

Tuesday



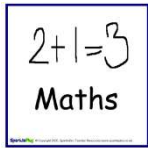
Today we are learning




English – Finding verbs in procedure.

Maths – Skip counting coins.








The materials I will need are

- Worksheets
- Scissors
- Glue
- Lead Pencil
- Green coloured pencil

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?
	9-10am English  <ol style="list-style-type: none"> 1. Complete the jam sandwich procedure activity attached. Cut and paste the procedure in order. 2. Underline the starting word in green 3. What type of word does each step start with – noun, verb, adjective.
Stop and enjoy a fruit break outside – Tell someone how you are feeling today	
	10 – 10:30am Independent Reading Read for 20 minutes to yourself, tell someone about the story you read. Fill in your reading log.
	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.	
	12 – 1:30pm Maths Warm Up Ladders  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. Did you beat yesterdays? Movement Break Go noodle - https://app.gonoodle.com/  Maths Lesson – Money Complete the attached worksheets on skip counting coins. Take a picture for your teacher. 

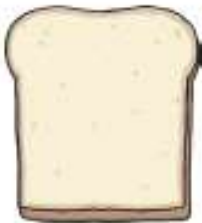
	Stop and have some lunch. Play outside for 30 minutes
 <p>Music</p> <p>Choose three activities from the music choice board.</p>	<p>2-3pm</p>
<p>Check In</p> 	<p>Fill in your check in sheet for Tuesday.</p> <p>Take a photo for your teacher.</p> 

Daily Check in

	Tuesday			
What zone are you in?	   			
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				

How to Make a Jam Sandwich

What you need:



Bread



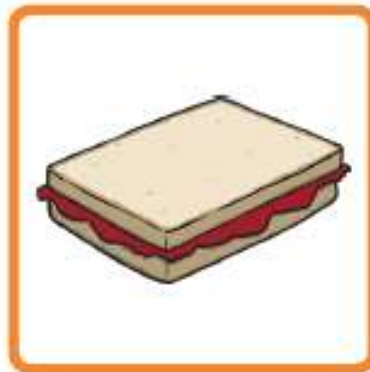
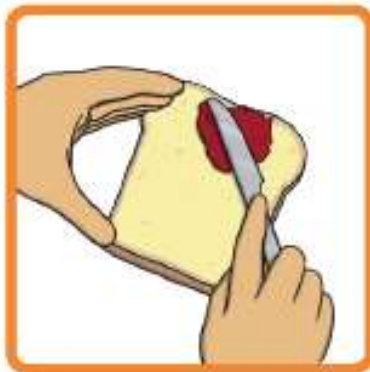
Butter



Knife



Jam



Cut out each step and glue them next to the correct picture:

Get some jam, some butter and a knife.

Place the other slice of bread on top.

Spread the jam onto one slice of bread.

Eat your sandwich.

Get two slices of bread.

Spread the butter onto one slice of bread.



visit [twinkl.com](https://www.twinkl.com)



Answer Key:

1. Get two slices of bread.
2. Get some jam, some butter and a knife.
3. Spread the butter onto one slice of bread.
4. Spread the jam onto one slice of bread.
5. Place the other slice of bread on top.
6. Eat your sandwich.

Spelling Week 2 - Tuesday

Weekly Focus:








Long vowel patterns

ā — 'ei', 'a_e'; ē — 'ie', 'ea'; ī — 'igh', 'i_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:

Write out your words on the weekly spelling handwriting sheet for "Tuesday."

<u>WEEK 2</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
 veil	★			
 eight				
 brave				
 field				
 brief				
 dream				
 high				
 night				
 glide				
 shine				

Activity 2:

Complete the word search below.

Week 2 Spelling

E	H	M	R	I	L	G	E	I	V	E	V	E	G
V	E	D	L	E	D	L	D	I	E	S	R	B	S
A	H	F	I	A	I	I	H	B	H	E	B	I	H
R	T	E	B	I	N	G	H	S	L	H	R	I	I
B	H	V	G	R	V	I	H	I	G	I	F	T	N
G	H	D	L	G	H	V	A	T	G	E	E	V	E
E	T	E	L	I	D	I	E	N	N	R	I	G	M
E	A	E	I	E	E	H	G	I	H	T	R	E	E
H	D	L	M	G	I	V	H	L	I	I	B	I	B
E	E	I	M	A	H	F	I	D	L	I	N	I	I
I	D	G	V	V	E	F	S	S	R	G	A	T	F
H	I	E	N	E	L	R	N	D	I	H	A	E	I
E	L	I	E	M	A	N	D	I	I	I	B	E	B
I	G	N	I	G	H	T	A	H	B	B	T	I	I

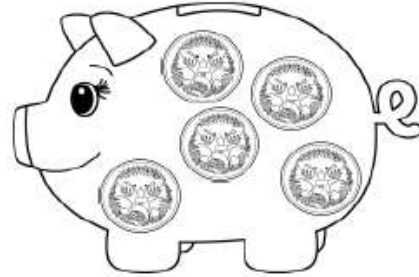
EIGHT
BRAVE
DREAM
VEIL
GLIDE
SHINE
BRIEF
NIGHT
HIGH
FIELD

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

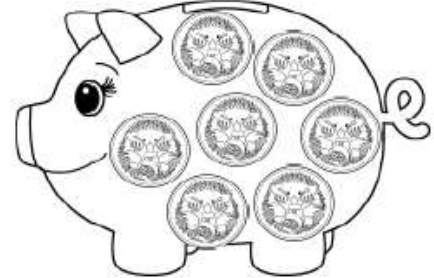
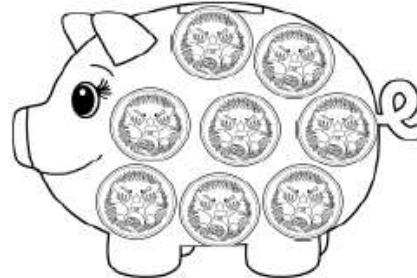
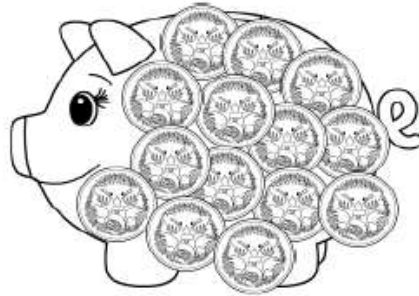
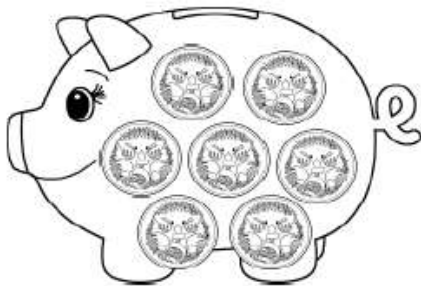
Correct answers:

Time:

Use skip count by 5's to add the amounts in the piggy banks. Write the amount in the box.



--	--	--	--



--	--	--	--

Use skip count by 10's to add the amounts in the piggy banks. Write the amount in the box.



--	--	--	--














--	--	--	--



Choose an activity and colour in the star once completed. Try to get **3 different activities done in a week.** You can do an activity more than once. Add some more stars and colour them if you do. These are some starter ideas that support the direction of Music Education and Music concept development in our school. If you discover a fun extension or idea, please let me know about it. Take whatever opportunity you can to sing with your children, teach them nursery rhymes and play clapping games... all of these, at any age, are great.



<p>Teach someone at home to sing “Dinah”. Put in their names into the song. See if you can sing it with rhythm names?? This is the start... Tika-tika ti-ti ti-ti ti-ti</p> 	<p>Find a book with rhyming text. Try singing it instead of saying it.</p> 	<p>Play a freeze game with some different styles of music. Try jazz, heavy metal, opera...move around your lounge room and FREEZE when the music stops.</p> 	<p>Sing Old MacDonald had a Farm using different animals. Think about whether it should be loud/soft, high/low, slow/fast, smooth/bumpy.</p> 
<p>Make up new words to a song you know -e.g. Twinkle Twinkle little _____???</p> <p>Use some rhyming words to make your song.</p> 	<p>Create a drum kit from things you have in the kitchen e.g. pots and pans, chopsticks, spoons, etc.</p> 	<p>Move to the Music. Dance and prance around to recorded music in different tempos (speeds - fast and slow – create some actions that match)).</p> 	<p>Play Hot and Cold by hiding a toy and singing louder as the seeker gets closer and softer as they move away.</p> 
<p>Make up some 4 beat rhythmic patterns-write them down say and clap them to someone at home.</p> 	<p>Listen to a range of music and keep the beat on different parts of your body – nice steady feeling..</p> 	<p>Make a maraca (shaker), or a few maracas that use different materials and make different sounds. Will you SHAKE, STRIKE or RUB to make the sound??.</p> 	<p>Lay down, relax and listen to some beautiful music. Talk about what you thought about while it was playing.</p> 