

Set 3

Day 4

FAMILY MORNING FITNESS

Just Dance - YouTube your favourite Just Dance video

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 “ll”.

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

<https://www.youtube.com/watch?v=r3YtQuyS1fc&t=8s>

Children independently sound out and blend (read) the “ll” words on the sheet, then ask a family member to call out each word and write it in your writing journal.

* If your child needs a challenge: write your ‘ll’ words into sentences.

Reading - Learning Intention: To demonstrate an understanding of a heard text.

Please check the Seesaw video of the teacher’s reading the story “Henny Penny” from Tuesday. We have also included the text from the story in the pack. Ask your child the questions from the attached sheet and get them to write their answer on the lines provided.

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 Cc correctly on dotted thirds.

Watch the Cc 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.

Dictation. Read the sentence to your child: **“The chick fell off the shed.”** Get your child to repeat the sentence back to you. Your child then writes the sentence on the two dotted thirds lines at the bottom of the Cc handwriting sheet.

Please remind them to think carefully about forming their letters correctly on the dotted thirds. **PLEASE SEND US A PHOTO OF THIS PIECE OF WORK ON SEESAW.**

(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.)

BREAK

MINDFULNESS CHOICES www.smilingmind.com.au/

Journal Writing / Colouring

NUMERACY

Basic Facts - Learning Intention: To recognise numbers that come before and after a given number.

Complete the laminated counting forwards/backwards activity from the ‘Resource Pack’. Look out on Seesaw for your six numbers.

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

Please watch the video link to help explain the skip counting by 10s strategy:

<https://www.youtube.com/watch?v=7stosHbZZZg>

Complete the ‘skip counting by 10s’ sheet attached. Count by tens to make your way through the maze and colour the squares in as you count (eg. 10, 20...).

BREAK

MUSIC

Razama Tazama - learn actions for the song/rhyme, ‘Razama Tazama’ on the sheet.

BEDTIME STORY

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

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>bat big bat hut hat rat bag sat mat</p>	<p>Word: bed</p> <p>red fed bet wed peg led</p>	<p>Word: bit</p> <p>hit tip sit rat big lit</p>
<p>Word: dog</p> <p>log fog mad jog hog sun bog bit</p>	<p>Word: hug</p> <p>but bug sun rug tug mug pun lug</p>	<p>Word: bed</p> <p>fed red let pet led</p>
<p>Word: cap</p> <p>tap sap cat rap lap fan map bag</p>	<p>Word: pin</p> <p>big bin hip fin win bit tin pig</p>	<p>Word: bun</p> <p>fun bug hut hug sun hut rug run</p>

ll

bell

shell

chill

Bill

gull

doll



Henny Penny

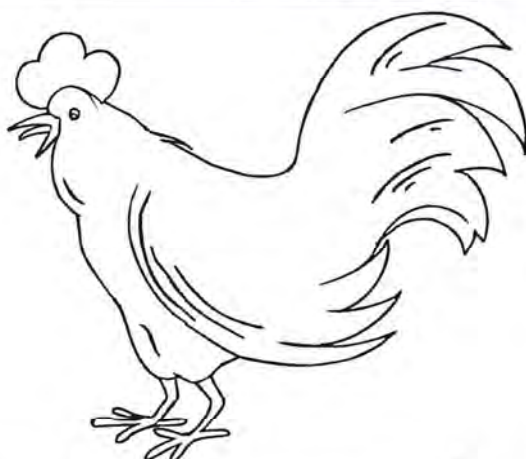
1) Who did Henny Penny visit first?

2) What is similar about Henny Penny, Cocky Locky, Ducky Lucky, Turkey Lurkey and Goosey Loosey?

3) Why did Henny Penny think the sky was falling?

4) How would you describe the fox?









5) What do you think will happen to the fox?

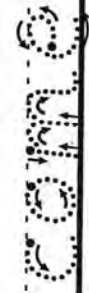
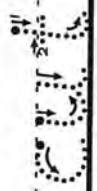
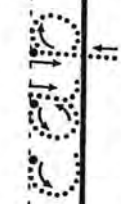
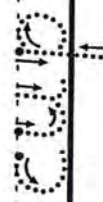
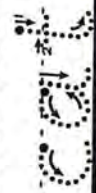
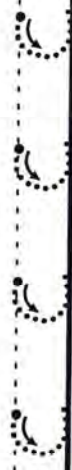


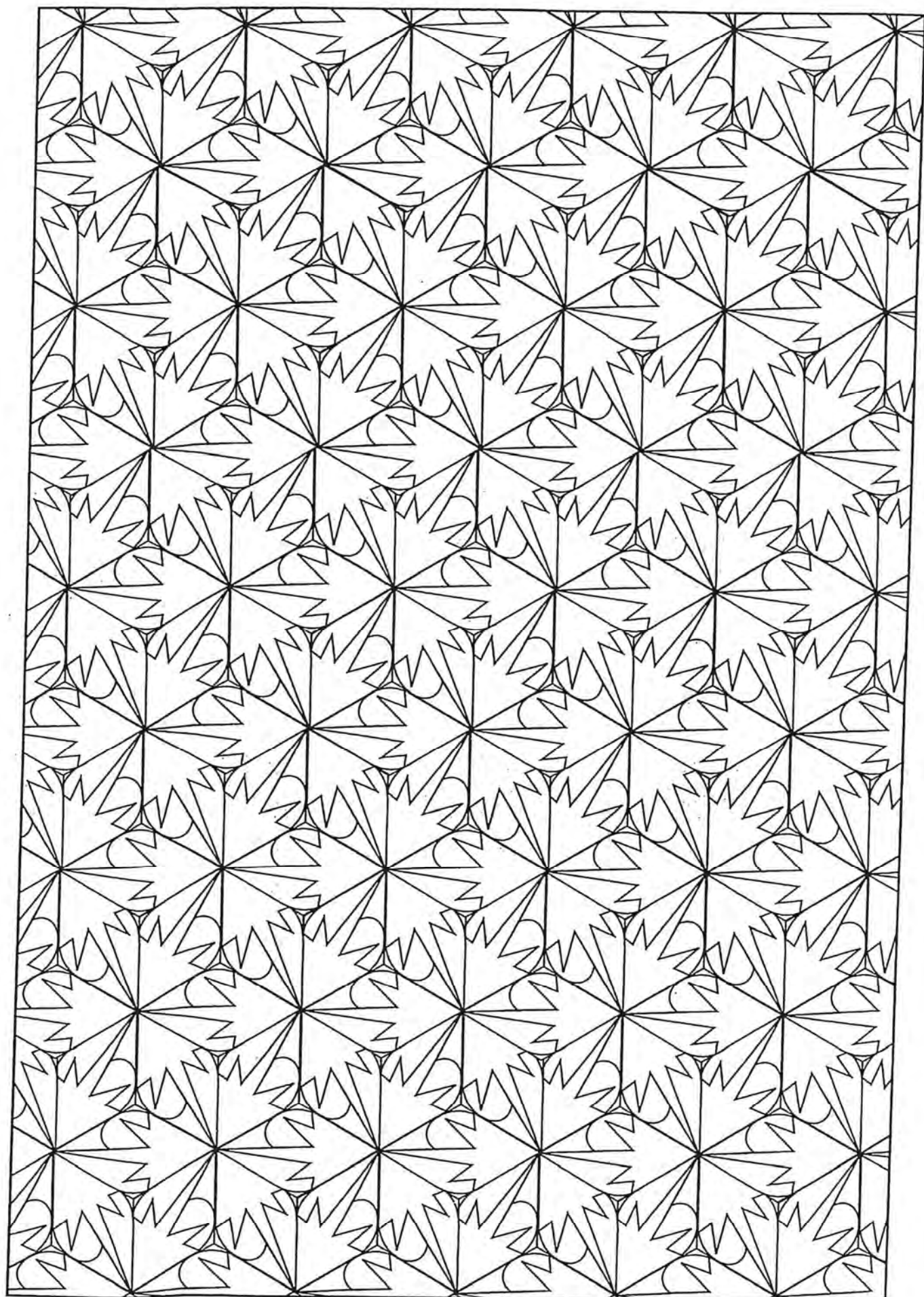


Look, Say, Cover, Write, Check



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





Let's Skip by 10's....



Start 10	20	30	100	130	150	90
30	90	40	160	60	230	240
40	80	50	60	70	220	250
30	50	100	90	80	210	260
130	120	110	180	190	200	270
140	150	160	170	200	290	Finish 280

MUSIC & MOVEMENT – Year 1 – Week 2, Term 2

I would love to see a video of your child performing this activity – 'Razama Tazama'.

Online learners: Instructions to parents.

1. Watch and hear this song performed here - <https://watchkin.com/cb386e97b9>
2. Teach your child to do the appropriate actions.
3. Teach your child how to sing the song 'Razama Tazama'.

Offline learners: Instructions to parents.

1. Read this rhyme to your child
2. Demonstrate the actions.
3. Get your child to do the actions while you say the rhyme.



Razzama Tazzama by Ellen Allard

Chorus:

Bim bam bim bam (pat legs 4x)

Razzamatazzama (clap 4x)

Tish tosh tish tosh (tap shoulders)

Wally woo woo (head side to side) (repeat)

Put your hands in the air, put your hands in your lap

Get your hands ready, and clap, clap, clap... (chorus)

Put your elbows in front, put your elbows out back,

If you were a duck, you would quack, quack, quack! (chorus)

Put your finger on your chin,

Put your finger on your nose,

Wiggle fingers and tickle your toes... (chorus)

Put your hands on your shoulders,

Put your hands on your tummy

You better not laugh, this song's not funny... (chorus)