Monday

Today we are learning

      English – What is a verb?

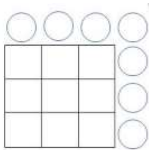   **Maths** – Ordering coins

The materials I will need are

- Worksheets
- Scissors
- Glue
- Lead Pencil

When you see a picture of a camera   **take a picture to send to your teacher.**

Zones Check In	How are you feeling this morning? Which zone are you in? If you are not in green zone, how can you get to green zone?
abcd Writing	**9-10am** What is a verb? poster attached. Complete the Finding Verbs activity.
	Stop and enjoy a fruit break outside, count how many birds you can see.
Reading	**10 – 10:30am** Reading Eggs – 20 minutes https://readingeggs.com/ or app Students can use their login and password. They are to continue to work through from the level they are at.
C-a-t Spelling	**10:30 – 11am** **Spelling** – Complete the spelling task for the day (in attachments).
	Stop and have something to eat and go outside and enjoy the fresh air.
2+1=3 Maths	**12 – 1:30pm** **Maths Warm Up** Tens are it (Instructions for game are attached). If you don't have a dice you can write numbers 1 – 6 on a separate piece of paper and put them in a container and pull one out at a time. **Number Fact Fluency** Using the fact sheet given set a timer for four minutes and do as many of the number facts as you can. Record how far you get and see if you can beat it by one tomorrow. **Movement Break** Go noodle - https://app.gonoodle.com/ You can set up a free go noodle account using your email, students can choose their favourite. They should be familiar. **Maths Lesson – Money** Complete the attached worksheet on money. Take a picture for your teacher.

	Stop and have some lunch. Play outside for 30 minutes
HEALTH Health and Wellbeing	**2-3pm** **Wellbeing** Play a card game, board game or eye spy with a family member.
Check In Blue Zone Green Zone Yellow Zone Red Zone	**Fill in your check in sheet for Monday.** **Take a photo for your teacher.**

Daily Check In

	Monday
What zone are you in?	Blue Zone Green Zone Yellow Zone Red Zone
How did I work today?	☹ *I can do better* 😐 *I did ok* ☺ *I did a great job*
One thing I can do better. *Eg. I can be faster in my fast facts.*	
One thing I am proud of. *Eg. I finished all my work*	

Verbs

A verb is an action word!

Watch me **run** and **kick** the ball!

watch   kick   run

Finding Verbs

1. Daniel ran in the race.

2. Lilly danced for her exam.

3. Jessica read her favourite books.

4. The rabbit hopped away quickly when the car came past.

5. The sun shone brightly.

6. Guinea pigs eat fresh vegetables.

7. Fish swim in deep and shallow waters.

Read the sentences and circle the verb in each of them.

Now choose 3 of the sentences above and rewrite them below, changing the verbs to make them more exciting.

Example: Daniel sprinted in the race.

_____

_____

_____

_____

_____

_____

Spelling Week 1 - Monday

Weekly Focus:

Long vowel patterns

ī — 'y' and 'i_e'

ō — 'oa' and 'o_e'

Long vowel patterns are patterns of vowels that make the long vowel sound. The long vowel sounds are: /a/, /e/, /i/, /o/ and /u/ — or the names of the letters. There are a number of vowel patterns that make the long vowel sounds. The long vowels are indicated by using a small straight line above the letter, for example: ā, ē, ī, ō, ū.

Activity 1:

Watch the attached video

Week 1 spelling video Long Vowel Patterns

Activity 2:

Write out your words on the weekly spelling handwriting sheet under "Week 1."

WEEK 1	Tuesday	Wednesday	Thursday	Friday
why				
sky				
try				
wipe				
time				
goat				
toast				
globe				
those				
drove				

WEEK 1	Tuesday	Wednesday	Thursday	Friday
why				
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Tens are It!

Big Idea: Number Facts

Suits: Years 2-6

Materials:
A 6 sided dice
Mini white boards and pens
A blank six-sided dice, marked with 2, 3, 3, 4, 4, 5 (optional)

Instructions:
A game for the Whole Class
- Students draw a game board (shown here)

- Explain that:
  - ➢ you will roll the dice
  - ➢ students will record the numbers in the squares of the game board
  - ➢ the purpose of the game is to make lines that add to ten.
- The teacher rolls the dice nine times.
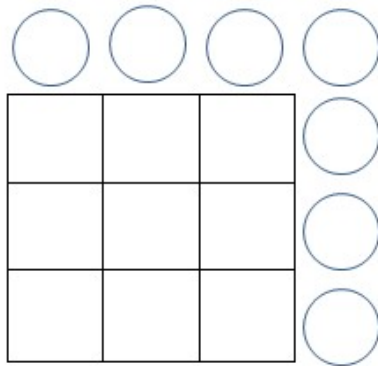- After each roll, students write the number into one of the nine available squares.
- When the nine rolls have been completed, students add each row and each column and write the sum in the corresponding circle.
- Lines that add to ten earn 10 points. No other points are awarded.
- Players calculate their scores. The player with the largest score is the champion.

Teacher Notes

Tens are It! is a variation of the game, *Cross Out Singles*.
Theses games value students' flexible knowledge and application of number facts.
Recognising combinations of two and three single-digit numbers that add to ten is a highly transferable skill useful in mental and written computation.

Be aware that:
- Students in their initial attempts at this game may record numbers in squares without any particular reasoning or thinking
- Students will develop appropriate strategies for positioning numbers as they have more regular practice at this game.

Differentiate the task by:
- Allowing players to work in pairs
- Rolling the dice eight times and allowing the final square to be filled as a 'free choice'
- Playing with a specially created dice, marked with 2, 3, 3, 4, 4, 5
- Playing 'Elevens are It!' or 'Twelves are It!'

Challenge students by:
- Rolling the nine numbers in advance of the game. Students place the numbers on the grid to make lines that add to ten.

Guiding Questions:
- ➢ *What combinations of single-digit numbers add to ten? (4,4,2…5,3,2…3,3,4…5,1,4…etc.)*
- ➢ *What strategy do you use when playing this game?*
- ➢ *Is it possible to get a score of 70 in this game?*
- ➢ *What might a game board with a score of 70 look like?*

Number Fact Fluency

6 + 6 =	8 - 6 =	9 - 3 =	13 - 4 =	4 - 1 =
14 + 5 =	2 + 17 =	7 - 4 =	4 + 9 =	4 - 2 =
9 - 7 =	3 + 9 =	15 - 1 =	20 - 10 =	10 - 5 =
2 + 11 =	3 + 1 =	14 - 7 =	17 + 2 =	2 + 3 =
2 + 15 =	3 - 2 =	9 + 3 =	6 + 4 =	15 - 6 =
7 - 3 =	11 + 5 =	8 - 5 =	7 + 8 =	4 + 6 =
10 + 10 =	18 - 4 =	3 + 4 =	20 - 19 =	4 + 9 =
8 - 2 =	10 + 0 =	8 + 8 =	14 + 2 =	7 - 2 =
11 + 1 =	13 - 5 =	17 - 2 =	9 - 4 =	19 + 1 =
14 - 1 =	12 - 9 =	3 + 7 =	5 + 5 =	15 - 9 =

Correct answers: [   ]   Time: [   ]

Ordering Coins

Cut and paste the Australian coins below and arrange them from smallest value to largest value in the boxes.

Smallest value

Largest value