

Week II: Home Programme  
29<sup>th</sup> of June to the 3<sup>rd</sup> of July 2020

	Monday 29.06	Tuesday 30.06	Wednesday 01.07	Thursday 02.07	Friday 03.07
<p><b>Afrikaans</b></p> <p>Model the correct way to pronounce the vocabulary. If you are unsure, ask a friend or the teacher to demonstrate via voice notes. Remember to check for understanding, so jump around when you question your daughter. Make sure they can translate from English to Afrikaans and vice versa. Answering in full sentences is key. Neat colouring in, writing and detailed drawings are expected.</p>	<p><b>Luister, Praat en Lees:</b></p> <p>Revise p 10 - 12 (verbal)</p> <p>Focus on vocabulary and speaking in full sentences. e.g. Ek sit in die sitkamer. Ek kyk televisie. Ek help in die kombuis.</p>	<p><b>Luister en Praat:</b></p> <p>Revise p 13 - 15 (verbal)</p> <p>Focus on vocabulary and speaking in full sentences. e.g. Ek dra my skool klere. Ek dra 'n hemp. Ek dra 'n rok. Ek dra kouse.</p>	<p><b>Luister en Praat:</b></p> <p>Revise p 16 - 17 (verbal)</p> <p>Focus on vocabulary and speaking in full sentences. e.g. Dit is winter. Dit is Lente. Dit is Somer. Dit is Herfs. Die blare val af in die Herfs.</p>	<p><b>Luister en Praat:</b></p> <p>Revise p 19 - 21 (verbal)</p> <p>Focus on vocabulary and speaking in full sentences. e.g. Dit is winter. Dit is koud in die winter. Ek dra warm klere. Die het n' mus nodig.</p>	<p><b>Luister, Praat en Lees:</b></p> <p>Revise p 22 - 24 (verbal)</p> <p>Focus on vocabulary and speaking in full sentences. e.g. Dit is Lente. Blomme groei in die Lente. Ek sien blomme, plante en insekte.</p>
<p><b>Maths</b></p> <p>The majority of our Maths is still very concrete at this stage. Make use of uncooked pasta, lego, tooth picks, beads and small toys for estimation, bonds, pattern building and even to assist with word sums and counting. You also have the blue Maths pages at the back of the purple phonics file. There is a number chart that can be used for counting and symbol recognition. A practical Maths lesson would last 10-15 minutes max in the classroom. These lessons will often combine estimation, counting and a core concept. Don't get caught up in spending hours on each concept. Integration is the secret here.</p>	<p><b>Practical:</b></p> <p>Estimate to 50</p> <p>Counting: (done verbally)</p> <p>1's forwards and backwards to 50</p> <p>Revise: bonds of 5 and 6 (make 5 and 6)</p> <p>Use 'marshmallow game'</p> <p>Use crayons, pasta, lego, marbles etc. Refer back to videos and methods from week 2. The same concept applies just a new number as the total.</p> <p><b>Written:</b></p> <p>Number concept:</p> <p>'Number fun 16' worksheet</p>	<p><b>Practical:</b></p> <p>Reading no. symbols 1-50</p> <p>Counting: (done verbally)</p> <p>2's forwards and backwards to 30</p> <p>Revise ordering and comparing numbers 1-10: E.g. use a number chart. Find 6 and then ask what one more/one less is. Find 8 and then ask what comes before/after. What number is between 2 and 4. Add in vocab such as fewer/smaller/bigger/greater.</p> <p>Ask the girls to write numbers 1-10 on scrap paper <b>themselves</b>, mix them up and ask the girls to sort the numbers from biggest to smallest and vice versa. Call out a number and she must show you the number names.</p> <p><b>Written:</b></p> <p>Computations: *</p> <p>'Work on 8.5mm lined paper'</p> <p>Use example page to complete this activity.</p>	<p><b>Practical:</b></p> <p>Estimate to 50</p> <p>Counting: (done verbally)</p> <p>5's forwards and backwards to 50</p> <p>Revise doubling and halving: Refer back to the video clip (if needed) and then allow your daughter to double the numbers from 1-10 and halve the even numbers from 20-2 practically using macaroni, lego, buttons, sweets etc.</p> <p><b>Written:</b></p> <p>Number patterns: *</p> <p>'Work on 8.5mm lined paper'</p> <p>Use example page to complete this activity.</p>	<p><b>Practical:</b></p> <p>Reading no. symbols 1-50</p> <p>Counting: (done verbally)</p> <p>10's forwards and backwards to 50</p> <p>Revise story sums/word problems up to 10 including money and repeated addition (+ &amp; -) carry out and complete as per videos and examples sent in previous week. This must be done practically using physical counters. Working out can be written on scrap paper, chalk boards, white boards or even your floors. Ensure she has a drawing, a sum and an answer.</p> <p><b>Written:</b></p> <p>Use example page to complete this activity.</p> <p>Number concept:</p> <p>'Number fun 17' worksheet</p>	<p><b>Practical:</b></p> <p>Estimate to 50</p> <p>Counting: (done verbally)</p> <p>Revise all</p> <p><b>Written:</b></p> <p>Number concept:</p> <p>'Number fun 18' worksheet</p> <p><b>Bonds Challenge*</b></p> <p>Girls are given 5 minutes to complete these sums. They are encouraged to complete the sums without counters but if you find them getting stuck encourage them to use their fingers, an abacus or simple counters to help them on their way (macaroni, buttons, Lego pieces etc.). Before starting make sure the girls aware of the plus and minus signs in the middle of the sums. It would be a good idea to remind them what each sign means, + is adding more and will make the answer bigger and - is taking away and will make the answer smaller.</p>
<p><b>English</b></p> <p>List G and H words are high frequency words and cannot be sounded out like the phonics. Google cute tips to help your daughter remember these tricky words, etc. Look-eyes are looking at you in the middle of the word, where-the w is like the gesture a person makes when saying "where is it". These words are to be read and not written.</p> <p>Make use of the app suggestions below to find age/level appropriate stories for the</p>	<p><b>Reading:</b></p> <p>List G read for fluency sentences block 3</p> <p>Ginn reading page: Watch the storybook clip first. Discuss the pictures and new vocab before reading the story page.</p> <p>'A swim at the park'*</p>	<p><b>Reading:</b></p> <p>List G read for fluency sentences block 4</p> <p>Ginn reading page: Watch the storybook clip first. Discuss the pictures and new vocab before reading the story page.</p> <p>'Ben and the duck'*</p>	<p><b>Reading:</b></p> <p>Revise: List G read for fluency sentences block 3 and 4</p> <p>Ginn reading page: Watch the storybook clip first. Discuss the pictures and new vocab before reading the story page.</p> <p>'Come and play with me'*</p>	<p><b>Reading:</b></p> <p>List H row I</p> <p>Ginn reading page: Watch the storybook clip first. Discuss the pictures and new vocab before reading the story page.</p> <p>'Come for a swim'*</p> <p>Sign next to the book title on the recording page. Paste the recording</p>	<p><b>Reading:</b></p> <p>List H row 2</p> <p>Read a story# from Rivet app: Your choice today. Record the titles of any books you read at the back of the 'Housie Book' just as we would normally do for our IRS readers.</p>

<p>girls to read. Level 2 is a good place to start. Remember that if you are not able to do this, a normal bedtime story with lots of comprehension questions, modelling of tone and expression and drawing attention to punctuation will do just fine too.</p> <p>Allow your girls to build their words before jumping straight into writing them. Use sentence building to lead into sentence writing. They can always build their sentence before copying it. Neat handwriting and colouring in is expected.</p>	<p>Sign next to the book title on the recording page. Paste the recording page into the 'Housie Book' at the front.</p> <p><i>High Frequency word challenge.</i></p> <p><b>Phonics:</b> Revise middle sound -a- and -e- words (10 words) (Sound out, build with pink cards and write: paper, chalk board, white board etc.)</p> <p><b>Creative Writing:</b> (Monday only) Use the 'writing dice' to write 3 sentences. Use writing frames/ sentences starters provided. Remember capital letters and full stops. Draw a picture to show comprehension. Fold an A4 page into 8 spaces landscape for news writing.</p>	<p>Sign next to the book title on the recording page. Paste the recording page into the 'Housie Book' at the front.</p> <p><i>High Frequency word challenge.</i></p> <p><b>Phonics:</b> Revise middle sound -i- and -o- words (10 words) (Sound out, build with pink cards and write: paper, chalk board, white board etc.)</p> <p><b>Handwriting:</b> 'c' with the wave pattern* 'Work on 8.5mm lined paper' Use video and example page to complete this activity.</p>	<p>Sign next to the book title on the recording page. Paste the recording page into the 'Housie Book' at the front.</p> <p><i>High Frequency word challenge.</i></p> <p><b>Phonics:</b> Revise middle sound -u- words (10 words) (Sound out, build with pink cards and write: paper, chalk board, white board etc.)</p> <p><b>Handwriting:</b> 'o' with the wave pattern* 'Work on 8.5mm lined paper' Use video and example page to complete this activity. Phonics words with matching pictures. 'Work on 8.5mm lined paper' Use example page to complete this activity.</p>	<p>page into the 'Housie Book' at the front.</p> <p><i>High Frequency word challenge.</i></p> <p><b>Phonics:</b> Revise: double ending words (10 words) Sound out, build with pink cards and write: paper, chalk board, white board etc.)</p> <p><b>Handwriting:</b> 'a' with the wave pattern* 'Work on 8.5mm lined paper' Use video and example page to complete this activity.</p>	<p><i>High Frequency word challenge.</i></p> <p><b>Phonics:</b> <b>Revision "test"</b> Use the previous week's video and example page to complete the phonics test. The test is comprised of 2 components: the words and the sentence with a corresponding picture. The video explains how to call out the words and the dictation. The photo example is your memo to mark the "test". The girls may not look at this example. The purpose of this "test" is for you to see how your daughter is able apply her phonics skills (past, present and future) within a specific time frame. This test will also ensure that when we eventually return to the classroom, she will be comfortable in a test situation and familiar with the structure of it.</p>
<p><b>Life Skills</b> This week we finish looking at our five sense. What are they and which parts of our body are connected to the five senses. There are also loads of lovely senses themed story books, songs and videos on YouTube. Remember you are welcome to find your own. Don't forget to check if there are any Art, Music or Phys Ed lessons for this week.</p>	<p>Collegiate Phys Ed lesson.</p>	<p>Cosmic Kids Yoga <b>'Touch' worksheet *</b> Pick 6 items that feel: cold, sharp, smooth, ticklish, prickly and warm. Hide them in a box or in a pillowcase and let your daughter feel each item. She must describe the item and see if she can identify what it is. Next follow the instructions on the worksheet.</p>	<p>Gro Noodle <b>'Sensational senses' worksheet *</b> Make popcorn and with the help of our 5 senses follow the instructions on the worksheet.</p>	<p>Coach Joe</p>	<p>Collegiate Phys Ed lesson.</p>

Dear Moms and Dads

Here comes week 11, along with some of our usual reminders:

- Please remember to mark your daughter's work and keep it all safely stored away.
- You are not required to send pictures of all the work she has completed on a daily basis, but we do love seeing photos of our girls especially if it is of something interesting you did together at home.
- If you are unable to print the worksheets sent to you, you may write them out in a more simplified format (refer back to previous weeks photo examples to see how this can be achieved) as long as the concept is being applied. You **do not** have to do **both** the worksheets and the hand-written version, either or will do.
- Shift the work around to fit your family's schedule. As long as the week's work is completed by Sunday, it does not matter when and how you get it done. Our programme outline is a suggestion.
- Remember to prioritise English, Maths and Afrikaans. Life Skills, Music and Phys Ed can be caught up when and if there is time.

- What a blessing it is to have time now that we are at home, but please encourage the girls to work timeously. They cannot spend all day on a worksheet or piece of work. At some point they will return to the classroom and will be expected to complete work in the given time frames. Completing work on time is very important. You've been working with your daughters long enough now to know when she needs to be hurried along, be a gentle reminder that the clock is ticking.
- Take into consideration what the focus of each activity is. If she has completed the core focus of the activity and you can see her stamina fading, colouring in can be set aside for later in the day or even kept for the weekend. Colouring in does not need to be supervised so when your daughter is colouring in use the opportunity to cook, clean or get some of your own work down and then check on the final product when she is finished.
- Talk to your teacher if you need assistance with explanations. Email, WhatsApp and ClassDojo are all platforms you can use for communication. We are here for you!
- Please remember to send your daughter's favourite piece of work for the week to her teacher by Friday. Mrs Van Rooyen is looking for some good workers.
- All activities written on 8.5mm lines can be written in the **same book**. You **do not** need a separate book for English and a separate book for Maths.

As always sending all our Collegiate families love and blessings! Missing you all and good luck for the week ahead.

Kind Regards

GRADE ONE TEACHERS 😊

### Key and Resources:

- # We would like parents to continue to use the app 'Rivet' for extra reading just like our IRS books. This app contains 100's of free stories that are levelled perfectly for our Grade 1's. We would now like the girls to continue with the Level Two Oxford reading series. As Oxford is extremely rich in vocabulary and not only sight words, we would like you to watch/read the story clip first. You must then discuss the pictures and the new vocabulary the story has exposed the girls to. Finally, you will read the sentence/story page for that particular Oxford reader. You can then ask your questions for comprehension as you would normally. The girls will also be moving on to Ginn Level Two readers this week. You will apply the same method to this reading series as you did with the Oxford reading series.
- \* See photo, work page and videos for a practical demonstration or use the YouTube clip:

#### Maths:

- Number patterns: see example of how to complete the handwriting activity on lined paper
- Computations: see example of how to complete the handwriting activity on lined paper

#### Handwriting:

- Letter formation c: see video example of how to complete the handwriting activity on lined paper
- Letter formation o: see example of how to complete the handwriting activity on lined paper
- Letter formation a: see video example of how to complete the handwriting activity on lined paper

#### Readers:

- A swim at the park: see video
- Ben and the duck: see video
- Come and play with me: see video
- Come and swim: see video

#### Life Skills:

- Touch: <https://www.youtube.com/watch?v=aMGgCxUyXT8>

- Coach Joe: [https://www.youtube.com/watch?v=hyBeIN\\_EgS8](https://www.youtube.com/watch?v=hyBeIN_EgS8)
- Cosmic Kids Yoga: <https://youtu.be/pn65ltyntp4> (scroll down for various options: Mr Hoppit the Hare, Crackers the Dragon, Trolls, Frozen etc.)
- Go noodle: <https://www.youtube.com/watch?v=KhfkYzUwYFk> (Pop se ko, Milkshake, Monster Dance etc.)