



Monday	Tuesday	Wednesday	Thursday	Friday
<p>Sentence/symbol strip, letter sound correspondence ENE – 1A, EN-4A</p> <p>English letter sound 'h' Identify letters or words beginning with 'h' in the story mat attached. Can you identify any of the sight words (common words)?</p> <p>Colour Akeyo and Handa (PDG) Handa's Surprise by Eileen Brown https://www.youtube.com/watch?v=XyIV_xYf0as</p> <p>Choose one activity from the from your individualised learning goal for English then stamp your chart.</p> <p>Sunshine online http://www.sunshineonline.com.au/ Learning Space 1, alphabet letters 'h' and High frequency words, choose one or all of the lists to match words that make a picture</p> <p>Break time</p> <p>MAe-4NA Number</p> <p>Mathematics Mathematics Whole Number Choose 5 numbers from 1-20 (or 100) Place the corresponding amount of pegs/block towers next to the numeral. Take a photo and upload to Class Dojo</p> <p>Sunshine online http://www.sunshineonline.com.au Read the story and participate in the activities Log in- navigate to Phase 2/Maths 2/Counting cars And/or PDF attached</p>	<p>Phonemic awareness/Phonics ENE-2A, ENE-3a, Ene-5A</p> <p>English letter sound ' h' Choose one activity the from your individualised learning goal for English then stamp your chart.</p> <p>Reading Eggs: Hh Log on: readingeggs.com.au Enter student password</p> <p>Map 2 lesson 14 (Hh) Or PDF attached</p> <p>Sunshine online http://www.sunshineonline.com.au/ Learning Space 1, Literacy, Level 3 reader At the Show – read the words and identify some of your sight words</p> <p>Break time</p> <p>MAe-4NA Number, Mae 14 MG 3DShapes</p> <p>Mathematics Time MAe-13MG (Starfall calendar Responds to time terms- days of week, lunch time/play time, clock on hour/half hour Choose the appropriate for student Day/night/morning/afternoon Time on the hour analog/digit Activity attached – PDF https://www.topmarks.co.uk/time/teaching-clock</p>	<p>Spelling: Sound & word correspondence ENE-5A</p> <p>English Matching/sequence writing sentence: Handa has many fruits. PDF attached https://www.youtube.com/watch?v=XyIV_xYf0as</p> <p>Choose one activity from the from your individualised learning goal for English then stamp your chart.</p> <p>Sunshine online http://www.sunshineonline.com.au/ Learning Space 1, High frequency words, choose one or all of the lists to match words that make a picture</p> <p>Sunshine online http://www.sunshineonline.com.au/ Learning Space 1, Literacy, Level 3 At the Show – read the words and identify some of your sight words</p> <p>Break time</p> <p>MAE – 4 Na Number, Ae-16MG Position</p> <p>Mathematics 2D Shapes Fold a piece of paper to make shapes. Square, rectangle and triangle. – make pictures with simple shapes. Mathematics: http://www.sunshineonline.com.au Read the story and participate in the activities. Shapes and objects Log in- navigate to Phase 2 /Maths 2/Level 6/ The Star /activities Or Phase 2/Maths/ Level 15/Blow bubbles</p>	<p>Writing/handwriting: Modelled and guided ENE-11D ENE -12 E</p> <p>English Handwriting practice 'h' Choose one activity from the from your individualised learning goal for English then stamp your chart.</p> <p>Sunshine online http://www.sunshineonline.com.au/ Learning Space 1, Literacy levels, choose a story and activities</p> <p>Break time</p> <p>MAe-4NA Number, Mae 15-4MG 3D</p> <p>Mathematics Position: Mathematics: Position http://www.sunshineonline.com.au Log in- navigate to Phase 1 /Mths/ Level 3 /On the Skate board PDF activities attached</p>	<p>Comprehension- Sequencing ENE-4A, ENE- 10C, ENE-8B Drama DRAES1.2</p> <p>English Use pictures, dress ups, hats or props to help retell the story of Handa's surprise Story Map Cut Outs attached</p> <p>Choose one activity from the from your individualised learning goal for English then stamp your chart.</p> <p>Sunshine online http://www.sunshineonline.com.au/ Phonics focus Hh Or complete the Reading Eggs Hh</p> <p>Break</p> <p>MAe-4NA Number, MAe-14 MG 3D</p> <p>Mathematics Multiplication & Division Mathematics: http://www.sunshineonline.com.au Log on to sunshine on line, Phase 1/Maths /Level 4/Counting bananas Read story, participate in activity online PDF also attached (counting bananas – can choose an activity if you can)</p>

<p>Phase 2 /Maths 2/Level 6/ A whole year/activities https://www.topmarks.co.uk/time/teaching-clock</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>
<p>Ste 1-4WS , Ste-9ME</p> <p>Science and technology Forces: Push and Pull Recognise the ways people use pushes and pulls in everyday life, e.g. opening and closing a door. Ask students to determine if they are applying a force on the object such as rolling a ball. <i>Yes, you're pushing on it.</i> http://www.scootle.edu.au/ec/viewing/L1121/index.html</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>
<p>Gfe1,</p> <p>Geography Trek to Tokyo. (Olympic games) Our town is special to us! How would we get to another town in Australia? How would we get to another country? Attached: Trek to Tokyo</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>
<p>VAES1.2,</p> <p>Creative arts Handa's Surprise Colour or draw Akeyo and Handa. Look at the colours in the story? Can you match those colours? Keep your drawings as they will be used tomorrow for Drama.</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>
<p>Ste 1-4WS , Ste-9ME</p> <p>Science and technology Forces: Push and Pull Recognise the ways people use pushes and pulls in everyday life, e.g. opening and closing a door. Ask students to determine if they are applying a force on the object such as rolling a ball. <i>Yes, you're pushing on it.</i> http://www.scootle.edu.au/ec/viewing/L1121/index.html</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>
<p>Phase 2 /Maths 2/Level 6/ A whole year/activities https://www.topmarks.co.uk/time/teaching-clock</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>	<p>Break time</p>

Handa's Surprise

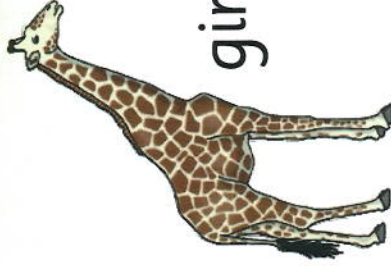
Handa Akeyo took friend surprise fruit



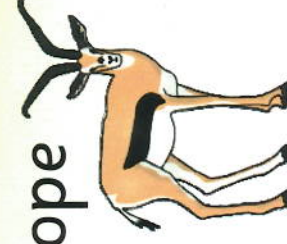
monkey



zebra



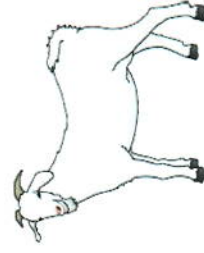
giraffe



antelope



parrot



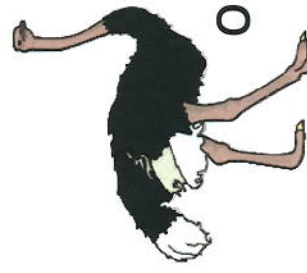
goat

tangerine

avocado guava

passion fruit mango

orange pineapple banana



ostrich



elephant



basket

Common Words

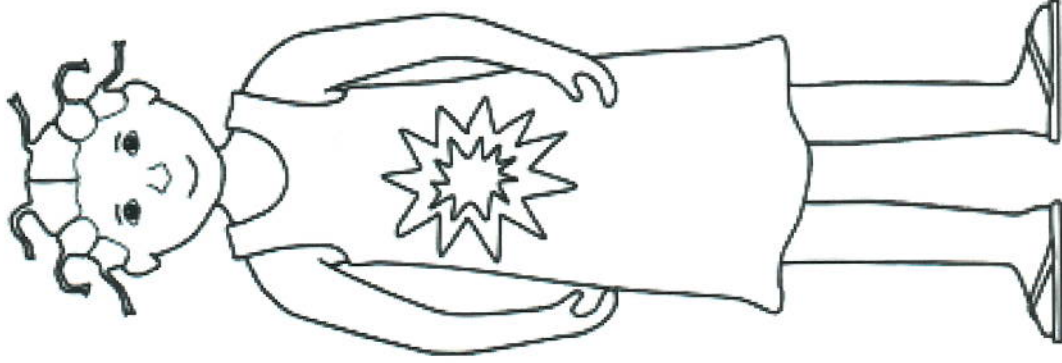
the

and

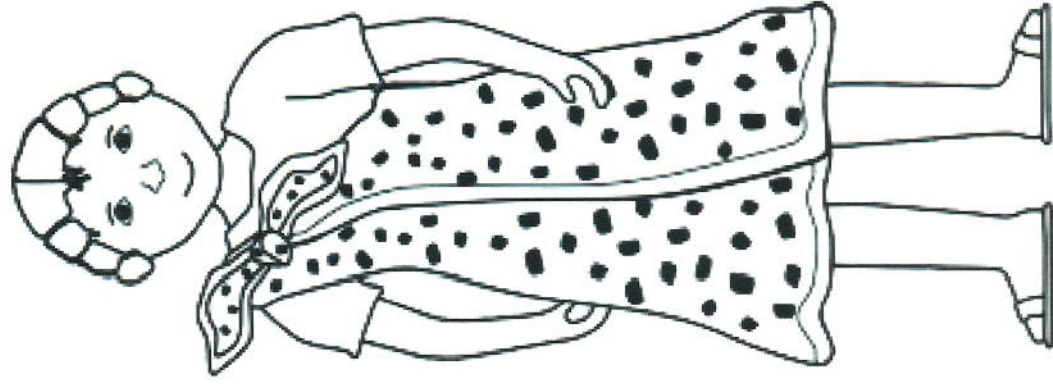
said

was

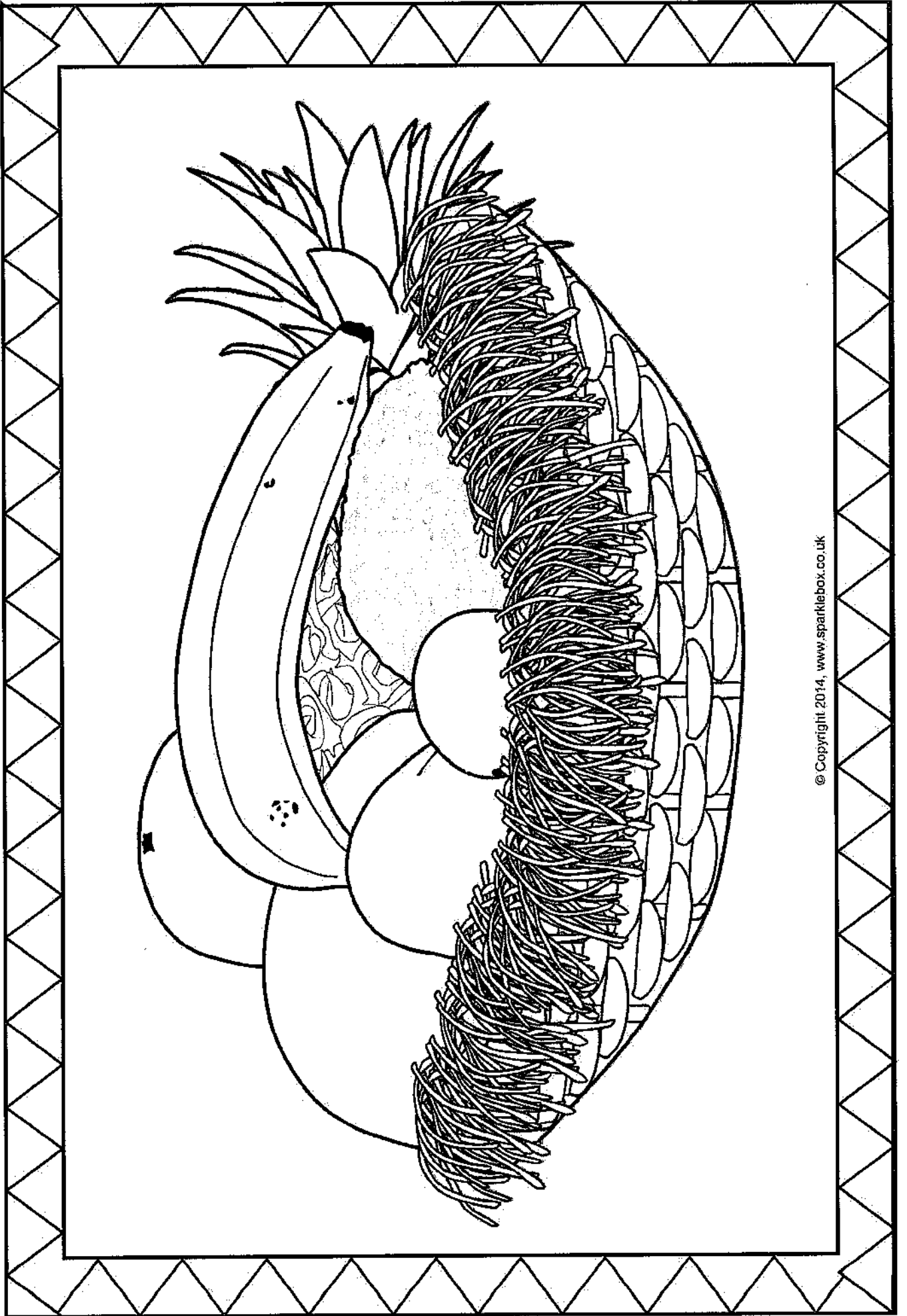
because



Handa



Akeyo



















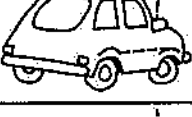
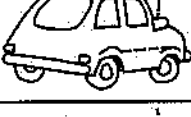
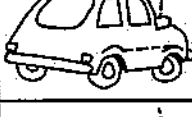




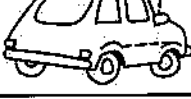



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Level 14

Counting Cars

Colour the cars the correct colour.

colour car	Blue	Pink	Brown	Yellow	Red	White
7						
6						
5						
4						
3						
2						
1						

How many cars are

white

pink

yellow

red

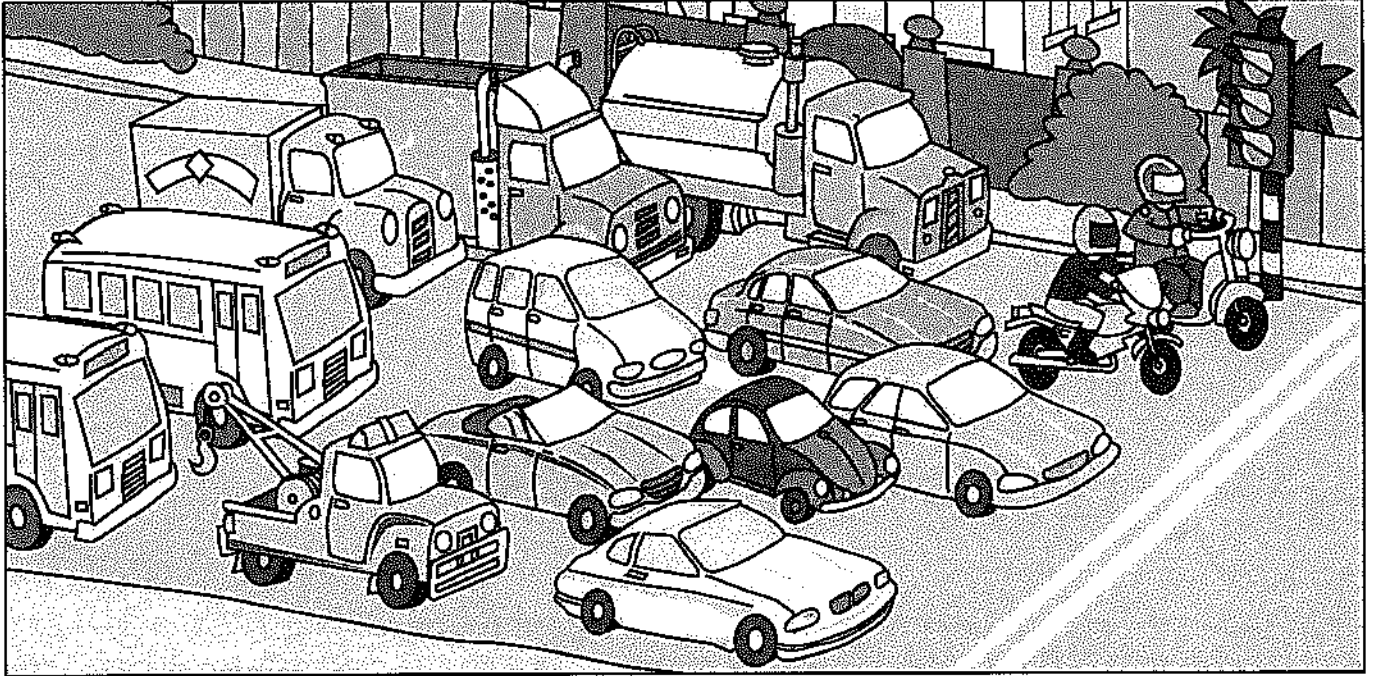
brown

blue

Which colour has the greatest number of cars? _____

Which colour has the least number of cars? _____

Counting Cars



Fill in the graph to show the number of vehicles on the road.

7				
6				
5				
4				
3				
2				
1				
	trucks	cars	motor bikes	buses

Which type of vehicle is there most of? _____

Which type of vehicle is there least of? _____











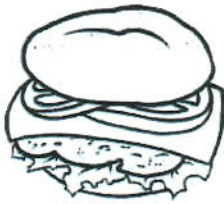
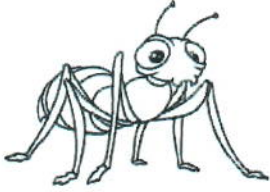

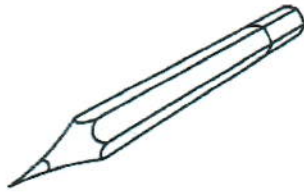









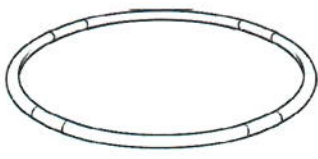
Hh

Name _____

Phonemic awareness

Lesson 14 · Worksheet 1

Circle the thing in each row that begins with **h**. Colour them.

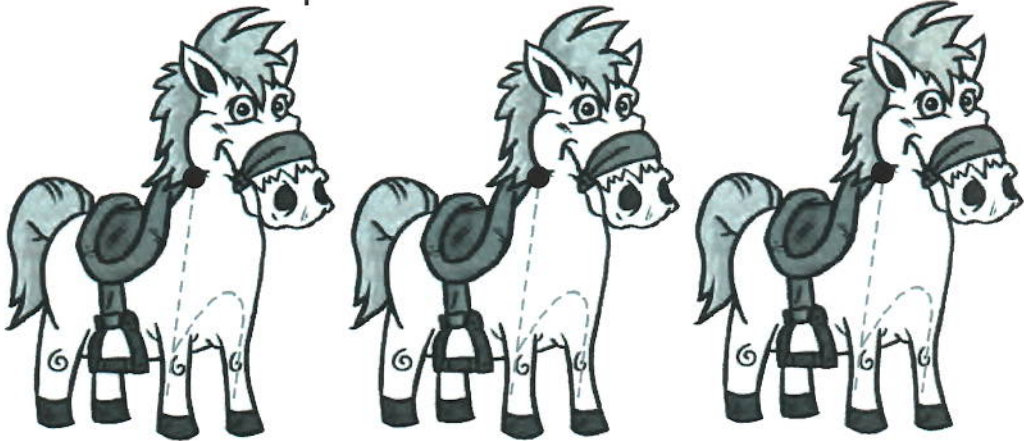
Name _____

Handwriting

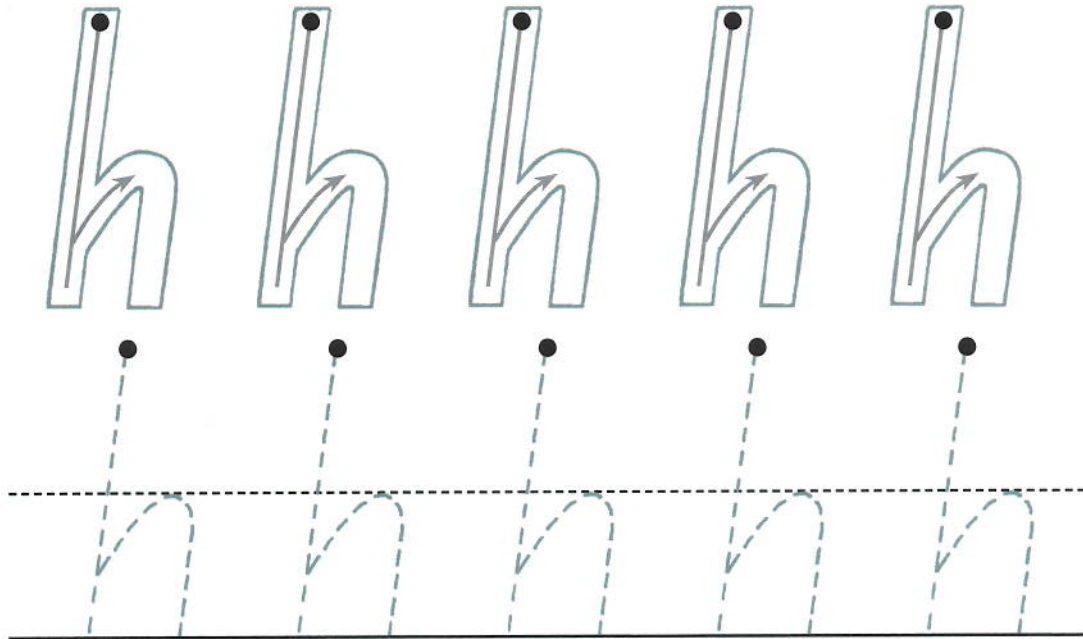
Hh

Lesson 14 • Worksheet 2

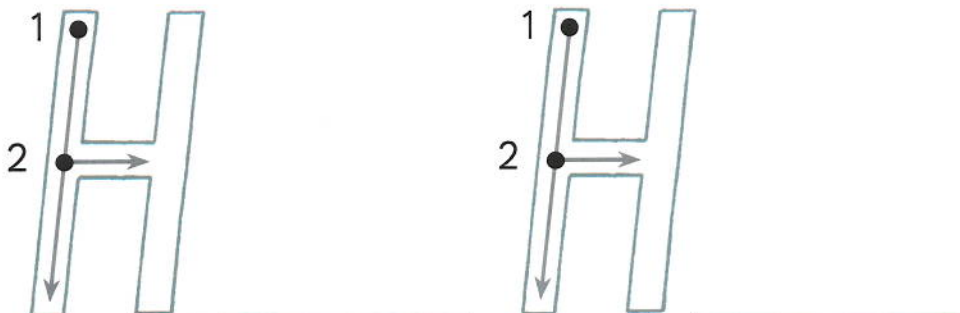
1 Trace Horse hee heepo's friends.



2 Trace and write.



3 Trace and write.



Circle
your best
letter.

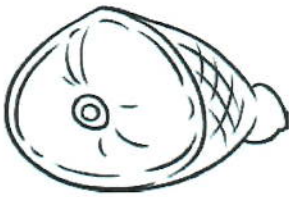
Hh

Lesson 14 • Worksheet 3

Name _____

Initial sounds

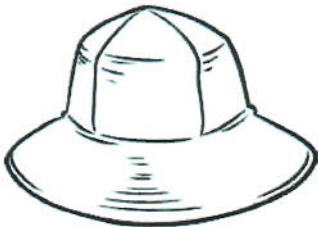
1 Add **h**. Read the word.



_____ **h** am



_____ en



_____ at



_____ ammer



_____ and



_____ ook



_____ ut



_____ orse

2 Draw hats on heads.



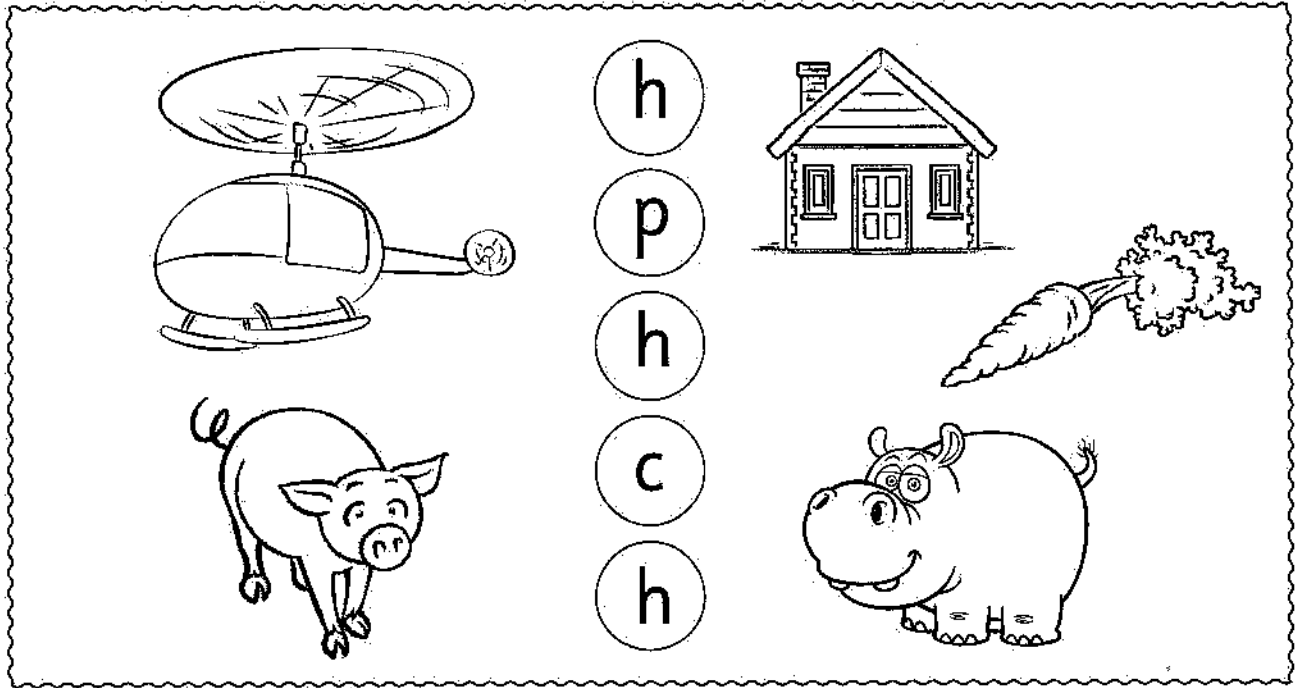
Name _____

Hh

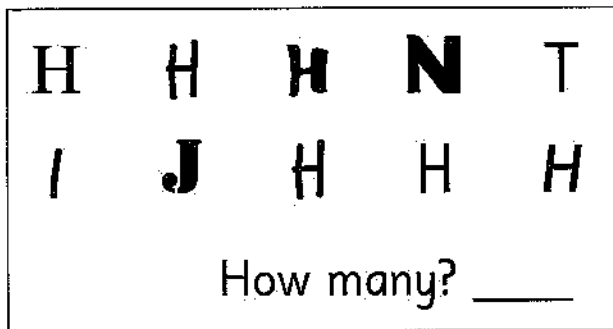
Lesson 14 • Worksheet 4

Check

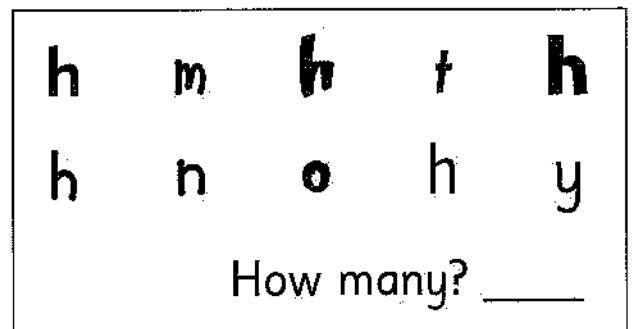
1 Match each letter to a picture.



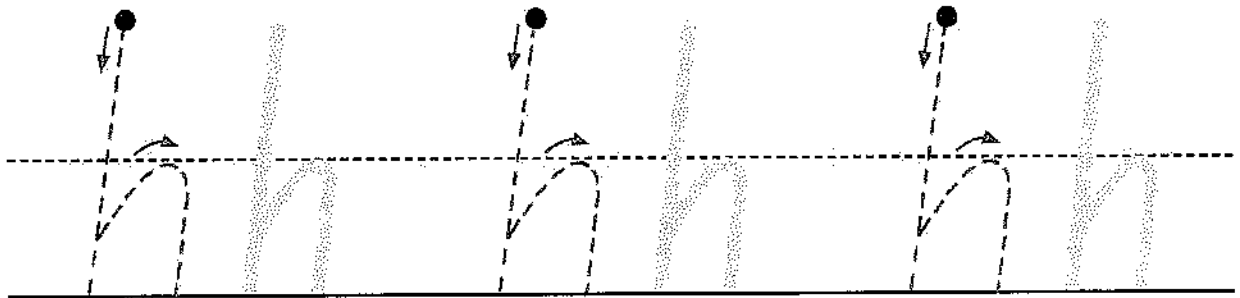
2 Circle every H.



Circle every h.

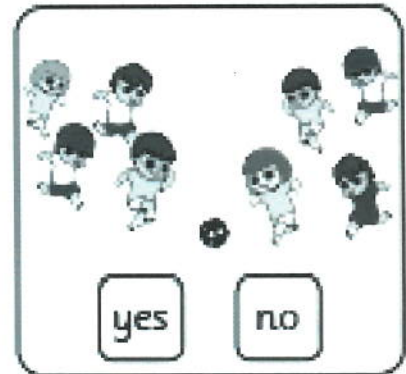
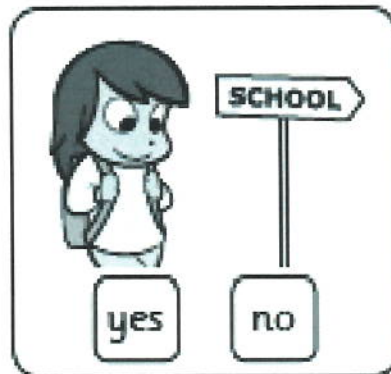


3 Trace and write.

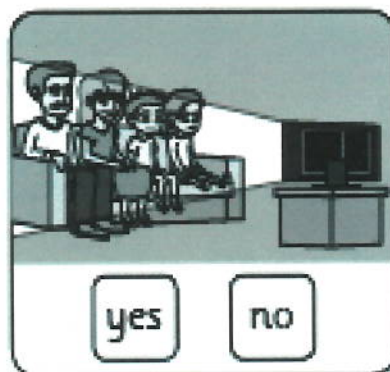


Time – daytime/nighttime

1  Do we usually do these things in the **daytime**? Colour yes or no.



2  Do we usually do these things in the **nighttime**? Colour yes or no.



3  Draw yourself in

daytime clothes

nighttime clothes

Time – morning/afternoon

You will need:  scissors  glue stick
 a piece of paper or your maths book





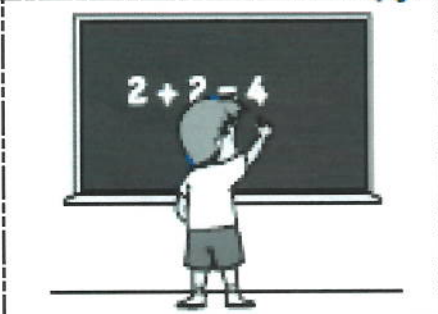


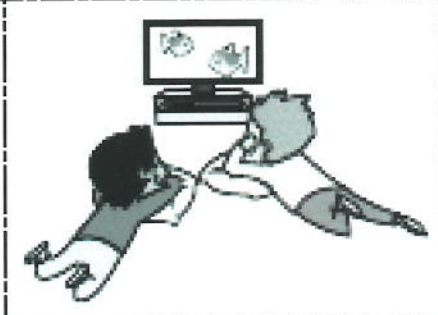

What to do:

Fold your piece of paper in half, then unfold it. Write **morning** on one side and **afternoon** on the other side.

Cut out the pictures below and sort them into things you do in the **morning** and things you do in the **afternoon**. If you do them at both times, choose the time of day you do them most often.

Stick them under the right heading.

In the empty boxes draw your own morning and afternoon pictures and stick them on too.

Time

Name: _____

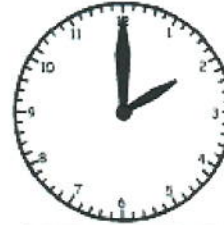
Reading analog time & recording in words. (hourly intervals)



Time

Name: _____

Reading analog time & recording on digital clocks. (hourly intervals)



東京への道

Trek to Tokyo 2020

Where is Tokyo and
how do we get there?



LP2

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Educator Notes

 SUGGESTED DURATION

45 MINS

Provocation

Maps of classroom, school, town and world, globes, toys of different transport



Students will:

- / Use listening and turn taking skills and recognise contributions of others when sharing ideas
- / Establish where they are in the world
- / Investigate atlases, globes and maps to locate themselves and others in the world
- / Role play different transport to move from one point to another
- / Discuss how the Australian Olympic Team will get to Tokyo, Japan

What you need

- / Map of the school
- / Atlases, globes and maps
- / Internet Google Earth

Would you like more?

- / Find Tokyo Japan, on Google Earth and discuss some of the features of the city

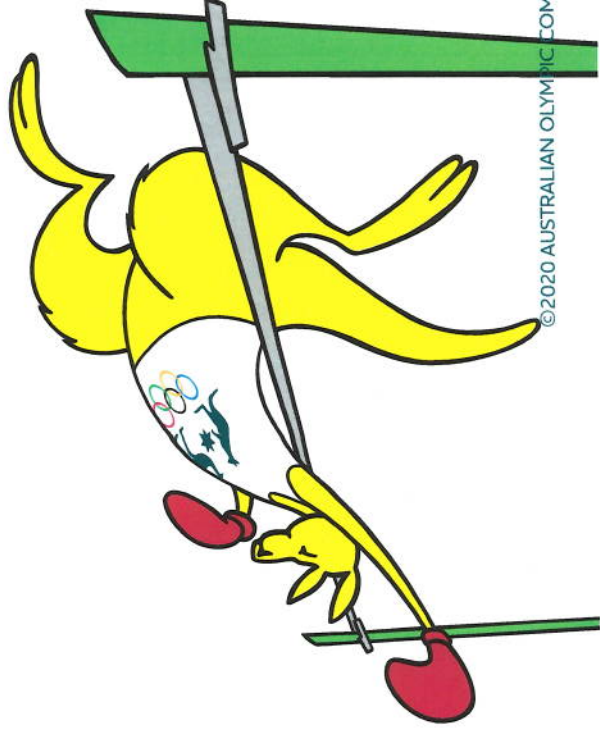
Energiser Trek to Tokyo

1 Call out a number and a letter from “Trek to Tokyo”

For example 3 and T

2 Students need to get into groups of 3 and make the letter T

You can change it by stating **capital T** or **little t**



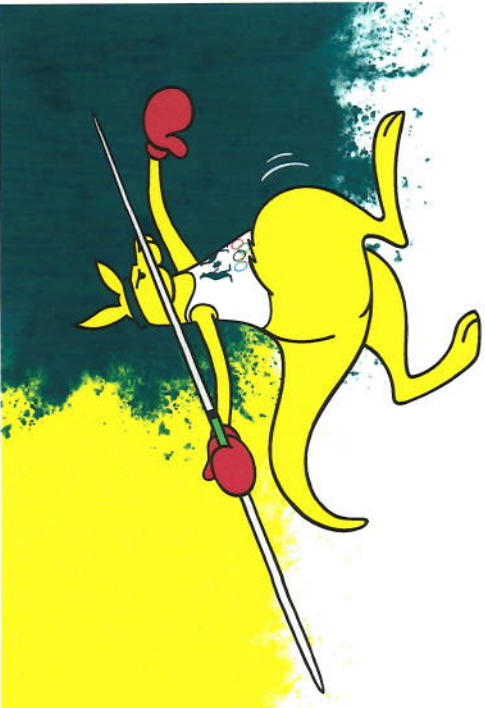
What are we exploring?

Walk around the classroom looking at maps, globes and transport.

What do you think we may be learning about?



Community Circle



**Unpack the
learning
outcomes
and success
criteria**

Success medals



I can

Listen to others
and share my
ideas



I can

Find my
classroom on a
school map



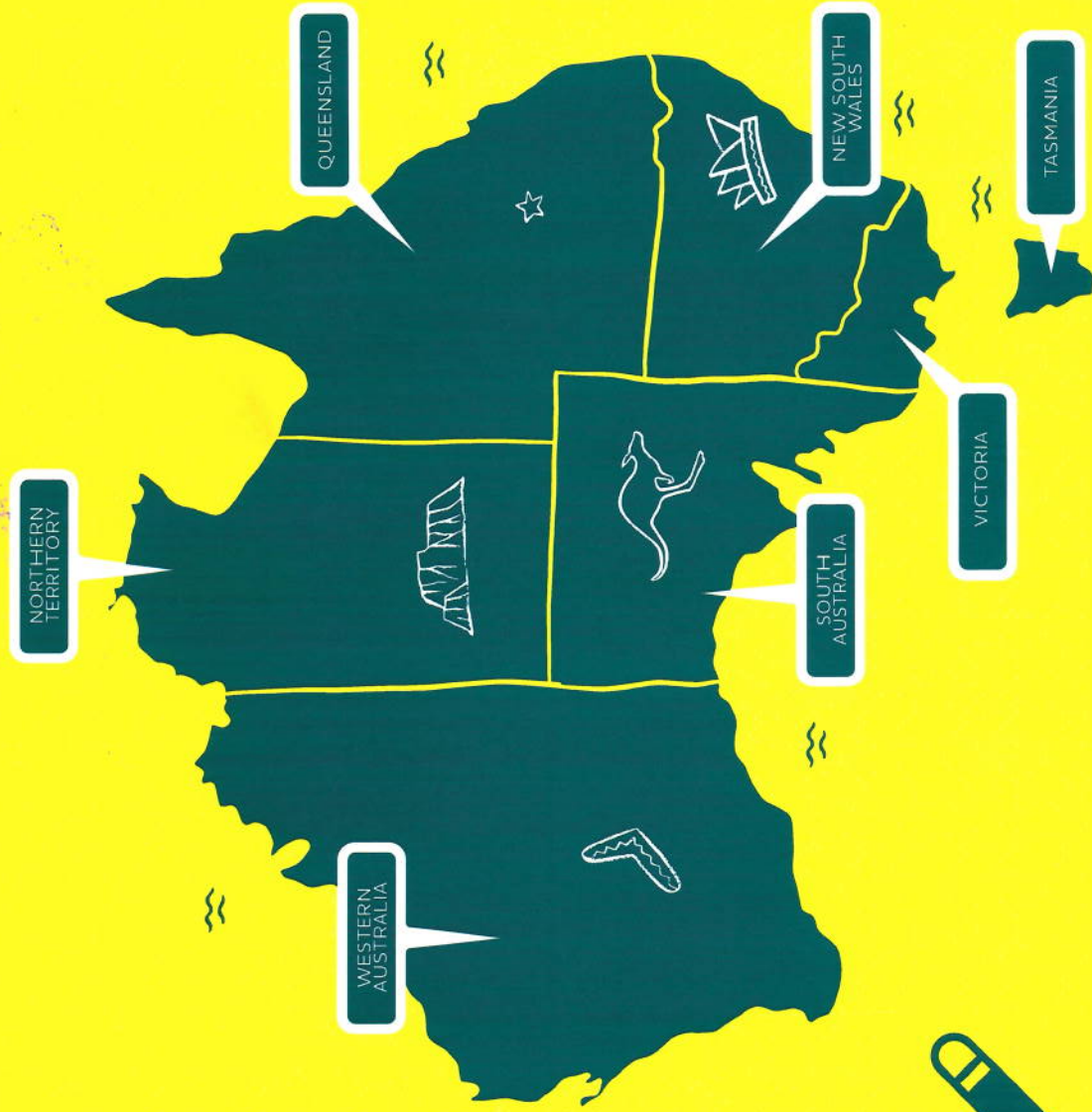
I can

Demonstrate
how to move
between towns
and countries

Our Town

We live in...

Our town is special because...



How could we get there?

How would we get to another town or city in Australia?

Students locate a town or city on the map and role play the different ways they could get to that place.



Our world

Draw a line from the country to the map.

Use globes, atlases and maps to discover.



AUSTRALIA



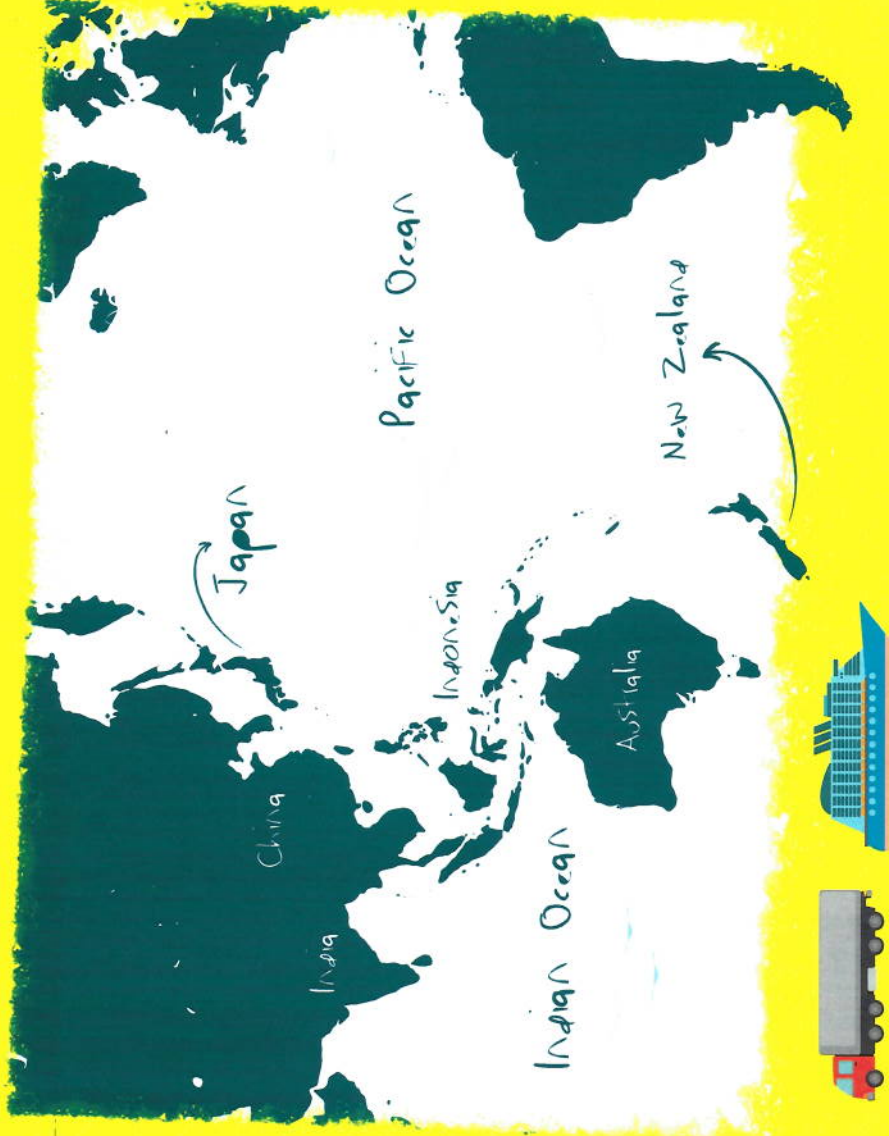
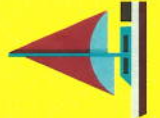
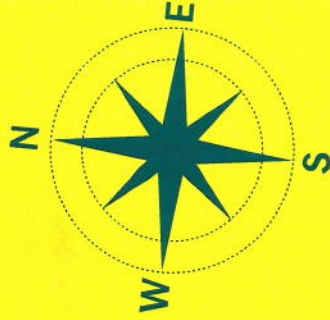
JAPAN



East Asia and Oceania

How will our Australian
Olympians get to Japan?

Draw a line from the
transport to the map



Would you like more?

Find Tokyo, Japan on Google Earth

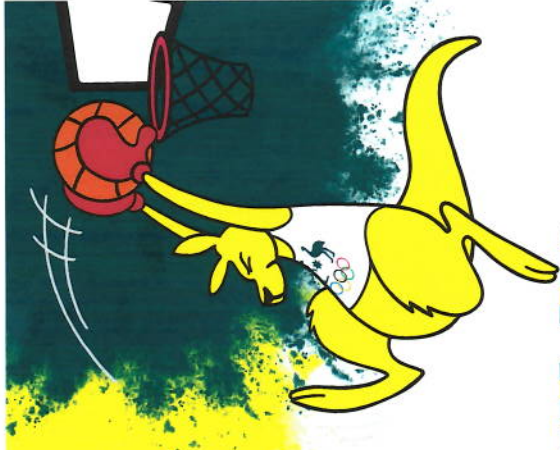
What interesting things can you see?

Find your town or city on Google Earth.

Discuss as a class what are some of the things that are similar or different.



Community Circle



**Reflection
and success
medal
check-in**

Success medals



I can

Listen to others
and share my
ideas



I can

Find my
classroom on a
school map



I can

Demonstrate
how to move
between towns
and countries

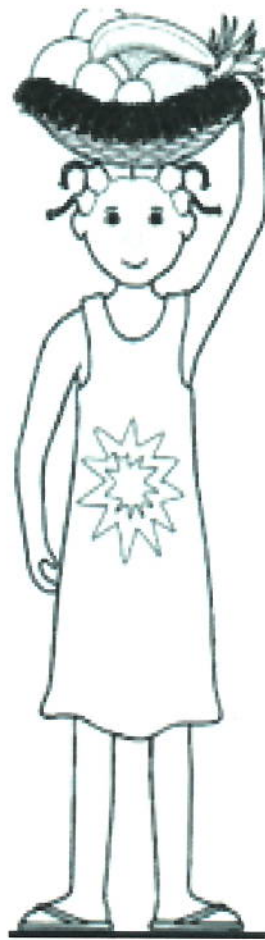
Guided writing

Learning Intention

I am learning to sequence a sentence.

Success Criteria

- ◆ I can match words.
- ◆ I can match the words in the sequence.
- ◆ I can sequence the sentence.
- ◆ I can read the sentence.



Handa	has	many	fruits	.
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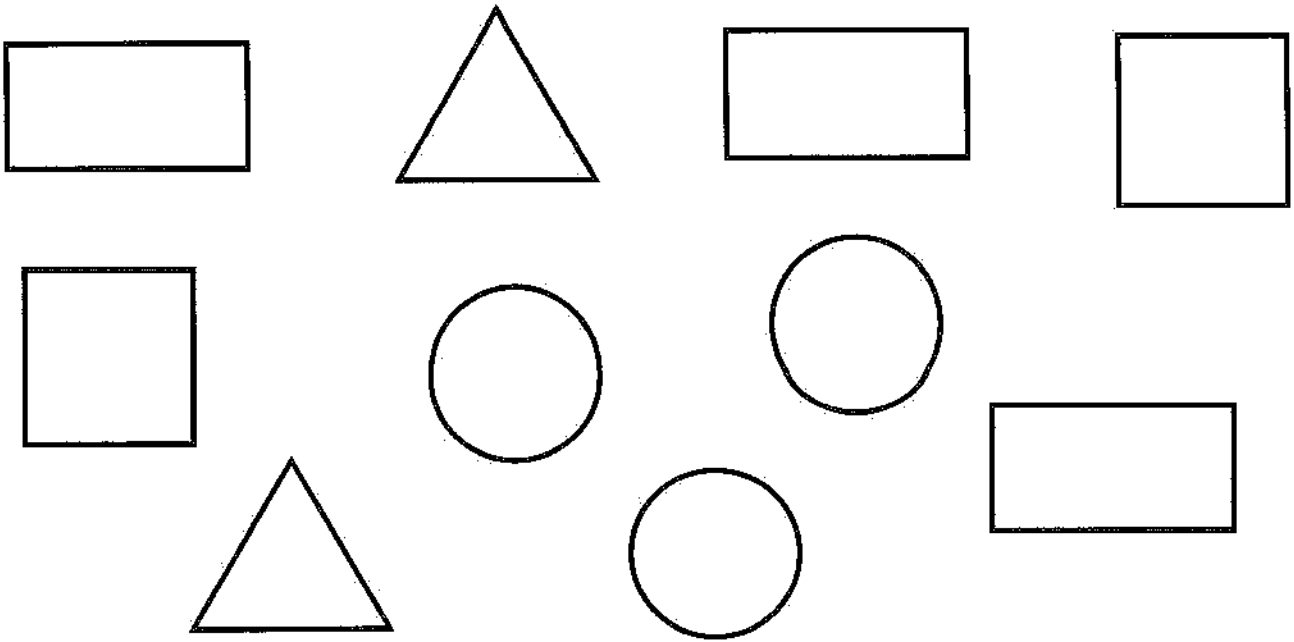
• Handa has many fruits.

✂=====

Handa	has	many	fruits	.
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2D Shapes

Name: _____



How many triangles can you see? _____

How many squares can you see? _____

How many rectangles can you see? _____

How many circles can you see? _____

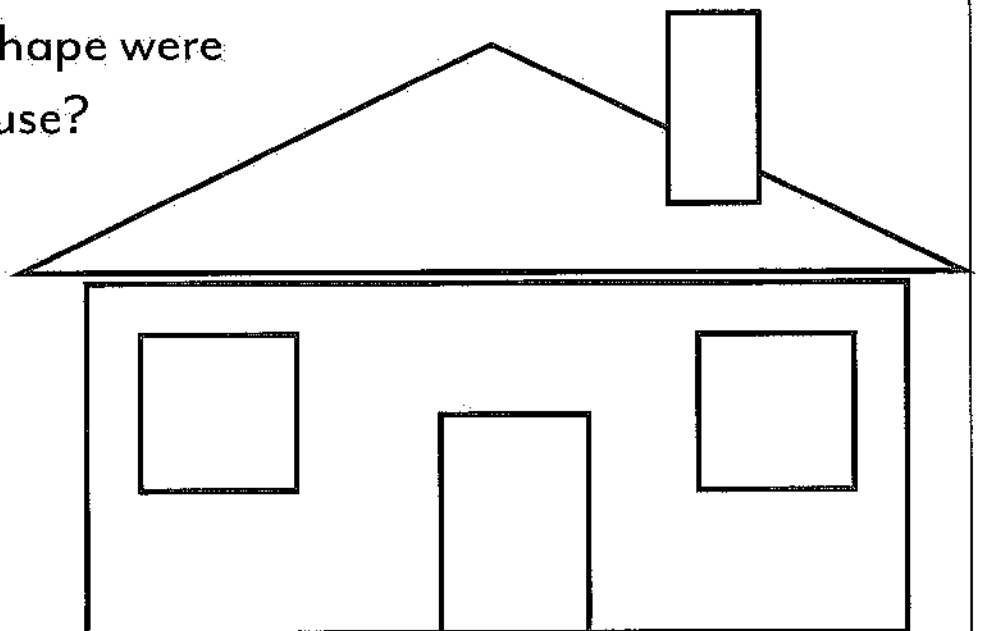
How many of each shape were used to draw the house?

triangle: _____

square: _____

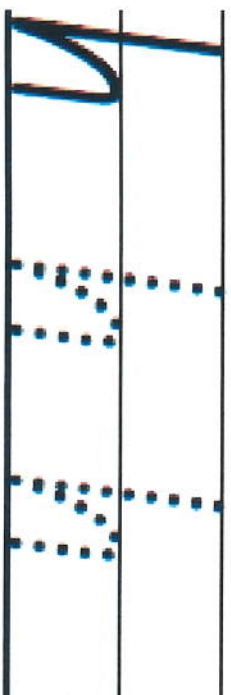
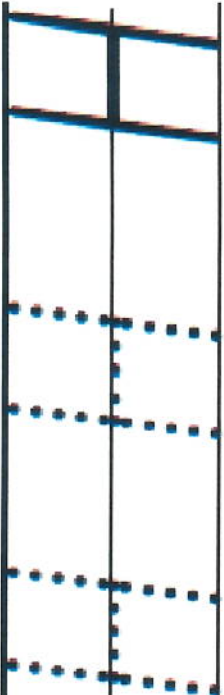
rectangle: _____



circle: _____



Hh

for horses



 Hh for horse 

H H h h

H H h h

☆ Trace and copy the sentence

horse horse horse horse

Blank handwriting lines for practice.

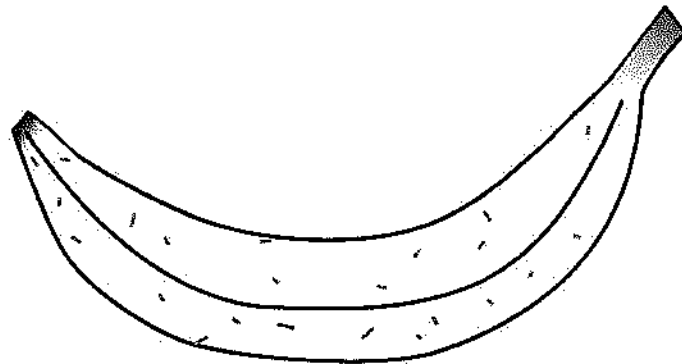
Level 3

On the Skateboard

Draw an orange on the left of the banana.



Draw an apple on the right of the banana.

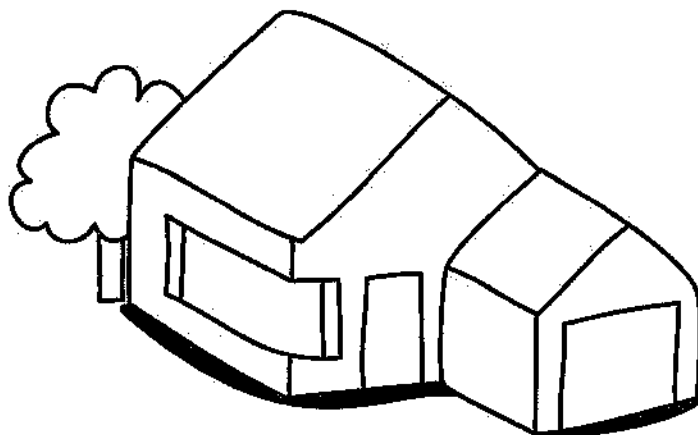


left

right

Draw a boy on the **left** of the house.

Draw a girl on the **right** of the house.



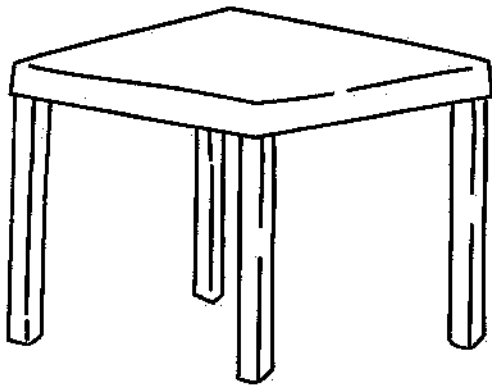
left

right

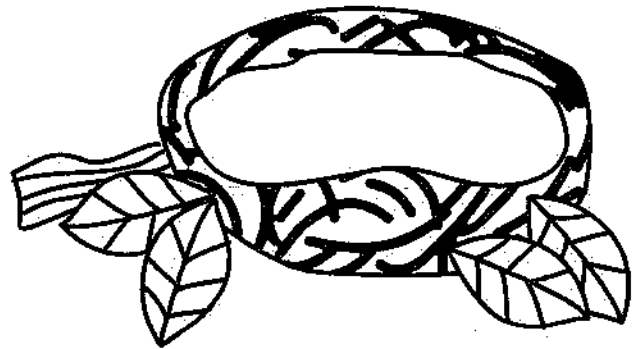
Level 3

On the Skateboard

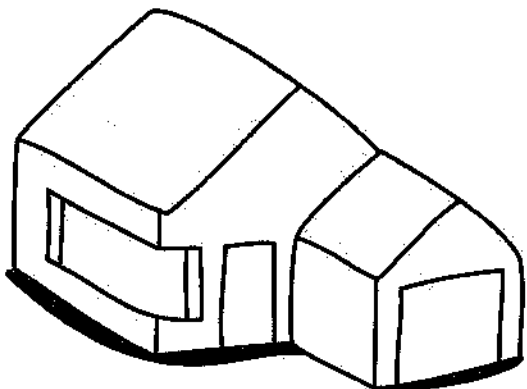
Draw a mouse **under** the table.



Draw a bird **in** the nest.



Draw a tree **beside** the house.



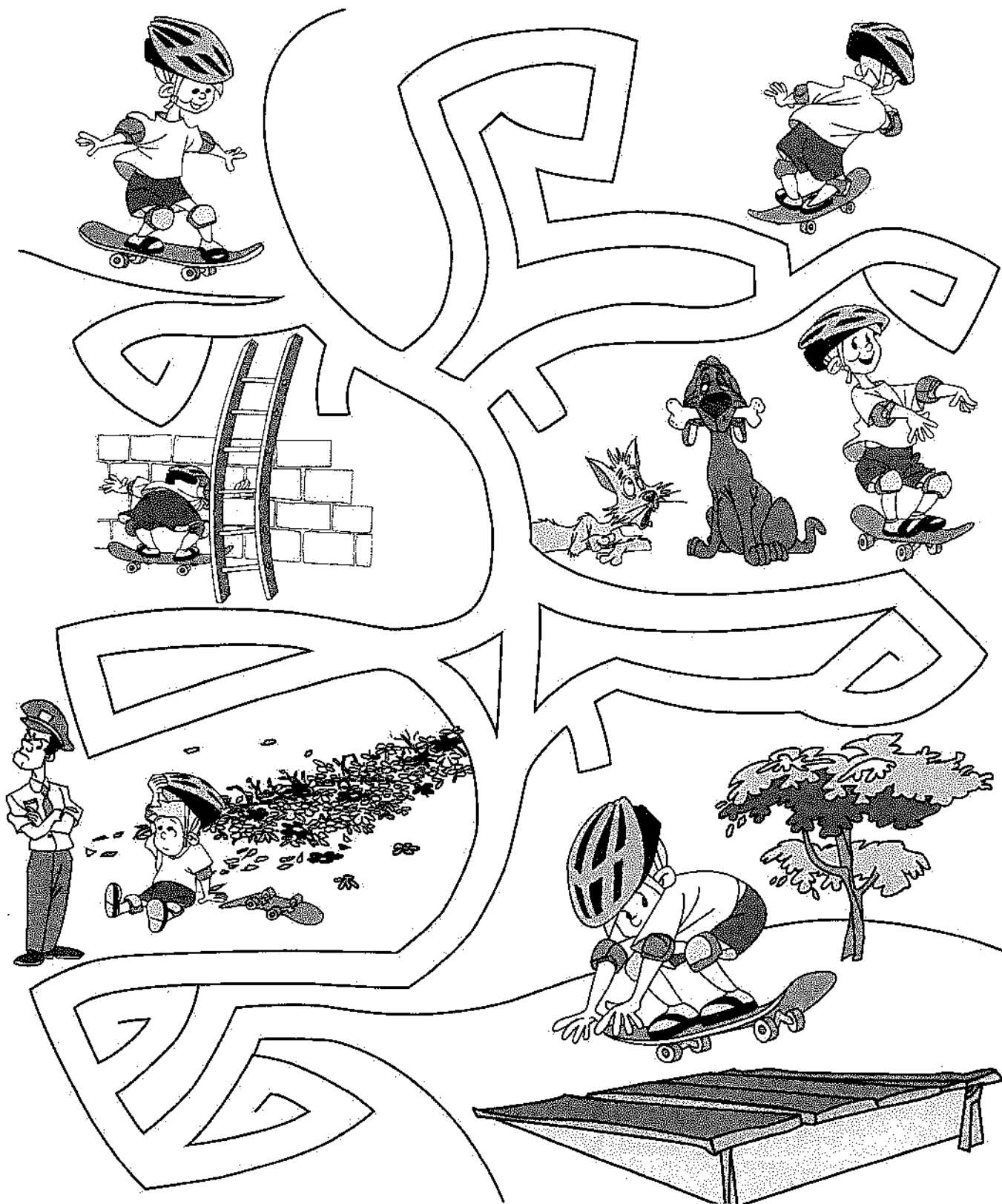
Draw a boy **on** the skateboard.



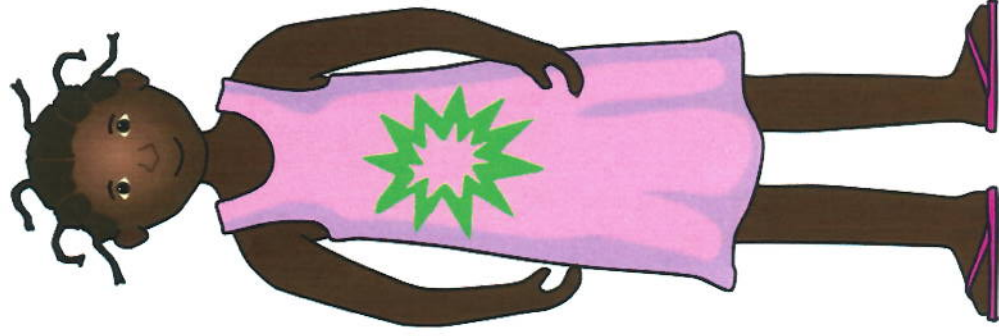
Level 3

On the Skateboard

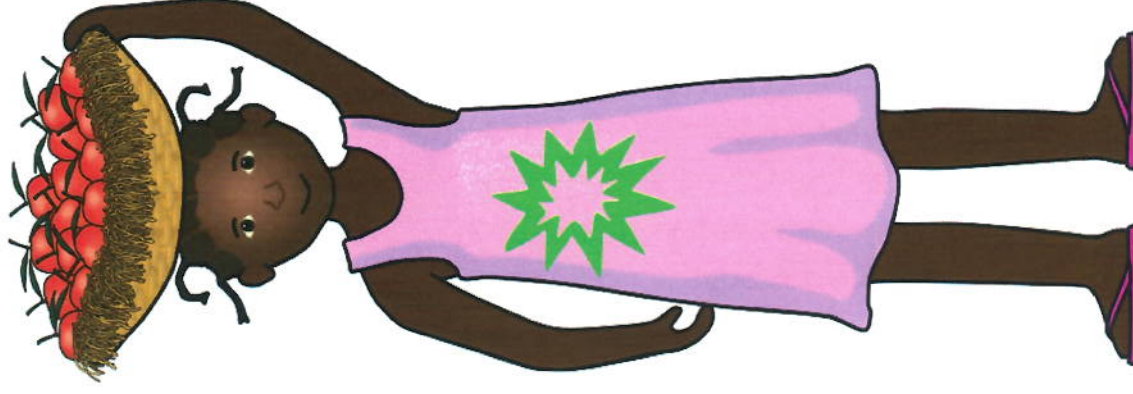
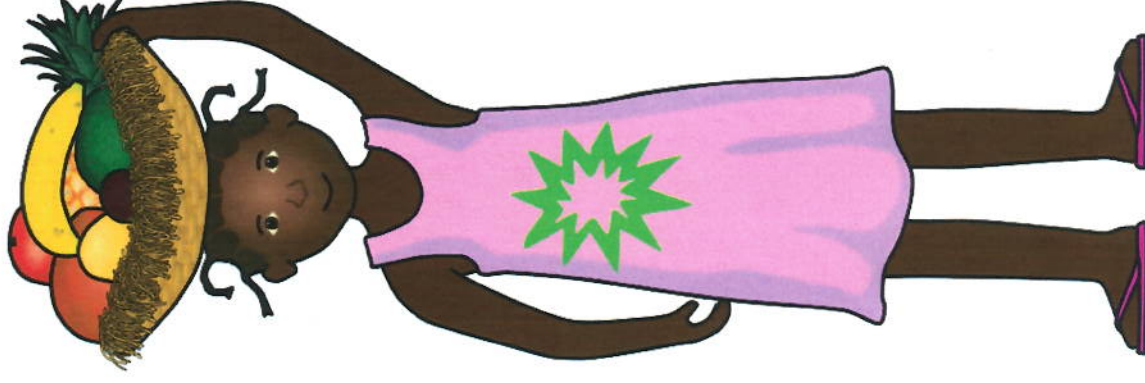
Draw a way through the maze to the skateboard ramp.



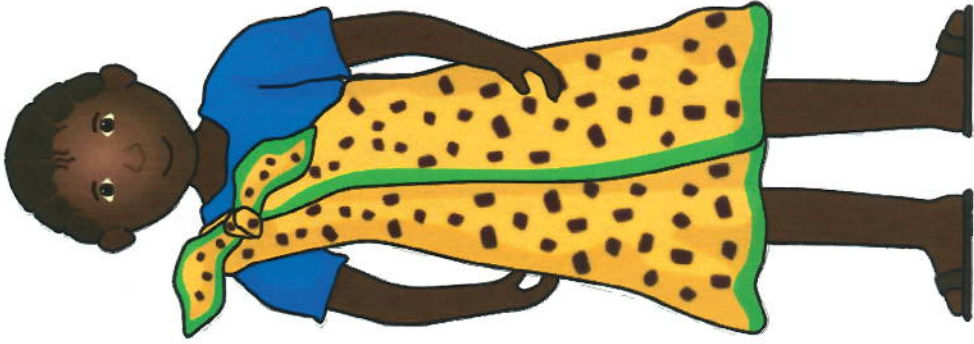
Handa's Surprise Story Cut-Outs



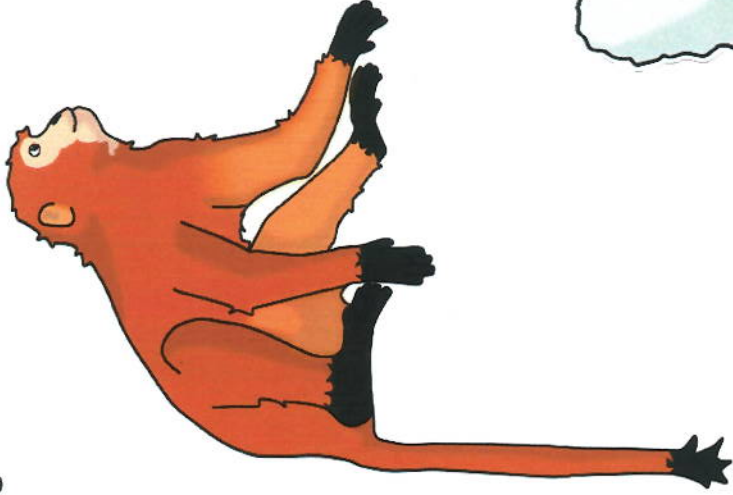
Handa



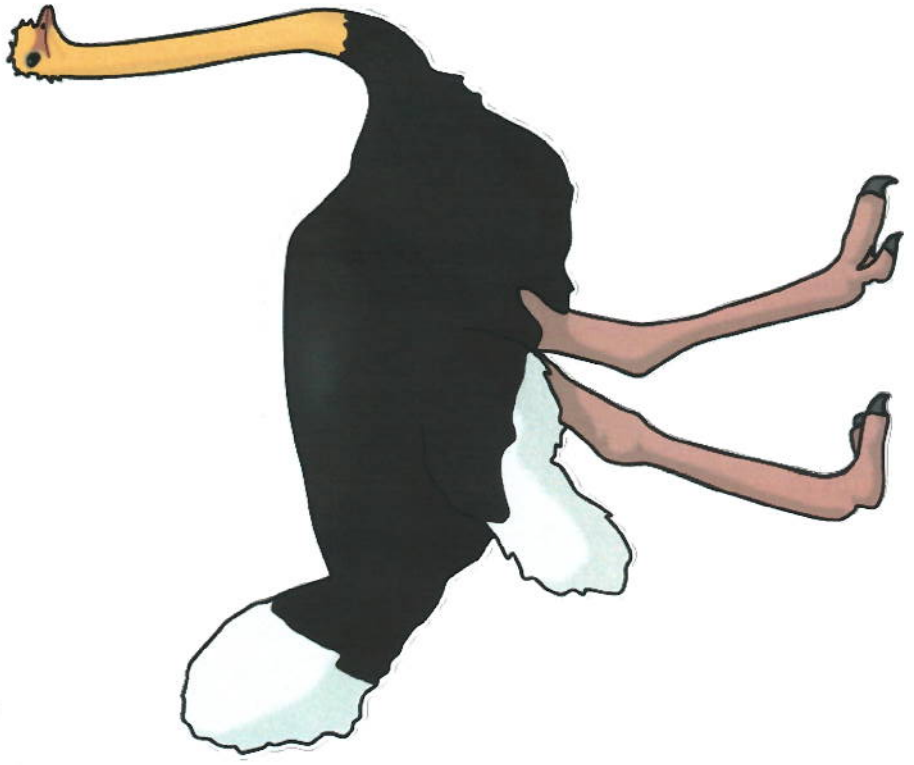
Handa's Surprise Story Cut-Outs



Akeyo

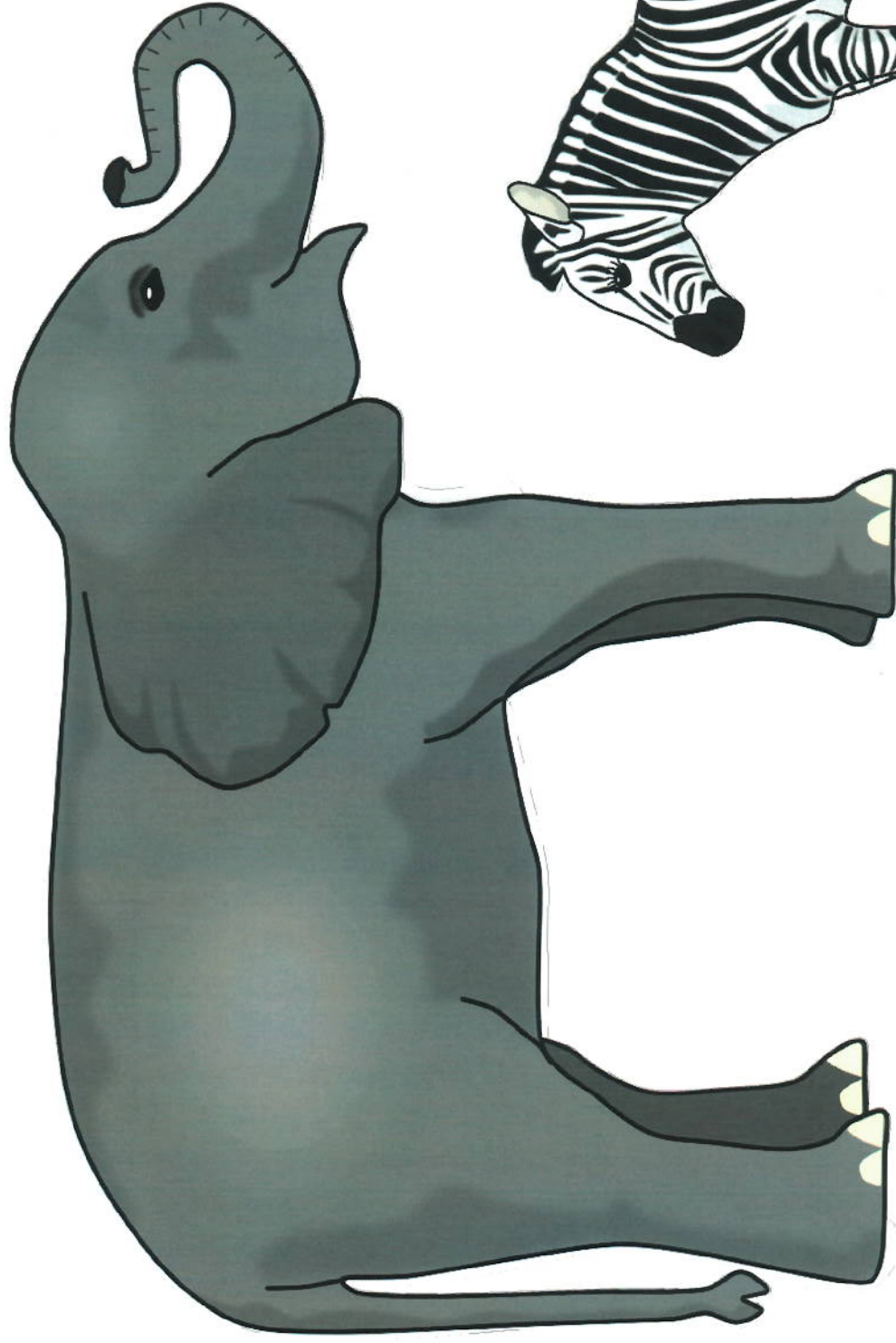


monkey



ostrich

Handa's Surprise Story Cut-Outs

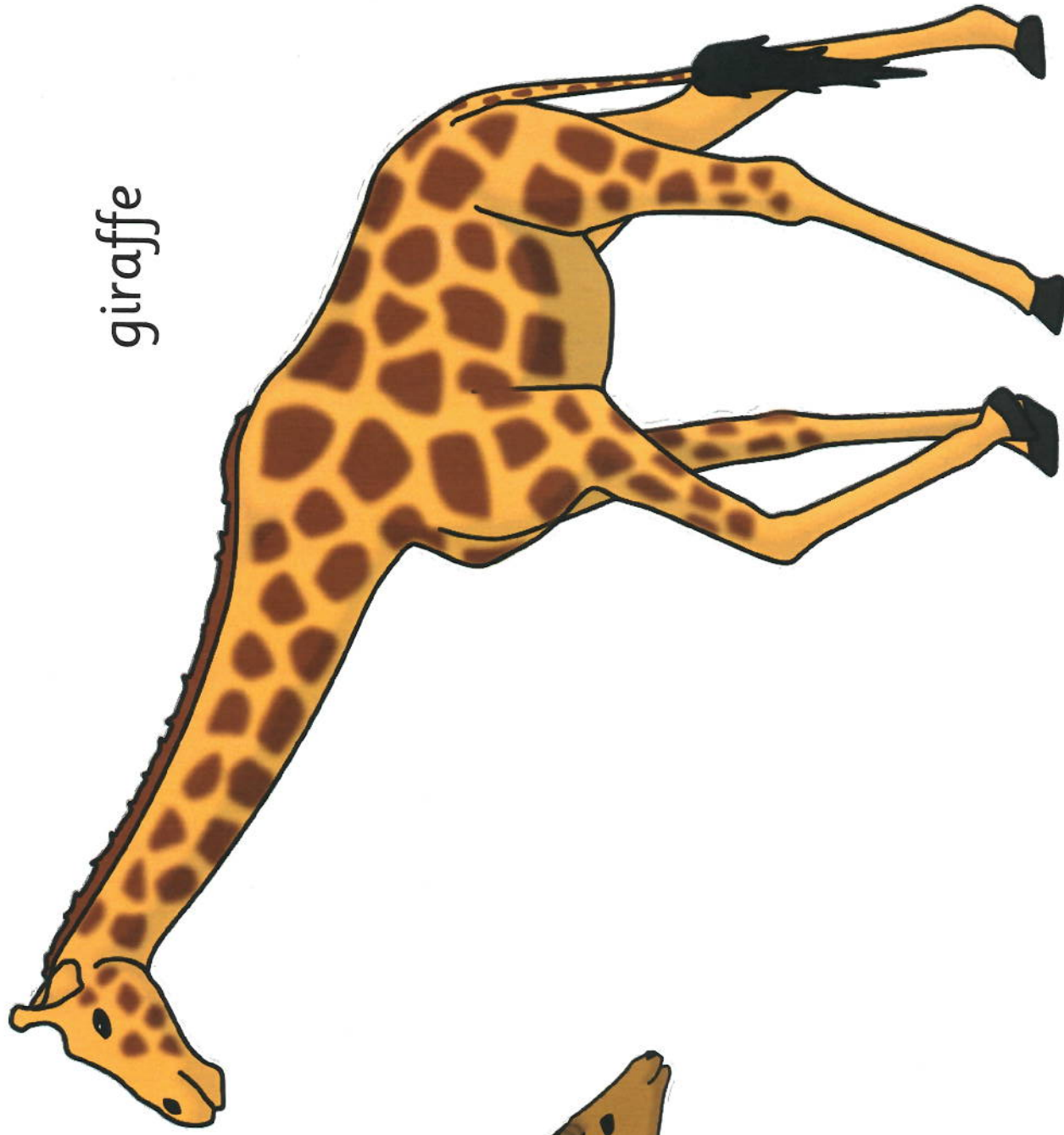


elephant

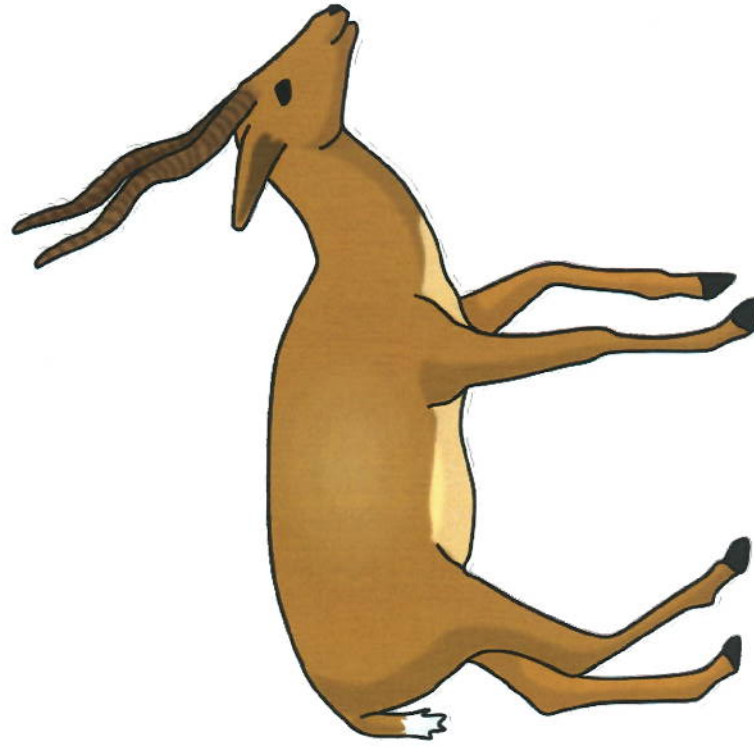


zebra

Handa's Surprise Story Cut-Outs



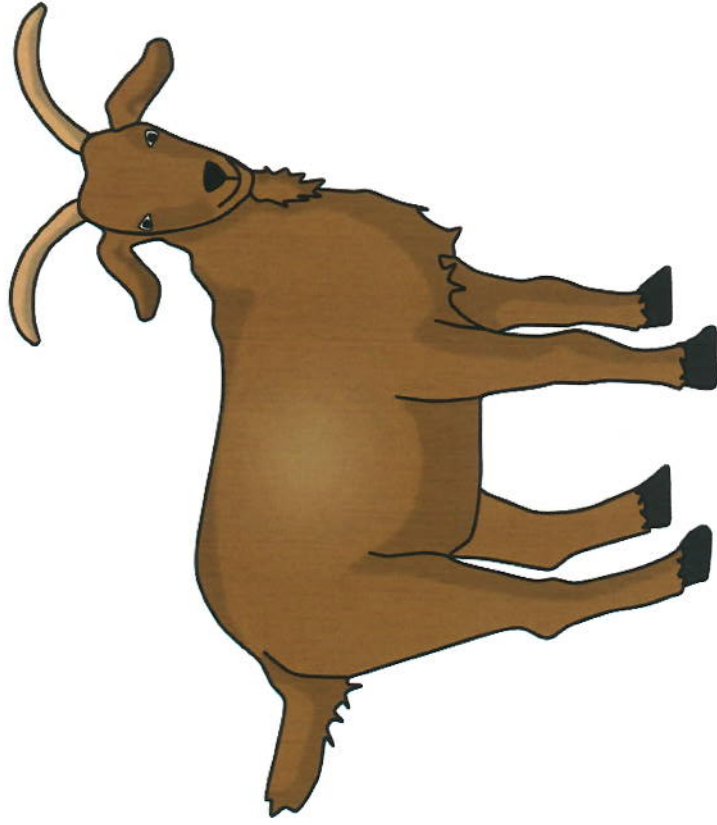
giraffe



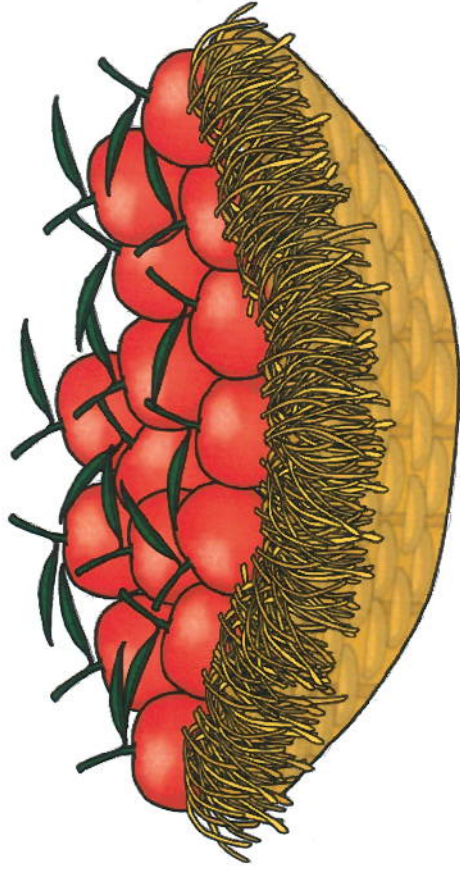
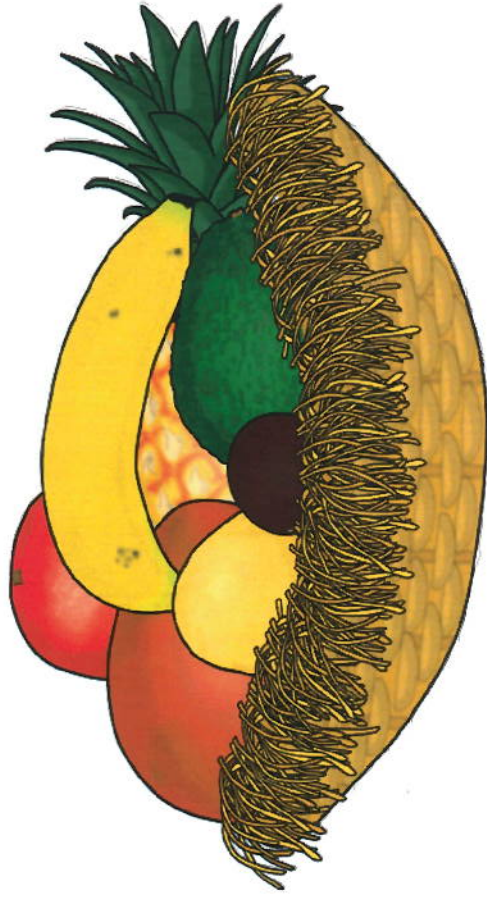
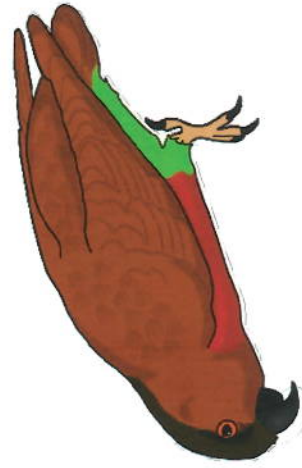
antelope

Handa's Surprise Story Cut-Outs

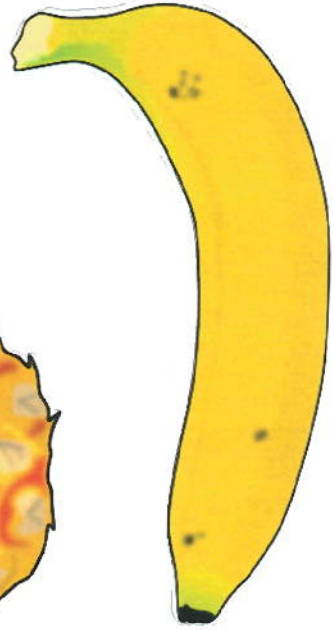
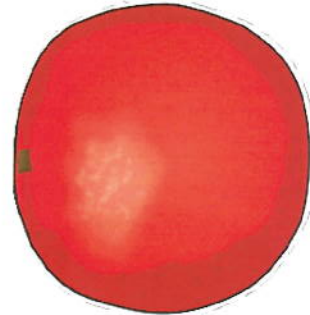
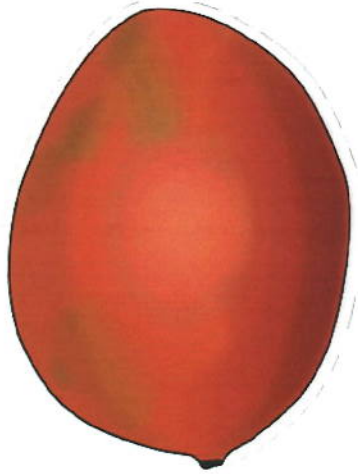
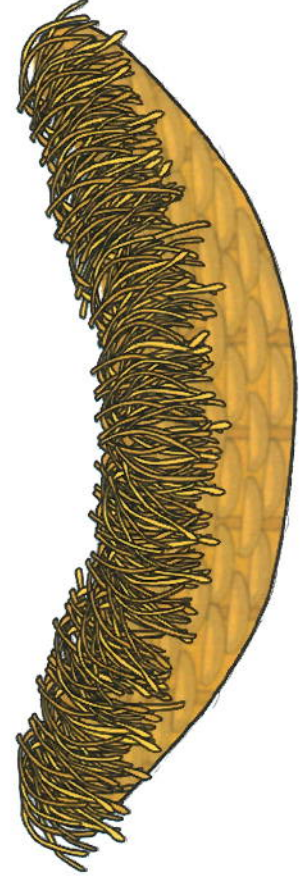
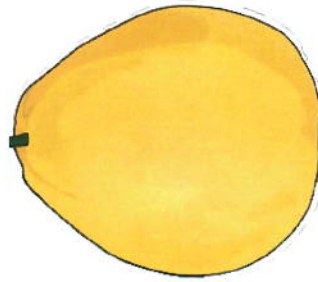
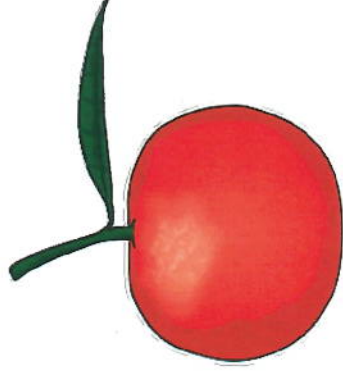
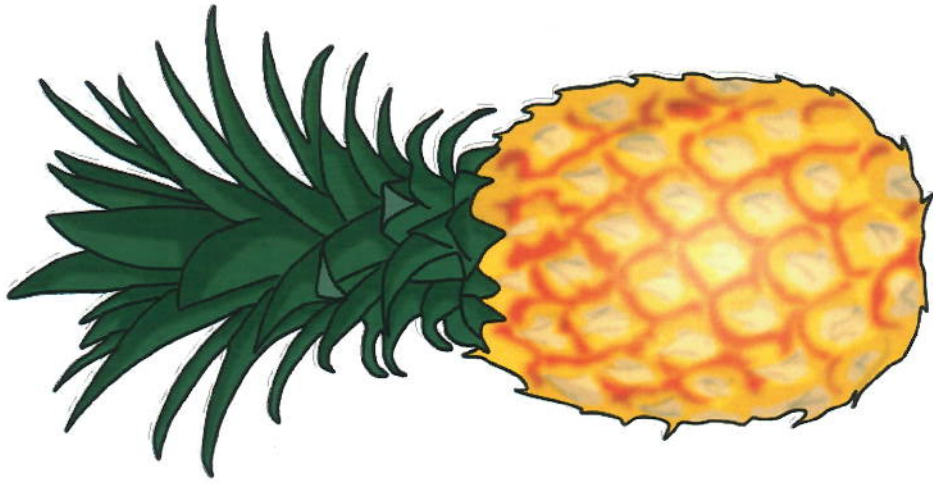
goat



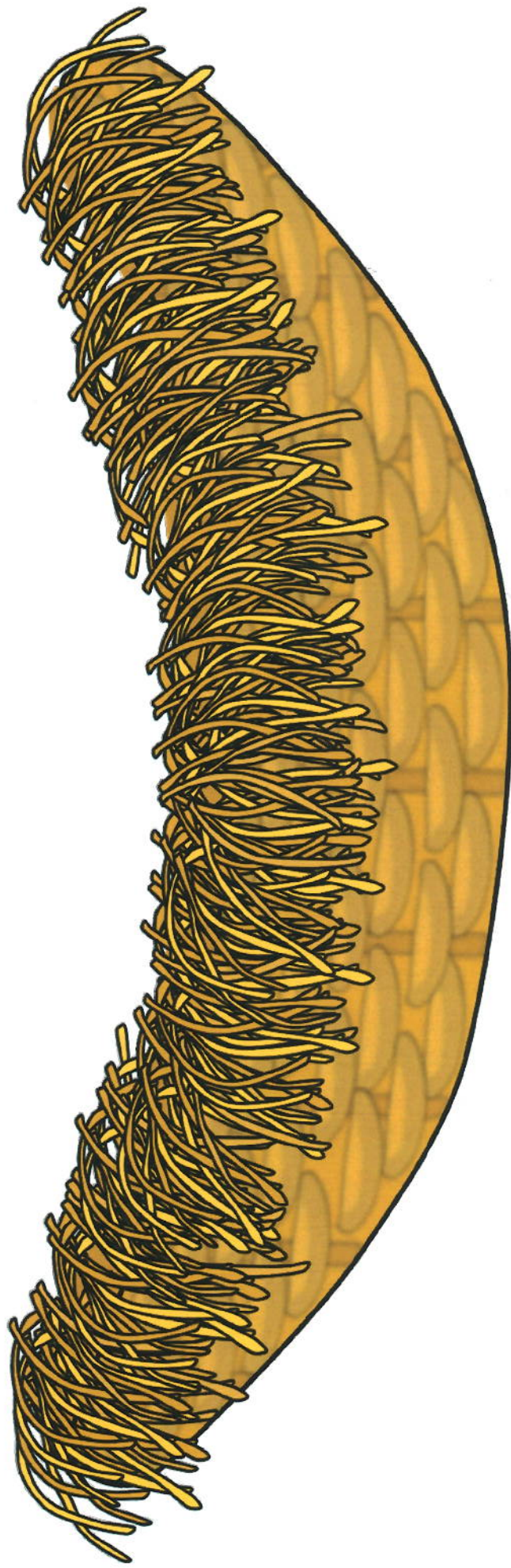
parrot



Handa's Surprise Story Cut-Outs

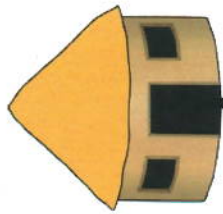


Handa's Surprise Story Cut-Outs

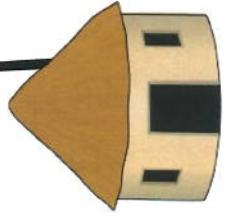
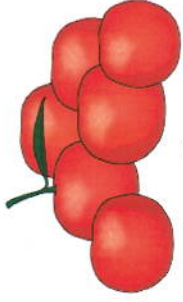


Handa's Surprise Story Map

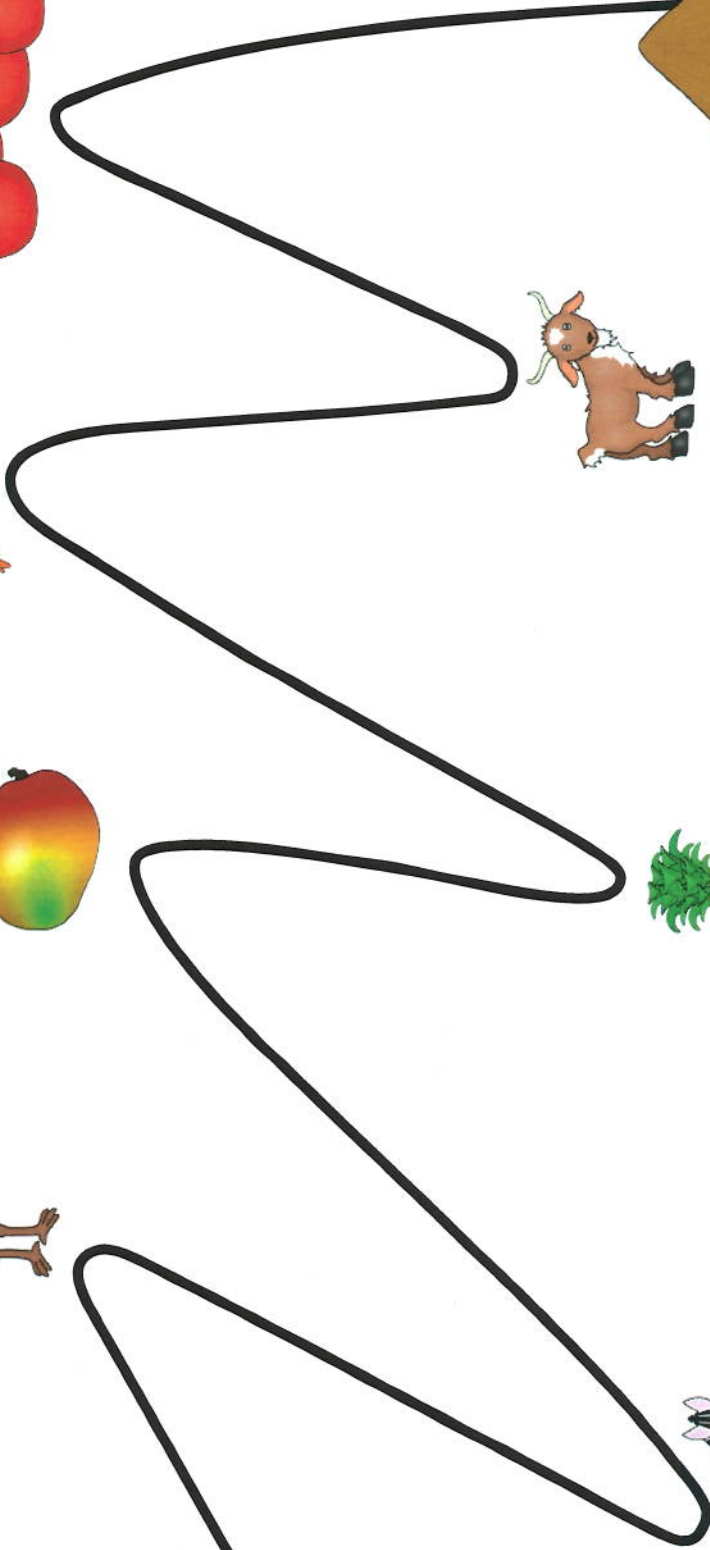
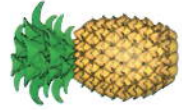
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Handa's
House





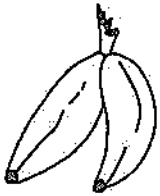
Akeyo's
House



Level 4

Counting Bananas

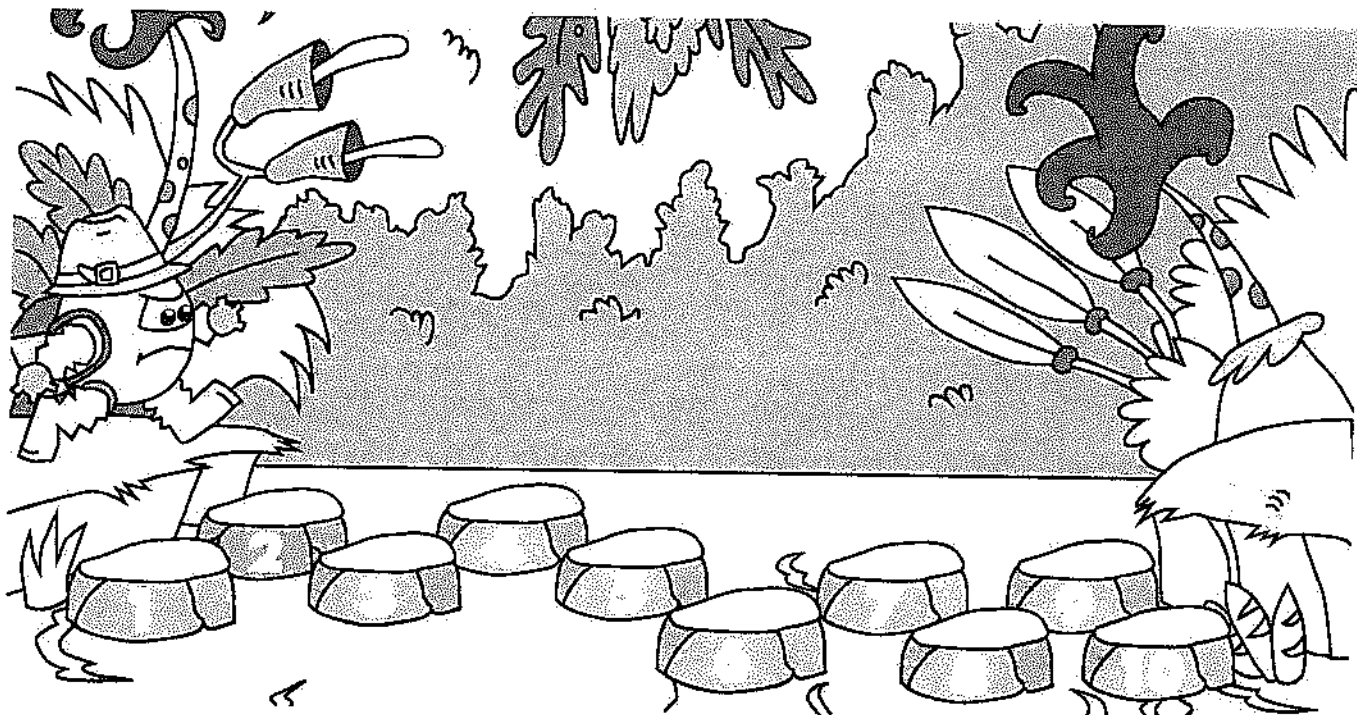
Draw bunches of 2 bananas in the spaces to make the number shown.
The first two are done for you.

2					
4					
6					
8					
10					

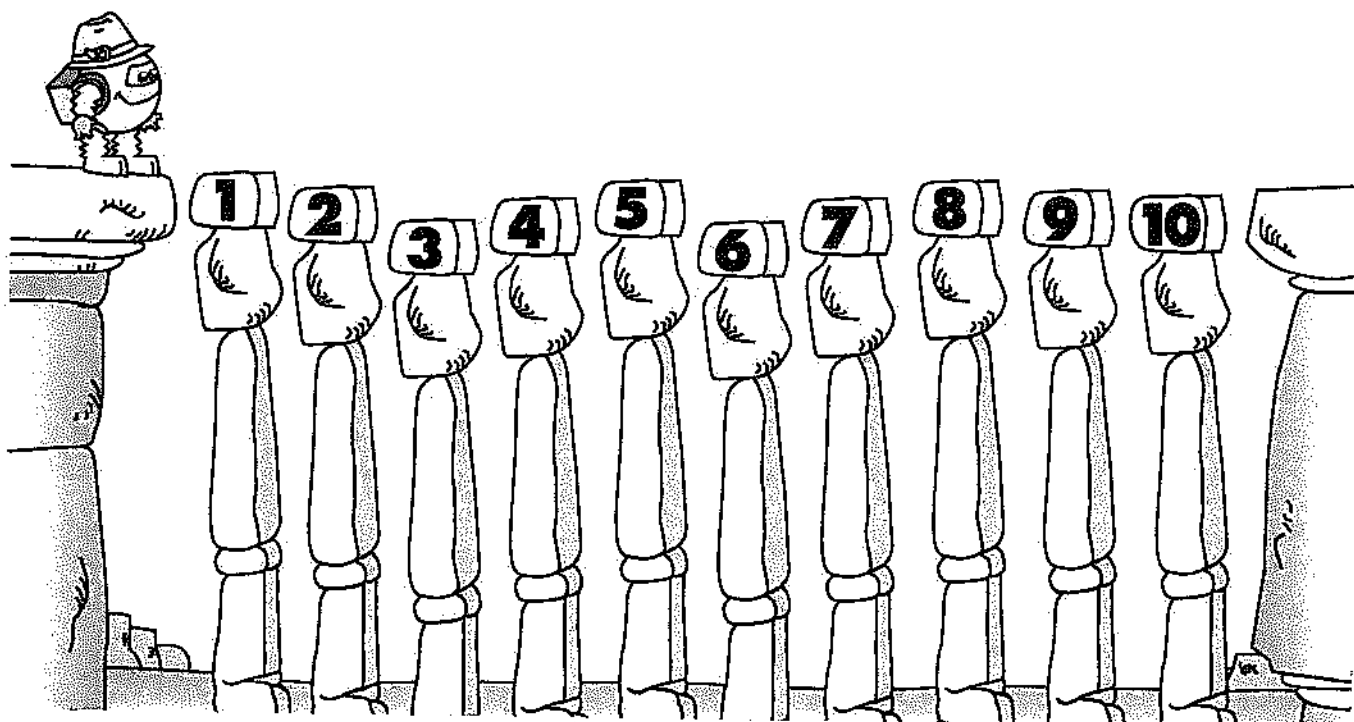
Level 4

Counting Bananas

Help Number Cruncher get across the river.
Colour every second rock.



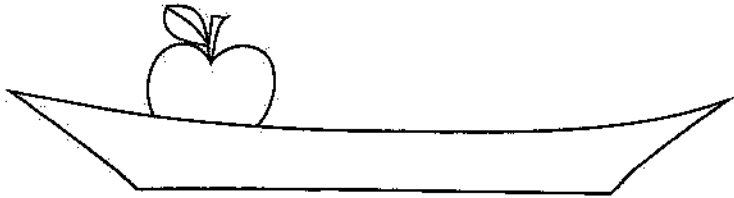
Help Number Cruncher get across the canyon.
Colour every second rock.



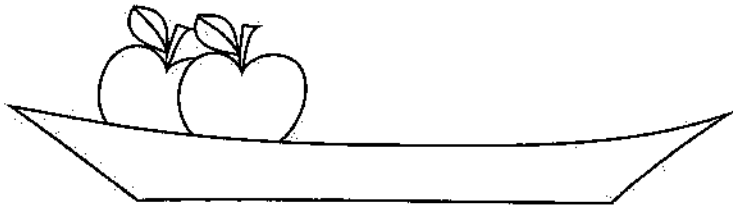
Level 4

Counting Bananas

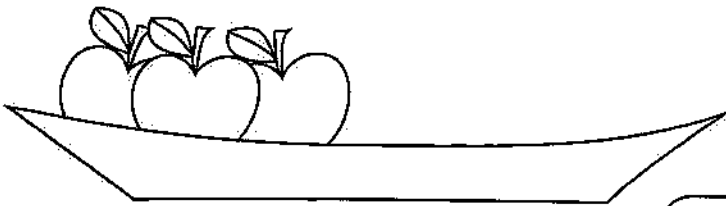
Draw more fruit to double the number.



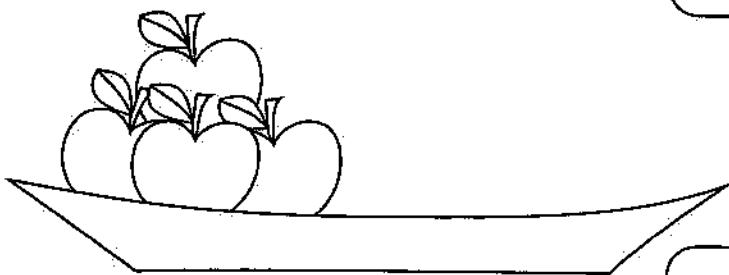
1 and 1 makes 2



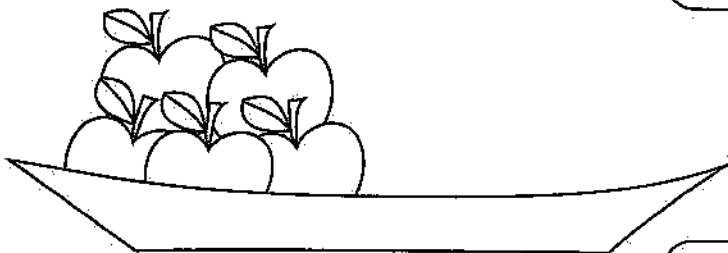
2 and 2 makes 4



3 and 3 makes 6



4 and 4 makes 8



5 and 5 makes 10