

This week we are asking that you upload ONE learning task response to share with your teacher. Please choose a piece of work that you are most proud of. The learning task will need to be submitted for evaluation and feedback via the Compass Learning Task tab by Friday 5pm.

Please refer to the link for instructions on how to upload the learning tasks:

<https://youtu.be/YWiLyJOP6CQ>

If you are unsure of what is required, please contact the school and a message will be sent to your child's teacher: (03) 5968 1313 or gembrook.ps@education.vic.gov.au.

Learning Task:

Please upload a copy of ONE piece of work that you are **most proud** of from this week. This could take the form of your writing, a reading response or a maths task.

Grade 1/2 Learning Tasks Term 3 Week 2 WEDNESDAY

READING

Learning Intention:

I can understand how descriptive words can create a setting.

Success Criteria:

I have recorded the descriptive language and illustrations used to describe the setting.

Learning Resources Required: Levelled reader, exercise book, pencils, post-it notes, and an iPhone/tablet/computer.

Learning Task:

Note: You will have to read a narrative (fiction) book today to complete the task.

1. In narrative stories we have different story elements that create a narrative. Today we will be focusing on the importance of the story element **setting**. We are exploring this story element as it is important to understand the time and place of the story so that we can gain a deeper understanding of the text to create a mental picture in our minds.
2. Watch Story Elements - Setting:
<https://www.youtube.com/watch?v=3BVOlyUnk6s>
3. Today you will be using post-it notes or anything you can use to mark a spot in your book. While reading today, create visualisations in your mind and flag a page where you can identify the setting (time and place of the story).

VISUALISING

Good readers.....

Use the clues in the text to help create a mental picture in their minds.



Engage with the text in a way that makes the text personal and memorable.

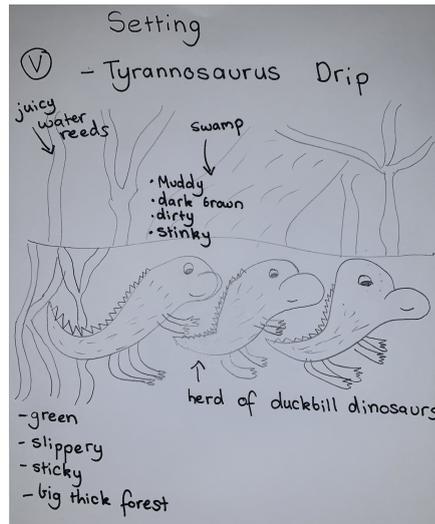
Create mental images in their mind using the details from the text that make reading 3-dimensional.

Adapt their mental images as they continue to read.

Imagine they are part of the mental image.

Use all 5 emotions to create a mental picture:

- "I see....."
- "I hear....."
- "I smell....."
- "I taste....."
- "I feel....."



4. Move onto 20 minutes of independent reading (remember to read a fiction text) and track your thinking by illustrating/sketching the setting in the book you read.

Extension Learning Task: Summarise the setting of our book by writing sentences of the time and place that the book was set, focusing on including rich descriptive language.

WRITING

Learning Intention:

I can understand how descriptive words can create a setting.

Success Criteria:

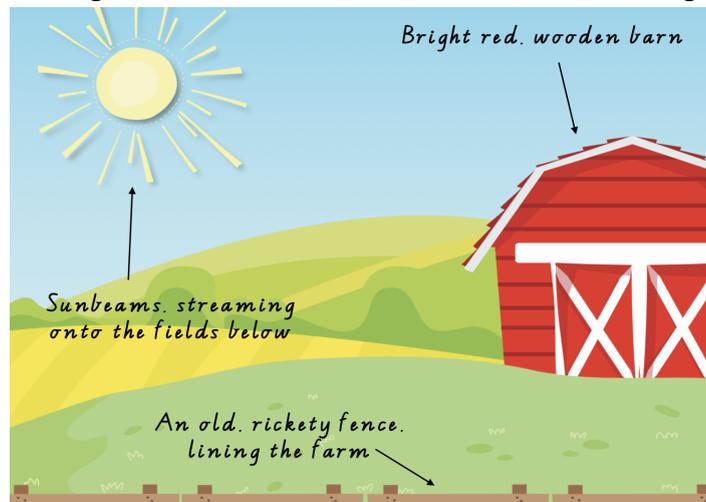
I have used adjectives to describe the setting.

Learning Resources Required: Exercise book, pencils, and an iPhone/tablet/computer.

Learning Task:

In reading we looked at visualising different settings. Think about the following questions:

- What is a setting?
- When you create a setting, what is important to include?
- Can a setting change in a story?
- Think of your very own setting. What will it look like? Will it be on another planet or underwater?
- Draw your setting and label the different features, like the image below.



Extension Learning Task:

Use an electronic device to look up synonyms, to bump your adjectives up. For example:

'The cottage was nice and cosy.'
'The cottage was pleasant and quaint.'

BREAK: ensure students have a well-earned break with a snack, rest, and a game/physical activity.

MATHS

Learning Intention:

I can compare and order objects based on mass.

Success Criteria:

I have made a set of balance scales and compared different objects' weights.

Learning Resources Required: Coathanger, string or wool, sticky tape, 2 containers the same size (for example 2 yoghurt container), and an iPhone/tablet/computer.

Learning Task:

1. Watch: <https://www.youtube.com/watch?v=Xxs-FAHTEH0>
2. Today we are going to create our very own balance scales!
3. Watch for instructions and pause at any time you need:
<https://www.youtube.com/watch?v=FRtbekqsuZ8>
4. Follow the instructions in the video to make your own set
5. Go on a hunt for 10 different objects that fit in your containers.
6. Before you start to see which object is the heaviest and which one is the lightest, use hefting and estimation and record your objects from lightest to heaviest.
7. Then use your balance scale to measure which object is the lightest to heaviest recording your answers under your estimations. How close were you to your estimation?

Extension Learning Task:

Ask an adult to borrow some kitchen scales and measure your objects using grams. Estimate the object before weighing and then record your answer. How close were you to your estimation?

PHYSICAL ACTIVITY

Please choose an activity from the grid provided.

Gembrook Primary School Physical Activity Grid Prep-Year 2

<p>Skip 200 Jumps You will need a skipping rope. If you don't have a rope pretend to skip (two foot jumps on the spot).</p>	<p>Throwing Into the Target Have a soft throwing ball and create a space for it to land (with a hula hoop/ a washing basket/ an empty rubbish bin, etc.). If you throw it in the target, make the target one step further away. <i>Have drink breaks regularly.</i></p>	<p>Tennis Racquet or Balloon Juggling If you have a racquet and ball available, see how many you can do in a row. If it hits the ground, reset your score to zero. If you have a balloon, try to keep it up as many times as possible; if hands are too easy then keep up with your feet or head.</p>
<p>100 Total Catches Using a tennis ball or small ball, throw the ball against an outside wall and catch it (Seek permission from a parent first).</p>	<p>OBSTACLE COURSE Create an obstacle course around your house Using a safe space, create parts of the course that require jumping, landing, rolling, crawling, balancing, and twisting.</p>	<p>Frisbee Throwing</p> <ul style="list-style-type: none"> Count how many you can get in a row. Keep track of your record Make sure you're running to get the Frisbee, it's not just a short toss. Use an old plastic plate, if you do not have a Frisbee.
<p>Partnered Hand Clapping Games https://www.youtube.com/watch?v=vHFPm3xiiBY Keep practicing!</p>	<p>Walk/Ride/Skate with your family</p>	<p>Football Kicking Count until you get 30 marks between your partner and you (your partner can be any family member).</p>
<p>Just Dance (mixture of dances) https://www.youtube.com/watch?v=yQ4f14wbk0 or type "Just Dance Workout 1". Practice until you know all the songs!</p>	<p>Basketball Dribbling</p> <ul style="list-style-type: none"> 100 bounces (left hand) 100 bounces (right hand) For those experienced, 200 bounces with crossovers. 	<p>Kids Bop Dance Exercise https://www.youtube.com/watch?v=Hd2s_saYsQ or type "34 minutes of Kids Bop activities" on YouTube.</p>
<p>Fitness Circuit</p> <ul style="list-style-type: none"> Create 5 stations, go in a clockwise direction and do these exercises at a different station. Station 1: 10 push-ups Station 2: 20 star jumps Station 3: 10 sit-ups Station 4: hold the plank/bridge for as long as you can Station 5: 50 hops, 25 on each leg. <p>Do each station 2 times, then you're done! <i>Have drink breaks regularly.</i></p>	<p>BALANCE ACTIVITY AND WORKOUT https://www.youtube.com/watch?v=st0ChirmC2o8 See if you can find something small like on the video that can replicate the balancing or coordination activities.</p>	<p>Yoga https://www.youtube.com/watch?v=5XQYsFa3Q <i>Have drink breaks regularly.</i></p>

BREAK: ensure students have a well-earned break with lunch, rest, and a game/physical activity.

ITALIAN

Learning Intention:

I can learn the vocabulary of fruit.

Success Criteria:

I have listened to, practised the words, labelled and illustrated them.

Learning Resources Required: Exercise book, pencils, and an iPhone/tablet/computer.

Learning Task:

1. Watch the video https://www.youtube.com/watch?v=My6_WnwAz9U listen and repeat after the presenter.
2. Now go back to the video and identify the names of the different fruits in the video.
3. Draw and label (in Italian) the different fruits.

For example:



Mela

Extension Learning Task:

What other Italian words can you identify? Write them down. Can you work out what they mean?