



Stage One Learning from Home Grid Term 4 Weeks 3 – 6

- Don't forget to watch the **Sounds-Write videos** and **activities explanation videos** every day on Seesaw.
- Practise the Rainbow Heart Words and read a book every day.

TERM 4 WEEK 3				
Monday	Tuesday	Wednesday	Thursday	Friday
Sounds-Write: Every morning, watch a daily Sounds-Write video on Seesaw. Complete the Sounds-Write activity after watching to show your teacher that you are ready to learn.				
Spelling / Reading / Writing See attached sheet and complete daily literacy activities.	Spelling / Reading / Writing See attached sheet and complete daily literacy activities.	Spelling / Reading / Writing See attached sheet and complete daily literacy activities.	Spelling / Reading / Writing See attached sheet and complete daily literacy activities.	Spelling / Reading / Writing See attached sheet and complete daily literacy activities.
Read to Succeed: Every day before recess, choose a book from your shelf. Read it to a family member or you may choose to record your reading and post it on Seesaw.				
10:30am – 10:50am RECESS				
Number Talk – see attachment	Number Talk – see attachment	Number Talk – see attachment	Number Talk – see attachment	Number Talk – see attachment
Whole Number Grab a handful of small objects eg. pasta, lollies or lego pieces. How many are there altogether? How will you count them? What is the most efficient way to count? Show how you counted them.	Multiplication & Division Your school canteen has cut up all their apples in quarters (see picture). Some children in your class would like a whole apple. How many whole apples can you make from the quarters?	Fraction I have 5 oranges and I cut them into quarters. How many people can I give a piece of orange to? Draw a picture to show your thinking.	3D Objects Look around your kitchen and house. Find an item in the shape of a sphere, cone, cylinder, cube and rectangular prism. Draw and label an item for each in your workbook.	Mass - Ordering Objects Find 4 objects and order them from the lightest to the heaviest. Draw pictures of your objects in the correct order and write 2 sentences comparing the objects. _____ is the heaviest. _____ is lighter than _____.
12:25pm – 12:50pm LUNCH				
Science – Scent Hunt List 5 items that you can smell. It can be perfume, scented highlighters, spice /herb, fruits and vegetables. Describe what they smell like using adjectives eg. fresh, strong, fruity.	 Geography – See attached Geography sheet for Term 4 Week 3 Tuesday activity.	Science – Create a Lava Lamp Fill a small bottle half way with vegetable oil. Mix food colouring with ½ a cup of water. Pour food colouring mix into oil. Drop a Barocca tablet into Bottle. Observe what happens.	Geography – See attached Geography sheet for Term 4 Week 3 Thursday activity.	Science – Dig into Soil Mix water and detergent together. Pour it onto some soil. Wait 5 minutes then dig into the soil and observe. Record your experiment in your book. Draw and write a few sentences about your observation.
				
1:50pm – 2:15pm FRUIT BREAK – It is time for a mindfulness activity. Check your Mindfulness Calendar for activities to help you relax, reset and refocus.				
Visual Art Using magazine paper, an old cloth or even clean socks, design and make your own face mask. You may like to use other materials available at home to make it creative.	PE Find or create a straight line on the ground which is long enough to walk or balance on. Try hopping and balancing on your left leg. Then try your right leg. Which is easier?	Geography – See attached Geography sheet for Term 4 Week 3 Wednesday activity.	Community Language Practice introducing yourself in English or another language you know. Record your speaking. eg. Hello, my name is _____. I am ___ years old...	Community Language Go outside and toss a ball in the air. See how many times you can clap your hands before catching it again. Write the number in Arabic or another language if you know.

TERM 4 WEEK 4

Monday	Tuesday	Wednesday	Thursday	Friday
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Sounds-Write: Every morning, watch a daily Sounds-Write video on Seesaw. Complete the Sounds-Write activity after watching to show your teacher that you are ready to learn.

<p>Spelling / Reading / Writing See attached sheet and complete daily literacy activities.</p>	<p>Spelling / Reading / Writing See attached sheet and complete daily literacy activities.</p>	<p>Spelling / Reading / Writing See attached sheet and complete daily literacy activities.</p>	<p>Spelling / Reading / Writing See attached sheet and complete daily literacy activities.</p>	<p>Spelling / Reading / Writing See attached sheet and complete daily literacy activities.</p>
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Read to Succeed: Every day before recess, choose a book from your shelf. Read it to a family member or you may choose to record your reading and post it on Seesaw.

10:30am – 10:50am RECESS

<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>
<p>Whole Number - What's My Number? It's more than 41. It's less than 50. It is an even number. Both digits are the same. What is my number?</p>	<p>Multiplication & Division Draw this array →  How many counters altogether? Shade half in a different colour. How many counters in one half? Draw it again and shade a quarter. How many counters in one quarter? Draw a different array of counters showing a half and a quarter?</p>	<p>Fraction In a fish tank, half of the fish are blue and half of the fish are red. Draw what this might look like. How many different ways can you come up with?</p> 	<p>3D Objects – What Am I? Think of a 3D object. Write 3 - 4 clues to describe your object. Ask someone in your family to guess what your object is. Use words like corners, vertices, curved surfaces and faces.</p>	<p>Mass Three different sized blocks of chocolate were weighed on the balance arms. The white chocolate weighed 5 marbles, the dark chocolate weighed 3 marbles and the milk chocolate weighed 7 marbles. Order the chocolates from the lightest to heaviest.</p>

12:25pm – 12:50pm LUNCH

<p>Science – Soundwaves Cover a small bowl with glad wrap and secure it with a rubber band. Place your object on the wrap. Play your favourite song or the radio and turn up the volume. Observe what happens.</p> 	<p>Geography – See attached Geography sheet for Term 4 Week 4 Tuesday activity.</p>	<p>Science – Materials Build a house for three little pigs using toothpicks and gummy or blutack. In your book, record what materials you used and write a sentence: I built a house using _____.</p>	<p>Geography – See attached Geography sheet for Term 4 Week 4 Thursday activity.</p>	<p>Science – Marshmallow Fill up a cup with water, a cup with vinegar and a cup with soda water. Put one marshmallow in each cup. wait 10 minutes and record what happens.</p> 
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1:50pm – 2:15pm FRUIT BREAK – It is time for a mindfulness activity. Check your Mindfulness Calendar for activities to help you relax, reset and refocus.

<p>Visual Art Collect some leaves from your backyard or around your house. Draw a tree trunk on a piece of paper and stick the leaves on it to make a seasonal tree.</p>	<p>PE – Find a partner and create a fitness routine that you can teach them. Include push-ups, sit-ups, star jumps and other activities to get them and you fit and healthy. Then let them have a turn at teaching you their own.</p>	<p>Geography – See attached Geography sheet for Term 4 Week 4 Wednesday activity.</p>	<p>Art and Craft – Treasure Box Using an egg carton box and design your own treasure box. You may like to paint/colour your box or decorate it with stickers or pictures from a magazine. Get creative!</p>	<p>Community Language Open your refrigerator and name all the fruits and vegetables that you can see inside. In your book, draw and label the fruits and vegetables in English and another language if you know.</p>
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TERM 4 WEEK 5

Monday	Tuesday	Wednesday	Thursday	Friday
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Sounds-Write: Every morning, watch a daily Sounds-Write video on Seesaw. Complete the Sounds-Write activity after watching to show your teacher that you are ready to learn.

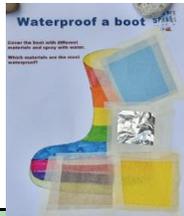
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Read to Succeed: Every day before recess, choose a book from your shelf. Read it to a family member or you may choose to record your reading and post it on Seesaw.

10:30am – 10:50am RECESS

<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>
<p>Whole Number Rima ate 2 eggs, 3 hash browns and 1 cucumber for breakfast. She didn't like what her mum cooked for dinner so she ate the same foods again for dinner. How many things did Rima eat altogether for breakfast and dinner? Show your working out.</p>	<p>Multiplication & Division You have a packet of sweets that has 20 in it. You must share these equally with 4 people. How many sweets will each one get? Draw 20 sweets in the middle of a paper and share them into the 4 corners.</p>	<p>Fraction A quarter of the flowers in the garden are orange. Draw what this might look like. How many different ways can you come up with?</p>	<p>Volume & Capacity Grab 4 containers of different sizes. Fill them up with water and order them from the container that can hold the most to the least. Draw a picture and label it in your workbook.</p>	<p>Mass - Making Balance Scales What could you use to make balance scales so you can compare the weight of 2 objects? Draw a picture or take a photo of your balance scales. Choose 2 objects to compare and draw what happens to your scales.</p>

12:25pm – 12:50pm LUNCH

<p>Science – Make an Egg Float Fill a tall drinking glass about 3/4 full of water. Place the egg into the glass of water and watch it sink. Fill another tall drinking glass about 3/4 full of water. Add 3 tablespoons of salt and stir until combined. Put the egg into the glass. Watch it float. Post a photo on Seesaw.</p>  <p>Salt Water Fresh Water</p>	<p>Geography – See attached Geography sheet for Term 4 Week 5 Tuesday activity.</p>	<p>Science – Ice cube experiment 1. Put one ice cube in a cup. 2. Wrap one ice cream in foil. 3. Wait 20 minutes and observe what happens, take a photo for Seesaw and record your findings.</p> 	<p>Geography – See attached Geography sheet for Term 4 Week 5 Thursday activity.</p> 	<p>Science – Waterproof Shoe Test different materials and see which is the best to protect your shoes from water (cling wrap, tinfoil, baking paper, fabrics). Draw a diagram of your design and explain how you can protect your shoe. Cover your shoe in the material you have chosen. Pour water over your shoe and see if it is waterproof.</p>
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1:50pm – 2:15pm FRUIT BREAK – It is time for a mindfulness activity. Check your Mindfulness Calendar for activities to help you relax, reset and refocus.

<p>Visual Art Design a postcard to your best friend. You may like to draw your favourite activity that you enjoyed doing with them at school. Explain your drawing in a few sentences.</p>	<p>PE – Hot Lava! Keep a balloon in the air without touching the ground. You can make it harder by only using heads or elbows.</p>	<p>Geography – See attached Geography sheet for Term 4 Week 5 Wednesday activity.</p>	<p>Performing Art Pretending you are an animal. Make sure you are copying the movements of that animal. Ask a family member to guess what animal you are.</p>	<p>Community Language Fill an empty washing-up liquid bottle with water and write 5 Rainbow Heart words on the ground in English and another language if you know.</p>
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TERM 4 WEEK 6

Monday	Tuesday	Wednesday	Thursday	Friday
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Sounds-Write: Every morning, watch a daily Sounds-Write video on Seesaw. Complete the Sounds-Write activity after watching to show your teacher that you are ready to learn.

<p>Spelling / Reading / Writing See attached sheet and complete daily literacy activities.</p>	<p>Spelling / Reading / Writing See attached sheet and complete daily literacy activities.</p>	<p>Spelling / Reading / Writing See attached sheet and complete daily literacy activities.</p>	<p>Spelling / Reading / Writing See attached sheet and complete daily literacy activities.</p>	<p>Spelling / Reading / Writing See attached sheet and complete daily literacy activities.</p>
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Read to Succeed: Every day before recess, choose a book from your shelf. Read it to a family member or you may choose to record your reading and post it on Seesaw.

10:30am – 10:50am RECESS

<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>	<p>Number Talk – see attachment</p>
<p>Whole Number – House Numbers Go outside with an adult and look at your house number. Walk down the street and write down the numbers of the next 5 houses. What do you notice? Look at the house numbers across the road. What do you notice? Write your answer in your book.</p>	<p>Multiplication & Division Find 20 small rocks, leaves or small objects at home. How many different ways can you set of 20 into equal groups? Draw a picture or write a number sentence for each way.</p>	<p>Fraction Get a collection of 20 objects. Draw your collection of objects. Can you split your collection in half? Can you split your collection into quarters?</p>	<p>Volume & Capacity Find an empty container. Estimate how many clothes pegs will fit inside it. Fill the container and count how many pegs could fit. Was your estimate close? Try again by filling the container with something else (cups of water).</p>	<p>Mass Find something that is heavier than your pencil case and something that is lighter than your pencil case. Draw and label the items in your workbook using the language heavier than and lighter than.</p>

12:25pm – 12:50pm LUNCH

<p>Science – Melting Chocolate Put some chocolate pieces into a ziplock bag. Place the bag into the microwave for 30 seconds then take it out. What do you see? If it hasn't melted, place it back into the microwave for another 20 seconds. Record what happens on Seesaw. Place the zip lock bag into the fridge. Wait 10 minutes. Record your answer.</p> 	<p>Geography – See attached Geography sheet for Term 4 Week 6 Tuesday activity.</p>	<p>Science – Rainbow Paper Drip one little drop of nail polish into a bowl of water. Within 10-15 seconds, dip a piece of black paper into the water and pulled it out. What do you see on the paper?</p>  	<p>Geography – See attached Geography sheet for Term 4 Week 6 Thursday activity.</p>	<p>Science – Rainbow Foam Cut the bottom of the bottle off. Leave the cap on. Stretch your old sock over the hole at the bottom and tie it with an elastic. Mix water with some detergent in a bowl. Dip the sock into mixture. Squeeze the bottle for foam to come out. Drip some drops of food colouring onto the end of the sock and squeeze bottle to change the colour of the foam.</p> 
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1:50pm – 2:15pm FRUIT BREAK – It is time for a mindfulness activity. Check your Mindfulness Calendar for activities to help you relax, reset and refocus.

<p>Visual Art - Draw a place from your memory. It could be a different country, a special restaurant. Include the people who were part of this memory.</p>	<p>PE Practise spelling or the rainbow Heart words. Do a squat for every vowel (a, e, l, o, u).</p>	<p>Geography – See attached Geography sheet for Term 4 Week 6 Wednesday activity.</p>	<p>Community Language Draw a picture of your face and label it with the words in English or another language you know.</p>	<p>Community Language Use objects such as, pegs, playdough, pasta, lego to make the word goodbye in Arabic or another language if you know.</p>
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SPELLING

Learning from Home Grid – Term 4, Weeks 3-4

Stage 1

You can choose to do the first ten words OR the second set of words OR you can do both. Complete each day's activity using your list/s of words.

Weekly Focus	List 1 words	List 2 words
<p>Week 3 Focus: List 1: long /o/ sound, spellings <oa ow> List 2: Plural (more than one) add /es/ to words ending in /x/sh/ch/.</p>	<p>pillow, bellow, mellow, shadow, grown, thrown, stow, boast, toast, groan.</p>	<p>boxes, foxes, taxes, flashes, wishes, crashes, lunches, bunches, benches, branches.</p>
<p>Week 4 Focus: List 1: sound /er/, spellings <er ir ur> List 2: Adding /ly/ to an adjective, change it to an adverb (adds detail to a verb)</p>	<p>third, twirl, skirt, fern, stern, term, turn, burnt, churn, church.</p>	<p>Long /i/ sound, spellings <i, igh> kindly, wildly, mildly, blindly, highly, tightly, rightly, lightly, nightly, brightly.</p>

Write out your spelling words each day. Try to use your best handwriting. Read and record them on Seesaw.

<p>Monday</p>	<p>List 1 and 2: Write out your lists of words in order from the shortest to the longest. List 2: Break up each word into its parts and write them as a sum, eg crash+es=crashes, kind+ly=kindly. Circle the nouns and underline the verbs.</p>		
<p>Tuesday</p>	<p>List 1 and 2: Use sound lines to segment the sounds in each of your spelling words - be careful of two letters making the one sound, with consonant, or vowel combinations, eg <u>th</u> <u>ir</u> <u>d</u>, <u>th</u> <u>r</u> <u>o</u> <u>w</u> <u>n</u>. Make the sounds and read the word. List 2: Put each word into a sentence which shows its meaning, eg. There were ten <i>bunches</i> of <i>foxes</i> inside the ten <i>boxes</i>. I <i>lightly</i> ran into the <i>wildly</i> windy night.</p>		
<p>Wednesday</p>	<p>List 1: Circle the week's focus sound in each word then put the same spellings for the sound under headings, eg. for long /o/words, group words with /ow/ spelling together and /oa/ words together. List 1 and 2: Speed read your list of words. Repeat 4 times and use a stopwatch/phone to time each one. Was the last one the quickest? List 2: Folding activity: cut out 10 large rectangular strips of paper, draw 2 lines then write the 2 parts of each word in the boxes like this: eg. Fold paper to make the word, "foxes" →</p> <table border="1" data-bbox="1361 1190 1547 1262"> <tr> <td>fox</td> <td>es</td> </tr> </table>	fox	es
fox	es		
<p>Thursday</p>	<p>List 1 and 2: Play "What word am I?" with a partner. Write list words on cards. Player 1 chooses a secret word and attaches to Player 2's forehead. P2 then asks P1 questions to guess the secret word. Questions might be about particular sounds in the word, how many letters or syllables it has, if it has a prefix or an ending, what it means. After each question, P2 identifies the secret word. Continue until the correct word is identified. Swap player roles.</p>		
<p>Friday</p>	<p>Spell check: ask someone to read out your words while you write them. Check how you went. Write out any errors.</p>		

READING AND WRITING

1. Find a text you can read by yourself. Read it every day to an adult trying to improve your fluency, accuracy and expression.
2. On your class Seesaw journal page, find the video of Ms Huynh reading "Thelma the Unicorn" (or watch it read on YouTube). Listen to the story. All the activities for weeks 3 and 4 will be about this story.

Monday	Play the video again and try to read along with Ms Huynh. Week 3: Character study: draw a picture of Thelma as a pony and as a unicorn. Write a description of each. Use adjectives in interesting sentences to describe Thelma. Week 4: How did Thelma's feelings change throughout the story? Here are some feeling words from the story or which describe Thelma: forlorn, sad, lonely, frustrated, happy. Write which part of the story matches each feeling Thelma had.
Tuesday	Wk3: On three separate pieces of paper, write Beginning, Middle, End. Draw a picture of what happens in the story during these parts. Use these pictures as prompts and retell the story to an adult. Try to include as many details as you can and refer to your drawings. Wk4: Complete the cloze passage on the next page filling in the missing words from those in the box. Read through to make sure it makes sense.
Wednesday	Wk3: Answer: Why did Thelma wash off the paint and glitter and ditch the unicorn? List three good things about being a star unicorn and three bad things. Wk4: Are unicorns real creatures? Do some research and write down some information about unicorns.
Thursday	Listen to the story again and join in the reading. Wk3: Vocabulary: here are some interesting words from the story: forlorn, perfect, squealed, amazing, special. Find the words in the text and write down the sentence each is found in. Write what you think the word means. Wk4: Look though the story and write sentences containing a question mark, an exclamation mark, speech marks, adjectives, interesting action verbs.
Friday	Wk3: Draw a picture of your favourite part of the story. Write underneath why you like this part of the story. Wk4: Write a recommendation for this book to a friend telling them why they should read it and what you enjoyed most about it.

GREAT WORK THIS WEEK!

Five parts of a good sentence:

-  has a subject
-  has a verb
-  makes sense
-  Starts with a capital letter
-  correct punctuation to finish

Week 4 Tuesday - Cloze Passage - Thelma the Unicorn.

Thelma was a _____, but she wanted to be _____. She thought she would be _____ as a _____ but fame was not what she wanted. Her _____ would not leave her alone and others were just _____ to her.

She felt _____ and wanted just to be with her _____.

So, she changed from being Thelma the unicorn back to just _____ and she felt happy.

fans pony Thelma different friends happy mean unicorn lonely

SPELLING		Learning from Home Grid – Term 4, Weeks 5-6	Stage 1		
You can choose to do the first ten words OR the second set of words OR you can do both. Complete each day's activity using your list/s of words.					
Weekly Focus		List 1 words	List 2 words		
Week 5 Focus: List 1: Revision split spelling with long /a/o/ 2: compound words with long /a/o/ sounds.		crane, blame, quake, fake, snake, stroke, slope, throne, broke, stone.	cheesecake, upgrade, bookcase, bedframe, lampshade, pothole, backbone, wardrobe, trombone, brushstroke.		
Week 6 Focus: List 1: mixed long sound /a/e/o/ List 2: contractions- two words joined to make one smaller word. The apostrophe indicates the missing letter/s.		delay, stain, drain, tricky streak, gleam, between, teen, shallow, moat.	Contractions using not, is, have, are. isn't, wasn't, don't, it's, she's, he's, I've, we've, we're, you're.		
Write out your spelling words each day. Try to use your best handwriting. Read and record them on Seesaw.					
Monday	<p>List 1 and 2: Write out your lists of words in order from the longest to the shortest.</p> <p>List 2: Break up each word into its parts using a / eg. is/n't, cheese/cake. Circle the nouns and underline the verbs.</p>				
Tuesday	<p>List 1 and 2: Use sound lines to segment the sounds in each of your spelling words - be careful of two letters making the one sound, with consonant, or vowel combinations, eg. <u>th</u> <u>r</u> <u>o</u> <u>ne</u>, <u>g</u> <u>l</u> <u>ea</u> <u>m</u>. Make the sounds and read the word.</p> <p>List 2: Put words into question sentences which show their meaning, eg. How did the slithering snake get down the slippery slope and around the big stone? Try to use 2-3 list words in each sentence and adjectives to add meaning.</p>				
Wednesday	<p>List 1: Circle the week's focus sound in each word then put the same spellings for the sound under headings, eg. make a list for split spelling a-e, and o-e words.</p> <p>List 1 and 2: Speed read your list of words. Repeat 4 times and use a stopwatch/phone to time each one. Was the last one the quickest?</p> <p>List 2: Folding activity: cut out 10 large rectangular strips of paper, draw 2 lines then write the 2 parts of each word in the boxes like this: eg. Fold paper to make the word, "lampshade" →</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>lamp</td> <td>shade</td> </tr> </table>			lamp	shade
lamp	shade				
Thursday	<p>List 1 and 2: Play "Find the word" game with a partner. Write list words on cards. Player 1 hides the word cards in a room. Player 2 then has to find them. When a card is found, say and spell the word out loud. Continue until all ten words have been found. Swap player roles.</p>				
Friday	<p>Spell check: ask someone to read out your words while you write them. Check how you went. Write out any errors.</p>				

READING AND WRITING

1. Find a text you can read by yourself. Read it every day to an adult trying to improve your fluency, accuracy and expression.
2. On your class Seesaw journal page, find the video of Ms Bow reading "The Gruffalo" (or watch it read on YouTube). Listen to the story. All the activities for weeks 5 and 6 will be about this story.

Monday	Play the video again and try to read along with Ms Bow. Week 5: Character study: draw a picture of the Gruffalo. Write a description of him showing all the adjectives used to describe him. Label your picture with the adjectives given in the story. Week 6: Write down 10 sets of rhyming word pairs, eg wood / good. Were the animals afraid of the little mouse or the Gruffalo? How do you know?
Tuesday	Wk5: On three separate pieces of paper, write Beginning, Middle, End. Draw a picture of what happens in the story during these parts. Use these pictures as prompts and retell the story to an adult. Try to include as many details as you can and refer to your drawings. Wk6: Complete the cloze passage on the next page filling in the missing words from those in the box. Read through to make sure it makes sense.
Wednesday	Wk5: Answer: Why did the little mouse trick all the animals and how did she do this? Wk6: Is a Gruffalo a real creature? How do you know? Draw a picture and write a description of your own made-up creature. Remember to use lots of adjectives (describing words).
Thursday	Listen to the story again and join in the reading. Wk5: Vocabulary: here are some interesting words from the story: stroll, roasted, knobbly, feast, rumble. Find the words in the text and write down the sentence each is found in. Write what you think the word means. Wk6: Look though the story and write sentences containing a question mark, an exclamation mark, speech marks, adjectives, interesting action verbs.
Friday	Wk5: Draw a picture of your favourite part of the story. Write underneath why you like this part of the story. Wk6: Write a recommendation for this book to a friend telling them why they should read it and what you enjoyed most about it.

GREAT WORK THIS WEEK!

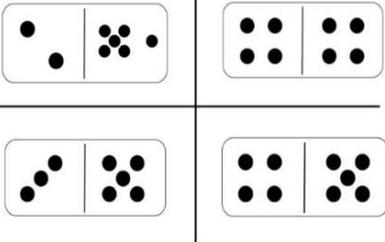
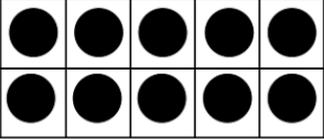
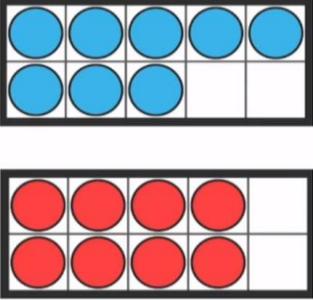
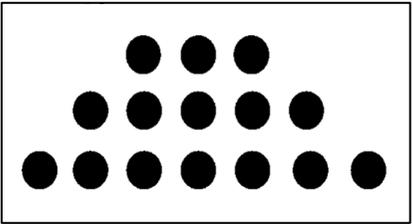
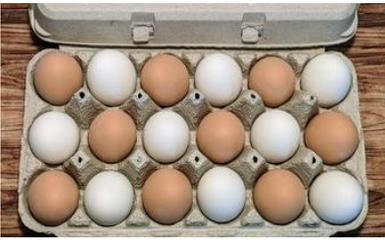
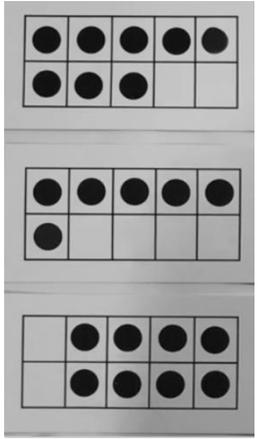
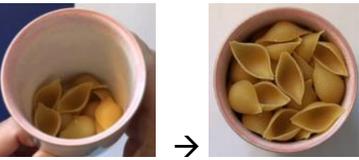
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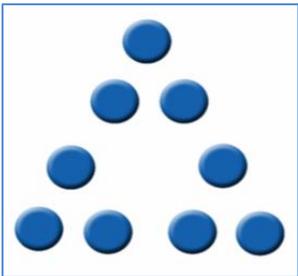
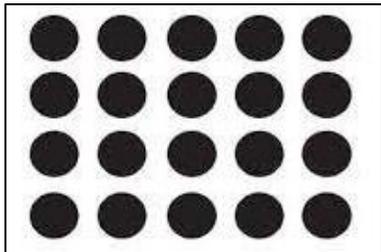
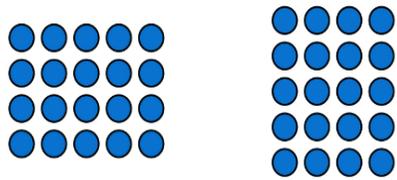
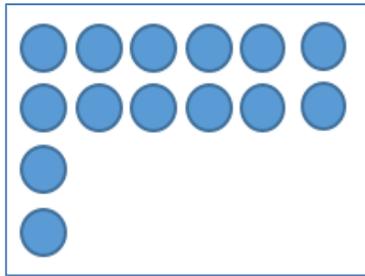
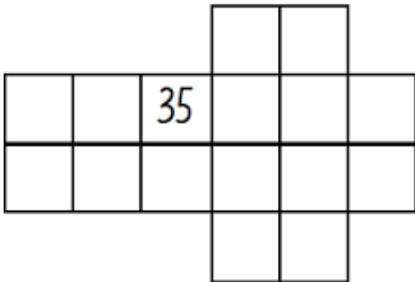
-  has a subject
-  has a verb
-  makes sense
-  Starts with a capital letter
-  correct punctuation to finish

Week 6 Tuesday – Cloze Passage – The Gruffalo

Little Mouse went for a _____ through the deep, dark _____ and met many animals who wanted her to go with them. Little Mouse knew they were really trying to _____ her! But she _____ them by telling them a story about a scary _____! Little Mouse was very _____ when she ran into a real Gruffalo who was also going to eat her! She tricked the Gruffalo into thinking all the _____ were scared of her, when really, they were _____ of the Gruffalo who was _____ her! Little Mouse tricked everyone into thinking she was _____ and scary and saved her own life. Clever Little _____!

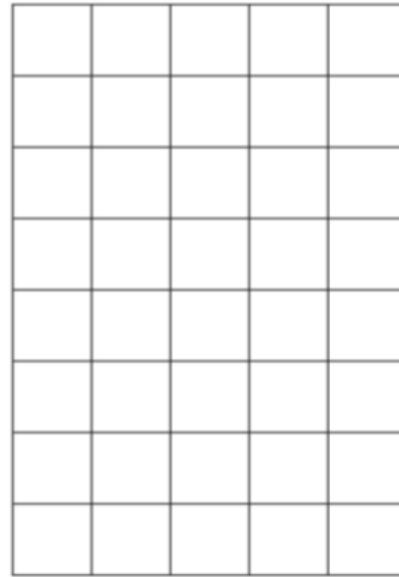
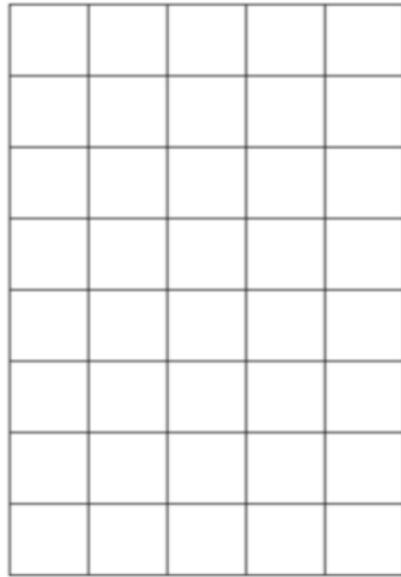
Gruffalo stroll animals big Mouse wood scared eat behind tricked surprised

WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3	<p><u>Dot Card Talk</u></p>  <ul style="list-style-type: none"> ● How many dots are there? ● How do you see the representation? ● How many ways can you think of to work out the number of dots? Explain your strategies. 	<p><u>Dot Comparison – 6 vs 6</u></p>  <ul style="list-style-type: none"> ● What do you notice that's different between the two collections of 6? ● What is the same about the two collections of 6? ● Draw three other dot representations of 6. 	<p><u>Which One Doesn't Belong?</u></p> <ul style="list-style-type: none"> ● Look at the dot dominos below carefully and tell which one does not belong. ● Explain why it does not belong. 	<p><u>Ten Frames</u></p>  <ul style="list-style-type: none"> ● How many dots? ● How do you know? ● What would 11, 12, 15, 16, 19 and 20 dots look like in ten frames? Draw ten frames to show each of these numbers. 	<p><u>Ten Frames</u></p>  <p>Explain your thinking:</p> <ul style="list-style-type: none"> ● How do you see the dots? ● How many are there in total?
4	<p><u>Dot Card Talk</u></p>  <ul style="list-style-type: none"> ● How would you count the dots? ● How many dots are there altogether? Show your strategies. ● Is it true that $3 + 12 = 8 + 7$? Why? ● Can you find other number facts in this dot card? Write them down. 	<p><u>Dots are Everywhere</u></p>  <ul style="list-style-type: none"> ● What do you see? ● How do you see it? 	<p><u>Ten Frames</u></p>  <ul style="list-style-type: none"> ● How many dots are there altogether? ● How many ways can you think of to find the total? Show your thinking. 	<p><u>Finding the Total</u></p>  <p>Grab a handful of pasta and place them on the table.</p> <ul style="list-style-type: none"> ● Before counting them, estimate how many pieces of pasta there are altogether. Write down your estimation. ● Show different structures (dot patterns, ten frames, etc.) to help you find the total of the pasta. 	<p><u>How Many in the Cup?</u></p>  <p>Use the same amount of pasta from yesterday and place them in a cup. Look carefully at the pasta and the space left in the cup:</p> <ol style="list-style-type: none"> 1. Estimate and explain how many pieces of pasta the cup can hold altogether? 2. Fill the cup up with pasta so it is full. 3. Find the total of the pasta using the different structures.

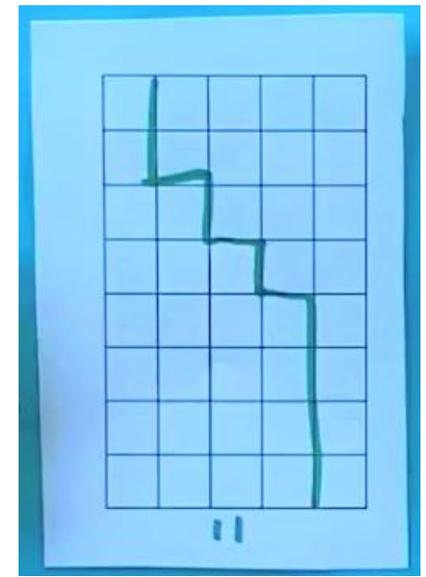
WK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
5	<p><u>Dot Card Talk</u></p>  <ul style="list-style-type: none"> ● How would you count the dots? ● How many dots are there altogether? Show your strategies. ● How many number facts can you find in this dot card? Write them down. 	<p><u>An Array</u></p>  <ul style="list-style-type: none"> ● What do you see? ● How do you see it? 	<p><u>Array Comparison</u></p>  <ul style="list-style-type: none"> ● What do you see? ● What do you notice that are the same and different? 	<p><u>Array</u></p>  <ul style="list-style-type: none"> ● What do you see? ● How many dots are covered? Explain how you work it out. ● How many dots are there altogether? Show your working out. 	<p><u>Multiplication</u></p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> $3 \times 4 = 4 \times 3$ </div> <p>Is this true? How do you know? Show your thinking.</p>
6	<p><u>Missing Numbers</u></p>  <p>Think about the hundred chart and find the missing numbers in the boxes. Explain how you find the numbers.</p>	<p><u>Number Line</u></p>  <p>What could these missing numbers be on my number line?</p>	<p><u>Number Line</u></p> <p>What 2-digit numbers can I make using the numerals 2, 5, 9 and 0?</p> <p>Mark these numbers on an empty number line.</p>	<p><u>Sorting Numbers</u></p> <p>What numbers can you make using the numerals 7, 4, 0 and 8?</p> <p>How do you sort these numbers? (By the number of digits, odd/even, ascending/descending, value, etc.)</p>	<p><u>Crossing a Rectangle</u></p> <p>Using the 5x8 grid paper (on next page), find three different pathways that take exactly 11 steps. Your pathways must:</p> <ul style="list-style-type: none"> ● travel along the lines of the grid from the top to the bottom of the grid. ● not go along the side borders of the grid or outside of the grid. <p>Can you also create three different pathways that take exactly 23 steps?</p>

Number Talks - Week 6 Friday - Crossing a Rectangle

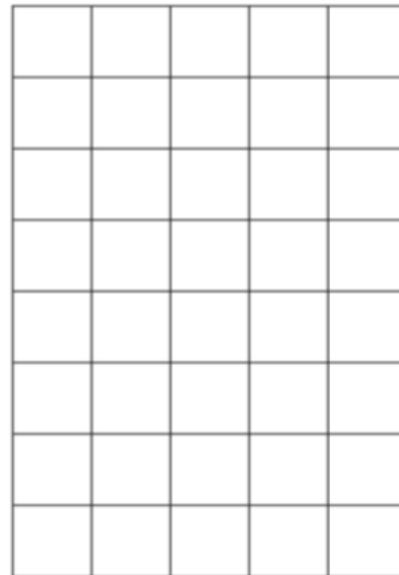
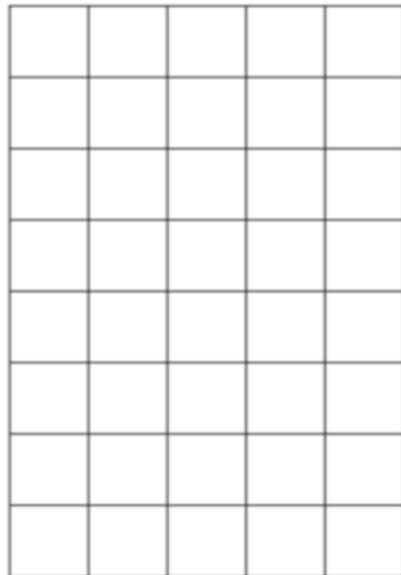
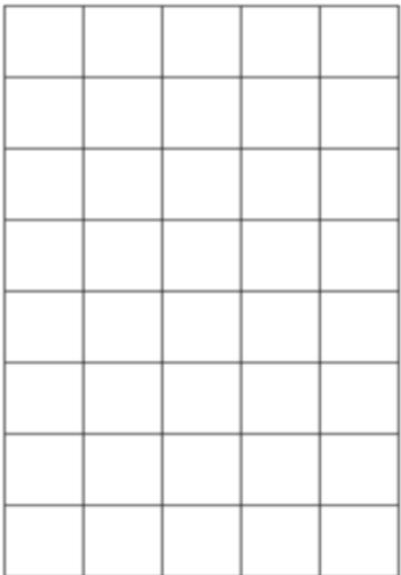
11 steps



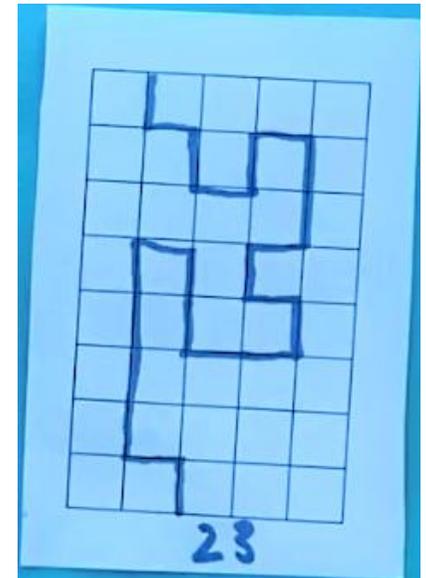
e.g. 11 steps

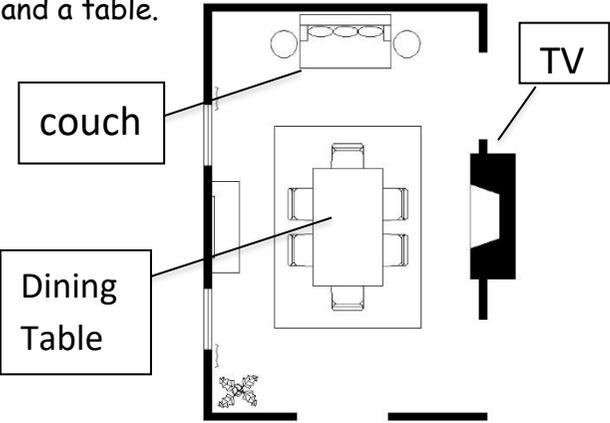


23 steps



e.g. 23 steps



Week	TUESDAY	WEDNESDAY	THURSDAY
3	<p>Places are physical locations. Your house is a place.</p> <p>Spaces are areas in and around a place. Your bedroom is a space within your house.</p> <p>Choose an area (space) at your house. Draw a picture of the area and label all of the objects in that space.</p> <p>For example, you could draw your kitchen which includes a fridge, sink, oven, bench, etc.</p>	<p>Organise means to put objects in a certain place.</p> <p>Purpose means why we do something.</p> <p>Places are organised to suit a purpose. For example, a kitchen usually has a fridge against the wall, not in the middle of the space.</p> <p>Look at the space you drew yesterday. Write about how it has been organised and why? What is the room used for?</p>	<p>Choose a space at our school. Draw a before picture and write a sentence explaining what it is usually used for.</p> <p>Write another sentence talking about how we re-organise the space for a different purpose and draw an after picture to show what the space looks like.</p> <p>For example, we use the school hall for assemblies but it can be reorganised for school photos and incursions.</p>
4	<p>Make a map of a space in your house. Your map should be looking at the space from above, like a bird's eye view. Include all the parts of the room and label them. For example, if you are drawing your living room from above, you might have a tv, a lounge and a table.</p> 	<p>Look at the map you drew yesterday. Describe how the space is organised (where are furniture and objects placed?) and explain what it is used for. Can you use the space for another purpose?</p>	<p>Using the map you made on Tuesday, you are going to hide an object (like a toy) in that room. Draw a symbol on the map to show where you have hidden the object. Also choose a START point and write it on the map (for example the doorway).</p> <p>Write some coordinates or directions to the object from the start point. Use prepositions to explain how to get to the object from the start point. For example:</p> <ul style="list-style-type: none"> - Starting at the doorway take 3 steps forward - Turn right and take 2 steps forwards <p>Ask someone in your family to follow the directions to find the hidden object.</p>

<p>5</p>	<p>Natural - Diorama Day 1 Plan</p> <p>You will be making a diorama this week. Today, you will make a plan. First choose a <u>natural environment</u> e.g. beach, forest, garden, park. Draw and label the features of this place.</p> <p>Next, look for materials around your home that you can use to make your diorama e.g. boxes, paper, sticky tape, leaves and sticks. You will be using these tomorrow.</p>	<p>Natural - Diorama Day 2 Make</p> <p>Using your plan and the materials you collected yesterday, make your diorama of the natural environment. Your diorama should be 3-Dimensional. Include as many features of the environment as you can.</p> 	<p>Natural - Diorama Day 3 Explain/Reflect</p> <p>Write some sentences to explain what you have created in your diorama. Talk about these questions:</p> <ul style="list-style-type: none"> - What natural environment have you made? - How do you know it is a natural environment? - What is the purpose of the environment? What is it used for? - How is it organised? - How could you change the way it is organised for a different purpose?
<p>6</p>	<p>Built - Diorama Day 1 Plan</p> <p>You will be making another diorama this week but this time for a built environment. Today is planning day. First choose a <u>built environment</u> e.g. school, house, shops. Draw and label the features of this place.</p> <p>Next, look for materials around your home that you can use to make your diorama e.g. boxes, paper, sticky tape, leaves and sticks. You will be using these tomorrow.</p>	<p>Built - Diorama Day 2 Make</p> <p>Using your plan and the materials you collected yesterday, make your diorama of the built environment. Your diorama should be 3-Dimensional. Include as many features of the environment as you can.</p> 	<p>Built - Diorama Day 3 Explain/Reflect</p> <p>Write some sentences to explain what you have created in your diorama. Talk about these questions:</p> <ul style="list-style-type: none"> - What built environment have you made? - How do you know it is a built environment? - What is the purpose of the environment? What is it used for? - How is it organised? - How could you change the way it is organised for a different purpose?