
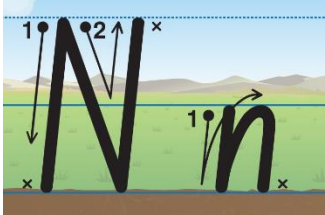

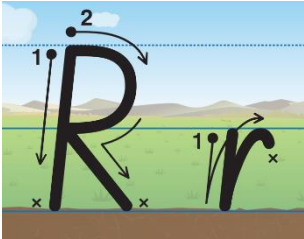

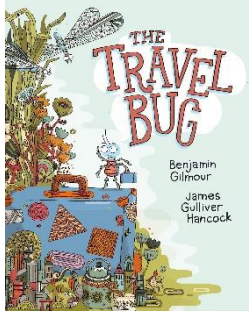





We trust that you receive your child's SeeSaw login in the mail soon. We encourage them to post at least one thing a day to show their teacher.

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|--|--|--|---|
| <p>Reading Silent reading - 10mins</p> <p>Read a story from home or on https://storyboxlibrary.com.au/login Username: jamo20 Password: jamo20</p>  <p>What you'll need: Hole punch, scissors, wool, paper/ cardboard x3 pieces, writing materials (pens, crayons, textas, pencils, etc.) and a story book. Make a necklace with wool. Label 3 pieces of cardboard/paper with 'beginning', 'middle' and 'end.'</p> <p>After you have read your story use the story necklace to help retell the story. Re-read the story if you need to.</p> <p><u>Crunch & Sip</u> <u>If possible, sit in the sun for your break.</u></p> | <p>Reading Silent reading - 10mins Use the story you read yesterday and using your story necklace, look at the beginning card (orientation). Think about the beginning of the story. On a piece of paper, draw the characters and setting at the beginning of the story. Label the setting and the characters.</p> <p><u>Crunch & Sip</u> <u>If possible, sit in the sun for your break.</u></p> <p>Handwriting Copy neatly using correct letter formation:</p>  <p>Tuesday 20th July 2021 N N N N N N N n n n n n n n n N n N n N n N n Nine numbats never nag. Draw nine numbats!</p> | <p>Reading Silent reading - 10mins Use the story you have chosen this week. Look at the "middle" label on your story necklace and think about the story and what problem (complication) happened. On another piece of paper draw and label the problem in the story including the characters and setting they are in.</p> <p><u>Crunch & Sip</u> <u>If possible, sit in the sun for your break.</u></p> <p>Writing Would you rather be a spider or a butterfly?</p>  <p>OR</p> <p>Write 3-5 reasons why you would rather be a spider or a butterfly.</p> <p>Remember to: include a title, write in complete sentences, begin with a capital letter and end with a full stop.</p> | <p>Reading Silent reading - 10mins Use the story you have chosen, take your story necklace cards and use the end (resolution) card. Think about and draw how the problem was solved.</p> <p><u>Crunch & Sip</u> <u>If possible, sit in the sun for your break.</u></p> <p>Handwriting Copy neatly using correct letter formation:</p>  <p>Thursday 22nd July R R R R R R R r r r r r r r r r R r R r R r R r Rabbits run around rings. Draw a rabbit!</p> | <p>Reading Silent reading - 10mins Questions Make up questions about your story. Use words that questions begin with eg What? Where? Why ? Ask your parents, brothers/sisters/pets, toys.</p> <p><u>Crunch & Sip</u> <u>If possible, sit in the sun for your break.</u></p> <p>Writing Write a letter to someone in your family. You might like to thank them for something they've done, tell them something you love about them or ask them to play a game with you.</p> <p>Don't forget to include the date, the name of who you are writing to and your name.</p> |

| | | | | |
|---|---|--|--|--|
| <p>Writing</p>  <p>Write down 3-5 facts about butterflies. You could write about what they look like, what they eat, how they move or what they do.</p> <p>Remember to: include a title, write in complete sentences, begin with a capital letter and end with a full stop.</p> | <p>Spelling</p> <p>See attached spelling list for Year 1 and Year 2</p> <p>Look, cover, write, check your words once.</p> <p>Write 3 sentences using as many spelling words as you can.</p> | | <p>Spelling</p> <p>See attached spelling list for Year 1 and Year 2</p> <p>Look, cover, write, check your words once.</p> <p>Choose 10 words and write them in alphabetical order.</p> | <p>Library Lesson – The Travel Bug</p> <p>See lesson attached</p>  |
|---|---|--|--|--|

RECESS

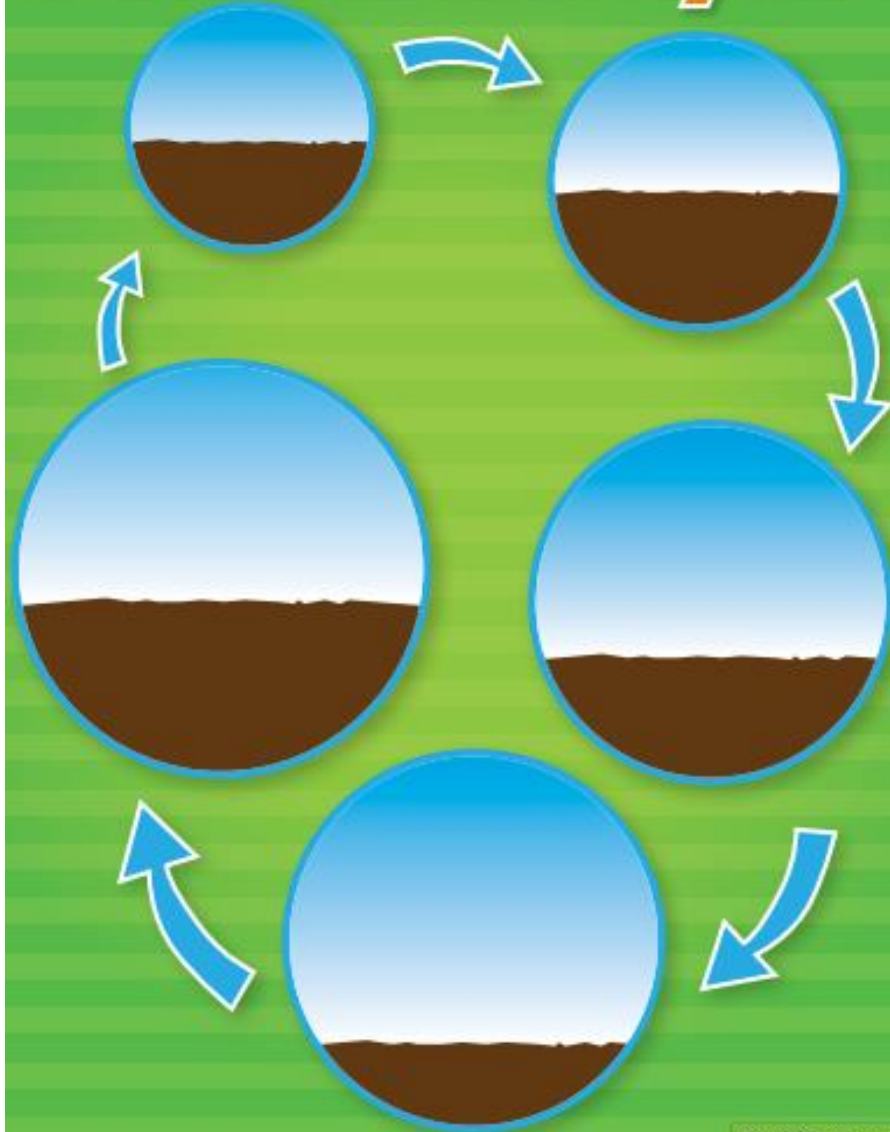
| | | | | |
|---|---|--|---|--|
| <p>Maths</p> <p>TENS-Guess My Number Students think of a number between 1-20. Partner asks questions to find out mystery number e.g. Is it less than 10?</p> <p>Place Value Use a deck of cards or cut up 10 scrap pieces of paper and write 0-9 on them. If using a deck of cards remove Joker, Jack, Queen and King.</p> <p>Randomly select 2 cards (Year 1) or 3 cards (Year 2) and make the largest possible number with them. Write this number down. Then rearrange the cards to make the smallest possible number and write this number down. Repeat 3-5 times.</p> <p>Using the list of numbers you have written down, underline all the digits in the ones column red, all the digits in the tens column blue and all the digits in the hundreds column (Year 2) green.</p> | <p>Maths</p> <p>TENS-Guess My Number Students think of a number between 1-50. Partner asks questions to find out mystery number e.g. Is it less than 10?</p> <p>Ascending Order is when numbers are organised from smallest to largest.</p> <p>Descending Order is when numbers are organised from largest to smallest.</p> <p>Use post-its or cut up a scrap piece of paper and write a 2-digit (Year 1) or 3-digit (Year 2) number on each piece of paper. Jumble the papers up then practice putting them in ascending and descending order. Repeat 3 times and try to get faster each time.</p> | <p>Maths</p> <p>TENS-Guess My Number Students think of a number between 1-100. Partner asks questions to find out mystery number e.g. Is it less than 10?</p> <p>Numbers Before and After Get 2 (Year 1) or 3 (Year 2) dice. Roll dice and record number e.g. If I roll a 3 and a 6 I have 36.</p> <p>Then write the number before and after eg. 35, 36, 37. Repeat 5-10 times.</p> | <p>Maths</p> <p>TENS-Guess My Number Students think of a number between 1-1000. Partner asks questions to find out mystery number e.g. Is it less than 10? Note: Year 1 students do not need to go beyond 100.</p> <p>Counting by 2s, 5s and 10s Use the 100s chart attached or follow the link for an interactive 100s chart. https://www.topmarks.co.uk/learning-to-count/paint-the-squares Year 1-1 to 100 Year 2-1 to 120</p> <p>Practice counting by 2s, 5s and 10s.</p> <p>Counting by 2s- colour in blue Counting by 5s-colour in red Counting by 10s-colour in green</p> <p>Which numbers did you have to colour more than once?</p> | <p>Maths</p> <p>TENS-Guess My Number Students think of a number between 1-1000. Partner asks questions to find out mystery number e.g. Is it less than 10? Note: Year 1 students do not need to go beyond 100.</p> <p>2D Shapes Complete the attached Shape Hunt activity sheet.</p> <p>Year 1-complete sheet 1 Year 2-complete both</p> |
|---|---|--|---|--|

| | | | | |
|--|--|--|---|---|
| <p>Brain Sprint-Count backwards from 31 as fast as you can. Repeat 3 times.</p> | <p>Brain Sprint-Play a game of tennis (you say a number then a partner says a number.) Count backwards from 31 as fast as you can.</p> | <p>Brain Sprint-Either count backwards from 31 or if you would like more of a challenge pick any number up to 100 and count backwards from that number. Repeat 3 times and start at a different number each time.</p> | <p>Brain Sprint-Play a game of Buzz Off counting backwards from 31 as fast as you can. Repeat 3 times.</p> | <p>Brain Sprint-Play a game of Buzz Off. Either count backwards from 31 or if you would like more of a challenge pick any number up to 100 and count backwards from that number. Repeat 3 times and start at a different number each time.</p> |
| <p>Brain Break Name 10 things that you would not see at the beach. For example, you would not see a lion.</p>  | <p>Brain Break Play a non-electronic game. This could be a card game, a board game, a drawing game or any other game you can think of that you don't need a device for.</p> | <p>PDH- Safety first Draw or write 5-10 ways we can stay safe when we go outside. For example, you always hold an adult's hand when crossing the road.</p> | <p>Brain Break Colouring in is a great way to give our brains a chance to rest. Here is a picture you can colour in or draw your own picture.</p>  <p>https://coloringonly.com/pages/stay-safe-rainbow-coloring-page/</p> | <p>PDH - Brain Break With everything that is going on in the world right now sometimes we can feel worried and stressed. Sit quietly for a moment and think about how you are feeling. 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 (You Tube) -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!</p> |
| <p>LUNCH</p> | | | | |
| <p>Art Use a lamp or maybe even the Sun to trace the outline of your favourite toy. If this doesn't work for you, then just trace around the toy. Then fill in the details and colour in using what you have at home.</p>  | <p>PE Go outside for 30mins to play a favourite game. Suggestions: kick a ball against the wall, play tip with someone, practise throwing and catching a ball.</p> | <p>Science - Life Cycle of a Plant Complete on SeeSaw or paper copy attached.</p> <ol style="list-style-type: none"> 1. Complete Lifecycle 2. Write 3-5 sentences about the lifecycle of a plant. Include the words: seed, sprout, air, water and sun. | <p>History Talk with your family about how some things have not changed since they were little and how other things have changed. Look at photos your parents may have, talk about toys they may have played with, foods, buildings etc. Do your parents own anything from when they were little? Talk about it/them. Complete the 2 pages on what has not changed and what has changed.</p> | <p>PE- Boot camp Can you complete the following exercises? 10 star jumps 10 jumps side to side 10 jumps back and forward 10 frog jumps (touch the floor then touch the sky) 10 squats (bending like you're sitting on an invisible chair) And run 1 lap of your backyard or outdoor space</p> |

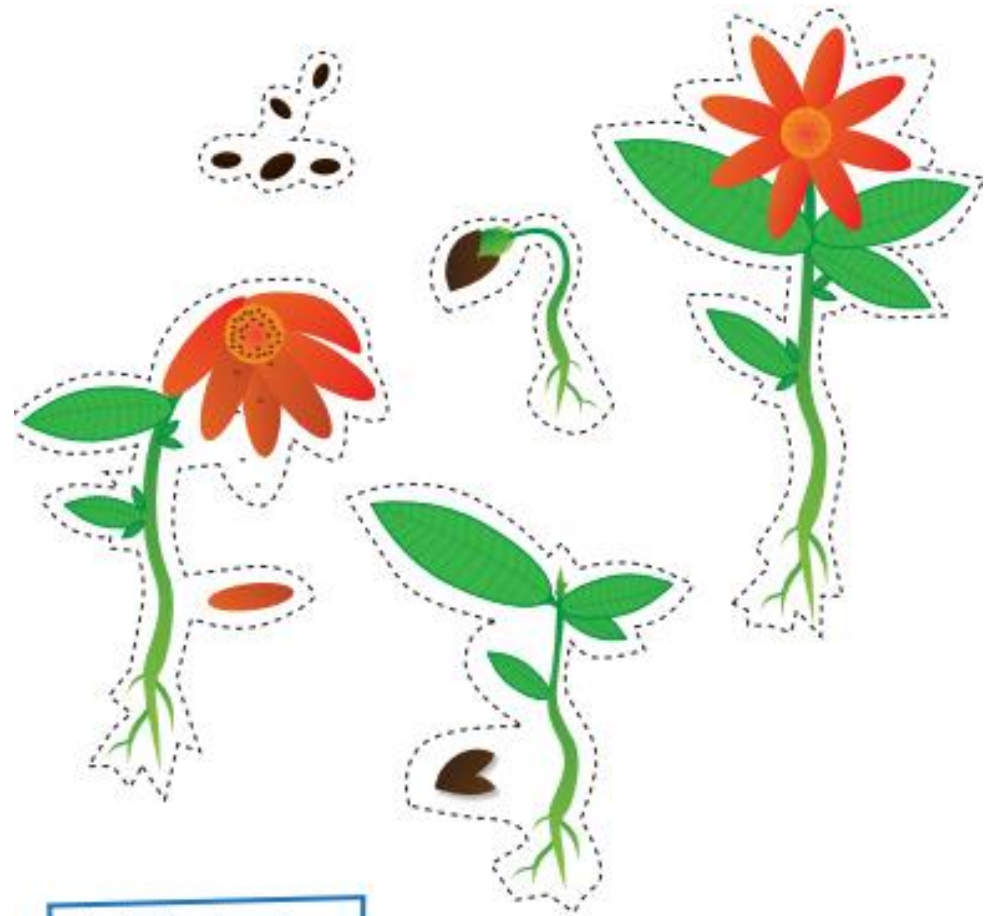
Week 2 Spelling List

| Year 1 | Year 2 |
|---|--|
| book wood look out loud house shout not but that then over every before above | kite hide mine fire bite wife strike smile sprout spring sprawl sprint scratch scrape scrap screech scribble |

Plant Life Cycle



TeachStarter.com



The shoot continues to grow and the roots burrow down in to the soil.

The seed cracks and a tiny shoot appears.

Seeds are produced from the flower.

The flower produces seeds to start the process all over again.

The plant gets taller, leaves sprout from the stem and a flower grows.

One thing that has NOT changed over time

In the past. _____

In the present. _____

PAST and PRESENT

One thing that HAS changed over time

In the past. _____

In the present. _____

PAST

PRESENT

Hundreds Chart

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

120 CHART


| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 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 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |

2D Shapes around the Home

Can you be a detective and find the following 2D shapes around your home? When you find the shape, draw the item in the space provided.

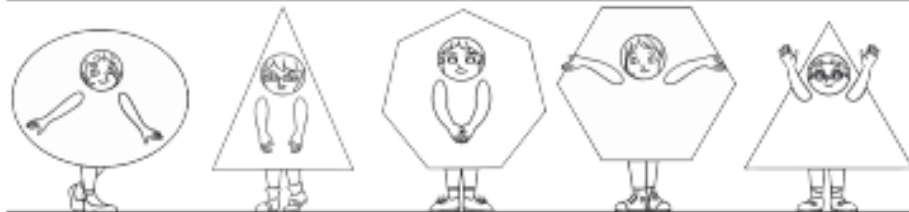
The first one has been done for you.



| Shape | Item Found at Home |
|-----------|---|
| Square |  |
| Triangle | |
| Circle | |
| Rectangle | |
| Pentagon | |



| Shape | Item Found at Home |
|---------------|--------------------|
| Hexagon | |
| Octagon | |
| Oval | |
| Rhombus | |
| Trapezium | |
| Parallelogram | |





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.

The Travel Bug by Benjamin Gilmour

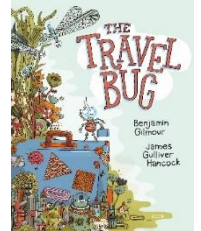
<https://storyboxlibrary.com.au/login>

Please log onto Story box library as per instructions

Username: jamo20 Password: jamo20

In the search bar type in **travel** and press enter

Hover the cursor over the book **The Travel Bug** and click the **Play** button. Watch and listen carefully to the story



Things to do after you have listened to the story

- Tell someone your favourite part of the story.
- Draw a picture of your favourite page in the story.
- What do you think the bug put into his blue suitcase?
- What would you pack in your suitcase to go on a holiday?
- Write a list of insects that are in the story. Choose one insect to research further. Write down 5 facts about this insect and draw a picture of it. The following link may give you some more information about insects.
<https://australian.museum/learn/animals/insects/what-are-insects/>
- What places did the bug visit? Make a list of the places and write one thing he saw there. Find a map of the world and see if you can locate the countries he visited.
- Can you think of some of the food you saw in the story?
- What food do you like that is from another country?
- Write your name in fancy writing in the middle of a page and decorate around it using things that are special about you
- In Brazil, the bug saw lots of interesting masks. Find something around your house that you could make into an interesting mask ie. Paper plate, paper bag, cardboard etc
- Play a game of Celebrity Head using insects instead of celebrities.

At Home Library lessons no devices needed

You can do all these activities or some of these activities with any books you have at home.

1. Look at the cover.
2. What do you think the story will be about?
3. Look through the book and see if you can guess what it is about now.
4. Read the book with someone in your family.
5. Talk about the story as you go along.
6. Stop just before the end and have a guess what the ending will be.
7. Discuss the characters and setting in the book.

Some activities you could do after you have read the story...

1. Draw the characters in the story.
2. Draw the setting of the story and draw yourself in that setting.
3. Draw your favourite part of the story.
4. If you have Lego build something that was in the story.
5. If there was an animal in your story find out 5 facts about that animal write them down and draw a picture of the animal.
6. Choose a character from the story. Think of 5 questions you would ask them if you met them in real life.
7. Pick a character from the story and make a paper bag puppet or stick puppet using paddle pop sticks.
8. Write the name of the title and cut up the letters and stick it back together in the right order.
9. Choose 10 words from the story and put them in a new sentence.
10. Choose 10 words from the story write them on paper cut them up and then put them in alphabetical order.
11. Find all the full stops, question marks and capital letters in the story.
12. Think about a character in the story and draw: a toy, a house, some clothes, their favourite food, and a pet they would like.
13. You could think of a different ending for the story and share it with someone in your family.
14. Act out your favourite part of the story.