

Off Line Term 3 Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. Before you read, look at the cover, title and pictures. Predict what the book might be about. Read the book. If you come to a difficult word stretch out the sounds and then slowly blend them together. Was your prediction correct? Retell what happened in the beginning, middle and end of the story. Where is the story taking place? How do you know this? Have an adult read a book you have at home. Can you identify 3 sight words in the book and any words beginning with 'i'?</p> <p><u>Soundwaves Spelling</u> Complete the Soundwaves page (pg 61) for; /g/ as in girl</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. If you come across a difficult word, try and work it out using a strategy you know. During the reading talk about the book. What does this story remind you of? – make a connection. Can you identify 3 sight words in the book and any words beginning with 'r'? Have an adult to read the same book to you read yesterday and this time try to point to the words when the adult is reading. Find interesting words and discuss. For example, words in bold print or words in speech marks,</p> <p><u>Soundwaves Spelling</u> Write five words that start with 'g'. Write five words that end with 'g'.</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a different book with someone at your house. After reading discuss your favourite part of the story and give reasons why. Read a different book you have at home with an adult. Take turns reading a page each. Take turns retelling the story. Ask each other What, When, Where and Who questions about the book you have read. Locate words beginning with 'd' in the book and use them in a sentence.</p> <p><u>Soundwaves Spelling</u> Complete the Soundwaves page (pg 62) for; /e/ as in egg</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. After reading the book identify the main character/s. Describe a character and how they feel. How do you know how the character is feeling? Have an adult read the same book you read yesterday. Get the adult to read the book to you again and this time try to point to the words when the adult is reading. If you come to a word you know, read that word. Find 5 sight words in the book.</p> <p><u>Soundwaves Spelling</u> Write five words that start with 'e'. Write five words that have 'e' as the middle sound.</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a different book with someone at your house. Tell the adult what the story is about, who are the characters, where is the story taking place and what happens. With an adult use the Roll & Retell sheet attached to retell the story. Roll the die and answer the questions. If you don't have a die pick a number between 1 and 6. Have an adult read a different book you have at home.</p> <p><u>NAIDOC</u> During NAIDOC week we also learn about the Torres Strait Islander people. Their flag is blue, black, white and green. The Green represents the land. The Black represents the people. The Blue represents the sea. The White – represents peace. The shape is a traditional head dress and a star. We often see this flag flown with the Australian and Aboriginal flags.</p>

Carefully colour the flag making sure that you hold your pencil correctly.



10.30-10.45

FRUIT BREAK

Writing

What did you do on the weekend? Who were you with?

Talk about what you did and write a sentence about it making sure you are using finger spaces, a capital letter at the start and a full stop.

Read your sentence back to your parents. Have them scribe your sentence underneath. Trace over your parent's writing and then write by yourselves underneath.

Can you write more than one sentence. If you can please use some time connectives at the beginning of your sentences. For example; Then, After that, Next,.

Draw a picture.

Reading and responding

Use the picture cards to try and tell the story to someone at home. Make sure you say what happened in the beginning and the middle and the end. Try to use the adjective words and onomatopoeia words in your retell.

Use the worksheet 'sort the jumbled journey' below. Cut out the boxes carefully.

Now read the words and order the boxes correctly. Use the pictures to help you and make sure you stretch and sound out any words that you get stuck on.

Once you are sure that you have ordered them correctly, you can glue them in order onto a piece of paper. Glue from the left-hand side to the right-hand side.

Writing / Science

In Science this term we will be investigating things that move and the ways they move.

Play a game of 'musical statues' with your family or classmates and then talk about the following things

- What does it mean to be still?
- When do we need to be still?
- Is your body totally still when we are 'freezing' during musical statues?

Talk about what an 'involuntary movement' is. It is a body movement that happens when we are not thinking about it, for example breathing, blinking, coughing and sneezing.

Look around both inside and

Reading and responding

Today we are learning about opinions. Look at the poster. An opinion is how we think or feel about something- it cannot be proven.

What is your opinion about?

Cats are better than dogs.

Lasagna is the best food.

Orange juice is nicer than apple juice.

Soccer is the best sport.

Choose one of the sentences above and think about your opinion. Write one or more sentences sharing your opinion

Writing

We know that this story is written from the family's point of view because we can hear their voice.

Do we hear the bear's voice in this story? (no)

Do we know how the bear feels in this story? How do we know?

Imagine that you are the bear in the story. Talk with your parents about what you would say if you were the bear and a group of people came into your cave.

Write some sentences from the bears point of view, being the bear's voice.

For example-

I was in my cave, having a lovely sleep in the dark. Suddenly, a group of noisy children marched in a woke me up. It made me so mad! I chased them through the swirling snowstorm and into the big, dark forest etc....

Write as much as you can by stretching and sounding out the words carefully.

	<p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p>	<p>Neatly number the boxes from 1-6.</p> <p>Now you can colour them in.</p> <p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p>	<p>outside and record 3 things that you can see moving.</p> <p>Record these on the worksheet 'things that move' in.</p> <div data-bbox="913 326 1234 521" data-label="Form"> <table border="1"> <thead> <tr> <th colspan="2">Things that move</th> </tr> <tr> <th>Where</th> <th>Things that move</th> </tr> </thead> <tbody> <tr> <td>Inside</td> <td></td> </tr> <tr> <td>Outside</td> <td></td> </tr> </tbody> </table> </div> <p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p>	Things that move		Where	Things that move	Inside		Outside			<p>Make sure you are using correct pencil grip, finger spaces, a capital letter at the start and a full stop.</p> <p>Read your sentences back to yourself and your parents or older sibling at home.</p> <p>Ask them to scribe one of your sentences underneath. Trace over your parent's writing and then copy it.</p> <p>Illustrate your work.</p> <p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p>
Things that move													
Where	Things that move												
Inside													
Outside													

11.30-12.20	LUNCH				
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	<u>Maths</u>	<u>NAIDOC</u>	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>
	<p>Subtraction</p> <p>Use small objects form home as counters (pencils, blocks, small toys etc.)</p> <p>Start with a group then take some away, identifying fewer / less now.</p> <p>Have a group of 5 counters and take away 2. count the number left.</p>	<p>This week we are celebrating NAIDOC week. It is a time to learn more about Aboriginal and Torres Strait Island people and their beautiful cultures.</p> <p>The theme of NAIDOC week this year is "Heal our land".</p> <p>Today you are going to colour an Aboriginal flag picture. The flag was</p>	<p>Subtraction</p> <p>Revise yesterday's work.</p> <p>Start with a tower of 11 blocks.</p> <p>Play this game with a sibling/parent/grandparent.</p> <p>Take turns removing 1, 2 and 3 blocks, using a strategy to make their opponent remove the last block.</p>	<p>Subtraction</p> <p>Revise yesterday's work.</p> <p>Start with the 10 Frame Bus.</p> <p>Play this game with a sibling/parent/grandparent.</p> <p>Place some counters on the bus filling from the top row first to act as</p>	<p>Subtraction</p> <p>Revise yesterday's work.</p> <p>Start with a set of dominos. Identify which group of dots gives you enough to take away the other group of dots.</p> <p>Draw the domino. Record the number of the group, the group taken away, and the number left.</p>

Record what you did, including an informal number sentence (5 take away 2 is 3).

For example,



Select 2 number cards and identify which number you can make a group of and have enough to take away a group of the other number.

Make a group and take away a group of the other number. Record what you did in an informal number sentence.

Repeat this activity multiple times using numeral cards.

Problem solving:

Matt found a group of 7 shells at the beach. He gave a group of 3 shells to Kelly. How many shells are in the group that Matt has left?

designed by Harold Thomas.

The flag is important to Aboriginal people because of what it symbolises.

The black at the top represents the Aboriginal people.

The yellow circle in the centre represents the sun which gives life and protects.

The bottom of the flag is red to represent the land and the Aboriginal people's connection to the land.

Remember to hold your pencil correctly and colour as nicely as you can.



Reflection: how do we start with one group and take a group away from it?

Problem solving:

In a soccer game, the Blues scored 5 goals and the Reds scored 2 goals. How many more goals did the Blues score?

In a soccer game, the Blues scored 8 goals and the Reds scored 4 goals. How many more goals did the Blues score?

In a soccer game, the Blues scored 9 goals and the Reds scored 1 goal. How many more goals did the Blues score?

children (there are ... children on the bus).

The opponent takes away some counters as children (... children got off the bus)

Record your group of children and the number of children taken away. Record the number left.

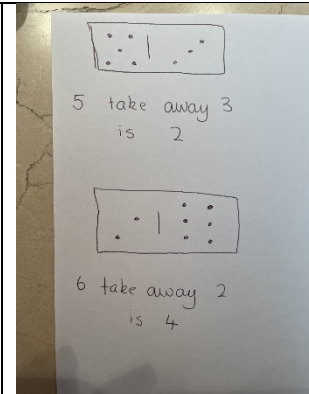
Reflection: how do we start with one group and take a group away from it?

Problem solving:

There were 5 children on the bus. 3 children got off. How many children are left on the bus?

There were 8 children on the bus. 3 children got off. How many children are left on the bus?

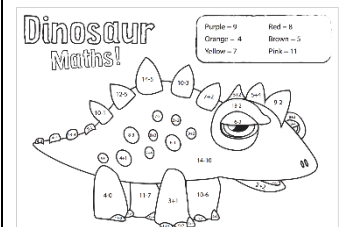
There were 6 children on the bus. 1 child got off. How many children are left on the bus?



This activity can also be achieved by picking up two numeral cards at the same time.

Reflection: how do we start with one group and take a group away from it?

Please complete the Dinosaur Maths addition and subtraction worksheet. Use counters or small objects to help you with adding and taking away.



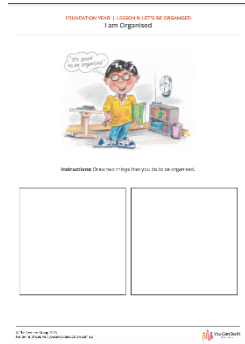
	<p>Matt found a group of 7 shells at the beach. He gave a group of 2 shells to Kelly. How many shells are in the group that Matt has left?</p> <p>Matt found a group of shells at the beach. He gave a group of 2 shells to Kelly. He had 3 shells left. How many shells did Matt start with?</p>			<p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p>	
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1.20-1.40	RECESS				
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	<u>Creative Arts</u>	<u>Physical Development and Health</u>	<u>History</u>	<u>Science</u>	<u>Dance</u>
	<p>Draw a picture of a bear. Make sure he is big and scary.</p> <p>Colour some paper brown and cut it into small strips. Paste the strips onto your bear so it looks like fur.</p>	<p>Organisation</p> <p>What is organisation? What are different ways you can be organised?</p> <p>Have a discussion with your mum, dad, grandparent etc about being organised. Were they always organised or did they have to learn how to be organised?</p> <p>What self-talk would you say to yourself when you're thinking about being organised? (I will listen carefully. I</p>	<p>Talk your Mum and Dad and ask them "What is History?"</p> <p>In Term 3, we are going to be learning about your history and also your families history.</p> <p>Talk to Mum and Dad about the changes people go through in each stage of their life.</p> <ul style="list-style-type: none"> - being a baby..... what happens next? - being a toddler and what a toddler is - being a small child in pre-school 	<p>Play a game of 'magic mirror' with a partner. Face each other and take turns to move a body part slowly, while the other person mirrors the movement.</p> <p>Pay attention to how your body and your partners body is moving.</p> <p>We can use all different words to describe the way things moves. For example: walk, hop, crawl, jump.</p>	<p>A lot of Aboriginal dances show stories of animals and how they live. Today we are going to imagine that we are Australian native animals and move like they do. If you have access to music play something fun. If you don't have music you could make a beat with your hands or imagine music in your head.</p> <ul style="list-style-type: none"> • Emus have a long neck and they walk proudly. Try moving like an emu. • Thank about a kangaroo and how it would move. Move around like a kangaroo

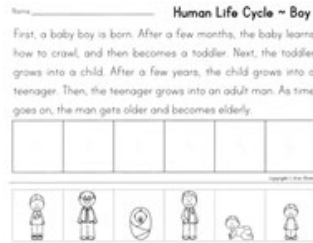
can put my things away. I am on time. It's good to be organised).

Please complete the I Am Organised worksheet.



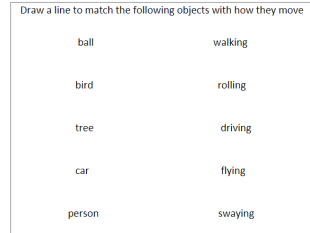
- being a teenager and going to high school
- becoming an adult
- becoming old and being a grandparent

Please complete the human life cycle worksheet for a boy or a girl.



Please keep a copy of this work sample once completed for feedback. We encourage your independent work.

Complete the matching sheet to show how the objects might move.



Pick one of the things from the above worksheet. On a separate piece of paper draw a picture of it. Write a sentence to describe how it is moving.

who hops and scratches.


- How does a snake move? Imagine you are slithering along the ground.
- Koalas run across the ground, climb and spend a lot of time sleeping. Can you move like a koala?
- *Kookaburras are amazing and beautiful Australian birds who have a loud laugh. Can you fly like a bird and do a loud kookaburra laugh?
- Put some different animal movements together to make up a dance and share it with your family. They might have ideas of other animals you can add.

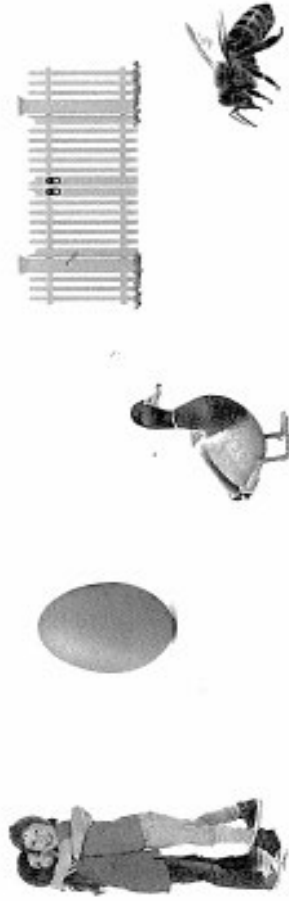


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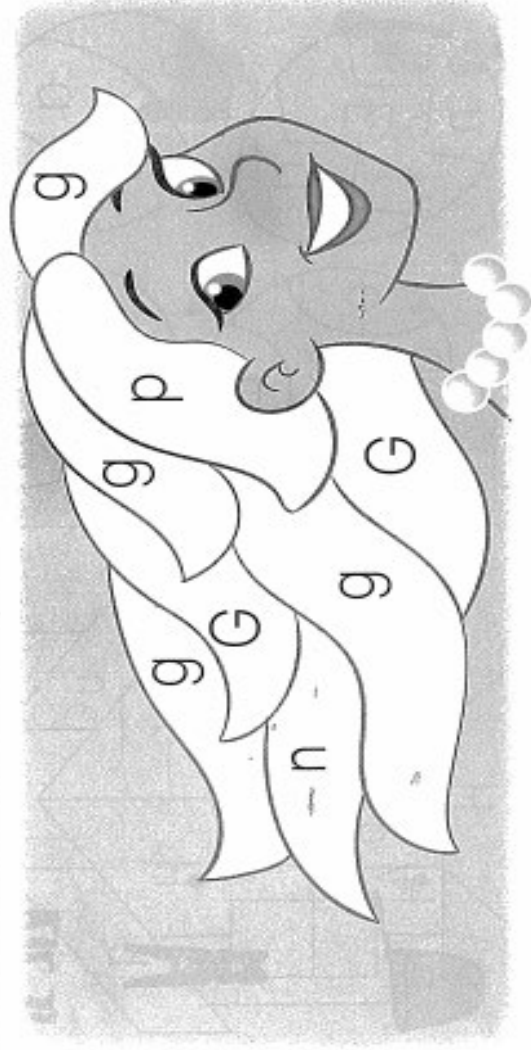
1 **Colour** the letter for  in each List Word.

got pig dog

2 **Circle** the picture if you hear  in the picture name.



3 **Colour** the strands of hair with **g** or **G** on them green.
Colour all the other strands of hair pink.




4 **Write** a List Word to match each picture.







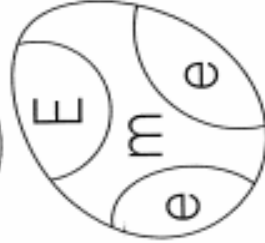
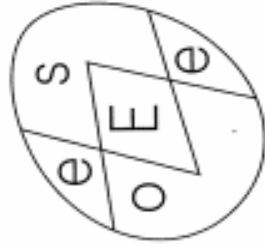
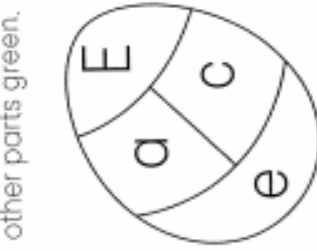
- 1 Colour the letter for  in each List Word. red peg get

- 2 Circle the picture if you hear  in the picture name.



10

- 3 Colour the parts of the egg with **e** or **E** on them blue. Colour all the other parts green.



- 4 Draw a line from the word to the picture.

net •



men •



peg •



- 5 Write a List Word to match each picture.





0

1

2

3

4

5

6

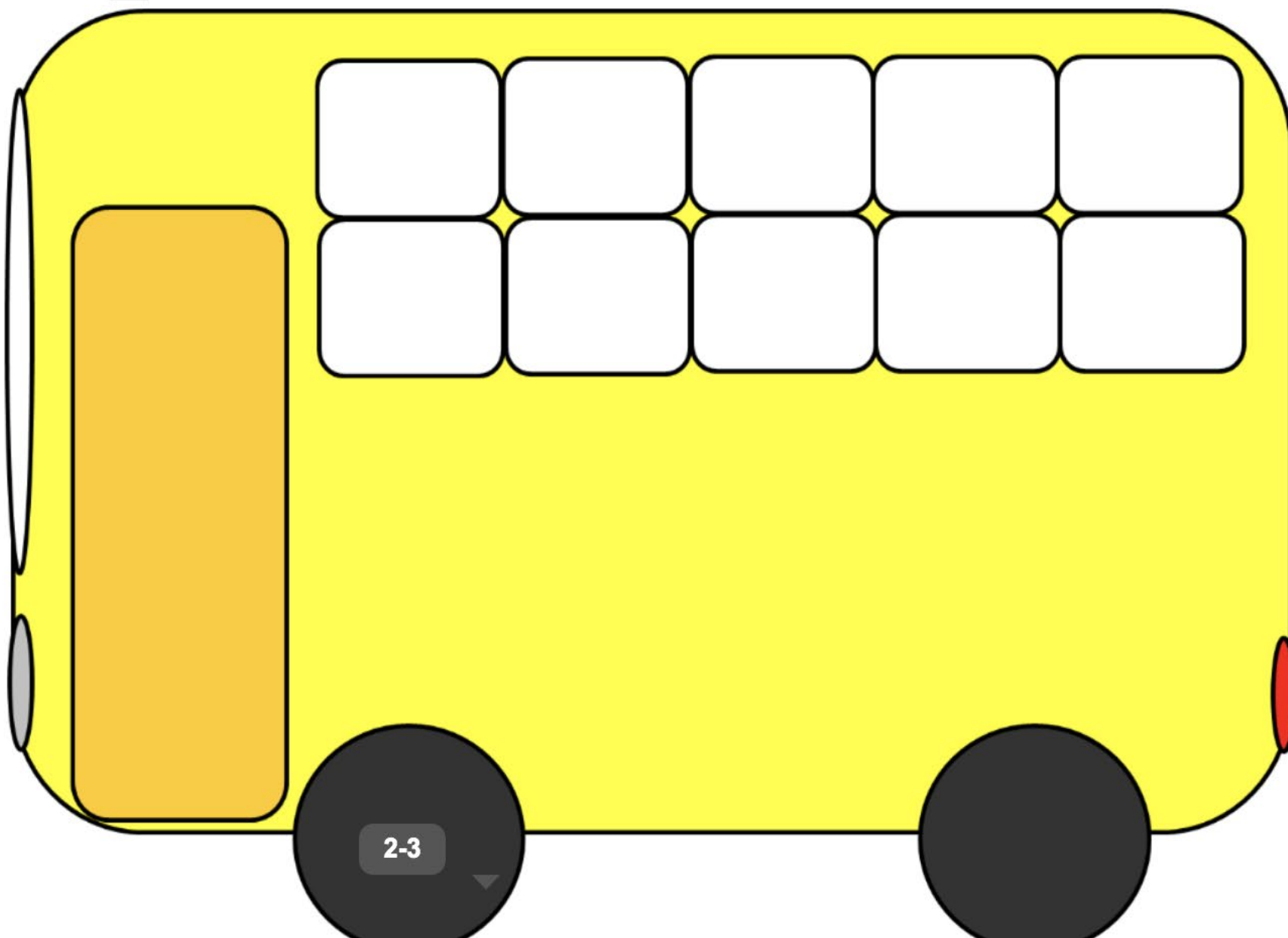
7

8

9

10

10 Frame Busback





roll & retell



What is the story mostly about?



Who are the main characters?



Where does the story take place?



When does the story take place?



What happened at the beginning, middle, and end of the story?



What questions do you have about the story?

OPINION



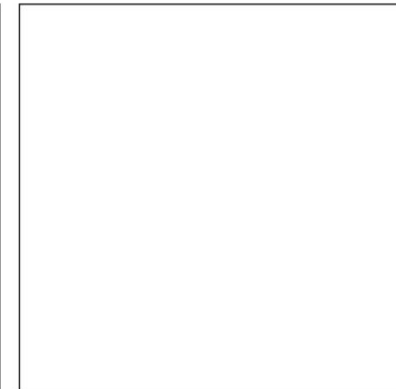
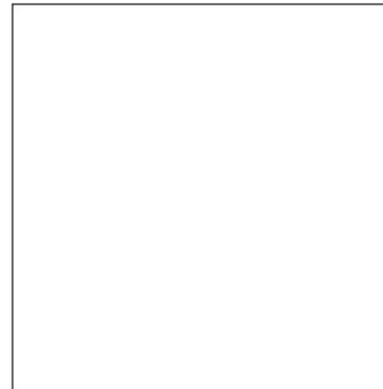
thoughts
and
feelings

“Dogs are the
best pets!”

change



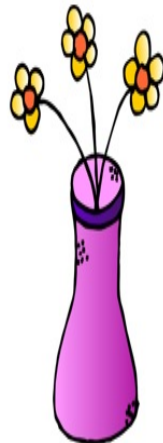
Instructions: Draw two things that you do to be organised.



Onomatopoeia

A word that sounds like the
noise it makes

The dog knocked
over the vase with
a *crash!*



© THE TEACHER NEW DOOR

Dinosaur Maths!

Purple = 9

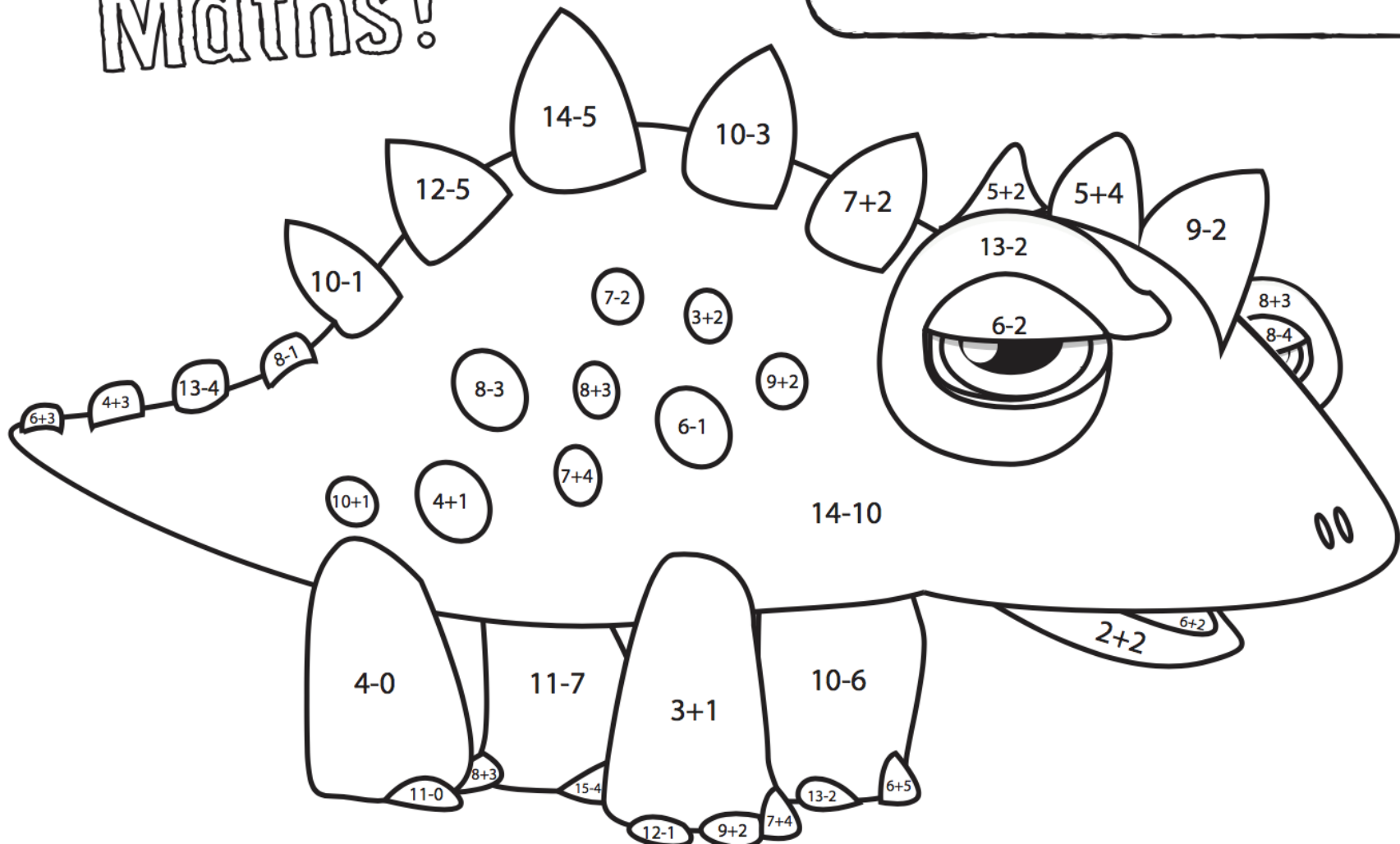
Red = 8

Orange = 4

Brown = 5

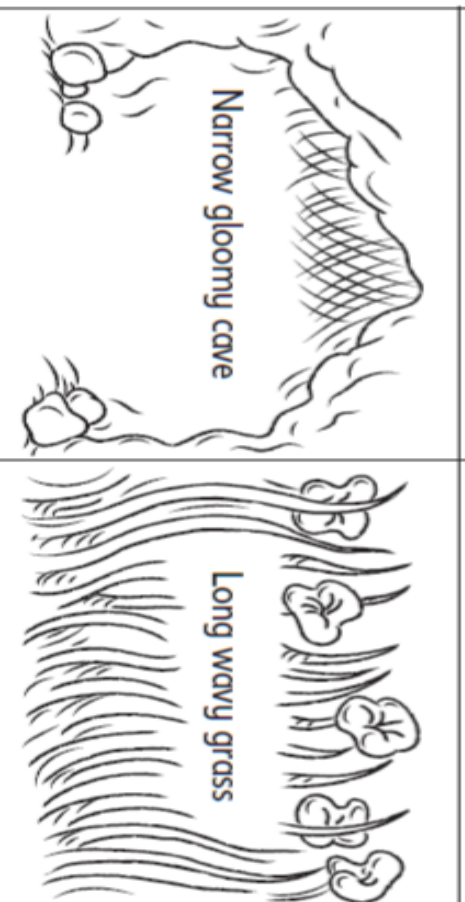
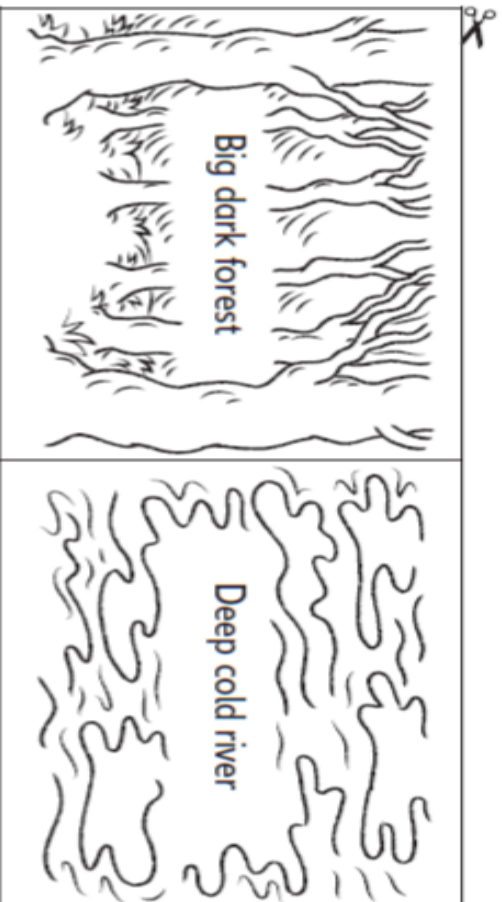
Yellow = 7

Pink = 11



Sort the jumbled journey

- Cut out the boxes and arrange them in order to tell the story.



Name _____

Human Life Cycle ~ Girl

First, a baby girl is born. After a few months, the baby learns how to crawl, and then becomes a toddler. Next, the toddler grows into a child. After a few years, the child grows into a teenager. Then, the teenager grows into an adult woman. As time goes on, the woman gets older and becomes elderly.

1	2	3	4	5	6
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Name _____

Human Life Cycle ~ Boy

First, a baby boy is born. After a few months, the baby learns how to crawl, and then becomes a toddler. Next, the toddler grows into a child. After a few years, the child grows into a teenager. Then, the teenager grows into an adult man. As time goes on, the man gets older and becomes elderly.

1	2	3	4	5	6
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Things that move

Where

Things that move

Inside

Outside

Draw a line to match the following objects with how they move

ball

walking

bird

rolling

tree

driving

car

flying

person

swaying

*We're Going on
a Bear Hunt*

twinkl



WALKER
BOOKS









Torres Strait Islander Flag

