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. Choose a reading response activity from the grid to answer.	**Reading Eggs** *or* **PM Reader** PM link Choose a book to read from the PM e-collection. Choose a reading response activity from the grid to answer.	**Reading Eggs** *or* **PM Reader** PM link Choose a book to read from the PM e-collection. Choose a reading response activity from the grid to answer.	**Reading Eggs** *or* **PM Reader** PM link Choose a book to read from the PM e-collection. Choose a reading response activity from the grid to answer.	**Reading Eggs** *or* **PM Reader** PM link Choose a book to read from the PM e-collection. Choose a reading response activity from the grid to answer.
	Sounds – or Watch the 'or' video and complete the 'or' worksheet.	**Sight Word Activity** Colour by sight word	**Sounds – ow** Watch the 'ow' video and complete the 'ow' worksheet.	**Sight Word Activity** Play the Tricky Words board game.	**Sounds – ur** Watch the 'ur' video and complete the 'ur' worksheet.
	CVC Words Cut out the **short i quilt** pictures and glue them onto the matching words.	**Writing** Write 3 '**I went to the'** sentences. Extension: change the word 'went' eg 'I ran to the movies'.	**CVC Words** Adults cut the pictures & hide them around the house. Students find them, sounds them out and writes them on the '**Write the Room**' worksheet.	**Writing** Complete the **Animal Stories** writing activity	**CVC Words** Complete the **CVC Word Shapes** worksheet. Pay attention to tall, middle and long letters.
	Recess Break				
Middle	**Maths – 3D Space** Describing Objects 3D Shapes Song link	**Maths – 3D Space** Sorting Objects 3D Space video link	**Maths – 3D Space** Naming Objects	**Maths – 3D Space** Sorting Objects	**Maths – 3D Space** Rolling, Slide & Stacking Rolling video link
	Manga High	**Manga High**	**Manga High**	**Manga High**	**Extension – for fun** **3D model making**
	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				

Date: _____

Book: _____

Draw one of the characters in the story.

Date: _____

Book: _____

Draw or write your prediction of what might happen next in the story.

Date: _____

Book: _____

Write or draw the setting. (Where the story took place.)

Date: _____

Book: _____

Did you like this book? Write a sentence telling me why you did/didn't.

Date: _____

Book: _____

What happened in the story? Draw or write something that happened in beginning, in the middle and at the end.

Date: _____

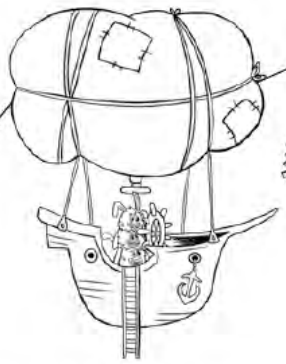
Book: _____

Write down any tricky words or new words in your book.

After reading a book on PM eCollection, choose one **reading response** each day. Cut an activity out of your choice and paste it into your scrap book as the heading of your work.

Letters

or



FAST PHONICS

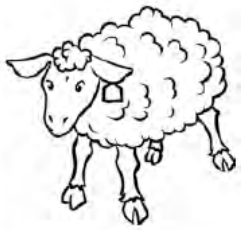
1 Trace and write.

or or or _____

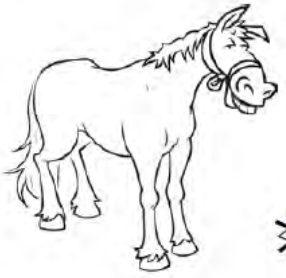
2 Circle every **or** word.

food	fork	sort	weep
horn	rain	for	born

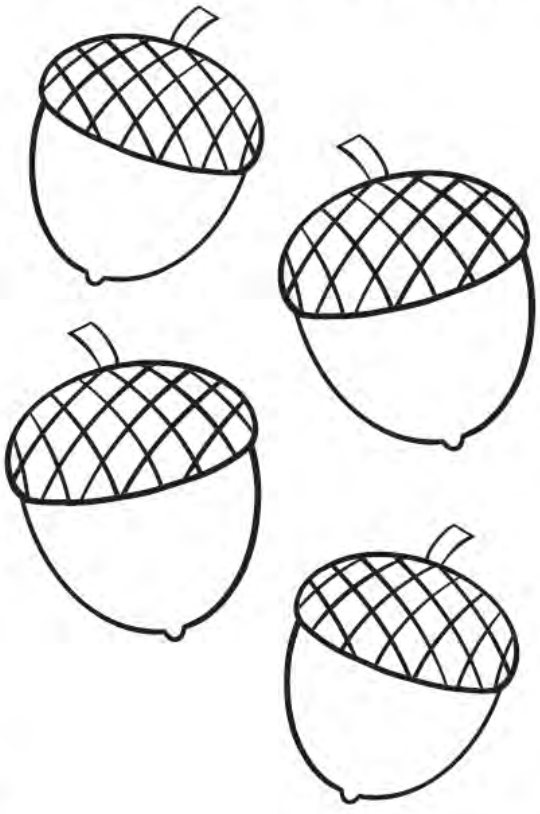
3 Match pictures that have **or**.



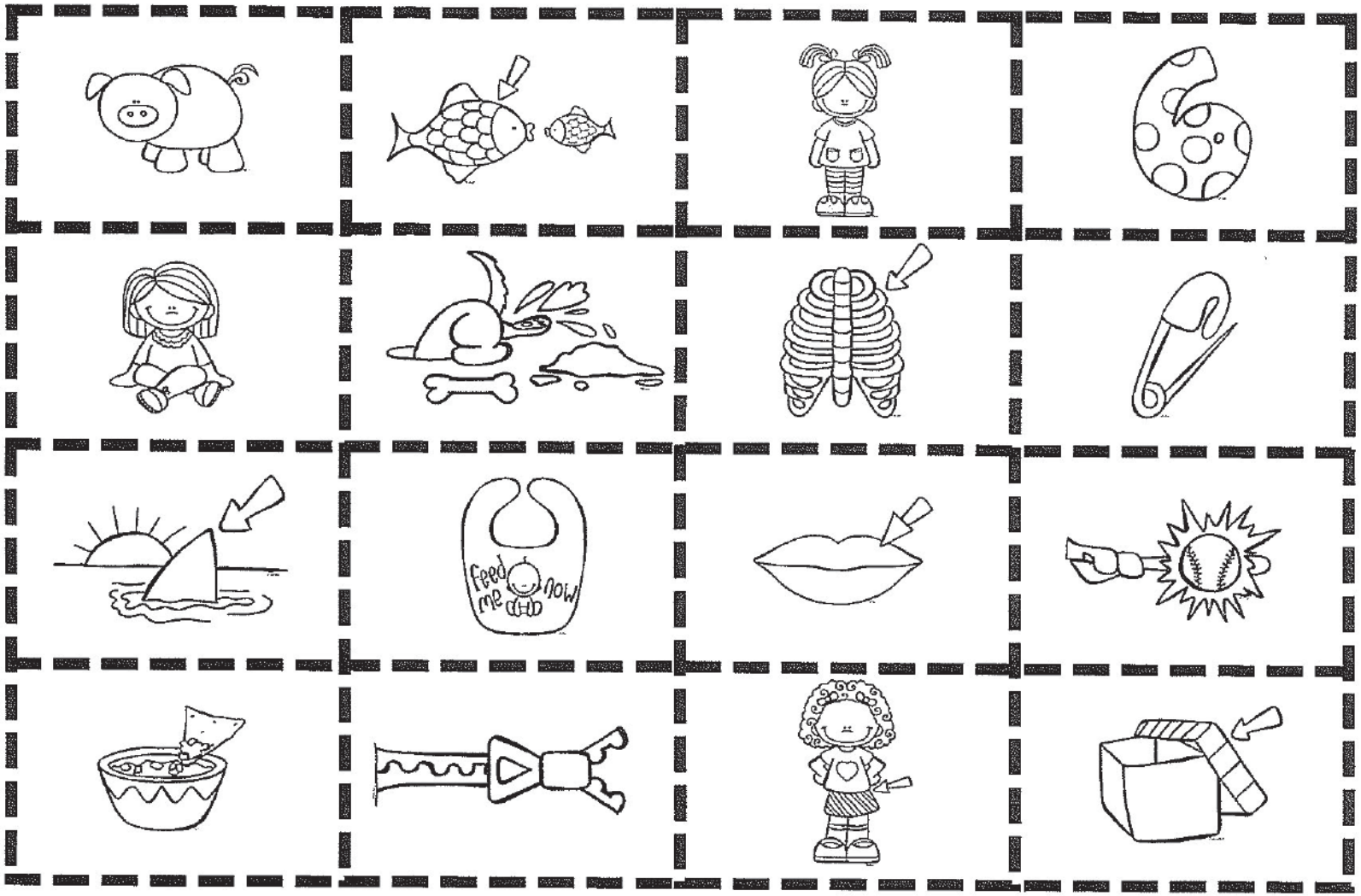
or



4 Write **or** on each acorn.



CVC Short i Quilt



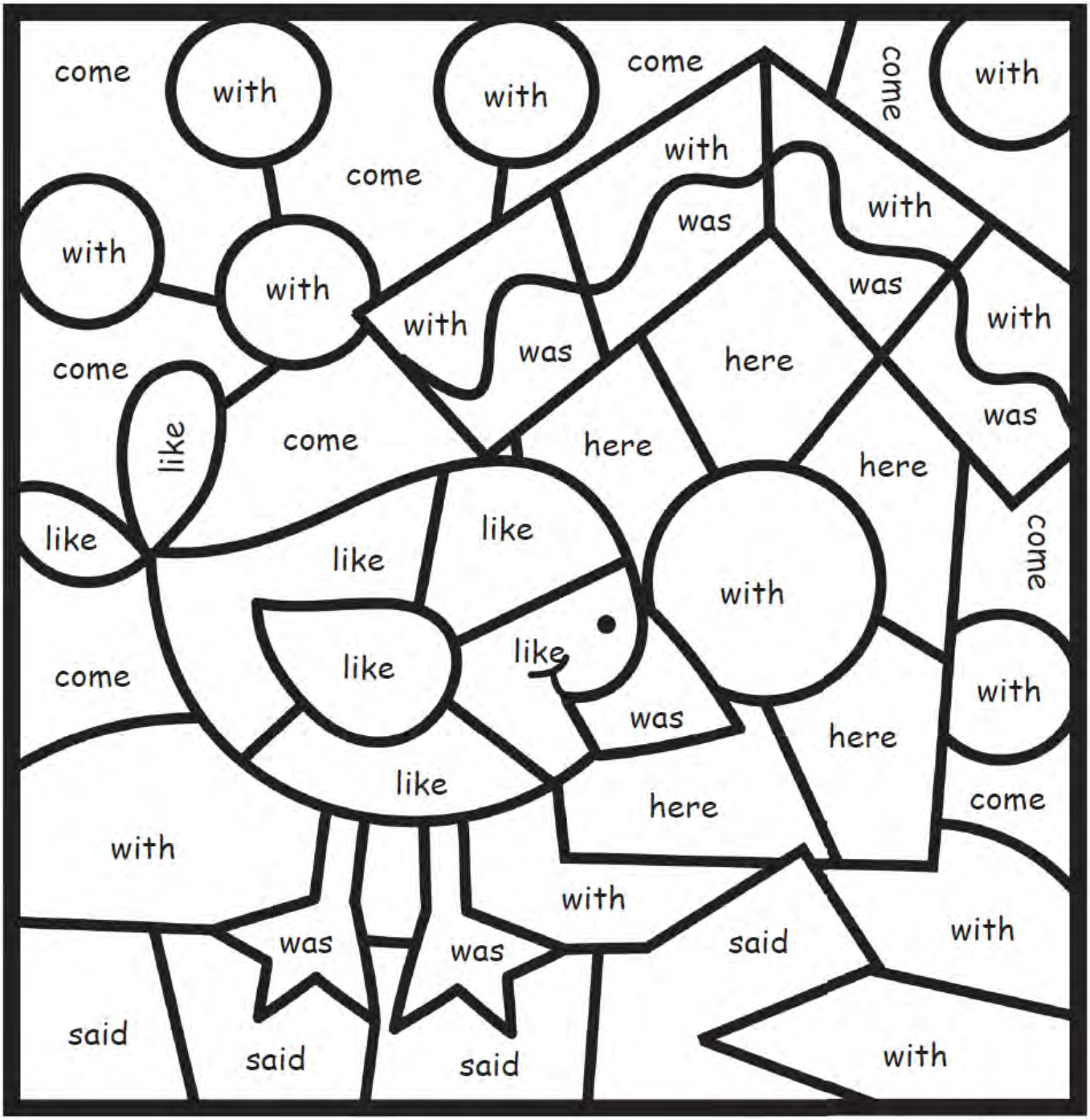
Read a CVC Word

Short *i* Quilt

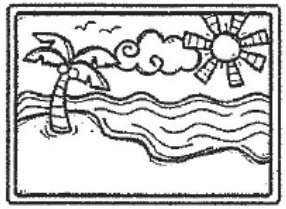
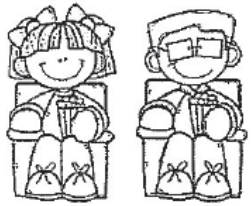
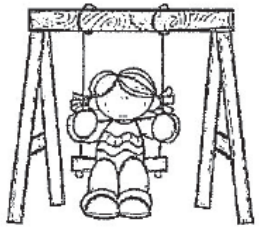
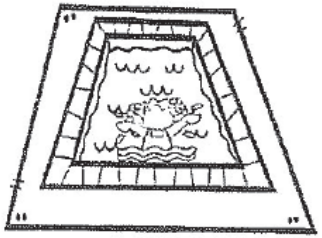
kid	pig	zip	dig
big	hit	fin	dip
hip	lip	six	lid
pin	sit	bib	rib

COLOUR BY SIGHT WORD

blue	come	brown	said
white	with	yellow	was
red	like	purple	here



I went to the

				
beach	movies	shops	park	pool

FAST PHONICS

1 Trace and write.

ow ow ow _____

2 Circle every **ow** word.

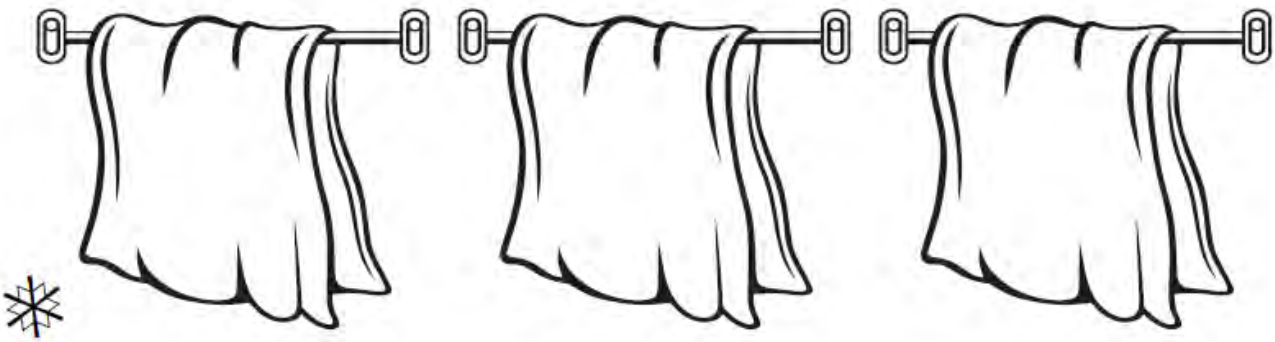
now	book	on	how
you	town	bow	win

3 Colour the picture in each row that has **ow**.

ow

ow

4 Write **ow** on every towel.

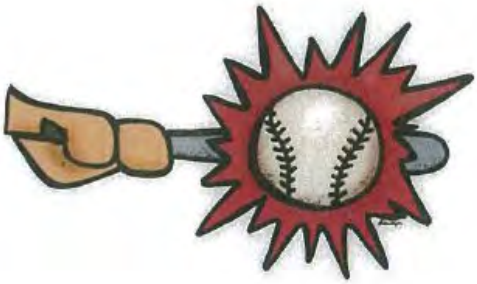


bib

pig

six

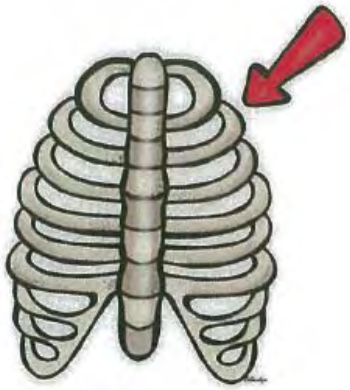
hit



zip

dig

rib



lid

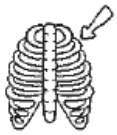
kit

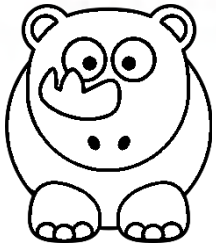
pin

wig

fix

Write the Room

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 
9. 	10. 
11. 	12. 



Animal Stories

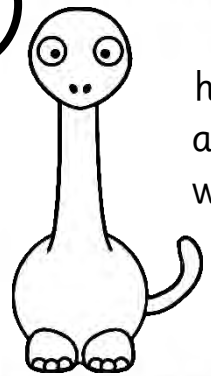
NARRATIVE WRITING PROMPTS

LOWER PRIMARY

Roll a dice and use the writing prompt to help you write a narrative or descriptive paragraph.

There's a knock on the door...you answer it and find the Big Bad Wolf. What happens next?

You buy a pet guinea pig. When you take him home, he starts talking to you! What do you talk about?



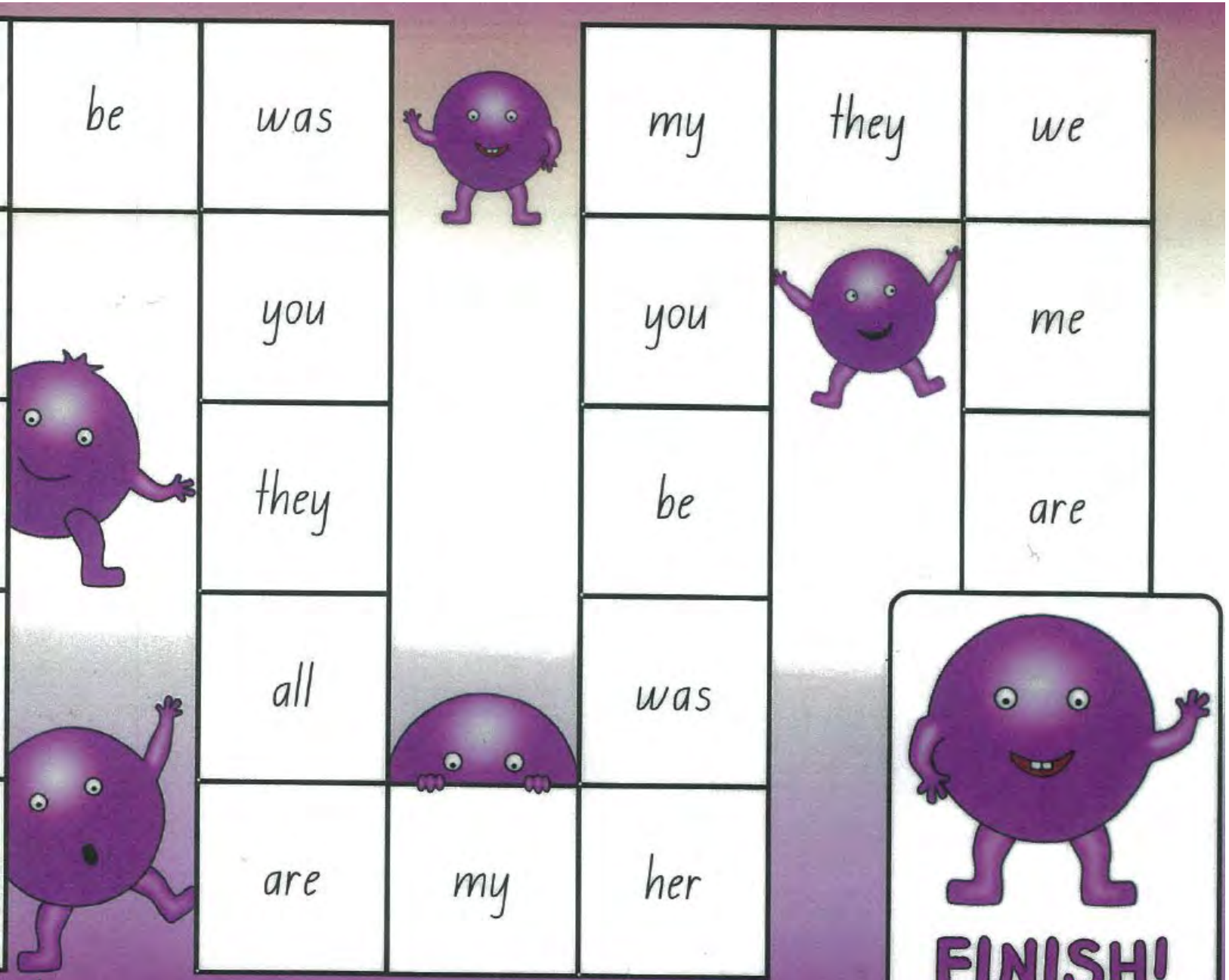
What if you had a dinosaur as a pet? What would you feed it? Where would you keep it?

Write a story about what it would be like to be faster than a tiger.

If you could talk to any animal, which would it be and why? Write a story about it.

What is the best way to catch a dragon? Write about the day you tried to catch one!

Phase 3 Tricky Words



Roll a die to move along the board.
Say the word you land on. If you don't know the word, move back 2

Letters

ur

FAST PHONICS

1 Trace and write.

ur ur ur _____

2 Circle every ur word.

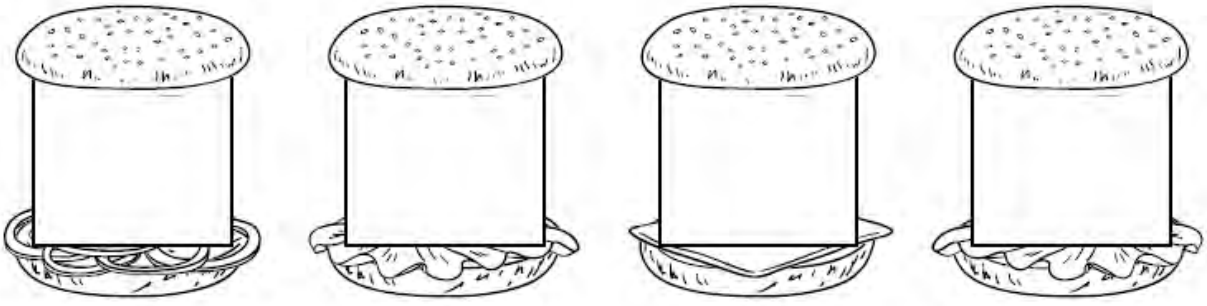
sun	fur	duck	curl
rub	cup	urn	purr

3 Colour the picture in each row that has ur.

ur

ur

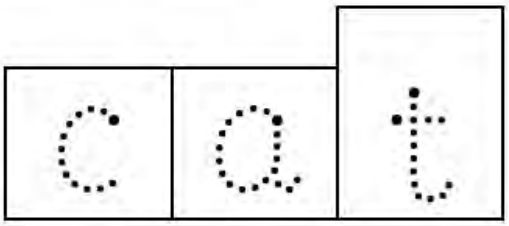
4 Write ur in each burger.

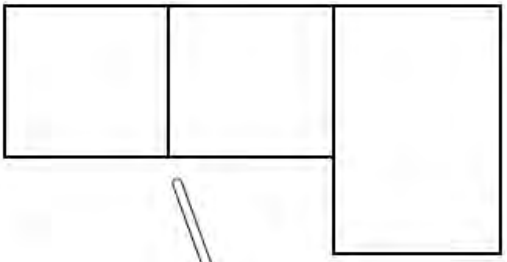


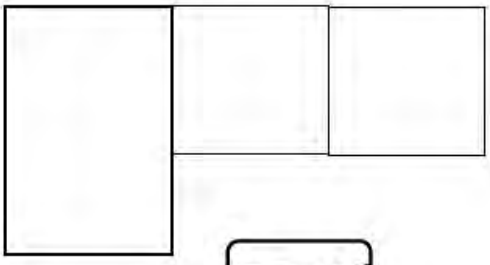
CVC Words Shapes

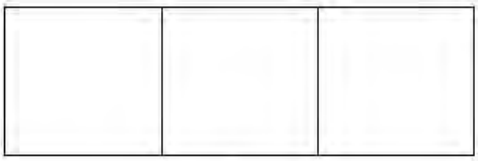
Teach THIS

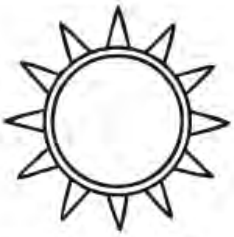
Write the correct CVC word in the boxes.

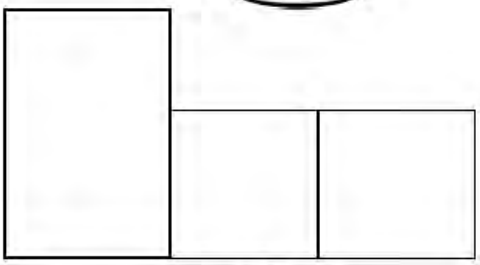


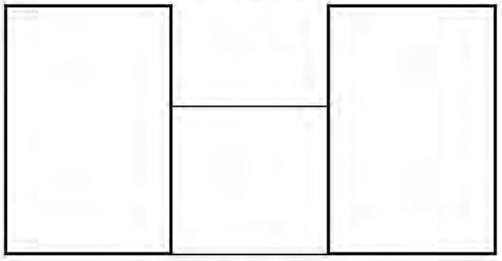


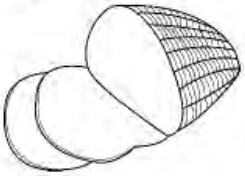












mop	cat	jam	hat	ham	sun

Language for Students

Students need to hear, learn, understand, apply and use the terms in this list: **curved**, **flat**, **object**, **pointy**, **roll**, **round**, **shape**, **size**, **slide**, **stack**.

Glossary for Supervisors

- **object:** has three dimensions: length, width and height, is not flat and can be solid
- **shape:** has two dimensions: length and width, and is flat

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.

Describing Objects

Supervisor Information

Materials you will need:

- range of 3D objects from around the home (at least 8, including a cone, cylinder, sphere and cube or rectangular prism)

In this lesson the student will be learning to:

- describe the features of familiar three-dimensional objects using everyday language e.g. flat, round, curved and pointy.

Background Information

Three-dimensional (3D) objects you could use in the lesson are: boxes (tissue, show, cereal, snack), dice, cube-shaped boxes, MAB minis, unifix cubes, plastic balls, oranges, tennis balls, marbles, ice-cream cones or party hats.

Keep these 3D objects handy as they will be used again within this unit.

Supervisor Working with Student

You will need to gather a small collection of three-dimensional objects. At least one item must be big enough for you to place a hand inside, one must have curved features, one must have round features and one pointy features.

In this lesson, you will use the collection of objects I have gathered from around our home. An object is something that has space inside it.

I'm going to choose an object first.

Place the collection of objects in front of the student.

Choose an object which is large enough to insert a hand, such as a cereal or tissue box. Place your hand inside the object.

I can place my hand inside this object, which means it has space inside it. Objects are solid, not flat like a drawing.

I might describe this object by saying 'This object has lots of flat parts'. Point to each face.

Choose another object that has flat parts.

Let's group these two objects, and any other objects that look the same together here (find a space in front of the student).

Choose the object with pointy features.

I might describe this object by saying 'This object has a/some pointy parts'. Point to a pointy part. **Let's group all objects that have pointy parts together.**

Choose the object with curved features.

I might describe this object by saying 'This object has a/some curved parts'. Point to a curved part. **Let's group all objects that have curved parts together.**

Once completed, point to one of the groups of objects that have been made.

What is the same about the items in this group? Point to one group. **How are they different to the items in this group?** Point to another group.

Point to a group. **Could you sort these objects a different way?** Allow the student to show you if they answer yes.

Let's look at objects in the world around us. Below is a picture of Sydney Opera House.

Can you see any pointy parts? If you can, show me where they are.

Can you see any curved parts? If you can, show me where they are.

Can you see any flat parts? If you can, show me where they are.

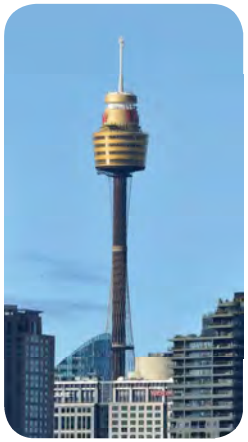
I would describe Sydney Opera house as looking like waves, with curved white parts that end in points.

Is it possible for an object to have both pointy and curved parts? See if you can find an object in the room that has both pointy and curved parts.

Look at each object below. Let's discuss how these objects look. To begin the activity, I want you tell me how each object looks, one at a time. Can you see any flat parts, or pointy parts or curved parts?

The pictures of the Devils Marbles, Scarred Tree and The Pinnacles show objects that are important to Aboriginal culture. If you would like to find out more about them, ask your supervisor to help you.

To complete this activity, circle the curved objects blue, the round objects yellow and the pointy objects red. Some objects may have more a mixture of parts, so choose the word that best describes how it looks.



Sydney Tower, NSW

Devils Marbles, NT

Scarred Tree, ACT

Elizabeth Quay Bridge, WA

The Pinnacles, WA

Sorting Objects by Features

Supervisor Information

Materials you will need:

- a range of 3D objects from around the home used in **Lesson 1**
- **Lesson 2: Resource Sheet 1**

In this lesson the student will be learning to:

- recognise how a group of objects has been sorted.

Background Information

The student should be encouraged to think about the different ways to sort objects, for example sorting by colour, size or features.

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

Watch and Learn

Watch the video for **3D Space Unit 1**.

Supervisor Working with Student

In this lesson you will be sorting objects and identifying how objects have been sorted.

Gather the group of objects used in Lesson 1.

To begin, you are going to describe each of the objects in the collection. You might like to use to words such as pointy, flat, round and curved to describe how the objects look.

I will give you an example first. Choose a rectangular prism (such as a tissue box) or cube (such as a dice)

I might describe this dice by saying 'this dice is small, has lots of flat parts but is not flat.'

Pass the sphere (an orange or small ball) to the student to manipulate. **Now you describe this object. Use the cards on Lesson 2: Resource Sheet 1 to help you describe the object.**

Tell me how each object in the collection looks, one at a time.

These objects need to be sorted. Tell me ways that you could sort them. (colour, size, features)

If the student is unable to suggest a method of sorting the objects, continue by stating; **sorting these objects by colour is one way to sort them. This means putting the objects that have the same colour into one group.**

Sort the objects into colour groups.
Tick this box is the student sorted the objects by colour appropriately. ☐

Gather the objects back into one group.

Now it's your turn to decide how the objects are going to be sorted. Then you can tell me how to sort the objects.

After I have sorted the objects, you can tell me if I did it correctly or not. If the student is not able to suggest a sorting method, suggest sorting by size, e.g. big and small.

Gather the objects back into one group.

Now I'm going to sort the objects and you need to guess how I've sorted them.

Sort the objects according to features. If there is enough variety in the objects you have collected, four groups could be made; pointy objects, curved objects, round objects and flat objects.

Choose the group with cubes and/or rectangular prisms. **Tell me what is the same about the objects in this group.**

If the student is unable to identify their common features, say **'These objects are all like a box.'**

Discuss each group you have made and use the cards from **Lesson 2: Resource Sheet 1** to identify the common features of each group if the student is unable to.

Read these words with me. Point to the descriptions below as you read them.
Draw a line to match the word that describes how the object looks. There may be more than one word that describes each object. The first one has been done for you, the drum has flat parts and curved parts.

flat parts

pointy parts

round parts

curved parts

Lesson 2: Resource Sheet 1

flat	pointy
round	curved

Naming Objects

Supervisor Information

Materials you will need:

- a range of 3D objects including a cone, cylinder, sphere and cube or rectangular prism
- a bag that is not see-through

In this lesson the student will be learning to:

- recognise and use informal names for three-dimensional objects.

Background Information

The student will use informal names for objects, such as ball or box, in Early Stage 1, with formal terms being learnt in Stage 1.

In Early Stage 1, an object with a round part is spherical, such as a ball or apple. A curved part describes other surfaces that are not flat, such as those found on a traffic cone or icecream cone.

Supervisor Working with Student

Gather one example of each of the following objects:

- cone
- sphere
- cube
- cylinder

Place the objects in a line on the table.

In this lesson, you will be giving names to a variety of objects.

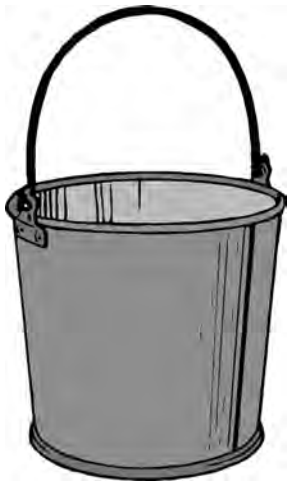
I'm going to describe an object that I am thinking about and I want you to point to the object you think I am describing.

When you have found the correct object, we will name it. Then it will be your turn.

The object I am thinking about has two round parts and a curved part. Point to the object you think I am describing.

Give a further description if the student does not choose the cylinder.

Once the cylinder has been chosen, say **I would call an object that looks like this, a tube.**



Choose the next object to describe. **The object I'm thinking about has lots of straight parts. Point to the object you think I'm describing.**

Give a further description if the student does not choose the cube or rectangular prism.

Once the cube or rectangular prism has been chosen, say
I would call an object that looks like this, a box.
Now it's your turn. There are two objects left to describe and name.

Describe one of the objects to me. I will point to the object I think you are describing.

Allow the student to describe an object and for you to choose the corresponding object. Once the student confirms that you have chosen correctly, say
I would call an object that looks like this a (cone or ball).

Ask the student to describe the last object, before saying
I would call an object that looks like this a (cone or ball).

In this activity, you will be guessing which object is in the mystery bag by feeling it.

We will be using the same four objects from the previous activity. Move the four objects out of sight of the student.

Close your eyes while I place an object in the bag.
Place one of the objects into the mystery bag out of sight of the student. Allow the student to feel the object.

Discuss with the student what the object feels like. The following prompts may be used:

- **Does the object have pointy parts?**
- **Does the object have flat parts?**
- **Does the object have round parts?**
- **Does the object have curved parts?**

Once the student has guessed correctly and given an appropriate name, allow them to take out the object.

If the student is not able to guess the object take out the object.

Can you remember what the name of this object is? If they cannot, give the name of the object.

Complete this activity for all four objects.

In this activity, draw a line to match the name to the object.

tube

ball

box

cone

Sorting Objects and Shapes

Supervisor Information

Materials you will need:

- range of 3D objects from around the home (at least 8, including a cone, cylinder, sphere and cube or rectangular prism)
- attribute block set
- colour pencils
- **Lesson 4: Resource Sheet 1**

In this lesson the student will be learning to:

- describe the difference between three-dimensional objects and two-dimensional shapes using everyday language.

Background Information

Use same objects you collected in previous lessons. You will need common objects such as a party hat, a can or tin, a ball and a dice or tissue box to use for these activities.

An object with triangular faces would also be helpful for the first matching activity.

In Early Stage 1, an object with a round part is spherical, such as a ball or apple. A curved part describes other surfaces that are not flat, such as those found on a traffic cone or icecream cone.

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

Supervisor Working with Student

objects

Gather a small collection of three-dimensional objects including a cylinder, cone, sphere and a cube. Place the collection of objects in front of the student.

Place the two-dimensional shapes, including the circle, triangle, rectangle and square from the set of attribute blocks with the objects.

In this lesson, you will be sorting this collection into two groups, objects and shapes. Remember to sort means to put items that are like each other together.

Here are some objects and shapes. Objects are not flat and have lots of different parts. Point to one of the objects you have collected**. A shape is flat.** Point to one of the attribute blocks.

Some of the objects and shapes have parts that look the same as each other. Tell me if you can spot any that look the same (allow the student to manipulate the shapes and objects)

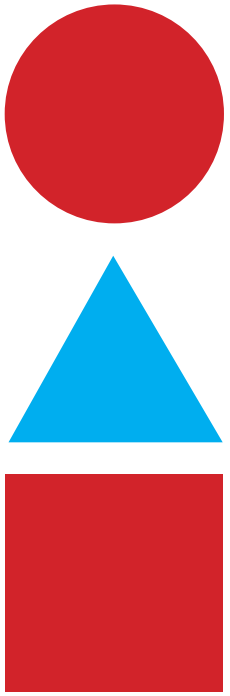
I will show you an example of a shape and object that have parts that look the same.

Select the circle. **I might describe this shape as being round and flat.**

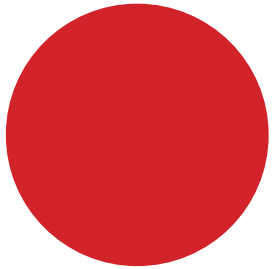
Select the cylinder. Give the circle and the cylinder to the student. **Match the part on this object that looks like the shape.** Give the student guidance if they are not able to match the circular features.

Find any other objects and shapes that have parts that look the same as this round shape. Group these items together.

shapes



shapes



Select the square.

I might describe this shape as being flat with four straight sides.

Select the cube. Give the square and the cube to the student. **Match the part on this object that looks like this shape.** Give the student guidance if they are not able to match the square faces.

Find any other objects that have parts that look the same as this shape. Group these items together.

Select the triangle.

I might describe this object as being flat with three straight sides.

Give the student the triangle. **Find any other objects that have parts that look the same as this shape.** Group these items together.

Select the rectangle.

I might describe this object as being flat with four straight sides, two long parts and two short parts.

Give the student the rectangle. **Find any other objects that have parts that look the same as this shape.** Group these items together.

For any remaining shapes or objects that have not been grouped, ask: **Tell me why these shapes/objects have not been matched.**

How are they different from the groups we have made?

objects

These objects and shapes can be sorted in many other ways. Tell me different ways we could sort them.

Select a cylinder and a circle. **Earlier, you showed me how this shape and this object had parts that look the same. This time, tell me how they are different from each other.**

I might say that the shape is flat and the object is not.
Encourage the student to manipulate the object as you say: **The object has lots of parts, where the shape has only one.**

Select a square and a cube. **Tell me how this shape and this object are different from each other.** Encourage the student to manipulate the object.

I might say that the object has a lot of straight parts but the shape only has four.

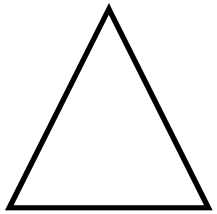
You are going to sort all the objects and shapes into two groups.
One group will be for shapes. The other group will be for objects. Remember, a shape is flat and has length and width. An object can be solid and have length, width and height.

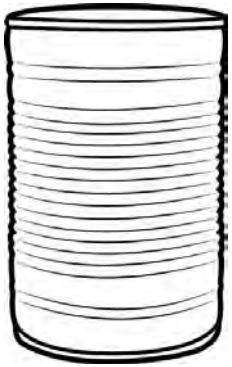
Place the labels from **Lesson 4: Resource Sheet 1** in front of the student. **Use these labels to help you sort the shapes and objects into groups. Place the label 'shapes' on one side of the table and the label 'objects' on the other side. When you have decided which group the shape or object belongs to, place the shape or object above the label.**

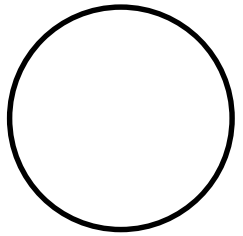
I will do the first one for you. Pick up the square. **I will put the square into the shapes group because it is flat.** Allow the student time to sort the remaining shapes and objects into the correct groups.

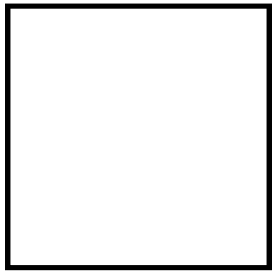
Tick this box if the student successfully sorted the objects into shapes and objects. ☐

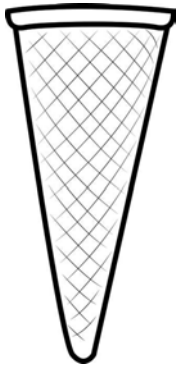
In this activity, colour the shapes with a blue pencil and the objects with a yellow pencil.











Lesson 4: Resource Sheet 1

shapes

objects

Rolling, Sliding and Stacking

Supervisor Information

Materials you will need:

- four three-dimensional objects: one cone shaped object, one sphere, one cylinder and one prism (square or rectangular)
- **Lesson 3: Resource Sheet 1**
- a flat, smooth surface such as a wooden floor or table

In this lesson the student will be learning to:

- predict and describe the movement of three-dimensional objects;
- predict whether various three-dimensional objects will stack.

Background Information

This lesson is designed to help students understand the impact an object's features, such as flat or curved surfaces, have on its ability to move and stack.

The student should be encouraged to use 'roll', 'slide' and 'stack' to describe how the object moves.

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

Watch and Learn

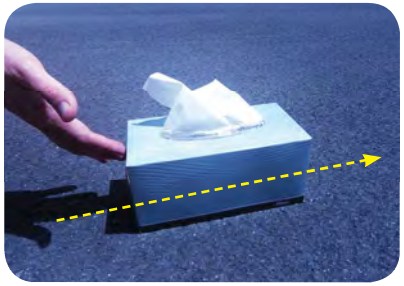
Watch the video for **3D Space Unit 2**.

Supervisor Working with Student

In this lesson you will to find out whether objects can roll, slide and stack. First let's check you understand what each of those words means.

Can you tell me what the word 'roll' means?
To roll means to move along a surface by turning over and over.
Can you think of any objects that roll?
Demonstrate rolling a ball along a table top or the floor.

Can you tell me what the word 'slide' means?
To slide means to move along a surface without turning. The object still looks exactly the same.
Can you think of any objects that slide?
Demonstrate sliding an object on a table top or the floor.



Can you tell me what the word 'stack' means?
To stack means to place the flat surface of one object on top of the flat surface of another object so that it does not fall off.
Can you think of any objects that stack?
Demonstrate stacking objects with a flat surfaces for the student.

Find a flat, smooth surface and have the four three-dimensional objects ready.

You are going to guess whether these objects can slide or roll.
Do you know what the word guess means?
To guess means to tell me what might happen.
On this sheet I will tick what you guess and then we will check whether you were right or not.

Use the table on **Lesson 3: Resource Sheet 1** to record the activity.
We're going to do the first object together as an example.

Choose the cylinder from the group of four objects you collected.

Do you guess that this object will roll or slide?

Record the student's response by ticking the box/boxes in the table on **Lesson 3: Resource Sheet 1**.

How do you know?
I'm going to put the object on its curved surface.
When I give the object a small push, do you think it will roll or slide?
How do you know?

Give the object a small push.

Did the object roll or slide? (roll)
What will happen if I put the object on its flat surface?
Do you think it will slide or roll?

Give the object a small push.

Did the object roll or slide? (slide)
So, this object can slide and roll. Why do you think this is?

Did you guess correctly? Put a tick or cross in the third column of the table.

Why do you think the curved part could roll and the flat part could slide?

Do you think it is possible for the flat part to roll? Why?

Repeat this activity for the remaining three objects and complete the table.

Now you are going to explore whether these objects can stack. What does the word 'stack' mean?
To stack means to place the flat part of one object on top of the flat part of another object so that it doesn't fall off.

Can you predict which objects will stack easily?
Which objects will be difficult to stack?
How do you know?

Allow the student to explore and manipulate the objects to successfully make a stack.

Were these objects easy to stack? Why/Why not?

Point to the cylinder.
Could you stack these objects if you put the curved part of one object onto the curved part of another object which is the same?
Why/Why not?

Lesson 3: Resource Sheet 1

Object	Slide	Roll	Did I guess correctly?
Cylinder			
Cone			
Sphere			
Prism (square or rectangular)			

Model Making

Supervisor Information

Materials you will need:

- a variety of three-dimensional objects.

In this lesson the student will be learning to:

- make a model using a variety of three-dimensional objects and describe it.

Background Information

This lesson is designed to build on the previous lesson. During the construction of a model discuss why certain objects were more suitable for stacking.

Supervisor Working with Student

Look at this model with the student.

What objects can you see in this picture?

You will now be making a model of your own. Where do you think we will find objects that we can use?

Collect household objects to help construct a model of the student's choice. If the student is not sure what to build, a house, a steam train or a robot are possible suggestions.

As the student builds their model, discuss what objects stack well, and why.

Once the student has completed the model, ask:

Describe what you have made a model of.

What objects did you use to make your model?

Point to an item on the bottom of the model. **Why did you choose to use this here?**

Point to an item on the top of the model. **Could you have used this at the bottom of the model? Why/ Why not?**

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. Choose a reading response activity from the grid to answer.	**Reading Eggs** *or* **PM Reader** PM link Choose a book to read. Choose a reading response activity from the grid to answer.	**Reading Eggs** *or* **PM Reader** PM link Choose a book to read. Choose a reading response activity from the grid to answer.	**Reading Eggs** *or* **PM Reader** PM link Choose a book to read. Choose a reading response activity from the grid to answer.	**Reading Eggs** *or* **PM Reader** PM link Choose a book to read. Choose a reading response activity from the grid to answer.
	Sounds – ay Watch the 'ay' video and complete the 'ay' worksheet.	**Sight Word Activity** ***On a Roll*** Roll the dice. Say the word matching the number rolled. Put a counter on it. Fill the board.	**Sounds – ie** Watch the 'ie' video and complete the 'ie' worksheet.	**Sight Word Activity** Complete the ***Colour by Code*** worksheet and then fill in the data about the sight words.	**Sounds – ea** Watch the 'ea' video and complete the 'ea' worksheet.
	CVC Words Play the **Picture and Match** board game.	**Writing** Write 3 **'Here is the little'** sentences. Extension: Change the word 'little' e.g. *Here is the red giraffe.* Remember capital letters, spaces and full stops.	**CVC Words** Complete the **CVC Word Search**	**Writing** Complete the **Read, Colour, Write** worksheet. Choose 2 words to put into sentences. Remember capital letters, spaces and full stops.	**CVC Words** **On a Roll**. Roll the dice. Say word the word that matches the number rolled. Put a counter on it. Fill the board.
	Recess Break				
Middle	**Maths – Volume & Capacity** Identifying & Comparing Capacity Video link	**Maths – Volume & Capacity** Comparing Capacity Video link	**Maths – Volume & Capacity** Identifying Volume	**Maths – Volume & Capacity** Comparing Volume	**Maths – Volume & Capacity** Volume and Capacity Worksheets
	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				

Date: _____

Book: _____

Draw one of the characters in the story. Write a sentence about that character.

Date: _____

Book: _____

Draw or write your prediction of what might happen next in the story.

Date: _____

Book: _____

Write or draw the setting. (Where the story took place.)

Date: _____

Book: _____

Did you like this book? Write a sentence why you did/didn't.

Date: _____

Book: _____

What happened in the story? Draw or write something that happened in beginning, in the middle and at the end.

Date: _____

Book: _____

Write down any tricky words or new words in your book.

After reading a book on PM eCollection, choose one reading response each day. Cut out the activity of your choice and paste it into your scrap book as the heading of your work.

ay

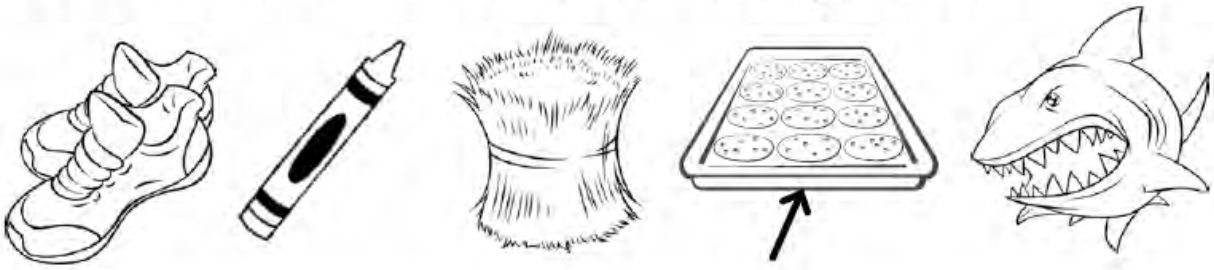
1 Trace and write.

ay ay ay _____

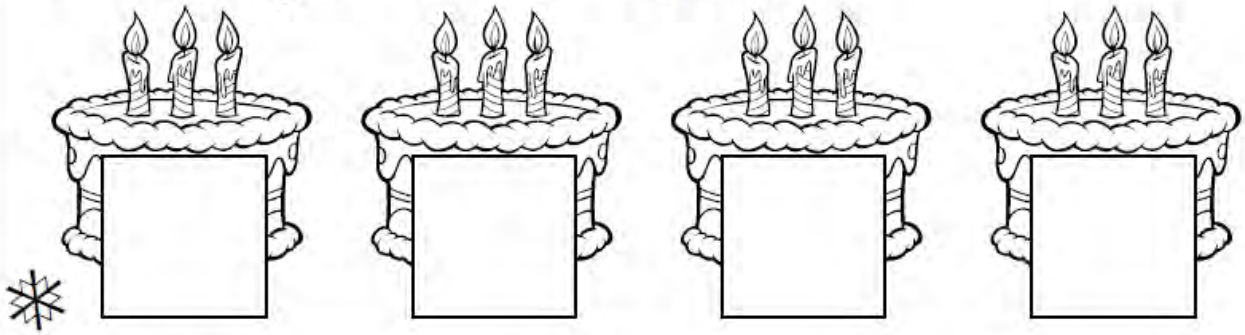
2 Circle every **ay** word.

away	barks	yell	midday
arms	lays	stay	plan
day	yes	may	Sunday

3 Circle the pictures that have the **ay** sound.



4 Write **ay** on each birthday cake.

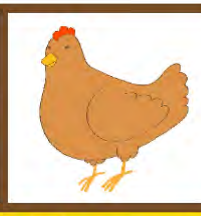


START









Go to the pink square.

PICTURE + WORD MATCH

Teach THIS CVC

bug	hop	pot	pig	sun	net
hen	cut	hat	cap	dog	rat
pan	van	cat	fox	bag	log
jug	box	sad	bat	cup	jet



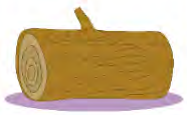





1. Roll the die and move forward that number of spaces.
2. Find the matching word (in the middle grid).
3. Place a counter on that word.
4. If a counter is on it already, put your counter on top.
5. The first to cover 4 words in a row wins.

Go to the green square.





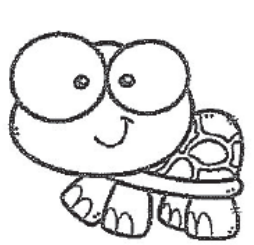
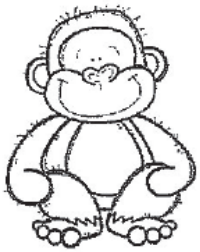


Go to the 'start' square.

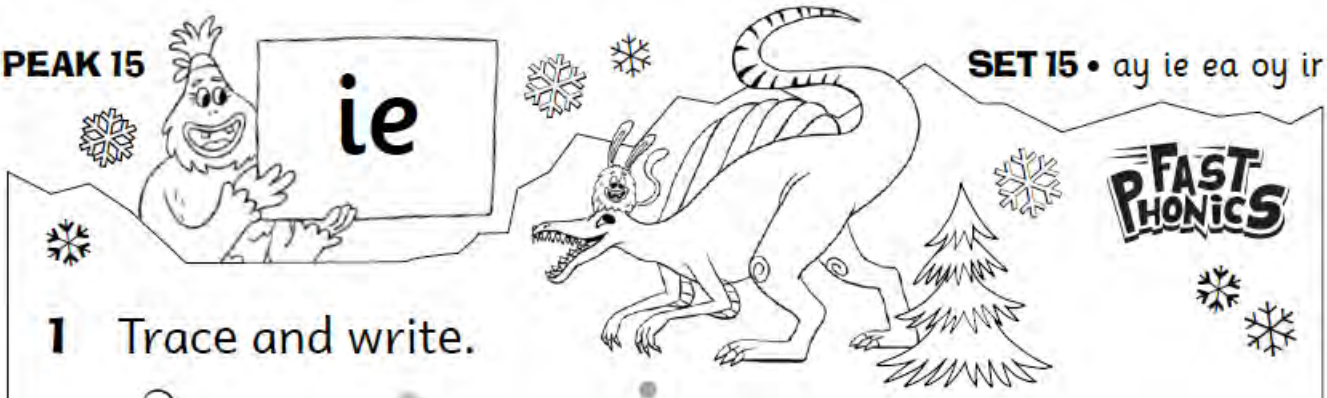
ON A ROLL

	can	am	on	it	my	we
	was	the	for	him	he	she
	like	that	her	come	saw	from
	little	this	some	be	go	see
	very	you	put	me	what	when
	look	home	then	where	came	here

Here is a little

				
turtle	panda	gorilla	giraffe	seal

ie



FAST PHONICS

1 Trace and write.

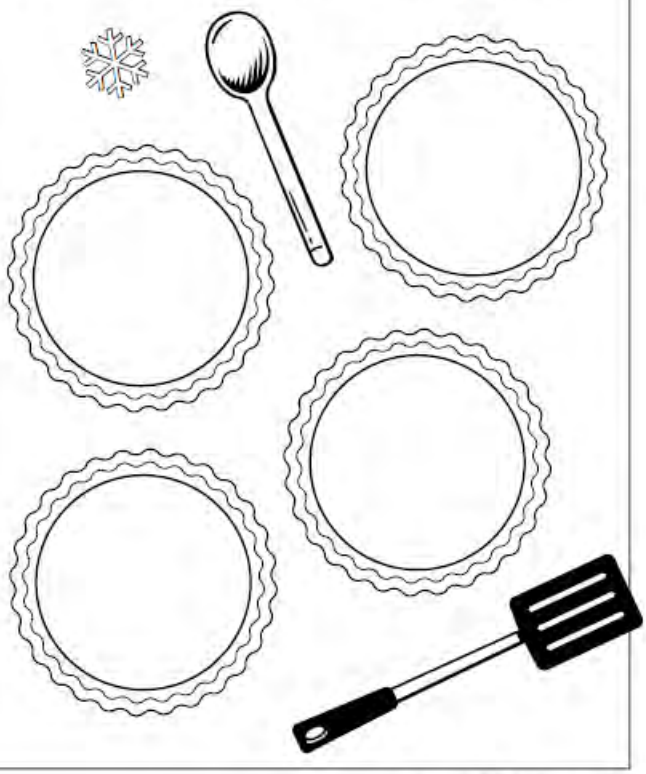
ie ie ie _____

2 Circle every **ie** word.

lie	clay	replies	ties
trays	pies	tries	feet
skies	flies	bowl	spies

3 Match the pictures that have **ie**.

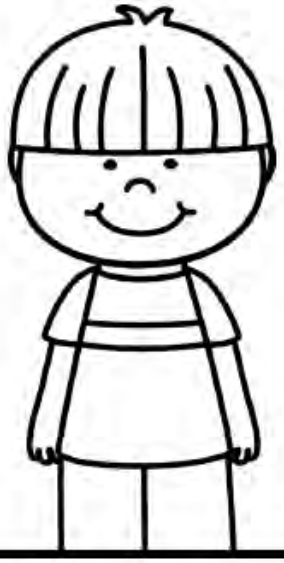
4 Write **ie** on every pie.



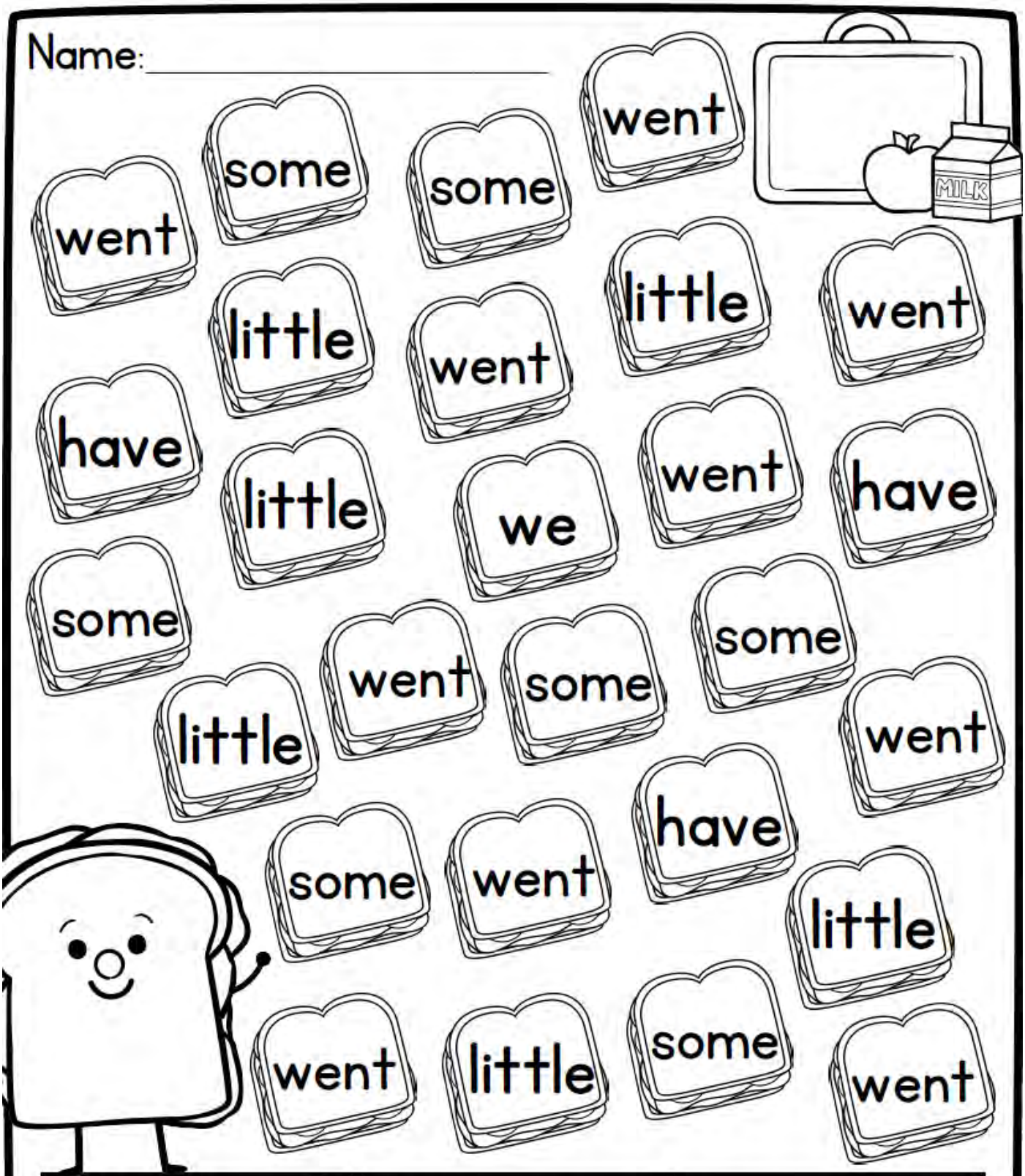
Name: _____

word search

- ○ bug
- ○ can
- ○ pig
- ○ cop
- ○ pot
- ○ map
- ○ hat
- ○ cup
- ○ ten
- ○ sun
- ○ leg
- ○ bin



Name: _____



Color by Code.	purple: some	orange: little
red: have	green: we	brown: went

Name: _____

Count the sandwiches and record in the graph.

red	purple	green	orange	brown

How Many?

have	some	we	little	went

What word do you see **most**? _____

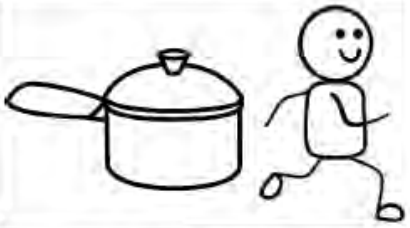
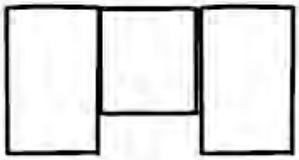
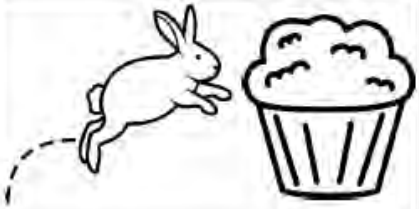
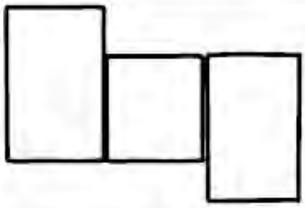
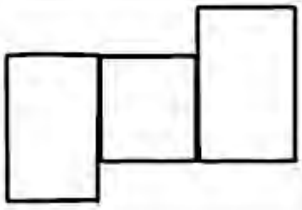
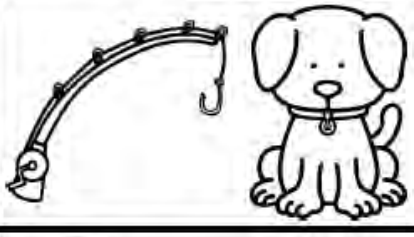
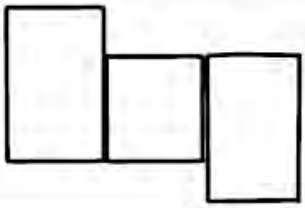
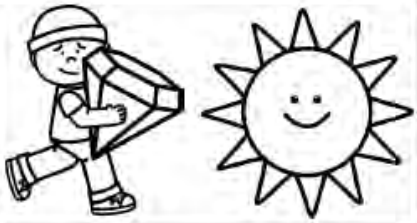
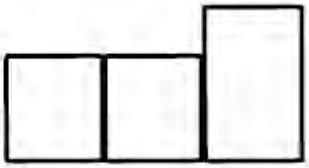
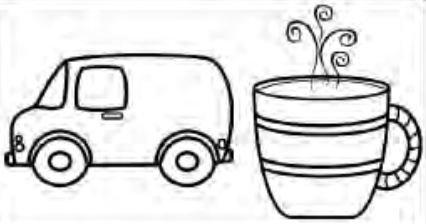
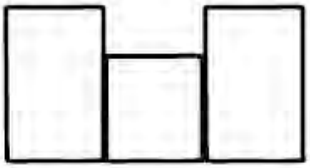
Print a sentence with this word.

_____

_____

Name: _____

Read, Color, Write

Read it	Color it	Write it
jog		
hop		
pot		
dog		
rob		
hot		

ea

FAST PHONICS

1 Trace and write.

ea ea ea _____

2 Circle every **ea** word.

dream	hooray	heat	meet
says	lean	cure	beat
howl	speak	treat	feet

3 Colour the picture in each row that has **ea**.

ea

ea

4 Write **ea** on each peach.

ON A ROLL

	horn	born	fork	sort	corn	pork
	now	how	bow	cow	owl	town
	fur	urn	pur	curl	turn	surf
	day	lay	may	tray	away	stay
	lie	pie	tie	flies	cried	tried
	heat	beat	lean	treat	dream	speak

Language for Students

Students need to hear, learn, understand, apply and use the terms in this list: **about half-full**, **capacity**, **container**, **empty**, **full**, **has less**, **has more**, **liquid**, **space**, **takes up more space**, **volume**, **will hold less**, **will hold more**.

Glossary for Supervisors

- **capacity:** the amount that a container or something can hold; capacity usually refers to liquids
- **volume:** the amount of space occupied by an object or substance

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.

Identifying and Comparing Capacity

Supervisor Information

Materials you will need:

- **Lesson 1: Resource Sheet 1**
- water
- 3 identical bowls, glasses or plastic containers (ideally see-through)
- colour pencils

In this lesson the student will be learning to:

- identify 'capacity' as the amount of liquid a container can hold;
- use the terms 'full', 'empty' and 'about half-full';
- compare the capacities of two containers by directly filling one and pouring into the other.

Background Information

This lesson will help the student understand what a container is (an object that can be used to hold something, such as a jar or bottle) and that the amount a container can hold is its capacity. The student will be using the terms 'full', 'empty' and 'about half-full' to describe the capacity of a container. The student will directly compare two containers to determine which container has the larger capacity and give reasons why.

Ensure all activities are completed in a kitchen, bathroom or outside where any liquid spilled will not damage other objects. If the student is having difficulty seeing how much water is in a container, prior to using the water add some food colouring or use a tea bag to colour the water. The activities in this lesson can be repeated at any time, for example, at bath-time, when washing the dishes, or when watering the garden.

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

Supervisor Working with Student

Have a container ready, such as a food bowl, glass or plastic container.

What can this (insert name of container) hold? If the student's answer does not include liquid, as well as food or solid items, prompt them by asking **Can it hold liquids, such as water?**

Objects that can hold material such as liquid or food are called containers.

Go to the kitchen and find three empty, see-through containers that are all the same. Place the three containers on the table. Select one of the containers. You will need a jug or bucket of water to pour into the containers and the labels from **Lesson 1: Resource Sheet 1**.

Container 1 is empty, which means it is holding nothing. Place the 'empty' label in front of this container.

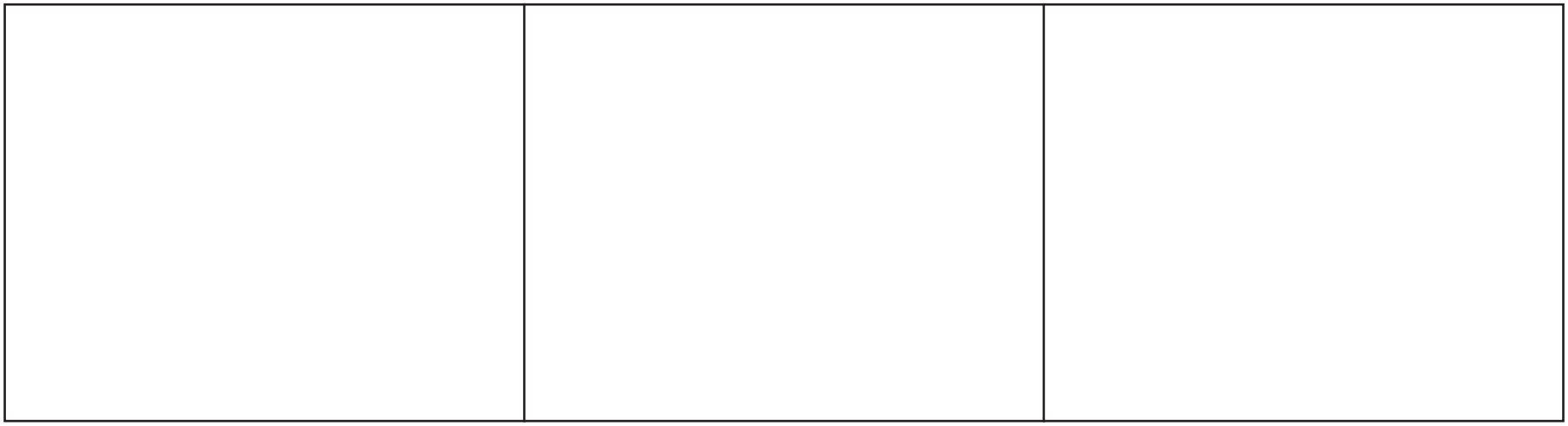
Pour water into container 2 until it is half-full**. Container 2 is full, or at full capacity.** Place the 'full' label in front of this container.

Pour water into container 3 to fill it. **Container 3 is half-full.** Place the 'half-full' label in front of this container.

Capacity is the word used to describe how much a container can hold.

Draw the containers for the student in the boxes on the following page.

On the next page, draw where the water comes to for the half-full and full containers. On the line under each container, write if the container is empty, half-full or full. Use the labels to help you.



_____ _____ _____

Now complete the statements below.

Container 1 is _____.

Container 2 is _____.

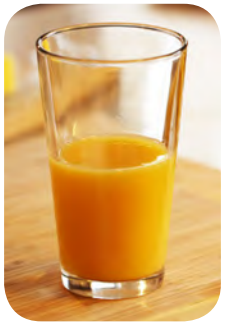
Container 3 is _____.

Now pour the water from the full and half-full containers back into the original jug or bucket. Keep the water to use in the next activity.
Repeat the above activity several times, each time asking: **Is this container empty, about half-full or full?** Vary the order that you pour the water into the containers to make them half-full or full.

Look at these images below. Circle if the container is empty, half-full or is full.

empty half-full full

empty half-full full



empty half-full full

empty half-full full

empty half-full full

empty half-full full

Comparing capacity

In this activity you are going to compare the capacity of two containers.

Find two containers that are different sizes, and the jug or bucket of water from the previous activity. **You are going to use these containers to find out which container has the larger capacity, or can hold more water, and which container has the smaller capacity, or can hold less water.**

Let's start with these two containers, container 1 (point to container 1) **and container 2** (point to container 2)**.** Place the two containers in front of the student. Write the number 1 or 2 on each container, if needed.

On page 8, find the table with the name 'Comparison 1', and draw the two containers numbered 1 and 2.

Now watch as I pour the water into container 1. Pour water into container 1 until it is full.
Is container 1 empty, half-full or full?

Container 1 is full. What do you think will happen when I pour the water from container 1 into container 2? Will container 2 be full? Pour the water from container 1 into container 2.

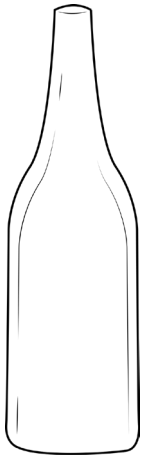
Now ask one of the following:

- If there is water left in container 1 - **Why is there water left? Does this mean container 1 has a larger or smaller capacity?**
- If there is no water left in container 1, but space in container 2 for more water - **This container still has space left. Does this mean it has a larger or smaller capacity than container 1?**

Next, complete the table 'Comparison 1', by ticking the container that has the larger capacity and tick the container that has the smaller capacity.

Repeat this activity using two different containers for the student to compare. Complete the table labelled 'Comparison 2' with the student's findings.

On the next page, draw the containers that you have compared the capacity of. An example has been done for you below.

Example	Larger capacity	Smaller capacity
Container 1 	✓	
Container 2 		✓

Comparison 1	Larger capacity	Smaller capacity
Container 1		
Container 2		

Comparison 2	Larger capacity	Smaller capacity
Container 1		
Container 2		

Lesson 1: Resource Sheet 1

empty

full

half-full

Comparing Capacity

Supervisor Information

Materials you will need:

- 2 identical containers
- 2 containers that have the same capacity but a different shape
- tape or non-permanent marker

In this lesson the student will be learning to:

- compare the capacities of two containers indirectly by pouring their contents into two other identical containers and observing the level reached by each;
- establish that containers of different shapes may have the same capacity.

Background Information

For this lesson the student will need containers that have the same capacity, e.g. 1 litre water bottle and 1 litre ice-cream container, but have a different shape, e.g. tall and narrow, and short and wide. The student will compare the capacities of two containers of different sizes indirectly by pouring their contents into two other identical containers and observing the level reached.

Ensure all activities are completed in a kitchen, bathroom or outside where any liquid spilled will not damage other objects. Please reuse the water from this lesson in another way once the lesson is finished. If the student is having difficulty seeing how much water is in a container, prior to using the water add some food colouring or use a tea bag to colour the water. The activities in this lesson can be repeated at any time, for example, at bath-time, when washing the dishes, or when watering the garden.

Watch and Learn

Watch the video for **Volume and Capacity Unit 1**.

Supervisor Working with Student

In this lesson you are going to learn about comparing the capacity of containers.

Sometimes containers may have a different shape but can hold the same amount of water. Look at the image below.

These containers are all different shapes. We can't tell if they have the same or different capacities from looking at them. We are going to do some activities to compare the capacities of different containers.

In this activity, you will be looking at how two containers that are a different shape can have the same capacity. First you will look at pouring water from one container into the other.

Direct Comparison

Find two containers that have the same capacity but are a different shape. For example, a tall and narrow 1 litre bottle of water and a short and wide 1 litre ice-cream or storage container, or a 250 mL measuring jug or bottle and a 250 mL storage container.

Place the two containers in front of the student. Do not tell the student that the containers have the same capacity.

Look at these containers. Which of these two containers has the larger capacity? Why did you choose that container?

Fill container 1 with water. **Is container 1 full, half-full or empty?**

What will happen when I pour the water from container 1 into container 2? Will container 2 be full?

Pour the water from container 1 into container 2. **Is container 2 full, half-full or empty?**

Even though container 2 is a different shape, it has the same capacity. Both containers can hold the same amount of water. What other containers do you think might have about the same capacity as these two containers?

Repeat this activity by directly comparing two other containers of the same capacity, but with different shapes. Use the sequence above to compare if containers of different shapes have the same capacity.

Indirect Comparison

Find two containers that have the same capacity but are a different shape. For example, a tall and narrow 1 litre bottle of water and a short and wide 1 litre ice-cream or storage container, or a 250 mL measuring jug or bottle and a 250 mL storage container. These containers need to be different to the containers used in the previous activity about direct comparison.

You will also need to find two identical containers each with a capacity larger than the two containers the student will be comparing.

Place the two different-shaped containers in front of the student. Do not tell the student that the containers have the same capacity. Place the two identical containers to one side to use later.

In the following text, the different-shaped containers are referred to as 'bottle' and 'ice-cream tub'. Replace these names with the names of the containers you are using, if they are different.

Look at these containers, a bottle and an ice-cream tub. They are different shapes. The bottle is tall and narrow, and the ice-cream tub is short and wide. Point out these features as you describe the containers.

Which container do you think has the larger capacity, the bottle or the ice-cream tub?
Why did you choose that container?

I am going to show you a way to find out which container has the larger capacity. Place the two identical containers in front of the student.

These containers are called container 3 and container 4. These containers are the same shape and size, they are identical.

I am going to pour the water from the bottle into container 3 and mark where the water level comes to in the container.

Fill the bottle with water. **Is the bottle full, half-full or empty?**

Watch as I pour the water from the bottle into container 3. Pour the water from the bottle into container 3.

Point to where the water comes up to in container 3. Mark with a non-permanent marker or tape where the water level is.

Now I will pour the water from the ice-cream tub into container 4 and mark where the water level comes to in the container.

Fill the ice-cream tub with water. **Is the ice-cream tub full, half-full or empty?**

Watch as I pour the water from the ice-cream tub into container 4. Pour the water from the ice-cream tub into container 4.

Point to where the water comes up to in container 4. Mark with a non-permanent marker or tape where the water level is.

Look at the marks on container 3 and container 4. What is the same or different about the marks?

The water level is the same in both container 3 and container 4. This means that the bottle and the ice-cream tub both have the same capacity.

So even though the bottle and the ice-cream tub are different shapes, they both have the same capacity. Both containers can hold the same amount of water.

Repeat this activity if desired using containers of different shapes and capacities.

Identifying Volume

Supervisor Information

Materials you will need:

- 2-3 books, a tissue box, and a small and large container
- two identical containers (ideally clear)
- unifix cubes
- MAB shorts

In this lesson the student will be learning to:

- identify volume as the amount of space an object or substance occupies;
- identify which three-dimensional objects stack and pack easily.

Background Information

This lesson is designed to give the student an understanding that objects and materials occupy a space in the world around us. The amount of space an object takes up is known as its volume.

Supervisor Working with Student

Place the books, tissue box and containers in front of the student.

In this lesson, you will be learning about volume.

Volume is the amount of space an object takes up. The object might be a box or a tissue box like these, or there may be a collection of objects (such as these 2-3 books).

Look at the book, tissue box and container. Which takes up more space? Why?

So we can say that the (book, tissue box or container) takes up more space than the (book, tissue box and container).

Which takes up less space? Why?

So we can say that the (book, tissue box or container) takes up less space than the (book, tissue box and container).

The object that takes up more space has a larger volume. The object that takes up less space has a smaller volume.

Look around you. What other objects can you see that would take up more space than the tissue box? Write these three objects below.

1. _____ 2. _____ 3. _____

Knowing about volume or how much space something takes up is important when storing objects.

We need to know how much space an object takes up so that we know if there is enough space on a bookshelf or in a cupboard to put it.

Find the unifix cubes and make sure there are about 10 that are unjoined.
Look at these unifix cubes. How can you put these together so that none of them will get lost? (join them together in a tower)

You can put these cubes one on top of the other so that they look like a tower. This is called stacking.

Let's find out what else can be stacked. Let's go for a walk and find examples of where objects are stacked, for example, on a bookshelf or in a cupboard. Take the 2 or 3 books with you.

Find a bookshelf or cupboard. Place one book on the shelf so that it is lying flat on the shelf.

Watch as I put more than one book on top of this one. Demonstrate placing the other two books on top of the book already on the shelf. **This is called stacking. Objects that are stacked will take up less space than objects in a pile.**

What other objects can you find that stack? (the student could find: any kind of box or container, books, plates, toy blocks, tins, jars, etc).

Collect between 2 and 5 of one object that the student could stack on the bookshelf or in the cupboard.
Why is this object easy to stack? Let's try stacking them on the bookshelf/cupboard.

Now we can use unifix cubes and stack them in a container to work out how much space the container takes up.

Place all of the unifix cubes and one of the identical containers in front of the student. This activity can also be done just as well using MAB shorts or centicubes and a small container.

You are going to fill this container with unifix cubes to work out how much space the container takes up. Make one stack of cubes as long as the container is. Make more stacks to match this first one and stack them into the container until it is full. Make sure the container is not too large otherwise all the cubes will be used before the container is full.

Now take the cubes out of the container and count how many you have used. Allow the student time to count the unifix cubes used.

How many unifix cubes did you need to fill this container?

The number of unifix cubes will take up the same amount of space as the container. The number of unifix cubes has about the same volume as the container.

We can say that this container, point to the container, **has a volume of (insert number) unifix cubes.**

Write the volume of the container in the sentence below.

The container has a volume of _____ unifix cubes.

Repeat the activity with a different-sized container, asking the student the same questions as above.

Place 20 unifix cubes and 20 MAB shorts in front of the student, keeping the materials separate. Also place the two identical containers that are the same shape and size, side-by-side in front of the student.

In this activity you will be comparing the volume of two piles of blocks/cubes. You are going to use these two containers to work out where the unifix cubes or MAB shorts have the larger volume. The containers are the same shape and size.

Look at the cubes/blocks on the table.

How many unifix cubes are there?
How many MAB shorts are there?

Which do you think has the larger volume, the unifix cubes or the MAB shorts?

Place the unifix cubes into container 1 and the MAB shorts into container 2.

Which material has the larger volume? How do you know? (the unifix cubes take up more space in the container; there is less space leftover in the container)

Why do the unifix cubes take up more space than the MAB shorts? (the unifix cubes are larger in size and have a larger volume).

So, we can say that even though there are the same number of unifix cubes and MAB shorts, the unifix cubes have a larger volume as they are larger in size than the MAB shorts.

Repeat with different-sized containers or different materials to ensure the student understands that even if the amount of material is the same, e.g. 20 unifix cubes and 20 MAB shorts, the materials may have a different volume as the unifix cubes are larger in size and have a larger volume.

Comparing Volume

Supervisor Information

Materials you will need:

- centicubes
- **Lesson 4: Resource Sheet 1**
- colour pencils
- unifix cubes

In this lesson the student will be learning to:

- compare the volume of two objects by observing the amount of space each occupies;
- establish that volume stays the same even when the appearance is changed;
- use comparative language to describe volume.

Background Information

Understanding that volume, like capacity, remains constant regardless of the form taken is the key learning objective in this lesson.

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

Supervisor Working with Student

In this activity, I am going to show you how to check if the volume of two models built from centicubes is the same. Remember, volume is how much space an object takes up.

Place the centicubes in front of the student and make two models using 5 centicubes.

I have made two models that look the same, use the same number of centicubes and have the same volume. Show the student the two models you have made.

Point to the first model. **How many centicubes did I use? What volume does this model have?**

Point to the second model. **How many centicubes? What volume does this model have?**

I am going to show you how I can make a model that has the same volume, but looks different. Pull apart one of the models and make a new model using the same number of centicubes.

Count the number of centicubes in this model. Now count the number of centicubes in the other model. Do they have the same number of centicubes? These two models look different, but have the same number of centicubes. This means that they have the same volume.

Choose one of the models and take it apart and make a different model that has the same volume.

Once completed: **How many centicubes are in your model? Does it have the same volume as the other model? How do you know?**

Now you are going to use 8 centicubes to make a model. I will make a model that is the same volume as yours but looks different. Allow the student time to make an object that uses 8 centicubes and for you to make a model that has the same volume but looks different.

What volume does your object have?
What volume does my object have?
Do they have the same volume?

Apart from counting, one way to check if they have the same volume is to pull apart my model and see if you can make your model using my centicubes. Allow the student time to make a copy of their object using the centicubes form your object.

What is the volume of the model you have made?

Has the volume of the two models changed?

So volume stays the same even if the model is taken apart and put back together again.

Make a new model that looks different but has the same volume as the models we have made.

Now repeat this activity using 7 centicubes to make two models that are different. Follow the steps and questions above for the student to complete the activity.

Now we are going to look at how volume can stay the same but the shape of an object changes.

Place the unifix cubes and **Lesson 4: Resource Sheet 1** in front of the student.

Take one of each colour unifix cube. How many cubes do you have?

You are going to use these cubes to make objects that look different but have the same volume.

Look at these examples for some ideas.

Now use the unifix cubes to make as many different objects as you can.

Draw three objects that you made with the unifix cubes on Lesson 4: Resource Sheet 1. There is an example done for you showing you how to draw your object.

Ask the following question once the student has made as many objects as they can with the unifix cubes.
Does the volume of the objects stay the same for each different object you made?

Repeat this activity with the student using less than 10, and more than 10 unifix cubes to construct the objects with equal volumes, but different shapes.

You have used unifix cubes to find out that the volume stays the same even when the shape or appearance changes.

Now you will look at comparing real-life objects and their volume, or how much space they take up.

Look at this image. Does the car or the truck take up more space?

Which has the larger volume - the car or the truck?

Why does the truck have the larger volume?

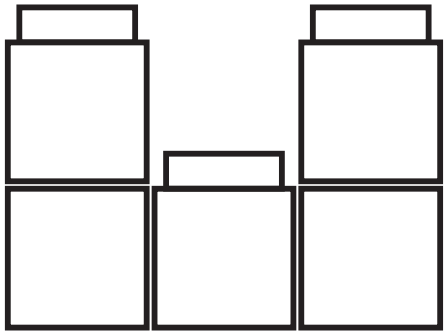
Why does the car have the smaller volume?

Look at the following pairs of images. Circle in blue the image that has the smaller volume, and circle in orange the image with the larger volume.

Circle the real-world object that would not fit into the garage. Explain why, including the words ‘volume’ and ‘takes up more space’ in your answer.

Lesson 4: Resource Sheet 1

Example



Volume and Capacity

Colour the item you would use to fill the bucket.


spoon


jug

Colour the item you would use to fill the cup.


bucket


jug

Colour the item you would use to fill the kettle.

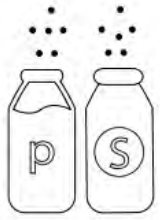

jug


spoon

Colour the item you would use to fill the shakers.

spoon


jug

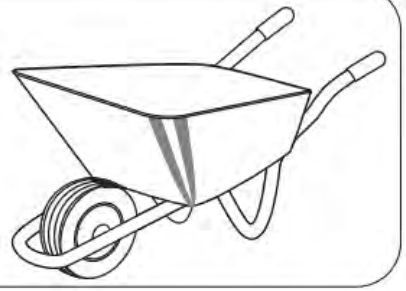


Volume and Capacity

Colour the item you would use to fill the wheelbarrow.


spoon


bucket



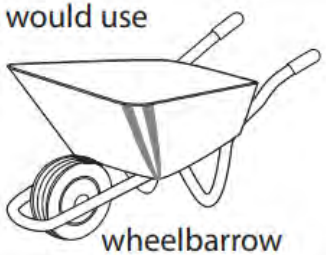
Colour the item you would use to fill the vase.


bucket


jug

Colour the item you would use to fill the bucket.


jug


wheelbarrow

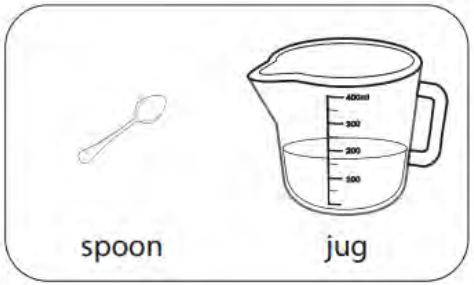
Colour the item you would use to fill the bowl.

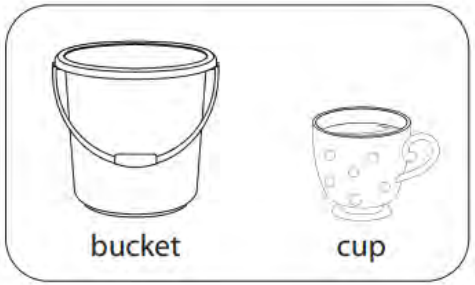
spoon

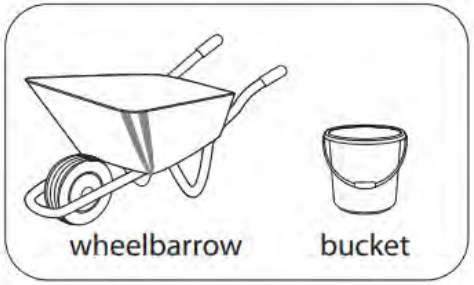

jug

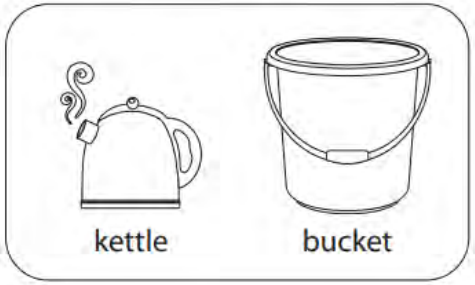
Volume and Capacity

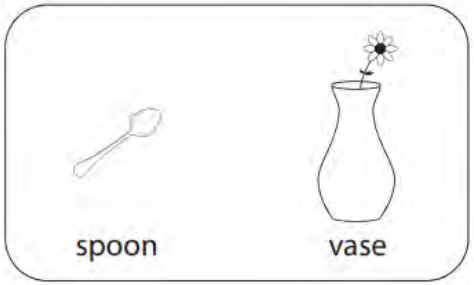
Colour the item that holds less.

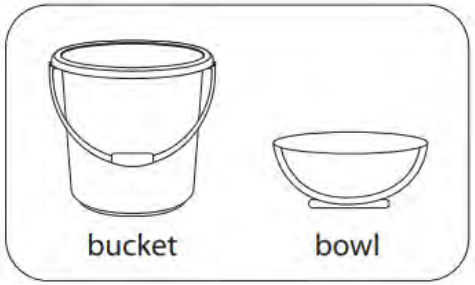


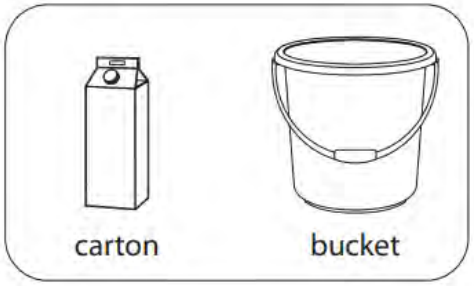


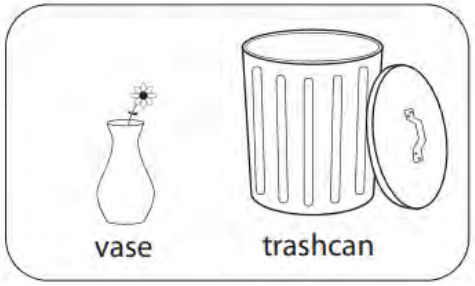






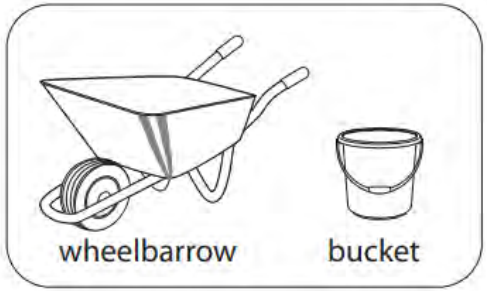


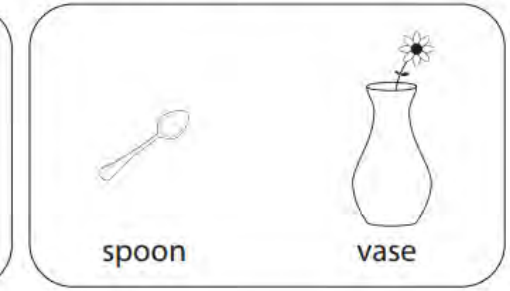


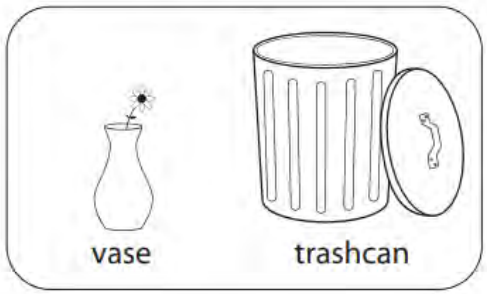


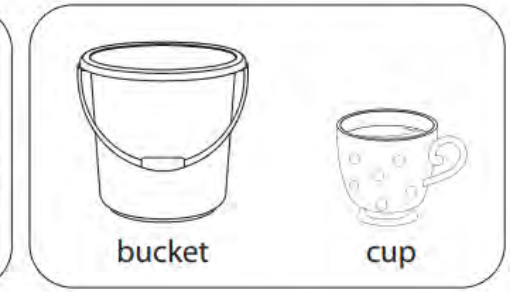
Volume and Capacity

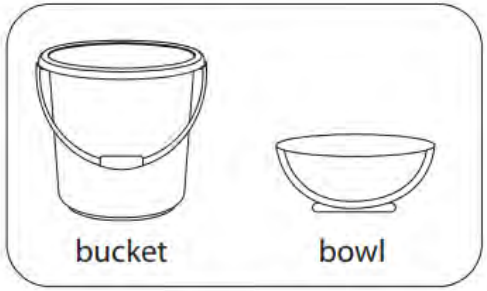
Colour the item that holds more.

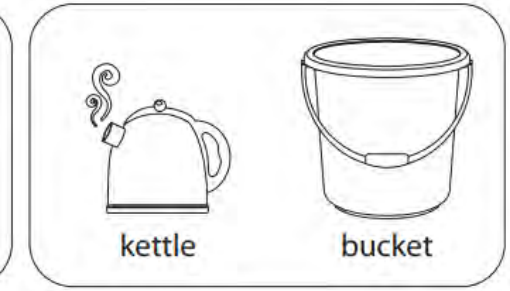


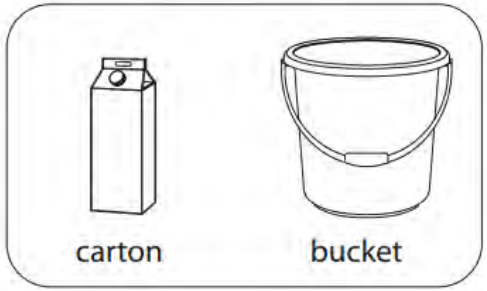


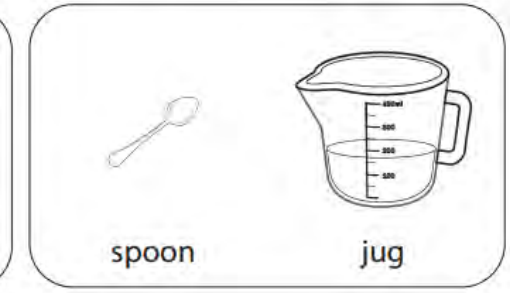






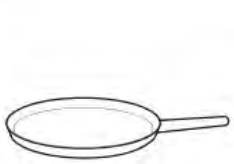






Volume and Capacity

Number the items from smallest to biggest (ascending order).



☐ frypan

☐ bucket

☐ bowl

☐ vase

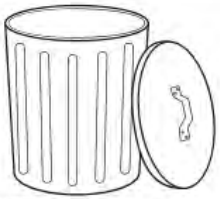
☐ vase

☐ salt shaker

☐ spoon

☐ cup

☐ bucket



☐ trashcan

☐ kettle

☐ carton

☐ cup

☐ bowl

☐ spoon

☐ jug

Volume and Capacity

Number the items from smallest to biggest (ascending order).

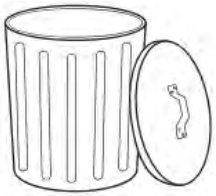
☐ wheelbarrow

☐ bucket

☐ spoon

☐ vase

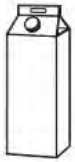
☐ vase



☐ trashcan

☐ bucket

☐ cup



☐ carton

☐ bowl

☐ kettle

☐ bucket

☐ cup

☐ bucket

☐ spoon

☐ jug