



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 or PM Reader PM link Choose a book to read from the PM e-collection.	Reading Eggs or PM Reader PM link Choose a book to read from the PM e-collection.	Reading Eggs or PM Reader PM link Choose a book to read from the PM e-collection.	Reading Eggs or PM Reader PM link Choose a book to read from the PM e-collection.	Reading Eggs or PM Reader PM link Choose a book to read from the PM e-collection.
	Sounds – ar Watch the ar video Have an adult help you write words with the ar sound.	Sight Word Activities Beat the Clock Sight word chains	Sounds – ‘oi’ Watch the oi video Look through a book, magazine/newspaper. Find words with the oi sound.	Sight Word Activities Concentration Sight Word Classification	Sounds – ‘ng’ Watch the ng video Write words with the ng sound in your book.
	Writing Task 1 Journal ar and magic e worksheets	Writing Task 2 Journal i and cvc worksheets	Writing Task 3 Journal oi worksheets	Writing Task 4 Journal Sentences worksheets Unjumble the sentence	Writing Task 5 Journal ng worksheets Play ‘On a Roll’. Say or write the word as you roll it.
	Recess Break				
Middle	Maths Fractions and Decimals 1 Whole and parts	Maths Fractions and Decimals 2 Equal parts	Maths Fractions and Decimals 3 Identifying parts	Maths Fractions and Decimals 4 Pulling it together	Maths Fractions and Decimals 5 Identifying halves
	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				

Keep a journal of your learning from home. Write a sentence each day. You may like to write about; an activity you did with your family, something you saw on a walk, anything about the Olympics, a book you read or something new or interesting that you have learnt.

Monday

Tuesday

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Wednesday

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Thursday

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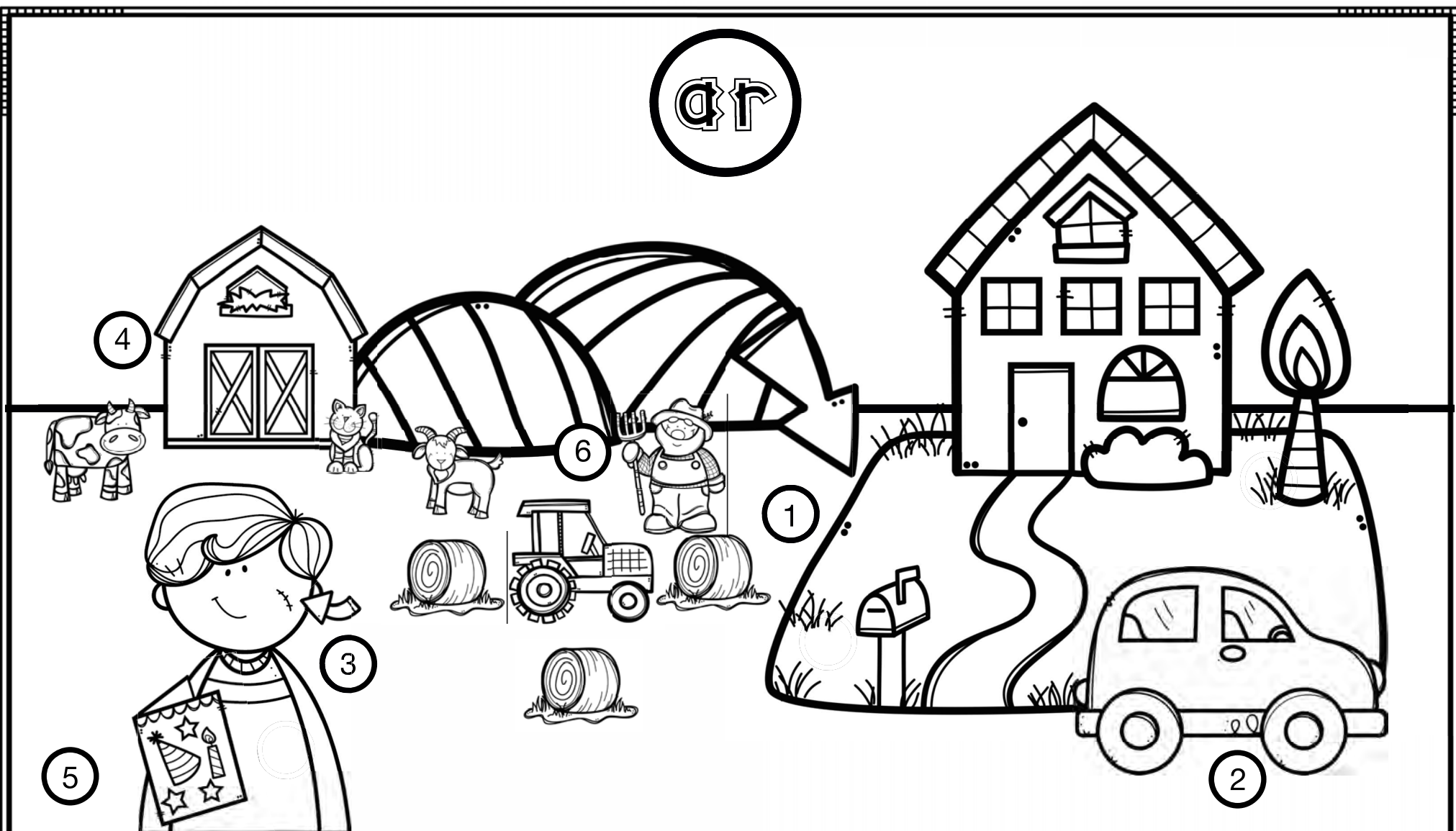
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Friday

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.*

ar



barn

scar

yard

car

farm

card

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

1 Trace and write.

ar ar ar

2 Circle every ar.

cat

car

ran

jar

farm

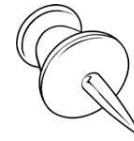
rat

barn

and

3 Colour the picture in each row that has ar.

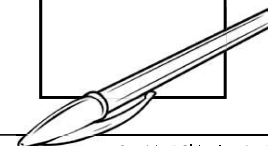
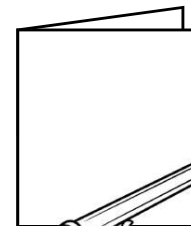
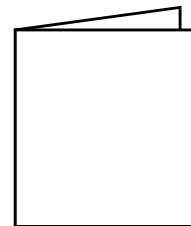
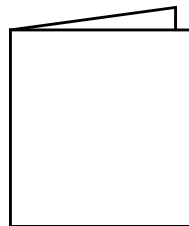
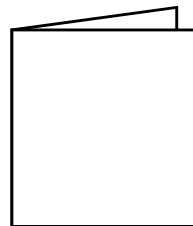
ar



ar



4 Write ar on each card.

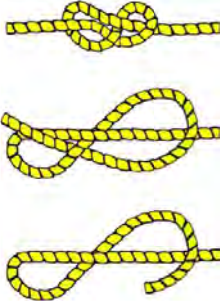







Name: _____




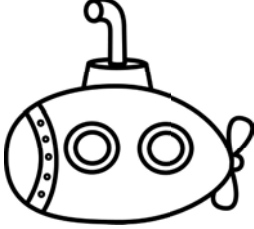
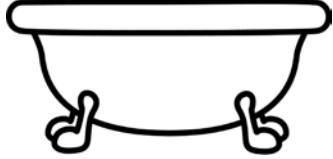
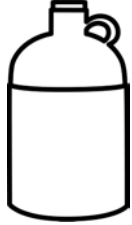







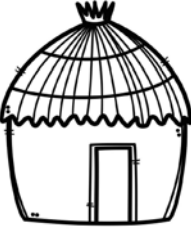
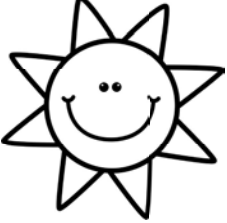
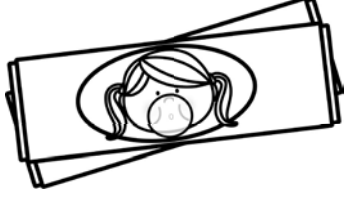

MAGIC E WORDS

Say the picture name, unscramble the letters, write the word.

Say it	Unscramble it	Write it
	r p o e	
	d r e u	
	p t e a	
	i m e t	
	u t b e	
	s v e a	

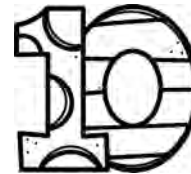
Name _____

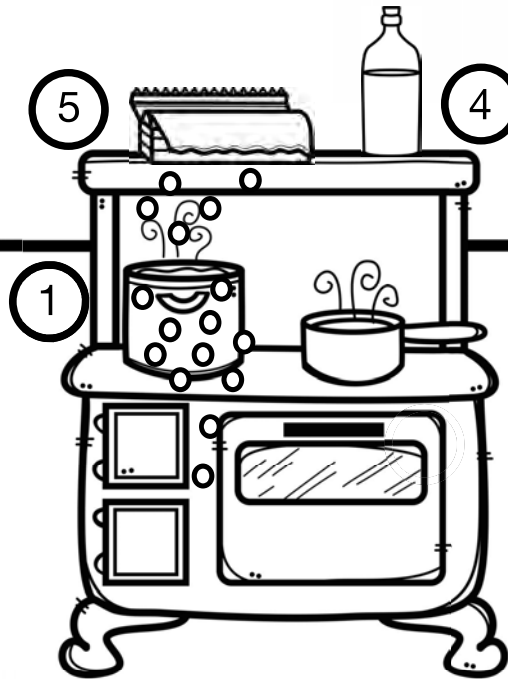
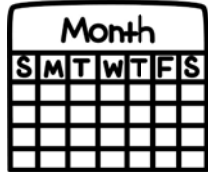
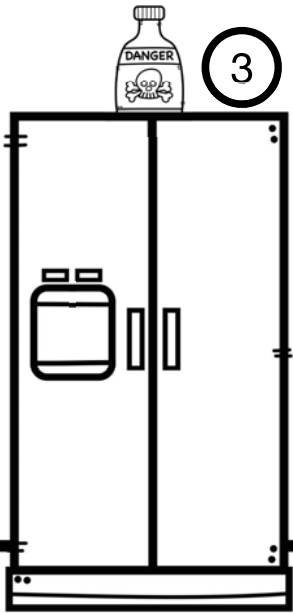
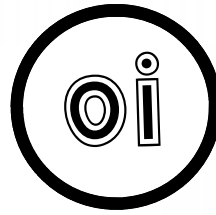
Write the CVC Word - 'u' Family

Name _____

Write the CVC Word - 'a e i o u'





boil

foil

oil

point

soil

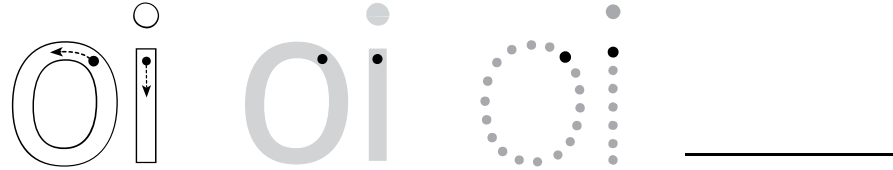
poison

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

oi

FAST
PHONICS

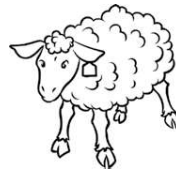
1 Trace and write.



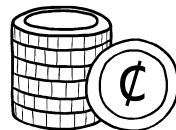
2 Circle every oi word.

goal
joinoink
foilhigh
sortoil
tail

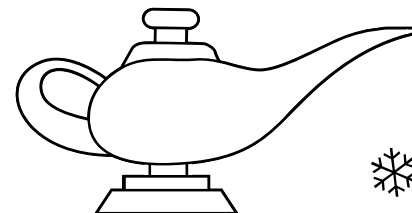
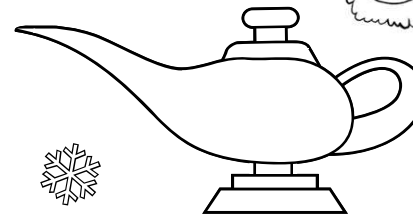
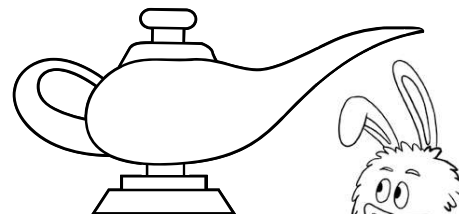
3 Match the pictures that have oi.



oi



4 Write oi on every lamp.



Name _____

www.englishsafari.in



make sentences

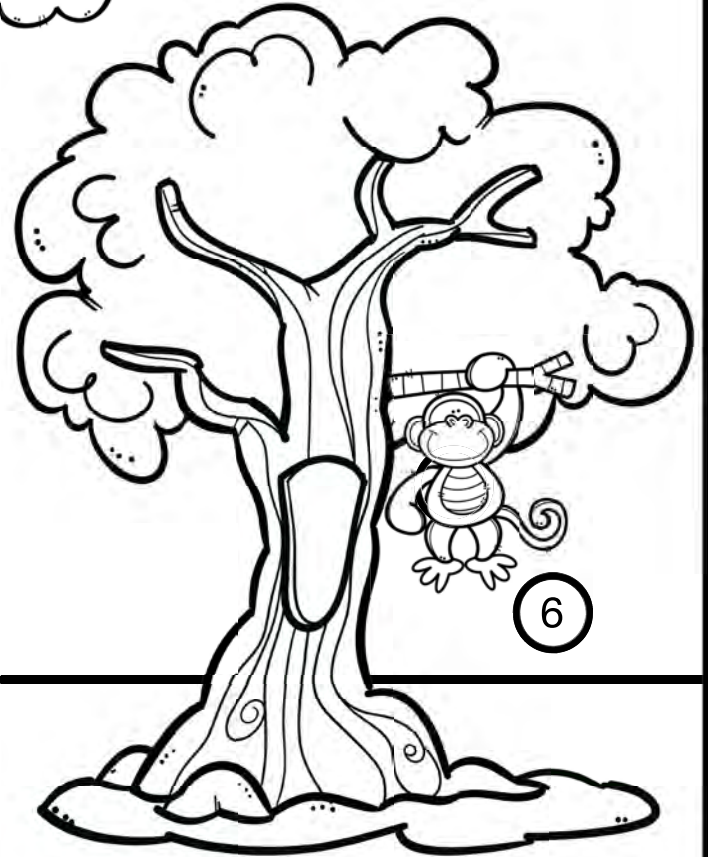
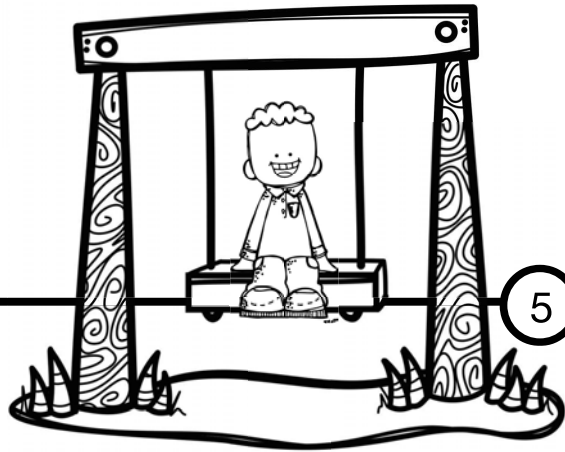
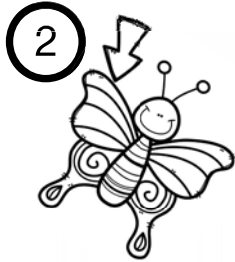
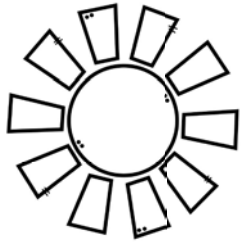
See the pictures and unscramble the words to make a sentence.

Remember: Sentences begin with a capital letter.

	hens.	Ben	fed	the	<hr/> <hr/> <hr/>
	Get	the	pen.	<hr/> <hr/> <hr/>	
	Jen	has	cats.	ten	<hr/> <hr/> <hr/>
	Dad	is on	jet.	that	<hr/> <hr/> <hr/>
	man	sells	The	eggs.	<hr/> <hr/> <hr/>

Can you spin a ball
on your finger?





sling

hang

sting

bang

swing

wing

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____



**FAST
PHONICS**

1 Trace and write.

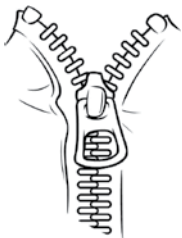
ng ng ng



2 Circle every ng.

ch no ng ck ng ug
ag ng sh ng on go

3 Match pictures that end with ng.



ng



4 Write ng on the icing.





ON A ROLL



Top
Teacher
Resources



rain

train

tail

sail

paint

snail



loaf

coach

boat

coat

soap

goat



look

book

hoop

roof

moon

pool



star

car

barn

card

farm

yard



boil

foil

oil

soil

point

poison



ring

long

swing

bang

wing

strong

**EARLY
STAGE 1
MATHS**
Number
and
Algebra
MAe-7NA



Education

Fractions and Decimals

Unit
1



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

Students need to hear, learn, understand, apply and use the terms in this list: **equal parts**, **half**, **halves**, **part**, **whole**.

Glossary

- **equal parts:** parts of a whole that are equal in size
- **half:** one of two equal parts of a whole

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 Kindergarten, 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:

- 2 slices of bread
- a piece of round fruit such as an orange
- table knife (for cutting bread)
- glue
- scissors
- **Lesson 1: Resource Sheet 1**

In this lesson the student will:

- establish the concept of one whole and parts of a whole.

Background Information

Students need to understand the relationship between a whole and parts of a whole. In this lesson, the parts of a whole are not equal.

Some students may be able to recognise that groups of objects can be separated, for example board game pieces and cards, a bowl of grapes, a group of toy cars and a bottle of liquid (by pouring it into containers). However, the student is not required to recognise this in Kindergarten.

Cut out **Lesson 1: Resource Sheet 1** prior to beginning this lesson.

Supervisor Working with Student

Place two slices of bread on the table.

Here are two slices of bread. Let's cut one slice into two parts.

Cut one slice into two parts.

Now compare the two slices. What is the difference between this slice (point to the whole slice) and this part of a slice? (point to the cut slice)

When something has not been cut into parts, we say it is whole.

Point to the slice of bread that is whole. **This slice has not been cut. It is a whole slice of bread.**

Point to the slice of bread that is cut into a part. **This slice has been cut into pieces. Each piece is called a part.**

Place a piece of fruit on the table.

We have one whole piece of fruit and we each want a part of it. What should we do?

Discuss how the fruit is one whole, with nothing taken away from it. It must be cut into parts so that it can be shared. Use the language **whole** and **part**, as you did above to discuss the bread slices with the student. Have the student use the same language, for example "This whole apple must be cut into parts so we can each have part of it". Cut the fruit to demonstrate separating one whole into parts.



Have a look around. What are some things around you that are one whole and could be cut or separated into parts?

The student should look around the room and identify whole objects that can be cut or separated into parts. Common examples are food and paper.

Place the pictures from **Lesson 1: Resource Sheet 1** on the table.

Here are 2 pieces of fruit, 2 sandwiches and 2 pizzas.

On the next page there are two boxes, one called “Whole” and the other called “Parts of a Whole”. We want to put one whole object in the box called “Whole” (point to Whole box) and parts of the other object in the box called “Parts of a Whole”. (point to Parts box)

First let’s sort the pictures into 2 groups. Put one of each picture into one group, and make a second group with the ones that are left over.

Look at the pictures in the first group you made. Are these pictures showing one whole or part of a whole? (one whole) Which box are you going to glue these pictures into? Now glue the pictures showing one whole into this box.

Look at the pictures in the second group. We are going to glue these pictures into the “Parts of a Whole” box, but what do we need to do to these whole pictures to make them into parts? The student should recognise that the pictures need to be cut into two parts to make parts of a whole.

Allow the student time to cut the pictures into two parts.

How many parts have you made? Now glue the cut parts into the box showing parts of a whole.

What is different between the pictures in the whole box and the pictures in the parts of a whole box?

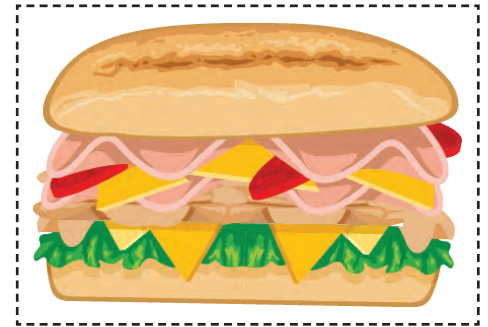
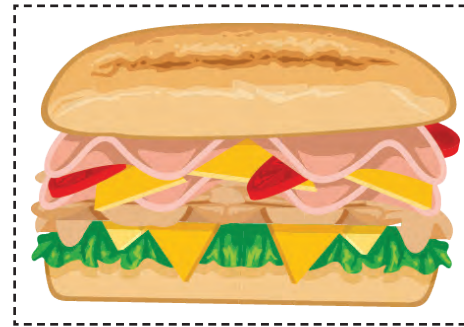
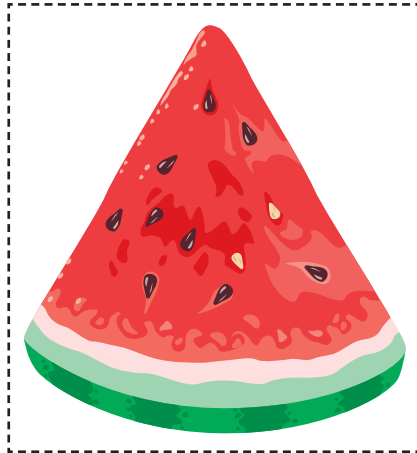
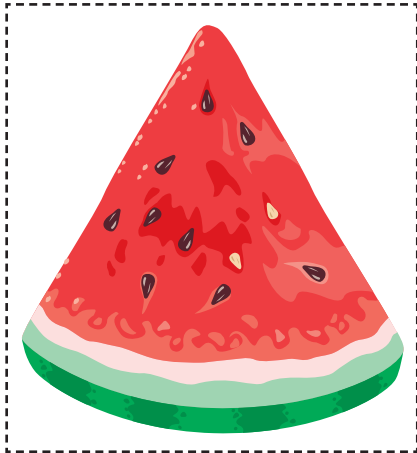
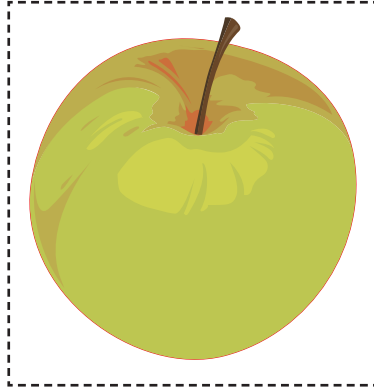
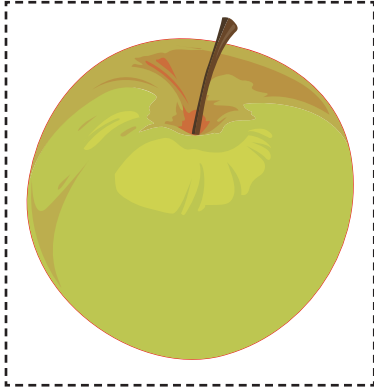
Whole and Parts

Whole

Parts of a Whole



Lesson 1: Resource Sheet 1



Supervisor Information

Materials you will need:

- 3 slices of bread
- table knife (for cutting bread)
- biscuits cut from **Lesson 2: Resource Sheet 1**

In this lesson the student will be learning to:

- share things equally;
- understand that two equal shares of one whole are each called one-half.

Background Information

This lesson's focus is the division of one whole object into two equal parts.

Equal parts are considered to be fair.

Cut out **Lesson 2: Resource Sheet 1** prior to beginning this lesson.



Watch and Learn

Watch the video for **Fractions and Decimals Unit 1**

Supervisor Working with Student

Place one slice of bread on the table.

We want to share a slice of bread between two people. How can we do it?

Demonstrate cutting a slice of bread into 2 uneven parts.

Pick up the 2 pieces of bread and give the student the smaller part. Give yourself the larger part.

Does this look fair? Are both pieces of bread the same size? Discuss what fair is by using the terms 'the same as' and 'equal'.

Place the second slice of bread on the table.

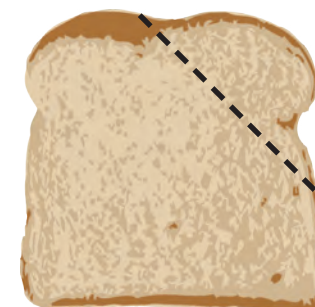
How would you cut this slice so it is fair and the pieces are the same size? Discuss how the slice of bread will be cut so that it is fair. Help the student cut the slice of bread into fair parts.

Are the two parts of each slice the same size? How can we tell? Let's put one part on top of the other to check if one is larger. Look at the slices and point out if there is any overhang or any of the bottom slice showing. Discuss whether the parts are the same size or not.

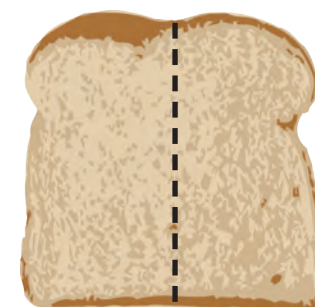
Place the third slice of bread on the table.

Now cut the third slice of bread into parts of the same size. Try to cut it a different way this time. Encourage the student to cut this slice in a different way e.g. top to bottom, side to side or corner to corner.

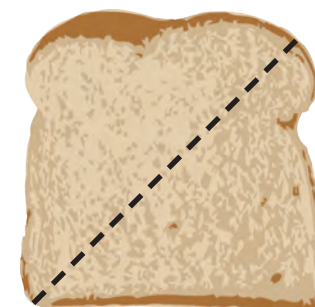
not fair



fair



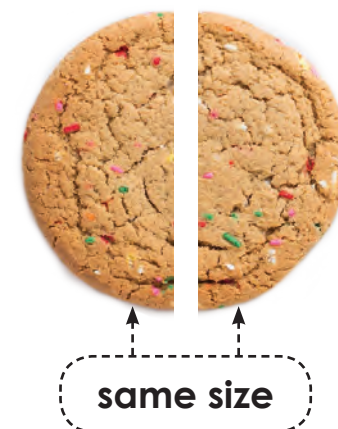
fair



Place the pictures from **Lesson 2: Resource Sheet 1** on the table.

We are going to share these biscuits into equal parts.

Do you know what the word equal means? Equal means the 'same size as'. If an object has been shared into two equal parts, then each part of the object is the same size.



Give the student one of the rectangular biscuits.

Fold the biscuit so that the parts are going to be the same size, or equal. As each biscuit is folded, discuss if each piece is equal. Once the student is satisfied each part is equal, draw a line along the fold. Refold the lines on the biscuits if the student finds their parts are not equal. Adjustments are important in developing the idea of equal parts.

Now cut the whole biscuit into equal parts. Give the student time to cut the biscuit.

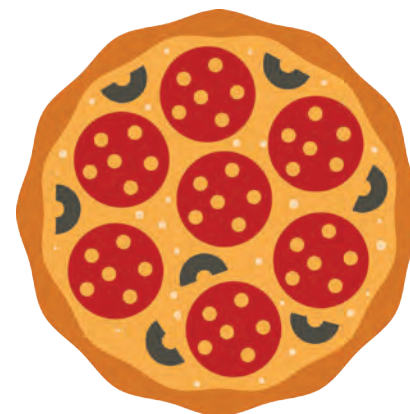
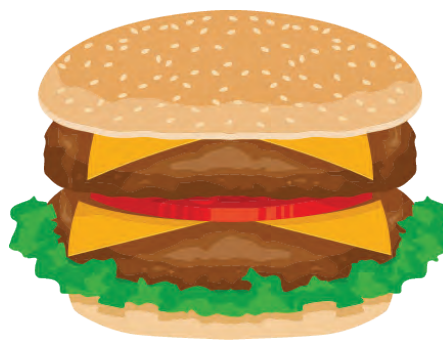
Let's check if the parts are equal by putting one part on top of the other. Discuss if each part of the biscuit is equal.

Give the student one of the circular biscuits.

Now try cutting a circle biscuit in half. Fold the whole biscuit where you think it should be cut. Follow the same steps used for the rectangular biscuit to determine if the parts are equal.

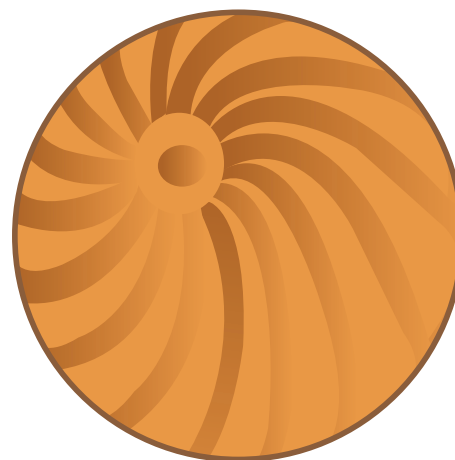
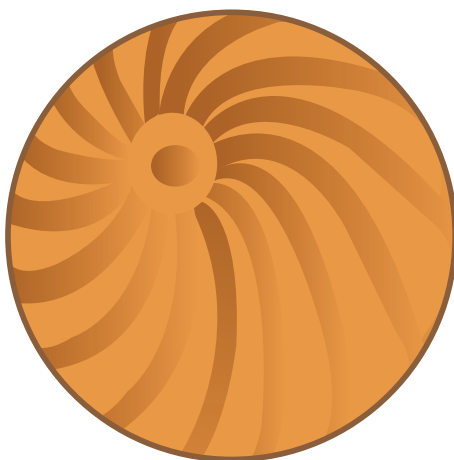
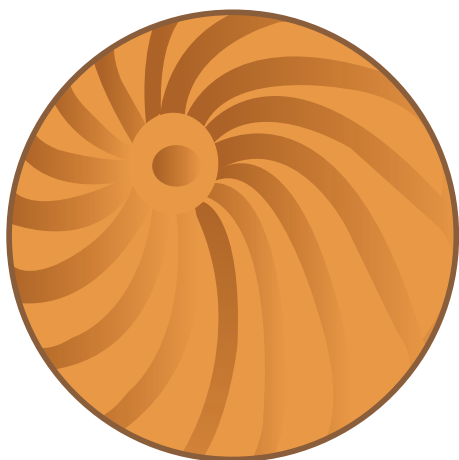
The student may become confused by the patterns on the biscuits. Remind them that they are trying to make equal parts, not equal patterns.

Draw a line showing where you would cut these foods into 2 equal parts.





Lesson 2: Resource Sheet 1



Supervisor Information

Materials you will need:

- 2 coloured squares (from Art Materials), cut into quarters of approximately 12 cm x 12 cm.
- scissors

In this lesson the student will be learning to:

- establish that two equal parts of a whole are called halves;
- identify objects divided in halves or unequal parts.

Background Information

There are two halves in each whole. If the parts of the whole are not equal or there are more than two parts, they are not halves.

Prior to beginning the lesson, cut each of the 2 coloured squares into quarters, side-to-side.

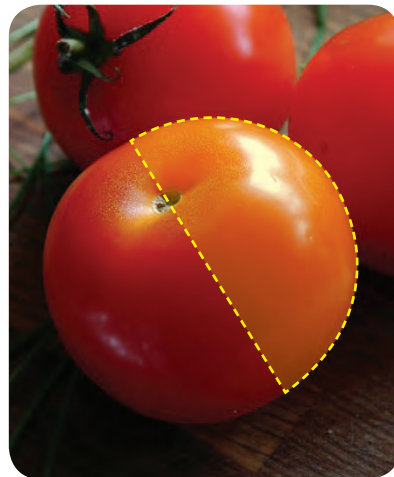
Supervisor Working with Student

Today we will use a new word to describe equal shares of a whole. If something is divided into two equal parts, each part is called a half. If you have two equal parts you can use the plural for half and say that the two halves of an object are equal. Let's look around and find some things that have been divided into halves.

With the student, go for a walk around the environment and discover things that are divided into halves. Examples can be windows, cupboard doors, liquids in bottles etc.

Ask the student to explain what the whole item is and what parts are the halves, for example "This biscuit has two equal parts. Each part is half of the biscuit. The biscuit has two equal halves."

Examples of everyday objects divided into halves are shown in the pictures below.



Halves I found

Draw two things you found and write their names next to them. Write 'half' on each piece.
You may need to help the student with spelling and writing.

Ensure you have pre-cut the 2 large coloured squares of paper so that they are in quarters. You should have 8 small squares of paper. Place the 8 small coloured squares of paper on the table.

The student will cut 4 squares of paper into halves and another 4 squares into unequal parts.

How can we cut one square of paper into halves? Discuss ways to ensure that one paper square is cut into halves. Cut the square. Place one half on top of the other half to check if the parts are equal.

How can you tell that these are halves? Remember, one-half is one part out of two equal parts. Discuss how both parts are the same size and equal. Point out that the two halves make one whole square of paper. **Glue the two equal parts next to each other on the page titled “Halves and Not Halves”.**

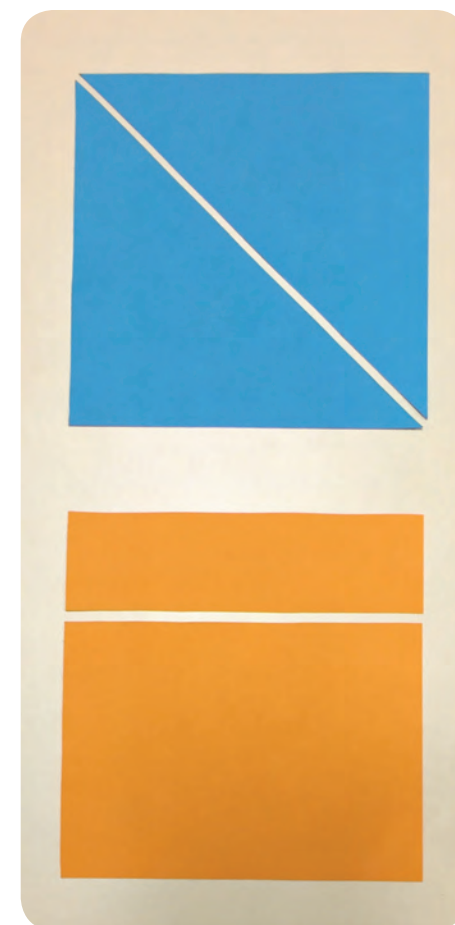
Find another square of paper. This time we are going to cut the paper into parts that are not equal. Follow the same steps used to make equal parts above to make a square with unequal parts.

Place one unequal part on top of the other part. **How do you know that these parts are not halves?** Discuss how both parts are not the same size and not equal. Point out that the two unequal parts **still** make one whole piece of paper.

Glue the two unequal parts next to each other on the page titled “Halves and Not Halves”.

Repeat making halves and unequal parts with squares of paper, ensuring the paper is cut different ways.

Label all the cut pieces with either the label “half” or “not half”. Circle the equal parts that make one whole.



Halves and Not Halves

Supervisor Information

Materials you will need:

- Streamers cut from **Lesson 4: Resource Sheet 1**

In this lesson the student will be:

- consolidating the learning of halves.

Background Information

This lesson revises the concepts of half and whole.

Cut out **Lesson 4: Resource Sheet 1** prior to beginning the lesson. Cut the streamers along the thin dotted lines so you end up with seven streamers.

Supervisor Working with Student

Place the streamers from **Lesson 4: Resource Sheet 1** on the table.

Find the blue streamer. This streamer is showing one whole. Glue it to the top of the page titled “Half and Not Half”. Label it ‘whole’.

Gluing the whole streamer at the top of the page allows the student to compare streamer parts that are made up of equal and not equal parts with what one whole streamer looks like.

Look at the rest of the streamers. Are these streamers showing one whole? How do you know?

Cut the streamers into two parts along the dotted lines. Help the student to cut the streamers.

Some whole streamers have been divided into halves. Others have been divided into parts that are not equal.

Find the parts that make whole streamers. The only rule is that you can’t use the same pattern for each new whole streamer.

Glue two equal parts end to end to make a new streamer. Label each part ‘half’.

Ensure the student compares the streamer parts against the whole streamer to check they are equal before gluing the correct pieces together.

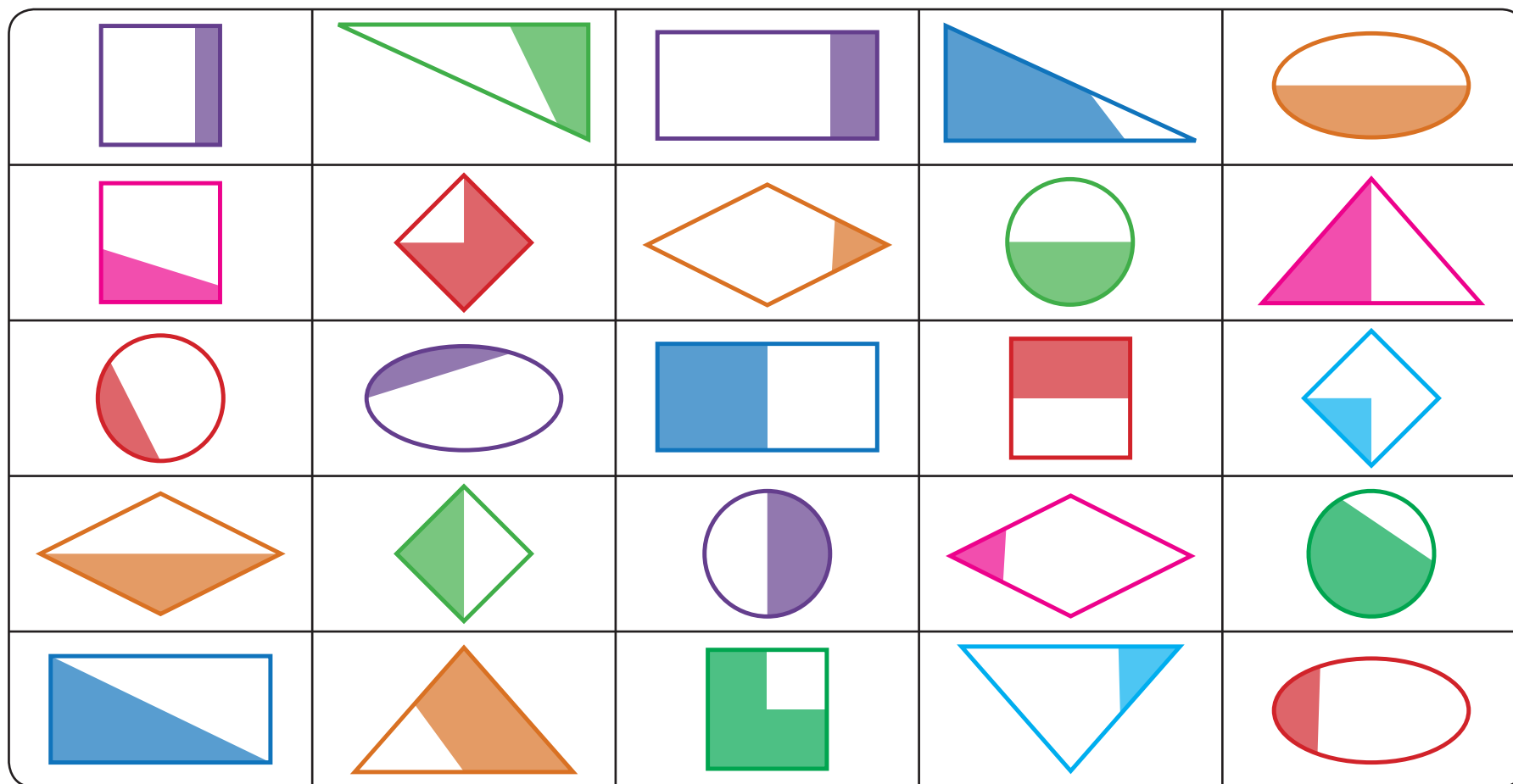
Now glue together two unequal parts end to end to make a new streamer. Label each part ‘not half’.

Compare the parts and discuss how the student decided which parts were halves and which were not halves.

Look at the shapes below.

Circle the whole shapes that are divided into 2 equal parts. The equal parts are one-half.

Count the number of shapes divided in half and write the number at the bottom.

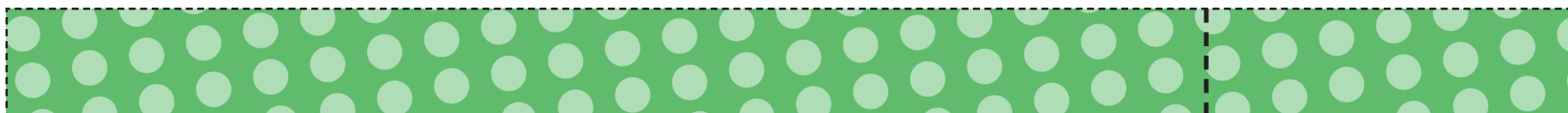


How many shapes did you find that were cut in half?

Half and Not Half



Lesson 4: Resource Sheet 1



Supervisor Information

Materials you will need:

- **Lesson 1: Resource Sheet 1** and **2**
- scissors

In this lesson the student will be learning to:

- identify the difference between whole and part;
- compare and describe half of an object or shape.

Background Information

The student will need to understand the relationship between a whole and parts of a whole.

Assist the student to cut out the pictures from **Lesson 1: Resource Sheet 1** and **2** prior to beginning the lesson.



Watch and Learn

Watch the video for **Fractions and Decimals Unit 2**.

Supervisor Working with Student

Show the student the food pictures from **Lesson 1: Resource Sheet 1** and **2**.

Here is some food we could eat. All these foods are whole. We have not eaten anything yet, or cut them up.

Discuss with the student how each food represents one whole.

Let's pretend we are going to share each food. When we cut them, each piece will be called a part of one whole. If I cut the apple into two, I would call each piece a part of the whole apple.

I want to share the food with you. We will need to make equal parts so that we get the same amount of food. What can you do to help you find equal parts of the food?

We can fold the picture of each food into two pieces, so that each piece is the same size.

Help the student to fold each food and compare the two pieces. As the student folds the food items, discuss whether they look to be the same size. The student should recognise that if the two parts are the same size, they are equal.

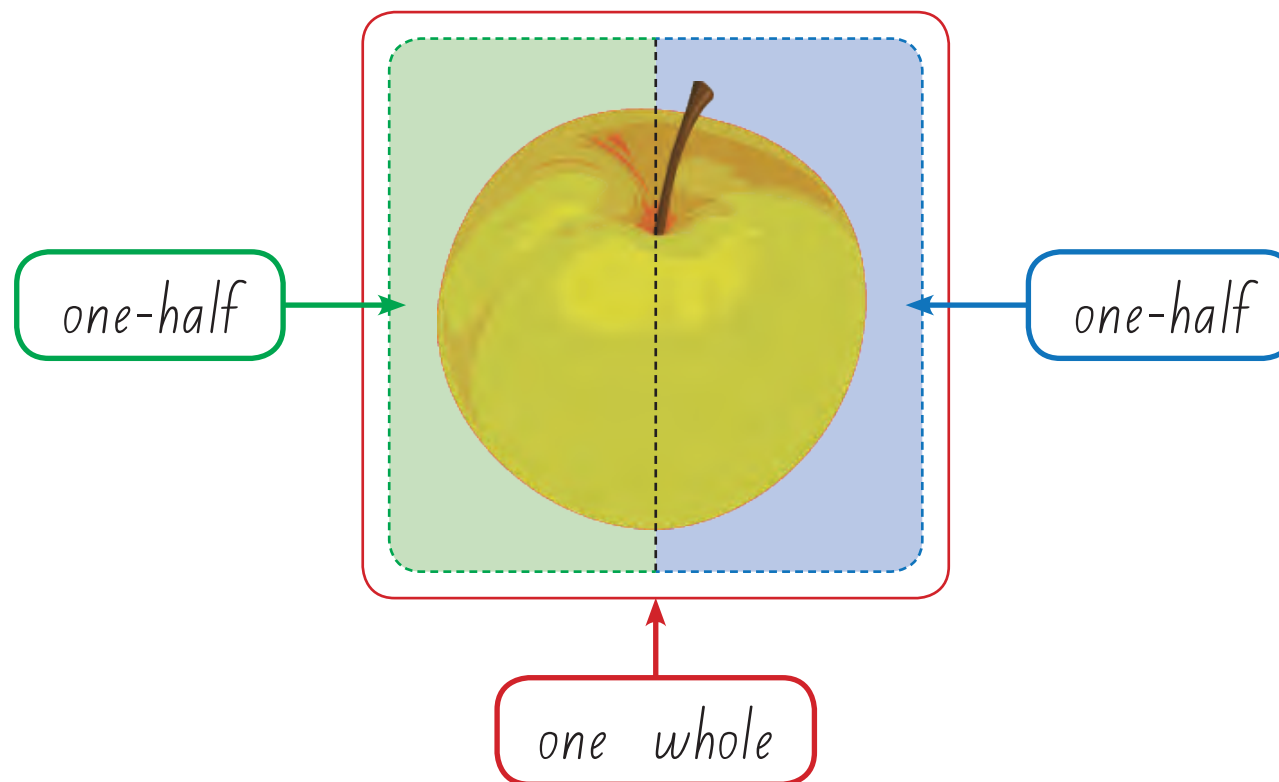
There are equal parts of each whole piece of food. What is each part called? (half)

If necessary, remind the student that two equal parts of a whole are called halves, and each individual part is called one-half.

If you are happy that all the food has been folded equally, cut along your folds to make two halves.

Now glue your parts on the pages titled Halves. Write 'one-half' next to each part. Draw a circle around each piece of whole food and label it 'one whole'.

This is an example.



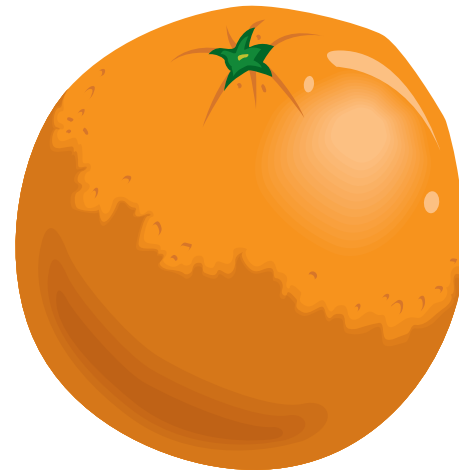
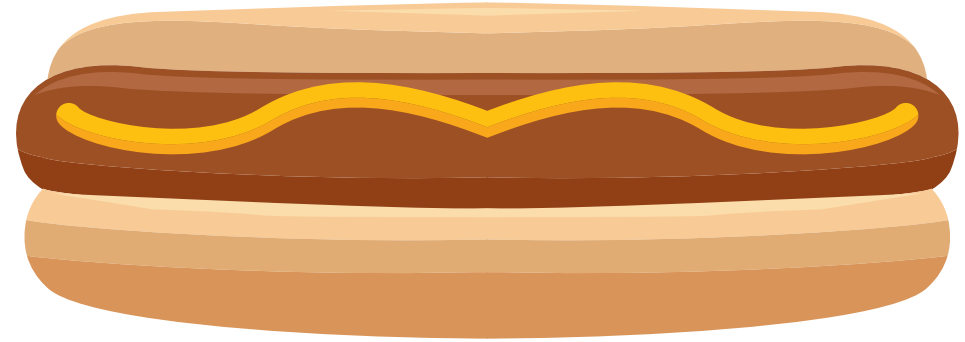
Halves

Help the student to place the halves so the food looks whole again. Use the next page when the student runs out of space.

Halves



Lesson 1: Resource Sheet 1





Lesson 1: Resource Sheet 2

