
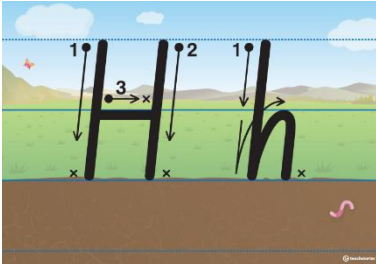
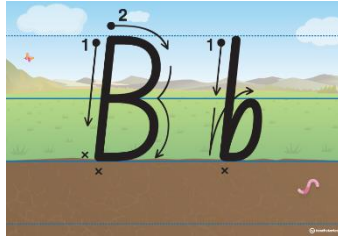


MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Please post your writing plan and Science to Seesaw.</p>	<p>Please post your handwriting and Maths to Seesaw.</p>	<p>Please post your writing and drama activity to Seesaw.</p>	<p>Please post your 3D object hunt and your library lesson to Seesaw.</p>	<p>Please post your reading and Maths to Seesaw.</p>
<p>Silent reading - 10mins</p> <p>Reading One of our topics for news this term is to read one of your favourite books (or a chapter) to the class. Choose your book for news and practice reading it out loud.</p> <p>You can find picture books on https://readingeggs.com/ if you need.</p> <p>Writing Use the writing prompt <i>Through the Doorway</i> attached below to plan a story. You can plan by drawing a picture of your setting and characters or writing some key words for the beginning, middle and end.</p> <p>Remember to: include a title, write in complete sentences, begin with a capital letter and end with a full stop.</p>	<p>Silent reading - 10mins</p> <p>Reading Using the story you read yesterday, pick your favourite character from the book and draw a picture. Using the picture, think of some adjectives to describe what your character looks like and label it.</p> <p style="text-align: center;">Here is an example:</p> <hr style="width: 20%; margin: auto;"/> <p style="text-align: center;">DESCRIBE THE WITCH</p> 	<p>Silent reading - 10mins</p> <p>Reading Using the story you read on Monday, find the setting of the story and draw a picture. Using the picture, think of some adjectives to describe what the setting looks like/sounds like/feels like and smells like and label it.</p> <p>Writing Use the writing prompt <i>Through the Doorway</i> to write a story using your plan from Monday. There are some suggested adjectives attached.</p> <p>Remember to: include a title, write in complete sentences, begin with a capital letter and end with a full stop.</p>	<p>Silent reading- 10 mins</p> <p>Reading Using the story you read on Monday, find the orientation (the beginning), the middle and the end and draw a picture of each part with labels for the characters and setting in the book.</p> <p>Handwriting Copy neatly using correct letter formation:</p>  <p style="text-align: center;"><i>Thursday 29 July 2021</i></p> <p style="text-align: center;">H H H H H H H H</p> <p style="text-align: center;">h h h h h h h h</p> <p style="text-align: center;">H h H h H h H h</p> <p style="text-align: center;"><i>Harvey wore his hat to hockey.</i></p>	<p>Silent reading - 10mins If possible, record yourself reading a few pages and post on Seesaw.</p> <p>Reading A part of your job when we have news is to ask informative and interesting questions to the person giving news. Can you think of 3 questions you could ask someone after they present their news? These questions could be a who, what, where, when, why and/or how question about their story.</p> <p>Writing Publish your <i>Through the Doorway</i> story.</p> <p>You can publish by writing out your story using your best handwriting and then drawing a picture.</p> <p style="text-align: center;">Or</p> <p>You can type your narrative using Seesaw. Then you can change the font size and style and copy and paste a picture from the internet.</p> <p>Remember to: include a title, write in complete sentences, begin with a capital letter and end with a full stop.</p>

Handwriting

Copy neatly using correct letter formation:



Tuesday 27 July 2021

B B B B B B B B

b b b b b b b b

B b B b B b B b

Billy was playing
basketball.

RECESS

Maths

TENS Warm-Up:

Race from 50 Start at 50. Roll a dice and subtract that number eg. $50 - 6 = 44$. Then start at 44 and roll again. Keep subtracting until you get to 0.

To make it harder, start at 100. To make it easier, start at 30.

Maths

TENS Warm-Up:

Race from 50 Start at 50. Roll a dice and subtract that number eg. $50 - 6 = 44$. Then start at 44 and roll again. Keep subtracting until you get to 0.

To make it harder, start at 100.
To make it easier, start at 30.

Maths

TENS Warm-Up:

Race from 50 Start at 50. Roll a dice and subtract that number eg. $50 - 6 = 44$. Then start at 44 and roll again. Keep going until you get to 0.

To make it harder, start at 100. To make it easier, start at 30.

Maths

TENS Warm-Up:

Race from 50 Start at 50. Roll a dice and subtract that number eg. $50 - 6 = 44$. Then start at 44 and roll again. Keep subtracting until you get to 0.

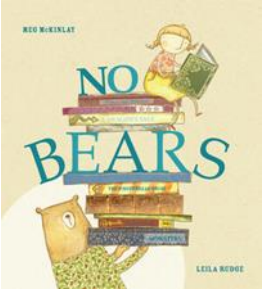
To make it harder, start at 100.
To make it easier, start at 30.

Maths

TENS Warm-Up:

Race from 50 Start at 50. Roll a dice and subtract that number eg. $50 - 6 = 44$. Then start at 44 and roll again. Keep subtracting until you get to 0.

To make it harder, start at 100.
To make it easier, start at 30.

<p>Activity: Draw what the following problem could look like: In my fish tank, half of the fish are red. Post a photo to Seesaw if you can!</p> <p>Brain Sprint: Count up by 10s starting at 11. See how high you can get!</p>	<p>Activity: Year 1: Flip over 2 playing cards and add the two numbers together. Repeat this for 10 sums. Year 2: Flip over playing cards to make two 2-digit numbers to add together. You could use the jump or split strategy. Repeat this for 10 sums.</p> <p>Brain Sprint: Count up by 10s starting at 15. See how high you can get!</p>	<p>Activity Solve this word problem and show your working out: There are 10 bags with 3 lollies in each bag. How many altogether? Write your own word problem and post it to Seesaw.</p> <p>Brain Sprint: Count backwards from 103-80. Time yourself and see if you can do it faster the second time!</p>	<p>Activity 3D Object Hunt See if you can find the following 3D objects in your house: a cube, a sphere and a cone. Draw them.</p> <p>Brain Sprint: Count backwards from 93-70. Time yourself and see if you can do it faster the second time!</p>	<p>Activity Read 'One is a Snail, Ten is a Crab' https://www.youtube.com/watch?v=zDjp7rTXtsk</p> <p>Year 1: Draw what 20 legs could be. Year 2: Draw what 50 legs could be. See how many different combinations of animals you can have! If you do not have access to the story, please draw your answers to this question: I look out the window and see 10 legs. What could I see?</p> <p>Brain Sprint: How many legs in your household? How many fingers?</p>
<p>Brain Break Lockdown can be a bit lonely for some. Make someone's day by creating something to make your neighbour smile 😊 .</p> <p>Draw a picture or write a letter and ask an adult to safely deliver it to a neighbour's letterbox.</p>	<p>PE - Get Moving! Create an obstacle course in your backyard or home. It can be as simple or as complex as you like.</p> <p>Remember to ask an adult before moving any furniture or heavy objects.</p> <p>Take a photo and post on Seesaw!</p>	<p>Brain Break Make a phone call or facetime call to a family member or friend. Check in and see what they have been keeping busy during lockdown. They may even give you some ideas.</p>	<p>Library Lesson</p>  <p>Please see attachment below or look on Seesaw for instructions.</p>	<p>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 (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>				

Science

Play the Garden Detective Game and listen for all the information about living things and their needs.

<http://www.scootle.edu.au/ec/viewing/L1118/L1118/index.html>

Now we're going on a garden hunt. If you don't have a garden try a nearby park while you are exercising.

Fill out the sheet labelled on paper or on Seesaw:
Collecting Data About the External Features of Small Animals

Art**The Olympics are coming!**

Take your time to plan a poster encouraging others to watch the Olympics. Next week you can make your poster.

Think about what the Olympics are about - the countries, sports and our athletes.

Use persuasive language in your title to persuade your audience to watch the Olympics.

Your poster needs to be simple, clear and eye catching and the main colours that need to stand out are "green and gold".

Write up a list of materials you need to create your poster next week. Get those materials together. Remember this is a plan and you can change it.

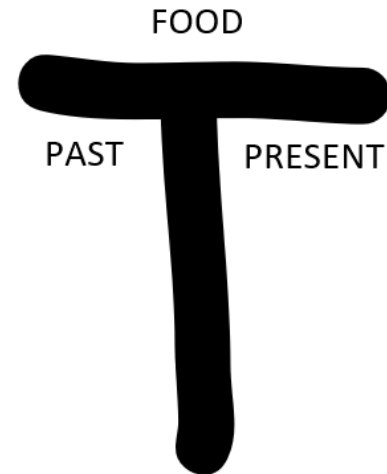
Drama – Puppet Dance Party!

See attached note from Mrs T

History

Talk with your family about how foods have changed since they were little and how some foods have not changed. Think of snacks, breakfast, lunch and dinner foods.

Copy this T-chart onto paper (or complete on Seesaw)



Year 1 Draw and label 3 foods under each side.

Year 2 Draw and label 5 foods under each side.

PE

Each week choose an activity from the Dance and Games Day activities from the 'Be Skilled Be Fit' programs.

Someone might be able to upload a photo or short video of you completing the task.

Youtube channel -

<https://www.youtube.com/channel/UCPgYPIrnWPXbuR-C8asgXtw>

Online learning website link -

<https://www.beskilldbefit.com.au/online-learning>

Through the Doorway

Today you are going to write a narrative or story. The idea for your story is 'Through the Doorway'.

Where is the doorway? What type of door is it? Perhaps your character will find something on the other side of the door or maybe the door will be locked.

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

Settings Adjectives



warm / sunny / pleasant



cold / snowy / wintry



hot / humid / sticky



windy / gusty / stormy



spooky / haunted / creepy



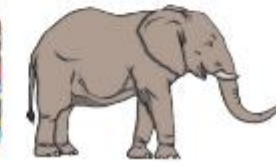
scary / terrifying



restful / peaceful



crowded / busy



enormous / huge



tiny / miniscule



dazzling / bright



gloomy / dark



quiet / peaceful



noisy / loud



smooth



rough



dirty



clean



tidy / neat



untidy / messy

Collecting Data About the External Features of Small Animals

Small animals have different body parts (external features). An important part of being a biologist is to make careful observations of animals to learn about how they move, feed and survive in the natural environment.

Use a magnifying glass to look carefully at small animals in your school playground or garden. Complete the table below by:

- drawing three animals that you find.
- marking each column with a tick or a cross to show which external features each animal has (or doesn't have).

Animal	Head	Legs	Wings	Shell	Antennae



Drama Activity - Week 3

Puppet Dance Party

Challenge:

1. Select an up-tempo piece of music that you can dance to.
2. Find an object nearby. It can be anything that's easy to move - a pencil, a stuffed animal, a piece of clothing, a water bottle, a book. If you can pick it up and move it somehow, it can be a puppet. Even drawing a face on the pad of your finger counts as a puppet. However, it's best not to select something that's too heavy or potentially breakable.
3. Examine your puppet object and experiment with how you might make it move. Here are some things to think about:
 - How does the puppet "walk"? Does it float, jerk about, jump, shimmy, glide?
 - Is the puppet heavy or light? This doesn't mean the object's actual weight - the puppet can be a different weight.
 - How can the puppet be manipulated? Does the object open, slide, or have a function? What happens if you turn it upside down or sideways?
 - How can students move the puppet in and out of the frame of their camera in an interesting way?
 - How can students interact with the puppet?
 - If the puppet had a name, what would it be? How does that affect how the puppet might move?
4. Have a practise moving your puppet with the music. Try and dance with your puppet and have some fun. Record a short video and upload it to your Seesaw Classroom. I can't wait to see them! Mrs T

Stage One - At Home Library Program - Term 3 - Week 3

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.

No Bears by Meg McKinlay

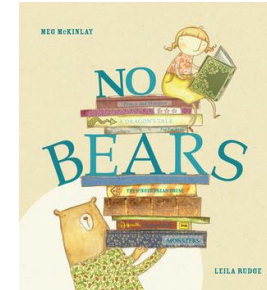
<https://storyboxlibrary.com.au/login>

Please log onto Story box library as per instructions

Username: jamo20 Password: jamo20

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

Hover the cursor over the book **No Bears** 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 fairy tales are represented in the illustrations in this story? Make a list of them.
- Find examples in the book where the bear is communicating with you as the reader?
- Draw a map of your perfect fairy tale kingdom. Make sure you label the places.
- Make a paper crown from things you have at home. Decorate it in a special way.
- Think of 5 other fairy tales. Write down the characters and setting for each of them.
- Write a list of other stories, movies, or TV shows that feature bears.
- Write down 5 true things you know about bears.