







# Room 20 - Week 5 Term 3- Distance Learning 17th August-21st August

Term 3 Week 5	Monday 17 August 2020	Tuesday 18 August 2020	Wednesday 19 August 2020	Thursday 20 August 2020	Friday 21 August 2020
	<b>Wake up</b> 	<b>Eat breakfast</b> 	<b>Make your bed</b> 	<b>Get dressed</b> 	
Before 9am	<div> <div> <b>Get pumped up for the day</b>  Morning walk, Family exercise, Cosmic kids yoga    <b>CLICK HERE</b>  ↓   </div> <div> <b>Watch Live TV- Educational Programmes</b>    <b>CLICK HERE</b>  ↓   </div> </div>				
9-10am	<u><a href="#">Date and Weather</a></u> - Click the link and add the date and weather for the specific day <u><a href="#">Days of the Week!</a></u> Children know this song already from school. Sing along!				

Miss Ash is available on Google Meets between **9.00-9.45am weekdays** except for **MONDAY ( 17/08/2020)** for a catch up, chat and any questions students and families have. K

**Please note that all the Google Meet sessions will be recorded for reference purposes.**

Google Meets Link- [Chat with Miss Ash here](#)

**Shared Book: Bikes**

### Activities on Google Meet

Monday	Tuesday	Wednesday	Thursday	Friday
<b>NO GOOGLE MEET</b>	Story Time	Breakfast /morning tea Activity will be announced during Live Session	Activity will be announced during Live Session	Activity will be announced during Live Session

Check our blog! [Room 20 Class Blog](#)

10:00-11:00  
am

**Learning at Home-**  
**Daily Routines**-  
Choose some songs and  
SING ALONG!

**Learn:** Letter of the Day-  
**Dd**

Listen to [Mr Thorne](#)  
[Explores the d sound](#) and  
do the actions!

**Create: (Depending on  
ability pick some  
activities)**

-Find things around the  
house that start with Dd  
just like [Geraldine](#).

**Learning at Home-**  
**Daily Routines**- Choose  
some songs and SING  
ALONG!

**Learn:** Blend of the  
day- **"fl"**.

Watch this video to  
practice **"fl" sound**.

**Create: (Depending on  
ability pick some  
activities)**

-Find things around the  
house that start with  
"fl" just like Geraldine.

**Learning at Home-**  
**Daily Routines**- Choose  
some songs and SING  
ALONG!

**Learn:** Letter of the  
Day- **Oo**

**Create: (Depending on  
ability pick some  
activities)**

-Find things around the  
house that start with  
Oo just like [Geraldine](#).

**Learning at Home-**  
**Daily Routines**- Choose  
some songs and SING  
ALONG!

**Learn:** Blend of the  
Day- **"gl"**

Watch this video to  
practice **"gl" sound**.

**Create: (Depending on  
ability pick some  
activities)**

-Find things around the  
house that start with  
"gl" just like Geraldine.

**Learning at Home-**  
**Daily Routines**- Choose  
some songs and SING  
ALONG!

**Learn:** Letter of the Day  
- **Gg**

Listen to [Mr Thorne](#)  
[explores the g sound](#) and  
do the actions!

**Create: (Depending on  
ability pick some  
activities)**

-Find things around the  
house that start with Gg  
just like [Geraldine](#).

-Draw 4 pictures starting with Dd, colour them in.

-Arrange all the "Dd" words in alphabetical order, if you do not have access to a printer , you can use a paper/pencil/pen and arrange them in a list. Access the worksheet here:

[Order in Court](#)- Dd

- [Mindfulness Colouring](#) Page for letter "D". (if you have a printer) Or you can design your own letter D.

**Share** this with your whanau/family and teacher- email [a.ram@papakuracentral.school.nz](mailto:a.ram@papakuracentral.school.nz) send a picture/blurb/photo and I will share it on the class blog.

-Draw 4 pictures starting with "fl", colour them in.

-Browse newspapers and magazines to find pictures that begin with "fl" and make a collage!

- Configure all the "fl" words. If you don't have a printer, use a pen/pencil/paper and copy from the screen. Access the worksheet here:

[Configuration Station](#)

- Practice through [Blends Poem](#).

**Share** this with your whanau/family and teacher- email [a.ram@papakuracentral.school.nz](mailto:a.ram@papakuracentral.school.nz) send a picture/blurb/photo and I will share it on the class blog.

-Draw 4 pictures starting with Oo, colour them in.

-Arrange all the "o" words in alphabetical order, if you do not have access to a printer , you can use a paper/pencil/pen and arrange them in a list. Access the worksheet here:

[Order in Court](#)

- [Mindfulness Colouring](#) Page for letter "O". (if you have a printer) Or you can design your own letter O.

**Share** this with your whanau/family and teacher- email [a.ram@papakuracentral.school.nz](mailto:a.ram@papakuracentral.school.nz) send a picture/blurb/photo and I will share it on the class blog.

-Draw 4 pictures starting with "gl", colour them in.

-Browse newspapers and magazines to find pictures that begin with "gl" and make a collage!

-Configure all the "gl" words. If you don't have a printer, use a pen/pencil/paper and copy from the screen. Access the worksheet here:

[Configuration Station](#)

- Practice through [Blends Poem](#).

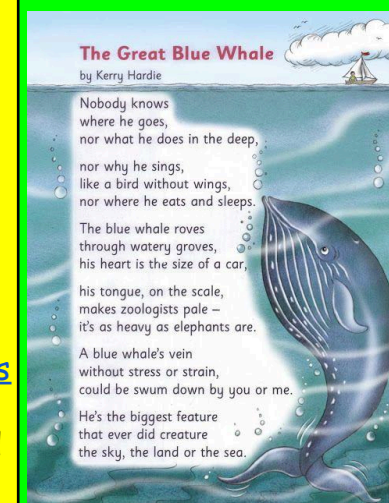
**Share** this with your whanau/family and teacher- email [a.ram@papakuracentral.school.nz](mailto:a.ram@papakuracentral.school.nz) send a picture/blurb/photo and I will share it on the class blog.

-Draw 4 pictures starting with g, colour them in.

-Arrange all the "g" words in alphabetical order. Access the worksheet here:

- [Mindfulness Colouring](#) Page for letter "G". (if you have a printer) Or you can design your own letter G.

Poem of the Week!  
**Learn:** The Great Blue Whale:



**Create:** Draw a picture of the great blue whale: swimming in the ocean, what he eats or where he lives.

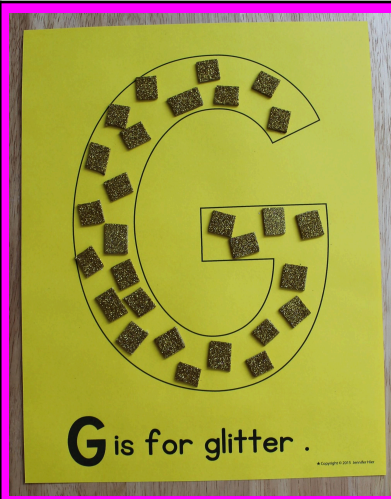
					Share this with your whanau/family and teacher- email <a href="mailto:a.ram@papakuracentral.school.nz">a.ram@papakuracentral.school.nz</a> send a picture/blurb/photo and I will share it on the class blog.
10.30-11am	<a href="#">Mrs Corbett</a> Mrs Corbett will confirm this session.				
	Letter formation and handwriting				
	<p>Focus: Letter Dd</p> <p>Can you make the letter Dd with something around the house? Playdough, leaves, sticks, toys, string?</p> <p>Write Dd in the air or on paper, a whiteboard, and with objects you find around the house:</p> <p>See picture example below:</p>	<p>Focus: Blend "fl"</p> <p>How many words can you think of beginning with "fl"?</p> <p>Can you say them all in 1 minute to a grown up or on video?</p> <p>Write the blend on: Paper with colouring pencils or on the pavement with chalk</p>	<p>Focus: Letter Oo</p> <p>Can you make the letter Oo with something around the house? Playdough, leaves, sticks, toys, string?</p> <p>Write Oo in the air or on paper, a whiteboard, and with objects you find around the house:</p> <p>See picture example below:</p>	<p>Focus: Blend "gl"</p> <p>How many words can you think of beginning with "gl"?</p> <p>Can you say them all in 1 minute to a grown up or on video?</p> <p>Write the blend on: Paper with colouring pencils or on the pavement with chalk</p>	<p>Focus: Letter Gg</p> <p>Can you make the letter Gg with something around the house? Playdough, leaves, sticks, toys, string?</p> <p>Write Gg in the air or on paper, a whiteboard, and with objects you find around the house:</p> <p>See picture example below:</p>



fl Word List	
flag	flip
flap	flock
flash	flood
flat	floor
flea	flop
flee	flower
flew	flu



gl Word List	
glad	glob
gladly	global
glance	globe
glare	gloom
glass	gloss
glaze	glove
glide	glow
	glue



Prepare for Shared Book Activity for Google Meets for next day.



[Sunshine Classics-](#)

Choose 2-3 books to read and complete the follow up activities.

**Reading Strategies/Remember To's:**



## Reading Strategies



Look at the picture



Get your mouth ready



Tap it out



Predict what the story is about



Think

- does it sound right?
- does it look right?
- does it make sense?



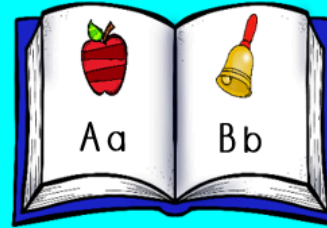
Skip the word

- read to the end
- come back and try again.



Check for what you know

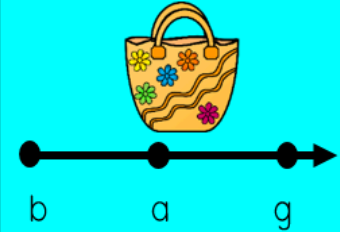
- a small word
- a word family
- an ending



Look at the



Get Your  
Mouth Ready



Sound and  
Slide



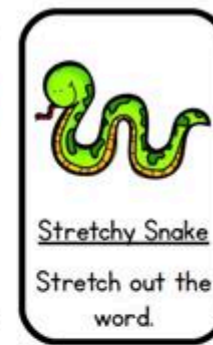
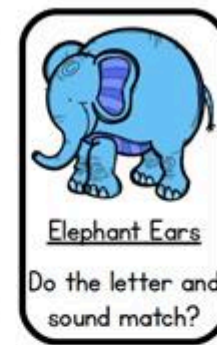
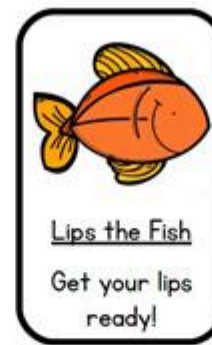
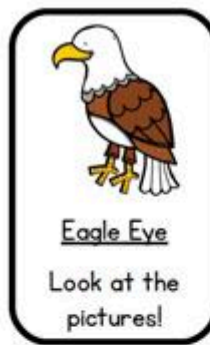
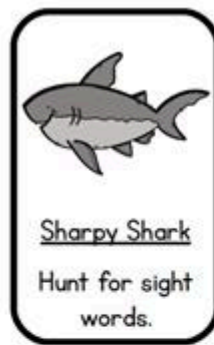
Chop the  
ending.



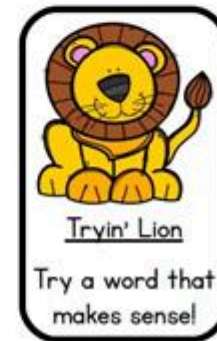
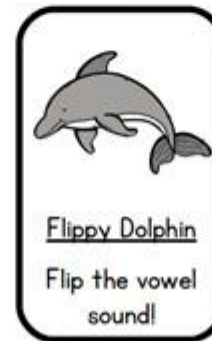
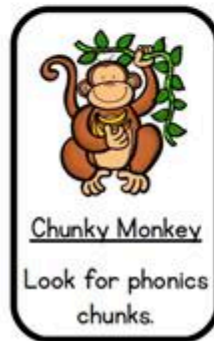
Skip and  
reread.



Chop the  
ending.



**Are you stuck on a word?  
Use these strategies!**



**New Learning-**



**-"To Stretch"**

**Creative Time-** Legos, letter of the day craft, magnatiles, drawing, crafting, play music, cook or bake etc..

[Learning Activities](#)

[Home activity ideas](#)

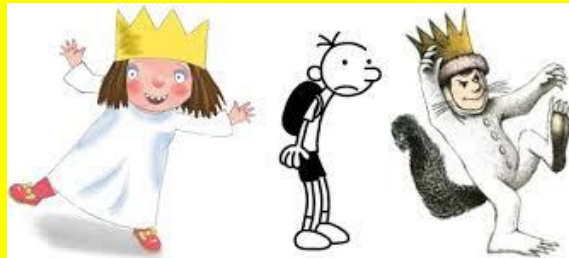
## LUNCH 12:00-12:30

12:30-12:45

[Storyline Online](#)

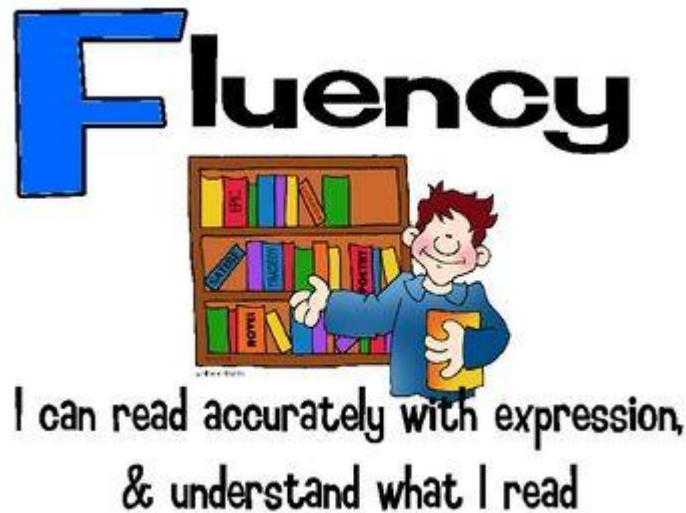
Choose an online story to listen to and read along!

[Writing - Character Traits](#) - This document is about exploring character traits



[Writing - Focus On Fluency](#) - This document is all about reading and writing with fluency

12:45-1:15  
pm





## Writing:

**Topic Ideas/Writing Prompt:** [Writing for Year 1 and 2](#) (Click on link for writing prompts and ideas)

Here is an example of what your writing may look like:

Start by drawing a detailed picture of a member of your family

Next: Write about something you love about that family member (this can include your pets, as they are part of your family):

Then: Write about something that has happened to this family member: Did they have to go to work each day? Did your dog dig holes because he is stuck at home? Did your family member get you to help with housework?

One fact about being at home with this family member?

Another fact about this family member: Are they good at sports? Science projects? Computers?

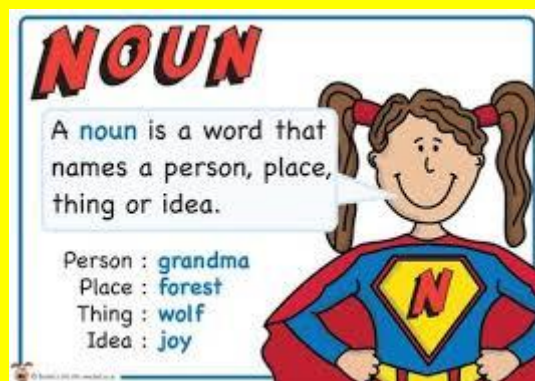
Finish off with something like:

*Today I learned more about my big brother Joe. He likes to eat macaroni and cheese everyday and play basketball. Sometimes we .....?*

## Circle the remember to's you used today in your writing:

I used capital letters correctly, I used finger spacings in my sentences, I used a full stop at the end of my sentence, I re-read my sentences to make sure it makes sense, Make picture plan matches my sentences, I used spelling strategies (for example: stretching the word, sounding out the word)

## Noun, Verb and Adjective Templates:



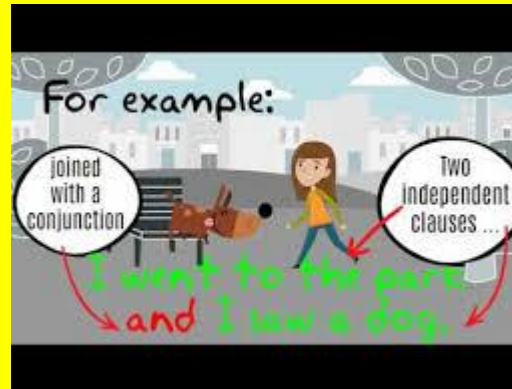
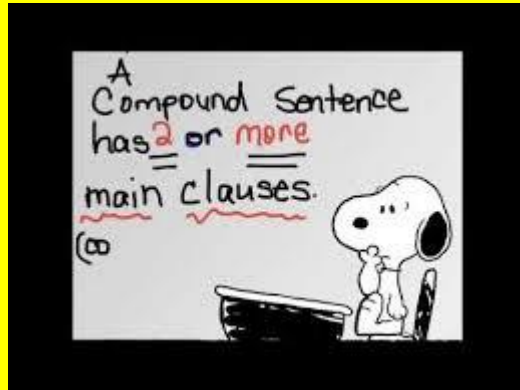
[Is it a noun or is it a verb?](#)

[Sorting Verbs](#)

## Dragons in the City

### Dragons in the City Verb

#### Compound Sentence Worksheets



### SIMPLE, COMPOUND AND COMPLEX SENTENCES

**WHICH SENTENCE IS WHICH?  
HOW DO YOU KNOW?**

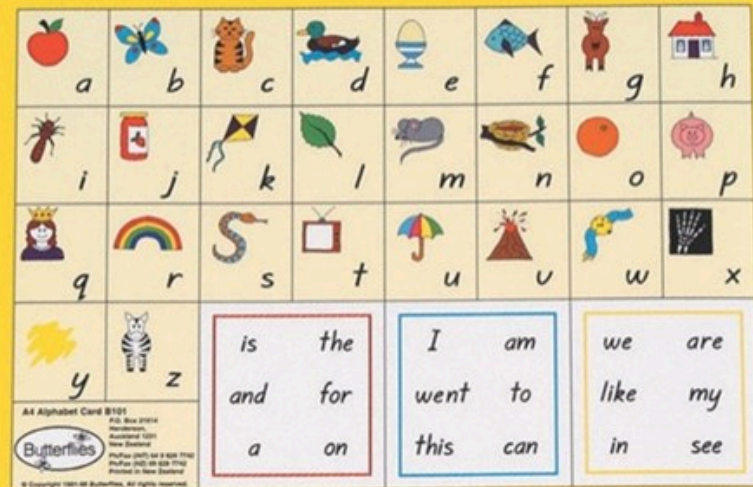
1. "The donkey had buck teeth."
2. "As well as buck teeth, the donkey had knobby knees."
3. "The donkey had buck teeth and it had knobby knees."

#### **Writing - New Learning-Depending on ability:**

- Sound out the word to help you spell it.
- Beginning sound: the first sound or sounds in a word
- Middle sound: the sound or sounds in the middle of the word
- Ending sound: the last sound or sounds in a word
- Discuss the characters and setting of the story.
- Was there a problem? Who caused the problem? How was it resolved? Who helped?

#### **Remember to - Depending on ability:**

- Look at your picture plan/s, think about it, say it out loud.
- Get an adult or buddy to help you jot down the main ideas/points
- Sound out the letters in your unknown word - point to the first letter on the alphabet card or use the sounds to find the letter on the alphabet card
- Stretch unknown words to recognise all the sounds: ssss kkk aaaa tttt eee (skate)
- Write your sight words from your home links (home work) books to practice spellings.
- Use the alphabet/blend card if needed to support your writing



- Or try this app [Draw and Tell!](#) Children can draw or colour, then record their voice to talk about their drawing.
- [Activity Ideas](#) - choose a different activity to complete each day. Share a photo or video with your classroom teacher so they can share on the blog!

Choose 1-2 songs to follow along to!

## Maths

1:30-2:00

Login into [Matific](#) to complete specific tasks that your teacher has assigned to you.

**Focus:** depending on ability  
Count forwards and backwards (0-100, 0-depending on ability). Skip count in 2s, 5s and 10s, [3's](#) and [4's](#) till 100 Use a [Number Line](#) to assist

Counting in Te Reo from 1 -10: [Te Reo 1-10](#)

11-20:

- 11 - tekau mā tahi
- 12 - tekau mā rua
- 13 - tekau mā toru
- 14 - tekau mā whā
- 15 - tekau mā rima
- 16 - tekau mā ono
- 17 - tekau mā whitu
- 18 - tekau mā waru
- 19 - tekau mā iwa
- 20 - rua tekau

**Task:** Skip count in 2s:  
Odd numbers

**Focus:** depending on ability  
Count forwards and backwards (0-100, 0-depending on ability). Skip count in 2s, 5s and 10s, [3's](#) and [4's](#). Use a [Number Line](#) to assist

Counting in Te Reo from 1 -10: [Te Reo 1-10](#)

11-20:

- 11 - tekau mā tahi
- 12 - tekau mā rua
- 13 - tekau mā toru
- 14 - tekau mā whā
- 15 - tekau mā rima
- 16 - tekau mā ono
- 17 - tekau mā whitu
- 18 - tekau mā waru
- 19 - tekau mā iwa
- 20 - rua tekau

**Task:** Basic facts  
(depending on ability)

**Focus:** depending on ability  
Count forwards and backwards ( 0-100, 0-depending on ability). Skip count in 2s, 5s and 10s, [3's](#) and [4's](#). Use a [Number Line](#) to assist

Counting in Te Reo from 1 -10: [Te Reo 1-10](#)

11-20:

- 11 - tekau mā tahi
- 12 - tekau mā rua
- 13 - tekau mā toru
- 14 - tekau mā whā
- 15 - tekau mā rima
- 16 - tekau mā ono
- 17 - tekau mā whitu
- 18 - tekau mā waru
- 19 - tekau mā iwa
- 20 - rua tekau

**Task:** Complete the first task and try the next one if you can:

1. There are 20 bananas. 5 friends shared

**Focus:** depending on ability  
Count forwards and backwards ( 0-100, 0-depending on ability). Skip count in 2s, 5s and 10s, [3's](#) and [4's](#). Use a [Number Line](#) to assist

Counting in Te Reo from 1 -10: [Te Reo 1-10](#)

11-20:

- 11 - tekau mā tahi
- 12 - tekau mā rua
- 13 - tekau mā toru
- 14 - tekau mā whā
- 15 - tekau mā rima
- 16 - tekau mā ono
- 17 - tekau mā whitu
- 18 - tekau mā waru
- 19 - tekau mā iwa
- 20 - rua tekau

**Task:**Place value  
Eg: 35= 3 tens and 5 ones

**Focus:** Money

**Task:** What coins will you use to pay for muffin which costs \$1? (Draw, use paper coins or real NZ coins)

**Challenge:**What other coins can you use to show \$1?

**Share** this with your whanau/family and teacher- email them a picture/blurp/photograph and we will share to the class blog.

Check if we are counting forwards or backwards in 2s. Fill in the missing numbers.

1. 45 43 41

2.    83 85 87

3. 23 21 19

4.    41 43 45

5.    63 65 67

6. 83 81 79

7. 65 63 61

www.gr4maths.com

**Challenge:** Can you skip count forwards and backwards in 2s with odd numbers?

**Share** this with your whanau/family and teacher- email them a picture/blurb/photograph and we will share to the class blog.

Groupings with 10		Groupings within 10 and 20		Doubles to 20 Halves from 20	
1. $10 + 10 =$	<input type="text"/>	1. $8 + = 10$	<input type="text"/>	1. $3 + 3 =$	<input type="text"/>
2. $10 + 5 =$	<input type="text"/>	2. $6 + = 10$	<input type="text"/>	2. half of 2 =	<input type="text"/>
3. $18 - 10 =$	<input type="text"/>	3. $2 + = 10$	<input type="text"/>	3. $8 + 8 =$	<input type="text"/>
4. $10 + 3 =$	<input type="text"/>	4. $9 + = 10$	<input type="text"/>	4. half of 18 =	<input type="text"/>
5. $17 - 10 =$	<input type="text"/>	5. $1 + = 10$	<input type="text"/>	5. $6 + 6 =$	<input type="text"/>
6. $10 + = 15$	<input type="text"/>	6. $20 - 17 =$	<input type="text"/>	6. half of 14 =	<input type="text"/>
7. $14 - = 10$	<input type="text"/>	7. $20 - = 20$	<input type="text"/>	7. $10 + 10 =$	<input type="text"/>
8. $12 - = 10$	<input type="text"/>	8. $20 - 7 =$	<input type="text"/>	8. $5 + 5 =$	<input type="text"/>
9. $11 - = 10$	<input type="text"/>	9. $20 - 9 =$	<input type="text"/>	9. half of 8 =	<input type="text"/>
10. $13 - = 10$	<input type="text"/>	10. $20 - 1 =$	<input type="text"/>	10. half of 4 =	<input type="text"/>

Tens that Add to 100		Addition Facts to 10		Subtraction Facts to 10	
1. $10 + = 100$	<input type="text"/>	1. $4 + 5 =$	<input type="text"/>	1. $8 - 1 =$	<input type="text"/>
2. $70 + = 100$	<input type="text"/>	2. $9 + 1 =$	<input type="text"/>	2. $7 - 5 =$	<input type="text"/>
3. $50 + = 100$	<input type="text"/>	3. $1 + 2 =$	<input type="text"/>	3. $10 - 7 =$	<input type="text"/>
4. $80 + = 100$	<input type="text"/>	4. $8 + 1 =$	<input type="text"/>	4. $6 - 6 =$	<input type="text"/>
5. $60 + = 100$	<input type="text"/>	5. $5 + 3 =$	<input type="text"/>	5. $5 - 4 =$	<input type="text"/>
6. $100 - 80 =$	<input type="text"/>	6. $2 + = 6$	<input type="text"/>	6. $8 - = 3$	<input type="text"/>
7. $100 - 50 =$	<input type="text"/>	7. $7 + = 9$	<input type="text"/>	7. $5 - = 2$	<input type="text"/>
8. $100 - 20 =$	<input type="text"/>	8. $1 + = 4$	<input type="text"/>	8. $9 - = 5$	<input type="text"/>
9. $100 - 30 =$	<input type="text"/>	9. $6 + = 9$	<input type="text"/>	9. $7 - = 1$	<input type="text"/>
10. $100 - 60 =$	<input type="text"/>	10. $9 + = 10$	<input type="text"/>	10. $10 - = 6$	<input type="text"/>

**Challenge:** How well do you know your numbers till 100?

**Share** this with your whanau/family and teacher- email them a picture/blurb/photograph and we will share to the class blog.

them out equally.  
How many bananas does each person get?  
2. There are 45 bananas. 5 friends shared them out equally.  
How many bananas does each person get?

**Challenge:** Can you share things equally?

**Share** this with your whanau/family and teacher- email them a picture/blurb/photograph and we will share to the class blog.

Fill in the correct tens and ones for the given numbers.

= 2 tens and 4 ones

= 1 ten and 2 ones

= 4 tens and 8 ones

= 6 tens and 7 ones

= 5 tens and 5 ones

= 9 tens and 6 ones

= 8 tens and 0 ones

= 3 tens and 9 ones

**Challenge:** Can you differentiate between tens and ones?

**Share** this with your whanau/family and teacher- email them a picture/blurb/photograph and we will share to the class blog.



1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar