

Highlighted activities can be submitted for feedback.

Don't forget to complete the Premier's Reading challenge if you have not done so already.

This week it is Book Week. The theme for 2021 is "Old Worlds, New Worlds, Other Worlds"

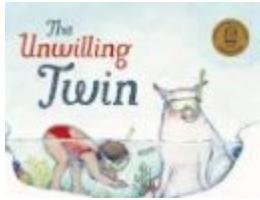
| Term 3 Week 7 | MONDAY 23 rd August | TUESDAY 24 th August | WEDNESDAY 25 th August | THURSDAY 26 th August | FRIDAY 27 th August |
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| It's Book Week! | Check in by greeting your teacher. | Check in by greeting your teacher. | Check in by greeting your teacher. | Check in by greeting your teacher. | Check in by greeting your teacher. |
| | <p align="center">SPELLING <u>SOUNDWAVES</u></p> <p>This week we have a split unit. This means we have two sounds to practise.</p> <p>The first sound is 'v'. This is a noisy, blowy sound. Example: vase</p> <p>The next sound is 'w', which is also a noisy sound. Example: web</p> <p>Introduce the sound. Practise saying the sound.</p> | <p align="center">SPELLING</p> <p>Revise your spelling list words. Remember the sounds are 'v' and 'w'. Say your words aloud.</p> <p>Break each word into sounds. Example: web – <u>w</u> <u>e</u> <u>b</u></p> <p>Write each of your spelling words into a good quality sentence.</p> <p>Remember to self-edit using a coloured pencil.</p> | <p align="center">SPELLING</p> <p>Revise your spelling list words. Remember the sounds are 'v' and 'w'. 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>OR</p> | <p align="center">SPELLING</p> <p>Revise your spelling list words. Remember the sound is 'or'. 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 align="center">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> |

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| | <p>Brainstorm 'v' and 'w' 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>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>Write the word shape for each of your spelling words.</p> <p>ENRICHMENT Verbal or written option. Pick a spelling word. Make up a question where the answer is one of your list words.</p> | | |
| | <p>WRITING My Weekend - Recount</p> <p>Write a recount about your weekend. 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>WRITING Favourite Book</p> <p>Think about: What is your favourite book? What is it about this book that makes it your favourite?</p> <p>Look at the cover of your favourite book,</p> <p>Your job is to design a new cover. Make it spectacular! Make it eye catching! Make it awesome!</p> <p>What goes on a book cover? -The title of the book -The name of the author / illustrator - An interesting picture to capture people's attention.</p> | <p>WRITING Favourite Authors</p> <p>Do you have a favourite author? Do you read all of their books? Think about why you like this author's books.</p> <p>Write down three good quality questions you can ask your favourite author.</p> <p>Think hard and be creative!</p> | <p>WRITING Handwriting</p> <p>The focus revision letter is 's'. 's' is a small letter. It is made using the one movement beginning with a downwards movement.</p>  <p>TYPING PRACTISE Did you know that the Year 3 NAPLAN test writing component requires students to type using a keyboard?</p> <p>Let's start refining those typing skills now! Jump online and have a go at the activities. See the links below the grid.</p> | <p>WRITING 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: -How are you feeling? -What has been the best thing about this week? -What have been some challenges?</p> |

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| | <p style="text-align: center;">READING</p> <p>We have three e-books available. Pick only one of these books.</p> <p>Allie and Ollie – Easy</p> <p>The Animal Bridge – Middle</p> <p>I’m the Smaller One - Challenging</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 style="text-align: center;">READING</p> <p style="text-align: center;">Storyline Online</p> <p>https://storylineonline.net/</p> <p>Choose a book from the Storyline Online website. Read along with the narrator.</p> <p>-Name the book you listened to. -What type of text is it? (Informative, imaginative or persuasive?) -How do you know? / What evidence did you use?</p> <p><u>Option B (Online)</u> Spend 25 minutes working through Reading Eggs / Reading Eggspress.</p> | <p style="text-align: center;">READING</p> <p>Listen to a book about hidden treasure.</p> <p>Here is one. https://video.link/w/ffz5c</p> <p>Pick a treasure object and hide it somewhere in your house.</p> <p>Draw a treasure map for someone in your family to find your treasure.</p> <p><u>Option B (Online)</u> Spend 25 minutes working through Reading Eggs / Reading Eggspress.</p> | <p style="text-align: center;">READING</p> <p>Listen to a book about the seasons.</p> <p>https://video.link/w/ahz5c</p> <p>1.How many seasons are there? (<i>Think back to Monday’s Science lesson</i>)</p> <p>2.Americans call it ‘Fall’. What do we call it?</p> <p>3. Name one activity you can do in each season.</p> <p>4. What season are we in?</p> <p>5.Go outside and find 4 different leaves. Take a leaf rubbing of each.</p> <p><u>Option B (Online)</u> Spend 25 minutes working through Reading Eggs / Reading Eggspress.</p> | <p style="text-align: center;">READING</p> <p>Revisit your e-book from Monday. List the type of text it is. (Informative, imaginative or persuasive?) Does your book have characters? If so, who are they?</p> <p><u>Option B (Online)</u> Spend 25 minutes working through Reading Eggs / Reading Eggspress.</p> |
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**BOOKWEEK SPECIAL
ACTIVITIES**

THE UNWILLING TWIN
By Freya Blackwood



This is a book on the winners list. Will it be voted the best? Have a listen. Did you like?

<https://video.link/w/k4y5c>

Activities

Draw - Draw your twin animal.

Photo - Take a photo of you and your pet together.
(If you don't have a pet, choose an animal toy, or make a pet rock).

**BOOKWEEK SPECIAL
ACTIVITIES**

NOT CUTE
By Philip Bunting



Here is the next book on the Children's Book Council Picture Book shortlist. Have a listen.

<https://video.link/w/S5y5c>

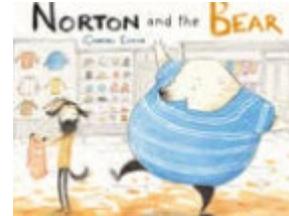
Activities

Draw – Draw the cutest animal you could ever imagine.

Photo – Take a photo of you and a cuddly toy.

**BOOKWEEK SPECIAL
ACTIVITIES**

NORTON AND THE BEAR
By Gabriel Evans



This is the next book on the Children's Book Council shortlist. Enjoy!

<https://video.link/w/nMy5c>

<https://video.link/w/wLy5c>

Activities

Draw – Draw an amazing piece of clothing.

Photo – Draw you in a great outfit.

**BOOKWEEK SPECIAL
ACTIVITIES**

ELLIE'S DRAGON by
Bob Graham



This is another book in the Children's Book Council shortlist. What do you think?

<https://video.link/w/EDy5c>

Activities

Draw – Draw a dragon / mythical beast.

Photo – Take a photo of you holding your favourite book so we can see the cover.

**BOOKWEEK SPECIAL
ACTIVITIES**

YOUR BIRTHDAY

Here is the final book in the Children's Book Council Shortlist. Is it the winner?

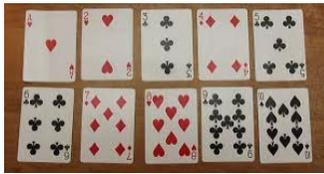
<https://video.link/w/CEy5c>

Activities

Draw – Draw the best birthday party ever.

Photo – Take a photo of you with the best birthday present you've ever had.

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| | <p style="text-align: center;">SOMETHING FUN Bookmarks</p> <p>Many of you now are beginning to read longer books. Some of you are even reading chapter books. It is difficult to read a long chapter book all before bed. So, many people use book marks to keep track of their position.</p> <p>Use cardboard from an old cereal box etc. Cut it into the shape of a rectangle. Design and colour a book mark.</p> | <p style="text-align: center;">SOMETHING FUN Be nice</p> <p>Do something nice for a family member. Put a smile on their face.</p> <p>Examples of things you could do include:</p> <ul style="list-style-type: none"> -Give them a hug -Tell them a joke -Bring them a drink -Tell them that you love them and are thankful for everything they do -Offer to do a chore for them | <p style="text-align: center;">SOMETHING FUN Picnic Lunch</p> <p>Have a picnic lunch outside.</p> <p>If it is raining, you can still do this inside.</p> <p>Prepare your food.</p> <p>Sit down a blanket or towel.</p> <p>Eat your food and enjoy fresh air and nature.</p> | <p style="text-align: center;">SOMETHING FUN Boardgames and Puzzles</p> <p>Play a boardgame or complete a puzzle.</p> <p>If you don't have anything to play with, make your own puzzle.</p> <p>Use an old magazine, junk mail catalogues, etc and cut it up. Place the pieces in a ziplock bag. Shake them around. Now try and put the pieces back together.</p> | <p style="text-align: center;">SOMETHING FUN Karaoke</p> <p>Do you like to sing? Put on some of your favourite songs and belt your heart out to your favourite tunes. Here is one to get you started.</p> <p>https://video.link/w/3Ek5c</p> |
| | <p style="text-align: center;">MATHS Year 1</p> <p><u>Dividing by 2, in 2 different ways.</u></p> <p>Remember divide means to make equal groups.</p> <p>When we divide groups of 2, 4, 6, 8 or 10 objects by 2, we make 2 equal groups or groups of 2, with no leftover objects.</p> <p>When we divide groups of 3,5,7 or 9 objects by 2, we make 2 equal groups or groups of 2, and there is an object left over.</p> | <p style="text-align: center;">MATHS Year 1</p> <p><u>Dividing by 4, in 2 different ways.</u></p> <p>For this investigation you need cards playing cards - 4, 6, 7, 8, 9 and 10.</p> <p>Shuffle the cards and select one at random.</p> <p>Collect the number of counters.</p> | <p style="text-align: center;">MATHS Year 1</p> <p><u>Surfaces and Lines on 3 Dimensional Objects</u></p> <p>Watch the video to remind you about the surfaces and lines on 3D objects.</p> <p>https://vimeo.com/576572023/df5f1eb033</p> <p>Using modelling clay, playdoh or plasticine you are going to make the 3D objects – sphere, cube, rectangular prism, cone and cylinder.</p> | <p style="text-align: center;">MATHS Year 1</p> <p><u>Horizontal, Vertical and Parallel Lines</u></p> <p>Vertical lines go up and down</p> | <p style="text-align: center;">MATHS Year 1</p> <p>Multiplication - Groups and Rows</p> <p>Watch the video to learn about groups and rows.</p> <p>https://video.link/w/55z5c</p>  |



For today's investigation you will find out what happens when you divide some teen numbers by 2.

You need playing cards – a Joker (for number 0), Ace (for number 1) to Ten and an extra Ace.

One of the ace cards will always be the first card, so you can make the numbers 10 – 19.



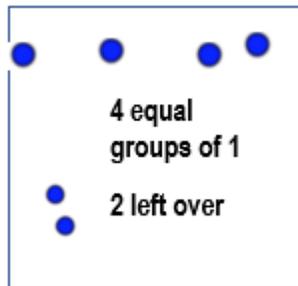
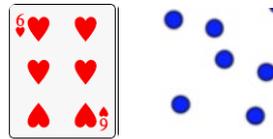
For example – An Ace card and a 4 card represents the number 14.

Collect 14 objects.

You are going to divide the counters by 4, in 2 different ways.

You could make **4 equal groups** or **groups of 4**.

For example –



or

Click on the link for an easy to follow recipe to make playdoh- <https://video.link/w/Hsp5c>



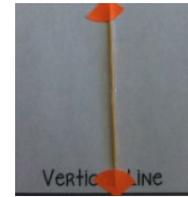
You will need to think about each object and what kinds of surfaces and lines it has, to make it.

Use the table and your hands and fingers to roll, press, squeeze and flatten the dough to form each object.

If you need some help, click on the link below to view the video-

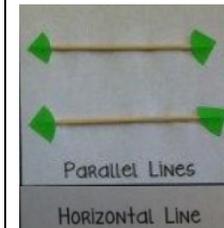
<https://video.link/w/wup5c>

When you have finished, place the 3D objects on a



Horizontal lines left to right or front to back.

Parallel lines go in the same direction.



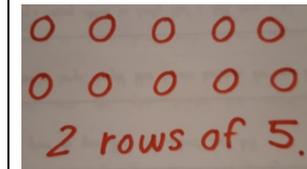
Today you are going to use straight sticks (such as paddle pop sticks, match sticks or pencils) to make these 3 different types of lines.

We record object or pictures in rows or groups in maths.

A row is a horizontal line that goes from left to right.

Use playdoh or plastacine balls to make – 2 rows of 5

Now record your rows using drawings and label it with words, like this.



Do this for the following –

1 row of 3

2 rows of 3

3 rows of 2

2 rows of 4

Make sure you record by drawing and labeling each time.

Complete the worksheet.



Explain to someone how your

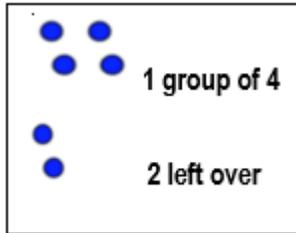
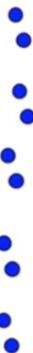
can divide by 2, 2 different ways.

For example – I can make 2 equal groups and I can make groups of 2.

Divide your objects and record each division by drawing the counters and labelling them.



2 equal groups of 4.



Divide by 4, 2 different ways for each of your playing cards.

Draw to record your investigations.

Label each division as 4 equal groups or groups of 4.

Draw and label the left overs.

base piece of paper or cardboard.

Label each shape with its correct name.

Make sure to copy the following words correctly next to the correct 3D objects –

- sphere
- cube
- cone
- rectangular prism
- cylinder

Take a photo of your work to send to your teacher.

REFLECTION-

Explain to someone, which of your 3D objects are prisms. How do you know?

Which objects have curved surfaces?

Which objects have straight lines called edges?

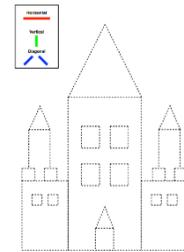
Which objects have flat surfaces with straight lines, called faces?

Glue or tape them onto a piece of paper and neatly label them.

Make sure that you are copying the spelling of each work to label them accurately.

Diagonal lines do not go straight up and down or across. They are sloped.

Complete the castle worksheet using coloured pencil and tracing- horizontal lines **red**. vertical lines **green**. diagonal lines **blue**.



Now look for **parallel lines** on the picture of the castle.

Multiplication – groups and arrays

We can arrange objects into **groups** or into **rows**.
 This is 2 groups of 4 apples. This is 2 rows of 4 apples.

 There are 8 apples altogether. There are still 8 apples altogether.

1 How many are there?

a  rows of is

b  groups of is

c  rows of is

d  groups of is

2 Draw:

- a 2 groups of 3 flowers
- b 2 rows of 3 flowers

How many flowers? How many flowers?



7 groups of 2.

Do this for 6 different teen numbers.
Record each time!

**Record and label left over
counters too!**

Watch the video to learn about odd
and even numbers.

[https://www.youtube.com/watch?v=-
kHtGbnYKGc](https://www.youtube.com/watch?v=-kHtGbnYKGc)

Put a **yellow** star next to 2
horizontal parallel lines.

Put a **pink** star next to 2
vertical parallel lines.

REFLECTION-

Explain to someone, what
are horizontal lines?
What are vertical lines?
What are parallel lines?

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| <p style="text-align: center;">MATHS Year 2 VOLUME AND CAPACITY</p> <p>Play 'Fill The Container' You and at least one other family member fill different size containers with smaller sized objects.</p> <p>Each person uses a different object to fill their container. Race to see who can fill their container fastest.</p> <p>Examples of objects we could use to informally measure capacity: pegs, rice, pasta, beads, Lego...</p> <p>Discussion -Is this game fair? Why or why not? -If not, how can we make it fair? -What is the purpose of this game? What are we measuring? -Do all objects have capacity? -What is the difference between volume and capacity?</p> <p>Go on a capacity treasure hunt. Find as many objects in your house as you can that have capacity.</p> <p><u>Extension</u> Describe how we know which objects have capacity. Record yourself showing the objects you</p> | <p style="text-align: center;">MATHS Year 2 VOLUME AND CAPACITY</p> <p>Learning Intention: Make and use a measuring device for capacity calibrated in uniform informal units, e.g. calibrate a bottle by adding cups of water and marking the new level as each cup is added.</p> <p>Watch: https://vimeo.com/579675979/8a8bc4e057 - Making a measuring device to measure capacity. https://www.youtube.com/watch?v=ocA0U65DZGc - Volume and capacity for Year 2.</p> <p><u>Activity</u> Make a measuring device out of a large bottle (preferably 2 or 3 litres) by following the video and repeatedly pouring in the same amount of water from a smaller container,</p> | <p style="text-align: center;">MATHS Year 2 VOLUME AND CAPACITY</p> <p>Learning Intention: Compare and order the capacities of two or more containers by measuring each container in uniform informal units.</p> <ol style="list-style-type: none"> 1. Find at least 3 different sized and shape containers that have capacity. 2. Estimate the order of the containers from smallest capacity to largest capacity. Make sure to consider the amount of space inside that shows how much the container can hold, not the outside height or width of the object. 3. Use a small cup of water to measure the capacities of your containers. Repeatedly fill the containers with water from your small cup. | <p style="text-align: center;">MATHS Year 2 VOLUME AND CAPACITY</p> <p><u>Problem Solving</u> Complete the Capacity Quiz PowerPoint.</p> <p>1. I placed 3 containers in order, from largest capacity to smallest capacity. The red container's capacity is larger than the green container's capacity. The green container's capacity is larger than the purple container's capacity. -Is the purple container's capacity larger or smaller than the red container's capacity?</p> <p>2. I poured some spoonfuls of water into a container. The water reached the dotted line, making the container about half full. Like in the picture above.</p> | <p style="text-align: center;">MATHS Year 2 VOLUME AND CAPACITY</p> <p>Play Maths games online on Prodigy.</p> <p>Or</p> <p>Complete the Matharoo activities.</p> |
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| | <p>have found that have capacity and describe how you know this.</p> <p><u>Option</u> Complete the 'Which Objects have Capacity' worksheet.</p> | <p>for example a small yogurt container.</p> <p>1. Mark and label the units of measurement as you pour them into the big bottle, for example 1 yoghurt container, 2 yoghurt containers, 3 yoghurt containers, etc.</p> <p>Extension: Mark and label $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ measurements if you can.</p> <p>2. Measure the capacity of other smaller containers by filling them to the top with water and then pouring it into the big bottle.</p> <p>3. Record the capacity of each container. Example: 3 yoghurt containers, 4, 5 yoghurt containers.</p> <p>4. Order each container from smallest volume to largest volume.</p> | <p>4. Record the capacities of your containers - how many cups of water they held?</p> <p>5. Place your objects in order from smallest capacity to largest capacity.</p> <p>6. Write and illustrate comparative sentences about your objects. Use the terms 'bigger', 'smaller', and 'similar'.</p> <p>Example: -The lunchbox has a bigger capacity than the cup. -The lunchbox has a bigger capacity than the cup but a smaller capacity than the bin. -The cup has a smaller capacity than my bin because the cup only holds 2 yoghurt containers but my bin can hold 50 yoghurt containers.</p> | <p>- If 5 spoonfuls of water filled the container to the dotted line and made the container half full, how many spoonfuls of water would it take to make the container full?</p> <p>- If 8 spoonfuls of water filled the container to the dotted line and made the container half full, how many spoonfuls of water would it take to make the container full?</p> <p>-If it took 24 spoonfuls of water to fill the container to its fullest capacity, how many spoonfuls of water would it take to make it half full? What about one quarter full?</p> | |
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| | | | Option: Complete the 'Measuring, Comparing and Ordering Capacity' worksheet. | | |
| | <p>SCIENCE</p> <p>Last night – 22 August was SPECIAL – because it was a “Blue Moon”.</p> <p>A Blue Moon is the third Full Moon in a season with four Full Moons. If you have not been able to see the moon this past week, use this website to check the moon to draw them on your record sheet.</p> <p>https://www.calendar-australia.com/lunar-calendar/current-moon-phase/</p> <p>This week we are looking at how the seasons change the land around us.</p> <p>THINK – What are the four seasons in the year? Tell them to an adult.</p> <p>Watch the following “Dirt Girl” Clip – (See the link below)</p> <p>Divide a piece of paper into 4 even boxes. Label each box with a season name. Draw a tree in each box that you might find in Dirt Girl's garden. Change the tree's appearance for each season to</p> | <p>ART</p> <p>Make a mask using recycled materials from around your home. Your mask will represent your favourite character from a book.</p> <p>Example: Thelma the Unicorn mask</p>  | <p>SPORT</p> <p>Your teacher will upload today some fitness cards.</p> <p>Set a timer. Do 30 seconds of each exercise. If you don't have a timer, no problem, do 30 reps of each activity.</p> <p>Activities include:</p> <ul style="list-style-type: none"> - knee high jog - crunches - push ups - star jumps - twists - squats - shuffling - side to side jumps - heel taps - lunges - plank | <p>PERSONAL DEVELOPMENT</p> <p><u>MY FIVE SENSES FIELD WALK</u></p> <p>Go outside. Breathe in the fresh air.</p> <p>What are the five senses?</p> <ul style="list-style-type: none"> -sight -smell -sound -touch -taste <p>Record the senses you experience outside on the worksheet.</p> | <p>HISTORY</p> <p>Today we are going to be thinking about the days of the week and exciting activities that we can do on different days. As we know, at the moment we can't leave our house to complete the normal activities that we would usually participate in like dancing, sports and swimming lessons.</p> <p>Your challenge for today is to complete the timetable worksheet by coming up with some fun activities that you and another person in your family can complete over the next week. Some ideas that you could include are:</p> <ul style="list-style-type: none"> • Baking • Obstacle course • Painting • Arts and Crafts with recycled items • LEGO build challenge • Treasure hunt |

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| | <p>show how it has been affected by the changing temperatures of the 4 seasons. Draw a picture of yourself in each season and draw yourself wearing clothes to match the season. In the spare spaces, write some adjectives – (describing words) to describe the season.</p> <p>Here is a song you learnt might have learnt in Kindergarten about the seasons. Sing along.</p> <p>https://video.link/w/q8z5c</p> | | | | |
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YEAR 2 Maths

Background Information

- Volume = How much space an object takes up.
- Capacity = How much a container can hold. Something must have space inside to hold another object to have capacity.

SCIENCE

Dirt Girl clip

<https://www.youtube.com/watch?v=iM1nRqZu7KU>

YEAR 1 SPELLING

| YEAR 1 RED | YEAR 1 BLUE | YEAR 1 WHITE |
|-------------------|--------------------|---------------------|
| vet | love | favourite |
| vest | very | everyone |
| give | eleven | haven't |
| have | twelve | vehicle |
| was | twin | voice |
| what | swim | quarter |
| when | water | question |
| why | queen | twenty |
| | | women |
| | | welcome |

YEAR 2 SPELLING

| YEAR 2 RED | YEAR 2 BLUE | YEAR 2 WHITE |
|------------|-------------|--------------|
| ever | seventeen | adventure |
| given | loving | lovingly |
| cover | above | arrival |
| dive | haven't | serve |
| you've | they've | vacation |
| swim | won | afterwards |
| which | white | waste |
| while | where | aqua |
| would | quickly | weather |
| quiet | warm | awoke |

TYPING PRACTISE

Dance Mat typing practise

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr>

Typing Club

<https://www.typingclub.com/>

The Animal Bridge

A Reading A-Z Level I Leveled Book
Word Count: 286

Connections

Writing

Pretend you are one of the animals in the story. Write a friendly letter to the humans. Include your feelings about the bridge before and after it was made.

Science

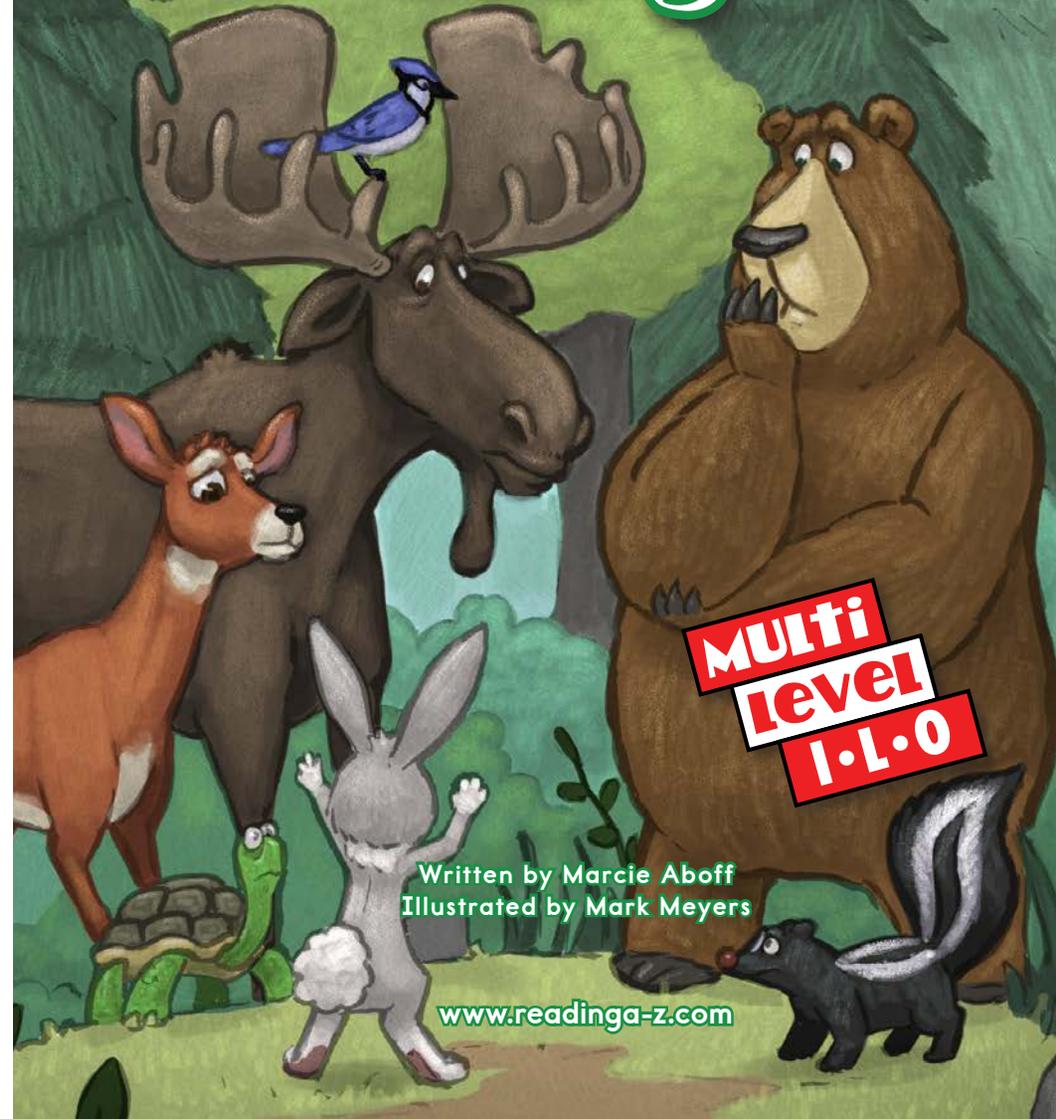
Think about the habitat of each animal in the story. Discuss with a partner what each animal needs to live.

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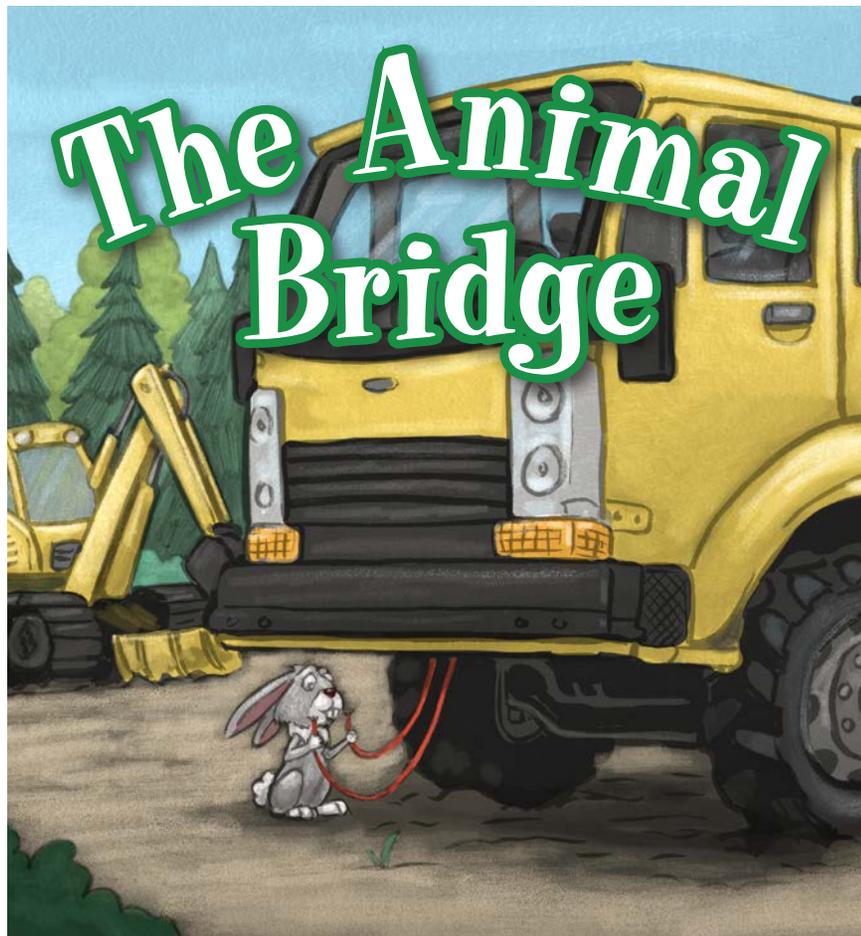
The Animal Bridge



Written by Marcie Aboff
Illustrated by Mark Meyers

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**Multi
level
1.1.0**



Written by Marcie Aboff
Illustrated by Mark Meyers

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Focus Question

How do the animals' feelings change during the story?

Words to Know

bridge
dent
dizzy

humans
sprayed
upset

The Animal Bridge
Level I Leveled Book
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Correlation

LEVEL I

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



Bear was eating berries when Blue Jay flew down to him. "The **humans** are building something!" Blue Jay said.



"Not again," Bear cried. The humans had made many roads through the forest.



Bear saw Deer coming toward him.
Bear asked, "What's wrong, Deer?"
Deer said, "I am all alone.
I got cut off from the other deer.
I'm too scared to cross the road
to find them."
"We need to do something to stop
the humans," said Bear.



The animals came together.
They talked about the humans
and their new **bridge**.



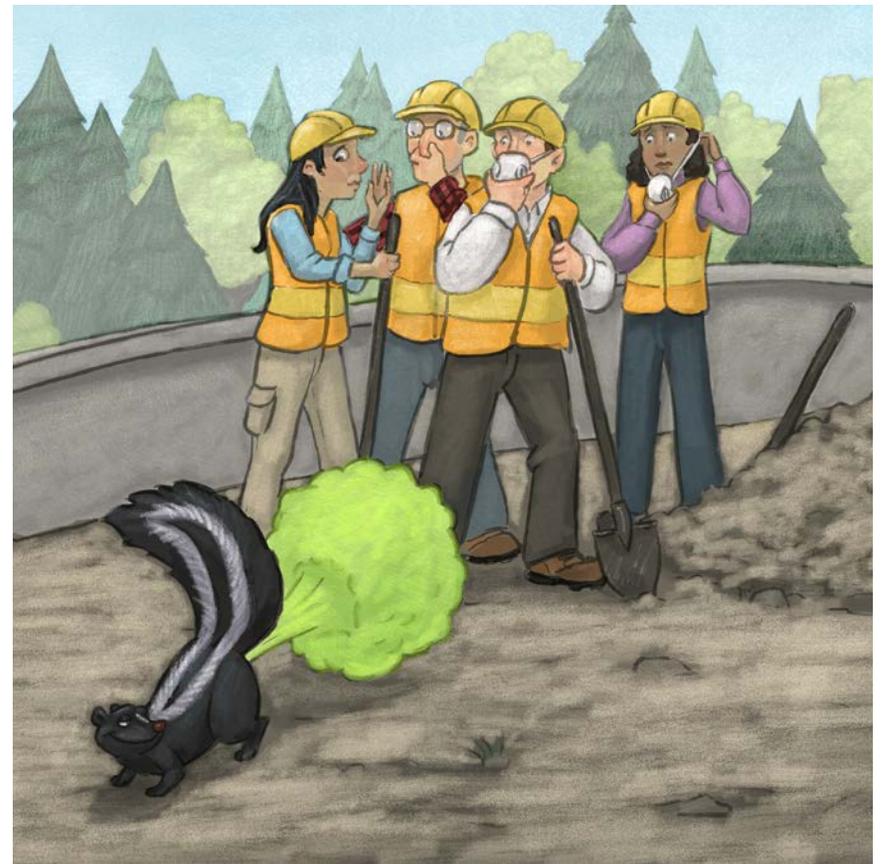
Rabbit showed off her two big front teeth.
“I can chew through the wires under their trucks,” said Rabbit.
“Then, the humans can’t use them to dig up the land!” she added.



Rabbit ran toward the trucks.
When she got there, she chewed wires until . . . *snap!*
The wire split.
The work went on.



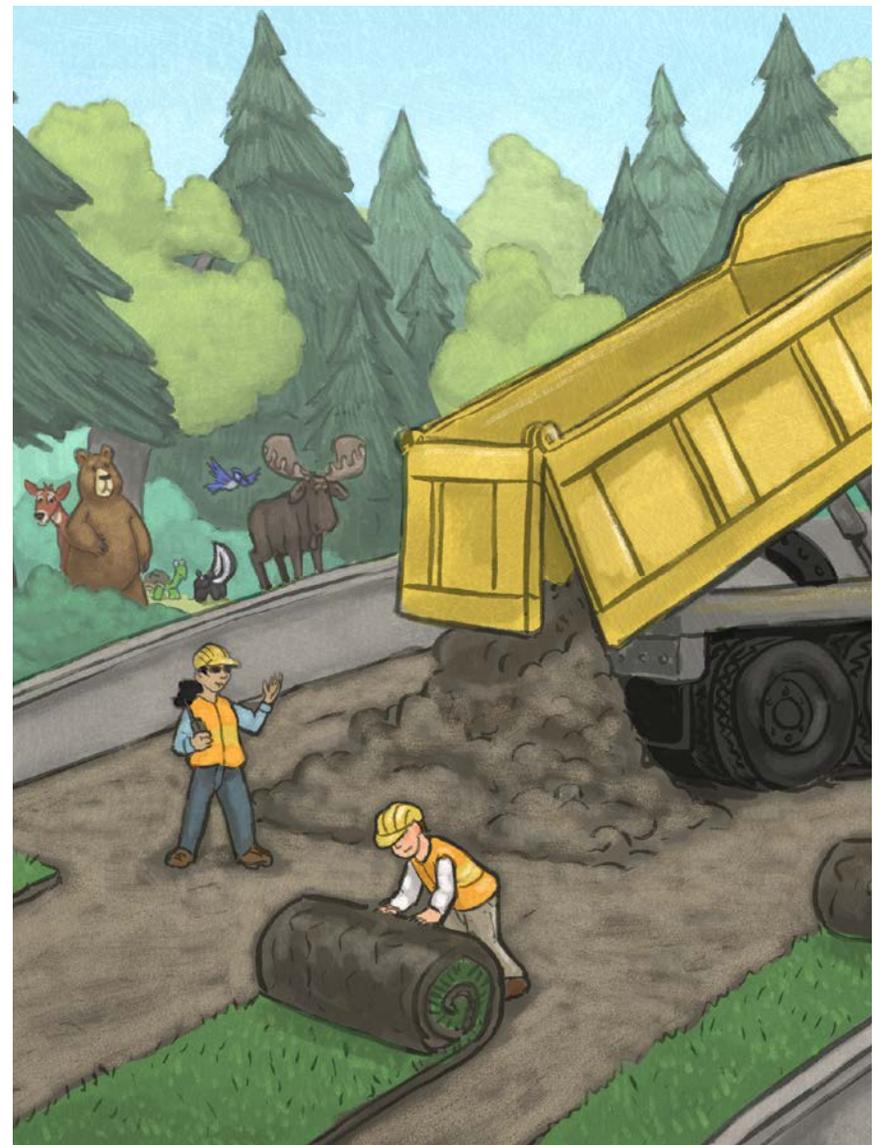
Moose said, "I can ram into anything!"
He made a **dent** in a truck.
He felt **dizzy**.
Then, Moose fell down.
The work went on.



Skunk said, "My smell can drive away the workers!"
Skunk ran behind the workers and **sprayed** them.
The workers put masks over their faces.
The work went on.



The animals went to check
on the humans.
They were **upset** that the humans
were still working in the forest.



One day, the animals watched
the workers put dirt and grass
over the bridge.



Soon, the workers left.
Then, the animals saw them putting
up signs under the bridge.



“I think this bridge was made
for us,” Bear said.
“Now I can find my friends,”
Deer said.
Then, she ran into the forest.



The animals looked down
at the road.
They cheered for their new bridge.

Glossary

- bridge** (*n.*) something built to allow passage over something else, such as a river (p. 6)
- dent** (*n.*) a hollow in an otherwise smooth, hard surface that is caused by pressure (p. 9)
- dizzy** (*adj.*) feeling as though one is spinning and losing one's balance (p. 9)
- humans** (*n.*) people (p. 3)
- sprayed** (*v.*) sprinkled or forced out many drops of a liquid (p. 10)
- upset** (*adj.*) unhappy or worried (p. 11)



v ve

vase

sleeve



List Words

vet give love eleven
vest have very twelve

Letters

Words

| | |
|--|--|
| | |
| | |

1 Underline the letter or letters for **v ve** 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 vase **blue** if you hear **v ve** at the **start** of the picture name. Colour the vase **orange** if you hear **v ve** at the **end** of the picture name.



3 Write **v** or **ve** to finish the words in the box. Finish the sentences with these words.

| |
|--------|
| et gi |
| est lo |
| ery ha |

The _____ has a _____.

I _____ a _____ big van.

I _____ to _____ gifts.

4 Unjumble the letters to make a number word. Draw this many flowers in the vase.

evfi



eeelnv



lveetw





w wh u



web



whale



queen



List Words

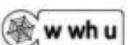
was when twin water
what why swim queen

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 Where do you hear  in the picture name? Colour the drop blue if it is first and yellow if it is second. Finish the words to match the pictures.



tw__ns

__ater

twel__

__atch

q__een

3 Write the letters in the drops to finish the words. Finish the sentences with these words.



__im __eep

I _____ in the water.



__in __elve

Wally has a _____.



__ick __een

The _____ was wet.

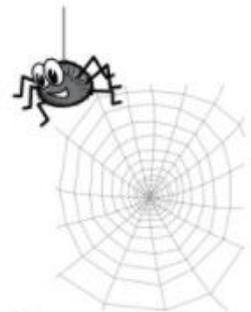
4 Write Was, Why, What, When to finish the questions.

__ __ __ is the spider's web wet?

__ __ __ did it rain?

__ __ __ it raining last night?

__ __ __ happened to the spider?





v ve

vase sleeve



List Words

ever given cover seventeen you've
dive loving above haven't they've

Letters Words

| | |
|--|--|
| | |
| | |

1 **Underline** the letter or letters for  v ve 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 **Write** these words in alphabetical order. The alphabet is here to help you.

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

given dive ever above cover seventeen

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____

3 **Finish** each sentence by adding **ed** or **ing** to the words in the brackets.

➤ Go to Helpful Hints **2a** and **2b**.

The vet was _____ the animals their injections. (give)

A dog _____ under a seat trying to escape. (dive)

Dogs are usually very _____ pets. (love)

4 **Write** the contractions for the following words. **Finish** the sentences with your contractions. ➤ Go to Helpful Hint **13**.

you have _____ they have _____

I have _____ have not _____

Y _____ been to my house, _____ you?

I _____ got a swimming pool at my house.

T _____ got a pool next door too.



w wh u

web whale queen

List Words

swim which while would quiet
won white where quickly warm

Letters Words

| | |
|--|--|
| | |
| | |

1 **Underline** the letter or letters for **w wh u** 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 **Cross** out the word that is not in alphabetical order in each row.

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

quiet swim twelve one would yellow

once quickly warm swimming twenty zebra

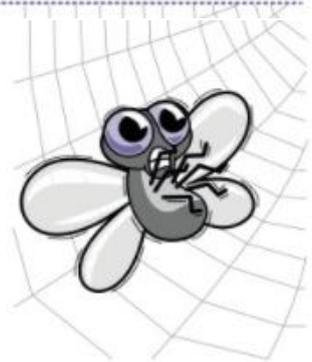
3 **Finish** the sentences with **white, while, where, which**.
Use capitals to start sentences.

_____ way do we go?

Our house is painted _____.

_____ do you live?

It rained _____ we were swimming.



4 **Colour** 17 List Words in the Word Search. **Hidden Word** _____

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|---|---|
| w | i | n | e | e | t | n | e | v | e | s | c | o | v | e | r | |
| y | o | u | ' | v | e | e | t | i | h | w | e | l | i | h | w | n |
| e | v | e | r | e | v | o | b | a | h | a | v | e | n' | t | o | |
| c | l | o | v | i | n | g | t | h | e | y | ' | v | e | k | e | w |
| n | e | v | i | g | h | c | i | h | w | w | h | e | r | e | d | |
| y | l | k | c | i | u | q | d | i | v | e | t | e | i | u | q | |



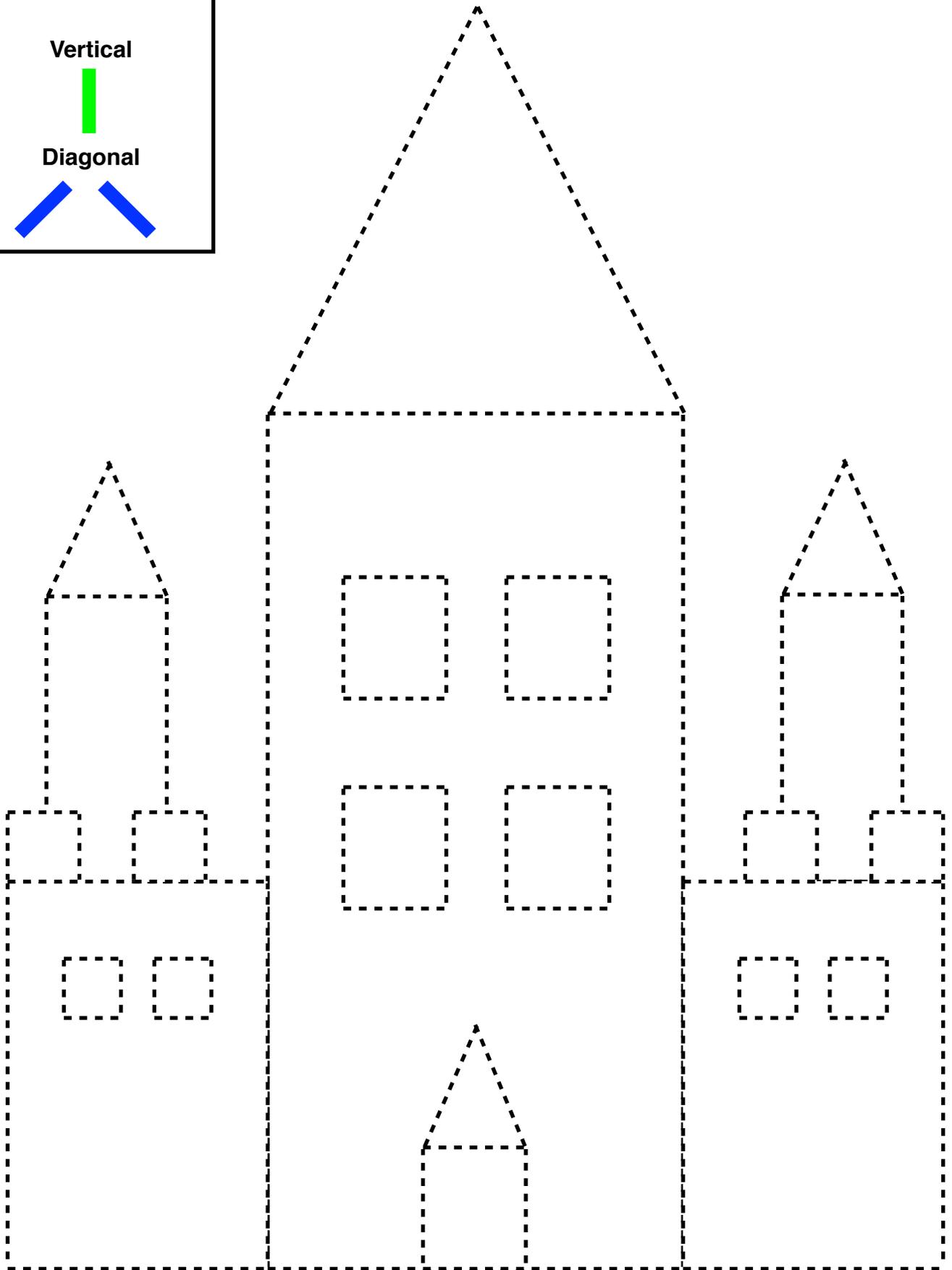
Horizontal



Vertical



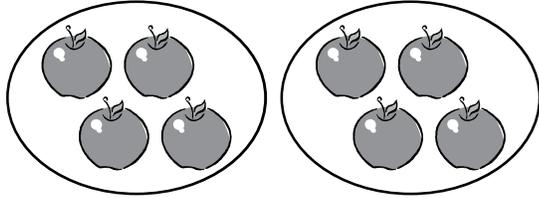
Diagonal



Multiplication – groups and arrays

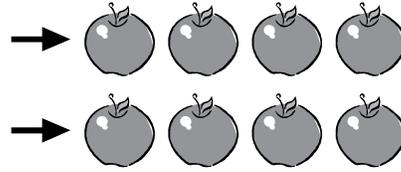
We can arrange objects into **groups** or into **rows**.

This is **2** groups of **4** apples.



There are **8** apples altogether.

This is **2** rows of **4** apples.



There are still **8** apples altogether.

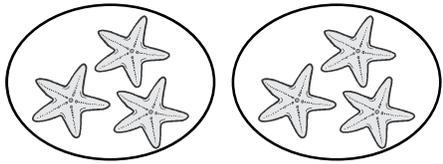
1 How many are there?

a



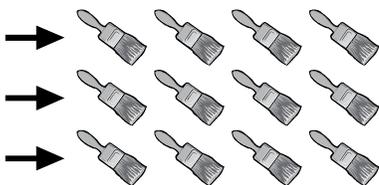
rows of is

b



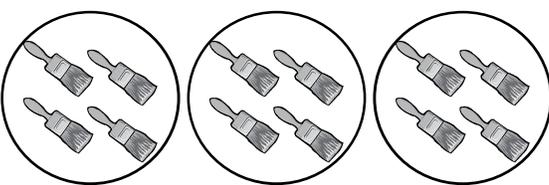
groups of is

c



rows of is

d



groups of is

2 Draw:

a 2 groups of 3 flowers

b 2 rows of 3 flowers

How many flowers?

How many flowers?

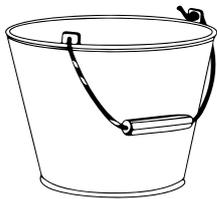
Name _____

Date _____

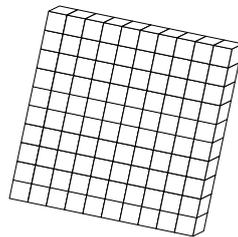
Which Objects Have Capacity?

Capacity is the amount that a container will hold.

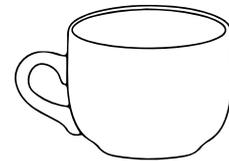
Look carefully at the pictures below. Use a crayon to colour the objects that have capacity.



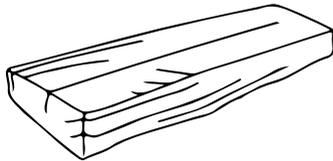
bucket



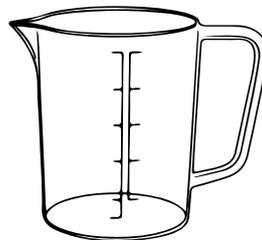
MAB hundreds block



cup



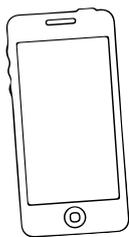
piece of wood



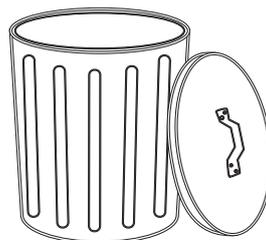
jug



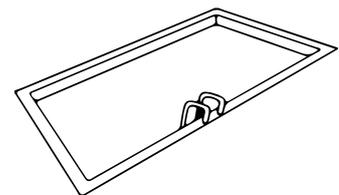
spoon



phone



trash can



swimming pool

Name _____

Date _____

Which Objects Have Capacity?

Different sized containers have different capacities.

Cut out the objects with capacity that you coloured (on the previous page). Arrange them in order from the smallest capacity to the largest. Paste them in the table below in ascending order (from 1-6).

| | |
|----------------------|---------------------|
| 1. smallest capacity | 2. |
| 3. | 4. |
| 5. | 6. largest capacity |

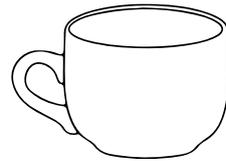


Answers

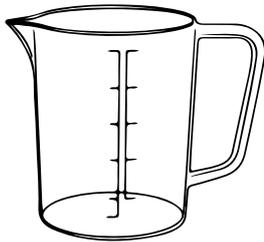
1. smallest capacity



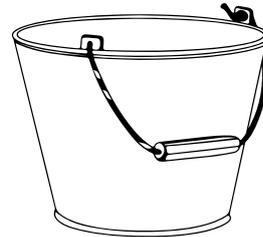
2.



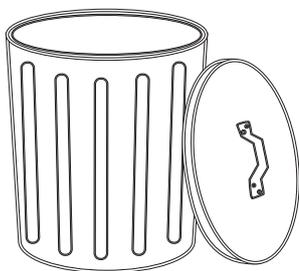
3.



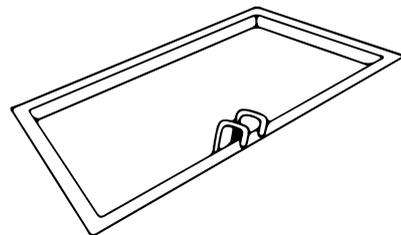
4.

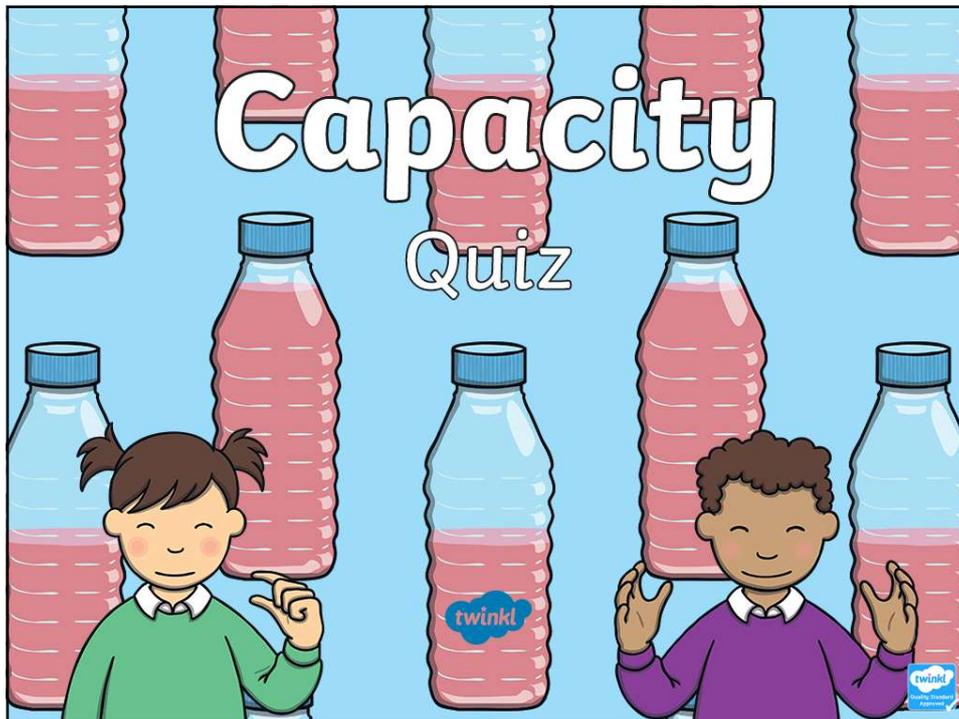


5.



6. largest capacity





Question 1

It takes 10 cups of water to fill this bucket.
How many cups will it take for the bucket to be half full?

- a. 4 cups
- b. 7 cups
- c. 5 cups
- d. 9 cups



Question 2

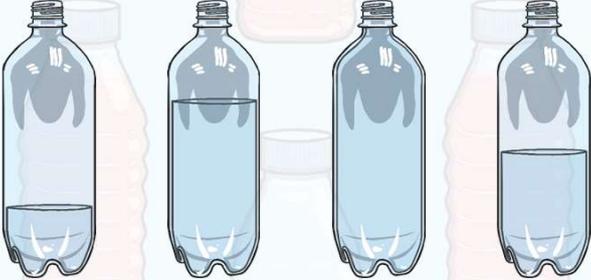
How full is this bottle?

- a. full
- b. nearly full
- c. half full
- d. nearly empty



Question 3

Which bottle is **nearly full**?

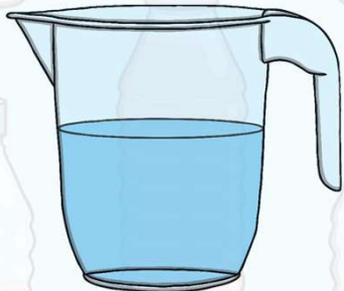


The image shows four plastic bottles labeled a, b, c, and d. Bottle 'a' is about 1/4 full, 'b' is about 1/2 full, 'c' is nearly full (about 3/4), and 'd' is about 1/4 full.

a b c d

Question 4

This jug contains 4 litres of water when it is full.
Estimate how much water is in the jug.



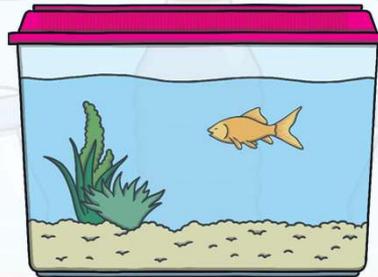
The image shows a clear plastic jug with a handle, partially filled with blue water. The water level is approximately halfway up the jug.

- a. 1 litre
- b. 2 litres
- c. 3 litres
- d. 4 litres

Question 5

This fish tank contains 11 litres when it is half full.
How much does it contain when it is full?

- a. 20 litres
- b. 21 litres
- c. 22 litres
- d. 24 litres



Answers

Q1: Half of 10 is 5. So to fill half the bucket, you need 5 cups of water.

Q2: The water is half way up the bottle.

Q3: Bottle b is nearly full.

Q4: The jug is approximately half full. Half of 4 is 2.

Q5: $2 \times 11 = 22$ so the fish tank contains 22 litres when it is full.

Learning Intention: Compare and order the capacities of two or more containers by measuring each container in uniform informal units.

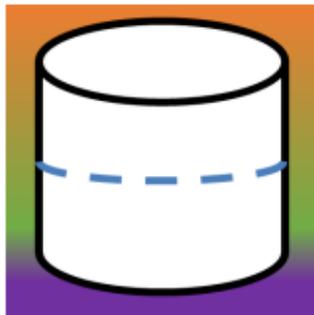
Problem solving

1. I placed 3 containers in order, from largest capacity to smallest capacity. The red container's capacity is larger than the green container's capacity. The green container's capacity is larger than the purple container's capacity.

- a. Is the purple container's capacity larger or smaller than the red container's capacity?

- b. Illustrate and colour/label the containers in order of capacity

2. I poured some spoonfuls of water into a container. The water reached the dotted line, making the container about half full. Like in the picture below:



- a. If 5 spoonfuls of water filled the container to the dotted line and made the container half full, how many spoonfuls of water would it take to make the container full? _____
- b. If 8 spoonfuls of water filled the container to the dotted line and made the container half full, how many spoonfuls of water would it take to make the container full? _____
- c. If it took 24 spoonfuls of water to fill the container to its fullest capacity, how many spoonfuls of water would it take to make it half full? What about one quarter full? _____

Name _____

Date _____

Measuring, Comparing and Ordering Capacity

Capacity is how much a container will hold.

1. Choose some containers of different shapes and sizes from around the classroom.
2. Choose a container to start with. Draw a picture of it in the 'Containers' column of the table.
3. Estimate how many cups of water will fit into the container. Write your number in the 'Estimate' column of the table.
4. Measure the container's capacity by counting how many cups of water are needed to fill the container. Write the number in the 'Measurement' column of the table.
5. Repeat these steps for all of the containers to be measured.



| Containers | Estimate (number of cups) | Measurement (number of cups) |
|------------|------------------------------|---------------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |



Name _____

Date _____

Reflection

1. Which container has the **smallest** capacity? Write its number or draw it on the line below.

2. Which container has the **largest** capacity? Write its number or draw it on the line below.

3. In the table below, write the numbers of the containers (or draw them) in order from the smallest capacity to the largest.

smallest capacity



largest capacity

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

4. What else could you use to measure capacity with instead of a cup?

5. What else could you use to measure capacity with instead of water?





Student Name: _____

Grade: _____ Date: _____

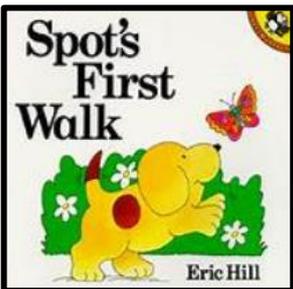


1. One group of Aussie Olympians had to go into quarantine for 2 lots of 14 days. How many days is that altogether?



2. The Paralympics will begin in 2 weeks' time. How many days are there in 2 weeks?

3. Zac was walking around a Court with 13 houses in it. Every 3rd house had daffodils in its garden. If there were daffodils at Number 1, how many gardens with daffodils did Zac see?



4. The book "SPOT'S FIRST WALK" is selling at the moment for \$7 per copy. How much change is given from a \$20 note if one book is bought?

5. On his way to school, Henry has been swooped 3 times each day by an angry magpie. How many times was he swooped in 4 days?



6. A new range of 6 female scientist Barbie dolls are now on sale. If each of those Barbies costs \$54.34 (yes, that's their price!), how many of these Barbies could Ruby buy if she has saved \$45?

7. The world's smallest monkeys weigh between 90 and 110 grams each. How many of these monkeys would altogether weigh about 1 kilogram?



6 Create a timetable for you and one other person you know.
Draw or write the different weekly activities you have.



| Days of the week | Me | |
|------------------|----|--|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |
| Sunday | | |



SCISSORS



 teachstarter

STAR JUMPS



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CRUNCHES



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**KNEE
HIGH JOG**



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SPRINTS



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TWISTS



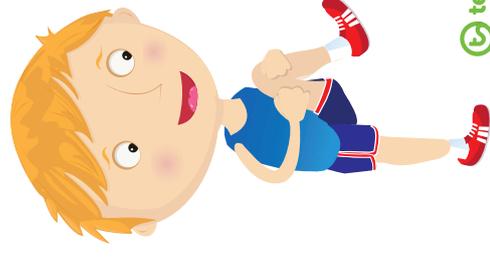
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PUSH UPS



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**KNEE HIGH
LIFTS**



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HEEL TOUCH



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SHUFFLING



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SQUATS



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ROWING



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SPRINKLER



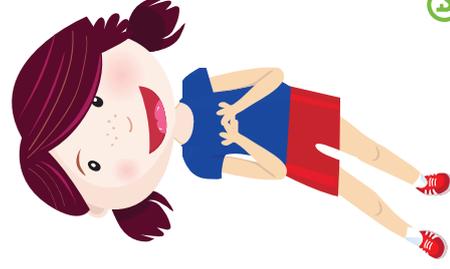
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HOPPING



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SIDE-TO-SIDE



 teachstarter

JUMPS



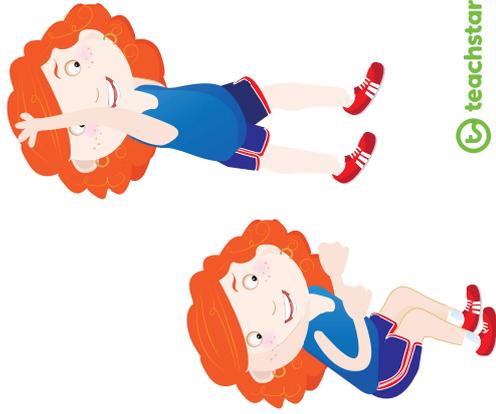
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BACKWARDS

FORWARDS

JUMPS

POWER JUMPS



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EASY WALK



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PLANK



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SIDE-TO-SIDE



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STEP TOUCH



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GRAPE VINE



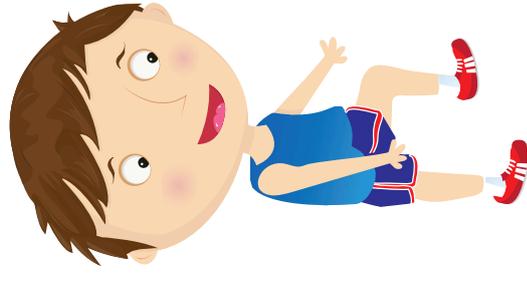
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LUNGES



teachstarter

MARCHING



teachstarter

My 5 Senses Field Walk

I can see



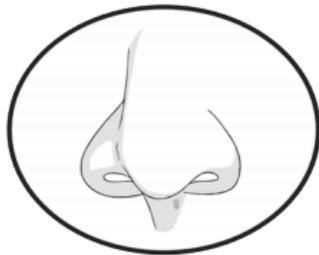
I can hear



I can feel



I can smell



I can taste

