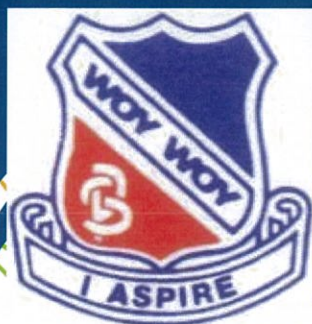




Mr. Curran's Home Learning



Weeks 4 and 5

TERM 3 2021

WOY WOY PS

Mr. Curran's Home Learning Weeks 4 and 5

[illegible]

The Sad Sentences

These sentences need some improvement. Pick one each time you do the 'Dressing Up a Sentence' activity. Remember to tick the box next to the sentence when it has been used.

The frog jumped.	<input type="checkbox"/>	The baby smiled.	<input type="checkbox"/>
The boy cried.	<input type="checkbox"/>	The bell rang.	<input type="checkbox"/>
The lion roared.	<input type="checkbox"/>	The rabbit hopped.	<input type="checkbox"/>
The plane flew.	<input type="checkbox"/>	The boat sailed.	<input type="checkbox"/>
The girl threw the ball.	<input type="checkbox"/>	I used my umbrella.	<input type="checkbox"/>
The shoes smell.	<input type="checkbox"/>	The bee buzzed.	<input type="checkbox"/>

Mr. Curran's Home Learning

Sight Words

Week 4						Week 5					
Word	2/8	3/8	4/8	5/8	6/8	Word	9/8	10/8	11/8	12/8	13/8
out						who					
us						now					
them						use					
also						new					
well						them					
if						people					
take						only					
would						two					
back						want					
way						which					
about						good					
their						say					
other						how					
after						because					
even						could					
Score	/15	/15	/15	/15	/15	Score	/15	/15	/15	/15	/15

How to do the Sight Words each day:

1. Read the words and tick each one you read correctly or put a dot for ones incorrectly read.
2. Pick an activity from the Sight Word Activity Grid to complete each day.

Sight Word Activity Grid

My sight words for this week are:

Use your sight words from this week to complete three of the activities below.

Write each of your words once with your left hand and once with your right hand.	Write your words forwards and then backwards.	Using a container of water and a paintbrush, paint each of your words on the concrete. 
Draw letter boxes around each of the letters in your words. 	Use playdough/pipe cleaners/wool to build your words. Shape each letter in the word.	Write as many words as you can that rhyme with each of your words.
Write your words in colourful bubble writing.	Write each of your words using dots. 	Circle any smaller words you can find within each sight word. 



WEEK 4

Unit 20



p

pp

pig

slipper



List Words

plant hope crept spring split
place slept spray spread splash

Letters

Words

1 **Underline** the letter or letters for in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 Write **spl** or **spr** to finish the words. **Finish** the sentences with these words.

_____ash _____ing _____ay _____it _____ead _____out

Paul _____ the log with an axe.

Peter _____ butter on the bread.

The season after winter is _____.

Leaves began to _____ from my plant.

Birds _____ in the _____ from a hose.

3 **Rewrite** these words adding **ed** and **ing**. **Finish** the sentences with the new words.

✚ When a word ends with **e** we usually just add **d**, for example *hope* – *hoped*. When a word ends with **e**, we usually take off the **e** before we add **ing**, for example *take* – *taking*.

hope _____

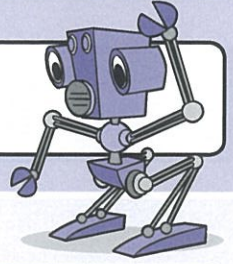
place _____

Everyone was _____ to win the prize. (hope)

Dad _____ the food on the table. (place)

We all _____ for a fine Sports Day. (hope)

I was _____ paint pots out for art. (place)

**r rr wr****robot****carrot****wrist****List Words**

ride carry right scrap writing
room sorry write scrub brother

Letters**Words**

- 1 Underline** the letter or letters for **r rr wr** in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- 2 Write scr** to finish the words. **Finish** the sentences with these words.

____ub ____ap ____eam ____ew

There was a tiny _____ of paper on my shoe.
I used a _____ to hang the picture on the wall.
Ruby helped Dad to _____ the floor clean.
The loud noise made us all _____ with fright.

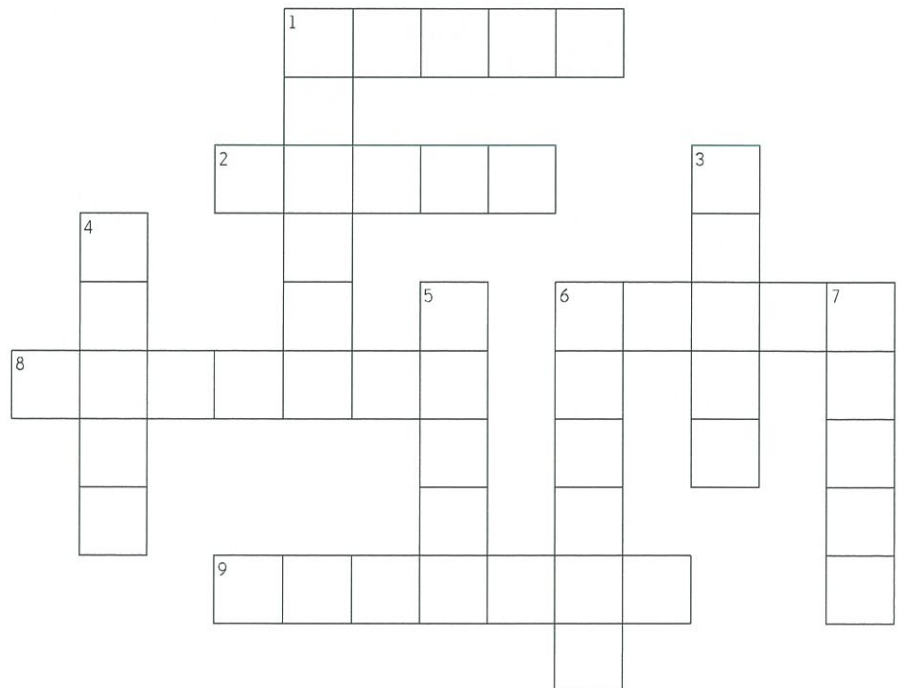
- 3 Write** **p pp** and **r rr wr** List Words to match the Crossword clues.

Across

- ends with *pt*
- This grows.
- tiny piece
- opposite of *sister*
- done with a pencil

Down

- contains *lash*
- rhymes with *marry*
- contains *pray*
- sneaked
- contains *ring*
- position

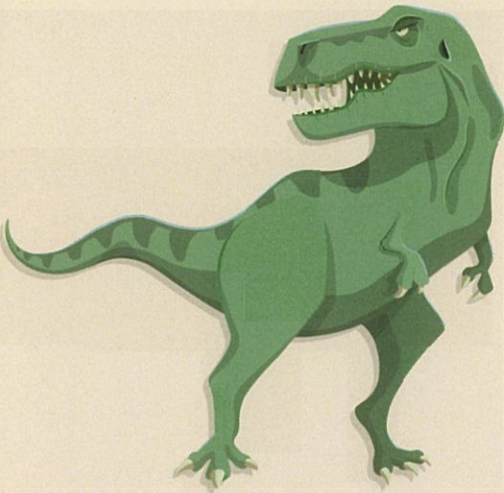




MONDAY
2/8/21

5 FASCINATING FACTS ABOUT DINOSAURS

1



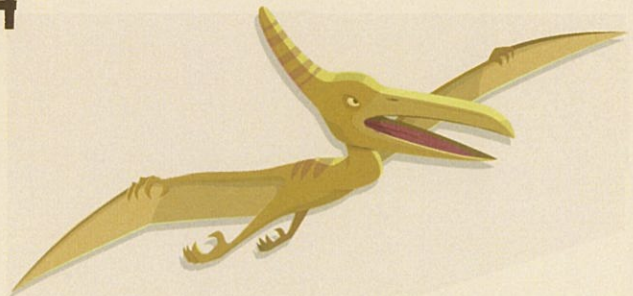
Tyrannosaurus rex was one of the largest meat-eating dinosaurs that ever lived.

3



Triceratops had three horns on its head.

4



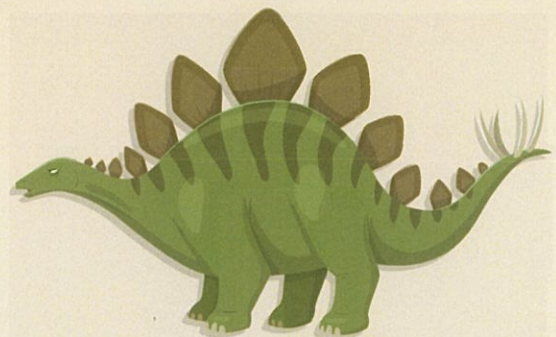
Pterodactyls had wings like a bat.

2



Pliosaurus was an ocean-dwelling dinosaur.

5



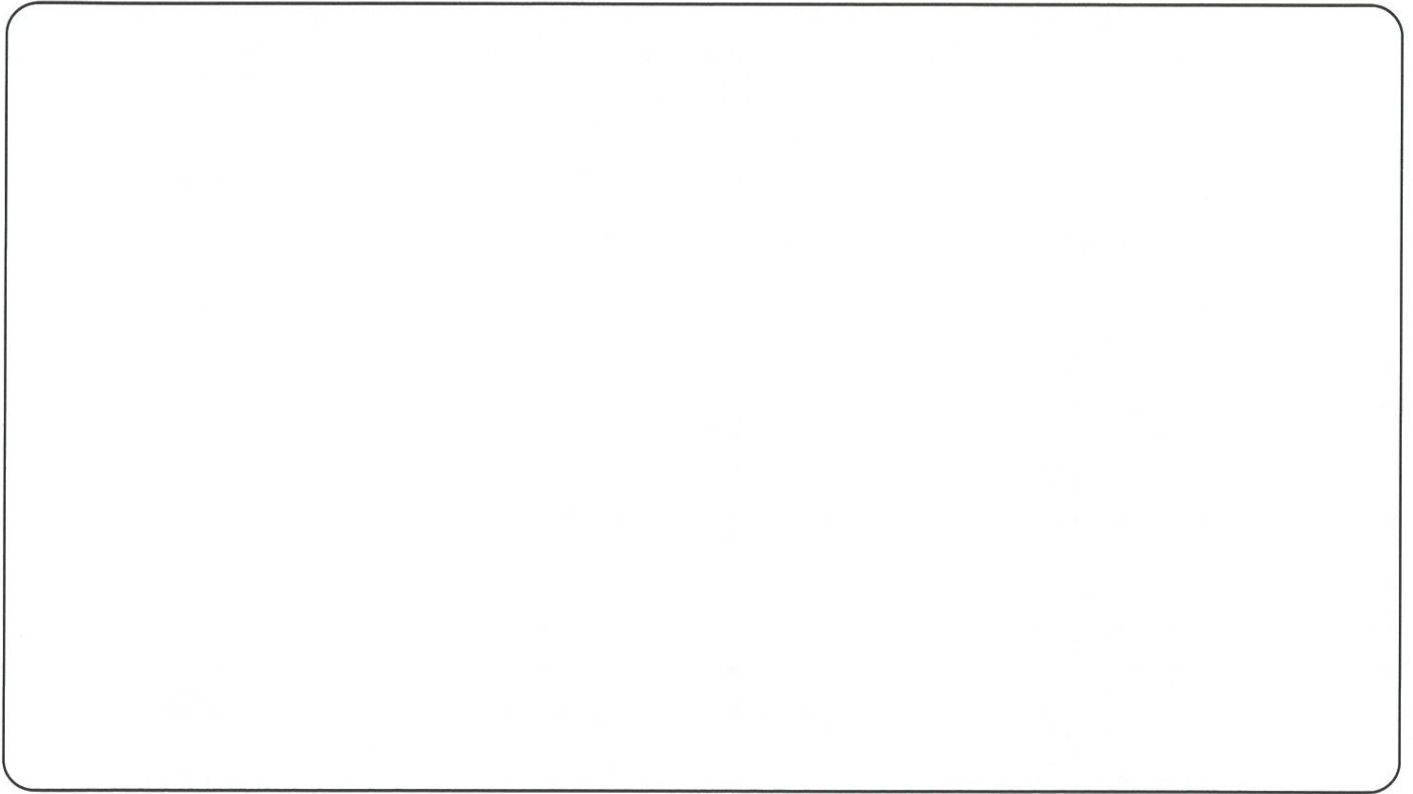
Stegosaurus had large triangular plates all along its back.

Name: _____

Date: _____

5 Fascinating Facts About Dinosaurs

Draw a picture of your favourite dinosaur from “5 Fascinating Facts About Dinosaurs”. Under your drawing, write three reasons why this dinosaur is your favourite.



Reasons this dinosaur is my favourite:

1. _____

2. _____

3. _____

Name: _____

Date: _____

Action Verbs

An action verb is something that a person, animal or object can do or be.

1. Write three sentences about what is happening in each picture below. Look for the action verbs!

a)



b)



c)



a) _____

b) _____

c) _____

2. Write the missing words in the table.

's'	'ed'	'ing'
yawn <u>s</u>		
	jump <u>ed</u>	
		sniff <u>ing</u>
	crawl <u>ed</u>	
pick <u>s</u>		

Name: _____ Date: _____

Dressing Up a Sentence

Write the original sentence:

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence:



Name: _____

Date: _____

Build the Sentence

These sentences are missing words. Cut out the word blocks that are at the bottom of the page and paste them in the blank spaces.

The	car			the	street.
-----	-----	--	--	-----	---------

We		at		park.
----	--	----	--	-------

I		to	school	
---	--	----	--------	--

A	rat		on		
---	-----	--	----	--	--

Write each sentence in full.

1. _____
2. _____
3. _____
4. _____

nibbled	some	walked	cheese.
down	played	the	today. drove

Sight Word Activity

A large, empty rounded rectangle frame with a thick black border, intended for a sight word activity. The frame is centered on the page and occupies most of the lower half of the document.



TUESDAY
3/8/21

10 Fascinating Facts About

WATER

1

Three-quarters of the Earth's surface is covered with water. Most of this water is salty and is found in our oceans/seas.

2

Lakes, streams and rivers are usually unsalted water (also called 'freshwater'). Other sources of freshwater are glaciers (huge masses of ice that flow slowly over the land) and groundwater (water found beneath the Earth's surface).

3

The amount of salt in oceans and seas varies around our planet. The Mediterranean Sea is much saltier than the Pacific Ocean. The more salty the water is, the denser it becomes. This makes it easier for things to float on it.

4

Water, in the form of ice, is found at the polar ice caps of the moon and Mars.



5

Water is a good solvent. This means that many different things dissolve (mix in so that you can't see them) when you put them in water.



6

Precipitation is the name we give to water that falls from clouds. Precipitation includes rain, snow and hail.

7

Approximately three-quarters of our body weight is made up of water. Our bodies lose water when we sweat, when we go to the toilet, and when we breathe out.

8

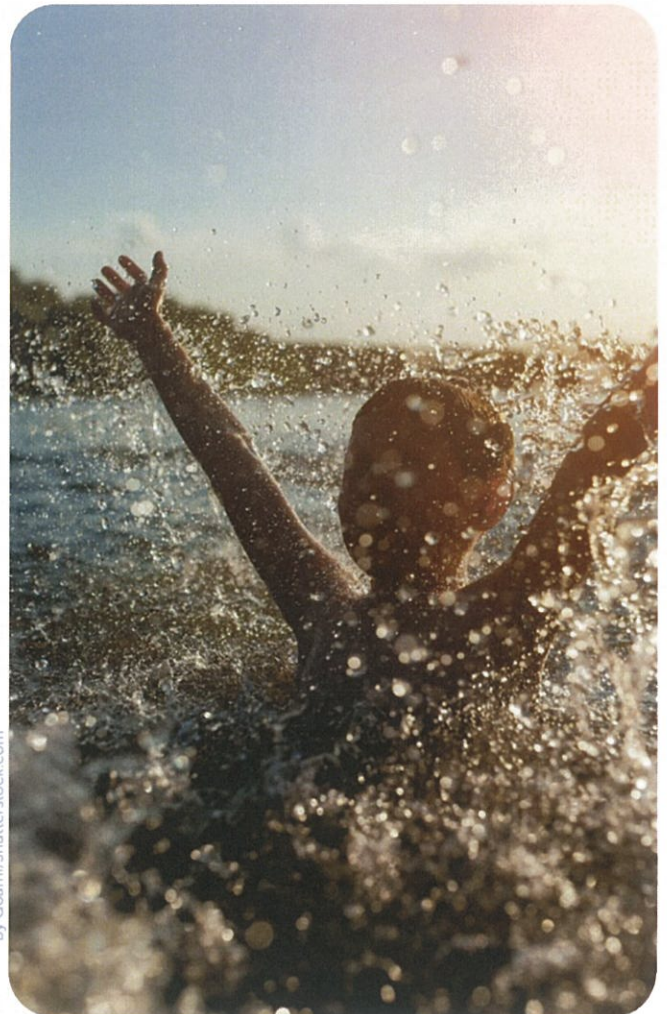
Words that are related to water sometimes have 'hydr/o-' or 'aqua-' in their name, e.g. 'aquarium' and 'dehydrate'.

9

When water freezes, it expands. Sometimes water trapped in pipes bursts the pipes as it freezes.

10

Water likes to move towards other water. Inside the stem of a plant, water moves up tiny tubes called 'xylem'. As water evaporates from the leaves, this causes more water to be drawn up the stem.



Name: _____

Date: _____

10 Fascinating Facts About Water

1. Which of the 10 Fascinating Facts About Water did you find the most interesting? Why?

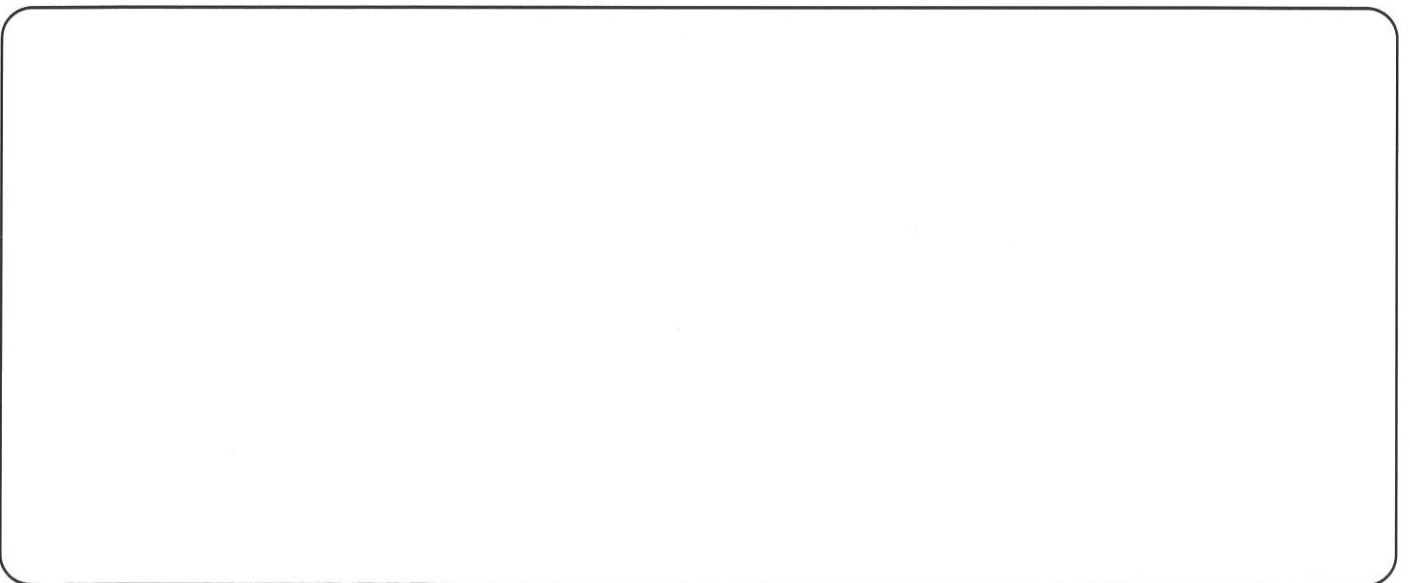
2. Why do you think scientists were excited to discover polar ice caps on the moon and Mars?

3. Name two things that dissolve in water and two things that do not.

Dissolve

Do not dissolve

4. Draw yourself using water for a purpose.



Name: _____

Date: _____

Noun Group Tangle

Follow the lines to join the nouns to their adjectives. Then fill in the blank shapes to complete the noun groups.

The diagram shows a tangle of dotted lines connecting adjectives to nouns. The adjectives on the left are: kind, rich, tall, bright. The nouns in the center are: parents, diamond, dessert, brother. The adjectives on the right are: creamy, slender, shiny, caring. The connections are: kind to parents, rich to diamond, tall to brother, bright to dessert, creamy to parents, slender to diamond, shiny to brother, and caring to dessert.

1. The and
2. My and
3. The and
4. A and

Choose one of the noun groups and write it in a full sentence.

5. _____

Name: _____ Date: _____

Dressing Up a Sentence

Write the original sentence:

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence:

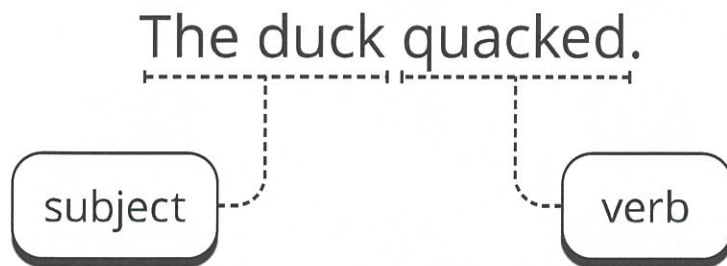


Name: _____

Date: _____

Simple Sentences

A simple sentence expresses a complete idea. It needs a subject and a verb. The following sentence has the subject and verb labelled.



1. Label the subject and the verb in each sentence below.

a) The plant grew.

b) We ate cake.

subject

verb

subject

verb

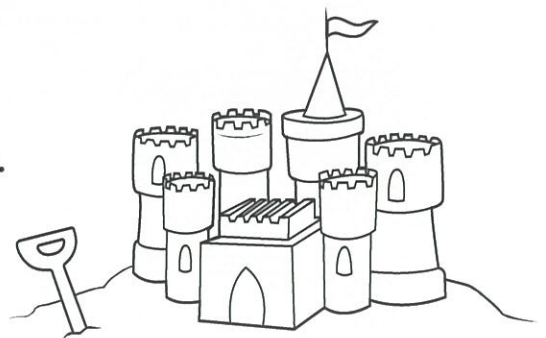
2. In the following sentences, circle the subjects and underline the verbs.

a) The door swung open.

b) The wave washed over my sandcastle.

c) An ant ran to its nest.

d) I went to the park.



3. Write your own simple sentence. Circle the subject and underline the verb.

Sight Word Activity

A large, empty rounded rectangle frame with a thick black border, intended for a sight word activity. The frame is centered on the page and occupies most of the lower half of the document.



WEDNESDAY

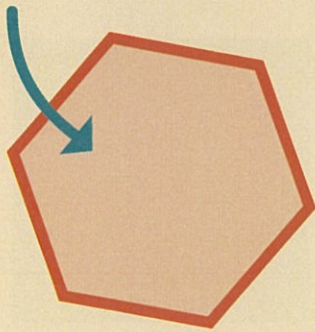
4/8/21

ART ATTACK! LINE

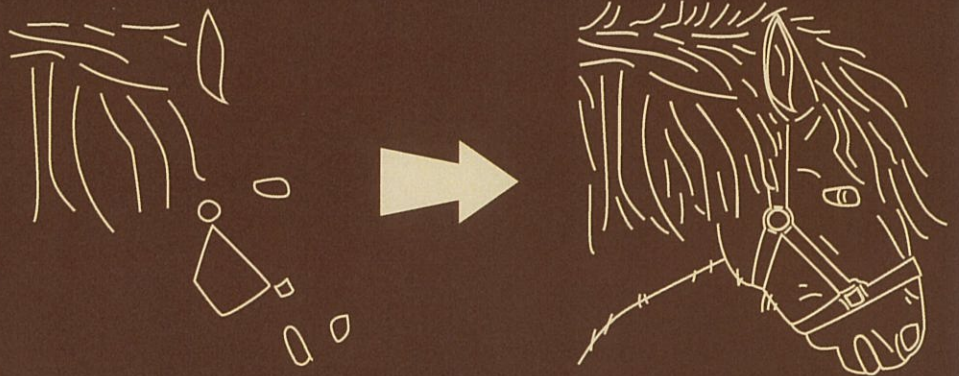
Do you like to draw? How do you do it?
You probably start by drawing some kind of line.
Line is an important part of art.

Line is a dot that keeps going.

**Lines can join to
make shapes.**
**How many
lines make
this shape?**



**Shapes might be part
of something bigger.**



Lines often show the edge of an object.
But sometimes lines are hiding!
**Where are the hiding lines that show
the edge of the frog?**



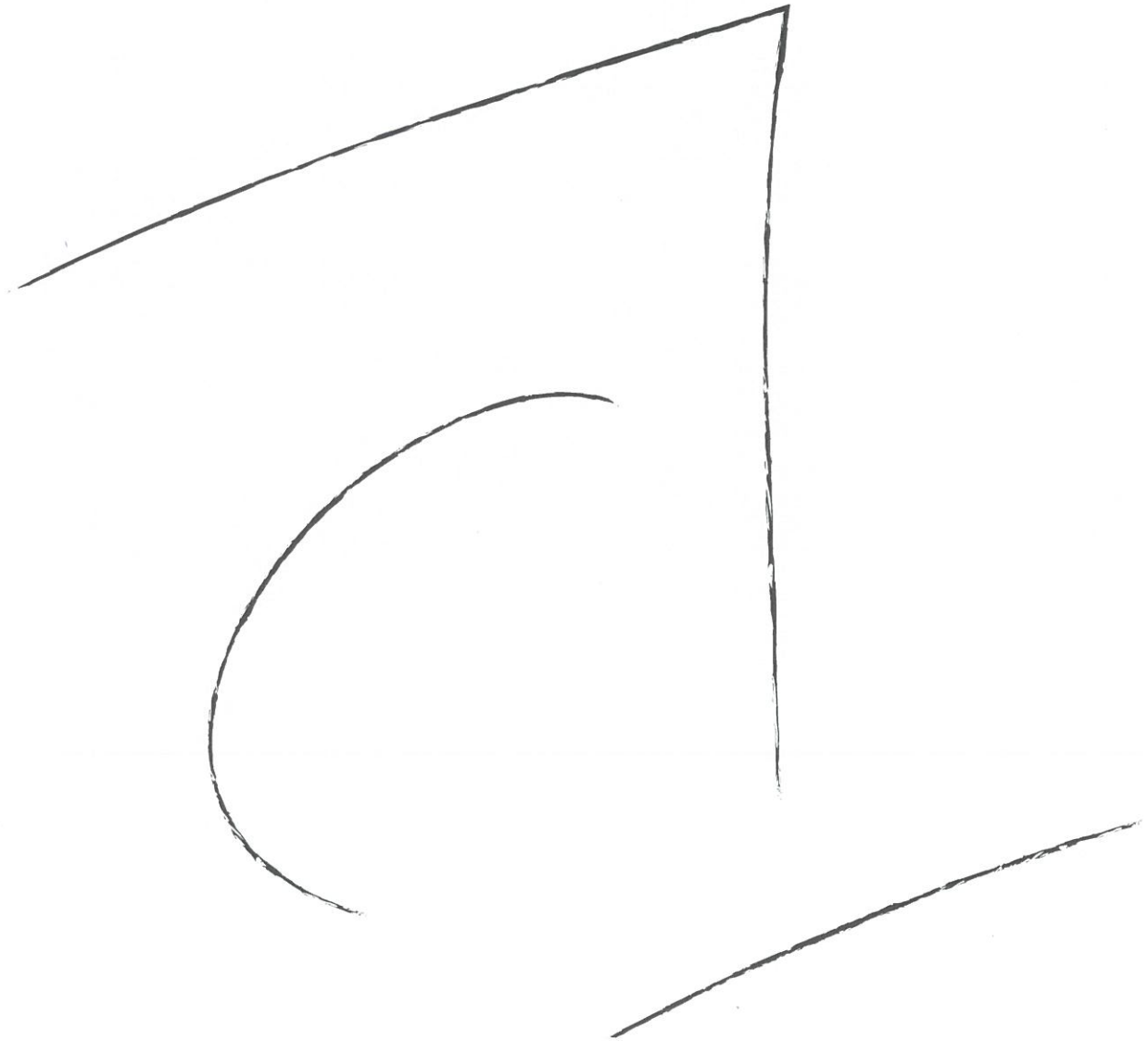
Lines are everywhere in art.
See if you can find them!

Name: _____

Date: _____

Art Attack! – Line

Make your own drawing out of these lines. You might use different kinds of lines: straight, curvy, zig-zag etc.



Name: _____ Date: _____

When I Grow Up

With a partner, fill in the blanks to match the parts of speech given below. Then, fill in the numbered spaces in the story with your words, making sure the numbers match. Now it's time to read your comical chronicle!

1. Noun _____
2. Verb _____
3. Verb _____
4. Verb ending in -ing _____
5. Adjective _____

When I grow up, I want to be a/an
_____ ¹ _____. It would be great

to _____ ² _____ and _____ ³ _____ every

day. I think I would be good at

_____ ⁴ _____ because I am very

_____ ⁵ _____.

Name: _____ Date: _____

Dressing Up a Sentence

Write the original sentence:

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence:

Name: _____

Date: _____

Make a Sentence

These words are all jumbled up. Write them in the correct order to make a sentence. Remember to add a capital letter and full stop!

a cake made i

1. _____

went motorbike the fast

2. _____

blue this a is flower

3. _____

storm the getting closer is

4. _____

Sight Word Activity

A large, empty rounded rectangle frame with a thick black border, intended for a sight word activity. The frame is centered on the page and occupies most of the lower half of the document.



THURSDAY
5/8/21

- How to Make a - Milkshake

A milkshake is a sweet treat that can come in many different flavours. Simply choose your favourite flavour and enjoy this delicious drink.

You will need:



Method:

1. Measure 1 cup of cold milk. Pour the milk into the blender.
2. Add two large scoops of ice cream to the milk.
3. Measure 1 teaspoon of your favourite flavoured topping. Add this to the blender.
4. Blend the ingredients for a minimum of one minute. Check that there are no lumps. Be sure to check that the blender is switched off at the wall before removing the lid.
5. Carefully pour your milkshake into a tall glass.
6. Add a swirl of whipped cream to the top of your milkshake. Enjoy!



Name: _____

Date: _____

How to Make a Milkshake

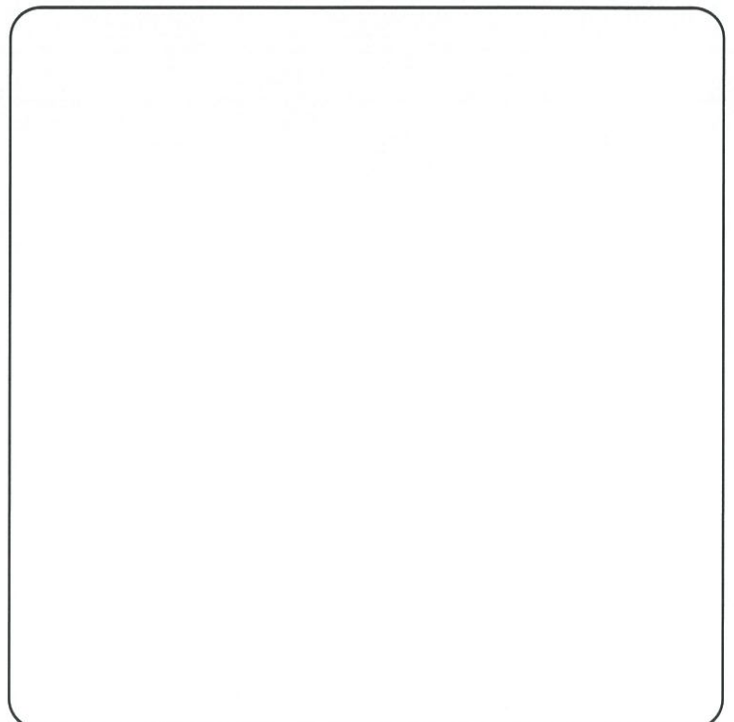
1. List the ingredients and the equipment needed to make a milkshake.

Ingredients	Equipment

2. How many scoops of ice cream do you add to the milkshake?

3. Why is the milkshake described as a sweet treat?

4. Design your ultimate milkshake. What flavour is it? What toppings would you add? Draw a picture with labels.
5. Give your milkshake an exciting name that would make people want to try it.

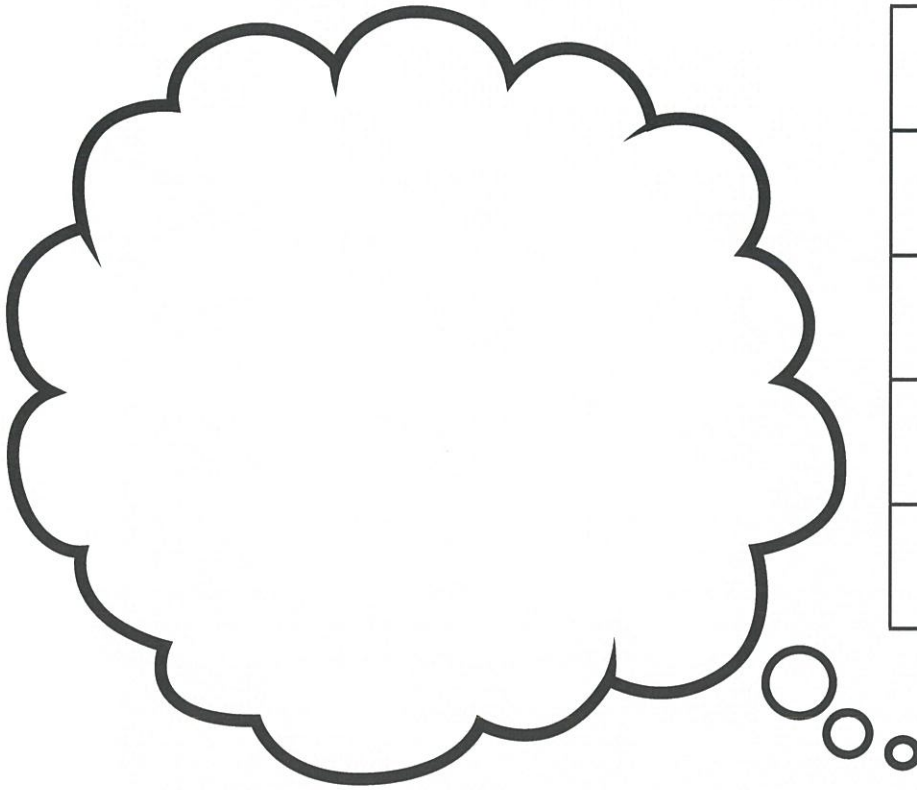


Name: _____

Date: _____

Abstract Nouns

Abstract nouns are words to express thoughts and feelings. They are not physical things. Write all the abstract nouns from the table into the thought bubble. There are five in total.



sadness	dreams
trees	child
worry	chairs
brave	friendship
happy	happiness

Some adjectives can be changed to abstract nouns by adding the suffix 'ness'. Complete the table below.

Adjective	+ ness	Abstract Noun
great		
helpful		
weak		
forgetful		
sad		



Name: _____ Date: _____

Dressing Up a Sentence

Write the original sentence:

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence:



Label the nouns, verbs, adjectives and adverbs in the following sentences.

[illegible]

Sight Word Activity

A large, empty rounded rectangle with a thick black border, intended for a sight word activity. The rectangle is centered on the page and occupies most of the lower half of the document. It has rounded corners and a consistent black outline.



FRIDAY

6/8/21

**I WISH I
COULD**



How come Jake
gets to walk to
school by himself?
I wish I could.



Well, Jake's grown-ups
have probably
decided that he is
responsible enough.



Our grown-ups
make these
tricky decisions
for us until we
are ready to
make them
ourselves.



But when do
we get to make
them ourselves?

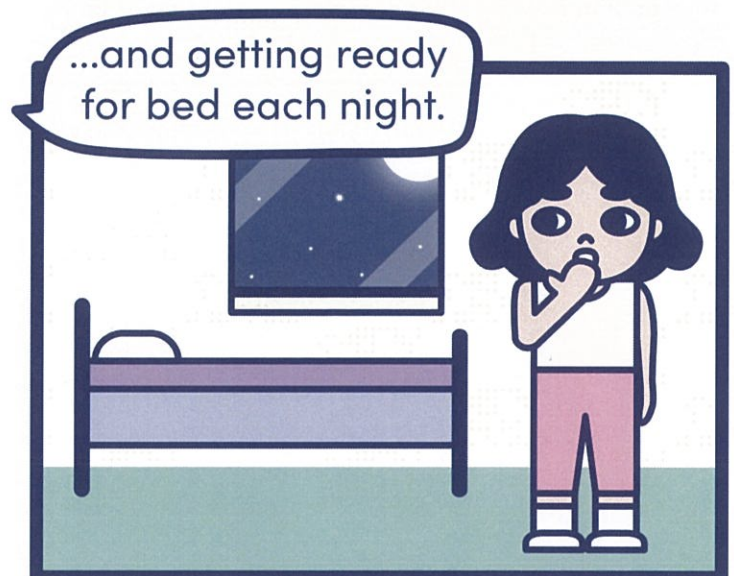
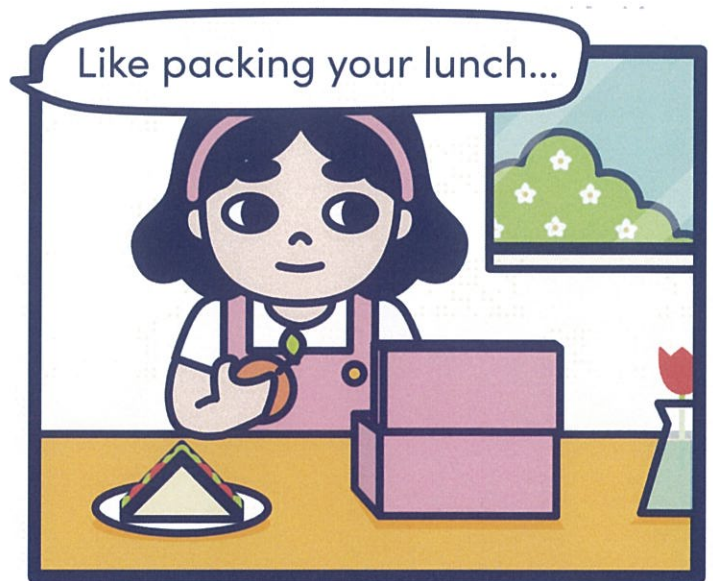


It is different
for everyone
and each
situation, but
it will always
happen when the
time is right.



I wish I could
start doing things
by myself now!





Name: _____

Date: _____

I Wish I Could

1. Look at the activities in each of the bubbles below. Which activities can you do by yourself already and which ones would you like to do when you are older?

I can ...

I can't yet ...

talk

mow the lawn

drive a car

walk

do my homework

brush my teeth

ride a bike

travel overseas

pack my lunch

go to the beach

tie my shoelaces

2. What is another thing you wish you could do but have to wait until you are older?

Name: _____

Date: _____

Adverbs

Adverbs are words that tell us more about verbs. They provide information about how, when and where the action happened.

Adverbs often end in 'ly'. Some examples include:

- softly
- slowly
- quickly
- immediately
- quietly.

1. Choose an adverb from the box to complete the sentences below.

softly	slowly	instantly	heavily	quickly
--------	--------	-----------	---------	---------

- The snow fell _____ on the ground.
- The mouse ran _____ across the room.
- _____, she turned into a toad.
- The snail crawled _____.
- The elephant stomped _____.

An adverb modifies a verb, an adjective or another adverb. An adverb can be confused with an adjective. If the word describes a noun, it is an adjective. If the word describes a verb or another adverb, it is an adverb.

2. Underline the adverbs in these sentences.

- The class walked slowly around the museum.
- We eagerly explored the dinosaur exhibition.
- Jack looked carefully at each exhibit.
- The boys sat outside and ate their lunch quietly.
- The students ran quickly to catch the train.

Name: _____ Date: _____

Dressing Up a Sentence

Write the original sentence:

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence:



13

Library Book

bob did a retel of his library book
to the class. when he finished his
retell he needed to retrn his book
to the library



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

 teachstarter

14

Slimy Sunscreen

it was a really hot and sunny day.
joe disliked puting on sunscreen.
his mum made him reaply his
sunscreen



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.

 teachstarter

Sight Word Activity

A large, empty rounded rectangle frame with a thick black border, intended for a sight word activity. The frame is centered on the page and occupies most of the lower half of the document.



WEEK 5

Unit 21



ar a

star

glass



List Words

are	hard	fast	father
ask	mark	last	party
far	smart	pass	aren't
farm	start	class	after
part	large	glass	asked

Letters

Words

- 1 **Underline** the letter or letters for ★ **ar a** in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- 2 **Colour** the car if you hear ★ **ar a** in the word. **Count** the number of sounds in each word. **Write** the number in the flag on each car.



- 3 **Write ar** in the spaces. **Join** each word to its clue. ★ We sometimes write **ar** for ★ **ar a**, as in **star**.

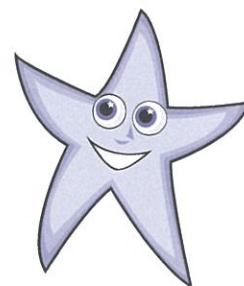
p _ _ t • • opposite of *soft*
h _ _ d • • knows a lot
p _ _ ty • • not all of it
sm _ _ t • • lots of fun
st _ _ t • • begin

- 4 **Write a** in the spaces. **Join** each word to its clue. ★ We sometimes write **a** for ★ **ar a**, as in **glass**.

l _ st • • group of children
f _ st • • holds a drink
cl _ ss • • opposite of *first*
gl _ ss • • opposite of *before*
_ fter • • opposite of *slow*

- 5 **Read** the words. **Cross** out the ones that don't make sense.

car	far	nar	jar	bar	var
part	cart	rart	dart	plart	start
class	glass	blass	pass	grass	trass



- 6 Write **Are**, **aren't**, **after** or **asked** to finish the sentences.
Cross out each word as you use it. Colour all the **ar a** words.

There _____ any slow cars in this race.

We _____ if we could drive across the grass.

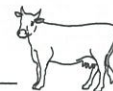
_____ we going to the party _____ the race?

- 7 Read the words in the boxes. Write the best word for each picture.

fast
faster
fastest



large
larger
largest



- 8 Finish the words by writing the letter or letters for **ar a**.
Use **ar**, **a** or **are**. Write one of these words for each picture.

f_____

_____sk

p____ss

l____st

_____sked

f_____m

_____n't

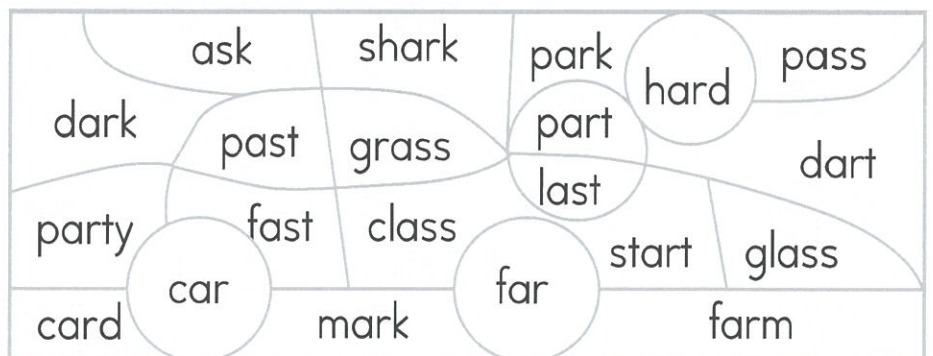
m____k

gl____ss

f____ther



- 9 Count the number of sounds in the words.
Colour –
2 sound parts **black**
3 sound parts **blue**
4 sound parts **red**.





MONDAY

9/8/21

The Birthday Ride

It was the best birthday ever! Sammy's wish came true!

As soon as the family was awake, Sammy's dad had told her to close her eyes. Then he led her outside with her brothers.

"Surprise!" her family cried.

Sammy opened her eyes to see a brand-new bike! It was purple with a silver seat. On the handlebars was a very shiny bell. Sammy raced over and rang it many times. She was so excited!

Hanging off the seat was a sparkly helmet. Sammy grabbed it and began buckling it under her chin.

"Can I take it for a spin? she asked.

"How about some breakfast first?" said Dad.

"Oh, please?" she begged.

"You could have a quick ride up and down the driveway," he said.

"But there's not much space there."

Dad nodded. "Breakfast first, and then you can go somewhere for a longer ride."



Sammy ate that breakfast faster than any other! She didn't even take her helmet off. Then she ran out and jumped on her new bike.

She rode up the street. She rode down the street.

She rode past the big house with the red and blue door on the hill.

She rode past the tree that she fell out of when she was little.

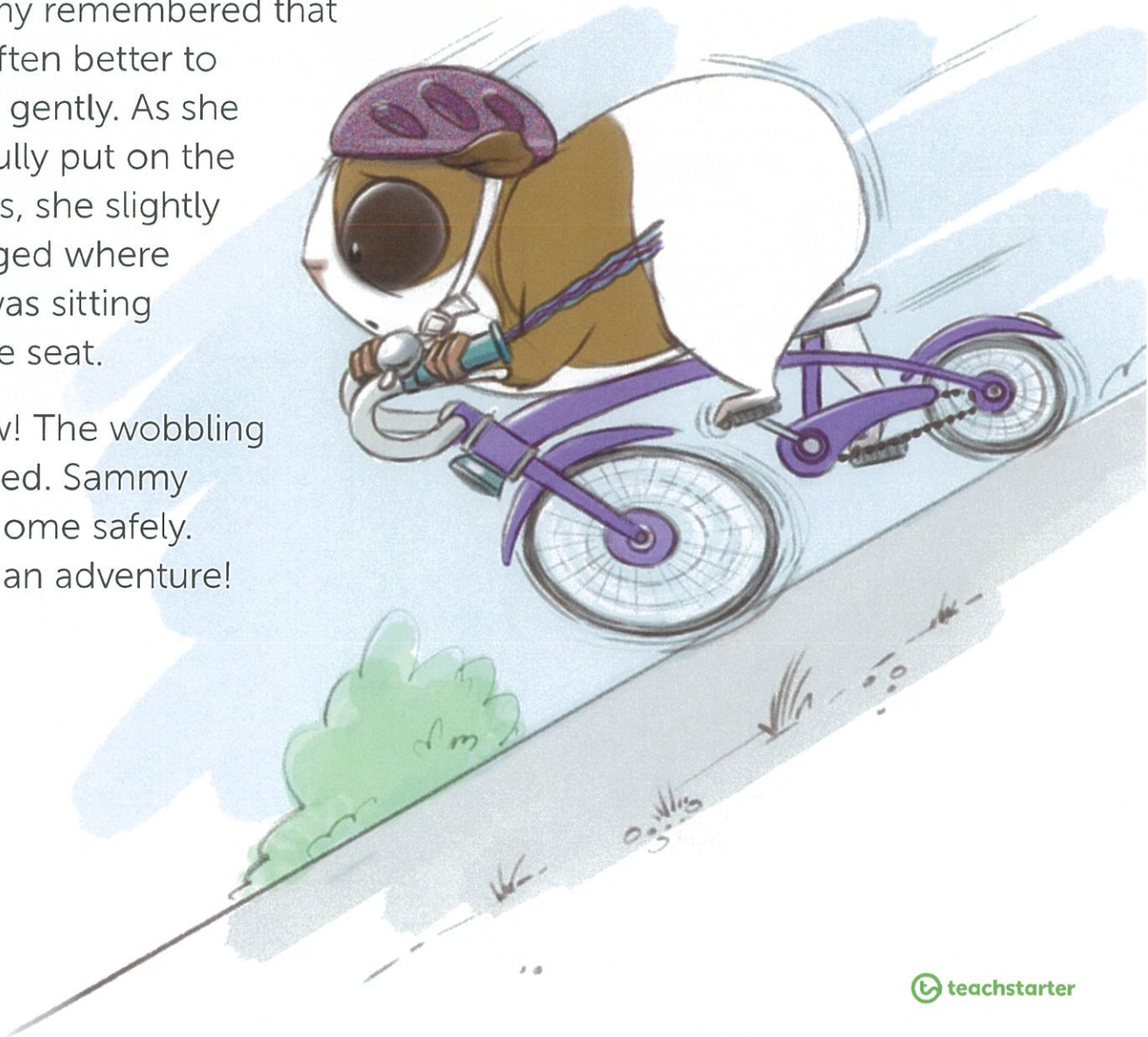
She rode past the park where she played with her brothers.

Then she headed home. Sammy's house was at the bottom of the hill. She was puffed after all that riding, so she stopped pedaling and coasted down the hill. She was going really fast!

All of a sudden, the bike began to wobble. Sammy felt like she might fall off! This had never happened on her old bike! What was happening?

Sammy remembered that it is often better to brake gently. As she carefully put on the brakes, she slightly changed where she was sitting on the seat.

Whew! The wobbling stopped. Sammy was home safely. What an adventure!



Name: _____

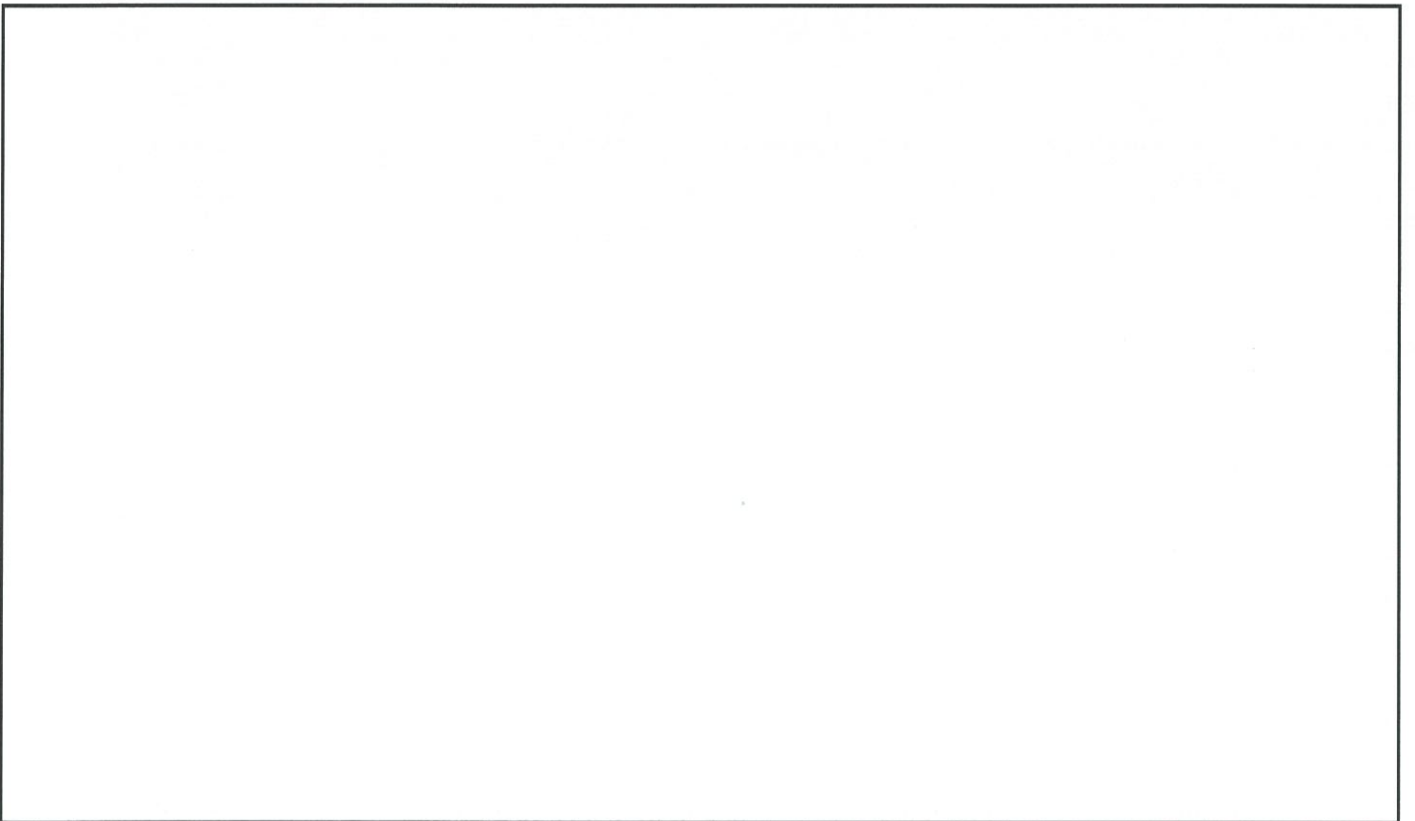
Date: _____

The Birthday Ride

1. What was Sammy's wish?

2. Why did Dad ask Sammy to close her eyes before they went outside?

3. Draw a picture of what you would like to eat for a birthday breakfast.



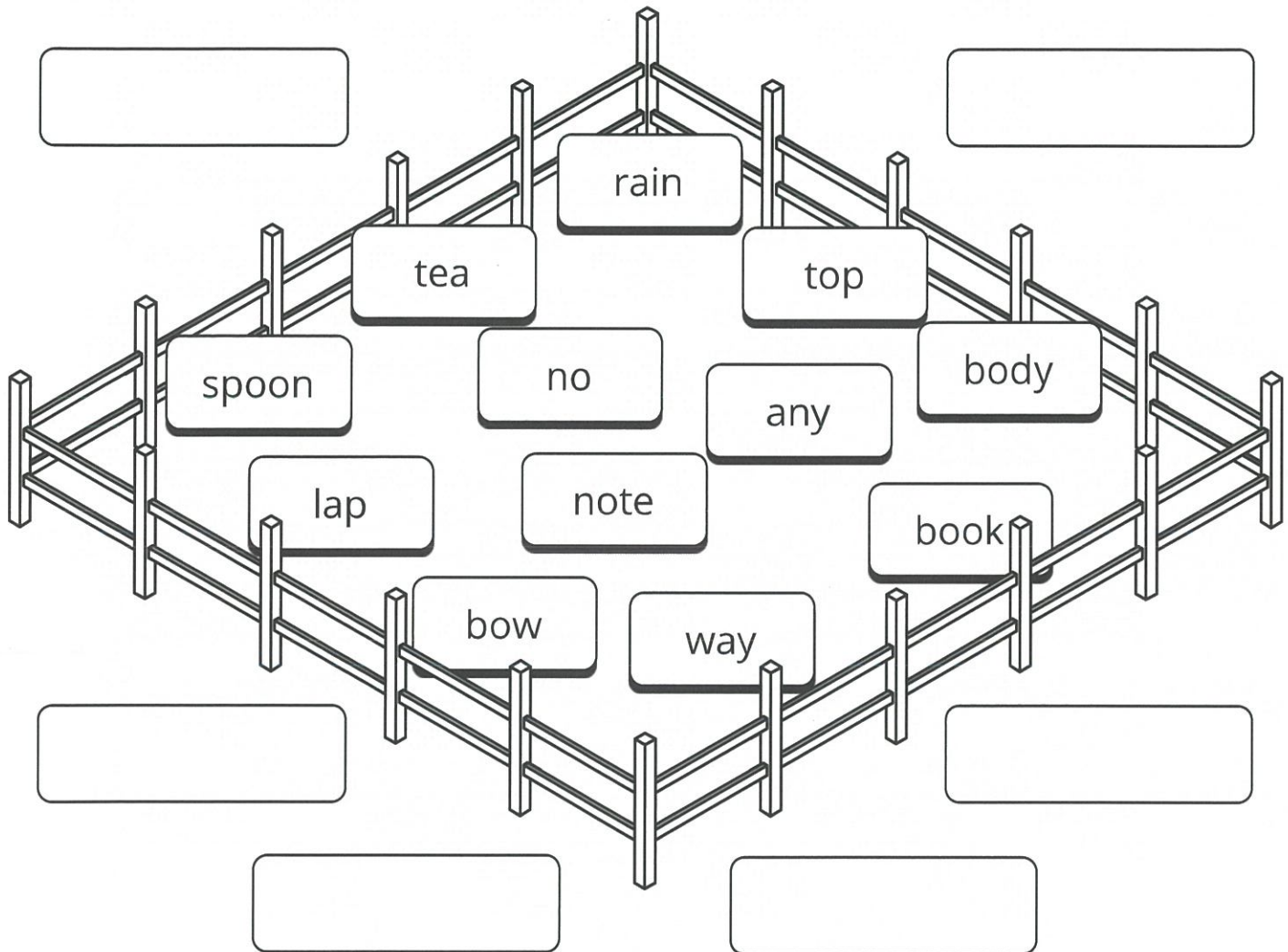
Name: _____

Date: _____

The Compound Word Compound

These words are stuck inside the fence. The only way to get out is for them to find their compound word buddy.

1. Make compound words and write them outside the fence.



2. Write three sentences by using three of the new words.

Name: _____ Date: _____

Dressing Up a Sentence

Write the original sentence:

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence:



9

School Bus

my brother and i caught the bus
to school today. we got there
earlie becose there was no traffic
on the road



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.

 teachstarter

10

Ready for School

my alarm clock woke me up and i
jumpt out of bed. It was the furst
day of school for the year. i put
on my uniform and then I ate my
breakfast



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.

 teachstarter

Sight Word Activity

A large, empty rounded rectangle frame with a thick black border, intended for a sight word activity. The frame is centered on the page and occupies most of the lower half of the document.



TUESDAY
10/7/21

A vibrant illustration of a waterfall cascading over dark, jagged rocks. The water is a bright, clear green, and the surrounding forest features tall, thin trees with green foliage. The scene is lively and naturalistic.

The Waterfall

Splash and tumble, skip and rush,
Churn and fizz and spray.
Swish and rumble, turn and gush,
Water droplets play!

Hop and giggle, float and swirl,
Spin and flip and prance.
Bounce and jiggle, leap and twirl,
Water droplets dance!

Fly and flutter, whirl and glide,
Zip and dart and run.
Laugh and splutter, slip and slide,
Water droplet fun!

Stephanie Mulrooney

Name: _____

Date: _____

The Waterfall

1. In your own words, explain what this poem is about.

2. Find and list five pairs of rhyming words used in the poem, e.g. rush/gush.

3. Find and list five action verbs used in the poem, e.g. skip.

4. Find and list five words that make you think the water droplets are having fun.

5. List five more words that you could use to describe a waterfall.

Name: _____ Date: _____

The Dentist

With a partner, fill in the blanks to match the parts of speech given below. Then, fill in the numbered spaces in the story with your words, making sure the numbers match. Now it's time to read your comical chronicle!

1. Adjective _____
2. Adjective _____
3. Noun _____
4. Body part _____
5. Verb _____
6. Body part _____
7. Number _____
8. Adjective _____
9. Number _____

Next week, I have to go to the dentist. I don't like going to the dentist because the machines make _____¹ and _____² sounds. I always get _____³ splashed on my _____⁴, and the dentist always tries to _____⁵ to me when there are tools in my _____⁶! Mum says I have to go to the dentist _____⁷ times a year, but my _____⁸ brother doesn't have to go AT ALL. He only has _____⁹ teeth so far, but he should still have to go at least once!

Name: _____ Date: _____

Dressing Up a Sentence

Write the original sentence:

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence:

1 New House

my family mooved house last
week. we now live at number
6 North Street. Mum and Dad
painted our new door red and put
a pot plant at our front stepps



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

2 Joe's Pets

joe has three petts. A lizard
named spikey, a dog named fluffy
and a fish namd goldie



Find 2 spelling mistakes.
Add 4 capital letters and 1 full stop.

Sight Word Activity

A large, empty rounded rectangle frame with a thick black border, intended for a sight word activity. The frame is centered on the page and occupies most of the lower half of the document.



WEDNESDAY

11/8/21

TONGUE TWISTERS

Wendy wants to write in white –
Which isn't always easy,
When what you write upon is white
White writing won't do well,
Wise writers write
With another wonderful colour.

Janeen Holzberger



Betty Botter bought some butter. "But," said she,
"the butter's bitter. If I put it in my batter, it will
make my batter bitter. But a bit of better butter will
make my bitter batter better."

So she bought some better butter, better than
the bitter butter, put it in her bitter batter,
made her bitter batter better. So t'was
better Betty Botter bought some
better butter.

Author Unknown



Name: _____

Date: _____

Tongue Twisters

1. Tongue twisters use many words that have a repeated sound. In the first tongue twister, lots of words begin with the 'w' sound. Write them below.

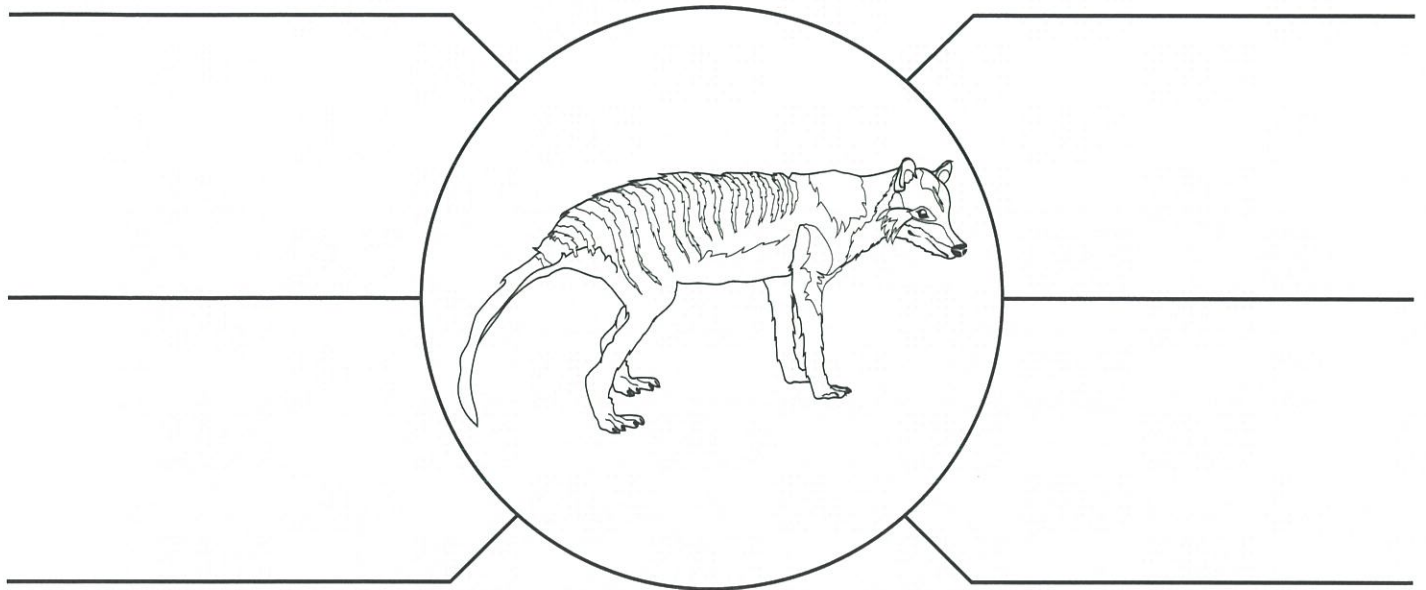
2. The second tongue twister uses the 'b' sound many times. Make a list of other words you know that begin with this sound.

Name: _____

Date: _____

Tasmanian Tiger

An adjective is a 'describing' word. It gives more information about the noun that goes with it. Write an adjective on each line to describe a Tasmanian tiger.



Use each of the adjectives in a sentence below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Name: _____ Date: _____

Dressing Up a Sentence

Write the original sentence:

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence:



17

The Noisy Classroom

jane walked past the classroom
next door. they were much louder
than her class. she waved to her
freind and then quicklie went
back to her classroom



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.

teachstarter

18

The Picnic

I like going on picknics in the
bush. my brother and i enjoy
bushwalking. the birds are
beuatiful to watch but you need
to be careful of snakes



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.

teachstarter

Sight Word Activity

A large, empty rounded rectangle frame with a thick black border, intended for a sight word activity. The frame is centered on the page and occupies most of the lower half of the document.



THURSDAY
12/8/21

How to Wash Your Dog

Equipment

A large basin or sink
Dog shampoo
A small bucket
A large towel
A dog brush
A dog treat
Water



Method

1. Gently take off your dog's collar and place it somewhere safe where it will not get lost.
2. Fill up a large basin or sink with warm water. Make sure the water will not overflow when you put in your dog.
3. Carefully place your dog into the water. Calmly talk to your dog so it does not feel scared about getting wet.
4. Scoop some water into the small bucket and carefully pour it over your dog. Your dog should be completely wet.
5. Squeeze some dog shampoo into the palm of your hand. Gently massage the shampoo all over your dog. Do not put any shampoo into your dog's eyes.
6. Use the small bucket to rinse all of the shampoo off your dog. Do not leave any shampoo on your dog, as it may make your dog itchy.
7. Slowly pick up your dog and wrap it in a towel. Dry your dog as much as you can with the towel.
8. When your dog is dry, carefully brush your dog's hair until it is soft and fluffy.
9. Give your dog a dog treat as a reward for having a bath.

Name _____

Date _____

Understanding Sequence

Sequence is the order in which things happen in a text.

1. Number these steps from the procedure from 1 to 9.

When your dog is dry, carefully brush your dog's hair until it is soft and fluffy.	
Give your dog a dog treat as a reward for having a bath.	
Gently take off your dog's collar and place it somewhere safe where it will not get lost.	
Carefully place your dog into the water. Calmly talk to your dog so it does not feel scared about getting wet.	
Fill up a large basin or sink with warm water. Make sure the water will not overflow when you put in your dog.	
Use the small bucket to rinse all of the shampoo off your dog. Do not leave any shampoo, as it may make your dog itchy.	
Slowly pick up your dog and wrap it in a towel. Dry your dog as much as you can with the towel.	
Scoop some water into the small bucket and carefully pour it over your dog. Your dog should be completely wet.	
Squeeze some dog shampoo into your hand. Gently massage the shampoo all over your dog. Do not put any in your dog's eyes.	

Name _____

Date _____

2. To wash your dog, which of these things should you do first?

Underline the correct answer in each example.

a) Place your dog into the water **or** brush your dog's hair?

b) Fill up a large basin with water **or** take off your dog's collar?

c) Massage shampoo over your dog **or** give your dog a treat?

3. Write down another step that you might do at the beginning of this procedure, before you take off your dog's collar.

4. Write down another step that you might do at the end of this procedure, after you give your dog a treat.

5. Draw a diagram to illustrate these steps of the procedure.

Fill up a large basin with warm water	Massage shampoo all over your dog	Brush your dog's hair until soft

Name: _____ Date: _____

Class Pet

With a partner, fill in the blanks to match the parts of speech given below. Then, fill in the numbered spaces in the story with your words, making sure the numbers match. Now it's time to read your comical chronicle!

1. Animal _____
2. Body part _____
3. Plural noun _____
4. Verb ending in -ing _____
5. Adverb _____
6. Verb _____
7. Noun _____
8. Adjective _____
9. Number _____

We are finally getting a class pet! Our teacher told us that he is getting a/an 1 for the classroom. You should have seen the look on everyone's 2 when he told us! There are a few 3 we must follow, though. We have to take turns 4 it. Every weekend, someone will take it 5 and 6 it. We cannot let it out of its 7 without asking the teacher first. If we prove to him that we are 8, he told us we can get 9 more!

Name: _____ Date: _____

Dressing Up a Sentence

Write the original sentence:

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence:

Name: _____

Date: _____

Compound Sentences

Use the conjunctions in the box to fill in the blanks.

and**so****but**

1. I like turtles, _____ I have never seen one in the wild.
2. We climbed up higher, _____ we could see the view.
3. I can do a handstand, _____ I can't do a cartwheel.
4. I enjoy going to the park, _____ my dog likes it too.

The sentences below can be combined to create compound sentences. Use a conjunction to join each pair of sentences. Remember to add a comma before each conjunction.

5. I bought snacks. I didn't eat them.

6. The pig rolled in the mud. The piglets did the same.

7. I forgot to bring my hat. I sat in the shade.

Write your own simple sentences and then combine them to create a compound sentence.

Sight Word Activity

A large, empty rounded rectangle frame with a thick black border, intended for a sight word activity. The frame is centered on the page and occupies most of the lower half of the document.



FRIDAY
13/8/21



Have you ever felt like you have been given a label that is totally unfair? Have you ever been blamed for something you did not do?
My name is Wolfie, but you may know me as the Big Bad Wolf.

Everyone knows the story of *The Three Little Pigs* and *Little Red Riding Hood*. Not many people know that these two stories actually happened on the same day. They are both one-sided stories that are full of nasty lies. Over the years, the stories have gotten worse. I am here to tell you that those stories do not tell what really happened.

Ever since I moved to the woods, the pigs have always teased me. They call me names and they make fun of how much fur I have. I do not know why, but I think they are just jealous. They need to wear sweaters in the winter and put on plenty of sunscreen in the summer... but not me!

On the morning of the events, I had been to the dentist. I'd had a tooth pulled out and my mouth was numb and lazy. As I was leaving, my dentist said I should head home quickly. A bad storm was forecast to arrive in the next hour or so.



I always dreaded passing the pigs' neighbourhood. They were out playing and not preparing for the storm at all. They glared at me as I passed. I tried to tell them there was a storm coming, and that they

should get indoors. Two of their houses looked very unstable. I mean, who would build a house by using straw or sticks? Because my mouth was numb, my words came out as funny, blowing sounds. The pigs just laughed at me and called me names. I decided I should leave.



At that moment, the wind picked up. I began to run. I knew I would not make it to my house before the storm arrived, so I quickly ran into Mrs Riding Hood's house. I knew her quite well because I used to mow her lawns. She wasn't home, but I didn't think she'd mind if I sheltered at her house for a little while. By this point, it was really windy and I was very scared. I jumped into bed so I would feel safe and secure until the storm passed.

At that moment, Mrs Riding Hood's granddaughter, Red, came in. She had come to check on how her grandmother was doing. I tried to say hello. She took one look at me, screamed and ran out the door. Before I knew it, the police were in there to arrest me.

I was accused of blowing the pigs' houses down and pretending to be Mrs Riding Hood. Have you ever heard of someone blowing a house down with their own mouth? How ridiculous! No charges were filed, but I have never been able to escape the rumours.

So, there you have it. A story of how opinions and bent truths can make someone look like a monster.

Who are you going to believe?



Name: _____

Date: _____

Wolfie: A Tell-all Interview

1. What two fairy tales are mentioned in the text?

2. Who is Wolfie known as in other stories?

3. Do you believe Wolfie's version of the story, or the original versions of the story? Why?

4. Why do you think Wolfie wasn't charged for blowing the pigs' houses down and pretending to be Mrs Riding Hood?

5. If Wolfie's version of the story was true, why do you think the Three Little Pigs called the police for blowing their houses down?

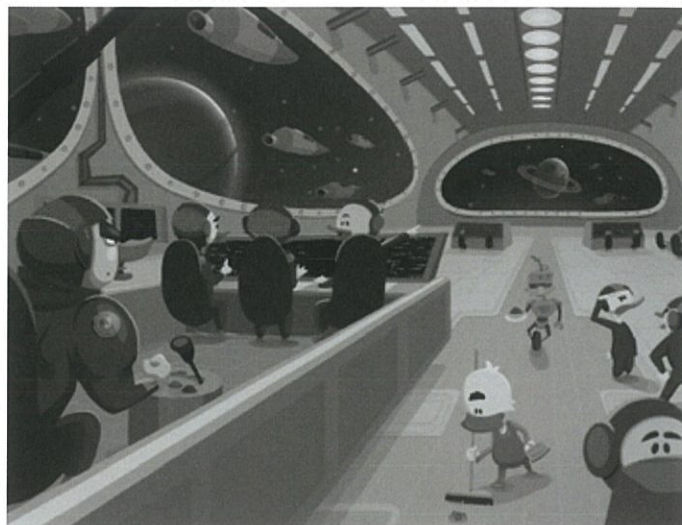
6. Why are rumours dangerous?

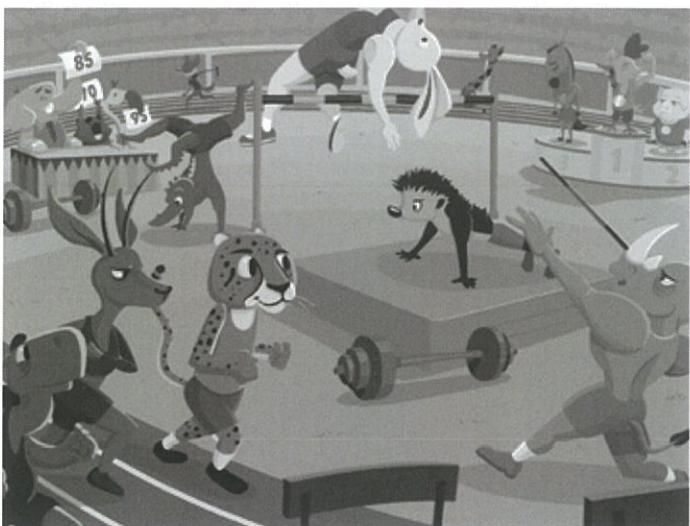
Name: _____

Date: _____

Imagine Conjunctions

Using the images below for inspiration, create a sentence that is divided into two parts by a conjunction.





Name: _____ Date: _____

Dressing Up a Sentence

Write the original sentence:

Adjectives Describe the noun.	Noun Who or what?	Verb and Adverb What did they do? How did they do it?	Where? Where did it happen?

Write your new, exciting sentence:



15

Grand Final Day

tom had his soccer grand final today. his team thought it was unfare that the other team had older players. the team were unhapy when they lost



Find 2 spelling mistakes.
Add 3 capital letters and 1 full stop.

 teachstarter**16**

Running Race

alex was about to run in the race when he heared sumone call out his name. His shoelace had come undone. he tied up his shoelace before the race started



Find 2 spelling mistakes.
Add 2 capital letters and 1 full stop.

 teachstarter

Sight Word Activity

A large, empty rounded rectangle frame with a thick black border, intended for a sight word activity. The frame is centered on the page and occupies most of the lower half of the document.

The first part of the paper discusses the importance of the research and the objectives of the study. It then proceeds to a literature review, followed by a description of the methodology used. The results of the study are presented in the next section, followed by a discussion of the findings and their implications. The paper concludes with a summary of the main points and suggestions for future research.

The research was conducted in a laboratory setting, using a series of experiments to measure the effects of different factors on the outcome. The results show that there is a significant difference between the groups, and that the factors studied have a clear impact on the outcome. These findings have important implications for the field, and suggest that further research is needed to explore the underlying mechanisms.

The methodology used in this study was a combination of qualitative and quantitative methods. This allowed for a more comprehensive understanding of the phenomenon being studied, and provided a more robust set of results. The data collected was analyzed using statistical software, and the results were presented in a clear and concise manner.

The findings of this study are consistent with previous research in the field, and provide a more detailed understanding of the factors involved. This research has the potential to inform future studies, and to help develop more effective interventions. The authors hope that this work will contribute to the ongoing discussion in the field, and that it will be a useful resource for researchers and practitioners alike.