

Grade 1/2 Learning Tasks Term 3 Week 2 Thursday**READING****Learning Intention:**

I can understand how descriptive words can create a setting.

Success Criteria:

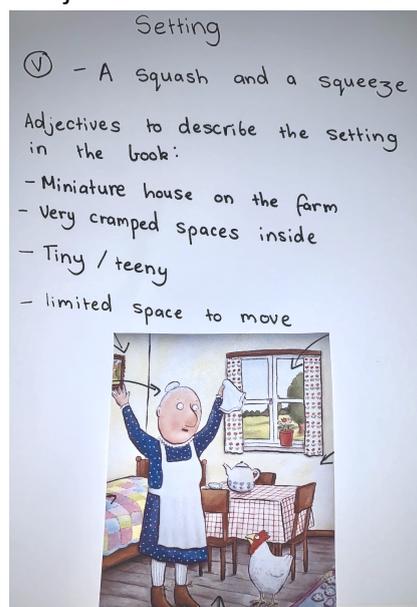
I have recorded the descriptive language and illustrations used to describe the setting.

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. Like yesterday, 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. Rewatch the 'Story Element of Setting' video here:
<https://www.youtube.com/watch?v=3BVOlyUnk6s>
3. Watch 'A Squash and a Squeeze' by Julia Donaldson:
<https://www.youtube.com/watch?v=PkdX73Onf04>
4. When listening to the story, think about:
 - What is the setting in the book?
 - How did Julia Donaldson communicate this?
5. Think about the illustrations in the book, how does it help us think about the setting? Think about different adjectives that could be used to describe the setting in 'A Squash and a Squeeze', to create an image in our minds while reading.
6. Move onto 20 minutes of independent reading (remember to read a fiction text) and track your thinking by sketching/illustrating the setting from the book, then recording the different adjectives used in the book. For example:

**Extension Learning Task:**

Brainstorm different adjectives that could be included in the book 'A Squash and a Squeeze' that would help the reader 'paint a further picture in the reader's mind' of the setting in the book.

WRITING

Learning Intention:

I can understand how descriptive words can create a setting.

Success Criteria:

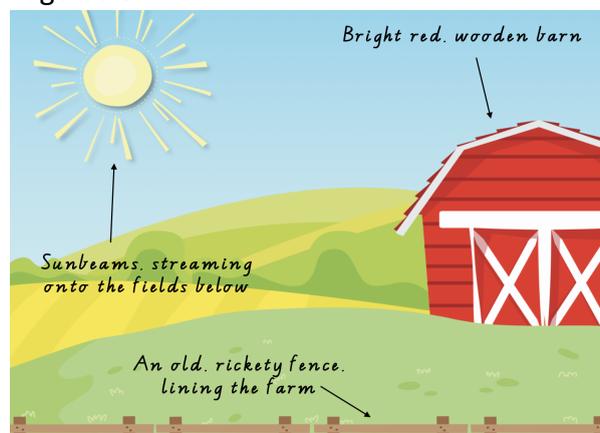
I have used adjectives to describe the setting.

Learning Resources Required:

Exercise book, pencils, and an iPhone/tablet/computer.

Learning Task:

Yesterday, we created our own setting in writing and labelled it using descriptive words (adjectives), like the image below.



- Today, we want you to use your drawing and labels from yesterday, to create a paragraph that describes your setting and paints a picture in your reader's mind.
 - For example: *'The bright red, wooden barn was located at the front of the property. An old rickety fence lined the front of the farm. As you stood, looking at the barn, you could see the rolling green hills in the distance and sunbeams streaming onto the fields below.'*
- Once you have written your paragraph, share it with someone in your family. Ask them if they can visualise the image in their head. Could you add another sentence to add more detail?

Extension Learning Task:

Remember to think about your sentence fluency. Try to write different sized sentences, to make your writing flow.

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

MATHS

Learning Intention:

I can break numbers (partition) into smaller parts.

Success Criteria:

I have used number sentences and diagrams to show different number combinations.

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

Learning Task:

The number 4 can be partitioned the following ways:

$4=1+1+1+1$

$4=3+1$

$4=2+1+1$

$4=4$

Find and record the partitions for the number 5.

Extension Learning Task: Study the partitions for 4 and 5. If a partition is considered different when the numbers are rearranged, for example, $3 + 1$ is different from $1 + 3$, then how many partitions are possible for 6?

Use what you already know from these examples.

PHYSICAL ACTIVITY

Please choose an activity from the grid provided.

Gembrook Primary School Physical Activity Grid Prep-Year 2

<p>Skip 200 Jumps</p> <p>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</p> <p>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</p> <p>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.</p> <p>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</p> <p>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</p> <p>Create an obstacle course around your house</p> <p>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</p> <p>https://www.youtube.com/watch?v=vHFPM3xliBY Keep practicing!</p>	<p>Walk/Ride/Skate with your family</p>	<p>Football Kicking</p> <p>Count until you get 30 marks between your partner and you (your partner can be any family member).</p>
<p>Just Dance</p> <p>(mixture of dances) https://www.youtube.com/watch?v=yQdft1dwbko 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</p> <p>https://www.youtube.com/watch?v=H6Zs_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</p> <p>https://www.youtube.com/watch?v=TOChirmC2o8</p> <p>See if you can find something small like on the video that can replicate the balancing or coordination activities.</p>	<p>Yoga</p> <p>https://www.youtube.com/watch?v=5XCQYsFa3Q <i>Have drink breaks regularly.</i></p>

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

ART

Learning Intention: I can explore the use of visual conventions in artworks. For example, what colours were used, and how, why is the colour used in this way, and express these conventions in my own artworks

Success Criteria: I have explored the use of visual conventions in artwork. For example, what colours were used, and how, why is the colour used in this way, and express these conventions in my own artworks

Focus artwork



Information about the artist

Romero Britto

This artist was born in Brazil in 1963 and had a modest childhood. Today he is an internationally renowned 'Pop' artist. His use of vibrant colours, big shapes and eye-catching patterns help him spread a message of hope, optimism and love around the globe. He called the bright colours he used in his artwork as his happy colours.

In 1989 he moved to Miami, Florida, USA and set up a studio in Coconut Grove. Britto is self-taught, and when he was a child he used to paint on any scraps of paper or cardboard he could get his hands on, often trying to recreate the work of Toulouse Lautrec.

Romero Britto has illustrated several children's books.

<https://primaryfacts.com/8574/romero-britto-facts-and-information/>

Learning Resources Required:

- Access to Internet to watch the videos
- White A4 sheets of paper
- Grey lead pencil
- Black marker
- coloured pencils /texter or any colouring media

Learning Task:

- **Watch the following video** to become familiar with the work of Romero Britto and to practice his techniques: https://www.youtube.com/watch?v=oHJVM_TxNXs
- Have a look at other artworks by Romero Britto by doing a google search (with parent assistance)
- Choose a simple 'happy' shape – could be a heart, a sun, a smiley face, an animal.
- Break up the shape into 3 or 4 smaller areas. Break up the background into 4 or 5 shapes with lines.
- Outline all shapes with black markers. Brightly colour each shape, then add patterns over the colour or develop a simple pattern for each area.
- Watch the following video to assist you:
<https://www.youtube.com/watch?v=ucg9IEYLu4Y>

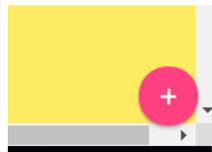
- Make sure to draw shapes like in Romeo Britto's art.
- Make sure your happy colours are bright and vibrant colours and think about why you chose these colours. Make sure to stay within the lines. Colour in one direction.

Remember to take photos of your artwork. Share your artwork on Padlet:

https://padlet.com/dharmdee/LD4_art2021T3

Instructions to upload your work onto Padlet

1. Click the link above.
2. **To add your artwork**, click on the pink plus button on the bottom right hand corner of the screen.



3. It will open up another small screen as below.



4. Type in your name and a title.
5. Describe your artwork and what inspired you to do this.
6. To attach the photo, use the bottom links (the arrow) and follow the prompts.



7. Your work will be automatically saved.
8. To edit, click the pencil mark on the right-hand side of the new small screen. It'll pop up when you hover your mouse over the screen.

Please make sure you adhere to appropriate school rules and protocols on the 'responsible use of online media and technology'.