

Year 1/2 - Learning at Home

*The following grids are suggestions of activities that you can complete during Week 9 and 10 of Term 1.

*These activities are designed with flexibility in mind. Please pick and choose from the activities as you please.

Spelling Fun!

Boggle!

- Draw a 3 x3 grid.
 - Fill the grid with letters (include at least 2 vowels!).
 - Set the Timer....how many real words can you create.
- Extension: include 2 letter spelling patters in the grid (e.g. ai, ay, ee, igh, ew, oo, ir, ur).*

Rhyme time!

- Select a starting word (for example 'pig').
 - How many rhyming words can you write in one minute.
 - Draw a picture for each rhyming word.
- **For fun! Include 'nonsense words' for more rhyming fun.**

Crazy Syllables!

- Create a list of words that have:
 - *2 syllables
 - *3 syllables
 - *4 syllables
- Write your words, using the syllable claps to spell your word.

Categories!

- Select a category (for example: in the backyard, under the sea, at the park). What words can you think of from this category?
 - Set the timer (5 minutes maximum). Write as many words as you can, related to the given category.
- Extension: think of 3 adjectives to describe each noun.*

Boggle Again!

- Select 8 boggle words.
- *Put these words in alphabetical order.
- *Draw a picture to match each word.
- *Draw the sound buttons for each word.

Sight Word Slap

- Write sight words on paper, use a flyswatter to slap.
- Place sight words on the floor and stomp the words as they are called out.

Extra, extra!

- Create a list of words from the given activities.
- Complete the following task:
 - *Write a sentence for each word.
 - *How many sounds does this word have? Write your answer.
 - *Small words—look for small words inside each word (you can jumble the letters!)

Ways to Build Words

- Build words with Lego.
- Use playdough to create your words.
- Look for natural materials to create words (sticks, leaves, stones).
- Use water to 'paint' your words on the ground.

Reading and Writing Fun!

Character Profile

- Select a character from a story.
- What do we learn about this character? Use the text and pictures to help you!
- Write 5 facts about your character.
- Write a description of your character. What adjectives describe your character?
- Draw a detailed picture of your character.

Story Map!

- What are the main events in the story?
- Create a detailed map to show what happened in the story!
- *Don't forget to include the main parts of the story!
- Write a retell of your story.

Non-Fiction Fun

- Read a non-fiction text and find 3 facts about something you didn't know before.
- Share what you have learnt.
- *A non-fiction text includes books and websites!

Personal Journal

- Write a weekly journal of your adventures at home.
- *What have you been up to?

Finding Books to Read

- Use any book that you love from home.

To access books online, visit these webpages:

- *Epic Books
- *Vooks
- *WA State Library membership (e-resources)

| Maths | | | |
|---|--|---|---|
| <p>Ordering Numbers Counting</p> <p>Write numbers 1–100 or beyond using chalk on the pavement. Circle the even numbers with red. Put a blue box around the odd numbers. Use different colours to circle the numbers you would use to count by 2's, 3's, 5's and 10's.</p> <p>Practice counting out loud, forwards and backwards from different numbers as far as you can go.</p> | <p>Card Games</p> <p>Learn a new card game. Play go fish but add to a total. For example if the total is 10 you have to ask for a card that will add with one of your own to make a total of 10. "I have 3 do you have a 7?". You could also play memory and snap in the same way.</p> <p>If you have the card game Numero, give it a go.</p> | <p>Board Games</p> <p>-Play snakes and ladders with numbers to 100 and beyond.</p> <p>-Play bingo to help with number recognition.</p> <p>-Play monopoly and add money together.</p> | <p>Number of the Day</p> <p>Choose a number of the day and make that number in as many different ways as possible. For example write the numeral, write the number in words, draw it in tens and ones., make it in different combinations (e.g. 15 can be 5 and 10, 6 and 9, 4 and 11 and so on)</p> |
| <p>Addition and Subtraction</p> <p>Roll 2 or 3 dice together and add the numbers to find the total. First to 100 (or beyond) wins.</p> <p>Start at 100 and use subtraction. Using one dice roll a number and take away From 100. First back to 0 wins.</p> | <p>Measurement</p> <p>Measure the length of as many different things inside your home or out in the yard that you can find. Use your hand or foot as your measuring tool.</p> <p>Make a list or graph of all the things you measured and their length.</p> | <p>Shapes</p> <p>Play "I Spy" using 2D or 3D shapes. Describe a shape or object that you can see one clue at a time, while others try to guess your shape. (my object is bigger than the TV. It has smooth sides that are rectangles, it is white, it has a door and is very cold)</p> | <p>Chance and Data</p> <p>Talk about how likely things are to happen (e.g. it is very likely to rain tomorrow so we will need a raincoat). Use made up or real life situations and describe them as impossible, unlikely, likely or certain.</p> |

| STEM - STEM uses elements of Science, Technology, Engineering, and Math to solve problems. All STEM activities are inquiry-based, which means they are designed to answer a question (often a question the child creates herself/himself). | | | | | | | |
|---|---|---------------|-----------------|-------------|--------------------|------------|--|
| <p style="text-align: center;">BRIDGE BUILDING</p> <p>Build a bridge that is strong enough to hold 3 matchbox cars.</p> <p>What materials do you have?</p> <p>Draw a plan of your bridge.</p> <p>Make a list of the materials that you need.</p> <p>Make your bridge and test it.</p> <p>Does it hold 3 cars?</p> <p>How could you make it stronger? Could it hold more than 3 cars.</p> | <p style="text-align: center;">MAKE A MAZE</p> <p>*Be creative in your choice of materials. You might like to make it on a paper box or in the lid of a shoe box.</p> <p>Other materials could be:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Cut up straws</td> <td style="width: 50%;">Strips of paper</td> </tr> <tr> <td>Lego blocks</td> <td>A paper towel roll</td> </tr> <tr> <td>Pop sticks</td> <td></td> </tr> </table> <ol style="list-style-type: none"> 1. Draw a plan of your maze and label the different features. 2. Make a list of the materials you need. 3. Build it. 4. Test it. <p>Did it work well?</p> <p>How could you change the design to make it more fun? OR more challenging?</p> | Cut up straws | Strips of paper | Lego blocks | A paper towel roll | Pop sticks | |
| Cut up straws | Strips of paper | | | | | | |
| Lego blocks | A paper towel roll | | | | | | |
| Pop sticks | | | | | | | |

Geography

Google Earth

- Have a look at **Google Earth**. Zoom in to have a look at the States of Australia. Can you find your home?
- Which is the biggest and smallest state? Which are North and South? Which ones have a lot of desert/forests/cities?
- Think of locations in Australia that are important to you. Look for them on Google Earth.

Kalgoorlie on the Map

- Make a map of Kalgoorlie. (Use Google Earth if you like). Either draw the major features or build your map on the floor with recycled materials and play with it.

My favourite Place

- Draw some of your favourite places to visit around Kalgoorlie. Can you name the natural, constructed and built features?
- How do you know?
- What can you do to look after them?

Back to Nature

- Draw or paint a picture of your favourite natural environment, such as a beach, forest or lake. Use all 5 senses to describe it.

SEL - Social and Emotional Learning

Smiling Minds

- Visit the website 'Smiling Minds'.
- Follow the guided Mindfulness activities.

Growth Mindset

Giraffes Can't Dance by Giles Andreae

<https://www.youtube.com/watch?v=vZjsLK5vwNU>

*Click on the above link to use an online version of this story.

The animals think that Gerald can't dance. Sometimes people say 'there is no such word as can't'. What does this mean?

How might Gerald feel when the other animals are laughing and waiting for him to dance?

- What did Gerald do to show that he has a growth mindset?

Daily Gratitude

- Write or discuss 3 things that you are grateful for each day.
- Reread your statements at the end of the week.

Character Strength - Kindness

Self-kindness and kindness to others

- Make a poster of the things that you can do to be kind to yourself or the things that you can do to be kind to others in your family.
- Choose one thing from your poster each day to practise.