

Year 1 Learning

Week 6



Name: _____

Home Learning Week 6 – Year 1

Monday 16/8	Tuesday 17/8	Wednesday 18/8	Thursday 19/8	Friday 20/8
Spelling – Unit 23 'ir, ur, or, er, ear, ere' Write as many words as you can in the bird.	Spelling – Unit 23 'ir, ur, or, er, ear, ere' Write your list of words	Spelling – Unit 23 'ir, ur, or, er, ear, ere' Complete the first page of worksheet	Spelling – Unit 23 'ir, ur, or, er, ear, ere' Complete the second page of worksheet	Spelling – Unit 23 'ir, ur, or, er, ear, ere' Write two sentences with your spelling words
Grammar - Build a Sentence card game	Grammar - Ending punctuation	Grammar - Make a sentence	Grammar - Read of make believe cut and paste	Grammar - Make sentence
Reading – Decoable text (My Red Fish)	Reading – Watch The Rainbow Fish https://www.youtube.com/watch?v=QFORvXhub28	Reading – Log into Zoom session with your teacher	Reading – Read aloud a book of your choice to a family member	Reading – Decoable text (The Ship)
Writing – Weekend Recount	Writing – Rainbow Fish Recount	Writing – Write a letter to the rainbow Fish	Writing - Free choice	Writing - Free choice
Speaking and Listening – Sight words (read them aloud)	Speaking and Listening – Sight words (read them aloud)	Speaking and Listening – Sight words (read them aloud)	Speaking and Listening – Sight words (read them aloud)	Speaking and Listening – Sight words (read them aloud)

Home Learning Week 6 – Year 1

Number of the day is 76. Complete activity in booklet	Number of the day is 121. Complete activity in booklet	Number of the day is 42. Complete activity in booklet	Number of the day is 69. Complete activity in booklet	Number of the day is 115. Complete activity in booklet
Numeracy activities Money Activities Ordering Coins and Notes	Numeracy activities Money Activities How else can you make?	Numeracy activities Money Activities Comparing coins	Numeracy activities Money Activities Shopping for Toys	Numeracy activities Money Activities Currency Colouring
Life skills Help around the house. Clean your room.	Life skills Help around the house. Fold the laundry.	Life skills Help around the house. Clean the dishes.	Life skills Help around the house. Vacuum your bedroom.	Life skills Move your body today! Play a game outside with a family member.
PDHPE Bike safety	Science Physical World – The Heat is on	Geography Features of Places - 10 Fascinating facts about beaches	Creative Arts Art - Art Attack drawing	STEM Complete the Rainbow Fish activity
PBL and Wellbeing ZONES Tools for my day	PBL and Wellbeing Developing a Growth Mindset	PBL and Wellbeing Friendship Flower	PBL and Wellbeing Acts of Kindness Chatterbox	PBL and Wellbeing Which ZONE will I be in

Home Learning Week 6 – Year 1

Online links.

<https://storylineonline.net/>

https://online.fireflyeducation.com.au/services/student_login/soundwaves

<https://www.mathletics.com/au/>

<https://app.pmcollection.com.au/login>

<https://www.typing.com/>

<https://www.abcya.com/>

<https://scratch.mit.edu/>

Monday 16th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

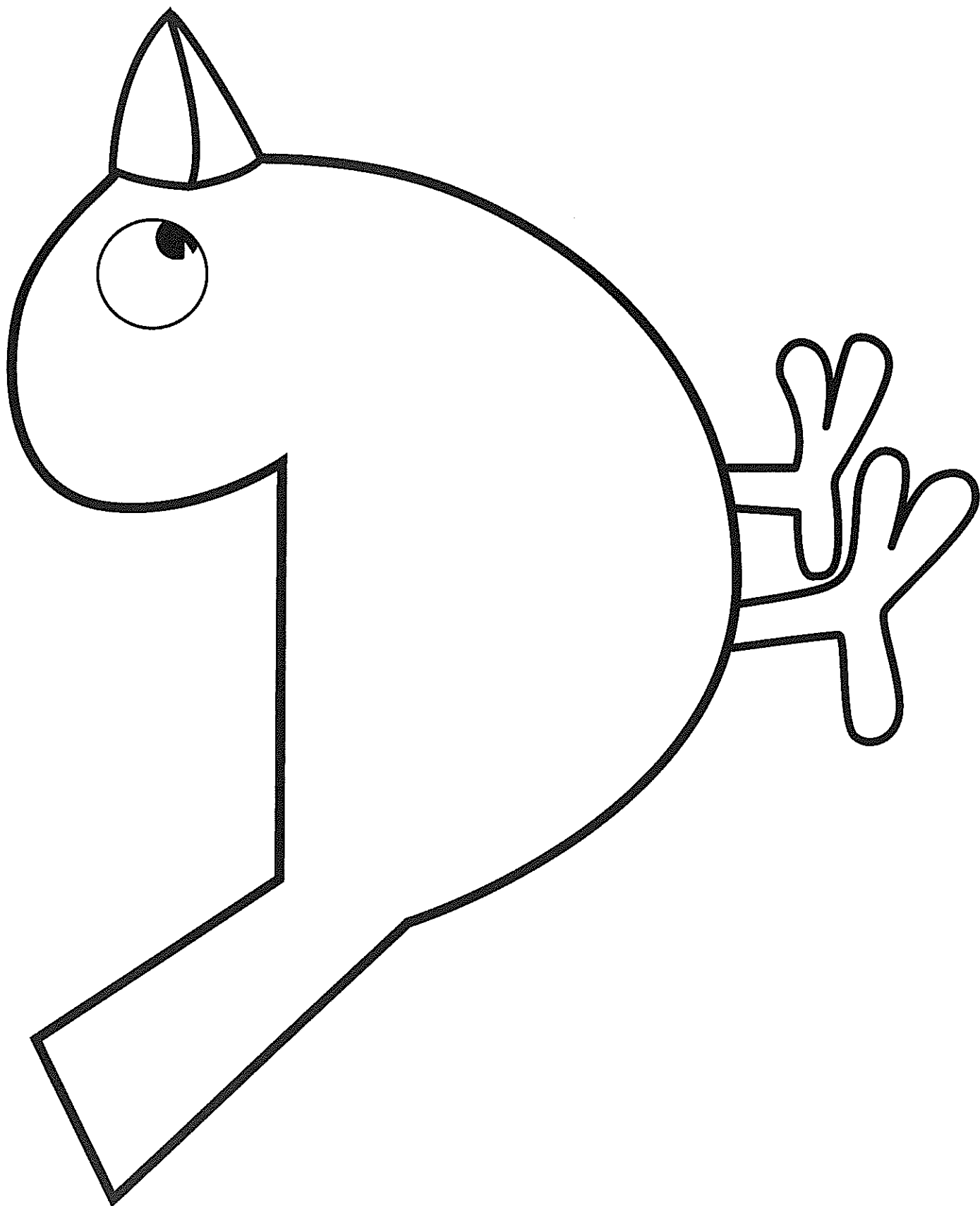
MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

PDHPE:

PD1-6 understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity

PD1-9 demonstrates self-management skills in taking responsibility for their own action



Build a Sentence Card Game

- Instructions -

Aim

The aim of the game is to use knowledge of grammar and basic sentence structure to build sentences that contain a subject, a verb and an object. Players take it in turns to pick up and put down cards until they can build a sentence. Sentences must make sense and be grammatically correct. The winner of the game is the first person to build three sentences, or one 'trump' card sentence.

Players

4 players

Equipment

A set of 10 x subject cards

A set of 10 x verb cards

A set of 12 x object cards

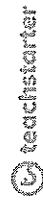
Preparation

Before the game begins, read through the subject, verb and object cards with the students, focusing on words that may be tricky to sound out. Remind the students that sentences contain a subject, a verb and an object and that sentences start with a capital letter and end with a full stop. Explain how to play the game and have a trial run as a class. Remind the students that they should have three cards in their hand at all times during the game.

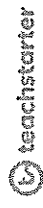
How to Play

1. Shuffle the subject, verb and object cards together as one deck of cards.
2. Deal three cards to each player. Place the remaining cards face-down in the middle of the players to form the 'draw pile'.
3. Allow time for each player to look carefully at their cards (without showing the other players) to see what possibilities they have to construct a sentence.
4. Player 1 begins by looking to see if they can build a sentence with the cards in their hand. If they can, these cards are placed down on the playing space in sentence order. Player 1 then picks up three new cards from the draw pile and awaits their next turn.
5. If Player 1 cannot construct a sentence, they pick up a card from the draw pile. Then, Player 1 chooses one card that they do not wish to keep and puts this card face up, onto the discard pile. Player 1 must wait until their next turn for the opportunity to construct a sentence.
6. Once Player 1 has completed their turn, the game then moves to the next player to take their turn.
7. If Player 2 does not already have a sentence in their hand to lay out, they must pick up a card from either the discard pile (if they feel that they can use the card that the previous player has put down) or the draw pile. They must then put one card from their hand that they cannot use to make a sentence onto the discard pile.
8. Players continue to pick up and put down cards until they can lay down a sentence that makes sense and is grammatically correct.
9. The winner of the game is the first player to lay down three sentences. Alternatively, the instant winner of the game is the first player to lay down a sentence using three red 'trump' cards.
10. If the game ends in stalemate, the winner is the player with the most sentences or the player who has used the greatest number of trump cards.

The boy



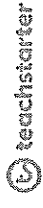
The girl



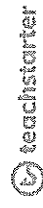
The duck



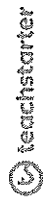
The dog



The cat



The fish



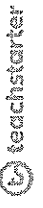
The rocket



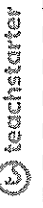
The pig



The flower



The tree



plays

teachstarter

likes

teachstarter

runs

teachstarter

eats

teachstarter

sits

teachstarter

swims

teachstarter

flies

teachstarter

jumps

teachstarter

grows

teachstarter

walks

teachstarter

ball.

teachstarter

fruit.

teachstarter

in the pond.

teachstarter

in the park.

teachstarter

the pet food.

teachstarter

in the mud.

teachstarter

in the sky.

teachstarter

in the water.

teachstarter

to the moon.

teachstarter

in the garden.

teachstarter

into the net.

teachstarter

the weeds.

teachstarter

Build a Sentence Card Game

- Answers -

There are many possible sentences that can be constructed using the game cards provided. The following list provides some suggestions of sentences that make the most sense.

The boy plays ball.

The boy plays in the garden.

The boy likes fruit.

The boy plays in the water.

The boy swims in the water.

The boy plays in the park.

The boy runs in the park.

The boy jumps in the mud.

The girl plays ball.

The girl plays in the garden.

The girl likes fruit.

The girl plays in the water.

The girl swims in the water.

The girl plays in the park.

The girl runs in the park.

The girl jumps in the mud.

The duck swims on the pond.

The duck swims in the water.

The duck flies in the park.

The duck plays in the garden.

The duck plays in the water.

The duck plays in the mud.

The duck eats the weeds.

The duck flies in the sky.

The dog eats the pet food.

The dog plays in the park.

The dog plays in the garden.

The dog runs in the park.

The dog plays in the water.

The dog plays ball.

The dog jumps in the mud.

The dog jumps in the water.

The cat eats the pet food.

The cat plays in the park.

The cat plays in the garden.

The cat runs in the park.

The cat plays in the water.

The cat plays ball.

The cat jumps in the mud.

The cat jumps in the water.

The fish eats the weeds.

The fish swims in the water.

The fish swims in the pond.

The fish swims into the net.

The fish likes the weeds.

The fish jumps in the water.

The pig plays in the mud.

The pig jumps in the mud.

The pig likes the fruit.

The pig eats the fruit.

The pig eats the flower.

The pig eats the weeds.

The flower grows in the park.

The tree grows in the park.

The rocket flies in the sky.

Winning Trump Card Sentences:

The flower grows in the garden.

The rocket flies to the moon.

The boy jumps in the mud.

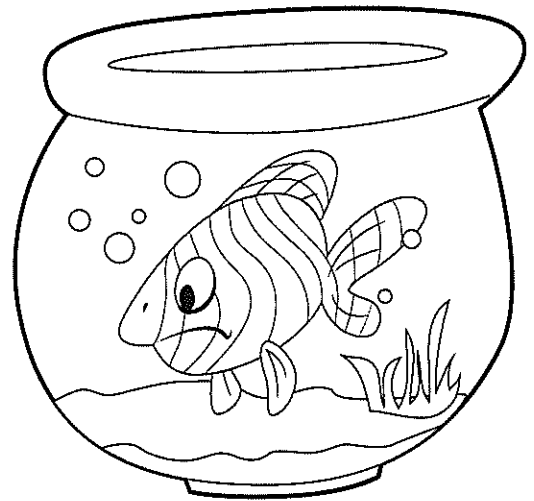
Name: _____

My Red Fish

Tricky words:

my this is he has so

This is my fish tank. It has
a red fish in it. My
red fish is sick. He
has a bad fin.
He is so sad.



The fish is feeling:

- sad
- bad
- glad

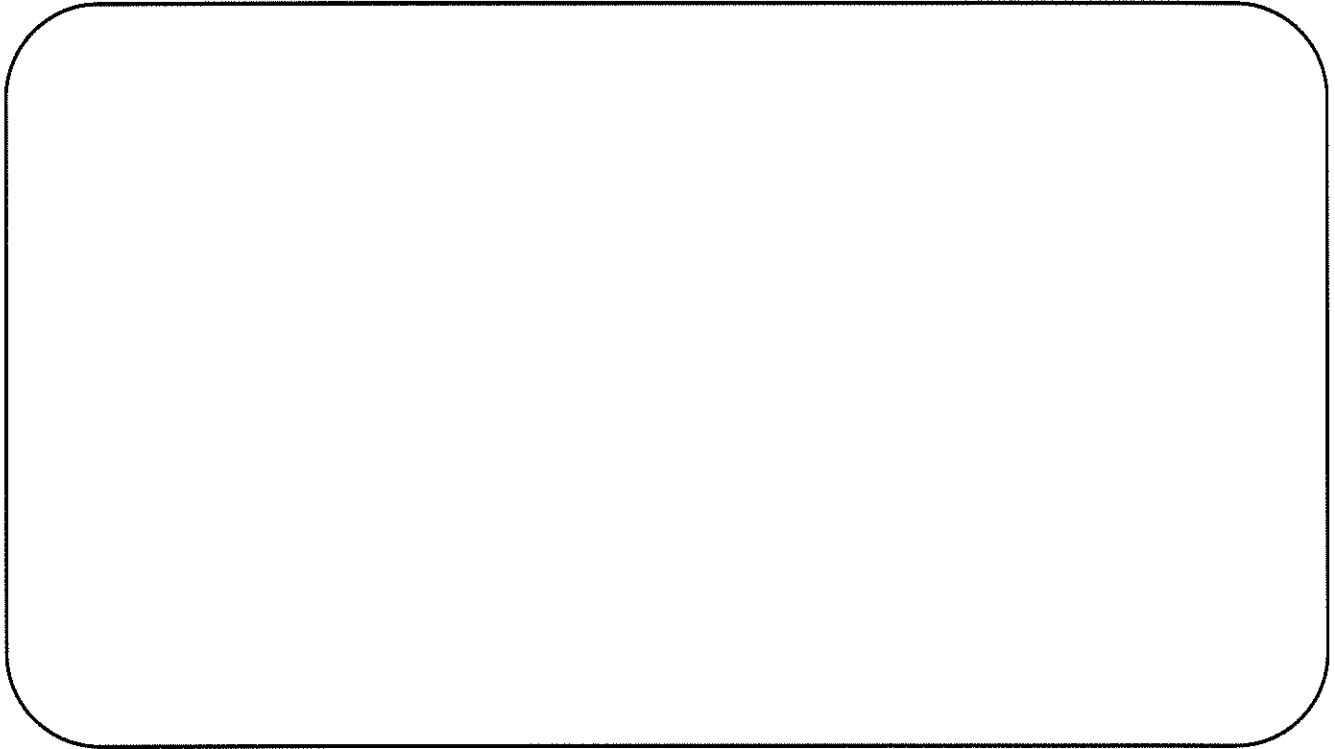
Write a word
that rhymes
with **fish**.

Self-reflection:



Name: _____

Weekend Recount

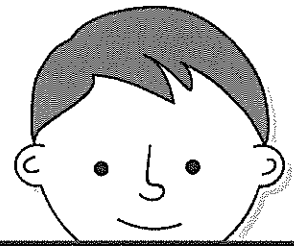


On the weekend _____

Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

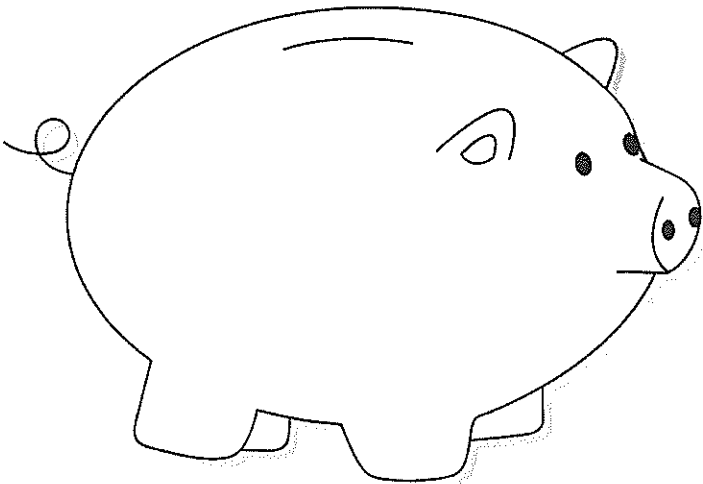
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:



Less than:



Ordering Coins and Notes

Cut and paste the coins and notes below and arrange them from smallest value to largest value in the boxes.

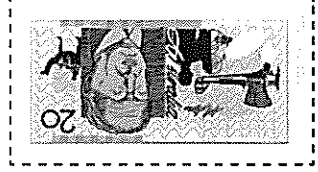
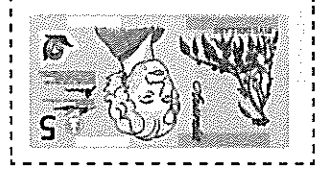
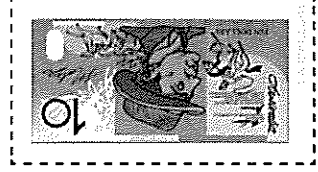
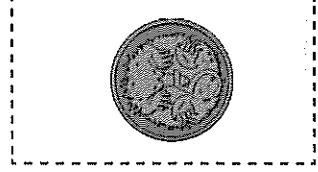
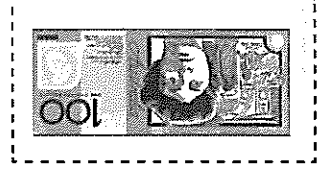
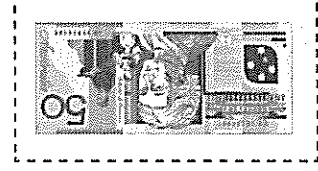
--	--	--	--	--	--	--	--	--	--	--

Smallest value

Largest value



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

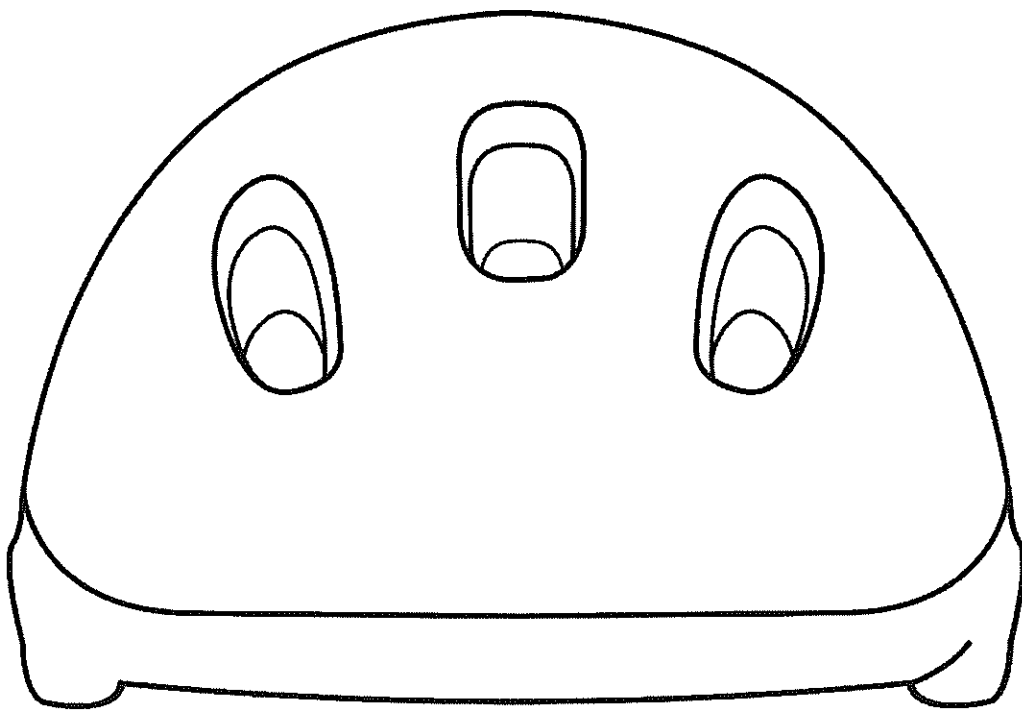
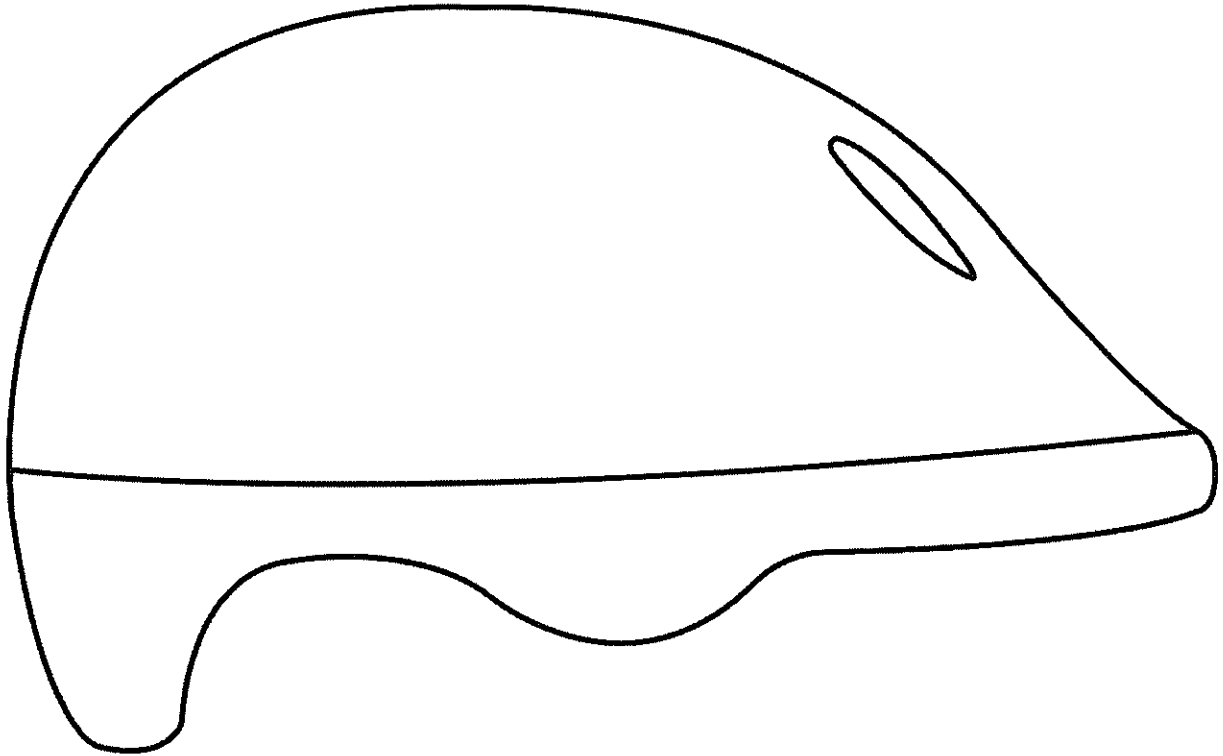


Name: _____

Date: _____

Design your own Helmet





Using bright colours, design your own helmet pattern.



Tools for Each of My ZONES

When I feel...

I can try...

<p>Tired or Sad</p> 	
<p>Calm or Happy</p> 	
<p>Frustrated or Silly</p> 	
<p>Angry or Mad</p> 	

Adapted for The Zones of Regulation® from the original work of Buron and Curtis' The Incredible 5-Point Scale (2003), www.5pointscale.com.

Tuesday 17th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

Science:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

ST1-9PW-ST investigates how forces and energy are used in product

her

--	--	--	--	--	--	--	--	--	--	--

stir

--	--	--	--	--	--	--	--	--	--	--

girl

--	--	--	--	--	--	--	--	--	--	--

bird

--	--	--	--	--	--	--	--	--	--	--

fur

--	--	--	--	--	--	--	--	--	--	--

turn

--	--	--	--	--	--	--	--	--	--	--

hurt

--	--	--	--	--	--	--	--	--	--	--

surf

--	--	--	--	--	--	--	--	--	--	--

first

--	--	--	--	--	--	--	--	--	--	--

third

--	--	--	--	--	--	--	--	--	--	--

thirty

--	--	--	--	--	--	--	--	--	--	--

thirteen

--	--	--	--	--	--	--	--	--	--	--

were

--	--	--	--	--	--	--	--	--	--	--

work

--	--	--	--	--	--	--	--	--	--	--

word

--	--	--	--	--	--	--	--	--	--	--

circle

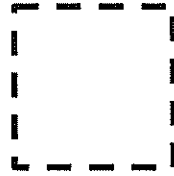
--	--	--	--	--	--	--	--	--	--	--

Name: _____

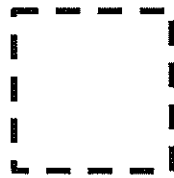
Ending Punctuation

Read each sentence. Cut out the punctuation mark and paste it at the end of the sentence where it belongs.

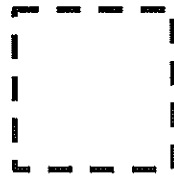
1. Great work everyone



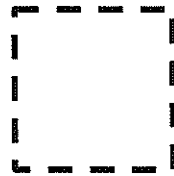
2. Can I have one



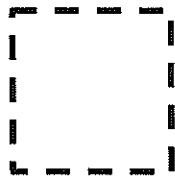
3. We went shopping



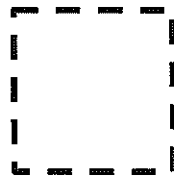
4. Why is it dirty



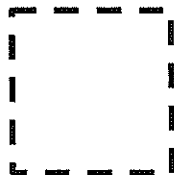
5. I have a dog



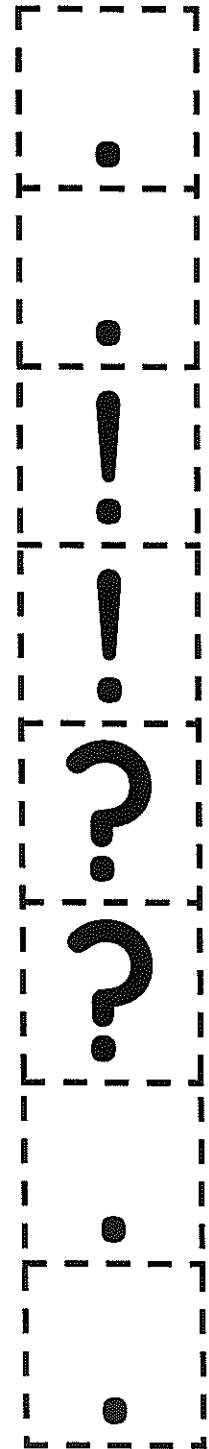
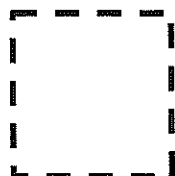
6. Cats are soft



7. No, David



8. I like to draw

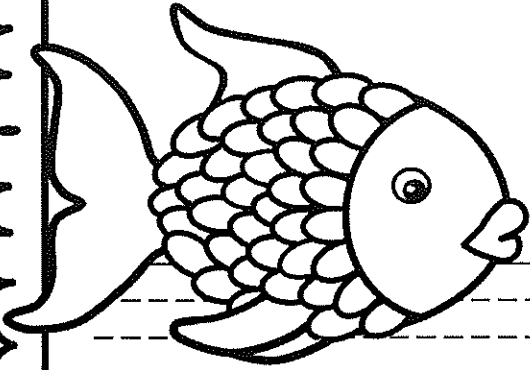


Answers

1. Great work everyone!
2. Can I have one?
3. We went shopping.
4. Why is it dirty?
5. I have a dog.
6. Cats are soft.
7. No, David!
8. I like to draw.

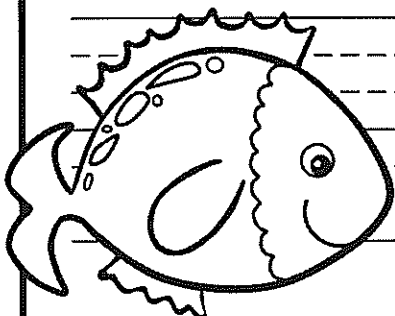
The Rainbow Fish

Recount



By: _____

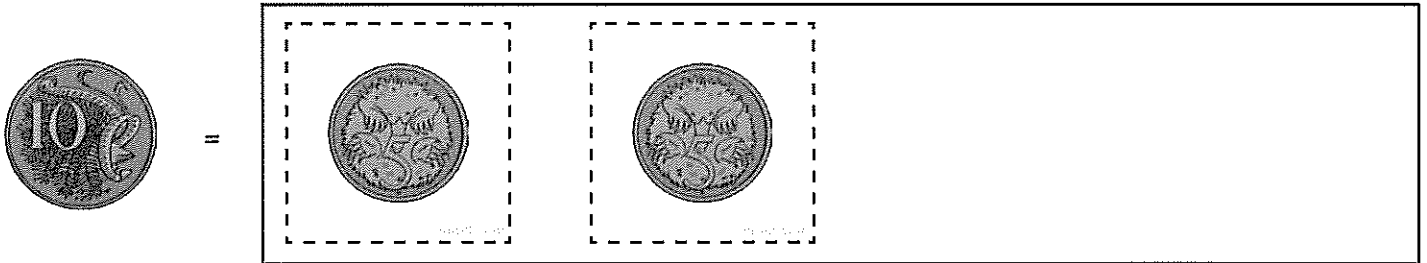
Handwriting practice area consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



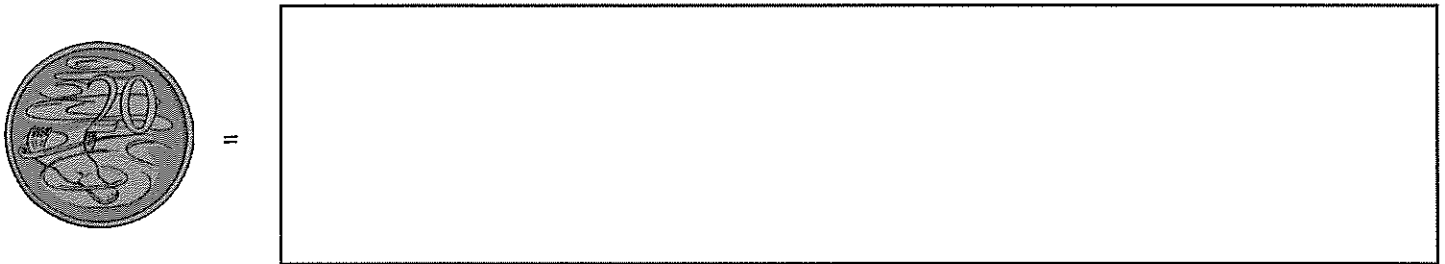
How Else Can I Make?

Make the amounts by cutting out the coins on Page 3 and sticking them next to the amounts. See the example below.

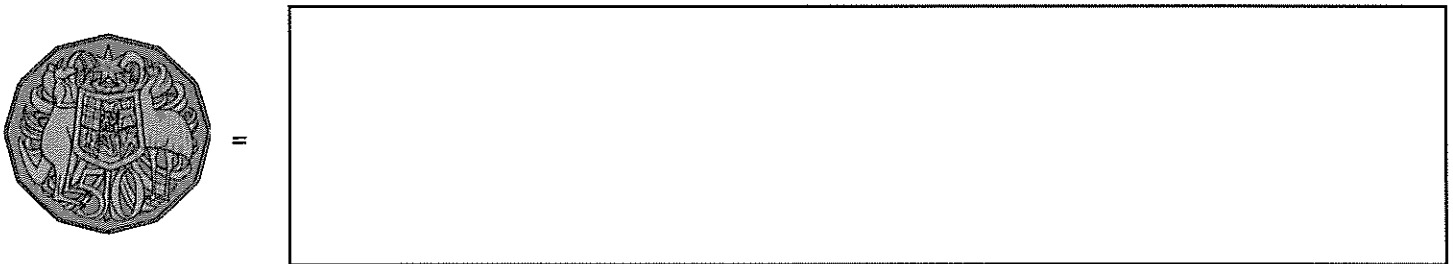
Example: How else can I make 10c?



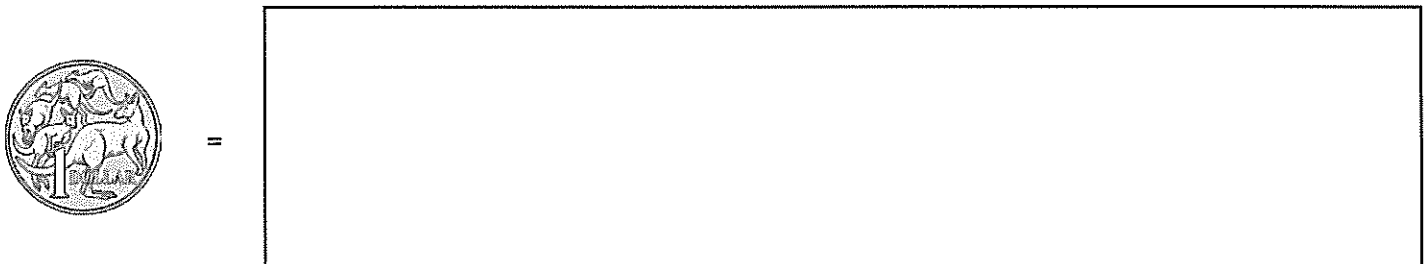
1. How else can I make 20c?



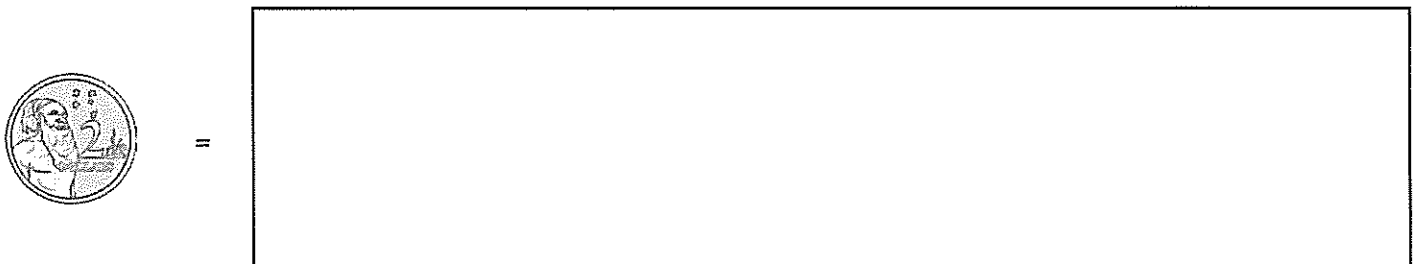
2. How else can I make 50c?



3. How else can I make \$1?

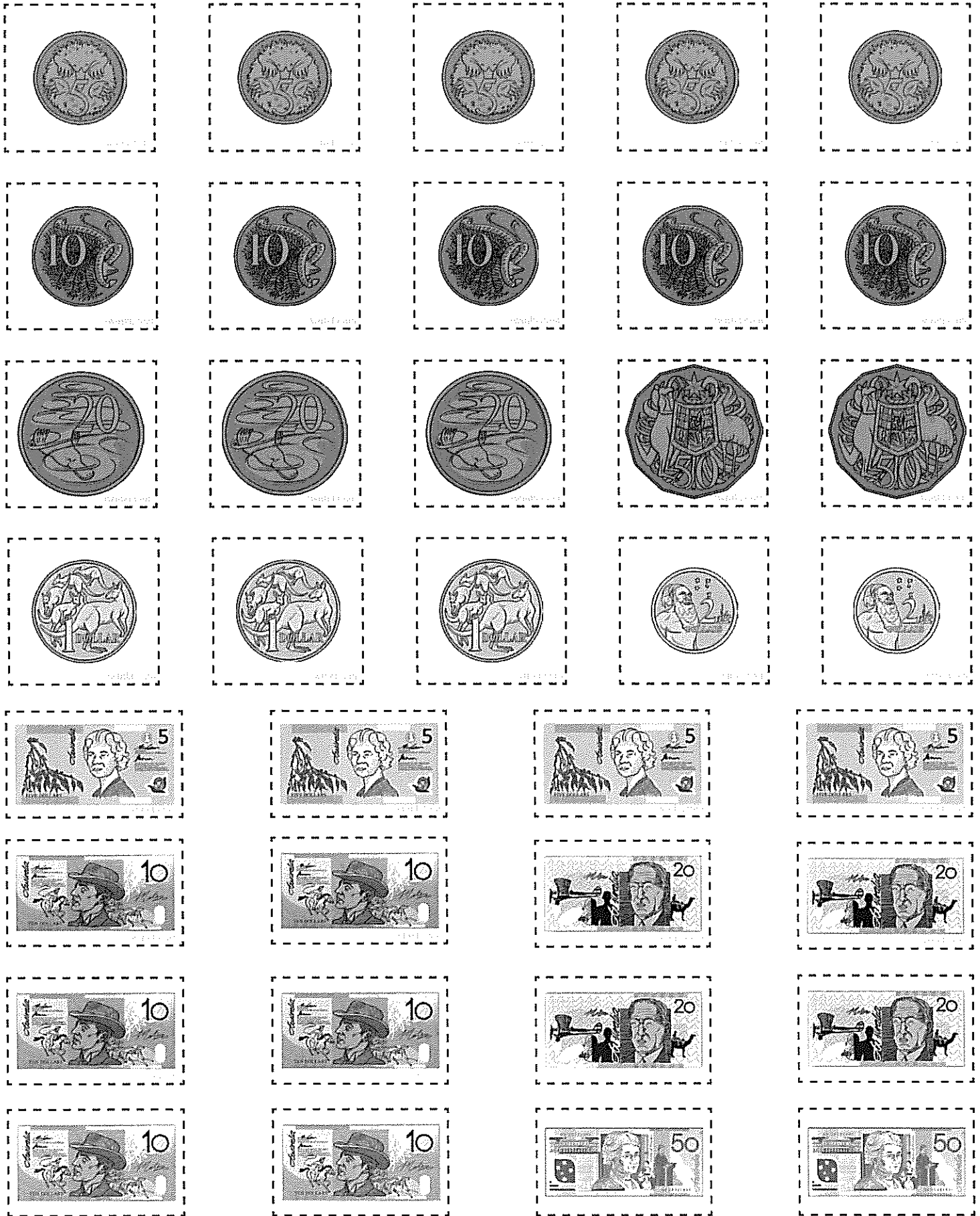


4. How else can I make \$2?



How Else Can I Make?

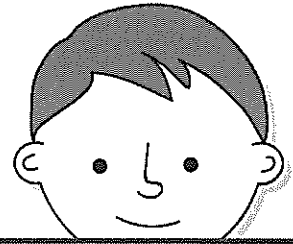
Cut out the coins and notes below to make the amounts on Pages 1 and 2.



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

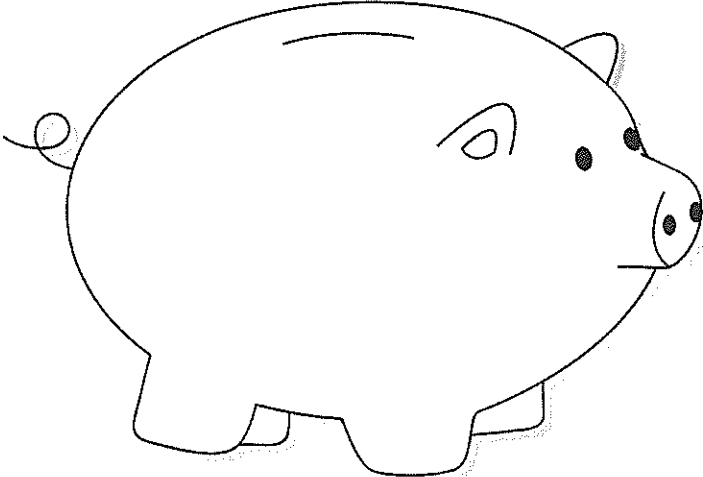
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



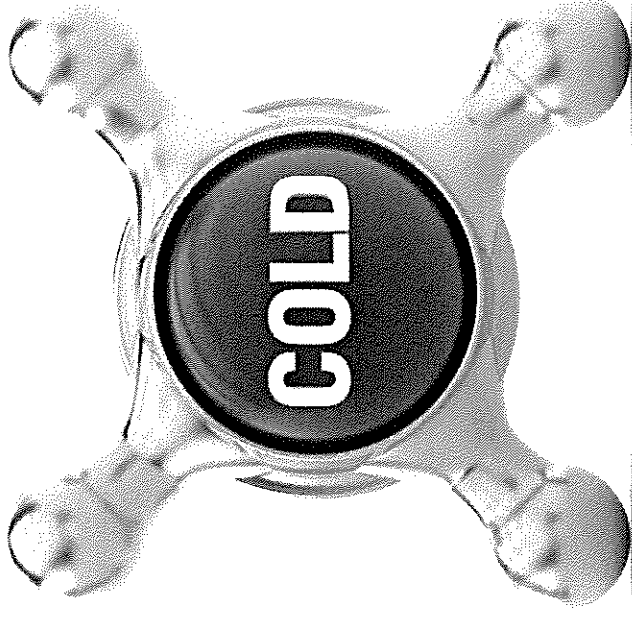
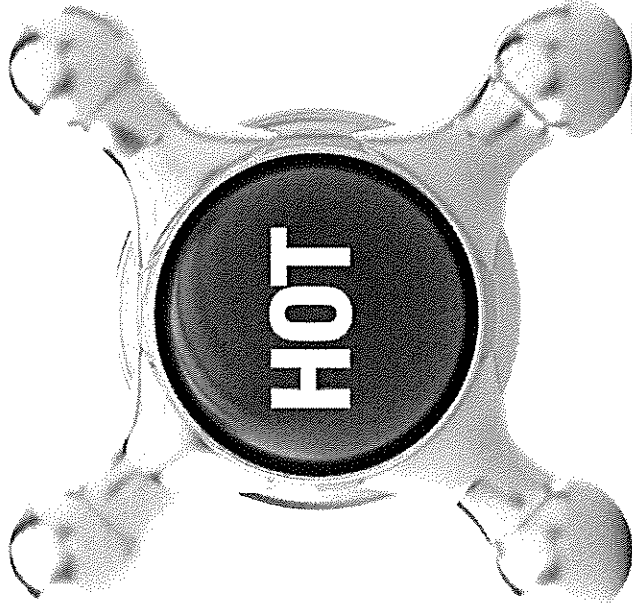
Greater than:



Less than:



Why do things feel hot or cold?



Vocabulary

hot cold heat energy warm
warmer predict observe

Name some things
that are hot.

Name some things
that are cold.

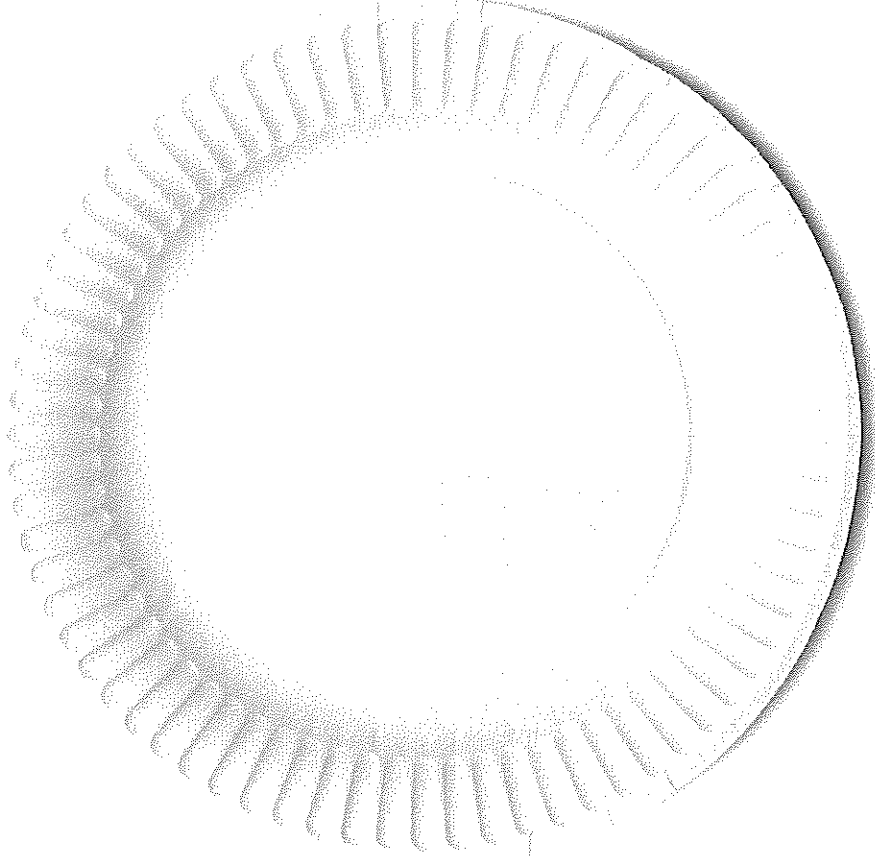
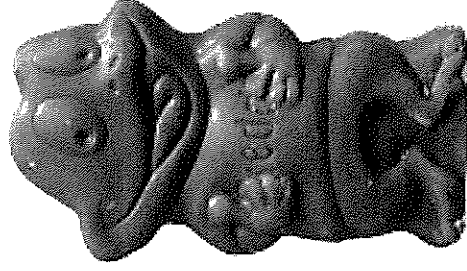
Materials needed

INVESTIGATION QUESTION 5

How can we make something warmer?

You will need:

- 1 chocolate frog per student
- paper plates or scrap paper
- a warm, sunny place.



There are many things, both natural and made by people, that are hot and cold.

- 1 Sort the hot and cold things in the interactive.



Reset

Hot or Cold?

Info

The interactive area consists of two large rectangular panels. The left panel is labeled 'HOT' and the right panel is labeled 'COLD'. In the center, there is a circular container with a lid, containing several small, indistinct objects. The background of the panels is a dark, textured surface with faint, repeating patterns of the words 'HOT' and 'COLD'. The word 'inquisitive' is written vertically in the bottom right corner of the 'COLD' panel.

When something is hot it gives off heat. We can use our senses to feel if things are hot or cold.

2 Look at the video of a fire burning. If it were a real fire:

What would you see?

What would you smell?

What would you hear?

What would you feel?

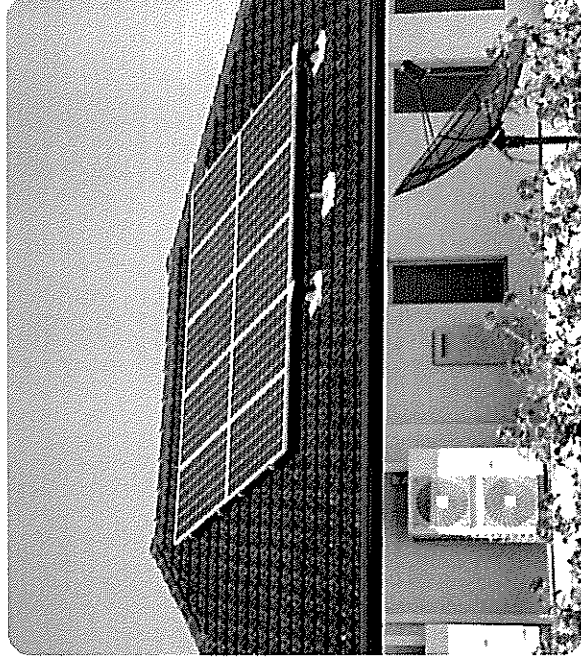
WARNING
Never play with fire



When something is hot it has a lot of heat energy. We use this heat energy in many different ways.

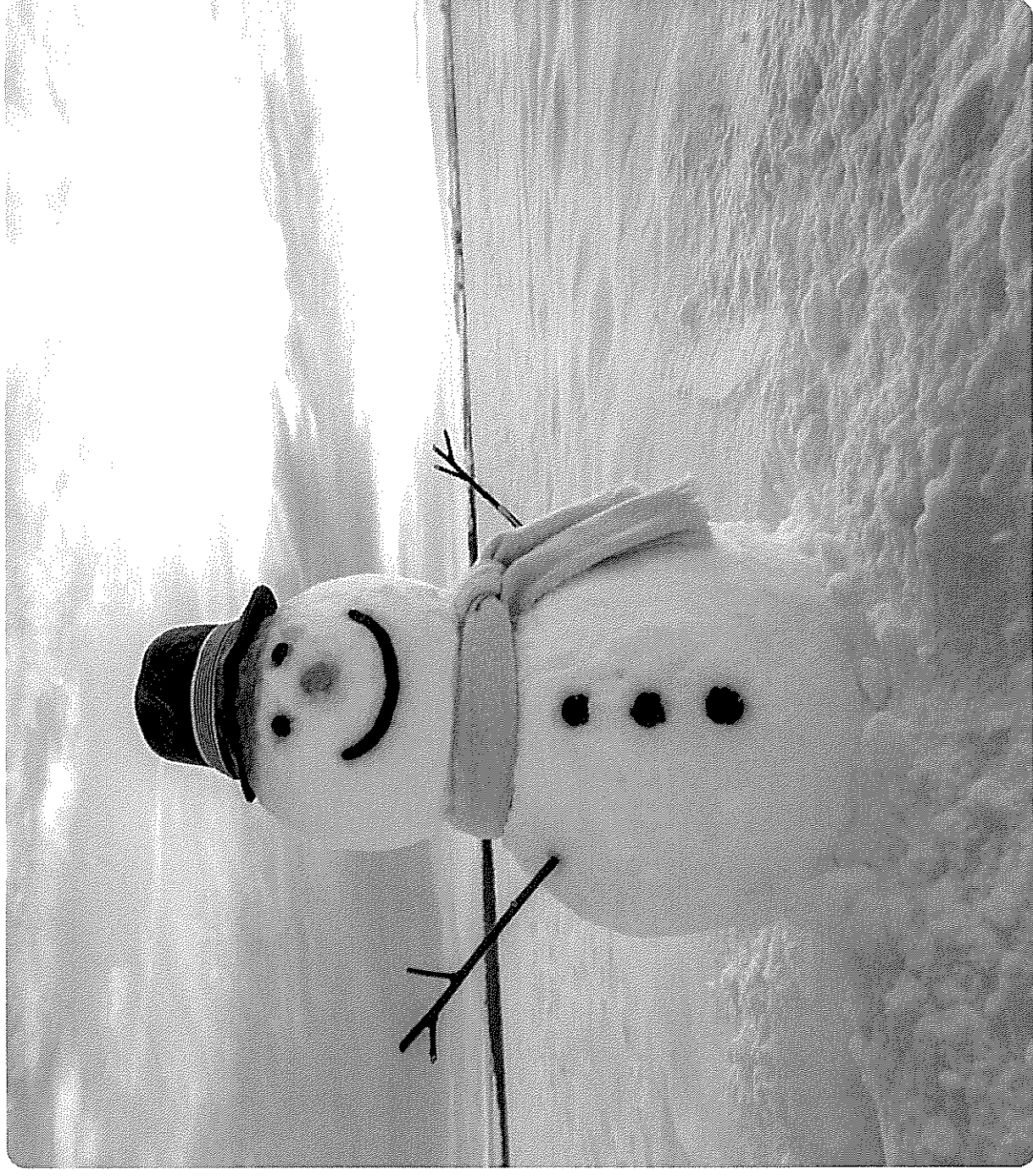


3 Talk with your class about how the heat is being used in each picture.



Heat energy likes to move. That's why hot things, like hot chips get colder. Cold things, like ice-blocks get warmer and melt.

- 4 Watch the video about the snowman and talk with a partner about what happened.





5

Investigation

How can we make something warmer?

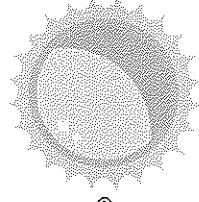
We can use the Sun to make something warmer.

Predict What do you think would happen to a chocolate frog if you left it in the hot Sun?

I think it will _____

Observe

Draw your frog before you put it in the Sun.



Put your frog in a sunny spot.



Draw your frog after you put it in the Sun.



Evaluate Use your senses to explain the changes in the chocolate frog.

What did it look like?

What did it smell like?

What did it feel like?

Anything else?

Explain what happened to your chocolate frog.

Was your prediction right?



6 Think of three ways you could stop a chocolate frog from melting in the Sun.

1

2

3

Name: _____ Date: _____

DEVELOPING A GROWTH MINDSET

Answer the prompts on the left. Then think of something positive that you can tell yourself which will help you have a growth mindset!

Something that is hard for me:	POSITIVE SELF-TALK
Something that I want to learn more about:	POSITIVE SELF-TALK
Something that I need help with:	POSITIVE SELF-TALK
Something that I have to try more than once:	POSITIVE SELF-TALK

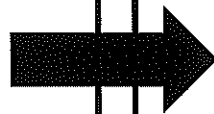
Name: _____ Date: _____

DEVELOPING A GROWTH MINDSET

Write or draw something that you can't do YET. Then write or draw steps you can take to grow that skill.

I can't...

YET!



But I CAN if I take these steps!

I can't...

YET!



But I CAN if I take these steps!

Wednesday 18th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

Geography:

GE1-1 Describes features of places and the connections people have with places

GE1-3 Communicates geographical information and uses geographical tools for inquiry



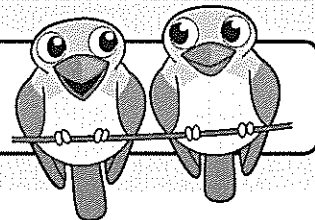
ir ur



bird



nurse



List Words

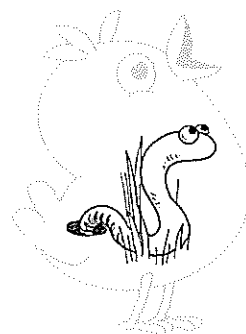
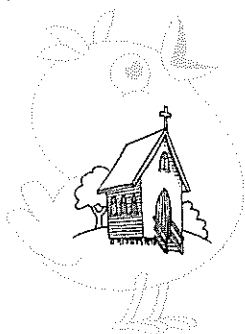
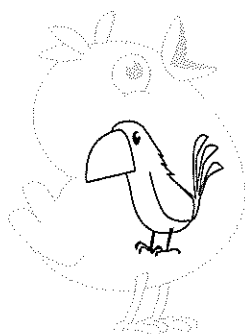
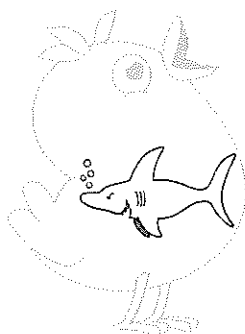
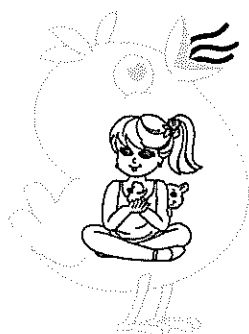
Letters

Words



her	fur	first	were
stir	turn	third	work
girl	hurt	thirty	word
bird	surf	thirteen	circle




1 **Underline** the letter or letters for  **ir ur** 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 bird if you hear  **ir ur** in the picture name. Give each bird one worm for each sound in the picture name.











3 **Write** ir to finish the words. **Join** the pictures to the correct words.

★ We sometimes write ir for  **ir ur**, as in bird .

st___		b___d	th___d	30	sk___t
g___l		f___st	th___ty		sh___t

4 **Finish** these ur words.

★ We sometimes write ur for  **ir ur**, as in nurse .

bur___		t___n		cur___	
___ur___		hur___		___urse	



Name: _____

Date: _____

Make a Sentence

These words are all jumbled up. Write them in the correct order to make a sentence. Hint: Look for the capital letter and full stop.

Let's

walking

today.

go

1. _____

are

car.

washing

the

We

2. _____

Max.

They

are

for

looking

3. _____

digging

The

dog

is

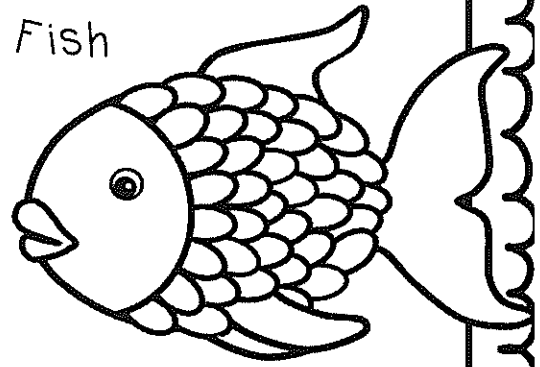
hole.

a

4. _____

A letter to the Rainbow Fish

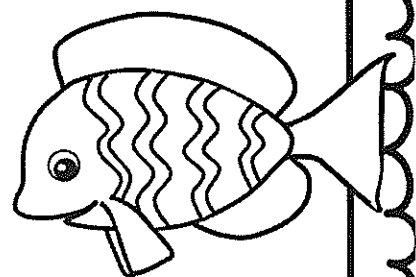
Rainbow fish
5 CORAL Reef ROAD
UNDER the sea



Dear Rainbow fish,

A series of horizontal lines for writing, consisting of a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines provided for the letter's body.

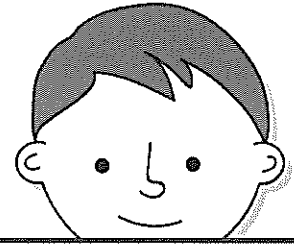
Love from



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

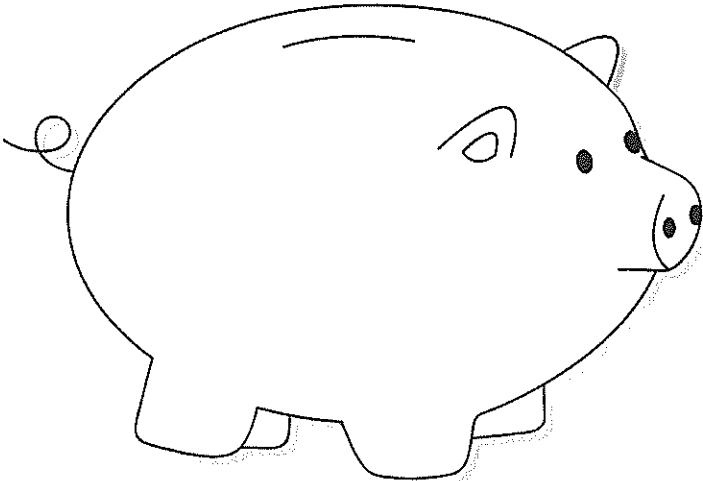
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



Greater than:

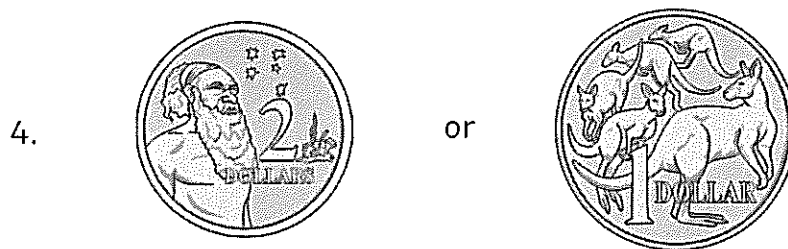
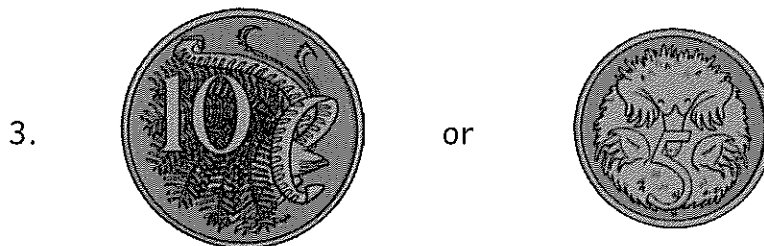
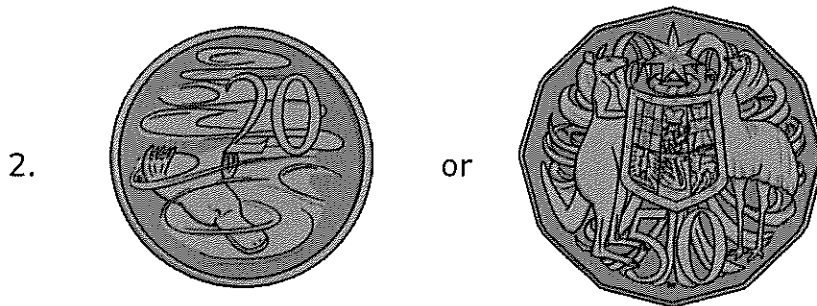
>

Less than:

<

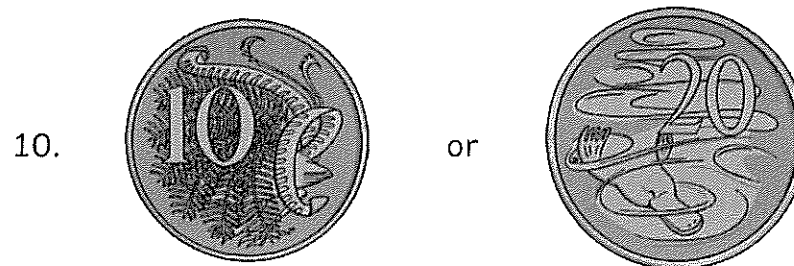
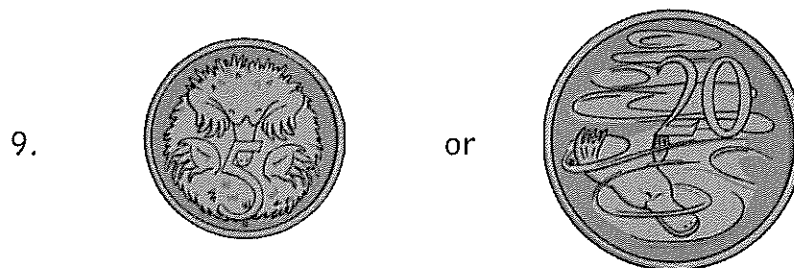
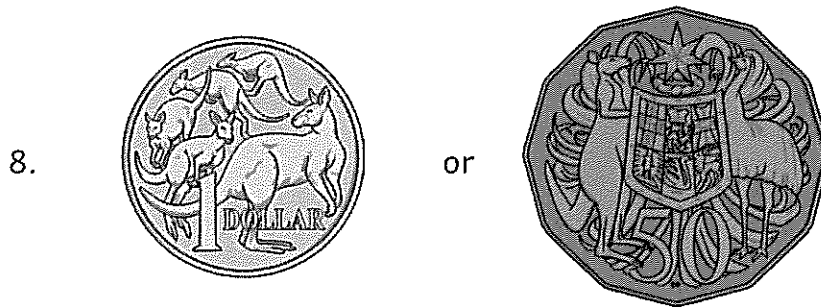
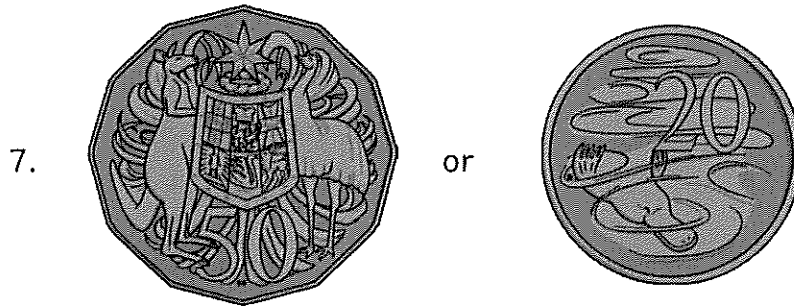
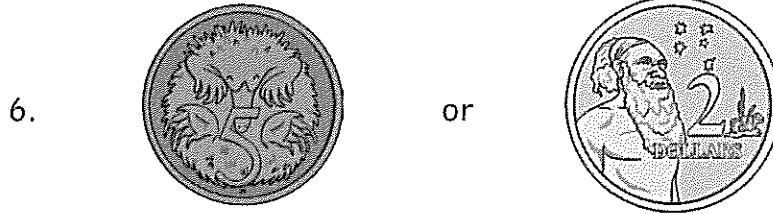
Comparing Coins

Circle the coin that is worth the most in each pair of coins.



Comparing Coins

Circle the coin that is worth the most in each pair of coins.



10 Fascinating Facts About

BEACHES

1

Beaches change every day. The ocean washes sand from one place to another, making beaches bigger or smaller.

2

Sand dunes protect the land behind a beach. They help stop wind and large waves during storms.



3

A rip current is a strong stream of water that flows out to sea. Always swim between the flags at patrolled beaches to avoid swimming near a rip.

4

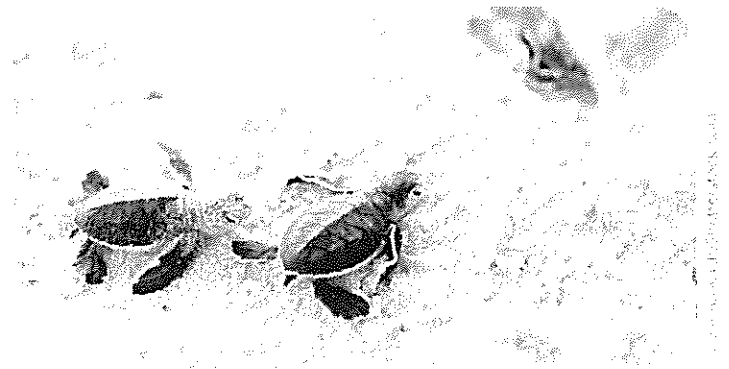
Waves are created when wind blows on top of water. Waves break when they reach shallow water. Some people like to surf on waves.

5

Plastic straws and bottles make up a lot of litter on beaches. You should always take your rubbish with you when you leave.

6

Mother sea turtles return to the beach they were born on when they are ready to lay eggs. They bury the eggs under the sand. When the baby turtles hatch, they scurry to the water.



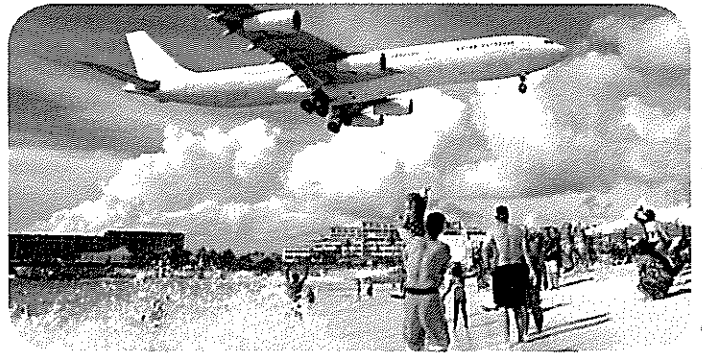
7

Some beaches glow in the dark! When tiny creatures known as 'sea sparkles' wash ashore, they make the waves glow bright blue.



9

The island of Saint Martin in the Caribbean has a beach at the end of an airport runway. Planes take off and land just metres from people swimming. Protect your sandcastle or it might blow over when a plane lands!

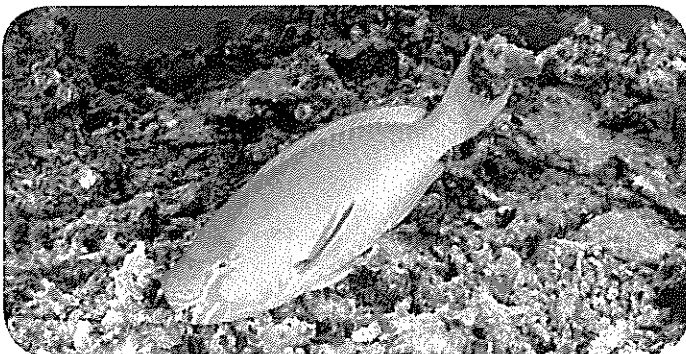


10

The tallest sandcastle made so far was over 17 metres high. That's taller than five school buses stacked on top of each other!

8

Some sand is parrotfish poop! The parrotfish eats algae that grows on coral. It crunches coral down into tiny pieces and poos them out as white sand.



Name: _____

Date: _____

10 Fascinating Facts About Beaches

Questions

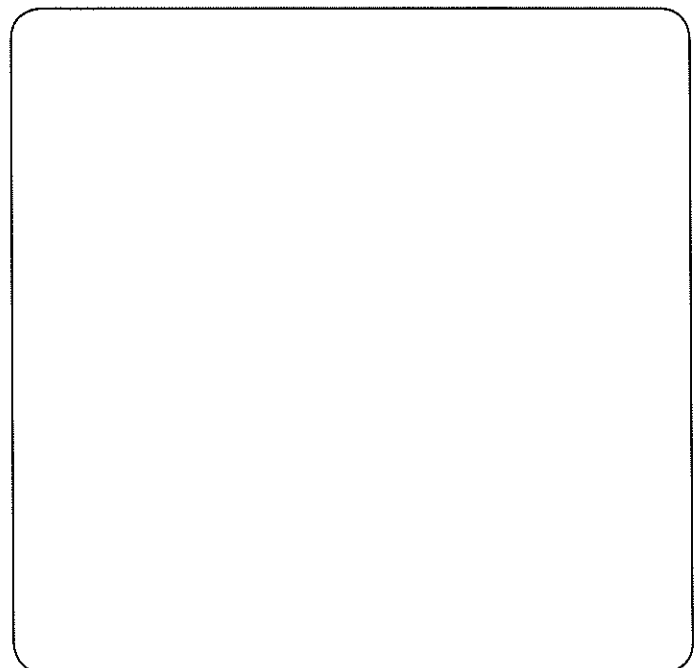
1. What type of fish poops out sand?

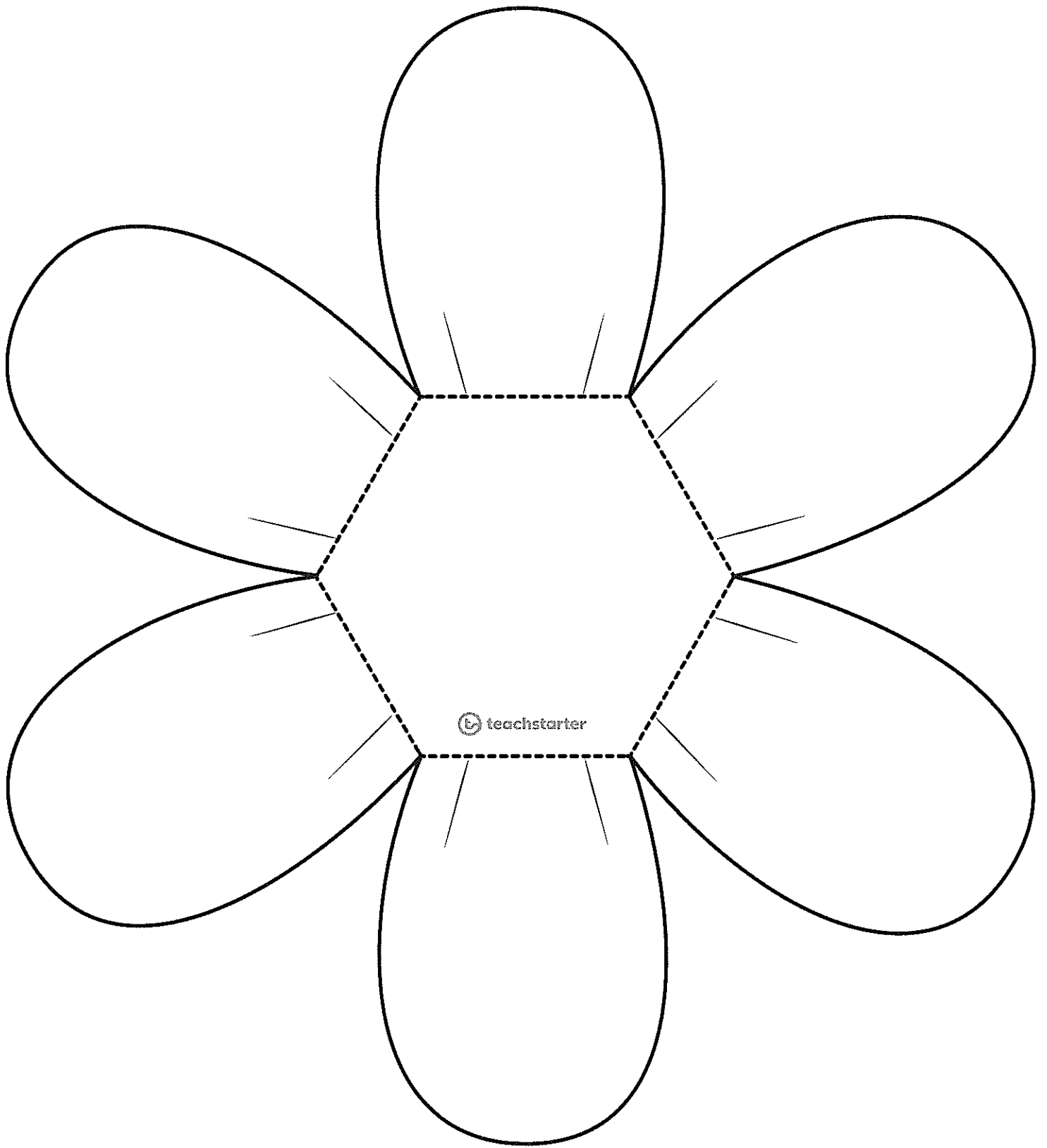
2. Where do mother sea turtles go to lay their eggs?

3. What are 'sea sparkles'?

4. Why is it important for people to protect sand dunes?

5. Write a list of things you would need to take if you were going to the beach. Draw a picture of each item.





Instructions:

1. Fill each petal with a word or sentence that describes what a good friend does for their friends.
2. Decorate your friendship flower.
3. Cut out the flower and fold each petal along the dotted lines.
4. Your friendship flower is now complete!

Thursday 19th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

Creative Arts:

MUS1.1 - sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.

MUS1.2 explores, creates, selects and organises sound in simple structures.

MUS1.3 uses symbol systems to represent sounds

5 Write words from the brackets to finish the sentences.

Colour words with  ir ur.

This _____ came _____.

[first
girl]

The _____ were in a _____.


[birds
circle]

_____ girls went to _____.

[work
Thirty]

There is a _____ on her _____.

[shirt
word]

6 Write letters for  ir ur to finish the words. Use ir, ur, er, or or ere.

Write a word from the box to match each clue.

h_____

s_____f

a shape _____

f_____

c_____cle

a number _____

w_____k

w_____

at the beach _____

th_____teen

do a job _____

7 Write ir or ur to finish the words.

Colour ir parts blue.

Colour ur parts purple.

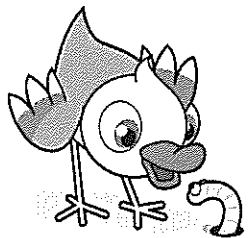
What can you see –

a girl,

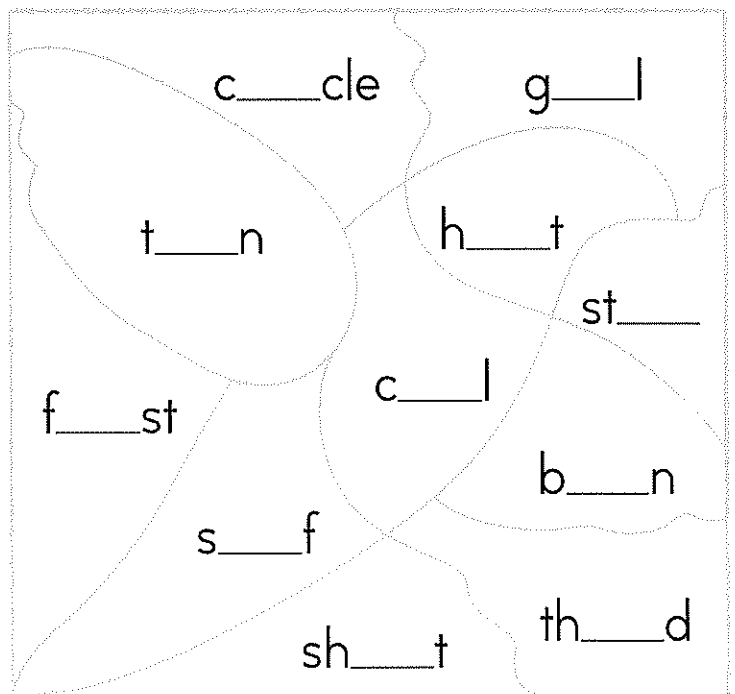
a shirt

or

a bird?



Answer: _____



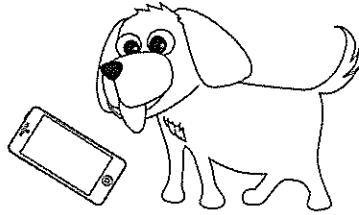
Real or Make-Believe

— SENTENCES —

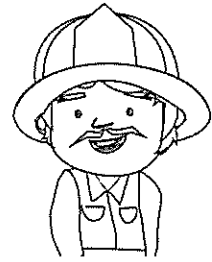
Sort the sentences into real and make-believe.



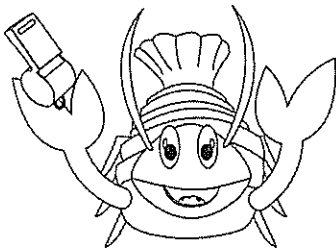
Paul the Policeman was eating lunch in the city park.



Daisy, the local dog, had called the emergency hotline because her owner had fallen off a ladder.



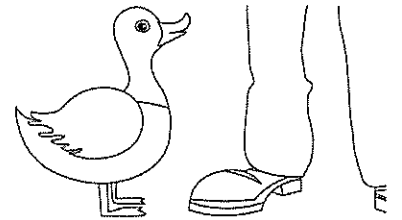
Fred the Firefighter was doing his morning workout at the fire station.



Larry the Lobster loved to help people, so he became a lifesaver at his local beach.



Nelly the Nurse worked at the Little Village Hospital.



Paul the Policeman took the duck down to the police station for questioning over the stolen bag of grapes.

Name

Date

Real or Make-Believe

— SENTENCES —

REAL

MAKE-BELIEVE



Real or Make-Believe

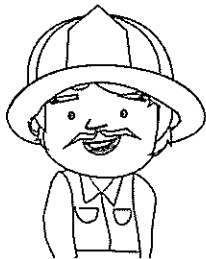
— SENTENCES —

ANSWERS

REAL



Paul the Policeman was eating lunch in the city park.

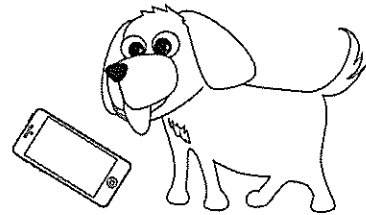


Fred the Firefighter was doing his morning workout at the fire station.

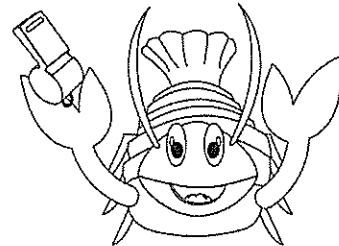


Nelly the Nurse worked at the Little Village Hospital.

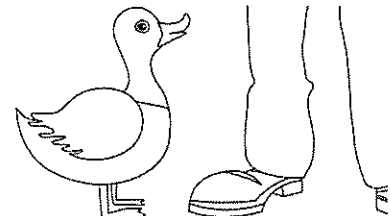
MAKE-BELIEVE



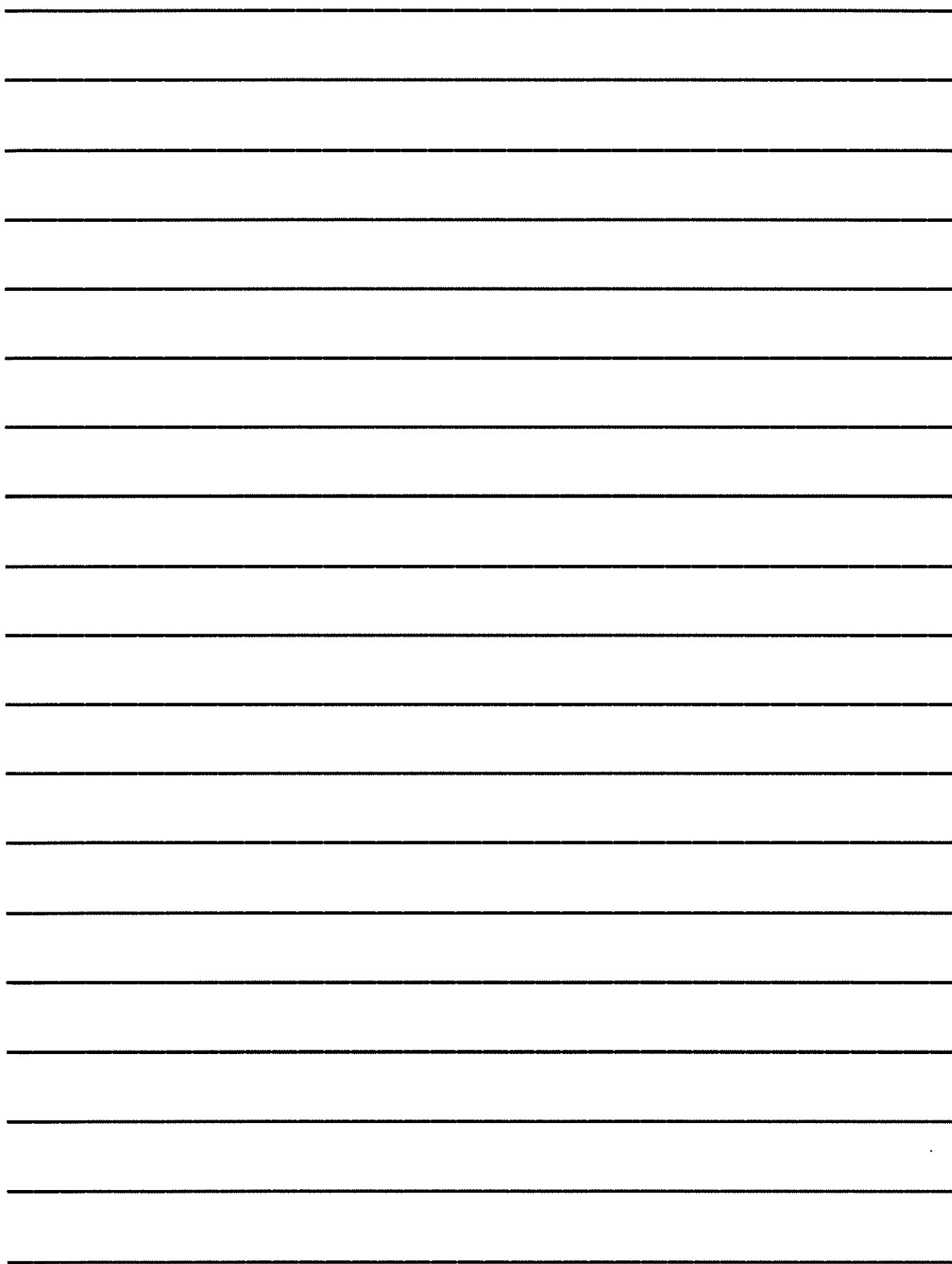
Daisy, the local dog, had called the emergency hotline because her owner had fallen off a ladder.



Larry the Lobster loved to help people, so he became a lifesaver at his local beach.



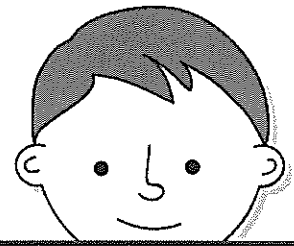
Paul the Policeman took the duck down to the police station for questioning over the stolen bag of grapes.



Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

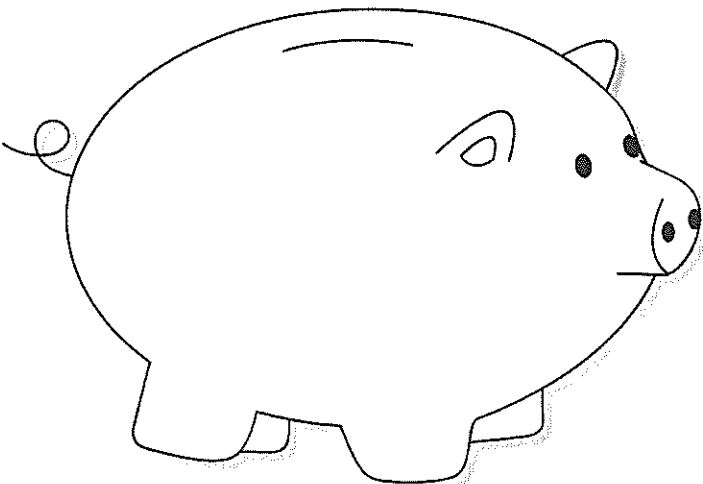
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:

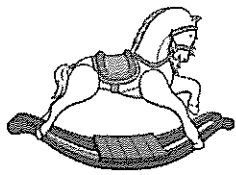


Greater than:



Less than:



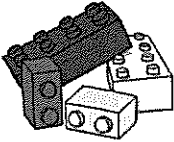



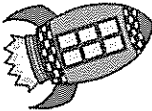










Shopping for Toys



Show which coins are needed to make the correct amounts. Draw or use real coins.

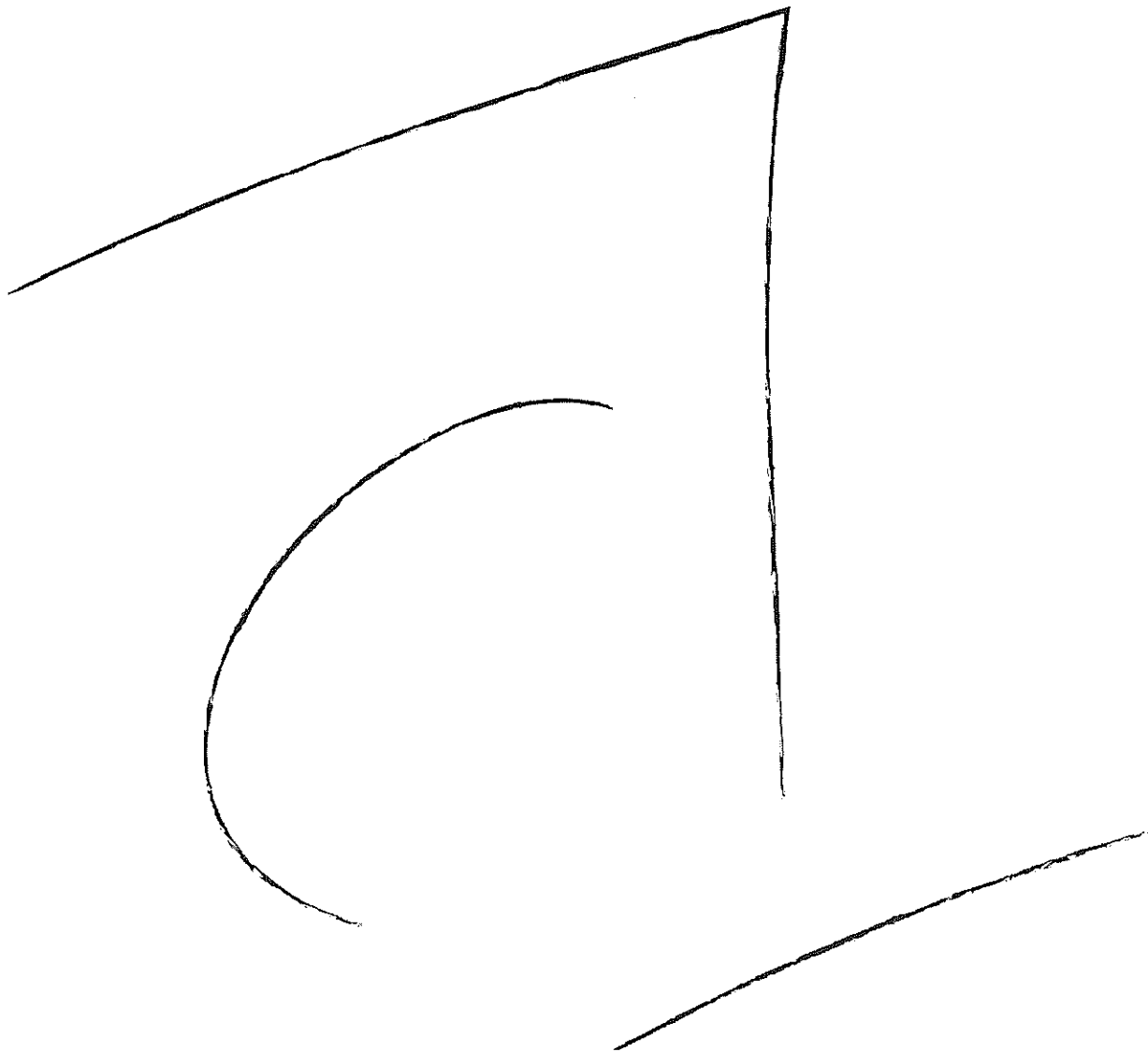
 <p>teddy 50c</p>	
 <p>ball 45c</p>	
 <p>block 80c</p>	
 <p>skipping rope 35c</p>	
 <p>car 25c</p>	
 <p>doll 95c</p>	
 <p>space rocket 65c</p>	
     	

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.

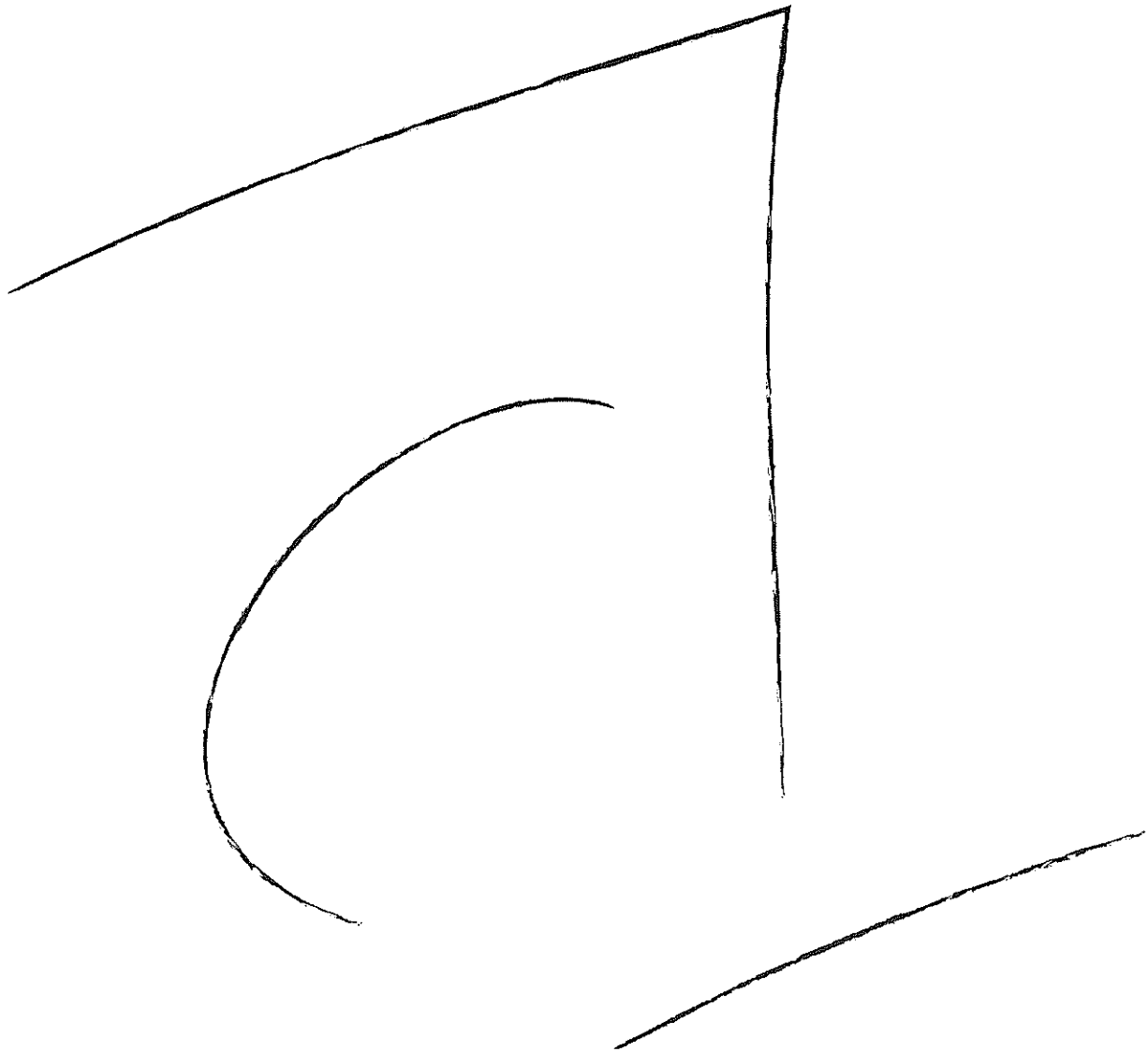


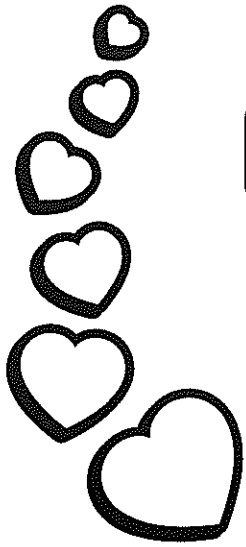
Name: _____

Date: _____

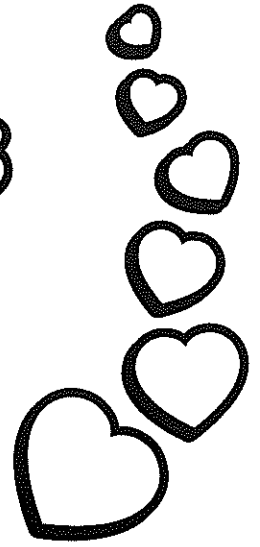
Art Attack! - Line

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

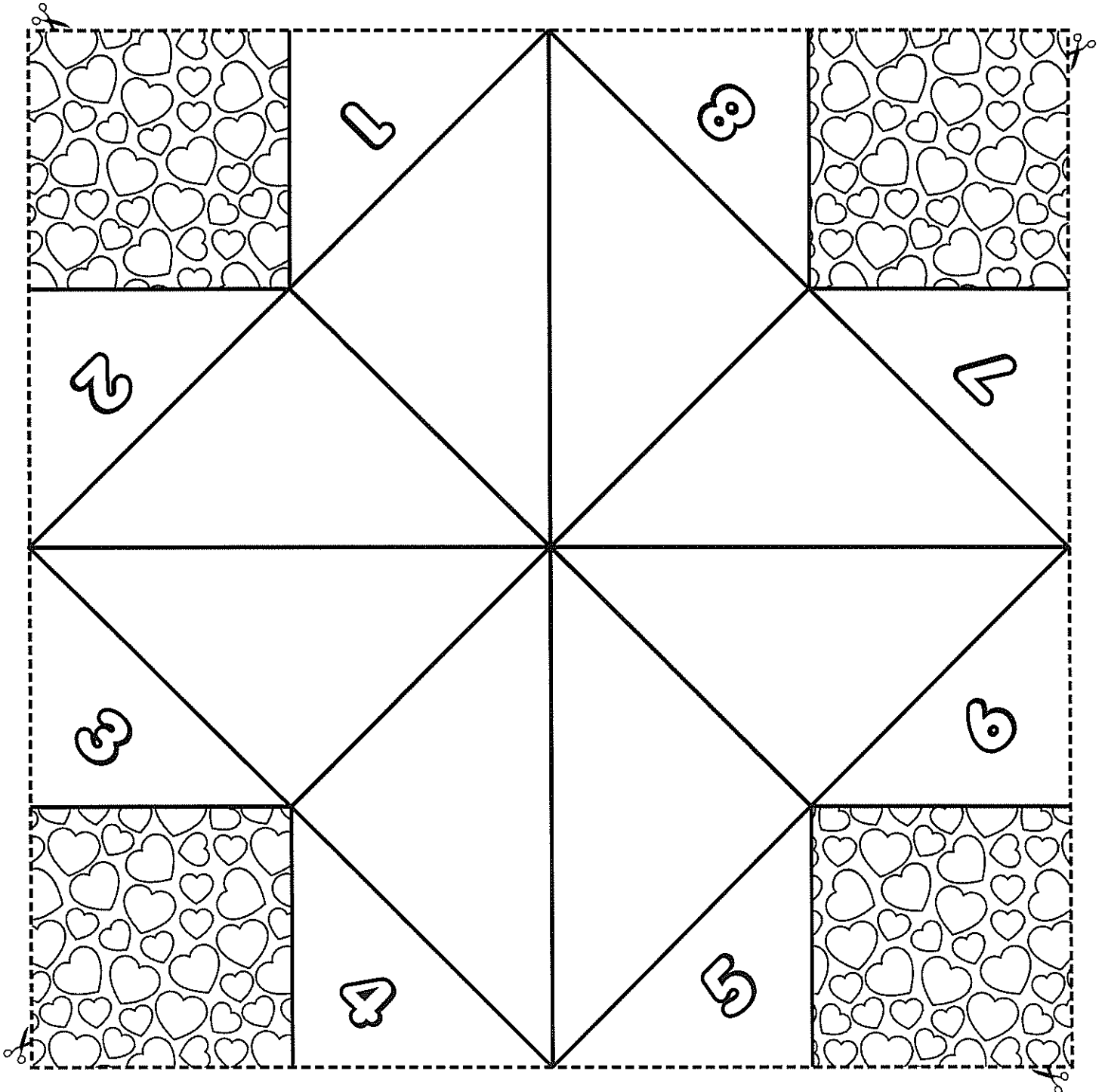




Random Acts of Kindness



CHATTERBOX



Friday 20th August



Outcomes addressed

English:

EN1-3A composes texts using letters of consistent size and slope and uses digital technologies

EN1-5A uses a variety of strategies, including knowledge of sight words and letter-sound correspondences, to spell familiar words

EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts

Mathematics:

MA1-1WM describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols

MA1-4NA applies place value, informally, to count, order, read and represent two- and three-digit numbers (recognise, describes and order Australian coins according to their value)

Sport:

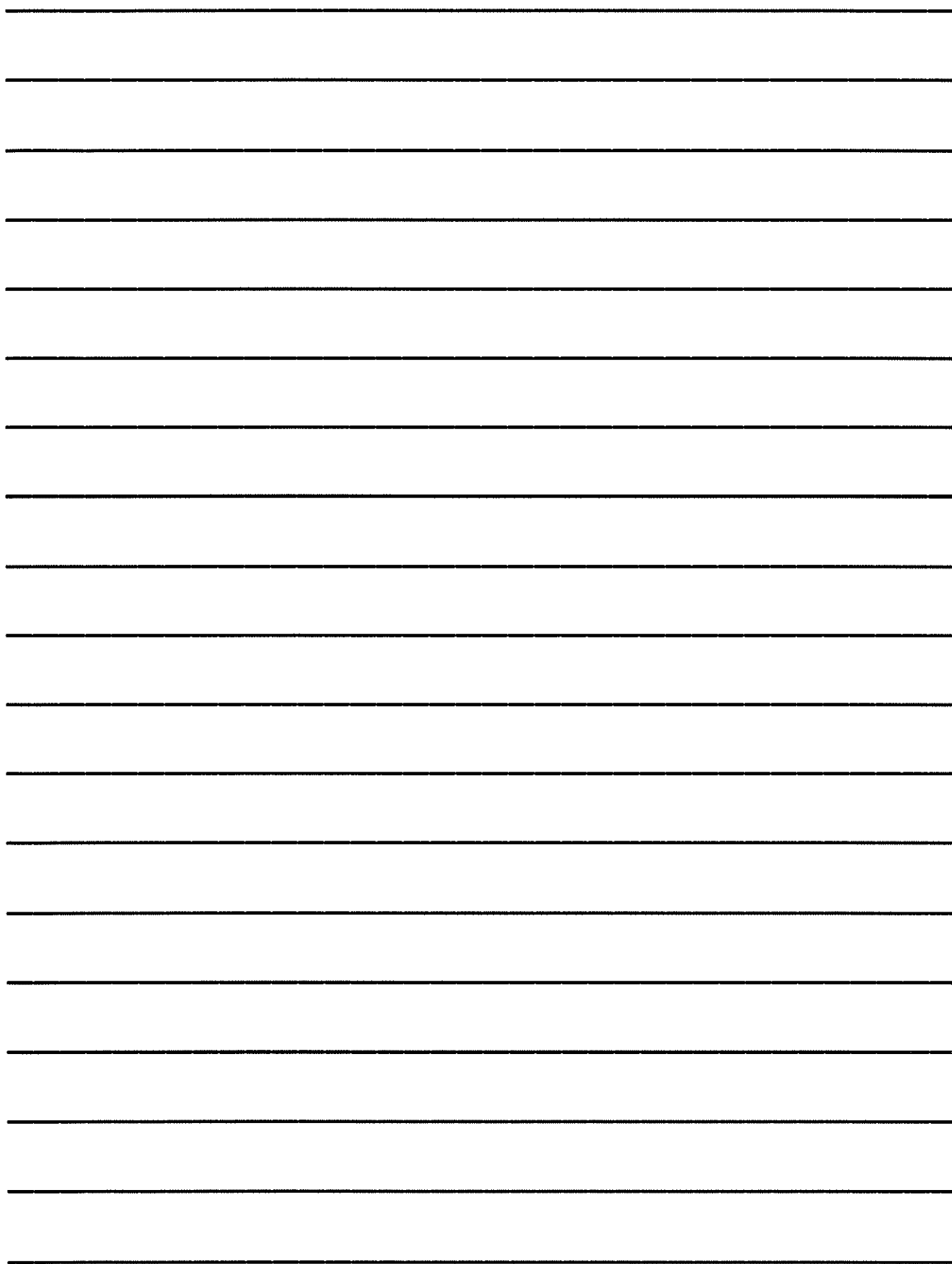
PD1-4 performs movement skills in a variety of sequences and situations

STEM:

ST1-1WS-S observes, questions and collects data to communicate and compare ideas

ST1-2DP-T uses materials, tools and equipment to develop solutions for a need or opportunity

EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations





Name: _____

Date: _____

Make a Sentence

These words are all jumbled up. Write them in the correct order to make a sentence. Hint: Look for the capital letter and full stop.

all day. It rained

1. _____

went the to We shops.

2. _____

team Our game. the won

3. _____

The lost leaves. its tree

4. _____



Name: _____

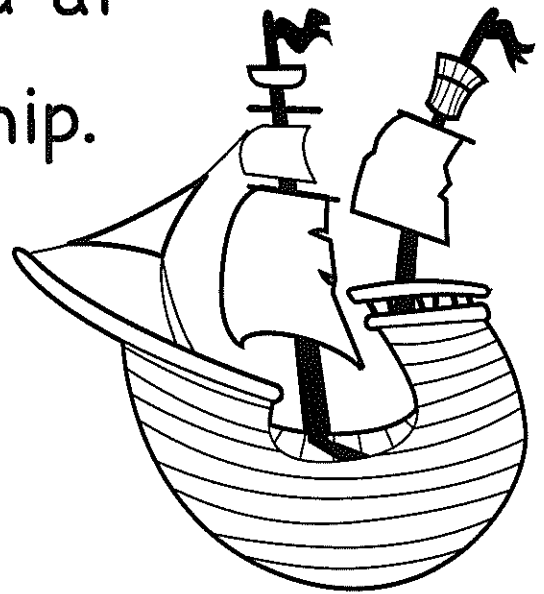
The Ship

Tricky words:

the has to he there is

Dan has cash to spend at the shop. He gets a ship.

He picks the best ship there is! It has a black flag.



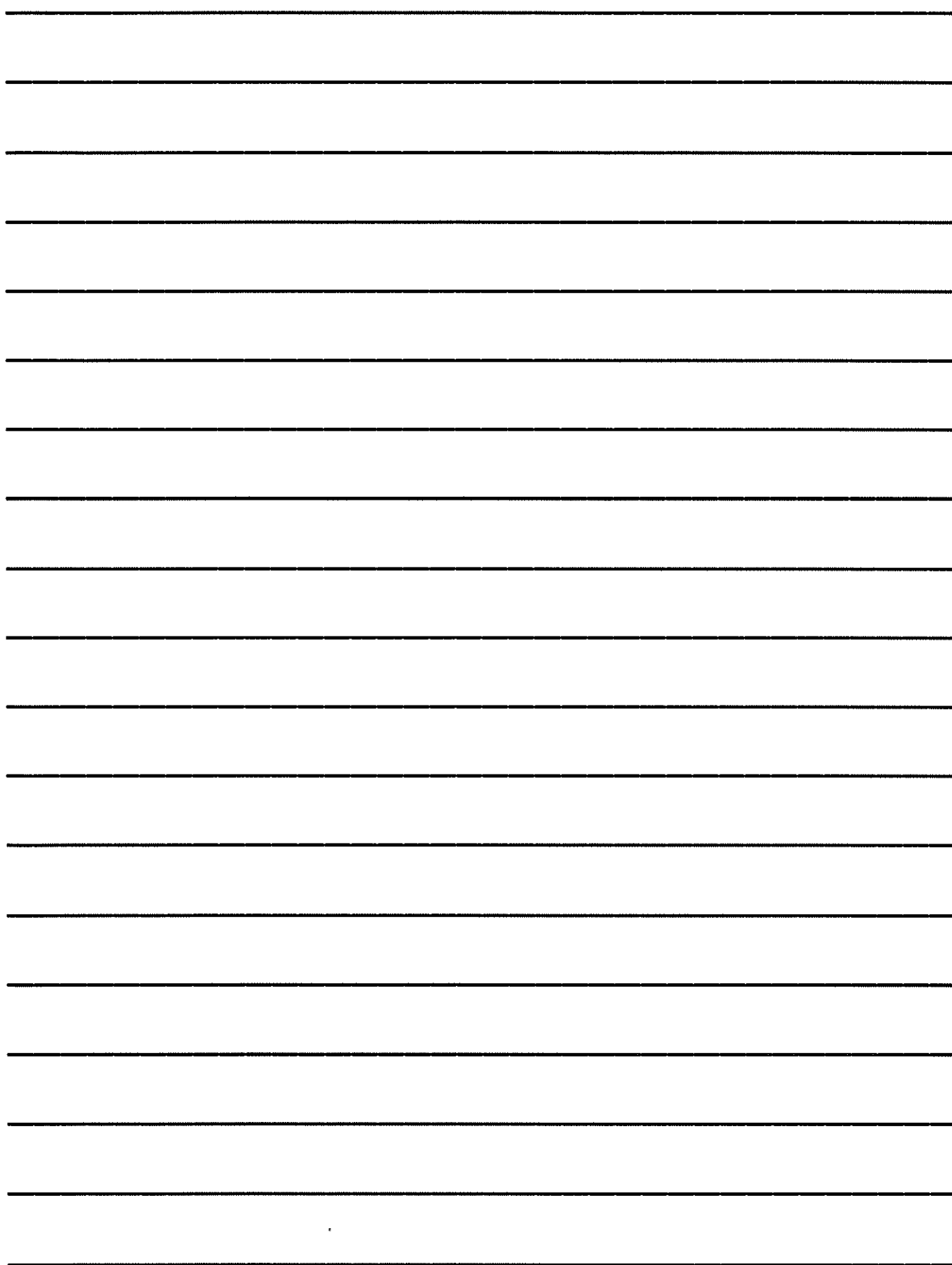
Dan wants a:

- ship
- chip
- sock

Draw a picture of a toy ship.

Self-reflection:

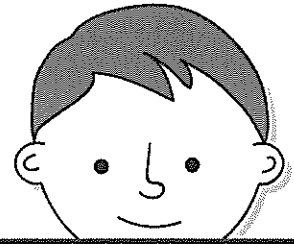




Name: _____

Date: _____

Number of the Day



Word Form:

Numeral Form:

ODD

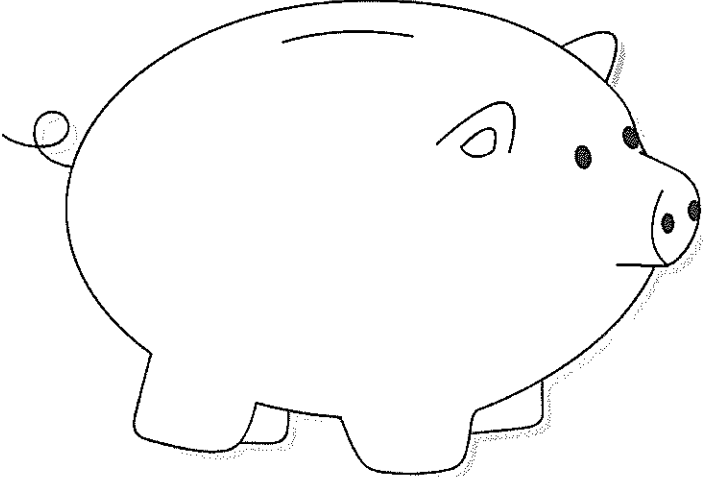
OR

EVEN

Hundreds	Tens	Ones

Number Sentence:

Show with money:



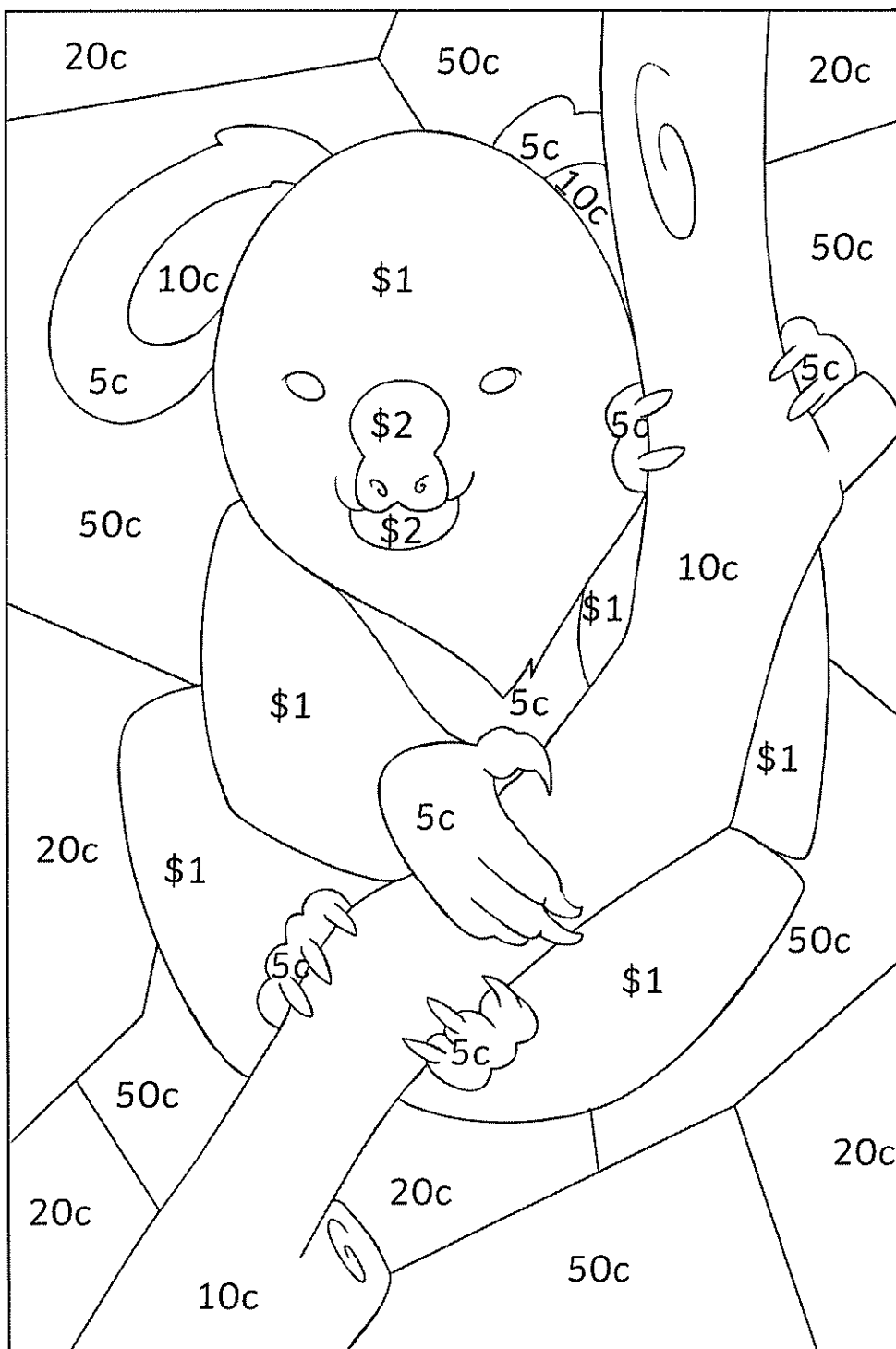
Greater than:



Less than:



Currency Colouring



light grey



yellow



dark grey



brown



green



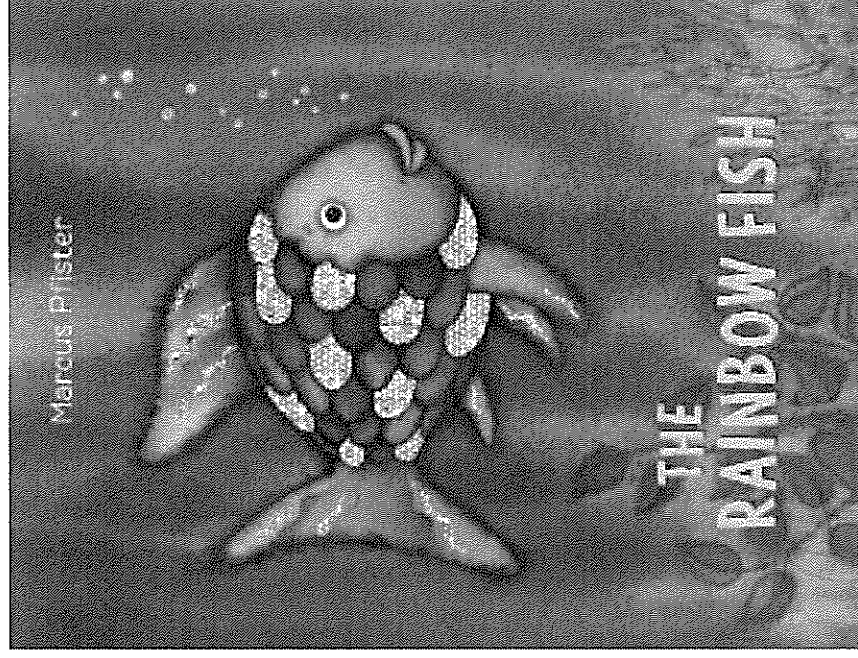
black

The Rainbow Fish

By Marcus Pfister

What could you
design and build?

Could you design
and build
somewhere for the
Rainbow fish and his
friends to live?



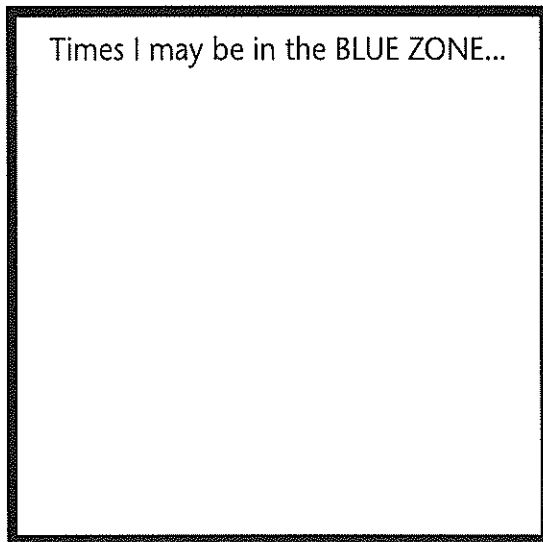
Picture Book STEM

Which ZONE Would I Be In?

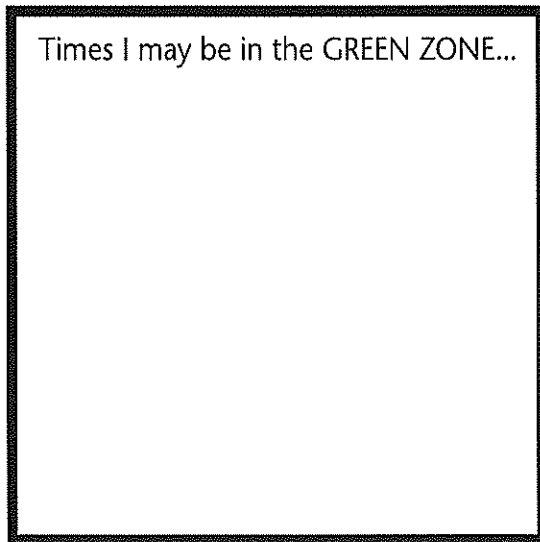
All of the zone colors are okay. There are times when you will be in different zones. Think about times that you expect you would be in the Blue, Green, Yellow, or Red Zone.

I experience all the Zones!

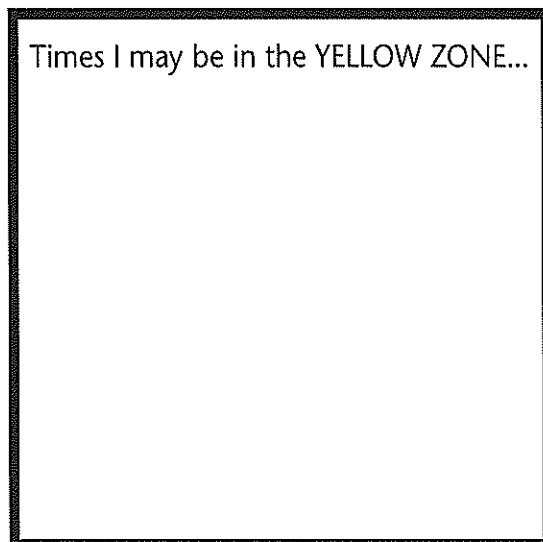
Times I may be in the BLUE ZONE...



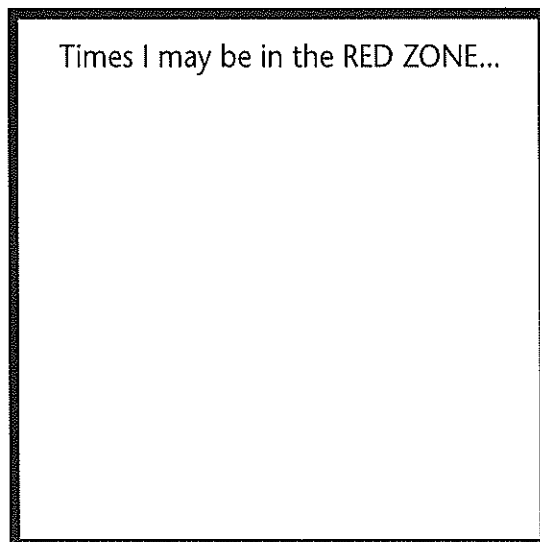
Times I may be in the GREEN ZONE...



Times I may be in the YELLOW ZONE...



Times I may be in the RED ZONE...



after

again

an

any

ask

teachstarter

as

teachstarter

by

teachstarter

could

teachstarter

every

teachstarter

fly

teachstarter

from

teachstarter

give

teachstarter

going

teachstarter

had

teachstarter

has

teachstarter

her

teachstarter

him

his

how

just

know

teachstarter

let

teachstarter

live

teachstarter

may

teachstarter

of

old

once

open

over

put

round

some

stop

take

thank

them

then

teachstarter

think

teachstarter

walk

teachstarter

were

teachstarter