

## Set 3

### Day 2

#### FAMILY MORNING FITNESS

Build and Destroy – see attached sheet. Practise your throwing with a game of Build and Destroy.

#### LITERACY

**Daily Reading** - Each morning read a book of your choice and add it to your Reading Log (from the Monday section).

**Phonemic Awareness** - Learning Intention: To hear the final sound in a one syllable word.

Follow the instructions on the “phonemic awareness - final sounds” sheet to complete the activity.

**Phonics** - Learning Intention: To read and write words with the digraph “ff”.

To see Mr Thorne demonstrate the “ff” digraph, watch the following video:

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

Children independently sound out and blend (read) the “ff” words on the sheet, then ask a family member to call out each word and write it in your writing journal. **PLEASE SEND US A PHOTO OF THIS PIECE OF WORK ON SEESAW.** \* If your child needs a challenge: write your ‘ff’ words into sentences.

**Reading** - Learning Intention: To sequence the events in a story.

Please check the Seesaw video of the teachers reading the story “Henny Penny”. We have also included the text from the story in the pack. Cut out the 6 picture cards and lay them out on your table in the correct order from the story. Then glue them in the correct order (eg. 1st, 2nd, 3rd...) onto the sequencing sheet.

**Spelling** - Look, Say, Cover, Write & Check (using the spelling list provided through Seesaw)

#### BREAK

#### LITERACY

**Handwriting** - Learning Intention: To form the upper and lower-case Ee correctly on dotted thirds.

Watch the Ee handwriting video uploaded on Seesaw demonstrating how to correctly form your letters on the dotted thirds sheet attached.

**Writing** - Learning Intention: To sound out and write my words by myself.

Use the sequencing sheet you completed earlier and write a sentence for each of the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> pictures (you will complete the writing for the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> pictures tomorrow) to retell the story. (Parents: it is really important in Year 1 that your child attempts to sound out and write unknown words independently. We understand that all words will not be spelt correctly. If a word is unrecognisable, we would appreciate if you wrote their intended word above in pen to support us with marking.)

#### BREAK

**MINDFULNESS CHOICES** [www.smilingmind.com.au/](http://www.smilingmind.com.au/)

Journal Writing / Colouring

#### NUMERACY

**Basic Facts** - Learning Intention: To recall your doubles facts to 10 from memory.

Please watch the video link to help explain the doubles strategy: <https://www.youtube.com/watch?v=8jOzhiACB68>. Play the Double Double Pirate Trouble game from your Resource Pack (played with a family member). Roll one dice, double that number, say the number out loud, then find it on your grid and colour it in with a whiteboard marker (eg. 2+2=4 and 5+5=10). Once you have four in a row... you win!

**Place Value Activity** - Learning Intention: To skip count by 10s to 100 and beyond.

Practise counting by 10s to 170, then complete the dot-to-dot (counting out loud as you move to the next dot eg. 10, 20...). Colour in your picture once you have finished. What is the final picture?

#### BREAK

**ART - Primary colour mice** - this week you will make your own picture using just the primary colours. Use the colour wheel from the resource pack to help you. Remember that primary colours are red, yellow and blue.

**BEDTIME STORY**

Choose a book you could read with your child and/or family before bed 😊

**PRACTICE YOUR THROWING WITH A GAME OF BUILD AND DESTROY**

**HOW TO PLAY**

**Build a tower in your house or backyard in a place that is safe to throw.**

**You can use things like boxes, toys, pillows, and cushions.**

**Stand a few metres back and throw balls at the tower, trying to knock it down.**

**Count the number of throws it takes to knock it down!**



**HOW MANY THROWS DID IT TAKE  
TO KNOCK DOWN YOUR TOWER?**

**Write it on the box**



**HOW GOOD WERE YOU AT THROWING?**

**Colour the stars**



**How did this challenge make you feel?**

**Colour the face**



**Ready: Stand side on like a surfer**



**Aim: Make a muscle arm**



**Point non-throwing arm at target**



**Fire: Step with non-throwing side foot and throw**



# Phonemic Awareness - Final Sounds

Choose a box of words below. Ask a family member to complete the following listening activity with you. The final sound is the last sound you hear in the word (not the letter name).

Family Member: "Say the word \_\_\_\_" (eg. bat)

Child: "\_\_\_\_" (eg. bat)

Family Member: "What is the final sound you hear?"

Child: "\_\_\_\_" (eg. 't')

<p>Word: cat</p>	<p>Word: bed</p>	<p>Word: bit</p>
<p>Word: dog</p>	<p>Word: hug</p>	<p>Word: bed</p>
<p>Word: cap</p>	<p>Word: pin</p>	<p>Word: bun</p>

ff

huff

off

cliff

gruff

puff

sniff





# Henny Penny

by H. Werner Zimmermann



One day Henny Penny was eating corn in the farmyard when...



*Whack!* ... an acorn fell on her head.

"Oh my," said Henny Penny. "The sky is falling! The sky is falling. I must go and tell the King."



So she went along and they went along and they went along until she met Cocky Locky.



"Hello, Henny Penny," said Cocky Locky. "Where are you going?"



"The sky is falling and I must go and tell the King," said Henny Penny.



"Oh! May I go with you?" asked Cocky Locky.



"Certainly!" said Henny Penny.

So they went along and they went along and they went along until they met Ducky Lucky.



"Hello, Henny Penny and Cocky Locky," said Ducky Lucky. "Where are you going?"



"The sky is falling and we must go and tell the King," said Henny Penny and Cocky Locky.



"Oh! May I go with you?" asked Ducky Lucky.



"Certainly!" said Henny Penny and Cocky Locky.

So they went along and they went along and they went along until they met Goosey Loosey.



"Hello, Henny Penny, Cocky Locky and Ducky Lucky," said Goosey Loosey. "Where are you going?"







"The sky is falling and we must go and tell the King," said Henny Penny, Cocky Locky and Ducky Lucky.



"Oh! May I go with you?" asked Goosey Loosey.



"Certainly!" said Henny Penny, Cocky Locky and Ducky Lucky.



So they went along and they went along and they went along until they met Turkey Lurkey.



"Hello, Henny Penny, Cocky Locky, Ducky Lucky and Goosey Loosey," said Turkey Lurkey. "Where are you going?"



"The sky is falling and we must go and tell the King," said Henny Penny, Cocky Locky, Ducky Lucky and Goosey Loosey.



"Oh! May I go with you?" asked Turkey Lurkey.

"Certainly!" said Henny Penny, Cocky Locky, Ducky Lucky and Goosey Loosey.



So they went along and they went along and they went along until they met Foxy Loxy.

"Greetings, Henny Penny, Cocky Locky, Ducky Lucky, Goosey Loosey and Turkey Lurkey," said Foxy Loxy. "Where are you going?"



"The sky is falling and we must go and tell the King," said Henny Penny, Cocky Locky, Ducky Lucky, Goosey Loosey and Turkey Lurkey.



"You'll never get there in time," said Foxy Loxy. "Come with me and I'll show you the shortcut."

"Certainly!" said Henny Penny, Cocky Locky, Ducky Lucky, Goosey Loosey and Turkey Lurkey. And they followed Foxy Loxy right into his cave.



Henny Penny, Cocky Locky, Ducky Lucky, Goosey Loosey and Turkey Lurkey were never seen again...



...and no one ever told the King the sky was falling.





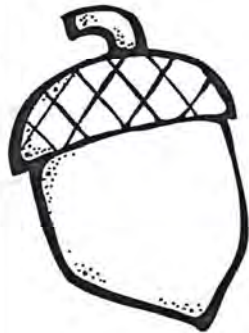
# Henny Penny

## Sequencing Cards

Cut out the 6 picture cards below and lay them out on your table in the correct order from the story.

Then glue them in the correct order (eg. 1st, 2nd, 3rd...) onto the sequencing sheet (next page).

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acorn



Cocky Locky



Henny Penny



Turkey Lurkey



Goosey Loosey



Foxy Loxy



# Henny Penny Sequencing

1st

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2nd

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3rd

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# Henny Penny Sequencing

4th

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5th

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6th

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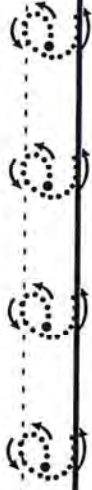
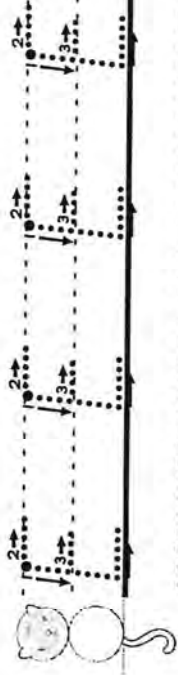


# Look, Say, Cover, Write, Check



  	 	 	 
Look, Say, Cover	Write and Check	Write and Check	Write and Check

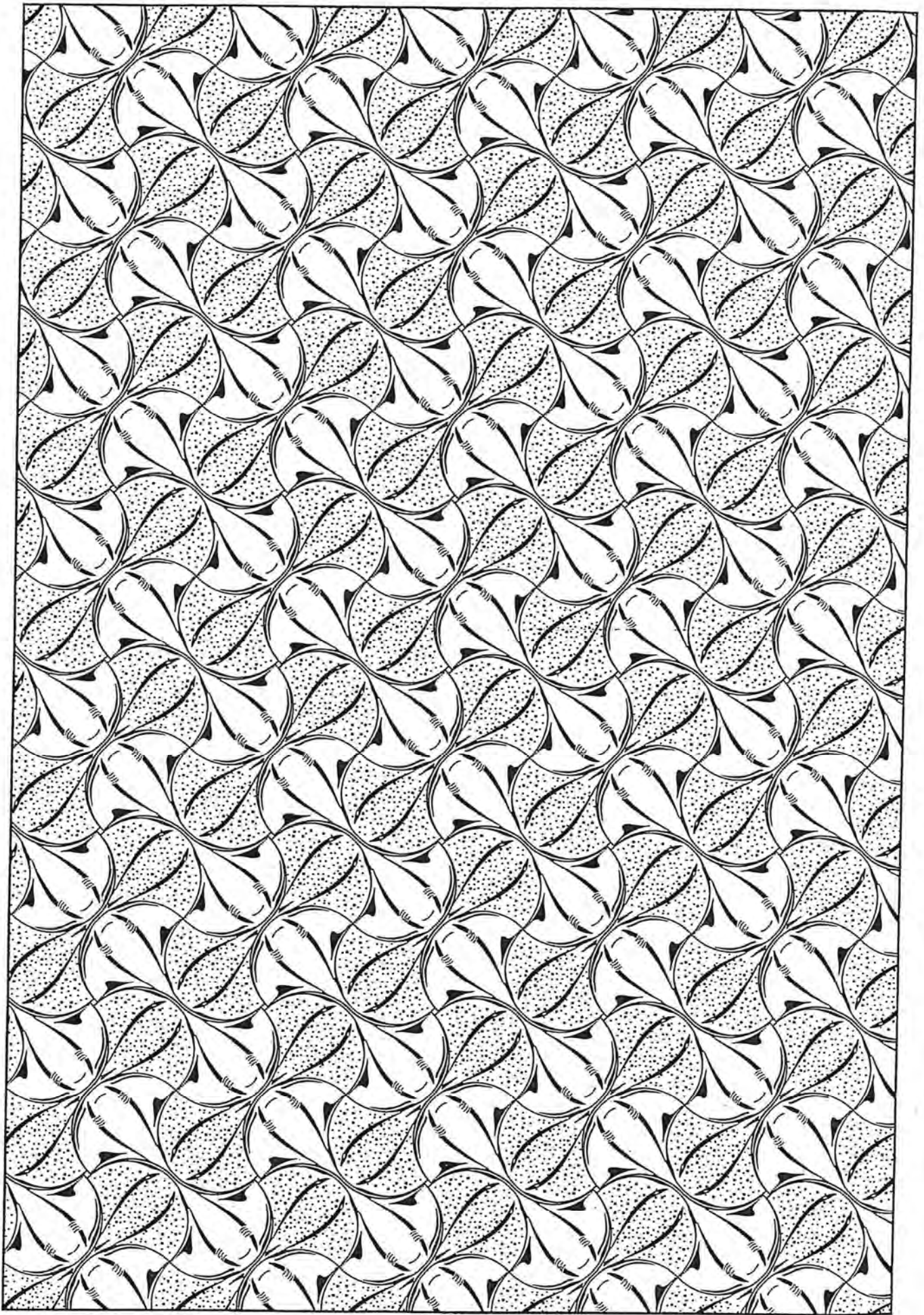
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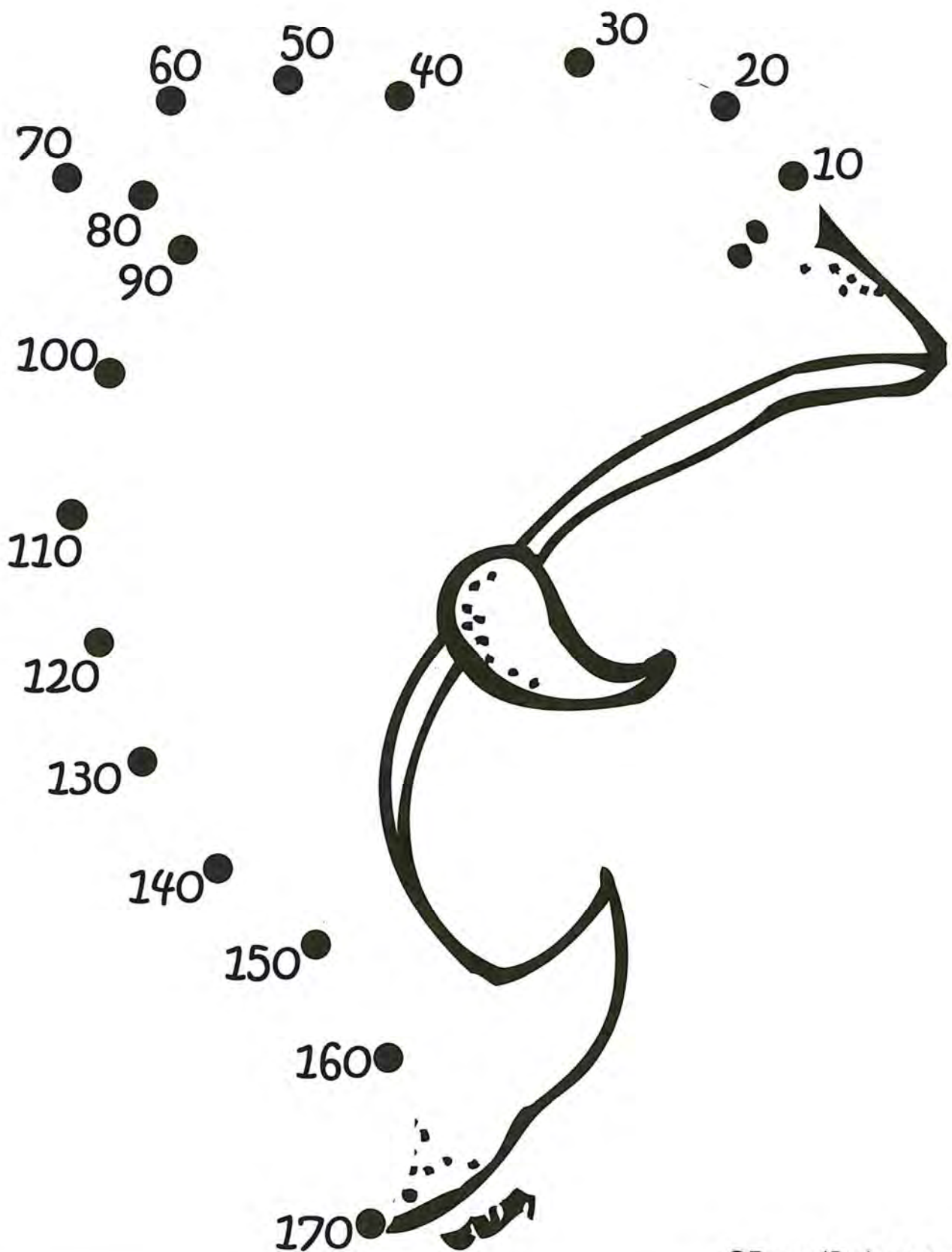


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# Learning at Home

## Visual Art Lessons

Year 1

Term 2, Package 2

### Primary Colour Mice

Learning Intention:

*Identify primary & secondary colours.*

This week you will make your own picture using just the Primary Colours. Use your Colour Wheel to help you. Remember that the primary colours are **red**, **yellow** and **blue**

If you have the internet, listen to this Primary Colours song.

<https://www.youtube.com/watch?v=yu44JRTIxSQ>



This week you will need:

- Red, yellow and blue colour pencils.
- Worksheet provided.
- Colour Wheel

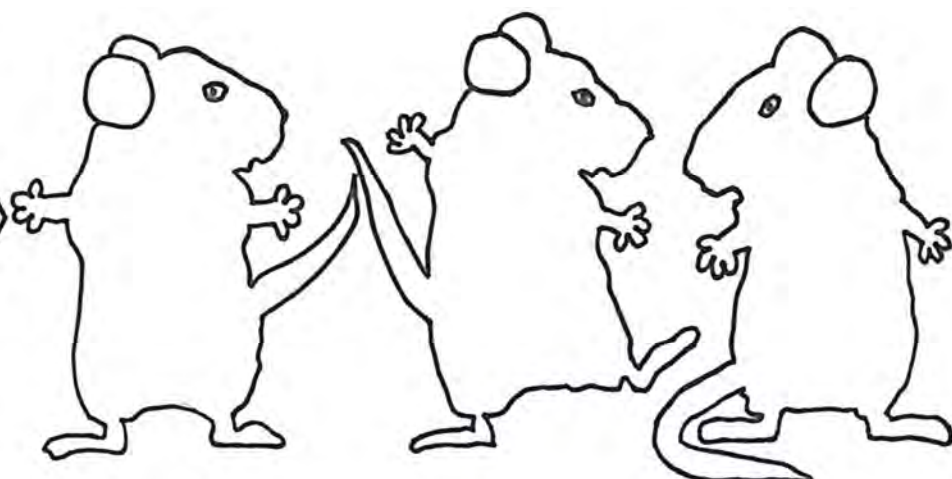
What you do:

- Colour in the mice using just primary colours.
- Use the primary colours to draw a beautiful picture in the frame on the worksheet. Add lots of detail and an interesting background.
- Don't forget to colour neatly, inside the lines.

# STRETCH → & EXPLORE



Colour each mouse with a **primary** colour.



Red

Yellow

Blue

Time to Experiment!

USE PRIMARY COLOURS TO CREATE your own picture.

