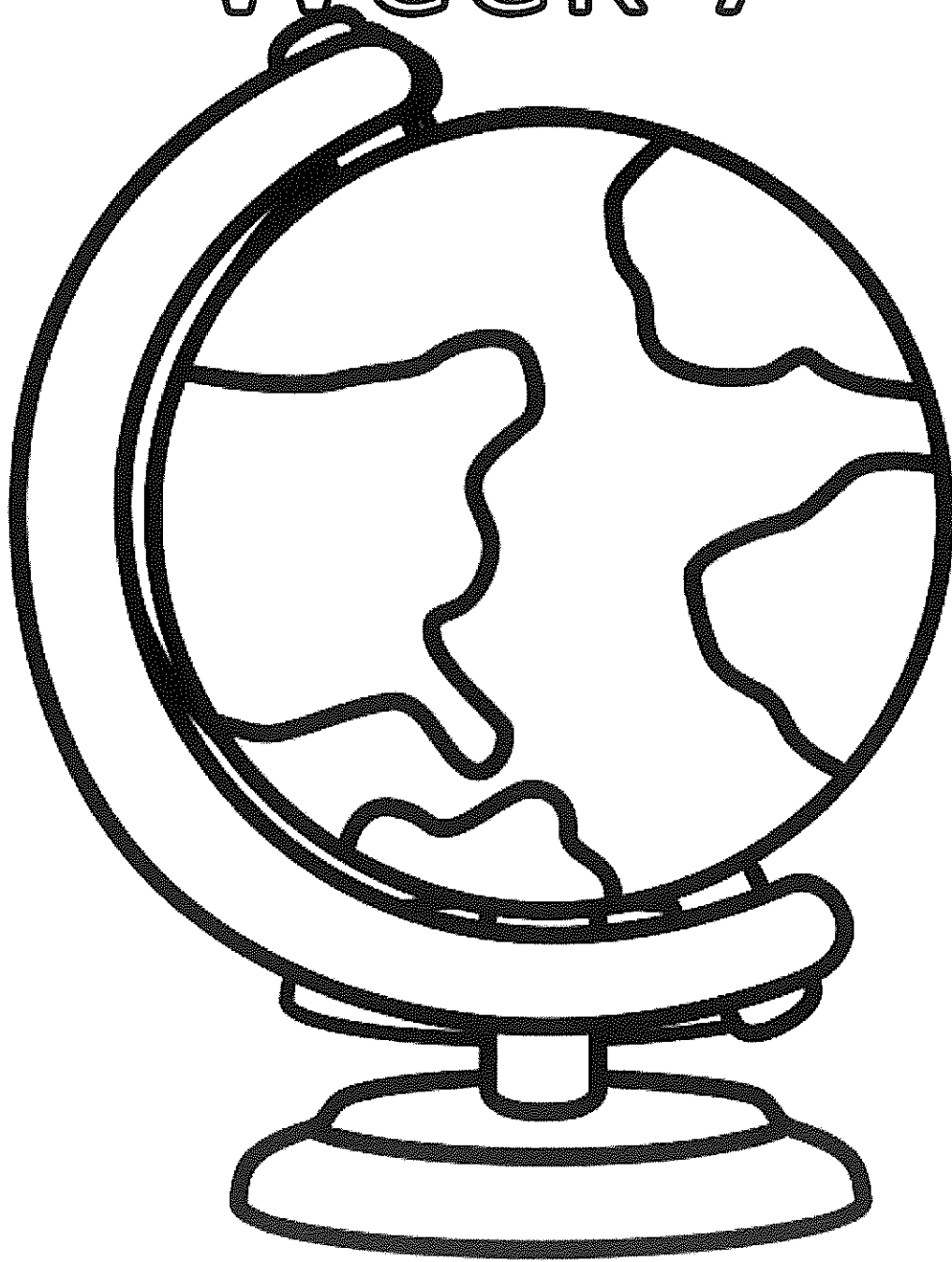


Year 1 Learning

Week 7



Name: _____

Home Learning Week 7 – Year 1

Monday 23/8	Tuesday 24/8	Wednesday 25/8	Thursday 26/8	Friday 27/8
Spelling – Unit 24 't, tt' Write as many words as you can in the tiger.	Spelling – Unit 24 't, tt' Write your list of words	Spelling – Unit 24 't, tt' Complete the first page of worksheet	Spelling – Unit 24 't, tt' Complete the second page of worksheet	Spelling – Unit 24 't, tt' Write two sentences with your spelling words
Grammar - Colour by parts of speech	Grammar - Noun and verb balloons	Grammar - Colour by parts of speech	Grammar - Parts of speech word search	Grammar - Colour by parts of speech
Reading – Decoable text (The lost sock)	Reading – Decoable text (The spilt milk)	Reading – Log into Zoom session with your teacher	Reading – Read aloud a book of your choice to a family member	Reading – Decoable text (It is wet!)
Writing – Weekend Recount	Writing – Sight word activity grid	Writing – Sight word activity grid	Writing - Free choice	Writing - Free choice
Number of the day Is 88. Complete activity in booklet	Number of the day is 99. Complete activity in booklet	Number of the day is 44. Complete activity in booklet	Number of the day is 66. Complete activity in booklet	Number of the day is 77. Complete activity in booklet
Numeracy activities Division activity 1	Numeracy activities Division activity 2	Numeracy activities Division	Numeracy activities Word problems	Numeracy activities Word problems
Life skills	Life skills	Life skills	Life skills	Life skills

Home Learning Week 7 – Year 1

Help around the house. Clean your room.	Help around the house. Fold the laundry.	Help around the house. Clean the dishes.	Help around the house. Vacuum your bedroom.	Move your body today! Play a game outside with a family member.
PDHPE Bike safety	Science Belonging integrated unit	Geography Belonging integrated unit	Creative Arts Art - Art Attack drawing	STEM Complete the STUCK activity
PBL and Wellbeing ZONES Check in	PBL and Wellbeing ZONES Breathing	PBL and Wellbeing ZONES Breathing	PBL and Wellbeing ZONES Exploring calming sensory strategies	PBL and Wellbeing Enjoy a sleep in

Online links.

<https://storylineonline.net/>

https://online.fireflyeducation.com.au/services/student_login/soundwaves

<https://www.mathletics.com/au/>

<https://www.typing.com/>

<https://www.abcya.com/>

Monday 23rd August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

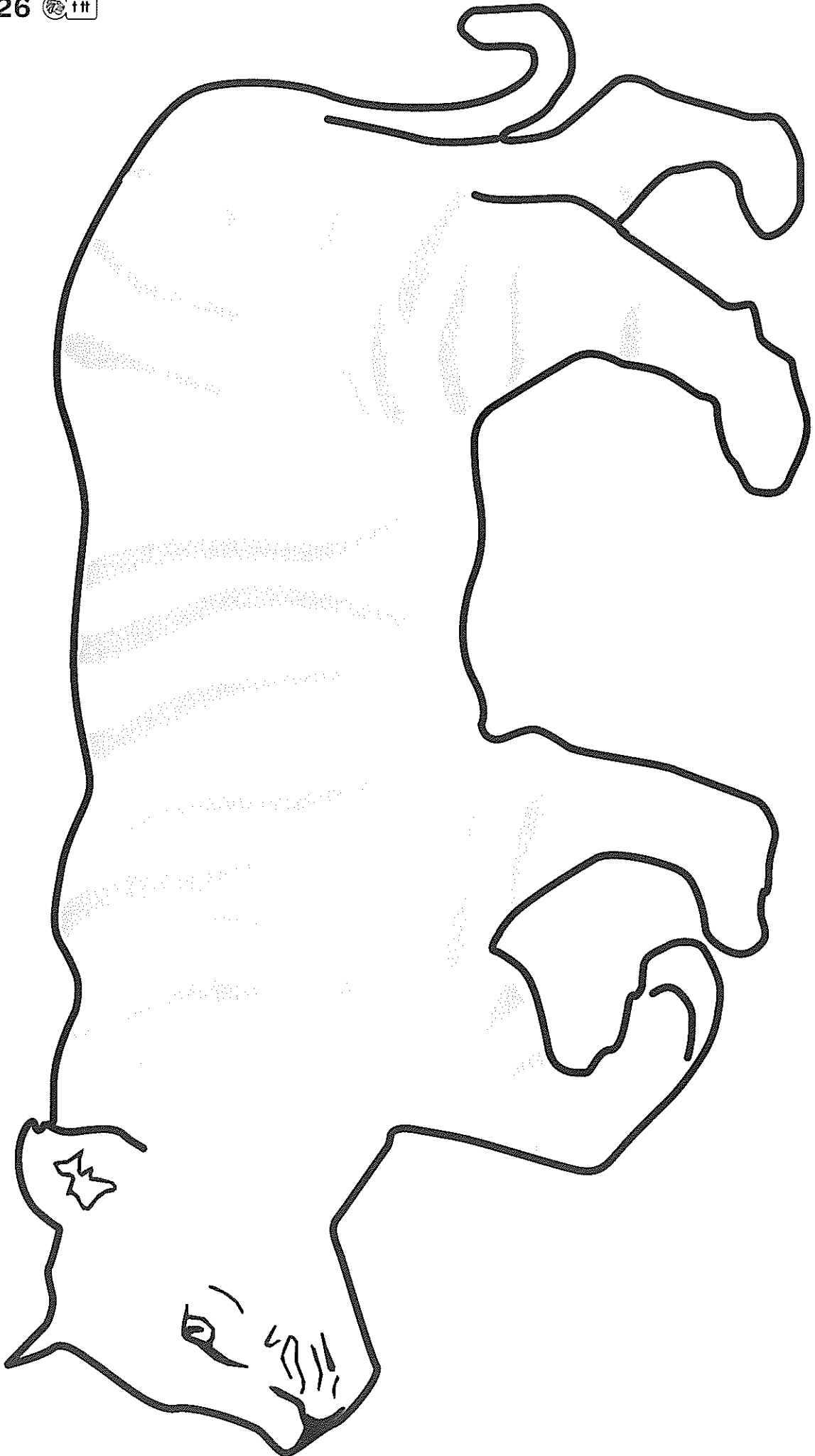
MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-6NA uses a range of strategies and concrete materials for multiplication and division

PDHPE:

PD1-6 understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity

PD1-9 demonstrates self-management skills in taking responsibility for their own action



Colour by Parts of Speech

Use the key below to help you colour the picture.



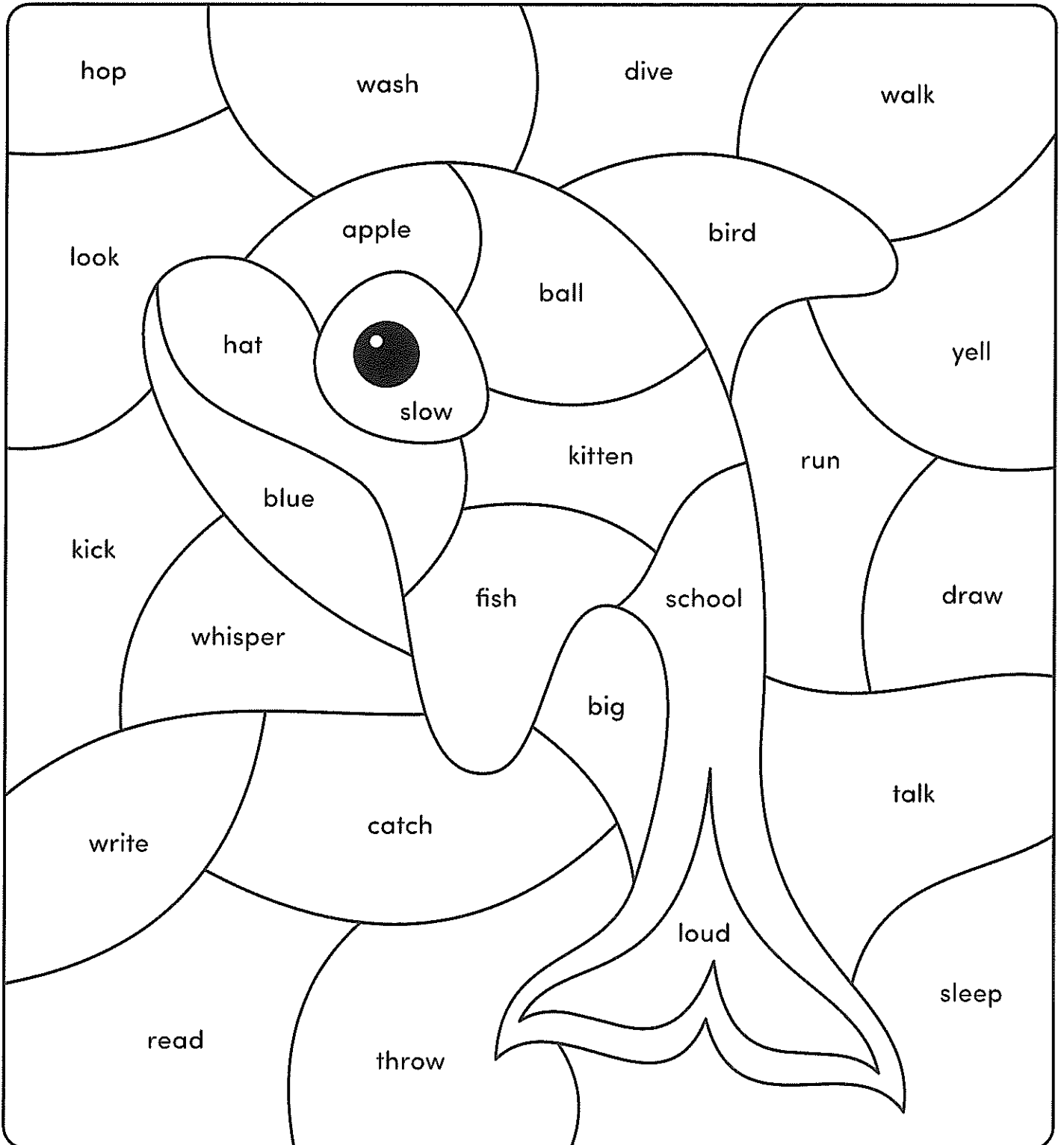
noun



verb



adjective



Name: _____

The Lost Sock

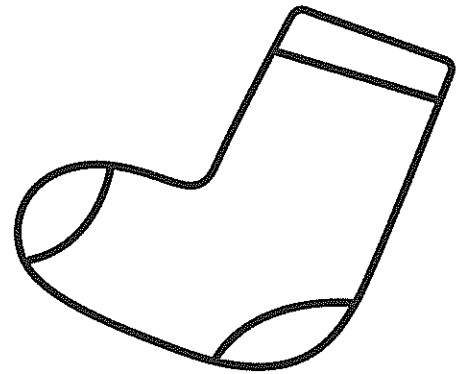
Tricky words:

the have my is where

I have lost my sock. It is thick
and black. It is not in my bag.

It is not on my bed.

Where is my sock?



What is lost?

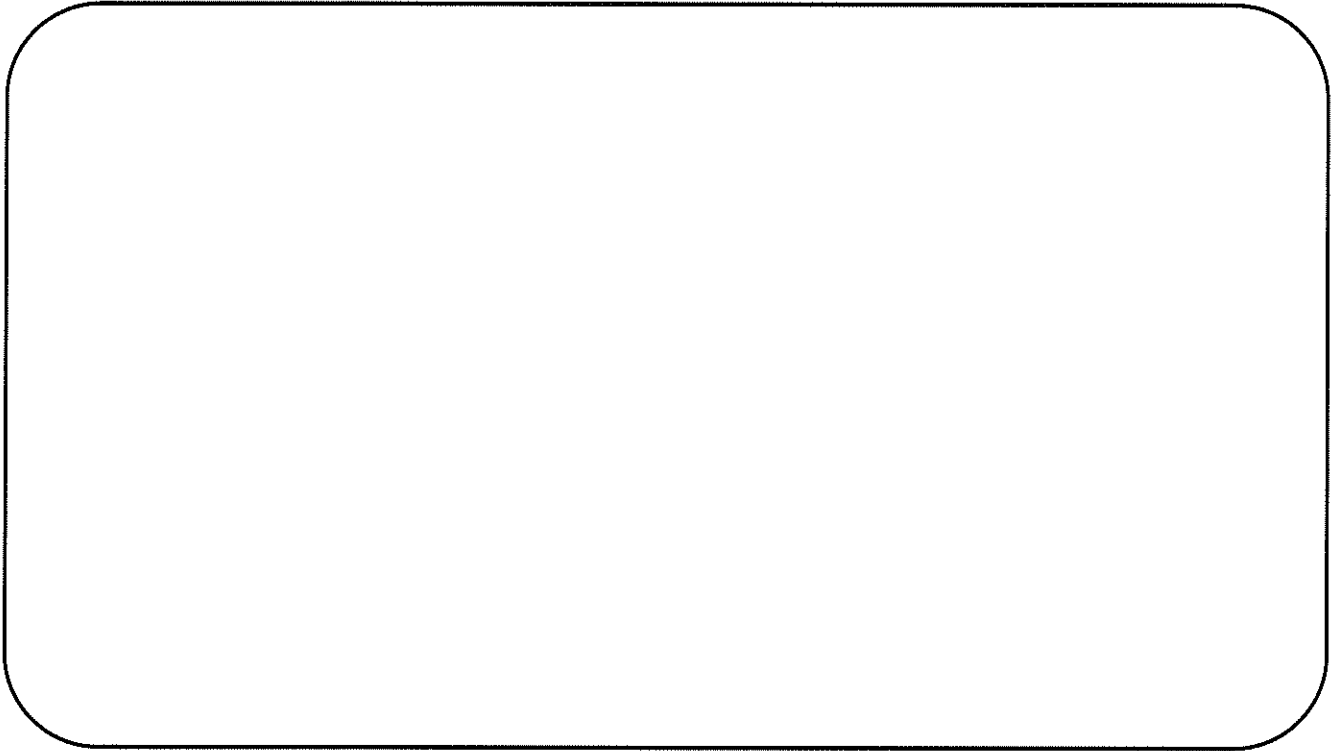
Draw a picture
of a black **sock**.

Self-reflection:



Name: _____

Weekend Recount

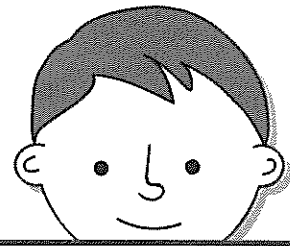


On the weekend _____

Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

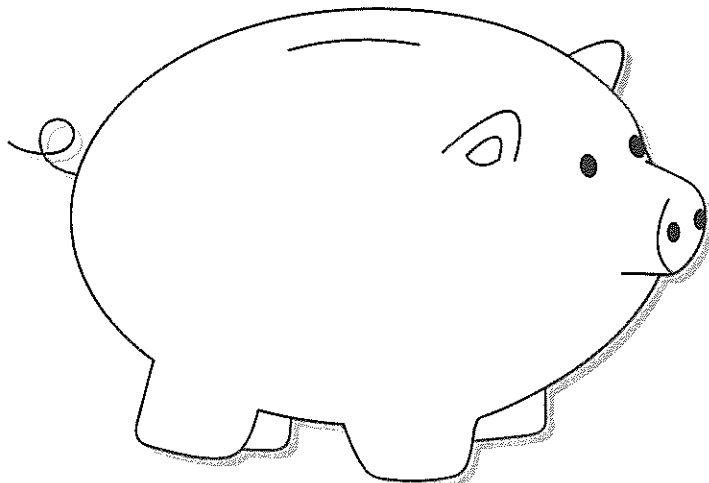
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:

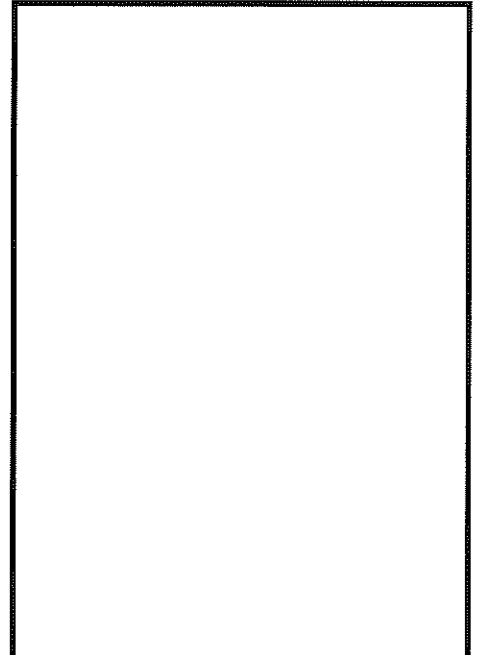
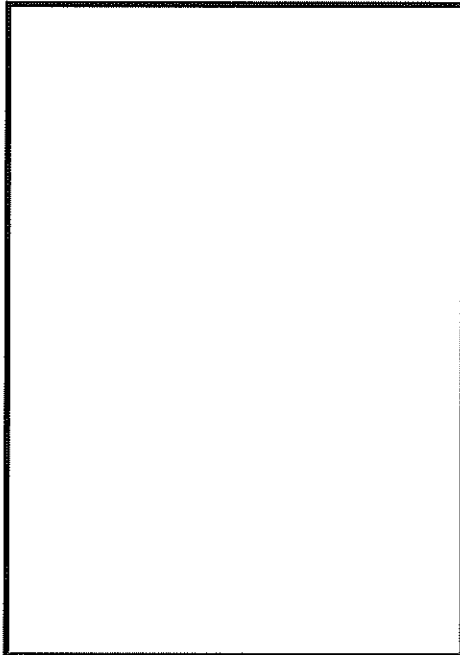
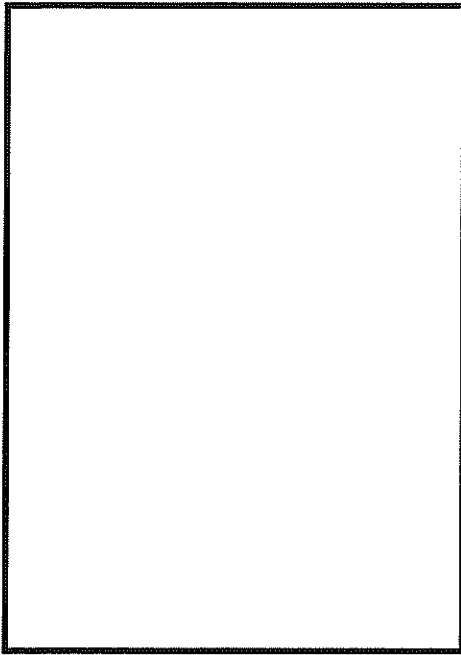
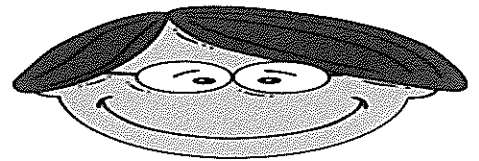
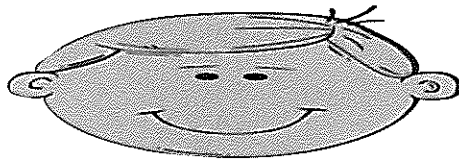
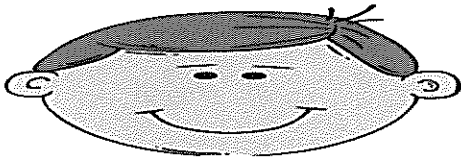


Greater than:
>

Less than:
<

Division - Lesson 1

Cut out and stick the lollies under each person to show equal sharing.

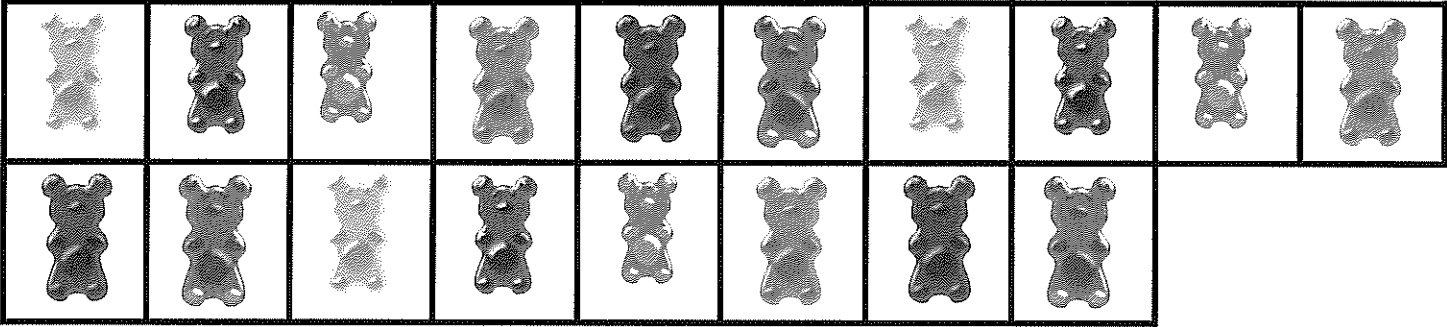


24 Ooshies shared between 3 kids =

Cut out and stick the lollies in each jar to show equal sharing.



18 gummy bears shared between 2 jars =

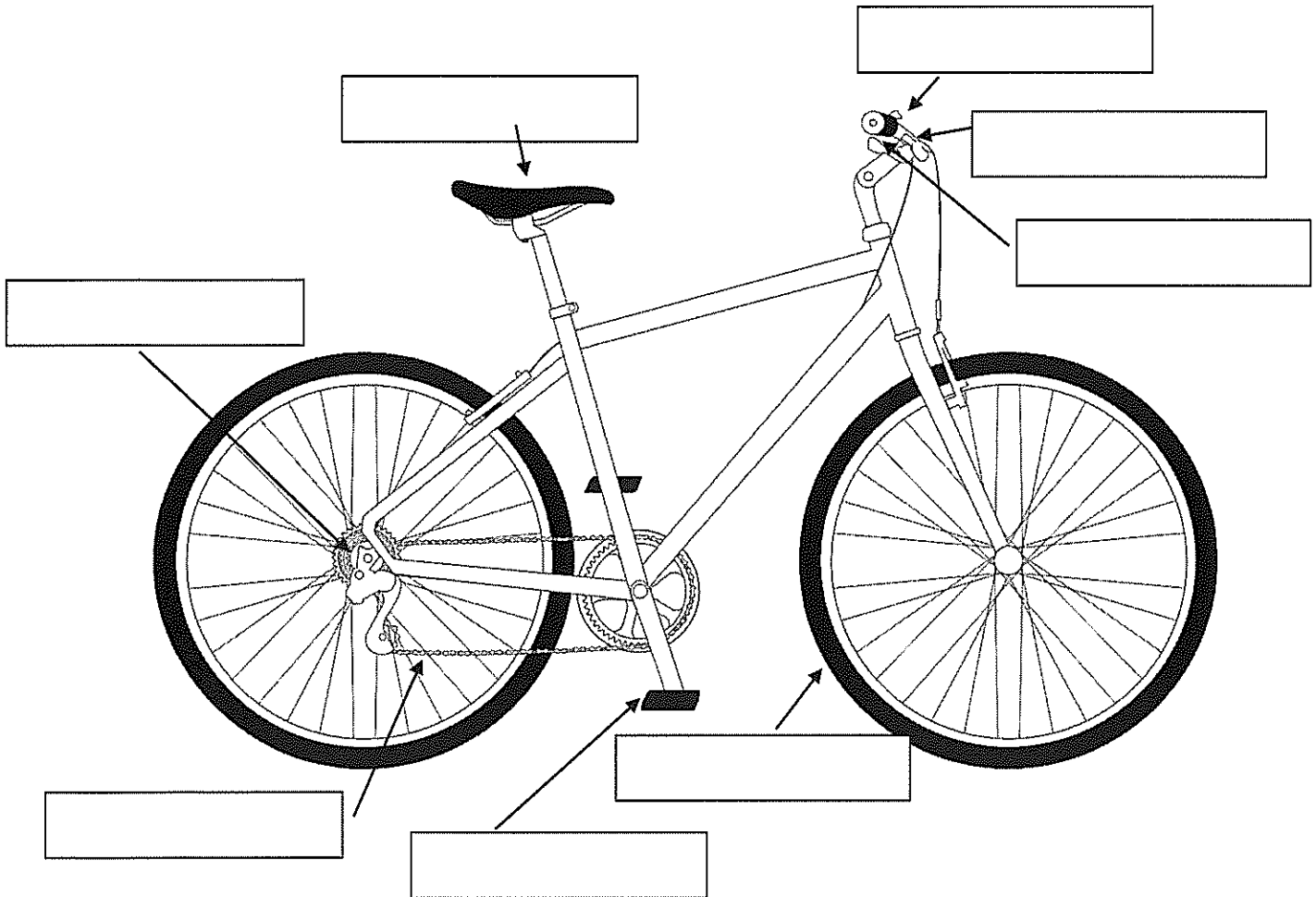


Name: _____

Date: _____

Bike Parts

Cut and paste the parts of the bike onto the picture.



bell	brake lever	seat	tyre
pedal	chain	gears	handlebar

Name: _____

Date: _____

Bike Riding is Awesome!

Fill in the missing words.

brain

exercise

riding

fitness

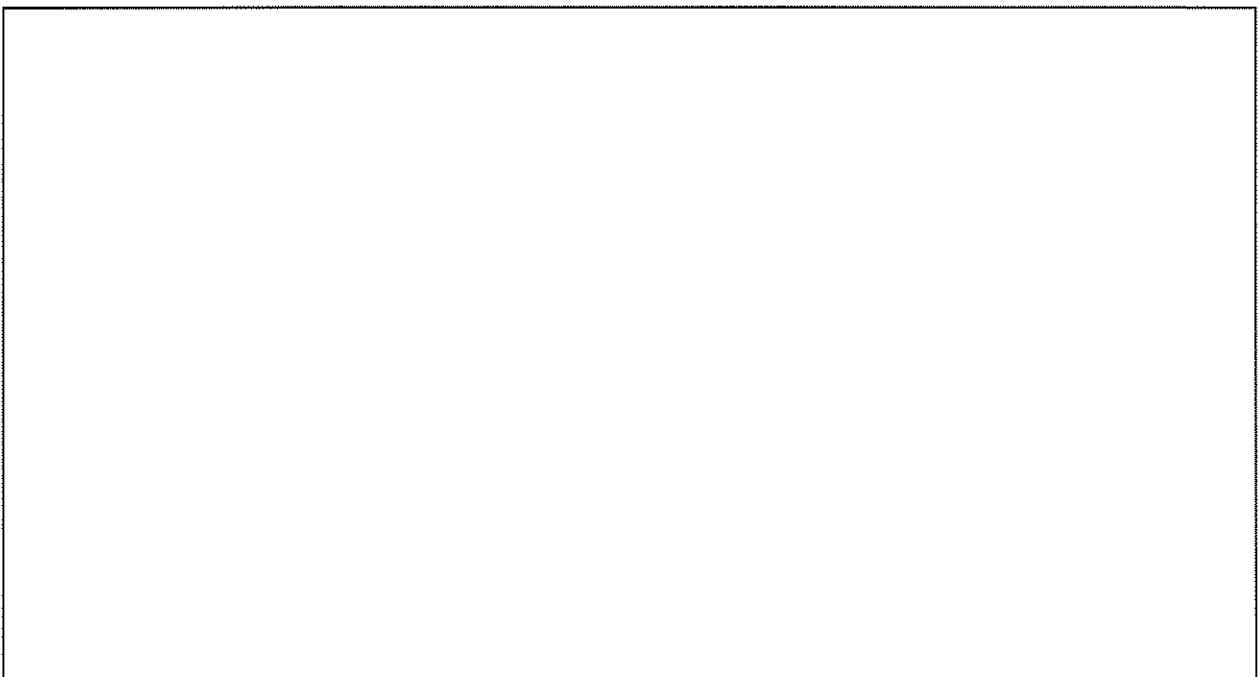
bones

energy

Bike riding strengthens the heart, lungs and lower body muscles and _____ . It helps develop strength, balance and overall _____ .

Bike _____ also helps with your coordination. Bike riding is a good form of _____ which helps your _____ to work at its best. Exercise also puts you in a good mood and gives you more _____. Bike riding is a great way to have fun with your friends and family.

Draw a picture of where you like to go bike riding. Write a sentence about your picture

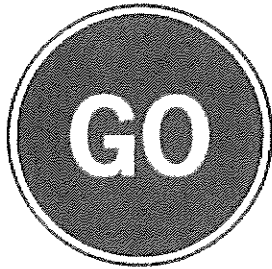


Zones Check In



Blue Zone

sad
sick
tired
bored
moving slowly



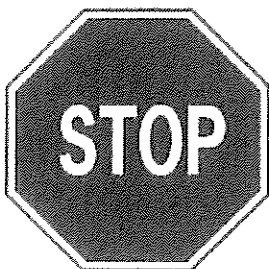
Green Zone

happy
calm
feeling okay
focussed
ready to learn



Yellow Zone

frustrated
worried
silly / wiggly
unfocussed
loss of some control



mad or angry
hands on
yelling
refusing work
out of control

Tuesday 24th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-6NA uses a range of strategies and concrete materials for multiplication and division

Science:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

tree

--	--	--	--	--	--	--	--	--	--	--

try

--	--	--	--	--	--	--	--	--	--	--

trap

--	--	--	--	--	--	--	--	--	--	--

truck

--	--	--	--	--	--	--	--	--	--	--

went

--	--	--	--	--	--	--	--	--	--	--

want

--	--	--	--	--	--	--	--	--	--	--

tent

--	--	--	--	--	--	--	--	--	--	--

bent

--	--	--	--	--	--	--	--	--	--	--

best

--	--	--	--	--	--	--	--	--	--	--

lost

--	--	--	--	--	--	--	--	--	--	--

last

--	--	--	--	--	--	--	--	--	--	--

fast

--	--	--	--	--	--	--	--	--	--	--

stay

--	--	--	--	--	--	--	--	--	--	--

start

--	--	--	--	--	--	--	--	--	--	--

little

--	--	--	--	--	--	--	--	--	--	--

better

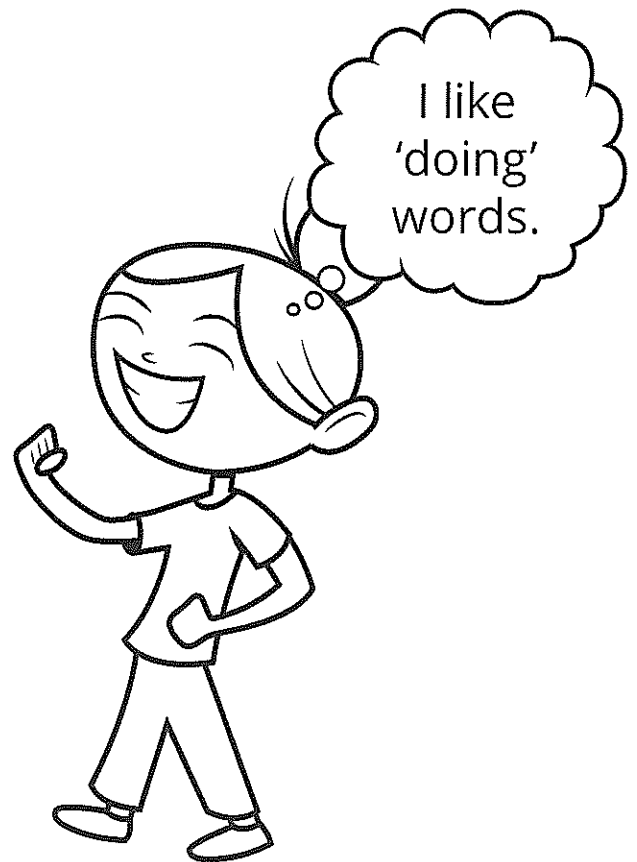
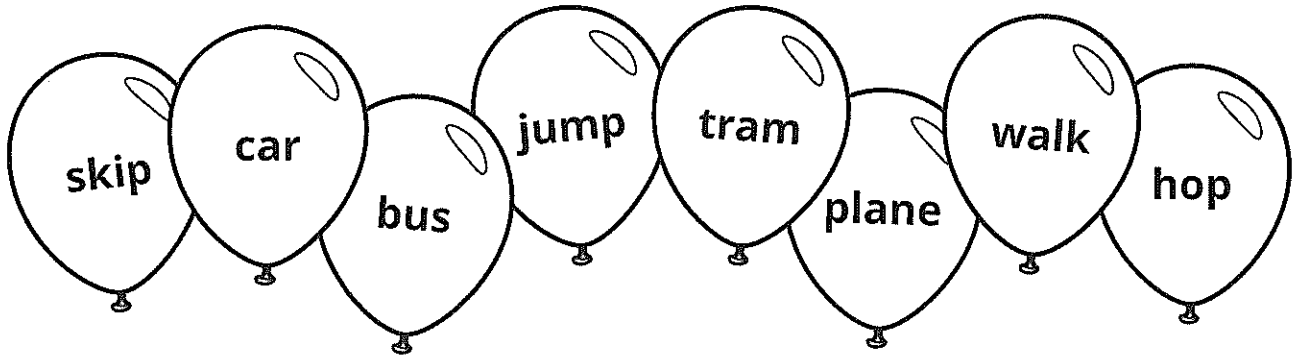
--	--	--	--	--	--	--	--	--	--	--

Name: _____

Date: _____

Noun and Verb Balloons

Draw strings from the balloons to the correct student. Colour the noun balloons one colour and the verb balloons another.



The Spilt Milk

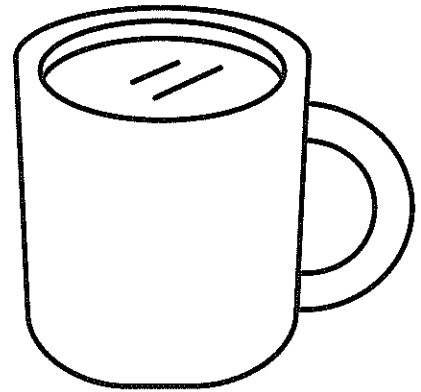
Tricky words:

the of was very she to

Pip had a cup of milk. It spilt on the rug! The rug was very wet.

Pip felt very sad.

She got a mop to fix the wet rug.



Where did the milk spill?

Write a word that rhymes with rug.

Self-reflection:



Sight Word Activity Grid

My sight words for this week are:

Use your sight words from this week to complete three of the activities below.

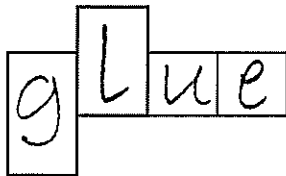
Write each of your words once with your left hand and once with your right hand.

Write your words forwards and then backwards.

Using a container of water and a paintbrush, paint each of your words on the concrete.



Draw letter boxes around each of the letters in your words.



Use playdough/pipe cleaners/wool to build your words. Shape each letter in the word.

Write as many words as you can that rhyme with each of your words.

Write your words in colourful bubble writing.

Write each of your words using dots.

here

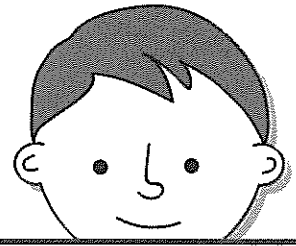
Circle any smaller words you can find within each sight word.

find

Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

OR

EVEN

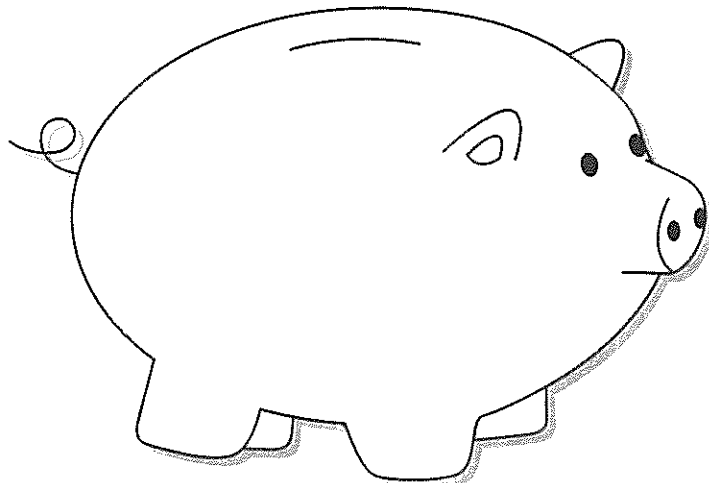
Hundreds

Tens

Ones

Number Sentence:

Show with money:



Greater than:

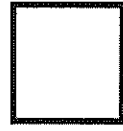
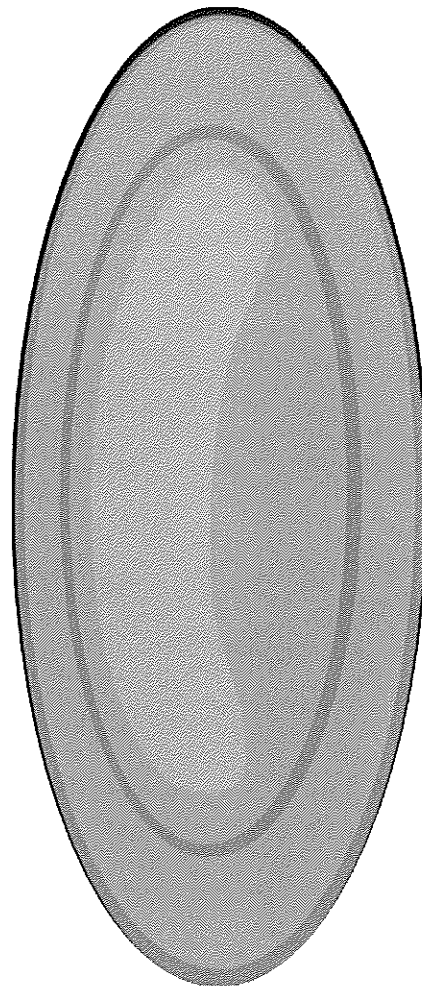
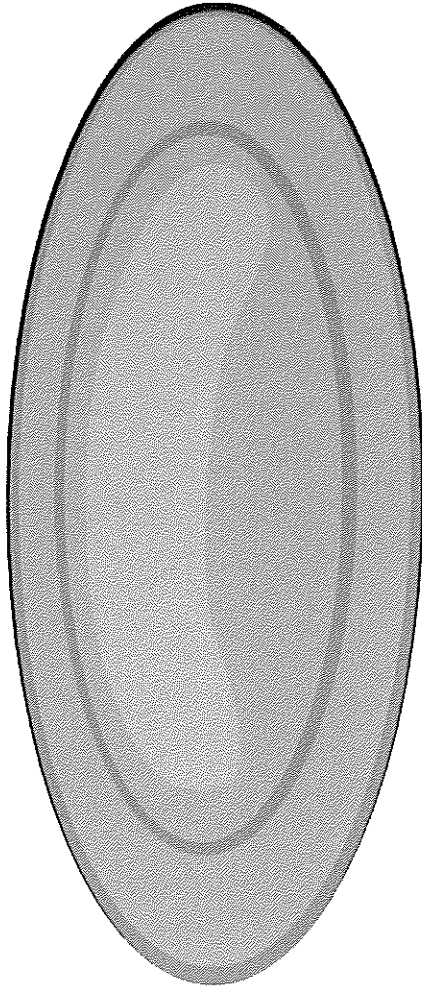
>

Less than:

<

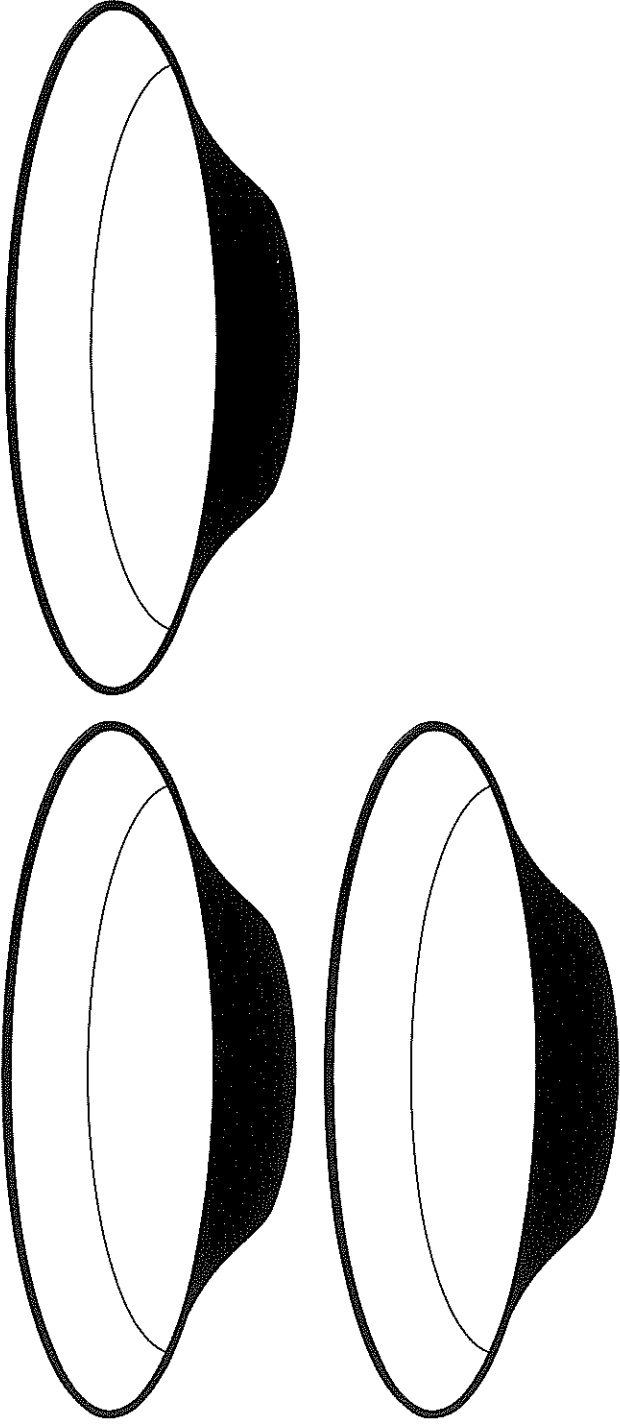
Division - Lesson 2

Cut out and stick the cakes on each plate to show equal sharing.

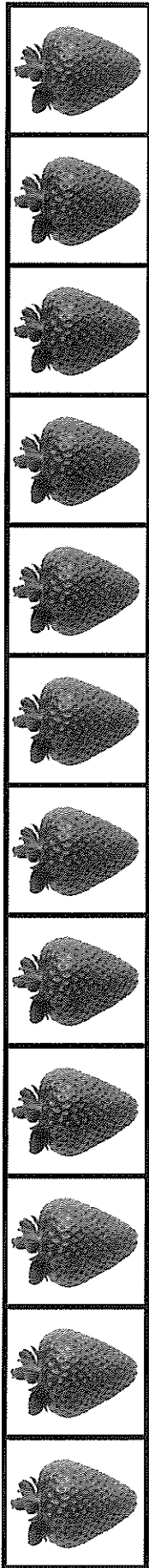
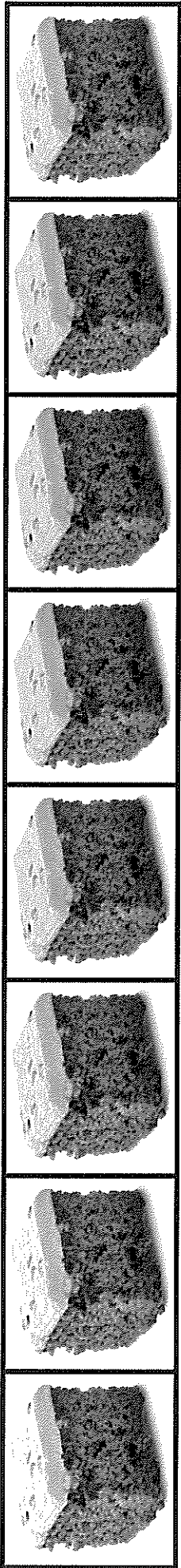
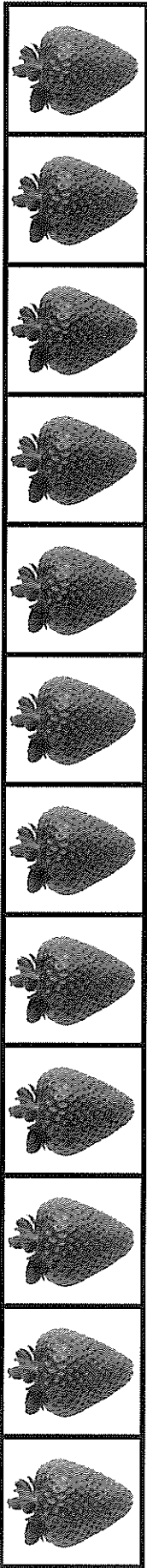
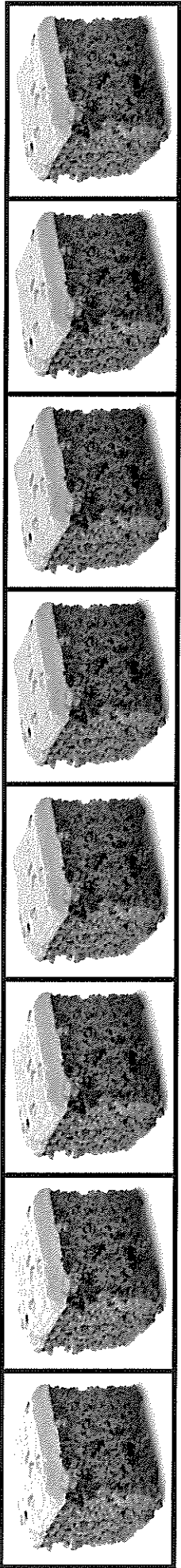
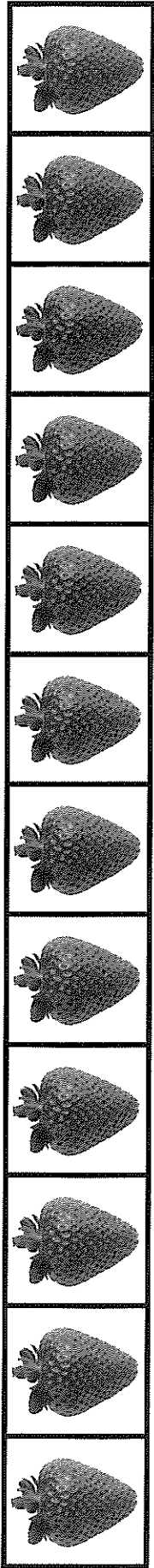


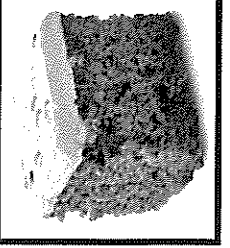
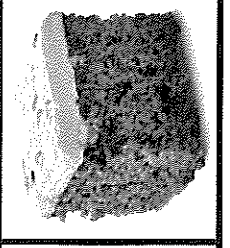
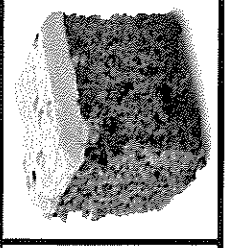
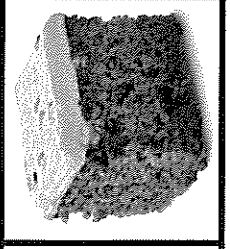
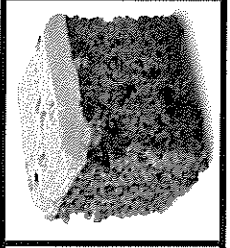
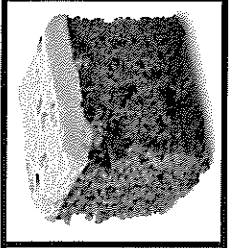
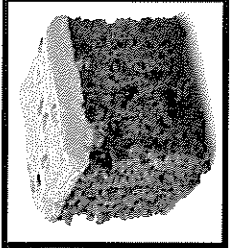
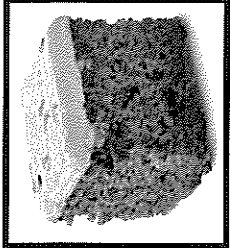
8 cakes shared between 2 plates =

Cut out and stick the strawberries on each plate to show equal sharing.



12 strawberries shared between 3 bowls =





How can someone be different but still belong?



- 1  We are going to read a book called *Teeth*. It is about a shark.
What do you know about sharks?

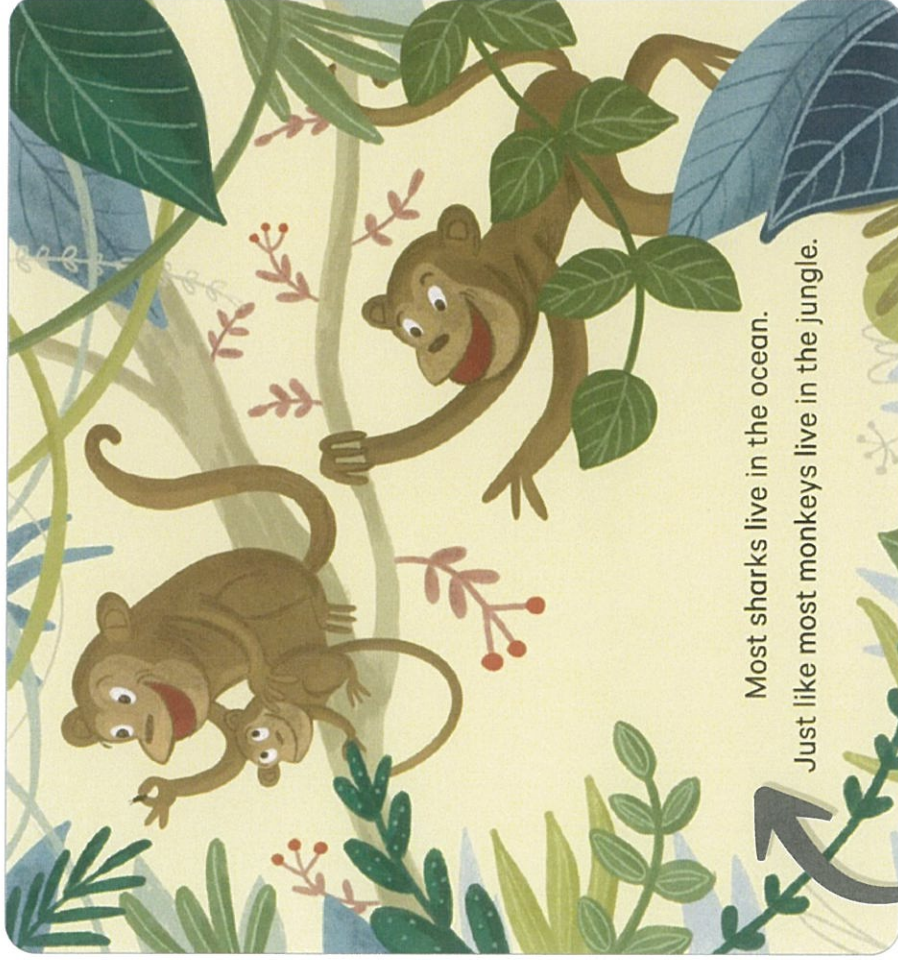


- 2 Look at the cover of the book. Do you think the book is **imaginative** or **factual**?



- 3  Read the book *Teeth*.

- 4 The story is **both** factual and imaginative. How does the author use words to tell us Teeth is different from other sharks?



Most sharks live in the ocean.
Just like most monkeys live in the jungle.

Fact

Imaginative

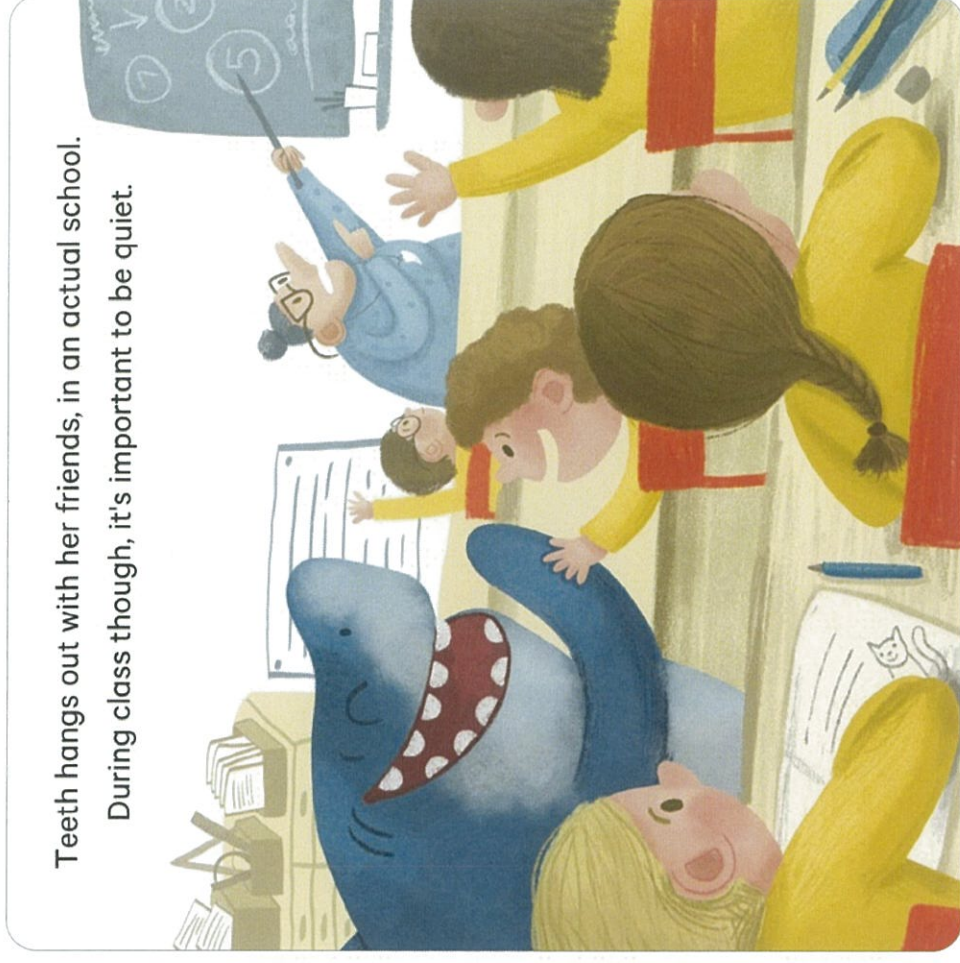
Teeth lives in a house in the suburbs with the Peoples family.
Mr Peoples tells bad jokes every morning.



5 How is Teeth the same and different from other sharks in these parts of the story?



Most sharks swim alone, but sometimes they hang out in groups, called schools. Just like most lions like to hang out in groups called prides. Most of the pride are lionesses and they do most of the work, like hunting for food.



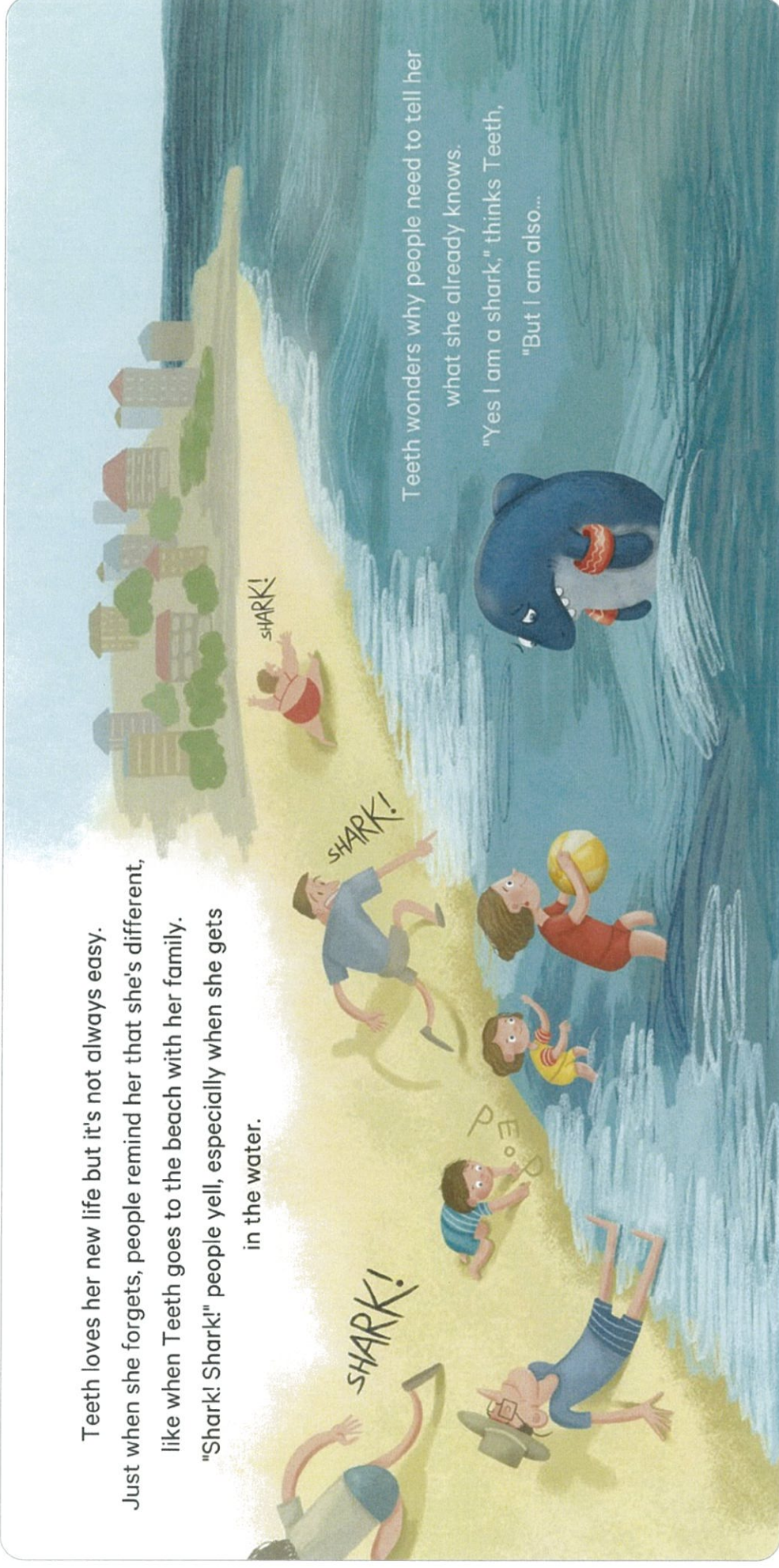
Teeth hangs out with her friends, in an actual school. During class though, it's important to be quiet.

6 Why is Teeth feeling sad in this picture? What facts do you know about sharks that will support your answer?

Teeth loves her new life but it's not always easy.

Just when she forgets, people remind her that she's different, like when Teeth goes to the beach with her family.

"Shark! Shark!" people yell, especially when she gets in the water.



Teeth wonders why people need to tell her what she already knows.

"Yes I am a shark," thinks Teeth,
"But I am also..."

7

Talk with a partner about:

1. Parts of the story which show how Teeth belonged to the Peoples family.
2. What you do with your family that makes you feel like you belong.

a friend



a sister



a daughter



a Peoples



8 Read the letter with your class.

Think, pair and share your thoughts about adopting an animal from an aquarium.



Dear Jelly Legs,

I heard that the aquarium is closing down. It is sad news and I can understand if you're feeling worried. The good news is, my family would love to adopt you.

There are a few reasons why we would make the perfect family for you:

1. We know you love the water. We love it too! We can take you to the pool or beach anytime your tentacles itch for the sea.
2. We are really good at untangling things. Your tentacles would be safe with us.
3. You can sleep in my room, I won't mind if you accidentally sting me. I wear long pyjamas!

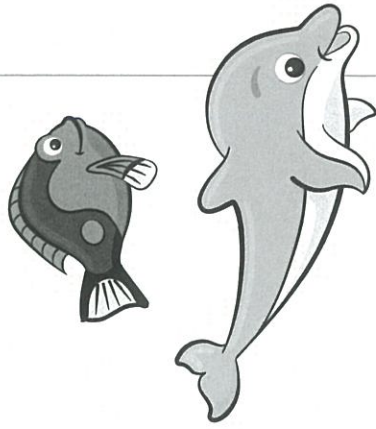
I hope that you will come and join our family. We will always help you feel at home.

From,
Olive

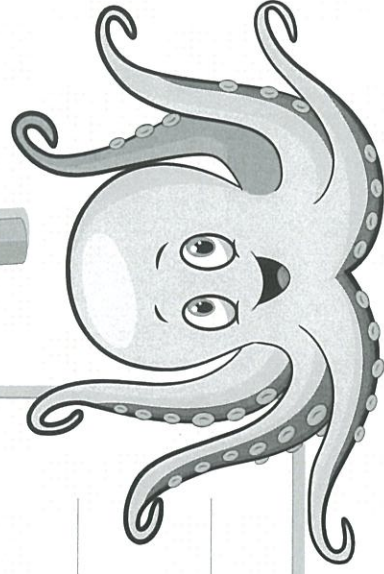


9

Write a letter to an animal you would like to adopt into your family.



A large rectangular area with horizontal lines for writing.





10

Choose an animal and make up a name for them based on a **fact**, just like Teeth. What is an **imaginative** place they could live?





Write a **compound sentence** about your animal that starts with a fact and ends with something imaginative.

Example

Most jellyfish sting people **but** Tentacles likes to give us hugs.



Your turn:

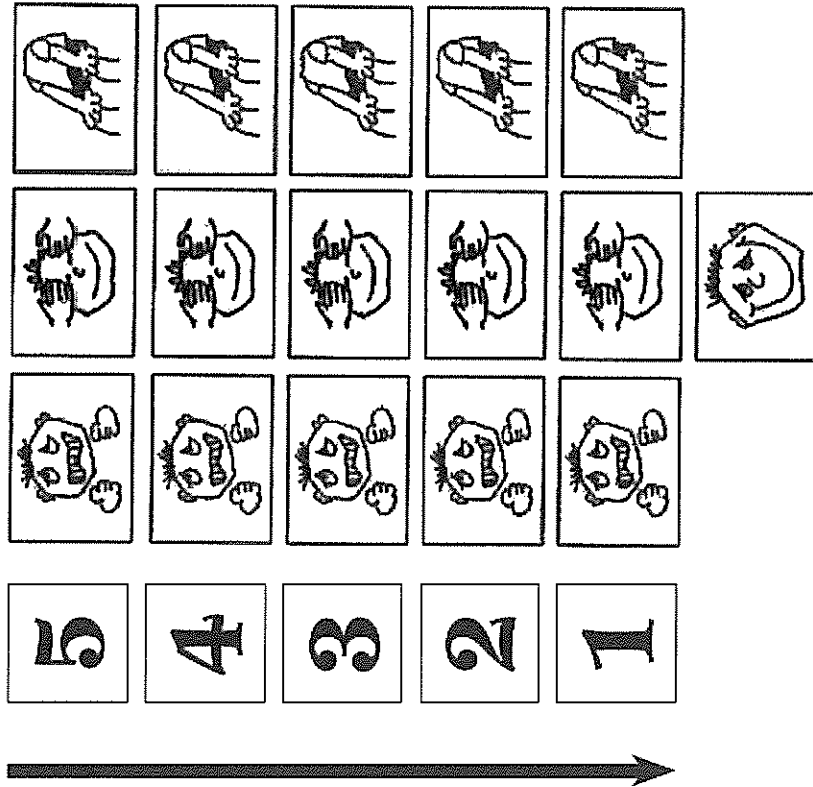
Most _____

but _____

My Calming Sequence Visual

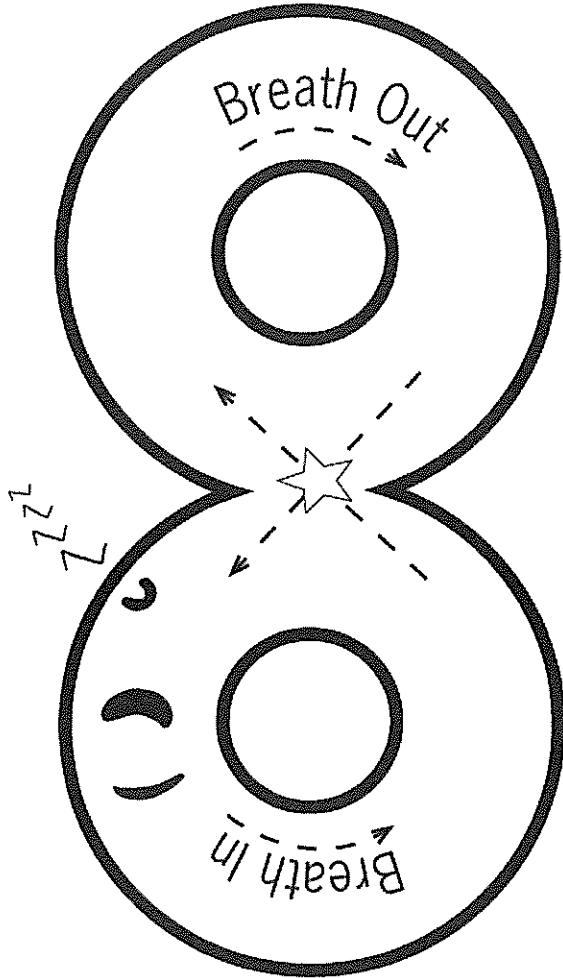
Activity: Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



Buron, Manns, Schultz & Thomas, 2004. From *When My Worries Get Too Big!* K. D. Buron, 2006. Swawnee Mission, KS: AAPC. Reprinted with permission.

Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

Wednesday 25th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-6NA uses a range of strategies and concrete materials for multiplication and division

Geography:

GE1-1 Describes features of places and the connections people have with places



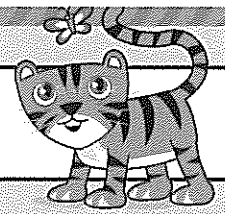
t tt



tiger



button



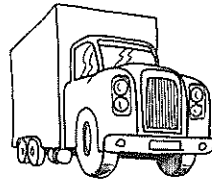
List Words

tree	went	best	stay
try	want	lost	start
trap	tent	last	little
truck	bent	fast	better

Letters

Words

- 1 **Underline** the letter or letters for **t** **tt** in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- 2 **Colour** the picture if you hear **t** **tt** in the picture name. **Write** a stroke below the picture for each sound in the picture name, like this: *tree /t/r/ee/ III*.



- 3 **Write** t, tt or T to finish the words. **Read** the sentences. **Draw** the picture.

★ We usually write t for **t** **tt**. Sometimes we write tt in the middle of a word.
T starts sentences and the names of people and places.

Li___le ___ommy ___iger is
___ro___ing on the ___rack.

Li___le ___ommy ___iger is
hun___ing for a snack.



Colour by Parts of Speech

Use the key below to help you colour the picture.



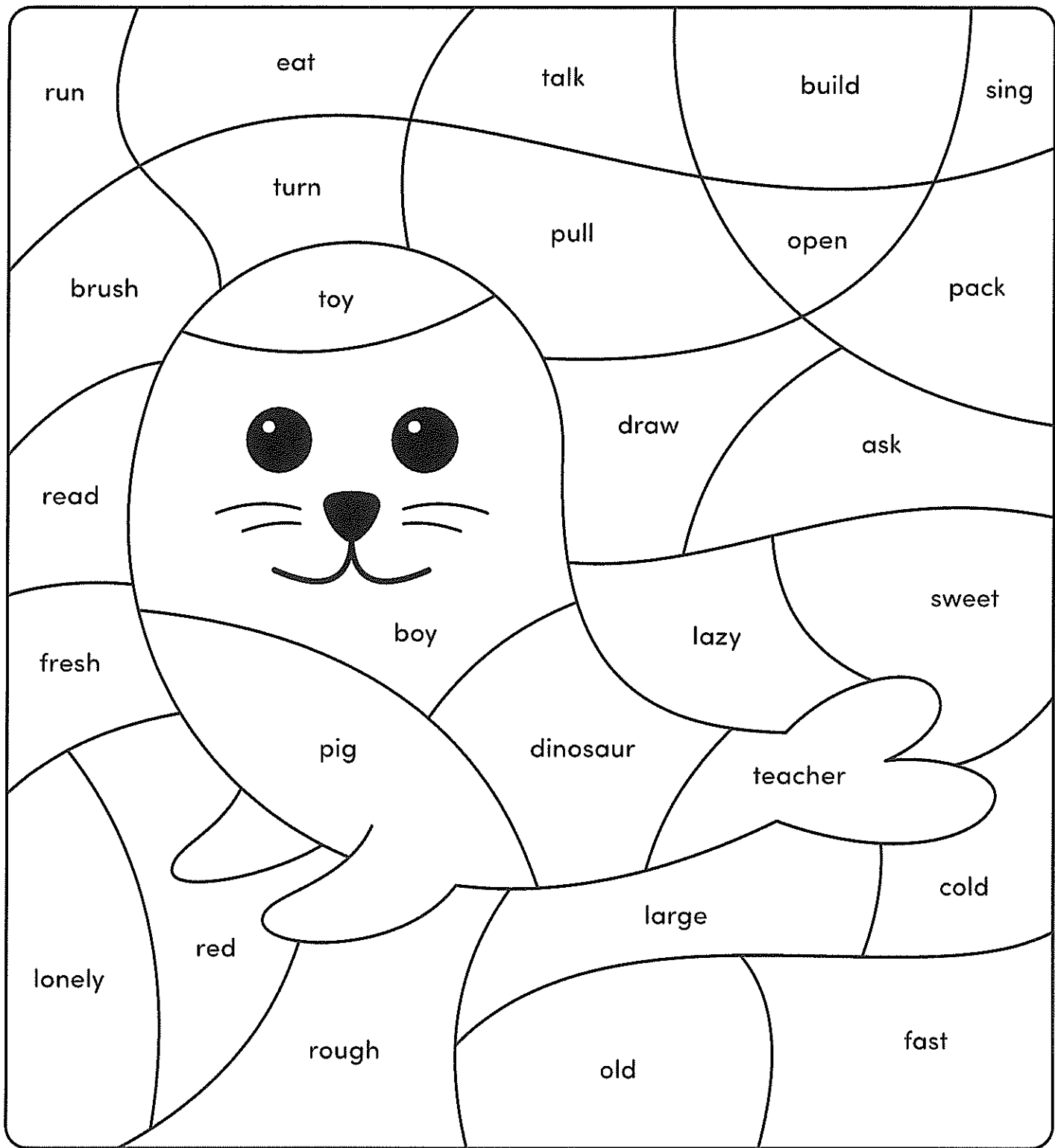
noun



verb



adjective



Sight Word Activity Grid

My sight words for this week are:

Use your sight words from this week to complete three of the activities below.

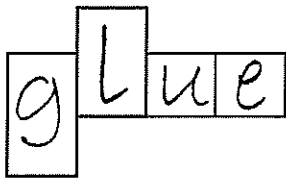
Write each of your words once with your left hand and once with your right hand.

Write your words forwards and then backwards.

Using a container of water and a paintbrush, paint each of your words on the concrete.



Draw letter boxes around each of the letters in your words.



Use playdough/pipe cleaners/wool to build your words. Shape each letter in the word.

Write as many words as you can that rhyme with each of your words.

Write your words in colourful bubble writing.

Write each of your words using dots.

here

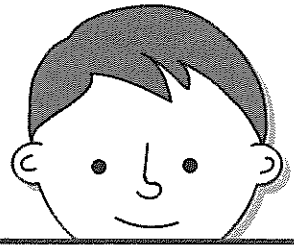
Circle any smaller words you can find within each sight word.

find

Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

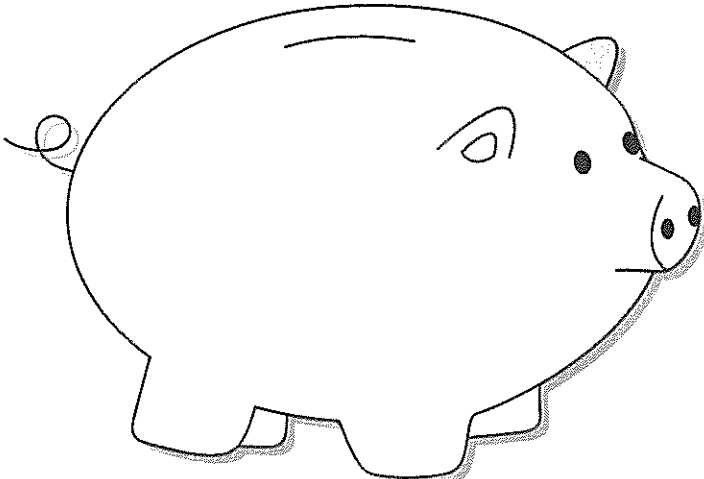
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



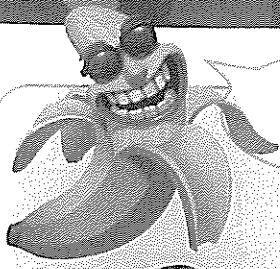
Greater than:

>

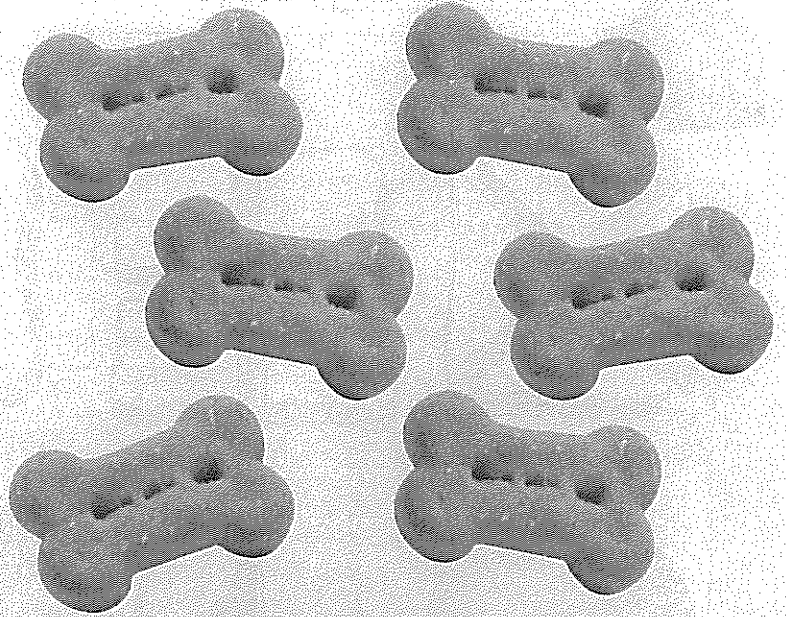
Less than:

<

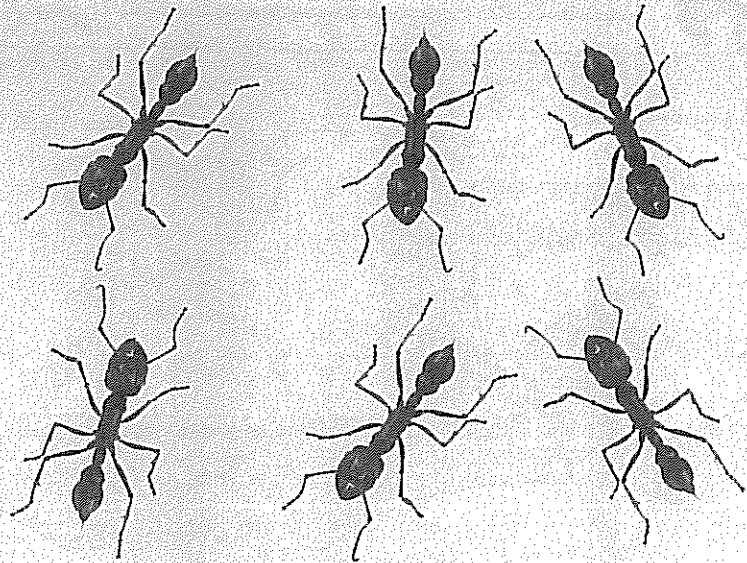
Sharing



Share.



How many each?

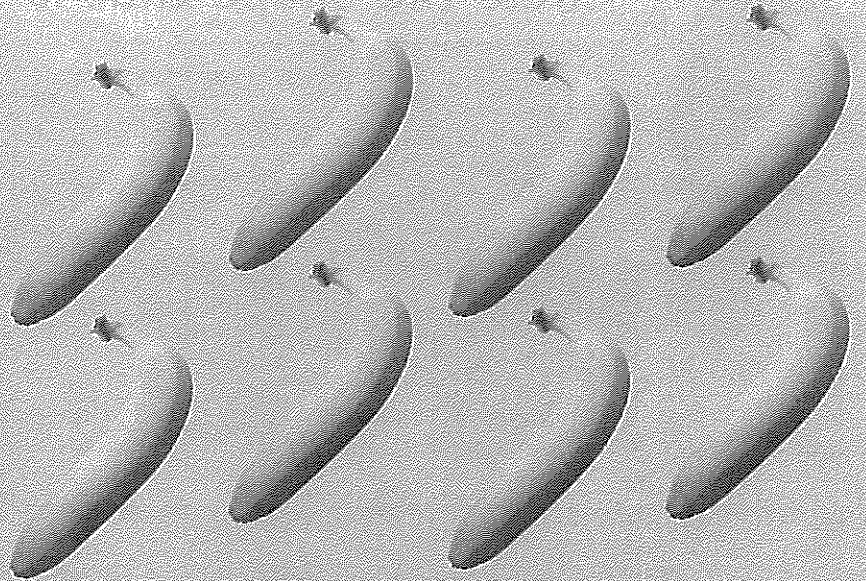


How many each?

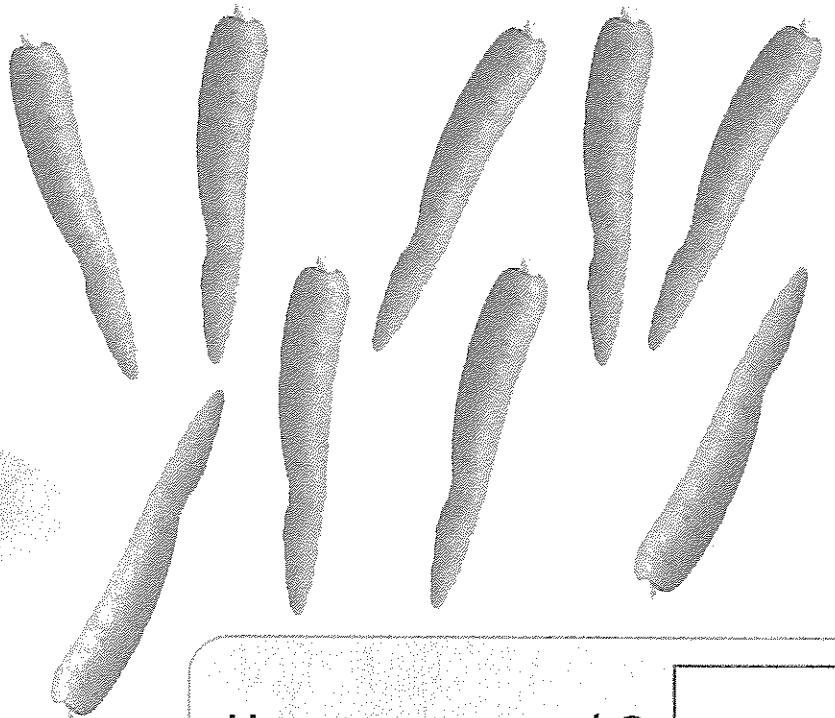
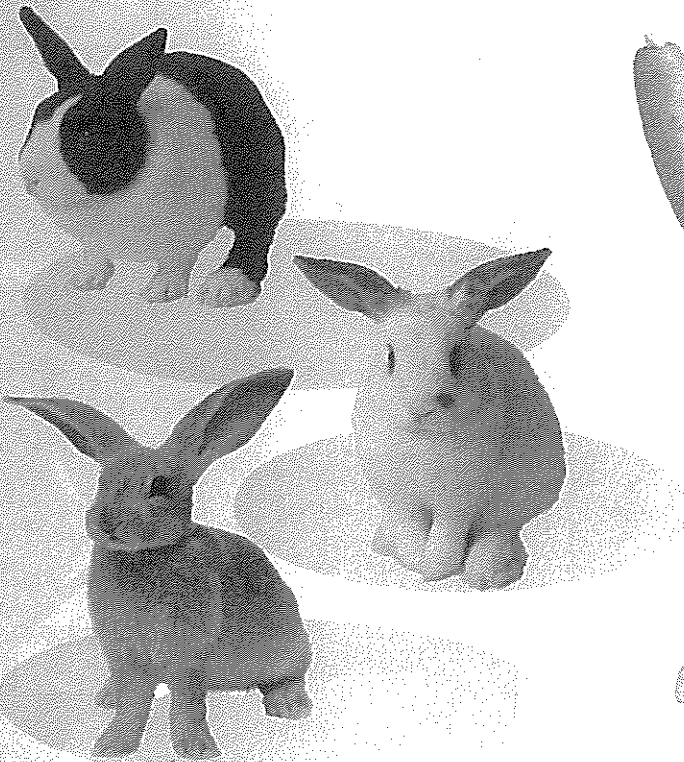
Sharing



Share.

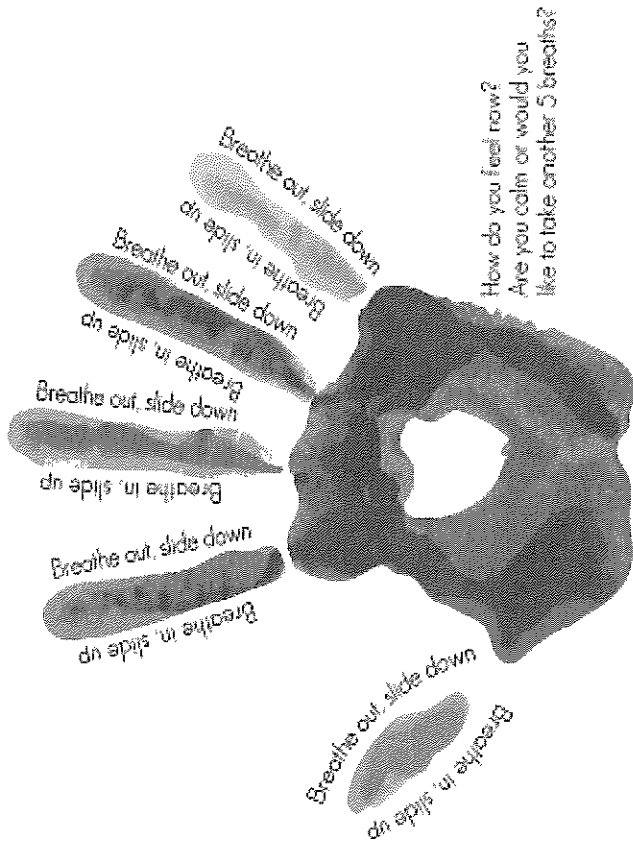


How many each?



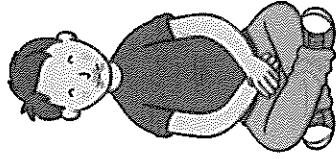
How many each?

CALM DOWN WITH TAKE 5 BREATHING



1. Stretch your hand out like a star.
 2. Get the pointer finger of your other hand ready to trace your fingers up and down.
 3. Slide up each finger slowly ~ slide down the other side.
 4. Breathe in through your nose ~ out through your mouth.
 5. Put it together and breathe in as you slide up and breathe out as you slide down.
- Keep going until you have finished tracing your hand.

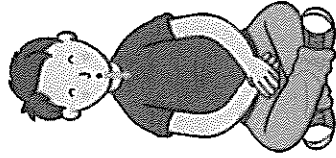
1



Calming Routine & Deep Breaths

(Lazy 8 / Take 5)

2



Stop - Take the time to calm down

I can calm myself down

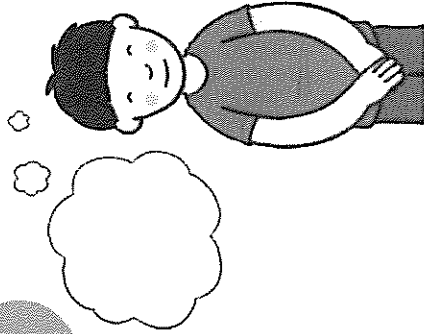
3



Count to 10

1 hold steady...2 hold steady...3...

4



Now I'm ready to think about what I

want to say and do safely

Thursday 26th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-6NA uses a range of strategies and concrete materials for multiplication and division

Creative Arts:

VAS1.1 Makes artworks in a particular way about experiences of real and imaginary things.

VAS1.2 Uses the forms to make artworks according to varying requirements

4 Write st or tr to finish the words. Write one of your words for each picture.

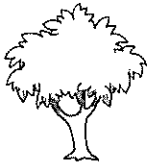
st
tr

___ee

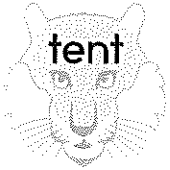
___op

___ap

___ar



5 Write words to rhyme.







6 Write the letters that are in the tigers to finish the words.

Write a word to match each clue.



___ee

___y

a large plant _____

___ap

___uck

have a go _____



___op

be___

get going _____

___art

lo___

can't find it _____



we___

wa___

camp in it _____

te___

be___

would like it _____

7 Count the sounds in the word in each tent. Write this number in the doorway. Colour the tents that have words with the same number of sounds.

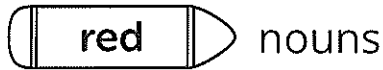


Name: _____

Date: _____

Parts of Speech Word Search

In the grid, find the words that are listed below. Colour the squares in the correct colour according to the word type.



nouns



verbs

q	s	k	i	p	p	i	n	g	k
b	l	e	a	p	i	n	g	p	b
s	y	f	w	b	s	l	g	z	s
l	h	u	h	t	p	n	r	m	i
p	a	o	r	o	i	x	u	j	s
q	b	o	e	k	p	f	n	e	h
k	h	e	l	s	t	p	n	p	i
s	b	a	r	a	y	b	i	o	r
e	w	p	h	j	d	b	n	n	t
r	s	o	c	k	s	l	g	g	g

walking

skipping

running

leaping

hat

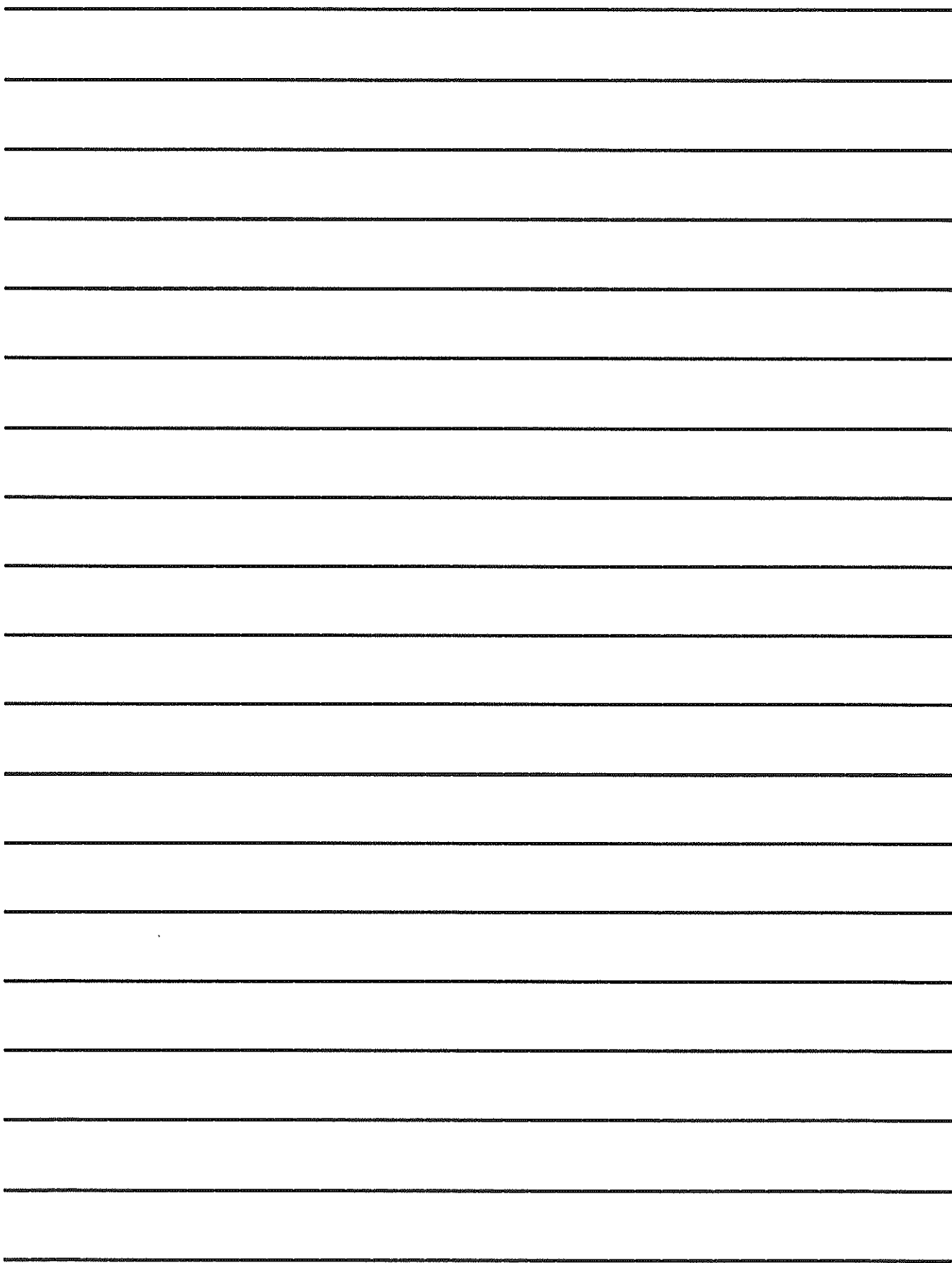
shoes

shorts

socks

hopping

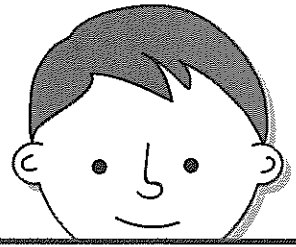
shirt



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

OR

EVEN

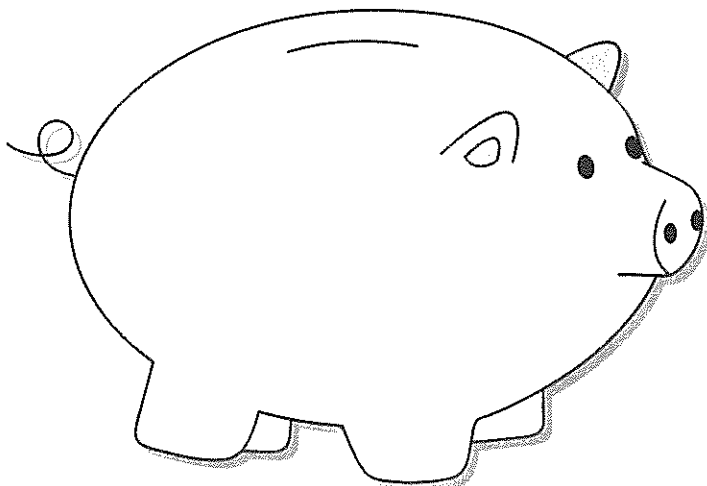
Hundreds

Tens

Ones

Number Sentence:

Show with money:



Greater than:

>

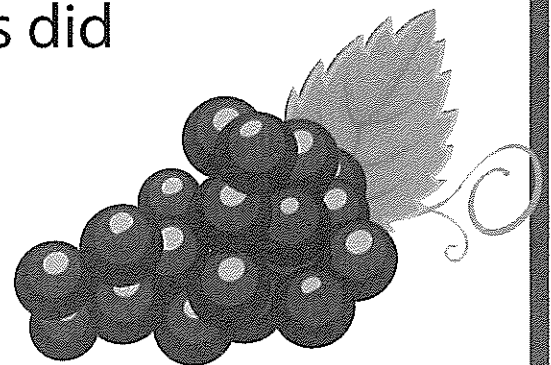
Less than:

<

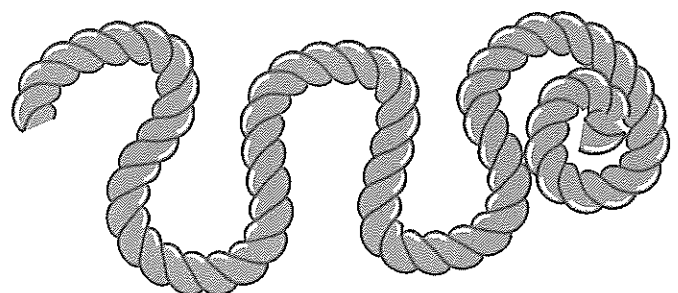
Alison sold 10 tickets in the raffle. If they cost \$2 each, how much money did she raise?



A bag had 20 grapes in it. You ate half the bag. How many grapes did you eat?



Anthony took a 20 metre piece of rope and cut it into 4 equal pieces. How long is each piece of rope?

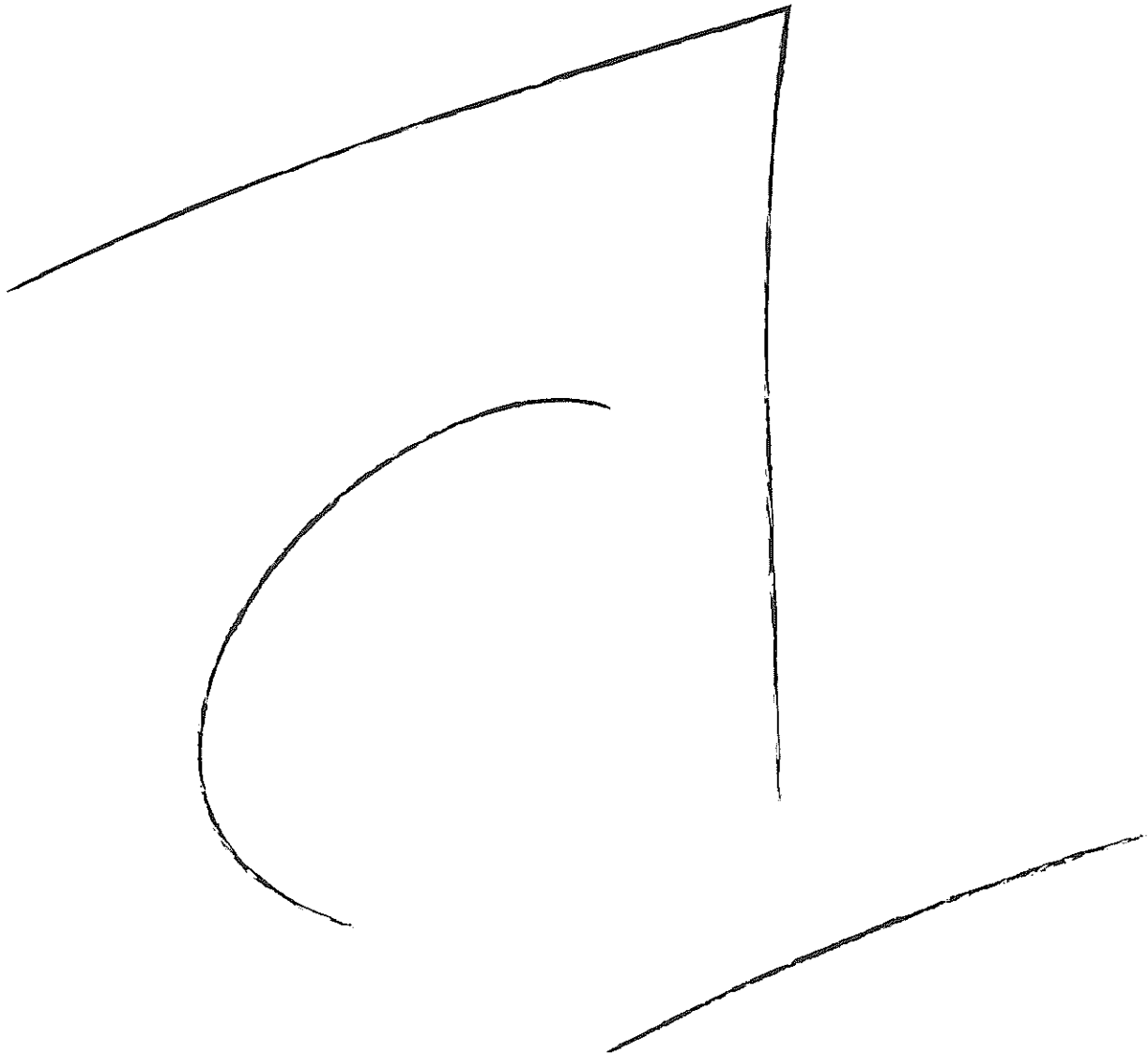


Name: _____

Date: _____

Art Attack! - Line






Make your own drawing out of these lines. You might use different kinds of lines: straight, curvy, zig-zag etc.



SEL Lesson 6: K-2 Exploring Calming Sensory Strategies


Name: Class:

Sort the calming strategies into the table:


seeing	hearing	tasting	touching	smelling
				


K-2 SEL Lesson 6 - Cut/Paste Activity


Students choose the sensory card they relate to most (that helps them to calm). Some strategies are more appropriate to use at home, whilst others relate to school. Kinders select/paste at least one in each column. Students can add their own to the blank card.


LOOK AT A CALM
DOWN BOTTLE 

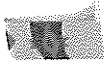
DRAW A PICTURE 


DO A PUZZLE 

HUM 


JUMP 


PUSH ON THE WALL 

WRAP MYSELF IN A
BLANKET 

ASK FOR A HUG 

EAT A CRUNCHY
SNACK 

DRINK WATER 

Breathe in for 3 seconds.
What can you smell ? 

Friday 27th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

MA1-6NA uses a range of strategies and concrete materials for multiplication and division

Sport:

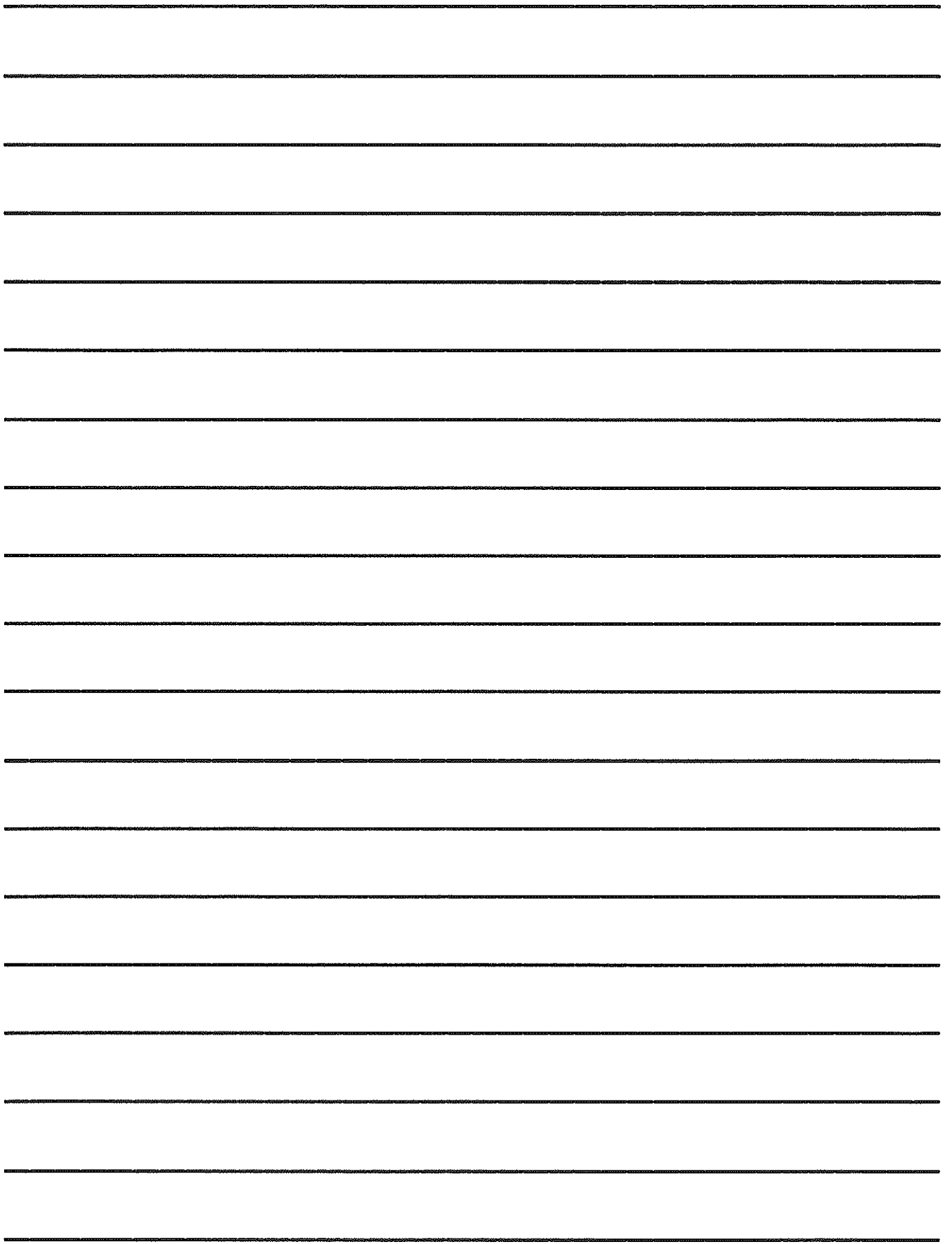
PD1-4 performs movement skills in a variety of sequences and situations

STEM:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations



Colour by Parts of Speech

Use the key below to help you colour the picture.



yellow

noun



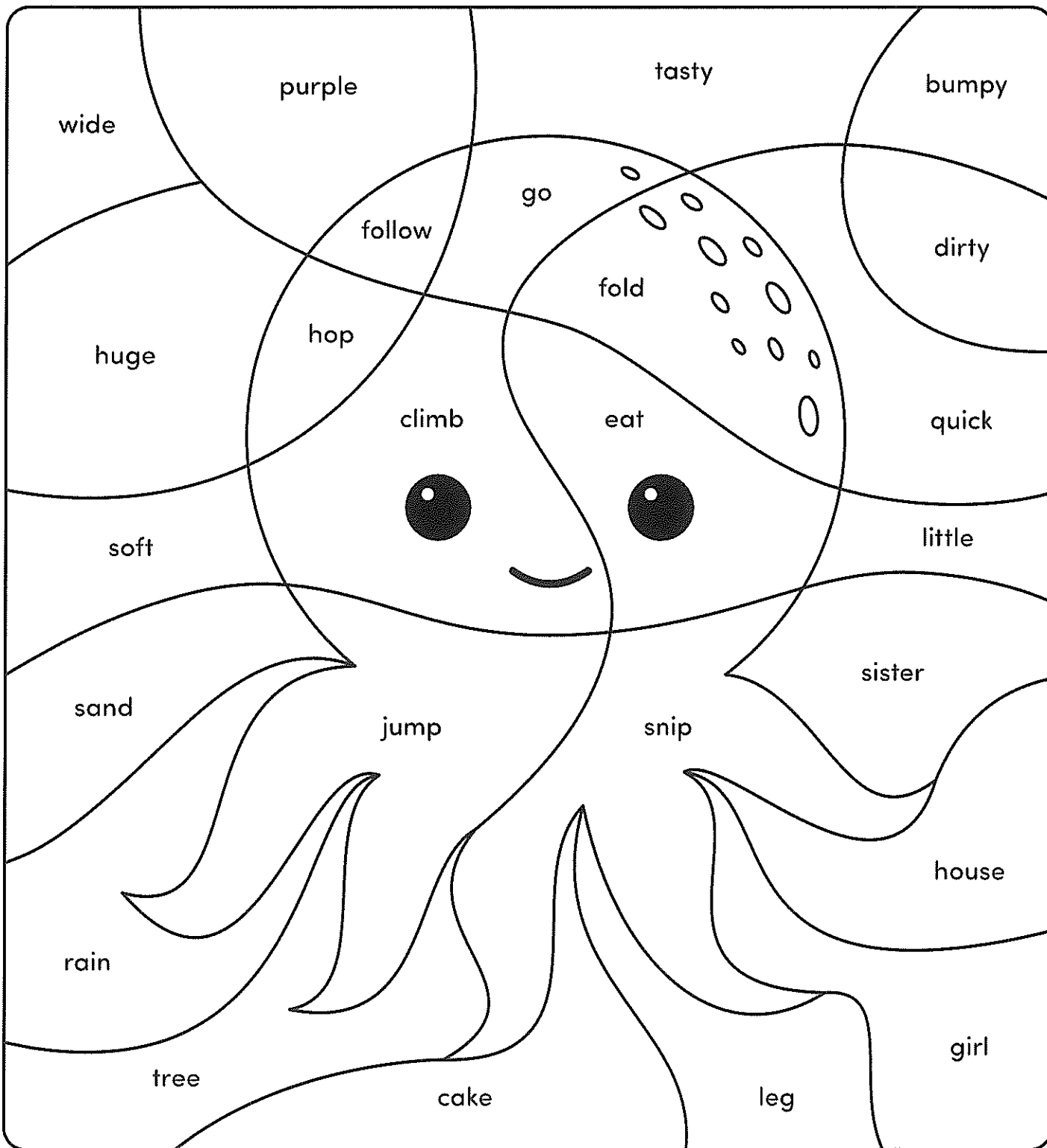
orange

verb



blue

adjective



Name: _____

It Is Wet!

Tricky words:

do like is the could

I do not like when it is wet!

The fog is thick. The

frost is crisp.

I wish I could
get back in bed!



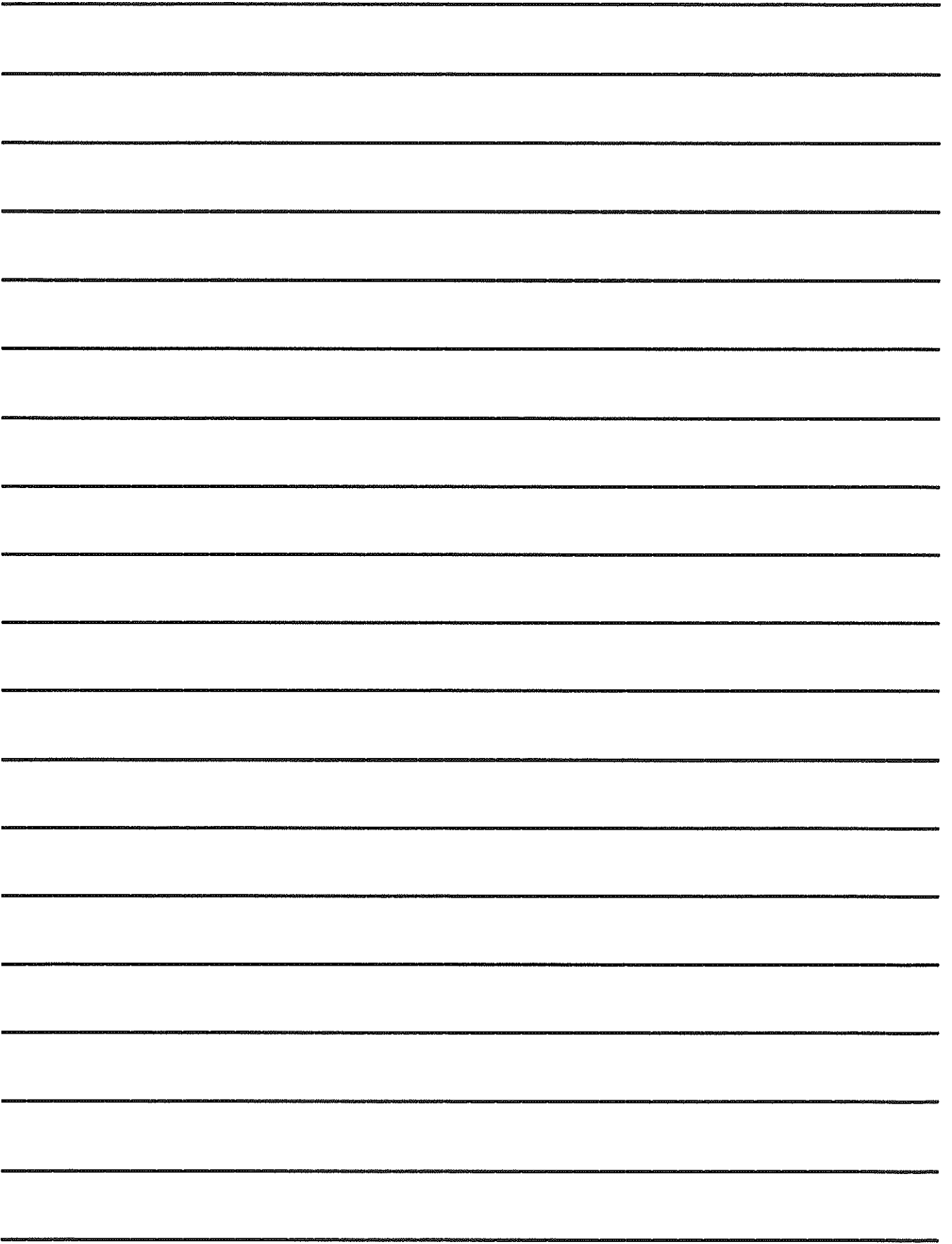
The fog is:

- thin
- thick
- wet

Write the word
frost.

Self-reflection:

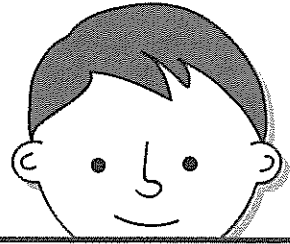




Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

OR

EVEN

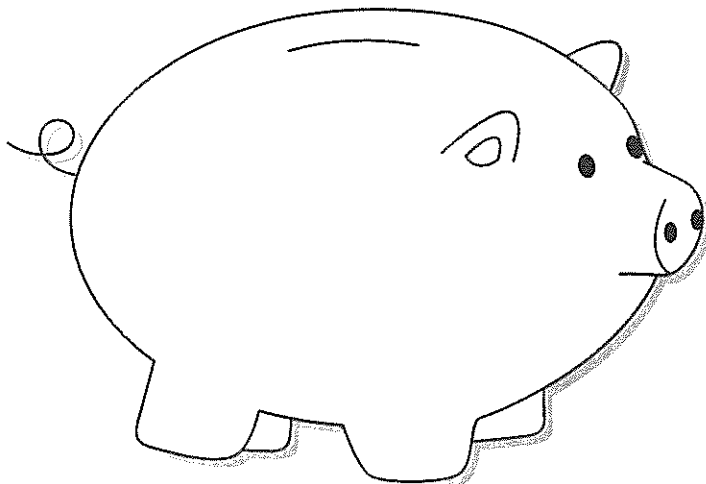
Hundreds

Tens

Ones

Number Sentence:

Show with money:



Greater than:



Less than:

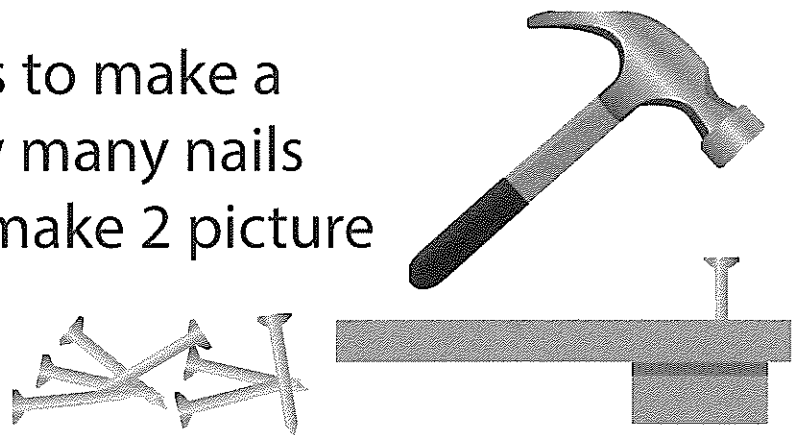


Senith bought 2 bunches of flowers. Each bunch had 6 flowers in it. How many flowers were there altogether?



 teachstarter

Ethan needs 8 nails to make a picture frame. How many nails would he need to make 2 picture frames?



 teachstarter

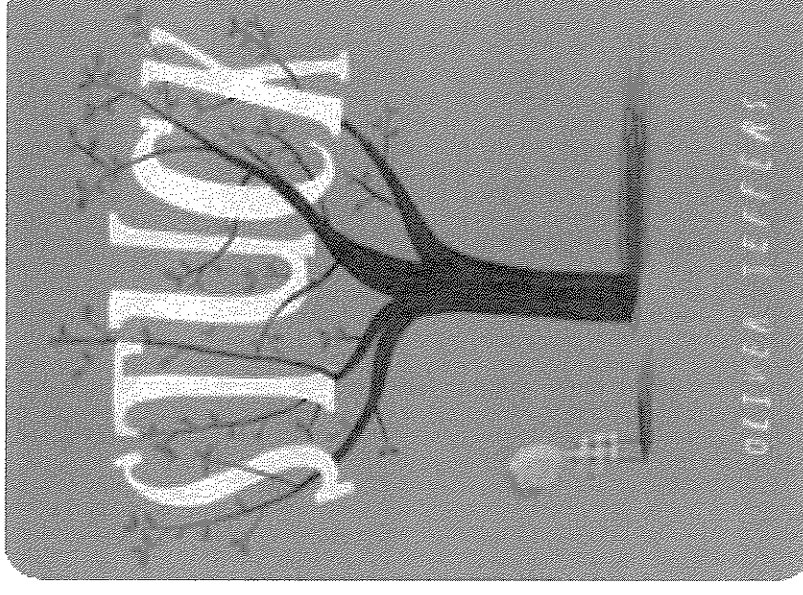
Joseph runs for 1 hour every Saturday. How long will he run for over 4 Saturdays?



 teachstarter

Stuck

By Oliver Jeffers



What could you design and build?

Could you build a strong structure to hold 10 items from your bedroom?

Picture Book STEM