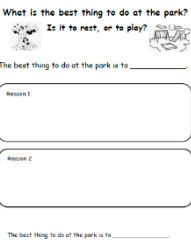


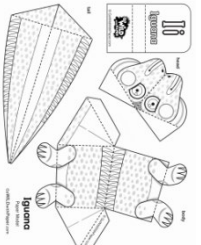


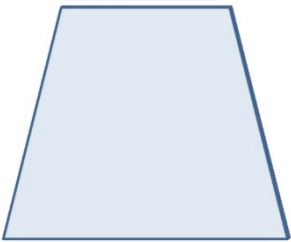
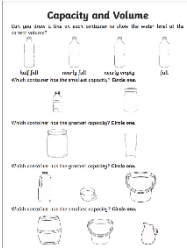
Off Line Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. Before you read, look at the cover, title and pictures. Predict what the book might be about. Read the book. If you come to a difficult word stretch out the sounds and then slowly blend them together. Was your prediction correct? Retell what happened in the beginning, middle and end of the story. Where is the story taking place? How do you know this? Have an adult read a book you have at home. Can you identify 3 sight words in the book and any words beginning with 'i'?</p> <p><u>Soundwaves Spelling</u></p> <p>Complete the Soundwaves page (pg 73) for; /z/ as in zebra</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. If you come across a difficult word, try and work it out using a strategy you know. During the reading talk about the book. What does this story remind you of? – make a connection. Can you identify 3 sight words in the book and any words beginning with 'r'? Have an adult to read the same book to you read yesterday and this time try to point to the words when the adult is reading. Find interesting words and discuss. For example, words in bold print or words in speech marks,</p> <p><u>Soundwaves Spelling</u> Write five words that start with 'z'.</p> <p>Can you find any words that have 'z' as their final sound?</p> <p><u>Handwriting</u> Complete the handwriting page 'z'. Lower case 'z' is a body letter and sits on the line.</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a different book with someone at your house. After reading discuss your favourite part of the story and give reasons why. Read a different book you have at home with an adult. Take turns reading a page each. Take turns retelling the story. Ask each other What, When, Where and Who questions about the book you have read. Locate words beginning with 'd' in the book and use them in a sentence.</p> <p><u>Soundwaves Spelling</u></p> <p>Complete the Soundwaves page (pg 74) for; /ck/ as in kite</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a book with someone at your house. After reading the book identify the main character/s. Describe a character and how they feel. How do you know how the character is feeling? Have an adult read the same book you read yesterday. Get the adult to read the book to you again and this time try to point to the words when the adult is reading. If you come to a word you know, read that word. Find 5 sight words in the book.</p> <p><u>Soundwaves Spelling</u> Write five words that end with 'ck'. Can you find any words that have 'ck' as one of the middle sounds? Eg. pocket.</p> <p><u>Handwriting</u> Complete the handwriting page 'k'. Lower case 'k' is a body and head letter and sits on the line. It is taller than body letters.</p> <p>Make sure you use correct pencil grip!</p>	<p><u>ENGLISH</u> <u>Reading</u> Read a different book with someone at your house. Tell the adult what the story is about, who are the characters, where is the story taking place and what happens. With an adult use the Roll & Retell sheet attached to retell the story. Roll the die and answer the questions. If you don't have a die pick a number between 1 and 6. Have an adult read a different book you have at home.</p> <p><u>Soundwaves</u></p> <p>Here are your list words for this week; zip, zap, back, kick, duck, neck, sock Write each list word five times.</p> <p>Write at least two sentences. Each sentence must</p>

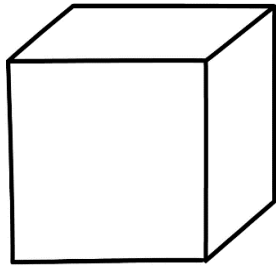
		Make sure you use correct pencil grip!			contain at least one list word. An adult can scribe each sentence underneath your sentence and you can trace and copy.
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10.30-10.45	FRUIT BREAK				
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<p>Writing</p> <p>What did you do on the weekend? Who were you with? Where were you?</p> <p>Talk about what you did and write a sentence about it making sure you are using finger spaces, a capital letter at the start and a full stop.</p> <p>Read your sentence back to someone at home. Have them scribe your sentence underneath. Trace over their writing and then write by yourselves underneath.</p> <p>Can you write more than one sentence? If you can please use some time connectives at the</p>	<p>Reading and responding</p> <p>Last week we started writing a persuasive text about an animal we wanted to own. Today we are going to use a worksheet to write a persuasive text about a different topic- the park.</p> <p style="text-align: center;"> <small>What is the best thing to do at the park? Is it to rest, or to play?</small>  </p> <p>Do you like going to the park? What is the best thing to do at the park? Is the best thing to rest or to play? On the worksheet write rest or play on the line at the top.</p>	<p>Writing</p> <p>We have been learning how to write a persuasive text. Did you know that there are persuasive texts all around you? Whenever we watch TV there are a lot of persuasive texts called advertisements or ads. They are also in magazines and displayed at some shops.</p> <p>Look at these advertisements.</p> <p style="text-align: center;">  </p> <p><i>(There are large copies in the worksheets below)</i></p> <p>Have a chat with an adult at home.</p> <p>Which advertisement do you like the most? Why? What kind of colours did they use in the advertisement? Are there children in the advertisement? If there are how do you think they are feeling?</p>	<p>Reading and responding</p> <p>Have a look at the posters from yesterday.</p> <p>Today you are going to write a persuasive text to try and persuade your grown ups to buy the toys for you.</p> <p>First, choose the toy you like most from the posters. Using the worksheet</p> <p style="text-align: center;"> <small>Dear _____ I would really like you to buy me the _____ Toy because</small>  </p> <p>Write at the top the person you are writing your letter to.</p> <p>Circle the toy you are going to write about.</p>	<p>Reading and responding</p> <p>Let's have some fun today and try to make our own iguana.</p> <p>You will need a grown up to help you to cut out the iguana and follow the instructions to fold it into shape.</p> <p style="text-align: center;">  </p> <p>When you have finished making your iguana, write a sentence</p>
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<p>beginning of your sentences. For example; Then, After that, Next,.</p> <p>Draw a picture.</p> <p>Please upload this work sample once completed for feedback. We encourage your independent work.</p>	<p>Next you need to give 2 reasons why that is the best thing to do. For example, if you think the best thing to do at the park is to play, you could give a reason as- there is more space to ride your bike at the park. You could also say that the play equipment is fun to play on.</p> <p>If you think the park is good for resting, you need two reasons why. They might include that the shade is relaxing or you like feeding the ducks.</p> <p>Write one reason in each box of the worksheet.</p> <p>At the bottom of the page to finish off your persuasive text, you need to finish the sentence by telling us if you think it is best to rest or play at the park.</p>	<p>Does the picture make the toy look really good and fun to play with? Does it make you want to as your grown up to buy it for you? Why?</p> <p>Advertisements try to persuade us to buy things by using bright colours, smiling faces and making it look like the toy would be wonderful to play with.</p> <p>Choose one of the three posters above. Write two sentences to tell your teacher if you would like to your parents to buy you that toy. Did the advertisement make you more interested in the toy? How did it do that? For example- <i>I would like you to buy me Enchantimals because the colours are so pretty. The toys look happy so I think they would be fun to play with.</i></p>	<p>Talk to someone in your house and think of three reasons why you would like that toy.</p> <p>For example: <i>It looks like it would be fun to play with.</i> <i>I don't have any toys like it.</i> <i>It would help me to be quiet while you work.</i></p> <p>Write your reasons down- one reason in each box of the worksheet.</p> <p>Remember to use capital letters, finger spaces, sound out your words carefully and put a full stop at the end of your sentences. Read your sentences back to yourself to check that they make sense.</p> <p>Please upload this work sample once completed for feedback. We encourage your independent work.</p>	<p>about it. You might like to write a sentence telling me what you would like to know about iguanas. I would like to know where they originally come from- what would you like to know?</p>
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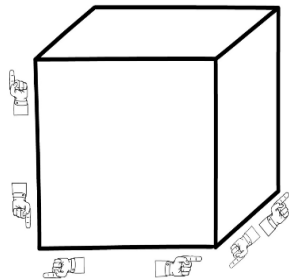
		Remember to use capital letters, sound out words, use finger spaces and a full stop.			
11.30-12.20	LUNCH				
	Maths	Maths	Maths	Maths	Maths
	<p>Compare Volumes</p> <p>Where have you heard the word 'volume' before? On a television/smart phone/tablet/gaming device?</p> <p>Is volume an amount of noise?</p> <p>Do you have volume? Can you make a low volume? Can you make a loud volume?</p> <p>We're going to investigate the volume of a cube.</p>	<p>Compare Capacities</p> <p>Where have you heard the word 'capacity' before?</p> <p>Have you ever heard someone say that a glass is filled to capacity?</p> <p>If a glass is full to capacity, how full is it?</p>  <p>Is it filled right to the top? Will it hold any more liquid?</p> <p>A container is filled to capacity when it is filled</p>	<p>Compare Volumes</p> <p>Revise Monday's lesson.</p> <p>Work with a partner for this activity.</p> <p>You and your partner need a 3D object each of similar shapes. It can be an everyday object - a square box/rectangular box/ball/can of food that you have in your house.</p> <p>Compare your object with your partner's object by direct comparison. Place the two objects side-by-side and think which one has a larger volume.</p> <p>Decide which one has a larger volume and which one has a smaller volume.</p> <p>Record the 4 different pairs of objects. Draw and label each object</p>	<p>Compare Capacities</p> <p>Revise Tuesday's lesson.</p> <p>Work with a partner for this activity.</p> <p>Each person needs to have a container that can hold water.</p> <p>Compare the capacities of the containers by pouring between containers. Fill one container with water and pour the water into the other container.</p> <p>Once you pour the water from one container to the other, see if it holds the same amount of water. Can it hold more water, or does it spill over the edges?</p>	<p>Compare Volumes and Capacities</p> <p>Revise Monday's and Tuesday's lessons.</p> <p>Complete these worksheets by reading the questions and answering accordingly.</p> 



Do you think this cube can make noise?

Do you think there must be another kind of volume?

How many dimensions does this cube have? Does it go top to bottom, left to right and front to back?



Does this cube have 3 dimensions? Is this cube 3D? Does this block take up space?

We call the amount of space that an object

to the top and it won't hold any more.

Let's investigate the capacity of these two containers.



Which container do you think will hold more water? Which container do you think will have the larger capacity?

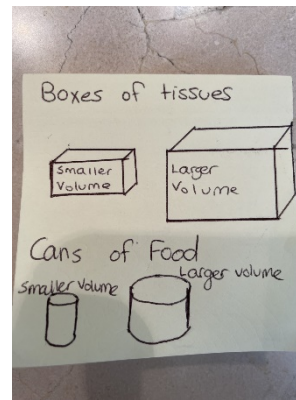
Will the green container have a larger capacity? Why? Does the green container look a little larger?

Will the purple container have a smaller capacity? Why? Does the purple container look a little smaller?

How can we compare the capacities of these two containers?

We can fill the containers with water to

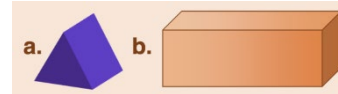
with "smaller volume" and "larger volume". For example,



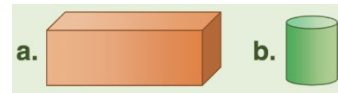
Reflection: What is volume?

Problem solving: Write all questions and answers onto a piece of paper.

Mary had 2 blocks. Which block has a larger volume?



Mary had 2 blocks. Which one has a smaller volume?



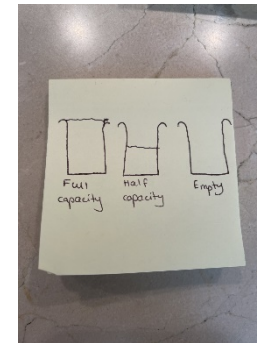
Mary had 3 blocks. Which block has the 2nd largest volume?



If the first container doesn't fill up the second container all the way, then the first container has the larger capacity.

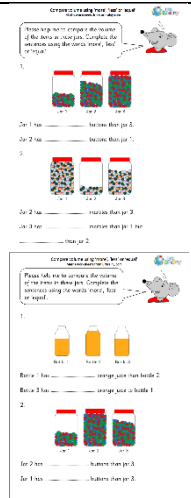
Find whose container has the largest capacity and explain how you know.

Use 3 similar containers. Fill and then draw and label them at full, half and empty capacities. For example,



Now, get two different shaped containers that you think could have the same capacity.

Investigate filling and half-filling the containers and comparing the capacities of the containers.

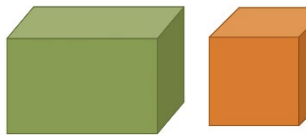


takes up in 3 dimensions, volume.

Do you have that kind of volume as well? Do you take up space up and down, left to right and front to back?

Do you have both types of volume? Can you make a noise? Can you take up space in 3 dimensions?

Have a look at these two blocks. Which block takes up the most space? Which block has the larger volume?



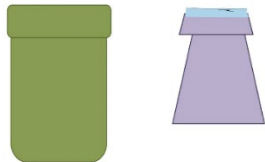
How can we compare their volumes?

We can place the blocks next to each other, or one in front of the other, to see which block takes up the most volume.

compare the capacities. We will be able to tell which container holds more if we fill them both with water.

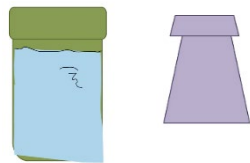
If we fill one container to capacity, we can pour the water into the other container and see if it holds the same amount of water.

The purple container is filled to capacity.



If we pour the water from the purple container into the green container, do you think the green container will be filled to capacity?

Is the green container filled to capacity?



If the water from the purple container did not

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

Please note:

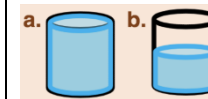
2PM- NHPS Community Zoom session

Make sure you are using the mathematical language “full, half full, empty, nearly empty, almost full”.

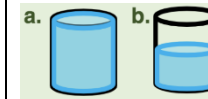
Reflection: What is capacity?

Problem solving: Write all questions and answers onto a piece of paper.

Billy poured some water into 2 containers. Which container is filled to capacity?



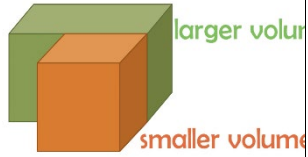
Billy poured some water into 2 containers. Which container is not filled to capacity?



Billy poured some water into 3 containers. Which containers are filled to



capacity?

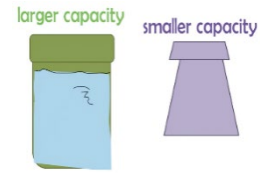


Investigate and compare a few objects from around the house discussing the different volumes.

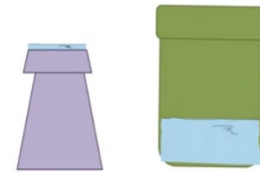
Practice your mathematical language by showing someone your object and saying "This object has a large volume. It takes up a lot of space" or "This object does not take up much space. It has a small volume".

Reflection: What is volume?

fill the green container, which container has a larger capacity?

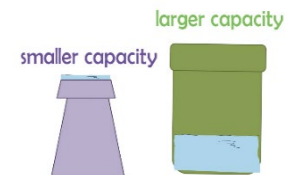


If we fill the green container to capacity and pour the water into the purple container, will the purple container be filled to capacity?



Is there still some water left over in the green container?

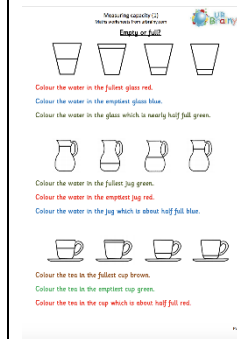
If the water from the green container filled the purple container to capacity and there is still water left over in the green container, does the green container have a larger capacity?



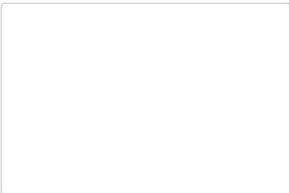
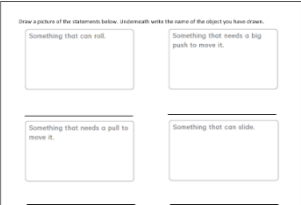
Please upload this work sample once completed for feedback. We encourage your independent work

*****OPTIONAL**

Complete this worksheet if you like.



		<p>Investigate and compare a few containers from around the house discussing the different capacities.</p> <p>Practice your mathematical language by showing someone your object and saying “This container has a large capacity. It holds a lot of water” or “This container does not hold much water. It has a small capacity”.</p> <p>Reflection: What is capacity?</p>			
1.20-1.40	RECESS				

	<p align="center"><u>History</u></p> <p>Families come from all different places around the world.</p> <p>Talk with your family about where your ancestors are from. What country were they born in? Can you find this country on a globe, atlas or Google Maps?</p> <p>Complete the worksheet below. Draw and write about something special to do with where your family comes from. This could be a special place, a special item or something that symbolises that country.</p> <p><small>Draw something special about the country your family comes from.</small></p>  <p>Please keep a copy of this work sample once completed for</p>	<p align="center"><u>Science</u></p> <p>Fill in the table below. This will help us see how much you've learnt this term about forces.</p> <p>Try and complete this table independently, with assistance from an adult with your reading and writing.</p>  <p>Please keep a copy of this work sample once completed for feedback. We encourage your independent work.</p>	<p align="center"><u>Physical Development and Health</u></p> <p>Organisation</p> <p>What does it mean to be organised?</p> <p>Think about ways you can show what being disorganised looks like. Spend a few moments to think about how you can show this. Show someone older than you what being disorganised looks like. Spend a few moments thinking about what being organised looks like. What might Oscar Organisation say and do about the mess? Show someone older than you what being organised looks like, cleaning up any mess that was created during being disorganised.</p> <p>You can do a performance if you like, showing what it looks like to be disorganised and organised.</p> <p>Parents, ask your child the following questions:</p> <ul style="list-style-type: none"> • How were you being disorganised? • How were you feeling when you were being disorganised? • How were you being organised? 	<p align="center"><u>Creative Arts</u></p> <p>Art Appreciation:</p> <p>Van Gogh - <i>Starry Night</i> (1889)</p> <p>Picasso - <i>Tete d'une Femme Lisant - Head of a Woman Reading</i> (1909)</p> <p>Salvador Dali - <i>The Persistence of Memory</i> (1931)</p> <p><i>See attached sheet for pictures of these artworks. DO NOT TELL THE CHILDREN THE NAME OF THE ARTWORK AS THIS WILL SPOIL THE LAST ACTIVITY. You can tell them the name of the artist because we have already learnt about Picasso and we will be looking at Van Gogh in Week 9.</i></p> <p><small>*The children discuss what they see in each artwork / how each artwork makes them feel. Remember to use the word because. For example The Van Gogh artwork makes me feel scared because of the dark colours.</small></p> <p><small>*Discuss the techniques used by the artist dashes of colour - Van Gogh) (cubism :use of geometric shapes Picasso) and (Dali- discuss shapes, lines, colours)</small></p>	<p align="center"><u>History</u></p> <p>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.</p> <p>How many children in your family?</p> <p>What did you do with your family?</p> <p>What toys did you have?</p> <p>Do you have an object/toy that is special to you from when you were a child?</p> <p>What food did you like to eat when you were my age?</p>
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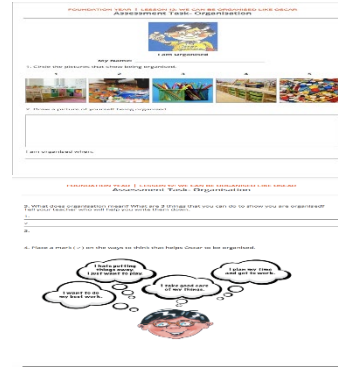
feedback. We encourage your independent work.

Optional:
Do the gratitude Scavenger hunt during the week...

Attached at the bottom

- How were you feeling when you were being organised?
- Does it help you to be organised? Why?

Complete the following worksheets by following the directions listed.



PDHPE

In a group of 3, with your mum, dad, siblings or grandparent, go outside with a ball easy to catch (volleyball/soccerball etc). If you can't play in a group of 3, pairs is fine. In a group of 3, play 'Piggy-in-the-Middle'. In pairs, just play throw and catch.

To play 'Piggy-in-the-Middle', players stand in a straight line, the two outside players facing each other and the middle player waits for the ball. Two outside players

*Children think of a possible name for each artwork before you reveal the actual name. Praise them for the names they choose that have something to do with the artwork (either what the painter has painted or the technique used).

*The children give their opinions on the art works by referring to feeling, colour or subject matter. For example: I like The Persistence of Memory because the clocks look like they are melting. I don't like Head of a Woman Reading because her face is two different colours and that is strange.

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.

take turns throwing the ball to each other, avoiding the middle player. Middle player aims to catch the ball. If the middle player catches the ball, they must swap places with the player who threw the ball. To advance the game, take large steps backwards so you have to throw harder and further.

To play throw and catch, two players stand facing each other with sufficient distance to throw a ball. Players take turns in throwing the ball to each other. To make it harder, take large steps back so you have to throw harder and further.



z

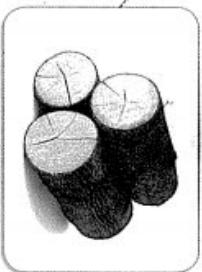
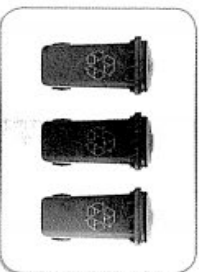
Colour the letter for  in each List Word.

zap zip

2 Tick the box if you hear  in the picture name.
Cross the box if you do not hear  in the picture name.



3 Find pairs of pictures with names that rhyme. Colour each pair the same colour.



1 Write a List Word to match each picture.







k c ck

1 Colour the letters for **ck** in each List Word.

back
neck

kick
sock

duck

2 Circle the picture if you hear **ck** at the **end** of the picture name.



3 Write **ck** at the **end** of each word. Read the words.
Draw a line from the word to the picture.



lo _ _

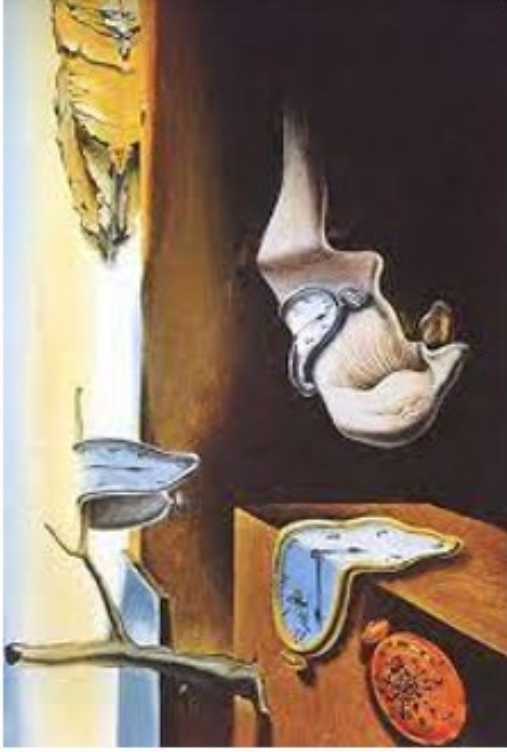
du _ _

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Salvador Dali - *The Persistence of Memory* (1931)



Pablo Picasso - *Tete d'une Femme Lisant* - *Head of a Woman Reading* (1909)

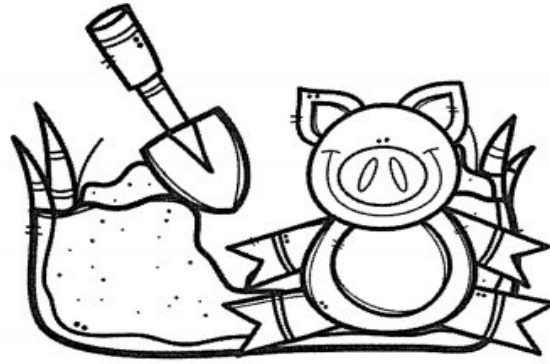


Vincent Van Gogh - *Starry Night* (1889)



Name _____

Cut, Glue and Copy the Sentence



dig.

The

pig

little

can

Name _____

Cut, Glue and Copy the Sentence



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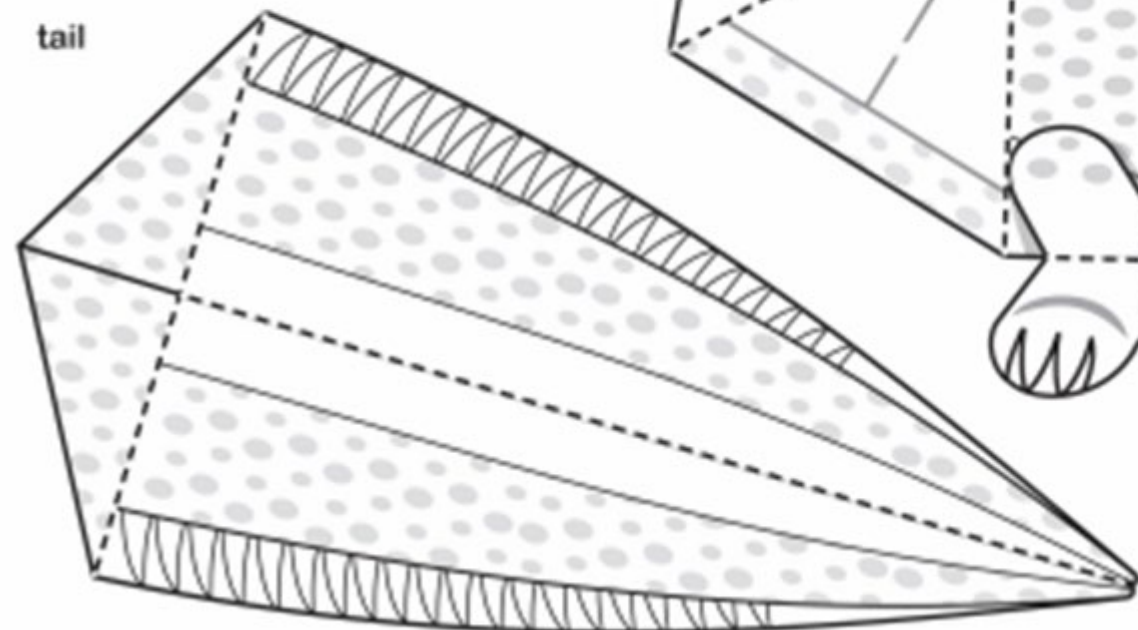
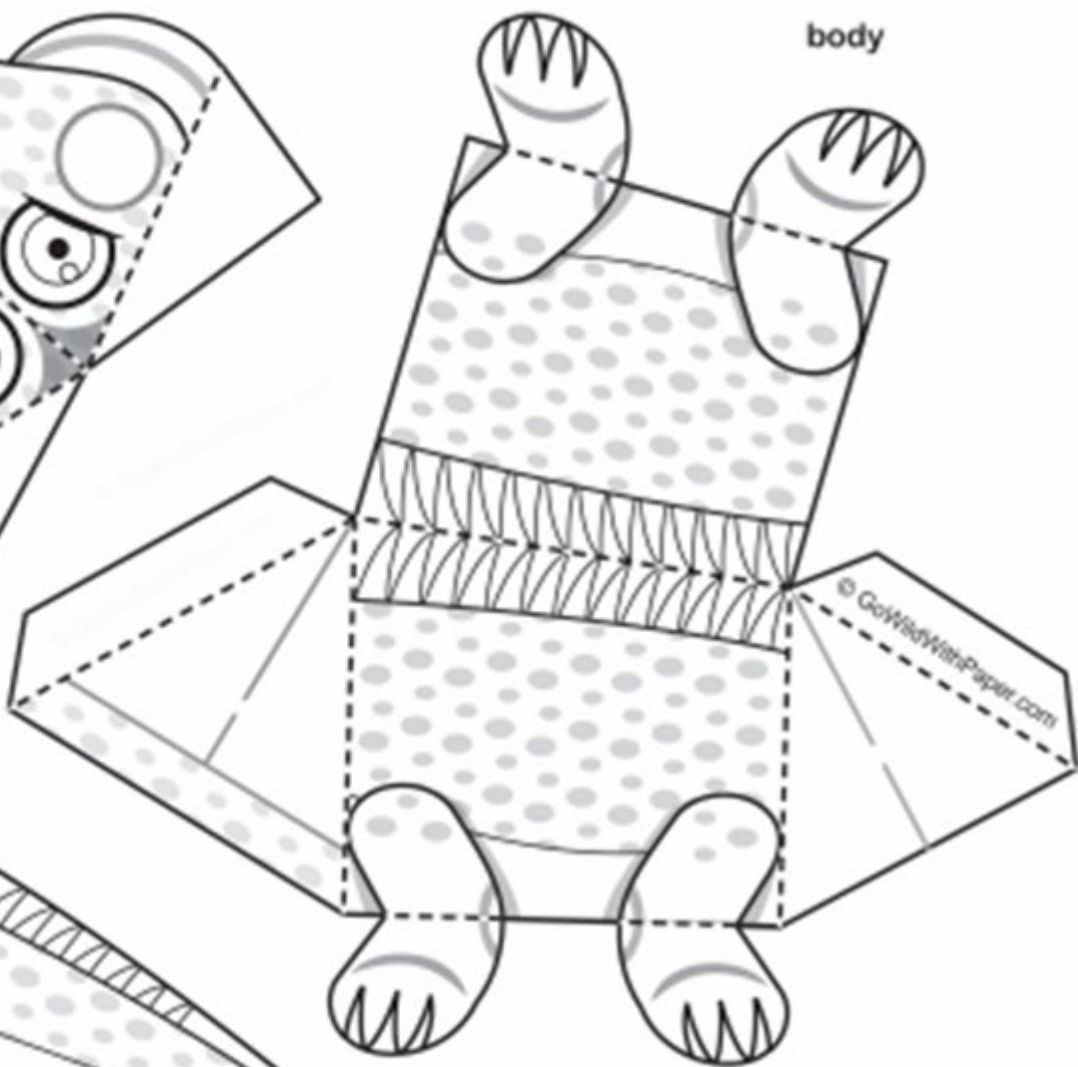
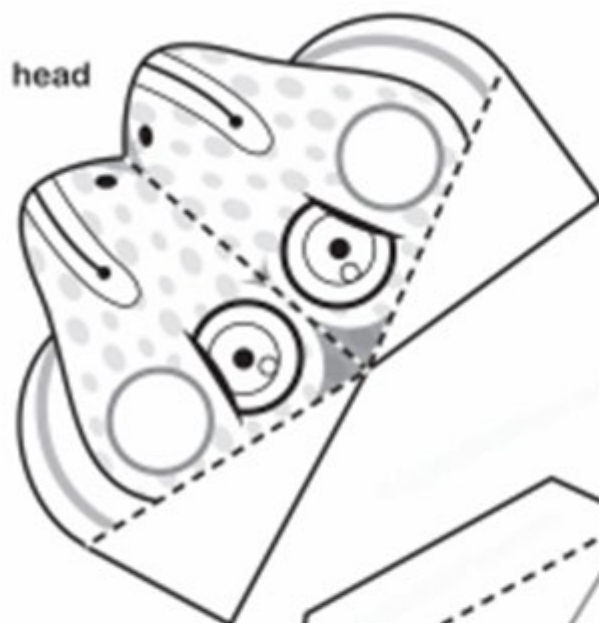
Draw a picture of the statements below. Underneath write the name of the object you have drawn.

Something that can roll.

Something that needs a big push to move it.

Something that needs a pull to move it.

Something that can slide.



Iguana

Paper Model

GoWILDwithPaper.com

How to Assemble the Iguana Model

You will need:

- Printed model
- Scissors
- Glue
- Empty ballpoint pen OR mechanical pencil without lead
- Ruler

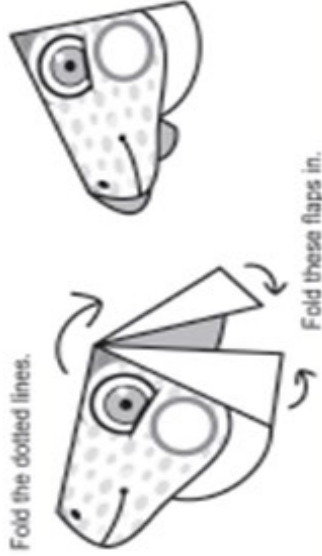
Tips for assembling the model:

- 1 Before cutting out the pieces, take an empty ballpoint pen (or mechanical pencil without lead) and pass the tip along all the dotted lines, pressing a little bit. This will make it easier to fold those parts of the model. Use a ruler to help with the straight lines.
- 2 Cut out all of the pieces and fold the parts on the dotted lines. Get ready to glue and have fun!



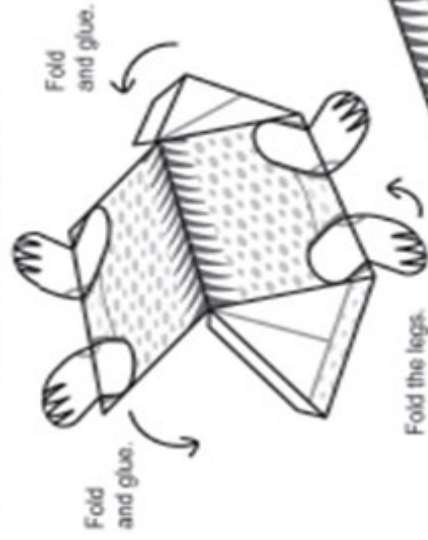
The head:

Fold the dotted lines.



The body:

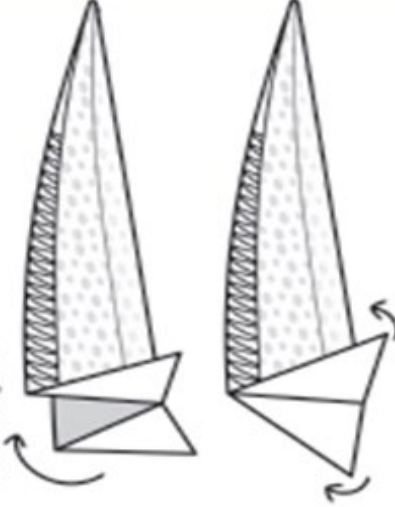
Fold all the parts on the dotted lines.



Fold the legs.

The tail:

Fold and glue.

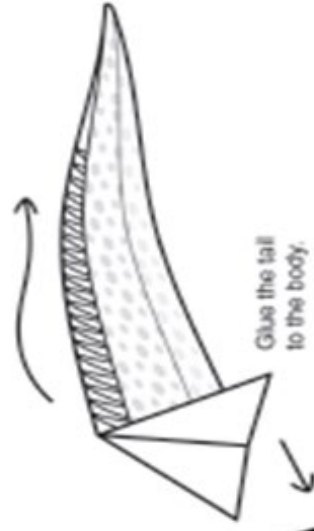


Fold these flaps out.

Fold and glue.

Fold and glue.

Curve the tail a little bit.



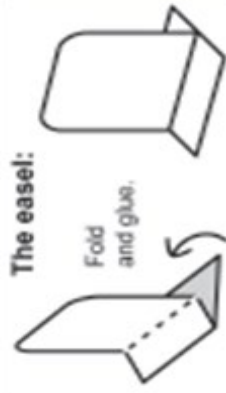
Glue the tail to the body.



Glue the head to the body.

The easel:

Fold and glue.



Wednesday and Thursday advertisements for persuasive writing



Dear _____

I would really like you to buy me the



toy because

Reason 1

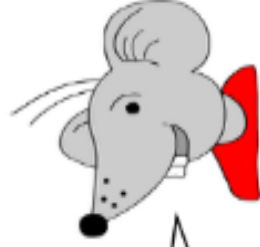
Reason 2

Reason 3

I would really love it if you would buy me the toy.

I would really love it if you would buy me the toy.

Please help me to compare the volume of the items in these jars. Complete the sentences using the words 'more', 'less' or 'equal'.



1.



Bottle 1



Bottle 2

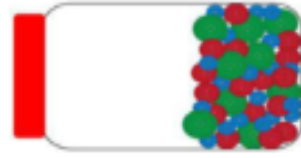


Bottle 3

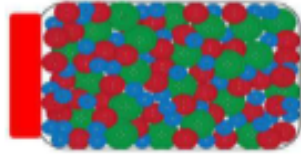
Bottle 1 has orange juice than bottle 2.

Bottle 3 has orange juice to bottle 1.

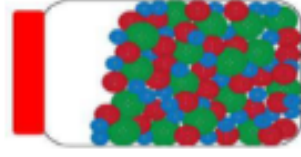
2.



Jar 1



Jar 2

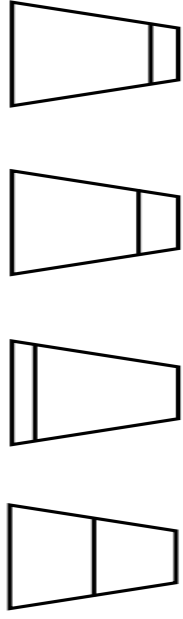


Jar 3

Jar 2 has buttons than jar 3.

Jar 1 has buttons than jar 3.

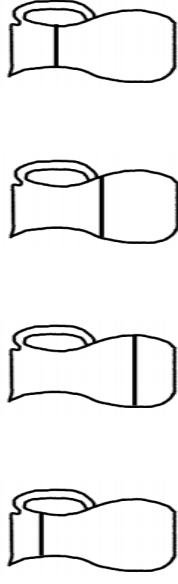
Empty or full?



Colour the water in the fullest glass red.

Colour the water in the emptiest glass blue.

Colour the water in the glass which is nearly half full green.



Colour the water in the fullest jug green.

Colour the water in the emptiest jug red.

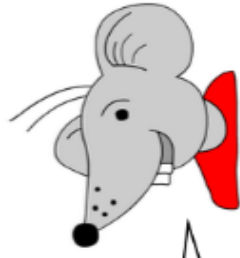
Colour the water in the jug which is about half full blue.



Colour the tea in the fullest cup brown.

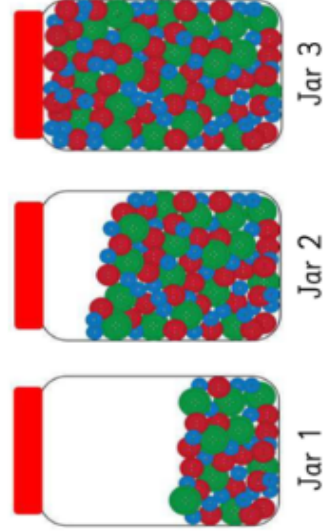
Colour the tea in the emptiest cup green.

Colour the tea in the cup which is about half full red.



Please help me to compare the volume of the items in these jars. Complete the sentences using the words 'more', 'less' or 'equal'.

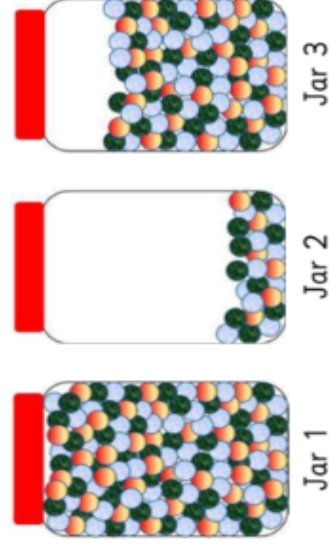
1.



Jar 1 has buttons than jar 3.

Jar 2 has buttons than jar 1.

2.



Jar 2 has marbles than jar 3.

Jar 3 has marbles than jar 1 but

..... than jar 2.

Capacity and Volume

Can you draw a line on each container to show the water level at the correct volume?



half full



nearly full



nearly empty



full

Which container has the smallest capacity? **Circle one.**



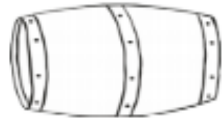
Which container has the greatest capacity? **Circle one.**



Which container has the greatest capacity? **Circle one.**



Which container has the smallest capacity? **Circle one.**



Draw something special about the country your family comes from.

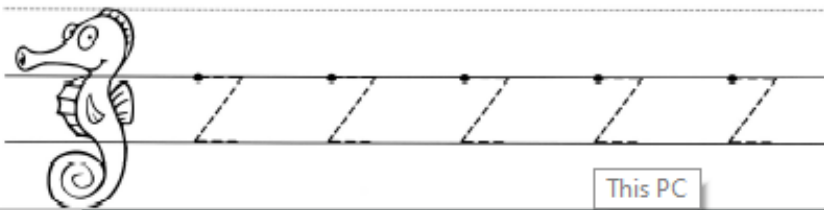
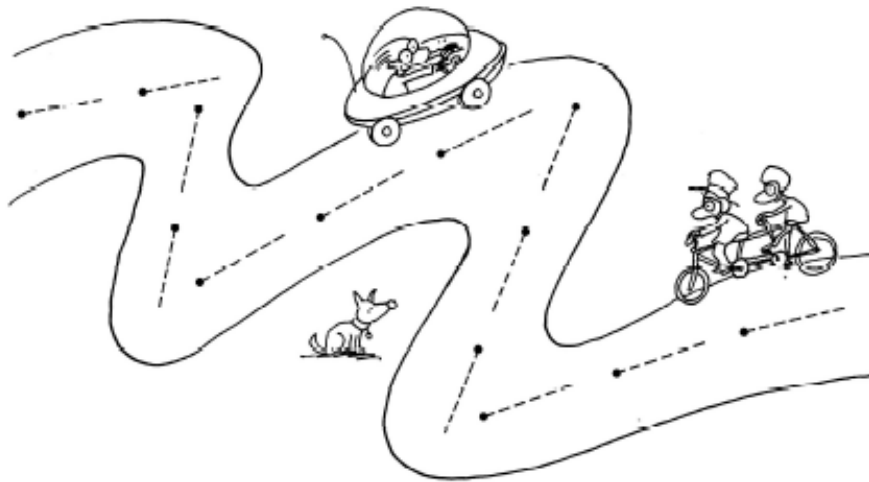
A large, empty rectangular box with rounded corners, intended for drawing. The box is white with a thin black border and occupies the central portion of the page.



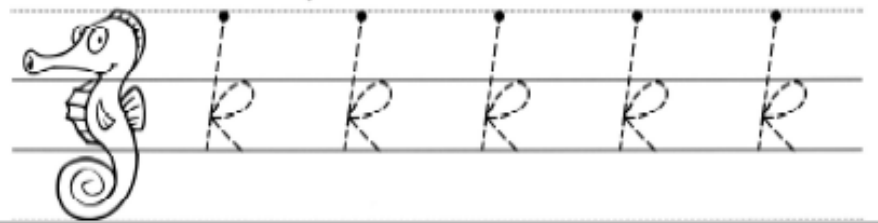
zebra



kangaroo



This PC



FOUNDATION YEAR | LESSON 12: WE CAN BE ORGANISED LIKE OSCAR
Assessment Task- Organisation



I am Organised

My Name: _____

1. Circle the pictures that show being organised.

1



2



3



4



5



2. Draw a picture of yourself being organised.

I am organised when:

FOUNDATION YEAR | LESSON 12: WE CAN BE ORGANISED LIKE OSCAR
Assessment Task- Organisation

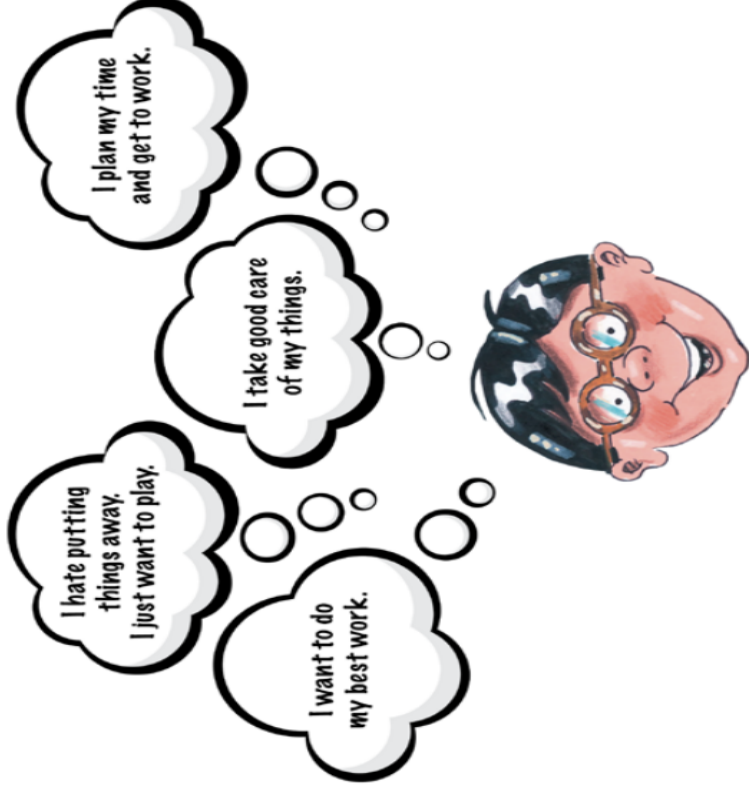
3. What does organisation mean? What are 3 things that you can do to show you are organised?
Tell your teacher who will help you write them down.

1.

2.

3.

4. Place a mark (✓) on the ways to think that helps Oscar to be organised.



Gratitude

SCAVENGER HUNT



THE MUM EDUCATES

- Find something that is close to your heart.
- Find something you enjoy playing.
- Find something that keeps you healthy.
- Find something that brings back good memories.
- Find someone that makes you laugh.
- Find something that smells amazing.
- Find something that you are most grateful for.
- Find something that you enjoy eating.
- Find something that makes you smile.
- Find something that you love to hug.
- Find something that you like outside.
- Find someone who has helped you.
- Find someone you love to talk.
- Find something of your favourite color.
- Find something that is useful.
- Find someone you are thankful to.
- Find something that you love to share.
- Find someone who makes you feel safe.
- Find someone who did good with you.
- Find something you like doing at night.

