

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



# Learning from Home

Unit: 11

Stage 1

Year 1 and Year 2



Term 4 Week 1 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>

## ENGLISH

- Word Book Online (username: tnps and password: tnps) <https://www.worldbookonline.com/kids/home>
- Story Box Library (username: tnps and password: tnps) [www.storyboxlibrary.com.au](http://www.storyboxlibrary.com.au)
- Possum Magic by Mem Fox <https://www.youtube.com/embed/gsmRJ3v457o>
- When To Use Their, There, And They're | Pencil Pals | ABC Kids <https://www.youtube.com/embed/RqEXAL6hFuw>
- 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

- Sound Walk- How to Deal with Big Feelings <https://www.youtube.com/embed/xO8sn5eelao>
- Be Prepared- Beach and Pool Safety <https://www.youtube.com/embed/9rF9QTVFIS0>
- 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 1 TERM 4 2021

**The Zoom meeting ID and passwords for this week are:**

Class	Zoom Meeting ID		Zoom Meeting Password	
<b>KW</b>	Morning am	Afternoon pm	Morning am	Afternoon pm
	621 6366 9017	682 0618 4221	<b>050286</b>	<b>979590</b>

Class	Zoom Meeting ID		Zoom Meeting Password	
<b>1W</b>	Morning am	Afternoon pm	Morning am	Afternoon pm
	656 1086 2436	666 2288 7278	<b>287612</b>	<b>582696</b>

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 term.**

**Tuesday 5 October, Wednesday 6 October, Thursday 7 October and Friday 8 October**

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.
- Login 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 1 Term 4 – Learning from Home

## Stage 1 Year 1 and 2

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

Two activities have been selected for feedback. They are highlighted on the timetable.  
On Thursday and Friday, some Mathematics activities will be completed on Zoom.

	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am	Spelling Reading Writing ZOOM 10:30am
<b>Break</b>	Break	Break	Break	Break
<b>Middle</b>	Mathematics	Mathematics	Mathematics	Mathematics
<b>Break</b>	Break	Break	Break	Break
<b>Afternoon</b>	ZOOM 1:30pm Art	No ZOOM Wellbeing	ZOOM 1:30pm PDHPE	ZOOM 1:30pm Music



# TUESDAY - English

## Spelling

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

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

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

### Year 1 Week 1 Spelling Words

oo boot		
Core	Extension	Theme
do	balloon	poetry
to	blew	cinquain
into	broom	rhyming
who	classroom	alliteration
two	flew	onomatopoeia
too	grew	haiku
moon	juice	acrostic
boot	school	
food	spoon	<b>Demon</b>
room	threw	misunderstood
cool	through	uncooperative
noon	true	microorganism
you	Tuesday	newsletter
flew	use	typewriter
new	used	eyewitness
knew	using	consequence
		influential
		picturesque

### Year 2 Week 1 Spelling Words

oo ew ue u_e u boot screw glue flute ruler		
Core	Extension	Theme
too	argue	poetry
two	canoe	cinquain
you	choose	rhyming
who	computer	alliteration
doing	during	onomatopoeia
soon	fortune	haiku
food	fruit	acrostic
moon	goose	
room	group	<b>Demon</b>
school	jewel	misunderstood
few	juice	uncooperative
new	loose	microorganism
knew	mood	newsletter
flew	nephew	typewriter
use	rescue	eyewitness
blue	smooth	consequence
true	spoon	influential
tube	suit	picturesque
June	through	
cube	Tuesday	

 **WE B·E·E SPELLING**



ABC DEF  
GHI JKL  
MNO PQR  STU WXYZ



## Reading







Watch Wombat Stew by Marcia Vaughan.  
<https://www.youtube.com/embed/8Z6MapiRNWY>



How many words can you hear that rhyme?  
Write the rhyming pair of words in the table below.




## Word Detectives - Wombat Stew

Story Word	Context	What you think it means.	Replace it with another word
 <p>billabong</p>	One day, on the banks of a <u>billabong</u> , a very clever dingo caught a wombat...	_____	
 <p>ambling</p>	Platypus came <u>ambling</u> up the bank.	_____	
 <p>ironbarks</p>	Waltzing out from the shade of the <u>ironbarks</u> came Emu.	_____	
 <p>quills</p>	"Wait a bit. Not so fast," Echidna bristled, shaking the red dust from his <u>quills</u> .	_____	

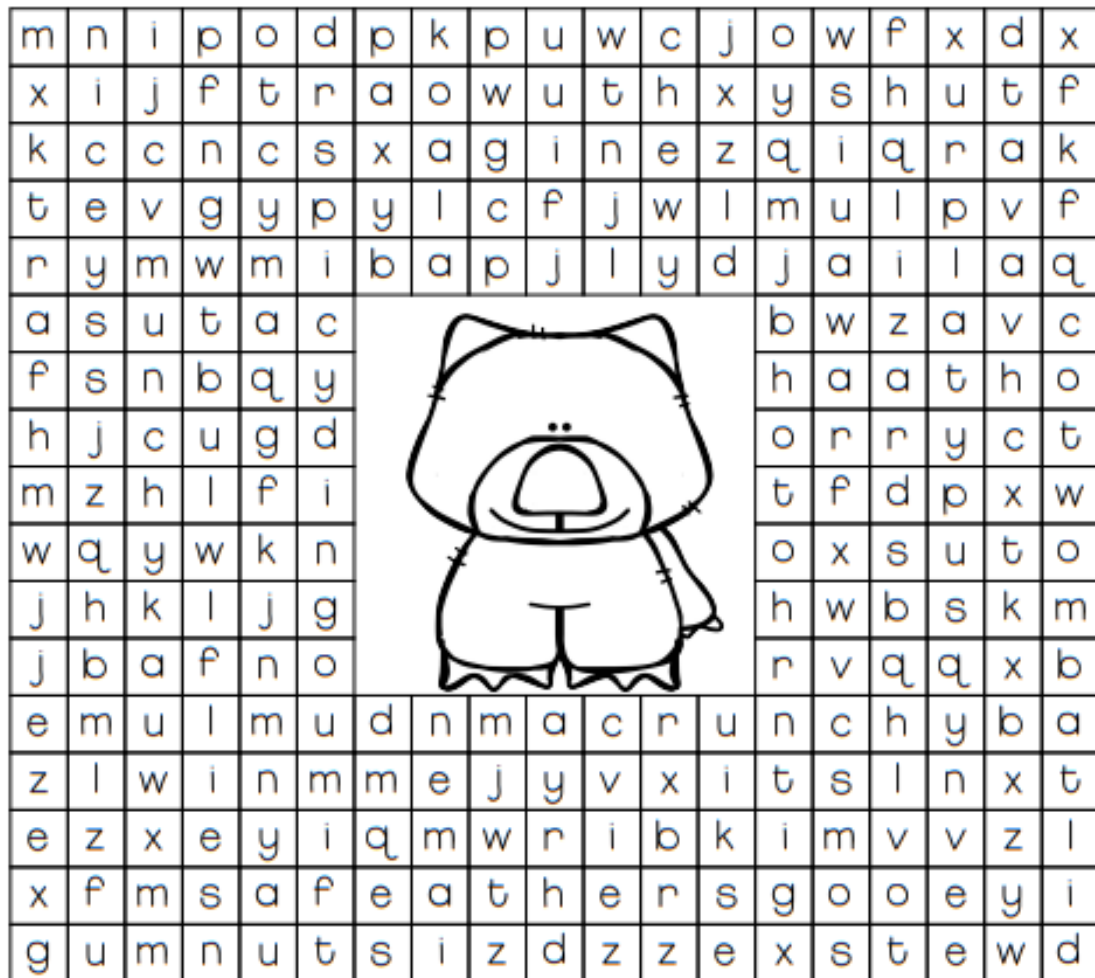


# WOMBAT STEW





# Wombat Stew



- |           |             |             |             |            |
|-----------|-------------|-------------|-------------|------------|
| 1. munchy | 5. gumnuts  | 9. feathers | 13. flies   | 16. wombat |
| 2. dingo  | 6. platypus | 10. mud     | 14. crunchy | 17. lizard |
| 3. gooey  | 7. spicy    | 11. stew    | 15. nicey   | 18. chewy  |
| 4. koala  | 8. emu      | 12. hot     |             |            |



## Writing

### Handwriting

- Complete two pages of your handwriting book.

Don't forget:

- Use lead pencil
- Read all instructions carefully

### Editing

- Choose ONE of the editing activities to complete below.

Option A is easier

Option B is more challenging

Option A= Lines

### Text 6 – Lines

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

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

do you like to draw If you do, you will know all about lines Lines are an important part off art. a line is a dot that keeps going Lines can join to make meny shapes. you can make squares, triangels and circles using lines

Write the text correctly on the lines below.

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## Answers:

### Text 6 - Lines

Do you like to draw? If you do, you will know all about lines! Lines are an important part of art. A line is a dot that keeps going. Lines can join to make **many** shapes. You can make squares, **triangles** and circles using lines.


### Text 6 - Littering

Littering is a waste of **natural** resources. **Many** of the items left **lying** on the ground could be **recycled** or reused in some way.

If these items **are** not disposed of properly, brand-new items must be made to replace them. This means that more natural materials must be **processed** to make new items. These resources will eventually run out! It is more expensive **to** make new items **than** to recycle or reuse old ones. **Putting** litter in the bin helps **people** save money and conserve resources.

**Proofreading**

- It is important to reread our writing.
- Reread our work **slowly** to check that it makes sense.
- Look **closely** at the words to make sure they look right.
- Underline words you think are **incorrect** or need to be checked.
- Make sure that **capital letters** and **punctuation** are in the right place.

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

# TUESDAY - Mathematics

## Minute Maths

If 10 is the answer, what could the question be? There are many questions we could ask where the answer will be 10. How many can you come up with? Here are some below:

$$\text{double } 5 = 10$$

$$30 \text{ shared between } 3 = 10$$

$$\text{a quarter of } 40 = 10$$

$$16 - 6 = 10$$

$$5 \text{ groups of } 2 = 10$$

$$\text{half of } 20 = 10$$

Now try with a different number below: Try and write as many questions to make the number as possible!

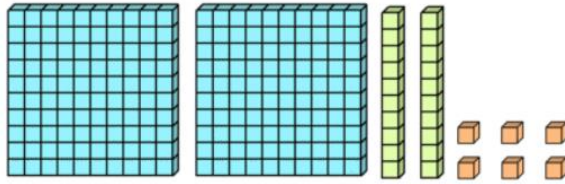
Level 1: The answer is 15. What are the questions?

Level 2: The answer is 65. What are the questions?

Level 3: The answer is 350. What are the questions?

## Number and Algebra - Must Do

We have learnt about breaking up larger numbers into hundreds, tens and ones. This is called partitioning. This number has 2 hundreds, 2 tens and 6 ones, so it is **226**.



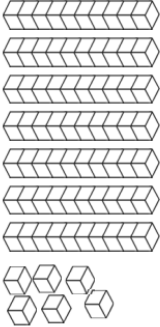
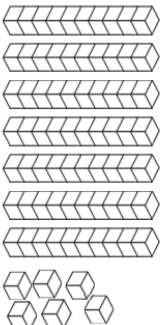
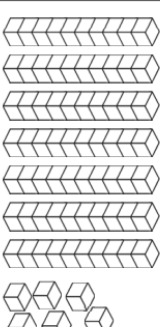
There are other ways to break up a number. Watch the video to find out how.

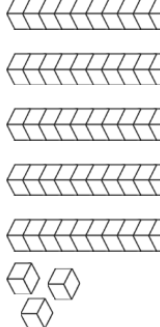
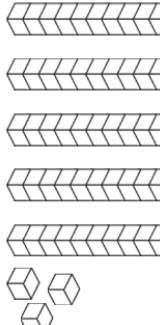
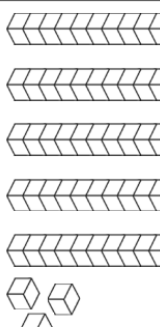


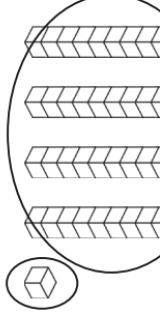
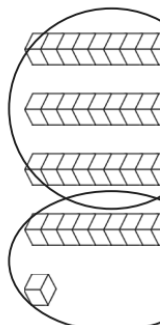
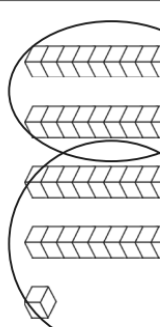
Level 1: 2-digit numbers:



Level 2: 3-digit numbers:

<b>2.</b>  $76 =$	 $76 =$	 $76 =$
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<b>1.</b>  $53 =$	 $53 =$	 $53 =$
---	---	---

 $41 = 40 + 1$	 $41 = 30 + 11$	 $41 = 20 + 21$
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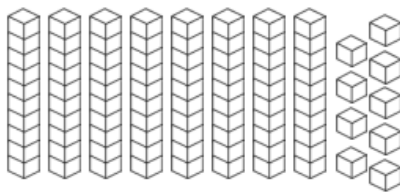
I can partition 2-digit numbers in different ways.

Partition each 2-digit number in 3 different ways. Draw rings around the tens and ones to help.

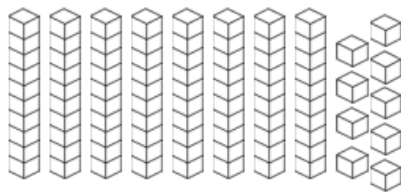
Here is an example:

# Complex Partitioning

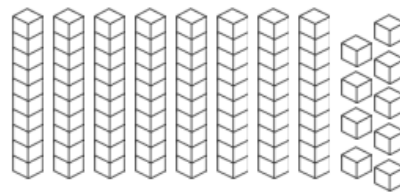
3.



$89 =$

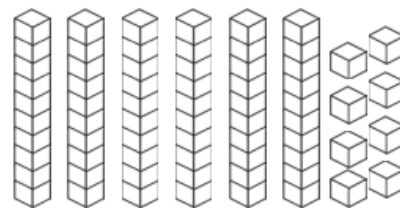


$89 =$

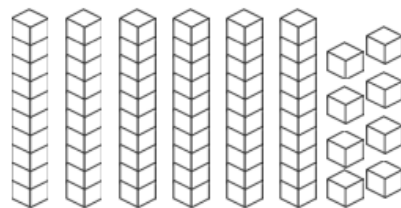


$89 =$

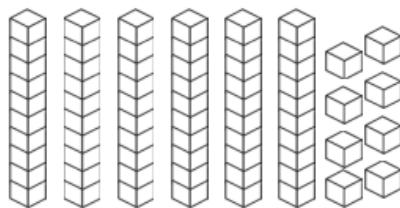
4.



$68 =$

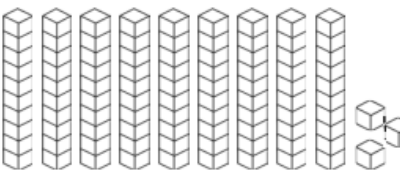


$68 =$

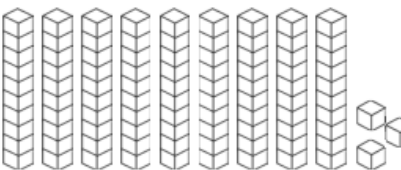


$68 =$

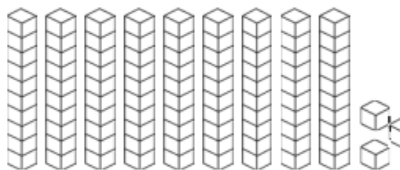
5.



$93 =$

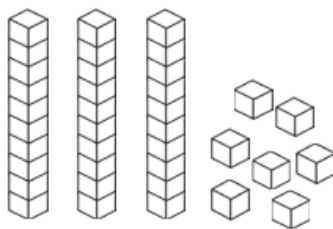


$93 =$

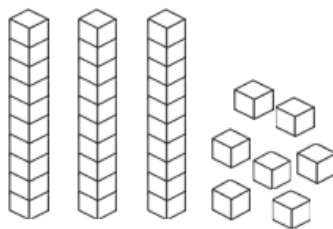


$93 =$

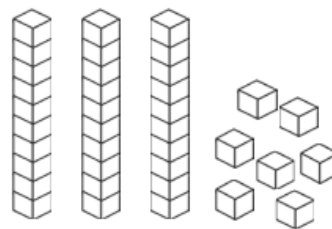
6.



$37 =$



$37 =$

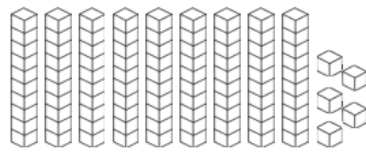
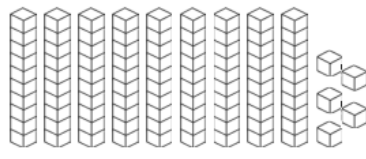
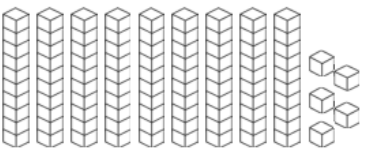


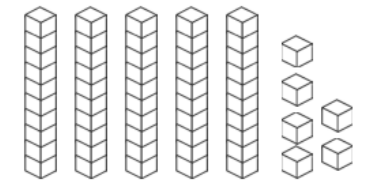
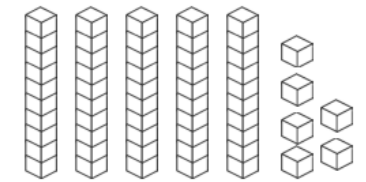
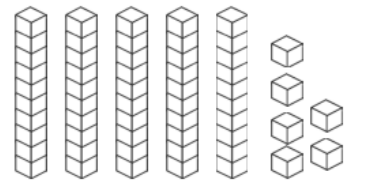
$37 =$

## Number and Algebra - Can Do

Try breaking up these numbers by yourself. You need to first work out what the total number is. Then come up with 3 different ways to break it up.

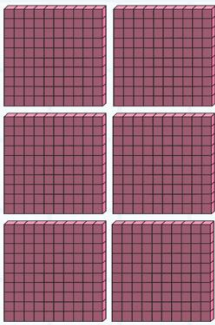
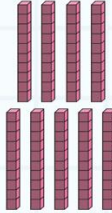

Level 1:

<b>3.</b> 		
=	=	=

<b>4.</b> 		
=	=	=

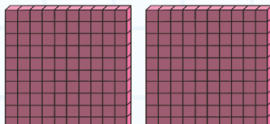
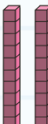

Level 2:

### 699

 <p>600</p>	 <p>90</p>	 <p>9</p>
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=

### 224

 <p>200</p>	 <p>20</p>	 <p>4</p>
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# TUESDAY – Art

## Line Art

Line is one of the most important elements of art. In this lesson we are using line to design!  
Find two different sized papers that are also different colours.

Using a ruler, divide the paper up as I have done below. Make sure you take a photo of this because you will need it!



Now cut along the back lines and place the pieces of paper onto the larger page. When they are all in the correct position stick each piece onto the larger piece of paper leaving a space in between.



Once you have done that take a thick black marker and begin to use line to create pattern and repetition. Keep going until all the areas are filled with different line.



You may like to add colour too. Here are some others I have completed. Have fun.



# 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

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

***The balloon flew to the moon in a blue boot on a Tuesday in June.***

- Using the table below, brainstorm as many words that you can think of. **You may use the spelling lists to help you.**

oo	boot,
ew	screw,
ue	glue,
u_e	flute,
u	ruler,

### Can Do:

Help Sue find her blue boot.

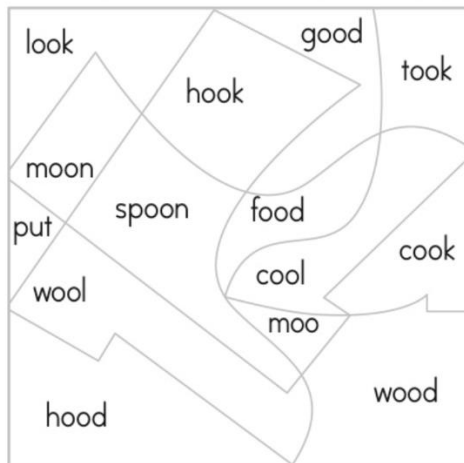
Colour parts blue.

Colour parts red.



Where would Sue keep her boots –  
in her pool,  
in her room  
or  
on her roof?

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



Write **u\_e** in the spaces. Join each word to its clue.

★ We sometimes write **u\_e** for as in flute /f//oo/t/, or for as in cube /c/y/oo/b/.

r\_\_d\_\_ • • a month  
J\_\_n\_\_ • • bad manners  
c\_\_b\_\_ • • a solid shape

t\_\_b\_\_ • • musical notes  
t\_\_n\_\_ • • very big  
h\_\_g\_\_ • • holds toothpaste





## Writing

This term we will be learning about different types of Poetry.

The first type of Poetry we are learning about is a 'Cinquain'

# Cinquain

**A five-line poem that contains vivid imagery and conveys a certain mood or emotion.**

A Cinquain is a poem with 5 lines:

<b>Snow</b>	1 Title	One word on the first line
<b>Lovely, white</b>	2 Adjectives	Two describing words
<b>Falling, dancing, drifting</b>	3 Verbs	Three action words (that usually end in -ing)
<b>Covering everything it touches</b>	4 words to make a sentence	Four words which describe more information or how you feel about it
<b>Blanket</b>	1 Synonym	One word which is another word for the title.

Using your colours, see if you can find:

**1 word TITLE**

**2 ADJECTIVES**

**3 VERBS**

**4 words to make a SENTENCE**

**1 SYNONYM for the title.**

**Flowers**

**Colourful, fragrant**

**Swaying, growing, blooming**

**Make me feel happy**

**Blossoms**

**Penguin**

**Flightless, gentle**

**Swimming, flipping, freezing**

**Wandering in the cold artic**

**Bird**

**Parties**

**Fun, crazy, loud**

**Talking, laughing, dancing**

**Having fun with friends**

**Celebrations**

## Adjectives

Adjectives are describing words.

For example: happy, sad, big, small, green, colourful, sparkly.

# adjective

Adjectives describe nouns or pronouns.



**delicious**  
cake



**sparkly**  
diamond



**beautiful**  
flower



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

Look at the words below and circle the adjective (describing word):

a.	dog small cat
b.	Australia brave girl
c.	smelly dog mouse
d.	sea yellow tree

Write an adjective to describe each of the words (nouns) below:

e. \_\_\_\_\_ dog

f. \_\_\_\_\_ ocean

g. \_\_\_\_\_ classroom

h. \_\_\_\_\_ fridge

## Verbs

Verbs are often called action words. Some verbs end in -ing.

For example: running, jumping, singing, falling.



Look at the words below and circle the verb:

a.	dog small cleaning
b.	brave girl running
c.	swimming smelly dog
d.	sea yellow thinking

Write a verb to describe each of the words (nouns) below:

e. The girl was \_\_\_\_\_.

f. The leaf was \_\_\_\_\_.

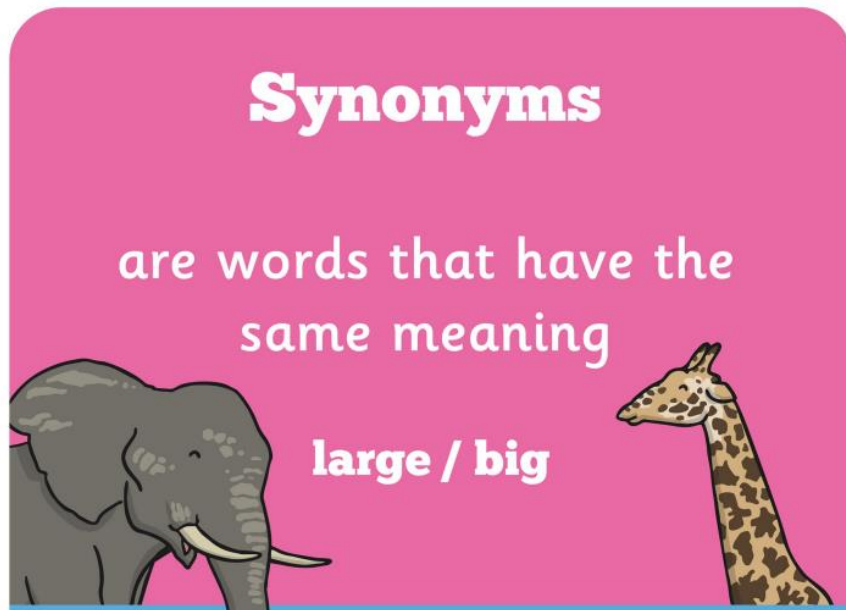
g. The ocean was \_\_\_\_\_.



## Synonyms

A synonym is a word that means the same or a similar thing as another word.

For example: happy = joyful. Sad = upset. Dog = puppy. Grass = lawn.



Look at the words below and circle the synonym for each word.

a.	Small=	hall big tiny
b.	Afraid=	happy scared brave
c.	Cat=	feline dog mouse
d.	Ocean=	sea sand tree

Write a synonym for each of the words below:

e. Cold = \_\_\_\_\_

f. Surprised = \_\_\_\_\_

g. Flower = \_\_\_\_\_

h. School = \_\_\_\_\_

# WEDNESDAY - Mathematics

## Minute Maths

How did you go with minute maths yesterday? We are doing the same activity today but with different numbers. **Try and come up with 1 or 2 more questions than yesterday to make your number!**

Level 1: The answer is 20. What are the questions?

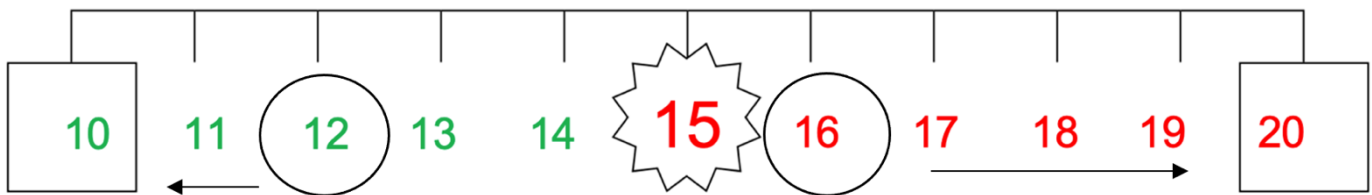
Level 2: The answer is 90. What are the questions?

Level 3: The answer is 460. What are the questions?

## Number and Algebra - Must Do

Rounding numbers means: which number is this number closest to? We round numbers because it helps us to estimate. If we are trying to figure out which 10s number is closest, we can place it on a number line to help. We need to look carefully at the number that is in the ones place to help us.

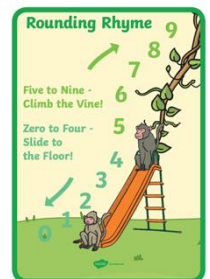
### Rounding Number Line



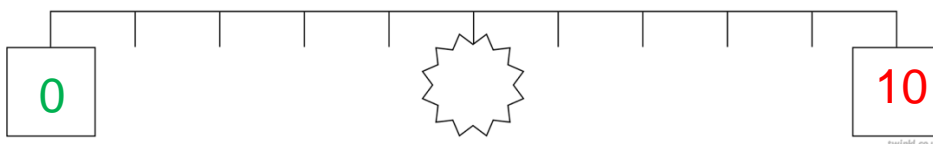
If we want to round 12 to the nearest 10s number (10, 20 or 30), we can see that 12 is closer to 10 than it is to 20. It would round **DOWN** to 10.

If we want to round 16 to the nearest 10s number, we can see that 16 is closer to 20. It would round **UP** to 20.

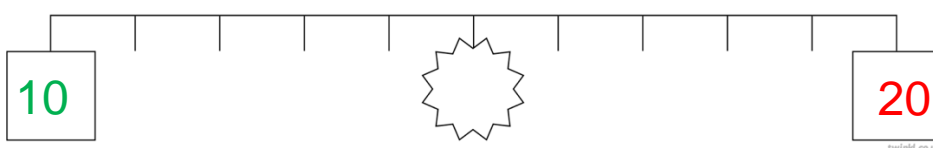
**15 will always round UP even though it is halfway between 10 and 20. You need to look at the number in the ones place to figure out how to round it. If the number has a 0, 1, 2, 3 or 4, in the ones place, you must round down. If it has a 5, 6, 7, 8, 9 in the ones place, you must round up.**



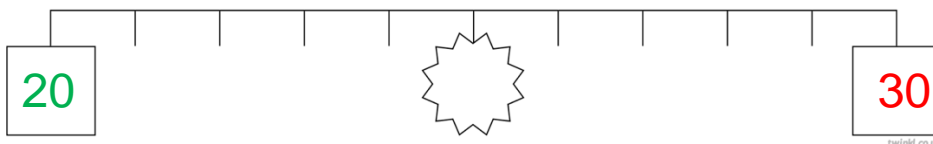
Round these numbers to the nearest 10s number. Use the number line and the number in the ones place to help you.



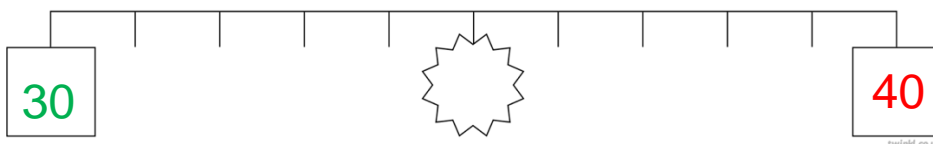
3 rounded to the nearest 10 is: \_\_\_\_\_.



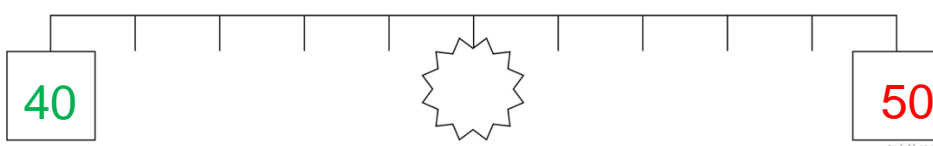
14 rounded to the nearest 10 is: \_\_\_\_\_.



26 rounded to the nearest 10 is: \_\_\_\_\_.



35 rounded to the nearest 10 is: \_\_\_\_\_.



46 rounded to the nearest 10 is: \_\_\_\_\_.

Level 1: Round these numbers to the nearest ten.

# Superhero Themed Rounding to 10

Round the numbers below to the nearest 10. The first one has been done for you.

52 → 50

55 → \_\_\_

68 → \_\_\_

41 → \_\_\_

25 → \_\_\_

91 → \_\_\_

39 → \_\_\_

54 → \_\_\_

16 → \_\_\_

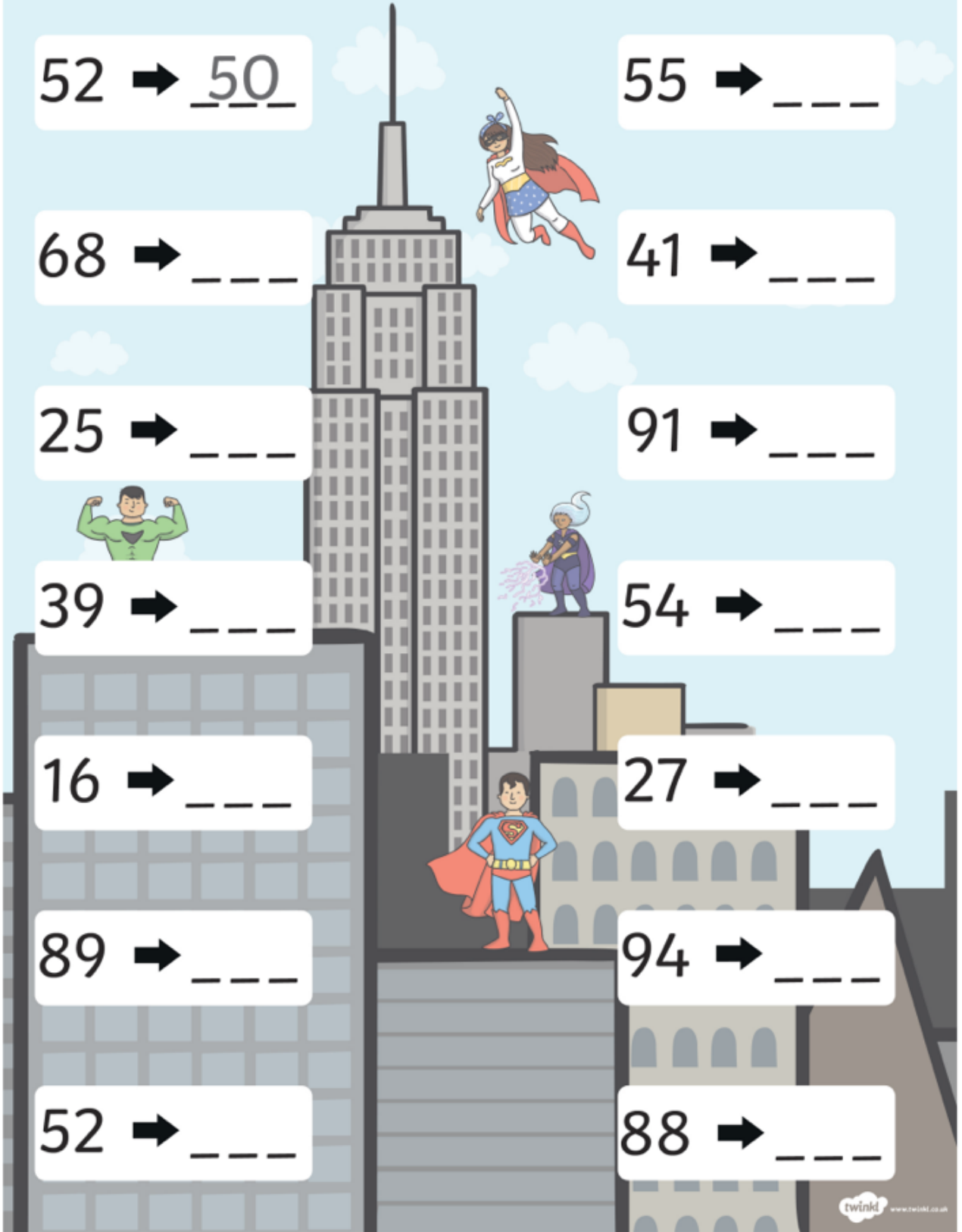
27 → \_\_\_

89 → \_\_\_

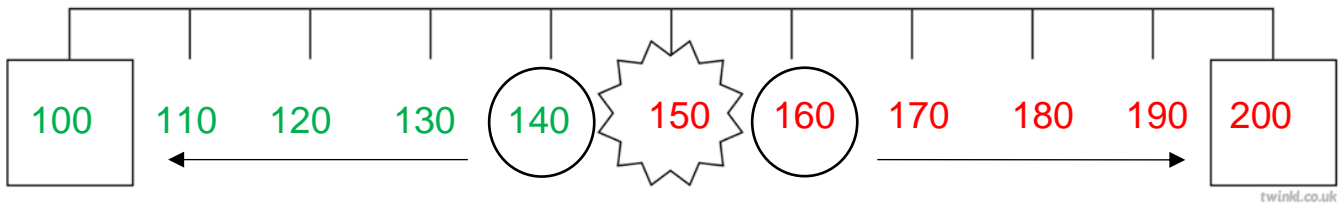
94 → \_\_\_

52 → \_\_\_

88 → \_\_\_

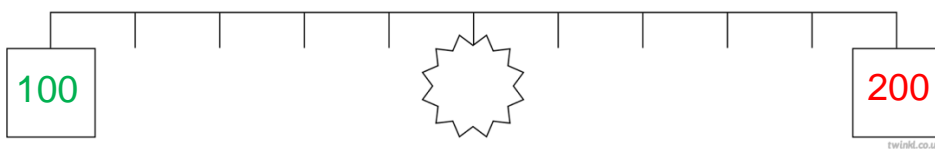


**Level 2: We can also round to the nearest 100s number. This time instead of looking at the number in the ones place, we need to look at the number in the tens place to work it out. On this number line, the numbers are going up in 10s.**

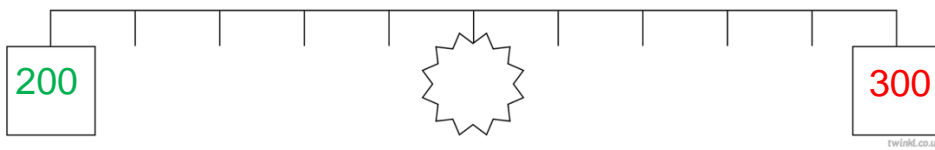


If we want to round 140 to the nearest 100s number (100, 200 or 300), we can see that 140 is closer to 100 than it is to 200. It would round **DOWN** to 100. Also, the number in the tens place is 4, so we always round 4 or less down.

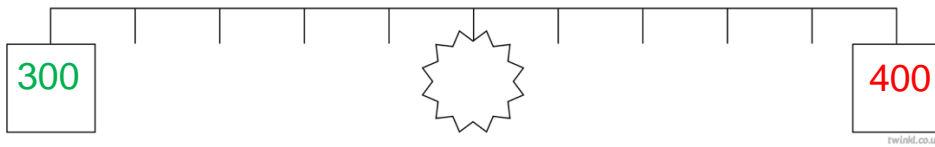
If we want to round 160 to the nearest 100s number, we can see that 160 is closer to 200. It would round **UP** to 200. Also, the number in the tens place is 6, so we always round 5 or more up.



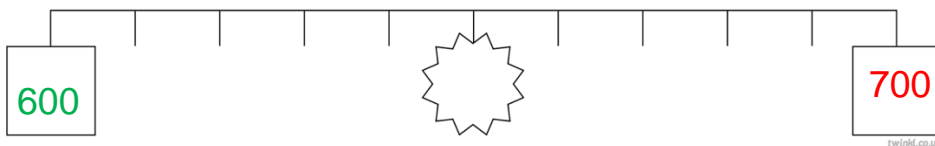
120 rounded to the nearest 100 is:\_\_\_\_\_.



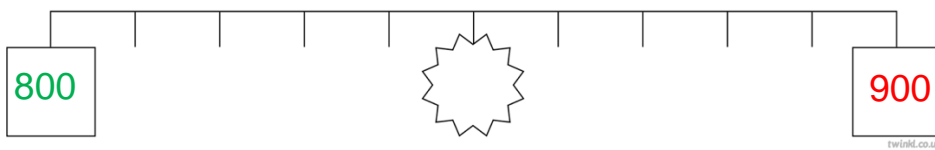
270 rounded to the nearest 100 is:\_\_\_\_\_.



320 rounded to the nearest 100 is:\_\_\_\_\_.



650 rounded to the nearest 100 is:\_\_\_\_\_.



890 rounded to the nearest 100 is:\_\_\_\_\_.

**Challenge: Round these to the nearest **hundred**. Remember: look at the number in the **tens** place to figure it out.**

117: \_\_\_\_\_

996: \_\_\_\_\_

261: \_\_\_\_\_

418: \_\_\_\_\_

709: \_\_\_\_\_

555: \_\_\_\_\_

## Number and Algebra - Can Do

Circle the correct answer:

Round to the nearest 10

307

300

310

320

574

500

580

570

268

200

300

270

4663

4700

4600

4500

Write as many numbers as you can that would round to:

50: \_\_\_\_\_

110: \_\_\_\_\_

500: \_\_\_\_\_

700: \_\_\_\_\_

Challenge:

1500: \_\_\_\_\_

# WEDNESDAY – Wellbeing Time

Use this time to focus on your 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.

<p><b>16 Keep moving!</b> Make up a dance routine to your favourite song.</p> 	<p><b>17 Write a play script.</b> Can you act it out to other people?</p> 	<p><b>18 Read out loud to someone.</b> Remember to read with expression.</p> 	<p><b>19 Write a song or rap about your favourite subject.</b></p> 	<p><b>20 Get sketching!</b> Find a photograph or picture of a person, place or object and sketch it.</p> 
<p><b>16 Make a finger puppet!</b> Use a paper cone to make a body, then attach a paper head.</p> 	<p><b>17 Describe the most disgusting meal EVER!</b> What is in it? Spaghetti worms, toenails on toast or something else?</p> 	<p><b>18 Create a comic strip about an animal who turns into a superhero.</b> Which animal will you choose?</p> 	<p><b>19 Create a family kindness jar.</b> Every time someone does something kind, write it down and put it in the jar. When the jar is full you all deserve a special treat!</p> 	<p><b>20 Find a fun place to sit and read a book.</b> Under the bed? Up a tree? Where will you go?</p> 
<p><b>16 How would you create a united community?</b> Write down your method and the ingredients you would use.</p>	<p><b>17 The perfect teacher!</b> Write a list of the ingredients you would need to make the best teacher in the world, perhaps you know one already?</p>	<p><b>18 Grow your own.</b> Can you save the seeds from something you eat and plant them to grow your own?</p> 	<p><b>19 Get baking!</b> Find a recipe you like and have a go at completing it. What will you make? Biscuits, pancakes, fruit salad or something else?</p> 	<p><b>20 Healthy body.</b> Exercise is just as important as eating well. Can you create your own daily workout routine and try it out?</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

Write **oo** to finish the words. Join the pictures to the correct words.

★ We sometimes write **oo** for  **oo**, as in **boot** .

t \_\_\_\_\_



c \_\_\_\_\_ l

m \_\_\_\_\_ n



t \_\_\_\_\_ th

b \_\_\_\_\_ t



f \_\_\_\_\_ d

r \_\_\_\_\_ m



n \_\_\_\_\_ n

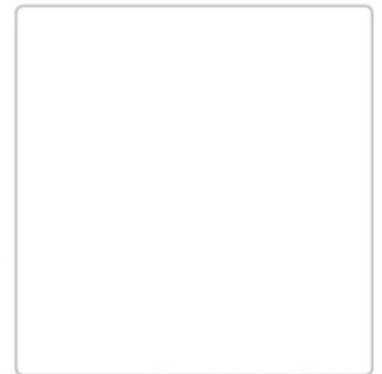
Write **to**, **two** or **too** in the sentences.

Draw Sue and Tom at school.


Sue has \_\_\_\_\_ boots.

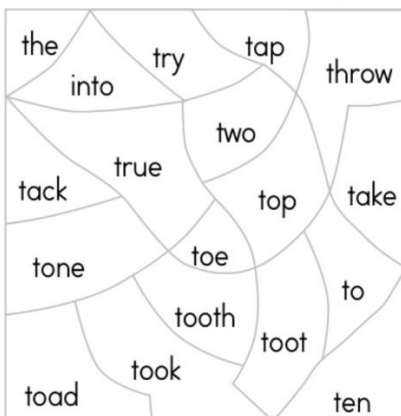
She wears her boots \_\_\_\_\_ school.

Tom wear boots \_\_\_\_\_.



### Can do:

Find June's new blue boots. Colour parts with  **oo ew ue u\_e u** words **blue**. Colour parts with other words **yellow**.



5 Read the words in the box. Write a word from the box for each clue.

★ We sometimes write **ew** for  **oo ew ue u\_e u** as in **screw** /s/c/r/oo/, or for **yoo** as in **new** /n/y/oo/.

new	knew	not old _____	went on a plane _____
few	drew	not many _____	tossed a ball _____
flew	grew	did draw _____	became bigger _____
blew	threw	did know _____	the wind ... _____

6 Read the words in the box. Write a word from the box for each clue.

★ We sometimes write **ue** for  **oo ew ue u\_e u** as in **glue** /g/l/oo/, or for **yoo** as in **rescue** /r/e/s/c/y/oo/.

blue	glue	not a lie _____	sticky stuff _____
clue	rescue	a colour _____	a day _____
true	Tuesday	a hint _____	to save _____



Must Do:

Similes are used in poetry to make them interesting. They help the reader understand the poem better and visualise it in their mind.

Learn about similes <https://www.youtube.com/embed/ROmKMtLWY14>



# SIMILE

A simile uses the words 'like' or 'as' to compare one object or idea with another to suggest they are alike.



Can you complete these similes?

Put a circle around the correct word.

1. The boy ran as quick as a slug/fox.
2. The coins shone as brightly as the sun/watch.
3. Jessie swam as smoothly as a sheep/fish.
4. The giant laughed as loud as whispers/thunder.
5. The bells tinkled like giants/fairies laughing.
6. The man was as tall as a cat/house.
7. The baby was as quiet as a mouse/dog.
8. The boy on the skateboard whizzed by like a rocket/snail.

Can Do:

# Inventing New Similes

Have a look at these well-known similes and think up some new up-to-date versions...

1. As happy as a pig in mud.

New version: As happy as...

---

2. As fresh as a daisy.

New version: As fresh as...

---

3. As busy as a bee.

New version: As busy as...

---

4. As cool as a cucumber.

New version: As cool as...

---

5. As clean as a whistle.

New version: As clean as...

---

6. As flat as a pancake.

New version: As flat as...

---

7. As quick as a wink.

New version: As quick as...

---

8. As snug as a bug in a rug.

New version: As snug as...

---

**CHALLENGE:** Have a go at creating a poem about you only using similes.

## 'All About Me' Simile Poem

I am as \_\_\_\_\_ as a \_\_\_\_\_ .

I am as \_\_\_\_\_ as a \_\_\_\_\_ .

I am as \_\_\_\_\_ as a \_\_\_\_\_ .

I am as \_\_\_\_\_ as a \_\_\_\_\_ .

I am as \_\_\_\_\_ as a \_\_\_\_\_ .

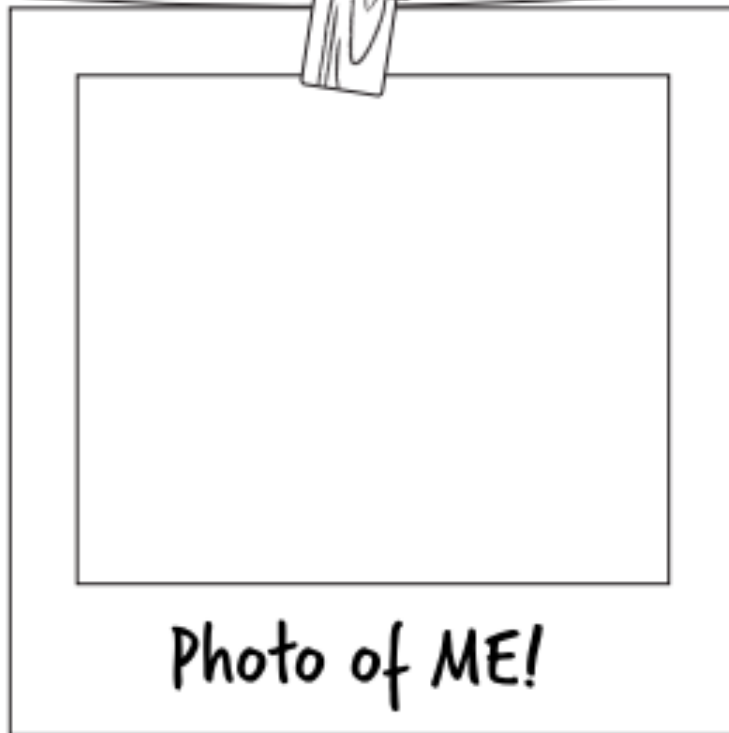


Photo of ME!

Today you will be writing your own Cinquain.

# Cinquain

A five-line poem that contains  
vivid imagery and conveys a  
certain mood or emotion.



Remember, a Cinquain is a poem with 5 lines:

<b>Cat</b>	1 Title	One word on the first line
<b>Clever, sly</b>	2 Adjectives	Two describing words
<b>Walking, climbing, jumping</b>	3 Verbs	Three action words (that usually end in -ing)
<b>Slipping through the night</b>	4 words to make a sentence	Four words which describe more information or how you feel about it
<b>Spectator</b>	1 Synonym	One word which is another word for the title.

Write your own cinquain on the topic 'Dog' below.  
You may like to use some of the suggested words or come up with your own.

**Dog**

(Title)

(2 Adjectives that describe the title)

(3 Verbs that usually end in -ing)

(4 words to make a sentence)

(1 Synonym for the Title)

**Adjectives:** *cute, fluffy, playful, scary, vicious, brown, smelly.*

**Verbs:** *playing, running, swimming, biting, growling, sleeping, snoring.*

**Synonym:** *puppy, best-friend, guard, family.*

Illustrate your Cinquain here:

Can do:

Now, choose your own topic and complete your own Cinquain poem.

\_\_\_\_\_

(Title)

\_\_\_\_\_, \_\_\_\_\_

(2 Adjectives that describe the title)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

(3 Verbs that usually end in -ing)

\_\_\_\_\_

(4 words to make a sentence)

\_\_\_\_\_

(1 Synonym for the Title)

Illustrate your Cinquain here:

Level 1:










# Australian Animals Count and Graph



I can create data displays and interpret them (ACMSP050)



Colour a box for each animal that you find.

6							
5							
4							
3							
2							
1							
							










# Most Popular Australian Animal Investigation

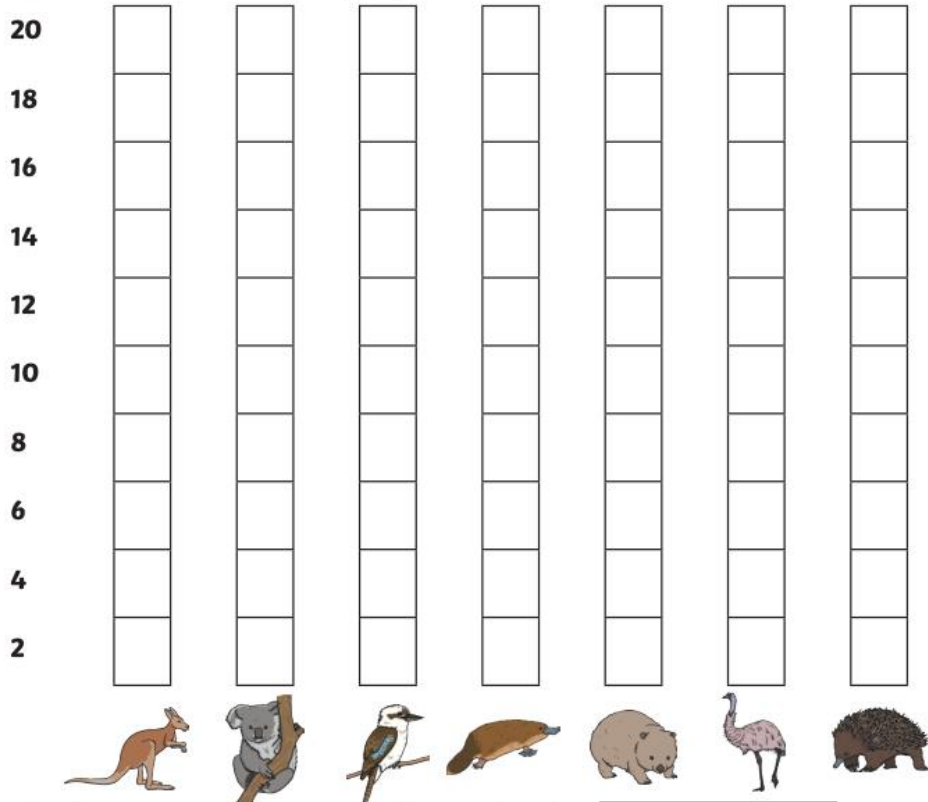
I can create data displays and interpret them. ACMSP050

What is the most popular Australian animal in your class?

1. Investigate and using tally marks below.

Australian animal	Kangaroo	Koala	Kookaburra	Platypus	Wombat	Emu	Echidna
							
Tally	/		/     /	/	/	/	/
Total							

2. Show your data in a column graph.



3. What is the most popular Australian animal?

4. What is the least popular Australian animal?

5. What is the difference between the least and most popular Australian animal?

---

Complete this activity during your class zoom

# Class Birthdays

Task: Find out what month of the year has the most birthdays in your class.

1. Investigation question:

---

2. Collect your data using tally marks.

<b>Month</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>
Tally				
Total				
<b>Month</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
Tally				
Total				
<b>Month</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>
Tally				
Total				

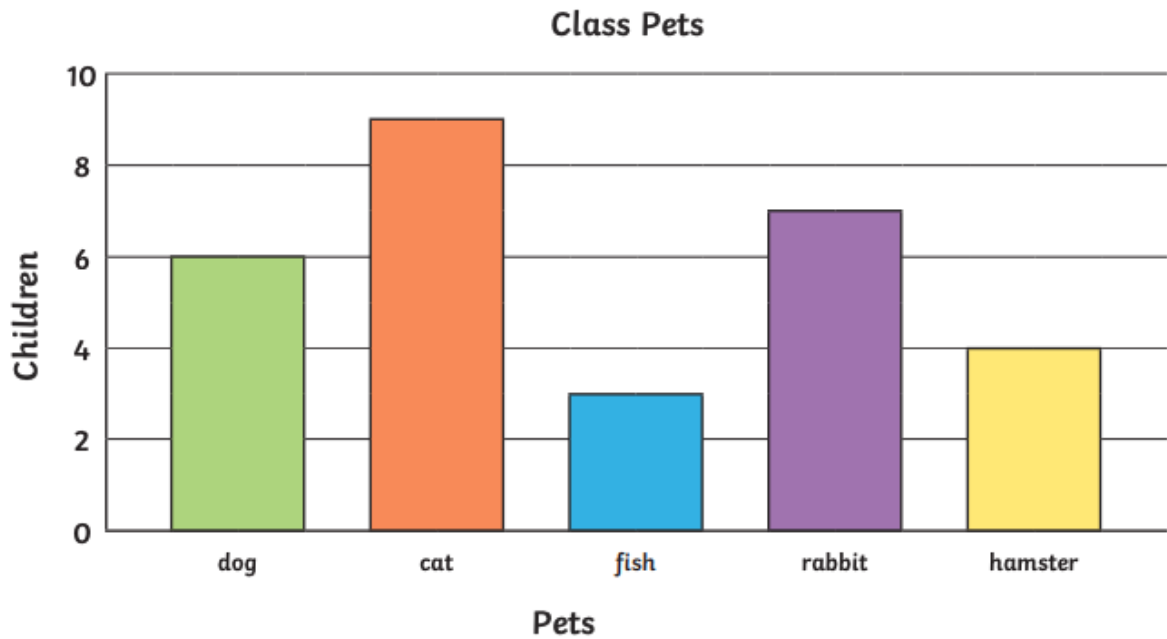
What month had the most birthdays and how many?

---

What month had the least amount of birthdays and how many?

---

# Interpreting Scaled Bar Charts



Answer the following questions.

1. What is the most common pet? \_\_\_\_\_
2. How many pets are there in the class? \_\_\_\_\_
3. How many more rabbits than hamster are there? \_\_\_\_\_
4. How many fewer dogs than cats are there? \_\_\_\_\_

Write your own questions for a friend.

---

---

---

---

---

---

---

# THURSDAY – PDHPE

## PDHPE Team Games

### Week 1 – My Favourite Team

#### Activity 1 – Team work – Human Knot Challenge

You will need help from your family or siblings at home.

Human Knot: In a group of up to 8, stand in a circle, close your eyes and hold someone else's hand (not the person next to you). Do the same with your other hand. Open your eyes and try to undo the knot you've created without dropping hands! Think about how you might need to move your body and direct others.

Remember to talk to each other and try to untangle the knot.

When you're working as a team it's important that everyone involved wants to reach the same goal and can listen to each other.

Discuss with your parent, care-giver or teacher what would happen if teams didn't listen to each other? Write your answer below.

---

---

---

#### Activity 2 – Research your favourite sporting team.

Now it's time to research your favourite sporting team. It could be a Netball, Basketball, NRL, AFL, Soccer or cricket team.

Answer the questions below

**1. Name of Team**

---

**2. Captain of the team**

---

**3. Team's Achievements**

---

---

---

---

4. Your favourite player/players in the team.

---

---

---

---

5. Why is this team your favourite?

---

---

---

---

6. What makes this team work well together?

---

---

---

---

---

**Activity 3 – PE Activity – Alphabet Exercise and Movement Challenge**

Write down your first and last name below

---

**Now look at the sheets on the next page and look up what each letter is and write down the corresponding exercise. Then complete the movements when you have all the exercises down.**

For example: Jane Deck

J = jump from side to side over a line

D = downward dog

A = arm circles

E = egg roll

N = Ninja pose

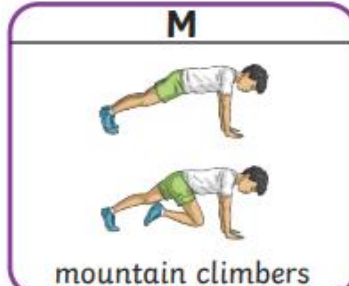
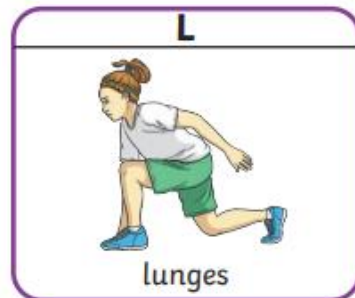
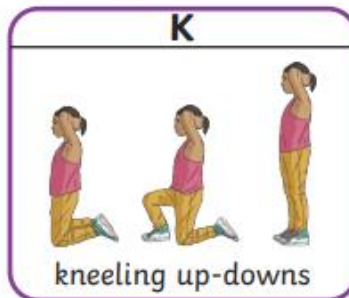
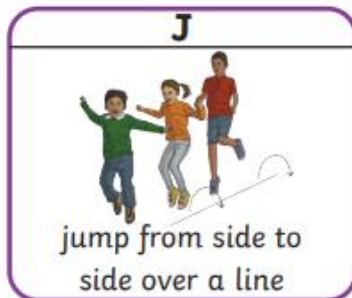
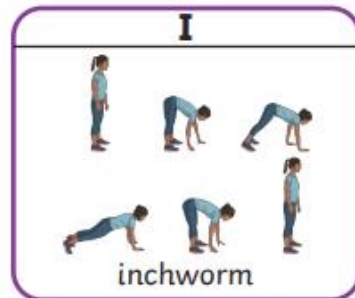
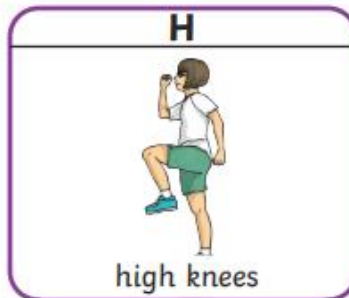
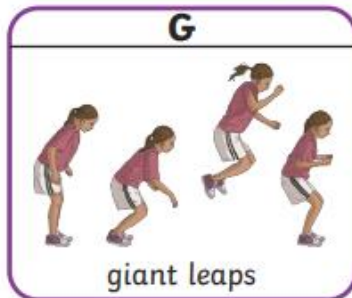
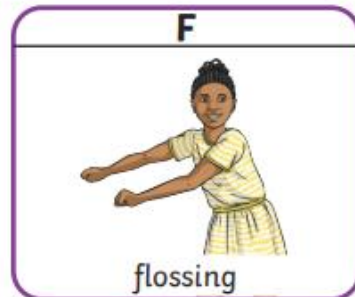
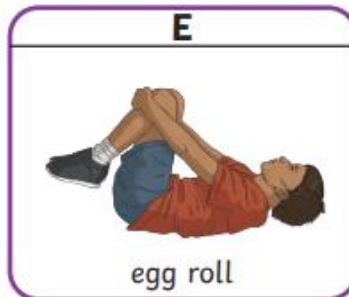
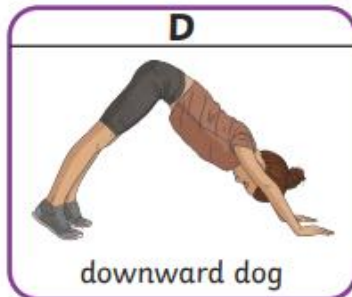
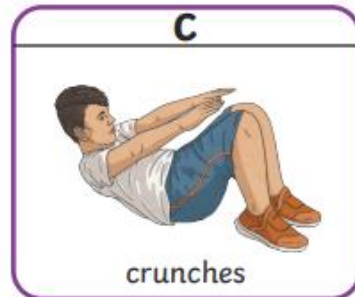
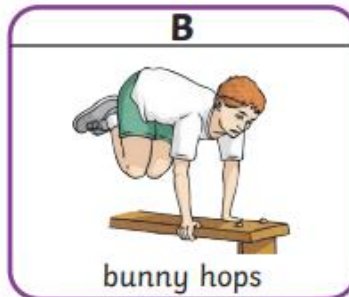
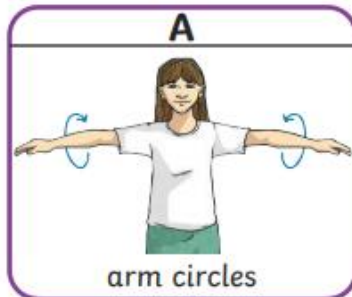
C = crunches

E = egg roll

K = kneeling up-downs

# Alphabet Exercise and Movement

Get moving and have some fun spelling out your name. Complete the exercise or movement associated with each letter.



**N**



ninja pose

**O**



overhead stretch

**P**



pop up

**Q**



quick feet

**R**



run on the spot

**S**



skipping

**T**



tree pose

**U**



up-down bridges

**V**



vertical roll down

**W**



wheelbarrow with  
a partner

**X**



X marks the spot

**Y**



star jumps

**Z**



zigzag run  
through some cones  
or obstacles

### 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:

## Story Time

Write a story using as many words as you can.  
Underline each of your spelling words.



The elephant packed its trunk and said goodbye to the circus.

Spelling Task Cards

teachstarter

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## Reading

### Onomatopoeia- What is it?

Lots of poets use onomatopoeia to help the reader really understand the poem.

The poet uses sound words to help the readers 'hear' the sounds of the poem. Listen to the song about onomatopoeia and read all these cool words. Then complete the tasks.



<https://www.youtube.com/embed/FBQCgjo1QTU>



Colour the sound words.



# Onomatopoeia: Sound Words

Onomatopoeia is the use of a word or phrase that imitates the sound of something.

**Example: sizzle.** I heard the bacon **sizzle** in the pan.  
Sizzle is a word that sounds like the bacon frying in the pan.

Each of the words in the word bank is an onomatopoeia. Complete each sentence by writing a word from the word bank in the blank. Use each word only once.

## Word Bank

**boom** **yowl** **hiss** **purr** **splash**  
**hoot** **quack** **splat**

1. The cat's \_\_\_\_\_ told me it was happy.
2. Jake made a big \_\_\_\_\_ when he jumped into the swimming pool.
3. The duck will \_\_\_\_\_ if it is hungry.
4. I laid in bed and listened to the thunder \_\_\_\_\_.
5. Suddenly she heard the \_\_\_\_\_ of a snake.
6. The lonesome \_\_\_\_\_ of the coyotes echoed through the hills.
7. My ice cream cone went \_\_\_\_\_ onto the sidewalk.
8. The \_\_\_\_\_ of the owl told him someone was coming.

# Onomatopoeic

## Poems

### The Noisy House

Bang! Clonk! Not again!  
My dad's out in the shed.  
He thumps and hammers all day long,  
It really hurts my head!

Smash! Crash! Not him as well!  
My brother's on his drums.  
He'll bash and clang for hours on end,  
How noisy it becomes!

Fa-la-lal! Please, not her too!  
Mum's singing in the shower.  
And once she starts, she doesn't stop,  
For at least a half an hour.

Tic-tock! Meow! Woof, woof! Ding-dong!  
Tweet-tweet! Beep-beep! A-choo!  
With all this noise, I think it's time,  
For me to make noise, too!

Stephanie Mulrooney

### Pancakes

Some flour - Flop!  
An egg - Plop!  
Some milk - Sploosh!  
Now stir - Whoosh!

Some butter - Sizzle!  
Some batter - Fizzle!  
A flip - Whoopee!  
Pancakes for me!

Stephanie Mulrooney

### Raindrops

Drip, drop, drip,  
Plip, plop, plip,  
Tiny, falling raindrops,  
Drip, drop, drip.

Stephanie Mulrooney

## Exploring Onomatopoeia

1. Onomatopoeia is a word that imitates the sound of the object or action it refers to. Explore the onomatopoeia in the poems *The Noisy House*, *Pancakes* and *Raindrops*. List the onomatopoeic words in each poem in the table below.

<i>The Noisy House</i>	<i>Pancakes</i>	<i>Raindrops</i>

Can Do:

Challenge

# Onomatopoeia

Read the description below and write an onomatopoeia for each one.

getting a paper cut	
door slamming	
a fire engine	
sneezing	
cow on a farm	
kids playing games	
tearing paper	
a chick	
a horse galloping	
drinking water	
strong winds	
football in a net	
doorbell	ding dong

# Rhyming Poems

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A rhyming poem includes words that rhyme, usually at the end of the line.



## The Bat

There once was a **bat**,  
Living in my brother's **hat**.  
My mum ran in **fear**,  
Which made my brother **cheer**.  
It finally flew **away**,  
But not until **May**.

Look at the poems below. Using your colours, underline or circle the words that rhyme using the same colour for each pair.

### **Imagine**

Imagine a pig,  
In a purple wig.

Imagine a car,  
In the shape of a star.

Imagine a bear,  
Wearing pink underwear.

Imagine a fox,  
Wearing pink fluffy socks.

Imagine a shoe,  
That always stayed new.

Just imagine!

### **I Have A Little Frog**

I have a little frog  
His name is Tiny Tim.  
I put him in the bathtub,  
To see if he could swim.

He drank up all the water,  
He gobbled up the soap.  
And when he tried to talk,  
He had a bubble in his throat.

Finish the poem below by writing a rhyming word in the spaces.

## Imagine

Imagine a snail,  
As big as a \_\_\_\_\_.

Imagine a bee,  
As big as a \_\_\_\_\_.

Imagine a toad,  
As long as a \_\_\_\_\_.

Imagine a hare,  
As big as a \_\_\_\_\_.

Imagine a goat,  
As long as a \_\_\_\_\_.

And imagine a flea,  
The same size as \_\_\_\_\_!

Illustration:



**Can Do:**

**Create your own rhyming poem below.  
Don't forget to illustrate it!**



Can Do:

Did you know, there is another type of poem called a 'Ballad'.

# Ballad

A rhythmic poem that tells a story.  
Ballads are often used in songs.



Ballads will sometimes use rhyming words to help create the rhythm of the poem.

Let's fly to the moon,  
Just before noon.  
Our rocket blasts off,  
We'll get there soon.

Let's fly to space,  
Off we race!  
To Jupiter or Mars,  
Or some other place.



Can you find the rhyming words in the poem above? Underline them in the poem.

Which lines have rhyming words in each stanza? Circle yes or no.

Line 1? Yes/No

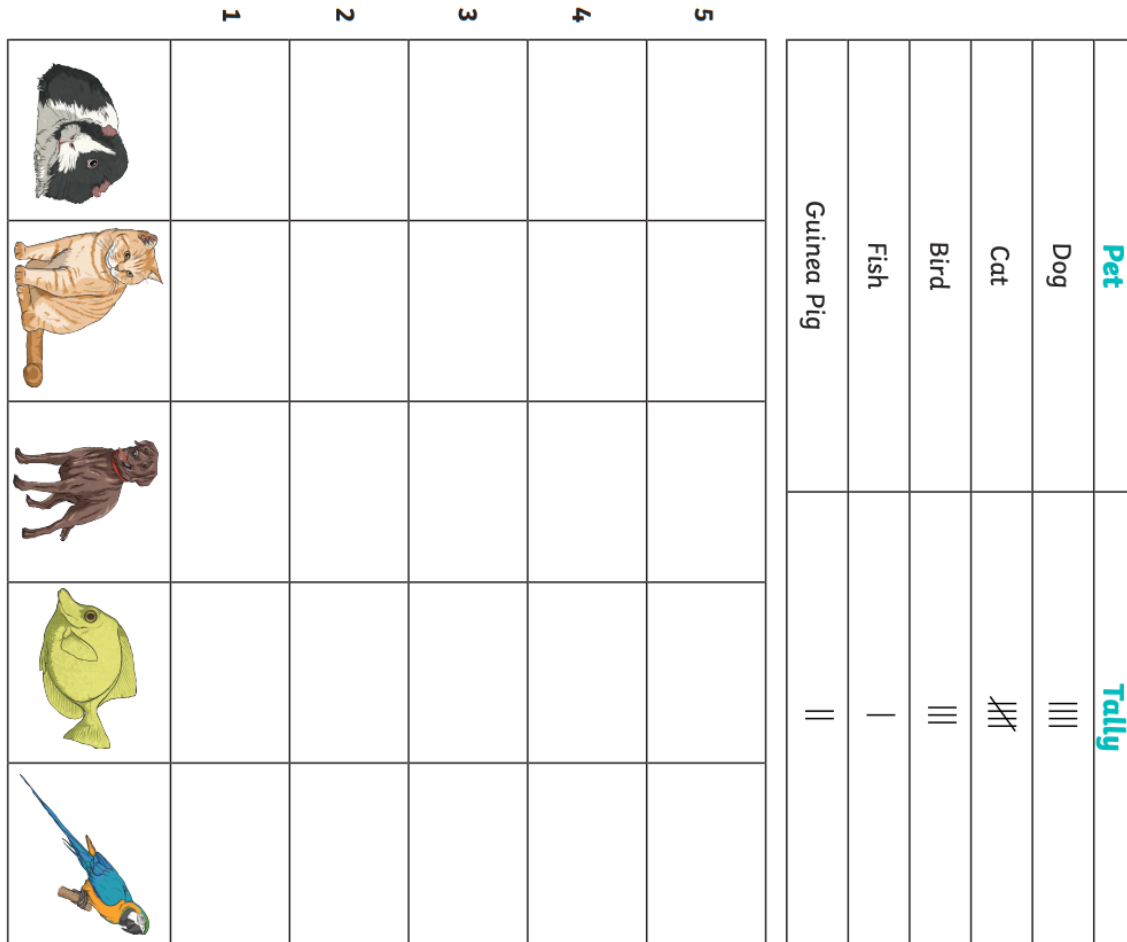
Line 2? Yes/No

Line 3? Yes/No



Line 4? Yes/No



### Pets Bar Graph

Some children were asked about their favourite pet. Complete the bar graph using the information below and then answer the questions about the graph.



- How many children took part in the survey? \_\_\_\_\_
- Which animal is the most popular? \_\_\_\_\_
- Which animal is the least popular? \_\_\_\_\_
- How many children liked cats more than birds? \_\_\_\_\_
- How many children liked dogs more than guinea pigs? \_\_\_\_\_
- Which animal did only one child like? \_\_\_\_\_

7.  +  = \_\_\_\_\_

7.  +  = \_\_\_\_\_

Statistics and Probability – Must Do

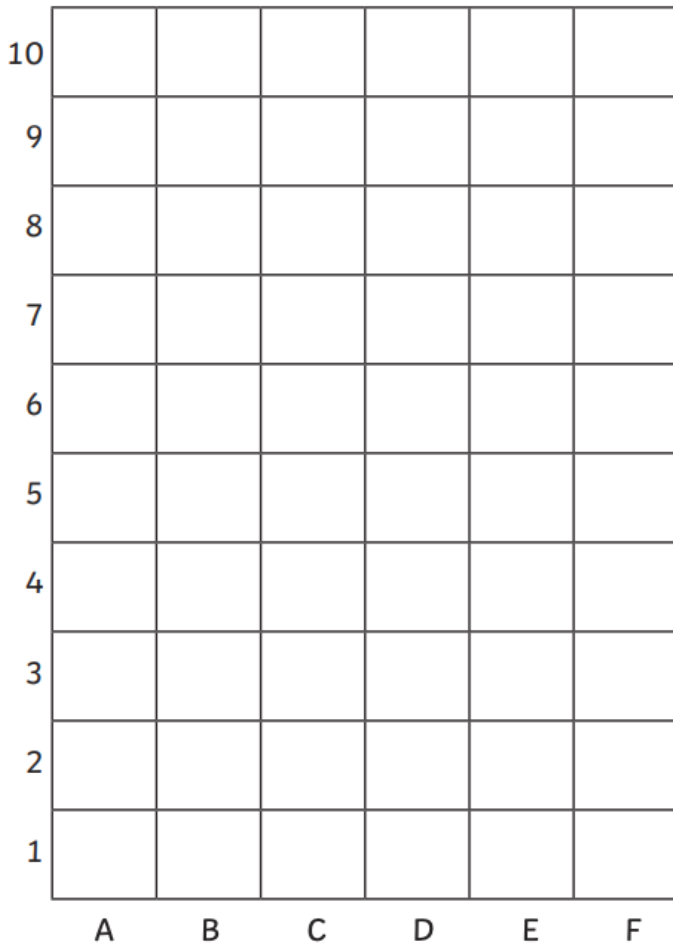
Complete this activity during your class zoom

# Classroom Data Investigation

I can choose a question and collect and represent data about that question.  
(ACMSP048, ACMSP049, ACMSP050)

My question is: \_\_\_\_\_  
\_\_\_\_\_

	Tally	Total
A		
B		
C		
D		
E		
F		



The most popular...  
\_\_\_\_\_  
\_\_\_\_\_

The least popular...  
\_\_\_\_\_  
\_\_\_\_\_

I also noticed...  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write your own question to ask a friend about your data.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Table Data Interpretation

I can interpret data presented in tables (ACMSP120).

## Breakfast Choices in Year 5

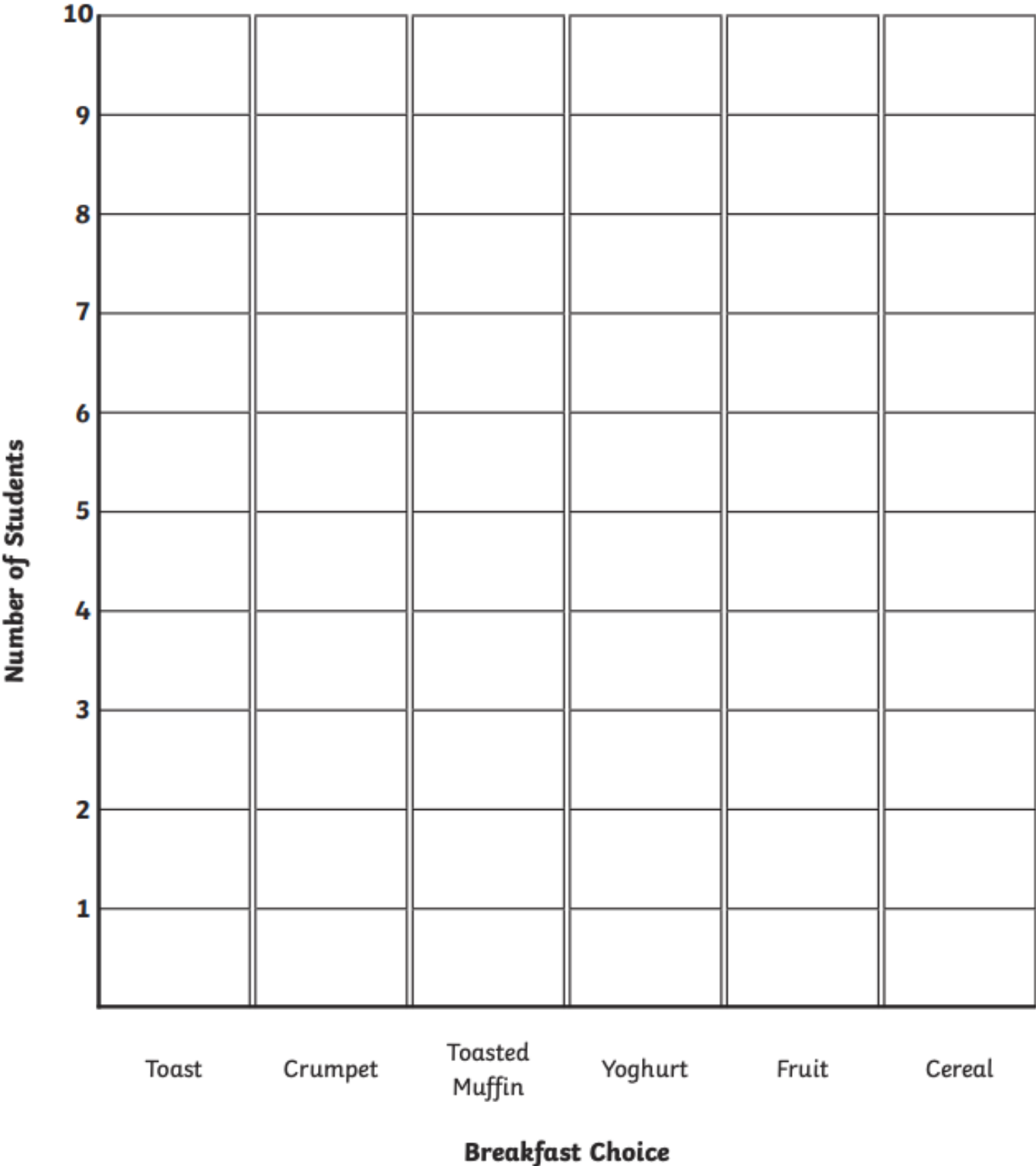
Breakfast choice	Number of students
Toast	4
Crummet	3
Toasted Muffin	1
Yoghurt	6
Fruit	2
Cereal	10



# Table Data Interpretation Questions

- How many students were surveyed?  
\_\_\_\_\_
- How many breakfast options are represented in the table?  
\_\_\_\_\_
- Which breakfast option is the most popular?  
\_\_\_\_\_
- How many students chose this?  
\_\_\_\_\_
- Which breakfast option is the least popular?  
\_\_\_\_\_
- How many students chose this?  
\_\_\_\_\_
- What is the difference between the most and least popular?  
\_\_\_\_\_
- How many students did not choose either the most popular or least popular breakfast options?  
\_\_\_\_\_
- Which breakfast option is your favourite?  
\_\_\_\_\_
- Place the information on the table into a column graph.

**Students' Favourite Breakfast Choices**

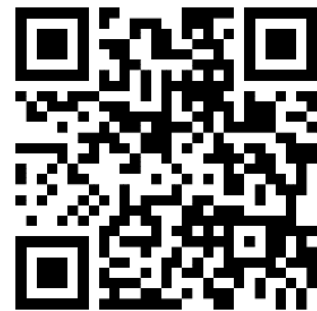


## FRIDAY – Music



Find a box to use as a drum and a metal object to use as a triangle. Choose a colour – red or blue and play the rhythms with that colour. Play the video again and play the other colour on the other instrument. Challenge: Play the video again and switch between your two instruments.

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



Here's a song to learn for Halloween which is coming up in a few weeks.

<https://www.youtube.com/embed/2x7hPVGyaoc>



### Kaboom Percussion Play-alongs

This term we will work with Cat and Josh from Kaboom Percussion each week. First they will teach you some patterns. Watch the video as many times as you need to become confident with performing the patterns yourself. When you're ready, watch the Performance video and try to keep up with the moves.

## Tutorial Video

<https://www.youtube.com/watch?v=o-3tX58wy8U>



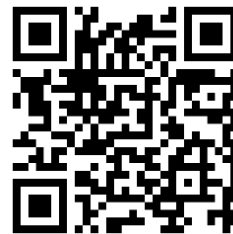
## Performance Video

<https://www.youtube.com/watch?v=yLyNK4jASp8>



Here are Cat and Josh performing with Kaboom Percussion

<https://youtu.be/LOE2x6Plxt4>



Have fun 😊