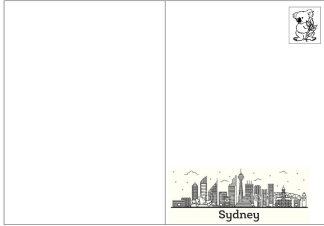
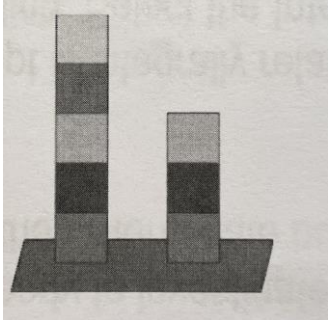
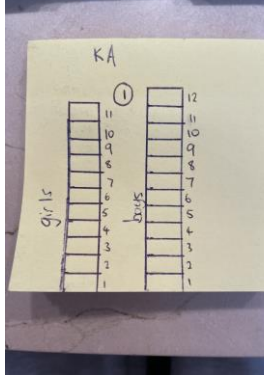
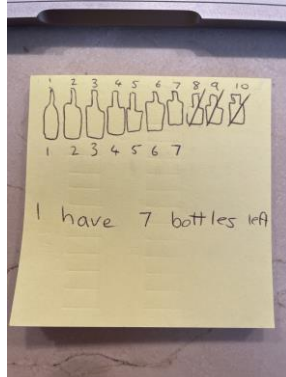
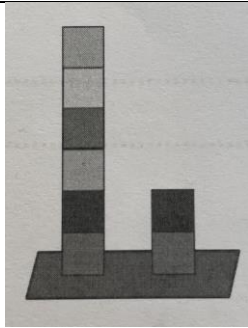


Off Line Term 3 Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><b><u>ENGLISH</u></b> <b><u>Reading</u></b> Read a book with someone at your house. Before you read, look at the cover, title and pictures. Predict what the book might be about. Read the book. If you come to a difficult word stretch 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><b><u>Soundwaves Spelling</u></b>  Complete the Soundwaves page (pg 69) for;  /j/ as in jellyfish</p>	<p><b><u>ENGLISH</u></b> <b><u>Reading</u></b> 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'?</p> <p>Have an adult read the same book to that you read yesterday and this time try to point to the words when the adult is reading. Find interesting words and discuss. For example, words in bold print or words in speech marks,</p> <p><b><u>Soundwaves Spelling</u></b>  Write ten words that start with 'j'.</p> <p><b><u>Handwriting</u></b> Complete the handwriting page 'j'.</p>	<p><b><u>ENGLISH</u></b> <b><u>Reading</u></b> 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><b><u>Soundwaves Spelling</u></b>  Complete the Soundwaves page (pg 70) for;  /y/ as in yoyo</p>	<p><b><u>ENGLISH</u></b> <b><u>Reading</u></b> Read a book with someone at your house. After reading the book, identify the main character/s. Describe a character and how they feel. How do you know how the character is feeling? Have an adult read the same book that you read yesterday. Get the adult to read the book to you again and this time try to point to the words when the adult is reading. If you come to a word you know, read that word. Find 5 sight words in the book.</p> <p><b><u>Soundwaves Spelling</u></b>  Write five words that start with 'y'.</p> <p>Write five words that end with 'y'.</p>	<p><b><u>ENGLISH</u></b> <b><u>Reading</u></b>  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 &amp; 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><b><u>Soundwaves Spelling</u></b>  Here are your list words for this week; jet, jog, jug, yes, yet.</p> <p>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</p>

		<p>Lower case 'j' is a <b>body and tail</b> letter and goes below the line</p> <p>Make sure you use <b>correct pencil grip!</b></p>		<p><b>Handwriting</b> Complete the handwriting page 'y'. Lower case 'y' is a <b>body and tail</b> letter and goes below the line</p> <p>Make sure you use <b>correct pencil grip!</b></p>	<p>your sentence, and you can trace and copy.</p>
10.30-10.45	<b>FRUIT BREAK</b>				
	<p><b><u>Writing</u></b></p> <p>What did you do on the weekend? Who were you with? Where were you? Talk about what you did and write your <b>orientation</b>.</p> <p>An <b>orientation</b> tells when, where, who and what (or why). For example – On the weekend I went for a walk to the park with my family.</p> <p>Now talk about what you did first, next, after that and finally. This is called the <b>sequence of events</b>.</p> <p>Try to write some of the events. For example – First, I played with the frisbee with my dad.</p> <p>Then I went on the swing.</p>	<p><b><u>Reading and responding</u></b></p> <p>What do you know about the word 'persuade' now? If we had to persuade someone that our favourite colour crayon is the best crayon, what might we say? Sit with someone at home and try and persuade them, why your crayon is the best. Ask someone at home what is their favourite colour crayon and ask them to persuade you, why their crayon is the best. Write 1 sentence about why you chose that colour crayon. Remember to use the</p>	<p><b><u>Writing</u></b></p> <p>Discuss:- What is a postcard? What are postcards used for? What does it look like? Have you ever received or sent a postcard? Use the attached postcard template to write to a family member persuading them to come to Australia.</p>  <p>Remember to use the word 'because' in your writing. You could write: Hi ....., Today I went to Sydney Harbour and it's an amazing place. You should come and visit Australia</p>	<p><b><u>Reading and responding</u></b></p> <p>Look at the postcard you wrote yesterday. Discuss with someone at home the following questions; - Is your postcard written from your own point of view? - How could they tell it was your point of view? - Had you seen postcards before? - Do you think people still send postcards? Why/Why not?</p> <p>Design a postcard for a place you have visited or a place</p>	<p><b><u>Writing/Reading and responding</u></b></p> <p>Using the postcard you designed yesterday, write a sentence about the place you have chosen. You might like to write why you chose this place and try to persuade the reader to visit this place.</p> <p>Don't forget to use the word 'because' in your sentence to explain your reason.</p> <p>See if you can write more than one reason to support your opinion.</p> <p>Remember to use a capital letter, sound</p>

	<p>After that we walked back home.</p> <p>Finally, we had delicious sausage sandwiches for lunch.</p> <p>Now think about how you felt about your weekend. Some children will be able to write a <b>personal comment</b>.</p> <p>For example- I had a really great weekend.</p> <p>Reread your recount. Check that you have used capital letters and full stops. Read your sentences back to your parents.</p> <p>Some students have been asked to have a parent scribe one of your sentences underneath for you to trace and copy.</p> <p>Draw a picture.</p> <p><b>Please keep a copy of this work sample once completed for feedback. We encourage your independent work</b></p>	<p>word because in your sentence.</p> <p>For example, My favourite colour crayon is _____ because _____.</p> <p>Remember to use a capital letter, sound words out, use finger spaces and a full stop.</p> <p>Read your writing back to yourself and ask an older person to scribe your sentences under your writing for you to copy.</p>	<p>because it has some beautiful places to visit. From .....</p> <p>Try to write more than one sentence. Use a capital letter, sound words out, use finger spaces and a full stop. Try to sound out words you can't write.</p> <p>Read your writing back to yourself and ask an older person to scribe your sentences under your writing for you to copy.</p> <p><b>Please keep a copy of this work sample once completed for feedback. We encourage your independent work</b></p>	<p>you would like to visit.</p>	<p>words out, use finger spaces and a full stop.</p> <p>Read your writing back to yourself and then read it to someone at home.</p> <p>You might need one of your sentences scribed underneath your writing for you to copy.</p> <p><b>Please keep a copy of this work sample once completed for feedback. We encourage your independent work</b></p>
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11.30-12.20	<b>LUNCH</b>				
	<p style="text-align: center;"><b><u>Maths</u></b></p> <p>Difference in 2 ways</p>  <p>You can work out the difference between the numbers of blocks in 2 towers by counting-up from the short tower <b>or</b> counting down from the tall tower.</p> <p>In the picture above, for example, the difference between the towers is 2.</p> <p>For this activity - Select 2 numeral cards. For example, 2 and 6.</p> <p>Construct 2 towers of blocks / make 2 small lines of that amount of objects. Place them side-by-side on a surface. For example,</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p>Difference in 2 ways</p> <p>Revise yesterday's lesson.</p> <p>Complete this activity with a partner.</p> <p>Get a handful of blocks or objects and make a tower.</p> <p>Your partner also gets a handful of blocks or objects and makes a tower.</p> <p>Your job is to find the difference between your tower and your partner's tower. Count up from the shortest tower and count down from the tallest tower.</p> <p>Remember to use our focus mathematical language: "The difference between ___ and ___ is ___"</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p>Difference in 2 ways</p> <p>Revise Monday's lesson.</p> <p>Grab some blocks to make 2 towers or some objects to make 2 lines next to each other on a flat surface.</p> <p>Find the difference between your 2 towers by counting how many you need to add to the shorter tower <b>and</b> by counting how many you need to take away from the taller tower.</p> <p>For example, if I created a tower of 6 blocks and another tower of 2 blocks, I will count up from my shorter tower to the top of the taller tower. I will also count down from the taller tower to the top of the shorter tower. I will then know that I need to add 4 more blocks to the shorter tower to make the two towers equal. Or I will have to take 4 blocks away from the taller tower to make the two towers equal. I will then know that the difference between 6 and 2 is 4.</p> <p>Have a go at creating different pairs of towers to find the difference between them. Draw your towers and record the difference. For example,</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p>Difference in 2 ways</p> <p>Revise Monday's lesson.</p> <p>Answer the problems below by drawing two towers for each class. For example,</p>  <p>In KA, there are 11 girls and 12 boys. They line up at the start of the day to enter the classroom. How many students all together? Who's line is longer, the girls or the boys? How much longer? What is the difference between</p>	<p style="text-align: center;"><b><u>Maths</u></b></p> <p>Difference in 2 ways</p> <p>Revise Monday's lesson.</p> <p>Please complete the following worksheet. You may do working out on a separate piece of paper by drawing the problem and showing me your process. For example, question 1,</p> 



Work out the difference between the number of blocks in the towers by counting- up from the short tower **and then** by counting down from the tall tower.

Then say a sentence, using the word **'difference'**.

**This is our focus mathematical language.**

For example: 'The difference between 2 and 6 is 4'.

Repeat this for 6 more sets of numbers.

Make sure to count- up from the shortest tower **and** down from the tallest tower.

Rehearsing the focus **mathematical language** each time, by saying the sentence -

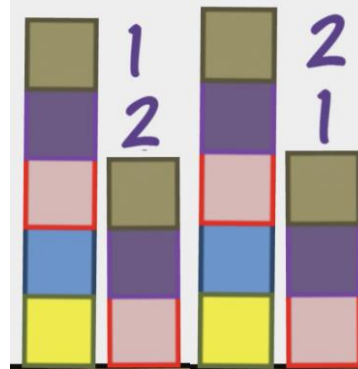
Reflection: How can we find the difference by adding and by taking away?

Problem solving: Questions and answers to be written down on paper.

Lola has 5 blocks.  
Jill has 7 blocks.  
What is the difference between the number of blocks Lola has and the number of the blocks Jills has?

Lola has 8 blocks.  
Jill has 3 blocks.  
What is the difference between the number of blocks Lola has and the number of blocks Kill has?

Lola has 7 blocks.  
Jill has fewer blocks.  
The difference between the number of blocks Lola has and the number of blocks Jill has is 3.  
How many blocks does Jill have?



Reflection: How can we find the difference by adding and by taking away?

Problem solving: Questions and answers to be written down on paper.

In Kindergarten there are 8 girls and 7 boys.

What is the difference between the number of girls and number of boys?

In Kindergarten there are 6 girls and 9 boys. What is the difference between the number if girls and the number of boys?

In Kindergarten there are 11 girls and fewer boys.  
The difference between the number of girls and the number of boys is 4.  
How many boys are there?

the girls and the boys in KA?

In KL, there are 10 girls and 11 boys. They line up at lunch time to go out to the playground. How many students all together? Who's line is longer, the girls or the boys? How much longer? What is the difference between the girls and the boys in KL?

In KW, there are 11 girls and 11 boys. They line up during Wednesday morning to go to sport.. How many students all together? Who's line is longer, the girls or the boys? How much longer? What is the difference between the girls and the boys in KW?

In K/1B, there are 10 girls and 10 boys. They line up in the

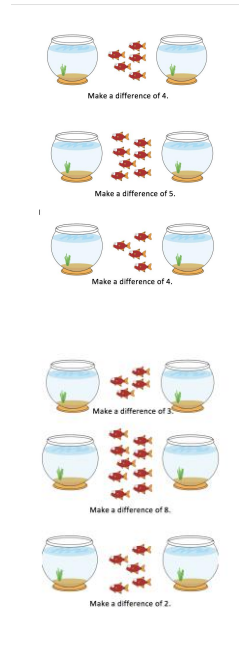
If you had 10 glass bottles and 3 of them cracked, how many of them would you have left?		If you had 8 ice cubes and 2 of them melted, how many would you have left?	
If you had 20 squares of chocolate and you ate 15 of them, how many would you have left?		If you had 8 birds in your garden and 1 of them flew away, how many birds would you have left?	
If you had 10 carrot hats and 8 of them have been eaten, how many of them would you have left?		If you had 5 books and you have read 2 of them, how many would you have left to read?	
If you had 20 jelly beans and you have eaten 8 of them, how many would you have left?		If you had 10 tomatoes in a pack and you have cooked 4 of them, how many tomatoes would you have left in the packet?	
If you had 10 marbles and 2 of them have rolled away, how many of them would you have left?		If you had 20 plants and you ate 13 to make jam, how many would you have left?	
If you had 20 milk cartons and drink 2 of them, how many would you have?		If you had 5 fish fingers in a box and you cooked 4 of them, how many fish fingers would you have left in the box?	

**Please upload this work sample once completed for feedback. We encourage your independent work.**

“The difference between \_\_\_ and \_\_\_ is \_\_\_”

\*\*\* OPTIONAL

Complete this worksheet throughout the week if you like by either drawing fish into the fishbowls or cutting and pasting the red fish from in between the bowls into the fishbowls.



If you would like a challenge, complete the following worksheet by finding the difference.

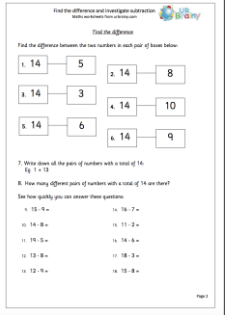
**Please keep a copy of this work sample once completed for feedback. We encourage your independent work**

middle of the day on Tuesday to go to scripture. How many students all together? Who's line is longer, the girls or the boys? How much longer? What is the difference between the girls and the boys in K/1B?

Problem solving:  
Questions and answers to be written down on paper.

Bonnie has a group of 5 shells.  
Joey had a group of 2 shells.  
What is the difference between these two groups of shells?

Bonnie had a group of 7 shells.  
Joey had a group of 3 shells.  
What is the difference between the two groups of shells?

				<p>Bonnie has a group of 7 shells.          Joes had a group of shells.          The difference between Bonnie's group and Joey's group is 2.          How many shells could Joey have?</p> <p><b>Please keep a copy of this work sample once completed for feedback. We encourage your independent work</b></p>	
<b>RECESS</b>					
1.20-1.40	<p style="text-align: center;"><b><u>History</u></b></p> <p>Talk with your Mum and Dad about the differences between things from long ago and today. The things that we use in our daily life like cars, computers, radios, pens and kitchen appliances have changed a lot.</p> <p>Please complete the worksheet attached.</p>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b>Roll and Slide</b></p> <p>Today we are going to investigate objects that are easy to roll or hard to roll. For example: when you push a ball it turns over and over as it moves. When you push a book along the ground it will slide over the floor. Remember objects with curved surfaces roll. Objects</p>	<p style="text-align: center;"><b><u>Physical Development and Health</u></b></p> <p>Explain to your child that they are going to act disorganised.</p> <p>What does it mean to be disorganised?</p> <p>Ask your child to pretend to be carrying a backpack. Have them mess up their hair and mess up their clothes, slouching over.</p> <p>Say these phrases and get your child to repeat after you:</p> <ul style="list-style-type: none"> <li>• I'm not like Oscar Organisation.</li> <li>• I don't really care if I do my best.</li> </ul>	<p style="text-align: center;"><b><u>Creative Arts</u></b></p> <p>This week is Book Week!</p> <p>The theme for 2021 is - "Old Worlds, New Worlds, Other Worlds"</p> <p>Today you are going to make a mask that you can wear when we have our zoom session on Friday.</p>	<p style="text-align: center;"><b><u>History</u></b></p> <p>In Term 4, students will be asked to present a short presentation based on the focus question "<u>What stories do other people tell about the past?</u>"</p> <p>Over the next few weeks, students are asked to 'interview' a parent, grand parent or other family member about their past.</p>





**Please upload this work sample to Mrs Bailey once completed for feedback. We encourage your independent work.**

with flat surfaces will usually slide.

Collect the following items from around your home and push each object across the floor- A toy car, shoe, cardboard roll and block.

Does the object roll easily? Was it had to roll the object? Did it slide across the floor instead?

Complete the 'How did it roll?' table.

Complete the worksheet attached.

Put a circle around the things that can slide. Put a tick on the things that can roll.



**Please keep a copy of your table once completed for feedback. We encourage your independent work.**

- My backpack is a mess.
- I can't find my reader folder or my lunch or my ipad.
- Oh no, all my things are falling on the floor!
- I'll let someone else clean them up.
- My teacher is talking but I'm not listening.
- I'm not ready to start learning, I just want to play.
- I am NOT organised.

Now have your child act organised. Get them to fix their hair and their clothes, standing in an upright manner.

Say these phrases and get your child to repeat after you:

- I'm like Oscar Organisation
- I want to do my best.
- My backpack is neat and tidy.
- Here is my library book and my reader bag.
- I've packed my lunch, snack and water bottle.
- My teacher is talking and I'm listening carefully.
- I'm ready to start learning and doing my best.
- I'm ORGANISED!

Discuss with your child that their job is to be the 'organisation detectives'. They need to look at the pictures on the sheets and tell you if the child in

You can use one of the masks below or design your own. T

Think of a book that you love and make a mask of a character or something to show the story.

Example -

'Thelma and the Unicorn' mask



They are encouraged to ask questions such as – How many children in your family?

What did you do with your family?

What toys did you have?

Do you have an object/toy that is special to you from when you were a child?

What food did you like to eat when you were my age?

Do you have an interesting memory about your childhood that you could tell me?

**Please see the note attached detailing this task. You do not need to submit this work today. This task will be ongoing.**



the picture is being organised or not being organised.



Ask children, referring to the images:  
What can you see that shows the child is being organised? What might he be thinking?  
What might he be doing and feeling?

What can you see that shows the child is not being organised? What might he be thinking?  
What might he be doing and feeling?

Use the role play cards and read them out one by one, asking your child to act out each of the cards.



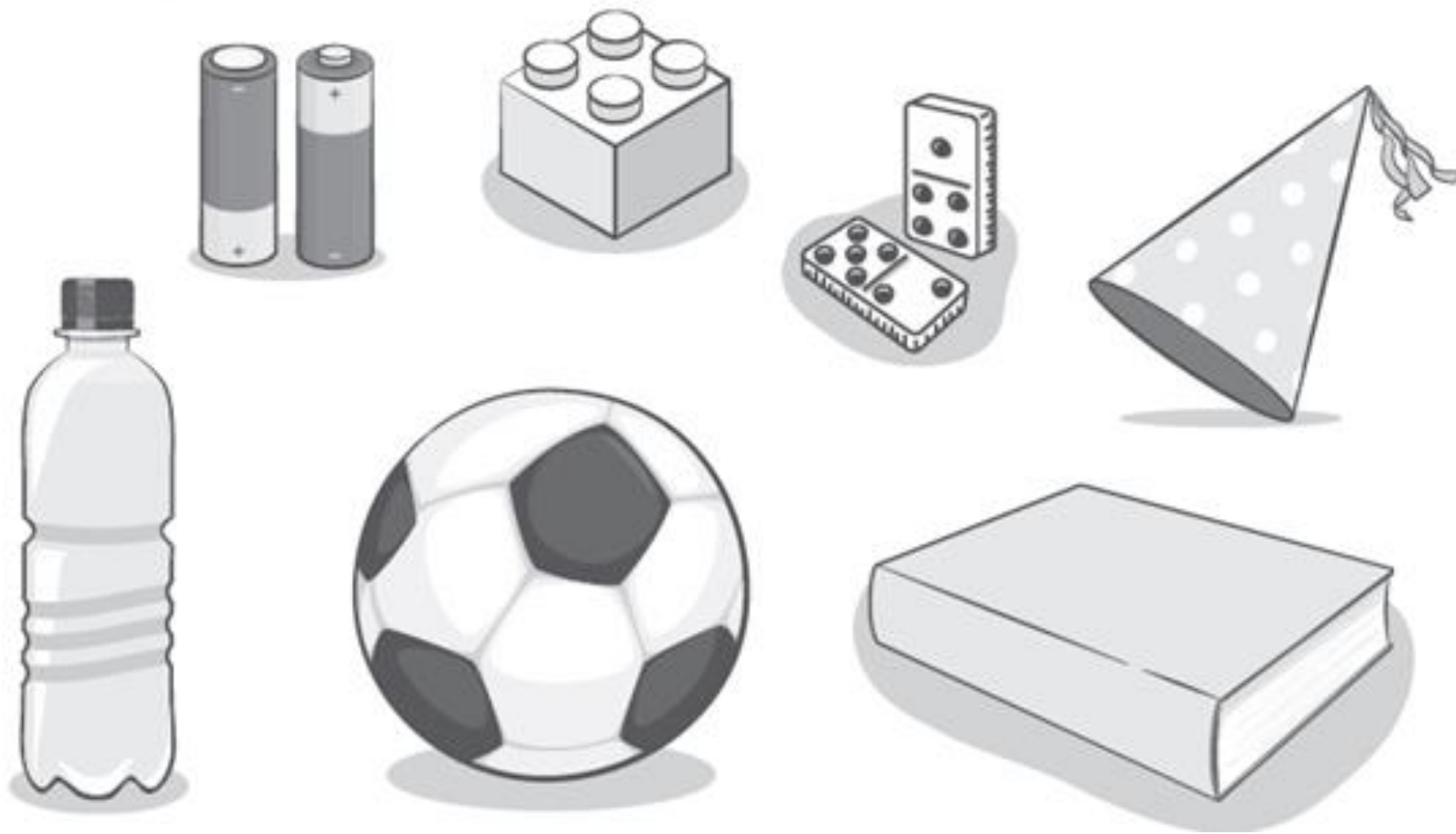
Reinforce the different types of self-talk that they can use to help them be more organised:

- I plan to do my best.
- I listen carefully to my teacher.
- I plan my time and get to work.
- I put things away and clean up.

## How did it roll?

Object	Easily	Not Easily	Why?
Toy car			
Shoe			
Cardboard roll			
Block			

4 Put a circle around the things that can slide. Put a tick on the things that can roll.





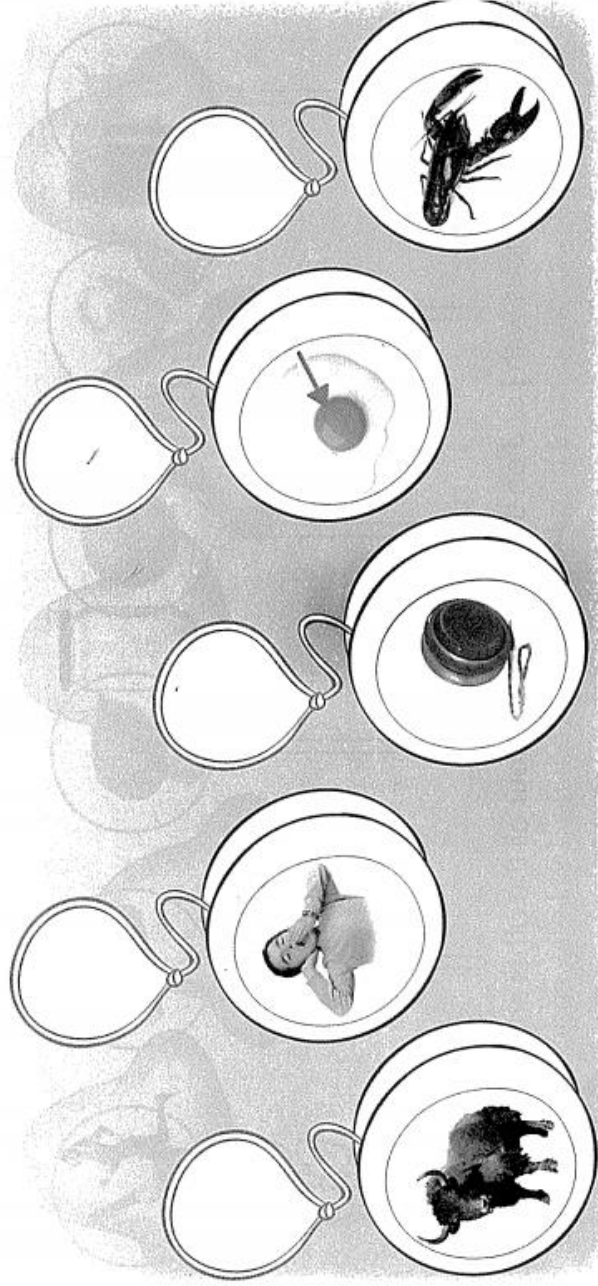


y

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

yes      yet

2 **Write** a stroke in the loop for each sound you hear in the picture name.



3 **Read** the questions. **Write yes or no.**

Can a dog yap?

Can you hop?

Can you fit in a tin?

Can you sit on a bed?

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



j

Colour the letter for  in each List Word.

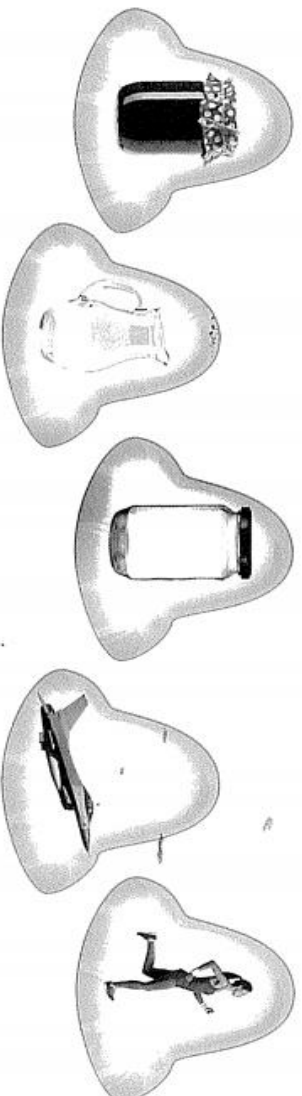
jet jog jug

jet

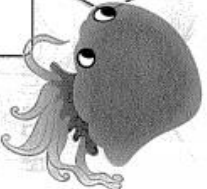
jog

jug

2 Draw a tentacle on the jellyfish for each sound you hear in the picture name.



3 Colour the shapes with j or J on them orange. Colour all the other shapes purple.



J	g	j	b	J	q	j
b	J	g	j	b	J	g
J	g	j	b	J	g	j
J	g	j	b	J	g	j

4 Write a List Word to match each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

0	1	2	3
4	5	6	7
8	9	10	



If you had 10 glass bottles and 3 of them smashed, how many of them would you have left?



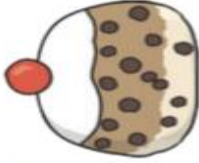
twinkl.com

If you had 20 squares of chocolate and you ate 15 of them, how many would you have left?



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If you had 10 currant buns and 8 of them have been eaten, how many of them would you have left?



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If you had 20 jelly beans and you have eaten 6 of them, how many would you have left?



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If you had 10 marbles and 2 of them have rolled away, how many of them would you have left?



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If you had 20 milk cartons and drink 2 of them, how many would you have?



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If you had 5 ice cubes and 2 of them melted, how many would you have left?



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If you had 5 birds in your garden and 1 of them flew away, how many birds would you have left?



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If you had 5 books and you have read 3 of them, how many would you have left to read?



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If you had 10 sausages in a pack and you have cooked 4 of them, how many sausages would you have left in the packet?



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If you had 20 plums and you use 13 to make jam, how many would you have left?

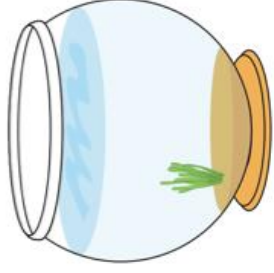
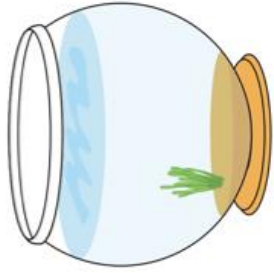


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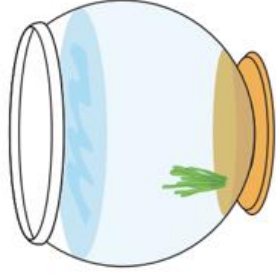
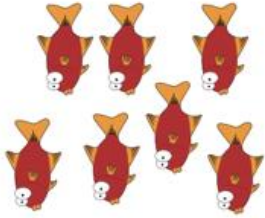
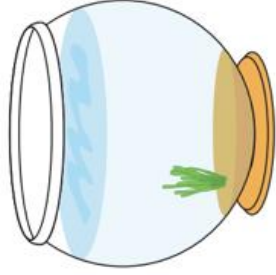
If you had 5 fish fingers in a box and you cooked 4 of them, how many fish fingers would you have left in the box?



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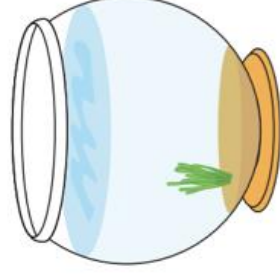
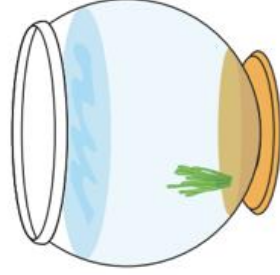


Make a difference of 4.



Make a difference of 5.

|



Make a difference of 4.



Find the difference

Find the difference between the two numbers in each pair of boxes below:

1.  $14$  —  $5$

2.  $14$  —  $8$

3.  $14$  —  $3$

4.  $14$  —  $10$

5.  $14$  —  $6$

6.  $14$  —  $9$

7. Write down all the pairs of numbers with a total of 14:

Eg  $1 + 13$

8. How many different pairs of numbers with a total of 14 are there?

See how quickly you can answer these questions:

9.  $15 - 9 =$

14.  $16 - 7 =$

10.  $14 - 8 =$

15.  $11 - 2 =$

11.  $19 - 5 =$

16.  $14 - 6 =$

12.  $13 - 8 =$

17.  $18 - 3 =$

13.  $12 - 9 =$

18.  $15 - 8 =$



EARLY CHILDHOOD | LESSON 11: OSCAR IN ACTION  
Let's Get Organised Role Play Cards



I can pack my backpack to be organised for school.



I can pack away my toys when I am finished playing.



I can listen carefully to my teacher to be organised for learning.



I can plan my time to get to work.



I can keep the room clean.



I can keep myself clean and my clothes tidy.



I can keep the yard clean and tidy.



I can put books back where they belong.





Sydney

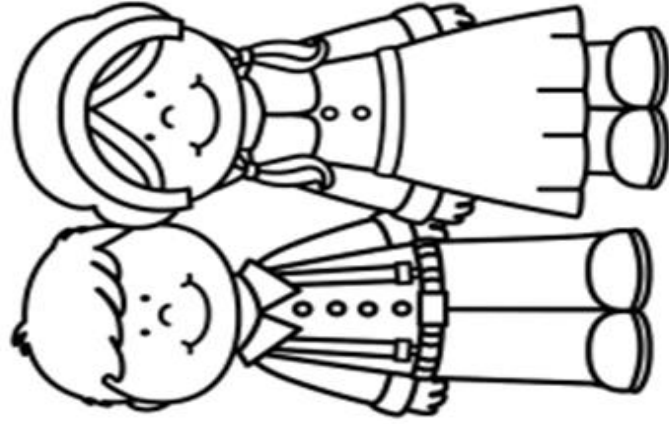
# Then and Now Sort

Cut out the flap page and glue into your notebook.  
Cut along the dotted lines to make flap. Glue the  
long ago and today pieces under the correct flap.

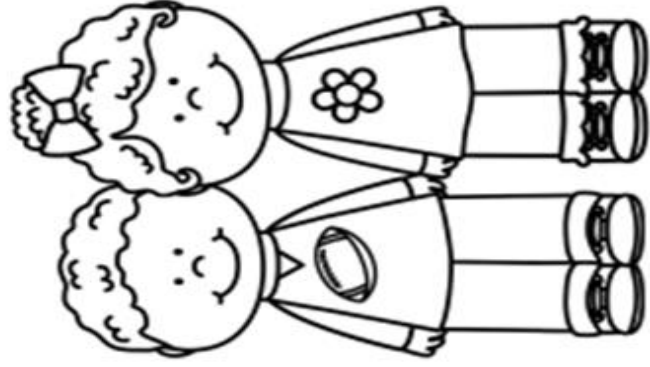
glue down



**I can sort items from long  
ago and today.**



Long Ago



Today

