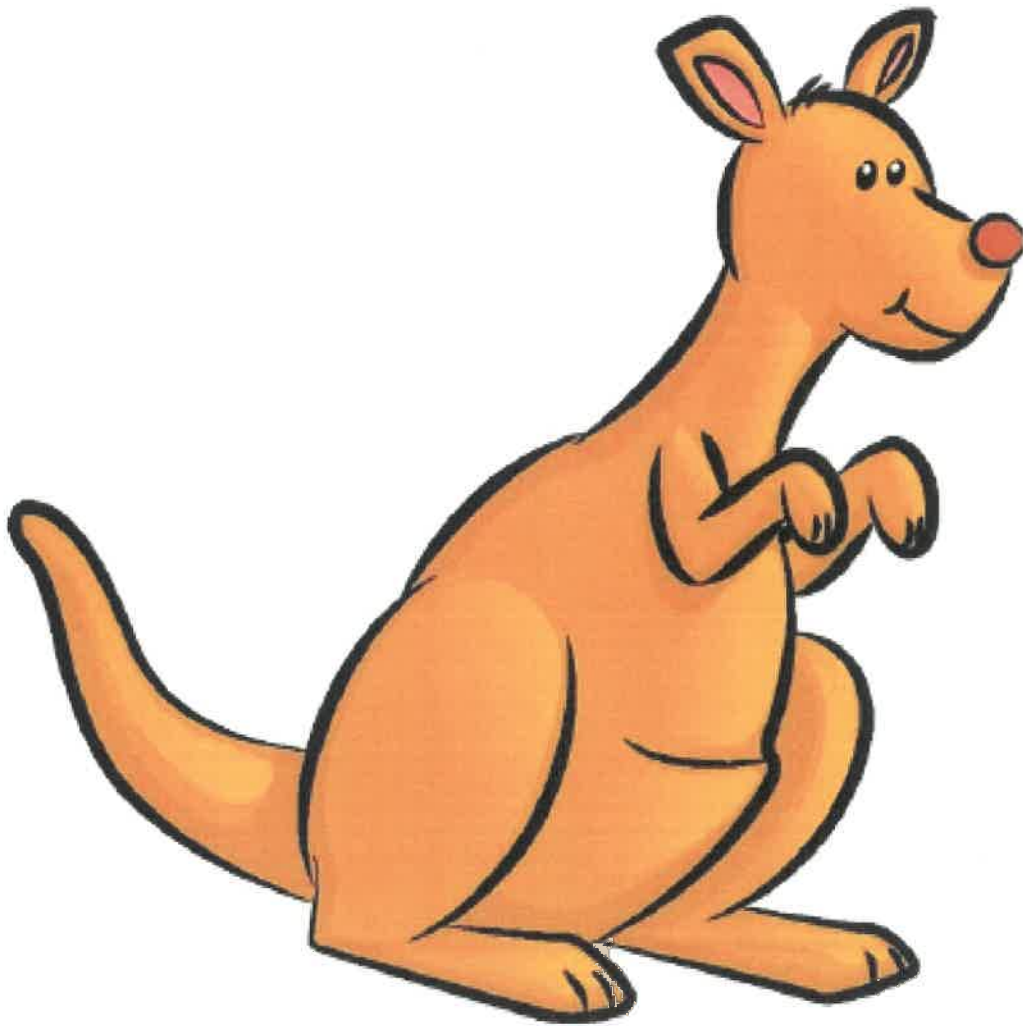


# Year 1

## Work Package 1

Term 2, 2020 - Weeks 1-3



Merriwa Primary School



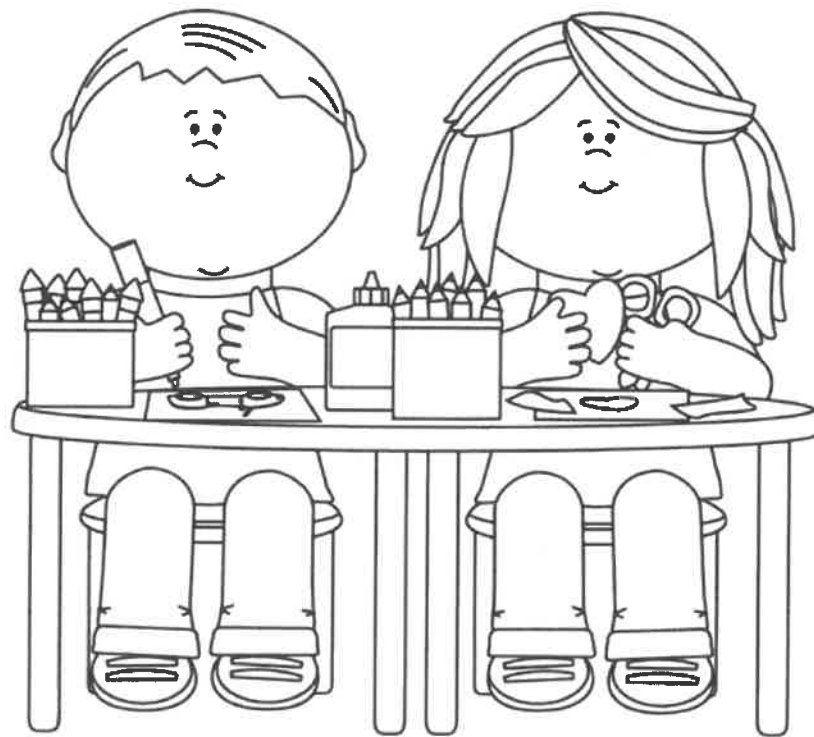
# Merriwa Primary School

## Daily Learning Routine Week 1

Year 1 and 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Break - eg. Breathing exercise, stretches, core practice					
9.00 - 9.30	Spelling	Spelling	Spelling	Spelling	Spelling
9.30 - 10.00	Reading	Reading	Reading	Reading	Reading
Snack and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
10.30 - 11.00	Maths	Maths	Maths	Maths	Maths
11.00 - 11.30	Writing	Writing	Writing	Writing	Writing
Lunch and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
12.00 - 12.30	History	Science	Health	Art	Music
12.30 - 1.00	Phys Ed	Phys Ed	Phys Ed	Phys Ed	Phys Ed

# Monday



Jj



## Spelling and Handwriting

Practice spelling these sight words. Don't forget to write your words sitting on the line and with finger spaces in between.

the

and

a

to

said

in

he

I

of

it

Did I write on the line?

y ☐

n ☐

Did I leave finger spaces between words?

y ☐

n ☐

Did I write my neatest?

y ☐

n ☐

# Numbers 1-100

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

43

44

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46

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48

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73

74

75

76

77

78

79

80

81

82

83

84

85

86

87

88

89

90

91

92

93

94

95

96

97

98

99

100

# Missing Numbers

Write down each missing number.

The grid contains the following numbers in order from left to right, top to bottom:

- Row 1: (empty), 2, (empty), 5, 6, (empty), 8, (empty)
- Row 2: (empty), 12, (empty), 14, 15, (empty), 17, 18, (empty)
- Row 3: (empty), 22, (empty), 24, 25, (empty), 28, (empty)
- Row 4: 31, (empty), 33, (empty), 35, (empty), 36, 38, 40
- Row 5: 41, 42, (empty), (empty), 45, (empty), 47, (empty), 49, (empty)

Name : \_\_\_\_\_

Date : \_\_\_\_\_

## Recount Writing



On the weekend



First



Next

Finally



The best part was

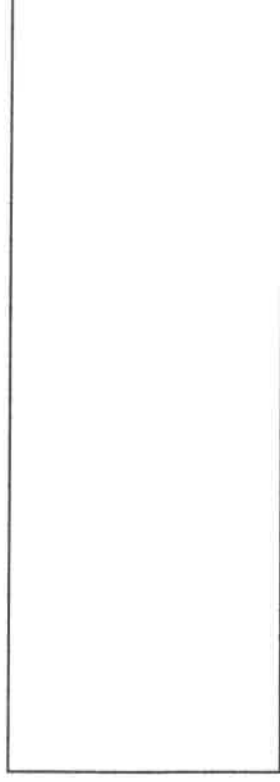
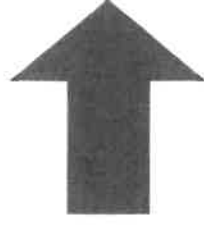
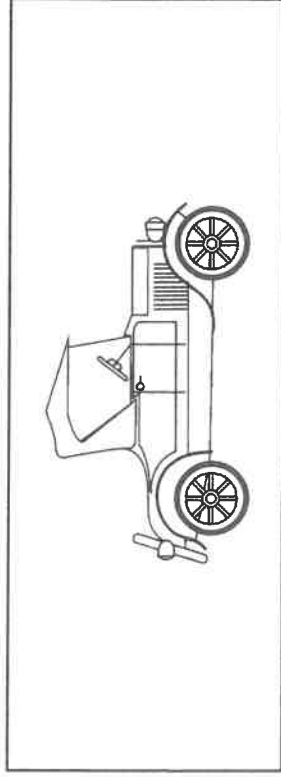
Name \_\_\_\_\_

Date \_\_\_\_\_

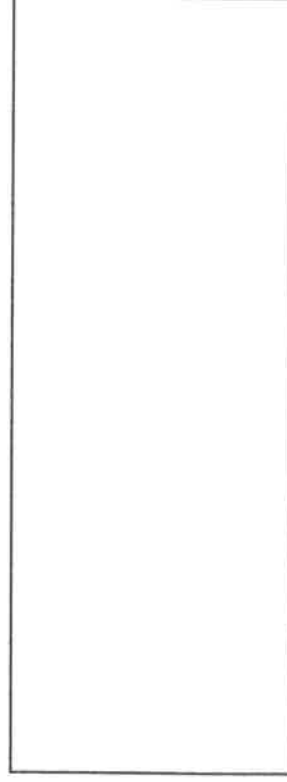
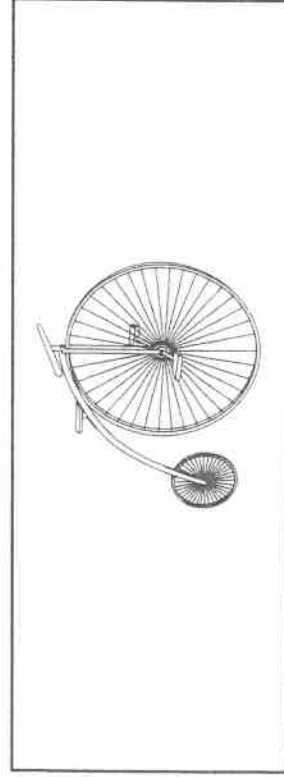
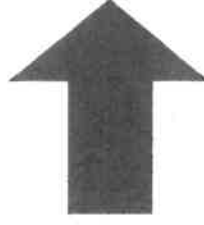
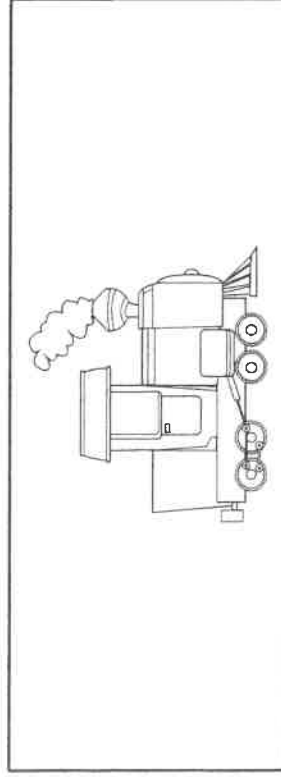
## Transport - Then and Now

Illustrate what each mode of transport from the past looks like now.

**Then**



**Now**



# Tuesday



Name: \_\_\_\_\_

Date: \_\_\_\_\_

sh



fish

fish

fish

dish

dish

rush

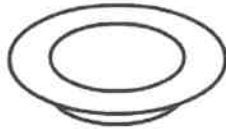
rush

mash

mash



mash



di



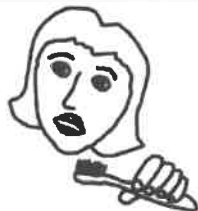
ru



fi



wa



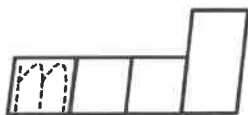
bru



sma



wi



Wash it and brush it.

Wash



# High Frequency Words Wordsearch



the  
and  
was  
on  
of  
it

said  
in  
to  
he  
they  
you

Name: \_\_\_\_\_

# Reading Comprehension

Directions: Read the text 3 times for fluency and color the stars.

I see a little boy. The boy is playing in  
the sand. He will make a sandcastle.  
He likes playing in the sand.



1. Check the picture that matches the story.



2. What do I see?

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

3. What will he make?

- a. sandcastle
- b. seashells
- c. a pie

Name: \_\_\_\_\_

# NUMBER of the DAY

\_\_\_ Tens \_\_\_ Ones

\_\_\_ + \_\_\_ = \_\_\_

T	O

One less:

\_\_\_\_\_

My  
number is:

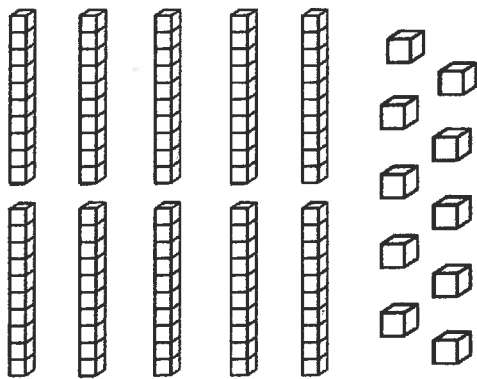
One more:

\_\_\_\_\_

Record on a number line:



What my number looks like  
using base 10 materials:



ODD

or

EVEN

Record a number pattern starting at your number:

\_\_\_\_\_

My number in words:

\_\_\_\_\_

## 1 Tom's Broken Leg

my brother tom broke his  
leg playing soccer He haz  
a red crutch to help hiim  
walk.



Find 2 spelling mistakes.  
Add 2 capital letters and 1 full stop.

 teachstarter

## 2 Windy Day

it was a really windy day  
on Sonday. kate and ben  
tok their kite to the park  
to fly it



Find 2 spelling mistakes.  
Add 3 capital letters and 1 full stop.

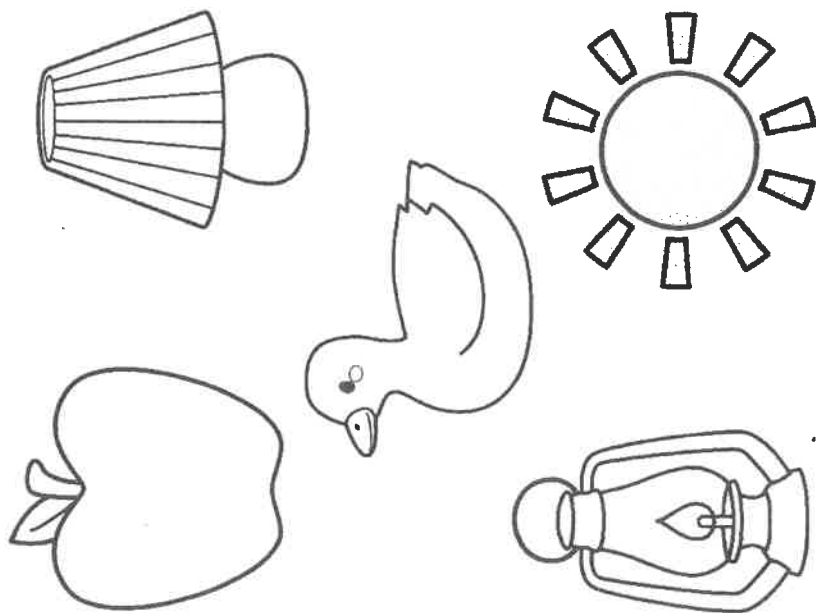
 teachstarter

Name: \_\_\_\_\_

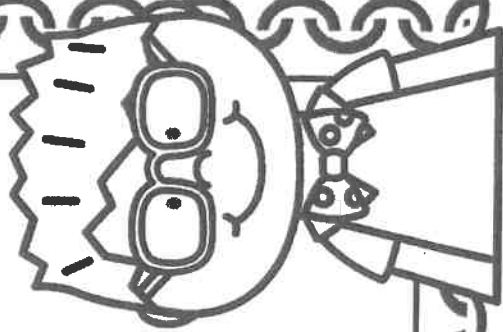
# Light Sources

*I can identify sources of light.*

*Circle the light sources.*



*Draw your own light source.*



# Wednesday



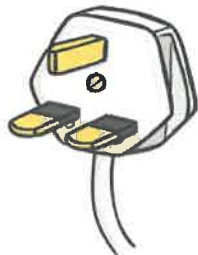
# CCVC Words

Look

Write



\_\_\_\_\_



\_\_\_\_\_



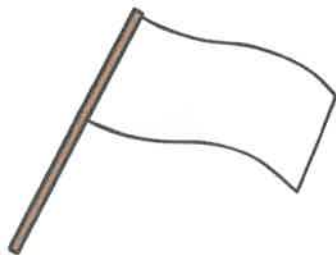
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Spelling Maze!

Draw lines between the right letters to spell out the word! Write your word on the lines at the end!



p

r

n

x

a

m



v

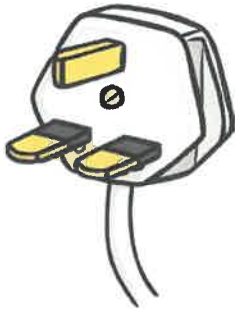
r

f

d

i

p



l

u

f

p

t

g



b

j

k

a

n

g



s

o

y

w

i

m

Name: \_\_\_\_\_

a

## My Dog Wag

Sam is very sad. He wants a pet but he does not want a cat or a rat. Sam's dad has a box for Sam. Something is moving in the box. Wag, wag, wag went a tail. What could it be? It's a dog for Sam! Sam needs to think of a name for his dog. "I will call him Wag because his tail wags so much." Wag loves to sit in Sam's lap. Sam pats his back. Sam is not sad anymore. He is glad.

Why is Sam sad?

Sam is sad because

\_\_\_\_\_

- he hurt his finger.
- he wants a pet.
- he lost a toy.

Write a word that rhymes with

cat	
sad	
lap	

Glad means the same as \_\_\_\_\_.

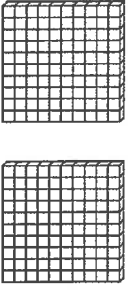
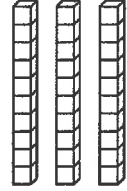

- upset
- happy

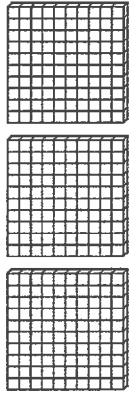
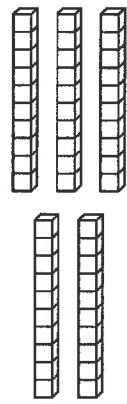
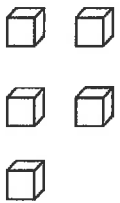


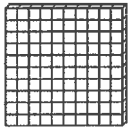
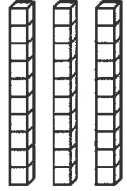
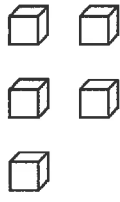
Sam called his dog Wag because

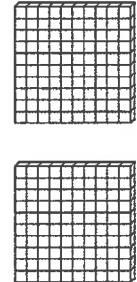

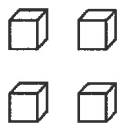
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

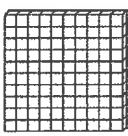
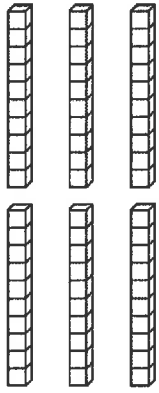
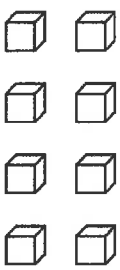
# How Many Hundreds, Tens and Ones?

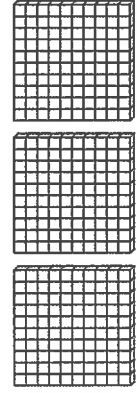
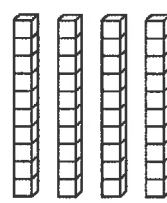

		
hundreds	tens	ones

		
hundreds	tens	ones

		
hundreds	tens	ones

		
hundreds	tens	ones

		
hundreds	tens	ones

		
hundreds	tens	ones

# WRITING PROMPTS

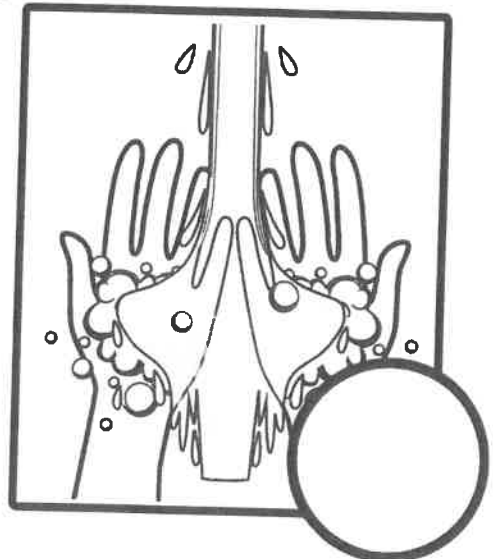
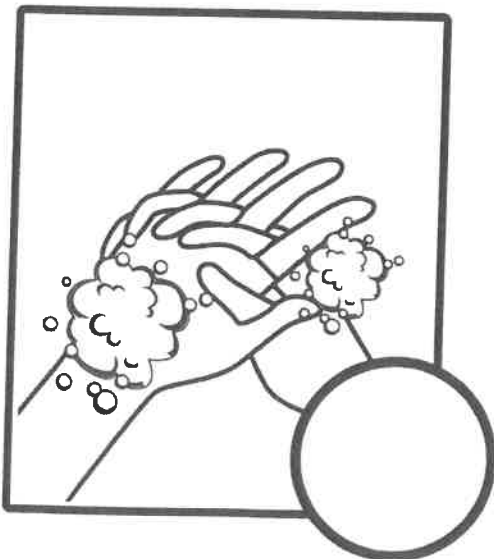
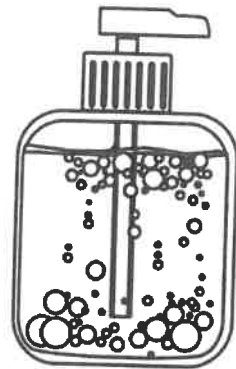
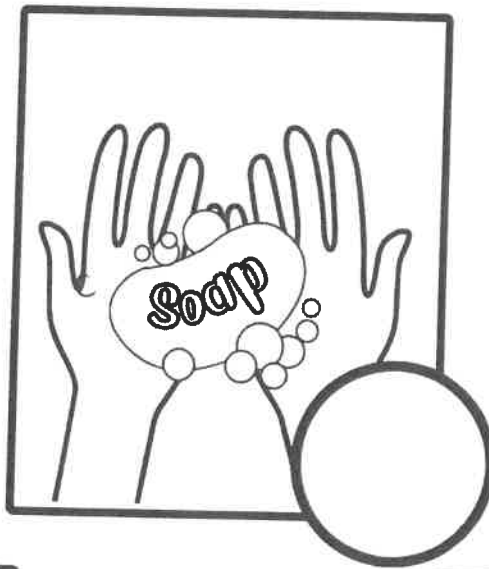
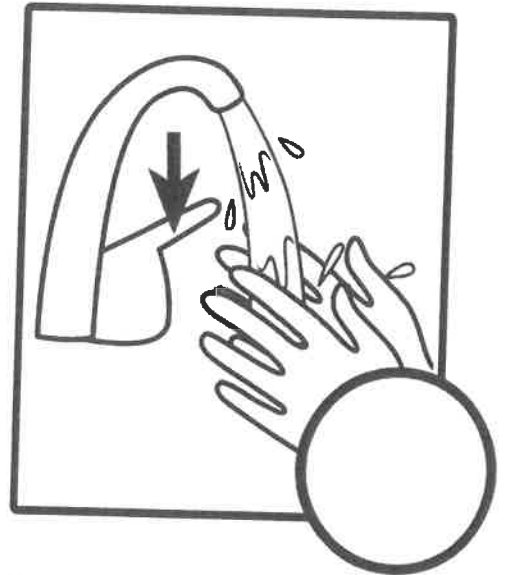
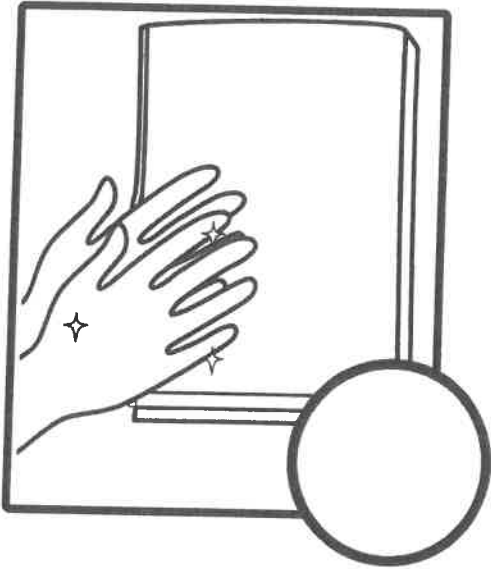
What was your favourite thing to learn this week and Why?	Do you enjoy going to the beach? Why or why not?	What would you like to be when you grow up? Describe what you would do?	The best present I ever got was...	What do you think makes a good friend and why?
What are you grateful for and how does it make you feel?	What is your favourite outdoor activity? Why?	If I had a special power it would be ....	The king came face to face with the fire breathing dragon...	My favourite memory is...
A time I felt frightened was ...	Invent a monster and describe it. Describe where it lives (habitat) and its look like (features)	Help your family make your lunch. Write the steps to make it.	Write the instructions for how to build a paper aeroplane.	You found a magic bottle in the sand at Quinns Beach and are granted one wish. What is it and why?

# How to wash your Hands

Number each picture in the correct order.

Name: \_\_\_\_\_

Teach **THIS**

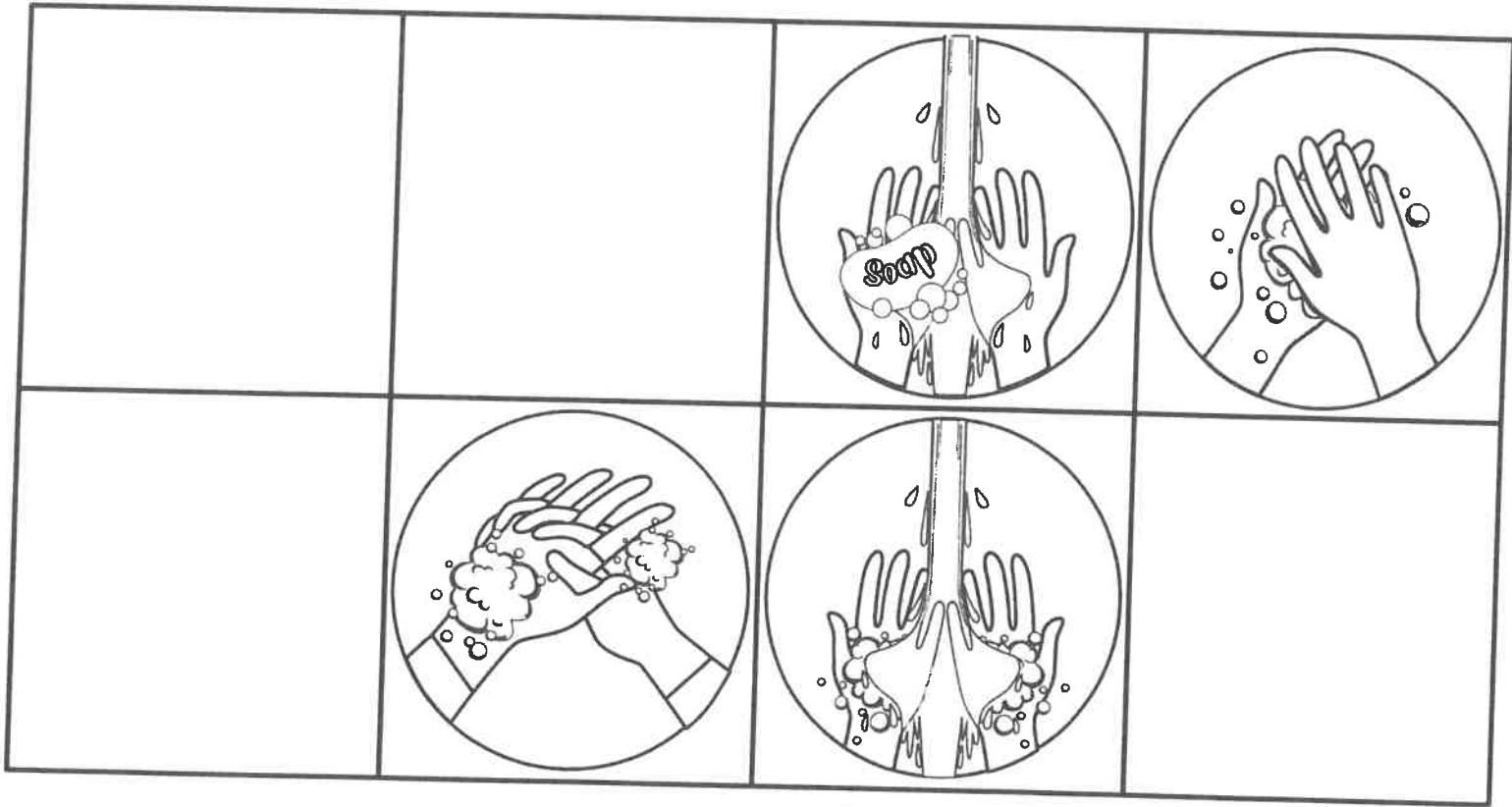




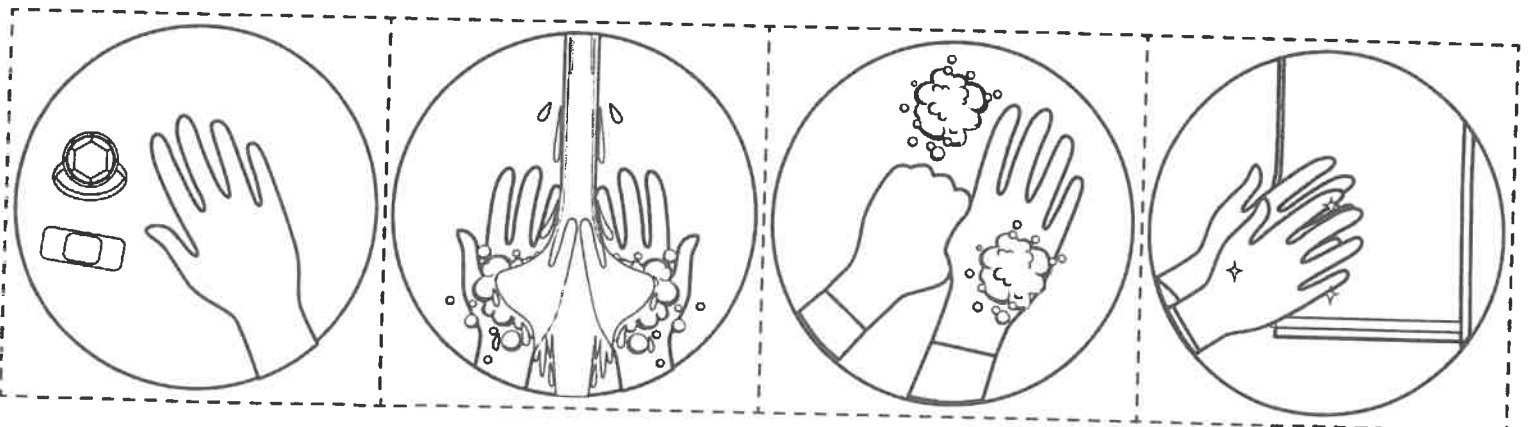
# Hand Washing Procedure

Name: \_\_\_\_\_

Colour, cut and glue the image in the box.



Teach **THIS**



# Thursday



## Spelling and Handwriting

Practice spelling these sight words. Don't forget to write your words sitting on the line and with finger spaces in between.

the

the the the the the

and

a

to

said

in

he

I

of

it

Did I write on the line?

y ☐

n ☐

Did I leave finger spaces between words?

y ☐

n ☐

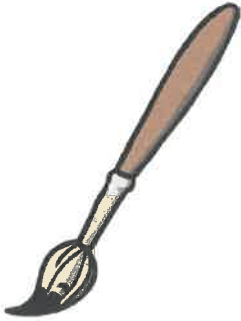
Did I write my neatest?

y ☐

n ☐

# Spelling Maze!

Draw lines between the right letters to spell out the word! Write your word on the lines at the end!



b

r

u

x

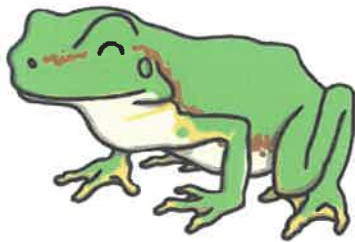
h

s

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



f

e

g

r

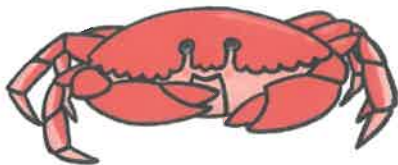
o

n

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



c

a

f

f

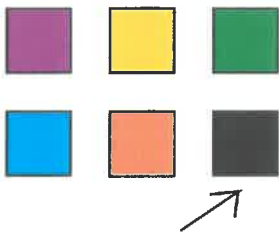
r

b

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



l

c

e

b

a

k

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



r

c

a

o

s

s

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# The Sun Comes Up

The sun comes up early in the morning. The duck wakes up. The pup wakes up. The pup will run in the sun outside. The duck will stand in the thick brown mud. The pup can see a nut that is stuck in the tall tree. The nut looks yummy. Duck and the pup tug and tug to get the nut unstuck. Hooray! The nut is not stuck anymore. Yum, what a delicious nut.

Who gets up first?

- The duck gets up first.
- The pup gets up first.
- The nut gets up first.

Who will run in the sun?

- The duck will run in the sun.
- The pup will run in the sun.
- The nut will run in the sun.

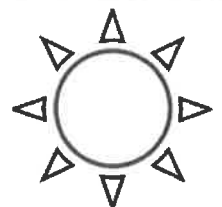
What did the pup see?

- A nut that is stuck.
- A duck in the mud.
- A pup that is stuck.

How did they get the nut?

- They had to jump and run.
- They had to hug and hug.
- They had to tug and tug.

Find a word in the text that means the same as 'yummy'



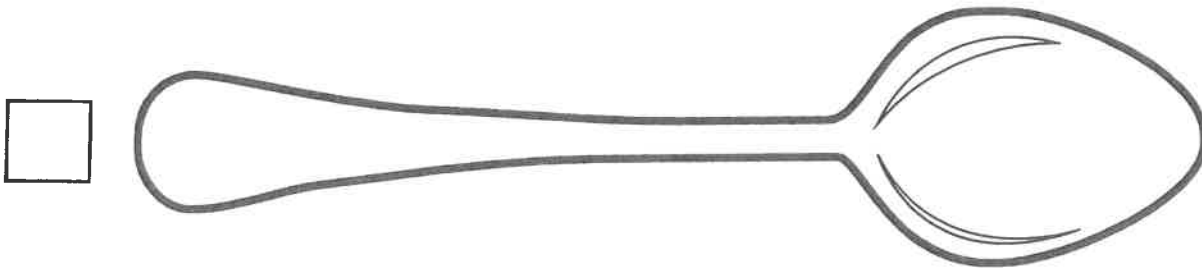
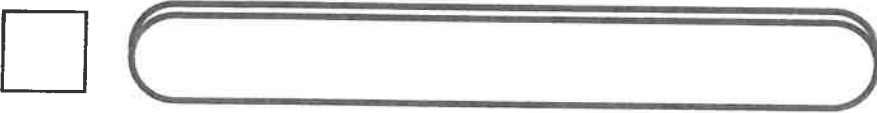
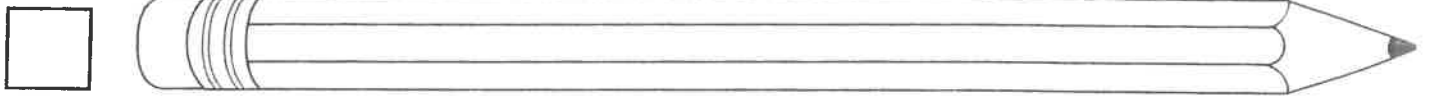
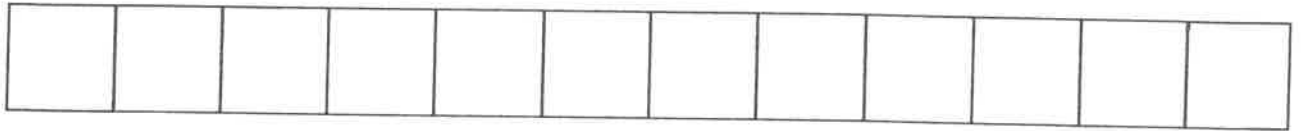
\_\_\_\_\_ means the same as yummy. 12

Name \_\_\_\_\_

Date \_\_\_\_\_

## Length - Informal Units

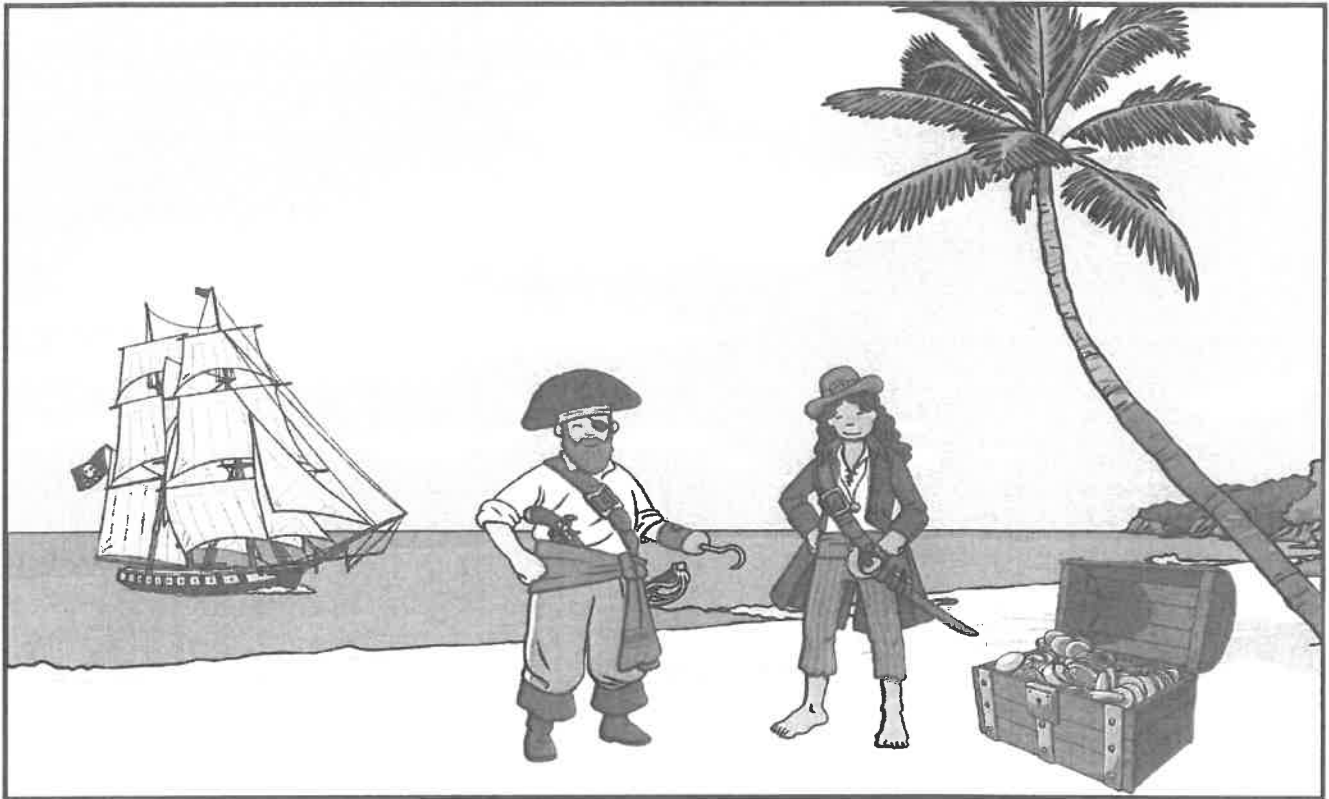
- ① Use the squares to measure the length of the objects.



Item	Length
pencil	_____ squares
pop stick	_____ squares
spoon	_____ squares

- ② Circle the longest item in green and the shortest item in red.

- ③ Put a 1 in the box next to the object that is the shortest. Then write a 2 beside the next shortest object. Keep going until all the objects are numbered.



**Who?** \_\_\_\_\_

**Where?** \_\_\_\_\_

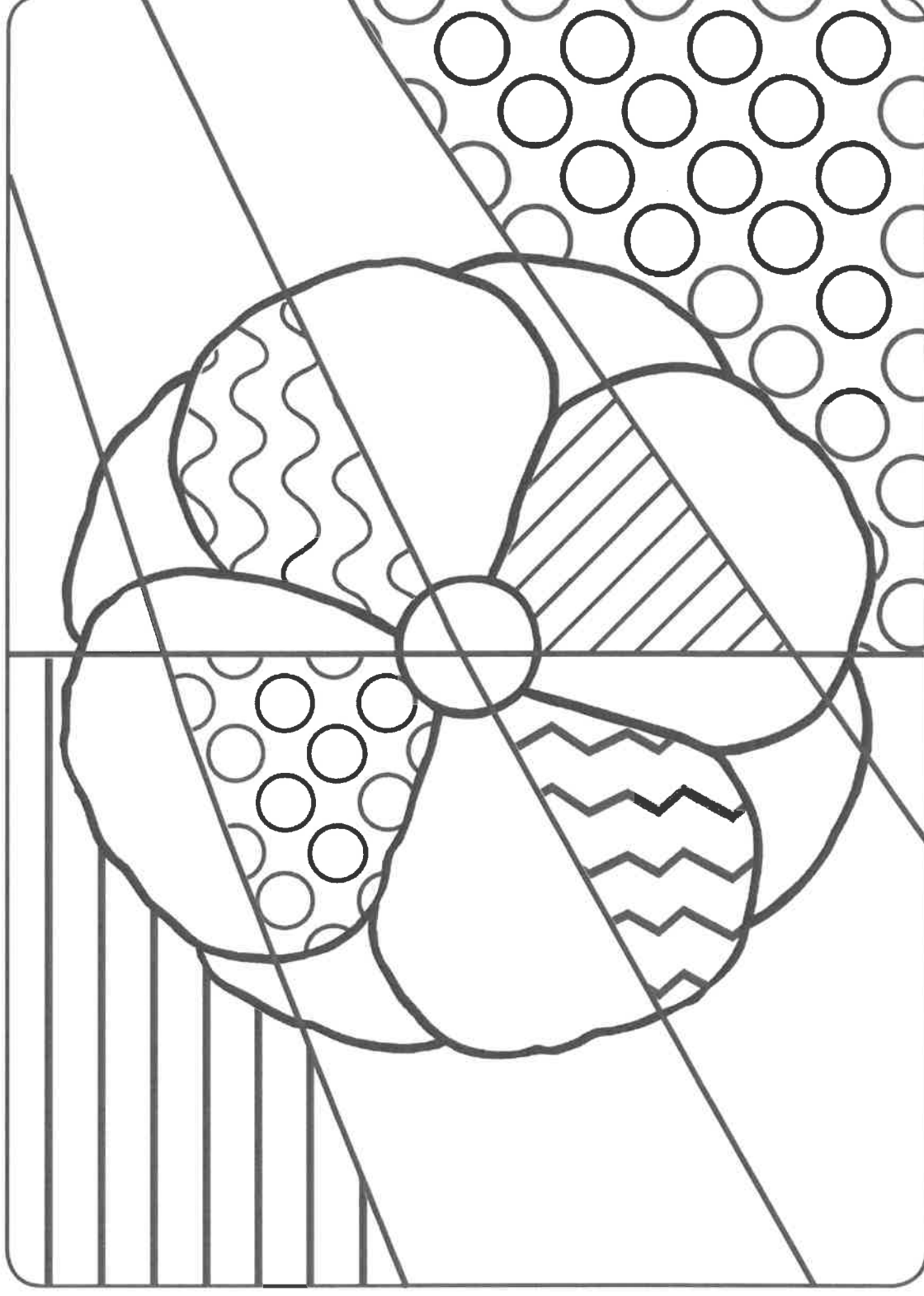
**What was the problem?** \_\_\_\_\_

**How was it solved?** \_\_\_\_\_

**End:** \_\_\_\_\_

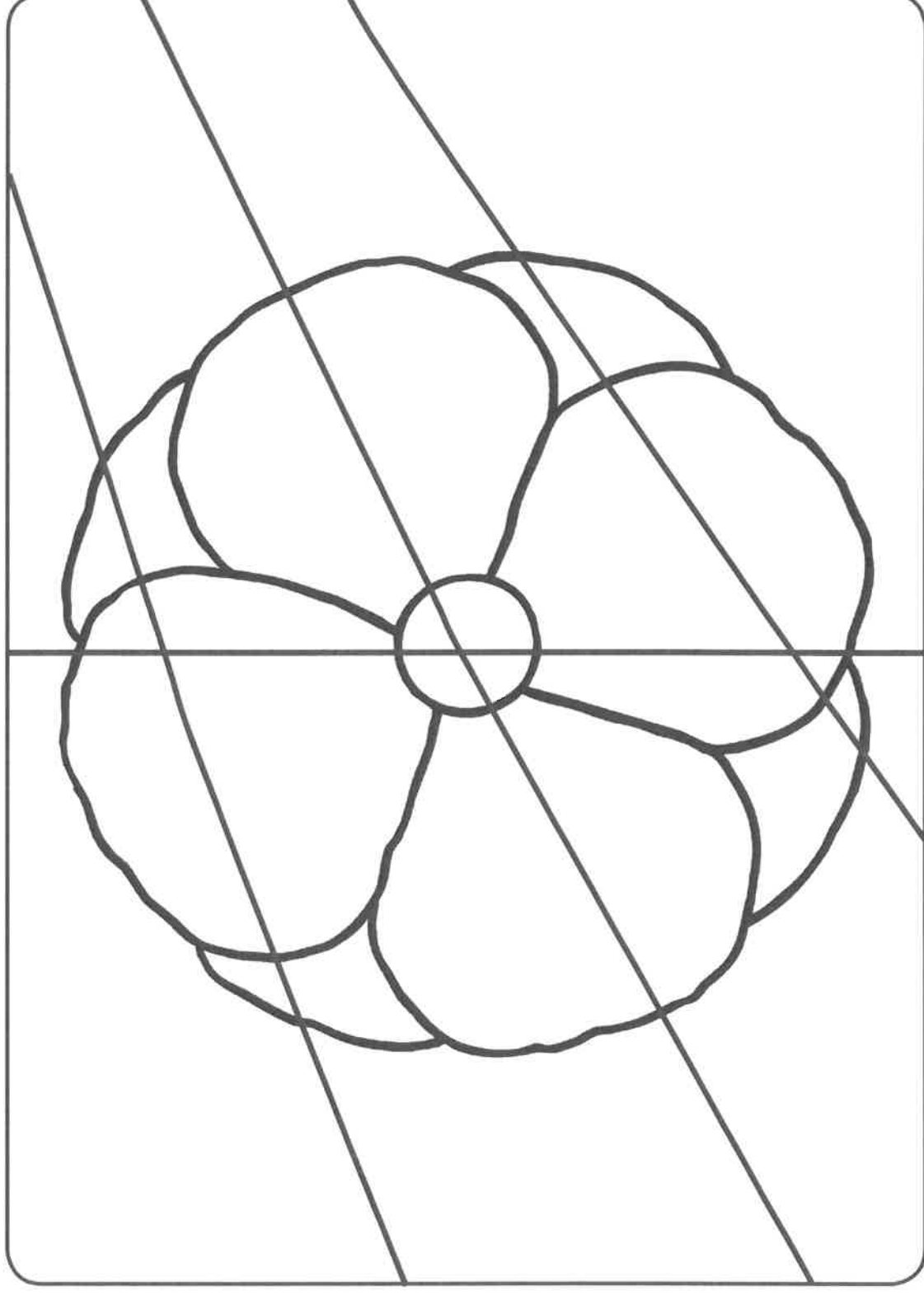
# Anzac Day Poppy Art

Colour each section of the poppy a different colour.



# Anzac Day Poppy Art

Colour each section of the poppy a different colour.



# Friday



**Sight words!**

## Activity Grid

Rainbow words – Write your spelling words over and over using different colours. Fill the space below!

## Spelling Words

- |         |         |
|---------|---------|
| 1. that | 6. are  |
| 2. with | 7. up   |
| 3. all  | 8. had  |
| 4. we   | 9. my   |
| 5. can  | 10. her |

## Extension

1. what
2. there
3. out
4. this
5. have



# CVCC Words

Look

Write



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# FLUENCY ZAP /A/ ☆☆☆

Annie ate awesome apples that actually tasted like ants. She also had a great idea to make apple pancakes. Annie got the pan out and used whatever they had. She even dragged her angry Dad to come and help her with the plan. When they were finished, Annie served it to her family and they all sang, "That apple pancake was actually really bad".

Record your time: ①

②

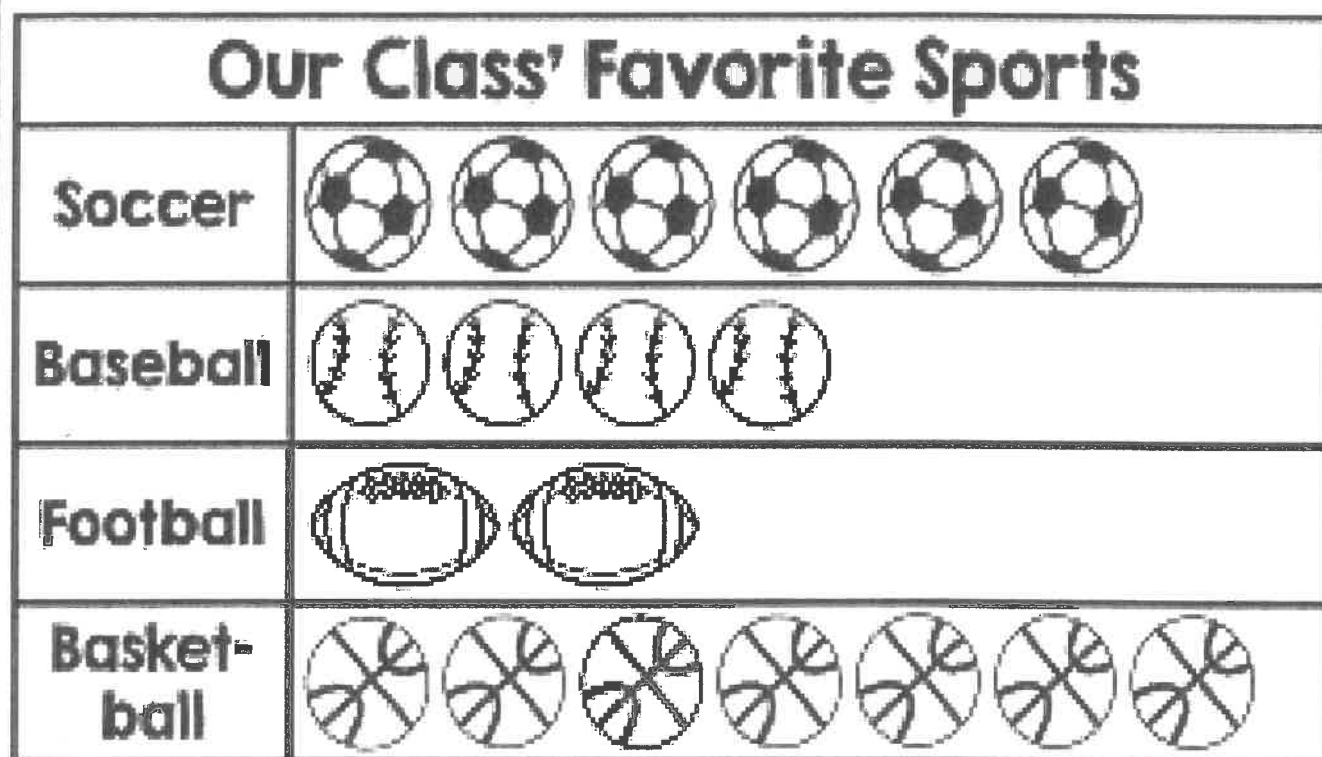
③

Name \_\_\_\_\_



# Picture Graphs

Answer the questions about the picture graph.



1. Write how many kids like each sport.

 \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

2. Which sport does our class like the most? \_\_\_\_\_

3. Which sport does our class like the least? \_\_\_\_\_

I am  
growing  
gratitude

Family

Clothing

Home

School

Food & drink

Nature

Name:

Play

# Music



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# Music

## Suggested activities for Year 1 & 2

Listen to a variety of songs

1. Dance to music.
2. Clap to the beat of the music.
3. Clap to the rhythm of the music. Rhythm is like clapping to the words of the song.
4. Can you march to the music? Find a song you can march to the music.
5. Tell your parents/ carers which song was your favourite and why.
6. Dance to the Macarena.

Colour in the turtle worksheet.

### Instruments.

Make an instrument at home.

You can use pots and pans to make drums.

Fill a jar with rice to make a shaker. Put other things into jars to change the sounds.

Explore if these create loud (forte) or soft (piano) sounds.

Can you play the instruments fast (presto) or slow (largo)?

### Year 2

If you have a recorder at home, please play Hot Cross

Buns from your recorder booklet. Those without a

recorder can use a pencil or ruler, resting it on their chin. They can still work on developing their fingers playing the notes.