



Flexible Learning Framework - Stage 1 Week 3 T4 2021

Year 1 return to face to face teaching this week. Year 2 will continue learning from home.

Additional activities have also been assigned on studyladder.com.au and Seesaw by classroom teachers.

Printed versions of the framework with copies of the worksheets are available from the school office. Please contact the office to arrange a time to collect.

Weekly Spelling

Click on the link to hear the spelling words: <https://youtu.be/z9QeIrTmSs0>

<u>Phonics</u>	<u>Rule</u>	<u>High Frequency</u>	<u>Theme words</u>
young going sing song	cries flies tries babies	felt getting give hard	characters different motives



	Monday 18/10	Tuesday 19/10	Wednesday 20/10	Thursday 21/10	Friday 22/10
Daily wellbeing tasks (optional)	Write a letter to a friend or relative that you haven't seen in a while	Research a place you would like to visit one day	Do some drawing or colouring in.	Tidy and organise your bedroom	Watch your favourite movie or TV show
60-90 minutes (with a break after 60 minutes for Crunch and Sip)	<p>Spelling: Look/Cover/Write/Check Write your spelling words out once.</p> <p>Reading and writing Listen to our story of the week "Crunch the Crocodile" by Josephine Croser then complete the activity for today on Seesaw or worksheets provided.</p>	<p>Spelling: Phonics Watch the learning clip to practise saying the sound of the week. https://www.youtube.com/watch?v=NrjbOrIer5M</p> <p>Complete the "Phoneme Split" and "Phoneme Sort" activity on Seesaw or worksheet provided.</p> <p>Reading and writing: Character Description of Crunch the Crocodile Use your plan from Monday to write a description of what Crunch was like at the beginning of the story and why he changed at the end of the story. Complete the activity on Seesaw or worksheet provided.</p>	<p>Spelling: Rule Complete the spelling rule activity on Seesaw or worksheet provided.</p> <p>Reading and writing Choose a book from PM online and read aloud to someone After reading, complete the pronouns activity on Seesaw or worksheet provided.</p>	<p>Spelling: Phonics Complete the "Phoneme Delete" and "Phoneme Swap" activity on Seesaw or worksheet provided.</p> <p>Reading and writing Choose a book from PM online and read aloud to someone After reading, complete the Five Finger retell on Seesaw or worksheet provided.</p>	<p>Spelling: Assessment Complete the dictation activity on Seesaw or worksheet provided.</p> <p>Reading and writing: Choose a book from PM online and read aloud to someone After reading, complete the recount activity on Seesaw or worksheet provided.</p>
RECESS					



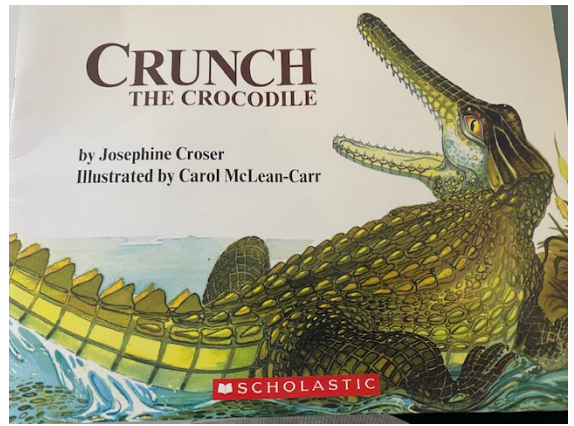
<p><u>60</u> minute s</p>	<p><u>Mathematics</u> Today's lesson is about: Mass - What is mass?</p> <p>Complete the activities on Seesaw or worksheets provided.</p> <p><u>Handwriting</u> Complete the activities on Seesaw or the worksheets attached.</p>	<p><u>Mathematics</u> Today's lesson is about: Hefting Complete the activities on Seesaw or worksheets provided.</p> <p><u>CAPA (Visual Arts)</u> Today we are going to start looking at the textures of different animals.</p> <p>After you have watched the video, you can click on the link and draw along. https://www.youtube.com/watch?v=sOpY2Qw5EQM&t=696</p> <p>You can also complete this activity in Seesaw.</p>	<p><u>Mathematics</u> Today's lesson is about: Mass - introduction of Balance Scale</p> <p>Complete the activities on Seesaw or worksheets provided.</p> <p><u>Science</u> This week we are learning about: <i>Earth's resources</i></p> <p>Complete the activity on Seesaw or worksheets provided.</p>	<p><u>Mathematics</u> Today's lesson is about Comparing mass.</p> <p>Complete the activities on Seesaw or worksheets provided.</p>	<p><u>Mathematics</u> Today's lesson is about: Identifying and applying the concept of mass</p> <p>Complete the activities on Seesaw or worksheets provided.</p>
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LUNCH					
<p>20 - 30 minutes</p>	<p><u>Physical Education (PE)</u> Go for a walk, bike ride, play a ball game, ride your scooter OR try some of the Active 8 workouts from <i>The Body Coach</i></p>				
	Monday	Tuesday	Wednesday -	Thursday	Friday
	https://www.youtube.com/watch?v=TUp2_VAHrI	https://www.youtube.com/watch?v=YIB2SJnBHBQ	https://www.youtube.com/watch?v=uqLNxJe4L2I	https://www.youtube.com/watch?v=E5cmJpSFZB8&list=PLyCLOpd4VxBvPHOpzoEk5onAEbq4Og2-k&index=13	https://www.youtube.com/watch?v=pLuM18p9zbM&list=PLyCLOpd4VxBvPHOpzoEk5onAEbq4Og2-k&index=16

English

Reading
and
Writing

Reading and Writing:
Monday: Crunch the
Crocodile
By Josephine Croser



Answer the following questions. Remember to us full sentences

How does Crunch make the other animals feel? How do you know?

What was the animals plan?

Did their plan work?

Do you think Crunch is a bully? Why or why not?

Reading and Writing: Monday – Planning Sheet for Crunch the Crocodile

Think about the words and pictures in the book that show and tell you about Crunch the Crocodile in the beginning and end of the story. Write and draw them in the boxes below.

Crunch at the beginning of the story

words (adjectives, verbs)

pictures

Crunch at the end of the story

Words (adjectives, verbs)

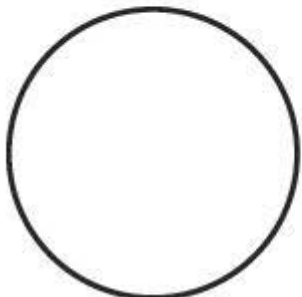
pictures

Pronouns

Find 3 examples of pronouns in your book. Write down the nouns that they describe and the sentence you found it in.

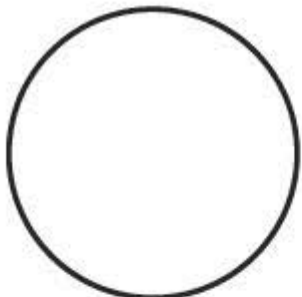


1



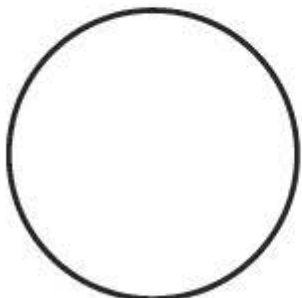
Blank writing area with three horizontal lines for recording the sentence.

2



Blank writing area with three horizontal lines for recording the sentence.

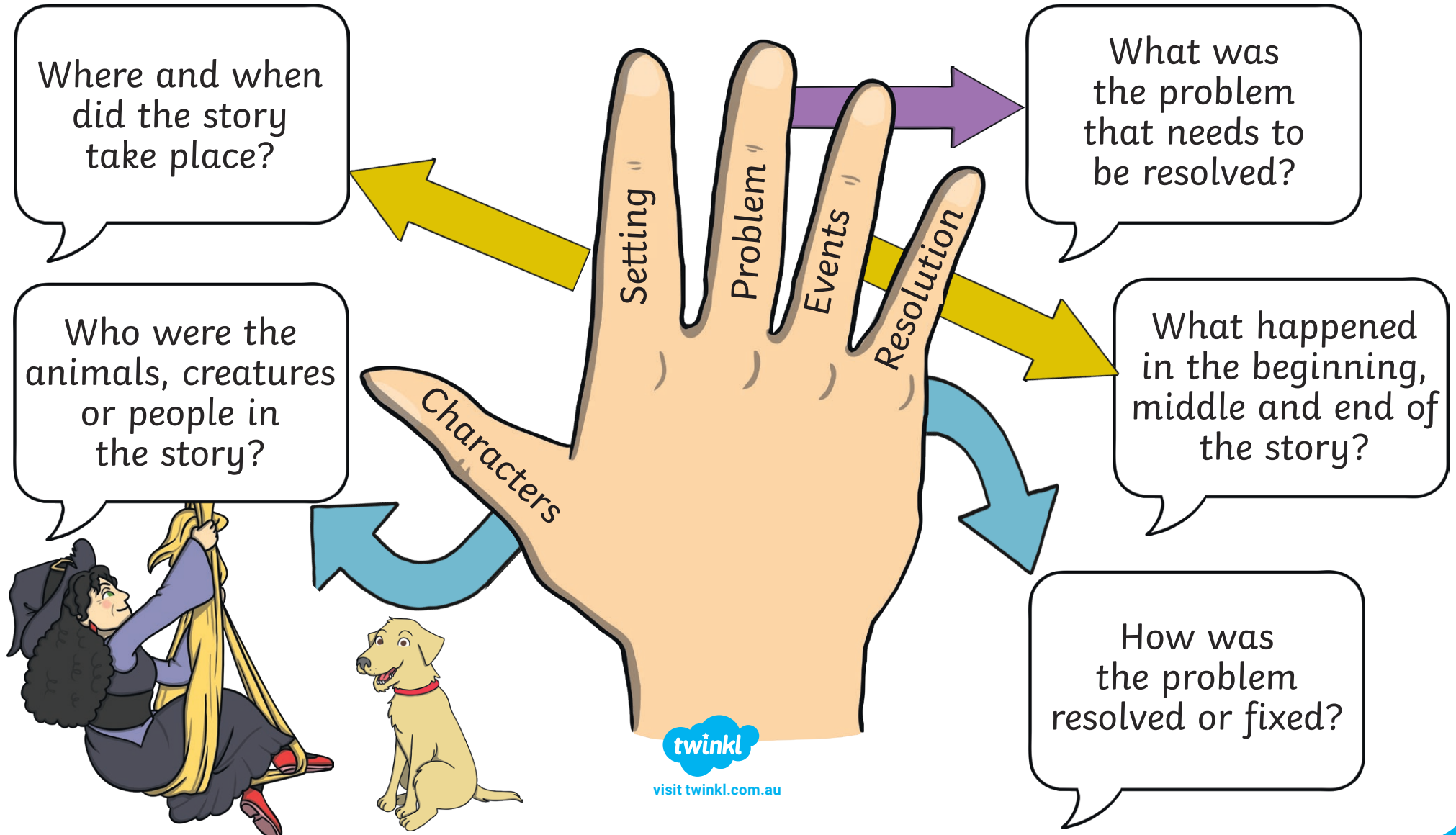
3



Blank writing area with three horizontal lines for recording the sentence.

Five Finger Retell

I can remember and retell the different parts of a story



My Retell

Title:

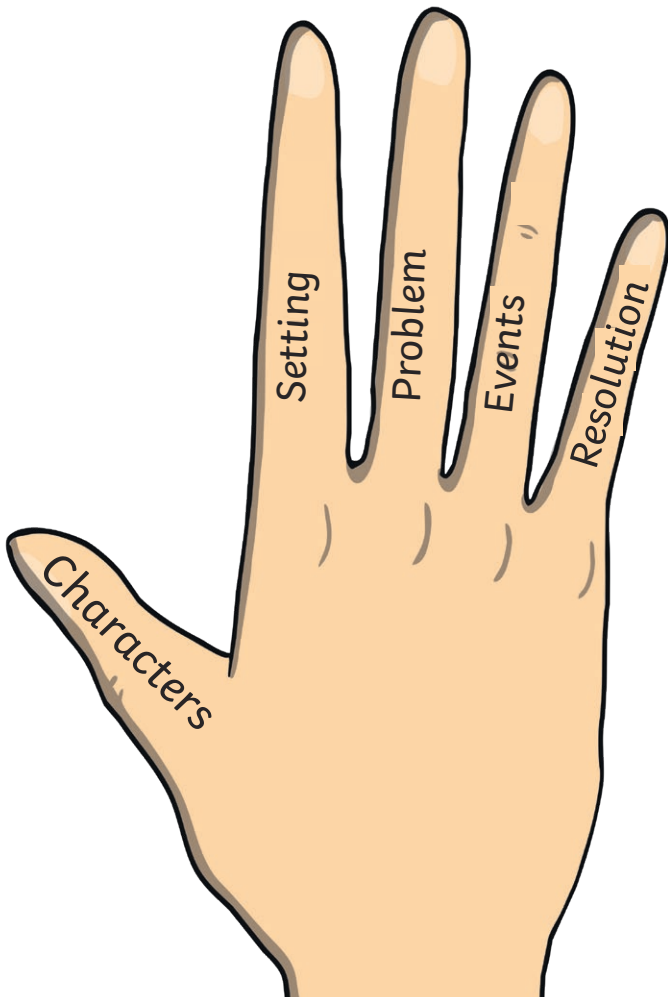
Characters:

Setting:

Problem:

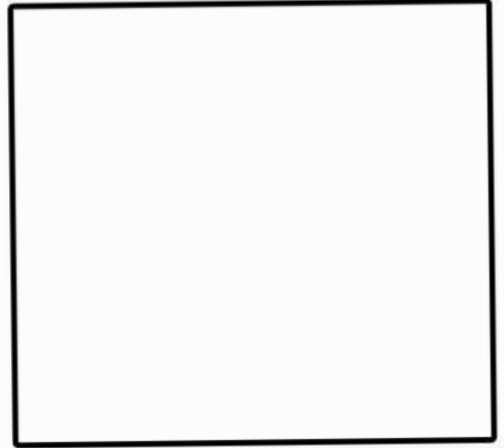
Events (beginning, middle, end):

Resolution:




Stage 1 Reading: Friday Week 3

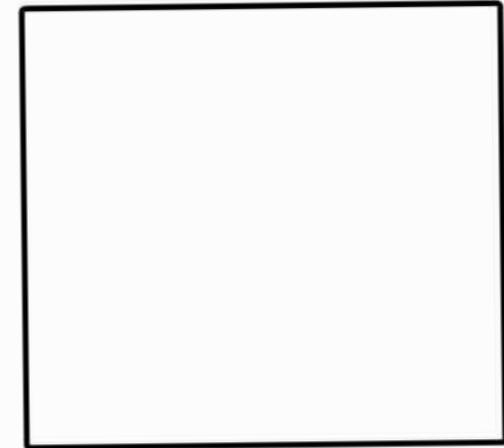
First, _____



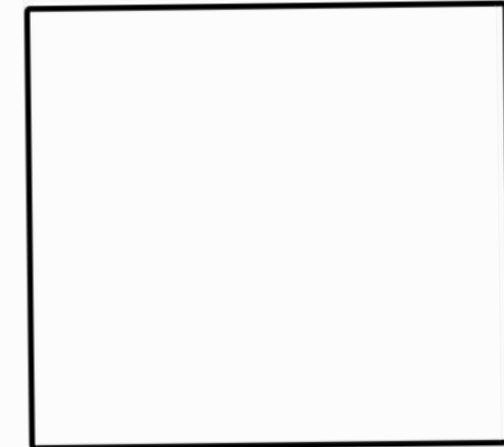
Then, _____



Next, _____



Finally, _____



*Spelling,
phonics and
handwriting*

PHONEME SPLIT

Words are made up of sounds. A letter or a group of letters that make one sound is called a phoneme. Sometimes a phoneme can be made up of one letter. For example, the letter P makes a “p” sound. It is a phoneme. Sometimes two or more letters can make one sound. For example, “igh” makes an “eye” sound. “igh” is a phoneme.

In this activity you will need to look at each word on your word list and split each word into its phonemes to decide how many phonemes there are in each word. Write the word down under the number that matches the number of phonemes that word has. For example, voice can be split into three phonemes, v-oi and -ce. That means you would write the word voice in the column with a 3 at the top.

PHONEME SPLIT

Word list

young

going

sing

song

How many phonemes?

1

2

3

4



PHONEME SORT

In this activity you will see many phonemes written in boxes. You will need to draw a coloured line to join the phonemes together to make real words. Change colour for each new word you make and you cannot leave any phoneme behind; no leftovers. Blue phonemes have to be placed at the start of a word. Red phonemes need to be at the end. Black phonemes are usually in the middle but sometimes you might see them at the end. Write all the words you've made in the box provided. For example, I could draw a line from the "sn" box to the box with an "ow". This means I'm combining the phoneme "s" and "n", which blends to make the sound "sn", with the phoneme "ow" to make the word "snow". You can only use each box/each phoneme once.



PHONEME SORT

Draw a coloured line to join the phonemes to make REAL words.

Rules:

- 1.) Change colour for each new word.
- 2.) ALL phonemes have to be used (no left overs)
- 3.) Blue phonemes have to be at the start. Red phonemes need to be at the end.
- 4.) WRITE and SAY the word you made

k

ow

i

ng

d

i

er

d

ee

n

kn

nn

Words made:

Blank space for writing words made from the phonemes.

PHONEME SPLIT

ANSWERS!!!

How many phonemes?			
1	2	3	4
		y-ou-ng s-i-ng s-o-ng	g-o-i-ng



PHONEME SORT

ANSWERS!!!

king
down
dinner
knee

Name: _____

Date: _____

T4 W3

Spelling Rule

Words that end in sh, ch, s, ss, x and z form plurals (more than one) by adding -es.

For example: dish-dishes.

Change the following words by applying the spelling rule.

1. box _____

2. fox _____

3. bush _____

4. wish _____

5. beach _____

6. smash _____

7. finish _____

8. touch _____

9. march _____

10. bunch _____





PHONEME DELETE

In this activity you will see some words. In each word a letter or a phoneme has been deleted/removed. Read the word without the missing letters. Is this new word a real word or a fake word? Circle “real” or “fake” under each word.



PHONEME DELETE

Say the word that's created when a letter or phoneme is deleted. Is it REAL or FAKE? Circle the answer.

~~y~~oung

REAL
FAKE

g~~o~~ing

REAL
FAKE

son~~y~~

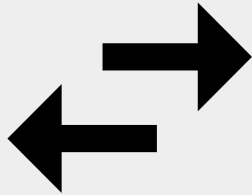
REAL
FAKE

sin~~g~~

REAL
FAKE

PHONEME

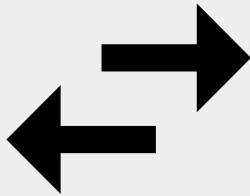
SWAP



In this activity you will see a list of fake words. Take each word and split it into its phonemes. Write your answer under the heading “Split the word into phonemes”. You will now try to change this fake word into a real word. To do this, you will swap out one phoneme for a new one. The new phoneme to be used is written in the column with the heading “Phoneme to be used“. Once you have created your new word, write it under the column with the heading “new real word“. The first row has been completed to help you see what to do.

PHONEME SWAP

Swap a phoneme to
make these fake
words become real.



Fake word	Split the word into phonemes	Phoneme to be used	New REAL word
os	o- s	-dd	odd
thop		m-	
vuss		f-	
zard		c-	
choim		-ce	
prum		-l	
bluck		-a	



PHONEME DELETE

ANSWERS!!!

~~young~~

REAL

FAKE

~~going~~

REAL

FAKE

song

REAL

FAKE

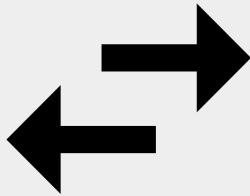
sing

REAL

FAKE

PHONEME SWAP

ANSWERS!!!



Fake word	Split the word into phonemes	Phoneme to be used	New REAL word
os	o- s	-dd	odd
thop	th-o-p	m-	mop
vuss	v-u-ss	f-	fuss
zard	z-ar-d	c-	card
choim	ch-oi-m	-ce	choice
prum	p-r-u-m	-l	plum
bluck	b-l-u-ck	-a	black

Listen to the dictation sentences being read out. If you need, stop and replay the recording until you complete the dictation sentences.

1. _____

2. _____

3. _____

Wednesday 20 October 2021

ng ng ng

NG NG NG

young going sing song strong

I got stung by a bee in Spring.



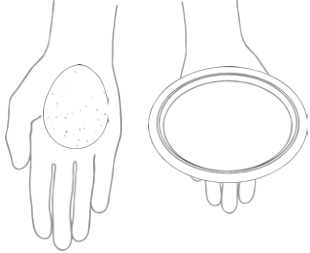
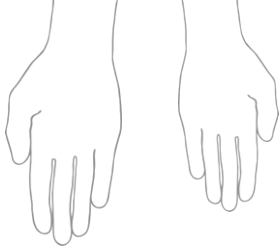
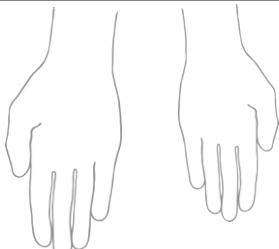
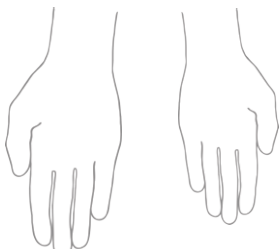
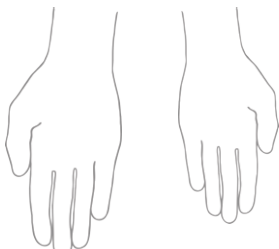
Maths

Things I can lift that
are not heavy

Things that I cannot
lift that are heavy

Hefting at Home

Find some items at home and hold them in your hands to compare their weight. In the table below, write a comparison sentence and draw a picture to show the weight of each of the items in your hands. An example has been done for you.

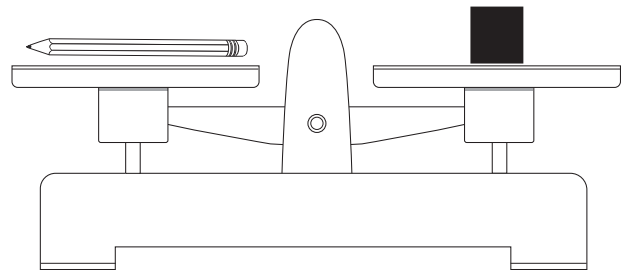
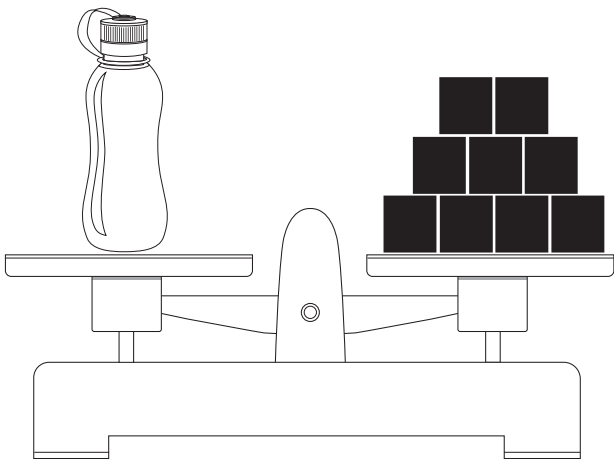
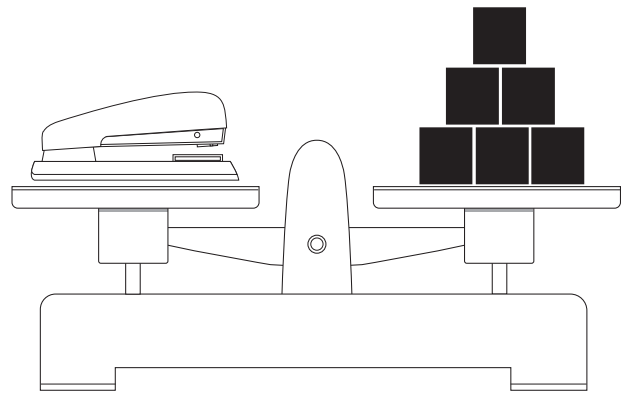
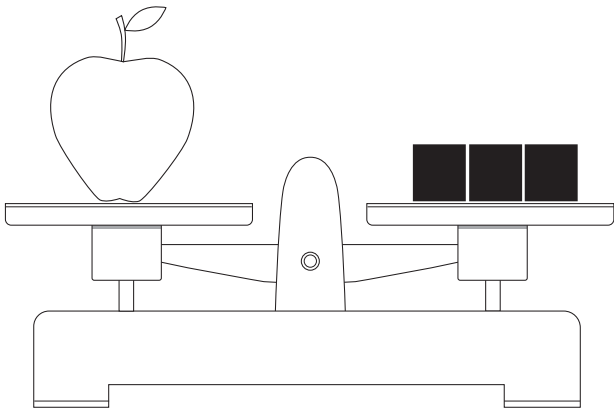
First Item	Second Item	Comparison Sentence	Drawing
plate	egg	The plate is heavier than the egg.	
			
			
			
			

Name _____

Date _____

Mass - Informal Units

① Using the pictures of balance scales, answer the questions below.



- a) What is the heaviest item? _____
- b) What is the lightest item? _____
- c) What is the difference in mass between the stapler and apple? _____
- d) Would the results change if we used pop sticks instead of blocks to measure the four items? Explain your answer.

Comparing Fruit Mass

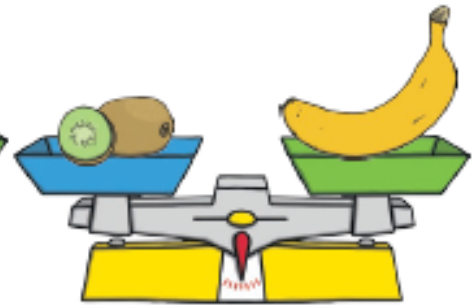
Look at the fruit on the equal-arm scales. Finish the sentences below each picture to make the statement true using the words **heavier**, **lighter** or **equal**.



The apple is _____
than the pineapple.



The orange is _____
than the blueberries.



The kiwi fruit is _____
to the banana.



The strawberry is _____
than the mango.



The banana is _____
than the cherries.



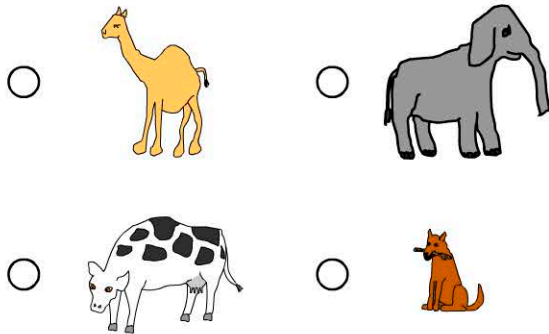
The orange is _____
to the apple.

Challenge

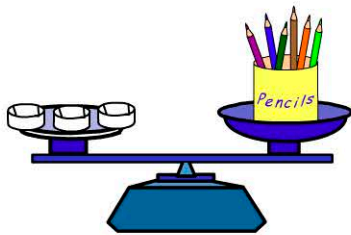
Compare how heavy the fruit from your lunchbox is with someone else's fruit in your class. Was it heavier, lighter or equal?

Name:

1. Which animal is the heaviest?

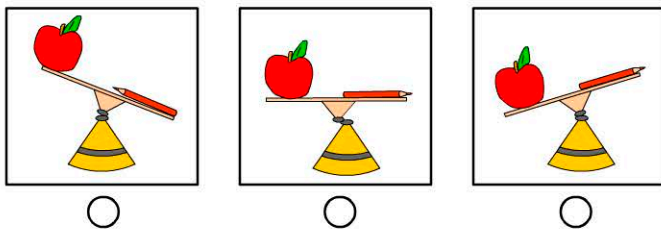


2.

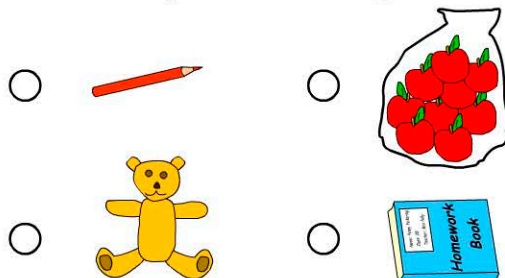


How many blocks weigh the same as the pencils and tin?

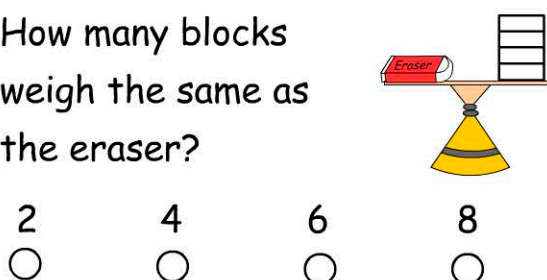
3. The apple weighs more than the pencil. Which picture is correct?



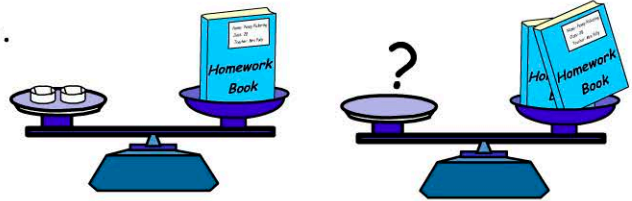
4. Which object is the lightest?



5. How many blocks weigh the same as the eraser?



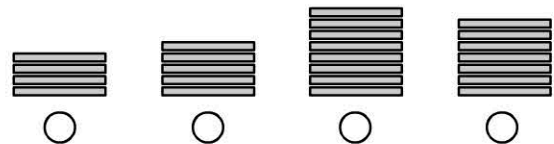
6.



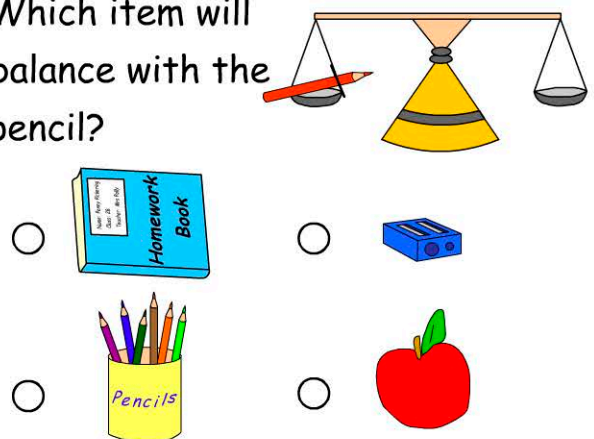
How many blocks weigh the same as 2 books?

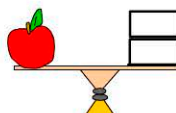
- 1 block 3 blocks
 2 blocks 4 blocks

7. Which pile of coins weigh the most?



8. Which item will balance with the pencil?



 How many blocks weigh the same as 1 apple?

How many blocks weigh the same as 3 apples?

Mass

the
same as

heavier

heaviest

less
than

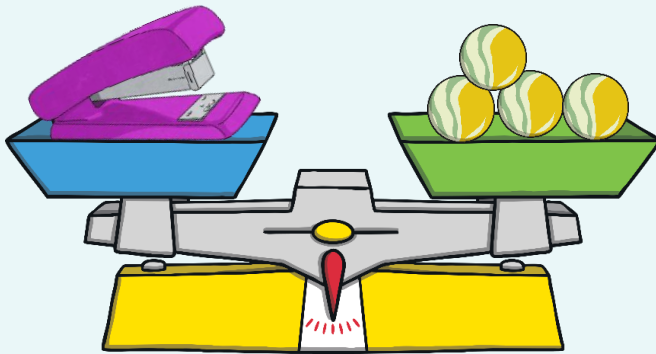
lightest

more
than

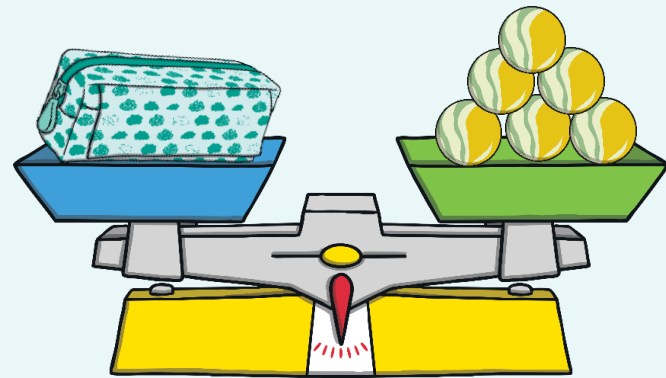
equal to

lighter

Find and compare the mass of the objects.



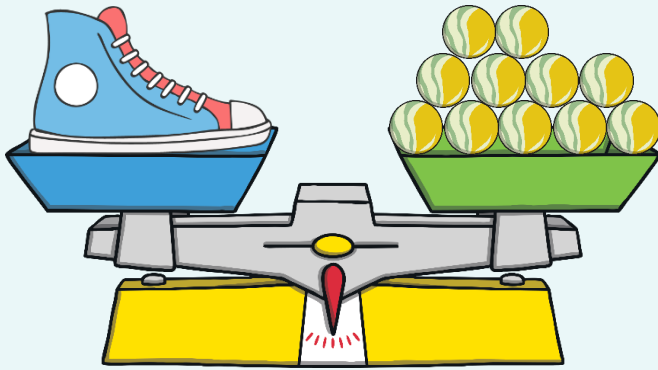
The stapler weighs _____
marbles.



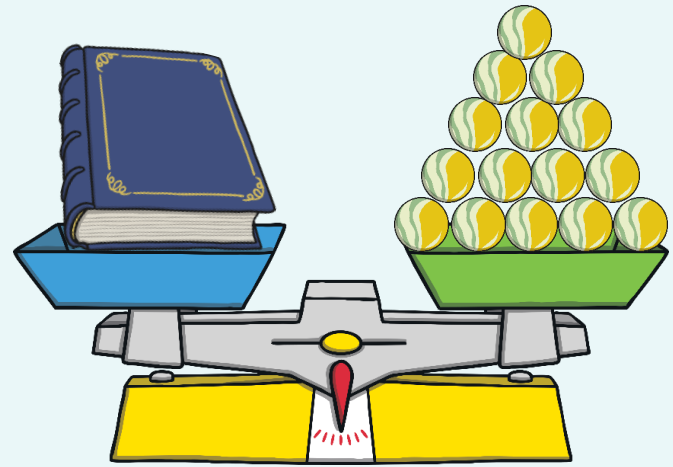
The pencil case weighs _____
marbles.

The stapler is _____ than the pencil case.

Find and compare the mass of the objects.



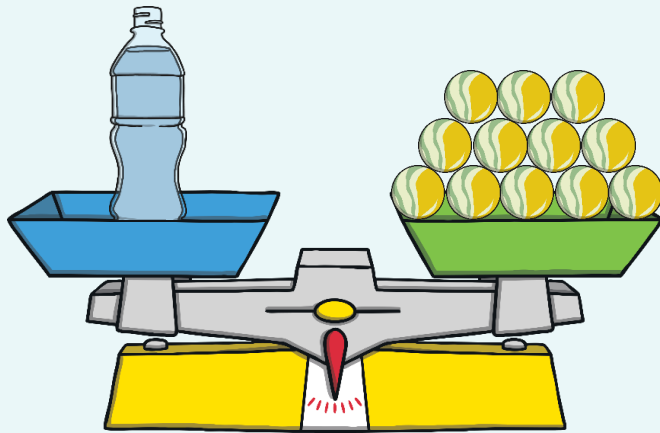
The shoe weighs ____ marbles.



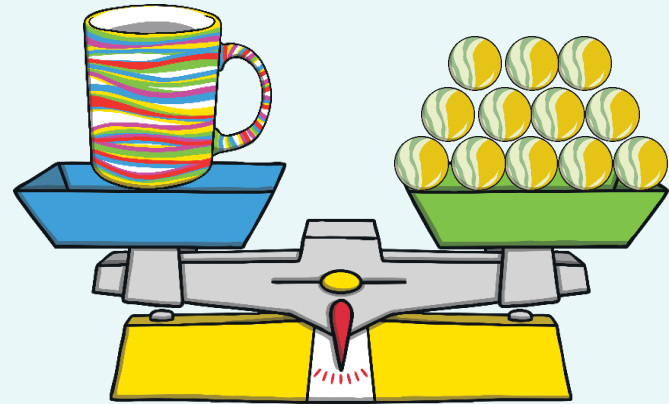
The book weighs ____ marbles.

The book is _____ than the shoe.

Find and compare the mass of the objects.



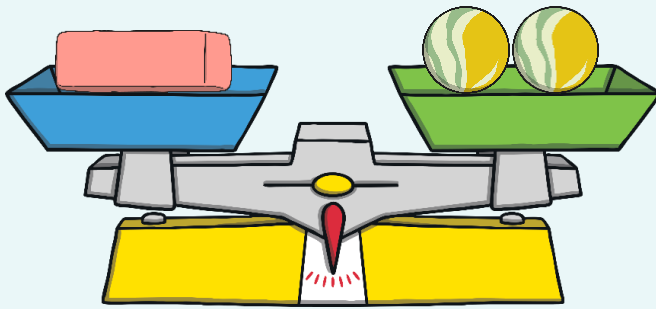
The bottle weighs 12 marbles.



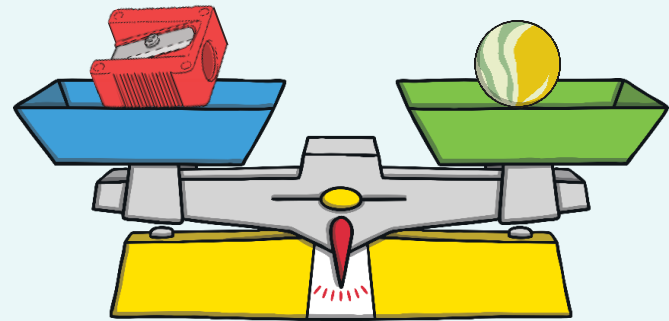
The mug weighs 12 marbles.

The mug is the same as the bottle.

Find and compare the mass of the objects.



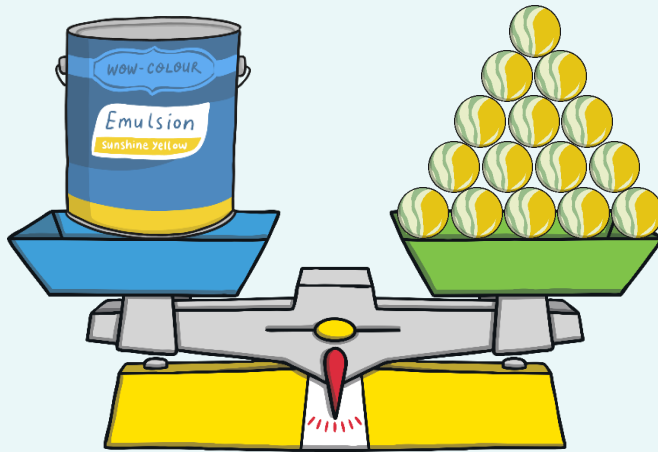
The eraser weighs ____ marbles.



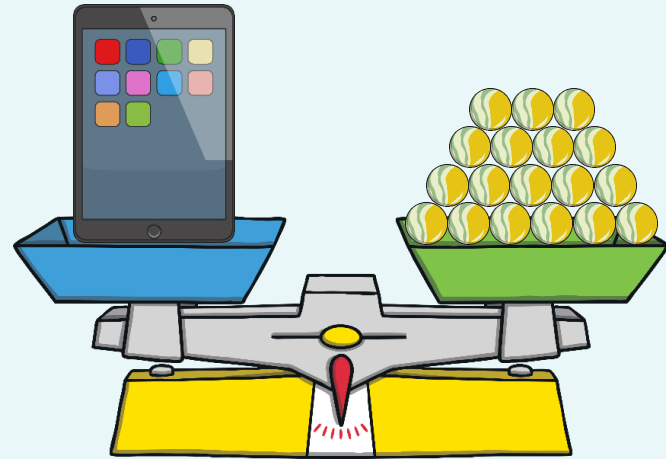
The sharpener weighs ____ marble.

The eraser is _____ than the sharpener.

Find and compare the mass of the objects.



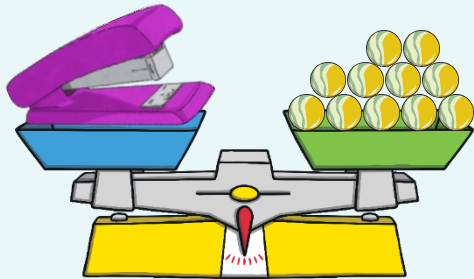
The paint tin weighs
_____ marbles.



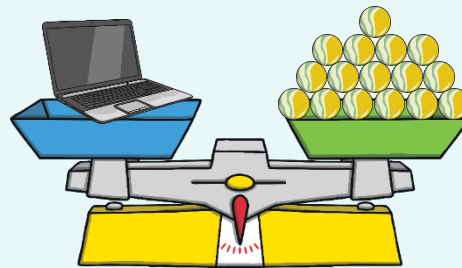
The tablet weighs _____ marbles.

The tablet is _____ than the paint tin.

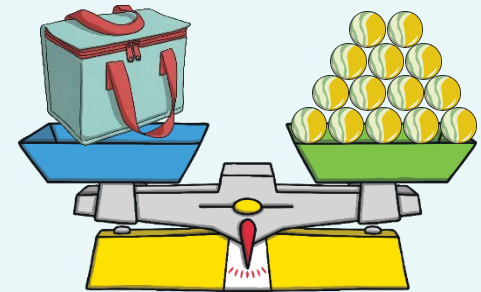
Find and compare the mass of the objects.



The stapler
weighs
_____ marbles.



The laptop
weighs
_____ marbles.



The lunch box
weighs
_____ marbles.

The stapler is the _____.

The laptop is the _____.


Science

How do we use Earth's natural resources?



Vocabulary

use resources natural made flow chart everything something sand
glass plastic paper trees investigation ingredient

4  Read the eBook *Everything Comes from Something*.

5 Look around at things you use in your classroom.
Ask the question:

Where do they come from?



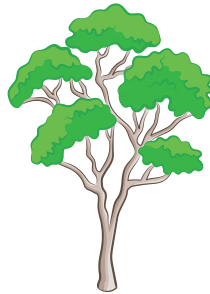


7

Fill the shopping basket. Draw and label something you play with, you eat and you wear. Think of the natural resources used to make your objects.

**Use**

Wooden chair



Tree

Play**Eat****Wear**



- 8 Complete the flowcharts showing how we use Earth's resources.
Draw and label the missing steps.

A **flowchart** shows how things are connected.

