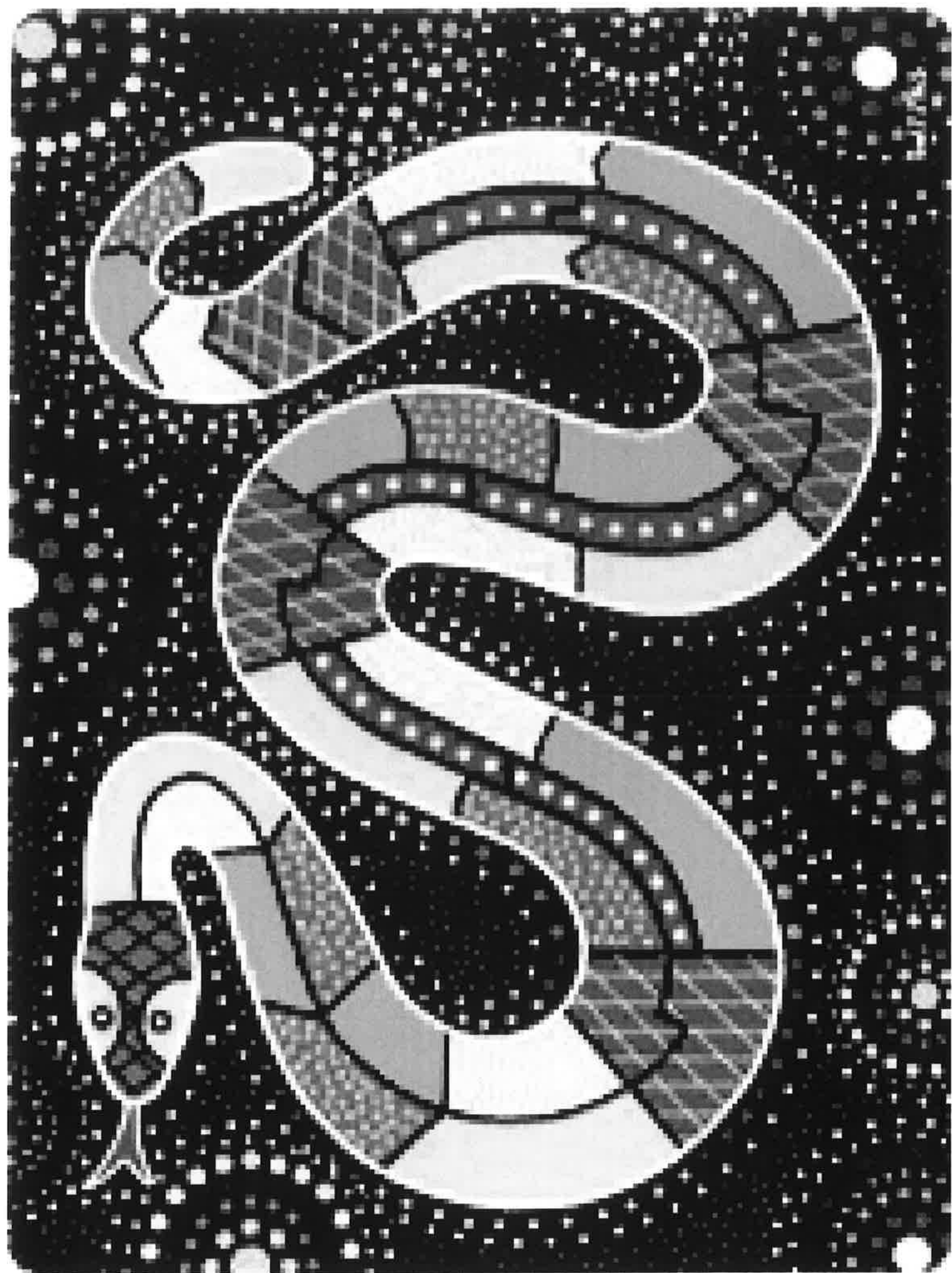


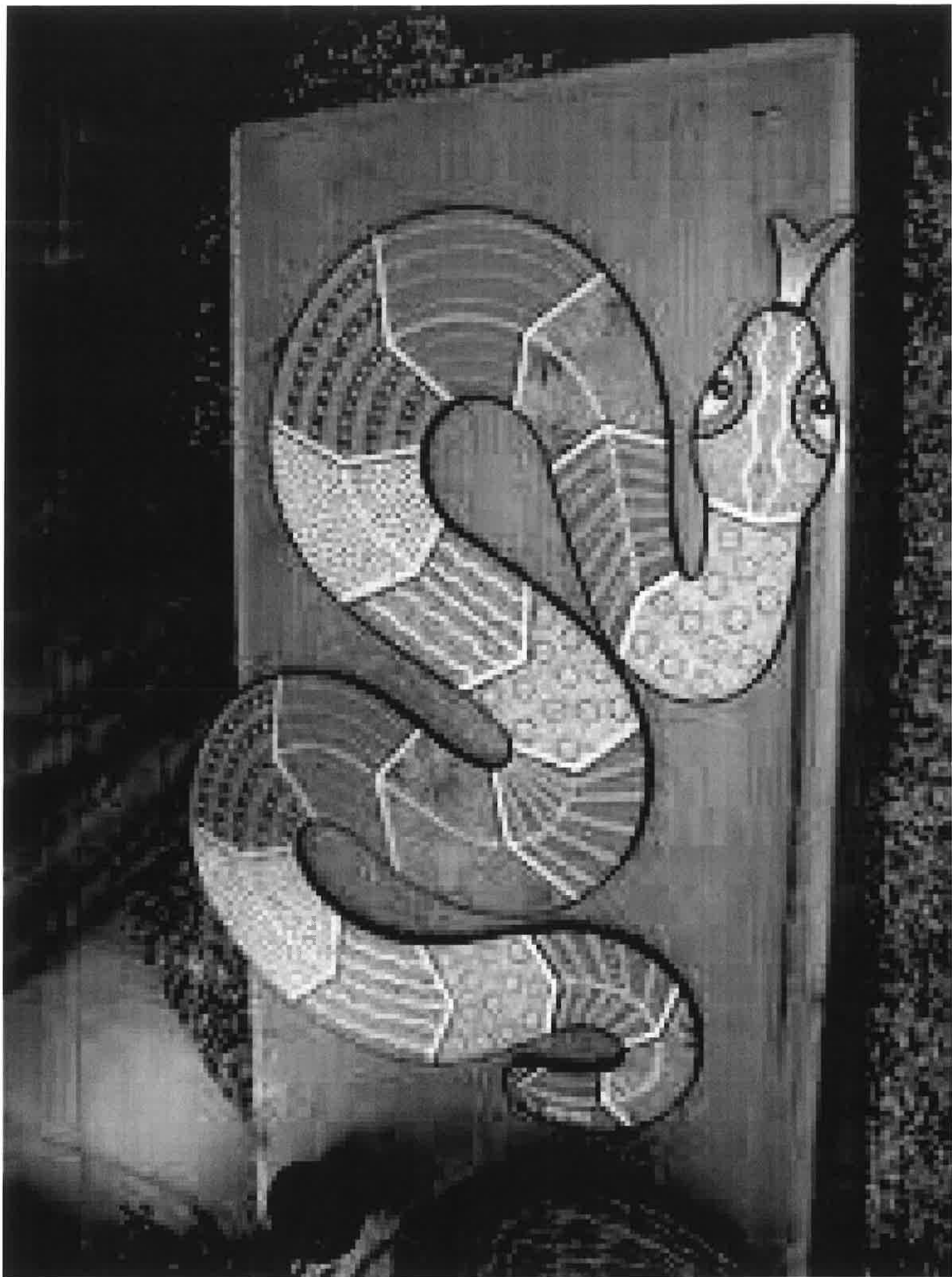
# Resources

## Year 1









# DRAWING



Miss Margaret S

Nama: \_\_\_\_\_

Kelas: \_\_\_\_\_

Saya mau \_\_\_\_\_.

Boleh saya pinjam \_\_\_\_\_?

Ya, boleh.

saya = me

mau = want

boleh = can

pinjam = borrow

ya = yes

Nama: \_\_\_\_\_ Kelas: \_\_\_\_\_

Saya mau

Boleh saya pinjam

saya = me mau = want boleh = can pinjam = borrow ya = yes

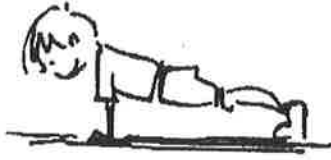
\_\_\_\_\_ ?

Ya, boleh.



			
<b>LEMARI</b>	<b>MEJA</b>	<b>KURSI</b>	<b>PERPUSTAKAAN</b>
			
<b>KOMPUTER</b>	<b>PINTU</b>	<b>KAMAR KECIL</b>	<b>RUANG KELAS</b>
			
<b>BUKU</b>	<b>PENSIL</b>	<b>PENA</b>	<b>PENGHAPUS</b>
			
<b>PENGGARIS</b>	<b>GURU</b>	<b>GUNTING</b>	<b>LEM</b>

## BALANCE EXAMPLES



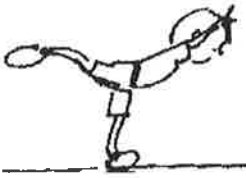
FRONT SUPPORT



TUCK SIT



REAR SUPPORT



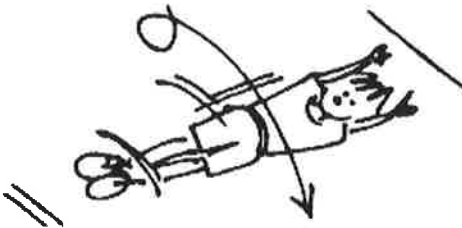
ARABESQUE



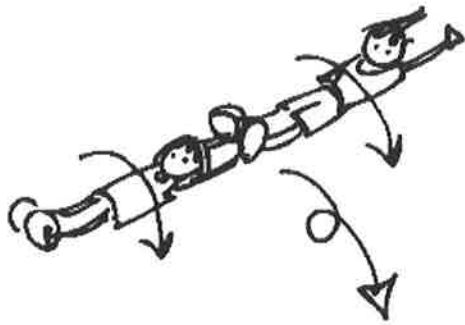
KNEE SCALE

## ROLLING EXAMPLES

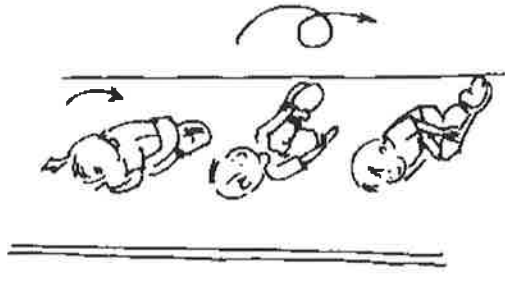
LOG ROLL



PARTNER ROLL- TRY ROLLING BY HOLDING PARTNERS FEET AND THEN TRY BY JOINING HANDS



**EGG ROLL**



# Marshmallow Launch

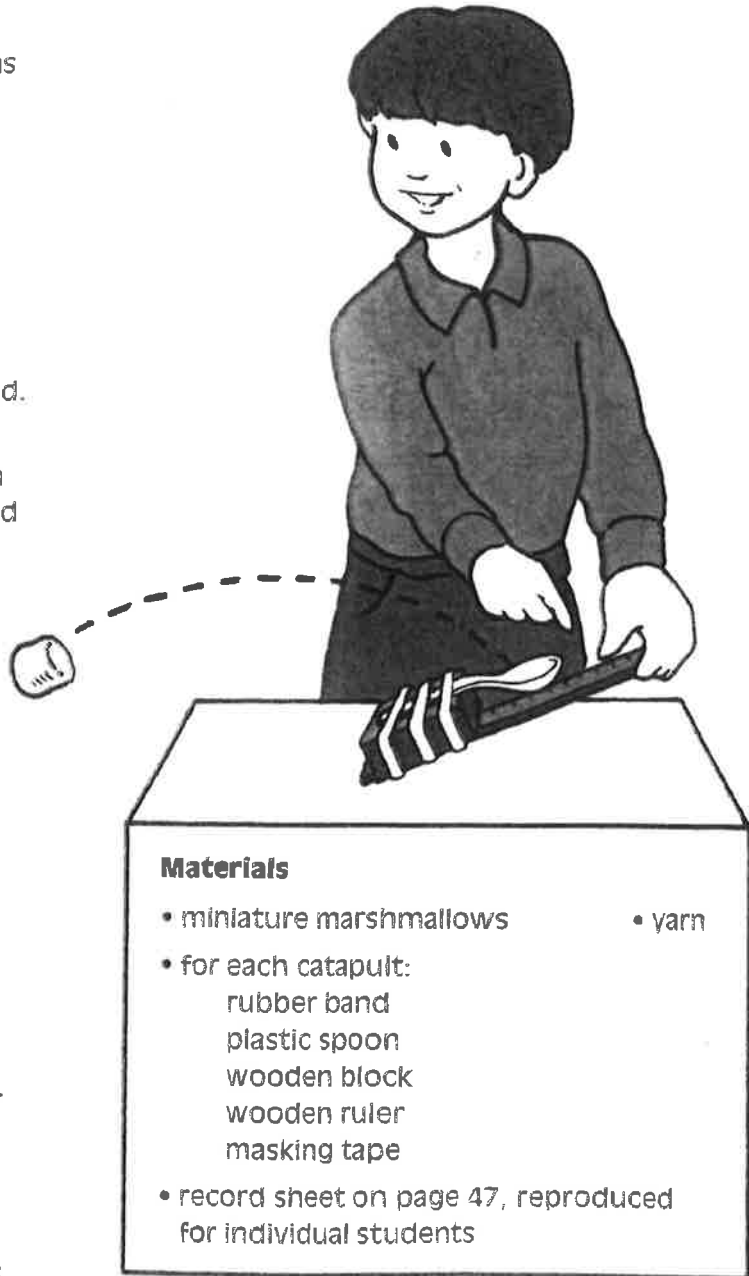
## Position and Motion of Objects

The position and motion of objects can be changed by pushing or pulling.

Students use a catapult to "push" marshmallows.

### Doing the Experiment

1. Show the materials. Accept suggestions on how to use them to move a marshmallow.
2. Follow these steps to build a catapult to launch the marshmallows.
  - Tape a plastic spoon to a wooden block.
  - Attach the block and the spoon to a wooden ruler, using the rubber band.
3. Show students how to launch a marshmallow by placing it in the spoon and carefully pulling the spoon back and releasing it.
4. Make a circle on the floor with yarn. Have students launch marshmallows into the circle.



### Sharing the Results

Students share marshmallow-launching experiences. Ask them to explain what caused the marshmallow to move. Encourage them to explain how they changed the distance that the marshmallows went.

Students complete the record sheet to show how they moved the marshmallows.

### Making Connections

Talk about a gymnast jumping on a small trampoline and then vaulting. Ask, "How is the gymnast like the marshmallow?"

#### Materials

- miniature marshmallows
- yarn
- for each catapult:
  - rubber band
  - plastic spoon
  - wooden block
  - wooden ruler
  - masking tape
- record sheet on page 47, reproduced for individual students

Name \_\_\_\_\_

## Moving a Marshmallow



Draw the catapult.  
Show the path of the marshmallow.

A large, empty rectangular box with a thin black border, intended for drawing a catapult and showing the path of a marshmallow.

The marshmallow moved because it was **pushed** **pulled** .

# Silent

	<u>Draw a picture</u>	<u>Now add 'silent e'</u>	<u>Draw a picture</u>
can		cane	
mat			
cap			
kit			
fin			
slim			
hop			
rod			
cup			
hug			
cut			



Name \_\_\_\_\_

Date \_\_\_\_\_

**1 Colour and cross out objects to solve the problems.**

working out

<p><b>a</b> Mrs Smith has 15 pencils. She lends 8 to the students in her class. How many pencils are left?</p>		
<p><b>b</b> There were 12 eggs. Anna used 4 when cooking a cake. How many eggs were left?</p>		
<p><b>c</b> Lisa made 10 cupcakes. Brendon ate 6 cupcakes. How many cupcakes were left?</p>		
<p><b>d</b> There were 14 balloons. 8 flew up into the sky. How many balloons were left?</p>		
<p><b>e</b> Julian planted 17 trees but 9 died. How many trees are left?</p>		
<p><b>f</b> There are 10 flowers in the garden. Tina picks 3, Maralyn picks 3, and Jenny picks 2. How many flowers are left in the garden?</p>		
<p><b>2 Write your own problem.</b></p>		

**Number and place value: ACMNA030** Solve simple addition and subtraction problems using a range of mental and written strategies. Fluency: Manipulate groups of objects by combining and separating. Problem solving: Use number skills involving whole numbers to solve problems.



Name \_\_\_\_\_

Date \_\_\_\_\_

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INSTITUTE OF  
**POSITIVE  
EDUCATION**



**WEEK  
1**

**POSITIVE  
EDUCATION  
ENHANCED  
CURRICULUM**

WEEKLY WELLBEING  
PHASE 2 (YEARS 1-2)

## Learn It!

### Emotional Intelligence

Choose an emotion, close your eyes and remember a time when you felt that way. E.g. Happy, sad, excited, disappointed.

**Have a Think:** What colour best represents that emotion for you? Where in your body did you feel that emotion?

Use crayons or pencils to draw a stick figure of yourself. Use different colours to show the different emotions you are feeling. Choose whatever colour you think best shows the emotion and use that colour in the stick figure to show where in your body you feel that emotion.

## Get Crafty!



Use craft rolls to create a version of yourself showing your current emotions on the face



## Story Time



'Courdoroy'  
by Don Freeman



## Move It!



Go Noodle  
'Trolls – Can't Stop  
the Feeling'  
dance



## Music Time



'Happy' by Pharrell Williams

## Mindful Moment



Headspace:  
Meditation,  
Getting Started

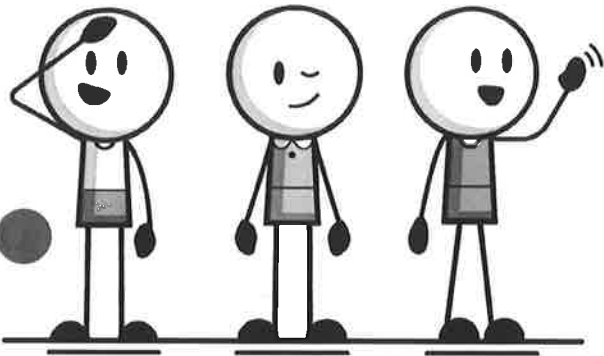


## Quotable Quote

*'Think left and think right  
and think low and think high.  
Oh, the thinks you can think up  
if only you try.'*

– Oh, the Thinks You Can Think!, Dr Seuss –





## Saying Hello!

Instead of a hug, have fun saying hello to your friends in a different way.



## Wash Your Hands

1. Wet your hands.
2. Use soap.
3. Rub the soap all over your hands while you sing the alphabet song twice.
4. Rinse your hands in running water.
5. Dry your hands with paper towel.



## Three Good Things That Happened This Week:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

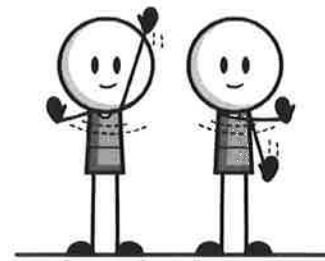
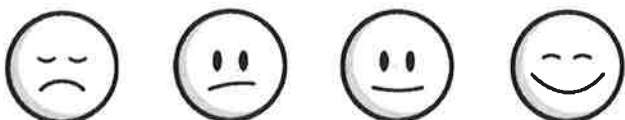
## Sleep Tracker

How many hours of sleep did you get?

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Sun Mon Tue Wed Thu Fri Sat

## Reflection: My Week



## Hand Shake

Energy: Low  
Equipment: None  
Duration: 1 minute

Increase students' focus by engaging in an activity that requires concentration and coordination.

Students stand with their arms extended in front of them and their palms facing away from their body, as if gesturing for someone to stop.

Students simultaneously move their right hand left-to-right and their left hand up and down, then swap.

**Challenge:** Students see how quickly they can complete these movements or call out 'swap!' at random intervals.

