

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 1 Wednesday

READING

Learning Intention:

I can read my text and make a summary.

Success Criteria:

I have summarised my text by including the main idea and some supporting details.

Learning Resources Required:

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

Learning Task:

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. Sometimes, authors like to make fictional members to prompt humour, like the 'Diary of a Wombat'. We will explore both types over the next couple of weeks.*

1. Watch the read aloud of 'Memoirs of a Hamster'
<https://www.youtube.com/watch?v=HAY1suSW2s0>
2. Track your thinking by making a summary of the book 'Memoirs of a Hamster'.
3. **What is summarising?** Summarising means explaining an idea in a shortened form and in your own words. We use most of the information from the original text without changing the meaning of the original idea.

SUMMARISING

Good readers.....

Are able to retell the story in their own words.



Use the important parts of the text in their summary.

Understand what they are reading when they are able to summarise.

Know what the main idea of the text is.

Include the

- What?
- When?
- Who?
- Where?
- Why?

in their summary.



You could summarise 'Memoirs of a Hamster' by:

- Retelling the story in your own words.
- Identifying the most important parts (beginning, middle and end).
- Knowing the main idea in the text.

- Summarising the book using the 5W's (including what, when, who, where and why).
4. 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.

Extension Learning Task:

Login to [EPIC Books](#) using your class code below and find a non-fiction memoir to summarise.

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

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

WRITING

Learning Intention:

I can identify the structure of a memoir.

Success Criteria:

I have written a draft of my memoir.

Learning Resources Required:

Exercise book, pencils and iPhone/tablet/computer.

Learning Task:

***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.*

Now that your memoir is planned in sequence with pictures and some words, it is time to begin writing your first draft.

Remember to:

1. Use your first drawing to help you know how to start your memoir.
2. Write your memoir in the order that it happened.
3. Make sure details in your pictures are also in the words (e.g. if the characters are smiling in the picture, write that in words, too).
4. Find the most important part, or heart, of the story and say more about it.

Extension Learning Task:

Include sensory detail in your writing. Add information about what the characters see, hear, smell, taste and feel.

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

MATHS

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/YWiLyJOP6CQ>
Upload a photo of your workings out/thinking and answer. Remember to record what problem solving strategy you have used.

Learning Intention:

I can use efficient problem solving strategies.

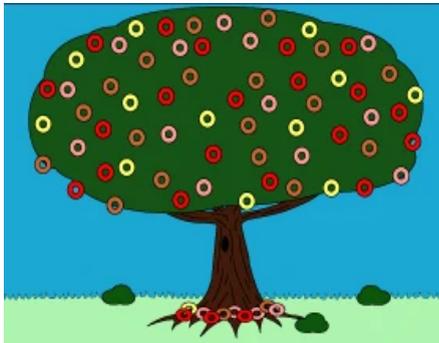
Success Criteria:

I have recorded my thinking and looked for patterns to help calculate the answer.

Learning Resources Required:

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

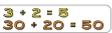
Problem Solving Learning Task: DOUBLING DONUTS



Mr Fitzpatrick and Mrs Drew loved donuts, so Mr Watson decided to plant a donut tree. The tree was magical! Everyday, the number of donuts on the tree doubled. Mrs Drew was having her birthday on Friday, so they decided not to pick any of the donuts off the tree until then. On Monday, there were 3 donuts on the tree.

Your job is to work out how many donuts there will be on the tree by Friday.
 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. 

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

Extension Learning Task:

How many donuts would be on the tree if Mrs Drew decided to have the party on Saturday instead? How about if she had the party on Sunday? Can you keep the pattern going?

SPELLING

Learning Intention:

I can understand what a contraction is.

Success Criteria:

I have used the rules for contraction and merged two words using an apostrophe.

Learning Resources Required:

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

Learning Task:

Today we are going to have a close look at contractions. What is a contraction? Good question, a contraction is when we combine two words together and replace the deleted letter with an apostrophe.

Watch the clip below to gain a better understanding of contractions.

<https://www.youtube.com/watch?v=sEGPVtxesjM>

Contractions Using Is

When you use the word **is** in a contraction, drop the **i** and add an apostrophe in its place.

it ~~is~~ → it's
 that ~~is~~ → that's
 she ~~is~~ → she's
 he ~~is~~ → he's

Contractions Using Are

When you use the word **are** in a contraction, drop the **a** and add an apostrophe in its place.

they ~~are~~ → they're
 you ~~are~~ → you're
 we ~~are~~ → we're

Contractions Using Not

When you use the word **not** in a contraction, drop the **o** and add an apostrophe in its place.

do ~~not~~ → don't
 is ~~not~~ → isn't
 had ~~not~~ → hadn't
 could ~~not~~ → couldn't

Contractions Using Will

When you use the word **will** in a contraction, drop the **wi** and add an apostrophe in its place.

I ~~will~~ → I'll
 you ~~will~~ → you'll
 we ~~will~~ → we'll
 he ~~will~~ → he'll

- Have a go at combining the two words below to make the correct contraction.
 - can not =
 - do not =
 - it is =
 - could not =
 - she will =
 - you are =
 - I am =
 - would not =
 - have not =
 - is not =
- See if you can now turn a contraction into the two words the contraction is using.
 - he's =
 - that's =
 - we're =
 - aren't =
 - doesn't =

hasn't =
 didn't =
 weren't =
 wasn't =
 won't =

Extension:

Read the passage below and see if you can rewrite it using contractions when you see two words that could be shortened to create a contraction.

The Class Party

Our class is having a class party today. It is the last day of term and we have all worked extremely hard. Normally, you can not eat junk food at school, but it is a special day. It is also my birthday in the holidays, so we are celebrating with some chocolate cupcakes my gran baked for me last night. I will be turning 8. My family will be camping when it is my actual birthday. I am very excited about our camping trip and today's class party.

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

ITALIAN**Greetings- I saluti**

Learning Intention: I can learn different greetings for different relationships and the time of the day.

Success Criteria: I have listened to, practised the greetings, written and illustrated them.

Learning Tasks:

- Using the link below click 'open with google slide'
https://docs.google.com/presentation/d/1_gJMnRIJXhD3FyS8SQUGJYkeVFk3xvwOYfcTqXgZfY/edit?usp=sharing
- In the slide, click the 'present' button on the top right hand corner. Click to move to the next slide, and 'esc' on the keyboard to get back to the top.
- Listen to the spoken Italian and practise saying them until you feel confident. (If you click on the speaker icon the voice will play again.)
- Write out the words below. Draw an image to illustrate the words. Look back to the google slides if you forget.



Ciao – Hi or bye

Buongiorno – Good morning

Buona sera – Good evening

Arrivederci – Goodbye



Salve – Hello



Buona notte – Good night



FUN Extension: If you have downloaded the (free) ‘Languages Online app’, click on Italian language, then ‘Greetings’ (Saluti) and work your way through the activities.

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>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>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.</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>Partnered Hand Clapping Games https://www.youtube.com/watch?v=vHFPM3xIBY Keep practicing!</p>	<p>OBSTACLE COURSE 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>Walk/Ride/Skate with your family</p>		
<p>Just Dance (mixture of dances) https://www.youtube.com/watch?v=vQ4fTl4wbko 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>Football Kicking Count until you get 30 marks between your partner and you (your partner can be any family member).</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=tOChirmC2o8</p> <p>See if you can find something small like on the video that can replicate the balancing or coordination activities.</p>	<p>Kids Bop Dance Exercise https://www.youtube.com/watch?v=Hd2s_say3Q or type "34 minutes of Kids Bop activities" on YouTube.</p> <p>Yoga https://www.youtube.com/watch?v=5XCQYsFa3g <i>Have drink breaks regularly.</i></p>