



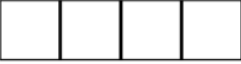


# Week 10 Grid


The theme this week is 'Dr Seuss'.




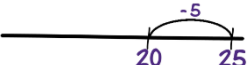


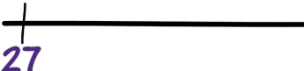

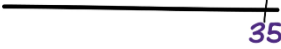
Highlighted activities can be submitted for feedback.

<b>MONDAY</b> <b>13th SEPTEMBER</b>	<b>TUESDAY</b> <b>14th SEPTEMBER</b>	<b>WEDNESDAY</b> <b>15th SEPTEMBER</b>	<b>THURSDAY</b> <b>16th SEPTEMBER</b>	<b>FRIDAY</b> <b>17th SEPTEMBER</b>
<p>Check in by greeting your teacher.</p>	<p>Check in by greeting your teacher.</p>	<p>Check in by greeting your teacher.</p>	<p>Check in by greeting your teacher.</p>	<p>Check in by greeting your teacher.</p>
		<p>Today is 'Wacky Wednesday'. It is going to be a crazy, weird day! Read the book.</p> <p><a href="https://video.link/w/wmq7c">https://video.link/w/wmq7c</a></p> <p>Now you are going to be a little wacky yourself.</p> <ul style="list-style-type: none"> <li>-Put odd shoes or socks on.</li> <li>-Wear your clothes on inside out or back to front.</li> <li>-Walk around backwards all day, not normal walking is permitted!</li> <li>-Put socks on the legs of your chair.</li> <li>- Turn photos upside down.</li> <li>-Put a hat on your lamp.</li> <li>-Wear clashing items of clothes (Eg.Socks with thongs, stripes with dots...)</li> <li>-Style your hair in a crazy way.</li> <li>-Sleep the wrong way in your bed tonight (put the pillow at the opposite end)</li> <li>-Mix up the meanings of words. Example: No means yes, yes means no...</li> <li>-Turn a few non-breakable items in your room upside down.</li> </ul> <p>The ideas are endless!</p> <p>Share your wacky ideas and the wacky world you have created today with your teacher.</p>		

<p><b>SPELLING</b> <b>SOUNDWAVES</b></p> <p>If you want to revise all of your sounds, sing along.</p> <p><a href="https://video.link/w/qOF5c">https://video.link/w/qOF5c</a></p> <p>The sound for this week is 'oo'. It is a long sound.</p> <p>Introduce the sound. Practise saying the sound.</p> <p>Brainstorm 'oo' words. Write as many as you can.</p> <p>Introduce the list words. Say the words. Discuss the meanings.</p> <p>Highlight / underline the sound in each word.</p>	<p><b>SPELLING</b></p> <p>Revise your spelling list words. Remember the sound is 'oo'. Say your words aloud.</p> <p>Break each word into sounds. Example: room is <u>r</u> <u>oo</u> <u>m</u></p> <p>Write each of your spelling words into a good quality sentence. Remember to self-edit using a coloured pencil.</p> <p><a href="#">Sentence Doctor Checklist</a> Give yourself a tick for a capital letter at the beginning of your sentence. Give yourself a tick if you have ending punctuation like a full stop, question mark or exclamation mark. Give yourself a tick if you have read your sentence and it makes sense.</p> <p><b>GRAMMAR</b> Rhyme Sing the song from yesterday again.</p> <p><a href="https://video.link/w/QQo7c">https://video.link/w/QQo7c</a></p> <p>Read 'The Cat in the Hat'. <a href="https://video.link/w/5iq7c">https://video.link/w/5iq7c</a></p> <p>Complete the rhyming worksheet. (Your teacher will upload this today)</p>	<p><b>SPELLING</b></p> <p>Revise your spelling list words. Remember the sound is 'oo'. Say your words aloud.</p> <p>Write each of your spelling words backwards.</p> <p>OR Draw a word shape for each of your words. Example: room</p>  <p><b>GRAMMAR</b> Verbs Do you remember what a verb is? If you have forgotten, sing along and refresh your memory.</p> <p><a href="https://video.link/w/PAh7c">https://video.link/w/PAh7c</a></p> <p>Have a look at the verbs PowerPoint too which your teacher will share with you today.</p> <p>There are many types of verbs. They can be: -movement -voice -emotion -senses -thought</p> <p>Colour in the verbs using the correct colour according to its type. (Your teacher will upload today).</p>	<p><b>SPELLING</b></p> <p>Revise your spelling list words. Remember the sound is 'oo'. Say your words aloud.</p> <p><a href="#">Soundwaves textbook</a>. Your teacher will upload a copy of the worksheets to complete this today.</p> <p>Did you try the Spelling City website yet?</p> <p><a href="https://www.spellingcity.com/#">https://www.spellingcity.com/#</a></p> <p>There are some free activities, so no need to sign up. It can be used as an optional tool to work on skills.</p>	<p><b>SPELLING</b></p> <p>Get someone in your family to test you on your spelling words. Make it a fun family game. Have a house spelling bee!</p> <p><b>ONLINE OPTIONAL</b> Access the Soundwaves website for games and activities.</p> <p>Year 1 code: road273 Year 2 code: first475</p>
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<p><b>READING</b> <u>What is Rhyme?</u> Sing the song to remind yourself of rhyme. <a href="https://video.link/w/VSG6c">https://video.link/w/VSG6c</a></p> <p>Dr Seuss was the master of rhyme. This week's books all have rhyme too. Can you spot the rhyming words? Pick only one of these books.</p> <p><b>How Many Rhymes? - (Easy)</b></p> <p><b>I'm Never Alone Rap - Middle</b></p> <p><b>Wordsmith, Private I - (Super Challenging)</b></p> <p>Select the book most appropriate to your level. Read this text each day.</p>	<p><b>READING</b> <u>Dr Seuss – A Biography</u></p> <p>Read the Biography about Dr Seuss and answer the questions.</p> <p><u>Option B</u> Spend 25 minutes working through texts on the Reading Eggs / Reading Eggspress website.</p> <p><u>Option C</u> <i>Does your child need a little extra support with their reading? This is an excellent website.</i> <a href="https://www.speldsa.org.au/SPELD-SA-Phonic-Readers-New-Series">https://www.speldsa.org.au/SPELD-SA-Phonic-Readers-New-Series</a></p>	<p><b>READING</b> <u>Wacky Wednesday</u></p> <p>Today is 'Wacky Wednesday' and things are going to be a little crazy.</p> <p>Read 'Wacky Wednesday' again.</p> <p><a href="https://video.link/w/wmq7c">https://video.link/w/wmq7c</a></p> <p>Pick one of your favourite books from home. Read the book backwards.</p> <p>Tape paper to the underside of your table or desk and draw on the "ceiling." Your picture must be wacky.</p> <p><u>Option B</u> Spend 25 minutes working through texts on the Reading Eggs / Reading Eggspress website.</p>	<p><b>READING</b> <u>Green Eggs and Ham</u></p> <p>Listen to the book 'Green Eggs and Ham'.</p> <p><a href="https://video.link/w/rFo7c">https://video.link/w/rFo7c</a></p> <p>Read the recipe for 'Green Eggs and Ham'. Answer the questions. (Your teacher will upload this today)</p> <p><u>Option B</u> Spend 25 minutes working through texts on the Reading Eggs / Reading Eggspress website.</p> <p><u>Option C</u> <i>Does your child need a little extra support with their reading?</i> <a href="https://www.speldsa.org.au/SPELD-SA-Phonic-Readers-New-Series">https://www.speldsa.org.au/SPELD-SA-Phonic-Readers-New-Series</a></p>	<p><b>READING</b></p> <p>Revisit your e-book from Monday.</p> <p>Answer these questions. -What type of text is this? (imaginative or informative?) - How do you know? - Why do we read these texts?</p> <p><u>Option B</u> Spend 25 minutes working through texts on the Reading Eggs / Reading Eggspress website.</p> <p><u>Option C</u> <i>Does your child need a little extra support with their reading?</i> <a href="https://www.speldsa.org.au/SPELD-SA-Phonic-Readers-New-Series">https://www.speldsa.org.au/SPELD-SA-Phonic-Readers-New-Series</a></p>
<p><b>WRITING</b> <u>Handwriting</u></p> <p>The focus letter this week is p / P. You make lowercase 'p' in one movement. You make capital 'P' in two movements.</p> <p>Watch the video very carefully. <a href="https://vimeo.com/410457677/899ef25e2e">https://vimeo.com/410457677/899ef25e2e</a></p> <p>Practise writing p and P.</p>	<p><b>WRITING</b> <u>Writing your own biography</u></p> <p><b>A biography is a description of someone's life.</b> <b>When you write about your own life, this is called an autobiography.</b></p> <p>This morning for reading you read a biography about Dr Seuss. It's now time to write your own biography.</p> <p>Watch this video. <a href="https://video.link/w/ruH6c">https://video.link/w/ruH6c</a> Using the guide sheet, write your own biography. (Your teacher will upload this today)</p>	<p><b>WRITING</b> <u>Questions for Dr Seuss</u></p> <p>As you know, after reading the biography of Dr Seuss from yesterday's lesson, he has sadly passed away.</p> <p>If he were still alive, what questions would you ask him about his life or his books.</p> <p>Write down three questions you would ask him.</p> <p>Here is a fun song about question marks. <a href="https://video.link/w/ZF87c">https://video.link/w/ZF87c</a></p> <p>Be sure to use a capital letter to begin your question, and a question mark to end it.</p>	<p><b>WRITING</b> <u>Recipes</u></p> <p>For reading today, you looked at a recipe for Green Eggs and Ham'.</p> <p>Do you have something you like to make? It could be something like a sandwich, or it could be something fancy like cupcakes.</p> <p>View the PowerPoint on 'Procedural texts' that your teacher will share with you today. Use the writing sheet to write the recipe for your chosen meal. Make sure you have the ingredients, and list the steps.</p>	<p><b>WRITING</b> <u>'Oh the Places You'll Go'.</u></p> <p>Read the book. Watch the video link. <a href="https://video.link/w/kBp7c">https://video.link/w/kBp7c</a></p> <p>What has been your best moment so far this year?</p> <p>What is something you have been stuck on and tried to overcome? What is something that made you feel better this year? Do you have a goal for next term / next year? (Your teacher will upload this for you today).</p>

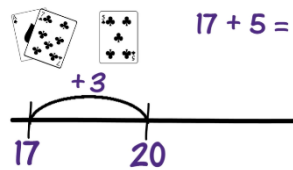
<p><b>SOMETHING FUN</b></p> <p><u>Just Dance</u></p> <p>What Makes You Beautiful <a href="https://video.link/w/gPz7c">https://video.link/w/gPz7c</a></p> <p>Dance Monkey <a href="https://video.link/w/3Pz7c">https://video.link/w/3Pz7c</a></p> <p>Ghostbusters <a href="https://video.link/w/OPz7c">https://video.link/w/OPz7c</a></p> <p>Happy <a href="https://video.link/w/cQz7c">https://video.link/w/cQz7c</a></p>	<p><b>SOMETHING FUN</b></p> <p><u>Draw the Cat in the Hat</u></p> <p><a href="https://video.link/w/ajx7c">https://video.link/w/ajx7c</a></p> <p>Follow the steps on the video. Pause as needed. Colour your completed drawing. <u>Draw the fish from The Cat in the Hat</u></p> <p><a href="https://video.link/w/VJx7c">https://video.link/w/VJx7c</a></p> <p>Follow the steps on the video. Pause as needed. Colour your completed drawing.</p>	<p><b>SOMETHING FUN</b></p> <p><u>Franken Snakes</u></p> <p><u>Equipment</u></p> <ul style="list-style-type: none"> <li>-Gummy snakes</li> <li>-Baking soda</li> <li>-Vinegar</li> <li>-Cutting board</li> <li>-Sharp knife</li> <li>-2 clear cups</li> </ul> <p><u>Steps</u></p> <ol style="list-style-type: none"> <li>1. Cut the snakes into quarters.</li> <li>2. Measure out 3 tablespoons of baking soda and stir them into a glass filled with 1 cup of warm water.</li> <li>3. Place the snakes into the baking soda and water concoction</li> <li>4. Wait for 15 minutes for the snakes to absorb the baking soda mixture.</li> <li>5. Whilst waiting 15 minutes, fill the second clear cup with vinegar.</li> <li>6. After the 15 minutes, scoop some of the snakes out of the first glass and place into the glass of vinegar. Just place a few in at a time (less is more!)</li> </ol>	<p><b>SOMETHING FUN</b></p> <p><u>Making Green Eggs and Ham</u></p> <p>Do you have ham, eggs and green food colouring in your kitchen? If so, why don't you make some green eggs and ham. Below the grid is a link for the recipe 'Green Eggs and Ham'.</p> <p>Or <u>Get Inventive!</u></p> <p>Without good packaging, those green eggs might have never reached Sam-I-Am's skillet! Read <i>Green Eggs and Ham</i>, then ask children to imagine Sam-I-Am with a different problem—keeping uncooked eggs from breaking before they reach the kitchen. Challenge them to invent an egg protector—a special something they create that keeps a raw egg from breaking when dropped.</p> <p>Provide a variety of materials for building, and encourage kids to use them to design some way of preventing an egg from breaking. Have kids think about how the materials work and how they are going to use them. As they review materials and make decisions, have them sketch designs for their egg protector. Let them know they'll be testing their inventions with a drop from a particular height. Will their egg be unbroken after a 1m drop? Have them start building!</p>	<p><b>SOMETHING FUN</b></p> <p><u>Green Eggs and Ham made with Playdough</u></p> <p>Do you have playdough at home? If not, you can make your own.</p> <p>Here is a recipe. <a href="https://video.link/w/t687c">https://video.link/w/t687c</a></p> <p>Try and make your own green eggs and ham using only playdough. Have fun!</p> 
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<p><b>YEAR 1 MATHS REVISION SONGS</b></p> <p>Hip Hop Around the Clock</p> <p><a href="https://video.link/w/TFx7c">https://video.link/w/TFx7c</a></p>	<p><b>YEAR 1 MATHS REVISION SONGS</b></p> <p>Four Seasons in the Southern Hemisphere</p> <p><a href="https://video.link/w/uGx7c">https://video.link/w/uGx7c</a></p>	<p><b>YEAR 1 MATHS REVISION SONGS</b></p> <p>2D Shapes are Everywhere</p> <p><a href="https://video.link/w/tHx7c">https://video.link/w/tHx7c</a></p>	<p><b>YEAR 1 MATHS REVISION SONGS</b></p> <p>Counting by 5s</p> <p><a href="https://video.link/w/JHx7c">https://video.link/w/JHx7c</a></p>	<p><b>YEAR 1 MATHS REVISION SONGS</b></p> <p>Counting by 10s</p> <p><a href="https://video.link/w/ylx7c">https://video.link/w/ylx7c</a></p>
<p><b>YEAR 1 MATHS</b> <u>Adding by Bridging to Twenty</u></p> <p>Watch the video: <a href="https://vimeo.com/574688035/2a287fd7df">https://vimeo.com/574688035/2a287fd7df</a></p> <p>We will need to use our Friends of Twenty today – sing along to practise them first.</p> <p><a href="https://video.link/w/Orh7c">https://video.link/w/Orh7c</a></p> <p><b>If you don't know your Friends of 20 off by heart, then write them down to refer to during this lesson.</b></p> <p>For today's activity - Start by recording the addition number sentence and an open number line –</p> <div style="text-align: center;">  <p><math>17 + 5 =</math></p> <hr style="width: 100px; margin: 0 auto;"/> </div> <p>Because numbers get larger as we move to the right on a number line, we need to start on the left. This will give us room to move to the right as we add numbers and get higher.</p>	<p><b>YEAR 1 MATHS</b> <u>Subtracting by Bridging to Twenty</u></p> <p>Watch the video: <a href="https://vimeo.com/574687983/a49fff8963">https://vimeo.com/574687983/a49fff8963</a></p> <p>Today we will subtract a 1 digit number from a number in the 20's. <b>We will do this without counting by ones</b> - using place value, partitioning and Friends of Twenty.</p> <div style="text-align: center;">  <p><math>25 - 7 =</math></p> <hr style="width: 100px; margin: 0 auto;"/> </div> <p>Start by recording an open number line and the number sentence.</p> <p>Because we are subtracting we need to start on the right hand side of the numberline, so that we have room on the number line to jump towards the left as we subtract.</p> <div style="text-align: center;">  <p><math>25 - 7 =</math></p>  </div>	<p><b>YEAR 1 MATHS</b> <u>Doubles and Near Doubles Number Facts</u></p> <p>Sing along with the doubles song.</p> <p><a href="https://video.link/w/sc77c">https://video.link/w/sc77c</a></p> <p>Doubles are important facts for us to learn off by heart... Just like our Friends of Ten and Friends of Twenty.</p> <p>Today we are going to create some doubles facts dot paintings.</p> <div style="text-align: center;">  <p>You will need –</p> <p>Water base paint 10 Post-it notes or square pieces or paper Cotton buds (or you could use your finger tip)</p> <p>Fold all of the post-it notes in half, carefully. Pick up the first post-it note and put 1 dot of paint onto one half of the note.</p> <p>Only use a small amount of paint, otherwise it will be too blobby!</p> <p>To double 1, you are going to fold the note (with the paint on the inside) and open it up again.</p> </div>	<p><b>YEAR 1 MATHS</b> <u>Adding a 2-digit number and a 1-digit number, by bridging to the next decade.</u></p> <p>Watch the video: <a href="https://vimeo.com/574687949/ec65b19087">https://vimeo.com/574687949/ec65b19087</a></p> <p><b>Decade numbers</b> are the numbers we say when we start from 0 and count by 10's to 100.</p> <p>Practise counting by tens on the decade – sing along</p> <p><a href="https://video.link/w/skq7c">https://video.link/w/skq7c</a></p> <p>To add <math>27 + 5</math>, we start with an open number line and we put a marker for number 27 on the left side of the number line.</p> <div style="text-align: center;">  <p><math>27 + 5 =</math></p>  </div> <p>When we add using place value, we always jump to the next tens number (or the next decade), which is 30. <b>This is called bridging to the next decade.</b></p>	<p><b>YEAR 1 MATHS</b> <u>Subtracting 1- digit numbers from a 2-digit number, by bridging to the previous decade</u></p> <p>Watch the video: <a href="https://vimeo.com/574687907/3135825865">https://vimeo.com/574687907/3135825865</a></p> <div style="text-align: center;">  <p><math>35 - 7 =</math> To</p>  </div> <p>subtract 7 from 35, we start on the right-hand side of an open number line, so that we can jump to the left when we subtract.</p> <p>Think -What is the ten's number that we will jump back to? – this is called <b>bridging to the previous decade.</b></p> <p>The previous tens number is 30.</p> <p>We can use place value to work out how many we need to take away from 35 to jump back to 30.</p> <p>Is 35, 30 and 5? Is 35, 3 tens and 5 ones?</p>

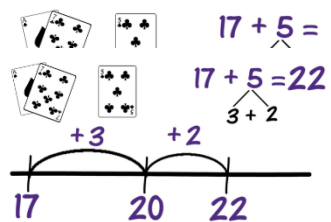
We will use Friends of Twenty, Partitioning and Place Value to add these numbers. **We will add without counting by ones.**

First, we need to add by jumping to the next place value, which is 20. **This is called bridging to 20.**

If we add 17's friend of 20, we will add to twenty.



Did we add all of the 5 or just part of the 5? We added part of the 5. We **partitioned** 5 into 3 and 2.

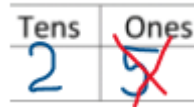


Now we need to add the 2 and record the total.

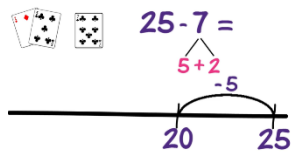
Because we know that numbers can **commute** (change places), do you

First we subtract to the previous place value – 20. **This is called bridging to 20.**

We can use place value to help us - if we subtract the 5 ones, we will have twenty left.

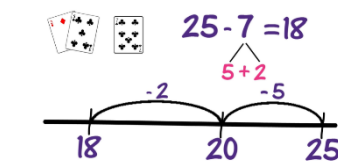


Did we subtract all of the 7? We subtracted only part of the 7. We **partitioned** 7 into 5 and 2. You could use a tower of 7



cubes to help you partition 7 into 5 and 2. Or you may be able to partition this in your mind, without using a tower of cubes.

We have already subtracted 5. Now we need to subtract the 2 from twenty – using our Friends of Twenty. 2's Friend of 20 is 18, so 20



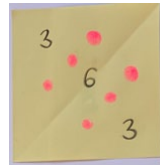
minus 2 is 18.

When you open it up, how many dots can you see? Is double 1 equal to 2?

Do this for numbers 2 – 10.

You **must** keep the dots on one half of the post-it note, before you fold it!

When the paint is dry, it is time to record the doubles number facts.



$3 + 3 = 6$

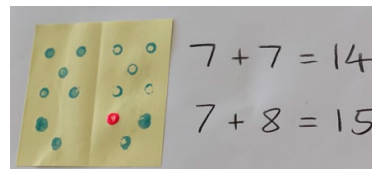
You could glue all of your post it squares down the page and write the doubles addition sentence next to it.

### Near Doubles-

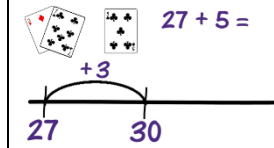
Now it's time to add an extra dot to each of the post-it notes.

Use a different colour so that it stands out.

Of course, you can't fold the paper over this time, because it is already glued down.

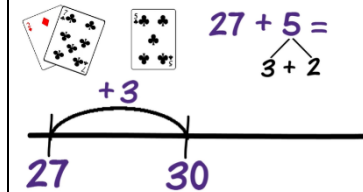


We can use our Friends of Ten facts to help us to work out that we need to add 3 to 27, to get to the next tens



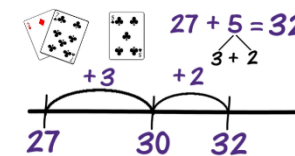
number - because 3 and 7 are Friends of Ten.

We didn't add all of the 5. We only added 3. We **partitioned** 5 into 3 and 2.



Now we can add the 2, using place value. If 30 has no ones and we add 2 ones, then we will get 32.

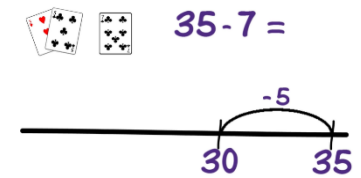
Tens	Ones
3	0



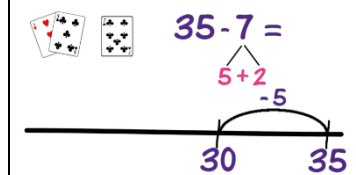
### ACTIVITY –

Add by using Bridging to the next decade. Friends of Ten and

We can subtract the 5 ones to jump back to 30.



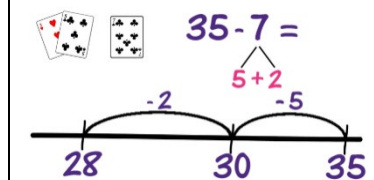
Did we subtract all of the 7? No, we only subtracted part of the 7. We only subtracted 2.



We **partitioned** 7 into 5 and 2. We have already subtracted the 5, and we have 2 more to subtract.



We can use Friends of any Decade to subtract the 2.

If we subtract 2 from 30, will we have 28 left, because 8 and 2 are friends of ten? Yes!



### ACTIVITY –

<p><b>thing that 5 + 17, would have the same answer as 17 + 5?</b></p> <p><b>ACTIVITY</b></p> <p>Add the following numbers on an open number line. Bridge to 20, use Friends of Twenty and Partitioning. <b>Please show all working out.</b></p> <p>12 + 9      11 + 10</p> <p>16 + 6      14 + 7</p> <p>19 + 5      15 + 8</p>	<p><b>ACTIVITY</b></p> <p>Draw an open number line and use Friends of Twenty, Partitioning and Place Value for these subtractions.</p> <p><b>Please show all working out.</b></p> <p>24 – 7      26 – 8</p> <p>22 – 6      23 – 8</p> <p>28 – 9      21 – 5</p>	<p>Record each near double addition number sentence too!</p> <p>Take a photo and send to your teacher.</p>	<p>Partitioning on an open number line.</p> <p><b>Please show all working out.</b></p> <p>35 + 8      77 + 6</p> <p>52 + 9      89 + 9</p> <p>67 + 8      44 + 7</p>	<p>Subtract by using Place Value – Bridging to the previous decade, Partitioning and Friends of Ten on an open number line.</p> <p><b>Please show all working out.</b></p> <p>46 – 8      55 – 9</p> <p>82 – 3      65 – 8</p> <p>78 – 9      97 – 9</p>
<p><b>YEAR 2 MATHS</b> <u>2D shapes and 3D objects</u></p> <p>Background Information:</p> <ul style="list-style-type: none"> <li>• 2 dimensional shapes: <ul style="list-style-type: none"> <li>- Have 2 dimensions – length (side to side) and height (up and down).</li> <li>- They are flat.</li> <li>- Examples include: circle, triangle, quadrilateral, square, rectangle, pentagon, hexagon and octagon.</li> </ul> </li> <li>• 3 dimensional objects: <ul style="list-style-type: none"> <li>- Have 3 dimensions – length (side to side), height (up and down) and width or breadth (back to front).</li> <li>- They are not flat.</li> <li>- Examples include: cone, cube, cylinder, sphere, rectangular prism, pyramid.</li> </ul> </li> <li>• ‘Orientation’ refers to the way the shape or object is pointing. Changing the</li> </ul>	<p><b>YEAR 2 MATHS</b> <u>Chance and Data</u></p> <ol style="list-style-type: none"> <li>1. Revise your knowledge of the language of chance using the video ‘<i>Chance-Stage 1 Mathematics</i>’.</li> <li>2. Put these terms along a continuum from impossible to certain: ‘will happen’, ‘won’t happen’ or ‘might happen’, ‘possible’, ‘likely’, ‘unlikely’, ‘certain’, ‘uncertain’ ‘impossible’.</li> </ol> <p>Note: There is no set right or wrong answer for this continuum, except that ‘impossible’ means the event cannot and will not happen and ‘certain’ means that the event will happen, no matter the circumstances. This means</p>	<p><b>YEAR 2 MATHS</b> <u>Volume and Capacity</u></p> <p>Background Information:</p> <ul style="list-style-type: none"> <li>• ‘Volume’ refers to the amount of space taken up by a three-dimensional object.</li> <li>• ‘Capacity’ refers to the space within a container, it is how much a container can hold.</li> <li>• If a hollow container has thin/narrow walls then the volume and capacity could be quite similar and we can measure the volume of a such a container by putting things inside it just as we would measure capacity.</li> <li>• If the walls are thick, the space within the container would be much smaller than the overall space that the container takes up so volume can not be measured in the same way as capacity.</li> <li>• If the object is made up of cubes we can measure its volume by counting the number of cubes.</li> </ul>	<p><b>YEAR 2 MATHS</b> <u>Fractions and Decimals</u></p> <p>Background Information:</p> <ul style="list-style-type: none"> <li>• ‘Fraction’ refers to parts of a whole. It could be parts of a whole shape/object or parts of a collection of objects.</li> <li>• Fractions must always be in equal parts.</li> <li>• Stage 1 students should understand and be able to work with halves (2 equal parts), quarters (4 equal parts) and eighths (8 equal parts).</li> <li>• Stage 1 students do not need to know the terms ‘numerator’ and ‘denominator’ but should be aware that when writing the fraction notation the total number of parts goes under the line and the number of parts being considered goes above the line. Example <math>\frac{3}{4}</math> is 3</li> </ul>	<p><b>YEAR 2 MATHS</b> <u>Problem Solving</u></p> <p>Listen to Jack Hartman’s ‘<i>Count to 100</i>’ song.</p> <p>Complete the Matharoo worded Maths Problems or spend 25-30 minutes playing Maths games on Prodigy</p>

<p>orientation of the shape or object does not change the properties of the shape.</p> <ul style="list-style-type: none"> <li>• 'Side' refers to the lines or outer barriers on 2 dimensional shapes.</li> <li>• 'Edge' refers to the straight line where 2 faces on 3 dimensional objects meet.</li> <li>• 'Vertex' (vertices – plural) refers to the point where three or more faces of a three dimensional object meet or where two straight sides of a two-dimensional shape meet.</li> <li>• 'Horizontal' goes across ways, like the horizon.</li> <li>• 'Vertical' goes up and down like a tower.</li> <li>• 'Parallel lines' refers to 2 or more/pairs of lines that will never touch. They can be vertical, horizontal or diagonal in any direction.</li> <li>• 'Face' refers to the flat surfaces on 3D objects with straight edges. Examples of objects with faces include cubes, rectangles, triangular pyramids e.t.c.</li> <li>• 'Surfaces' on 3D objects can be flat or curved. They refer to the surfaces on objects which do not have straight edges, for example cylinders.</li> </ul> <p>1. Revise your knowledge of 2D shapes and 3D objects using the video '2D vs. 3D'</p>	<p>these two terms must be on opposite ends of the continuum.</p> <p>3. Write events that match each of these terms, in full sentences.</p> <p><b>Example:</b></p> <ul style="list-style-type: none"> <li>• It is certain that the day after Monday will be Tuesday.</li> </ul> <p><b>Extension:</b> Use 2-3 terms to describe events.</p> <ul style="list-style-type: none"> <li>• It is possible but uncertain that it will rain next week.</li> </ul> <p>4. Play 'The Vile Vendor'. Offline option: Get creative and design and draw a vending machine with a range of vile (disgusting) flavoured soft drinks in it. Then write sentences using the language of chance terms to describe the chance of picking each drink. <b>Example:</b> 2 cans of pear and pus juice, 4 cans of banana pickle juice, 4 cans of barramundi boogers, 6 cans of rotten egg and tomato juice, 3 cans of ear wax soup.</p>  <p>5. Create a tally table and a picture graph representing</p>	<ul style="list-style-type: none"> <li>• If the object is not made up of cubes and is not hollow then we need to use other methods, such as the displacement of water, to measure its volume.</li> </ul> <p>1. Revise the meanings of and the difference between volume and capacity. Watch 'Volume and Capacity'.</p> <p>Measuring volume – The amount of space an object takes up.</p> <ol style="list-style-type: none"> <li>2. Make or find at least 3 containers with narrow walls of different heights, width and depth.</li> <li>3. Find an object or resource you can use to measure the volume of these containers.</li> </ol> <p><b>Example:</b> blocks, pegs, rice, pasta, water e.t.c.</p> <ol style="list-style-type: none"> <li>4. Estimate the number of your chosen item or number of cups of your chosen item that will fit inside your container.</li> <li>5. Order your containers from smallest volume to largest volume based on your estimation. Explain why you have chosen that order, consider your containers height, width and depth.</li> <li>6. Measure the volume of your containers by packing in your items or pouring in cups of your item one at a time.</li> <li>7. Record the volume of each container and place your containers in order from smallest volume to largest volume. Were your estimates correct?</li> </ol> <p>Measuring volume by the displacement of water.</p> <ol style="list-style-type: none"> <li>8. Practicing measuring and comparing the volume of non-hollow objects by marking the displacement of water in a container.</li> <li>9. Place 1 object in the container at a time. Measure where the water rose to and mark it then take the object out.</li> </ol>	<p>parts out of the total number of 4 parts.</p> <ul style="list-style-type: none"> <li>• Stage 1 students do not need to have an understanding of equivalent fractions. Some may have realised that there are fractions of the same size that are written differently.</li> </ul> <ol style="list-style-type: none"> <li>1. Revise you understanding of fractions by using the 'Fractions Warm-Up' PowerPoint.</li> <li>2. Use the 'Fractions Fun Ice Cream Cone and Sundae' PowerPoint to practice colour parts/scoops according the fraction</li> </ol> <p>OR</p> <p>Use the ice cream sundae bowl and scoops template or design and draw your own Fractions Super Sundae. The bigger and the more creative the better! Can you make a sundae with 4, 8, 16, 32 scoops or more? Colour and decorate your ice cream sundae.</p>  <p>3. Describe the fractions you have made in words and using the fraction notation.</p>	
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<p><i>Shapes!</i> and the 'Properties of Shapes' PowerPoint.</p> <p>Two dimensional shapes:  2. Make or draw these 2D shapes: circle, triangle, quadrilateral, square, rectangle, pentagon, hexagon and octagon.  Use whatever you have at home to make these shapes: Paddle pop sticks, sticks, twigs, leaves, pens, pencils, play dough, blocks etc.</p> <p>3. List at least 2 real life examples of these 2D shapes.  <b>Example: A piece of paper is a rectangle and stop sign is an octagon</b></p> <p>4. Group and describe these shapes according to their:  a. Number of sides.  b. Number of curved or straight sides and label these.  c. Number of vertices  d. Number of parallel pairs of lines/sides (a square has 2 pairs of parallel lines).  e. Number of horizontal, vertical or diagonal lines/sides and label these.</p> <p>5. Show (draw or make) these shapes in at least 3 different orientations (facing different directions).</p> <p><b>Three Dimensional Objects:</b>  1. Make or draw these 3D objects: cone, cube, cylinder,</p>	<p>the number of each flavour drink in your vending machine.</p> <p>Number work:  6. Play '<i>Marble Math</i>' – This addition game shows number sentences with manipulatives and has audio to help students understand the question. It starts off fairly simple but gradually gets more challenging.</p> <p>Other games through ABCYA are also good educational resources.</p>	<p>10. Repeat with other objects.  11. Place these objects in order from smallest volume to largest volume.</p> <p>12. Which method of measuring volume do you prefer and why and which do you think is more effective and why?</p> <p>Measuring capacity – The amount of liquid a container can hold.</p> <p>13. Collect 2 bowls, a small cup and a sponge. Fill 1 of the bowls with water using the cup, 1 cupful at a time. Place the bowls about 10 steps apart (probably somewhere outside where splash won't matter).  14. Record the number of cupfuls of water it took to fill the bowl – its capacity.  15. Use the sponge to transfer water from the 1<sup>st</sup> bowl to 2<sup>nd</sup>, trying hard not to spill or squeeze out any water.  16. When all the water has been transferred from the 1<sup>st</sup> bowl to 2<sup>nd</sup> bowl use the cup to remove the water 1 cupful at a time.  17. Calculate the number of cups of water that was in the bowl after the transfer – the new capacity.  18. Calculate the number of cups of water that was lost in the transfer (total capacity – the new transfer = amount of water that was lost).  19. How would you describe the capacity of the 2<sup>nd</sup> bowl – 'full', 'nearly full', 'half full', 'half empty' or 'empty'?</p> <p>20.</p>	<p><b>Example: 4 scoops of ice-cream are rainbow flavour out the total of 16 scoops of ice-cream.</b>  <b>Extension: Write down any fractions you have noticed that are the same size but are written differently/equivalent fractions.</b></p> <p>Number work:  4. Play '<i>Base Ten Bingo</i>' – This number sense game can be differentiated by choosing numbers with a place of ones, tens, hundreds or thousands and the bingo grid can be 9 squares, 16 squares or 25 squares. Pick the option that best suits you.</p> <p>5. Other games through ABCYA are also good educational resources.</p>	
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sphere, rectangular prism,  
pyramid.

Use whatever you have at  
home to make these shapes:  
Paddle pop sticks, sticks,  
twigs, leaves, pens, pencils,  
play dough, cubes, Blu-Tac,  
tape, glue, string etc.

1. List at least 2 real life  
examples of these 3D objects.

Example: a soccer ball is a  
sphere and a dice is a cube.

2. Group and describe these  
shapes according to their:

a. Number of edges.

b. Number of straight and  
curved edges and label these.

c. Number of vertices.

d. Number of faces (remember  
these are flat with straight  
edges).

e. Number of flat surfaces and  
curved surfaces).

f. Shape of the 2D faces and  
surfaces on the 3D objects.

Example: A cube has 6 square  
faces. A cylinder has 2 circle  
surfaces on each end and a  
rectangular curved surface in  
the middle.

## PERSONAL DEVELOPMENT

### How full is your bucket?

Discuss the terms inclusive and exclusive with someone at home. What do these mean? Listen to the read aloud of the book 'How full is your bucket?'. Think about how being inclusive and exclusive has been shown in this story.

<https://video.link/w/rxO7c>

A bucket filler is someone who makes us feel good and happy.

A bucket dipper is someone who makes us feel sad and down.

Complete the brainstorm worksheet for adjectives we can use to describe bucket fillers and bucket dippers.

## ART

Complete the Dr Seuss Paper Plate Hat Craft activity. (Your teacher will upload specific instructions on how to complete this task).



## SPORT

### Musical statues

Play a game of musical statues whilst getting your heart rate up!

Before you start, place your fingers under your jaw. Can you feel it beating? This is called your pulse. Try and count how many times you can feel it beat in a minute.

Play musical statues with your family. When the music stops, freeze!

At the end of the game, feel your pulse again. Is it beating faster? Why do you think this happens?

Below the grid are some bonus Dr Seuss sports activities you may wish to try!

### WACKY STRESS BALLS

#### Equipment

- Balloons
- Playdough / flour / sand
- Texta

#### Steps

Watch the video.

<https://video.link/w/sez7c>

## HISTORY

### We Are Family

<https://www.inquisitive.com/video/721-we-are-family>

Families come in all shapes and sizes. The word family can mean different things to different people. Back in week 4 of remote learning you drew a picture of your family tree. Have a look at your family tree and all of the different branches of family members you included.

Now read the e-book 'We are family' and while you are reading each page, think about what type of family you see. How are the families the same or different from yours?

Complete the family selfie worksheet by drawing a picture of your immediate family on the iphone.

Next, complete the family crest worksheet by writing about your family. Who belongs to your family? What does your family like to do together? Then design a family crest. A family crest has pictures of what is important to a family. Choose four things to draw on a crest for your family.

## SCIENCE

This week we will be looking at how grass is affected when we walk on it. At school, we have days that we can play on the oval and days that we can't play on the oval. We need to have days for watering the oval and it gets a rest over the weekend. It is having a VERY long rest while we are at home.

When we walk on grass, it makes a trail. Watch the follow animal clips.

[22340377635\\_f5abae8d29\\_h.jpg](https://www.staticflickr.com/22340377635_f5abae8d29_h.jpg)  
(1600x1200) (staticflickr.com)

[4033688-3x2-700x467.jpg](https://www.abc.net.au/4033688-3x2-700x467.jpg)  
(700x467) (abc.net.au)

THINK - How long do you think it took for those paths to be made? You are going to be watching an experiment called – What will happen to how well grass grows the more you stomp on it?

This week, you will be thinking about keeping a FAIR TEST as well as making an "annotated drawing". We use an "annotated drawing" to show an idea or object. An "annotated drawing" includes a picture and words or descriptions about the idea or objects.

Watch the clip! When it says to PAUSE... you need to PAUSE the clip and follow the instructions. This clip is about how to make some Aboriginal Animal Tracks in sand.

<https://video.link/w/lLz7c>

## Recipe for Green Eggs and Ham <https://www.kidspot.com.au/kitchen/recipes/green-eggs-ham-recipe-book-week/s596gw17>

### YEAR 2 MATHS

Monday:

- 2D vs. 3D Shapes! Mr. B's Brain - Ep. 2: 2D and 3D Shapes: <https://www.youtube.com/watch?v=YxoLISTu1jo>

Tuesday:

- Chance- Stage 1 Mathematics: <https://www.youtube.com/watch?v=TedbpetzBE>
- The Vile Vendor: <https://www.scottle.edu.au/ec/viewing/L118/index.html>
- Marble Math: <https://www.abcya.com/games/addition>

Wednesday:

- Volume and Capacity: <https://www.youtube.com/watch?v=8B6a9O2rZ88&t=49s>

Thursday:

- Base Ten Bingo: <https://www.abcya.com/games/base-ten-bingo>

Friday:

- Let's Get Fit | Count to 100 by 1's | 100 Days of School Song | Counting to 100 | Jack Hartmann: <https://www.youtube.com/watch?v=0TgLf3PMOc>

### DR SEUSS SPORT

#### The Foot Book <https://video.link/w/jZo7c>

Warm up to this book.

- Walk your feet up a flight of stairs and then walk them back down!
- Stand tall with feet hip-distance apart and arms resting freely at your sides. Slowly raise your left knee upward until your thigh is parallel to the floor. Pause and then lower your knee. Continue repetitions with “left foot, left foot, right foot, right.”

#### Hop on Pop <https://video.link/w/jap7c>

- Face your workout partner. Hop on one foot eight times, then switch to the other foot. Once you are comfortable with your hops, add some pop by clapping your hands. Once you get really good, you can high-five your partner as you hop. Try to do this for thirty seconds, rest, and try again.
- Squat down, then jump up while thrusting your arms forward and yelling “POP!”

#### If I Ran The Circus <https://video.link/w/Kbp7c>

You'll need balls for these exercises.

- Take one ball and throw it up in the air, then catch it with the same hand. Repeat five times, then switch hands. Next, throw the ball up with one hand and catch it with the other hand. Repeat five times. As you get comfortable throwing with one hand and catching with the other, add a clap—then two claps—in between throwing and catching.
- When you are ready to advance to two balls, start with a ball in each hand. Throw one ball up in an arc. Before it starts to fall back down, throw the other ball up. Catch the first ball, then catch the second ball, and start again. Repeat!

## FUN DR SEUSS ACTIVITIES YOU MAY LIKE TO TRY DURING HOLIDAYS

Make a story time special with spooky snacks and reading by torch or candlelight of *Spooky Things* and other spooky Dr. Seuss stories.

<https://video.link/w/67p7c>

### Spook up your reading corner!

- Make **creepy critters!** That lover of green eggs Sam-I-am has some marvellous ideas for turning empty egg cartons into spiders, bats, and more for crafty fun that will add some creepy atmosphere to your Spooky Seuss Storytime.
- Spin a web of excitement! Start by tying the end of a ball of white wool to a table or chair leg. Then have kids take turns pulling the wool over furniture, wrapping the yarn around, and then passing the yarn ball to someone else.

Complete the 'Oh the Places You'll Go' activity pack. *(Your teacher will upload this on Friday).*

<https://video.link/w/kBp7c>



## Movies

<u>Dr Seuss The Grinch Musical</u> <a href="https://online.clickview.com.au/libraries/videos/36755037/dr-seuss-the-grinch-musical-">https://online.clickview.com.au/libraries/videos/36755037/dr-seuss-the-grinch-musical-</a> Rating: G Running time: 1 hour 21 minutes	<u>Dr Seuss The Cat in the Hat</u> <a href="https://online.clickview.com.au/libraries/videos/2815122/dr-seuss-cat-in-the-hat">https://online.clickview.com.au/libraries/videos/2815122/dr-seuss-cat-in-the-hat</a> Rating: G Running time: 1 hour 18 minutes	<u>Dr Seuss Horton Hears a Who</u> <a href="https://online.clickview.com.au/libraries/videos/1500414/dr-seuss-horton-hears-a-who-">https://online.clickview.com.au/libraries/videos/1500414/dr-seuss-horton-hears-a-who-</a> Rating: G Running time: 1 hour 22 minutes
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## YEAR 1 SPELLING

YEAR 1 RED	YEAR 1 BLUE	YEAR 1 WHITE
do	food	balloon
to	room	classroom
into	cool	juice
who	noon	school
two	you	threw
too	flew	through
moon	new	Tuesday
boot	knew	use
		using
		flew

## YEAR 2 SPELLING

YEAR 2 RED	YEAR 2 BLUE	YEAR 1 WHITE
few	too	argue
new	two	canoe
knew	who	choose
flew	you	computer
use	doing	during
blue	soon	fortune
true	food	fruit
tube	moon	goose
June	room	group
cube	school	jewel



oo

boot



List Words

do	two	food	you
to	too	room	flew
into	moon	cool	new
who	boot	noon	knew

Letters

Words


1 **Underline** the letter or letters for in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Colour** the boot if you hear in the picture name. **Write** a stroke in the top of the boot for each sound in the picture name. The first one is done for you.



3 **Write oo** to finish the words. **Join** the pictures to the correct words.

★ We sometimes write oo for , as in boot .

t ____		c ____ l	m ____ n		t ____ th
b ____ t		f ____ d	r ____ m		n ____ n

4 Write **to**, **two** or **too** in the sentences.

Draw Sue and Tom at school.

Sue has \_\_\_\_\_ boots.

She wears her boots \_\_\_\_\_ school.

Tom wear boots \_\_\_\_\_.



- 5 **Underline** the letter or letters for in the words in the box.  
Finish the sentences with these words.

do few  
into new  
you knew

I have \_\_\_\_\_ boots.

We went \_\_\_\_\_ the room.

I \_\_\_\_\_ you could \_\_\_\_\_ it.

A \_\_\_\_\_ of us will help \_\_\_\_\_.

- 6 Write **Who** to start each question. **Answer** the questions with words from the box.

\_\_\_\_\_ says moo? \_\_\_\_\_

\_\_\_\_\_ lives in a zoo? \_\_\_\_\_

\_\_\_\_\_ makes food? \_\_\_\_\_

\_\_\_\_\_ has one tooth? \_\_\_\_\_

cook  
cow  
baby  
monkey

- 7 Help Sue find her blue boot.

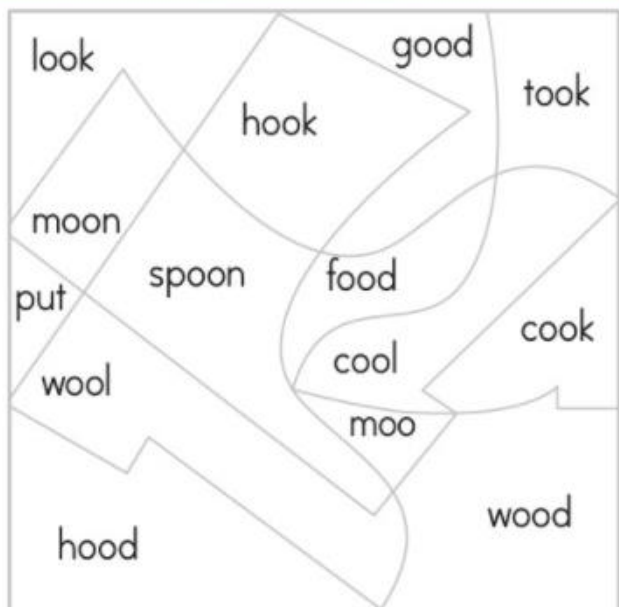
Colour parts blue.

Colour parts red.



Where would Sue keep her boots –  
in her pool,  
in her room  
or  
on her roof?

Answer: \_\_\_\_\_








List Words

too	soon	few	blue
two	food	new	true
you	moon	knew	tube
who	room	flew	June
doing	school	use	cube

Letters Words


1 **Underline** the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

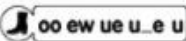
2 Find June's new blue boots. Colour parts with  words **blue**. Colour parts with other words **yellow**.



3 Write **oo** in the spaces. Join each word to its clue. ★ We sometimes write **oo** for , as in **boot**.

- |           |   |   |                   |
|-----------|---|---|-------------------|
| b _ _ t   | • | • | white and round   |
| s _ _ n   | • | • | a type of shoe    |
| m _ _ n   | • | • | in a little while |
| f _ _ d   | • | • | midday            |
| n _ _ n   | • | • | lots of children  |
| r _ _ m   | • | • | you eat it        |
| sch _ _ l | • | • | part of a house   |

4 Write **u\_e** in the spaces. Join each word to its clue.

★ We sometimes write **u\_e** for  as in **flute** /f/l/oo/t/, or for **yoo** as in **cube** /c/y/oo/b/.

- |             |   |   |                  |
|-------------|---|---|------------------|
| r _ _ d _ _ | • | • | a month          |
| J _ _ n _ _ | • | • | bad manners      |
| c _ _ b _ _ | • | • | a solid shape    |
| t _ _ b _ _ | • | • | musical notes    |
| t _ _ n _ _ | • | • | very big         |
| h _ _ g _ _ | • | • | holds toothpaste |

5 Read the words in the box. Write a word from the box for each clue.

★ We sometimes write **ew** for **oo ew ue u\_e u** as in **screw** /s/c/r/oo/, or for **yoo** as in **new** /n/y/oo/.

new knew  
few drew  
flew grew  
blew threw

not old \_\_\_\_\_ went on a plane \_\_\_\_\_  
not many \_\_\_\_\_ tossed a ball \_\_\_\_\_  
did draw \_\_\_\_\_ became bigger \_\_\_\_\_  
did know \_\_\_\_\_ the wind ... \_\_\_\_\_

6 Read the words in the box. Write a word from the box for each clue.

★ We sometimes write **ue** for **oo ew ue u\_e u** as in **glue** /g/l/oo/, or for **yoo** as in **rescue** /r/e/s/c/y/oo/.

blue glue  
clue rescue  
true Tuesday

not a lie \_\_\_\_\_ sticky stuff \_\_\_\_\_  
a colour \_\_\_\_\_ a day \_\_\_\_\_  
a hint \_\_\_\_\_ to save \_\_\_\_\_

7 Finish the words by writing the letter or letters for **oo ew ue u\_e u**.

Use **oo**, **ue**, **o**, **u\_e** or **ew**. Write one of these words for each picture.

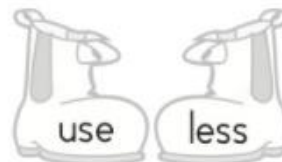
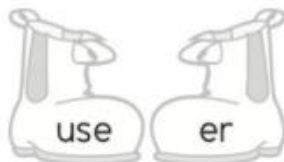
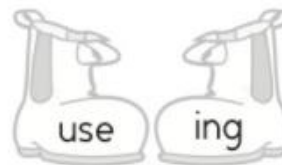
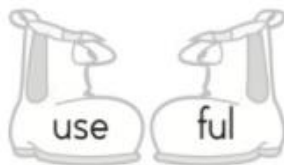
t\_\_\_\_ wh\_\_\_\_ r\_\_\_\_ m fl\_\_\_\_ t\_\_\_\_ b\_\_\_\_  
t\_\_\_\_ tr\_\_\_\_ f\_\_\_\_ d gl\_\_\_\_ J\_\_\_\_ n\_\_\_\_

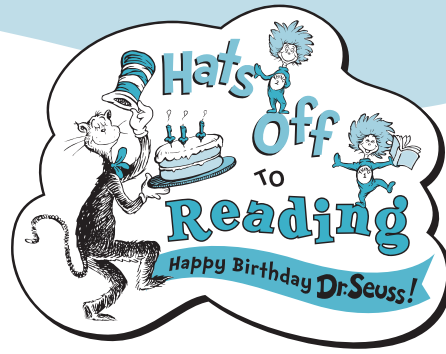
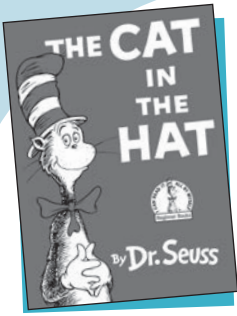


8 Add the word in the first boot to the suffix in the second boot to make a new word.

Write the word on the line. Watch your spelling!

➤ Go to Helpful Hints **2b**, **6** and **18**.





# Can You Rhyme with the Cat in the Hat?

Finish each word so that it rhymes with the ones before it!

Stone

Cone



Ph \_\_\_\_\_

Cat

Bat



H \_\_\_\_\_

Tall

Mall



B \_\_\_\_\_

White

Fight



K \_\_\_\_\_

Bake

Lake



C \_\_\_\_\_

Mess

Press



D \_\_\_\_\_

Answers:  
Kite, Cake, Dress  
Phone, Hat, Ball,



Visit [KidsMovingMountains.com](http://KidsMovingMountains.com)!



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Cat in the Hat image TM & © 1957 Dr. Seuss Enterprises, L.P. All Rights Reserved.

NO PURCHASE NECESSARY. MANY WILL ENTER, FEW WILL WIN. Kid, You'll Move Mountains Contest and Sweepstakes is open to legal residents of the 50 US/DC who are 13 years of age or older as of time of entry. Minors must have parent's/legal guardian's permission to participate. Entrant's nominees must be between 5-18 years of age. Contest starts 3/2/15 at 12:00 PM ET and ends 3/29/15 at 11:59:59 PM ET. Sweepstakes starts 3/30/15 at 12:00 AM ET and ends 4/12/15 at 11:59:59 PM ET. See Official Rules at [www.kidsmovingmountains.com](http://www.kidsmovingmountains.com) for complete details, including entry instructions, Contest judging criteria, Sweepstakes odds, prize details, restrictions, etc. Void where prohibited. Sponsor: Dr. Seuss Enterprises, L.P., 1200 Prospect Street #575, La Jolla, CA 92037.

Reproducible  
Activity

# Verbs

With Veronica Verb



Hi, my name is Veronica Verb.  
I love to move and am always  
busy doing different actions.

Do you know what a verb is?

Let's look at some pictures  
on the next few pages to try  
to work it out.



## What Is a Verb?

jump



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## What Is a Verb?

clap



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## What Is a Verb?



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## What Is a Verb?



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## What Is a Verb?

laugh



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## What Is a Verb?

jump



clap



sing



cry



laugh



Verbs are action words. They describe what someone is doing.

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## Find the Verbs

Tom **painted** his picture.

Annie **brushed** her hair.

Amjid **read** his books in the library.

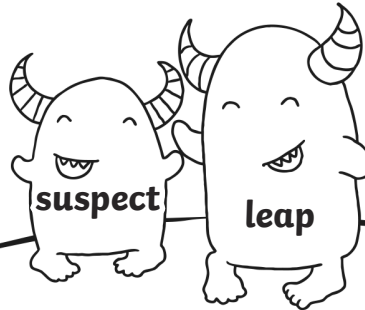
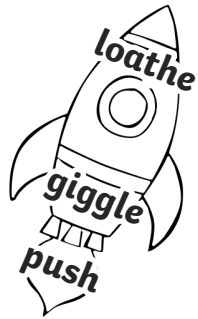
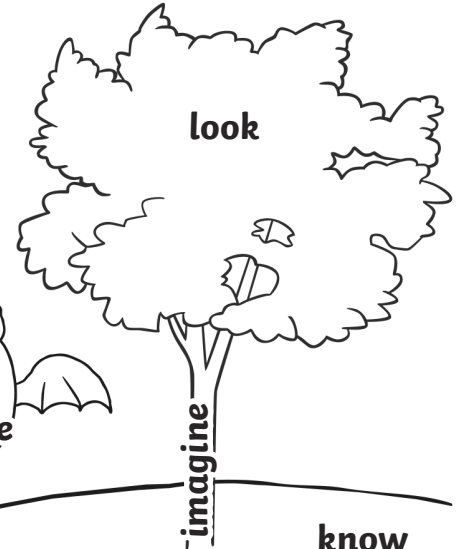
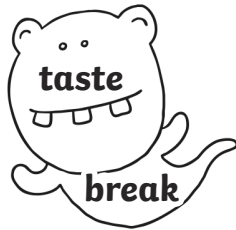
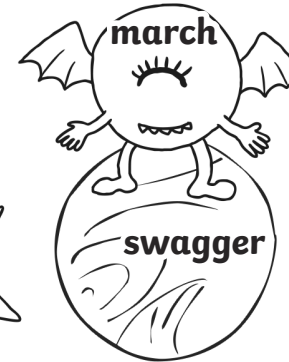
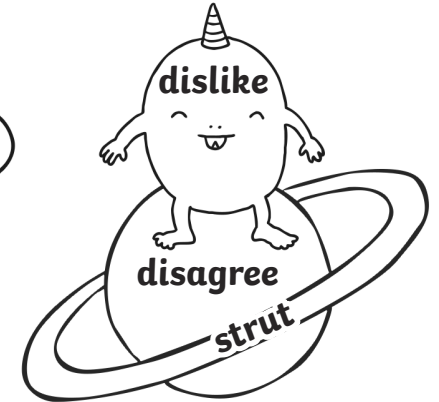
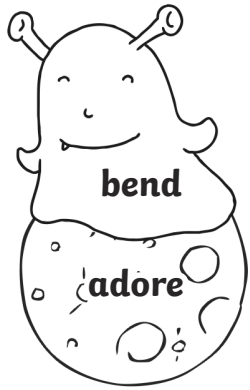
Neena **swam** without arm bands.

Ben **rode** his bike to school.

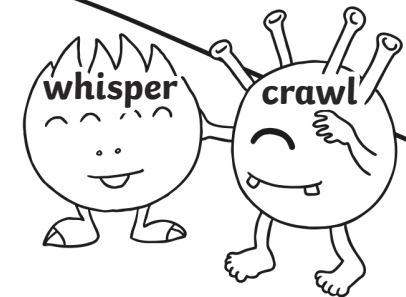




# Verbs



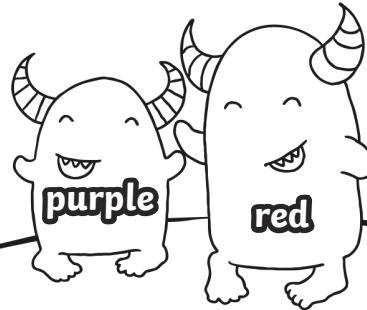
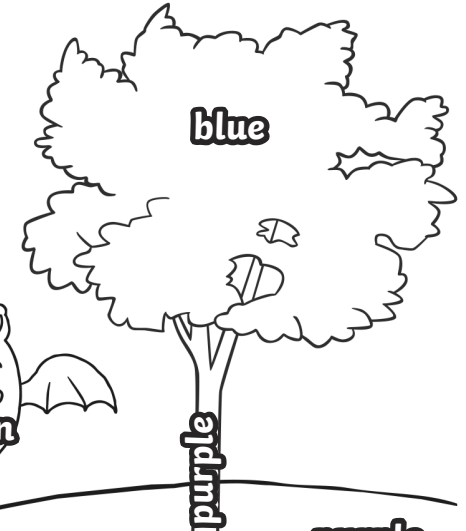
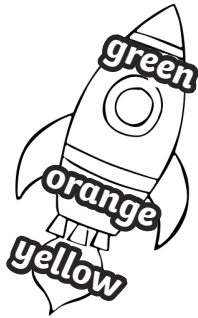
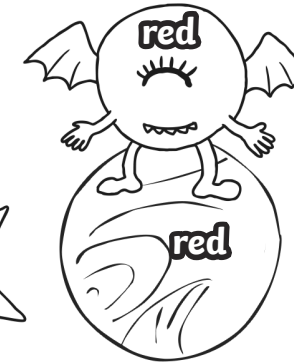
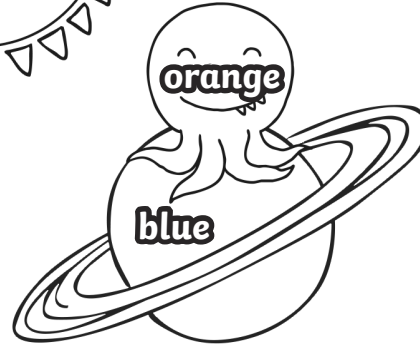
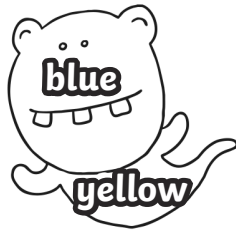
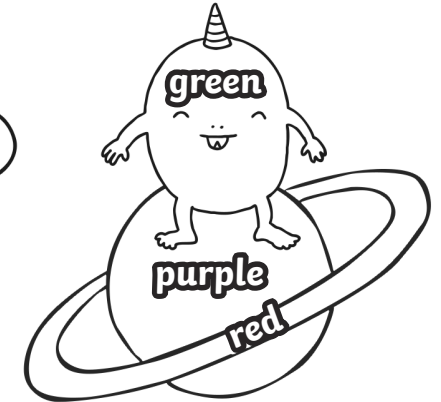
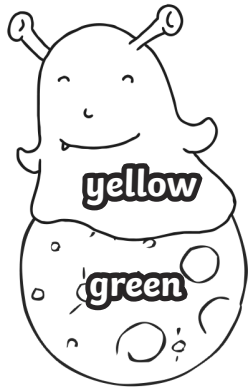
- movement** = red
- voice** = orange
- actions to objects** = yellow
- emotion** = green
- senses** = blue
- thought** = purple



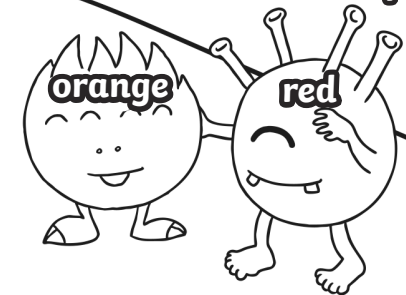
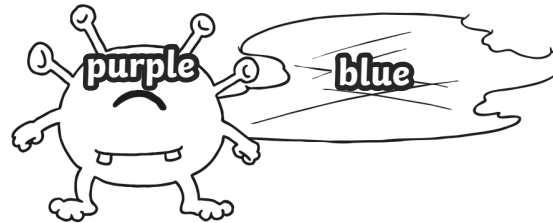
know

Teacher note: Some of these examples may fit in multiple categories; this is dependent on the subject. Please allow for a discussion around this.

# Verbs Answers



- movement** = red
- voice** = orange
- actions to objects** = yellow
- emotion** = green
- senses** = blue
- thought** = purple



Teacher note: Some of these examples may fit in multiple categories; this is dependent on the subject. Please allow for a discussion around this.

SONG BOOK

# I'm Never Alone



Written by Dina Anastasio • Illustrated by Chris Baldwin  
Performed by Tiffany Jo Allen

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## I'm Never Alone

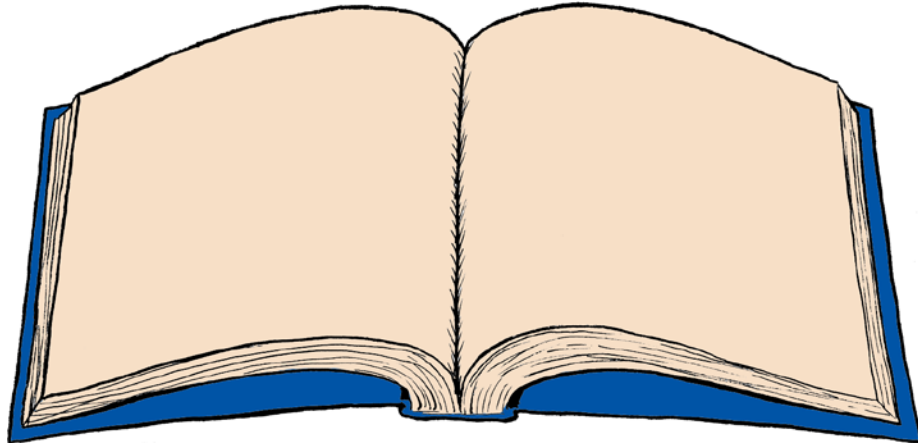
*A Reading A-Z Song Book • Word Count: 233*



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# I'm Never Alone



Written by Dina Anastasio  
Illustrated by Chris Baldwin  
Performed by Tiffany Jo Allen

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I'm Never Alone  
A Reading A-Z Song Book  
© Learning A-Z  
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Illustrated by Chris Baldwin  
Performed by Tiffany Jo Allen  
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I'm never, no never, no never, no never alone when I'm reading a book.  
I'm never, no never, no never, no never alone when I'm reading a book.  
I'm never alone when I'm reading a book.  
I can picture the way all the characters look.

When they laugh or they cry, I know just how they feel.  
To me every book brings a friend that seems real.





When I'm lonely or sad, they help me forget.  
Each one is the best or most interesting yet.

I'm Never Alone • Song Book

5

Some are nice, some are not. Some fill me with fear.  
But I keep on reading, year after year.

9





I'm never, no never, no never, no never alone when I'm reading a book.  
I'm never, no never, no never, no never alone when I'm reading a book.  
One lives in a mansion. One lives in a shack.  
I stop in to visit and often come back.

Each brings an adventure, whether sweeping or small.  
I can't wait to go there. I treasure them all.









# DR. SEUSS

**AUTHOR | 1904–1991**

Theodor Seuss Geisel, better known by his pen name Dr. Seuss, was a writer and cartoonist, known for his children's books, including *The Cat in the Hat*, *Green Eggs and Ham*, *How the Grinch Stole Christmas* and *Oh! The Places You'll Go!*

## QUICK FACTS



Editor of college humor magazine



First book rejected 27 times



Wrote more than 60 books



Several books are now movies



Never had kids

*"I don't write for children, I write for people. Once a writer starts talking down to kids, he's lost. Kids can pick up on that kind of thing."*

**BIOGRAPHY.**

Photo: Gene Lester/Getty Images

## WHO IS DR SEUSS?

Throughout his career, cartoonist and writer Dr. Seuss published over 60 books. 'The Cat in the Hat' and 'Green Eggs and Ham' were among his most famous works.

Theodor Seuss Geisel, better known by his pen name Dr. Seuss, was a writer and cartoonist who published over 60 books. He published his first children's book, *And to Think That I Saw It on Mulberry Street*, under the name of Dr. Seuss in 1937.

Next came a string of bestsellers, including *The Cat in the Hat* and *Green Eggs and Ham*. His rhymes and characters are beloved by generations of fans.

### Early Life

Geisel was born on March 2, 1904, in Springfield, Massachusetts. His father, Theodor Robert Geisel, was a successful brewmaster; his mother was Henrietta Seuss Geisel.

He died on September 24, 1991, at the age of 87, in La Jolla, California.



## QUESTIONS

1. What is Dr Seuss's real full name?

---

2. How many books did he publish over his life time?

---

3. How many books did he have rejected?

---

4. What was the name of Dr Seuss first book?

---

5. What makes his books loved by many?

---

6. Is Dr Seuss still writing books today? Explain your answer.

---

---

7. Have you read any Dr Seuss books? If so, list three of your favourites

---

Draw a picture of one of them.



## GREEN EGGS AND HAM

### Ingredients

- 6 extra large free range eggs
- 120g ham off the bone
- 50ml green food colouring

1. Place a drop of food colouring on a slice of ham. Spread it around with your finger or a basting brush and pat any excess dye off with a paper towel. Fry the ham until the edges turn crispy (optional).
2. Combine water and food dye in a small bowl. Crack an egg and let just the yolk bathe in the mixture.
3. Heat a frying pan on low and add a teaspoon of oil. Pour the egg whites into the pan one at a time and let sit for a moment.
4. Add the green yolk to the middle of the sizzling egg white and cook to your liking.
5. Remove eggs carefully and place on plate. Place ham on plate and season accordingly.



## QUESTIONS

1. What type of eggs does the recipe suggest you use?

---

2. What should be crispy on the edges after frying?

---

3. What needs to be combined in a small bowl?

---

4. Verbs – Verbs are action words. Can you identify the verbs found at the beginning of each sentence?

---

---

---

---

---

5. Dr Seuss is famous for his use of rhyme.

Write a word that rhyme with these words.

Sam	
house	
here	
box	
tree	
would	
train	
dark	



**Name:**

**Date:**

# Writing a Biography

**Date and place of birth and death:**

**Family information:**

**Lifetime accomplishments:**

**Major events in life:**

**Lasting impact on society:**



**Name:**

**Date:**

# Writing a Biography

**What is the date and place of their birth and death?**

**Who are their family members? What do you know about them?**

**What accomplishments did they achieve in their lifetime?**

**What were some of the major events in their life?**

**What impact have they had on society? How will they be remembered?**

# Procedural Writing



## What is a Procedural Text?

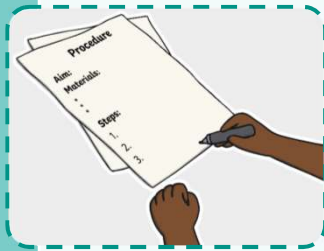


A procedural text is a factual text. It tells you how to do or make something, with step by step instructions or directions.

Writing a procedural text is a great way to teach others how to make or do something.



## Features of a Procedural Text



### A procedural text...

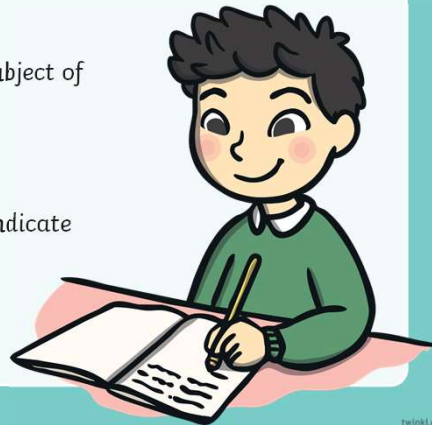
- tells the reader **how to** do something
- includes a goal or aim
- lists the required materials and equipment needed to carry out the goal
- includes a clear sequence of steps to help the reader achieve the goal, such as instructions or directions, which are often numbered

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## Language of a Procedural Text

### The language used to write a procedural text should include...

- verbs (doing or command words)
- vocabulary that is specific to the subject of the procedure
- present tense
- adverbs and adverbial phrases to indicate **how, where** and **when**



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## Types of Procedural Texts



- recipes
- rules of games
- a science experiment
- directions that tell you how to get from place to place
- craft or DIY instructions
- instruction manual
- safety procedures

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## Example

### How to Make a Chocolate Milkshake

**Aim (Goal):** Follow these instructions to make a delicious chocolate milkshake.

**Materials and Equipment:**

- 1 cup of milk
- 1 scoop of ice cream
- 2 big squirts of chocolate topping
- 1 big drinking glass
- Blender

**Steps:**

1. Plug the blender into the power point and switch the power point on.
2. Add the ice cream, milk and topping to the blender.
3. Put the lid on the blender, make sure it's on nice and tight.
4. Turn the blender on and blend the ingredients, on high speed, for 30 seconds.
5. Remove the blender lid and carefully pour the milkshake into the big drinking glass.
6. Enjoy your delicious chocolate milkshake!



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## Example

### How to Build a Sandcastle

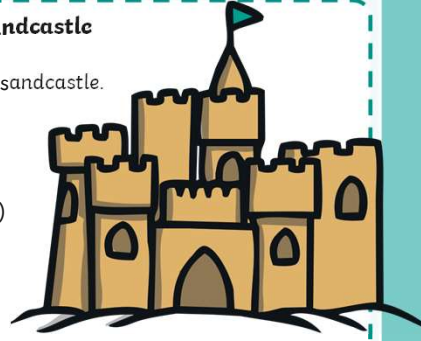
**Aim (Goal):** Follow these instructions to build a sandcastle.

**Materials and Equipment:**

- Bucket
- Spade
- Sand (not too dry, needs to be a little bit wet)
- Shells
- Seaweed

**Steps:**

1. Fill your bucket to the top with sand.
2. Pack down the sand so that the bucket is nice and full and smooth on top.
3. Quickly flip the bucket upside down, try not to spill any sand out of the bucket as you do this.
4. Gently tap the bucket before carefully pulling it upwards, off the sandcastle.
5. Use the seaweed and shells to decorate the sandcastle however you like.



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Handwriting in the early years

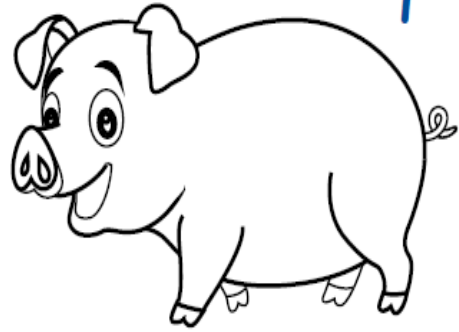
# Lower case p

The lower case 'p' is a long letter. We make a long line that goes down the page. We keep our pencil still, then follow the same line up until we are nearly at the top. We leave a little wedge at the top and make a round shape poking out from the line. Then we move back to the line.

Example mnemonic: Down, up, around and back!



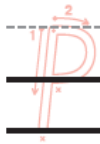
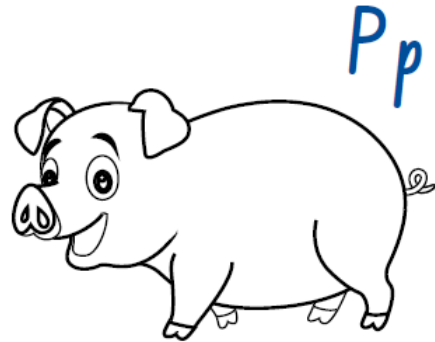
Pp



# Upper case P

The upper case 'P' is a tall letter.  
We start at the top and make a straight line.  
We then we move to the top of the line and  
make a big bump coming from the top and it  
joins back to the straight line.

Example mnemonic: Down, up, around and back!



# Where Have You Been?

Dr. Seuss's modern classic *Oh, the Places You'll Go!* honestly discusses inevitable failure and periods of boredom even as it affirms individual potential and the possibility of self-transformation. *Oh, the Places You'll Go!* is a great lesson in growth mindset; it normalizes error, cheers on the reader, and celebrates the individual's journey through life. The following reflection and letter-writing activities ask students to think about successes and slumps, set new goals, and share lessons with rising second, third, or fourth graders.



**Directions:** List your memories inside each box of the organizer to describe the experiences you've had this school year.



## 1. Highest heights—the best moments of the year

---

---

---

---



## 2. Prickle-ly perch—a time you got stuck or made a mistake

---

---

---

---



## 3. Boom bands—someone or something that made you feel better

---

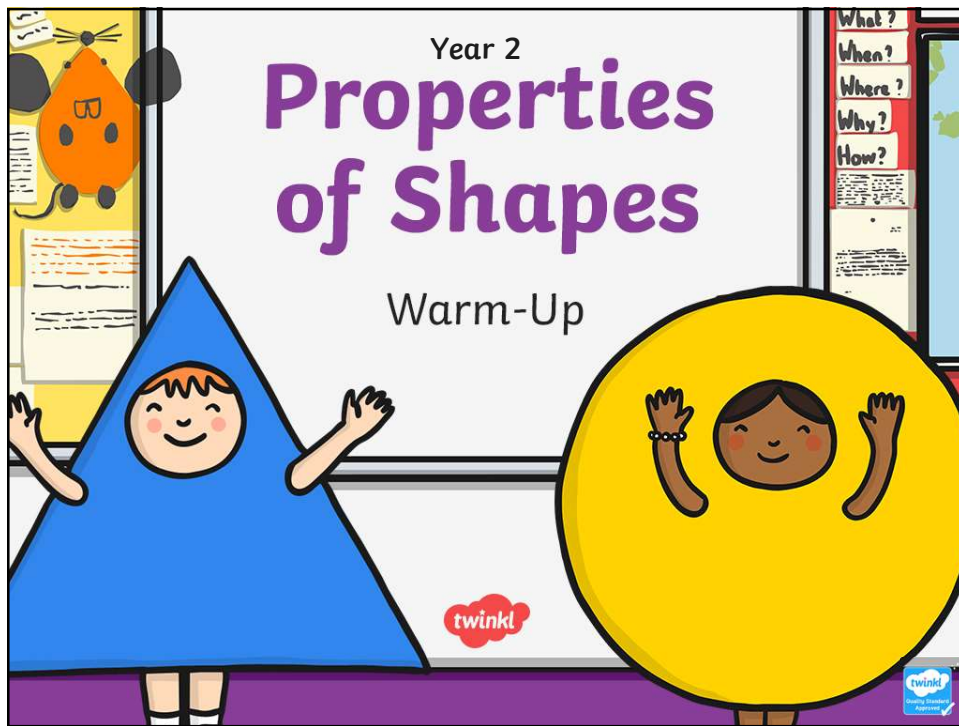
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# And Where Are You Going?

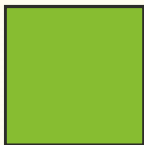
**Directions:** What's your mountain/goal for next year? Draw a picture of yourself accomplishing your goal in the space provided.



**Draw the 2D shape**

I have four sides.  
I have four corners.  
My sides are all equal lengths.

What am I?



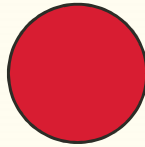
answer

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## Draw the 2D shape

I have one side.  
My side is curved.

What am I?



answer

twinkl.com

## Is this a square?



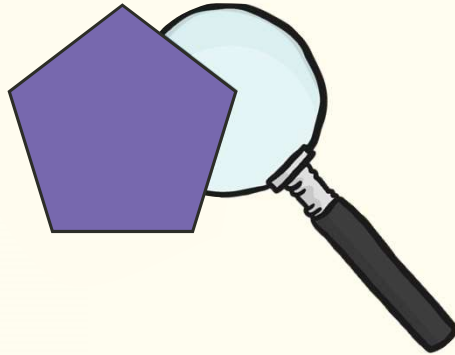
Explain your reasoning.

answer

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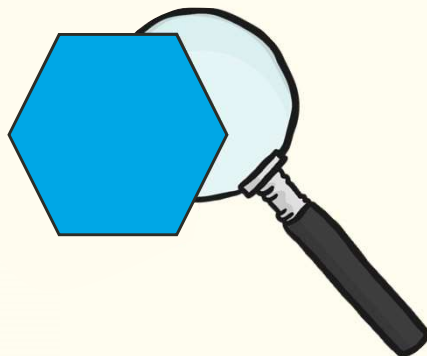
Which 2D shape is hiding?



answer

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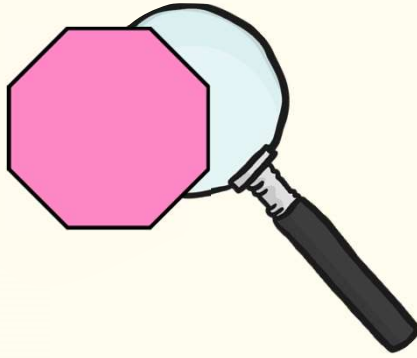
Which 2D shape is hiding?



answer

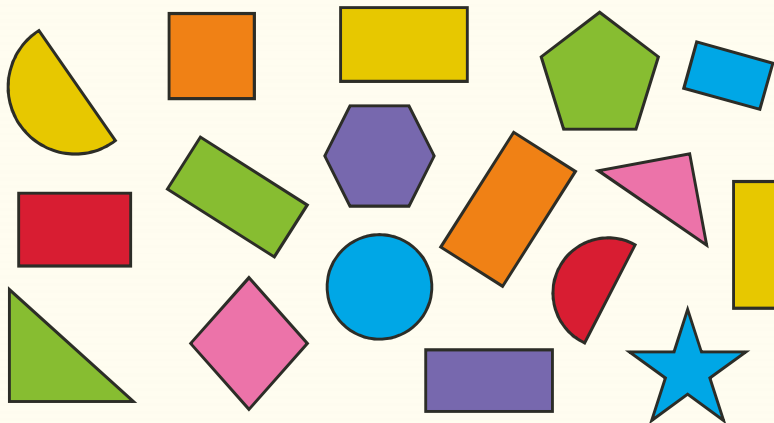
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Which 2D shape is hiding?




answer

How many rectangles can you see?



answer

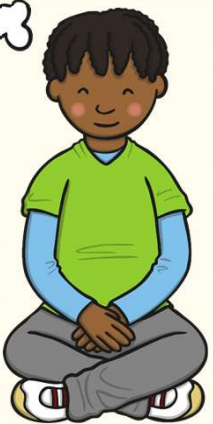
I'm thinking of a 3D shape.  
My shape has 6 faces. Each  
of the faces is a square.  
What is my shape?



answer

twinkl.com

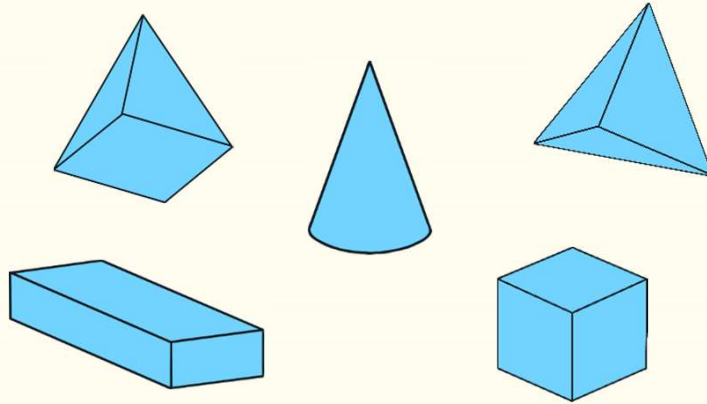
I'm thinking of a 3D shape.  
My shape has 4 faces. Each  
of the faces is a triangle.  
What is my shape?



answer

twinkl.com

Which 3D shape has five faces?

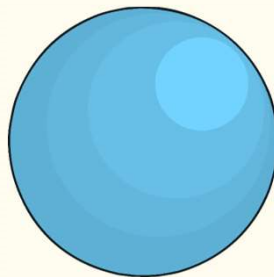


answer

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True or false?

A sphere has no vertices.

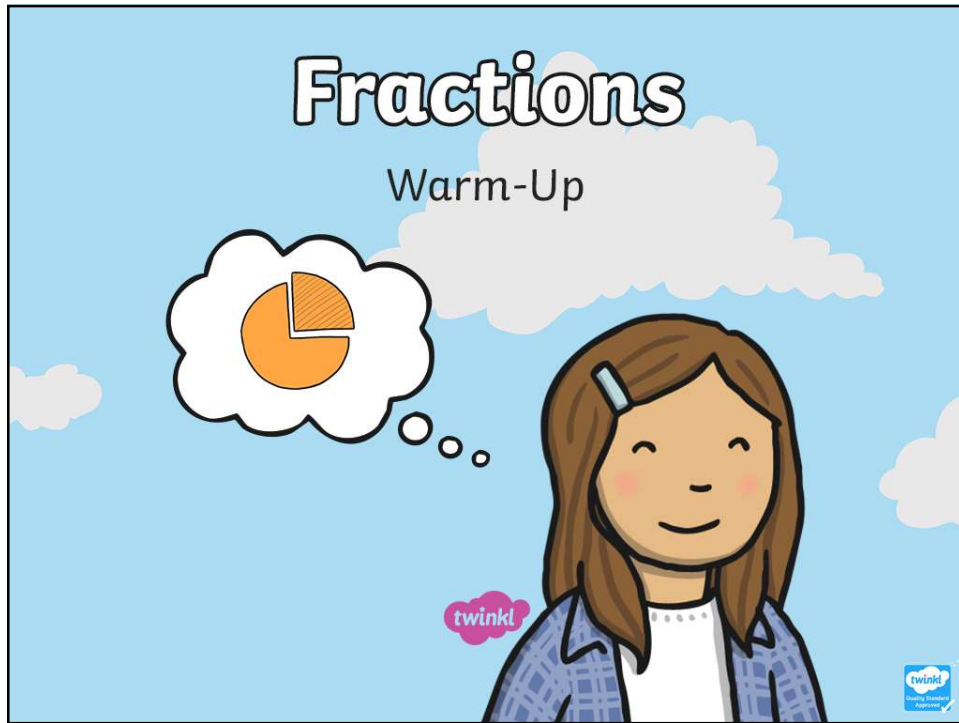


answer

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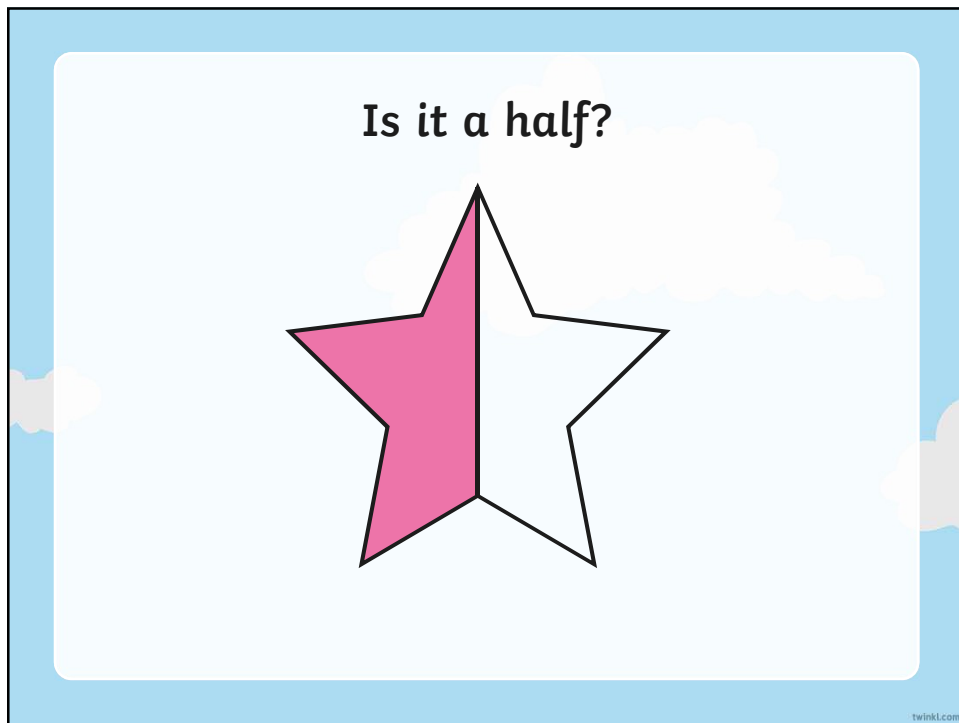
# Fractions

Warm-Up



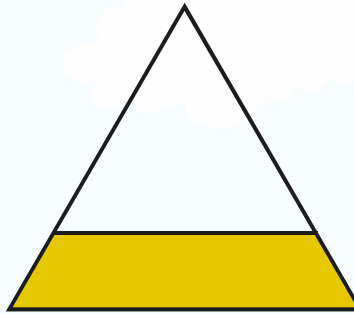
A cartoon illustration of a girl with brown hair and a blue plaid jacket. A thought bubble above her head contains a pie chart with one slice shaded. The background is a light blue sky with white clouds. The Twinkl logo is visible in the bottom right corner.

Is it a half?

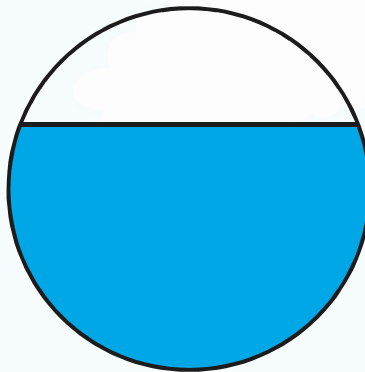


A large five-pointed star is shown, divided vertically into two equal halves. The left half is filled with pink, and the right half is white with a black outline. The background is a light blue sky with white clouds. The Twinkl logo is visible in the bottom right corner.

Is it a half?



Is it a half?



Half of the class are girls.  
There are 6 girls.  
How many children are in the class altogether?



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## Halve It!

What is half of this amount?



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## Halve It!

What is half of this amount?



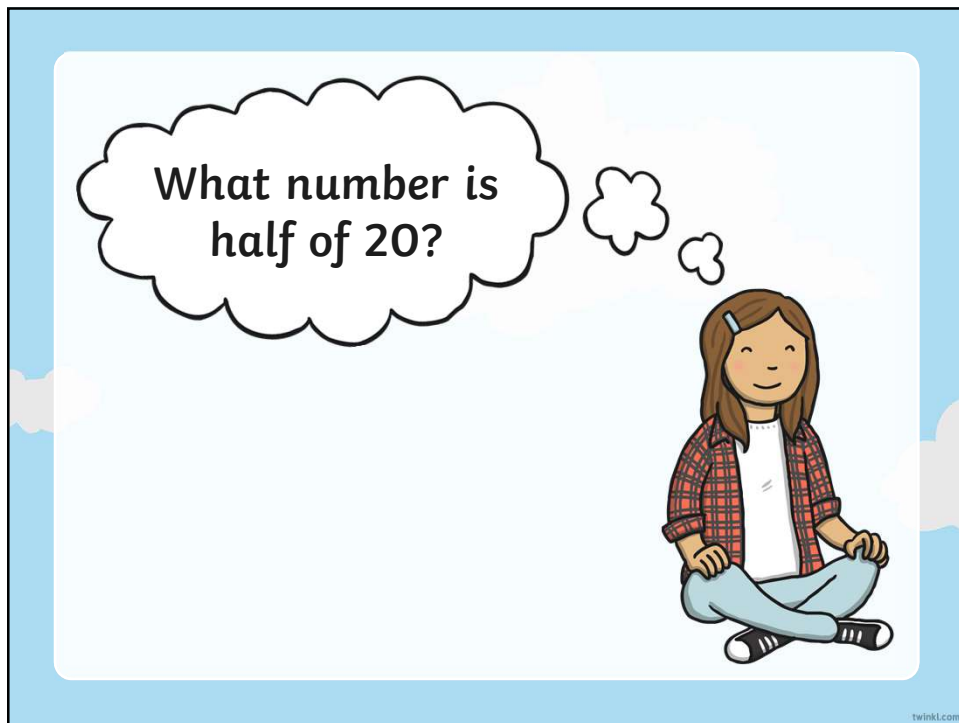
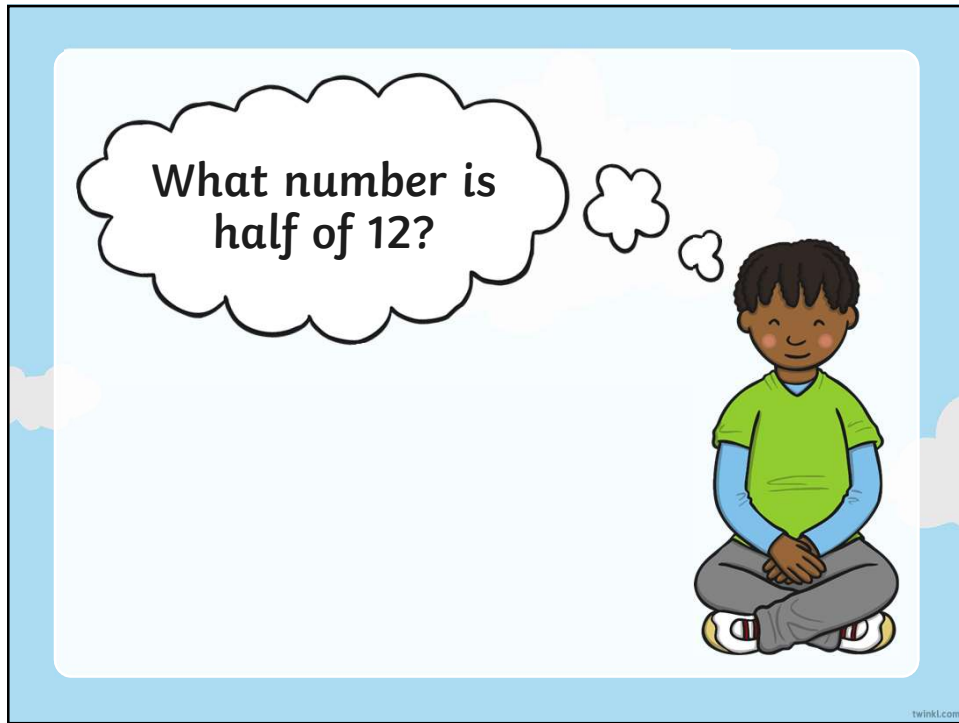
twinkl.com

What number is  
half of 10?

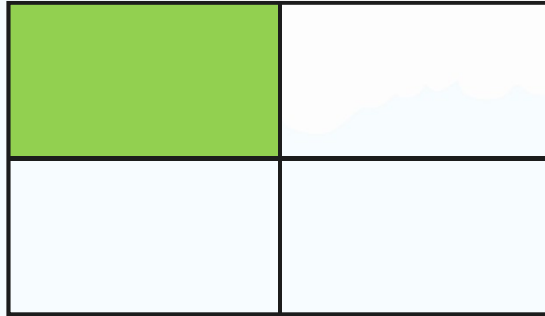


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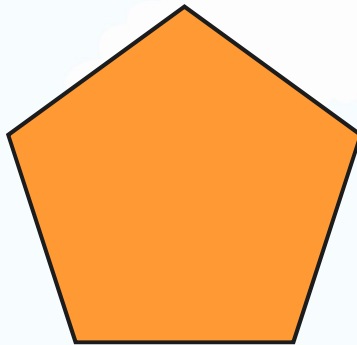


Is it a quarter?



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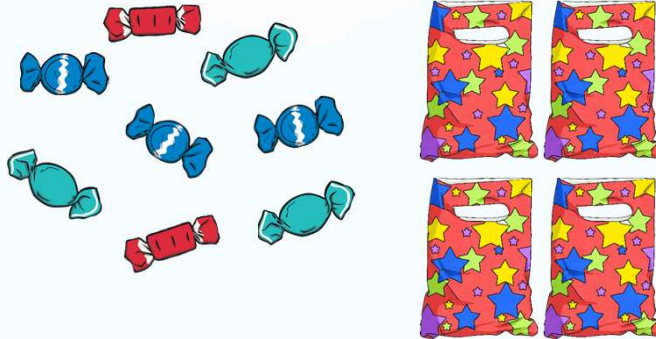
Is it a quarter?



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## Share the lollies!

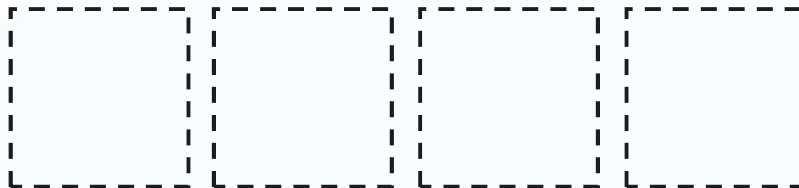
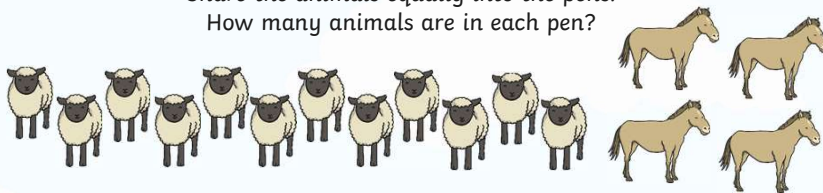
Ruby shared 8 lollies into 4 party bags.  
How many lollies were in each party bag?



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## Put the Animals Away!

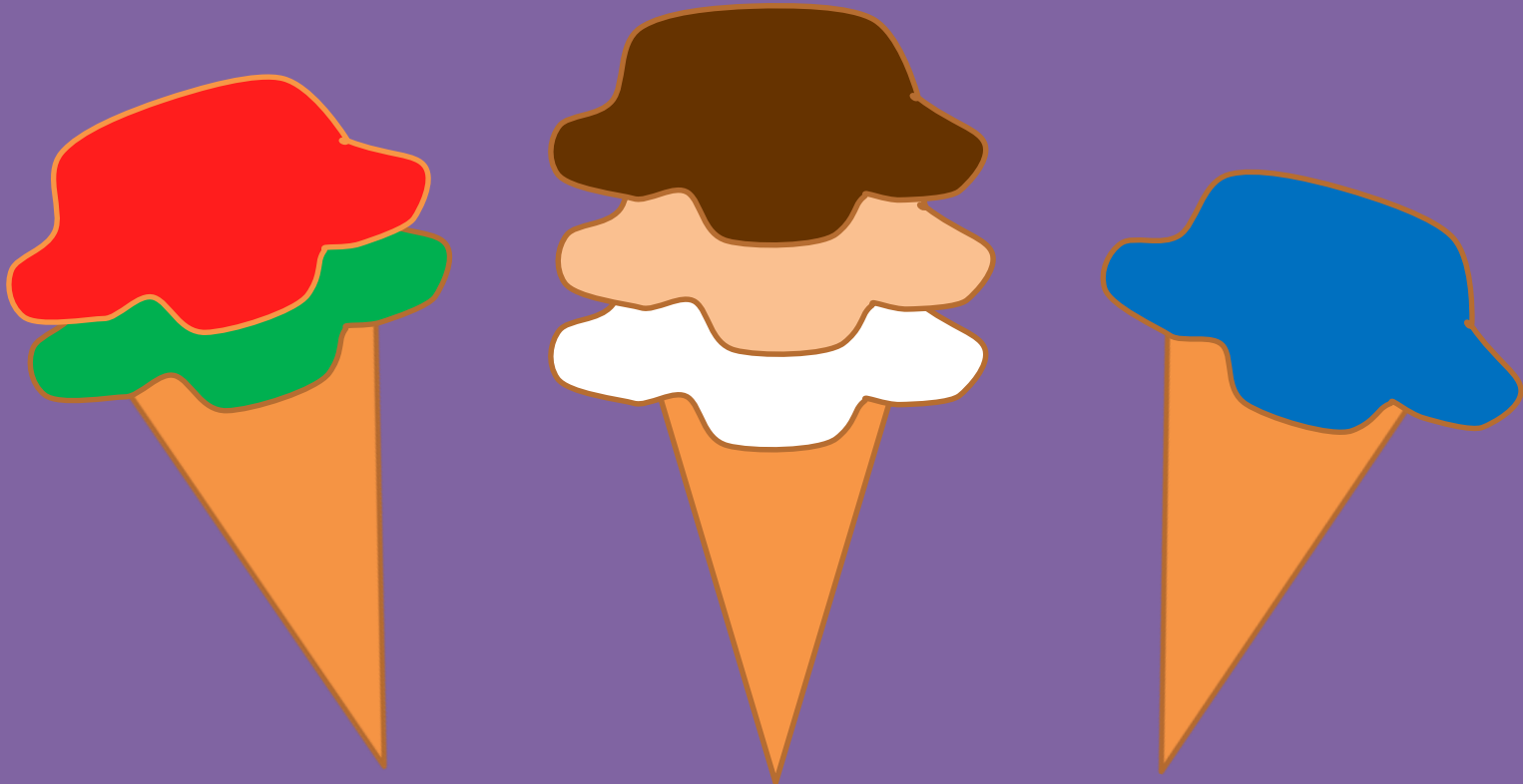
Share the animals equally into the pens.  
How many animals are in each pen?



twinkl.com

# Fraction Fun

## Ice Cream Cones and Sundaes



By: Mrs. DeCaro-Lynch

\_\_\_\_\_ 's Fraction Sundae

Vanilla:

Strawberry:

Chocolate:

Mint:

Blueberry:

Pumpkin:

Cherry:

\_\_\_\_\_ 's Fraction Sundae

Vanilla:

Strawberry:

Chocolate:

Mint:

Blueberry:

Pumpkin:

Cherry:

\_\_\_\_\_ 's Fraction Ice Cream Cone

Vanilla:

Strawberry:

Chocolate:

Mint:

Blueberry:

Pumpkin:

Cherry:

\_\_\_\_\_ 's Fraction Ice Cream Cone

Vanilla:

Strawberry:

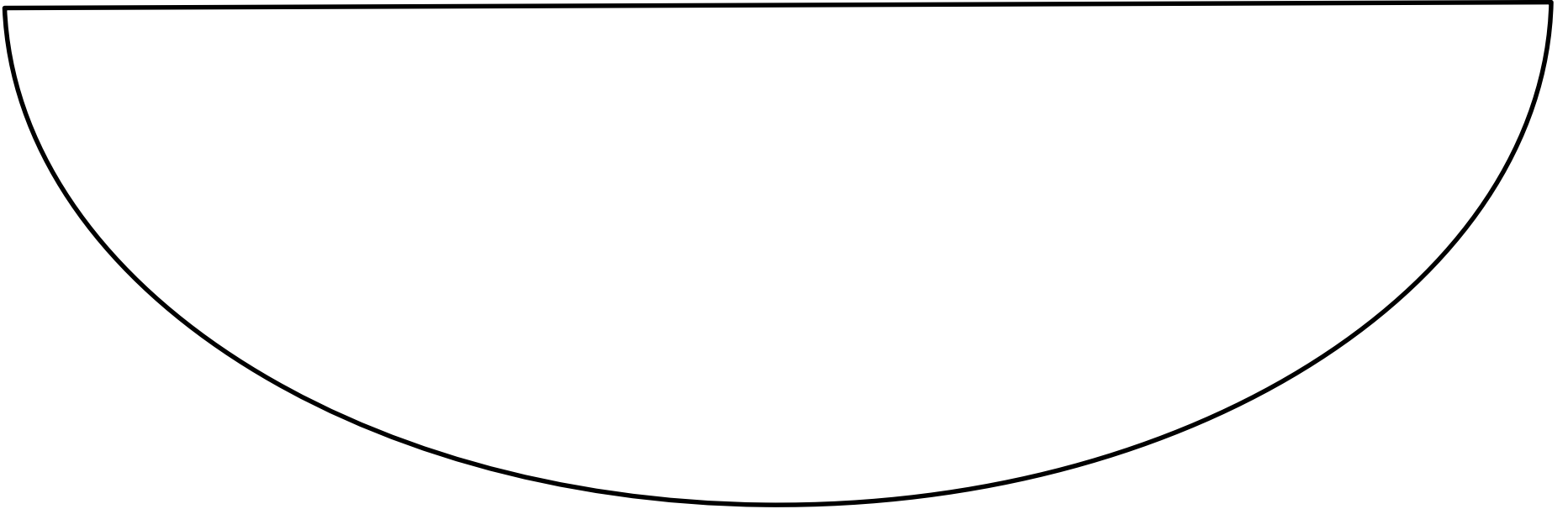
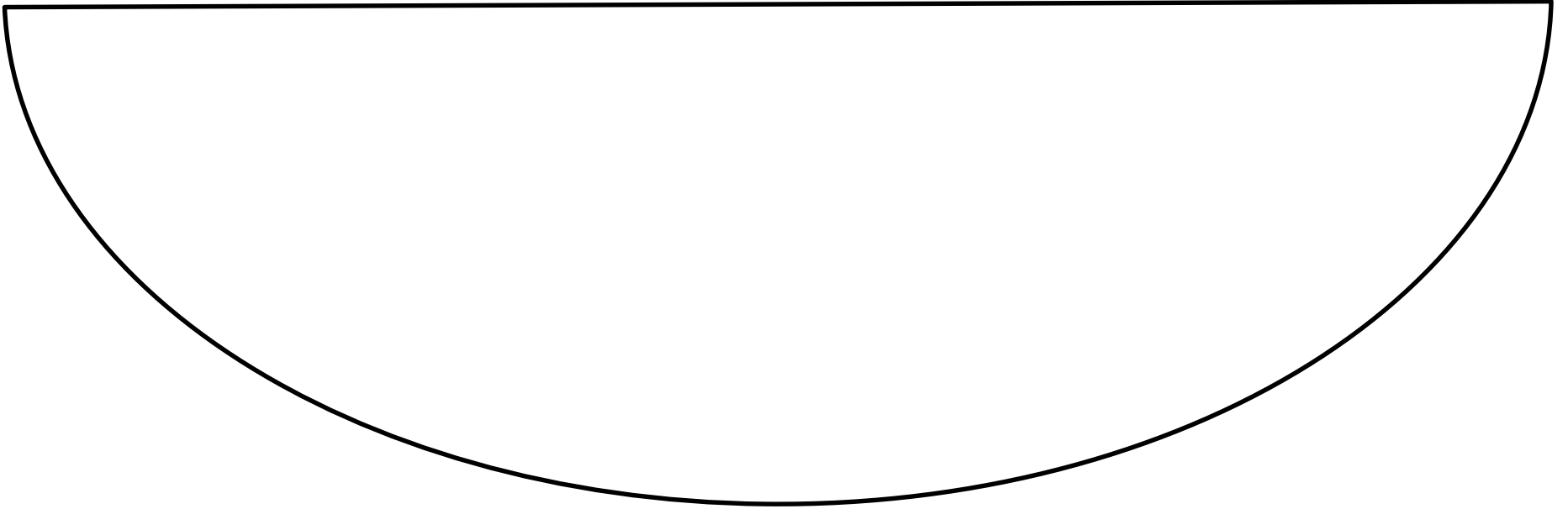
Chocolate:

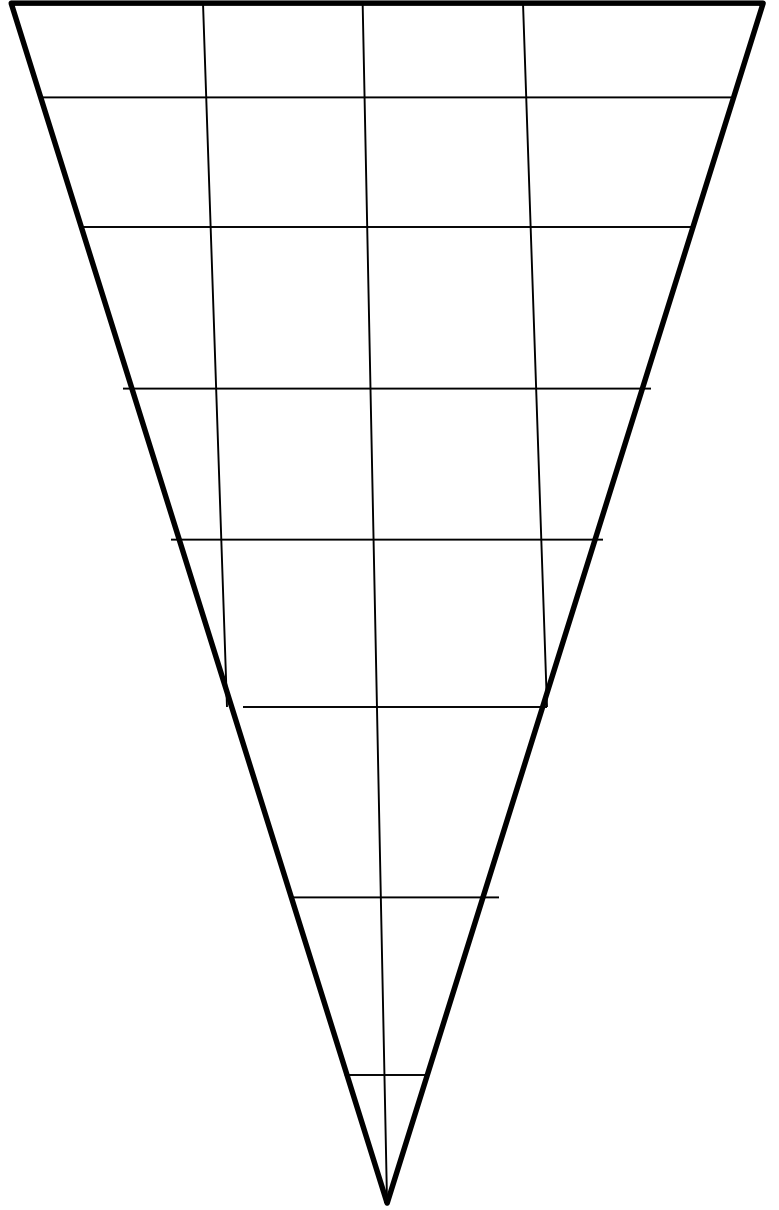
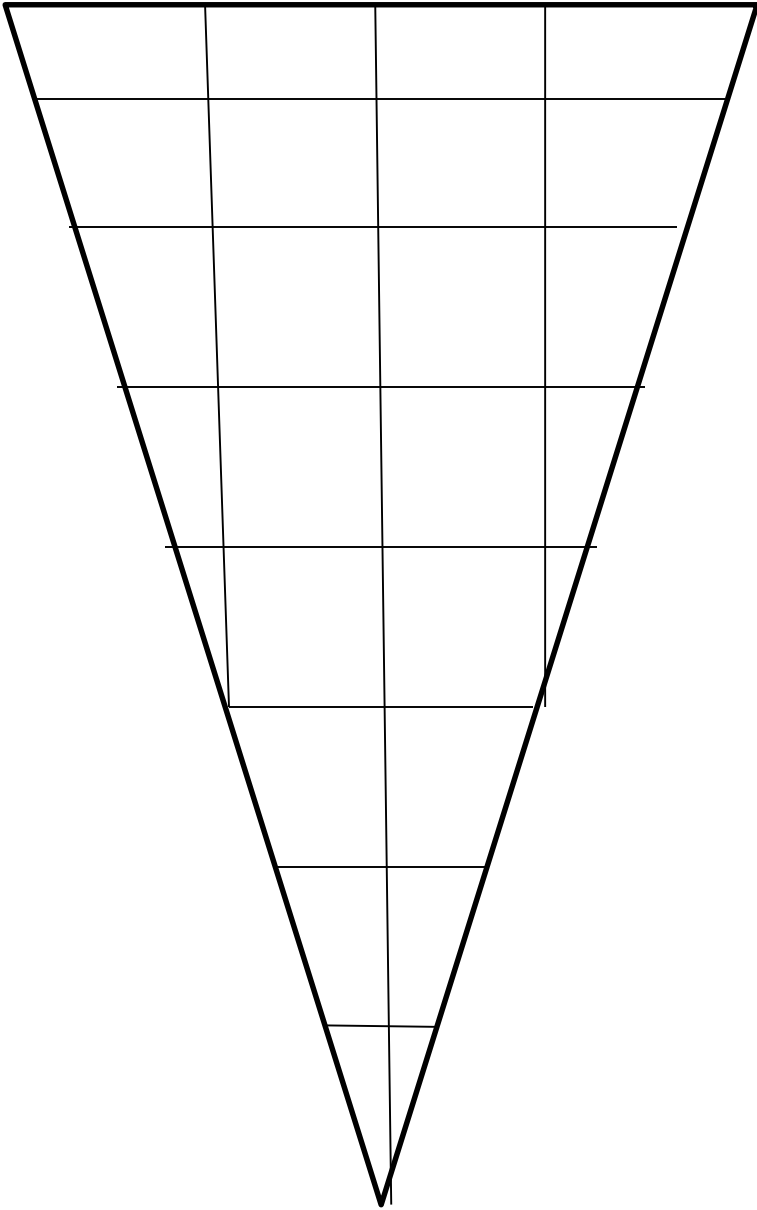
Mint:

Blueberry:

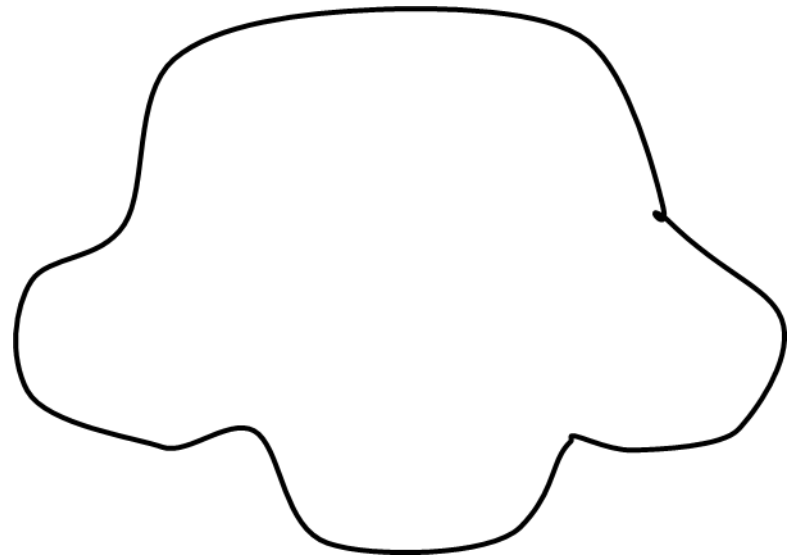
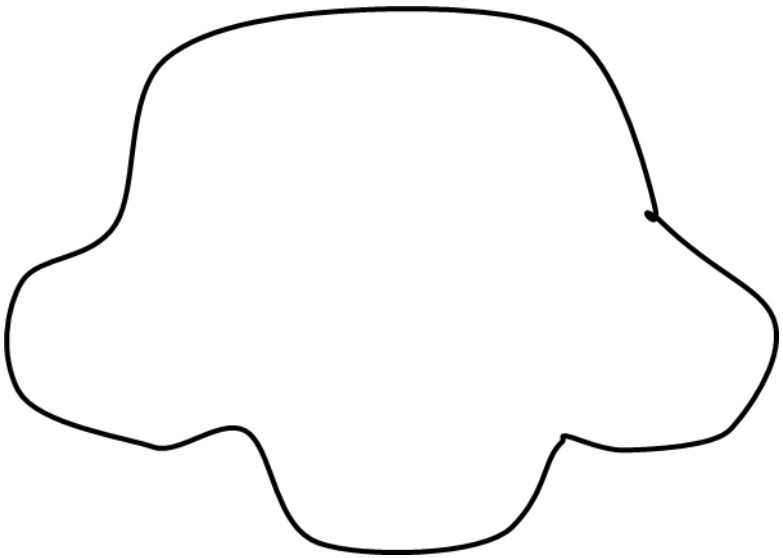
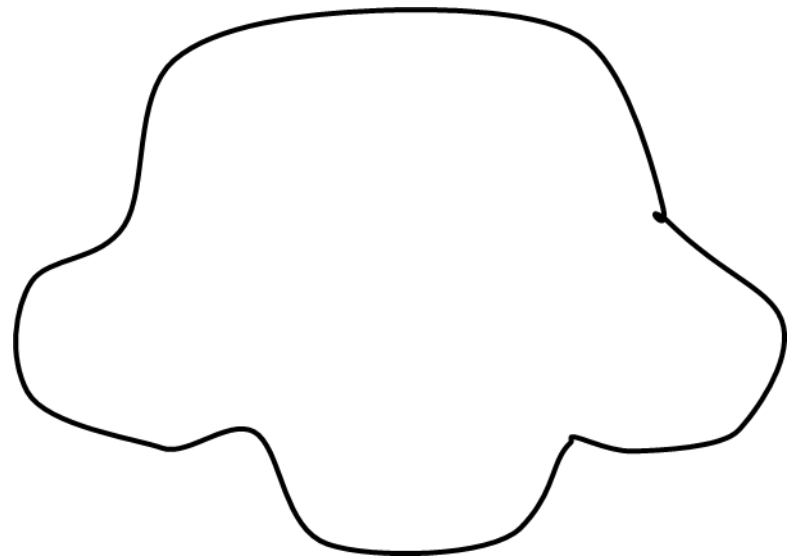
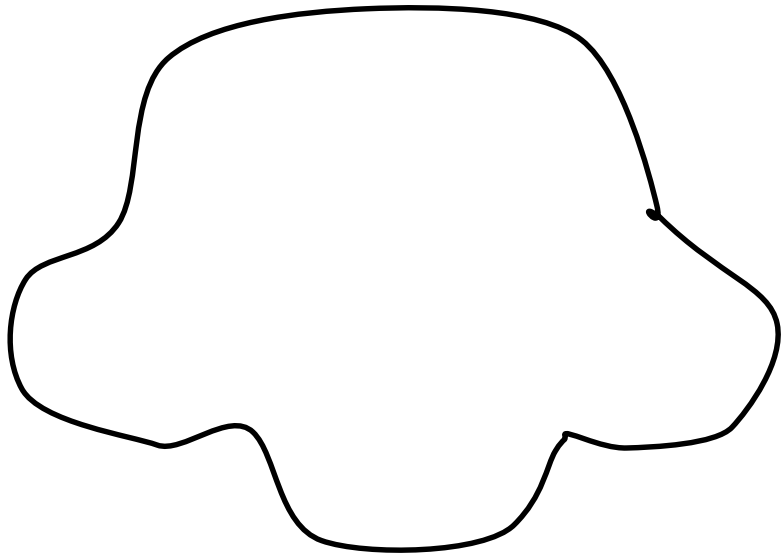
Pumpkin:

Cherry:









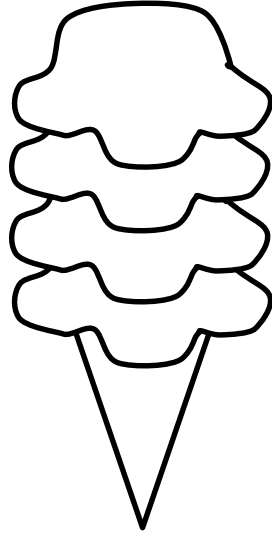
Color

Vanilla: 1/4

Strawberry: 1/4

Chocolate: 1/4

Mint: 1/4

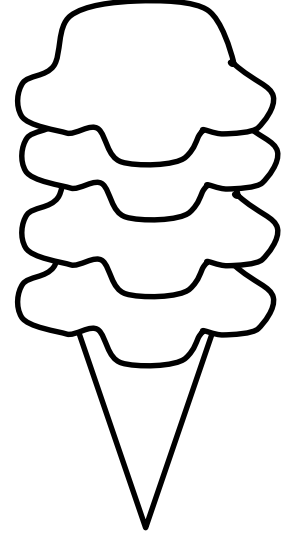


Color

Blueberry: 1/4

Pumpkin: 1/4

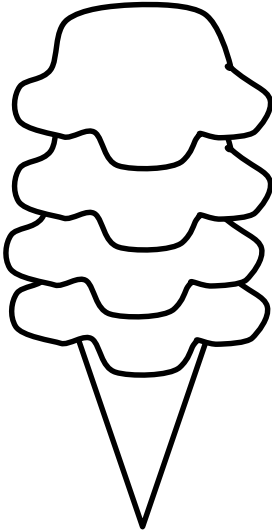
Cherry: 2/4



Color

Chocolate: 2/4

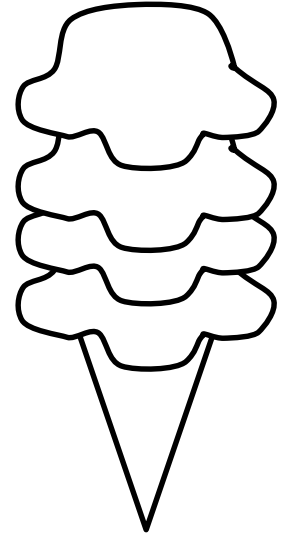
Blueberry 2/4



Color

Mint: 1/4

Pumpkin: 3/4



# Count and Graph

**Count** and **Color** how many different scoops of ice cream the whole class made.

14							
12							
10							
8							
6							
4							
2							
	Vanilla	Chocolate	Strawberry	Mint	Blueberry	Cherry	Pumpkin



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_

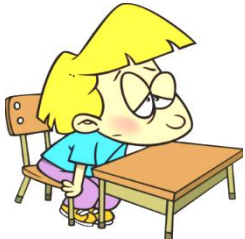
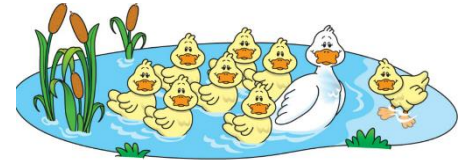


1. A new **ABBA** virtual concert will be held in a three-thousand seat arena. Write that number down in figures.



2. There were 3 kookaburras and 13 crows sitting on a fence. Then a loud noise scared 7 of the birds away. How many birds were still sitting on the fence?

3. A duck and her 8 ducklings were swimming across a lake. Then five of the ducklings swam off in a different direction. How many ducklings were left with their mother?



4. If the day after tomorrow will be Friday, what day of the week was yesterday?

5. If one M&M lolly weighs 5 grams, what would be the weight of a spoonful of 12 M&Ms?



6. Write down the number 28 in words.



7. The path in Amy's backyard is exactly 14 metres long. If she hops all the way along the path and back again, how far does she hop, in metres?

8. Open-ended Question: Using pencil and ruler, draw a **TRIANGLE** inside a **SQUARE**. Next, draw a **SQUARE** inside a **TRIANGLE**. Then, colour them in.



## MATHAROO Worksheet MP – 28 21

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Date: \_\_\_\_\_



1. Top Swedish singing group **ABBA** are planning a concert next year, where they **WON'T** appear on stage. It will be a "virtual" concert in a 3,000 seat arena. In a full arena, if **HALF** the people are under 30 years old, how many will be 30 years old or older?



2. Prime Minister Scott Morrison has announced that Paralympians will receive the same rewards for winning medals as in the 2020 Tokyo Olympics – \$20,000 for a Gold Medal, \$15,000 for Silver and \$10,000 for Bronze. If an athlete wins a silver and 2 bronze medals, how much money will he/she receive altogether?

3. For Theo's 9<sup>th</sup> birthday, he received an electric scooter. His mum and dad only let him ride it at up to 20 kilometres per hour. If he rides it at that speed for 15 minutes, how far would he travel in that time?



4. Exactly one hundred years ago, Australian poet C.J. Dennis released his book of poems for children, called "A BOOK FOR KIDS". In what **YEAR** was that book published?

5. Australia Post is currently selling toy Paw Patrol Vehicles for \$24.80 each. Jamie has a total of \$55 that he received for his birthday. How many of the vehicles can he buy with that money?



6. There were 62 chips in a full cylinder of potato chips. If half have been eaten already, how many chips remain in the cylinder?

7. The most-borrowed children's books at one local library last year were: "DOG MAN" (230 loans); "WeirDo 15" (196); "WeirDo 14" (180). How many loans were there for these 3 books **in total** at that library?



8. A new App – "SNAP SEND SOLVE" – encourages people to take photos of areas of rubbish near their homes, so the local Council can "spring clean" their suburbs. One Council currently gets about 200 reports of rubbish dumping per month. With the new App, they are expecting that figure to jump to 500 reports per month. How many **MORE** reports would that be **IN A FULL YEAR**, than at present?



9. Open-ended Question: Tess swims 12 lengths each morning in her backyard swimming pool. How far **MAY** she swim each day, in metres? Give 3 possible, **SENSIBLE** answers.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

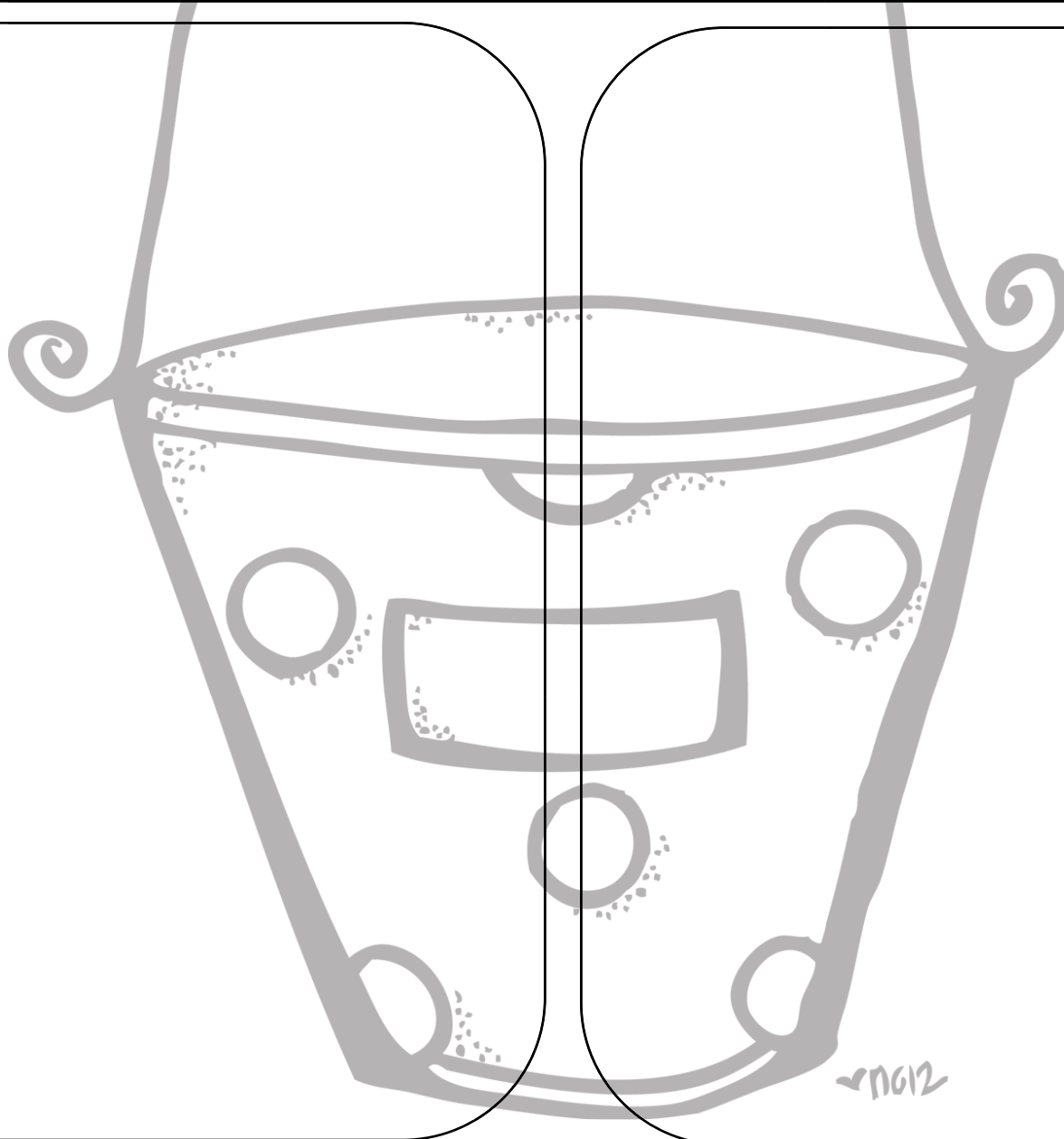
Write adjectives that describe bucket fillers and bucket dippers



bucket  
fillers



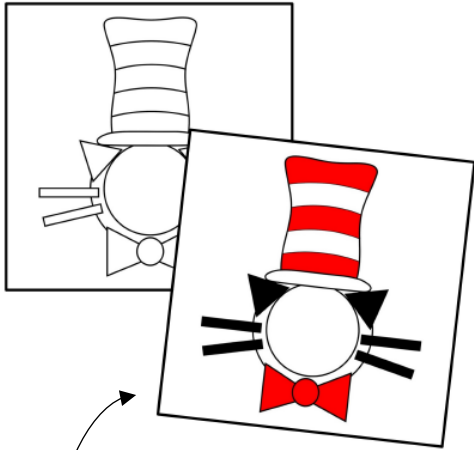
bucket  
dippers



# Dr. Seuss Day

## Paper Plate Hat Craft

---



### Prep:

**Step 1:** Print the templates (hat, whiskers, bow tie, face and ears). Or you may like to just draw them onto paper.

**Step 2:** Grab some colouring supplies (textas, crayons or pencils), scissors, glue, a paper plate if you have one and a paddle pop stick.

*If you have scrap cardboard or something a bit thicker you could stick your pieces onto that to make it sturdy.*

### Directions:

*Look at the finished mask to show you where to place each piece.*

**Step 1:** Colour the hat, bow, tie, ears and whiskers. Cut out the pieces.

**Step 2:** Cut out the centre of your paper plate or circle so that your face fits in the middle like a mask.

**Step 3:** Glue the hat to the top of the paper plate or circle (face).

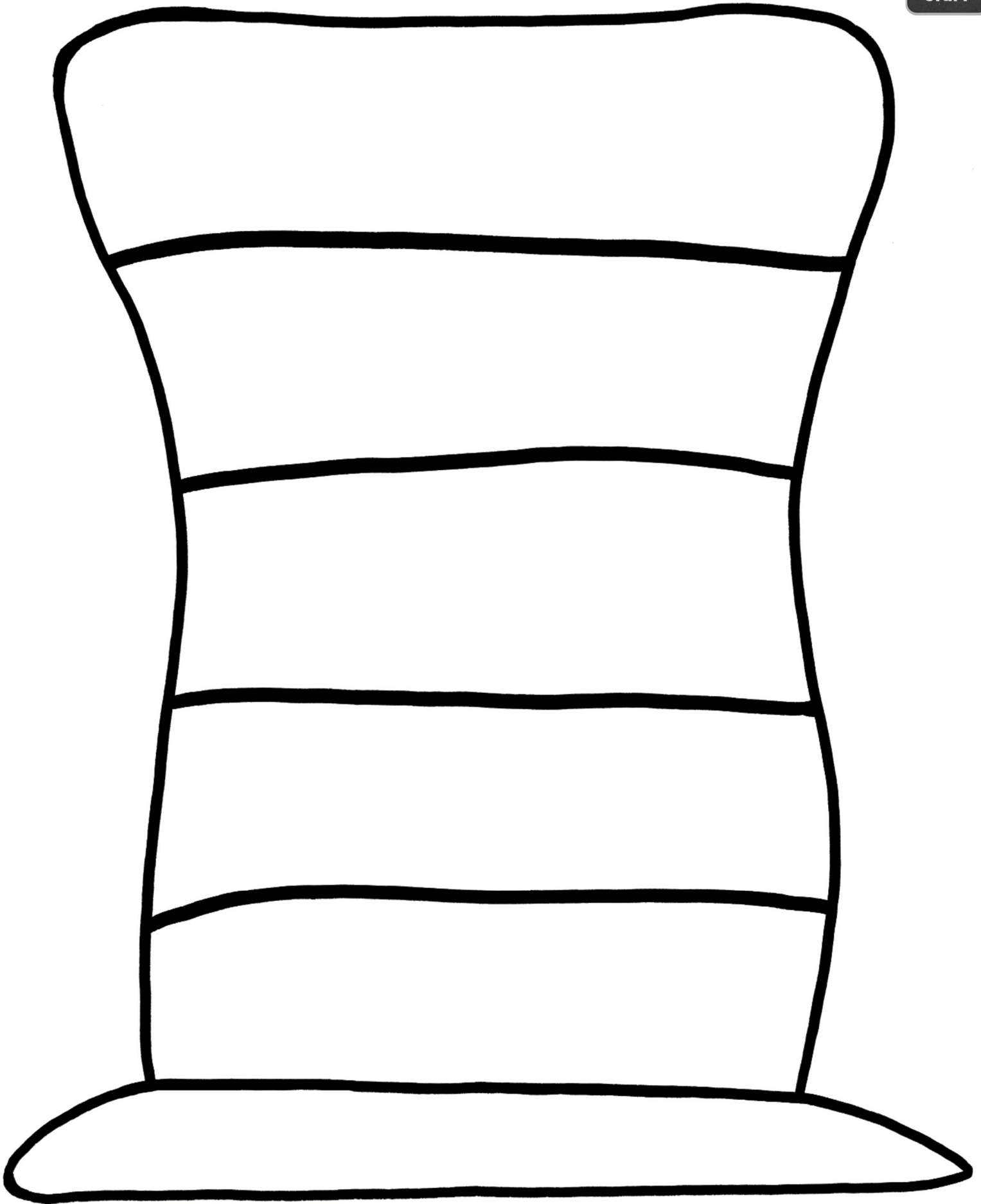
**Step 4:** Glue the ears to each side of the face underneath the hat.

**Step 5:** Glue 2 whiskers on each side of the face where your nose will be.

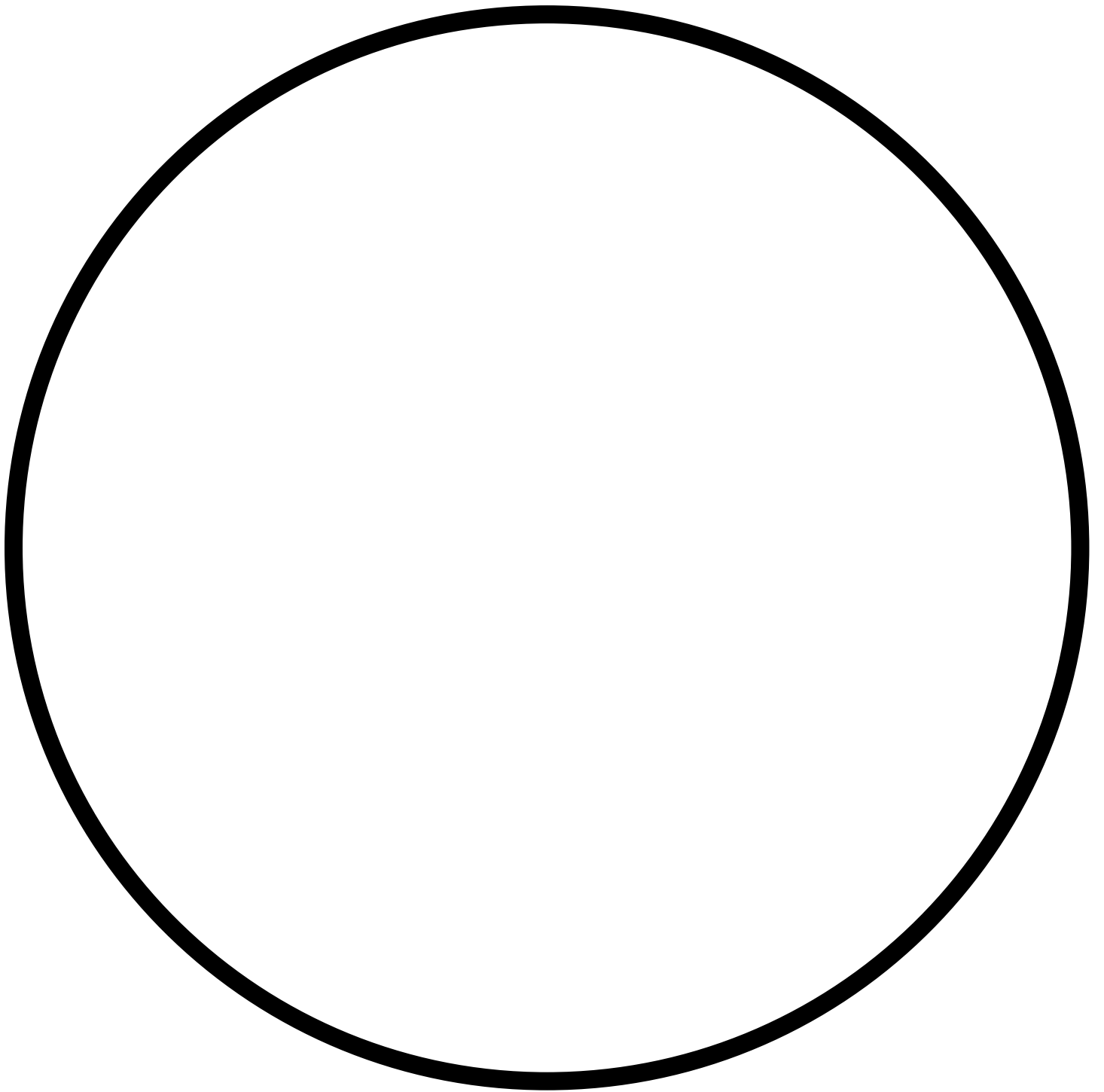
**Step 6:** Glue the bow tie to the middle bottom of the face.

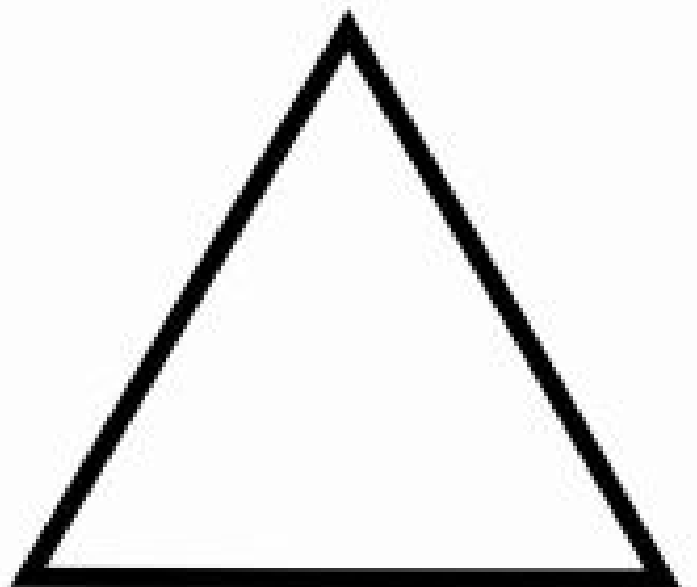
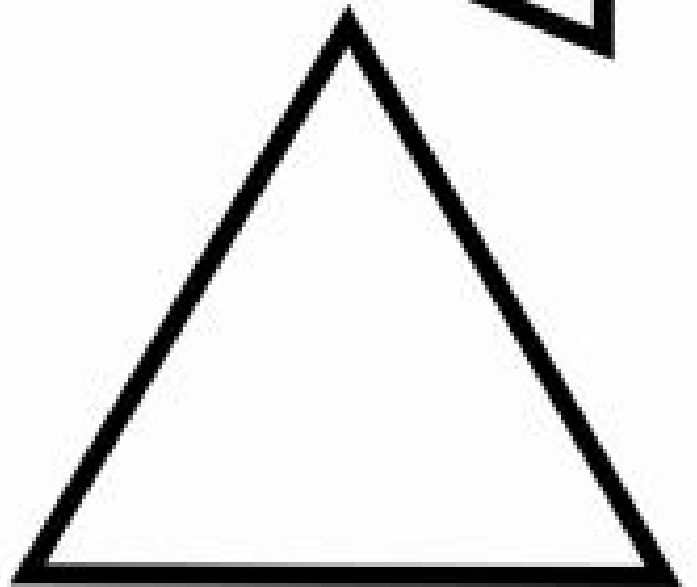
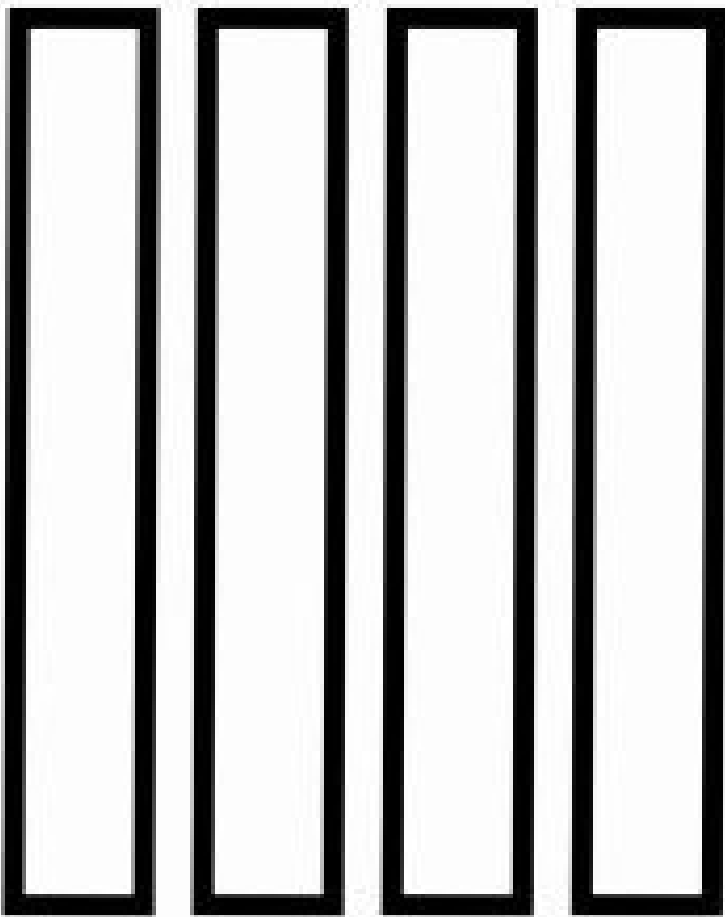
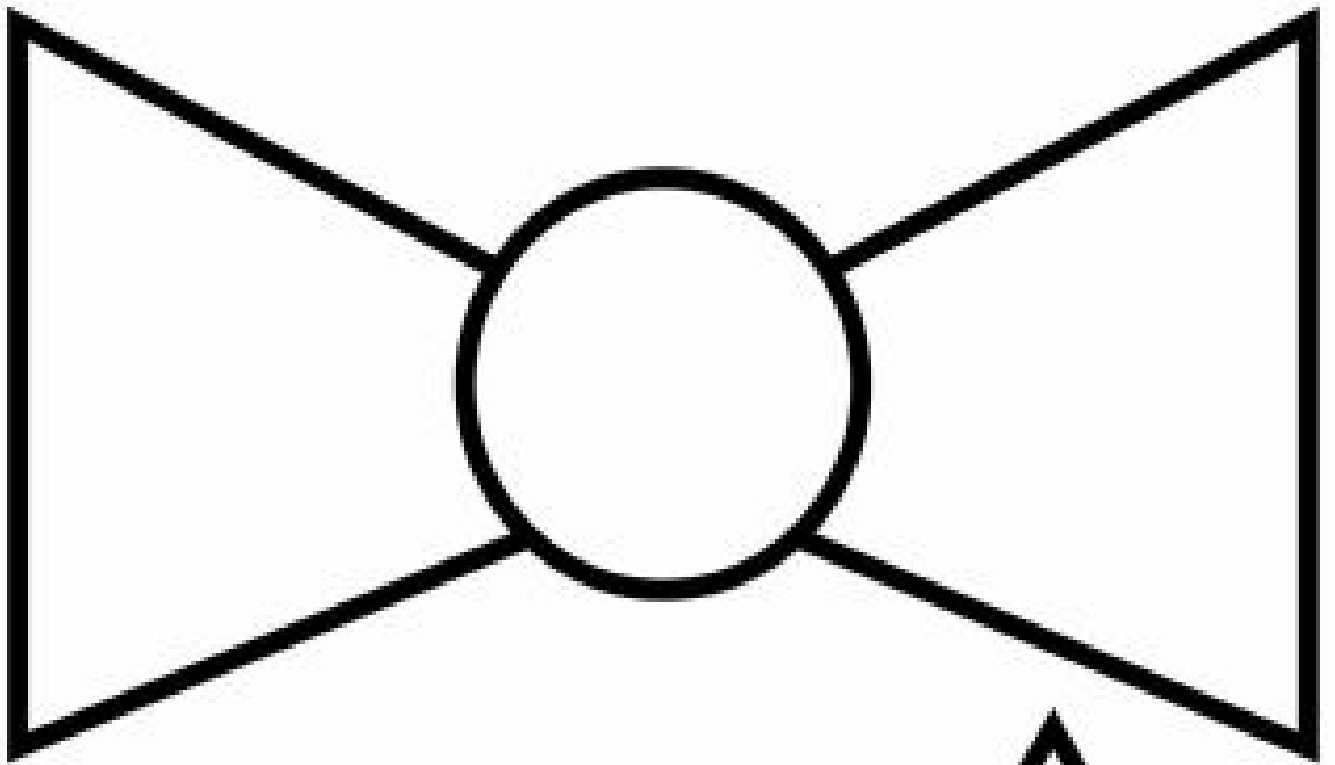
**Step 7:** Tape or glue a paddle pop stick to the bottom on the back of the face. This way you can easily hold you mask up to your face.



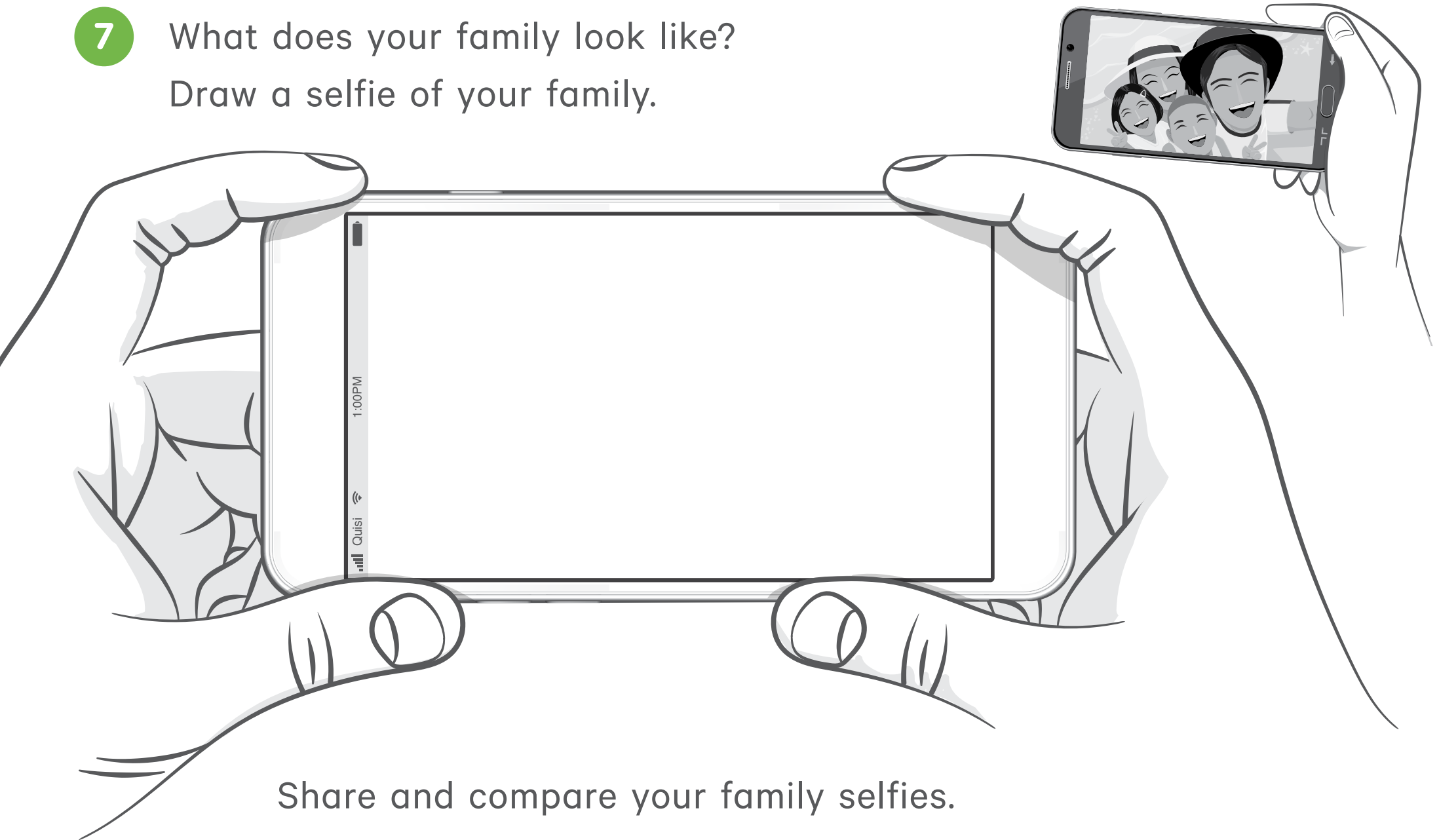








- 7** What does your family look like?  
Draw a selfie of your family.



Share and compare your family selfies.

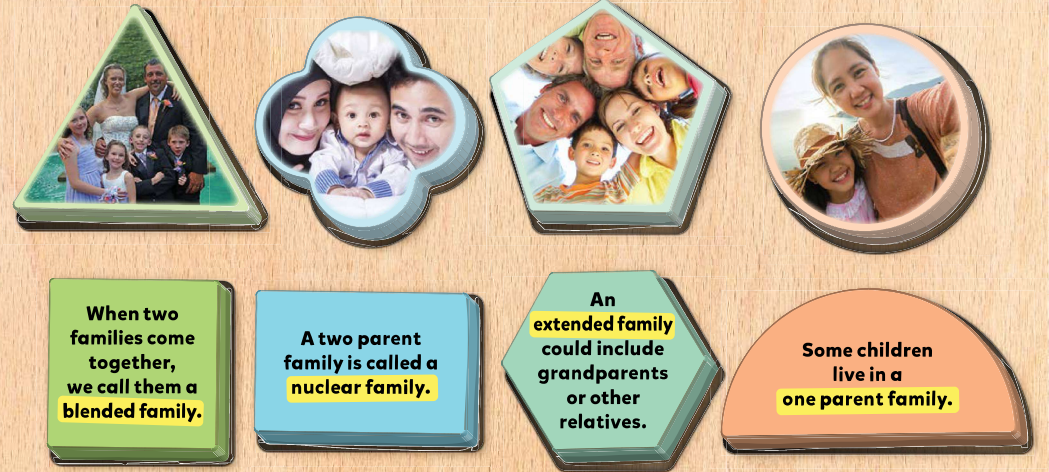
# Family Snapshots



inquisitive

Families come in all shapes and sizes.

Here are some examples.



There are many other types of families.

© Inquisitive Pty Ltd

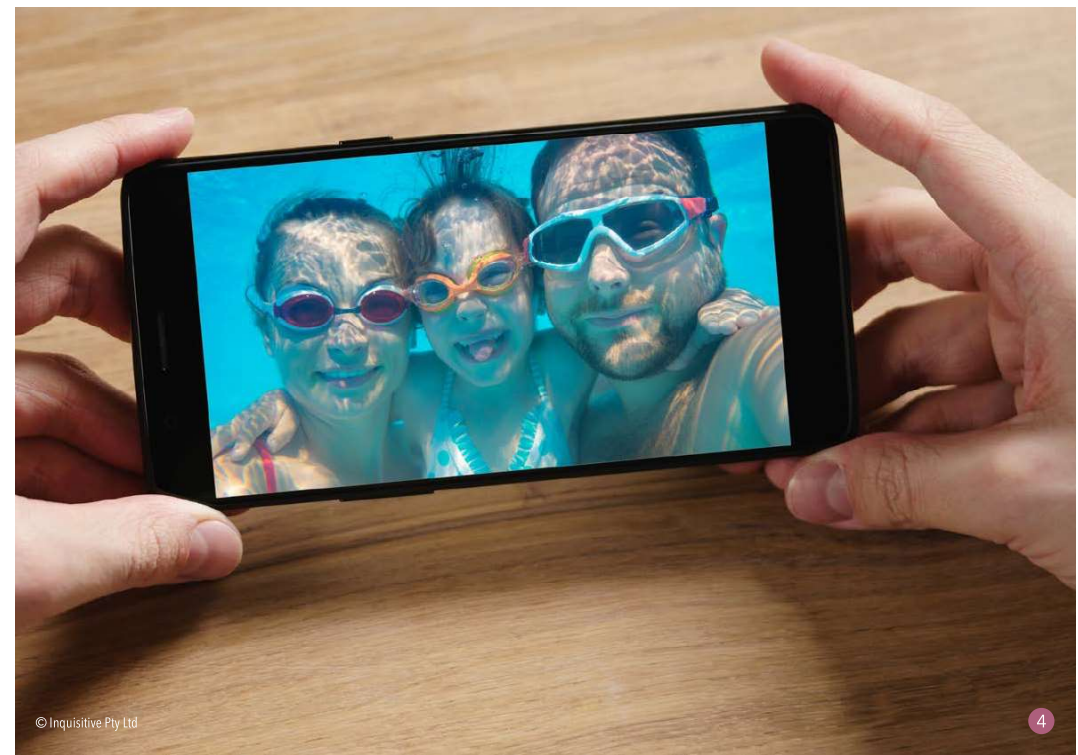
2



As you flick through the family snapshots, think about what types of families you see and how they are the same or different from yours.

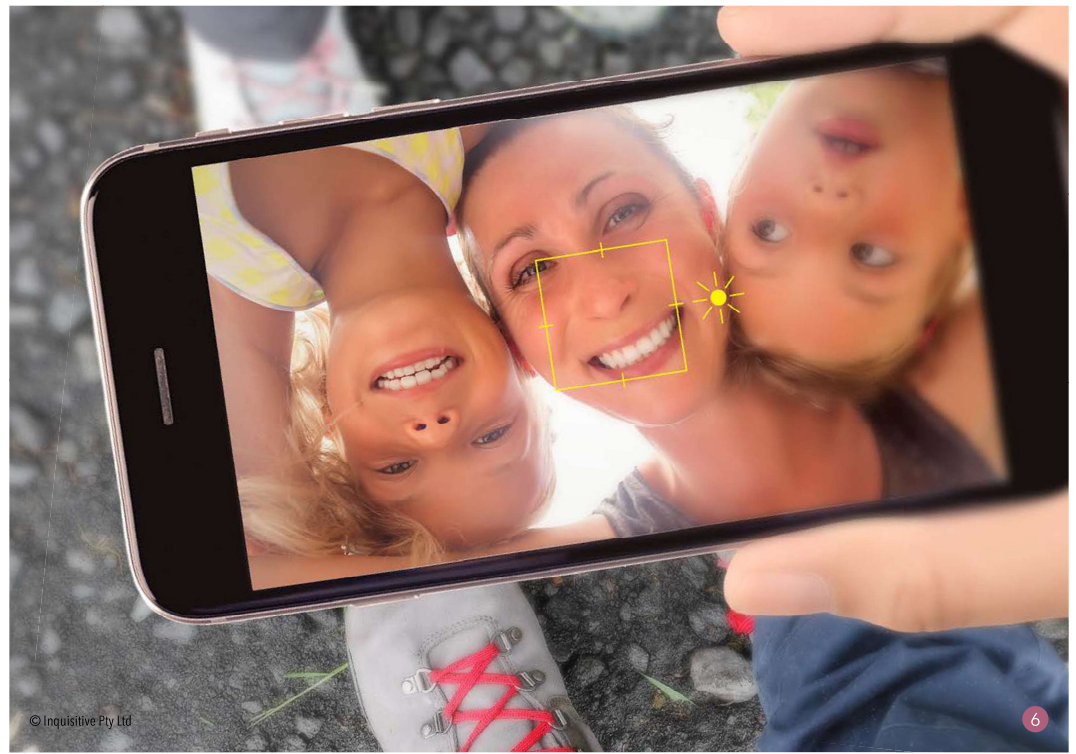
© Inquisitive Pty Ltd

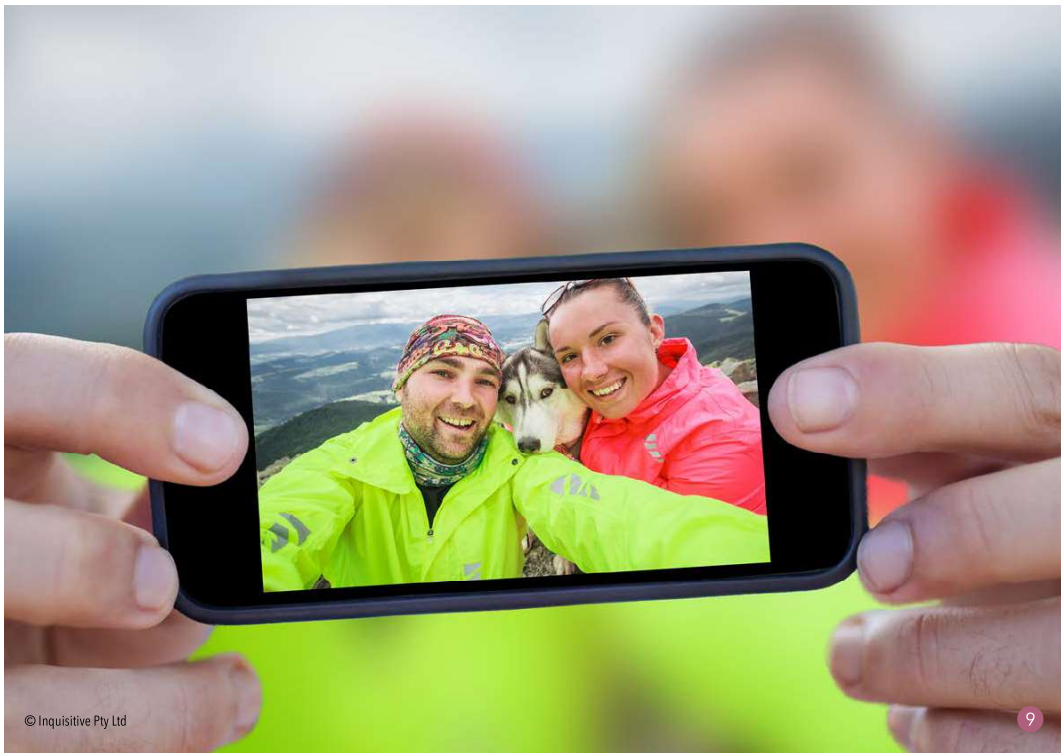
3



© Inquisitive Pty Ltd

4





- 8** Write about your family.  
Who belongs to your family?  
What does your family like  
to do together?

A family crest has pictures of what is important to a family. Choose four things to draw on a crest for your family.



Family name

# Stomp on it!

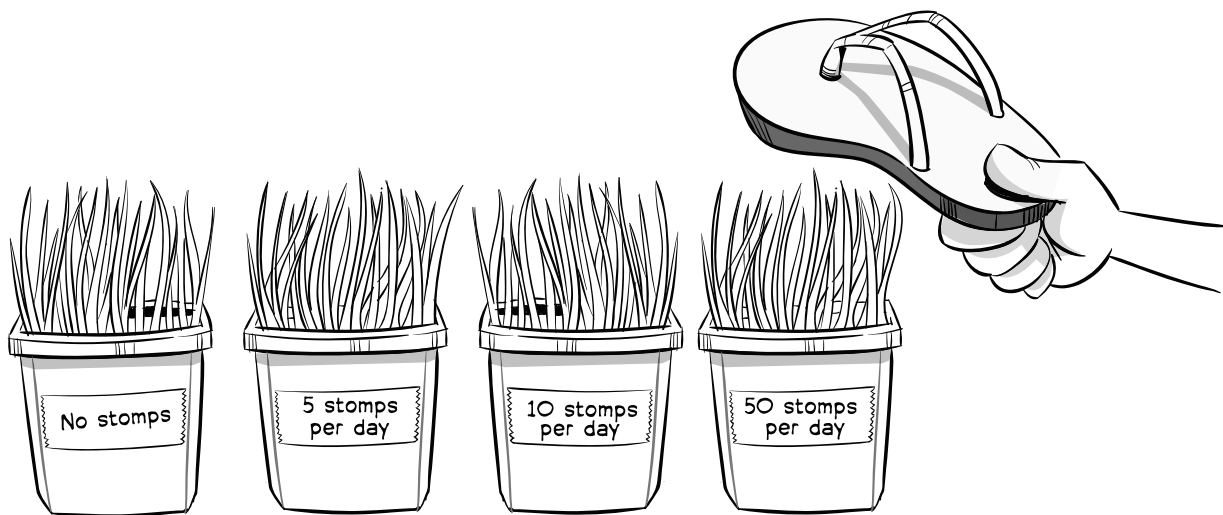
**Question:** What will happen to how well grass grows the more you stomp on it?

**Equipment:**

- 4 pots with grass, chives or wheatgrass, all approximately the same height
- 4 labels
- 1 marking pen
- 1 thong or shoe

**What we will do:**

Every day for one week we will 'stomp' on the grass in each of the pots.



**What we found out (circle one)**








Our claim is:

- 1 The more the grass was stomped on the more it grew.
- 2 The more the grass was stomped on the less it grew.
- 3 Nothing happens when grass is stomped on.



# Recording results

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Pot 1:</b> No stomps</p>	<p><b>Pot 2:</b> 5 stomps per day</p>	<p><b>Pot 3:</b> 10 stomps per day</p>	<p><b>Pot 4:</b> 50 stomps per day</p>
<p>What I think will happen:</p> 	<p>What I think will happen:</p> 	<p>What I think will happen:</p> 	<p>What I think will happen:</p> 
<p>What happened:</p> 	<p>What happened:</p> 	<p>What happened:</p> 	<p>What happened:</p> 