

Set 1

Day 5

MORNING MEETING VIDEO

SeeSaw

MORNING FITNESS

Scorcher Challenge Cards AMAP - see attached sheet for challenge tasks to use in the activity.

LITERACY

Morning Reading

Each morning have your child read a book to you of their choice. Encourage them to use reading strategies such as sounding out, chunking, pointing to the words, looking at the pictures, flip the vowel sound (short and long) and re-reading.

Spelling

High Frequency Word Test

Test you child on List 10 of the High Frequency Words.

Brain Break – Outside Time

Plan and set up an obstacle course using items you have around the house. Alternatively, just spend some time outside enjoying the fresh air!

Reading

Read a Story

Read a story to your child. Please refer to the 'Reading to Your Child' document.

CRUNCH & SIP

LITERACY

Writing

Reading Response Journal Activity

Complete a Reading Response Journal Activity based on the book that you read and discussed with your child. Choose 3 prompts from the Reading Response Journal Prompts sheet attached to answer in your daily journal.

LUNCH

MINDFULNESS

Mindfulness: Full Body Stretch (<https://www.youtube.com/watch?v=xELgfiXSw-s>)

NUMERACY

Basic Facts

Numbers to 150

Write numbers from 80 to 150. Number chart attached.

Write numbers backwards from 150 to 80. Number chart attached.

Mathematics Activity

PRIME Unit 2 Lesson 1: Length in Metres

Complete the worksheet for Unit 2 Lesson 1, measuring in meters activity on length.

AFTERNOON RECESS

SCIENCE

Watch the YouTube clip 'Kids Learn About Animals That Hatch | Fun Animal Egg Game | Mighty Morphin' Learning'.

Link: <https://www.youtube.com/watch?v=vq8-wqGYve0&list=PLG3c8bTjXUFEJ1J8U0Eg2my4MebmF9dDL>

Make a list of some different animals that lay eggs on a blank piece of paper. Try to include a bird, fish, reptile, amphibian and monotreme.

COMPLETE
THE MASCOT CHALLENGE

WEEK 1 CATCHING



Complete **EACH** activity before moving on!



Throw the ball up with one hand and catch it with two hands.



Throw the ball up with one hand and catch it with the opposite hand, then start with the ball in your other hand.



Find a partner and stand with your toes touching theirs, now take two big steps backwards. Underarm the ball to each other, each time catching the ball with TWO hands.



Find a partner and stand with your toes touching theirs, now take two big steps backwards. Underarm the ball to each other, this time catching the ball with ONE hand.

CONGRATS
YOU HAVE NOW COMPLETED
THE MASCOT CATCHING CHALLENGE!



Reading to Your Child

It is important to make reading aloud to your child part of your daily routine. Set aside a regular time every day, find a comfortable place without any distractions, and choose something interesting to read together.

Things to do before reading

- Encourage your child to select the book. Give them a pile of well-known books so they can choose which one will be read aloud.
- Familiarise yourself with the book as this will make you a better storyteller. Take a minute to look over the book before you share it with your child.
- Settle your child down and talk a little about the book, e.g. *"This story looks as if it is going to be funny."*
- Browse through the book so your child becomes familiar with books and how they are handled, e.g. *holding the book the right way, turning the pages.*

Things to do when reading

- Read clearly. Make the story interesting by exaggerating expressions for different character voices and sounds. The more dramatic the better. You may like to add simple props so your child can identify with different characters or act out parts of the story.
- Hold the book so your child can see the pictures and writing.
- Sometimes let your child hold the book and turn the pages.
- Draw attention to the pictures.
- Sometimes point to the words as you read.
- Ask and answer questions as needed.
- Encourage your child to join in and 'read' too. Invite him or her to describe pictures, 'read' pages or join in with words that are repeated.
- Accept and praise your child's attempts to 'read'.

Things to do after reading

- Talk about the characters and what happened in the book.
- Help your child tell the story from the pictures.

Keep in mind that your child's reading level and listening level are different. When you read easy books, your child will soon be joining in with you. When you read more advanced books, you instil a love of stories and you build the motivation that encourages children to become lifelong readers.



Name: _____ Date: _____

Reading Response Journal Prompts

- What are some similarities or differences between the character in the book and yourself?
- Has anything similar to what happened in the book happened to you? Explain.
- What do you think will happen next?
- What makes you think that?
- What is the problem the central character must solve?
- Describe one of the scenes from the story.
- What is unclear or puzzling about the story?
- Why did the central character behave in the way he or she did?
- Retell the story.
- Compare the text with previously read books or movies.
- What was turning point/s in the book?
- What questions do you have for the author?

1 TO 200

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190

Name: _____

Date: _____



Unit 2

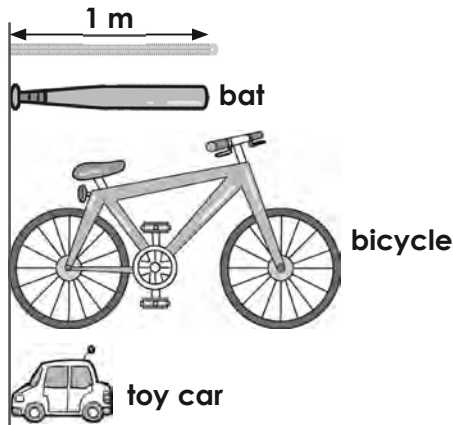
Lesson 1: Measuring and comparing lengths in metres

More Practice

1. Estimate the following lengths.
Then, measure the lengths using a metre ruler or a 1-metre string.

	Estimate		Measure	
Width of bookshelf	about	m	about	m
Length of bed	about	m	about	m

2. Fill in the blanks with **longer than**, **shorter than** or **about**.



- a) The length of the bat is 1 metre.
 b) The bicycle is 1 metre.
 c) The toy car is 1 metre.
 d) Arrange the objects in order. Begin with the shortest.

(shortest)

, _____

3. Complete the sentences with **more than**, **less than** or **about**.

- a) The length of a baby is 1 metre.

b) The height of a door is 2 metres.

c) The length of a bus is 5 metres.

214A

Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)