

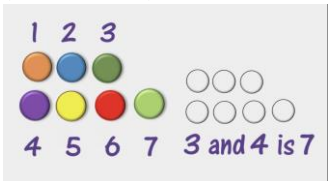
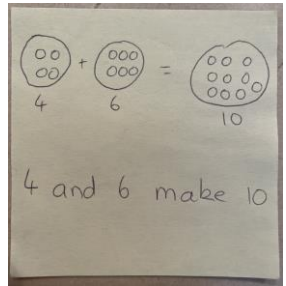
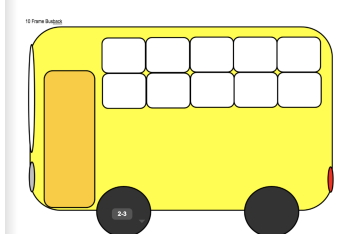
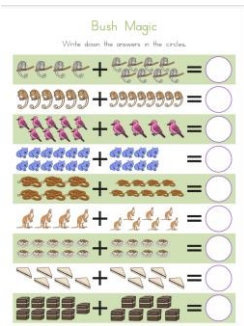
Off Line Term 3 Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. Before you read, look at the cover, title and pictures. Predict what the book might be about. Read the book. If you come to a difficult word stretch out the sounds and then slowly blend them together. Was your prediction correct? Retell what happened in the beginning, middle and end of the story. Where is the story taking place? How do you know this? Have an adult read a book you have at home. Can you identify 3 sight words in the book and any words beginning with 'i'?</p> <p><u>Soundwaves Spelling</u> Complete the Soundwaves page (pg 63) for; /h/ as in house</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. If you come across a difficult word, try and work it out using a strategy you know. During the reading talk about the book. What does this story remind you of? – make a connection. Can you identify 3 sight words in the book and any words beginning with 'r'? Have an adult read the same book to 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> Write five words that start with 'h'. Write five words that have 'h' as the second letter.</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a different book with someone at your house. After reading discuss your favourite part of the story and give reasons why. Read a different book you have at home with an adult. Take turns reading a page each. Take turns retelling the story. Ask each other What, When, Where and Who questions about the book you have read. Locate words beginning with 'd' in the book and use them in a sentence.</p> <p><u>Soundwaves Spelling</u> Complete the Soundwaves page (pg 64) for; /k/ as in kite</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. After reading the book, identify the main character/s. Describe a character and how they feel. How do you know how the character is feeling? Have an adult read the same book that you read yesterday. Get the adult to read the book to you again and this time try to point to the words when the adult is reading. If you come to a word you know, read that word. Find 5 sight words in the book.</p> <p><u>Soundwaves Spelling</u></p>	<p><u>ENGLISH</u> <u>Reading</u> Read a different book with someone at your house. Tell the adult what the story is about, who are the characters, where is the story taking place and what happens? With an adult use the Roll & Retell sheet attached to retell the story. Roll the die and answer the questions. If you don't have a die pick a number between 1 and 6. Have an adult read a different book you have at home.</p> <p><u>Soundwaves Spelling</u> Here are your list words for this week; hat, hot, hit, kid, kit Write each list word five times. 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>

				Write five words that start with 'k'.	
				Write five words that end with 'k'.	
10.30-10.45	FRUIT BREAK				
	<p><u>Writing</u></p> <p>What did you do on the weekend? Who were you with? Where were you?</p> <p>Talk about what you did and write a sentence about it making sure you are using finger spaces, a capital letter at the start and a full stop.</p> <p>Read your sentence back to your parents. Have them scribe your sentence underneath. Trace over your parent's writing and then write by yourselves underneath.</p> <p>Can you write more than one sentence? If you can please use some time connectives at the beginning of your sentences. For example; Then, After that, Next.</p>	<p><u>Reading and responding</u></p> <p>Today we are learning more about opinions.</p> <p>What is an opinion? An opinion is what you think about something. It is not a fact because it can't be proven. It is what a person thinks or feels.</p> <p>Have you ever been to a birthday party?</p> <p>Discuss the following questions with someone at home-</p> <p>What happens at birthday parties?</p> <p>In your opinion, what is the best thing about birthday parties?</p> <p>Ask your family their opinion.</p> <p>Did you all like the same thing? Why not?</p>	<p><u>Writing</u></p> <p>Today we are going to learn more about point of view- or which voice is telling the story.</p>  <p>This book is an imaginative text called "Your Birthday was the Best". Discuss these questions with someone at home -</p> <p>What do you think could happen in the story?</p> <p>Why do you think there is a cockroach behind the birthday cake?</p> <p>Do you think it is an imaginative or informative text? Why?</p> <p>The main character in this story is a cockroach. The story is told from his point of view. It is the voice of the cockroach that we hear in this story.</p>	<p><u>Reading and responding</u></p> <p>Some words are stronger than other words.</p> <p>For example, 'furious' is stronger than 'angry'</p> <p>'Angry' is stronger than 'annoyed'.</p> <p>We could order the words like this.</p>  <p>. The cockroach in "Your birthday was the best" described the party as the best.</p> <p>Look at the worksheet with</p>	<p><u>Reading and responding</u></p> <p>Should cockroaches go to birthday parties?</p> <p>Discuss these following questions with someone at home -</p> <p>How would you feel if there were cockroaches at your party? Why would you feel that way?</p> <p>Now that you have talked about your opinion, let's do some writing from your point of view.</p> <p>Don't forget to use the word 'because' in your sentence to explain your reason.</p> <p>See if you can write more than one reason to support your opinion.</p> <p>Remember to use a capital letter, sound words out,</p>

	<p>Draw a picture.</p> <p>Please upload this work sample once completed for feedback. We encourage your independent work.</p>	<p>Not everyone has the same opinion about things, do they?</p> <p>Write 1 sentence or more on what you think is the best thing about birthday parties. Remember to use the word 'because' in your sentence. For example,</p> <p>The best thing about a birthday party is _____ because _____.</p> <p>Remember to use a capital letter, sound words out, use finger spaces and a full stop.</p> <p>Read your writing back to yourself and ask an older person to scribe your sentences under your writing for you to copy.</p>	<p>Look at the picture from the story below. Imagine you are the cockroach staring through the window at the party. Talk about why the cockroach would love to go to this party.</p> <p>Let's do some writing from the cockroach's point of view.</p> <p>Remember to use the word 'because' in your writing. For example -</p> <p>Your party was the best because I got to crawl around under the furniture and I found a piece of sweet fairy bread that somebody dropped. It was delicious!</p> <p>Try to write more than 1 sentence.</p> <p>Use a capital letter, sound words out, use finger spaces and a full stop.</p> <p>Read your writing back to yourself and ask an older person to scribe your sentences under your writing for you to copy.</p> <p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p>	<p>the arrow on it. Think and talk to a person older than you about the words at the bottom of the page.</p> <p>With an adult helping you, try to put the words in order on the word cline (arrow) from the weakest word at the bottom to the strongest word at the top.</p> <p>If you would like a challenge, you could try to add some other words as well.</p> <p>Please upload this work sample once completed for feedback. We encourage your independent work.</p>	<p>use finger spaces and a full stop.</p> <p>Read your writing back to yourself and then read it to someone at home.</p> <p>You might need one of your sentences scribed underneath your writing for you to copy.</p>
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11.30-12.20 **LUNCH**

	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>	<u>Maths</u>
	<p>Addition</p> <p>Create 2 groups, for example 1 groups of 3 and one group of 4 counters/small objects at home you could use for counting.</p> <p>Join the groups together in 2 rows, to ensure the group of 3 and the group of 4 are visible as the group of 7. Count the number of counters/objects all together. Record as an informal number sentence (3 and 4 is 7)</p>  <p>Repeat this activity multiple times, starting with different numbers. Start with numbers between 1-10 and then to progress, work with numbers 1-20.</p>	<p>Addition</p> <p>Revise yesterday's lesson.</p> <p>Select 2 number cards to make 2 small groups of counters / small objects you can use for counting. Count the counters/objects in each group</p> <p>Join the groups into 1 group and count the number of counters all together.</p> <p>Record your groups and an informal number sentence to describe the groups you started with and how you joined the groups together into one group.</p> 	<p>Addition</p> <p>Revise Mondays lesson.</p> <p>Start with a 10 Frame Bus</p>  <p>Do this activity with a parent, sibling, grandparent, etc.</p> <p>Place some counters in the top row to act as children, explaining "there are... children on the bus".</p> <p>Person 2 adds some counters as children, explaining "... more children got on".</p> <p>Record the 2 groups of 'children' and the total number.</p> <p>Reflection: How do we join groups together to add?</p> <p>Problem solving:</p>	<p>Addition</p> <p>Revise Mondays lesson.</p> <p>Using a deck of cards, or numeral cards, this game can be played with 2-4 players.</p> <p>Each player picks up two cards, they then need to add the two numbers together and give the answer to the sum.</p> <p>If they get it right, they get to keep the cards. If they don't, they have to put their cards back to the bottom of the pile.</p>	<p>Addition</p> <p>Revise Mondays lesson.</p> <p>Please complete the addition worksheet.</p>  <p>Problem solving: A room has 1 chair. The room next door has 7 chairs. How many chairs all together? A room has 3 chairs. The room next door has 4 chairs. How many chairs all together? A room has 5 chairs. The room next door has some chairs. All together there are 8 chairs. How many chairs are in the room next door?</p>

	<p>Problem solving:</p> <p>Matt found 4 shells at the beach. Kelly found 3 shells. They joined their shells into 1 group. How many shells are there all together?</p> <p>Matt found 6 shells at the beach. Kelly found 3 shells. They joined their shells into 1 group. How many shells are there all together?</p> <p>Matt found a group of shells at the beach. Kelly found 3 shells. They joined their shells into 1 group. All together there were 8 shells. How many shells did Matt find?</p>	<p>Reflection: How do we join groups together to add?</p> <p>Repeat this activity multiple times, starting with different numbers. Start with numbers between 1-10 and then to progress, work with numbers 1-20.</p> <p>Please upload this work sample once completed for feedback. We encourage your independent work.</p>	<p>In a soccer game, the Blues scored 3 goals and the Red scored 2 goals. How many goals were scored all together?</p> <p>In a soccer game, the Blues scored 5 goals and the Reds scored 4 goals. How many goals were scored all together?</p> <p>In a soccer game, the Blues scored 5 goals and the Reds scored some goals. All together there were 8 goals scored. How many goals did the Reds score?</p>	<p>The student with the most cards at the end wins.</p> <p>Play a few rounds of this game.</p> <p>Problem solving: There were 5 children on the bus. 3 children got on. How many children are on the bus? There were 6 children on the bus. 2 more children got on. How many children are on the bus? There were 5 children on the bus. Some more children got on. Then there were 8 children on the bus. How many children got on the bus?</p>	<p>Please upload this work sample once completed for feedback. We encourage your independent work.</p>
1.20-1.40	RECESS				
	<u>History</u>	<u>Science</u>	<u>Physical Development and Health</u>	<u>Creative Arts</u>	<u>Science/Art</u>
		Visit the playground and pay attention to how your body moves on the	1. Mountain Climbers Get into a push-up position and then alternate bringing your knee to your	Design you 'dream' birthday cake. Make sure you have candles	Think back to your visit to the playground and pick your favourite piece of

What is a family? Discuss this with your Mum and Dad.

Make a list of people that might make up a family.

e.g. mother, father, brother, sister, grandmother, uncle

Draw a picture of your family on the 'My Family' worksheet. Label your picture with family labels from the list you made.



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

different pieces of equipment. Fill in the chart below, thinking about what body parts you need to use for each action.

If you are unable to go the playground, think back to the last time you went to help you fill out the chart.

Moving Parts	
Movement	Body parts used
Slide	Arms, bottom and legs
Swing	
Climb	
Jump	

elbow. You can do same side connections or crisscross. The idea is to move fast and work up a sweat.

2. Bear Crawls
Palms and feet flat on the floor, arch your back so that you look like a mumma bear. Race across the room.

3. Star Jumps
Stand tall and then explosively jump into the air, expanding your legs and your arms so that you look like a large "X" in the air.

4. Push-Ups
Drop to the knees if your form is compromised.

5. Sit-Ups
Feel free to tuck your toes under the sofa or coffee table if you need a bit of support, or ask someone to hold your feet and vice versa.

6. Burpees
Start with a jump up, then drop to a plank, add a push-up, and then jump back up. It should be one fluid motion and try not to pause between repetitions. Make it a bit easier by opting out of the push up if you need to.

7. Squats
Stand with your feet shoulder's width apart and do deep knee bends. Make sure you keep your knees behind your toes and your arms out straight.

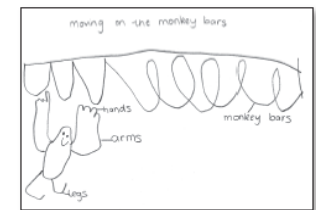
8. Leg Raises

and decorations on it.

The candles and decorations can be drawn on another piece of paper, cut out and stuck on to give your picture some 'depth'. You might even roll paper into balls, paste on sequins or pieces of foil to make your cake look really special. It is up to you.

Write describing words around your cake in bright colours. Eg: the size, the shape, the colours, the flavour (chocolate, vanilla etc) the number of candles or any other words that describe your cake.

equipment. Draw a picture of you playing on that piece of equipment. Label the equipment and what body parts you needed to use to play on it.



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

			<p>Lay on your side or on your back and lift your legs without bending at the knee. Try to hold at the top.</p> <p>9. Lunges Step forward and bend your front knee to a 90-degree angle. The goal is to have your back knee touch the ground without letting your front knee extend past your toes.</p> <p>10. Planks Elbows on the floor and balanced on your tiptoes. 30 seconds is considered the gold standard.</p> <p>11. Jumping Jacks</p> <p>12. Butterfly Kicks Lay flat on your back and extend your legs straight out. Imagine a swimmer and begin to flutter kick your legs without bending at the knee. Start with your feet high off the floor, as the move gets more difficult the closer the action is to the floor.</p>		
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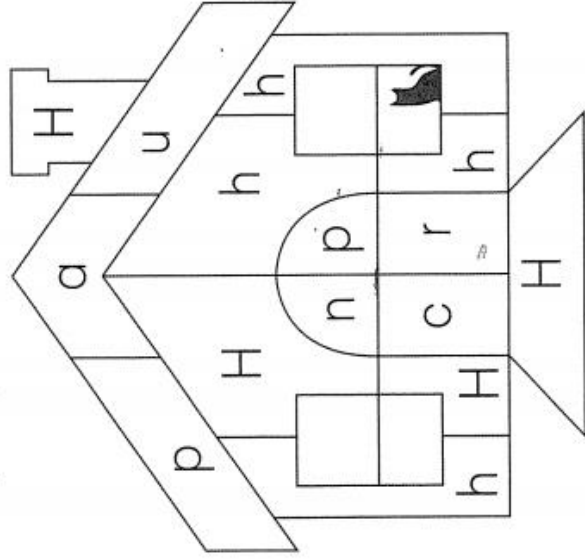
1 Colour the letter for **h** in each List Word.

hat hot hit

2 Circle the picture if you hear **h** at the **start** of the picture name.



3 Colour the parts of the house with **h** or **H** on them **red**. Colour all the other parts **yellow**.



4 Draw a line from the word to the picture.

hen • •



hot • •



hop • •



5 Write a List Word to match each picture.










k

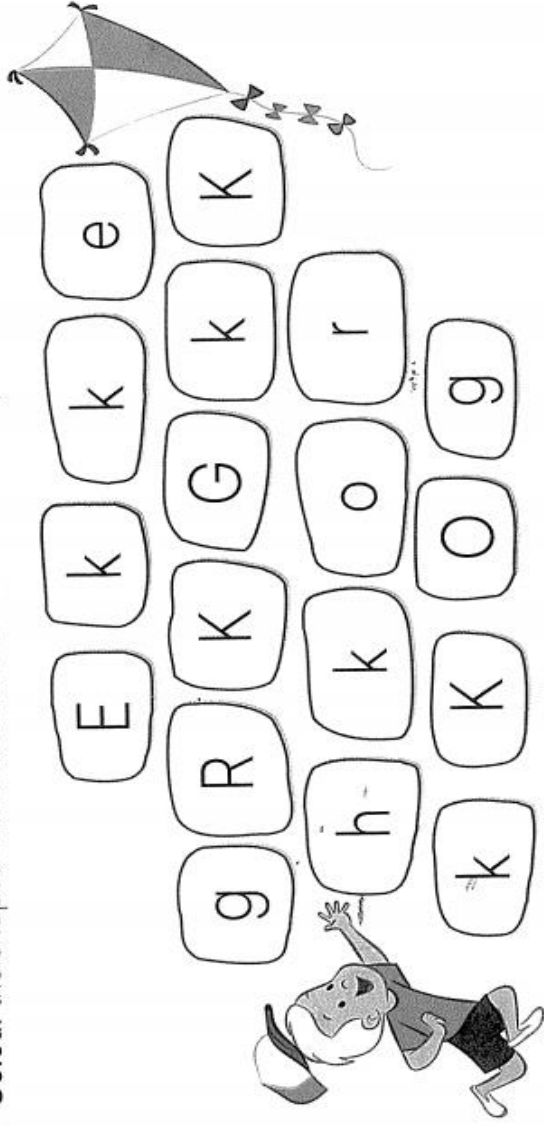
1 Colour the letter for **k** in each List Word.

kid kit

2 Tick the box if you hear **k** in the picture name.
Cross the box if you do not hear **k** in the picture name.

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Colour the shapes with **k** or **K** on them to show the way to the kite.

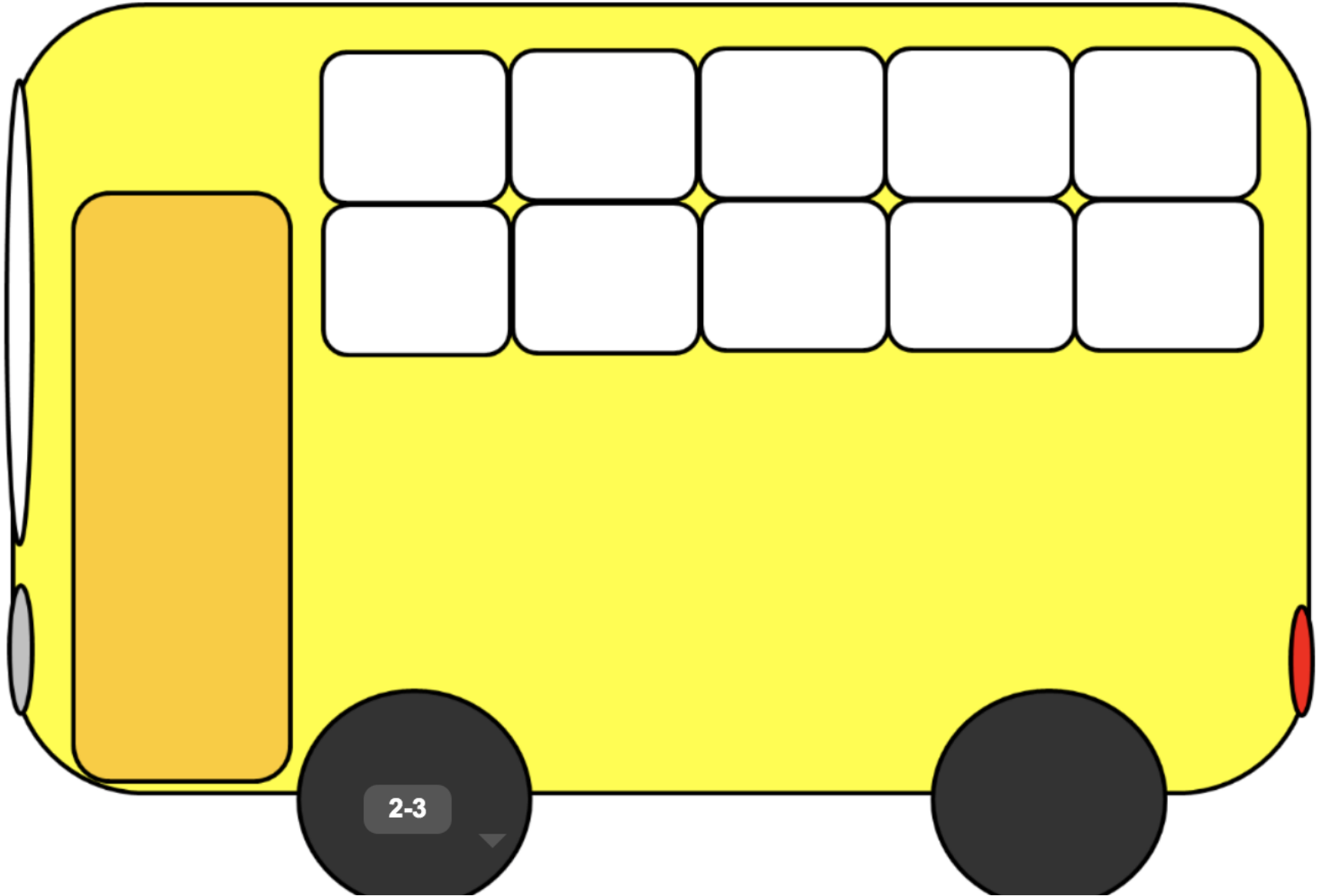


4 Write **k** in the spaces to finish the List Words. Draw a picture for each word.

__id

__it

10 Frame Busback



Bush Magic

Write down the answers in the circles.

4 possums + 4 possums =

5 kangaroos + 5 kangaroos =

6 pink birds + 4 pink birds =

8 blue birds + 8 blue birds =

8 brown snakes + 8 brown snakes =

5 kangaroos + 5 kangaroos =

8 plates of food + 8 plates of food =

8 slices of pie + 8 slices of pie =

8 cakes + 8 cakes =

My Family

Draw a picture of your family.

A large, empty rectangular box with rounded corners, intended for drawing a picture of one's family. The box is outlined in black and occupies the central and lower portion of the page.

Moving Parts

Movement	Body parts used
Slide	Arms, bottom and legs
Swing	
Climb	
Jump	

YOUR BIRTHDAY
WAS THE BEST!
EVERYONE SAID SO.



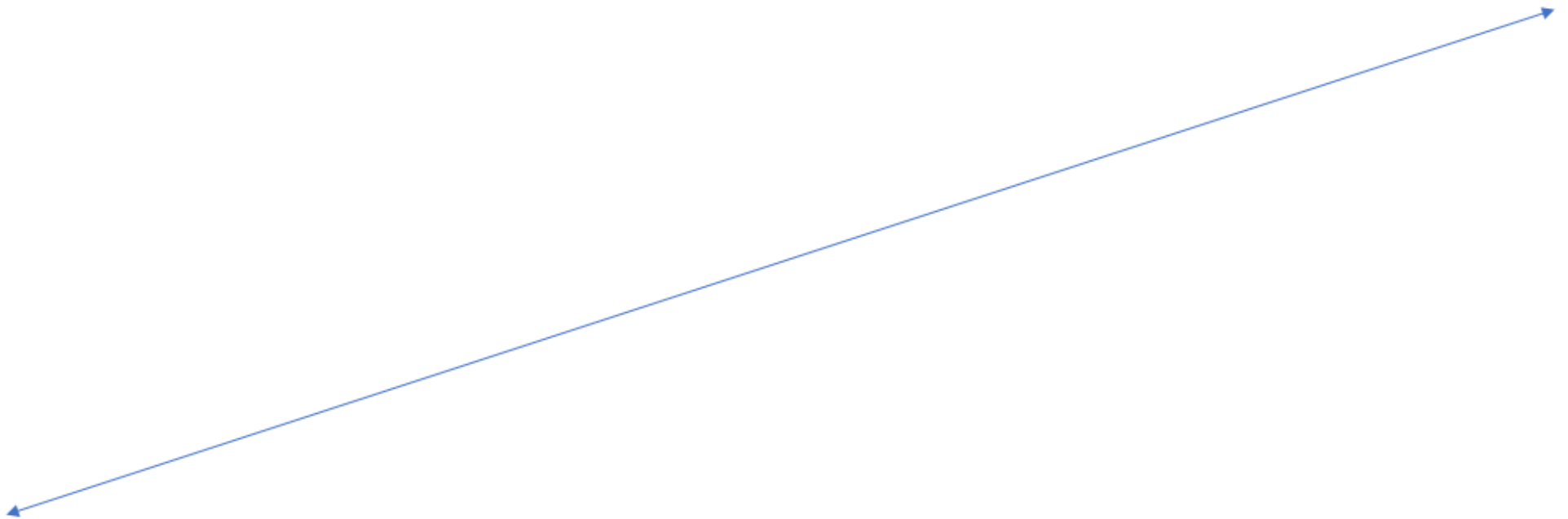
Word Cline - "Your Birthday was the Best Word"

The cockroach in the story described the party as the best. Best is a strong word because it tells us it was better than everything else.

Another strong word is 'dreadful' because it means something was very, very bad.

We can make a word cline, by ordering words from bad to good. Look at the words below and try to put the words in order on the hill (from bad at the bottom to best at the top). To help you, think about how you would like someone to describe your birthday party.

Extension Activity - see if you can add some extra words onto the word cline.



dreadful best ok good boring

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