

# STAGE ONE LEARNING FROM HOME

## WEEK 7

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<b>English</b>  <u>Phonics</u> <ul style="list-style-type: none"> <li>• Speed sounds</li> <li>• Speed words</li> <li>• Heart words</li> <li>• Reading</li> <li>• Phonics Activity Grid</li> </ul> <u>Writing</u> Responding to questioning	<b>English</b>  <u>Phonics</u> <ul style="list-style-type: none"> <li>• Speed sounds</li> <li>• Speed words</li> <li>• Heart words</li> <li>• Reading</li> <li>• Phonics Activity Grid</li> </ul> <u>Handwriting</u> Phonics revision	<b>English</b>  <u>Phonics</u> <ul style="list-style-type: none"> <li>• Speed sounds</li> <li>• Speed words</li> <li>• Heart words</li> <li>• Reading</li> <li>• Phonics Activity Grid</li> </ul> <u>Writing</u> Responding to questioning	<b>English</b>  <u>Phonics</u> <ul style="list-style-type: none"> <li>• Speed sounds</li> <li>• Speed words</li> <li>• Heart words</li> <li>• Reading</li> <li>• Phonics Activity Grid</li> </ul> <u>Handwriting</u> Phonics revision	<b>English</b>  <u>Phonics</u> <ul style="list-style-type: none"> <li>• Speed sounds</li> <li>• Speed words</li> <li>• Heart words</li> <li>• Reading</li> <li>• Phonics Activity Grid</li> </ul> <u>Writing</u> Imaginary story writing
Break					
Middle	<b>Maths</b> Patterns & Addition	<b>Maths</b> Which One Doesn't Belong? (WODB)	<b>Maths</b> Addition & Subtraction	<b>Maths</b> Patterns, Addition & Multiplication	<b>Maths</b> Maths on the Move
Break					
Afternoon	Choose an activity from the Afternoon Activities Grid at the end of this document	Choose an activity from the Afternoon Activities Grid at the end of this document	Choose an activity from the Afternoon Activities Grid at the end of this document	Choose an activity from the Afternoon Activities Grid at the end of this document	Choose an activity from the Afternoon Activities Grid at the end of this document

For other learning activities please see the Stage One 'Learning at Home' tab on the Dubbo West Public School Website. If you require passwords, please contact your classroom teacher.



Monday

## Phonics

SPEED SOUNDS (say these sounds out loud):

sh	ch	th	ng
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ai	ay
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ee	ea	--y
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Words to sound out and blend (put together). Practise writing them too:

snail	mail	day	bay
wait	train	play	clay



Words (read and practise writing):

school out down saw put

Sentence/sentences to Read:

One day, on the way to school, Tim saw eight snails in the mail box. Pip, wait. Look! Eight snails. That's a lot.

Tim put the snails in his crayon box. I'm going to bring them to school. Miss Tait will like them.

But at school, Tim forgot the snails. He put his bag down and went to play in the sandpit with Aiden. They dug train tunnels until the bell rang.

## Phonics

Pick one activity to complete using your speed words and heart words.

<p>Write your words tiny.</p>	<p>Draw a picture for each of your words.</p> 	<p>Write your words <b>BIG!</b></p>	<p>Rainbow write your words by sounds.</p> 	<p>Write your words in the dirt.</p> 
<p>Make your words using objects around your house (Lego, playdough, stamps, rocks, sticks, leaves).</p> 	<p>What words can you make using your speed sounds?</p> 	<p>How many syllables does your speed sounds have?</p> 	<p>Put your speed words and heart words into alphabetical order.</p> 	<p>Clap once for each sound as you spell aloud each word.</p> <p>CLAP </p>

**Record below or send your classroom teacher a photo on Seesaw, Class Dojo or through the school app.**



## Writing



What do you think the boy (Tim) is going to do with all of the snails in his mail box?  
What would you do with all of the snails in the mail box? Include a drawing to match  
your writing.

### **Success criteria**

- o I have begun sentences and names with a capital letter
  - o My sentences end with a full stop
- o I have reread my work and it makes sense
  - o I have neat writing

### **Extension**

Adjective: Describes a noun

Underline the adjectives in your writing using a colour pencil.

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## Maths

Ten is a snail, One is a Crab



Have a look at all of the legs.

Snail = 1

Person = 2

Dog = 4

Ant = 6

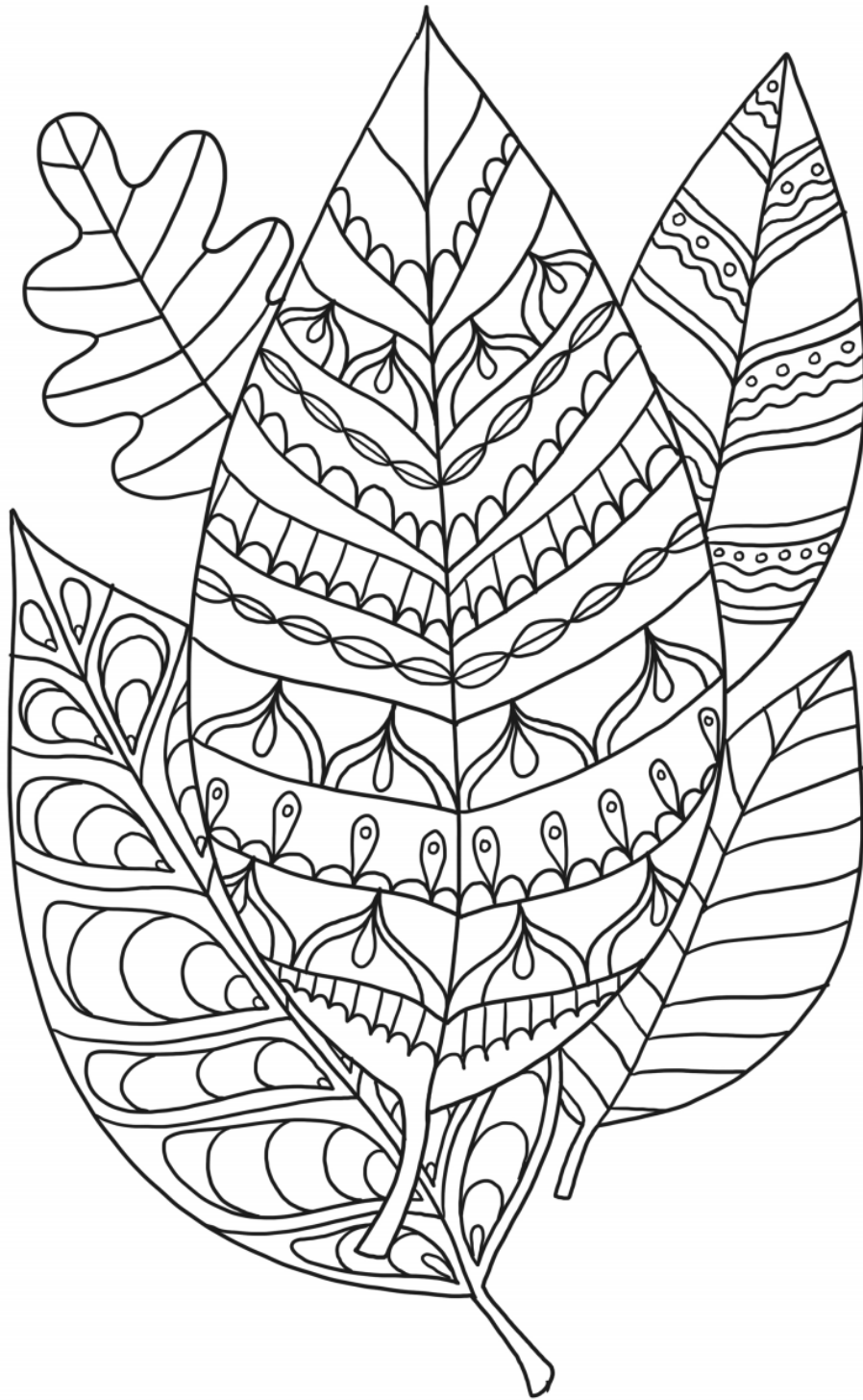
Spider = 8

Crab = 10

How many combinations of creatures can you make to get 12 legs?

Record your answers below and on the next page

## Maths



Tuesday

## Phonics

SPEED SOUNDS (say these sounds out loud):

sh	ch	th	ng
ai		ay	
ee	ea	--y	

Words to sound out and blend (put together). Practise writing them too:

wait	train	play	clay
pain	Tait	tray	stay



Words (read and practise writing):

school out down saw put

Sentence/sentences to Read:

And in school, Tim still forgot the snails. Switch on your brains. It's going to be a big day. They had painting and clay and a brain quiz.

For Maths, Tim had to make a long, long chain. It went all the way to Spain! Then Raymond got a pain and Tim had to stay with him in Sick Bay. At lunch they went straight out to play.



## Phonics

Pick one activity to complete using your speed words and heart words.

<p>Write your words tiny.</p>	<p>Draw a picture for each of your words.</p> 	<p>Write your words <b>BIG!</b></p>	<p>Rainbow write your words by sounds.</p> 	<p>Write your words in the dirt.</p> 
<p>Make your words using objects around your house (Lego, playdough, stamps, rocks, sticks, leaves).</p> 	<p>What words can you make using your speed sounds?</p> 	<p>How many syllables does your speed sounds have?</p> 	<p>Put your speed words and heart words into alphabetical order.</p> 	<p>Clap once for each sound as you spell aloud each word.</p> <p>CLAP </p>

**Record below or send your classroom teacher a photo on Seesaw, Class Dojo or through the school app.**

## Handwriting

wait train pain Tait play tray clay stay

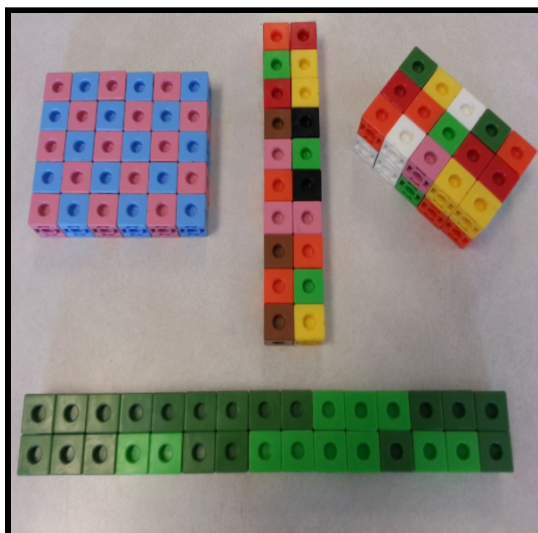
school out down put

For Maths, Tim had to make a long, long chain.

It went all the way to Spain!

# Maths

Which one doesn't belong?



What do you notice? What do you wonder?

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Write down some reasons each item doesn't belong.

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Wednesday

## Phonics

**SPEED SOUNDS** (say these sounds out loud):

sh

ch

th

ng

ai

ay

ee

ea

--y

**Words to sound out and blend (put together). Practise writing them too:**

pain

Tait

tray

stay

paint

brain

crayon

Aiden



**Words** (read and practise writing):

school

out

down

saw

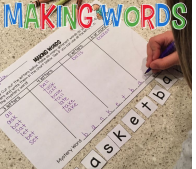
put

**Sentence/sentences to Read:**

So the snails waited and waited and waited. Then the snails got sick of waiting. They went CHOMP CHOMP CHOMP on the crayon box. Bit by bit, the snails crept out. They got into the paint tray and left rainbow snail trails on the mat.

## Phonics

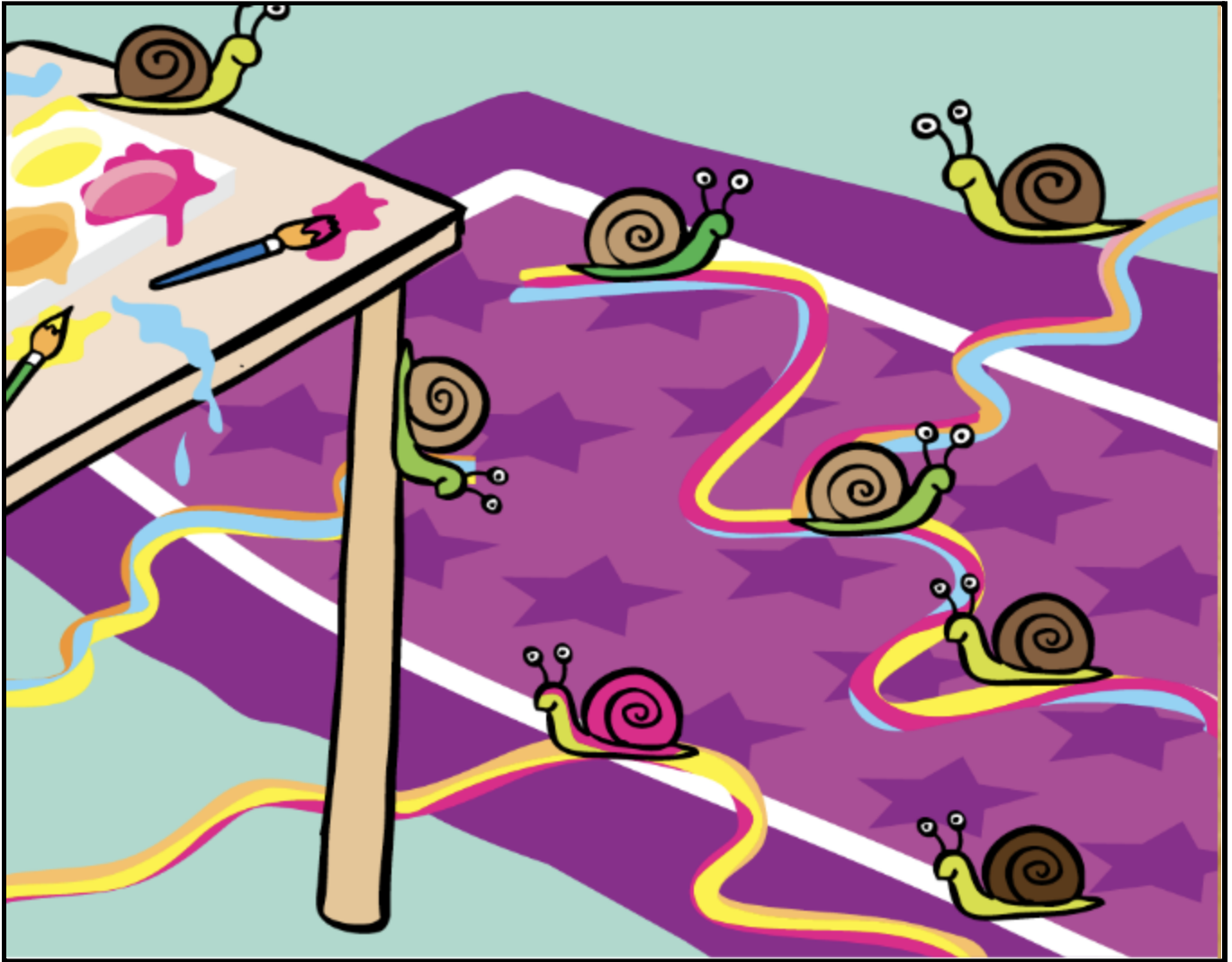
Pick one activity to complete using your speed words and heart words.

<p>Write your words tiny.</p>	<p>Draw a picture for each of your words.</p> 	<p>Write your words <b>BIG!</b></p>	<p>Rainbow write your words by sounds.</p> 	<p>Write your words in the dirt.</p> 
<p>Make your words using objects around your house (Lego, playdough, stamps, rocks, sticks, leaves).</p> 	<p>What words can you make using your speed sounds?</p> 	<p>How many syllables does your speed sounds have?</p> 	<p>Put your speed words and heart words into alphabetical order.</p> 	<p>Clap once for each sound as you spell aloud each word.</p> <p>CLAP </p>

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## Writing



Why do the snails have rainbow trails? How would you feel if you left a rainbow trail everywhere you walked? Why? Include a drawing to match your writing.

### Success criteria

- o I have begun sentences and names with a capital letter
- o My sentences end with a full stop
- o I have reread my work and it makes sense
- o I have neat writing

### Extension

Adjective: Describes a noun

Underline the adjectives in your writing using a colour pencil.

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## Maths

At the beach Pam counted 7 crabs in a rock pool, 4 crabs on the sand, and 3 crabs on a rock. How many crabs did Pam count in all?



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H

Record your thinking and answer below

## Maths

9 snails crawled along the path. After it rained some more snails joined them. Then there were 12 snails on the path. How many snails came out after the rain?



N

Record your thinking and answer below

**Extension:** Make your own addition or subtraction word problem for someone in your family to solve.



Thursday

## Phonics

SPEED SOUNDS (say these sounds out loud):

sh	ch	th	ng
ai		ay	
ee	ea	--y	

Words to sound out and blend (put together). Practise writing them too:

paint	brain	crayon	Aiden
painting	Spain	snail	mail



Words (read and practise writing):

school out down saw put

Sentence/sentences to Read:

The fattest snails went for the pot plants. MUNCH MUNCH MUNCH. There was a pink snail on the laptop, a green snail in the bin... gold snails on the train set and snails in a spin!

Then the snails got sick of playing. They crept into the school bags and waited again. Miss Tait and the children got back. "Hey! Rainbows!" said the children. Hmm. It looks like snails. How did they get in...?



## Phonics

Pick one activity to complete using your speed words and heart words.

<p>Write your words tiny.</p>	<p>Draw a picture for each of your words.</p> 	<p>Write your words <b>BIG!</b></p>	<p>Rainbow write your words by sounds.</p> 	<p>Write your words in the dirt.</p> 
<p>Make your words using objects around your house (Lego, playdough, stamps, rocks, sticks, leaves).</p> 	<p>What words can you make using your speed sounds?</p> 	<p>How many syllables does your speed sounds have?</p> 	<p>Put your speed words and heart words into alphabetical order.</p> 	<p>Clap once for each sound as you spell aloud each word.</p> <p>CLAP </p>

**Record below or send your classroom teacher a photo on Seesaw, Class Dojo or through the school app.**

## Handwriting

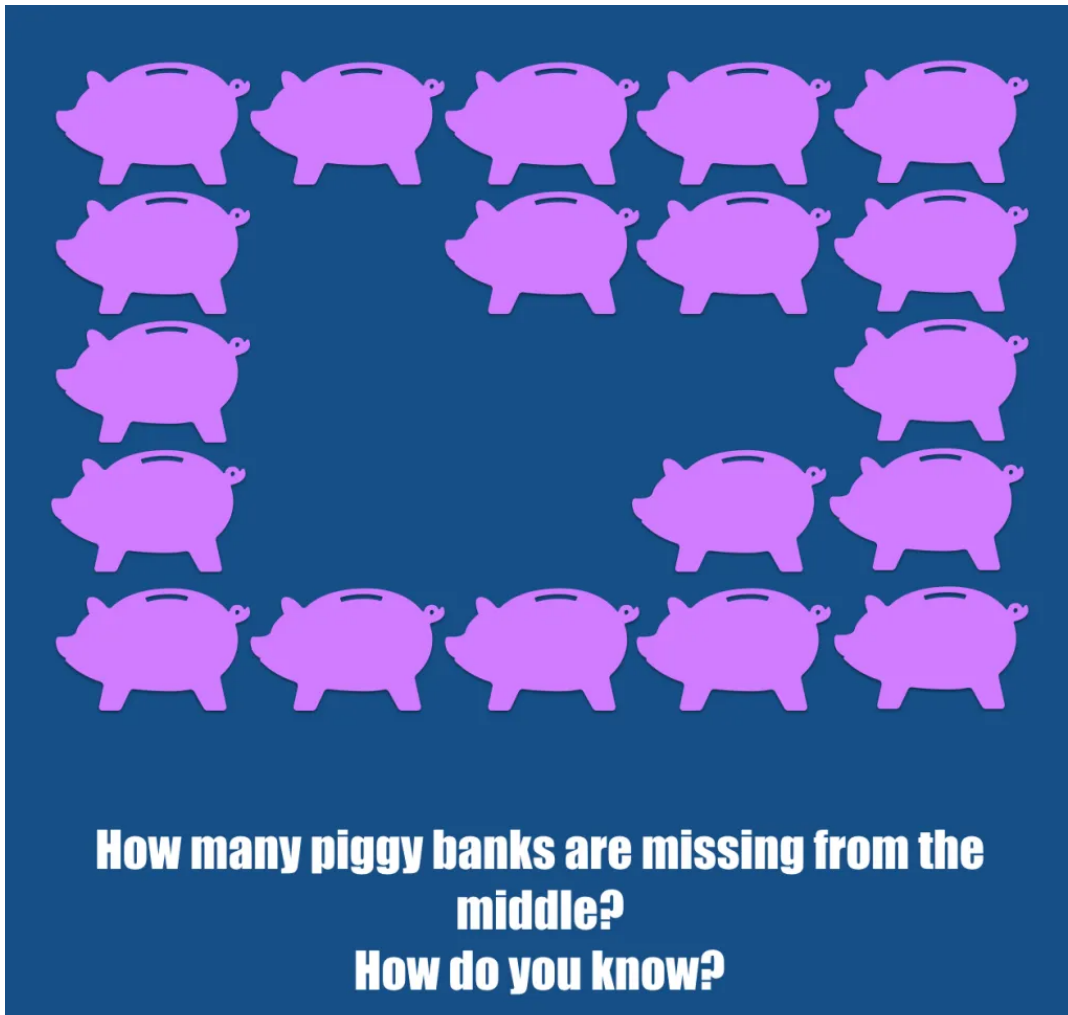
snail mail brain Aiden play

Spain tray crayon paint

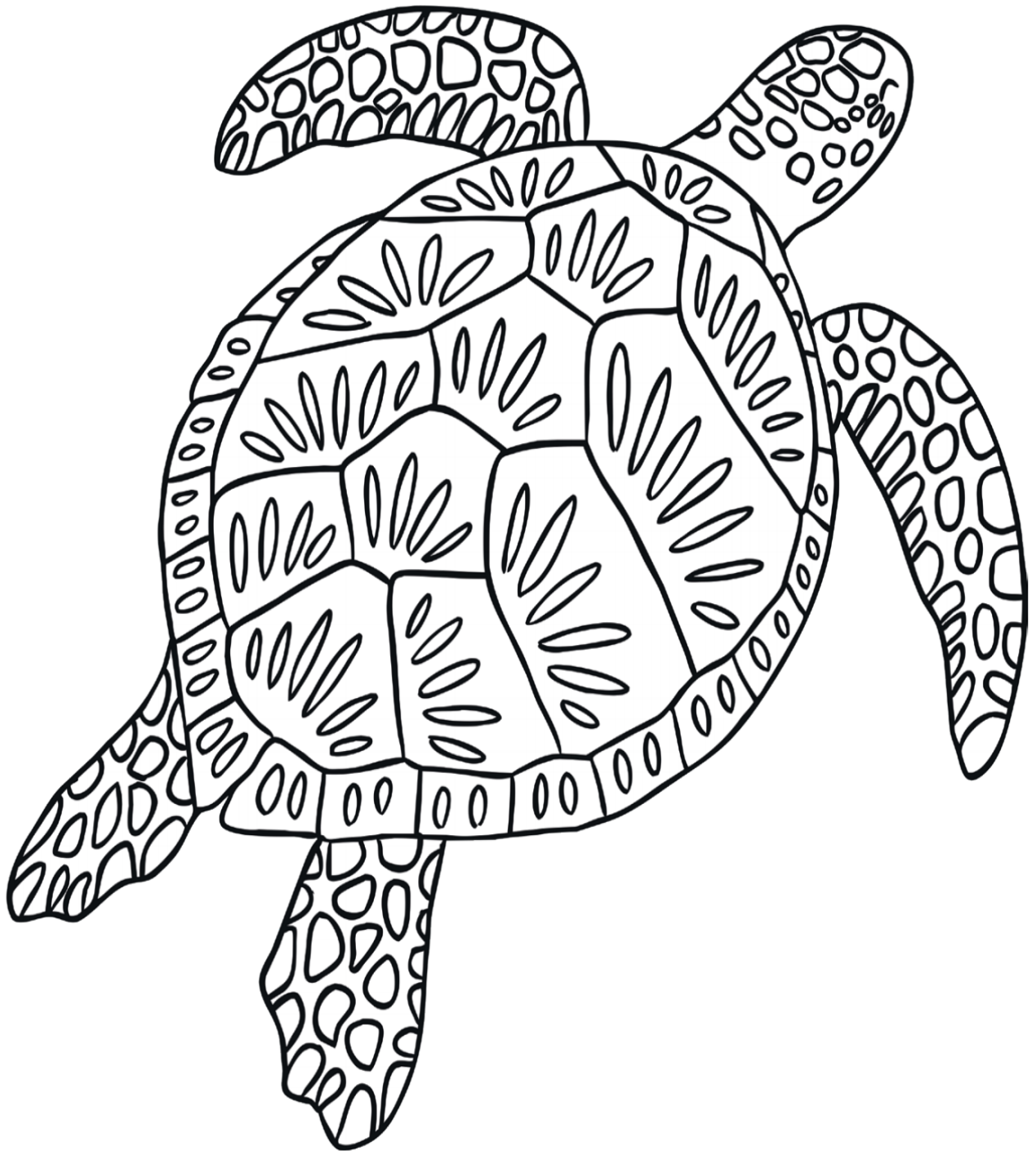
The snail ate the school mail from the tray.

Aiden went down to Spain for training.

## Maths



Record your thinking here. You can use numbers or pictures.



Friday

## Phonics

**SPEED SOUNDS** (say these sounds out loud):

sh	ch	th	ng
ai		ay	
ee	ea	--y	

**Words to sound out and blend** (put together). Practise writing them too:

bay	paint	Tait	Aiden
tray	clay	brain	play



**Words** (read and practise writing):



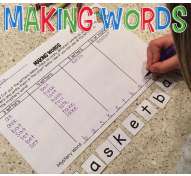
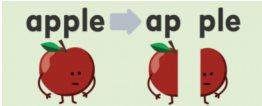
school      out      down      saw      put

**Sentence/sentences to Read:**

One day, on the way to school, Tim saw eight snails in the mail box. Pip, wait. Look! Eight snails. That's a lot. Tim put the snails in his crayon box. I'm going to bring them to school. Miss Tait will like them. But at school, Tim forgot the snails. He put his bag down and went to play in the sandpit with Aiden. They dug train tunnels until the bell rang. And in school, Tim still forgot the snails. Switch on your brains. It's going to be a big day. They had painting and clay and a brain quiz. For Maths, Tim had to make a long, long chain. It went all the way to Spain! Then Raymond got a pain and Tim had to stay with him in Sick Bay. At lunch they went straight out to play. So the snails waited and waited and waited. Then the snails got sick of waiting. They went CHOMP CHOMP CHOMP on the crayon box. Bit by bit, the snails crept out. They got into the paint tray and left rainbow snail trails on the mat. The fattest snails went for the pot plants. MUNCH MUNCH MUNCH. There was a pink snail on the laptop, a green snail in the bin... old snails on the train set and snails in a spin! Then the snails got sick of playing. They crept into the school bags and waited again. Miss Tait and the children got back. "Hey! Rainbows!" said the children. Hmm. It looks like snails. How did they get in?

## Phonics

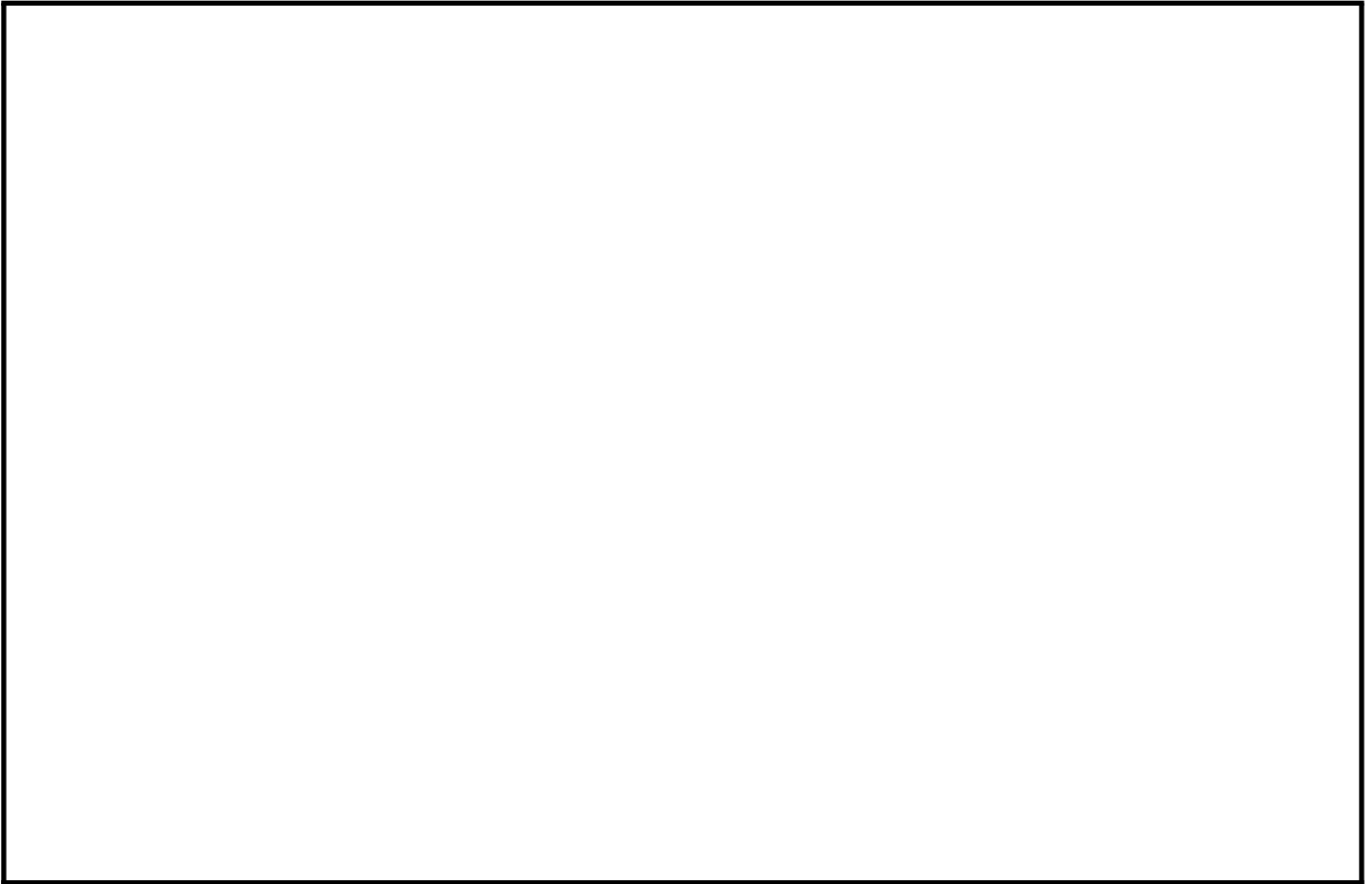
Pick one activity to complete using your speed words and heart words.

<p>Write your words tiny.</p>	<p>Draw a picture for each of your words.</p> 	<p>Write your words</p> <h1 style="text-align: center;">BIG!</h1>	<p>Rainbow write your words by sounds.</p> 	<p>Write your words in the dirt.</p> 
<p>Make your words using objects around your house (Lego, playdough, stamps, rocks, sticks, leaves).</p> 	<p>What words can you make using your speed sounds?</p> 	<p>How many syllables does your speed sounds have?</p> 	<p>Put your speed words and heart words into alphabetical order.</p> <p> <b>A B C D E F</b>  <b>G H I J K L M</b>  <b>N O P Q R S T</b>  <b>U V W X Y Z</b> </p>	<p>Clap once for each sound as you spell aloud each word.</p> <p>CLAP </p>

**Record below or send your classroom teacher a photo on Seesaw, Class Dojo or through the school app.**



## Writing



Draw a picture of a snail and write an imaginary story about him. Remember a good story, introduces the main character, tells us something about them, and has a problem and a solution.

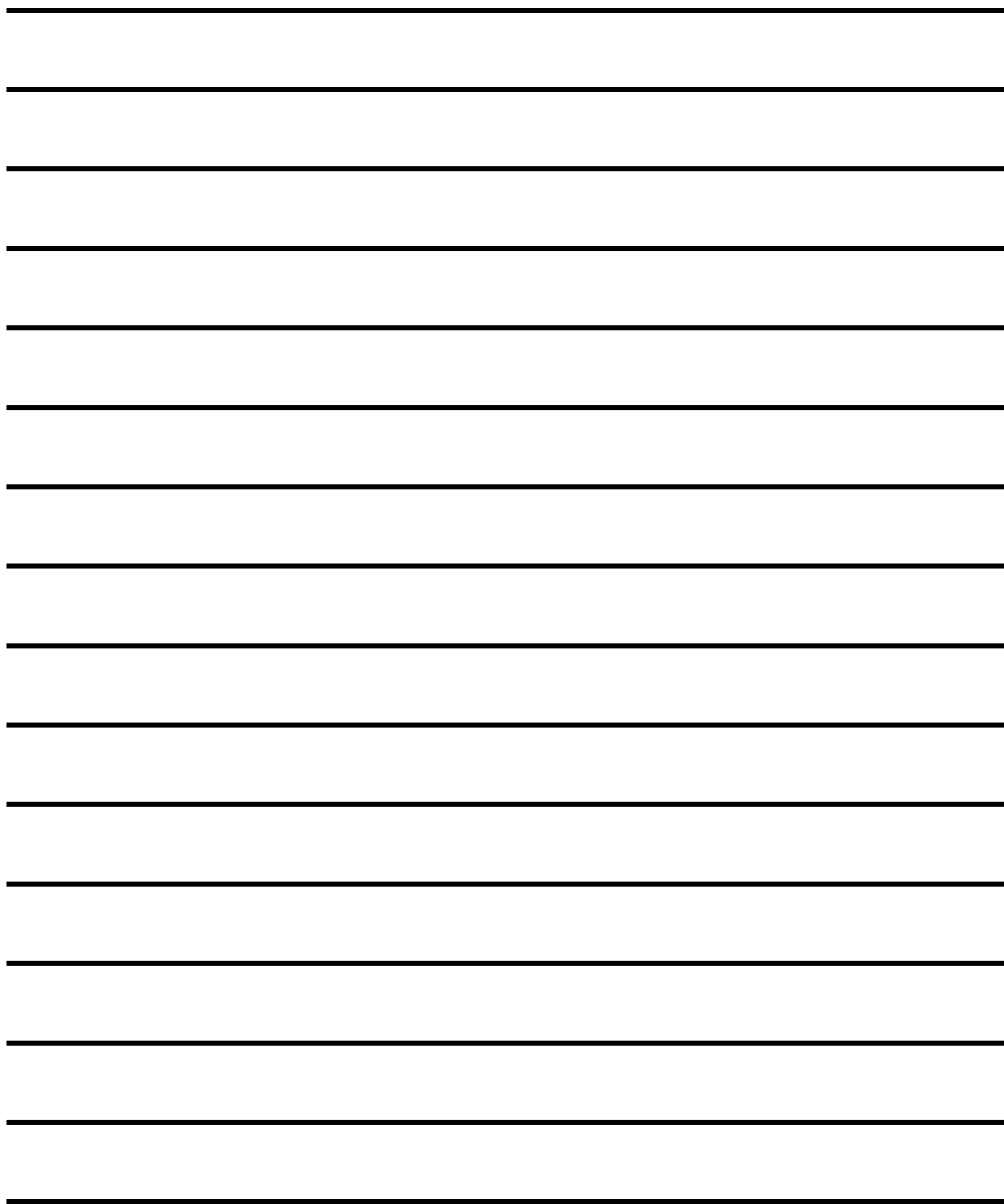
### **Success criteria**

- o I have begun sentences and names with a capital letter
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  - o I have neat writing

### **Extension**

Adjective: Describes a noun

Underline the adjectives in your writing using a colour pencil.



## Maths



### Fun Friday Mathematics

#### Playdough

1 batch of playdough

Preparation time:

#### Ingredients

- 1.5 cups of flour
- $\frac{1}{2}$  cup of salt
- 2 tbs of cream of tartar
- 1 tbs of oil
- Food colouring
- 1 cup of boiling water (or warm)

#### Directions

- Mix all ingredients except the boiling (or warm) water together into a large mixing bowl
- Add the boiling water and mix well (Please take care if using boiling water around children)
- Stir well until the mixture is well combined
- Roll it out on a flat surface and you are ready for some playdough fun!

## Afternoon Activities Grid

<p>Think about different ways you can earn money while having to learn from home. Are there any ways that you can spend what you earn? How can you save or donate your earnings?</p>	<p>Grab an empty cereal box. Cut 3 different-sized holes in the box. Give each hole a point value. Make a paper airplane and throw it at the box 10 times. How many points did you make? Challenge a family member to play</p>	<p>Every day at 10:00 am, 1:00 pm, and 4:00 pm, sit with your legs crossed with your back against a wall. Close your eyes and think about the emotions you are feeling. Encourage everyone in your home to join you.</p>	<p>Write a song and create a dance about learning at home. Teach it to everyone in your home and record yourselves performing it.</p>	<p>Choose any food item in your kitchen. Using each of your 5 senses ( Sight, Sound, Smell, Taste, and Touch) list words to describe your item on the Sensory Chart. Give the chart to a family member to guess the food item you are describing.</p>
<p>Make a runway by using tape. Set a starting line at the beginning and make a tape mark every 5 steps. Stand at the starting line and fly a paper airplane. How far down the runway did you get? Try again.</p>	<p>Set up a line of balls outside. How fast can you hop over each ball in the line? Have a family member time you. Can you beat your fastest time with more practise?</p>	<p>Using recyclable items, design and create a boat that can float on water. Test your boat in the sink or bathtub. How many coins can your boat hold before it sinks?</p>	<p>Build a habitat for your favourite type of animal. Use materials that you have access to at home: Lego, blocks, paper, playdoh, aluminium foil, sticks, leaves etc.</p>	<p>Draw/paint/build what you can see from your bedroom window.</p>