

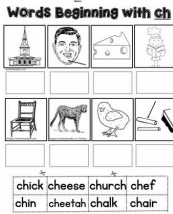

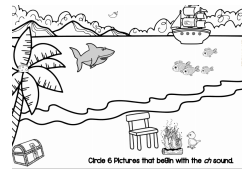



Early Stage 1 Learning Grid Week 6

Monday	Tuesday	Wednesday	Thursday	Friday	Extra Activities
English					
<p>Sounds, Letters, Sight Words New Digraph Sound: ch 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.</p> <p>What sound do these letters make? Listen to the link (if you can) to hear the sound and how to make the sound. QR code below</p> <p>https://www.youtube.com/watch?v=JARR81rT7o</p> <p>Practise new sight words when, there, their, an.</p> <p>Practise all sounds and sight words sent home at the end of Term 2 and new ones from Term 3. Name the sound, letter and a word that starts or ends with that sound.</p> <p>Complete the attached ch activity colouring page.</p> 	<p>Sounds, Letters, Sight Words Practise your new sound ch and sight words when, there, their, an.</p> <p>Listen and sing along to the ch sound video if you can. QR code below https://www.youtube.com/watch?v=FWg2uzAuSe4</p> <p>Practise all sounds and sight words sent home at the end of Term 2 and new ones from Term 3. Name the sound, letter and a word that starts or ends with that sound.</p> <p>Complete the attached ch activity colouring page.</p> 	<p>Sounds, Letters, Sight Words Practise your new sound ch and sight words when, there, their, an.</p> <p>Practise all sounds and sight words sent home at the end of Term 2 and new ones from Term 3. Name the sound, letter and a word that starts or ends with that sound.</p> <p>Complete the attached ch cut and paste activity.</p> 	<p>Sounds, Letters, Sight Words Practise your new sound ch and sight words when, there, their, an.</p> <p>Practise all sounds and sight words sent home at the end of Term 2 and new ones from Term 3. Name the sound, letter and a word that starts or ends with that sound.</p> <p>Complete the attached ch sound activity page.</p> 	<p>Sounds, Letters, Sight Words Practise your new sound ch and sight words when, there, their, an.</p> <p>Practise all sounds and sight words sent home at the end of Term 2 and new ones from Term 3. Name the sound, letter and a word that starts or ends with that sound.</p> <p>Circle things that start with ch in the following activity. Colour in the picture.</p>  <p>Complete any sound sheets that have not been completed.</p>	<p>Sounds, Letters, Sight Words</p>  <p>Make your own three letter words using all the consonant letters we have learned so far. Use the vowels a e i o u for the middle letter. Have a parent or an older sibling check your words. Sound out and say each word. Even if it is not a word this is good practise with sounds and blending.</p>

<p>Writing Write 'ch' and 'CH' in lower and upper case.</p> <p>Write three words that begin with each of these sounds.</p> <p>New sight words when, there, their, an. Can you say these in a sentence? Practise writing these words.</p> <p>Write all the letter sounds on a paper plate or similar. Cut flaps and rotate plate sounding out all the letter sounds.</p> 	<p>Writing Write your new sight words. New sight words when, there, their, an.</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: I love cheese sandwiches! The teacher had to check the child's work. Can I have a cheeseburger and chips please?</p>	<p>Writing Write 'ch' and 'CH' in lower and upper case.</p> <p>Write three words that end with each of these sounds.</p> <p>New sight words when, there, their, an. Write your new sight words and any other sight words you need to practise.</p>	<p>Writing Write your sound and this week's sight words and any other sight words you need to practise.</p> <p>Complete the ch writing activity. You need to replace the <u>underlined word</u> with something that begins with the ch sound.</p> <p>For example: The cheese was delicious. The chokito was delicious.</p> <p>Extra challenge: If you want to, think of another word to use instead of delicious.</p> <p>Write these sentences on the page provided.</p> 	<p>Writing Write your sounds and sight words.</p> <p>As a follow up from Mrs Dabic's handwriting video. Use the sky, grass, and soil lines to write your letter sound in both lower case and upper case 'ch' and 'CH'.</p> <p>If you wish, you can practise writing a sentence or make up your own simple sentence using the 'ch' sound.</p> <p>Some examples are: I will chop the log. The king is rich. The chimp ate a banana. Do you play chess?</p> <p>Handwriting Lines</p> 	<p>Writing Create your own 'ch' digraph snap game by using words that have 'ch' in them or by using pictures.</p>  
<p>Reading Listen to a story of your choice. Before reading, predict what it might be about. What helped you to predict what will happen? (Certain pictures/ colours, character images, facial and body expression etc.). After reading discuss if your predictions were correct. Read your school reader/decodable text online. You could use https://www.getepic.com/sign-in if you wish.</p>	<p>Reading Listen to a story of your choice. Focus on what I already know from this topic? How did you connect to the text? (Was it the title of the book, the authors name, the setting, the characters?) Ask yourself, what did this book remind you of? Discuss this with a family member. You can also talk about what happened at the beginning, middle and end of the story. Read your school reader/decodable text online. Remember you can use https://www.getepic.com/sign-in</p>	<p>Reading Listen to a story of your choice. Find the punctuation in the book as you read. Look for capital letters, full stops, spaces, question marks and exclamation marks. Is there any bold, larger print? Are there any speech marks? If so, practise using expression when you are reading. Read your school reader/decodable text online. Remember you can use https://www.getepic.com/sign-in</p>	<p>Reading Listen to a story of your choice. Stop at intervals and ask questions. For example: what do I think will happen next? Do I have any questions or something to say in response to the story so far? Do the pictures tell some of the story? How? Read your school reader/decodable text online. Remember you can use https://www.getepic.com/sign-in</p>	<p>Reading Choose a book or story that you know well. Retell the story in your own words to your family. You may want to reread a few pages. Hint: When presenting stand up in front of your audience to improve your confidence and volume. You may choose to read a few pages from another book of your choice. Read your school reader/decodable text online. Remember you can use https://www.getepic.com/sign-in</p>	<p>Reading Divide a page into 4 parts. Have a family member read to you a story of your choice without you looking at the pages. You need to listen carefully to parts of the story. When your family member stops reading you need to draw what you saw. Repeat this for 3 other parts in the story. Hint: Draw all four visualisations first then colour at the end.</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) 😊.

Partitioning:

Watch the following video about partitioning.

<https://vimeo.com/575211083/2e491d901b>

***Remember it means to break numbers into parts.**

Coloured counter toss:

This game can be played on your own or with others.

Preparation: You need 10 counters, bread tags, cardboard squares. Anything small with two sides. Use a permanent marker, stickers or paint to colour one side.

To play: We are going to see how many times we can partition the number 10 into 2 parts. To begin, shake the counters in a cup and tip them out. How many are on one side, how many on the other?

Eg: Blue facing up? 6
Stickers facing up? 4

Draw what you see and write the numbers on your drawing. Keep going until you have used all possible combinations of numbers to make 10.

Eg. For counters where one side is blue and the other has stickers. How many landed with blue facing up

Partitioning:

Hide and seek counters:

This is a game for two or more.

To play: Begin with your 10 counters, bread tags, or whatever you used for yesterday's activity. One child hides some of the counters under a cup or bowl. The other person/child looks at the remaining counters and tries to figure out how many are hiding. Record this by drawing a circle for the cup adding how many counters were hidden and how many were not on the outside of the circle. Repeat this activity until you have been through all combinations of numbers up to 10.

Extension: play with two cups, make sure both have the same amount hidden.

-

Partitioning:

Target games:

Play this game on your own or with someone.

Preparation: You need 10 -15 small objects, soft toys, counters, anything you can toss without breaking.

To play: Create a target circle with chalk or hoop or anything you can find at home. Throw your 10 items into the circle. How many landed in / out? Record the numbers.

Eg. 9 in and 1 out.

Extension: Split the circle into 3 parts. What number of items landed in each section?

Eg. 4, 5 and 1.

Your 10 was partitioned into 3 parts.

Partitioning:

Partitioning fingers:

To play: Play this game on your own or with someone else. How many ways can you make a number with your fingers, start with number 2, then 3, 4, 5 etc;

Eg. Make 2 as many ways as you can.

1st way - 2 fingers on one hand
2nd way - 1 finger on each hand.

Extension: Join with someone else, use 3 and then 4 hands. Start partitioning numbers in 3 or 4 ways.

Eg. Number 4 partitioned using 4 hands could be 1 1 1 1

Number 5 using 3 hands could be 3 1 1

Partitioning:

Memory with partitioning:

To play: Use a deck of cards. Place them face down. Turn over 2 cards, do they add to make 10? If they do, you have a pair, if you don't, turn them back over and try again.

Extension: Turn 3 cards, do they add to make 20? If they do, you have a set. If they don't, turn them back over and try again.

Partitioning:

Show us what you've learned:

Practice partitioning using the worksheets attached. You need a sheet of owls and a sheet of numbers to partition.

Super Challenge: Can you partition a big number into more parts? Try partitioning 10 or 20 into 4,5 or 6 parts. How many ways can you do it?

Other

History - Family Tree
Speaking and Listening

Continue completing your family tree.
Practise your presentation to your family members



Craft
Ch is for chicken

Template is below. You will need a paper plate as well.



Colour the pieces required. Cut out and stick on to paper plate.

Sport
PE with Mario Bros



Scan the QR code with a phone or tablet to join in and workout with Mario Bros theme.

History
See below for a better view

4 Use the pictures to help you think of things that families do together.




Look at the pictures. Think about what types of things families can do together. Draw a picture of you and your family doing something together.

Science – Living Things

Use the QR code on the Staying Alive worksheet, to listen to a rap story of Pig The Pug.

After listening to the story, think about your pet (if you don't have a pet see if you can watch the video and use the pet in the video or use a pet from a book you have). What does your pet need to stay alive? Can you draw four different things the pet needs to stay alive? Now, can you draw four things that you need to keep you alive?

Staying Alive 

This is what pigs need to stay alive

This is what I need to stay alive

Free Time

Time to get creative. What can you build, make, paint or design?
Maybe a board game or a jump track for your bike? Create a piece of art with different materials, such as paint, fabric, pasta.
Use your imagination. Share your creative designs on Google Classroom.

The five senses.



I can **taste** with my **tongue**.
I can **touch** with my **hands**.
I can **hear** with my **ears**.
I can **smell** with my **nose**.
I can **see** with my **eyes**.

Outdoor Sense

Find plants or animals (insect/bird/pet) in your garden or at a park and use all your senses to explore.



What can you see?

Focus on colour, shape, size.



What can you hear?

Is it loud or soft, high, or low? Does it bark, chirp or buzz?



What does it feel like? *

Soft, furry, spikey, rough or smooth.



What does it smell like? *

Sweet, sour, no scent.



What does it taste like? *

You could use this sense if you grow fruit, herbs or vegetables.

Draw a picture and write one word for each sense to describe it.

***Only if safe to do so!**

Five Senses Mindfulness

Each day spend 5-10 minutes focusing on a different sense. You could create a journal or record yourself on camera doing a vlog each day if you wanted to.

Day 1: Sight

Choose a room in your house. Sit still and look around. Focus on the different shapes, colours and objects you can see.

Day 2: Sound

Sit still and listen. Ask a family member to create different sounds using their body or objects. Guess what each sound is without looking.

Day 3: Taste (do this during a mealtime)
Focus on what you taste in each bite of food. Sweet, salty, sour, spicy.

Day 4: Smell

Sit still and close your eyes. Ask a family member to hold different things in front of your nose. Guess what each thing is.

Day 5: Touch

Find 4 objects that have different textures and draw them/ describe them.

Sugar or Salt

Oh no! The labels have fallen off the sugar and salt jars. Use your 5 senses to relabel them.

You will need:

- Sugar
- Salt
- 2 identical containers/jars
- Your 5 senses






Directions:

- Place sugar and salt in two containers (labelled as 1 & 2).
- Use your senses to label the salt and sugar correctly
- Record your results in the table below by drawing or writing, or you could talk about each sense.
- Which senses were the most helpful?



Other materials you could compare:

- lemonade and water
- chocolate (using different flavours)
- mashed berries
- sliced citrus fruit

Senses	Jar 1	Jar 2
 <p><i>See</i> Colour Clear/ murky Shiny/matte Small/ large</p>		
 <p><i>Hear</i> Sound/ no sound Loud/ soft High/ low</p>	(Shake jar)	(Shake jar)
 <p><i>Smell</i> Smell/ no smell Sweet/ sour Good/bad</p>		
 <p><i>Feel</i> Texture- Rough/ smooth Soft/ hard Wet/ dry</p>		
 <p><i>Taste</i> Sweet/ sour Salty/ spicy Tasteless.</p>		

QR codes for English

Ch Sound Monday



Ch Sound Tuesday



EPIC Reading

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



Name: _____

Date: _____

ch

chug _____

chin _____

chin _____



chain

chat _____

chop _____



chin



op



ug



at



chain



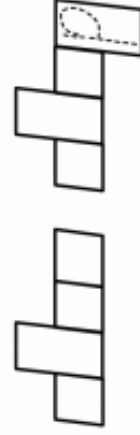
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art



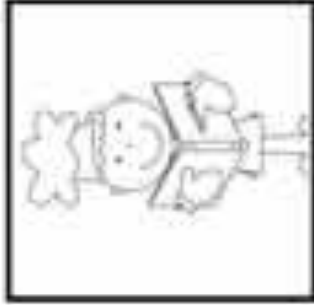
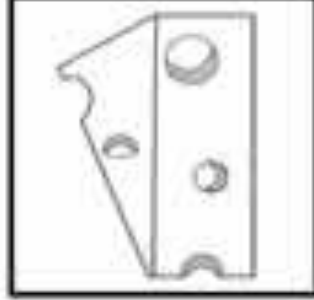
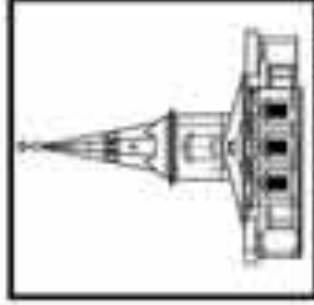
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I will check the chart. 

Names:

Words Beginning with ch



x

chick

church

chef

x

chair

cheetah

chalk



Name: _____

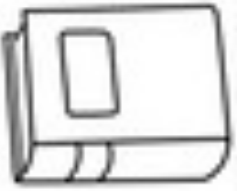
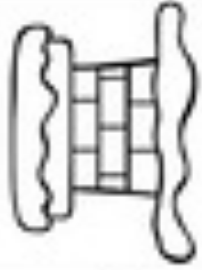
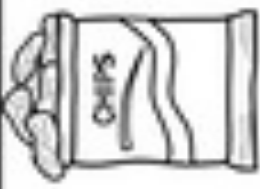
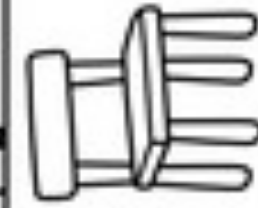
ch sound



ch



no ch





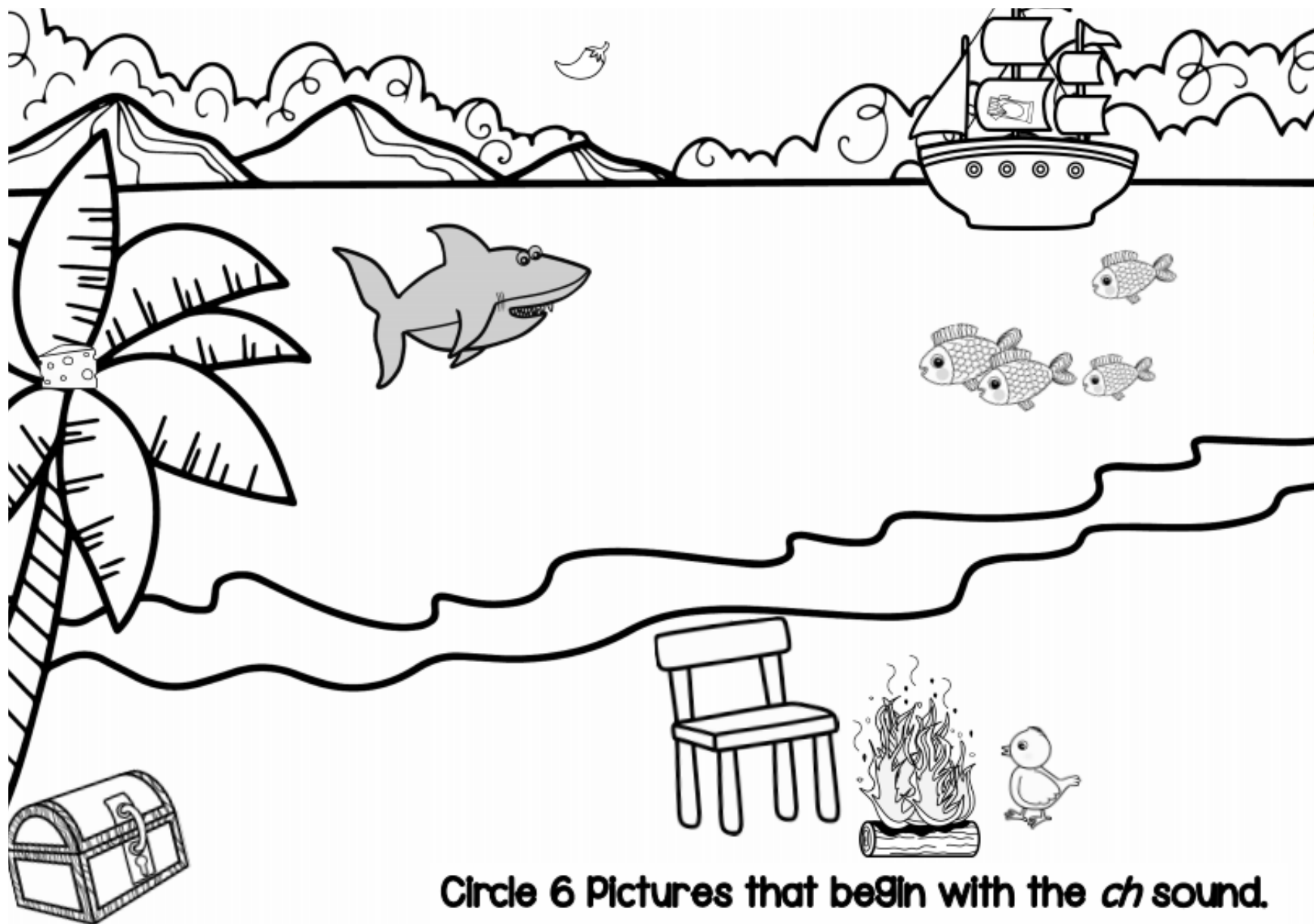
Name: _____

ch sound

blue ch

yellow no ch

chin	shark	teach	stop
desk	beach	house	chess
crack	chip	card	frog
inch	bush	chimp	think
donut	lunch	dish	chat
torch	phone	cheese	shed



Circle 6 Pictures that begin with the *ch* sound.

Sentence Writing

RePlace each underlined word to create new sentences.



1 The chocolate
is delicious.



1

2

3

I remembered to...

☐

use capital letters
ABC

☐

use punctuation
. ? !

☐

leave space
between words

Handwriting Lines



when

there

their

an

ch

Ch

History Family Picture

QR code for Sport



- 4 Use the pictures to help you think of things that families do together.

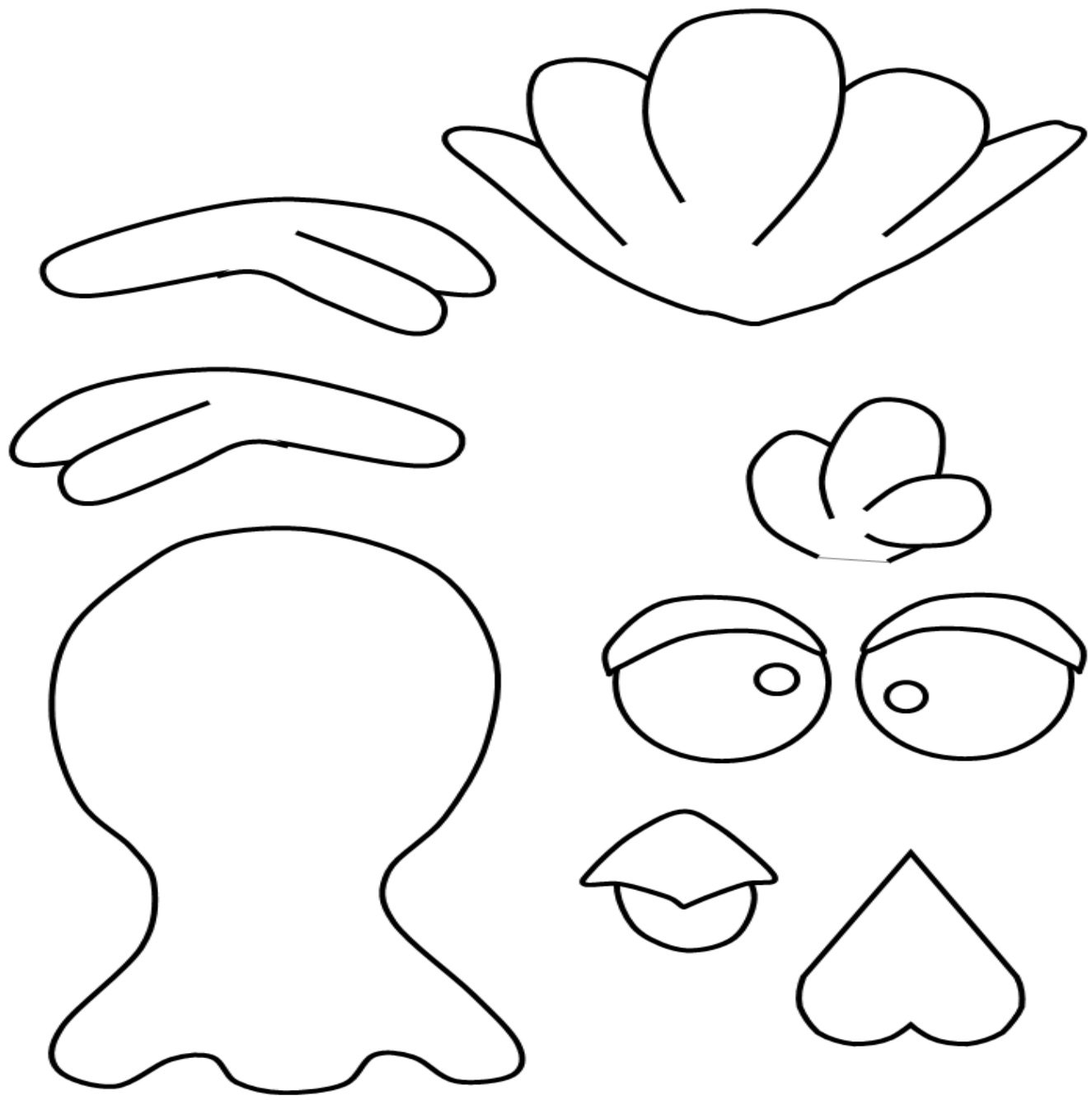


Staying Alive



This is what pets need to stay alive

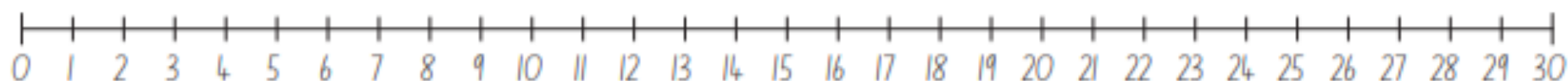
This is what I need to stay alive



Chicken Craft Template



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



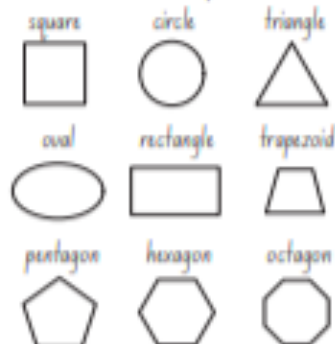
Ten Frames



Hundreds Chart

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

2D Shapes



3D Objects



Months of the Year



Days of the Week



0	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20				

Ten Frames



Partitioning Numbers

Stick owls in the boxes to make the number on the left.

5 =	<div></div>	+	<div></div>
6 =	<div></div>	+	<div></div>
7 =	<div></div>	+	<div></div>

Partitioning Numbers

Stick owls in the boxes to make the number on the left.

8 =



+



9 =



+



10 =



+



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.

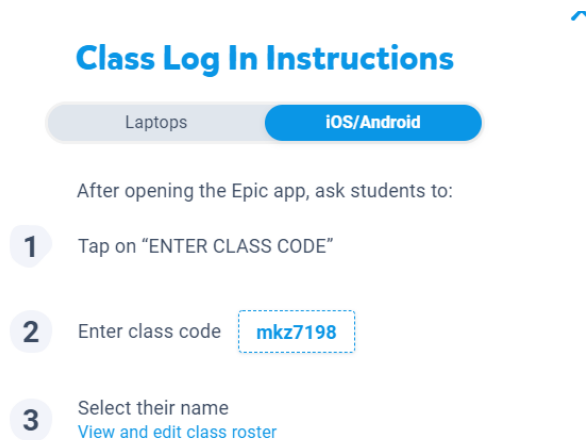
Decodable Readers

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)



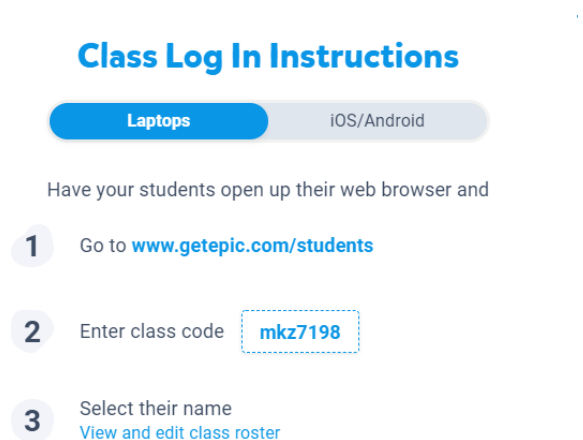
Class Log In Instructions

Laptops iOS/Android

After opening the Epic app, ask students to:

- 1 Tap on "ENTER CLASS CODE"
- 2 Enter class code **mkz7198**
- 3 Select their name
[View and edit class roster](#)

Using a computer (internet browser)



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 **mkz7198**
- 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.

