



Erina Heights Public School

Learning from Home – Early Stage 1

Term	1	2	3	4								
Weeks	1	2	3	4	5	6	7	8	9	10	11	


	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting KG Zoom Link KT Zoom Link				
Morning	Reading Eggs	Reading Eggs	Reading Eggs	Reading Eggs	Reading Eggs
	Sounds - ch Find things around the house that start with 'ch'	Sight Word Activities <ul style="list-style-type: none"> Beat the Clock Sight word chains 	Sounds – sh Have an adult help you write all the words you know with the 'sh' sound	Sight Word Activities <ul style="list-style-type: none"> Beat the Clock Concentration 	Sounds - th Read a book and find all the 'th' words
	Writing Task 1	Writing Task 2 Activity Link	Writing Task 3 Song Link Animalia Alliteration Animals	Writing Task 4 Bear Video	Writing Task 5
	Recess Break				
Middle	Maths Lesson 3 Counting Backwards	Maths Lesson 4 Numbers 11 to 20	Maths Lesson 1 Counting to 20	Maths Lesson 2 Counting forwards from 10	Maths Lesson 4 Numbers in the Environment
	Manga High	Manga High	Manga High	Manga High	Manga High
	Lunch Break				
Optional Activities	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

Week 2

Writing Task 1 - Last term we talked about how every family looks different and is unique. Talk to an adult about why your family is special.

Write a sentence about what makes your family special.

Draw a picture of your family.



My family is special because

Remember to check;

- If you have a capital letter at the beginning of your sentence and the correct punctuation at the end.
- Spacing between words
- If your sentence makes sense - reread your sentence each time you write a new word.

Week 2

Writing Task 2 – Watch the following video.

For the Birds – <https://www.literacyshed.com/for-the-birds.html>

Discuss the following with an adult.

- Does the video have a message for us?
- Why do you think the small birds were mean to the big bird?
- What is the moral of the story? (The lesson it is trying to teach us)
- Can you think of a more interesting title?

Draw a picture of the bird that looks different.



In Term 2 we discussed strategies to use when dealing with a bully.
Write three steps that you would use.

Some of these words may help.

ignore walk away safe place
tell a safe person say stop

Week 2 Writing Task 3 – Watch the following videos;

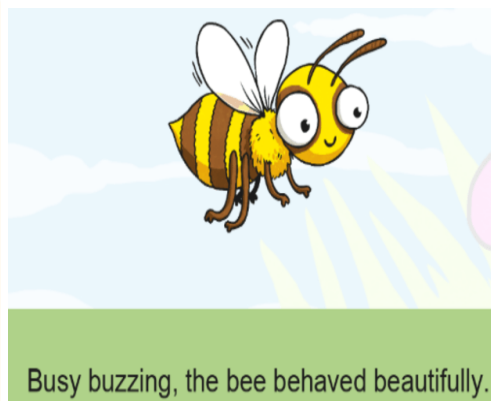
Alliteration Song – https://www.youtube.com/watch?v=y-koivS_aho

Animalia by Graeme Base –

<https://www.youtube.com/watch?v=25ZN54qKHI1s>

The North American Animal ABC Book –

<https://www.youtube.com/watch?v=16bmt1jSOMw>



What is Alliteration?


Alliteration is when two or more words start with the same sound are used repeatedly in a phrase or sentence.

Task - Write a sentence with alliteration, using the first sound of your name.

Week 2

Writing Task 4 – Unjumble the sentence and write it below.

asleep The bear his
den. is in



Watch this short video about bears.

<https://www.youtube.com/watch?v=GUwvvxTAH-U>

Write two interesting facts about bears that you learnt from the video. Remember capital letters, spacing between words and full stops.

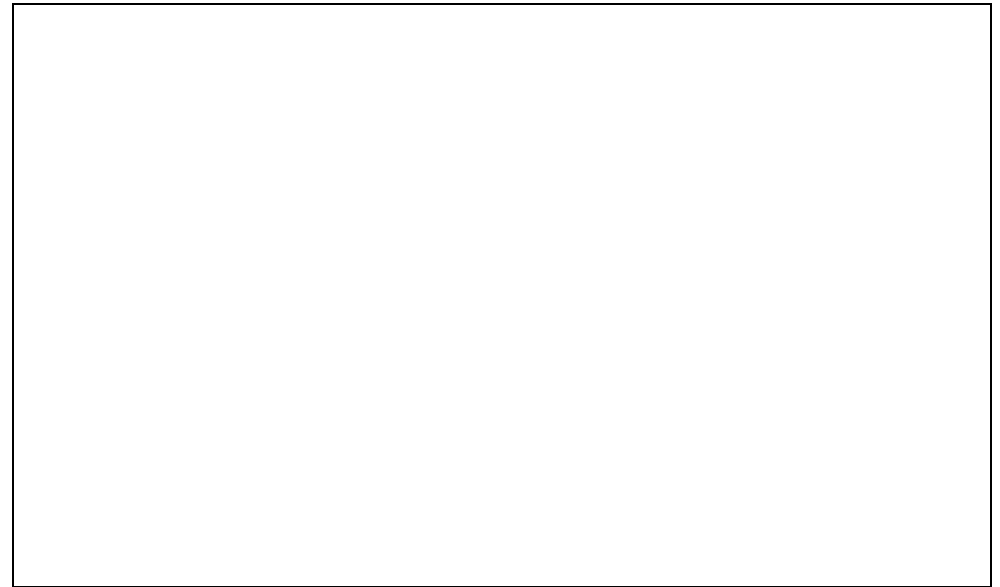
different kinds many colours live mountains
forests snow omnivore swimmer climb
back legs one and a half years old 15 hours

Week 2

Writing Task 5 - Write a letter to someone special. Tell them what you have enjoyed doing this week and something that you have learnt. Don't forget to tell them something that you are grateful for.

Dear _____

Draw them a picture.



Remember to check;

- If you have a capital letter at the beginning of each sentence and the correct punctuation at the end.
- Spacing between words
- If your sentences makes sense - reread your sentence each time you write a new word.

SILLY SENTENCES

There are 32 beginning and ending sentence parts in this resource.

Students can join any sentence beginning with an ending to make a silly sentence.

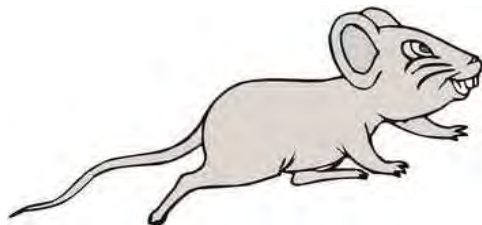




The tall boy



A big cat



The little mouse



A small dog



The old man



Two good friends



The young woman



A large orange



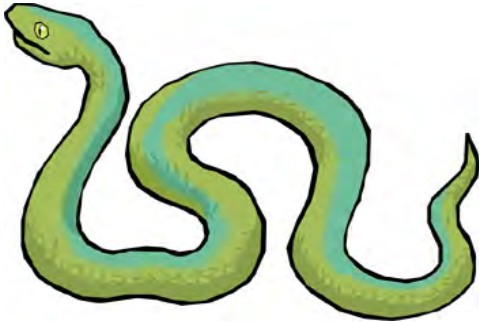
The small girl



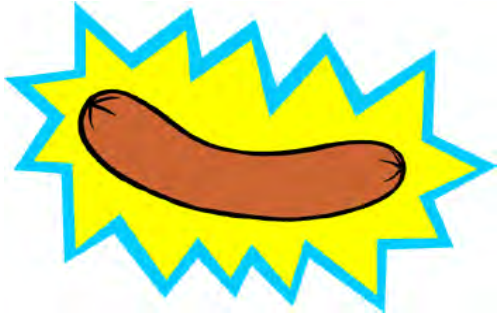
A large butterfly



The three bears



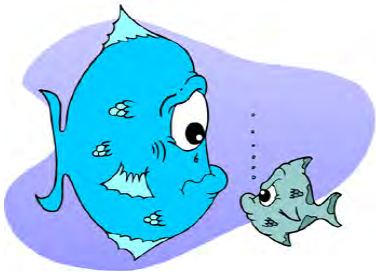
A long snake



A long sausage



The little baby



A big fish



The three pigs



A happy clown



The scared cat



The nasty pirate



A magic fairy



The angry monster



The marching band



The football team



Three cheerleaders



The grumpy old troll



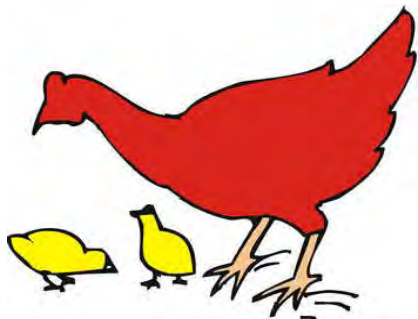
The busy fireman



The excited cook



The friendly doctor



The red hen



Two fat ducks



Three blind mice



One hungry goat

walked down the path.



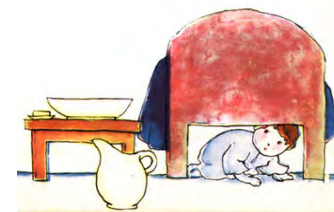
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swam in the river.



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crawled under the bed.



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sat on a mat.



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smiled at the teacher.



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rolled off the table.



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skipped on the grass.



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rode on the bike.



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looked out the window.



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cried in the pram.



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jumped over the moon.



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made a big sandcastle.



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jumped on the bed.



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slept in a tree.



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washed the dishes.



© TeachThis.com.au (2009)

baked a cake.



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kicked the ball.



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patted a dog.



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ate ice cream.



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was very sunburnt.



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went surfing today.



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painting the wall.



© TeachThis.com.au (2009)

watered the garden.



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jumped in the pool.



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hung out the clothes.



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blew lots of bubbles.



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jumped in a puddle.



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rode a horse.



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played at the beach.



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climbed up a ladder.



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danced a jig.



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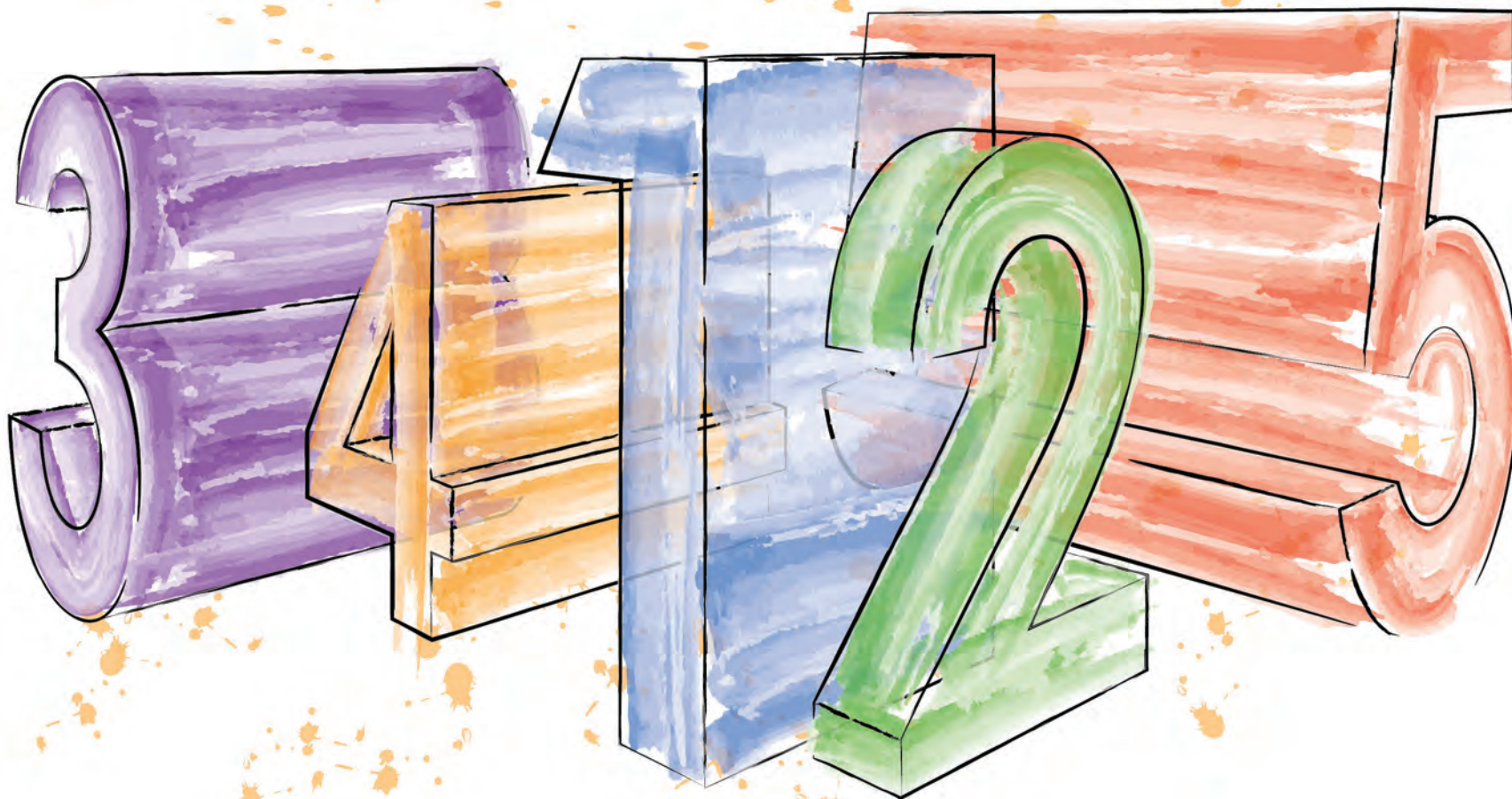
ate some porridge.



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Whole Numbers

Unit
4



Icons Used in this Booklet



Watch



Record



Return

General Information

There is a video to watch within this unit. Supervisor information is provided for each lesson to assist in the understanding of the concepts being taught. This is accompanied by a list of materials needed. Resource sheets that are required for a lesson can be found at the end of that lesson. At the end of the unit there is feedback to complete.

Text in **black bold** is to be read to the student. Text in black is instructional information for the supervisor. Text in brackets gives an indication of possible responses. Text in the background information is for the supervisor only and can include terminology the student is not expected to use.

Language for Students

Students need to hear, learn, understand, apply and use the terms in this list: **count backwards, count forwards, less than, more than, number after, number before.**

There is also a range of mathematical terminology and concepts used throughout this unit to provide further information and explanation for the supervisor only.

In Early Stage 1, students are encouraged to:

- describe mathematical situations, make choices about how to solve problems and explain the strategies used to answer problems.
- look at and explore their environments and use what they see to further their mathematical learning and understanding.
- participate in hands-on activities that involve manipulating materials.

Supervisor Information

Materials you will need:

- counters
- **Lesson 1: Resource Sheet 1**
- pop sticks
- **Lesson 3: Resource Sheet 1**

In this lesson the student will be learning to:

- count forwards and backwards from a given number in the range 0 to 20;
- identify the number before and after a given number;
- describe the number before as 'one less than' and the number after as 'one more than' a given number.

Background Information

The student will practise counting backwards from 20 to 0, initially using visual aids such as number cards and objects, and then without. At this point the student should be familiar enough with the counting sequence to count forwards and backwards from any given number between 0 and 20. The student will be ready to identify the number before and after a given number. Reinforce with the student that the number after a given number is one more than that number, which can be found by counting forwards by one. The number before is the number one less than a given number, which can be found by counting backwards by one.

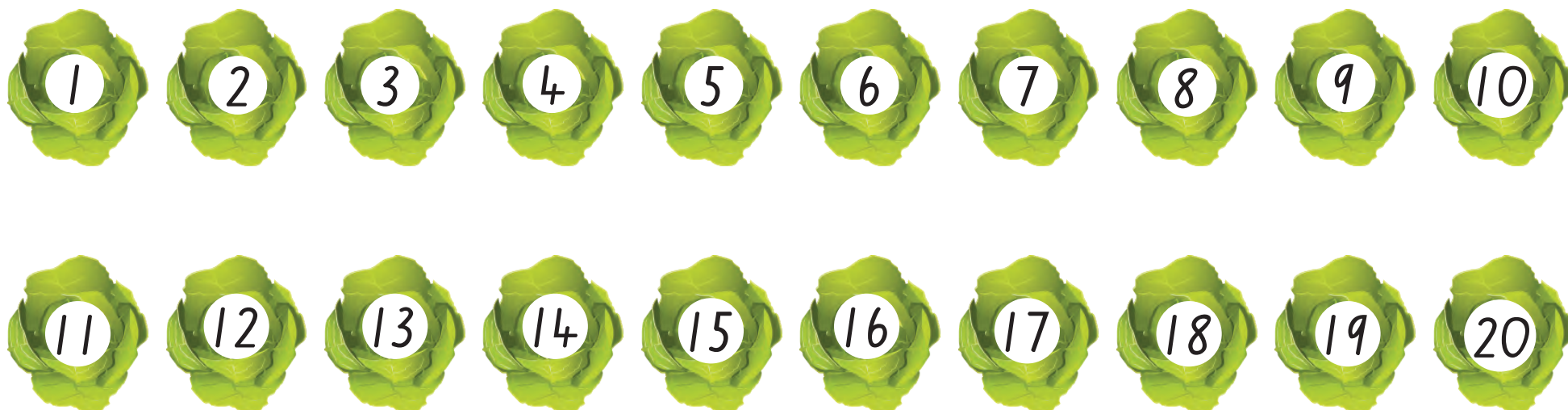
Assist the student to cut out **Lesson 3: Resource Sheet 1** prior to beginning the lesson.

Supervisor Working with Student

Count the number of cabbages below. Place a counter on each cabbage to help you.

Leave the counters on the cabbages. Can you count backwards from 20? Start from the number 20 cabbage and say the name of the number as you take the counter off each cabbage.

How many counters are left when you take off the last counter from the cabbage? (none or zero) This is why we count backwards from 20 to 0.



The following activities will help the student count forwards and backwards from any number to and from 20.

You will need the number cards from 1 to 20 from **Lesson 1: Resource Sheet 1** for this activity.

Shuffle the cards and ask the student to place them in correct counting order from 1 to 20.

Count forwards from 1 to 20. Point to each card as you say the name.

Count backwards from 20 to 0. Point to each card as you say the name.

Now you are going to count forwards and backwards from any number between 0 and 20.

Use the number cards 1 to 20 again. Make sure they are placed in a line in order from 1 to 20.

Count forwards to the number 8. Point to each number and say its name as you count.

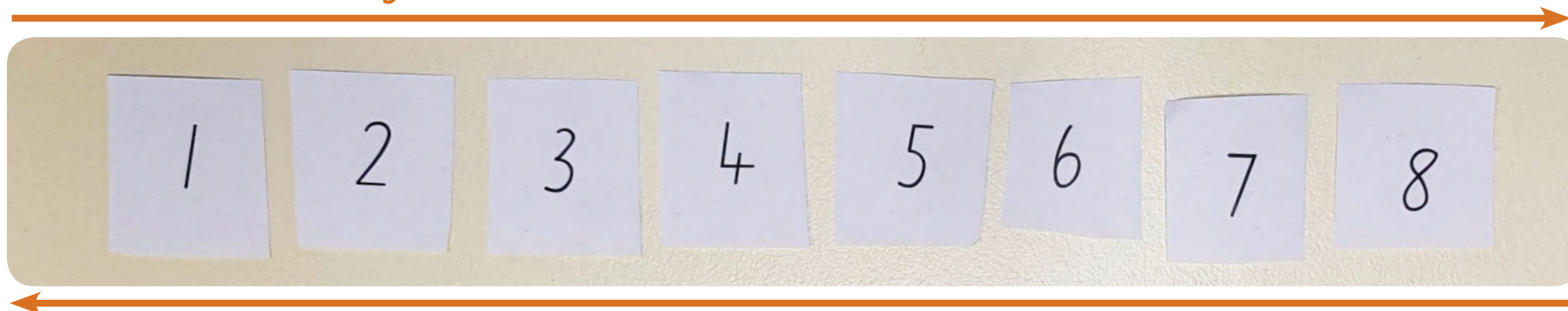
Count backwards from the number 8. Point to each number and say its name as you count.

Count forwards to the number 12. Point to each number and say its name as you count.

Count backwards from the number 12. Point to each number and say its name as you count.

Repeat this activity using the numbers 14 and 17.

counting forwards



counting backwards

Let's see how well you can count without using the number cards.

Place 20 pop sticks in a line in front of the student.

Count the number of pop sticks in this line. How many pop sticks are there? (20)

Now count backwards from 20 to 0. Say the name of each number as you remove each pop stick.

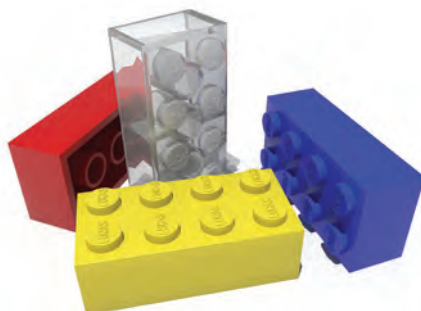
Place 13 pop sticks in a line in front of the student.

Count the number of pop sticks in this line. How many pop sticks are there? (13)

Now count backwards from 13 to 0. Say the name of each number as you remove each pop stick.

Repeat this activity using the numbers 15 and 19.

Practise counting forwards to and backwards from 20 using any available materials such as unifix cubes or counters. Alternatively, use everyday objects such as cutlery, pegs, pencils, eggs in a carton or toys for the student to count forwards and backwards from numbers in the 1 to 20 range.



The fence palings have the numbers from 11 to 20 marked on them. Show me how you can count forwards from 11 to 20. Point at each number as you say its name. Show me how you can count backwards from 20 to 11. Point at each number as you say its name.



Place pop sticks in front of the student.

Point to the number 16 on the fence. Put a pop stick on the number 16.

What is the number after 16? Tell the student that they need to count forwards by one to find this number, 17. **What is the number before 16?** Tell the student that they need to count backwards by one to find this number, 15.

Point to the number 12. Put a pop stick on the number 12.

What is the number after 12? Tell the student that they need to count forwards by one to find this number. It is 13. **What is the number before 12?** Tell the student that they need to count backwards by one to find this number, 11.

Repeat this activity with the student using the numbers 15 and 18.

Place 20 pop sticks and **Lesson 3: Resource Sheet 1** in front of the student.

Give the student 10 pop sticks.

Place these pop sticks on the fence palings starting at the number 1.

How many pop sticks are on the fence? (There are 10 pop sticks.)

Place one more pop stick on the next fence paling. How many pop sticks are now on the fence? (11)

We can say that eleven is one more than ten.

Place 10 pop sticks on the fence palings, starting from the number 1.

How many pop sticks are on the fence? (10)

Take one pop stick away. How many pop sticks are now on the fence? (9)

We can say that nine is one less than ten.

Repeat the activity using the numbers: 8 14 17



The number one more than a given number is the same number that comes after it when you are counting forwards. The number one less than a given number is the same number that comes before it when counting backwards. The following activity will help the student to identify the number one more than and one less than a given number.

Use the number cards from **Lesson 1: Resource Sheet 1**. Use all the number cards from 1 to 20. Shuffle the cards and put them face down in a pile on the table in front of the student. The student will take the card from the top of the pile and lay it face up.

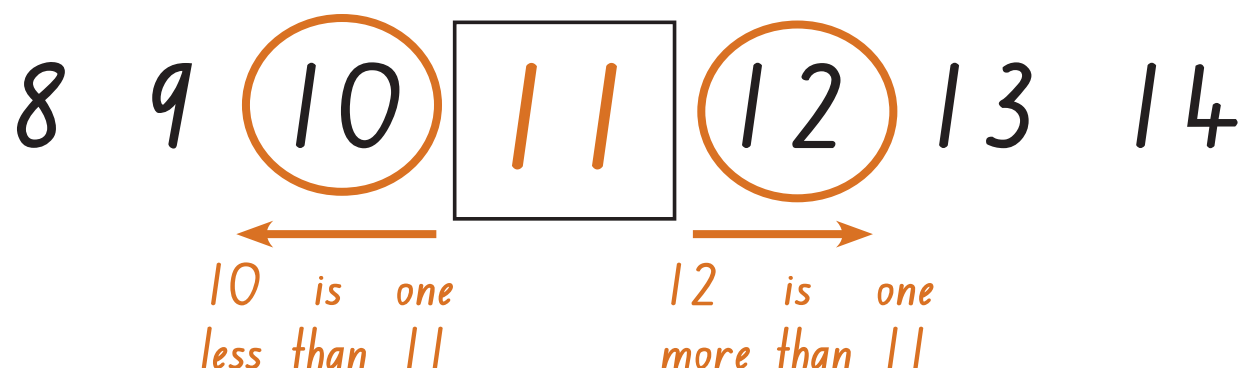
Ask the student the following questions about the card they have turned over.

What is the number on the card?

What number is one more than this? Reinforce to the student that this is the number that comes after it when counting forwards. In the example below, the number is 12.

What number is one less than this? Reinforce to the student that this is the number that comes before it when counting backwards, the number is 10

Continue until you have gone through all the numbers in the pile. Repeat several times.



Circle the number that is one more than the number marked in orange. Remember to count forwards by one.

11 12 13 14 15 16 17 18 19 20

11 12 13 14 15 16 17 18 19 20

Circle the number that is one less than the number marked in orange. Remember to count backwards by one.

11 12 13 14 15 16 17 18 19 20

11 12 13 14 15 16 17 18 19 20



Lesson 3: Resource Sheet 1



Supervisor Information

Materials you will need:

- counters
- **Lesson 1: Resource Sheet 1**
- material

In this lesson the student will be learning to:

- read numbers to at least 20, including zero, and represent these using objects and numerals;
- connect number names, numerals and quantities,

Background Information

In this lesson the student will reinforce their recognition of the numerals from 11 to 20. They will be able to match the numerals to the correct amount of objects so they understand that each numeral represents a particular quantity of objects.

Supervisor Working with Student

Can you recognise the numbers from 11 to 20? Look at the pictures below and say the name of each number as you point to it. Count forwards from 11 to 20 and point to each number as you say its name.



Trace the numbers from 11 to 20 below.

11

16

12

17

13

18

14

19

15

20

You will need counters and the number cards 1 to 20 from **Lesson 1: Resource Sheet 1** to complete this activity.

Shuffle the number cards and ask the student to lay out the cards in the correct counting order.

Place 5 counters in front of the student. Ask them to count the number of counters in front of them.

How many counters? There are 5 counters.

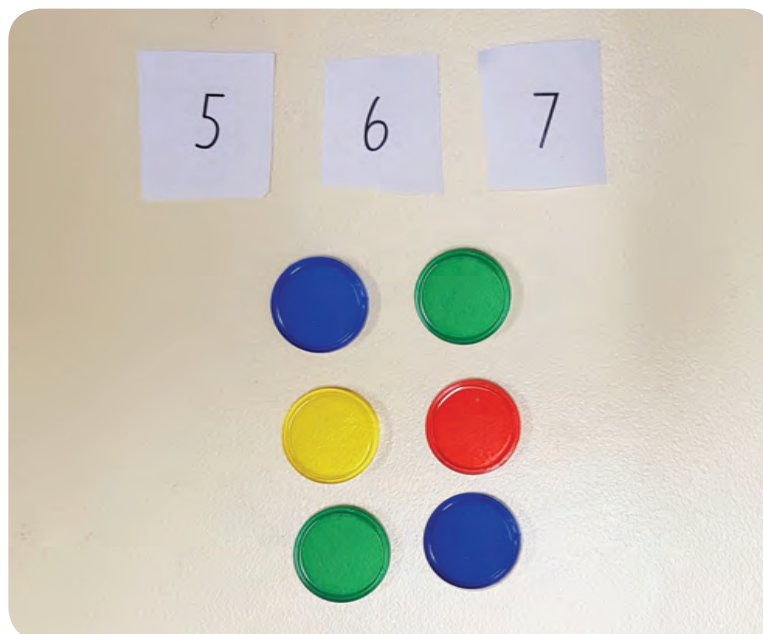
Can you point to the number card that matches this amount of counters? The student should point to the number 5 card.

Place 11 counters in front of the student. Ask them to count the number of counters in front of them.

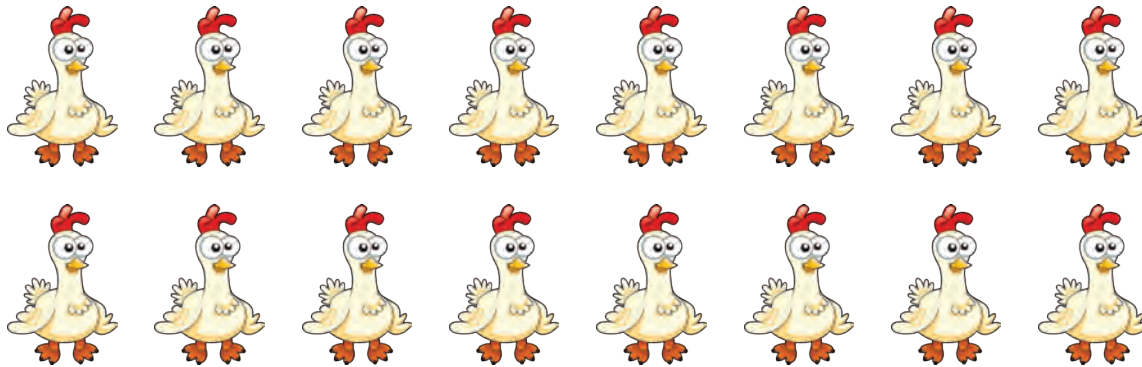
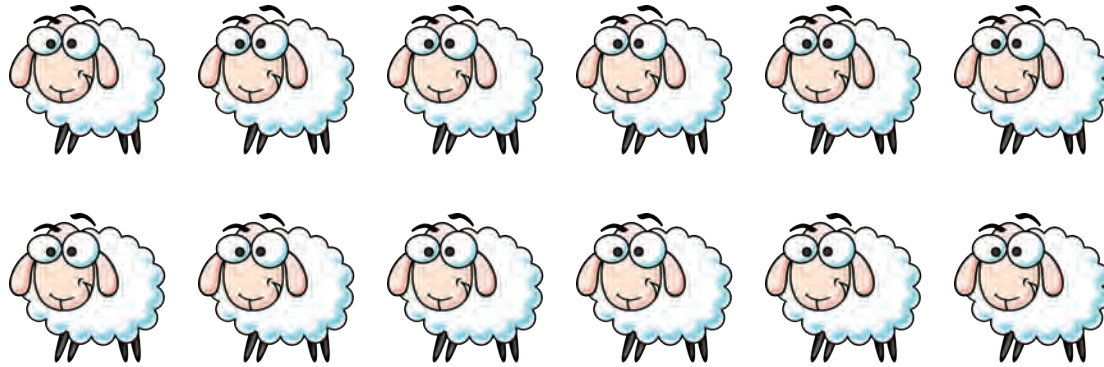
How many counters? There are 11 counters.

Can you point to the number card that matches this amount of counters? The student should point to the number 11 card.

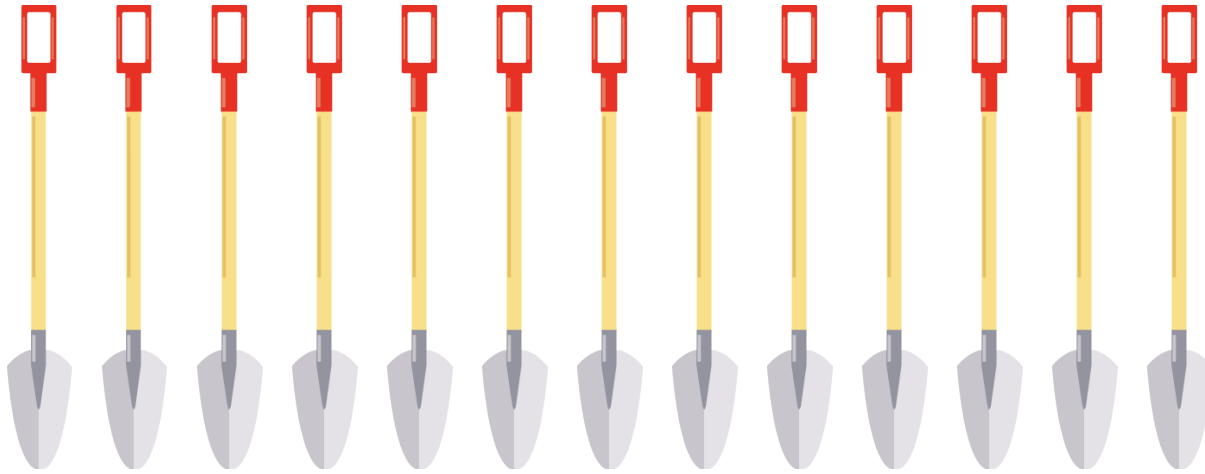
Repeat this activity using the numbers: 8 14 17 19



Count the number of objects in each box on the following pages. Draw a line to match each box to the correct number.



11
12
13
14
15
16
17
18
19
20



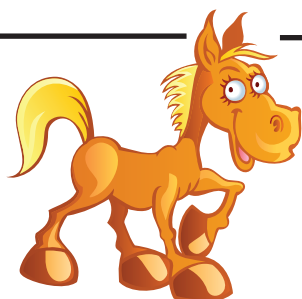
11
12
13
14
15
16
17
18
19
20

Help the horse to reach the stable by following the numbers in order from 1 to 20. Draw a line along the path as you count from 1 to 20.

30	22	7	17	12	3	14	7	13	30	27	26	25	26
7	1	13	14	30	1	5	18	24	29	28	7	24	28
19	27	9	25	11	10	11	12	13	16	17	18	19	20
30	22	18	5	6	14	10	11	14	15	19	19	22	7
21	5	14	8	7	29	9	12	9	10	23	20	21	28
7	8	10	3	4	5	8	2	8	27	30	19	25	15
6	5	1	2	5	6	7	28	23	17	21	3	30	2



Finish



Start

Language for Students

Students need to hear, learn, understand, apply and use the terms in this list: **count backwards**, **count forwards**, **estimate**, **number after**, **number before**.

Glossary for Supervisors

- **estimate**: give an approximate answer to a question

There is also a range of mathematical terminology and concepts used throughout this unit to provide further information and explanation for the supervisor only.

In Early Stage 1, students are encouraged to:

- describe mathematical situations, make choices about how to solve problems and explain the strategies used to answer problems.
- look at and explore their environments and use what they see to further their mathematical learning and understanding.
- participate in hands-on activities that involve manipulating materials.

Supervisor Information

Materials you will need:

- unifix cubes
- **Lesson 1: Resource Sheet 1**

In this lesson the student will be learning to:

- practise counting forwards to 20;
- practise counting backwards from 20;
- count with one-to-one correspondence for numbers to 20;
- recognise the number before or after a given number.

Background Information

The numbers 13-19 are often the most difficult for students. The oral language pattern of these numbers is the reverse of the usual pattern of tens first and then ones which is why continued practice of counting is essential.

Counting with one-to-one correspondence familiarises the student with the sequence of numbers. One-to-one correspondence is when the student says the name of the number in the counting sequence to match the object.

Assist the student to cut out the number cards on **Lesson 1: Resource Sheet 1** prior to beginning this lesson.



Watch and Learn

Watch the video for **Whole Numbers Unit 6**.

Supervisor Working with Student

The student is going to practise counting using one-to-one correspondence. Place the set of unifix cubes in front of the student.

Count out 20 unifix cubes from the pile.

Count from 1 to 20 while touching each unifix cube.

Using the number cards from **Lesson 1: Resource Sheet 1**, ask the student to shuffle and place them **face down** in a pile.

Turn the first card over.

What number does it say?

Connect unifix cubes to make a tower to match the number on the card.

Have the student make the tower while counting.

Turn the next card over.

What number does it say?

Do you think you will need to add more cubes or take some off your tower to make the new number?

Continue with the above structure for all numbers in the pile.



Using the cards from **Lesson 1: Resource Sheet 1**, the student is going to practise their counting skills for numbers up to 20.

Arrange the number cards in order from 1 to 20.

What is the number one after 16?

What is the number one after 11?

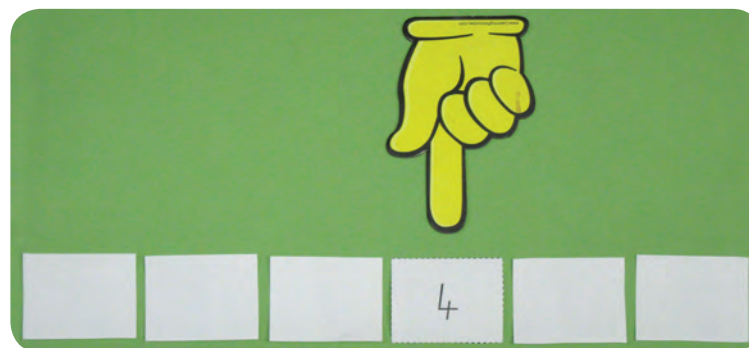
What is the number one before 19?

What is the number one before 15?

Turn the cards **face down** keeping them in numerical sequence.

Turn a card face up. Count forwards to 20 from that number.

The student can choose to turn the cards face up as they are counting to assist their number recognition.

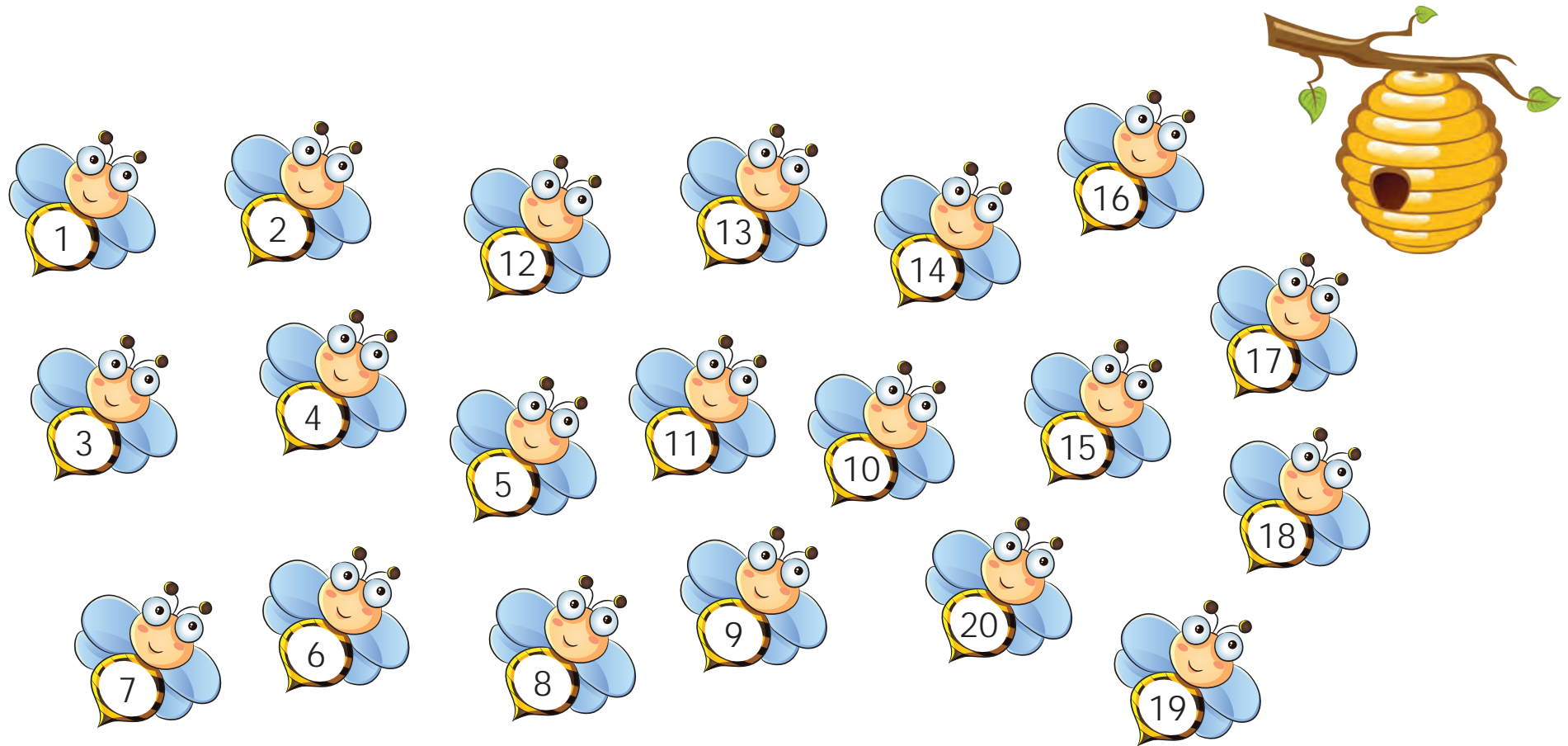


Ask the student to count forwards to 20 from at least three different numbers.

Following the same procedure, ask the student to count backwards to 1 from at least three different numbers.

Draw a line to connect each bee in the counting sequence from 1 to 20. Say each number as you reach each bee.

Count backwards from 20 to 1 following the path that you have drawn.



Before or After?

Let's play a game! You are going to use unifix cubes to help you find a number that is one before or one after a number I tell you. You get one point each time you tell me the correct answer. You also get one bonus point for showing me how you found the answer using unifix cubes!

Are you ready? Let's play!

Is the number 14 before or after 15?

Is the number 18 before or after 17?

Is the number 12 before or after 11?

Is the number 13 before or after 12?

Is the number 15 before or after 16?

Is the number 18 before or after 19?

Is the number 11 before or after 10?

Is the number 16 before or after 17?

Is the number 19 before or after 18?

Is the number 17 before or after 16?

How many points did you get? How many bonus points did you get?



Lesson 1: Resource Sheet 1

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

Supervisor Information

Materials you will need:

- pop sticks
- counters

In this lesson the student will be learning to:

- estimate how many items are in a group;
- count forwards from 10 to 20.

Background Information

To estimate a number requires the student to think about a possible answer. They then count to check their estimate.

A helpful strategy for developing counting skills is to be able to count forwards from a given reference such as 10.

Supervisor Working with Student

Let's practise matching the word to its numeral. Circle the correct answer.

four

11

3

16

4

9

seven

7

15

20

2

13

eleven

18

2

11

14

6

sixteen

6

18

8

16

19

nineteen

13

9

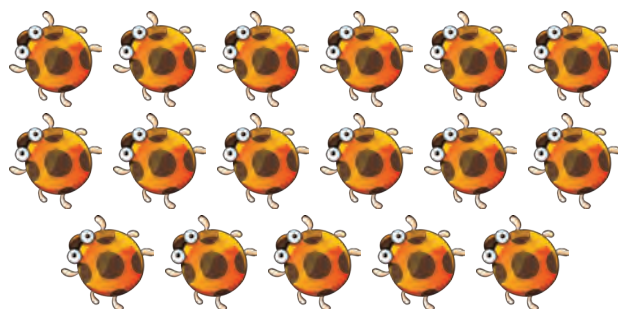
17

10

19

When we want to know how many objects are in a group we look and think how many it might be before counting. This is called estimating. Look at the group of lady bugs. Without counting, do you think there are more or less than 5? How many ladybugs do you think are in the group? Write your estimate in the space. Count the ladybugs. Was your estimate close to the actual number? Have a go at estimating and counting the objects in the other groups.

My estimate _____



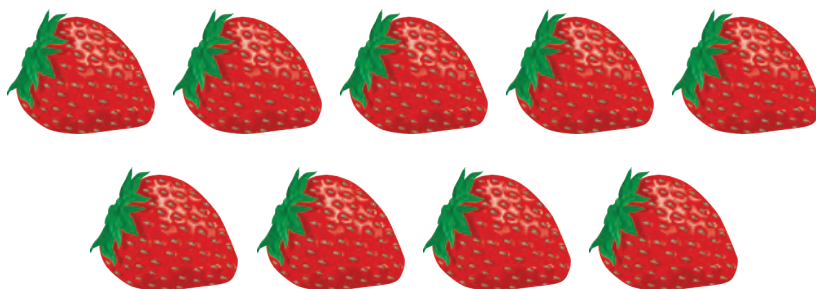
There are _____ lady bugs.

My estimate _____



There are _____ apples.

My estimate _____



There are _____ strawberries.

My estimate _____



There are _____ fish.

Ten frames are useful for counting. The student will be using 20 counters with the ten frames to create numbers from 11 to 20.

**Place a counter in each square of the first ten frame. Count as you place each one.
How many counters did it take to fill the first ten frame?**

Place 3 counters on the second ten frame. How many counters do you think are on both ten frames altogether?

Let's check your estimate by counting. We can count forwards from 10 because we know that the first frame has 10 counters. Point to the first ten frame. **This is 1 group of ten.**

Point to the second ten frame and count each counter **11, 12, 13. This is 3 ones.**

The ten frames show us that 13 is 1 group of ten and 3 ones.

Leave the ten counters on the first ten frame. Remove the counters from the second ten frame.

Place 6 counters on the second ten frame. How many counters do you think are on both ten frames altogether?

Let's check your estimate by counting forwards from 10... 11, 12, 13, 14, 15, 16.

How many groups of ten in 16? How many ones?

Place 2 more counters on the second ten frame. How many counters do you think are on both ten frames altogether?

Let's check your estimate by counting forwards from 10... 11, 12, 13, 14, 15, 16, 17, 18.

How many groups of ten in 18? How many ones?

Take 4 counters off the second ten frame. How many counters do you think are on both ten frames altogether?

Let's check your estimate by counting forwards from 10... 11, 12, 13, 14.

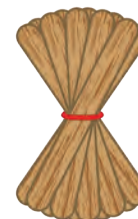
How many groups of ten in 14? How many ones?

Using pop sticks, ask the student to model the following questions to practise counting forwards from 10.

This is 1 pop stick.



This is a bundle of 10 pop sticks.



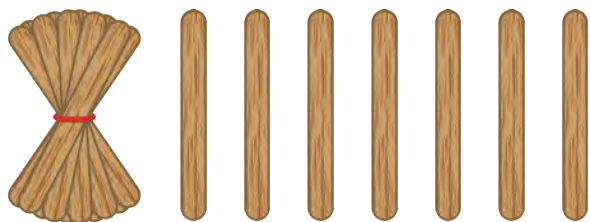
Use your pop sticks and count out 10 to make a bundle.

Look at question a. There is a bundle of 10 in the picture and some single pop sticks. Count forwards from 10 for the single pop sticks in the picture. 11, 12, 13, 14, 15, 16, 17.

Now count out that same number of pop sticks to make your own model.

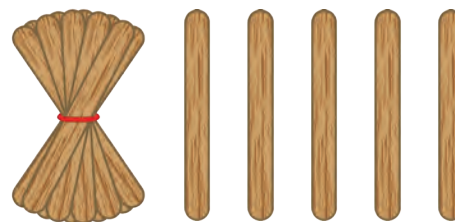
Have a go at the other questions. Remind the student if necessary that the bundle of pop sticks is 10.

a.

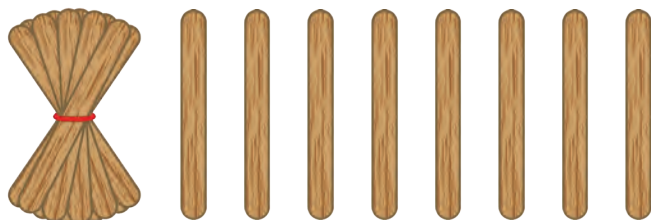


17

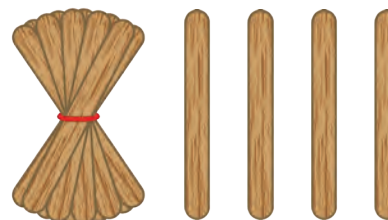
b.



c.



d.



Supervisor Information

Materials you will need:

- counters
- **Lesson 4: Resource Sheet 1** and **Sheet 2**

In this lesson the student will be learning to:

- recognise how numbers are used in their surroundings;
- draw dot patterns to represent numbers;
- count forwards from 10 to 20.

Background Information

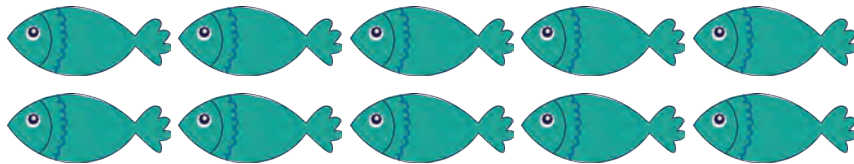
It is important for students to become aware of the role numbers play in the world around them. Through exploration and discussion, the student can explain their understandings of how numbers are used in everyday contexts.

Assist the student to cut out **Lesson 4: Resource Sheet 1** and **Sheet 2** prior to beginning the lesson. Keep **Lesson 4: Resource Sheet 2** to use with this lesson and the Skill Tester.

Supervisor Working with Student

The student will continue to practise counting numbers larger than 10 in the following activity.
Count how many objects are in each group and then draw more objects to match the number given.

16



15



12



17



The student is going to create dot patterns for numbers using counters on blank domino tiles. Note that there will be various combinations possible for some numbers. For example 7 can be represented as 6 and 1, 5 and 2 or 3 and 4.

For numbers greater than 10, use the double 5 configuration as 10 on the first tile. Encourage the student to count forwards from 10 using those numbers.

Using your counters and the blank domino tiles on **Lesson 4: Resource Sheet 1**, create the following numbers using the domino dot patterns.

Lesson 4: Resource Sheet 2 shows the dot patterns on one side of a domino tile. The student can use these to help with creating dot patterns on the blank domino tiles.

12

10

13

16

9

14

6



Hunting for Numbers

The number hunt will involve the student and supervisor looking for numbers in the local environment.

Go on a number hunt with the student. Together you will discuss how these numbers are used in everyday situations.

We are going to look for numbers in the real world! When you see a number, tell me what you think it is for. For example the numbers on a microwave can tell the time or how long something will take to heat.





Lesson 4: Resource Sheet 1

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Lesson 4: Resource Sheet 2

