

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English</p> <p>Morning Routine</p> <p>Day/Date— write the long and short date. Practice spelling the seasons and weather words.</p> <p>Weather—Write what season we are in. Fill in the weather tally for Monday. Figure out what the weather is and put a tally mark next to that weather.</p> <p>100 days of learning— Practice your friends of 100. See how quickly you can write your friends of 100. Try writing your friends of 10 and 20 as well.</p> <p>Talk for learning— chat with a family member about what you know about fairies.</p> <p>Sentence of the day</p> <p>What is a command? Write an interesting command starting with a bossy (imperative) verb.</p> <p>Phonics</p> <p>Create a find-a-word using the /ow/ phoneme words.</p> <p>Reading</p> <p>Read a book for 15-20 minutes. Complete a verbal retell about the book you read.</p> <p>Prepare</p> <p>Complete the prepare worksheet. Create a mind map about fairies.</p> <p>Writing</p> <p>Complete the worksheet. Label the materials in a procedure.</p>	<p>English</p> <p>Morning Routine</p> <p>Day/Date— write the long and short date. Practice spelling the days of the week.</p> <p>Weather—Write what season we are in. Fill in the weather tally for Tuesday. Figure out what the weather is and put a tally mark next to that weather.</p> <p>100 days of learning— Practice your friends of 100. See how quickly you can write your friends of 100. Try writing your friends of 10 and 20 as well.</p> <p>Talk for learning— chat with a family member about what you know about fairies.</p> <p>Sentence of the day</p> <p>What is a command? Write an interesting command starting with a bossy (imperative) verb.</p> <p>Phonics</p> <p>Write sentences using your phonics words (see attached worksheet). Complete the /ow/ phonics worksheet.</p> <p>Reading:</p> <p>Read a book for 15-20 minutes. Complete a verbal retell about the book you read.</p> <p>Vocabulary</p> <p>Write sentences using the fairy words.</p> <p>Writing</p> <p>Complete the worksheet. Brainstorm materials you would need</p>	<p>English</p> <p>Morning Routine</p> <p>Day/Date— write the long and short date. Practice spelling the seasons and weather words.</p> <p>Weather—Write what season we are in. Fill in the weather tally for Wednesday. Figure out what the weather is and put a tally mark next to that weather.</p> <p>100 days of learning— Practice your friends of 100. See how quickly you can write your friends of 100. Try writing your friends of 10 and 20 as well.</p> <p>Talk for learning— chat with a family member about what you know about fairies.</p> <p>Sentence of the day</p> <p>What is a command? Write an interesting command starting with a bossy (imperative) verb.</p> <p>Phonics</p> <p>Look at the /ow/ words and write them in the correct column. Words spelt wrong go in trick, words spelt right go in treat.</p> <p>Reading:</p> <p>Read a book for 15-20 minutes. Complete a verbal retell about the book you read.</p> <p>Follow Up</p> <p>Complete the follow up worksheet. Draw a fairy and write as many fairy words as you can.</p> <p>Writing</p> <p>Complete the worksheet. Write the materials you would need.</p>	<p>English</p> <p>Morning Routine</p> <p>Day/Date— write the long and short date. Practice spelling the days of the week.</p> <p>Weather—Write what season we are in. Fill in the weather tally for Thursday. Figure out what the weather is and put a tally mark next to that weather.</p> <p>100 days of learning— Practice your friends of 100. See how quickly you can write your friends of 100. Try writing your friends of 10 and 20 as well.</p> <p>Talk for learning— chat with a family member about what you know about fairies.</p> <p>Sentence of the day</p> <p>What is a command? Write an interesting command starting with a bossy (imperative) verb.</p> <p>Phonics</p> <p>Write sentences using your phonics words (see attached worksheet). Complete the /ow/ phonics worksheet.</p> <p>Reading:</p> <p>Read a book for 15-20 minutes. Complete a verbal retell about the book you read.</p> <p>Activity</p> <p>Complete the /ow/ phonics worksheet.</p> <p>Writing</p> <p>Complete the worksheet. Write the materials you would need.</p>	<p>English</p> <p>Morning Routine</p> <p>Day/Date— write the long and short date. Practice spelling the seasons and weather words.</p> <p>Weather—Write what season we are in. Fill in the weather tally for Friday. Answer the questions at the bottom of the page.</p> <p>100 days of learning— Practice your friends of 100. See how quickly you can write your friends of 100. Try writing your friends of 10 and 20 as well.</p> <p>Talk for learning— chat with a family member about what you know about fairies.</p> <p>Sentence of the day</p> <p>What is a command? Write an interesting command starting with a bossy (imperative) verb.</p> <p>Phonics</p> <p>Write the correct /ow/ word to complete each sentence.</p> <p>Reading:</p> <p>Read a book for 15-20 minutes. Complete a verbal retell about the book you read.</p> <p>Writing</p> <p>Complete the worksheet. Write a title and materials for a procedure.</p>

Middle	Maths Addition and Subtraction Pick 2 numbers to add or subtract on a number line at your level.	Maths Addition and Subtraction Pick 2 numbers to add or subtract on a number line at your level.	Maths Money Add up the groups of silver coins to find the total (see attached worksheets).	Maths Money Draw the coins that make up the given amount of money (see attached worksheets).	Maths Reading maps Complete the map worksheet.
Afternoon	HSIE Log in to inquisitive and do the bookmarked lessons. The instructions are below: Log in to : http://inq.co/class/hsf Enter the code : 6384 Look through the lessons that are available. Review and complete unit 2 lesson 3	Science and Technology All Mixed Up Watch an adult cooking some different foods. Watch as they mix different foods together. Complete the worksheet. Draw two items that were mixed together and draw what it looked like when they were mixed together. E.g. cocoa powder and rice bubbles makes brown coloured rice bubbles.	Handwriting Complete the handwriting worksheet. Practice writing your phonics words and camera words using correct letter formation. Remember to use a sharp pencil and sit up straight in your chair.	Sport/Fitness Go on a Bear Hunt! Take a teddy bear or another toy on a walk around your backyard or your house. Do some Cosmic Kids Yoga: https://www.youtube.com/watch?v=40SZl84Lr7A Need some more? Why not sign up to Go Noodle and complete some of the free videos. https://www.gonoodle.com/	CAPA You are going to create a fairy house! See if you have the materials needed to build the house. If you don't see what you can use instead (cardboard boxes, paper). Make sure you get an older brother or sister or an adult to help you!

Morning Routine Week 3 – Monday

Practise spelling the seasons and weather words

Summer				
Autumn				
Winter				
Spring				
precipitation				
weather				
temperature				

Morning Routine Week 3 – Tuesday

Practise spelling the days of the week

Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Morning Routine Week 3 – Wednesday

Practise spelling the seasons and weather words

Summer				
Autumn				
Winter				
Spring				
precipitation				
weather				
temperature				

Morning Routine Week 3 – Thursday

Practise spelling the days of the week

Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				





Morning Routine Week 3 – Friday

Practise spelling the seasons and weather words

Summer				
Autumn				
Winter				
Spring				
precipitation				
weather				
temperature				

_____ 's Weather Tally – Week 3

Keep a tally of what the weather is for each day.

 Sunny	
 Partly Cloudy	
 Overcast	
 Raining	

What was the most common weather for the week?

What kind of weather is your favourite?

Week 3 – Monday

Morning Routine – 100 Days of Learning

Can you figure out the missing friend of 100 in each sentence?

Hint: Use your understanding of ‘friends of 10’

$20 + \underline{\quad} = 100$

$30 + \underline{\quad} = 100$

$40 + \underline{\quad} = 100$

$10 + \underline{\quad} = 100$

$50 + \underline{\quad} = 100$

$60 + \underline{\quad} = 100$

$70 + \underline{\quad} = 100$

$90 + \underline{\quad} = 100$

$80 + \underline{\quad} = 100$

$100 + \underline{\quad} = 100$

Friends of 10	Friends of 20
$1 + \underline{\quad} = 10$	$11 + \underline{\quad} = 20$
$4 + \underline{\quad} = 10$	$13 + \underline{\quad} = 20$
$7 + \underline{\quad} = 10$	$18 + \underline{\quad} = 20$
$3 + \underline{\quad} = 10$	$19 + \underline{\quad} = 20$
$5 + \underline{\quad} = 10$	$12 + \underline{\quad} = 20$
$2 + \underline{\quad} = 10$	$14 + \underline{\quad} = 20$
$6 + \underline{\quad} = 10$	$17 + \underline{\quad} = 20$
$8 + \underline{\quad} = 10$	$16 + \underline{\quad} = 20$
$9 + \underline{\quad} = 10$	$15 + \underline{\quad} = 20$
$10 + \underline{\quad} = 10$	$20 + \underline{\quad} = 20$

Week 3 – Tuesday

Morning Routine – 100 Days of Learning

Can you figure out the missing friend of 100 in each sentence?

Hint: Use your understanding of ‘friends of 10’

$70 + \underline{\quad} = 100$

$100 + \underline{\quad} = 100$

$90 + \underline{\quad} = 100$

$50 + \underline{\quad} = 100$

$10 + \underline{\quad} = 100$

$60 + \underline{\quad} = 100$

$20 + \underline{\quad} = 100$

$40 + \underline{\quad} = 100$

$80 + \underline{\quad} = 100$

$30 + \underline{\quad} = 100$

Friends of 10	Friends of 20
$1 + \underline{\quad} = 10$	$11 + \underline{\quad} = 20$
$2 + \underline{\quad} = 10$	$12 + \underline{\quad} = 20$
$3 + \underline{\quad} = 10$	$13 + \underline{\quad} = 20$
$4 + \underline{\quad} = 10$	$14 + \underline{\quad} = 20$
$5 + \underline{\quad} = 10$	$15 + \underline{\quad} = 20$
$6 + \underline{\quad} = 10$	$16 + \underline{\quad} = 20$
$7 + \underline{\quad} = 10$	$17 + \underline{\quad} = 20$
$8 + \underline{\quad} = 10$	$18 + \underline{\quad} = 20$
$9 + \underline{\quad} = 10$	$19 + \underline{\quad} = 20$
$10 + \underline{\quad} = 10$	$20 + \underline{\quad} = 20$

Week 3 – Wednesday

Morning Routine – 100 Days of Learning

Can you figure out the missing friend of 100 in each sentence?

Hint: Use your understanding of ‘friends of 10’

$$30 + \underline{\quad} = 100$$

$$10 + \underline{\quad} = 100$$

$$\underline{\quad} + \underline{\quad} = 100$$

$$20 + \underline{\quad} = 100$$

$$100 + \underline{\quad} = 100$$

$$\underline{\quad} + \underline{\quad} = 100$$

$$50 + \underline{\quad} = 100$$

$$90 + \underline{\quad} = 100$$

$$40 + \underline{\quad} = 100$$

$$30 + \underline{\quad} = 100$$

Friends of 10	Friends of 20
$\underline{\quad} + \underline{\quad} = 10$	$11 + \underline{\quad} = 20$
$\underline{\quad} + \underline{\quad} = 10$	$12 + \underline{\quad} = 20$
$\underline{\quad} + \underline{\quad} = 10$	$13 + \underline{\quad} = 20$
$\underline{\quad} + \underline{\quad} = 10$	$14 + \underline{\quad} = 20$
$\underline{\quad} + \underline{\quad} = 10$	$15 + \underline{\quad} = 20$
$\underline{\quad} + \underline{\quad} = 10$	$16 + \underline{\quad} = 20$
$\underline{\quad} + \underline{\quad} = 10$	$17 + \underline{\quad} = 20$
$\underline{\quad} + \underline{\quad} = 10$	$18 + \underline{\quad} = 20$
$\underline{\quad} + \underline{\quad} = 10$	$19 + \underline{\quad} = 20$
$\underline{\quad} + \underline{\quad} = 10$	$20 + \underline{\quad} = 20$

Command

A sentence that tells you to do something is a **COMMAND**.

In a command sentence, the subject is always you, but it is not stated.

An example of a command sentence:

Go take a bath.

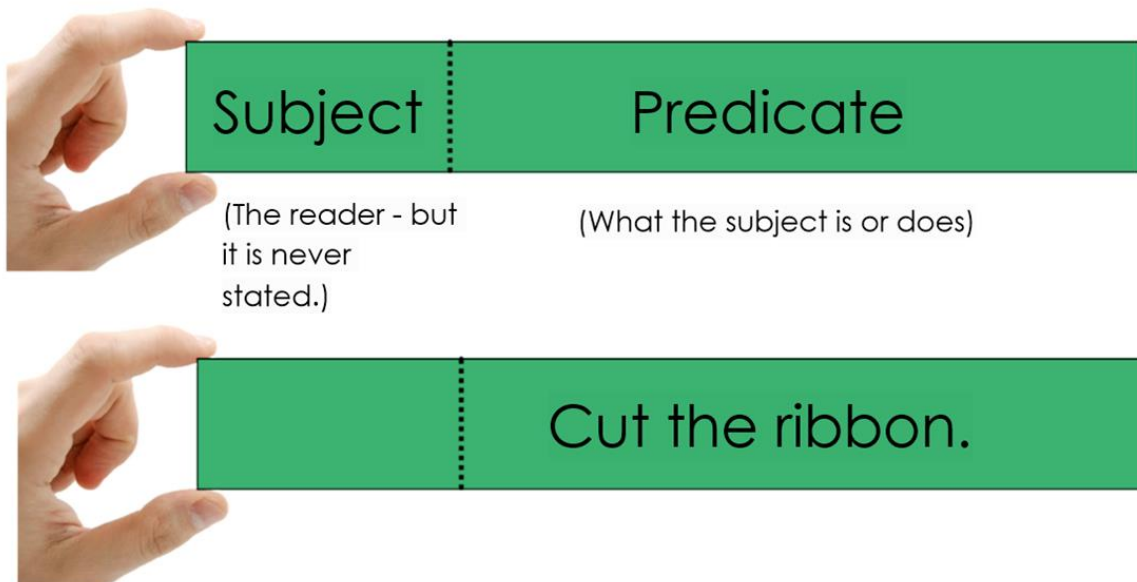
Who? **YOU.**

Go take a bath.

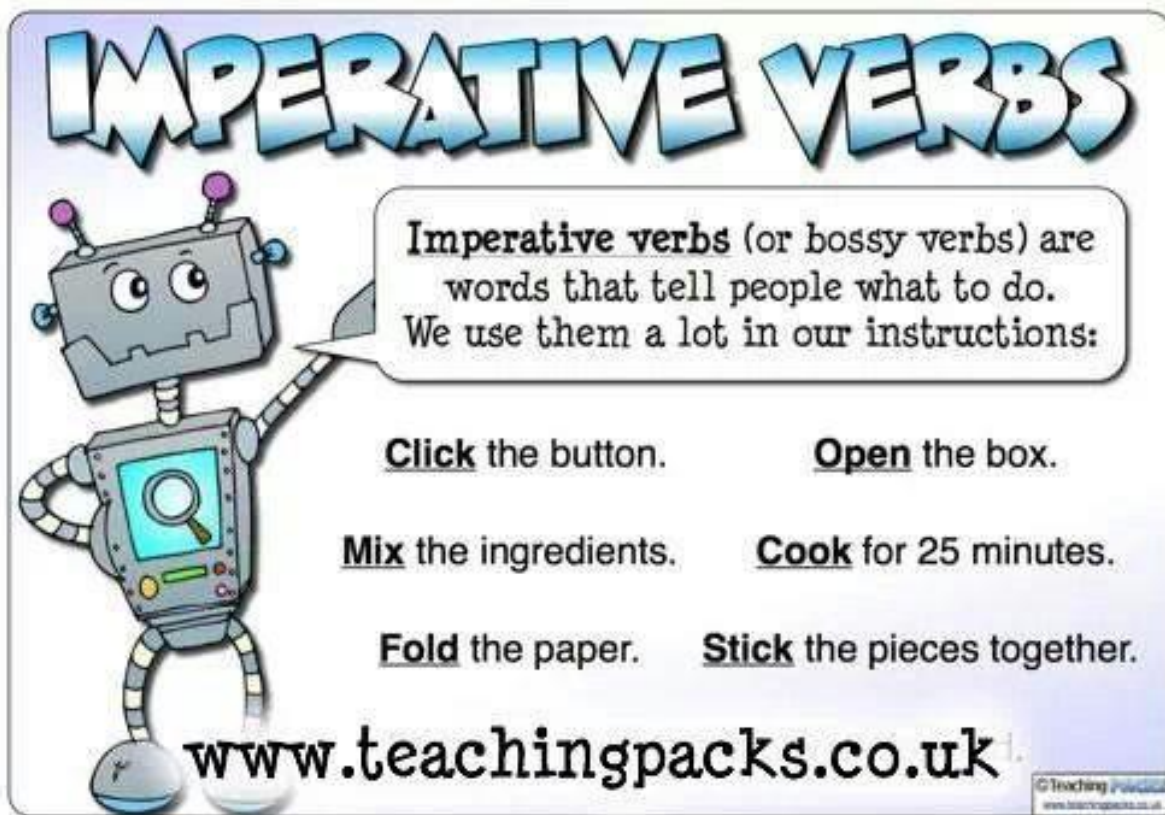


A command sentence starts with a capital and ends with a period.

Command Sentence



Bossy verbs tell someone what to do. Bossy verbs are also called imperative verbs.



IMPERATIVE VERBS

Imperative verbs (or bossy verbs) are words that tell people what to do. We use them a lot in our instructions:

Click the button. **Open** the box.

Mix the ingredients. **Cook** for 25 minutes.

Fold the paper. **Stick** the pieces together.

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Monday – Sentence of the Day

Finish the predicate to write an **imaginary** command. The first one has been done for you.

1. Sprinkle the fairy dust over the sleeping child.
2. Capture _____
3. Hide _____
4. Give _____

Tuesday – Sentence of the Day

Finish the predicate to write an **imaginary** command.

1. Take _____

2. Fly _____

3. Throw _____

4. Crawl _____

Have a go at writing your own **imaginative** commands!

Wednesday – Sentence of the Day

Add an imperative verb to finish the **imaginative** command.

1. _____ the dragon before it flies away.

2. _____ traps for the ghost.

3. _____ a spell on the witch.

4. _____ a cannon at the pirate ship.

Have a go at writing your own **imaginative** commands!

Thursday – Sentence of the Day

Write an **imaginative** command to go with each picture.



1. _____



2. _____



3. _____



4. _____

Friday – Sentence of the Day

Write your own **imaginative** command on the line below.

1. _____

2. _____

3. _____

4. _____

Need a challenge? Write more **imaginative** commands on the lines below!

Week 3 Monday Phonics /ou/ & /ow/

Create your own 'Find a Word'

1. Select 12 phoneme focus words(ou/ow) and write them in the box below.
2. Place the words in the grid. The words can go across, up and down or diagonally.
3. See if a member of your family can complete the Find a Word!

--

Week 3 Tuesday Phonics /ou/ & /ow/

Use the 'ow' phoneme words below and put them into sentences on the lines provided. Do not forget to be creative with your sentences 😊

owl	tower	shout	crouch
growl	drought	foul	grout

How did you go?





Week 3 Wednesday Phonics /ou/ & /ow/

Look carefully at the spelling of the words in the box below. Write the words that use 'ow' or 'ou' correctly in the TREAT column and the words that use 'ow' or 'ou' incorrectly in the TRICK column.

mouth
nown
brown
mowth

owch
cloud
out
allou

owl
croun
ground

lowd
frown
owt

Week 3 Thursday Phonics /ou/ & /ow/

Use the 'ow' phoneme words below and put them into sentences on the lines provided. Do not forget to be creative with your sentences 😊

how	cloud	cowboy	pouch
down	lout	proud	howl

How did you go?



S INSTRUCTIONS

Cut out the words at the bottom of the page. Read each sentence and choose the correct word to complete the sentence. Paste the correct word in place. Take three sentences and draw a picture to match.

She was about to go to .

The vowed not to lie.

The cow has creamy milk.

Put those brussel in your mouth!

The prowls around at night.

How loud can you ?

The is on her head.

noises hurt my ears!

The was all wet.

to ten.

sprouts

brown

Count

Loud

shout

crown

towel

owl

town

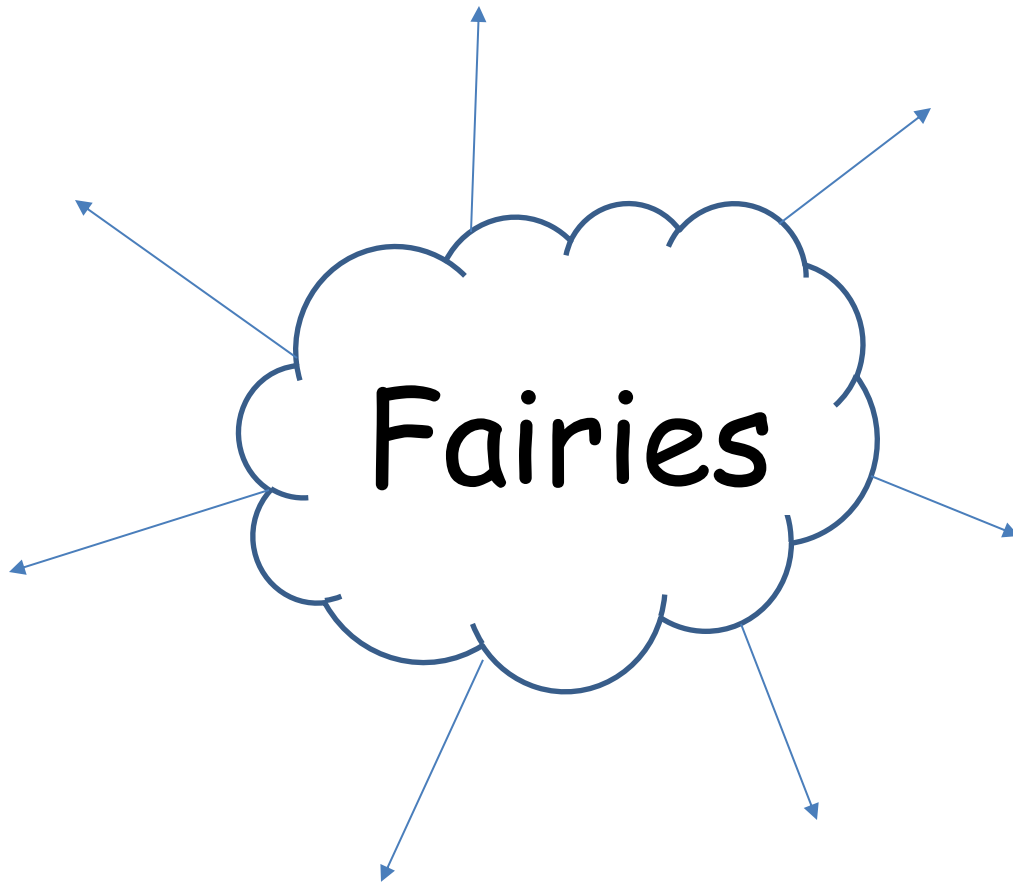
scout

Phonics - /ow/ word list

ow		ou	
cow	meow	out	noun
how	allow	ours	mount
now	scowl	ouch	hound
sow	tower	lout	south
owl	cower	foul	pouch
bow	drowsy	loud	fountain
row	cowboy	tout	amount
wow	flower	shout	bound
vow	power	cloud	boundary
pow		bout	cut-out
jowl		about	flout
prowl		trout	grout
fowl		proud	mound
cowl		clout	outside
crown		scout	counting
down		found	thousand
frown		mouth	
brown		count	
growl		sprout	
clown		couch	
crowd		crouch	
howl		pound	
town		ground	
gown		sound	

Prepare activity- Week 3

Create a mind map about all the things you know about fairies.



Writing – Monday

Method – tells us what we need to do the procedure.
Notice how the method starts with 'You need' and then lists the materials.

Circle the method for the procedure below.

How to Collect a Tooth

You need:

A wand

Child

Tooth

A fairy

Sprinkle dust

1. Fly cautiously at night through the dark silky soft clouds to get to your chosen house.
2. Collect the tender tooth from under the child's soft pillow to take back to the magical tooth castle.
3. Sprinkle the fairy dust gently over the child to make their wish come true.
4. Swing your precious wand carefully to fly back through the open sky and impress the fairy queen with another treasurable tooth.

That's how you collect a tooth!

Choose 3 materials
from the procedure
and write them in the
blanks.

You need:

Writing – Tuesday

Method – tells us what we need to do the procedure.

Notice how the method starts with 'You need' and then lists the materials.

Look at the picture.

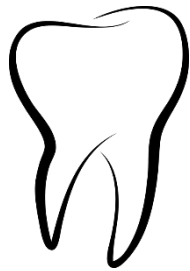
It looks like a fairy is trying to collect a tooth!

Copy the title for a procedure about collecting a tooth on the line below.

How to Collect a Tooth



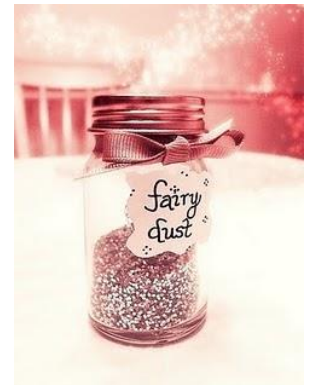
What do we need to collect a tooth?



Tooth



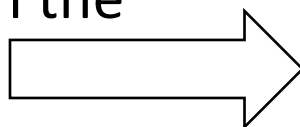
Wand



Fairy dust

You need:

Fill in the blanks with the three materials.



Writing – Wednesday

Method – tells us what we need to do the procedure.

Notice how the method starts with 'You need' and then lists the materials.

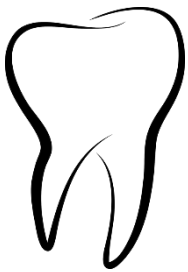


We are writing a procedure about how to collect a tooth.

Fill in the blank to write a title.

How to _____

These are the materials we need. Fill in the blanks to write the materials.



Tooth



Wand



Fairy dust

You need:

Writing – Thursday

Method – tells us what we need to do the procedure.

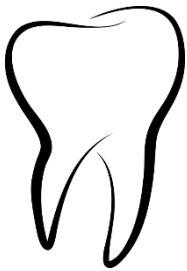
Notice how the method starts with 'You need' and then lists the materials.



Fill in the blank to write a title about collecting a tooth.

How to _____

These are the materials we need. Fill in the blanks to write the materials

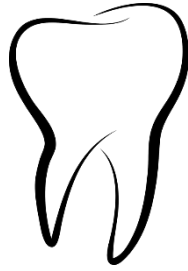


You need:

Writing – Friday

Method – tells us what we need to do the procedure.
Notice how the method starts with 'You need' and then lists the materials.


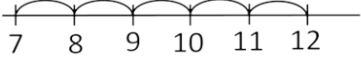

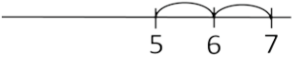

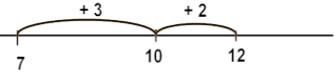

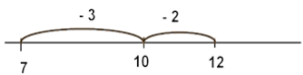

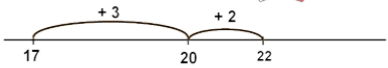



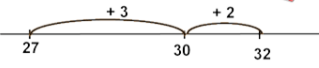

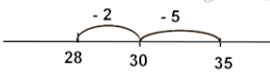
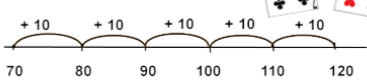

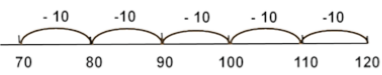

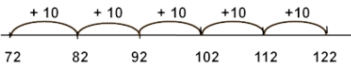

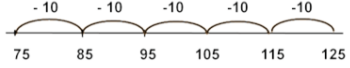
Write a procedure about collecting a tooth.
Remember to include a title and the materials.



You need:

Monday / Tuesday Activities Week 3- Addition and Subtraction Levels

1. Have a look at the maths levels below and remind yourself which level you are working at.

<p style="text-align: center; background-color: red; color: white; padding: 2px;">Addition and Subtraction - by 1's using a number line</p> <p>$7 + 5 = 12$ </p>  <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>$7 - 2 = 5$ </p>  </div>	<p style="text-align: center; background-color: green; color: white; padding: 2px;">Addition and Subtraction - bridging to 10</p> <p>$7 + 5 = 12$ </p>  <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p>$12 - 5 = 7$ </p>  </div>
<p style="text-align: center; background-color: lightblue; color: white; padding: 2px;">Addition and Subtraction - bridging to 20</p> <p>$17 + 5 =$ $\begin{array}{r} 17 + 5 = \\ 3 + 2 \end{array}$ </p>  <div style="border: 1px solid lightblue; padding: 5px; margin-top: 10px;"> <p>$25 - 7 =$ $\begin{array}{r} 25 - 7 = \\ 5 + 2 \end{array}$ </p>  </div>	<p style="text-align: center; background-color: blue; color: white; padding: 2px;">Addition and Subtraction - bridging to any decade</p> <p>$27 + 5 =$ $\begin{array}{r} 27 + 5 = \\ 3 + 2 \end{array}$ </p>  <div style="border: 1px solid blue; padding: 5px; margin-top: 10px;"> <p>$35 - 7 = 27$ $\begin{array}{r} 35 - 7 = \\ 5 + 2 \end{array}$ </p>  </div>
<p style="text-align: center; background-color: purple; color: white; padding: 2px;">Addition and Subtraction - 2 tens numbers counting by 10's</p> <p>$70 + 50 =$</p>  <div style="border: 1px solid purple; padding: 5px; margin-top: 10px;"> <p>$120 - 50 =$ </p>  </div>	<p style="text-align: center; background-color: orange; color: white; padding: 2px;">Addition and Subtraction - two-digit and tens number counting off the decade</p> <p>$72 + 50 =$ </p>  <div style="border: 1px solid orange; padding: 5px; margin-top: 10px;"> <p>$125 - 50 =$ </p>  </div>

Addition and Subtraction - two-digit and tens number using partitioning

$70 + 50 =$

$30 + 20$

+30 +20

70 100 120

$120 - 50 =$

$30 + 20$

-30 -20

70 100 120

Addition and Subtraction - 2 two-digit numbers using partitioning

$68 + 58 =$

$50 + 8$
 $2 + 6$

68 76 88 98 108 118 120 126

$126 - 58 =$

$50 + 8$
 $6 + 2$

68 70 76 86 96 106 116 126

Addition and Subtraction - 2 two-digit numbers using place value

$78 + 58 =$

$30 + 28$
 $20 + 8$
 $2 + 6$

78 108 128 130 136

$126 - 58 =$

$20 + 28$
 $20 + 8$
 $2 + 6$

68 70 76 106 126

Addition and Subtraction - three digit numbers using place value

$682 + 589 = 1271$

$400 + 100$ $20 + 60$ $8 + 1$

+400 +100 +20 +60 +8 +1

682 1082 1182 1202 1262 1270 1271

$972 - 589 = 383$

$70 + 10$ $2 + 7$

-7 -2 -10 -70 -500

383 390 392 402 472 972

Addition and Subtraction - four digit numbers using place value

$6825 + 5897 =$

$4000 + 1000$ $200 + 600$ $80 + 10$ $5 + 2$

+4000 +1000 +200 +600 +80 +10 +5 +2

6825 10825 11825 12025 12625 12705 12715 12720 12722

$12722 - 5897 =$

5000 $700 + 100$ $20 + 70$ $2 + 5$

-5 -2 -70 -20 -100 -700 -5000

6825 6830 6832 6902 6922 7022 7722 12722

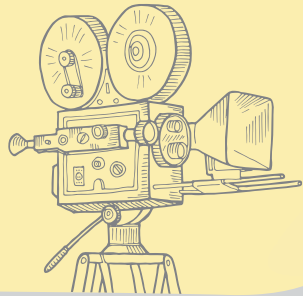
2. Use play cards to make up number sentences and solving using your strategy. Look at the next page for number sentences below to get you started 😊

$7+9=$	$15-7=$
$14+7=$	$21-5=$
$52+9=$	$54-7=$
$90+40=$	$130-70=$
$66+80=$	$133-80=$
$75+68=$	$132-65=$
$387+176=$	$232-78=$

Why are historical sites important?

1

▶ Watch the video and think about the questions.



Name some of the historical places you saw in the video.

Which ones do you think are most important to preserve?

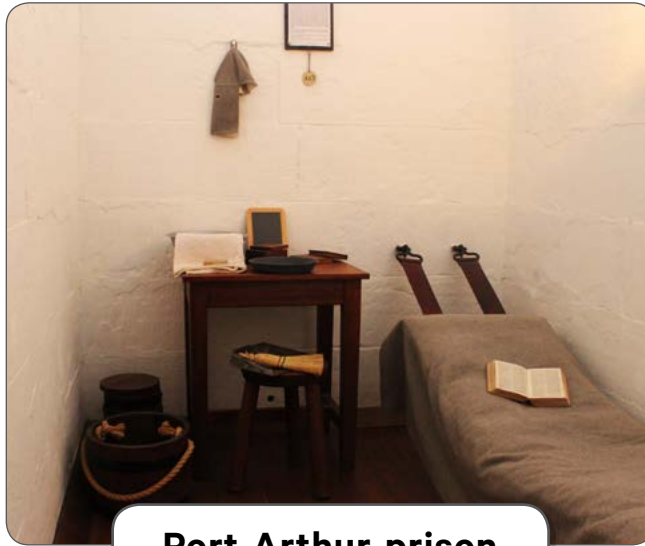
Which reason for preserving historical places do you think is the best one?

2

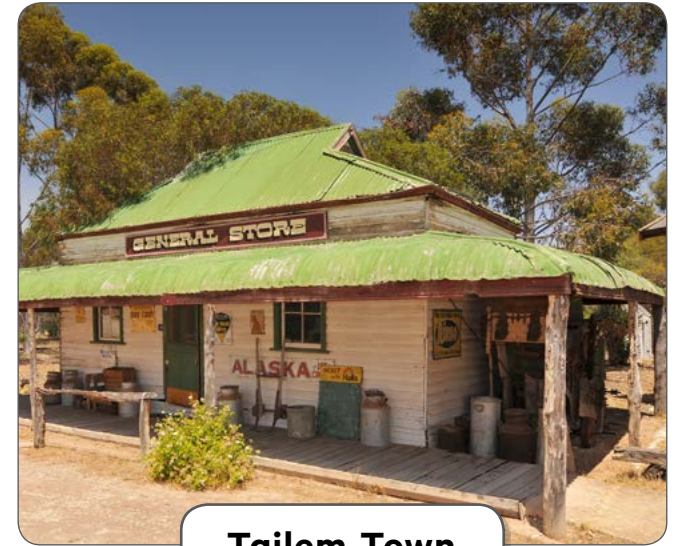
Look at the photos of these familiar places.

What do you remember about their history?

What makes their history important?



Port Arthur prison



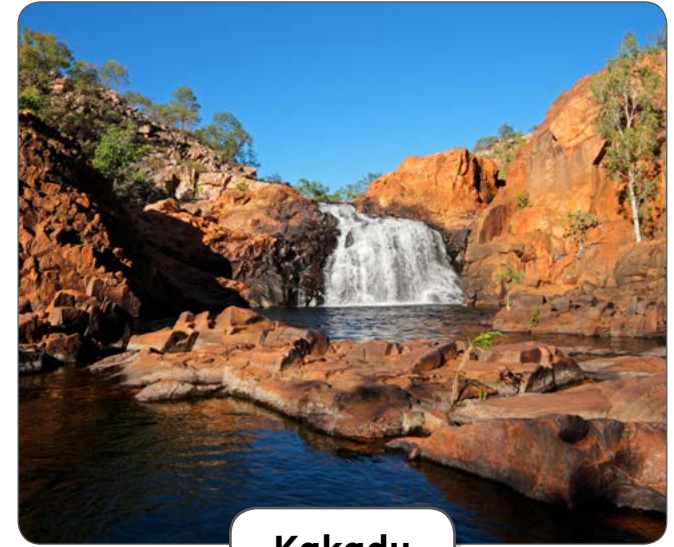
Taillem Town



Albany Skate Park



History of your area



Kakadu



3 Imagine that only one of the sites or places you have learnt about will be kept the way it is (preserved). Choose the one that you think is the most important to preserve and give your reasons why.

I think _____ is an important historical place.

I think it should be preserved because:

4 What would you do to preserve this site?



5 What do you think is the most important historical place in your area? Write 3 facts, 2 questions and 1 interesting observation about your choice.

I chose _____

Three facts about this place

1. _____
2. _____
3. _____

Two questions I'd like to ask

1. _____
2. _____

One thing I find interesting about this place



6 Look at these images. Do they represent an important person, place, culture or historical event? Write your choice on the line underneath.









7 Which one do you think is the most historically important?

People

Places

Culture

Events



8 Investigate your local area. Can you find some streets that are named after someone important? Fill in the table.

Street name	Named after

Imagine there is going to be a new street or suburb named after someone important from the past. Who would you choose and why?



- 9** Find something in your local area that is *not* historically or culturally important. Draw and label it below and come up with a creative story for why it might become important.

A large, empty rounded rectangle with a thin black border, intended for drawing a local object.A writing area consisting of a vertical line on the left and seven horizontal lines, providing space for a creative story.

Week 3 Vocabulary – Fairies

L1: We are increasing our vocabulary.

wand wings sparkle sprinkle fairy dust magical

1. Write a sentence about each fairy word on the lines below. Don't forget to re-read your sentences for correct punctuation and spelling 😊

Extension- see if you can think of your own fairy words and write sentences in your workbook or on a piece of paper.

Science

Watch an adult cooking some food.

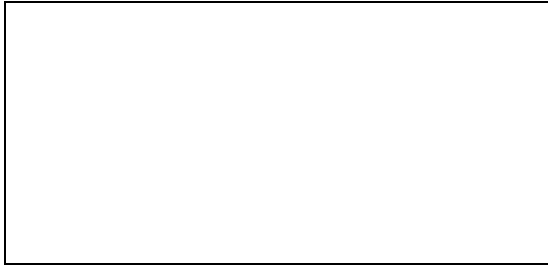
Draw two different ingredients and then draw what they look like mixed together.



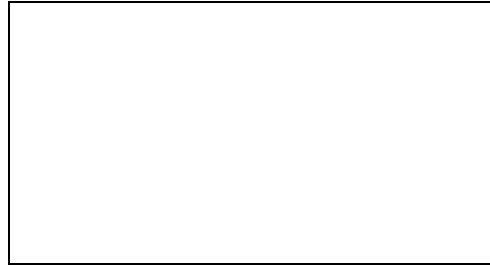
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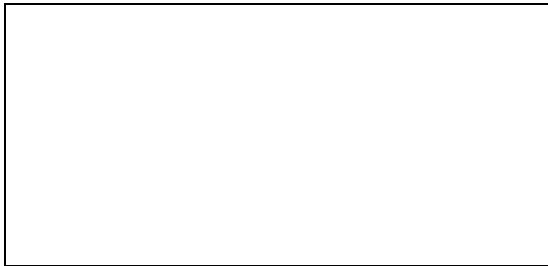
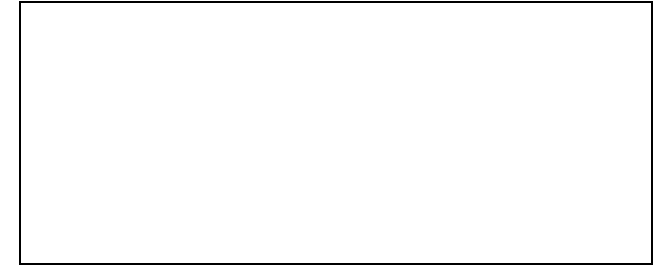
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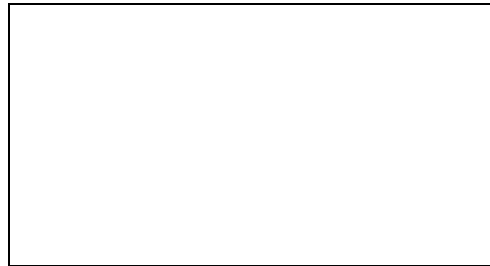
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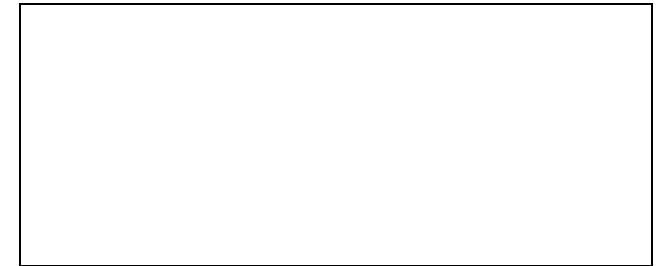
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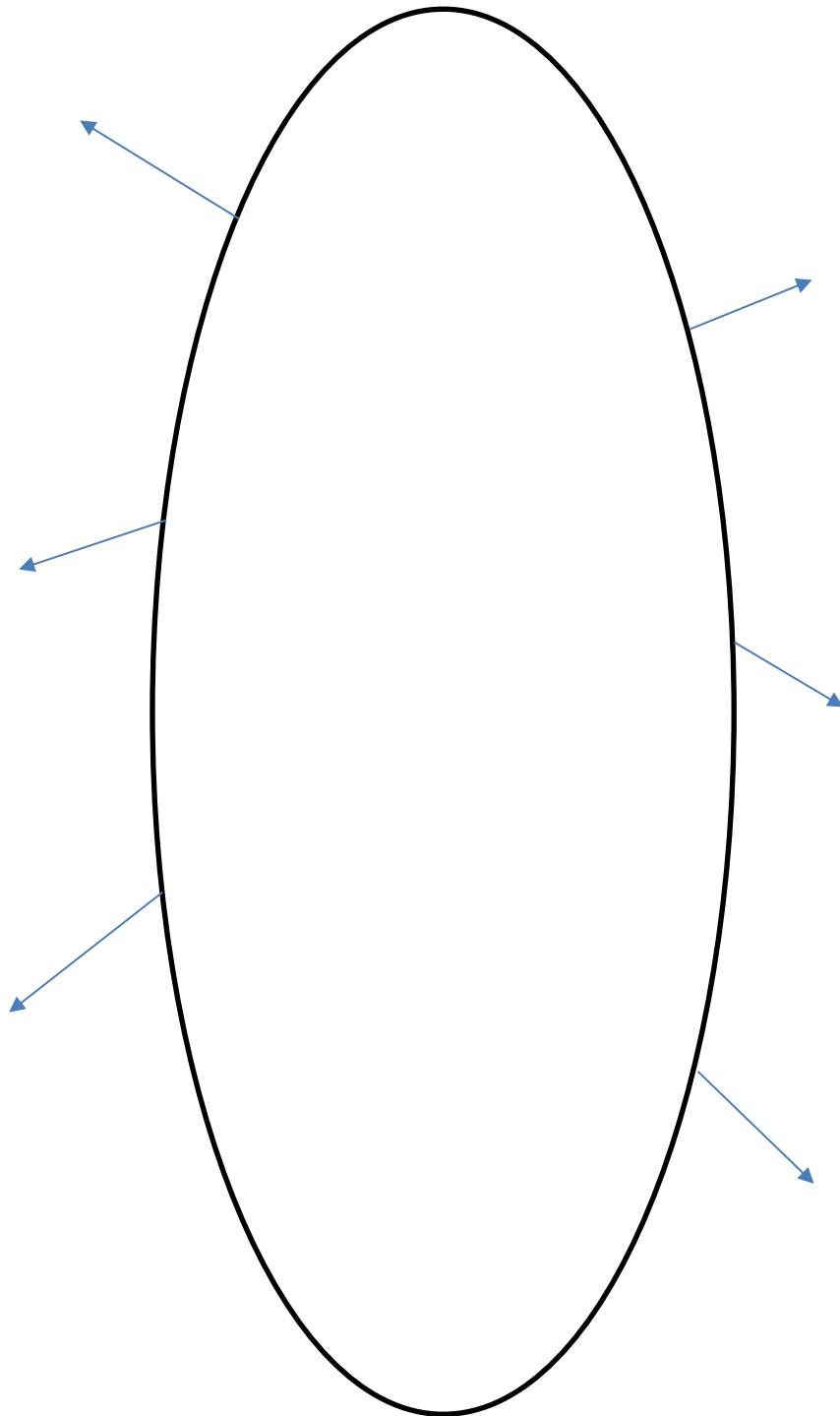


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Week 3- Follow up reading activity

LI: We are learning to build our background knowledge!



Draw a fairy inside the oval and label its different parts and write all the fairy words you know.

If you finish quickly, try putting the words into sentences.

Mathematics – Money

Below are some coins. Draw these coins to show one way of making the following amounts of money.



<p>\$1.25</p>	
---------------	--

<p>\$1.95</p>	
---------------	--

\$2.15	
--------	--

\$2.85	
--------	--

\$2.40	
--------	--

Mathematics – Money

Below are some coins. Draw these coins to show one way of making the following amounts of money.



<p>\$1.25</p>	
---------------	--

<p>\$1.95</p>	
---------------	--

\$2.15	
--------	--

\$2.85	
--------	--

\$2.40	
--------	--

Week 3- Wednesday

Handwriting- I can form the digraphs ow, ou and the quadgraph ough.

Plough, pound,

lounge, pounce,

blouse, couch, vow,

howl, prow, crown,

gown, wolf, sew,

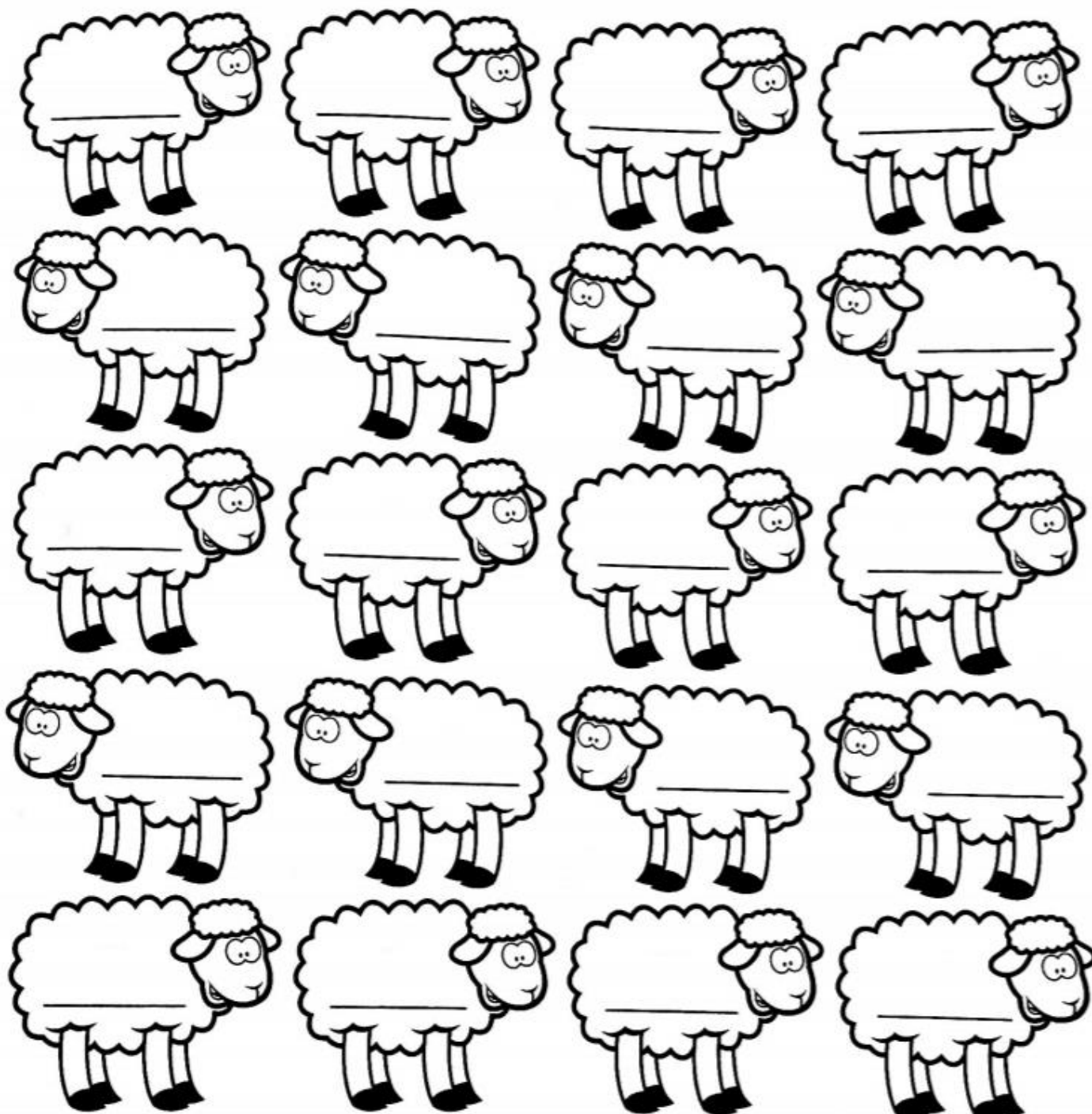
hour. Lounge on the

couch.

Reading – Phonics Activity

INSTRUCTIONS


Read each word in the bottom box. Only write /ow/ words in the sheep.



baby	south	brown	fat	out	cow
jowl	join	loud	crown	robot	shout
clout	plane	growl	mount	moon	meow
town	noun	blue	vow	count	scamp
quick	ouch	cowl	found	now	home

Mathematics – Money

Count each group to find the total amount of money.

	<p>Total</p>
---	---------------------

	<p>Total</p>
--	---------------------

	<p>Total</p>
---	---------------------



Total



Total



Total

Week 3 – Monday: Reading Retell Activity

Title: _____

Who is the story about?	Where is the story happening?
When is the story happening?	What is the story about?

What happens in the story?

First, _____

Next, _____

Then, _____

Finally, _____

Week 3 – Tuesday: Reading Retell Activity

Title: _____

Who is the story about?	Where is the story happening?
When is the story happening?	What is the story about?

What happens in the story?

First, _____

Next, _____

Then, _____

Finally, _____

Week 3 – Wednesday: Reading Retell Activity

Title: _____

Who is the story about?	Where is the story happening?
When is the story happening?	What is the story about?

What happens in the story?

First, _____

Next, _____

Then, _____

Finally, _____

Week 3 – Thursday: Reading Retell Activity

Title: _____

Who is the story about?	Where is the story happening?
When is the story happening?	What is the story about?

What happens in the story?

First, _____

Next, _____

Then, _____

Finally, _____

Week 3 – Friday: Reading Retell Activity

Title: _____

Who is the story about?	Where is the story happening?
When is the story happening?	What is the story about?

What happens in the story?

First, _____

Next, _____

Then, _____

Finally, _____

Mathematics- Maps

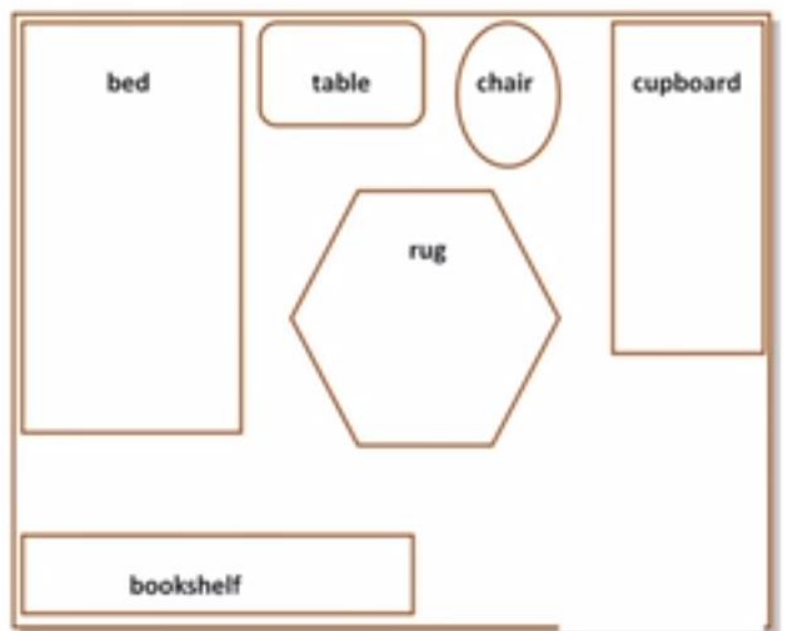
- Today brings an investigation about maps. Talk to someone in your family about what you know about maps or where you may have seen a map before.
- We are learning to use position words to describe the position of objects in maps.
- Below is an example of a simple map of a bedroom.
- Think about what objects you can see in this bedroom. Can you see a rug? Can you see a bookshelf?
- How could we describe the position of the objects in this bedroom? Is the rug next to the chair?

The rug is next to the chair.

The rug is in front of the chair.

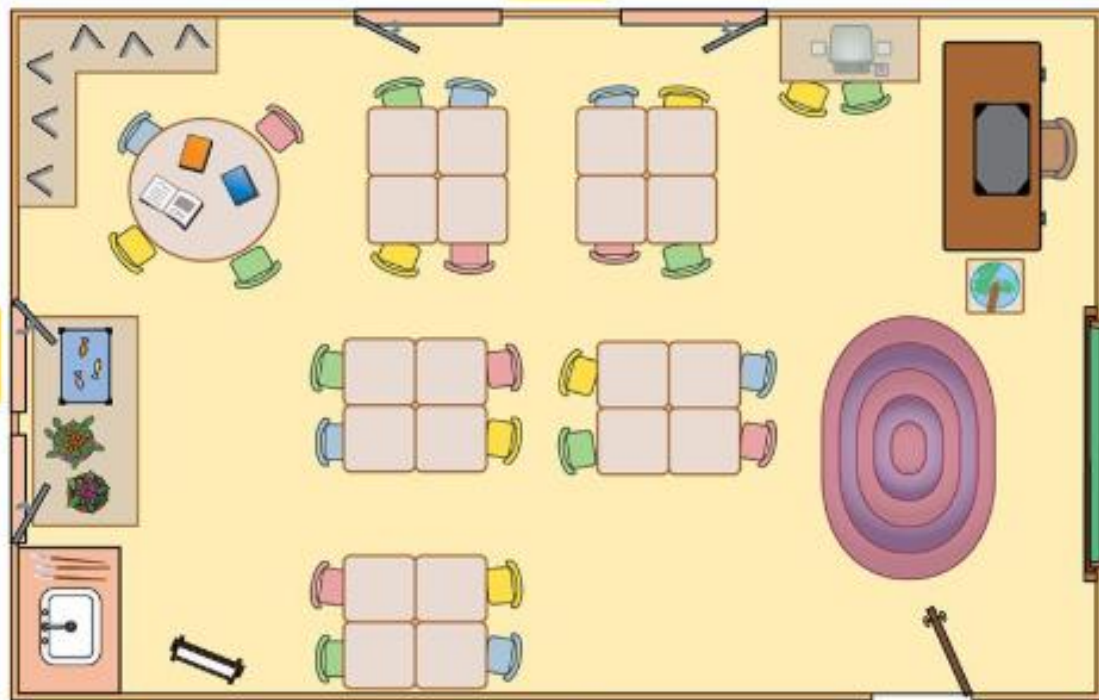
The rug is to the right of the bed.

The rug is in the middle of the room.



Let's investigate!

Describe the position of the objects in this classroom.



Fairy House



Our theme this week is fairies!

So, let's make a fairy house. Here is the procedure:

How to make a Fairy House

You will need:

- * paddle pop sticks or a piece of square cardboard/paper
- * PVA glue
- * paint/pencils/textas
- * decorations

How to make it:

Step 1: Glue the sticks together to make the front of the house OR cut out a square of cardboard.



Step 2: Paint or colour the front of the house.

Step 3: Cut out a large triangular roof, as well as a simple door and windows from cardboard or paper. Glue these to the front of the house.



Step 4: Decorate your house with any bits and pieces you may have at home or that you can make. For example: paper flowers, buttons, glitter, stars, beads, hearts.

Step 5: Take a photo of your fairy house and post it on Edmodo!

