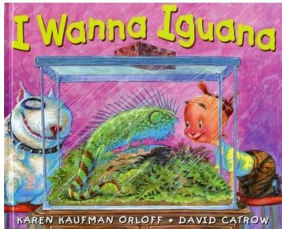


| Off Line<br>Term 3<br>Week 8 | Monday  | Tuesday  | Wednesday  | Thursday  | Friday   |
|------------------------------|---|--|--|---|--|
|                              | <p><b><u>ENGLISH</u></b><br/><b><u>Reading</u></b><br/>Read a book with someone at your house.<br/>Before you read, look at the 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.<br/>Was your prediction correct? Retell what happened in the beginning, middle and end of the story.<br/>Where is the story taking place? How do you know this?<br/>Have an adult read a book you have at home.<br/>Can you identify 3 sight words in the book and any words beginning with 'i'?</p> <p><b><u>Soundwaves Spelling</u></b><br/>Complete the Soundwaves page (pg 71) for;<br/><br/>/v/ as in vase</p> | <p><b><u>ENGLISH</u></b><br/><b><u>Reading</u></b><br/>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.<br/><br/>During the reading talk about the book. What does this story remind you of? – make a connection.<br/>Can you identify 3 sight words in the book and any words beginning with 'r'?</p> <p>Have an adult read the same book 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><br/>Write ten words that start with 'v'.<br/><br/>Write at least two sentences. Each sentence</p> | <p><b><u>ENGLISH</u></b><br/><b><u>Reading</u></b><br/>Read a different book with someone at your house. After reading discuss your favourite part of the story and give reasons why.<br/>Read a different book you have at home with an adult. Take turns reading a page each.<br/>Take turns retelling the story. Ask each other What, When, Where and Who questions about the book you have read.<br/>Locate words beginning with 'd' in the book and use them in a sentence.</p> <p><b><u>Soundwaves Spelling</u></b><br/>Complete the Soundwaves page (pg 72) for;<br/><br/>/w/ as in web</p> | <p><b><u>ENGLISH</u></b><br/><b><u>Reading</u></b><br/>Read a book with someone at your house.<br/><br/>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?<br/><br/>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><br/>Write ten words that start with 'w'.<br/><br/>Write at least two sentences. Each sentence must contain at least one of these words.</p> <p><b><u>Handwriting</u></b><br/>Complete the handwriting page 'w'.</p> | <p><b><u>ENGLISH</u></b><br/><b><u>Reading</u></b><br/>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?<br/><br/>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</u></b><br/>Sing the Soundwaves Chant on YouTube:<br/><a href="https://www.youtube.com/watch?v=yM3dMF-Bxuk">https://www.youtube.com/watch?v=yM3dMF-Bxuk</a></p> <p>Here are your list words for this week;<br/>van, vet, win, wet, web<br/><br/>Write each list word five times.<br/><br/>Write at least two sentences. Each sentence must contain at least one list word.</p> |

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|  |  | <p>must contain at least one of these words.</p> <p><b>Handwriting</b><br/>Complete the handwriting page 'v'. Lower case 'v' is a <b>body</b> letter and sits on the line.</p> <p>Make sure you use <b>correct pencil grip!</b></p> |  | <p>Lower case 'w' is a <b>body</b> letter and sits on the line.</p> <p>Make sure you use <b>correct pencil grip!</b></p> | <p>An adult can scribe each sentence underneath your sentence, and you can trace and copy.</p> |
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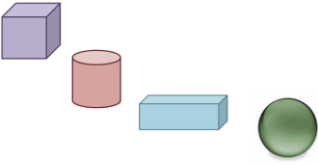
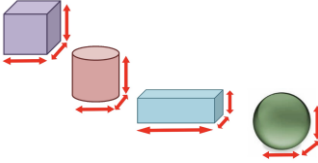
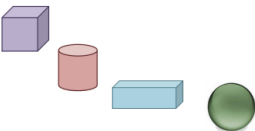
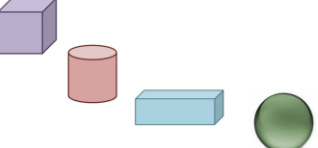
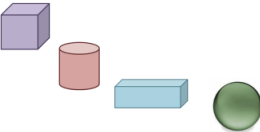
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| 10.30-10.45 | <b>FRUIT BREAK</b> |  |  |  |  |
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|  | <p><b>Writing</b><br/>What did you do on the weekend? Who were you with? Where were you? Talk about what you did and write your <b>orientation</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 – <b>First</b>, I</p> | <p><b>Reading and responding</b><br/>Do you have a pet? What do you have? If you don't have a pet, what would be your dream pet?</p>  <p>In this week's book "I wanna iguana" Alex tries to persuade his mum to let him keep his friend's iguana.</p> | <p><b>Writing</b><br/>Today we are going to start writing a persuasive text.</p> <p>To persuade someone means to get them to think the same thing as you think. You can do this by telling them information or facts, by promising something good will happen if they think the same thing, or by making them feel something that will change their mind.</p> <p>In "I wanna iguana!" Alex wrote a letter to persuade his mum.</p> | <p><b>Reading and responding</b><br/>In the letters to his mum, Alex tells his mum what he will do if he can have an iguana. He promises to clean its tank, pay for the lettuce it will eat and to take care of it himself.</p> <p>Yesterday you wrote a letter to explain which animal you want and why. Today you are going to think about what you will do or a promise you could make to help persuade your grown-ups to let you have the pet.</p> <p>For example</p> | <p><b>Reading and responding</b><br/>Look at the pictures from "I wanna iguana." and try to draw your own picture of an iguana. After you draw your creature colour it in. Then try labelling its legs, tail, head, mouth, tongue and eyes.</p> <p>Write one or more sentences to describe your creature. For example, my creature has four green legs and a long pink tongue.</p> <p>Remember to use a capital letter, sound words out,</p> |
|--|---|---|--|---|--|

|  |   |   |   |   |
|--|---|---|---|---|
| <p>played with the frisbee with my dad.</p> <p><b>Then</b> I went on the swing.</p> <p><b>After that</b> we walked back home.</p> <p><b>Finally</b>, 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.<br/>Read your sentences back to your parents to check they make sense.</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 upload this work sample once completed for</b></p> | <p>Persuade means trying to get someone to believe or think the same thing you are thinking or wanting by giving them some reasons.</p> <p>What does the author mean when they say Wanna?</p> <p>Do you know what an Iguana is? Why do you think someone would want one?</p> <p>Look at the pages from "I wanna iguana"</p> <p>Discuss these questions with your grown up or someone older than you at home<br/>Who is speaking?<br/>Who is telling the story?<br/>Is it one or more characters?<br/>Why is Alex writing letters to his mum?<br/>Is Alex trying to persuade his mum?<br/>Think about a pet you would like.<br/>How could you persuade your family to let you have it?</p> | <p>Write a letter to your grown ups about the animal you want to own and why.</p> <p>For example:<br/>Dear Mum,<br/>I want a pet cow because _____.<br/>Love from _____<br/>Or<br/>Dear Grandma,<br/>I want a pet cat because _____.<br/>Love from _____</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 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> | <p>If I had a dog I would feed it dinner every day and I would clean up any mess. I would play with it and keep it happy.</p> <p>If I had a pet cat I would keep it out of the bedroom and I would buy it toys to play with.</p> <p>Think about what you could write to help persuade your family to buy the animal you want to own. Work out how many words you need to write and start your sentences.</p> <p>Remember to use a capital letter, sound out your words, 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><b>Please upload this work sample once completed for feedback. We encourage your independent work.</b></p> | <p>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>feedback. We encourage your independent work.</b></p> | <p>Think about some ideas so that you are ready to write a persuasive text tomorrow.</p> <p>Draw the animal you would like and write I wanna _____.</p> |  |  |  |
|--|---|---|--|--|--|

11.30-12.20 **LUNCH**

|  | <u>Maths</u>  | <u>Maths</u>  | <u>Maths</u>  | <u>Maths</u>  | <u>Maths</u>   |
|--|---|---|---|---|--|
|  | <p>Flat and curved surfaces.</p> <p>What do you know about these objects?</p>  <p>How many dimensions do these objects have? Do they go up and down, front and back, left to right?</p>  | <p>Flat and curved surfaces.</p> <p>Review yesterday's lesson.</p> <p>Have a selection of 3D objects from around the house. Objects that look like these:</p>  <p>Name the objects "square box, can, rectangle box and marble", and describing the surfaces on them by writing a</p> | <p>Flat and curved surfaces.</p> <p>Revise Monday's lesson</p> <p>Complete this activity with a partner.</p> <p>Place a pile of 3D objects in between the two of you as a visual aid. Objects that looks like these:</p>  <p>Take turns in completing this activity.</p> <p>One person chooses one of the objects and describes</p> | <p>Flat and curved surfaces.</p> <p>Revise Monday's lesson.</p> <p>Have a selection of objects from around the house. Objects that look like these:</p>  <p>Choose an object that you think will move best by rolling.</p> <p>Have a go at rolling all of the objects.</p> | <p>Flat and curved surfaces.</p> <p>Revise Monday's lesson.</p> <p>Complete the following worksheet. Try to find objects like these at home that you can pick up to investigate.</p> <p>Look at the object. Describe it. Count how many shapes (surfaces) are on the object by turning it around and upside down.</p> <p>Put a tally for the number of shapes (surfaces) that are on the object.</p> |

These objects have 3 dimensions. They are 3D.

Have a walk around your house and find objects that look like the 4 from above. (A square tissue box, a can of food, a long box and a ball/marble)

How would you describe the surfaces on this object?



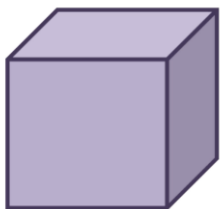
Are the surfaces flat or curved?

If you investigate the surfaces on this object, you will learn that they are flat.

We can also find that the flat surfaces on objects are shapes.

The flat surfaces on this object are rectangles.

What do you know about this object?



small description of the surfaces.

Get your parents to put all the objects in a bag so you can't see them.

You put your hand in the bag and pick up one of the objects, without lifting it out of the bag. Make sure you still can't see what you are holding. Describe the object that you are holding and try to guess what object it is. Pay close attention to the surfaces of the objects. For example, "This object that I'm holding has all flat surfaces. There are 6 surfaces. I think this object is a square box."

Reflection: How can we describe the surfaces of objects?

Problem solving: Write all questions and answers on paper.

In my hand I have an object with only flat surfaces.

it, without using the actual name of the object. For example, "I am thinking of an object that is tall. It has 3 surfaces. 2 flat surfaces and 1 curved surface."

The other person then guesses which object had been described by pointing to it. For example, "I think you are describing the can object".

Ensure that your child has multiple turns of describing and guessing.

Repeat this activity until they have guessed and described all objects in front of them.

Use objects in front of you to construct a tower/model.

Discuss what objects are easier to stack and which ones are harder to stack.

Why do you think this is?

Reflection: How do the surfaces of objects help them to stack?

Which object rolls best? Why do you think this is?

Reflection: how do the surfaces of objects help them to roll?

Choose 6 different objects from around the house.

Use these objects to build a tower.

Think to yourself if there's another way you could build the tower to make it taller. For example, you might place a rectangle box a different way to make the whole tower taller.

Have a go at building different towers using the same objects every time. How tall can you make your tower?








Reflection: How can we describe the surfaces of objects?

Problem solving: Write all questions and answers on paper.

In my hand I have an object that can roll.

What shape could you see most and the least? (rectangles, circles, triangles etc.)

Shapes on 3D objects  
Use a tally to count the shapes you see. The first one has been done for you.

| Object  | Tally |
|---|-------|
|  |       |
|  |       |
|  |       |
|  |       |
|  |       |
|  |       |
|  |       |

Which shape did you see the most?  
Which shape did you see the least?

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

How would you describe the surfaces? Are they flat or curved?

After investigating the flat surfaces on this object, you will find that they are squares.

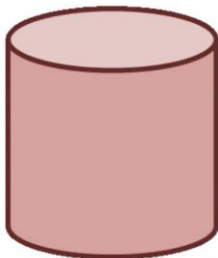
What do you know about this object?



How would you describe the surface? Is it flat or curved?

After investigating this object, you may find that there's only one surface and it is curved. So we will call this a curved surface.

What do you know about this object?



What might the object be?



- A) sphere
- B) Cylinder
- C) Rectangular prism

In my hand I have an object with only curved surfaces.

What might the object be?



- A) Sphere
- B) Cylinder
- C) Rectangular prism

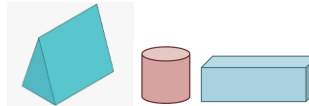
In my hand I have an object with flat and curved surfaces.

What might the object be?



- A) Sphere
- B) Cylinder
- C) Rectangular prism

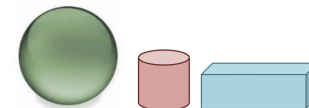
What might the object be?



- A) Triangular prism
- B) Cylinder
- C) Rectangular prism

In my hand I have an object that can stack but not roll.

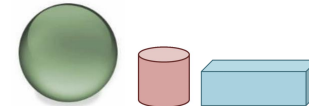
What might the object be?



- A) Sphere
- B) Cylinder
- C) Rectangular prism

In my hand I have an object that can stack and roll.

What might the object be?



- A) Sphere
- B) Cylinder
- C) Rectangular prism

How would you describe the surfaces? Are they flat or curved?

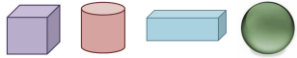
Is there a curved surface?

If an objects surface is curved, we call this a curved surface.

Are there also 2 flat surfaces?

After investigating this object, you will learn that the flat surfaces on objects are shapes. On this object, the flat surfaces are circles.

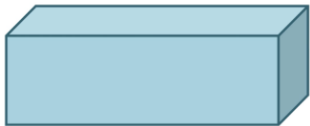
We can place these objects into groups.



Let's group them by how we could use them.

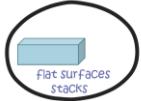
Which objects would be good to build with?

Would this box object be good to build with? Why? Would it stack well? Why?



Let's place the box object in a group of objects that stack well and have flat surfaces.

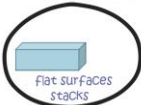
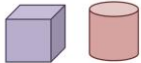
**Please keep a copy of this work sample once completed for feedback. We encourage your independent work.**



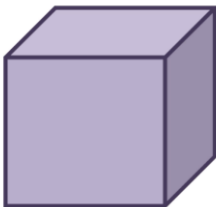
Would this marble object be good to build with? Why?  
Would it stack well? Why?



Let's place the box object in a group of objects that don't stack and have curved surfaces.

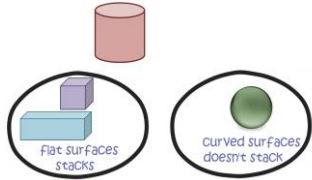


Would this square object be good to build with? Why?  
Would it stack well? Why?

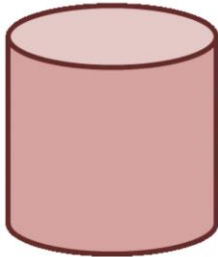


Let's place this object in the group of objects that stack well and have flat surfaces.



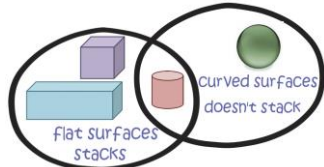


Would this object be good to build with? Why? Would it stack well? Why?



Would it stack well if we placed it on the flat surface or the curved surface?

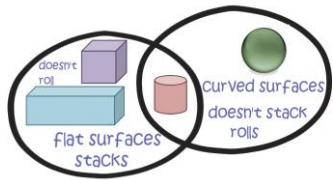
Let's place this can object between the two groups.



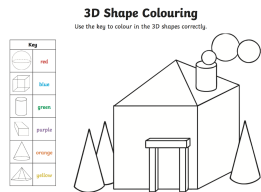
Have a look at the objects with curved surfaces. Can this object roll?

Have a look at the objects with flat surfaces. Would these objects roll?

Let's label these groups.



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



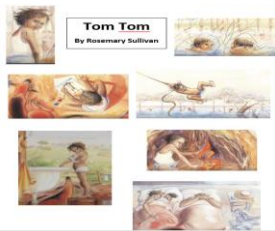
1.20-1.40

**RECESS**

**History**

There are many differences between different families. Tom Tom is a story written by Rosemary Sullivan about an Aboriginal boy who has lots of family members. In this story, he plays with and visits different family members. He also goes to school.

Have a look at some screenshots of the book attached.



**Science**

Have a think about what it's like to kick a ball on different surfaces. Will the ball go further when you kick it on sand or on concrete?

Today we are going to do some experiments to test how far a toy car (or ball if you don't have a toy car) will roll across different surfaces.

**Physical Development and Health**

Find a safe space in your home or backyard and dance with a partner. Play some music of your choice on a CD player or the TV.

Do the steps of the dance 'Bus Stop'.

Bus Stop moves:

1. Kick your right leg forward and clap at the same time.

**Creative Arts**

1. It is Fathers' Day this Sunday. Here is a little song that you can learn so you can sing it to Dad on Fathers' Day:

**Daddy Daddy**

**Sung to: "Twinkle, Twinkle, little star"**

**Daddy, daddy let me say  
I love you in every way  
I love you for all you do  
I love you for being you  
Daddy, Daddy let me say  
Have a happy Father's Day!**

**Author Unknown**

**History**

Continue to work on your presentation due in Term 4. You are encouraged to interview a family member and ask questions like the ones below.

How many children in your family?

What did you do with your family?

What toys did you have?

Can you compare what a day for Tom Tom looks like to what you might do in a day with your family.

What do you like to do on your own? What does Tom Tom like to do on his own?

Complete the worksheet below.



Is it similar or is it different?

Underneath your drawings, can you write a sentence about what each person is doing.

Tom Tom likes to ....

I like to ...

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

To start your experiment set up a ramp using a book and a flat surface. Maybe you could use another book or a piece of wood.



Find 3 different surfaces around your house to place on your ramp. Some suggestions include some bubble wrap, a plastic bag, a t-shirt, an empty pasta bag, a door mat, a towel or a newspaper.

Place these different materials on your ramp one at a time and roll your toy car down the ramp. Observe how fast the car goes down over each surface and how far it rolls.

On what surface did the toy car roll the

2. Take 3 steps back, starting with your right foot. (From the kick, step back right-left-feet together).
3. Kick your left leg back and touch the ball of your foot to the ground.
4. Take 3 steps forward, starting with your left foot. (From the kick back, step forward left-right-feet together).
5. Crisscross your feet to the right. Step your right leg out to the right then step your left leg behind the right leg then step your right leg in front of your left leg then step your left leg to feet together position.

2. You will find some Fathers' Day cards in the attached sheets. Colour on and write a nice message to your Dad inside the card.

Make sure you set it out like a real card.

**Dear Dad,**

**Happy Fathers' Day!  
I love you!**

**Love from (your name)**

3. There is also a poem in the attached sheets. Colour the border and medal and decorate the page in beautiful colours.

Get someone to help you read the poem. Write your name at the bottom. There is space underneath for you to draw a picture of you and your dad. Roll it up and tie it with ribbon, string or an elastic band and give it to Dad with your card.

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?

**You do not need to submit this work today. This task will be ongoing.**

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  | <p>furthest away from the bottom of the ramp?</p> <p>Why do you think that?</p> <p>On what surface did the toy car roll the closest to the bottom of the ramp?</p> <p>Why do you think that?</p> <p><b>Take some photos of yourself and keep a copy once completed for feedback. We encourage your independent work.</b></p> | <ol style="list-style-type: none"><li>6. Repeat this step to the left.</li><li>7. Tap your right foot out to the right</li><li>8. Tap your left foot out to the left</li><li>9. Swivel your feet on the spot for 4 counts.</li><li>10. Turn 90 degrees to the right so you have turned a one quarter of a circle and repeat the steps.</li><li>11. Repeat this for 4 directions and do 3 revolutions.</li></ol> |  |  |
|--|--|--|---|--|--|



W

1 Colour the letter for  in each List Word. win wet web

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



3 Write a stroke on the line for each sound you hear in the picture name.



4 Write a List Word to match each picture.





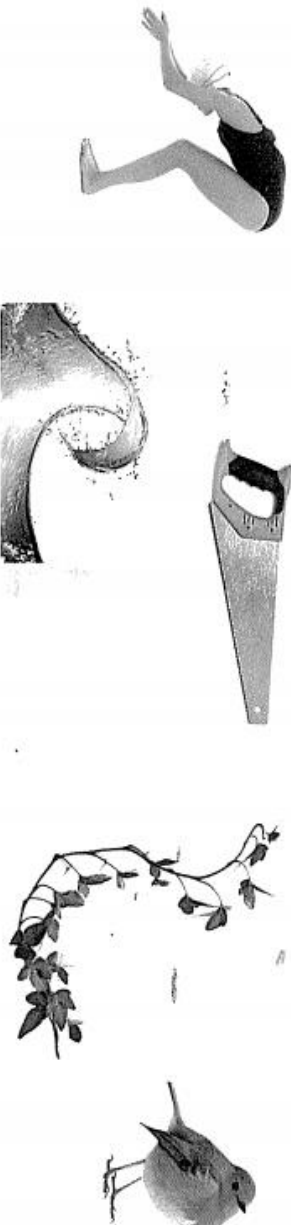
v

Colour the letter for   in each List Word.

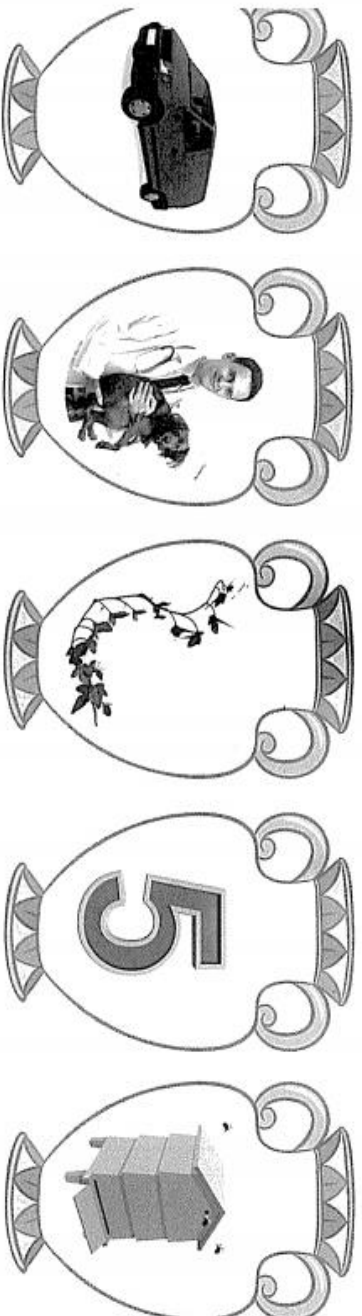
van

vet

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



3 Draw a flower in the vase for each sound you hear in the picture name.



4 Write a List Word to match each picture.



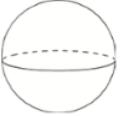
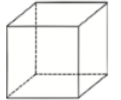




\_\_\_\_\_

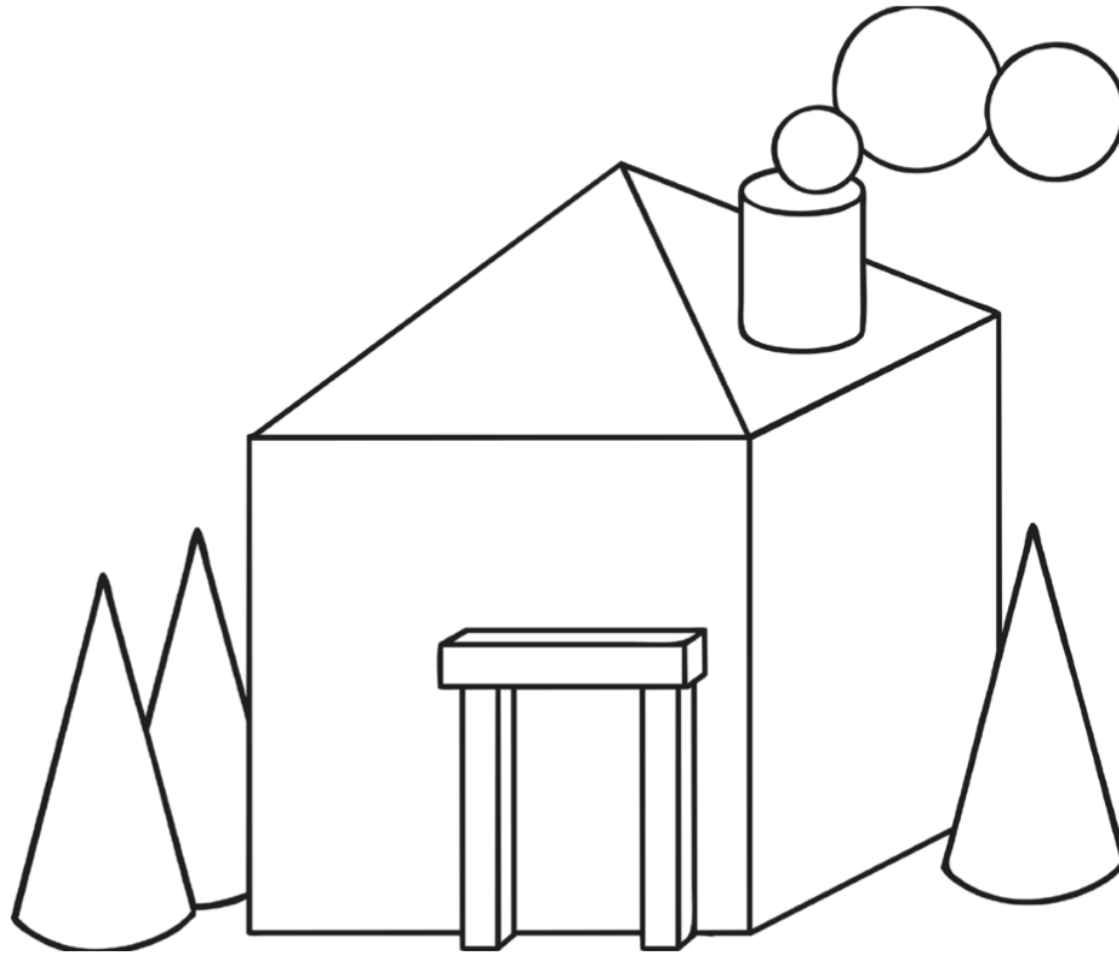


\_\_\_\_\_

# 3D Shape Colouring







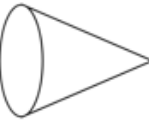
Use the key to colour in the 3D shapes correctly.

| Key   |        |
|---|--------|
|    | red    |
|    | blue   |
|    | green  |
|    | purple |
|   | orange |
|  | yellow |



## Shapes on 3D objects

Use a tally to count the shapes you see. The first one has been done for you.

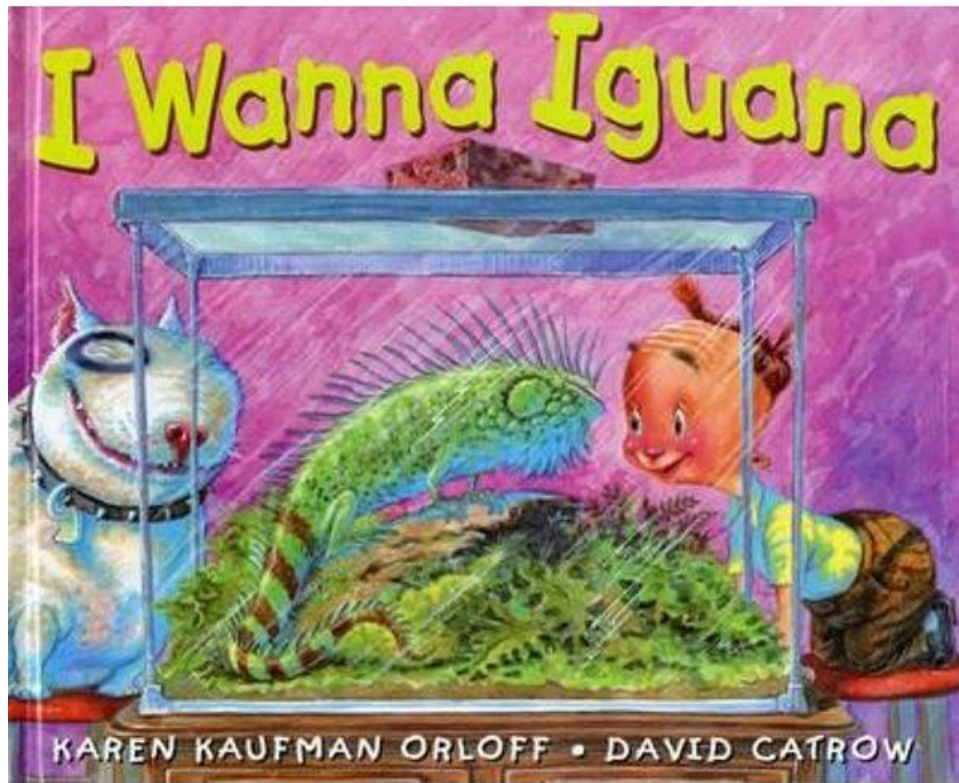
| Object  | Tally |
|---|-------|
|    |       |
|    |       |
|  |       |
|  |       |
|  |       |
|  |       |
|  |       |

Which shape did you see the most?

Which shape did you see the least?

---








 **SEE!?** ←

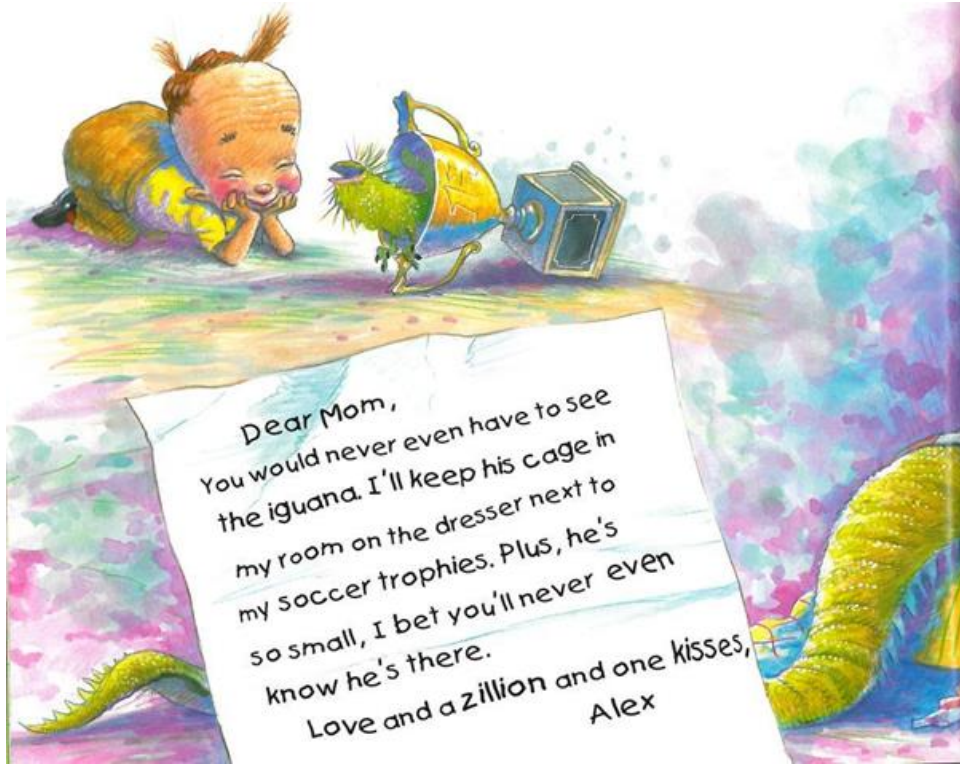
Dear Mom,  
Did you know that iguanas are really quiet  
and they're cute too. I think they are  
much cuter than hamsters.

Love,  
Your adorable son  
Alex



Dear Alex,  
Tarantulas are quiet too, but I wouldn't  
want one as a pet. By the way, that iguana  
of Mikey's is uglier than Godzilla.  
Just thought I'd mention it.

Love,  
Mom



Dear Mom,  
You would never even have to see  
the iguana. I'll keep his cage in  
my room on the dresser next to  
my soccer trophies. Plus, he's  
so small, I bet you'll never even  
know he's there.  
Love and a zillion and one kisses,  
Alex



Name \_\_\_\_\_

Cut, Glue and Copy the Sentence



*little*

*is*

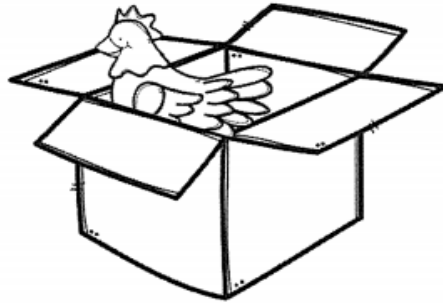
*Here*

*a*

*fox.*

Name \_\_\_\_\_

# Cut, Glue and Copy the Sentence



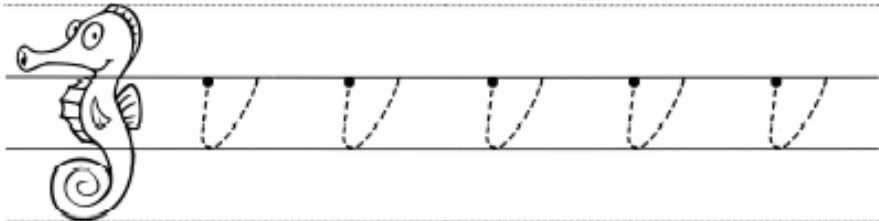
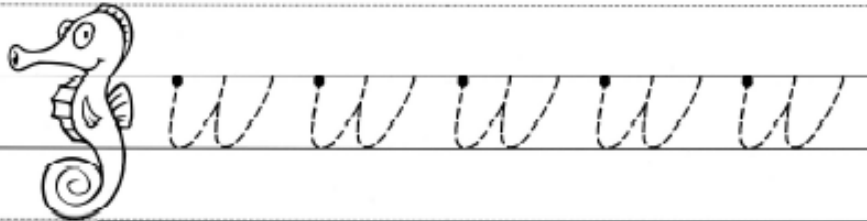
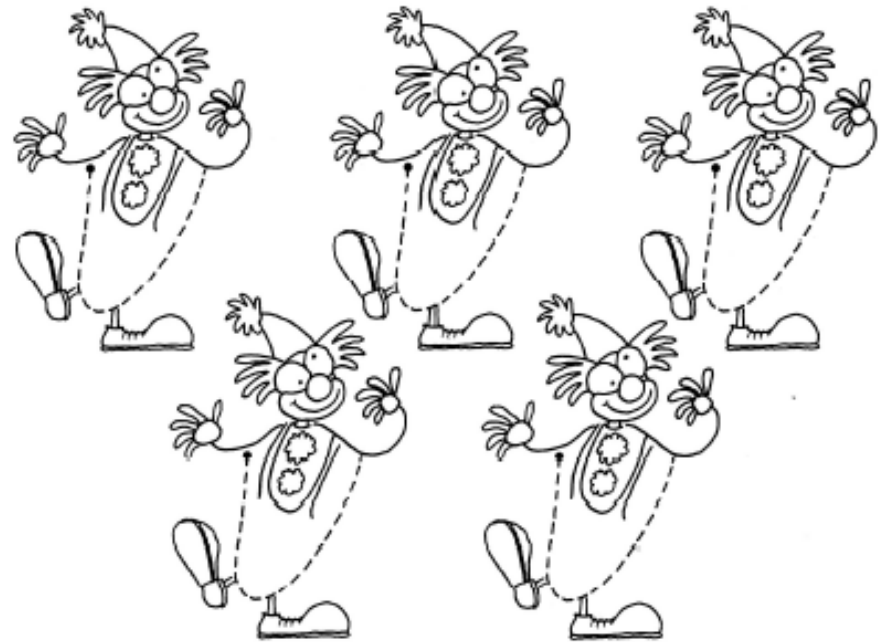
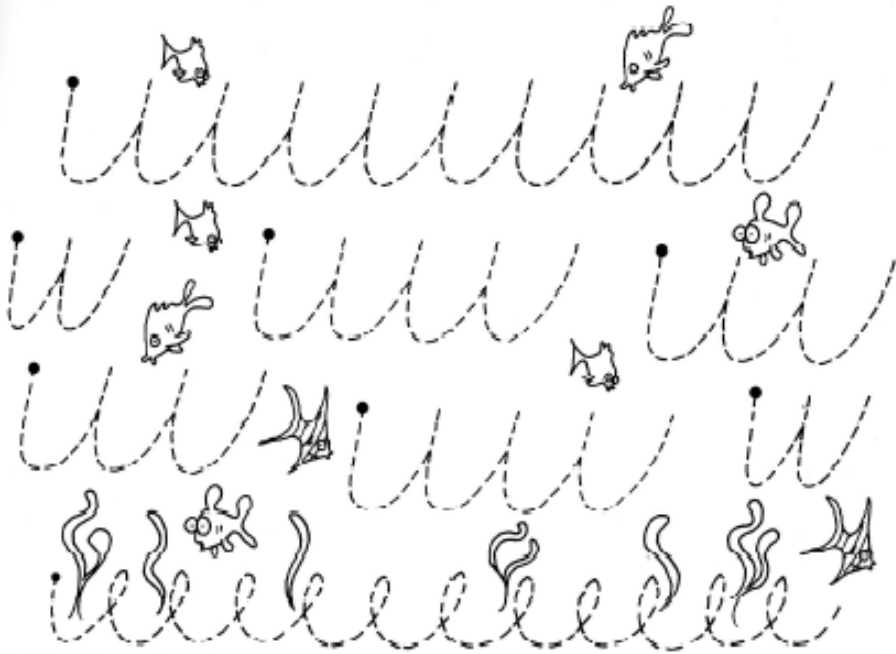
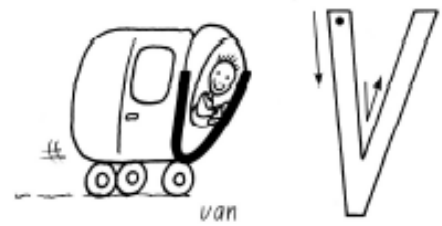
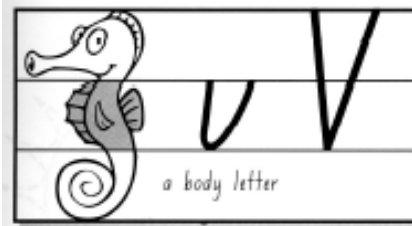
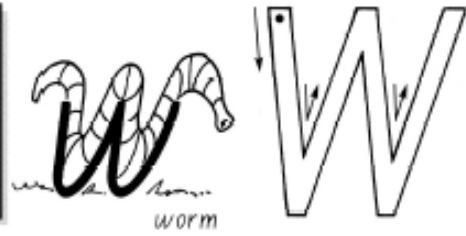
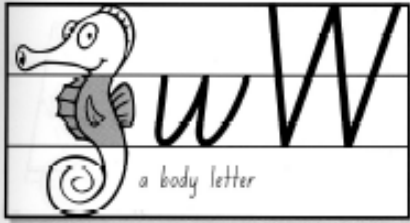
Can

see

a

you

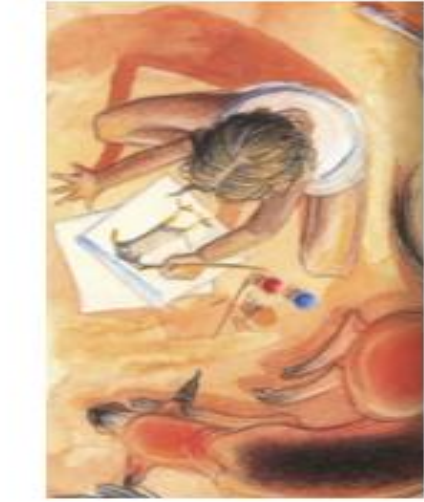
hen?





# Tom Tom

By Rosemary Sullivan





4

Draw something Tom Tom likes to do alone.

Draw something you like to do alone.

