

# Year 1 - Framework for Learning from Home

## Week 10 Term 3

	Day 1	Day 2	Day 3	Day 4	Day 5
	<p>Ask an adult how you can help at home this morning. For example, make your bed, feed your pet or get yourself dressed.</p> <p><b><u>Fitness:</u></b> Miss Shirley's favourite number is 27! So, to warm up your body each day, do 27 star-jumps, 27 hops, 27 sit ups and 27 frog jumps.</p>				
<b>Z O O M</b>	 <b>9:30am: Class zoom</b> <i>Spelling: Brainstorm</i> Be ready with a pencil and your <b>Learning from home book</b>	<p><b>We will not have a class zoom today. See you tomorrow!</b></p>  <b>Roll marking activity</b> Log onto Seesaw and complete the Roll Marking activity to be marked present for today.	 <b>9:30am: Class zoom</b> <i>Check-in</i> Be ready with a pencil and paper.	 <b>9:30am: Class zoom</b> <i>Speaking and Listening: Reflection</i> Be ready with your best piece of work. Why are you proud of it? What did you do well?	 <b>Roll marking activity</b> Log onto Seesaw and complete the Roll Marking activity to be marked present for today.  <b>11:00am: Assembly</b> Year 1 Assembly led by our school leaders.
<b>M O R N I N G</b>	<b>English</b> <i>Spelling</i> We have 2 sounds this week: /z/ as in zebra and /s/ as in treasure.	<b>English</b> <i>Spelling</i> We have 2 sounds this week: /z/ as in zebra and /s/ as in treasure.  At the bottom of this document is a blank page for your spelling work. If you	<b>English</b> <i>Spelling</i> We have 2 sounds this week: /z/ as in zebra and /s/ as in treasure.  Go to the LSCWC page that you ruled up in your book yesterday. Do	<b>English</b> <i>Spelling</i> We have 2 sounds this week: /z/ as in zebra and /s/ as in treasure.  Go to the LSCWC page that you ruled up in your book on Tuesday. Do	 Here are some <b>optional</b> activities for your morning or you may like to <b>catch up</b> on any tasks from previous



Unit 30

**Important:** Go to the Sound Waves website and click on the “treasure” icon. Click Sound Info Kit and play the video to hear the correct pronunciation of the /s/ sound this week. It is not /s/ like in the word seal!



Then click “All Sounds”. Scroll down to “Chants and Actions” and play the Soundwaves song!

**Brainstorm:** As we have 2 sounds this week, please do a brainstorm for each sound separately. You could do them in 2 columns or 2 different word clouds, but do them one at a time so you don’t get confused!

Here are the sound boxes for each sound so you can

have a printer, print the page. If not, ask a grownup to help you rule a new page of your book into 5 columns. Write these headings (the letters stand for the days of the week).

Words	T	W	T	F

Login to Soundwaves and choose 16 words from **Unit 30** to learn this week. There are list words and extension words if you want to challenge yourself.

Write these words down into your book, in the first column.

In the Tuesday (T) column, do Look, Say, Cover, Write and Check (LSCWC).

Optional: Play some **Unit 30** spelling games online at [soundwaveskids.com.au](http://soundwaveskids.com.au) (Year 1 password: this174)

**Library**

Watch the video of Mrs Mar reading *The Gigantic Turnip*.

LSCWC in the Wednesday (W) column.

*Rainbow Phonemes*

Choose 5 of your words. On the next page, write down these words, **using a different colour for each phoneme (sound) that you hear**. E.g.

**classroom**

Optional: Login to Soundwaves and use the segmenting tool in **Unit 30** to segment your words online. You can also play some online games from

Focus on Reading

Today you have a choice of tasks. Both tasks are about **visualising** what would happen in the future of the story, if “Rose and Mr Wintergarten” continued.

*Option 1:* Visualise what Mr Wintergarten’s house would look like one year later. Draw a picture of what it could look like. Remember

LSCWC in the Thursday (T) column.

Optional: Go to the Soundwaves website. Click on **Unit 30**. Click “Student Activity Pages”. If you have a printer, print the pages and complete the tasks. If you don’t have a printer, read the tasks and choose some to complete in your book. Note: this is aimed at consolidating learning so should be done at the end of the week, after segmenting practise.

Writing

*Learning from Home Reflection*

Complete the “Learning from Home Reflection” sheet at the bottom of the framework.

Reflect on all the amazing learning you have done this term. Write and draw pictures to answer the questions.

days instead. There is also a well-being grid at the end of the framework. You may like to do an activity with your family, or have some ‘Me-time’ by doing one of the activities on your own.

**Optional activities:**

**English**  
Spelling

We have 2 sounds this week: /z/ as in zebra and /s/ as in treasure.

Do LSCWC in the Friday (F) column of your page/book.

Optional: Play some **Unit 30** spelling games online at [soundwaveskids.com.au](http://soundwaveskids.com.au) (Year 1 password: this174)

**Handwriting**

Print and complete the letter “I” handwriting page at the bottom of this framework.

If you don’t have a printer, write 3 rows of neat lowercase “i” and 3 rows of

see the graphemes for each one. That may help you think of some words!

z zz s se

zebra bears

puzzle cheese

s si

treasure

television

Hint: Say each word out loud to make sure it has the focus sound!

Colour, underline or circle the graphemes in each word that make the focus sounds.

Speaking and Listening  
3 Wishes Speech

Record a video of yourself presenting your persuasive writing "If I had 3 wishes" from Week 8 as a speech.

Complete a fun Maths activity: How many animals helped the Old Man and the Old Woman pull out the gigantic turnip?

Take a picture of your work and upload it onto Seesaw



that at the end of the book we saw the fences and overgrown plants being removed. I wonder what other changes could occur in a year from now? Will he paint the house a happier colour? Will he plant some colourful flowers?

Option 2: Visualise what Rose and Mr Wintergarten's relationship looks like in the future. Draw a picture of them together in the future. Are they friends? Does Rose invite Mr Wintergarten over for dinner sometimes? Does Mr Wintergarten play with Rose and her friends? Does Rose still take baked treats to Mr Wintergarten for him to enjoy?

**VISUALISING**

- we create mental images in our head as we read.
- we use our background knowledge to help us develop these images
- these images help us better understand what we are reading.

If you are unable to print the sheet, answer the questions in your Learning from Home book.

neat uppercase "I" in your learning at home book.

**Remember:** 1,2,3,4 are your feet flat on the floor? 5,6,7,8 is your back nice and straight? 9,10,11,12 show me how your pencil's held.

**Mandarin**

Check Seesaw for a Mandarin task from Mr Li.

Even weeks: 1 Yellow, 1 Green, 1 Blue

Odd weeks: 1 Ruby



It's the school holidays!

Enjoy the next two weeks with your family! You might like to use the [Holiday Fun Ideas page](#) at the end of the framework, for some ideas for fun activities you can do at

You must rehearse and practise your speech before recording.

Present your speech with good manner. This means:

- Keeping a good pace that is not too fast and not too slow
- Using natural expression in your voice
- Speaking loud and clear
- Using eye contact
- Standing up tall and with confidence
- Using palm cards

There is a checklist at the bottom of the framework for you to tick off and check that you have considered all of these things.

*Follow the instructions on Seesaw and upload your video*



**home. Stay safe, relax and have fun!**

**B  
R  
E  
A  
K**

Have a snack!

You may like to play outside or choose a Go-Noodle or Cosmic Kids video, to help you get moving!

[https://www.youtube.com/user/GoNoodleGames/videos?disable\\_polymer=1](https://www.youtube.com/user/GoNoodleGames/videos?disable_polymer=1)<https://www.youtube.com/user/Cosmi>

Or watch some Education Live or ABC education videos

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>

**M  
I  
D  
D  
L  
E**

**Mathematics**

Warm Up:

Look at the image below;  
Write everything you notice.  
REMEMBER to think like a mathematician.



Think about how many altogether, what shapes are these, how many in each row, each column, how could you skip count them, is the total odd or even?  
Keep thinking!

Volume & Capacity

Activity: Measuring capacity

**Mathematics**

Warm Up:

Draw this in your Learning from Home book. Follow the directions carefully:

- \* Draw a dinner plate in the middle of your page.
- \*On the left side of the plate draw a fork.
- \* On the right side of your plate draw a knife.
- \*Draw a glass of orange juice just above the knife.
- \*Draw your favourite meal on your plate.

Volume & Capacity

Complete the capacity worksheet at the end of the framework.

Then, find 5-10 containers in your kitchen that have different capacities. You

**Mathematics**

Warm-up: Number Talk

Choose a 2, 3 or 4 digit number. Write it down in the middle of a piece of paper. Write down everything you know about that number.

For example:

- Place value
- Draw as Base 10 (MAB) blocks
- Odd/even
- Write the number in words
- Tally marks
- Number sentences
- Groups
- Drawing
- The number before/after

Volume & Capacity

**Mathematics**

Warm Up:

Using your 100 Number Chart to play this game with a family member.  
“What’s My Number?”  
Watch the video below to get some clues on how to play.

<https://www.youtube.com/watch?v=oTsqB46GJ1A&t=81s>

Volume & Capacity

Complete the volume worksheet at the end of the framework.

Then, find 5-10 objects in your house that have different volumes and arrange them in order from **least volume to greatest volume.**

Capacity is the measurement of how much a container can hold.

Watch this video that explains what volume and capacity are:  
<https://www.youtube.com/watch?v=XvLL27VqFbo>

This activity uses water to measure capacity. Ask your parents where you can do this activity without worrying about spilling water.

- Find 3 containers in your kitchen. Make sure they will hold water.
- Choose a smaller container or cup to use as your measuring cup. It might be good to use a plastic cup so it's not breakable.
- **Use the worksheet at the end of the framework** or copy it into your Learning from home book.
- Predict the capacity of each container
- Measure the capacity of each container using your measuring cup

could use drink bottles, bowls, glasses, jars, plastic containers, etc. Put them in a line in order of **smallest to greatest capacity**.

Show your ordered line to someone in your household and explain why you put them in that order.

**Noticing:** Can you see any numbered measurements on your containers? What do they say? What units are the containers being measured in?

**Volume** is a measurement of the amount of 3 dimensional space that an object takes up.

Rewatch this video that explains what volume and capacity are:  
<https://www.youtube.com/watch?v=XvLL27VqFbo>

When we are measuring volume in year 1 and 2, we often use blocks such as these:



Play the interactive game to count the number of blocks:  
[https://www.mathplayground.com/cube\\_perspective.html](https://www.mathplayground.com/cube_perspective.html)

**Problem solving:** If Ella used 12 blocks to build a building, what might her

*Take a picture and label in Seesaw with the words: Smallest volume and Greatest volume*



- Complete the questions on your worksheet.

building look like? Come up with as many different options as possible. If you have lego or building blocks, you can use them to make your buildings eg.



**B  
R  
E  
A  
K**

Have a snack!

You may like to play outside or choose a Go-Noodle or Cosmic Kids video, to help you get moving!

[https://www.youtube.com/user/GoNoodleGames/videos?disable\\_polymer=1](https://www.youtube.com/user/GoNoodleGames/videos?disable_polymer=1)<https://www.youtube.com/user/CosmicKidsTV>

Or watch some Education Live or ABC education videos

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>

**Reading**

Read a book to yourself, or somebody else for 20 minutes. Record it in your reading log.

**Science**

Digital Technology-  
Transport your digital self  
into the future!

Today you are going to watch two short videos to revise what we have learnt this term. Then you are going to use this knowledge to develop an idea of how you could create a computer program to help you in the future.

See the worksheet attached at the end of the framework for details.

**Reading**

Read a book to yourself, or somebody else for 20 minutes. Record it in your reading log.

**Visual Arts**

Shadow Art

Today's art needs some really good sunlight and a few other items.

If you don't have paint, choose light coloured rocks/pebbles and use textas.

Click the link below to learn how to create amazing shadow art and have lots of fun.

<https://www.mudandbloom.com/blog/shadow-art>



**Reading**

Read a book to yourself, or somebody else for 20 minutes. Record it in your reading log.

**History**

*Past and Present Family Holidays*

Holidays have changed from what they were like in the past. There are many reasons for these changes. One reason is the change in technology.

Complete the activity on Seesaw about your favourite family holiday and answer the questions:

1. Where did you go?
2. How did you get there?
3. What technology did you use on this holiday?

*Complete the assigned  
Seesaw activity*



**Reading**

Read a book to yourself, or somebody else for 20 minutes. Record it in your reading log.

**PDHPE**

PDH

*Proud Cloud*

Check Seesaw for instructions on how to complete the Proud Cloud



PE

Run the red carpet with this fun Go Noodle video

[https://www.youtube.com/watch?v=d\\_GNRDic17E](https://www.youtube.com/watch?v=d_GNRDic17E)

## Monday: Public Speaking Checklist

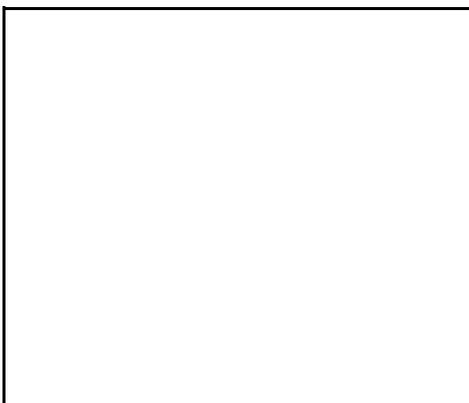
Did I .....	Tick
● Speak at an appropriate pace- not too fast and not too slow?	
● Use a natural expression in my voice?	
● Speak with appropriate volume? (not too loud and not too quiet)	
● Speak clearly?	
● Use some eye contact?	
● Stand tall and confidently?	
● Use palm cards?	

# Monday Maths Task: **Measuring Capacity**

Draw a picture of each of your containers:

<u>Container 1:</u>          	<u>Container 2:</u>          	<u>Container 3:</u>          
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Draw a picture of each of the cup you will use to measure the capacity:



## **Prediction:**

I predict that container number \_\_\_\_\_ will hold the most water.

I predict that container number \_\_\_\_\_ will hold the least water.

## **Measuring:**

Write down how many cups it took to fill each container.

<u>Container 1:</u>  _____ cups	<u>Container 2:</u>  _____ cups	<u>Container 3:</u>  _____ cups
---------------------------------------	---------------------------------------	---------------------------------------

This container had the **LEAST**  
capacity

This container had the **MOST**  
capacity

Which containers held the most water? Draw arrows from the blue labels to show which container had the least and most capacity?

# Monday: Science Task

## Digital Technology- Transport Your Digital Self into the Future!

Watch these two short videos. They are a summary of what we have learnt this term.

### 1. What are computers?

<https://www.youtube.com/watch?v=RmbFJq2jADY>

### 2. What is a computer program?

<https://www.youtube.com/watch?v=THOEQ5soVpY>

*Believe it or not, there was a time when we had to wash our clothes and dishes by hand. The washing machine and dishwasher didn't always exist!* 😬

*They are both examples of how digital technology has made our lives easier.*

**Activity:** Imagine something that you would like a computer to do for you in the future.

Example: tie your shoe laces, make a milkshake, etc.

# Design a new device (with Lego blocks, recycled materials or draw a picture)

# Describe what your new device can do

# Give it a name!

Record your work in your learning from home book.



You do not need to upload your work today.

Enjoy imagining what you could program a computer to do for you in the future!



# Tuesday: Maths Worksheet

## Capacity - Worksheet

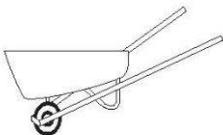
Name \_\_\_\_\_

Date \_\_\_\_\_

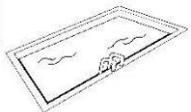
### Capacity

Capacity is the amount a container will hold.

1. Circle the object below with the smallest capacity.

				
cup	bucket	wheelbarrow	spoon	jug

2. Number the objects below in descending order. Write a 1 beside the object with the largest capacity, through to a 4 for the smallest capacity.

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	pool		jug		cup		bin

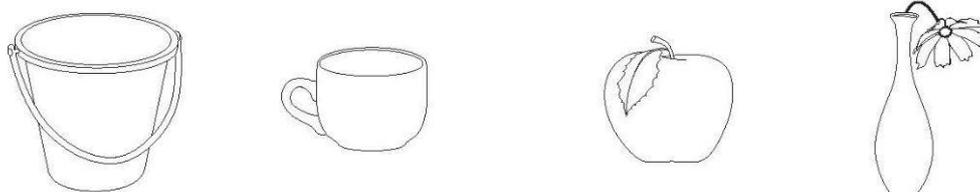
3. Circle the best object to fill a jug with water. Explain why.



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4. Circle the object below that would hold 0 cups of water.



# Learning from Home Reflection

Term 3

What was your favourite activity from the framework and why?

What have you enjoyed about learning from home?

What haven't you enjoyed about learning from home?

Write and draw something you are proud of from this term.

What is your goal for next term?

What is something you would like to tell your teacher?

# Thursday: Maths Worksheet

## Volume - Worksheet

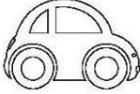
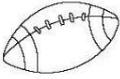
Name \_\_\_\_\_

Date \_\_\_\_\_

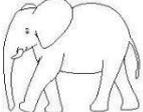
### Volume

Volume is the amount of space occupied or enclosed by a solid shape.

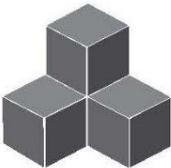
1. Circle the object below with the largest volume.

				
apple	bucket	house	car	football

2. Number the objects below in ascending order. Write a 1 beside the object with the smallest volume, through to a 4 for the largest volume.

<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	basketball		elephant		mouse		jet plane

3. Measure the volume of these shapes by counting how many cubes they have.

		
Number of cubes <input type="checkbox"/>	Number of cubes <input type="checkbox"/>	Number of cubes <input type="checkbox"/>

4. Measure the volume of the rectangular prism by estimating how many cubes would be needed to make a shape of the same size.



The volume of the prism is  cubes.



l l l l l l l l l l

i i i i i i i i i i

Ice and idea start with an l.

Ice idea Ice idea Ice idea

Ice starts with an





