


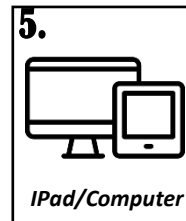
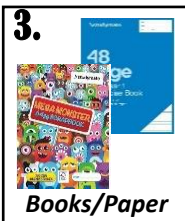
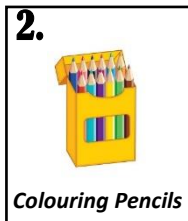
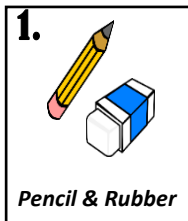
Daily Schedule: Thursday 30th April

Today we are learning:




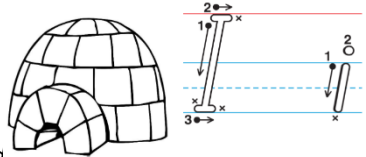





English: Using verbs. **Maths:** Location.




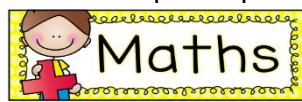

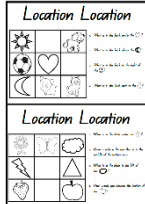
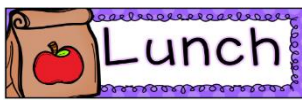


When you see a picture of a camera  take a photo of your work and email it to your teacher.

I will need:



*If you do not have a hard copy of this text at home it is available to be purchased online or alternately, there are free copies available online. When searching for anything online make sure that you follow cyber safety rules and get your parents' permission to go online.

Activity/Time	Activity Details
Spelling 9:00am – 9:30am 	Spelling Focus: <u>Common long vowel patterns ā (ai, ay), ē (e, ea, ee) and ī (y)</u> Re-watch attached spelling video. Students complete at least one of the attached spelling activities from the grid, choosing a different activity from Tuesday. 
Handwriting 9:30am – 9:50am 	Handwriting Focus: <u>Lowercase and Uppercase li</u> Using red and blue lines (student workbook or attached document), students practice writing out a lowercase and uppercase li. Minimum 2 lines of lowercase "l" and 2 lines of uppercase "I", with 5 letters per line. See picture for letter formation and attached handwriting lines for cat stamp (head, body and tail letter). 
Fruit Break 9:50am – 10:10am 	Enjoy a healthy snack and have a movement break Example movement breaks... 'Just Dance Kids' or 'Go Noodle'.
English 10:10am – 11:00am  	Weekly Text: <u>Giraffes Can't Dance</u> Listen to a reading of the weekly text 'Giraffes Can't Dance' by Giles Andrede and Guy Parker-Rees.  Using the attached worksheet, students draw two pictures of Gerald.  <ul style="list-style-type: none"> One picture of him at the beginning of the story One picture of him at the end of the story Then label these pictures to tell us how Gerald acts at the beginning and the end of the story (see attached example).

<p>Morning Tea 11:00am – 12:00pm</p> 	<p>Enjoy a movement break and some food</p>
<p>Reading 12:00pm – 12:30pm</p> 	<p>Reading Eggs/Home Readers: Sign in and use the app for approximately 30 minutes. https://readingeggs.com.au/</p> 
<p>Maths 12:30pm – 1:30pm</p> 	<p>Maths: Location View the location words attached and discuss the meaning of these with your child. Turn it into a game and get your child to act out each direction word e.g. behind – student could stand behind something, etc.</p>   <p>Students complete the attached location grid activity sheet.</p>
<p>Lunch 1:30pm – 2:00pm</p> 	<p>Enjoy a movement break and some food</p>
<p>Dance 2:00pm – 2:45pm</p> 	<p>Dance Focus: Create a dance concert for your family members. You may like to take inspiration from the weekly text – Giraffes Can't Dance by Giles Andrede and Guy Parker-Rees.</p>
<p>ZOR Check In 2:45pm – 3:00pm</p> 	<p>Zones of Regulation Check In Students complete the attached Zones of Regulation check in worksheet for Thursday.</p>

Spelling Activity Grid

1

Make your focus words using playdough.

TIME

2

Write your focus words in your Spelling exercise book using different coloured pencils.

home
home
home

3

Hop or jump on the spot as you spell each of your words aloud.





Words — What are the character's actions at the beginning of the story?

•

•

•

•

•

•

Picture — Draw a picture of how the character acts at the beginning of the story.

Words — What are the character's actions at the end of the story?

•

•

•

•

•

•

Picture — Draw a picture of how the character acts at the end of the story.

Words — What are the character's actions at the beginning of the story?

- stands still
- munching shoots
- tries to run around
- buckles at the knees
- bad dancer
- freezes on the dance floor

Picture — Draw a picture of how the character acts at the beginning of the story.



Words — What are the character's actions at the end of the story?

- trusts himself
- feels good
- brave
- backward somersaults
- dances
- boogies

Picture — Draw a picture of how the character acts at the end of the story.



Location Words

Words
that tell
Where

above



across



against



behind



below



between



in



off



on



out



over



through



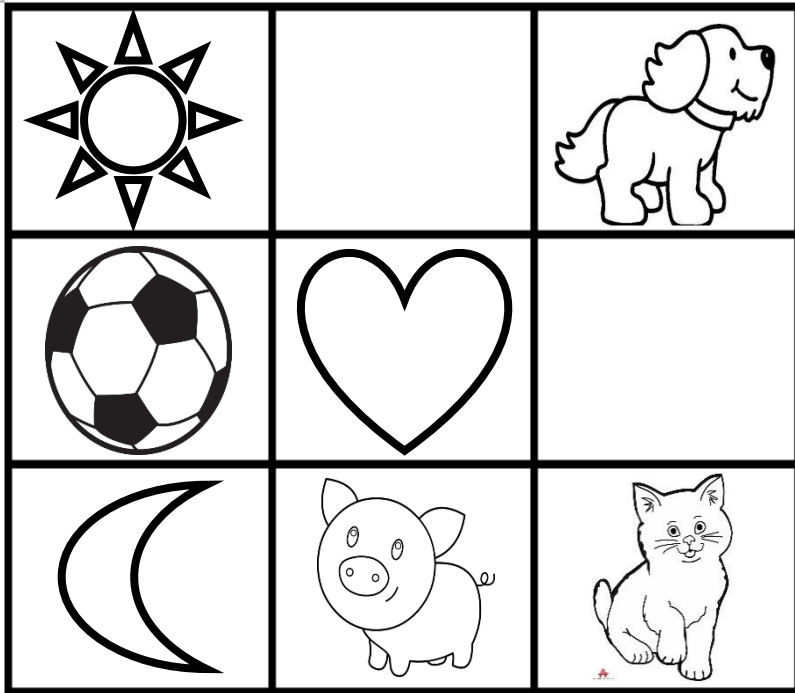
toward







under

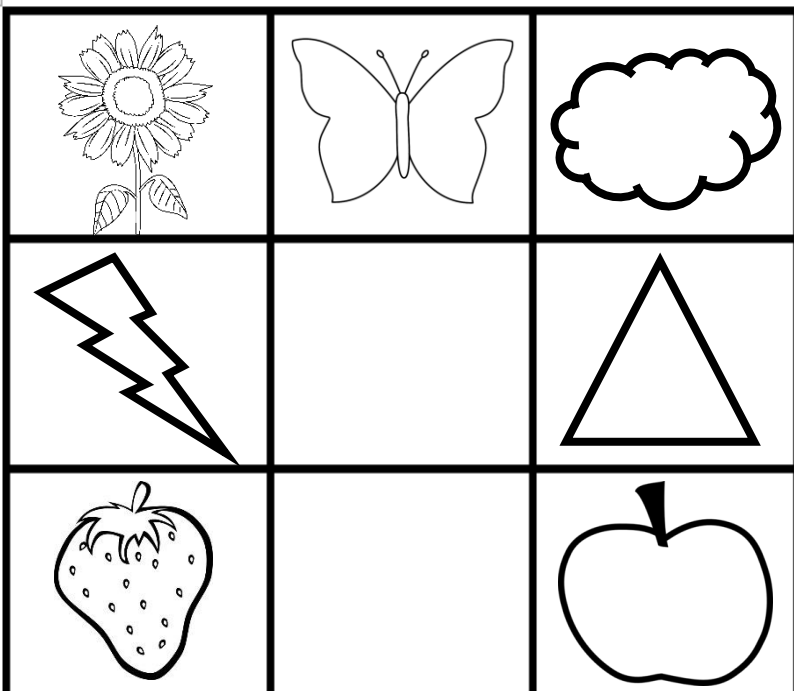





Location Location



1. What is in the block under the ?
2. What is in the block above the ?
3. What is in the block to the right of the ?
4. What is in the block next to the ?

Location Location



5. What is in the block under the ?
6. Draw a circle in the box that is in the middle of the bottom row.
7. What is in the block to the left of the ?
8. How would you describe the location of the ?