

NAME: \_\_\_\_\_



# Learning from Home

Unit: 5

Early Stage 1

Kindergarten



Term 3 Week 5 2021

# 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:

KW Marianne Galluzzo [marianne.galluzzo@det.nsw.edu.au](mailto:marianne.galluzzo@det.nsw.edu.au)

KK Kierly Wiggins [kierly.wiggins1@det.nsw.edu.au](mailto:kierly.wiggins1@det.nsw.edu.au)

## ENGLISH

- Story Box Library (username: tnps and password: tnps) [www.storyboxlibrary.com.au](http://www.storyboxlibrary.com.au)
- A Bad Case of Stripes by Sean Astin <http://www.viewpure.com/cKaQXmRvpvw?start=0&end=0>
- Alexander's Outing by Pamela Allen <http://www.viewpure.com/KgQq168OVvo?start=0&end=0>
- The Very Quiet Cricket by Eric Carle <http://www.viewpure.com/YdiGEjz5b0Q?start=0&end=0>
- Papa, Please Get the Moon for Me by Eric Carle <http://www.viewpure.com/sGqAw7UM6qo?start=0&end=0>
- The Very Cranky Bear by Nick Bland [http://www.viewpure.com/NB\\_AnDVjqu8?start=0&end=0](http://www.viewpure.com/NB_AnDVjqu8?start=0&end=0)
- King Pig by Nick Bland <http://www.viewpure.com/HMUy-6y4qMs?start=0&end=0>
- ABC Education- Rhyme Time Game <https://www.scootle.edu.au/ec/viewing/L7857/index.html>
- ABC Education- Mini Lesson; Syllables <https://education.abc.net.au/home-!/media/3564850/english-years-f-1-with-oliver-syllables>
- Storyline Online <https://www.storylineonline.net/> - videos featuring celebrated actors reading children's books alongside illustrations.

## MATHEMATICS

- <https://education.nsw.gov.au/campaigns/mathematics/everyday-maths> Fun, creative and practical activities to develop everyday Maths skills
- Mathletics <https://www.mathletics.com/au/>
- Ten Frame <https://www.coolmath4kids.com/manipulatives/ten-frame>
- Shape Patterns <https://www.coolmath4kids.com/manipulatives/pattern-blocks>
- ABCya 100 Snow Ball [https://www.abcya.com/games/one\\_hundred\\_snowballs](https://www.abcya.com/games/one_hundred_snowballs)
- 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

- 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.
- ABC Education- How Do You Know When Rain is Coming? <https://education.abc.net.au/home-!/media/30177/how-do-you-know-when-rain-is-coming->
- Suspended Egg Experiment <https://www.questacon.edu.au/outreach/programs/science-circus/videos/suspended-egg>

## CREATIVE ARTS

- Dance exploration <https://www.gonoodle.com/>

## 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>



## KK Class Catch Up and Check In Meetings ZOOM INFORMATION **WEEK 5 TERM 3 2021**

The Zoom meeting ID and passwords for this week are:

| Class | Zoom Meeting ID      |                      | Zoom Meeting Password |               |
|-------|----------------------|----------------------|-----------------------|---------------|
| KK    | Morning am           | Afternoon pm         | Morning am            | Afternoon pm  |
|       | <b>663 8177 1810</b> | <b>642 9575 1370</b> | <b>402212</b>         | <b>886325</b> |

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. 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. **The DoE user ID and DoE password will be the same as last week.**

**Monday 9 August, Tuesday 10 August, Wednesday 11 August, Thursday 12 August and Friday 13 August**

| 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      |

NSW Department of Education

### How students can access Zoom meetings in NSW public schools

#### Sign into Zoom with a desktop browser

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.

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!

# Week 5 Term 3 – Learning from Home

## Early Stage 1

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

**Two activities have been selected for feedback. These are highlighted on the timetable.**

|                  | Monday  | Tuesday   | Wednesday  | Thursday  | Friday  |
|------------------|---|---|--|---|---|
| <b>Morning</b>   | <b>English</b><br>Spelling/Phonics<br>Reading/Writing<br><b>9.30 Zoom KK and KW</b><br>Introduction of this week's sound. | <b>English</b><br>Spelling/Phonics<br>Reading/Writing<br><b>9.30 Zoom KK and KW</b><br>BINGO Game | <b>English</b><br>Spelling/Phonics<br>Reading/Writing<br><b>9.30 Zoom KK and KW</b>  | <b>English</b><br>Spelling/Phonics<br>Reading/Writing<br><b>9.30 Zoom KK and KW</b><br>News – | <b>English</b><br>Spelling/Phonics<br>Reading/Writing<br><b>9.30 Zoom KK and KW</b>                                 |
| <b>Break</b>     | Break   | Break   | Break  | Break   | Break   |
| <b>Middle</b>    | <b>Mathematics</b>  | <b>Mathematics</b>  | <b>Mathematics</b>   | <b>Mathematics</b>  | <b>Mathematics</b>  |
| <b>Break</b>     | Break   | Break   | Break  | Break   | Break   |
| <b>Afternoon</b> | <b>12.15 Zoom KK and KW</b><br><b>Science –</b><br><br><br><br><br><br><br><b>Science</b>                                 | <b>12.15 Zoom KK and KW</b><br><br><br><br><br><br><br><b>Art</b>                                 | <b>12.15 Zoom KK and KW</b><br><b>Sentence of the day sharing</b><br><b>Story and chat</b><br><br><br><br><br><br><b>Library</b> | <b>12.15 Zoom KK and KW</b><br><b>News –</b><br><br><br><br><br><br><b>PDHPE</b>              | <b>12.15 Zoom KK and KW</b><br><b>What was your favourite part of the week?</b><br><br><br><br><br><br><b>Music</b> |

**\*\*Use the word work ideas at the end of the booklet to practise sight words or any other words of your choosing. It is a fun way for students to consolidate their knowledge and understanding of the spelling of different words\*\***

## MONDAY -English

### Spelling

- Sound of the week “p, o, r, g” revision.
- Watch the following video to practice your sounds.  
<https://www.youtube.com/embed/yM3dMF-Bxuk>
- Make a list of words using the sound cards attached.
- Complete the initial sounds worksheet.

### Reading and Writing

- **Sentence of the Day – write a sentence about food.**
- Monday recount – today you need to write a recount about your weekend. This can be real or made up. Look at the recount information to remind you how to set out your writing.
- Watch the video of the story The Snow Wombat <https://www.youtube.com/watch?v=3sQ6oJ4664w>
- Follow the link to a short video clip of Wombats foraging in the snow, watch how the little wombat moves through the snow just like in today’s story! Can you move like a wombat?  
<https://www.youtube.com/watch?v=L7QHgVOsBWc>
- Make a wombat

## MONDAY - Mathematics

- Complete the colour by number 100s chart. Colour each number the correct colour to reveal the mystery picture.
- Watch the video and count along <https://youtu.be/GvTcpfSnOMQ>
- Complete the grouping and sharing worksheet.
- What other groups could you make with things from around the house? Eg. lego, toys, leaves etc.
- Go onto Mathletics and complete some of the assigned activities. (10-15mins)

## MONDAY – Science

- Complete the Science task on how we protect ourselves from different types of weather.
- Make a shelter for a teddy. The shelter needs to protect the teddy from rain, wind, and sun.



### Sound Card

Cut out the sounds and use them to make some different words. Write the words you create on the lined paper. You may like to add other letters to create new words.

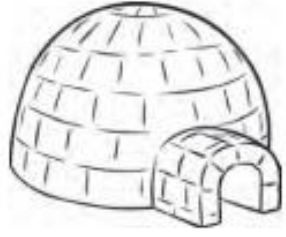



|   |   |
|---|---|
| p | o |
| r | g |
| p | o |
| r | g |





## Initial Sound Activity

1 Match each picture to its beginning sound.



6

f








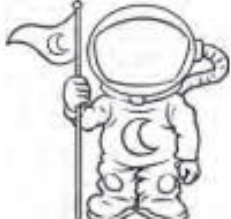

s

t

c

i

2 What sound does the word begin with? Write the letter.

|   |                      |   |                      |   |                      |
|---|----------------------|---|----------------------|---|----------------------|
|  | <input type="text"/> |  | <input type="text"/> |  | <input type="text"/> |
|  | <input type="text"/> |  | <input type="text"/> |  | <input type="text"/> |
|  | <input type="text"/> |  | <input type="text"/> |  | <input type="text"/> |



# SENTENCE OF THE DAY

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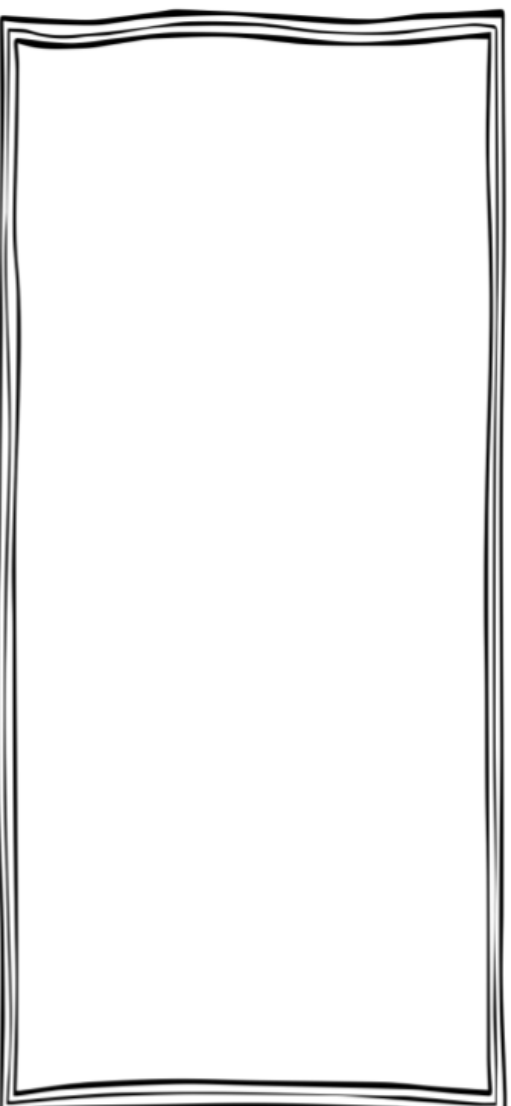
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☐

Capital letter

ABC

☐

End punctuation

.,?!

☐

Spaces between words


☐

Describing word



## Recount Writing

Write a recount about what you did on the weekend.

OR

Write a pretend recount about what you wish you could have done on the weekend.

Remember to use the following format when writing:

On the weekend \_\_\_\_\_

Then \_\_\_\_\_

Next \_\_\_\_\_

You may like to add a personal comment at the end of how you felt.

Complete this activity on the lined paper. There are 2 pages if you need more room to write.

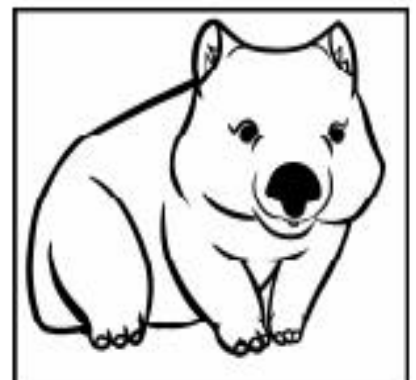
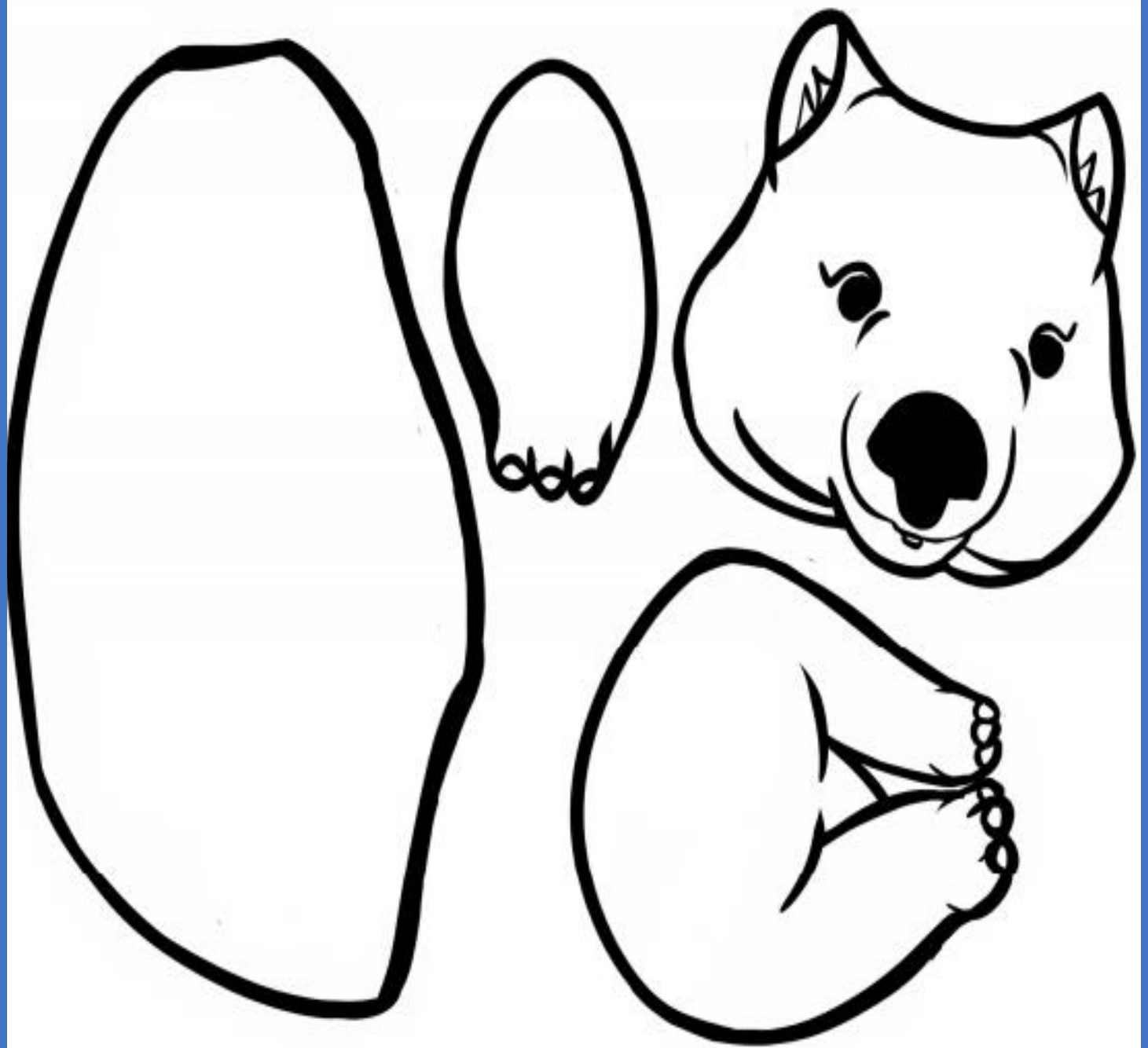
Editing Checklist:

- ☐ Capital letters
- ☐ Full stops
- ☐ Finger spaces
- ☐ It makes sense





Carefully colour in the wombat parts. Cut them out and glue them together to make your very own wombat. You will need a pair of scissors and some help from a family member.







## Hundreds Chart Mystery Picture

|           |           |           |           |           |           |           |           |           |            |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| <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> |

**Red:** 2, 9, 12, 14, 17, 19, 21, 22, 23, 28, 29, 30, 31, 40,  
41, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 63, 64,  
65, 66, 67, 68, 73, 74, 75, 76, 77, 78, 83, 84, 85, 86,  
87, 88, 92, 94, 97, 99

**Black:** 44, 48

**Blue:** 1, 3, 4, 5, 6, 7, 8, 10, 11, 13, 15, 16, 18, 20, 24, 25,  
26, 27, 32, 35, 36, 39, 42, 45, 46, 49, 61, 62, 69, 70,  
71, 72, 79, 80, 81, 82, 89, 90, 91, 93, 95, 96, 98, 100

Add a smile to the picture.



## Grouping and sharing – groups

**You will need:**



a partner



scissors



copy

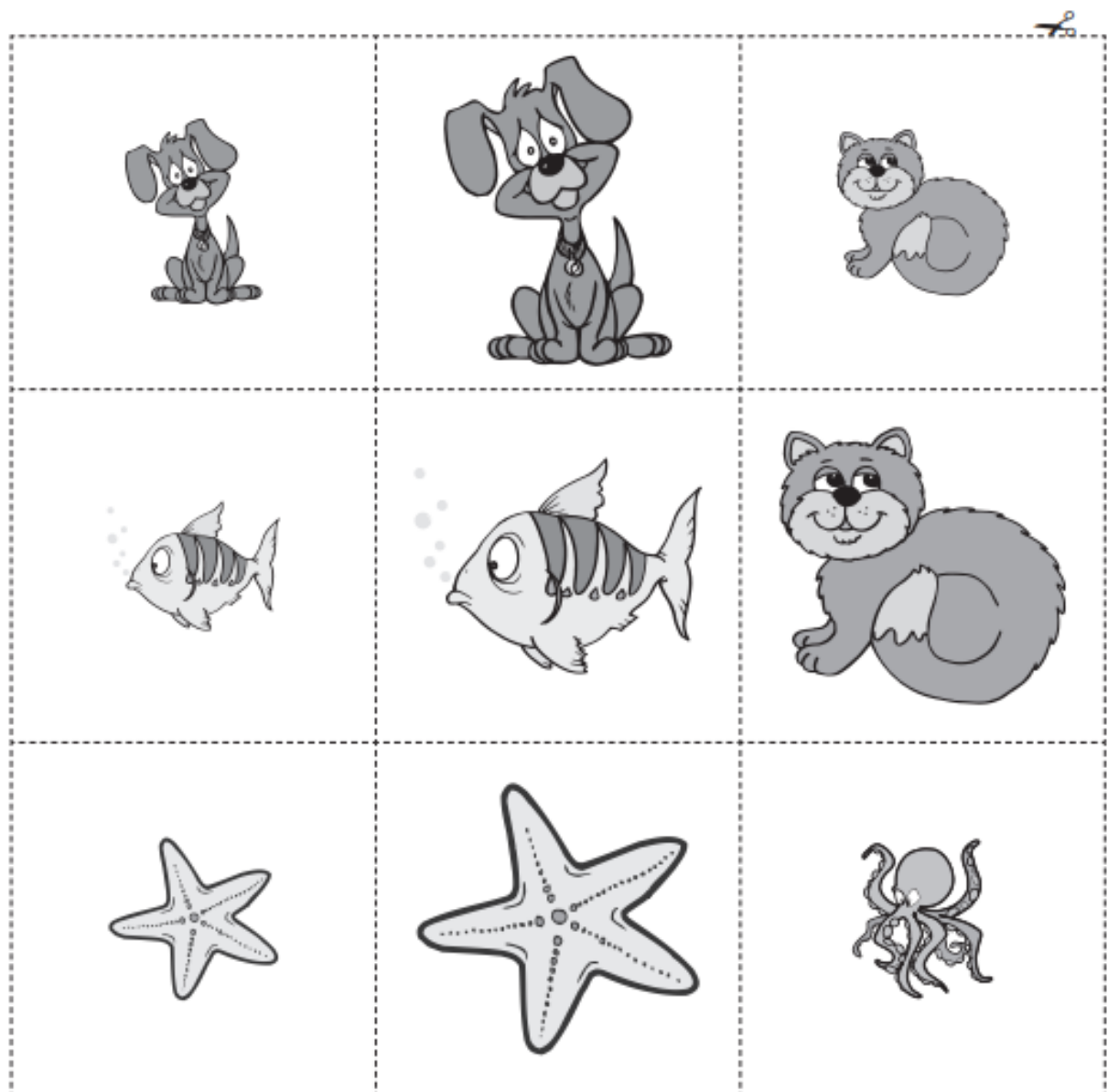
### **What to do:**

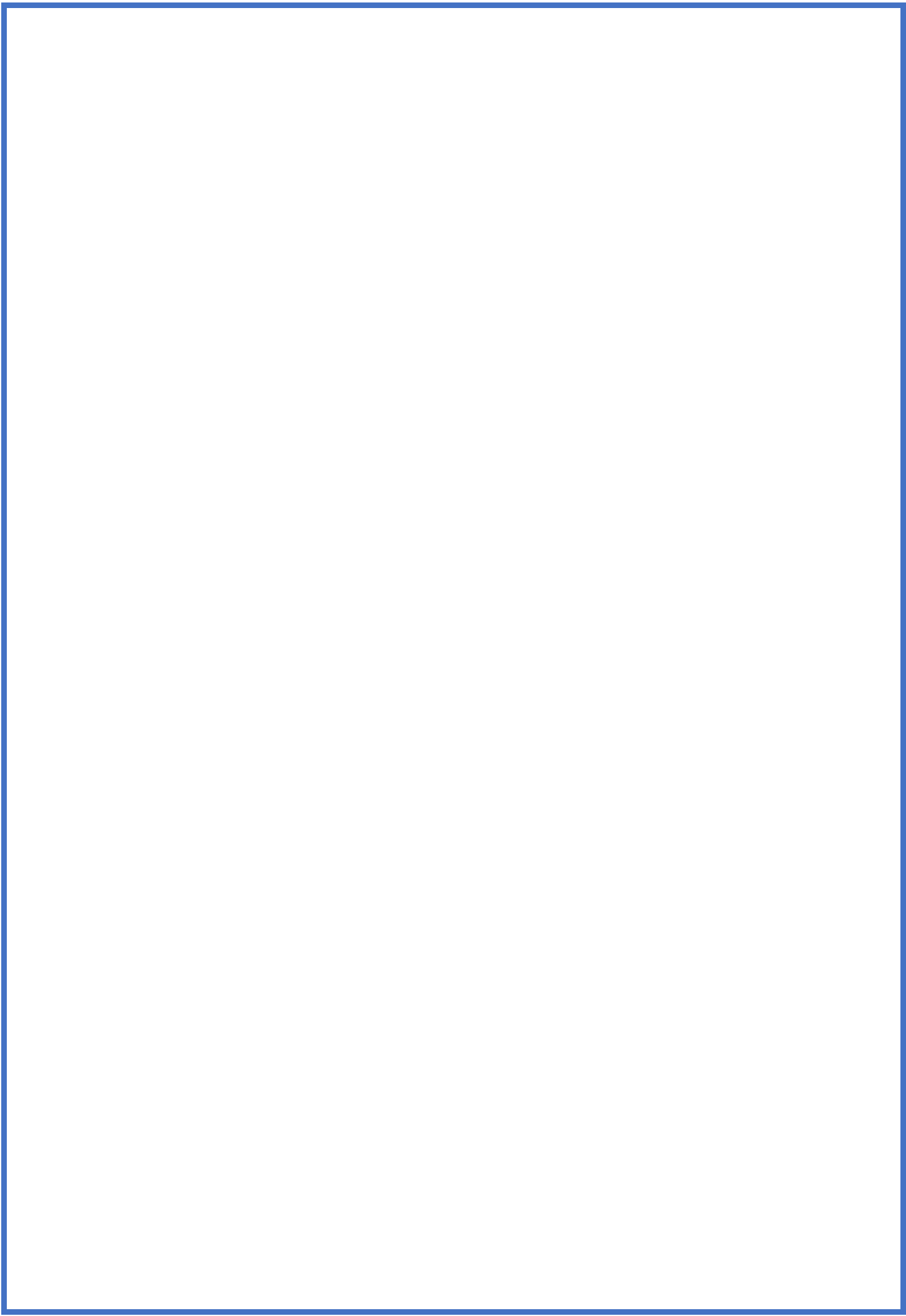
Cut out the animals below and sort them into groups.

Tell your partner how you sorted them.

Now sort them another way into different groups.

Tell your partner how you sorted them.





## How do we protect ourselves from the weather?



What weather are these people protected from?



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Investigate areas around your home or school that protect you from the Sun, rain, wind and cold. Draw a picture in the box below and write a sentence about your findings.**

**This is what I discovered:**

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**Optional: Design and build a shelter that will protect a teddy bear from the weather. Bring it along to tomorrow's Zoom session.**

You are going to design and make a shelter that will protect a teddy bear from the weather.

Circle what you will use to make your shelter.



Draw other things you will use.

Draw a plan for your teddy bear shelter.

- ☐ Protects from the Sun
- ☐ Protects from the rain
- ☐ Protects from the wind



## TUESDAY -English

### Spelling

- Sound of the week “p, o, r, g” revision.
- Watch the following video to practice your sounds.  
<https://www.youtube.com/embed/yM3dMF-Bxuk>
- Play the game BOGGLE using the letters in the grid. See how many different words you can make. You could even challenge a family member to see how many words they can make.
- Complete the ‘making words’ phonics worksheet.

### Reading and Writing

- **Sentence of the Day – write a sentence about winter.**
- Using the story from yesterday complete the How a wombat moves writing task.
- Make an ‘og’ flipbook using the template.
- Use the words from the ‘og’ flipbook in sentences on the lined paper.

## TUESDAY - Mathematics

- Complete the colour by number 100s chart. Colour each number the correct colour to reveal the mystery picture.
- Watch the video and count along <https://youtu.be/EemjeA2Djjw>
- Complete the drawing groups worksheet.
- Go onto Mathletics and complete some of the assigned activities. (10-15mins)

## TUESDAY – Art

- Complete the art activity from Mrs Plasto. You will need to go for a walk or collect things from your garden.



## BOGGLE

Use the letters below in any order to create words.

|   |   |   |   |
|---|---|---|---|
| s | o | r | t |
| g | p | a | f |
| i | n | m | d |

Write the words on the following lines:

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1 Complete each word. Match to its picture. o k ck t



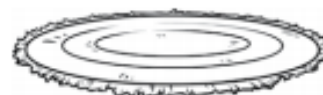
ma\_\_\_\_\_

so\_\_\_\_\_

\_\_\_\_\_ick



d\_\_\_\_\_g



2 Say the name of each picture. Colour its beginning, middle and ending sound. Write the word.


t
p
i
a
ck
n

n
k
e
a
t
p

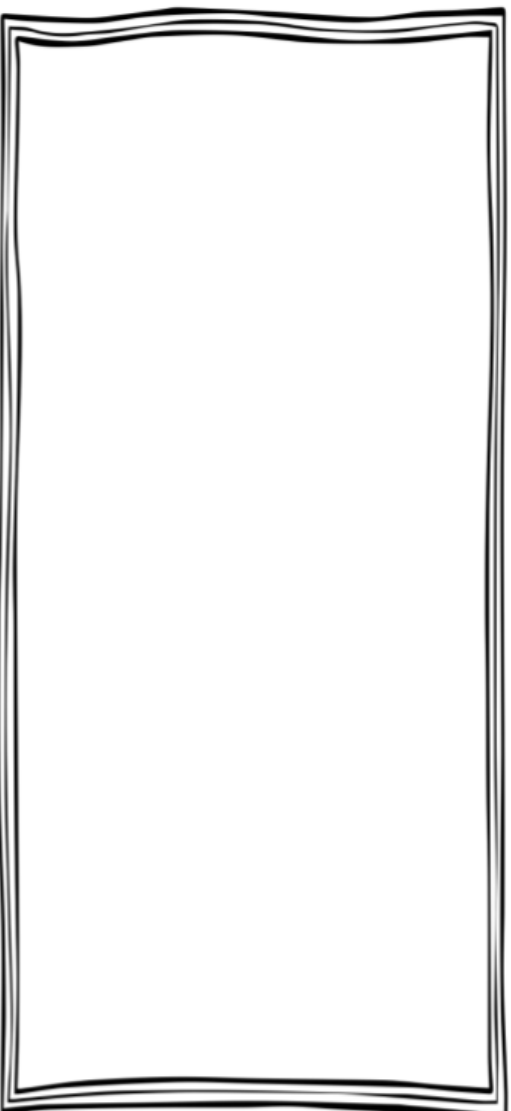
m
s
a
o
ck
c

# SENTENCE OF THE DAY

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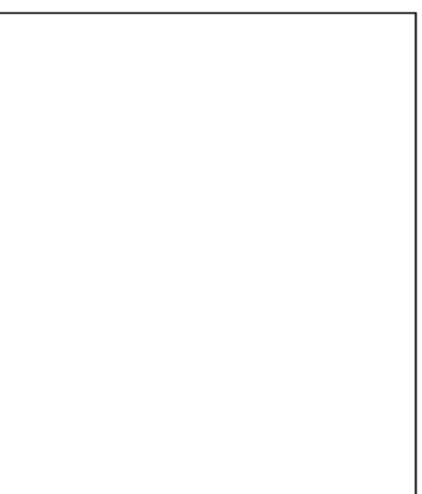
- ☐ Capital letter     **ABC**
- ☐ End punctuation     **! ?**
- ☐ Spaces between words     
- ☐ Describing word     

## How a Wombat Moves

Trace and finish the sentence about how a wombat can move. Then write it again on the line below. Draw a picture in the box to match your sentence.

The wombat can

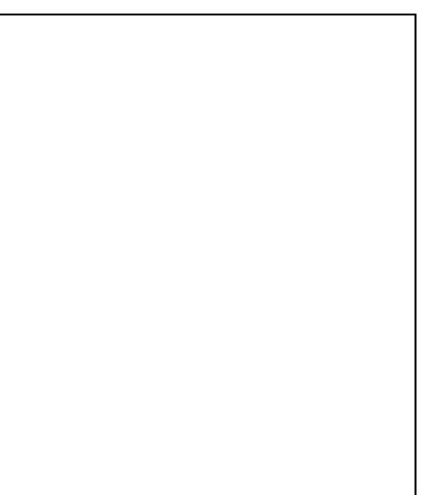
\_\_\_\_\_.



\_\_\_\_\_.

The wombat can

\_\_\_\_\_.



\_\_\_\_\_.

## Rhyming Words Flip Book



### Words that rhyme with og

Cut out each letter and glue on top of one another to create the book.  
The child should read each word out loud by flipping the letters in the book.





## Flip Book Sounds

|   |    |    |
|---|----|----|
| b | c  | d  |
| f | h  | j  |
| l | cl | sm |







## Hundreds Chart Mystery Picture

|           |           |           |           |           |           |           |           |           |            |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| <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> |

**Black:** 26, 27, 36, 37, 54, 55, 58, 59, 64, 65, 68, 69, 83, 89


**Green:** 81, 82, 84, 85, 86, 87, 88, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

**Blue:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 19, 20, 21, 22, 23, 30, 31, 32, 71

**Red:** 15, 16, 17, 18, 24, 25, 28, 29, 33, 34, 35, 38, 39, 40, 44, 45, 46, 47, 48, 49, 50, 56, 57, 60, 66, 67, 70, 72, 73, 74, 75, 76, 77, 78, 79, 80

Add eyes, antennae and a smile to the picture.

## Grouping and sharing – groups

- 1  Draw groups.

Put 3 cakes  
on each plate.



Put 2 flowers  
in each vase.



Give the monkey  
4 bananas.



Give each dog  
1 bone.



## Installation Art Lesson

Andy Goldsworthy is an English artist who uses the environment to create his artwork.



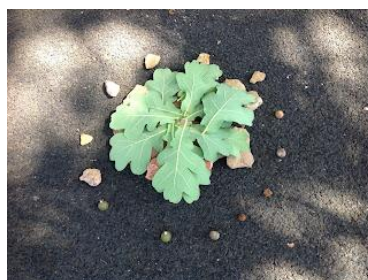
<https://www.youtube.com/watch?v=f6i5cxbm6ac>

To see more Andy Goldsworthy sculptures, click on this link

<https://www.pinterest.com.au/leeplas/andy-goldsworthy/>

When you go for a walk take a bag with you and begin to collect some things from the environment that are on the ground, leaves, stones, sticks, flowers etc. Bring them back home and create an Andy Goldsworthy inspired environmental sculpture. Remember Andy Goldsworthy uses repetition. Often his sculptures are in spirals.

Here are some environmental sculptures from things collected at school.



## WEDNESDAY -English

### Spelling

- Sound of the week “p, o, r, g” revision.
- Watch the following video to practice your sounds.  
<https://www.youtube.com/embed/yM3dMF-Bxuk>
- Play BINGO with ‘sound of the week’ words. Have this activity ready to go for our morning Zoom.
- Find a book you have at home and look through it. Can you find any words in it that begin with the sounds from this week? Write them down.
- Complete the ‘final sounds worksheet’.

### Reading and Writing

- **Sentence of the Day – write a sentence about the park.**
- Listen to the song <https://www.youtube.com/embed/lnAy8VUfA8g> and complete the question marks worksheet. We will be doing this activity together during the Zoom morning session.
- Complete the gratitude flower. Write or draw something that makes you happy on each petal of the flower. You can then colour it in. Make sure you don’t colour over any words.
- Complete the Fluency Zap activity.

## WEDNESDAY - Mathematics

- Complete the colour by number 100s chart. Colour each number the correct colour to reveal the mystery picture.
- Watch the video and count along  
[https://youtu.be/Ftati8iGQcs?list=PLM95cb\\_Szq3am4n6jJw127QbBIDivZglc](https://youtu.be/Ftati8iGQcs?list=PLM95cb_Szq3am4n6jJw127QbBIDivZglc)
- Create equal groups in the circles and write the matching number sentence.
- Go onto Mathletics and complete some of the assigned activities. (10-15mins)

## WEDNESDAY – Library and STEM

- Complete the Library activity from Mrs Burnes.
- Complete the Tornado in a Jar experiment.

## BINGO Card

|  |  |  |
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|  |  |  |

top  
mop  
fog  
rap  
tap  
map

got  
dot  
pot  
rot  
sap  
gap

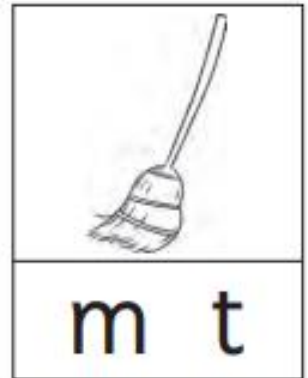
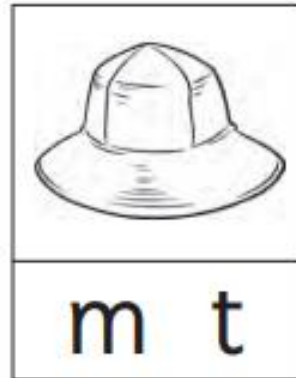
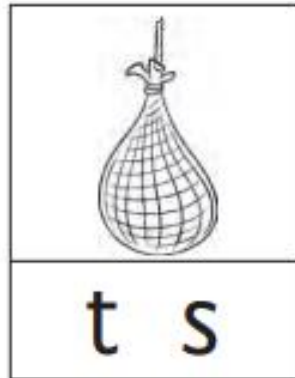
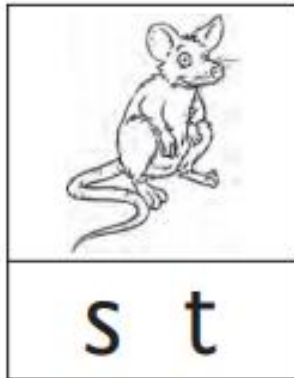
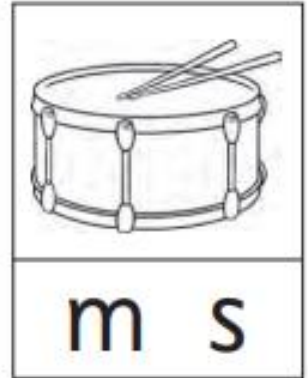
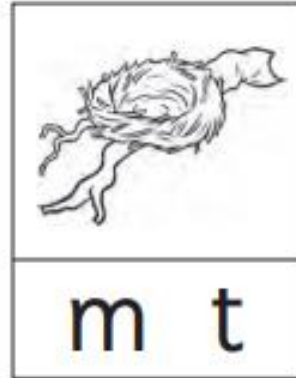
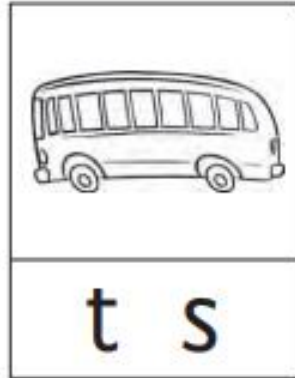
frog  
drip  
gram  
pram  
trap  
strap





## Final Sounds Worksheet

1 What sound do you hear at the end of the word?



2 Complete the word.



ca \_\_\_\_\_



I am Sa \_\_\_\_\_.

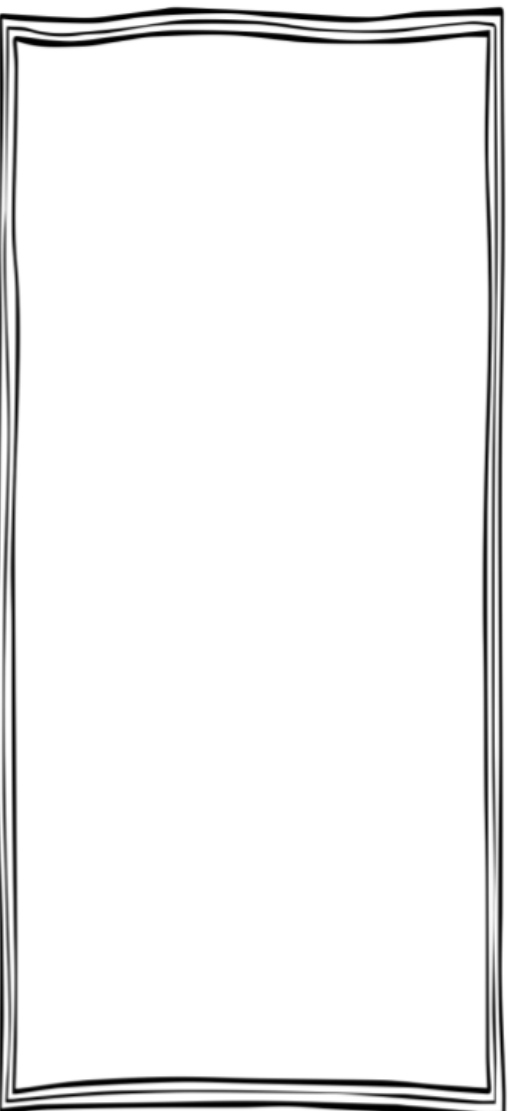


# SENTENCE OF THE DAY

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- ☐ Capital letter     **ABC**
- ☐ End punctuation     **! ?**
- ☐ Spaces between words     
- ☐ Describing word     **Wow** 



# Question Mark or Full Stop?



1. Put a question mark or a full stop in the box to finish off the sentence correctly.

a) Do you like fish



b) Can I play with you



c) Mum is cooking dinner



d) Is it raining



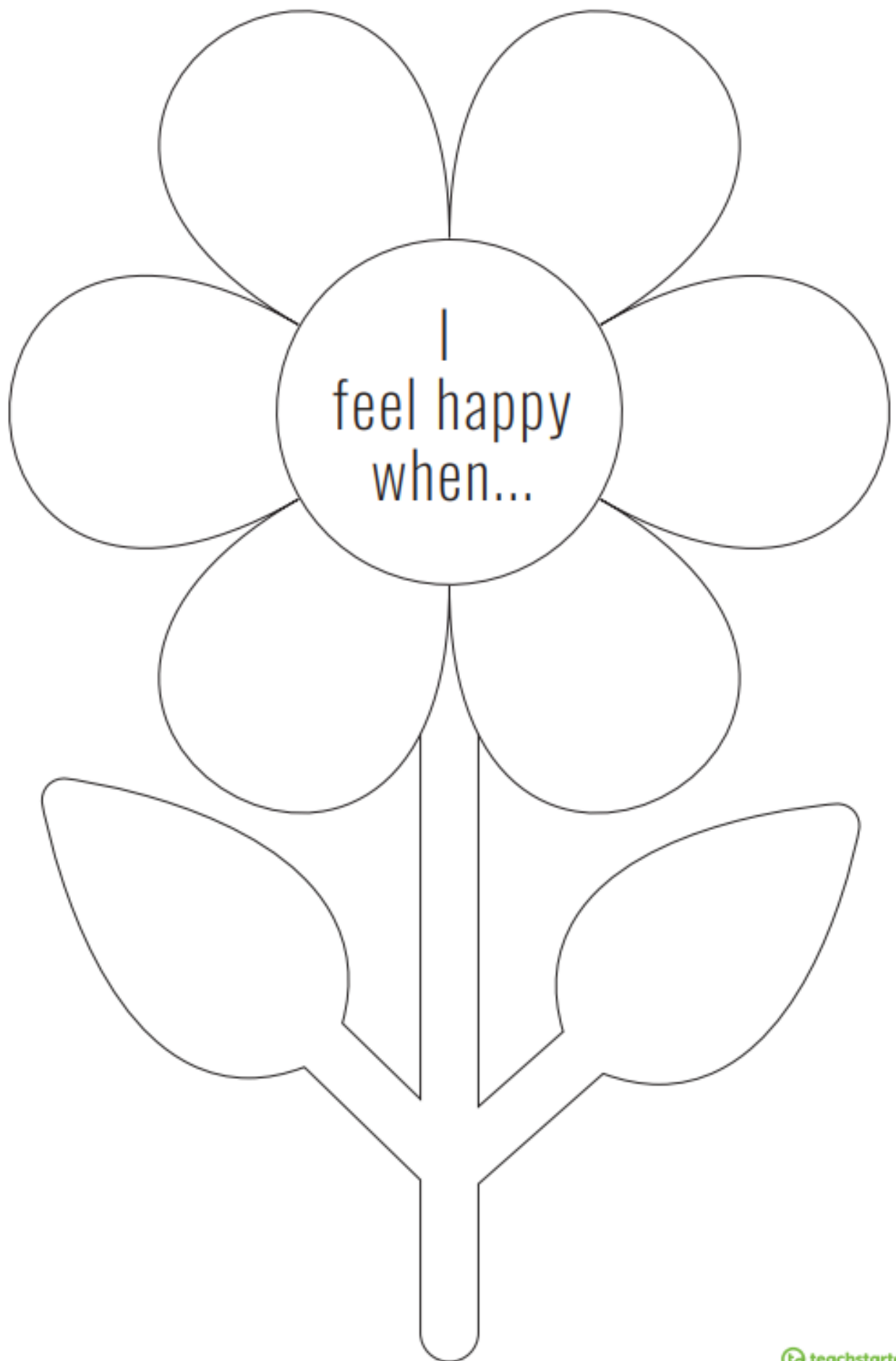
e) I like my hat



Practice writing question marks on the line below.

?


\_\_\_\_\_





## Fluency Zap!

How fast can you say each word? Have 3 goes and time yourself each time. See if you can get faster each go. You could even test a family member to see how fast they can do it?


# FLUENCY ZAP




  
cat



  
ham




  
map




/A/


































Record your time: ①                      ②                      ③

@theyoungeducator

## Hundreds Chart Mystery Picture

|           |           |           |           |           |           |           |           |           |            |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| <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> |

**Black:** 24, 27

**Blue:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 19, 20,  
21, 22, 25, 26, 29, 30, 31, 32, 39, 40, 41, 50, 51, 52,  
59, 60, 81, 90, 91, 92, 95, 96, 99, 100

**Green:** 33, 34, 35, 36, 37, 38, 42, 43, 44, 45, 46, 47,  
48, 49, 53, 54, 55, 56, 57, 58, 61, 62, 63, 64, 65,  
66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79,  
80, 82, 83, 84, 85, 86, 87, 88, 89, 93, 94, 97, 98

Add a smile to the picture.

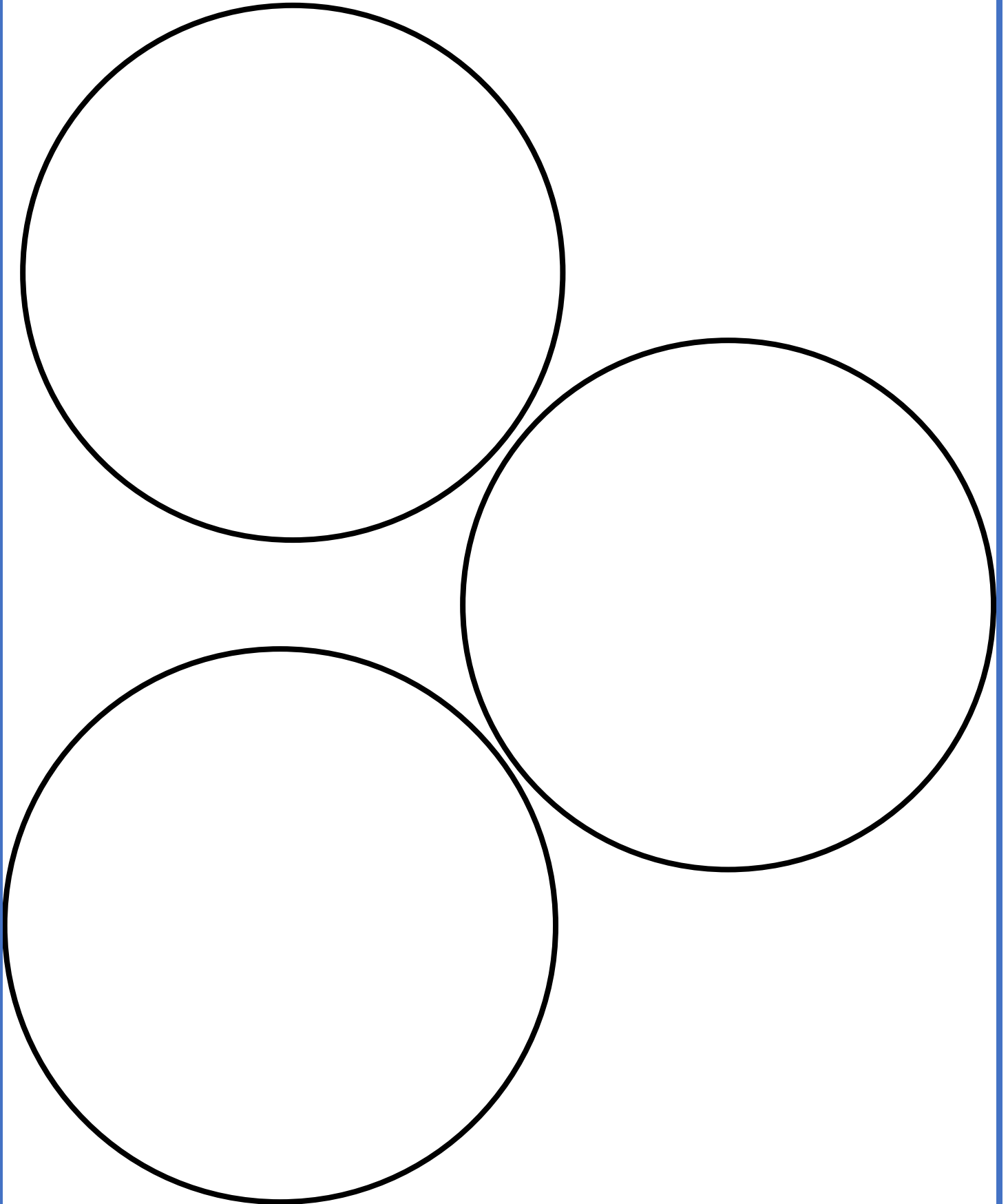
## Equal Groups

Create equal groups in the circles on the next page. Make it creative by drawing something of your choice in each circle e.g. flowers, apples, trees etc. Remember to make sure each group has the same amount.

For an extra challenge you may like to create your own equal groups of different amounts on some spare paper. see if you can write the number sentence to match.

I have \_\_\_\_\_ equal groups of 3.  
How many altogether? \_\_\_\_\_

---







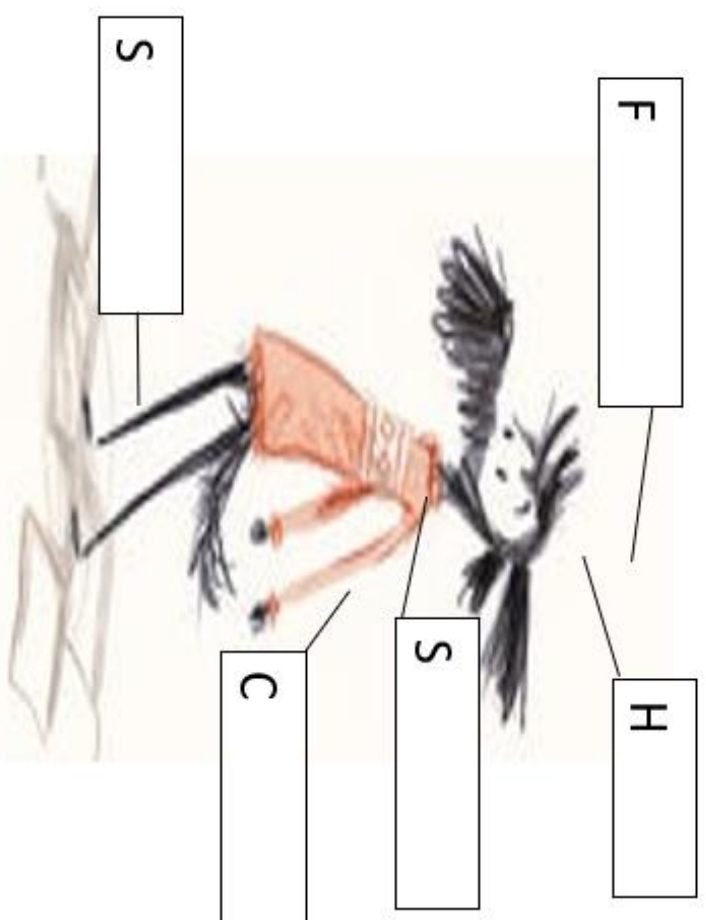
## LIBRARY

**Click on the link below to be taken to Story Box Library**

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

Log in (the top right corner) using the user name and password provided in SZapp. Click on My Playlists in the top right corner, then Library. Click on 'Norton and the Bear' by Gabriell Evans to listen to the story.

This is a Shortlisted book for the Picture Book of the Year for Book Week.



Draw on Norton's clothing and hat, then label each one.

Hat

Scarf

Cape

Socks

Flower



# Tornado in a Jar Experiment

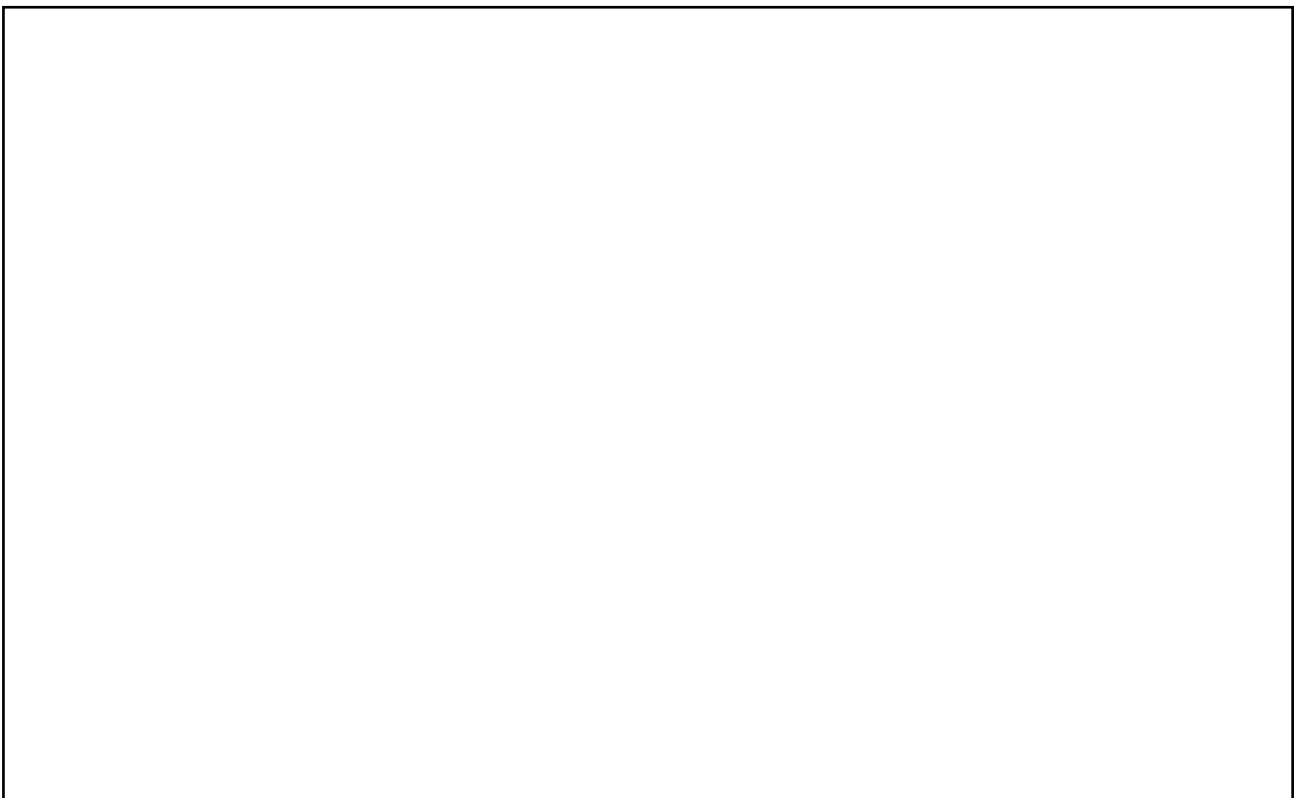
## Materials Needed

- Mason Jar
- 3 cups of tap water
- 1 teaspoon of dish soap
- 1 teaspoon vinegar
- Glitter or other small objects {optional}

## Steps:

1. Fill the mason jar with water – making sure to leave a few cms of space at the top.
2. Pour in the dish soap and vinegar and closed the lid.  
**NOTE:** give the cap a double check just to make sure that the tornado won't get free and make a big mess.
3. Holding one hand on top and one below, swirl the jar for about 5 seconds and then set it down on the table to watch the tornado do its thing. So simple and easy.

Draw a picture of your experiment:



## THURSDAY -English

### Spelling

- Sound of the week “p, o, r, g” revision.
- Watch the following video to practice your sounds.  
<https://www.youtube.com/embed/yM3dMF-Bxuk>
- Complete the ‘fill in the missing sounds’ activity.
- As an extra challenge use the words from the activity in sentences.
- Sound scavenger hunt - write a list of all the things you can find around the house that have the sounds of the week in them.

### Reading and Writing

- **Sentence of the Day – write a sentence about a party.**
- Watch the video of The very hungry caterpillar by Eric Carle  
<https://www.youtube.com/watch?v=75NQK-Sm1YY>
- Complete the sequencing activity.
- Have a go at the find-a-word.

## THURSDAY - Mathematics

- Complete the colour by number 100s chart. Colour each number the correct colour to reveal the mystery picture.
- Watch Volume and capacity video <https://youtu.be/XvLL27VqFbo>
- Complete the volume and capacity worksheet

## THURSDAY – PDHPE

- Complete the PDHPE activity from Mrs Deck.

CARD 7



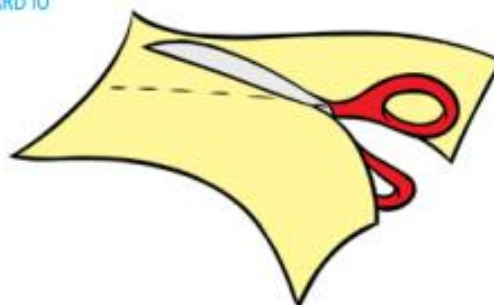
CARD 8



CARD 9



CARD 10



CARD 11



CARD 12



CARD 73



CARD 74



CARD 75



CARD 76



CARD 77



CARD 78





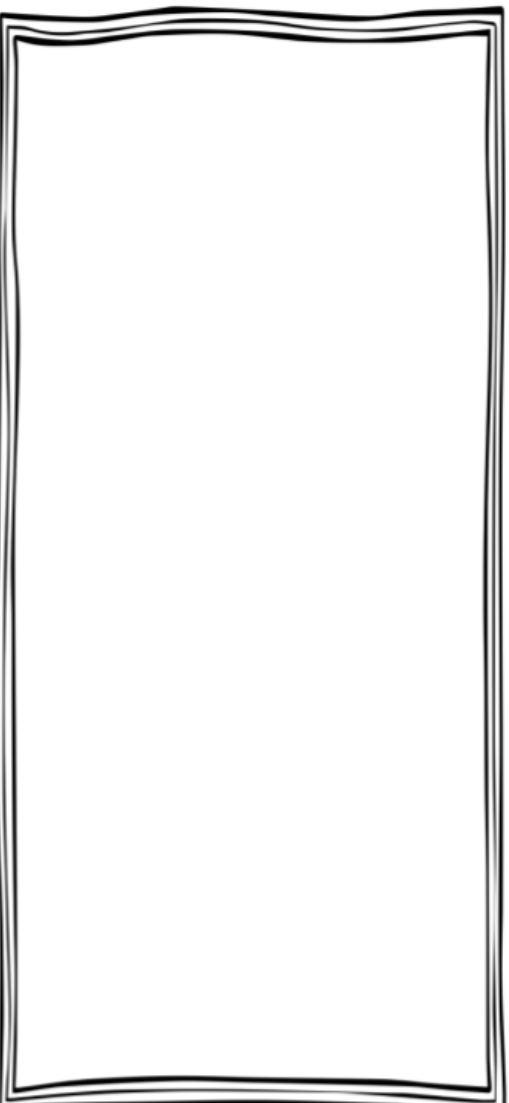




# SENTENCE OF THE DAY

-----

-----

☐

Capital letter

ABC

☐

End punctuation

. ? !

☐

Spaces between words

☐

Describing word





Match the story cards to  
the correct day of the week.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



## Watch The Very Hungry Caterpillar by Eric Carle.

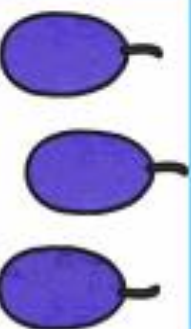


<https://www.youtube.com/watch?v=75NQK-Sm1YY>

Carefully match up the story cards to the correct day of the week.



He ate through a whole apple but was still hungry.



He ate three plums but he was still hungry.



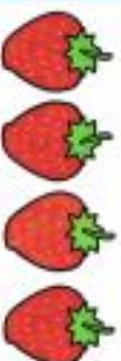
He ate five oranges but he was still hungry.



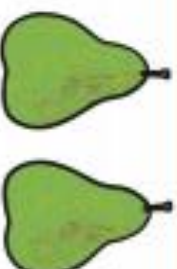
The hungry caterpillar went looking for food.



He ate a leaf and felt much better and he wasn't hungry any more. That night he built himself a cocoon and fell asleep for 2 weeks.



He ate four strawberries but he was still hungry.



He ate through two pears but he was still hungry.



He ate one piece of chocolate cake, one ice cream, one pickle, one slice of Swiss cheese, one lollipop, one piece of cherry pie, one sausage, one cupcake and one slice of melon.



Have a go at the find-a-word

## The Very Hungry Caterpillar Wordsearch



APPLE  
COCOON  
EGG

HUNGRY  
LEAF  
MOON

Write a sentence for one of the words:

---


## Hundreds Chart Mystery Picture

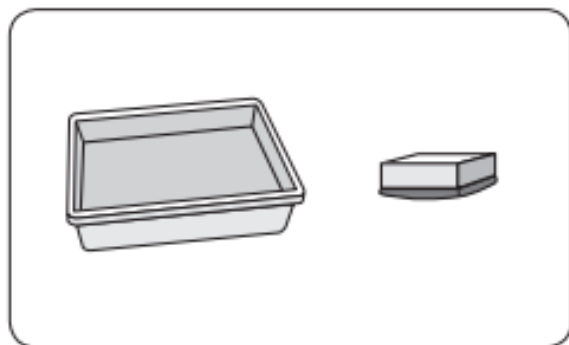
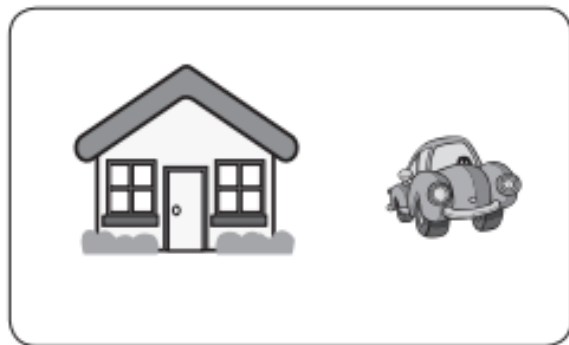
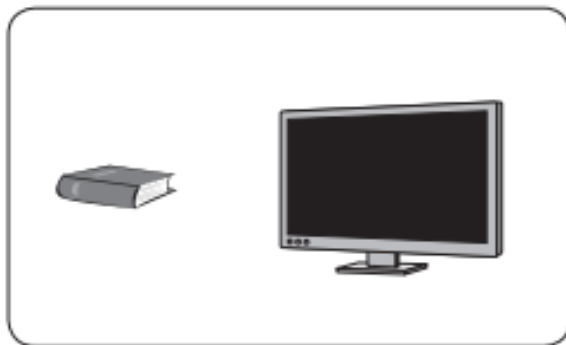
|           |           |           |           |           |           |           |           |           |            |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| <b>1</b>  | <b>2</b>  | <b>3</b>  | <b>4</b>  | <b>5</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> |


**Black:** 34, 37, 63, 68, 74, 75, 76, 77

**Yellow:** 4, 5, 6, 7, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25,  
26, 27, 28, 29, 31, 32, 33, 35, 36, 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, 64, 65, 66, 67, 69, 70,  
72, 73, 78, 79, 83, 84, 85, 86, 87, 88, 94, 95, 96,  
97

## Volume and capacity – volume

- 1  Look at the objects. Loop the one that takes up more space.



- 2  Draw something that

takes up **more** space than this



takes up **less** space than this




takes up **about the same**  
space as this

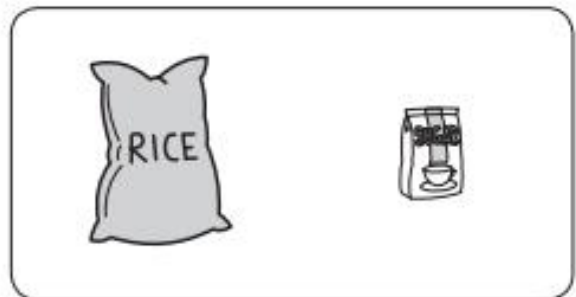
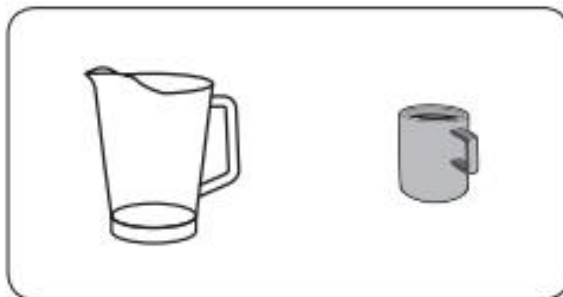
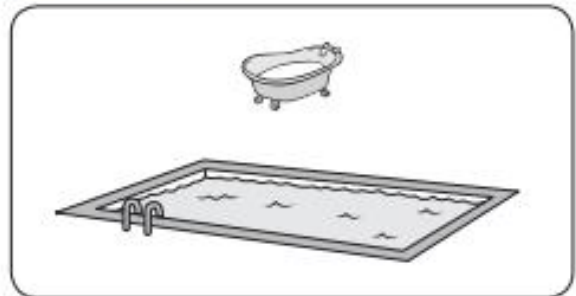
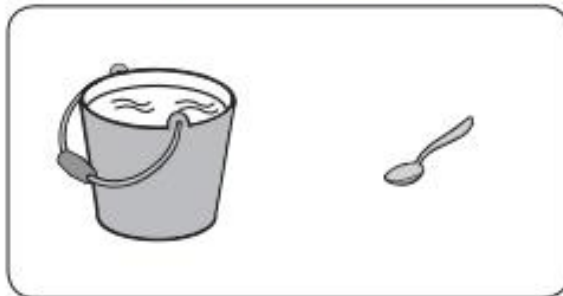






## Volume and capacity – capacity

When we measure **capacity** we are measuring how much a container can **hold**.

- 1  Loop the container you think holds the most.



- 2   Look around your classroom. Find and draw a container that

can hold a **lot**

can hold a **little bit**

can hold **more than** a pencil pot but **less than** your school bag

## Lesson 5 - Safe Places to Play

Being active and playing outdoors is really important. There are many benefits from playing outside and these include improved motor skills, mood, muscular strength, immune systems and it develops an appreciation for nature and independence.

### **What makes a place safe to play?**






Safe places to play have the following safety features

- fences
- closed gates
- clear separation from cars
- no broken equipment or damaged fences or gates
- paved pathways for riding
- riding in shady areas and away from water
- an adult should always be there to supervise



**Activity 1 - In the box below draw a picture of your favourite place to ride and play.**

Activity 2 – Look at the following pictures and decide whether they are safe places to play.

|   |   |
|---|---|
|  <p>Sports ground</p>  | <p>Is it a safe place to play?</p> <p>Circle your answer</p> <p>Yes      or      No</p> |
|  <p>Park bike path</p> | <p>Is it a safe place to play?</p> <p>Circle your answer</p> <p>Yes      or      No</p> |
|  <p>Playground</p>   | <p>Is it a safe place to play?</p> <p>Circle your answer</p> <p>Yes      or      No</p> |
|  <p>Shared path</p>  | <p>Is it a safe place to play?</p> <p>Circle your answer</p> <p>Yes      or      No</p> |
|  <p>Backyard</p>     | <p>Is it a safe place to play?</p> <p>Circle your answer</p> <p>Yes      or      No</p> |



### **Activity 3 – PE Activity – Are you ready to have some fun!!**






Click on the you tube video below of Mrs Deck doing an Olympic themed workout.

[https://youtu.be/Y2BkjMa\\_o-Q](https://youtu.be/Y2BkjMa_o-Q)

Put on your gym shoes, grab a drink bottle, and find a safe space to exercise.

We are going to pretend we are going to the Olympics look at the table below to see the exercises.

Complete each exercise for 30 seconds then do 30 seconds of active recovery. Each round takes 5 mins. Complete as many rounds as you like. Recommendation 2-3 rounds. Don't forget to warm-up and cool-down afterwards.

| Olympic Exercises   | Format  |
|---|---|
|    | <b>High Knees for 30 seconds and then 30 Seconds Active Recovery of your choice</b><br>Choose from the list of exercises below for active recovery <ul style="list-style-type: none"> <li>• Skipping</li> <li>• Jogging</li> <li>• Star jumps</li> <li>• Broad jumps</li> <li>• Lateral slides</li> </ul>                       |
|   | <b>Galloping for 30 seconds and then 30 Seconds Active Recovery of your choice</b><br>Choose from the list of exercises below for active recovery <ul style="list-style-type: none"> <li>• Skipping</li> <li>• Jogging</li> <li>• Star jumps</li> <li>• Broad jumps</li> <li>• Lateral slides</li> </ul>                        |
|  | <b>Box Left and Right and Squat x 2 for 30 seconds and then 30 Seconds Active Recovery of your choice</b><br>Choose from the list of exercises below for active recovery <ul style="list-style-type: none"> <li>• Skipping</li> <li>• Jogging</li> <li>• Star jumps</li> <li>• Broad jumps</li> <li>• Lateral slides</li> </ul> |
|  | <b>Ab cycles for 30 seconds and then 30 Seconds Active Recovery of your choice</b><br>Choose from the list of exercises below for active recovery <ul style="list-style-type: none"> <li>• Skipping</li> <li>• Jogging</li> <li>• Star jumps</li> <li>• Broad jumps</li> <li>• Lateral slides</li> </ul>                        |
|  | <b>Power Skaters for 30 seconds and then 30 Seconds Active Recovery of your choice</b><br>Choose from the list of exercises below for active recovery <ul style="list-style-type: none"> <li>• Skipping</li> <li>• Jogging</li> <li>• Star jumps</li> <li>• Broad jumps</li> <li>• Lateral slides</li> </ul>                    |

## FRIDAY -English

### Spelling

- Sound of the week “p, o, r, g” revision.
- Watch the following video to practice your sounds.  
<https://www.youtube.com/embed/yM3dMF-Bxuk>
- Write as many words as you can using the sounds for this week on a sheet of paper. Make it colourful by using lots of different colours when writing the words.
- Complete the dabbing rhyming words activity

### Reading and Writing

- **Sentence of the Day – write a sentence about the zoo.**
- Read “Who sank the boat?” by Pamela Allen and complete the questions.  
[https://www.youtube.com/watch?v=C\\_cYb9RHKUQ](https://www.youtube.com/watch?v=C_cYb9RHKUQ)

## FRIDAY - Mathematics

- Complete the colour by number 100s chart. Colour each number the correct colour to reveal the mystery picture.
- Complete the Exploring Volume and Capacity activity.

## FRIDAY – Music and STEM

- Complete the music activity from Mr Cronin.
- Have a go at making your own Oobleck!



Name \_\_\_\_\_

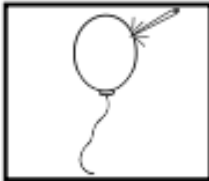
# Dabbing Rhyming Words



Dab the letters to make a word to match the picture.  
Cross out the letters not in the word. Write the word.



c h a o t p



p g a o p u



m h i o e p



w t r o f p



Choose 2 words and put them in a sentence.  
Draw a picture about your sentences on the back.



1 My word is \_\_\_\_\_

2 My word is \_\_\_\_\_

# SENTENCE OF THE DAY

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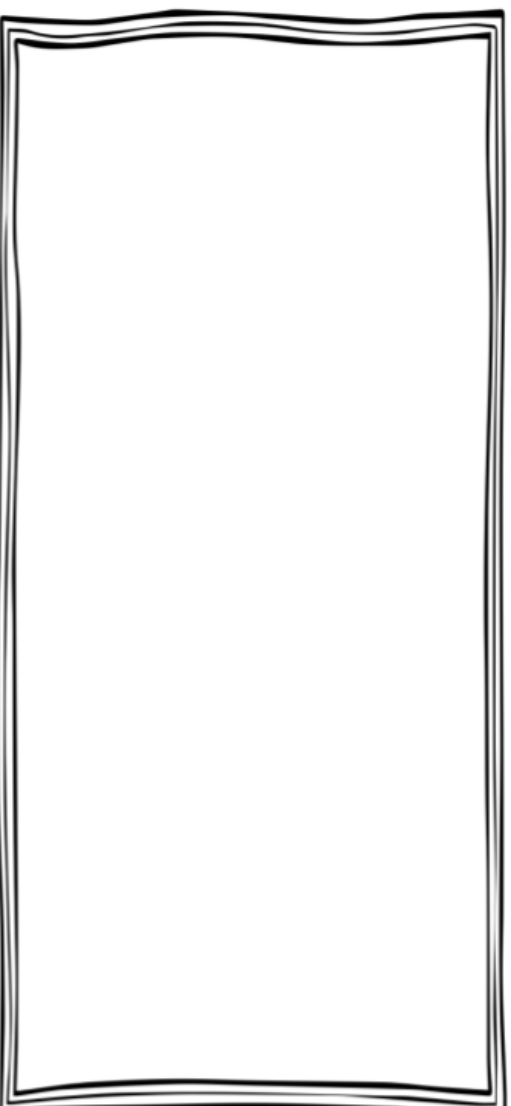
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☐

Capital letter

ABC

☐

End punctuation

.,?!

☐

Spaces between words


☐

Describing word



Read the story 'Who Sank The Boat?' by

Pamela Allen

[https://www.youtube.com/watch?v=C\\_cyb9RHKUQ](https://www.youtube.com/watch?v=C_cyb9RHKUQ)



Carefully answer the questions.

### CHARACTERS

Who are the characters in the story? Match the names to the pictures.

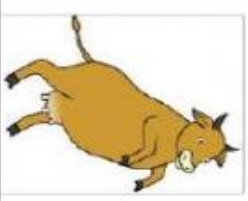
DONKEY

MOUSE

PIG

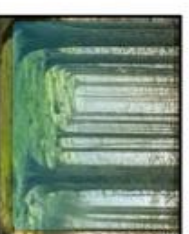
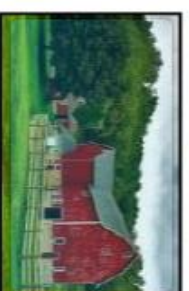
COW

SHEEP



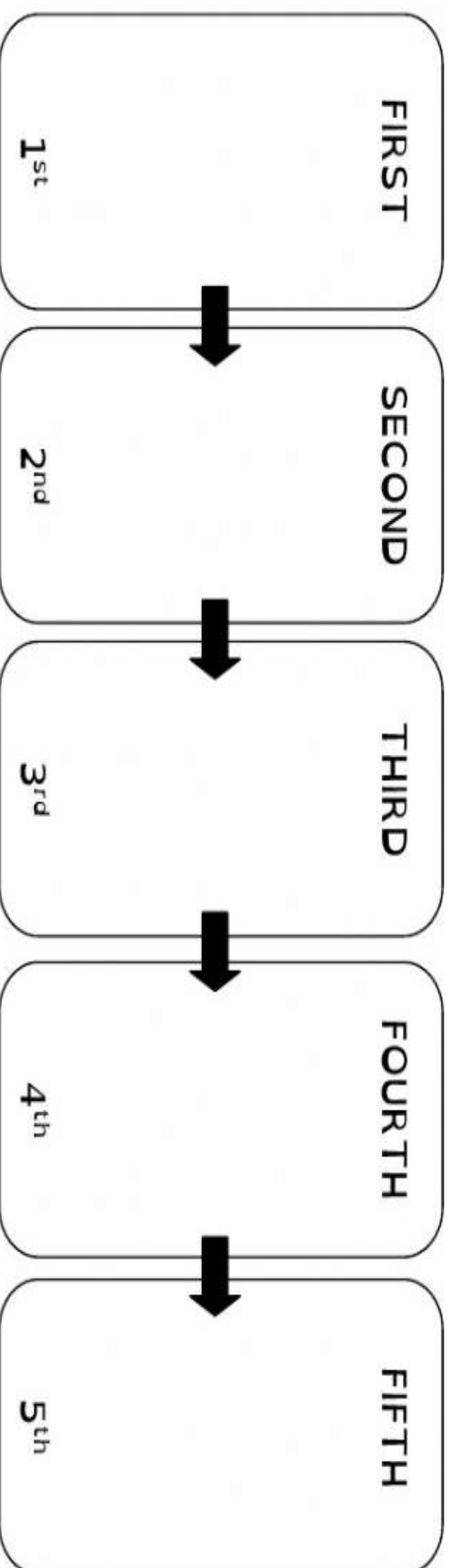
### SETTING

Where does the story take place?



## STORY SEQUENCING

Put the animals in order of who went in the boat from 1<sup>st</sup> to 5<sup>th</sup>.



THINKING TIME

WHO SANK THE BOAT?

Write the name of the animal that sank the boat

DONKEY

MOUSE

PIG

COW

SHEEP

The animal who sank the boat was the ...



## Hundreds Chart Mystery Picture

|           |           |           |           |           |           |           |           |           |            |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| <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> |

**Brown:** 75, 76, 85, 86, 95, 96

**Red:** 14, 18, 33, 37, 56

**Green:** 3, 4, 5, 6, 7, 8, 12, 13, 15, 16, 17, 19, 21, 22, 23,  
24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 35, 36, 38, 39,  
40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 52, 53,  
54, 55, 57, 58, 59, 63, 64, 65, 66, 67, 68

## Exploring Volume and Capacity

### Supplies Needed

- Plastic 1 or 2 Cup Measuring Container
- Plastic Jug of Water
- Funnel
- Food Coloring
- Variety of Containers in Different Sizes and Shapes
- Tray and Paper Towels (To Catch Spills)

### Set Up

Fill a plastic jug with enough water the kids can manage pouring. We refilled our pitcher once. Add food coloring as desired. Adding a bit of color is fun for kids, and it helps them to see the volume of water in each container better. Place a variety of containers on a tray or table or outside.

You can also set out a funnel to use with the water bottles. Water bottles, food storage containers, party cups, or any sort of clear container works great for this activity.



Experiment with each container by filling it up in different ways. See which container holds the most and the least amount of liquid.

If you have used some larger containers, you can extend the activity by seeing how many more cups will fit into each of the containers. Even if a container overflows, it is a great opportunity to show what happens when the volume of water is greater than the volume of the container!





Let's begin today with a song. Join in and sing I like the flowers with Mr and Mrs Cronin:

<https://youtu.be/tllwmW3OZtY>



Did you know that this is the time that farmers are planting seeds ready to grow food in the spring?

Here's a song all about how this used to be done in the olden days, before we had big machines to do all the work.

[https://www.youtube.com/watch?v=SZq3m0cZ\\_bk&t=42s](https://www.youtube.com/watch?v=SZq3m0cZ_bk&t=42s)



Here's another version with some children doing actions and playing a game.

See if you can sing along.

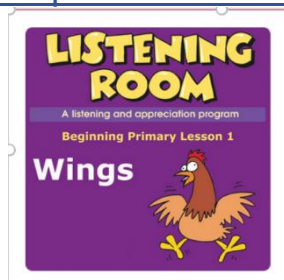
<https://www.youtube.com/embed/yI4iQNpGP04>



## Listening:

Click on the link then scroll down and click the green play button. Have fun listening and moving to the music.

<https://www.bushfirepress.com.au/kidslisten/s01e01/>



## Waltz of the Flowers Playalong

Watch this clip and make a sound each time the bee lands on a flower.

You can make sounds with your body or with objects from home.

<https://www.youtube.com/embed/bOXFrqB083A>



For a challenge make a different sound for different coloured flowers.

Have Fun 😊

## Make your own Oobleck!

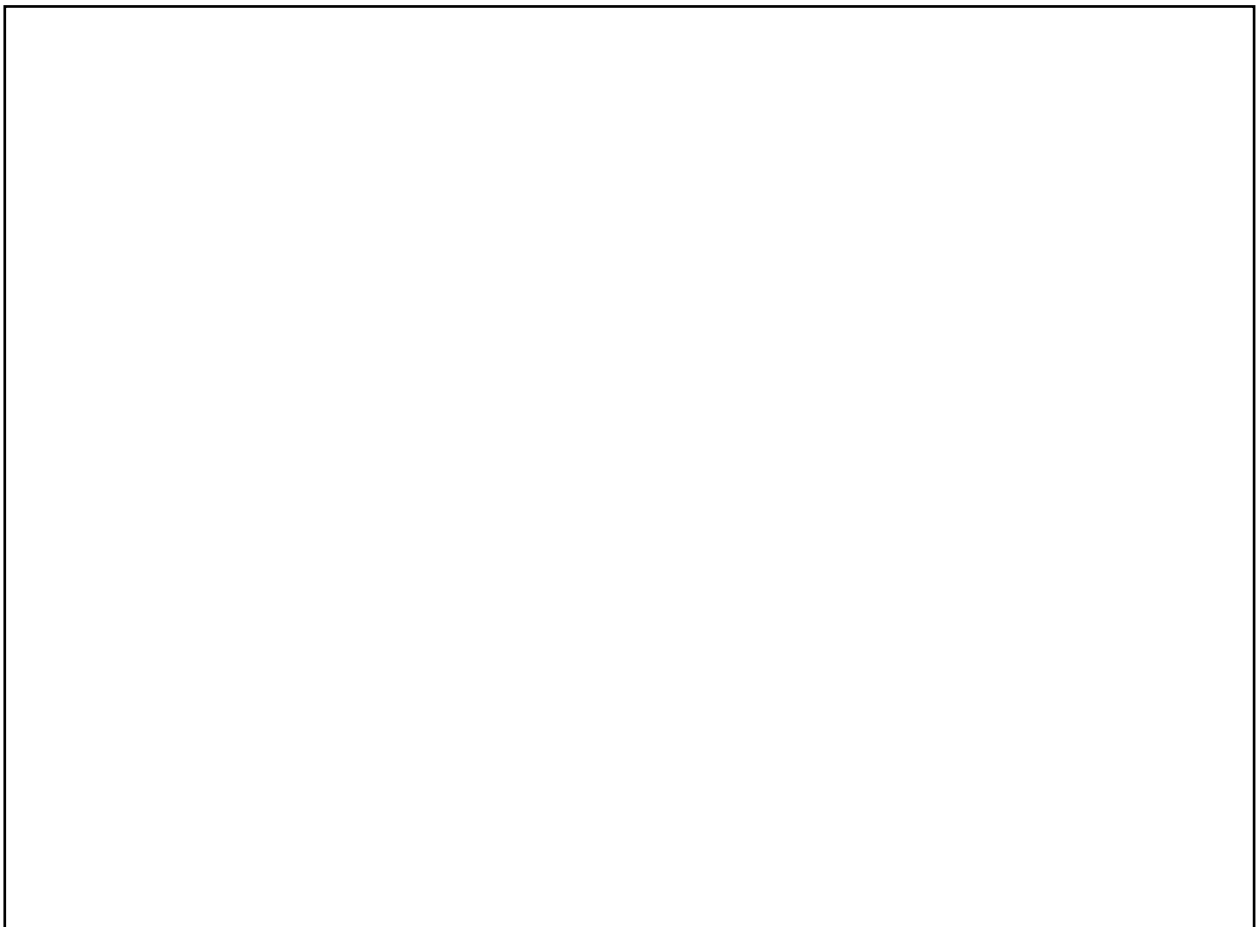
What you will need:

- 2 cups of corn starch
- 1 cup of water
- Food colouring (optional)
- Bowl

Method:

1. Mix the corn starch and water together in a bowl.
2. Add a few drops of food colouring.
3. Mix it together with your hands observe what happens to the mixture.
4. What happens if you rest your hand on top?

Draw a picture of your experiment.



# WORD WORK IDEAS

|   |  |   |  |
|---|--|---|--|
| <b>BLOCK WORDS</b><br>Write or stick letters onto blocks, then use them to build your words.                              | <b>FANCY WRITING</b><br>Write your words in fancy writing e.g. twirly writing, bubble writing, dotted, squiggle writing.       | <b>BEAD WORDS</b><br>Write letters on beads and then thread your words onto string or pipe cleaners.                                    | <b>SENSORY WRITING</b><br>Write your words in a tray of rice, sand, salt or sugar.   |
| <b>ALPHABETICAL ORDER</b><br>Write your words in alphabetical order. Challenge- write them in reverse alphabetical order. | <b>DOT PAINT WORDS</b><br>Use a cotton bud or a paint brush to write your words by dotting each letter.                        | <b>LETTER COLLAGE</b><br>Cut out letters from newspapers and magazines and create your words.   | <b>TRAIN TRACKS</b><br>Write your words on stickers and place on your train set. Say the words as the train rolls over them. |
| <b>MAGNETIC LETTERS</b><br>Make your words with magnetic letters.   | <b>PLAYDOUGH</b><br>Make your words with playdough.  | <b>LEGO WORDS</b><br>Make your words using pieces of lego to build each letter.   | <b>CHALK TALK</b><br>Write your words with chalk on an outside area or chalkboard.   |
| <b>SECRET CODE</b><br>Create a code with pictures for each letter of the alphabet. Write your words in that code.         | <b>WRITING TOOLS</b><br>Use as many different writing tools as you can to write your words e.g. pencil, crayon, texta, marker. | <b>RAINBOW WRITE</b><br>Write your words with different colours. You might like to use different colours for each word, or each letter. | <b>WORD REVEAL</b><br>Write your words with white crayon, then use watercolour paint or textas to reveal your words.         |
| <b>BEADS &amp; BUTTONS</b><br>Use small objects (like beads, buttons, gems) to make your words.                           | <b>PAPER WORDS</b><br>Tear up paper into little pieces then glue together to make your words.                                  | <b>STICKER WORDS</b><br>Use small dot stickers or any other small stickers to make your words.  | <b>MESSY WORDS</b><br>Use messy materials like slime or shaving cream to write your words in!                                |
| <b>MAKE A PUZZLE</b><br>Write your words and then cut them up into a puzzle. Then put back together.                      | <b>FIND A WORD</b><br>Make a find a word with your sight words.  | <b>MEMORY/SNAP</b><br>Write your words twice onto flash cards. Use to play Memory or Snap.  | <b>BINGO</b><br>Write your words onto Bingo boards and make some flash cards. Use to play Bingo.                             |
| <b>TARGET PRACTICE</b><br>Put your words onto targets and try to hit them with a ball or beanbag.                         | <b>SKITTLES</b><br>Put your words onto skittles and say the word as you knock them over.                                       | <b>HIDDEN PICTURES</b><br>Draw a picture and hide your words inside the picture.  | <b>WRONG HAND</b><br>Write your words with your non writing hand.  |