



St James' Primary School MUSWELLBROOK

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1G – MISS BELETICH

1M - MRS BALLARD

LEARNING FROM

HOME

TUESDAY 5 OCTOBER TO
FRIDAY 8 OCTOBER

NOTE – You are asked to do these worksheets in conjunction with the SJM Home Learning site (<http://www.sjmhomelearning.weebly.com>)

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.

Instructions: Read the FLoSS rule. Circle all the words that end in double letters (FLoSS words). Write each word under the correct heading below.

Remember: if the word is *short*, and the vowel is *short*, double the end. Don't get caught!



well	meal	press	fuss	leaf	spill
fish	off	fluff	shell	ball	sniff
kiss	step	stuff	chase	Jess	melt

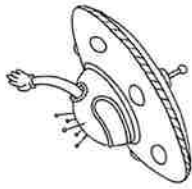
ll	ff	ss

Instructions: Read the paragraphs. Circle all the FLoSS words. Copy the words into your exercise books and read them to a friend.

- Jess and Tess went up the hill. Tess wore shorts and a shirt with a cuff. Jess wore a dress. They wanted to roll down the hill. Tess rolled. Jess fell. Her dress was a mess. (13 words)
- Ross the bee loved to smell flowers. He would sniff them all day long. As soon as he got a whiff, off he flew. (6 words)

What's the Chance?

What is the chance of these events occurring? Explain if the event will happen, might happen or won't happen.



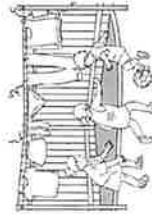
I will fly to school in a space ship.



It will snow at school today.



The sun will rise tomorrow.



A friend will come to my house to play.



I will breathe.



I will ride my bike after school.



Lollies will rain from the sky.



I will eat dinner tonight.



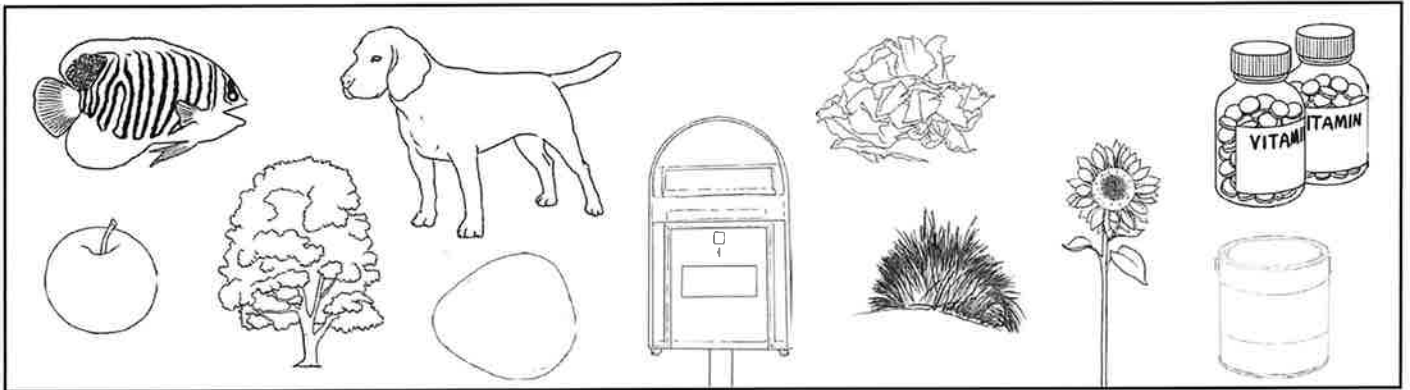
Challenge

Create your own chance events showing something that will happen, might happen and won't happen.

Living and Nonliving Things

Living things share the following seven characteristics: movement, reproduction, respond to stimuli, take on nutrients, excrete waste, respire, and grow. Nonliving things cannot do all seven of these.

Circle the items that are living things:



Make a list of ten living things:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Make a list of ten nonliving things:

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Did you know? Some scientists debate whether or not viruses are living things.

Year 1
Term 4, Week 1
Wednesday

English
Handwriting

- Watch the following videos to remind you how to correctly write the letters 'u' and 'e':
 - "How to write the letter u":
<https://www.youtube.com/watch?v=myAfxCtNdz0>
 - "How to write the letter e": <https://www.youtube.com/watch?v=d6TImRx-xPA>
- Complete the "Handwriting - ue" sheet.

Text Study: "Captain Jack and the Pirates"

Wednesday: Talk about the words

Think and write:

Look again at the three words on your Word Wall at home. Talk about the meanings again. Ask your child to act out or think about each word, and then use it in a sentence as follows:

1. Pretend that you have an old toy with you. Now get up and show me how you would **abandon** it.
Now say this sentence: "The boy/girl abandoned his/her old toy."
2. Show me how you would look if you were on a cliff trying to **spy** a boat or whale that is far out at sea.
Now say this sentence: "I spy the boat/whale that is far out at sea!"
3. Pretend you are at the beach and you spy a shark in the water. What would you **holler** out to warn people?
Now say this sentence: "I hollered out to warn the swimmers."

During the day or week:

Try to find opportunities to use the three special words in different contexts during the day (e.g., while cooking, playing outside, going for a walk). Point out the word to your child.

Notice and praise your child if they use one of the words on their own. Discuss the context.

Creative Writing:

- ★ *Learning intention: I will write a creative text based on a visual prompt.*
- ★ *Success criteria:*
- ★ *I can use Super Sentences to write an imaginative text.*
- ★ *I can write a story that includes a beginning, middle and end.*

Use the prompt to write a creative text.

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

- Predict whether it will rain today or not by looking outside at the current weather. Discuss the element of chance in this prediction. Explain that this is an event that 'might happen'.
- Brainstorm events that 'might happen' and then compare them to events that 'will happen' and to events that 'won't happen'.
- List the possible types of weather they may experience at school tomorrow eg: sunny, cloudy, windy, cold, hot. Explain that these are called the possible outcomes.
- Complete "Weather Chance" sheet.

OPTIONAL/ ADDITIONAL ACTIVITIES:

- Complete some activities on Matific.

Religion:

- Search for and write definitions and descriptions of Archdiocese, diocese and parish.

A website like <http://dictionary.kids.net.au> might be helpful for this task!

Wellbeing:

- Growth mindset is when we use positive self-talk and actions to do things that we find challenging. We can use growth mindset in every area of our life.
- What are some things we can say when we are using growth mindset?
- Read the statements on the "Growth Mindset" sheet. Write a positive self-talk statement in each box.

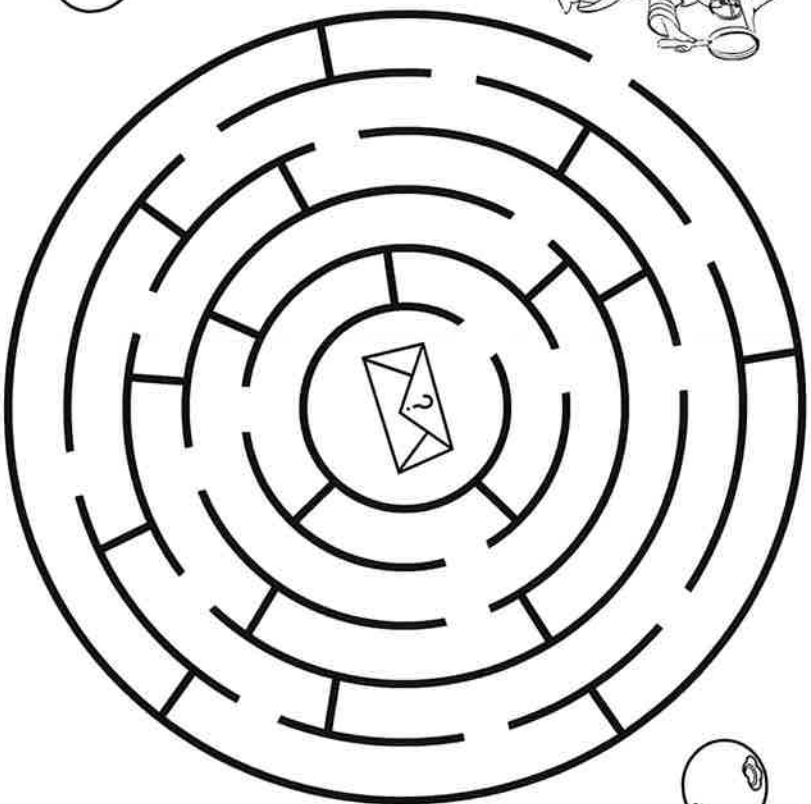
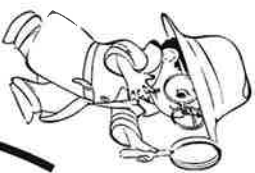


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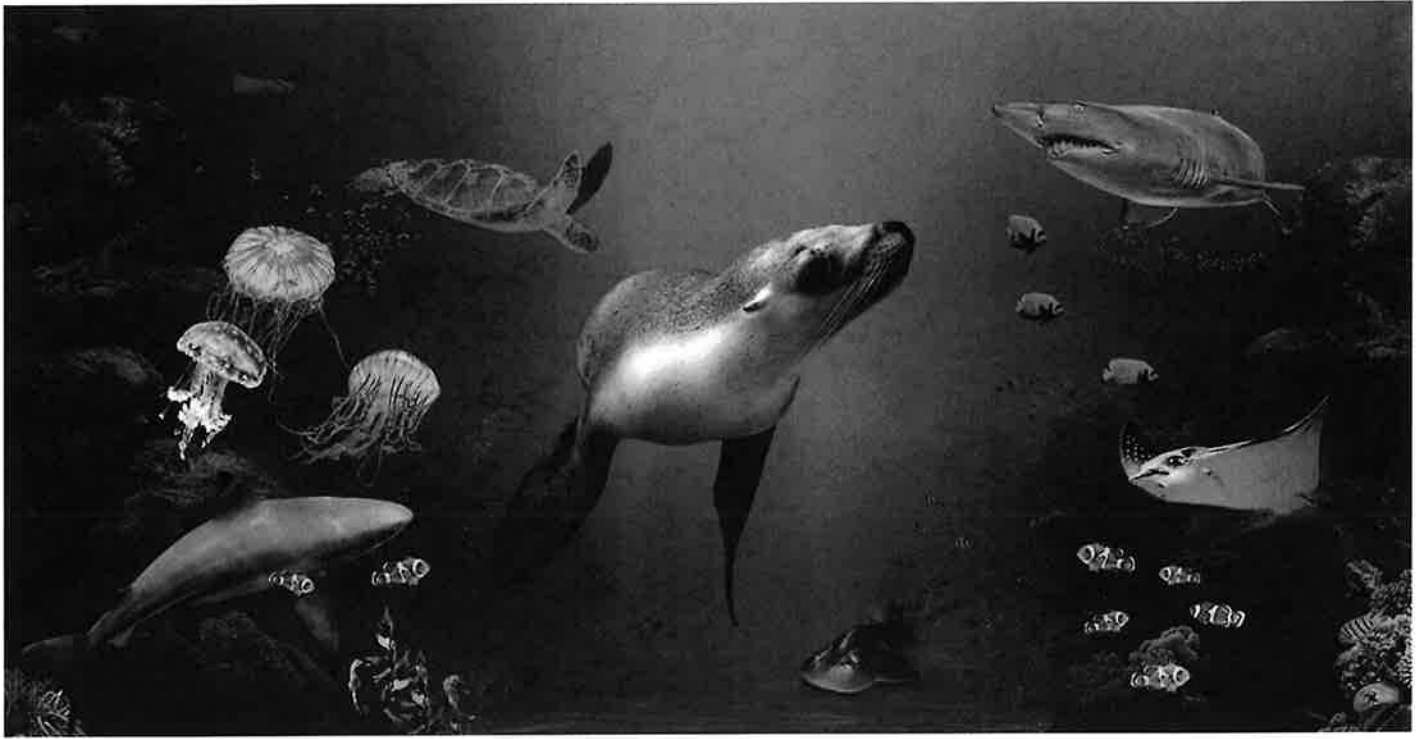
Date: _____

ue

Help the investigator through the maze to find the clue. Circle all of the 'ue' words below.



stew	blue	fuel
clue	few	true
tissue	rescue	June



If you need some ideas, use the following questions to help you:

What are they looking at?

How do you think they are feeling? Why?

Is the sea lion lost?

What do you think they are doing?

Remember:

Create a heading for your story.

Use capital letters, full stops and adjectives (describing words).

Have Mum or Dad write the tricky words you will use in your story.

Weather Chance

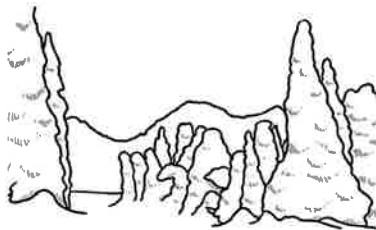
Look at the pictures of the weather and decide if the chance sentences are **true** or **false**.



It **will** snow at the beach today. _____



It **won't** be wet and stormy. _____



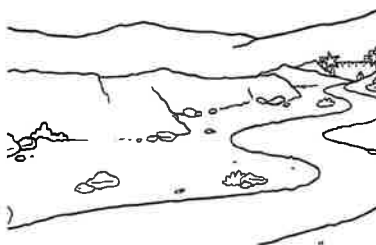
It **will** be cold and snowy in the forest. _____



It **might** storm today. _____




It **will** be hot and humid in the snow. _____




It **might** rain in the desert. _____

Instead of saying...

I give up.




I will say...




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Instead of saying...

I can't do this.



I will say...



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Year 1
Term 4, Week 1
Thursday

English

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

- Complete "Doubling Rule - Worksheet B"

Text Study: "Captain Jack and the Pirates"

Thursday: Write

Use the Treasure Map template provided to help your child imagine an island with some buried treasure.

Explain that your child is going to write some instructions down that will tell someone else how to get to the treasure. They will need to use the words from the key in their writing.

Brainstorm some words that your child might need. These can include:

Time connectives: first, next, then

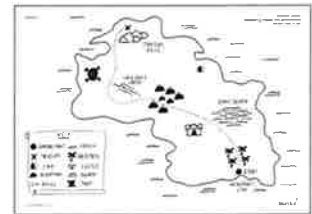
Action verbs and commands: walk, climb

Prepositions: between, over

Your child can write the instructions in a writing book or on paper.

Model and provide as much support as necessary.

Optional: Your child can design their own treasure map on paper using the key in the template, if preferred.



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

- Complete "Outcomes of Familiar Events" sheet.

OPTIONAL/ ADDITIONAL ACTIVITIES:

- Complete some activities on Matific.

Religion:

- View the map of the Dioceses in Australia from this link:
<http://www.catholicdirectory.com.au/about/thechurch>
- Identify the local diocese - The Diocese of Maitland-Newcastle, on the map.

- How many dioceses in Australia are there?

Geography: "Features of Places":

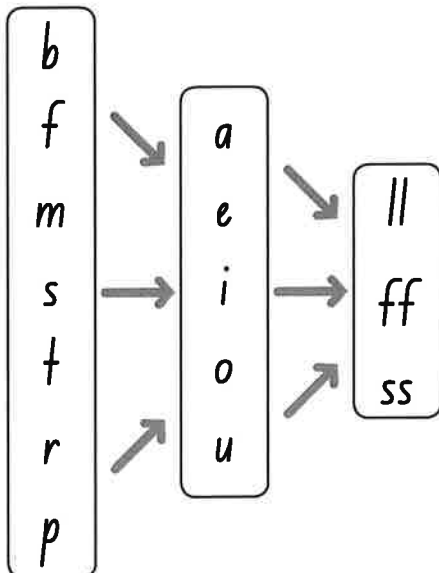
- Brainstorm some natural things (e.g. trees, animals, rivers) and some man-made things (e.g. cars, houses, guitars).
- Complete "Natural and Human Features of Places" sorting activity.

Instructions: Circle all the FLoSS words that you can see. Write each word under the correct heading below.

chase	thrill	splash	pull	stress	launch
kiss	reef	stall	scruff	frown	skull
point	sniff	floss	steal	fluff	grass

ll	ff	ss

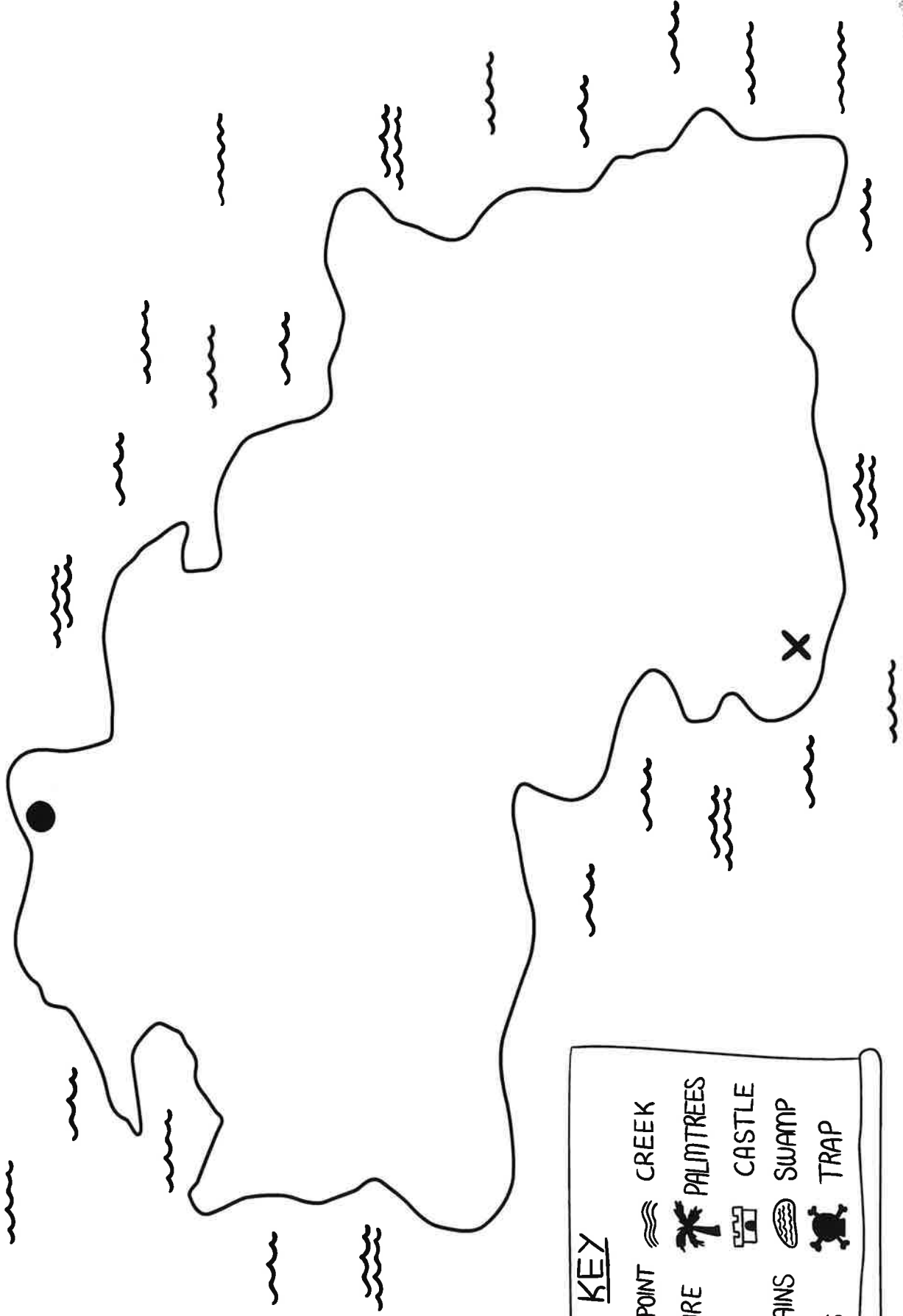
Instructions: Make as many FLoSS words as you can, using the letters below. Write the FLoSS words in the spaces. Read the words to a friend.



_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

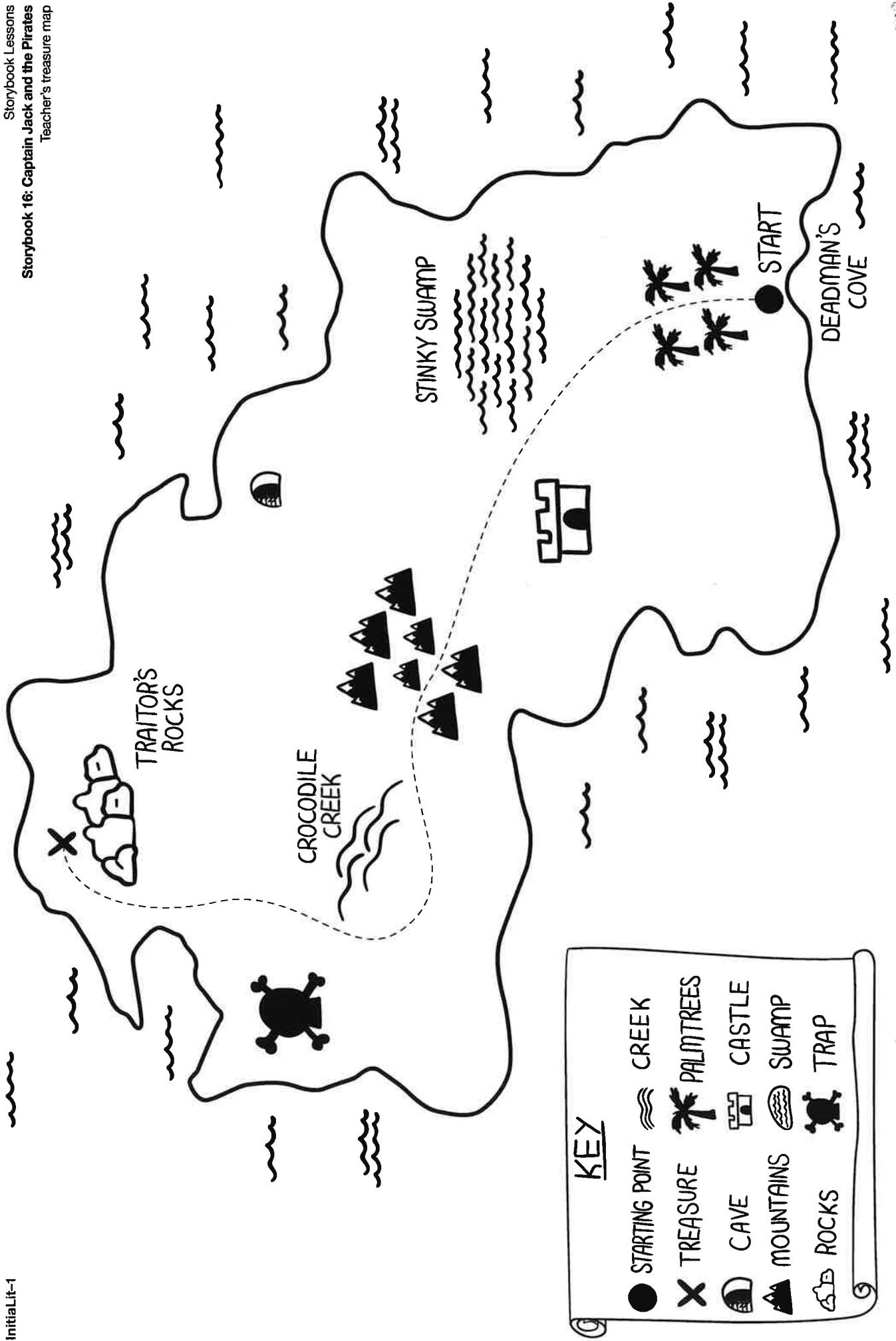


Name: _____



KEY

●	STARTING POINT	≈	CREEK
✕	TREASURE	🌴	PALMTREES
🏰	CAVE	🏰	CASTLE
⚙️	MOUNTAINS	🌊	SWAMP
🪨	ROCKS	🕒	TRAP



Name _____

Date _____

Outcomes of Familiar Events (A)

① Colour the correct chance words that best describe the below events.



might happen

will happen

won't happen

I will go to school this week.

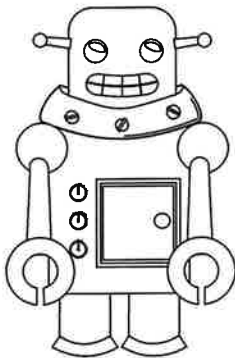


might happen

will happen

won't happen

I will go swimming on a hot day.



might happen

will happen

won't happen

My teacher will turn into a robot.



might happen

will happen

won't happen

It will rain today.

② Draw a picture of something that might happen, will happen and won't happen today.

might happen

won't happen

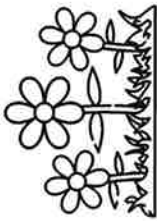

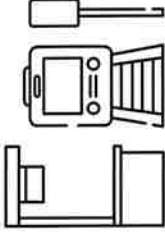

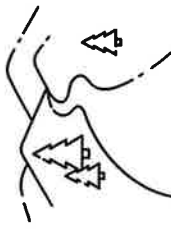
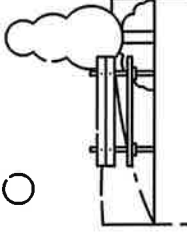


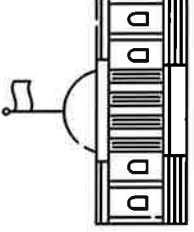

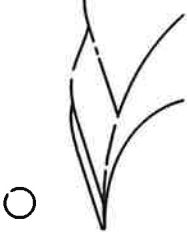
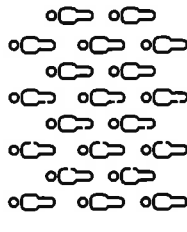
will happen

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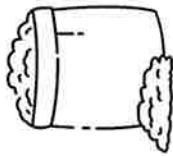

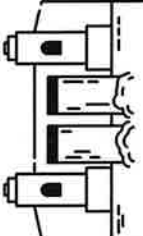
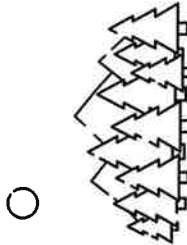






NATURAL and HUMAN FEATURES of PLACES

SORTING ACTIVITY | CARDS

 flowers	 bridges	 railways
 mountains	 rivers	 parks
 languages	 weather	 governments
 farming	 deserts	 population

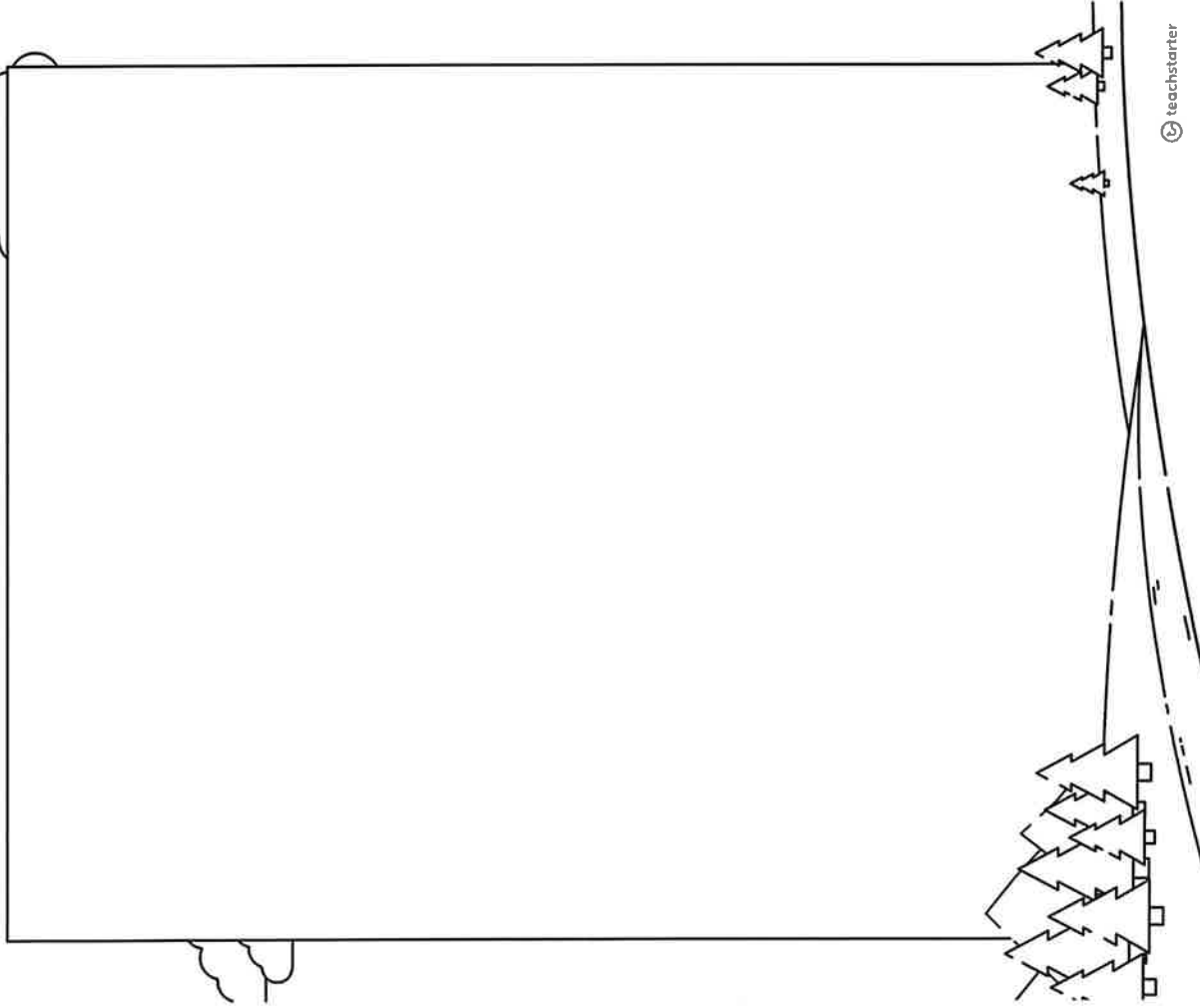
NATURAL and HUMAN FEATURES of PLACES

SORTING ACTIVITY | CARDS

 buildings	 grass	 soil
 roads	 dams	 forests
 animals	 belief systems	 climate
 oceans	 occupations	 minerals

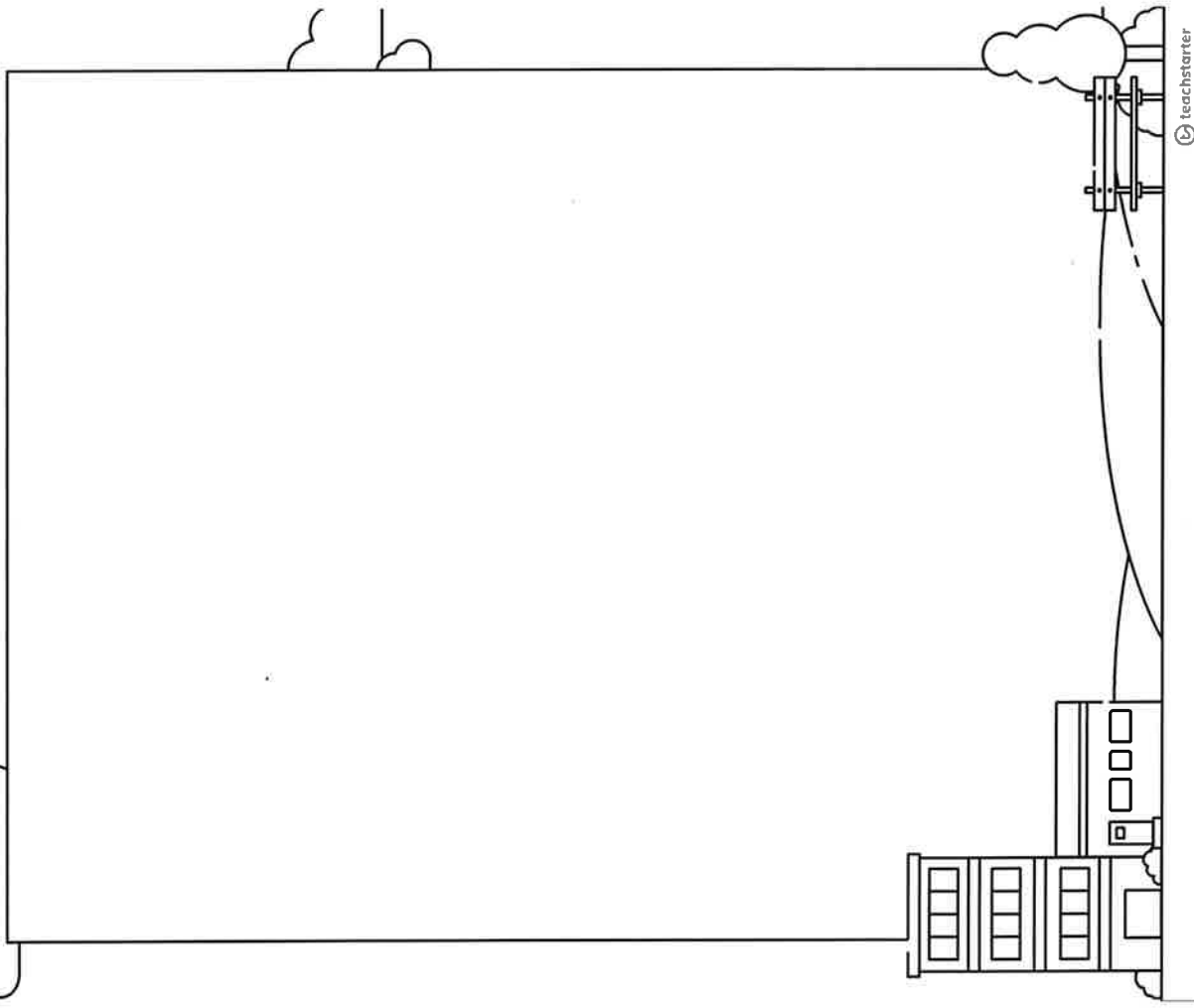
NATURAL and HUMAN FEATURES of PLACES

SORTING ACTIVITY | NATURAL FEATURES CARDS



NATURAL and HUMAN FEATURES of PLACES

SORTING ACTIVITY | HUMAN FEATURES CARDS



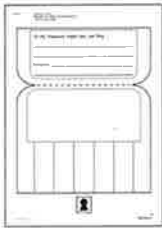
Year 1
Term 4, Week 1
Friday

English

Handwriting

- Watch the following videos to remind you how to correctly write the letters 'a' and 'r':
 - "How to write the letter a": <https://www.youtube.com/watch?v=Vj-lwQnjmek>
 - "How to write the letter r":
<https://www.youtube.com/watch?v=apIBQFXUivM>
- Complete the "Handwriting - ar" sheet.

Text Study: "Captain Jack and the Pirates":



What do you treasure? What would be in your treasure chest?

Materials: Treasure Chest template, coloured pencils/crayons, scissors, glue

Use the template to cut out and decorate a treasure chest. Inside the chest, your child can draw and colour some treasure that they would like to hide in their chest. Their treasure might be jewels and gold, or it might be something else that they really like (e.g., a particular food, or a favourite toy).

Inside the cover your child can complete the sentence: **In my treasure chest, you can find ...** (e.g., *books, Lego, ice cream*) **because ...** (e.g., *they are precious to me*).

After writing and decorating, fold down the top to hide the treasure. Paste on the lock and decorate the front.

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

- If you flipped a coin 10 times is it more likely to land on heads or tails? Why?
- Complete the "Coin Flip Investigation" activity.

OPTIONAL/ ADDITIONAL ACTIVITIES:

- Complete some activities on Matific.

Religion:

- Using the Catholic Diocese of Maitland - Newcastle website (<https://www.mn.catholic.org.au>) , answer the following questions:
 - Who is the Bishop of our diocese?
 - How many Catholics are in our diocese?
 - How many parishes are in our diocese?
 - What parish do we live in?

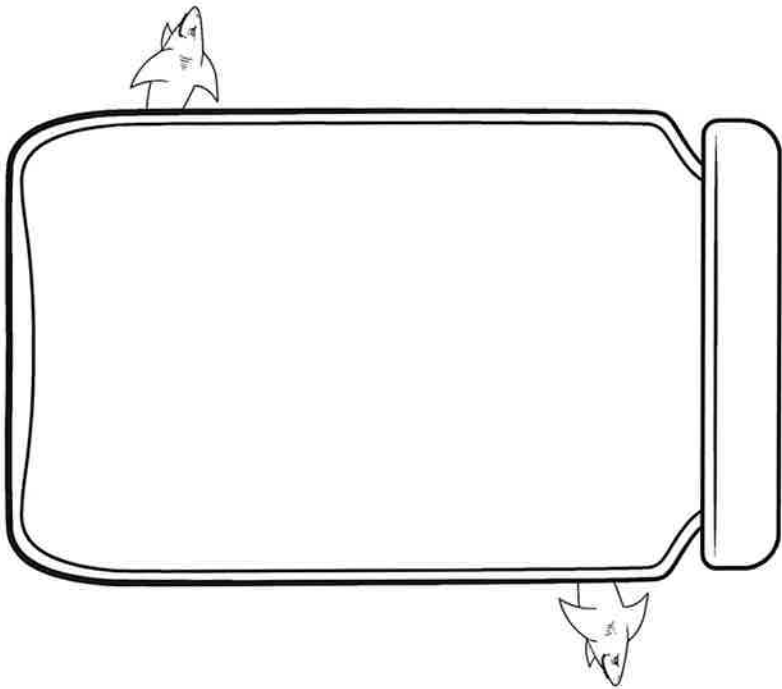
PD/H: "Moving to Stay Healthy"

- Brainstorm what you know about healthy habits.
- Complete the "Healthy or Unhealthy?" sheet.

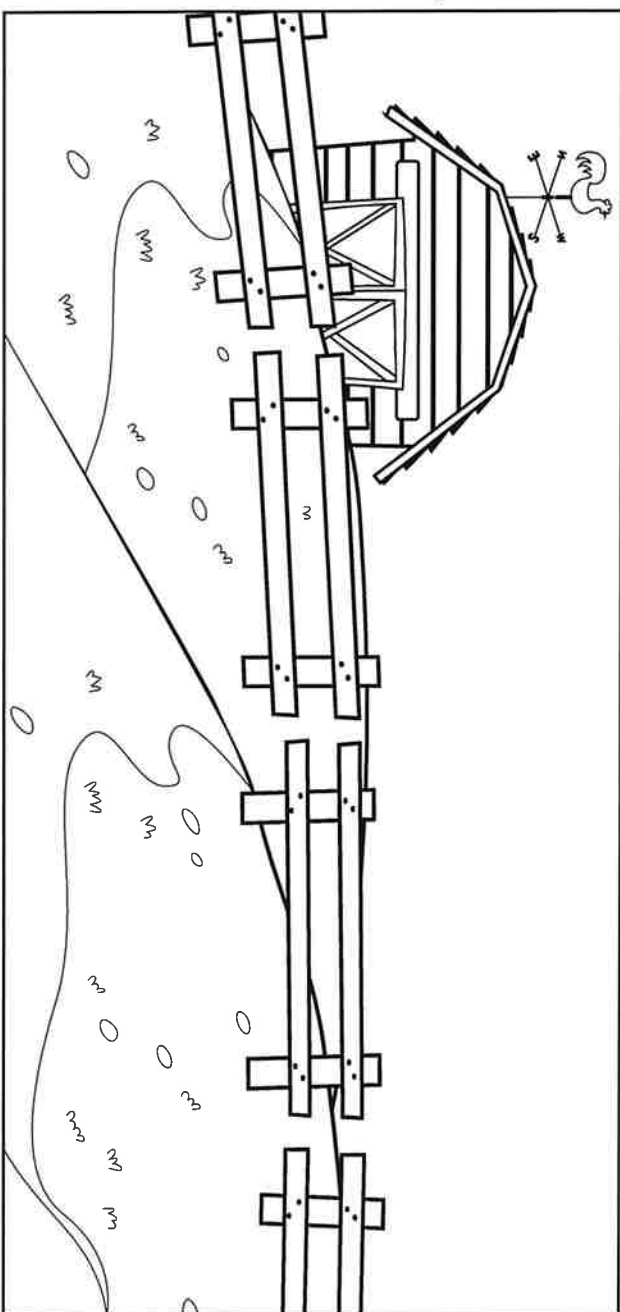
Name: _____ Date: _____

qr

Draw something that could go in this jar.



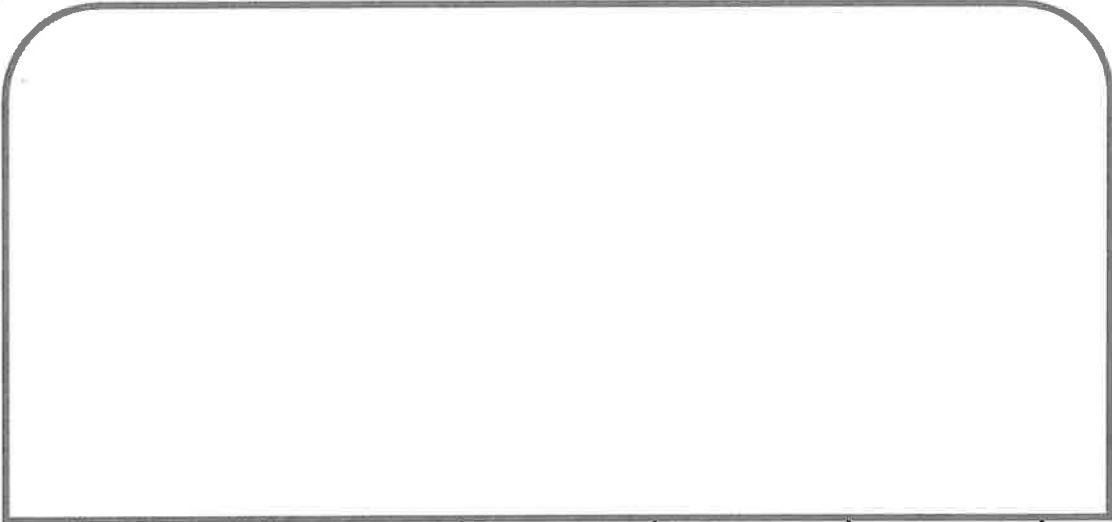
Colour and cut out the farm animals below, and glue them around the barn.



Find 5 sharks hidden on this page.

In my treasure chest you can find ...

because _____



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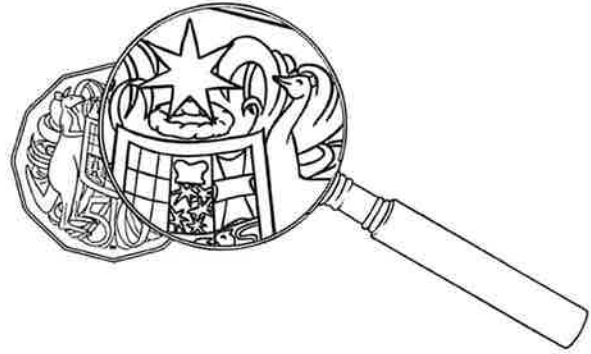


Coin Flip Investigation

Flip one coin 10 times and record each flip as a tally mark.

Equipment I will need:

- 1 x coin
- pencil
- activity sheet



Instructions:

1. Flip the coin.
2. Record the result as a tally mark whether the coin landed on 'heads' or 'tails' in the correct space in the table below.
3. Repeat steps 1 and 2 nine more times (so that you have flipped the coin 10 times).

Coin Flip Results for 10 Flips:

	Tally	Total
Heads		
Tails		

You are now going to repeat the experiment but for 20 flips. Make a prediction on what you think the results will be. Will it be the same as your first set? Why/why not?

My prediction is: _____

Complete the coin flip chance experiment again.

Coin Flip Results for 20 Flips:

	Tally	Total
Heads		
Tails		

Was your prediction correct? Why/why not?

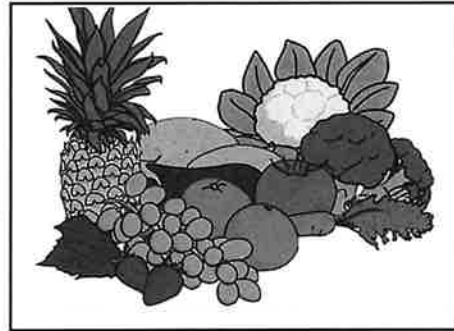
Healthy or Unhealthy

Tick the right box for each question.



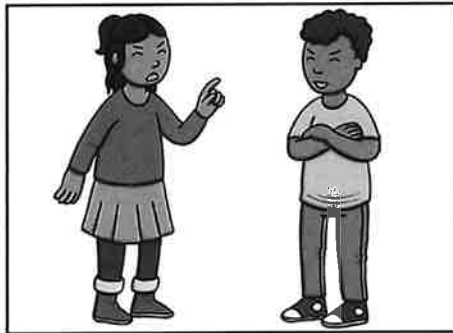
Wash under your arms.

- healthy
 unhealthy



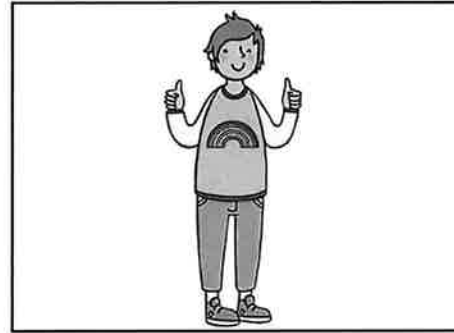
Eat fruit and vegetables.

- healthy
 unhealthy



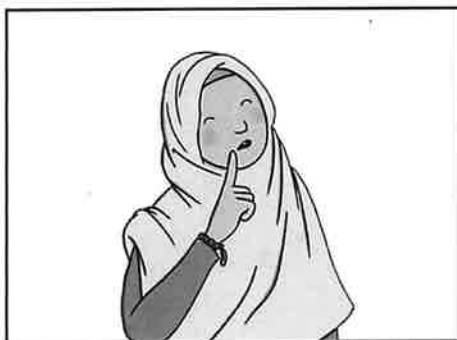
Scream at everyone to help your bad mood.

- healthy
 unhealthy



Feel good about who you are.

- healthy
 unhealthy



Ask questions if you are confused.

- healthy
 unhealthy



Tease people about their body.

- healthy
 unhealthy