

Turramurra North
PUBLIC SCHOOL – 1914

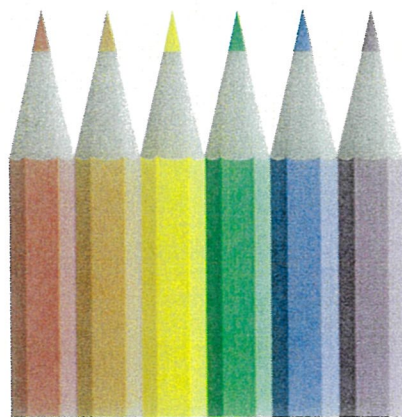
EXPERIENCE TODAY INSPIRE TOMORROW

Learning from Home

Unit: 1

Stage 1

Year 1 and Year 2



Term 3 Week 1 2021



Turramurra North Public School

Experience today, Inspire tomorrow
237 Bobbin Head Road, North Turramurra 2074
Tel: 9144 4107

1F Class Catch Up and Check In Meetings ZOOM INFORMATION FOR TERM 3 2021

Dear Parents and Carers,

During Week 1 of Term 3, classroom teachers will offer students catch up and check in meetings via video conferencing using Zoom. The class catch up and check in will provide a teacher-directed opportunity for students to see their teacher and chat informally with one another. They will discuss, review and participate in activities and receive feedback as they learn from home. Students may use a computer, laptop or iPad to join the meetings.

The video conference room is like a classroom, and the same school behaviour and discipline policies apply to this environment. Students need to access Zoom via <https://nsweducation.zoom.us/> and are required to use their **DoE student portal login** to gain access. **Please note:** Students in Years 4-6 should be aware of their own DoE portal login details. A reminder of the DoE portal login details for K-3 students is included on each child's Learning from Home Package. If there are any issues, please email your child's teacher.

The Zoom meeting ID and passwords are:

Class	Zoom Meeting ID		Zoom Meeting Password	
1F	Morning am	Afternoon pm	Morning am	Afternoon pm
	649 7593 9063	67638579484	271377	628602

While access to the Zoom class will be for students, parents and carers are encouraged to be in physical proximity.

Each class will have a Zoom meeting in the morning and another, with different content, in the afternoon. Each session will be approximately 30-45 minutes as indicated. Students are expected to attend both the morning and afternoon session each day.

TUESDAY 13 JULY, WEDNESDAY 14 JULY, THURSDAY 15 JULY and FRIDAY 16 JULY:

Time	Class
9.30am	KK & KW & 5T & 6B
10.30am	1F & 1W & 2M & 2R
11.30am	3R & 3H & 4H
12.15pm	KK & KW & 5T & 6B
1.30pm	1F & 1W & 2M & 2R
2.15pm	3R & 3H & 4H

Our protocols for using Zoom have been written in the interest of privacy, safety and well-structured online learning environments. The protocols, explained below, outline the responsibilities for parents and carers, our students and our teachers when using Zoom. The protocols align with our current technology agreement.

By having your child log into a Zoom class, you and your child acknowledge these protocols and agree to participate in video conferencing adhering to these guidelines.

Protocols for using Zoom

Zoom sessions delivered by teachers cannot be recorded or reproduced in any way.

Parents and Carers:

- Support student access to a Zoom class and be in physical proximity while the meeting occurs.
- Support student participation in a quiet space and have a distraction free background behind them or blurred Zoom background.
- Assist with the checking of a student's computer camera and speakers in advance of the meeting.
- Understand the student protocols below and support your child/ren with these.

Students:

- Ensure you speak and participate in a positive, respectful way, by turn taking and listening to others
- Do not enter the online room without a teacher present.
- Be ready to access the Zoom class on time.

- Check your computer camera and speakers in advance of the meeting.
- Make sure you have a distraction free background or blur your Zoom background.
- When you're using your name in Zoom, only use your correct first name and the initial of your surname.
- Don't invite anyone else into your Zoom class meeting.
- Ensure you are wearing appropriate clothing when participating in a Zoom class meeting.

Teachers / Turramurra North Public School:

- Provide students with a Zoom meeting time, meeting ID and password in advance.
- Only conduct whole class or small group meetings. One-on-one catch up meetings will not be held with students or parents/carers.
- Remove and/or mute participants as deemed necessary.
- Never allow students into or be left in a Zoom room without supervision.

Please read the instructions below and download Zoom in preparation for your child's class meetings.

Please contact the school on 9144 4107 if you need to arrange the loan of additional devices.

Kind regards,

K-6 Teachers
Turramurra North Public School

Michelle Verhagen
Principal

NSW Department of Education

How students can access Zoom meetings in NSW public schools

Sign into Zoom with a desktop browser

Chrome Edge Firefox Safari

1. Use a **modern browser** in Windows, MacOS or Linux.
2. Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>

3. Select **Sign in** at the bottom.
4. Login with your **department credentials**.

5. For first time users, **download and install** the Zoom desktop client when prompted.
6. Once signed in, **Zoom** will be ready for use!

Accessing Zoom using mobile apps

1. Download the **Zoom** app for your specific mobile device.

[iOS Download](#)
[Android Download](#)

2. Once installed, open **Zoom**, tap **Sign in** then tap **SSO**.
3. Type **nsweducation** and tap **Continue**.

4. The **DoE log on screen** will appear. Sign in with your normal department credentials.

5. Once signed in, **Zoom** will be ready for use!

Please note: If you are downloading the mobile app, you need to install **Zoom Cloud Meetings**.

Websites for Learning

- TNPS school website: <https://turramurrn-p.schools.nsw.gov.au> where our learning From Home Packages are located.
- Department of Education *Learning from Home*: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home>

Should you need to contact your child's teacher please use the following emails:

1W Marianne Galluzzo marianne.galluzzo@det.nsw.edu.au

1F Nicole Fagan nicole.fagan3@det.nsw.edu.au

2M Mary Muldrew mary.barr2@det.nsw.edu.au

2R Alex Atterton alexandra.redford1@det.nsw.edu.au

ENGLISH

- Premiers Reading Challenge 2021 Book List. <https://online.det.nsw.edu.au/prc/booklist/home.html>
- Ada Twist Scientist by Andrea Beaty, read by an astronaut on the International Space Station – <http://www.viewpure.com/Q7TLqqct42M?start=0&end=0>
- The Scarecrows' Wedding by Julia Donaldson - <http://www.viewpure.com/UIHLnnJ-uFc?start=0&end=0>
- Alison Lester reads her book Clive Eats Alligators - <http://www.viewpure.com/Z3d0JoxTVUI?start=0&end=0>
- The Library Lion by Michelle Knudsen - <http://www.viewpure.com/T18NCobS43c?start=0&end=0>
- Storyline Online <https://www.storylineonline.net/> - videos featuring celebrated actors reading children's books alongside illustrations.
- <https://www.literacyshed.com/> - offers a range of free reading materials.
- Dance Mat Typing www.dancemattypingguide.com – Typing training with levels for children

MATHEMATICS

- Mathletics <https://www.mathletics.com/au/>
- ABC Splash Mathematics activities for K-10 <https://education.abc.net.au/home#!/resources/-/mathematics>
- Mathematics activities for K-10 <https://nrich.maths.org/> with a focus on developing mathematical thinking and problem solving skills

SCIENCE AND TECHNOLOGY

- Coding Activities for Kids <https://code.org/>
- ABC Splash Science <https://education.abc.net.au/home#!/resources/-/science> Features short videos that provide information with question prompts to guide discussion or lead to further research topics.
- <https://thekidshouldseethis.com/> for Years 2-10. A collection of 4,300+ kid-friendly videos, curated for teachers and parents to share meaningful media. Useful as a writing prompt for informative, persuasive and imaginative texts.
- NASA Kids Club: <https://www.nasa.gov/kidsclub/index.html>
- Science for kids has some great experiments you could try at home. <http://www.sciencekids.co.nz/>

HSIE – HISTORY AND GEOGRAPHY

- National Geographic Kids <https://www.natgeokids.com/au/category/kids-club/>

CREATIVE ARTS

- Dance exploration <https://www.gonoodle.com/>
- Drama Activities for K-3 Students <https://www.teachstarter.com/au/blog/drama-games-lesson-ideas-activities-for-kids-k-3/>
- Art Hub for Kids has some great directed drawing videos. <https://www.artforkidshub.com/>
- Just Dance has great videos that children can copy and move and groove to. Great opportunity for parents to join in. https://www.youtube.com/channel/UCIjW4BWKLPqojTrS_tX0mg

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- 000 Hero <http://kids.triplezero.gov.au/> for K-2 children. An interactive game that promotes safety messages and how to act in an emergency.
- Cosmic Yoga has great creative yoga videos that are easy for children to follow. <https://www.youtube.com/user/CosmicKidsYoga>

Week 1 Term 3 – Learning from Home

Stage 1 Year 1 and 2

You may need help from a parent/carer and possibly resources from your teacher.

One activity has been selected for feedback. This is highlighted on the timetable.

	Tuesday	Wednesday	Thursday	Friday
Morning	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am
Break	Break	Break	Break	Break
Middle	Mathematics	Mathematics	Mathematics	Mathematics
Break	Break	Break	Break	Break
Afternoon	ZOOM 1:30pm Art	ZOOM 1:30pm Library	ZOOM 1:30pm PDHPE	ZOOM 1:30pm Music

The writing feedback task on Friday will be discussed in the 1:30pm ZOOM session. Please have your work completed to share with your teacher and classmates.



TUESDAY - English

Spelling

- Ask a family member to pre-test you with the Week 1 spelling words. If a family member cannot help you, choose words that you find tricky to spell.

Year 1 students should choose **10** words from the spelling list to complete the daily activities.

Year 2 students should choose **12** – **15** words from the spelling list to complete the daily activities.

Year 1 Week 1 Spelling Words		
oa o_e ow o		
boat rose window comb		
Core	Extension	Theme
go	both	procedure
no	close	informative
so	clothes	instructions
going	don't	method
old	float	hundreds
cold	flow	thousands
told	known	
hold	ocean	Demon
home	only	October
nose	open	November
rode	show	obey
also	stone	photograph
road	those	although
boat	throw	dominoes
goes	tomorrow	
know	window	

Year 2 Week 1 Spelling Words		
oa o_e ow o		
boat rose window comb		
Core	Extension	Theme
road	almost	procedure
coat	approach	informative
boat	donate	instructions
load	drove	method
soap	fellow	hundreds
hope	hello	thousands
cone	known	
stone	lonely	
close	moment	Demon
closing	mostly	October
low	narrow	November
grow	ocean	obey
know	own	photograph
throw	shown	although
yellow	suppose	dominoes
ago	telephone	
only	though	
most	tomato	
open	tomorrow	
both	window	



Must do:

- Practise your spelling words each day.

Remember to look, say, cover, write, check and correct each word.

**Look****Say****Cover****Write****Check**

<i>My Words</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>

Can do:

- Create word boxes for your spelling words. For example: elephant

elephant

Reading

- Read the "The Life Cycle of the Mighty Oak Tree."

The Life Cycle of the Mighty Oak Tree

From the Little Acorn

The fruit of the oak tree is called an acorn.
Inside the acorn is a seed.
Acorns fall from the tree in autumn.
Only a few will grow into a new tree.



A Shoot Appears

First, the roots grow down into the soil.
The roots take up water and help the new tree to stand firm.
Then, a shoot begins to grow above the ground.
The shoot grows small green leaves.

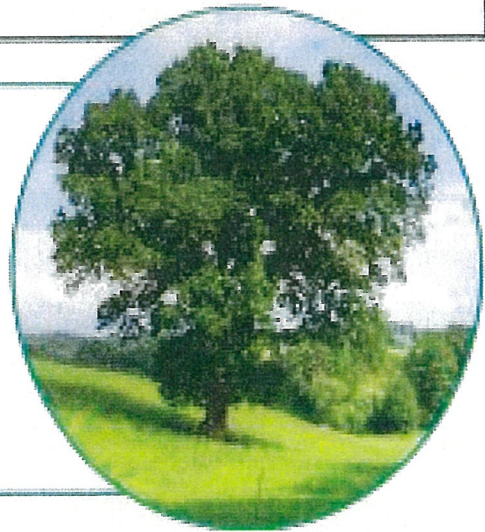


A Young Sapling

The shoot grows very slowly.
It turns into a young tree called a sapling.
The rain, sun and soil help it to grow.

The Mighty Oak

It takes many years for the sapling to become an adult tree.
After 20 years, the oak tree grows its own acorns.
The acorns then fall to the ground.
The life cycle starts again!



- Complete the worksheet.

Questions

1. What is the fruit of an oak tree called? Circle one.
an apple an acorn a conker
2. What starts to grow from the acorn seed first? Circle one.
roots acorns branches
3. Can you circle what a young tree is called?
a stem an oak tree a sapling
4. Circle the correct word to complete this sentence:
After 20 years, the oak tree will grow its own _____.
acorns leaves roots
5. Can you number the boxes 1–5 in the order that the oak tree grows? The first one has been done for you.

The shoot grows into a sapling.	
The acorn falls from the tree.	1
The sapling grows into a large tree.	
The oak tree grows its own acorns.	
The acorn grows roots and a shoot.	

Writing

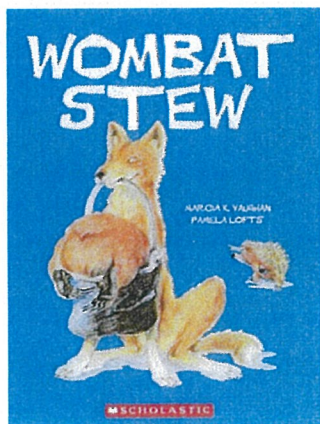
This week we are learning to write a procedure.

A procedure gives step by step instructions on how to do something.

You may have seen or heard some procedures before:

- A recipe of how to cook pancakes
- An algorithm in coding to get your pig to the angry bird
- Instructions on how to brush your teeth

Can you think of any other procedures you have seen or heard before?



The book 'Wombat Stew' by Marcia Vaughan is an example of a procedure with instructions on how to make Wombat Stew.

You may have read this book before.

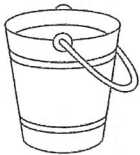

Read the book 'Wombat Stew' by watching YouTube at this link:





<http://www.youtube.com/embed/XVkySEI-ExM>

or by searching for 'Wombat Stew Story Time Power Play Kids' in YouTube.

Must Do:

After watching or reading Wombat Stew, write a summary, in order, of what happens in the story. There are pictures to help you remember.

	<hr/> <hr/> <hr/> <hr/>
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Can Do:

If you would like a challenge, see if you can write your own report about the clever and crazy dingo. Maybe your report could be a news report or newspaper article.

Here is an example to give you some ideas:

You can use the lines on the next page to write your report. You may like to include a picture.



CLOSE SHAVE FOR WOMBAT

Animals in stew over wombat-eating dingo!

Early today, a wombat had a lucky escape when his animal friends rescued him from the clutches of a very clever dingo. Mr Wombat is now resting with friends at the billabong after his ordeal. Eye-witnesses have given police a full account of the incident in which the dingo attempted to make a stew out of Mr Wombat. Police have requested anyone sighting a dingo running crazily around the bush, with his burning tongue hanging out, to contact Detective Mango of the Black Stump Police Station.

[illegible]

TUESDAY - Mathematics

Minute Maths

Write the numeral that matches these words:

Must do:	Answer	Can do:	Answer
Twenty-four		One hundred and three	
Fifty-one		Four hundred and sixteen	
Eighty-seven		Seven hundred and two	
Seventy-three		Five hundred and ninety-five	
Sixty-six		Two hundred and nineteen	



Number and Algebra

Use the hundreds charts provided to figure out the secret number from the clues. If you get through the 'must do' task, why not try a challenge and do the 'can do' task!

Must do:

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

1. I am less than 50.
2. If you skip count by 5s from 0 you will say me.
3. I have a 5 in the one's column.
4. I am more than the first 2-digit number you see.
5. I have a 2 in the tens column.

The secret number is

1. I am more than 20 and less than 70.
2. If you skip count by 2s from 21 you will say me.
3. I have a 9 in the ones column.
4. If you add 10 to 39 you will find me.
5. I have a 4 in the tens column.

The secret number is

1. I am less than 30.
2. If you skip count by 2s starting at 14 you will not say me.
3. If you skip count backwards by 2 starting at 14 you will say me.
4. I am less than the first 2-digit number you can see.
5. I am less than 9 and more than 7.

The secret number is

1. I am more than 19 and less than 63.
2. If you skip count by 10s starting at 19 you will say me.
3. If you added two to my number I would have a 4 in the ten's column.
4. I am 10 less than secret number #2.

The secret number is

Can Do:

851	852	853	854	855	856	857	858	859	860
861	862	863	864	865	866	867	868	869	870
871	872	873	874	875	876	877	878	879	880
881	882	883	884	885	886	887	888	889	890
891	892	893	894	895	896	897	898	899	900
901	902	903	904	905	906	907	908	909	910
911	912	913	914	915	916	917	918	919	920
921	922	923	924	925	926	927	928	929	930
931	932	933	934	935	936	937	938	939	940
941	942	943	944	945	946	947	948	949	950

1. I have an 8 in the hundreds column.
2. If you skip count by 3s from 862 you will say me.
3. The numbers in the hundreds and tens columns are the same.
4. I am an odd number between 880 and 890.
5. I have a 3 in the ones column.

The secret number is

1. I am an even number.
2. I am more than 900 and less than 940.
3. If you skip count backwards by 5 from 940 you will say me.
4. I have a 0 in my number somewhere.
5. If you subtract 5 from 910 you will find me.

The secret number is

1. I am a number with a 0 in the ones column.
2. I am more than 880 and less than 940.
3. If you added three to my number I would have a 3 in the ones column.
4. I have an 8 in the hundreds column and a 9 in the tens column.

The secret number is

1. I am an odd number between 900 and 950.
2. If you skip count by 5s from 900 you will say me.
3. The difference between my ones and tens columns is 2.
4. I am more than 930 and less than 940.

The secret number is

Must do:

Pick a number from the hundreds chart you were working from.
Can you write your own clues to help someone guess what it is?

1. _____
2. _____
3. _____
4. _____

My secret number is: _____

Can do:

Pick a different number

1. _____
2. _____
3. _____
4. _____

My secret number is: _____



TUESDAY – Visual Arts

Hi Stage 1,

In preparation for the art show in term 4 I would like you to draw a flower in pencil and then black pen.

This needs to be a detailed study, so you need to look at the shapes that make up your flower. It can be a flower from your garden or one of the examples below.

Using only black pen I would like you to add texture using dots, lines etc. There are some examples below.

Please draw your flower or flowers on an A4 size piece of paper and make it as large as you can. You can include leaves etc.

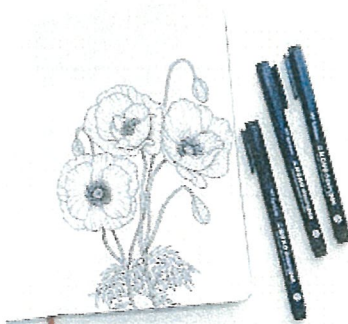
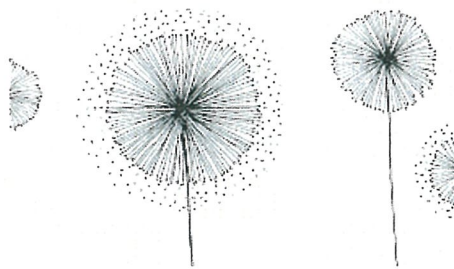
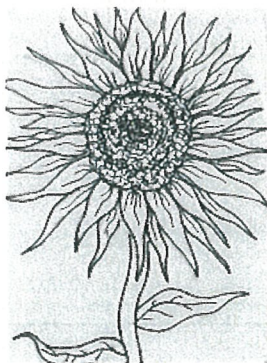
After you have created texture using black pen, if you have time you can colour it in.

Have fun

I have included a link to my pinterest page below for you to have a look.

<https://www.pinterest.com.au/leeplas/flowers/>

Here are some examples of flowers using black pen to create texture.



WEDNESDAY - English

Spelling

Must do:

- Using the table in Tuesday's spelling, practise your spelling words.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

- Read the sentence below. Can you find the common sound?
Underline, circle or highlight the letter / letters that make the common sound.

A goat is rowing a yellow boat that doesn't float.



- The letters **oa**, **o_e**, **o** and **ow** can all represent the same sound. Using the table below, brainstorm as many words that you can think of.

You may use the spelling lists to help you.

oa	boat,
o_e	rose,
o	comb,
ow	window,

Can do:

- Using your spelling words, write a silly sentence on the lines below.

My old cat uses his cold nose to find his way home.

- Read the article on "Fascinating Dinosaurs".

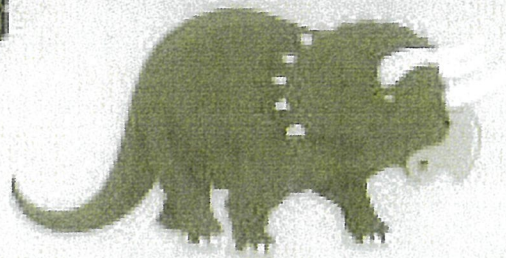
5 FASCINATING FACTS ABOUT DINOSAURS

1



Tyrannosaurus rex was one of the largest meat-eating dinosaurs that ever lived.

3



Triceratops had three horns on its head.

4



Pterodactyls had wings like a bat.

2



Pliosaurus was an ocean-dwelling dinosaur.

5

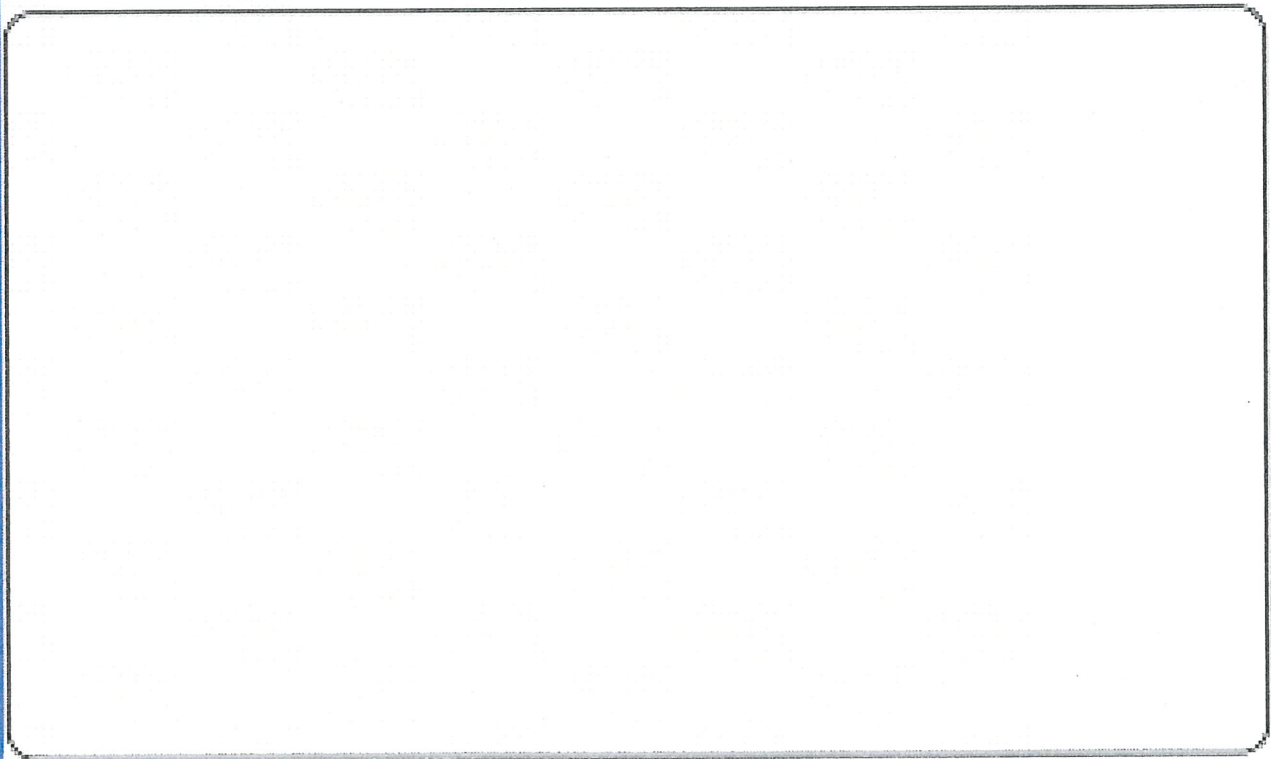


Stegosaurus had large triangular plates all along its back.

- Complete the comprehension task. Remember to use correct punctuation in your sentences.

5 Fascinating Facts About Dinosaurs

Draw a picture of your favourite dinosaur from "5 Fascinating Facts About Dinosaurs". Under your drawing, write three reasons why this dinosaur is your favourite.



Reasons this dinosaur is my favourite:

1. _____

2. _____

3. _____

Writing

A procedure includes instructions or steps which tell you what to do. In a recipe, this is called the method.

Each step starts with a verb.

A verb tells us what is happening. It is usually described as a *doing word*.

Must do:

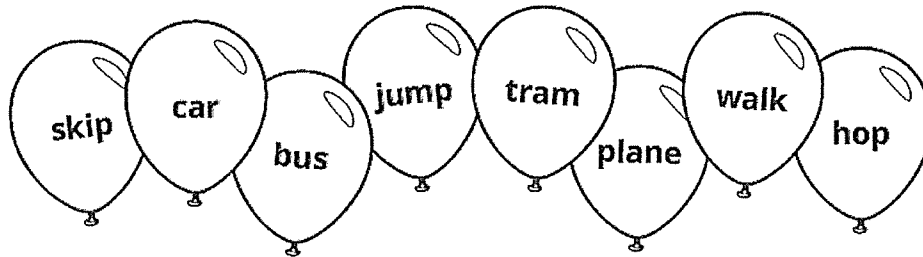
Remember:

A noun is a person, place, thing or idea.

A verb is an action.

Noun and Verb Sort

Draw strings from the balloons to the correct student. Colour the noun balloons one colour and the verb balloons another.



Very Important Verbs

A verb describes an action in a sentence. Every sentence must have a verb. Verbs tell us what is happening in a sentence.

The sentences below have a verb missing. Choose a verb from the verb box to complete each sentence. Re-read your sentences to make sure that they tell us what happens in the story of the Gingerbread Man.

1. The old woman and the old man _____ in a little old house.
2. The old woman _____ gingerbread cookies.
3. The old woman _____ the oven door.
4. The Gingerbread Man _____ out of the oven.
5. The Gingerbread Man _____ out of the door.
6. The pig cannot _____ the Gingerbread Man.
7. The fox _____ in the river.
8. The fox _____ the Gingerbread Man.

Choose a verb from the box to complete the sentences above.

live	eats	jumps	swims
bakes	runs	catch	opens



Can do:

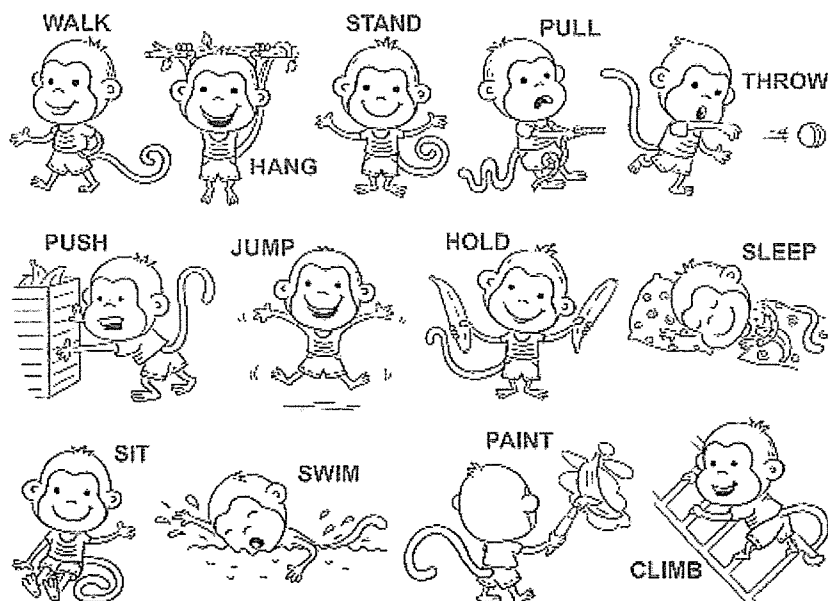
There are many different types of verbs including:

- action verbs, for example 'They danced all night.'
- relating verbs, for example 'Cows are herbivores.'
- thinking verbs, for example 'She forgot his name.'
- feeling verbs, for example 'Sarah likes baked beans.'
- possessing verbs, for example 'He has a new car.'

When writing the instructions or steps of a procedure, we use action verbs.

Can you write a sentence using an example of each of the different types of verbs?

Action verb:	<hr/> <hr/> <hr/>
Relating verb:	<hr/> <hr/> <hr/>
Thinking verb:	<hr/> <hr/> <hr/>
Feeling verb:	<hr/> <hr/> <hr/>
Possessing verb:	<hr/> <hr/> <hr/>

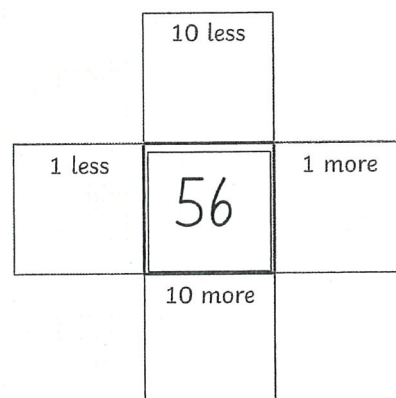
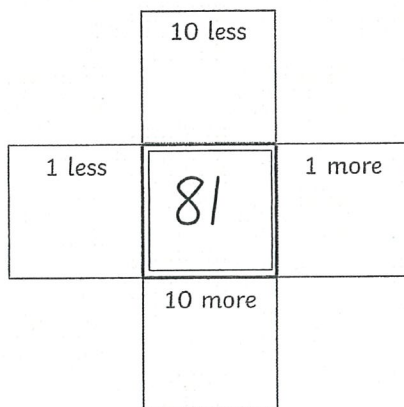
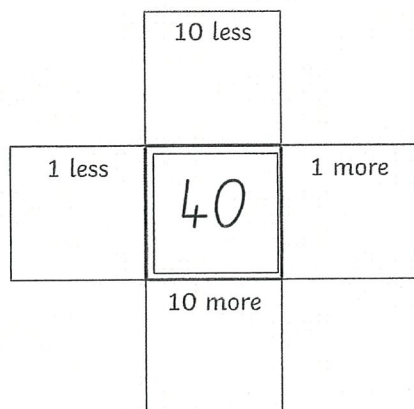


WEDNESDAY - Mathematics

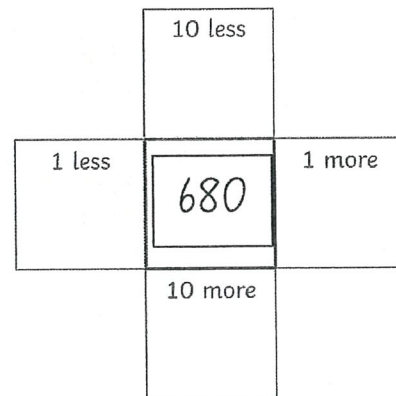
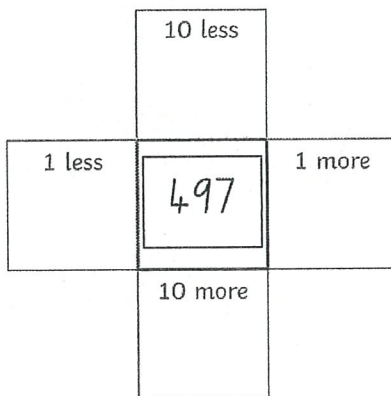
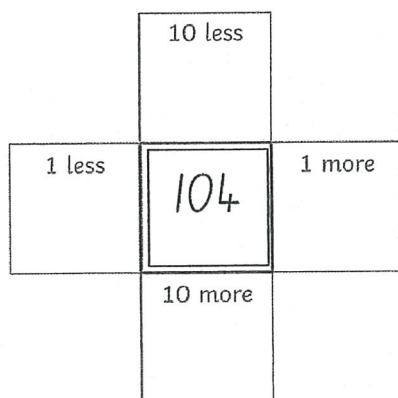
Minute Maths

Solve these number crosses by working out which numbers are 10 less, 10 more, 1 less and 1 more than the number in the middle.

Must do:

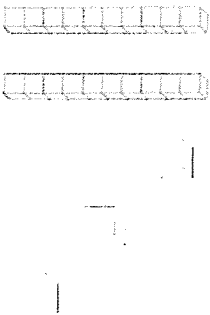
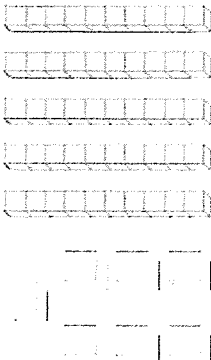

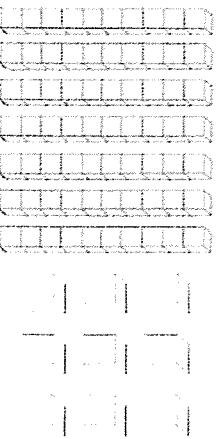


Can do:



Number and Algebra - Must Do

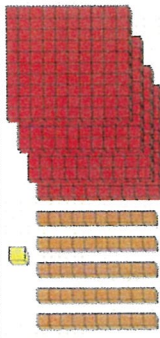
Look at the blocks. Write the matching number in the expander.
Remember that only one digit is written in each space on the expander.

	<table border="1"> <tr> <td></td> <td>tens</td> <td></td> <td>ones</td> </tr> </table>				tens		ones
	tens		ones				
	<table border="1"> <tr> <td></td> <td>tens</td> <td></td> <td>ones</td> </tr> </table>				tens		ones
	tens		ones				
	<table border="1"> <tr> <td></td> <td>tens</td> <td></td> <td>ones</td> </tr> </table>				tens		ones
	tens		ones				
	<table border="1"> <tr> <td></td> <td>tens</td> <td></td> <td>ones</td> </tr> </table>				tens		ones
	tens		ones				

	<table border="1"> <tr> <td></td> <td>tens</td> <td></td> <td>ones</td> </tr> </table>				tens		ones
	tens		ones				
	<table border="1"> <tr> <td></td> <td>tens</td> <td></td> <td>ones</td> </tr> </table>				tens		ones
	tens		ones				
	<table border="1"> <tr> <td></td> <td>tens</td> <td></td> <td>ones</td> </tr> </table>				tens		ones
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	tens		ones				
	<table border="1"> <tr> <td></td> <td>tens</td> <td></td> <td>ones</td> </tr> </table>				tens		ones
	tens		ones				

Number and Algebra - Can Do

Roll 3 dice to make a 3-digit number. Fill in the boxes to show the number in 5 different ways, the first one is done for you.

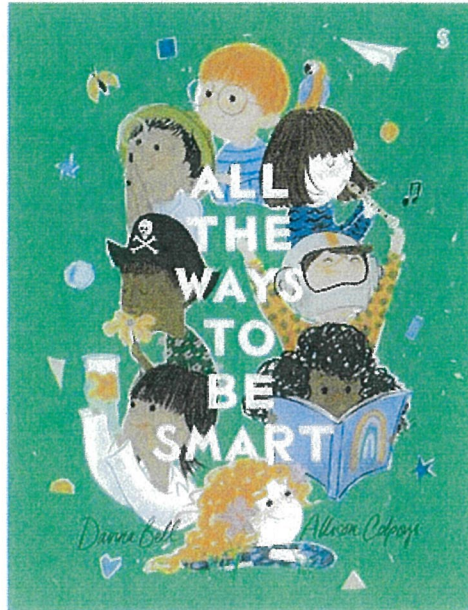
My Number in Numerals	My Number in Words	My Number in Tens and Ones	My Number in Expanded Form	My Number in Pictures
451	four hundred and fifty-one	$\begin{array}{r} 4 \\ 5 \\ 1 \end{array}$ hundred tens ones	$\underline{400} + \underline{50} + \underline{1} = \underline{451}$	
		_____ hundred _____ tens _____ ones	_____ + _____ + _____ = _____	
		_____ hundred _____ tens _____ ones	_____ + _____ + _____ = _____	
		_____ hundred _____ tens _____ ones	_____ + _____ + _____ = _____	

WEDNESDAY – Library

Hello Stage 1,

Here is your library lesson for week 1. View the book 'All the Ways to be Smart' at the below link

http://www.viewpure.com/BpJc_CiB0OQ?start=0&end=0



Activity:

As the text in the book reads "Every hour of every day we're smart in our own special way. And nobody will ever do....the very same smart things as you". Think of all the ways you are smart. Write down as many as you can think of in a list.

For example,

- I am smart at being friendly.
- I am smart at riding a bike.
- I am smart at building a sandcastle.
- I am smart at



THURSDAY - English

Spelling

Must do:

- Using the table in Tuesday's spelling, practise your spelling words.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

Colour the letter or letters for **go** in the words in the box.
Finish the sentences with these words.

go
goes
going

He will
She
We are

on the road.
on the boat.
home.



Make real words with the letters in the boats.

g n t s
old

r f h e
ape

r n k h
ose

j s p w l
ake

Can do:

- Make compound words by joining a word from the first boat to a word from the second boat. Use each word only once. Cross out the words as you use them.

over
note tight

rope
man boat

overcoat

back post
sand sail
snow

book stone
ball bone
coat

- Using the compound words you have created, write some sentences on the lines below.

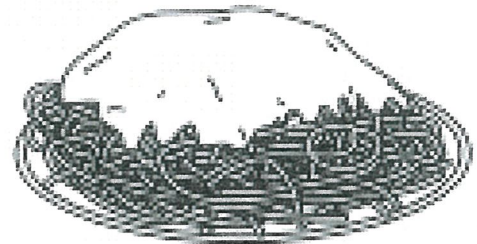
Reading

- Have you ever made spaghetti? Carefully read through jumbled steps of making spaghetti. Cut out and place in correct order. Glue them into the boxes.

How to Make Spaghetti

Ingredients

Spaghetti
Pasta sauce
Saucepan
Colander
Plate
Fork



Steps

Use a colander to drain the spaghetti, then place the spaghetti back into the empty saucepan.

Place a handful of spaghetti into the water.

Pour the pasta sauce over the spaghetti and stir the sauce evenly through the spaghetti.

Fill a saucepan with water.

Boil the water until the spaghetti is soft.

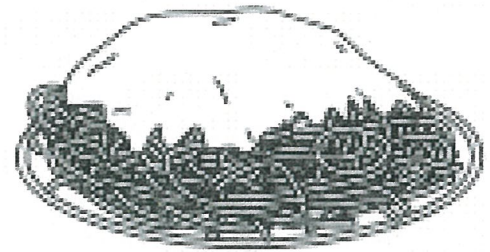
Place the spaghetti onto a plate and serve with a fork.
Enjoy your dinner!

- This page is intentionally blank -

How to Make Spaghetti

Ingredients

Spaghetti
Pasta sauce
Saucepan
Colander
Plate
Fork



Steps

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

Writing

The book 'Wombat Stew' by Marcia Vaughan is an example of a procedure with instruction of how to make Wombat Stew.

Title: Yummy, Chewy Wombat Stew

Aim/Goal: To make delicious, yummy, chewy Wombat Stew.

Ingredients/Materials:

- Pot of billabong water
- 1 fat wombat
- 10 big blops of billabong mud
- 6 fine emu feathers
- 100 flies
- About 20 different sorts of creepy crawlies
- Lots and lots of gumnuts
- 1 big billy-can
- 1 stick for stirring

Methods/Steps:

1. Catch one fat wombat and leave aside while the other ingredients are prepared.
2. Boil the pot of water.
3. Add the mud, feathers, flies, creepy crawlies and gumnuts.
4. Dance and sing.
5. Stir frequently while adding the ingredients.
6. Taste the stew. Prepare for a shock!

Must Do:

- Using the template on the next page, write your own procedure for Possum Stew. You will need to create your own recipe for Possum Stew and make up your own ingredients and steps.

Below is a checklist to make sure you have included everything you need.

My Procedure Writing Checklist

I have written an interesting title.	
I have written a goal that explains what the finished product will be.	
I have written the ingredients/materials and method/steps in separate and clear sections.	
I have written step-by-step instructions that are clear and precise using bullet points or numbers.	
I have used the correct action verbs, such as 'stir', 'pour', 'combine', 'place', 'drop', 'add', 'mix', etc in the Method/Steps.	

Title: _____

<p>Aim/Goal: What was the aim or goal of the task?</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>Ingredients/Materials: List the Ingredients, materials or equipment you used for the task.</p>	<ul style="list-style-type: none">• _____• _____• _____• _____• _____
<p>Method/Steps: What was the method or what were the steps that you took during the procedure?</p> <p>List them in order, using time e.g. it took 10 mins for the water to boil.</p> <p>Remember to use verbs to describe the action. e.g., cut, mix, glue.</p>	<ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____8. _____

THURSDAY - Mathematics

Minute Maths

Write the missing numbers:

Hint: not all patterns move by 1s and not all of them start at 1!

	6		8	9	10		12	13	14		16		18	19		
--	---	--	---	---	----	--	----	----	----	--	----	--	----	----	--	--

4			7	8		10	11	12		14		16		18		20
---	--	--	---	---	--	----	----	----	--	----	--	----	--	----	--	----

20		18		16		14		12	11	10			7			
----	--	----	--	----	--	----	--	----	----	----	--	--	---	--	--	--

25		23			20	19		17		15	14	13	12			
----	--	----	--	--	----	----	--	----	--	----	----	----	----	--	--	--

26		28		30		32	33	34		36		38		40		
----	--	----	--	----	--	----	----	----	--	----	--	----	--	----	--	--

10		30		50	60	70		90								
----	--	----	--	----	----	----	--	----	--	--	--	--	--	--	--	--

2		6		10	12	14				22		26	28			
---	--	---	--	----	----	----	--	--	--	----	--	----	----	--	--	--

	10		20	25	30		40			55	60		70	75		
--	----	--	----	----	----	--	----	--	--	----	----	--	----	----	--	--

Write some number patterns of your own. Start at any number!

1.	
2.	
3.	
4.	
5.	

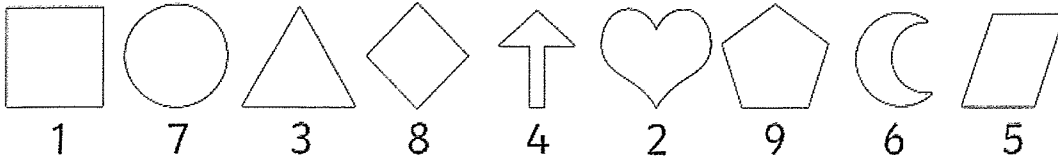


What are the missing numbers?









Number and Algebra - Must Do




Use your knowledge of tens and ones (and maybe hundreds) to solve this code:









Example

In the number , what is  worth? 20





1. In the number , what is  worth? _____





2. In the number , what is  worth? _____





3. In the number , what is  worth? _____





4. In the number , what is  worth? _____






A bit harder!






1. In the number , what is  worth? _____

2. In the number , what is  worth? _____

3. In the number , what is  worth? _____

4. In the number , what is  worth? _____

5. In the number , what is  worth? _____

6. In the number , what is  worth? _____

Number and Algebra - Can Do

Colour in the hundreds chart below to make a picture of a piece of fruit. You will need to read each clue about place value and colour in the answer in the correct colour. *For example, the clue that says '4 tens and seven ones' means the number 47, so you would colour the number 47 on the hundreds chart white.*

What was the fruit? _____

Green	White	Brown
<ul style="list-style-type: none"> • 4 ones • 5 ones • 12 ones to 14 ones • 2 tens 1 ones to 23 ones • 3 tens 2 ones 	<ul style="list-style-type: none"> • 4 tens 7 ones • 6 tens 2 ones • 7 tens 1 ones 	<ul style="list-style-type: none"> • 3 tens 3 ones to 36 ones • 4 tens 3 ones • 5 tens 3 ones

Red
<ul style="list-style-type: none"> • 27 ones • 2 tens 8 ones • 37 ones to 3 tens 9 ones • 4 tens 6 ones • 4 tens 8 ones • 4 tens 9 ones • 52 ones • 5 tens 4 ones

Colour all remaining numbers blue.

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

THURSDAY – PDHPE

Lesson 1 – Learning about other cultures through movement

This term students will learn about and participate in culturally diverse physical activities including Aboriginal and Torres Strait Islander games. As we are in lockdown some of these games can be still played at home with your siblings and parents.

Today we will play Chuboochuboo

Background - A chuboochuboo is a wallaby skin stuffed with grass about the size of a football. Men, women and children played the game and it was fun and fair to play. It was observed being played in parts of South Australia. The Aboriginal people of the Lower Murray and nearby areas played a game similar to chuboochuboo called dirk (or ball). The ball was thrown into the air and caught. After catching the dirk a player would run about with the ball before throwing it in an unexpected direction into the air.

Short description - This is a throwing and catching game where a group of players make as many catches in a row as they can of a ball thrown into the air.

Players - Groups of six to ten players (I played it at home with my three daughters)

Playing area – An area suitable for the activity or in your backyard

Equipment - A soccer ball, rugby football, soft ball or tennis ball

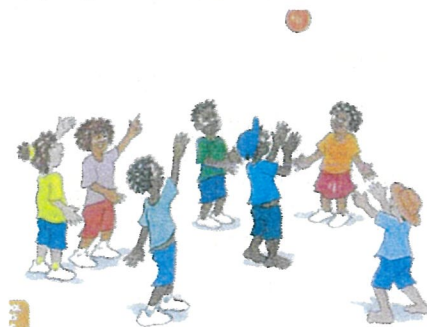


Game play and basic rules

The players throw the chuboochuboo in the air and try to catch it in the hands. After catching the chuboochuboo a player throws it into the air for other players to try to catch. A player who is in position first to catch the chuboochuboo is allowed to do so without interference from other players. Players are allowed to jump to catch the chuboochuboo.

If a player drops the chuboochuboo, another player nearby gathers and throws it into the air to continue the game. Count the greatest number of throws made in a row before the chuboochuboo is dropped.

Safety - There is to be no pushing while attempting to catch the chuboochuboo. When the chuboochuboo touches the ground, play stops and the turn is taken again.



Lesson 1 - Staying Safe at Home

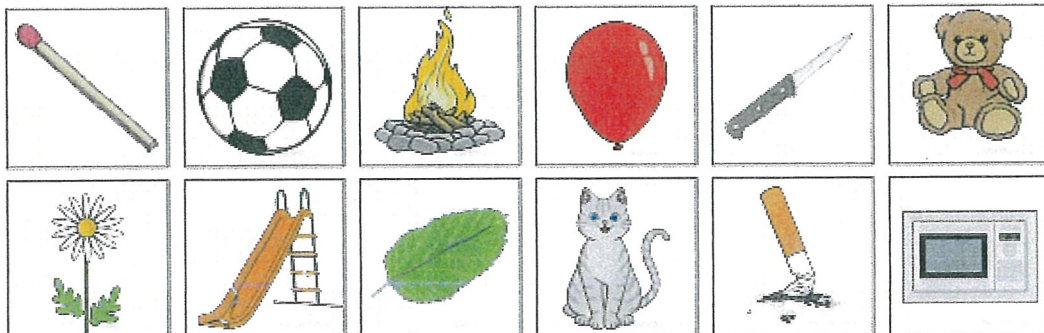
Stage 1 are learning how to stay safe around the home and what to do in emergency situations this term. Students are to complete the worksheet below. Look at the pictures below and re-draw them into the "safe to touch" or "unsafe to touch" columns. Label each picture once you have re-drawn them in the correct place.

Safe and Unsafe to Touch Sorting

Safe to touch	Unsafe to touch



visit [twinkl.com](https://www.twinkl.com)



Must do:

- Using the table in Tuesday's spelling, practise your spelling words.

Remember to look, say, cover, write, check and correct each word.



Look



Say



Cover



Write



Check

- Have a family member test you on your spelling words. How did you go?

Can do:

Tongue Twisters

Write a tongue twister for each of your spelling words.

Big brown bears buy
berry bubblegum.



Spelling Task Cards

© teachstarter

Reading

- What is your favourite milkshake? Is it chocolate, strawberry, or vanilla? Maybe it is caramel?
- Read the procedure on "How to make a Milkshake." Carefully answer the questions.



Method:

1. Measure 1 cup of cold milk. Pour the milk into the blender.
2. Add two large scoops of ice cream to the milk.
3. Measure 1 teaspoon of your favourite flavoured topping. Add this to the blender.
4. Blend the ingredients for a minimum of one minute. Check that there are no lumps. Be sure to check that the blender is switched off at the wall before removing the lid.
5. Carefully pour your milkshake into a tall glass.
6. Add a swirl of whipped cream to the top of your milkshake. Enjoy!



How to Make a Milkshake

1. List the ingredients and the equipment needed to make a milkshake.

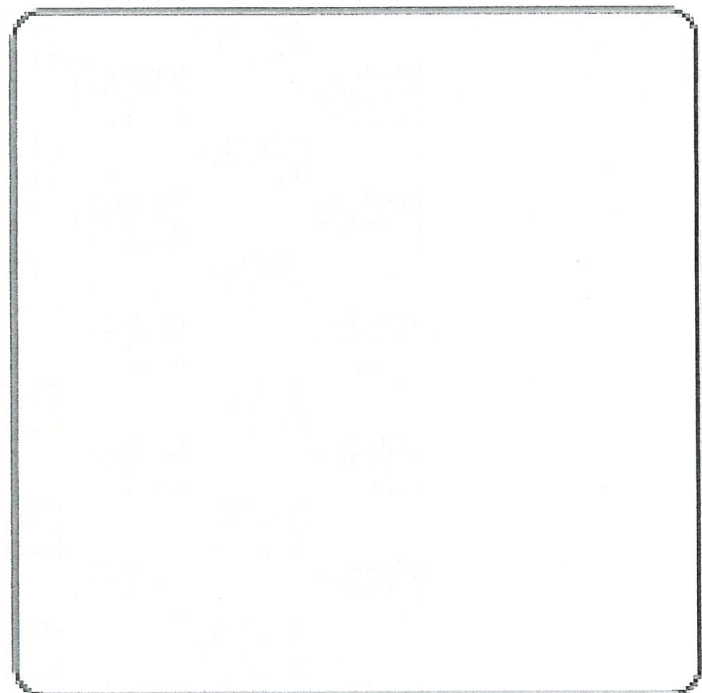
Ingredients	Equipment

2. How many scoops of ice cream do you add to the milkshake?

3. Why is the milkshake described as a sweet treat?

4. Design your ultimate milkshake. What flavour is it? What toppings would you add? Draw a picture with labels.

5. Give your milkshake an exciting name that would make people want to try it.



Writing

Must Do:

Write a procedure for something you do or make at home.

It could be a procedure of:

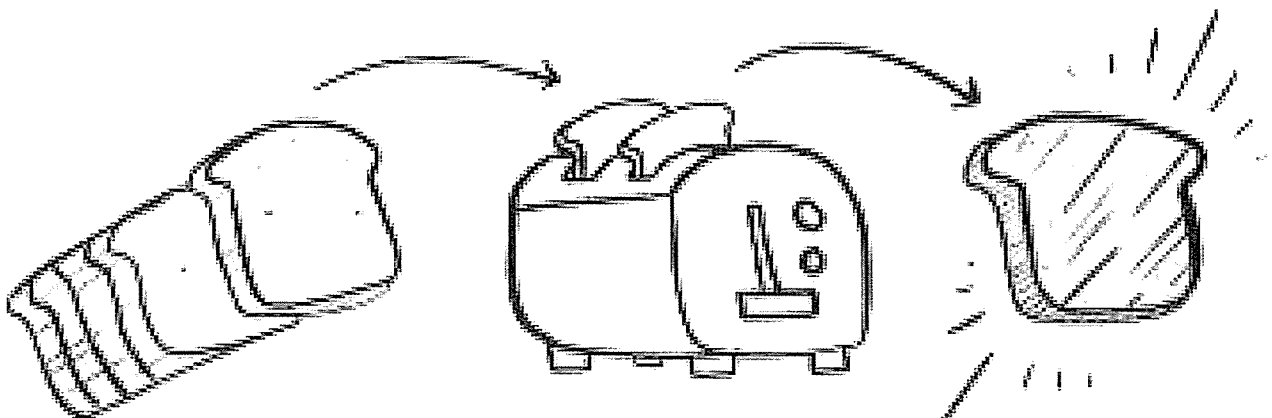
- how to make toast
- how to cook your favourite dinner
- how to brush your teeth
- how to clean your room
- how to play your favourite game

or anything else you that you can do or make at home.

Don't forget to tick off the checklist to make sure you have included everything you need to.

My Procedure Writing Checklist

<i>I have written an interesting title.</i>	
<i>I have written a goal that explains what the finished product will be.</i>	
<i>I have written the ingredients/materials and method/steps in separate and clear sections.</i>	
<i>I have written step-by-step instructions that are clear and precise using bullet points or numbers.</i>	
<i>I have used the correct action verbs, such as 'stir', 'pour', 'combine', 'place', 'drop', 'add', 'mix', etc in the Method/Steps.</i>	



Title: _____

<p>Aim/Goal: What was the aim or goal of the task?</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>Ingredients/Materials: List the Ingredients, materials or equipment you used for the task.</p>	<ul style="list-style-type: none">• _____• _____• _____• _____• _____
<p>Method/Steps: What was the method or what were the steps that you took during the procedure?</p> <p>List them in order, using time e.g. it took 10 mins for the water to boil.</p> <p>Remember to use verbs to describe the action. e.g., cut, mix, glue.</p>	<ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____8. _____

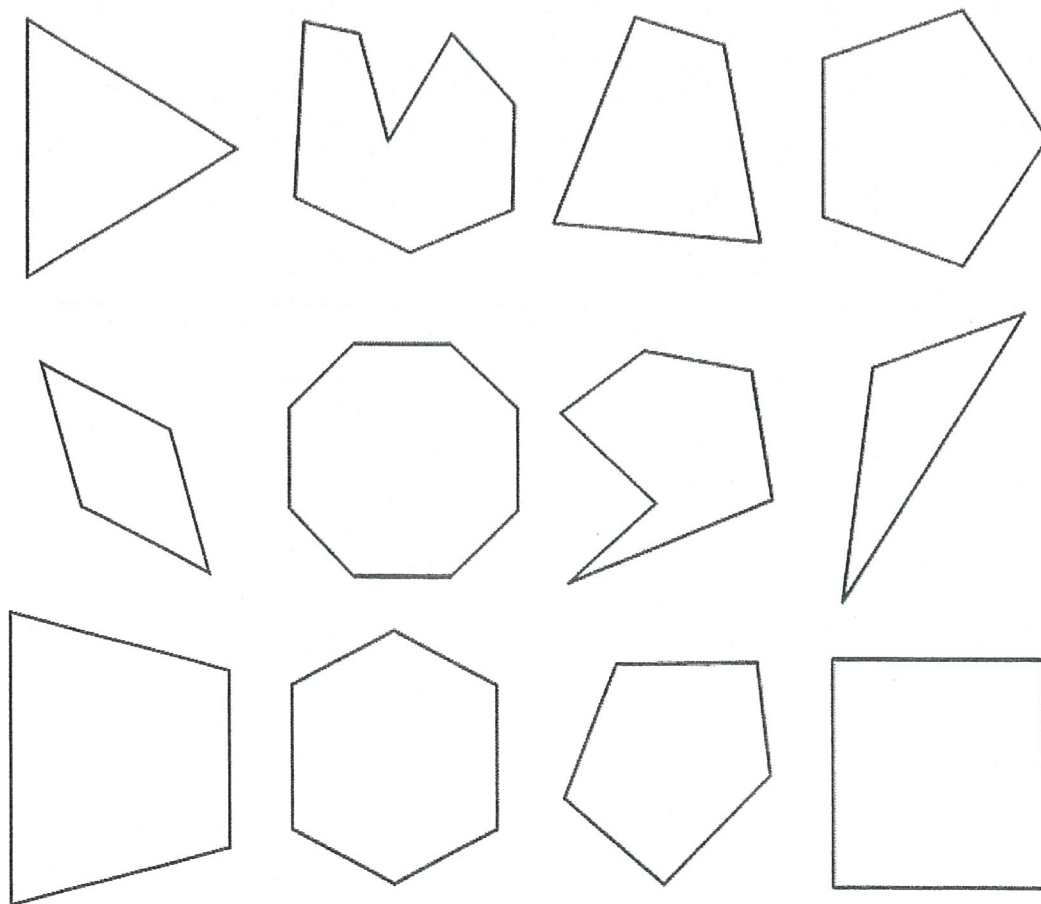
FRIDAY - Mathematics

Minute Maths

Use the rules to colour in the 2D shapes below. Remember the word 'vertices' means 'corners'.







Shape	Rule	Colour
Triangle	3 straight sides and 3 corners (or 'vertices')	Yellow
Quadrilateral	4 straight sides and 4 corners (or 'vertices')	Purple
Pentagon	5 straight sides and 5 corners (or 'vertices')	Green
Hexagon	6 straight sides and 6 corners (or 'vertices')	Red
Octagon	8 straight sides and 8 corners (or 'vertices')	Blue

Tip: Some of these shapes might look normal, and others look strange. Remember to follow the rules to work out which shape it is.



2D Shape Properties Table

Look carefully at the properties of these 2D shapes. Write your results in the table.

2D Shape	Total Number of Sides	Number of Straight Sides	Number of Curved Sides	Number of Vertices	Lines of Symmetry
 Square					
 Rectangle					
 Circle					
 Triangle					
 Pentagon					
 Hexagon					

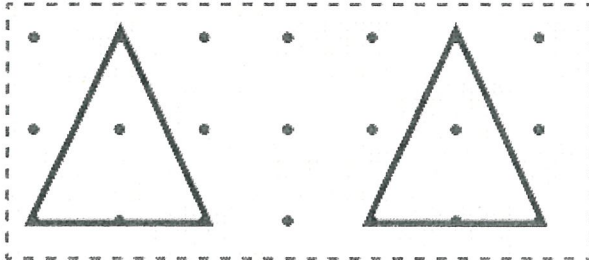
Measurement and Geometry - Can Do

Transforming means to move the position of an object without changing its shape. We can flip, slide or turn a shape to change its position.

Watch this video to find out more: <https://www.youtube.com/embed/AH4VsH8mlgs>

Slide

A slide is when a shape moves position without rotating or flipping. It is also called a translation. Look at the shapes below. Each shape has moved through a one step slide.



The triangle at the beginning.

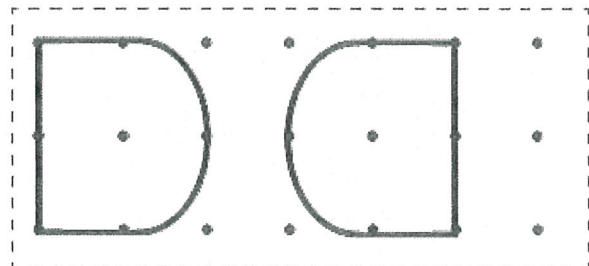
The triangle after a one step slide.

What do you notice?

- It looks the same
- Same size
- Same features
- Same shape

Flip

A flip is when a shape is flipped or reflected across a line, creating a mirror image.



The shape at the beginning.

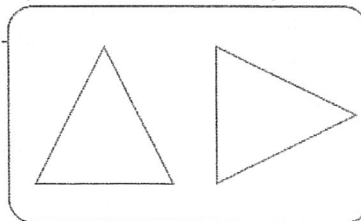
The shape after a one step flip.

What do you notice?

- It is the same size
- It has the same features
- It is a mirror image of the original shape

Turn

Look at these two pictures. They are both the same shape but something is different! It has made a quarter turn. When a shape makes a quarter turn it looks like this:

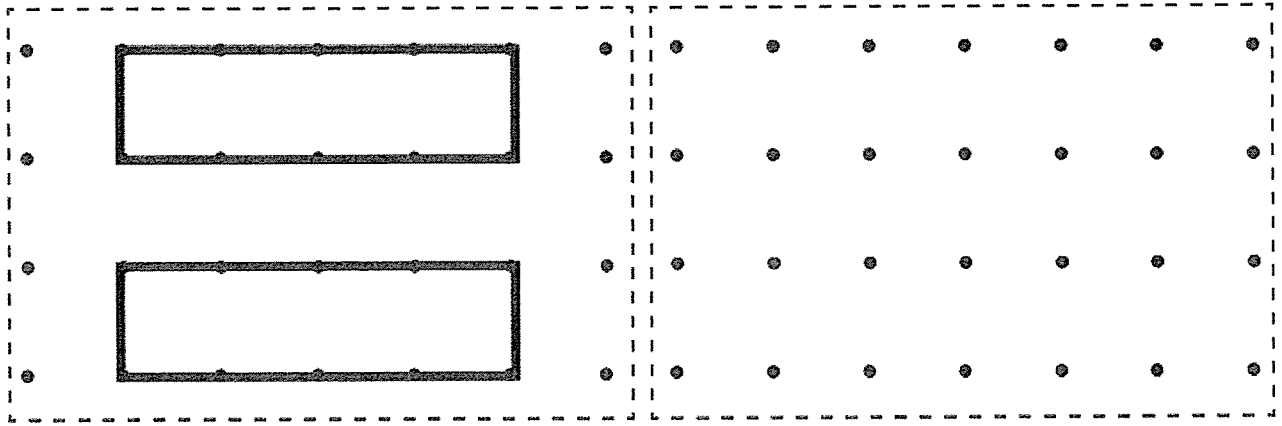


A quarter turn is 90 degrees or a quarter way around a circle. That is why it is called a quarter turn.

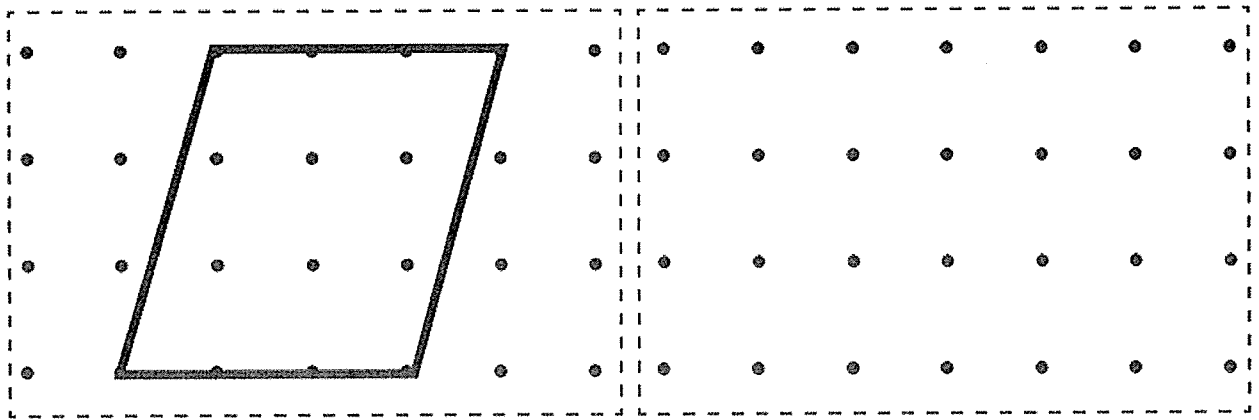
Here are some other shapes that have made a quarter turn.



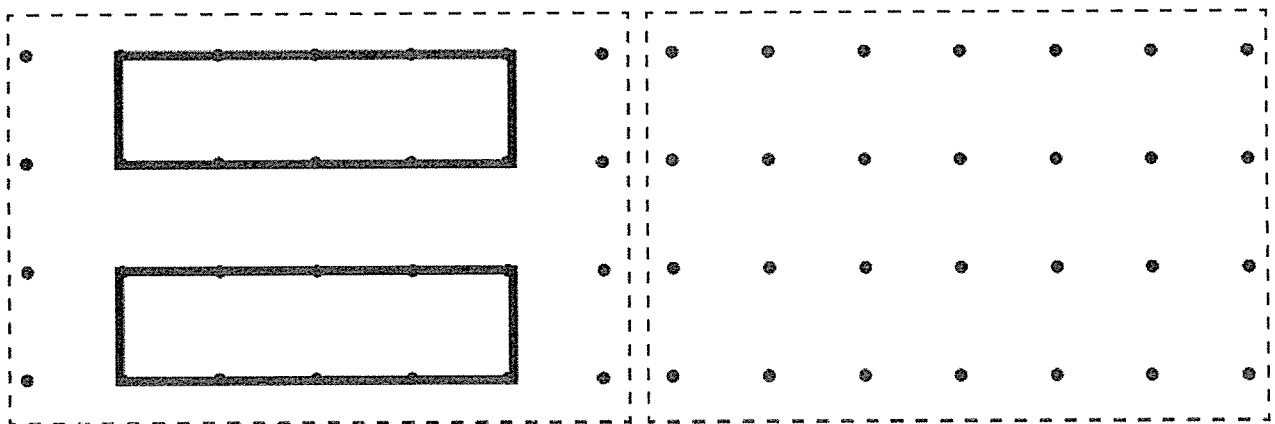
Draw this shape in the dotted area to show a **slide**:



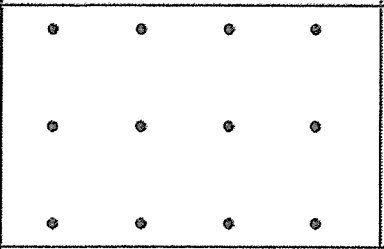
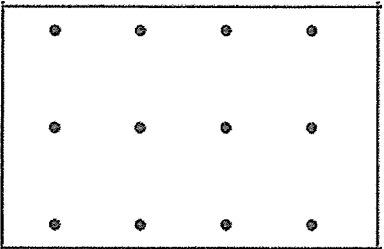
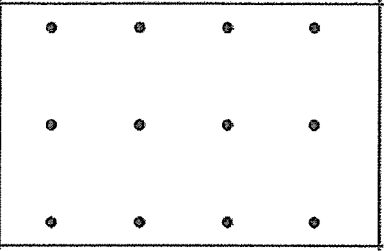
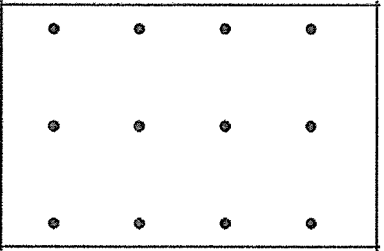
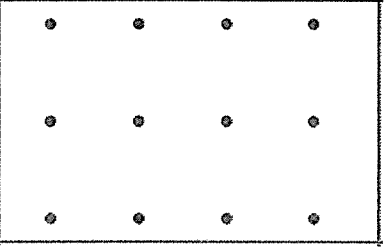
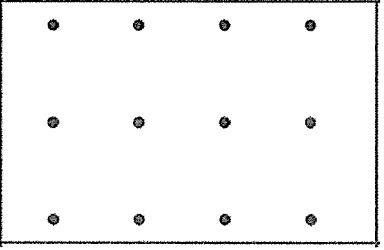
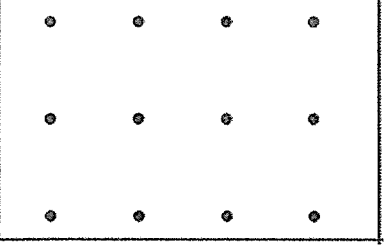
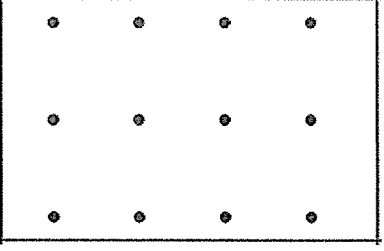
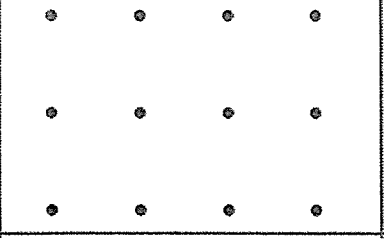
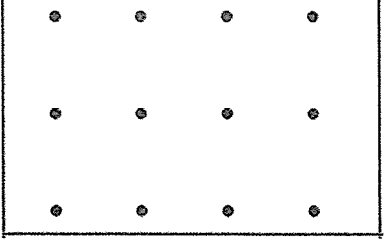
Draw this shape in the dotted area to show a **flip**:



Draw this shape in the dotted area to show a **quarter turn**:



Draw some simple shapes of your own and then draw is again, but after a flip, slide or quarter-turn.

Shape before	Shape after	What did you do (flip, slide or quarter-turn)?
		
		
		
		
		
		

♪ Music Stage 1 Term 3 Week 1 ♪

Hi everyone,

Welcome to the week's music lesson.

Below is a link to a silly song about having a loose tooth.

<https://www.youtube.com/embed/2Lm98IyRd1U>

Try and learn the song, keeping a steady beat and keeping count of the silences near the end of the song.

When you have learned the song try playing the rhythm which is given above the words when the song is repeated. Practice playing along on a percussion instrument of some sort e.g., two spoons hitting together.

If you listen carefully, you will hear some very young, enthusiastic children singing along.

Have fun 😊

