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	**PM e-collection** **Reading Response** The main character	**Reading Eggs**	**PM e-collection** **Reading Response** Create a book cover	**Reading Eggs**	FUN FRIDAY BINGO GRID
	Handwriting	**Writing** 'The best pet' *Extension – explain why*	**Writing** 'Here comes a . . . *Extension – add an adjective*	**Writing** 'Write about Dad'	
	Comprehension A	**Rhyming Flip Book *ig*** Cut out words and glue or staple to make a flip book	**Comprehension B**	**CVC Quilt** Glue pictures onto the matching word.	
	Sounds Play MEMORY	**Sight Words** Roll and Write	**Sounds** Play SNAP	**Sight Words** Board Game	
	Recess Break				
Middle	**Multiplication & Division** Grouping Objects Video - Groups	**Multiplication & Division** Making Groups	**Multiplication & Division** Sharing Video - Sharing	**Multiplication & Division** Sharing into Groups	
	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				

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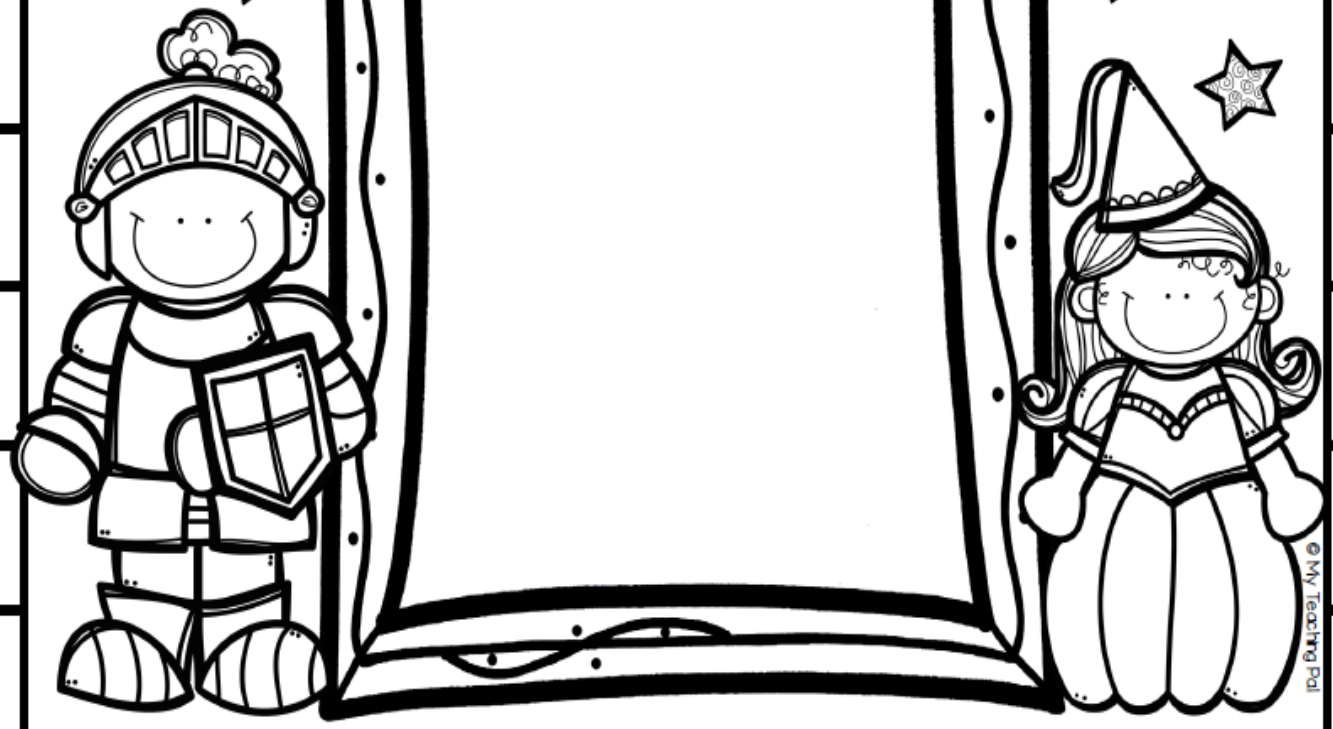
Name: _____ Title: _____

THE Main CHARACTER

Draw a picture of the main character.



Describe the main character:

_____

_____

_____

c c c c c

a a a a a

g g g g g

q q q q q

d d d d d

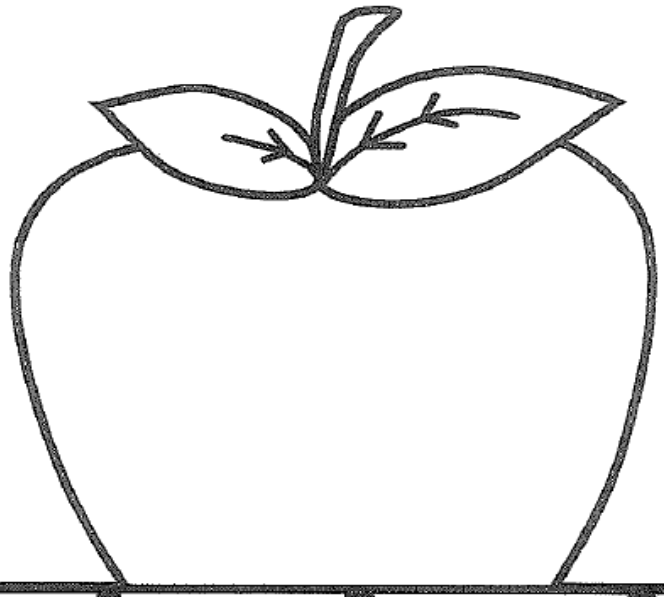
BUTTERFLIES, P.O. BOX 21614, HENDERSON, AUCKLAND, N.Z.

Name_____

Aa

Directions: Read the passage and answer the questions.

Amy has an apple.
Her apple is yellow.
She takes a big bite.
She likes it!



1. Who has an apple?

_____

2. Does she like it?

_____

3. What color is her apple?

_____

ch	ch	sh	sh
th	th	ee	ee
oo	oo	ar	ar
er	er	ng	ng
ie	ie	ea	ea
oa	oa	ow	ow

Name: _____ **Date:** _____

Today is: Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday

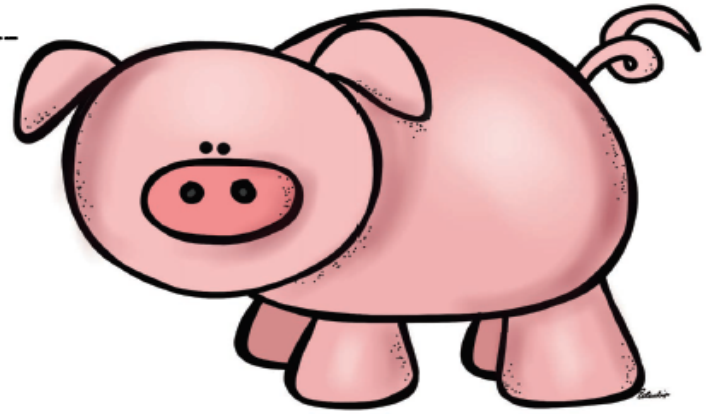
What do you think is the best pet?

cat	dog
	
bird	**rabbit**
	

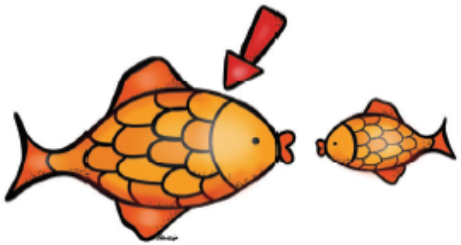
Draw a Picture

I used capital letters. I used spaces. I used punctuation.

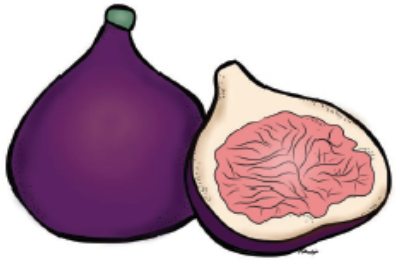
Name _____



Pig rhymes with _____



big



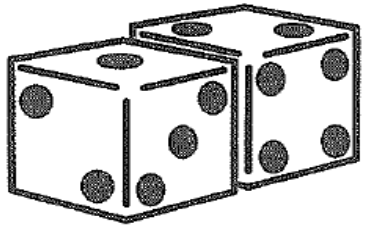
fig

dig

wig

Name _____

ROLL AND WRITE



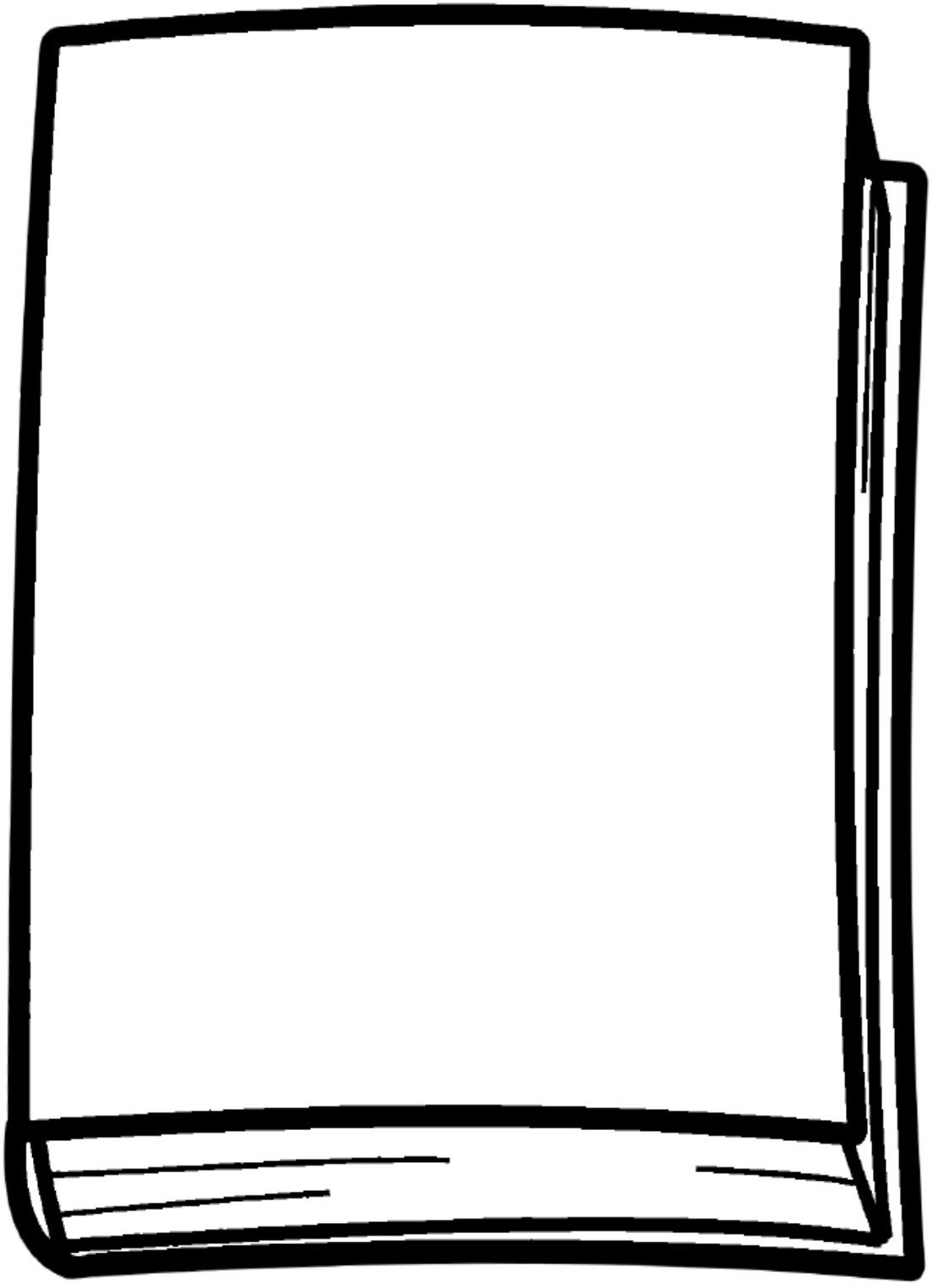
Roll the die and write the word in the matching column below. The first word to reach the top is the winner!

put	are	did	this	like	him

Name: _____ Title: _____

Create a COVER

Create a new front cover for the book.



Here comes a

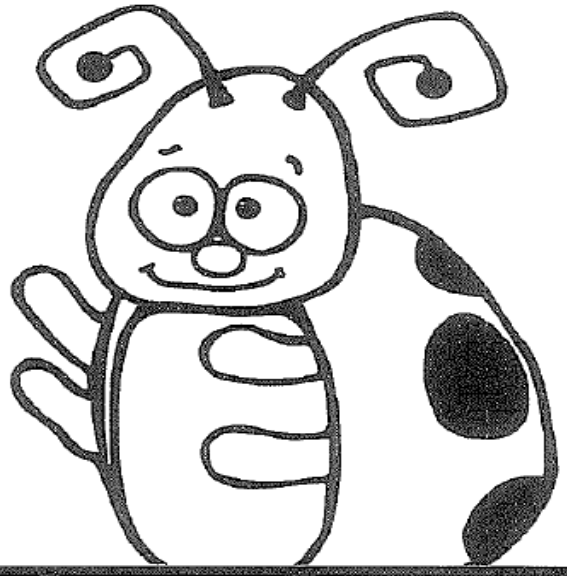
				
dentist	chef	nurse	teacher	vet

Name _____

Bb

Directions: Read the passage and answer the questions.

Ben is a bug.
He is a little bug.
Ben has black spots.
He also has six legs.



1. What is Ben?

_____

2. How many legs does he have?

_____

3. What color are his spots?

_____

ch	ch	sh	sh
th	th	ee	ee
oo	oo	ar	ar
er	er	ng	ng
ie	ie	ea	ea
oa	oa	ow	ow

Name: _____ **Date:** _____

Today is: Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday

Write about your dad.

Draw a Picture

I used capital letters. I used spaces. I used punctuation.

CVC Short a Quilt

QUILT #1

CVC Short a Quilt

van	jam	bag	mad
cat	rat	fan	sad
mat	hat	bat	cap
map	ham	pad	dad

Name_____

Phase 4 Tricky Words

so	do	some		said	were	do
like		come		like		there
have		were		what		what
said		there		out		
START		little	one	when		FINISH!

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

Language for Students

Students need to hear, learn, understand, apply and use the terms in this list: **equal**, **group**.

Glossary for Supervisors

- **group:** distribute the same number of items or things into an unknown number of groups
- **share:** distribute items or things one at a time into a set number of groups

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.

Grouping Objects

Supervisor Information

Materials you will need:

- groups of objects from around the home (see lesson)
- toys (see lesson)

In this lesson the student will be learning to:

- to use the term 'group' to describe a collection of items or things;
- record the number of objects in a group.

Background Information

There are two forms of division:

Sharing (partitive) - How many in each group?
eg 'If 12 marbles are shared between three students, how many does each student get?'

Grouping (quotitive) - How many groups are there?
eg 'If I have 12 marbles and each child is to get four, how many children will get marbles?'

In this unit, we will explore grouping only.

Begin this lesson by looking at groups of items or things in the real world. You may wish to show the student groups by using pictures on the internet, videos, by searching the environment or by other sources.

Watch and Learn

Watch the video for **Multiplication and Division Unit 1**.

Supervisor Working with Student

Introducing groups

Show the student the pictures on the following four pages.

Look at these pictures. There is something that is the same in every picture. Tell me what it is.

Establish that they are all different types of **groups**.

A group is a collection of things. Let us look at the different types of groups. Describe them to me.

Look through the photographs and read each of the captions. Discuss the different types of groups.

After viewing and discussing the photographs, talk about the following questions.

Can you think of any other types of groups? What are they?

Do you know the special names of any other groups?

Bananas grow in groups called bunches. They grow on banana trees.

People can play together in groups during sports games. These groups are called teams. This is a picture of a rugby team.

Grapes grow on a vine. They grow in groups called bunches.

Dolphins live together in groups. A group of dolphins is called a pod.

Groups around the home

Can you think of any objects at home which are in groups? If yes, what are they?

Walk around the kitchen with the student and identify any groups of food, cutlery, etc. Discuss that some groups may have different objects in them (knife, fork, spoon).

After, take the student to their bedroom.

Can you think of any groups you may have in the bedroom? Show me what they are. Find some toys which come in groups. Discuss the different groups and compare to toys which don't come in groups.

Choose one group of toys. Draw and colour this group in the space below or take a photo of this group and paste it below.

Counting the size of groups

The student will now identify groups of animals and count the numbers in each group.

Show the student the picture on the next page.

We are now going to look at some groups of farmyard animals. What animals can you see?

The animals are in groups. Using a pencil, draw a circle around each group of animals.

How many groups are there?

Do you think each group has the same number of animals? How can you tell?

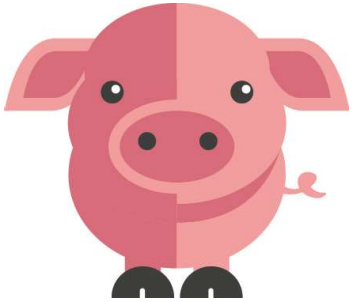
I want you to count each group of animals.

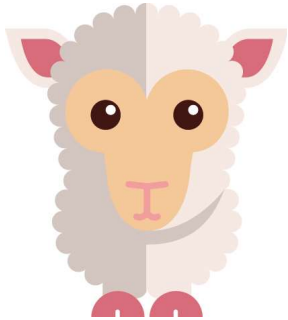
Ensure the student is able to count correctly without missing any animals out or double counting them.

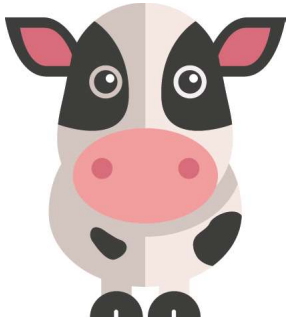
Which group is the biggest? Which group is the smallest?

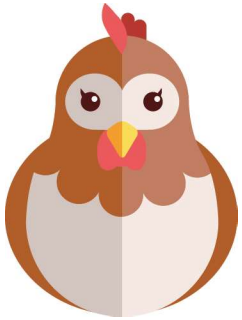
Note: This activity could be extended if you have a set of plastic farmyard animal figures. The students could practise sorting and grouping the animals into various pens and paddocks and then counting the numbers in each group.

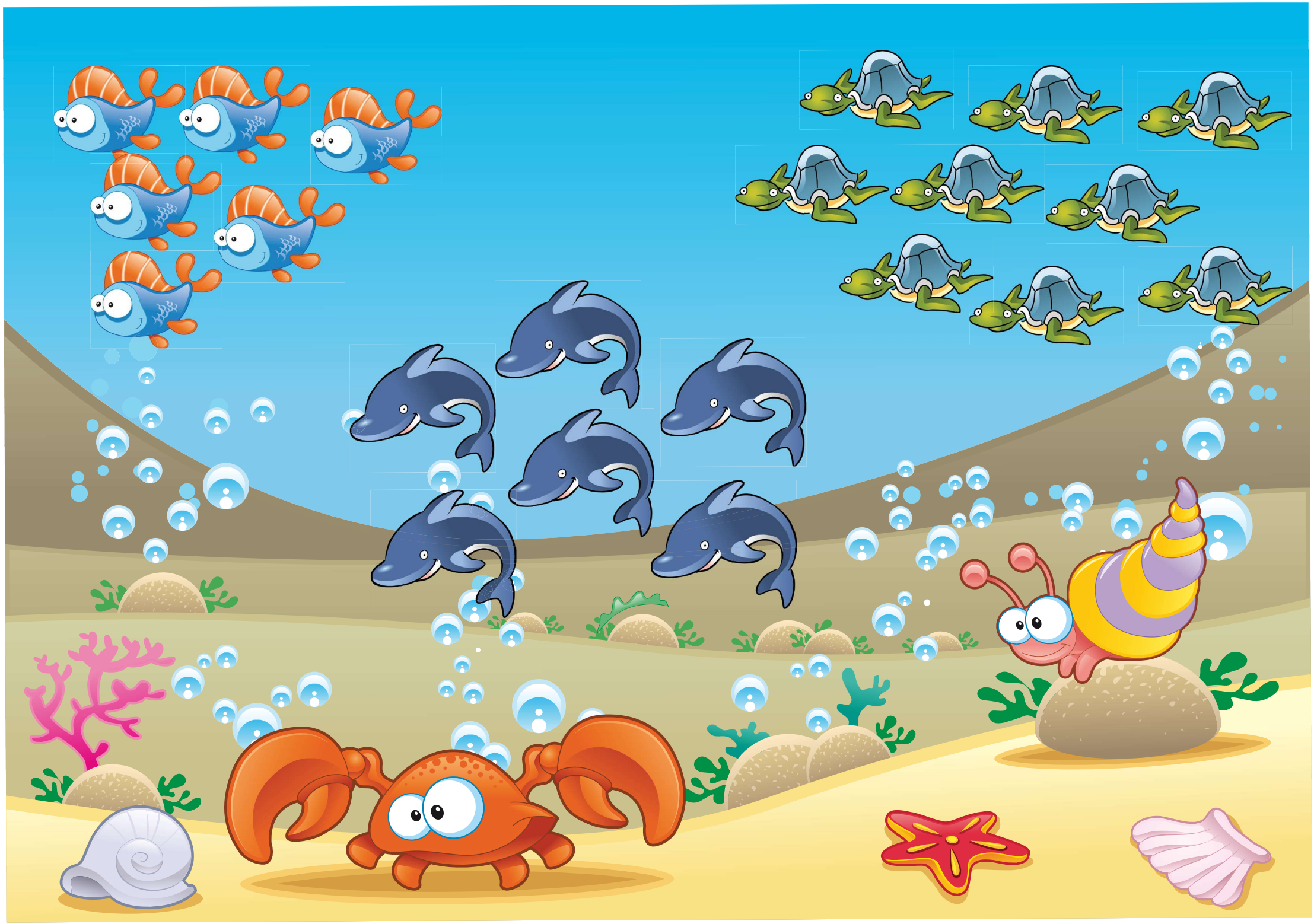
Count the number of animals in each group again and write the numbers in the boxes.











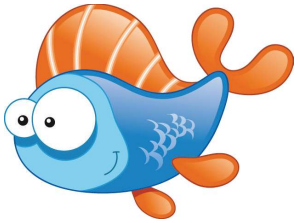
This time we are going to look at some groups of creatures we might find in the ocean.

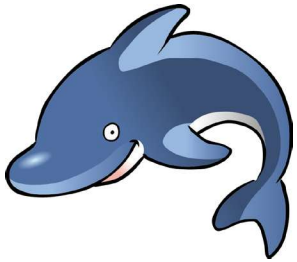
What underwater creatures can you see?

These underwater creatures are in groups. Using a pencil, draw a circle around each group.

How many groups are there?

Count the number of underwater creatures in each group and write the numbers in the boxes.





Science Link:

Fish swim in groups called **schools**. Why do you think it might be useful for fish to swim in schools?

Are there any groups which have the same number of underwater creatures?

If the student points to the crab, starfish or sea snail, ask:

How many of these creatures are there? Are they in groups?

Making Groups

Supervisor Information

Materials you will need:

- counters
- pop sticks
- unifix cubes

In this lesson the student will be learning to:

- model equal groups;
- group concrete materials to solve problems.

Background Information

The student will practise forming groups using a variety of materials. Finding the total number of objects which have been grouped can be found incidentally but strategies for doing this are introduced in Stage 1. If the students are asked to make certain sized groups a set number of times, they are not expected to be able to calculate the total. Encourage the student to calculate the total if they are able.

Supervisor Working with Student

Grouping using counters

Mix up the counters, pop sticks and unifix cubes from the maths resource kit.

In this pile, you will see counters, pop sticks and unifix cubes which have been mixed up.

Sort the objects that are the same into groups. (all counters together, all unifix cubes together, all pop sticks together)
How many groups will there be?

Give the student time to sort the materials into three groups.

Now I want you to count 20 counters from the pile. Let's count aloud as we move them into a separate group.

We are going to make smaller groups using these counters.

I want you to make groups that have 2 counters in each group. Give the student time to make their groups.

How many groups did you make?

Repeat the above activity by getting the student to make groups of 4, 5 and 10 counters.

Ensure the student counts the number of groups made using "groups of" these numbers, for example, there are two groups of 10 counters.

Do you notice a pattern between the number of counters in a group and the number of groups?

This time I want you to use counters to make groups of 3.

Give the student time to make groups of 3.

Did you manage to make all of the groups the same size? Why not?

Establish that these groups are not the same size because there is a group of 2.

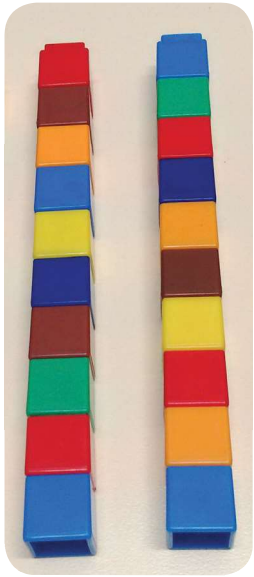
Repeat using groups of 6.

Tower building

The student can explore the concept of grouping by building towers using unifix cubes.

Now I want you to count 20 cubes from the pile. Let's count aloud as we move them into a separate group.

I want you to make some new groups but this time your groups will make towers of cubes.



Let's start with groups of 10. Build towers with 10 cubes in each tower. Give the student time to build their towers.

How many towers did you make with your 20 cubes?

For the next task, allow the student to form their own groups.

If the student has some cubes left over, ask: **Are all of the groups the same size?**

Shall we try a different number in each group?

Encourage the student to explore all of the options like the previous activity using counters.

Once the student has made equal groups of varying sizes, return these cubes to the original pile.

This time I want you to make three groups of 6. Once you have made your groups, tell me how many cubes you have altogether.

The student may have difficulty counting the total and some support may be needed.

If the student is able to count with ease, repeat using more groups with larger numbers.

Shape groups

In this activity, the student can make groups using pop sticks to form two-dimensional shapes.

This time we will use pop sticks to make some groups. We can arrange our groups of pop sticks to make shapes.

How many sides does a triangle have?

I want you to make four groups of 3 pop sticks. Arrange them to make 4 triangles.

Determine if the student is able to work out the total number of pop sticks. **How many pop sticks altogether?**

What is another shape that you can make? How many pop sticks will we need in each group?

Allow the student some scope to extend this activity, but ensure they are making known shapes and suggest different numbers of groups each time. They could make a rectangle by joining two pop sticks end-to-end to make the longer sides.

Encourage the student to find the total number of pop sticks each time.

In the space below, draw four groups of 3 pop sticks. Draw the shapes you made.

In the space below, draw five groups of 4 pop sticks. Draw the shapes you made.

Language for Students

Students need to hear, learn, understand, apply and use the terms in this list: **equal**, **group**, **share**.

Glossary for Supervisors

- **grouping:** relates to distributing the same number of items into an unknown number of groups
- **sharing:** relates to distributing items one at a time into a set number of groups

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.

Sharing

Supervisor Information

Materials you will need:

- counters
- items around the home, such as: cutlery
  plates
  glasses, etc
- four biscuits

In this lesson the student will be learning to:

- use the term 'sharing' to describe the distribution of a collection of objects;
- model equal groups;
- share concrete materials to solve problems.

Background Information

When introducing the student to the concept of sharing, it is important for them to manipulate concrete (hands-on) materials. The emphasis is on modelling groups of the same size and describing them. The student should understand that 'fair' sharing means all shares are equal.

Watch and Learn

Watch the video for **Multiplication and Division Unit 2**.

Supervisor Working with Student

Sharing biscuits

Can you think of a time when you have had to share something? Listen to the responses and encourage the student to think of other examples.

What do you think the word share means?

When we share things, we put them into equal groups so that the groups are fair.

When we share biscuits with our friends we try to make it so that everyone gets the same number.

Place 4 biscuits on a plate. Place this plate and two other empty plates on the table in front of the student.

On this plate I have 4 biscuits. Let's share the biscuits by placing one biscuit at a time on each of the two plates until there are no more biscuits. Make sure that the number of biscuits on each plate is equal.

All the student time to complete sharing the biscuits.

After the student has shared the biscuits, ask:
Was it easy to share the biscuits evenly? Why?

Setting the table

I would like you to help me set the table before we have our breakfast/lunch/dinner. We are going to share the cutlery, plates and glasses so that everyone has the same items in their place on the table.

How many people will be eating?

Hand the student the table items and let them have a go at sharing them to set each place at the table.

How many cutlery items will each person need?

How many plates will each person need?

Once the table is set see whether the student is able to identify the total number of cutlery items that were shared.

More sharing around the home

Continue with other ways in which the student can develop a sense of sharing fairly using objects around the home. Choose one of the activities on the next page or one of your own for students to explore the concept.

Cake baking

Introduce the student to the idea of equally sharing 12 muffins into smaller groups to share with family or friends.

What would happen if we didn't make equal shares?

Playing snap

Introduce the student to a simple card game like Snap.

How do we share the cards among the players evenly so each player has a fair chance when playing the game?

Bead threading

Introduce the student to sharing a large pile of beads equally so that 6 necklaces can be made with equal number of beads.

Sharing counters into groups

This activity will allow the student to practise sharing to form equal groups.

Count 20 counters from your collection and put them in a separate pile.
You are now going to share the 20 counters fairly between two groups.

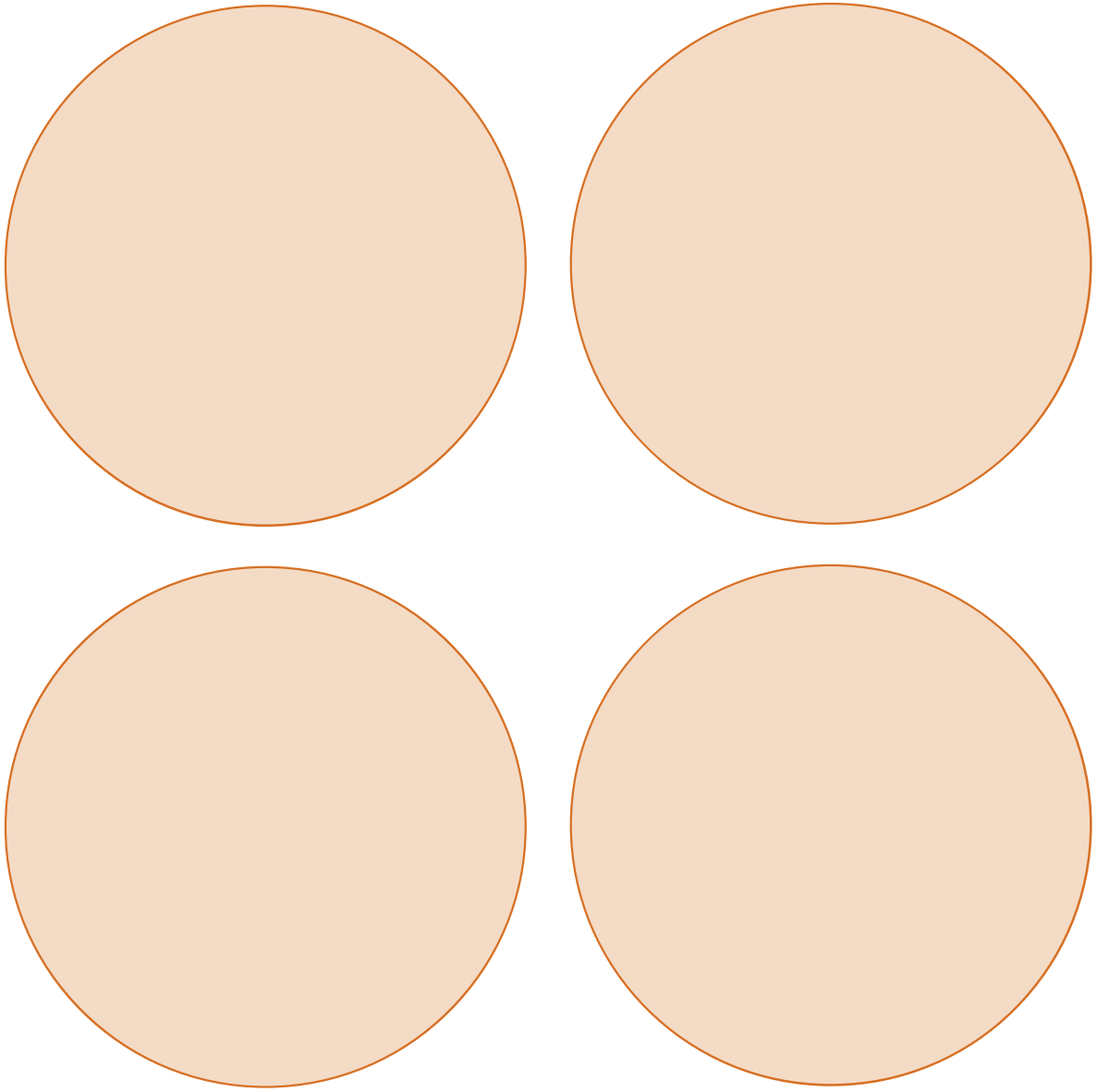
Share them by placing a counter inside the each circle, one at a time, until you have placed them all.

How did you share the counters evenly between the two groups?

How many are in each group? What would happen if you had 21 counters to start with?

This time I am going to share the counters between 4 groups.

Share them by placing the counters **unevenly** inside the four circles below.



Have I shared the counters evenly?

How do you know?

Can you share the counters evenly?

How will you do this? (by placing a counter in each circle 1 at a time until all have been placed)

After the student has shared the counters, ask:

How many counters are in each group?

Take another 8 counters from the left-over pile.

Can you share these extra counters into the four groups?

How many counters do we now have in each of the four groups?

Using the 28 counters from the previous activity, the student can practise making equal groups without the aid of marked circles. They can record these groups using drawings on a table.

This time you are going to share this collection of 28 counters among 7 groups. Encourage the student to share one counter at a time into each of the seven groups until all of the counters have been shared.

Once you have finished, draw your equal groups in the space below.

Complete the sentence below by writing the missing number.

There are ☐ counters in each group.

Sharing into Groups

Supervisor Information

Materials you will need:

- **Lesson 2: Resource Sheet 1, 2** and **3**
- a small collection of toys

In this lesson the student will be learning to:

- use the term 'sharing' to describe the distribution of a collection of objects;
- model equal groups;
- share concrete materials to solve problems;
- record sharing informally using pictures, words and numerals.

Background Information

After the student has shared objects equally, the process can be reversed to begin to develop the link between multiplication and division. This can be done by the student first sharing a group of objects and then regrouping the objects to form one collection.

This can be done during the cupcake and farmyard animal sharing activities on pages 11 and 16 respectively.

Assist the student to cut out **Lesson 2: Resource Sheet 1, 2** and **3** prior to beginning this lesson.

Supervisor Working with Student

Cupcake sharing

In this activity the student can practise sharing a collection of cupcakes evenly into different numbers of groups.

You will need the cut out cupcakes from **Lesson 2: Resource Sheet 1**. Place them on the table in front of the student.

We are going to have a cupcake party.

Note: Depending on the student's ability, you may wish to start with fewer cupcakes to share and increase the total number as the student becomes more confident.

Let's count together the total number of cupcakes.

After they have counted, say: **So we have 20 cupcakes altogether. Let's start by sharing them between you and me. How many groups is that?**

So that I can share them equally to make sure each person gets the same, I am going to take it in turns sharing one at a time.

Once you have modelled sharing the first few times, ask the student to take over sharing the rest.

How many cupcakes did we each receive? Were they shared evenly?

This time you can have a cupcake party with your toys.

I want you to collect 2 toys to bring to the party. You will be sharing the cupcakes between you and your 2 toys. How many groups will there be?

Are the groups equal? How many cupcakes did each toy get? Were there any cupcakes left over? If so, how many?

If we gave one toy the last cupcake, would the shares be fair?

Repeat the activity but ask the student to practise sharing the cupcakes evenly between 4 and 5 toys. Ensure that the student is making equal groups and draw attention to the cakes left over each time which cannot be shared fairly.

Depending on the student's level of counting, encourage them to find more efficient ways to share the cupcakes such as sharing them in twos.

When we add more friends to the party, does each friend get more or less cupcakes?

You may wish to extend the activity so that the student shares the different types of cupcakes evenly so that each group contains the same variety of cupcake.

Lollipop sharing

Two friends shared a packet of 10 lollipops between them. They wanted to share them evenly so each of them had an equal number. They shared the lollipops between them one at a time until they were all shared. Both friends received 5 lollipops each.

When 10 lollipops are shared equally between 2 friends, each friend gets 5 lollipops.

Balloon sharing

Three clowns want to share 9 balloons evenly so that each clown has the same number of balloons. Help the clowns share their balloons by drawing string to connect them. Some clown hands might hold more than one balloon.

The student could place counters on each balloon to help them work out the equal shares before they draw the lines.

When 9 balloons are shared equally between 3 clowns, each clown gets ☐ balloons.

Farmyard Sharing

In this activity, the student will practise counting and sharing a collection evenly into two groups.

You will need the cut out animals from **Lesson 2: Resource Sheet 2**. Place them on the table in front of the student.

Point to the paddocks on **Lesson 2: Resource Sheet 3**.

Farmer Joe wants to share his animals. He wants an equal number of each animal in each paddock.

How many paddocks can you see?

How are you going to share the animals fairly so that each paddock has an even number?

Encourage the student to decide how they will do it. Ask them to count the number in each group of animals before they begin sharing them.

If the student is able to count in twos, encourage them to share the animals in twos.

Allow the student time to complete the sharing activity.

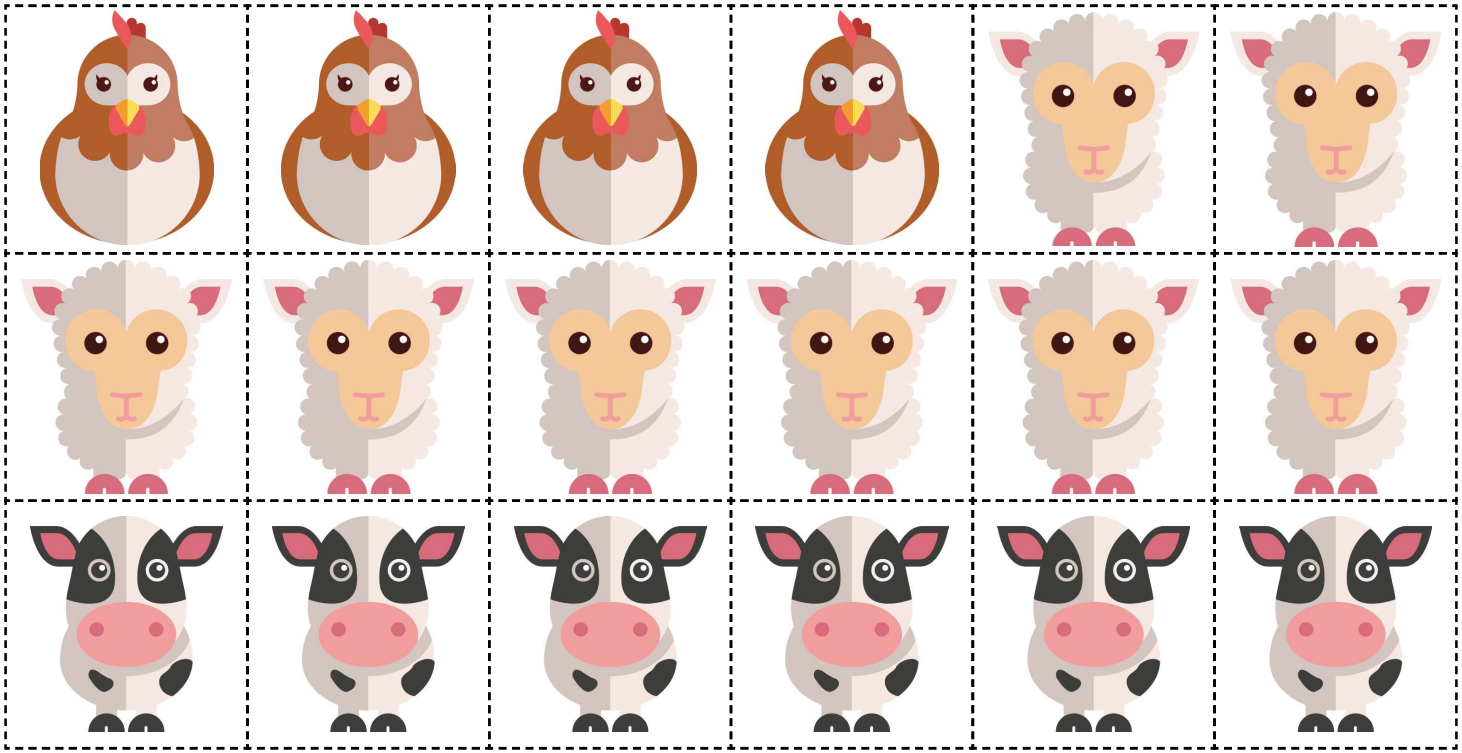
How many hens/sheep/cows did you share?

How many hens/sheep/cows are now in each group?

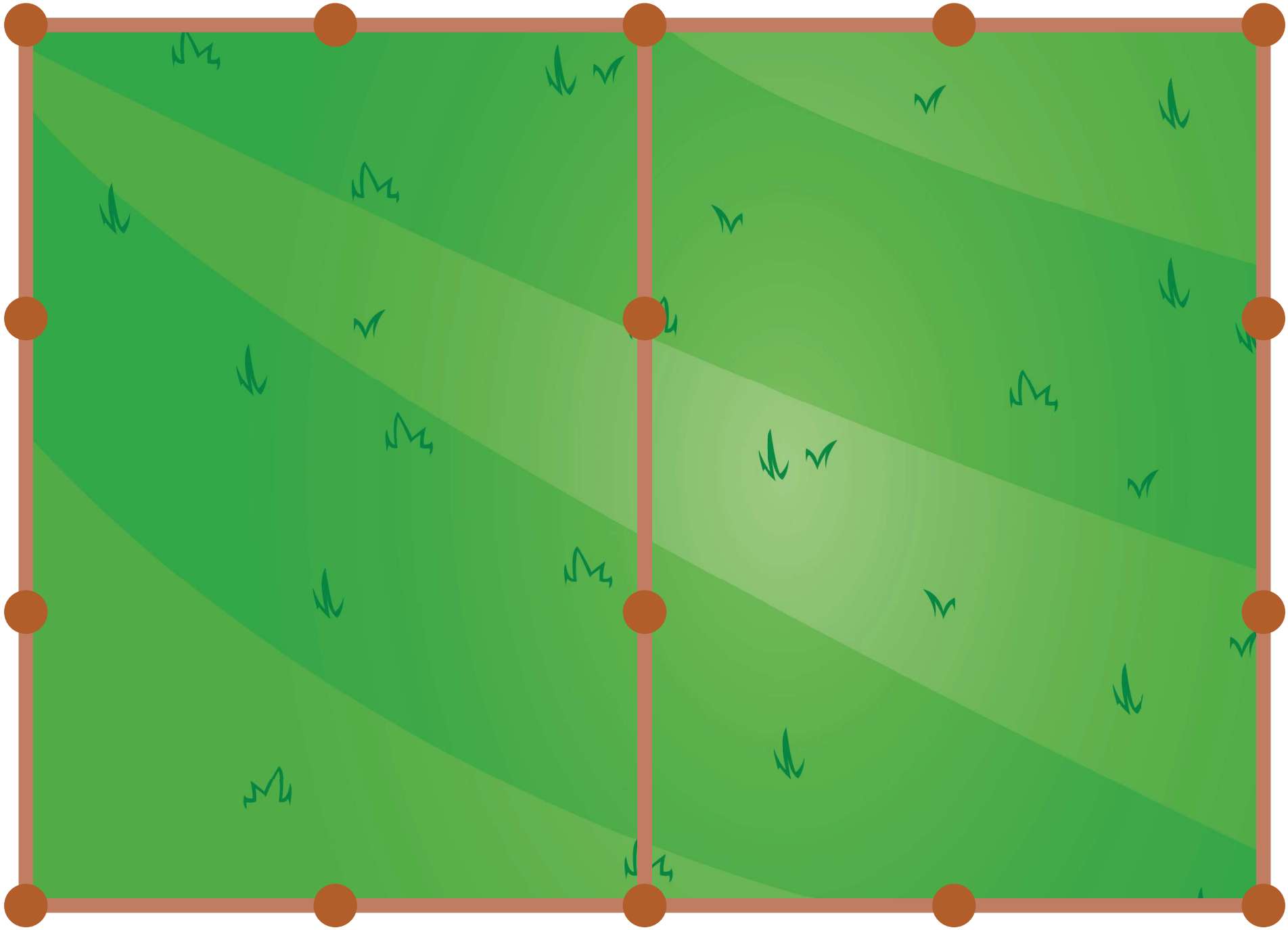
The student can glue the animals on the paddocks showing how they were shared.

Lesson 2: Resource Sheet 1

Lesson 2: Resource Sheet 2



Lesson 2: Resource Sheet 3



FUN FRIDAY BINGO GRID

Choose 5 activities to do today. Highlight the activities you choose and share some pictures of the fun things you got up to today with your teacher and class. Have a great day!

Play a board game or card game with your family members.	 Take a photo of each thing you find as proof.	Create a course that includes at least 5 obstacles or challenges in your backyard. See how quickly you can complete it.	List all the different colours you can see outside and tally how many items you see in each colour.	Hide some treasure and create a treasure map for someone in your family to follow.
Find an object for each letter of the alphabet around your house or outside.	Create an artwork in your driveway or on concrete using coloured chalk.	Make a tent or special fort in your lounge room. Ask if you can camp out in it for the night.	Play with your pet for 30 minutes or take them for a walk.	Read a book for 20 minutes or write your own story.
Make up a dance routine to your favourite song.	Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet.	Collect some leaves, flowers, sticks, feathers and any other natural products and create an artwork with your collection.	Build an amazing Lego creation.	Do a painting or drawing of anything you choose.
Make brownies or cupcakes and deliver them to a neighbour with a nice message.	Do some cooking or baking or create your own unique sandwich filling.	Have a paper-plane flying competition.	Play your favourite music and dance around. Sing along to all the words and dress up if you like.	Have an online playdate with a friend using Zoom or Facetime.
Paint some rocks and create a kindness garden in your backyard.	Put on a puppet show or concert for your family members. You could use stuffed toys or figurines as the characters.	Go on a bug scavenger hunt around the yard. Take photos or draw any interesting bugs that you find.	If you own a tent, set it up outside and go camping with your family. Don't forget the marshmallows!	Go on a bush or beach walk.