

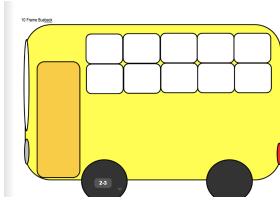

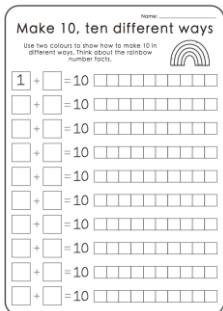


Off Line Term 3 Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. Before you read, look at the cover, title and pictures. Predict what the book might be about. Read the book. If you come to a difficult word stretch out the sounds 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 65) for; /k c/ as in kite</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 to read the same book to 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 'c'. Write five words that end with 'ck'.</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 66) for; /u/ as in umbrella</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 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> Write five words that start with 'u'. Write five words that have 'u' as their middle sound.</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; can, cat, cot, cap, run, sun, Mum Mum has a capital letter because we are using it like a name. We are saying Mum instead of a name, not my mum or his mum which do not have capital letters. Write each list word five times.</p>

					<p>Write at least two sentences. Each sentence must contain at least one list word.</p> <p>An adult can scribe each sentence underneath your sentence and you can trace and copy.</p>
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>The cockroach in "Your birthday was the best!" found himself in a vacuum cleaner after Dad used it to take the cockroach away from the party. He described the inside of the vacuum cleaner as being marvellous, fabulous and full of delicious things. He found hairy cheese, cat poo and toenails. Do you think they are marvellous, fabulous and delicious?</p>  <p>What do you think would be marvellous, fabulous and delicious foods to suddenly find? Are they the same as the food that the cockroach found?</p> <p>Imagine that you have found some delicious food in a strange</p>	<p><u>Writing</u></p> <p>Your birthday was the best!</p> <p>This book is an imaginative text. Talk about how you can tell it is an imaginative text with someone at home.</p> <p>Nouns are words that name things.</p> <p>Can you think of 3 nouns that might be in the story?</p> <p>Party Cake Vacuum cleaner are nouns.</p>  <p>Verbs are words that are action or doing words. Find 4 verbs in the pages attached (they can be in</p>	<p><u>Writing</u></p> <p>Imagine that a cockroach interrupted your birthday party. How would you feel? Would it spoil your day?</p> <p>Having a cockroach appear at a birthday party and even sit on the birthday cake would not be very nice.</p> <p>Today you are going to try and persuade your family to have a new birthday party for you since the cockroach ruined the first one.</p> <p>Persuade means to try and change what someone else thinks, feels or believes about something. You need to think of a reason why you should have a new party. For example- <i>I need to have a new birthday party because I did not get to eat any of my cake.</i></p>	<p><u>Reading and responding</u></p> <p>Today you are going to write a book review. A book review helps people decide if they would like to read the book or not.</p> <p>Write the name of the book next to title. Next to author write Maggie Hutchins.</p> <p>Talk to your family about how much you liked the book. Decide how many stars you would give the book out of 5 stars. If you only liked the story a little bit, colour one star. If you loved the book, colour all of the stars.</p> <p>Do you think other people would enjoy this book? If you think that other people would read it, colour the smiling face. If you think they should not</p>

	<p>Draw a picture about your weekend.</p> <p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p>	<p>place. Where did you find it and what was it?</p> <p>Write a sentence from your point of view about something that is marvellous, fabulous and delicious.</p> <p>For example <i>I found some chocolate in the cupboard and it was delicious.</i> or <i>I think that lasagna is the most delicious food.</i></p> <p>Make sure that you start with a capital letter, sound out your words carefully, leave finger spaces between words and finish sentences with a full stop. Read your writing back to check that it makes sense.</p> <p>You could get an adult to write the words for you to trace or scribe underneath your writing what you have written.</p>	<p>the text or in the pictures) and draw a picture of them. For example, you might draw someone screaming. Colour in your pictures.</p> <p>Carefully label your drawings with the verb that you have drawn.</p> <p>Make sure that you are using correct pencil grip and that you are writing neatly.</p> <p>Practice reading the verb words to yourself.</p> <p>Read them to someone at home.</p> <p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p>	<p>You need to begin with what you want and include the word because to explain why you should have it. If you can think of more than one reason why you should have another party, you can write more than one sentence.</p> <p>Be careful to hold the pencil correctly. Your teacher will be looking for</p> <ol style="list-style-type: none"> 1. A capital letter at the start of the sentence. 2. Finger spaces between words. 3. Carefully sounded out words. 4. A full stop at the end of the sentence. 5. Sentences that make sense. <p>After you try to write it yourself, you could get an adult to write the words for you to trace or scribe underneath what you have written.</p> <p>Please keep a copy of this work sample once completed for feedback.</p>	<p>read it, colour the sad face.</p> <p>Think about your own opinion of this book. Did you like it? Why? If you did not like it why not? Plan a sentence to write about your opinion. Remember to tell us if you liked or did not like the story and use the word because to explain why you think that.</p> <p>Make sure that you start with a capital letter, sound out your words carefully, leave finger spaces between words and finish sentences with a full stop. Read your writing back to check that it makes sense.</p> <p>You could get an adult to write the words for you to trace or scribe underneath your writing what you have written.</p> <p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p>
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				We encourage your independent work.																																				
11.30-12.20	LUNCH																																							
	<p>Maths</p> <p>Friends of 10</p> <p>Investigate a 10 frame</p> <table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Place up to 5 counters or small objects of the same colour onto the 10 frame, using 5 as a reference.</p> <p>Place 5 more counters or small objects of a different colour onto the remaining rectangles of the 10 frame.</p> <p>Place a number of counters/small objects onto the 10 frame and identify how many more are needed to make 10.</p> <p>Friends of 10.</p> <div><div>7</div><table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table><p>How many in the top row? How many in the bottom row? How many altogether? How many more to make 10?</p><p>7 and 3 is 10</p><table border="1"><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table><p>7 and 3 are friends of 10</p></div> <p>Summarise what you</p>																															<p>Maths</p> <p>Friends of 10</p> <p>Place counters/small objects onto a 10 frame.</p> <p>How many counters/objects are in the top row? How do you know?</p> <p>How many counters/objects are in the bottom row? How do you know?</p> <p>How many counters/objects are there all together? How do you know?</p> <p>Reflection: How can we tell how many counters are on a 10 frame?</p> <p>Problem solving:</p> <p>Jan places 4 counters onto a 10 frame. How many more counters does she need to make 10?</p> <p>Jan placed 7 counters onto a 10 frame. How many more counters does she need to make 10?</p>	<p>Maths</p> <p>Friends of 10</p> <p>Start with the 10 frame bus.</p> <div></div> <p>Place some counters in the bus, pretending they are children. Work out how many more children need to get on the bus to fill the bus to make 10 children.</p> <p>Repeat this activity multiple times, for all the friends of 10.</p> <p>Confident students can start practicing friends of 20.</p> <p>Reflection: What are friends of 10?</p> <p>Problem solving:</p> <table border="1"><tr><td>•</td><td>•</td><td>•</td><td>•</td><td>•</td></tr></table>	•	•	•	•	•	<p>Maths</p> <p>Friends of 10</p> <p>Maths</p> <p>Friends of 10</p> <p>Select a numeral card and place the corresponding number of counters/objects onto a 10 frame.</p> <p>Talk to your mum/dad/sibling/grand parent about the number in the top row, and the number in the bottom row.</p> <p>What is the number all together?</p> <p>What number do you need to make 10?</p> <p>Reflection: what are friends of 10?</p> <p>Problem solving:</p> <p>There were 2 trees and 10 apples. There were 5</p>	<p>Maths</p> <p>Friends of 10</p> <p>Have 2 pictures of trees and 10 counters/objects to represent apples.</p> <div></div> <p>Place the apples on the trees, recording each combination as friends of 10.</p> <p>Reflection: What are friends of 10?</p> <p>Please complete the friends of 10 worksheet.</p> <div></div>
•	•	•	•	•																																				

already know about friends of 10.

Problem solving:

•	•	•	•	•
•				

How many counters are in the top row? How many counters are in the bottom row? How many counters are there all together?

•	•	•	•	•
•	•	•		

How many counters are in the top row? How many counters are in the bottom row? How many counters are there all together?

*** OPTIONAL
Complete this worksheet throughout the week if you like.

Jan placed some counters onto a 10 frame. She needs 6 more counters to make 10. How many counters did Jan place on the 10 frame?

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

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Milly placed these counters onto a 10 frame. How many more counters does she need to make 10?

•	•	•	•	•
•	•	•		

Milly placed these counters onto a 10 frame. How many more counters does she need to make 10?

•	•	•		

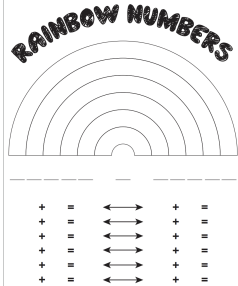
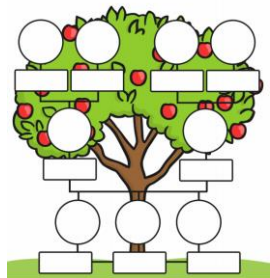

Milly placed these counters onto a 10 frame. How many more counters does she need to make 10?

apples on 1 tree. How many apples on the other tree?

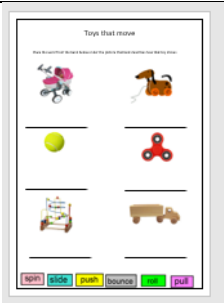
There were 2 trees and 10 birds. There were 6 birds on 1 tree. How many birds on the other tree?

There were 2 trees and 10 butterflies. How many butterflies could be on each tree?

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

					
1.20-1.40	RECESS				
	<p><u>History</u> Family Tree</p> <p>Talk with your Mum or Dad about the connections and relationships between the members of your family. Discuss how some children may call their family members a different name to others e.g. yia-yia, jeda, baba, Nana, Grandpa</p> <p>Complete the following Family Tree worksheet.</p> <p>My Family Tree</p> 	<p><u>Science</u></p> <p>Do you have any toys that move? Look around your home for toys that move in different ways, for example, push, roll, and spin.</p> <p>Play with your toys either on your own or with a partner and think about the following questions.</p> <ol style="list-style-type: none"> 1. How does it move? 2. What parts move? 3. What action makes it move? <p>Complete the worksheet below where you are placing the words from the bank under the picture that best describes how that toy moves.</p>	<p><u>Physical Development and Health</u> <u>Physical Development and Health</u></p> <p>Go outside and practice throwing and catching. Reinforce that when catching, students need to stand with both feet facing forward, eyes on the ball, and catching with two hands, pulling the ball into the chest to absorb the force. Play throw and catch for 10-20 minutes, to get students familiar with this skill.</p>	<p><u>Creative Arts</u></p> <p>Cockroach thumbprints.</p> <p>If you have black paint or an ink pad, dip your thumb in the paint/ink and press it onto a piece of paper to create a thumbprint. Do as many thumbprints as you like.</p> <p>If you do not have paint or ink, draw some small, black ovals and colour them in black.</p> <p>Use a crayon or pencil to draw legs and antennae. A cockroach is an insect so it has 6 legs. Do the antennae and legs a different colour on each thumbprint.</p>	<p><u>Science</u></p> <p>Toys have changed so much over the years.</p> <p>Ask a member of your family what toys they use to play with. How do they move differently from your toys?</p> <p>My favourite toys use to be my Tamagotchi and my Sky Dancers! My children still love playing with them when they at their Grandparents.</p> <p>From Mrs Howard</p> 

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




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- 1 Colour the letter for  in each List Word.

run sun Mum

- 2 Circle the picture if you hear  in the picture name.



- 3 Draw a line from the word to the picture.

mud

cut

pup

hug

cup



- 4 Write a List Word to match each picture.

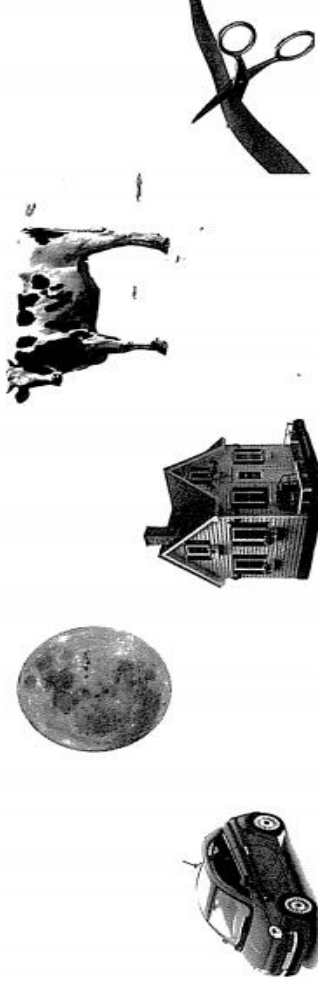




- 1 Colour the letter for **kc**
in each List Word.

can cat cot cap

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



- 3 Draw a line from the word to the picture.

cod •



cap •



cot •



can •



cat •



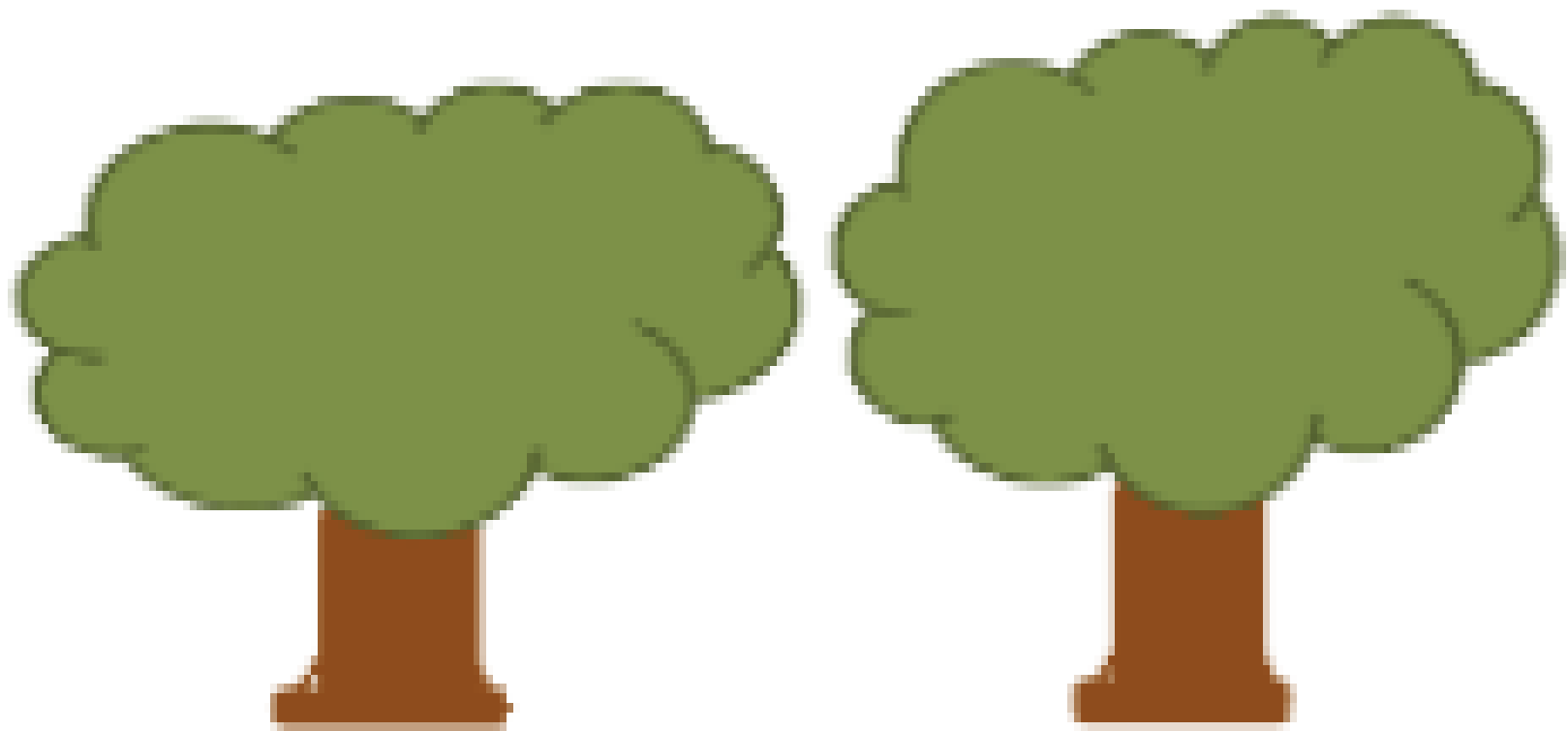
cob •



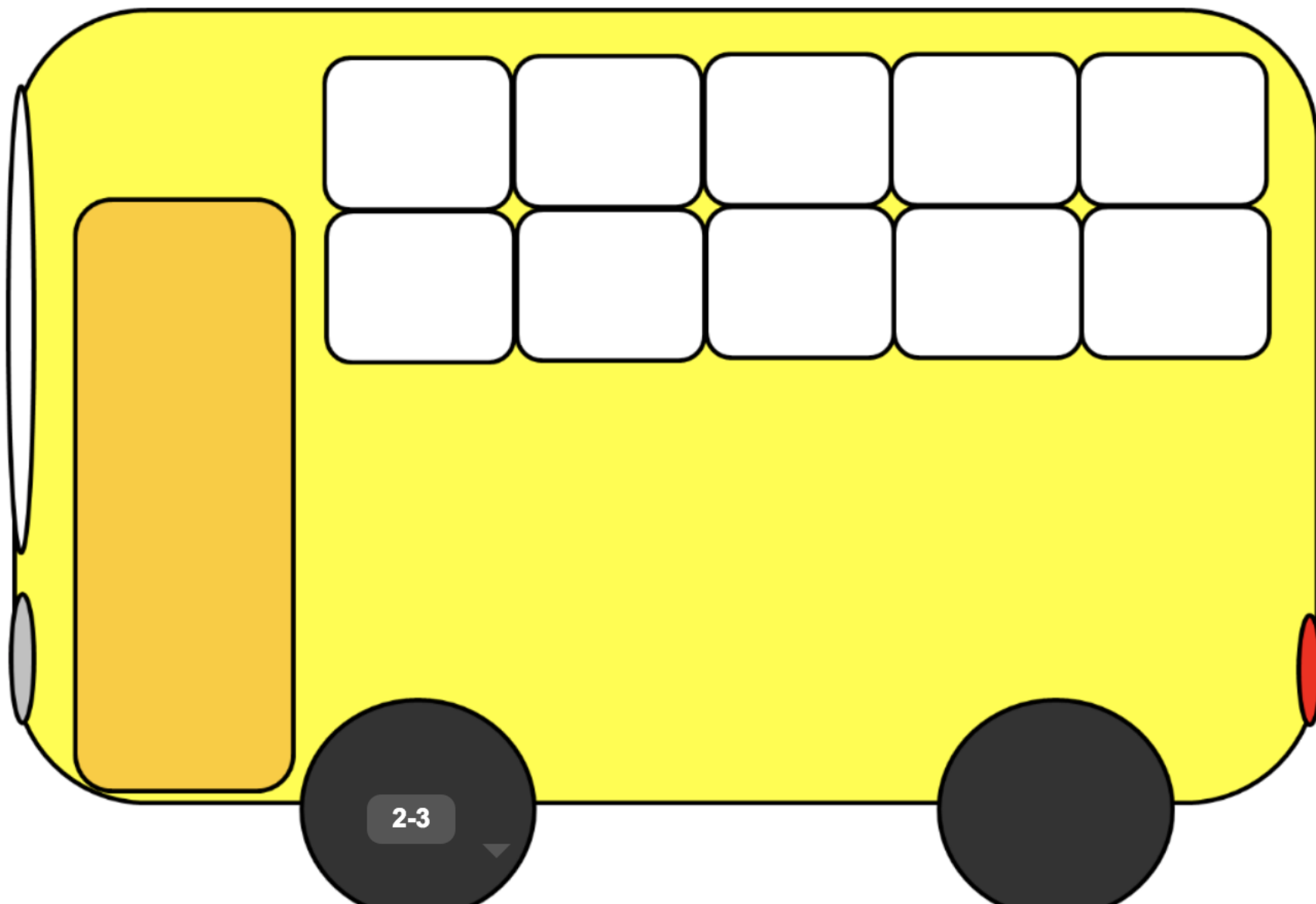
- 4 Write a List Word to match each picture.



0	1	2	3
4	5	6	7
8	9	10	



10 Frame Busback



Name: _____

Make 10, ten different ways

Use two colours to show how to make 10 in different ways. Think about the rainbow number facts.

[illegible]

Toys that move

Place the word from the bank below under the picture that best describes how that toy moves



spin

slide

push

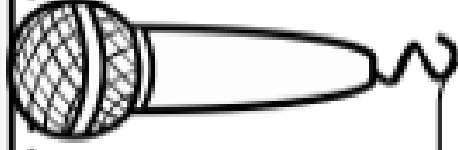
bounce

roll

pull

Name: _____

Book Review



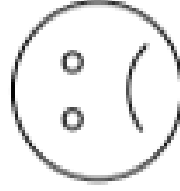
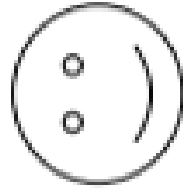
Title: _____

Author: _____

How many stars do you give the book?



Would you recommend the book to a friend?



Why did you like/not like the book?

I JOINED IN
ALL
THE PARTY
GAMES
BUT



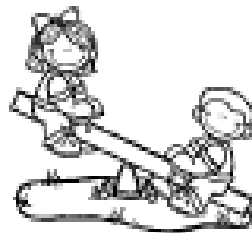


Additonal / Optional Worksheets attached

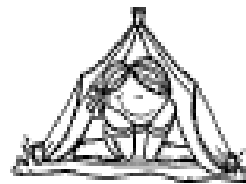
We are



swimming



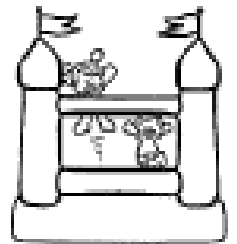
playing



camping



flying



jumping

I love to



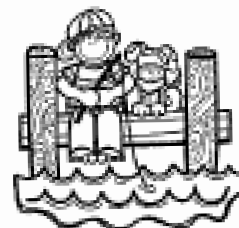
paint



run



skip

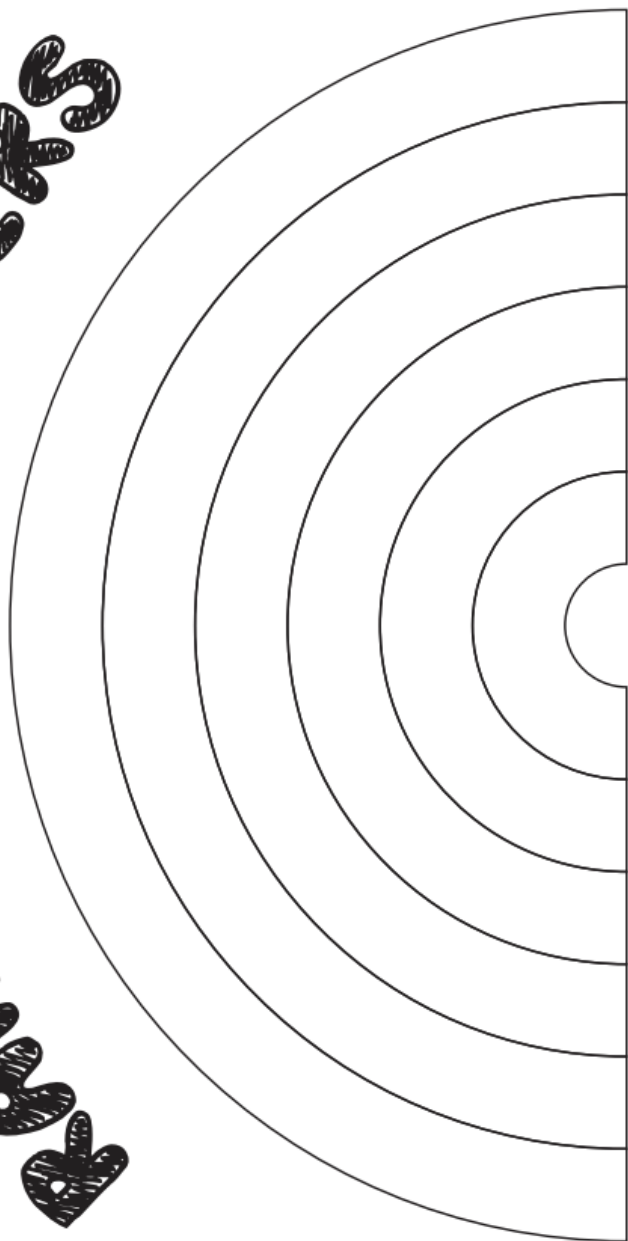


fish



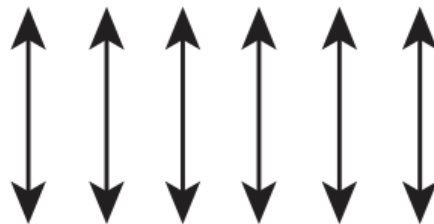
eat

RAINBOW NUMBERS



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

+ + + + + +



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

+ + + + + +