

Year 1
Term 4, Week 1
Tuesday

English

InitialLit: "Doubling rule - f, l, s"

- ★ *Learning intention:* I can use the "FLOSS" doubling rule to write words that contain "ff", "ll", "ss".
- ★ *Success criteria:* Follow the instructions on the worksheets to correctly write and use the "FLOSS" doubling rule.

- Watch and listen to "Lesson 93 - Doubling Rule"
- Complete "Doubling Rule - Worksheet A"

Text Study: "Captain Jack and the Pirates"

Captain Jack and the Pirates

Author: Peter Bently & Helen Oxenbury (Illus.)

Prepare for Reading:

1. **Ask your child:** What do you like to do at the beach? Have you ever made anything out of sand? What sorts of things have you made with sand?
2. **Predict:** Look at the front and back cover and title to help guess or predict what might happen in this story. What do you think the story is about?

Read/Watch:

Read or watch the story. Enjoy the whole story without interruption.

<https://www.youtube.com/watch?v=LZeL4v2yc-U>

After listening to the story:

Help your child to **summarise** the story. Can they tell you about the beginning? The middle? The end? Discuss whether your prediction was correct.

Ask your child if they liked or did not like the story and to give a reason why.

Read/Watch the story again:

During the story, pause to ask these questions and define three interesting words (in bold):

1. Pages 1-2: How many boys are in this story? What are the boys doing?
2. Pages 5-6: Are the boys really sailing off around the world? What is happening?
3. Pages 13-14: Why does Jack tell them to hold on to the sail?
4. Pages 15-16: Why did the captain order them to 'abandon the ship'? Explain what the word '**abandon**' means: **to leave something behind, usually forever.**
5. Pages 17-18: What are the boys hunting for?
6. Pages 19-20: Are the boys in a good spot to spy the treasure? Why? Explain what the word '**spy**' means: **if you spy something, you manage to see it even though it is hard to see or find.**
7. Pages 21-22: Why does Jack holler (not 'say') "And look, here's their hideout"? Explain what the word '**holler**' means: **to give a loud shout or cry; to call out.**

After listening to the story:

Write the three interesting words down (make them large) and ask your child to add them to a 'Word Wall' area in your home. Remind your child what the words mean and how they were used in the story.

OPTIONAL/ ADDITIONAL ACTIVITIES:

Note: these are our optional/ additional activities for the entire week.

- Complete activities on Lexia
- Complete activities on Wushka

Mathematics

FOCUS: CHANCE

- ★ **Learning Intention:** I can identify outcomes of familiar events involving chance and describe them using everyday language eg: 'will happen', 'won't happen', 'might happen'.
- ★ **Success criteria:**
- ★ Identify possible outcomes of familiar activities and events.
- ★ Use everyday language to describe the possible outcomes of familiar activities and events.

Activities:

- Discuss what the terms "will happen", "might happen" and "won't happen" mean. Brainstorm some events for each term.
- Complete the "What's the Chance" sheet.

OPTIONAL/ ADDITIONAL ACTIVITIES:

- Complete some activities on Matific.

Religion:

- Discuss the meaning of community. Discuss how our school is a community.
- Make a poster that represents our school community. Include the following information:
 - The name of our school
 - The name of the suburb we live in

Science: "Living Things"

What are living things?

- Watch "Living and Nonliving Things":
<https://www.youtube.com/watch?v=bWBrusrCmX4>
- Complete "Living and Nonliving Things" sheet.