

NAME: _____

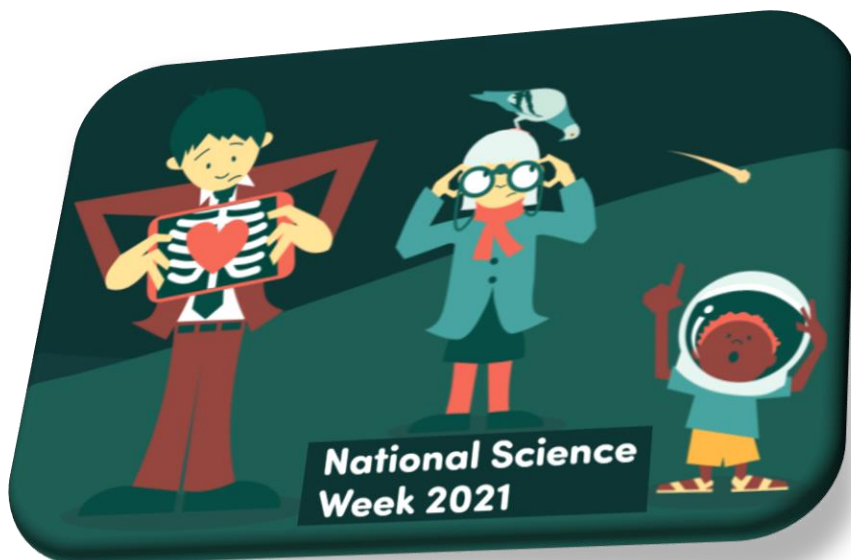


Learning from Home

Unit: 6

Stage 1

Year 1 and Year 2



Term 3 Week 6 2021

Websites for Learning

- TNPS 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

- Story Box Library (username: tnps and password: tnps) www.storyboxlibrary.com.au
- *Gubuluk* by Anne Abednego <https://education.abc.net.au/home-!/media/1916098/gubuluk>
- ABC Education. Mini Lesson- Writing an Explanation Text <https://education.abc.net.au/home-!/media/3552918/english-years-1-2-with-alex-writing-an-explanation-text>
- ABC Education- Make Your Own Platypus Rhyme <https://education.abc.net.au/res/i/g.php?url=collection/rhymes/?animal=platypus>
- Premier's Reading Challenge 2021 Book List. <https://online.det.nsw.edu.au/prc/booklist/home.html>
- *The Day the Crayons Quit* by Drew Daywalt <http://www.viewpure.com/gPkrhIEoOJg?start=0&end=0>
- *Are We There Yet?* By Alison Lester <http://www.viewpure.com/KW-SAG1tdhg?start=0&end=0>
- *Rosie Revere, Engineer* by Andrea Beaty <http://www.viewpure.com/31eBdgnPsCo?start=0&end=0>
- Storyline Online <https://www.storylineonline.net/> - videos featuring celebrated actors reading children's books
- The Literacy Shed <https://www.literacyshed.com/>
- 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>
- Base Ten Blocks <https://www.coolmath4kids.com/manipulatives/base-ten-blocks>
- Place Value Review <https://www.coolmath4kids.com/math-help/addition/place-value-review>
- Mathematics activities for K-10 <https://nrich.maths.org/> with a focus on developing mathematical thinking
- <https://education.nsw.gov.au/campaigns/mathematics/everyday-maths> to develop everyday Maths skills

SCIENCE AND TECHNOLOGY

- Sydney Science Trail <https://www.rbg Syd.nsw.gov.au/Learn/Sydney-Science-Week>
- National Science Week at Taronga Zoo <https://taronga.org.au/education/national-science-week>
- Little Scientist Free Virtual incursion <https://events.humanitix.com/copy-of-national-science-week-virtual-incursion-with-little-scientists>
- Cornflour Slime <https://www.questacon.edu.au/outreach/programs/science-circus/videos/cornflour-slime>
- Little Scientists Activities <https://littlescientists.org.au/tag/national-science-week-2021/>
- ABC Education- Pushing and Pulling Game <https://www.scottle.edu.au/ec/viewing/L700/index.html>
- Coding Activities for Kids <https://code.org/>
- <https://thekidshouldseethis.com/> for Years 2-10. A collection of 4,300+ kid-friendly videos
- 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/>
- Virtual Zoo Lessons <https://taronga.org.au/education/digital-programs-online-resources/virtual-zoo-lessons>

CREATIVE ARTS

- Dance exploration <https://www.gonoodle.com/>
- Drama Activities <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/UChIjW4BWKLqpojTrS_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>



1/KW Zoom Classes WEEK 6 TERM 3 2021

The Zoom meeting ID and passwords for this week are:

Class	Zoom Meeting ID		Zoom Meeting Password	
	Morning am	Afternoon pm	Morning am	Afternoon pm
KW	670 1728 3071	631 6443 9124	044383	444820
1W	658 1577 6351	646 5460 0467	512688	951655

Each class will have a Zoom class 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 16 August, Tuesday 17 August, Wednesday 18 August, Thursday 19 August and Friday 20 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

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

- Select **Sign In** at the bottom.
- Log in with your department credentials.

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

Accessing Zoom using mobile apps

- Download the Zoom app for your specific mobile device.

- Once installed, open Zoom, tap Sign In then tap SSO.
- Type nsweducation and tap Continue.

- The DoE log on screen will appear. Sign in with your normal department credentials.
- Once signed in, Zoom will be ready for use!

Week 6 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. It is highlighted on the timetable.

	Monday	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	Spelling Reading Writing ZOOM 10:30am
Break	Break	Break	Break	Break	Break
Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Break	Break	Break	Break	Break	Break
Afternoon	ZOOM 1:30pm Science	ZOOM 1:30pm Art	ZOOM 1:30pm Wellbeing	ZOOM 1:30pm PDHPE	ZOOM 1:30pm Music

It's Science Week!

This week you will get to have fun learning about science experiments and completing some activities if you choose.

Over the page you will find some ideas that you might like to choose from, or you can think of your own creation.

Every afternoon in our ZOOM call, students will be sharing their science fun with the class.

We have made some daily tasks **optional** so you will have time to complete your science experiments.

These tasks are highlighted in green on the timetable.

K-2 Science Week – Food Different by Design

Choose Your Own Adventure Grid

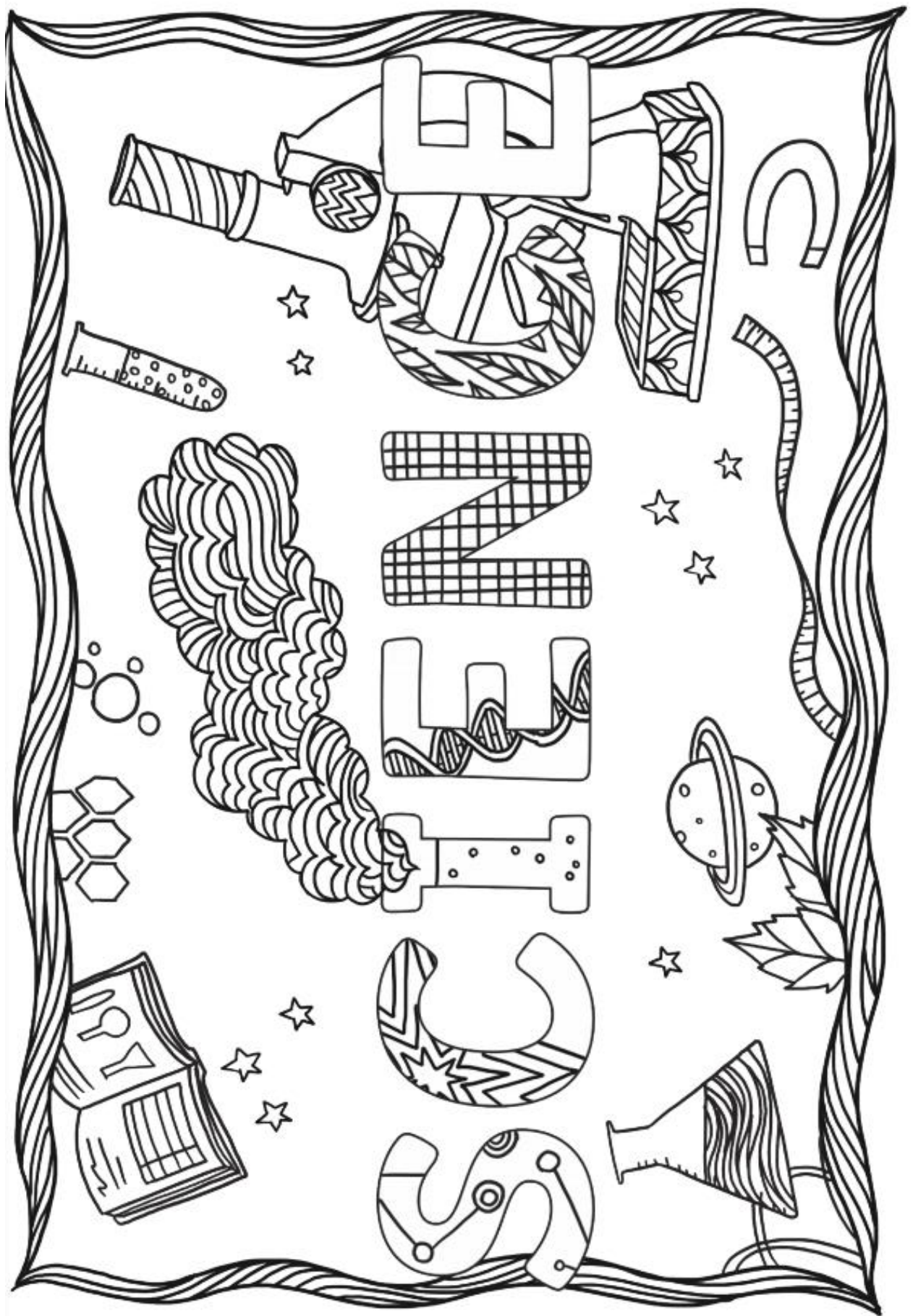
Week 6 is National Science Week. This year, the school theme for National Science Week is 'Food: Different by Design'. All activities in this week's K-2 grid are related to food.

Remember and Understand	Apply and Analyse	Evaluate and Create
Design a book cover for an information book filled 'Healthy Food'.	Design a salad that is all colours of the rainbow. Write a recipe. Draw or take a photo of your salad.	Create a food themed matching card game. Play it with your family.
Make a food alphabet book. 'Aa' – apple, 'Bb' – banana, 'Cc' – cucumber...	Construct a model of your favourite food. Write an information card to put with your model.	Create your own decorative jar or container using paints, tape, coloured paper and ribbon. Fill it with homemade goodies.
Using adjectives, describe your favourite food. Create a poster using these descriptive words.	Create a new breakfast cereal. Design the cereal box it will be sold in.	Invent a machine to make good healthy lunches at school.
Make a list of sweet, sour and bitter foods. Draw your favourites.	If you were mining for chocolate chips, describe how you might get the chocolate chips out of the biscuit without breaking it. Write a method for this task.	What is the difference between carnivores and herbivores? Find pictures of herbivores and carnivores and compare their teeth. Create a mind map of the food they eat.

Experiment:

Choose a fun, interesting Science experiment to present during your Zoom class next week. Ensure you have all the materials needed for the experiment and can explain what is happening to your class as you do the experiment. The experiment might be food related or you could choose a different topic.

TOP TIP: Have a run through to make sure the experiment works!



MONDAY - English

Spelling

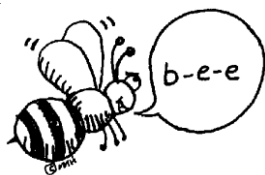
- Ask a family member to pre-test you with the Week 6 spelling words. If a family member cannot help you, choose words that you find tricky to spell.

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 6 Spelling Words		
t tt tiger button		
Core	Extension	Theme
tree	button	Mercury
try	crust	Venus
trap	front	Earth
truck	kitten	Mars
went	plant	Jupiter
want	pretty	Saturn
tent	spent	Uranus
bent	stairs	Neptune
best	station	Demon
lost	street	talon
last	television	tinge
fast	terrible	torso
stay	toast	tirade
start	tonight	tremble
little	travel	trinket
better	trust	timbre
		taper
		torrential

Year 2 Week 6 Spelling Words		
t tt tiger button		
Core	Extension	Theme
girl	burst	Mercury
bird	curly	Venus
third	curtain	Earth
thirty	furniture	Mars
circle	further	Jupiter
turn	journey	Saturn
burn	learn	Uranus
purse	observe	Neptune
nurse	pearl	Demon
early	person	talon
work	purple	tinge
word	return	torso
worm	search	tirade
world	service	tremble
term	stirred	trinket
fern	surface	timbre
were	Thursday	taper
weren't	turkey	torrential
herd	turtle	
heard	worse	



Must do:

- Practise your spelling words each day.

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



Monday	Tuesday	Wednesday	Thursday	Friday

Can do:

Skipping Spelling

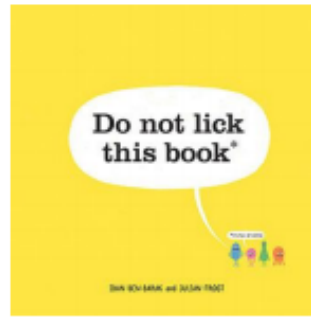
Skip and spell one of your spelling words at the same time! With each jump, say the next letter in your spelling word. How many times can you spell your spelling word before you stop skipping?



Reading

Read the book "Do not lick this book" on
<https://www.storyboxlibrary.com.au/stories/do-not-lick-this-book>

Scan your QR Code
to view the story.



Min is a microbe. She is small. Very small. In fact, so small that you'd need to look through a microscope to see her. Watch this story and follow Min on an adventure to amazing places she's never seen before - like the icy glaciers of your tooth or the twisted, tangled jungle that is your shirt.

This task starts on Monday and finishes on Friday. Be ready to make some scientific discoveries!

You will need some family help to set up the experiment and somewhere special to keep your experiment safe.

You will need some equipment, but it can be found in the kitchen.

Each day you will need to fill in the chart with your observations.

Germ Experiment

What you need:

- 5 Slices of bread
- 5 Zip lock bags
- Permanent marker
- Soap and water
- Hand sanitiser
- Glove or tongs

- Prepare your equipment.

- Prepare you bags by labelling each one with the following labels:
 - Untouched
 - Touched with unwashed hands
 - Touched with hands washed with water
 - Touched with hands washed with hand sanitiser
 - Touched with hands washed with soap and water for 20 seconds

- Wearing gloves (or using tongs), place one piece of bread in the bag labelled, 'untouched'.

- Touch a piece of bread with dirty hands and place it in the bag labelled, *'Touched with unwashed hands'*.

- Wash your hands with water only before touching a piece of bread and placing it in the bag labelled, *'touched with hands washed with water'*.

- Sanitise your hands before touching a piece of bread and placing it in the bag labelled, *'touched with hands washed with hand sanitiser'*.

- Wash your hands with soap and water for twenty seconds before touching a piece of bread and placing it in the bag labelled, *'touched with hands washed with soap and water'*.

- Seal the bags and place them somewhere you can observe them well for a few weeks.

- Observe the bags daily, while discussing, writing, measuring or drawing changes you observe in the slices of bread.

- Discuss answers to questions such as:
 - Which slice of bread got mouldy first?
 - Which grows the most mould?
 - Which grows the least?



Carefully observe the slices of bread each day.

Write up or draw what you see using the table on the following page. If you can keep the slices for an extra week - you will be surprised!

Fill in this table each day with the observations you make.

Try to make your observations at the same time each day.

	Untouched	Touched with unwashed hands	Touched with hands washed with water	Touched with hands washed with hand sanitiser	Touched with hands washed with soap and water for 20 seconds
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Answer these questions at the end of the week on Friday and share your results in your class Zoom session.

Which slice of bread got mouldy first?

Which grew the most mould?

Which grew the least mould?

Explain why do you think this happened?

What can we learn from this experiment?

Writing

This task is optional for this week.

Handwriting

- Today we will be practicing our letters that go above the lines:

b d

- Watch the short videos and copy along.

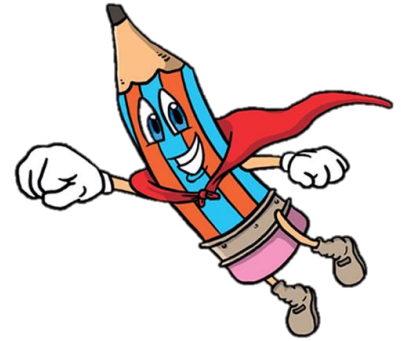
b

www.youtube.com/embed/fQEHWCsFSik



d

www.youtube.com/embed/dbqCJkt5hUQ



Handwriting

Handwriting Hints

Lean your head slightly forward.

Sit up straight and all the way back in your chair.

Hold your pencil correctly. Don't grip it too tightly!

Put both feet flat on the floor.



Teach Starter.com



Now, complete the worksheet by tracing and then copying it below.

b b b b b d d d d d

bed bed bed bed bed

bend dob band dab

B B B B D D D D

Editing

Choose ONE of the editing activities to complete below.

Option A is easier

Option B is more challenging

Option A = The Dog Shelter

Find the mistakes in this text. You will need to:

- find and fix 3 spelling mistakes
- add 3 capital letters
- add 2 full stops and 1 exclamation mark.

my famaly and I went to the animal shelter to get a pet dog
Animals go to the shelter if they don't hav a home. there were
many dogs and cats waiting to find a new home All the dogs
were verry cute. it was hard to choose one


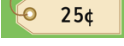








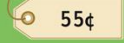







Write the text correctly on the lines below.

MONDAY - Mathematics

Minute Maths

Skip counting is a great way to figure out how much money we need to pay for items in a shop. Use skip counting by 2, 5 and 10 to circle the correct number of coins to pay for each toy.



Item for sale	Use skip counting to circle the correct number of coins needed to pay for each toy.
 	<p>Skip count by 5</p> 
 	<p>Skip count by 10</p> 
 	<p>Skip count by 2</p> 
 	
 	
 	

Number and Algebra - Must Do

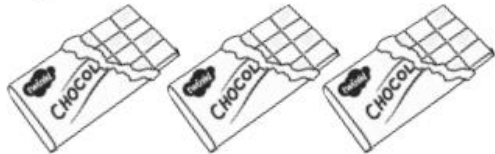
Watch this video about sharing and dividing into equal groups and arrays.



Level 1: Division by Sharing.

Use a pencil to share these tasty goodies equally between different numbers of people.

e.g. Share between 3



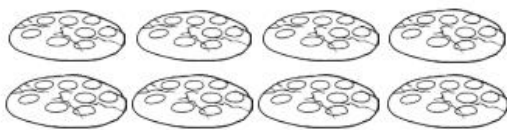
How many does each person get?

① 2 3 4

What does the calculation look like?

$3 \div 3 = ①$

a. Share between 2



2 3 4 5

$8 \div 2 =$

b. Share between 4



2 3 4 5

$12 \div 4 =$

c. Share between 3



2 3 4 5

$12 \div 3 =$

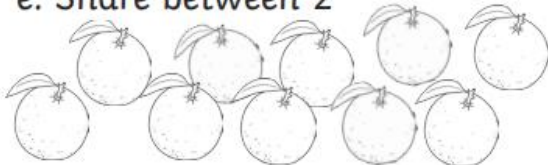
d. Share between 5



2 3 4 5

$10 \div 5 =$

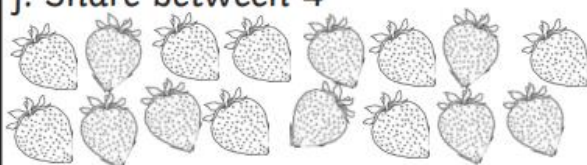
e. Share between 2



2 3 4 5

$10 \div 2 =$

f. Share between 4

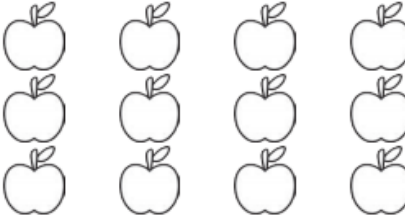


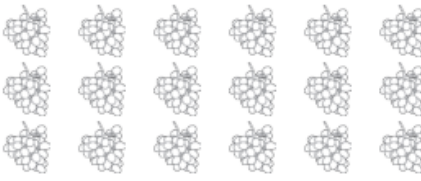


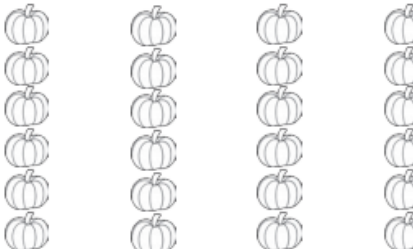




2 3 4 5

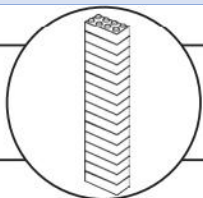
$16 \div 4 =$

Level 2: Division using arrays

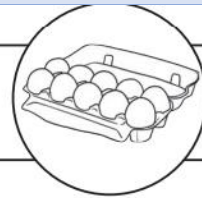
Write two division sentences for each array.
The first one has been done for you.

		
<p>$12 \div 4 = 3$ $12 \div 3 = 4$</p>		
		
		

Can you think of a different calculation and draw your own array?



We Are Going on an Array Hunt!

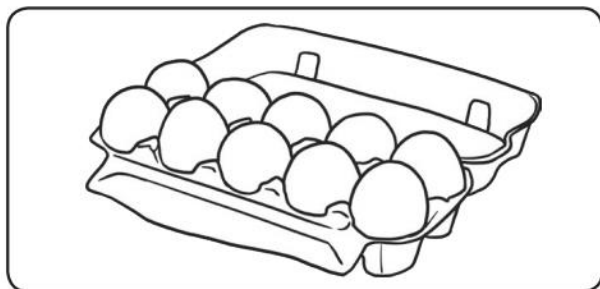


An array is when a picture or an object is put into a column or row. It can help us count and group more efficiently.

Go on a hunt in the space around you to find different sorts of arrays. How many can you spot in real life?

Draw the arrays below and write calculations to go with them.

Example:



$$2 \times 5 = 10$$
$$5 \times 2 = 10$$
$$5 + 5 = 10$$
$$2 + 2 + 2 + 2 + 2 = 10$$



MONDAY – Science

How and why do we collect information about the weather?

1 How can we collect information about the weather?

Think about this question.
Chat about the pictures.

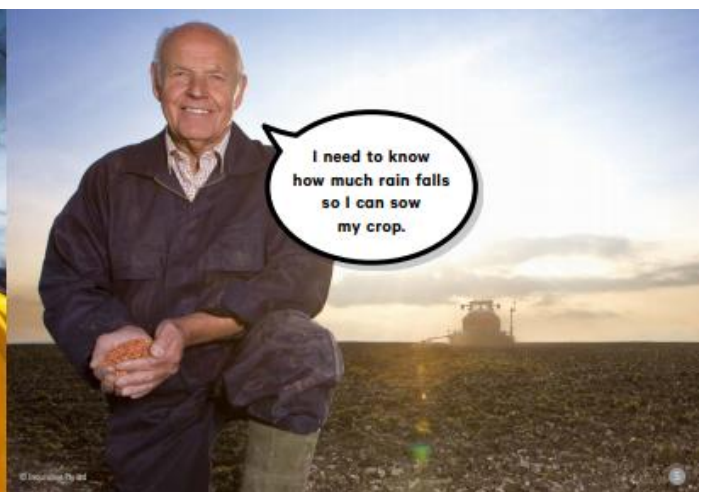


To collect accurate information about the weather, we need to use instruments that measure the rain, wind and temperature.



PART 1

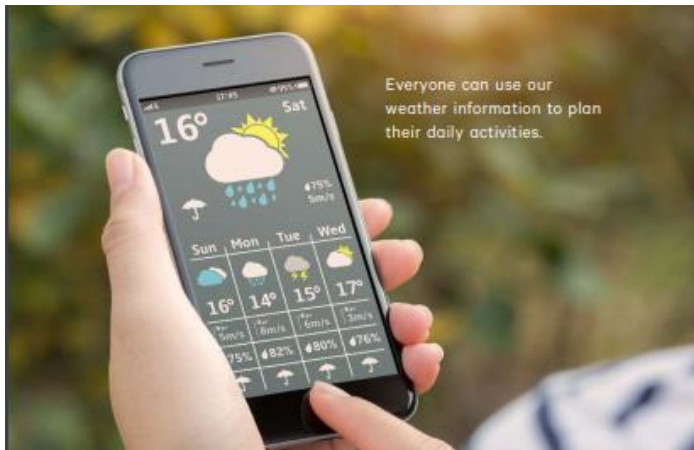
Why we need to know about the weather





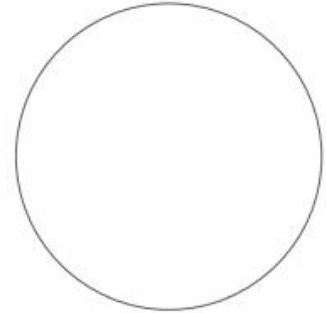
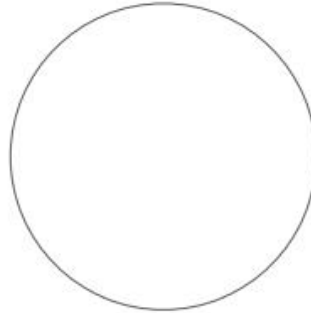
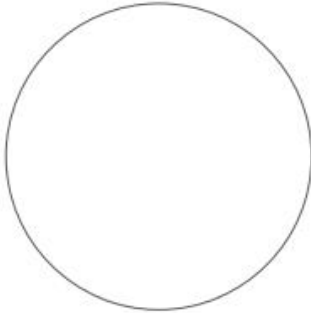
PART 2

How we collect the weather



3

Write or draw pictures about the weather each instrument measures.



Optional Experiment

You will need adult help for this experiment. It can be done at any time.

Materials needed

DESIGN AND PRODUCTION ACTIVITY PAGE 5

Make a rain gauge

- Variety of plastic containers (bottle/jug)
- Marker pen
- Funnel
- Blocks (for measuring)
- Watering can (for testing)

Optional:

- Pebbles (for weight)
- Scissors and tape



Watch this video to help you plan your experiment

<https://www.youtube.com/embed/0NXa7zxCCzA>



Purpose

My rain gauge will measure: _____

Step 1 Draw and label your materials.

Materials I will use

Step 2

Draw and label your rain gauge.

My design

Step 3

Test your rain gauge.



Did your rain gauge work?

Look at other groups' rain gauges.

What could you change in your design?

Step 4

When it rains, take a photo of your rain gauge to show how much rain water it collects.



TUESDAY - English

Spelling

Must do:

- Using the table in Monday'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.



The kitten turned towards the tree and went up to the town.



- The letters **ir**, **ur**, **or** and **er** 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.

t	tree,
tt	button,

Write **st** or **tr** to finish the words. Write one of your words for each picture.

Write words to rhyme.

st
tr



ee

op

ap

ar



Can Do:

A contraction is a shortened form of a word (or group of words) that leaves out certain letters or sounds.

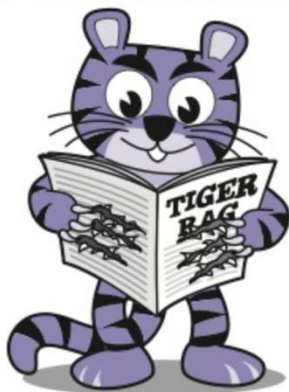
In most contractions, an apostrophe represents the missing letters.

For example:

don't can't

Colour the contractions green.

Colour other words blue.



cut	dint	cent	we'll	set	isn't
sent	slant				hit
take	cost	get	l've	aren't	didn't
want	font	bent	weren't		wasn't
					pant

Reading

This task is optional

Read the following passages about main ideas and details. Complete the questions.

Level 1:

The **main idea** of a picture tells what the picture is *mostly about*.

1. Circle the words that tell what this picture is *mostly about*.



- The girl is holding the ball.
- The girl is throwing the ball.
- The girl is kicking the ball.

2. Circle the words that tell what this picture is *mostly about*.



- The boy reading.
- The boy is playing.
- The boy is running.

3. Draw a picture that is *mostly about* something you might see in a school playground.

The **main idea** of your picture is what your picture is *mostly about*.

Level 2:

The **main idea** of a story is what the whole story is *mostly about*.

The **details** are *small pieces of information* that make the story more interesting.

Luca's grandpa lives on a farm. His grandpa has a big garden, and many animals. When Luca was little, he was afraid of the chickens. When he helped his grandpa feed the chickens, the chickens chased him, crying, "Cluck, cluck, cluck!" But his grandpa showed him how to shoo the chickens away with his hand, saying, "Shoo chicks, shoo chicks!" Luca still doesn't like the chickens much, but he isn't afraid of them now. He feels very grown up.

1. What is this whole story mostly about? Circle your answer.

Grandpa's garden	Luca and the chickens	Luca's favorite animal
------------------	-----------------------	------------------------

2. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

Luca drew a picture of the farm.	Luca helped pick the vegetables.	The chickens said "Cluck, cluck, cluck!"
----------------------------------	----------------------------------	--

Alex's grandpa lives in a big city, on the 18th floor of an apartment building. From his grandpa's windows, Alex can see the whole city. Alex used to be afraid to look out the windows, because they were up so high. But his grandpa would sit with Alex, and point out all the interesting things in the city. Now Alex likes to look out his grandpa's windows. He can see the library, and the train station, and the park. He feels very grown up.

3. What is this whole story mostly about? Circle your answer.

Alex takes a train ride	Alex rides the elevator	Alex and his grandpa's windows
-------------------------	-------------------------	--------------------------------

4. Which of these is a small piece of information from the story that makes the story more interesting? Circle your answer.

Grandpa's apartment is on the 18 th floor.	The train station is a busy place.	There is an elevator in Alex's grandpa's building.
---	------------------------------------	--

Writing

Separating Fact from Fiction

Must Do:

Miss Fagan has a dog called Billie.

Billie has superpowers and can fly.

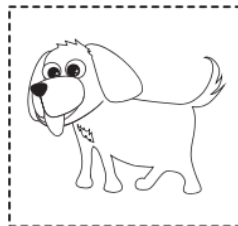
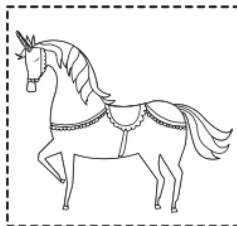
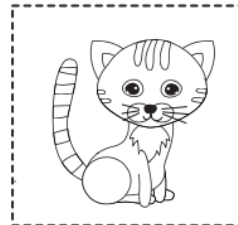
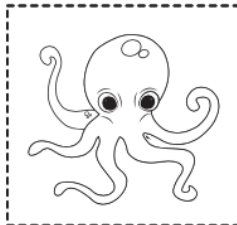
Which of these sentences is make-believe (imaginary)? How do you know?

Which of these sentences is real (factual)? How do you know?

Real or Make Believe Characters

Colour the REAL characters BLUE.

Colour the MAKE BELIEVE characters YELLOW.

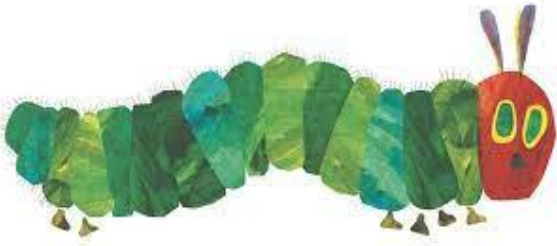


Can do:

Watch the two videos below

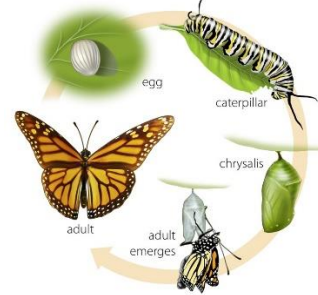
The Very Hungry Caterpillar

www.youtube.com/embed/75NQK-Sm1YY

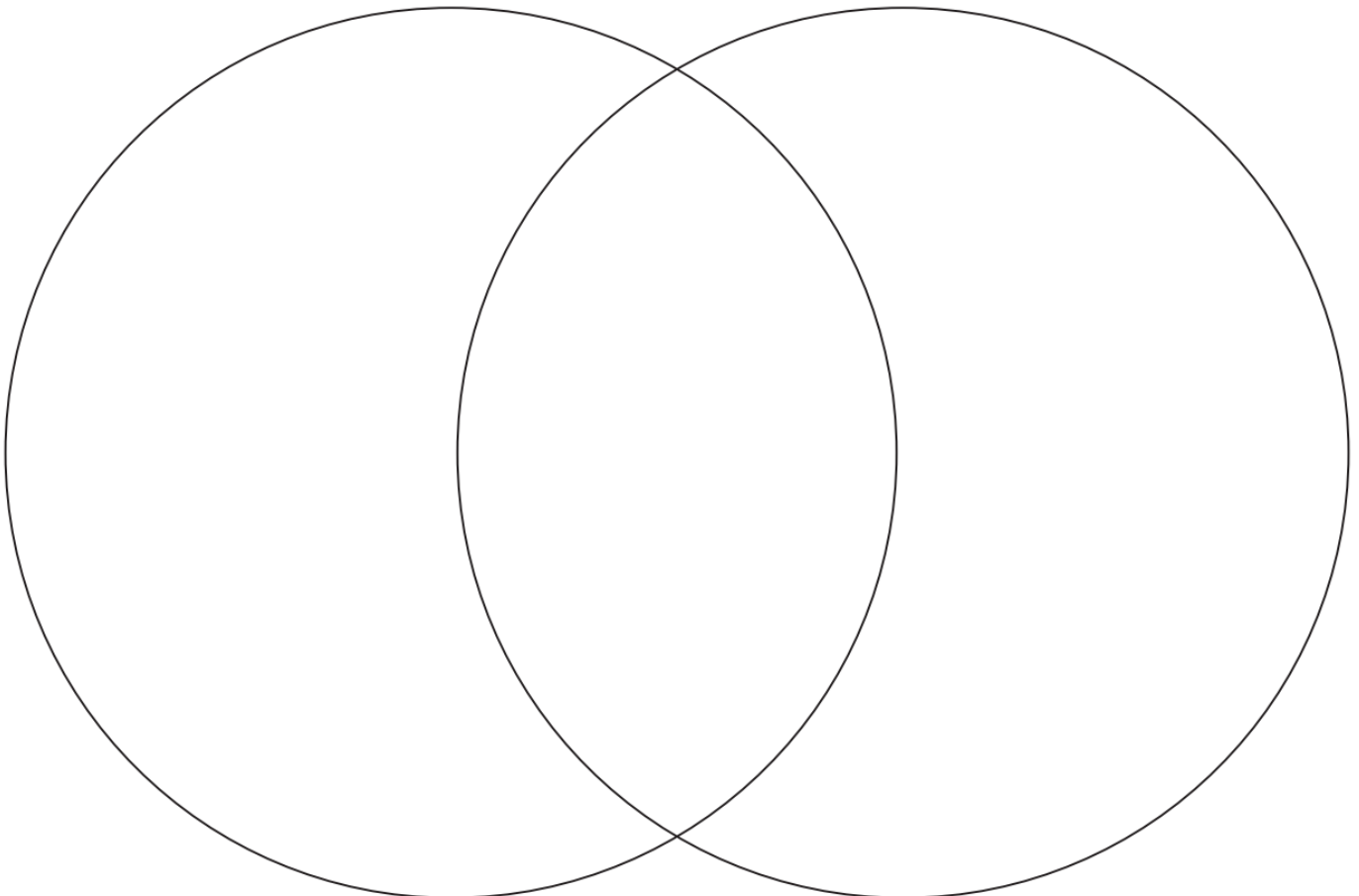


Life of a Butterfly

www.youtube.com/embed/dM71jKNuk-M



Complete the Venn Diagram comparing 'The Very Hungry Caterpillar' and 'Life of a Butterfly'.
What is similar? What is different?



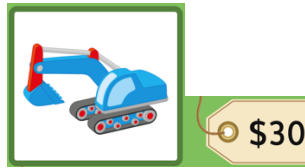
Imaginary texts tell stories about **make-believe events** and are intended to **entertain**.

Informative texts provide **facts** about real things and are intended to **inform**.

TUESDAY - Mathematics

Minute Maths


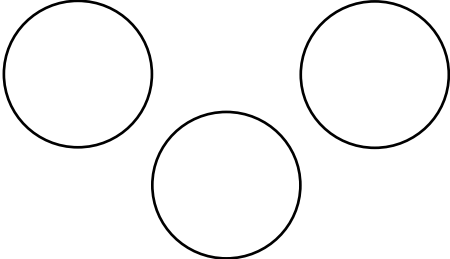



Yesterday we practised skip counting to help us pay for items in a shop.



Item for sale	Use skip counting to circle the correct number of notes or coins needed to pay for each toy.
	<p style="text-align: center;">Skip count by 5</p>
	<p style="text-align: center;">Skip count by 10</p>
	<p style="text-align: center;">Skip count by 2</p>

Number and Algebra - Must Do

Read these division word problems carefully to make a picture that shows the answer. You write your answer as **equal groups** or as an **array**. For a challenge, try doing both. At the end, write your own division word problem and draw the answer.

Question	Level 1: Equal groups	Level 2: Array
<p>There are 18 eggs divided equally into 3 nests. How many eggs will be in each nest?</p> 		
<p>There are 27 boys. If the boys are divided equally into 3 teams, how many boys will be on each team?</p> 		
<p>There are 16 cans. If these cans are divided equally into 4 coolers, how many cans will be in each cooler?</p> 		
<p>If a teacher puts 24 desks in three equal length rows, how many desks are in each row?</p> 		
<p>Write your own division story!</p>		

Number and Algebra - Can Do

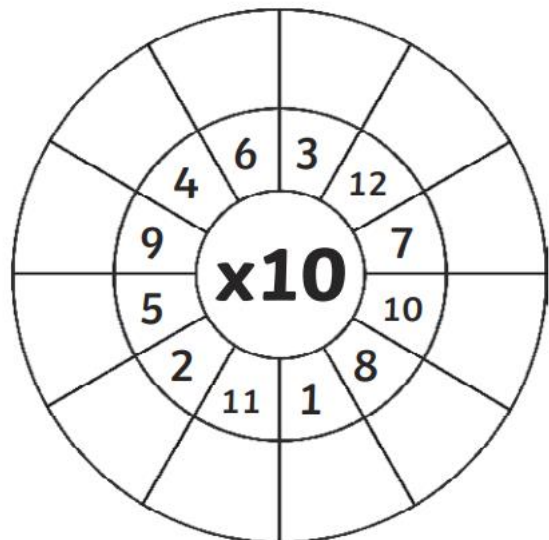
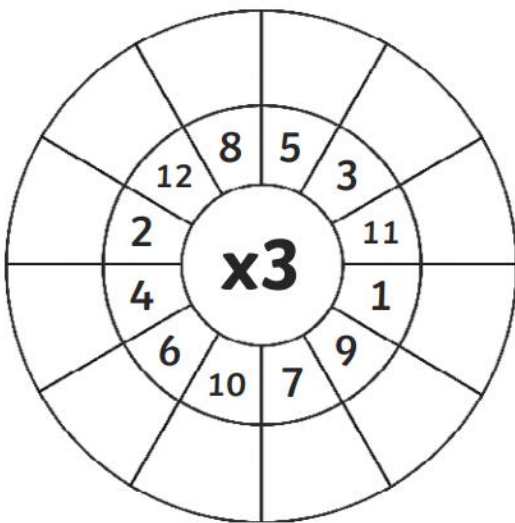
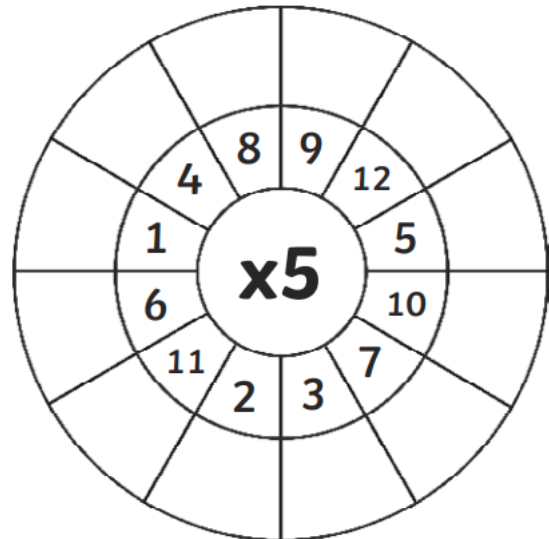
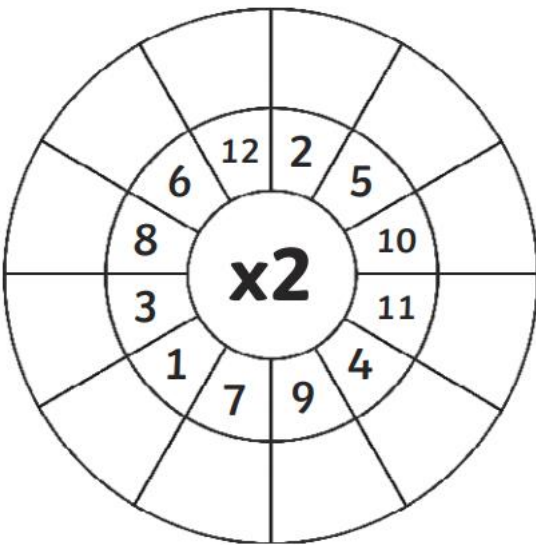
Can you use skip counting or repeated addition to quickly solve these times tables wheels?

As a challenge, time yourself for each wheel.



For example:

3 x 10	Skip counting	Repeated addition
	10, 20, 30	$10 + 10 + 10 = \mathbf{30}$



TUESDAY – Art

Take a line for a walk and see what you find.

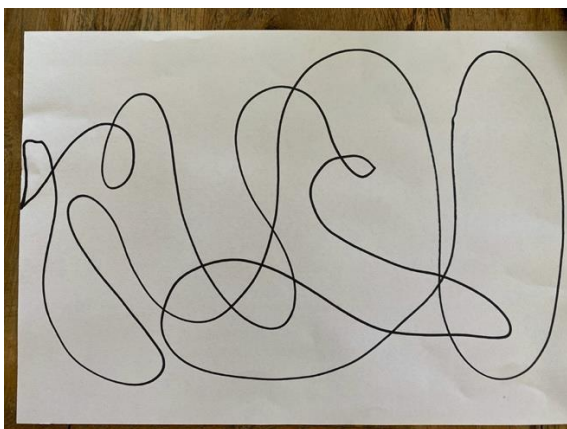
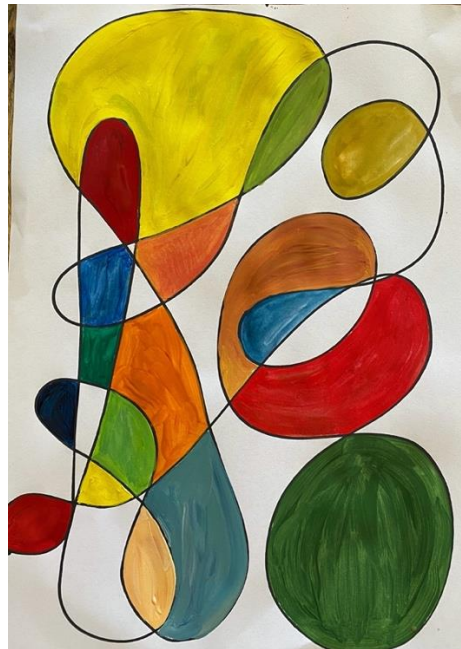
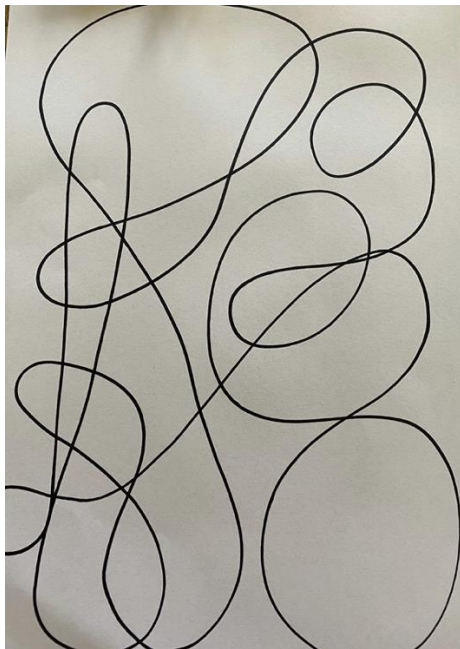
Materials:

- 1 x blank piece of white paper
- 1 x pencil or black pen
- Colouring tools of your choice: coloured pencils or pens, textas, crayons or paint

Steps/method:

1. Place your pencil or pen on a clean piece of white paper.
2. Move it around the page in any direction, creating straight lines and loops. Make sure some of your lines intersect each other.
3. Look at your paper from all angles. Can you see anything that looks familiar to you? A bird, a leaf, a car etc.
4. If you see something paint it in. If you can't see anything, choose some areas and colour them using pencils, pens, texta, paint or crayons.

Here are some examples for you to look at:



WEDNESDAY - English

Spelling

Must do:

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

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



Look



Say



Cover



Write



Check

Colour words from each list the same colour if they have the **same** meaning.

post begin
cost twine
little road
start send
street price
string small



Colour words from each list the same colour if they have the **opposite** meaning.

stand right
taking worst
left sit
best slow
first giving
fast last



Can do:

Write the contractions for the following words.

Finish the sentences with these contractions.

👉 Go to Helpful Hint **13**.

were not _____ was not _____

are not _____ do not _____ did not _____

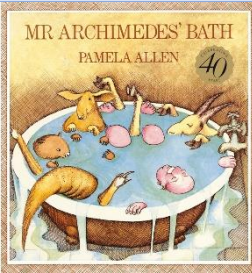
Turtles _____ live on land.

Turtles _____ mammals.

Yesterday there _____ any turtles on the beach.

Last night they _____ lay their eggs.

Reading



Read Mr Archimedes' Bath by Pamela Allen.

https://www.youtube.com/embed/gkA3SY68_Yk



Cut and glue the story events in order.

Level 1

Mr Archimedes' Bath by Pamela Allen

Mr Archimedes put just a little water in the bath. Everyone climbed in and the water rose. Who was doing this?

Each animal had a turn NOT hopping in the bath. But the water still rose!

“Eureka!” Mr Archimedes solve the mystery. Everyone was making the bath water rise.

Mr Archimedes' bath always overflowed and he always had to clean up the mess. Why was this happening?

Mr Archimedes tried on his own. The water rose. He jumped in and out, and in and out.

For the rest of the night they all had fun getting in and out of the bath and making more mess than ever!

This page has been intentionally left blank

Mr Archimedes' Bath by Pamela Allen

This time Goat stayed out of the bath but the water rose again.

To start, Mr Archimedes put just a little water in the bath. Everyone climbed in and the water rose. What a mystery!

Mr Archimedes ordered Wombat out. But the water rose, again!

“Eureka!” Mr Archimedes solve the mystery. Everyone was making the bath water rise.

When they all hopped out. Mr Archimedes measured again. The water had gone down! This is a mystery!

Kangaroo stayed out of the bath but the water still rose.

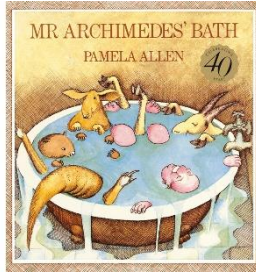
Mr Archimedes' bath always overflowed and he always had to clean up the mess.

Mr Archimedes tried on his own. The water rose. He jumped in and out, and in and out.

For the rest of the night they all had fun getting in and out of the bath and making more mess than ever!

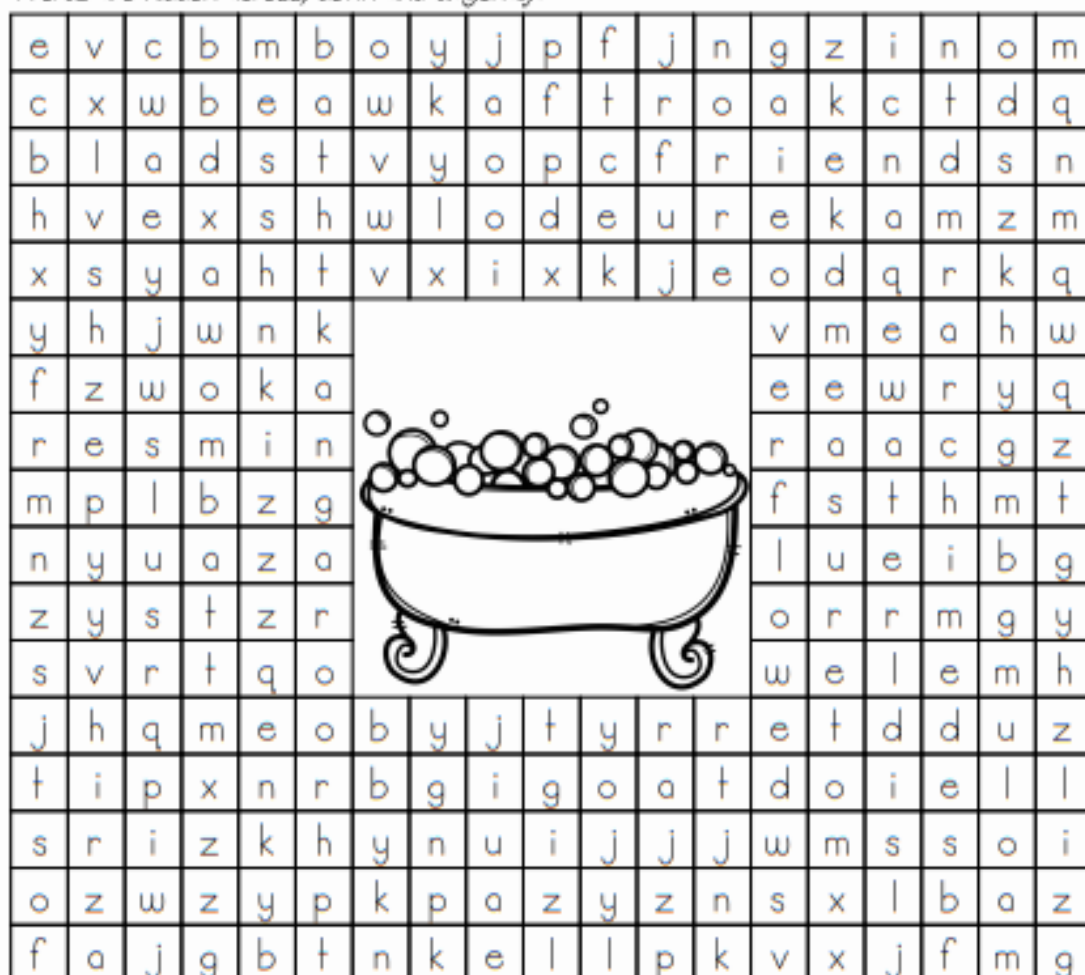
This page has been intentionally left blank

Paste the events of Mr Archimedes bath here



Mr Archimedes' Bath

Words are hidden across, down and diagonally.



1. Mr Archimedes
2. overflowed
3. mystery
4. wombat
5. goat
6. bath
7. up
8. mess
9. measure
10. friends
11. eureka
12. down
13. water
14. clean
15. kangaroo



Writing

Fact or Opinion?

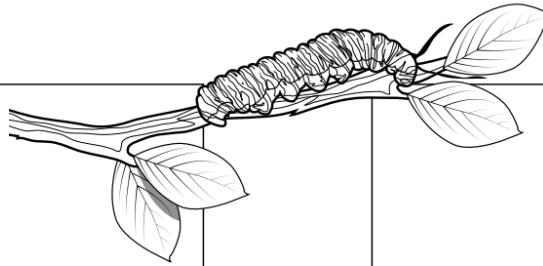
Watch the video 'Fact or Opinion for Kids'

www.youtube.com/embed/FLyt5pEcE_g



Write the facts and opinions about caterpillars into the correct box.

Facts and Opinions - Caterpillars



Facts

Opinions

Caterpillars like salami more than apples.

Caterpillars build cocoons.

Caterpillars eat leaves.

Caterpillars like sunny days.

Caterpillars come from eggs.

All butterflies are beautiful.

Caterpillars are greedy insects.

Caterpillars turn into butterflies.

WEDNESDAY - Mathematics

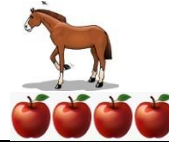
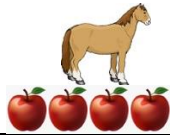
Minute Maths

Word problems help us to use our Maths skills in everyday situations. Write an interesting story or word problem to match these sharing or division sentences. For example:

$8 \text{ shared between } 2 = \underline{\quad\quad}$

$8 \div 2 = \underline{\quad\quad}$

There were 8 apples to share between 2 horses. Each horse ate 4 apples.



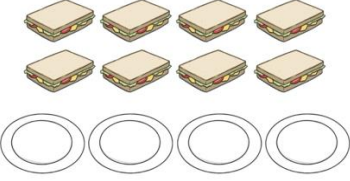
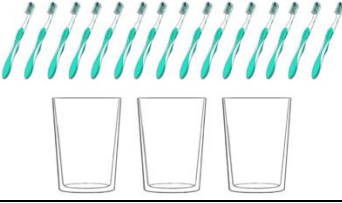

Level 1: sharing		Level 2: division	
9 shared between 3 =		$9 \div 3 =$	
12 shared between 4 =		$12 \div 4 =$	
20 shared between 5 =		$20 \div 5 =$	
30 shared between 3 =		$30 \div 3 =$	

Number and Algebra - Must Do

True or False

Can you use your skills at sharing into equal groups and dividing to work out if these number sentences are true or false? Draw a picture to prove your answer!

Level 1: Sharing into groups

Question	True or false (draw a picture to prove it!)
8 shared between 4 = 2 	
15 shared between 3 = 3 	
20 shared between 2 = 11 	

Level 2: Use an array

$30 \div 2 = 16$	
$17 \div 1 = 17$	
$18 \div 6 = 3$	

Level 3: Using remainders

$15 \div 2 =$ 7 with a remainder of 1	
$25 \div 5 =$ 5 with a remainder of 3	
$30 \div 4 =$ 7 with a remainder of 3	

Number and Algebra - Can Do

Can you read the clues to put the items in order? Write your answer for each clue card in the space below.

Follow the Clues

Put the numbers in order using the clues:

8 15 12 4

The first number is double the third number.

The second number is in the 5 times table.

The fourth number is $20 - 8$.

1

Follow the Clues

Put the coins in order using the clues:



The second coin is the same as 2 5c coins.

The first coin is worth half as much as the second coin.

The fourth coin doubled makes \$1.

Five of the third coin make a \$1.

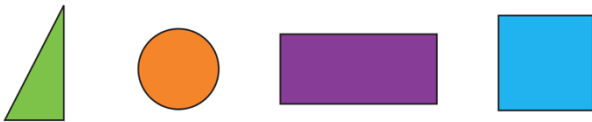
2

Answer:

Answer:

Follow the Clues

Put the shapes in order using the clues:



All the sides of the third shape are equal.

The second shape has only one side.

The fourth shape has three corners.

7

Follow the Clues

Put the numbers in order using the clues:

40 13 19 25

The fourth number is even.

The second number is the sum of 6 and 7.

The first number is less than 20.

4

Answer:

Answer:

WEDNESDAY – Wellbeing Time

This task is optional

Use this time to focus on your wellbeing.



You might like to:

- catch-up on some unfinished work
- write a nice comment to a classmate on Seesaw
- organise to call one of your friends or family members and check in on how they are going
 - go for a walk or a bike ride
 - spend some time outdoors looking at the clouds
 - spend some time with a family member or pet
 - paint or draw a picture
 - read a chapter of a book
 - put on some music and dance around your room
- watch a documentary about something you are interested in
- design a game for your friends or family to play together
- help a family member (vacuum the floor or read to a younger sibling)



Must do:

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

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



Look



Say



Cover



Write



Check

Can do:

Back to Nature

Carefully search the garden to find sticks, leaves, twigs etc to make the letters of your spelling words.



Reading

Reading and punctuation.

Level 1

Capital Letters for Names

Names begin with capital letters.

For example: This is David Lee.

Mr Smith is our teacher.

Rewrite the following sentences correctly. The names are missing capitals!

1. The ball rolled to tom.

2. A bird chased kim down the street.

3. ben and pat want to go to the zoo.

4. Dad went to school to speak to mrs fin.

5. Five dogs ran past susie and jill.

6. Officer tim drove the police car.

Reading and punctuation.

Level 2

Capital Letters: Place Names

Capital letters are needed for names of **specific places**.

Incorrect: Our family holidays in new york. ❌

Correct: Our family holidays in New York. ✅

Remember, **general places** (beach, city, forest, desert) don't need capitals.

Rewrite the following sentences, adding capitals where they belong.

1. The capital city of germany is berlin.

2. Our family moved from canberra to brisbane.

3. The world's largest rainforest is in south america.

4. Our class is visiting yellowstone national park.

5. We visited egypt to see the pyramids.

6. I would love to visit disneyland.

7. The largest country in the world is russia.

8. I have been to every continent except for antarctica.

9. John's favourite football team is manchester united.

10. Much of australia is desert.

What Are Informative Texts?

Informative texts provide facts about a particular topic. Some of these topics might include people, places, animals and objects.



people



animals



places



objects

Types of Informative Texts

Some types of informative texts include:

- instructions
- information reports
- factual descriptions
- newspaper articles
- television documentaries.



The Facts On Facts!

Informative texts contain facts. Facts are true statements about the topic that can be proven. For example...



Fire fighters
fight fires.



A mountain is
a landform.



Cows eat
grass.



Diggers are big
machines.

Fact File – Doctors

Here are some facts that you might find in an informative text about doctors.

Doctors are a type of healthcare worker.

Doctors treat people who are sick or injured.



Sometimes doctors use a stethoscope.

To be a doctor, you must study medicine.

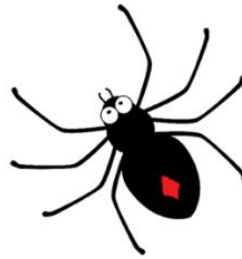
Choose one of the images below and complete the fact file by writing four facts about your topic. Draw a picture of your topic in the middle of the fact file.



My family



My house



Spiders



Vegetables

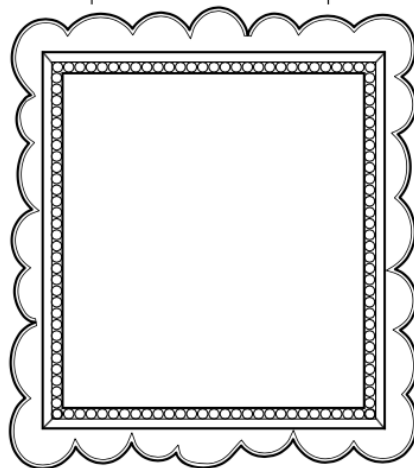
Facts About _____

Fact 1

Fact 2

Fact 3

Fact 4



THURSDAY - Mathematics

Minute Maths

Answer these word problems about measurement. Write your answers in the space below each question.

Year 1

Length Challenge Cards

4. My pencil case is 12 paperclips long, my friends pencil case is 4 fewer paperclips long. How many paperclips long is my friends pencil case?

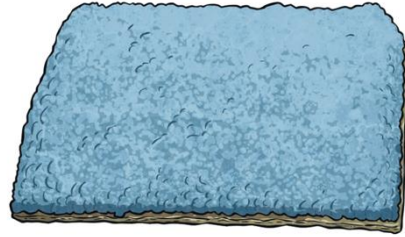


Answer:

Year 2

Real World Area Problems

I was laying carpet squares in my living room and bedroom. My living room used 24 carpet squares and my bedroom used 30 carpet squares. How



Answer:

Length Challenge Cards

6. My lunch box is 16 interlocking cubes long, my friend's lunch box is 22 interlocking cubes long. How many more interlocking cubes is my friend's lunch box compared to my lunch box?



Answer:

Real World Area Problems

A baker was covering the top surface of this square cake with M&M's. They covered half of the area using 20 M&M's. How many in total do they

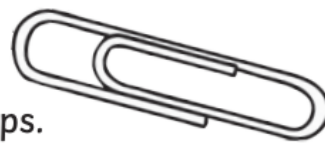


Answer:



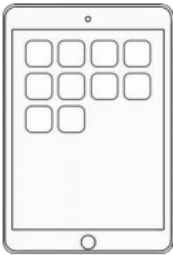

Measurement and Geometry – Year 1 Length

This activity uses a paperclip. If you don't have a paperclip you can use something else such as a block or a toy car or a pencil sharpener.

Paperclip Length



Estimate, then measure the objects below using paperclips.

Object	Estimate	Measurement
Desk 	I estimate my desk to be about _____ paperclips long.	My desk is _____ paperclips long.
Ruler 	I estimate my ruler to be about _____ paperclips long.	My ruler is _____ paperclips long.
Tablet 	I estimate the tablet to be about _____ paperclips long.	The tablet is _____ paperclips long.
Pencil 	I estimate my pencil to be about _____ paperclips long.	My pencil is _____ paperclips long.
Free choice	I estimate _____ to be about _____ paperclips long.	_____ is _____ paperclips long.

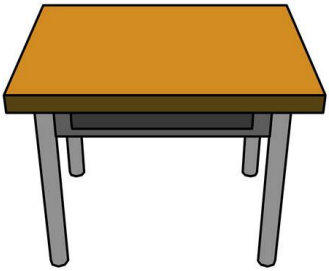
Measurement and Geometry – Year 2 Area

Choose a suitable item to measure the area of these objects. You need to use the **same** item to measure all the objects so don't choose something too big or too small. Some suitable item might be: **a small book, a coaster, a DVD case or a big square fridge magnet.**



If you need a reminder about how to measure the area of a surface, watch last week's area video by scanning this QR code. **If you don't have any of these items at home or at school, no problem! Just choose something else of a similar size.**

My measuring item is a _____

Object	Estimate	Measurement
		
Free choice		

THURSDAY – PDHPE

Lesson 5 – Keeping safe around medicines

It's important we understand what medicine is and who we can stay safe around medicines.



Activity 1 - Watch the You Tube video below to learn about safety with medicines.

https://www.youtube.com/embed/9OK6_OdWxTA

What Is Medicine?



Medicines are drugs that have been created to help us get better when we don't feel very well.

However, we should think carefully about **when** we take medicines and **how** we store them.



We should only take medicine that is meant for us. Children should only take medicine with help and permission from a parent.

twinkl.com

What Does Medicine Look Like?

Medicines can come in bottles or boxes. They can be a tablet, a powder or a liquid. Some can be breathed in and others can be rubbed into our skin.



Medicines will have a label on them that will tell people:

- how to store them;
- how to take the medicine;
- how much of it to take.

Medicine doesn't last forever. The label will tell you when it needs to be thrown away. If you take medicine after this day, it might make you unwell.

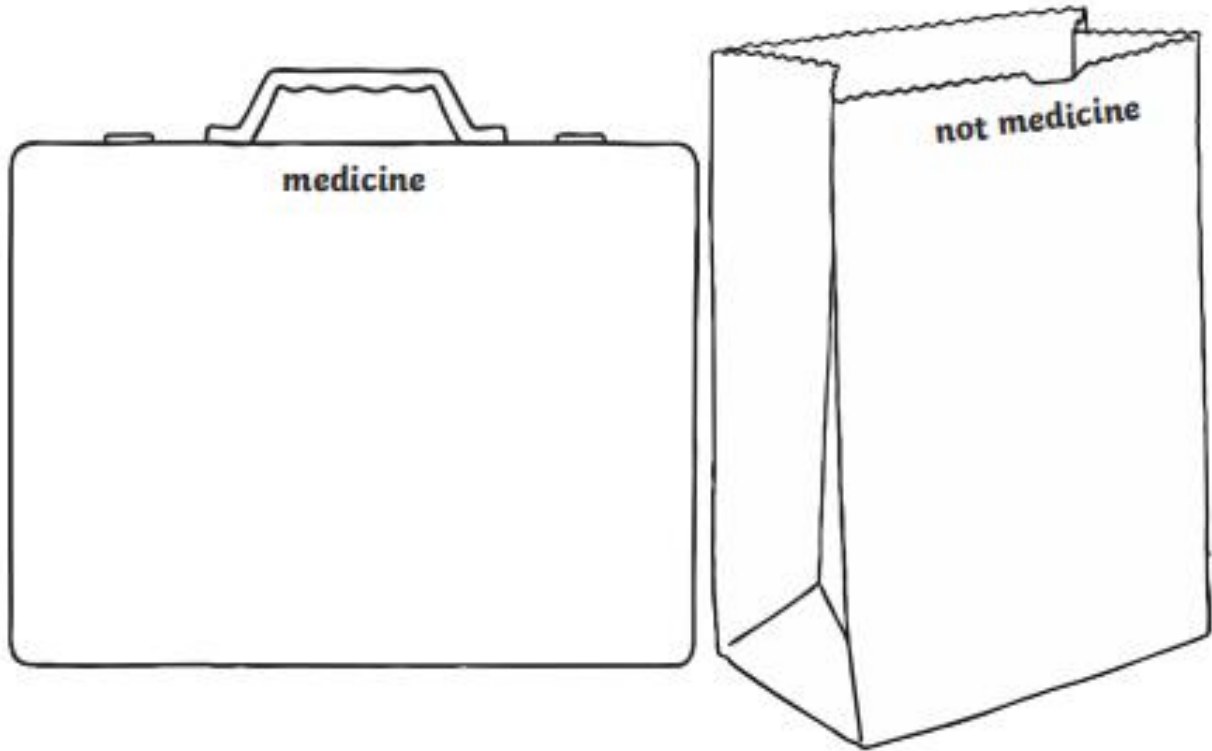
twinkl.com

Activity 2 - Complete the fun cut and stick activity below to sort out medicines from sweets and other household objects.

Medicine or Not?

I Can Identify Medicines

Cut out the pictures below and stick them in the right place.



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



This page has been intentionally left blank

Activity 3 – Fill in the blanks using the words below.

Safety with Medicine

Fill in the blanks.

Medicine is there to help us feel better when we are _____.

Children should always ask a _____ to help them take medicine if you need it.

_____ any medicine after it is finished or past its expiry date.

Medicine should be stored up _____ in a cupboard or in the fridge to keep them out of the reach of _____ and pets.

Word Bank

unwell

parent

throw away

high

children

Activity 4 – Who gives us medicine – Think about the people it is safe to take medicine from. Circle them below.



Who gives us medicines?



Circle the people it is safe to take medicine from.

Parent

School nurse

Doctor

Person in the park

Bus driver

Person on the bus

Friend

Neighbour

School teacher

Swimming teacher

Older student in school

Shop keeper

Activity 5 – PE Session

How can we solve problems when moving?

Students will learn how to compare different types of throws and identify which ones are easier and harder.

Things you will need

Help from an adult

A soft object to throw (for example, soft ball, pair of socks, soft toy, scrunched-up paper)

An object or landmark to create a target for the object to hit (for example, bucket, a long piece of string laid in a circle, an 'X' formed by two pieces of tape/material, a t-shirt laid on the ground, a chair/bench, a wall, a tree)

Refer to 'Snakes alive' game card for suggestions of what this activity could look like. (Sport Australia, 2019. Playing for life)

playing for life TARGET GAMES **SPORTING Schools**

SPORTAUS F-2 3-4 5-6 SKILL DEVELOPMENT

Snakes alive

The first ball rolled becomes the head of the snake. Players deliver one ball at a time, aiming to place each ball behind the previous one. The aim is to form the longest snake. 4 or more per team.

What you need

- > Cones to separate groups
- > One softball or medium-sized ball per team (snake head)
- > One ball per player (e.g. tennis ball (body of snake))
- > Tape or cones to mark the minimum throw line

What to do

- > Each team plays the first ball on a signal.
- > If the first ball strays to another team's area, the ball is played again.
- > The second ball is played on a signal, and so on for the remainder of the balls.
- > To ensure the last ball is a meaningful throw, a line is placed in front of each team and the ball must go beyond the line for the ball to count – otherwise every team will finish with a python!
- > Alternatively, set a maximum length for the snake (e.g. 4 metres).

Change it

- > **Snake head** – require a minimum distance from the start-line for the position of the 'snake's head'.
- > **Balls** – use different rolling balls.
- > **Goalball** – use a goalball (makes a noise when it rolls) and a caller to assist a player with limited vision. Make your own goalball by wrapping a volleyball in plastic and securing with tape.
- > **Provide eye-shades** for half the players to promote communication.

Scoring

- > The longest snake is the winner.
- > Measure in a straight line from head to tail.

Safety

- > The game stops if players are required to retrieve 'lost' balls.

Ask the players

- > What strategies are you using to get the ball to land in the targeted area? (e.g. how do you alter direction and distance).

LEARNING INTENTION

Snakes alive requires students to roll their ball with accuracy and take into account the placement of their team mates balls in order to create a 'snake'.

© 2019 Sport Australia Sporting Schools

PHYSICAL LITERACY ELEMENTS

OBJECT MANIPULATION

RELATIONSHIPS

CONTENT KNOWLEDGE STRATEGY AND PLANNING

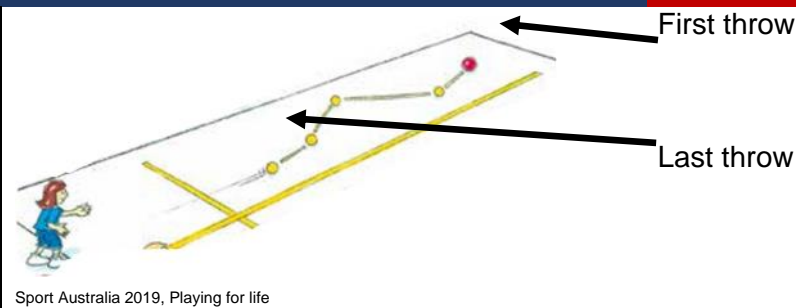
ACHIEVEMENT DESCRIPTIONS

ACPMPO8
ACPMPO25
ACPMPO43

Students:

- 1) Choose a safe playing area where you can throw a number of soft objects.
- 2) Select 5 different soft objects to throw.
- 3) Choose a 'starting point' where you will throw the objects from.
- 4) Underarm throw one object at a time, aiming to place each object behind the previous one. This will form a 'snake'.
 - Underarm throw the first object and mark where it lands. This creates the 'head' of the snake.
 - Underarm throw the next object trying to land it before the 'head'.
 - Repeat the underarm throws with your remaining throwing objects.
- 5) Repeat the game using an overarm throw.
- 6) Repeat the game using a throwing style of your choice.
- 7) Repeat the game 3 times for each throwing style.

Snakes alive



Discuss the following reflective questions with your teacher or parent/caregiver.

What type of throw was easier? Why?

What type of throw was harder? Why?

Which object was easier to throw? Why?

Which object was harder to throw? Why?

Must do:

- Using the table in Monday'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:

Sentences Everywhere

Use as many of your spelling words as you can in different sentences.



Reading

Level 1: Carefully read through the story and answer the questions.

clownfish dogfish jokes sea
lionfish serious shark laugh

Marty the Clownfish

Marty was sad in the sea. As a clownfish, he felt like he should be funny. As a clownfish, he was not funny.

He was not funny at all. He was very serious and did not make anyone laugh.

He told jokes to the lionfish, but they did not laugh. He told jokes to the dogfish, but they did not laugh either.

"I am a clownfish, and I should be funny," Marty said aloud.



"You don't have to be funny," said a shark from nearby. "You are kind and helpful. You are friendly and smart."

"But clowns make people laugh, so a clownfish should make fish laugh," said Marty.

"The lionfish do not act like lions.

The dogfish do not act like dogs," the shark told him.

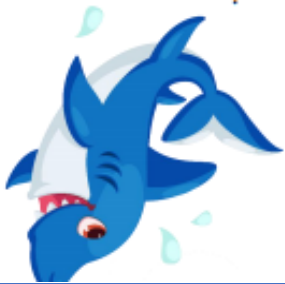
"Marty, just be yourself."

So, Marty did just that. He stopped trying to tell jokes. Soon, the fish all liked him. Soon, he had a lot of fish friends.

One day, Marty said, "I am going to tell you all a joke."

"Marty, no! No more jokes!"

Marty said, "Just kidding!"



Marty the Clownfish (exercises)

1. Choose the correct answer.

What kind of fish is Marty?

- a. angelfish
- b. clownfish
- c. lionfish
- d. swordfish

Marty is sad because:

- a. He is not tall.
- b. He is not smart.
- c. He is not funny.
- d. He is not red.

Which of the following is a lesson that Marty learned in the story?

- a. Be yourself.
- b. Try harder.
- c. Tell the truth.
- d. Study more.

2. Circle the correct choice in the sentences below.

In the story, the (stingray / shark) helps Marty.

At the end of the story, Marty wants to (read a book / tell a joke) to his friends.

Marty lives in the (river / sea).

3. Write a sentence below to tell how Marty got new friends in the story.

Level 1: Carefully read through the story and answer the questions.

perfectly sketch quiet
beautiful night deer

The Night Artist

Macy tiptoed through the cabin, as quiet as a mouse. She did not want to wake anyone up. She silently got dressed, picked up her sketch pad and slipped outside.

It was cooler than she expected. And quieter. And darker. It was hard to see even the trees, which just looked like shadows in front of the cabin. Macy crept along the porch to the bench and sat down quietly.



Everything seemed a bit spooky, and Macy felt a little nervous. She wasn't used to being outside at night, alone in the dark. Macy thought about going back inside, but she decided not to. Her dad had told her that many wild animals only come out at night, and she wanted to see them. She wanted to see the animals and sketch them.

Macy waited in the quiet of the night. She could hear the wind softly rustling the leaves in the trees. An owl hooted in the distance. After a while, she could see better. Up in the sky, the full Moon shone down on her, and she could see thousands of stars. The owl hooted again. Macy liked the owl sound, and she started to relax more. She started to sketch the Moon.



After a little while, Macy heard a rustling in the bushes. She could feel the excitement rising in her, as well as a little fear. She reminded herself to be calm and not run if it was a bear.

It wasn't a bear. A beautiful doe stepped out of shadows and into the light of the full Moon. The doe was only about 20 feet away. Macy gasped. She had never been this close to a wild animal before.

"You're so beautiful," she whispered.

The deer spun its head around and stared at Macy.

The deer stood perfectly still. Macy sat perfectly still.

The deer stared at Macy. Macy stared at the deer.

Finally, the deer decided that

Macy was not dangerous and started to eat the grass.

Macy very carefully and slowly picked up her pad and started to sketch the deer. She drew the deer's long neck and legs. She drew the spots on the doe's tan and white fur. She drew the deer's dark eyes and big ears.



A couple of times, the deer looked up at Macy. Each time, Macy stopped drawing and sat perfectly still.

She did not want to scare the deer away. After a few seconds, the deer always went back to eating grass.

Just as Macy was finishing her sketch, the doe silently slipped away into the bushes.

Macy picked up her pad and went back inside the cabin. Everyone else was still sleeping. Macy knew she should go to sleep, but she was too excited. She looked at her sketch. She felt very special. She had truly connected with nature.



The Night Artist (exercises)

1. Vocabulary

To feel nervous is to feel:

- a. very happy
- b. really hungry
- c. a little scared

A doe is:

- a. a plant-eating dinosaur
- b. an angry bear
- c. a female deer

To sketch means:

- a. to draw
- b. to dig
- c. to destroy

2. Answer the questions.

a. Did the full Moon help Macy draw? How?

b. Why do you think the deer stared at Macy?

3. Draw the doe and label her neck, legs, body, spots, eyes, ears and tail.



Writing

Informative Texts- Text Structure

Watch the video 'Informational Writing for Kids'

www.youtube.com/embed/DN4d76QP_MA



Information Reports usually follow this Structure:

Information Report – Structure

General Description

What are you going to describe? What group does it belong to?

Fact 1

Describe one aspect of the subject using facts.

Fact 2

Describe one aspect of the subject using facts.

Fact 3

Describe one aspect of the subject using facts.

Concluding Sentence

Conclude with an interesting fact about the subject.

Read the text below on Elephants.

Using your colours, see if you can find:

- the **general description**
- the **three facts**
- the **concluding sentence**.

(The answers are on the next page)

Information Report Example – Elephants

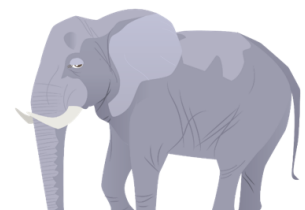
All elephants are mammals, like humans.

They usually live in grasslands, in Africa and Asia.

Elephants have bulky bodies, large ears and a long trunk.

They are all herbivores, which means they survive on a diet of plants.

Most elephants can live for 50 to 70 years in the wild.



Answers:

Information Report – Elephants

General Classification

All elephants are mammals, like humans.

Fact 1: Habitat

They usually live in grasslands, in Africa and Asia.

Fact 2: Appearance

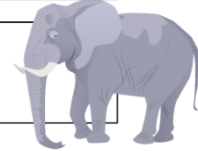
Elephants have bulky bodies, large ears and a long trunk.

Fact 3: Diet

They are herbivores, which means they survive on plants.

Concluding Sentence

Most elephants can live for 50 to 70 years.



Sort the facts below by **WRITING** them under the correct heading

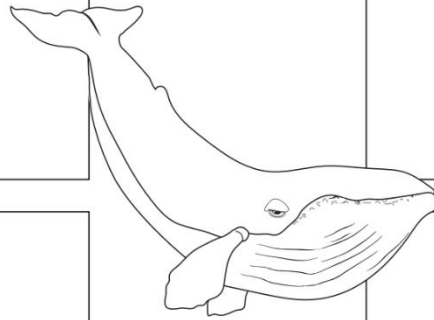
Baleen Whales

What is it?

What does it look like?

Where does it live?

What does it eat?



mammals

toothless

large oceans

plankton

krill

in water

blowhole

warm-blooded animal

FRIDAY - Mathematics

Minute Maths

Answer these word problems about measurement. Write your answers in the space below each question.

Year 1

Length Challenge Cards

7. Which words would you put between these two objects; taller than, shorter than, the same as?

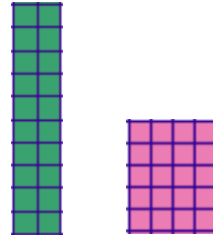


Answer:

Year 2

Real World Area Problems

Tim wanted to buy a big rug for his living room. He wanted the biggest one he could find. Which rug has the largest area?



Answer:

Length Challenge Cards

1. There are 3 different sized shoes, the blue shoe is 8 paperclips long, the slipper is 7 paperclips long and the boot is 9 paperclips long. Order the shoes from shortest to longest.



Answer:

My teacher needed to measure the area of her new tables to see if they had a larger or smaller area than her old tables. Which object should she use to measure the area and why?



Answer:

Measuring in Body Parts

Amazing Fact

In ancient times, records show that length was first measured using body parts – the forearm, hand or finger.

Challenge

Your forearm is the length between your fingertip and your elbow.

Your handspan is the distance between your thumb and little finger when your fingers are stretched out.

Your finger would be your index or 'first' finger

Using your forearm, handspan and finger, choose different objects around the room and measure their length. You might need someone to help you.

Measuring in Body Parts

Object	Forearm	Handspan	Finger

1. What surprised you about this way of measuring?

2. Do you think it is an accurate way to measure? Explain your reasons.

Measurement and Geometry – Year 2 Area

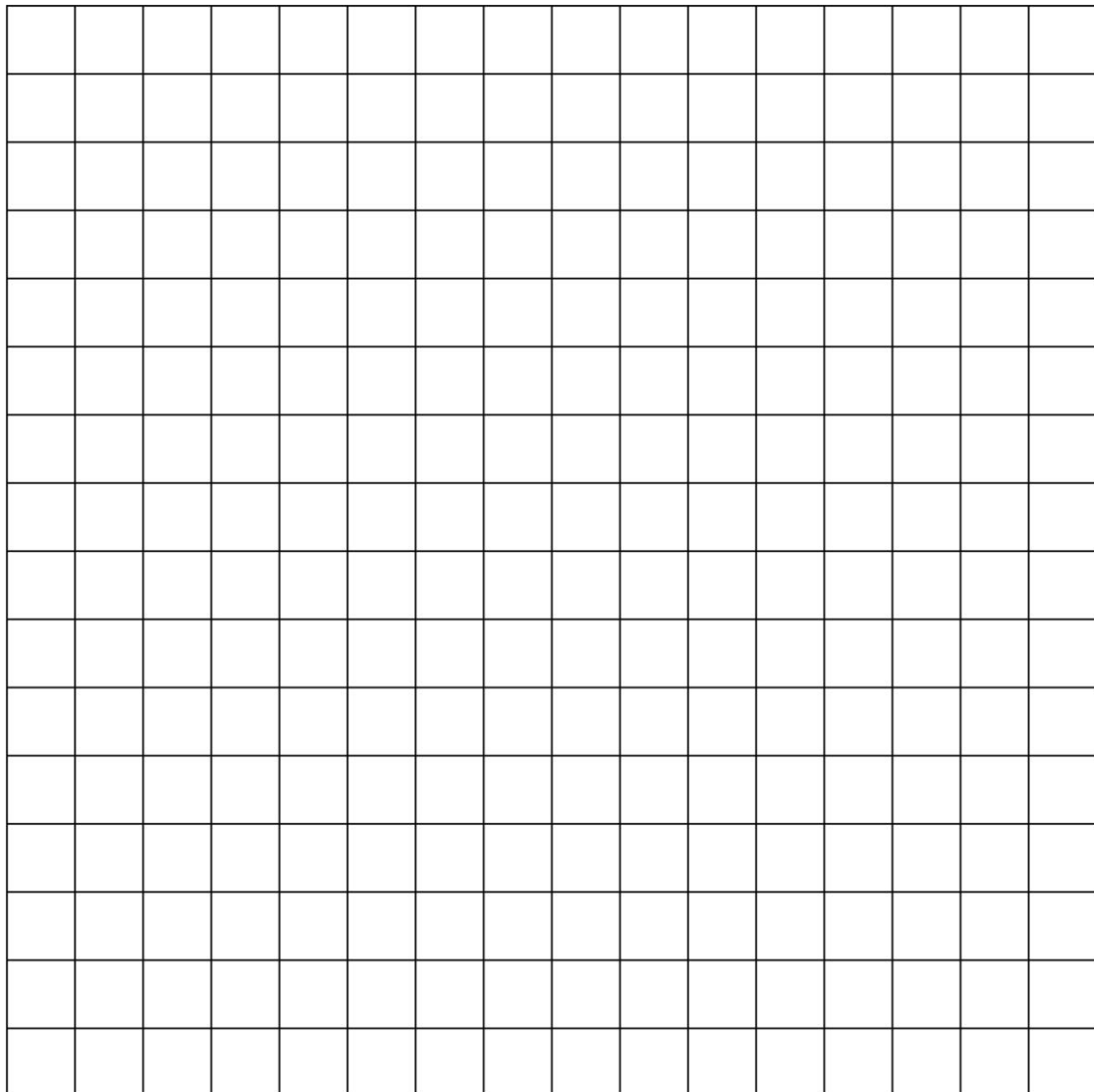
Create a square grid version of yourself or your favourite animal and count the squares to work out the area! Use the examples below as inspiration.



The rules:

- You can't use curved lines or diagonal lines.
- Each square you use in your drawing needs to be fully coloured in.
- Only draw around the outside of each square, not through the middle of it.

The area of _____ is _____ squares



FRIDAY - Music



Let's begin with last week's silly song: *The Animal Fair*

<https://www.youtube.com/watch?v=teW-EF7avXs>



I went to the animal fair,
The birds and the beasts were there.
The big baboon by the light of the moon
Was combing his auburn hair.
The monkey bumped the skunk,
And sat on the elephant's trunk,
The elephant sneezed and fell on his knees
And that was the end of the monk.

Rhythm Reading

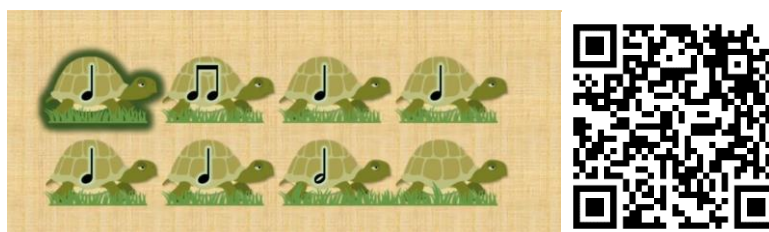
Last week we listened to two pieces from Carnival of the Animals.

See if you can clap or play along with the rhythms of the Tortoise, the speed is Largo. The second is more suitable for year 2.

https://www.youtube.com/embed/M7C6_B1xloQ

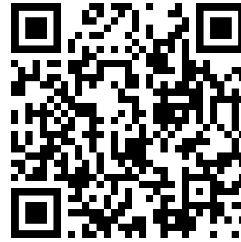
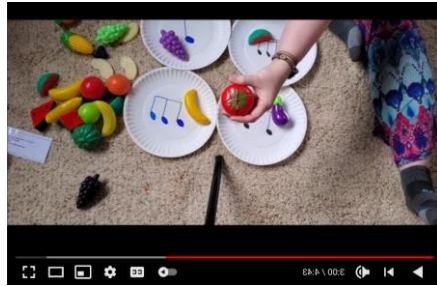


<https://www.youtube.com/watch?v=Jb4CG5zX-B0&t=0s>



Vegetable Rhythms: Make your own vegetable rhythm.

https://www.youtube.com/watch?v=J1Eykv4p_To



Listening: Listen to the podcast in the link below and move to the music.

<https://www.bushfirepress.com.au/kidslisten/s01e03/>



The Listening Room Podcast for Kids S01E03 – www.KidsListen.net

LISTENING ROOM PODCAST

Series 1 - Beginning Primary (Elementary)



Welcome to your Listening Room
We are going to hear a few different pieces of music today.
You will be asked to act out and move to the



Extension: Rhythm Reading practice: https://www.youtube.com/embed/yTUXC_O2FI8

**introduction
to Rhythm Reading**

Bonus Challenge



Revise: *I Like the Flowers*

<https://youtu.be/tllwmW3OZtY>



Have fun 😊