

Monday 4th May		
Reading	Writing	Numeracy
<p>We are learning to visualise as we read.</p> <p>Success Criteria: I can create pictures in my mind as I read.</p> <p>Equipment: random unseen object, paper, pencil.</p> <p>Mini Lesson (adult): Watch Visualising for Kids: https://tinyurl.com/v3uw7rs</p> <p>Adult Read: Use these sentences for your child to first visualise in their minds, then draw. You can use one, two or three depending on your child's level.</p> <ul style="list-style-type: none"> - The happy, black dog chased the green ducks into the big river. - The grey, angry dinosaur flew over the snowy mountains. - My silly grandma did a big flip on her motorcycle. <p>Independent task:</p> <ol style="list-style-type: none"> 1. Ask student what they could see in their minds when you described it. 2. If they added details ask why? 	<p>We are learning to think of more interesting words.</p> <p>Equipment: paper and pencils</p> <p>Mini lesson (adult): In reading how did we know what was happening in the sentences or how to imagine it? Because we described it really well. We will be creating characters. Drawing them. Writing about them. Then finding ways to make our writing more descriptive.</p> <p>Independent draw: Ask student to draw a wizard as a character in a story.</p> <p>Independent write/parent scribe: Child writes a description of the wizard. E.g. The wizard has a beard and a hat.</p> <p>Adult write: Ask student what descriptive words (adjectives) can we add/change to put more detail into our description? E.g The wise, friendly wizard has a long grey beard and a black pointy hat.</p> <p>Extension: Student can get creative and write a story.</p>	<p>We are learning to record data using a tally.</p> <p>Equipment: Paper, pencil, small ball (or something similar), bin (target), coin, Using Tables to Record Data Sheet (Week 4 - Monday).</p> <p>Mini Lesson (adult): We will be collecting data and writing it in a graph using Sheet Monday Week 4 - Using Tables to Record Data.</p> <p>Independent task: Throw ball into target 20 times and use tally to collect data using the data collection sheet. Do the same with flipping a coin. Ask students to answer questions.</p> <p>Extension: Particularly for grade 1s:</p> <ul style="list-style-type: none"> - Use two coins with the headings Heads Heads, Heads Tails, Tails Tails. - Use measurements as your headings such in Got It In, Got It Within 20cm, Got It further than 20cm.

Word	Sound Boxes /z/ as in zip									
up	u	p								
we	w	e								
do	d	o								
zip	z	i	p							
zap	z	a	p							
zig	z	i	g							
zag	z	a	g							

Tuesday	Wednesday	Thursday

Prep Spelling

Word	Sound Boxes									
snooze	s	n	oo	ze						
ooze	oo	ze								
breeze										
freeze										
sneeze										
squeeze										
Extra word: gauze										

Tuesday	Wednesday	Thursday

Grade 1 - Spelling

We can do up our zip.

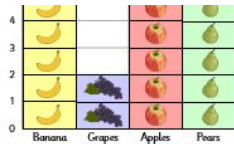
Using Tables to Record Data

Got It In	Missed

- How many times did you get it in?
- How many times did you miss?

Heads	Tails

- How many times did you get heads?
- How many times did you get tails?

Tuesday 5th May		
Reading	Writing	Numeracy
<p>We are learning to create pictures in my mind as I read.</p> <p>Equipment: Poem Sheet (Week 4, Tuesday and Wednesday), paper and pencils</p> <p>Mini Lesson (adult): Today we are going to see how our imagination changes as we read. Fold a piece of paper in half, the student is to draw what they think a 'green giant' would look like on the left hand side.</p> <p>Adult Read: Read The Green Giant (Week 4, Monday sheet) one line at a time, talking about the image as you go.</p> <p>Independent task: On the right side of the page student is to draw the Green Giant from the poem. It might be a good idea that the student draws as you read one sentence at a time.</p> <p>Ask student to tell you what they have drawn and why are the two giants different.</p>	<p>We are learning to think of more interesting descriptive words.</p> <p>Equipment: Paper and pencils</p> <p>Mini lesson (adult): Ask student who is the main character in the poem we just read? How did we know what he looked like? The more words we know and write the better our writing will be.</p> <p>Independent draw: Use the drawing from today's reading lesson.</p> <p>Independent write/parent scribe: Student is to write a sentence about the giant on the right side. For example: The green giant is big and colourful.</p> <p>Adult write: Ask student what descriptive words (adjectives) can we add/change to put more detail into our description? E.g The big friendly giant called Sam was wearing lots of bright, colourful clothes.</p> <p>Extension: Show student how to use a thesaurus (or www.thesaurus.com). Or get creative and write a story about the giant.</p>	<p>We are learning to record data using a pictograph.</p> <p>Equipment: Pencils, paper, Favourite Fruit Bar Pictograph Sheet (Week 4, Tuesday).</p> <p>Mini Lesson (adult): Another way of collecting data is by using pictures. This is called a pictograph.</p> <p>Independent task: As we don't have access to the 'class' as such. Just ask everyone you have contact with what their favourite fruit is. For each person who says what fruit is their favourite, draw that fruit in the right row. For example Miss Lindsay's favourite fruit is watermelon so student can draw one watermelon next the watermelon!</p> <p>Kind of like this:</p>  <p>Ask: -What is the most popular fruit? How many people liked it? -What is the least popular fruit? How many people liked it?</p>

Green Giant

BY JACK PRELUTSKY

There lived a green giant whose name was Sam.
His hair was the color of strawberry jam.
He had one brown and one blue eye.
And a beard the color of pumpkin pie.
His coat and pants were oh so bright,
Like a peppermint stick all red and white.
His socks were as yellow as lemon pop.
His shoes were as brown as a chocolate drop.
His hat was the color of gingerbread,
with a tall, tall feather of raspberry red.

MY NEIGHBOR'S DOG IS PURPLE

My neighbor's dog is purple.
Its eyes are large and green.
Its tail is almost endless,
The longest I have seen.
My neighbor's dog is quiet.
It does not bark one bit.
But when my neighbor's dog is near,
I feel afraid of it!
My neighbor's dog looks nasty.
It has a wicked smile.
Before my neighbor painted it,
It was a crocodile!

BY JACK PRELUTSKY

Favorite Fruit Bar Pictograph

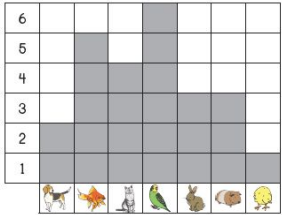
Which fruit is the most popular in your class?

[illegible]

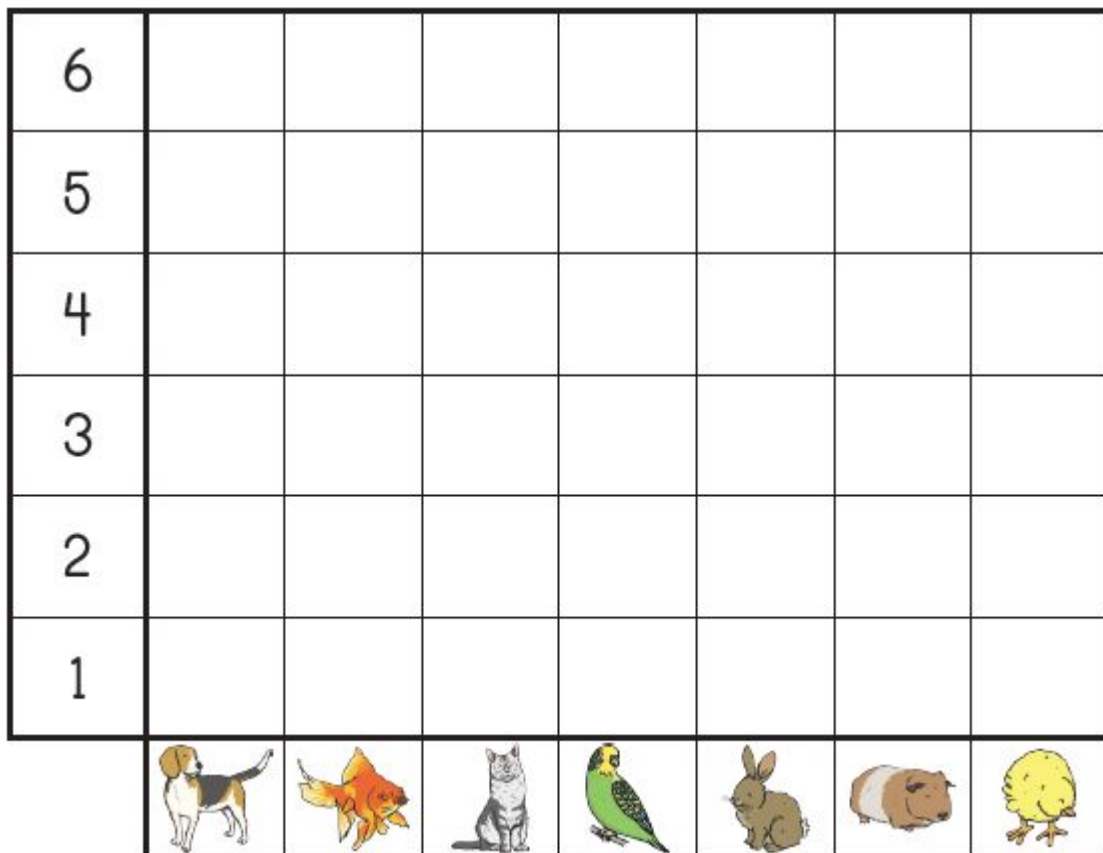
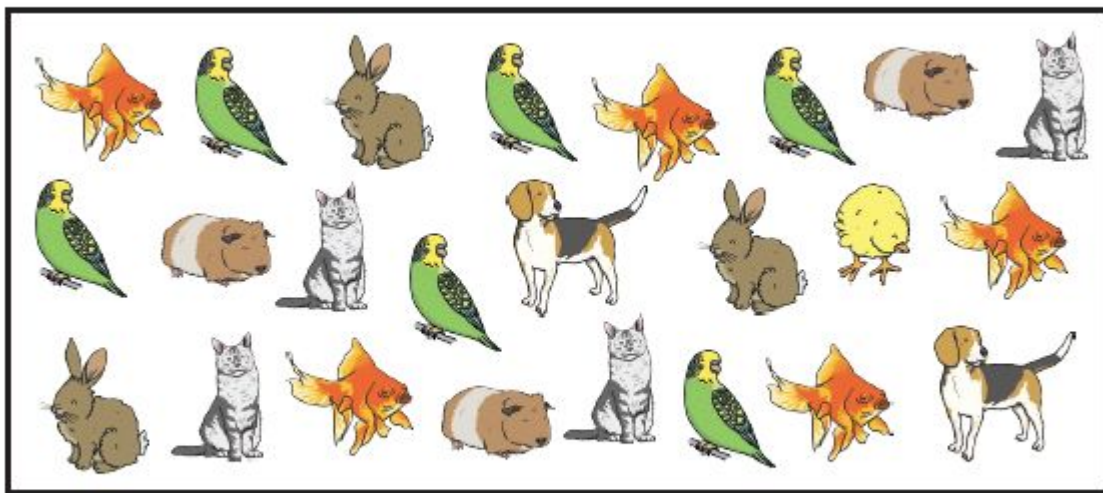
Favourite Fruit Cut-Outs



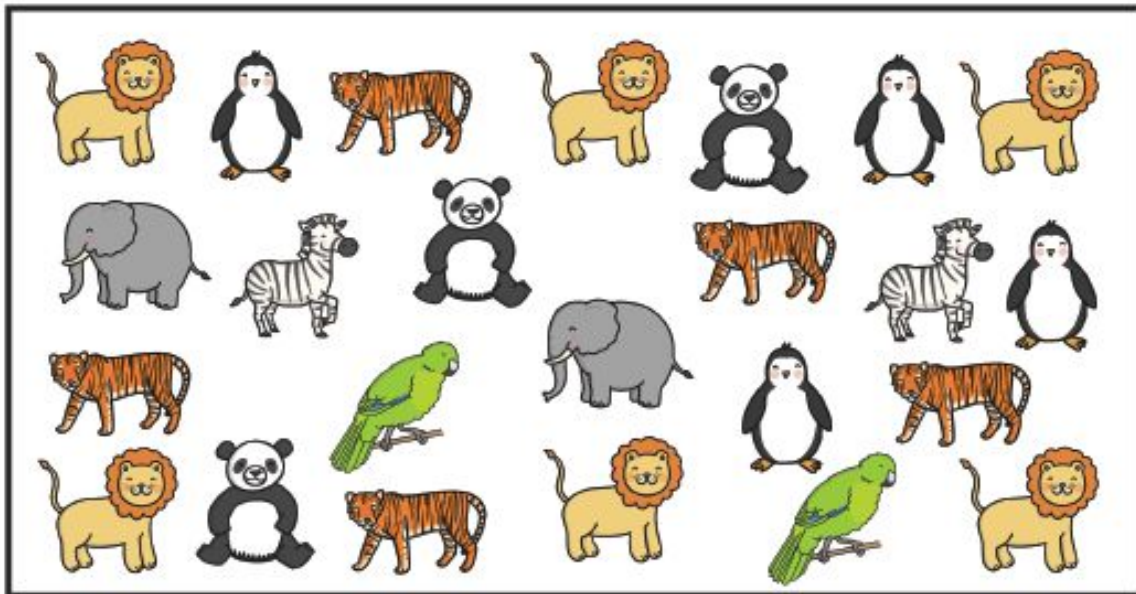
Wednesday 6th May

Reading	Writing	Numeracy
<p>We are learning to create pictures in my mind as I read.</p> <p>Equipment: Poem Sheet (Week 4, Tuesday and Wednesday), paper and pencils</p> <p>Mini Lesson (adult): Today we are going to see how our imagination changes as we read. Fold a piece of paper in half, student is to draw what they think a 'purple dog' would look like on the left.</p> <p>Adult Read: Read My Neighbour's Dog is Purple (Week 4, Tuesday and Wednesday), one line at a time, talking about the imagery as you go.</p> <p>Independent task: On the right side of the page student is to draw the 'purple dog' from the poem.</p> <p>Ask student to tell you what they have drawn and how they are different.</p>	<p>We are learning to think of more interesting descriptive words.</p> <p>Equipment: Paper and pencils</p> <p>Mini lesson (adult): Ask student who is the main character in the poem we just read? How did we know what he looked like? The more words we know and write the better our writing will be.</p> <p>Independent draw: Use the drawing from today's reading lesson.</p> <p>Independent write/parent scribe: Student is to write a sentence about the 'purple dog' on the right side. For example: The Crocodile was painted purple and mean.</p> <p>Adult write: Ask student what descriptive words (adjectives) can we add/change to put more detail into our description? E.g The painted purple crocodile had big white teeth and was wicked.</p> <p>Extension: get creative and write a story about the crocodile.</p>	<p>We are learning to record data using a bar graph.</p> <p>Equipment: Pencils and Count and Colour Bar Graph Sheet (Week four Wednesday).</p> <p>Mini Lesson (adult): Another way we can represent data is by creating a 'bar graph'</p>  <p>Independent task: Complete Count and Colour Bar Graph Sheet (Week four Wednesday). Colour one box for each animal. After completing the sheet ask:</p> <ul style="list-style-type: none"> -What is the most common pet? How many were there? Least and how many? -What is the least common zoo animal? How many were there? Least and how many <p>Extension:</p> <ul style="list-style-type: none"> -In each sheet how many more was the most than the least? You can demonstrate how to work it out by using the graph.







Pets Bar Graph



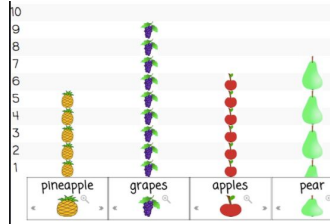
Zoo Block Diagram



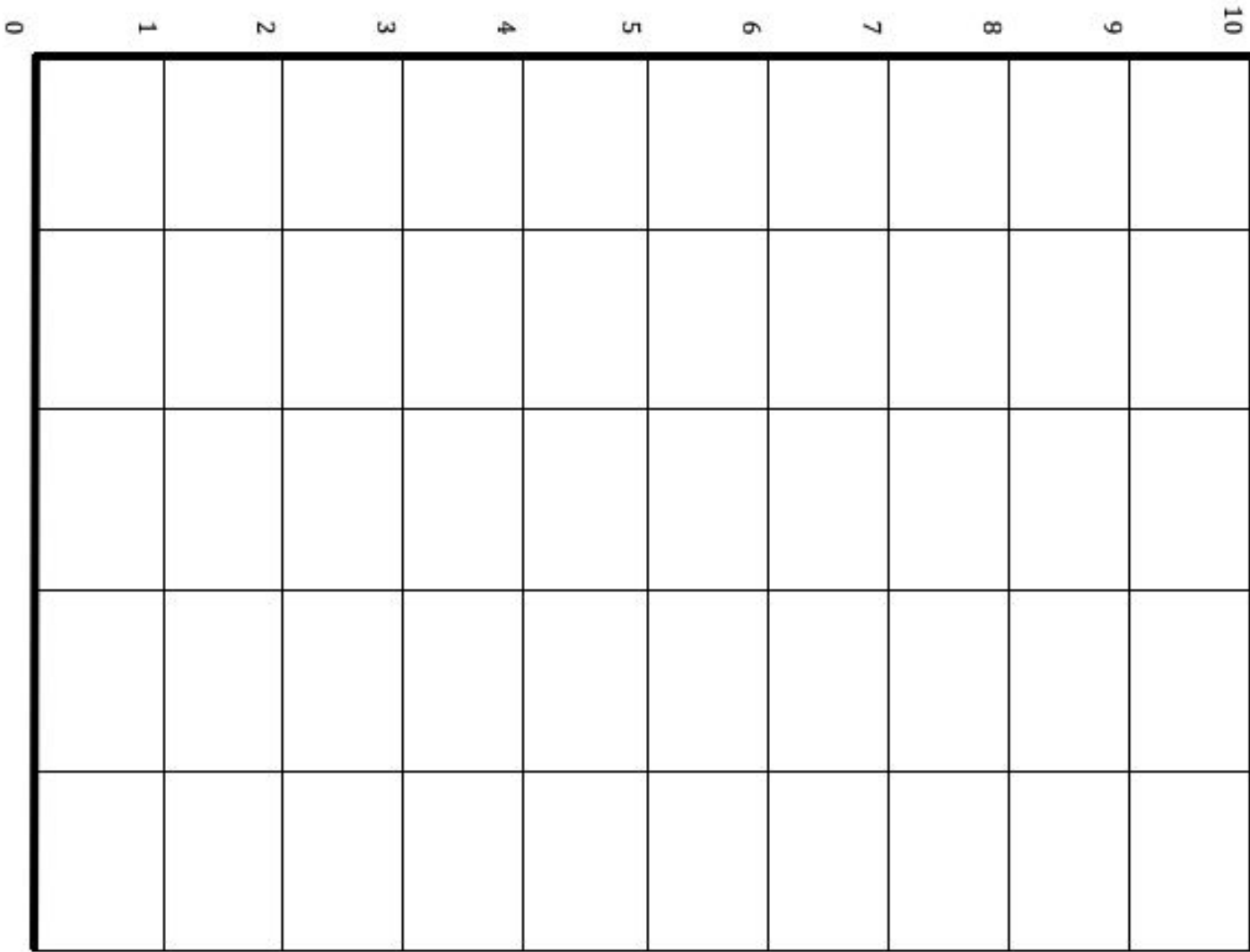
Colour a box for each item that you find.

6						
5						
4						
3						
2						
1						
						

Thursday 7th May

Reading	Writing	Numeracy
<p>We are learning to create pictures in my mind as I read.</p> <p>Equipment: paper and pencils</p> <p>Mini Lesson (adult): Good readers visualise in their minds as they listen and read. Today we will visualise three parts of a story to help us retell what happened in the story</p> <p>Adult Read/ Independent task: Divide a landscape page up into three sections labelling each section Beginning, Middle and End. Ask student to close eyes as they listen and really focus. After each section they will draw and see how their picture changes</p> <p>Beginning: Mrs Brown had a sunflower growing by the red brick wall. It was straight and tall and as yellow as the sun.</p> <p>Middle: One day it went flop. The petals went droopy and some petals even fell to the grass.</p> <p>End: That night it rained and rained. The sunflower stood straight and tall and even bigger than before.</p>	<p>We are learning to think of more interesting descriptive words.</p> <p>Equipment: Drawing from reading lesson, paper and pencils</p> <p>Mini lesson (adult): Ask student what words in the story about Mrs Brown showed us what to draw? You can even read it a few times and underlines some word that helped like descriptive words such as 'droopy, red, brick, yellow.'</p> <p>Independent draw: Use the drawing from reading.</p> <p>Independent write/parent scribe: Ask student to write a retell. Ask student to include how Mrs Brown might have been feeling in the beginning, middle and end of the story.</p> <p>Adult write: Student may write things like happy and sad. Give them some more words to use such as: disappointed, proud, joyful, worried and relieved. Explain they are all kind of different and mean different things but also do mean happy and sad.</p>	<p>We are learning to record data using a pictograph.</p> <p>Equipment: Paper, pencil, Make Your Own Pictograph Sheet (Week 4 Thursday)</p> <p>Mini Lesson (adult): You can use a pictograph to collect any data you want for example you could ask your family/class/friends their favourite animal, the colour of their eyes, their favourite school.</p>  <p>Independent task: Today we will make our own pictograph. You can do a household hunt. Label each column with the titles Chair, Table, Bed, People, Animals. Do a house hunt for each one and for each item draw it on the graph.</p> <p>Extension: Ask questions such as what's the most, what's least and what's the difference between them?</p>

Make Your Own Pictograph Sheet (Week 4 Thursday)



Friday 8th May

Reading	Writing	Numeracy						
<p>We are learning to create pictures in my mind as I read.</p> <p>Equipment: Paper and pencil</p> <p>Mini Lesson (adult): Good readers visualise as they read. But because all our minds are different we see different things. This activity works well if you have more than one child doing it at the same time without seeing each others work (if not you can compare to Miss Lindsay's on back of this page).</p> <p>Adult Read/Independent task: Read instructions. Stopping after each one so child can draw. 1. Draw a medium oval in the middle of the page. 2. At the back of the oval draw a long tail with an arrow on the end. 3. Draw 4 short legs. 4. A long neck. 5. A small circle for the head. 5. 5 triangles on oval as spines. 6. Lots of purple spots on the body. 7. An orange eye. 8 green feet. 9. a green mouth and nose with fire coming out. 10. Green scales on its neck and tail.</p> <p>Turn page over. Does it look like Miss Lindsay's and her friends? Why not? Because we all visualise differently!</p>	<p>We are learning to think of more interesting action words.</p> <p>Equipment: Drawing from reading</p> <p>Mini lesson (adult): We can make our sentences really interesting by using action words (verbs). For example instead of saying 'went' we can say 'flew, sped, ran, drove'. Ask student if they know more words for 'went' (how we can get/move somewhere).</p> <p>Independent draw: Use the drawing of the creature from reading. Student can add to the drawing to create an action scene. They may need to be a little creative here or think of a story they know. Maybe it is a dragon protecting a treasure/princess/his family from an evil villain/wicked witch/bad dragon? (You may need to explain action scene as something exciting/scary is happening).</p> <p>Independent write/parent scribe: Student is to write about the creature and what the creature is doing.</p> <p>Adult write: Go through students writing and see if you can add some interesting action words.</p>	<p>We are learning to create a survey.</p> <p>Equipment: Paper, pencil</p> <p>Mini Lesson (adult): Today we will create a survey with three options (even though we may not have many people to ask!). We will create a table to record our data.</p> <p>Independent task: Student thinks of something they would like to collect data on for example, "What's Your Favourite Food" Then records their data in a table like the one below.</p> <table border="1" data-bbox="1487 837 1792 927"> <tr> <td>Pizza</td><td>Doughnuts</td><td>Pasta</td></tr> <tr> <td> </td><td> </td><td> </td></tr> </table> <p>Ask as many people as you can, or maybe some dolls/pets will have an answer?</p> <p>Extension: create a pictograph to record your results</p>	Pizza	Doughnuts	Pasta			
Pizza	Doughnuts	Pasta						

