


Highlighted activities can be submitted for feedback.

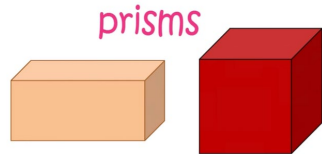
Term 3 Week 4	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>The theme for this week is 'The Olympics'</p>	<p>Check in by greeting your teacher.</p> <p>SPELLING SOUNDWAVES The sound for this week is 'ir'. It is a long sound. Example: ir like in bird.</p> <p>Introduce the sound. Practise saying the sound.</p> <p>Brainstorm 'ir' 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>Check in by greeting your teacher.</p> <p>SPELLING Revise your spelling list words. Remember the sound is 'ir'. Say your words aloud.</p> <p>Break each word into sounds. Example: bird – <u>b</u> <u>ir</u> <u>d</u></p> <p>Write each of your spelling words into a good quality sentence. Remember to self-edit using a coloured pencil.</p> <p><u>Sentence Doctor Checklist</u> 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>Check in by greeting your teacher.</p> <p>SPELLING Revise your spelling list words. Remember the sound is 'ir'. Say your words aloud.</p> <p>Draw a picture to represent each spelling word</p> <p>OR</p> <p>Arrange your list words into alphabetical order.</p> <p>ENRICHMENT <i>Verbal or written option.</i> Pick a spelling word. Make up a question where the answer is one of your list words.</p>	<p>Check in by greeting your teacher.</p> <p>SPELLING Revise your spelling list words. Remember the sound is 'ir'. Say your words aloud.</p> <p><u>Soundwaves textbook.</u> Your teacher will upload a copy of the worksheets to complete this today.</p>	<p>Check in by greeting your teacher.</p> <p>SPELLING</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><u>ONLINE OPTIONAL</u> Access the Soundwaves website for games and activities.</p> <p>Year 1 code: road273 Year 2 code: first475</p>
	<p>WRITING My Weekend - Recount Write a recount about your weekend.</p>	<p>WRITING Japan – Information Report The Olympics are being held in Japan.</p>	<p>WRITING Letter Writing Pick an Australian Olympic Athlete. Write a letter to this athlete.</p>	<p>HANDWRITING The focus revision letter is 'k'. Remember we start with a downstroke. You do not lift off</p>	<p>WRITING Reflections Your teacher wants to hear about your week.</p>

<p>Option 1 – Aim for at least 8 sentences.</p> <p>Option 2 – Aim to write 5 paragraphs.</p> <p><i>On the weekend.....</i></p> <p><i>First,....</i></p> <p><i>Next,.....</i></p> <p><i>Finally,</i></p> <p><i>My weekend was.....</i></p> <p>Don't forget to use a coloured pencil to be a sentence doctor and edit your work.</p>	<p>Here are some key facts about Japan.</p> <p><i>Capital city – Tokyo</i> <i>Flag – white and red</i> <i>Money – Yen</i> <i>Population – almost 127 million people live in Japan</i> <i>Location – Asia</i></p> <p>Use these key words to write full sentences about Japan. Once you have finished, you will have created a report on Japan.</p> <p>Example: Japan is a country located in Asia. The capital city is Tokyo. Did you know that almost 127 million people live in Japan....</p>	<p>Tell the athlete a little bit about yourself.</p> <p>In your letter ask the athlete questions about themselves, their sport and their Olympic experiences.</p> <p>Be sure to read over and self-edit your work before sharing it with your teacher.</p> <p>Sentence Doctor Checklist 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>your pencil until you have finished the letter.</p> <p>Watch the clip to remind you.</p> <p>Letter Formation - YouTube</p> 	<p>Write a diary entry documenting this week.</p> <p>Some areas to cover may include:</p> <ul style="list-style-type: none"> -How are you feeling? -What has been the best thing about this week? -What have been some challenges?
<p>READING</p> <p>We have three e-books available. Pick only one of these books.</p> <p><i>The Team (Easy)</i></p> <p><i>Summer Olympic Events (Middle)</i></p> <p><i>Cathy Freeman (Challenging)</i></p> <p><i>Select the book most appropriate to your reading level. Read this text each day. Little learners respond well to repetitive daily reading. See their confidence soar over the week with the texts!</i></p>	<p>READING</p> <p>Option A Cut and paste (see worksheet) Use the worksheet to sort the sports into the correct group. <i>Ball sports</i> <i>Water sports</i> or <i>Other</i></p> <p>Option B Spend 25 minutes working through texts on the Reading Eggs / Reading Eggspress website.</p>	<p>READING</p> <p>Option A Olympic sports descriptions. Match the description of the sport to the sport. (See worksheet)</p> <p>Option B Spend 25 minutes working through texts on the Reading Eggs or Reading Eggspress website.</p>	<p>READING</p> <p>Option A Read 'All About the Olympic Games' and answer the questions.</p> <p>Option B Spend 25 minutes working through texts on the Reading Eggs / Reading Eggspress website.</p>	<p>READING</p> <p>Revisit the e-book you received on Monday. Answer these questions.</p> <ul style="list-style-type: none"> -What type of text is this? - How do you know? - Why do we read these texts? <p>Option B Spend 25 minutes working through texts on the Reading Eggs / Reading Eggspress website.</p>

MATHS
Year 1 VOLUME

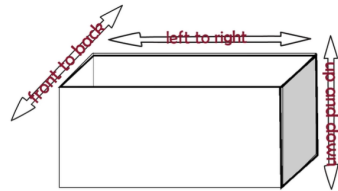
Volume is the amount of space an object takes up in 3 dimensions.

Find 3 3-dimensional objects at home that are prisms. For example - a tissue box, cereal box, a box of muesli bars.



flat surfaces and straight lines

Find the 3 dimensions on your object –



Run your finger along the 3 dimensions and name them.

They are -
up and down
left to right
back to front.

Think about which of your prisms takes up the most space? How can you tell? Does it look bigger than the others?

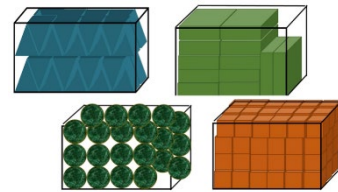
MATHS
Year 1 CAPACITY

Capacity is the amount a container can hold when filled to the top.

When a container is filled up to the top we say that it is 'filled to capacity'

When we have an object that has thin sides, like a cardboard tissue box, then the volume of it (the amount of space it takes up) will be almost the same as its capacity (the amount that it can hold).

We can measure the volume and capacity of a prism by packing it with objects.



Find some different shaped objects – for example marbles, Lego prisms, sugar cubes, lollies, pasta.

Use a small empty prism such as a small tissue box or a small gift box.

Pack the empty prism with each of the units and count how many you use each time.

MATHS
Year 1

Yesterday, we found that the best unit for measuring the volume and capacity of an object with straight sides and flat surfaces was a **cube**

Today you will investigate measuring the volume and capacity of objects with curved surfaces and curved lines.

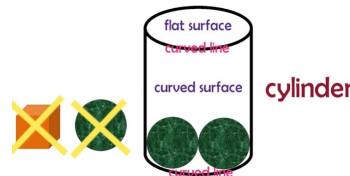
Find an empty cylinder at home. Here are some examples: can of drink, can of food, pot or jar

Discuss with a parent –

Why would a cube not be a good unit to measure the volume and capacity of a cylinder?

Would a cube fit well into the curved surface and curved lines of a cylinder? Why not? What could be a good unit to use?

Try some different units to see if you can find one that works well to find the volume and capacity of a cylinder.



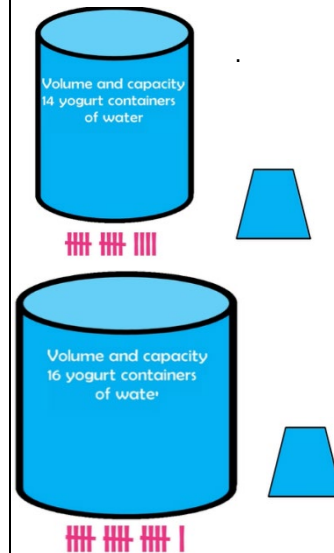
MATHS
Year 1

Today you will measure the volume and capacity of some different objects with curved surfaces and lines.

Find two different-sized hollow cylinders with thin surfaces- one small and one big.

Fill the containers with water to find their capacity, using a smaller container, such as a yoghurt tub as a unit.

Record what you find out, using pictures, words and tally marks. For example -



Discuss with a parent -

Which cylinder has the largest volume and capacity? How do you know?

MATHS
Year 1

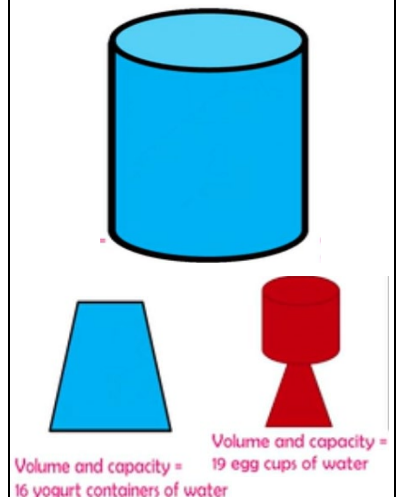
Today you will measure the volume and capacity of a cylinder, using 2 different units of measurement.

Use the large hollow cylinder from yesterday's investigation.

Use the yoghurt cup from yesterday and find a different sized container that you can use to fill up with water to pour into the cylinder, for example an egg cup or a mug.

Think back to yesterday to remember how many yoghurt containers of water you needed to fill the large cylinder to capacity.

Now use your other unit of measurement to measure the volume and capacity of the cylinder.



This prism has the largest volume because it takes up the most space in 3 dimensions.

Order your prisms from least to most volume.

Carefully draw them and label the correct prisms with the words- 'least volume' and 'most volume'.

Record this using pictures and words, for example -



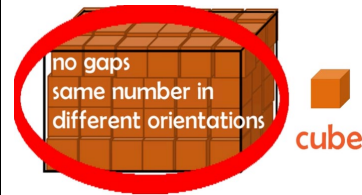
$$10 + 8 + 10 + 8 = 36 \text{ triangular units}$$

Discuss with someone at home -

Which object worked best when you packed it in your prism?

Which object left no gaps?

Which object gave you the same volume when you packed it in a different orientation (when you turned the object around)?



Why do you think a cube would be the best unit to measure the volume of a prism?

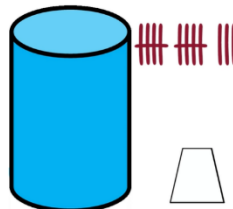
Did you find out that lots of unit leave gaps?

A good unit to measure the volume and capacity of an object with curved surfaces is **water**.

We can measure the volume of water using a small container like a medicine cup or an empty yoghurt container.

Count how many yoghurt containers (or other small container) of water we pour in to the cylinder to fill it to its capacity.

Record the volume and capacity of the cylinder using drawings, words and tally marks. For example-



Volume of water = 13 yogurt containers of water

Reflection - Why is water best to measure the volume and capacity of objects with curved surfaces and curved lines?

Which cylinder has the smallest volume and capacity? How do you know?

Why do you need more units to measure the volume and capacity of large cylinders, than small cylinders?

Record what you found out using drawings and words.

Discuss with a parent -

Which unit did you need more of to fill the cylinder to capacity?

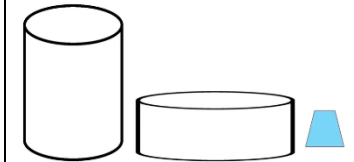
Why did you need more of one unit and less of the other unit to measure the same volume and capacity?

Did we need more of the units that are smaller?

Did we need less of the units that are larger?

OPTIONAL CHALLENGE-


Try to find 2 different shaped cylinders that have the same volume and capacity.



Test by using the yoghurt cup as your unit of measurement.

Does each cylinder need the same amount of yoghurt containers of water to fill it to capacity?

Yes, cylinders of different shapes can have the same volume and capacity!

<p>MATHS <u>Year 2</u> Discuss -What is data? -What are tally marks -Why do we use tally marks? -What is subitising? -How can we collect data? -How can we represent/show the data we have collected?</p> <p>There is a link below, and your teacher will provide you with this today.</p> <p>Answer questions from the video:</p> <ol style="list-style-type: none"> How many blobs are there: <ol style="list-style-type: none"> Purple? Green ? Blue ? Red ? All together ? How many more purple blobs are there than green? ___ How many blobs prefer: <ol style="list-style-type: none"> Spiders? Ladybugs? Butterflies? How many fewer blobs prefer spiders than butterflies and ladybugs combined? <p>Can you think of any other way we could show this data?</p>	<p>MATHS <u>Year 2</u> Your teacher will upload a worksheet for you to complete this activity. Chance and Data dice roll sheet</p> <p>You will need 1 dice.</p> <ol style="list-style-type: none"> Complete questions 1-4 based on the language of chance you learnt last week. Roll a dice 20 times, each time putting a tally mark next to the number that was rolled. Show your data in a graph. <p>Finally answer questions 7, 8, 9 and 10.</p>	<p>MATHS – Year 2</p> <p>Four different groups of</p>  <p>children were asked if they preferred dogs or cats. Their answers are shown below using tally marks.</p> <ol style="list-style-type: none"> If six children said cats, which data group shows their results? If eight children said cats, which data group shows their results? If two fewer children said cats than dogs, what might their data group look like? If two more children said dogs than cats, which data group shows their results? If dogs and cats were equally popular, which data group shows their results? 	<p>MATHS <u>Year 2</u> Your teacher will provide you with a copy of the ‘How many Bears’ worksheet.</p> <ol style="list-style-type: none"> Pick a number at random for each of the colour bears and cut and paste or colour that many to fill out the pictograph. Fill in the table with tally marks and the number of each colour of bear. Answer questions 2, 3, 4, and 5. Write down at least 3 observations based on your results for question 6. <p>Some observations could include the most or least popular colour in your graph, how many more or less of one colour compared to another colour, or the chance of picking a certain colour bear at random.</p>	<p>MATHS <u>Year 2</u> Complete your own survey – if your parents/carers allow it, you could call some family or friends, or you can create a stream on Google Classroom to ask your question.</p> <ol style="list-style-type: none"> Decide on a question to ask people. Examples include: What is your favourite ice-cream flavour?, What is your favourite fruit?, What is your favourite sport? Have no more than 5 answers that responders can choose from Show your results in a number of ways – a table with tally marks and numbers, and a pictograph. Write down at least 3 observations based on your results.
<p>SCIENCE This week we are going to look at changes made by humans and changes not made by humans.</p>	<p>ART Olympic Village Art Village art is used to decorate the big area where all the athletes live during the Olympic Games.</p>	<p>SPORT Develop an obstacle course using objects at home. Draw your obstacle</p>	<p>HISTORY Talk to an adult in your family or phone your Grandparents and ask them to help you create a drawing of your family tree.</p>	<p>PERSONAL DEVELOPMENT Internal and external organs</p> <p>Watch the clip https://clickv.ie/w/zZAq</p>

<p>Humans are responsible for many changes in school environments, but natural features such as plants, animals and the weather can also bring about changes.</p> <p>A time-lapse clip is a series of still photographs taken at regular intervals over a long period of time and replayed at a faster speed so that a slow action appears to happen quickly. Watch the YouTube time-lapse clips and think about how long you think it took these things to happen. (The links are below).</p> <p>On the worksheet showing the old and new image of a school, play 'Spot the Difference' by circling the features which have changed on the second picture. Make a T-shirt and make the titles, 'Change by Humans' and 'Changes Not by Humans'. List as many changes as you can under each title.</p>	<p>The artworks include Olympic rings, the mascots for the Games, flags, athletes, medals and the winner's podium. The artworks help the athletes feel closer to home, and it lets them know that we are supporting and encouraging their amazing efforts as they compete for their country. Create your own village art.</p>	<p>course map on paper first, then put it together. You must have at least 3 obstacles in your course. Have your family members complete your course and see who is the fastest. You can even get a parent to film you completing your course and send it to your teacher.</p>	<p>You can include as many generations as you can find out about.</p> <p>Remember, every family is unique and we all have different branches.</p> <p>Look below this grid for examples that may help you set out your work.</p>	<p>Complete the question and answer sheet titled 'Major Parts of the body'.</p>
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SCIENCE

Here are the links to the time lapse videos.

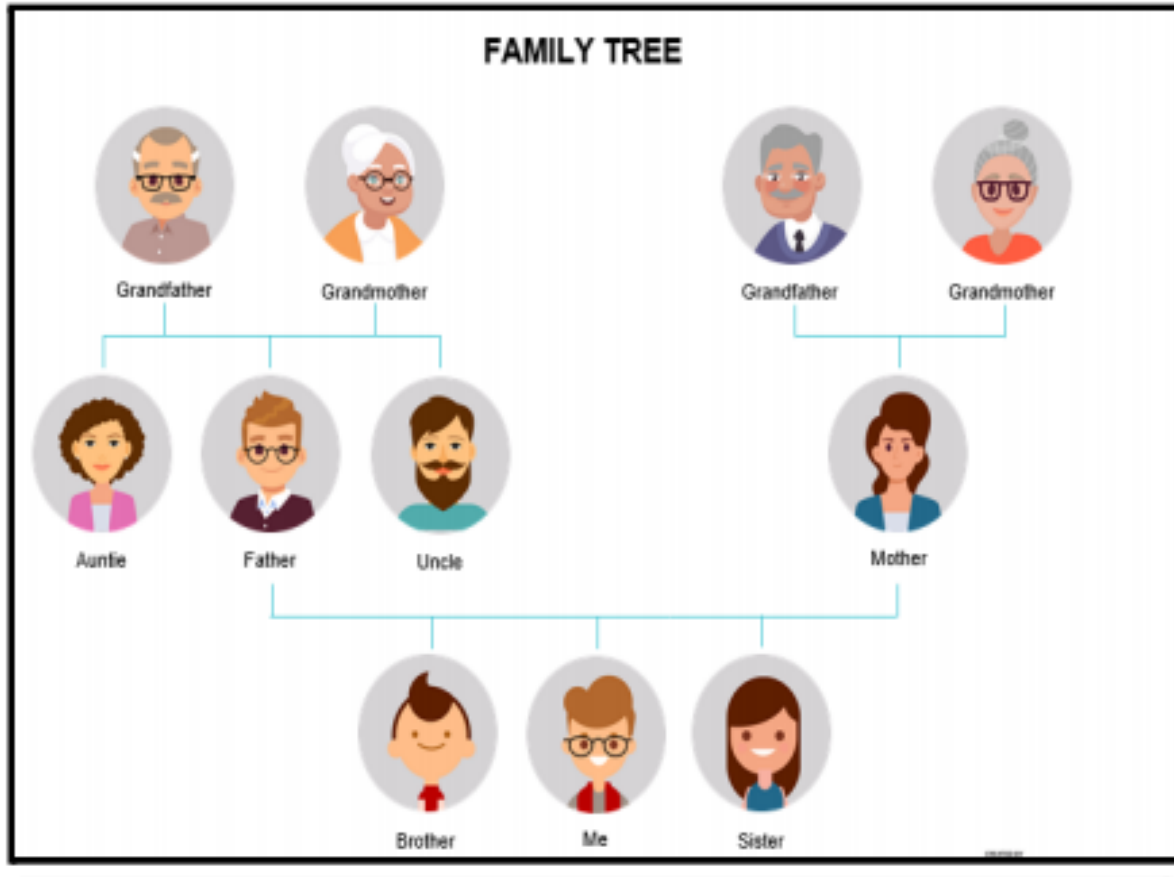
<https://www.youtube.com/watch?v=CMrpeNaNh84>

<https://www.youtube.com/watch?v=KkY3JGDqMT8>

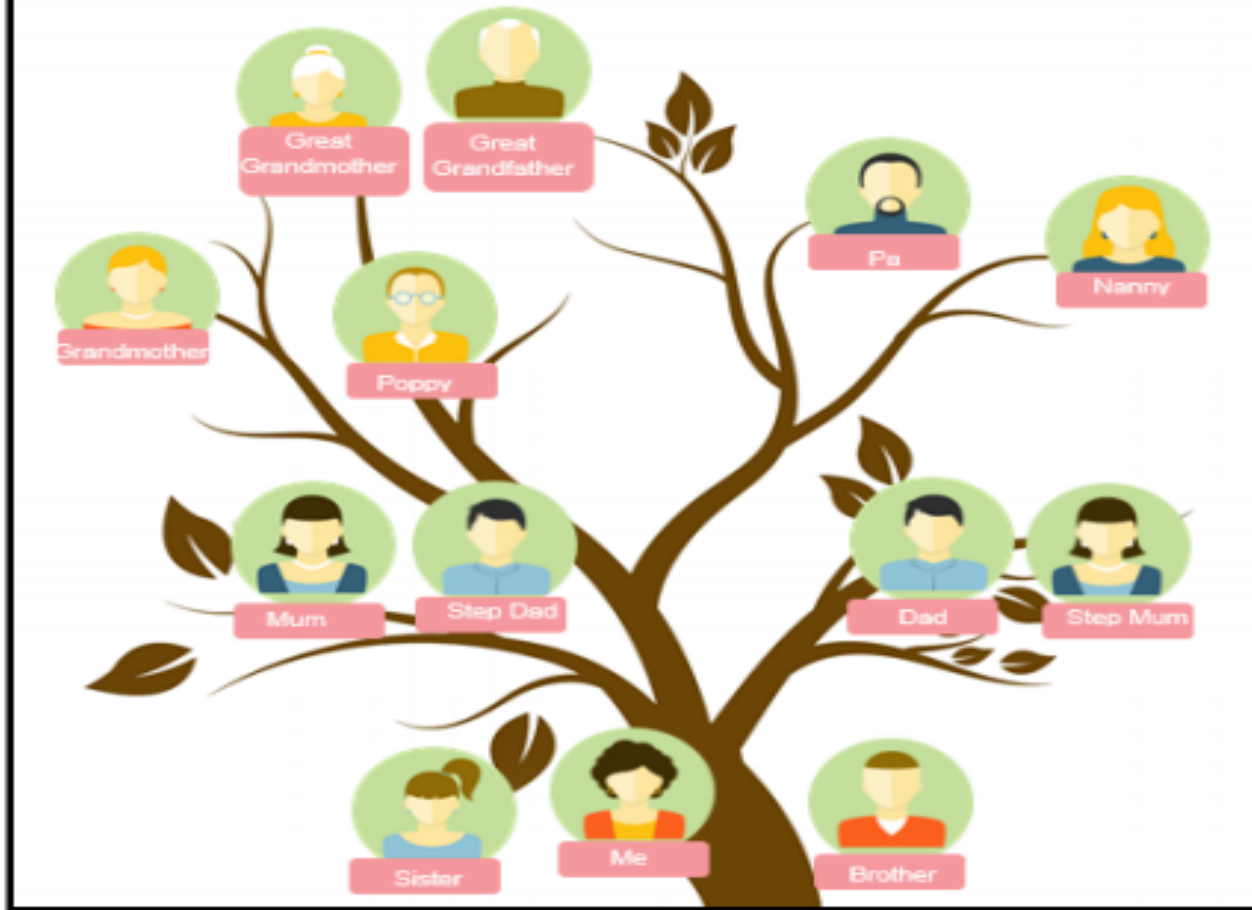
<https://www.youtube.com/watch?v=gYq8a3dXw80>

<https://www.youtube.com/watch?v=L284iD585rQ&t=23s> https://www.youtube.com/watch?v=UQ_QgtXoyQw

HISTORY



FAMILY TREE



Year 1 Spelling

RED	BLUE	WHITE
her	first	birthday
stir	third	burnt

girl	thirty	circus
bird	thirteen	nurse
fur	were	purple
turn	work	turned
hurt	word	furniture
surf	circle	purse
		early
		earth

Year 2 Spelling

RED	BLUE	WHITE
girl	work	burst
bird	word	curly
third	worm	curtain
thirty	world	furniture
circle	term	further
turn	fern	journey
burn	were	learn
purse	weren't	observe
nurse	herd	pearl
early	heard	person

Year 2 Maths links

Monday

https://www.youtube.com/watch?v=zF_dBk8EPDk&list=PL_ym6QHjS1swgJe7QmMQXwoZuMY7Tq0qT&index=10

Summer Olympic Events

*A Reading A-Z Level H Leveled Book
Word Count: 164*

Connections

Writing and Art

Which Summer Olympic event would you most like to compete in and why?

Draw a picture and write about it.

Social Studies

Choose five cities that have hosted the Summer Olympics. Locate and label the cities on a blank world map.

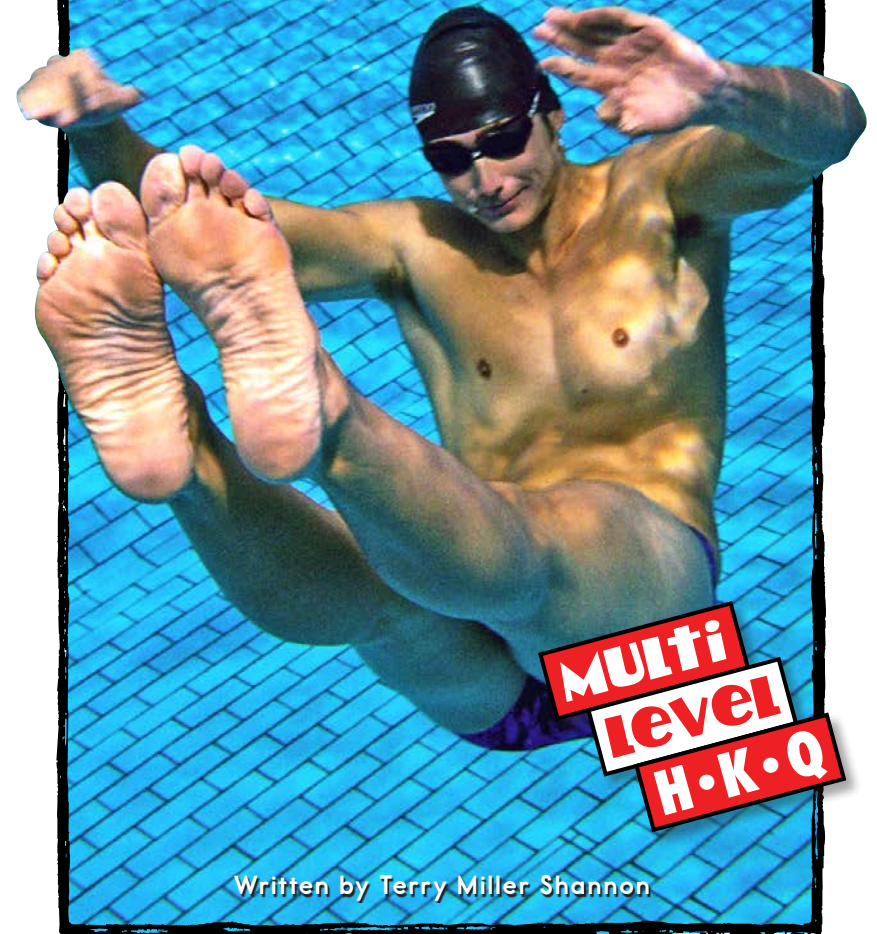
Discuss your map with a partner.

Reading A-Z

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Summer Olympic Events



**Multi
level
H•K•Q**

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Summer Olympic Events



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Focus Question

What are the Summer Olympics?

Words to Know

compete

gymnasts

diving

leap

events

stroke

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Summer Olympic Events
Level H Leveled Book
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Correlation

LEVEL H

Fountas & Pinnell	H
Reading Recovery	13-14
DRA	14

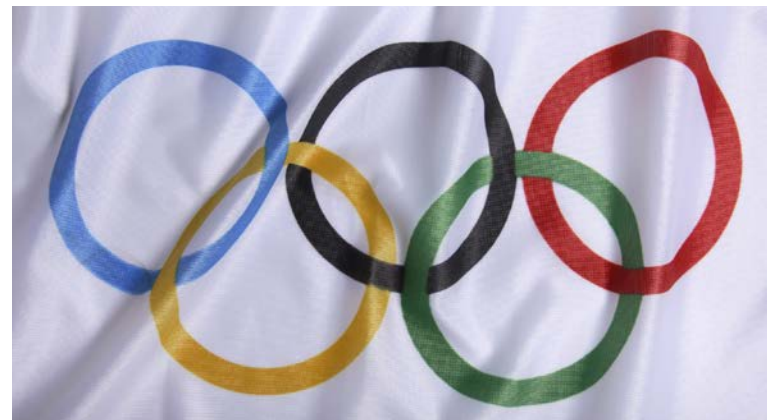


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Montreal	1976	Sydney	2000
Moscow	1980	Athens	2004
Los Angeles	1984	Beijing	2008
Seoul	1988	London	2012
Barcelona	1992	Rio de Janeiro	2016
Atlanta	1996	Tokyo	2021

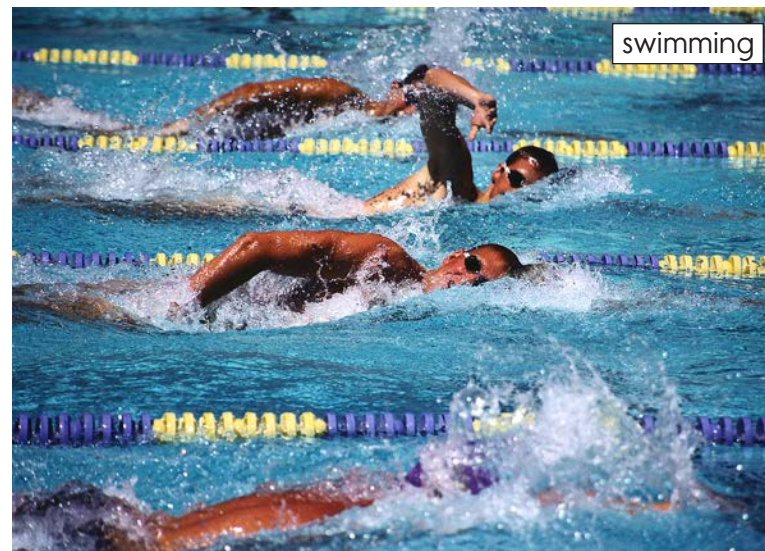
The Summer Olympic Games

The Summer Olympics are held every four years. They are held in cities around the world.



Athletes walk in a parade at the start of the Games.

Let's look at some of the games.



swimming



water polo

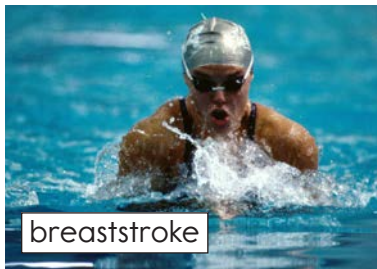
Water Sports

There are many water sports.

One water sport is swimming.



relay race



breaststroke



backstroke



butterfly stroke

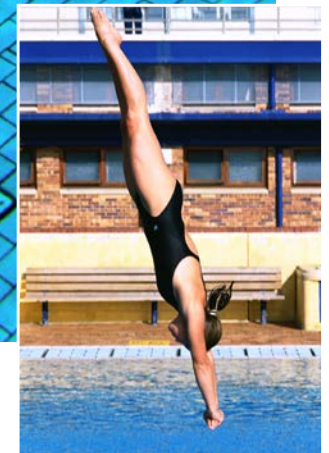


freestyle

Some swimming races use only one kind of **stroke**.
Other races use many strokes.



diving



Divers twist and flip before hitting the water.

Another water sport is **diving**.
Divers jump from high above the water.



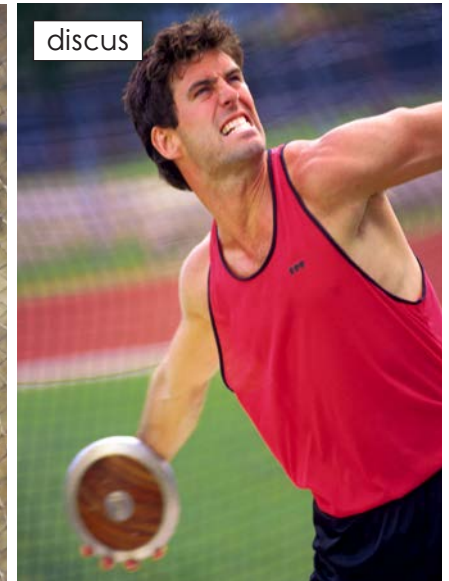
Many Olympic events take place on the track and field.

Track and Field

Track and field **events** are games of running, throwing, and jumping. Races can be short or long.



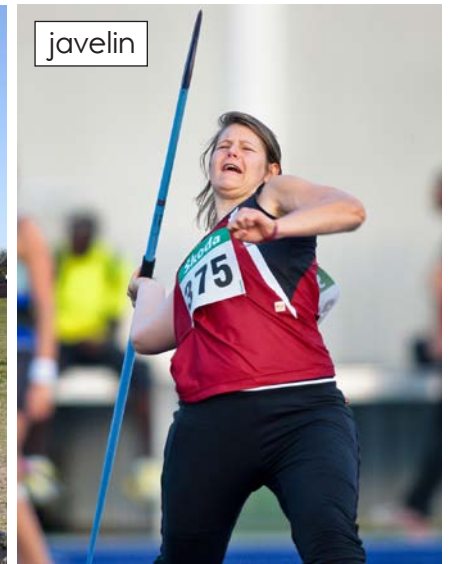
hammer throw



discus



shot put



javelin

In throwing games, people win by throwing objects the farthest.



high jump

In the high jump, people **leap** over a bar.

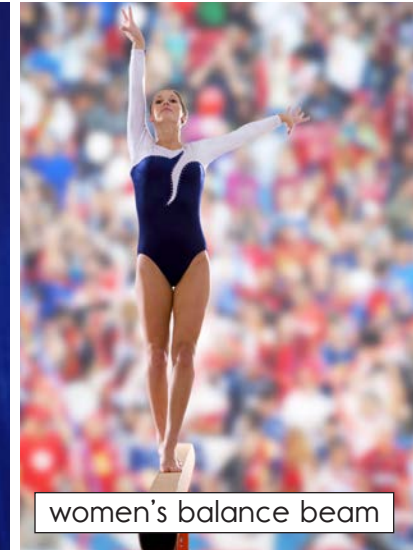
In the long jump, people leap as far as they can.



long jump



men's rings



women's balance beam



women's uneven bars



men's pommel horse

Gymnastics

Gymnasts leap, flip, and twirl. They need strength, skill, and good timing.



balance beam

Only women **compete** on the balance beam. They must balance on the beam while they turn and flip.



rings

A gymnast's arms and shoulders need to be strong to do the rings.

Only men compete on the rings. They hold onto the rings and flip their bodies in circles.

Summer Olympic Sports

Archery	Rugby
Badminton	Sailing
Baseball/Softball	Shooting
Basketball	Skateboarding
Boxing	Soccer
Canoe	Sport Climbing
Cycling	Surfing
Equestrian	Table Tennis
Fencing	Taekwondo
Field Hockey	Tennis
Golf	Track and Field
Gymnastics	Trampoline
Handball	Triathlon
Judo	Volleyball
Karate	Water sports
Modern Pentathlon	Weightlifting
Rowing	Wrestling

The Summer Olympics include many sports.

Which sports do you like?

Glossary








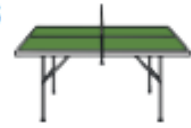



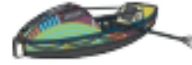
- compete** (v.) to do something for the purpose of winning (p. 13)
- diving** (n.) a sport that involves jumping from a board or platform and going into the water head first (p. 8)
- events** (n.) important happenings (p. 9)
- gymnasts** (n.) people who leap, flip, and twirl through the air (p. 12)
- leap** (v.) to jump a long distance or high in the air (p. 11)
- stroke** (n.) one of a series of repeated movements, such as in swimming (p. 7)

Olympic Sports Sorting

Cut, sort and glue the sports into the correct column.

Ball Sports	Water Sports	Other

Which of these sports would you most like to participate in and why?

archery		surfing		cycling		judo	
golf		diving		skateboarding		table tennis	
artistic swimming		basketball		soccer		rowing	

Olympic Sports

Did you know there are 33 different sports that are part of the Olympic Games this year? Write each sport from the box beside the corresponding description.

boxing

trampoline

weightlifting

skateboarding

gymnastics

tennis

yachting

cycling

shooting

swimming

track and field

archery

1. Shooting arrows from a bow: _____
2. Jumping and doing tricks on a bouncy surface: _____
3. Moving on a board that has four wheels: _____
4. Lifting heavy objects: _____
5. Sailing a boat: _____
6. Riding a bike: _____
7. Running, jumping and throwing: _____
8. Moving your body through water: _____
9. Hitting a ball over a net using a racquet: _____
10. Twisting, tumbling and flipping your body: _____
11. Hitting your opponent with your fists: _____
12. Firing a rifle, pistol or shotgun: _____

Olympic Sports Answers

1. Shooting arrows from a bow: **Archery**
2. Jumping and doing tricks on a bouncy surface: **Trampoline**
3. Moving on a board that has four wheels: **Skateboarding**
4. Lifting heavy objects: **Weightlifting**
5. Sailing a boat: **Yachting**
6. Riding a bike: **Cycling**
7. Running, jumping and throwing: **Track and Field**
8. Moving your body through water: **Swimming**
9. Hitting a ball over a net using a racquet: **Tennis**
10. Twisting, tumbling and flipping your body: **Gymnastics**
11. Hitting your opponent with your fists: **Boxing**
12. Firing a rifle, pistol or shotgun: **Shooting**

THURSDAY READING PASSAGE

All about...

The Olympic Games



When did the Olympics begin?

Over two thousand seven hundred years ago the Olympics began as part of a religious festival in Olympia in ancient Greece.

Ancient Greek Games

The Greeks took part in the Olympic Games to celebrate the Greek gods Zeus and Hera. Only men and boys were allowed to take part in events such as wrestling, boxing, long jump, throwing the javelin and discus, and chariot racing. The games occurred every four years until the Greek Empire was defeated and they were forgotten about.

Modern Olympic Games





In 1894, the games were resurrected and the International Olympic Committee was formed. The Olympic Games have taken place every four years since, with athletes from all over the world taking part in different events.

1. Where did the Olympic Games begin?
2. Why did the ancient Greeks take part in the Olympic Games?
3. Who was allowed to take part in the ancient Greek Olympics?
4. How often do the Olympics take place?
5. When was the International Olympic Committee formed?


Vocabulary – Find out the meaning of these words.


ancient, religious, defeated, resurrected

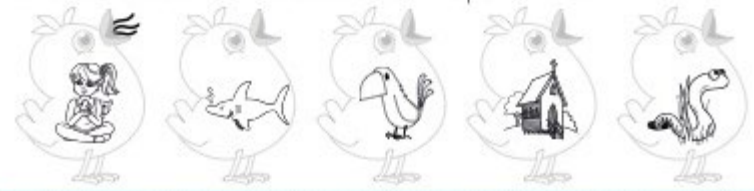
YEAR 1 SOUNDWAVES

Unit 23  **ir ur**  bird  nurse 

List Words				Letters	Words
her	fur	first	were		
stir	turn	third	work		
girl	hurt	thirty	word		
bird	surf	thirteen	circle		




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 bird if you hear  in the picture name. Give each bird one worm for each sound in the picture name.



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

★ We sometimes write  as in  bird.





st___  b___d th___d 30 sk___t
 g___l  f___st th___ty  sh___t


4 **Finish** these **ur** words.

★ We sometimes write  as in  nurse.

bur___  t___n  cur___ 
 ___ur___  hur___  ___urse 

5 **Write** words from the brackets to finish the sentences. Colour words with .

This _____ came _____ 
 The _____ were in a _____ 
 _____ girls went to _____ 
 There is a _____ on her _____ 

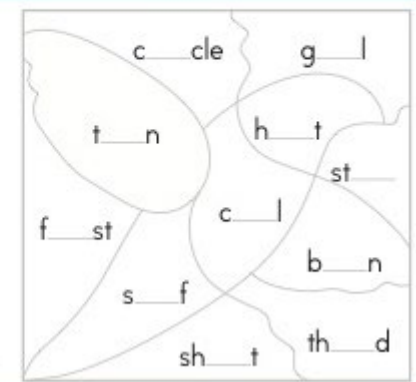
6 **Write** letters for  to finish the words. Use **ir**, **ur**, **er**, or **ere**. Write a word from the box to match each clue.

h___	s___f	a shape _____
f___	c___cle	a number _____
w___k	w___	at the beach _____
th___teen		do a job _____

7 **Write ir** or **ur** to finish the words. Colour **ir** parts blue. Colour **ur** parts purple.

What can you see – a girl, a shirt or a bird?

 Answer: _____



YEAR 2 SOUNDWAVES

Unit
23



ir ur or er

bird nurse world fern

List Words

girl	turn	work	fern
bird	burn	word	were
third	purse	worm	weren't
thirty	nurse	world	herd
circle	early	term	heard

Letters Words

1 Underline the letter or letters for **ir ur or er** 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 This bird eats words with **ir ur or er**. Colour its words red.



girl
he
first
third
were
star

boy
her
second
where
stir

This bird eats words without **ir ur or er**. Colour its words yellow.



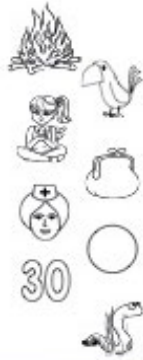
3 Finish each set of words with the letters in the bird. Join each picture to its word.

★ We sometimes write **ir** for **ir ur or er** as in bird.

We sometimes write **ur** for **ir ur or er** as in nurse.



b _ _ n
g _ _ l
b _ _ d
t _ _ n
p _ _ se
c _ _ cle
n _ _ se
th _ _ ty



h _ _
w _ _ d
w _ _ k
t _ _ m
f _ _ n
h _ _ d
w _ _ m
w _ _ ld

★ We sometimes write **er** for **ir ur or er** as in fern.

We sometimes write **er** for **ir ur or er** after **wwhu** as in world.



4 Read the words. Cross out the words that don't have **ir ur or er**. Colour the letters for **ir ur or er** in the other words.

girl	turn	for	her	here	hear
fire	your	work	herd	were	heard
third	purse	word	term	weren't	bear
circle	nurse	world	other	there	early



5 Answer the questions. Colour all the **ir ur or er** words in the questions.

Who is the winner – the first or third? _____
Which says, 'moo' – a term or a herd? _____
Which is more – thirteen or thirty? _____
Who works in a hospital – a purse or a nurse? _____

6 Finish the words by writing the letter or letters for **ir ur or er**. Use **ir, ur, or, ere** or **ear**. Write one of these words for each picture.

w _ _ se p _ _ se n _ _ se f _ _ st w _ _ n't
w _ _ m w _ _ k _ _ ly w _ _ ld h _ _ d



7 Circle the suffix in each word. Write the base word in the first bird and the suffix in the second bird.

★ Suffixes are added to the end of words to make new words.

worker		
shirtless		
hurtful		
learner		
worthless		

Chance and Data Dice Roll

Answer the chance questions. Then roll a dice 20 times and record your findings.

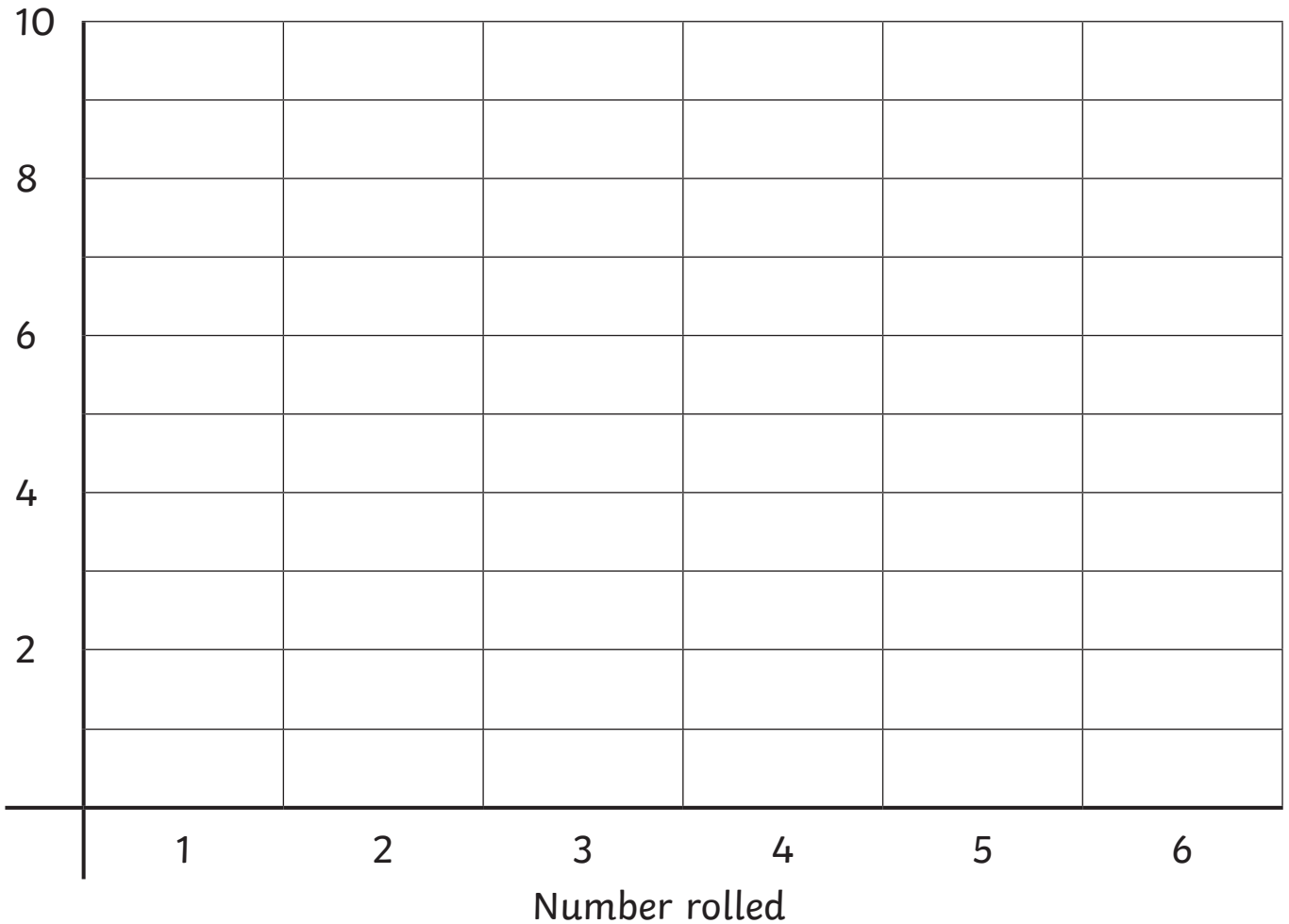
1. What is the chance you will roll a six 20 times in a row?
likely unlikely certain impossible
2. What is the chance you **don't** roll a three?
likely unlikely certain impossible
3. Are you certain you will roll a number from one to six?

4. What is the chance you will roll a ten?

5. Roll a dice 20 times and record each roll as a tally mark.

Number	Tally	Total
1		
2		
3		
4		
5		
6		

6. Show your dice data on a graph.



7. Which number occurred the most? _____

8. Which number occurred the least? _____

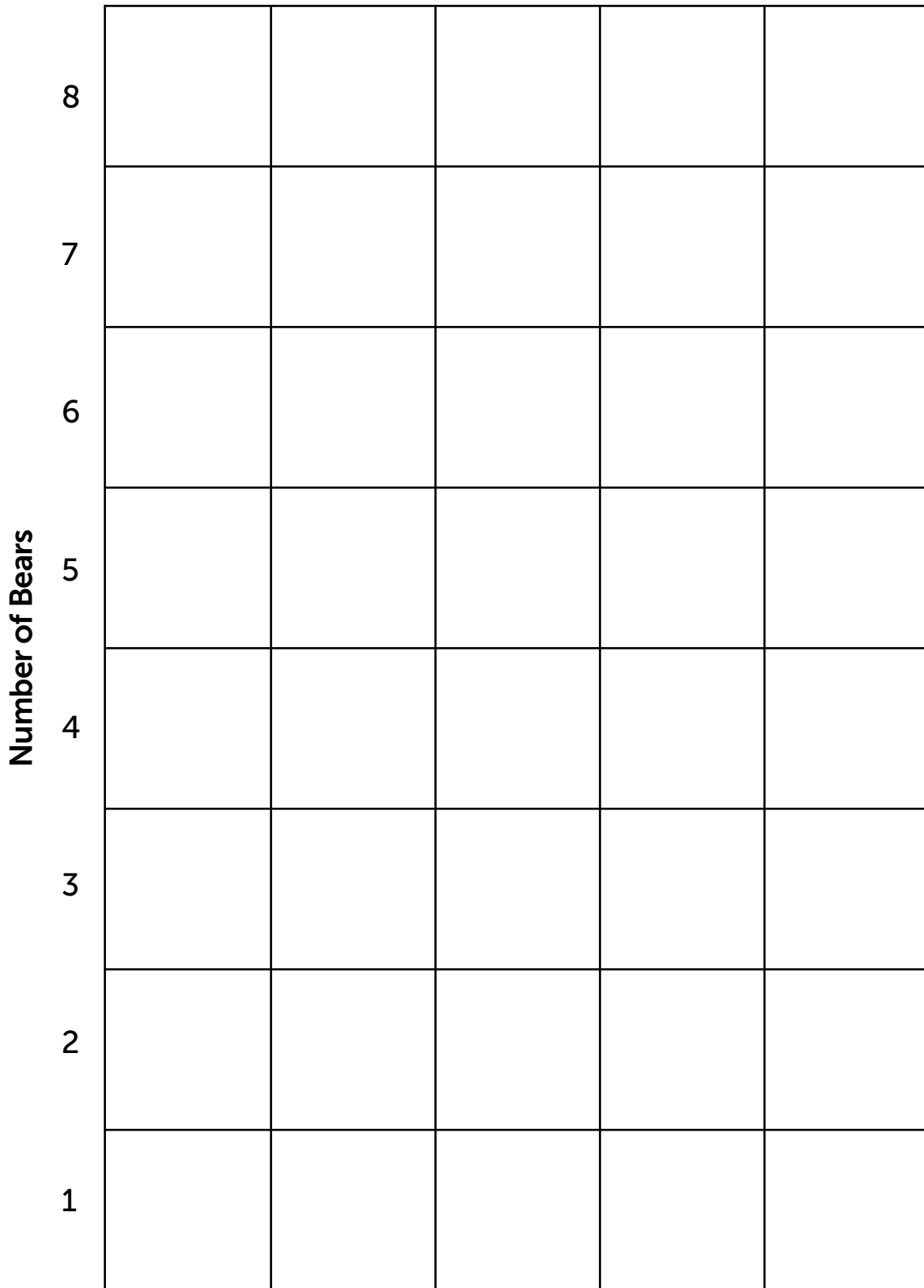
9. Each time you roll, what is the chance that you could roll each number?

10. If you were to repeat the 20 rolls, do you think you would roll the numbers exactly the same? Why?

Name: _____

Date: _____

How Many Bears?



Colour of Bears



Name: _____

Date: _____

How Many Bears?

Graph Reflection Worksheet

1. Fill in the table below based on the graph you created.

Colour of Bear	Tally Marks	Total Number of Bears

2. Which colour bear was recorded the most number of times?

3. Which colour bear was recorded the least number of times?

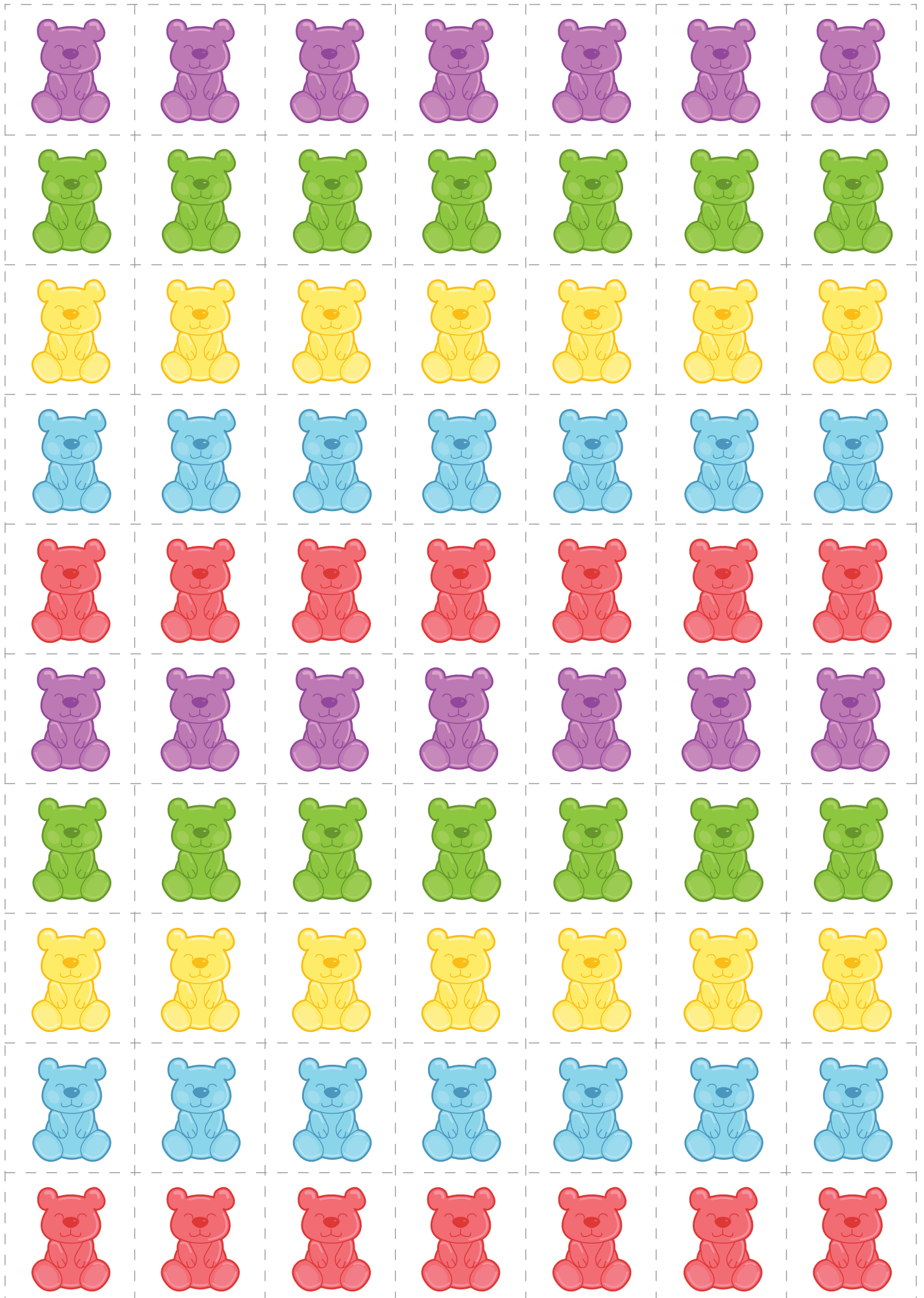
4. How many bears were recorded in total?

5. Were any coloured bears recorded the same number of times?

6. Write one observation about your graph.

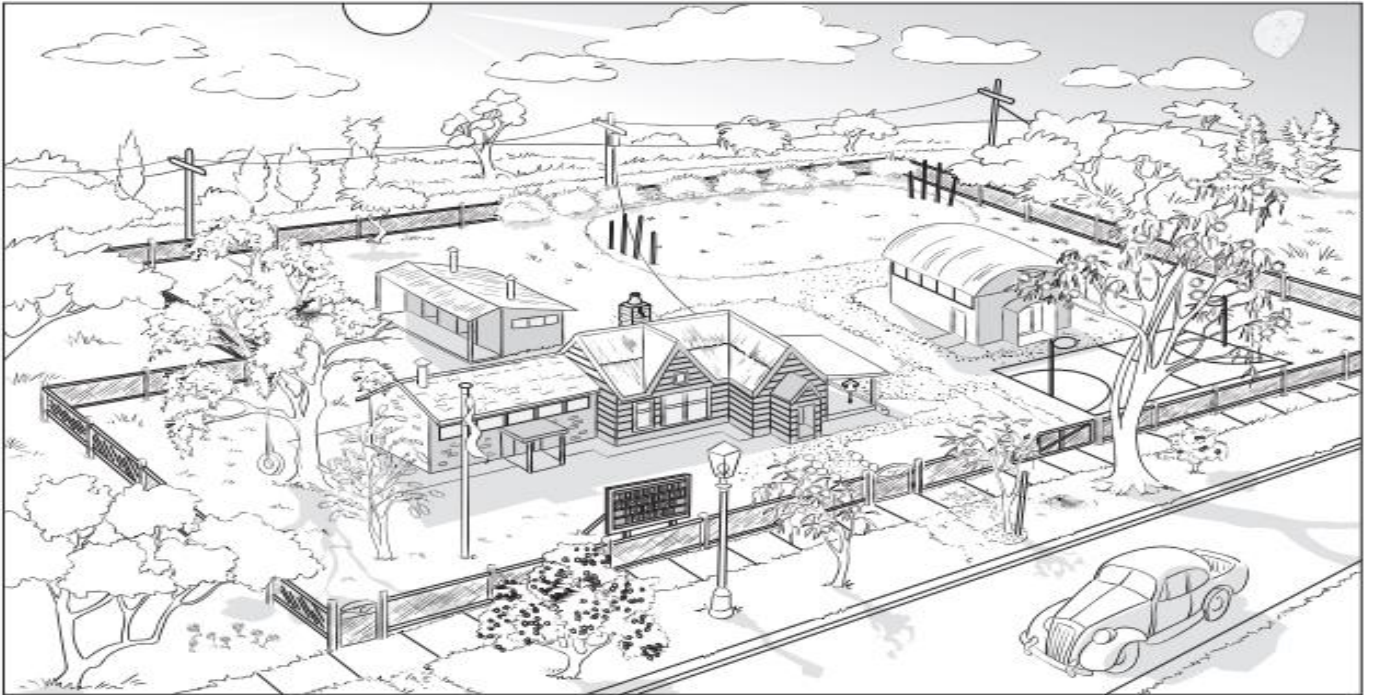


Print several copies of this page or bears. Cut out the bears and randomly allocate them to each student. Try to give students different numbers and colours of bears.

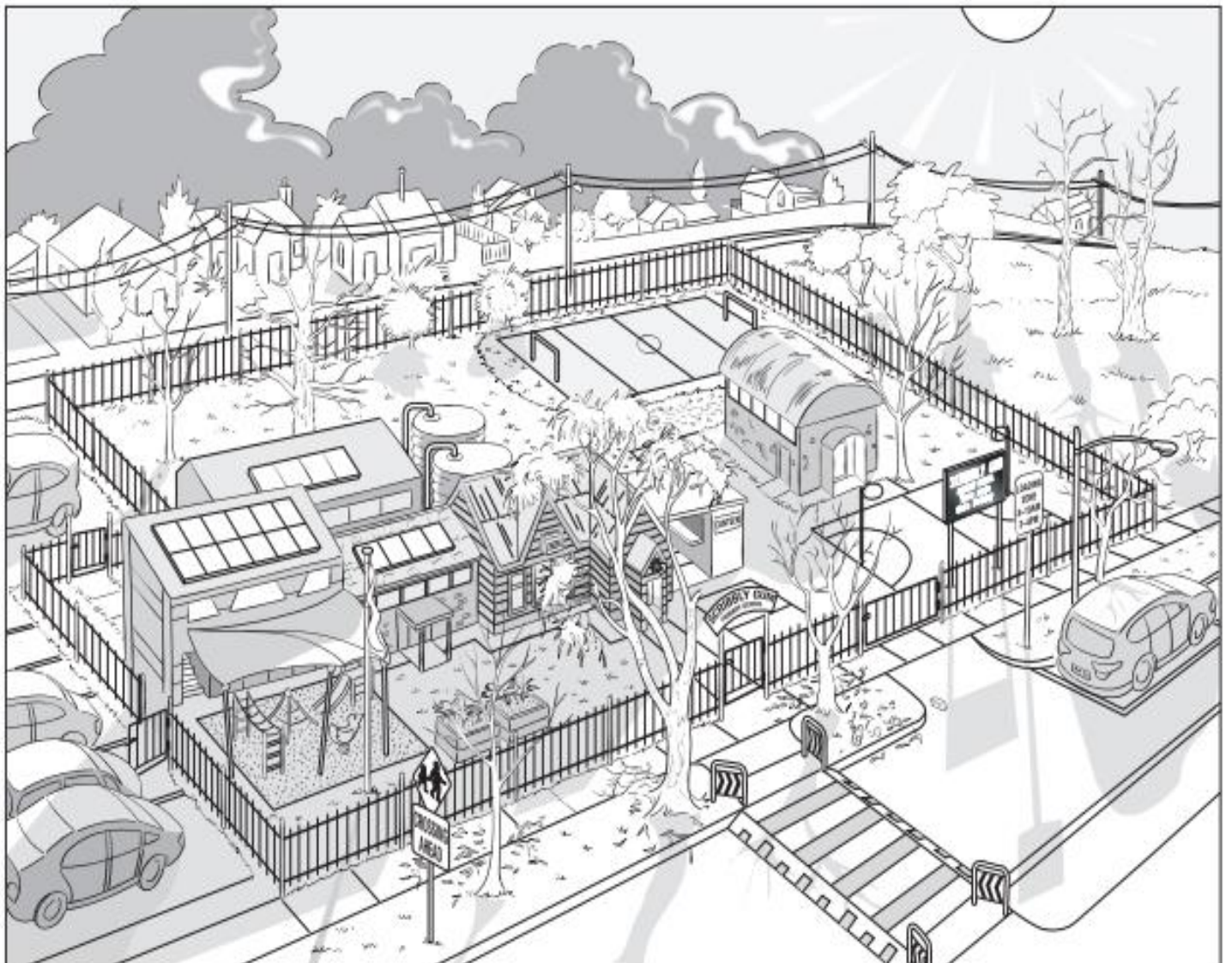


Name: _____

Picture of a school in the past



Picture of the same school and what it looks like now. "Spot the difference" - circle any changes you can see.



Major parts of the body

<p>Q.1 What do lungs do? Lungs help us to</p> <p>a) breathe</p> <p>b) digest food</p> <p>c) move our bones</p> <p>d) hear</p>	<p>Q.5 Where are the lungs located in the human body?</p> <p>a) In the belly</p> <p>b) In the head</p> <p>c) In the chest</p> <p>d) In the mouth</p>
<p>Q.2 Which body part helps in seeing?</p> <p>a) The ear</p> <p>b) The eye</p> <p>c) The mouth</p> <p>d) The nose</p>	<p>Q.6 What is the main purpose of eating food?</p> <p>a) To taste it.</p> <p>b) To provide energy to the body.</p> <p>c) To make sure that we sleep better.</p> <p>d) To provide rest to the body.</p>
<p>Q.3 What are the abilities to hear, see, smell, taste and touch called?</p> <p>a) Body parts</p> <p>b) Feeling</p> <p>c) Senses</p> <p>d) All of the above</p>	<p>Q.7 What is the main job of the lungs?</p> <p>a) To think</p> <p>b) To smell</p> <p>c) To digest food</p> <p>d) To breathe</p>
<p>Q.4 To find out if an apple tastes sweeter than a peach, which of the following organs will you use?</p> <p>a) The ear</p> <p>b) The hand</p> <p>c) The mouth</p> <p>d) The skin</p>	<p>Q.8 We have sense organs.</p> <p>a) two</p> <p>b) three</p> <p>c) four</p> <p>d) five</p>