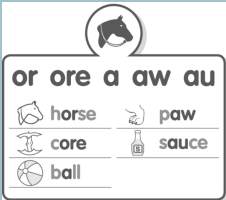










2021 EWPS Learning From Home – Stage 1 – Term 3, Week 8







All work can be done in your homework book or on paper. When you see this symbol, take a picture of your work to send it to your teacher on Seesaw!

During week ten, you will have the option of creating your own arcade games. You need to start collecting resources. <https://vimeo.com/40000072>

Session	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session 1 hour	<p>Phonics and Reading: This week we are focusing on words that have the 'or' sound. Unit 25.</p>  <p>Read Sports Day decodable text PDF sent on Seesaw</p>  <p>Complete Sports Day phonics worksheets PDF sent on Seesaw</p> 	<p>Phonics: Watch: https://bit.ly/3yz8TWi</p> <p>Scroll down for today's activity. Picture Search!</p> <p>EXTRA: Fast Phonics lessons (through Reading Eggs)</p> <p>Reading: * 20 minute Reading Eggs or Eggs Express lesson</p>  * Read two books/chapters from the PM reader app or a library book <p>OPTIONAL:-</p> <p>Listen to a story: Rainbow Fish & the Whale https://bit.ly/2VlwLsd</p>	<p>Phonics: Scroll down for today's activity. 'or' phonics sheet.</p> <p>EXTRA: Fast Phonics lessons (through Reading Eggs)</p> <p>Reading: Record a few pages of yourself reading from the PM app or a book you have at home. Click this link for instructions https://bit.ly/37BcVlp</p> <p>OPTIONAL:-</p> <p>Listen to a story: The Ugliest Dog in the World https://bit.ly/2XcEkll</p>	<p>Phonics: Log onto Soundwaves Kids and complete the interactive games for unit 25.</p> <p>Reading: * 20 minute Reading Eggs or Eggs Express lesson</p> <p>* Read a decodable text: Flyleaf free decodable readers</p> <p>OPTIONAL:-</p> <p>Listen to a story: The Day the Crayons Quit https://bit.ly/3IMwy21</p>	<p>Phonics: Scroll down for today's activity. Sentences!</p>  <p>Reading: * 20 minute Reading Eggs or Eggs Express lesson</p> <p>OPTIONAL:-</p> <p>Listen to a story: The Toymaker and the Bird https://bit.ly/2U41mjk</p>
30 min break	Recess Break – eat some fruit or a snack, have a break and get some fresh air.				

<p>Middle session 1 hour</p>	<p>Writing: Procedure Watch: An introduction to Procedure Writing. https://bit.ly/3iNgDPj Your turn: Watch "How to feed a dog" https://bit.ly/3iJbzuU</p> <p>Choose the appropriate Procedure proforma from below (Year 1 or Year 2) and write a procedure on the steps you go through to feed a dog. (from the video or if you have a dog you can write what your steps were to feed your dog)</p> <p>Remember to use verbs at the beginning of each numbered step.</p> <p>Year 1 Your proforma has space for a picture to go with each step. Write the step under the picture. It doesn't list the materials.</p> <p>Year 2 Your proforma has space for the title, materials, and the steps. You can add a labeled diagram on the back. The aim is what you are showing eg "How to feed a dog"</p>	<p>Writing: Look at the picture search photo from phonics lesson "or"</p> <p>Your turn: Write 5 sentences describing the picture. Then, edit -re-read your work. Does it make sense? If it doesn't, how can you fix it?</p> <p>Use the "Writing Checklist" below to tick off each item when you have found them in your writing.</p> 	<p>Writing: Procedure Watch: "How to make a milkshake" https://bit.ly/2Uh84mi Your turn: Choose the appropriate Procedure proforma from below (Year 1 or Year 2) and write a procedure on the steps to make a milkshake. (from the video or if you have made a milkshake, write the steps you took)</p> <p>Remember to use verbs at the beginning of each numbered step.</p>  <p>Year 1 Your proforma has space for a picture to go with each step. Write the step under the picture. It doesn't list the ingredients/utensils.</p> <p>Year 2 Your proforma has space for the title, ingredients and utensils, and the steps. You can add a labeled diagram on the back. The aim is what you are showing eg "How to make a milkshake"</p>	<p>Writing: Procedure Watch: "How to make peanut butter toast" https://bit.ly/3m6lvj4 Your turn: Choose the appropriate Procedure proforma from below (Year 1 or Year 2) and write a procedure on the steps you go through to make a piece of toast with a topping (from the video or if you have made toast, use the steps you took.)</p> <p>Remember to use verbs at the beginning of each numbered step.</p>  <p>Year 1 Your proforma has space for a picture to go with each step. Write the step under the picture. It doesn't list the ingredients/utensils.</p> <p>Year 2 Your proforma has space for the title, ingredients and utensils, and the steps. You can add a labeled diagram on the back. The aim is what you are showing eg "How to make toast"</p>	<p>Handwriting: Watch how to write the letter 'r'. https://bit.ly/2VJIKXG Complete the letter 'r' pages attached.</p> <p>OPTIONAL - Handwriting words related to the sound of the week.</p> <p>Maths: Year One and Year Two</p> <p>Watch: Number Talk video https://bit.ly/37RuFZz</p> <p>Your turn: What is a different strategy you can use to solve 23-19? Record your thinking.</p>  <p>Extra: Go online and complete 20 minutes of Maths Seeds lessons or Studyladder.</p>
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	<p>Maths: Year 1 - number patterns. Watch the video - https://bit.ly/3ITKQxY</p> <p>Your turn - Complete Monday's sheets. </p> <p>Year 2 - patterns and algebra. Watch the video - https://bit.ly/3xKwpyt</p> <p>Your turn - Choose a Monday activity sheet. </p>	<p>Maths: Year 1 - number patterns. Watch the video - https://bit.ly/3xIMd4S</p> <p>Your turn - Complete Tuesday's sheet.</p> <p>Year 2 - patterns and algebra. Watch the video - counting back for subtraction https://bit.ly/3jQhEoP</p> <p>Your turn - complete Tuesday's sheet.</p>	<p>Maths: Year 1 - number patterns. Watch the video - https://bit.ly/3salHjA</p> <p>Your turn - Choose a Wednesday sheet. </p> <p>EXTENSION: Can you create your own number patterns and write the rule?</p> <p>Year 2 - patterns and algebra. Watch the video - counting on for subtraction. https://bit.ly/3sb48Qz</p> <p>Your turn - complete Wednesday's sheet. </p>	<p>Maths: Year 1 - number patterns. Watch the video - https://bit.ly/3fYosQd</p> <p>Your turn - Practise your number patterns skills. Choose a Thursday sheet.</p> <p>Year 2 - patterns and algebra. Watch the video - https://bit.ly/3xHtLcl</p> <p>Your turn - Choose 6 word problems from Thursday's sheet. Circle the important numbers and clue words. Show your working out in your book.</p>	
60 min break	Lunch break – have some lunch, play a game, help around the house or get some fresh air.				
Afternoon session 1 hour	<p>Music: Learn the song 'Feed Your Imagination'. Listen to the Mp3 file and follow the words (scroll down/across). Try to memorise the lyrics so that you can sing 'Feed Your Imagination' without reading.</p>	<p>Science: Work through the GRAVITY Science PDF that was sent separately to complete this lesson.</p>	<p>Health/Fitness: The paralympics have started. All of these athletes have some form of disability that makes participating in sport more challenging. Practise: -bouncing a handball with one hand behind your back.</p>	<p>Creative Arts: Drama Listen to the Dreamtime Story - Tiddalick The Frog https://bit.ly/37zrHsN</p> <p><i>(some animal characters in the script and differ from the online story)</i></p>	<p>Catch up on anything you need to finish.</p> <p>ANYTIME EXTRAS and BRAIN BREAKS:</p> <p>Design a backpack! Scroll down for a template</p>

Optional extra:

STEM Design task:

Can you make faces out of egg cartons?



-shooting a basketball with only one hand.

-put on a blind fold and try and bounce a ball/ kick a ball into a goal.(Be safe)

Write a sentence or two to let your teacher know how much you appreciate our Paralympians and what they do.

Which sport is your favourite at these Paralympics?

Fitness:

One minute challenges.

- run on the spot
- star jumps
- squats
- hopping - 30 secs each leg
- sit ups
- plank
- add in your own exercises

Optional extra

<https://education.paralympic.org.au/for-students/paralympic-pen-pal/>

Read play script (if you have older brothers or sisters or a parent/carer, perhaps they could read some of the characters with you)

Cut out Tiddalick stick puppets. Sticky-tape to a stick (from outside or a pop stick)

Role play the Tiddalick story using the puppets and the two backdrops.

Relaxation Colouring - Scroll down to find Horses!

Kids Bop Hip Hop

Make Some Noise!

<https://bit.ly/3jqG3kv>

GoNoodle:

Do The Yeti!

<https://bit.ly/37nl3Wy>

Go Noodle:

Clap it Out

<https://bit.ly/3lxchNK>

PROCEDURE

Name _____

How to _____

STEPS

1

2

3

4

5

6

PROCEDURE

Aim

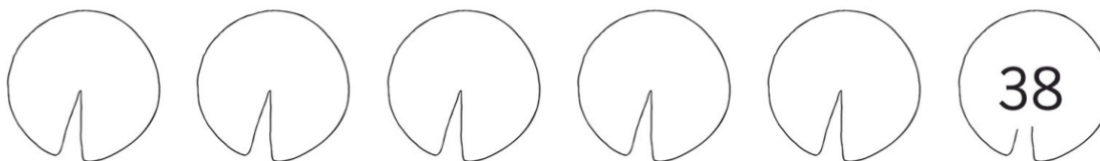
Materials/Equipment/Ingredients

Steps

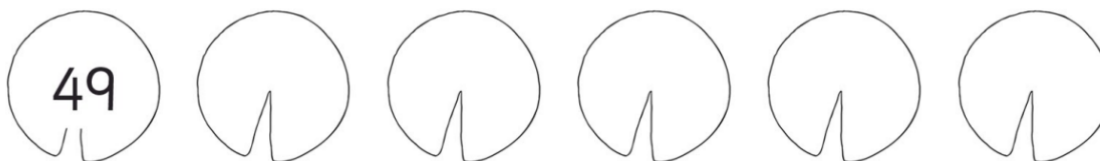
Lily Pad Numbers – Counting in 2s, 5s and 10s

Complete the sequence on the lily pads. Make sure you follow the rule!

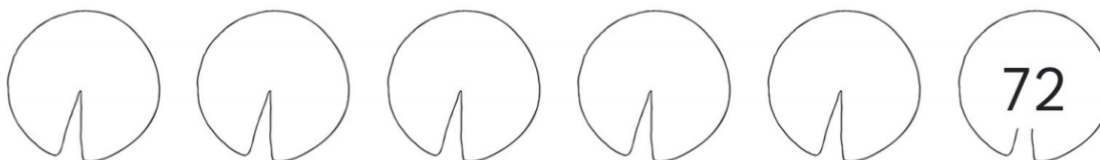
11. Take away 2 each time.



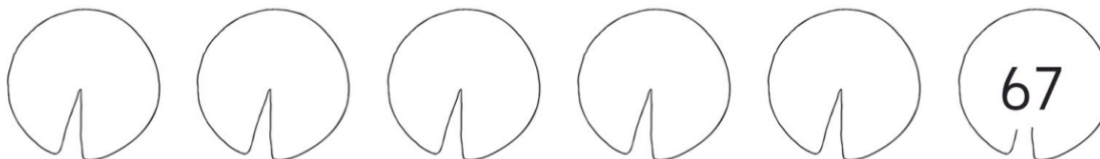
12. Add 2 each time.



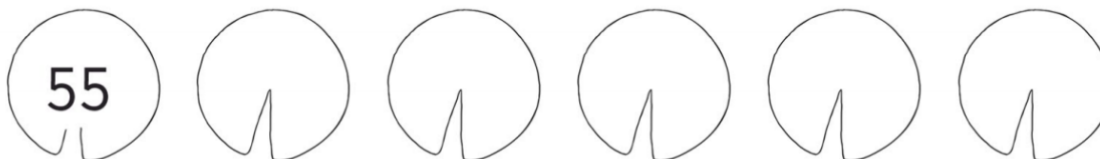
13. Take away 2 each time.



14. Take away 2 each time.



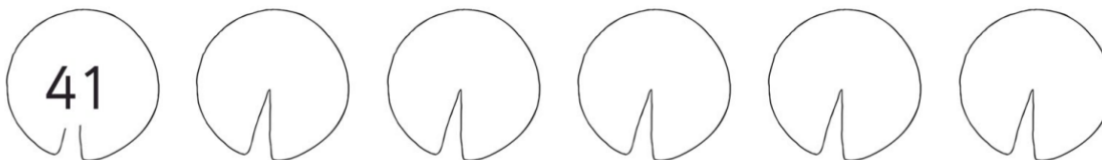
15. Add 2 each time.



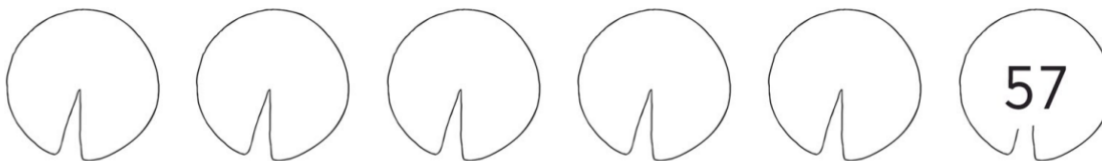
Lily Pad Numbers – Counting in 2s, 5s and 10s

Complete the sequence on the lily pads. Make sure you follow the rule!

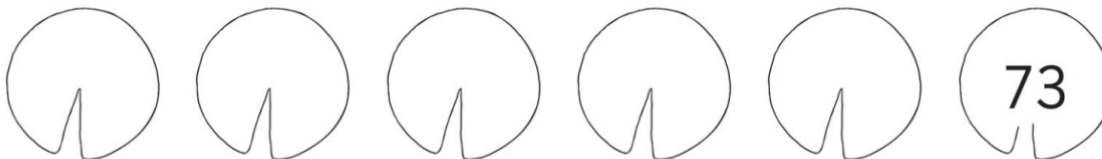
26. Add 5 each time.



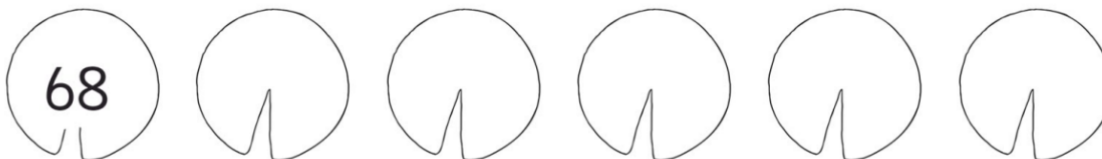
27. Take away 5 each time.



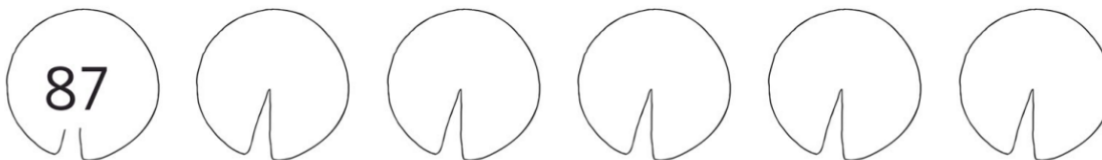
28. Take away 5 each time.



29. Add 5 each time.

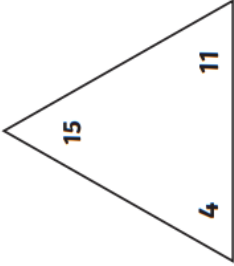


30. Add 5 each time.



Addition and Subtraction Fact Families to 20

For each set of numbers, write four different addition and subtraction facts.



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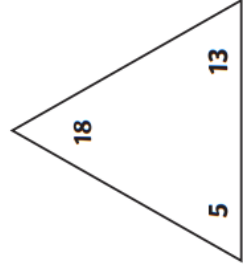
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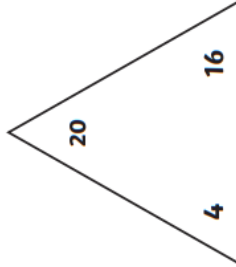
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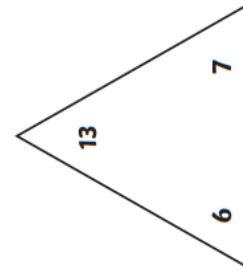
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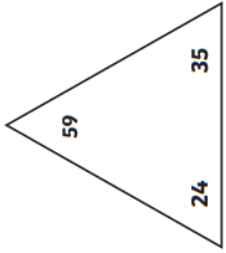
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Addition and Subtraction Fact Families to 100

For each set of numbers, write four different addition and subtraction facts.



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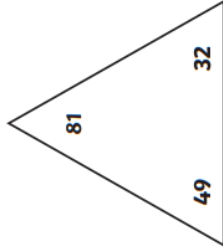
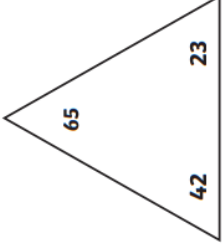
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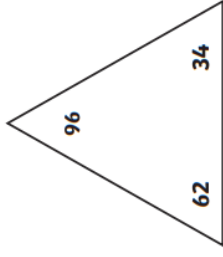
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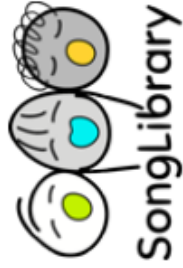
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Feed Your Imagination

Words and music by Glyn Lehmann

All resources for this song
available from songlibrary.net

Pre-chorus

My imagination is a hungry beast
Stories are the food it loves to feast on
The more I feed it, the more it grows
Where it will end nobody knows

Chorus

Feed your imagination, keep it alive
Soon it will grow to twice its size
Feed your imagination every day
And it will take you far, far away
Far away!

Verse 1

Hitch a ride with Harry on a magic broomstick
Follow Alice down a rabbit hole
Hang around with Huckleberry Finn and hobbits
Take me where the wild things are!

Interlude

Feed me!
I'm hungry, feed me, stories I love

repeat Chorus

Verse 2

J.K.Rowling, C.S.Lewis, Maurice Sendak
Lewis Carroll, Dr Seuss, Mark Twain
Stories that they grew in their imaginations
Are imagination food!

repeat Interlude

repeat Chorus

repeat Pre-Chorus

repeat Chorus

Outro

Far, far, far away
Feed your imagination every day!



TUESDAY - Descriptive Writing (see the “or” picture above)

You need to include:

Nouns (naming words. Proper nouns have a capital letter)

Verbs (doing words)

If you can, add a **Conjunction** (word that joins two sentences)

Adjectives (describes nouns)

Adverbs (adds meaning to the verbs)

Please check that you have used **capital letters** and **full stops**.

My writing checklist

- Capital letter**
- Full Stop/question mark/exclamation mark**
- Finger space**
- Conjunction (joining words)**
- Nouns (Naming words)**
- Adjective (describes a Noun)**
- Verb (doing word)**
- Adverb (add a meaning to the Verb)**
- Does it make sense? If it doesn't, fix it!**

Number Patterns

Amazing Fact

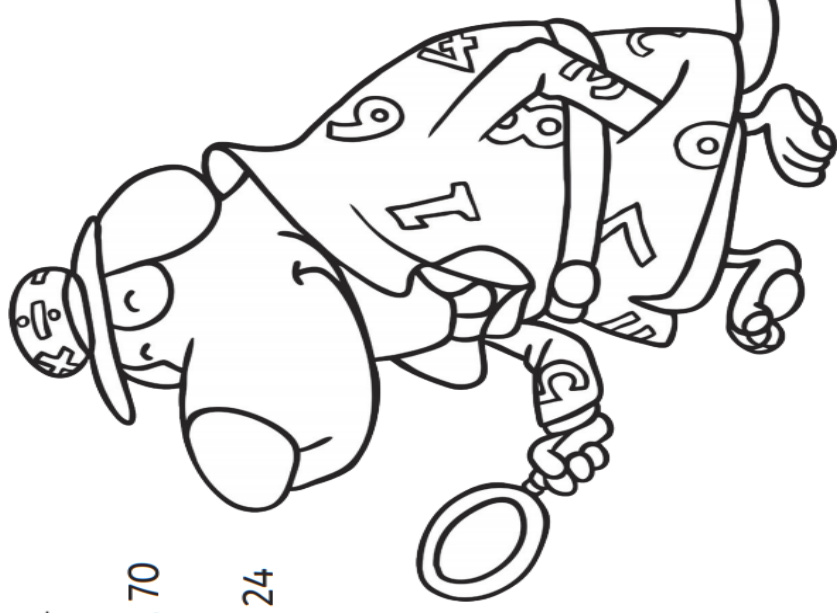
$111,111,111 \times 111,111,111 = 12,345,678,987,654,321$

Both of these numbers read the same backwards as they do forwards!

Challenge

Work out the missing numbers in these patterns.

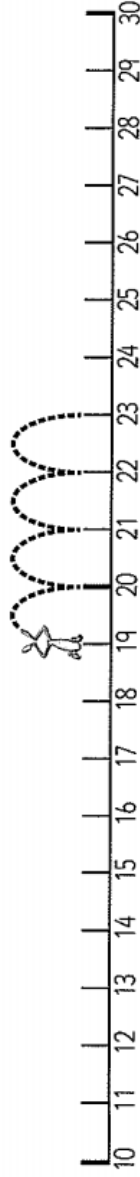
- 19, 18, _____, 16, 15, _____, _____
- 2, 4, _____, _____, 10, 12, _____
- 10, _____, 30, _____, 50, _____, 70
- _____, 29, 28, _____, 26, _____, 24
- 88, 89, _____, _____, _____, _____, 93
- 15, _____, 25, 30, _____, _____, _____



Subtraction - counting on and counting back

Counting back is a handy strategy to use when we only have to subtract a small number. Number lines can help us do this.

Look at $23 - 4 = \square$?



We start at 23. We jump back 4 spaces to 19.

$$23 - 4 = 19$$

- 1 Use the number line above and count back to solve these subtraction problems.

a $17 - 4 = \square$

b $18 - 2 = \square$

c $19 - 5 = \square$

d $25 - 2 = \square$

e $30 - 4 = \square$

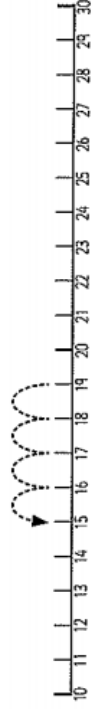
f $21 - 2 = \square$

- 2 Look at these number lines. What subtraction fact does each show?

a $\square - \square = \square$



b $\square - \square = \square$



- 3 Would you use the counting back strategy to solve this problem? Why or why not? $25 - 22 = \square$

Name: _____

Date: _____

or



Complete the 'or' words, and then draw a line connecting the word with the correct picture.

Draw a fork and the food you could eat with it.



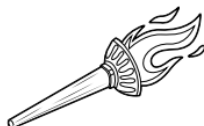
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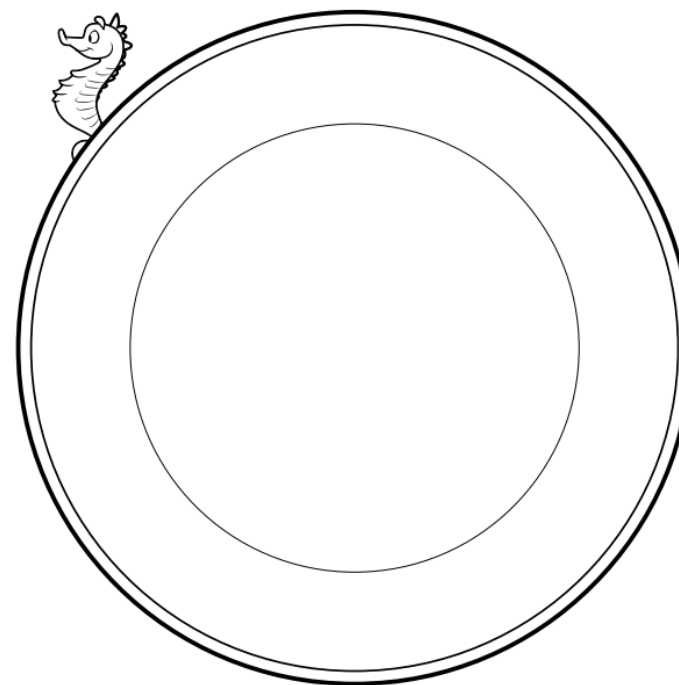
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5



PROCEDURE

Name _____

How to _____

STEPS

1

2

3

4

5

6

PROCEDURE

Aim

Materials/Equipment/Ingredients

Steps

Patterns and rules – growing number patterns

Number patterns can also grow. The rule for this pattern is + 1.



1 What is the rule?



The rule is + ____



The rule is + ____



The rule is + ____

2 The rule is +2. Write the numbers in the stars.



Identify number patterns

Grade 1 Number Patterns Worksheet

Fill in the blanks to describe the number pattern.

1.

2

4

6

8

10

12

14

16

Count **up** by **2**'s from **2** to **16**.

2.

5

10

15

20

25

30

35

40

Count _____ by _____'s from _____ to _____.

3.

44

40

36

32

28

24

20

16

Count _____ by _____'s from _____ to _____.

4.

100

90

80

70

60

50

40

30

Count _____ by _____'s from _____ to _____.

5.

9

12

15

18

21

24

27

30

Count _____ by _____'s from _____ to _____.

6.

48

46

44

42

40

38

36

34

Count _____ by _____'s from _____ to _____.

Subtraction – counting on and counting back

We know that addition and subtraction do up and undo each other. This means we can use the addition strategy of **counting on** to solve subtraction problems.

We use counting on when the difference between the numbers is small.

$$24 - 19 = \boxed{?}$$

We count on from the smaller number of **19** until we get to **24**.



We counted 5 more numbers.

$$24 - 19 = 5$$

- 1 Solve these problems. Circle the smaller number. Count on until you get to the bigger number. How many numbers did you count?

a $28 - 23 = \boxed{}$

b $19 - 14 = \boxed{}$

c $23 - 20 = \boxed{}$

d $30 - 26 = \boxed{}$

e $18 - 14 = \boxed{}$

f $31 - 28 = \boxed{}$

- 2 Use counting on to solve these problems. Write the number facts.

a Jackson saved \$27. He spent \$22 during a trip to the mall. How much money does he have left?

$$\boxed{} - \boxed{} = \boxed{}$$

b Lara caught 28 fish. She put 26 back. How many did she keep?

$$\boxed{} - \boxed{} = \boxed{}$$

PROCEDURE

Name _____

How to _____

STEPS

1

2

3

4

5

6

PROCEDURE

Aim

Materials/Equipment/Ingredients

Steps

UNIT 4: TOPIC 2
Number patterns

Counting by 2



Each number has its own counting pattern.

Guided practice

1

a Circle the numbers in the 2s counting pattern.

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

b Which 5 digits repeat?

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c Count on by 2s.

32	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Independent practice

1 a Circle the numbers in the 5s counting pattern.

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	37	38	39	40
41	42	43	44	45	46	47	48	49	50

- b Which 2 digits repeat?
- c Count on by 5s.

2 a Circle the numbers in the 10s counting pattern.

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	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- b Which digit repeats?
- c Are the numbers odd or even?

3

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	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

a Circle all the numbers that have the digit 4 in them.

b How many?

c Colour the numbers with the digit 9.

d How many?

4

Fill in the gaps.

a

35	40	45			65		80
----	----	----	--	--	----	--	----

Counting by?

2	5	10
---	---	----

b

40	50		70		100
----	----	--	----	--	-----

Counting by?

2	5	10
---	---	----

c

20	22	24		28		36
----	----	----	--	----	--	----

Counting by?

2	5	10
---	---	----

How do the counting patterns help you to know what number comes next?



THURSDAY - Maths - Year 2

Josh had 6 toy trucks and was given 6 more for his birthday. How many toy trucks does he have now?



Wendy had 16 coloured pencils in her pencil case. She gave 4 away to her friends. How many coloured pencils does she have left?



You received a bunch of balloons for your birthday. There were 14 balloons but then 3 popped. How many balloons do you have left?



Millie was growing corn in her garden. She picked 23 cobs of corn, but 13 were rotten and had to be thrown away. How many cobs of corn did she have to eat?



On one side of the street there are 14 houses and on the other side there are 8 houses. How many houses are in the street?



Dave bought a pair of shoes for \$35. How much change will he receive from \$40?



Debbie was baking cupcakes for the fete. On Saturday she baked 10 cupcakes, on Sunday she baked 5 cupcakes and on Monday she baked 2 cupcakes. How many cupcakes did she bake altogether?



Lee has read 12 pages of her book. She still has 8 pages left to read. How many pages were in the book altogether?



Michael saw 3 red cards, 2 blue cards and 8 white cards. How many cards did he see altogether?



Tiddalick the Frog

A play for six members..A person to play the role of Narrator, Tiddalick, Wombat, Echidna, Eel and Kookaburra.

Speaker Dialogue

Narrator: Long, long ago in the Dreamtime in Australia, there lived a greedy frog called Tiddalick. He had been asleep for many days and nights until one day, he finally woke up.

Tiddalick: I'm thirsty! I'm simply desperate for a drink!

Narrator: So he searched for some water. He sat beside a cool billabong filled with fresh water and drank. As he did so, Tiddalick swelled larger and larger.

Tiddalick: But I'm still so thirsty! I had better find some more water to drink.

Narrator: So he searched for more water. He drank all the water he could find, from the rivers, the creeks, the lakes, the lagoons and the billabongs. When he finished, all the land was dry. Tiddalick had grown enormous from all the water inside his stomach.

Tiddalick: 'yawns' I'm tired now and very full. I had better get some sleep.

Narrator: Darkness fell and Tiddalick finally fell asleep. The next morning, the strong, hot sun shone down on the dry land. All of the animals woke up feeling very thirsty.

Kookaburra: I'm so thirsty! It's so hot this morning!



Tiddalick the Frog

Echidna: Me too. Let's go find something to drink.

Narrator: The animals searched far and wide for water. It soon became very clear that there wasn't any left. Anywhere! The lakes had dried up and the rivers were empty. The animals gathered together. They knew it was the greedy frog, Tiddalick, who had drunk all the water. They were very angry at him.

Wombat: I think we need to come up with a plan to get the water back. I know... why don't we try to make Tiddalick laugh? When his mouth opens wide, all of the water might come rushing out.

Narrator: So the animals tried many different things to make him laugh. They all tried making silly faces but that didn't work.

Echidna: Hey Tiddalick, watch me roll down this hill...Yeeeeeeew!

Narrator: But Tiddalick, didn't laugh.

Kookaburra: Hey Tiddalick, watch me fall out of this tree... Arghhhh!

Narrator: But that didn't work.

Wombat: Hey Tiddalick, watch me dance some of my funniest dance moves... Groovy!

Narrator: But Tiddalick still didn't laugh. Until along came eel...

Eel: Hey Tiddalick, watch me dance...lalalalala... (eel dances himself into a knot)

Narrator: Eel danced so much he accidentally tied himself into a knot! No matter how much he jiggled, he couldn't undo himself



Tiddalick the Frog

Eel: Help help! I'm stuck! Help me!

Narrator: But Tiddalick only smiled. A few drops of water fell from the side of his mouth.

Tiddalick: Dribble Dribble...

Narrator: He smiled a little more and a few more drops spilled out.

Tiddalick: Dribble Dribble...

Narrator: Suddenly, Tiddalick was laughing. He roared and bellowed and hooted with laughter.

Tiddalick: HA HA HA HOO HOO HOO!

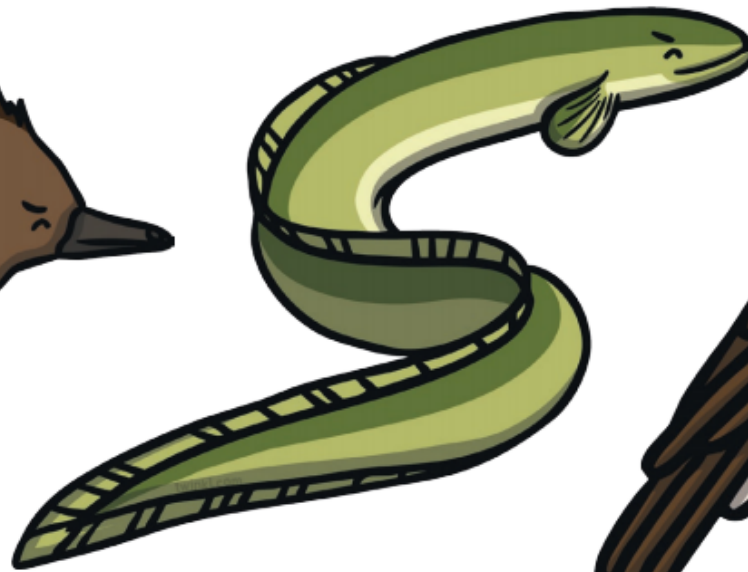
Narrator: As Tiddalick laughed, the lakes, rivers, streams and water holes all began to fill back up with the water streaming and pouring from his mouth. The animals finally had water to drink.

All: Hooray!

Eel: That will teach you to be greedy, Tiddalick!

Narrator: From that day on, Tiddalick only drank what he needed. There are still frogs in Australia who can fill themselves up with water and save it for a dry day, but they are only small ones. Never again will a giant frog be able to drink up all the water in the land.

The End



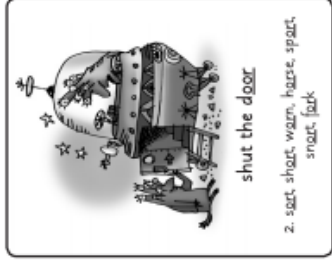
THURSDAY - Drama - Tiddalick Backdrop 1



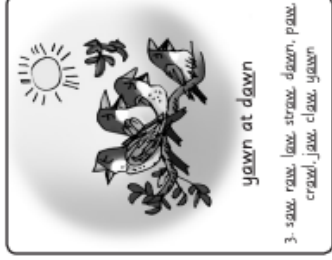
THURSDAY - Drama - Tiddalick Backdrop 2 (Dry Land)



FRIDAY - Phonics - read the words below and use 5 words in descriptive sentences.



or



aw

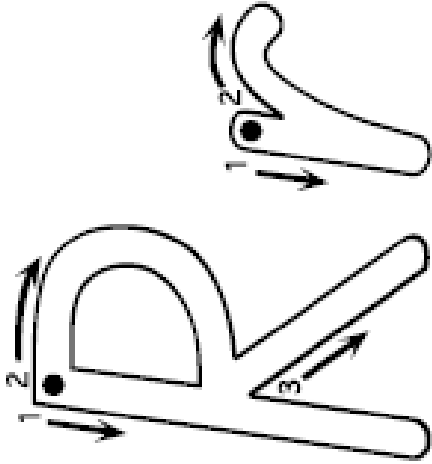
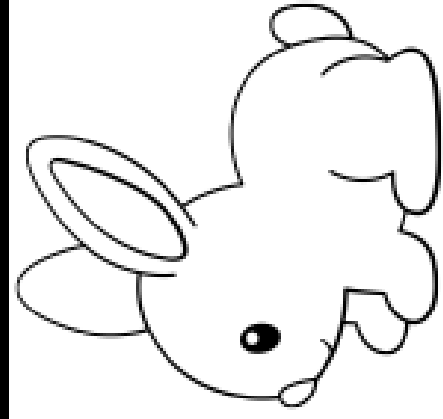
Practise reading

sort
short
horse

sport
fork
snort

saw
law
dawn

crawl
paw
yawn



R R R R R R R R R R

r r r r r r r r r r

red ran

red ran

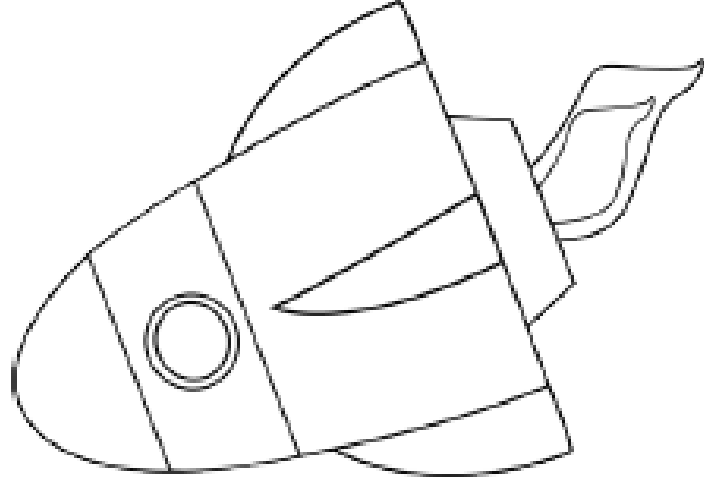
ROCKET

SEE A PINKOY

ROCKET

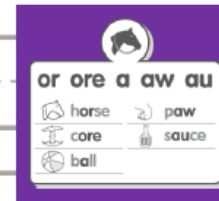
ROCKET

rocket



OPTIONAL TASK:

List Words



all

corn

ball

torn

tall

horn

call

more

or

saw

for

your

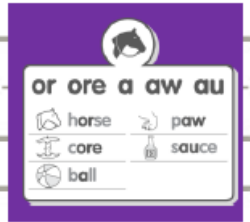
fork

four

cork

because

Extension Words



always

sport

bought

storm

brought

straw

caught

talking

draw

warm

football

worn

horse

you're

quarter

yourself

