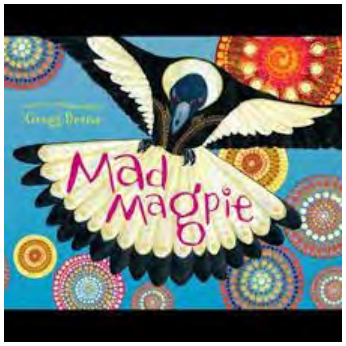
# Erina Heights Public School
## *Learning from Home – Stage 1*

| 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 | 1J Zoom Link | 1B Zoom Link | 2T Zoom Link | 2/3L Zoom link |
| **Morning** | **Spelling** | **Spelling** | **Spelling** | **Spelling** | **Spelling** |
| | **Reading Eggs** or **Readtheory** | **Reading Eggs** or **Readtheory** | **Reading Eggs** or **Readtheory** | **Reading Eggs** or **Readtheory** | **Reading Eggs** or **Readtheory** |
| | **Literacy/Writing Activities** | **Literacy/Writing Activities** Mad Magpie link | **Literacy/Writing Activities** | **Literacy/Writing Activities** | **Literacy/Writing Activities** |
| | **Recess Break** | | | | |
| **Middle** | **Maths** Lesson 1 | **Maths** Lesson 2 | **Maths** Lesson 3 | **Maths** Lesson 4 | **Maths** Lesson 5 |
| | **Manga High** | **Manga High** | **Manga High** | **Manga High** | **Manga High** |
| | **Lunch Break** | | | | |
| **Afternoon** | **Fitness Activities** | **Fitness Activities** | **Fitness Activities** | **Fitness Activities** | **Fitness Activities** |
| ***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 | | | | |

**Monday Writing Task** **Week 3**

Before listening to the 'Mad Magpie', Predict what this book might be about:




What do you think the book 'Mad Magpie' is about?

**I predict**

_____

_____

_____

_____

_____

_____

I think this book is (circle which one you predict)

an imaginative text **or** an informative text

This is what I already know about magpies.

_____

_____

_____

Here are some words I think might be in the story.

_____

_____

I would like to find out more about . . .

_____

_____

**Tuesday Writing Task** **Week 3**

Mad Magpie is a story like a Dreamtime story.
Answer these questions:

1. What do you know about Dreamtime stories?

2. What do they teach us?

3. What are other Dreamtime stories you have heard or read?

4. Who are the Elders? What do they mean to the Aboriginal culture?

5. Who are your elders? What do they mean to you?

List some of the key words in the text for the students to listen out for during the first reading of the story: Dreamtime, the Elders, munjerible, a creature, calm, the current.

Listen to or read 'Mad Magpie'.

https://vimeo.com/366680699

After reading '', list any new words you heard or saw.

_____

_____

_____

_____

**Wednesday Writing Task** **Week 3**

Listen to or read 'Mad Magpie'.

https://vimeo.com/366680699

After reading or listening to the text for a second time, answer the questions below:

1. What do you think the words Dreamtime, the Elders, munjerible, a creature, calm, the current. mean?
2. When did the story take place?
3. Where did it take place?
4. Who are the main characters?
5. What was the problem in the story?
6. What happened because of the problem?
7. How was the problem solved?
8. How did the story end?

Draw a picture about a time when you were angry. Try to use the pictures in the Mad Magpie as inspiration to show your feelings.
When you have finished your drawing, write two or three sentences about what made you angry and what they did.

**Thursday Writing Task** **Week 3**

Personification and Similes are a writing style used in the Mad Magpie.

**Personification** is when a non-human object is given human qualities.

The moon was resting in the midnight sky.

Similes are when two things are compared using the words 'like' or 'as'.

busy as a bee

sparkle like diamonds

hungry as a bear

flat as a pancake

Your task: In your workbook put the heading Personification on one page and Similes on another. Cut and paste the following sentences under the correct heading.

| |
|---|
| He sings like an angel. |
| The rain beat on the window pane. |
| This parcel is as light as a feather. |
| Grandpa’s old bull is as gentle as a lamb. |
| The flowers danced in the sunshine. |
| Thunder grumbled in the distance. |
| The brown grass cried out for water. |
| My little brother is as brave as a lion. |
| The traffic crawled. |
| My sister eats like a horse. |
| I sleep like a log. |
| The water rages through the mountains. |
| The water calms down when it reaches the flat plains. |
| Guluu became calm like the water. |
| Guluu was powerful like the water’s current. |

Week 3

Friday Writing Task

Character profile - choose a character from the story and complete the character profile below.

# My character is _____

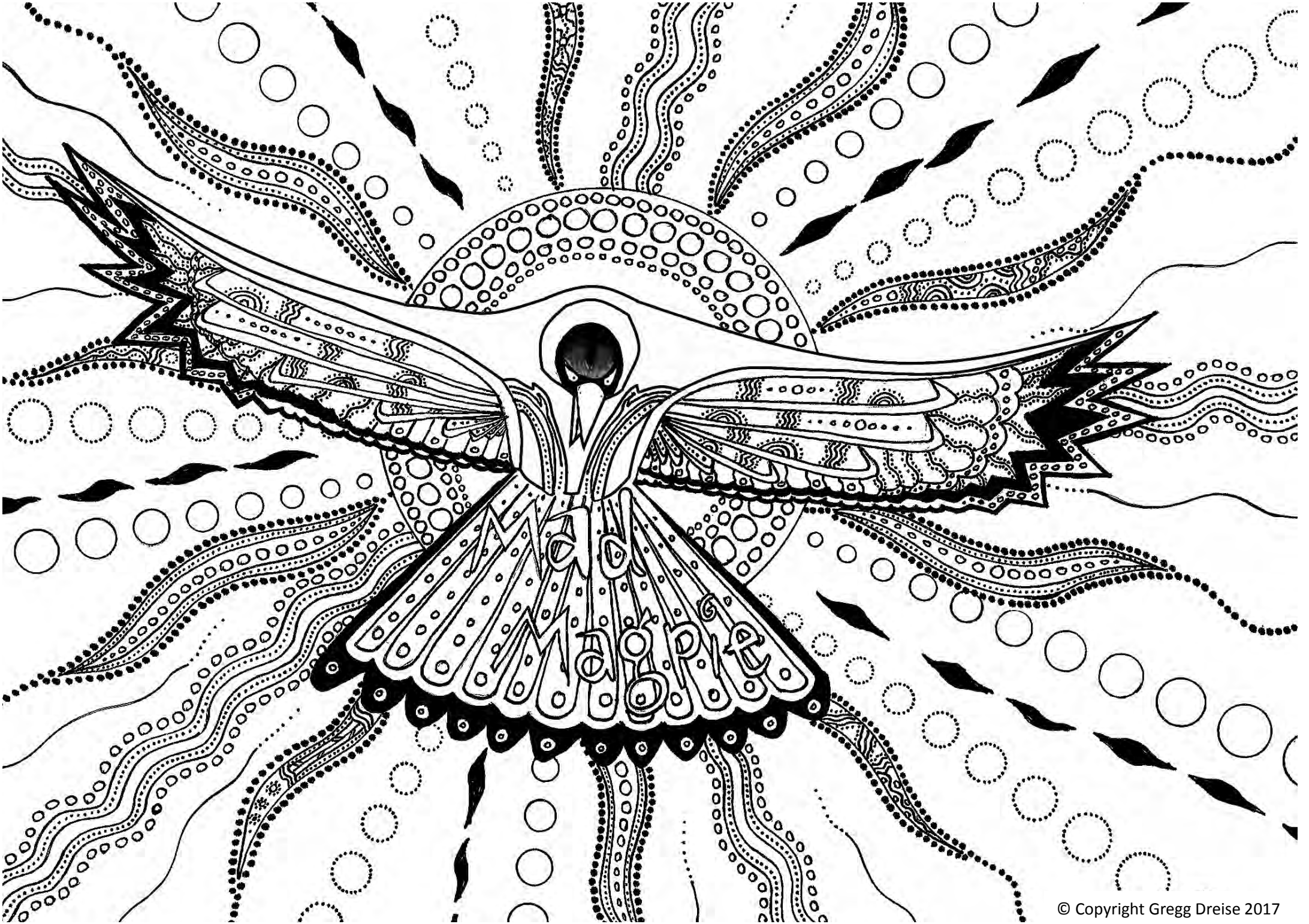
What was the character's problem? Did they manage to solve their problem? If so, how?

What do you know about the character?


Draw you character here.


What are the character's traits?

How did the character change over time?



**Monday Optional Extra Writing task (26/7/21)**

# Underwater Olympics

## Story starter

***He thrust out his lead leg and energetically vaulted over the hurdle. The resistance from the water made the 110 metre hurdles tricky (much more difficult than on land!), yet the athlete was responding well to the added challenge and pressure. After all, this was the first Olympic Games to be held under the sea…***

## Your task: Continue the story . . . . .

**The word bank below may help you**

## Word bank

| | | |
|---|---|---|
| hurdles | snorkel | fish |
| ocean | air | exhilarated |
| breath | challenge | event |
| underwater | metres | held |
| pressure | athlete | Olympics |
| water | sealife | sea |
| energy | race | fast |

**Tuesday Optional Extra Writing task (27/7/21)**

# The Race

## Story starter

*His heart was pounding as they flew over the crest of the hill. He could taste the gritty dirt that had blown underneath his helmet, and the trickle of sweat that poured down in his neck. The roar of the engines filled his ears, and he fixed his eyes on the next jump; this was his chance to shine...*

***Continue the story…….***

## Question Time

- Why was his heart pounding?
- What is the 'crest' of the hill?
- What sport can you see in the picture?
- Which rider is the text describing do you think?
- What does 'his chance to shine' mean?
- What other challenges might the riders face during the race?
- How might the riders feel before, during and after the race?
- Have you ever done anything that seemed quite dangerous at the time?
- Are there different types of risk?
- Is taking a risk always a 'bad' thing?
- Is there such a thing as a 'good' risk?

**Wednesday Optional Extra Writing task (28/7/21)**

## Story Starter

*Chris and Tom always played Fifa on their computer together but one day, they found this football table in their Grandpa's attic room. It was Subbuteo! They decided to alter some of the rules and create their own set of instructions for this game.*

**Subbuteo is a tabletop football game in which players simulate association football by flicking miniature players with their fingers.**

**Your task: Write a set of instructions for this game.**

Example:

Title: _____

If you want to play Subbuteo, read and follow these steps.

Steps/Instructions:

**1.**

**2.**

**3.**

**Thursday Optional Extra Writing task (29/7/21)**

# Out of the Blocks

## Read this amazing 'Story starter'

*Like a venomous snake coiled before making a deadly strike, they waited… Bang! The gunshot echoed around the stadium, and the athletes sprang out of the starting blocks. Within moments, they were tearing up the track with ferocious speed.*

*She could hear the pounding footsteps of the athletes around her, and out of the corner of each eye she caught a glimpse of their presence beside her. She streamlined her thoughts, channelled her energy, and focused on the one thing that meant more to her than anything: winning the gold medal…*

*Your task options:*

- *Continue the story*
- *Research an Olympic medalist and write a biography.*

*Hint:* *A **biography is** a detailed description of a person's life. It involves more than just the basic facts like education, achievements - it portrays a person's experience of these life events.*

**Friday Optional Extra Writing task (30/7/21)**

# Going Under

## Question time

- What are the three people diving in from?
- Why are they diving into the water?
- Is it a sea, river or lake? What is the difference between each of these things?
- What equipment are the people using? Why are they using it?
- What other equipment might they have worn?
- What might they see underwater?
- Are humans good at swimming?
- Which other animals are good at swimming?
- What makes certain animals better swimmers than others?

## Imagine you are one of the divers.
## Write a description of what the water feels like when you dive in.

- Describe what you can see under the water.
- Include interesting verbs and adverbs to describe how you move when you're underwater.

# Introducing the Centimetre

## Supervisor Information

**Materials you will need:**

- string
- everyday objects
- tape measure (if possible)
- ruler

In this lesson the student will be learning:

- about a unit of measure that is less than a metre.

### Background Information

The student will be measuring and cutting a piece of string that is one metre long. If a tape measure is available, help the student to measure and cut a one-metre length of string. If not, help the student to use a ruler to measure one metre. The student should measure thirty centimetres and mark the string. They should repeat this two times and then measure another ten centimetres to make one metre.

Keep the one-metre length of string as the student will need it for other lessons in the unit.

Some rulers in this lesson are used for demonstration purposes are not drawn to scale.

## Supervisor Working with Student

**John is a carpenter and he needs pieces of wood to make a kitchen table. How can he work out how long the pieces of wood need to be?**

**To work out the length of an object you need to measure it. So how do you measure the length of an object?**

**Length is measured in standard units of measurement such as metres. Standard units of measurement are always the same length.**

**Show me with your hands how long you think a metre is.**

**We are now going to measure and make a one-metre length of string.**

Help the student to measure out one metre of string using a tape measure or ruler.

Hold up the one-metre length of string.

**This is one metre. Walk around your environment and place your one-metre string next to different objects. Make sure the string is straight each time you measure an object. Are these objects shorter than a metre, about one metre or longer than one metre? Write the names of the objects in the correct columns in the table on the next page.**

| less than 1 metre | 1 metre | more than 1 metre |
| --- | --- | --- |
| | | |

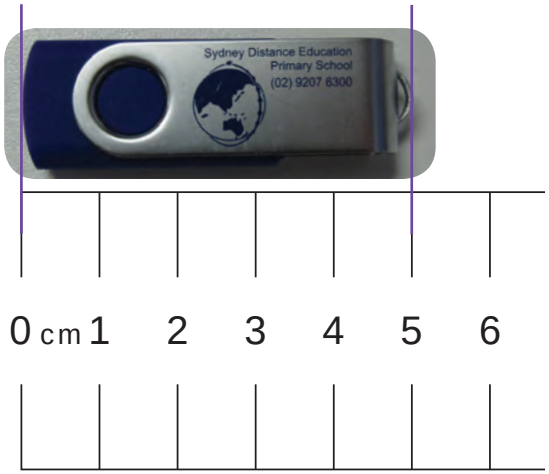
**Look at the picture of a pencil below. Which column from the table would you place it in?**

**Take one of your pencils and place it next to your one-metre piece of string. Try to measure this pencil with your string. Can you get a measurement of the length of the pencil?**

**This pencil is definitely less than one metre in length. It would be helpful to have a standard unit of measurement that is less than one metre to measure the length of this pencil. Do you know a standard unit of measure that is less than one metre? If you do, what is it called?**

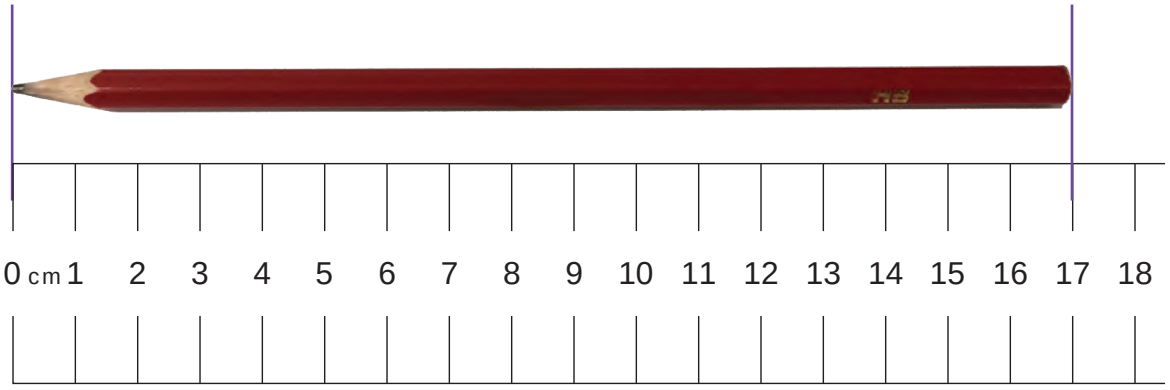
**The centimetre is a standard unit of measure that is less than one metre and can be used to measure objects that are smaller than one metre.** Find a centimetre on a ruler and show it to the student. **Compare this centimetre to your metre string.**

**Use the centimetre markings to measure the objects below. Start at the 0 mark and count along the numbers until you reach the end of the object. Write the length of each object in centimetres. The first one has been done for you.**




5 centimetres

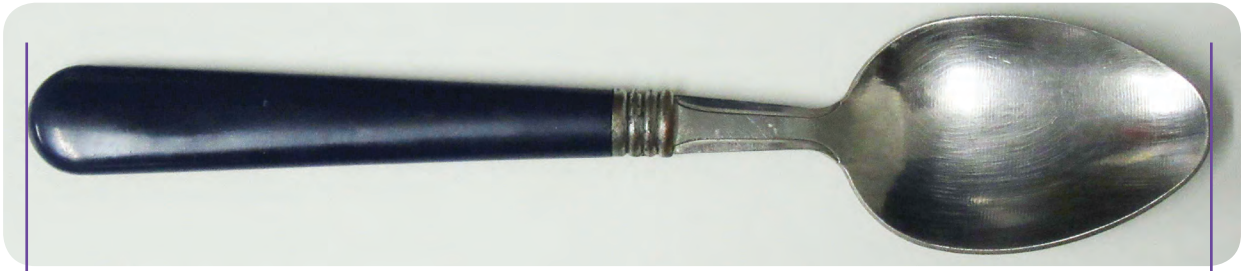

_____ centimetres




_____ centimetres


_____ centimetres


_____ centimetres




_____ centimetres

# How Many Centimetres?

## Supervisor Information

**Materials you will need:**

- plain piece of A4 paper
- scissors
- one-metre long piece of string
- ruler
- **Lesson 2: Resource Sheet 1**

In this lesson the student will be learning:

- that there are 100 centimetres in one metre;
- how to use a measuring device to measure lengths to the nearest centimetre.

### Background Information

The student will need to make a measuring device that is ten centimetres long. Using a ruler show the student how to draw a 10 centimetre line on a piece of paper. Start the line at the mark for 0 centimetres and show the student that there is often a little bit of extra space at the beginning and end of a ruler that is not used. Then show the student where they need to put the mark for each centimetre.

The student should keep the measuring device that they make for the other lessons in the unit.

Some rulers in this lesson are used for demonstration purposes are not drawn to scale.

## Watch and Learn

Watch the video for **Length Unit 2**.

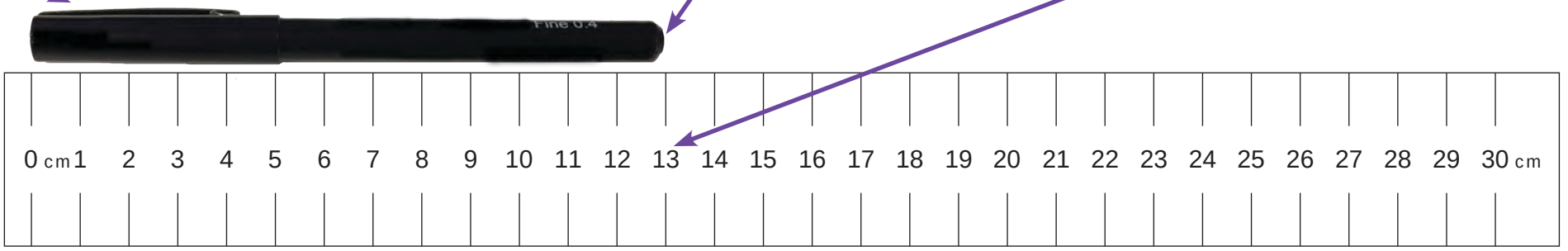
## Supervisor Working with Student

**A good way to measure length in centimetres is to use a measuring device. Today you are going to make a measuring device to measure objects around you. It is very important to be accurate when measuring length. How can you do this? Look at the steps below.**

**Step 1**: Make sure the end of the object is lined up with the mark for 0 centimetres.

**Step 2**: Line up the other the end of the object with a mark for centimetres.

**Step 3**: Read the measurement next to the mark at the end of the object. This is the length.



**Let's make your own measuring device. It is going to be ten centimetres long. First I will measure out ten centimetres and then you are going to make a ten-centimetre long paper ruler.**

Place a blank piece of paper in front of the student. Show them how to measure a line that is ten centimetres long. Next model how to make a mark for each centimetre. Make sure you demonstrate how to start at the 0 centimetres mark and not the end of the ruler. Finally ask the student to make their own ten centimetre paper ruler following the steps that you used. The student should then cut it out.

Alternatively, give the student **Lesson 2: Resource Sheet 1**. Ask the student to trace over the dotted lines using a ruler and then label each centimetre mark. Finally ask the student to cut out the paper ruler.

**Now it is time to test out your new ten-centimetre paper ruler. Look again at the steps on page 10 for using a measuring device. Use your ten-centimetre paper ruler to measure the lines below accurately.**

_____ centimetres

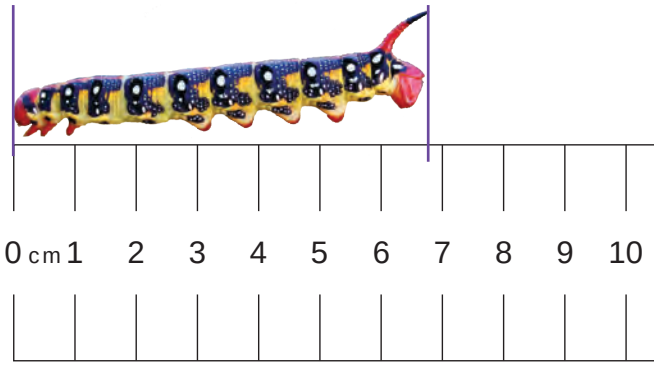
_____ centimetres

_____ centimetres

_____ centimetres

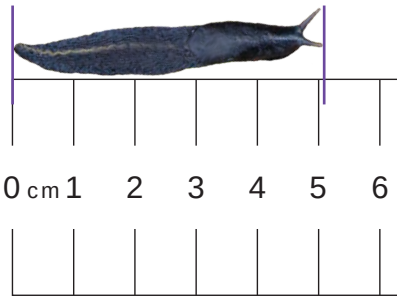
_____ centimetres

When you are measuring objects they might not end on a centimetre mark. They can be a little bit more than or less than the centimetre mark. When you are writing the length of these objects, it should be to the nearest centimetre. This means you give the measurement as the centimetre which is closest to the end of the object. Look at the example below.

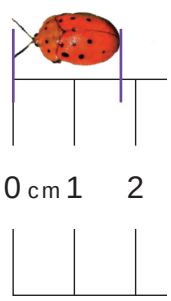



The length of the caterpillar is between the six- and seven-centimetre marks. To give the length of the caterpillar, you need to look at the centimetre mark which the end is closest to. The length of this caterpillar is closer to the seven-centimetre mark, so we would say it is seven centimetres long.

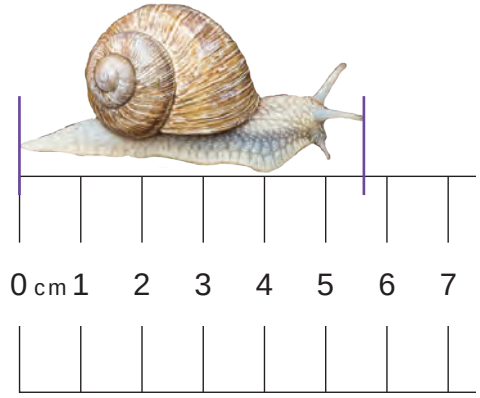
**Look at the animals below. Write the measurement of each animal to the nearest centimetre on the lines provided. To help you, look at the centimetre mark which the end of each animal is closest to.**



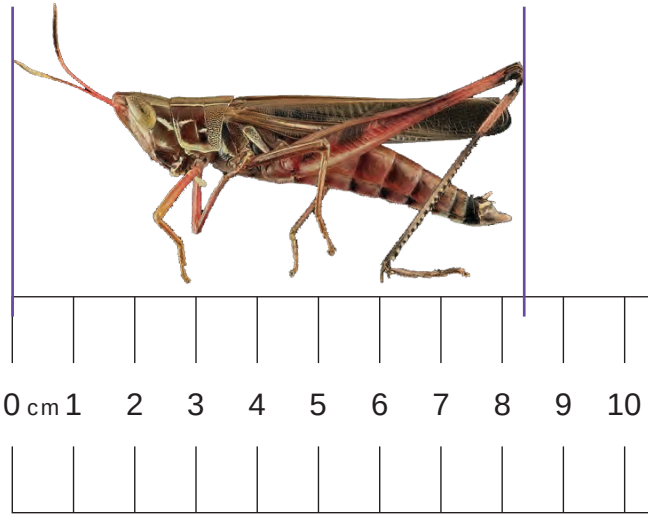

_____ centimetres



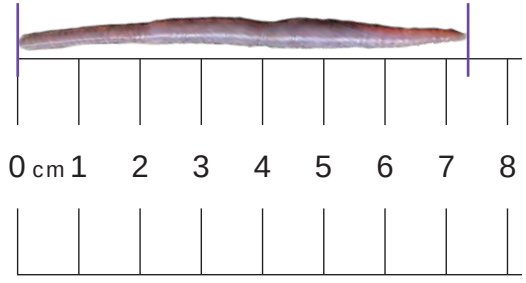

_____ centimetres




_____ centimetres



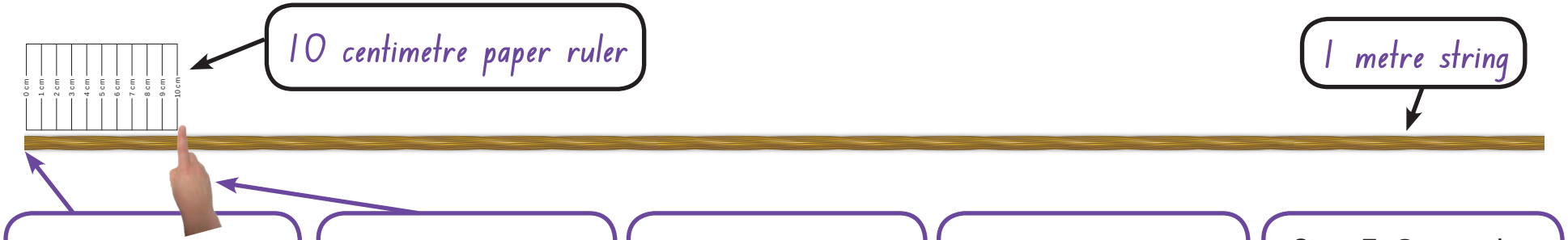

_____ centimetres




_____ centimetres

**How can you use your ten-centimetre paper ruler to find out how many centimetres are in the one-metre string that you made?** Discuss the student's ideas.

**Follow the steps below to work out exactly how many centimetres are in your one-metre piece of string.**




**Step 1**: Line up the left end of your 10 centimetre paper ruler with the left end of the 1 metre string.

**Step 2**: Place your finger on the string at the end of your 10 centimetre paper ruler.

**Step 3**: Move the 10 centimetre paper ruler so the left end is now where your finger is.

**Step 4**: Continue moving your finger and 10 centimetre paper ruler along the string until you have measured the length of the whole string.

**Step 5:** Count the number of times you move the 10 centimetre paper ruler.

**How many times did you move the ten-centimetre paper ruler along the one-metre long piece of string?**

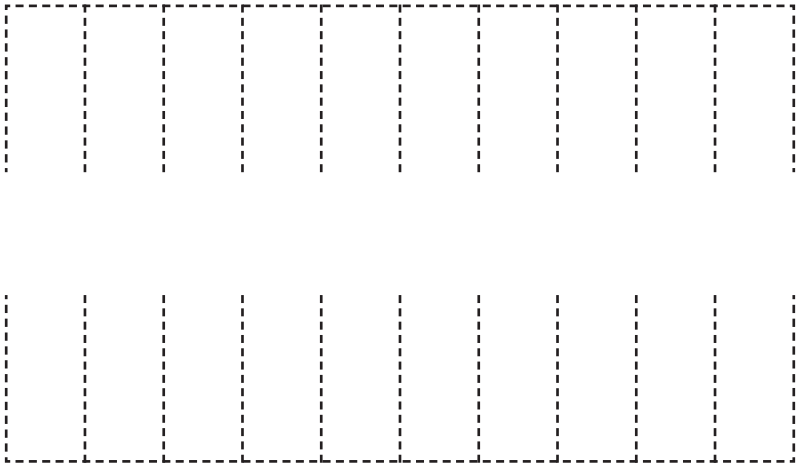
**You had to move the ten-centimetre paper ruler along the one-metre long piece of string ten times.**

**There are one hundred centimetres in one metre.**

**100 centimetres = 1 metre**

**Find objects around you that you think are less than one metre in length. Find the length of these objects using your ten-centimetre paper ruler following the steps above.**

# Lesson 2: Resource Sheet 1



# Recording Length

## Supervisor Information

**Materials you will need:**

- ten-centimetre long paper ruler
- plain paper
- scissors
- ruler
- **Lesson 3: Resource Sheet 1**

In this lesson the student will be learning to:

- record lengths and distances using the abbreviation for centimetres (cm).

### Background Information

The student will be creating a five-centimetre long paper ruler. They should follow the same steps they used to create the ten centimetre device.

The student should keep the measuring device that they make for the next lesson.

Some rulers in this lesson are used for demonstration purposes are not drawn to scale.

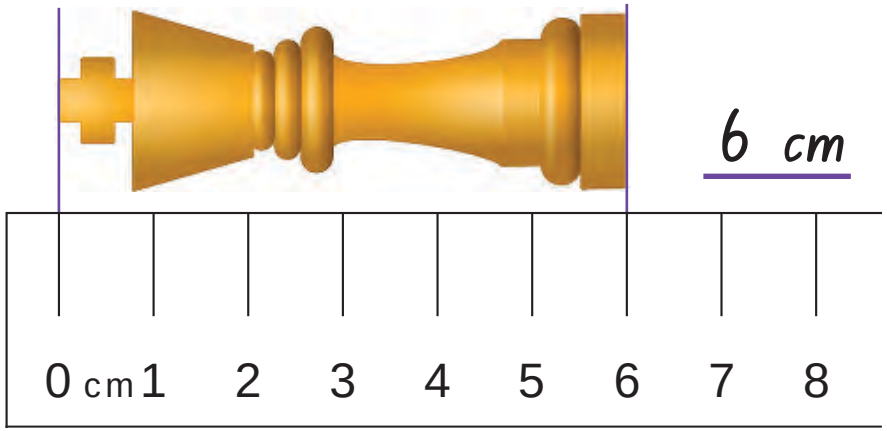
## Supervisor Working with Student

Put the student's ten centimetre measuring device in front of them.

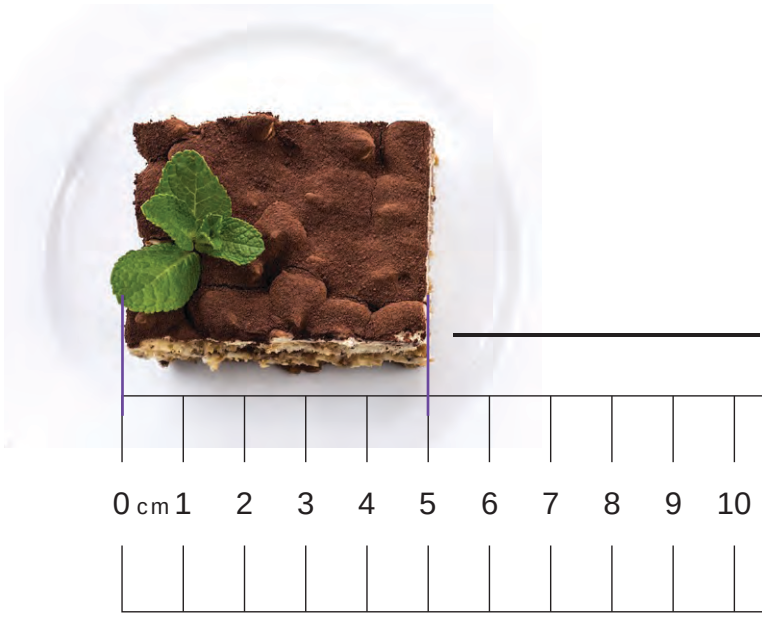
**Show me how to measure the line below accurately using this ten-centimetre paper ruler.** Ensure that the student lines up the end of the ten-centimetre paper ruler accurately with the end of the line and reads the length accurately. **How long is this line?**

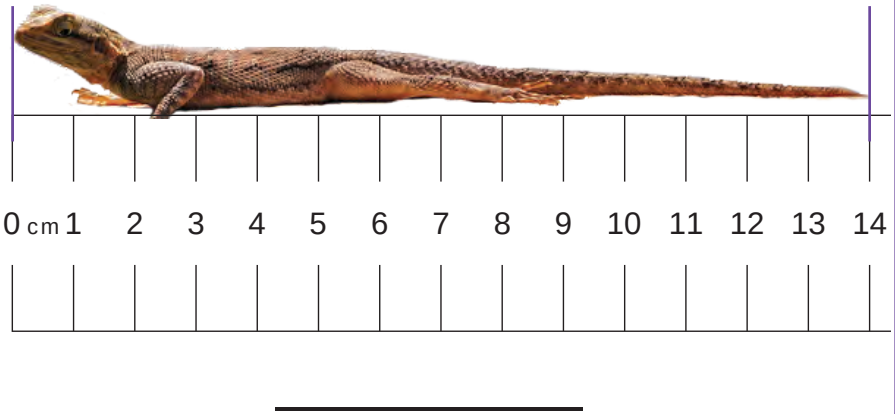
**Do you know a quicker way to write centimetre without having to write the whole word?**

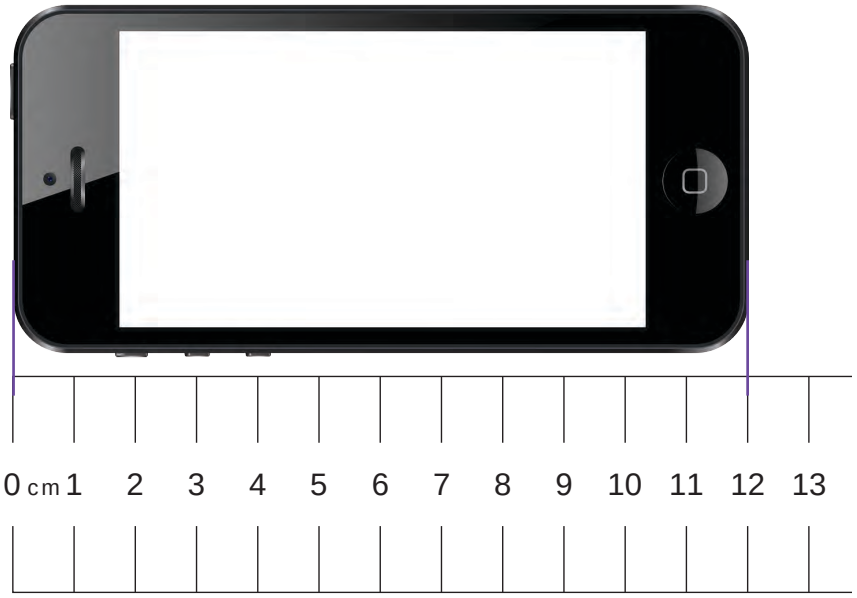
**We can use an abbreviation of the word centimetre when writing measurements. An abbreviation is the shortened form of a word. The abbreviation for the word centimetre is cm. Look at an example of this written below.**



**Practise writing the lengths of the objects below using the abbreviation cm.**



**You are now going to make another measuring device that is five centimetres long to measure smaller objects. I am going to show you how to measure out five centimetres and then you are going to make your own five-centimetre paper ruler.**

Place a blank piece of paper in front of the student. Show them how to measure a line that is five centimetres long. Remind the student how to make a mark for each centimetre. Also remind them to start at the 0 centimetres mark and not the end of the ruler. Finally ask the student to make their own five centimetre paper ruler following the steps that you used. The student should then cut it out.

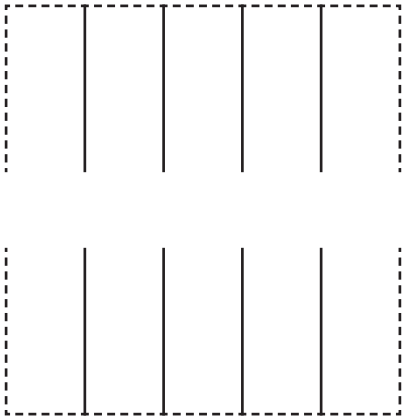
Alternatively, give the student **Lesson 3: Resource Sheet 1**. Ask the student to trace the lines using a ruler to create their measuring device. The student should label each centimetre mark. Ask the student to trace over the dotted lines using a ruler and then label each centimetre mark. Finally ask the student to cut out the paper ruler.

**Let's get measuring! Take your ten- and five-centimetre measuring devices and measure the length of different items around your environment. Think about which measuring device will work the best for measuring each object, or you might want to use both. Write the name of the object and the lengths in the table below. Measure each length to the nearest centimetre and write the abbreviation for centimetres (cm) next to each measurement.**

Help the student to think about and choose the correct measuring device to measure the length of each object. Remind the student to use their measuring devices accurately.

| object | length in centimetres |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |

# Lesson 3: Resource Sheet 1



# Estimating Length

## Supervisor Information

**Materials you will need:**

- five-centimetre paper ruler
- ten-centimetre paper ruler
- **Lesson 4: Resource Sheet 1**

In this lesson the student will be learning to:

- estimate and measure lengths to the nearest centimetre.

### Background Information

The first part of the lesson should be presented in the style of a game show host. Feel free to add to the activity to further engage the student.

Assist the student to cut out the pictures from **Lesson 4: Resource Sheet 1** prior to beginning this lesson.

# Supervisor Working with Student

Place the pictures from **Lesson 4: Resource Sheet 1** in a pile. Place the one-metre length string plus the five- and ten-centimetre paper rulers in front of the student.

## Measuring Madness

**Hello** (insert name of the student) **and welcome to measuring madness. I will explain the rules of the game and then we will begin. I will show you pictures of objects and you need to tell me if you would measure them using metres or centimetres.**

**For a bonus point to start with, how many centimetres are in a metre?** If the student is correct: **Yes, that is correct! There are one hundred centimetres in one metre. You have your first point.** If the student is incorrect: **Think about how many of your ten centimetre measuring devices make up the one metre piece of string.**

**Are you ready for your first object?** Show the student the picture of the elephant. **Wow! What a beautiful elephant. Would you measure the length of this elephant using metres or centimetres? If you need a hint then look at your measuring devices and think about which one you would use.**

**Can I have your answer please?** If the student is correct: **Well done, that's correct! You would use metres to measure an elephant. That's five points to you.** If the student is incorrect: hold up the one metre piece of string and the five centimetre measuring device. **Which of these measuring devices would you measure an elephant with?**

**Let's look at next the picture.** Show the student the picture of the ladybird. **Ahhh! A ladybird. Would you measure it with metres or centimetres?** If the student is correct: **Well done, that's correct! You would use centimetres to measure a ladybird. That's five points to you.** If the student is incorrect: hold up the one metre piece of string and the five centimetre measuring device. **Which of these measuring devices would you measure an ladybird with?**

Following the instructions above, ask the student if they would measure the remaining objects using metres or centimetres. If the student gives the correct answers then chose other objects around the student to add to the game.

Look at the sharpener below. I am going to estimate the length of it. What does estimate mean?

Estimating is when you make a reasonable guess about something that you think is close to the answer. Today you are going to be estimating length.

First I will show you how I estimate. I estimate that the sharpener is five centimetres long. I estimated this because I thought about how long one centimetre is and then imagined how many there would be to equal the length of the sharpener.

Take out your ten-centimetre measuring device and measure the length of this sharpener. Was my estimate a reasonable guess?

**Look at the pencil below. Estimate the length of this pencil. Write your estimate on the line provided.**

Estimate: _____ Measurement: _____

**Now measure the pencil using your five- or ten-centimetre paper ruler and write the length in the space provided. Was your estimate a reasonable guess? If you were not close with your estimate, think about how you would estimate next time.**

**Repeat this with the party popper below. Estimate the length and then measure it using your five- or ten-centimetre paper ruler.**


Estimate: _____ Measurement: _____

**Look at objects around you. First estimate their length and write the estimate in the table. Then use your five- or ten-centimetre paper ruler to measure the actual length. Record your findings in the table below.**

| object | estimate | length |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Lesson 4: Resource Sheet 1

# Skill Tester

**Student Name:** _____

Make sure the student works on this Skill Tester **independently**. Your assistance to read and interpret instructions may be needed. Please give feedback on page 39 if the student was unable to complete the Skill Tester independently.

1. **What is a standard unit of measure that is less than one metre?** _____

2. **What is the abbreviation for this unit of measure?** _____

3. **How many centimetres are in one metre?** _____

4. **Write three objects that you would measure using metres.**

   _____ _____ _____

5. **Write three objects that you would measure using centimetres.**

   _____ _____ _____

**Student Name:** _____

6. **Measure eight objects in your environment to the nearest centimetre using the measuring devices that you have made. Write the objects and measurements in the table below.** Put a tick in the last column if the student used their measuring device correctly and accurately measured the object.

| object | length in centimetres | supervisor |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**Student Name:** _____

REC Discuss the following questions with the student. Record the student's answers for the teacher.

## Working Mathematically

**How do you use a ruler accurately?**

**How do you measure an object to the nearest centimetre?**

**What does estimating mean?**

**Look at the insect below. Estimate the length of the insect. How did you make your estimate?**

**Measure the insect using your measuring device. Explain if your estimate was close or not.**

# PE ACtivity Grid

| | | | |
|---|---|---|---|
| 20 High Knees<br>10 Burpees<br>10 push ups<br>10 sit ups<br>(repeat 3 times) | **Goal Shooting:**<br>Practice kicking, throwing and hitting between it | 20 mountain climbers<br>30 second plank<br>20 squats<br>20 jump side to side<br>(repeat 3 times) | **Tip**<br>Play a game of tip (survivor tag or tip) with your family members. When you get tipped do 5x squats |
| **Dancing Queen**<br>Search goNoodle on youtube and dance to some of their workouts | 20 star jumps<br>15 push ups<br>20 lunges<br>20 bicycle crunchers<br>(repeat 3 times) | **Piggy in the middle**<br>Practice throwing and catching with a family member / against a wall | 20 crunchers<br>20 step ups (each leg)<br>20 tricep dips<br>20 squat jumps<br>(repeat 3 times) |
| 20 lunge walks<br>10 burpees<br>1 minute plank<br>10 push ups<br>(repeat 3 times) | **Cosmic Yoga**<br>Search cosmic Yoga on youtube and practise your flexibility and strength | 20 side-to-side jumps<br>30 second plank<br>15 push ups<br>20 mountain climbers<br>(repeat 3 times) | **Shoot some Hoops**<br>Practice your netball/b-ball hoop shooting<br>(make a target if you don't have a hoop- or use some socks inside) |
| **Tennis**<br>Practice hitting a ball up and down on a tennis racquet. Practice hitting against a wall | **Run/Walk**<br>Go for a run or walk with a family member | **Juggling**<br>Learn to and practise your juggling skills.<br>https://www.youtube.com/watch?v=dCYDZDlcO6g | **25-20-15-10-5**<br>**Complete 25 of each then 20…. 5**<br>Squats<br>Push ups<br>Lunges<br>Sit ups |