

Optional Digital Learning Resources for Families

Teach Starter:

Teach Starter is a teacher resource website that is offering free learning from home activities for students who attend a school that has closed during this time. Families can join for free for the next month and download PDF or Word documents to support student learning from school by using the below links.

<https://www.teachstarter.com/au/blog/covid-19-teach-starters-support-for-schools-teachers-parents-students-affected/>

Year 1:

<https://www.teachstarter.com/au/teaching-resource/year-1-school-closure-learning-from-home-pack/>

Year 2:

<https://www.teachstarter.com/au/teaching-resource/year-2-school-closure-learning-from-home-pack/>

Dotted Thirds:

Below is a link to access additional dotted thirds paper. Grade 1s use the 25mm paper and grade 2s use 18mm paper. This is to support their handwriting if additional paper is required.

<https://svrc.vic.edu.au/support/downloadable-resources/bold-line-templates/>

Typing.com

Below is a link to online typing games for students to practise using the correct finger when using a keyboard.

<https://www.typing.com/student/games>

Scholastic:

Scholastic.com is offering free learning from home activities, there are great books available and activities for students to research. They are continuing to add to the list of free resources throughout this time.

<https://classroommagazines.scholastic.com/support/learnathome.html>

username: **Learning20** | password: **Clifford**

<p>Rainbow Writing</p> <p>Write your words using a different colour for each letter.</p>	<p>Silly Sentences</p> <p>Write each word in a silly sentence. You can combine words into one sentence.</p>	<p>Bubble Writing</p> <p>Write each word in colourful, bubble or fancy writing.</p>	<p>Word Shapes</p> <p>Write each word, then draw a box around each letter to explore the shape of your spelling words.</p> <p>they</p>
<p>Vowels</p> <p>Write the vowels (a, e, i, o, u) in blue and the consonants in red.</p>	<p>Practise! Practise!</p> <p>Using different materials such as gel pens, chalk, paint, on the computer or flour in a baking tray to practise spelling your words.</p>	<p>Dictionary Dash</p> <p>Look up your words in the dictionary and write down the meaning.</p>	<p>Spelling Hunt</p> <p>Hunt for your spelling words in a newspaper or magazine. Cut the letters out and spell them out again.</p>
<p>Syllables</p> <p>Say the word. Clap the word out. How many syllables can you hear?</p>	<p>Spelling Rhymes</p> <p>Can you think of any words that rhyme with your spelling words? Write some of these down.</p>	<p>Spelling Sayings</p> <p>Make up a saying or mnemonic for your spelling words such as 'the principal is my pal'.</p>	<p>Spelling Sorts</p> <p>Find 2 letter words, 3 letter words, 4 letter words or more for longer words within your spelling words. Such as: then: he, hen, then</p>
<p>Word Wall</p> <p>Make your own word wall at home. Display in your room or in a common area of your home.</p>	<p>Craft Spelling</p> <p>Make your words from play dough, alphabet stickers, ink and stamps.</p>	<p>Word Games</p> <p>Play junior scrabble, scrabble, boggle, upwords, hangman, write the words on cardboard bits and play snap or a memory game.</p>	<p>Websites</p> <p>www.spellingcity.com www.kidspell.com www.busyteacherscafe.com www.funbrain.com</p>

Students are taught the LSNWC method in class to spell words.

Look at the word

Say the word

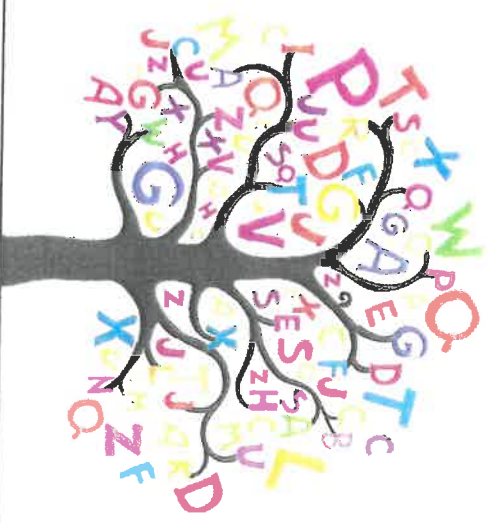
Name the letters

Cover the word

Write the word

Check the word

After students practise their words at home, using any of the spelling activities from the reverse page, students write their spelling words in the table on the right, using the LSNWC method. Students are encouraged to practise writing these words even if they spell their words correctly the first go.



Words 101–200

people
didn't
friend
their
put
gave
found
from
down
water
party
about
took
good
other
see
girl
boy
over
us
your
off
three
dinner
liked

won
morning
playing
want
happy
what
as
love
if
again
game
really
could
shop
would
eat
fish
this
ran
first
by
food
named
baby
cat

outside
away
favourite
has
family
lunch
man
shops
football
looked
wanted
bike
no
lost
TV
fairy
cousin
stayed
Friday
games
old
woke
ball
come
ever

new
room
nice
scared
who
inside
it's
tree
cake
best
fell
long
movie
soccer
how
also
know
last
sleep
swimming
don't
just
told
yes
around

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Words 1–100

I	were	fun	can
the	day	like	bought
and	so	some	brother
to	when	have	big
a	home	are	birthday
was	you	out	them
my	at	going	bed
went	me	called	made
we	mum	all	name
on	for	play	too
it	dad	Sunday	next
then	but	upon	dog
he	saw	Saturday	lots
had	house	did	night
in	that	school	not
they	weekend	two	friends
with	time	very	into
of	her	back	an
there	go	ate	park
got	came	get	will
she	because	lived	car
said	up	am	our
played	his	him	do
one	once	watched	sister
is	after	little	be


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Words 201–307

lot	rabbit	princess	asked
today	five	shopping	OK
beach	turned	until	scary
finished	another	only	every
funny	make	black	walked
book	cousin's	garden	read
bad	breakfast	still	world
things	chips	beautiful	monster
yesterday	door	pool	slide
computer	couldn't	take	thank
help	present	well	white
zoo	together	animals	buy
now	walk	horse	dressed
ride	great	movies	fast
castle	icecream	names	head
toy	loved	bit	walking
cousins	magic	race	why
look	work	sad	blue
more	coming	snake	dogs
tried	someone	jumped	footy
find	team	place	here
four	thing	show	killed
I'm	always	where	need
happily	boat	everyone	playground
started	red	or	that's
dragon	teacher	shark	watch
much	its	something	

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Writer's Notebook prompts

<p>Favourite Places</p> <p>Students to record a list of their favourite place to be (classroom, beach, holiday, lounge room, and so on).</p> <p>Then describe this place using interesting words. Write what you see, hear, taste, touch and smell.</p> 	<p>People in my family</p> <p>Student to list or draw members of their family (immediate and/or extended). Then write what they love about these family members and why.</p> 	<p>My School Friends</p> <p>Student to list or draw their new or current friends. Then write what they love about their friends and why.</p> 	<p>Artefact Collection</p> <p>With the items collected students can write a recount or poem about their item. Encourage students to use various words to describe the story behind their artefact by using your senses and feelings.</p> <p><i>*Allow a weekend or sometime for students to collect items e.g. photo, feather, movie stub, zoo map etc.</i></p> 	<p>Avatar</p> <p>Firstly ask students to draw an 'avatar' (character with odd features but isn't an actual animal or human). After they have drawn their avatar have students describe the avatar. Then create a setting for their avatar, keep building on a theme for your avatar.</p> 
<p>'Me' Mind Map</p> <p>Students to draw a heart or teacher to prepare a heart template. In the heart, students to write or draw things such as family members, favourite movie/tv show, hobbies, food etc. Encourage students to use a separate colour for each theme and create a legend. For e.g. orange represents family members, green represents animals.</p> 	<p>Things I love to do (hobbies, sport, games)</p> <p>Students to record an activity they do afterschool. Draw themselves doing this activity and record what their fears, challenges and thrills are when doing this activity.</p> 	<p>Rhyming words</p> <p>Give students a head start. Write down some words on the board or on cards. Then students make a list of other words that rhyme with these words. How many can you discover? (words to begin with: cat, tin, book etc.)</p> 	<p>Onomatopoeia</p> <p>Define 'Onomatopoeia': You may like to provide titles such as 'animals', 'transport', 'accidents', 'other' etc. Student to make a list in their Writer's Notebook and then write a story or draw a picture to match.</p> 	<p>In my shoes</p> <p>Google a picture of 'shoes' (scruffy, fancy, work boots etc.), using this as inspiration to write about the person who is in these shoes. Make a collection of these images and keep in your writing corner.</p> 
<p>The Door</p> <p>Google pictures of 'doors' (big, tiny, fancy, rundown, wooden, glass etc.) using this as inspiration to write about what is behind the door. Make a collection of these images and keep in your writing corner.</p> 	<p>Using my senses</p> <p>Cut up oranges or apples or bring lollies (it only has to be a small piece). Have students describe the item using their senses; what does it look like, what does it feel like, what does it smell like, what does it sound like when you bite it, what does it taste like. Provide words to describe each sense. Once students have done this, students can write a few sentences to describe their experience.</p> 	<p>Song / Lyrics</p> <p>Play a song (teacher's choice) and have students record how it makes them feel when they listen to the music. For extension students, teacher can read the lyrics and as a grade define the story behind the lyrics. Students to use this as an inspiration to write their own song in their book.</p> 	<p>Memories</p> <p>Define the word 'memory'. Read Wilfred Gordon McDonald Partridge. Have a bucket of small toys or items from around the classroom. Students to pick one item and take back to their desk and write about what this item reminds them of. What memory do they recall?</p> 	<p>Picture book inspiration</p> <p>Read a picture story book (teacher's favourite). Use the characters from the text to help students create their own story using the same characters. You could keep the same setting and change the characters.</p> 

Things to do at home –Writing

Choose one task to do each day. Colour in each square when you have completed it.

Keep a diary to recount things you have done Today is.... and I....	Draw a character. Write adjectives to describe what they look like, their personality. Write narrative and use your adjectives in your writing.	Design the best birthday party ever -Write the invitations -write a list of people to invite -Write a list of foods you will eat -Write a list of games you can play	Make a list of your favourite things Eg: favourite food, toys, things to do in Summer, things you like about school, things to do on a rainy day	Write a letter to someone in your family
Write a letter to your parents persuading them to take you on a holiday to....	Do some cooking and write the procedure involved in your own words	Find three new words in the dictionary. Use them in your writing today	Rocket writing -10 minutes writing on a topic of your choice	Write a narrative that starts like this... It was a cold and windy day....
Once upon a time.....	Write a narrative that starts like this... it all started when....	Make an advertising poster to persuade others to do something or buy something	Make something out of paper and write the procedure (eg: a book mark, a card, chatterbox, decoration, paper ruler, paper aeroplane, party hat....)	Write an acrostic poem
Make a factual poster about an animal	Write a shape poem	Write a narrative with the title 'The day my school went crazy!'	Create a character and make a comic about them	The future me- When I grow up I.....
If I won \$100 dollars I would....	Write the procedure for how to make -The most disgusting sandwich in the world	Activate your sense and write about the best thing you have ever seen, heard, touched, tasted, smelt and then reverse it and write about the worst thing you have ever seen, heard, touched, tasted, smelt	If I had a super power it would be.....and I would.....	Rewrite a favourite story or fairy tale with a new twist or perspective

Things to do at home –Maths

Choose one task to do each day. Colour in each square when you have completed it.

Play a board game such as Monopoly or Snakes and Ladders	Choose 3 small toys. Weigh them using kitchen or bathroom scales. Order them from lightest to heaviest. Now measure them using a ruler or tape measure and order them from shortest to tallest	Using a ruler, accurately draw some 2D shapes. Colour them in. Cut them out and make a shape picture.	Spend 20 minutes on Mathematics	Time yourself brushing your teeth (or doing another quick activity). If you brush your teeth for the same length of time every morning and every night, how many minutes do you spend each week brushing your teeth?
Follow a recipe to make something (cup cakes, biscuits, muffins). Discuss what maths is involved. If you doubled the recipe how much of each ingredient would you need? How many biscuits/ cupcakes would you make? What about if you tripled the recipe?	Learn your 2 times tables	Play a strategy based game like Battleships or Connect four	There were 17 tyres in a car park. What vehicles could they belong to? Record your answers using strategies such as draw a diagram, write a number sentence, create a table....	Learn your 5 times tables
Count the money in your money box.	Design a pathway or maze on the floor using pencils. Write the code to move through the maze using arrow cards.	Estimate the weight of a piece of fruit.	Hide a toy. Give oral directions to someone to find it eg: take 3 steps forward, turn left....	Make a sun dial using a paper plate and straw/pencil. Check it 5 times throughout the day and mark where the shadow is.
Use pencils, a ruler or tape measure to measure the length and perimeter of your bed, a book, your couch, your tv.	Take a handful of coins from your money box. Sort the coins by their value. Make a graph to record your data for each coin.	Learn your 10 times tables	Create the clues or directions for a scavenger hunt around your house	Count how many jumps on the trampoline or claps or star jumps you can do in a minute. Work out how many you would do in 2 minutes, 3 minutes, 4 minutes, 5 minutes. Record your findings in a table
I bought a new packet of 12 pencil. Each pencil was 10cm long. What is the combined length of half of the packet, the whole packet or 7 pencils? Do the problem again, but this time the pencils are 6 cm long.	Explore the functions on a calculator	Complete a puzzle or tangram	Explore maps using google Earth, google maps, a street directory	Use a deck of playing cards to find the surface area of -a book -a box -your pillow -a small table -a chair -your bed