

Please remember, if you have any questions regarding today's learning, you can login to our Grade 1/2 Question Time Webex at any time between 9:00am - 10:00am.

Meeting link:

<https://eduvic.webex.com/eduvic/j.php?MTID=m07e4b52ba2a8ea478a3f3b723bd0e5d8>

Meeting number: 165 968 4948

Password: gembrook

Grade 1/2 Learning Tasks Term 4 Week 2 Monday

READING:

This lesson will be taught during our class Webex session today.

Please submit this learning task to Compass for feedback and evaluation by 5pm on Friday. Feedback for this learning task will be provided within the following week.

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

<https://youtu.be/YWiLyJ0P6CQ>

Please upload a photo of your memory item and your text-to-self connection.

Learning Intention:

I can make a text-to-self connection when reading a memoir.

Success Criteria:

I have identified a special object that reminds me of a special memory.

Learning Resources Required:

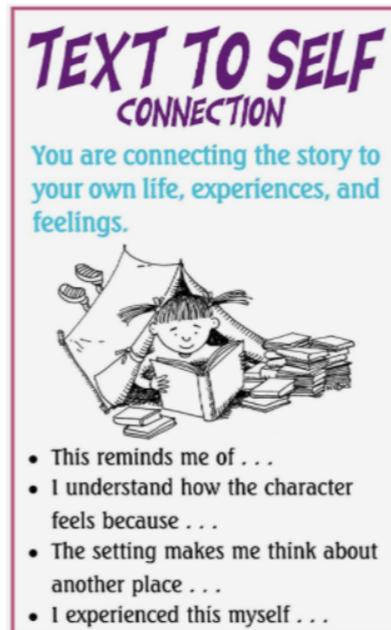
Exercise book/lined paper, pencils, and an iPhone/tablet/computer.

Learning Task:

This week we will be continuing to explore what a memoir is:

Memoir: *Memoirs are a type of autobiography (non-fiction) because the author writes about his or her life. Memoirs are usually written in first person, and include a short moment of time that conveys a message.*

Today we are going to focus on text-to-self connections when reading a memoir.



TEXT TO SELF CONNECTION

You are connecting the story to your own life, experiences, and feelings.



- This reminds me of . . .
- I understand how the character feels because . . .
- The setting makes me think about another place . . .
- I experienced this myself . . .

1. Listen to the read aloud 'Wilfrid Gordon McDonald Partridge':
<https://www.youtube.com/watch?v=h2pVSq9cv4c>
2. Share an object that reminds you of something that happened in your life. (e.g. A special cup from your childhood, a picture of a special trip.) Record why this

object is significant in reminding you of the event. Record your text- to-self connection in your reader's notebook.



Gemstone Racing Car.

This is a little gemstone car my grandfather bought me when I was a young girl. It reminds me of all our special trips we took to visit Woodsies Gem Shop in Mildura. We would spend hours looking at all the gems and he would tell me all their special names.

3. Move onto 15-20 minutes of independent reading. Books can be accessed via [Epic Books](#) or [Reading Eggs](#). Students can also use their own readers from home.

Epic class codes: (NOTE: EPIC is only available during school hours).

- 1F- kqg2856
- 1V- exv8906
- 2W- lzb7693
- 2B- xkr0081

Extension Learning Task:

In your reader's notebook record all the answers that Wilfred Gordan received when he asked the question 'What's a memory?' Remember to write it in sequential order.

WRITING

Learning Intention:

I can follow the Writer's Workshop process.

Success Criteria:

I have completed a Writer's Workshop piece.

Learning Resources Required:

Exercise book, pencils and iPhone/tablet/computer.

Learning Task: **Writer's Workshop**

1. Here is your chance to choose what you want to write about!
2. **Stuck for ideas?**
 - You could choose to write:
 - About a time you felt super excited
 - A list all about you
 - Instructions on how to play your favourite game

What Can I Write About?

Friends 	Family 	School 	Special Place 	Books 
Bugs 	Animals 	Food 	Holidays 	Toys 
Favorite Things 	Birthdays 	Pets 	My Teacher 	Vacations 
Boo-Boos 	Recess 	Cars 	When I Grow Up 	Me 

Extension Learning Task: Using your idea for today's writing, try writing about it in another genre, e.g. a poem, a story, a newspaper report, etc.

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

MATHS

Learning Intention:

I can use efficient problem solving strategies.

Success Criteria:

I have recorded my thinking and looked for patterns to help calculate the different possible answers.

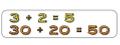
Learning Resources Required:

Exercise book/lined paper, pencils, and an iPhone/tablet/computer,

Learning Task:

1. Read the following problem:
Miss Watson has a box of raisins. There are 24 raisins in the box. Draw how you could arrange the raisins to make them easier for Miss Watson to count.
2. Your task is to see how many different ways you could organise the raisins to make them easier to count. We call these arrays.
3. Choose a problem solving strategy from the list below to help you with this task.

10 PROBLEM SOLVING STRATEGIES

1. Guess and check. 
2. Make a table or a chart. 
3. Draw a picture or a diagram. 
4. Act out the problem. 
5. Find a pattern or use a rule. 
6. Check for relevant or irrelevant information. 
7. Find smaller parts of a large problem. 
8. Make an organised list. 
9. Solve a simpler problem. 
10. Work backwards. 

4. Remember to record ALL of your workings out and your thinking into your workbook.

Extension Learning Task:

Solve the following problem:

Hudson has chosen a random card from a pack of number cards. His number is even.
His number is less than 180 but greater than 120.
His number is a multiple of 2, but does not end in a 4 or an 8. List some of the possible numbers that could be on Hudson's card.

SPELLING

Learning Intention:

I can identify compound words.

Success Criteria:

I have identified what is and isn't a compound word.

I have used different roots of words to create multiple compound words.

Learning Resources Required:

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

Learning Task:

1. This week we are going to learn about compound words. What is a compound word? That is a good question...it is a longer word that is made up of two shorter words. You can use the two shorter words to help you understand the longer word. For example:
 dog + house = doghouse
 mail + box = mailbox
 cup + cake = cupcake
 sea + horse = seahorse
2. Learn more about compound words here:
<https://www.youtube.com/watch?v=2U0OBDRvkKo>
3. Now that you know what a compound word is, your task is to divide these words into compound and non compound words. Draw the table below into your exercise book and put the words into the correct column.

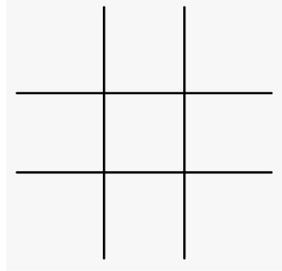
tugboat	fishing	sunny
window	outside	sidewalk
monkey	pencil	bedroom
cupcake	boxes	starfish

Compound Word	Not a Compound Word

Extension Learning Task:

Play Tic-Tac-Toe but with a unique spin of playing with compound words. *Instead of using Xs and Os, use the root words of compound words.*

1. Find someone to be your pair, it could be a family member or a classmate.
2. With your pair create a tic-tac-toe game board on a sheet of paper just like is shown below:



3. With your pair, pick a root word such as **sun, play, ball or snow**.
4. To play, your pair and you are to put a compound word using a **root word** in each box.
5. The winner lines up 3 compound words with the **same root word** (for example, basketball, football and baseball) to get tic-tac-toe.
6. If you would like to play again, pick a new root word with each round.

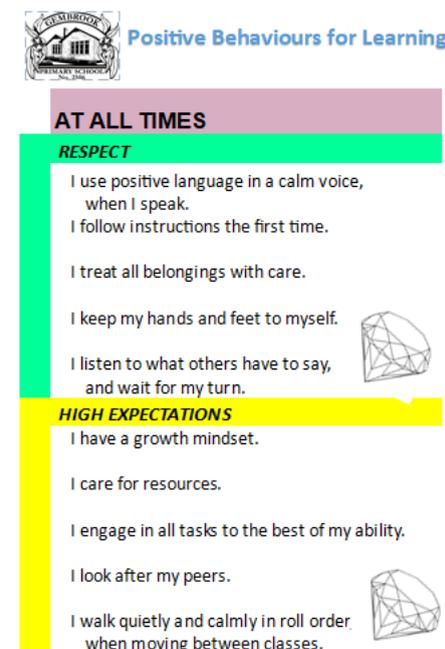
BREAK: ensure students have a well-earned break with lunch, rest, and a game/physical activity.

Positive Behaviours for Learning

Learning Intention: I can engage in all tasks to the best of my ability.

Success Criteria: I have considered how I could improve the quality of my work.

Learning Resources Required: Workkook, pencils, fineliner/pen and a digital device.



The screenshot shows a 'Positive Behaviours for Learning' matrix. At the top is the school logo and the title. Below is a table with two main sections: 'AT ALL TIMES' and 'RESPECT'. The 'RESPECT' section is highlighted in green and lists several behaviors, including 'I listen to what others have to say, and wait for my turn.' The 'HIGH EXPECTATIONS' section is highlighted in yellow and lists behaviors like 'I have a growth mindset' and 'I walk quietly and calmly in roll order when moving between classes.' There are small icons of a soccer ball next to some of the items.

RESPECT: I listen to what others say, and wait my turn.

- Today we are focusing on the next statement of our 'At all Times' matrix - I listen to what others say, and wait my turn. It is important to listen to others at school, so we can understand and learn from each other.
- Today we are going to practice our listening skills by playing a drawing game. Click on the link below and it will lead you through a drawing game!
<https://www.youtube.com/watch?v=WroaMc-gXU0>
- Once you have completed the drawing game, discuss the following questions with an adult:
 - Why do you think the teacher repeated some of the instructions?

- Was it easier to follow the idea when she repeated it?
 - What happened if you misunderstood an instruction?
 - How hard was it to complete the task if you didn't listen clearly?
 - How does this relate to learning at school?
- In their workbook ask your child to write a sentence that reflects on why listening to everyone at school helps them to understand each step of a task, and how it helps them understand what they can do to maximise their learning.
 - Remind your child that repeating instructions can help them, EVEN if they listened effectively...so it is always okay to ask for help when they need it!

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=vHfPM3xliBY 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=yG4Tt4w8k0 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=10ChirmC2o8 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=5xQVvFs3Q <i>Have drink breaks regularly.</i></p>