

Monday



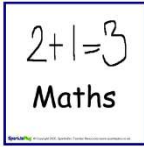
Today we are learning





English – Procedures

Maths – Skip counting by twos

The materials I will need are

- Worksheets
- Lead Pencil
- A4 Writing book

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?
	<p>9-10am English Read the example procedure on 'How to Catch an Alien'.</p> <p>Activity 1: Students will need to add adjectives (describing words) to the materials needed to catch an alien, on the sheet attached.</p> <p>Activity 2: Then write a method for how you can catch an alien on the template attached.</p>
Stop and enjoy a fruit break outside – stretch and touch your toes 3 times	
	<p>10 – 10:30am Reading Comprehension Complete the attached reading comprehension sheet. Read through the text and answer the questions on the sheet.</p>
	<p>10:30 – 11am Spelling – Complete the spelling task for the day (in attachments).</p>
Stop and have something to eat and go outside and enjoy the fresh air.	
	<p>12 – 1:30pm Maths Warm Up Hundreds board Puzzle Follow the attached instructions. Use the template to play.</p> <p>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.</p> <p>Movement Break Go noodle - https://app.gonoodle.com/</p> <p>Maths Lesson Activity 1: Complete the worksheet on skip counting by twos. Activity 2: Complete the worksheet on time, mix of o'clock, half past, quarter to and quarter past.</p>
Stop and have some lunch. Play outside for 30 minutes	

	<p>2-3pm Digital Technology Design and draw a robot that would be able to collect the groceries using either push or pull forces.</p> 
<p>Check In</p> 	<p>Fill in your check in sheet for Monday. Take a photo for your teacher.</p> 

Daily Check In

The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

<p><i>What zone are you in this morning and why?</i></p>	
<p><i>What zone are you in this afternoon and why?</i></p>	
<p><i>What did you do well today?</i></p>	

Parent example of a written procedure

Layout must include:

- *Heading*
- *Materials and ingredients list with matching illustrations.*
- *Numbered steps with each step on a new line, including verb commands and noun groups (an adjective describing a noun).*

How to Catch an Alien

Would you like to catch an alien? Use these instructions to help you.

You will need

- a pair of unused underpants
- a rope
- a stick
- a large cardboard box without a lid
- a fishing net



1. Make a small hole in the box near to the top.
2. Push the rope through the hole. Leave one end longer than the other.
3. Tie the rope in a knot.
4. Put the box outside.
5. Use the stick to prop up the box under the rope.
6. Place the pants underneath the box.
7. Pick up the other end of the rope.
8. Take your end of the rope and hide near to the pants.
9. Wait for the alien to come to get the pants.
10. Pull the rope hard to knock the box down on top of the alien.
11. Lift the box up and scoop the alien into the net.

Activity 1

Add adjectives to these materials to make interesting noun groups for your How to catch an Alien procedure. The first one is done for you.



red unused underpants



_____ rope



_____ stick



_____ box



_____ net



_____ sundae

Activity 2.

Use these materials to write a procedure for catching an alien. Number your steps and start each step on a new line. Include your noun groups from activity 1 in your procedure.

How to catch an Alien

Snails



There are thousands of different snails across the world including land snails, sea snails and freshwater snails. A snail has a long, slimy, soft body with a hard shell on its back.



Fascinating Facts

Snails are one of the earliest known types of animals in the world. They lived almost 500 million years ago. The largest land snail recorded was just over 30cm long.

Where Do They Live?

Snails live in many different places. Some can be found in the desert whilst others prefer colder temperatures. Snails don't tend to live in just one place as they carry their homes on their backs. Some snails live on land, while others live in water, such as the sea.

What Do They Eat?

Snails eat a variety of things, which will depend on where they live. Foods they like include plants, fruit, vegetables and algae.

Staying Safe

Snails have a shell, which keeps them safe. If a snail is scared it will disappear inside its shell. Some snails can also create a slimy trail which animals, such as birds, do not like and so it will stop an attack.

Questions about...

Snails



Answer the questions below in full sentences.

1. What do snails look like?

2. Where do snails live?

3. What do they like to eat?

4. Why don't snails tend to live in just one place?

5. What does a snail do if it is scared?

6. What was the length of the largest snail ever recorded?

7. How many years have snails been on the earth?

Spelling Week 5 - Monday

Weekly Focus:

Beginning complex consonant patterns 'thr-', 'shr-', 'squ-'

Complex consonant patterns are groups of letters that appear together in words. They may include blends such as 'squ' where each letter produces a sound /s/ /k/ /w/; or a digraph with another consonant producing a blended sound such as /th/ /r/ or /sh/ /r/.

Activity 1:

Watch the attached video











Week 5 spelling video Triple Blends 2



Activity 2:

Write out your words on the weekly spelling handwriting sheet under "Week 5"

WEEK 5	Tuesday	Wednesday	Thursday	Friday
throw				
three				
thread				
shred				
shrink				
shriek				
square				
squint				
squash				
squeal				

<u>WEEK 5</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
 throw				
 three				
 thread				
 shred				
 shrink				
 shriek				
 square				
 squint				
 squash				
 squeal				

Hundreds Board Puzzle

Big Idea: Place Value

Suits: Years 1-4

Materials:

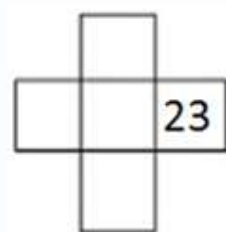
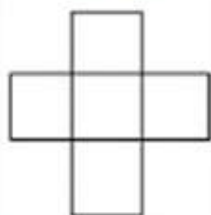
Whiteboard and whiteboard
Marker or pencil and paper

Instructions:

- Teacher draws a shape (pattern of blank squares) from a hundreds board on the board, eg.
- Students copy the shape.
- Teacher places one number in a square
- Students add numbers to fill in the rest of the puzzle.

A cross shape (shown above) is a good starting shape as it consolidates the concepts of 1 more, 1 less, 10 more, 10 less.

An alternative to students copying shape puzzles from the board is to print or copy set of shapes. Laminated sets of shape cards can be reused.



Teacher Notes

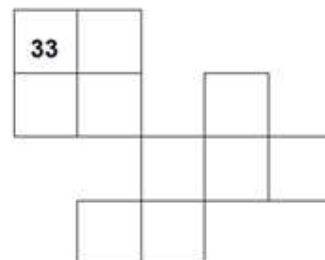
Students' understanding of the concepts and patterns required by this task can be developed through experiences with numbers on a Maths Mat, personal hundred boards or digital hundred boards.

Be aware that:

- students who do not have a deep understanding of the patterns in how numbers are written, may struggle to complete even the most basic of puzzle pieces.

Differentiate the task by:

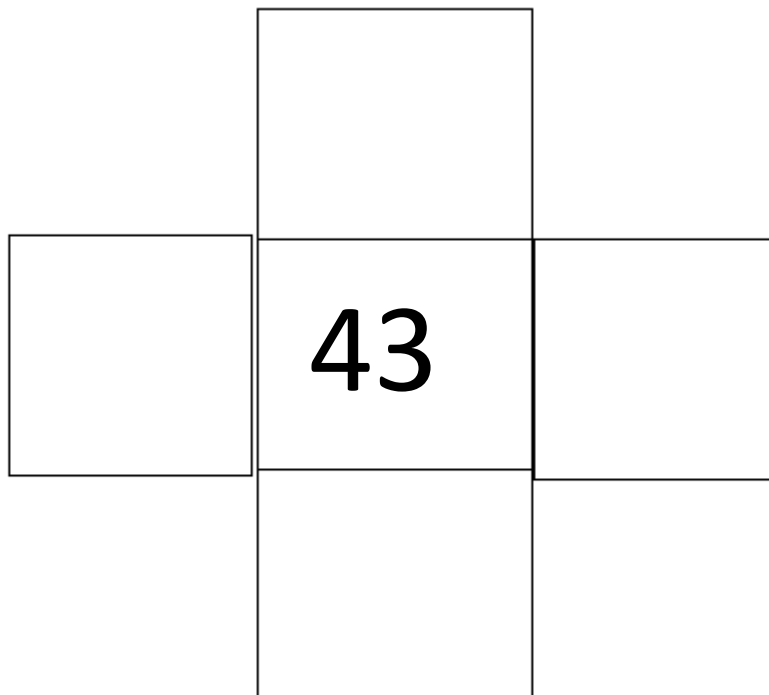
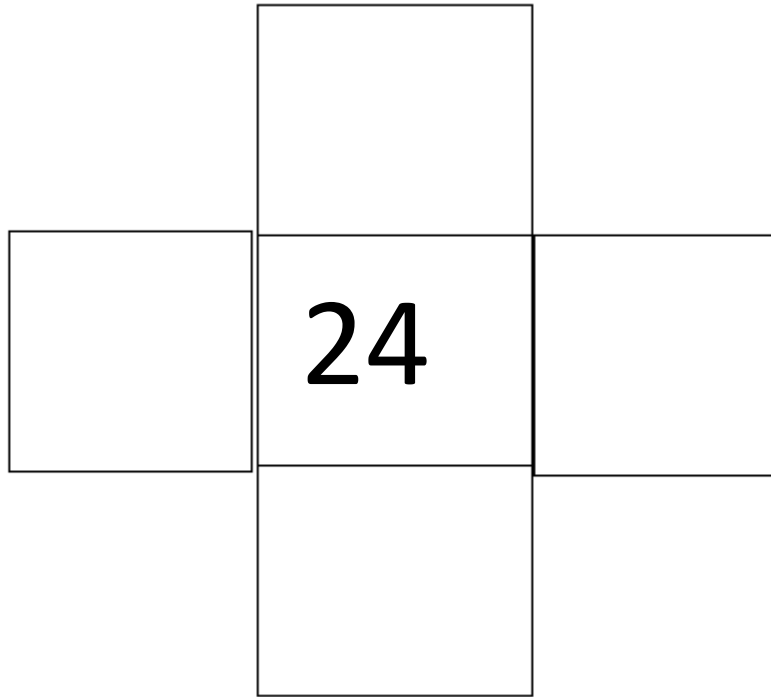
- Allowing children to use a 100 board for support
- Using larger numbers
- Using decimal numbers
- Using more difficult shapes from the hundreds board
- Having a class set containing a range of shapes makes it very easy to differentiate this task for each class.



Guiding Questions:

- What patterns do you see on the hundred board?
- What is the difference between the smallest and largest numbers on the puzzle piece?





Number Facts

$10 + 10 =$	$12 + 8 =$	$16 + 4 =$
$5 + 15 =$	$9 + 10 =$	$3 + 17 =$
$0 + 20 =$	$7 + 13 =$	$12 + 7 =$
$9 + 10 =$	$19 + 1 =$	$4 + 15 =$
$4 + 16 =$	$6 + 13 =$	$11 + 9 =$
$18 + 2 =$	$2 + 18 =$	$2 + 17 =$
$1 + 18 =$	$13 + 6 =$	$10 + 9 =$
$14 + 6 =$	$20 + 0 =$	$8 + 12 =$
$11 + 8 =$	$15 + 4 =$	$17 + 3 =$
$7 + 12 =$	$13 + 7 =$	$5 + 14 =$
$6 + 14 =$	$14 + 5 =$	$16 + 3 =$
$8 + 11 =$	$18 + 2 =$	$1 + 19 =$
$3 + 16 =$	$9 + 11 =$	
$10 + 10 =$	$15 + 5 =$	

Skip counting by 2's

Complete the number patterns.

Use the hundreds board to help.

2, 4, 6, 8, __, __, __, __

10, 12, 14, 16, __, __, __

32, 34, 36, 38, __, __, __

45, 47, 49, 51, __, __, __







Hundreds Board

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

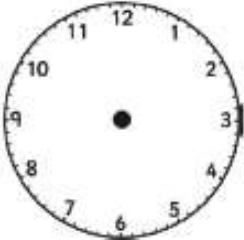
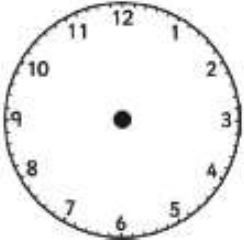
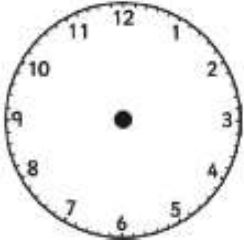
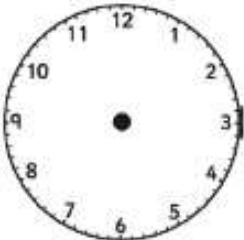
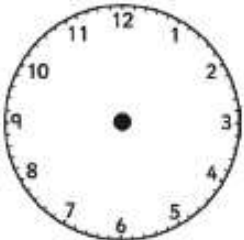
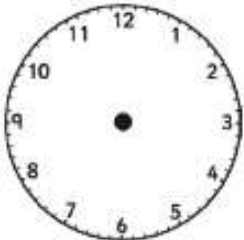
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What Time Is It?

Use your paper plate clock to work out the times on these clocks. Write your answer in the box underneath each clock.

Use your paper plate clock to make these times, then draw hands on each clock to show the correct time.

		
6 o'clock	half past 7	quarter past 5
		
quarter to 4	half past 2	quarter to 8