

Cambridge Gardens Public School

Unit 7- Year 1



Name: _____

Class: _____

Google Classroom Username: _____@education.nsw.edu.au

Class Code: **c3lpj4f**

Framework For Remote Learning - Unit 7

	Friday	Monday	Tuesday	Wednesday	Thursday
English	<p><u>Spelling</u> Write out your 'a_e' spelling words and underline the sound of the week. Write three interesting sentences using some of your spelling words. (15 minutes)</p> <p><i>Optional: You may like to revise your tricky words during this time.</i></p> <p><i>Optional: Complete the extra spelling words written in red for a challenge.</i></p> <p><i>Optional: Watch the Introduction to Spelling video on Google Classroom to help you with this activity.</i></p> <p><u>Sentence A Day</u> Complete the S.A.D activity. (5 minutes)</p> <p><i>Optional: Watch the S.A.D. video on Google Classroom to help you.</i></p> <p><u>Reading</u> Predicting - Look at the front</p>	<p><u>Jolly Spelling</u> Complete the 'a_e' Jolly Spelling worksheet. (15 minutes)</p> <p><i>Optional: Watch the Jolly Spelling video on Google Classroom to help you with this activity.</i></p> <p><u>Reading</u> Predicting - Listen to the story 'Into The Forest'. Pause the story at the times listed and answer the given questions. (15 minutes)</p> <p><u>Writing</u> Choose activity A, B or C and write a recount about your weekend. (20 minutes)</p> <p><u>Handwriting</u> Complete the 'y' handwriting worksheets (10 minutes)</p> <p><u>Reading Eggs</u> Read a book from the Reading Eggs library and retell the story to a family member.</p>	<p><u>Jolly Grammar</u> Complete the 'Alphabetical Order' worksheet (15 minutes)</p> <p><i>Optional: Watch the Jolly Grammar video on Google Classroom to help you with this activity.</i></p> <p><u>Sentence A Day</u> Complete the S.A.D activity. (5 minutes)</p> <p><i>Optional: Watch the S.A.D video on Google Classroom to help you with this activity.</i></p> <p><u>Reading</u> Making Connections - Think about a time when you disobeyed your parent just like the boy in the story. What happened and how did you feel? (10 minutes)</p> <p><u>Writing</u> Using the template provided, choose activity A, B or C and write some interesting</p>	<p><u>Spelling</u> Complete the spelling activity. (15 minutes)</p> <p><u>Reading</u> Fluency - Use the link provided to read the story. Record and time yourself. Listen back to yourself to hear for smooth reading. Repeat this activity to improve your time and fluency. (15 minutes)</p> <p><u>Writing</u> Using the report template provided, choose activity A, B or C and fill in the template to complete your report on the echidna. (20 minutes)</p> <p><u>Handwriting</u> Complete the 'w' handwriting worksheets (10 minutes)</p> <p><u>Reading Eggs</u> Read a book from the Reading Eggs library and retell the story to a family member.</p>	<p><u>Spelling</u> Complete a spelling test on your spelling words for the week. (15 minutes)</p> <p><u>Sentence A Day</u> Write your own S.A.D. today. (5 minutes)</p> <p><i>Optional: Watch the S.A.D video on Google Classroom to help you with this activity.</i></p> <p><u>Reading</u> Fluency - Repeat Thursday's activity. (Use the link provided to read the story. Record and time yourself. Listen back to yourself to hear for smooth reading. Repeat this activity to improve your time and fluency). (15 minutes)</p> <p><u>Writing</u> Free writing - Choose activity A, B or C and use the picture to complete your free writing task. (25 minutes)</p>

	<p>cover of the book 'Into The Forest'. Use the probing questions to predict what the text might be about. <i>(20 minutes)</i></p> <p><u>Writing</u> Choose activity A, B or C and highlight the information about the echidna. <i>(10 minutes)</i></p> <p><i>Optional: Watch the Writing video on Google Classroom to help you with your writing tasks this week.</i></p>		<p>facts about the echidna. <i>(20 minutes)</i></p> <p><u>Tricky Words</u> Play Tricky Words Snakes and Ladders with a parent/carer. <i>(10 minutes)</i></p> <p><u>Reading Eggs</u> Read a book from the Reading Eggs Library and complete one activity.</p>		<p><u>Reading Eggs</u> Complete two Reading Eggs activities.</p>
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Break	Complete 15 minutes of physical activity				
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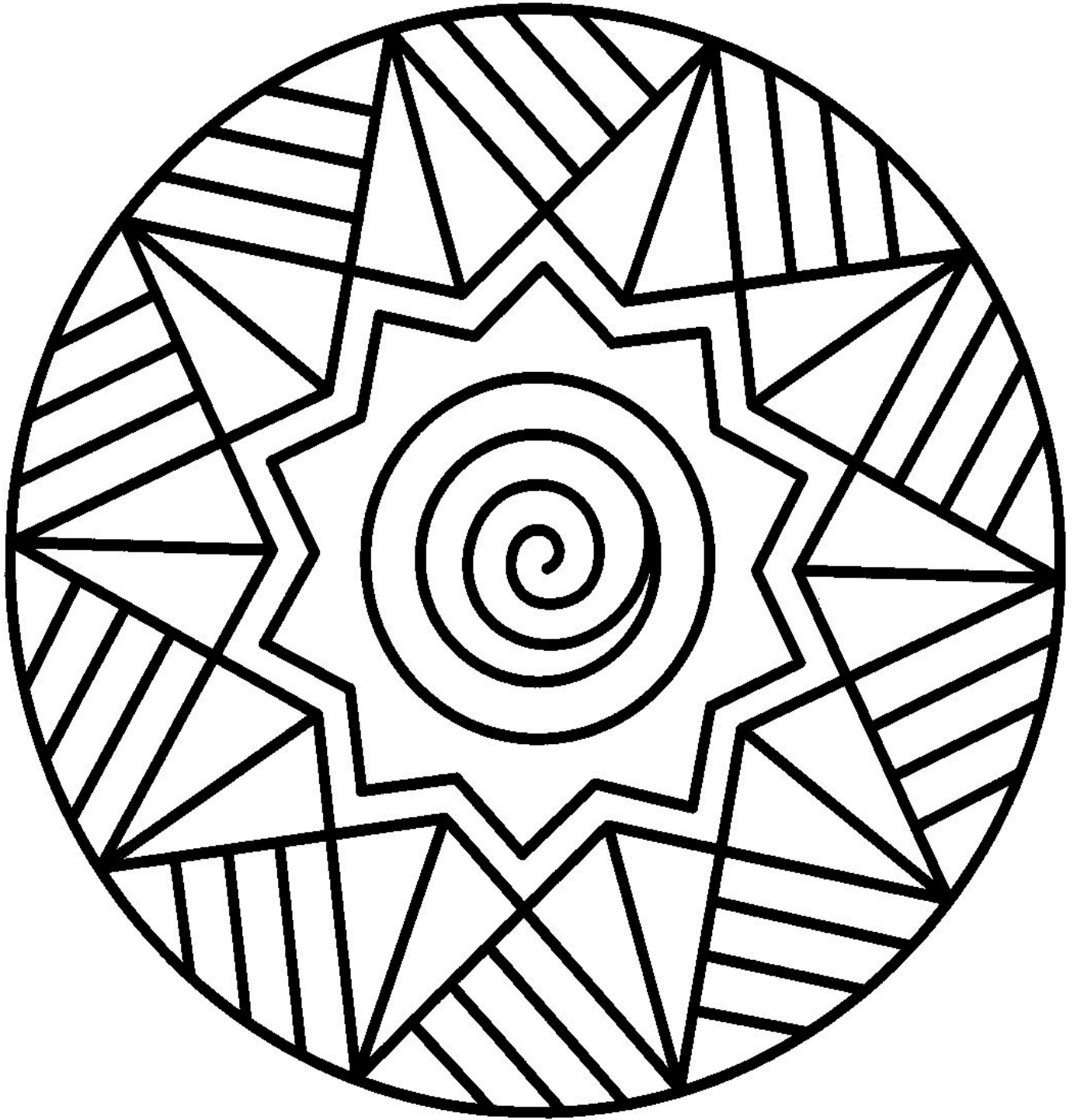
Maths	Number of the day	Number of the day	Number of the day	Number of the day	Number of the day
	Today's number is 15 complete worksheet <i>(10 minutes)</i>	Today's number is 30 complete worksheet <i>(10 minutes)</i>	Today's number is 29 complete worksheet <i>(10 minutes)</i>	Today's number is 42 complete worksheet <i>(10 minutes)</i>	Today's number is 47 complete worksheet <i>(10 minutes)</i>
	<u>Problem A Day</u> Complete the problem a day question <i>(10 minutes)</i>	<u>Problem A Day</u> Complete the problem a day question <i>(5 minutes)</i>	<u>Problem A Day</u> Complete the problem a day question provided <i>(5 minutes)</i>	<u>Problem A Day</u> Complete the problem a day question <i>(5 minutes)</i>	<u>Problem A Day</u> Complete the problem a day question provided <i>(5 minutes)</i>
	<i>Optional: Watch the Newmans Prompt video on Google Classroom to help you with Problem A Day.</i>	<u>TEN time</u> Complete the TEN activity <i>(10 minutes)</i>	<u>TEN time</u> Complete the TEN activity <i>(10 minutes)</i>	<u>TEN time</u> Complete the TEN activity <i>(10 minutes)</i>	<u>TEN time</u> Complete the TEN activity <i>(10 minutes)</i>
	<u>TEN time</u> Complete the TEN activity suggested by your teacher. <i>(20 minutes)</i>	<u>Mathematics</u> Complete subtraction language worksheet <i>(20 minutes)</i>	<u>Mathematics</u> Complete Subtraction worksheet <i>(20 minutes)</i>	<u>Mathematics</u> Complete Counting On worksheet <i>(20 minutes)</i>	<u>Mathematics</u> Complete Subtraction find the Difference worksheet and Bump and Jump game <i>(20 minutes)</i>
		<u>Mathletics</u> Complete set tasks	<u>Mathletics</u> Complete set tasks	<u>Mathletics</u> Complete set tasks	<u>Mathletics</u>

	<p><i>Optional: Watch the TEN time video on Google Classroom to help you with completing these activities.</i></p> <p>Mathematics Complete What's the Buzz worksheet <i>(10 minutes)</i></p> <p><i>Optional: Watch the Mathematics video on Google Classroom to help you with your worksheet.</i></p>				Complete set tasks
Break	Complete 15 minutes of physical activity				
Other KLAS	<p><u>D.E.A.R</u> Choose a book to read for enjoyment <i>(10 minutes)</i></p> <p><u>Wellbeing</u> Complete the URStrong time warp artwork activity <i>(35 minutes)</i></p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment <i>(10 minutes)</i></p> <p><u>P.E</u> Click the link and follow along with the catching activity <i>(35 minutes)</i></p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment <i>(10 minutes)</i></p> <p><u>PDHPE</u> Complete the food group match activity and then fill in the lunchbox table <i>Optional: Watch the video on Google Classroom to help you with this activity (35 minutes)</i></p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment <i>(10 minutes)</i></p> <p><u>Music</u> Listen to the two pieces of music by clicking the links and then complete the activities <i>(35 minutes)</i></p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment <i>(10 minutes)</i></p> <p><u>Visual Arts</u> Complete the artwork by following the instructions <i>(35 minutes)</i></p>

s 	a 	t 	i 	p 	n 	ck 
e 	h 	r 	m 	d 	g 	o 
u 	l 	f 	b 	ai 	j 	oa 
ie 	ee or 	z 	w 	ng 	v 	y 
x 	oo oo 	ch 	sh 	th th 	qu 	ou 
oi 	ue 	er 	ar 			

BLUE	YELLOW	RED	GREEN	PINK	BROWN
I	you	one	why	saw	once
the	your	by	where	put	upon
he	come	like	who	could	always
she	some	have	which	should	also
me	said	live	any	would	of
we	here	give	many	right	eight
be	there	only	more	two	love
was	they	old	before	four	cover
to	go	little	other	goes	after
do	no	down	were	does	every
are	so	what	because	made	mother
all	my	when	want	their	father

FRIDAY



Friday - English

Spelling Words - 'a_e'

ran	
hat	
scar	
came	
grape	
name	
cake	
only	
old	
baseball	
activate	
homemade	
microwave	



Action: Cup your hand over your ear, as if you are hard of hearing, and say ai, ai, ai?

Spelling Focus Tip:
Pronounce 'a_e' as in 'ai'.

The <e> is a 'magic <e>'. Although it makes no sound in the word, the <e> sends magic back over the consonant before it and changes the short vowel sound into a long vowel sound.



Success Criteria:

I can use the a_e sound to spell my words correctly.



I can write three sentences that make sense using my 'a_e' spelling words.

Teacher Recognition: _____

Sentences

1. _____

2. _____

3. _____

Sentence A Day

Using the sentence below, underline the nouns in black, adjectives in dark blue, verbs in red and articles in light blue.

I ate a tasty, yellow banana and delicious, juicy strawberries for recess today.

Nouns are things that I can **see**, **touch** and **take a photo of**.

Examples: chair, mug, bathroom.



Verbs are doing or **action** words.

Examples: jumped, washed, slept.



Adjectives are **describing** words that give more detail about the noun. Examples: shiny, brown, funny.



Articles are words that **introduce the noun**.

There are only three articles:

'a', 'an' and 'the'.

Success Criteria:

I can identify three nouns, four adjectives, one verb and one article in this sentence.



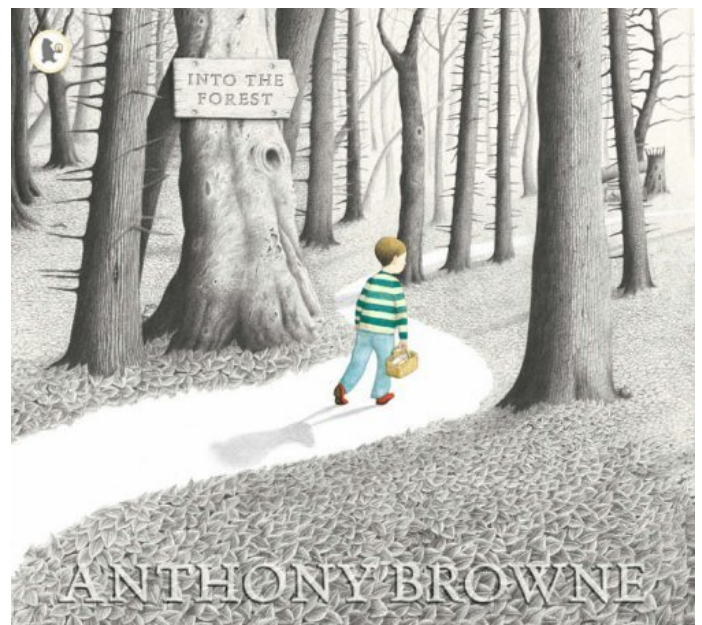
Teacher Recognition: _____

Reading -

Comprehension Strategy: Predicting

Look at the front cover of the book 'Into The Forest' by Anthony Browne.

- Who might the characters be?
- Where are they?
- What do you think this text may be about?
- Is this text factual or fiction?
- Who was this story written for?
- Why do you believe this story was written?



Use these probing questions as verbal discussion points with a family member.
Use your ideas to answer the following question:

Predict what this text might be about. Why do you think this?



Success Criteria: I can predict the series of events in an imaginative text.



Writing: Informative Texts

Select one of the activities below and highlight the information about the echidna.

Activity A

Read the information with a parent or older sibling.

Using a highlighter or coloured pencil underline the important information about food, where it lives, what it looks like and anything you find interesting.

Activity B

Read the information.

Using a highlighter or coloured pencil underline the important information about food, where it lives, what it looks like and anything you find interesting.

Activity C

Read the information. Using a highlighter or coloured pencil underline the important information about

- Food
- Habitat - where it lives
- Description - what it looks like
- Life cycle
- Interesting information

Success Criteria:

I can locate at least five very important points about echidnas.



Teacher Recognition:

Echidna

The echidna is a highly adaptable creature that can be found throughout Australia. They are found in coastal forests, alpine meadows and deserts. The echidna has the widest distribution of any native Australian mammal.



The echidna has a skinny snout and a long flicking tongue which is perfect for catching insects. It also has very sharp spines, known as quills, along its back and sides.

When an echidna is threatened, it will curl

inwards leaving only its quills exposed. This is a form of protection from predators.

Termites and ants are what echidnas love to eat. They especially love eating beetle larvae which are a type of soil invertebrate. Their sharp claws are what help them to find termites as they often hide in rotting logs.



Did You Know...?

Echidnas have no teeth.



Photos courtesy of rymill and Steven Falk (@flickr.com) - granted under creative commons licence - attribution

Break: Do 15 minutes of physical activity .

You could play a game outside or join in with one of the videos on Google Classroom.



Friday Mathematics

Number of the Day

Count up by 10s:

Write in words

2- digit number

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

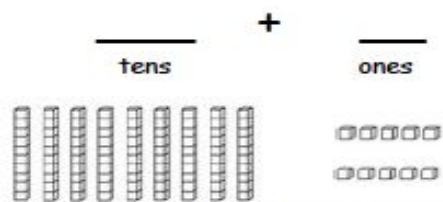
The number before

The number after

5 less -

10 more +

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

Success Criteria

I counted on and back to find the answers. 😊 😐

Teacher recognition

Problem of the Day

NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Winnie needs 1 cup of flour to make a cake.

Monday

She only measures $\frac{1}{2}$ a cup at a time.

How many half cups of flour will she need?

☐

1

☐

2

☐

3

☐

6

Working out - Transformation step

$\frac{1}{2}$ Cup

1 Cup

Success Criteria

I used Newman's prompts to work out the problem.



Teacher Recognition

TEN Activity- Addition

Select one of the 3 activities below and complete.

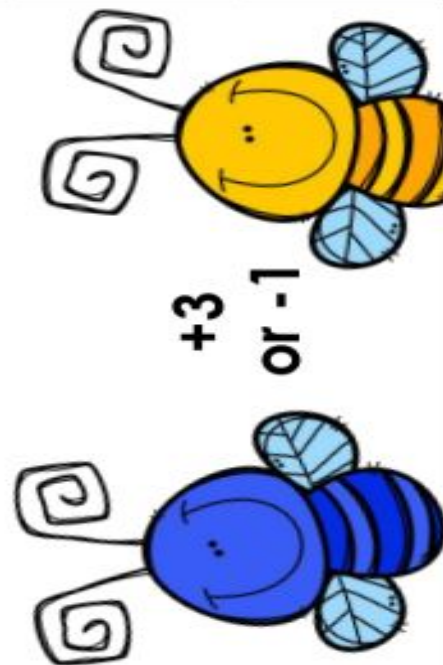
Activity A	Activity B	Activity C
<p>1. Find 10 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-10 on a piece of paper then cut out.</p> <p>3. Put these numbers face down in a pile</p> <p>4. Select two pieces of paper. Add the two numbers together.</p> <p style="text-align: center;">$3 + 7 = 10$</p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>1. Find 20 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-10 on a piece of paper twice then cut out.</p> <p>3. Put these numbers face down in a pile (20 pieces of paper altogether)</p> <p>4. Select two pieces of paper. Add the two numbers together.</p> <p style="text-align: center;">$7 + 10 = 17$</p> <p>You can use your object to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>Write the numbers 1-20 on a piece of paper twice then cut out.</p> <p>Put these numbers face down in a pile (40 pieces of paper altogether)</p> <p>Select three pieces of paper. Add the three numbers together.</p> <p style="text-align: center;">$7 + 10 + 19 = 36$</p> <p>Remember to group your friends of 10 and 20 to help you find the total!</p> <p>Show your number sentences in the box below.</p>
<p>Success Criteria I used counting on to find the answer</p>	<p>Teacher Recognition</p>	



What's the Buzz?



This is a game for two players.
Each player will be covering numbers only on his or her side of the board.
Take turns **rolling two dice** and **adding** them. The player chooses whether to either **add three** to or **subtract one** from the number rolled, and then covers that number once on his or her board.
The first player to cover four in a row in any direction wins the game.



6	10	3	11
2	14	5	8
12	4	9	13
8	3	15	7
1	11	6	10
9	4	13	5

14	9	5	10
7	4	1	8
12	6	11	3
3	9	4	15
13	8	7	10
11	2	12	5

Success Criteria

I used counting on or back to find the answer



Teacher Recognition

Break - Do 15 minutes of physical activity.

Friday - Other KLA's

DEAR - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

Wellbeing - URStrong

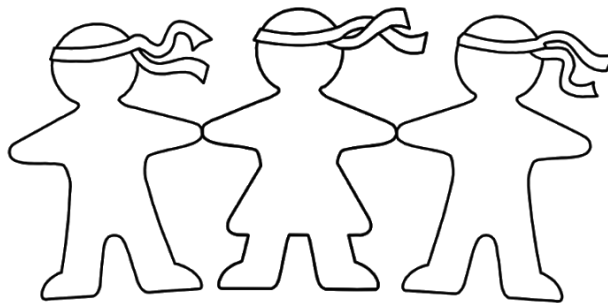
Time Warp Artwork

This activity is designed to help remember the many beautiful and unique moments you have experienced during this time. While it has been a difficult time it's important to notice and be grateful for what we have.

1. Start by thinking about all the fun things that you've done since things have changed. E.g. spending more time with Mum and Dad, learning new games or learning new technology, cooking food with Mum or Dad, learning to ride your bike, going on more walks, spending time with animals at home etc.
2. On the next page draw four pictures or stick four photos (if at home) on the page that show the fun moments you've had at home or at school during these restrictions.
3. Once you've completed your artwork talk about it with an adult.

Colour me in

URSTRONG



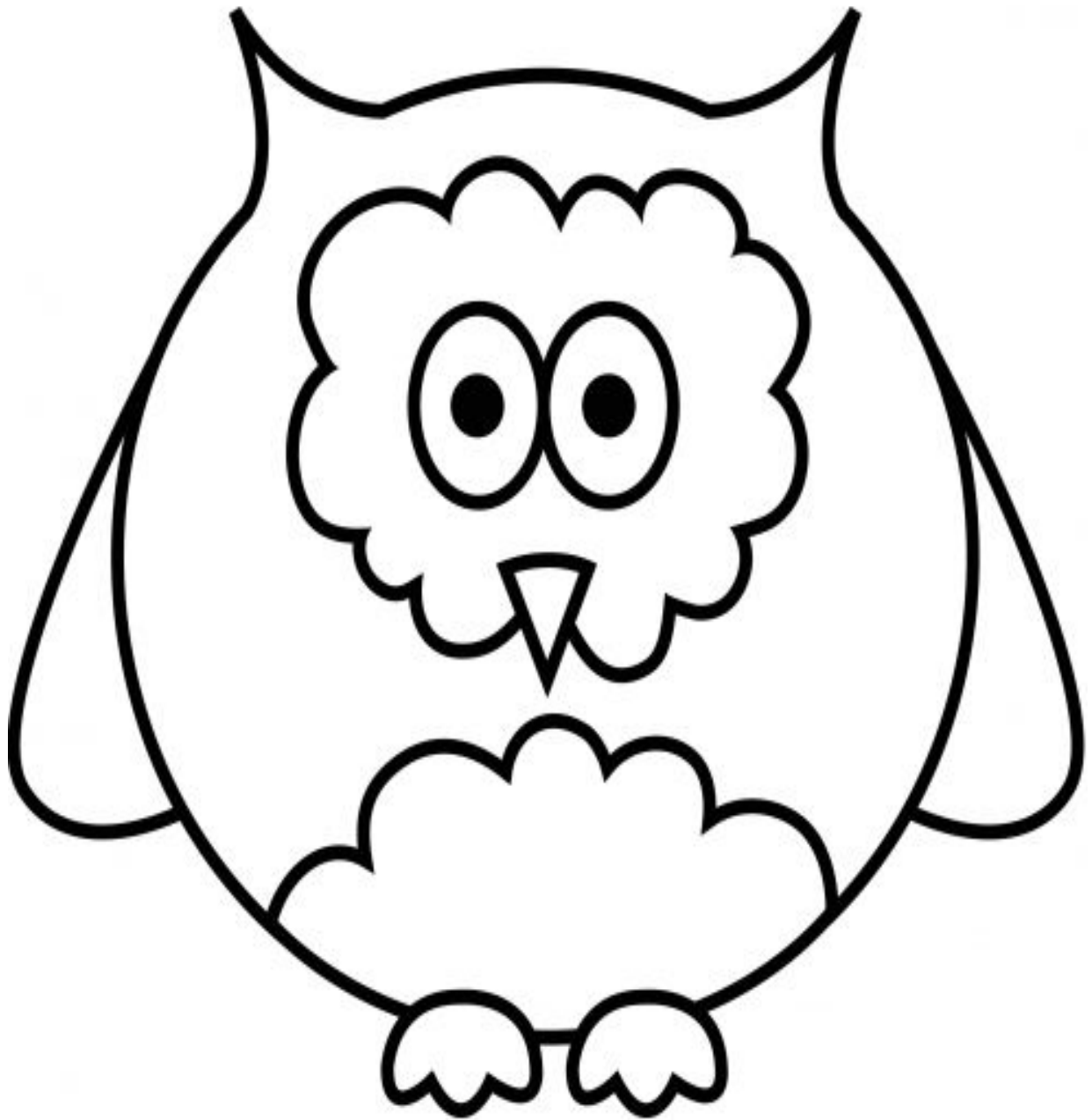
Success Criteria

I could recognise the fun things I've done and draw them. 😊 😊

Teacher recognition

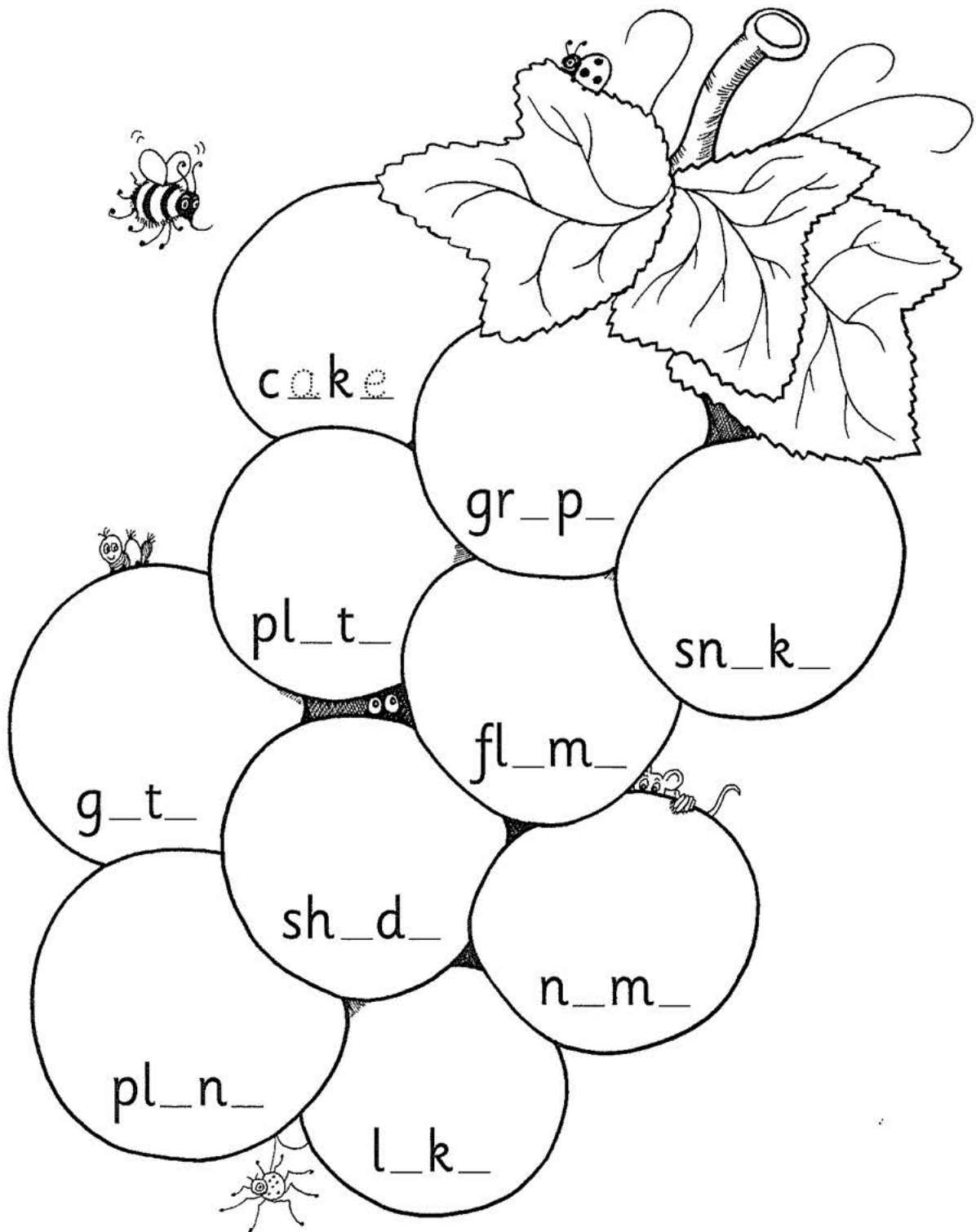
My Time Warp Artwork

MONDAY



Monday - English

Add <a_e> to make a word in each grape. Read the words and draw pictures for them.



Action: Cup your hand over your ear, as if you are hard of hearing, and say *ai, ai, ai?*



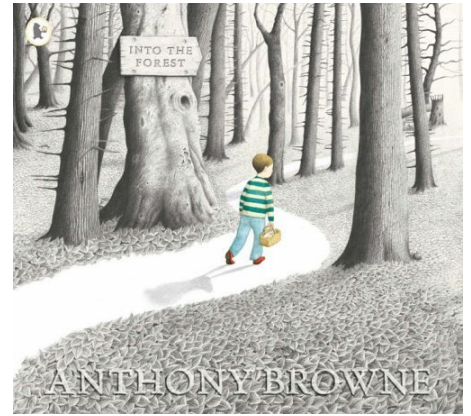
Success Criteria:

I can use my knowledge of the 'a_e' sound to write ten 'a_e' words.

Reading -

Comprehension Strategy: Predicting

Listen to the story 'Into The Forest' written by Anthony Browne and **pause at the times listed below**. Use your predicting skills to answer the questions before continuing to listen to the story.



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

('Into the Forest - Children's Books Read Aloud').

Pause at 1 minute, 52 seconds.

Where has dad gone? What might mum and the boy be thinking?

Pause at 2 minutes, 35 seconds.

Why do you think mum is saying not to go through the forest to get to Grandma's house? What might happen next?

Pause at 6 minutes, 07 seconds.

Who do you think the voice is behind Grandma's door? Where is Grandma?

**Success Criteria:**

I can predict some series of events in an imaginative text.

Teacher Recognition: _____

**Writing: Recount**

Select one of the activities below and write a recount about your weekend using the following page. You may draw pictures to help you.

Activity A

Write **2-3 sentences** about your weekend.

Activity B

Write about 2 things you have done over the weekend.

Remember to have **2 or 3 sentences for each thing** you did.

Activity C

Write **3 to 4 paragraphs** about your weekend.

Remember to you can group your ideas by writing about one of the things you did in each paragraph.

Success Criteria:

I can use a capital letter at the start of every sentence.



I can use a full stop at the end of every sentence.



I have read back my writing to check it makes sense.

Handwriting: Using a sharp, lead pencil, complete the handwriting worksheets for the letter 'y' on the following pages.

**Success Criteria:**

I have formed my upper and lower case 'y' letters correctly.

**Reading Eggs**

Read a book from the Reading Eggs Library. Retell the story to a family member.

Name of book I read from the Reading Eggs Library:



Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.

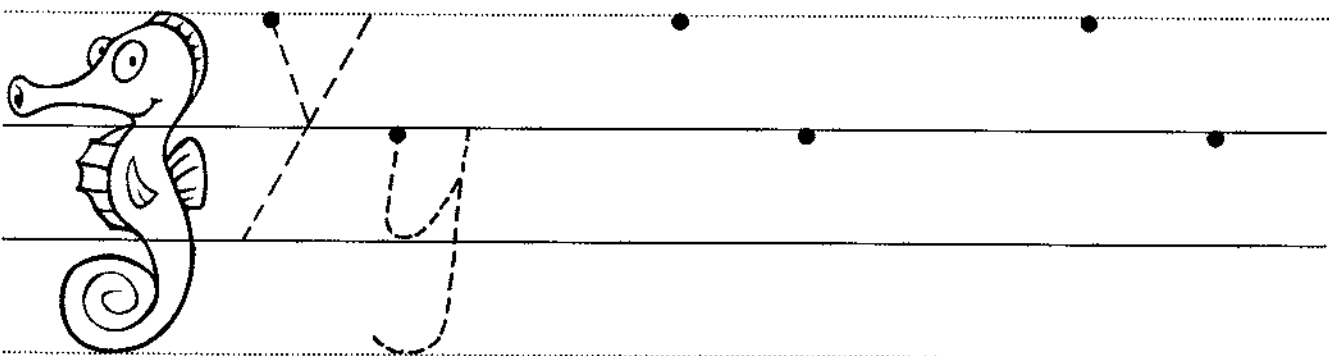
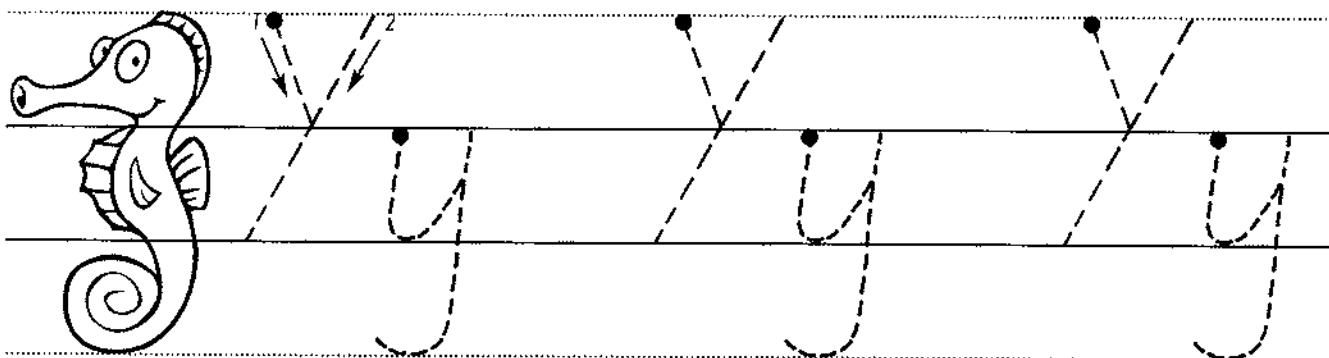
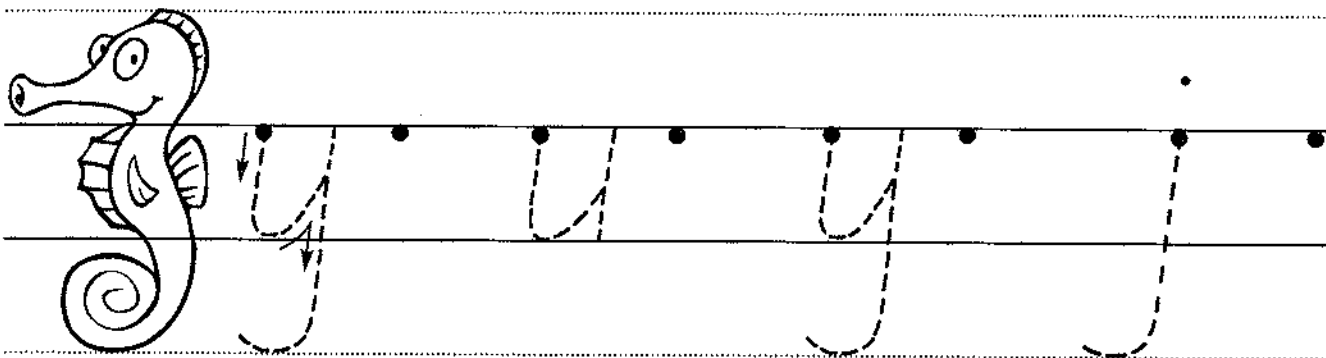


Firstly,

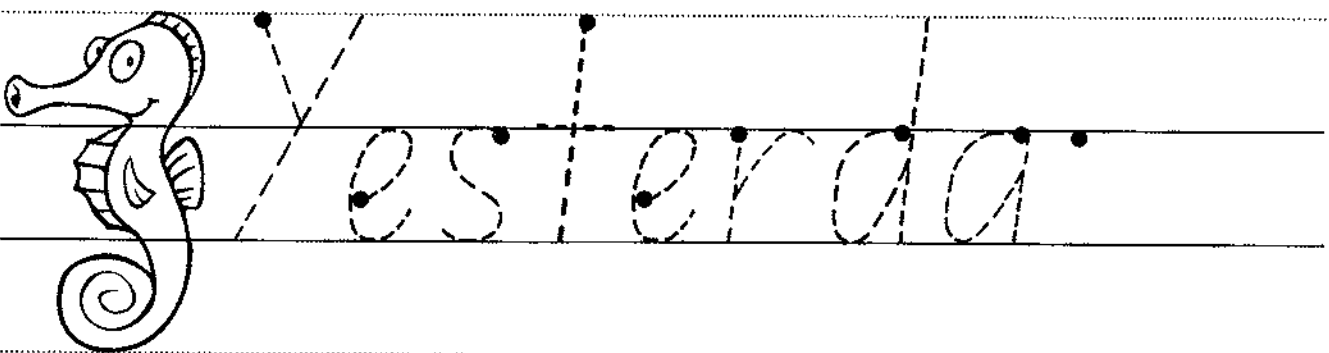
After that,

The next

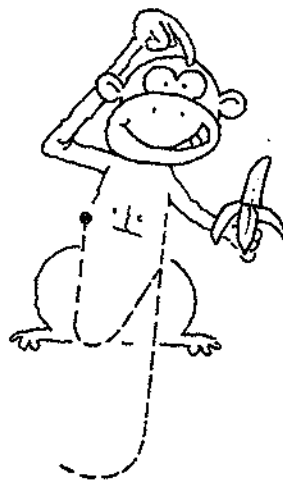
Finally,



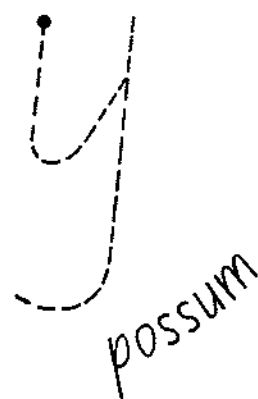
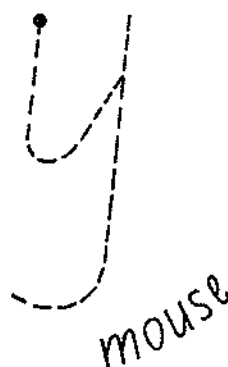
Yesterday was Monday.



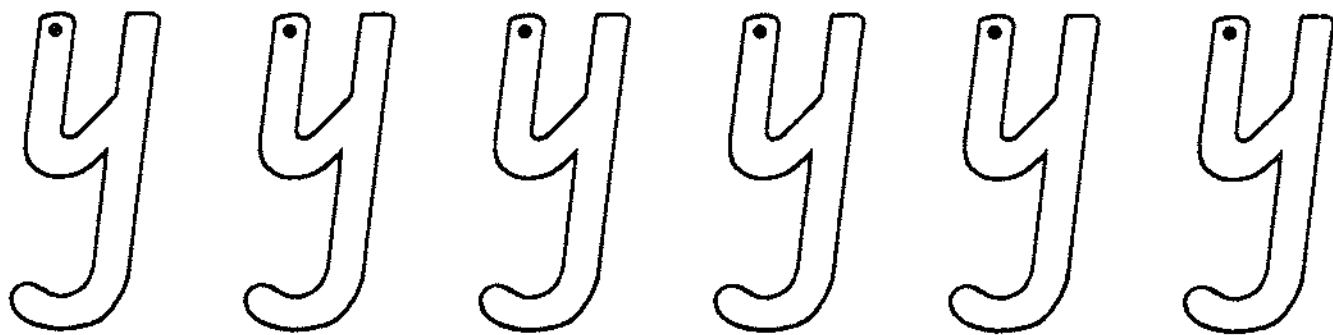
Trace the monkeys' tails.



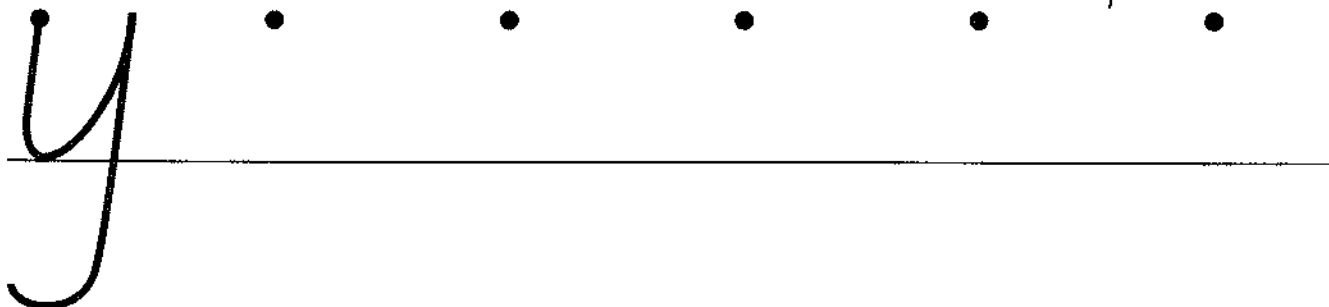
Trace the y's. Can you change each one into an animal with a long tail?




Track.



Try your own.



Draw a  on the tail of your best y.

Monday Mathematics

Number of the Day

Count up by 10s:

Write in words

2- digit number

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

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31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

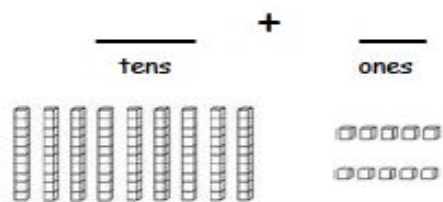
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Success Criteria

I counted on and back to find the answer. 😊 😐

Teacher recognition

Problem of the Day

NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Date: _____

Jai has 95 cents to spend at the canteen. He bought three 10 cent lollies. How much money does Jai have left?



Success Criteria


I used Newman's prompts to work out the problem.



Teacher Recognition

TEN Activity- Addition

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>1. Find 10 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-10 on a piece of paper then cut out.</p> <p>3. Put these numbers face down in a pile</p> <p>4. Select two pieces of paper. Add the two numbers together.</p> <p>$3 + 7 = 10$</p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>1. Find 20 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-10 on a piece of paper twice then cut out.</p> <p>3. Put these numbers face down in a pile (20 pieces of paper altogether)</p> <p>4. Select two pieces of paper. Add the two numbers together.</p> <p>$7 + 10 = 17$</p> <p>You can use your object to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>Write the numbers 1-20 on a piece of paper twice then cut out.</p> <p>Put these numbers face down in a pile (40 pieces of paper altogether)</p> <p>Select three pieces of paper. Add the three numbers together.</p> <p>$7 + 10 + 19 = 36$</p> <p>Remember to group your friends of 10 and 20 to help you find the total!</p> <p>Show your number sentences in the box below.</p>
<div></div>		
<p>Success Criteria I used counting on to find the answer</p>	<p></p>	<p>Teacher Recognition</p>

Mathematics- Subtraction language

When we subtract, we take away one number or amount from another.

Luka had 9 🍪. He gave 2 🍪 to his brother. He had 7 🍪 left.

We write this as $9 - 2 = 7$

- 1 Put a **-** next to the words you think mean **subtract**.

subtract	-	take away		find the difference	
plus		add		minus	
				how many altogether?	

- 2 Is this a subtraction story? Write or tell someone what you think. Ali had 6 🍪. He gave 3 🍪 to his friend. How many 🍪 does he have left?

- 3 Is this a subtraction story? Write or tell someone what you think. Ali had 6 🍪. His friend gave him 6 more 🍪. How many 🍪 does he have now?

Success Criteria

I understood the language of subtraction



Teacher Recognition

Mathletics - Complete two tasks set for you from your classroom teacher.

Task 1 - _____ Task 2 - _____

Break - Do 15 minutes of physical activity.

Monday - Other KLA's

DEAR - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

P.E.

Open this video <https://vimeo.com/413420570> and follow along with the presenters to practice your catching skills. You do not need to download the activity logbook.

Note: If you cannot access the video, using a ball (or a pair of socks if you do not have a ball) practice throwing your ball up in the air with one hand and catching it with the other. See how many times you can catch the ball in 3 minutes, then time yourself again and try to beat your first score.



Try these for a challenge:

- Throw, clap and catch - throw the ball/socks in the air and clap as many times as possible before trying to catch the ball/socks.
- Throw, spin and catch - throw the ball/socks in the air and try to spin on the spot before catching the ball/socks.
- Drop and catch - drop the ball/socks from shoulder height and try to catch it before it hits the ground.

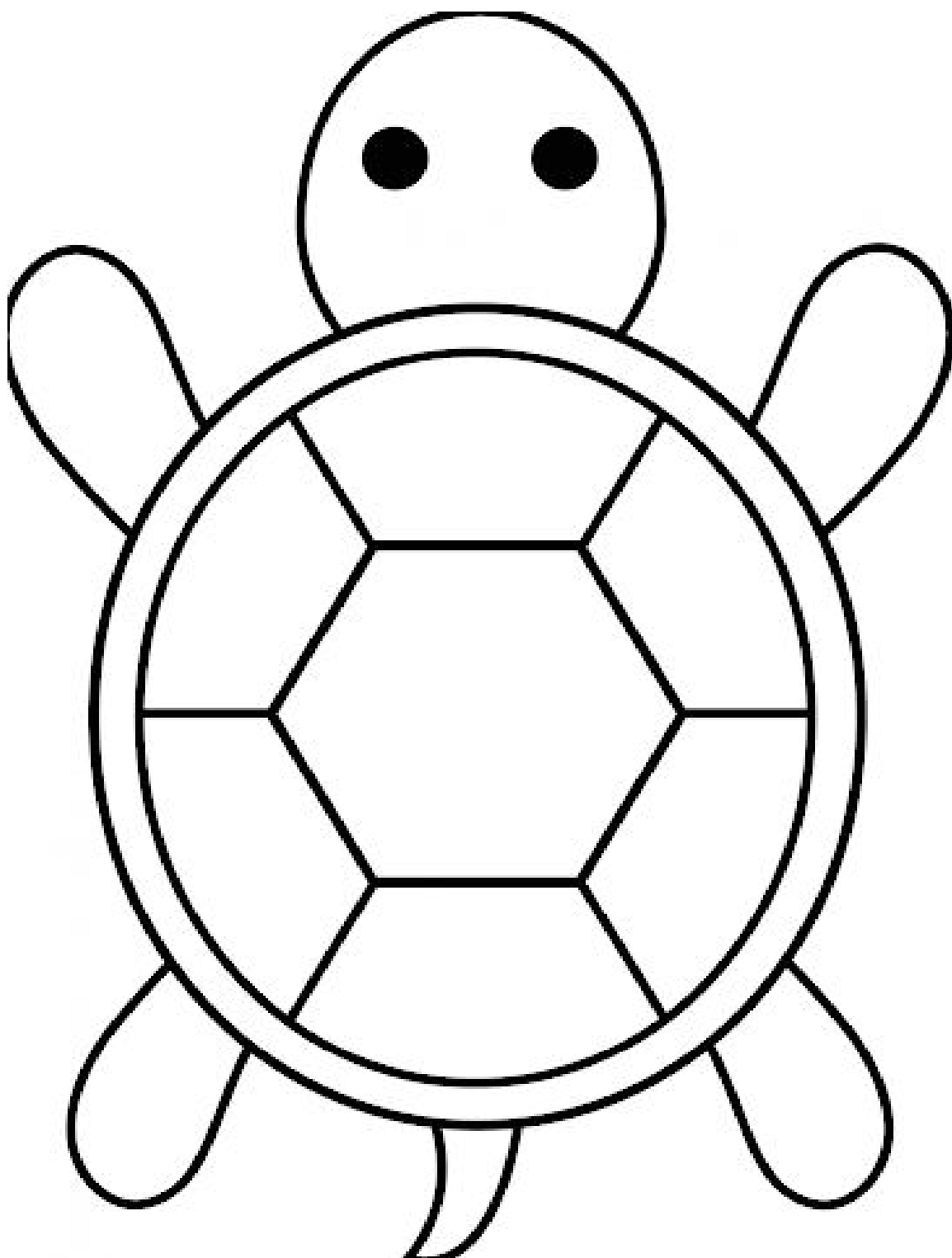
Success Criteria

I can throw the ball/socks in the air with one hand and catch it with the other.



Teacher recognition

TUESDAY



Tuesday - English

Jolly Grammar

Complete the 'Alphabetical Order' worksheet below. You will need a dictionary to help you.

Alphabetical Order

To find words in the dictionary, it helps to think of the alphabet in sections. Use a different colour for each section of the alphabet (red, yellow, green, blue). Write the lower-case letters next to the capital letters.

A _ B _ C _ D _ E _
F _ G _ H _ I _ J _ K _ L _ M _
N _ O _ P _ Q _ R _ S _
T _ U _ V _ W _ X _ Y _ Z _

Using a Dictionary

Dictionaries tell you how a word is spelt and what it means. Find each letter in your dictionary and write down the first word it gives for that letter.

Aa _____ Gg _____

Ss _____ Nn _____

Oo _____ Zz _____

Put these sets of letters into alphabetical order.

e a c
_ _ _

k f m
_ _ _

n s q
_ _ _

z w v
_ _ _



Success Criteria:

I can use a dictionary to find the first word it gives for each letter on my worksheet.

Sentence A Day

The sentence below is quite boring! Rewrite the sentence adding in one more noun and three adjectives. Then, underline the **nouns in black**, **verbs in red**, **adjectives in dark blue** and **articles in light blue**.

The bird laid an egg.



Nouns are things that I can **see**, **touch** and **take a photo of**.

Examples: chair, mug, bathroom.



Verbs are doing or **action** words.

Examples: jumped, washed, slept.



Adjectives are **describing** words that give more detail about the noun. Examples: shiny, brown, funny.



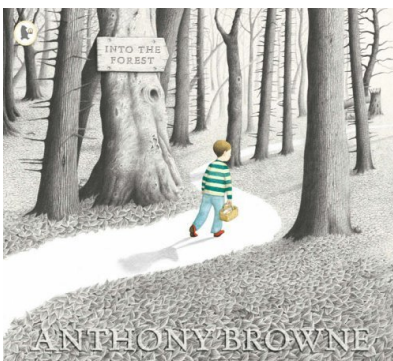
Success Criteria:

I can write a sentence that contains three nouns, three adjectives, one verb and two articles.

Teacher Recognition: _____

Articles are words that **introduce the noun**. There are only three articles: 'a', 'an' and 'the'.

Reading - Comprehension Strategy: Making Connections



In the story, the young boy disobeys his mother and walks through the forest to get to his grandmother's house. Think about a time when you have disobeyed your mother or parent/carer. What happened? How did you feel?

A Time When I Disobeyed My Parent/Carer



Success Criteria:

I can make personal connections from the text with something in my own life.

Writing

Select one of the activities below and fill in the template with some interesting facts about the echidna.



Activity A

Using the 'My Informative Prewriting Template' add some key words or sentences to each box about the echidna.

Activity B

Using the 'My Informative Prewriting Template' write one or two sentences for each of the following:

- What they eat
- Where they live
- What they look like
- Interesting information

Activity C

Using the 'My Informative Prewriting Template' write several sentences about the echidna for each of the following:

- Food (what they eat)
- Habitat (where they live)
- Description (what it looks like)
- Interesting Information



Success Criteria:

I can write three or more key words or sentences about the echidna.



Success Criteria:

I can write one or two sentences about each of the four topics.



Success Criteria:

I can write three or more sentences about each of the four topics.

My Informative Prewriting Template

<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Topic</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Tricky Words Snakes and Ladders

The game board is on the following page.

Take turns rolling a die with your parent/carer/sibling. Move along that number of spaces on the game board and read each tricky word as you move. If you land on a ladder, climb up it and say the new tricky word you land on. If you land on a snake bite, follow it down and say the new tricky word you land on. Be the first to reach the finish square to win!



Success Criteria:

I can read my tricky words correctly on the game board.

Reading Eggs

Read a book from the Reading Eggs Library and complete one activity.

Name of book I read from the Reading Eggs Library:

Name of activity I completed:



Break: Do 15 minutes of physical activity .

You may like to play a game outside or join in with one of the videos on Google Classroom.



Snakes and Ladders - Tricky Words 19-36



Tuesday Mathematics

Number of the Day

Count up by 10s:

Write in words

2- digit number

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

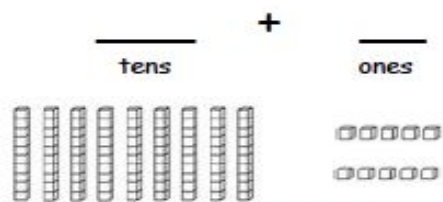
The number before

The number after

5 less -

10 more +

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

Success Criteria

I counted on and back to find the answer. 😊 😐

Teacher recognition

Problem of the Day

NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Ishaan spent 40 cents at the canteen. He had 50 cents. How much money does Ishaan have left?

☐ 20 cents ☐ 10 cents ☐ 40 cents ☐ 60 cents

Working out - Transformation step

Success Criteria


I used Newman's prompts to work out the problem.



Teacher Recognition

TEN Activity- Addition

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>1. Find 10 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-10 on a piece of paper then cut out.</p> <p>3. Put these numbers face down in a pile</p> <p>4. Select two pieces of paper. Add the two numbers together.</p> <p>$3 + 7 = 10$</p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>1. Find 20 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-10 on a piece of paper twice then cut out.</p> <p>3. Put these numbers face down in a pile (20 pieces of paper altogether)</p> <p>4. Select two pieces of paper. Add the two numbers together.</p> <p>$7 + 10 = 17$</p> <p>You can use your object to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>Write the numbers 1-20 on a piece of paper twice then cut out.</p> <p>Put these numbers face down in a pile (40 pieces of paper altogether)</p> <p>Select three pieces of paper. Add the three numbers together.</p> <p>$7 + 10 + 19 = 36$</p> <p>Remember to group your friends of 10 and 20 to help you find the total!</p> <p>Show your number sentences in the box below.</p>
<p>Success Criteria I used counting on to find the answer</p>	<p></p>	<p>Teacher Recognition</p>

Mathematics- Subtraction

One way to subtract is to take things away or cross them out and count how many are left.

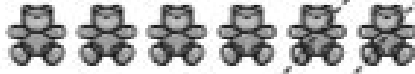


$$6 - 2 = 4$$

There are 6 milkshakes. 2 milkshakes are sold. 4 are left.

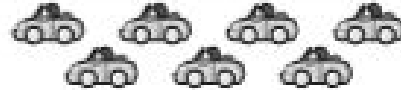
1 Cross out the pictures to match these number facts.

a



$$6 - 2 = 4$$

b



$$7 - 6 = 1$$

c



$$4 - 2 = 2$$

d



$$9 - 3 = 6$$

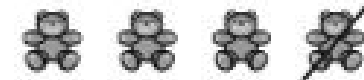
2 Show these picture stories as number facts.

a



$$\square - \square = \square$$

b



$$\square - \square = \square$$

c



$$\square - \square = \square$$

d



$$\square - \square = \square$$

Success Criteria

I used crossing out to subtract.



Teacher Recognition

Mathletics - Complete two tasks set for you from your classroom teacher.

Task 1 - _____ Task 2 - _____

Break - Do 15 minutes of physical activity.

Tuesday - Other KLA's

DEAR - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

PDHPE

Complete the activity below by matching each food to its food group, you can watch the video on Google Classroom to help you with this activity. Then fill out the 'food groups in my lunchbox' table to see which food groups you ate from today.

Food Group Matching Game

Help Chef Solus match the right foods with the right food group.
Draw a line from the food to its correct food group



Fruit Group



Milk Group



Grains Group



Protein Group







Vegetables Group

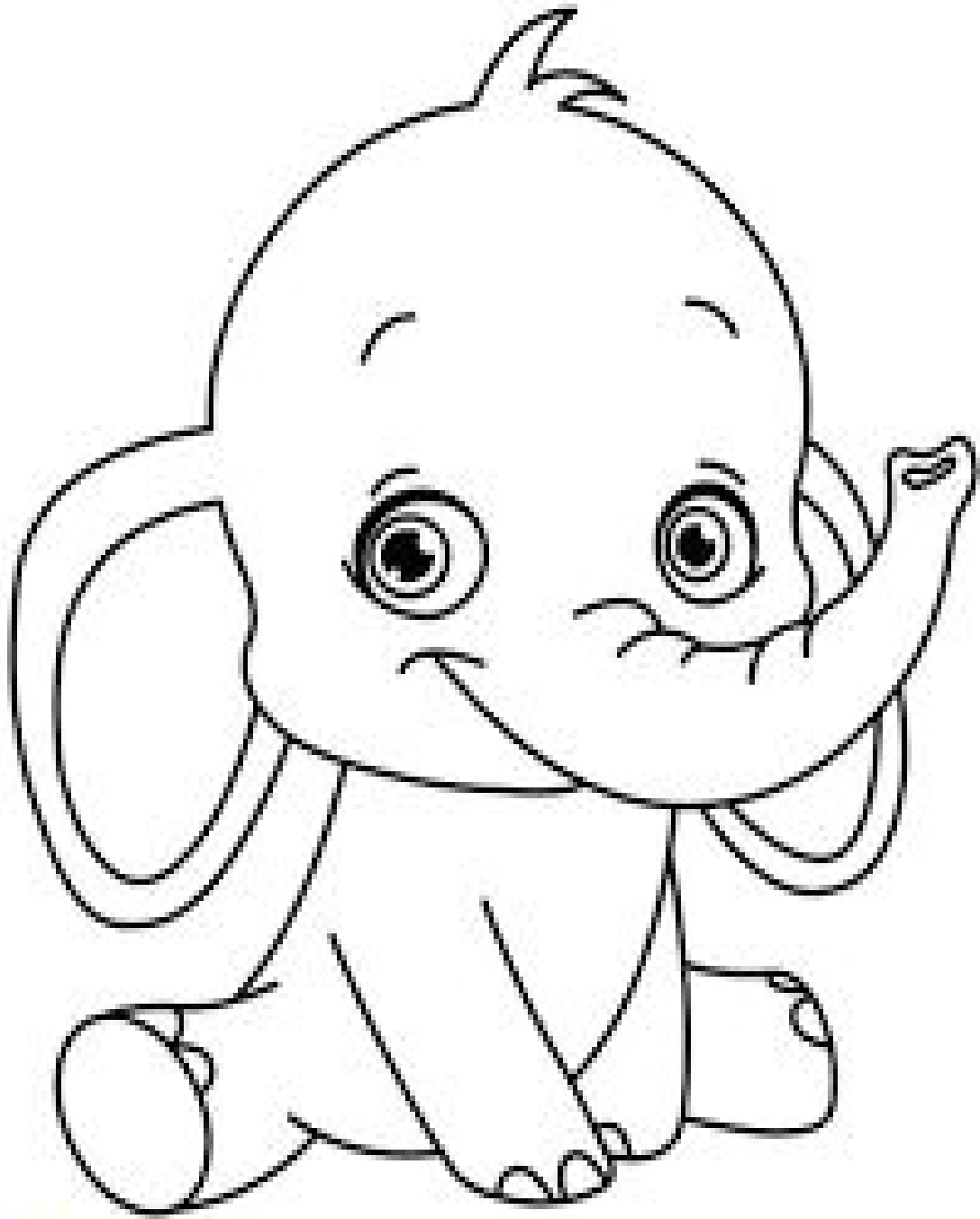
The fun way to learn about nutrition.



Food Groups	Draw a picture of each food you ate today from each food group
Fruits	
Vegetables	
Grains	
Milk	
Protein	

Success Criteria I have matched each food to its correct food group   I have identified the foods I have eaten today and put them in their correct food groups  	Teacher recognition
---	----------------------------

WEDNESDAY



Wednesday - English

Spelling

Hide each of your spelling words around the Autumn picture (your teachers should be able to read your words clearly!) Colour the picture.



**Success Criteria:**

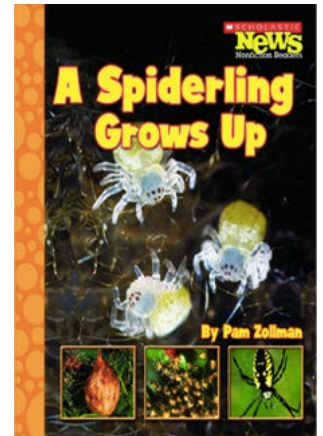
I can use my understanding of the 'a_e' sound to spell my words correctly.

Teacher Recognition: _____

Reading - Fluency

<https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html>

Using the link above, click on the book titled 'A Spiderling Grows Up'. Record and time yourself reading this book using your best voice (you should sound as if you are speaking to someone rather than sounding like a robot!). Write your time in the table below.



Listen back to your recording. Were you reading fluently or did you sound like a robot?

Read and record yourself a second time. Try to improve your fluency. Listen back to your recording. Were you reading smoothly? Did you beat your previous time?

	Time
First Read	
Second Read	




**Success Criteria:**

I can read with fluency.

Teacher Recognition: _____



Writing: **Select one of the activities below** and fill in the 'Report Template' to complete your report on the echidna.

Activity A Using the report template fill in as much information as you can using sentences and drawings.	Activity B Using the report template write sentences to give information about the echidna. You can use drawings to help you.	Activity C Using the report template write sentences to give information about the echidna. You can use drawings to help you.
Success Criteria: I have filled in five very important points about the echidna. 	Success Criteria: I have filled in important information for each of the sentences about the echidna. 	Success Criteria: I have filled in important information for each of the sentences about the echidna. 

Handwriting: Using a sharp, lead pencil, complete the handwriting worksheets for the letter 'w' on the following pages.



Success Criteria:

I can form my upper and lower case 'w' letters correctly.

Reading Eggs

Read a book from the Reading Eggs Library. Retell the story to a family member.

Name of book I read from the Reading Eggs Library:



Break: Do 15 minutes of physical activity.

You could play a game outside or join in with one of the videos on Google Classroom.



Australian Animal Report

Name of the animal: _____

Scientific classification (circle one):

amphibian	bird	fish
reptile	mammal	insect

Aboriginal name: _____

Size: _____

Average weight: _____

It is covered in (circle one):

fur	feathers	scales	skin
-----	----------	--------	------

Diet: _____

It gets its food by _____

Lifespan: _____

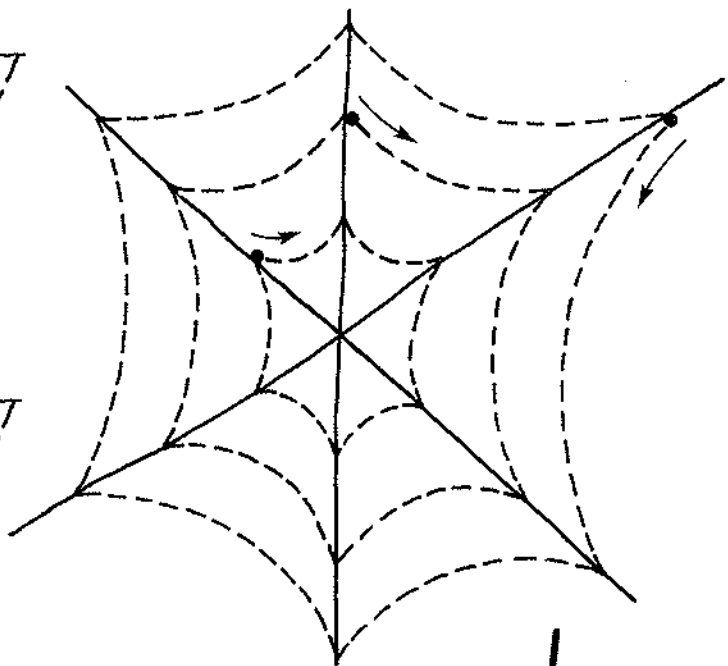
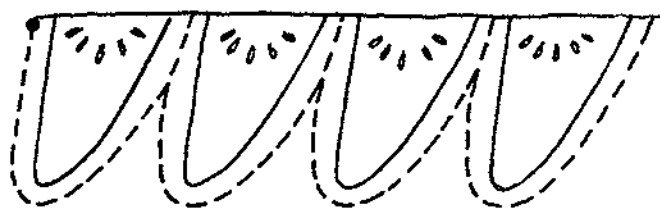
Habitat: _____

Interesting facts: _____

Picture

Where Is It Found?

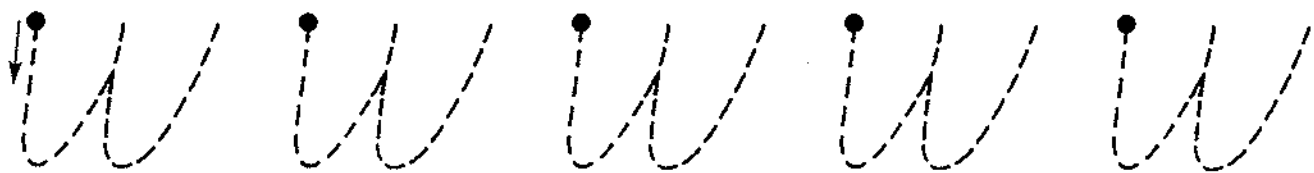
Life Cycle



watermelon

web

Trace.



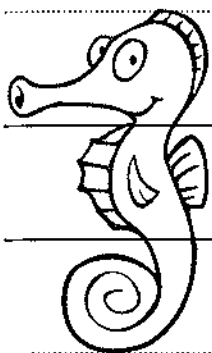
Track.



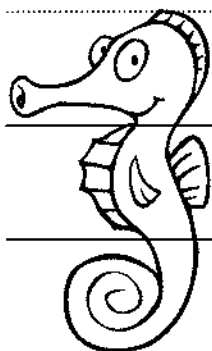
Try your own.



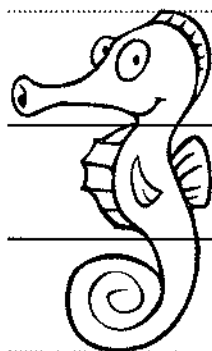
Put a ✓ above your best *w*.



w w w

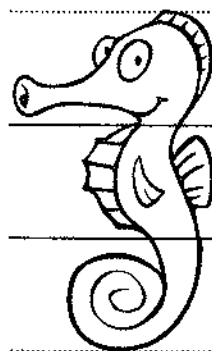


W W w



W w

Wet, wild weather is wonderful!



Wet et

Wednesday Mathematics

Number of the Day

Count up by 10s:

Write in words

2- digit number

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

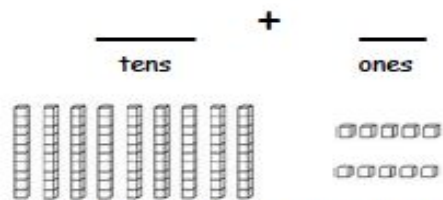
The number before

The number after

5 less -

10 more +

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

Success Criteria

I counted on and back to find the answer. 😊 😊

Teacher recognition

Problem of the Day

NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Roxy spent 65 cents at the canteen. She had 80 cents. How much money does Roxy have left?



15 cents



10 cents



40 cents



60 cents

Working out - Transformation step

Success Criteria


I used Newman's prompts to work out the problem.



Teacher Recognition

TEN Activity- Addition

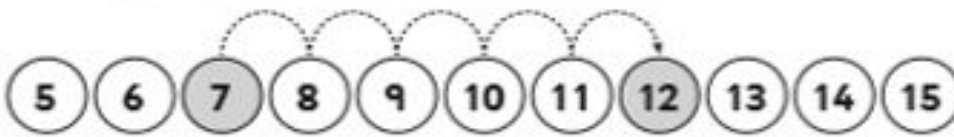
Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>1. Find 10 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-10 on a piece of paper then cut out.</p> <p>3. Put these numbers face down in a pile</p> <p>4. Select two pieces of paper. Add the two numbers together.</p> <p>$3 + 7 = 10$</p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>1. Find 20 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-10 on a piece of paper twice then cut out.</p> <p>3. Put these numbers face down in a pile (20 pieces of paper altogether)</p> <p>4. Select two pieces of paper. Add the two numbers together.</p> <p>$7 + 10 = 17$</p> <p>You can use your object to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>Write the numbers 1-20 on a piece of paper twice then cut out.</p> <p>Put these numbers face down in a pile (40 pieces of paper altogether)</p> <p>Select three pieces of paper. Add the three numbers together.</p> <p>$7 + 10 + 19 = 36$</p> <p>Remember to group your friends of 10 and 20 to help you find the total!</p> <p>Show your number sentences in the box below.</p>
<p>Success Criteria I used counting on to find the answer</p> 		<p>Teacher Recognition</p>

Mathematics- Subtraction Counting On


Colour the 2 numbers. Jump from one to the other.
How many jumps are there? Finish the fact.

a




$12 - 7 = \square$

b




$13 - 9 = \square$

c




$11 - 8 = \square$

d



$14 - 11 = \square$

e



$13 - 9 = \square$

Success Criteria

I used counting on or "count up to" strategy to find the answer



Teacher Recognition

Mathletics - Complete two tasks set for you from your classroom teacher.

Task 1 - _____ Task 2 - _____

Break - Do 15 minutes of physical activity.

Wednesday - Other KLA's

DEAR - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

Music

Go to the link for each song and fill out the table. When you have finished, play each song again and this time walk around the room in a circle and move to the music.

Note: If you cannot access the videos, listen to two songs on the radio and fill out the table.

	Write some words for how this song made you feel e.g. happy, sad, crazy	Draw a picture to go along with this song e.g. a colourful field of flowers or a dark stormy night
Song 1 https://www.youtube.com/watch?v=NXov3vClsc		
Song 2 https://youtu.be/kLp_Hh6DKWc?t=102		

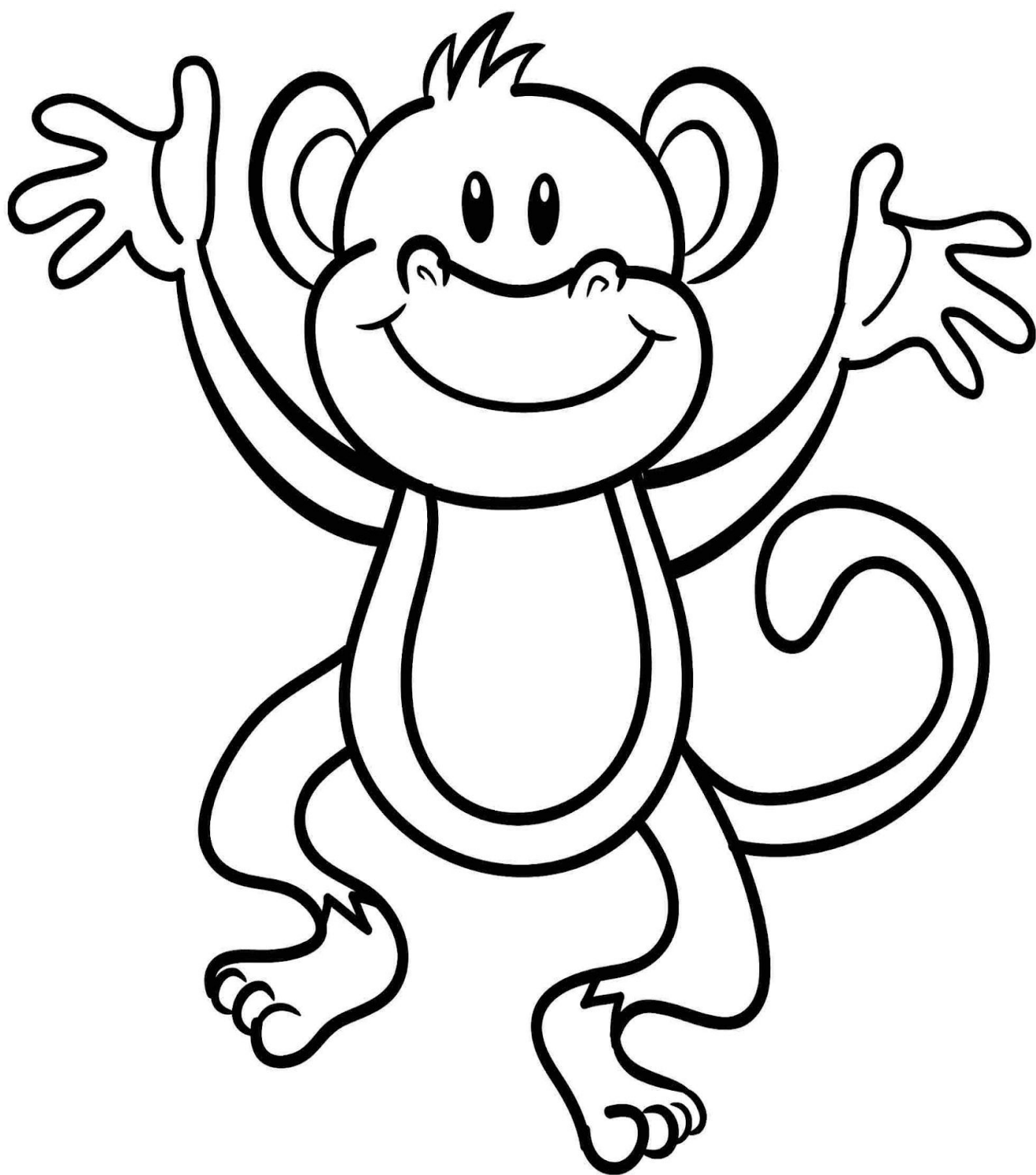
Success Criteria

I have listened to the music and written how it makes me feel and drawn a picture to go with it.



Teacher recognition

THURSDAY



Thursday - English

Spelling Test



Success Criteria: I have used my understanding of the 'a_e' sound to spell my words.

Teacher Recognition: _____

Challenge Words (optional):

Score: ___ / 10

Sentence A Day

Using the lines below, write your own interesting sentence today. You must include at least two nouns, one verb, three adjectives and two articles. Underline each of your **nouns in black**, **verbs in red**, **adjectives in dark blue** and **articles in light blue**.



Success Criteria:

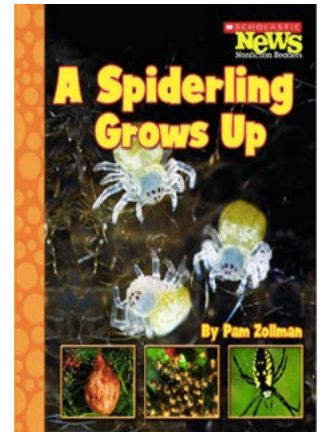
I have written a sentence that includes two nouns, one verb, three adjectives and two articles.

Teacher Recognition: _____

Reading - Fluency

<https://classroommagazines.scholastic.com/support/learnathome/grades-1-2.html>

Using the link above, click on the book titled 'A Spiderling Grows Up'. Record and time yourself reading this book using your best voice (you should sound as if you are speaking to someone rather than sounding like a robot!). Write your time in the table below.



Listen back to your recording. Were you reading fluently or did you sound like a robot?

Read and record yourself a second time. Try to improve your fluency. Listen back to your recording. Were you reading smoothly? Did you beat your previous times from yesterday?

	Time
First Read	
Second Read	

Success Criteria:



I can read with fluency.

Teacher Recognition: _____



Writing: Free writing - **Select one of the activities below** and use the picture on the following page to complete your free writing task.

Activity A

Write **2-3 sentences** using the picture to give you ideas.

Activity B

Using the picture write about 2 ideas it makes you think of.

Remember to have **2 or 3 sentences for each idea.**

Activity C

Write **3 to 4 paragraphs** using the picture as a stimulus.

Remember to you can group your ideas by writing about one idea in each paragraph.



I have written at least two sentences that make sense.



I have written at least two sentences that make sense for each of my ideas.



I have used paragraphs to organise my ideas.

Reading Eggs: Complete two Reading Eggs activities.

Name of activities I completed:



Break: Do 15 minutes of physical activity .

E.g. play a game outside or join in with one of the videos on Google Classroom.





[illegible]

Thursday Mathematics

Number of the Day

Count up by 10s:

Write in words

2- digit number

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

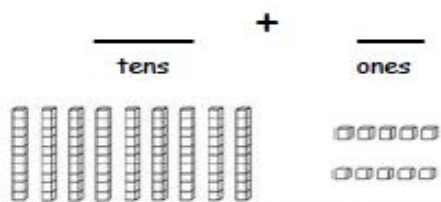
The number before

The number after

5 less -

10 more +

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

Success Criteria

I counted "up to" and "down to" find the answer. 😊 😞

Teacher recognition

Problem of the Day

NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Mia is counting by 10's.

She has already counted 13, 23, 33

What number comes next?

☐

43

☐

33

☐

93

☐

63

Working out - Transformation step

Success Criteria

I used Newman's prompts to work out the problem.



Teacher Recognition

TEN Activity- Addition



Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>1. Find 10 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-10 on a piece of paper then cut out.</p> <p>3. Put these numbers face down in a pile</p> <p>4. Select two pieces of paper. Add the two numbers together.</p> <p style="text-align: center;">$3 + 7 = 10$</p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>1. Find 20 objects (cards, cars, toys, pegs etc)</p> <p>2. Write the numbers 1-10 on a piece of paper twice then cut out.</p> <p>3. Put these numbers face down in a pile (20 pieces of paper altogether)</p> <p>4. Select two pieces of paper. Add the two numbers together.</p> <p style="text-align: center;">$7 + 10 = 17$</p> <p>You can use your object to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>Write the numbers 1-20 on a piece of paper twice then cut out.</p> <p>Put these numbers face down in a pile (40 pieces of paper altogether)</p> <p>Select three pieces of paper. Add the three numbers together.</p> <p style="text-align: center;">$7 + 10 + 19 = 36$</p> <p>Remember to group your friends of 10 and 20 to help you find the total!</p> <p>Show your number sentences in the box below.</p>
<p>Success Criteria</p> <p>I used "counting up to" to find the answer</p>	<p>Teacher Recognition</p>	



Mathematics- Subtraction -Find the Difference

When we subtract, we can compare 2 groups or numbers and ask ourselves, 'What is the difference? Does one group have more than the other? Does one group have less than the other?' Look at these 2 trains. What is the difference?

 5 This train has 5 carriages.
 3 This train has only 3 carriages.

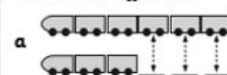
If they both had 3 carriages, they would be the same.

If they both had 5 carriages, they would be the same.

What is the difference?

The difference is 2 carriages.

What is the difference?



The difference is



The difference is



The difference is



The difference is

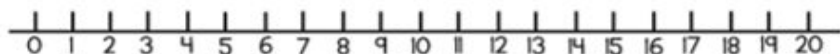
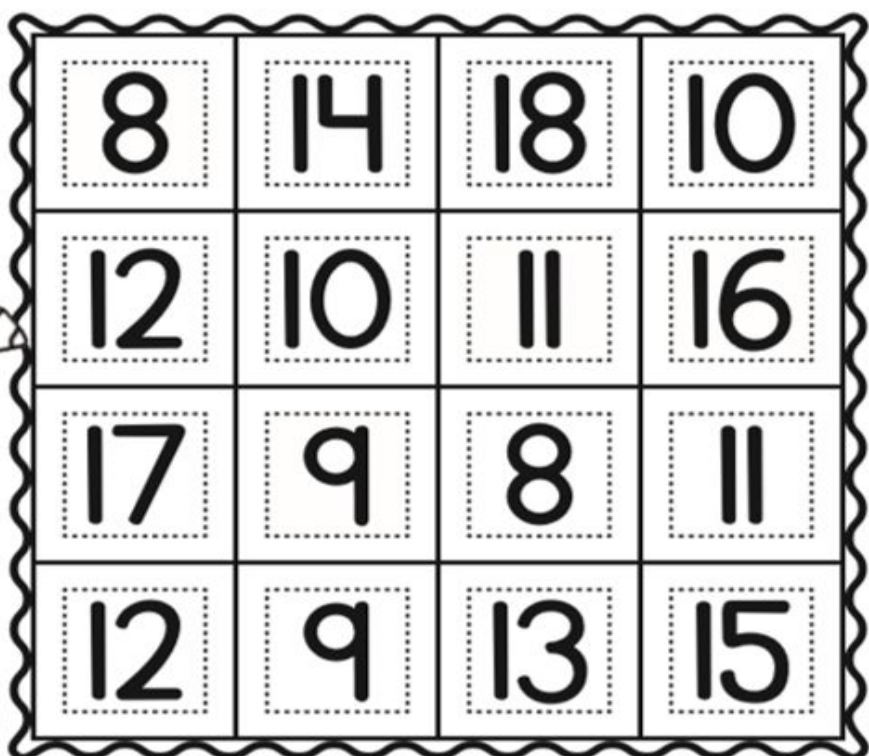
Bump & Jump
 Roll 2 Dice & Add
 Subtract from 20

Player 1	red
Player 2	purple



You need: 2 dice and a pencil for each player
 To Play: Players take turns to roll and find the total. They subtract this total from 20. They claim this number on the board, by shading the outer space around the number. If another player has already claimed the number, they can 'bump' that player off by shading the inner square. If the number has been claimed by the player's own color, they can color again (inner square) to win that space. Keep playing until all sections are shaded. The winner of the game is the player with the most inner squares shaded.

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Success Criteria

I used the difference or "counting down to" to find the answer



Teacher Recognition

Mathletics - Complete two tasks set for you from your classroom teacher.

Task 1 - _____ Task 2 - _____

Break - Do 15 minutes of physical activity.

Thursday - Other KLA's

DEAR - Drop Everything And Read! - Choose a book of your choice to read for enjoyment. (10 minutes)

Visual Arts

Follow the instructions to make a beetle.

1. Using the template on the next page and these instructions create a beetle that looks similar to the picture below.
2. Prior to cutting out your beetle colour your beetle, using one colour for the head and body, a second for the wings and third for the legs and circles
3. After colouring, cut out and assemble the pieces together so it looks like the picture below.

Example of finished beetle



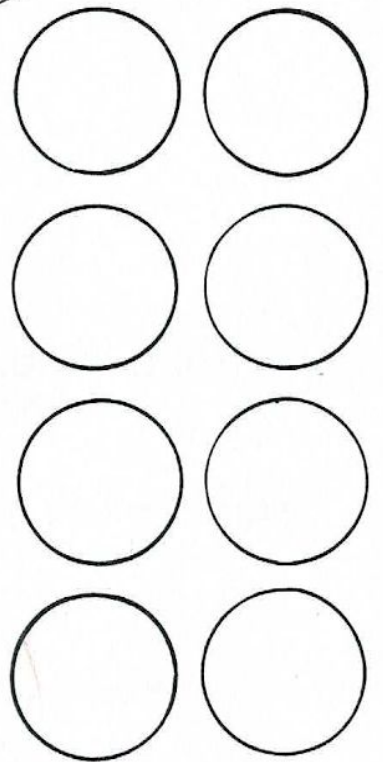
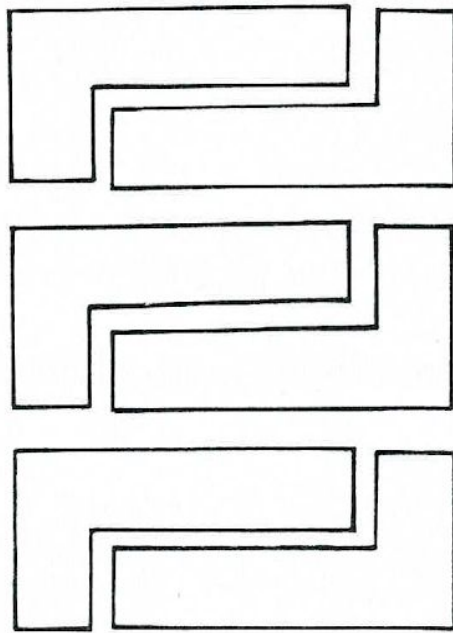
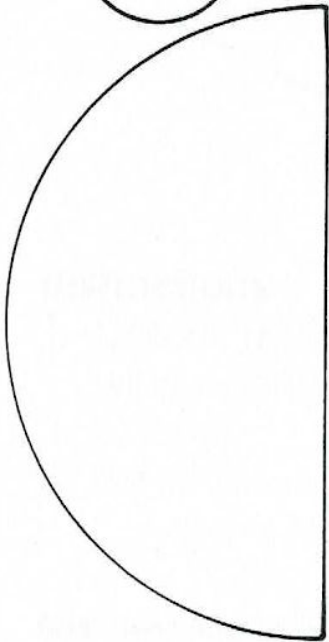
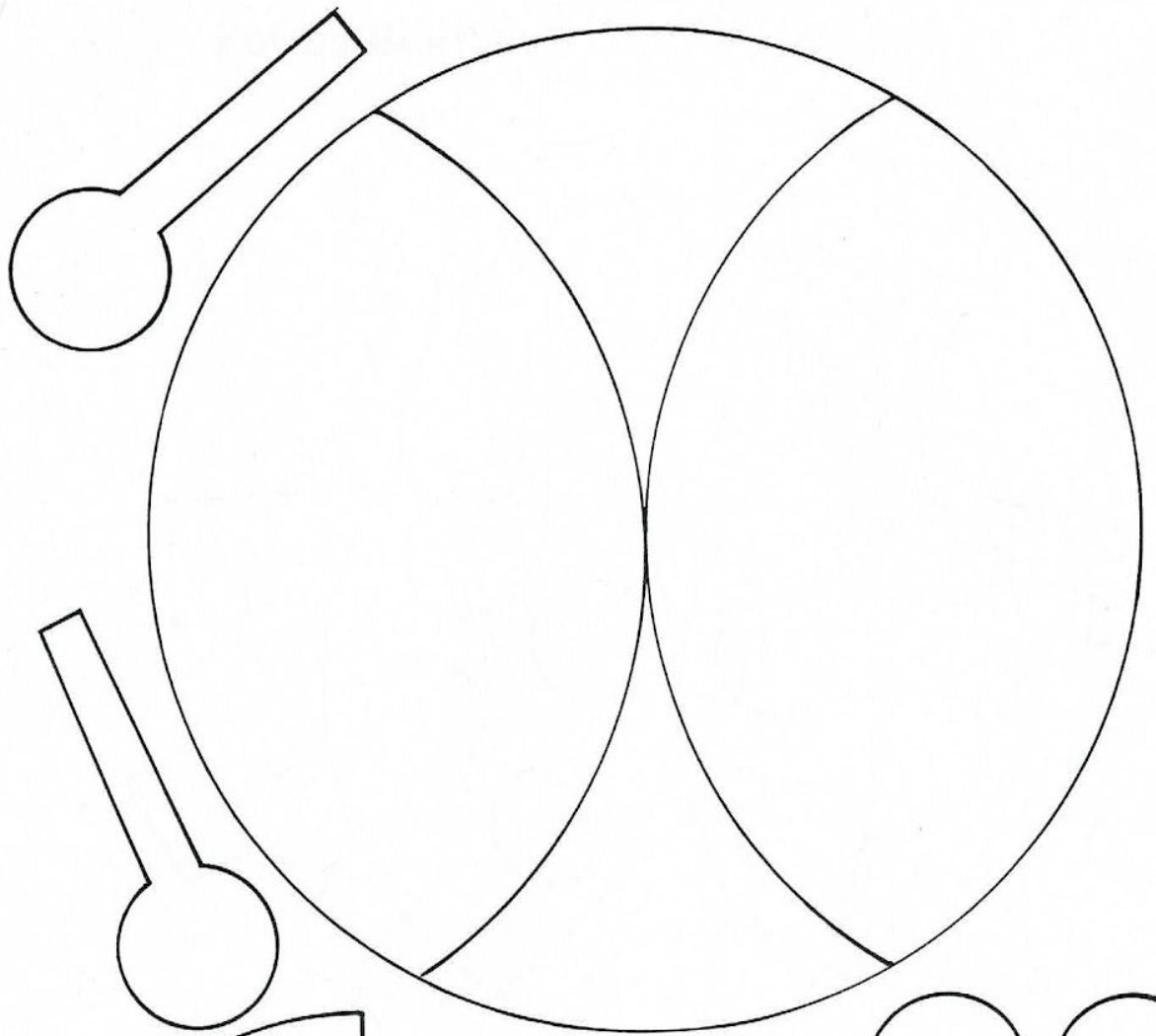
Extension Suggestions

1. Use a paper plate for the body, cutting out wing casings to paste to plate.
2. Make legs using icy pole sticks.

Success Criteria

I followed instructions to create a successful beetle. 😊 😊

Teacher recognition





Cambridge Gardens Public School
Stage 1 Fast Finishers Grid
Unit 7



Draw a picture of as many of your spelling words as you can	Find five things in your house that bounce and test which one bounces the highest	Write a letter to your best friend
Make an obstacle course and time yourself completing it. Record your times.	Take a photo of your favourite item in your house	Make a shape artwork. Use only shapes and create an artwork.
Using only recycled materials and sticky tape make the tallest tower you can.	Play a game of 'I Spy' with Mum and Dad	Using a tennis ball and a bat or racquet. See how many times you can hit the ball in the air without it touching the ground.
Watch an episode of Behind the News and discuss with your Mum or Dad	Play a game of animal charades	Play a board or card game with an adult
Do some chalk drawing outside or a directed drawing from the internet	Make up a dance to your favourite song and perform it to your parents	Call a relative and check how they are going. Maybe tell them a joke that you know.

Student and Parent Reflection

Student

I am happy with the amount of work I completed

☐

I know I did my best

☐

I am learning to work at home

☐

I found it hard

Year 1 – Ask Mum and Dad if needed.

Year 2 – Try and complete the questions.

What did I enjoy most in this unit of work?

What did I need help with?

Parent

I was happy with the amount of work completed by my child: _____

Attendance

My intentions for Phase One:

- ☐ I will continue to send my child following the Phase One Guidelines of one day face to face learning, 4 days remote learning.
- ☐ I am an essential service worker and/or it is not possible for my child to do remote learning
- ☐ I will be keeping my child home at home fulltime doing remote learning until further notice due to Covid-19 concerns.

Any comment or queries?

Teachers Response
