

QPS Home Learning – Adjusted English

Year 1 Term 2 Week 4

Time allocation per subject.

English 30-45 minutes per lesson

History/ Geography 30-45 minutes per lesson

Art - 30 minutes per lesson

Maths 30-45 minutes per lesson

Science 30-45 minutes per lesson

PDHPE - 30 minutes per lesson

	Tuesday 19/5	Wednesday 20/5	Thursday 21/5	Friday 22/5	Monday 25/5
Brain Break	<i>Toy time- play a short game for ten minutes.</i>	<i>Choose a sport or a dance and mime it with the person in the mirror for ten minutes.</i>	<i>How many star jumps can you do in one minute?</i>	<i>Think of an animal starting with each letter of your first name.</i>	<i>Toy time- play a short game for fifteen minutes.</i>
Morning	<p>English</p> <p>1) Segmentation of Phonemes – Level 2 (see attachment sheet)</p> <p>Question 31 – 35</p> <p>Remember to use the sounds of the letters and not their names.</p> <p><u>Reconciliation Week</u> Reconciliation Week is in Week 5. What do you know about National Reconciliation Week and Sorry Day? Read through the PowerPoint slides explaining what National Reconciliation Week is about. The theme is “In This Together”. Design and create</p>	<p>English</p> <p>1) Segmentation of Phonemes – Level 2 (see attachment sheet)</p> <p>Question 36 – 40</p> <p>Remember to use the sounds of the letters and not their names.</p> <p><u>Spelling/Writing/Reading</u> 1) _ et Go through the alphabet putting each letter in the blank space. Using the guidelines on your paper, list any real words you make. 2) Select the best tricky word from the box below and complete each sentence. Some</p>	<p>English</p> <p>1) Segmentation of Phonemes – Level 2 (see attachment sheet)</p> <p>Question 41- 45</p> <p>Remember to use the sounds of the letters and not their names.</p> <p><u>Spelling/Writing/Reading</u> 1) _ in Go through the alphabet putting each letter in the blank space. Using the guidelines on your paper, list any real words you make. <u>Revision</u> Read aloud your favourite sentence you wrote yesterday. Remember to</p>	<p>English</p> <p>1) Segmentation of Phonemes – Level 2 (see attachment sheet)</p> <p>Question 46 – 50</p> <p>Remember to use the sounds of the letters and not their names.</p> <p><u>Spelling/Writing/Reading</u> 1) _ ock Go through the alphabet putting each letter in the blank space. Using the guidelines on your paper, list any real words you make. <u>Revision</u> Read aloud your favourite sentence you wrote yesterday. Remember to</p>	<p>English</p> <p>1) Segmentation of Phonemes – Level 2 (see attachment sheet)</p> <p>Question 51 -60</p> <p>Remember to use the sounds of the letters and not their names.</p> <p><u>Spelling/Writing/Reading</u> 1) _ um Go through the alphabet putting each letter in the blank space. Using the guidelines on your paper, list any real words you make. <u>Revision</u> Read aloud your favourite sentence you wrote yesterday. Remember to</p>

Tuesday 19/5

a poster to promote the Reconciliation Walk.

Optional activity

Write: Queanbeyan Public School.

Tick each letter you think looks like a teacher wrote it!

Remember to hold your pencil correctly.

Wednesday 20/5

sentences may have a couple of options. Write each sentence very neatly on lined paper. Remember to use capital letters, spaces between your words and end the sentence with a full stop!

for	you	see	like
-----	-----	-----	------

1) I did not _____ the pig run.

2) I will get a bag _____ him.

3) Did mum _____ the red car _____ got?

Comprehension

*Point to the answer in the sentences before you give your reply. This is a good way to practice scanning for information.

- 1) What did the pig do?
- 2) A bag can be made from different materials. Can you name a few? e.g. plastic
- 3) What is your favourite coloured car?

Thursday 21/5

use your sounds!
2) Select the best tricky word from the box below and complete each sentence. Some sentences may have a couple of options. Write each sentence very neatly on lined paper. Remember to use capital letters, spaces between your words and end the sentence with a full stop!

for	you	see	like
-----	-----	-----	------

1) Tom can _____ the sad dog.

2) Did the pig _____ the wet mud?

3) Ben did not _____ to sit in the hot sun.

Comprehension

*Point to the answer in the sentence before you give your reply. This is a good way to practice scanning for information.

- 1) How was the dog feeling?
- 2) What is the adjective used to describe the mud?

Friday 22/5

use your sounds!
2) Select the best tricky word from the box below and complete each sentence. Some sentences may have a couple of options. Write each sentence very neatly on lined paper. Remember to use capital letters, spaces between your words and end the sentence with a full stop!

for	you	see	like
-----	-----	-----	------

1) I will go _____ a jog up the hill.

2) _____ can get a fig from the pot.

3) Dad can _____ a fat bug on the rug.

Comprehension

*Point to the answer in the sentence before you give your reply. This is a good way to practice scanning for information.

- 1) What does the word jog mean?
- 2) What is a fig?
- 3) Can you describe what

Monday 25/5

use your sounds!
2) Select the best tricky word from the box below and complete each sentence. Some sentences may have a couple of options. Write each sentence very neatly on lined paper. Remember to use capital letters, spaces between your words and end the sentence with a full stop!

for	you	see	like
-----	-----	-----	------

1) I _____ to _____ the cub get wet.

2) Mum had to run _____ the bus?

3) Did _____ see a red bin in the hut?

Comprehension

*Point to the answer in the sentence before you give your reply. This is a good way to practice scanning for information.

- 1) What is a cub?
- 2) Why do you think mum had to run to the bus? Use your imagination!

Tuesday 19/5		Wednesday 20/5	Thursday 21/5	Friday 22/5	Monday 25/5
		<p><u>Optional activity</u></p> <p>Write: Queanbeyan Public School.</p> <p>Tick each letter you think looks like a teacher wrote it!</p> <p>Remember to hold your pencil correctly.</p>	<p>Answer: wet</p> <p>3) What did Ben not like?</p> <p><u>Optional activity</u></p> <p>Write: Queanbeyan Public School.</p> <p>Tick each letter you think looks like a teacher wrote it!</p> <p>Remember to hold your pencil correctly.</p>	<p>a rug is?</p> <p><u>Optional activity</u></p> <p>Write: Queanbeyan Public School.</p> <p>Tick each letter you think looks like a teacher wrote it!</p> <p>Remember to hold your pencil correctly.</p>	<p>3) What is a hut?</p> <p><u>Optional activity</u></p> <p>Write: Queanbeyan Public School.</p> <p>Tick each letter you think looks like a teacher wrote it!</p> <p>Remember to hold your pencil correctly.</p>
Break					
Middle	<p>Mathematics</p> <p>Tell a family member what you know about halves and quarters.</p> <p>Cut out and make the fraction dice (see template). Play the game, 'Roll a Fraction'.</p>	<p>Mathematics</p> <p>Find a collection of objects from your home. Count out 12 objects. (Eg: pasta shapes, sultanas or small toys).</p> <p>How many are in one half of this collection? How are in one quarter of this collection?</p> <p>Look at the pictures on the sheet 'Halves 1'.</p> <p>Colour in one half of each picture.</p>	<p>Mathematics</p> <p>Look at the sheet 'Halves 2' and colour in one half of each group of animals. Circle the shapes that have been divided into two equal parts.</p> <p>Take a small piece of paper and fold it into two equal parts. Write one half on each piece. Colour one half of the paper your favourite colour.</p>	<p>Mathematics</p> <p>Practise counting by tens from 0 to 100 or as high as you can go. See if you can count backwards by tens starting from 100.</p> <p>Look at the sheet called 'Quarters' and complete the questions.</p>	<p>PDHPE</p> <p><u>Practices to improve health and wellbeing</u></p> <p>Discuss things that we do to keep healthy and well, eg water bottles on desks, regular movement breaks, eating a balanced diet, listening to music, regular meditation and yoga.</p> <p>Draw a picture of the things that you do to stay healthy.</p>
Break					

	Tuesday 19/5	Wednesday 20/5	Thursday 21/5	Friday 22/5	Monday 25/5
Afternoon	<p>Science</p> <p>Lesson 3: Facts about the Moon.</p> <p>Read the PowerPoint. Stop when you get to the art lesson (making a moon).</p>	<p>History/ Geography</p> <p>Reconciliation Week and National Sorry Day are Week 5.</p> <p>The native hibiscus is the official symbol of Sorry Day. Decorate the flower with any material to produce a mauve or light purple flower.</p>	<p>PE Activity:</p> <p>Focus movement: Hopping.</p> <p>How many times can you hop?</p> <p>How far can you hop?</p>	<p>Creative arts</p> <p>Draw an astronaut landing on the moon or exploring the moon.</p>	<p>Music</p> <p>What is your favourite song and why? Write about your favourite song. Use sentences like the ones below.</p> <ul style="list-style-type: none"> - <i>I like this song because...</i> - <i>My favourite part of the song is...</i>

Segmentation of Phonemes

Level 2

Goal: Given a target word consisting of three or four phonemes, the student will orally identify each phoneme.

Directions: Teacher/Helper reads the word and says: "Tell me each sound that you hear in this word."

- | | | |
|--|--|--|
| <input type="checkbox"/> 1. bed (<i>b - e - d</i>) | <input type="checkbox"/> 31. cake (<i>c - a - ke</i>) | <input type="checkbox"/> 61. dead (<i>d - ea - d</i>) |
| <input type="checkbox"/> 2. boot (<i>b - oo - t</i>) | <input type="checkbox"/> 32. cub (<i>c - u - b</i>) | <input type="checkbox"/> 62. dim (<i>d - i - m</i>) |
| <input type="checkbox"/> 3. coat (<i>c - oa - t</i>) | <input type="checkbox"/> 33. dog (<i>d - o - g</i>) | <input type="checkbox"/> 63. fake (<i>f - a - ke</i>) |
| <input type="checkbox"/> 4. him (<i>h - i - m</i>) | <input type="checkbox"/> 34. foot (<i>f - oo - t</i>) | <input type="checkbox"/> 64. fog (<i>f - o - g</i>) |
| <input type="checkbox"/> 5. like (<i>l - i - ke</i>) | <input type="checkbox"/> 35. goat (<i>g - oa - t</i>) | <input type="checkbox"/> 65. gnat (<i>gn - a - t</i>) |
| <input type="checkbox"/> 6. log (<i>l - o - g</i>) | <input type="checkbox"/> 36. light (<i>l - igh - t</i>) | <input type="checkbox"/> 66. hoot (<i>h - oo - t</i>) |
| <input type="checkbox"/> 7. make (<i>m - a - ke</i>) | <input type="checkbox"/> 37. hike (<i>h - i - ke</i>) | <input type="checkbox"/> 67. rich (<i>r - i - ch</i>) |
| <input type="checkbox"/> 8. neat (<i>n - ea - t</i>) | <input type="checkbox"/> 38. Kim (<i>K - i - m</i>) | <input type="checkbox"/> 68. meat (<i>m - ea - t</i>) |
| <input type="checkbox"/> 9. rat (<i>r - a - t</i>) | <input type="checkbox"/> 39. mat (<i>m - a - t</i>) | <input type="checkbox"/> 69. moat (<i>m - oa - t</i>) |
| <input type="checkbox"/> 10. tub (<i>t - u - b</i>) | <input type="checkbox"/> 40. said (<i>s - ai - d</i>) | <input type="checkbox"/> 70. rub (<i>r - u - b</i>) |
| <input type="checkbox"/> 11. funny (<i>f - u - nn - y</i>) | <input type="checkbox"/> 41. cheaper (<i>ch - ea - p - er</i>) | <input type="checkbox"/> 71. belly (<i>b - e - ll - y</i>) |
| <input type="checkbox"/> 12. hold (<i>h - o - l - d</i>) | <input type="checkbox"/> 42. cheesy (<i>ch - ee - s - y</i>) | <input type="checkbox"/> 72. build (<i>b - ui - l - d</i>) |
| <input type="checkbox"/> 13. little (<i>l - i - tt - le</i>) | <input type="checkbox"/> 43. round (<i>r - ou - n - d</i>) | <input type="checkbox"/> 73. leather (<i>l - ea - th - er</i>) |
| <input type="checkbox"/> 14. makes (<i>m - a - ke - s</i>) | <input type="checkbox"/> 44. feather (<i>f - ea - th - er</i>) | <input type="checkbox"/> 74. lucky (<i>l - u - ck - y</i>) |
| <input type="checkbox"/> 15. open (<i>o - p - e - n</i>) | <input type="checkbox"/> 45. fellow (<i>f - e - ll - ow</i>) | <input type="checkbox"/> 75. mellow (<i>m - e - ll - ow</i>) |
| <input type="checkbox"/> 16. pony (<i>p - o - n - y</i>) | <input type="checkbox"/> 46. many (<i>m - a - n - y</i>) | <input type="checkbox"/> 76. neater (<i>n - ea - t - er</i>) |
| <input type="checkbox"/> 17. runner (<i>r - u - nn - er</i>) | <input type="checkbox"/> 47. Mickey (<i>M - i - ck - ey</i>) | <input type="checkbox"/> 77. penny (<i>p - e - nn - y</i>) |
| <input type="checkbox"/> 18. teacher (<i>t - ea - ch - er</i>) | <input type="checkbox"/> 48. muddy (<i>m - u - dd - y</i>) | <input type="checkbox"/> 78. picky (<i>p - i - ck - y</i>) |
| <input type="checkbox"/> 19. under (<i>u - n - d - er</i>) | <input type="checkbox"/> 49. attic (<i>a - tt - i - c</i>) | <input type="checkbox"/> 79. valley (<i>v - a - ll - ey</i>) |
| <input type="checkbox"/> 20. yellow (<i>y - e - ll - ow</i>) | <input type="checkbox"/> 50. shallow (<i>sh - a - ll - ow</i>) | <input type="checkbox"/> 80. find (<i>f - i - n - d</i>) |

Blends

- 21. best (*b - e - s - t*)
- 22. black (*b - l - a - ck*)
- 23. clean (*c - l - ea - n*)
- 24. fast (*f - a - s - t*)
- 25. green (*g - r - ee - n*)
- 26. please (*p - l - ea - se*)
- 27. school (*s - ch - oo - l*)
- 28. sleep (*s - l - ee - p*)
- 29. small (*s - m - a - ll*)
- 30. stop (*s - t - o - p*)

Blends

- 51. block (*b - l - o - ck*)
- 52. claw (*c - l - aw*)
- 53. stick (*s - t - i - ck*)
- 54. last (*l - a - s - t*)
- 55. place (*p - l - a - ce*)
- 56. rest (*r - e - s - t*)
- 57. slide (*s - l - i - de*)
- 58. smile (*s - m - i - le*)
- 59. great (*g - r - ea - t*)
- 60. stool (*s - t - oo - l*)

Blends

- 81. blame (*b - l - a - me*)
- 82. glob (*g - l - o - b*)
- 83. slip (*s - l - i - p*)
- 84. nest (*n - e - s - t*)
- 85. past (*p - a - s - t*)
- 86. price (*p - r - i - ce*)
- 87. skit (*s - k - i - t*)
- 88. glows (*g - l - ow - s*)
- 89. smog (*s - m - o - g*)
- 90. stack (*s - t - a - ck*)

Name _____

Date _____

Game Board 9

Segmentation of
Phonemes