Erina Heights Public School
Learning from Home – Stage 1

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

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	1J Zoom Link	1B Zoom Link	2T Zoom Link	23L Zoom Link
Morning	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	**PM e-collection Reading Eggs** *or* **Read Theory**	FRIDAY FUN DAY
	Spelling	**Spelling**	**Spelling**	**Spelling**	
	Literacy activities Hide and Seek - by Anthony Browne	**Literacy activities**	**Literacy activities**	**Literacy activities**	
	Recess Break				
Middle	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**	
	Manga High	**Manga High**	**Manga High**	**Manga High**	
	Lunch Break				
Optional Activities	**Fitness Activities**	**Fitness Activities**	**Fitness Activities**	**Fitness 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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	Spelling	**Spelling**	**Spelling**	**Spelling**	
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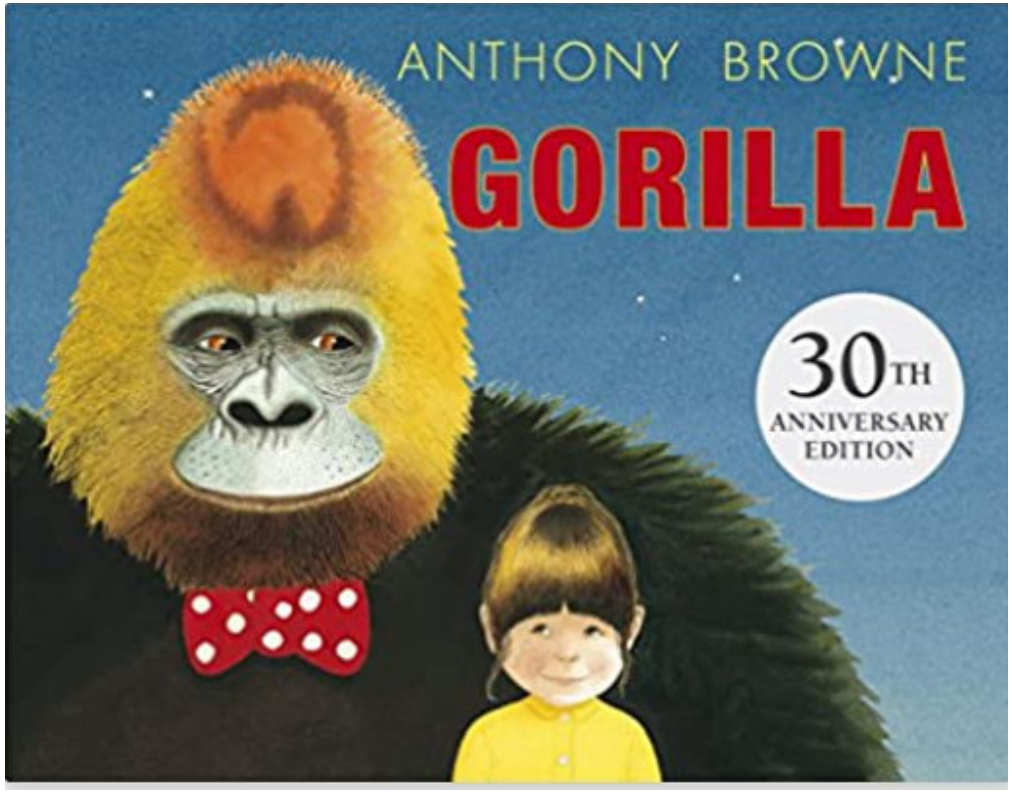
Writing - Term 4 Week 3 - Monday



Watch the read aloud https://www.youtube.com/watch?v=w_c0Bwzmlps

1.*'Her father didn't have time to take her to see one at the zoo. He didn't have time for anything'.* Why do you think Hannah's father doesn't have time for anything?

2. How would you feel if you woke up and saw a huge gorilla at the end of your bed?

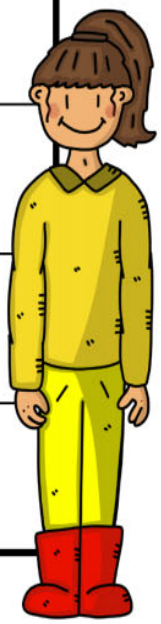
3. Did Hannah's outing with the gorilla really happen, or was it just a dream? Explain?

4. How would you describe the ending of this story?

Compare the characters of Dad and the gorilla.

What similarities do you notice? What is different when you compare them?

DAD	GORILLA



Adjective Work

An adjective is a describing word.

Think of six adjectives that describe a zoo.

In the book 'Gorilla' by Anthony Browne, we are introduced to the character of Hannah. Think of four adjectives to describe her appearance as illustrations show and think of four adjectives to describe the feelings she experiences during the story.

Write 5 sentences about Hannah. Highlight the adjectives in a bright color.

Birthdays

Birthdays are such a special time for a lot of different cultures. It is a special day that remembers and celebrates the day that you were born. It is a rather important day for moms too!

Did you notice that Hannah didn't have a large celebration for her birthday? She didn't have her friends or extended family there.

1. . Why do you think that was?

2. Can birthday parties be just you and your close family or should you always invite more people? What really makes a birthday special for you?

3. If you could organise a party for Hannah, what would you arrange? Where would it be? What kind of food? Whom would you like to invite? What presents do you think Hanna would like?

Extension Writing Task - Monday (T4 Wk 3)

Gorilla report

What does this photo make you think of? Does it make you think about gorillas? The zoo? The jungle? African animals? Or something else? Imagine this photo is included in an information report.

Research information about Gorillas and write an information report. You should read the information on the following websites to help you. https://www.activewild.com/gorilla-facts-for-kids/ https://www.coolkidfacts.com/gorilla-facts/

Make sure you include the following information

- **Different types of gorillas**
- **Appearance**
- **Habitat**
- **Diet**
- **Interesting facts**
-

Present your information however you like (In your workbook, as a poster, create a PowerPoint etc)

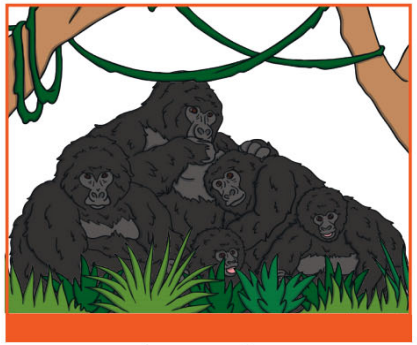
Extension Writing Task - Tuesday (T4 Wk 3) Read the passage and answer the questions

All About Gorillas

Gorillas are big apes. They come from Africa and live in forests.

Gorillas are strong mammals. They have long arms and black fur. Gorillas like to walk on their hands and feet.

A family group of gorillas is called a troop. Baby gorillas are called infants.

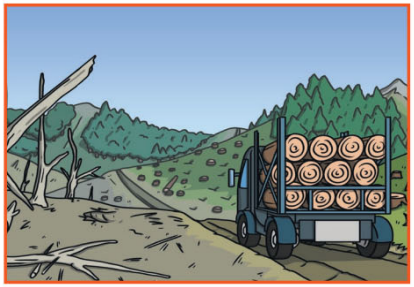


Every troop has a male gorilla as its leader. This gorilla is called a silverback.

Gorillas eat plants and fruit. They don't drink much water. There is a lot of water inside the food that gorillas eat.

Forests are being cut down. Many gorillas have lost their homes.

Many people are working hard to protect gorillas.

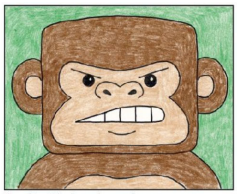


Questions

1. Where do gorillas come from? Tick one.
   - ◯ Asia
   - ◯ America
   - ◯ Africa
2. What is a group of gorillas called? Tick one.
   - ◯ a troop
   - ◯ a herd
   - ◯ a flock
3. What do gorillas eat? Tick one.
   - ◯ plants and fish
   - ◯ plants and fruit
   - ◯ meat and fish
4. What is a gorilla leader called? Tick one.
   - ◯ a silverback
   - ◯ a silverhead
   - ◯ a silverneck
5. Many people are working hard to _____ gorillas. Tick one.
   - ◯ find
   - ◯ teach
   - ◯ protect

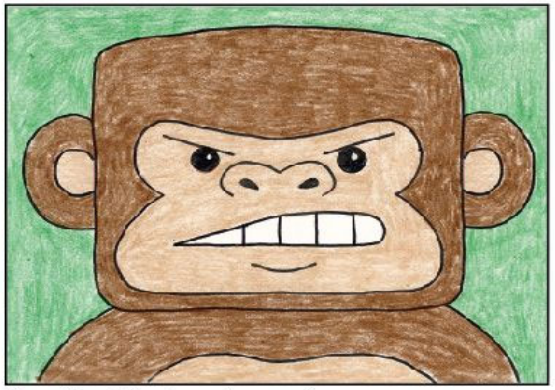
Extension Writing Task - Wednesday (T4 Wk 3)

Plan a story about this angry Gorilla. Using this planning sheet to help you.

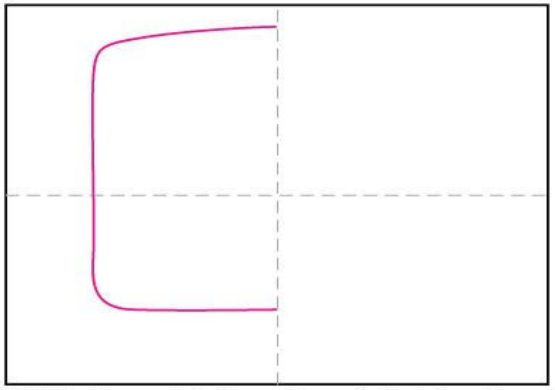


Title	Orientation	Complication	Series of Events	Resolution

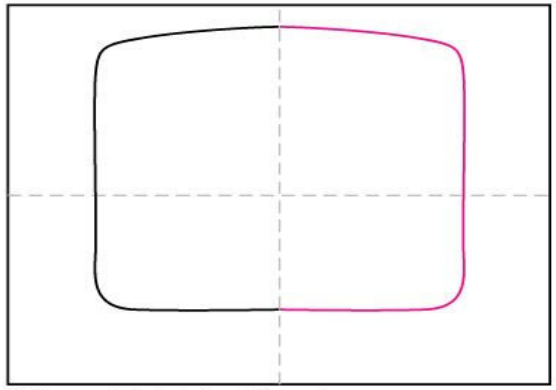
Extension Writing Task - Thursday (T4 Wk 3) - Now write your story and draw your angry gorilla to go with it



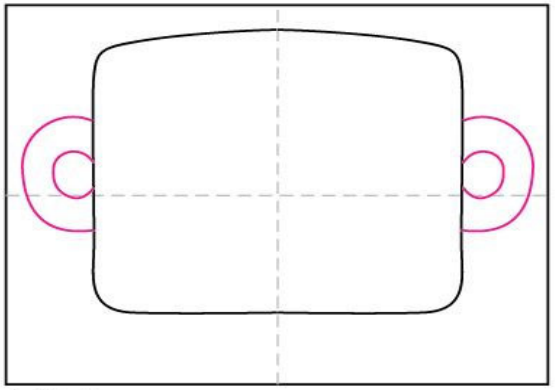
Supplies: Black marker and crayons.



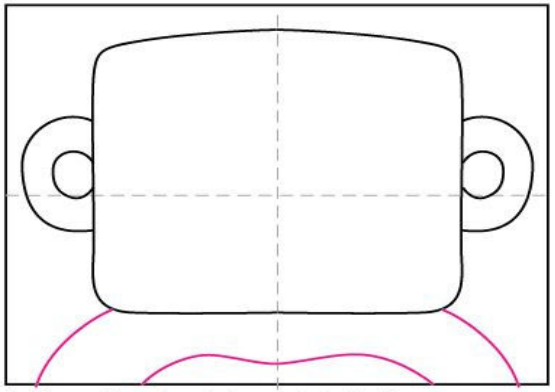
1. Make the guide lines. Draw left side of head.



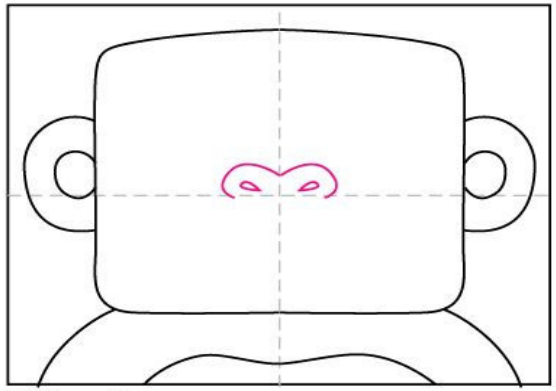
2. Draw right side of head.



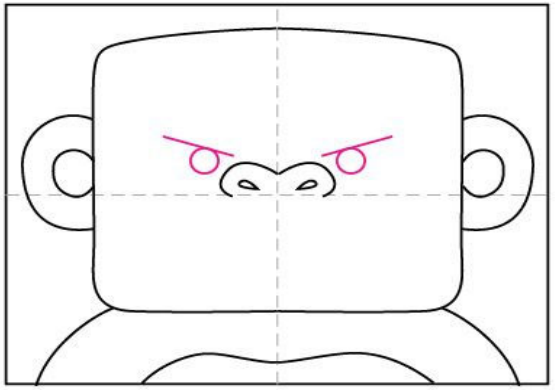
4. Add two ears.



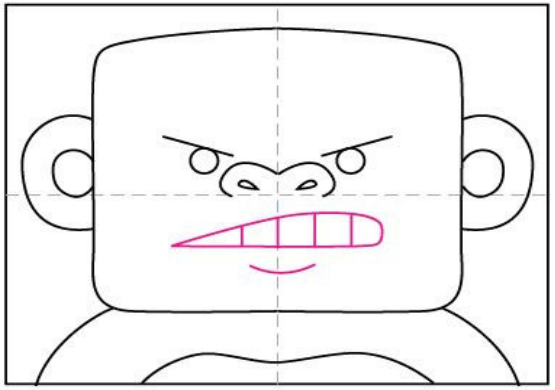
4. Draw the shoulder and belly line.



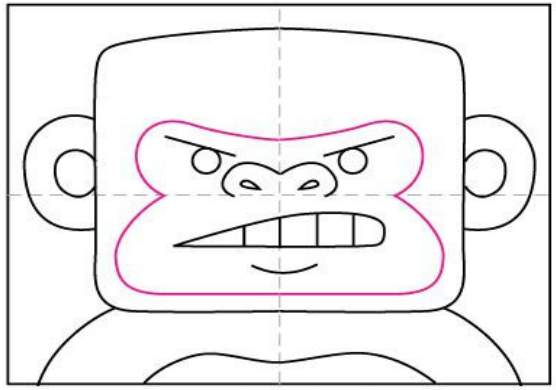
5. Draw the nose.



6. Add two eyes.



7. Draw a mouth, teeth and lip line.



8. Draw face line around eyes, nose and mouth.

Multiplication - Equal Groups

Supervisor Information

Materials you will need:

- centicubes or other small objects for counting
- 2 x dice
- **Lesson 1: Resource Sheet 1** and **2**

In this lesson the student will be learning to:

- model and use equal groups as a strategy for multiplication;
- find the total number of objects using skip counting.

Background Information

Grouping relates to distributing the same number of items into an unknown number of groups. It is preferable that students use the term 'groups of', before progressing to using 'rows of' and 'columns of'. The term 'lots of' can be confusing to students because of its everyday use and should be avoided, e.g. 'lots of fish in the sea'.

When completing the activities ensure the student recognises the importance of having equal groups, and encourage them to describe collections through communicating the number of groups and number in each group.

When finding the total number in a collection, the student should use their understanding of skip counting by 2s, 5s and 10s to help.

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

Supervisor Working with Student

Equal groups

Look at these two pictures. The first picture shows a group of penguins. The second picture shows a group of pencils. Establish that they are all different types of **groups**.

A group is a collection of items. Often things which are similar are grouped together.

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

In this lesson, we will look at how we can make groups which are equal in size.

We often count equal groups using skip counting to help us find the total number of objects in a collection.

Each bicycle below has two wheels. We will count the number of bicycles together. Point to the bicycles as you count them. **There are 1, 2, 3, 4, 5, 6 bicycles. There are six groups of two wheels.**
We can skip count by twos, six times, to find the total number of wheels. Point to the bicycles as you count by twos. **2, 4, 6, 8, 10, 12, so, six groups of two equals twelve.**

12 wheels

Each flower has five petals. We will count the number of flowers together. Point to the flowers as you count them. **There are 1, 2, 3, 4, 5 flowers. There are five groups of five petals.**
We can skip count by fives, five times, to find the total number of petals. Point to the flowers as you count by fives. **5, 10, 15, 20, 25, so, five groups of five equals twenty-five.**

25 petals

In each bowling lane, there are tens bowling pins. Point to the groups as you count them. **There are 1, 2, 3, 4 groups. There are four groups of ten pins.**
We can skip count by tens, four times, to find the total number of pins. Point to the groups as you count by tens. **10, 20, 30, 40, so, four groups of ten equals forty.**




40 pins

There are two seed pods in each group. Point to the groups as you count them. **There are 1, 2, 3, 4, 5, 6, 7, 8, 9 groups. There are nine groups of two seed pods.**
We can skip count by twos, nine times, to find the total number of seed pods.
Let us hold three in our head and count on in ones. Point to the seed pods as you count by twos. **2, 4, 6, 8, 10, 12, 14, 16, 18, so, nine groups of two seed pods equals 18.**









18 seed pods

Look at the following collections of objects.

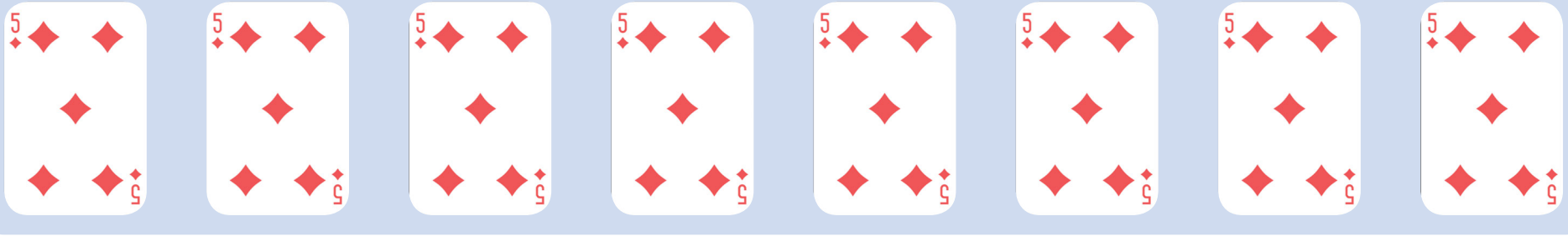
Complete the number sentences by writing the number of groups in the first box and the number of objects in each group in the second box.

Use skip counting to find the total number of objects and write this number in the third box.

How many fish altogether?

7 groups of ☐ fish equals ☐ fish in total.

How many diamonds altogether?



☐ groups of 5 diamonds equals ☐ diamonds in total.

How many pencils altogether?

☐ groups of ☐ pencils equals ☐ pencils in total.

How many leaves altogether?

☐ groups of ☐ leaves equals ☐ leaves in total.

Dice and grid game

During this activity the student will identify the 'number of groups' and the 'number in each group. When finding the totals, they can use skip counting where possible. At this stage the student will only be expected to attempt the twos and fives but encourage them to skip count in threes or fours if they can be extended.

You will need: **Lesson 1: Resource Sheet 1** and **2,** 2 dice if possible, counters or other small objects for counting

- Detach **Lesson 1: Resource Sheet 1** and **2** and cut out the dot patterns.
- Choose two different dice. Allow the student to decide which dice will be used to indicate the number of equal groups and which dice will be used to indicate the number of items in each group (dot patterns).

Step 1: The first player rolls the two dice and states the number of equal groups and the number of items in each each group. If you only have one die use the first roll as the equal groups number and the second roll for the number of items in each group.

Step 2: Once the player has stated the size and number of equal groups, they have to collect the correct number of dot pattern cards to represent the groups. For example, if the player wishes to make five groups of three, they must then select five cards showing three dots on each card.

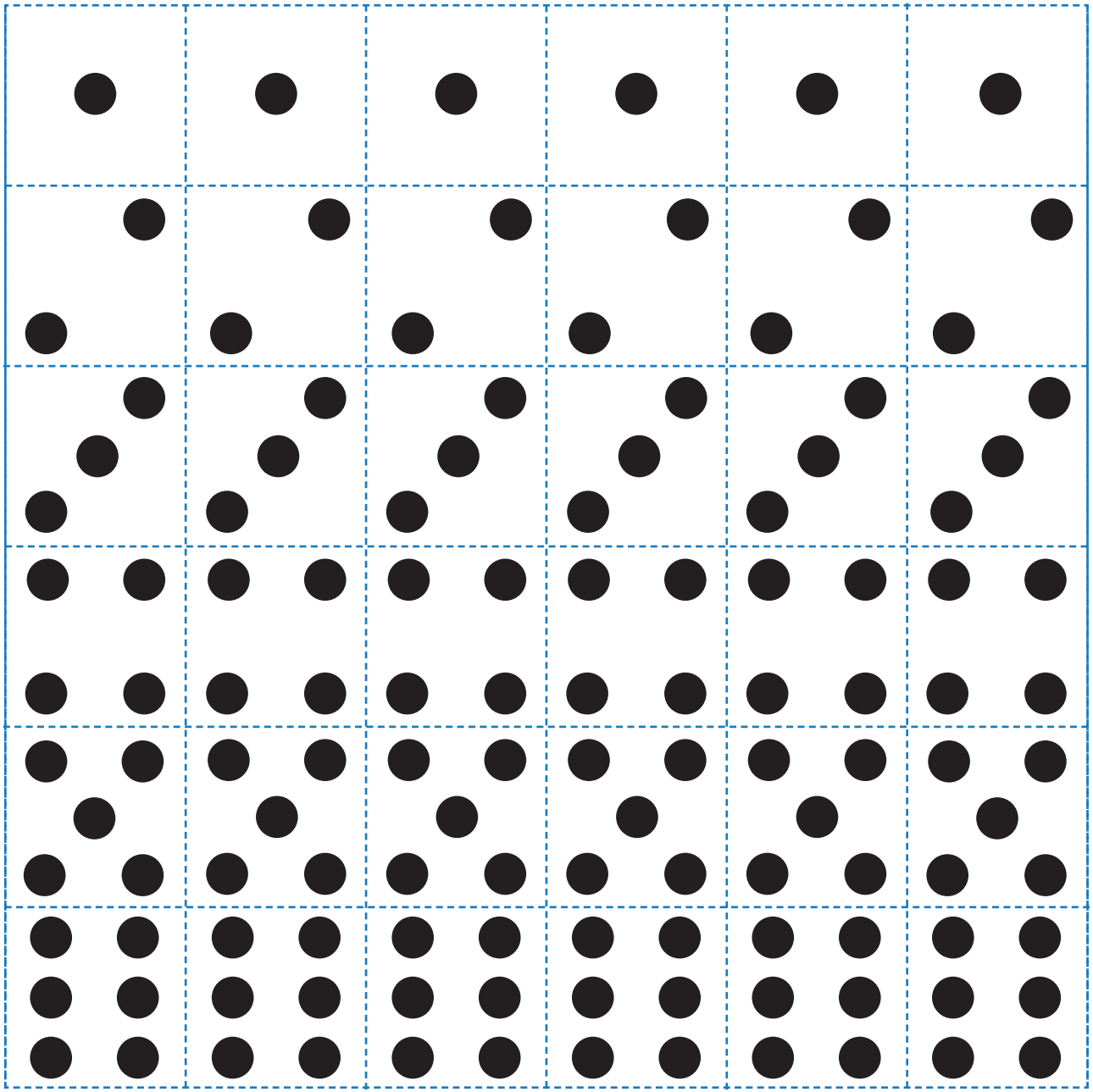
Step 3: The player then finds the total number of dots by rhythmic counting or skip counting and place a counter on the numeral 15 on **Lesson 1: Resource Sheet 1**.

The winner is the first person to have two counters in a row, horizontally, vertically or diagonally.

Lesson 1: Resource Sheet 1

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

Lesson 1: Resource Sheet 2



Division Using Sharing and Grouping

Supervisor Information

Materials you will need:

- counters or other small objects for counting
- **Lesson 2: Resource Sheet 1**

In this lesson the student will be learning to:

- model division by sharing a collection of objects equally into a given number of groups to determine how many in each group;
- model division by sharing a collection of objects into groups of a given size to determine the number of groups.

Background Information

Formal writing of number sentences for multiplication and division, including the use of symbols x and ÷, is not introduced until Stage 2.

If the student has demonstrated an understanding of how to divide a quantity into equal groups, encourage them to see how the process can be reversed by combining the groups, thus linking multiplication and division.

For example, *20 shared into groups of 4 equals 5. So, 5 groups of 4 equals 20.*

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

Supervisor Working with Student

Remember you can use any collection of small items.

Dividing in different ways

In the example below and on the next page, the student will explore how to share 20 counters (or other collection of 20) into 4 groups and how to share 20 counters into groups of 4.

Place 20 counters in front of the student.

Let's count twenty counters and move them into a separate pile.

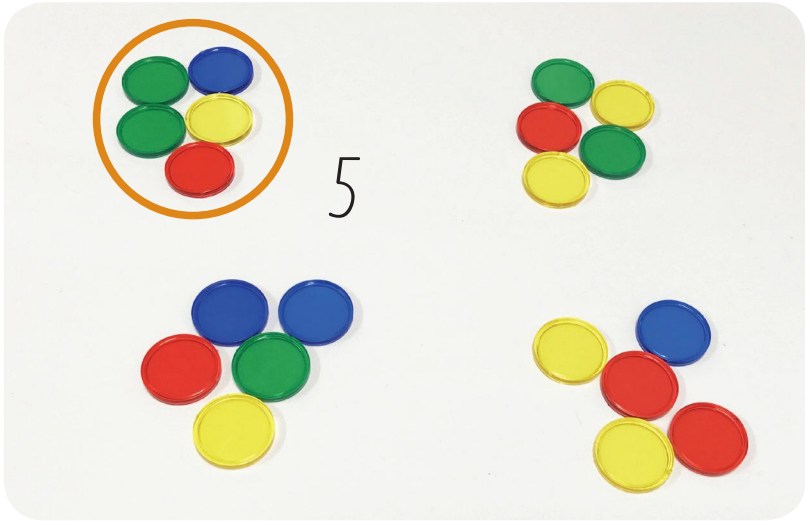
Now I will share them into four groups. Once you have finished, point and count the four groups.

Help me count how many counters there are in each group.

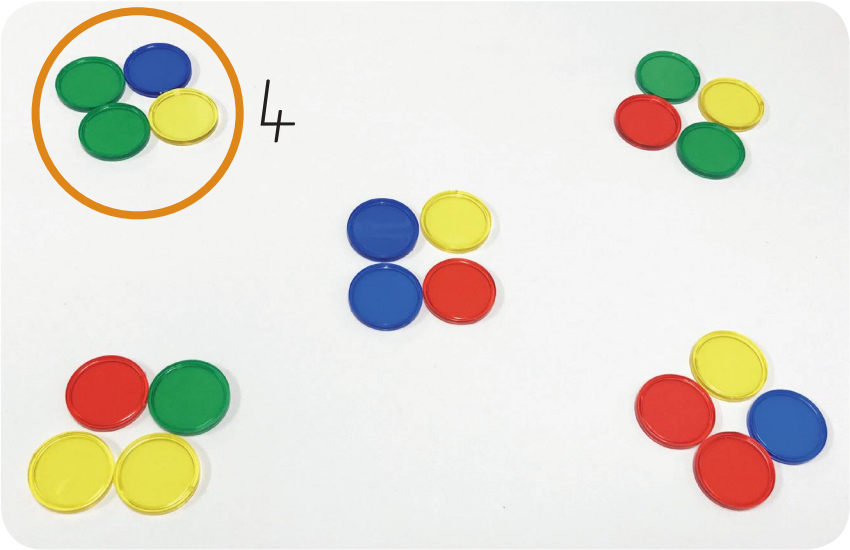
Are the groups all equal?

20 shared into 4 groups equals 5 in each group.

20 shared into 4 groups = 5



20 shared into groups of 4 = 5



This time we will share the counters in a different way. We will share them by putting them into groups of a size that we decide.

Instead of making four groups with the counters, this time I will put four counters into each group.

Count groups of four to make separate piles until all the counters have been used.

How many groups of 4 were made?

Once the student has established the answer is 5, ask:

What do you notice about the answer we got both times?

Ensure that the student is familiar with the two types of sharing. Encourage any discussion about the number relationships and order of numbers in the number / word sentences such as:
5 groups of 4 = 20 and *4 groups of 5 = 20*.

If necessary, model the activity above using different numbers. Ensure you don't use collections beyond 30.

You are now ready to complete some of your own groupings. You can use counters to help you.

20 counters shared into 2 groups = ☐ in each group

20 counters shared into groups of 2 = ☐ groups

24 counters shared into 6 groups = ☐ in each group

24 counters shared into groups of 6 = ☐ groups

Flower Vases

You will need: Lesson 2: Resource Sheet 1

In this activity the student will apply their understanding of division to a real-life context. This activity involves sharing flowers equally among the three vases to ensure that each vase has an equal share of each of the varieties of flowers.

Before the student begins, ask

How many different types of flowers can you see?

How many flowers are there altogether?

How many vases can you see?

How are you going to share the flowers so that each vase receives an equal share of each type of flower?

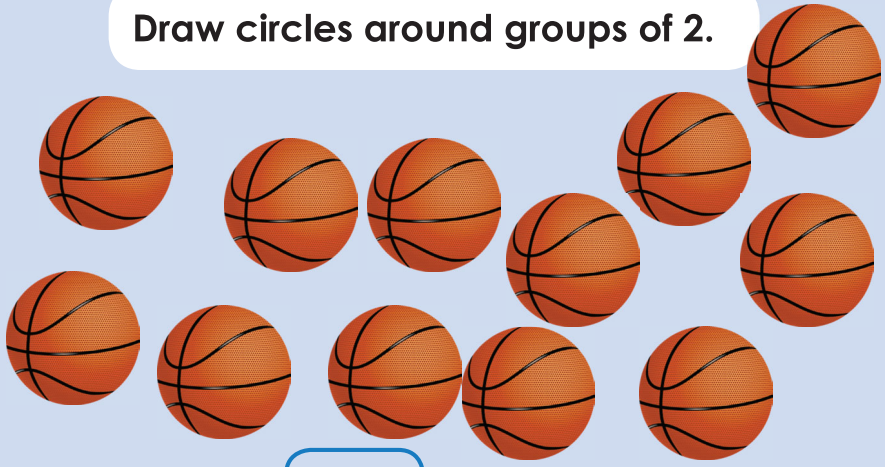
Ask the student to check their work before they glue the flowers onto the sheet.

After the student has finished, encourage them to describe the results when they shared the flowers.

Making groups

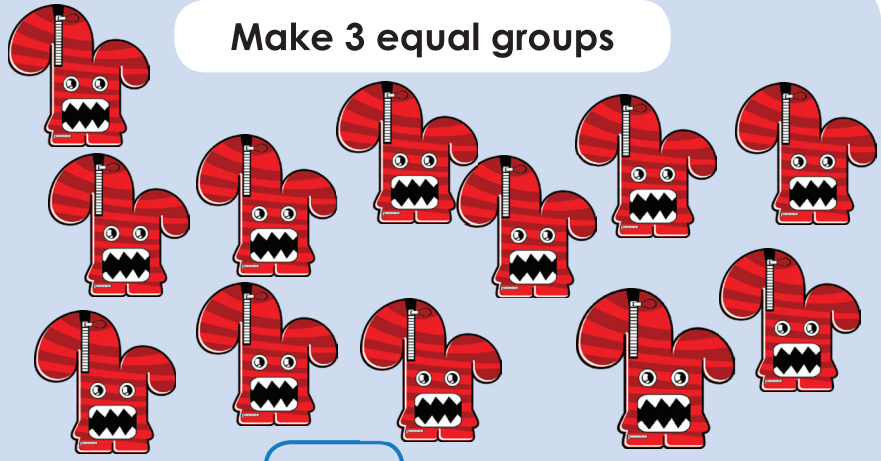
The following questions enable the student to practise sharing into groups of a given size and sharing into given number of groups. Encourage the student to use counters if required.

Draw circles around groups of 2.



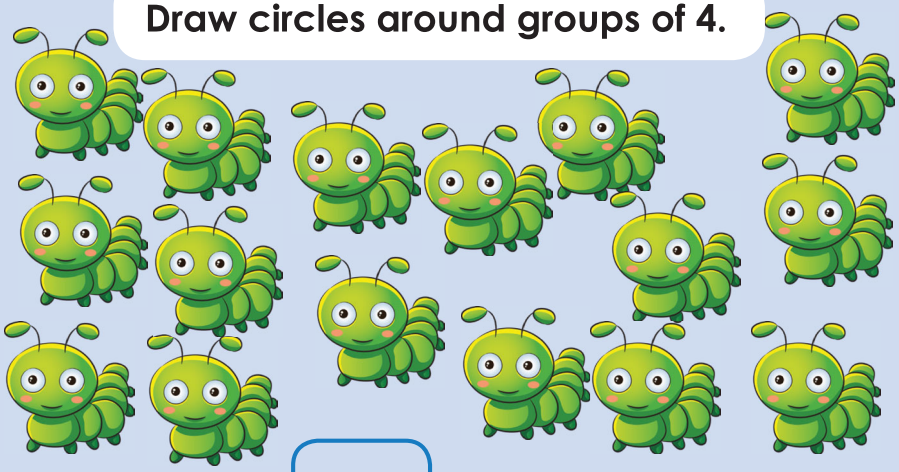
There are ☐ groups of 2.

Make 3 equal groups



There are ☐ monsters in each group.

Draw circles around groups of 4.

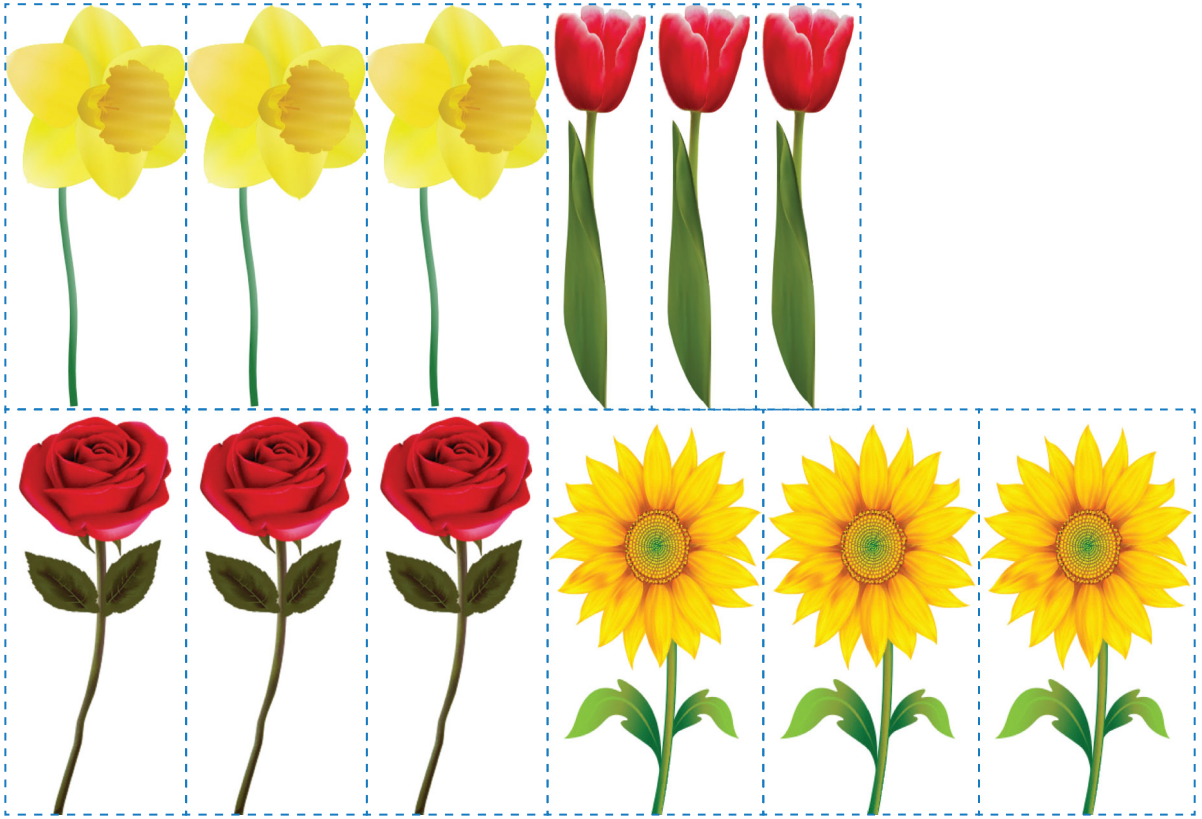


There are ☐ groups of 4.

Make 5 equal groups

There are ☐ ice creams in each group.

Lesson 2: Resource Sheet 1



Supervisor Information

Materials you will need:

- **Lesson 3: Resource Sheet 1**, **2**, **3** and **4**

In this lesson the student will be learning to:

- model and use equal groups of objects as a strategy for multiplication;
- recognise and represent division as grouping into equal sets.

Background Information

An **array** is one of several different arrangements that can be used to model multiplication involving whole numbers. An array is made by arranging a set of objects, such as counters, into columns and rows. Each column must contain the same number of objects as the other columns, and each row must contain the same number of objects as the other rows.

Assist the student to cut out Lesson 3: Resource Sheet 1, 2, 3 and 4 prior to beginning the lesson. Do not cut out the stamps on Lesson 3: Resource Sheet 4.

Supervisor Working with Student

Tropical fish

In this activity, the student will explore the concepts of multiplication and division together.

The students will practise sharing the tropical fish between four fish bowls. After the student has divided the total number into equal groups, they can reverse the process by combining the groups, thus linking multiplication and division.

You will need: **Lesson 3: Resource Sheet 1**, **2** and **3**

In this activity we will practise sharing and making equal groups.

How many different tropical fish can you see in the collection?

Let's count the total number of fish. After the student has counted successfully, ask:

How many (point to each fish in turn) **of these fish are there?**

Show the student the fish bowls on the next page.

I would like you to share the collection of fish equally between the four bowls.

Ensure the student has shared the fish equally into the four groups.

How many fish did you share into each group?

Are all groups equal?

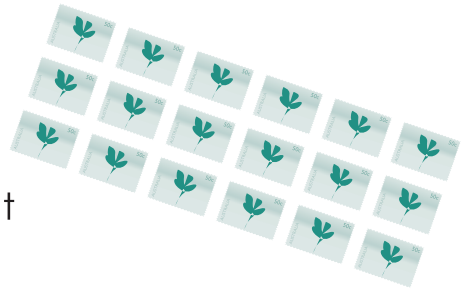
To find the total number of fish again, we would use our four groups of 5.

Practise skip counting in fives to find the total number of fish. Support the student if necessary.

So we know two facts:

- **20 shared by 4 groups is 5 in each group; and**
- **4 groups of 5 equals 20.**

Grouping stamps



This activity will encourage the student to focus on the strategies that can be used to find different ways to make equal groups which together have a total of 18. Dividing and then recombining the stamps will continue to help the student develop the link between multiplication and division.

This activity will also introduce the student to arrays which will be taught later on.

You will need: Lesson 3: Resource Sheet 4

Show the student the array. **What can you see?** Discuss what the stamps are used for. Show students a stamped envelope if possible.

What do you notice about the way that the stamps are organised. **Can you see any groups? Show me.**

Run your finger along each row and say: **This a row. These rows are like groups going across.**

Run your finger along each column and say: **This a column. These columns are like groups going up and down.**

How many rows can you see? How many columns can you see? Can you find the total number of stamps?

After the discussion, cut out the stamps and muddle them up.

I want you to sort 18 stamps into equal groups.

Once the student has finished, ask:

How many groups did you make? How many stamps are in each group?

If the student makes groups with stamps left over, remind them to make equal groups and then ask them to try again.

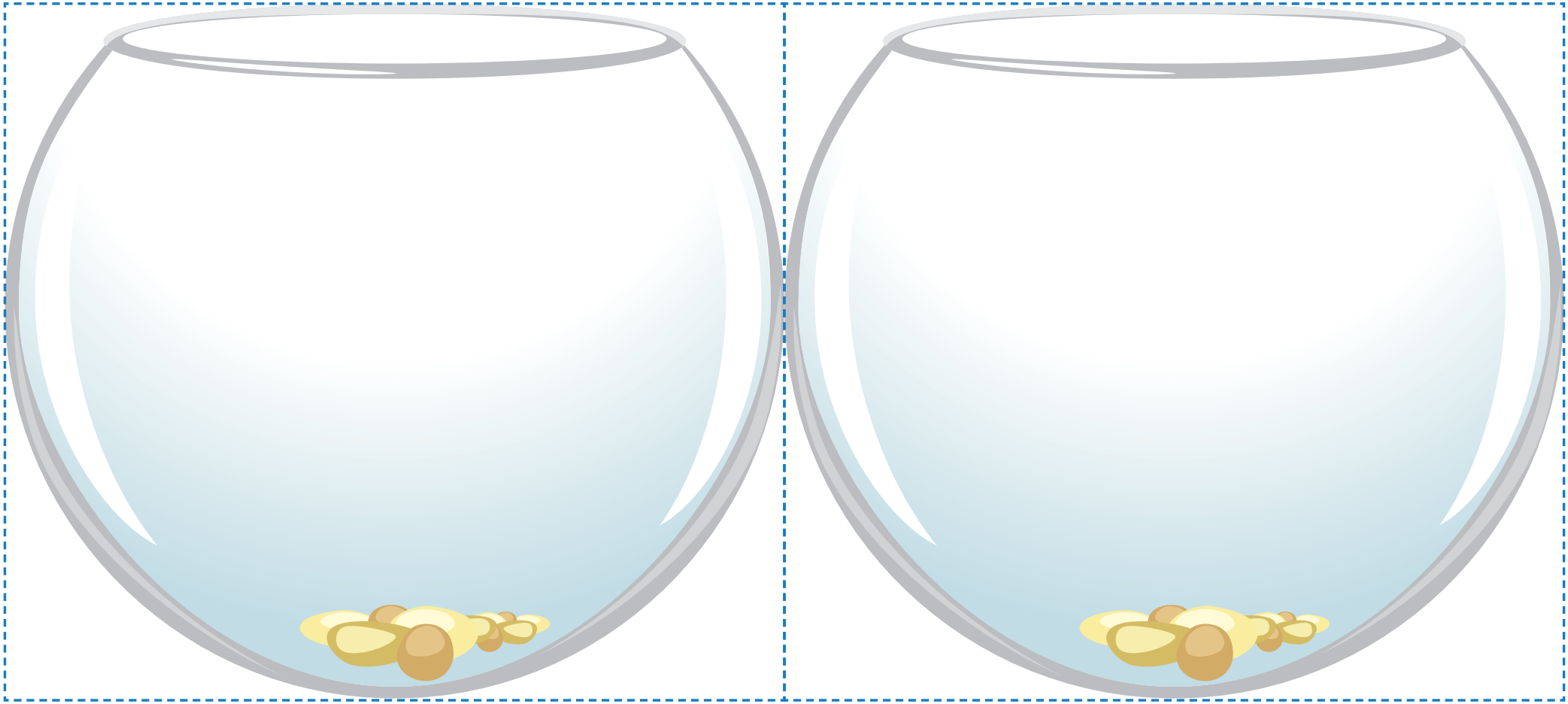
After the student has grouped them successfully use the following language, and the student's number of groups and size of groups, to emphasise the link between multiplication and division:

18 shared into groups of _____ is _____ groups and _____ groups of _____ equals 18.

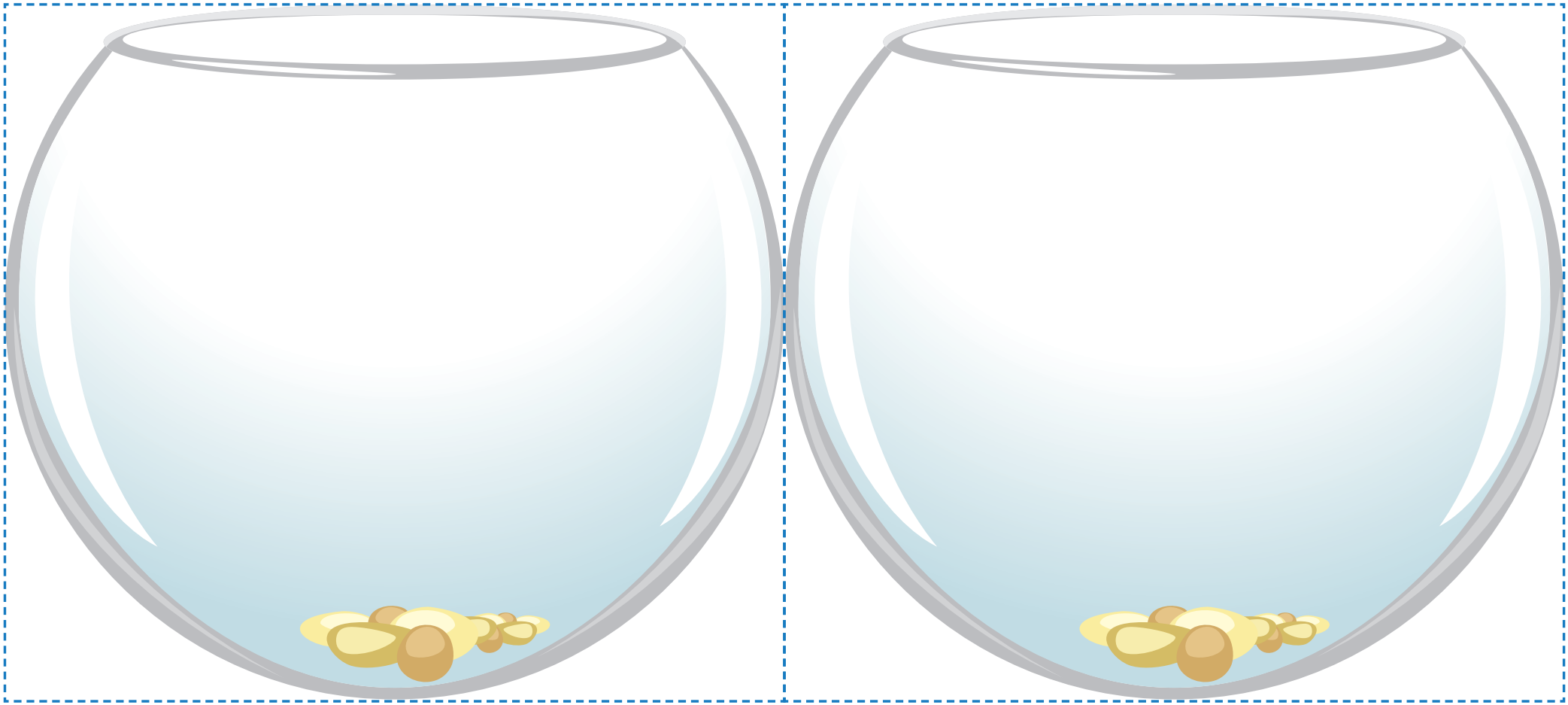
Find another way to sort 18 stamps into equal groups which make a total of 18?

Encourage the student to find as many ways as they can to group the stamps and ensure that they describe how they did it.

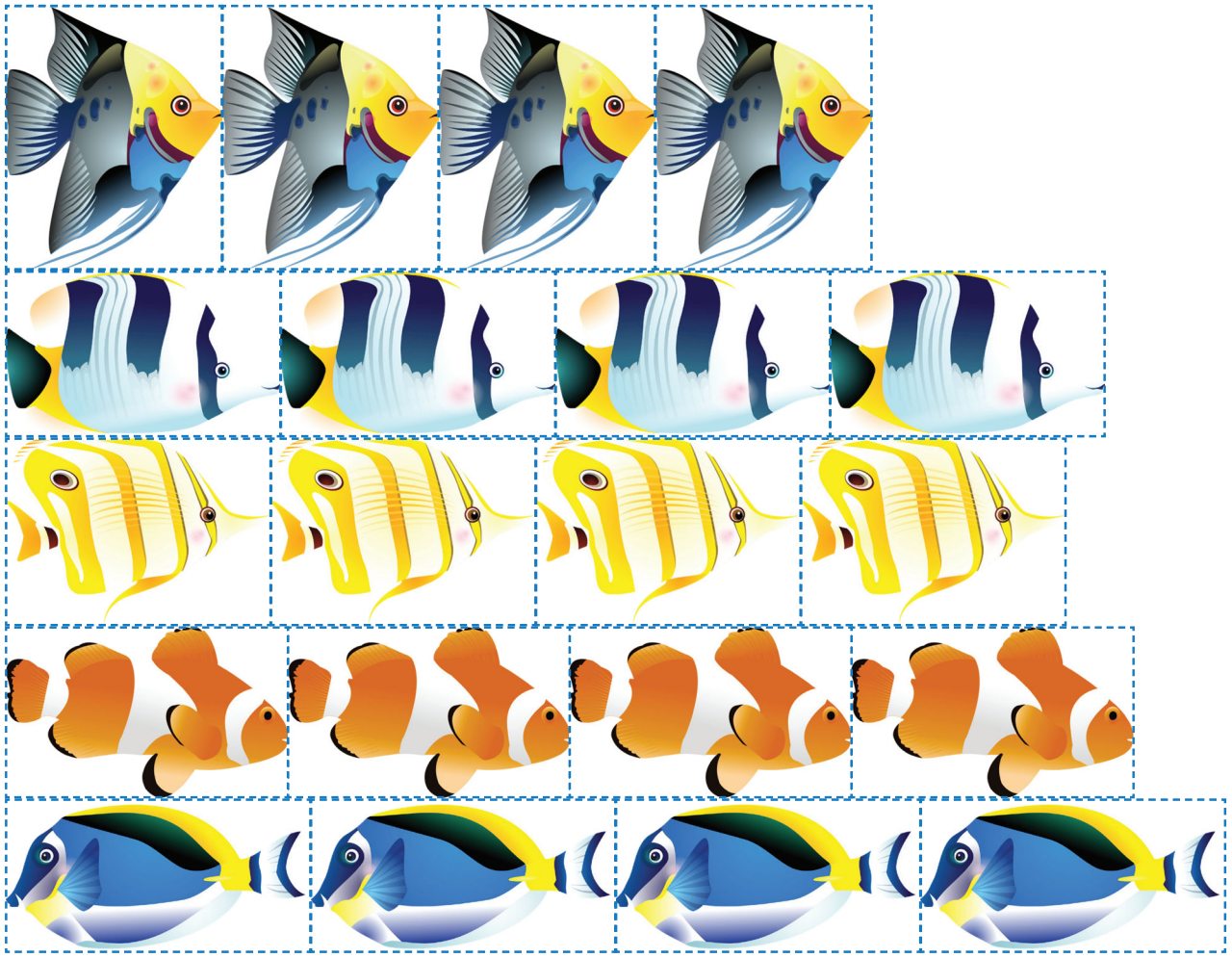
Lesson 3: Resource Sheet 1



Lesson 3: Resource Sheet 2



Lesson 3: Resource Sheet 3



Lesson 3: Resource Sheet 4

Solving Real-life Problems

Supervisor Information

Materials you will need:

- counters or other small items

In this lesson the student will be learning to:

- to apply their understanding of multiplication and division to solve real-life word problems

Background Information

In this lesson, the student will apply their understanding of multiplication and division in a real-life context.

Encourage the student to read the word problems if they are able to. You may need to model how to solve a word problem by:

- reading the questions twice;
- highlighting the key information;
- deciding how you will solve the problem - will you use drawings, counters, etc
- checking the answer makes sense.

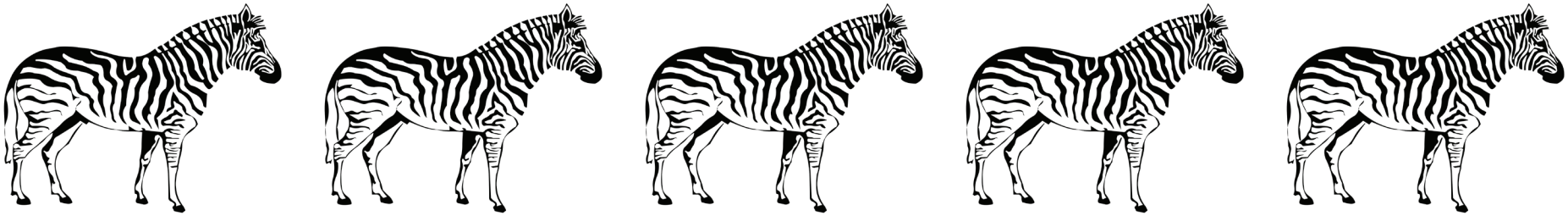
Supervisor Working with Student

Solving Problems with multiplication and division

When solving problems, we can use drawings or pictures as a strategy to help us find the answer.

Look at the question below and how it was solved using pictures. You may notice how it uses sharing and grouping to find the answer.

If there are 20 legs altogether, how many zebras are there?



When solving this problem, first we have to think about the number of legs that each zebra has.

We know that a zebra has four legs and so each time we draw a zebra, we can count forwards by 4. We would stop when we reach 20.

So, we know that 20 legs shared by groups of 4 would give us an answer of 5 zebras.

5 zebras

Problem Puzzles

Use drawings and numbers to help you solve the following problems.
Write the answers in box provided. In this activity, all the chickens have 2 legs and all the giraffes have 4.

If there are 22 legs altogether, how many chickens are there?

☐ chickens

If there are 28 legs altogether, how many giraffes are there?

☐ giraffes

Solving word problems

For the remaining activities, the student will need to apply their knowledge and understanding of grouping and sharing to help them answer word problems. Encourage the student to read the question aloud, with support if necessary. Point to the words as they are read. Once the student has read the question, read it a second time. Use the following questions to prompt the student if required.

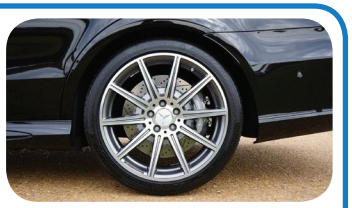
What is the question asking you to solve?

How can you go about solving this problem?

Can you think of a strategy to use to help you?

You can use drawings or counters to help you solve the problem.

There are 4 wheels on a car. How many wheels would there be on 5 cars?



Sarah picked 3 flowers every day. How many flowers did she pick in one week?

There are 45 chairs. Michelle stacked them in groups of 5. How many stacks did she make?

There are 40 monkeys in the zoo. There are 4 enclosures for the monkeys and each has the same number of monkeys. How many monkeys are in each enclosure?

Peter baked 24 cookies. He put them in bags of 2. How many bags did he need?

Skill Tester

Student Name: _____

Make sure the student works on this Skill Tester **independently**. Your assistance to read and interpret instructions may be needed. Please give feedback on page 53 if the student was unable to complete the Skill Tester independently.

1. Complete the number sentences by describing the number of groups, number of objects in each group and the total number of objects in each collection. Use skip counting to find the total.

☐ groups of ☐ cherries equals ☐ cherries in total.

Student Name: _____

2. Make the following groups using counters and then skip count to find the total number. Write the total in the box.

a. 9 groups of 2 = ☐

Tick the box if the student made the groups correctly. ☐

b. 3 groups of 10 = ☐

Tick the box if the student made the groups correctly. ☐

c. 8 groups of 5 = ☐

Tick the box if the student made the groups correctly. ☐

Student Name: _____

You will need 30 pop sticks.

3. a. Share the pop sticks between 3 groups. How many pop sticks are in each group? Write the answer in the box.

30 shared into 3 groups = ☐

Tick the box if the student shared correctly. ☐

b. Share the pop sticks between 5 groups. How many pop sticks are in each group? Write the answer in the box.

30 shared into 5 groups = ☐

Tick the box if the student shared correctly. ☐

c. Share the pop sticks in groups of 2. How many groups did you make? Write the answer in the box.

30 shared into groups of 2 = ☐

Tick the box if the student shared correctly. ☐

d. Share the pop sticks between groups of 6. How many groups did you make? Write the answer in the box.

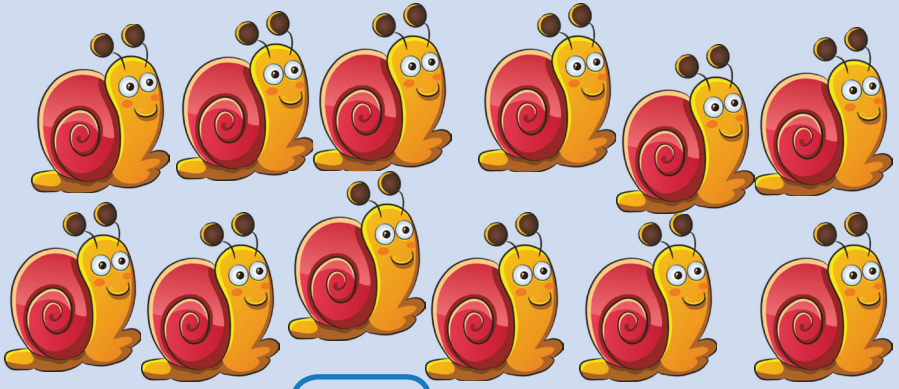
30 shared into groups of 6 = ☐

Tick the box if the student shared correctly. ☐

Student Name: _____

4. Complete the following:

Draw circles around groups of 4



There are ☐ groups of 4.

Make 3 equal groups

There are ☐ monsters in each group.

5. Complete the problem below.

If there are 24 people and each person wore a pair of shoes, how many shoes are there altogether?

☐ shoes

Student Name: _____

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

Working Mathematically

Problem 1

There are 36 students in a class. They form groups of 4 to complete an experiment. How many groups are there?

How did you solve the problem?
How can you check your answer is correct?

Problem 2

Martin swam 5 laps of a pool every day for 5 days. How many laps did he swim in total.

How did you solve the problem?
How can you check your answer is correct?

PE Activity Grid

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