

# Learning at Home

Booklet 6 – 11<sup>th</sup> May 2020

Term 2 Week 3

Year 1



Name: \_\_\_\_\_

Class: \_\_\_\_\_

The booklets contain activities in English, mathematics and other subject areas. These activities are suggestions only. The work is not compulsory and it is intended to assist families whilst children are at home from school. Children may need assistance with some of the material.

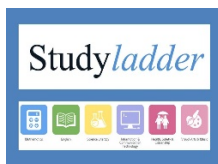
## Stage One Online Resources



<https://readingeggs.com.au/>



<https://www.matific.com/au/en-au/home/>



<https://www.studyladder.com.au/>



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

## Year One Learning at Home Tasks

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Task 1- Reading</b> The Lion and the Mouse	<b>Task 1- Reading</b> A Day at the Zoo	<b>Task 1- Reading</b> The Hare and the Tortoise	<b>Task 1- Reading</b> The Ant and the Bird	<b>Task 1- Reading</b> Jack's Ride
<b>Task 2- Writing</b> Write a letter to convince whoever looks after you that you should have something fun for dinner.	<b>Task 2- Writing</b> Listen to a story and write 3 memories you have and how they make you feel.	<b>Task 2- Writing</b> Choose 1 memory and answer questions about that memory.	<b>Task 2- Writing</b> Make a mind map with all of the things you miss about being at school.	<b>Task 2- Writing</b> Write a letter to a friend you might miss from school.
<b>Task 3- Spelling</b> Look, Cover, Write, Check Vowel Monster	<b>Task 3- Spelling</b> Look, Cover, Write, Check Syllables	<b>Task 3- Spelling</b> Look, Cover, Write, Check Sentences	<b>Task 3- Spelling</b> Look, Cover, Write, Check Word Pyramids	<b>Task 3- Spelling</b> Look, Cover, Write, Check Word Search
<b>Task 4- Mathematics</b> Addition- Friends of 10 and 20	<b>Task 4- Mathematics</b> Multiplication- Counting by 10s	<b>Task 4- Mathematics</b> Addition- Number Sentences	<b>Task 4- Mathematics</b> Counting by 10s	<b>Task 4- Mathematics</b> Weekly revision
<b>Task 5 – Mathematics</b> Number Revision	<b>Task 5 – Mathematics</b> Number Revision	<b>Task 5 – Mathematics</b> Measurement - Hand span	<b>Task 5 – Mathematics</b> Measurement - design a zoo	<b>Task 5 – Mathematics</b> Introduction to Triangles
<b>Task 6- Grammar</b> Word Webs	<b>Task 6- Grammar</b> Time Connectives	<b>Task 6- Grammar</b> Punctuation	<b>Task 6- Grammar</b> Antonyms	<b>Task 6- Grammar</b> Time Connectives Revision

### Optional Tasks

These tasks may be completed at any time during the week.

<b>Science</b> Experiment time! Let's observe a living thing.	<b>History</b> The importance of local history to the community	<b>Music</b> How to make a water xylophone	<b>Health/PD</b> Safety Rules	<b>PE</b> Superhero action training
<b>STEM</b> Shadows	<b>STEM</b> Build a City	<b>Art/Craft</b> Symmetry Art	<b>Fun</b> I spy	<b>Fun</b> Monkey colouring in

# Term 2 Week Three Task One - Monday Comprehension: Read the story.

## The Lion and the Mouse

A big strong lion caught a little mouse and put his paw on top of her. The mouse could not get away. The mouse squeaked and asked the big lion to let her go. He took his paw off her and she ran away.



The next day the little mouse heard the lion roaring. She found the lion stuck in a hunter's net. The little mouse said, "I will help you." The lion roared and said, "How can you help me? You are too little. Go away!" The little mouse did not give up. She nibbled and nibbled and nibbled at the net until the hole was big enough for the lion to get out.

"See," she said, "a little mouse like me **can** help a big lion like you!"

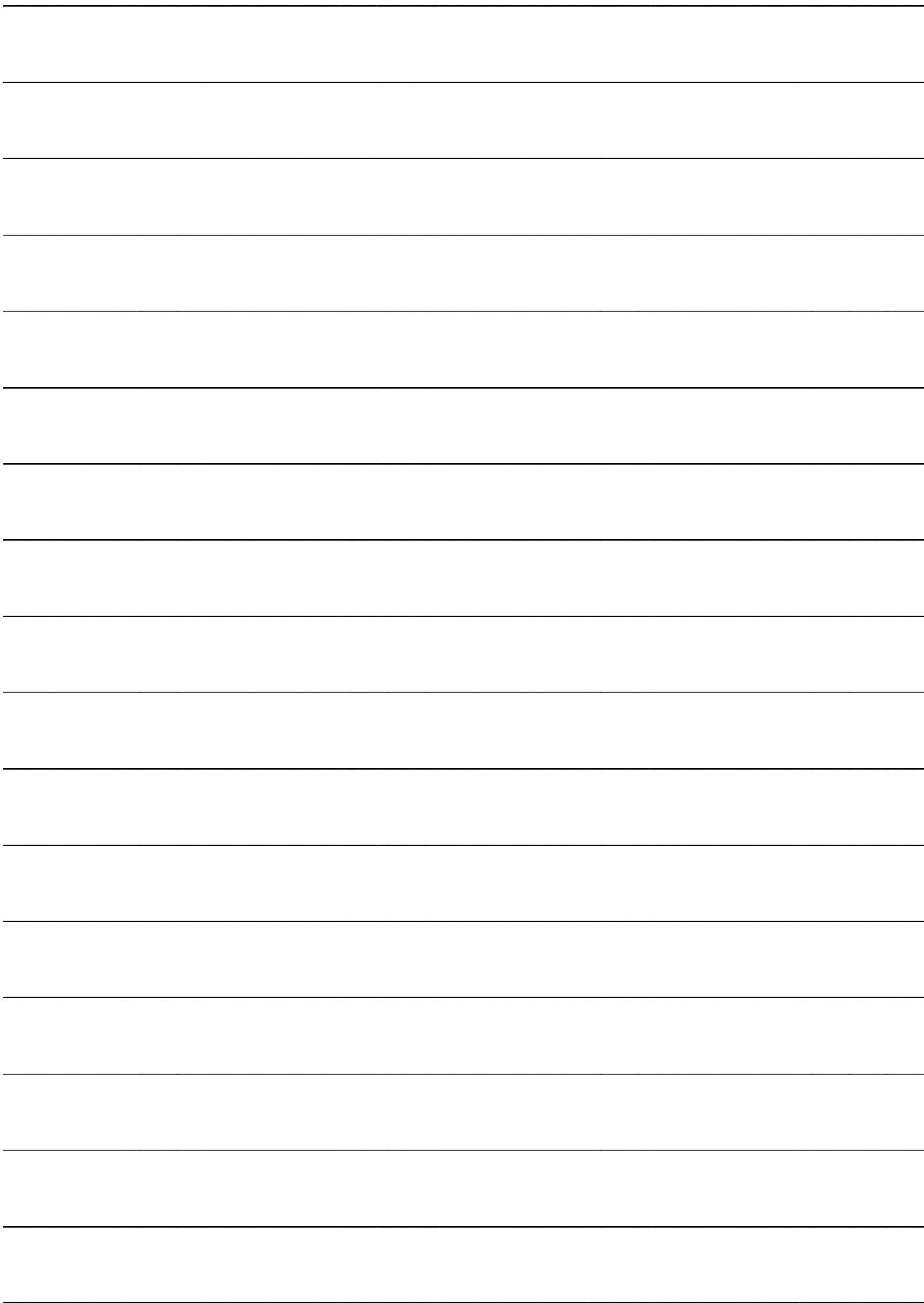
"Thank you, Little Mouse." said the big lion as he walked away.

**Draw a picture in each box to show what happens in each part of the story. Retell the story to someone who lives with you.**

Beginning	Next
After that...	Lastly...







# Task 3 Monday - Spelling

## Look, Cover, Write and Check

Visit: <https://youtu.be/6illERgXOFo>



Look at and read the word out loud → Cover the word → Write the word → Check your word

	Monday	Tuesday	Wednesday	Thursday	Friday
good					
old					
new					
key					
glad					
glue					
glow					
glass					
glove					
gloss					
glide					
glitter					

A blend is 2 or 3 consonant letters that are grouped together in a word and each letter sound can be heard. For example: br, pl, dr, tw.

8 words in the spelling list have the same blend. What blend is in 8 of the words? \_\_\_\_\_

## Task 3 Monday – Spelling

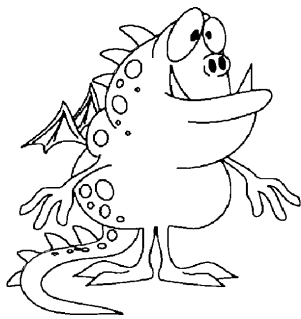
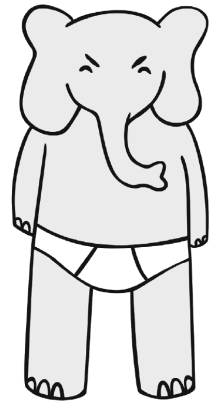
There are 5 vowels in the English language. They are

**a, e, i, o, u.**

A vowel sound is made with an open mouth. Every syllable in a word has a vowel or a vowel sound. A letter that is not a vowel is called a consonant.




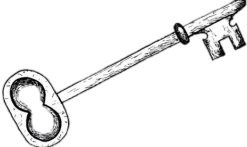
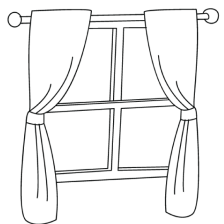

**Hot tip!** How to remember what the vowels are:

Angry Elephants In Orange Underpants



### Vowel Monster!

Oh no! The Vowel Monster has been eating all the vowels! Now the words are incomplete. Fill in the missing letters to complete the words. Use the pictures to help you work out what the word should be.

g _ _ d		gl _ v _	
gl _ w		k _ y	
gl _ ss		gl _ _	

Monday Task 4

**Addition – Show friends of 10 and friends of 20 on ten frame to help adding multiple numbers.** <https://youtu.be/sDFroUfo74k>

Using a tens frame, our understanding of friends of 10 and doubling to find our friends of 20 we can add more than 2 numbers together easier.



EXAMPLE:  $7 + 3 + 5 = \underline{\quad}$

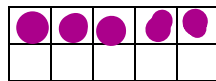
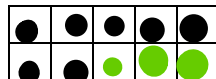
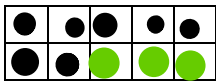
We need to find out the answer that goes on the  $\underline{\quad}$ .

- Find 2 numbers that are friends of 10 (or 20) and add them together. Use a tens frame to count out your numbers then add the third number.

$$7 + 3 + 5 =$$

✓

$$10 + 5 = 15$$



$4 + 6 + 3 =$ 	$9 + 1 + 7 =$ 
$5 + 5 + 5 =$ 	$3 + 7 + 7 =$ 
$2 + 8 + 4 =$ 	$10 + 0 + 6 =$ 
$1 + 1 + 5 + 8 =$ 	$1 + 2 + 8 + 3 =$ 

## Monday Task 5 – Number Revision

Circle the **biggest** number

7	2	14	12
---	---	----	----

Circle the **smallest** number

9	18	5	6
---	----	---	---

What comes next?

5	6	7	
---	---	---	--

12	13	14	
----	----	----	--

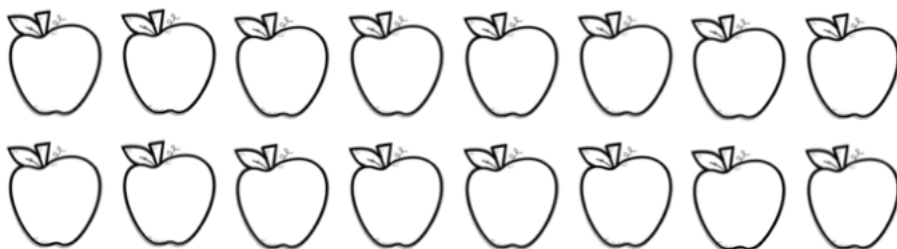
1	3	5	
---	---	---	--

Count backwards from

21						
----	--	--	--	--	--	--

13						
----	--	--	--	--	--	--

How many  ?



How did you count your answer?

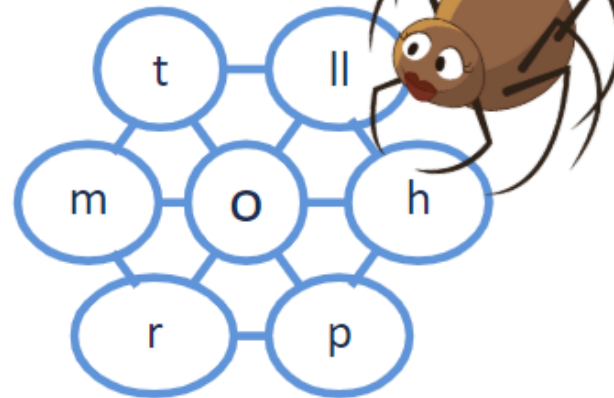
## Monday Task 5 – Word Webs

### Word Web

Make words by joining the letters along the lines.

Always use the middle letter in your words.

How many words can you make?



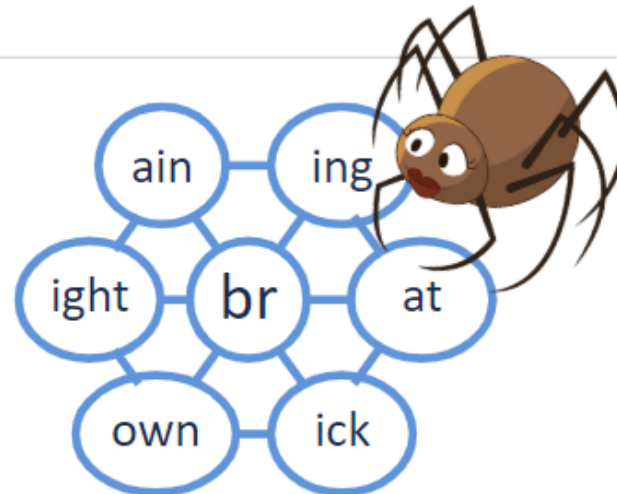
How many words can you make using the word web?

### Word Web

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Always use the middle letter in your words.

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How many words can you make using the word web?

## Term 2 Week Three Task One - Tuesday

**Comprehension:** Read the story and fill in the missing words from the box below. Make sure the story makes sense with the words that you add.

### A day at the zoo

One day Harry \_\_\_\_\_ to the zoo to see the

\_\_\_\_\_ . His dad and his

\_\_\_\_\_ sister went too. First they \_\_\_\_\_

the lions. The lions were \_\_\_\_\_ in the sun.

Harry \_\_\_\_\_ the lions because they looked strong.

Next, they \_\_\_\_\_ at the monkeys. The

\_\_\_\_\_ were hanging from the

\_\_\_\_\_ . Harry

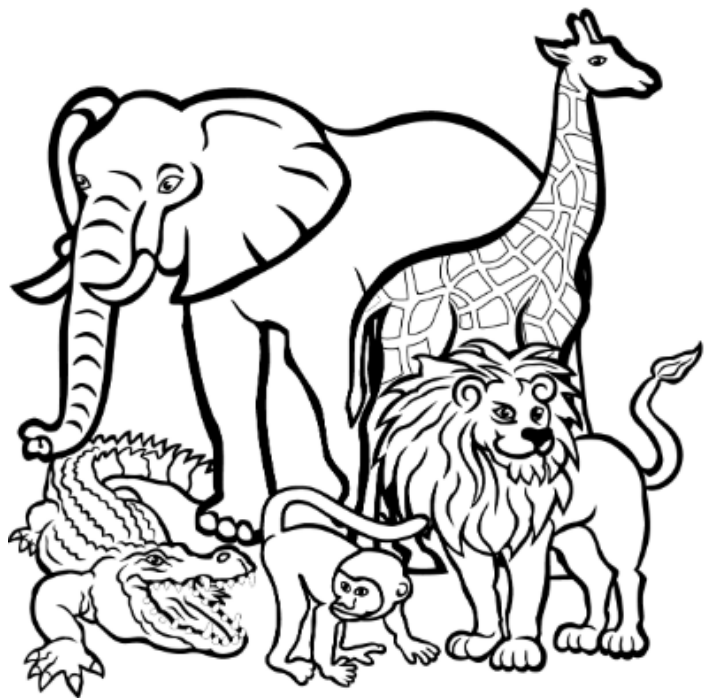
liked the monkeys because they

were funny. Harry and his dad

and his little sister had the

\_\_\_\_\_ day at the

zoo together.



little	liked	trees	animals	best
monkeys	saw	went	looked	sitting

## Tuesday Task 2

Click this link <https://www.youtube.com/watch?v=3vpM6vkNasg> or scan the QR code to listen to a reading of *Wilfrid Gordon McDonald Partridge* (written by Mem Fox).



Wilfrid Gordon McDonald Partridge  
Mem Fox & Julie Vivas



This book is about a boy named Wilfrid who lives next to a retirement home. His favorite old person is 96-year-old Miss Nancy who everyone says has lost her memory. Wilfred asks some of the old people what a memory is. He learns that a memory is something we remember and tries to help Miss Nancy find her memories by showing her different things. Miss Nancy sees the different things and when she holds them she remembers some of her memories.

Click this link <https://youtu.be/S8YV3GRpIF4> or scan the QR code to listen to the lesson.



**Task:** In the boxes below, draw three memories that you have and how they made you feel. This might be a memory about a person (a grandparent or friend), somewhere you went (the beach, the shops) or about an object (buying a book, walking your dog).

**Memory 1** This memory makes me feel \_\_\_\_\_

A memory is something that we remember.

**Memory 2** This memory makes me feel \_\_\_\_\_

**Memory 3** This memory makes me feel \_\_\_\_\_





# Task 3 Tuesday – Spelling Syllables



Visit: <https://youtu.be/Cr wWqYQSVa>

A syllable is the beat in a word. Some words only have one beat and other words have more than one beat. Each syllable must have a vowel or vowel sound. You can feel the syllables in a word by putting your hand under your chin and saying a word. Each time you feel your chin drop down, you will feel the syllable. You can also clap the syllables. Simply clap the beat of the word.



For example:


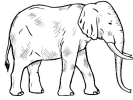

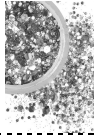








Word	Syllables	Number of syllables
rat	rat	1
raining	rain-ing	2
tiger	ti-ger	2
bedroom	bed-room	2
banana	ba-na-na	3
family	fam-il-y	3
Australia	Aust-ral-i-a	4

\*\*\*We break the words into syllables to help us with our spelling, writing and reading.\*\*\*

Read the words listed on the next page, say the word and count how many syllables are in each word. Cut and paste the word into the correct column to show how many syllables are in that word.

1 syllable	2 syllables	3 syllables

**Page intentionally left blank**

clown		elephant		old	
glitter		dinosaur		glow	
flag		swimming		flower	
butterfly		key		monkey	

**Page intentionally left blank**

## Tuesday Task 4

### Multiplication – Counting by 10's

Sometimes counting things individually (one by one) can make our job longer. We can skip count to make sure all items are counted and quickly. We have practised skip counting before.

Complete the table below by colouring in the number you count when skip counting by 10's. I have completed the first 3 for you. Do you see a pattern?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Fill in the blanks

10, 20, \_\_\_\_, 40 \_\_\_\_, \_\_\_\_, 70, 80, \_\_\_\_, 100, 110, \_\_\_\_.

40, 50, \_\_\_\_, 70, \_\_\_\_, 90, \_\_\_\_, 110, 120, \_\_\_\_, 140, \_\_\_\_.

70, 80, \_\_\_\_, 100, \_\_\_\_, 120, 130, \_\_\_\_, 150, 160, \_\_\_\_.

10, \_\_\_\_, \_\_\_\_, 40, \_\_\_\_, \_\_\_\_, \_\_\_\_, 80, \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_.

## Tuesday Task 5 – Number Revision

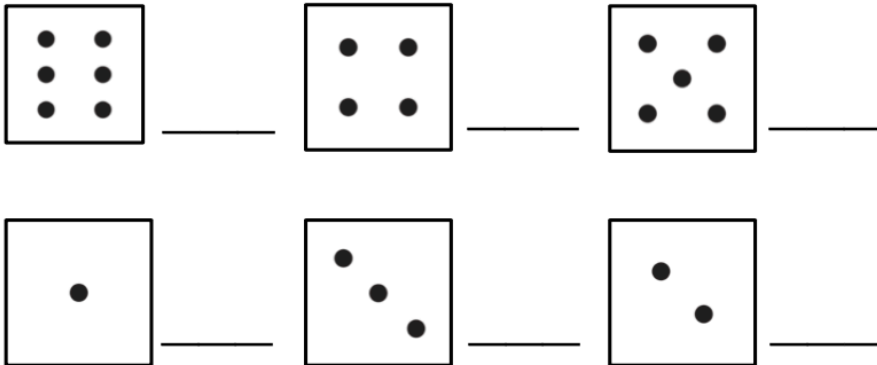
Draw 7 in a ten frame


How many squares are left?

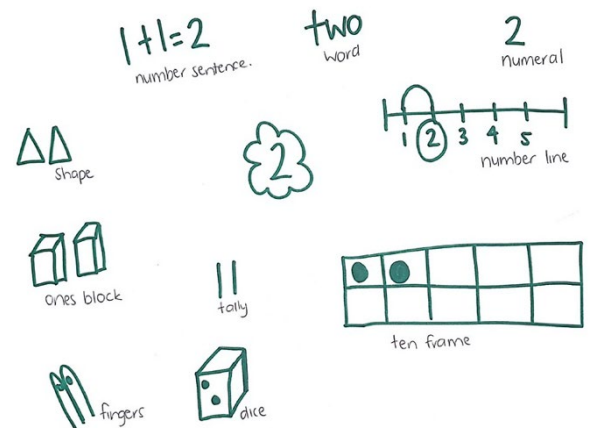
Draw 9 in a ten frame


How many squares are left?

Write the numbers next to the dice:



Draw all the ways you can write the number 5



## Time Connectives



Watch the video to learn about time connectives.

<https://www.youtube.com/watch?v=WsN4QXpMh6k>

***Time connectives are conjunctions (joins sentences together) that give us an idea of when something is happening.***

after	before	then	but	next
-------	--------	------	-----	------

Complete the sentences using time connectives.

1. We looked for the lost cat \_\_\_\_\_ I had eaten dinner.
2. We had to wash our hands \_\_\_\_\_ we ate our lunch.
3. The girl walked to school \_\_\_\_\_ her mum drove to work.
4. Flynn heard a noise \_\_\_\_\_ she went to bed.
5. Noah went for a walk \_\_\_\_\_ he went to the shops.
6. Lucy wanted to play outside \_\_\_\_\_ it was raining.
7. Tom fell asleep \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Term 2 Week Three Task One - Wednesday

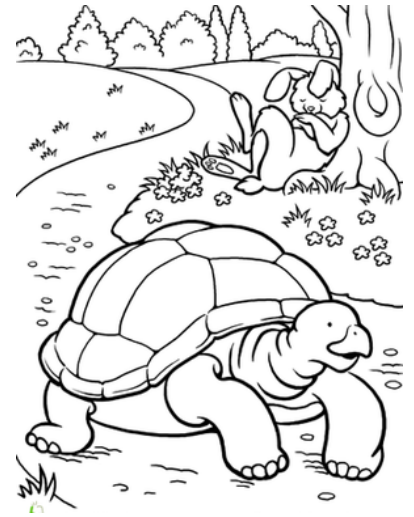
**Comprehension: Read the story.**

### The Hare and the Tortoise

There once was a hare and a tortoise that were friends, but the hare liked to go everywhere very fast and the tortoise was very, very slow.

The tortoise said, "I may be slow, but I bet I can still beat you in a race."

The hare laughed and agreed to race the tortoise. He took off and left the tortoise behind. After a while, the hare stopped for a rest because he knew the tortoise would not catch him. It was warm in the sun and the hare felt sleepy, so he laid down and had a sleep. When the hare woke up, the slow tortoise had not stopped at all and had won the race! "See," said the tortoise, "slow and steady wins the race!"



**Draw a picture in each box to show what happens in each part of the story. Retell the story to someone who lives with you.**

Beginning	Next
After that...	Lastly...

## Wednesday Task 2

Click the link <https://youtu.be/gcizk9j3wBI> or scan the QR code to watch the lesson.



**Task:** Choose 1 of your memories that you remembered yesterday and completed the questions below.

1. What is the memory?

---

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---

2. How does the memory make you feel?

---

---

---

3. What person, place or things remind you of this memory?

---

---

---

4. Draw a picture of the memory below.

A large, empty rounded rectangular box with a blue border, intended for the student to draw a picture of their memory.

Task 3 Wednesday – Spelling  
Sentences

Choose 5 of your spelling words and write a sentence using each of these words. Underline the spelling words that you have used.

Example: The boy rode his bike up the big hill.

Don't forget to check that your sentence makes sense, that you have used a capital letter at the beginning of the sentence and that you have used a full stop at the end of the sentence. Read your sentences to an adult.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

## Wednesday Task 4

### Addition – Number sentences <https://youtu.be/Esl5b3b54cA>

A number sentence is made up of signs and numbers to show a mathematical problem and its solution.

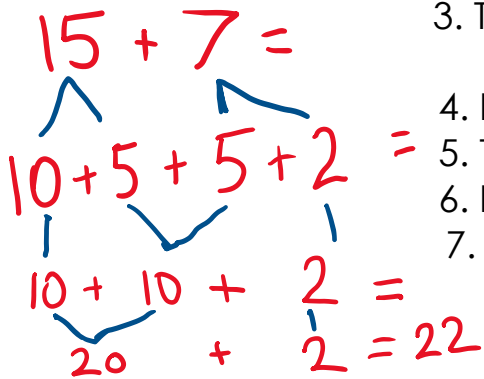
If we see a number sentence with big numbers that might be tricky to figure out we can change the numbers through *partitioning*.



EXAMPLE:  $15 + 7 = \underline{\quad}$

We need to find out the answer that goes on the  $\underline{\quad}$ .

1. We will partition these numbers to make adding together easier.
2. Separate 15 into  $10 + 5$ . Separate 7 into  $5 + 2$ .
3. That now makes the number sentence  
 $10 + 5 + 5 + 2 =$
4. I know that  $5 + 5 = 10$  so I add them together.
5. The number sentence is now  $10 + 10 + 2 =$
6. I know  $10 + 10 = 20$
7. The number sentence is now  $20 + 2 = 22$


$$\begin{array}{l} 15 + 7 = \\ \swarrow \quad \searrow \\ 10 + 5 + 5 + 2 = \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ 10 + 10 + 2 = \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ 20 + 2 = 22 \end{array}$$

By partitioning the numbers and using ones I am comfortable with it makes completing the number sentence and finding the answer easier.

$25 + 8 =$

$18 + 3 =$

$33 + 7 =$

$24 + 16 =$

## Wednesday Task 5 – Measurement

Stretch out your fingers to make a hand span. Show your hand span by drawing marks for your thumb and little finger.



Task: Use your hand to measure things.

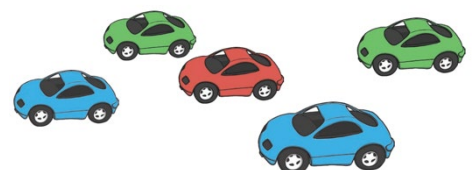
Pillow  hand spans      Kitchen Bench  hand spans

Desk  hand spans.      Dining table  hand spans

Do you think everyone's hand span is the same?

### Challenge!

Can you find **5** objects (for example: toy cars) and order them from smallest to largest?



## Punctuation

***Add a capital letter to the beginning of each sentence and proper noun (name of something). Add a fullstop or question mark at the end of each sentence.***

1. yesterday I went to maitland park

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2. would you like to come to wet and wild

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---

3. i would like some toast please

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---

4. corbin and sarah played with the tennis ball

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## Term 2 Week Three Task One - Thursday

**Comprehension: Read the story.**

### The Ant and the Bird

A little ant tried to get a drink from the edge of a pond and he fell in. A kind bird was sitting in a tree above the pond and saw the little ant fall in. She took a leaf from the tree and dropped it into the pond below. The little ant climbed onto the leaf and floated safely back to the edge of the pond.



Just then a man was going to catch the bird. The little ant saw the man, ran over to him and bit him on the leg. The man yelled out and the bird heard him and flew off. Now the little ant and the bird were both safe because they had helped each other.

**Read the sentences and think about the story then colour YES or NO for each answer. You might have to read the story about the ant and the bird again.**

It is a good to be kind and help others.	YES	NO
The bird was kind and thoughtful.	YES	NO
The bird and the ant were both safe at the end.	YES	NO
Birds always help ants.	YES	NO
The ant helped the bird in the story.	YES	NO

**Draw a picture of a time when you were kind and helped someone.**

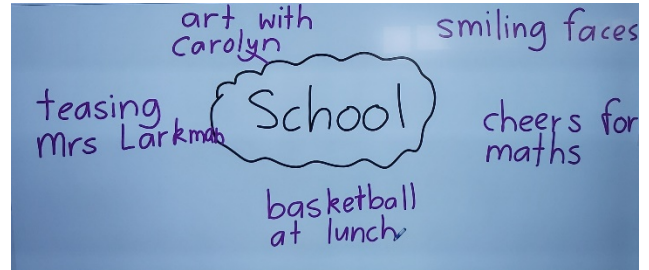
## Thursday Task 2

Wilfred Gordon listened to lots of peoples memories in the retirement village. Today we are talking about your memories from school.



Click the link <https://www.youtube.com/watch?v=7gcnZdBmiss> or scan the QR code to watch a lesson about planning your writing using a mindmap.

Task: Think about some memories that you have from school. What type of things do you miss or remember? Complete a mind map in the space below, with all of the good memories you have at school.



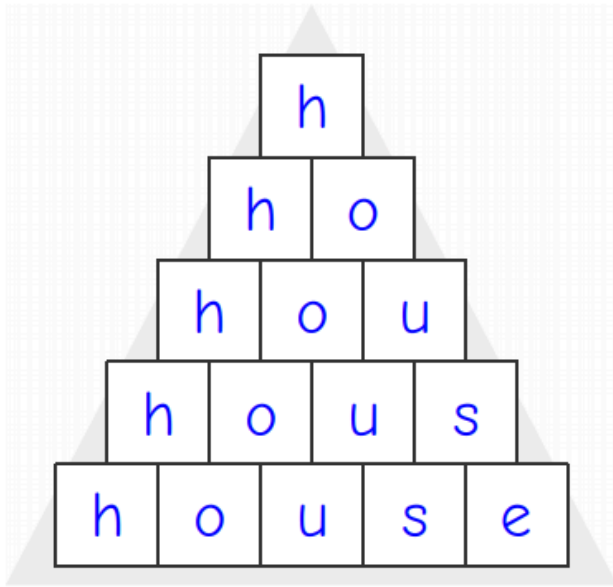


Task 3 Thursday – Spelling  
Word Pyramids

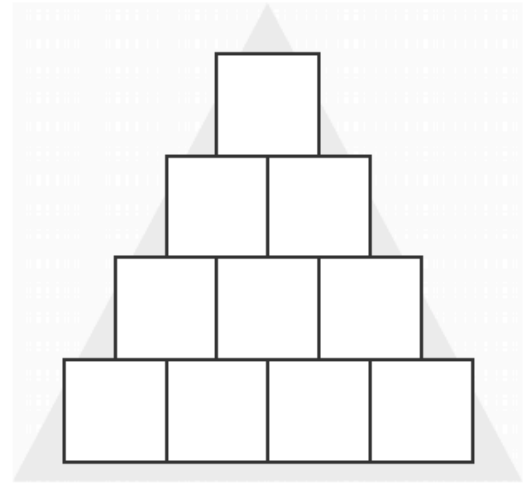


Visit: <https://youtu.be/4IH-7HEC5hY>

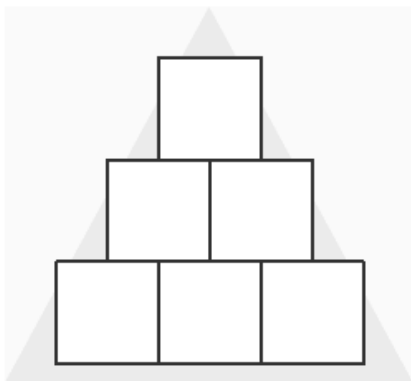
Create word pyramids by writing a letter from the given word, starting with the first letter and adding an extra letter on each line.



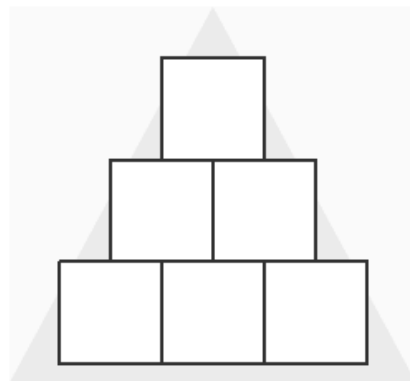
house



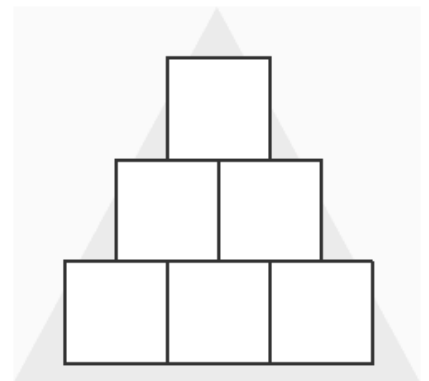
good



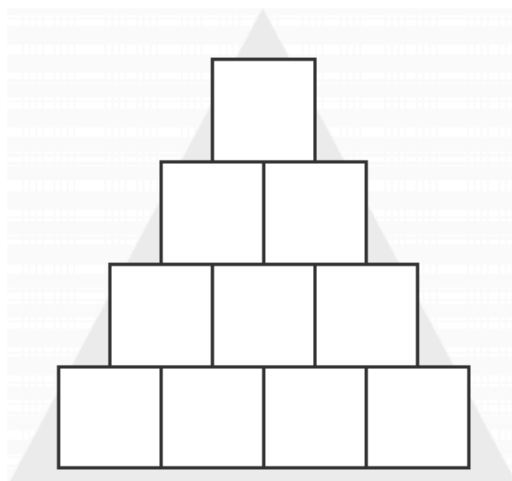
old



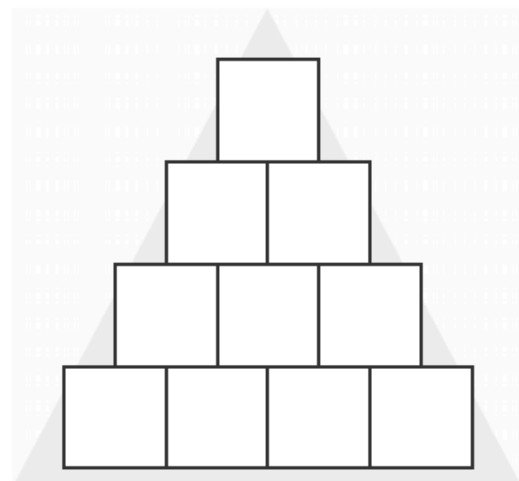
new



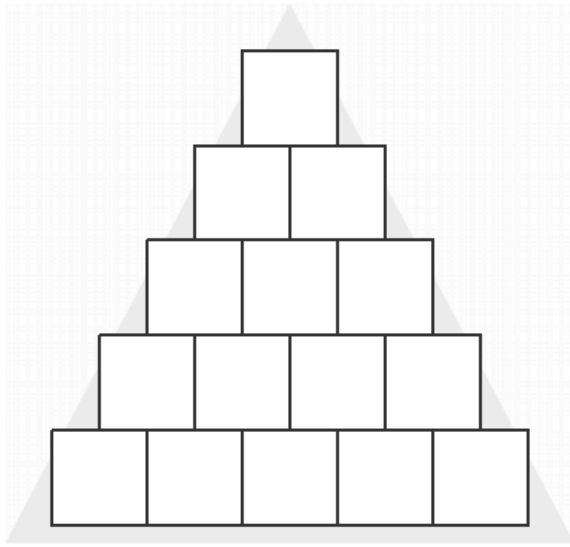
key



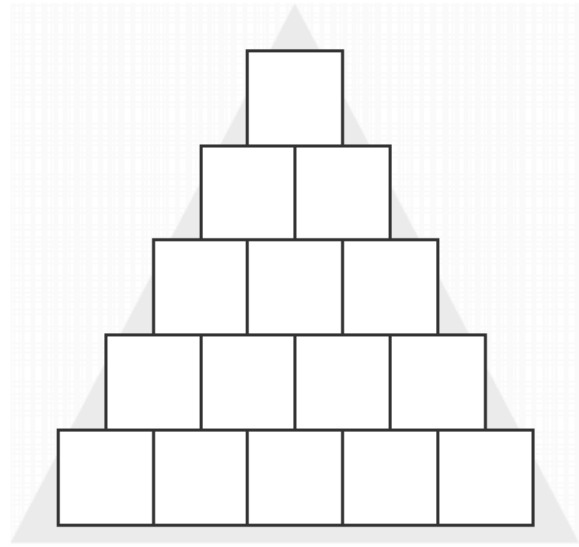
glad



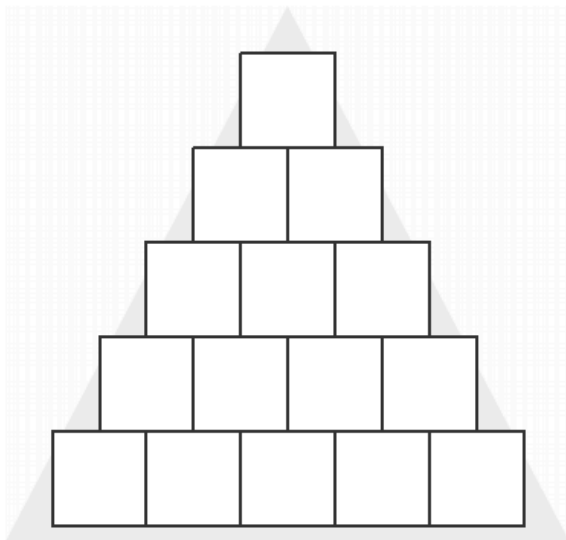
glue



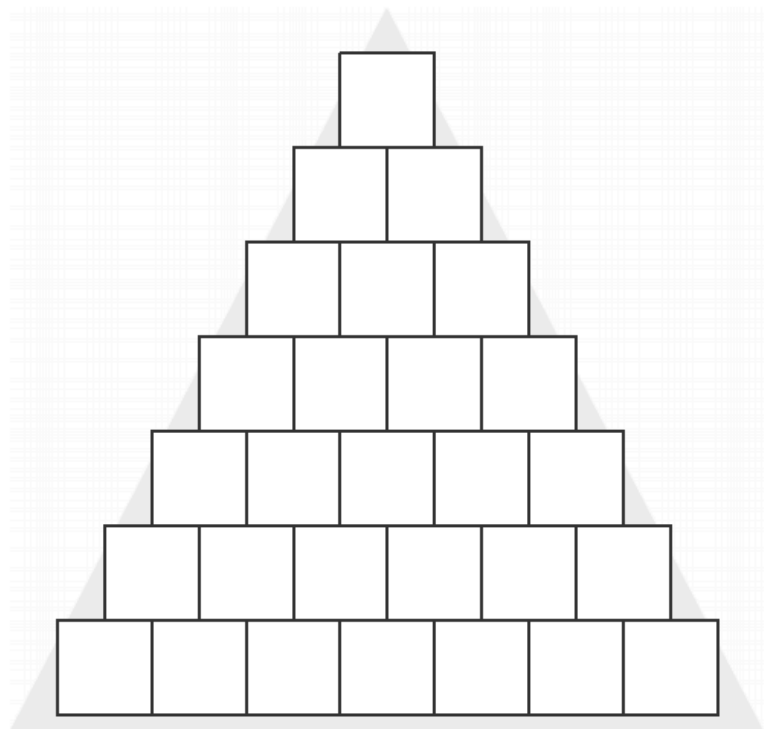
glove



gloss



glide



glitter

Which word created the tallest word pyramid? \_\_\_\_\_

Why did this word create the tallest pyramid?

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## Thursday Task 4

### Multiplication – Counting by 10's

Sometimes counting things individually (one by one) can make our job longer. We can skip count to make sure all items are counted and quickly. We have practised skip counting before.

Complete the table below by colouring in the number you count when skip counting by 10's. I have completed the first 3 for you. Do you see a pattern?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>
<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>
<b>41</b>	<b>42</b>	<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>	<b>50</b>
<b>51</b>	<b>52</b>	<b>53</b>	<b>54</b>	<b>55</b>	<b>56</b>	<b>57</b>	<b>58</b>	<b>59</b>	<b>60</b>
<b>61</b>	<b>62</b>	<b>63</b>	<b>64</b>	<b>65</b>	<b>66</b>	<b>67</b>	<b>68</b>	<b>69</b>	<b>70</b>
<b>71</b>	<b>72</b>	<b>73</b>	<b>74</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>78</b>	<b>79</b>	<b>80</b>
<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>
<b>91</b>	<b>92</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>	<b>97</b>	<b>98</b>	<b>99</b>	<b>100</b>
<b>101</b>	<b>102</b>	<b>103</b>	<b>104</b>	<b>105</b>	<b>106</b>	<b>107</b>	<b>108</b>	<b>109</b>	<b>110</b>
<b>111</b>	<b>112</b>	<b>113</b>	<b>114</b>	<b>115</b>	<b>116</b>	<b>117</b>	<b>118</b>	<b>119</b>	<b>120</b>

Put the numbers in order while counting by 10:

<b>50</b>	<b>30</b>	<b>110</b>	<b>40</b>	<b>70</b>	<b>20</b>
<b>90</b>	<b>120</b>	<b>10</b>	<b>60</b>	<b>100</b>	<b>80</b>

\_\_\_\_\_

## Thursday Task 5 - Measurement

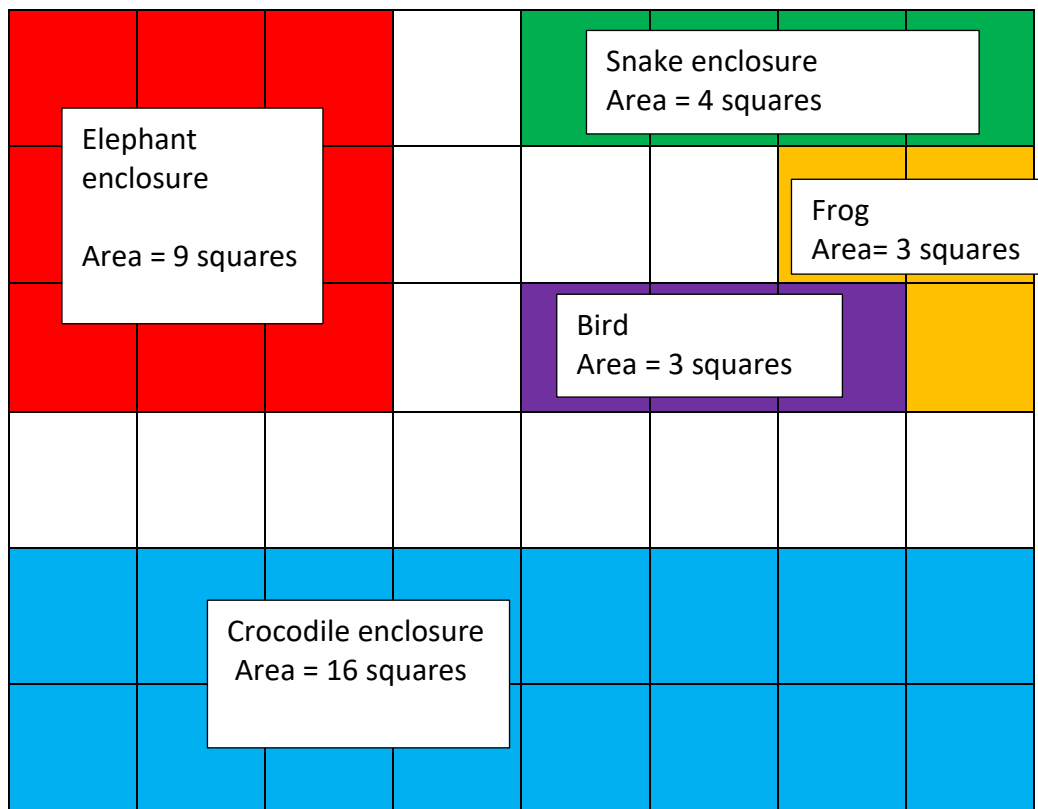
### Design your own Zoo

You have been chosen as a member of a design team to create plans for a new zoo in your town.

### Design a zoo checklist:

1. Make a list of 10 animals you would like at your zoo. (Elephant, monkey, giraffe, snake, zebra, panda, lion, koala, kangaroo, frog, crocodile, bear, bird)
2. Name your zoo
3. Use the grid paper below to draw the animals enclosure
4. Label the animals encounter
5. Count the amount of squares each animals encounter takes

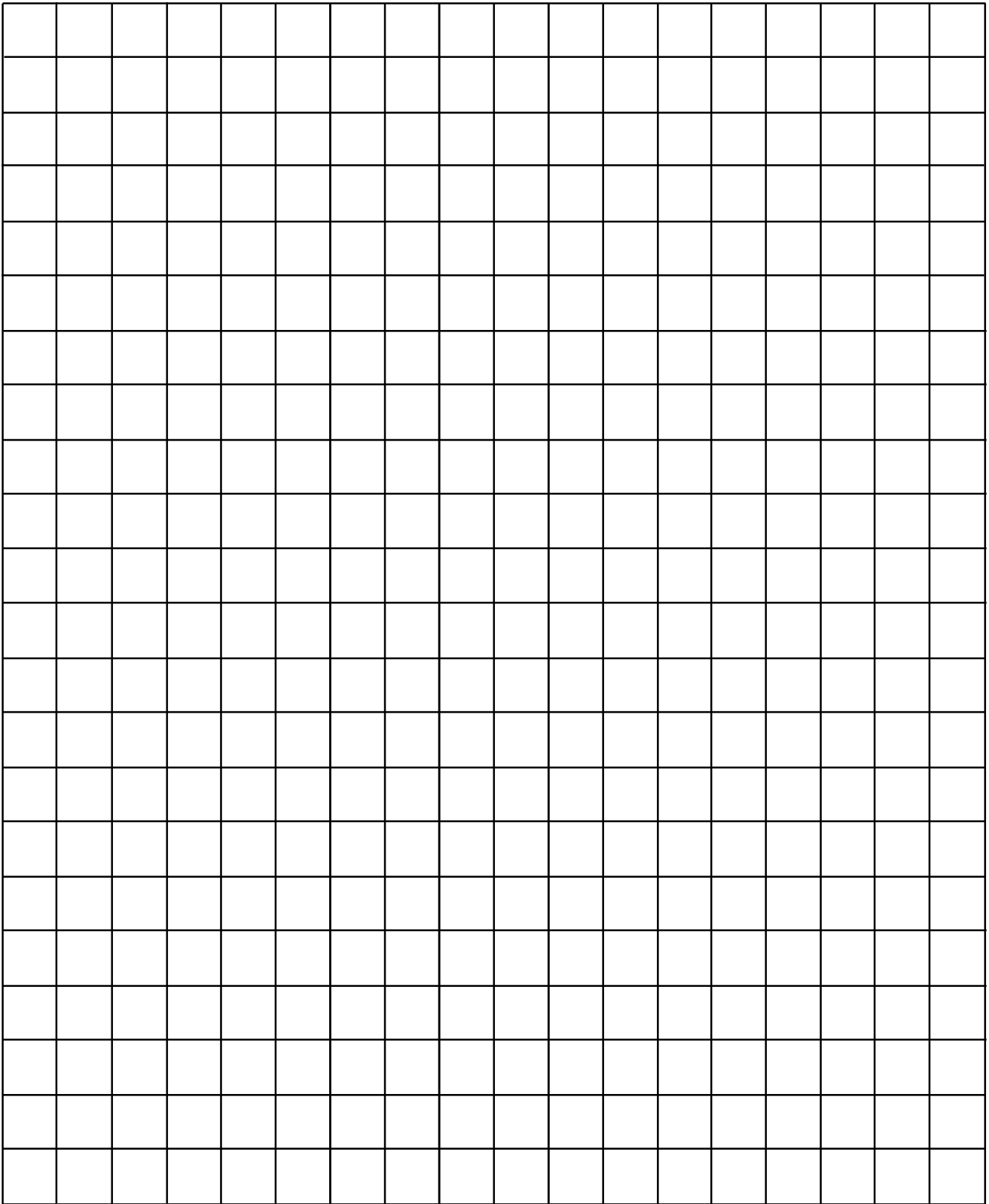
Example:



Animal	Area	Animal	Area
1. Elephant	9 Squares	6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

**Visit:** [http://taronga.org.au/sites/default/files/content/maps/TZMap\\_Ed11v01.pdf](http://taronga.org.au/sites/default/files/content/maps/TZMap_Ed11v01.pdf)







# Antonyms

Watch the video to learn about antonyms.

[https://www.youtube.com/watch?v=9D2NVh\\_CKuw](https://www.youtube.com/watch?v=9D2NVh_CKuw)

***Antonyms are words with opposite meanings.***

light	dark
big	small
boy	girl
loud	soft

Match the antonyms

fast

younger

sad

slow

older

back

front

happy

## Term 2 Week Three Task One - Friday

**Comprehension:** Read the story and fill in the missing words from the box below. Make sure the story makes sense with the words that you add.

### Jack's Ride.

Jack \_\_\_\_\_ for a ride on his new \_\_\_\_\_.

He rode \_\_\_\_\_ the street. He rode \_\_\_\_\_

the street. Jack rode past the \_\_\_\_\_ house on the hill

\_\_\_\_\_ the red and blue door. He rode past the tree

that he fell out of when he was \_\_\_\_\_.

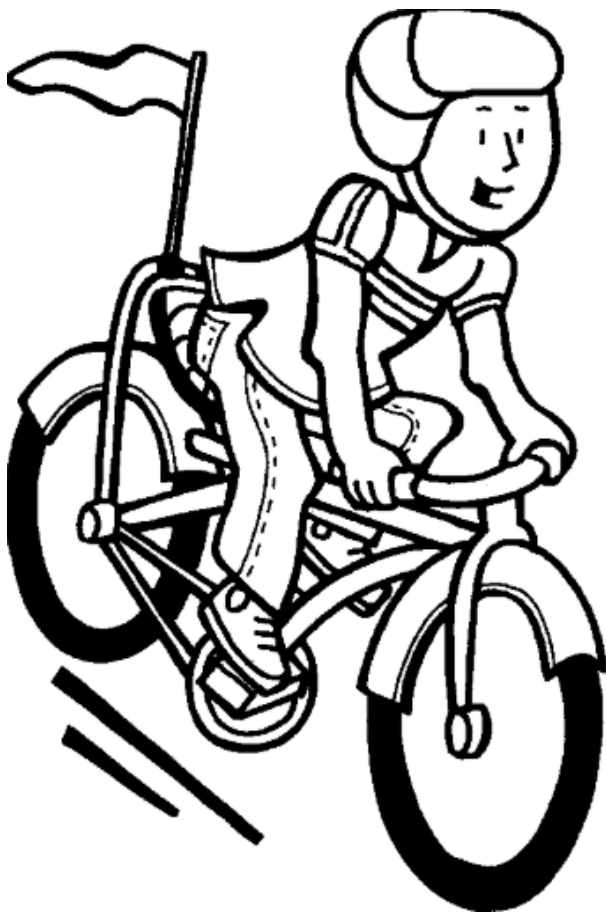
He \_\_\_\_\_ rode past the

\_\_\_\_\_ and

past the \_\_\_\_\_.

Jack rode so far that he nearly

\_\_\_\_\_ the way home!



little	shops	park	down	forgot
bike	up	went	big	with

## Friday Task 2

**We miss seeing everybody, everyday at school and I'm sure you are missing some people as well.**



**Today, you are going to write a letter to a friend that you might miss from school. If you upload your letter to Seesaw, your teacher can send it to your friend for you.**

**Click the link**

<https://www.youtube.com/watch?v=6FpEulzb84c> or scan the QR code to watch a lesson about turning your plan into a letter.

Task: Write a letter, to a friend, about all the things you miss doing at school with them.

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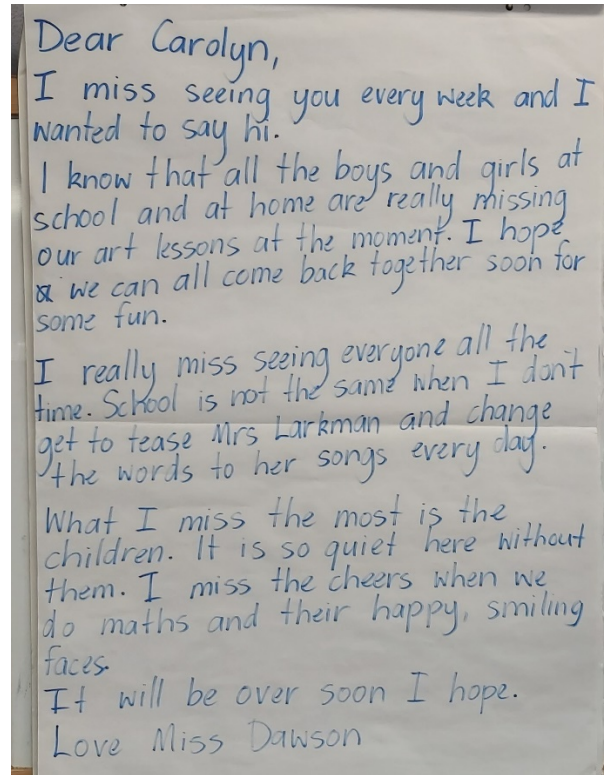
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If you would like to learn how to upload your letter to Seesaw,  
click the link or scan the QR code to show you exactly how to do  
it. [https://youtu.be/vQsD0FtKm\\_o](https://youtu.be/vQsD0FtKm_o)



Task 3 Friday – Spelling  
Word Search

Find the spelling words in the word search. Words can be either across or down. Can you find them all?

good	key	glow	gloss
old	glad	glass	glide
new	glue	glove	glitter

t	w	g	l	a	s	s	w
g	n	g	g	g	v	a	o
l	e	l	l	g	l	s	l
i	w	o	o	g	o	a	d
t	g	v	s	o	l	o	d
t	g	e	s	s	n	u	d
e	g	l	i	d	e	d	e
r	g	l	o	w	k	e	y

Friday Task 4

**Weekly Revision**

Show friends or 10 and 20 on a ten frame to help adding multiple numbers:

$9 + 4 + 1 =$ 	$2 + 4 + 8 =$ 
$8 + 7 + 3 =$ 	$6 + 4 + 2 =$ 
$5 + 8 + 5 =$ 	$4 + 0 + 10 =$ 
$2 + 2 + 3 + 6 =$ 	$3 + 3 + 2 + 2 + 4 =$ 

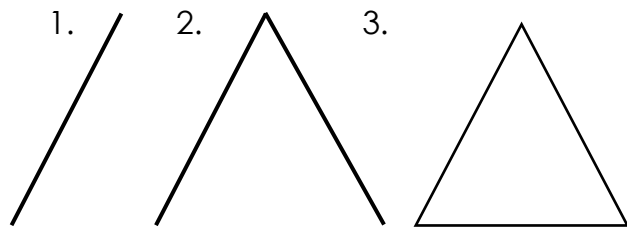
Change the number sentences using partitioning to help make adding numbers easier:

$16 + 7 =$	$24 + 7 =$
$38 + 14 =$	$22 + 24 =$

## Friday Task 5 – 2D Shapes - Triangle

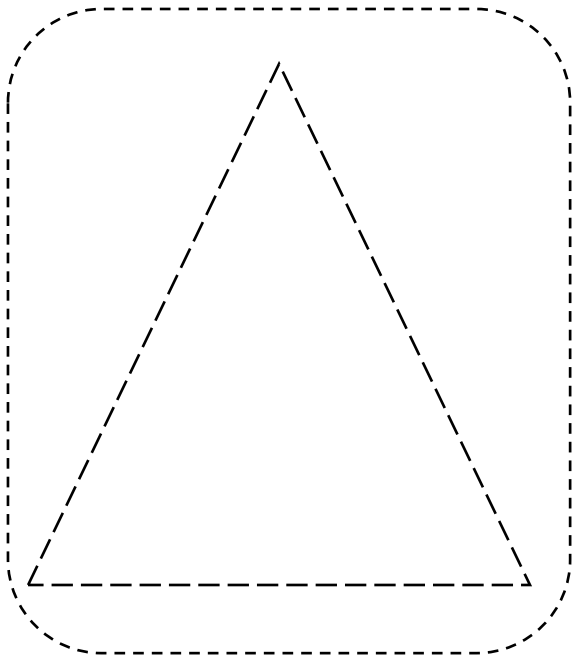
Can you draw a triangle?  
Let me show you step by step!

I'm thinking of a 2D shape.  
My shape has 3 straight sides  
and 3 corners. What is my  
shape?

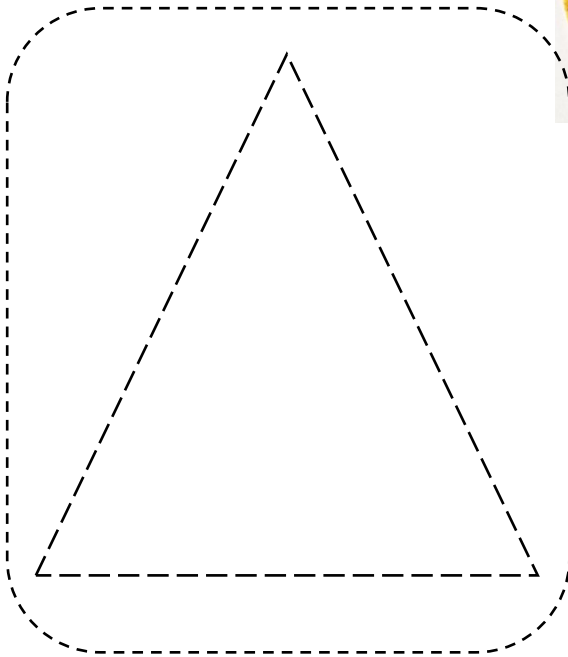


Can you think of any real-world objects that look like triangles?

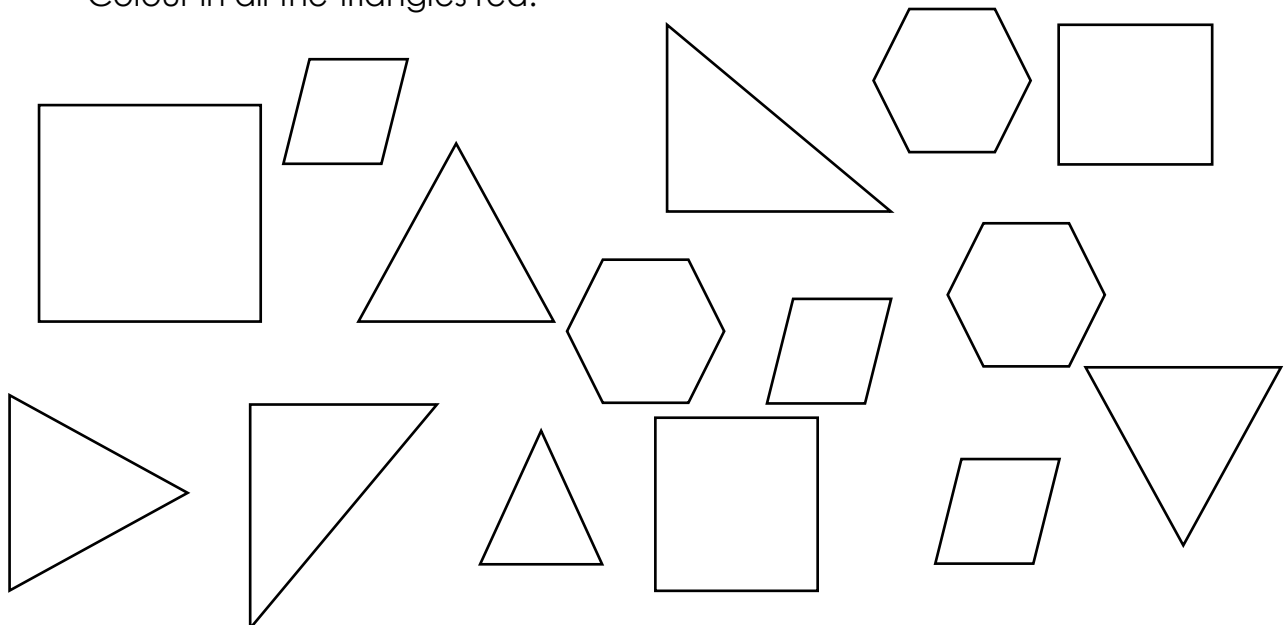
Trace



Real World Example



Colour in all the triangles red.

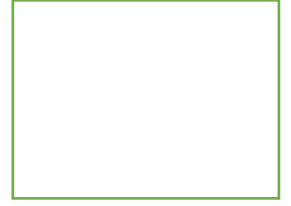
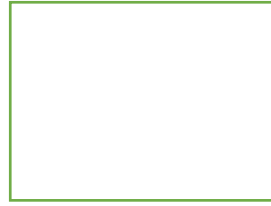
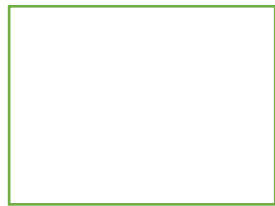
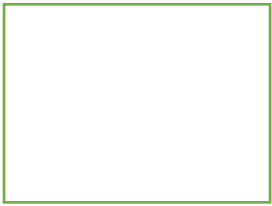


# Friday Task 6

## Time Connectives Revision

*Fun Friday-How to make fairy bread (you might want to eat this for lunch today)*

In the boxes below draw the ingredients you need to make fairy bread.



Using time connectives write the steps you followed to make your fairy bread.

first	after	then	next
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1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_






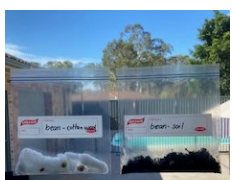
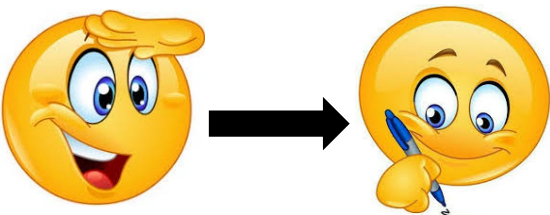
# Science Lesson 3 – Living Things – We Are Going On A Safari!

In this lesson we are learning to grow a living thing and observe (look at) the changes to see what a living thing needs to grow and change.

## Growing Beans Experiment

You will need:

- About half a cup of soil or cotton wool
- A resealable plastic bag
- Water
- 1-3 “sprouting seeds” such as fresh lima, mung or broad beans
- Sticky tape

<p><b>Before you start:</b> Watch the YouTube clip by going to: <a href="https://youtu.be/KZ8ZRX1tgAU">https://youtu.be/KZ8ZRX1tgAU</a> <b>Or...</b> Just hold your device’s camera over the QR code to go straight to the lesson on YouTube.</p>	 <p>Scan this QR code</p>
<p><b>Step 1</b> Place cotton wool or soil in a resealable plastic bag.</p>	
<p><b>Step 2</b> Spray the cotton wool or soil with water (or just drip a little water on it) to make it damp.</p>	
<p><b>Step 3</b> Put 1 to 3 beans in the bag.</p>	
<p><b>Step 4</b> Seal the bag completely shut.</p>	
<p><b>Step 5</b> Tape the bag to a window</p>	
<p><b>Step 6</b> Check on your seed every day and <b>observe</b> (look at) the changes it makes. <b>Record</b> these changes in your science journal or on a piece of paper. If your seed is drying out, mist it with a little water.</p>	 <p style="text-align: center;">Observe → Record</p>

# Science Lesson 3 – Living Things – We Are Going On A Safari!

## Science Journal

### Growing Beans Experiment

Record (take photos or draw pictures) what the beans look like here (remember to add as much detail as possible):

<b>Day 1</b>	
<b>Day 2</b>	
<b>Day 3</b>	
<b>Day 4</b>	
<b>Day 5</b>	
<b>Day 6</b>	
<b>Day 7 (1 week)</b>	
<b>Day 10</b>	
<b>Day 14 (2 weeks)</b>	

# History Task - Week 3

Why are all these places important to our community?

History continues to shape our lives every day. Below you will see pictures of places within the local community in the past and the present. These places have changed throughout the years, although some are still used for the same purpose like the Maitland Goal and Belmore bridge others like Walka Water Works and the Grossman house have changed to suit a different purpose. They represent the strength of the past and the strength to keep going.

After learning about Les Darcy last week, we know that he is also an important person in history. He lived over a 100 years ago, yet he is seen as a hero to many people. He represents a person who cared more about his family than following the governments new law during the war.

1. Draw a line to match the pictures from the past to the present.





**2. Choose one of the historical places above and write about the changes you can see using the pictures.**

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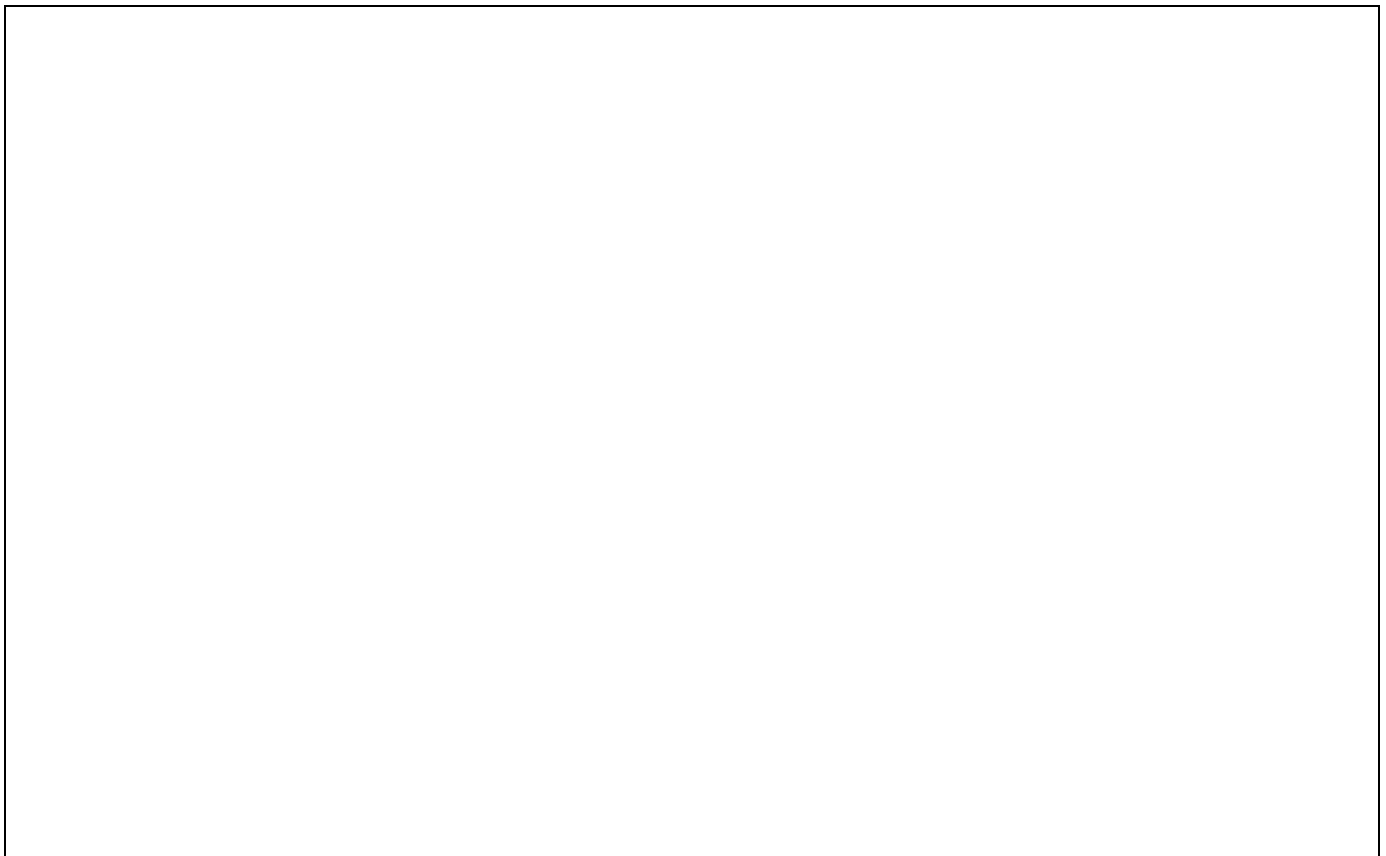
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**3. Draw a picture of a place that is important to you. It could be your house, beach, a lookout or a family members house.**



# How to make a water xylophone



## You will need:

- Glasses or glass bottles that are the same size (about 8 is great but you can use less)
- Water
- A ruler or wooden spoon to use as a striker
- Food colouring (optional)

## What to do:

- Fill each glass with a **different** amount of water. The more water in the glass the lower the note will be. The less water in the glass the higher the note will be.
- Add food colouring to each glass for fun. Try to make each glass a different colour.
- Use the spoon or ruler to strike each glass gently. See if you can put the glasses in order from lowest note to highest note.
- Can you make a melody (song) using your water xylophone? You could record yourself playing your song or write down the order of colours in your melody.

## Examples for listening:

- To hear a really fancy water xylophone listen to the 'Budapest Busker' <https://safeshare.tv/x/HUjWRYKIYeI#>
- Mickey Mouse gets into a lot of trouble when he plays with water and magic in Disney's famous movie *The Sorcerer's Apprentice*. Listen to how the music follows the movement of the water throughout the 'water scene'. <https://safeshare.tv/x/kzBNdssqrEA#>





Draw or write what could happen to these people who are choosing to ignore the safety rules.

The boy is trying to get the pot off the stove...



Rule: Don't touch a hot stove

The child is running across the road...



Rule: Always cross the road with a grown up.

This girl is in the sun with no hat and no sun screen...























Rule: Always wear a hat and sun screen when out in the sun.

## Optional PE activity

# Superhero Action Training

Directions: Perform each action. Check it off when complete.

<input type="checkbox"/> balance on one foot for 10 seconds		<input type="checkbox"/> bend and touch your toes 10x	
<input type="checkbox"/> crawl forward for 10 feet		<input type="checkbox"/> curl your body up and hold for 10 seconds	
<input type="checkbox"/> gallop for 10 steps		<input type="checkbox"/> hop on one foot 10x	
<input type="checkbox"/> jump in place 10x		<input type="checkbox"/> kneel up tall for 10 seconds	
<input type="checkbox"/> leap forward 10x		<input type="checkbox"/> roll in a straight line for 10 feet	
<input type="checkbox"/> run in place for 10 seconds		<input type="checkbox"/> sit and then stand up 10x	
<input type="checkbox"/> skip forward 10x		<input type="checkbox"/> slide to the right 10x slide to the left 10x	
<input type="checkbox"/> stomp your feet in place 10x		<input type="checkbox"/> straighten your body and hold for 10 seconds	
<input type="checkbox"/> stretch your legs for 10 seconds		<input type="checkbox"/> twist your body to the right and left 10x	
<input type="checkbox"/> walk backwards for 10 steps		<input type="checkbox"/> wiggle your body for 10 seconds	

## STEM Activity 1: Shadows

Let's see how what type of toy you have by using its shadow...

On a sunny day, find a toy or item small enough to fit inside the box below. Either in the morning or afternoon put the item on the page and trace the toy's shadow (the picture on the paper).



## STEM Activity 2: Build a City

**Build your ideal city using items from around your house.**

Some items you could use are; boxes, blocks, toys, pillows or containers. Remember to check with an adult if you can use those items.

**Make a plan:** Use the box below to design your city



Did you enjoy building your city?

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What is your favorite part of your city?

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## Optional Art Activity: Symmetry Art

Materials: Pencils, Water paints, pencils, textas etc for colour, scissors, bits of coloured paper or sequins, eyes etc

**Option 1:** Using bits of coloured paper or craft items create half a monster on a blank piece of paper. Once completed finish off by creating the second side. Make sure that both sides are symmetrical (both exactly the same). You could add eyes, decorative sequins etc. Share your monsters on Seesaw with your class teachers.



**Option 2:** Draw half a monster on side A below and colour. Once completed draw and colour side B so that the monster is completely symmetrical. Remember that you must meet on the line!

Side A

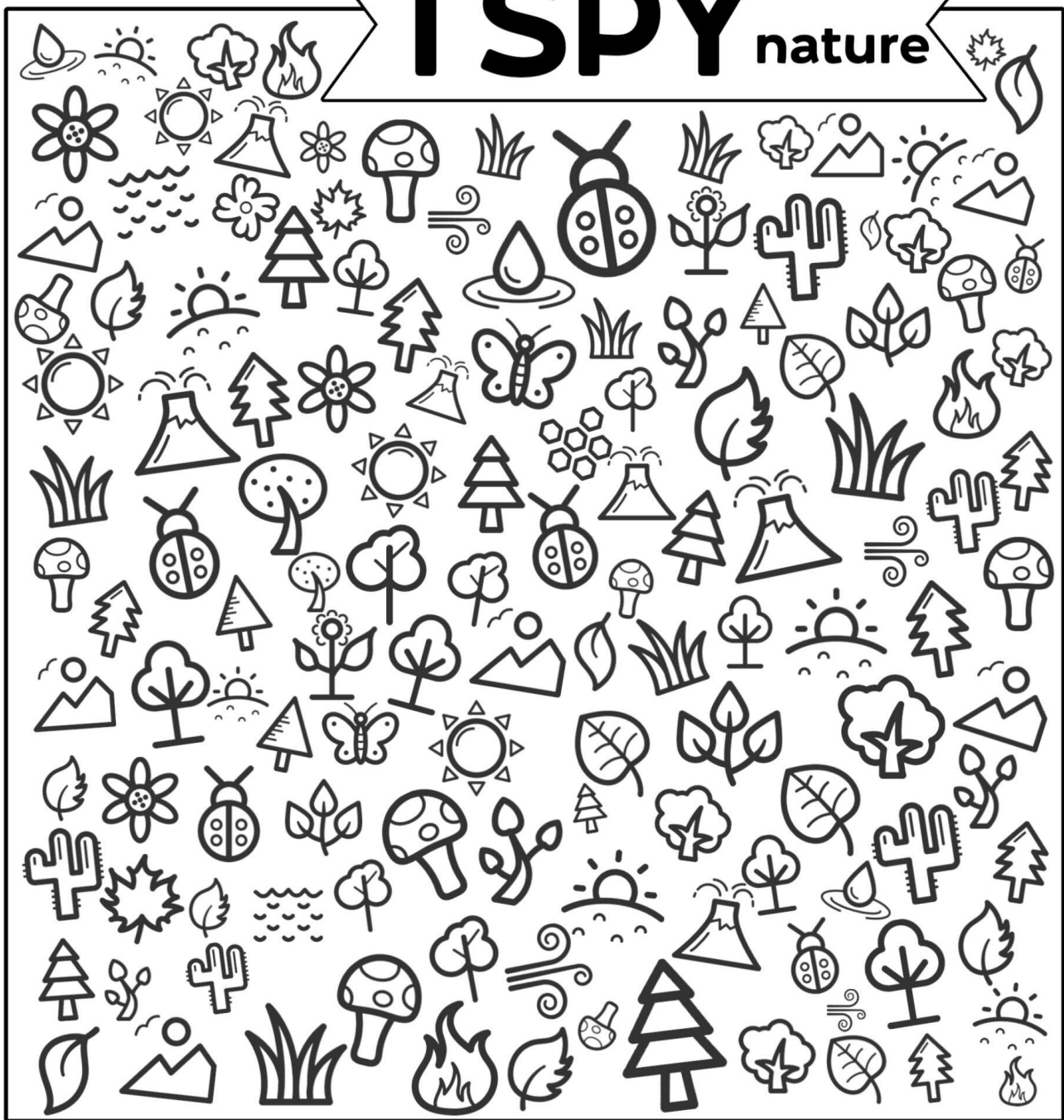
Side B





# Optional Activity: I Spy

# I SPY nature



- |   |  |   |  |   |  |   |  |   |  |   |  |   |  |   |  |   |  |   |  |
|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|---|--|
| 2 |  | 4 |  | 4 |  | 2 |  | 4 |  | 5 |  | 7 |  | 4 |  | 6 |  | 5 |  |
| 1 |  | 6 |  | 7 |  | 1 |  | 3 |  | 6 |  | 7 |  | 4 |  | 7 |  | 4 |  |
| 3 |  | 2 |  | 4 |  | 6 |  | 2 |  | 7 |  | 3 |  | 9 |  | 6 |  | 3 |  |

