




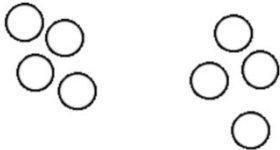





Highlighted activities can be submitted for feedback.

Term 3 Week 5	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>The theme for this week is 'Mystery and Magic'.</p>	<p>Check in by greeting your teacher.</p> <p>SPELLING SOUNDWAVES The sound for this week is 't'. 'T' is a quick, quiet sound.</p> <p>Introduce the sound. Practise saying the sound.</p> <p>Brainstorm 't' words. Write as many as you can. Remember that you don't have to write only words that begin with 't'. The 't' could be in the middle or at the end of a word. Example: kitten mat</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 't'. Say your words aloud.</p> <p>Break each word into sounds. Example: tree – t r ee</p> <p>Write each of your spelling words into a good quality sentence. Remember to self-edit using a coloured pencil.</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.</p>	<p>Check in by greeting your teacher.</p> <p>SPELLING Revise your spelling list words. Remember the sound is 't'. Say your words aloud.</p> <p>Draw a picture to represent each spelling word</p> <p>OR</p> <p>Draw a word shape for each of your words. Example: tent is</p>  <p>ENRICHMENT Verbal or written option.</p>	<p>Check in by greeting your teacher.</p> <p>SPELLING Revise your spelling list words. Remember the sound is 't'. 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 Get someone in your family to test you on your spelling words. Make it a fun family game.</p> <p>ONLINE OPTIONAL Access the Soundwaves website. You will find games and activities here.</p> <p>Year 1 code: road273 Year 2 code: first475</p>

		Give yourself a tick if you have read your sentence and it makes sense.	Pick a spelling word. Make up a question where the answer is one of your list words.		
	<p>READING</p> <p>We have three e-books available.</p> <p><i>What Do You See? – easy text</i></p> <p><i>The Magic Bike – middle text</i></p> <p><i>Aladdin – Challenging text</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 your child's confidence soar over the week with these texts!</i></p>	<p>READING</p> <p><u>Option A</u> Read 'Magic Wand Fruit Kebabs' and answer the questions.</p> <p><u>Option B</u> Spend 25 minutes working through texts on the Reading Eggs or Reading Eggspress website.</p>	<p>READING</p> <p><u>Option A</u> Read 'How to Make Teachers Disappear' and answer the questions.</p> <p><u>Option B</u> Spend 25 minutes working through texts on the Reading Eggs or Reading Eggspress website.</p>	<p>READING</p> <p><u>Option A</u> Read 'Trick or Treat' and answer the questions.</p> <p><u>Option B</u> Spend 25 minutes working through texts on the Reading Eggs or Reading Eggspress website.</p>	<p>READING</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><u>Option B</u> Spend 25 minutes working through texts on the Reading Eggs or Reading Eggspress website.</p>
	<p>WRITING</p> <p>My Weekend - Recount</p> <p>Write a recount about your weekend.</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>WRITING</p> <p><u>Narrative / Story</u></p> <p>Here is the beginning of a story.</p> <p><i>I crouched down behind the tree shaking with fear, hoping the wicked witch would not see me. She was</i></p>	<p>WRITING</p> <p><u>Procedure</u></p> <p>A procedure is a step by step piece of writing telling you how to do or make something.</p> <p>Learn a simple magic trick.</p>	<p>HANDWRITING</p> <p>The focus revision letter is 'g'. 'g' is a tail letter, it dips below the line. It is made in one movement.</p>	<p>WRITING</p> <p>Reflections</p> <p>Your teacher wants to hear about your week. 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?

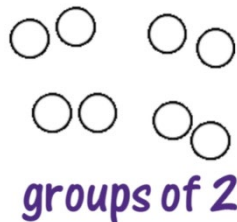
<p>First,....</p> <p>Next,.....</p> <p>Finally,</p> <p>My weekend was.....</p> <p>Don't forget to use a coloured pencil to be a sentence doctor and edit your work.</p>	<p><i>cackling as she stirred the mixture in her cauldron.....</i></p> <p>Your job is to finish this story.</p> <p>Remember we write imaginative texts to enjoy. Don't make the reader fall asleep with boredom!</p>	<p>List the equipment you need to perform the trick, if any.</p> <p>Your teacher wants to learn this trick.</p> <p>Write the steps for them to follow telling them how to do the trick.</p>		<p>-What has been the best thing about this week?</p> <p>-What have been some challenges?</p> <p>-Have there been any changes since last week?</p>
<p>SOMETHING FUN Make a bubbling potion.</p> <p>In a clear glass, add a dash of food colouring to vinegar.</p> <p>Mix some bicarbonate and water together. Add this mixture to the vinegar and food colouring.</p> <p>What happened?</p> <p>Did you make a magic potion?</p>	<p>SOMETHING FUN Watch some mystical and magical movies.</p> <p>Some suggestions include:</p> <p>Fantasia Wizard of Oz Harry Potter</p>	<p>SOMETHING FUN Have you made your magic wand?</p> <p>If so, you can use it for this fun game.</p> <p>Blow up a balloon.</p> <p>You need at least two players.</p> <p>The balloon is not allowed to touch the ground. You are only allowed to touch the balloon with your wand. The goal is to keep the balloon in the air for as long as possible.</p>	<p>SOMETHING FUN Learn some magic tricks.</p> <p>Watch this video to help you with ideas.</p> <p>https://video.link/w/LxA4c</p> <p>Put on a magic show for your whole family.</p> <p>If you are allowed, get your parents to film your trick to share with your teacher and class.</p>	<p>SOMETHING FUN Baking</p> <p>Try making monster cupcakes.</p> <p>You will need to get mum and dad to help you.</p> <p>But you are the boss when it comes to decorating!</p>  

					<p>If you don't have the correct ingredients at home, no problem. Make anything you wish.</p> <p>Then to the most important part. Eat and enjoy!</p>
<p>YEAR 1 MATHS <u>Year 1 DIVIDING BY 2</u></p> <p>When we divide we make <u>EQUAL GROUPS</u></p> <p>Today we are going to investigate 2 different ways that you can divide by 2.</p> <p>Here is a group of 8 counters-</p>  <p>We can divide 8 by 2, by making 2 equal groups</p>  <p>2 equal groups</p>	<p>YEAR 1 MATHS <u>Year 1 DIVIDING BY 2</u></p> <p>What do we do when we divide?</p> <p>WE MAKE EQUAL GROUPS.</p> <p>What 2 important questions do we ask each time we divide?</p> <p>HOW MANY GROUPS ARE THERE?</p> <p>HOW MANY ARE IN EACH GROUP?</p> <p>Here is a group of 9 counters.</p> 	<p>YEAR 1 MATHS <u>Year 1 MONEY</u></p> <p>Australian coins are different values, colours, sizes, shapes, and have different pictures on them.</p> <p>See if you can describe the following coins to your sibling or parent by naming the colour, size, shape and picture that is on the coin.</p> <p>\$ 1 coin 10 cent coin 50 cent coin \$2 coin 10 cent coin 5 cent coin</p>	<p>YEAR 1 MATHS <u>Year 1 DIVIDING BY 3</u></p> <p>What do we do when we divide?</p> <p>WE MAKE EQUAL GROUPS.</p> <p>What 2 important questions do we ask each time we divide?</p> <p>HOW MANY GROUPS ARE THERE?</p> <p>HOW MANY ARE IN EACH GROUP?</p> <p>Today we are going to investigate 2 different ways that you can divide by 3.</p>  <p>Here is a group of 6 counters.</p>	<p>YEAR 1 MATHS <u>Year 1 DIVIDING BY 3</u></p> <p>What do we do when we divide?</p> <p>WE MAKE EQUAL GROUPS</p> <p>What 2 important questions do we ask each time we divide?</p> <p>HOW MANY GROUPS ARE THERE?</p> <p>HOW MANY ARE IN EACH GROUP?</p>  <p>Here is a group of 8 counters.</p>	

How many groups are there? 2
How many are in each group? 4

AND

We can divide 8 by 2, by making groups of 2.



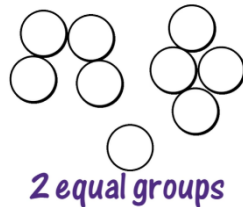
How many groups are there? 4

How many are in each group? 2

Each time you divide it is important to ask yourself these 2 questions!! Or mum or dad could ask you these each time.

Now it's your turn –

We can divide 9 counters by 2, by making 2 equal groups.



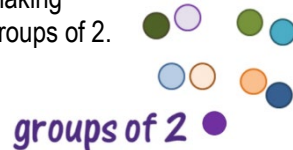
How many groups are there? 2

How many are in each group? 4

Are there counters left over? Yes, 1

AND

We can divide 9 by 2, by making groups of 2.



Now swap – someone can describe a coin to you and you will try to name its value.

Below the grid there is a worksheet for you to complete.

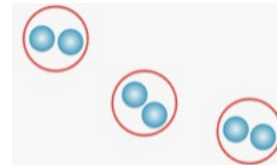
Label each coin with it's value by writing it neatly next to the coin in the box.

Cut out the 2 strips of coins.

Order and glue one strip according to value (from lowest to highest.)

Order and then glue the other strip of coins according to size (from smallest to largest).

We can divide 6 by 3, by making 3 equal groups.



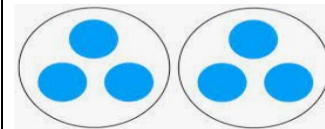
How many groups are there? 3

How many are in each group? 2

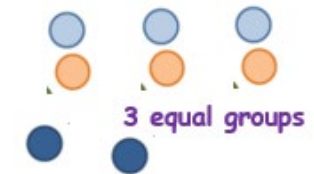
Are there counters left over? No

AND

We can divide 6 by 3, by making groups of 3.



We can divide 8 by 3, by making 3 equal groups.



How many groups are there? 3

How many are in each group? 2

Are there counters left over? Yes, 2


AND


We can divide 8 by 3, by making groups of 3.



	<p>Divide a group of 6, 10, 12 and 14 small objects (such counters, buttons or pieces of pasta) by 2 in 2 different ways.</p> <p>AND</p> <p><u>Record and label</u> each division by drawing the objects and writing the label - “groups of 2” OR “2 equal groups”</p> <p><u>Reflection:</u></p> <p>Explain to someone at home how you can divide by 2 in two different ways.</p>	<p><u>How many groups are there? 4</u></p> <p><u>How many are in each group? 2</u></p> <p><u>Are there counters left over? Yes, 1</u></p> <p>Now it's your turn – Divide a group of 7, 11, 13 and 15 small objects (such counters, buttons or pieces of pasta) by 2, in 2 different ways.</p> <p><u>Record and label</u> each division by drawing the objects and writing the label “groups of 2” OR “2 equal groups”</p> <p>Don't forget to draw any left-over counters!</p> <p>Answer the questions- How many groups are there? How many are in each group? Are there any left-overs?</p>	<p><u>REFLECTION:</u> Talk about this with someone at home –</p> <p>Does the smallest coin have the lowest value?</p> <p>Does the largest coin have the highest value?</p> <p>Why do you think the coins are not all the same colour?</p> <p>Why do you think the coins are not all the same size?</p>	<p><u>How many groups are there? 2</u></p> <p><u>How many are in each group? 3</u></p> <p><u>Are there counters left over? NO</u></p> <p>Now it's your turn – Divide a group of 12, 15, and 18 small objects by 3, in 2 different ways.</p> <p><u>Record and label</u> each division by drawing the objects and writing the label - “groups of 3” OR “3 equal groups”</p> <p>Answer the questions- How many groups are there? How many are in each group? Are there any left-overs?</p>	<p><u>How many groups are there? 2</u></p> <p><u>How many are in each group? 3</u></p> <p><u>Are there counters left over? Yes, 2</u></p> <p>Now it's your turn – Divide a group of 10, 13, 16 and 19 small objects by 3, in 2 different ways.</p> <p><u>Record and label</u> each division by drawing the objects and writing the label - “groups of 3” OR “3 equal groups”</p> <p>Don't forget to draw any left-over counters!</p>
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<p>Learning Intention: We are learning to interpret lists, tables and picture graphs by asking questions about the data, including using the language of chance.</p>	<p>YEAR 2 MATHS Below this grid are three representations of data. Think about what you know about chance and data, look at the 3 representations and then answer the following questions: 1.What is data? 2.What is a survey? 3.List at least three ways we can represent data. 4.When we create a picture graph to represent data what do we need to include and why? 5. Look at the representations of data (see fruit below). What questions could have been asked in the survey?</p>	<p>YEAR 2 MATHS Problem Solving</p> <p>Look at the tally chart and answer the questions.</p> <p>Four children were playing a game. Halfway through the game the scores were as follows.</p> <table border="1" data-bbox="763 555 1055 687"> <tr> <td>Sam</td> <td>III III II</td> </tr> <tr> <td>Gina</td> <td>III III</td> </tr> <tr> <td>Paul</td> <td>III III</td> </tr> <tr> <td>Pam</td> <td>III</td> </tr> </table> <p>1. Who is most likely to win and why? 2. Who is least likely to win and why? 3. Who has a possible chance of winning and why?</p> <p>Joan asked her classmates if they like dogs. <i>6 children liked dogs.</i> <i>3 children did not like dogs.</i> Draw a picture graph to represent these results.</p>	Sam	III III II	Gina	III III	Paul	III III	Pam	III	<p>YEAR 2 MATHS Watch the Statistics PowerPoint. <i>(Your teacher will upload this today).</i></p> <p>After watching, complete the data collection match up cards. <i>(Your teacher will upload these today).</i></p>	<p>YEAR 2 MATHS Problem Solving</p> <p>Look at the tally chart below to answer the following questions.</p> <p>Chloe asked her friends if they preferred apples, oranges, mangoes or nectarines but she forgot to label each row in her table.</p> <p>1.If 10 friends preferred apples, 11 friends preferred oranges, and mangoes were liked more than nectarines, how many of Chloe's friends liked nectarines? 2.If oranges were the least liked fruit, apples were the most liked fruit, and mangoes were less liked than nectarines, how many of her friends liked nectarines? 3.If three more friends liked oranges than apples, and one more friend liked mangoes than nectarines, how many of her friends liked oranges, apples, mangoes and nectarines?</p>	<p>YEAR 2 MATHS Complete the data investigation sheet. <i>(Your teacher will upload this today).</i></p> <ol style="list-style-type: none"> Choose a question to answer as a survey and 6 optional answers. Ask your question to your family or friends and fill in tally chart table. Complete the picture graph with your answers – make sure you include a title and labels Answer the four questions <p>Perhaps you could represent the Olympic medal tallies.</p>
Sam	III III II												
Gina	III III												
Paul	III III												
Pam	III												

		<p>1. Is it true or false that children are more likely to like dogs?</p> <p>2. Is it true or false that all children are certain to like dogs?</p> <p>3. Joan stated that 'dogs are more popular than cats'. Is this true or false? How do you know?</p>			
	<p>SCIENCE</p> <p>Today you are going to do an experiment. You are going to track the position of the sun every hour throughout the day. Make sure you choose a day that isn't overcast.</p> <p>You will need: Medium sized piece of cardboard or sturdy paper, modelling clay/ blu-tack/ plasticine/ playdough, pencil, hot glue gun (optional), texta/marker pen, open space with full sun, clock (to tell the time)</p> <p>Use the link to see how to set up the experiment.</p> <p>Hint: you need to stand in the same position each time you draw or take a picture. Make sure there are other objects in the picture frame to give the sun's position perspective. Don't</p>	<p>ART</p> <p>Task: To make a magical wand</p> <p>Equipment:</p> <ul style="list-style-type: none"> -sticks / straw / cardboard tube (anything long like a wand) -coloured paper strips -paint / textas / pencils -string -jewels -wool -leaves -stickers -any fun things you would like to decorate your wand with <p>Instructions:</p> <ol style="list-style-type: none"> 1. Paint your stick / wand and let it dry for a few hours. 2. Prepare all of your materials and tie, stick glue or wrap around your wand. 	<p>SPORT</p> <p>Learn the KidzBop shuffle!</p> <p>(See website link below the grid).</p> <p>Get your heart rate up by watching and learning the KidzBop shuffle.</p> <p>Think you've aced it? Get someone to record you and show your teacher!</p>	<p>HISTORY</p> <p>Today we are going to be thinking about the past, present and future.</p> <p>The past means events that have already happened, the present means things that are happening right now and the future refers to things that haven't happened yet.</p> <p>Complete the time tunnel worksheet by writing the following phrases in the correct tunnel:</p> <p>long ago, yesterday, then, once upon a time, today, now, tomorrow, next week, in ancient times, last week, in ten years, this year, last year, next month, next</p>	<p>PERSONAL DEVELOPMENT</p> <p>Internal organs of our body</p> <p>Watch the clip. (See the link below the grid).</p> <p>Identify the organs in our body by completing the colouring activity.</p>

	<p>look directly at the sun, this may hurt your eyes. Make sure all the pictures have the time added to them.</p>	<p>Keep extras to place at one end to give it a 'tail'. 3. Make sure the wand is dry before playing with it so your materials are stuck properly. 4. Take a photo of your wand and share it with your teacher.</p> 		<p>year, last month, an hour ago, at lunchtime today</p> <p>Next, complete the activities diary by writing about and drawing your favourite activities</p> <ul style="list-style-type: none"> • In the past I have • In the present I am • In the future I will 	
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SCIENCE

Website link

<https://www.clearwaycommunitysolar.com/blog/science-center-home-experiments-for-kids/sundial-experiment/>

SPORT

Website link

<https://www.youtube.com/watch?v=QfzRP6V5rE4>

PERSONAL DEVELOPMENT

Website link

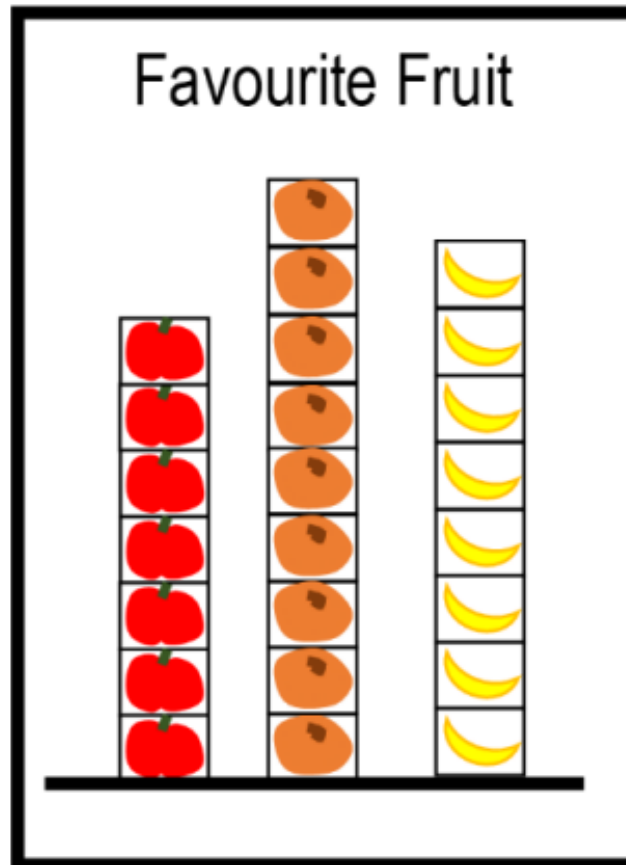
<https://www.youtube.com/watch?v=i5aXwiC3wWc>

YEAR 2 MATHS

Monday

Apples	IIII II
Oranges	IIII IIII
Bananas	IIII III

Apples	7
Oranges	9
Bananas	8



SPELLING

YEAR 1

YEAR 1 RED	YEAR 1 BLUE	YEAR 1 WHITE
tree	best	button
try	lost	kitten
trap	last	pretty
truck	fast	stairs
went	stay	station
want	start	street
tent	little	television
bent	better	terrible
		tonight
		toast

SPELLING

YEAR 2

YEAR 1 RED	YEAR 1 BLUE	YEAR 1 WHITE
sent	hitting	bottle
cent	getting	country
post	taking	empty
cost	pretty	fifteenth
little	about	gently
stand	isn't	instead
start	aren't	kitten
strip	wasn't	letter
street	weren't	present
string	don't	quitting

YEAR 1 SOUNDWAVES

Unit
24



t tt



tiger



button



List Words

tree	went	best	stay
try	want	lost	start
trap	tent	last	little
truck	bent	fast	better

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 picture if you hear in the picture name. **Write** a stroke below the picture for each sound in the picture name, like this: tree /t/r/ee/ /t/.



3 **Write** t, tt or T to finish the words. **Read** the sentences. **Draw** the picture.

★ We usually write t for . Sometimes we write tt in the middle of a word. T starts sentences and the names of people and places.

Li__le __ommy __iger is
__ro__ing on the __rack.
Li__le __ommy __iger is
hun__ing for a snack.

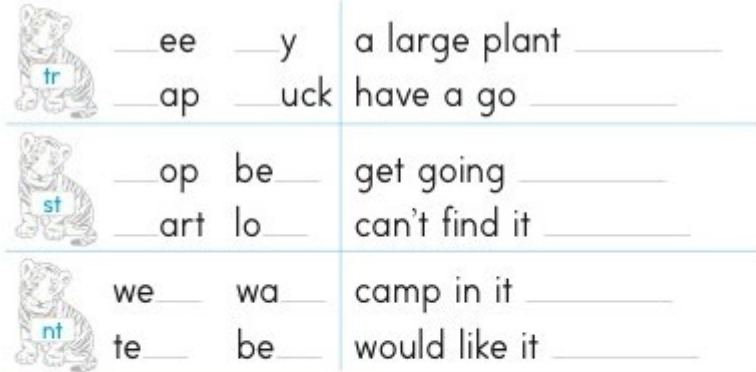
4 **Write** st or tr to finish the words. **Write** one of your words for each picture.



5 **Write** words to rhyme.



6 **Write** the letters that are in the tigers to finish the words. **Write** a word to match each clue.



7 **Count** the sounds in the word in each tent. **Write** this number in the doorway. **Colour** the tents that have words with the same number of sounds.



YEAR 2 SOUNDWAVES

**Unit
24**



t tt

tiger button

List Words

sent	stand	hitting	isn't
cent	start	getting	aren't
post	strip	taking	wasn't
cost	street	pretty	weren't
little	string	about	don't

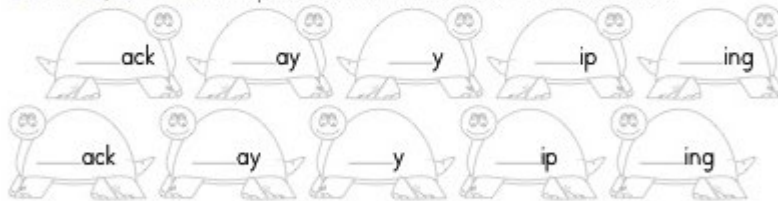
Letters Words

1 **Underline** the letter or letters for **t tt** 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 **Count** the sounds you hear in each word. **Write** the number in the circle. **Colour** the letters for **t tt** in each word.



3 **Write** st, str or tr in the spaces to make words. **Make** 10 different words.



4 **Colour** words from each list the same colour if they have the **same** meaning.

post	begin
cost	twine
little	road
start	send
street	price
string	small



5 **Colour** words from each list the same colour if they have the **opposite** meaning.

stand	right
taking	worst
left	sit
best	slow
first	giving
fast	last



6 **Rewrite** these words adding ing to each one. **Write** some of your words to finish the sentences.
Go to Helpful Hints (1b) and (2b)

hit _____ bite _____ bat _____
hate _____ wet _____ vote _____
pot _____ cut _____ take _____

The rope kept _____ the post.

Mum is _____ me to swimming.

I like _____ better than bowling at cricket.

7 **Write** the contractions for the following words. **Finish** the sentences with these contractions.

Go to Helpful Hint (13)

were not _____ was not _____

are not _____ do not _____ did not _____

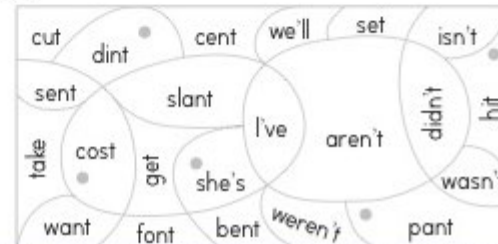
Turtles _____ live on land.

Turtles _____ mammals.

Yesterday there _____ any turtles on the beach.

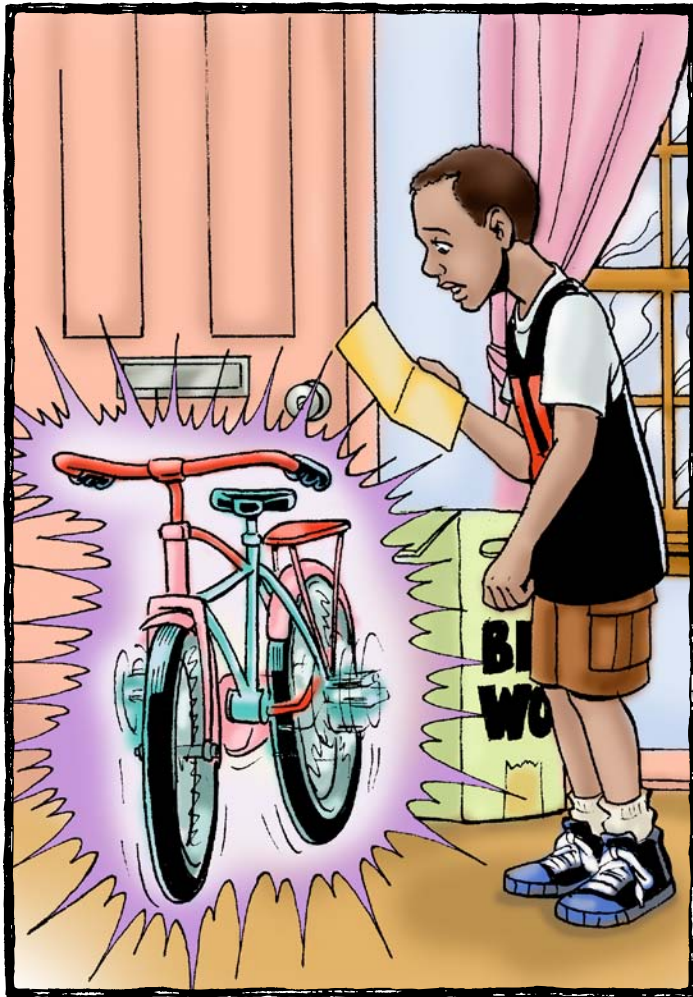
Last night they _____ lay their eggs.

8 **Colour** the contractions **green**. **Colour** other words **blue**.



The Magic Bike

A Reading A-Z Level I Leveled Book
Word Count: 236

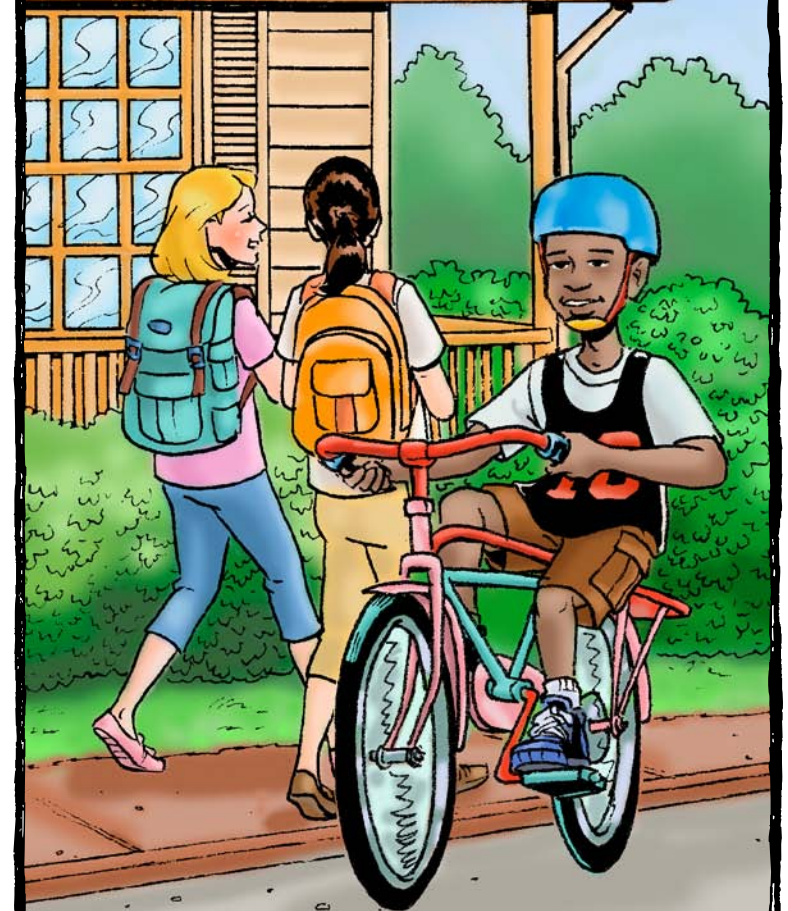


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LEVELED BOOK • I

The Magic Bike



Written by Ann Weil • Illustrated by Tad Butler

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The Magic Bike



Written by Ann Weil
Illustrated by Tad Butler

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Correlation

LEVEL I	
Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16



Click, plop!

A letter fell through the **mail** slot.

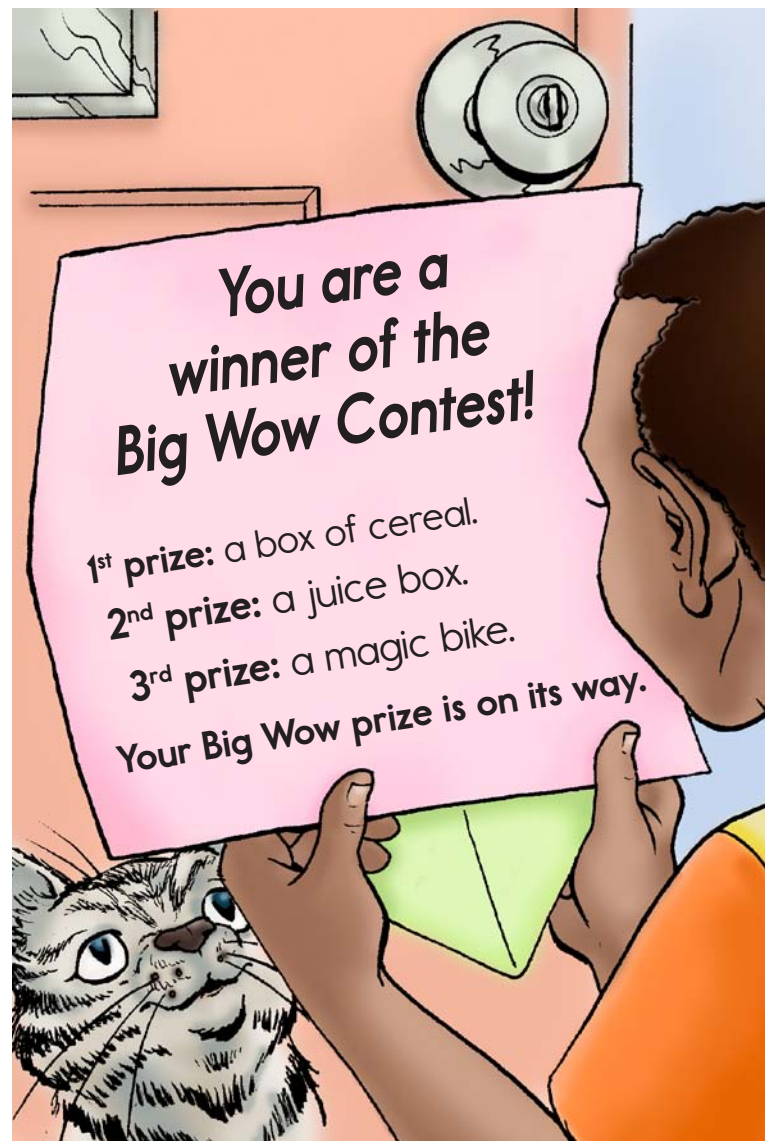
Jayden looked up.

His parents were still asleep.

It was early Sunday morning.

“We don’t usually get mail on Sunday,” Jayden said to the cat.

Jayden picked up the **envelope**.
His name was on it, so he opened it.





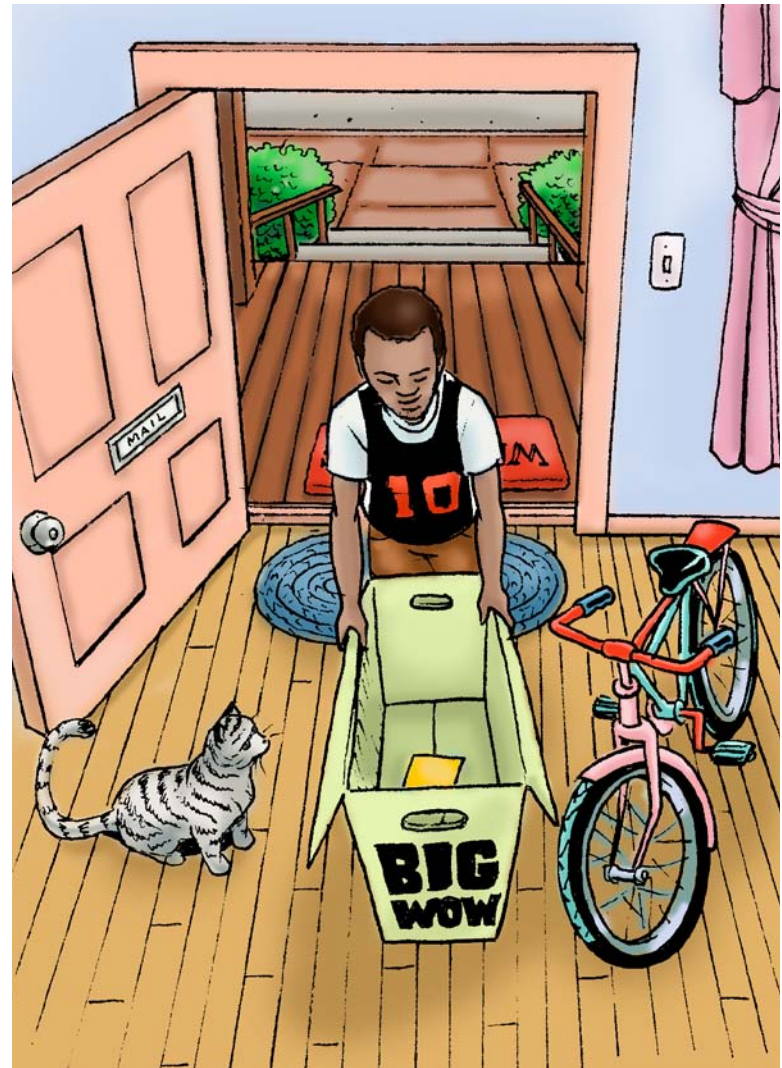
“That’s strange,” Jayden said to the cat.

“I didn’t enter a **contest**.”
He wondered which **prize** he would get.



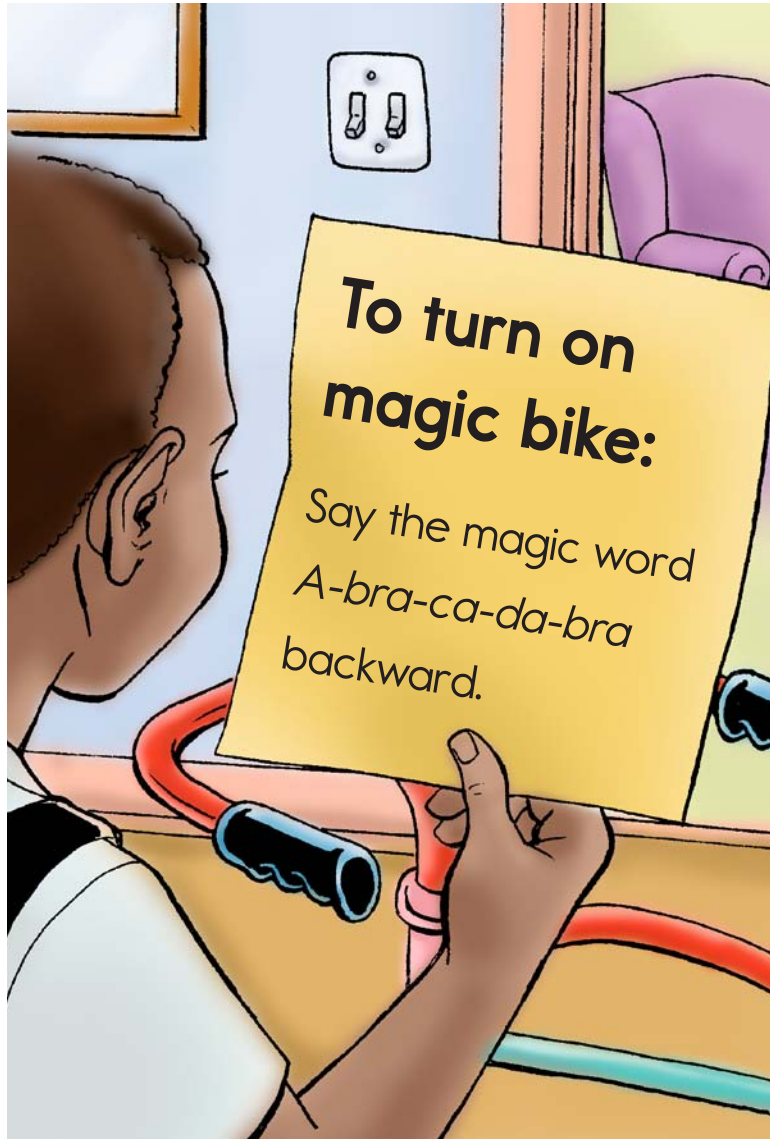
Two days later, a big box was waiting for Jayden when he got home. He opened it.

“This must be the **magic** bike,”
Jayden said.
He got on and began to pedal.

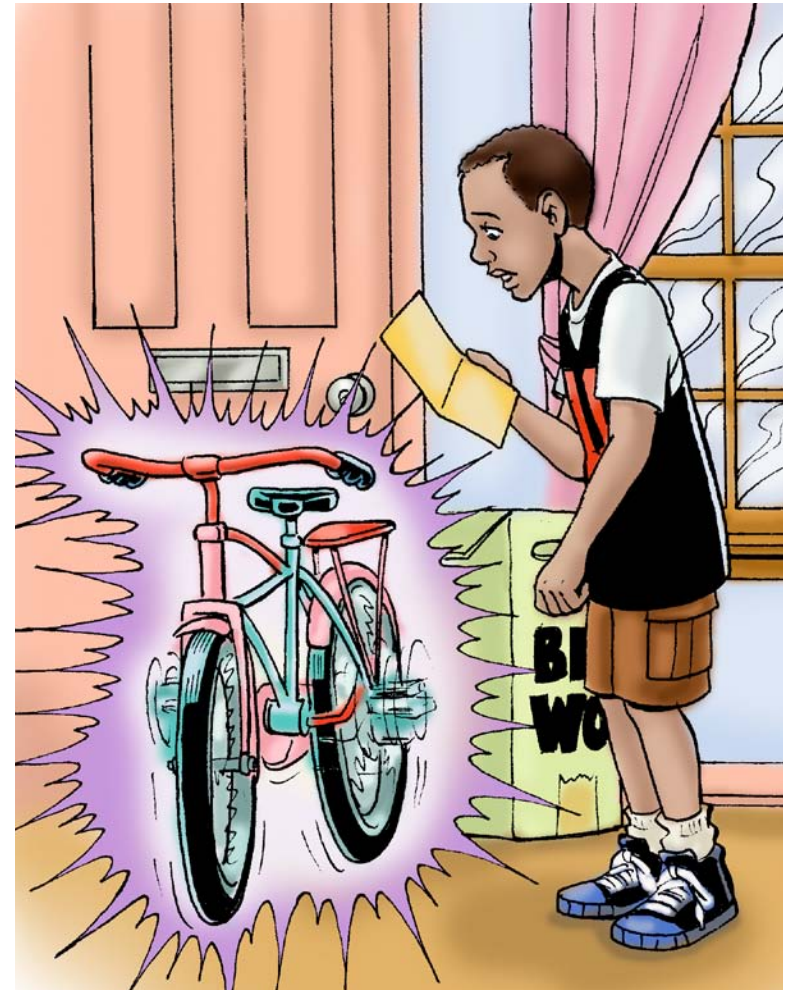


“It’s a nice bike, but what’s so magic
about it?” Jayden wondered.
He took the bike and the box inside.

Then he saw that there were **instructions** in the box.



“Arb-ad-ac-arb-a,” Jayden said slowly. The bike started to glow. Then it began to move by itself. Jayden quickly jumped on.





The bike took off like a rocket,
and took Jayden with it.
Jayden rode the magic bike
upside-down on the ceiling.
Then it went down one wall
and up another.



Finally the bike stopped.
There were tire prints everywhere.
“Uh-oh,” Jayden said.
“I’m going to be in big trouble.”

Jayden cleaned up.



He put the magic bike
back into its box.



“Hey, Jayden,” called Pat.

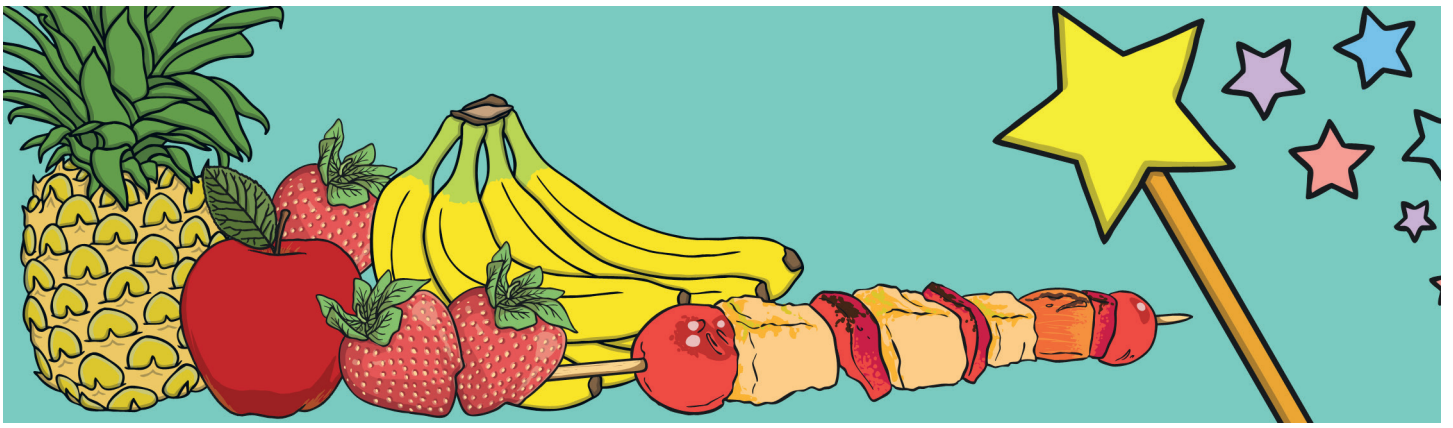
“Do you want to ride your bike with me?”

“No thanks,” said Jayden.

“I think I’ll stick with walking.”

Glossary

- contest** (*n.*) a competition for a prize (p. 5)
- envelope** (*n.*) a flat paper container that holds a letter and can be sealed (p. 4)
- instructions** (*n.*) printed information about how to do something (p. 9)
- magic** (*adj.*) made or created to do impossible things (p. 7)
- mail** (*n.*) letters and packages sent from one person to another through the post office (p. 3)
- prize** (*n.*) something given to the winner of a contest (p. 5)



Magic Wand Fruit Kebabs

Ingredients

Pineapple

Apples

Strawberries

Bananas

Watermelon

Equipment

Chopping boards

Sharp knife (adult use only)

Child-safe knives

Star-shaped cookie cutters

Wooden kebab skewers
(blunt-ended if possible)

Method

1. Before the activity, prepare the wooden skewers by boiling them in hot water. This will stop them from splintering.
2. Wash your hands and put on an apron.
3. Next, wash the fruit.
4. Then, an adult should remove the skin from the pineapple, watermelon and apple (optional).
5. Cut the apple, pineapple and banana into chunks, and the strawberries into halves. Children can use child-safe knives to cut the soft fruit like the bananas, pineapple and strawberries.
6. Cut the watermelon into slices.
7. Use the cookie cutters to cut star shapes out of the slices of watermelon.
8. Lay out the fruit pieces and carefully place onto the skewers. Children should be closely supervised for this activity, as the skewers can be very sharp. Model how to push the fruit onto the skewers, without putting their hands behind the fruit where the skewer will come through it.
9. A star-shaped piece of watermelon can be the final piece of fruit placed onto the top of the skewer to finish the magic wand fruit kebab.

How to Make Teachers Disappear

You will need:

- One tooth from a tiny frog
- Three hairs from a snake's eyebrow
- The tongue of a slimy worm
- Fluff from a bat's belly button
- Eight drops of blood from a witch's finger
- Twenty chicken's toenails wrapped in cobwebs



What to do:

First, get all of your ingredients together and chop them into little pieces. Put them into a pot and place it over a burning, hot fire. Stir them together with a long, wooden spoon until the mixture goes thick and sticky. Finally, pour some into a glass and wait for it to cool. Give to your teacher and wait...

Quick Questions



1. Number these instructions from 1 to 3 to show the order they must happen in.

_____ **Pour the mixture into a glass.**
_____ **Chop up the ingredients into little pieces.**
_____ **Stir them together with a wooden spoon.**



2. Which two adjectives has the author used which mean the same as 'small'?



3. Do you think that someone could get all of these ingredients? Why?



4. How many chicken's toenails do you need for the recipe?



Trick or Treat

It was the evening of 31st October. Two sisters were getting ready to knock on the doors of the houses on their street. Eva, the younger of the two sisters, wore a tall, purple hat with a matching dress. She had saved her green and white stripy tights all year for this special event and thought they looked wonderful next to her round, orange bucket shaped like a pumpkin.

Just as they were about to leave, there was a loud knock on the front door. "Who could it be?" asked Ruth. They opened the door a tiny bit and peeked outside...

Quick Questions



1. What were the names of the two sisters?



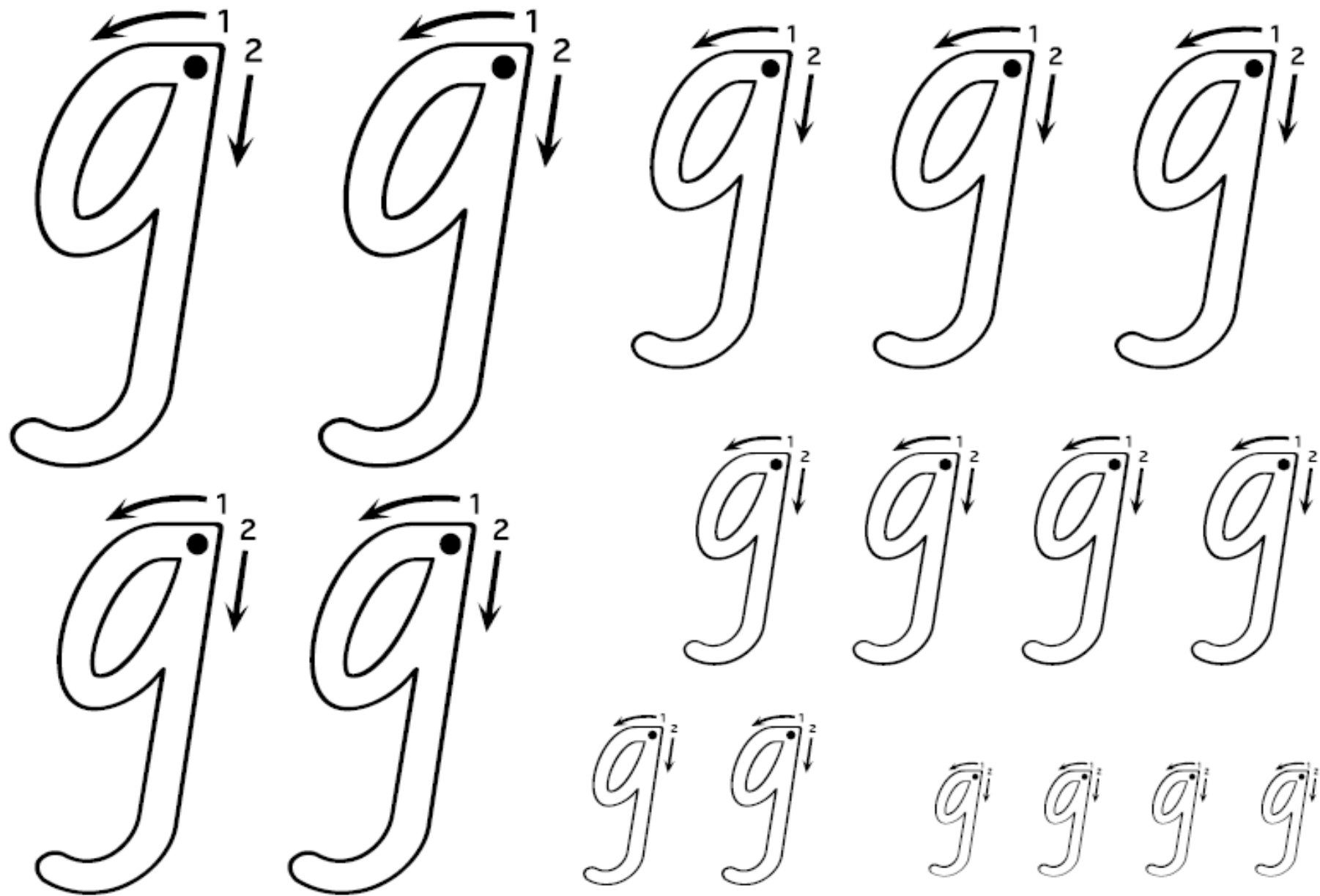
2. Which two adjectives has the author used to describe Eva's bucket?



3. What is the 'special event' that Eva had saved her stripy tights for?



4. Who do you think is at the door?



Label each coin with its value – 5c, 10c, 20c, 50c, \$1 or \$2.

 A	 B	 C	 D	 E	 F	 G
 H	 I	 J	 K	 L	 M	 N
 O	 P	 Q	 R	 S	 T	 U
 V	 W	 X	 Y	 Z		



Cut out the strips of coins.

Order and glue the first strip of coins according to value (from lowest to highest).

Order and glue the second strip of coins according to size (from smallest to largest).

Reflection:

Does the smallest coin have the lowest value?

Does the largest coin have the highest value?

Why do you think the coins are not all the same colour?

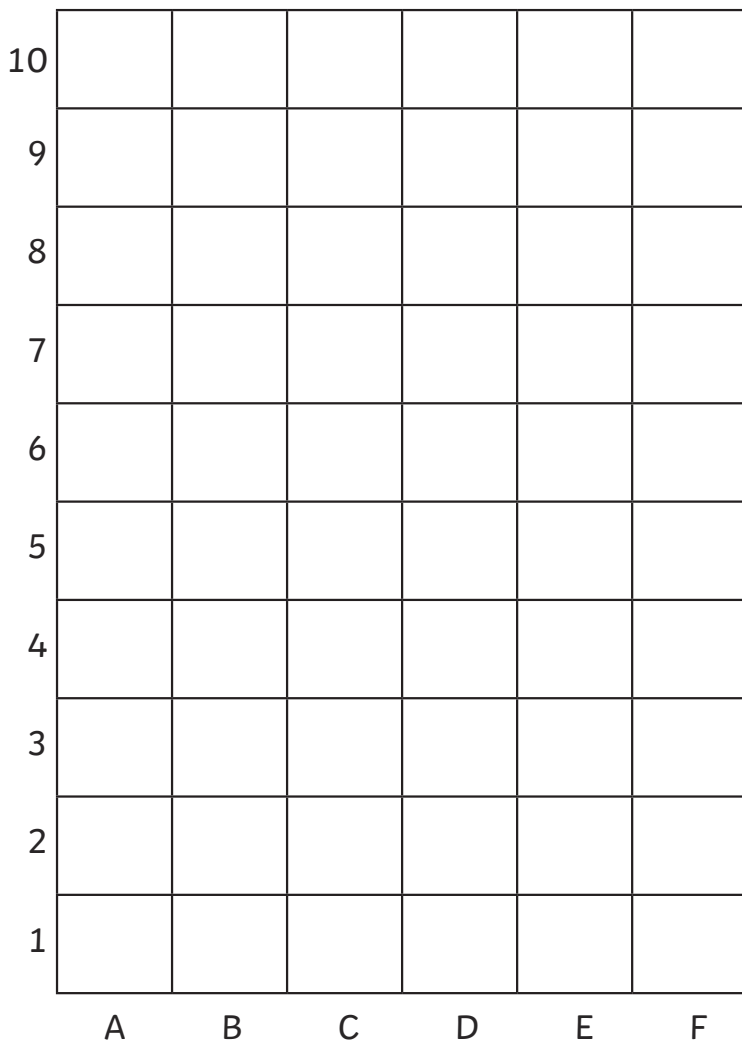
Why do you think the coins are not all the same size?

Classroom Data Investigation

I can choose a question and collect and represent data about that question.
(ACMSP048, ACMSP049, ACMSP050)

My question is: _____

	Tally	Total
A		
B		
C		
D		
E		
F		

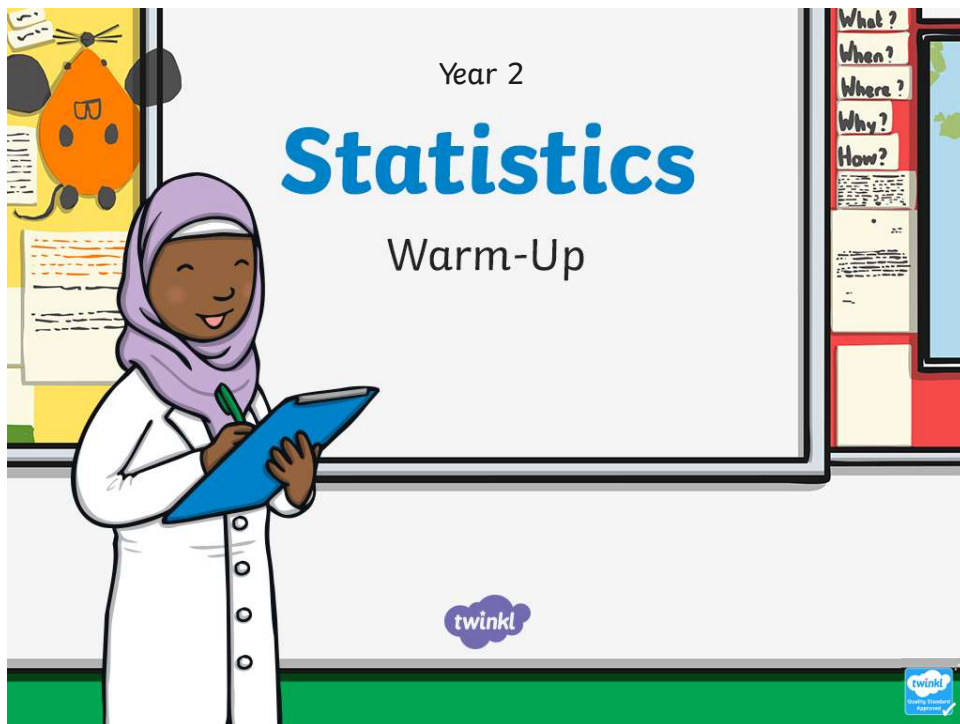


The most popular...

The least popular...

I also noticed...

Write your own question to ask a friend about your data.



Kitty made a tally chart of the birds in her garden.

Garden Bird	Tally
Willie Wagtail	
Rosella	
Magpie	
Parrot	
Pigeon	

How many rosellas did she see?

5

answer

Kitty made a tally chart of the birds in her garden.

Garden Bird	Tally
Willie Wagtail	
Rosella	
Magpie	
Parrot	
Pigeon	

How many more willie wagtails than pigeons did she see? **3**

answer

Write this number as a tally.

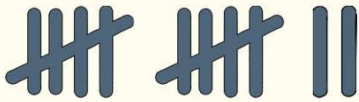
10

|||| ||||

answer

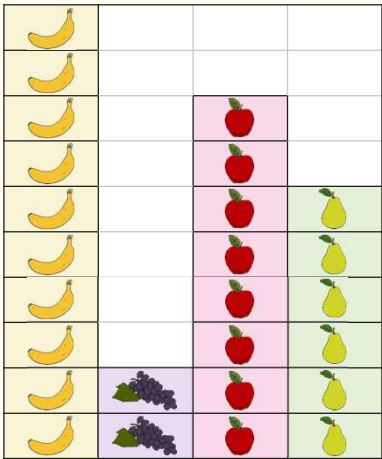
Write this number as a tally.

12



answer

This pictogram shows favourite fruits in Class 2.

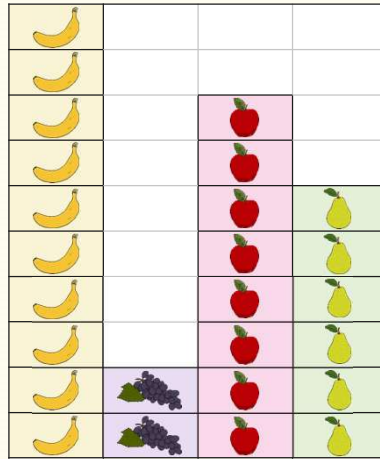


Which is the most popular fruit?

Bananas

answer

This pictogram shows favourite fruits in Class 2.



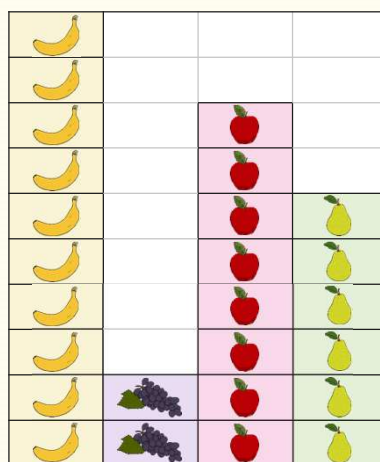
answer

Bananas Grapes Apples Pears

Which is the least popular fruit?

Grapes

This pictogram shows favourite fruits in Class 2.



answer

Bananas Grapes Apples Pears

How many more children like apples than pears?

2 more children like apples than pears.

This pictogram shows favourite colours in Class 2.

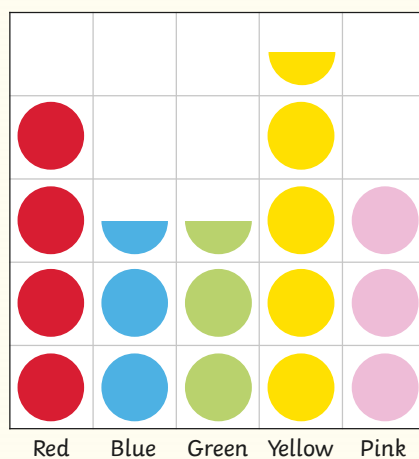


What questions could be answered by the pictogram?

Example: Which colour is the most popular?

answer

This pictogram shows favourite colours in Class 2.



Each circle represents two children. How many children like blue the most?

5 children

answer

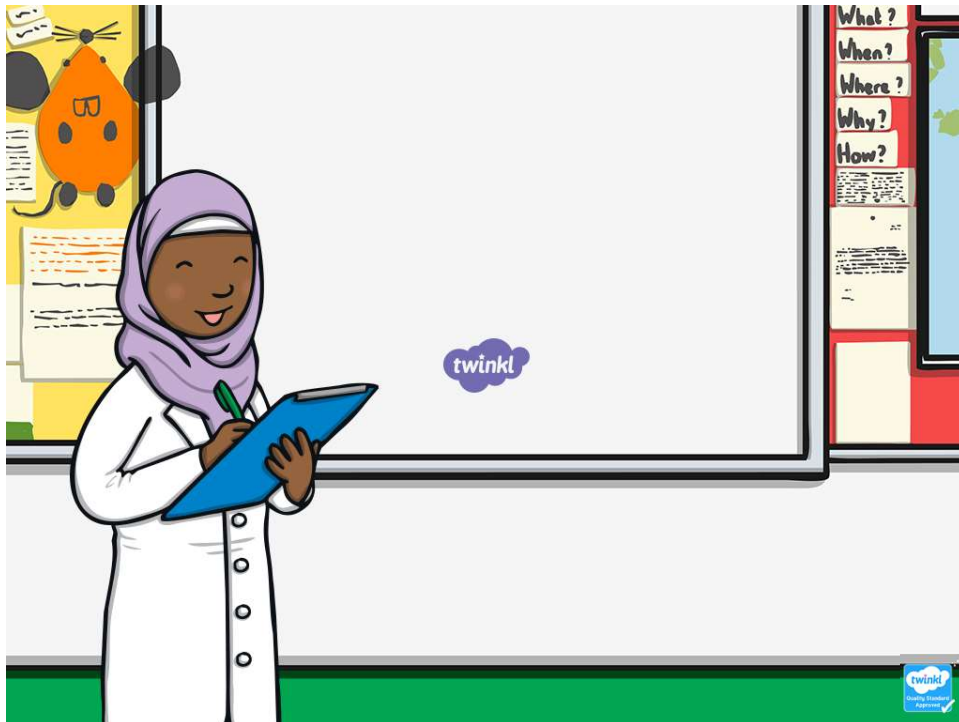
This pictogram shows favourite colours in Class 2.



Each circle represents two children. How many more children like yellow than green?

4 children

answer





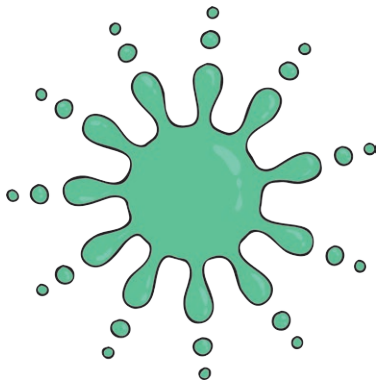
What is the best flavour of ice cream?



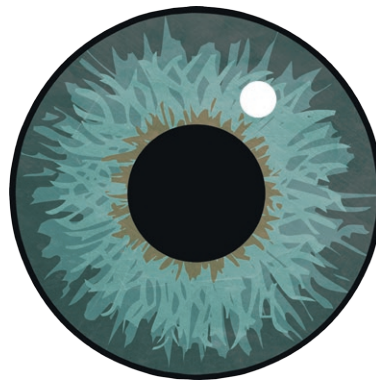
Which sport do you play?



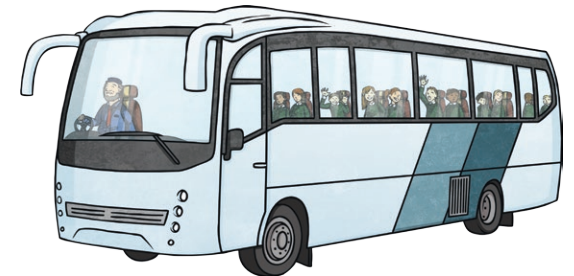
What is your favourite type of book?



What is your favourite colour?



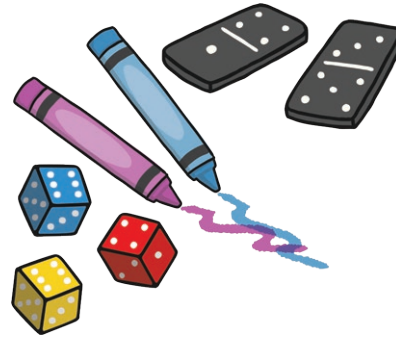
What colour are your eyes?



How do you get to school?



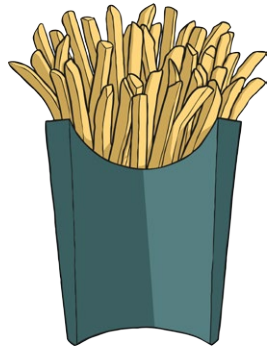
What pet do you have?



What is your favourite subject at school?



Do you like spiders?



What is your favourite takeaway food?



Where were you born?



Do you like going camping?

vanilla |||

chocolate ||||| ||

strawberry |||||

tennis ||

netball ||||| |

basketball |||||

football ||||| |||

scary ||||| ||

comedy ||||| |||||

adventure |||||

mystery |||

blue |||

red |||||

green ||

purple ||||| |

yellow |||||

blue ||||| |||

green |||||

brown ||||| ||

hazel |||

bus ||||| ||

car |||||

walk ||||| |||

bike ||||| |||||

dog

|||

cat

||||

bird

||

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maths

|||| |

reading

|||| |

writing

|||| |

twinkl.com

yes

|||| |

no

|||| |

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fish and
chips

||||

Chinese

|||| |

pizza

|||| |

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Northern
Territory

||||

South
Australia

||||

Victoria

|||

Tasmania

|||| |

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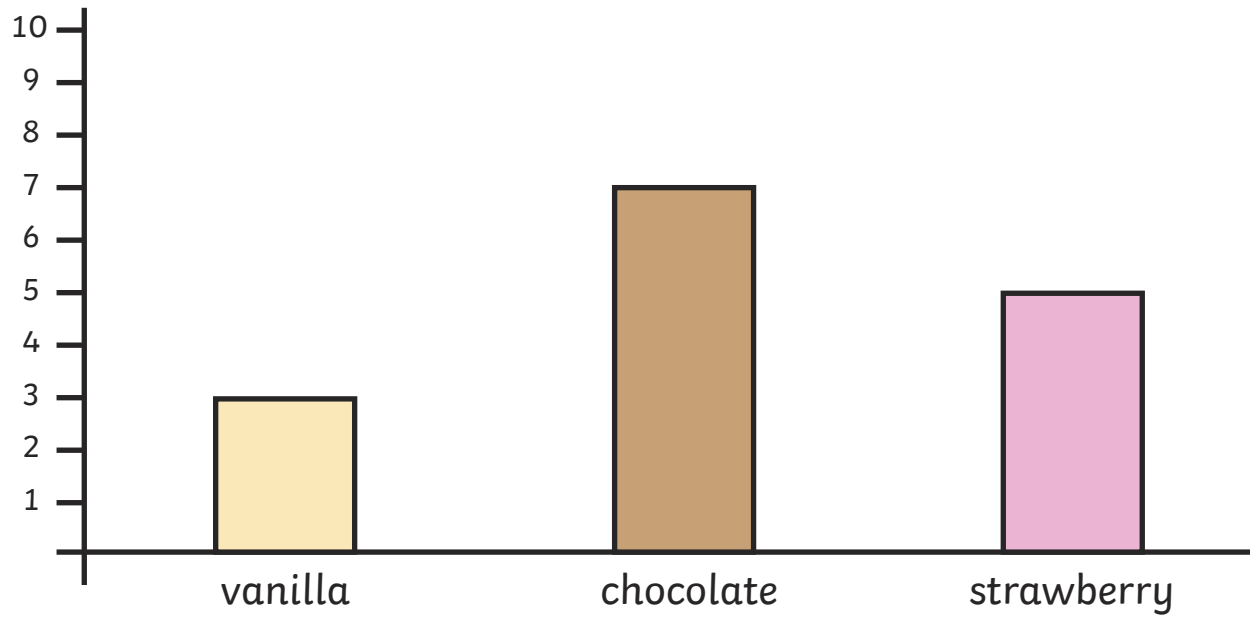
yes

|||| ||| |

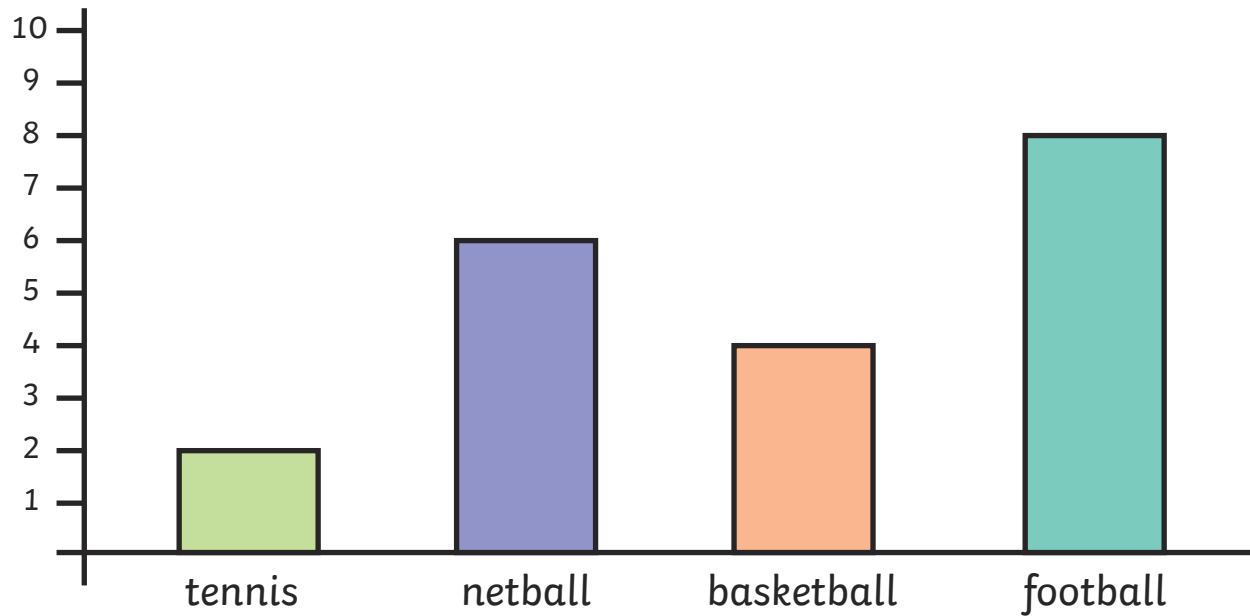
no

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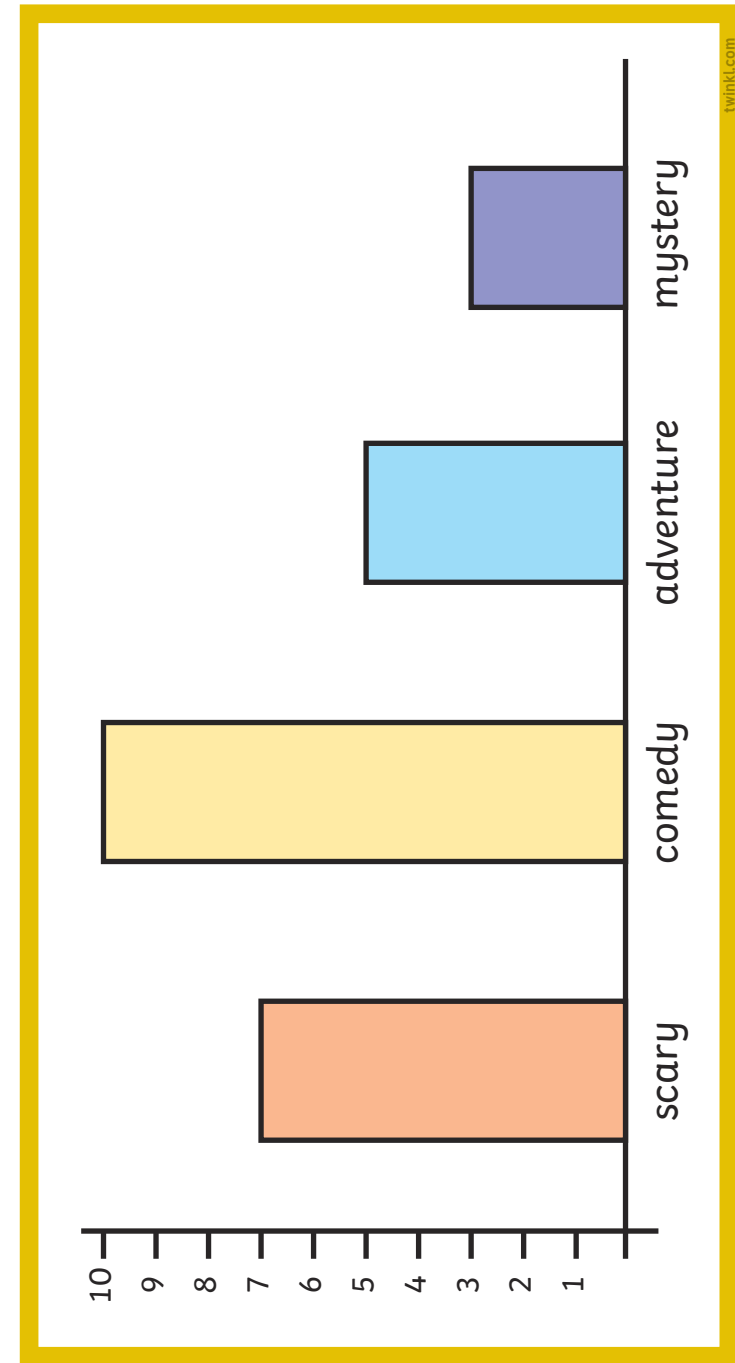
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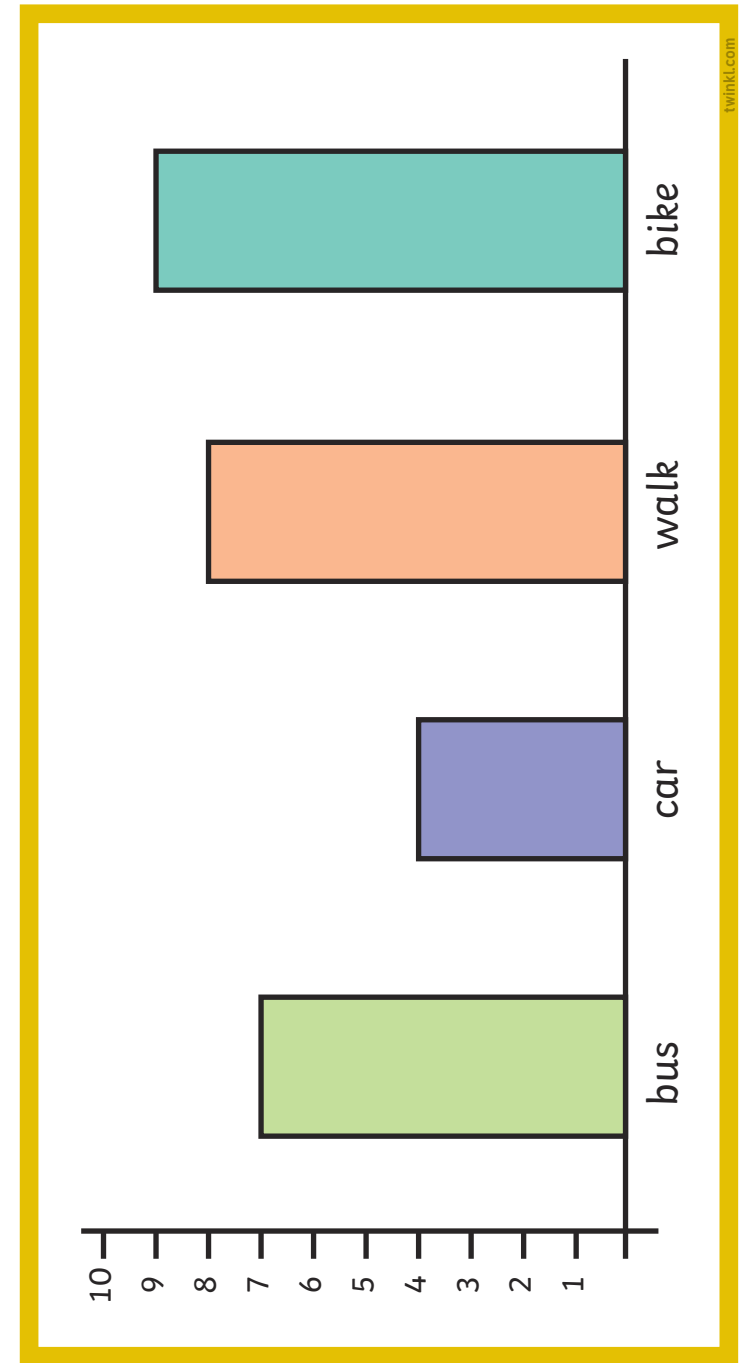
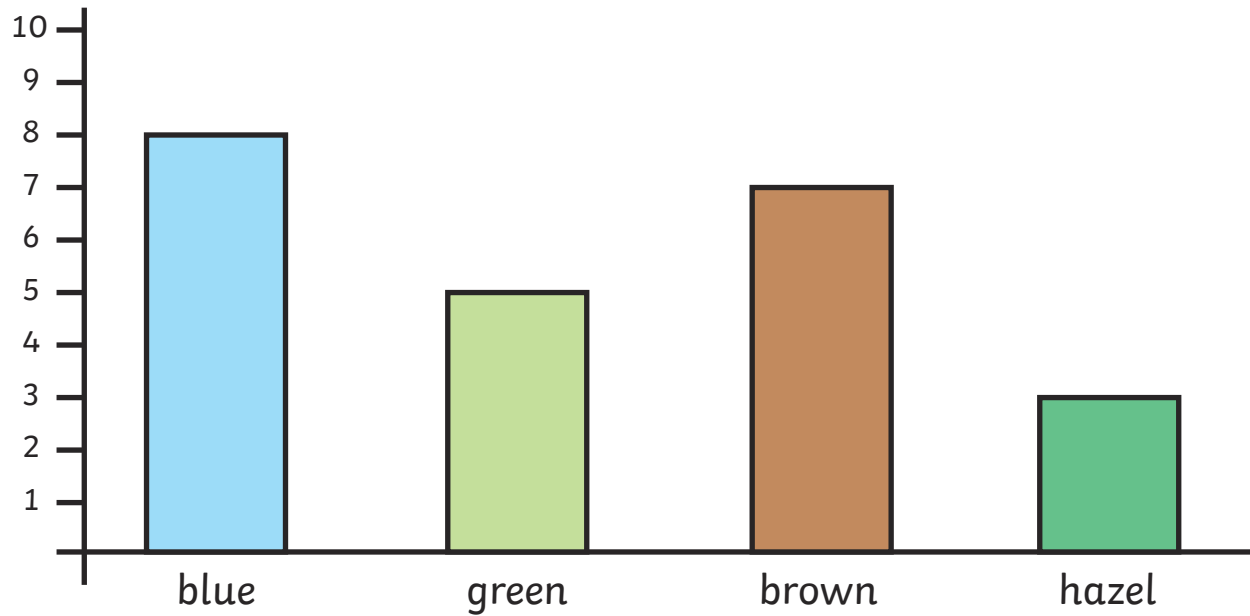
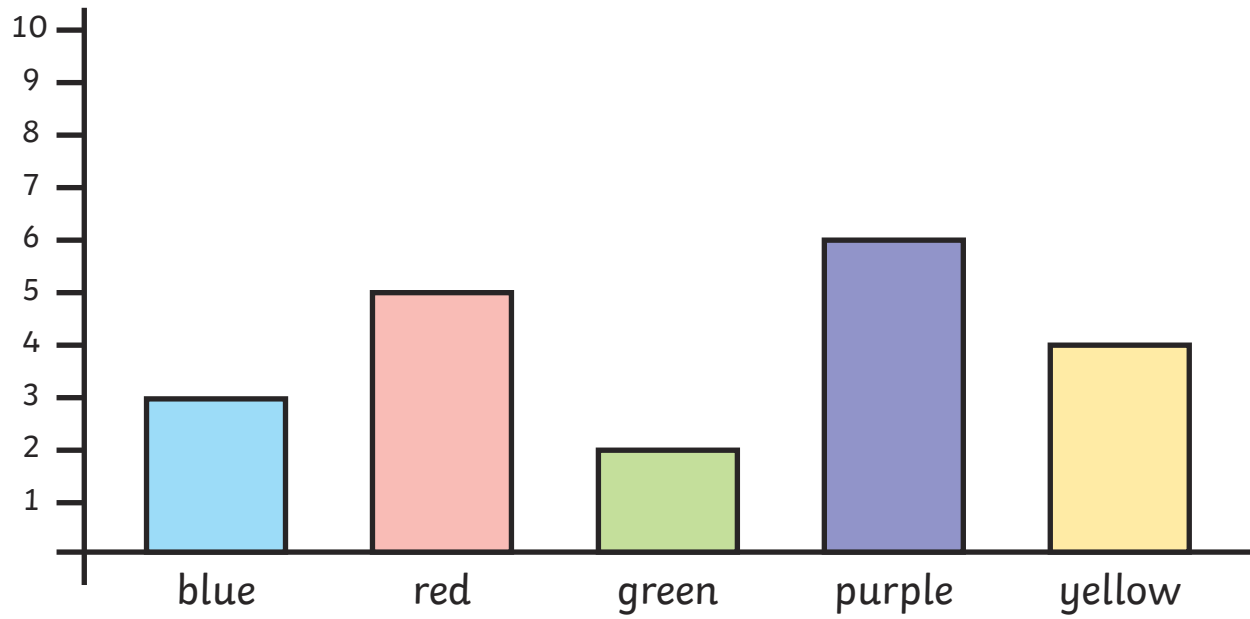
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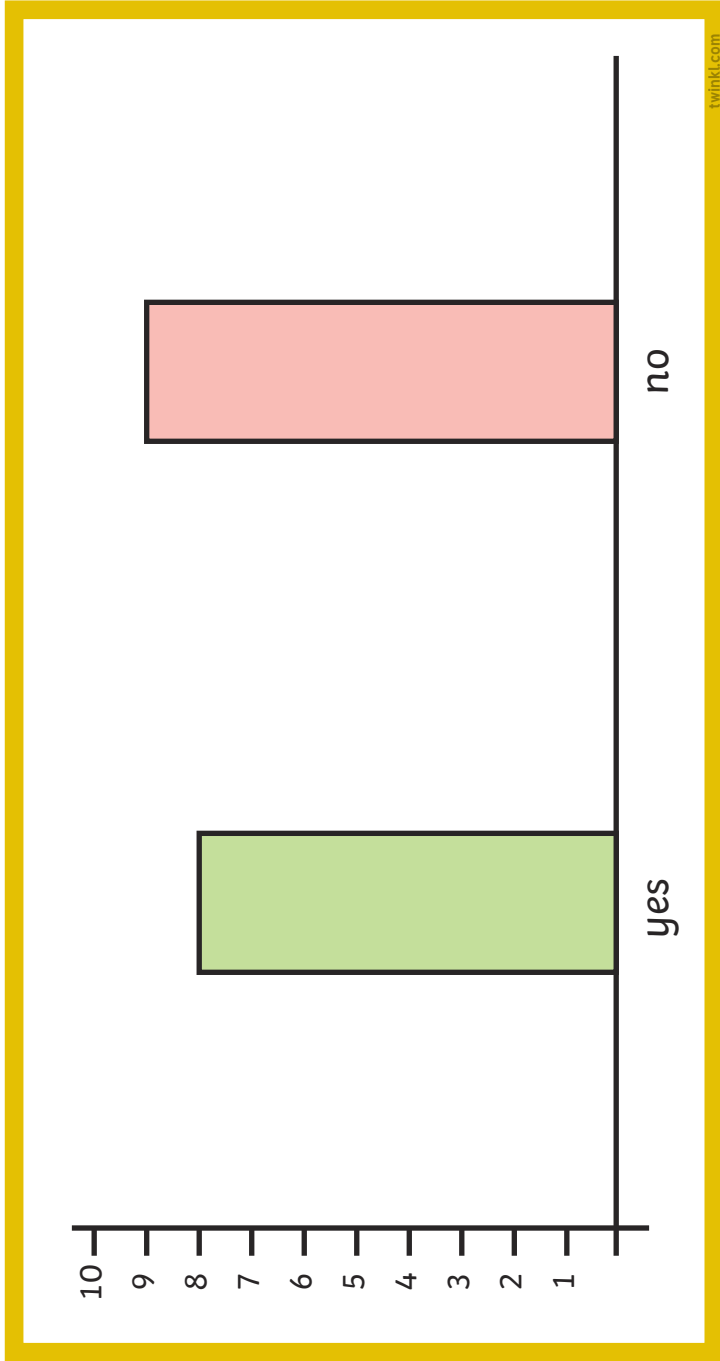
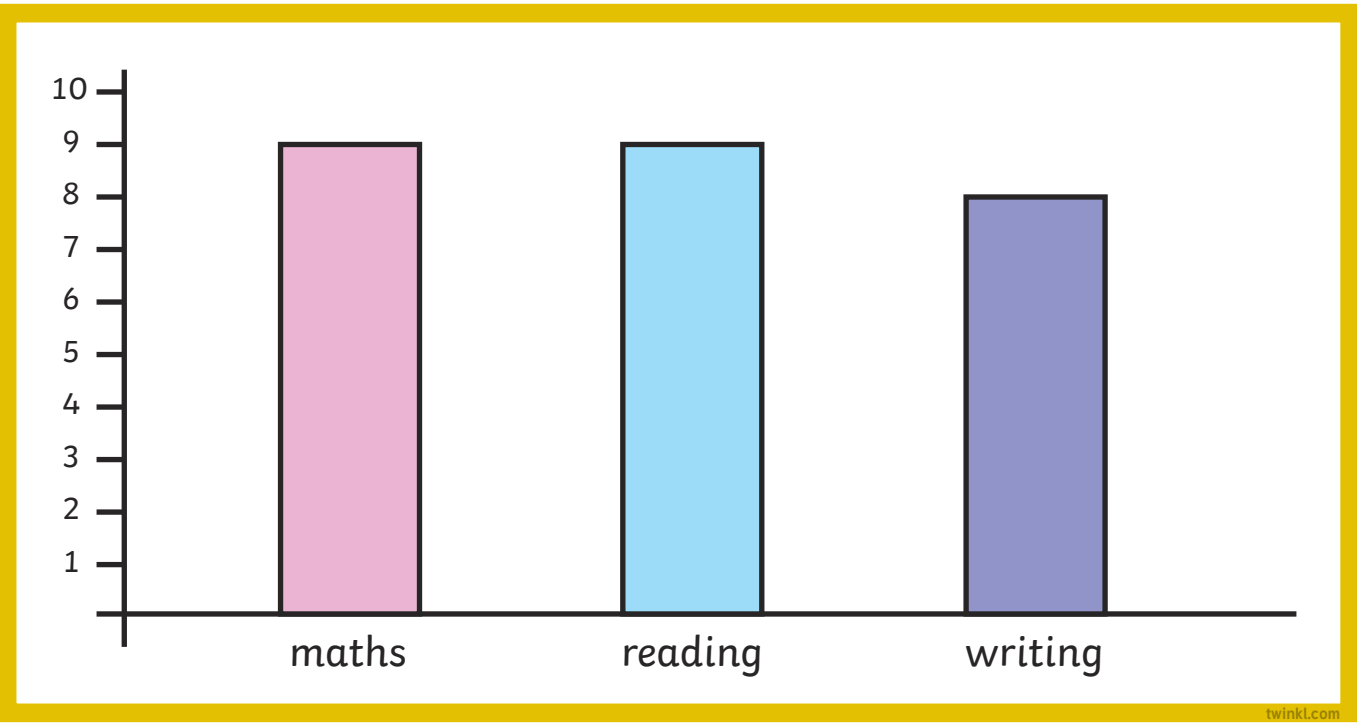
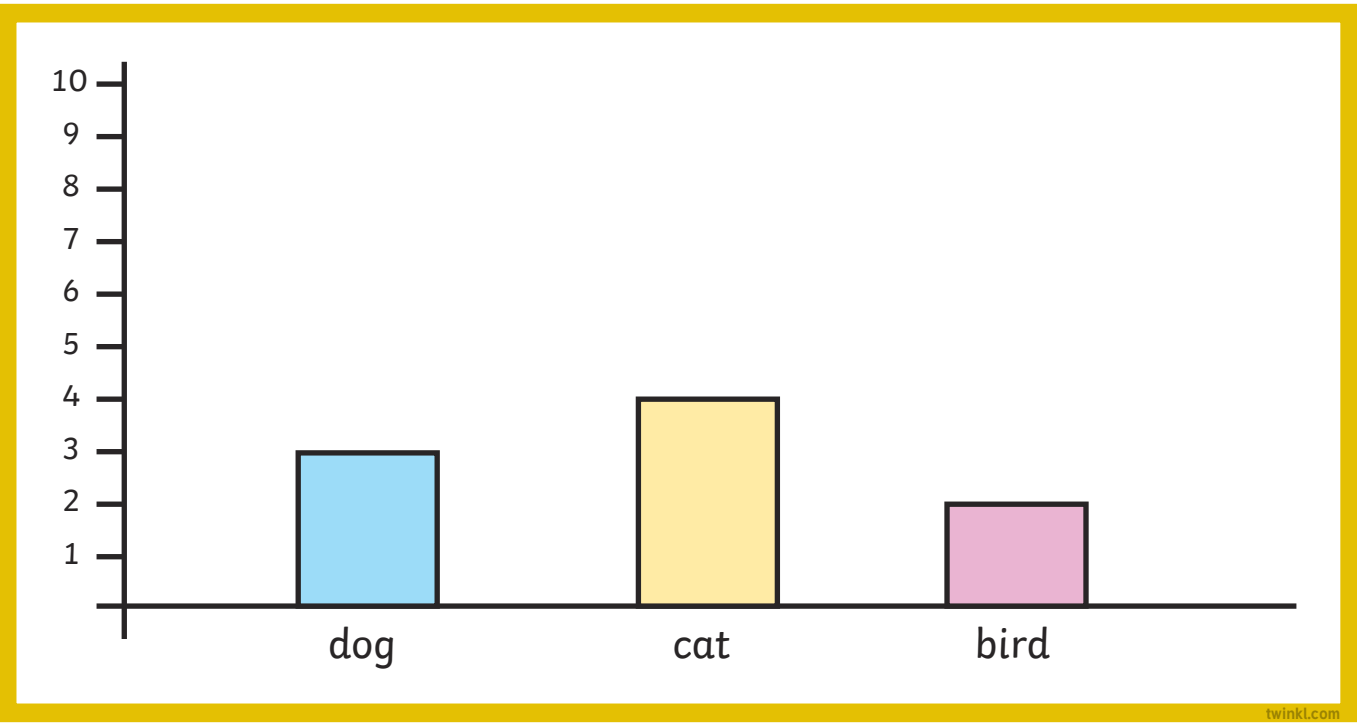


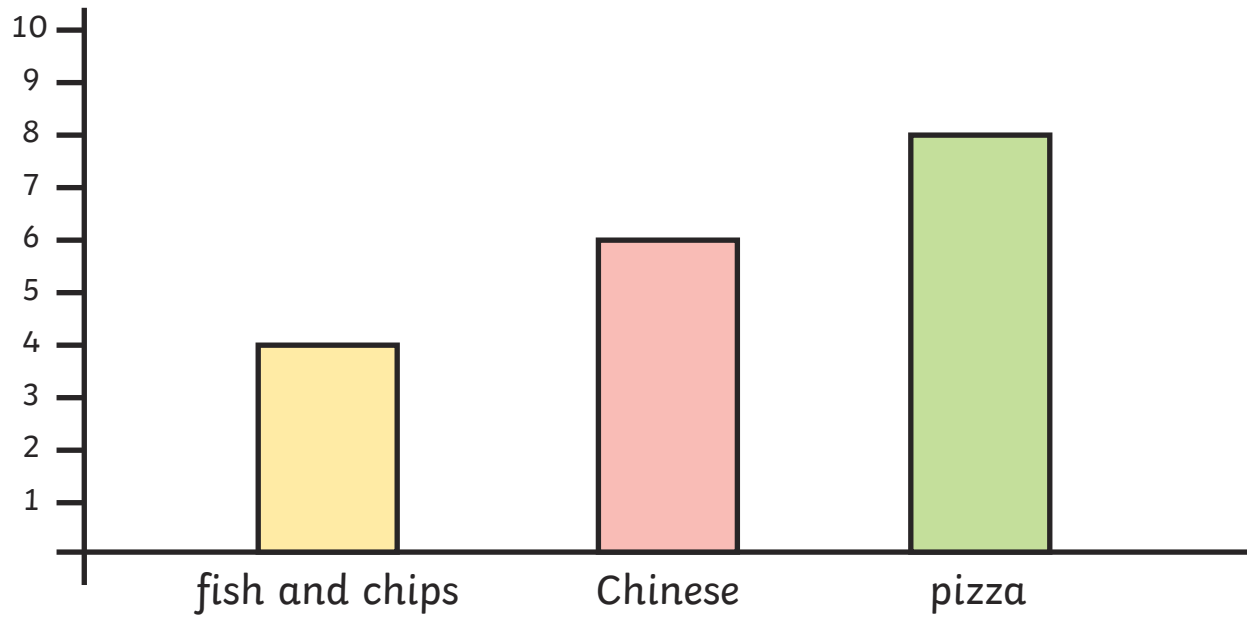
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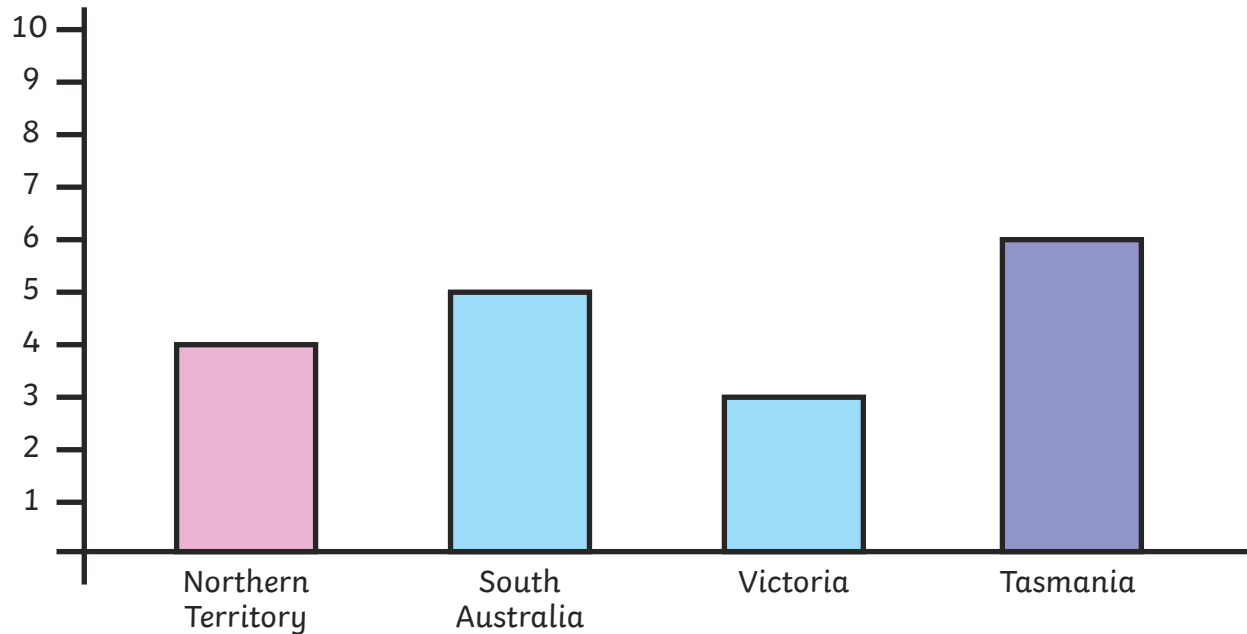
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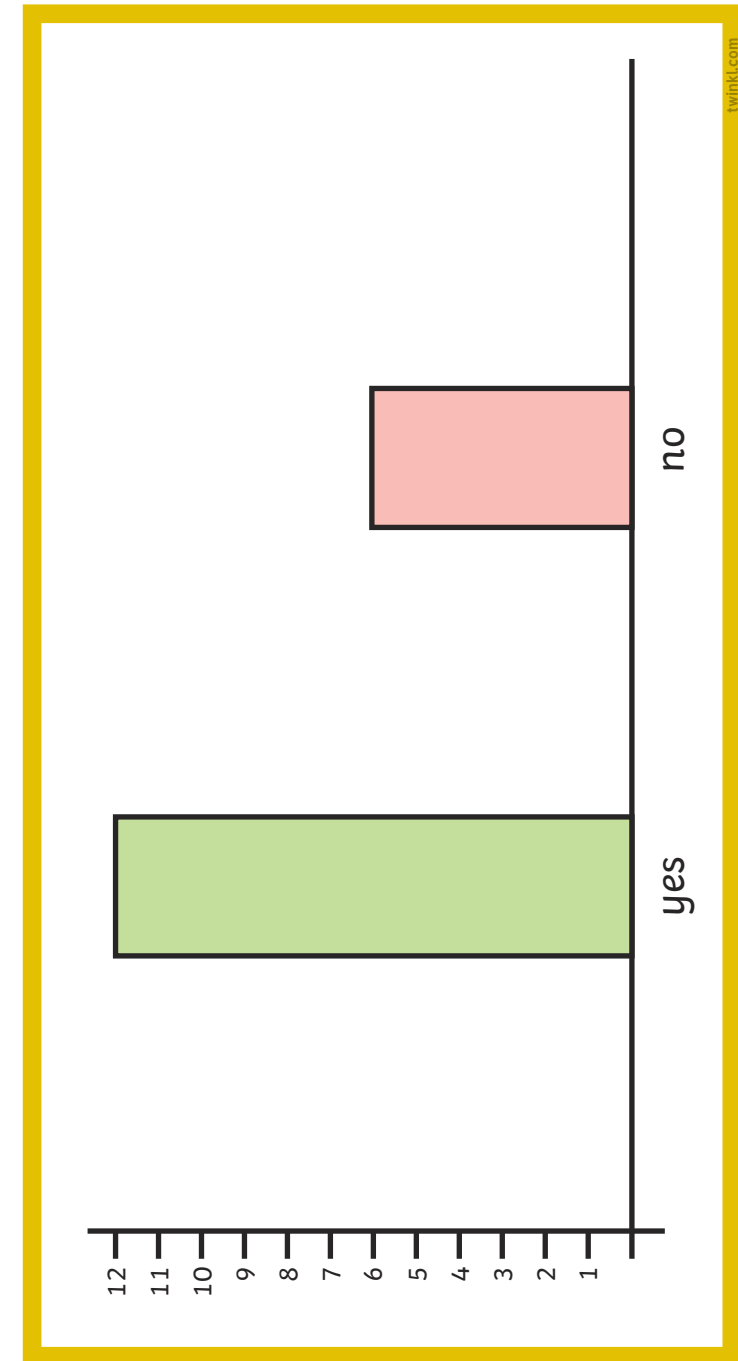




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Week 5 Art – Magical/Mystery Wand

Resources

- sticks/straw/cardboard tube (anything long like a wand)
- coloured paper strips * paint
- string * jewels
- wool * leaves
- stickers
- any fun things you'd like to decorate your wand with

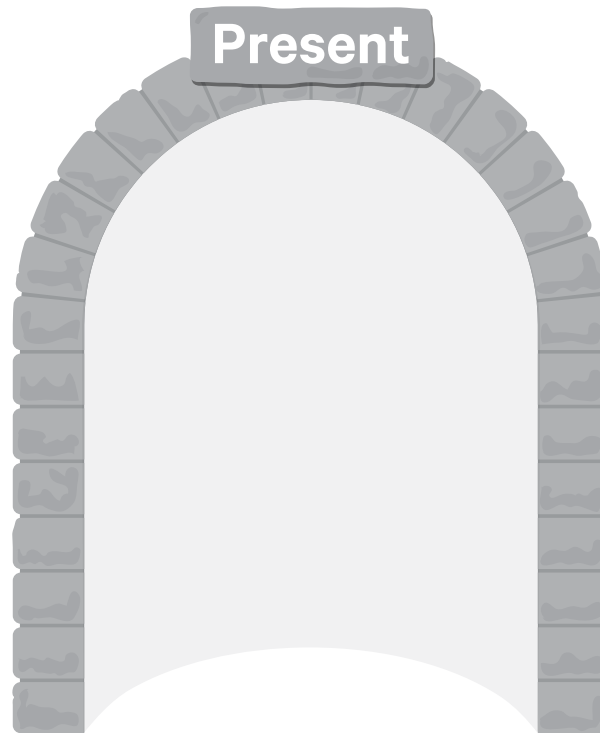
Instructions

1. Paint your stick and let dry for a few hours. You may like to stick some materials onto your stick to give it texture before you paint it.
2. Prepare all of your materials and tie, stick, glue or wrap around your wand. Keep extras to place at one end to give it a 'tail'.
3. Make sure the wand is dried before playing with it so your materials are stuck properly.
4. Upload a photo of your wand to your teacher.



7 What do you know now?

Write words describing time in each time tunnel.



- 8 Think of your favourite activities and create a past, present and future diary.



My Activities Diary

In the past I have ...

In the present I am ...

In the future I will ...

Organ Colouring

Follow these instructions to colour the organs:

1. Colour the heart red.
2. Colour the lungs pink.
3. Colour the liver yellow.
4. Colour the kidneys dark blue.
5. Colour the intestines orange.
6. Colour the gall bladder light green.
7. Colour the stomach purple.
8. Colour the brain light blue.
9. Colour the bladder dark green.
10. Colour the skin a skin tone of your choosing..

