



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
Morning	Staff Development Day	Literacy Activities -Spelling -Reading -Writing task	Literacy Activities -Spelling -Reading -Writing task	Literacy Activities -Spelling -Reading -Writing task	Literacy Activities -Spelling -Reading -Writing task
		Recess Break			
Middle		Math -Math Activities 'Strike it out' -MangaHigh	Math -Math Activities 'Number Busting' -MangaHigh	Math -Math Activities '101 and you're out!' -MangaHigh	Math -Math Activities 'Race to zero' -MangaHigh
		Lunch Break			
Afternoon		Physical Activity and catch up on morning activities	Physical Activity and catch up on morning activities	Physical Activity and catch up on morning activities	Physical Activity and catch up on morning activities
Optional Activities					

*Reading: Reading can take the form of reading a text from home, reading eggs or readtheory.org (for those students that have specific logins-I will contact those parents on dojo regarding this).

*If there are any questions regarding tasks, please check in with me via classdojo.

*The Math Activities have modifications that can make them easier or extended depending on how the kids are managing the task.

*The race to zero activity sheet and spinners are included in the learning from home packs.

*Students can write a daily checklist and take a photo of it being checked off and send it through to me at the end of the day.

e.g.

Activity	completed
spelling	✓
writing	✓
reading – reading eggs	✓
MangaHigh	✓
Math activity	✓

Spelling Homework Term 3 Week 1 Revision LFH (CHEAT SHEET)

Hi Parents, Here is a cheat sheet to help you assist your child(ren) with their spelling activities this week.

Group Word Lists

Kookaburras Spelling Words: All + Kookaburras (10 words)

Koalas Spelling Words: All + Kookaburras + Koalas (15 words)

Kangaroos Spelling Words: All + Kookaburras + Koalas + Kangaroos (19 words)

Activities:

Rainbow Words: Each letter of the word is in different colours. Example: rainbow

Break words into sounds: Each sound is a different colour. Example: rainbow (ai-makes the 'a' sound and ow makes the 'o' sound)

Vowels and Consonants: Vowels (a,e,i,o,u) and Consonants (all letters except a,e,i,o,u) are different colours. Example: rainbow

Unjumbled Words: Words have been jumbled. Unjumble the words to make a spelling word from the Word List. Example: nbowria-rainbow

<u>Spelling Homework Term 3 Week 1</u>			<u>Walt: To spell words with the blends 'sp' and 'st'</u>		<u>Revision LFH</u>
	<u>Word List</u>	<u>Rainbow Words</u>	Break words into sounds e.g. T uesday	Vowels & Consonants e.g. W ednesday	<u>Unjumbled Words</u>
Al l	jump				otsp
	just				onops
	father				inps
	mother				dipsre
	one				ysp
K o o k a b u r a s	spot				ktisc
	spider				illts
	spy				srat
	step				<u>otps</u>
	stick				<u>tsep</u>
K o a l a s	star				<u>noe</u>
	stop				<u>ahftre</u>
	still				<u>omrthe</u>
	spoon				<u>sutj</u>
	spin				<u>mjup</u>
K a n g a r o o s	spotted				<u>snestlts</u>
	spiderling				<u>hisppasce</u>
	spaceship				<u>gilndireps</u>
	stillness				<u>edpttso</u>

Spelling Homework Term 3 Week 1			<u>Walt: To spell words with the blends 'sp' and 'st'</u>		<u>Revision LFH</u>
<u>Word List</u>		Monday	Tuesday	Wednesday	Thursday
All	jump				
	just				
	father				
	mother				
	one				
Kok ok ab urr as	spot				
	spider				
	spy				
	step				
	stick				
Kok ala s	star				
	stop				
	still				
	spoon				
	spin				
Kok ng aro os	spotted				
	spiderling				
	spaceship				
	stillness				



Read the 'story starter' to match this picture.

Everyone has a favourite subject at school. Danny's was art. To everyone who met Danny, it was obvious why this was the case.

If you ever visit an art gallery, you may hear people say things like "Isn't this painting wonderful? Just look at how the incredible brush strokes bring the objects alive!" Now this kind of comment was entirely put to shame by Danny's skills. You see, the paintings that Danny did **ACTUALLY** come alive!

Casually standing on a box at the front of the classroom, Danny held the small, crumbly piece of chalk in his hand. Pressing it against the blackboard, he skilfully continued sketching his latest masterpiece...

Question time!

What is Danny drawing in the picture? _____

What do you think Danny's teacher and classmates think about his talent? _____

If you could draw anything, what would you draw? _____

If you drew a mountain of money, how would you spend it? _____

Sick sentences!

These sentences are 'sick' and need your help to get better. Can you help?

The boy stood on a box. He moved the chalk across the board. He drew a picture.

Hints: Join 2 of the sentences, describe the boy, describe how he moved the chalk across the board. Did the chalk make a sound? What might the rest of the students be doing or thinking while he was drawing his picture? Try not to use the word 'He' or 'The boy'



• Narrative

• Character

• Plot

• Complication



Imaginative 19

Work backwards

Imagine this photo is the end of a story.
The dog had a big adventure before this.
What happened to it? Who did it meet?
Where did it come from?

1. Give the dog a name.
2. Write about what happened to the dog before this picture was taken.



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Pre-writing and Drafting

Think about:

- the *when*, *where* and *who* of my story
- the problem that will change the situation for the character
- a final outcome that will tell how the problem will be resolved.



Revising

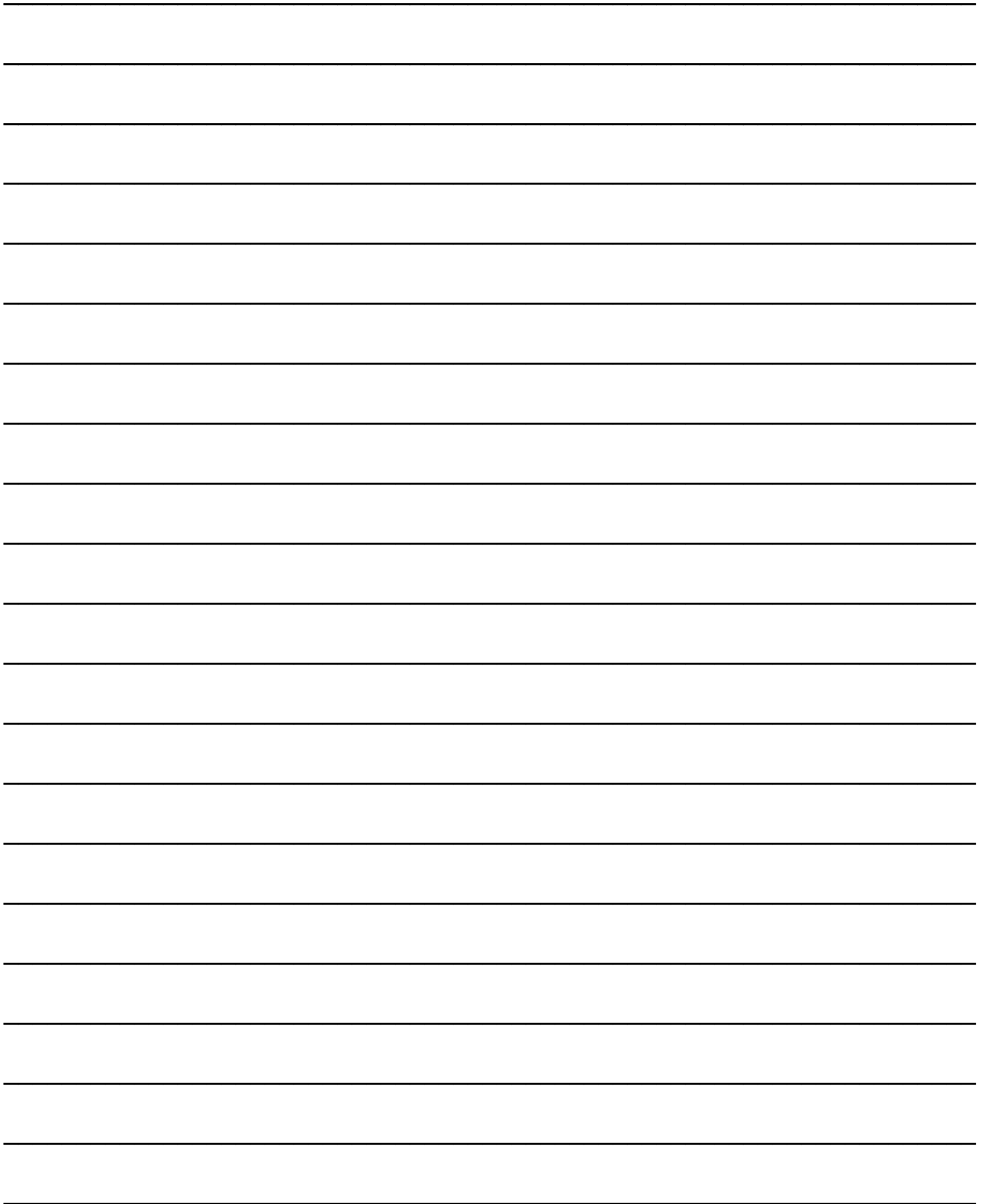
What elements of the story will keep the reader interested?

ORIENTATION

PROBLEM or COMPLICATION

EVENTS


RESOLUTION




Stage 1 Writing Task - Informative recipe

Imagine you are making a delicious fruit salad for the members of your family. Which fruits do you think will your family enjoy and will also make the best fruit salad? Fill in the table below with all the details about how you will make your fruit salad. Remember to include how you will need to cut or peel each particular fruit.



**Pre-writing and Drafting**



Who might use this recipe?

Will the ‘chef’ require help?

☐ YES

☐ NO


To order my recipe I plan to use:

☐ bullet points

☐ numbered points

☐ other

Do I need any safety warnings?

**Revising**

Are my steps clear and correct?

TITLE OF RECIPE	
EQUIPMENT NEEDED	INGREDIENTS NEEDED
METHOD (Steps in the order that tells how to make the food)	



Read the 'story starter' to match this picture.

As soon as their delivery of building materials had arrived, the team set off to work. It looked like the clouds in the distance were beginning to spit rain down on the sleeping countryside, so they knew they must work quickly. The team were confident however: this was not their first giant Lego structure...

Question time!

Who are the team members that are building the Lego structure? _____

What is it you think they are building? _____

Why do the team of builders need to work quickly? _____

How long do you think it will take them to finish? _____

Have you ever built anything before? _____

What skills must a builder possess? _____

What obstacles/challenges might the builders face? _____

Which of the builders do you think is in charge? _____

Where do you think their parents are? _____

Sick sentences!

These sentences are 'sick' and need your help to get better. Can you help?

Jake passed a brick to his brother. They were working hard. They wanted to build a house.
They wanted it to be big and nice.



The End of Technology!

Imagine all of the technology in the world suddenly broke.

How would you manage without *ANY* technology?

Make a list of all the technology you use on a daily basis?

Question time!

How important is technology to you? _____

How does technology affect your life? _____

What are the 5 most important pieces of technology, in your opinion? _____

How would life be different without technology? _____

Does technology make you happy? _____

What does happiness mean? What really makes you happy? _____

Sick sentences!

These sentences are 'sick' and need your help to get better. Can you help?

Technology is good. It's good because it's fun. But is it also bad? Some people say it's bad for you.



• Argument

• Ideas and details
• Organisation



Three wishes

Imagine you and a friend rub this lamp and a genie appears! The genie grants you and your friend three wishes. You have a wish each – and one wish to share.

- 1. Write what you think the third wish should be.
- 2. Write at least three reasons to convince your friend to agree with your wish.



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1. My third wish would be:

2. The 3 reasons I would use to convince my friend to agree with my wish would be:

☐

☐

☐



Read the 'story starter' to match this picture.

A low growl could be heard; a rumble that came from deep within the predator like a distant storm approaching.

With milky grey eyes like miniature moons, the cat began to prowl stealthily out of the tall grass...

Question time!

What is a predator? _____

What is the animal in the picture? _____

What might the animal be doing? _____

Where might you find an animal like this? _____

What do you think the animal is looking at? _____

How might a predator such as this one feel during a hunt? _____

Why do you think some species of wild cats have become endangered? _____

Sick sentences! These sentences are 'sick' and need help to get better. Can you help?

The cat waited in the grass. It had a white coat. It had big eyes. It had spots on its face. It had whiskers

The certificate goes to . . .

Think about a time when someone you know did something good. It might be something they did at school, in the playground, during a sports game or somewhere else.



1. Make a certificate to present to the person. Include the following details:

- name of the certificate
- name of the person
- retell the good thing the person did
- sign your name at the bottom.

2. Decorate the certificate.

3. Give your certificate to the person.

You could design your certificate using computer software.



Plan the details to go on certificate

☐ Name of certificate: _____

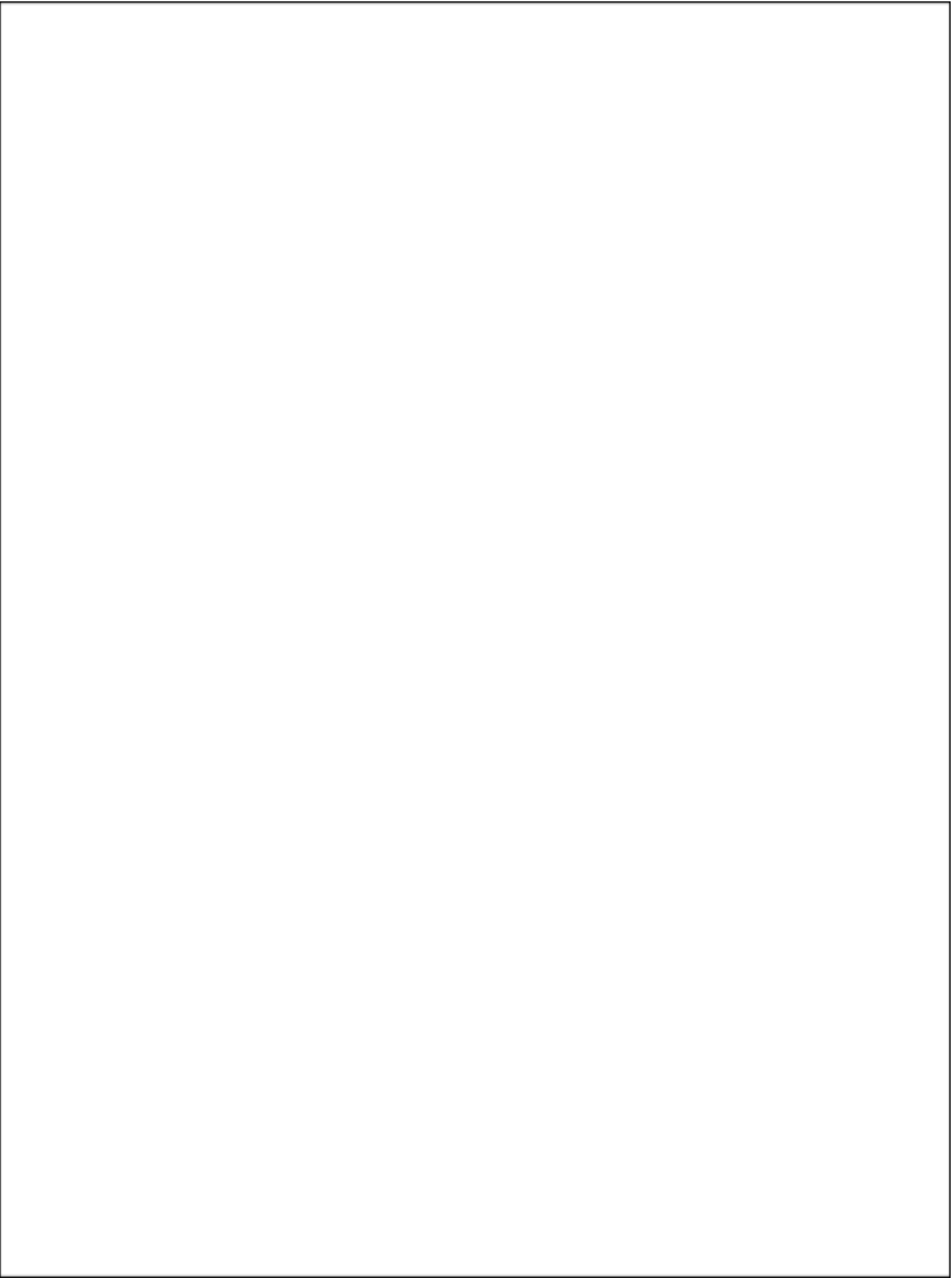
☐ Name of person you will give certificate to: _____

☐ What good thing did the person you have chosen do? _____

☐ Practice your signature _____

☐ What decorations, pictures and colours will you put on your certificate? _____

☐ Now you are ready to design and decorate your certificate on the next page.



Tuesday - Year 1 & 2 Mathematics - Strike it Out

(from NRICH Maths [Strike it Out Poster](#))

Things you need

Have these things available so your child can complete this task

Ideal	Back up
3 coloured markers or pens	Colour pencils
Plain paper	

Why is this activity important?

This is a great activity to increase skills in reasoning, working collaboratively, and applying knowledge of strategies used to add and subtract. The game can easily be played with learners having different skill levels, also allowing you to investigate winning strategies and using all the numbers along the number line. On Day 1 just play this game and then on consequent days, encourage your child to delve deeper into finding unique number combinations to help them win.

Before I start

The game requires mathematical thinking and the child should be given sufficient thinking time during each turn.

Gather the materials needed.

What my child needs to know and do

Watch the [Strike It Out video](#).

What to do next



The first player chooses a number on the line and crosses it out.

The same player then chooses a second number and crosses that out too.

Finally, he or she circles the total or difference of the two numbers and writes down the calculation.

For example, the first player's go could look like this:



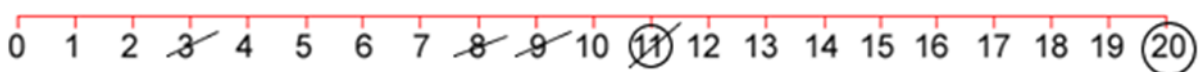
$$3 + 8 = 11$$

The second player must start by crossing off the number that player 1 has just circled.

He or she then chooses another number to cross out and then circles a third number which is the total or difference of the two crossed-off numbers.

Player 2 also writes down their calculation.

For example, once the second player has had a turn, the game could look like this:

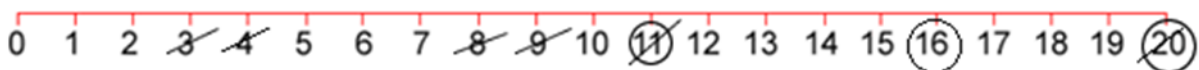


$$3 + 8 = 11$$

$$11 + 9 = 20$$

Play continues in this way with each player starting with the number that has just been circled.

For example, player one could then have a turn which left the game looking like this:



$$3 + 8 = 11$$

$$11 + 9 = 20$$

$$20 - 4 = 16$$

The winner of the game is the player who stops their opponent from being able to have a go.

Options for your child

Activity too hard?	Activity too easy?
Provide the child with counters/ blocks to work out options	Explore different number lines. Include multiplication and division.

Follow-up questions to ask your child

What could you have done differently?

Is there a strategy you can use to make it harder for your opponent?

Is there another number sentence you could make with the same numbers? How would that change the game for your opponent?

Extension/Additional activity

Play the game using multiplication and division operations.

Try playing [101 and you're out!](#)

Wednesday - Year 1 & 2

Mathematics - Number Busting

Things you need

Have these things available so your child can complete this task

Ideal	Back up
26 counters	26 pieces of pasta 26 pieces of lego 26 pencils
Piece of paper	
Pencils / textas / crayons	

Why is this activity important?

This activity provides opportunities for your child to use mental maths strategies helping to improve their understanding of numbers. Developing a good number sense is important because it encourages the child to think in flexible ways, promoting confidence when working with numbers. The game can easily be played with learners having different skill levels, by getting them to explore numbers they are familiar with, gradually moving to higher numbers. Students may be able to use addition and subtraction to explain their thinking or they may start to use all four operations.

Before you start

It is important to choose a number within the range of numbers they are confident with.

Encourage the child to represent their thinking in words (2 tens and 6 ones) rather than as a number sentence ($20+6$)

The game requires mathematical thinking and the child should be given sufficient think time between each attempt.

What your child needs to know and do

Watch the [Number busting video here](#).

What to do next

Get 26 items (for example, pasta pieces, counters or pencils).

Organise and describe your collection. If using 26 counters you might organise into 2 lots of 10 and 1 lot of 6. $10 + 10 + 6 = 26$ (Ask your child – what can you see? How many are there?)

Try to reorganise and describe your collection as many times as you can within the next 5 minutes.

Draw and record all of your ways of thinking about your collection.

Play the game again with another number.

Options for your child

Activity too hard?	Activity too easy?
Use less items – maybe 10 or 15.	Choose a higher 2-digit number between 50-100 Choose a 3-digit number Ask the child to show multiplication number sentences that make the target number.

Follow-up questions to ask your child

How many ways did you make the number?

Are there other number combinations you could use?

Why did you use this number combination?

Which one of these is the most efficient way to make the number?

Is using tens and ones the best way?

Extension/Additional activity

Play the game with many different target numbers to develop a strong sense of the relationships between numbers.

Play [101 and you're out!](#)

Thursday - Year 1 & 2 Mathematics - 101 and you're out!

(From Win Win Games by Marilyn Burns)

Things you need

Have these things available so your child can complete this task

Ideal	Back up
2 coloured markers or pens	Colour pencils
Plain paper	
Dice or numeral cards	Playing cards(A-9), Number spinner

Why is this activity important?

This activity helps improve a child's understanding of numbers, place value knowledge and the use of additive strategies. Developing a good number sense is important because it encourages the child to think in flexible ways, promoting confidence when working with numbers. The game can easily be played individually, competitively or collaboratively with learners having different skill levels, by getting them to explore numbers they are familiar with, gradually moving to higher numbers.

Before I start

The game requires mathematical thinking and the child should be given sufficient think time during each turn.

It is important to choose a number within the child's range of numbers they are confident with.

Gather the materials needed.

What my child needs to know and do

Watch the [video 101 and you're out.](#)

What to do next

Each player makes a game board by drawing a 6 x 4 table.

Tens	Ones	Number	Total

Label the first column as 'tens', the second column as 'ones', the third column as number and fourth column as total.

Each time you roll the dice, you have to decide whether the number is representing 'ones' or 'tens'. For example, if I roll a 3, I could use it as 3 ones (3) or 3 tens (which we rename as 30). If you choose to use your 3 as 3 ones, record the number in the ones column. If you choose to use your 3 as 3 tens (30), record your number in the left tens column. Each player must record the number rolled in their table.

Continue to play for six rolls.

Once you write a number, you can't change it.

The winner is the player with the sum that is closest to 100 without going over!

Draw up 4 new game boards. Using the same numbers you rolled, use the game boards to get closer to 100 than you did in your first game.

Options for your child

Activity too hard?	Activity too easy?
Provide the child with a hundreds chart to refer to during the game. Give the child concrete materials like pasta/ toothpicks, counters etc Change the target number to a smaller number. e.g 50 instead of 100.	Increase the challenge by using numbers from 1-9. Roll the dice 4 times and only use four lines on the game board. Increase the target number to 200.

Follow-up questions to ask your child

Did you get closer to 100 on your second go with the same numbers?

Why do you think that was?

What advice would you give to someone playing this game for the first time?

Extension/Additional activity

Make numbers up to 200.

The child writes number sentences to show their working out.

Watch the [Strike It Out video](#).

Friday - Year 1 and 2

Mathematics - Race to zero

Things you need

Have these things available so your child can complete this task.

Ideal

- [Race to zero video](#)
- Activity sheet 1: Race to zero game board
- Activity sheet 2: Spinners 0-9 and 20-70
- 2 counters
- 2 paper clips
- Pencil

Back up

- Read the instructions about youcubed number visuals
- Additional copies of Activity sheet 1
- 2 items to represent counters

Why is this activity important?

This game helps your child develop their confidence in using a range of strategies for subtraction. The game board (number chart) gives your child the opportunity to develop and use their understanding of place value, patterns and mathematical number relationships. It also supports your child by encouraging them to share their mathematical reasoning.

Before you start

- Make sure your child has the required resources ready.
- Check that the [Race to zero video](#) is working and the audio settings are correct for your child.

What your child needs to know and do

This game encourages your child to share what they know about numbers, patterns and subtracting strategies.

What to do next

View the video [Race to zero](#).

How to play?

- Players place their counters at the end of 119.
- The person whose birthday is closest to February 29 goes first.
- Players take turns to spin both spinners and decide which to use, subtracting the amount from their current position.
 - For example, a player rolled 60 and 4. He or she can choose to subtract 60 or 4.
- Players explain where they need to move their counter to and explain their thinking. • If their partner agrees, they move the counter to the corresponding position. • Players take turns until someone has been able to land exactly on zero.
- Players miss a turn if they cannot move or they have to move their counter back to 25.
- If a spin means they would move into negative numbers, they have to move their counter back to 25.

Options for your child

Activity too hard?

Give your child time to think about how they can use the number chart to support their thinking. They may like to use another strategy to check their thinking.

Only use the 0-9 spinner.

Activity too easy?

Players could be strategic and choose to use their turn, skip their turn or make the other player action their turn.

Your child may like to extend their game board into negative numbers.

Follow-up questions to ask your child

- How is your thinking similar or different to... ?
- So you're saying... Do I have that correct?
- Can you please say more about your thinking?
- I am going to use that strategy you used... is that how you would have thought about it?

Extension/additional activity

Another way to play:

- Use a 0-119-chart cut into a number strip as a game board
- Select a different target number.

Extending the game board.

Activity sheet 1

110 one- hundred and ten	111 one- hundred and eleven	112 one- hundred and twelve	113 one- hundred and thirteen	114 one- hundred and fourteen	115 one- hundred and fifteen	116 one- hundred and sixteen	117 one- hundred and seventeen	118 one- hundred and eighteen	119 one- hundred and nineteen
100 one- hundred	101 one- hundred and one	102 one- hundred and two	103 one- hundred and three	104 one- hundred and four	105 one- hundred and five	106 one- hundred and six	107 one- hundred and seven	108 one- hundred and eight	109 one- hundred and nine
90 ninety	91 ninety- one	92 ninety- two	93 ninety- three	94 ninety - four	95 ninety- five	96 ninety- six	97 ninety- seven	98 ninety- eight	99 ninety- nine
80 eighty	81 eighty- one	82 eighty- two	83 eighty- three	84 eighty- four	85 eighty- five	86 eighty- six	87 eighty- seven	88 eighty- eight	89 eighty- nine
70 seventy	71 seventy- one	72 seventy - two	73 seventy- three	74 seventy- four	75 seventy- five	76 seventy- six	77 seventy- seven	78 seventy- eight	79 seventy- nine
60 sixty	61 sixty-one	62 sixty-two	63 sixty- three	64 sixty- four	65 sixty-five	66 sixty-six	67 sixty- seven	68 sixty- eight	69 sixty- nine
50 fifty	51 fifty-one	52 fifty-two	53 fifty- three	54 fifty-four	55 fifty-five	56 fifty-six	57 fifty- seven	58 fifty- eight	59 fifty-nine
40 forty	41 forty- one	42 forty- two	43 forty- three	44 forty- four	45 forty-five	46 forty-six	47 forty- seven	48 forty- eight	49 forty- nine
30 thirty	31 thirty- one	32 thirty- two	33 thirty- three	34 thirty- four	35 thirty- five	36 thirty-six	37 thirty- seven	38 thirty- eight	39 thirty- nine
20 twenty	21 twenty- one	22 twenty- two	23 twenty- three	24 twenty- four	25 twenty- five	26 twenty- six	27 twenty- seven	28 twenty- eight	29 twenty- nine
10 ten	11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen
0 zero	1 one	2 two	3 three	4 four	5 five	6 six	7 seven	8 eight	9 nine

Activity sheet 2

