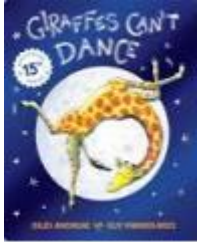


| Off Line Term 4 Week 1 | | Tuesday | Wednesday | Thursday | Friday |
|------------------------------|----------------|--|--|---|--|
| | Public Holiday | <p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. If you come across a difficult word, try and work it out using a strategy you know.</p> <p>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’?</p> <p>Have an adult read the same book that 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></p> <p>Complete the Soundwaves page (pg 77) for;</p> <p>/ff/ as in fish</p> <p>Write five words that end with ‘ff’.</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></p> <p>Complete the Soundwaves page (pg 78) for;</p> <p>/ll/ as in lizard</p> <p><u>Handwriting</u> Complete the handwriting page ‘f’. Lower case ‘f’ is a body and head letter and sits on the line. It is a tall letter.</p> | <p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house.</p> <p>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?</p> <p>Have an adult read the same book that 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></p> <p>Write five words that end with ‘ll’.</p> <p>Write at least two sentences. Each sentence must contain at least one of these words.</p> <p><u>Handwriting</u></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?</p> <p>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>Soundwaves</u> Sing the Soundwaves Chant on YouTube: https://www.youtube.com/watch?v=yM3dMF-Bxuk</p> <p>Here are your list words for this week; off, puff, huff, cuff, bell, will, dull, fill, doll</p> <p>Write each list word five times.</p> |

| | | | | |
|---------------------------------------|--|---|--|---|
| | <p>Write at least two sentences. Each sentence must contain at least one of these words.</p> | <p>Make sure you use correct pencil grip!</p> | <p>Complete the handwriting page 'l'. Lower case 'l' is a body and head letter and sits on the line. It is a tall letter.</p> <p>Make sure you use correct pencil grip!</p> | <p>Write at least two sentences. Each sentence must contain at least one list word.</p> <p>An adult can scribe each sentence underneath your sentence, and you can trace and copy.</p> |
| <p>10.30-10.45 FRUIT BREAK</p> | | | | |
| | <p><u>Writing</u></p> <p>Welcome back to term 4!</p> <p>What did you do during the school holidays? Who were you with? Where were you? Talk about what you did and write your orientation.</p> <p>An orientation tells when, where, who and what (or why). For example – On the weekend I went for a walk to the park with my family.</p> <p>Now talk about what you did first, next, after that and finally. This is called the sequence of events.</p> | <p><u>Writing</u></p> <p>This week we are reading the book "Giraffes Can't Dance" by Giles Andreae and Guy Parker-Rees. Look at the cover of the book.</p>  <p>What do you think this story will be about?</p> <p>Do you think it will be informative or imaginative?</p> <p>Why do you think that?</p> | <p><u>Reading and responding</u></p> <p>Gerald thought that he could not dance until the cricket helped him to find his own music and dance.</p> <p>Is there something that you thought you would never learn to do?</p> <p>Before we started school most kindergarten students couldn't count to 100, write a full sentence, read a book or log into reading eggs.</p> <p>Think about what you have learnt to do this year and write 2 or 3 sentences to tell everyone what you can do now, that you couldn't do at the start of the year. You could even write a sentence to tell everyone how that makes you feel.</p> <p>For example:</p> | <p><u>Writing</u></p> <p>Giraffes can't dance! Can monkeys or rhinoceros dance? Can animals talk? Can crickets play the violin?</p> <p>Giraffes can't dance is an imaginative text that entertains people- it is fun to read and imagine.</p> <p>What can animals really do? Ask a grown-up to read you the attached information about giraffes.</p> <p>Write 2-3 sentences telling everyone what giraffes really can do.</p> <p>For example</p> |

| | | | | |
|--|--|---|--|--|
| | <p>Try to write some of the events. For example – First, I played with the frisbee with my dad.</p> <p>Then I went on the swing.</p> <p>After that we walked back home.</p> <p>Finally, we had delicious sausage sandwiches for lunch.</p> <p>Now think about how you felt about your school holidays. Some children will be able to write a personal comment.</p> <p>For example- I had a really a great school holiday break.</p> <p>Reread your recount. Check that you have used capital letters and full stops. Read your sentences back to your parents to check they make sense.</p> <p>Some students have been asked to have a parent scribe one of your sentences underneath for you to trace and copy.</p> <p>Draw a picture.</p> | <p>Can giraffes dance? Why do you think that?</p> <p>If you are able to, watch https://video.link/w/vWf8c</p> <p>If you cannot watch the story, read the attached pages from the story.</p> <p>Now that you know more about the text, is it imaginative or informative?</p> <p>Does it teach us something or is it for entertainment and fun?</p> <p>Who do you think the author wrote this book for? Why do you think that?</p> <p>Some of the animals teased Gerald the giraffe. Why did they do that?</p> <p>Did Gerald let himself get upset or was he proud of himself?</p> <p>Do you like the character of Gerald? Why?</p> | <p><i>At the start of the year I couldn't ride a bike without training wheels. Now I can ride my bike because my mum helped me to learn. I feel proud of myself.</i></p> <p>Remember to check the success criteria checklist as you write to make sure that you are doing your best writing.</p> <p>Please upload this work sample once completed for feedback. We encourage your independent work.</p> | <p><i>Giraffes can eat leaves from tall trees because they have strong teeth and a long tongue. They can run fast and they come from Africa.</i></p> <p>Remember to check the success criteria to make sure that you are doing your best writing.</p> |
|--|--|---|--|--|

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|-------------|--------------|--|---|---|--|
| | | <p>As you write, check the writing success criteria and tick off each step. You can use the success criteria to help you make your writing even better than it is, because it reminds you of the things that you need in good writing..</p> | <p>Write 2 or more sentences about what your opinion of Gerald is.</p> <p>For example: <i>I like Gerald because even though he can't dance he is brave. He gives it a go and has fun.</i></p> <p>As you write, check the writing success criteria and tick off each step. You can use the success criteria to help you make your writing even better than it is, because it reminds you of the things that you need in good writing.</p> | | |
| 11.30-12.20 | LUNCH | | | | |
| | | <u>Maths</u> | <u>Maths</u> | <u>Maths</u> | <u>Maths</u> |
| | | <p>Partitioning Teen Numbers</p> <p>What is a teen number? How do you know?</p> <p>How is a teen number different from a single digit number?</p> | <p>Partitioning Teen Numbers</p> <p>Revise yesterday's lesson.</p> <p>Select a teen number numeral card and make a tower of blocks using that number. If you choose 18, make a tower of 18 blocks.</p> | <p>Partitioning Teen Numbers</p> <p>Revise Monday's lesson.</p> <p>Select a teen number numeral card and make a tower of blocks using that number. If you choose 16, make a tower of 16 blocks.</p> | <p>Partitioning Teen Numbers</p> <p>Revise Monday's lesson.</p> <p>Repeat Tuesday's activities using other objects like counters/teddies/small objects and making piles instead of towers.</p> |

Last term we learnt how to partition single digit numbers. We learnt that 'partitioning' means to 'break into parts.'

Have a few turns at partitioning some numbers from 1-10 into equal and unequal parts. Make a tower of 10 blocks and break the tower into 2 parts. Then count how many blocks are in each part OR put the towers next to each other and comparing their heights by counting how many blocks are in each part. For example, 8 can be partitioned into a part of 4 and another part of 4. It can also be partitioned into a part of 3 and a part of 5.

Today we are going to investigate partitioning teen numbers.

Make a tower of 14 blocks.

Have a go at partitioning the tower into 2 parts. Label the parts as equal or unequal.

Write underneath each partition to identify if the parts are equal or unequal.

For example, 18 can be partitioned into a part of 12 and a part of 6 – these parts are unequal. 18 can be partitioned into a part of 9 and another part of 9 – these parts are equal.

Once you have are comfortable with this, you can have a go at partitioning your tower into 3 parts.

For example, if I choose the number 18, I can partition my tower into a part of 4, a part of 8 and another part of 6.

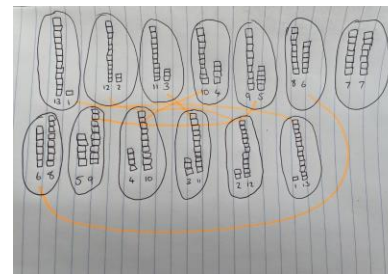
Practice this activity multiple times.

Select 4 teen numeral cards, 1 at a time and create a tower of that many blocks.

Have a go at partitioning your tower into 2 parts as many ways as you can and identify if they are equal or unequal.

Record each partition by drawing the parts and labelling them as 'equal' or 'unequal'.

Show your teacher which partitions are the same as other partitions by drawing a line to connect them like so:



For example, a tower of 14 blocks can be partitioned into a group of 6 and 8 and another group of 8 and 6. These partitions are the same, but the numbers have swapped places.

Now let's practice partitioning into 4 parts.

For example, if you select the number 14, make a pile of 14 counters/teddies/small objects. Then, partition your pile into parts by creating smaller piles.

Practice this activity 3 times by selecting 3 teen number cards and partitioning each teen number into 2, 3 and 4 parts. Discuss with someone if your parts are equal or unequal.

Complete these problem solving worksheets by reading the question and following the instructions.

It will help to collect the number of items stated in the question and partitioning into the parts stated in the question before completing the worksheets.

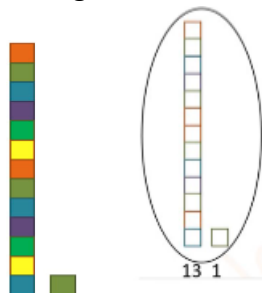




How could we partition this tower into 2 parts?

We can partition this tower into a tower of 13 blocks and another tower of 1 block.

Record this partition by drawing these towers.



Are these parts equal or unequal?

These parts are not the same, so they are unequal.

Practice partitioning that teen number into 3 parts, four different ways.

For example, if you choose the number 14, you can partition it into -

- 1, 10 and 3 and
- 5, 5 and 4 and
- 4, 3 and 7

Make sure you are comfortable and confident with partitioning teen numbers into 2 and 3 parts.

Reflection: What is partitioning?

Select a teen number card and build a tower of that many blocks. Partition the tower into 4 parts.

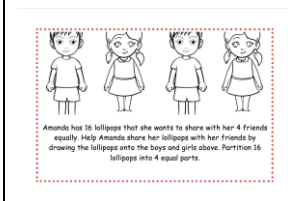
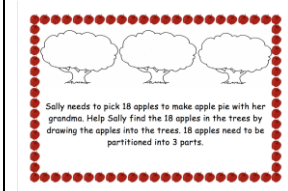
For example, if you choose the number 16 you can partition it into parts - 4, 4, 6 and 2 These parts are unequal.

You could also partition 16 into the parts- 4, 4, 4 and 4. These parts are equal.

Practice for 2 different teen numbers. Make a tower and partition your tower into 4 parts.

Try and do 3 different partitions for each teen number.

Record your partitions by drawing the 4 towers. Label them as equal or unequal.

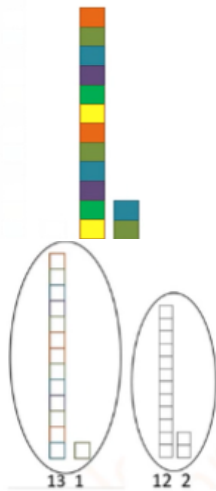


Please keep a copy of this work sample once completed for feedback. We encourage your independent work.

How else could we partition the tower of 14 blocks into 2 parts?

We can partition the tower into a tower of 12 blocks and a tower of 2 blocks.

Record this partition by drawing these towers



Are the parts equal or unequal?

These parts are also unequal.

Keep on partitioning the tower of 14 blocks until you

Reflection: What is partitioning?

Please upload this work sample once completed for feedback. We encourage your independent work

***OPTIONAL

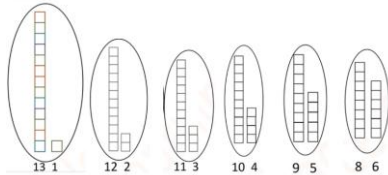
Complete these worksheets by selecting a teen number, making a tower of that many objects and partition your tower into 2, 3 and 4 parts.

You need to practice building a tower and partitioning before completing the worksheet.

Then, you can draw your towers and parts into the circles on the worksheet.

Try and partition a different teen number for each worksheet.

reach a group of 8 blocks and a group of 6 blocks. For example,

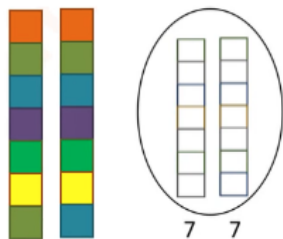


Are all of these partitions equal or unequal?

How else could we partition the tower of 14 blocks into 2 parts?

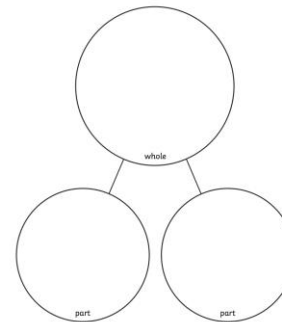
We can partition the tower into a group of 7 and another group of 7 blocks.

Record this partition by drawing these towers.

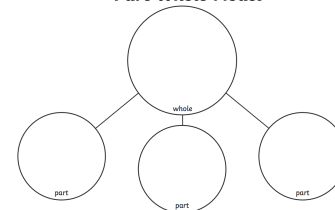


Are these parts equal or unequal?

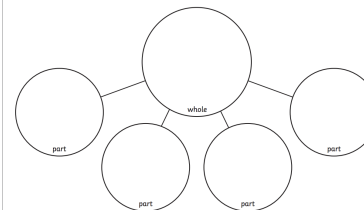
Part-Whole Model



Part-Whole Model



Part-Whole Model



| | | | | |
|-----------|---|---|--|--|
| | <p>These parts are the same, so they are equal.</p> <p>Select a teen number card. Collect the number of blocks and join them together into a tower. Partition the tower into 2 parts in different ways. Record each partition. Are your partitions equal or unequal? Are any of your partitions the same because the parts swapped places?</p> <p>Reflection: How can we investigate partitioning teen numbers to deepen our understanding?</p> <p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p> | | | |
| 1.20-1.40 | RECESS | | | |
| | <p style="text-align: center;"><u>Science</u></p> <p>This term we are learning about living things!</p> | <p style="text-align: center;"><u>History</u></p> <p>This Term, we are going to focus on Celebrations. There are many different types of special</p> | <p style="text-align: center;"><u>Creative Arts</u></p> <p>Draw a giraffe on white paper. Students use a lead pencil to draw a giraffe. Look at the</p> | <p style="text-align: center;"><u>Science / Art</u></p> <p>Think back to the information you read today about giraffes.</p> |

Read the slides below on living and non-living things.



Talk about these questions with an adult.

- Can you name a non-living thing?
- Can you name a living thing?

Next complete the cutting and pasting activity below. Sort the objects into Living and non-living things.

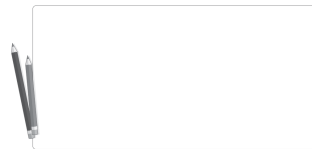
Please keep a copy of this work sample once completed for feedback. We encourage your independent work.

occasions that families in Australia and around the world like to celebrate each year.

Talk to your family members and ask them what they enjoy celebrating. Make a list of these celebrations e.g Christmas, Eid, Birthdays etc.

All families may have different ways of celebrating and make different things to eat or decorate. Look at the worksheet below. Draw a picture and write about a special event that you and your family celebrate. You might even like to include a photo of you celebrating a special occasion in the past.

4 Sometimes families have their own celebrations and traditions. For example, what do you do when a tooth falls out? Write or draw about a celebration which is special to your family.



PDHPE

Find a nice quiet space in your home or in the back yard and play some meditation music.

examples below and discuss the different ways to draw a body and neck. Make sure the giraffe is really big.

Start with the body and neck. After they have drawn the neck and body, the children are told that their giraffe will need to be moving as if he is dancing. Bring the children's attention to the arms and legs in the pictures below as this is what would be moving if the giraffe was dancing.

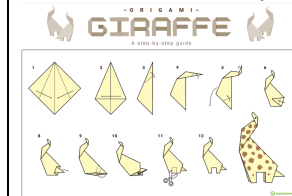
The last thing to draw will be the head. Remember all features of the head.

The children paint or colour the giraffe, yellow with brown spots. They can use finger painting to put on the brown spots or just draw and colour them.

They cut out the giraffe and keep it safe as we will be using it in next week's lesson.

See if you can recall two interesting facts about giraffes.

Have a go at making an origami giraffe. Follow the attached instructions carefully.



Spend about 15 music listening to the soft music and freeing your mind from any stress. Enjoy and relax!



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

Non-Living Things

Non-living things are not alive. They cannot:

- grow
- move
- breathe
- reproduce.

Some examples of non-living things include:



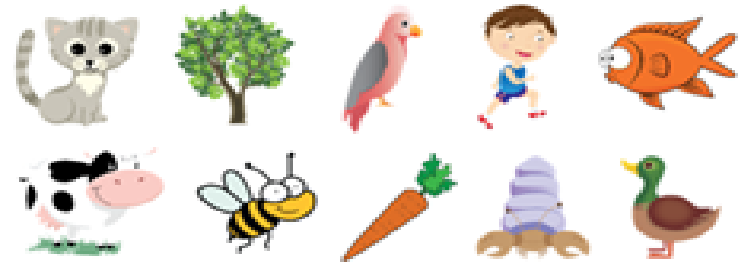
Can you think of any other examples of non-living things?

Living Things

Living things have life and can:

- grow
- move
- breathe
- reproduce
- take in and use energy
- respond to the environment.

Some examples of living things include:



Can you think of any other examples of living things?

Living Things

| | | | |
|--|--|--|--|
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| | | | |
| | | | |

Non-Living Things

| | | | |
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| | | | |
| | | | |
| | | | |
| | | | |



bee



scooter



snake



bridge



ladybug



rattle



bird



pencil



basket



cockroach



flower



lamb



starfish



diamond



camera



biscuit



wombat



sandwich



crab



spider



computer



stapler



trumpet



stereo



crayon



tree



frog



lizard



blanket



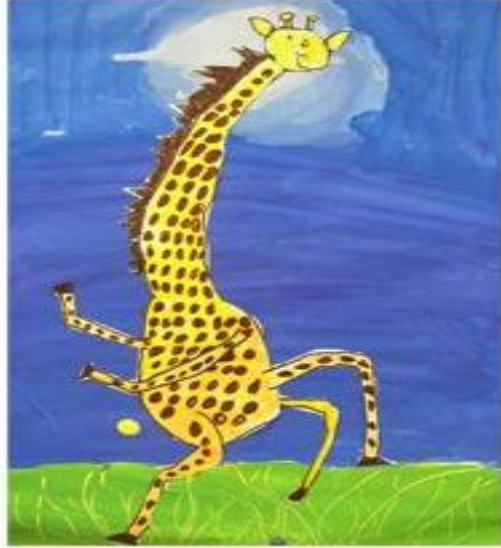
kiwi



caterpillar



cake



HAPPY GIRAFFES BY FIRST GRADERS  DEEP SPACE Sparkle

Giraffe facts from National Geographic kids.

<https://www.natgeokids.com/au/discover/animals/general-animals/ten-giraffe-facts/>



- 1) Giraffes are found in the dry savannahs of Africa, where they roam among the open plains and woodlands.
- 2) Well known for their long necks, these gentle giants are the world's tallest living land animals. An adult male can grow to around 5.5m – that's taller than three adult humans!
- 3) A giraffe's height is helpful for keeping a look out for predators, such as lions and hyenas. Their excellent eyesight allows them to spot hungry beasts from far away, too.
- 4) Herbivores, giraffes only eat plants. Their favourite grub is the acacia tree, and they use their long necks to reach the leaves and buds in the treetops. Their long tongues (which grow to a whopping 53cm!) also help them pull down leaves growing way up high.



- 5) Boy do these guys have an appetite! They spend most of their time eating, and can guzzle up to 45kg of leaves and twigs a day!
- 6) Whilst they may eat a lot, giraffes don't drink much water. This is because they get most of their water from their leafy meals, and only need to drink once every few days.
- 7) Giraffes are very social animals and roam around in groups. These groups, called towers, typically have around 15 members led by an adult male. The other members are females and young males.
- 8) To see who is stronger, males (called bulls) fight by butting their long necks and heads. This is known as "necking". These fights aren't usually dangerous, and end when one bull admits defeat and walks away.



- 9) Female giraffes give birth standing up. The result? Newborns are welcomed to the world with a 1.5m drop to the ground! Ouch! But these infants are quick to get on their feet – within 30 minutes they are standing, and only hours later they're able to run with their mothers.
- 10) In the wild these beautiful creatures live for around 25 years. In captivity they live longer, and have been known to reach 40 years old.

Images © Getty Images: Giraffe and babies, (10014200). Picture of giraffe with baby: Photograph by Roman Murushkin, Dreamstime. Picture of a baby giraffe: Photograph by Lukas Blazek, Dreamstime. Picture of giraffes eating from trees: Photograph by Warrengaldswain, Dreamstime



Colour the letters for

ff in each List Word.

off

puff

huff

cuff

Say the sound for the sound box. **Circle** the pictures that **end** with this sound.

| | | | | |
|---------------|--------|--------|--------|--------|
| ff | ff | ff | ff | ff |
| ng | ng | ng | ng | ng |
| ss | ss | ss | ss | ss |
| ck | ck | ck | ck | ck |

Say the name of each picture. **Listen** for the sound at the **end** of the word. **Circle** the letters we can write for this sound.

| | | | | |
|--------|--------|--------|--------|--------|
| ff | ss | ck | ng | ff |
| ck | ng | ck | ss | ss |
| ck | ng | ck | ff | ff |



1 Colour the letters for
 in each List Word.

bell | will | dull
 fill | doll

2 Draw a line from the word to the picture.

legs • •



hill • •



lip • •



bell • •



doll • •



lock • •



lid • •



log • •



gull • •



3 Finish the sentences with words from the lollipop that rhyme
 with the underlined words.

Meg has cut her _____.

The dog is on the _____.

Jack and Jill went up the _____.

I will sell the _____.

leg

bell hill

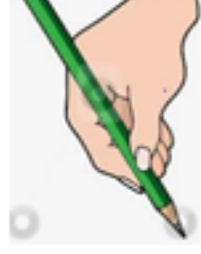
log





My writing success criteria

To be a good writer I need to check that I do these things.

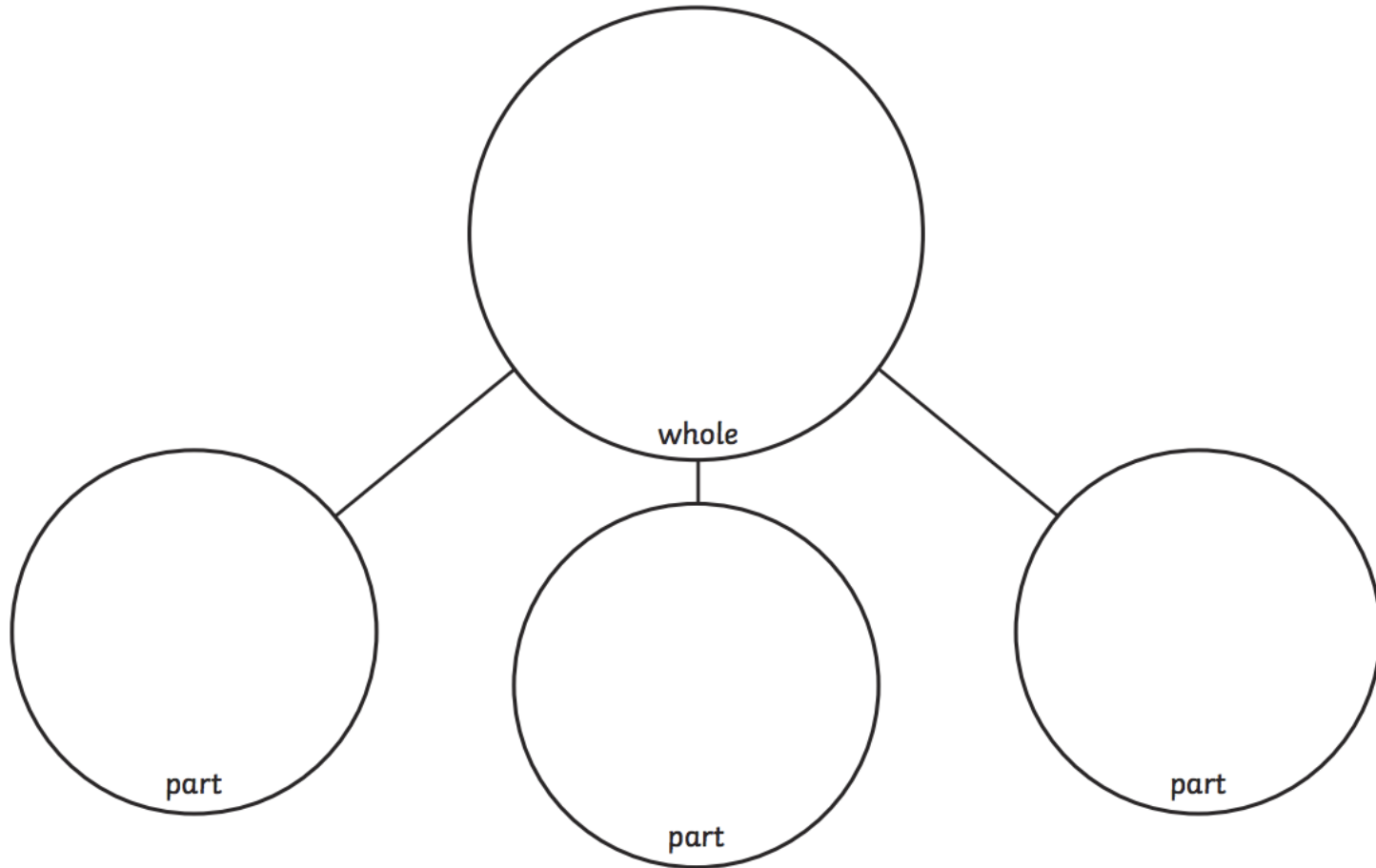


- Before I write I need to think about what I will write.
- Hold my pencil correctly.
- Start my writing with a capital letter and use capital letters for the name of people and places.
- Carefully sound out the words and write the sounds I hear. Every word needs a vowel or a letter y.
- Leave a finger space between each word.
- End sentences with a full stop.
- Reread my writing to check that it makes sense and fix it if it doesn't.

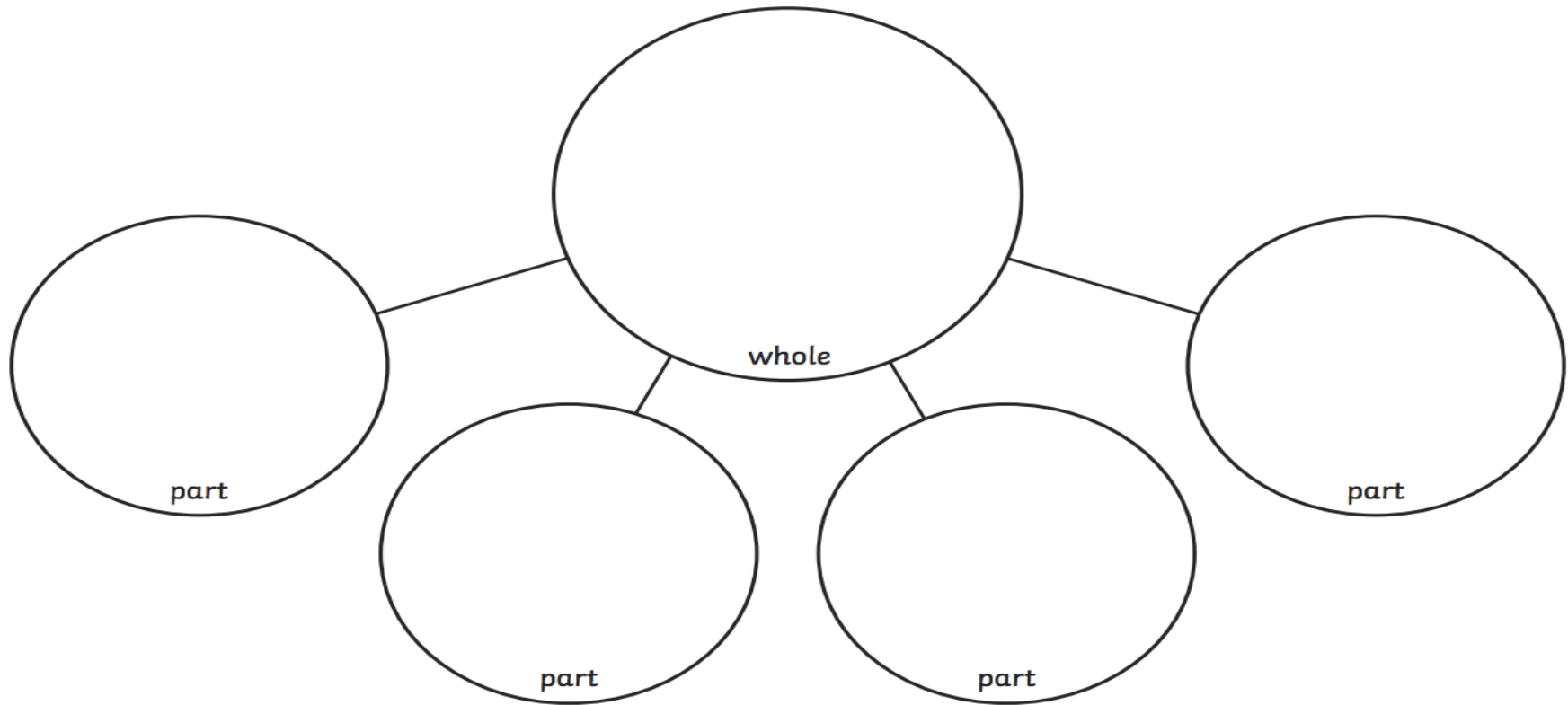
Remember

- Try to add adjectives or describing words to make your writing interesting.
- Try to write 2 or 3 sentences.
- Try to write independently with only a little help.

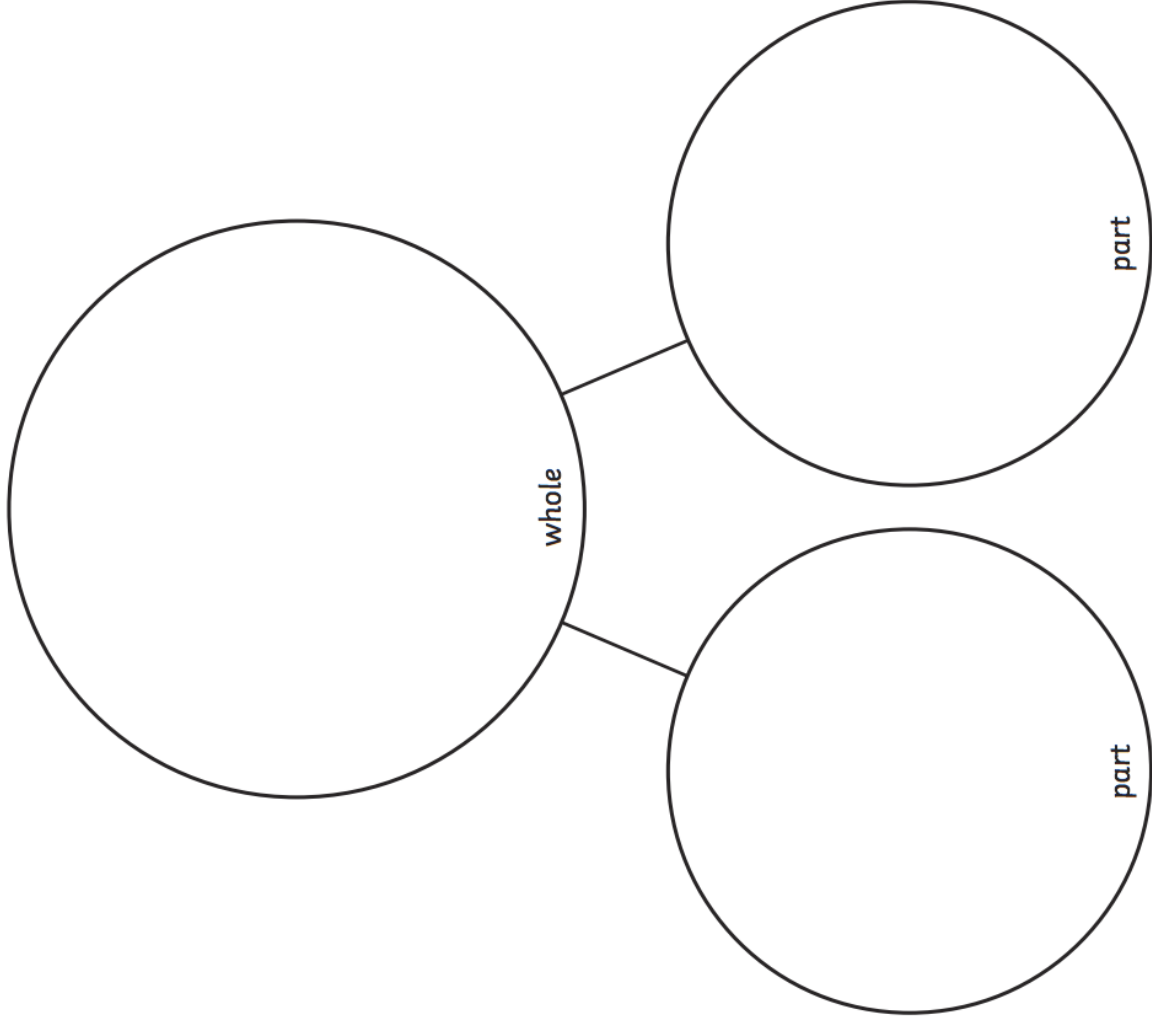
Part-Whole Model

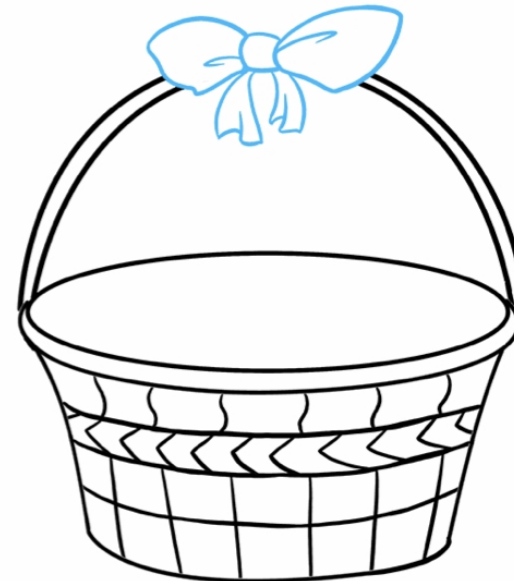
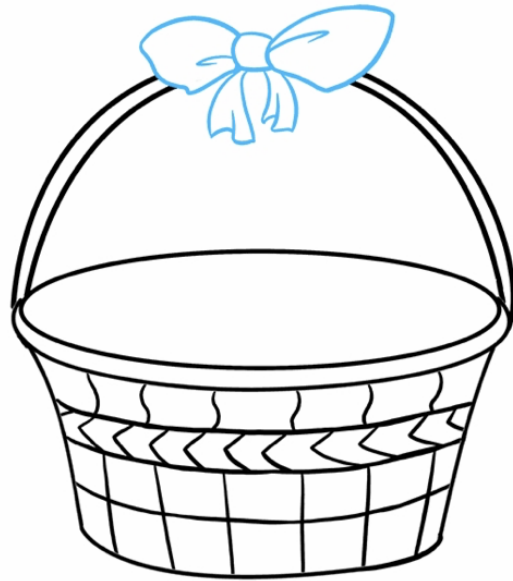


Part-Whole Model



Part-Whole Model





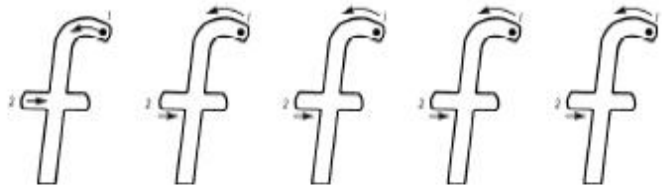
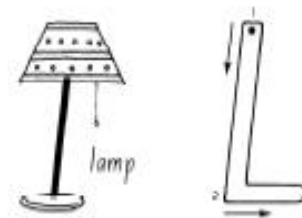
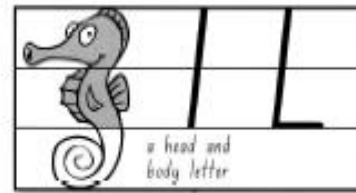
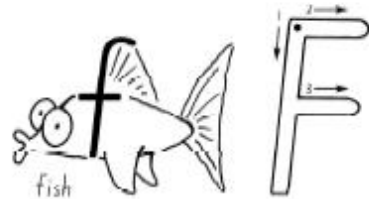
Jonathan made 14 muffins with his mum to give to his grandparents to make them smile. Help Jonathan share the muffins equally into each basket by drawing the muffins into the baskets. Partition 14 into 2 equal parts.



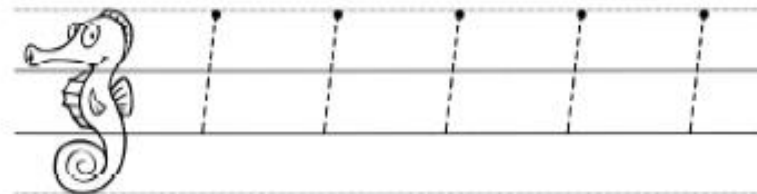
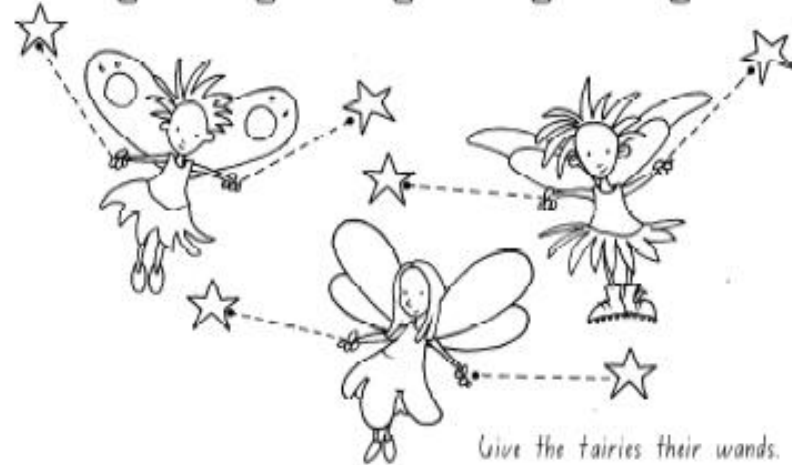
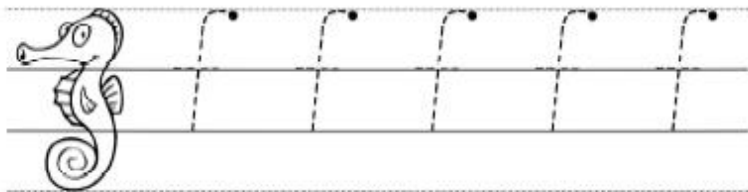
Sally needs to pick 18 apples to make apple pie with her grandma. Help Sally find the 18 apples in the trees by drawing the apples into the trees. 18 apples need to be partitioned into 3 parts.



Amanda has 16 lollipops that she wants to share with her 4 friends equally. Help Amanda share her lollipops with her friends by drawing the lollipops onto the boys and girls above. Partition 16 lollipops into 4 equal parts.



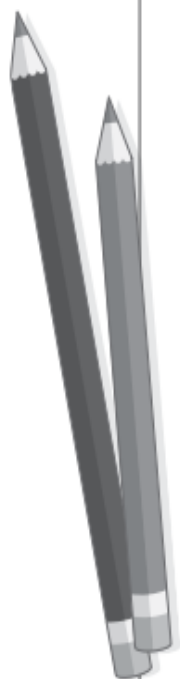
Trace Grandad's walking stick.

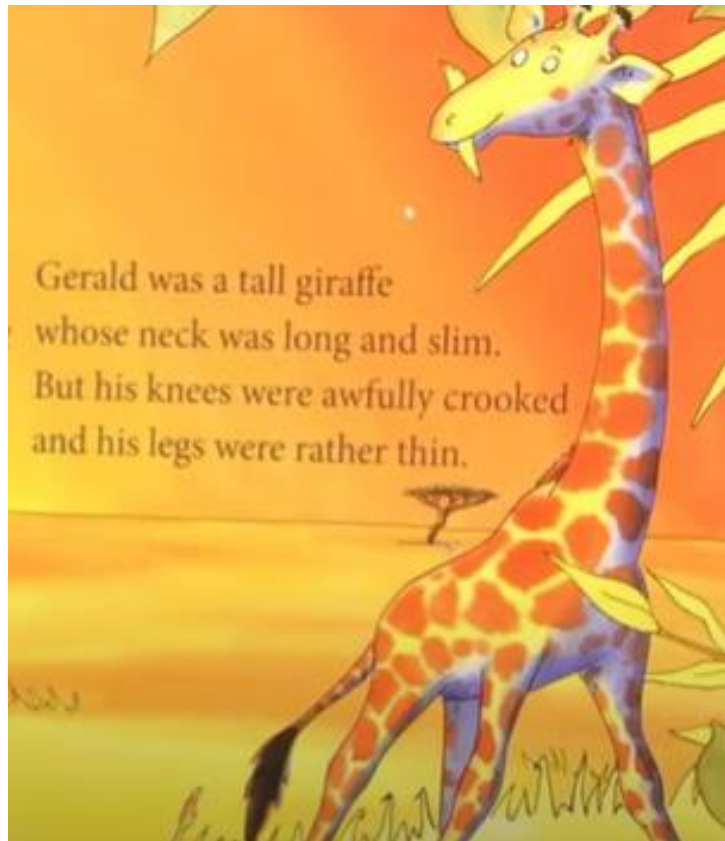


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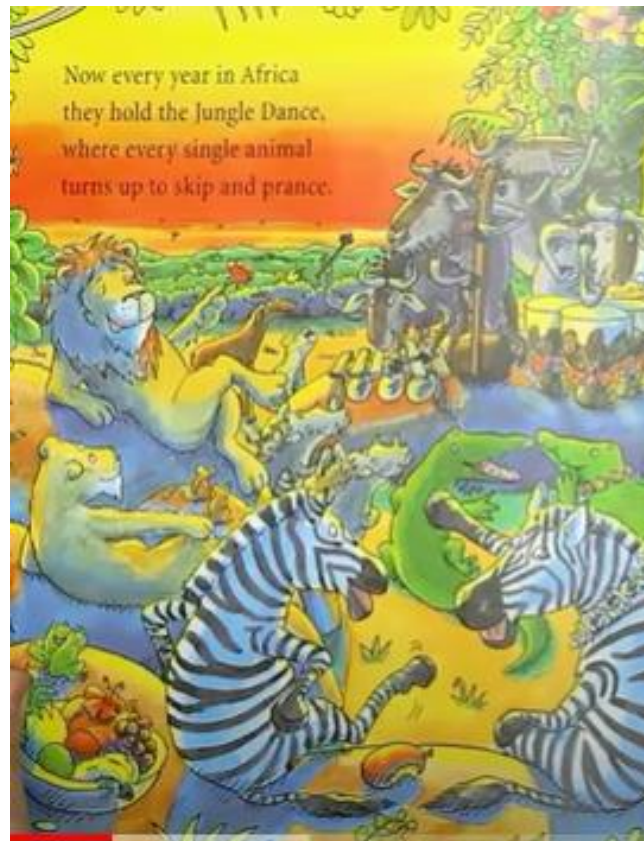
Sometimes families have their own celebrations and traditions.
For example, what do you do when a tooth falls out?

Write or draw about a celebration which is special to your family.

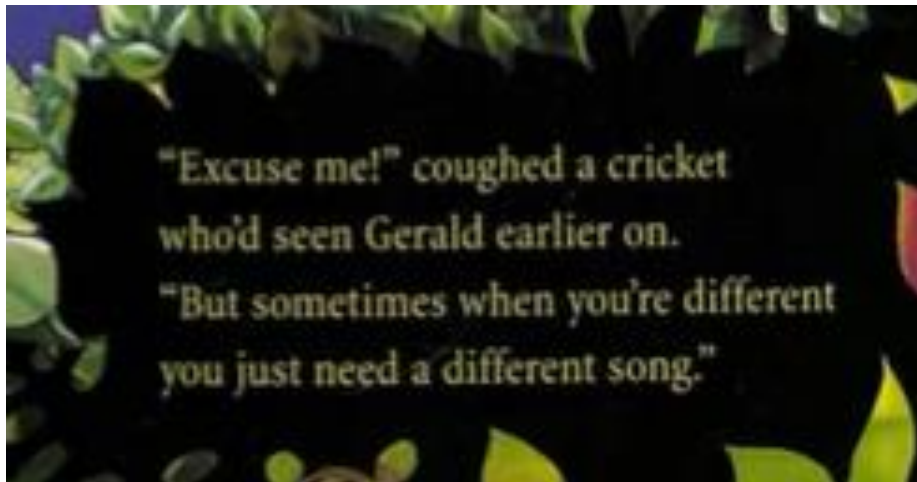
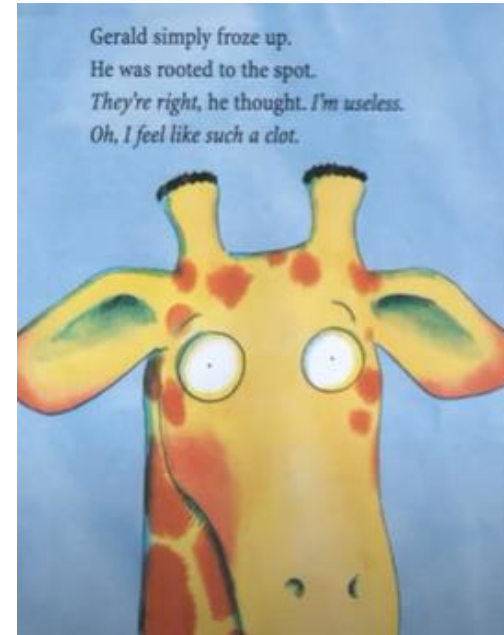


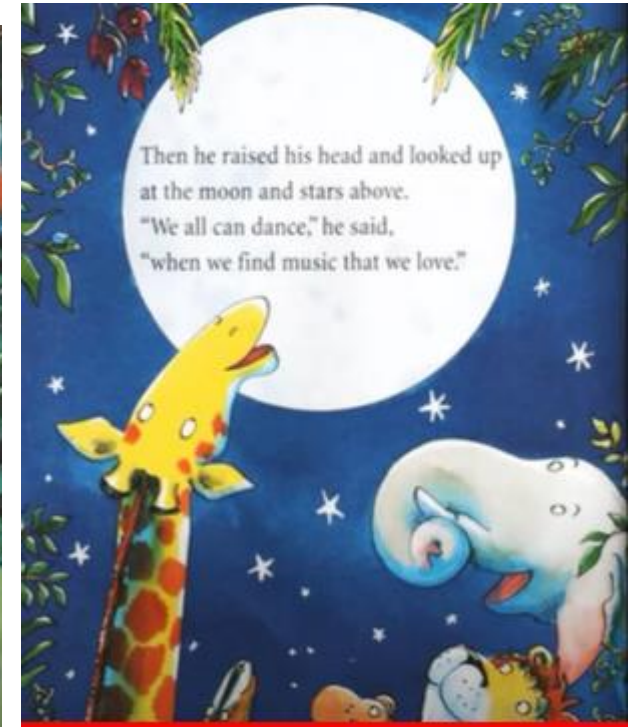
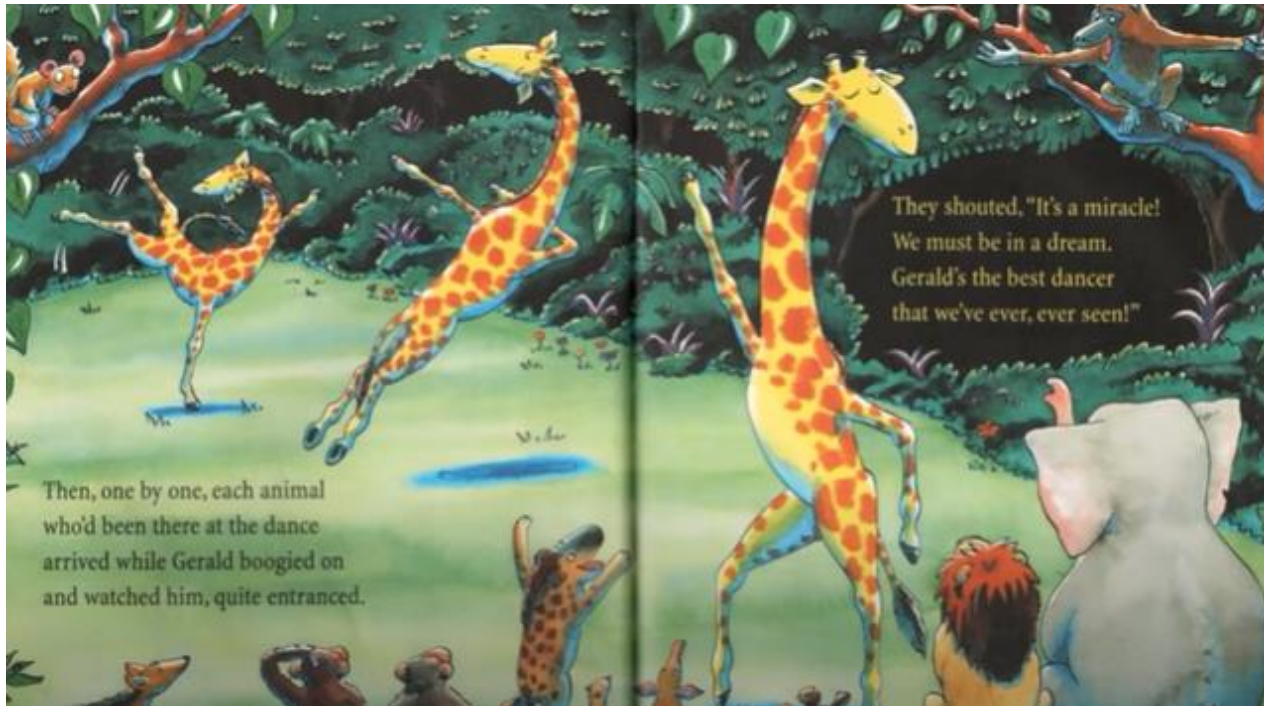


Gerald was a tall giraffe
whose neck was long and slim.
But his knees were awfully crooked
and his legs were rather thin.



Now every year in Africa
they hold the Jungle Dance,
where every single animal
turns up to skip and prance.







- O R I G A M I -

GIRAFFE



A step-by-step guide

