

Set 3

Day 2

FAMILY MORNING FITNESS - Build and Destroy

LITERACY

Daily Reading – Each morning have your child read a book to you of their choice.

Phonics

oa, or

Learning Intention: I can read and write the **oa** and **or** digraphs independently.

Watch the videos below for two more of this week's sounds, digraphs oa and or. Complete a mind map or list of words and pictures for each digraph in your journal.

oa: <https://www.youtube.com/watch?v=KCJyHNOIFE8>

or: <https://www.youtube.com/watch?v=Fm9PRHDJlv4>

Reading

'What are they?'

Learning Intention: I can apply my knowledge of the digraphs **ai, ee, ie, oa** and **or** during reading.

In this week's Learning at Home pack, you have received a decodable reader called 'What Are They?'. This reader contains decodable words using this week's digraphs. Have your child read it independently. Where possible, do not provide assistance. Use the 'Pause, Prompt, Praise' strategy. If your child becomes stuck on a word, allow time by pausing. If they are still having difficulty, provide a prompt/hint (see Page 2 of decodable reader for ideas). Once they have successfully read the word, provide some praise. To help develop fluency, please have them read the book 3 times or more.

Spelling

Look, Cover, Say, Write & Check

Learning Intention: I can spell my high frequency words independently to help me read and write.

Use List 12 of the High Frequency Words and practise using LSCWC on the attached sheet.

BREAK

LITERACY

Writing

Editing Task Cards

Learning Intention: I can identify and correct errors in a text.

Use the editing task cards attached to find spelling errors and missing punctuation. Encourage your child to find and circle the spelling mistakes and add missing punctuation. Each task card tells you how many they should be looking for. Once complete, they can rewrite the passage correctly in their journals. Complete 3-4 depending on time.

BREAK

MINDFULNESS - Colouring In

NUMERACY

Basic Facts

Place Value Board

Learning Intention: I can read and write numbers within 1000.

Using your laminated Place Value Board and number cards complete the activities below.

Activity 1: Make five 3-digit numbers and write them down on a blank piece of paper. Which number is the biggest?

Which is the smallest? Activity 2: Place a 0 in the tens column, a 3 in the hundreds column and a 4 in the ones column.

What number did you end up with? Activity 3: Make a number larger than 489 and smaller than 524.

Place Value Activity

PRIME Topic 1 Unit 1 Lesson 1: Counting, Reading and Writing Numbers Learning

Intention: I can read and write numbers within 1000.

Complete the worksheet for Lesson 1: counting, reading and writing numbers in hundreds, tens and ones.

BREAK

ART

Sun and Moon. Learning Intentions: Identify warm and cool colours and create artwork using warm and cool colours.

See attached activity sheets for instructions called 'Learning at Home: Visual Art Lesson – Sun and Moon'.

BEDTIME STORY - Choose a book you could read with your child and/or family before bed ☺

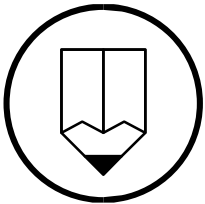
17

The Noisy Classroom

jane walked past the classroom next door.
they were much louder than her class. she
waved to her freind and then quicklie went
back to her classroom

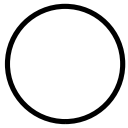
Find 2 spelling mistakes.

Add 3 capital letters and 1 full stop.



 teachstarter

18 The Picnic



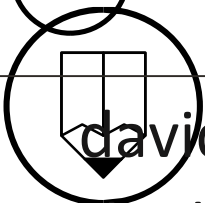
I like going on picknics in the bush. my
brother and i enjoy bushwalking. the birds
are beuatiful to watch but you need to be
careful of snakes

Find 2 spelling mistakes.

Add 3 capital letters and 1 full stop.

19

The Car Window



david quickly threw the ball to his freind.
the ball was heading straight for the car
window. david closed his eyes and felt

 teachstarter

hopefull it was going to miss. Thankfully it
did

Find 2 spelling mistakes.

Add 3 capital letters and 1 exclamation mark.

20 Classroom Plants

ben was asked to water the plants. He was
carefull not to get any water on the carpet.
the teacher was thankful that ben had
helpped

Find 2 spelling mistakes.

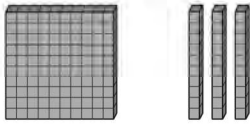
Add 3 capital letters and 1 full stop.



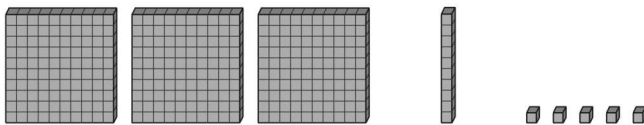
More Practice

1. Write the numerals.

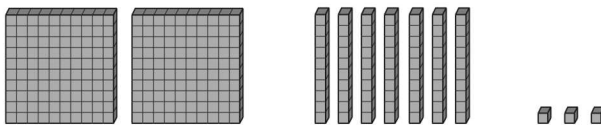
a)



b)



c)



2. Write the numerals.

Name: _____

Date: _____

a) seven hundred and five _____

b) two hundred and eighty-one _____

3. Write in words.

a)

570

a)

696

4. Count on.

a) 326, 327, 328, , , , _____

b) 852, 862, 872, , , , _____

c) 174, 274, 374, , , , _____

Recognise, model, represent and order numbers to at least 1000 (ACMNA027) • Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)

Sun and Moon

Learning Intentions:

Identify warm and cool colours

Create artwork using warm and cool colours.

Look at the paintings shown here and decide if they are mainly warm or cool colours. Use your colour wheel to help you.



Katsushika Hokusai
The Great Wave off Kanagawa
1829-32



Vincent van Gogh
Sunflowers 1889



Mark Rothko
Untitled (Violet, Black, Orange, Yellow on White and Red) 1949



Katsushika Hokusai
The Great Wave off Kanagawa 1829-32


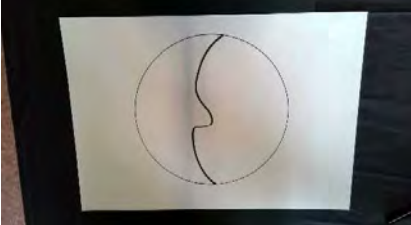




Sun and Moon Artwork

This week you will need:

- Drawing pencil or black marker.
- Drawing paper.
- A paper or dinner plate to trace around
- Colour Wheel from the pack.
- Line and Patterns information page.
- Colour pencils, markers or crayons.

What you do:

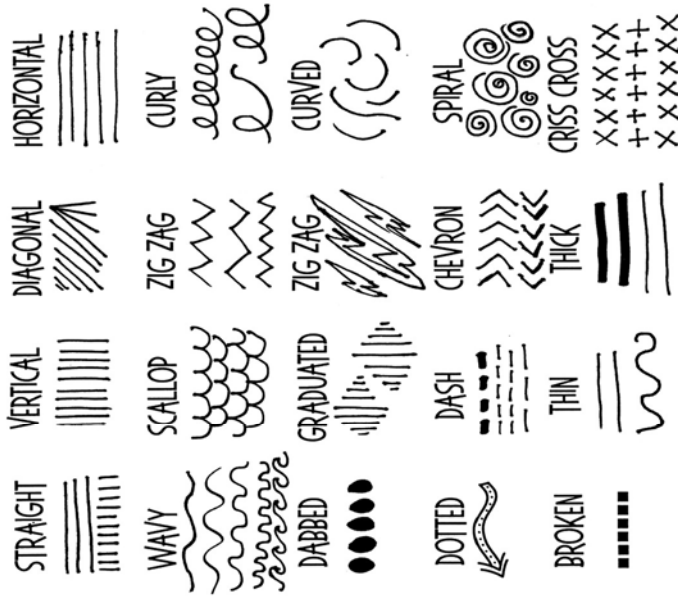
- Follow the step by step drawing instructions to draw the sun and moon.
- Add patterns to your drawing using the Pattern & Line ideas sheets.
- Use your colour wheel to help you choose warm colours for the sun side and cool colours for the moon side.
- Remember to colour inside the lines you have drawn neatly.
- Take a photo of your finished artwork and send it to me on Seesaw.

		
1. Trace around your plate.	2. Draw a curved line in the middle of the circle to make the moon.	3. Add a face to each side. They should be different.
		
4. Draw in some sun rays and moon beams using different types of lines.	5. Fill in the space with a different type of line.	6. Add patterns inside the sections. 7. Colour the moon side cool colours and the sun side warm colours.

Line

A path created by a moving point, mark or object.

There are many types of lines: thick, thin, horizontal, vertical, zigzag, diagonal, curly, curved, spiral, etc. and are often very expressive.
Lines are basic tools for artists.



A line's width is sometimes called its "thickness".
Lines are sometimes called "strokes", especially when referring to lines in digital artwork.

LINE & PATTERN

A mark with a greater length than width.

PATTERN

Pattern in art is made by repeating visual elements in a work of art.

