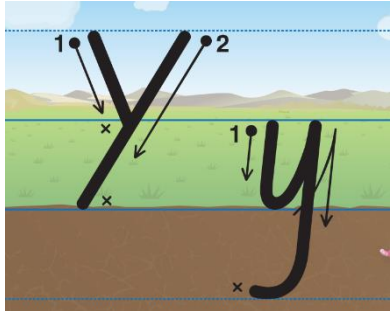

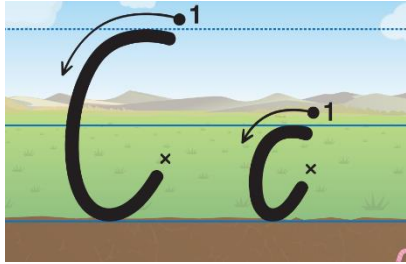


STAGE ONE UNIT WEEK 10 TERM 3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Please post your writing and Science work to Seesaw.</p>	<p>Please post your Maths and your Art to Seesaw.</p>	<p>Please post your writing and drama to Seesaw.</p>	<p>Please post your Maths and Library Lesson to Seesaw.</p>	<p>Please post your Reading and Maths to Seesaw.</p>
<p>Silent reading - 10mins Choose a book from home or use Sunshine Online for online readers.</p> <p>Reading - This week's book is called <i>Three</i> on StoryBox Library. Before reading, complete the following activities: Making predictions: Predict what the story might be about by considering-</p> <ul style="list-style-type: none"> • The title of the book • The cover • The blurb • The illustrations <p>Making connections:</p> <ul style="list-style-type: none"> • Identify the author/illustration of the book. Have they created any other books? Find some of their other books online. How are they similar or different to <i>Three</i>? <p>https://storyboxlibrary.com.au/login</p> <p>Username: jamo20 Password: jamo20</p> 	<p>Silent reading - 10mins Choose a book from home or use Sunshine Online for online readers.</p> <p>Spelling – Available on Seesaw Using the spelling grid, choose two different activities to do with your spelling words for this week. See list of words attached to the unit</p> <p>Sight Words - Then, choose one sight word activity from the grid attached to practice your 100, 200 or 300 Magic Sight Words.</p>	<p>Silent reading - 10mins Choose a book from home or use Sunshine Online for online readers.</p> <p>Reading - Rewatch the story <i>Three</i> on StoryBox Library and complete the following activity: Activity: Insect Hunt What you need:</p> <ul style="list-style-type: none"> • Magnifying glass • Pencil • Paper • Clipboard <p>Take notice of the world around you by exploring your own garden (or a local park), looking for bugs and insects. Use a magnifying glass to help you find all the creatures living there. You may need to look closely in the soil or on plants or shake branches gently to help you find the insects. Use a clipboard, pencil and paper to draw the creatures you find, taking notice of their special features and how many legs they have. Back inside, discuss how the insects are similar and different, answering questions such as how many legs does each</p>	<p>Silent reading- 10 mins Choose a book from home or use Sunshine Online for online readers.</p> <p>Spelling Choose 10 of your spelling words. Spell them while you do some physical activity for example:</p> <ul style="list-style-type: none"> - star jumps - high knees - push ups - sit ups - planking <p>Sight Words - Then, choose one sight word activity from the grid attached to practice your 100, 200 or 300 Magic Sight Words.</p>	<p>Silent reading - 10mins Choose a book from home or use Sunshine Online for online readers.</p> <p>Reading - After viewing the story <i>Three</i>, choose one of the following activities to complete.</p> <ol style="list-style-type: none"> a) Use a Y Chart to record what <i>Three</i> sees, hears and feels throughout the story. b) Draw a table and use tally marks to count the number of six-legged creatures in the illustrations. c) Write, draw or tell a story about an adventure you have had in the city. <p>https://storyboxlibrary.com.au/login</p> <p>Username: jamo20 Password: jamo20</p>

		<p>creature have? or which insects had wings? etc. Use books or search online to help you name the insects or try to find answers to any other questions you have about the creatures you find in your garden.</p> <p>https://storyboxlibrary.com.au/login</p> <p>Username: jamo20 Password: jamo20</p>		
<p>Crunch & Sip 10am - Optional: Watch the Education Live stream at https://www.education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>Crunch & Sip 10am - Optional: Watch the Education Live stream at https://www.education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>Crunch & Sip 10am - Optional: Watch the Education Live stream at https://www.education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>Crunch & Sip 10am - Optional: Watch the Education Live stream at https://www.education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>Crunch & Sip 10am - Optional: Watch the Education Live stream at https://www.education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>
<p>Writing The teachers would love to know what you got up to last Friday on our screen-free day! Write a recount of what you did and post a photo to Seesaw.</p> <p>Remember:</p> <ul style="list-style-type: none"> - Use time connectives: after that, then, next. - Start sentences with a capital letter and end with a full stop. - Reread and edit before posting to Seesaw. 	<p>Handwriting</p>  <p>Make sure you are sitting up nice and straight, four on the floor and holding your pencil correctly! Please upload a photo of your handwriting to Seesaw.</p>	<p>Writing - On Seesaw https://youtu.be/kjP2Hbd- No Watch the short film, 'Boundin.' What do you think the key message in the movie is?</p>  <p>Answer these questions:</p> <ol style="list-style-type: none"> 1. When are you up? 2. When are you down? 3. How can you help yourself bound back? 	<p>Handwriting</p>  <p>Make sure you are sitting up nice and straight, four on the floor and holding your pencil correctly! Please upload a photo of your handwriting to Seesaw.</p>	<p>Writing Write a wish list for the holidays. Even though we are in lockdown, there are still many fun things to do!</p> <p>Here are some items on the teacher's wish lists:</p> <ul style="list-style-type: none"> - Gardening - Bushwalks - Reading - Baking <p>Remember:</p> <ul style="list-style-type: none"> - Start sentences with a capital letter and end with a full stop. - Reread and edit before posting to Seesaw.

Y Y Y Y Y Y Y Y Y Y Y
y y y y y y y y y y y y
Yy Yy Yy Yy Yy Yy Yy

Yellow yaks say, "Yuck!"

Video of correct formation on Seesaw.
See template attached to unit and complete on worksheet or copy into your workbook. Then take a photo for Seesaw.

Grammar - On Seesaw or see attached at end of unit.

A compound sentence is made up of two simple sentences joined together with a conjunction: and, or, but.

Read the first half of the sentence then match the conjunction and the ending to match.

Re-read to check they make sense!

C C C C C C C C C C
c c c c c c c c c c
Cc Cc Cc Cc Cc Cc Cc

Cool cats can't create chocolate cakes.

Video of correct formation on Seesaw.
See template attached to unit and complete on worksheet or copy into your workbook. Then take a photo for Seesaw.

Phonics

Go on a long e vowel sound hunt. See how many words you can find that either have ee, ea or y making the long e vowel sound in them. This activity can be found at the end of the unit or on Seesaw.

Maths

TENS Warm-Up: Choose your favourite warm up activity that we did this term and play it again! Suggestions include race to or from 100, Salute or Guess my Number.

Activity: Place Value

Play Place Value Basketball.

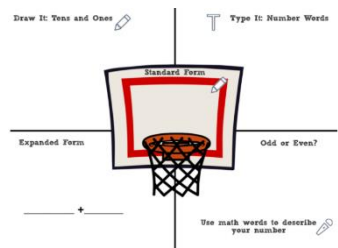
<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

Either use the link or search 'Place Value Basketball'.

Year 1: Select numbers to 99

Year 2: Select numbers to 999

Complete the activity. The activity can be found at the end of the unit and on Seesaw.



Brain Sprint: 15 min on Mathseeds

Maths

TENS Warm-Up: Choose your favourite warm up activity that we did this term and play it again! Suggestions include race to or from 100, Salute or Guess my Number.

Activity: Missing Numbers

Complete the missing numbers activity. The activity can be found at the end of the unit and on Seesaw.

The 'Missing Parts' activity grid consists of a 2x3 grid of boxes. Each box is divided into 'Whole' and 'Part' sections. The top row contains: (Whole: 12, Part: 5), (Whole: 15, Part: 1), (Whole: 11, Part: 3). The bottom row contains: (Whole: 14, Part: 8), (Whole: 17, Part: 7), (Whole: 18, Part: 2). A purple spider illustration is on the right side of the grid.

Brain Sprint: Choose your favourite Braint Sprint activity and play it again. Suggestions include Hit the Button, Maths Train, Tennis and Circle Champion!

Maths

TENS Warm-Up: Choose your favourite warm up activity that we did this term and play it again! Suggestions include race to or from 100, Salute or Guess my Number.

Activity: Number Patterns

Complete the number patterns activity. The activity can be found at the end of the unit and on Seesaw.

The 'Number Patterns' activity grid consists of a 2x3 grid of boxes. Each box is divided into 'Whole' and 'Part' sections. The top row contains: (Whole: 1, 2, 3, 4, Part: 6, 8), (Whole: 2, 4, Part: 8, 12, 14), (Whole: 5, 10, 15, Part: 25, 30, 40). The bottom row contains: (Whole: 100, 99, 98, Part: 96, 95, 94, 93). A purple spider illustration is on the right side of the grid.

Brain Sprint: 15 min on Mathseeds

Maths -

TENS Warm-Up: Choose your favourite warm up activity that we did this term and play it again! Suggestions include race to or from 100, Salute or Guess my Number.

Activity: Calendar – On Seesaw or worksheet attached

On the worksheet:

Part 1

Write in the missing days at the top of the calendar.

Then write in the missing numbers (the position of the days).

Part 2

Colour the correct answer that makes the sentence correct to the information on the calendar.

Brain Sprint: Choose your favourite Braint Sprint activity and play it again. Suggestions include Hit the Button, Maths Train, Tennis and Circle Champion!

Maths -

TENS Warm-Up: Choose your favourite warm up activity that we did this term and play it again! Suggestions include race to or from 100, Salute or Guess my Number.

Activity: Position

Find the Web

Help the spider find its web by following the instructions on the worksheet attached or on Seesaw.

Brain Sprint: 15 min on Mathseeds

Brain Break

Play a board game with someone in your family. Ideas: UNO, Jenga, a puzzle, Go Fish, Snap, Twister.

PE

Click on this link for a 20min dance lesson!
<https://www.youtube.com/watch?v=qQeq9ryQUa4>

PDH - Strengths Lesson

See Seesaw for an explanation or complete attached worksheet.

Brain Break

It can be nice to look for the positives!

Plan your dream holiday!

If we were allowed to travel, where would you go? What would you do?

Library Lesson

Please see instructions attached or complete on Seesaw.

Stage One - At Home Library Program

We will be using an online education resource called Story Box Library online. The school has paid a subscription to this so all students can access it from their devices at home. The Library lessons will be based on stories from this website. After listening to the story, you may choose to do just one of the activities below or you can complete as many as you like or have time to do.

Term 3 - Week 10

Bella's Bad Hair Day by Stephen Michael King

<https://www.storyboxlibrary.com.au/login>

Please log onto Story Box Library as per instructions

Username: jamez0 Password: jamez0

Hover the cursor over the book Bella's Bad Hair Day and

click the Play button. Watch and listen carefully to the story.



Things to do after you have listened to the story

- Where does the story start in this book? Have you seen a story start at this point before? What do you think is the purpose of starting a book like this?

- Bella is still sleeping in the opening illustration. What do you think she is dreaming about? Draw or take a screen shot of the image and create a dream bubble for her.

- Which is your favourite character in the story? Explain your choice. Write or illustrate what would happen if you spent a day with this character.

- Which of Bella's potential hats would be the most appropriate? Devise a set of criteria to test and rate each hat. Click on link below to see a picture of her hats.

- Design a hat for Bella using paper, junk materials or Lego.

- Create a gallery of hairstyles for Bella using pictures from the internet or draw them yourself.

- "...and as they do a shampoo commercial". Make a video of you performing a shampoo commercial. Design your own props and sets.

LUNCH - Get some fresh air!

Science - Natural Resources Available on Seesaw

During Science this term we have been learning about natural resources and how they are valuable to us for living. Remember there are many natural resources below the ground, on the ground and in the air.

Look carefully at the picture on the worksheet and see if you can think of 5 natural resources that you would find for each of the following areas:

1. 5 under the ground
2. 5 on the ground
3. 5 above the ground.

Don't forget to label your diagram and colour very carefully. Do not colour over

Art - Leaf/Flower Rubbing Art

Gather up some natural resources, such as leaves and flowers, from your yard or maybe even from the park when you are out on a walk. Try to find lots of different options as some may work better than others for this activity.

Put a leaf or flower under a piece of paper and colour over the top to create a rubbing. You should be able to see the outline and tiny details from the plant.

This activity could be done with pencils, crayons or pastels. Think about what colours you will use. Will you use warm colours or cool colours? Or will you create a rainbow like in the example below?

Drama

See attachment



2pm Stage 1 End of Term 3 Zoom!

Join Zoom Meeting
<https://nsweducation.zoom.us/j/66132122838?pwd=ZVNweTJKY20xcHBUS25xRVVowUFBiZz09>

Meeting ID: 661 3212 2838
Passcode: 136452

PDH

Try one or more of these activities:

-Go for a walk with your family
-Play with a pet

-Do some yoga (Cosmic Yoga)
-Do a Just Dance activity (YouTube)

-Look up at the clouds and use your imagination to find pictures in the sky.
Now sit quietly and think about how you are feeling.
Hopefully you feel calm and relaxed!

PE

Have a go at creating your own just dance moves to your favourite song! You could use some moves from your disco on Monday!

The Stage 1 teachers wish you all a safe and happy school holiday break!

your labels please so that your writing is clear and easy to read.

**Optional after school Zoom
disco run by Dance Fever!
4-4:40pm**

<https://us06web.zoom.us/j/83806314467?pwd=V2xOa0htbWxzSkxEbXdkOTJ2ejQ4UT09>

Meeting ID: 838 0631 4467
Passcode: 852917



Post your completed artwork into you Seesaw journal.

Sight Words:

We use the Magic 100 sight word program at JPS. Your child should know whether to choose words from the 100, 200 or 300 word list. Please ask your child's teacher if they are unsure. Here are some activities to choose from. You might also like to cut up the words or write them out to use them as flashcards. We recommend focusing on 5 new words at a time. If your child knows how to read all of the 300 words, they can practice writing them.


Write the vowels in blue and the consonants in red.	Think of some rhyming words for your spelling words.	Look for your words in a home reader. Count how many times you can find that word.
Create sentences or a story using the weekly spelling words.	Put 10 of your spelling words in alphabetical order.	Look up the dictionary meanings for 3 of your spelling words.
Read your words to a toy.	Write your words in rainbow colours.	Make two copies of your words and play snap with a family member.

Spelling Words Week 10

Year 1	Year 2
sn	sunset
snap	said
snore	skill
snail	case
sp	sense
spit	tense
spoon	chase
space	dress
old	mess
new	bless
sent	kiss
friend	boss
start	less
large	cent
mistake	city
patter	cement
	fancy

Monday Maths

Draw It: Tens and Ones 


 Type It: Number Words



Expanded Form

Odd or Even?

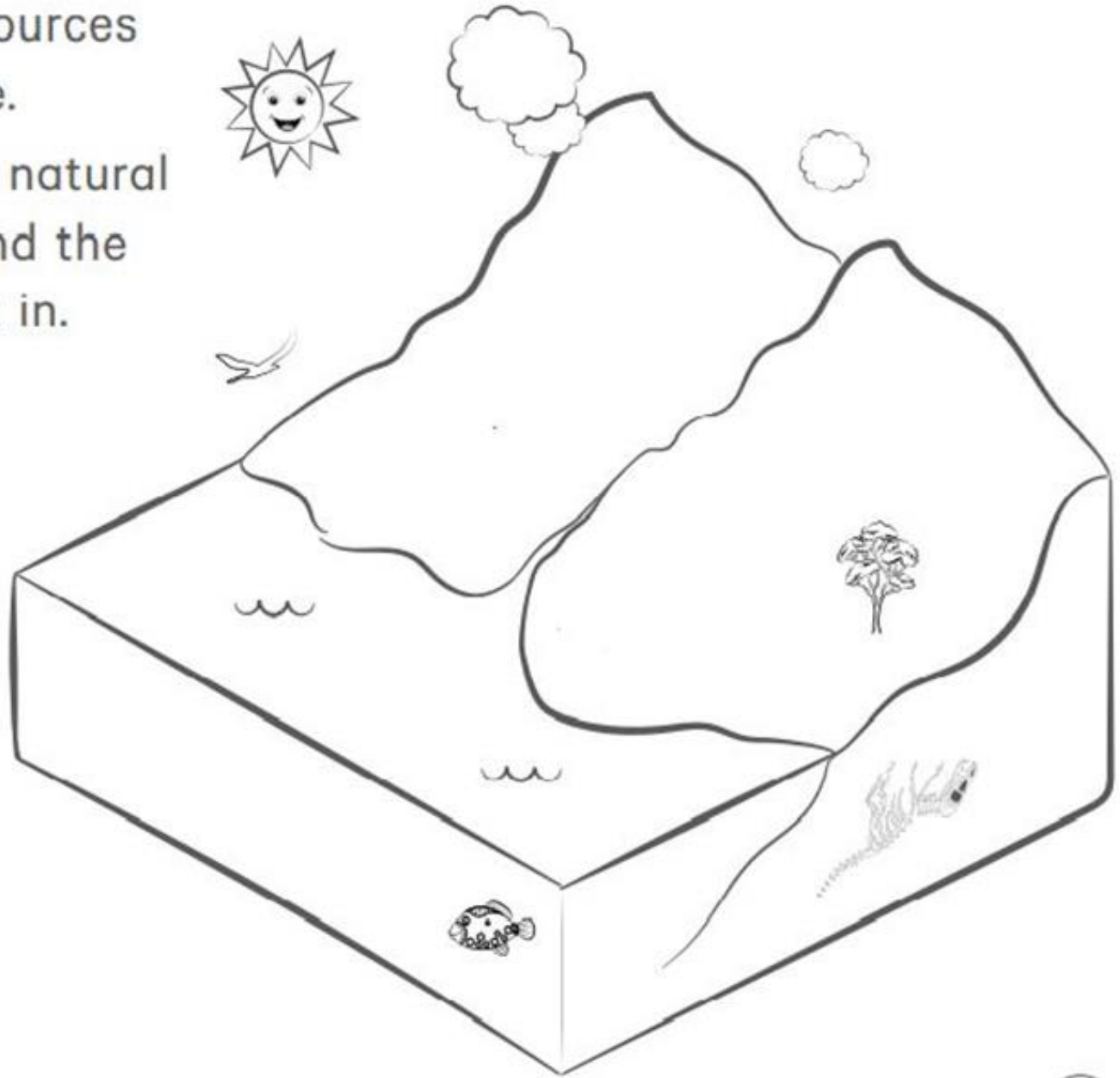
_____ + _____

Use math words to describe
your number 

Remember to draw and label 5 natural resources below/in the ground, 5 on the ground and 5 above the ground.

Label the natural resources you see in the picture.

Draw and label other natural resources on or around the picture, then colour it in.

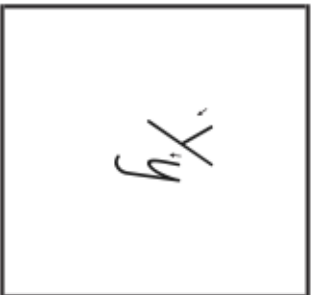


35 HANDS-ON SPELLING ACTIVITIES

to use with any word list

Make each word with Scrabble tiles.	Make each word using short lengths of yarn.	Paint the words onto paper.	Write the words outdoors with chalk.	Make the letters of each word with your body as you spell the word aloud.
Build the words with Lego bricks.	Stamp the words onto paper with letter stamps.	Stamp the words into playdough with non-inking letter stamps.	Paint each word with a Q-tip/cotton bud.	Make the words with letter stickers.
Spell the words aloud as you star jump - one jump for each letter.	Spell each word with letters made from chenille stems/pipe cleaners.	Type your words on a computer.	Thread the words with letter beads.	Write each word with a stick in damp sand.
Write each word with your finger in a shallow tray of sand or salt.	Write the words on a window with a whiteboard marker.	Clap once for each letter as you spell aloud each word.	Make each word with alphabet stones.	Write your words onto paper plates and make up a jumping game.
Write your words in a fun way of your choice.	Draw a hopscotch grid, add your words. Spell each word as you play.	Spell each word aloud as you jump on the spot - one letter per bounce.	Make up a clue about each of your words and quiz a family member.	Write each letter of your words onto a craft stick. Mix them up and unjumble.
Make each word with magnetic letters.	Play Hangman - choosing the words to guess from your spelling list.	Use a laser pointer or flashlight to 'write' each word on the wall.	Write each word and then make it into a picture that illustrates the word.	Spell each word aloud in a funny robot voice.
Play tic tac toe with spelling words instead of 'o' and 'x'.	Make each word from playdough or plasticene snakes.	Write your words onto two sets of cards. Play a memory game.	Write each word on your palm with the pointer finger of your writing hand.	Squeeze paint into a Ziploc bag. Seal. Write the words on the bag with your finger.





Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height as each other.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Now, copy the letters and words into your handwriting book.

y y y

Y Y Y

Y y Y y Y y

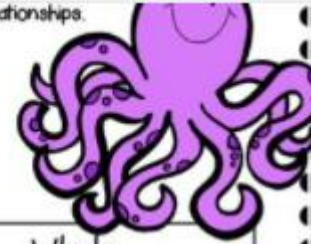
you

your

I can determine the unknown number in part-part-whole relationships.

Name _____

Missing Parts



Whole 12	
Part 5	Part

Whole 15	
Part 1	Part

Whole 11	
Part	Part 3

Whole 14	
Part 8	Part

Whole 17	
Part	Part 7

Whole 18	
Part 2	Part



My Strengths, Challenges and Goals

Task: Identify 5 Strengths and 5 challenges that you have. Then select a challenge that you face and record a goal below to work towards turning your challenge into a strength.

My Strengths:

-
-
-
-
-

My Challenges:

-
-
-
-
-



Goal: _____

I will: _____

To achieve this goal I will:

-
-
-

People who can help me are:

-
-
-



Compound Sentences

1. Mrs McKane didn't like lollies
2. Anna went to the park
3. Mum said I could play Lego
4. We had to take the bus
5. I wanted to go to the zoo

so

and

but

or

but

it was raining.

she really liked chocolate!

she could play on the swings.

I could play outside.

it took a really long time.

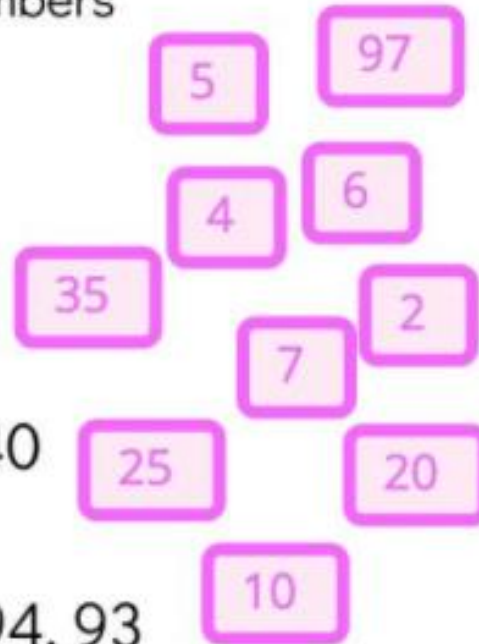
Fill in the missing numbers

1, 2, 3, 4, , 6, , 8

2, 4, , 8, , 12, 14

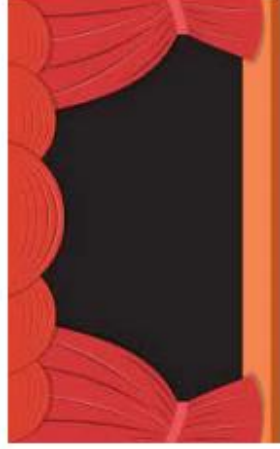
5, 10, 15, , 25, 30, , 40

100, 99, 98, , 96, 95, 94, 93



Week 10

Drama Activity - Puppet Show



Step 1: Watch Fuzzaboom video 'Georgie thinks he has Superpowers'.

<https://www.youtube.com/watch?v=EFtVhimpvzs>

Step 2: Using your puppet and another character to see if you can come up with a conversation about the fact you think you have 'Superpowers'. You can make up any superpower that you like but if you get stuck, you can just use the superpower idea in the video about knowing what animal someone is thinking of.

Step 3: Video yourself using your puppet and another character having a conversation about you and your superpowers. Don't forget to demonstrate how you use your superpowers. You don't need to be in the video, just your puppet and you make it move and another character of your choosing. You might like to use these ideas in your performance:

- > Give your puppet or characters different voices.
- > Speak in first person, which means you are always pretending to be the characters (I, me, my, mine).
- > Lots of people have made stages to work behind like a lounge or table or even ones they have made themselves!
- > Make sure you have already decided on your Superpower and how you can demonstrate that to your friend.
- > You are welcome to make up your own choice!

Step 4: Upload your video to the CAPA folder in your Seesaw classroom.

If you have trouble with any of the links, just copy and paste the website addresses into your search bar.

Also, if you have a sibling in Stage E51 or S1, you could even work together to save some time and use the same video:)

If you don't have access to any internet, just try and make up a conversation between your puppet and another character discussing you and your superpowers and present it to a member of your family.

I can't wait to say how many talented Puppeteers we have at JPS!

Mrs T

Handwriting Practice

Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height as each other.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
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Now, copy the letters and words into your handwriting book.



C C C

C C C C

Cc Cc Cc

children

climb

could

Long E Vowel Hunt

Look for words around your house that use the patterns below to make the Long e vowel sound! Add them to the correct column by using the "T" to type them in!

ee	ea	y
sleep	meat	very

Task 1

Write in the missing numbers and the missing days.

JUNE

Sun	Mon	Tues	Thurs	Sat
		1	2	5
6	7		10	12
13			16	17
			18	
20	21		25	26
		29	30	


Task 2

Colour the correct answer.

1. The first day of June was a Saturday | Tuesday.
2. The last day of June was a Wednesday | Friday.
3. There were 3 or 4 Sundays in this June.
4. The fifth and twelfth days are Mondays | Saturdays.

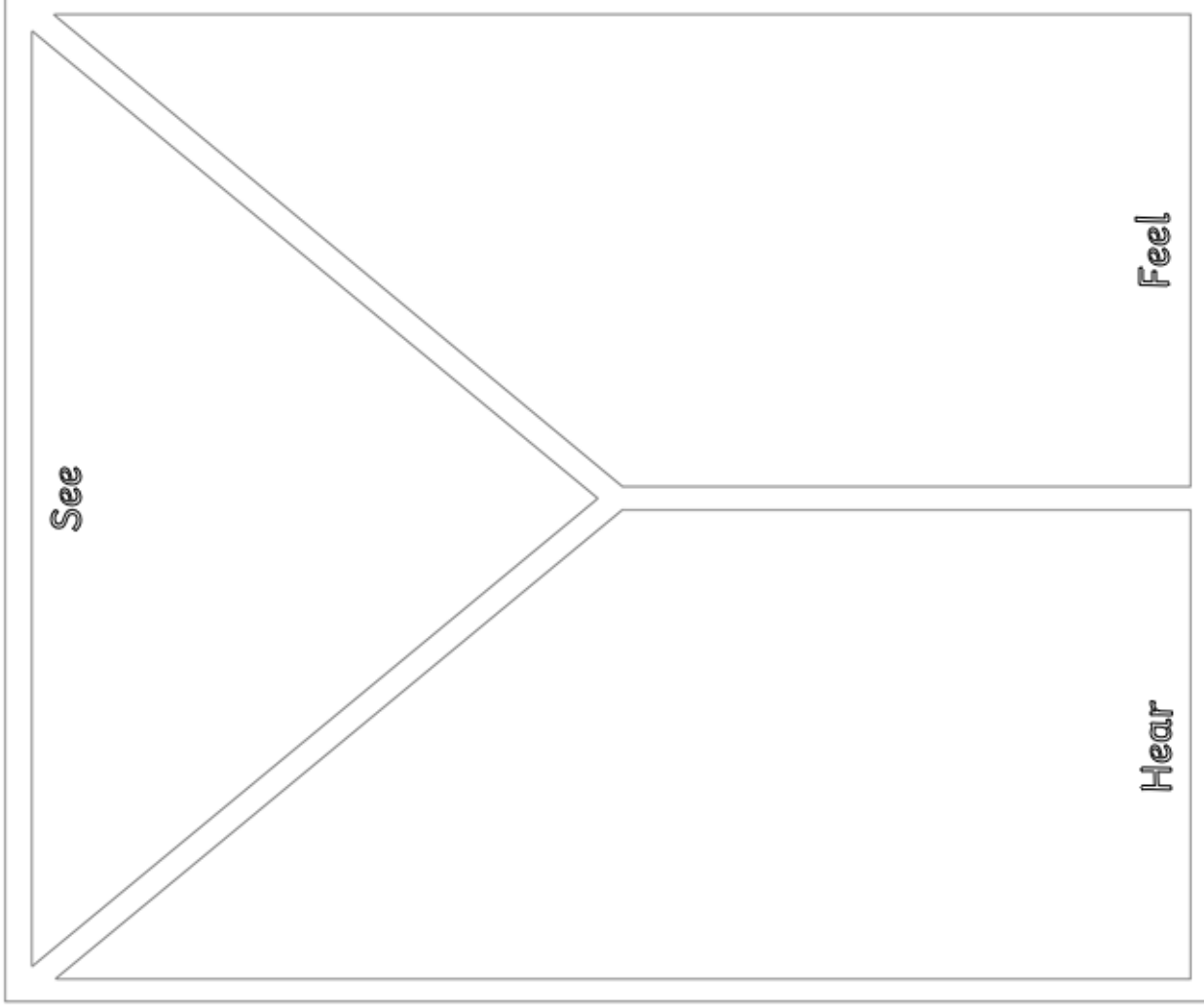
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We will be using an online education resource called Story box Library online. The school has paid a subscription to this so all students can access it from their devices at home. The Library lessons will be based on stories from this website. After listening to the story, you may choose to do just one of the activities below or you can complete as many as you like or have time to do.

<p>Term 3 - Week 10</p>	<p>Bella's Bad Hair Day by Stephen Michael King https://storyboxlibrary.com.au/login Please log onto Story box library as per instructions Username: jamo20 Password: jamo20 In the search bar type in bella and press enter. Hover the cursor over the book Bella's Bad Hair Day and click the Play button. Watch and listen carefully to the story.</p> 
<p>Things to do after you have listened to the story</p>	<ul style="list-style-type: none"> - Where does the story start in this book? Have you seen a story start at this point before? What do you think is the purpose of starting a book like this? - Bella is still sleeping in the opening illustration. What do you think she is dreaming about? Draw or take a screen shot of the image and create a dream bubble for her. - Which is your favourite character in the story? Explain your choice. Write or illustrate what would happen if you spent a day with this character. - Which of Bella's potential hats would be the most appropriate? Devise a set of criteria to test and rate each hat. Click on link below to see a picture of her hats. https://www.stephenmichaelking.com/books/bellas-bad-hair-day/ - Design a hat for Bella using paper, junk materials or Lego. - Create a gallery of hairstyles for Bella using pictures from the internet or draw them yourself. - "...and as shiny as a shampoo commercial". Make a video of you performing a shampoo commercial. Design your own props and sets.

Y Chart

Topic: Found by Bruce Pascoe



Friday - Reading



visit [twinkl.com.au](https://www.twinkl.com.au)

