

Year 1/2

Learning From Home

Please see the attached pages for **Term 4, Week 2** learning tasks. You might also like to visit the websites below for more learning activities. If you have any questions, email your classroom teachers Monday to Friday, 9:00am - 3:30pm



Mrs Micomonaco's email: 12mteacher@olwkingsbury.catholic.edu.au

Mrs Schroeder's email: 12steacher@olwkingsbury.catholic.edu.au



Practice your maths facts or sounds on OLW YouTube Learning Channel

<https://bit.ly/3DxK93N>



Visit the Student Page for Literacy, Maths & STEM activities

<https://olwschool.weebly.com/>



Epic Online Library
1/2M code: hrc9351
1/2S code:kca7436

<https://www.getepic.com/students>



OAK Academy
Literacy & Maths
Lessons Online

<https://bit.ly/3ytvEdn>



Online Stories

Username: olwkingsbury
Password: olwkingsbury

<https://bit.ly/2WCzleb>




Little STEAM Learners

<https://bit.ly/2WQm8EH>

My Daily Schedule

What does your daily routine look like?

You might like to follow the sample schedule below.

Before 9:00 am	Get up. Eat Breakfast. Do some morning stretches or exercises. Play or take your pet for walk.	
9:00am - 10:30am	Literacy Time 	Stamina Reading Literacy IXL Writing Task Spelling & Vocabulary work 9:30 - 10:00 Year 1/2S Google Meet 10:00 - 10:30 Year 1/2M Google Meet
10:30am - 11:15am		Take a break from the computer and do something relaxing. Example: Art, craft, play or listen to music, dance, cook.
11:15am - 12:00pm	Snack Time	
12:00pm - 1:00pm		IXL Maths Complete maths tasks set by the teacher. Practice recall of maths facts (times tables and addition facts)
1:00pm - 1:30pm	Lunch time	
1:30pm - 3:30pm	Afternoon tasks	Religion, Inquiry, ART, Italian, P.E, Futurescapes, Personal interests tasks. 2:00 - 2:30 Year 1/2 Google Meet
3:30pm - 4:30pm		Board games, puzzles, read, play with pets/toys.



Google Meet

Video Instruction: <https://youtu.be/BNNNch5kyhk>

Class meeting times with Mrs Schroeder
1/2S 9:30am - 10:00am
2:00pm - 2:30pm

Class meeting link: meet.google.com/bkx-cvsq-qfa
Meeting code for iPad & tablet users: **bkxcvsqqfa**

When prompted to add an account, please sign in using this Google account:

Username: **12s@olwkingsbury.catholic.edu.au**

Password: **12sclass2021**

Class meeting times with Mrs Micomonaco
1/2M 10:00am - 10:30am
2:00pm - 2:30pm

Class meeting link: meet.google.com/xfx-ivep-ysg
Meeting code for iPad & tablet users: **xfxivepygs**

When prompted to add an account, please sign in using this Google account:

Username: **12m@olwkingsbury.catholic.edu.au**

Password: **12mclass2021**

MONDAY LITERACY TASKS

SPELLING

This week's spelling focus is the digraph 'ow' makes the sound "O" as in snow.
Usually at the end of base words.

Watch /ow/ digraph video: www.youtube.com/watch?v=PHJmFE5E2T0
<https://www.youtube.com/watch?v=arR3oDQs2h4>
<https://www.youtube.com/watch?v=9JE8rQLfLCA>

1. Complete Monday's spelling list (slide 5)

The following steps are very **IMPORTANT**. Do them every day.

Say your words in a sentence,

Say the sounds and letters in the words as we do at school

Say: The **sounds** in are w/i/n/t/er (show this in your fingers)

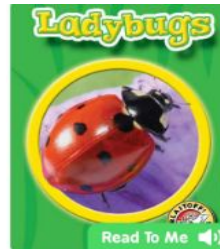
Say: The **letters** in are w/i/n/t/e/r (say letter names)

READING

Read the books and complete the quiz for both books.



<https://www.getepic.com/app/read/12931>



<https://www.getepic.com/app/read/6632>

WRITING

Choose Spiders or Ladybug book you have read to complete the following writing activity on slide 6.

Research Writing

You may need to reread the pages and use the contents and index pages to help you find the information you need.

IXL:

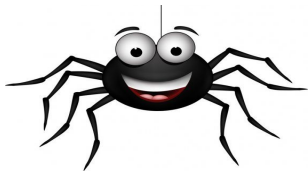
Year 1: w.7 [Describe the difference between related words](#)

Year 2: v.8 [Sort words into categories](#)

Weekly Spelling Sheet Term 4 week 1

Name: _____

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Words				
snow				
low				
grow				
know				
own				
blow				
		Orange	words	
below				
pillow				
follow				
yellow				
borrow				
throw				
		Green	words	
narrow				
swallow				
unknown				
throwing				
wheelbarrow				
tomorrow				



**Choose spider or
ladybug to write and
draw about.**



Draw the mini beast below and label its parts.

Describe the features of the Mini Beast.

Describe the habitat of this minibeast.

MONDAY MATHS TASKS

Learning Intention: To use repeated addition to solve multiplication problems.

Warm-up: [Counting by 2s, 3s, 5s and 10s](#)

Tuning In: [REPEATED ADDITION / GROUPS OF](#)

Task: 1. A flower has 5 petals.
How many petals has 4 flowers got?



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Groups

2. Draw and solve similar to question 1.

An eagle has 2 feet. How many feet have 2 eagles got?

3. I roll 3 on a dice 6 times. How many threes did I roll altogether?

4. Make up your own problem. Include picture and answer.

IXL Year 1: **W.5** [Addition and subtraction facts - numbers up to 20](#)

Year 2: **W.4** [Relate addition and multiplication for equal groups](#)

TUESDAY LITERACY TASKS

SPELLING

This week's spelling focus is the digraph 'ow' makes the sound "O" as in snow. Usually at the end of base words.

Watch /ow/ digraph video:

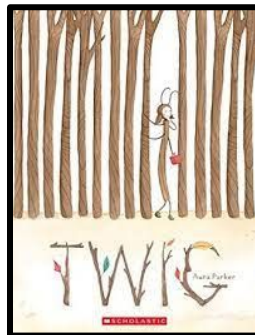
<https://www.youtube.com/watch?v=arR3oDQs2h4>

1. Complete Tuesday's spelling list (slide 5)
2. Write Silly sentences using your spelling words in each sentence. Please underline your spelling words. Write neatly.
3. Draw a picture.

Example: Did you know my dog wears yellow and blue snow skis?



READING



<https://storyboxlibrary.com.au/stories/twig>

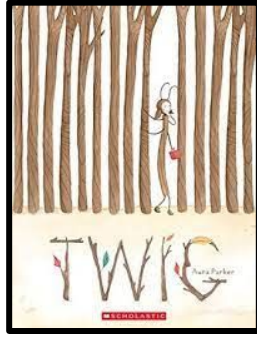
Reading activity slides 9&10

IXL:

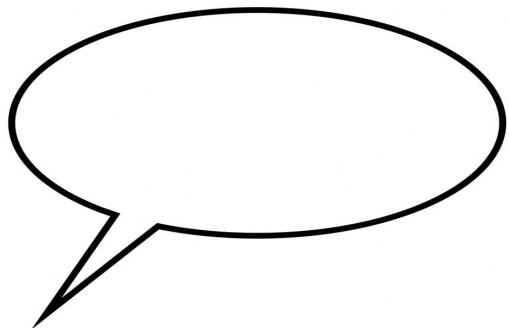
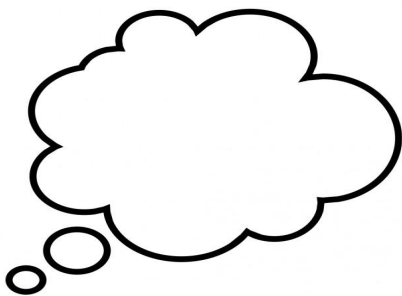
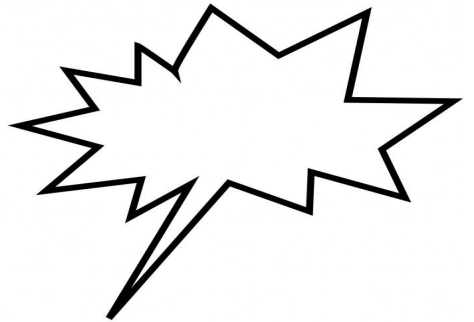
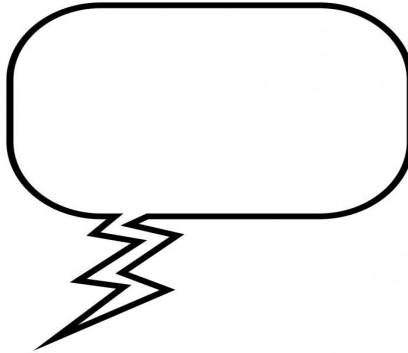
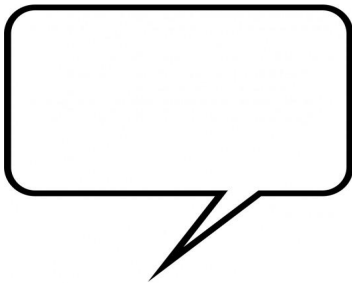
Year 1: w.8 [Order related words based on meaning](#)

Year 2: v.9 Find the words with related meanings

After reading The book **Twig**



Look at the characters in the illustration on slide 10 .
Use the speech and thought bubbles to write about what the
characters are thinking and saying.
Cut and paste them to the page on slide 10.





TUESDAY MATHS TASKS

Learning Intention: To write multiplication sentences with arrays.

Warm-up: [Counting Robot \(counting by 2s, 5s, & 10s for kids\)](#)

Game with a partner. Roll a dice and say what the double fact is aloud. For example, roll a 3. Double 3 is 6.

Tuning In:

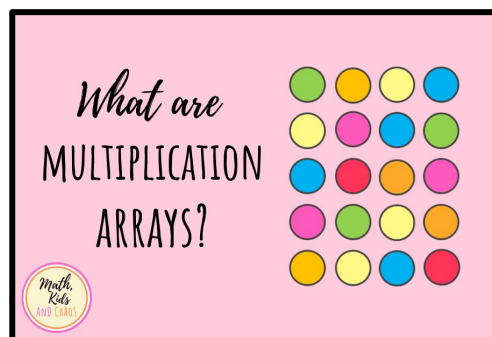
<https://www.nagwa.com/en/videos/917132857195/>

Task: Click on 'start practising' - blue tab.

<https://www.nagwa.com/en/worksheets/126131821908/>

IXL Year 1: B.1 [Place value models - tens and ones](#)

Year 2: W.5 [Relate addition and multiplication](#)



WEDNESDAY LITERACY TASKS

SPELLING

This week's spelling focus is the digraph 'ow' makes the sound "O" as in snow.
Usually at the end of base words.

1. Complete Wednesday's spelling list (slide 5)
- 2.

Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

Show your picture to someone
and see if they can find your
hidden words!



READING

Pick any book from Epic about an insect you want to learn more about Animals & Their Habitats

Complete the quiz about the book.

<https://www.getepic.com/app/search>

Reading activity slides 9 & 10

IXL:

Year 1: w.9 Multiple-meaning words with pictures

Year 2: v.10 Which word is not like the others?

WEDNESDAY MATHS TASKS

Learning Intention: To build arrays to show multiplication situations.

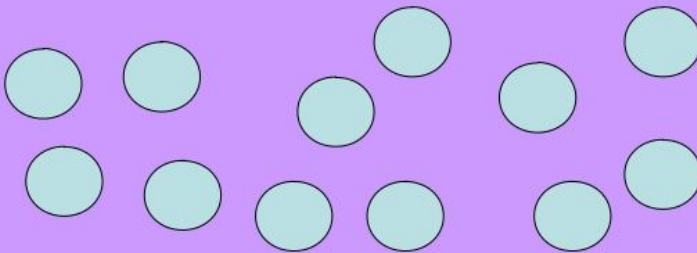
Warm-up: [Count by 3 | Skip Count by 3 | Skip Counting | Skip Counting Song | Jack Hartmann](#)

Tuning In: [Multiplication and Repeated Addition Arrays for Kids | Math for 2nd Grade | Kids Academy](#)

Task:

<https://www.scootle.edu.au/ec/viewing/L106/index.html#>

I have 12 counters.



How could I arrange them into equal rows?

How can you use these 12 counters to make different arrays?

Remember, to be an array it must have equal rows.

IXL Year 1: [w.6 Addition and subtraction word problems - numbers up to 20](#)

Year 2: [w.6 Identify multiplication expressions for arrays](#)

THURSDAY LITERACY TASKS

Spelling

Spelling focus : This week's spelling focus is the digraph 'ow' makes the sound "ow" as in snow

Complete Thursday's spelling list.
Complete Spelling Grid on Slide 15

The following steps are very IMPORTANT do them every day.

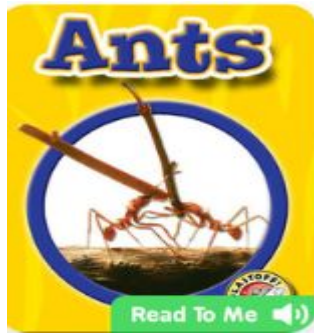
Say your words in a sentence,

Say the sounds and letters in the words as we do at school

Say: The **sounds** in are w/i/n/t/er(show this in your fingers)

Say: The **letters** in are w/i/n/t/e/r (say letter names)

READING



<https://www.getepic.com/app/read/6624>

Reading Activity

Using the information in the book to make a model of an ant.
Label the parts and features. Use paper, sticks, playdough etc.



IXL Year 1: w.10 Use words with prefixes and suffixes

Year 2: v.11 Describe the difference between related words

Term 4 Week 2 Grid Answers Focus: ow as in s

Write the Word Say the Word	How Many Sounds?	Write the letters: broken up into graphs, digraphs, trigraphs, etc.										Tricky Part?
red words												
snow	3	s	n	ow								
low	2	l	ow									
grow	3	g	r	ow								
know	2	kn	ow									
own	2	ow	n									
blow	3	b	l	ow								
below	4	b	e	l	ow							
pillow	4	p	i	ll	ow							
follow	4	f	o	ll	ow							
yellow	4	y	e	ll	ow							
borrow	4	b	o	rr	ow							
throw	3	th	ro	w								
Green Words												
narrow	4	n	a	rr	ow							
swallow	5	s	w	a	ll	ow						
unknown	5	u	n	kn	ow	n						
throwing	4	th	r	ow	ing							
wheelbarrow	7	wh	ee	l	b	a	rr	ow				
tomorrow	6	t	o	m	o	rr	ow					

THURSDAY MATHS TASKS

Learning Intention: To write multiplication sentences with arrays.

Warm-up: [Count by 3 | Skip Count by 3 | Skip Counting | Skip Counting Song | Jack Hartmann](#)

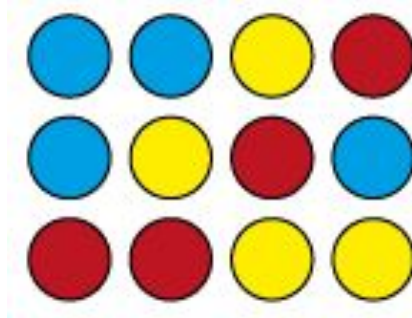
Tuning In: [MULTIPLICATION AND REPEATED ADDITION](#)

Task: 1. Use 2 dice.

Throw the dice and use the numbers to make an array.

Then say, '3 rows of 4 make 12 altogether.'

In your books, record $3 \times 4 = 12$.



2. Where do you see arrays in real life? Record three places. See the following pages for more examples of arrays.



IXL Year 1: W.7 [Addition and subtraction sentences for word problems - numbers up to 20](#)
Year 2: W.7 [Write multiplication sentences for arrays](#)

1/2M Google Meet Array ...

How many students can you see? Write a repeated addition sentence about this array.



1/2M Google Meet Array ...

How many students can you see? Write a repeated addition sentence about this array.



1/2S Google Meet Array ...

How many students can you see? Write a repeated addition sentence about this array



The SMART Spelling Grid

Name: _____

Write, say, sound, count, write.

1. Write the word
2. Say the word
3. Sound it out
4. Count the sounds
5. Write the letters, then write the tricky part again

[illegible]

FRIDAY LITERACY TASKS

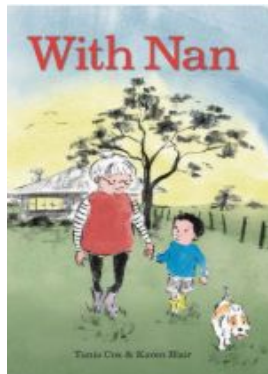
Spelling

Spelling focus : This week's spelling focus is the digraph 'ow' makes the sound "ow" as in snow

Ask a parent or sibling to test you on on your words
Spelling and Dictation test will be given during Google Meets or yourself
DICTION

When the wind blows the snow below the yellow flowers, that grow in the wheelbarrow, the sparrow will know it's time to go home.

READING



<https://storyboxlibrary.com.au/stories/results?&search=insects>

Reading Activity

Make a list of verbs from the story. Eg hop ,burrow, fly.

Create a ideal habitat for your creature using natural materials include areas for camouflage, shelter and food.



IXL Year 1: w.11 Understand words with prefixes and suffixes

Year 2: v.12 Order related words based on meaning

FRIDAY MATHS TASKS

Learning Intention: To write multiplication sentences with arrays.

Warm-up: <https://www.getepic.com/app/read/56204>

Tuning In: [Real Life Arrays](#) By Miss DuBose

Task: . I found these arrays at home.

How many arrays can you find at your home?

Write a repeated addition sentence about these arrays.

Then write some of your own repeated addition sentence from arrays at home.

IXL Year 1: W.8 Addition and subtraction sentences - which is true?

Year 2: W.8 Multiplication sentences



AFTERNOON TASK RELIGION

Our Religion topic is:

Look at any items, photos, gifts or symbols from your baptism or any other initiation ceremony.

Ask your parents or godparents to tell you about your baptism or another important celebration.

Make a poster/ picture about the day.
(who was there, what happened, were there any gifts?)



Our Inquiry Topic this term is : Living Things and their External Features

Collecting Data About the External Features of Small Animals

Small animals have different body parts (external features). An important part of being a biologist is to make careful observations of animals to learn about how they move, feed and survive in the natural environment.

Use a magnifying glass to look carefully at small animals in your school playground or garden. Complete the table below by:

- drawing three animals that you find.
- marking each column with a tick or a cross to show which external features each animal has (or doesn't have).

Animal	Head	Legs	Wings	Shell	Antennae

Optional: If you like, you can make a model of one or all of your small animals with clay or play-dough.



Challenge: see how many bugs you can find from the pictures. Tick when you have found one.

Schoolyard Bug Hunt

Today we are going on a bug hunt in your schoolyard!

See if you can find the bugs pictured here

ant



millipede



spider



ladybird



bee



butterfly



beetle



fly



slater

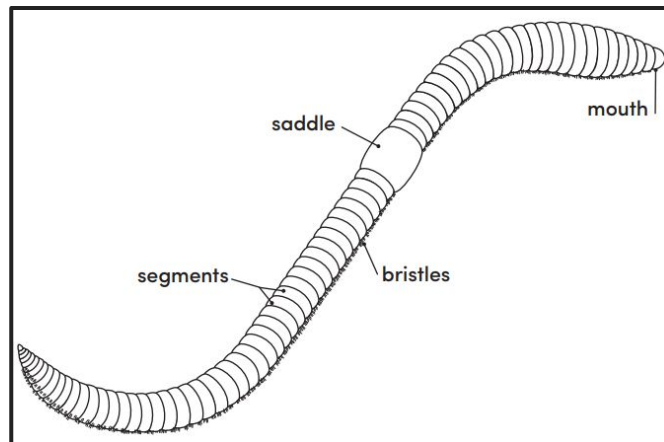


Our Inquiry Topic this term is : Living Things and their External Features

Worms

Click link to watch the video: [Worms For Kids](#). Then answer the following questions:

- What do earthworms eat?
- Why do earthworms live under the soil?
- How do earthworms make tunnels?
- How do earthworms feel the light?



Earthworms have tube-shaped bodies and do not have arms and legs.

An earthworm uses its segments to shorten and lengthen its body. It uses its bristles to help it move through the soil.

Facts about Earthworms ...

- Earthworms are annelids, which means 'ringed' animal.
- They do not have a backbone (invertebrates).
- They are divided into segments.
- They do not have lungs but have thin skin which helps them breathe.
- If worm's skin dries out, it will die.
- Worms avoid sunlight which helps them avoid the surface of the Earth where they could get eaten by birds.
- There are two types - earthworkers and composting worms. Earthworkers are earthworms and create burrows. Compost worms live in organic matter (anything that was once living) - not soil.
- The average adult is about 10cm long.
- A worm has no arms, legs or eyes.
- There are approximately 2,700 different kinds of earthworms.
- Baby worms are not born. They hatch from cocoons smaller than a grain of rice.



Task 1:

Draw your own earthworm and label the features of the earthworm. The labels include:

saddle**bristles****mouth****segments**

Watch the following video on how to draw a worm:

[How to Draw and Color a Worm Easy | Step by step animals drawings](#)

Task 2:

Watch Herman the Worm:

[Herman the Worm](#) [Camp Songs for Children](#) [Kids Brain Breaks Songs by The Learning Station](#)

- Which external features is Herman missing?
- How might he be drawn more accurately?

Task 3:

Go to your garden and observe an earthworm. Observe and draw the earthworm. Can you see the segments, bristles and saddle? Describe how it moves.

How to find worms! Earthworms can be found in a garden. Water an area of the garden and place a damp, dark cloth over it. Earthworms will rise to the surface as their burrows fill up, thinking that they are safe from predators as it seems to be night. Walk lightly and use a torch covered with red cellophane as they are not sensitive to red light.

AFTERNOON TASK

PERSONAL INTERESTS

Inquiry Activity on Worms

A slinky helps to show how an earthworm move. Earthworms have circular muscles around each segment, moving along by stretching and contracting and by getting longer and shorter. Open the link to find out ways of playing with a slinky.

[RAINBOW SLINKY How to play slinky Spring Toy Kids Toys](#)

Inquiry fun: [Insect Generator - Online Game](#)

How Many Rockets Are There?

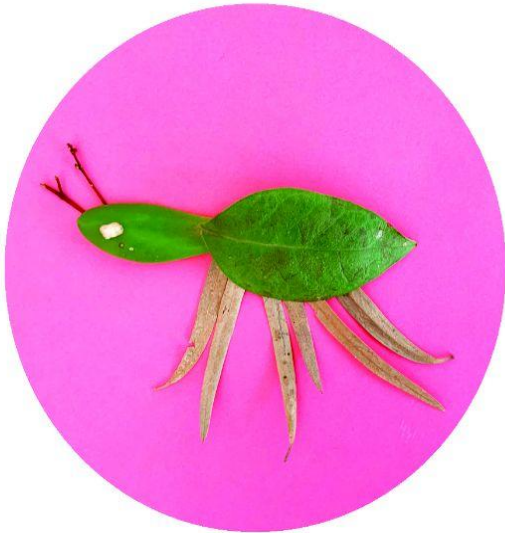
Remember: You don't need to count every rocket.
For this one you could count in 10s!



$$4 \times 10 = ?$$

Make A Schoolyard Bug

- 1 Collect a selection of natural materials such as leaves and twigs from the school yard.
- 2 Create a design for your bug.
 - Consider how many body parts and legs the bug will have?
 - Will it have wings, antennae or any other distinct features?
- 3 Assemble bugs and use glue or sticky tape to hold them together. You may find it helpful to stick your bug onto a piece of paper.
- 4 Give your bug a creative name. You might like to label it's features too!



SPECIALIST TASK

PHYSICAL EDUCATION

Cardio drumming!

Cardio drumming is a fun way to move to music and increase your heart rate and breathing. Cardio (cardiovascular) means you are working to improve how well your heart pumps oxygen around your body. The fitter you are, the more effective your body is at moving oxygen to help you move during sport.

Cardio drumming works on your fitness and is super fun!

You may like to use the following items to set up your drumming area;

- A bucket or fit ball/ exercise ball or a large pot/pan and place this upside down
- Two wooden spoons or two sticks (be careful of your surroundings and yourself)!

Watch the following video first to see how they perform drumming moves to the music. Once you have watched the video you may like to attempt drumming yourself by following the video! You may like to create your own routine

It is so much fun and a great way to exercise!

<https://www.youtube.com/watch?v=yCYmR1xUasQ>

[Enjoy being active! Mrs Van Ballegooy :\)](#)

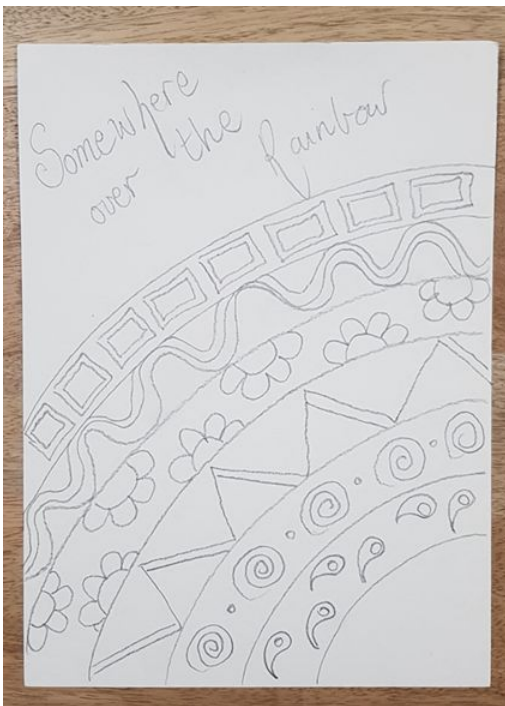


SPECIALIST TASK VISUAL ARTS

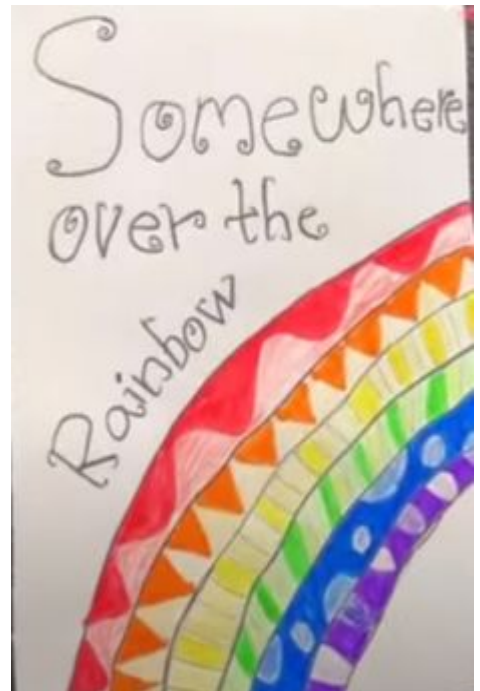
This week in Art, we are learning how to draw a picture of a patterned rainbow using warm and cool colours.

1. Watch the video to get an idea of what to do for this art lesson.
2. Get the materials that you will need for this drawing activity.
3. As you watch the video, press pause at each step, so that you can follow the instructions to drawing your picture of a patterned rainbow.
4. Take a 📷 of your finished artwork and share it with me. Please send it to your teacher or Mr Burke.

<https://www.youtube.com/watch?v=yszqpAdSQLY&t=227s>



Patterned Rainbow

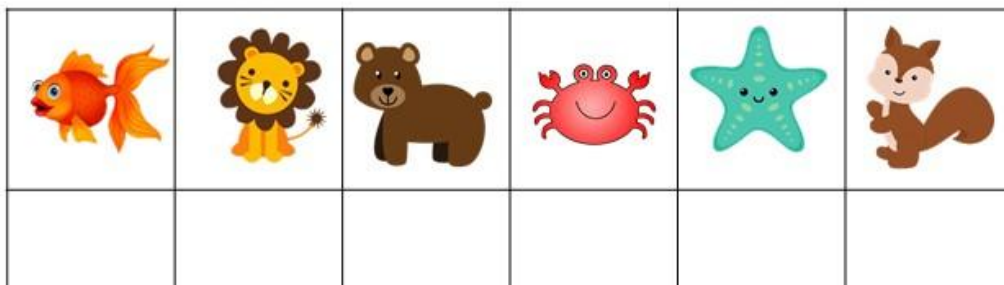
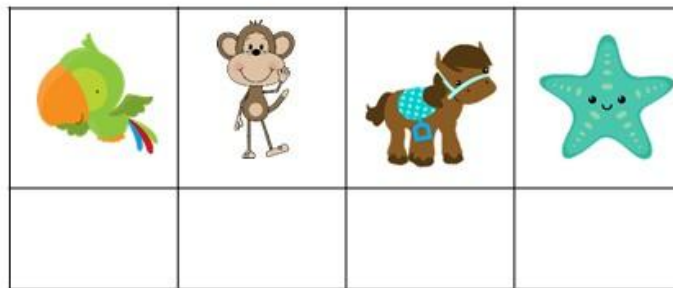
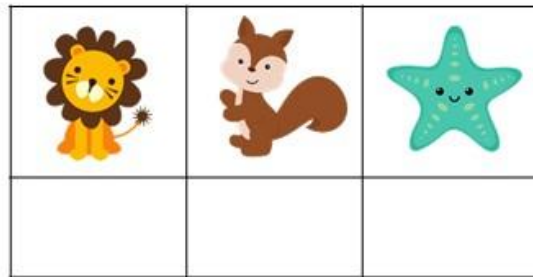
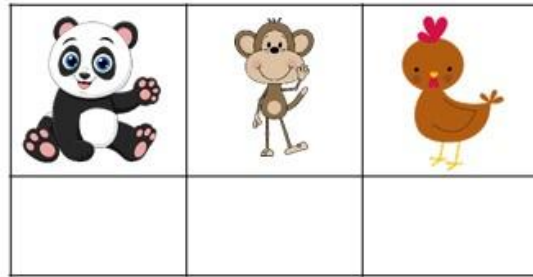


I'm ready to colour in my picture.
Can't wait to see your picture. Have fun!







SPECIALIST TASK







FUTURES CAPES







Use the Secret Code on the next page to crack the code below. Write the letters in the blank spaces.











Secret Code

					
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

Use the Secret Code to write your own secret message or create your own code using the template below. Can you write your name using code?

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

SPECIALIST TASK

ITALIAN

Aiuto! un Topo!

This week we are going to listen to the story of **Aiuto! Un Topo!** This story is about a cheeky mouse (topo) who tries to scare a family. During this story you will re-visit how to say the names of family members in Italian, some are new, so listen carefully!!

Read the following words, they will help you understand the story.



Family members:

La nonna-the grandmother, **Il nonno**- the grandfather, **La zia**-the aunt, **Il cugino**-the cousin, **il compare**-the godfather, **La comare**-the godmother, **Il fratello**-the brother, **Il padrino**-the stepfather, **La mamma**-the mother, **Il papa'**-the father

New words:

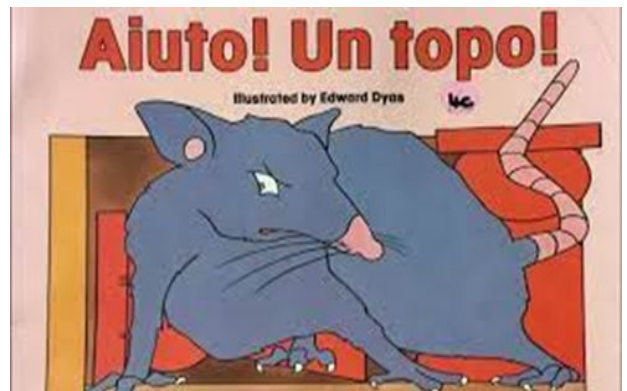
C'e' un rumore-There is a sound

Cosa c'e'? -What is wrong?

Viene- Here comes

Aiuto Un Topo! -Help a mouse!

Scappa- Runs away



Click on the link below to listen to the story refer to the new words above to understand the story.

<https://www.coasit.com.au/arcobaleno-books/aiuto-un-topo>

Activity:

-After listening to the story, explain to someone in your family what happened.

-List the family members that were mentioned in the story e.g., la nonna-the grandmother.

-Draw your favourite character and write the name underneath it.

