

Week 3 - Year 1 Remote and Flexible Learning Program

The Year 1 Remote Learning Program consists of activities that can be completed with resources around the home or that have been uploaded onto Seesaw and the Torquay College website.

Suggested Daily Schedule

8.30 – 9.30am	Physical Activity	Play outside, go for a walk, play with your pet, ride your bike
9.30 - 10.30am	Academic time	Select a literacy task; reading, writing or spelling task from activities listed.
10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed
12.00- 1.00pm	Creative time	Select an Art activity or a home construction activity with your child's favourite materials i.e. Lego, craft, music, instrument
1.00- 1.30pm	Lunch	
1.30 -2.30pm	Academic time	Select an Inquiry or Indonesian task from activities listed
2.30- 3.30pm	Physical Activity	Select a physical education activity or wellbeing activity.

Year 1 - Week 3	
Content Area	<p>Suggested Learning Activities</p> <p>Resources highlighted in purple were uploaded to Seesaw and the Torquay College website in Week 1.</p> <p>Resources highlighted in green will be uploaded to Seesaw and the Torquay College website this week.</p> <p>***** You will only need to upload the 3 tasks highlighted in yellow to Seesaw*****</p>
Spelling	<p>Sound - th</p> <p>Rule - A digraph is a two letter blend that makes one sound. The digraph th makes two sounds: 1. th - (soft) e.g. with 2. th - (hard) e.g. this</p> <p>Watch: Let's Learn About the Digraph th Phonics Song for Kids with Jack Hartmann https://www.youtube.com/watch?v=o3INXFPfJM</p> <hr/> <p>Help your child learn the spelling rule and practice this by learning the following words. Words to demonstrate the th spelling rule - with, moth, cloth, tooth, earth, this, that, them, then there, mother, father</p> <p>They can use the strategy of finger spelling. For example: to finger spell the word cat, say c-a-t and hold up one finger for each sound. To finger spell the word thin, say th-i-n and hold up one finger for each sound (3 fingers in total)</p> <p>Your child can read the words, write the words, and then read the words again. If your child would like more challenging or easier words please look in the levelled books on Epic, Reading Express or home books.</p> <hr/>

	<p>Your child can view the sound mats to go through the sounds and spelling rules.</p> <hr/> <p>Irregular words - Your child can learn from the High Frequency Words lists. These are levelled lists so select the list appropriate to your child's ability. Your child might like to select some of the words they need to practise from their chosen High Frequency word list and write each one in a sentence.</p>
Reading	<p>Each day, choose a book to read together or your child can read independently. If you choose to read with your child, encourage them to read out loud. Using the 'Guided Reading Challenge Cards', have your child choose one task per day from the list to complete.</p> <p>Record Your Learning - Choose one of the reading challenges you have completed and upload it to Seesaw.</p> <hr/> <p>If you would like decodable books to read with your child, you could choose a book from the below website. These books are matched to the sounds that are the focus of the lesson and can be printed or downloaded to a device. There are also support tasks that you could also complete with your child if they need that additional support. https://www.speld-sa.org.au/services/phonics-books.html</p> <hr/> <p>You can also choose to read levelled texts assigned to you by your class teacher on www.getepic.com</p> <hr/> <p>Your child can go on Reading Eggs www.readingeggs.com and follow their individual programs using their usernames and passwords.</p>
Writing	<p>Genre – Recount Your children can write about any personal experience they have had. Refer to the Journal Writing Seesaw Activity</p> <ol style="list-style-type: none"> 1. Ask your child to draw a picture of their personal experience (playing outside, going for a walk etc.) 2. Ask your child to tell you what they are going to write (including what happened, when it happened, who was there, where did it happen and any extra details or feelings) 3. Your child can now write their recount. They can sound out or finger spell words they are unsure of and use the high frequency word charts to help them make good spelling choices. 4. Ask students to re-read their writing and check for correct use of capital letters and full stops. <p>Record Your Learning -Take a photo of your published Recount Writing and upload it to Seesaw.</p> <hr/> <p>Handwriting - practice formation of lowercase letters - encourage your child to say the sound of the letter as they write it. https://www.youtube.com/watch?v=olgfKjTvtY</p> <hr/> <p>There is also a copy of the Victorian Cursive Handwriting Sheet in your resource pack from Week 1.</p> <hr/> <p>Dictation linked to the spelling rule. Read the sentence out and your child writes the sentence, using knowledge of spelling and punctuation. This box has less stuff than that box. I think I will fill the bathtub. Beth's dog had a bath. I think I can toss this big thing. This cloth is soft and thick.</p> <hr/> <p>If your child would like some optional extra suggestions for writing, they might like to consider:</p> <ul style="list-style-type: none"> - writing the recipe for a meal or snack you have prepared together. - writing down some facts they have discovered whilst reading an information book. - writing a short imaginative story that includes a beginning, middle and ending.

- writing some simple instructions of how to make something such as building a Lego model, etc.
- writing a letter to a family member or a friend or even their teacher!

Maths

Warm Up Activity:

YouTube: Jack Hartman 'Friends of 10, Learn to Add:' <https://www.youtube.com/watch?v=73av5oijolU>

Addition

1st activity: Make and record the Friends of Ten (a combination of 2 numbers that when added together make 10) Refer to the Friends of Ten Seesaw activity.

1. Using 10 counters of their choice (e.g. Lego, shells, pasta) have your child find the number partners that add to make ten.
2. Ask your child to create a list of all the Friends of 10 using equations and pictures e.g. $1 + 9 = 10$ * + *****
Alternatively, after using counters to make the Friends of Ten, your child can complete the Seesaw Rainbow to Ten activity template or the **Rainbow to 10 activity sheet** (attached in the resource folder).
3. Have your child check their answers and make sure all their numbers are facing the correct way.



If your child completes this activity and would like a challenge, they can complete a similar task by making the Friends of Twenty.

Record Your Learning - Take a photo of your Friends of 10 work and upload it to Seesaw or submit the completed Seesaw activity template

Shape

2nd activity:

FUSE Everyday Maths - Outdoors

<https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=1d763d45-432c-40db-93a6-2fc65837ddf6>

Go for a walk around your house/garden and make a list of all the different shapes you can find. Record the number of times you see that shape using tally marks.

Turn your data into a shape bar graph.


Mathletics and MathSeeds

3rd activity:

Your child's teacher will assign tasks related to addition and shape on Mathletics.

	<p>Your child can also complete any other activities related to addition and shape on Mathletics and MathSeeds. To access easier or more challenging tasks in Mathletics and MathSeeds, use the search option to find activities that suit their level of ability.</p>
Inquiry	<p>How do we predict the weather? View: Weather Science - Weather Forecaster story on Behind the News https://www.abc.net.au/btn/classroom/weather-science/11933890 and 'Meteorologist JD Rudd' https://www.youtube.com/watch?time_continue=3&v=qWWx3reC9qA&feature=emb_title</p> <p>Meteorologists use a wide variety of instruments for observing the weather, including:</p> <ul style="list-style-type: none"> • thermometers to measure air temperature • barometers to measure air pressure • anemometers to measure wind speed • hygrometers to measure air humidity (how much moisture (water vapour) is in the air) • weather radars to detect approaching rainfall • weather satellites to monitor cloud cover, surface temperatures of land and sea and other data about the atmosphere. <hr/> <p>Create a Weather Station See an example: http://www.sunhatsandwellieboots.com/2014/05/diy-weather-station-for-kids-to-make.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed:+sunhatsandwellieboots+(Sun+Hats+%26+Wellie+Boots)</p> <p>Materials: Weather Vane - A cylindrical container with a plastic lid (e.g. coffee tin, upturned flower pot), wooden dowel, pebbles or gravel, length of metal tube, arrow made out of plastic from a milk bottle.</p> <p>Rain Gauge - Scissors, large plastic bottle, permanent marker, ruler</p> <p>Wind Gauge - Large stick, ribbons.</p> <p>Directions: Weather Vane - Take some gravel & fill the container until it is heavy enough not to be knocked over by strong wind. Attach the arrow to the top of the dowel with tape. Make a hole in the lid of the coffee jar. Push the metal tube through the hole until it reaches the base of the tin. Thread the dowel through the metal tube.</p> <p>Rain Gauge - Use scissors to cut the upper section off the bottle. Place the ruler next to the bottle and mark off centimetres using a permanent marker. To make the funnel for the rain gauge, place the top of the bottle into the base.</p> <p>Wind Gauge - Push garden cane or large stick into the ground and tie long lengths of brightly coloured ribbons to the top of the stick</p> <p>Place the weather station in a suitable place to allow for daily observations. The weather stations can be used to record weather in the coming days and weeks.</p> <hr/>

	<p>In the resource pack sent out this week there is a selection of mindfulness colouring in sheets for the children to complete throughout the week if they choose.</p> <hr/> <p>There are also a wide variety of Developmental Curriculum based tasks that can be completed by children of all ages, mostly independently, that will be sent out with our resources this week. This list is also available on the school website under the DC tab in Remote Learning.</p>
<p>Well Being</p>	<p>Cheering up and calming down</p> <p>We all have times when we feel negative emotions like sad, angry, jealous, lonely or bored so it is important to have strategies that help us manage these ups and downs. We might do things to cheer us up and other times to calm ourselves down.</p> <p>Listen to The Teeny Tiny Stevie’s song “Friendly, Gentle, Sharing, Courageous” https://www.youtube.com/watch?v=YMC9GSTIkjM Then listen to The Teeny Tiny Stevie’s song “Sleep through the night” https://www.youtube.com/watch?v=2oFC54bN5Ec</p> <p>Now listen to Teeny Tiny Stevie’s “I ate a rainbow” https://www.youtube.com/watch?v=JXzyizJuMu8</p> <p>For some people music is a way to cheer themselves up (e.g. when they feel lonely or sad or bored) and to calm themselves down (e.g. when they are angry, scared or over excited). Other people will have different ways to help them feel happy or calm when they are tired, or stressed, or grumpy. For example, singing a song, going for a walk, drawing, playing with a pet, playing a game, cuddling a teddy, asking for help, talking to your parents/carers, taking deep breaths, ask for a hug, tell yourself it’s ok etc.</p> <p>Draw a picture of what you do to help yourself cheer up or calm down when you are feeling sad, angry, lonely, scared and worried.</p> <p>Smiling Minds With help from a parent/carer download the Smiling Minds app https://app.smilingmind.com.au/</p> <p>Try one of the mindfulness activities in the 7-9 year old section such as “the bubble journey” https://app.smilingmind.com.au/sessions/2/2/2/</p>
<p>Physical Activity</p>	<p>BALLOON CHALLENGES</p> <ol style="list-style-type: none"> 1. Inflate a Balloon 2. Practice tapping the ball into the air attempting to keep it in the air as long as possible 3. How many taps with your hand can you do in a row before it touches the ground? Can you beat your personal best? 4. Try tapping and keeping the balloon off the ground with various body parts? Head, hand, knee, foot 5. Work as a team or with a partner. Taking it in turns to tap the balloon up. How many taps can you do as a team/pair? 6. Challenge your parent/s, brother or sister to see who gets the most taps. If you have a balloon each, start tapping on the word ‘go’ and see who can keep it in the air the longest 7. Try tapping the balloon with a bat, racquet or rolled up newspaper etc. 8. Play against an opponent and try and tap the balloon through the designated goals. <p>JUST DANCE</p> <ol style="list-style-type: none"> 1. If you have the game, play a number of songs attempting to copy the dance moves of the dancers pictured.

	<p>2. If you don't have access to the game, you can type Just Dance into YouTube. It will bring up a range of just dance songs that students can attempt to copy. Here are a couple of examples:</p> <p>https://www.youtube.com/watch?v=p7yYiLEus7w - Playlist of assorted children songs and dances https://www.youtube.com/watch?v=KhfkYzUwYFk - Can't stop the feeling! https://www.youtube.com/watch?v=8-9Sm6_vE98 - Eye of the Tiger!</p> <p>Alternatively, put on your favourite tunes and get your groove on. DANCE PARTY! You may even like to choreograph a dance.</p>
Indo	<p>Activity 1: Complete the Ada Berapa? (How many?) worksheet in the learning pack OR do the interactive tasks in topic 5 numbers 11-20 https://www.education.vic.gov.au/languagesonline/indonesian/sect05/index.htm on Languages Online Indonesian Topics.</p> <p>Activity 2: Watch the video on playing congkak. https://www.youtube.com/watch?v=bf9UyoQiTe8. Make your own congkak board and play it with a family member. Use beans, shells or whatever you can find as your counters.</p> <p>Super Challenge: Make a video of you demonstrating how to play Congkak and upload this to Seesaw.</p>
Art	<p>Activity 1: Cut concentric circles of different sizes, using different coloured paper, or newspaper if you have that. Stick circles on top of each other and lay on a page in different heights. Using a black texta, make lines and patterns to create the petals and stem.</p> <p>Activity 2: Create a 'Seasons' collage using magazines, newspapers, cards and papers. This could be for one or all seasons.</p> 
Optional websites sites that can be accessed to support learning	<ul style="list-style-type: none"> ● ABC Education resources https://education.abc.net.au/home#!/resources/-/all/F-2-3-4-5-6 ● Behind The News https://www.abc.net.au/btn/ ● Nessy Literacy resources https://www.nessy.com/us/ ● Twinkl go to www.twinkl.co.uk/offer and enter the code AUSTRCODE (30 day free trial) ● A maths dictionary http://amathsdictionaryforkids.com/ ● Levelled Inquiry based units of work for all year levels https://www.coolaustralia.org/