Erina Heights Public School
Learning from Home – Early Stage 1

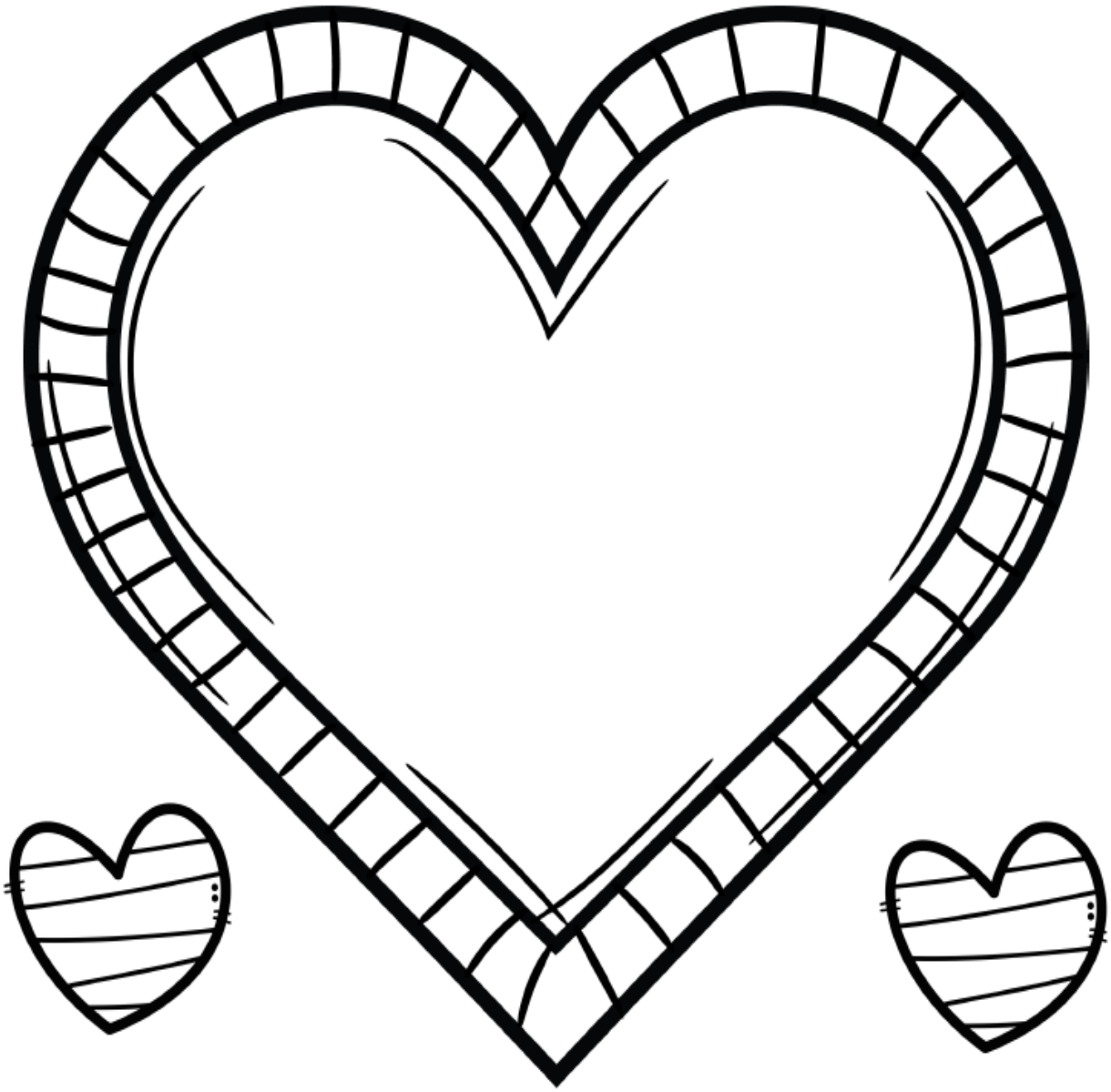
Term	1	2	3	4						
Weeks	1	2	3	4	5	6	7	8	9	10	11

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	KG Zoom Link	KT Zoom Link		
Morning	**PM e-collection** **Reading Response** My favourite part	**Reading Eggs**	**PM e-collection** **Reading Response** Beginning, middle & end	**Reading Eggs**	FUN FRIDAY BINGO GRID
	Handwriting	**Writing** 'What is your favourite bug?'	**Read the sentence**	**Writing** 'If you could go to any place'	
	Comprehension C	**Rhyming Flip Book *'an'*** Cut out words and glue or staple to make a flip book	**Comprehension D**	**Handwriting**	
	Sounds Play MEMORY	**Sight Words** Board Game	**Sounds** Put your sounds in a bowl. Take turns to pull one out and say them. 1 point for each correct.	**Sight Words** 'I have . . . Who has . . .'	
	Recess Break				
Middle	**Fractions & Decimals** Sharing items	**Fractions & Decimals** Many Halves	**Fractions & Decimals** Describing Halves	**Fractions & Decimals** Play 'Is it Half Bingo?' Complete 'Half the Fun' worksheet	
	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				

Name: _____ Title: _____

My Favorite PART

Draw your favorite part of the book and then describe it below.



_____

_____

_____

_____

c

f

s

o

e

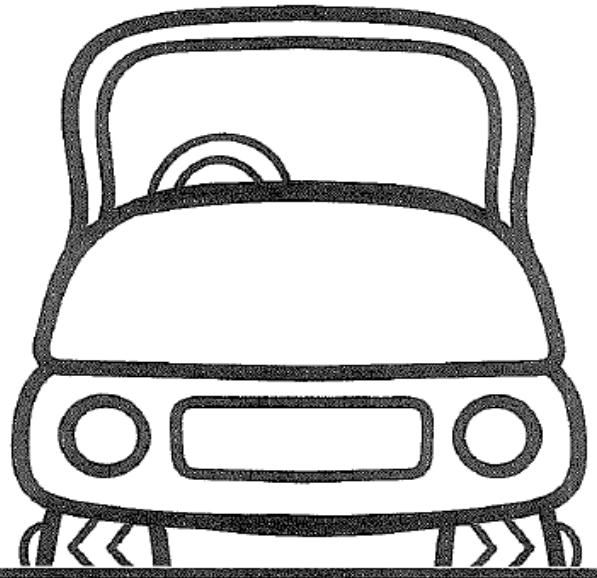
BUTTERFLIES, P.O. BOX 21614, HENDERSON, AUCKLAND, N.Z.

Name _____

Cc

Directions: Read the passage and answer the questions.

Cam is driving a car.
He is going very slow.
His car is red and blue.
It is not a little car.



1. What color is the car?

_____

2. Who is driving the car?

_____

3. Is Cam's car little?

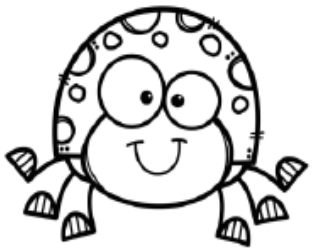
_____

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 is your favorite bug?

grasshopper	beetle
	
caterpillar	**ladybug**
	

Draw a Picture

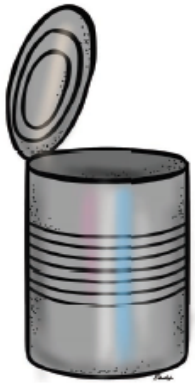
I used capital letters. I used spaces. I used punctuation.

Name _____

Fan rhymes with _____

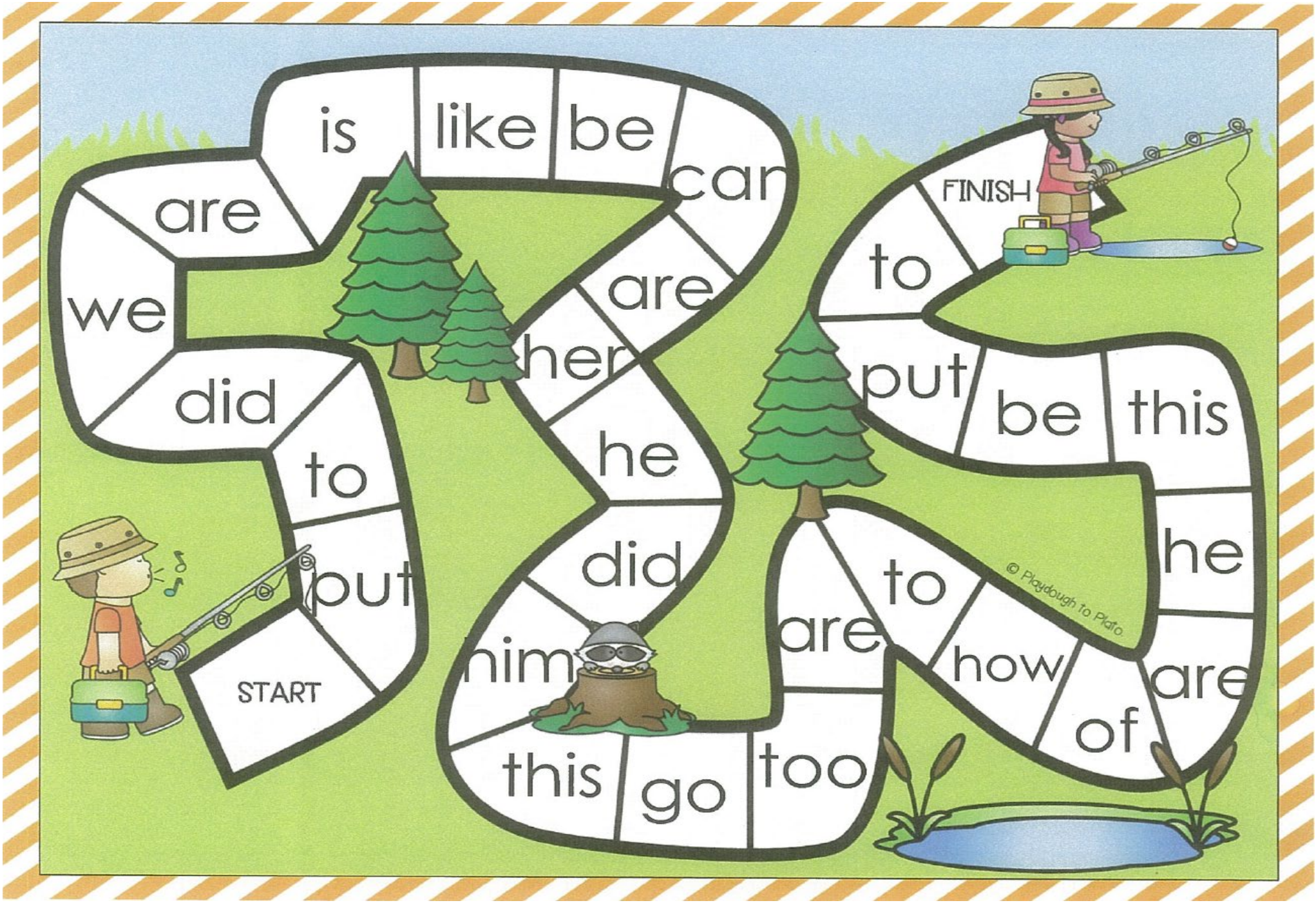
man

ran



can

van


START
put
to
did
we
are
is
like
be
can
are
her
he
did
him
this
go
too
to
are
how
of
are
he
this
be
put
to
FINISH
© Playdough to Plato

Name: _____

Story Map

Every story has a beginning, middle, and end.
Write and draw the parts of the
story in the chart below.

BEGINNING	MIDDLE	END

Name_____

Short o

Read the sentence

Cut out the pictures. Read the sentences. Glue!

It is a big hog.

The boy is hot.

She can jog.

It is a red fox.

See my mop.



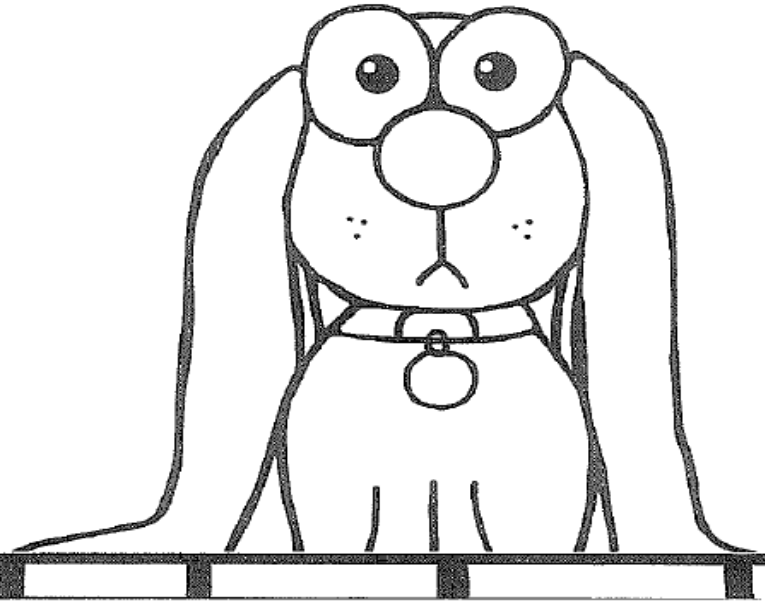


Name _____

Dd

Directions: Read the passage and answer the questions.

Bob has a dog.
The dog's name is Dan.
Dan is two years old.
Bob and Dan are friends.



1. Who has a dog?

_____

2. How old is the dog?

_____

3. What is the dogs name?

_____

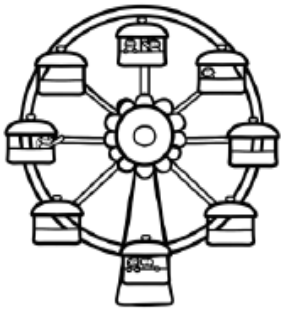
ch	ch	sh	sh
th	th	ee	ee
oo	oo	ar	ar
er	er	ng	ng
ie	ie	ea	ea
oa	oa	ow	ow

Name: _____ **Date:** _____

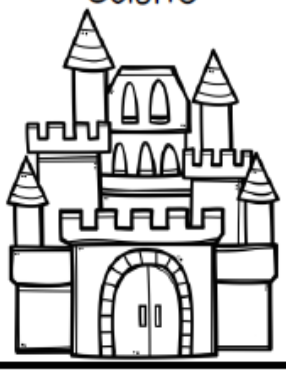
Today is: Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday

If you could go to any place, where would you go?

carnival



castle



circus

North Pole

Draw a Picture

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

h h h h

b b b b

r r r r

p p p p

k k k k

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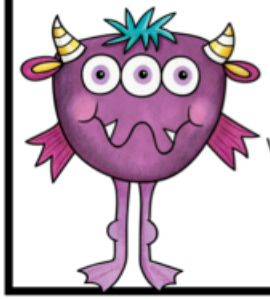
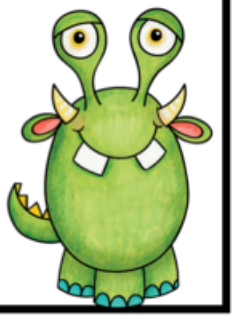
I have the first card. Who has **the** ?



I have **the**. Who has **to** ?

I have **is**. Who has **my** ?



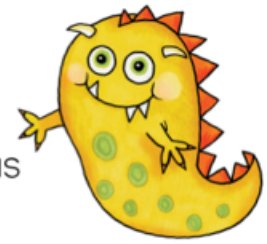
I have **my**. Who has **you** ?

I have **to**. Who has **and** ?

I have **and**. Who has **is** ?

I have **you**. Who has **a** ?

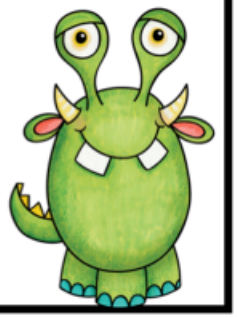
I have **a**. Who has **it** ?



I have
it.
Who has
me ?

I have
me.
Who has
for ?

I have
I.
Who has
be ?



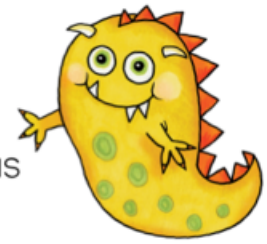
I have
be.
Who has
in ?

I have
for.
Who has
here ?

I have
here.
Who has
I ?

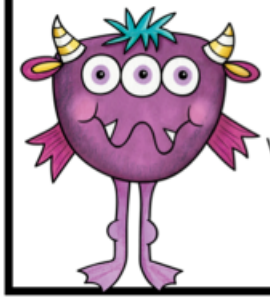
I have
in.
Who has
can ?

I have
can.
Who has
at ?

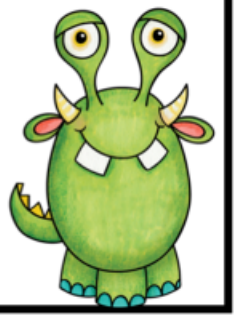


I have
at.
Who has
no ?

I have
no.
Who has
see ?



I have
like.
Who has
go ?



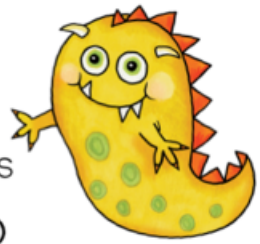
I have
go.
Who has
yes ?

I have
see.
Who has
up ?

I have
up.
Who has
like ?

I have
yes.
Who has
on ?

I have
on.
Who has
look ?



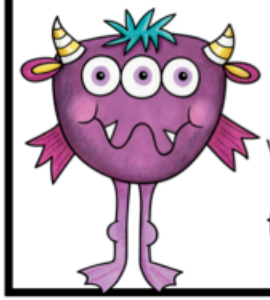
If you would like to edit, begin with this card.

I have

look.

We have ALL

the cards.



I have

look.

Who has

type here

I have

type here

Who has

type here

I have

type here

Who has

type here

Sharing Items

Supervisor Information

Materials you will need:

- different food
- 2 identical clear containers, e.g. glasses
- a length of string or ribbon

In this lesson the student will be learning to:

- divide concrete materials into halves using various methods;
- compare and describe half of an object or shape.

Background Information

The focus of this lesson is to find one-half of everyday items. Examples of food the student could use are: slices of bread, muffins, sushi rolls or other food that can easily be divided into 2 equal pieces. Rice, sand and dirt are examples of things that can be poured that the student can find half.

This lesson includes hands-on activities that the student will need help with.

You may need to explain that liquids and items inside containers (water, rice etc.) represent one whole, and not the container itself.

When finding half of something that can be poured, such as rice, sand or dirt, one of the clear containers should be full to begin with.

Supervisor Working with Student

Place the food, containers, string or ribbon on the table.

We are going to divide these objects into halves. Some can be cut, but others will have to be poured out. Let's group them into objects that can be cut or poured.

Help the student to sort the objects into 2 groups.

Before you divide each object into halves, tell me how you will find where the half-way mark will be.

I'll help you with the first one. Which object would you like to find one-half of first?

As you are helping the student, talk through the process you are using to work out one-half. For example, talk about how the ribbon can be folded to make two halves, or checking to see if both sides look equal before cutting the bread.

The objects that require pouring are best done by pouring the contents from one container (e.g. a glass) to another one and comparing the levels of the items in the two containers, then adjusting to make 2 equal amounts.

Once the student has completed finding one-half of everyday items and objects, ask:

What object was easy to find one-half of?

What object was difficult to find one-half of? Why?

How do you know when you have found one-half of an object? (the two parts are equal)

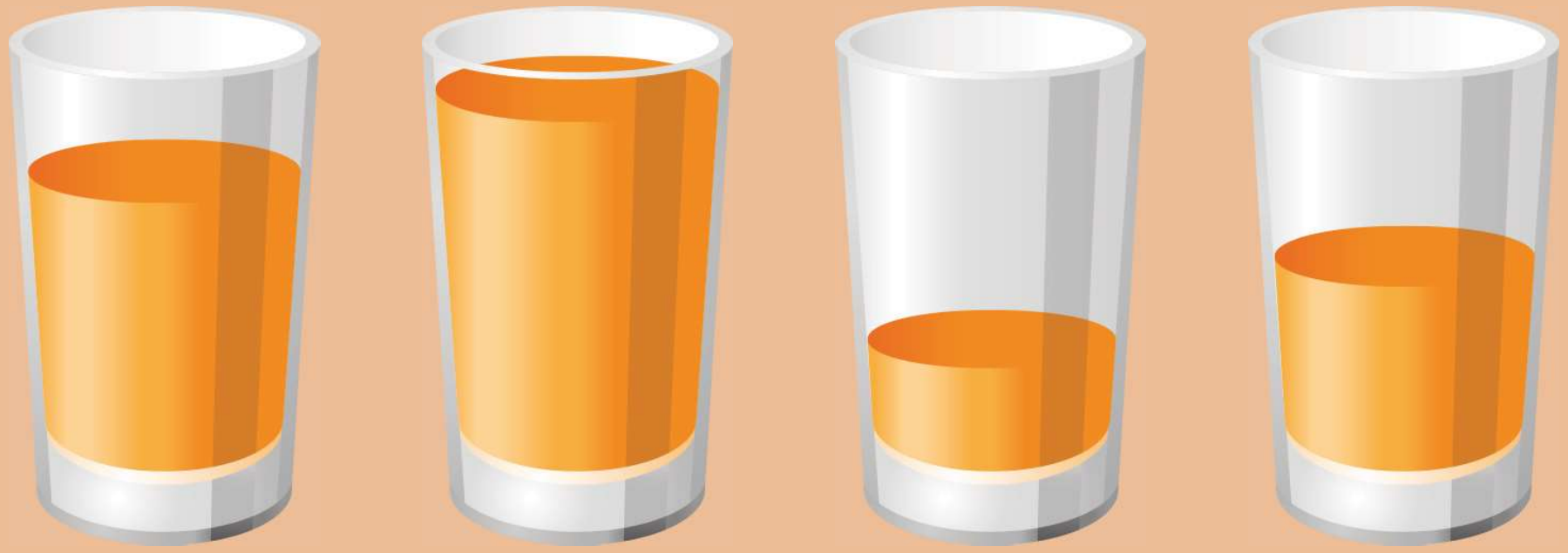
Half of a container

Look at the glasses of orange juice. When we try to find one-half, we look at what is inside the glass.

Circle the glasses that show one-half of a glass of orange juice.

Tick the glass that shows more than one-half of a glass of orange juice.

Cross the glass that shows less than one-half of a glass of orange juice.



Look at the chocolate milk. When we try to find one-half, we look at what is inside the glass.

Circle the chocolate milk that shows one-half.

Tick the chocolate milk that shows more than one-half.

Cross the chocolate milk that shows less than one-half.

Many Halves

Supervisor Information

Materials you will need:

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

In this lesson the student will be learning to:

- compare and describe half of an object or shape;
- find different ways to separate objects or shapes into halves.

Background Information

The focus of this lesson is to establish that there is more than one way to halve something. For example, a slice of bread can be cut vertically, horizontally or diagonally.

In real-life, things are often referred to as half when they are in fact not equal. It is important to establish that each half of a whole object must be equal in size.

Assist the student to cut out the shapes on **Lesson 4: Resource Sheet 1** and **2** prior to the beginning of the lesson.

Multiples of shapes have been included so that the student can see that there is more than one way to separate some shapes into halves. Using the square as an example, the student could separate it into halves in four different ways: vertically, horizontally, and along both diagonals. For this activity however the student does not need to find every way a shape can be separated into halves.

Supervisor Working with Student

Place the shapes from **Lesson 4: Resource Sheet 1** and **2** in front of the student.

We are going to find halves of a variety of shapes.

Tell me the names of the shapes.

Place the square in front of the student.

How could you find one-half of the square?

I want you to use a ruler and a pencil to draw a line where you would cut the square to make 2 equal parts, or halves.

How can you check to see if you have made 2 equal parts now?

If necessary, remind the student to fold along the line to check if the halves are equal.

Place the second square in front of the student.

Is there anywhere else we could draw a line to cut along that would give us halves of the square?

Repeat this process with all the shapes from **Lesson 4: Resource Sheet 1** and **2**.

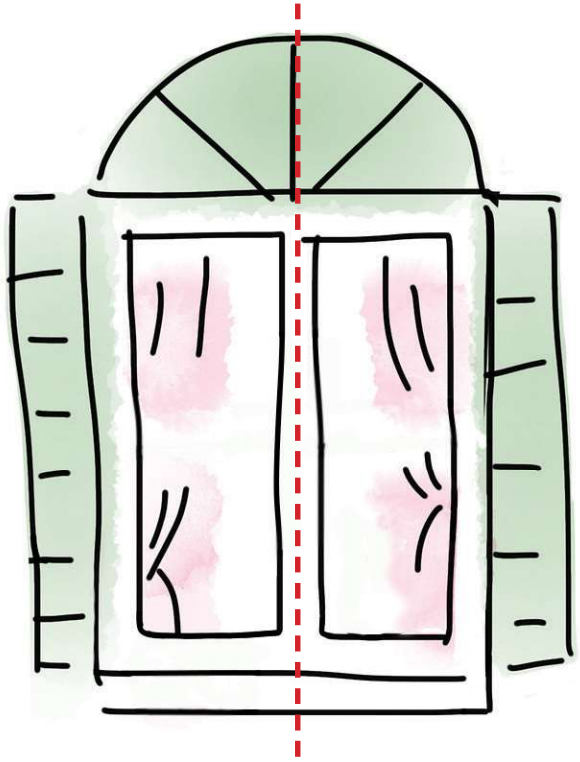
Once the student has drawn a line to show the two halves of each shape, ask them to cut along each line to make halves. The student can check that they have cut the shape into halves by comparing the size of each half.

Have a look around you. What objects can you see that you could divide into halves?

Choose two objects and draw a picture of each on the next page. Write what they are underneath and then draw some lines to show the different ways they could be divided into halves.

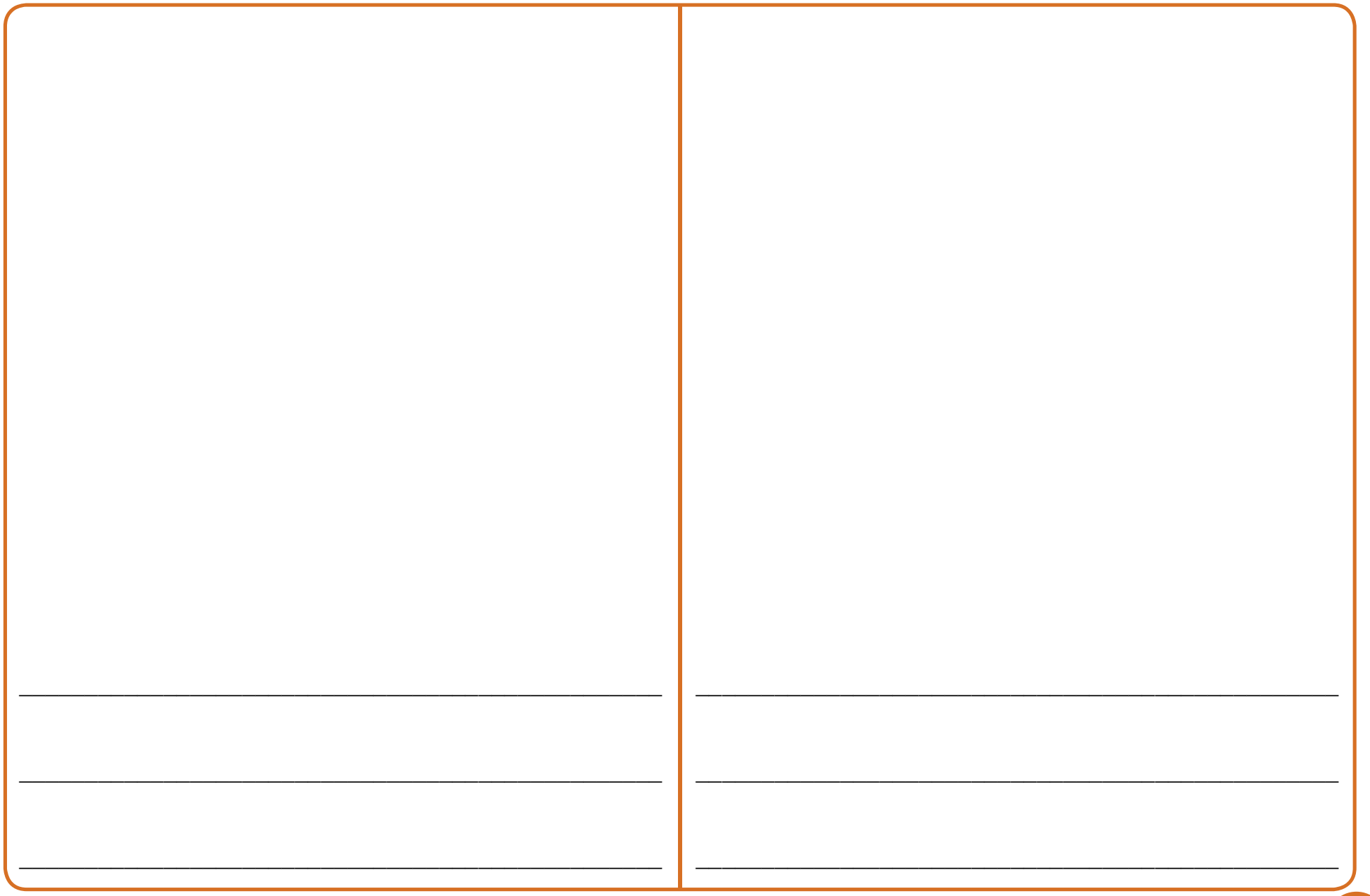
The objects should be drawn on the 'Drawing Halves' page (p. 31). Some examples of objects the student could draw and find halves of are doors, windows and tabletops. An example is shown below.

Encourage the student to show different ways to make one-half of the objects.

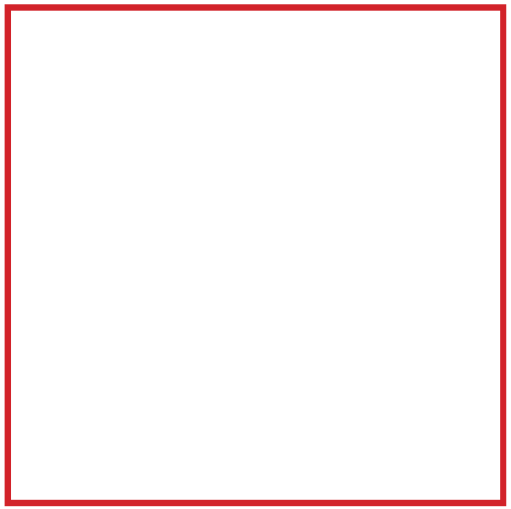


a window

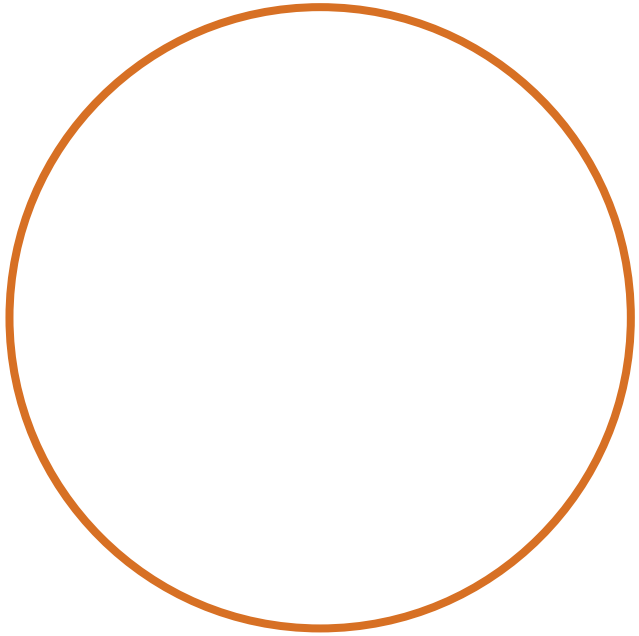
Drawing Halves

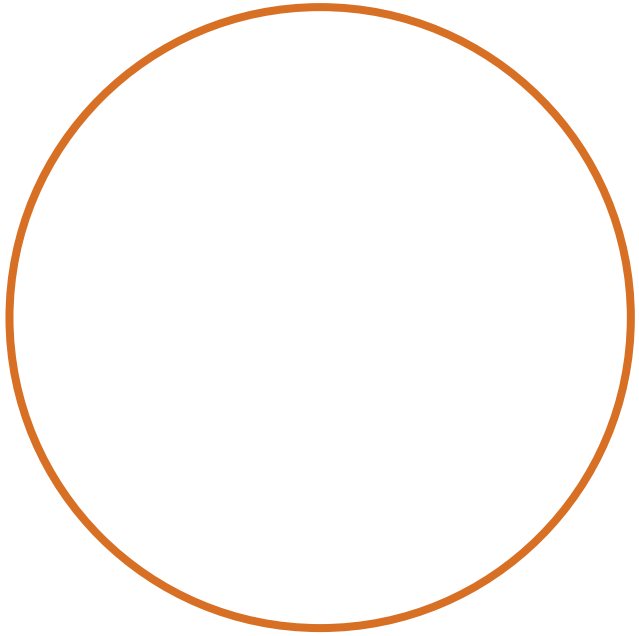


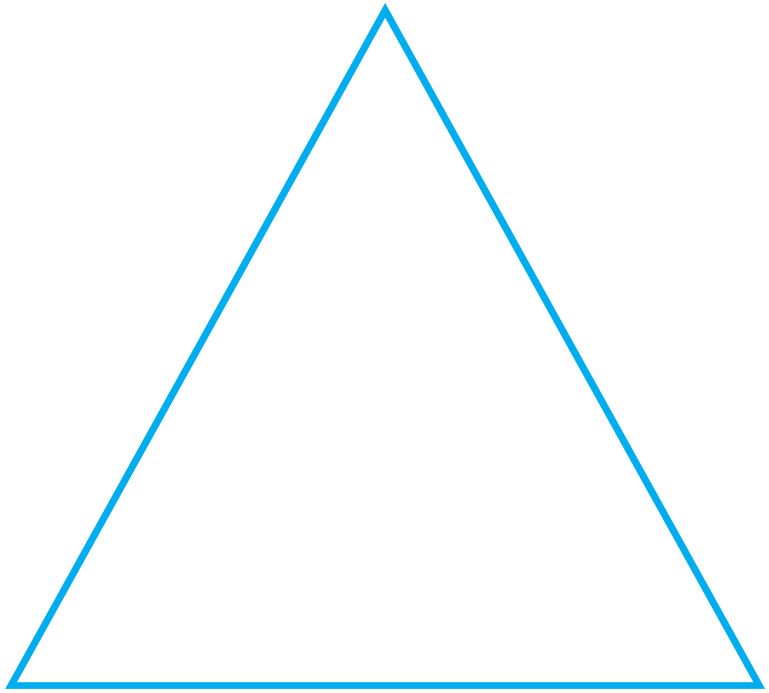
Lesson 4: Resource Sheet 1

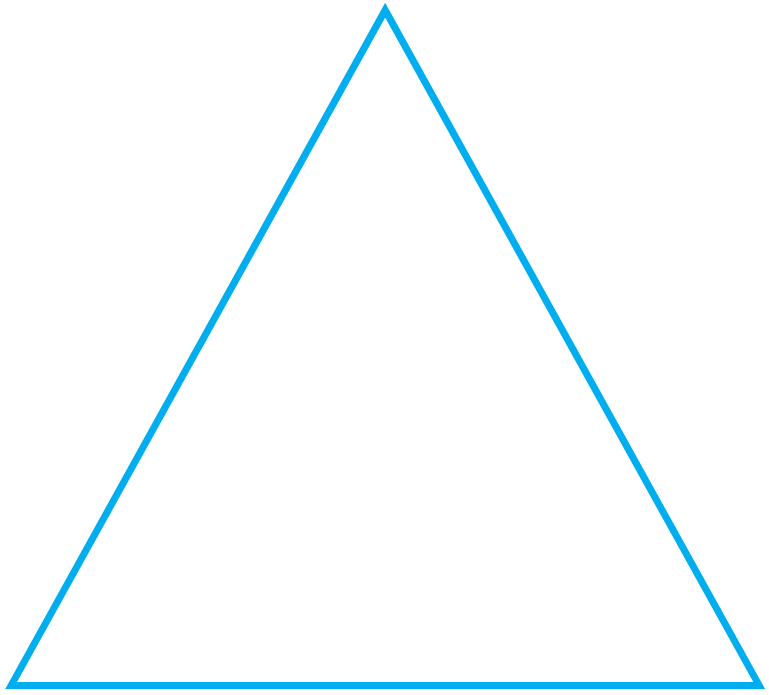


Lesson 4: Resource Sheet 2









Describing Halves

Supervisor Information

Materials you will need:

- **Lesson 2: Resource Sheet 1**, **2** and **3**
- scissors

In this lesson the student will be learning to:

- recognise and describe parts of a whole as ‘equal’, ‘about half’, ‘more than half’ and ‘less than half’.

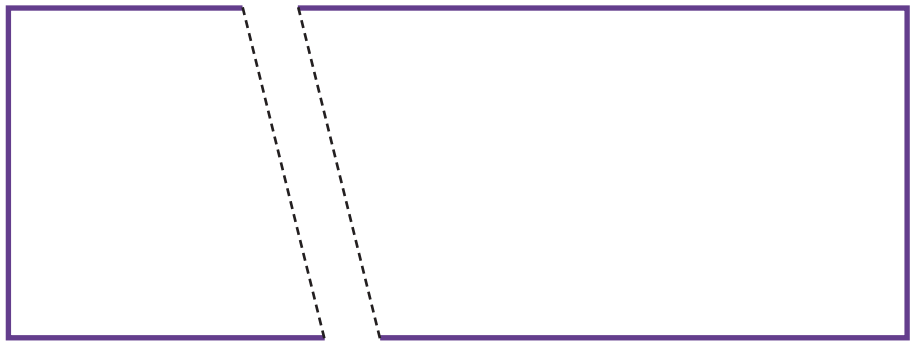
Background Information

This lesson introduces more precise language that can be used to describe halves and unequally divided parts of a whole. The student will move from recognising halves by using concrete materials and start to use estimation skills and their prior knowledge to describe the relative sizes of parts of a whole from a picture.

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

Supervisor Working with Student

Look at the two parts of the shape below. Are they halves?



How do you know?

If the student is not sure, explain that the parts are not equal in size and are therefore not halves.

The parts of this shape are not halves because they are not equal. Equal means the same. Which part is more than one half?

Ensure the student recognises the larger part is more than one half.

If this part is more than one half, what is this part? (point to the smaller part) **One half or less than one half?**

Ensure the student recognises that it is less than one half.

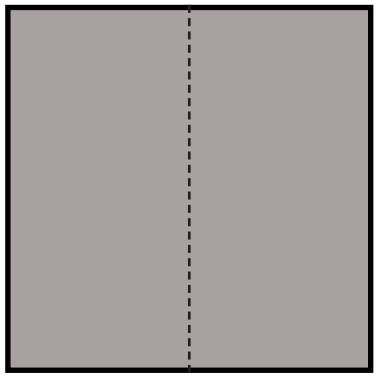
Colour the part that is more than one half blue, and colour the part that is less than one half green.

Is the blue part more than or less than one half?

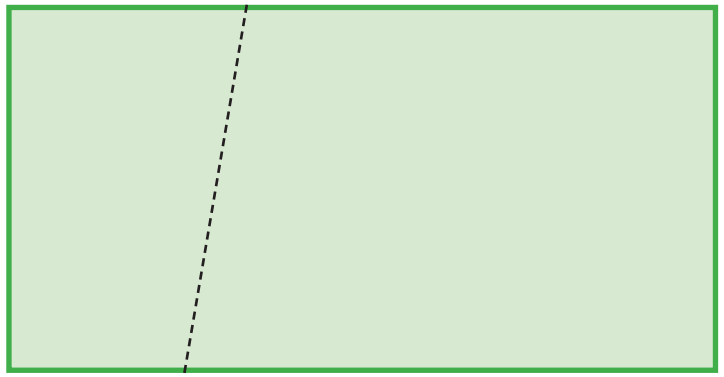
Is the green part more than or less than one half?

Tick the box to say whether the parts of the shapes are equal or not equal. Remember, equal means they are the same size. Not equal means that they are not the same size.

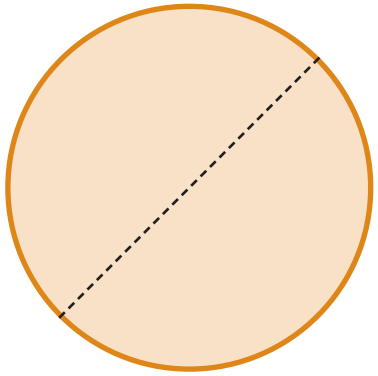
If required, remind the student that equal means the same size.



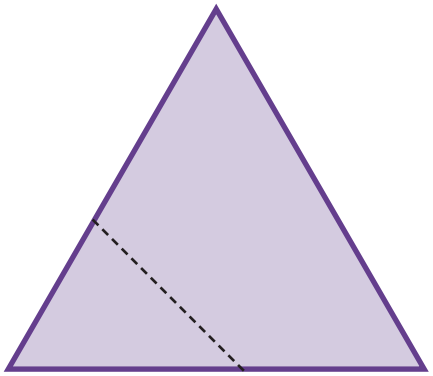
equal ☐ not equal ☐



equal ☐ not equal ☐



equal ☐ not equal ☐



equal ☐ not equal ☐

Place **Lesson 2: Resource Sheet 1** on the table. Point to the Indonesian flag.

Here is the flag of Indonesia. There are two colours: red and white. Do you think the red takes up more than half, less than half or about half of the whole flag? We say about half if we're not sure if it's exactly half.

If the student is unsure, cut out the flag and fold to check.

Point to the flag of Taiwan.

This is the flag of Taiwan. Which colour takes up more than half of the whole flag?

If the student is unsure, cut out the flag and fold to check. Point out that red is present on both folded halves and therefore takes up more than half of the flag.

Which two colours take up less than half of the whole flag? (blue and white)

Place **Lesson 2: Resource Sheets 2** and **3** on the table.

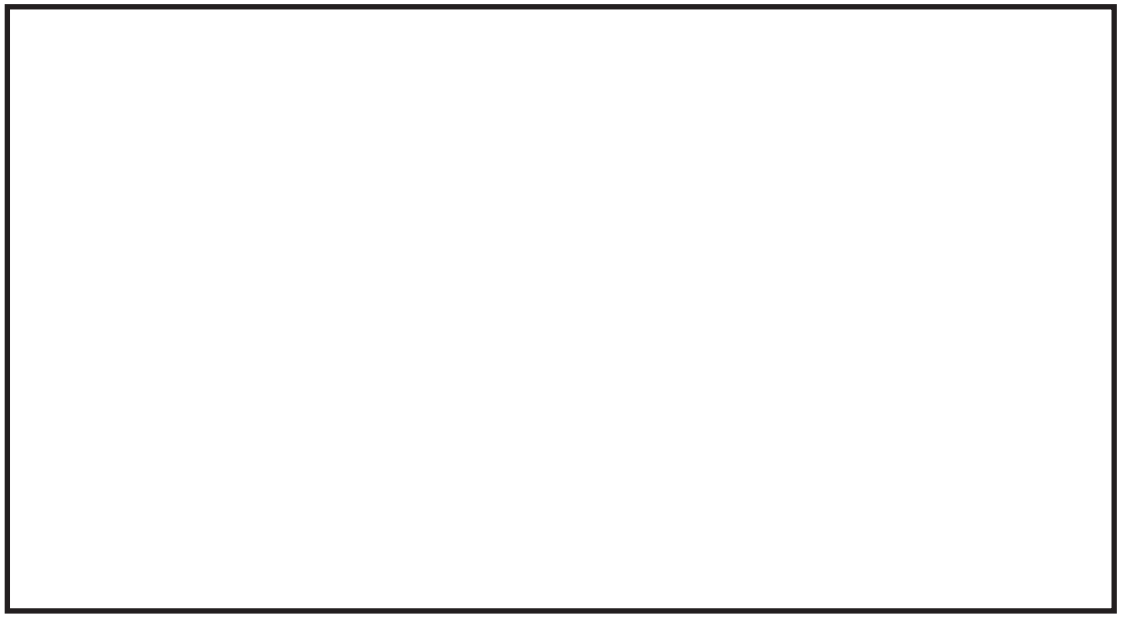
Look at these flags and answer the following questions on whether a colour takes up more than half, less than half or about half of the whole flag.

Students may cut and fold the flags to check their answers if necessary.

1. How much of the flag of **Chile** is **red**?	☐ less than half	☐ about half	☐ more than half
2. How much of the flag of **Chile** is **white**?	☐ less than half	☐ about half	☐ more than half
3. How much of the flag of **Colombia** is **yellow**?	☐ less than half	☐ about half	☐ more than half
4. How much of the flag of **Colombia** is **blue**?	☐ less than half	☐ about half	☐ more than half
5. How much of the flag of **Colombia** is **red**?	☐ less than half	☐ about half	☐ more than half
6. How much of the flag of **China** is **yellow**?	☐ less than half	☐ about half	☐ more than half
7. How much of the flag of **China** is **red**?	☐ less than half	☐ about half	☐ more than half
8. How much of the flag of **Japan** is **white**?	☐ less than half	☐ about half	☐ more than half
9. How much of the flag of **Japan** is **red**?	☐ less than half	☐ about half	☐ more than half

You are now going to design your own flag. Choose three colours and use them to design your flag in the space below. When you are finished, explain how much of the whole flag is taken up by each colour by writing the colour in the correct box.

My Flag



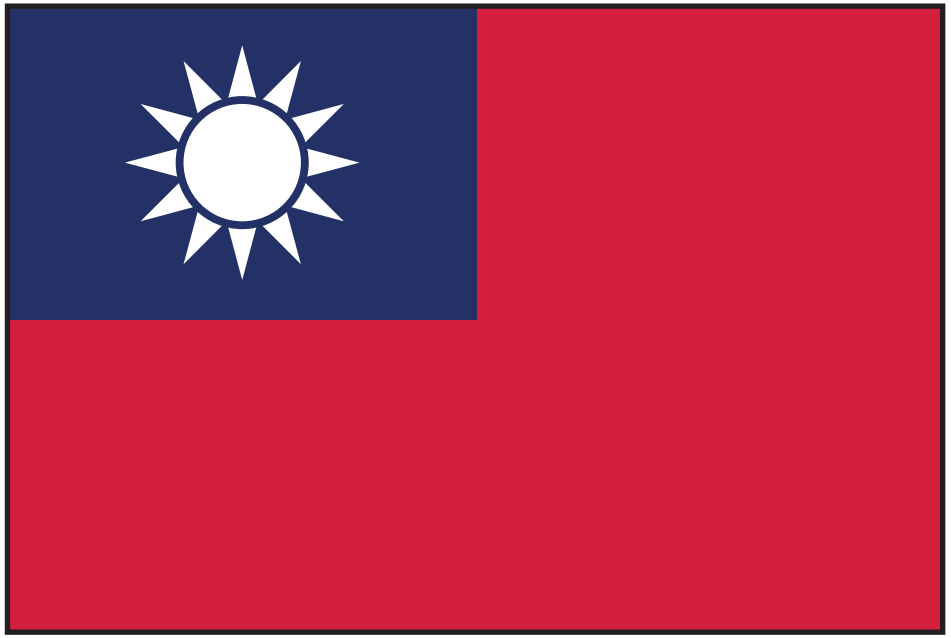
1. less than half

2. more than half

3. about half

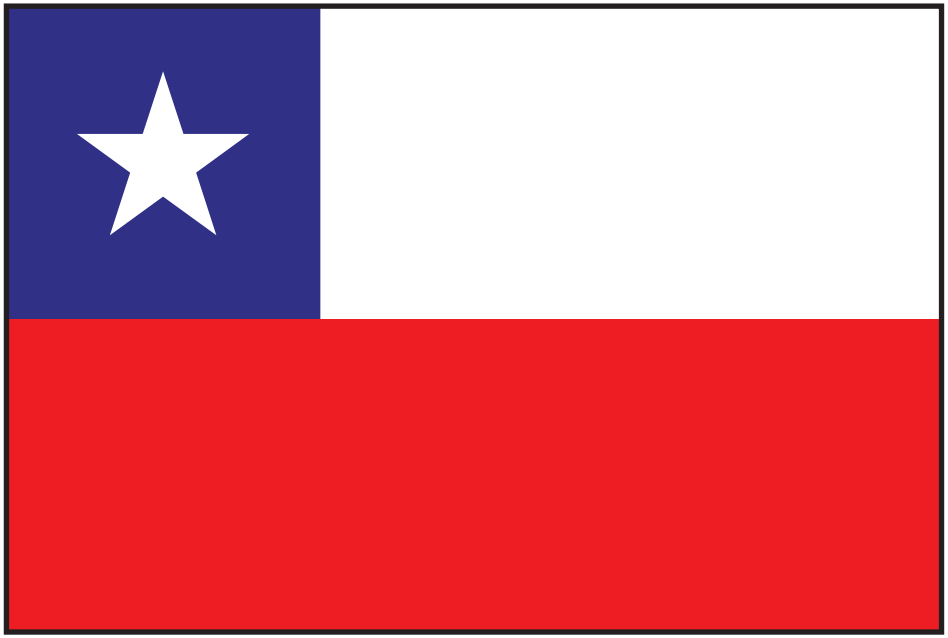
Lesson 2: Resource Sheet 1

Indonesia



Taiwan

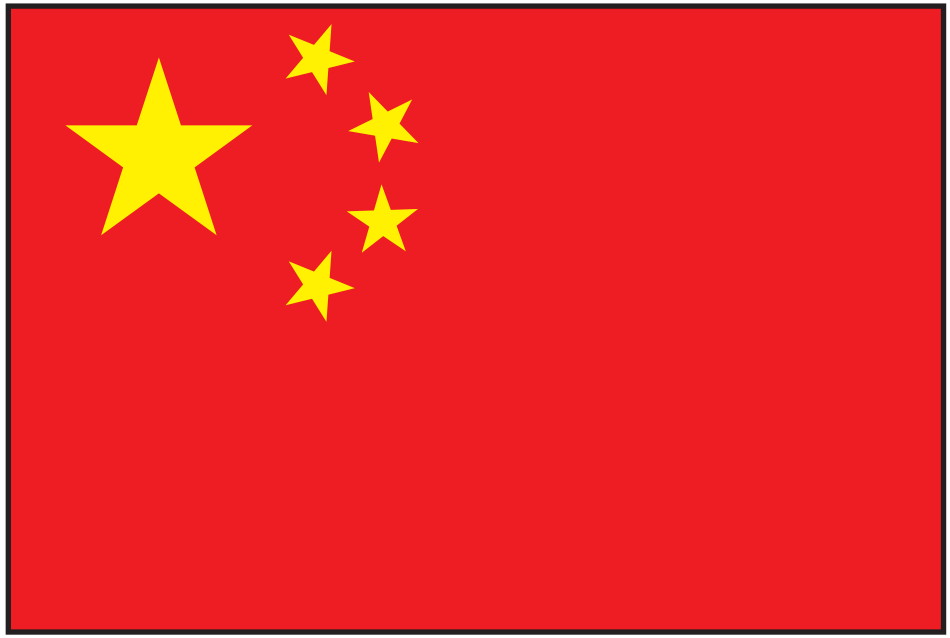
Lesson 2: Resource Sheet 2



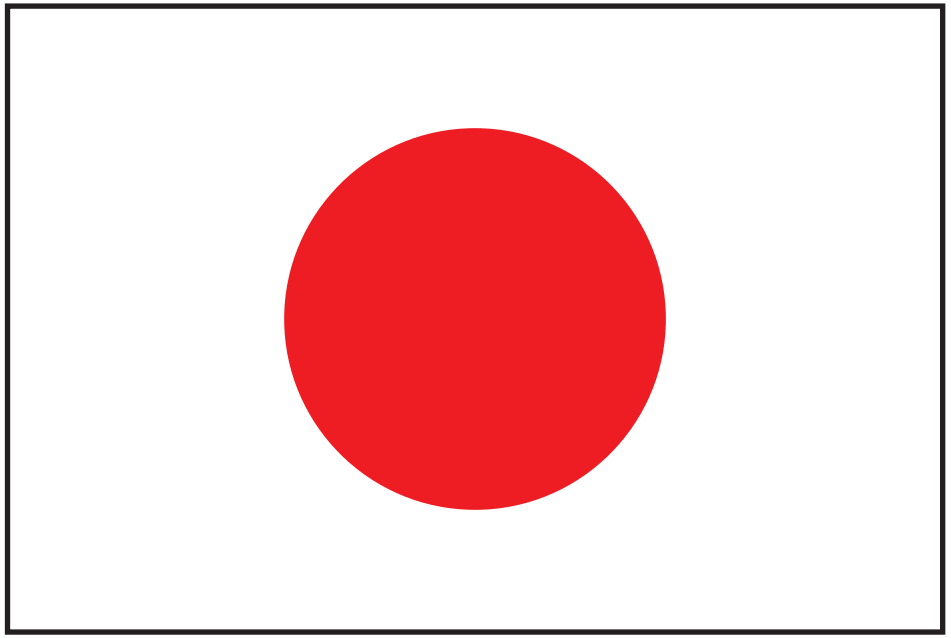
Chile

Colombia

Lesson 2: Resource Sheet 3



China



Japan

Is it half?

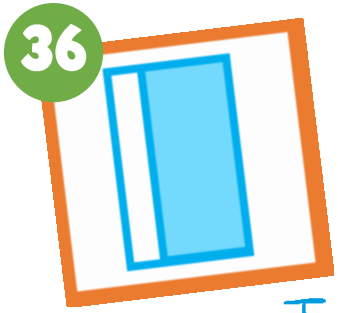
Identify if the coloured part of a shape is half, less than half or more than half.

1. Each player selects a game board.
2. Place cards face down in the centre.
3. Draw a card from the pile. You must decide if the coloured part of the shape is half, less than one half or more than one half.
4. Cover a matching space on your game board. If there are no free spaces, place the card back on the pile.
5. The next player will repeat steps 3-4.
6. The first player to fill the game board is the winner.

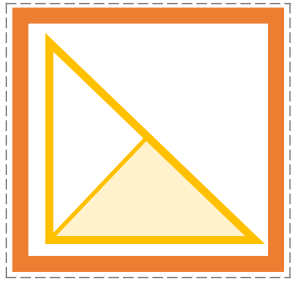
Packing Up

4

36



Teach THIS



Is it half?

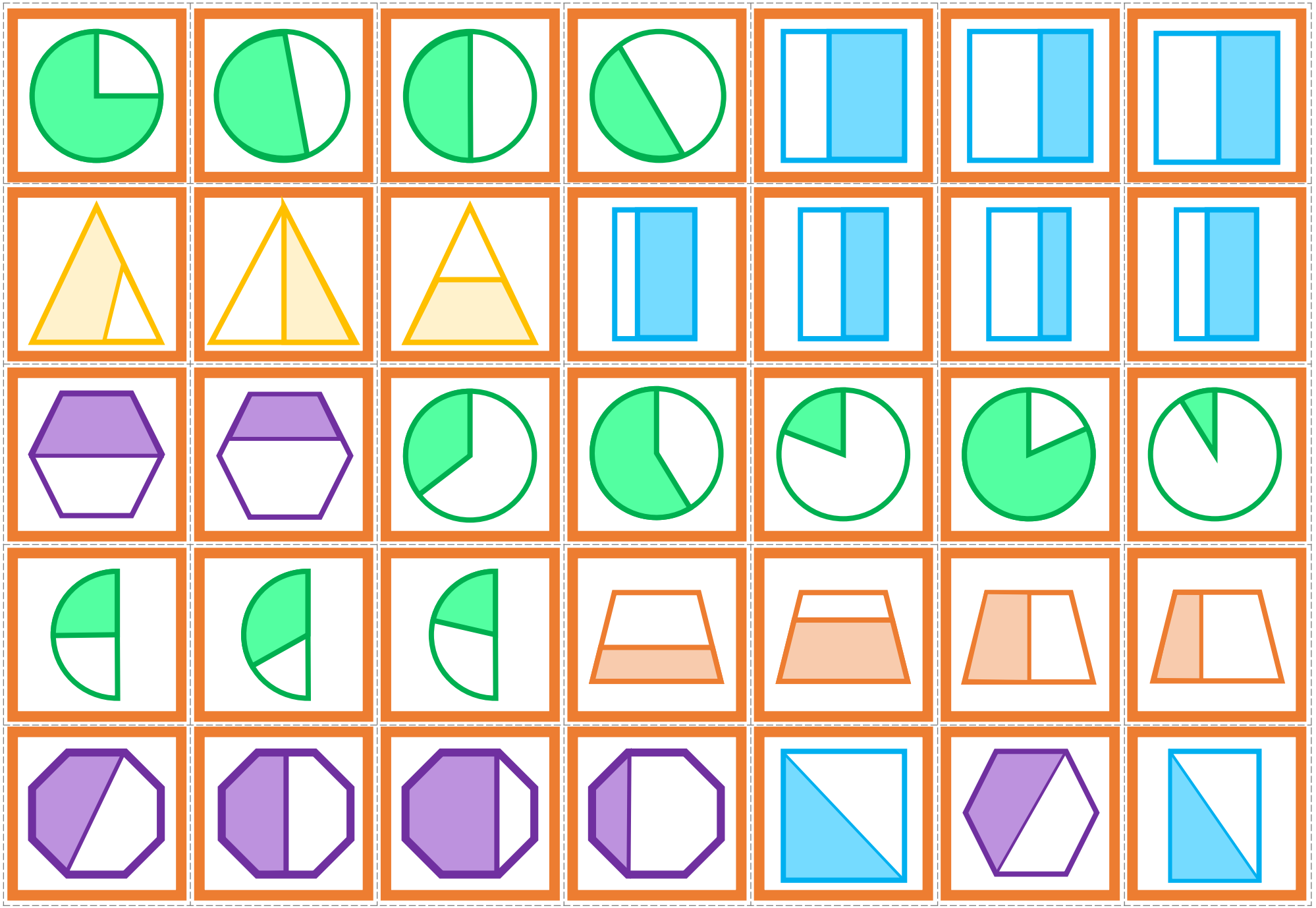
Teach THIS

less	more	half
half	less	more
more	half	less

Is it half?

Teach THIS

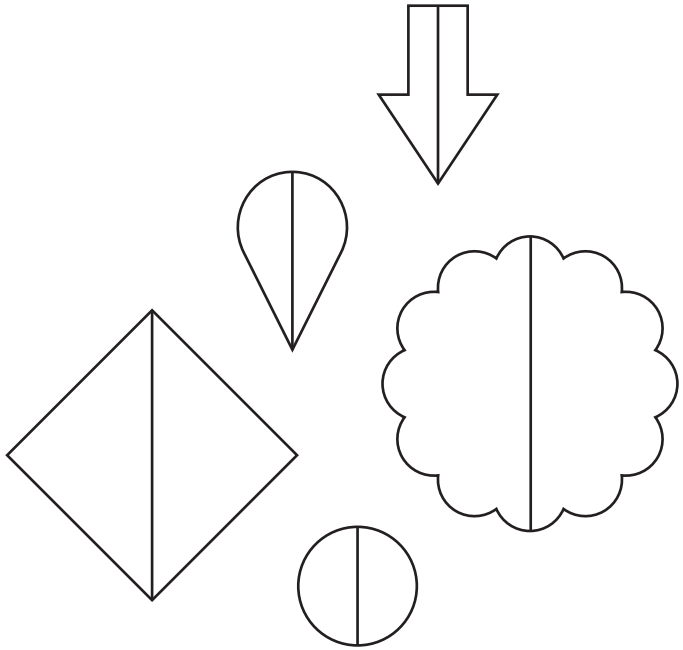
less	more	half
half	less	more
more	half	less

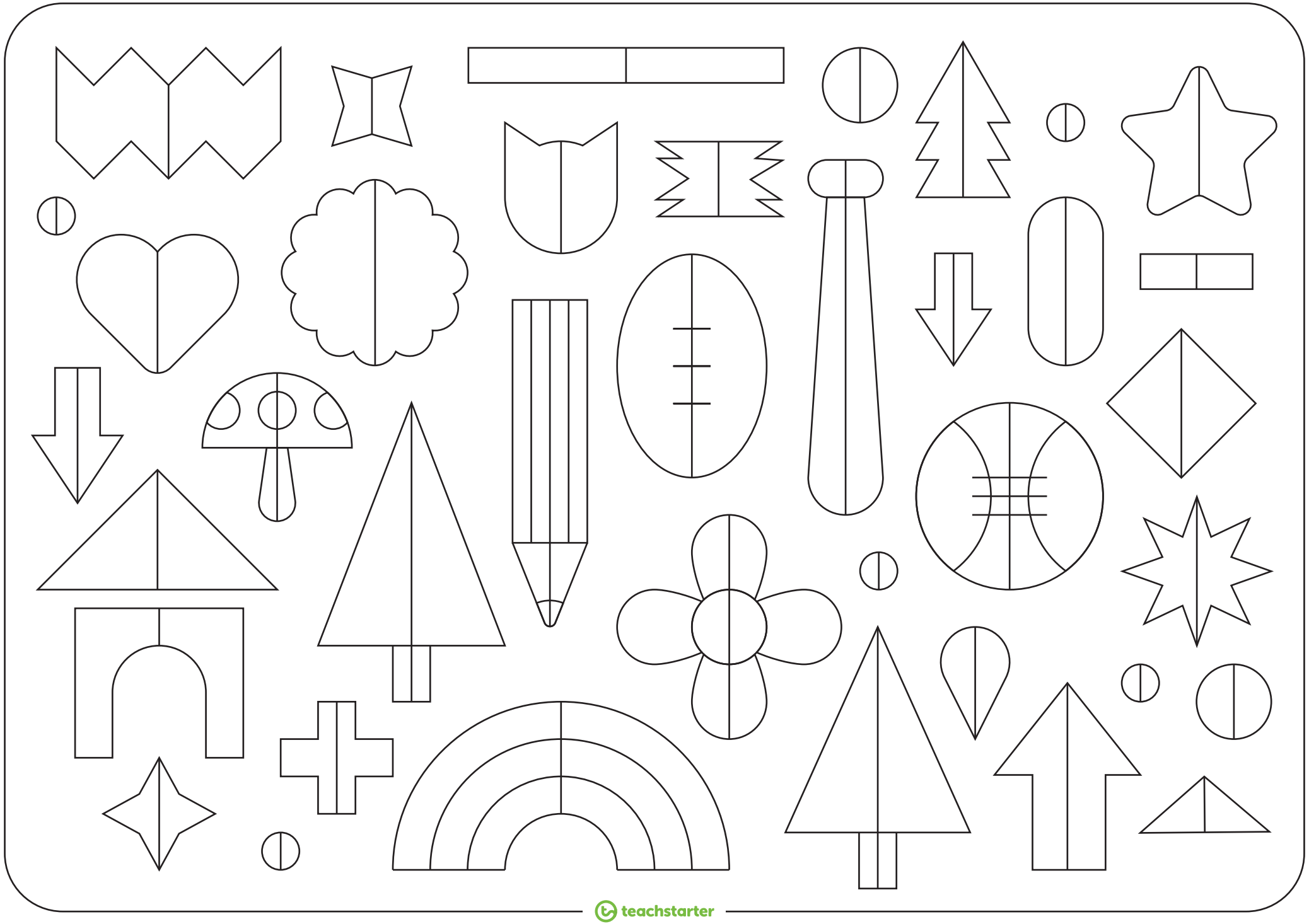


Activity Instructions

Read and follow these instructions carefully.

1. Colour half of all the tree shapes green.
2. Colour half the flower pink.
3. Colour half of the star shapes yellow.
4. Colour half the rainbow red, purple and blue.
5. Colour the whole mushroom red.
6. Colour half the heart pink.
7. Colour the whole house roof black.
8. Colour half the house green.
9. Colour half the sports balls blue.
10. Colour the whole cat grey.
11. Do not colour any of the pencil yellow.
12. Colour the whole baseball bat orange.





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.