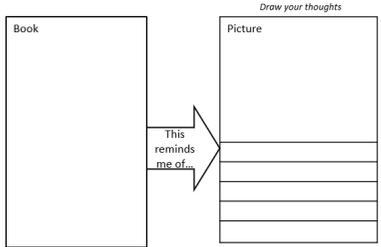


Year 1 - English - Learn from home timetable
Each square should take approximately 15 minutes.

Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">Phonemic Awareness</p> <ul style="list-style-type: none"> Practise saying the sounds of the letter patterns recently taught at school. _____ _____ Introduce this week's sound/letter pattern. _____ Read through this week's spelling list. Think about other words that might contain this letter pattern and write them on a poster. 	<p align="center">Phonemic Awareness</p> <ul style="list-style-type: none"> Practise saying the sounds of the letters/letter patterns already taught at school. Re-visit this week's letter/letter pattern. Look in magazines and newspapers for words or pictures that have this week's sound in them. Add them to the poster. Blend together sounds to make words. Eg. g – r – ee – t = greet It can be helpful to write the letters on pegs, counters, bottle tops etc. and have the students move them together to make words. 	<p align="center">Phonemic Awareness</p> <ul style="list-style-type: none"> Practise saying the sounds of the letters/letter patterns already taught at school. Re-visit this week's letter/letter pattern Segment (sound out) words with this week's letter in them. c/r/ee/p = creep 	<p align="center">Phonemic Awareness</p> <ul style="list-style-type: none"> Choose a <u>rime</u> that can be made from the sounds of the letter/letter pattern already taught (e.g. -eep, - eet, -eap, -eat, -eam, etc) Use the sounds already explored to create word families. Eg If I had the word sheep, and I changed the sh to a cr, what word would I have? creep. If I had the word creep, and I changed the cr to a p, what would I have? peep. Write out the word family: -eep: sheep, creep, peep, sleep, steep, sweep, deep, keep, weep, beep etc Discuss rhyming words. Words that sound the same at the end but are spelt differently. 	<p align="center">Phonemic Awareness</p> <ul style="list-style-type: none"> Practise saying the sounds of the letters already taught at school. _____ Re-visit this week's letter/sound Come up with a sentence or short story that uses as many words from our poster as possible. Have your caregiver help you write it.
<p align="center">Hear and record sounds</p> <ul style="list-style-type: none"> Have your caregiver say the sound of a letter or letter pattern. <ul style="list-style-type: none"> Repeat the sound and write it down. Have your caregiver write it down and explain how they are making the letter or letter pattern. Check that you are right and then write it down a second time in your best handwriting. Repeat this process with 3 different sounds. <p align="center">Make and write words.</p> <ul style="list-style-type: none"> Have your caregiver represent a word (the phonemes/sounds) using fingers or sticks. (ll ll l) <ul style="list-style-type: none"> Tell your caregiver how many letters and how many sounds (5 letters, 3 sounds) Have your caregiver tell you the word and put it in a sentence (The word is sheet. Mum put a fresh sheet on the spare bed) <ul style="list-style-type: none"> Together, blend the sounds in the word. (sh-ee-t) Have a go at writing the word. When you are finished, have your caregiver write the word while you watch. Discuss how you went. <ul style="list-style-type: none"> Write your word out again as neat as you can. Repeat this process with 3 different words. 				
<p align="center">High Frequency Words (HFW)</p> <ul style="list-style-type: none"> Read through this week's HFW Have your caregiver write your HFW on pieces of paper. Turn them over and play memory. 	<p align="center">High Frequency Words</p> <ul style="list-style-type: none"> Timed speak. Start the clock and flip over your sight words and say them. Write down your time. Repeat the process 3 times and try and beat your time. Make a 4x4 bingo cards with this week's words and play with your caregiver or anyone at home. 	<p align="center">High Frequency Words</p> <ul style="list-style-type: none"> Practise writing this week's sound and high frequency words <ul style="list-style-type: none"> with your finger on a tray of salt, in sand, on the couch, on each other's back, in the air. using magnetic/wooden/tiled/stamped letters with a pencil/crayon/texta on paper 	<p align="center">Fine Motor Skills</p> <ul style="list-style-type: none"> Build up our finger muscles by completing some of the following activities: <ul style="list-style-type: none"> Using tweezers to pick up objects Threading beads Tying shoelaces Making some of this week's HFW with Lego 	<p align="center">High Frequency Words</p> <ul style="list-style-type: none"> Write your high frequency words out without looking.
<p align="center">Reading</p> <ul style="list-style-type: none"> Look at the front cover. Read the title and identify the author. Discuss the images. Predict what the story might be about. Read a book with a caregiver Discuss any interesting vocabulary that you came across. Talk about what these words mean. Talk about where the story took place (setting) Talk about the characters. Who did you like best and why? 	<p align="center">Reading</p> <ul style="list-style-type: none"> Re-read yesterday's story and try to independently read some parts. Go back in the book and look for any words that have this week's letter pattern. Look for any of this week's HFW. See how many you can find. 	<p align="center">Reading</p> <ul style="list-style-type: none"> Look at the front cover. Discuss what you can see. Predict what the story might be about. Read a book with a caregiver. Point out capital letters. Talk about how we use capital letters for the start of sentences and names of people and places. Point out full stops. Discuss how they show us that a sentence has finished. Point out question marks and exclamation marks and discuss how and where they are used by authors. 	<p align="center">Listening/Viewing</p> <ul style="list-style-type: none"> View a short clip on-line or listen to a story orally. Look/listen to the title. Predict what you think it might be about. 	<p align="center">Reading – Nonfiction</p> <ul style="list-style-type: none"> Read something that is nonfiction. It would be a story from a newspaper or an information report about an event, animal or person. Discuss how factual texts are different from fiction texts.

<p style="text-align: center;">After reading activity</p> <p>Retell</p> <ul style="list-style-type: none"> • Draw 3-5 pictures that describe the main events in order. • Write a sentences underneath each to explain what is happening in each picture. 	<p style="text-align: center;">After reading activity</p> <p>Making Connections</p> <ul style="list-style-type: none"> • Discuss what connections you made to the book based on your own experiences. Eg. When the main character got lost, this reminded me of when I couldn't find you at the shops". Record this connection. It may look like this: <div style="text-align: center;">  </div>	<p style="text-align: center;">After reading activity</p> <p>Simple Sentences and Punctuation</p> <ul style="list-style-type: none"> • Discuss what a simple sentence is. It must have a who (subject/object/noun) and a what (predicate/verb/verb group). It also often has a circumstance. <ul style="list-style-type: none"> - E.g. John walked to the shop. The who is John. The what is walked. The circumstance is to the shop. - Find some simple sentences in the book and identify the who and the what. <p>Writing</p> <ul style="list-style-type: none"> • Have a go at writing your own simple sentences that: <ul style="list-style-type: none"> - retell today's story - retell something you have done 	<p style="text-align: center;">After viewing activity</p> <p>Responding to Literature</p> <ul style="list-style-type: none"> • Express your opinion about the characters, and events in the story. Listen to your caregiver's opinion and decide if you agree or disagree and why. <p>Innovating on Literature</p> <ul style="list-style-type: none"> • Innovate on the story by doing one of the following: <ul style="list-style-type: none"> - predicting what you think might have happened to the characters after the story ended. - Create a new story with the same characters but different events - Create a new story with the same events but different characters. <p>Writing</p> <ul style="list-style-type: none"> • Record this by drawing pictures and writing sentences. 	<p style="text-align: center;">After reading activity</p> <ul style="list-style-type: none"> • Create a timeline, diagram or picture to explain what you just learnt about. <div style="text-align: center;">  </div>						
<p style="text-align: center;">Journal Entry - Writing</p> <ul style="list-style-type: none"> • Write a journal entry for something you did over the weekend. 	<p style="text-align: center;">Oral language experience</p> <ul style="list-style-type: none"> • Act out the story. Use props and costumes you can find around the house. 	<p style="text-align: center;">Grammar Game</p> <ul style="list-style-type: none"> • Discuss what nouns (naming words), verbs (doing words) and adjectives (describing words) are and give examples. • Create a table with nouns, verbs and adjectives at the top. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>nouns</th> <th>verbs</th> <th>adjectives</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Read sentences from the book and write the words in the columns as you come across them. Firs to 10 in each column wins. 	nouns	verbs	adjectives				<p style="text-align: center;">Oral language experience</p> <ul style="list-style-type: none"> • Act out your new story. Use props and costumes you can find around the house. 	<p style="text-align: center;">Games</p> <ul style="list-style-type: none"> • Make quiz cards about what you just read and play it with the rest of your family when they get home.
nouns	verbs	adjectives								

Read the books that your teacher has sent home for you to read. If you finish these, choose your own texts to read. They are the right level for you if you when read the first page there are no more than five tricky words.