

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



# Learning from Home

Unit: 9  
Stage 1

Year 1 and Year 2



Term 3 Week 9 2021

# Websites for Learning

- TNPS school website: <https://turramurrn-p.schools.nsw.gov.au> For our Learning From Home Packages
- 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	<a href="mailto:marianne.galluzzo@det.nsw.edu.au">marianne.galluzzo@det.nsw.edu.au</a>
1F Nicole Fagan	<a href="mailto:nicole.fagan3@det.nsw.edu.au">nicole.fagan3@det.nsw.edu.au</a>
2M Mary Muldrew	<a href="mailto:mary.barr2@det.nsw.edu.au">mary.barr2@det.nsw.edu.au</a>
2R Alex Atterton	<a href="mailto:alexandra.redford1@det.nsw.edu.au">alexandra.redford1@det.nsw.edu.au</a>

## R U OK? DAY

- [How to be a Good Friend and ask R U OK? \(K-6\)](https://www.youtube.com/embed/KEKhTSagJ3I) <https://www.youtube.com/embed/KEKhTSagJ3I>
- [Together it's OK!](https://www.youtube.com/embed/09qk0IXTfi4) <https://www.youtube.com/embed/09qk0IXTfi4>
- [Smiling Mind](https://www.smilingmind.com.au/) <https://www.smilingmind.com.au/>

## ENGLISH

- Story Box Library (username: tnps and password: tnps) [www.storyboxlibrary.com.au](http://www.storyboxlibrary.com.au)
- [Samantha Seagull's Sandals by Gordon Winch](https://www.youtube.com/embed/KP7meWXZpTQ) <https://www.youtube.com/embed/KP7meWXZpTQ>
- [The Storm Whale by Benji Davis](https://www.youtube.com/embed/nxzNelH4ihU) <https://www.youtube.com/embed/nxzNelH4ihU>
- 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](http://www.dancemattypingguide.com) – Typing training with levels for children
- The State Library <https://www.sl.nsw.gov.au/learning/kids-and-families>
- Ku-ring-gai Library - online reader platform for ebooks <https://www.krg.nsw.gov.au/Community/Ku-ring-gai-Library>

## MATHEMATICS

- Mathletics <https://www.mathletics.com/au/>
- Fuzz Buzz Graphing Game [https://www.abcya.com/games/fuzz\\_bugs\\_graphing](https://www.abcya.com/games/fuzz_bugs_graphing)
- Number Grid Fireworks Game [https://www.abcya.com/games/100\\_number\\_grid](https://www.abcya.com/games/100_number_grid)
- 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
- <https://education.nsw.gov.au/campaigns/mathematics/everyday-maths> Fun, creative and practical activities to develop everyday Maths skills

## SCIENCE AND TECHNOLOGY

- Making your own Lava Lamp <https://www.questacon.edu.au/outreach/programs/science-circus/videos/lava-lamp>
- Pop Top Fountain Experiment <https://www.questacon.edu.au/outreach/programs/science-circus/videos/pop-top-fountain>
- ABC Education- Pushing and Pulling Game <https://www.scootle.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/>
- ABC Education- Garden Detective Game <https://www.scootle.edu.au/ec/viewing/L1118/L1118/index.html>

## 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/>

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- [000 Hero](http://kids.triplezero.gov.au/) <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>



## 1F Zoom Classes WEEK 9 TERM 3 2021

**PLEASE NOTE THE CHANGE FOR *Wellbeing Wednesday*.**

- **On Wednesday students will participate in a range of wellbeing activities outlined in their Learning from Home package.**

	Zoom Meeting ID		Zoom Meeting Password	
	Morning am	Afternoon pm	Morning am	Afternoon pm
Monday 6/9/21 Tuesday 7/9/21 Thursday 9/9/21 Friday 10/9/21	698 5717 4719	691 3740 8364	<b>474645</b>	<b>980145</b>
Wednesday 8/9/21	Wellbeing activities as outlined in the Learning from Home Pack (No Zoom classes today)			

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 6/9/21, Tuesday 7/9/21, Thursday 9/9/21, Friday 10/9/21**

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

# Week 9 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
<b>Morning</b>	Spelling Reading <b>Writing</b> ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing No ZOOM	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am
<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>	ZOOM 1:30pm Science	ZOOM 1:30pm Art	No ZOOM Wellbeing	ZOOM 1:30pm PDHPE	ZOOM 1:30pm Funday



# MONDAY - English

## Spelling

- Ask a family member to pre-test you with the Week 9 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 9 Spelling Words

oo u book bush		
Core	Extension	Theme
book	butcher	habitat
look	cookbook	carnivore
took	couldn't	flora
cook	crook	fauna
good	football	diet
wood	footpath	classification
foot	goodbye	characteristics
stood	pulled	
put	pushed	<b>Demon</b>
push	pushing	hoodwink
pull	shook	ambushed
bull	should	bullying
putting	soot	bullies
pulling	sugar	pulleys
would	woman	cuckoo
could	wouldn't	whoosh
		cushion
		misunderstood

### Year 2 Week 9 Spelling Words

oo u book bush		
Core	Extension	Theme
put	booklet	habitat
pull	brook	carnivore
full	bullet	flora
bull	butcher	fauna
push	crook	diet
book	footpath	classification
look	goodbye	characteristics
took	goodness	
good	hoof	<b>Demon</b>
wood	pudding	hoodwink
stood	pulled	ambushed
wool	pushed	bullying
would	pushy	bullies
could	soot	pulleys
should	sugar	cuckoo
wouldn't	wolf	whoosh
couldn't	woman	cushion
shouldn't	wooden	misunderstood
putting	woollen	
pulling	woolly	







## Reading

Watch 'Edward the Emu' by Sheena Knowles [https://www.youtube.com/embed/ U6cx4j-9tQ](https://www.youtube.com/embed/U6cx4j-9tQ)  
and complete the following tasks.

Must Do:



### Edward the Emu Cloze

Edward was bored at the .  
He pretended to be a seal and  
 in the water. Then he  
pretended to be a  and  
roared at the people. Then he  
pretended to be a snake  
and . Then he  
decided to be an emu  
.



When he got back he found  
another  called Edwina.  
They liked each  very  
.

emu	again	swam	other
zoo	hissed	much	lion



# LEVEL 1 - Comprehension



## Edward the Emu




Answer the questions below in complete sentences.

1. What was Edward's problem in the story

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2. Edward tried to solve his problem by spending time with other animals at the zoo. Complete the chart below to show what Edward does with each of the animals he visits.

Animal Edward Visited	What Edward Did
Seals 	<hr/> <hr/>
Lions 	<hr/> <hr/>
Snakes 	<hr/> <hr/>

3. What makes Edward change his mind each day about what kind of animal he wants to be?

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4. What surprise did Edward find when he returned to his cage at the zoo?

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**Level 2 - Comprehension**

**Title**

**Setting**

Where does the story take place?

**Characters**

Who is in the story?

**Problem**

What problem are the characters trying to solve?

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**Important Events**

What did the characters do to try to solve the problem?

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**Solution**

How do the characters finally solve the problem?

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**Connection**

What does this story remind you of?

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## Writing

This week you will be researching, writing, editing, publishing and illustrating an informative page for a non-fiction book about animals.

Each student will select one animal to contribute to their class book.

1W= Dangerous Animals

1F= Amazing Animals

2M= Sea Creatures

2R= Australian Animals

Each day will have a different step in the process:

**Step 1: Monday= Researching**

**Step 2: Tuesday= Drafting**

**Step 3: Wednesday= Editing**

**Step 4: Thursday= Publishing**

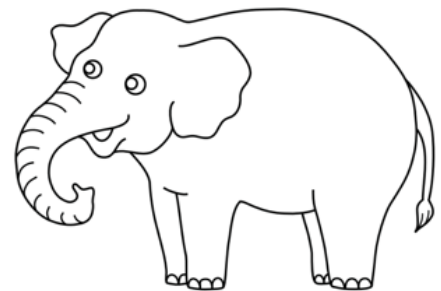
**Step 5: Friday= Illustrating**



You will find each step of the process within the Learning from Home Pack.

You will find the template/s for the final published copy at the very back of the Learning from Home Pack. This is so you can easily remove it from the pack to hand it in to the school when you collect the final Term 3 pack so that your teacher can collate and publish your class book.

Your writing is limited to 1-2 pages.



## Step 1: Researching



Today you will be researching your animal.

You may like to use Kiddle (a search engine for kids) by clicking on the QR Code  
[www.kiddle.co/](http://www.kiddle.co/)

### Here are some websites you may like to try!

National Geographic Kids: YouTube Channel  
Amazing Animals Videos

[https://www.youtube.com/channel/UCXVCgDuD\\_QCkI7gTKU7-tpg](https://www.youtube.com/channel/UCXVCgDuD_QCkI7gTKU7-tpg)

Perth Zoo

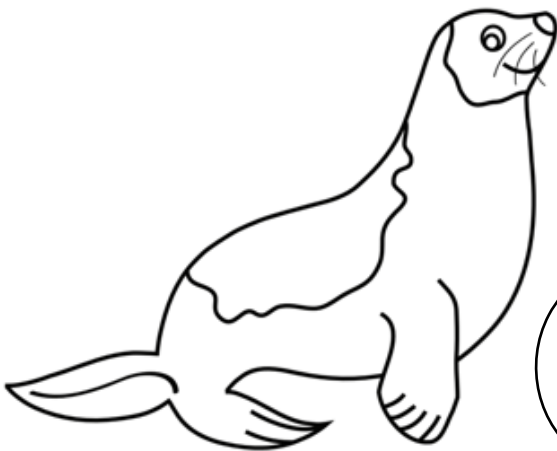
<https://perthzoo.wa.gov.au/animals>

Kids Fun Factsheets

<http://wildlife.durrell.org/kids/fun-factsheets/>

All Animals A to Z List

<https://a-z-animals.com/animals/>



### Vocabulary:

- Classification= What type of animal is it?  
Is it a reptile, mammal, insect?  
(Extension: Is your animal protected, endangered, extinct?)
- Characteristics/Appearance= What does your animal look like?
- Habitat= Where does your animal live?
- Diet= What does your animal eat?

**Research your animal, then write and/or draw your interesting facts on either of the templates on the following page.**

- Level 1= Easier
- Level 2= More challenging

# Fact File - Animals

Level 1

**Classification**

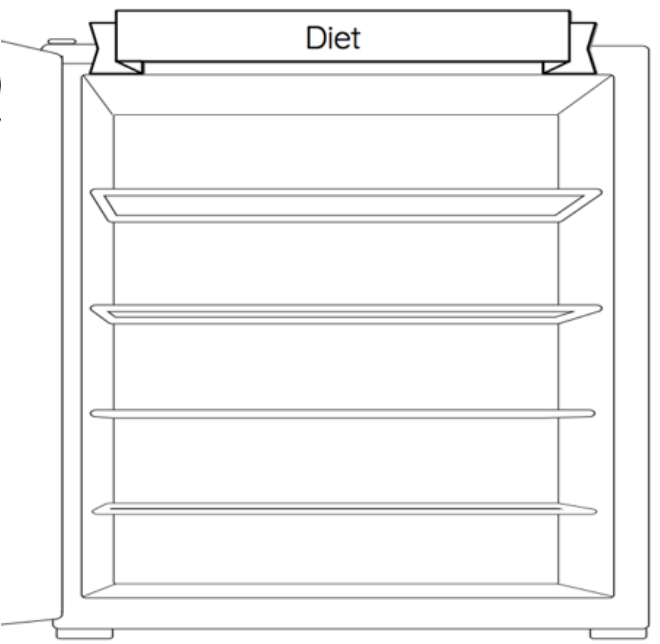
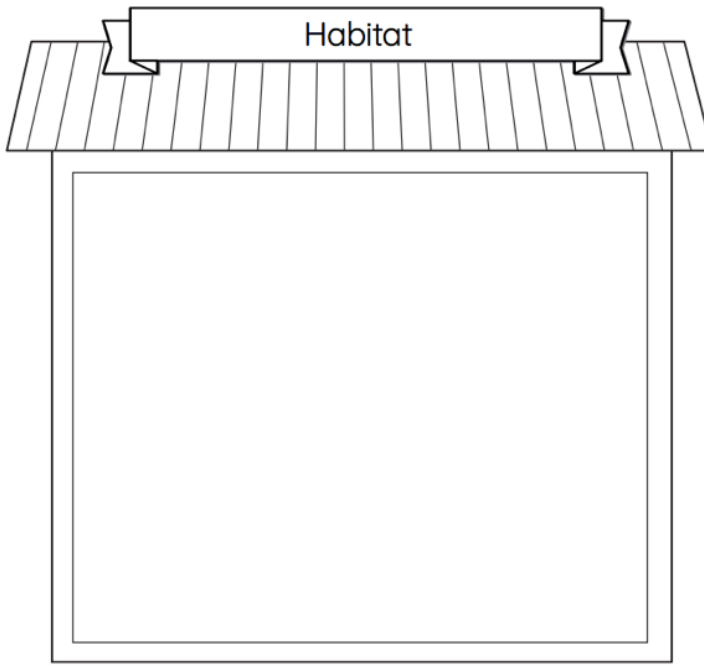
**Size and Appearance**

**Topic**

**Habitat and Lifestyle**

**Diet and Eating Habits**





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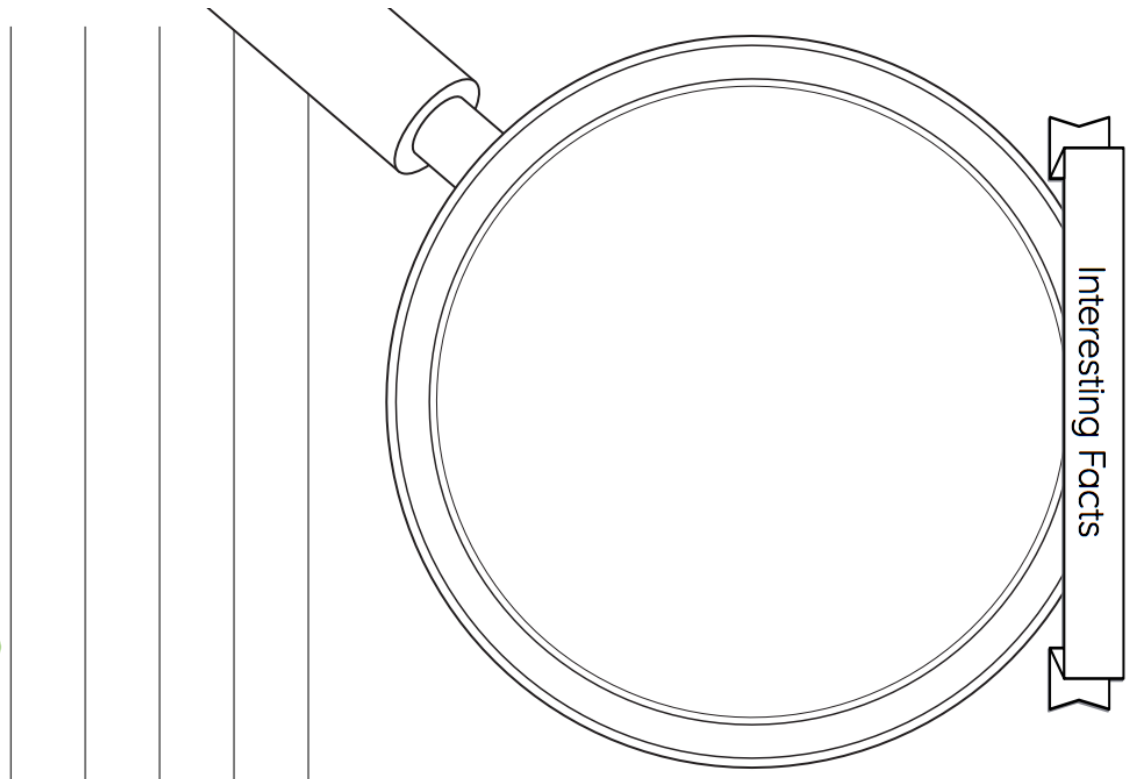


Figure 1 Other Interesting Facts e.g. What are the animal's babies called? How long does the animal usually live?



# MONDAY - Mathematics

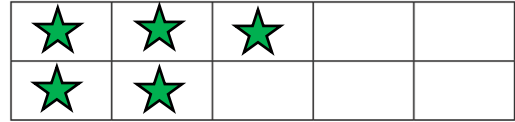
## Minute Maths

We can tell if a number is odd by drawing it on a ten or twenty frame. If a number makes 2 even rows, the number is even. If your 2 rows are uneven or different, the number is odd.

6 is **even** because it makes 2 **even rows**.



5 is **odd** because it makes 2 **uneven rows**.



Number	Draw it!	Odd or even?
5		
12		
17		
20		

Do you know another way to work out if a number is odd or even? Explain it and draw a picture:

# Identifying Number Pattern Rules

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

9      19   24         **Rule:** \_\_\_\_\_

48   44         32      **Rule:** \_\_\_\_\_

99   90      72         **Rule:** \_\_\_\_\_

110   130      170         **Rule:** \_\_\_\_\_

107   97         67      **Rule:** \_\_\_\_\_

36   42      54         **Rule:** \_\_\_\_\_

24   36   48            **Rule:** \_\_\_\_\_

235   233      229         **Rule:** \_\_\_\_\_

### Challenge:

20, 42, 64, 86, 108,  130,  152,  174   **Rule =**

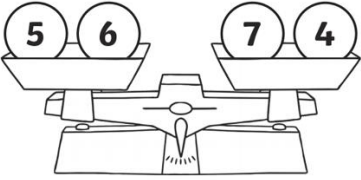
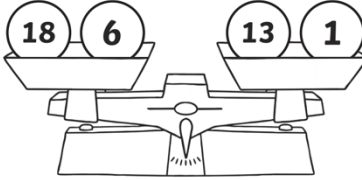
109, 124, , 154, 169, ,    **Rule =**

120, 108, , , 72, 60, ,    **Rule =**

$\frac{1}{2}$ , 1,  $1\frac{1}{2}$ , , , 3, , 4,  $4\frac{1}{2}$ ,    **Rule =**

## Number and Algebra - Can Do

Can you work out the missing number from these number sentences?

Addition	Subtraction
<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>On the balancing scales, each side balances when you add the numbers together:</p> <math display="block">\textcircled{5} + \textcircled{6} = \textcircled{11}</math> <math display="block">\textcircled{7} + \textcircled{4} = \textcircled{11}</math> </div> </div>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>On the balancing scales, each side balances when you subtract the numbers:</p> <math display="block">\textcircled{18} - \textcircled{6} = \textcircled{12}</math> <math display="block">\textcircled{13} - \textcircled{1} = \textcircled{12}</math> </div> </div>
<p><b>Round 1</b></p> $\textcircled{3} + \textcircled{9} = \textcircled{6} + \textcircled{\quad}$ $\textcircled{7} + \textcircled{\quad} = \textcircled{9} + \textcircled{9}$ $\textcircled{8} + \textcircled{11} = \textcircled{\quad} + \textcircled{7}$ $\textcircled{\quad} + \textcircled{4} = \textcircled{10} + \textcircled{10}$ $\textcircled{5} + \textcircled{14} = \textcircled{7} + \textcircled{\quad}$	<p><b>Round 1</b></p> $\textcircled{15} - \textcircled{6} = \textcircled{13} - \textcircled{\quad}$ $\textcircled{13} - \textcircled{5} = \textcircled{16} - \textcircled{\quad}$ $\textcircled{20} - \textcircled{\quad} = \textcircled{13} - \textcircled{3}$ $\textcircled{\quad} - \textcircled{9} = \textcircled{10} - \textcircled{7}$ $\textcircled{15} - \textcircled{\quad} = \textcircled{7} - \textcircled{1}$
<p><b>Challenge:</b></p> $\textcircled{4} + \textcircled{8} = \textcircled{\quad} + \textcircled{\quad}$ $\textcircled{11} + \textcircled{8} = \textcircled{\quad} + \textcircled{\quad}$ $\textcircled{12} + \textcircled{\quad} = \textcircled{\quad} + \textcircled{6}$	<p><b>Challenge:</b></p> $\textcircled{18} - \textcircled{7} = \textcircled{\quad} - \textcircled{\quad}$ $\textcircled{9} - \textcircled{\quad} = \textcircled{11} - \textcircled{\quad}$ $\textcircled{6} - \textcircled{\quad} = \textcircled{10} - \textcircled{\quad}$



# MONDAY – Science

What resources do we waste and how can we help stop the waste?



Think about the questions in the pictures below



What natural resources are we wasting?



What were you asked to do?



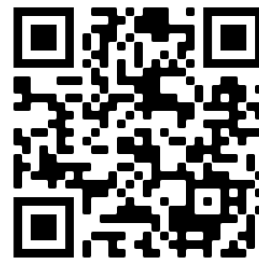
What natural resources are being affected by our waste?





## What resources do you waste?

Look at the pictures below and think about the things that you and your family might waste at home.



Watch the video and complete the activity on the three R's

[https://www.youtube.com/embed/OasbYWF4\\_S8](https://www.youtube.com/embed/OasbYWF4_S8)

**5** What things could we do to reduce, reuse or recycle our waste?

Draw and label your ideas.

**Reduce!**

Use less of things.



**Reuse!**

Use things again.



**Recycle!**

Use things in a different way.



When we put our waste in the correct recycling bin, they are used to make other things.

Draw some waste that could go in each recycling bin.



## Why is water an important resource?



### Vocabulary

salt water   fresh water   essential  
drought   flood   supply   flow

1

#### Word link

What other words do you think of when you hear the word **water**?

Read the information about the natural resource, water, below.



Australia is the driest inhabited continent on Earth. Much of the country is often in drought, which means there hasn't been enough rain for many years.



2 What happens when there is not enough water?

In many countries and cultures across the world, people perform dances to encourage rain to fall and crops to grow.



Most of the water on Earth is salty water in our oceans and seas. Only a tiny amount of the Earth's water is fresh water. Most living things need fresh water to survive, it is an **essential** resource.



Humans need to drink eight glasses of clean freshwater daily.



In many hot, dry countries, desalination plants are built to turn salt water into freshwater.



Where does fresh water first come from?



Tap water

Recycled water

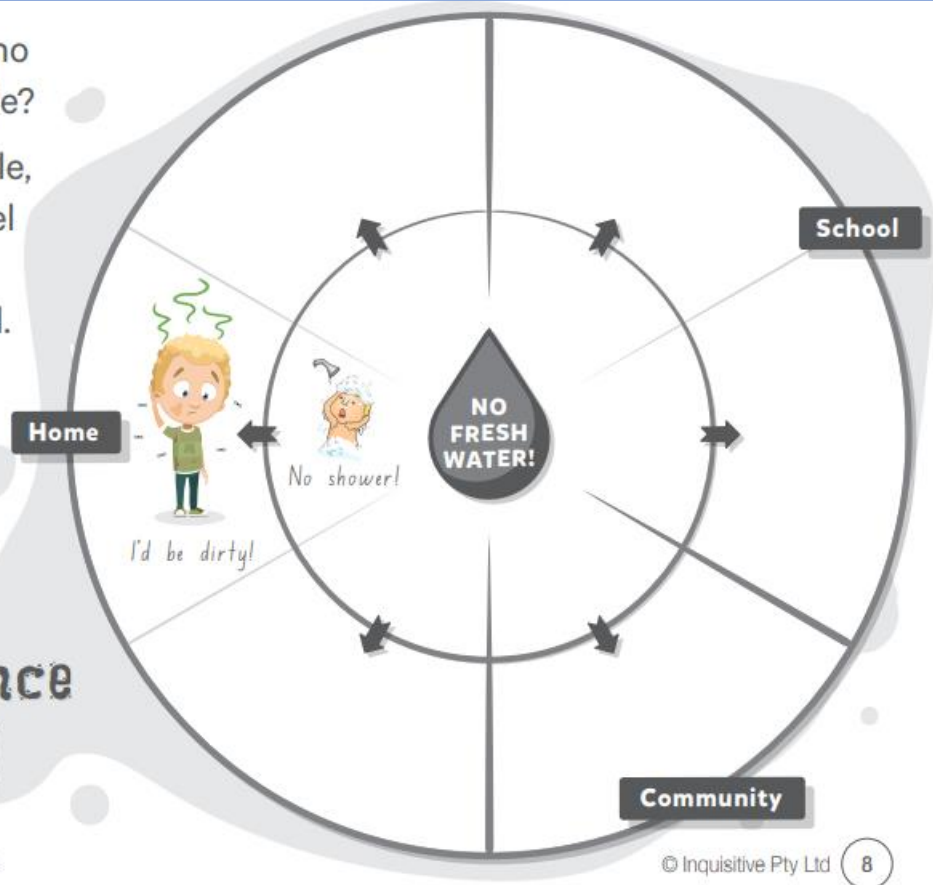
Rain/Greywater

Groundwater

7 What if there was no freshwater available?

Look at our example, then draw and label your ideas in the consequence wheel.

## Consequence Wheel



### Optional Activity

10 For a long time, Australia has been sending lots of our rubbish to other countries. Now these countries are saying no more!

What can we do with our mountains of rubbish?

Use your imagination.



# 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 wool shouldn't be put near the bull or it will be no good.***



- The letters **oo** and **u** 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.**

oo	book,
u	bush,

### Can Do:

Write the contractions for these pairs of words. [Go to Helpful Hint 13](#).

would not \_\_\_\_\_ could not \_\_\_\_\_

should not \_\_\_\_\_

Help the cook find a path to his book. Finish each word with **oo** or **u**.

Colour **oo** parts blue.

Colour **u** parts red.



b _ k	l _ k	f _ ll	p _ sh
f _ t	c _ k	p _ ll	t _ k
p _ t	b _ ll	p _ shing	w _ l
p _ lling	st _ d	h _ k	w _ llen
p _ tting	sh _ k	l _ king	c _ king





Carefully read the fact sheets on Emus and complete the fact file.

# Emu Facts

Emus are birds that live in Australia.

Emus eat seeds, shoots, berries and insects.

Emus have three toes on each foot.

The male emu prepares the nest and sits on the eggs until they hatch.



Emus are the second largest bird in the world.

Emus cannot fly as their wings are too small.

Emus have two sets of eyelids.

Emus living in the wild can live up to 20 years.

An adult male emu can grow up to 2 metres high and can weigh up to 45 kilograms.



# Emus

Eat

Four horizontal lines for writing notes about what emus eat.

Do

Four horizontal lines for writing notes about what emus do.

Live

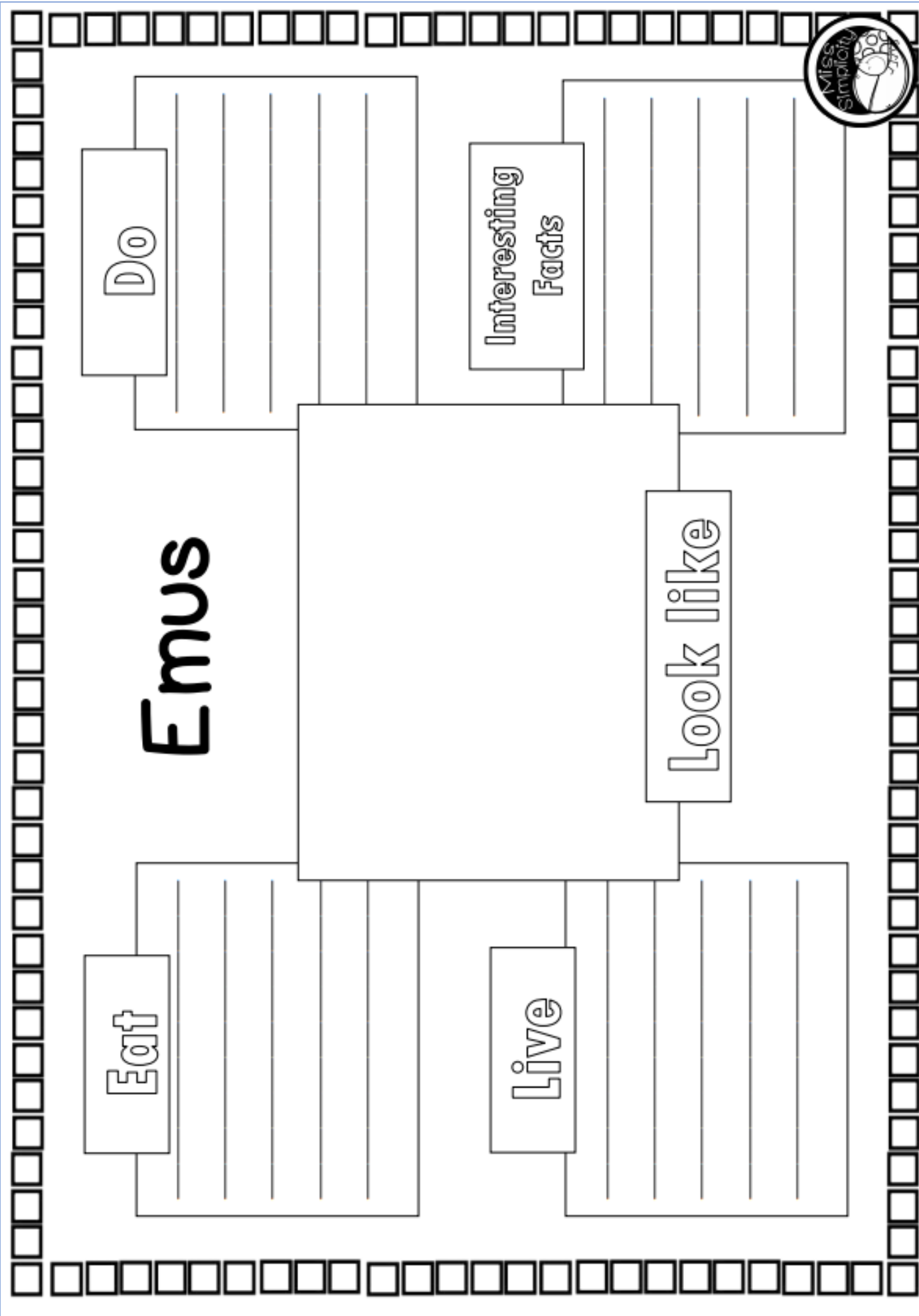
Four horizontal lines for writing notes about where emus live.

Interesting Facts

Four horizontal lines for writing interesting facts about emus.

Look like

A large central rectangular box for drawing or describing the appearance of an emu.





# Emu

The emu is Australia's largest bird and the world's second largest. It comes second to the ostrich.



Emus are very unique in the way they look. They have long necks and very sharp beaks.



Their ears are quite small and they have two sets of eyelids. One eyelid is used to keep the dust out while the other is used for blinking. Altogether they have six toes, three on each foot. On each foot there is a talon which is used for fighting and protecting themselves against predators. Emus have very soft light brown feathers. They are also known to grow between 1.5-2 metres in height and can weigh up to 60kg. They are flightless birds.

Emus like to eat whatever they can find. However, they really enjoy grains, flowers and berries. They also like to eat insects and grubs which they find by digging around in the ground.

Emus like to eat a lot of food, especially if there is a lot around them. When they eat lots, the food is stored as fat. They can then survive for longer periods as they go in search of more food. Emus live in flocks or pairs.

## Did you know...?

**Males make a grunting sound like a pig and females make a loud booming sound.**





# Australian Animals Emu



What They Look Like

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Where They Live

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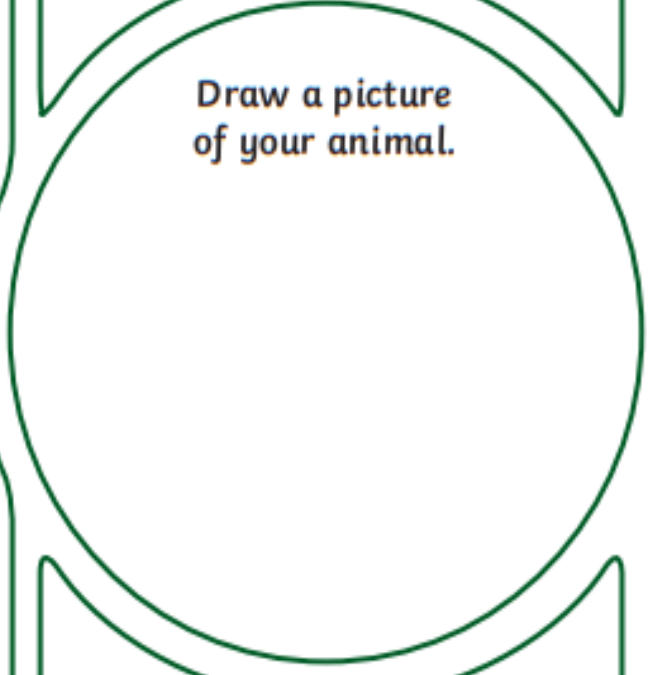
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Draw a picture  
of your animal.



What They Eat

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Did You Know...?

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## Writing

### Step 2: Drafting

Today you will be using your facts from Monday's writing lesson to write your first draft.

You can select from either of the three templates on the following pages to use.

Level 1= Easiest (1 page writing, 1 page drawing)

Level 2= Medium (2 Pages)

Level 3= Most Challenging (2 Pages)

**Remember: You can only write 1-2 page, including your illustration.**

#### Don't forget:

- Informative texts provide facts about a particular topic. Some of these topics might include people, places, animals and objects.
- Informative texts contain facts. Facts are true statements about the topic that can be proven.
- Informative texts usually follow this 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.

- **Informative Texts use special types of language:**

#### The Language of Generalisation

This is used to make general statements about a subject.

E.g. **All** tigers are mammals.

#### The Language of Description

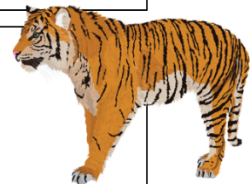
This is used to describe the subject in a clear and factual way.

E.g. Tigers have **strong** bodies, **broad** paws and **sharp** teeth.

#### The Language of Comparison

This is used to describe similarities and differences.

E.g. Tigers are **the largest** member of the cat family.



**Using your facts from Monday, write your first draft on either of the templates on the following page.**

**Level 1**

**Title:** \_\_\_\_\_

**Written and Illustrated by:**

**Classification**

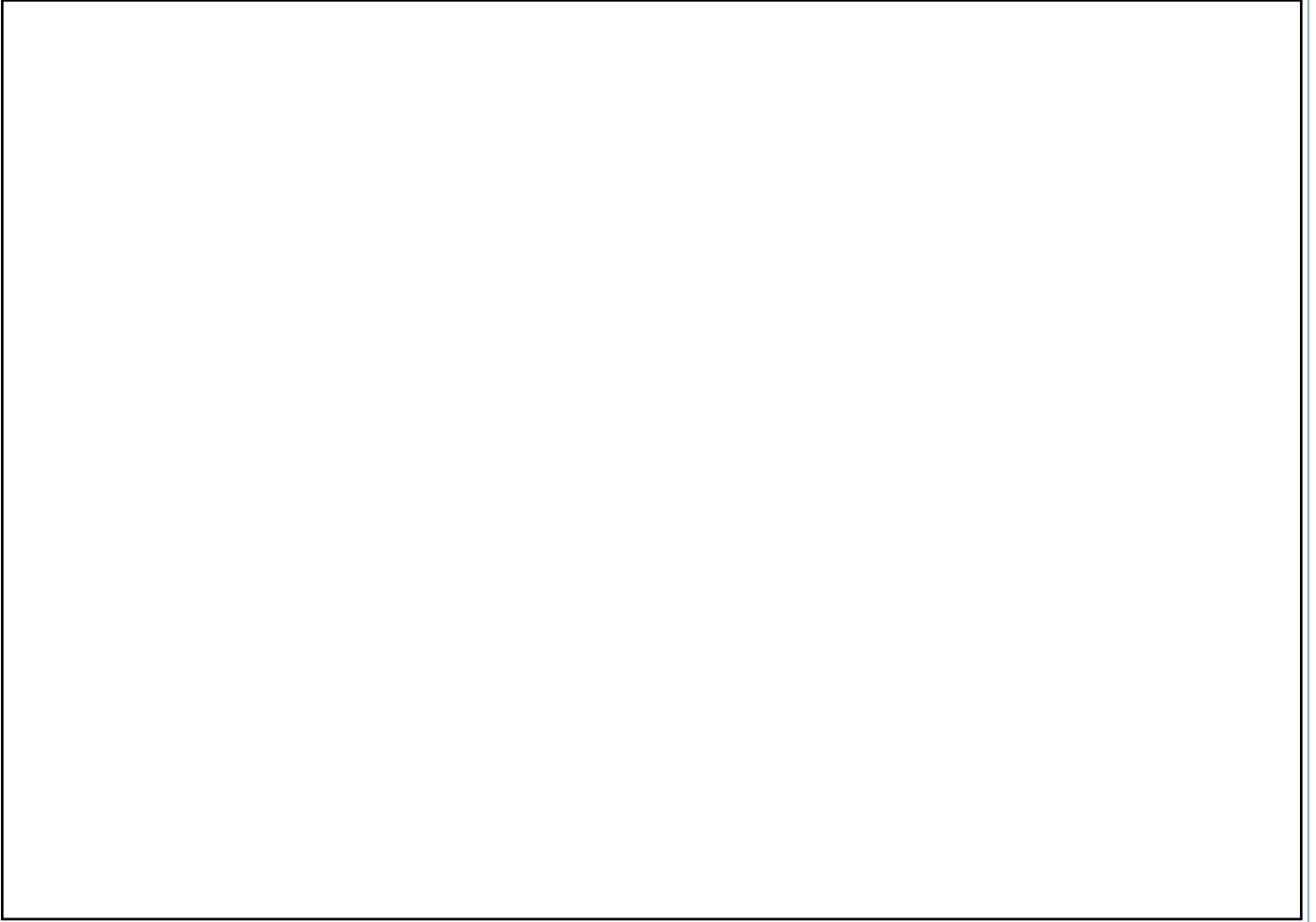
**Fact 1**

**Fact 2**

**Fact 3**

**Concluding Sentence**

**Draft illustration for Level 1**



**Level 2**

**Title**

**Written and Illustrated by** \_\_\_\_\_

**Classification**

**Paragraph 1**

\_\_\_\_\_  
(Subheading e.g. Habitat, Diet, Characteristics)

**Paragraph 2**

\_\_\_\_\_  
(Subheading)





**Level 3**

---

**(Title)**

**Written and Illustrated by** \_\_\_\_\_

**Introduction** (This is a general statement about your animal).

---

---

---

---

**Paragraph 1** (Describe one detail about your animal).

---

**(Subheading e.g. Habitat, Diet, Characteristics)**

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---

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---

---

---

---

**Paragraph 2** (Describe one detail about your animal).

---

**(Subheading)**

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---

---

**Paragraph 3** (Describe one detail about your animal).

---

**(Subheading)**

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---

**Paragraph 4** (Describe one detail about your animal).

---

**(Subheading)**

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---

**Conclusion** (This is a concluding statement about your animal).

---

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---

**(Draft Illustration)**

# Is My Number Odd or Even?

To complete this activity, you are going to need 20 cubes or counters.

We are always told that even numbers can be shared into two even groups.

Make each of the following numbers using your cubes or counters and see if you can split them into two equal groups.

Colour the even numbers on the chart blue.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Group 1	Group 2

What did you notice about the two groups?

---

What did you notice about the odd numbers?

---

## Number and Algebra - Must Do

Can you create your own tricky addition and subtraction number patterns?

Don't forget to write down the rule!

**My addition number pattern rule:** \_\_\_\_\_

**My number pattern is:**

**My subtraction number pattern rule:** \_\_\_\_\_

**My number pattern is:**

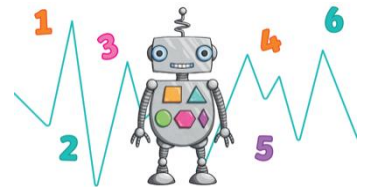
**My addition number pattern rule:** \_\_\_\_\_

**My number pattern is:**

**My subtraction number pattern rule:** \_\_\_\_\_

**My number pattern is:**

**Challenge:** Someone has made some mistakes writing these number sentences down. The number sentence on the **left** needs to equal the number sentence on the **right**. Can you figure out which are correct, and which are incorrect? The first question has been done for you.



$$3 + 2 = 1 + 5$$

$3 + 2 = 5$   
 $1 + 5 = 6$   
Incorrect!

$$4 + 7 = 9 + 2$$

$$5 + 3 = 3 + 8$$

$$9 + 6 = 10 + 4$$

$$1 + 7 = 4 + 4$$

$$5 + 5 = 2 + 8$$



# Finding Unknown Quantities in Balanced Number Sentences

1. When a number is added to 10, the answer is the same as 19 minus 6.

10	+	3	=	19	-	6
----	---	---	---	----	---	---

2. When a number is added to 16, the answer is the same as 8 plus 26.

			=			
--	--	--	---	--	--	--

3. When a number is added to 19, the answer is the same as 82 minus 36.

			=			
--	--	--	---	--	--	--

4. When a number is subtracted from 91, the answer is the same as 12 plus 6.

			=			
--	--	--	---	--	--	--

5. When a number is subtracted from 88, the answer is the same as 65 plus 9.

			=			
--	--	--	---	--	--	--

6. When a number is subtracted from 72, the answer is the same as 59 minus 33.

			=			
--	--	--	---	--	--	--

7. When a number is added to 61, the answer is the same as 12 plus 74.

			=			
--	--	--	---	--	--	--

# TUESDAY – Art

## Superhero Self Portrait

You have been superheroes this term and now you can draw yourself as one.

Are you superman, spiderman, batman, batgirl, wonder woman or your very own superhero name?

Think about what superheroes wear. Do you have a cap, a mask, or a crown? Do you fly? Can you climb walls? What are your superpowers?

Draw yourself as a superhero and remember to create a background. Make yourself large in the drawing so you stand out. Here are some ideas.



# 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

Put a cross on the picture and the word if you cannot hear the  oo u sound. The first one is done for you.



~~balloon~~



hood



moon



hook



broom



roof

Write words that rhyme.

full \_\_\_\_\_

wood \_\_\_\_\_

cook \_\_\_\_\_

\_\_\_\_\_

Write oo or u to finish the words.

Colour oo parts yellow.

Colour u parts red.



Who would wear this –

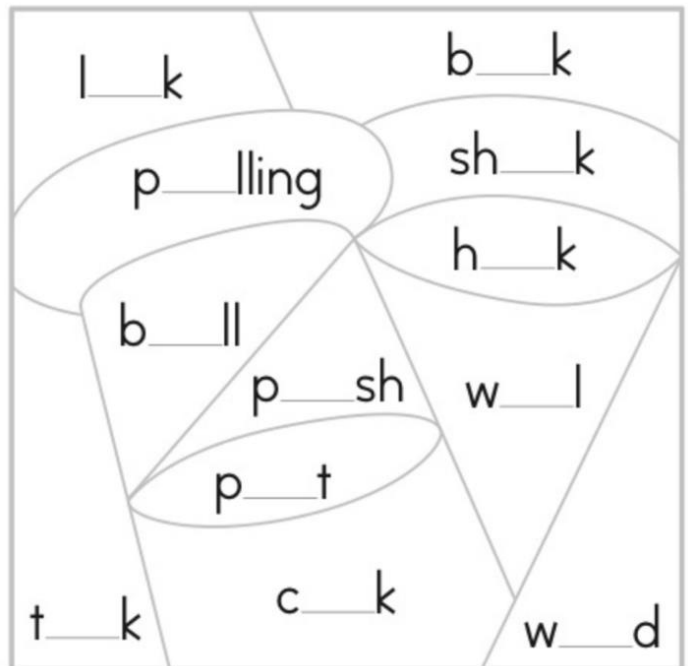
a chook,

a cook

or

a crook?

Answer: \_\_\_\_\_



### Can do:

Write the words in the correct spaces to finish the sentences.

\_\_\_\_\_ you like to live in the \_\_\_\_\_s?

She \_\_\_\_\_ like to chop the \_\_\_\_\_ for the fire.

Would  
wood  
would  
wood

## Reading

### Must Do:

### Dangerous Animals

1. Before watching the BTN story list as many Australian dangerous animals as you can.

---

---

---

Watch the BTN report on dangerous animals and then answer the following questions.

HINT: Read the questions before watching the report.

<https://www.abc.net.au/btn/classroom/dangerous-animals/12827978>



2. How many species of snakes are there in Australia?

---

3. What is an interesting fact about the red-bellied black snake?

---

---

4. What do tiger snakes look like?

---

---

5. Complete the following sentence.

Tiger snakes are considered the fourth most \_\_\_\_\_ snake in the world.

6. How can kids stay safe around wildlife this summer? Give one tip.

---

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---

7. What is the treatment for someone that has been bitten by a snake?

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---

8. What should you do if you find a snake in your house or backyard?

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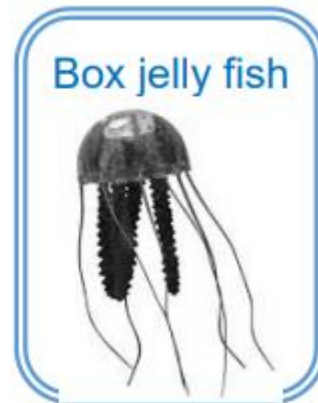
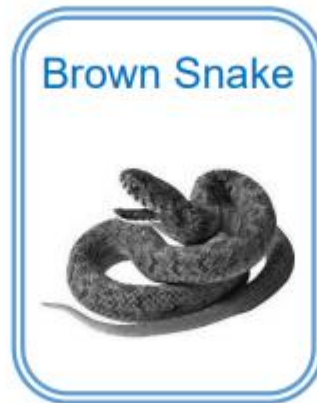
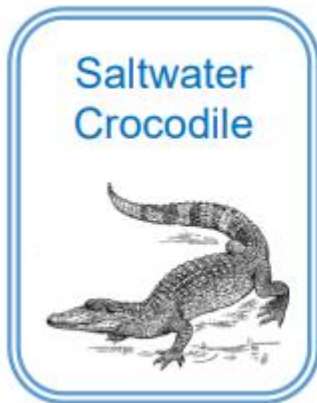
9. Where in Australia can box jellyfish be found?

---

10. What are the two types of crocodiles that can be found in Australia?

---

---



# Australian Eastern Brown Snake

## *Pseudonaja textilis*



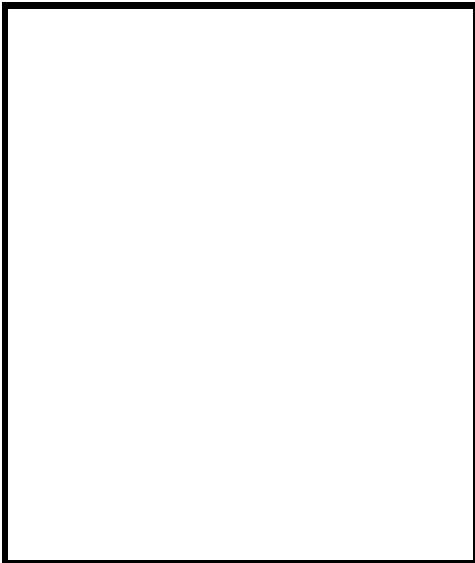


**Challenge – Create a new dangerous animal**

Imagine you are a biologist and create a new species of a dangerous animal.

Create a fact file on your new animal.

# Fact File



Type of Animal:

Mammal

Bird

Fish

Reptile

Amphibian

Insect

Spider

Where does this animal live?

---

---

---

---

How big is this animal and what does it look like?

---

---

---

What does this animal eat?

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---

---

Interesting facts about this animal:

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---

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---

# Writing

## Step 3: Editing

Today you will be editing your first draft that you wrote yesterday.

You may need to employ an editor to assist you with this (your editor could be a friend or family member).

There are two checklists:

Level 1=Easier

Level 2= More challenging

**Using a different coloured pencil and the checklist below, edit your first draft from Tuesday.**

### Level 1 Check List

Have you included:

- Facts
- A title
- A general description or classification
- Fact 1
- Fact 2
- Fact 3
- Concluding Sentence
- Coloured illustration
- Correct Spelling
- Full stops and capital letters
- Neat Handwriting
- Finger spaces

### Level 2 Check List

Have you included:

Facts not Opinions:

- Facts that can be proven
- No opinions

Structure:

- An interesting title (E.g. Instead of Lion= King of the Jungle, Instead of Brown Snake = Australia's deadliest snake, the Eastern Brown)
- A general description or classification or introduction
- Fact 1
- Fact 2
- Fact 3
- Fact 4
- Subheadings for all of your Facts (e.g. Habitat, Diet)
- Illustration using colour

Special Types of Language

- Language of Generalisation (e.g. *All* lions are mammals)
- Language of Description (e.g. Dolphins are *graceful, sleek* swimmers.)
- Language of Comparison (e.g. The whale shark is the *largest* shark ever recorded.)

Presentation

- Correct Spelling and punctuation
- Neat Handwriting



polar bear

# WEDNESDAY - Mathematics

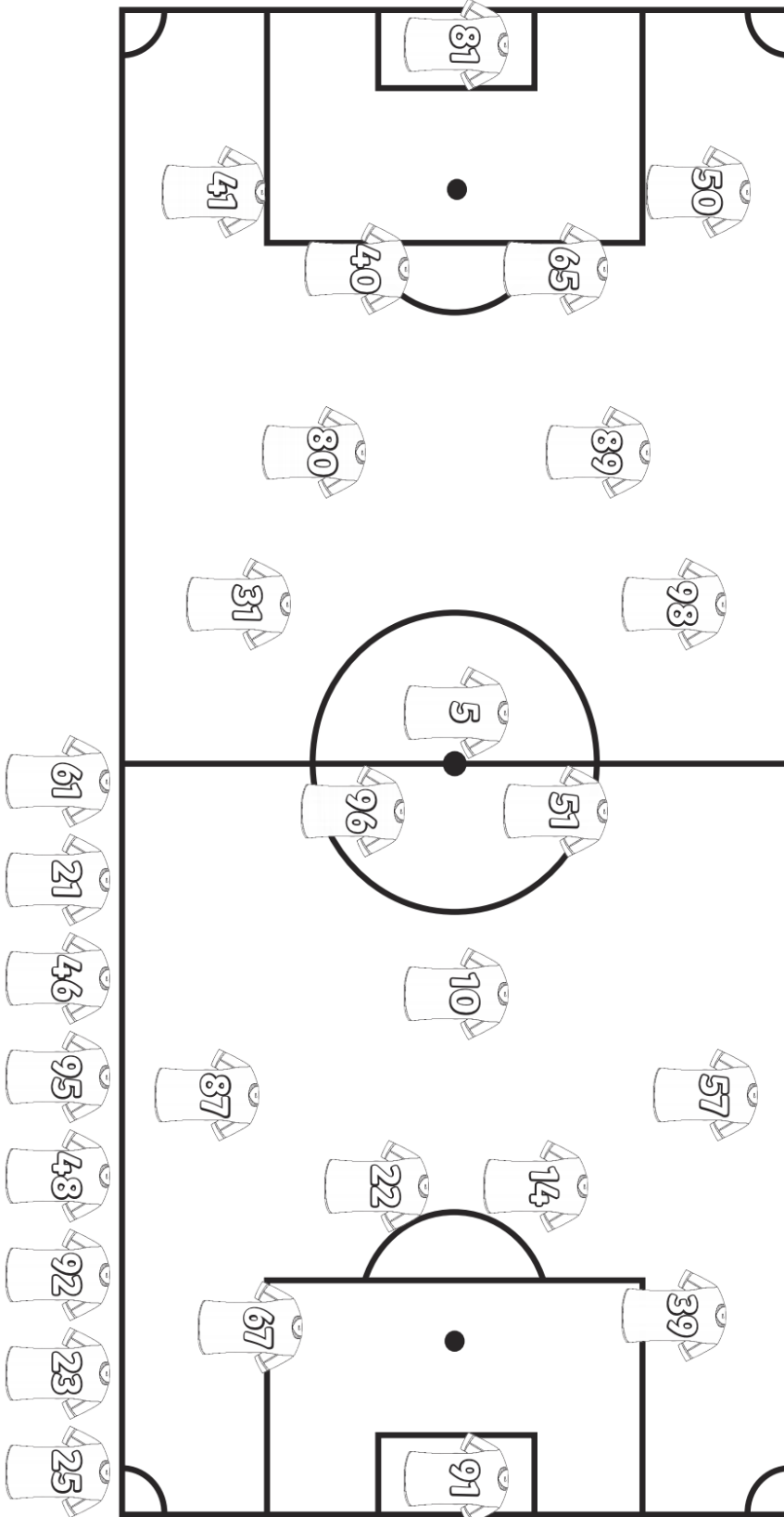
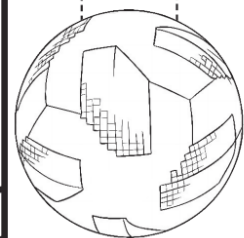
## Minute Maths

An even number can be shared equally in half. To work out if a big number is odd or even, you can also look at the number in the 'ones' place. If the number in the 'ones' place can be shared evenly (0, 2, 4, 6, 8) it is even. If the number in the 'ones' place cannot be shared evenly (1, 3, 5, 7, 9) then it is odd. Use this trick to finish the activity below.

### Odd and Even Soccer Colouring In



Colour in the Soccer players that have even numbers.



## Number and Algebra - Must Do

Answer the questions below and write the matching letter for each answer in the box to find out the answer to this question:

**What did the egg do when she heard a joke?**

Level 1:

<b>19</b>	<b>4</b>	<b>9</b>

<b>13</b>	<b>6</b>	<b>7</b>	<b>13</b>	<b>3</b>	<b>9</b>	<b>20</b>

<b>8</b>	<b>10</b>	<b>14</b>

$11 + \underline{\quad} = 20$	$17 - \underline{\quad} = 4$	$10 + \underline{\quad} = 29$	$\underline{\quad} - 5 = 15$	$10 + \underline{\quad} = 16$
E	C	S	D	R
$4 + \underline{\quad} = 14$	$14 - \underline{\quad} = 7$	$18 + \underline{\quad} = 26$	$4 + \underline{\quad} = 8$	$\underline{\quad} - 12 = 2$
P	A	U	H	!
$9 + \underline{\quad} = 12$				
K				

Level 2:

<b>40</b>	<b>41</b>	<b>16</b>

<b>20</b>	<b>31</b>	<b>66</b>	<b>20</b>	<b>63</b>	<b>16</b>	<b>30</b>

<b>67</b>	<b>18</b>	<b>51</b>

$33 + \underline{\quad} = 49$	$71 - \underline{\quad} = 51$	$30 + \underline{\quad} = 70$	$\underline{\quad} - 15 = 15$	$10 + \underline{\quad} = 41$
E	C	S	D	R
$22 + \underline{\quad} = 40$	$86 - \underline{\quad} = 20$	$43 + \underline{\quad} = 110$	$4 + \underline{\quad} = 45$	$\underline{\quad} - 49 = 2$
P	A	U	H	!
$39 + \underline{\quad} = 102$				
K				

## Number and Algebra - Can Do

Solve these emoji challenges step by step to work out the answer.

$\img alt="cat face with tears" data-bbox="91 112 141 146"/> + \img alt="cat face with tears" data-bbox="201 112 251 146"/> = 6$	$\img alt="black chess king" data-bbox="386 112 416 146"/> + \img alt="black chess king" data-bbox="501 112 531 146"/> = 12$	$\img alt="peacock" data-bbox="676 112 726 146"/> + \img alt="peacock" data-bbox="781 112 831 146"/> = 24$
$\img alt="cat face with smile" data-bbox="91 158 141 192"/> - \img alt="cat face with tears" data-bbox="201 158 251 192"/> = 7$	$\img alt="black chess king" data-bbox="386 158 416 192"/> - \img alt="pink high-heeled shoes" data-bbox="491 158 541 192"/> = 2$	$\img alt="tiger" data-bbox="676 158 726 192"/> + \img alt="peacock" data-bbox="781 158 831 192"/> = 22$
$\img alt="cat face with smile" data-bbox="91 204 141 238"/> - \img alt="cat face with smile" data-bbox="201 204 251 238"/> = 1$	$\img alt="blue fishing rod" data-bbox="376 204 426 238"/> + \img alt="pink high-heeled shoes" data-bbox="491 204 541 238"/> = 14$	$\img alt="dolphin" data-bbox="676 204 726 238"/> + \img alt="tiger" data-bbox="781 204 831 238"/> = 18$
$\img alt="cat face with smile" data-bbox="91 240 141 274"/> + \img alt="cat face with smile" data-bbox="201 240 251 274"/> = ?$	$\img alt="black chess king" data-bbox="386 240 416 274"/> - \img alt="blue fishing rod" data-bbox="491 240 541 274"/> = ?$	$\img alt="dolphin" data-bbox="676 240 726 274"/> + \img alt="peacock" data-bbox="781 240 831 274"/> = ?$
$\img alt="red ping pong paddle" data-bbox="91 296 141 330"/> + \img alt="red ping pong paddle" data-bbox="201 296 251 330"/> = 12$	$\img alt="hand with index finger up" data-bbox="386 296 436 330"/> + \img alt="hand with index finger up" data-bbox="501 296 551 330"/> = 14$	$\img alt="green and yellow auto-rickshaw" data-bbox="676 296 726 330"/> \times \img alt="green and yellow auto-rickshaw" data-bbox="781 296 831 330"/> = 16$
$\img alt="tennis racket" data-bbox="91 342 141 376"/> \times \img alt="red ping pong paddle" data-bbox="201 342 251 376"/> = 60$	$\img alt="hand with index finger pointing left" data-bbox="386 342 436 376"/> \times \img alt="hand with index finger up" data-bbox="501 342 551 376"/> = 63$	$\img alt="green and yellow auto-rickshaw" data-bbox="676 342 726 376"/> + \img alt="green truck" data-bbox="781 342 831 376"/> = 9$
$\img alt="red boxing glove" data-bbox="91 388 141 422"/> + \img alt="tennis racket" data-bbox="201 388 251 422"/> = 15$	$\img alt="hand with index finger pointing left" data-bbox="386 388 436 422"/> + \img alt="hand with index finger pointing left" data-bbox="501 388 551 422"/> = 15$	$\img alt="jet airplane" data-bbox="676 388 726 422"/> + \img alt="green truck" data-bbox="781 388 831 422"/> = 8$
$\img alt="red boxing glove" data-bbox="91 424 141 458"/> \times \img alt="red ping pong paddle" data-bbox="201 424 251 458"/> = ?$	$\img alt="hand with index finger pointing left" data-bbox="386 424 436 458"/> - \img alt="hand with index finger up" data-bbox="501 424 551 458"/> = ?$	$\img alt="jet airplane" data-bbox="676 424 726 458"/> + \img alt="green and yellow auto-rickshaw" data-bbox="781 424 831 458"/> = ?$

Extra challenge: Be careful of the 'double' emojis. What could that mean?

$\img alt="woman in yellow hard hat" data-bbox="86 532 126 566"/> + \img alt="woman in yellow hard hat" data-bbox="201 532 241 566"/> = 8$	$\img alt="smiling face with sunglasses" data-bbox="381 532 431 566"/> \times \img alt="smiling face with sunglasses" data-bbox="496 532 546 566"/> = 36$	$\img alt="blue heart" data-bbox="676 532 726 566"/> + \img alt="blue heart" data-bbox="781 532 831 566"/> = 4$
$\img alt="woman in yellow hard hat" data-bbox="86 578 126 612"/> \times \img alt="woman in white chef's hat" data-bbox="186 578 246 612"/> = 80$	$\img alt="smiling face with sunglasses" data-bbox="381 578 431 612"/> + \img alt="man with glasses" data-bbox="496 578 546 612"/> = 16$	$\img alt="blue heart" data-bbox="676 578 726 612"/> \times \img alt="two red hearts with lightning bolt" data-bbox="781 578 831 612"/> = 36$
$\img alt="woman in white chef's hat" data-bbox="86 624 126 658"/> \times \img alt="woman in blue uniform" data-bbox="201 624 241 658"/> = 80$	$\img alt="man with glasses" data-bbox="381 624 431 658"/> \times \img alt="smiling face with sunglasses" data-bbox="496 624 546 658"/> = 20$	$\img alt="brown heart" data-bbox="676 624 726 658"/> + \img alt="red heart with lightning bolt" data-bbox="781 624 831 658"/> = 13$
$\img alt="woman in blue uniform" data-bbox="86 670 126 704"/> + \img alt="woman in yellow hard hat" data-bbox="201 670 241 704"/> = ?$	$\img alt="smiling face with sunglasses" data-bbox="381 670 431 704"/> + \img alt="smiling face with sunglasses" data-bbox="496 670 546 704"/> = ?$	$\img alt="two brown hearts" data-bbox="676 670 726 704"/> \times \img alt="blue heart" data-bbox="781 670 831 704"/> = ?$

# WEDNESDAY – Wellbeing Time

Use this time to focus on your wellbeing.

# WELLBEING

Choose an activity from the ideas below or think of something that you enjoy doing.

Try to choose an activity that is away from the screen to give your eyes a rest.

**6 Hold a photo session.** Use a camera or a mobile phone to take some snaps. What will you photograph? Your pets or toys perhaps?



**8 Use an old sock to create a puppet.** Can you put on a puppet show for someone?



**9 Make a list of all the electrical items in each room of your home.** Can you come up with any ideas to use less electricity?

**10 Design and make a homemade board game** and play it with your family.



**6 Make some jewellery.** Use anything you can find around the house. Strips of wrapping paper or rolled up magazines make great beads!

**7 Paper aeroplane challenge!** Make a paper aeroplane and see how far you can fly it! Can you make a target and try to aim for it?

**8 Fingerprint art!** Use only your fingertips and paint to create a picture.



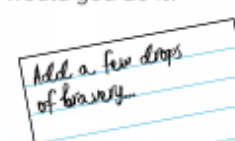
**9 Make a bookmark to use when you're reading.**



**10 Make some wild art using sticks, leaves, flowers and anything else you can find outdoors.**



**6 Create a recipe for a superhero.** What do you need to mix together and how would you do it?



**7 Make a model of your favourite pizza.** Use bits you find around the house. What toppings will you include? Bottle top pepperoni perhaps?

**8 Write a song or rap about your favourite food OR about your least favourite food.**



**9 Draw a picture of the best dessert you can possibly imagine!**



**10 What do you need to make a healthy human?** Draw a diagram to explain.





# R U OK? Day

is on Thursday 9<sup>th</sup> September (tomorrow)

It is a day to ask your friends, family and classmates if they are ok?

Remember these 4 steps to starting a conversation



1. Ask R U OK?



2. Listen



3. Encourage action



4. Check in

For more information and tips  
ruk.org.au

**R U OK?**  
A conversation could change a life.

## What makes a good friend?

Draw a picture of yourself being a good friend.



Appendix A

**R U OK?** at school

## "I'm not OK" worksheet



Circle what you would do if your friend was not OK.



Make fun of them



Ask them to play games with you



Run away



Tell a teacher



Listen to them



Ask them to sit with you



Tell a parent



Tell them you care about them



Use your quiet voice



Talk to them somewhere really noisy




Appendix H

**R U OK?** at school

# R U OK? Day

A matrix to help students and families celebrate R U OK? Day on September 9th no matter where they are!

This an Empowering Learning Together Resource

<p><b>Create a FlipGrid Video</b> telling some jokes. Send it to a family member or friend to make them smile!</p>	<p><b>Draw a mindmap</b> of your support network and people you can go to for support.</p>	<p><b>Make a poster to promote R U OK? Day.</b> Put it up somewhere so others can see it.</p>	<p><b>Draw a chalk drawing on your driveway or nearby footpath</b> to brighten up someone else's day!</p>
	<p><b>Make a Warm Fuzzies jar.</b> Decorate the jar and add pieces of paper with things you love about each family member or your class mates.</p>	<p><b>Interview a grown up about R U OK? Day.</b> Ask them for some ideas of what you could say to a friend who was not feeling ok.</p>	<p><b>Learn some breathing exercises</b> to help you relax when you are feeling upset or worried.</p>
<p><b>Do some yoga</b> with Cosmic Kids. Create some of your own moves.</p>	<p><b>Create a space</b> just for you. Add your favourite books, activities, colouring in or drawing materials you like to explore and create with.</p>	<p><b>Create a 'happy dance'</b> to your favourite song. Video it and share it with your teacher or a family member who lives far away.</p>	<p>Make some <b>positive affirmation cards</b>.</p> <p>I am grateful for... I am proud of... I feel calm when... My smile is...</p>
<p><b>Make a care package</b> with a card, craft and/or little gift to give to a friend or family member to show you are thinking of them.</p>	<p><b>Take a walk</b> in nature and collect some items that make you happy. Create a sensory nature table at home and add to it each day.</p>	<p><b>Cut out some pictures from a magazine</b> and create a collage showing different emotions you have experienced.</p>	<p><b>Make a life size 'hug'</b> and send it to someone special.</p> 

# THURSDAY - 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

### Can do:

## Reverse Alphabetical Order

Write your words in reverse alphabetical order  
– starting from Z through to A.

zoo  
yes  
white  
pretty  
best

## Reading

### Research Task - Read one of the following books.

As you read the book complete the research map on the next page with facts you have discovered while reading.

#### Level 1

##### Insects

<https://portal.flyleafpublishing.com/wp-content/uploads/books/39-Insects/mobile/index.html#p=1>



##### Elephants

<https://portal.flyleafpublishing.com/wp-content/uploads/books/0-dll-books/16-Interesting-Elephants/mobile/index.html#p=20>

#### Level 2

##### True Bugs

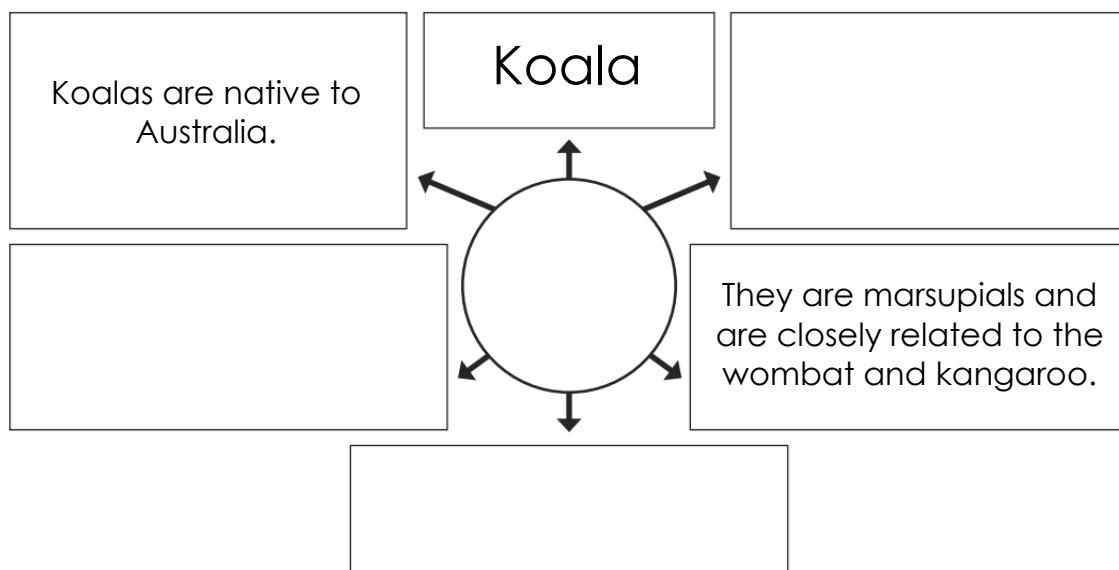
<https://portal.flyleafpublishing.com/wp-content/uploads/books/0-dll-books/42-True-Bugs/mobile/index.html#p=28>



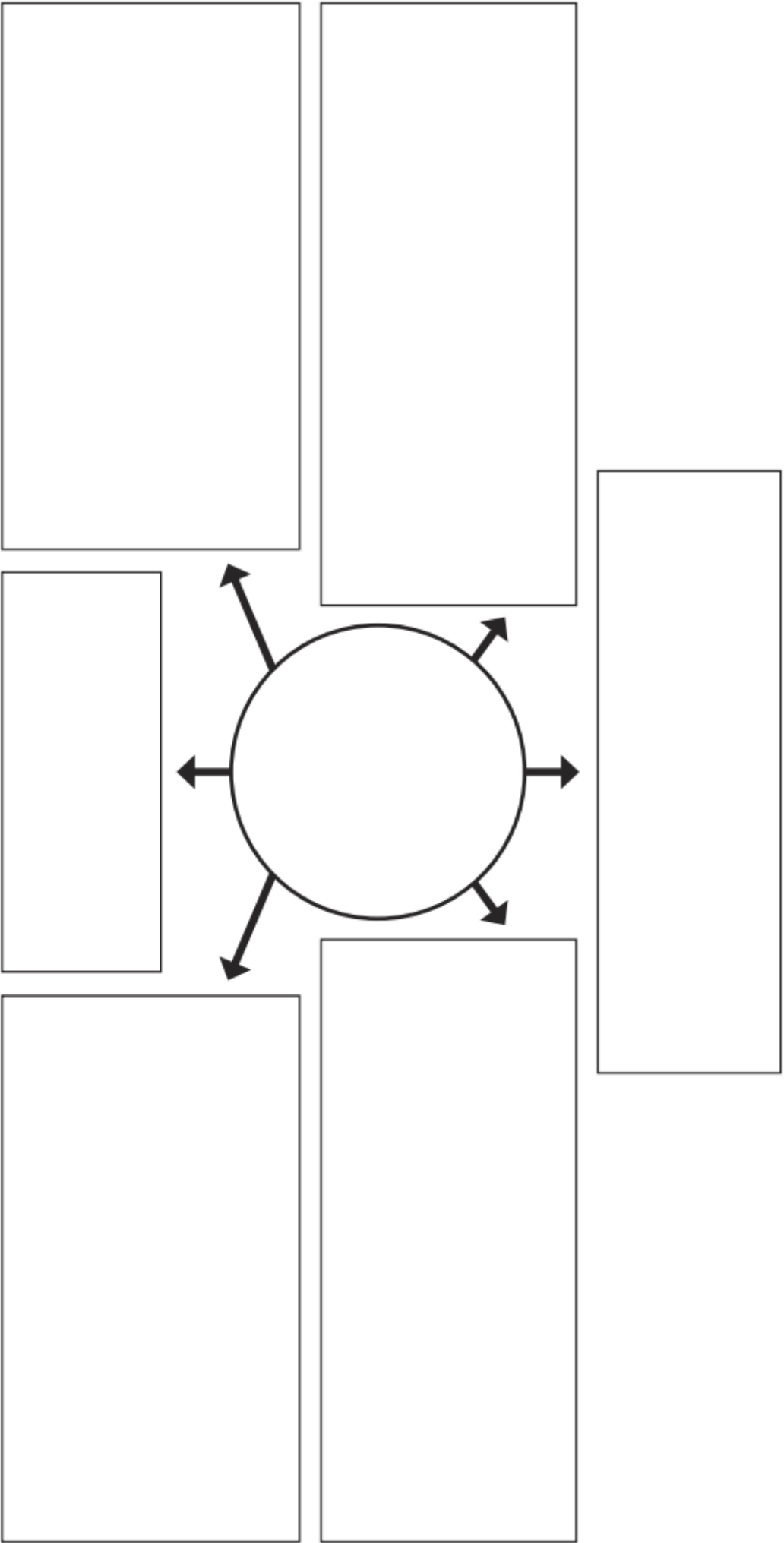
##### Snakes

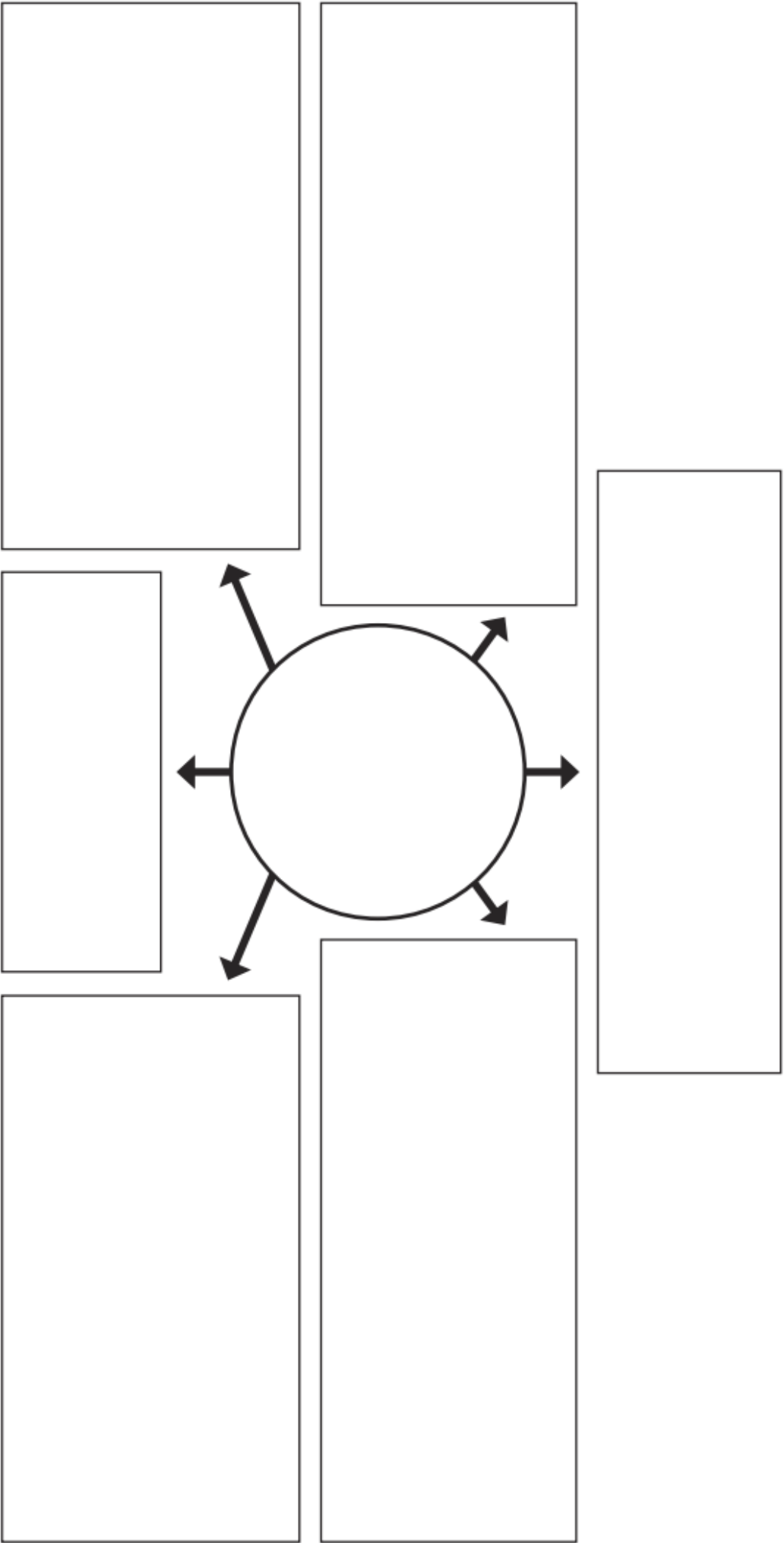
<https://portal.flyleafpublishing.com/wp-content/uploads/books/0-dll-books/21-Amazing-Snakes/mobile/index.html#p=22>

#### Example:



Want to know more? Read the second book and fill in the second research map.







## Writing

### Step 4: Publishing

Today you will be publishing your final copy of your work.

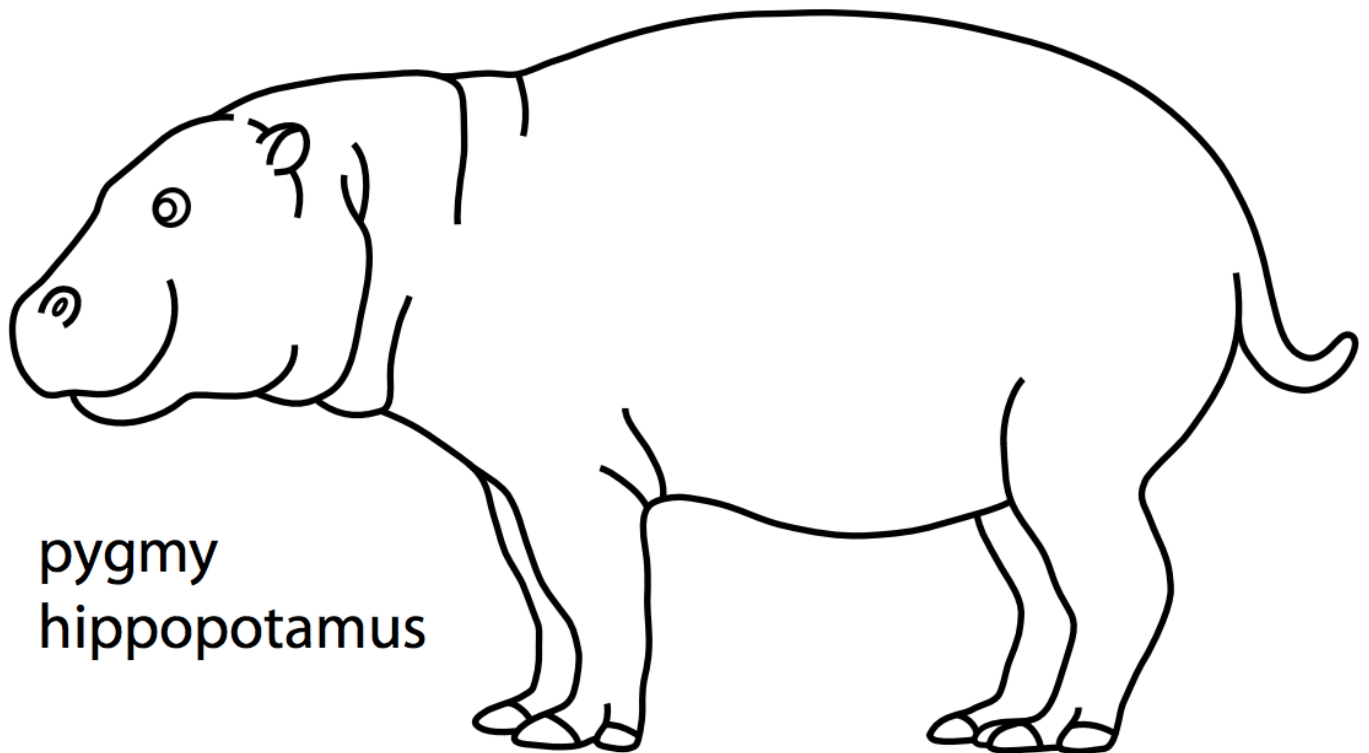
You will find the template/s for the final published copy at the very back of the Learning from Home Pack. This is so you can easily remove it from the pack to hand it in to the school when you collect the final Term 3 pack so that your teacher can collate and publish your class book.

You don't need to complete your illustration today. (Illustrations will be completed tomorrow on Friday)

**Using your edited draft from Tuesday, write your final copy on either of the templates at the very back of the learning from home unit of work.**

**Don't forget to:**

- Use your neatest handwriting
- Write using lead pencil
- Include all or the corrections from your editing
- Use correct spelling and punctuation
- Include the author and illustrator (that is your name)



# THURSDAY - Mathematics

## Minute Maths

Look carefully at the pictures and decide if the sentence is likely to be true or false.



It **will** snow at the beach today. \_\_\_\_\_



It **won't** be wet and stormy. \_\_\_\_\_



It **will** be cold and snowy in the forest. \_\_\_\_\_



It **might** storm today. \_\_\_\_\_



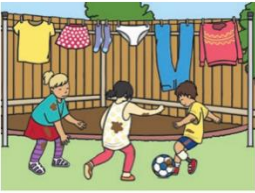


It **will** be hot and humid in the snow. \_\_\_\_\_



It **might** rain in the desert. \_\_\_\_\_

## Statistics and Probability – Must Do

Name 3 **possible** things that **could happen** for each event.

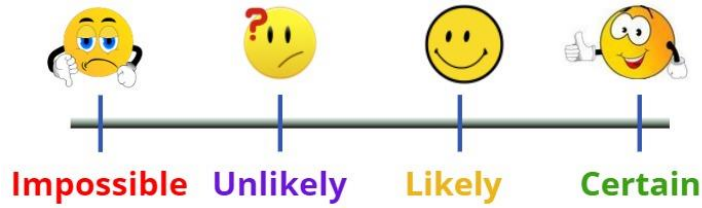
Event	Possible things that could happen	Extension: Order them from most to least likely to happen (1, 2, 3)
 <p>A friend comes over.</p>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
 <p>I ride my bike.</p>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
 <p>Eating dinner together.</p>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Describe whether these events are **likely** to happen or **unlikely** to happen.

 <p>I will blink while at school today.</p>	 <p>It will snow in Cairns.</p>	 <p>I will sleep in at the weekend.</p>
 <p>There will be a cake at the birthday party.</p>	 <p>The chicken will lay an egg.</p>	 <p>I will win the lottery.</p>

## Statistics and Probability – Can Do

If you used these game spinners to randomly land on a coloured piece, what are the chances that you would land on a specific colour? Use the words impossible, unlikely, likely, and certain to describe it. The first one has been done for you.



Chance of landing on red <span style="color: red;">Likely</span>	Chance of landing on yellow	Chance of landing on pink
Chance of landing on green	Chance of landing on green	Chance of landing on _____
		Likely
Chance of landing on red Impossible	Chance of landing on green likely	Chance of landing on yellow unlikely

# THURSDAY – PDHPE

## Lesson 9 – Water Safety

Going to the beach in summer is part of the Australian way of life.

Everybody loves spending the hot days swimming, playing, and relaxing.

It is important that people learn how to be safe while still enjoying their time. Thankfully, we have wonderful organisations like Surf Life Saving Australia to help look after the community.

Surf Life Saving Australia works hard to create a safe environment on Australia's beaches and coastline.

Some members of SLSA work to educate and train the community, create public safety campaigns and promote health and fitness.

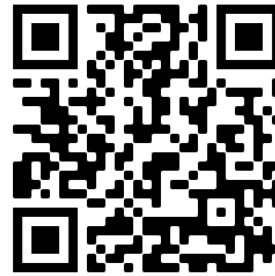
The most well-known members of the organisation are called surf lifesavers.

Surf lifesavers are volunteers from within the community that patrol coastal beaches around Australia.

The main message that surf lifesavers promote to members of the community is “swim between the flags”.

### Activity 1 – Watch the short you tube video below to learn about beach Safety.

[https://www.youtube.com/embed/3\\_6mP\\_vLU5s](https://www.youtube.com/embed/3_6mP_vLU5s)



## Flags and Signs

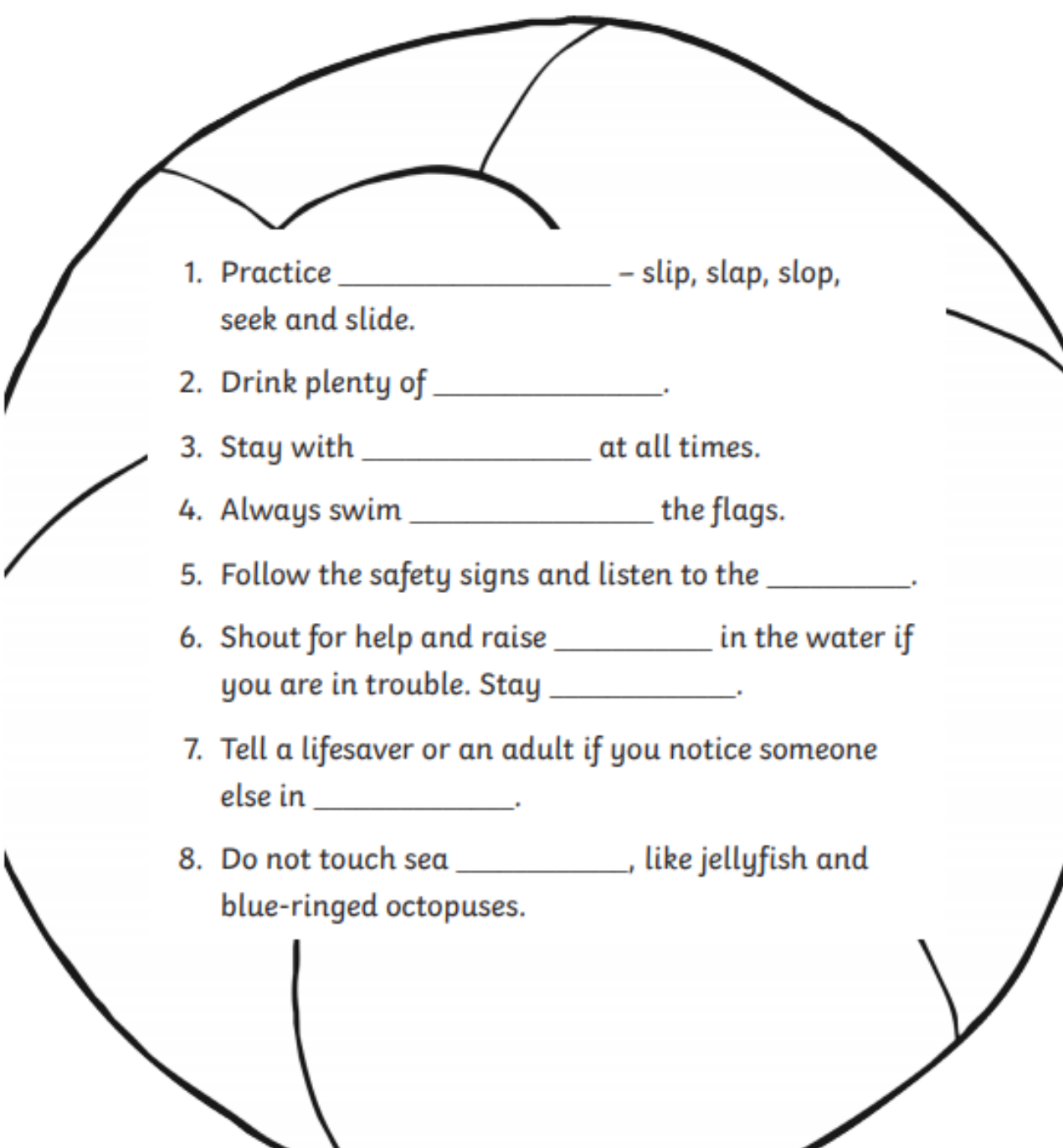
- When you visit the beach, there are lots of different flags and signs to help you.
- These tell you about the conditions of the surf and where you need to take extra special care.

No Swimming	Heavy crashing waves	Submerged rocks & Variable tidal depths	No lifesaving service	Board riding area boundary
Swim between the flags	Caution potentially dangerous conditions	No swimming beach closed	Evacuate the water	

Activity 2 – Complete the worksheet below using the words listed to fill in the blank spaces.

# Beach Safety

between	lifesavers	water
creatures	sun safety	an arm
an adult	calm	trouble

- 
1. Practice \_\_\_\_\_ – slip, slap, slop, seek and slide.
  2. Drink plenty of \_\_\_\_\_.
  3. Stay with \_\_\_\_\_ at all times.
  4. Always swim \_\_\_\_\_ the flags.
  5. Follow the safety signs and listen to the \_\_\_\_\_.
  6. Shout for help and raise \_\_\_\_\_ in the water if you are in trouble. Stay \_\_\_\_\_.
  7. Tell a lifesaver or an adult if you notice someone else in \_\_\_\_\_.
  8. Do not touch sea \_\_\_\_\_, like jellyfish and blue-ringed octopuses.



### Activity 3 - Design a Beach Safety Brochure.

Draw pictures about how to stay safe at the beach and write down the safety message underneath each picture. Examples of safety messages could be "Swim between the Flags", "Read the signs", "Wear sunscreen", "Drink lots of water" and "Don't swim alone".

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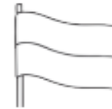
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4



## Beach Safety



twinkl.com

1



### Activity 4 – PE session

Click on the you tube link below and follow along with Mrs Deck and Lara doing a workout.

<https://youtu.be/AkW8lo691rU>

### Activity 5 – PE Activity - Overarm throw to bullseye

How can we solve problems when moving?

You will need:

- Help from a parent or care-giver
- A safe playing area where you can throw several soft objects.
- Create a target that you can safely throw a soft object towards. If possible, create two larger rings around the centre target to create a 'bullseye'.
- Soft objects to throw (for example, soft ball, pair of socks, soft toy, scrunched-up paper)

Discuss the following reflective questions before beginning:

- a) What types of throws have you used in previous weeks?
- b) Which type of throw did you prefer to use? Why?

Look at the pictures below for an example of how to throw overarm. Focus on these important parts while throwing

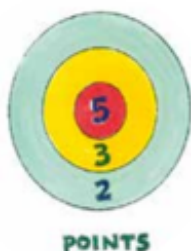
- a) EYES (Eyes focused on target area throughout the throw.)
- b) SIDE-ON (Stand side-on to target area.)
- c) STEP FORWARD (Step towards target area with opposite foot to throwing arm.)
- d) FOLLOW-THROUGH (Throwing arm follows through, down and across the body.)

## Overarm throw – Card Five



### Activity - Play 'Bullseye' using the overarm throw.

- Have 5 attempts for each target you have created.
- Use the same scoring system from last week. See the table below.
- Record the number of points you score on each attempt.
- After 5 attempts move the target or starting line so that the throwing distance has changed.



If you're unable to create a target with three rings as shown above, a sample scoring system may be:

- 5 points if the object hits or lands on the target
- 3 points if the object lands within one step of the target
- 2 points if the object lands within two steps of the target

**Table 3 - Points scored for each attempt at each target**

Target	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5
Target 1					
Target 2					
Target 3					
Target 4					
Target 5					

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

- Identify the four important parts of an overarm throw.
- How did you adjust your throw for each of the different targets?
- How do you think you could change your throwing, so it is more accurate?
- Was the overarm more effective than the throws you used in lesson? 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:

## Double Up

Write your spelling words once with your left hand and once with your right hand.



## Reading

Watch the short video on 'Incredibly Clever Creatures' by National Geographic

<https://kids.nationalgeographic.com/videos/topic/awesome-8#5f3f0585-3be5-4d79-b8cc-c34536a211e4>



What makes these creatures so clever? Complete the table below.

Animal	Clever features
Octopus	
Chimpanzee	
Army Ants	
Raven	
African Gray Parrots	
Squirrels	
Pigs	
Dolphins	

Which is your favourite clever animal and why?

## Writing

### Step 5: Illustrating

Today you will be completing your illustration on your final copy.

You will find the template/s for the final published copy at the very back of the Learning from Home Pack. This is so you can easily remove it from the pack to hand it in to the school when you collect the final Term 3 pack so that your teacher can collate and publish your class book.

You may like to look at these websites and videos for some hints and tricks on how to draw your animal:

- Art for Kids Hub on YouTube:  
<https://www.youtube.com/c/ArtforKidsHub/videos>
- <https://www.firstpalette.com/printable-theme/animals.html>



Using your final copy from Thursday, draw your illustration.

Don't forget to:

- Draw in lead pencil first
- Use colour on the final product

**Reminder:**

**Don't forget to carefully remove your completed piece of writing from your Learning from Home Pack and hand it in to school on Monday when collecting next week's pack.**



# FRIDAY - Mathematics

## Minute Maths

Draw a picture of something that is:

Impossible (it could never happen)

Unlikely (it might happen but probably won't)

Likely (it probably will happen)

Certain (it will definitely happen)

## Statistics and Probability – Must Do

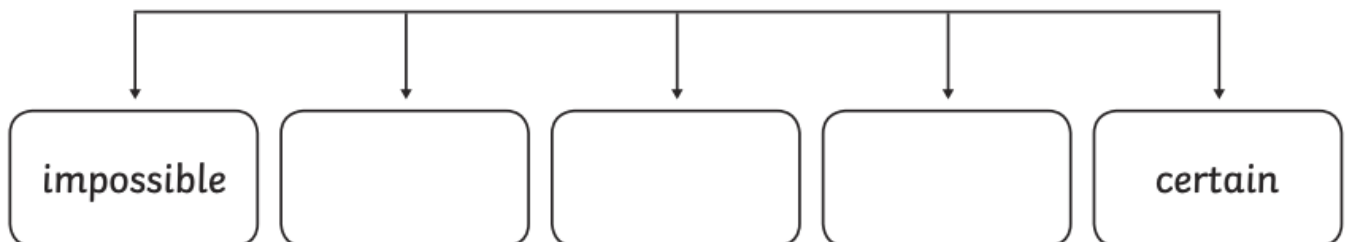
Describe whether these events are 'certain' to happen or 'uncertain'.

If an event is 'certain', this means it definitely will happen. If it is 'uncertain', this means it might happen or it might not.

Statements	Likelihood Vocabulary
The principal will come to school tomorrow.	
It will get dark tonight.	
Your classmates will turn into fish.	
Your friend will be a train driver when he's a grown-up.	
If I roll a die, I will get an odd number.	
Humans will travel to Mars in a rocket.	
The supermarket will give away all their electronic games tomorrow.	
When I get home, Mum will tell me we are going to McDonalds for dinner.	

**Extension:** Can you order these 3 words on the chart to show whether they mean something is the least to most likely to happen?





**Unlikely, evenly possible, likely.**



## Statistics and Probability – Can Do

Re-write these events into the column that shows the correct chance of them happening.

Impossible	Unlikely	Likely	Certain

<p>It will snow tomorrow.</p> 	<p>I will drive a car tonight.</p> 	<p>I will eat something today.</p> 	<p>I will watch TV tonight.</p> 	<p>The supermarket will give away all their lollies tomorrow.</p> 	<p>I won't have a birthday next year.</p> 	<p>I will be famous one day.</p> 	<p>I will see a dragon in the playground this week.</p> 
<p>I will fly with my own wings next week.</p> 	<p>I will go to the Moon one day.</p> 	<p>It will be dark tonight.</p> 	<p>My teacher will turn into a mermaid if they get wet.</p> 				

**Extension:**

Now add some more events of your own to the table.



Put on your favourite music and spend the afternoon completing some fun activities

# SCAVENGER HUNT FOR KIDS



- 2 feathers
- a beautiful rock
- something fuzzy
- 2 kinds of leaves
- something you think is a treasure

- a stick
- something round
- 4 stones
- acorn, nut or seed
- 5 flowers
- 6 blades of grass
- something that sparkles



# ROLL TO CREATE

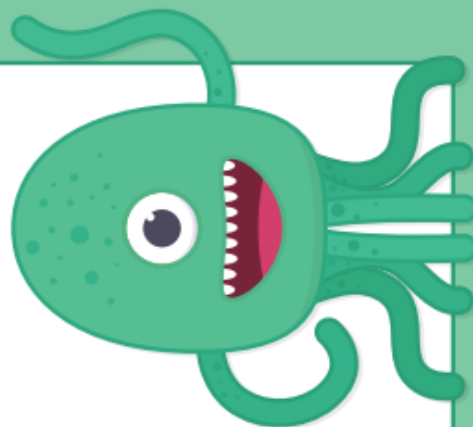


## A CREATURE

### Instructions:

1. Roll the dice and match the number on the dice with a row on the chart.
2. See which body shape is on that row (in the "1st Roll" column).
3. Draw that body shape onto a piece of paper.
4. Roll again, match the number to a row on the chart and see which eyes are on that row (in the "2nd Roll" column).
5. Draw those eyes onto the body of your creature.
6. Continue until you have each of the parts you need for your creature.
7. Decorate your creature, create a background around it and choose a crazy creature name!

1st Roll	2nd Roll	3rd Roll	4th Roll	5th Roll	6th Roll
BODY	EYES	MOUTH	ARMS	LEGS	EXTRAS





## Monster Colour by Number

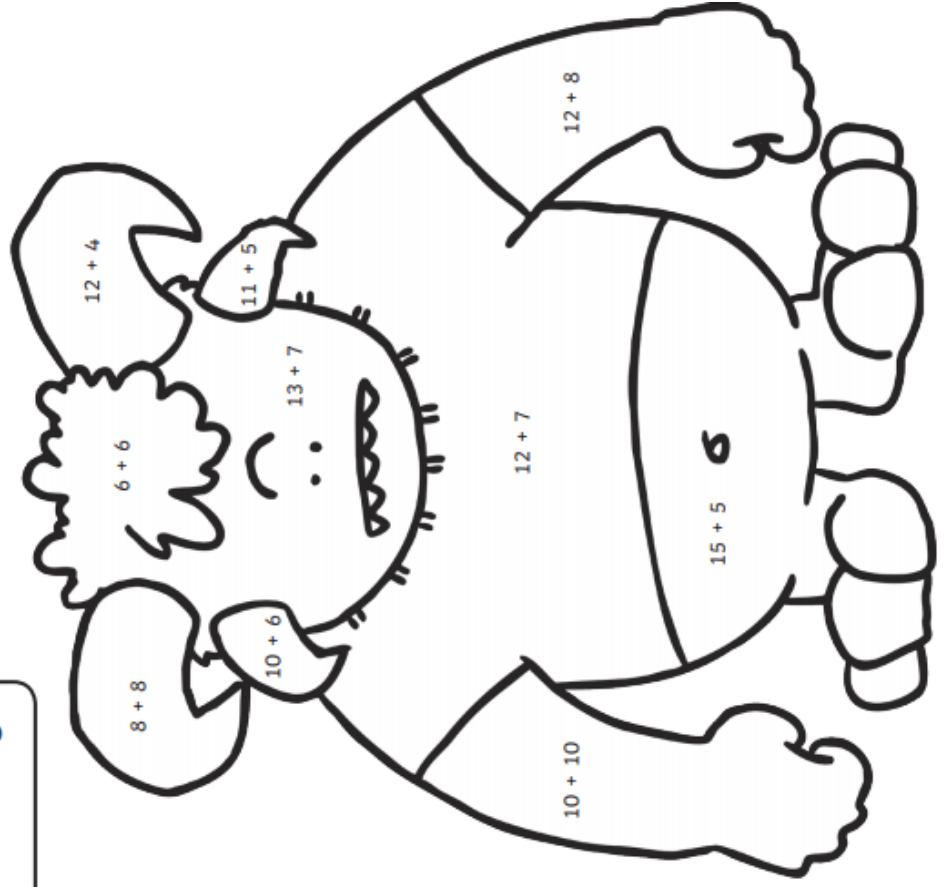
Solve the calculations in the picture to work out what colours they should be.

$20 = \text{green}$

$19 = \text{red}$

$16 = \text{purple}$

$12 = \text{orange}$



## Monster Colour by Number

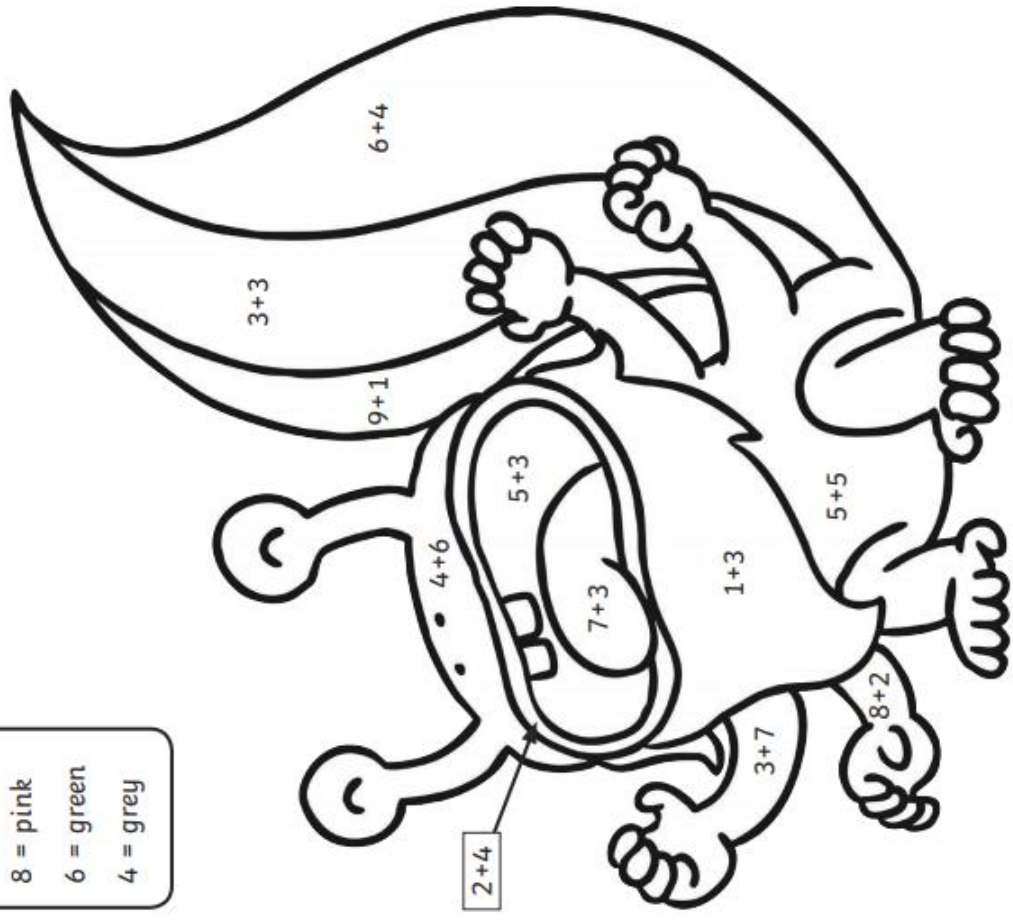
Solve the calculations in the picture to work out what colours they should be.

$10 = \text{red}$

$8 = \text{pink}$

$6 = \text{green}$

$4 = \text{grey}$





## Under the Lights Multiplication Mosaic

Solve the multiplication problems to reveal the hidden picture. Each answer has a special colour.

0 - 10 = black

11 - 20 = red

21 - 30 = orange

31 - 40 = yellow

41 - 60 = green

61 - 80 = blue

81 - 100 = purple

>100 = pink

3 × 6	2 × 6	4 × 7	2 × 11	5 × 6	4 × 9	1 × 9	9 × 4	10 × 6	5 × 11	7 × 7
2 × 7	11 × 2	3 × 9	3 × 8	5 × 8	6 × 1	6 × 6	1 × 7	8 × 6	5 × 9	9 × 8
3 × 8	4 × 7	4 × 10	3 × 12	6 × 6	3 × 2	6 × 7	4 × 1	8 × 8	6 × 11	11 × 6
2 × 11	8 × 4	6 × 6	4 × 9	7 × 7	5 × 1	5 × 2	10 × 7	7 × 9	12 × 6	9 × 9
6 × 6	4 × 10	7 × 5	11 × 4	9 × 1	2 × 2	8 × 8	9 × 7	7 × 11	8 × 12	12 × 7
5 × 7	6 × 6	7 × 7	1 × 10	12 × 4	3 × 3	10 × 7	7 × 9	11 × 9	9 × 11	12 × 8
4 × 9	5 × 9	1 × 7	5 × 12	8 × 8	1 × 6	3 × 1	12 × 8	7 × 12	9 × 10	10 × 12
5 × 12	10 × 6	2 × 4	9 × 7	1 × 6	3 × 3	12 × 8	1 × 7	10 × 10	11 × 12	9 × 12
12 × 4	11 × 5	1 × 4	10 × 7	8 × 9	5 × 2	10 × 10	2 × 4	11 × 11	12 × 11	12 × 9
9 × 5	10 × 7	8 × 8	4 × 2	7 × 1	1 × 6	10 × 1	9 × 12	12 × 9	12 × 10	2 × 6
7 × 11	8 × 8	6 × 11	10 × 10	9 × 9	5 × 2	11 × 12	11 × 11	10 × 11	7 × 2	2 × 7
10 × 7	9 × 8	12 × 7	4 × 2	12 × 8	1 × 5	12 × 9	12 × 9	5 × 3	3 × 6	2 × 6
12 × 6	10 × 10	1 × 6	1 × 1	3 × 2	2 × 5	9 × 12	5 × 3	2 × 10	5 × 3	4 × 6
8 × 12	11 × 9	8 × 12	3 × 2	1 × 9	11 × 11	3 × 6	2 × 6	5 × 3	5 × 6	5 × 5

## Emoji Addition and Subtraction Facts up to 100 Mosaic

**Addition facts up to 100**

Solve the calculations to reveal the hidden picture.

Each answer has a special colour:

1 to 60 = yellow

61 to 80 = black

81 to 90 = white

91 to 100 = pink

		23 + 20	15 + 5	28 + 10	30 + 12	30 + 30	
	25 + 4	33 + 7	19 + 30	32 + 9	10 + 33	30 + 14	22 + 10
52 + 8	36 + 3	43 + 20	46 + 4	34 + 10	83 + 5	10 + 74	83 + 7
35 + 10	38 + 30	24 + 6	54 + 10	47 + 3	44 + 40	40 + 32	23 + 60
38 + 10	22 + 20	38 + 20	20 + 12	30 + 20	85 + 5	48 + 40	32 + 50
32 + 20	35 + 10	34 + 20	12 + 6	25 + 5	33 + 7	57 + 2	31 + 6
40 + 14	59 + 10	40 + 33	40 + 60	51 + 40	50 + 50	30 + 43	30 + 35
12 + 4	14 + 10	41 + 30	80 + 20	90 + 4	70 + 30	30 + 34	26 + 4
	12 + 20	42 + 10	25 + 75	20 + 80	45 + 50	45 + 10	25 + 10
		43 + 15	52 + 3	45 + 45	27 + 13	26 + 20	

**Challenge:** Jayne thinks  $20 + 20 + 20 = 80$ .

Is she correct? Explain your reasoning.

# Solar System

## Code Breaker



$20 - 1 =$  \_\_\_\_\_

$13 + 7 =$  \_\_\_\_\_

$16 - 15 =$  \_\_\_\_\_

$12 + 6 =$  \_\_\_\_\_

$9 + 10 =$  \_\_\_\_\_

Word: \_\_\_\_\_

$12 - 9 =$  \_\_\_\_\_

$7 + 8 =$  \_\_\_\_\_

$5 + 8 =$  \_\_\_\_\_

$12 - 7 =$  \_\_\_\_\_

$12 + 8 =$  \_\_\_\_\_

$15 + 4 =$  \_\_\_\_\_

Word: \_\_\_\_\_

$10 + 4 =$  \_\_\_\_\_

$15 - 10 =$  \_\_\_\_\_

$8 + 8 =$  \_\_\_\_\_

$20 + 0 =$  \_\_\_\_\_

$25 - 4 =$  \_\_\_\_\_

$7 + 7 =$  \_\_\_\_\_

$13 - 8 =$  \_\_\_\_\_

Word: \_\_\_\_\_

$6 + 7 =$  \_\_\_\_\_

$16 - 11 =$  \_\_\_\_\_

$10 + 8 =$  \_\_\_\_\_

$7 - 4 =$  \_\_\_\_\_

$14 + 7 =$  \_\_\_\_\_

$26 - 8 =$  \_\_\_\_\_

$31 - 6 =$  \_\_\_\_\_

Word: \_\_\_\_\_

# Solar System

## Code Breaker

### Amazing Fact

The sun is so big that it could fit approximately 1.3 million Earths inside it (if they were squashed up).



### Challenge

Crack the codes on the following page using the table below to work out the solar system words.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

You could also try to find out:

- what the sun would look like from the other planets in our Solar System;
- what the biggest planet is in our Solar System;
- how far away Earth is from the Sun.



# Riddle Code Breaker

Use the code to find the answers to the riddles

A	B	C	D	E	F	G	H	I	J	K	L	M
14	26	11	20	4	19	12	24	1	25	6	23	5
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
13	7	15	2	17	21	10	22	8	16	3	18	9

1. What can you catch but not throw?

14	11	7	23	20
----	----	---	----	----

2. What begins with T, finishes with T, and has T in it?

14	10	4	14	15	7	10
----	----	---	----	----	---	----

3. What question can you never answer yes to?

14	17	4	18	7	22	14	21	23	4	4	15	18	4	10
----	----	---	----	---	----	----	----	----	---	---	----	----	---	----

4. I am an odd number. Take away a letter and I become even. What number am I?

21	4	8	4	13
----	---	---	---	----

5. What's black and white and blue?

14	21	14	20	9	4	26	17	14
----	----	----	----	---	---	----	----	----

## Other ideas....

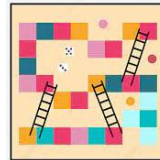
create your own scavenger hunt for someone in your family to complete

create your own code breaker

invent a new game



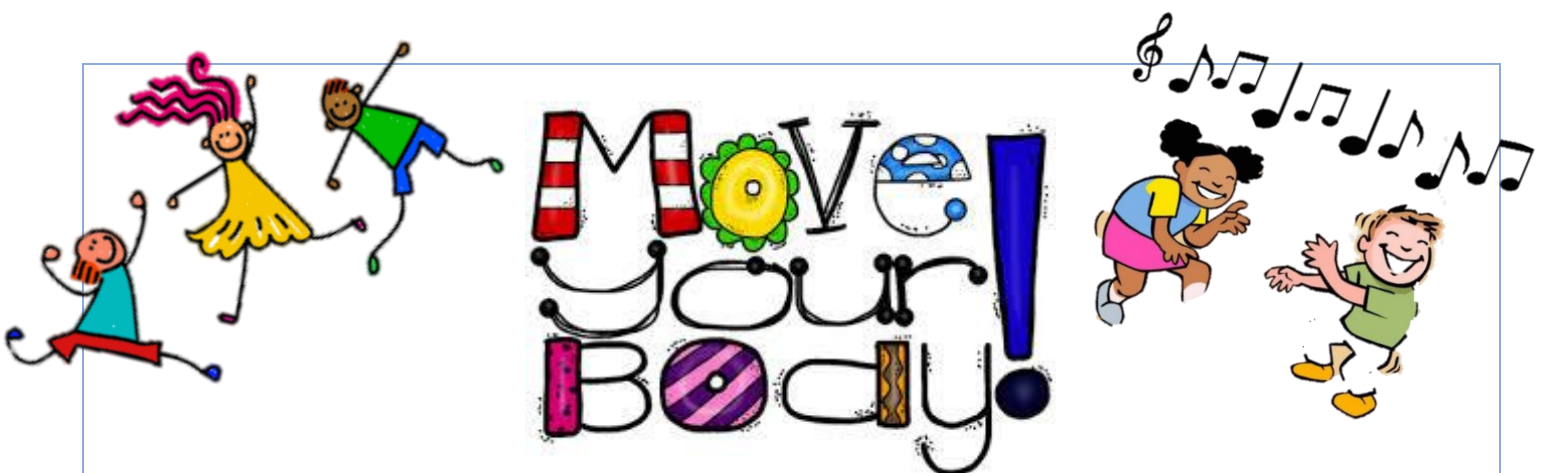
create an obstacle course and time yourself completing it



help someone with a job around the house



# CODE BREAKER



Here are some links to activities to give your brain a break and move your body!

<https://youtu.be/qQeq9ryQUa4>



[https://www.youtube.com/embed/iMO4txHN\\_3E](https://www.youtube.com/embed/iMO4txHN_3E)



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



The template for the **Final Copies of Level 1, 2 and 3 of your writing task** are on the following double-sided pages.

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**Written and Illustrated by**

**Classification**

**Fact 1**

**Fact 2**

**Fact 3**

**Concluding Sentence**



**Illustration**





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Written and Illustrated by \_\_\_\_\_

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