

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 Thursday

READING

Learning Intention:

I can evaluate my text.

Success Criteria:

I have answered questions that assist me to evaluate my text.

Learning Resources Required:

Exercise book, pencils and iphone/tablet/computer.

Learning Task:

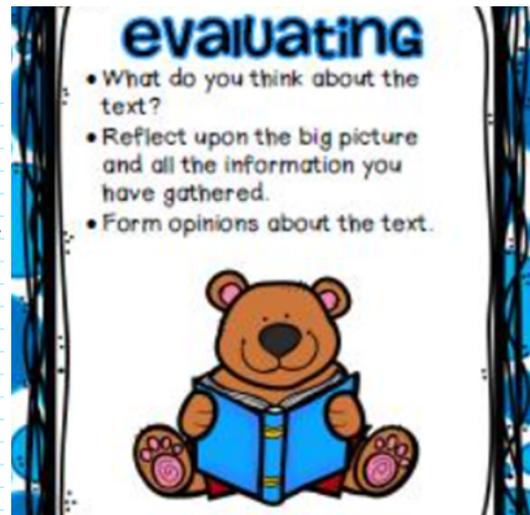
1. Today we are going to focus on evaluating a text. Good readers always reflect on the text during and after they read. When you make an evaluation you are forming your own opinion. Not everyone will have the same opinion as you, and that's okay.
2. Here are some different questions we can ask ourselves to assist us in forming our opinion of a text.



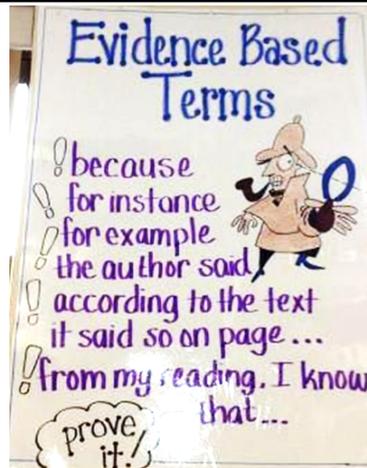
Evaluate

Use this strategy during and after reading to help you form an opinion about what you read.

1. Think about how the author makes the story come alive and makes you want to read it.
2. Think about what was entertaining, informative, or useful about the selection.
3. Think about how you reacted to the story - how well you understood the selection and whether you enjoyed reading it.



3. When we answer the questions above we always have to back up what we say by using evidence from the text. This is a really important step to remember. Just think of it like when an adult asks you to do something and you always answer with why? This is because you want to know more reasons why you should do that task.



4. Your task today is to independently read a text and record your evaluation of the text using some of the statements above while providing evidence to why you think that.
5. 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:

Remember earlier in the year when we filmed ourselves giving a book talk on our favourite books. Today film yourself giving a book talk on your independent book you evaluated.

Remember:

- Introduce the book title.
- Give a brief description of what the book is about.
- Show your favourite page and explain why you enjoyed this part of the story.
- Give your book a rating out of 5 stars and explain why you gave it that score.
- REMEMBER NOT TO GIVE THE ENDING AWAY.

WRITING

Learning Intention:

I can use synonyms to make my writing more interesting.

Success Criteria:

I have replaced words in my memoir with a synonym.

Learning Resources Required:

Exercise book, pencils and iPhone/tablet/computer.

Learning Task: **Word Choice**

1. Watch the following videos about:
 - Word Choice: <https://www.youtube.com/watch?v=upNY1gOdMr4>
 - Using Synonyms <https://www.youtube.com/watch?v=6zHUMtrl-to>
2. Good writer's know that word choice is an important trait in improving their writing. We know we need to choose the exact right word that shows the reader what is happening in your writing.
3. Today you are going to re-read your memoir and look for opportunities to replace some of your words with other words that are a better fit.

For example:

Before	After
“Mum, please help me!” I <i>said</i> .	“Mum, please help me! I <i>begged</i> .
I <i>went</i> towards the river.	I <i>raced</i> towards the river.
My head was <i>sore</i> with pain.	My head was <i>throbbing</i> with pain.

Extension Learning Task:

Try revising a full sentence rather than one word. Make sure your revised sentence says exactly what you wanted to share with the reader.

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

MATHS

Learning Intention:

I can tell time to the half hour, and quarter-hour.

Success Criteria:

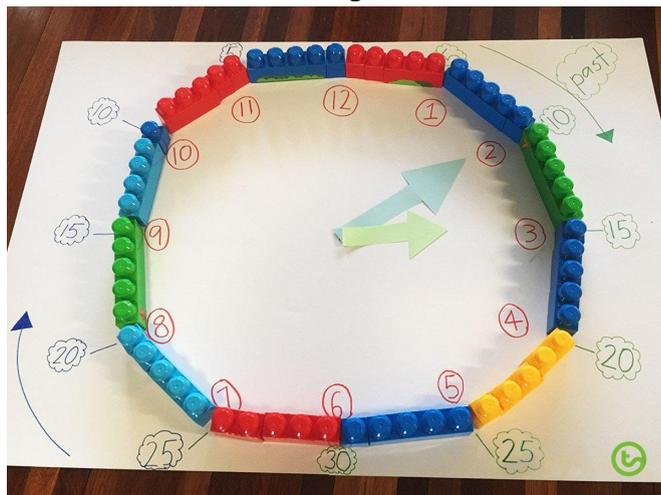
I have created a lego/toy watch and have made the half hour and quarter hour times listed below.

Learning Resources Required:

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

Learning Task:

1. Watch: <https://www.youtube.com/watch?v=HrxZWNu72WI>
2. Today we will be creating our very own lego clock.
3. Using lego, blocks or toothpicks you have at home, create the outline of a clock’s face on a blank piece of paper. Label the inside of the clock using the hour hands starting with the 12 at the top. Make sure they are in between each lego block and evenly spaced. Now, skip count by 5, labelling the outside of the clock, starting at 0 (on the other side of the 12). Make sure they are in between each lego block and evenly spaced. Cut some clock arms out of scrap paper.
4. Your clock should look similar to the image below.



5. Make the following times using your very own lego clock!

- 1.30pm ● 3.30pm ● 7.00am ● 6.30am ● 9.00pm ● 12.30pm
- 2.15pm ● 4.45pm ● 5.45am ● 11.15am ● 7.15am ● 1.45pm

6. Select a game from the links below to play:

- <http://www.scootle.edu.au/ec/viewing/L9644/index.html>
- <https://www.sheppardsoftware.com/math/time/clock-splat-game/>
- <https://ictgames.com/mobilePage/hickoryDickory/>
- <https://www.scootle.edu.au/ec/viewing/L7794/index.html#>

Extension Learning Task:

Record the analogue times you have made, by drawing what the analogue clock would look like in your workbook, then draw the matching digital time by drawing what the analogue clock would look like in your workbook.

SPELLING

Learning Intention:

I can extend my written and oral vocabulary.

Success Criteria:

I have inquired about the different parts of my vocabulary word 'flickered'.

Learning Resources Required:

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

Learning Task:

- Watch the memoir "Fireflies" by Julia Brinckloe, and look out for our vocab word 'flickered', for this week:
<https://www.youtube.com/watch?v=e6gQ97oigQo>
- Click on the link below to discover the meaning of 'flickered'.
<http://wordcentral.com/cgi-bin/student?book=Student&va=flickered>
- In your book record:
 - The vocab word and its definition.
 - List 3-4 synonyms and antonyms for the word 'flickered'.
 - Write a sentence using the word 'flickered'.
 - Draw a picture that matches your sentence.

Extension Learning Task: Write 2 more sentences, using a synonym for 'flickered' in one, and an antonym for 'flickered' in the other.

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

PE

Learning intention:

I can control my body and coordinate it through balance activities.

Success criteria:

I have demonstrated my balance and coordination skills in an indoor and/ or outdoor setting.

Learning resources required:

- Small bean bag/ soft toy
- Yoga mat or soft surface (recommended but not essential)

Today your task will be to complete some additional balance challenges as a follow on from last term.

This week our focus is on using a bean bag and controlling the bean bag in a number of ways using our coordination and balance skills.

Activity 1: Bean bag toss

Toss a bean bag straight up and then:

- clap 1 time before it hits the floor.
- clap 1 time and then try to catch it.
- clap as many times as you can before it hits the floor or as many times as you can and then try to catch it.
- with right hand only (repeat tasks above)
- with left hand only (repeat tasks above)
- turn 360 degrees before the bean bag hits the ground.
- with the beanbag on top of your foot, flip it into the air and try to catch it

Activity 2: Bean bag balancing act

With a bean bag balancing on your head, shoulders, or back:

- Balance on one foot. Shift to balance on the other foot.
- Sit and then stand again. If the beanbag falls, try again.
- In a plank position, slowly slide your feet around in a circle.

Activity 3: Bean bag 'TWISTING, BENDING AND STRETCHING'

With a bean bag on the floor:

- Stretch your body and log roll over it back and forth.
- Start low like a frog, and then jump over it backwards and forwards and then side-to-side.
- Sit on the floor. Stretch and curl by picking the beanbag up with your feet, reaching and touching it with your hands, and then stretching and setting it back down.

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=vHfPM3xiiBY Keep practicing!</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>Walk/Ride/Skate with your family</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>Just Dance (mixture of dances) https://www.youtube.com/watch?v=vQ4Tl4wbko or type "Just Dance Workout 1". Practice until you know all the songs!</p>	<p>BALANCE ACTIVITY AND WORKOUT https://www.youtube.com/watch?v=tOChirmCzo8 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=Hd7s_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>Yoga https://www.youtube.com/watch?v=5XCQYsPa3c <i>Have drink breaks regularly.</i></p>	