

Early Stage 1 Learning Grid Week 10

Monday	Tuesday	Wednesday	Thursday	Friday	Extra Activities
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English Revision

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

Sounds, Letters, Sight Words

New sight words **about, then, them, or**.
Practise your new sight words **about, then, them, or**.

Make a word wall if you haven't



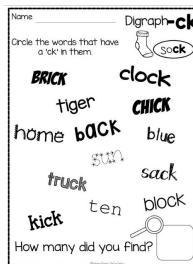
already. This is a spot where all your sight words can be seen clearly and easily. You could use a wall; however, a door or window would work too. Be creative and do what works at your house.
Add your new sight words to this word wall.

Sounds, Letters, Sight Words

Revision of the digraph's **qu** and **ck**. Practise your sound **qu** and **ck** and sight words **about, then, them, or**.

Think of 3 words that start with the **qu** sound.
Think of 3 words that end with the **ck** sound.

Complete the ck activity sheet

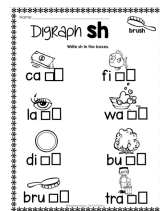


Sounds, Letters, Sight Words

Revision of the digraph's **ch** and **sh** and sight words **about, then, them, or**.
Practise your sound **ch** and **sh** and sight words **about, then, them, or**.

Think of 3 words that start with the **ch** sound and end with the **ch** sound.
Think of 3 words that start with the **sh** and end with the **sh** sound.

Complete the following **ch** and **sh** activity sheets.

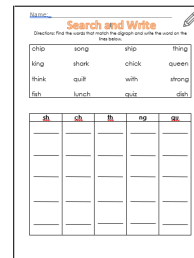


Sounds, Letters, Sight Words

Revision of the digraph's **th** and **ng** and sight words **about, then, them, or**.
Practise your sound **th** and **ng** and sight words **about, then, them, or**.

Think of 3 words that start with the **th** sound and end with the **th** sound.
Think of 3 words that end with the **ng** sound.

Complete the match the digraph activity worksheet.



Well-Being/Privilege Day

Start the day with some breakfast. Reflect on how you are feeling. Set some positive goals for the day.
Here are some activity suggestions

Go outside and do some yoga or mindfulness activity.



Go for a walk with a family member if you can.

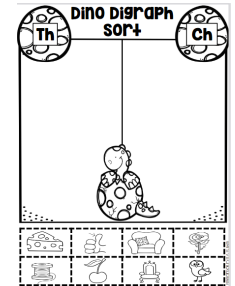


Have a game outside

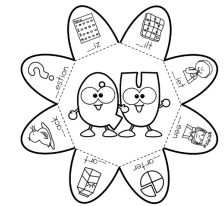


Sounds, Letters, Sight Words

Complete the **th** and **ch** sound sort activity



Complete the **qu** petal foldable.



how to make:

- Cut out the petal foldable.
- Fold inward along the dotted lines.
- Glue behind the center.
- Write in the letters "qu" to complete the words.
- Color.

Writing

Rainbow write this week's sight words.
Practise any other sight words you need to.
Say them, Write them.

Writing

Write sentences using this week's sight words. Be creative.

Writing

Silly Sentence Time

Watch Mrs Loscialpo's sentence video on Google Classroom to create your own silly sentence.

Writing

Complete the **ng** writing match activity. Colour in the pictures when you have finished.

Play a board game or game of your choice



Writing

If you haven't already, write a letter to your teacher. This might be from the Community Helpers theme page or just a letter from you. Email this to



For example:
Do you like cats or dogs as pets?
I read a book and then it was time for bed.
Practise makes them get better.
I am about to have a bath.

Use the 4W's writing strategy to create your own silly sentence.

Who
What
Where
When

Check the following:
Are you writing ready?
Your punctuation (Have you got a capital and full stop?)
Are you writing from left to right?
Have you used your 4W's for writing?

Name: _____

Word Bank

sing		
swing		
wing		
ring		

Find the word from the word bank that describes each picture. Use your **dictation** handwriting to write that word under each picture.



Create a painting or drawing



your teacher. They would love to hear from you and see your writing.



Alternatively, if you haven't already done this, you could join the buddy class on Google Classroom. Write a letter and draw a picture for your buddy. Make sure your name is on this.

Reading
Focus on reading your decodable readers.

Remember to:

- Point to each word as you read
- Decode the words by blending your sounds
- Be fluent (read like a river)

Please send your weekly video reading your decodable reader by GC or your teachers e-mail.

Reading
Focus on reading your decodable readers.

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Reading
Read a book of your choice in your special place.



Reading
Use epic to read <https://www.getepic.com/sign-in>

On a piece of paper draw what happened at the beginning, middle and ending of the story. Discuss this with a family member. Discuss the character/s and setting. Talk about your favourite part of the story?



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) ☺.

Position
What is position?


Visit this link
<https://vimeo.com/587626111/1b1b69ca88>

Place yourself in different positions **eg. Under the table OR next to the TV.** Call out the position you are in **eg. I am under the table.** Do this for as many different positions you can think of.

Answer the questions on the worksheet below;

PROBLEM SOLVING
Position and Directions to Self


MG 9 (1a) This is a picture of William.
Which of these sentences describes William's position?
(a) William is beside the chair.
(b) William is in front of the chair.
(c) William is behind the chair.



Problem and Directions to Self

PROBLEM SOLVING
Position and Directions to Self


MG 9 (1b) This is a picture of William.
Which of these sentences describes William's position?
(a) William is beside the chair.
(b) William is in front of the chair.
(c) William is behind the chair.



Problem and Directions to Self

PROBLEM SOLVING
Position and Directions to Self

MG 9 (1c) This is a picture of William.
Which of these sentences describes William's position?
(a) William is beside the chair.
(b) William is in front of the chair.
(c) William is behind the chair.



Problem and Directions to Self

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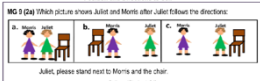
Position
What is position?

Ask someone at home to give you directions. **Eg Place yourself outside of the doorway.** Do this as many times as you can and then swap. Your turn to give the directions.

Answer the questions on the worksheet below;

PROBLEM SOLVING
Position and Directions to Self

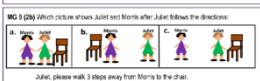
MG 9 (2a) Which picture shows Juliet and Morris after Juliet follows the directions:
Juliet, please stand next to Morris and the chair.



Problem and Directions to Self

PROBLEM SOLVING
Position and Directions to Self


MG 9 (2b) Which picture shows Juliet and Morris after Juliet follows the directions:
Juliet, please walk 3 steps away from Morris to the chair.



Problem and Directions to Self

PROBLEM SOLVING
Position and Directions to Self

MG 9 (2c) Which picture shows Juliet and Morris after Juliet follows the directions:
Juliet, please walk 3 steps away from Morris to the chair.



Problem and Directions to Self

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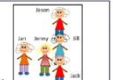
Position

Draw a picture of your family outside or inside your house. Place each member of your family in different positions in the picture. Label them at the end. **Eg. mum is next to the tree.**

Answer the questions on the worksheet below;

PROBLEM SOLVING
Position and Directions to Self

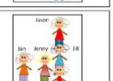
MG 9 (3a) The children were standing in a group. Who is standing behind Jack?



Problem and Directions to Self

PROBLEM SOLVING
Position and Directions to Self

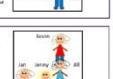
MG 9 (3b) The children were standing in a group. Who is Jack standing in front of?



Problem and Directions to Self

PROBLEM SOLVING
Position and Directions to Self

MG 9 (3c) The children were standing in a group. How could you describe Jason's position?



Problem and Directions to Self


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Volume:
Visit this link on Volume and capacity.
<https://www.youtube.com/watch?v=XvLL27VqFb0>

Draw the volume according to the label for each bottle and answer the questions below.

Volume

Colour the bottles in ascending order of volume.









1. What bottle has the least volume of liquid?
2. What bottle has the most volume of liquid?
3. What bottle volume is twice as much as bottle 1?
4. What bottle volume is three times as much as bottle 1?

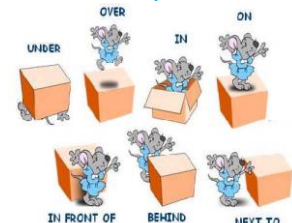
Capacity:
Complete the worksheet below by comparing the capacity of each object. Decide which has less and more capacity.

Capacity Worksheet


Write the number of the item that holds less for each item.

1 	Less	More
2 	Less	More
1 	Less	More
2 	Less	More
1 	Less	More
2 	Less	More


Today is a Zero technology day
Go outside and practise putting yourself into different positions.



Help someone at home bake or cook. What volume of liquid do you need to add to the ingredients? What dish or container has the right capacity for your cooking?



Hi Low



First decide whether you are going to add or subtract. Also decide whether the winner is the one who has the higher or the lower score. This game can be played both ways.

Remove all the face cards from the deck. Divide cards equally. Grab a pencil and paper for recording.

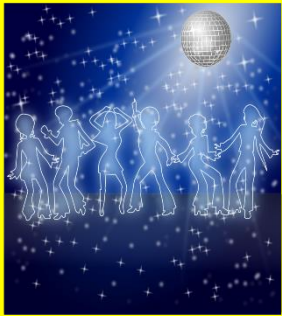
Each player draws two cards from their piles and keeps the cards face-up for everyone to see.

The task is to add (or subtract) the number values on the card and come up with the answer. The player with the higher (or lower) score gets to keep all the cards dealt in a separate pile. The game goes on until all the cards are finished. The one who gets most cards in the end is the winner.

The paper and pencil can be used to help record calculations if needed.

Other

**END
OF
TERM
DISCO**



*You have all worked so hard
this term with your home
learning.*

It's time for a big reward.

*Have a great time dancing
and listening to music. You
deserve it!*

Family Art



Materials:

White paper
Coloured paper cut in
shapes. Squares,
triangles, circles.

Create a family picture
by using coloured paper
shapes (you can colour
plain paper in).
Arrange your shapes to
make people in your
family.

Craft



Butterfly Painting

Materials:
Paper or cardboard
Coloured paint

Method:

Fold your paper in half
Drop blobs of paint
down one side of the
crease.
Fold your paper over
and press down.
Run your fingers in the
shape of a wing.
Open the paper and
you should have a
symmetrical wing shape
on both sides.
For detail add antennas
and cut around the
paint in the shape of a
butterfly.

Science

We have learned a lot
about what people and
animals need to stay
alive. We need our
senses to keep us safe,
we need to drink water,
eat food, breathe and
have our hearts beat
and move our bodies.
But there are two more
things we need. We
need a place to live and
a place to sleep, and so
do animals. Draw
pictures of where you
live and where you
sleep and draw pictures
of where your chosen
pet lives and
sleeps. Talk to an adult
about why you think it's
important to have a
place to live and a safe
place to sleep

Space and Shelter

Where do you live? Draw a picture	Where does your pet live? Draw a picture
Where do you sleep? Draw a picture	Where does your pet sleep? Draw a picture

Obstacle Course

Make an obstacle course in
your back yard. Include
obstacles that have the
following –

- Moving on your tummy
- Jumping
- A ball
- Walking on your knees
- Rolling
- Springing off one foot

How creative can you be?

Water painting:

You will need a paint brush, a cup or bucket of water and a space outside that is concrete/pavement. Use the water to paint pictures on the concrete.

If you have chalk, you could colour the concrete and then use the water to paint a picture.



These are fun activities you might like to do for Week 10 or in the holidays!



Make some slime! Use the recipe below or find your own, depending on what you have at home.

You will need:

- 100ml PVA white glue (children's craft glue or CE marked glue)
- ½ tsp bicarbonate of soda
- gel food colouring
- 1 tsp contact lens cleaning solution
- glitter (optional)
- Method:

1. Squeeze the glue into a mixing bowl (look for a bottle in a 100ml size if possible so you won't have to measure it out). Add the bicarbonate of soda and mix well.

2. Add a drop or two of your chosen gel food colouring. Less colouring gives a pastel colour; the more you add, the brighter the colour. Mix until well incorporated.

3. Add the contact lens solution and mix. The slime will begin to form, going stringy before coming away clean from the bowl into a ball.

4. Once it has formed, take it out and knead it with your hands. It will be sticky at first but after about 30 seconds you'll have a smooth and pliable ball. Add glitter at this point, if desired, and work in with your hands. Store in a pot with a lid.

Magic milk experiment:

You will need:

- A plate or tray
- Milk
- Cotton swap
- Dish soap
- Food colouring



Method:

- Pour milk onto a plate or on a tray.
- Put one drop of each food colour into the milk close together.
- Place the tip of a cotton swab into dish soap and then place it into the milk. Hold it there for 10 seconds. Watch what happens to the colours!

Make your own bubble wand!

Bend pipe cleaners into different shapes. You could use cookie cutters to help make the shapes, or you could make them free hand. Decorate your wand by threading beads on to the handle.

Dip your pipe cleaner into some bubble solution and blow and pop bubbles outside!



about

them

then

or

Name _____

Digraph-ck



Circle the words that have
a 'ck' in them.

BRICK clock

tiger **CHICK**

home **back** blue

sun

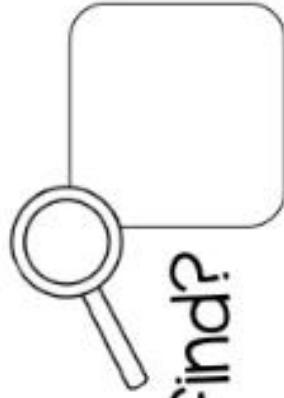
truck

sack

block

ten

kick



How many did you find?

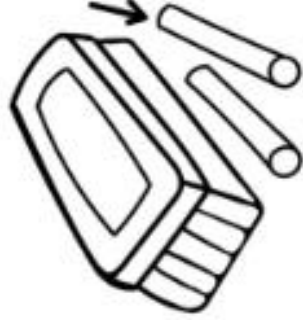
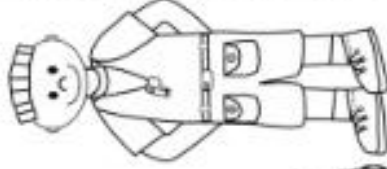
Name _____

Digraph

ch

Color the pictures with 'ch' at the beginning, red.

Color the pictures with 'ch' at the end, blue.



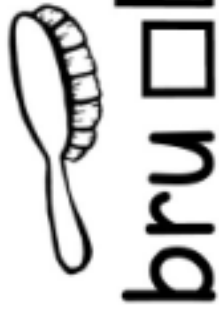
Name: _____

Digraph sh



brush

Write sh in the boxes.



Name: _____



Search and Write

Directions: Find the words that match the digraph and write the word on the lines below.

chip	song	ship	thing
king	shark	chick	queen
think	quilt	with	strong
fish	lunch	quiz	dish

sh	ch	th	ng	qu
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Name: _____

Word Bank

sing

swing

wing

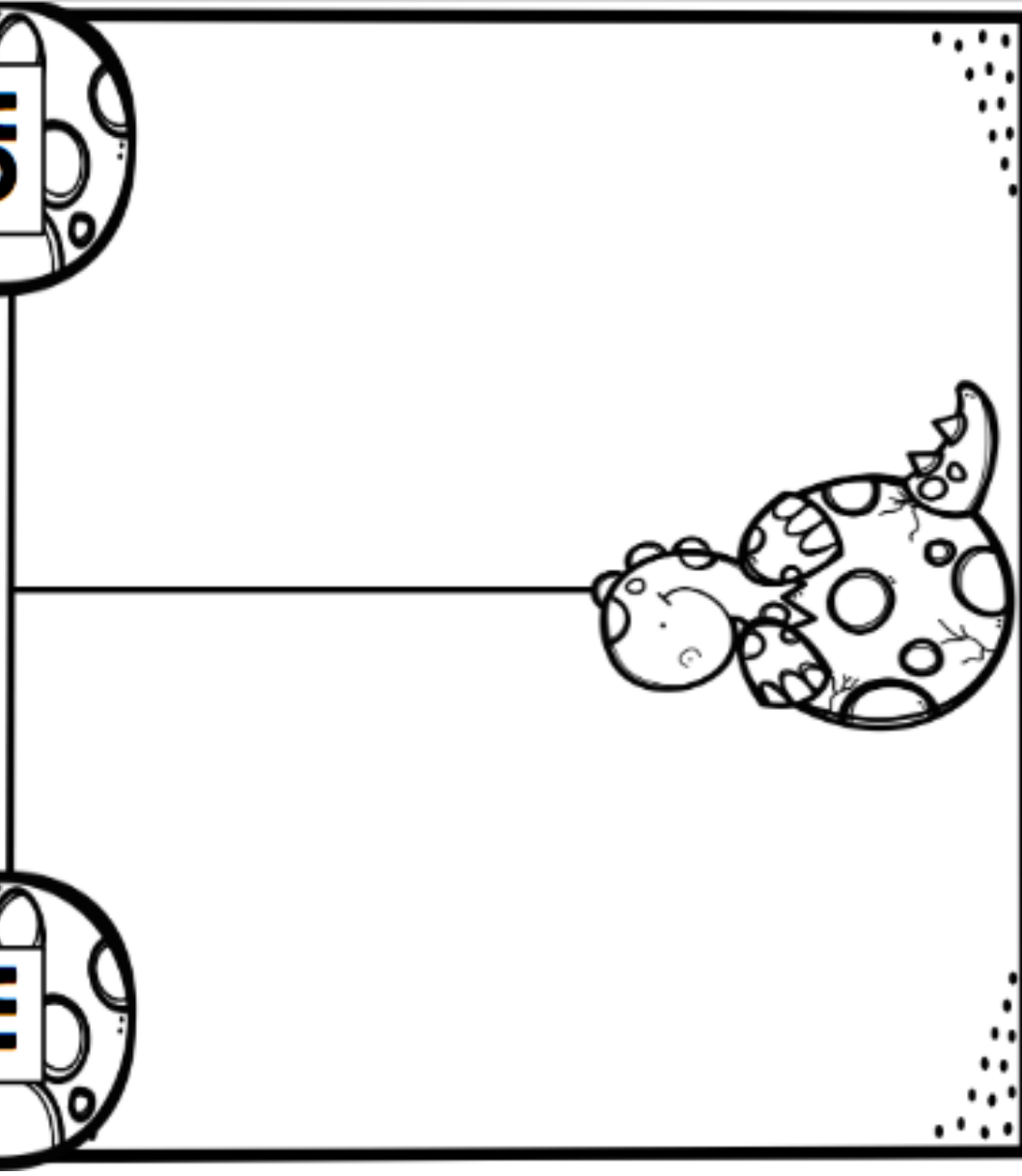
ring

Find the word from the word bank that describes each picture.
Use your neatest handwriting to write that word under each picture.











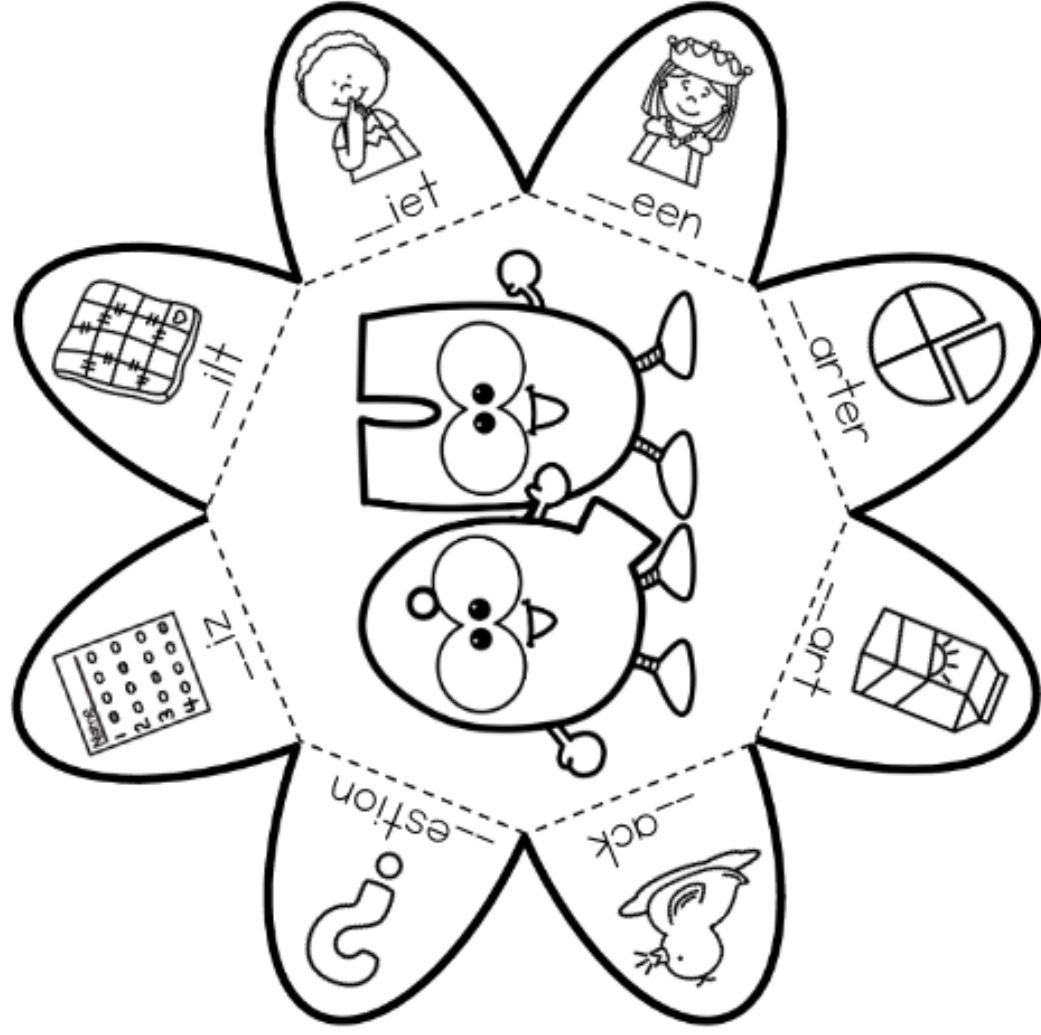


Dino Digraph Sort



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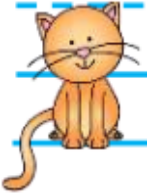
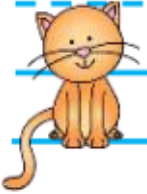
			
			



How to Make:

- Cut out the petal foldable.
- Fold inward along the dotted lines.
- Glue behind the center.
- Write in the letters "qu" to complete the words.
- Color!

Handwriting Lines



0

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

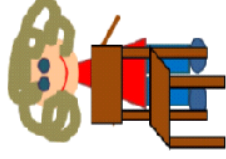
PROBLEM SOLVING

Position and Directions to Self

MG 9 (1a) This is a picture of William.

Which of these sentences describes William's position?

- (a) William is beside the chair.
- (b) William is in front of the chair.
- (c) William is behind the chair.

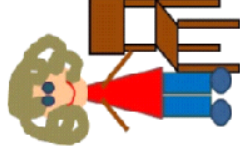


Position and Directions to Self

MG 9 (1b) This is a picture of William.

Which of these sentences describes William's position?

- (a) William is beside the chair.
- (b) William is in front of the chair.
- (c) William is behind the chair.

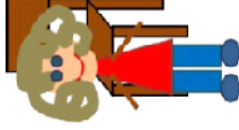


Position and Directions to Self

MG 9 (1c) This is a picture of William.

Which of these sentences describes William's position?

- (a) William is beside the chair.
- (b) William is in front of the chair.
- (c) William is behind the chair.






Position and Directions to Self

PROBLEM SOLVING

Position and Directions to Self


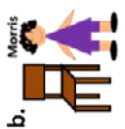

MG 9 (2a) Which picture shows Juliet and Morris after Juliet follows the directions:

a. 	b. 	c. 
---	---	---

Juliet, please stand next to Morris and the chair.

Position and Directions to Self




MG 9 (2b) Which picture shows Juliet and Morris after Juliet follows the directions:

a. 	b. 	c. 
---	---	---

Juliet, please walk 3 steps away from Morris to the chair.

Position and Directions to Self

MG 9 (2c) Which picture shows Juliet and Morris after Juliet follows the directions:

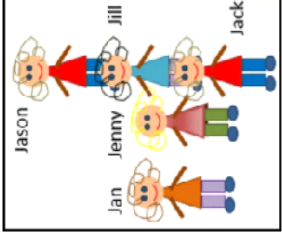
a. 	b. 	c. 
--	--	--

Juliet, please walk 3 steps away from Morris to the chair.

Position and Directions to Self

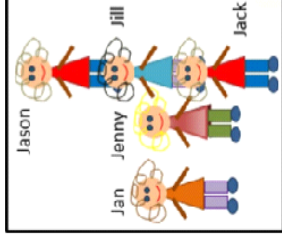
PROBLEM SOLVING
Position and Directions to Self

MG 9 (3a) The children were standing in a group.
Who is standing behind Jack?



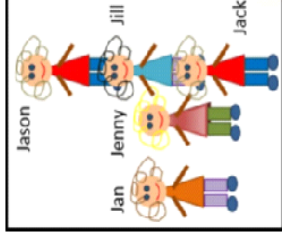
Position and Directions to Self

MG 9 (3b) The children were standing in a group.
Who is Jack standing in front of?



Position and Directions to Self

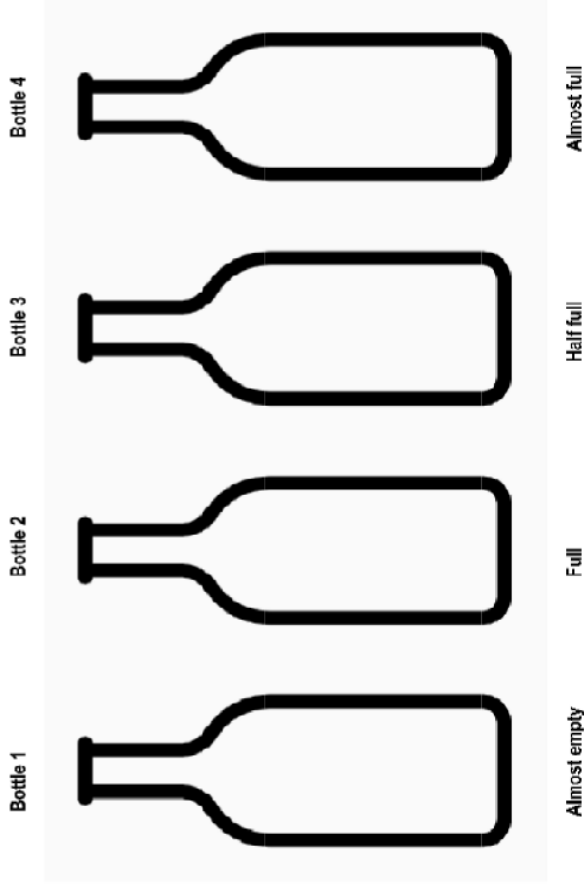
MG 9 (3c) The children were standing in a group.
How could you describe Jason's position?



Position and Directions to Self

Volume

Colour the bottles in according to their volume.



1. Which bottle has the most volume of liquid in it? _____
2. Which bottle has the least volume of liquid in it? _____
3. Which bottles volume of liquid is equal to its capacity? _____
4. Which bottles volume of liquid is half of its capacity? _____

Space and Shelter

Where do you live? Draw a picture	Where does your pet live? Draw a picture
Where do you sleep? Draw a picture	Where does your pet sleep? Draw a picture

