

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 Thursday

READING

Learning Intention:

I can use visualisation strategies

Success Criteria:

I have used visualisation strategies to deepen my understanding of a text.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

Today we are going to practice visualising. **Visualising** is creating detailed images based on our prior knowledge as we read.

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.

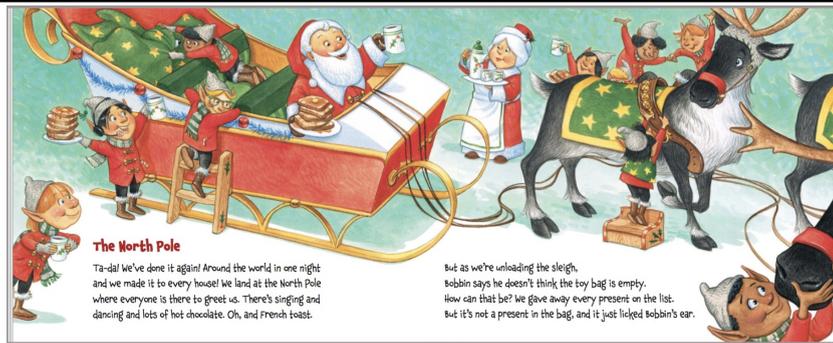
Imagine they are part of the mental image.

Use all 5 emotions to create a mental picture:

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



1. Watch *Memoirs of an Elf* by Devin Scillian (but **stop** at 4 minutes and 43 seconds): <https://www.youtube.com/watch?v=fOtUWOyGJUo>
2. At **4 minutes and 43 seconds** track your thinking by making a visualisation. Write a descriptive sentence and include a detailed coloured drawing of:
 - What you thought was in the bag?
 - What you thought could have been licking Bobbin's ear?
 - What you pictured in your mind?



3. Continue the story to find out what was in the bag and how the memoir ends.
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. Epic class codes: (NOTE: EPIC is only available during school hours).
 - 1F- kqg2856
 - 1V- exv8906
 - 2W- lzb7693
 - 2B- xkr0081

Extension Learning Task:

Track your thinking by using other comprehension strategies such as: predicting, inferring, making connections (text-to-self, text-to-text, text-to-world), determining importance, questioning, and summarising. Include a detailed coloured drawing.

WRITING

Learning Intention:

I can revise my writing.

Success Criteria:

I have:

- retold my story
- checked my draft to see what information needs to be added.

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 you have written your first draft, it is time to revise.

Revising requires the writer to:

- add important details that are missing.
- remove unnecessary details.

1. Retell your memoir to a family member or classmate (you will be getting really good at telling this story by now!)
2. Read your draft to this person. Together, discuss the parts of your oral retell that are missing from your writing. Go back to your draft and add this missing information. Remember that you can use scissors, extra paper and sticky tape to cut apart your draft, add detail and stick it back together!

Extension Learning Task:

Think about the most important part of your memoir. This is the part of your writing that you want to slow down. This is where you can add what the character is thinking or feeling about what is happening.

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

MATHS

Learning Intention:

I can measure and compare objects by length.

Success Criteria:

I have compared, ordered and measured the lengths of various objects.

Learning Resources Required:

Exercise book/lined paper, pencils, household objects, and an iPhone/tablet/computer, a collection of objects.

Learning Task: LEAVES

1. Go outside and find a leaf.
2. Find 3 things that are longer than your leaf.
3. Find 3 things that are shorter than your leaf.
4. Order the items from shortest to longest.
5. Record your work into your workbook.



Extension Learning Task:

Use a ruler or tape measure to measure and record the length of each of your items.

SPELLING

Learning Intention:

I can use suffixes to change the meaning of words.

Success Criteria:

I have added the suffix -ing to base words to change their meaning.

Learning Resources Required:

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

Learning Task:

1. Today you will be looking at the suffix -ing that is added to the end of base words to change their meaning.
2. The suffix '-ing', turns words into adjectives and adverbs. Adverbs describe verbs.
3. When words end in a silent "-e", drop the "-e" before adding an "-ing".

FACTSUMO | SPELLING RULE 07

When a words ends in a silent "-e", drop the "-e" before adding an "-ing".



Make → Making

Take → Taking

Shake → Shaking

I am **making** a cake for the party.

4. For verbs ending in "-ie", change the "-ie" to "-y" before adding an "-ing".

FACTSUMO | SPELLING RULE 06

For verbs ending in “-ie”, change the “-ie” to “-y” before adding an “-ing” to make it either a present participle or a gerund.



Die → Dying
Lie → Lying
Tie → Tying

Make sure your plants are not **dying!**

5. Double the last letter consonant at the end of the word, before adding “-ing” to words that have a short vowel sound.

FACTSUMO | SPELLING RULE 05

Double the consonant before adding “-ing” to words that have a short vowel + a consonant at the end, to make it either a present participle or a gerund.



Sit → Sitting
Step → Stepping
Rub → Rubbing

Stepping into puddles will make your shoes wet.

6. When a verb ends in two consonants, add “-ing”.

FACTSUMO | SPELLING RULE 04

When a verb ends in two consonants, adding “-ing” makes it either a present participle or a gerund.



Sing → Singing
Sort → Sorting
Jump → Jumping

Jack is **singing** too quietly.

7. Today you are going to find words you can add ‘-ing’ to. Remember to look at the base word to see what rule you need to apply to each word.
- Simply draw a small circle at the top or middle of your page and write ‘-ing’ in it.
 - Then record as many ‘-ing’ words you can.



Extension:

Go on a hunt through your books to see if you can find words that have the suffix -ing and add them to your page. *Good hunting, detectives!*

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

PE

Learning Intention:

I can demonstrate balance and control of my body parts.

Success Criteria:

I have built upon my balance and coordination skills through a range of balancing exercises.

Equipment needed:

iPad/ iPhone/ electronic device

Learning Task:

1. Warm up: either jog , run, ride, skate, scoot or walk 5 laps of your backyard: if you have a large backyard (farm/paddock maybe just do 1 lap of your outside area).
2. Balance refresher: follow the YouTube video below, and complete all the ninja balance exercises <https://m.youtube.com/watch?v=-VNqE8tV2GE>

Extension task:

Have a balancing contest between a parent, brother or sister to see who can balance for the longest:

- one leg left
- one leg right
- one leg forward lean

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=vHfPM3xllBY 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=Q4f1l4wbko 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_say5Q 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=tOChirmC2o8 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=5XCQYsFa3Q <i>Have drink breaks regularly.</i></p>