







Room 20 - Week 6 Term 3- Distance Learning 24th August-28th August

Term 3 Week 6	Monday 24 August 2020	Tuesday 25 August 2020	Wednesday 26 August 2020	Thursday 27 August 2020	Friday 28 August 2020
	<p>Wake up</p> 	<p>Eat breakfast</p> 	<p>Make your bed</p> 	<p>Get dressed</p> 	
Before 9am	<p>Get pumped up for the day Morning walk, Family exercise, Cosmic kids yoga</p> <p>CLICK HERE</p> <p>↓</p> 		<p>Watch Live TV- Educational Programmes</p> <p>CLICK HERE</p> <p>↓</p> 		
9-10am	<p><u>Date and Weather</u>- Click the link and add the date and weather for the specific day <u>Days of the Week!</u> Children know this song already from school. Sing along!</p>				

Miss Ash is available on Google Meets between **9.00-9.45am weekdays** 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: [The Hole in the King's Sock](#)

Activities on Google Meet

Monday	Tuesday	Wednesday	Thursday	Friday
Story Time Activity will be announced during Live Session	Activity will be announced during Live Session	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!

Listen to the Jolly Phonics and do the actions!

Learn: Letter of the Day- Ss

Listen to Mr. Thorne

Create: (Depending on ability pick some activities)

Learning at Home

Daily Routines- Choose some songs and SING ALONG!

Learn: Digraph of the day- "sh" sound

Watch this video to practice the "sh" sound

Create: (Depending on ability pick some activities)

Learning at Home

Daily Routines- Choose some songs and SING ALONG!

Listen to the Jolly Phonics and do the actions!

Learn: Letter of the Day- Cc

Listen to Mr. Thorne

Learning at Home

Daily Routines- Choose some songs and SING ALONG!

Learn: Digraph of the Day- "ch"

Watch this video to practice "ch" sound

Create: (Depending on ability pick some activities)

Learning at Home

Daily Routines- Choose some songs and SING ALONG!

Listen to the Jolly Phonics and do the actions!

Learn: Letter of the Day - Hh

Listen to Mr Thorne

Create: (Depending on ability pick some activities)

-Find things around the house that start with Ss and learn how to draw them here [Letter S Drawings](#)

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

-Arrange all the "Ss" 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 "Ss". (if you have a printer) Or you can design your own letter S.

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

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

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

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

- Configure all the "sh" 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 send a picture/blurb/photo and I will share it on the class blog.

Create: (Depending on ability pick some activities)

-Find things around the house that start with Cc and learn to draw them here [Letter C Drawings](#)

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

-Arrange all the "Cc" 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 "Cc". (if you have a printer) Or you can design your own letter C.

Share this with your whanau/family and teacher- email a.ram@papakuracentral.school.nz send a picture/blurb/photo and

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

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

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

-Configure all the "ch" 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 send a picture/blurb/photo and

-Find things around the house that start with Hh and learn how to draw them here [Letter H Drawings](#)

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

-Arrange all the "h" words in alphabetical order. Access the worksheet here: [Order in Court- Hh](#)

Song of the Week!

Learn: [Vegetable Song](#)

Create: Draw a picture of your favourite vegetables and a picture of the vegetables you don't like to eat

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

	<p>Synonyms: Depending on ability use the video to learn about Synonyms Synonyms</p> <p>-Look up synonyms for the word- good</p> <p>-List 3 of these synonyms</p> <p>-Make sentences with these different words</p>		<p>I will share it on the class blog.</p> <p>Synonyms: Depending on ability use the video to learn about Synonyms Synonyms</p> <p>-Look up synonyms for the word- angry</p> <p>-List 3 of these synonyms</p> <p>-Make sentences with these different words</p>	<p>I will share it on the class blog.</p>	
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10.30-11am [Mrs Corbett](#)

Mrs Corbett will confirm this session.

Letter formation and handwriting

	<p>Focus: Letter Ss</p> <p>Can you make the letter Ss with something around the house? Playdough, leaves, sticks, toys, string?</p> <p>Write Ss 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: Digraph "sh"</p> <p>How many words can you think of beginning with "sh"?</p> <p>Can you say them all in 1 minute to a grown up or on video?</p> <p>Write the digraph on Paper with colouring pencils or on the pavement with chalk</p>	<p>Focus: Letter Cc</p> <p>Can you make the letter Cc with something around the house? Playdough, leaves, sticks, toys, string?</p> <p>Write Cc in the air or on paper, a whiteboard, and with objects you find around the house: See picture example below:</p>	<p>Focus: Digraph "ch"</p> <p>How many words can you think of beginning with "ch"?</p> <p>Can you say them all in 1 minute to a grown up or on video?</p> <p>Write the digraph on Paper with colouring pencils or on the pavement with chalk</p>	<p>Focus: Letter Hh</p> <p>Can you make the letter Hh with something around the house? Playdough, leaves, sticks, toys, string?</p> <p>Write Hh in the air or on paper, a whiteboard, and with objects you find around the house: See picture example below:</p>
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teachingmama.org

sh Word List

- | | |
|-------|-------|
| shame | shin |
| share | shine |
| shave | ship |
| she | shirt |
| shed | shoe |
| sheet | shook |
| shell | shop |



ch Word List

- | | |
|--------|--------|
| chalk | chief |
| change | child |
| chart | chill |
| chase | chin |
| chat | chip |
| cheap | choice |
| check | choke |



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?



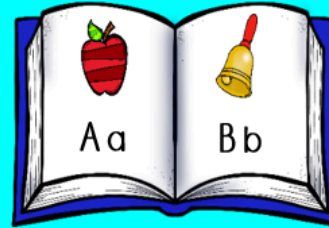
Skip the word

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



Check for what you know

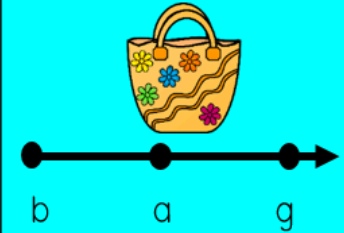
- a small word
- a word family
- an ending



Look at the



Get Your
Mouth Ready



Sound and
Slide




Chop the
ending.



Skip and
reread.




Chop the
ending.



Sharpy Shark
Hunt for sight words.




Eagle Eye
Look at the pictures!



Lips the Fish
Get your lips ready!



Elephant Ears
Do the letter and sound match?



Stretchy Snake
Stretch out the word.


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



Chunky Monkey
Look for phonics chunks.



Skippy Frog
Skip the word and reread.



Flippy Dolphin
Flip the vowel sound!



Tryin' Lion
Try a word that makes sense!



Helpful Kangaroo
Ask for help!

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](#)

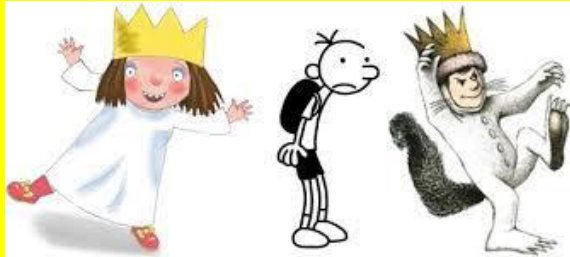
LUNCH 12:00-12:30

12:30-12:45

[Storyline Online](#)

Choose an online story to listen to and read along!

12:45-1:15
pm



[Reading Connections](#) - This document is all about reading connections

Sentence Types

Statements

Statements are sentences which tell you something. They end with a full stop.

Rainbows have 7 colours. They are beautiful to look at.

Questions

Questions are sentences that ask you something. They usually end with a question mark.

What did you have for dinner?

Commands

Commands are sentences that tell you to do something. They are found in instructions but can also be urgent or angry and can be very short.

Help me! Please stop doing that.

Exclamations

An exclamation is a sentence beginning with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.

What a dangerous mountain to climb!



[Sentence Types](#) - Read each sentence and drop the correct sentence type in the box

Writing: [Writing for Year 1 and 2](#)

Super Endings:

Name _____

SUPER ENDINGS

A super ending is an ending that leaves a final impression on the reader. This is just as important as an attention-grabbing beginning!

Okay Endings

- And then I went home and went to bed.
- That is the end of my story.
- I hoped you like the story!
- I woke up and it was all a dream.
- The End!
- And they lived happily ever after.

When we are thinking about writing our ending, we want to...

- Think about a memory
- Share a lesson or moral
- Describe an emotion
- Share a hope or wish for the future

Here are some ways we can start our endings:

- It was then that I realized...
- From now on, I know I will...
- The next time....
- As I looked _____, I remembered....
- I can still feel....
- From that day on....
- I hope that next time....

Name _____

SUPER ENDINGS

Guided Notes

A super ending is an ending that leaves a _____ on the reader. This is just as important as an _____!

Okay Endings

- _____
- _____
- _____
- _____
- _____
- _____

When we are thinking about writing our ending, we want to...

- _____
- _____
- _____
- _____

Here are some ways we can start our endings:

- _____
- _____
- _____
- _____
- _____
- _____

Name _____

READ AND REVISE

Determine if the following paragraphs are a super ending or an okay ending. If the paragraph is a super ending, explain why. If the paragraph is an okay ending, rewrite it to make it a super ending.

EXAMPLE 1

My mom thought I just sprained my ankle. Two days later she took me to the doctor and found out it was broken. I hope I never do that again.

EXAMPLE 2

After I had a nice luxurious bath, I sipped a mug of hot cocoa. I had a horrible flashback of the frightening, roaring waterfall. It was then that I realized how close I was to the edge and if it weren't for Raina's quick thinking, we'd be toast. I think I am going to lay off canoeing for awhile.

Name _____

READ AND REVISE

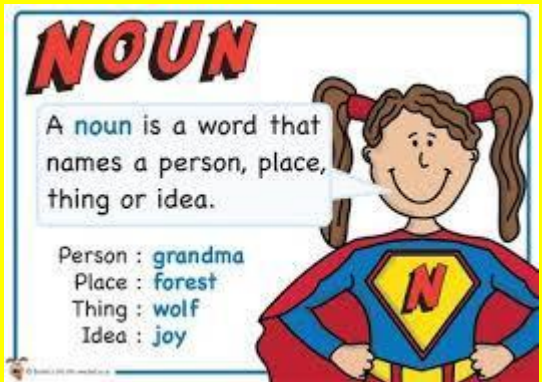
Determine if the following paragraphs are a super ending or an okay ending. If the paragraph is a super ending, explain why. If the paragraph is an okay ending, rewrite it to make it a super ending.

EXAMPLE 3

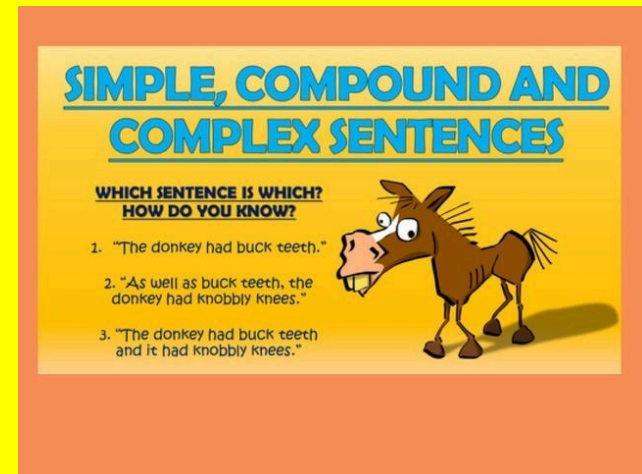
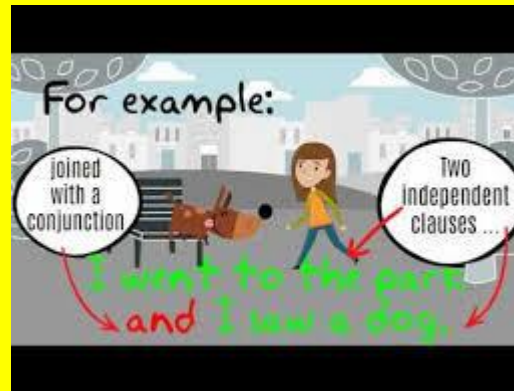
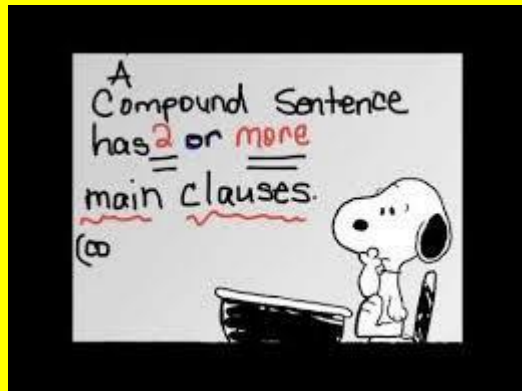
As I looked back at the twinkling stars, I thought about the stallion and regretted how I had been so terrified of him at first. Now he was gone. Just as a shooting star is fleeting, our time together on the farm was now just a distant memory.

EXAMPLE 4

The next time I eat a peanut butter and pickle sandwich, I'll remember to take out the pickles and put in the jelly. I hoped you liked the story!



Week 2 - Written work slides

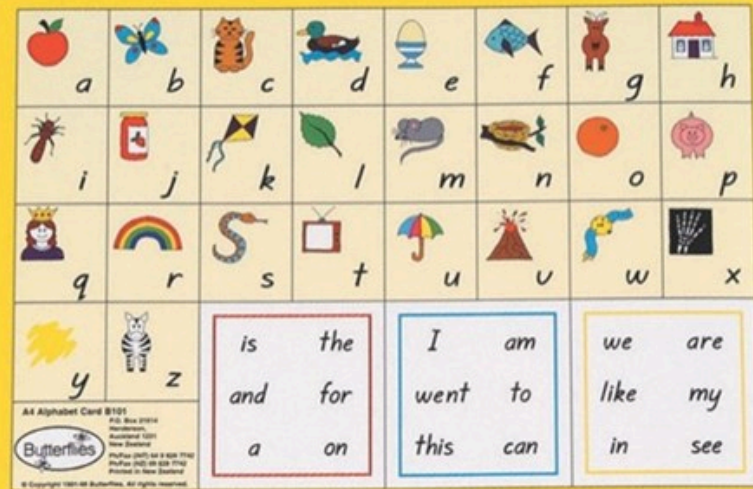


Writing - New Learning-Depending on ability:

- 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?
- **Share** this with your whanau/family and Mrs Fitcher, email me a picture/blurb/photograph and I will share it to the class blog.

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 aaa 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!

1:15-1:30

Brain Break! [We like to move it, move it!](#)
 Choose 1-2 songs to follow along to!

1:30-2:00

Maths

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, 5s, 10s:

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: Adding and subtracting with tens (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. A farmer planted 4 rows of trees with 7 trees in each row. How many trees did he plant altogether?

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: A basket of fruit costs \$2.00. How many 50c coins will I use to pay for it?
(Draw, use paper coins or real NZ coins)

Challenge:What other coins can you use to show \$2?

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

Skip Counting: 2's, 5's, 10's

Skip count to fill in each blank with the correct number in the sequence. Count by 2's, 5's, or 10's to find the missing numbers.

1.) _____, 2, 4, _____, 8, 10, 12, _____

2.) 15, 20, 25, _____, _____, 40, 45

3.) 40, _____, 60, _____, 80, _____

4.) _____, 32, 34, 36, _____, _____

5.) _____, 20, 30, _____, 50, _____

6.) 68, 70, _____, _____, _____, 78

7.) _____, 75, 80, 85, _____, _____

8.) 80, 90, _____, _____, 120, 130

9.) 14, _____, 18, _____, 22, 24, _____

10.) _____, 10, _____, _____, 25, 30, 35

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Skill: Counting in 2's, 5's, and 10's

Name: _____

Generate Sheet	Print
2, 4, 6 _____	10, 20, 30 _____
10, 12, 14 _____	50, 60, 70 _____
15, 20, 25 _____	55, 60, 65 _____
30, 40, 50 _____	75, 80, 85 _____
8, 10, 12 _____	65, 70, 75 _____
25, 35, 45 _____	54, 64, 74 _____
5, 10, 15 _____	30, 40, 50 _____
25, 30, 35 _____	14, 16, 18 _____
18, 20, 22 _____	60, 70, 80 _____
35, 40, 45 _____	30, 40, 50 _____

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Challenge: Can you skip count forwards and backwards in 2s, 5s, 10s with odd numbers?

Share this with your whanau/family and teacher- email them a picture/blurb/photograph

ADDING WITH TENS SHEET 1

0 10 20 30 40 50 60 70 80 90 100

1) $10 + 10 =$ _____ 11) $20 + 20 =$ _____

2) $30 + 10 =$ _____ 12) $40 + 20 =$ _____

3) $20 + 10 =$ _____ 13) $30 + 20 =$ _____

4) $60 + 10 =$ _____ 14) $60 + 20 =$ _____

5) $80 + 10 =$ _____ 15) $10 + 20 =$ _____

6) $70 + 10 =$ _____ 16) $30 + 30 =$ _____

7) $50 + 10 =$ _____ 17) $40 + 30 =$ _____

8) $90 + 10 =$ _____ 18) $20 + 30 =$ _____

9) $0 + 10 =$ _____ 19) $60 + 30 =$ _____

10) $40 + 10 =$ _____ 20) $0 + 40 =$ _____

If you know that $60 + 10 = 70$, then what is $10 + 60$? _____

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2. A farmer planted 8 rows of trees with 10 trees in each row. How many trees did he plant altogether?

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.

SUBTRACT WITH TENS SHEET 4

1) $50 - 20 =$ _____ 13) $100 - 60 =$ _____

2) $70 - 40 =$ _____ 14) $90 - 50 =$ _____

3) $100 - 30 =$ _____ 15) $40 - 30 =$ _____

4) $60 - 60 =$ _____ 16) $80 - 60 =$ _____

5) $40 - 10 =$ _____ 17) $100 - 80 =$ _____

6) $50 - 30 =$ _____ 18) $50 - 50 =$ _____

7) $80 - 40 =$ _____ 19) $70 - 60 =$ _____

8) $90 - 10 =$ _____ 20) $100 - 40 =$ _____

9) $30 - 0 =$ _____ 21) $90 - 60 =$ _____

10) $20 - 20 =$ _____ 22) $60 - 20 =$ _____

11) $70 - 50 =$ _____ 23) $100 - 90 =$ _____

12) $90 - 30 =$ _____ 24) $80 - 70 =$ _____

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Challenge: How well do you know your skip counting forwards and backwards in tens?

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

PLACE VALUE TENS AND ONES 1

Fill in the number of tens and ones.

$23 =$ 2 tens 3 ones

$36 =$ _____ tens _____ ones

$61 =$ _____ tens _____ ones

$89 =$ _____ tens _____ ones

$14 =$ _____ tens _____ ones

$90 =$ _____ tens _____ ones

$43 =$ _____ tens _____ ones

$55 =$ _____ tens _____ ones

$38 =$ _____ tens _____ ones

$67 =$ _____ tens _____ ones

$40 =$ _____ tens _____ ones

$74 =$ _____ tens _____ ones

$17 =$ _____ tens _____ ones

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PLACE VALUE - TENS AND ONES 1

Count the number of squares in each box. Remember to count the TENS first, then the ONES.

1) How many? _____

2) How many? _____

3) How many? _____

4) How many? _____

5) How many? _____

6) How many? _____

7) How many? _____

8) How many? _____

9) How many? _____

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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.

	and we will share to the class blog.				
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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