

Early Stage 1 Learning Grid Week 8

Monday
Tuesday
Wednesday
Thursday
Friday
Extra Activities

English

Practice all sounds and sight words that we have learnt so far **every day**.

Sounds, Letters, Sight Words

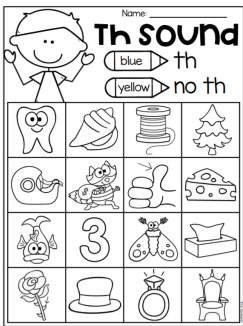
New Digraph Sound: **th**
New sight words **will, up, onto, most**.

When you have two letters together and they make a sound, they are called a digraph. A digraph can be at the beginning, end or middle of a word. This week we are focusing on this sound at the beginning and ending of words. The digraph **th** makes two sounds. This is explained in the link below.

Listen to the link (if you can) to hear the sound and how to make the sound.

<https://www.youtube.com/watch?v=V-cvIZLNEBM>

Complete the attached th activity colouring page.



Sounds, Letters, Sight Words

Practise your new sound **th** and sight words **will, up, onto, most**.

Listen to and join in with the link below.

<https://www.youtube.com/watch?v=7f74GArSWis>

Complete the work sheet below:



Hide and seek sight words

Ask a family member to hide your sight words around the house or backyard and then tell you which word to find. Play this game with this week's sight words and any sight words that you need to practice.

SATPIN Video

Watch the SATPIN video in Google Classroom for practise making words.

Sounds, Letters, Sight Words

Practise your new sound **th** and sight words **will, up, onto, most**.

Complete the attached th worksheet. Say and write the th words.



Sight word Kaboom

Write your sight words on paddle pop sticks and write the word 'kaboom' on one stick. Place the paddle pop sticks in the cup. Pull out one paddle pop stick and read the sight word. If you can read the sight word correctly you get to keep it. Put the paddle pop stick back in the cup if you do not. If you pull out the word 'Kaboom' you win the game.



Sounds, Letters, Sight Words

Practise your new sound **th** and sight words **will, up, onto, most**.

Sight word dig

Fill a tray (could be a baking tray or a tub) with sand, dirt, or rice. Hide your sight word cards in the sand. Write a checklist for the words that you hide. Tick off each word as you find it.

Make this activity more fun by making your own sight word cards in the shape of your choosing.

- Dinosaur theme: bone shaped sight words and place in dirt.
- Pirate theme: coin shaped sight words and placed in sand.
- Gardening theme: carrot shaped sight words and dirt (pictured below).



Sounds, Letters, Sight Words

Practise your new sound **th** and sight words **will, up, onto, most**.

Tongue twisters

Think of some words that start with **th** and make them into a tongue twister. Write it down and practice saying it. You can share a video of yourself saying your tongue twister to Google classroom.

For example, the thumb thought it through thoroughly.

Sight word game

Play your favourite game using your sight words. You could play swat the sight word, bingo, eye spy, memory.

SATPIN Video

Re watch the SATPIN video in Google Classroom for practise making words.

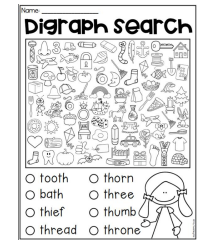
Sounds, Letters, Sight Words

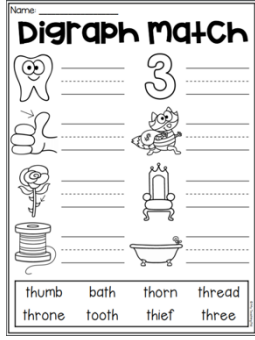


Thumb print craft

Use your thumb and some ink or paint to make an artwork.



Extra worksheets below:



<p>Writing Follow the handwriting video uploaded to Google Classroom.</p> <p>New sight words will, up, onto, most.</p> <p>Can you say these in a sentence? Practise writing these words.</p> <p>Make copies of these words and put them up somewhere you can see them.</p>	<p>Writing Write your new sight words: will, up, onto, most.</p> <p>Write them in a sentence. Can you use correct punctuation? Is there a capital letter, full stop, do you need a question mark or an exclamation mark?</p> <p>Remember - Good writers re-read and check their writing. Does it make sense?</p> <p>For example: Will you go up the ladder? I climbed onto the roof.</p>	<p>Writing Go onto Google Classroom and watch Mrs Harris read "Alpaca's with Maracas" by Matt Cosgrove.</p> <p>Follow the sentence lesson uploaded to Google Classroom.</p> <p>Write your own sentence about the book. Remember to include:</p> <ul style="list-style-type: none"> - Who - What - When - Where 	<p>Writing Complete the writing worksheet below.</p> 	<p>Writing Fill a zip lock bag with paint/glitter/ shaving cream. Seal it and tape it to a window or table. Use it to write your sight words and some th words using your finger!</p> 	<p>Writing Write your sight words on strips of paper and place them in a bottle with rice. Move the bottle around to find and write each word.</p> 
<p>Reading Focus on reading your decodable readers.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Point to each word as you read - Decode the words by blending your sounds - Be fluent (read like a river) <p>We would love to listen to you read!</p> <p>By the end of the week please send a video or audio of you reading your decodable reader.</p> <p>If you have not logged into Decodable Readers Australia let your teacher know and they can forward you the original email with login instructions.</p>	<p>Reading Focus on reading your decodable readers.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Point to each word as you read - Decode the words by blending your sounds - Be fluent (read like a river) <p>We would love to listen to you read!</p> <p>By the end of the week please send a video or audio of you reading your decodable reader.</p>	<p>Reading Focus on reading your decodable readers.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Point to each word as you read - Decode the words by blending your sounds - Be fluent (read like a river) <p>We would love to listen to you read!</p> <p>By the end of the week please send a video or audio of you reading your decodable reader.</p>	<p>Reading Focus on reading your decodable readers.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Point to each word as you read - Decode the words by blending your sounds - Be fluent (read like a river) <p>We would love to listen to you read!</p> <p>By the end of the week please send a video or audio of you reading your decodable reader.</p>	<p>Reading Focus on reading your decodable readers.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Point to each word as you read - Decode the words by blending your sounds - Be fluent (read like a river) <p>We would love to listen to you read!</p> <p>Please upload your audio recording or video on to Google classroom or email it to your teacher. We look forward to hearing you read!</p>	<p>Reading Use epic to read https://www.getepic.com/sign-in</p> <p>Draw a character from the book and describe them.</p> <p>Draw what might happen next after the story.</p> <p>Re-tell the story to a family member.</p> <p>Write some words to describe the setting of the book.</p> <p>Choose a page from the book and act it out.</p>

Maths

Continue counting forward to 100 and backward from 10, 20 or more, write numbers using correct formation and order from 0 - 20 each day (numeral cards to cut out are below) 😊.

Finding the Difference

Watch the video on difference. You will find it in your Google Classroom.

<https://vimeo.com/589653193/3cda72983c>

Talk to a family member about what difference means.

Using blocks build 2 towers. One taller than the other. Count each tower to see how many blocks are in each. Record these on paper. Find the difference between the towers by counting how many you need to add to the shorter tower and by counting how many you need to take away from the taller tower.

Eg: 6 blocks in one tower, 4 blocks in the other. Adding - start with the smaller tower, 4, and add until you get to the bigger tower, 6.

$4 + 2 = 6$

Therefore the difference is 2

OR start with the bigger tower, 6. Count backwards until you get to the smaller tower, 4.

$6 - 4 = 2$

Difference is 2

Investigate this with different combinations. For a challenge use your teen numbers.

Finding the Difference

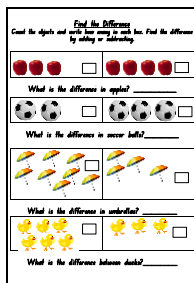
Use your number cards. Put them in a pile face down. Find counters or small objects that you can use. Turn over the first number and count out that amount. Eg 7, count 7 counters/toys. Turn over the next card and count out that amount. Eg: 4

Use counting forwards or backwards to work out the difference between the numbers.

Eg: Start at 4 and count up – 5,6,7 – It took 3 counts to get to 7. The difference is 3. You can also count backwards starting at 7 – 7,6,5 -it took 3 counts to get to 4 – the difference is 3.

You can play this with a family member and for a challenge use your teen numbers

Complete the Finding Difference worksheet.



Finding the Difference

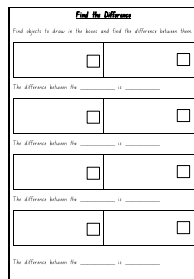
Use 2 favourite snacks – such as Oreos and chips. Count out a group of Oreos and count out a group of chips. Which group is bigger? How many do you have?

Compare the two groups and use adding or subtracting to work out the difference between the snacks.
Eg: I have 6 Oreos and 3 chips. I know that $6 - 3 = 3$. So the difference is 3.

OR
I have 3 chips and 6 Oreos. I know that if I start with 3 and add 3 I will get to 6. $3 + 3 = 6$. So the difference is 3.

You can use any snack or something small. Try lots of different combinations.

Remember you are finding the difference between 2 groups. Complete the worksheet below. You could draw your snacks or draw other objects.



3D Shapes

Watch the video on flat and curved objects. You will find it in your Google Classroom.

<https://vimeo.com/579177923/fafa816152>

After watching the video, collect objects around your house that have flat surfaces and are curved, just like in the video. For example, a tissue box, can of food, block. See what you find.

When you have collected these, talk to a family member about the shape.

Do they have flat surfaces?

Is there curved lines?

Do they stack?

Do they roll?

What shape is on the flat surface?

3D Shapes

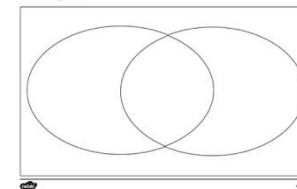
Watch the video on flat and curved objects in your Google Classroom.

<https://vimeo.com/579177923/fafa816152>

Use the objects from yesterday and sort them into groups. Use the Venn diagram below to do this.

Objects that stack
Objects that roll and
Objects that stack and have a curved surface.

Venn Diagram

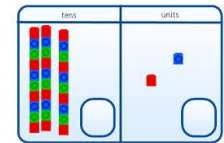


Discuss what you have found with a family member.

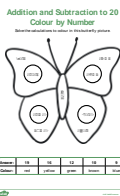
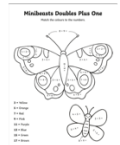
Partitioning revision

Remember that a number under 10 can be broken into parts. Also a two digit number that is over 10 can also be broken into parts.

For example: 5 can be broken up into 3 and 2 or 4 and 1. For example: The number 14 is broken up into 1 ten (the 1 represents ten) and the 4 is 4 ones or 4 units. Can you **partition** (break into parts) numbers like this.



Adding Worksheets



Other

Science

PETS – How do you care for them?

This week you are going to prepare for a presentation about your pet in **Week 9** (next week). You will need to think about 3 or more ways you care for your pet. **Eg.** Feeding, exercise, shelter, bathing. You will present your information along with your pet on your class Zoom meeting either Monday or Friday (teachers will allocate students to a day via Google Classroom).

History

The Past -

What or who can tell us about the past?

People, photos and objects can



tell us about the past. Scan the code. Watch the

clip about Betty's tea set. What do **you** have from the past? Have a look around your home and talk to your family. Can you find something from when you were a baby, 3 years old and 5 years old? Draw what you found.

1 Draw something that you had when you were these ages.

0 years	3 years	5 years
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Mindfulness

Rainbow Walk - Directions:

Take a walk, and look for something red, orange, yellow, green, blue, and purple. After your walk, draw little sketches of some of the things you noticed.

Rainbow Walk
Directions: Take a walk, and look for something red, orange, yellow, green, blue, and purple. After your walk, draw little sketches of some of the things you noticed.

Color	What Did I See on My Rainbow Walk Today?
Red	
Orange	
Yellow	
Green	
Blue	
Purple	

http://www.mindfulness.org/2014/05/20/rainbow-walk-mindfulness-activity.html

Science

Huffing & Puffing -

Stand really still and close your eyes. Concentrate on your breathing. Is it fast or slow? Now see if you can feel your heart beating. Is it beating fast or slow? Now, go to the worksheet and draw a picture of yourself standing still.

Next, find a safe place to do

Slaying Alives! Huffing and Puffing

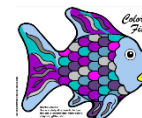
Sunday 28th	Tuesday	After school
My breathing was fast/slow My heartbeat was fast/slow	fast/slow	My breathing was fast/slow My heartbeat was fast/slow

some exercise. Maybe you could run on the spot for one minute, ride a scooter really fast or skip with a skipping rope. Tell an adult what you think will happen to your breathing and your heartbeat after you do some exercise. And...go! Now, it's time to concentrate on your breathing again. Is it faster this time, or slower? What about your heartbeat? Is it faster or slower? Did you notice any other changes in your body? Go back to the worksheet and draw a picture of yourself exercising and a picture of how you felt afterwards.

Craft th & sh

The Rainbow fish –

Use different coloured water colour, paint, crayons texta or pencils to colour in your rainbow fish. You could add glitter, sequences or even tiny pieces of coloured material to decorate some of the scales. Cut out your fish when you have finished.



Colour in another piece of plain paper - in ocean colours, add some tall seaweed and coral, paste your rainbow fish in the sea.

Take photos and upload them to Google Classroom.

PDH / PE

PDH

Support – Who supports you?

Look at the PowerPoint think about how you feel about school and home. Who is helping you? And how are you being helped? Complete the activity sheet – Who Supports Me?

PE - SISA

Who Supports Me?

Fitness session



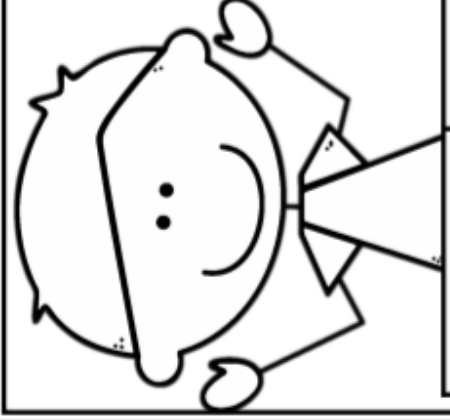
<https://www.youtube.com/watch?v=364hLkdOXXc>






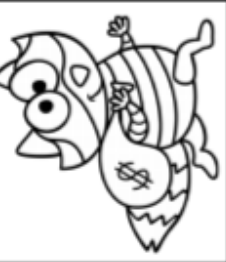


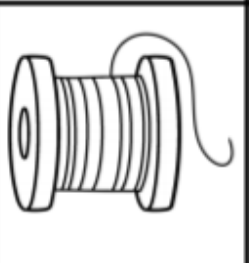




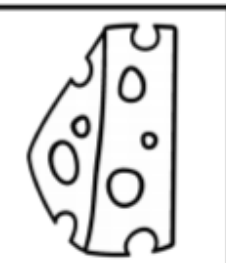

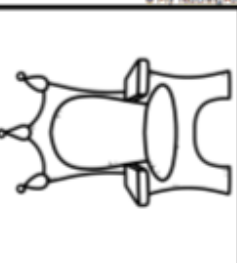
Our Theme this week is Helpers in the Community. There are lots of activities you can complete. See below for the grid

Father's Day is on Sunday 5th September. You may like to make a card for Dad or Grandad. Designs to be printed are below.

Name: _____

Th sound



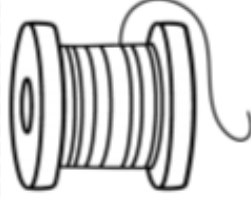
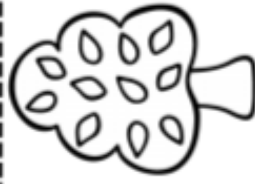
			
			
			
			

Name: _____

Find a Digraph

th words

not th words



Name: _____

Date: _____

th

this

this

that

that

thin

thin

they

they

there

there

3

three

is



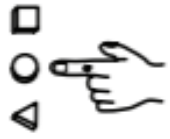
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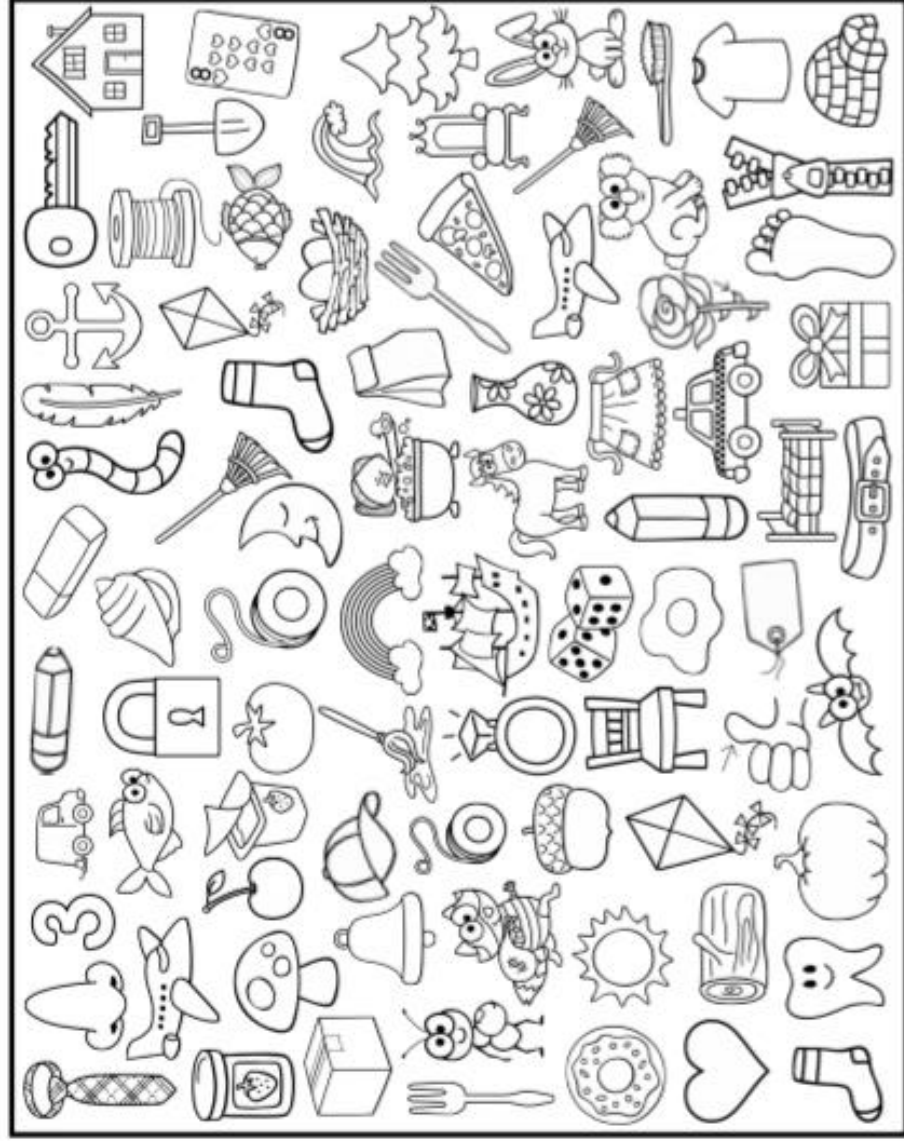
They are over there.

They

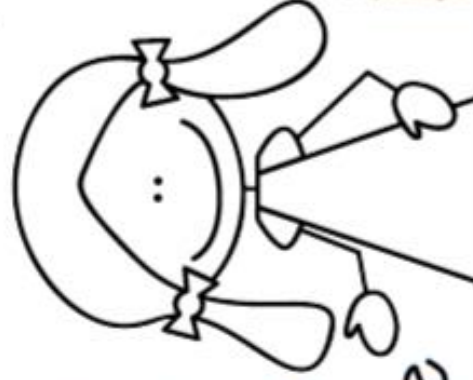


Name: _____

Digraph search

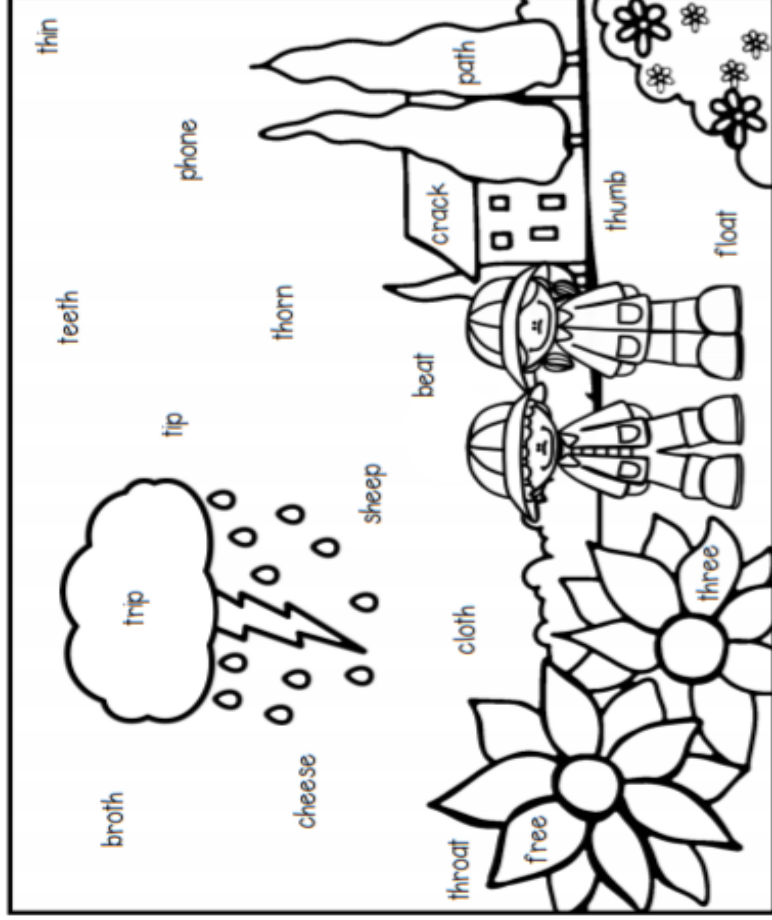


- tooth thorn
- bath three
- thief thumb
- thread throne



Name: _____

Search for Th



1. _____	4. _____	7. _____
2. _____	5. _____	8. _____
3. _____	6. _____	9. _____

QR Codes for English

th Sound Monday



th Sound Tuesday



EPIC Reading

You will still need the code – mkz7198 to sign in.



Decodable readers



You will still need your username and password to sign in.

will

up

onto

most

th



Th

Handwriting Lines





Find the Difference

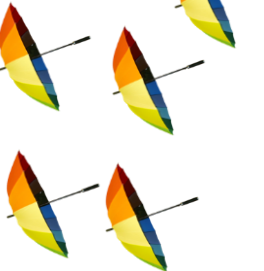

Count the objects and write how many in each box. Find the difference by adding or subtracting.

	<input type="text"/>		<input type="text"/>
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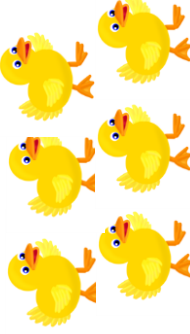

What is the difference in apples? _____

	<input type="text"/>		<input type="text"/>
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What is the difference in soccer balls? _____

	<input type="text"/>		<input type="text"/>
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What is the difference in umbrellas? _____

	<input type="text"/>		<input type="text"/>
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What is the difference between ducks? _____

Find the Difference



Find objects to draw in the boxes and find the difference between them.

	
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The difference between the _____ is _____

	
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The difference between the _____ is _____

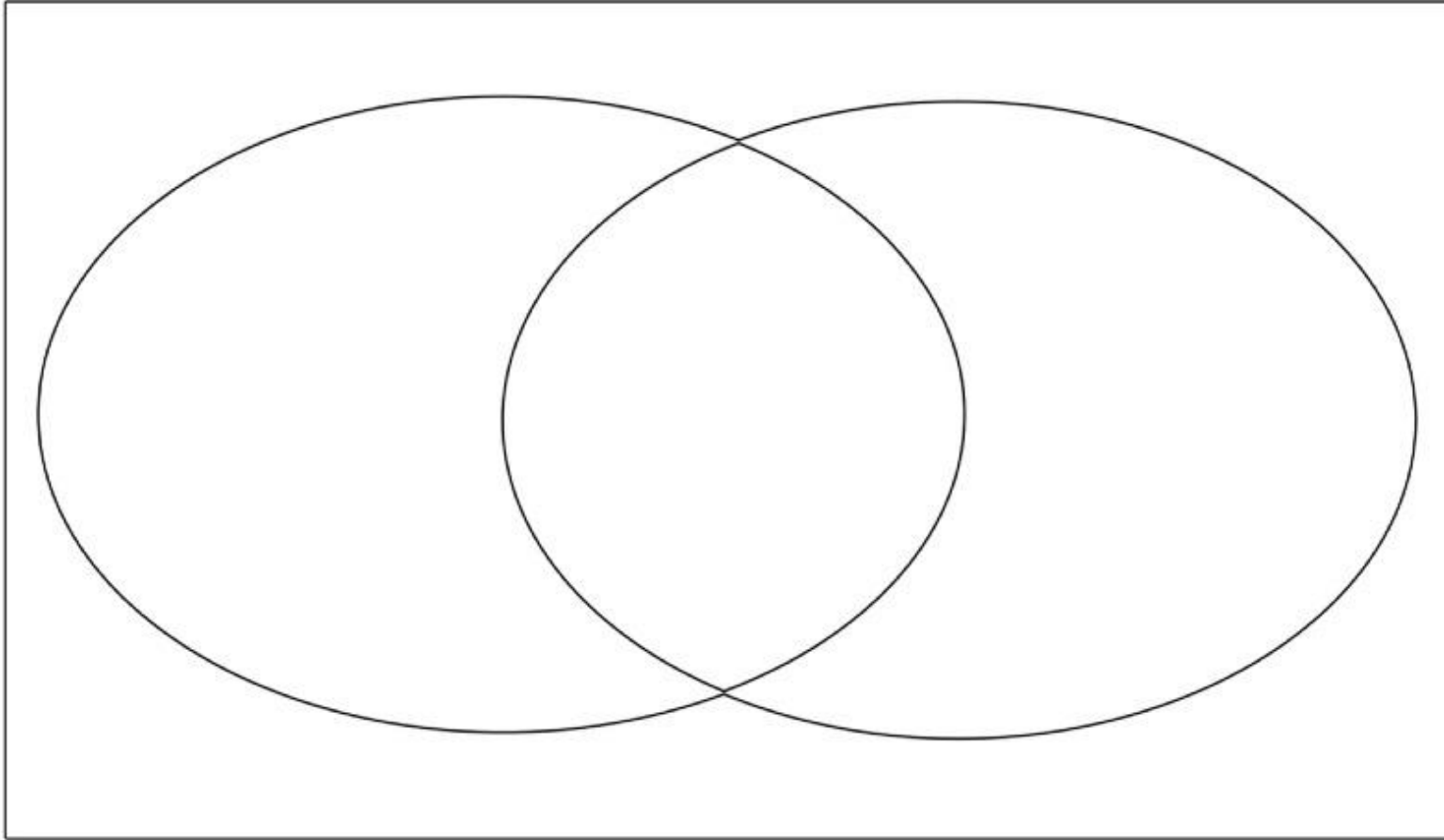
	
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The difference between the _____ is _____

	
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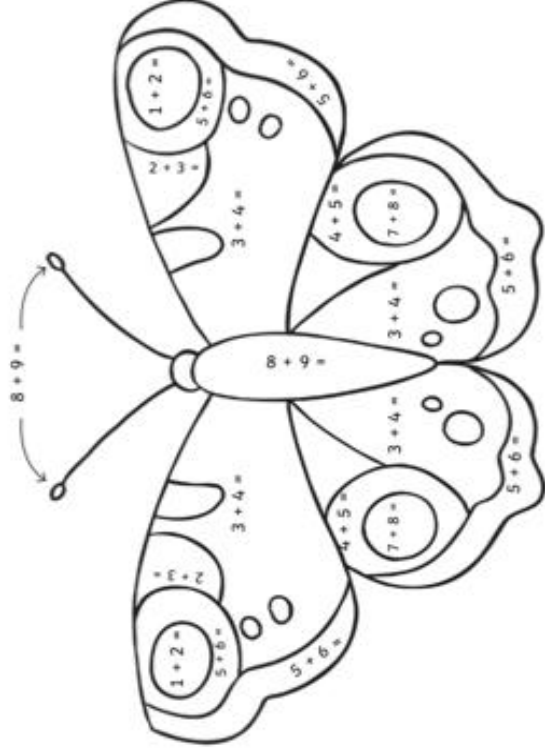
The difference between the _____ is _____

Venn Diagram

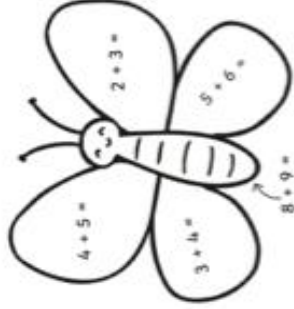


Minibeasts Doubles Plus One

Match the colours to the numbers.



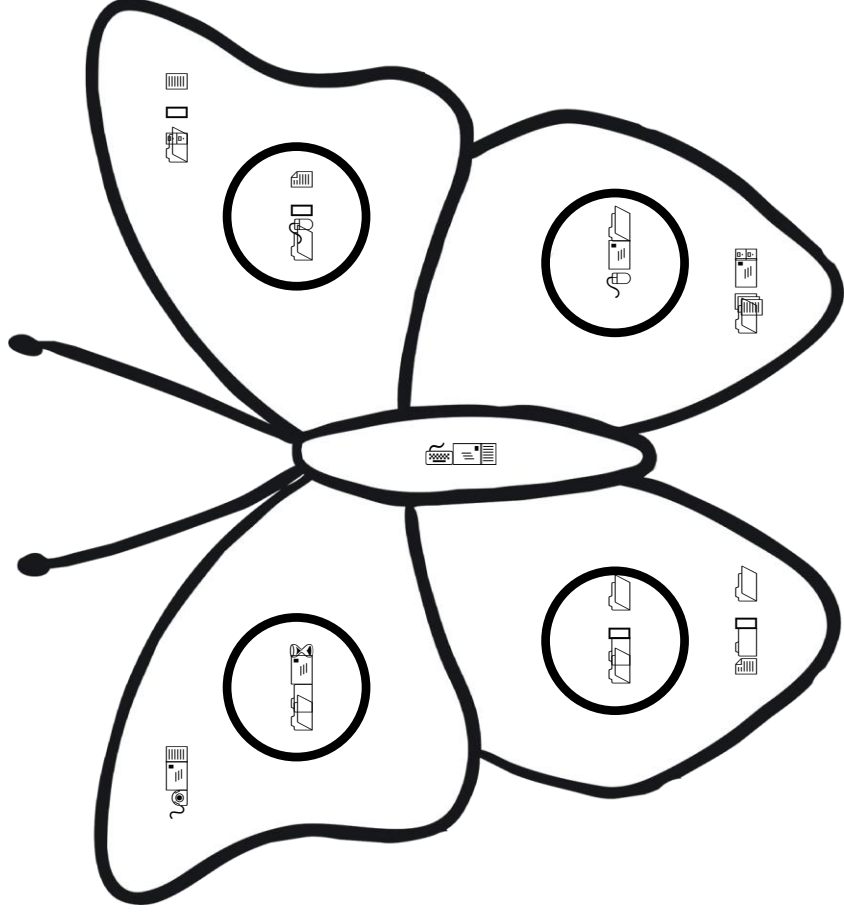
- 3 = Yellow
- 5 = Orange
- 7 = Red
- 9 = Pink
- 11 = Purple
- 13 = Blue
- 15 = Green
- 17 = Brown



Addition and Subtraction to 20

Colour by Number

Solve the calculations to colour in this butterfly picture.

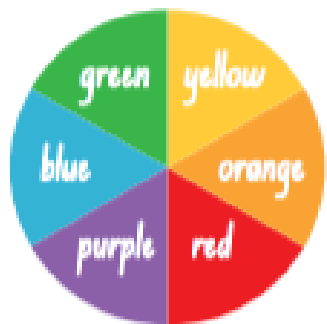
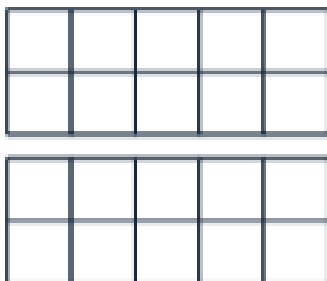


Answer:	19	16	12	10	9
Colour:	red	yellow	green	brown	blue

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm
 Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



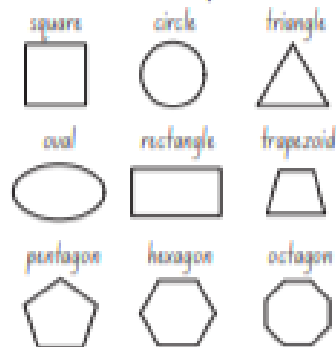
Ten Frames



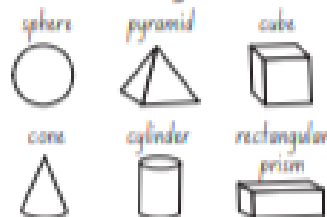
Hundreds Chart



2D Shapes



3D Objects



Months of the Year

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

Days of the Week

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday



0

1

2

3

4

5

6

7

8

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10

11

12

13

14

15

16

17

18

19

20

Ten Frames



Who Supports Me?

Task: Draw 3 different people that support you at home or at school in the boxes below. Then on the lines record some of your ideas about how these people support you and take care of you.

Name:	<hr/> <hr/> <hr/> <hr/>

Name:	<hr/> <hr/> <hr/> <hr/>

Name:	<hr/> <hr/> <hr/> <hr/>





7 Draw something that you had when you were these ages.

0 years

A large, empty rectangular box with rounded corners, intended for drawing. At the bottom, there is a grey rectangular bar containing the text "0 years".

3 years

A large, empty rectangular box with rounded corners, intended for drawing. At the bottom, there is a grey rectangular bar containing the text "3 years".

5 years

A large, empty rectangular box with rounded corners, intended for drawing. At the bottom, there is a grey rectangular bar containing the text "5 years".

Rainbow Walk

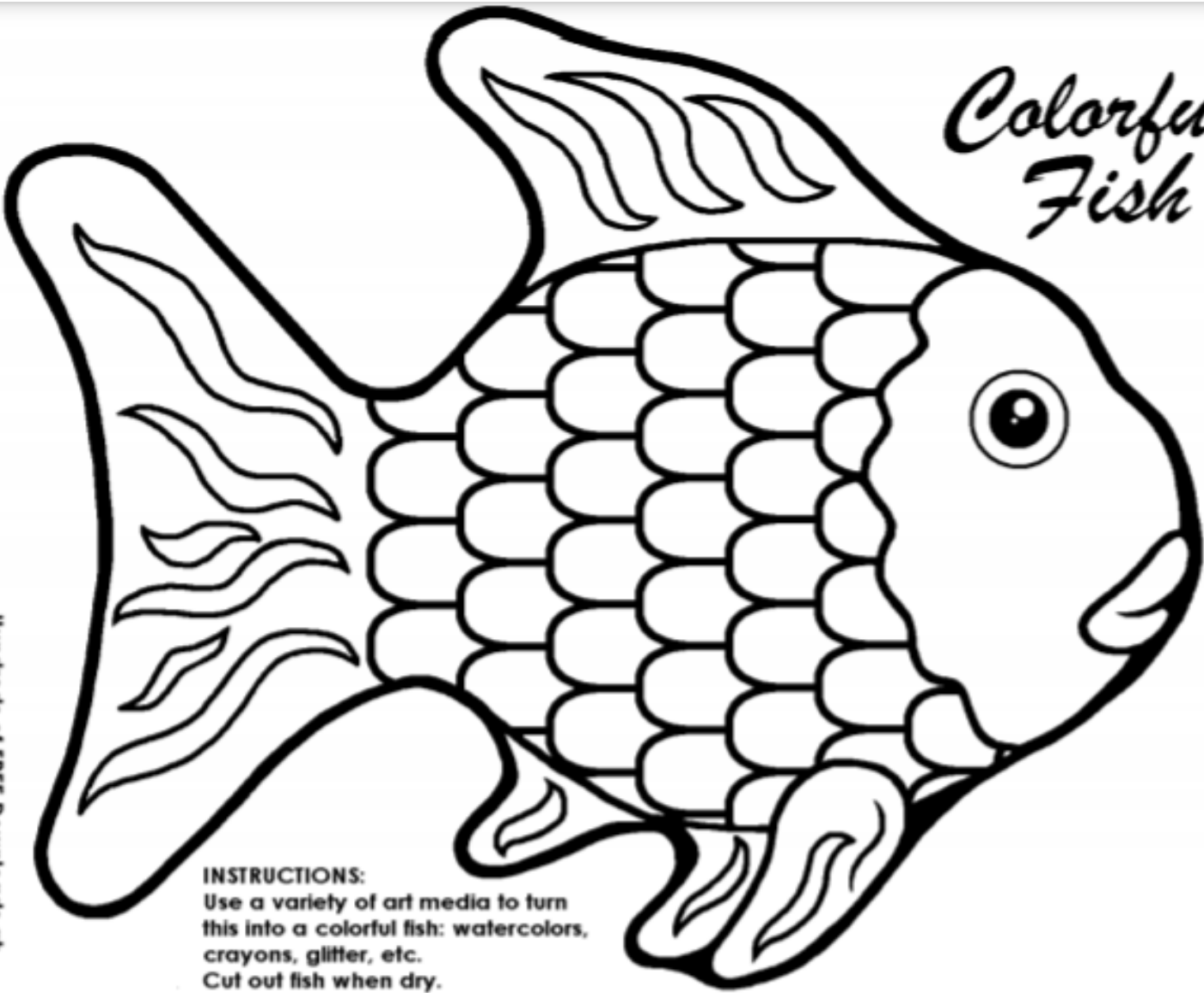
Directions: Take a walk, and look for something red, orange, yellow, green, blue, and purple. After your walk, draw little sketches of some of the things you noticed.

Color	What Did I See on My Rainbow Walk Today?
Red	
Orange	
Yellow	
Green	
Blue	
Purple	

Staying Alive! Huffing and Puffing

Standing Still	Exercising	After exercise
My breathing was fast/slow. My heartbeat was fast/slow.	Good job!	My breathing was faster/slower. My heartbeat was faster/slower. I felt _____



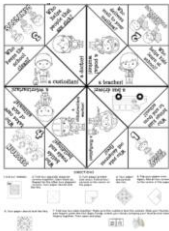


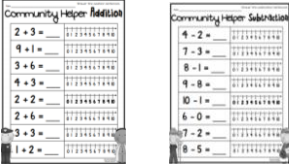




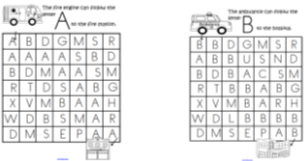

Colorful Fish



INSTRUCTIONS:
Use a variety of art media to turn
this into a colorful fish: watercolors,
crayons, glitter, etc.
Cut out fish when dry.

Helpers in our Community

We have special people who help us in our community. They are **Community Helpers**. Every person in our community has a special role. They contribute to the community in some way. The following grid are suggested activities for you to complete over the course of the week. Separate templates are attached to this week's learning grid.

<p><u>Interview a family member</u></p> <p>Interview one or more family members. What is their job? Have they had more than one job? If they are retired, what have they worked as? What did this involve? How did they help the community?</p> 	<p><u>When I grow up, I want to be ...</u></p> <p>What do you want to be when you grow up? Draw a picture of you in your job.</p> 	<p><u>Make a Chatterbox</u></p> 	<p><u>Community Helpers Concentration Game</u></p> 
<p><u>Community Helpers Sort</u></p> 	<p><u>Community Helper Addition and Subtraction</u></p> 	<p><u>Make a Fire Engine</u></p> <p>Use the template or make your own using recycled materials. Post a pic in Google Classroom.</p> 	<p><u>Investigating Fingerprints</u></p> 
<p><u>Thank you to your teacher</u></p> <p>Teachers are Community Helpers. Write a letter or thankyou note for your teacher. Email it to your teacher.</p> 	<p><u>Build your own Community with Lego or Blocks</u></p> 	<p><u>Alphabet Maze</u></p> <p>Help the Fire Engine get to the Fire Station. Help the Ambulance get to the Hospital.</p> 	<p><u>Dress up and Role Play</u></p> <p>Dress up as community helper with items from your home and role play. You may want to pretend to be a chef, shopkeeper, hairdresser, teacher, vet, doctor, instructor, or anything else you can think of.</p> 

What do you want to be when
you grow up?









When I grow up -----

Community Helpers Sort

Doctor	Veterinarian	Police Officer	Firefighter	Teacher	Dentist

Community Helpers Sort

	I help sick animals feel better.	I help students learn new things.	I help people stay healthy.	I save people from fires.	I work in a school.
I work at a police station.			I take care of your gums and teeth.	I drive a fire truck.	
	I keep people safe.	I help animals that are hurt or injured.	I work in an office or a hospital.		I teach you how to brush your teeth.

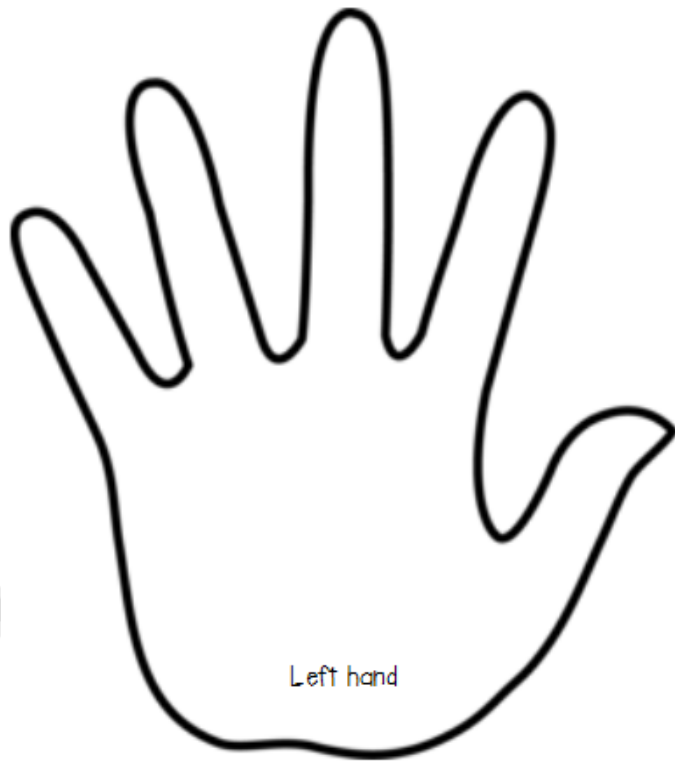
Name _____



Investigating Fingerprints



Police officers are community helpers. They can solve some crimes by investigating fingerprints. Investigating means to look at closely. Today, you are going to be a police officer and investigate your fingerprints.



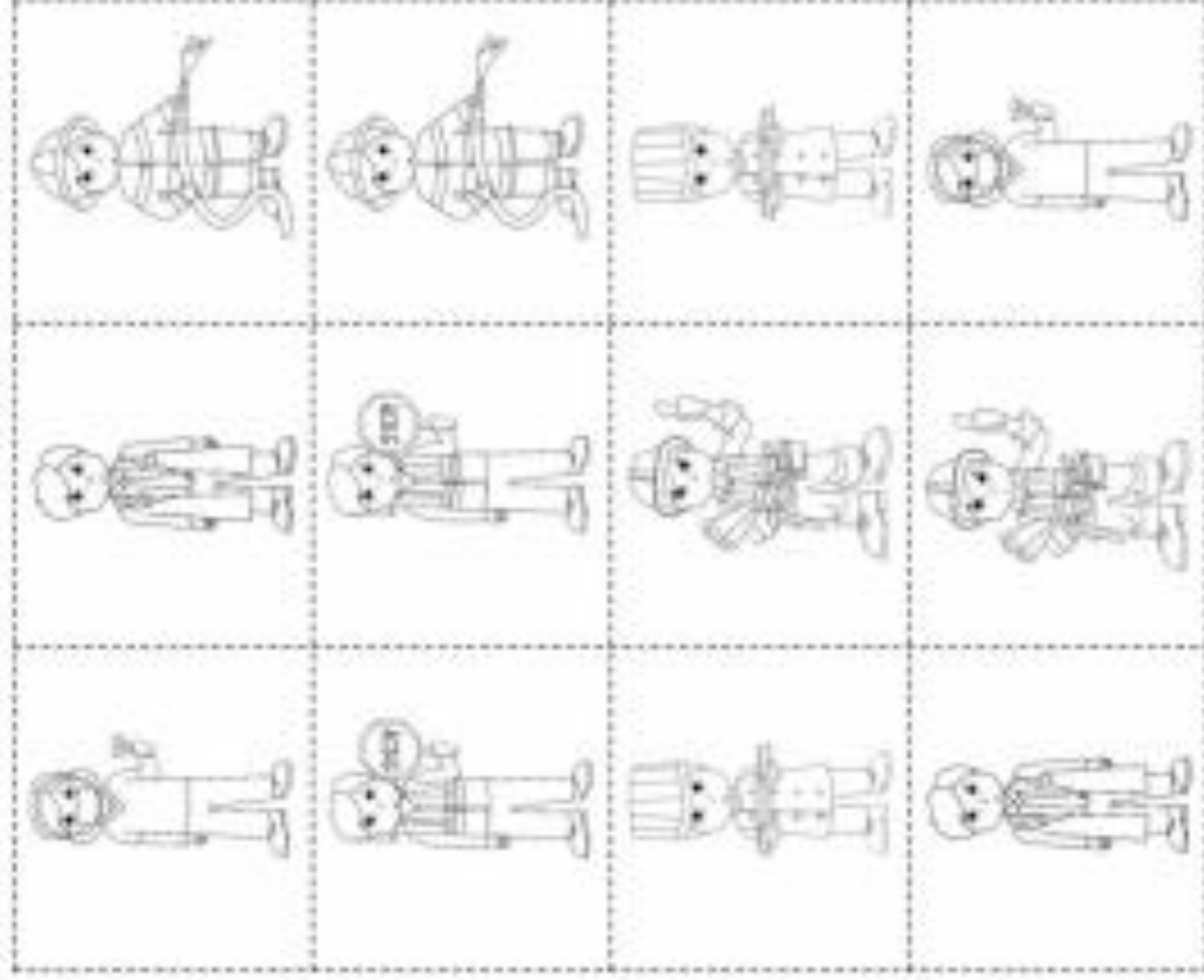
Left hand



Right hand

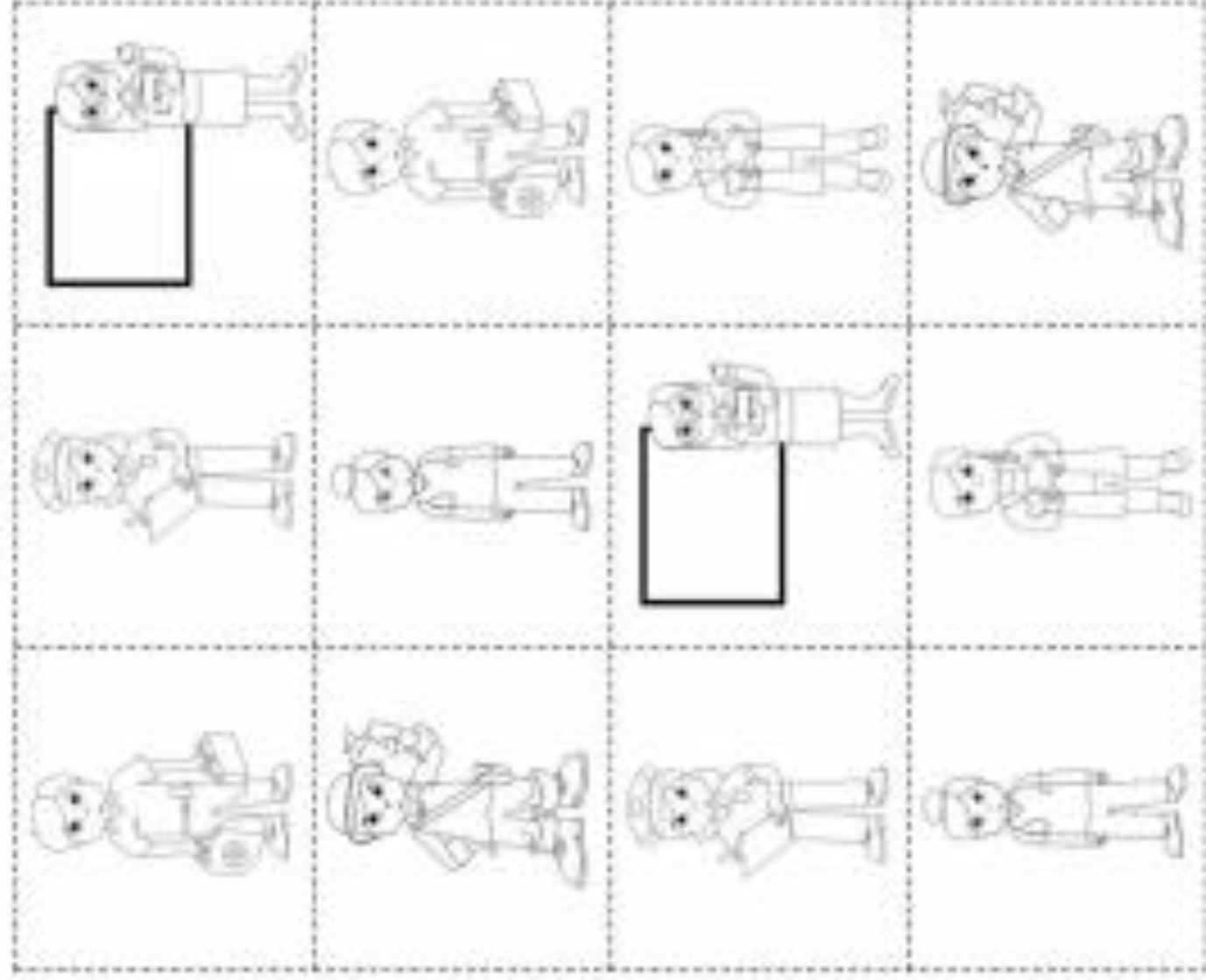
Here Community Helpers Concentration

Cut on the dotted lines. Flip all the cards facing downward. Try to find the matches.



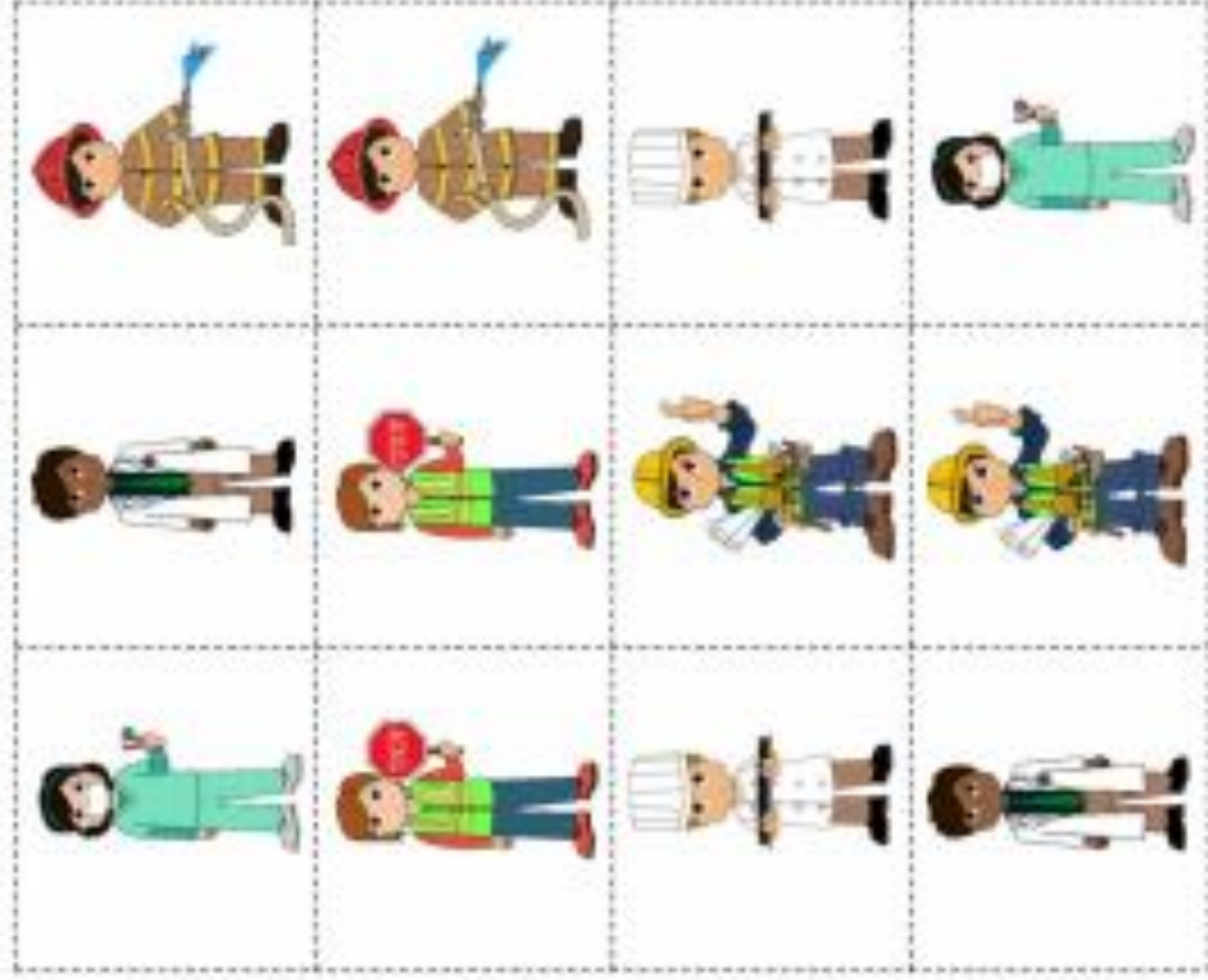
Community Helpers Concentration

Cut on the dotted lines. Flip all the cards facing downward. Try to find the matches.



Community Helpers Concentration

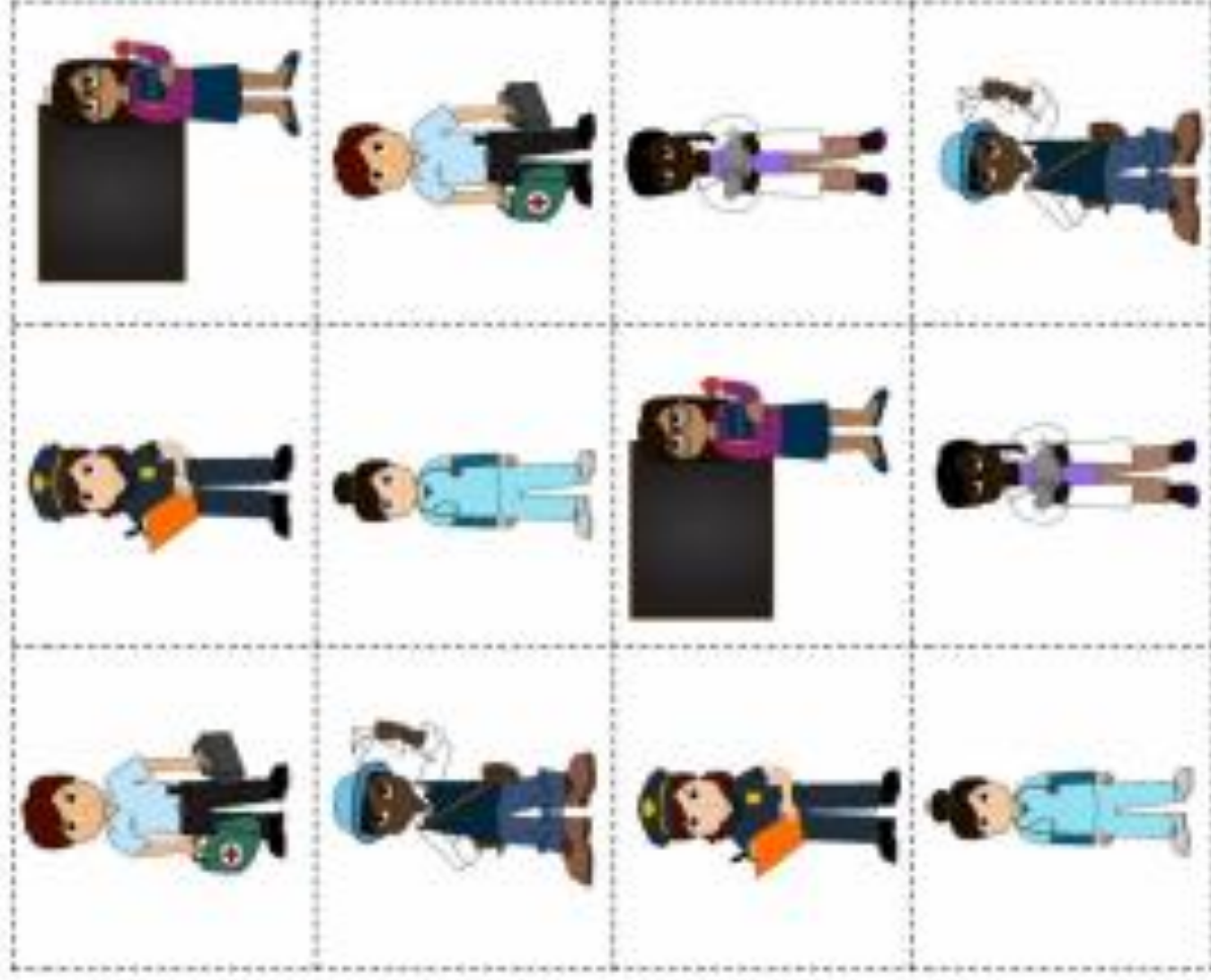
Cut on the dotted lines. Flip all the cards facing downward. Try to find the matches.



Level:

Community Helpers Concentration

Cut on the dotted lines. Flip all the cards facing downward. Try to find the matches.



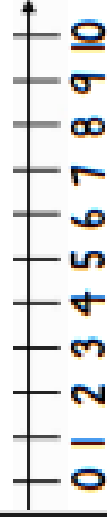
Copyright © 2016 by Mrs. Tereyong. All rights reserved by author.

Name _____

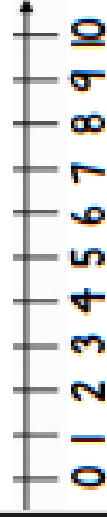
Answer the addition sentences.

Community Helper **Addition**

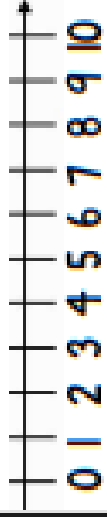
$2 + 3 = \underline{\quad}$



$9 + 1 = \underline{\quad}$



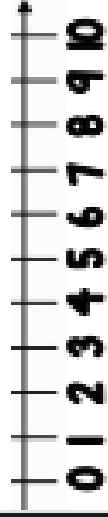
$3 + 6 = \underline{\quad}$



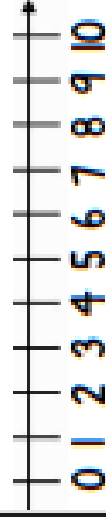
$4 + 3 = \underline{\quad}$



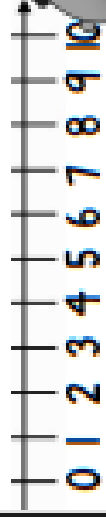
$2 + 2 = \underline{\quad}$



$2 + 6 = \underline{\quad}$



$3 + 3 = \underline{\quad}$



$1 + 2 = \underline{\quad}$

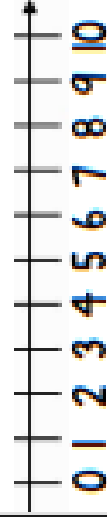


Name _____

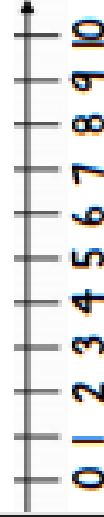
Answer the subtraction sentences.

Community Helper Subtraction

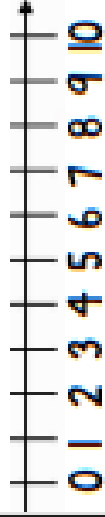
$$4 - 2 = \underline{\quad}$$



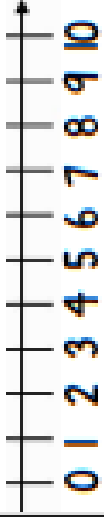
$$7 - 3 = \underline{\quad}$$



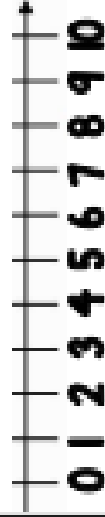
$$8 - 1 = \underline{\quad}$$



$$9 - 8 = \underline{\quad}$$



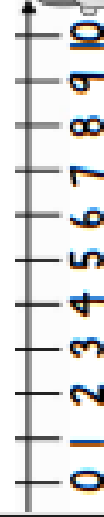
$$10 - 1 = \underline{\quad}$$



$$6 - 0 = \underline{\quad}$$

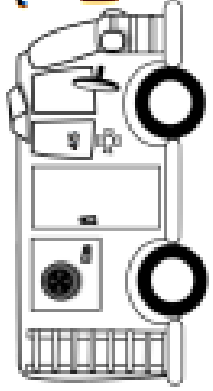


$$7 - 2 = \underline{\quad}$$



$$8 - 5 = \underline{\quad}$$





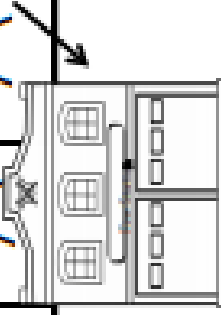
The fire engine can follow the

letter

A

to the fire station.

A	B	D	G	M	S	R
A	A	A	A	S	B	D
B	D	M	A	A	S	M
R	T	D	S	A	B	G
X	V	M	B	A	A	H
W	D	B	S	M	A	R
D	M	S	E	P	A	A

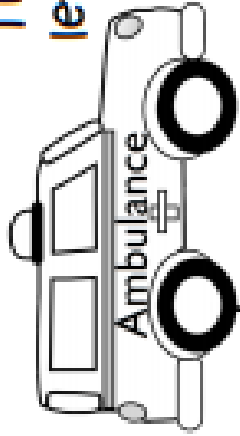


The ambulance can follow the

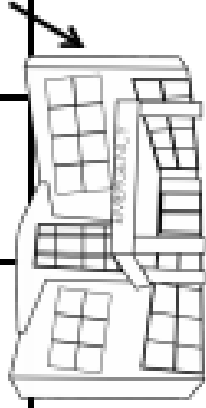
letter

B

to the hospital.

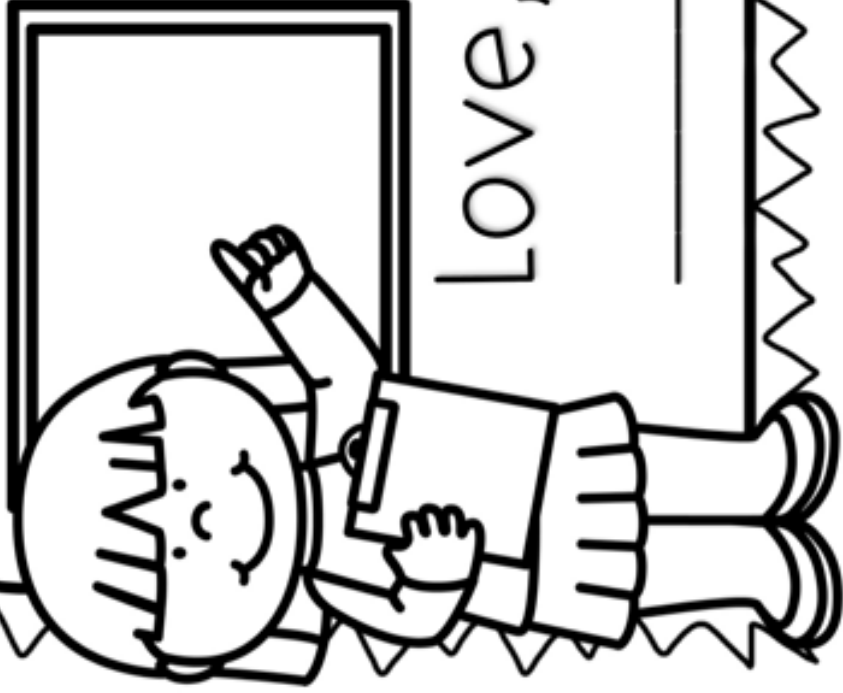


B	B	D	G	M	S	R
A	B	B	U	S	N	D
B	D	B	A	C	S	M
R	T	B	B	A	B	G
X	V	M	B	A	R	H
W	D	L	B	B	B	B
D	M	S	E	P	A	B



Dear _____,

**THANK YOU
FOR ALL
YOU DO!**

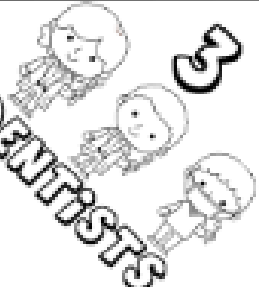
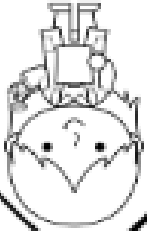


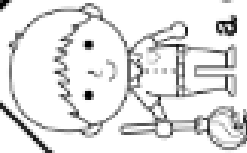
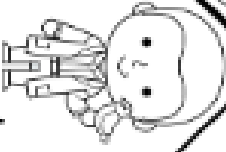

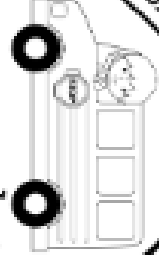

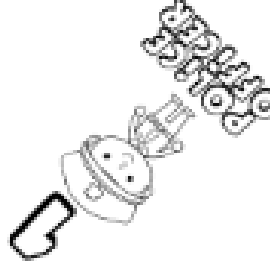
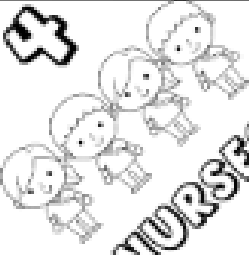


Love,

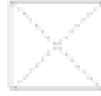

Dear _____

Love, _____

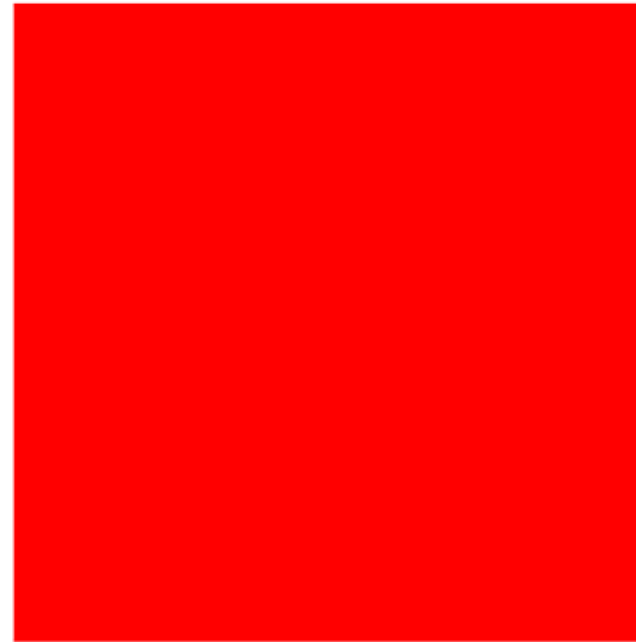
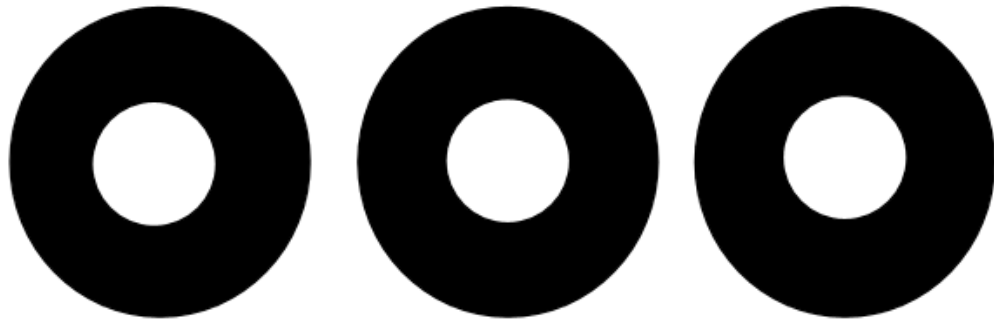
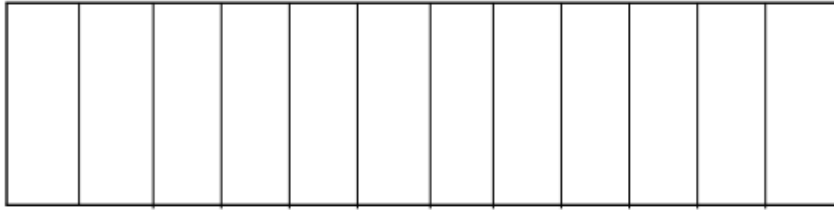


STUDENTS 	Who helps people that are sick? 	Who delivers mail to your mailbox? 	Who helps kids learn at school? 
Who keeps the school clean? 	a doctor! 	a postal worker! 	a teacher!
Who takes care of sick animals? 	a custodian! 	a firefighter! 	Who brings kids to and from school? 
Who takes care of sick animals? a veterinarian!	a construction worker! 	Who puts out dangerous fires? 	Who brings kids to and from school? 
NURSES 	Who builds roads and buildings? 		

DIRECTIONS

1. Cut out 'foldable'.
2. Fold two opposite diagonal corners together. Open back up. Repeat for the other two diagonal corners. Your paper should look like this.
 
3. Turn paper printed side down. Fold all four corners to the center of the paper.
 
4. Your paper should look like this.
 
5. Flip your paper over. Again, fold all four corners to the center of the paper.
 
6. Your paper should look like this.
 
7. Fold any two sides together. Make sure the numbers face the outside. Slide your thumbs and fingers under the four flaps. Finally, rotate your hands, bringing your thumbs and index fingers together. Then open and play!
 


Cut & build the firetruck

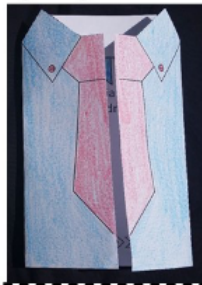
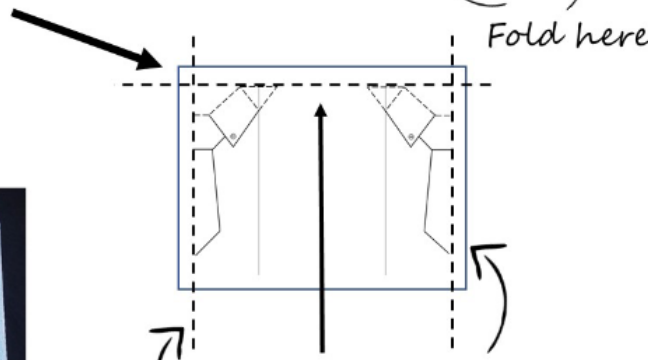
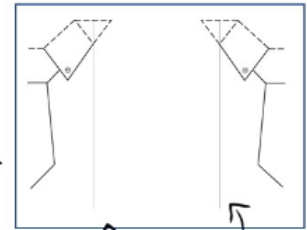
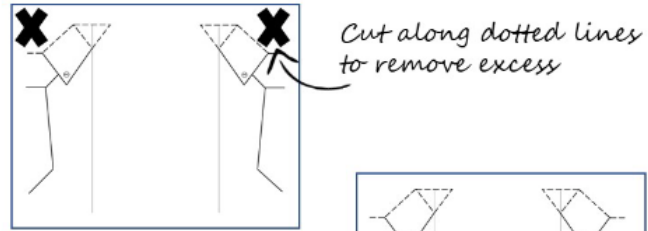


Father's Day Card templates

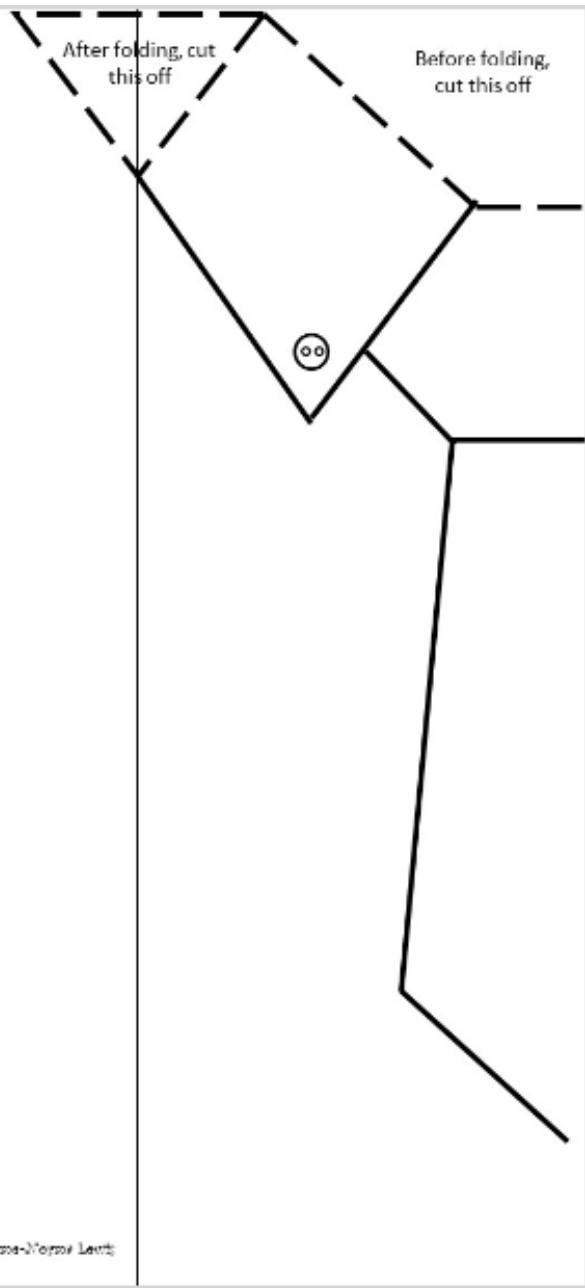
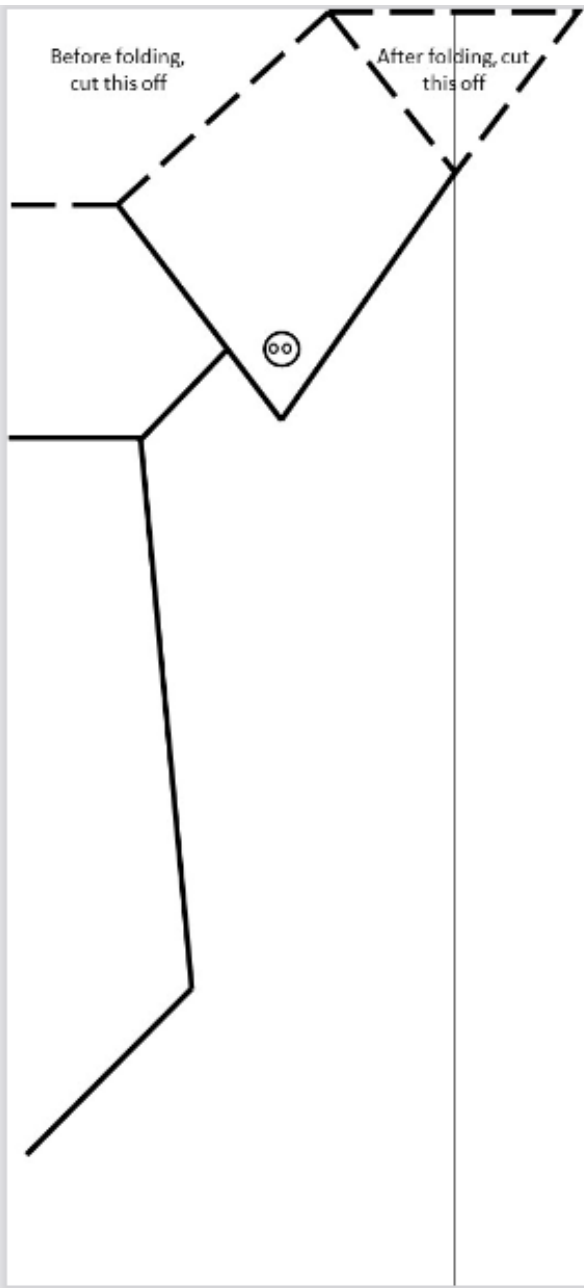
Option 1

Directions:

1. Print pages 2-3 or 4-5 back-to-back.
2. Color.
3. Cut off the top area around the necktie before you fold.
4. Fold necktie sides inwards to create a card.
5. Cut off about $\frac{1}{4}$ inch straight strip from the front and top of the card; snip off triangle corners.
6. Write a sweet message on the inside.
7. Give dad the card and a big hug!!!



Happy Father's Day!!!





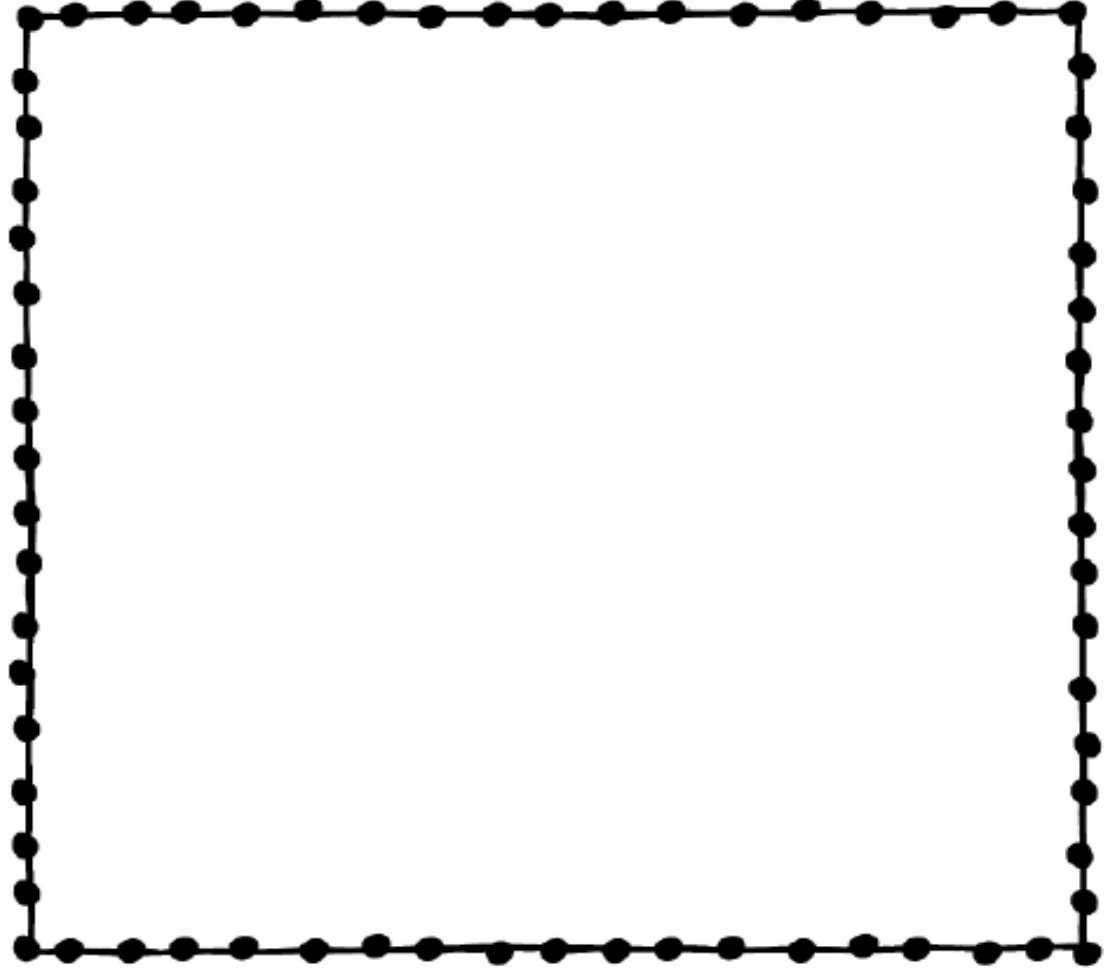
Happy Fathers Day
Happy Fathers day means more
than have a happy day
It means I love you with all my heart
Then thanks for all you do
It means you mean a lot to me
and for that, I love you.



Option 2



I gotta hand it to you



You're the best daddy
in the world. I love you!

Love, _____

Google Classroom

This is the place to go for links, such as sport, books and extra activities for your child. Here we encourage your child to communicate, by adding samples of their work, photos or a question they might have.

Extra Resources

Parents if you wish, we have listed extra online resources you may like to use with your child. Some of these are free and some may occur a cost. These are not compulsory, just a suggestion for those families wanting more choice and options.

Decodable Readers

An email was sent out to all parents with log in details. If you do not have access to a device please let your teacher know. Students need to read daily. They read a book from their list when they sign in. This needs to be independently read before they move onto another book. Please also make sure they are reading fluently before they read the next book.

EPIC Reading

This can be accessed either on an internet browser or as an App on an iPad/tablet. Options for login are below. Use the code to log in and find your child's name. They will be able to access a variety of books – some they can read, audiobooks, picture books and videos.

Using a tablet/phone (App based)

Using a computer (internet browser)

Class Log In Instructions

Laptops iOS/Android

After opening the Epic app, ask students to:

- 1 Tap on "ENTER CLASS CODE"
- 2 Enter class code
- 3 Select their name
[View and edit class roster](#)

Class Log In Instructions

Laptops iOS/Android

Have your students open up their web browser and

- 1 Go to www.getepic.com/students
- 2 Enter class code
- 3 Select their name
[View and edit class roster](#)

ABCYA

<https://www.abcya.com/>

Variety of literacy and maths activities

PBS Kids

<https://pbskids.org/>

More games linked to characters students may know from television shows.

Reading Eggs

<https://readingeggs.com.au/>

This is a paid website. We do not have access to this at Blackwell.

Phonics hero

<https://phonicshero.com/>

Based on sounds and reading.

There is a 7 day free trial available, otherwise it is a paid service. We do not have access to this at Blackwell.

Education.com

<https://www.education.com/songs/>

Online activities, though your child may need assistance.

Scholastic

<https://scholastic.com.au/education/education-home/learn-at-home>

Activities and resources

These are just suggestions. Your child does not have to access these sites.