

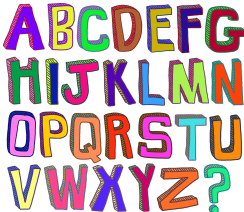



Year 1 HBL Week 3 Term 2

<p>Day 1 Play a board game together.</p> 	<p>Day 2 Spread smiles! Keep a note of things that make you/ your family smile.</p> 	<p>Day 3 Find items in your house that begin with each letter A-Z.</p> 	<p>Day 4 Do some housework to help your Parents! Maybe tidy your room.</p> 
<p>Literacy</p> <p>Spelling- our rule this week is words that <i>end with -ing</i>. <i>Did you know that -ing at the end of a word is called a suffix? Can you add to our list- you'll find a list that has been started for you at the very bottom of this grid</i></p> <p>Writing- think about what you did on the weekend. Write 2 sentences about one thing you did. Be sure that you have a capital letter at the beginning of your sentences and a full</p>	<p>Literacy</p> <p>Grammar- Compound sentences- are when 2 ideas are joined together to make one sentence, <i>EG: I like the colour purple but my favourite colour is pink.</i></p> <p><i>Look at the worksheet below and see if you can join the sentences to make one</i></p> <p>Writing- Can you make up your own compound sentences? Take a photo of this and post onto Seesaw</p>	<p>Literacy</p> <p>Spelling- choose a column of your words to learn and practice spelling. You can record these in your HBL exercise book and take a photo and upload to Seesaw for me</p> <p>Grammar- can you write 3 more compound sentences using the word 'but' in them.</p>	<p>Literacy</p> <p>Spelling- today write and record the words from a different column- learn and record these. You can record these in your HBL exercise book and take a photo and upload to Seesaw for me</p> <p>Writing- What has it been like being back at school? What did you like about it? What were you surprised about? How was it better than being at home doing online learning?</p>

<p>stop at the end of your sentences. Don't forget to post your writing onto Seesaw</p> <p>Reading- don't forget to read at least 1 WUSHKA book today and answer the questions at the end of the story.</p>	<p>Reading- don't forget to read at least 1 WUSHKA book today and answer the questions at the end of the story.</p>	<p>Reading- don't forget to read at least 1 WUSHKA book today and answer the questions at the end of the story.</p>	<p>Reading- don't forget to read at least 1 WUSHKA book today and answer the questions at the end of the story.</p>
<p style="text-align: center;">A f t e r m o r n i n g t e a</p>			
<p>LI: To add single digit numbers together correctly and quickly.</p> <p>Finger Speed-Sums (1-5 minutes)</p> <p>Students work with a partner with one hand behind their back. On the count of three, they each put forward some number of fingers. Whoever says the sum first wins.</p> <p>If you want to challenge yourself try using two hands instead of just one.</p>	<p>LI: To know the difference between heavy and light.</p> <p>Complete the Seesaw activity titled</p> <p>What is heavy and what is light</p>	<p>LI: To compare the mass of two objects.</p> <p>See if you can find something that is lighter, than a mug from the kitchen.</p> <p>Find something heavier than a mobile phone.</p> <p>Find something that is the same mass as a bowl that you would have cereal in</p> <p>What did you use to compare and check the masses?</p> <p>Upload some photos of your findings onto Seesaw</p>	<p>LI: To identify objects that are heavier and lighter</p> <p>Complete the following Mass activities from the Seesaw</p> <p>Measuring Mass</p> <p>Mass and capacity quiz</p>

S o m e t i m e t h i s w e e k			
<p>History</p> <p>Ask mum or dad to show you some photos of them as a child or even better see if you can find one of your grandparents. Complete a - I see, I think, I wonder.... About the photo. Record in your HBL book.</p> <p>For example: I see my Mum is at a birthday party. I think it may be a party for her as she is in front of the cake. I wonder what she got for her birthday.</p> <p>Discuss the photos. Where were they when the photo was taken? What were they doing? Who was there? How did they feel?</p> <p>Have a go at making damper- here is a simple recipe. Tastes yummy with lots of butter and jam! https://www.bestrecipes.com.au/recipes/easy-australian-damper-recipe/vjqvsg8t</p> <p>Religious Education</p> <p>1.Mother's Day reflection: Write 3/4 things down that is special about your mums. (seesaw task)</p> <p>2. Listen to the story Koala Lou by Mem Fox* https://www.youtube.com/watch?v=Z4vEj8TMkW4</p> <p>What were the characteristics of love that may appear in these stories? (gratitude, forgiveness, kindness, gentleness, helpfulness, sharing, truth, fun, happiness, sorrow.) Think about how people who love each other can work on problems</p>			

together. Make a [jigsaw puzzle](#) showing the characteristics of love that they think are important. You may like to include family photos in the jigsaw.

PDHPE

We will be completing some PDH in class this week.

Creative Arts

Alpacas with Maracas

- Reread the story Alpacas with maracas
- Discuss aspects of the story that stood out to them
- Students choose an aspect that they could draw from the story

Outline in black crayon and paint with water colours

Music

Hi All,

This week we have another activity in the music lab Song Maker. WE learn how to divide the beat into tica tica (semiquavers). I have also attached new body percussion charts for you to practice.

Have Fun,
Mr Warby

Chrome Music Lab Song Maker – Introducing tica tica and changing Tempo

1. Watch Chrome Music Lab Tutorial - Pt. 2 tica tica and Tempo
<https://www.youtube.com/watch?v=S6W6nO5DKQw>
2. Note that Sixteenth notes are tica tica,
3. Stop and start the video and copy the patterns from the tutorial into Song Maker
4. Experiment with the patterns you have created by changing rhythms and notes.
5. **Save your composition by sharing it with yourself. Do not share with me yet.** I will ask you to send me a composition later in the term as you get better at programming the song maker.

Performance Activity

- Practice the attached body percussions charts. Start by reading the rhythm out loud using ta, titi, za etc. Then say the rhythm as you play it. Then try some of the following activities.

- Read the rhythm in time with the beats

Slow beat - https://www.youtube.com/watch?v=gsJEMH_emBM

Medium Beat - <https://www.youtube.com/watch?v=xOxEpeANjt4>

Fast Beat - <https://www.youtube.com/watch?v=7absfMBJatM>

- Perform your body percussion with a drum beat https://www.youtube.com/watch?v=zZbM9n9j3_g
- Try to play your body percussion patterns with a favourite song or YouTube clip
- Experiment with programming the body percussion patterns into the drum machine (bottom two lines) of the Chrome Song Maker.

Don't worry if you find this difficult. You will learn how to do this properly over the coming weeks.

- Play your body percussion with the drum machine. (you may need to change the tempo)

Resources

- Chrome Song Maker Link
- Chrome Song Maker Intro Video
- Body Percussion Charts

-ing	-ing	-ing
Jumping Finding helping	Skipping Hopping stopping	Taking Liking having

Compound sentences

Rewrite these sentences as a compound sentence.

1. Sam likes apples. Sam likes bananas.

2. The boy plays NRL. The boy plays AFL.

3. My mum will sleep. My mum will rest.

4. Dee ate a chocolate. Dee ate some lollies.
