

Grade 1 - Week 8 Remote Learning

Name: _____ Grade 1 _____

Week 8	Literacy (45-60 minutes)	Numeracy (30-45 minutes)	Additional Learning Areas (30-45 minutes)
Monday	<p>Spelling Focus: The digraph /ow/ making the sound "ou" as in cow</p> <p>https://www.youtube.com/watch?v=HWIXnIX9yY0</p> <p>https://www.youtube.com/watch?v=8UQ_MIs4qa0</p> <p>Look cover, write check.</p> <ul style="list-style-type: none"> • Use your spelling words to make a sentence, draw a picture and label it. • Complete 1 Activity from your spelling grid sheet. • (We are learning to build sentences using Colourful Semantics Who, Doing what) • Using your Who, Doing what, picture cards make 5 sentences. Draw pictures and label them. (Red group 1 sentence and 1 picture) 	<p>Number Bonds for '7'</p> <p>Students, today you will be using the number frames of 10 to show your understanding for making different number bonds of 7.</p> <p>You will be using the below mathematical learning centre app to do this.</p> <p>https://apps.mathlearningcenter.org/number-frames/</p> <p>Pictograph - Favourite Ice Cream</p> <p>Ask your family what their favourite ice cream flavour is? Colour a cone in brown, pink, white, green or yellow for each flavour that someone likes. Cut out and glue each ice cream in the correct table that is attached to find out 'How many people liked each flavour?' Watch my video for this demonstration.</p>	<p>Religion</p> <p><i>Caring for the Environment.</i></p> <p>We have been learning about all the ways we can look after God's creation.</p> <p>On Class Dojo, you will have an activity labelled 'Caring for the Environment'.</p> <p>List some ways you can look after the environment at school and at home. These are both places in God's creation that we all have a responsibility to look after.</p> <p>Once you have completed the worksheet on Dojo, press 'Hand-in' to send it to your teacher for them to correct.</p>
Tuesday	<p>Spelling Focus: The digraph /ow/ making the sound "ou" as in cow</p> <p>https://www.youtube.com/watch?v=HWIXnIX9yY0</p> <p>https://www.youtube.com/watch?v=8UQ_MIs4qa0</p>	<p>Counting - Leaf Number Line</p> <p>Students, using your number line from 0 to 60 you will choose three different numbers between 0 and 60 to count onwards for 10 numbers.</p> <p>For example; if I choose the number 41 then count on 10 numbers 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51</p> <p>Write this number sequence in your remote learning book.</p>	<p>Inquiry</p> <p><i>Everyday or Sometimes Foods.</i></p> <p>You have two options for this activity, you can either print the worksheet from this Remote</p>

	<ul style="list-style-type: none"> Look cover, write check. Complete 1 Activity from your spelling grid sheet. Use your spelling words to make 2 rhyming words. (Red group draw a picture and label it.) <p>(We are learning to build sentences using Colourful Semantics Who, Doing what)</p> <ul style="list-style-type: none"> Using your Who, Doing what picture cards make sentences. 	<p>Watch my video for this demonstration.</p> <p>Pictograph - Zoo Block Diagram Students, today you will be using your Zoo Block Diagram activity sheet to collect information about zoo animals. You will then be using this information to make a Bar Graph of your results by colouring in the boxes to show how many animals you found in the zoo.</p>	<p>Learning pack or draw it into your Remote Learning book. Think about the different food groups and which food belongs in each group.</p> <p>In the big circle, write the names and draw pictures of food you should eat all the time.</p> <p>In the smaller box, write the names and draw pictures of the food you should only eat sometimes.</p> <p>Take a picture of your work and upload it to your ClassDojo portfolio for your teacher to correct.</p>
Wednesday	<p>Specialist Day</p> <p>The Grade 1 Teachers will be offline today as they are planning for Term 4.</p> <p>Use this day to complete the work set by your specialist teachers on Class Dojo.</p> <p>Music - Mr. O'Bree</p> <p>Sport - Mr. Herrera</p> <p>Chinese - Ms. Sun</p>	<p>Specialist Day</p> <p>The Grade 1 Teachers will be offline today as they are planning for Term 4.</p> <p>Use this day to complete the work set by your specialist teachers on Class Dojo.</p> <p>Music - Mr. O'Bree</p> <p>Sport - Mr. Herrera</p> <p>Chinese - Ms. Sun</p>	<p>Specialist Day</p> <p>The Grade 1 Teachers will be offline today as they are planning for Term 4.</p> <p>Use this day to complete the work set by your specialist teachers on Class Dojo.</p> <p>Music - Mr. O'Bree</p> <p>Sport - Mr. Herrera</p> <p>Chinese - Ms. Sun</p>

	<p>Art - Mrs. Hickey</p> <p>Don't forget to submit your work onto your SPECIALIST Dojo portfolio.</p>	<p>Art - Mrs. Hickey</p> <p>Don't forget to submit your work onto your SPECIALIST Dojo portfolio.</p>	<p>Art - Mrs. Hickey</p> <p>Don't forget to submit your work onto your SPECIALIST Dojo portfolio.</p>
Thursday	<ul style="list-style-type: none"> Spelling Focus: The digraph /ow/ making the sound "ou" as in cow https://www.youtube.com/watch?v=HWIXnIX9yY0 https://www.youtube.com/watch?v=8UQMIs4qa0 Look cover, write check. Use your spelling words to make 2 new words. (Red group draw a picture and label it.) Complete 1 Activity from your spelling grid sheet. <p>(We are learning to build sentences using Colourful Semantics Who, Doing what, To what Where)</p> <ul style="list-style-type: none"> Using your Who, Doing what, To what, Where picture cards make 5 sentences Draw pictures and label them. (Red group 1 sentence and 1 picture) 	<p>Counting - Leaf Number Line Students, using your number line from 0 to 60 you will choose three different numbers between 0 and 60 to count onwards for 10 numbers. For example; if I choose the number 19 then count on 10 numbers 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29 Write this number sequence in your remote learning book. Watch my video for this demonstration.</p> <p>Shapes Bar Graph Students, today you will be using your Shapes Bar Graph activity sheet to complete today's task. For this task you will be using the shapes tally to collect information about how many shapes the child found. You will then be using this information to make a Bar Graph of your results by colouring in the boxes to show how many shapes the child found in total.</p> <p>Using today's graph you are now going to answer the questions about the graph.</p> <ol style="list-style-type: none"> How many of each shape did the child see? How many shapes were seen in total? Which shape was seen the most? Which shape was seen the least? How many more rectangles than stars were seen? How many fewer squares than circles were seen? Which was only seen once? 	<p>Inquiry</p> <p><i>Finding the Food Group.</i></p> <p>On Class Dojo, you will find an activity labelled 'Finding the Food Group.' You need to label each section of the plate with the correct food group.</p> <p>For example, the section that says 'Try to eat 5 a day' would be fruits and vegetables.</p> <p>Use the clues on the page to help you label the different parts of the plate.</p> <p>Once you have labelled all the sections, press 'Hand-in' to send it to your teacher for correction.</p>

Friday	<ul style="list-style-type: none"> Ask an adult to give you a selling Dictation and check your spelling with a colour pencil. (In your remote learning book) Complete 1 Activity from your spelling grid sheet. <p>(We are learning to build sentences using Colourful Semantics Who, Doing what, To what Where When)</p> <ul style="list-style-type: none"> Using your Who, Doing what, To what, Where, When - picture cards make 5 sentences. Draw pictures and label them. (Red group 1 sentence and 1 picture) With an adult or your sibling, play a board game using Who, Where, When. 	<p>Counting - Number</p> <p>1. Collect 20 leaves from your garden and with a marker write the numbers from 61 to 80 on each leaf. Now use a pair of scissors to make a cut at the top of the leaf and thread your leaves onto a piece of string. Don't forget to put them in the correct order from smallest to largest from 61- 80. Now place the number line up in your house to help you remember your numbers from 0 to 80.</p> <p>2. Choose 5 numbers (between 61 and 80) on your number line and tell someone in your family which number comes before and after that number.</p> <p>Favourite Fruit Game</p> <p>Roll the dice and place the survey response on your pictograph. The first person to collect 7 of the same response wins the game!</p> <p>Students, you will need to make a fruit cube for the game to use as your rolling device.</p>	<p>Highway Heroes/Wellbeing</p> <p>We have been learning that HIGHWAY HEROES use TOOLS like CPR Supa Thinking to fill their Learning CPR Tanks and The Triple A's 4 Getting Things Done. Last week we learnt about the strategy HEN (Hardest part first, Easiest part first and Nearest part first). This helps us with the APPROACH part of the Triple A's 4 Getting Things Done.</p> <p>Today we are going to focus on the APPLY part of this TOOL. To help us APPLY ourselves to a task, we will be learning about a TOOL called POP (Plan, Organise, Persist with).</p> <p>Watch Miss Mikaela's video to learn more about this TOOL.</p> <p>Now you are going to complete the Home Activity 'The Triple A 4 Apply and POP'.</p> <p>Read the story with the help of an adult. To help with your Planning and Organising, make a list of things to take with you on your road trip. To help with your Persist with, think of some other SUPA THINKING sentences.</p> <p>Remember, if you don't have a printer you can just copy the sentences/activity into your Remote Learning book.</p>
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Spelling Homework Grid

Spelling List

Use chalk to write your spelling words outside.



Pop some paint in a freezer bag and seal it. Then, use your finger to write your words in the paint without getting messy!

Pick 2 words and make them using sticks or twigs.



Pick 4 words. Using an old magazine, cut out the letters you need to make the words and glue them down on a new sheet.

Give an adult a spelling test! How many of your words can they get correct?



Sing your words.

Say the word then jump for each letter, shouting them out as you jump.

Make your spelling words using dough.

the



Pick 2 words and draw pictures of them.

Make up a short poem using as many of your spelling words as possible.



Write a short story using as many of your spelling words as you can.

Use jigsaw pieces, toy cars or other small toys to make 3 words from your list.

The digraph /ou/ making the sound "ou" as in **Weekly Spelling Sheet**

Focus: **stound** "ou" as in **cow**

Name: _____

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red spelling words				
Cow				
down				
wow				
now				
owl				
how				
Orange spelling words				
clown				
crown				
brown				
town				
towel				
flower				
Green spelling words				
frown				
shower				
powder				
drown				
tower				
crowd				
grow				
window				
snow				

Make a Sentence

Who?

Doing
what?

To what?

Where?

When?



Mom

twinkl.com



The zebra

twinkl.com



The frog

twinkl.com



The teacher

twinkl.com



The tiger

twinkl.com



The dog

twinkl.com



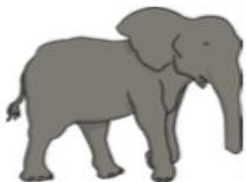
The boy

twinkl.com



The giraffe

twinkl.com



The elephant

twinkl.com



Dad

twinkl.com



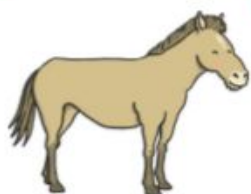
The lion

twinkl.com



Grandma

twinkl.com



The horse



The bear



The cat



The girl



Grandpa



The doctor



writing



sitting



drawing



painting



eating



singing



brushing

twinkl.com



walking

twinkl.com



playing

twinkl.com



jumping

twinkl.com



hopping

twinkl.com



running

twinkl.com



dancing

twinkl.com



reading

twinkl.com



talking

twinkl.com



swimming

twinkl.com



baking

twinkl.com



in the
kitchen

twinkl.com



in the
park

twinkl.com



in the
yard

twinkl.com



in the
store

twinkl.com



in the
bathroom

twinkl.com



in the
living room

twinkl.com



on the
beach

twinkl.com



in the
car

twinkl.com



in the
restaurant

twinkl.com



in the
bedroom

twinkl.com



in the
cafe

twinkl.com



in the
dining room

twinkl.com



in the
library

twinkl.com



in the
zoo

twinkl.com



in the
pool

twinkl.com



on the
bus

twinkl.com



in the
movies

twinkl.com



in the
classroom

twinkl.com



in the
night

twinkl.com



on
Tuesday

twinkl.com



on the
weekend

twinkl.com



on his/her
birthday

twinkl.com



at Christmas

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in the fall

twinkl.com



on
vacation

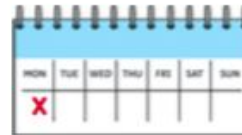
twinkl.com



at
Easter



on
Wednesday



on Monday



in the
winter



in the
afternoon



in the
summer



in the
evening



on
Thursday



on Friday



in the spring



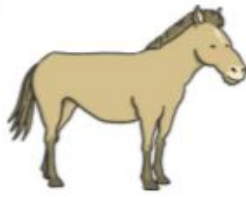
a book



a race



the dog



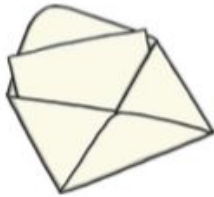
a horse



a bike



a car



a letter



a song



cookies



a cake



to music



his/her
hair



food



television



an ice
cream



an apple



his/her
teeth



the store

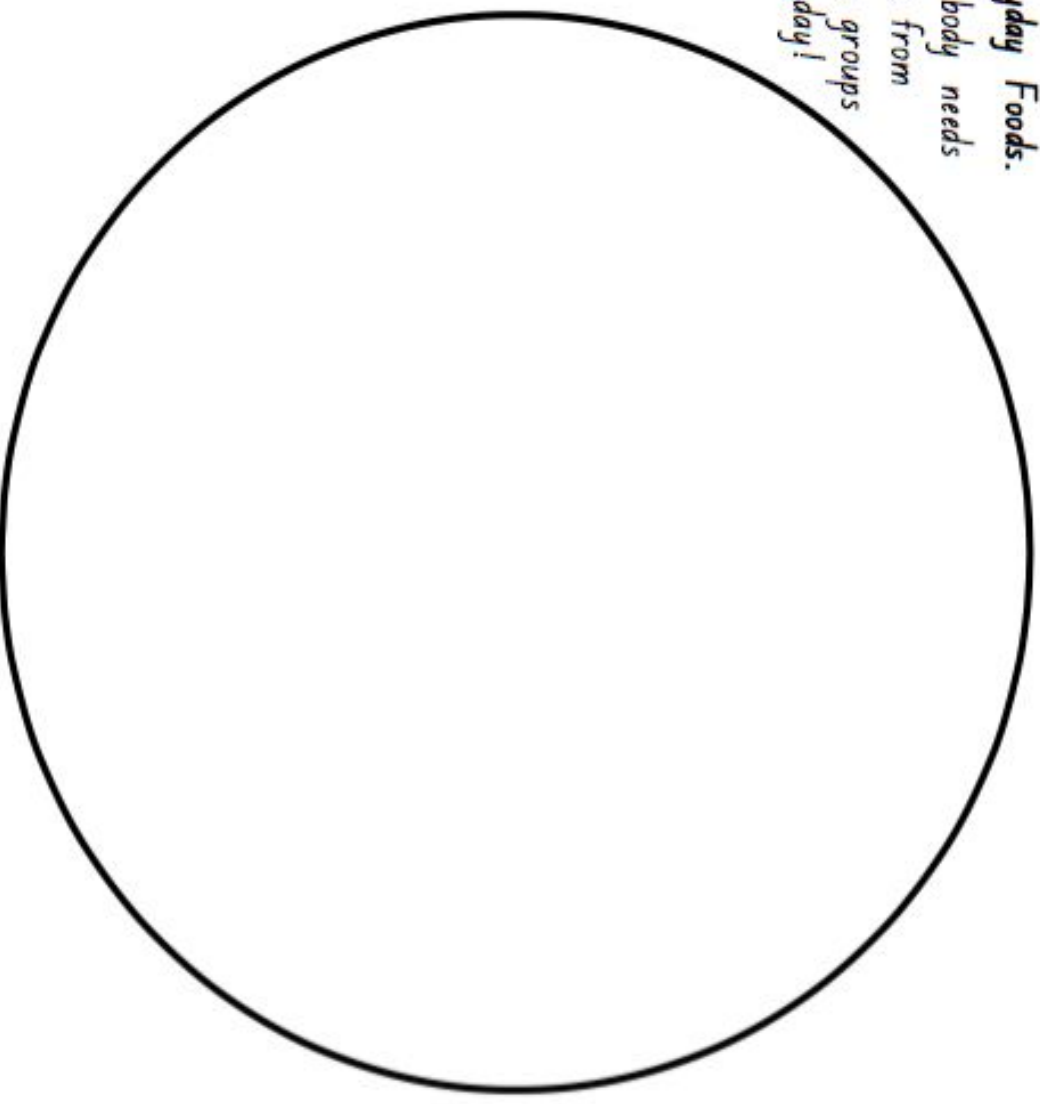


Everyday food or sometimes food?

Place the foods in the correct shape.

Everyday Foods.

*My body needs
foods from
these groups
everyday!*



Sometimes Foods. My body doesn't need these foods.

HOME ACTIVITY 4

The Triple A 4 Apply and POP

Planning, Organisation and Persistence help the Highway TOOL of POP towards Getting Things Done. Have you been on a long trip with your family? What sorts of things did you need to:

P - Plan

O - Organise

P - Persist with

Let's go on a road trip with POP.

Here's the story. You're going to a holiday house that's two hours away. You will be driving there in the car. The holiday house has sheets, blankets and towels. There are no games to play and no food.

You haven't been to this holiday house before – so you don't know how to get there. You're also travelling with a four year old who is VERY noisy and keeps asking, "Are we there yet?"

Your family are very, very busy and have asked if you can use your POP Strategy to help the family to get ready for the trip.



PLANNING & ORGANISATION

THINGS TO TAKE:

<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____
<input checked="" type="checkbox"/>	_____

Great planning and organising! You have been on the road for an hour. The four year old is VERY noisy and annoying, and you're feeling hungry and bored. You need to use your Persistent Supa Thinking. Can you think of some Persistent Supa Thinking that would be helpful? Finish off the list...

PERSISTENT SUPA THINKING

★	'It's not that bad – he's only little.'
★	'Not far to go now.'
★	'I can play a counting game.'
★	'It will be fun when we get there.'
★	_____
★	_____
★	_____

Favourite Ice Cream

Ask your class their favourite ice cream from the flavours below. Colour a cone in brown, pink, white, green or yellow for each flavour that someone likes. Cut out and glue each ice cream in the correct table.



Chocolate



Mint-Choc




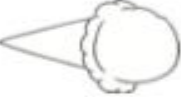







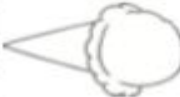

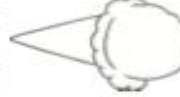
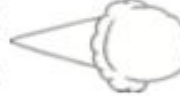
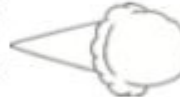

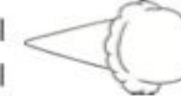
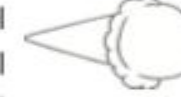
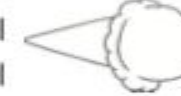
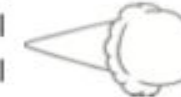
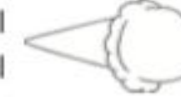
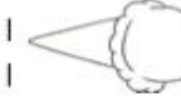
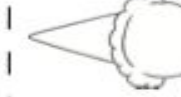
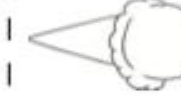
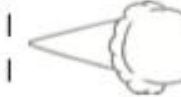
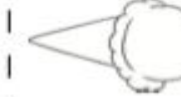
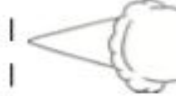
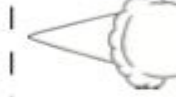
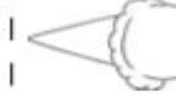
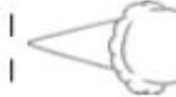
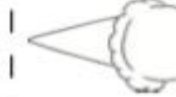
Vanilla



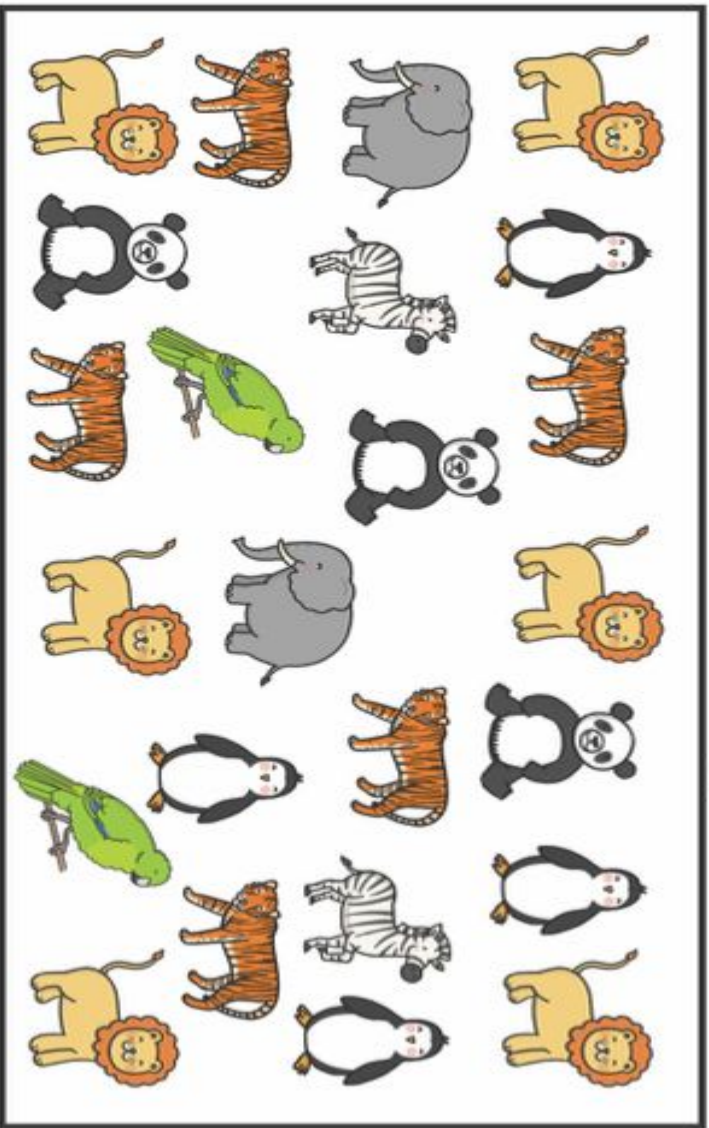
Strawberry









Banana

Zoo Block Diagram

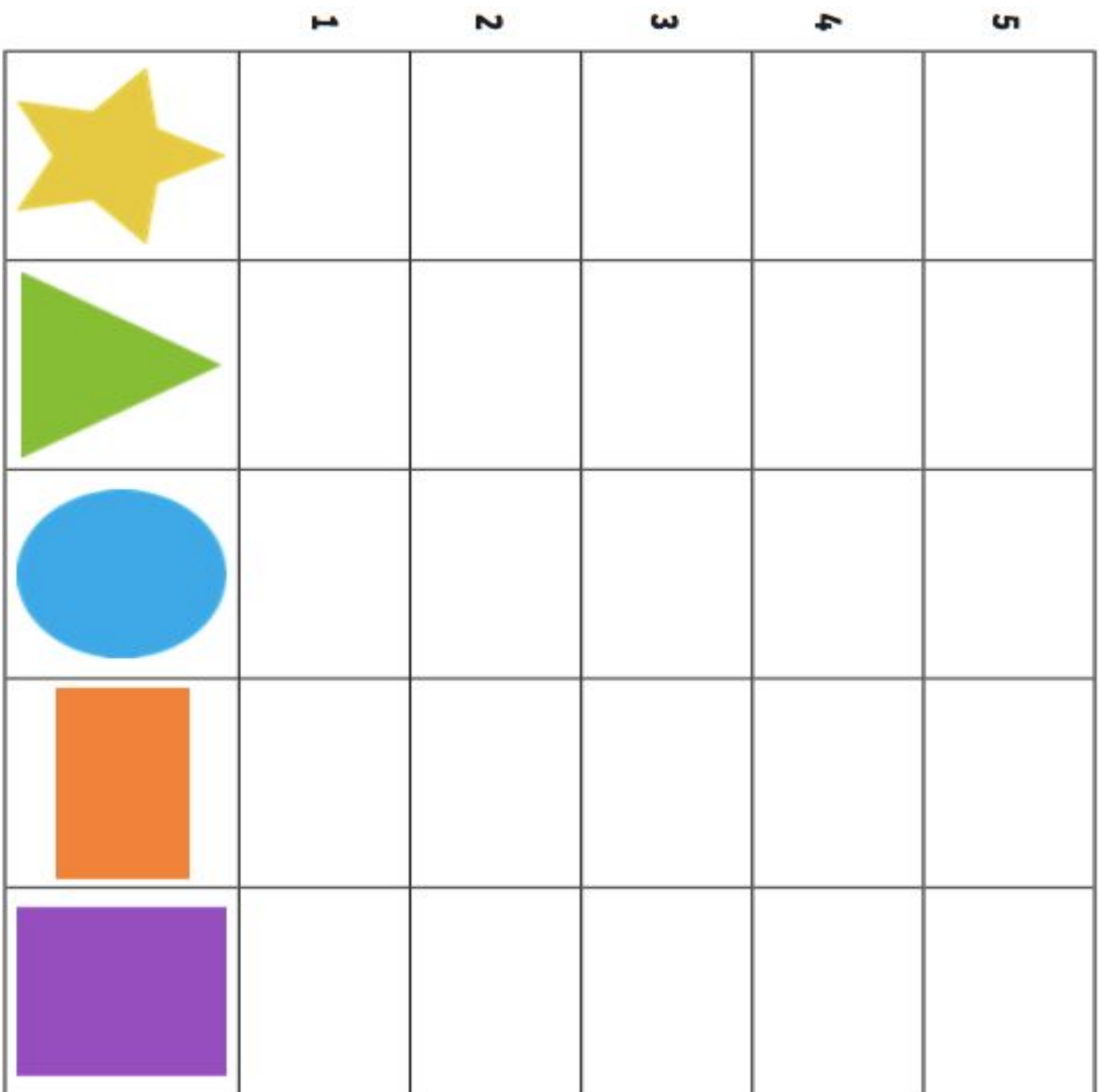
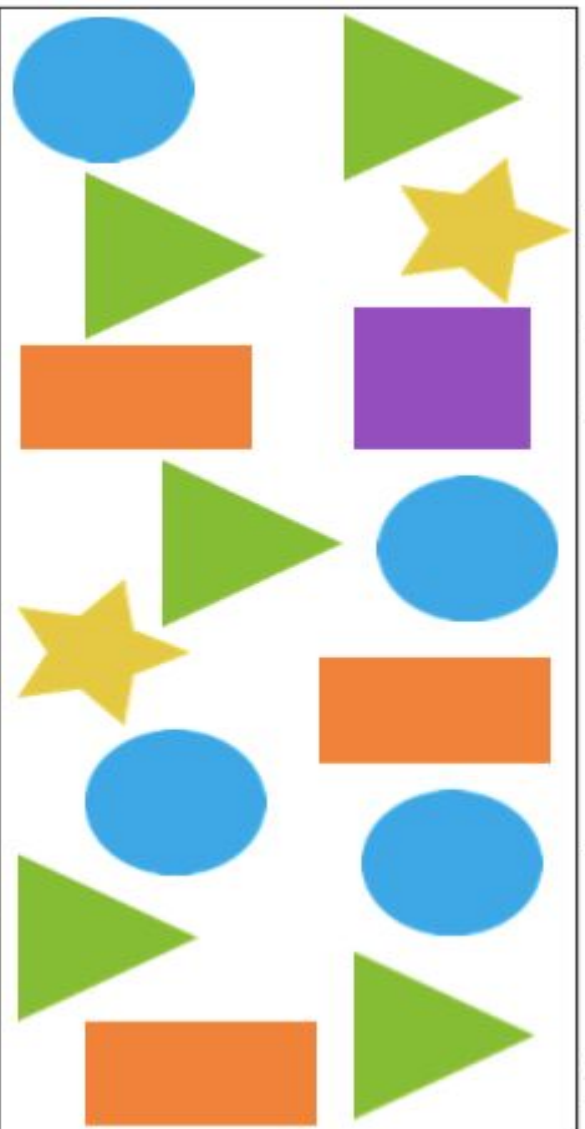


Colour a box for each item that you find.

6						
5						
4						
3						
2						
1						

Shapes Bar Graph

Complete the bar graph using the information below and then answer the questions about the graph.



Questions

1. How many of each shape did you see?



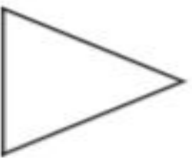








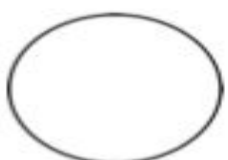
2. Which shape did you see the most? Colour the picture of the shape which occurred the most.



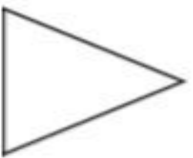








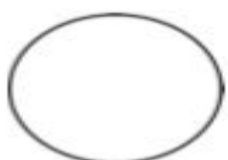
3. Which shape did you see the least? Colour the picture of the shape which occurred the least.
















Shapes Bar Graph

A child looked at a picture and found some shapes. Complete the bar graph using the information below and then answer the questions about the graph.

Shape	Tally
Circle	
Triangle	
Rectangle	
Square	
Star	

Questions

1. How many of each shape did the child see?



2. How many shapes were seen in total?

3. Which shape was seen the most? _____



4. Which shape was seen the least? _____

5. How many more than rectangles than stars were seen? _____

6. How many fewer squares than circles were seen? _____







7. Which shape was only seen once? _____

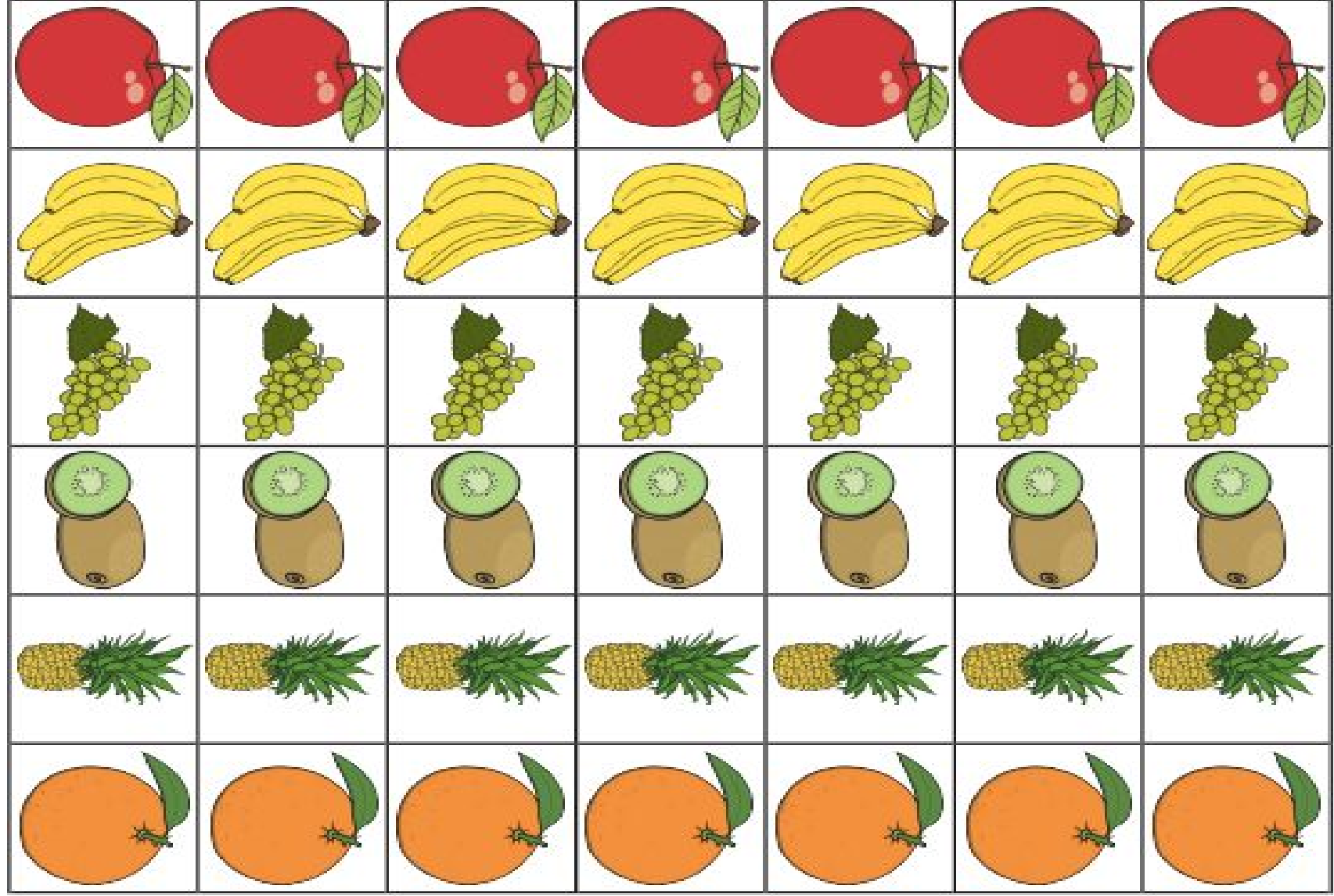
8.  +  = _____

9.  +  = _____

Favourite Fruit

Roll the dice and place the survey response on your pictograph.
The first person to collect 7 of the same response wins the game.

7						
6						
5						
4						
3						
2						
1						
						



Laminate and cut out each playing piece.

