



Stage 1 – Home Learning, Term 2, Week 4

The expectation is that all students complete the 'MUST DO' activities by the end of the week and post their work daily on Seesaw. If you are working offline, then you must drop your completed work in the school letterbox at the front of the school.

Check Seesaw for information to access your teacher's lessons.

Daily Check In:

Complete the daily check in activity on Seesaw OR if working offline, complete on paper.

MONDAY: What was the most interesting thing you did this weekend?	TUESDAY: Go on a scavenger hunt and find things in your house or at school that are the colour green. Take a photo or draw a picture of them!	WEDNESDAY: What do you want to be when you grow up? Why?	THURSDAY: What is something you look forward to when you wake up?	FRIDAY: Let's reflect on our learning! Can you share something you have learnt this week?
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Daily Task:

Monday: Read for 10 minutes	Tuesday: Read for 10 minutes	Wednesday: Read for 10 minutes	Thursday: Read for 10 minutes	Friday: Read for 10 minutes
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HOME LEARNING DAY 1

'Must Do' Activities

Students must complete all the 'must do' activities below.

PHONICS:

1. Watch the **Phonics** video (you will see the video link in Seesaw Announcements). **OR** read the

READING: **Visualising**

1. Watch the **Reading** video (you will see the video link in Seesaw Announcements).

'Can Do' Activities

Students may choose to complete the 'can do' activities below.

SPELLING:

1. Write your Sight Words on strips of paper. You can also use coloured paper, if you have

WRITING:

We have been using adjectives to make our writing more interesting. An adjective is a

phonics information found at the end of the grid.

2. Create a similar table to the one below on a piece of paper.

3. Complete the activity. Sound out each word, say the word fast and then write it.

4. Add any more -ut words you can think of to the list.
If possible, upload to Seesaw.

Sound it out	Say it fast	Write it
h u t	hut	_____
n u t	nut	_____
c u t	cut	_____
r u t	rut	_____
g u t	gut	_____
p u t	put	_____
sh u t	shut	_____

Challenge: find -ut words that have 2 or more syllables.

OR

Ask someone to read the passage "**The sea creature from the deep**" that can be found at the end of the grid (**or you can read it yourself**).

2. Draw part of the story that you are reading or listening to.

If possible, upload your finished visualisation on Seesaw. Don't forget a caption!

some!

2. Decorate each strip.

3. Glue, stick or staple the ends together to make a sight word paper chain.



Or, if you have finished your Magic Words, research synonyms (words that mean the same thing) for the word "good". Complete the activity using the synonyms you've found.

If possible, upload to Seesaw.

describing word, they describe a noun. For example: beautiful, scary, dark, smelly.

Complete the task card below:

Write down 5 adjectives to describe the turtle.



Using the adjectives you have written, write at least 2 interesting sentences about turtles.

If possible, upload to Seesaw.

Challenge: use adjectives you have not used before, try to be creative with your word choices.

MATHS: Subtraction

Watch the **Maths** video about '**Subtraction**' (You will see the video link in Seesaw Announcements). Remember subtraction is taking one number or amount away from another.

1. Read the following word problem:

A diver went scuba diving in the ocean. She saw some fish swimming together. A shark suddenly came forward and scared some of the fish away. When the diver looked back, only 1 fish was left. How many fish were there to begin with? How many swam away when the shark came?

2. Write as many subtraction number sentences as you can think of

ABC EDUCATION:

Watch a program on ABC TV Education: (ABC TV Education broadcasts on ABC ME - Channel 23/Foxtel Channel 723) or go to the link using your internet browser:

<https://www.abc.net.au/tveducation/programs/primary/>

The Primary programs are shown in the morning from 10.00am-10.45am.

CREATIVE ARTS: Visual Arts

There are many creatures found underwater, some we have not even discovered yet!

1. Create and design your own sea creature.

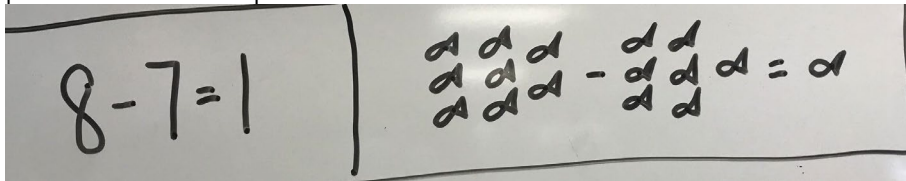
2. Add colour and any features you would like your sea creature to have. For example: fins, scales, tails, tentacles.

that shows the problem above. Remember the answer always must equal to 1. For example:

$$\begin{aligned} 8 - 7 &= 1 \\ 10 - 9 &= 1 \\ 25 - 24 &= 1 \end{aligned}$$

3. You must think of at least 5 of your own number sentences that equal to 1.

4. Choose one (or more) of your number sentences and draw a picture. For example:



5. If possible, take a photo and upload to Seesaw.

Challenge: Write your own word problem for subtraction and show at least 3 different ways to answer it.

1. Explain one thing you have learnt from this episode. You can write it on a piece of paper or record a video. Don't forget to share the title of the program and episode!

Example: I watched the program 'Numberblocks' and the episode was called Ten. I learnt....

Upload to Seesaw if possible.

3. Name and label your sea creature.

If possible, upload to Seesaw.



Queen Ursula-tentacles

HOME LEARNING DAY 2

'Must Do' Activities

Students must complete all the 'must do' activities below.

SPELLING:

1. Draw a flower garden or some flowers in a flower pot. Make sure the petals are large enough to write in them!
2. Write one of your Magic Words in each petal.
3. Colour the flower in!
4. Upload to Seesaw

WRITING:

1. Watch the **Writing** video (you will see the video link in Seesaw Announcements).
2. Write your **informative text** using the information and **subheadings** below from the video:
<https://www.youtube.com/watch?v=agagBkpbCoY>

OR if you are working offline, read the information found at the bottom of the grid about **Whale**

'Can Do' Activities

Students may choose to complete the 'can do' activities below.

READING:

1. Read the poem below called 'Deep Blue Sea' **OR** ask someone to read it to you.
2. Draw boxes on your page as shown in the example below.



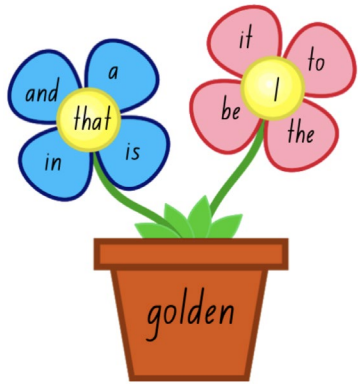
3. Using the words from the poem, in the first box as shown above, write the words that help you make a picture in your mind.
4. Draw your visualisation in the

PHONICS:

-un (e.g. sun)

1. Write any six **-un** words you can think of on a piece of paper or type onto Seesaw.
2. Draw pictures for four of the '**-un**' words you have written down.
3. Use these words to write rhyming sentences. For example: *I had **fun** in the **sun**, when I went for a **run**.*

If possible, upload to Seesaw.



Sharks to complete the informative text.

Title: Whale Sharks

Introduction:

Appearance:
(What do they look like?)

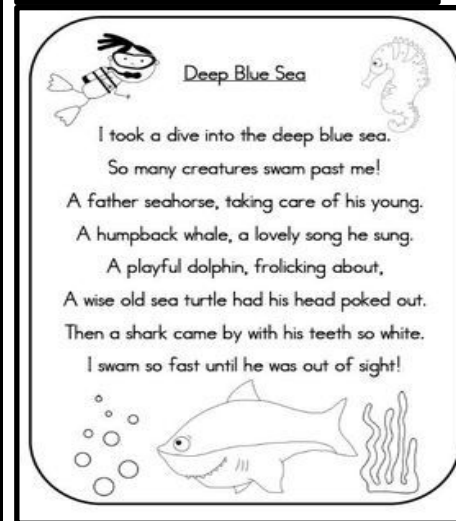
Diet:
(what do they eat?)

Habitat:
(Where do they live?)

second box.

If possible, upload to Seesaw.

Words from the Poem	What I Visualized
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>



MATHS: **Subtraction**

Create subtraction problems using items you can find in your house or garden.

1. Find items to count in your house.
2. Set up your subtraction question, like the image below.
3. Answer your subtraction question.
4. Upload photos to Seesaw.

GEOGRAPHY:

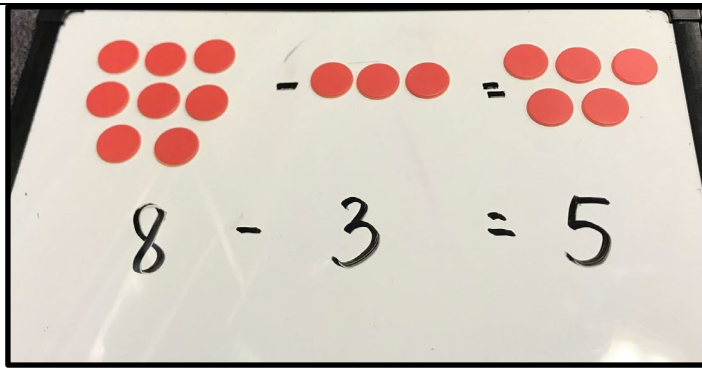
Think back to our lesson last week about the weather. Have a look outside, what is the weather like today?

1. Think about activities you can and can't do in different weather conditions. For example, *I can go*

PDHPE:

There are many things we can do to be healthy. Being healthy involves all of our body, including our mind.

Create a mindmap of all the ways you can think of to be healthy.



Create **seven** subtraction problems as explained above and upload all your photos to Seesaw.

Challenge: Try to use double digit numbers!

to the beach on a hot day.

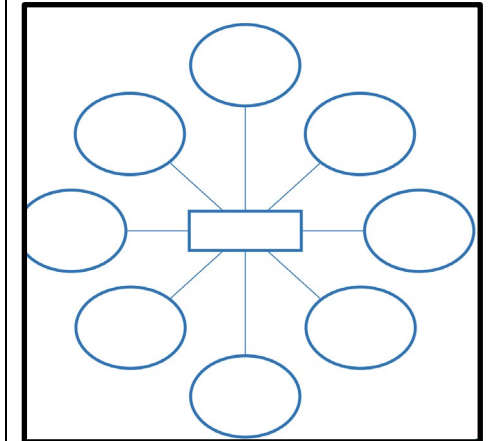
2. Draw what you CAN do in:
Hot weather
Cold weather
Rainy weather

3. Draw activities you CAN'T do in:
Hot weather
Cold weather
Rainy weather

You can set out your page like the image below. A larger image of the same is at the bottom of the grid.

An activity I can do in hot weather	An activity I can do in cold weather	An activity I can do in rainy weather
Activities I can't do in hot weather	Activities I can't do in cold weather	Activities I can't do in rainy weather

Write the title 'Ways to be healthy' in the centre of your mind map.



HOME LEARNING DAY 3

'Must Do' Activities

Students must complete all the 'must do' activities below.

READING:

1. Read the passage below called '**Dolphins**' OR ask someone to read it to you. A larger image is at the bottom of the gridl.
2. Visualise (make a picture in your mind) of what you think the picture looks like.
3. Draw what you see in your mind.
4. If possible, upload to Seesaw.

PHONICS:

1. Draw a large duck, like the one below, and write as many **-uck** words you can think of around the duck.
2. If possible, upload to Seesaw.

'Can Do' Activities

Students may choose to complete the 'can do' activities below.

SPELLING:

1. Write your Sight Words using bubble writing (see image below).
2. Complete this activity using the drawing tool on Seesaw or on paper.
3. If possible, upload to Seesaw.

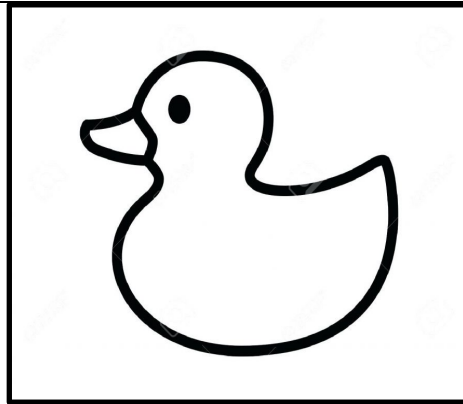
WRITING:

1. Look at the image of the ocean below. What can you see?
2. Using this picture, write 3 or more sentences.
3. Have a go at using adjectives (describing words) to make your writing interesting.

Example: 'The **big**, **grey** shark with **sharp**, **pointy** teeth was

Dolphins

I held on to his big, blue curved fin as we sailed above the waves. My yellow swimsuit was the same colour as the sun shining above us and the sand on the island in the distance. Tropical birds flew overhead, their giant purple beaks squawking loudly. Looking around, I realised that I was surrounded. Joyful dolphin friends were on my left and right, their smiling faces rising above the waves.



Challenge: How many -uck words can you fit in one silly sentence?

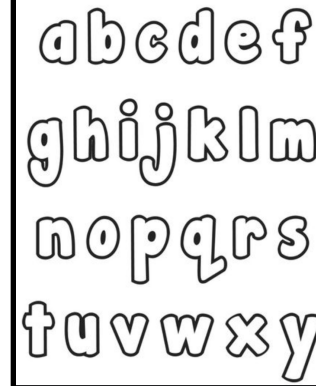
Challenge: Can you find a page in your favourite book that you can visualise? What is happening when you read it? Draw your visualisation and show your teacher your drawing

SCIENCE AND TECHNOLOGY:

1. Watch the **Science and Technology** video '**How is bread made?**' (You will see the video link in Seesaw Announcements).
2. Pause the video and draw your pictures in a flowchart like the example below.
3. Take a photo for Seesaw and record yourself explaining each step.

OR

If you're working offline, read the information below called '**Bread**' and draw each step about how bread is made. Draw your pictures in a flowchart like the example below.



This is what bubble writing looks like.

MATHS: Addition and Subtraction

1. Create word problems for the number sentences below.
2. Record or write your word problem.

For example: $10 - 7 =$

If I had 10 apples and Miss Razon took 7 away, how many apples do I have left?
I have 3 apples left.

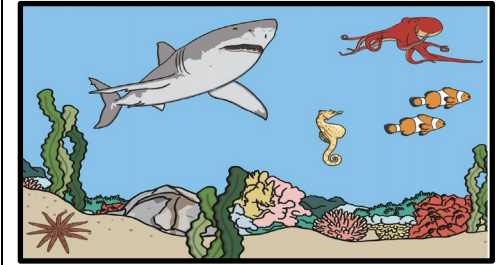
- a) $15 + 8 =$
- b) $20 + 10 =$
- c) $14 - 7 =$
- d) $20 - 5 =$

chasing the large, red octopus.'

Don't forget capital letters, full stops, and spaces between words.

Read your sentences carefully. Do they make sense?

4. If possible, upload to Seesaw

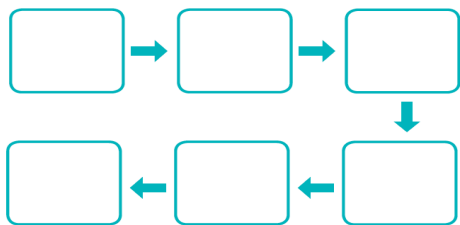


PHYSICAL ACTIVITY: Races

1. Use different actions to complete races. You can verse someone or see if you can beat your own personal times!

You could: run, hop like a Kangaroo, skip, gallop or any other action you can think of!

2. If possible, upload to Seesaw.



3. If possible, upload to Seesaw.

Challenge: Try and use numbers in the hundreds! For example: 265 students went on an excursion. 65 were boys. How many were girls?

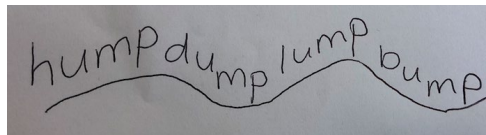
HOME LEARNING DAY 4

'Must Do' Activities

Students must complete all the 'must do' activities below.

PHONICS:

Write as many **-ump** words on a piece of paper. Using a **umpy** affect, practise writing each word again. (See example below)



If you want you can write each **-ump** word in a different colour.

WRITING:

Write a descriptive paragraph about **dolphins**. Remember, a paragraph has at least 3 sentences.

Don't forget to use capital letters, full stops, and finger spaces between each word.

Refer to the end of the grid for some examples of **adjectives** that can be used to describe **dolphins**.

To guide your writing, an **example** of a descriptive paragraph is also at the end of the grid.

'Can Do' Activities

Students may choose to complete the 'can do' activities below.

MATHS: **Addition and Subtraction**

Using your knowledge of addition **and** subtraction, write 5 addition and 5 subtraction number sentences that equal to your target number, which is **30**.

For example:

Target number = 30	
Addition	Subtraction
10 + 20 = 30	32 - 2 = 30

You may want to copy the table above and write your number sentences in each column.

READING:

Read a book or find one online. Choose your favourite character from the text.

A genie has popped up and is granting your character 3 wishes.

1. Write each wish.
2. Record what might happen at the end of the story now that their wishes have been granted.

MATHS: **Patterns**

1. Watch the **Maths** video about '**Patterns**' (You will see the video link

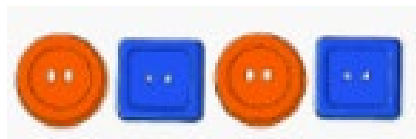
ENGLISH: **Boggle**

Use the grid of letters below, write

PHYSICAL ACTIVITY:

1. Gather **5** different soft objects,

in Seesaw Announcements). Remember a pattern is made up of a number of elements that repeat. For example:



This is a two pattern.



This is a three pattern.

2. Create your own 'two' and 'three' patterns using objects from around your house. For example: peg colours, spoons, forks, pencils.

You must create at least **5** different patterns.
At least **2** of your patterns need to be a 'three' pattern.

3. Record yourself explaining each pattern that you have made. For example, "I used pink and blue pegs to make a two pattern - pink peg, blue peg, pink peg, blue peg."

as many words as you can using only these letters.

For example: ran and bat.

E	N	O	L
R	A	F	P
H	E	C	V
B	A	T	U

for example a sock.

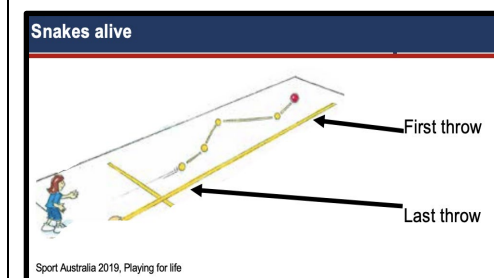
2. Choose a safe playing area where you can throw these objects.

3. Choose a 'starting point' where you will throw the objects from.

4. Underarm throw one object at a time, aiming to place each one behind the previous throw. This will form a 'snake'. (See image below)

5. Repeat the game using an overarm throw.

6. Repeat the game using a throwing style of your choice.



LEARNING AT SCHOOL DAY

'Must Do' Activities

Students must complete all the 'must do' activities below.

WRITING:

1. Write an informative text using the information and subheadings below from the video:

https://www.youtube.com/watch?v=fdR93OhxdCI&list=PLSqPW8v_H6iaVA8WSL7YH6ayWURm-1vJM&index=9

GRAMMAR:

Synonyms are words that have the same or similar meaning, eg big/huge, small/tiny.

'Can Do' Activities

Students may choose to complete the 'can do' activities below.

SPELLING:

Read the passage below. (A larger image is at the bottom of this grid.) Can you spot the errors? Rewrite the passage with the corrections.

You need to fix:
3 capital letters

READING:

1. Choose a book to read or read one online.
2. Pick a character and think about what job they would have in real life. Before picking a job for this character, consider the character's likes and dislikes and the type of person they are.

OR if you are working offline read the information found at the bottom of the grid about '**Eels**' to complete the informative text on a piece of paper.

Title: Eels

Introduction:

Appearance:

(What do they look like?)

Diet:

(what do they eat?)

Habitat:

(Where do they live?)

1. Write
at least 3



synonyms for each of these words:
happy
sad
small
fast
pretty
funny
said
big

3 spelling mistakes

Add 3 missing words

Take away 3 words (one is a symbol)

Add 1 comma

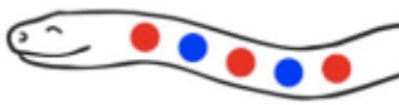
Add 1 full stop

On saturday my family and I went to watch the West Coast Eagles play against the Fremantle dockers. I wore my favrit shirt which blue and yello. My sister Kate wore her her purple dress. When arrived my Mum gave us both \$\$10 to spend on food and drinks. I bought a a bottle of worter and a pie. kate bough a juice sandwich and apple

3. Draw the character doing their new job.

MATHS: Patterns

Remember a pattern is made up of a number of elements that repeat. For example:



This is a 'two' pattern.



This is a 'three' pattern.

CREATIVE ARTS: Visual Arts

Use your handprints or thumbprint to create sea creatures! You can use paint, coloured pencils or crayons.

1. Trace your hand in different directions. You can use one hand or trace both.

2. Colour (or use paint) your creations.

3. Add eyes and a mouth!

DIGITAL TECHNOLOGY:

Instructions can help us to create things, make food or play games!

1. Write or draw a set of instructions of how to play your favourite game.

You may set yours up like this:

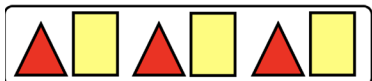
Step 1:

Describe the patterns below. You need to:

1. Write what 'number' pattern they are.
2. Create your own 'two' pattern using colours.
3. Create your own 'three' pattern using shapes.
4. Create your own pattern using objects in the classroom or at home.

Patterns:

1.



2.



Step 2:

Step 3:

WELLBEING

You may choose to complete some wellbeing activities from the grid below. These are 'CAN DO' activities.

Write a thank you note for someone special.

Learn some new jokes and share them with your family.

Directed Drawing
Choose a video and follow the steps to complete a drawing.
<https://www.youtube.com/user/ArtforKidsHub>

Go on a nature walk with your family OR explore your garden and see if you can find any interesting insects or plants.

Follow a recipe to make a dish of food.

STEAM

You may choose to complete this STEAM activity from the grid below. This is a 'CAN DO' activity.

A Sticky Balloon



What do we need?

What do I think will happen?

How can I make it fair?

Teach THIS

Equipment



- ✓ a balloon
- ✓ a piece of woollen fabric
- ✓ oat flakes
- ✓ a plate



Teach THIS

Method

- 1) Put some oat flakes on the plate. Inflate the balloon and tie a knot in the end.
- 2) Take your balloon and rub it against the woollen fabric.



Teach THIS

Method

- 3) Move the balloon closer to the plate and you will see how oat flakes stick to your balloon.



Teach THIS

Observations



Did you notice
how the oat
flakes
stuck to the
balloon?



Teach THIS

What's happening?



When rubbing the balloon against the woollen fabric, you create static electricity. All objects have a positive or negative electronic charge. When you rub the balloon against the fabric, it becomes negatively charged. The balloon has taken the negative electronic charge from the fabric and created a positive charge. This causes an attraction between different objects and the negatively charged balloon. This is why the oats jump and stick to the balloon.



Teach THIS

Visualising Day 1

Writing Day 2

The Sea Creature from the Deep.

There once was a sea creature from the deep,
Along the bumpy sea floor she'd often creep.

Scaly, slimy, yellow and green,
With a golden, jewelled crown she was the queen.
Three bulgy eyes, six legs and a snout,
Whenever she ate, her four ears would pop out.
She gurgles and hummed throughout her days,
Down in the deep forever she stays.

Whale sharks are the largest fish in the world. They are not whales; they are sharks. They have a lot in common with whales, though. Whale sharks' heads are flattened and have a short, flat snout above its mouth. Their backs and sides are gray to brown with white spots and pale stripes. Their bellies are white. Each whale shark has its own unique pattern of spots, much like human fingerprints.

Whale sharks tend to like warmer areas and are found in tropical waters all over the world. Most whale sharks are found in the Indian and Pacific oceans.

They are meat-loving carnivores, whale sharks are filter feeders. They open their mouths, let water come in and their bodies filter out food, and release the water and any debris back into the ocean. Plankton are their main food source, but they also eat shrimp, algae and other marine plant material, sardines, anchovies, mackerels, squid, tuna and albacore. They also eat fish eggs.

Whale sharks have a long childhood. At the age of 25, the babies are ready to have their own young. They may live 100 to 150 years.

Visualising Day 3

I held on to his big, blue curved fin as we sailed above the waves. My yellow swimsuit was the same colour as the sun shining above us and the sand on the island in the distance.

Tropical birds flew overhead, their giant purple beaks squawking loudly. Looking around, I realised that I was surrounded. Joyful dolphin friends were on my left and right, their smiling faces rising above the waves.



Writing Day 4

Dolphin - Adjectives



Example of a Descriptive paragraph

lions
lions are fast animals.
lions eat ham meat.
They have big teeth.
They live in a forest
lion are colour brown
They born in life.
When the was born
the can walk.

Writing (At School Day)

Eels!

- There are over 400 species of eel.
- Eels live in both saltwater and fresh water.
- Even though the eel looks like a snake it is really a fish. They have long, narrow bodies with long dorsal fins.
- Most eels hide and live in caves and rock crevices. They also burrow in the sand.
- Eels are carnivorous, meaning they are meat eaters. They eat a variety of animals such as worms, snails, frogs, shrimp, mussels, lizards and other small fish.



Spelling (At School Day)

On saturday my family and I went to watch the West Coast Eagles play against the Fremantle dockers. I wore my favrit shirt which blue and yello. My sister Kate wore her her purple dress. When arrived my Mum gave us both \$\$10 to spend on food and drinks. I bought a a bottle of worter and a pie. kate bough a juice sandwich and apple

Phonics Information

Subtraction Information

ut, un, uck and ump!

This week we are looking at the short you sound in these word families:



-un as in run, fun and lunch.

-ut as in cut, but and butter.



stuck

-uck as in luck, stuck and muck.

-ump as in lump, bump and jumper.



These sounds can be found at the beginning, middle and end of words.

	Beginning	Middle	End
-un	unwell	lunch	fun
-ut		butter	cut
-uck		bucket	luck
-ump		jumper	bump

Subtraction!

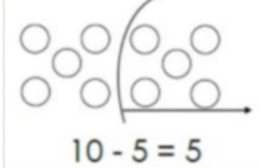
Subtraction is taking one number or amount away from another.

DIFFERENT WAYS TO SUBTRACT

Counting Back



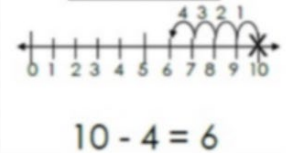
Use Counters



Draw a Picture



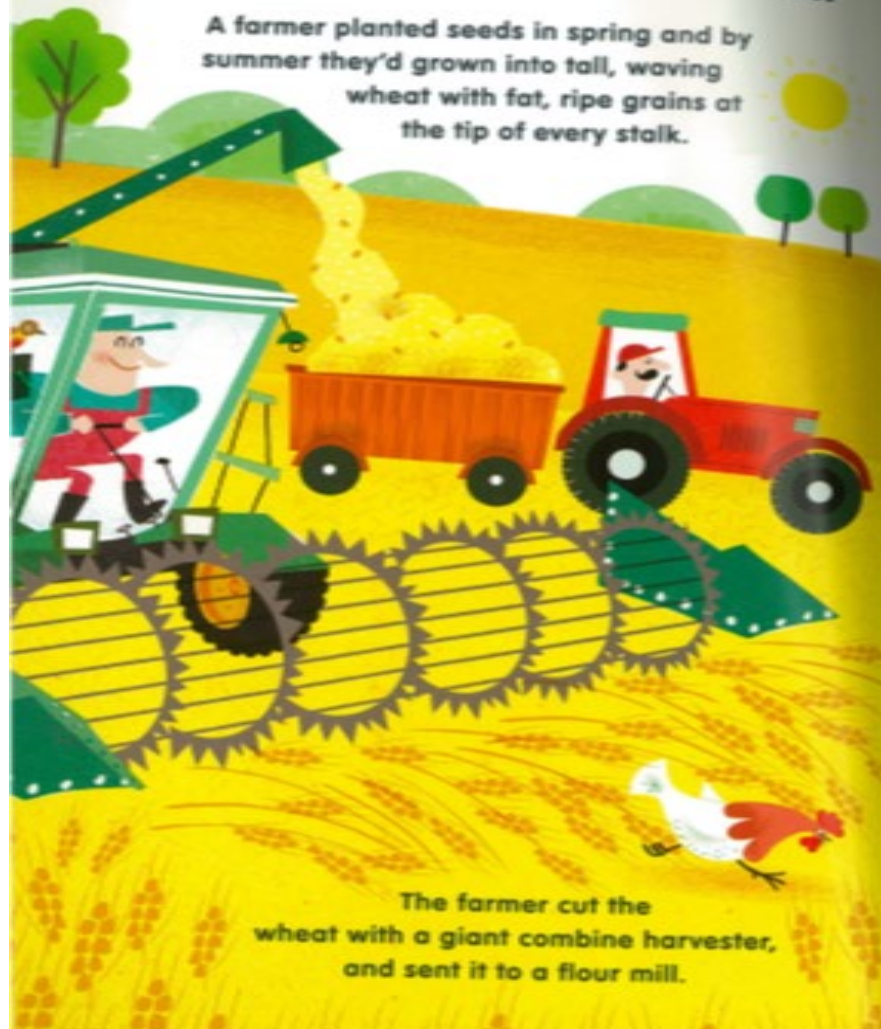
Number Line



An activity you can do in hot weather	An activity you can do in cold weather	An activity you can do in rainy weather
Activities I can't do in hot weather	Activities I can't do in cold weather	Activities I can't do in rainy weather

DID THE BREAD IN YOUR SANDWICH GET IN YOUR LUNCHBOX?

A farmer planted seeds in spring and by summer they'd grown into tall, waving wheat with fat, ripe grains at the tip of every stalk.



The farmer cut the wheat with a giant combine harvester, and sent it to a flour mill.



The miller ground the grains into flour, and trucks took the flour to a bakery.

The baker mixed the flour with water, sugar and yeast, kneaded it into a soft, squashy dough, and baked it in a very hot oven.



Out came fresh loaves of bread – ready to send to the shops.

Take a bite of the bread in your sandwich – **MMMMMM**, crusty on the outside and soft in the middle!

