


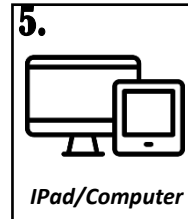
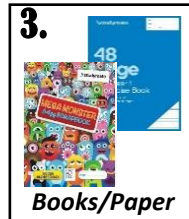
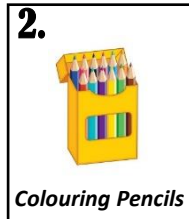
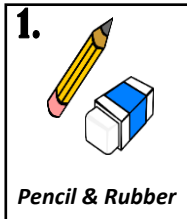
Daily Schedule: Tuesday 28th April

Today we are learning:

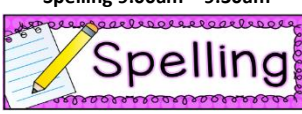


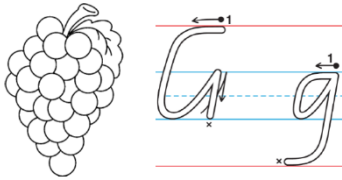





English: Using adjectives. **Maths:** Location.




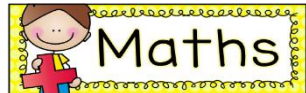
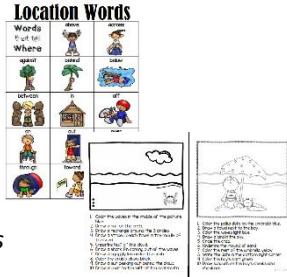



When you see a picture of a camera  take a photo of your work and email it to your teacher.

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
<p>Spelling 9:00am – 9:30am</p> 	<p>Spelling Focus: Common long vowel patterns <i>ā (ai, ay), ē (e, ea, ee) and ī (y)</i> Re-watch attached spelling video. Students complete at least one of the attached spelling activities from the grid.</p> 
<p>Handwriting 9:30am – 9:50am</p> 	<p>Handwriting Focus: Lowercase and Uppercase Gg Using red and blue lines (student workbook or attached document), students practice writing out a lowercase and uppercase Gg. Minimum 2 lines of lowercase "g" and 2 lines of uppercase "G", with 5 letters per line. See picture for letter formation and attached handwriting lines for cat stamp (head, body and tail letter).</p> 
<p>Fruit Break 9:50am – 10:10am</p> 	<p>Enjoy a healthy snack and have a movement break Example movement breaks... 'Just Dance Kids' or 'Go Noodle'.</p>
<p>English 10:10am – 11:00am</p>  	<p>Weekly Text: <i>Giraffes Can't Dance</i> Listen to a reading of the weekly text 'Giraffes Can't Dance' by Giles Andrede and Guy Parker-Rees.</p>  <p>Using the attached worksheet, students draw two pictures of Gerald.</p> <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 <p>Then write adjectives to describe what Gerald looks like at the beginning and the end of the story (see attached example).</p> 

<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: <i>Sign in and use the app for approximately 30 minutes.</i> https://readingeggs.com.au/</p> 
<p>Maths 12:30pm – 1:30pm</p> 	<p>Maths: Location <i>View the location words attached and discuss the meaning of these with your child. You may like to turn it into a game and get your child to act out each direction word e.g. behind – student could stand behind something, etc.</i></p>  <p><i>Students complete the attached following directions activity sheet.</i></p>
<p>Lunch 1:30pm – 2:00pm</p> 	<p>Enjoy a movement break and some food</p>
<p>Well-being 2:00pm – 2:45pm</p> 	<p>Zones of Regulation: Zones of Regulation I Spy <i>Using a green pencil/crayon, students colour in all of the green zone emotions on their activity sheet.</i></p> <p><i>Optional – Colour in attached affirmation picture card before cutting it out and solving it like a puzzle.</i></p>
<p>ZOR Check In 2:45pm – 3:00pm</p> 	<p>Zones of Regulation Check In <i>Students complete the attached Zones of Regulation check in worksheet for Tuesday.</i></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 does the character look like at the beginning of the story?

-
-
-
-
-
-

Picture — Draw a picture of what the character looks like at the beginning of the story.

Words — What does the character look like at the end of the story?

-
-
-
-
-
-

Picture — Draw a picture of what the character looks like at the end of the story.

Words — What does the character look like at the beginning of the story?

- tall
- long and slim neck
- thin legs
- yellow and orange
- sad
- lonely

Picture — Draw a picture of what the character looks like at the beginning of the story.



Words — What does the character look like at the end of the story?

- tall
- slim neck
- dancing
- yellow and orange
- happy
- proud

Picture — Draw a picture of what the character looks like at the end of the story.



Location Words

Words
that tell
Where

above



across



against



behind



below



between



in



off



on



out



over



through

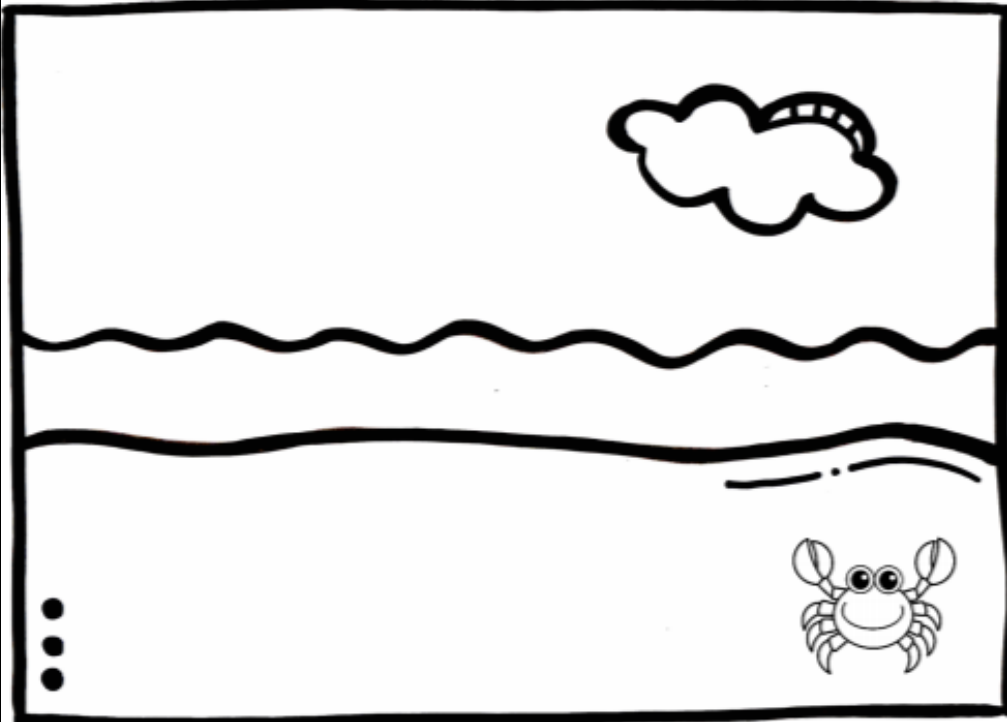


toward

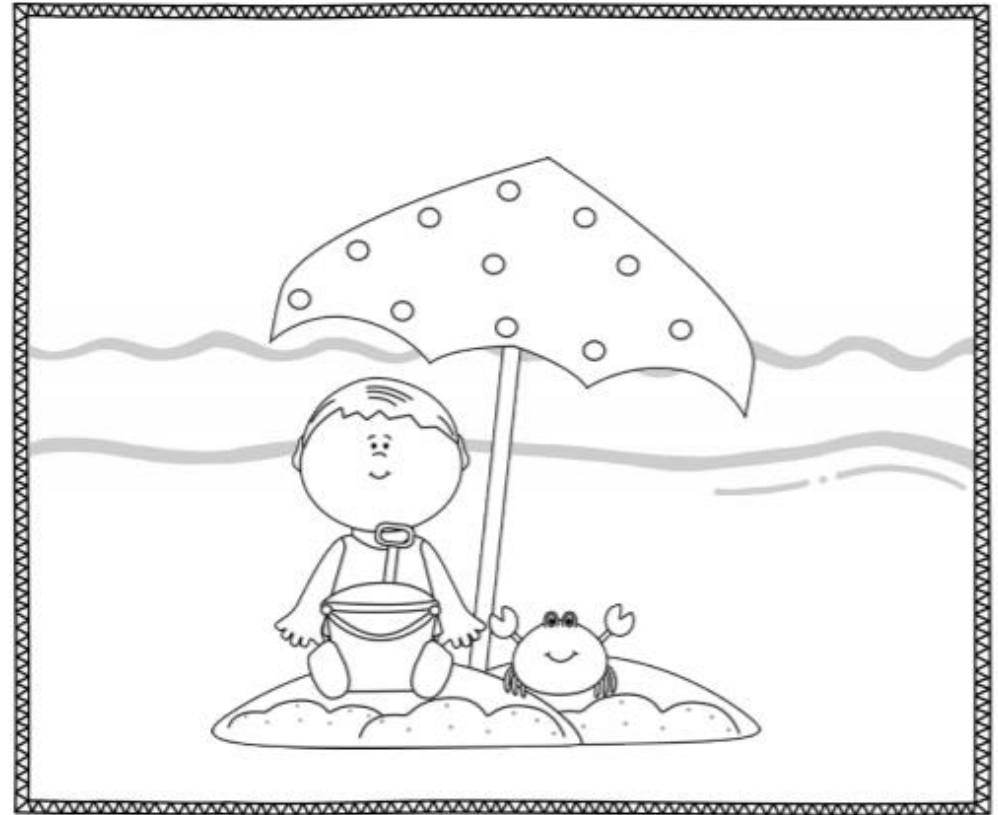


under





1. Colour the waves in the middle of the picture blue.
2. Draw a hat on the crab.
3. Draw a rectangle around the 3 circles.
4. Draw a striped beach towel in the middle of the sand.
5. Underline half of the cloud.
6. Draw a shark fin coming out of the waves.
7. Draw a squiggly line under the crab.
8. Colour the crab's claws black.
9. Draw a sun peeking out behind the cloud.
10. Draw a boat to the left of the shark's fin.



1. Colour the polka dots on the umbrella blue.
2. Draw a towel next to the boy.
3. Colour the waves light blue.
4. Draw a bird in the sky.
5. Circle the crab.
6. Underline the mound of sand.
7. Colour the rest of the umbrella yellow.
8. Write the date in the bottom right corner.
9. Colour the boy's shirt green.
10. Draw sunburn on the boy's cheeks and shoulders.

Zones I Spy

Colour in all of the green zone emotions using a green pencil/crayon.



Elated



Sick



Proud



Annoyed



Silly



Happy



Calm



Angry



Good Listener



Sad



Scared



Mad



Out of Control



Good



Frustrated



Ready to Learn



Tired



Bored



Excited



Hurt



Exhausted



Mean



Aggressive

ANSWER SHEET

Zones I Spy

Colour in all of the green zone emotions using a green pencil/crayon.



Elated



Sick



Proud



Annoyed



Silly



Happy



Calm



Angry



Good Listener



Sad



Scared



Mad



Out of Control



Good



Frustrated



Ready to Learn



Tired



Bored



Excited



Hurt



Exhausted



Mean



Aggressive

