">https://www.youtube.com/watch?v=-NgnQJiDmB0</a></p> <p>Make a list of adjectives. Keep this list in a safe place so it can be added to when you think of some other describing words or used when you are doing writing.</p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics- revise oi/oy</b> Watch and sing along to revise some ways we write the <i>oi/oy</i> sound.</p> <p><a href="https://www.youtube.com/watch?v=OdWkgYQnFcw">https://www.youtube.com/watch?v=OdWkgYQnFcw</a></p> <p><b>Phonemic Awareness</b> Find the word that does not rhyme in this online activity.</p> <p><a href="https://au.ixl.com/english/foundation/which-word-does-not-rhyme">https://au.ixl.com/english/foundation/which-word-does-not-rhyme</a></p> <p>Or for a little bit more challenge:</p> <p><a href="https://au.ixl.com/english/year-1/which-word-does-not-rhyme">https://au.ixl.com/english/year-1/which-word-does-not-rhyme</a></p> <p><b>Sight Words</b> Use your sight words to write sentences.</p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics revision- sh</b> Remember that when the letters <i>s</i> and <i>h</i> are together they make the sound <i>sh</i>.</p> <p><a href="https://www.youtube.com/watch?v=jFvOsN8odbE">https://www.youtube.com/watch?v=jFvOsN8odbE</a></p> <p><b>Phonemic Awareness</b> Say as many words as you can that have the <b>sh</b> sound in them. The sound might be at the <b>beginning</b>, in the <b>middle</b> or at the <b>end</b> of the word. Sing along with Jack if you need help.</p> <p><a href="https://www.youtube.com/watch?v=HfMtsRVZWfE">https://www.youtube.com/watch?v=HfMtsRVZWfE</a></p> <p>Write lists of these words. Put all words beginning with <i>sh</i> in one list, all the words with <i>sh</i> in the middle of the word in another and all the words with</p>
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	<p><b>Text Forms and Features</b></p> <p>Watch the video of Mrs McTackett as you do some more work on sentence structure and follow the instructions as you go.</p> <p><a href="https://youtu.be/ftDy8xAYShY">https://youtu.be/ftDy8xAYShY</a></p> <p><b>Sight Words</b> <i>away, shouted, cried, from</i> Read the new sight words. Use something in your house to make your sight words (you could use playdough, string, buttons or coins to make your words)</p> <p><b>Writing</b> 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 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</p>	<p><a href="https://au.ixl.com/english/year-1/choose-the-correct-digraph">https://au.ixl.com/english/year-1/choose-the-correct-digraph</a> or challenge</p> <p><a href="https://au.ixl.com/english/year-1/complete-the-word-with-the-right-digraph">https://au.ixl.com/english/year-1/complete-the-word-with-the-right-digraph</a></p> <p><b>Sight Words</b> Play Roll a Sight Word and write your sight words on the sheet provided (see attached).</p> <p><b>Shared Reading- Comprehension and making Connections</b> Before Reading: Click on the link below but stop the video so you can only see the front cover. <a href="https://www.youtube.com/watch?v=zhhgcGRAVOU">https://www.youtube.com/watch?v=zhhgcGRAVOU</a> Discuss these questions with a family member. <i>What is the title of the book? Who is the author? Who is the illustrator? What type of text do you think it will be, informative (facts and information) or imaginative (a made up story)? Why do you think this? Make a prediction, what do you</i></p>	<p>Challenge: Write a sentence/s using some adjectives from your list.</p> <p><b>Sight Words</b> Write your sight words. Use a different coloured pencil to write each word.</p> <p><b>Shared Reading- Making Connections and Writing Response</b> Watch the text again (see Tuesday) Think about the beginning of the story. <i>Does David like the beach? How do you know?</i> The book tells us that David was frightened of the sea. Discuss with a family member some other words that are similar in meaning to the word frightened. (fears, worry, afraid, scared, anxious) <i>Why do you think David is frightened of the sea? What are you frightened of? What makes you worried or scared? Why?</i> Write a sentence telling what frightens you and the reason why. Use the connecting word <b>because</b> in the middle of the sentence. <i>e.g. I am frightened</i></p>	<p><b>Shared Reading- Adjectives</b> Before reading: The author of <i>There's a Sea in my Bedroom</i>, Margaret Wild, chooses the words in this book very carefully. She often uses adjectives. <i>Why do you think she does this?</i> (see Grammar lesson on Wednesday) Adjectives are very important in writing because they can give us more information about a thing and they make writing more interesting!</p> <p>During reading: Watch the text again (see Tuesday). <i>Can you find some adjectives in the text?</i> Complete the worksheet (attached)</p> <p>After reading: Look at all the different describing words you found. <i>Can you use one of these adjectives in your own sentence?</i> Write your own sentence with an adjective. Read over your work and check it using the 6 Star Checklist. <i>Can you add any more words to the adjectives list you started yesterday?</i></p>	<p>sh at the end in another list.</p> <table border="1" data-bbox="1742 204 2038 319"> <tr> <td>beginning</td> <td>middle</td> <td>end</td> </tr> <tr> <td>ship shop shut</td> <td>fishing</td> <td>push brush</td> </tr> </table> <p><b>Listen to reading</b> Listen to any text read aloud by a parent/carer or online at Storyline Online.</p> <p><b>Sight Words</b> Read all the sight words taught this year or play an online sight word game <a href="https://au.ixl.com/english/foundation/spell-the-sight-word">https://au.ixl.com/english/foundation/spell-the-sight-word</a></p> <p><b>Writing</b> A Procedure is a list of steps telling someone <b>how</b> to do something. It begins with a title and the materials needed to do it. The next part of a procedure is the instructions or steps, in order. <i>Do you know how to brush your teeth? Could you write a procedure to tell someone else how to do it?</i> Write a <b>title</b> for this procedure e.g. How to brush your teeth.  Write a list of the <b>materials/</b> things needed to brush your teeth (write across the line and</p>	beginning	middle	end	ship shop shut	fishing	push brush
beginning	middle	end									
ship shop shut	fishing	push brush									

	<p>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 Saturday, my family and I had a gardening day. First, we pulled all the weeds from the garden beds. After that, we raked up all the leaves and sticks into piles. All the leaves, sticks and weeds were put in the big green bin. When we were finished, we sat outside and enjoyed some lunch in the garden. When I looked around at all our hard work, it made me feel happy.</i></p> <p>Write your own weekend recount.</p>	<p><i>think might happen in this book?</i></p> <p>Watch the text <i>There's a Sea in my Bedroom</i></p> <p>After reading:  <i>Who were the characters in the story? Where did the story happen? What was the story about? Can you make a connection between this text and something else you have seen or heard? Does this remind you of something that happened to you?</i></p> <p>Finish this sentence:  <i>This book makes me think about...</i></p> <p>Challenge: Write this sentence.</p>	<p><i>of...because...</i></p> <p>Think about the end of the story. Discuss with a family member. <i>Does David like the beach? How do you know? What changed? Why did it change?</i></p>		<p>use a <b>comma</b> between items).</p> <p>Write a list of <b>steps</b> telling someone how to brush their teeth. Begin a new line and write a number for each new step. Each step begins with an action <b>verb</b> telling someone what to do.</p> <p>e.g.1.Put...  2. Wet...  3. Brush...  4. Spit...</p>
<p><b>Break including physical activity</b></p>					

Middle

## Mathematics

### Counting forward

Dance with Grandma and Grandpa while you count **forward**.

<https://www.youtube.com/watch?v=cVwjmC-gpBU>

### Reading numbers

Help the rocket blast off into space by selecting the numbers that you hear. Select 'Find a number 10-30'.

\* Challenge: select 30-60 or 60-99

<https://www.topmarks.co.uk/learning-to-count/blast-off>

### Buddies to 10

Revise the buddies to 10 with Jack

[https://www.youtube.com/watch?v=YBkpC29\\_Gal](https://www.youtube.com/watch?v=YBkpC29_Gal)

or with the dog name Ten

[https://www.youtube.com/watch?v=RiFRb\\_Uoa3U](https://www.youtube.com/watch?v=RiFRb_Uoa3U)

Can you **instantly** recall all of the Buddies to 10? Use them to help you in the next activity.

**Subtraction** using Buddies to 10 facts

\*\*\* If you can **instantly** recall all of the Buddies to 10 when asked in a mixed order **and**

## Mathematics

### Counting - forward

Practise counting **forward** to 40 (and beyond when confident)

Can you write the numbers as you count? Use a hundreds chart to check that numbers are formed correctly (not backwards) and digits are in the right order. eg thirteen is written as 13, rather than 31

### Numbers in between

Help the rocket blast off to space by selecting the number **in between** the two other numbers that you hear. Use a hundreds chart to help you. Remember, **in between** means **in the middle of**.

<https://www.topmarks.co.uk/learning-to-count/blast-off>

Select 'In between' 10-30

\*Challenge: Select 'In between' 30-60 or 60-99

### Area

Area is the measure of the *amount of surface* of a shape. It can be a flat or curved surface.

## Mathematics

### 2D Shapes

Practise drawing a circle, square, triangle and rectangle. How many sides does each have? What is the difference between a square and a rectangle?

**Counting by twos** on a hundreds chart

<https://www.topmarks.co.uk/learning-to-count/paint-the-squares>

Select chart '1-30'. In the 'Select mode' tab: choose the splat image. Now choose a colour.

Splat the number 2. Now count by twos and splat each number as you say it.

\*Challenge: In the first 'Select Mode' screen - choose chart 1-50 or 1-100

What do you recognise about the second digit of each number? Can you see that when we count by 2s starting from 2, all the numbers end in 2, 4, 6, 8 or 0?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

## Mathematics

### Counting - backward

Practise counting **backward** from 30 (and beyond when confident)

<https://www.youtube.com/watch?v=ndj6D-cWseA>

### Doubles

Revise doubles of numbers to 12. You may like to call out the answer when asked by an adult.

**or**

You may like to roll 2 dice, add the total of the dice and say the double. eg: I roll 3 and 4.  $3+4=7$  I will double 7. Double 7 is 14.

### Area

Find an item that you have multiple of, similar in size and shape to a slice of bread. You will use these items to find the area of the surface of an object - a square or rectangular shaped surface is usually easiest. Eg. Use pieces of paper (of the same size) to measure the surface area of the coffee table, tray, desk, etc. When measuring, try not to leave any gaps. What was

## Mathematics

### Counting - Backward number order

Practise counting backward from 30 (and beyond when confident with numbers from 30)

Complete the dot to dot activity as you count - start from the number 30 and count **backwards**. (attached)  
\*Challenge: Dot to dot activity from 50-1. Start from 50 and count **backwards**.

### 2D shapes song






Listen to the Shapes Song.

[https://www.youtube.com/watch?v=IkZs2\\_1-YJU](https://www.youtube.com/watch?v=IkZs2_1-YJU)

Draw the shapes that you saw. Tell an adult or write something about them. eg. A triangle has 3 sides. A square has 4 sides of equal length. A rectangle has 2 long and 2 short sides.

### Representing Numbers

View the 'Representing Numbers' Google Slides in the Classwork tab. Choose a number between 11-30. How many ways can you represent it? eg. collect that

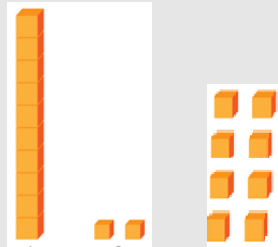
	<p>find the Buddies to 10 version below easy, then try the Buddies to 20 version.</p> <p><u>Buddies to 10 version-</u> This week, you will use the In and Out game to subtract from 10. Remember, all the number combinations are <b>Buddies to 10</b>. Use the 'In and Out' game sheet (from last week or attached). You will need 10 small objects that will all fit in the palm of your hands. eg counters, sultanas, pieces of paper</p> <p>Hold <b>all</b> 10 small items in one hand and drop them over the game card. Start your number sentence by writing 10 -</p> <p>Count how many land in the circle. Write it as the second number in the number sentence. eg If 2 land in the circle, your sentence will show <b>10-2=</b></p> <p>Count how many land outside the circle and write the answer after an equals sign. eg <b>10-2=8</b> Say the number combinations that make 10</p>	 <p>Draw three shapes that have different areas. Cut them out and place them on top of each other to compare their areas. We can <b>directly compare</b> the area of objects that are of similar shape by placing one on top of the other and aligning them in a corner.</p>  <p>*example of <b>direct comparison</b> between shapes - lining them up at a corner</p> <p>Discuss or write a sentence describing them. eg The blue square has a <b>larger area than</b> the orange square. The orange square has a <b>smaller area than</b> the green square.</p> 	<p><u>Wellbeing Wednesday</u> <b>Take the time to do something you enjoy, have a break and reset.</b></p> 	<p>the area of the surface you measured? Discuss or write about your findings. eg I used pieces of paper to measure the area of my desk's surface. The area of my desk's surface was 12 pieces of paper.</p>  <p><b>Optional- Mathletics</b> <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>	<p>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><b>Optional- Mathletics</b> <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>
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each time. eg 2 and 8 are Buddies to 10

**\*\*Buddies to 20 version**

Follow the same steps above but use 20 small items. Your number combinations will be **Buddies to 20** like last week's game. See below:

$10+10=20$  We need **two groups of ten** to make **twenty**. Picture one of these groups of ten with **some** of the second group of ten (the other part of this group is its buddy to 10).



10      2      8  
and its buddy

\* You might recognise the number 2 as the second digit of 12 in this example and automatically realise that its buddy is 8.

Say the number combinations/buddies that make 20 each time. 12 and 8 are buddies to 20

**Optional- Mathletics**

<https://www.mathletics.com/au/>

Find one type of object that can be found with different areas.

eg. Different sized: leaves, books, pieces of paper. Compare the areas of each. Using **direct comparison**, order them from **largest to smallest area**.






**Optional- Mathletics**

<https://www.mathletics.com/au/>



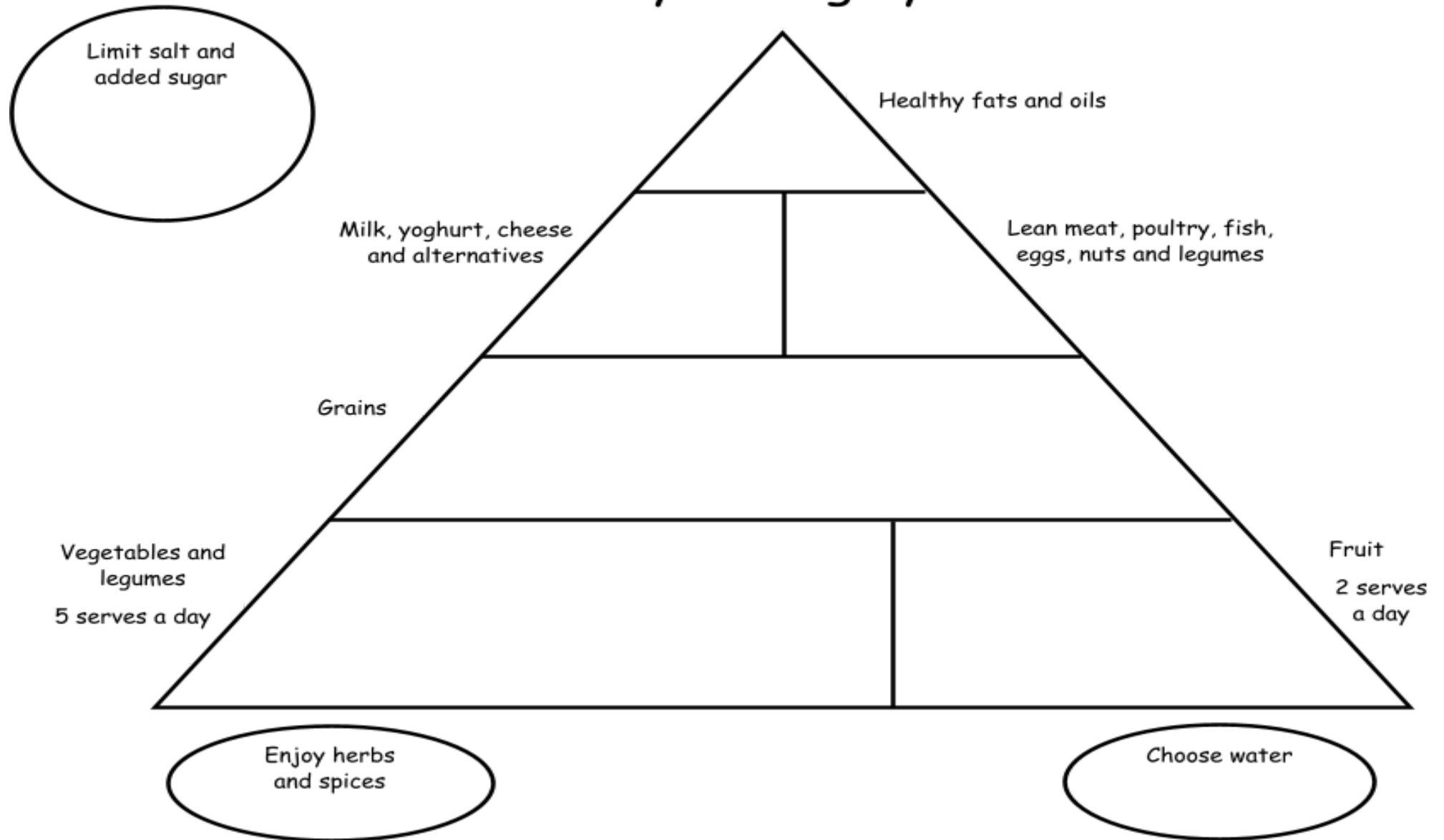
**Physical Education**

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

Break	Break	Break	Break	Break	Break
<p><b>Afternoon</b></p>	<p><b>CAPA- Music Rhythm in Music</b> </p> <p>Did you know that every time you walk, clap and click, you're making sound? Let's use these sounds today to make some rhythm. Rhythm in music is like a pattern. Using the Rhythm sheet (attached), try to follow the actions to make some rhythm. Keep trying until it is easy. Try the actions while singing along to some simple songs that you might know like Old McDonald had a farm</p> <p><a href="https://www.youtube.com/watch?v=_6HzoUcx3eo">https://www.youtube.com/watch?v=_6HzoUcx3eo</a></p> <p>or Happy - <a href="https://www.youtube.com/watch?v=4VgfhXKncvs">https://www.youtube.com/watch?v=4VgfhXKncvs</a></p> <p>Well done! You're a musician!</p>	<p><b>Geography/Science From Paddock to Plate Healthy Eating Pyramid</b></p> <p>The healthy eating pyramid shows us the types of foods that we should eat every day for good health.</p>  <p>Watch the 5 food groups video <a href="https://www.youtube.com/watch?v=L9ymkJK2QCU">https://www.youtube.com/watch?v=L9ymkJK2QCU</a></p> <p>Complete the healthy eating pyramid worksheet (attached) by drawing foods that belong in each group. Which foods on the pyramid come from farms? You may like to write a list.</p>	<p><b>Wellbeing Wednesday</b></p> <p><b>Take the time to do something you enjoy, have a break and reset.</b></p> 	<p><b>Library BOOK WEEK</b></p> <p>Each day this week, complete a Book week activity from Mrs Dufty. (See the very top of this Framework for the daily activities)</p>	<p><b>Family Time / Catch up</b></p>



# Healthy Eating Pyramid

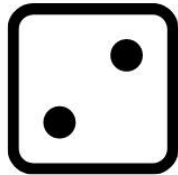
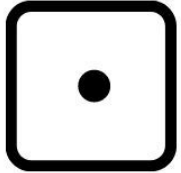


### Physical Activity grid

<p style="text-align: center;"><b><u>Ride along</u></b></p> <p>Complete physical activity on something you can ride or that has wheels. Eg. scooter, bicycle, roller skates/blades, skate board</p>	<p style="text-align: center;"><b><u>Visit your local park</u></b></p> <p>Walk to your local park and complete physical activity there. Activities might include: Frisbee, ball games, running games, riding a bike, chasing games, etc</p>	<p style="text-align: center;"><b><u>Learn something new</u></b></p> <p>Learn how to play a new sport or learn a new skill. eg. Learn how to: ride a bike or skate, skip with a rope, play elastics etc</p>	<p style="text-align: center;"><b><u>Ball games</u></b></p> <p>Complete physical activity that involves using a ball. You might play the game or practise ball skills for this game. Some examples include: hand ball, basketball, netball, cricket, softball, football, oztag, tennis, volleyball.</p> <p>Tip – use a net or bucket as a hoop to shoot balls into</p>
<p style="text-align: center;"><b><u>Free choice</u></b></p> <p>Complete 30 minutes of your own choice of physical activity.</p>	<p style="text-align: center;"><b><u>Walking or jogging</u></b></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;"><b><u>Cosmic Kids Yoga</u></b></p> <p>Access Cosmic Kids Yoga <a href="https://cosmickids.com/watch/">https://cosmickids.com/watch/</a></p> <p>Access a yoga experience from the Cosmic Kids Yoga website.</p>	<p style="text-align: center;"><b><u>Ball games</u></b></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>

# Roll a Sight Word

Practise your sight words. Roll a dice. If you roll the number above the word, then write it in the boxes below.



away

cried

shouted

from

In the two red boxes, choose your own words that you need to work on.

Name: \_\_\_\_\_

# THERE'S A SEA IN MY BEDROOM ADJECTIVES

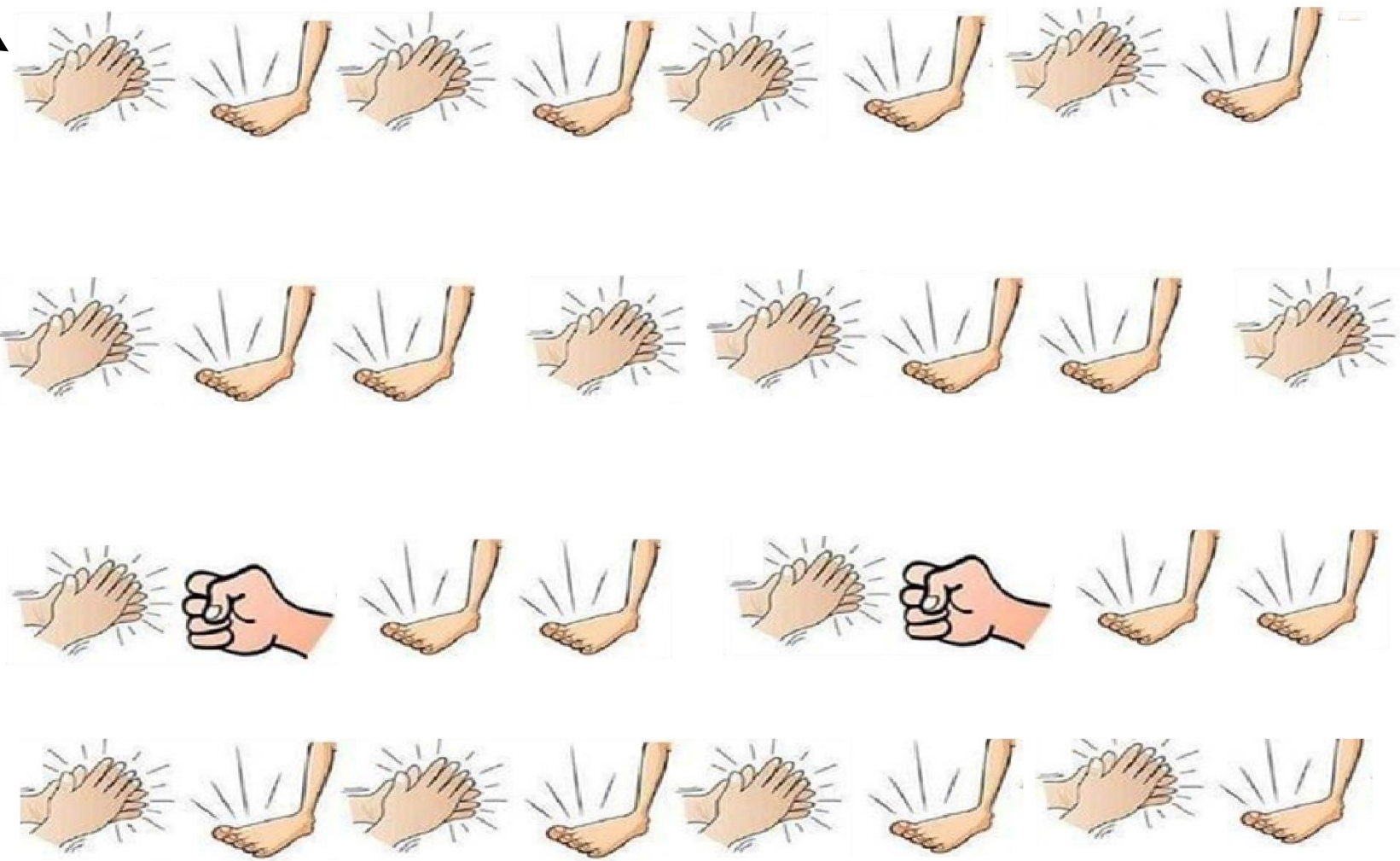
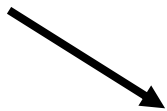
As you are listening to the story, pause the text at the time indicated and record the describing words for the person, place or thing. I have given you the first letter for each.

b _____ s _____	sea (1:24)
r _____	tugboat (3:12)
y _____ w _____	duck (3:14)
s _____ g _____ f _____	sea (4:39)

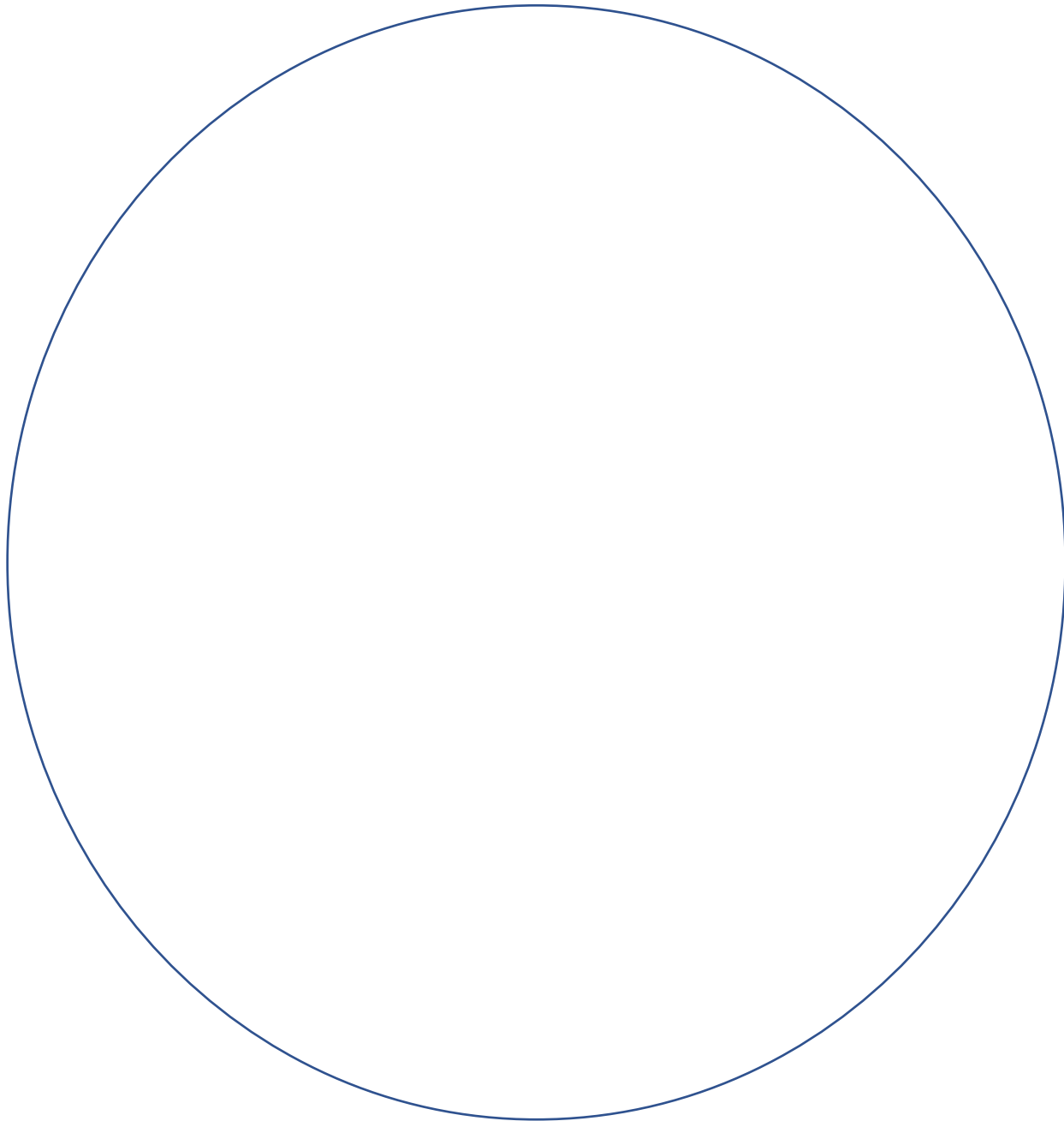
Challenge: You might hear some other describing words in the text. Record them on the back.

# Rhythm: Try and do these actions.

Start here



# In and Out



Record your number sentences on another piece of paper and keep this game sheet for future reference.

Friday – Maths – Count backwards dot to dot from 30: start at number 30

