

Weekly Planner – Grade 1 Week 1

1/10/2020

REMOTE TEACHING SESSION: 10.30am – 11.30am daily

Grade 1 students will receive a 1 hour face to face remote teaching session with their teacher each day. These sessions will be run using Webex and will focus on Reading, Writing, Maths or Inquiry.

The link to your child's Webex meeting is listed in the table below. Instructions on how to access your child's Webex meeting are available on the school's website.




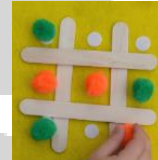
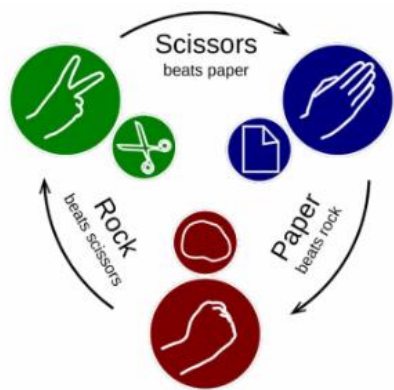
Advice for accessing your child's Webex meeting:

- Please log on 5 minutes before the start time.
- Ask your child to organise the resources they will need prior to the start time.
- When signing in, please use your child's name as this will be the name displayed to their teacher during the meeting.
- If you have any questions or you are not able to access the Webex meeting, please refer to the instructions available on the school's website or contact the school via phone on 03 8766 4000 or email at barton.ps@education.vic.gov.au.

Grade	Teacher	Personal Room Link	Personal Room Number
1A	Melanie Chand	https://eduvic.webex.com/meet/synan.melanie.m	573-822-305
1B	Jenessa Mitrevski (Mon-Thurs) Jess Buchan (Friday)	https://eduvic.webex.com/meet/carvolth.jenessa.k https://eduvic.webex.com/meet/belkin.jessica.j	577-640-139 577-488-758
1C	Kate Fishwick	https://eduvic.webex.com/meet/fishwick.kate.k	571-548-658
1D	Kim Chanter	https://eduvic.webex.com/meet/chanter.kimberley.k	577-657-103
1E	Emma Buggy (Monday & Thursday) Hannah Bolwell (Tue, Wed & Friday)	https://eduvic.webex.com/meet/buggy.emma.e https://eduvic.webex.com/meet/martin.hannah.g	577-983-772 579-381-795
1F	Cassie Eerden	https://eduvic.webex.com/meet/eerden.cassandra.c	577-420-980

Monday 5th October

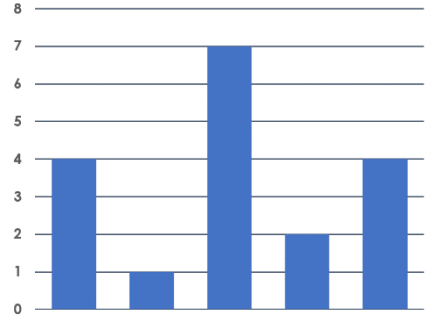
Today you will need: Device (iPad or tablet) Grey lead pencil Materials for fine motor activities (listed below)
 Paper or book Coloured pencils

	Reading	Writing	Maths
Learning intention	We are learning about spelling.	We are learning to write the letters of the alphabet.	We are learning about chance and data.
Success criteria	I can: <ul style="list-style-type: none"> • Make personal connections to the story. • Make the 'ss and zz' sound with my mouth. • Brainstorm words with the 'ss and zz' sound. 	I can: <ul style="list-style-type: none"> • Practise my fine motor skills. • Write the letters of the alphabet using lowercase letters. 	I can: <ul style="list-style-type: none"> • Record the data from my game using tally marks. • Identify which move was the winning move in my game. .
Task	<p>Webex remote teaching session</p> <p>Webex class lesson starts at 10:30am. Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> • Paper • Grey lead pencil • If you like, you can print or draw this picture for your brainstorm. <p>“ss”</p>  <p>“zz”</p> 	<p>Handwriting</p> <p>1. Play a warm up game to practise your fine motor skills. Here are some ideas:</p> <ul style="list-style-type: none"> ○ Make colour patterns ○ Sort objects into colours ○ Play a game of tic-tac-toe   <p>Here are some materials you could use:</p> <ul style="list-style-type: none"> ○ Ice cube tray, muffin tin or icy pole sticks ○ Pegs or tongs ○ Pom poms, cotton wool, blocks or small toys 	<p>Rock, paper, scissors</p> <p>1. Play 10 games of 'rock, paper, scissors' with a family member.</p>  <p>2. Use tally marks to record your game data in the following table:</p>

		<p>Write the letters of the alphabet using lowercase letters (worksheet included at end of planner to print).</p> <p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p>	<table border="1" data-bbox="1568 284 2020 496"> <thead> <tr> <th>Move</th> <th>Tally marks</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Rock</td> <td></td> <td></td> </tr> <tr> <td>Paper</td> <td></td> <td></td> </tr> <tr> <td>Scissors</td> <td></td> <td></td> </tr> </tbody> </table> <p>3. Based on your data, write a sentence to explain which move (rock, paper or scissors) is most likely the winning move.</p>	Move	Tally marks	Total	Rock			Paper			Scissors		
Move	Tally marks	Total													
Rock															
Paper															
Scissors															


Tuesday 6th October

Today you will need: Device (iPad or tablet) Paper or book Coloured pencils
 Seesaw login Grey lead pencil

	Writing	Reading	Maths																										
Learning intention	We are learning about pronouns.	We are learning about spelling.	We are learning about data.																										
Success criteria	I can: <ul style="list-style-type: none"> Understand what a pronoun is. Draw pictures to match the pronouns. 	I can: <ul style="list-style-type: none"> Practise my spelling words. 	I can: <ul style="list-style-type: none"> Explain what a graph is. Identify the features of a graph. 																										
Task	<p>Webex remote teaching session</p> <p>Webex class lesson starts at 10:30am. Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> Paper or book Grey lead pencil Coloured pencils or crayons 	<p>Spelling</p> <p>Here are your spelling words for the week:</p> <ol style="list-style-type: none"> Read the spelling words aloud. Choose one or more spelling activities to complete using your list of spelling words. <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 10px 0;"> <table border="0"> <tr><td>ox</td><td>less</td></tr> <tr><td>run</td><td>miss</td></tr> <tr><td>from</td><td>there</td></tr> <tr><td>buzz</td><td>they</td></tr> <tr><td>cross</td><td>crossroads</td></tr> </table> </div> <p>Rhyme time</p> <p>Write a word next to your spelling word that rhymes with it.</p> <table border="1" style="display: inline-table;"> <tr><td>red</td><td>bed</td></tr> <tr><td>win</td><td>fin</td></tr> </table> <p>Cross words</p> <p>Write your words across and down.</p> <p style="font-family: cursive;">c l i f f</p>	ox	less	run	miss	from	there	buzz	they	cross	crossroads	red	bed	win	fin	<p>What is this graph about?</p> <p>Your class did a survey. This graph shows the result of the survey.</p>  <table border="1" style="display: none;"> <caption>Survey Results</caption> <thead> <tr><th>Category</th><th>Count</th></tr> </thead> <tbody> <tr><td>1</td><td>4</td></tr> <tr><td>2</td><td>1</td></tr> <tr><td>3</td><td>7</td></tr> <tr><td>4</td><td>2</td></tr> <tr><td>5</td><td>4</td></tr> </tbody> </table> <ol style="list-style-type: none"> Log onto Seesaw. Record answers to the following questions: <ul style="list-style-type: none"> What could the survey have been about? What are the categories? How many are in each category? 	Category	Count	1	4	2	1	3	7	4	2	5	4
ox	less																												
run	miss																												
from	there																												
buzz	they																												
cross	crossroads																												
red	bed																												
win	fin																												
Category	Count																												
1	4																												
2	1																												
3	7																												
4	2																												
5	4																												


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		<p>Head and tails Chop the head or tail off your spelling word to make a new one.</p> <p><i>Stiff</i> <i>sting</i></p>	<p>Newspaper or magazine letters Cut out letters from the newspaper or magazines and glue them into your book to make your words.</p> 	<p>3. Add the title and categories to the graph.</p> <p>Challenge: On a graph about pets owned by students in our class, I counted two more dogs than cats. What might the graph look like?</p>
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







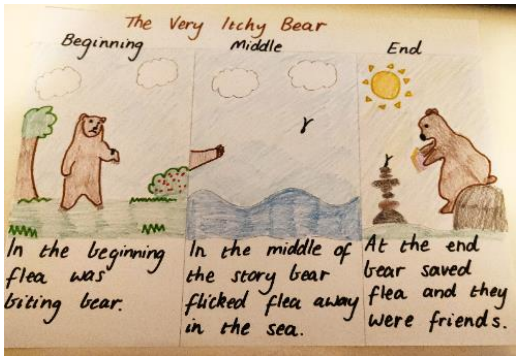





Wednesday 7th October

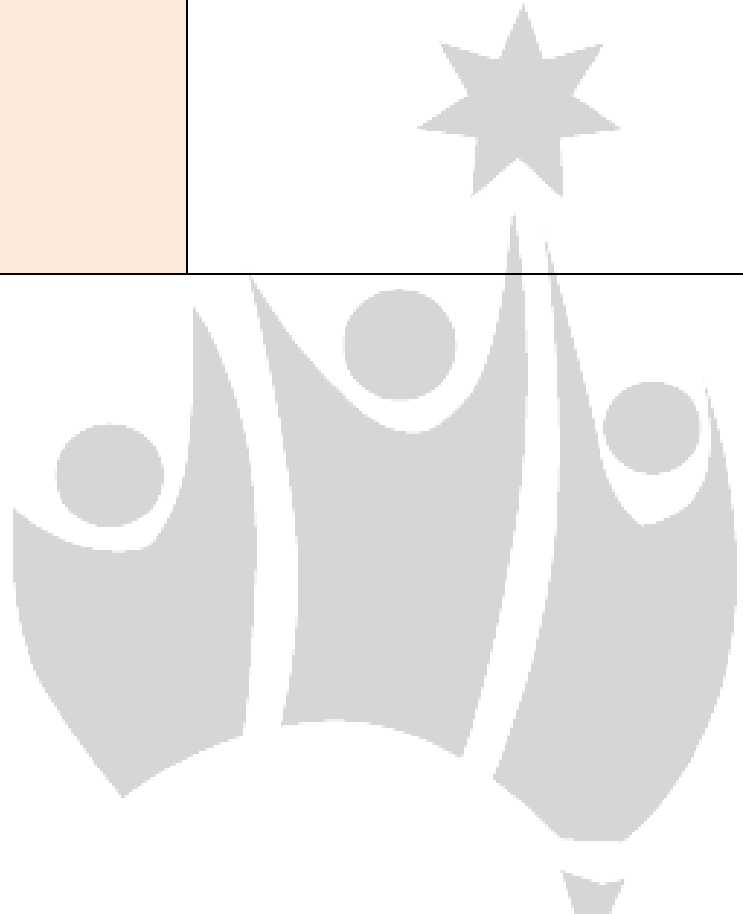
Today you will need: Device (iPad or tablet) Paper or book Coloured pencils
 Seesaw login Grey lead pencil

	Maths	Reading	Writing
Learning intention	We are learning about number and place value.	We are learning about comprehension.	We are learning to design a game.
Success criteria	I can: <ul style="list-style-type: none"> Count to and from 100. Identify tens and ones. Order from smallest to largest. 	I can: <ul style="list-style-type: none"> Read the story. Think of literal questions about the story. 	I can: <ul style="list-style-type: none"> Create a name for my game. Include materials and instructions for my game.
Task	<p>Webex remote teaching session</p> <p>Webex class lesson starts at 10:30am.</p> <p>Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> Paper or book Grey lead pencil 	<p>Frank Flees a Fish</p> <p>Log onto Seesaw and complete the assigned task called “Frank flees a fish.”</p>  <ol style="list-style-type: none"> Record yourself reading the story. Write down 3 literal questions from the story. Remember that the answer to a literal question is found directly in the text. Answer your literal questions. 	<p>Create your own board game!</p> <p>Think about your favourite game. Why do you like it? How would you change it?</p> <p>Today you are just going to plan your board game. Write or draw the name of your game, the materials you need and the instructions explaining how to play.</p> <p><u>For example:</u></p> <p>Name: The Fabulous Farm</p> <p>Materials: game board, dice, counters.</p> <p>Instructions:</p> <ul style="list-style-type: none"> Take it in turns to roll the dice. You must move the amount of spaces on the dice. If you land on 'miss a turn' you have to stay on the same square. The aim of the game is to get from the start to the fabulous farm.

Thursday 8th October

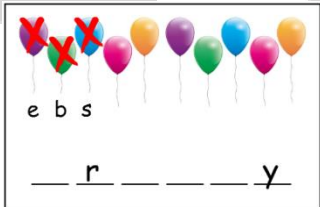

Today you will need: Device (iPad or tablet) Paper or book Coloured pencils
 Seesaw login Grey lead pencil

	Writing	Maths	Reading																
Learning intention	Learning Intention: We are learning about spelling.	We are learning about addition and subtraction.	We are learning about retelling what happened in a story.																
Success criteria	I can: <ul style="list-style-type: none"> Spell words using the letters SATPIN. Complete a sentence. 	I can: <ul style="list-style-type: none"> Use my number and counting knowledge to make 100. 	I can: <ul style="list-style-type: none"> Draw a picture of the beginning, middle and end of the story. 																
Task	<p>WebEx remote teaching session</p> <p>Orange Group: 10:30am- 11:00am Purple Group: 11:00am – 11:30am</p> <p>You will need:</p> <ul style="list-style-type: none"> Paper or book Grey lead pencil 	<p>Get me to 100</p> <p>1. Look at the numbers in the table below. There is a larger version included at the end of the planner.</p> <table border="1" data-bbox="990 885 1413 1203"> <tbody> <tr> <td></td> <td>90</td> <td></td> <td>50</td> </tr> <tr> <td>½</td> <td>20</td> <td>two</td> <td></td> </tr> <tr> <td>4</td> <td>fifty</td> <td>10</td> <td>five</td> </tr> <tr> <td></td> <td>30</td> <td></td> <td>200</td> </tr> </tbody> </table> <p>2. How many ways can you make 100 using the numbers in the table? For example: 90 and 10 is 100.</p> <p>3. Write down as many answers as you can.</p>		90		50	½	20	two		4	fifty	10	five		30		200	<p>Retelling the story</p> <ol style="list-style-type: none"> Read a picture story book. Talk to a family member about what happened in the book. Draw a picture of what happened in the beginning (start), the middle and the end. <p>For example:</p> 
	90		50																
½	20	two																	
4	fifty	10	five																
	30		200																




			<p>Challenge: Write a sentence to go with your pictures. You might want to use some of these sentence starters.</p> <ul style="list-style-type: none">○ At the beginning of the story...○ In the middle... Next this is what happened...○ At the end of the story...
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Friday 9th October

Today you will need: Device (iPad or tablet) Grey lead pencil List of spelling words from Tuesday's lesson Board game plan from Wednesday's lesson
 Paper or book Coloured pencils

	Inquiry	Reading	Writing	Maths
Learning intention	We are learning about our emotions.	We are learning about spelling.	We are learning to design a game.	We are learning about place value.
Success criteria	I can: <ul style="list-style-type: none"> Listen to the story and discuss emotions. Share how I am feeling. 	I can: <ul style="list-style-type: none"> Write my spelling words. Play a game of balloon pop spelling. 	I can: <ul style="list-style-type: none"> Use my plan to make my board game. Play my board game with a family member. 	I can: <ul style="list-style-type: none"> Describe numbers using my place value knowledge. Look for clues to identify the secret number.
Task	<p>Webex remote teaching session</p> <p>Webex class lesson starts at 10:30am.</p> <p>Please <u>log on 5 minutes</u> before and have the resources listed below ready.</p> <p>You will need:</p> <ul style="list-style-type: none"> Paper or book Grey lead pencil 	<p>Balloon pop spelling game</p> <ol style="list-style-type: none"> Write your spelling words in a list. On a different piece of paper, draw 10 balloons like in the picture below.  <p>The illustration shows a list of balloons with letters 'e', 'b', and 's' written below them. Below that is a word grid with the letters 'r' and 'y' in the second and fourth positions respectively, and blank spaces in between.</p> <ol style="list-style-type: none"> Ask a family member to play the game with you. Pick a word from your spelling list (make sure you keep it a secret). Count the number of letters in the word. 	<p>Board Game</p> <p>Using your plan, make your board game and enjoy playing it with your family.</p>  <p>The illustration shows a family of four (a man, a woman, and two children) sitting around a table playing a board game. The board has various colored squares and pieces.</p>	<p>Codebreaker</p> <p>Draw up a place value chart and ask a family member to play a game of Codebreaker with you. You could even play the game with your whole family.</p> <p>The rules of the game are included at the end of the planner.</p>

		<p>5. Draw a line for each letter like in the picture above.</p> <p>6. Ask your family member to guess letters in the word.</p> <ul style="list-style-type: none">○ If they are correct, write the letter in the correct spot.○ If they are wrong, cross out a balloon and write the letter under the balloon. <p>The aim of the game is to guess the word before all of the balloons are popped.</p> <p>7. Swap roles and play the game again.</p>		
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PE	Art	Environmental Studies	Music	Spanish
<p><u>Active Games!</u></p>  <p>The following activities require little to no equipment!</p> <p><u>Equipment needed:</u> A sheet of paper and chalk</p> <p>Watch this video: https://clickv.ie/w/S3yo</p>	<p><u>The secret world of objects!</u></p> <p>This week we are learning how to make everyday objects come to life! Watch these funny videos to see how an artist has drawn faces to make them come alive!</p> <p>https://www.youtube.com/watch?v=frORLNFMo_M</p> <p>https://youtu.be/sZRBml1Nt0o</p>   <p><u>Materials needed:</u></p>	<p>Energy Detectives</p> <p>Watch: https://clickv.ie/w/qv2o</p> <ul style="list-style-type: none"> • Have a look around your home for places that use energy. • You can tell where energy has been if something moves, lights up or makes a noise. • Write or draw all of the places you find energy. 	<p>Mood Music</p> <ul style="list-style-type: none"> • Watch this video about 'Mood' https://clickv.ie/w/Z20o • 'Mood' in music is how a song makes you feel • Watch the video of Beethoven's Symphony #6, Movement 4 https://clickv.ie/w/d10o • Think of the different moods in this music • Create a story to go with the music using the different moods • Draw a picture of your story • Tell a family member your story • <u>Extension:</u> Create a dance to go with the music 	<p><u>Make a MASK!</u></p> <p>MASCARA</p> <p>Did you know that 'mask' in Spanish is 'máscara'.</p> <p>Where do we use the word 'mascara' in English?</p> <ol style="list-style-type: none"> 1. Follow the pictures below and draw yourself with a mask. 2. In the middle 'blank' part, write these phrases - <p><i>¡Hola!</i> (Hello!)</p> <p><i>Me llamo ?</i> My name is? (put your name)</p> <p><i>Tengo ? años.</i> I am ? years old. (put your age)</p>

- Objects around the house, eg old cereal box.
- Paper
- Scissors and glue stick.
- Coloured pencils/
- Crayons/textas

Step 1) Choose an object.

Step 2) Draw what body parts you'd like, eyes, ears, mouth, hands.

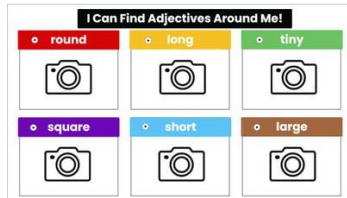
Step 3) Cut out and glue onto your object

Extension: How many crazy objects can you make?



Fun Activities

Log onto Seesaw and go on a hunt around your house for adjectives.



Go for a walk with a family member.



Dance party




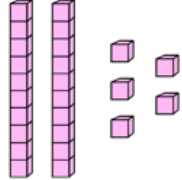
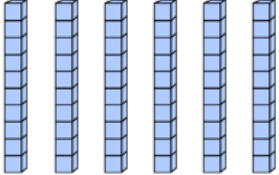
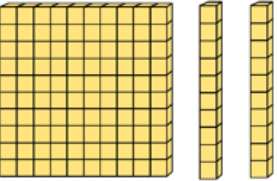

Chalk drawing



Play with your toys



Get me to 100

	90		50
$\frac{1}{2}$	20	two	
4	fifty	10	five
	30	 <small>Tip: How many balloons in each bundle? Try skip counting.</small>	200

CODEBREAKER







You can play codebreaker with 2 digit numbers or 3 digit numbers.










How to play:

1. One player is the codemaker. They write down a secret 2 digit or 3 digit number.
2. The other player(s) take turns trying to crack the code and guess the secret number.

For example, the first player might guess:




2 tens and 4 ones.

Tens 	Ones 
2 	4 
4 	7 

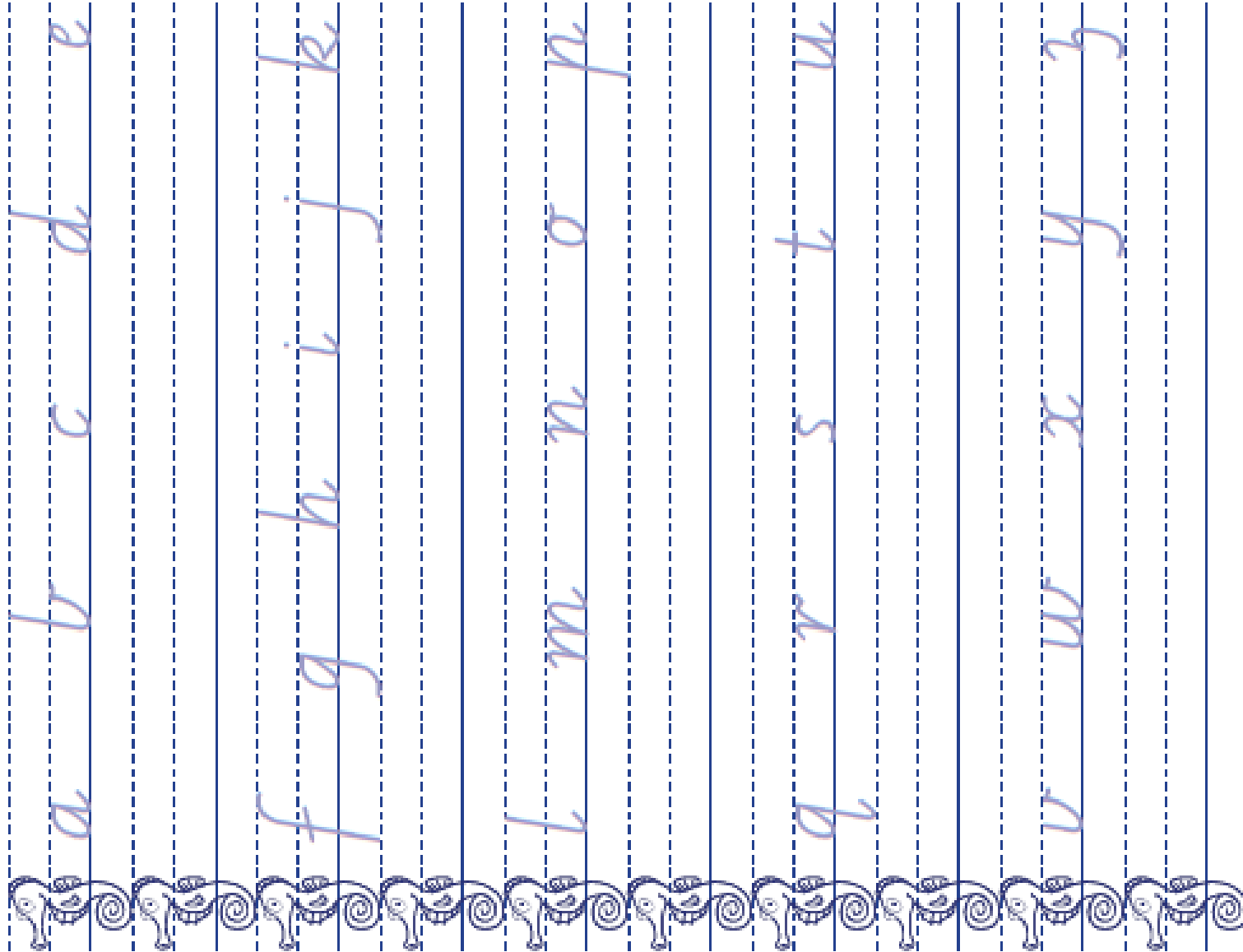
Hundreds 	Tens 	Ones 
1 	2 	4 
1 	4 	7 

3. After each turn, the codemaker gives the other player(s) feedback.

How many turns did it take to crack the code?

-  The number is in the secret number and it is in the correct place.
-  The number is in the secret number but it is in the wrong place.
-  The number is not in the secret number.

Lower Case Alphabet



Handwriting practice lines for cursive lowercase letters. Each letter is shown on a set of three horizontal lines (top, middle, bottom) with a dashed midline. The letters are: a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z. The letters are arranged in four rows: Row 1: a, b, c, d, e; Row 2: f, g, h, i, j, k; Row 3: l, m, n, o, p; Row 4: q, r, s, t, u, v, w, x, y, z. Each row is decorated with a repeating pattern of a stylized elephant head and a spiral.