

Stage ES1 - Work from Home Plan - Term 2- Week 4



| Monday | Tuesday | Wednesday | Thursday | Friday |
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| Phonics- Dd, Gg | | | | |
| Learning Intention: To recognise, read, write and hear the letters Rr and Mm . | | | | |
| <ul style="list-style-type: none"> Recite the alphabet (letter names) then say the SOUND each letter makes. Do today's calendar. Sing and do the action for the sound 'd'. Play I Spy around your home - look for things that begin with Dd. Take photos or write a list of what you find. Post on Seesaw. In your workbook or on paper, draw or paste a picture of a dog or something else that starts with 'D' in the middle of the page. | <ul style="list-style-type: none"> Recite the alphabet (letter names) then say the SOUND each letter makes. Sing and do the action for the sound 'd'. Do today's calendar. Find lots of different styles of the letter Dd in magazines etc. Use the Dd picture from yesterday and paste these letters around your picture. Take a photo and post on Seesaw. | <ul style="list-style-type: none"> Recite the alphabet (letter names) then say the SOUND each letter makes. Do today's calendar. Sing and do the action for the sound 'g'. Play Roll a Sound. The winner is the person who has the most counters on the board. In your workbook or on paper/card, draw or paste a picture of a giraffe or something else that starts with 'G' in the middle of the page. | <ul style="list-style-type: none"> Recite the alphabet (letter names) then say the SOUND each letter makes. Do today's calendar. Sing and do the action for the sound 'g'. Play I Spy around your home - look for things that begin with Gg. Take photos or write a list of what you find. Post on Seesaw. Find lots of different styles of the letter Gg in magazines etc. Use the G picture from yesterday and paste these letters around your picture. Take a photo and post on Seesaw. | <ul style="list-style-type: none"> Recite the alphabet (letter names) then say the SOUND each letter makes. Do today's calendar. Sing and do the actions for both sounds 'd' and 'g'. Play Roll a Sound. The winner is the person who has the most counters on the board. |
| Spelling- Sight Words him , his, her , like | | | | |
| Learning Intention: To recognise, read and write sight words | | | | |
| <ul style="list-style-type: none"> Make your sight words using food eg. carrot or celery sticks, dried fruit, cheese etc. Say the word then eat it! Take a photo. Post on Seesaw. | <ul style="list-style-type: none"> Play Roll a Sight Word. The winner is the person who finishes the table first. Take a photo and post on Seesaw. | <ul style="list-style-type: none"> Use chalk and write your words onto a path. Scrub them off with a brush and bucket of water, saying the word repeatedly until it's scrubbed off. Take a photo/video - post on Seesaw. | <ul style="list-style-type: none"> How many times can you write your sight words in 30 seconds? Now make your sight words with scraps of coloured paper. Take a photo of both and post on Seesaw. | <ul style="list-style-type: none"> Draw a Hopscotch grid on the path. Use this week's words in the squares. Throw your tor (marker/stone) into your word saying the word as you do, then hop from word to word saying each word. Take a photo/video - post on Seesaw. |
| Internet Sites- Literacy <ul style="list-style-type: none"> Starfall.com – Reading and phonics site Teach my Monster to Read – Reading and phonics abcya – Lots of different games https://vimeo.com/106231366 - Phonic Songs | | | | |

| Reading | | Learning Intention: To develop skills and strategies to assist in accessing and making meaning from printed text | | | | | | | |
|---|--|--|---|---|--|---|--|--|--|
| <ul style="list-style-type: none">Log into the PM Home Reader site below. Choose a new book at your level - remember to use the strategies below.Retell story in own wordsPost the retell on Seesaw.Parent choice of book for a read to or use Storyline Online for student to listen to independently. | | <ul style="list-style-type: none">Log into the PM Home Reader site. Choose the same book as yesterday and video yourself reading the book.Talk about what happened in the beginning, middle and end of the story.Post both on Seesaw.Parent choice of book for a read to or use Storyline Online for student to listen to independently. | | <ul style="list-style-type: none">Log into the PM Home Reader site. Choose a new book at your level - remember to use the strategies below.Talk about your favourite part of the story.Post on Seesaw.Parent choice of book for a read to or use Storyline Online for student to listen to independently. | | <ul style="list-style-type: none">Log into the PM Home Reader site below. Choose the same book as yesterday and video yourself reading the book.Talk about your favourite character. Why you liked them.Post both on Seesaw.Parent choice of book for a read to or use Storyline Online for student to listen to independently. | | <ul style="list-style-type: none">Choose a book you love and video yourself reading. Post on Seesaw AND/ORWatch the video of Window by Jeanie Baker by clicking the following linkhttps://www.youtube.com/watch?v=4JLVneJa1IsThis is a wordless picture book so look carefully as the scenes through the window change over time. Discuss.Related to Library lesson and History Unit. | |
| Internet Sites- Reading <ul style="list-style-type: none">Home Reader site: https://app.pmecollection.com.au/<u>Vooks – Storybooks Online</u><u>Epic Books</u><u>Storyline Online</u> <div>For enjoyment</div> | | | Strategies to use in Reading <ul style="list-style-type: none">1:1 MatchingReturn sweepUsing Initial sounds to help decodeUsing picture cluesFind some sight words your know in the storyMake your reading sound like talkingUse punctuation to assist expression when readingRe-read to maintain meaning | | | Comprehension Strategies <ul style="list-style-type: none">Retell story in own wordsTalk about what happened in the beginning, middle and end of the story.Talk about your favourite part of the story.Talk about your favourite character. Why you liked them.Relate own experiences to the story. | | | |
| Writing | | Learning Intention: To develop the ability to write so that it can be understood. | | | | | | | |
| <ul style="list-style-type: none">Write a sentence for each of this week's sight words i.e. him, his, her, like in your workbooks.Write a sentence using all of the sight words in the one sentence.Take a photo and upload onto Seesaw.Punctuation - Don't forget to use a capital letter, finger spaces and a full stop at the end. | | <ul style="list-style-type: none">Think about and discuss some names you would like to name a new baby in your family.In your workbook, write the name/s and why you chose those particular names.Take a photo and upload onto Seesaw.Punctuation - Don't forget to use a capital letter, finger spaces and a full stop at the end. | | <ul style="list-style-type: none">Think about and discuss how you would make a billy cart.In your workbook, write down what you would use and how you'd build it. Draw picture/s to match.Take a photo and upload onto Seesaw.Punctuation - Don't forget to use a capital letter, finger spaces and a full stop at the end. | | <ul style="list-style-type: none">Think about and discuss an activity, game or toy that is similar to one your grandparents had or played.Write a story in your workbook about this describing their similarities/differences.Draw a picture to match.Take a photo and upload onto Seesaw.Punctuation - Don't forget to use a capital letter, finger spaces and a full stop at the end. | | <ul style="list-style-type: none">Choose a sentence or a passage from one of the readers you have read this week.Copy into your workbook and draw a picture to match.Take a photo and upload onto Seesaw.Punctuation - Don't forget to use a capital letter, finger spaces and a full stop at the end. | |

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| Handwriting | Learning Intention: To write letters using correct orientation, size and pencil grip. | | | | | | | | | | | | | |
| | <ul style="list-style-type: none">Complete the handwriting worksheets for DdPost on Seesaw | <ul style="list-style-type: none">Practise handwriting D & d in your workbook.Post on Seesaw | <ul style="list-style-type: none">Complete the handwriting worksheet for GgPost on Seesaw | <ul style="list-style-type: none">Practise handwriting G & g in your workbook.Post on Seesaw | | | | | | | | | | |
| Internet Site for handwriting | Handwriting Heroes Bouncers - https://www.youtube.com/watch?v=AEh4F2_TjWE | | | | | | | | | | | | | |
| Maths | Learning Intentions: 1. Multiplication: - Group concrete materials to solve problems. 2. Mass: - Identify an object that is heavier or lighter than another. | | | | | | | | | | | | | |
| Multiplication <ul style="list-style-type: none">Watch 'Recognising Groups' on MathsOnline to learn. How many groups or rows? How many in each group?Use LEGOs / playdough, buttons etc to build equal groups. eg "Show me 4 groups of 4" ORUse them to make arrays eg "Show me 5 rows of 3 eachRepeat- you could use the examples on the clip you just watched or make up your own.In your workbook draw 4 groups of 3 and an array of 3 rows of 4.Post on Seesaw | Multiplication <ul style="list-style-type: none">Watch 'Group Totals' on MathsOnline to learn about the total.Adapt the game of 'Scissors, Paper Rock'.Each person puts up a number of fingers rather than scissors, paper or rock.Use the materials from yesterday's activity to make either groups or arrays.Count the total.Make 4 groups of 5. Draw this in your workbook then count and write the total number of object in your set.Post on Seesaw | Multiplication <ul style="list-style-type: none">Using the materials from the last two days, put a total number in front of your child. Ask them to sort the total into a specified number of groups.e.g. Put out 10 objects and ask them to make:<ul style="list-style-type: none">2 groups of 55 groups of 22 rows of 55 rows of 2Repeat with other totals.Draw your groups and arrays in your workbook. Don't forget to write the total each set adds up to.Post on Seesaw | Mass <ul style="list-style-type: none">Watch 'Heavier and Lighter' on MathsOnlineFill up a drink bottle.What objects can you find that are heavier than your drink bottle?What objects can you find that are lighter than your drink bottle?In your workbook draw up a table like the one below and list<table border="1"><tr><td>lighter</td><td>heavier</td></tr><tr><td></td><td></td></tr></table>Complete the assigned activities on MathleticsPost on Seesaw | lighter | heavier | | | Mass <ul style="list-style-type: none">Draw another table like yesterday's in your workbook<table border="1"><tr><td>lighter</td><td>heavier</td></tr><tr><td>muffin</td><td>loaf of bread</td></tr><tr><td>sink plug</td><td>saucepan</td></tr></table>Compare the weights of different objects around your home by hefting.Draw picture or write what these objects are into your tablePost on Seesaw | lighter | heavier | muffin | loaf of bread | sink plug | saucepan |
| lighter | heavier | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| lighter | heavier | | | | | | | | | | | | | |
| muffin | loaf of bread | | | | | | | | | | | | | |
| sink plug | saucepan | | | | | | | | | | | | | |
| Internet Sites- Maths | MathsOnline - Recognising Groups https://www.mathsonline.com.au/students/lessons/102/1040 MathsOnline - Group Totals https://www.mathsonline.com.au/students/lessons/102/1042 MathsOnline - Heavier and Lighter https://www.mathsonline.com.au/students/lessons/102/1056 Mathletics - https://login.mathletics.com/?_ga=2.95698908.1157863456.1587518601-1554691584.1587518601 | | | | | | | | | | | | | |

| History – Families Past and Present | Learning Intention: To communicate their own family heritage and develop historical inquiry skills. | | | | | | | |
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| | <ul style="list-style-type: none">Log into Inquisitive – using this direct link https://www.inquisitive.com/lesson/309-my-name#stimulus and watch the video “How I got my name?”Talk about and discuss how your family came up with your name.In your workbooks draw / add photo of yourself as a baby. Write your full name and tell me where these names came from. You can add relevant drawings/photos if you like.Post on Seesaw | <ul style="list-style-type: none">Log into Inquisitive - using this direct link https://www.inquisitive.com/video/883-bella-s-interview and watch the video “Bella’s Interview”Talk about, discuss and write down some of the questions you would like to ask one of your grandparents about their childhood.Record/video this interview and post on Seesaw.In your workbooks, use a double page and label it like the example, then draw/add pictures of the things your grandparent had and the things that you have today.Post on Seesaw | | | | | | |
| Internet Site- | https://www.inquisitive.com/ | | | | | | | |
| PE/Fitness | Learning Intention: Student to participate in fun activities to develop catching skills. | | | | | | | |
| Daily activity Using a pair of socks folded together to make a ball shape. Pretend the socks are an egg. Toss and catch the egg following the activities on the worksheets . Watch Episode 1- The Catch by clicking on the link : GETACTIVE@Home - https://vimeo.com/413420570/0a66eb3963 | | | | | | | | |
| Use these activities before and after each day’s activities | | | | | | | | |
| Daily Warm Ups Student warms up while watching a music video of your choice by jogging on the spot for 20 seconds followed by 15 star jumps, 10 lunges and 4 high kicks. Daily Cool Down - Watch and join in with the move and freeze action songs by the Learning Station. https://www.youtube.com/watch?v=388Q44ReOWE | | | | | | | | |
| Library | Learning Intention: To understand how stories of the past can be told | | | | | | | |
| Task: Watch 'How to Babysit a Grandma' https://www.youtube.com/watch?v=DZCixV2F3oQ Complete Worksheet - Library Week 4 - Families on Seesaw or from pack. | | | | | | | | |
| PDH | Learning Intention: 1. To recognise why drinking water is important. | | | | | | | |
| Task <ul style="list-style-type: none">Revisit the Australian Guide to Healthy Eating poster. Locate the tap with running water and glass in the top right corner. Why is the tap turned on? What might that mean?Watch ‘Why Do We Need Water?’Conduct the potato experiment and discuss the conclusions about what you drink.Write a sentence about why it is SO important to drink enough water every day.In your workbook draw a simple table and keep a record of how much water you drink over 5 days.Discuss whether you think you are drinking enough? | | | | | | | | |
| | | <table><tr><th>Day</th><th>Glasses of Water</th></tr><tr><td>Mon</td><td>3</td></tr><tr><td>Tues</td><td>4</td></tr></table> | Day | Glasses of Water | Mon | 3 | Tues | 4 |
| Day | Glasses of Water | | | | | | | |
| Mon | 3 | | | | | | | |
| Tues | 4 | | | | | | | |

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| Internet Site- PDH | <p>Australian Guide To Healthy Eating Poster. https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/n55i_australian_guide_to_healthy_eating.pdf</p> <p>'Why Do We Need Water?' https://www.n4hk.com.au/other-resources/online-videos/why-do-we-need-water</p> |
| CAPA | <p>Learning Intention - Music: <i>To imitate rhythms.</i></p> |
| | <p>Activities</p> <ul style="list-style-type: none"> • <i>Clap any sort of rhythm</i> • <i>Have your child clap it back to you.</i> • <i>Now, make the rhythm a collection of claps, stomps, clicks and other sounds.</i> • <i>Have your child imitate the rhythm.</i> • <i>Ask your child to have a turn of making up short rhythms for you to imitate.</i> • Video and post on Seesaw. |