

Grade 1 - Week 9 Remote Learning

Name: _____ Grade 1 _____

Week 9	Literacy (45-60 minutes)	Numeracy (30-45 minutes)	Additional Learning Areas (30-45 minutes)
Monday	<p>Spelling Focus: The Digraph /oi/making the sound oi in oil.</p> <p>https://www.youtube.com/watch?reload=9&v=Z-0wWdE-Ezg</p> <p>https://www.youtube.com/watch?v=EMdtke9HZVE</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, What with whom) Using your Who, Doing what, What, With whom colourful Semantics Cut-Up Sentences, make 2 sentences. Draw pictures and label them. (Red group 1 sentence and 1 picture) 	<p>Number Bonds for '9'</p> <p>Students, today you will be using the number frames of 10 to show your understanding for making different number bonds of 9.</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>Shapes Bar Graph</p> <ul style="list-style-type: none"> Complete today's worksheet on class dojo <p>Students, today you will be using your Shapes Bar Graph activity sheet to collect information about different shapes.</p> <p>You will then be using the shapes information box to make a Bar Graph of your results by colouring in the boxes to show how many shapes you 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 you see? What shape did you see the most? What shape did you see the least? 	<p>Religion</p> <p><i>Nature Scavenger Hunt.</i></p> <p>Take a walk around your backyard, around your block or even to a local park.</p> <p>Write down and take photos of all of the wonderful things in Creation you see.</p> <p>Be specific when you are writing them. For example, if you see a flower, write down what type of flower it is. If you see an animal, write down what kind of animal it is.</p> <p>When you get back home/inside, print out or draw pictures of the parts of creation you saw next to your list.</p> <p>You should have a list of things you saw, along with a picture or drawing next to each item in your Remote Learning book.</p> <p>Upload a picture of your work onto your ClassDojo portfolio.</p>

<p>Tuesday</p>	<p>Spelling Focus: The Digraph /oi/making the sound oi in oil.</p> <p>https://www.youtube.com/watch?reload=9&v=Z-0wWdE-Ezg</p> <p>https://www.youtube.com/watch?v=EMdtke9HZVE</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 • . (We are learning to build sentences using Colourful Semantics Who, Doing what, What with whom) • Using your Who, Doing what, What, With whom Colourful Semantics cut up sentences, make 2 sentences. Draw pictures and label them. (Red group 1 sentence and 1 picture) 	<p>Counting - Leaf Number Line Students, today you are going to add to your number line by collecting another 20 leaves. Number your leaves in order from 81 to 100 and now thread them through. Using the leaf number line you have created, practice skip count by 2's starting at 2 working all the way up to 100. Extension: Try to practice skip counting backwards by 2's.</p> <p>Pets Bar Graph - Pet Collection</p> <ul style="list-style-type: none"> • Complete today's worksheet on class dojo <p>Students, today you will be using your Pets Bar Graph activity sheet to complete today's task. For this task you will be using the pets tally to collect information about how many pets the child found.</p> <p>You will then be using the pets information box to make a Bar Graph of your results by colouring in the boxes to show how many pets you 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"> 1. How many children took part in the survey? 2. Which animal is the most popular? 3. Which animal is the least popular? 	<p>Inquiry</p> <p><i>We Change As We Grow Older.</i></p> <p>We look after our bodies and minds so that as we grow older we are able to do different things.</p> <p>Complete the worksheet on Class Dojo describing how we grow and change. Press 'Hand-in' once complete for your teacher to correct.</p> <p>What are you able to do now that you were not able to do as a baby? What will you be able to do when you are older that you cannot do now?</p> <p>Here are some examples: Baby: drink milk, cry. Child: walk, read, go to school. Adult: drive a car, have a job. Elderly: might need help with eating or driving. They might need a walking stick or wheelchair to help them move.</p>
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<p>Wednesday</p>	<p>Spelling Focus: The Digraph /oi/making the sound oi in oil.</p> <p>https://www.youtube.com/watch?reload=9&v=Z-0wWdE-Ezg</p> <p>https://www.youtube.com/watch?v=EMdtke9HZVE</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.) • (We are learning to build sentences using Colourful Semantics Who, Doing what, What with whom) • Using your Who, Doing what, What, With whom Colourful Semantics cut up sentences, make 2 sentences. Draw pictures and label them. (Red group 1 sentence and 1 picture) 	<p>Counting - Leaf Number Line Using the leaf number line you have created, practice skip count by 5's starting at 5 working all the way up to 100. Extension: Try to practice skip counting backwards by 5's.</p> <p>Pets Bar Graph - Tally</p> <ul style="list-style-type: none"> • Complete today's worksheet on class dojo <p>Students, today you will be using your Pets Bar Graph activity sheet to complete today's task. For this task you will be using the pets tally to collect information on how many pets 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 pets 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"> 1. Which animal is most popular? 2. Which animal is least popular ? 3. How many children took part in the survey? 4. How many children liked birds and cats? 5. How many children liked cats more than birds? 6. How many children liked dogs more than guinea pigs? 	<p>Religion</p> <p><i>God's Wonderful World.</i></p> <p>Complete the worksheet on Class Dojo titled 'God's Wonderful World'.</p> <p>On the first half of the page, write and draw some of your favourite things in all of God's Creation. Maybe some of your favourite animals or plants.</p> <p>On the second half of the page, write and draw a picture of one thing you will do this week to help look after God's Creation.</p> <p>Once this is complete, press "Hand-in" to send it to your teacher for correction on Class Dojo.</p>
<p>Thursday</p>	<ul style="list-style-type: none"> • Spelling Focus: The Digraph /oi/making the sound oi in oil. <p>https://www.youtube.com/watch?reload=9&v=Z-0wWdE-Ezg</p>	<p>Counting - Leaf Number Line Using the leaf number line you have created, practice skip count by 10's starting at 10 working all the way up to 100. Extension: Try to practice skip counting backwards by 10's.</p>	<p>Inquiry</p> <p><i>Growing and Changing.</i></p> <p>Put the activities in the correct age group. Would you do these things as a baby, child or adult?</p>

	<p>https://www.youtube.com/watch?v=EMdtke9HZVE</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.) (We are learning to build sentences using Colourful Semantics Who, Doing what, What with whom) Using your Who, Doing what, What, With whom Colourful Semantics cut up sentences, make 2 sentences. Draw pictures and label them. (Red group 1 sentence and 1 picture) 	<p>Interpreting Scaled Pictographs</p> <ul style="list-style-type: none"> Complete today's worksheet on class dojo <p>Students today you will be interpreting scaled pictographs for the colours; red, blue, green, yellow and pink by finding out how many children liked the colours.</p> <p>Then you will be answering the following questions.</p> <ol style="list-style-type: none"> What is the least favourite colour? How many children chose yellow as their favourite colour? How many fewer children chose green than blue as their favourite colour? How many children chose pink and red as their favourite colour? Write your own questions for a friend? 	<p>For example: drinking milk from a bottle would be something you do as a baby.</p> <p>You have two options for this activity: you can either print out the table and activities and cut and paste them.</p> <p>OR</p> <p>You can draw the table in your Remote Learning book and write down the activities in the correct column.</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. (We are learning to build sentences using Colourful Semantics Who, Doing what, What with whom) Using your Who, Doing what, What, With whom Colourful Semantics cut up sentences, make 2 sentences. Draw pictures and label them. (Red group 1 sentence and 1 picture) 	<p>Counting - Leaf Number Line</p> <p>Using the leaf number line you have created, practice skip count by 2's, 5's and 10's starting at 2, 5 and 10 working all the way up to 100.</p> <p>Extension: Try to practice skip counting backwards by 2's, 5's and 10's.</p> <p>Interpreting Scaled Pictographs</p> <ul style="list-style-type: none"> Complete today's worksheet on class dojo <p>Students today you will be interpreting scaled pictographs for the fruits; banana, grape, green apple and pear by finding out how many children liked the colours.</p> <p>Then you will be answering the following questions.</p> <ol style="list-style-type: none"> What is the favourite fruit? 	<p>Highway Heroes/Wellbeing</p> <p>We have been learning about all different TOOLS to help us be HIGHWAY HEROES and reach our Learning Destination.</p> <p>We have learnt about the TOOLS: CPR Supa Thinking, The Triple A's 4 Getting Things Done, HEN and POP.</p> <p>Today we are going to revise our knowledge on these TOOLS and The 3 W's for Goal Setting.</p> <p>Setting goals using the 3 W's (What, Who and When) will help us reach our Learning Destination.</p>

	<ul style="list-style-type: none"> With an adult or your sibling, play a board game using Who, Where, When. 	<ol style="list-style-type: none"> How many children chose apple as their favourite fruit? How many more children chose banana's than grapes as their favourite fruit? How many children chose apples or pears as their favourite fruit? Write your own questions for a friend? 	<p>Watch Miss Mikaela's video to learn more about it!</p> <p>After you have watched the video, you are going to complete the HOME ACTIVITY 5: Getting Going with Goal Setting.</p> <p>You will need to create your own goal using the three W's and practise your knowledge on HERO, BUMP or HAZARD.</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 *oi* making the sound *oi* as in *Woe* by Spelling Street

Name: _____

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling words				
oil				
soil				
boil				
coil				
foil				
join				
Orange Spelling words				
pink				
coins				
point				
toilet				
noise				
rejoin				
Green Spelling words				
void				
moist				
poison				
voice				
choice				
spoil				
appoint				
disappoint				
turquoise				

Who, Doing What, What, With Whom

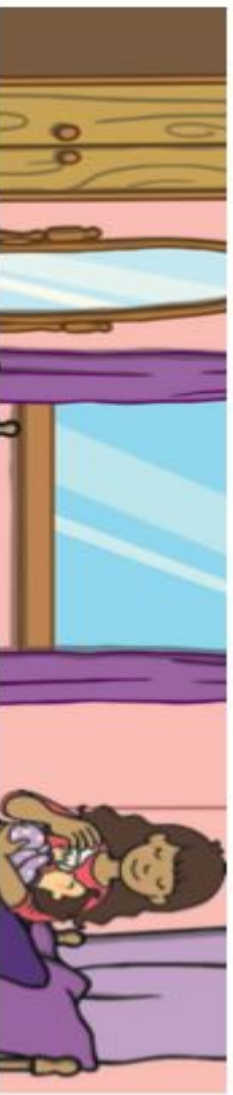
Colourful Semantics Cut-Up Sentences



Sentence:



Sentence:



Sentence:



Sentence:

Who, Doing What, What, With Whom

Colourful Semantics Cut-Up Sentences



Sentence:



Sentence:



Sentence:



Sentence:

Who, Doing What, What, With Whom

Colourful Semantics Cut-Up Sentences

Santa

is giving

the present

to the girl.

The girl

is kicking

the ball

to the boy.

Mum

is giving

the juice

to the baby.

The teacher

is reading

the book

to the children.

The girl

is giving

the flowers

to her mummy.

The postman

is giving

the letter

to the lady.

The shopkeeper

is giving

the change

to the man.

The girl

is pushing

the car

to the boy.

Name _____

Date _____

Who would use these things?



baby



child

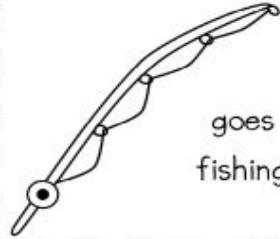


adult





drinks
from a
bottle



goes
fishing

works with tools



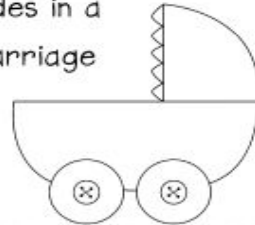
cooks in
the oven



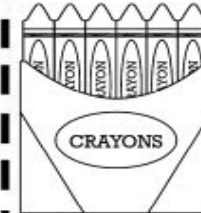
flies
kites



rides in a
carriage



rides the
school
bus

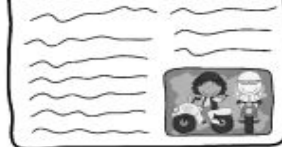


colors
with
crayons

chops wood



EXTRA EXTRA



reads the newspaper



plays with
rattle

drives a car



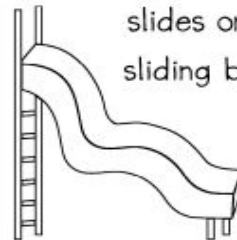
builds sand castles



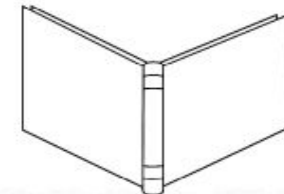
plays on a
rocking horse



slides on the
sliding board



reads books



HOME ACTIVITY 5

Getting Going with Goal Setting

The Learning Highway can be very long and windy, and sometimes it's easy to get lost. Setting a goal is like having a map to make sure that you get to where you're going.

You're going to make your own WWW Goal. Will it be for home, school, a sport that you play, or for an after school activity?

Having a WWW Goal keeps you on The Learning Highway.

What

do you want to achieve?

Who

can help you along the way?

When

does it need to be done by?

Learners travelling on The Learning Highway who are Highway HEROES, know that making a mistake is no big deal – it's a Highway BUMP that you can use a TOOL to get past.

See if you can match up the HERO, BUMP or HAZARD picture with the sentence.

Making mistakes.

Using The Triple A's 4 Getting Things Done.

Needing to be perfect – or else!

Using Stinking Thinking.

Using The HEN Strategy.

Giving up when it's hard.

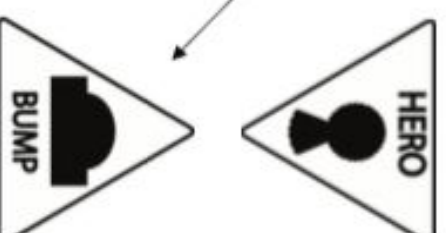
Using The POP Strategy.

Using CPR Supa Thinking.

Disrupting other learners on The Highway.

Your TOOLBOX is full of TOOLS now. Here they are:

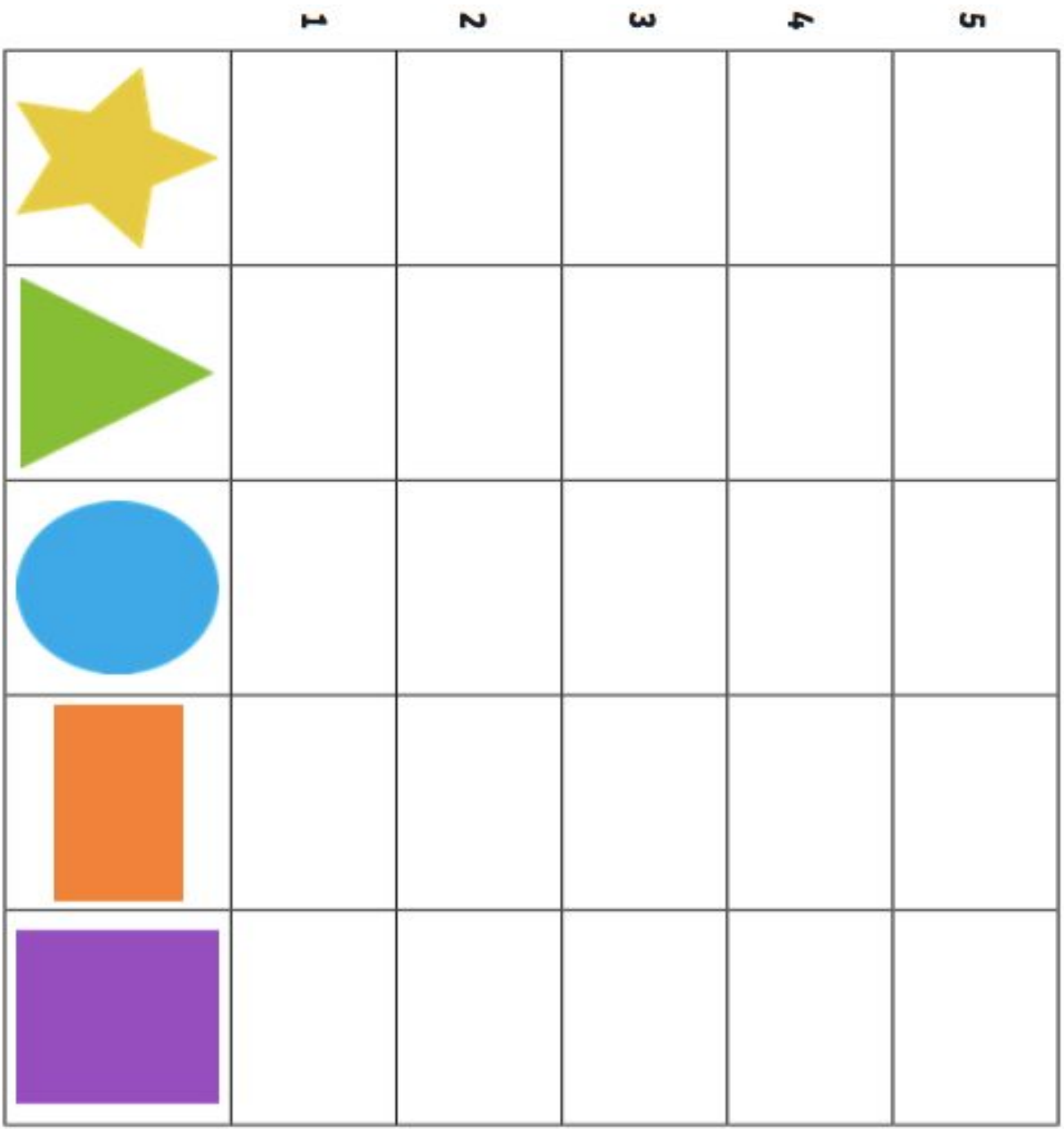
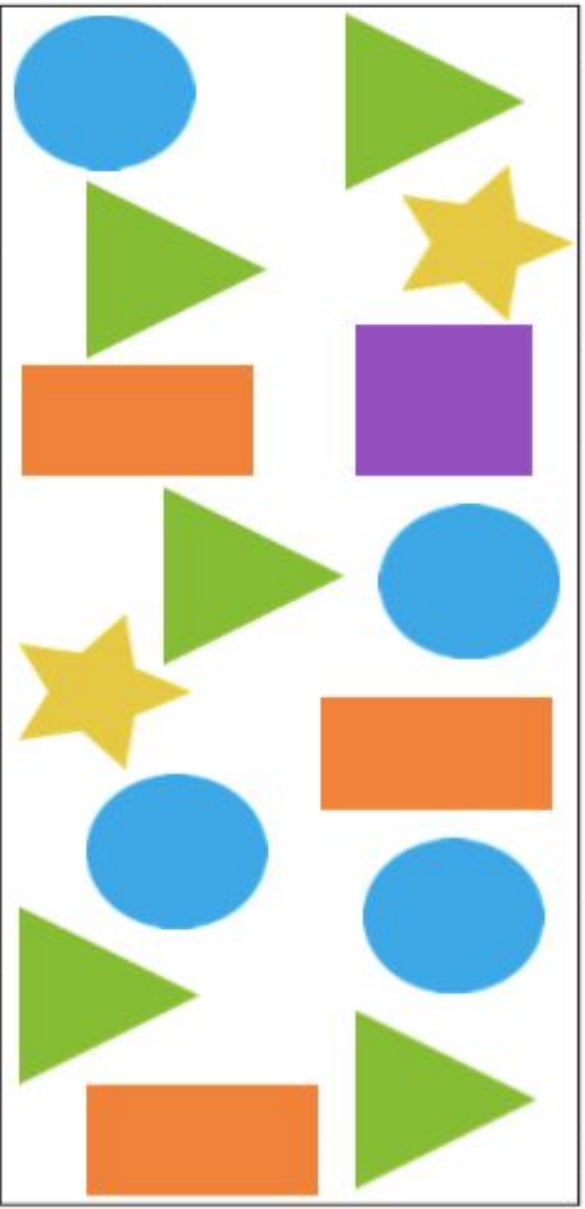
- Using CPR Supa Thinking.
- Keeping your CPR Tank full.
- The Triple A's 4 Getting Things Done.
- The HEN Strategies 4 Apply.
- The POP Strategy.
- Strategies 4 Approach.
- WWW 4 Goal Setting.



The secret to being happy and successful on your Learning Highway, is to choose a HIGHWAY TOOL when you hit a BUMP or a HAZARD. Good luck on the journey!

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?



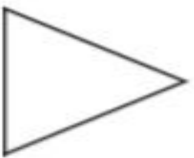








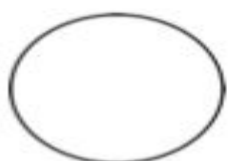
2. Which shape did you see the most? Colour the picture of the shape which occurred the most.



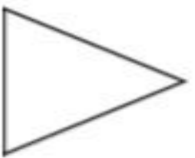








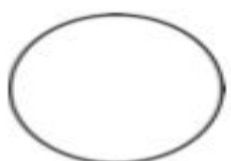
3. Which shape did you see the least? Colour the picture of the shape which occurred the least.
















Pets Bar Graph

Some children were asked about their favourite pet. Complete the bar graph using the information below and then answer the questions about the graph.



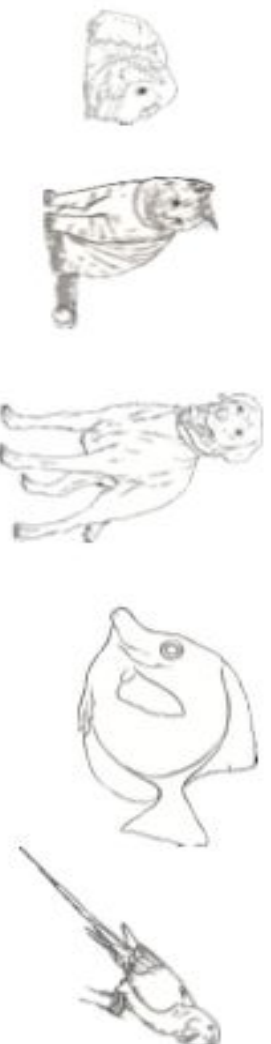
	1	2	3	4	5
					
					
					
					
					

Questions

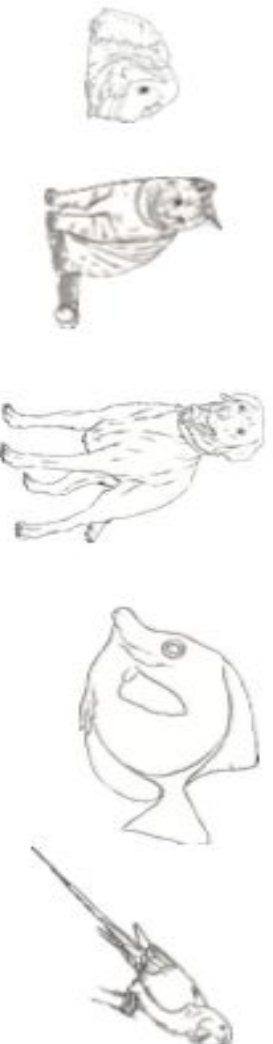
1. How many children took part in the survey?



2. Which animal is the most popular? Colour the picture of the animal which occurred the most.








3. Which animal is the least popular? Colour the picture of the animal which occurred the least.



Pets Bar Graph

Some children were asked about their favourite pet. Complete the bar graph using the information below and then answer the questions about the graph.

Pet	Tally
Dog	
Cat	
Bird	
Fish	
Guinea Pig	

5					
4					
3					
2					
1					

Questions

1. Which animal is the most popular? Circle the picture of the animal which occurred the most.



2. Which animal is the least popular? Circle the picture of the animal which occurred the least.



3. How many children took part in the survey? _____

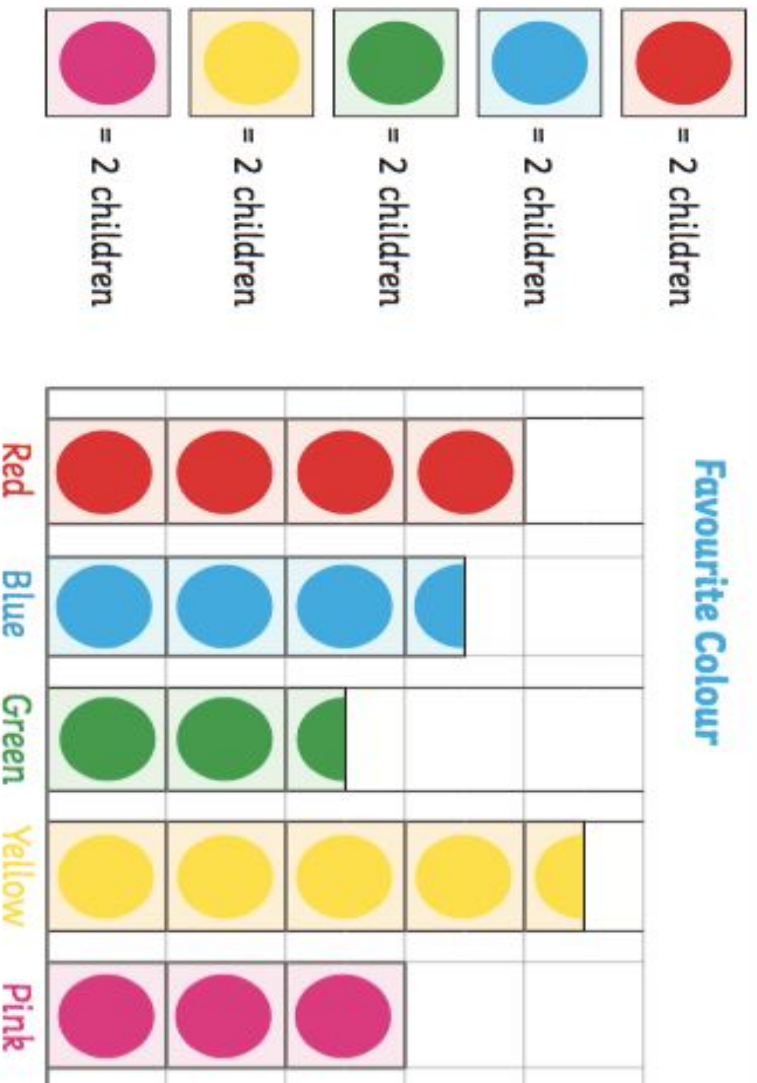
4. How many children liked birds and cats? _____

5. How many children liked cats more than birds? _____

6. How many children liked dogs more than guinea pigs? _____

Interpreting Scaled Pictograms

Learning Objective: I can interpret scaled pictograms



Answer the following questions.

What is the least favourite colour? _____

How many children chose yellow as their favourite colour? _____

How many fewer children chose green than blue as their favourite colour? _____

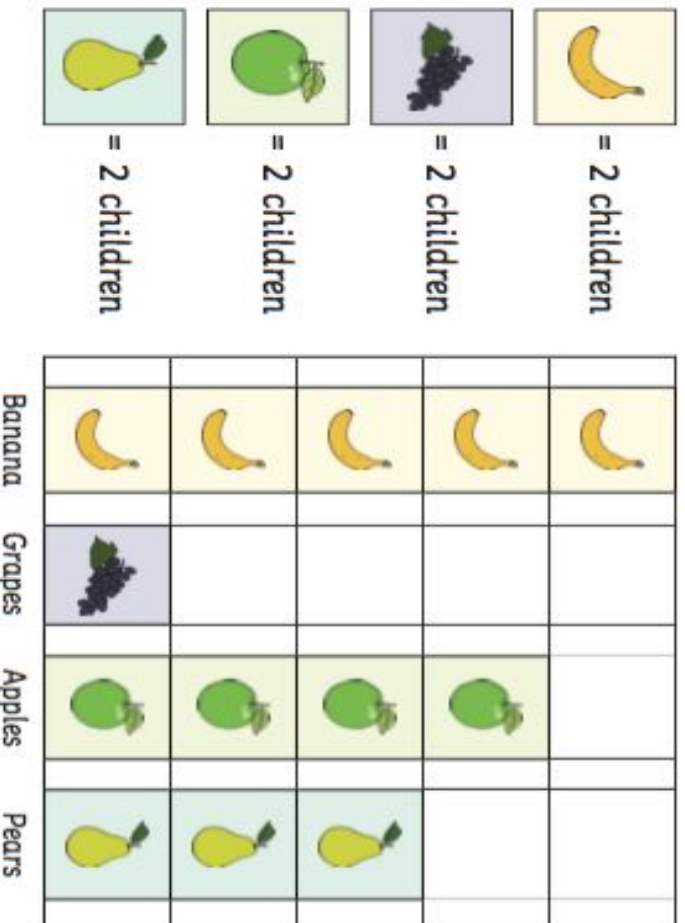
How many children chose pink and red as their favourite colour? _____

Write your own questions for a friend.

Interpreting Scaled Pictograms

Learning Objective: I can interpret scaled pictograms

Favourite Fruit



Answer the following questions.

What is the favourite fruit? _____

How many children chose apples as their favourite fruit? _____

How many more children chose bananas than grapes, as their favourite fruit? _____

How many children chose apples or pears as their favourite fruit? _____

Write your own questions for a friend.
