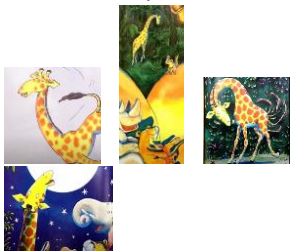
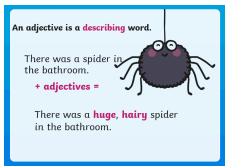


| Off Line Term 4 Week 2 | Monday | Tuesday ZOOM SESSION | Wednesday | Thursday | Friday ZOOM SESSION |
|------------------------------|---|---|---|--|--|
| | <p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. Before you read, look at the cover, title and pictures. Predict what 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></p> <p>Complete the Soundwaves page (pg 79) for; /zz s/ as in zebra</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.</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>Write ten words that end with 'zz or s'. Remember that some plurals make the 'z' sound like bees and cars.</p> <p>Write at least two sentences. Each sentence must contain at least one of these words.</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 80) for; /x (ks)/ as in kite and seal</p> <p><u>Handwriting</u> Complete the handwriting page 'x'.</p> | <p><u>ENGLISH</u> <u>Soundwave</u> <u>Spelling</u></p> <p>Write ten words that end with 'x (ks)'. Remember some plurals make the 'x' sound like ducks.</p> <p>Write at least two sentences. Each sentence must contain at least one of these words.</p> | <p><u>ENGLISH</u> <u>Reading</u></p> <p>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> <u>ENGLISH</u> <u>Reading Eggs</u> Logon using your Reading Eggs password and continue with your Lessons. Do at least one lesson today.</p> |

| | | | | |
|--|--|--|---|---|
| | | <p>Handwriting Complete the handwriting page 'b'. Lower case 'b' is a body and head letter and sits on the line. It is a tall letter.</p> <p>'b' goes down, up the same line, around and down.</p> <p>Don't take your pencil off the page when you are forming this letter.</p> <p>Make sure you use correct pencil grip!</p> | <p>Lower case 'x' is a body letter and sits on the line.</p> <p>'x' starts at the top left and goes down in a diagonal line, then pencil come off the page, start again at the bottom left and it goes up in a diagonal line.</p> <p>Make sure you use correct pencil grip!</p> | <p>Soundwaves Here are your list words for this week; jazz, buzz, has, fizz, is, was, mix, fix, box, six, fox.</p> <p>Write each list word five times.</p> <p>Write at least two sentences. Each sentence must contain at least one list word. An adult can scribe each sentence underneath your sentence, and you can trace and copy.</p> |
|--|--|--|---|---|

10.30-10.45 **FRUIT BREAK**

| | | | | |
|---|---|---|---|---|
| <p>Writing</p> <p>It is important for us to work on having a growth mindset. This means that even when something is hard, you know that if you work at it, you can learn how to do it. Having a growth mindset means that instead of saying I can't do that, you might say I can't do that yet, or I am learning to do that. Thinking this way helps us to be focused, feel good about ourselves and not give up when we find a challenge.</p> <p>Use the attached worksheet</p> | <p>Reading and responding</p> <p>Today we are going to think about how Gerald feels in the story, and how the pictures show his feelings. Look at the pictures below</p>  <p>(A large copy is in the attached sheets).</p> | <p>Writing</p> <p>Adjectives are words that describe a noun. (See poster attached below)</p>  <p>Adjectives help to make our sentences more interesting and give the reader more information.</p> | <p>o virtual excurs ion</p> | <p>Reading and responding</p> <p>Writing</p> <p>Yesterday we were lucky enough to have a virtual excursion to Simbio Wildlife Park. It was a great day and we learnt so much!</p> <p>Today we are going to choose between two activities. You can choose to</p> |
|---|---|---|---|---|



to write three things that you can do. Then think about something you can't do yet, but you are working on learning to do. In the box, draw a picture of you working on the skill you are learning.

Next, turn the page over and write how you are going to learn your new skill. Will you ask someone to teach you, will you practice a lot or do you have other ideas?

Discuss the following questions with a grown up.

What is happening in this picture?

How does Gerald feel in this part of the story? Are there other words you could use to explain his feelings (for example- sad, upset, worried etc)

How did the illustrator (who drew the pictures) show the way that Gerald is feeling?

Did they use colours, facial expressions, the way the body is drawn or other ways to show his feelings?

Gerald was very afraid to dance but he gave it a try. Today we are going to write sentences that include the words **but** or **and**. These words can join two short sentences to make one long sentence

For example:
Gerald was very afraid to dance but he gave it a try.

The animals laughed at Gerald and he felt sad.

See if you can write a long sentence with the word **and** or **but** in the middle. To do this, think of two

Let's look at how it works in a sentence.

Gerald is a giraffe.

This is a true sentence, but it doesn't tell us very much. What kind of giraffe is Gerald? How old is he, how does he behave, how is he feeling?

To help us practice using adjectives, draw a picture of a giraffe that could be Gerald.

When you are finished, write some adjectives that could describe a giraffe around your drawing.

Next write two or three sentences about Gerald using an adjective in each sentence.

For example,
Gerald is **tall** and **yellow**.
Gerald has **pointy** ears.

Use the writing success criteria to check that you have included

**10:00a
m -
11:00a
m**

**See
sheet
below
for
today's
activities!**

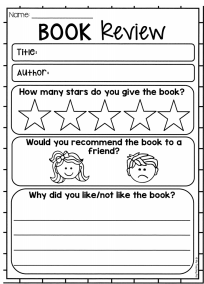
1. Write a recount of the excursion day- what did we do and did you enjoy it? Draw a picture.

Or

2. Write two or more sentences about things that you learnt during our excursion day.

Use the writing success criteria to check that you are including everything that you need in your writing. Ask yourself if you did your best writing and if you did you should be proud of yourself.

Optional activity- if there was an animal that you would like to learn more about, ask

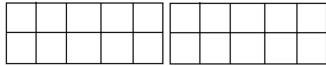
| | | | | |
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| | | <p>short sentences and join them into one sentence with and or but.</p> <p>Use the writing success criteria to check that you are including everything that you need in your writing. Ask yourself if you did your best writing and if you did you should be proud of yourself.</p> | <p>everything that you need in your writing.</p> <p>Please upload this work sample once completed for feedback from your teacher. We encourage your independent work.</p> <p>Optional activity- "Giraffe's can't dance book review"</p>  | <p>your grown-ups to help you learn more about it.</p> |
|--|--|--|--|--|

| | | | | |
|-------------|--------------|--|--|--|
| 11.30-12.20 | LUNCH | | | |
|-------------|--------------|--|--|--|

| | | | | |
|--|--|--|--|---|
| | <p><u>Maths</u></p> <p>Teen Numbers - 10 and some more.</p> | <p style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;">Teen Numbers - 10 and some more...</p> <p>Revise yesterday's lesson.</p> | <p><u>Maths</u></p> <p>Teen Numbers - 10 and some more...</p> | <p style="text-align: center;"><u>Maths</u></p> <p style="text-align: center;"><u>Maths</u></p> <p>Teen Numbers - 10 and some more...</p> |
|--|--|--|--|---|

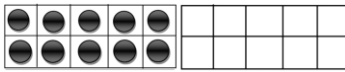
What do you already know about teen numbers? What do they start with? How do you say them?

We are going to use 2 tens frames to investigate teen numbers.



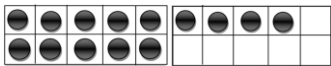
To fill a tens frame, place the counters onto the tens frame, filling the left frame first from the top row, left to right, and the bottom row – and then filling the frame on the right.

The tens frame on the left has a counter in every space.



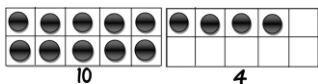
If there are 10 spaces on the left and we have placed a counter in every space, how many counters are there?

Let's place 4 counters in the tens frame on the right.



Ask yourself 3 questions:

1. How many counters are in the tens frame on the left?
2. How many counters are in the tens frame on the right?
3. How many counters are there all together?



14

Look at and investigate all teen numbers.

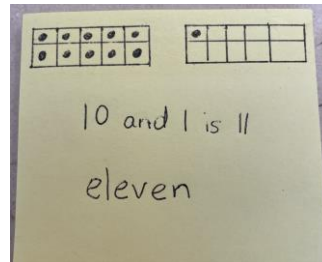
11, 12, 13, 14, 15, 16, 17, 18 and 19

Draw up 2 tens frames like so:



Now investigate the number 11. Place 11 counters into the tens frames. Ask yourself the three questions from earlier and record your tens frames as shown above. Record a number sentence for the number 11 and write the word underneath the number sentence.

Your work should look like this:

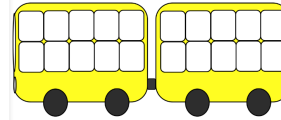


Repeat this activity for the numbers - 12, 13, 14, 15, 16, 17, 18 and 19.

Complete these problem solving questions on a piece of paper. Write down the answers in **full sentences**.

Revise Monday's lesson.

Have a 20 frame train.



Select a teen number card at random. Have your teen number cards upside down so you cannot see the numbers. Choose one at random.

Place that many counters onto the train, filling the left carriage first from the top row, left to right, and the bottom row – and then filling the carriage on the right.

Describe your counters as children by saying "I have ___ children on the carriage on the left and ___ children on the carriage on the right. I have ___ children altogether. ___ and ___ is ___".

Revise Monday's lesson.

Complete this worksheet by counting the blocks and cutting out the numbers at the bottom of the page. Glue the number into the correct places. Colour in the page and make it bright and beautiful!

Place value matching - Cut out the numbers and glue them in the correct boxes.

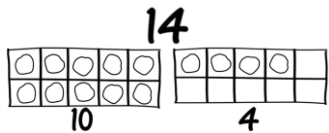
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| | = | <input type="text"/> | | = | <input type="text"/> |

11 10 6 13 18 15

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

Think about how you can record this information.

We can record the number 14 by using our tens frames and placing counters into the spaces like so:



You can also record a number sentence to record the number 14. For example,

14 is 10 and 4

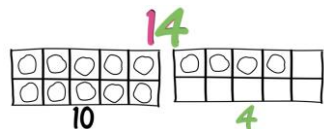
Now have a look at the number,

14

Notice how there are 2 numbers in it. A 1 and a 4.

Which number in 14 do you think tells us that we have 4?

Do you think the 4 in 14 tells us that we have 4?



14 is 10 and 4

If the 4 is telling us that we have 4, what do you think the 1 is telling us?

Do you think the 1 must be telling us that we have 10?

You will need 2 tens frames and some counters to help you answer the questions. Investigate each question by placing counters into the tens frames and work out the problems.



1. Jan placed 14 counters onto 2 tens frames. She placed 10 counters in on one of the tens frames. How many counters did she place on the other tens frame?
2. Jan placed 16 counters onto 2 tens frames. She placed 10 counters in on one of the tens frames. How many counters did she place on the other tens frame?
3. Jan placed 14 counters onto 2 tens frames. She placed 4 counters in on one of the tens frames. How many counters did she place on the other tens frame?

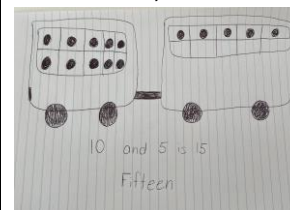
You will need these 2 boxes to help you with the next problems. Use counters as cupcakes and place them into the boxes to help you answer and work out the problems.

Draw your train, counters and record your number sentence, and write the number in words underneath.

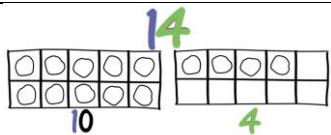
For example, if I choose the number 15, I will place 10 counters in the carriage on the left and 5 counters in the carriage on the right.

I will say "I have 10 children in the carriage on the left and 5 children in the carriage on the right. I have 15 children altogether. 10 and 5 is 15."

I will then draw my train, counters and record my number sentence, and write the number in words underneath, like so:



It says "10 and 5 is 15. Fifteen".



14 is 10 and 4

Look at the word:

Fourteen

Which part of the word fourteen is telling us that we have 4?

Do you think the 'four' in fourteen is telling us we have 4?

fourteen

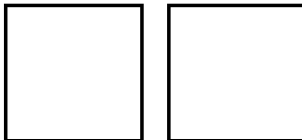
If the 'four' in fourteen is telling us we have 4, what do you think 'teen' means?

Do you think 'teen' means 10?

fourteen

Have 2 tens frames.

Select a teen number card and place that many counters or small objects into the spaces on the tens frames.



4. There were 13 cupcakes in 2 boxes. There were 10 cupcakes in one box. How many cupcakes are in the other box?
5. There were 18 cupcakes in 2 boxes. There were 10 cupcakes in one box. How many cupcakes are in the other box?
6. There were 15 cupcakes in 2 boxes. There were 5 cupcakes in one box. How many cupcakes are in the other box?

You will need these 2 trees to help you with these problems. Use counters as birds and place them into the trees to help you answer and work out the problems. For these last questions, just write the correct answer of A, B or C.



7. 17 birds sat in 2 trees.
There were 10 birds in one

Repeat this activity for 5 teen numbers of your choice.

Reflection: How can we describe teen numbers?

| | |
|-----------------|----------------|
| 11 eleven | 12 twelve |
| 13 thirteen | 14 fourteen |
| 15 fifteen | 16 sixteen |
| 17 seventeen | 18 eighteen |
| 19 nineteen | |

Discuss and answer the three questions:

1. How many counters are in the tens frame on the left?
2. How many counters are in the tens frame on the right?
3. How many counters are there all together?

Describe your teen number as "10 and..."

For example, if I choose the number 17, I will place 17 counters into the spaces on the tens frames. I will then ask myself the three questions and have answers as so:

1. How many counters are in the tens frame on the left? (10)
2. How many counters are in the tens frame on the right? (7)
3. How many counters are there all together? (17)

I will then state that 17 is 10 and 7 by saying "17 is 10 and 7. 10 and 7 is 17".

Repeat this activity for all of the teen numbers:

tree. How many birds were in the other tree?

- A) 5
- B) 7
- C) 8

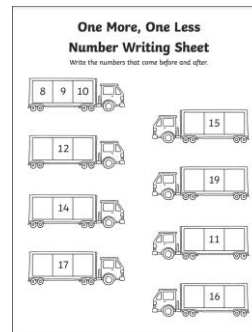
8. 19 birds sat in 2 trees. There were 10 birds in one tree. How many birds were in the other tree?

- A) 9
- B) 4
- C) 6

9. There were 16 birds in 2 trees. There were 6 birds in one tree. How many birds were in the other tree?

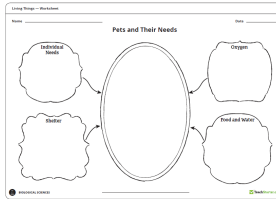
- A) 2
- B) 7
- C) 10

***OPTIONAL



| | | | | | |
|-----------|--|--|---|--|--|
| | <p>11, 12, 13, 14, 15, 16, 17, 18, and 19</p> <p>Reflection: How can we describe teen numbers?</p> <p>Please upload this work sample once completed for feedback. We encourage your independent work.</p> | | | | |
| 1.20-1.40 | RECESS | | | | |
| | <p style="text-align: center;"><u>History</u></p> <p>Birthdays are an important celebration for lots of people. Many families have different birthday traditions. This means, they may celebrate a birthday by doing different things e.g. have a party, eat certain party foods, play certain games.</p> <p>On a piece of paper or in a book, can you draw a picture and write about what you enjoy doing for your birthday?</p> <p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p> | <p style="text-align: center;"><u>Science</u></p> <p>Pets are such a special part of our lives. They are living things just like the animals we looked at last week.</p> <p>All living things including our pets need 4 things to survive. They are;</p> <ul style="list-style-type: none"> - Water - Energy/food - Shelter - oxygen <p>Discuss these questions with an adult.</p> <ul style="list-style-type: none"> - Why do living things need these? - What might happen if living things did not have these? | <p style="text-align: center;"><u>Physical Development and Health</u></p> <p>This term we are going to look medicines during Health.</p> <p>Have a discussion with your parents or grandparents about medicines, what they are, where to store it, who can give it to you and when you should take it.</p> <p>What is medicine?</p> <p>What are medicines used for?</p> <p>Who can give you medicine?</p> <p>Where can you store medicine?</p> | | <p style="text-align: center;"><u>Creative Arts</u></p> <p>This is the second lesson for the Giraffes Can't Dance artwork.</p> <p>The children should all have their giraffe from last week cut out. We will now paint the background. See enlarged attachment below.</p> <p>The children paint the background. They start with green paint for the grass. They then do blue for the sky with streaks of purple. They then paint a white circle</p> |

Fill in the worksheet below about your pet or a pet that you know. You can either take a photo or draw a picture.



You will be able to have a look at Mrs Howard's sample below.

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

PE

This term we are going to learn all about static balance in PE.

What does it mean to balance?

How can you balance?

Can you balance on different parts of your body?

Play a game of Surf's Up!

Pick a flat and sturdy surface, like a wooden board, that's wide enough to stand on with a spread stance.

Place a round object underneath — like a tennis ball container or empty shampoo bottle — stand with feet a little wider than hip-width. Balance back and forth trying to keep the board on the round object.

Add some tropical music to make it even more fun. You can get creative once you have gotten the hang of it. Challenge yourself to freeze dance or to try moving feet closer together and further apart.

while the blue paint is still wet. The middle of the circle should be very white and the outer circle blending in with the sky.

When this is dry, the giraffe should be stuck onto the background.

If you do not have paints, you can colour the background with pencils or crayons.



HAPPY GIRAFFES BY FIRST GRADERS

Name _____

Date _____

Pets and Their Needs

Individual Needs
A litter box, a scratching post and toys for playing.

Shelter
A snuggly cat bed inside my house



Oxygen
Essential for all mammals

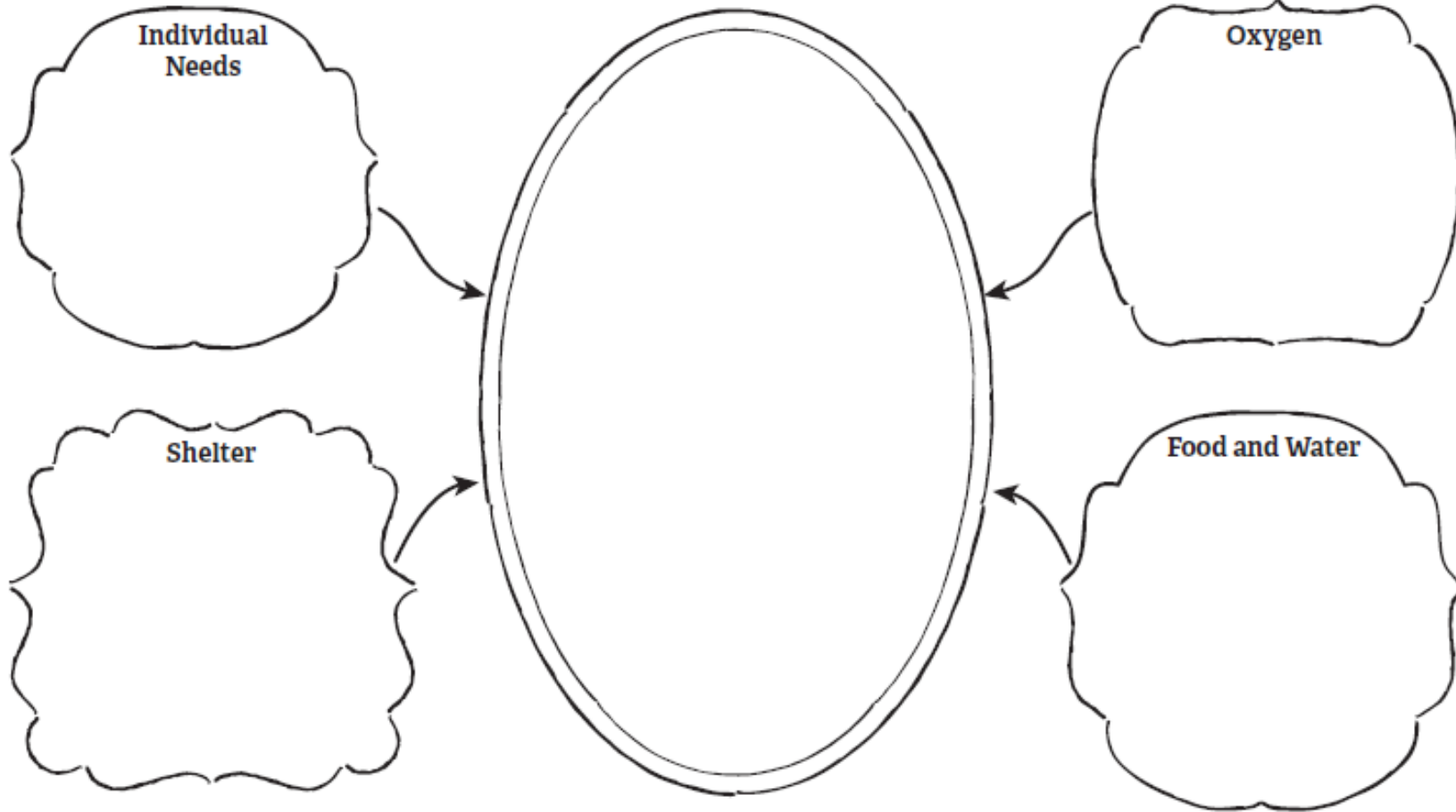
Food and Water
Fresh water in her bowl and cat food once a day

Jazzy

Name _____

Date _____

Pets and Their Needs



ZZZS

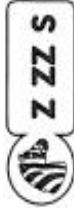









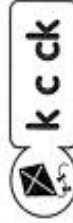









Colour the letter or letters for **zzz** in each List Word.

jazz
fizz









buzz
is

has
was

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

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

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.

| | | | | | | | |
|---|--------------|--|----------------|---|--------------|---|----------------|
|  | zz ck |  | ng s |  | ng ck |  | zz ck ng |
|  | zz ng |  | zz ng ck |  | ng ck |  | ck zz |



k c ck x(ks)



s ss x(ks)

1 Colour the letter for



each List Word.

mix
six

fix
fox

box

2 Write x at the end of each word. Read the words.

Draw a line from the word to the picture.

fo__

bo__

wa__

si__

mi__



3 Read the words in the box. Write the words next to the pictures.

Finish the words.

fix

six

fox

wax

box

Max



Name: _____

BOOK REVIEW

Ti**T**LE:

AU**T**HOR:

How many stars do you give the book?



Would you recommend the book to a friend?



Why did you like/not like the book?

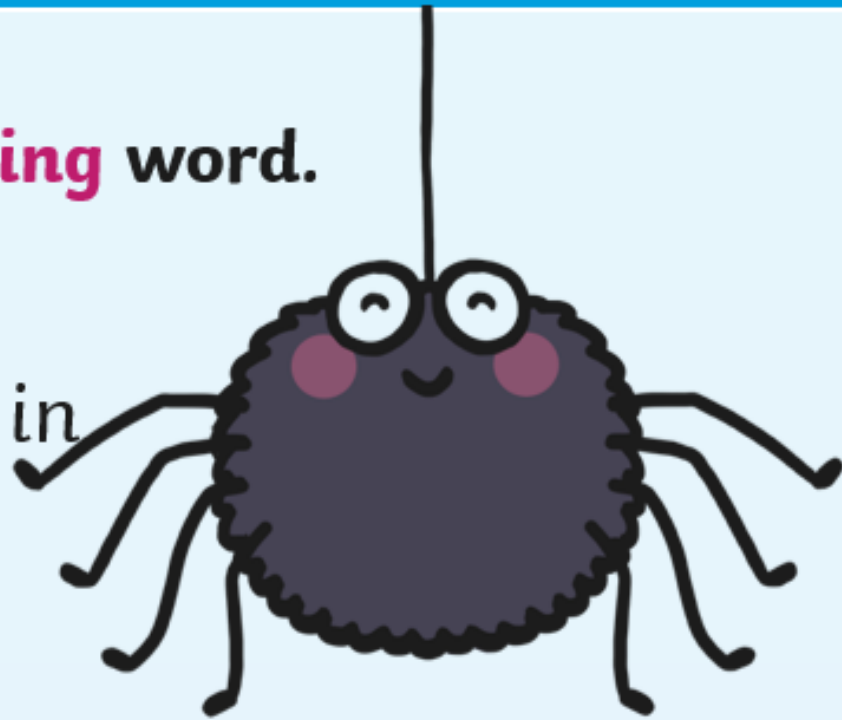
Four horizontal lines provided for writing a response to the question 'Why did you like/not like the book?'.

An adjective is a **describing** word.

There was a spider in
the bathroom.

+ **adjectives** =

There was a **huge, hairy** spider
in the bathroom.





I can

I can _____

I can _____

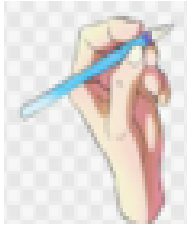
I can _____

.....

I can't _____

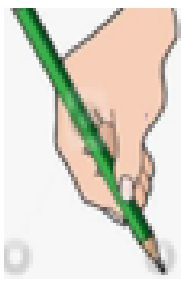
Yet!





My writing success criteria

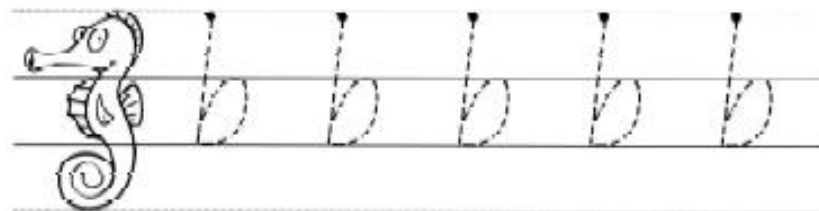
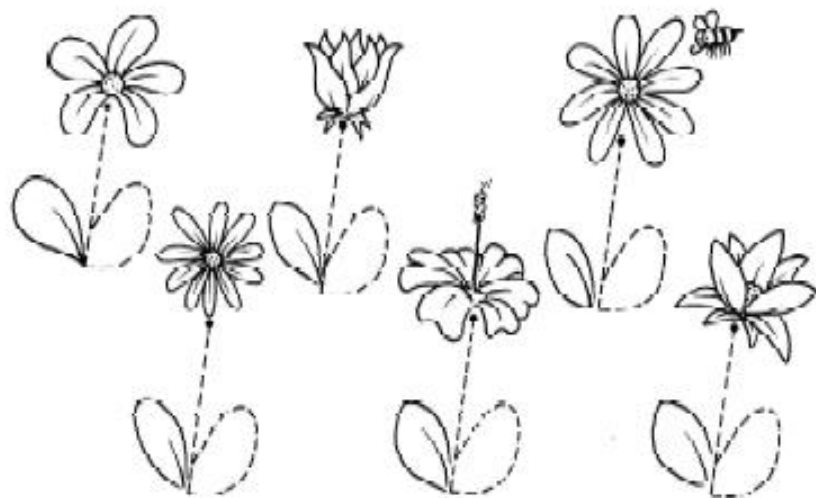
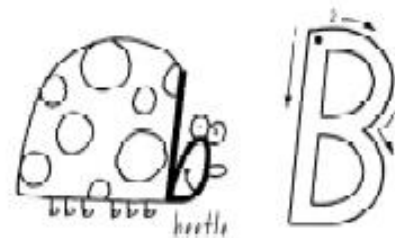
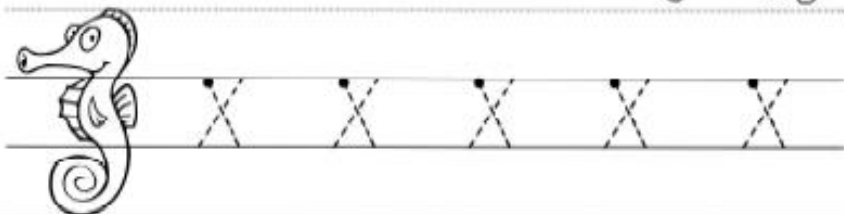
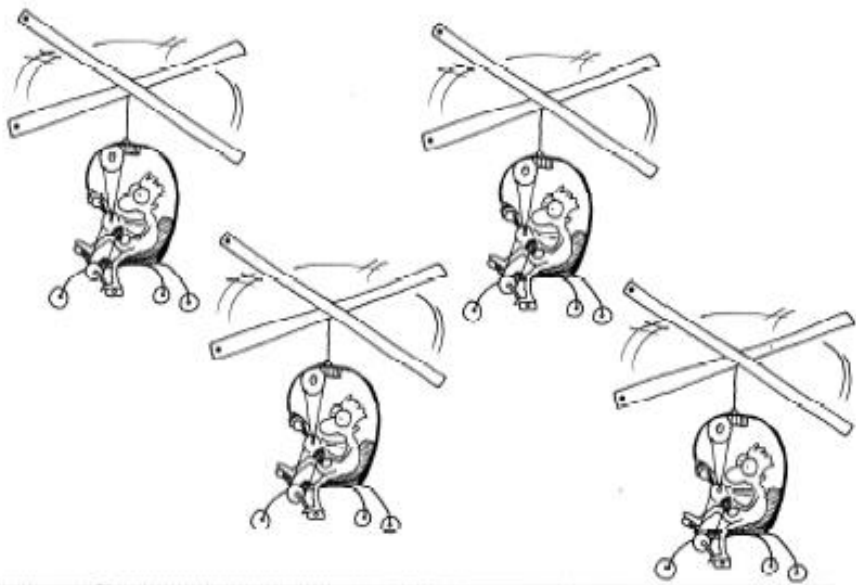
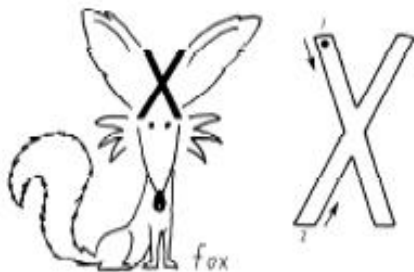
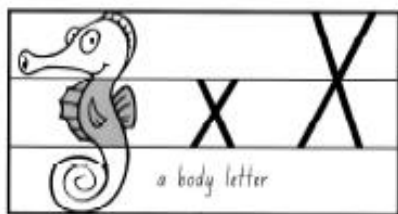
To be a good writer I need to check that I do these things.

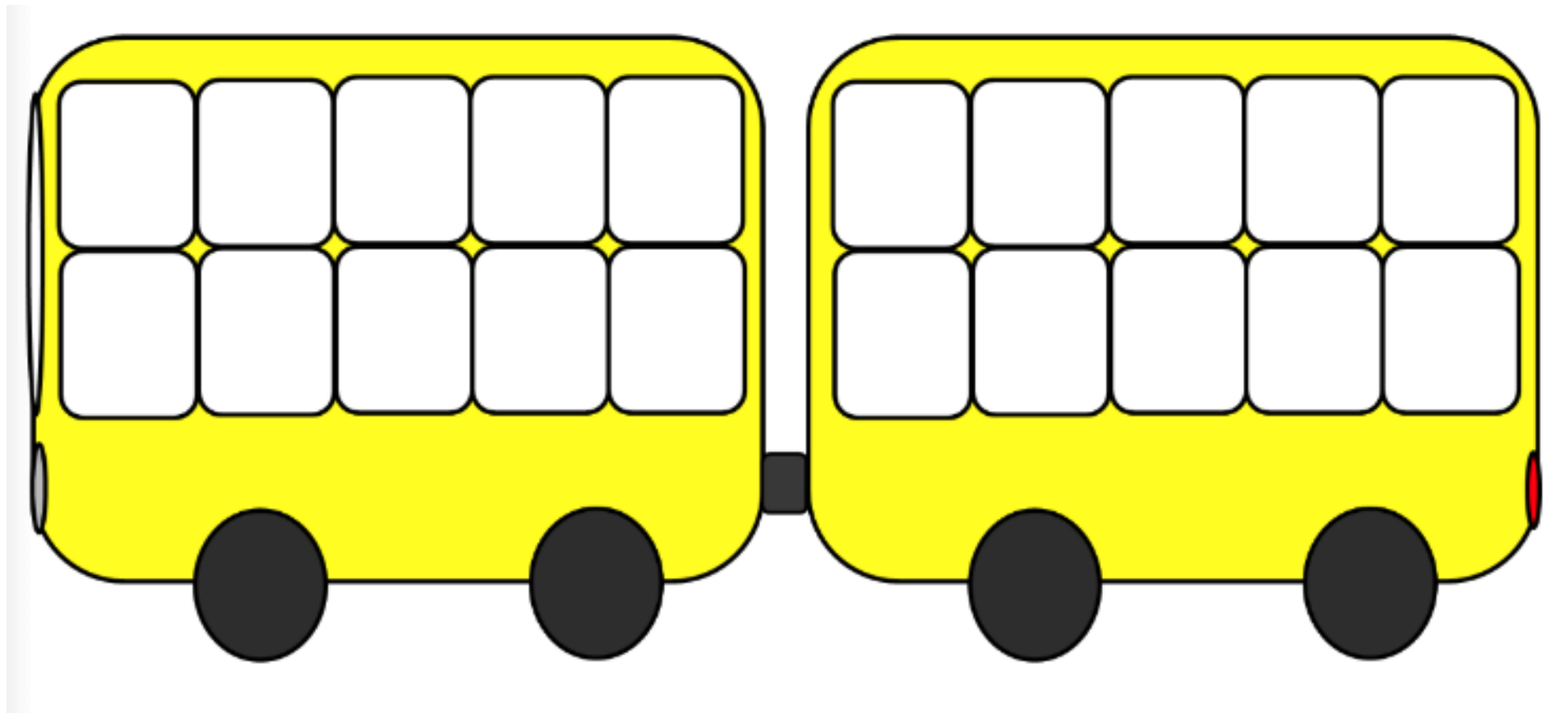


- Before I write I need to think about what I will write.
- Hold my pencil correctly.
- Start my writing with a capital letter and use capital letters for the name of people and places.
- Carefully sound out the words and write the sounds I hear. Every word needs a vowel or a letter y.
- Leave a finger 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

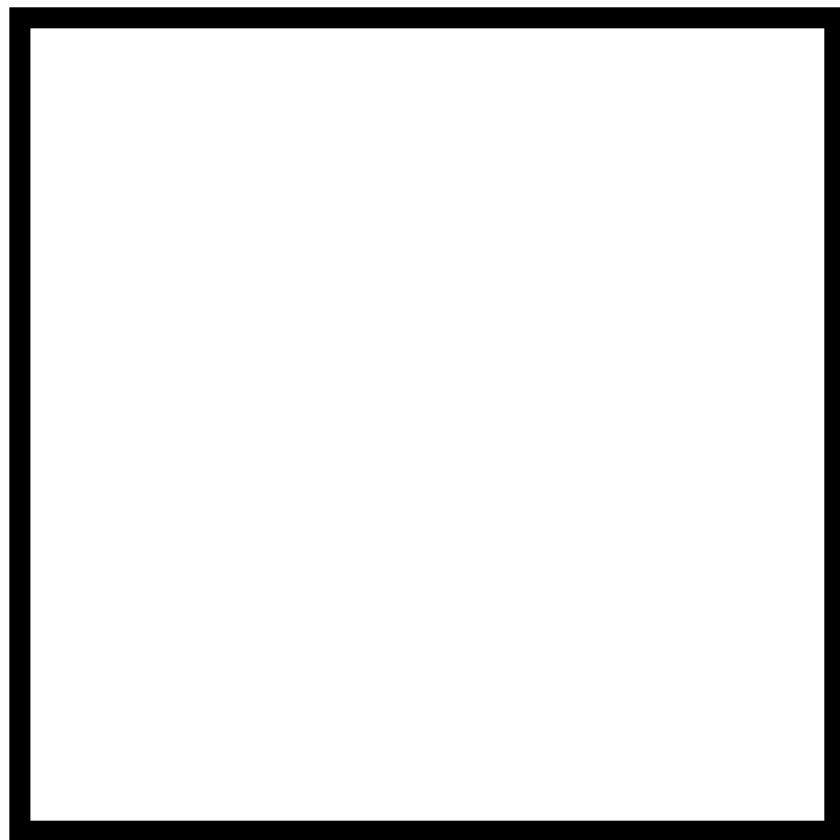
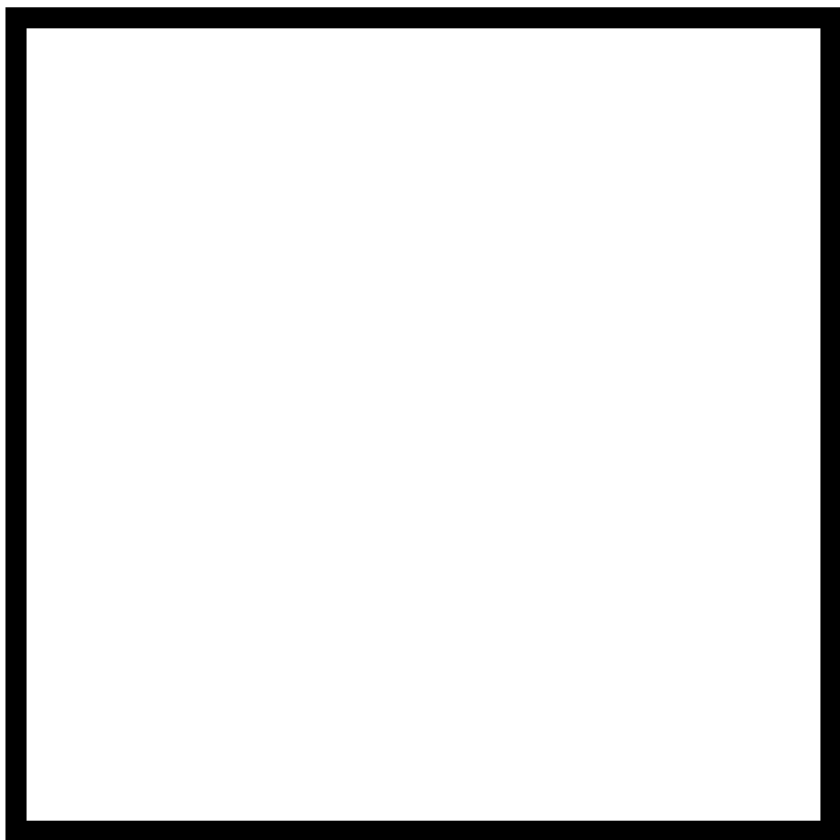
- Try to add adjectives or describing words to make your writing interesting.
- Try to write 2 or 3 sentences.
- Try to write independently with only a little help.

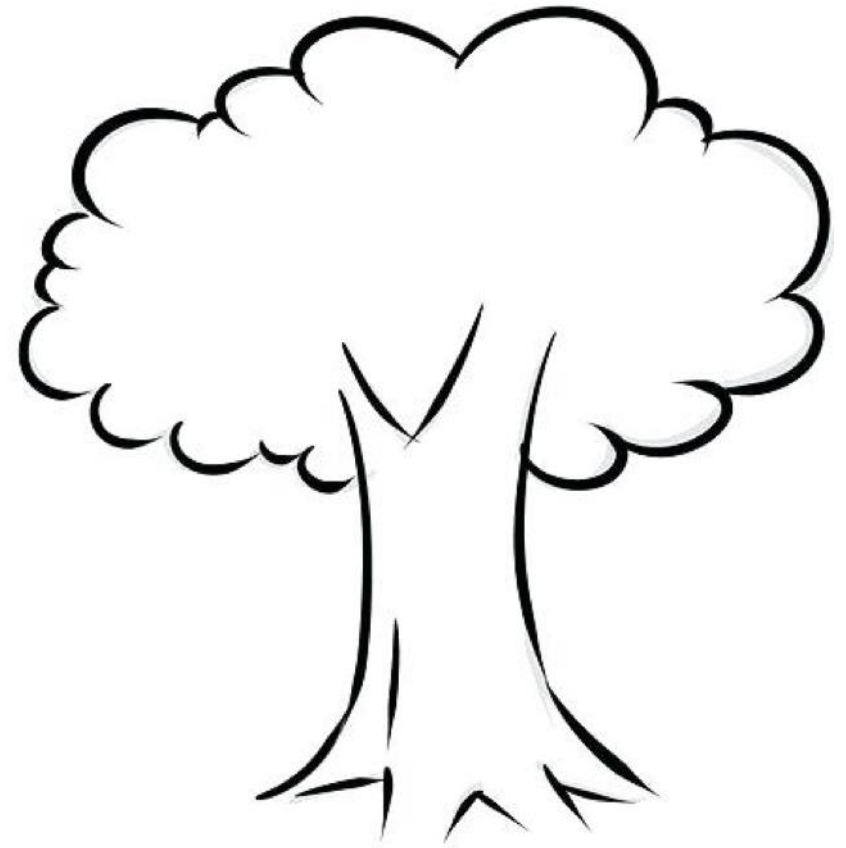
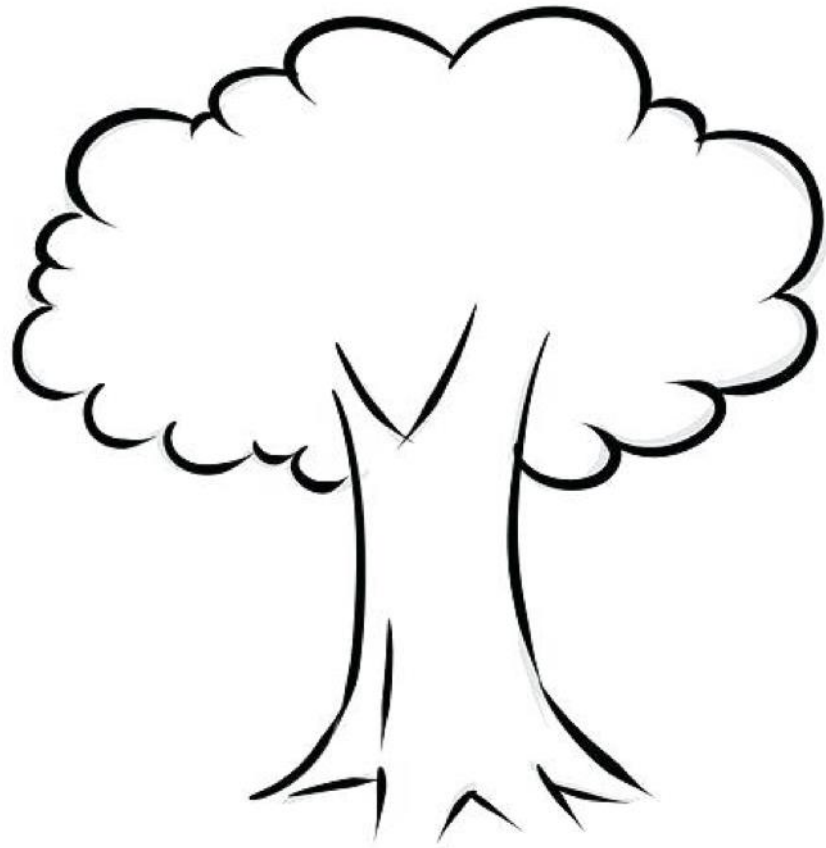




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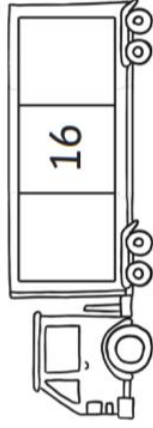
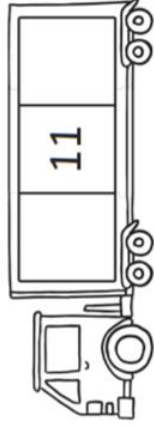
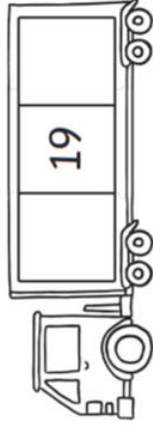
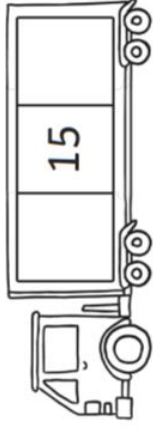
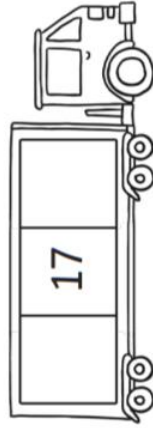
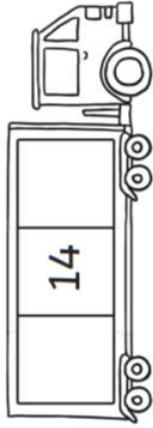
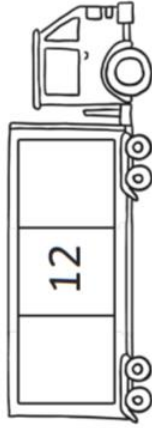
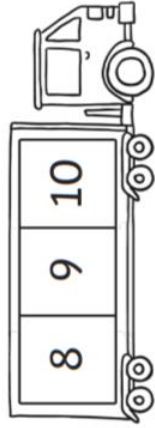
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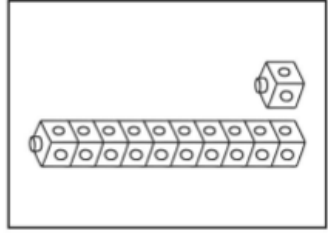
One More, One Less Number Writing Sheet

Write the numbers that come before and after.

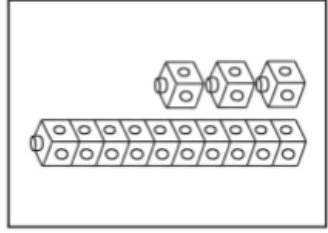


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|-----------------|----------------|
| 11 eleven | 12 twelve |
| 13 thirteen | 14 fourteen |
| 15 fifteen | 16 sixteen |
| 17 seventeen | 18 eighteen |
| 19 nineteen | |

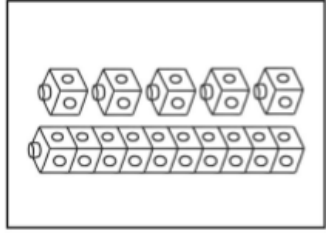
Place value matching - Cut out the numbers
and glue them in the correct boxes.



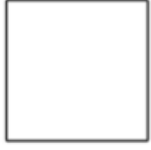
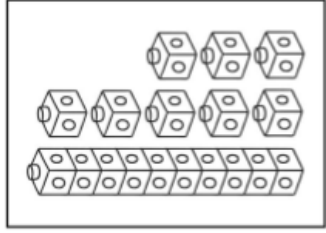
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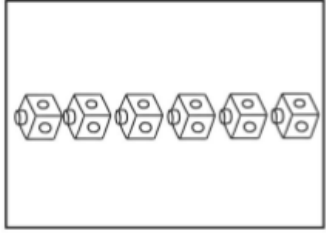
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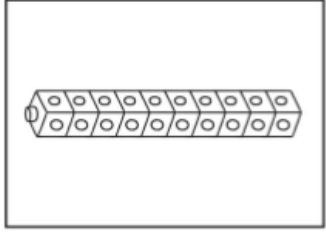
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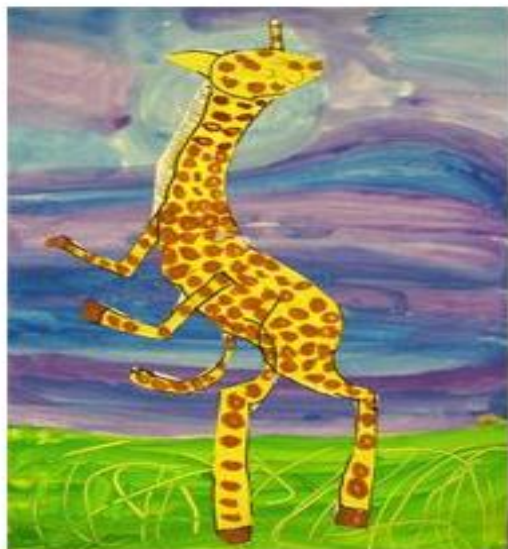
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HAPPY GIRAFFES by FIRST GRADERS 

Kindergarten's BIG DAY IN 2022



Including Symbio Wildlife Park Virtual Excursion

When: Term 4, Week 2 Thursday 14th October

As part of our 'Living World' Science unit this term on **Thursday 14th October** kindergarten are going to experience a virtual excursion via ZOOM. We are so excited to have our very own guide and get up close and personal with the animals at Symbio Wildlife Park. We will be able to ask questions and interact with our guide. Followed by some fun activities.

Students are encouraged to wear their school sports uniform and pack their bags with lunch, recess, hat and water to make it feel like a real excursion day.

9:00am - Students are expected to start their day by checking in with their class teachers and completing their morning grid activity.

9:40am - Students please log into ZOOM to give us time to rectify any access issues. Keep an eye out for the ZOOM access link on your class dojo.

9:50am - Mrs Wellington, Mrs Bailey and Mrs Howard will let students in and discuss the virtual excursion expectations and have some fun on our virtual bus before we 'arrive' at Symbio.

10:00-11:00am - 60minute Symbio live ZOOM excursion. We will meet our ranger who will take us on a tour of the zoo and get us up close and personal with some of the animals.

Note: Please remember to stay on mute at all times and no typing on the chat unless asked by your teacher or guide. This will make sure we all have the best experience.

11:00-11:30 - Let's get moving... moving like animals! <https://www.youtube.com/watch?v=30ePPeUbwSs>
Can you think of some animals we saw today and move like them? How many different animals and movements can you come up with?

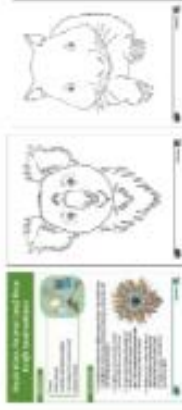
LUNCH - Set up a nice picnic somewhere at your home to enjoy your packed excursion lunch. Please upload a photo to class dojo for your teacher to see.

12:30-1:25pm - Writing – Complete the writing sheet all about our virtual excursion to Symbio. It is attached to your grid. **Please send your work to Mrs Wellington for feedback.**



RECESS – Enjoy your packed recess. Don't forget if you play outside to wear your hat.

1:45-3pm - Leaf Art – Complete the leaf art activity. Choose either the koala or wombat and follow the instructions. Worksheets are attached to your grid.





Writing



Symbio Virtual Excursion

My favourite part about our excursion to Symbio was...

Write a sentence about an animal you saw today and found interesting.



Draw your favourite animal from Symbio

A large, empty rectangular box with a black border, intended for drawing a favourite animal from Symbio.

Australian Animal Leaf Face Craft Instructions

Equipment:

- Scissors
- White craft glue
- Australian animal face templates
- Colouring pencils, crayons or paint
- Selection of leaves



Instructions:

1. Go outside and collect some different types of leaves. Try and find ones in all different colours, sizes and shapes so that your animal face will look interesting and colourful.
2. Carefully cut out around the animal face template that you wish to use.
3. Use your colouring pencils, crayons or paints to add colour to your animal's face. Think about what the animal looks like to help you select the colours.
4. Finally, use your white craft glue to attach the leaves onto the top and sides of your animal's head. Layer the leaves to create a colourful and eye-catching effect.



