

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>



## 2M Zoom Classes WEEK 1 TERM 4 2021

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

| Class | Zoom Meeting ID |               | Zoom Meeting Password |               |
|-------|-----------------|---------------|-----------------------|---------------|
| 2M    | Morning am      | Afternoon pm  | Morning am            | Afternoon pm  |
|       | 676 9326 9219   | 628 3667 5687 | <b>611886</b>         | <b>616987</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   |
|-----------|--|--|--|--|
| Morning   | Spelling<br>Reading<br>Writing<br>ZOOM 10:30am | Spelling<br>Reading<br>Writing<br>ZOOM 10:30am | Spelling<br>Reading<br>Writing<br>ZOOM 10:30am | Spelling<br>Reading<br>Writing<br>ZOOM 10:30am |
| Break     | Break  | Break  | Break  | Break  |
| Middle    | Mathematics                                    | Mathematics                                    | Mathematics                                    | Mathematics                                    |
| Break     | Break  | Break  | Break  | Break  |
| Afternoon | ZOOM 1:30pm<br>Art                             | No ZOOM<br>Wellbeing                           | ZOOM 1:30pm<br>PDHPE                           | ZOOM 1:30pm<br>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<br>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     | Demon         |
| 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<br>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     | Demon         |
| 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**



**Must do:**

- Practise your spelling words each day.

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

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

| <i>Tuesday</i> | <i>Wednesday</i> | <i>Thursday</i> | <i>Friday</i> |
|----------------|------------------|-----------------|---------------|
|                |                  |                 |               |
|                |                  |                 |               |
|                |                  |                 |               |
|                |                  |                 |               |
|                |                  |                 |               |
|                |                  |                 |               |
|                |                  |                 |               |
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|                |                  |                 |               |
|                |                  |                 |               |
|                |                  |                 |               |
|                |                  |                 |               |
|                |                  |                 |               |

**Can do:****Scrambled**

Write each of your spelling words, jumbled up, on the left side of your page. Swap with a partner and see if they can unscramble each of the words and write the correct word on the right side of the sheet.

ahgul

laugh



## Reading



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







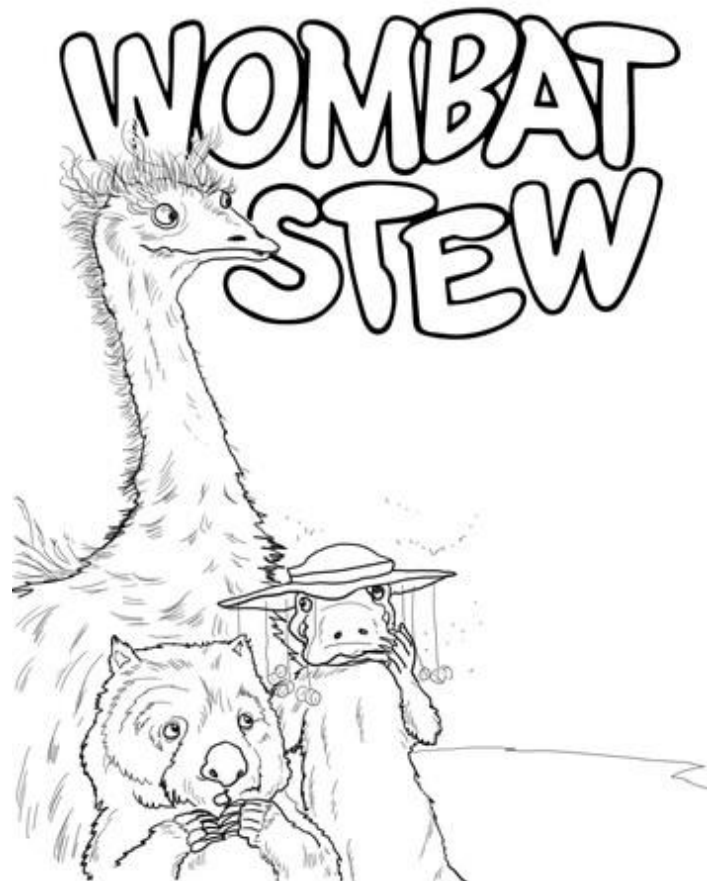
How many words can you hear that rhyme?  
Write the rhyming pair of words in the table below.

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |



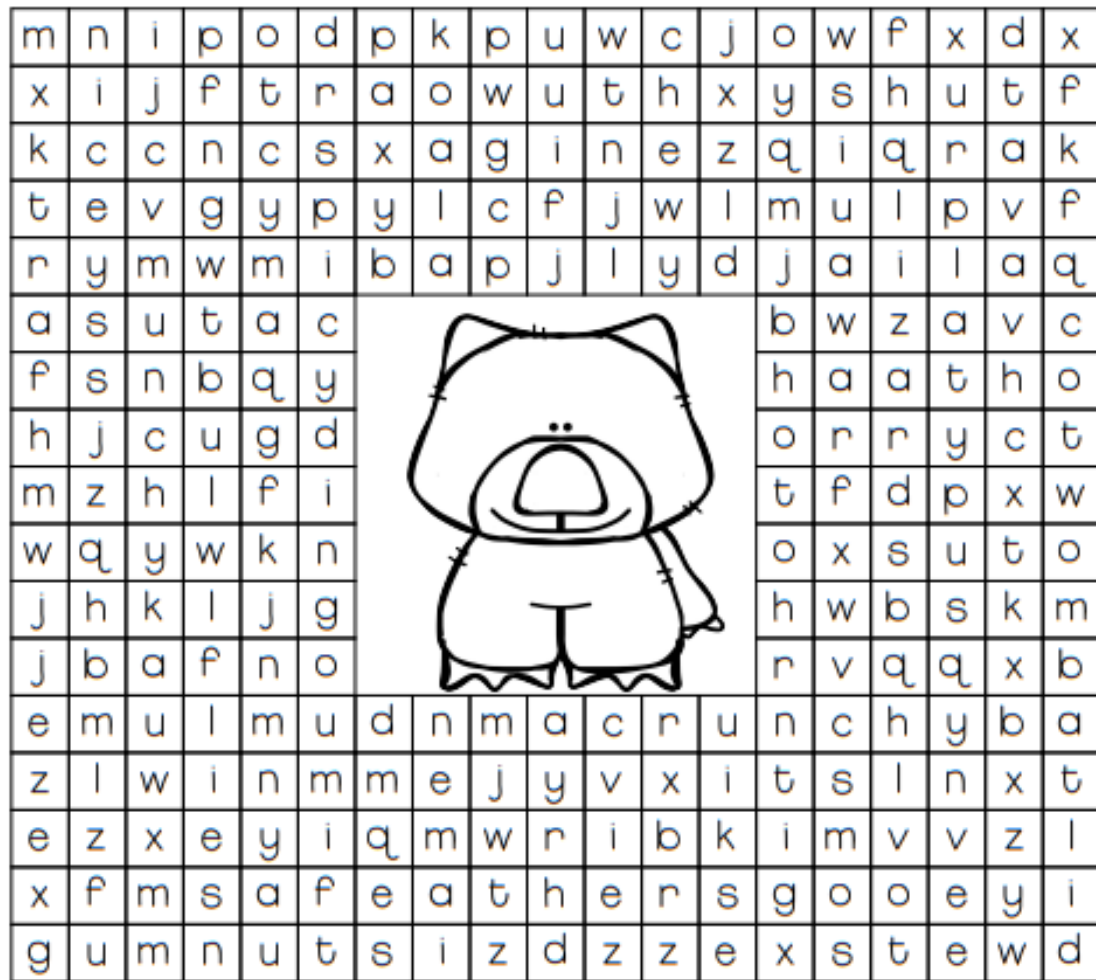
## Word Detectives - Wombat Stew

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





# 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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---

---

---

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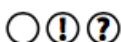





## Text 6 – Littering

Correct the text using editing marks. There are 15 errors to find.

littering is a waste of naturel resources  
many of the items left lieing on the ground  
could be re-cycled 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 too to make new items than to recycle or reuse old ones. Putting litter in the bin helps people save money and conserve resources.

## Editing Marks

|                      |  |
|----------------------|--|
| Capital letter       |   |
| End punctuation      |   |
| Insert a word        |   |
| Change to lower case |   |
| Take something out   |   |
| Check spelling       |   |
| New paragraph        |  |

**Write the text correctly on the lines below.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## 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.



# 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!

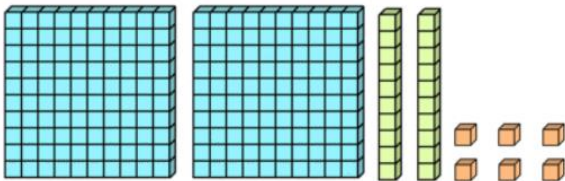
Level 1: The answer is 15. What are the questions?

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:

2.

|      |      |      |
|------|------|------|
|      |      |      |
| 76 = | 76 = | 76 = |

1.

|      |      |      |
|------|------|------|
|      |      |      |
| 53 = | 53 = | 53 = |

|             |              |              |
|-------------|--------------|--------------|
|             |              |              |
| 41 = 40 + 1 | 41 = 30 + 11 | 41 = 20 + 21 |

I can partition 2-digit numbers in different ways.

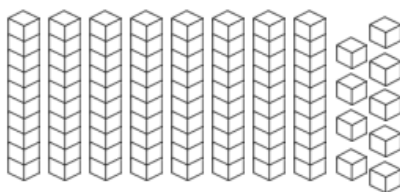
Partition each 2-digit number in 3 different ways. Draw rings around the tens and ones to help.

Here is an example:

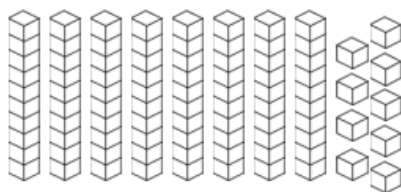
Complex Partitioning



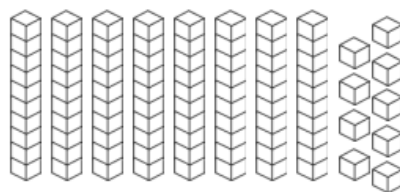
3.



$89 =$

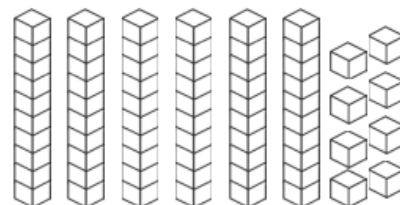


$89 =$

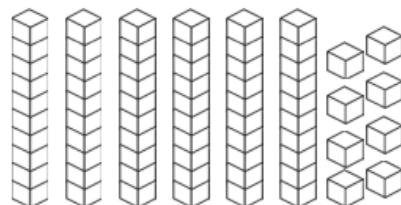


$89 =$

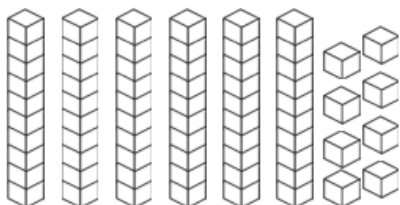
4.



$68 =$

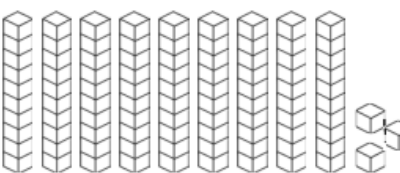


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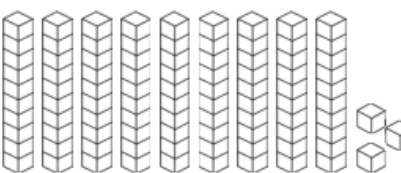


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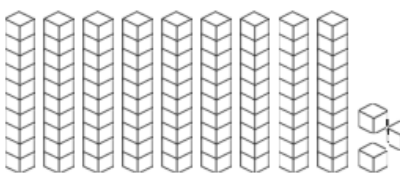
5.



$93 =$

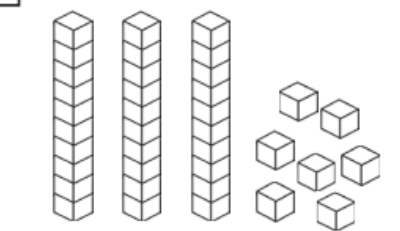


$93 =$

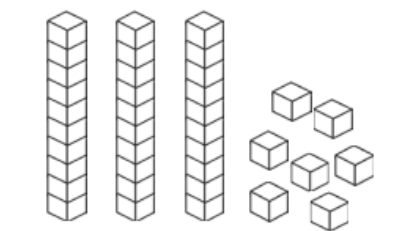


$93 =$

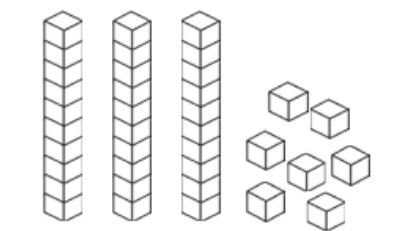
6.



$37 =$



$37 =$

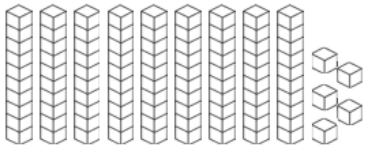
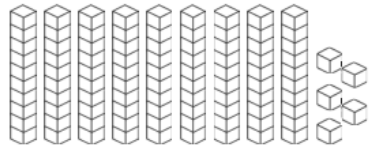
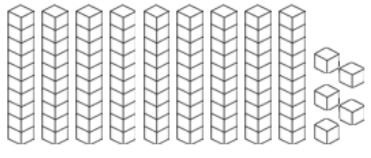
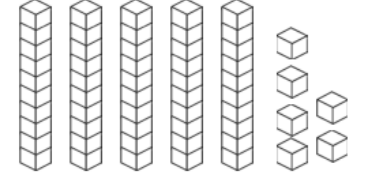
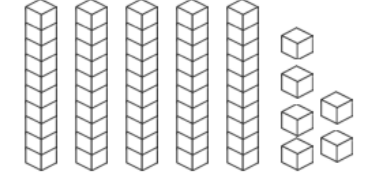
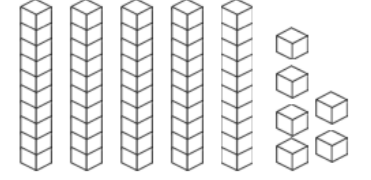


$37 =$

## Number and Algebra - Can Do

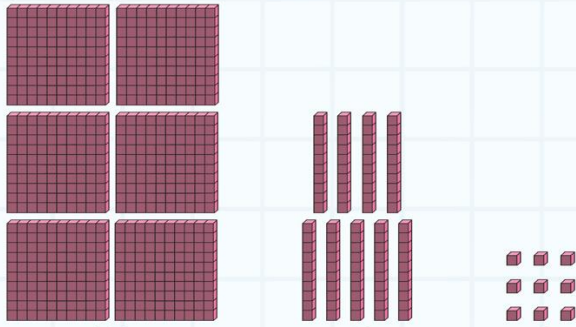
Try breaking up these numbers by yourself. You need to first work out what the total number is. Then come up with 3 different ways to break it up.

Level 1:

|  |  |   |
|--|--|---|
| <p>3.</p>  <p>=</p> |  <p>=</p> |  <p>=</p> |
| <p>4.</p>  <p>=</p> |  <p>=</p> |  <p>=</p> |

Level 2:

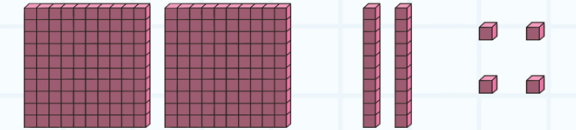
**699**



600      90      9

=

**224**



200      20      4

=

# 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.

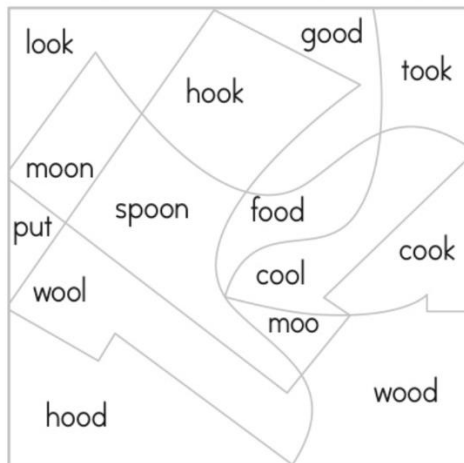
Colour parts blue.

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/l/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

## Reading

**Must Do:**

**Read pages 6 – 9 of Poems and Rhymes**

<http://www.worldbookonline.com/wb/ebooks/mall/instit/catalog/urn:ISBN:9780716645702/detail.do>

**Username: tnps Password: tnps**



**Identify the rhyming word pairs and write them in the table below.**

**Can you think of another word that rhymes with the pair?**

[illegible]

### Can Do:

**Create your own alphabet rhyme only using the letters in your name.**





## 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.



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 \_\_\_\_\_.

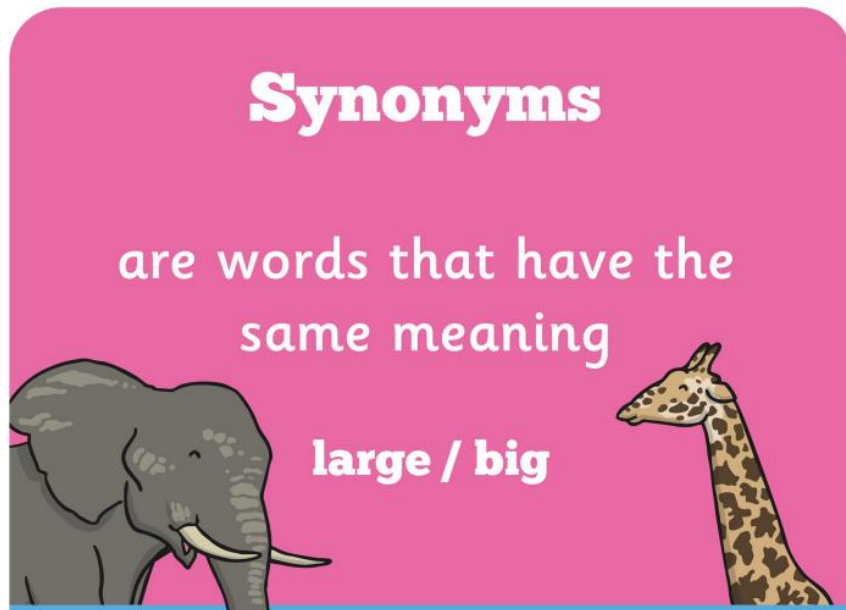
f. The leaf was \_\_\_\_\_.

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?

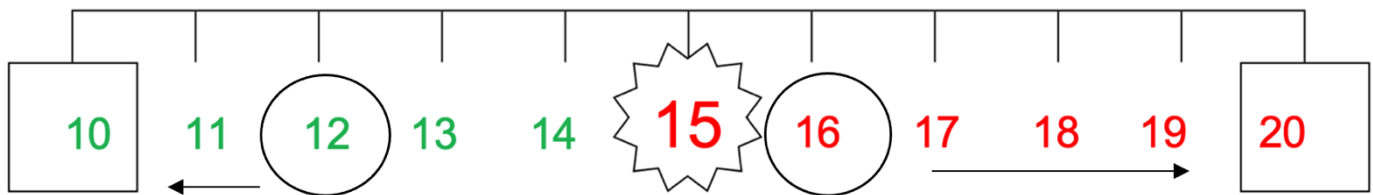
Level 3: The answer is 460. What are the questions?



## 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.

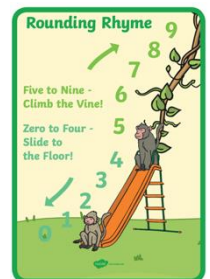
### Rounding Number Line



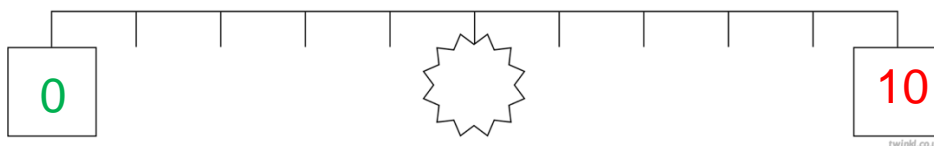
If we want to round 12 to the nearest 10s number (10, 20 or 30), we can see that 12 is closer to 10 than it is to 20. It would round DOWN to 10.

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.

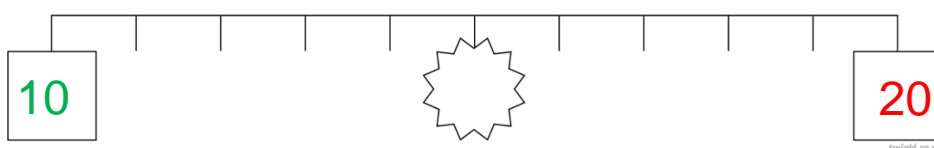
**15 will always round UP even though it is halfway between 10 and 20. You need to look at the number in the ones place to figure out how to round it. If the number has a 0, 1, 2, 3 or 4, in the ones place, you must round down. If it has a 5, 6, 7, 8, 9 in the ones place, you must round up.**



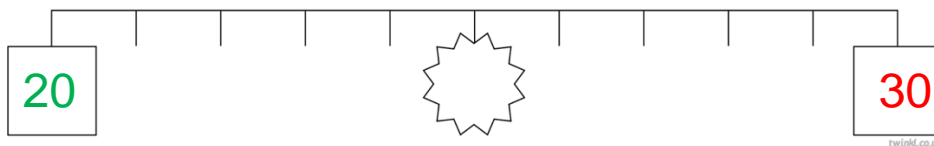
Round these numbers to the nearest 10s number. Use the number line and the number in the ones place to help you.



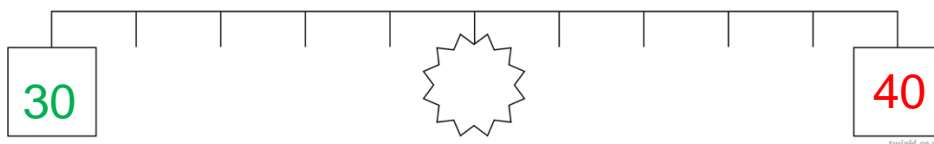
3 rounded to the nearest 10 is: \_\_\_\_\_.



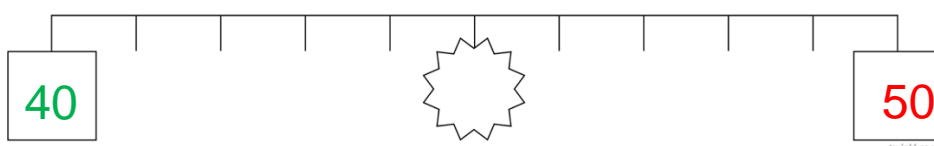
14 rounded to the nearest 10 is: \_\_\_\_\_.



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



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



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

# 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 → \_\_\_\_

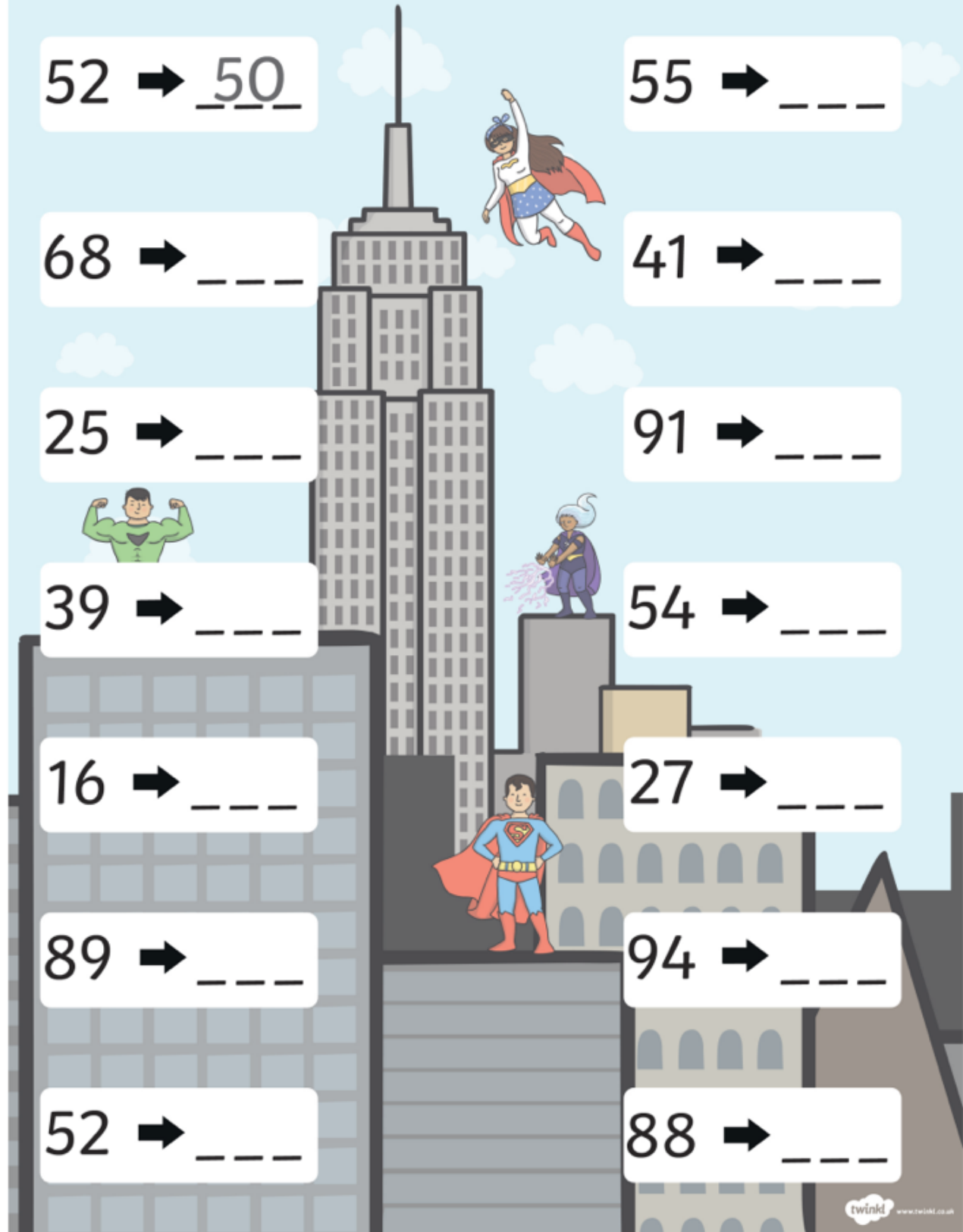
27 → \_\_\_\_

89 → \_\_\_\_

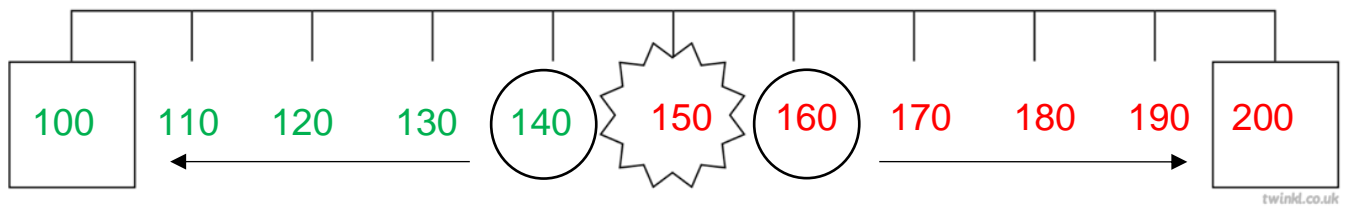
94 → \_\_\_\_

52 → \_\_\_\_

88 → \_\_\_\_

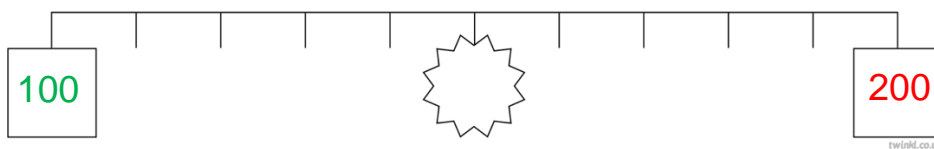


**Level 2: We can also round to the nearest 100s number. This time instead of looking at the number in the ones place, we need to look at the number in the tens place to work it out. On this number line, the numbers are going up in 10s.**

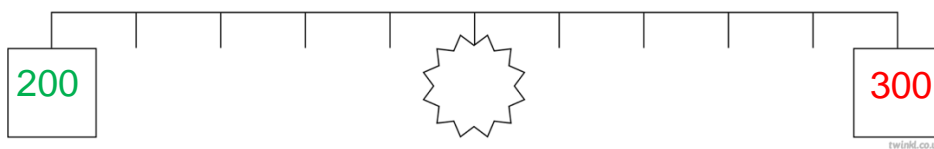


If we want to round 140 to the nearest 100s number (100, 200 or 300), we can see that 140 is closer to 100 than it is to 200. It would round **DOWN** to 100. Also, the number in the tens place is 4, so we always round 4 or less down.

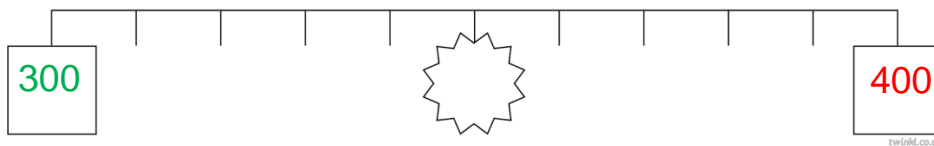
If we want to round 160 to the nearest 100s number, we can see that 160 is closer to 200. It would round **UP** to 200. Also, the number in the tens place is 6, so we always round 5 or more up.



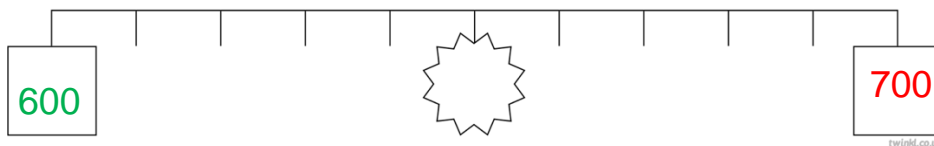
120 rounded to the nearest 100 is:\_\_\_\_\_.



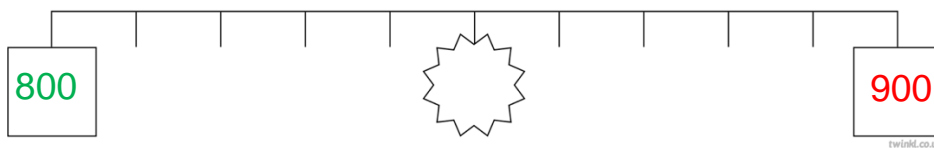
270 rounded to the nearest 100 is:\_\_\_\_\_.



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   |   |
|---|---|
| <p><b>307</b></p> <p>300 310 320</p> <p><b>574</b></p> <p>500 580 570</p> | <p><b>268</b></p> <p>200 300 270</p> <p><b>4663</b></p> <p>4700 4600 4500</p> |

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.

**16 Keep moving!**  
Make up a dance routine to your favourite song.



**17 Write a play script.** Can you act it out to other people?



**18 Read out loud to someone.**  
Remember to read with expression.



**19 Write a song or rap about your favourite subject.**



**20 Get sketching!**  
Find a photograph or picture of a person, place or object and sketch it.



**16 Make a finger puppet!**  
Use a paper cone to make a body, then attach a paper head.



**17 Describe the most disgusting meal EVER!** What is in it? Spaghetti worms, toenails on toast or something else?



**18 Create a comic strip about an animal who turns into a superhero.** Which animal will you choose?



**19 Create a family kindness jar.**  
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!

**20 Find a fun place to sit and read a book.**  
Under the bed? Up a tree? Where will you go?



**16 How would you create a united community?**  
Write down your method and the ingredients you would use.

**17 The perfect teacher!** Write a list of the ingredients you would need to make the best teacher in the world, perhaps you know one already?

**18 Grow your own.** Can you save the seeds from something you eat and plant them to grow your own?



**19 Get baking!**  
Find a recipe you like and have a go at completing it. What will you make? Biscuits, pancakes, fruit salad or something else?



**20 Healthy body.**  
Exercise is just as important as eating well. Can you create your own daily workout routine and try it out?



# 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

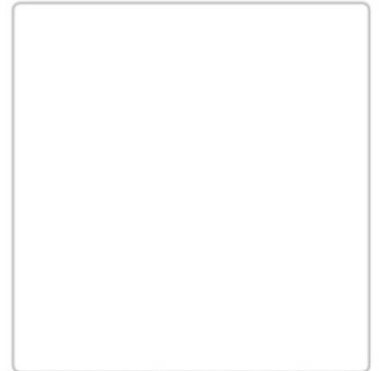
Write **to**, **two** or **too** in the sentences.

Draw Sue and Tom at school.

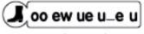
Sue has \_\_\_\_\_ boots.

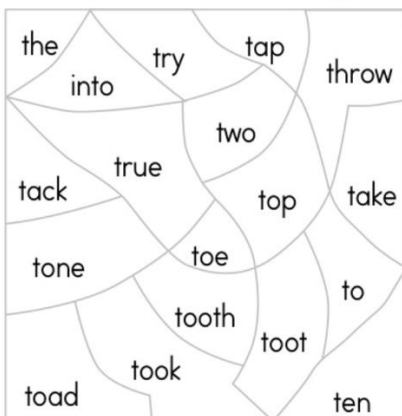
She wears her boots \_\_\_\_\_ school.

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

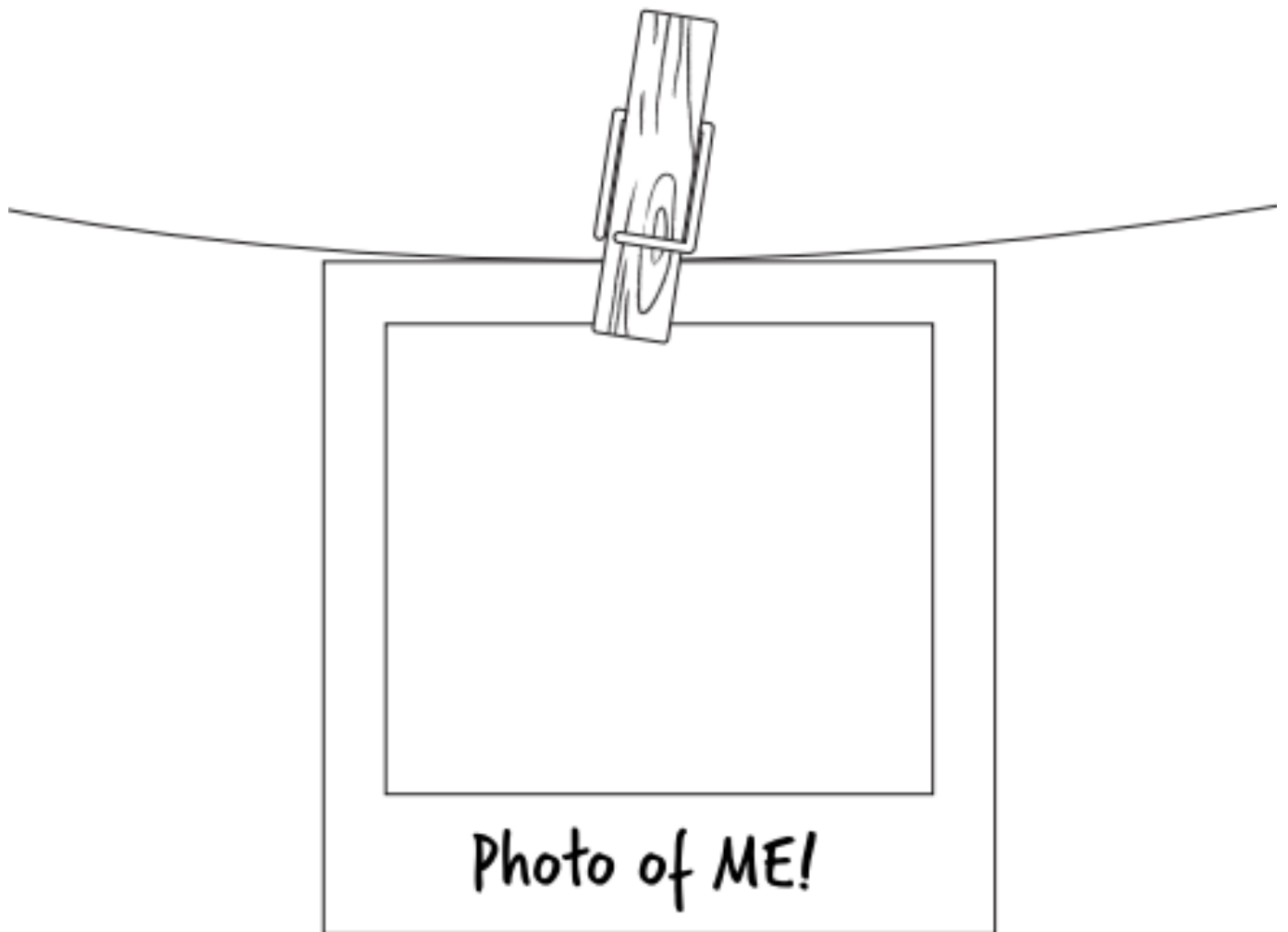
I am as \_\_\_\_\_ as a \_\_\_\_\_ .

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

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

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

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



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

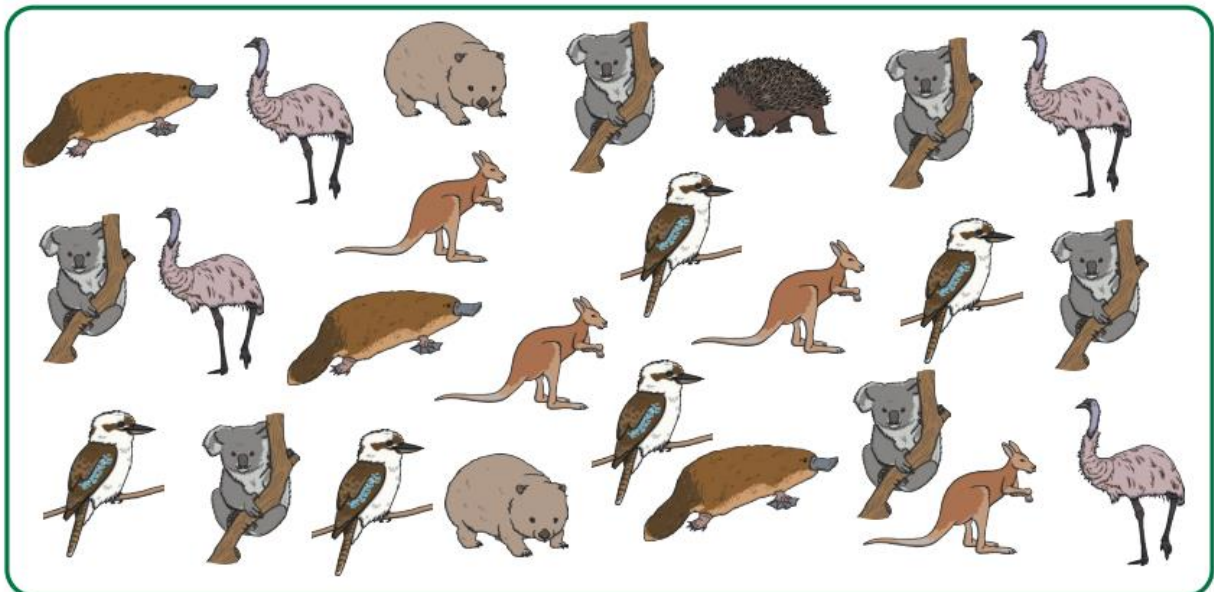
Level 1:










# 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

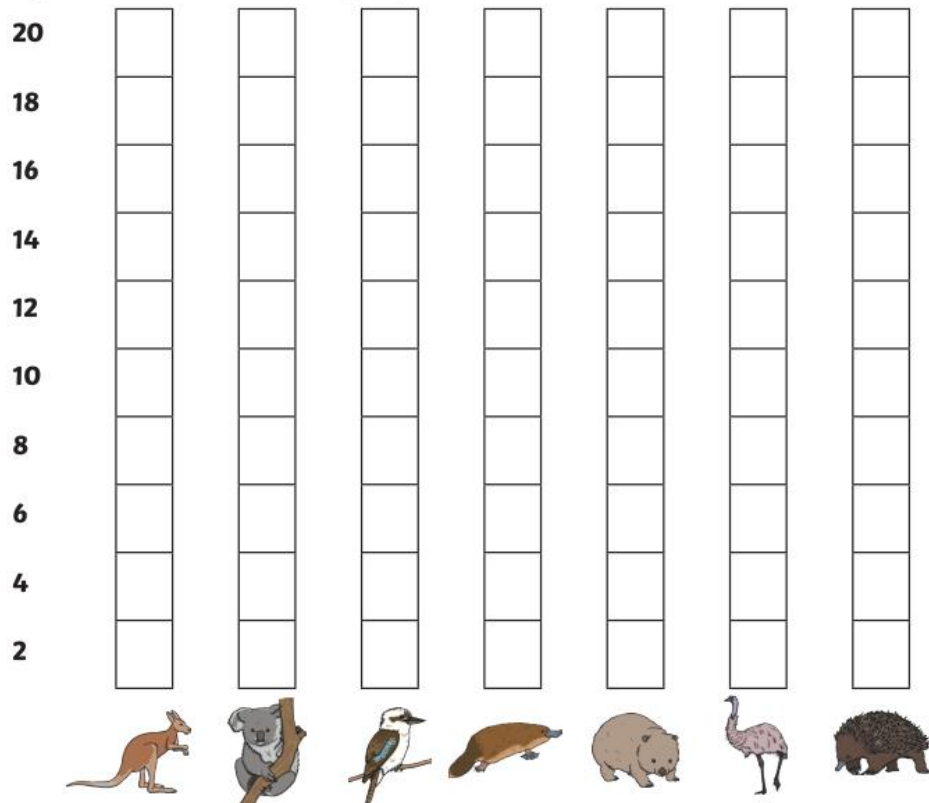
I can create data displays and interpret them. ACMSP050

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             | <del>    </del>   |   | <del>    </del> <del>    </del> <del>    </del>                                   | <del>    </del>   | <del>    </del>  | <del>    </del>   | <del>    </del>   |
| 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?

---

# 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.

| Month | January   | February | March    | April    |
|-------|-----------|----------|----------|----------|
| Tally |           |          |          |          |
| Total |           |          |          |          |
| Month | May       | June     | July     | August   |
| Tally |           |          |          |          |
| Total |           |          |          |          |
| Month | September | October  | November | December |
| Tally |           |          |          |          |
| Total |           |          |          |          |

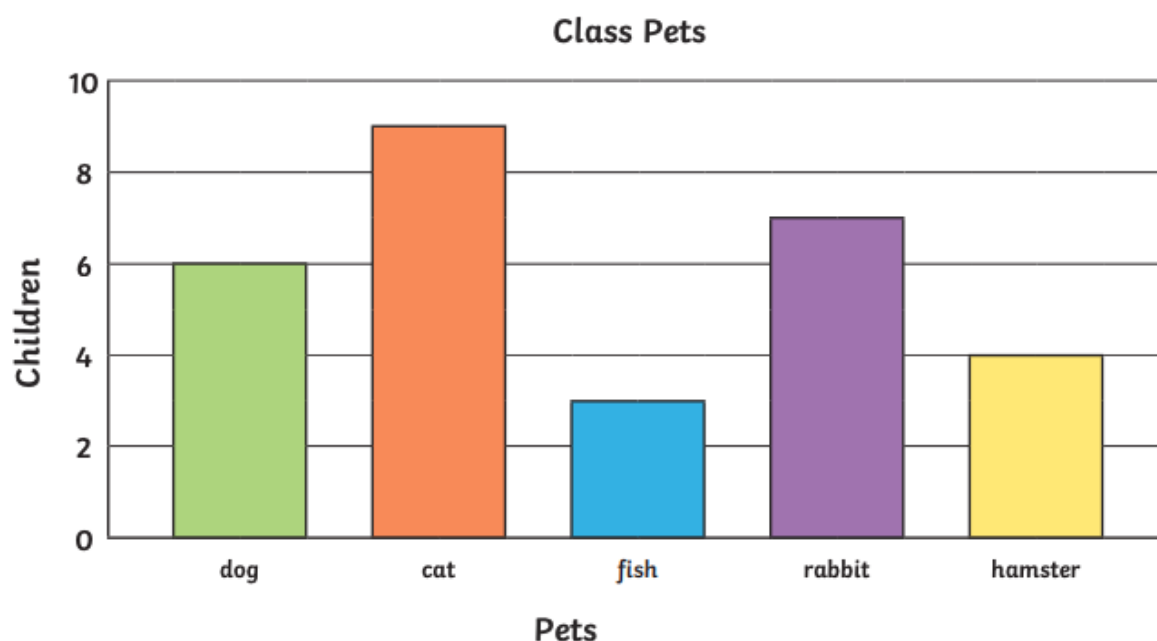
What month had the most birthdays and how many?

---

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.

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# 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.

---

---

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#### 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?**

---

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---

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### **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

A = arm circles

N = Ninja pose

E = egg roll

D = downward dog

E = egg roll

C = crunches

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.

**A**



arm circles

**B**



bunny hops

**C**



crunches

**D**



downward dog

**E**



egg roll

**F**



flossing

**G**



giant leaps

**H**



high knees

**I**



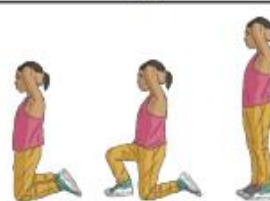
inchworm

**J**



jump from side to side over a line

**K**



kneeling up-downs

**L**



lunges



**M**



mountain climbers





**N**



ninja pose

**O**



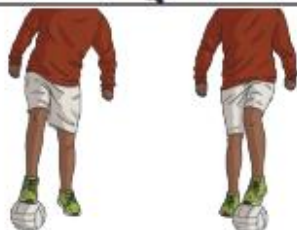
overhead stretch

**P**



pop up

**Q**



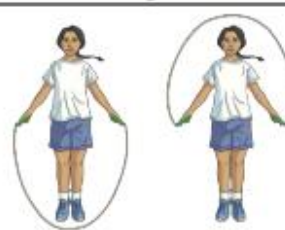
quick feet

**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-la! 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> |
|------------------------|-----------------|------------------|
|                        |                 |                  |



# 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

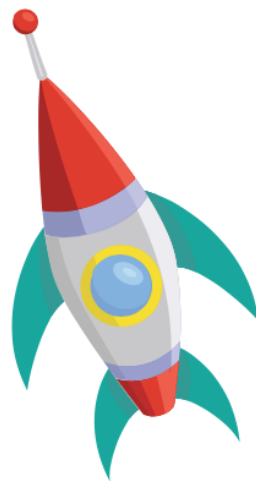
**A rhythmic poem that tells a story.  
Ballads are often used in songs.**



**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**

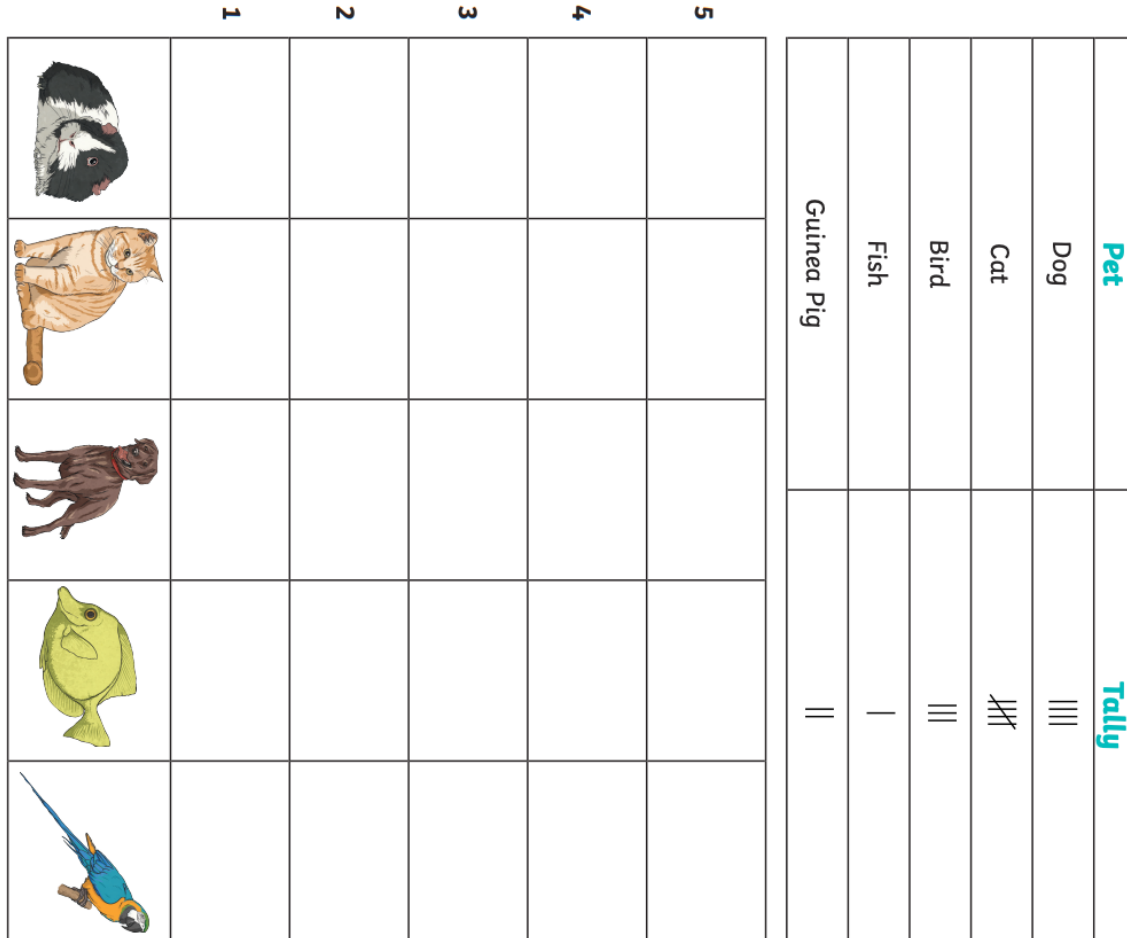
**Line 2? Yes/No**

**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

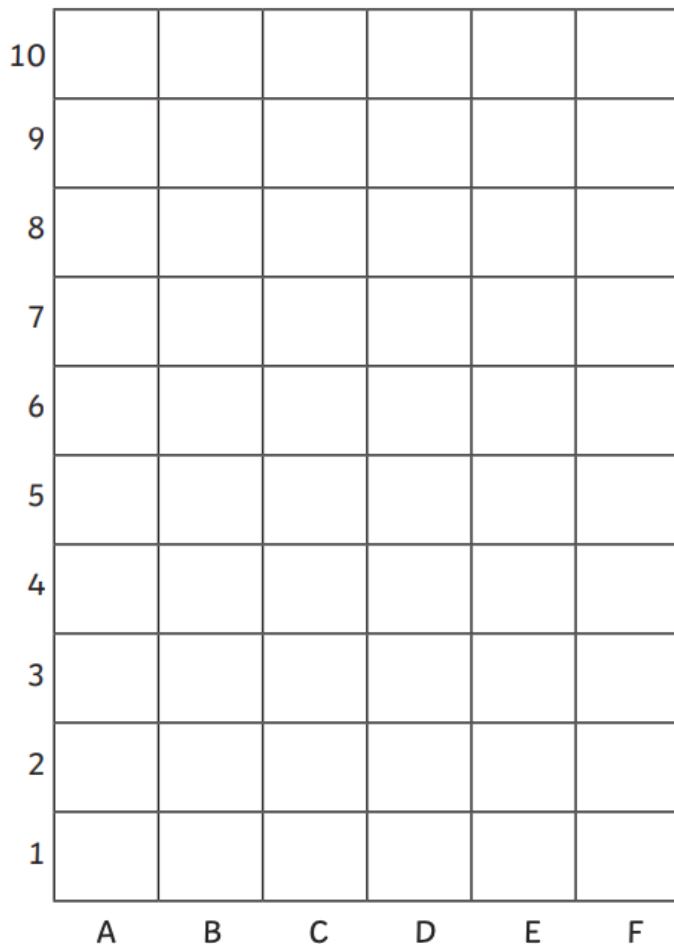
# Classroom Data Investigation

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

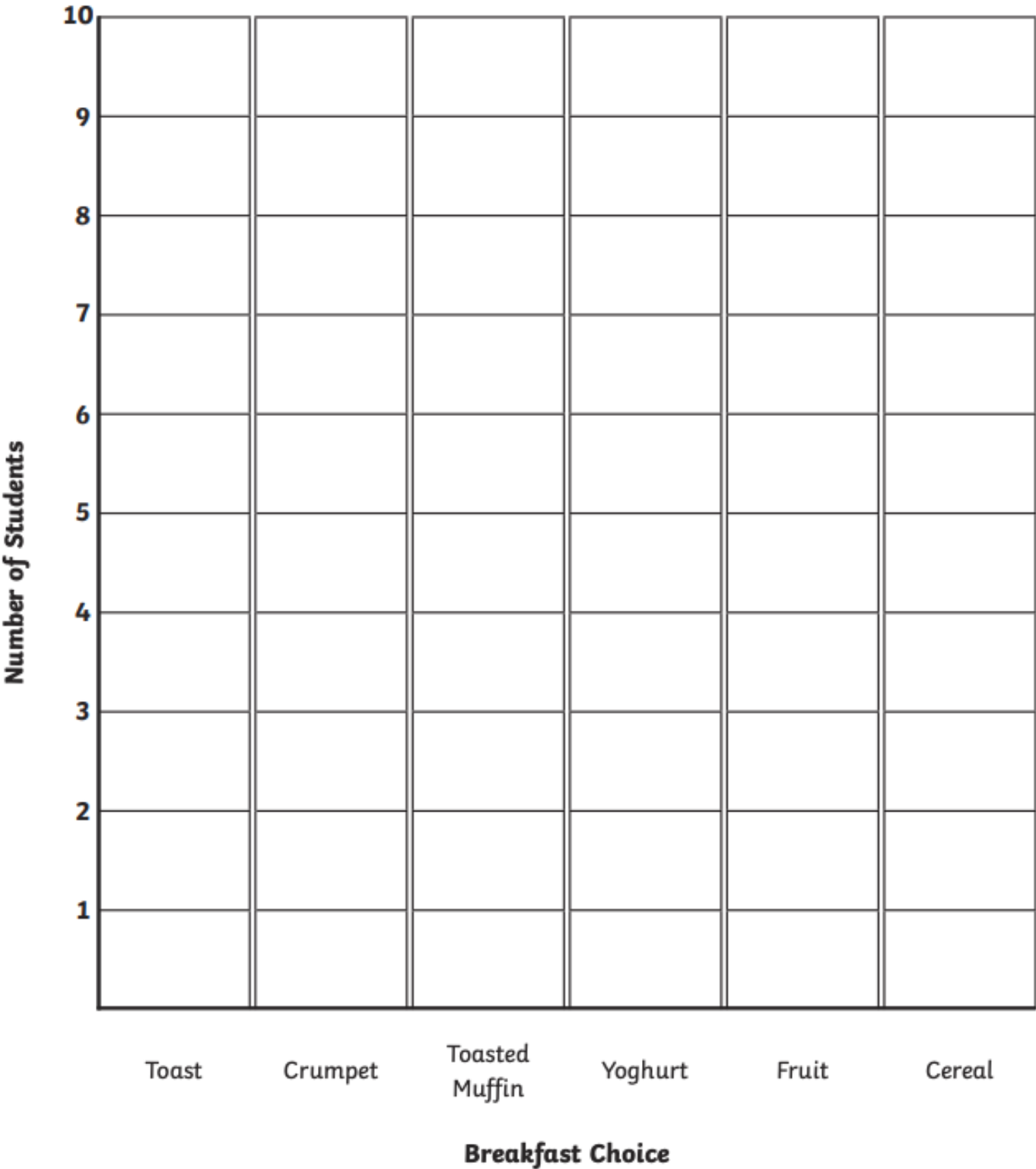
| Breakfast choice | Number of students |
|------------------|--------------------|
| Toast            | 4                  |
| Crumpet          | 3                  |
| Toasted Muffin   | 1                  |
| Yoghurt          | 6                  |
| Fruit            | 2                  |
| Cereal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



# Table Data Interpretation Questions

1. How many students were surveyed?  
\_\_\_\_\_
2. How many breakfast options are represented in the table?  
\_\_\_\_\_
3. Which breakfast option is the most popular?  
\_\_\_\_\_
4. How many students chose this?  
\_\_\_\_\_
5. Which breakfast option is the least popular?  
\_\_\_\_\_
6. How many students chose this?  
\_\_\_\_\_
7. What is the difference between the most and least popular?  
\_\_\_\_\_
8. How many students did not choose either the most popular or least popular breakfast options?  
\_\_\_\_\_
9. Which breakfast option is your favourite?  
\_\_\_\_\_
10. 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/GDqJgigjsno>



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 😊