

# Friday 8<sup>th</sup> May 2020

## Today we are learning to

find objects that begin with the /m/ sound, identify sight words, read "I am in the" book, observe 3D shapes, identify shapes in Dance, use craft materials to decorate a mask.

## The materials I will need are



Sound chart



9-10am



- Practice singing and learning the Jolly Phonics actions, letters and songs
- Phonics

→ find things that are in your house that start with the /m/ sound. Label them and then take a picture of your labelled things that start with this sound.

- Sightwords

→ go into Sunshine Online – words/high frequency words – words list one [complete the third grid – to, at, my]

- Reading

→ re-read "I am in the" book

→ Sunshine Online [remember: username = jinibara password = jinibara] – go to 'Learning Space 1' and choose the book "Come and see the garden" level 2. Let the computer read the story to your child the first time. Let your child read it the 2<sup>nd</sup> time. If they get stuck on a word, let them click on the word. The computer will tell them what that word is. When you've read it through the 2<sup>nd</sup> time, 3 activities will come up. Your child needs to pick 2 of these activities to do. If they would like to, they can do the 3<sup>rd</sup> activity.



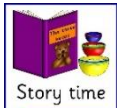
Stop and enjoy a fruit break.



Jack

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

10 – 11am

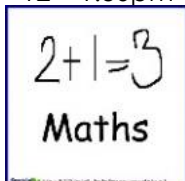


Foundation Q L24 – see attached lesson plan.

Stop and have something to eat and go outside and enjoy the fresh air.



12 – 1:30pm



Maths Warm Up

- Complete the 'Maths Warm Up Grid'
- Complete the number 10 formation sheet
- Go through the 3D objects PowerPoint slides to introduce 3D objects
- Discuss the names of the 3D objects
- Look at the 3D shape hunt sheet



- Colour in the shape if you find something in your house that is this shape
- Draw the item you found next to the shape on the sheet



### Dance

Using google, search *vimeo shape dance*, watch the clip and list or draw 3 or more shapes that were in the video. **Access YouTube Kids and watch and follow 'Dance with Shapes'** <https://www.youtubekids.com/watch?v=0B6Ge0FzHG0&hl=en-GB>

1.	2.	3.
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View and complete the "Match The Shape Sheet 1" attached.

**Stop and have some lunch. Enjoy a conversation with your family.**



2-2:45pm



Little Red Riding Hood

Colour in, add craft materials or stickers and cut out a mask of your choice below and role play that character in the story. Choose from Little Red Riding Hood, The Wolf or The Wolf dressed as Grandma. Take a picture and send it to your teacher!



2:45-3pm



What went well?

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What can I improve on?

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Have I shared with my teacher?

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## Week 3 – Foundation Q Lesson Plan

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### Week 12

#### Lesson 24: Starting out the same or different.

**Book: Ruby Roars by Margaret Wild and Kerry Argent**

**Materials** Book: *Ruby Roars* by Margaret Wild and Kerry Argent  
 Picture Cards: lizard, ladybug, lion, lips, rock, read, rainbow, river  
 milk, mouse, monkey, map, duck, dolphin, dog, dive  
 shoes, shop, sheep, ship, cup, koala, cat, cape  
 Large sheet of paper and Marker

#### Before Reading: Phonological Awareness

**Learning Objective 1:** To identify when two words share the same first sound.

1. Tell the students: *Today we are going to try to find words with the same first sound. See if you can hear the first sound in these words. We are going to decide if they are the same or if they are different.*
2. Hold up one of the /l/ picture cards (lizard) and tell the students: *lizard ... lizard begins with the sound /l/. Look, your tongue is up behind your teeth for the sound /l/. Did you see my tongue go up for /l/ in the beginning of lizard/? Can you hear the /l/ sound? You make the /l/ sound with me. Then, take out a second /l/ picture card (ladybug) and say: *Ladybug begins with the /l/ sound ... lizard and ladybug begin with the same sound, /l/.**
3. Show one of the /r/ picture cards (rock) and tell the students: *rock ... rock begins with the /r/ sound. Did you hear the sound /r/ at the beginning of rock? Say it with me: /r/. (Some students may not be able to accurately say the /r/ sound yet. The goal for them will be only to listen for the sound). Then, hold up the /l/ picture card again (lizard): *Remember lizard begins with the sound /l/... lizard and rock start with different sounds.**
4. Hold all the picture cards in your hand and allow students to come up one-by-one and pick a pair. Help them decide if the words begin with the same first sound.

#### After Reading: Narrative

**Learning Objective 2:** To order three or more major events in a story.

1. After reading, ask the students to help you re-tell the story. You could say: *Let's see if we can re-tell the story. On the sheet of paper, write: First... and ask the students: What happened first? Help them identify the first major story event.*
2. Continue this process, writing the words **Then**, **Next**, and **Last** to model their use and to help the students identify a corresponding *major story event*. At the end, use the story sheet to retell the story, expanding on the students' answers: *First, Ruby was a baby and liked making different noises. Then, Ruby tried to make scary noises, but no one was scared by her. Next, Ruby practised and practised until she could do a scary howl. Last, Ruby scared all the animals but they didn't know it was little Ruby!*

# Maths - Maths Warm Up Grid

5

<p>Find groups of 5</p>	<p>Jump around the room counting to 20</p>	<p>Subitise!</p>
<p>What shape is this?</p> <p>Draw these diamond objects.</p>	<p>Maths Warm-ups February</p>	<p>Down and around with a hat makes</p> <p style="font-size: 2em;">5</p>
<p>Thumbs up/Thumbs down for 5</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div> <p>3</p> </div> <div> <p>one</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div> <p>five</p> </div> <div> <p>5</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div> <p>3</p> </div> <div> <p>two</p> </div> </div>	<p>Draw...</p>	<p>Chit Chat</p> <p>How many eyes do 5 cats have?</p>

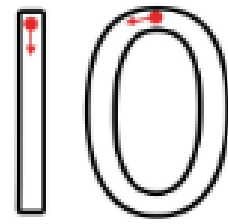
© Cusack Press 2008



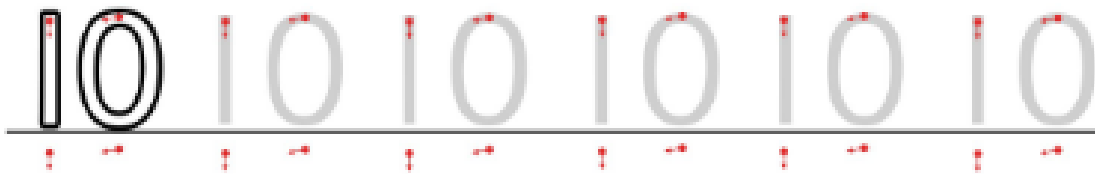
# Maths – Number 10 Formation Sheet

## Number Ten Formation

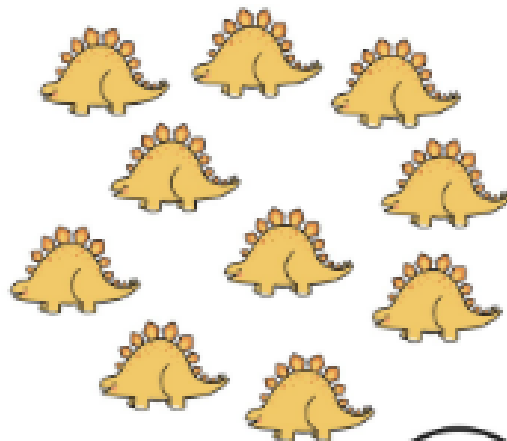
Name: .....



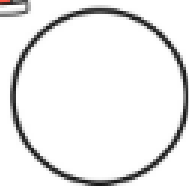
Trace over these numbers and then try writing your own.



Write the answers in the circles.



How many shoes?



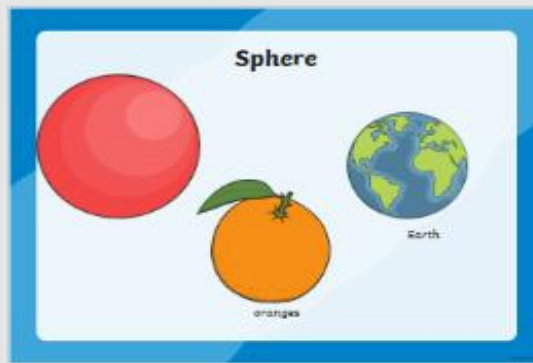
How many dinosaurs?



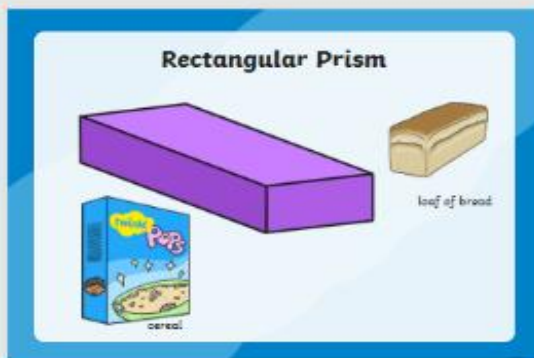
# Maths – 3D Objects PowerPoint



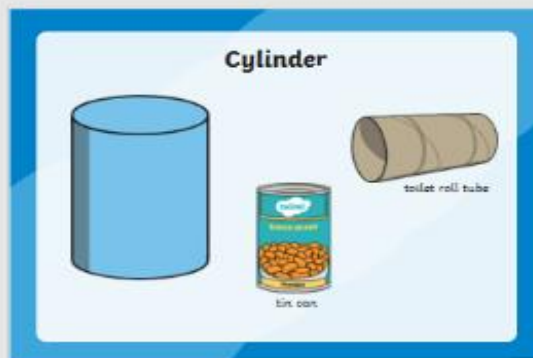
1



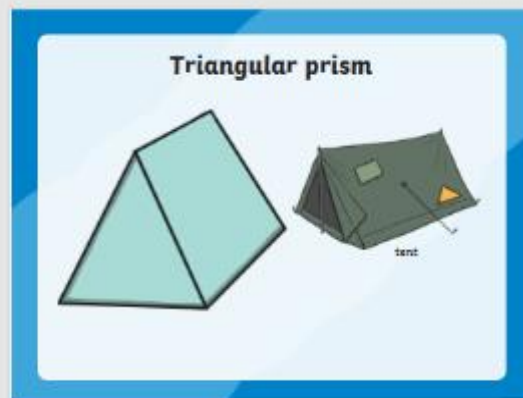
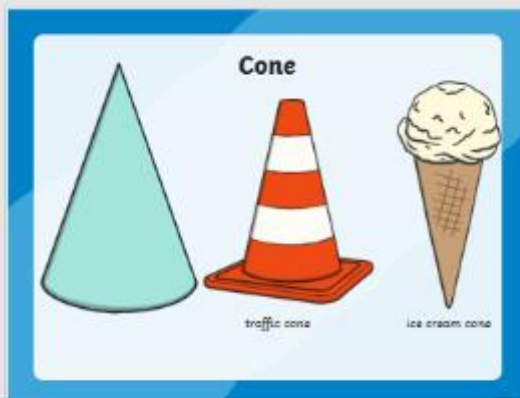
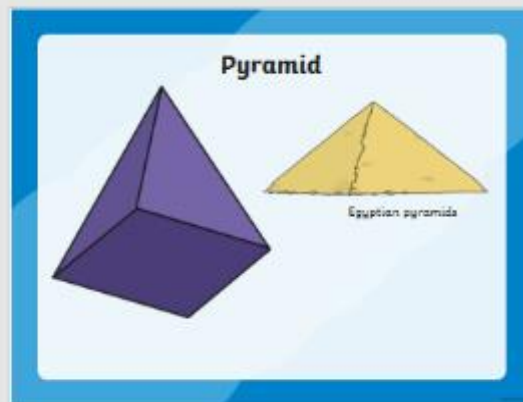
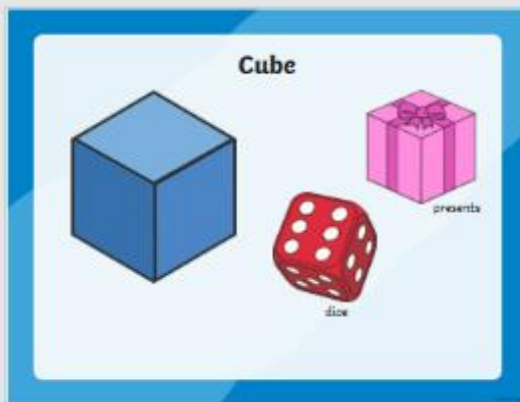
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3



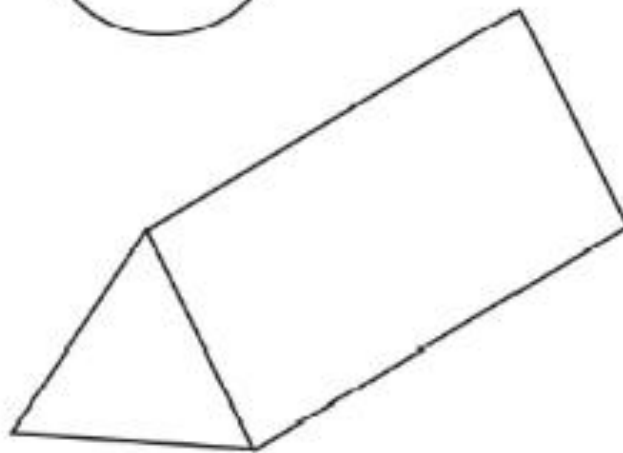
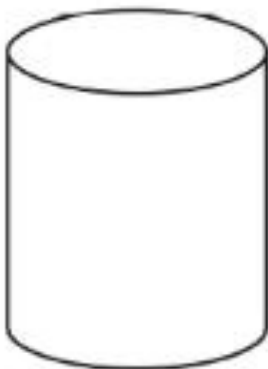
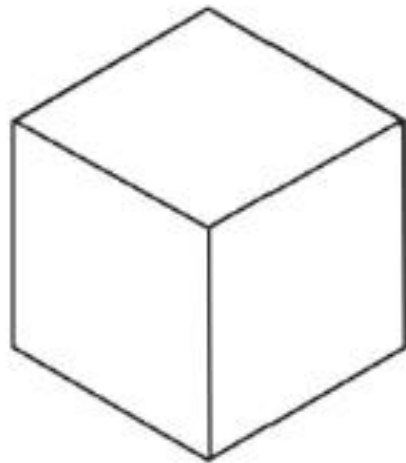
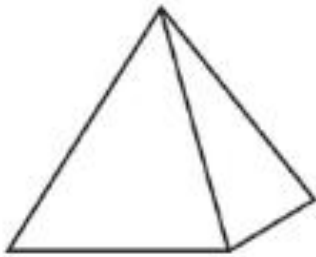
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## Maths – 3D Shape Hunt

### 3D Shape Hunt

Colour the shapes as you see them.




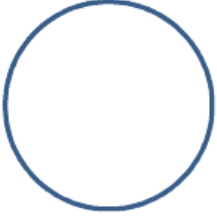




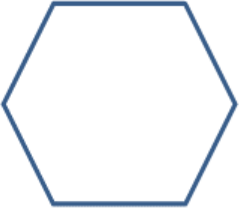
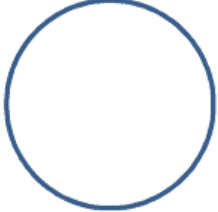

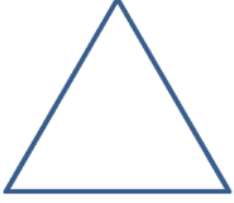

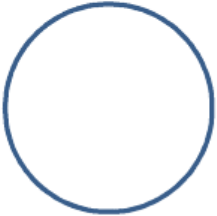

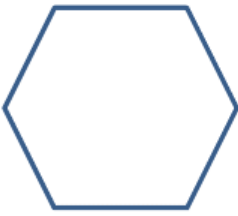





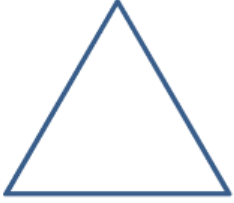
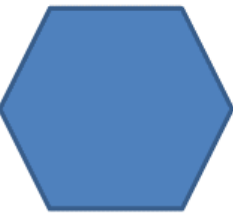
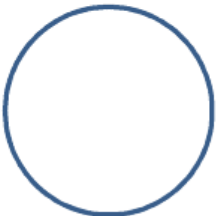

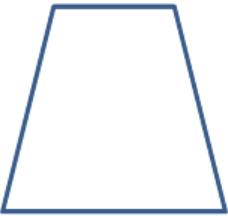

Which shape did you see the most?

# Dance

## MATCH THE SHAPE SHEET 1



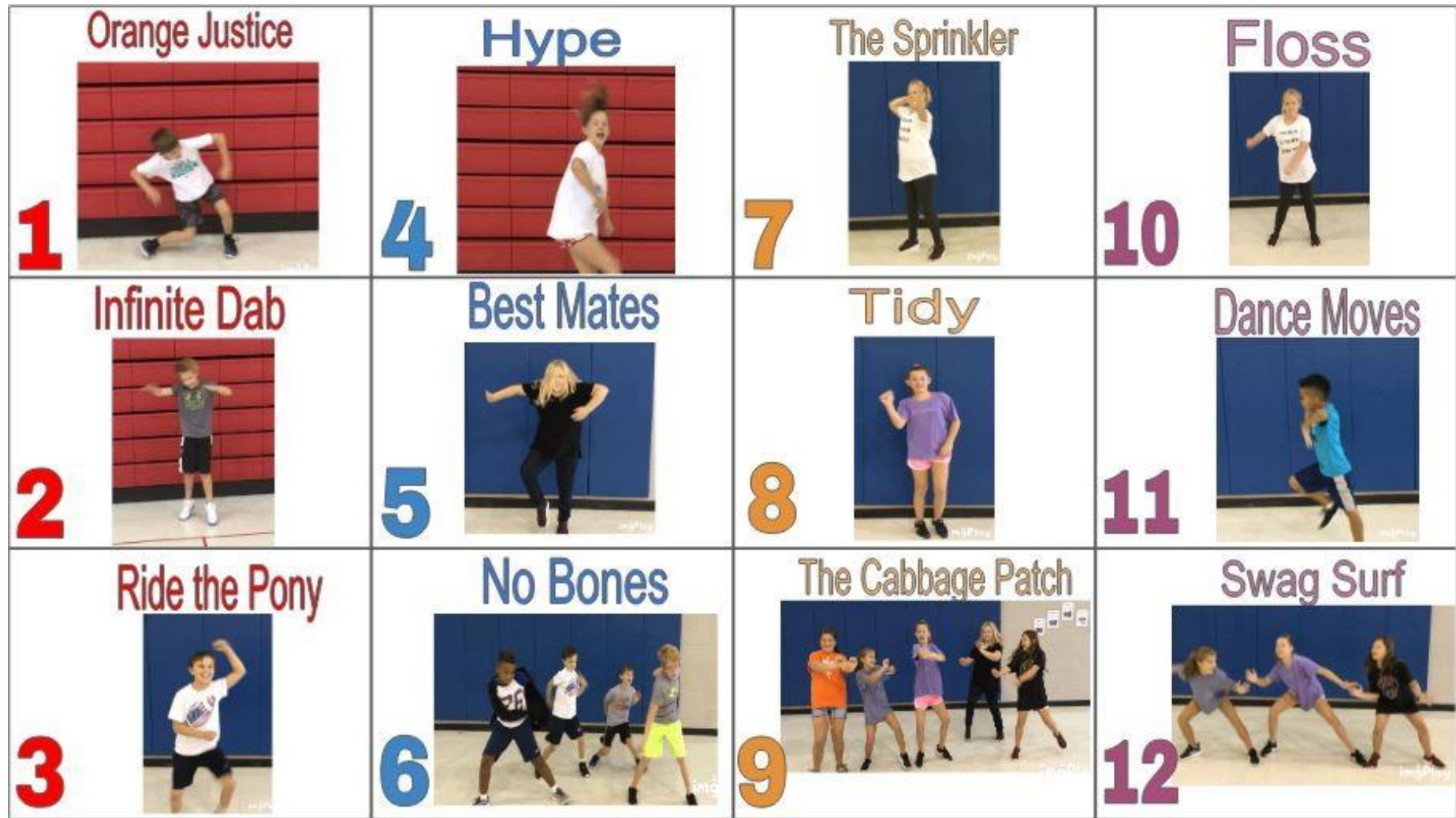
Shade the shape that matches the first one in each row.



## Dance Grid

Research these popular dance moves and create your own dance using at least 4 or more of these moves to your favourite funky song



## DANCE CHOICE BOARD

<b>Macarena</b> 	<b>Gangnam Style</b> 	<b>Disco – Hustle</b> 	<b>Chicken Dance</b> 	<b>Whip Nae Nae</b> 
<b>Heel &amp; Toe Polka</b> 	<b>Cha Cha Slide</b> 	<b>Hokey Pokey</b> 	<b>Bunny Hop</b> 	<b>Nutbush</b> 
<b>Hoedown throwdown</b> 	<b>Limbo Game</b> 	<b>Thriller</b> 	<b>Single Ladies</b> 	<b>Conga</b> 
<b>Running Man Challenge</b> 	<b>Y.M.C.A</b> 	<b>Time Warp</b> 	<b>Vogue</b> 	<b>Hula Dance</b> 
<b>Hand Jive</b> 	<b>The Twist</b> 	<b>Just Dance</b> 	<b>The Floss</b> 	<b>Zumba</b> 

**CHOOSE 1 DANCE (OR MORE) TO LEARN EACH WEEK**



# Art



