



Welcome to Week 5 Term 3.

Communication with School regarding 'Continuation of Learning'

During self-isolation, teachers should be contacted through the special email links below.

Leadership	Michael Kennedy Narelle Cox Bernadette Lynch	homelearningleadership@saredan.catholic.edu.au
1/2 Munro	Natasha Munro	homelearning12m@saredan.catholic.edu.au
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Google Meets

Each morning the children will need to click on their classes blue link below and log into a Google Meet to let the classroom teacher know they are present for the day. This will be at 9:10am-9:20am for all three Year One/Two classes.

1/2G's Class Google Meets Check In

meet.google.com/baz-ewp-hgh

1/2M's Class Google Meets Check In

meet.google.com/fec-foij-iqk

1/2P's Class Google Meets Check In

meet.google.com/zrj-bneo-cbr

St. Aloysius Weekly Home Learning Plan

Year 1/2 WEEK 5

Term 3, Wk 5	Mon 10th August	Tue 11th August	Wed 12th August	Thur 13th August	Friday 14th August
<p style="text-align: center;">PRAYER</p> 	<p style="text-align: center;">PRAYER</p> <p>Gather in your prayer space: play this clip: https://www.youtube.com/watch?v=vlpHYMdYiWU Reflect on something you would like to say thank you for. For example: "Thank you for my family who always love me and help me. Amen" *Remember to make the sign of the cross (Click here as a little reminder: https://www.youtube.com/watch?v=Y7XKR0yhLf)</p>	<p style="text-align: center;">PRAYER</p> <p>Gather in your prayer space: play this clip: https://www.youtube.com/watch?v=vlpHYMdYiWU Reflect on something you would like to say thank you for. For example: "Dear Jesus, thank you for the home I have that keeps me safe and warm.. Amen" *Remember to make the sign of the cross (Click here as a little reminder: https://www.youtube.com/watch?v=Y7XKR0yhLf)</p>	<p style="text-align: center;">Wellbeing Wednesday</p> <p style="text-align: center;">JAPANESE</p>  <p style="text-align: center;">Konnichiwa Hello Welcome to Japanese. Please watch the welcome video below: https://www.youtube.com/watch?v=y3KdYIQR5pA</p> <p style="text-align: center;">Try saying these words: -Konnichiwa (hello) -Sensei (teacher) -hai (yes) Make a Japanese flag. I hope you enjoy your 1st Japanese lesson. Ms Bawden (Sensei)</p>	<p style="text-align: center;">PRAYER</p> <p>Gather in your prayer space: play this clip: https://www.youtube.com/watch?v=vlpHYMdYiWU Reflect on something you would like to say thank you for. For example: "Jesus, I would like to say thank you for the tall trees in my garden where the birds can rest. Amen" *Remember to make the sign of the cross (Click here as a little reminder: https://www.youtube.com/watch?v=Y7XKR0yhLf)</p>	<p style="text-align: center;">PRAYER</p> <p>Gather in your prayer space: play this clip: https://www.youtube.com/watch?v=vlpHYMdYiWU Reflect on something you would like to say thank you for. For example: "Thank you for all those who love me and look after me. Amen" *Remember to make the sign of the cross (Click here as a little reminder: https://www.youtube.com/watch?v=Y7XKR0yhLf)</p>
<p style="text-align: center;">SHARED READING</p> 	<p style="text-align: center;">STORYLINE ONLINE</p> <p>Watch the following story and then complete the listed activity: WHEN A DRAGON MOVES IN https://www.storylineonline.net/books/when-a-dragon-moves-in/</p> <p>Draw a picture about who . what you would like to move in with you. Write a matching statement starting with WHEN A _____ MOVES IN. Fill in the gap and tell us why. For example: When a giant bird moves in. I would love to live with a giant bird so when I want to go out my bird can fly me away.</p>	<p style="text-align: center;">STORYLINE ONLINE</p> <p>Watch the following story and then complete the listed activity: THE KISSING HAND https://www.storylineonline.net/books/kissing-hand/</p> <p><i>I can use key details to retell the story.</i></p> <p>Ask your child the following guided questions after listening to the story: Who are the characters in the story? What is the setting? What happens in the beginning of the story? What is the problem? What happens in the middle of the story?</p>	<p style="text-align: center;">STORYLINE ONLINE</p>  <p>Watch the following story and then complete the listed activity: NO MORE NOISY NIGHTS https://www.storylineonline.net/books/no-more-noisy-nights/</p> <p><i>I can identify problems and solutions in the story</i></p> <p>After listening to the story discuss: What was the big problem in the story? (it was too noisy to sleep) What did Jackson do to try to solve his problem? What steps did Jackson take to try to fix this problem?</p>	<p style="text-align: center;">STORYLINE ONLINE</p> <p>Watch the following story and then complete the listed activity: PLEASE PLEASE THE BEES https://www.storylineonline.net/books/please-please-bees/</p> <p><i>I can talk about the story using the question matrix.</i></p> <p>Retell this story to an adult in your house. Can you answer questions they may ask you about the story using your QUESTION MATRIX? (The question matrix came home to each child in their Home Learning pack.)</p>	<p style="text-align: center;">STORYLINE ONLINE</p> <p>Watch the following story and then complete the listed activity: PLEASE PLEASE THE BEES https://www.storylineonline.net/books/please-please-bees/</p> <p><i>I can talk about the story using the question matrix.</i></p> <p>Retell this story to an adult in your house. Can you answer questions they may ask you about the story using your QUESTION MATRIX? (The question matrix came home to each child in their Home Learning pack.)</p>

		<p>How is the problem solved? What happens at the end of the story?</p> <p>How did Chester's feelings about going to school change from the beginning to the end of the story? Why did they change?</p> <p>Draw a picture of Chester in the beginning and end of the story. Copy and fill in these sentences: Chester feels _____ in the beginning because _____.</p> <p>Chester feels _____ in the end because _____.</p>	<p style="text-align: center;">STEAM</p>  <p style="text-align: center;">As a family group or individually, complete the Egg Drop Challenge. The activity details are in Seesaw.</p>	<p>How did he solve the problem? (Solution: Jackson made friends with the creatures).</p> <p>*Go to the assigned activity: 'Reading- Voice Recording Response'.</p> <p>*Upload a voice recording to See Saw explaining: The Problem - The main problem in the story was... The Solution (how was the problem solved) - The problem was solved by...</p>	
<p>READ TO SELF</p> 	<p style="text-align: center;">epic!</p> <p>Using your EPIC log in, Rivet or a book you have at home spend some time reading. This could be reading to yourself or to someone else in your home. OPTION: Use your Question Matrix (sent in your Home Learning pack) to ask questions about the story you have read.</p>	<p style="text-align: center;">epic!</p> <p>Using your EPIC log in, Rivet or a book you have at home spend some time reading. This could be reading to yourself or to someone else in your home. OPTION: Use your Question Matrix (sent in your Home Learning pack) to ask questions about the story you have read.</p>	<p style="text-align: center;">epic!</p> <p>Using your EPIC log in, Rivet or a book you have at home spend some time reading. This could be reading to yourself or to someone else in your home. OPTION: Use your Question Matrix (sent in your Home Learning pack) to ask questions about the story you have read.</p>	<p style="text-align: center;">epic!</p> <p>Using your EPIC log in, Rivet or a book you have at home spend some time reading. This could be reading to yourself or to someone else in your home. OPTION: Use your Question Matrix (sent in your Home Learning pack) to ask questions about the story you have read.</p>	<p style="text-align: center;">epic!</p> <p>Using your EPIC log in, Rivet or a book you have at home spend some time reading. This could be reading to yourself or to someone else in your home. OPTION: Use your Question Matrix (sent in your Home Learning pack) to ask questions about the story you have read.</p>

PHONOLOGICAL AWARENESS



Commencing next week- videos will be available for students to watch

SPELLING



*Using your **'5 Weekly Spelling Words'** blue booklet, please select 5 spelling words for this week that are on page 4 of the booklet.
*Use the white pages provided to practise your words each day. Remember to use one page, front and back, for the week.

*Using the 5 spelling words that you selected on Monday, complete one on the spelling activities that are located in your **'5 Weekly Spelling Words'** blue booklet on pages 2 and 3.

Wellbeing Wednesday

*Using the 5 spelling words that you selected on Monday, complete one on the spelling activities that are located in your **'5 Weekly Spelling Words'** blue booklet on pages 2 and 3.

*Today you will complete your spelling test on the 5 spelling words you have been learning this week.
*Using your **'My Weekly Spelling Test'** green booklet, ask an adult in your home to read your words out loud and you will record them in your testing booklet under the heading 'Week 5 - Spelling Test. Record one word in each box.
*Once you have been tested on your 5 spelling words, ask your adult to correct each word.
**At the end of Home Learning, you will need to bring your Testing Booklet and Practise Booklet back to school in Term 4.*

WRITING



Persuasive Writing



*Click of the following link and watch the video to refresh your memory on what a persuasive writing piece is:
<https://youtu.be/hD9arWXliddM>

*Watch the following video to explain how to start a persuasive writing piece:
<https://youtu.be/hUP5hG4IIQM>

Adjective Writing

*Click on the following link:
<https://www.youtube.com/watch?v=QxoDGIPUmyU>. This link will explain to you that adjectives describe a noun - a person, place or thing.
*Using your **'Writing with Adjectives'** pink booklet open up to page 1.
*Start by labelling the tiger. For example - head, eyes, neck, legs, claws, fur...
*Using the dotted third paper on page 2, use a coloured pencil to

SPORT



Choose from the six activities uploaded to the seesaw activities this morning that you can complete by yourself or with a family member.

Handwriting

*Using your, **'My Handwriting Practise'** yellow booklet look over page 1 titled, 'Clever Cat'. This sheet will show you where the letters of the alphabet need to be placed on the dotted thirds.
*Click on the following link:
<https://www.youtube.com/watch?v=rh3-Alo0ESU>. This link will show you how to form the letter 'l' and where to place it on the dotted thirds.

Sentence Structure Work



*Watch the following video to learn what a noun is:
<https://youtu.be/JkE8vV5DNhk>
*Write down as many nouns as you know.

*Listen to the shared reading text again: <https://www.storylineonline.net/books/please-please-bees/>

*Pick one of the following statements and decide if you are for it or against it:

- Reading
- Long car trips
- Exercise

*Now try to write 3 sentences explaining your opinion using STRONG words like we have been learning about in the classroom.

*Please go to Seesaw and look at the assigned activity '**Monday Persuasive Writing**' for an example.

*OPTIONAL: Students can record themselves reading their sentences and upload it as a response to the task.

add some adjectives to each label. For example - sharp claws, stripy fur...,
Extension: Write your nouns and adjectives for the tiger in sentences - ensuring your sentence has a noun (naming word - person, place or thing), a verb (an action word) and an adjective (describing word).



Click on the link below.
[https://www.teachpeec.com
/wp-
content/uploads/2020/03/W](https://www.teachpeec.com/wp-content/uploads/2020/03/W)

*On page 2 'Letter "l" and Sentences' you will need to track, trace and copy the letter 'l'.

*Go to Seesaw and pick one of the two sentences displayed on the activity labelled '**Friday Sentence Structure Work**'.

*Try to unjumble the sentence by writing it out on some paper.

*Using some coloured pencils like we have done in the classroom colour the following words:

- HFWS= red
- Noun= green
- Verb= blue
- Adjective= yellow

MATHS



*Using your **'My Counting Practise' red booklet**, turn to any page and skip count by that number.

*Using your laminated number chart, roll your die and start counting forwards by 2 from that number.

*Extension: Start counting at any given number and skip count by 3, 4 or 6.

Problem Solving

*Present the following open-ended Maths problem to the children:

Leah is planting some carrots in her vegetable garden. She is going to plant 20 seeds. Draw how she could plant the seeds so that each row has the same amount of carrots in it.

*Divide a piece of paper into 3 sections using the following headings:

- 1) Put "what you know in here.
- 2) Do your rough working here.
- 3) Put your clean answer here.

*Click on the following link: <https://www.youtube.com/watch?v=OCxvNtrcDIs> and join in with skip counting by 2s and dancing.

*Using your laminated number chart, roll your die and start counting forwards by 2 from that number.

*Extension: Start counting at any given number and skip count by 3, 4 or 6.

How to play Paper Plate

Addition: Roll one die. Place that number of buttons in the first section of your plate.

Roll the die again. Place that number of buttons in the second section.

Add the two sections together and put the correct number of buttons in the bottom half of the plate.

Remove the buttons and play again.

You can play over and over again as much as you want!

Weekly-Wellbeing-Phase-2.pdf

Choose 2 or 3 of the activities to complete.
(You could choose them as a family or individually)



*Click on the following link: <https://www.topmarks.co.uk/learning-to-count/helicopter-rescue>.

*Using your laminated number chart, start counting backwards by 2 from any given number.

*Extension: Start counting at any given number and skip count by 3, 4 or 6.

*Click on the following link: <https://www.youtube.com/watch?v=ifRXZi8TCIQ> and listen to the story 'Divide and Ride'.

Division with licorice string and skittles.

*Roll your die. Create that many groups using the licorice string. For example, if you roll a three, make three circles to represent the number of groups.

*Place your skittles so that there are the same number of skittles in each licorice group. If you have skittles left over, that is alright.

*Complete the following sentence:

_____ shared between _____ groups is _____ with _____ left over.

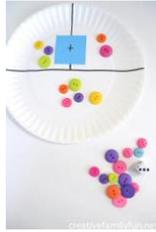
I can tell the time to the quarter hour on analogue clocks.

*Go outside and do a full turn (your child should be facing the same direction). Ask your child to do a half turn (s/he should be facing the opposite direction). Ask your child to do a quarter turn.

*Use chalk to draw a clock face that is big enough for your child to lie on. Ask your child to be the minute hand and point at the 12. Explain that it will always be an 'o'clock' time when the minute hand is pointing to the 12. Ask your child to stand up and lie down again, pointing to the 3. Explain that the minute hand has moved a quarter of the way around the clock (15 minutes), so it is now 'a quarter past' the hour. Repeat for 6 (it has moved halfway around the clock, so it is a 'half past' time) and 9 (it only needs to move a quarter to the next hour, so it is 'a quarter to' the next o'clock time).

*Use a geared clock to show some quarter times. (Note: It is important to have a geared clock so that your child can see how the hour hand moves between the numbers slower than the minute hand). Ask your child:

- Where are the hands at one o'clock?
- Where are the hands at quarter past one?
- Where are the hands at half past one?
- Where are the hands at a quarter to two?
- *Using your **'My Counting Practise' red booklet**, go to page 13



*Take a photo of your groups and the matching sentence that matches it and upload this to Seesaw to the assigned task **'Division with licorice string and skittles'**.

*Play the game as many times that you would like to.

*Enjoy eating your licorice strips and skittles.

'Quarter Time Match Up'.
Cut and paste the correct analogue time with the time in words.

RELIGION & INQUIRY



RELIGION

*Listen to the following song:
<https://www.youtube.com/watch?v=9BuSzSbMf-s>

*Listen to the song for a second time and think about the following question:

- What do you hear in the song that asks you to be like Jesus?

*Draw a picture and write a sentence about what you have drawn.

RELIGION

*Using your illustration from yesterday, how has it made you think differently about the way you behave towards or treat other people?

*Talk to someone at home and decide on one action that shows how you can be like Jesus.

A few examples include:

- Think about helping your Mum and Dad.
- Playing nicely with your brothers and/or sisters.
- Playing a boardgame and remembering to take turns.
- Doing a job on your own without being asked.

INQUIRY

I can understand what "friction" means

Look at this picture.



What do you see?

A person about to kick a soccer ball, a soccer player stopping the ball

The soccer player is about to kick the ball on the green surface.

What is that green surface?

Grass, green turf.

What are some words you can think of to describe how grass feels? Bumpy, thick.

How might the ball roll on thick bumpy grass?

How might the ball roll on short soft grass?

"Friction is a **force** (the grass) that pushes against an object (the ball) to slow its motion (movement)"

Try sliding on different surfaces with bare feet. Is it easier or harder on carpet than wood or tiles?

Then try the same with socks on, does it make a difference?

What was it about wearing socks that made a difference?

What if your socks were made from different materials?

Discuss these things with an adult in your home

INQUIRY CHALLENGE

I can use different surfaces to see how far a toy car can move

Think about the different surfaces you have in your home - carpet, tiles, lino, wood, concrete, stone, grass...

Think about:

* each surface and how things move along the surface.

*will the surface of the ground affect how far a toy car can travel if it is pushed?

Experiment with various surfaces and see how far their toy car will travel on these different surfaces.

Before you begin, make a prediction which surface will have the least amount of friction - meaning the toy car will travel easily and the furthest.

AND

which surface will have the most amount of friction - meaning the toy car will not travel easily and travel the least distance.

<p>OPTIONAL ACTIVITIES</p>	<ul style="list-style-type: none"> - Make your own prayer! You might like to film yourself saying our morning prayer or one of your own. Send this video to your teacher and it can be used as the morning prayer for the One/Two classes! - Practise skip counting on your number chart by 2's, 3's, 4's or 5's, start at odd or even numbers, or counting backwards/forwards. - Try to create an epic paper plane, see how far it can go, and try to work out what force it uses. - Write a story using your favourite toy. - Cosmic Kids Yoga- Go on a fun adventure with Jaimie from Cosmic kids: https://www.youtube.com/user/CosmicKidsYoga 		<ul style="list-style-type: none"> - Cut out the following letter tiles: C, A, D, M, N, G, I, R, E, O, T, L, P, S, J, B. Put the letters in 4 rows of 4. How many words can you make using only these letters? Set a timer for 5 minutes. - 'Just Dance for Kids' - <i>Footloose</i> https://www.youtube.com/watch?v=UldWodUzmkg - Use a shopping catalogue to plan a meal for your family. You have \$50 to spend. - Find a product in your home that you use often; e.g. snack food, toothpaste, soap. Create a magazine advertisement for it. Think about who you are trying to persuade as you create it.
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Log In Information/ Codes for Apps

<p>Get Epic!</p> 	<p>https://www.getepic.com/app/edu-dashboard</p> <p>Get Epic offers animated and interactive learning in literacy. It can help make reading fun and engaging for all children. Students can read texts by themselves or be read to.</p> <p>Please find each classes access code below: 1/2G- vcs8310 1/2M- aqt9361 1/2P- anh4000</p>
<p>Rivet</p> 	<p>https://rivet.area120.com/</p> <p>Rivet is a free reading app that offers animated and interactive learning in literacy. It can help make reading fun. Students can pick their own texts which they can read or they can also be read to.</p> <p>Rivet is accessible through a web browser and the app store.</p> <p>Once the app is downloaded just sign your child up by using an email address and happy reading!</p>
<p>Sunshine Online</p>	<p>www.sunshineonline.com.au</p>



Sunshine Online offers animated and interactive learning in literacy. It can help make reading fun and engaging for all children.

Username: aloysius

Password: redan

Peaceful Kids



<https://www.peacefulkids.com.au/>

This website has amazing meditations which children have been accessing at school. Click on the 'Meditations' toolbar and off you go. Ensure your space is peaceful before you begin.