

STAGE ONE UNIT WEEK 6 TERM 3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Please post your writing and Science work to Seesaw.</p>	<p>Please post your PDH and your Art to Seesaw.</p>	<p>Please post your reading and book week activities to Seesaw.</p>	<p>Please post your Maths and Library Lesson to Seesaw.</p>	<p>Please post your writing and Maths to Seesaw.</p>
<p>Silent reading - 10mins Choose a book from home or use Sunshine Online for online readers.</p> <p>Reading - Using story box library, listen to the story 'You might find yourself' https://storyboxlibrary.com.au/login Username: jamo20 Password: jamo20</p> <p>Activity – Instructions on Seesaw: <i>'If you could go anywhere, imagine where you might find yourself'</i> Using your imagination, think of a place you would go if you could go anywhere. It might be a real place or an imaginary place. Write a postcard to a friend about where you went and what you did while you were there. Please see template attached or complete on Seesaw.</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 - Using story box library, listen to the story 'You might find yourself' https://storyboxlibrary.com.au/login Username: jamo20 Password: jamo20</p> <p>What you need: -Found objects from around the home or class (enough of each to create a letter of your name) -Blank background surface -Camera/iPad or a phone camera</p> <p>Activity – Instructions on Seesaw 1. Go on a hunt around your home or classroom to find objects that can be used to spell your name. For example, toothpicks to make the letter 'A', paperclips to make an 'I', wool to make an 'S'.</p>	<p>Silent reading- 10 mins Choose a book from home or use Sunshine Online for online readers.</p> <p>Spelling - 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 - Using story box library, listen to the story 'You might find yourself' https://storyboxlibrary.com.au/login Username: jamo20 Password: jamo20</p> <p>Activity – Instructions on Seesaw: <i>'But no matter where you might find yourself, you're sure to meet many friends who will help you on your way'</i> Create a gratitude card to thank someone who has helped you. It might be someone at your school or someone in your family.</p>

2. Arrange the objects on a clean, flat surface to make each of your letters. Try to use a surface that is a colour different from the colour of your objects so that they stand out.
3. Stand directly above your name to take a photograph of your work for Seesaw.

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>


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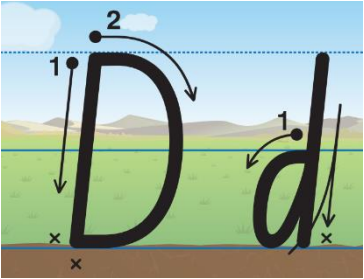
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Writing
Fast Write
Year 1 – Set a timer for 5min
Year 2 – Set a timer for 10min
Write about this picture.



Handwriting



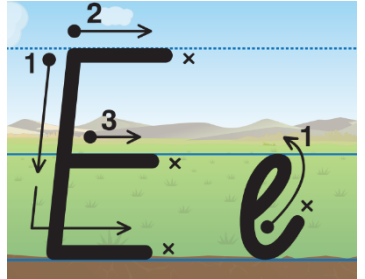
Video of correct formation on Seesaw.
See template attached to unit and complete on worksheet or copy into your workbook. Then take a photo for Seesaw.

Writing
Using your plan from Monday, write your story for 'In the Middle of the Night.'

Remember:
Beginning – Where you introduce your setting and characters.
Middle – Where there is a problem/complication.
End – The complication is solved.


Take your time, good stories don't happen quickly. You may even need to have a break in-between.
Draw a picture of your setting or characters and label it.

Handwriting



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.

Writing - Could You Visit the Sun?
Available on Seesaw

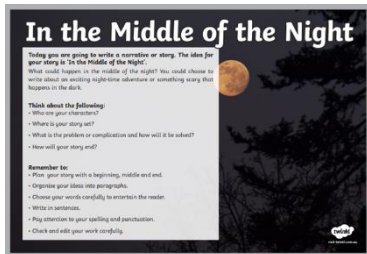


As you read this informative text (attached), think about why no one has visited the sun before. Look up the meaning of these words in a dictionary:
gas
plasma
launch

Write their meaning down.
Then, write down a list of all the facts you now know about the sun!

– Task available on Seesaw

See the writing prompt attached.



Complete a plan for your story using this template:

Story Map template with boxes for Setting, Characters, Beginning, Middle, and End.

Remember:

- Capital letters in the right place.
- Full stops at the end of sentences.
- Adjectives to describe your setting and characters.

Contractions

See Seesaw for this activity or complete the paper copy attached.

Write the Contractions worksheet with examples like 'he's', 'we are', 'could not', etc.

Grammar

A **common noun** is any person, place, animal or thing. **Examples:** dog, boy, shops.

A **proper noun** is a specific person, place, animal or thing. **Examples:** Penrith Plaza, Sally, Poodle

Complete activity on Seesaw or write 5 common and 5 proper nouns in your workbook.

Phonics - Syllables

Record yourself saying 5 of your spelling words. First, say the word like you would normally then say it again while clapping out the syllables. For example: If I say **cat** I would clap once meaning there is one syllable, but if I say **banana** I would clap 3 times meaning there are 3 syllables.

Hint: You can also hold your hand under your chin and say the words. Every time your chin drops that is a syllable!

Submit your recording to your Seesaw journal.

RECESS - Eat something healthy and do some physical activity!

Maths

TENS Warm-Up: Salute

Use a deck of cards with the Joker, Jack, Queen and King removed. You and a partner remove one card each from the deck and place it on your foreheads. You should be able to see your partner's card, but not your own. A third person tells the total of the 2 cards. For example: If you had a 6 and your partner had a 4, they

Maths

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Maths -

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would say 10. You then need to work out what your card is by subtracting you partners number from the total given. For example: $10 - 4 = 6$
Repeat 10 times.

Activity: Multiplication

Pick your own multiplication number sentence e.g. 3×5
Show how you would find the answer using a word problem, repeated addition, groups of and an array.

You may complete your work on the sheet attached or on Seesaw. Detailed instructions can be found on Seesaw and at the end of the unit.

Use the equation in a problem. Record your problem.	Repeated Addition:
Groups of:	Equation:
	An Array:

Brain Sprint: 15 min on Mathseeds

would say 10. You then need to work out what your card is by subtracting you partners number from the total given. For example: $10 - 4 = 6$
Repeat 10 times.

Activity: Multiplication

Year 1: Complete the first page
Year 2: Complete both pages
This activity can be found on Seesaw and at the end of the unit.

Twos, Fives, and Tens - Picture Arrays

Arrays are pictures that help us see numbers in rows and columns. Write the rows and columns, the repeated addition and a multiplication number sentence for each array.

3 rows of 2 stars
 $2 + 2 + 2 = 6$ stars
 $3 \times 2 = 6$ stars

rows of _____ rhombuses
 $2 + 2 + 2 = 6$ rhombuses
 $3 \times 2 = 6$ rhombuses

rows of _____ hexagons
 $2 + 2 + 2 = 6$ hexagons
 $3 \times 2 = 6$ hexagons

Twos, Fives, and Tens - Picture Arrays

rows of _____ ducks
 $2 + 2 + 2 = 6$ ducks
 $3 \times 2 = 6$ ducks

rows of _____ balls
 $2 + 2 + 2 = 6$ balls
 $3 \times 2 = 6$ balls

rows of _____ marbles
 $2 + 2 + 2 = 6$ marbles
 $3 \times 2 = 6$ marbles

Brain Sprint: Tennis

Practice counting backwards by 2s, 5s and 10s with a partner. Remember you say every 2nd answer and try to go as fast as you can!

Year 2: Try counting backwards by 2s using odd numbers.

would say 10. You then need to work out what your card is by subtracting you partners number from the total given. For example: $10 - 4 = 6$
Repeat 10 times.

Activity: Multiplication

Complete the sheet attached at the end of the unit or on Seesaw.

We Are Going on an Array Hunt!

An array is when a picture or an object is put into a column or row. It can help us count and group more efficiently.
Go on a hunt in the space around you to find different sorts of arrays. How many can you spot in one day?
Draw the arrays below and write calculations to go with them.

Example:

	$2 \times 5 = 10$ $5 \times 2 = 10$ $5 + 5 = 10$ $2 + 2 + 2 + 2 + 2 = 10$

Brain Sprint: 15 min on Mathseeds

then need to work out what your card is by subtracting you partners number from the total given. For example: $10 - 4 = 6$
Repeat 10 times.

Activity:

Time

Picture sheet attached plus worksheet

Using the activity pictures write the activities in order from shortest to longest amount of time that you spend doing these. Record the time you spend on each activity. Copy the words from the top of each picture if you can't spell them.

Brain Sprint: Tennis

Practice counting backwards by 2s, 5s and 10s with a partner. Remember you say every 2nd answer and try to go as fast as you can!

Year 2: Try counting backwards by 10s off the decade e.g. starting at 12.

what your card is by subtracting you partners number from the total given. For example: $10 - 4 = 6$
Repeat 10 times.

Activity:

Time

The Clock

1. Draw the numbers on the clock face. Use a lead pencil in case you need to try again.
2. Use a different colour for each of the next steps: Remember we are just drawing in the "hour" hand for each step.

Drawing just the hour hand,

- a) for 3 o'clock?
 - b) for 4 o'clock?
- What did you notice?
Where would the hour hand point for
- a) half past 4?
 - b) half past 7? What did you notice?

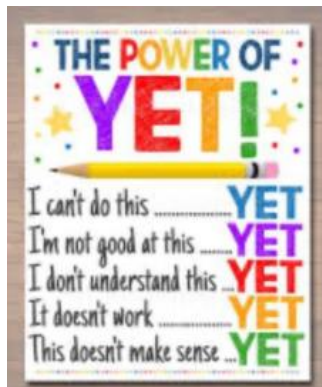
Brain Sprint: 15 min on Mathseeds

Brain Break

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

PE

Practice your standing long jump – mark a line on the ground to start behind and then jump as far forward as you can. Try 10 jumps and see if you can beat your last jump!

PDH

Complete the activity on Seesaw or on the template attached.

Book Week

Next week is Book Week! The theme is 'Old Worlds, New Worlds, Other Worlds.'



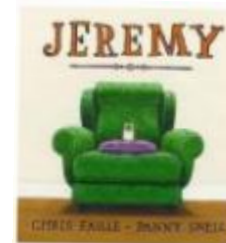
We will be having a class Zoom on FRIDAY 27TH AUGUST (Week 7)

Students are encouraged to make a home-made costume OR bring a prop (hat/object/token) based on a book character to present to their class in the Zoom. This is a wonderful opportunity for your child to escape into a world where they can be just about anything they wish to be!

Please have a think about what you may like to wear. Draw a picture and post it to Seesaw.

Library Lesson

Please see instructions attached or complete on Seesaw.

**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!

LUNCH - Get some fresh air!

Science – Earth's Treasures

We call the Earth's treasures natural resources. Earth's resources are things found in nature that can be used or are needed. This is what makes them valuable.

Look at the images and think of the treasures (resources) you know.



Complete the attached worksheet or complete on Seesaw.

Art – Mandala

This week for art we are going to make mandalas. A mandala must start with something in the centre and then the rest of the artwork radiates out from this centre point. They must also be as symmetrical as possible.

We are going to use items that can be found in nature to create our mandalas. You could use sticks, leaves, flowers, rocks or pebbles. I've even seen one made out of fruit and vegetables!

Use the example below as inspiration.



Once you have made your mandala take a photo and upload it to your Seesaw journal.

Drama

See attachment or Seesaw



History – Toys

Toys are great fun and have been used throughout history.

What toys do you play with?

List these on paper/tell a parent.

Attached worksheet – Also available on Seesaw

Draw your favourite toy.

Write its name underneath – do you need a capital letter?

Finish the sentences about your toy- write them or record yourself using the microphone symbol. Make sure you say the whole sentence. Practise first.

PE

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

Write down the name of the activity you complete each week. 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>

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.



In the Middle of the Night

Today you are going to write a narrative or story. The idea for your story is 'In the Middle of the Night'.

What could happen in the middle of the night? You could choose to write about an exciting night-time adventure or something scary that happens in the dark.

Think about the following:

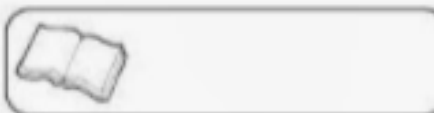
- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

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.

Name _____

Story Map



Setting



Characters

Beginning

Middle

End

Monday Maths

<p>Use the equation in a problem. Record your problem</p> <p>There were 3 friends at home. They each have 5 lollies. How many lollies are there altogether?</p>	<p>Repeated Addition:</p> $5 + 5 + 5 = 15$
<p>Groups of:</p>  <p>3 groups of 5</p>	<p>Equation:</p> $3 \times 5 = 15$ <p>An Array:</p> 

<p>Use the equation in a problem. Record your problem</p>	<p>Repeated Addition:</p>
<p>Equation:</p>	
<p>Groups of:</p>	<p>An Array:</p>

Monday Science: Earth's Resources

Look at the images and think of the treasures (resources) you know.



Draw and label one of the Earth's natural resources below.



We can sort the Earth's natural resources into groups. Have a chat, then write the name of your natural resource next to one of these groups.



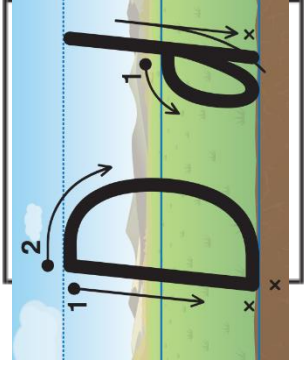
35 HANDS-ON SPELLING ACTIVITIES

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.



Year 1	Year 2
clap	coat
clip	boat
clay	float
	oats
crab	road
crop	show
crisp	smoke
crown	yellow
	joke
play	globe
cold	toad
them	no
want	snow
buy	rope
	globe
which	row
shark	abode
garden	



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.

d d d

D D D

Dd Dd Dd

do

door

Write the Contractions

Write contractions. Cross out letters you don't use.

he ~~is~~

he's

we are

could not

they will

we have

I am

she will

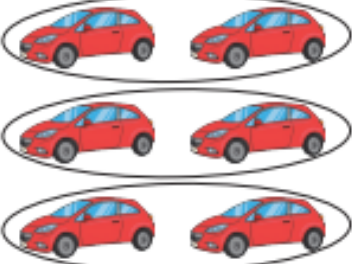
can not

did not


do not

Twos, Fives, and Tens - Picture Arrays

Arrays are pictures that help us see numbers in rows and columns. Write the rows and columns, the repeated addition and a multiplication number sentences for each array.




3 rows of 2 cars.
 $2 + 2 + 2 =$ _____ cars.
 $3 \times 2 =$ _____ cars.

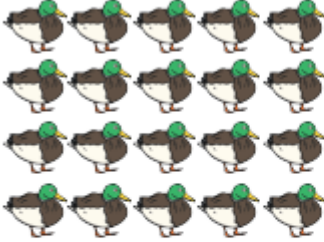


_____ rows of _____ chocolates.
 _____ + _____ + _____ + _____ = _____ chocolates.
 _____ x _____ = _____ chocolates.

_____ rows of _____ bananas.
 _____ + _____ + _____ = _____ bananas.
 _____ x _____ = _____ bananas.




Twos, Fives, and Tens - Picture Arrays




_____ rows of _____ ducks.
 _____ + _____ + _____ + _____ = _____ ducks.
 _____ x _____ = _____ ducks.

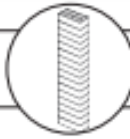
_____ rows of _____ balls.
 _____ + _____ + _____ = _____ balls.
 _____ x _____ = _____ balls.



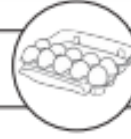
_____ rows of _____ marbles.
 _____ + _____ + _____ + _____ + _____ = _____ marbles.
 _____ x _____ = _____ marbles.







We Are Going on an Array Hunt!

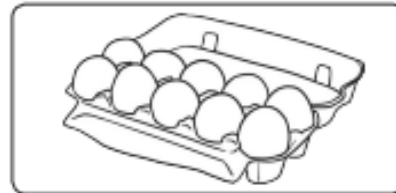


An array is when a picture or an object is put into a column or row. It can help us count and group more efficiently.

Go on a hunt in the space around you to find different sorts of arrays. How many can you spot in real life?

Draw the arrays below and write calculations to go with them.

Example:



$$2 \times 5 = 10$$

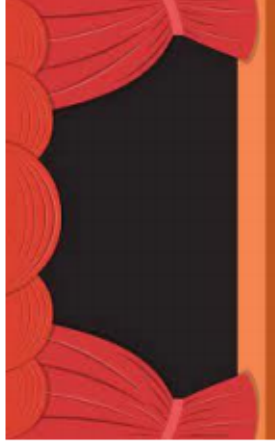
$$5 \times 2 = 10$$

$$5 + 5 = 10$$

$$2 + 2 + 2 + 2 + 2 = 10$$



Drama Activity - Puppet Show



Step 1: Watch Fuzzaboom video 'What can we do with the letter S'.

<https://www.youtube.com/watch?v=65e631ap2gU>

Step 2: Using your puppet from last week, see if you can come up with a conversation between your puppet and another toy you have at home about what you could do with things that start with the letter T. You could even copy the ideas from the video by having another character or even another person helping you as the other character doing all the actions to whatever ideas you come up with.

Step 3: Video yourself using your puppet and your new character if you have one, having a conversation about things you could do that start with the letter T. You don't need to be in the video, just your puppet and characters and you make them move. 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).
- Maybe introduce the other character if you have one.
- It would probably be a good idea to brainstorm things you can do that start with the letter T first.
- Maybe have a little rehearsal before you start.

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

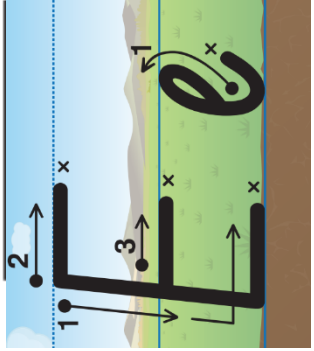
If you have trouble with any of the links, just copy and paste the website addresses into your search bar.

Also, if you have a sibling in Stage ES1 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 you have about things you can do that start with the letter T 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



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.

e e e

EEE

Ee Ee Ee

even

everybody

eye



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 6

Jeremy by Chris Faille

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

Please log onto Story box library as per instructions

Username: jamo20 Password: jamo20

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

Hover the cursor over the book **Jeremy** and click the

Play button. Watch and listen carefully to the story

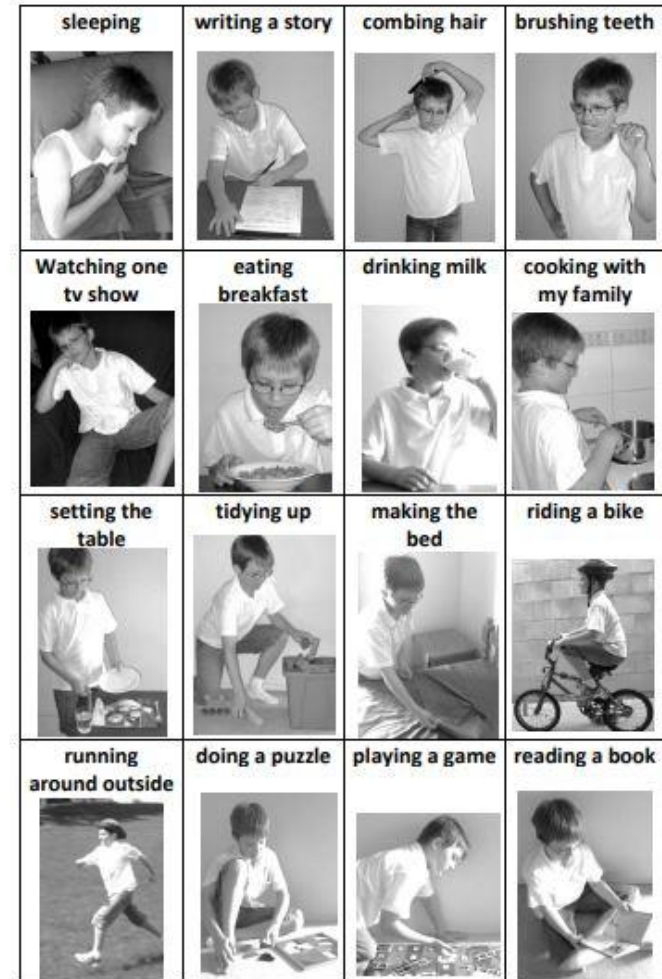


Things to do after you have listened to the story

- Tell someone your favourite part of the story.
Draw a picture of your favourite page in the story.
- Would you classify this story as informative (tells you information) or imaginative (made up story)? Why?
- What words or phrases does the author use to describe time and the passing of time?
“*That was the last time we saw Jeremy*” What do you think happens to Jeremy? Write a sequel and draw a picture.
- Write 5 facts about a kookaburra. Draw a diagram and label its body parts. The following website might help to find some information.
<https://www.activewild.com/kookaburra-facts-for-kids/>
- Use the information in the book to create a timeline of a kookaburra’s growth and development from a baby to an adult.
- Do you think it would have been possible for the family to keep Jeremy as a pet? Why or why not?
- Make a list of organisations that care for injured or endangered wildlife in Australia.
- Watch the following video of Kookaburra sounds
<https://youtu.be/-bb4HITa1RA>
Can you make a sound like a kookaburra?

Write the activities your completed here in order from shortest to longest amount of time. Describe what you found. Record the time that you spent on each activity.

<p>Less than half an hour</p>	<p>About half an hour</p>
<p>About an hour</p>	<p>Longer than an hour</p>

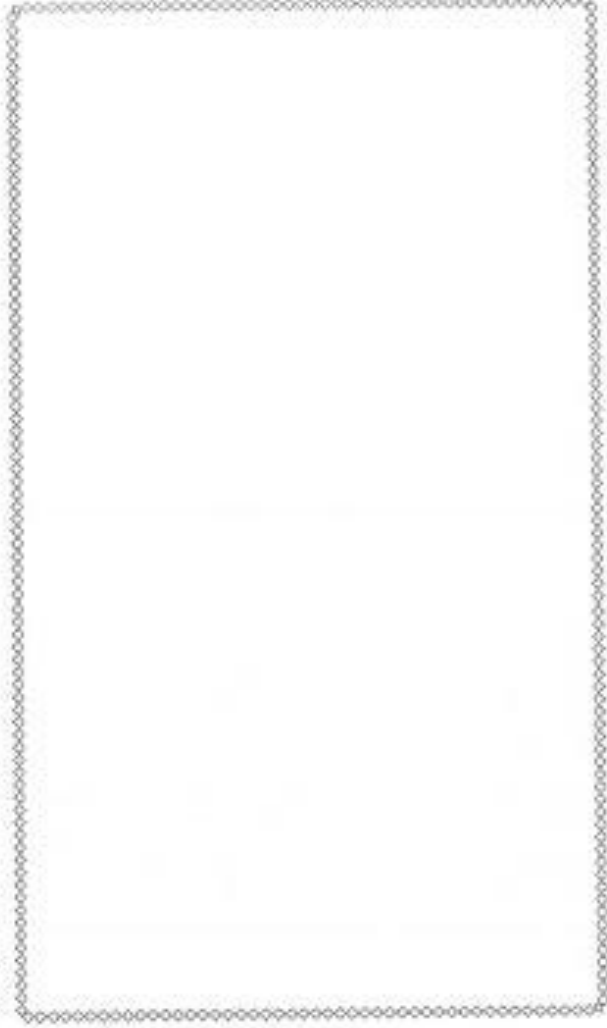


What Toys Do You Play With?

Name _____

Date _____

Draw your favourite toy below. Write its name underneath. Finish the sentences about your toy.



This is my favourite toy because _____

It is made from _____

You play with it by _____

— *Thank You* —



Could You Visit the Sun?

As You Read

Think of reasons why people have not visited the sun.

People have been to the moon. People have not been to the sun. Why not? There are a few big reasons.

1 The sun is too hot!

The sun is about ten thousand degrees Fahrenheit! The sun is too hot!

Think about a really hot day on Earth. The air might be 100 degrees. Now think about ten thousand degrees! The sun is too hot. We would burn up.

2 The sun is not solid.

The sun is a big ball of **gas** and **plasma**. Plasma is a very hot gas. Plasma is in stars. You could not land on the sun if you got there. The sun does not have a solid place to land.

3 We have not invented a spacecraft that can take people to the sun.

We know how to **launch** a spacecraft fast enough to take people to the moon. We do not know how to launch a spacecraft fast enough to take people to the sun. Maybe you will invent a spacecraft like that one day!

Scientists are trying to figure out if we could ever go to the sun.

If you could go there, would you?

2



This is the sun close-up.



Bright Star

The sun is a star. We see most stars at night. We see the sun during the day.

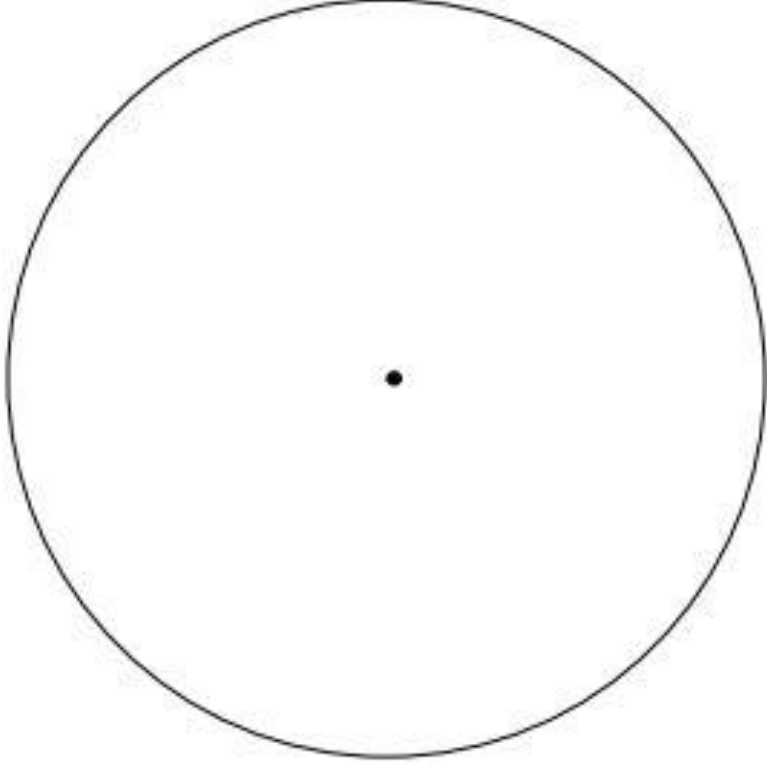


3

Connecting the hour hand

How a clock works

Draw the numbers on this clock face. You might need to try a few times, so use a pencil.



Draw where the **hour hand** would point for 3:00.

How will the **hour hand** move to get to 4 o'clock?

Draw on the **hour hand** for 4 o'clock and write a sentence to explain how it moves.

Where might the **hour hand** point when it was half-past 3? How could you work it out?

Where might the **hour hand** point when it was half-past 4?

Where might the **hour hand** point when it was half-past 7?