

Year 1 Learning from Home – Term 2 Week 4

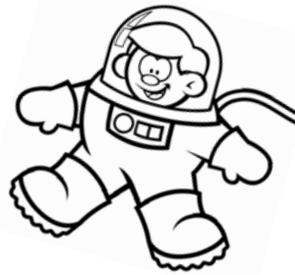
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Morning Routine Write the days of the week, long and short date (e.g. Monday 18th May 2020, 18.5.20). Talk about the weather and the seasons.</p> <p>Phonics <u>Focus Phonemes</u> ai ay a a_e Using your phonics knowledge, blend the phonemes together to read the words from the word list attached.</p> <p>Reading <i>Emperor Penguins</i> Read the non-fiction text on Emperor Penguins and complete the questions attached.</p> <p>Writing Choose a character and a setting. Using the writing structure, write a Wishing Tale.</p> <p>Handwriting Please complete the worksheet attached for the letter Bb.</p>	<p>Morning Routine Write the days of the week, long and short date. Talk about the weather and the seasons.</p> <p>Phonics <u>Focus Phonemes</u> ai ay a a_e Practise spelling words containing the /ai/ phoneme. Use these words to write sentences.</p> <p>Reading <i>Taking Care of a Dog</i> Read the non-fiction text about dogs and complete the questions attached.</p> <p>Writing Choose a character and a setting. Using the writing structure, write a Wishing Tale. Use the Planning Template to help you.</p>	<p>Morning Routine Write the days of the week, long and short date. Talk about the weather and the seasons.</p> <p>Phonics Practise reading and writing your new camera words. Use your camera words to write sentences.</p> <p>Reading <i>My Book Review</i> Chose a fiction text of your choice and complete the Book Review activity sheet.</p> <p>Writing Choose a character and a setting. Using the writing structure, write a Wishing Tale. Use the Planning Template to help you.</p> <p>Handwriting Please complete the worksheet attached for the letter Gg.</p>	<p>Morning Routine Write the days of the week, long and short date. Talk about the weather and the seasons.</p> <p>Phonics Complete the Spelling with /ai/ worksheet.</p> <p>Reading <i>Stop Telling Fibs</i> Read the text Stop Telling Fibs and complete the questions attached. To be completed over today and tomorrow.</p> <p>Writing Choose a character and a setting. Using the writing structure, write a Wishing Tale. Use the Planning Template to help you.</p>	<p>Morning Routine Write the days of the week, long and short date. Talk about the weather and the seasons.</p> <p>Phonics Complete the /ai/ Word Search activity.</p> <p>Reading <i>Stop Telling Fibs</i> Read the text Stop Telling Fibs and complete the questions attached.</p> <p>Writing Choose a character and a setting and write a Wishing Tale. Use the Planning Template to help you. Can you write a Wishing Tale without looking at the writing structure today?</p> <p>Handwriting Please complete the worksheet attached for Zz.</p>

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Break	Remember to have a healthy snack and go and run around or play a game.				
Middle	<p>Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100.</p> <p>Complete the 'Standard and Non-Standard Place Value' worksheet.</p>	<p>Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100.</p> <p>Practise adding and subtracting at your level.</p>	<p>Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100.</p> <p>Complete the addition and subtraction 'Problem Solving' worksheet.</p>	<p>Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100.</p> <p>Complete the 'What is the chance?' worksheet.</p>	<p>Maths Count forwards to 50 and backwards from 30. Count by 5's and 10's to 100.</p> <p>Complete the 'Chance' worksheet.</p>
Break	Remember to have a healthy lunch and go and run around or play a game.				
Afternoon	<p>HSIE HSIE Log in to inquisitive and do the bookmarked lessons.</p> <p>The instructions are below:</p> <p>Go to: http://inq.co/class/ha6 Enter the code: 4997</p> <p>Complete Family Life Lesson 4: Family Roles</p>	<p>Science Good Vibrations</p> <p>Read the information on vibrations and how they produce a sound.</p> <p>Complete the activities and answer the follow up questions on the 'Good Vibrations' worksheet.</p>	<p>PDHPE Throwing and Catching</p> <p>Find a safe place (indoors or outdoors) to perform the throwing and catching activities.</p> <p>Optional: Simple Movements. Find a safe place (indoors or outdoors) to perform each exercise.</p>	<p>Science Sounds on the Move.</p> <p>Read the information on how sounds and light travel through objects.</p> <p>Complete the activities and answer the follow up questions on the 'Sounds on the Move' worksheet.</p>	<p>Creative Arts For Creative Arts today, you are going to participate in Readers Theatre and create a drama play based on the story 'Tiddalick the Greedy Frog'.</p> <p>Read the 'Tiddalick the Greedy Frog' script and the drama play instructions provided.</p>

Word Lists for Group

ai ay a_e a



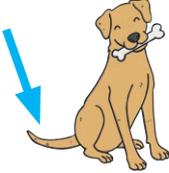
<i>a_e</i>	<i>ai</i>	<i>ay</i>	<i>a</i>
made	rain	hay	baby
shade	tail	day	April
age	laid	say	lady
cage	paid	ray	hazy
cave	bait	Fay	lazy
page	pail	May	apron
sale	chain	lay	alien
safe	aim	bay	pastry
brave	main	pay	crazy
tale	paid	gay	Words in the shaded area are a little more difficult.
bake	sail	may	
mate	pane	pay	
base	mail	way	
brake	hail	stay	
late	maid	tray	
case	wait	clay	
shake	fail	pray	
date	brain	slay	
rake	grain	Sunday	
plane	stain	stray	
take	again	fray	
fake	snail		
hate	train		
plate	afraid		
blade	grain		
grape	painting		
blaze	faint		
taste	brain		
flame	trail		
whale	waist		

Camera Words

Unit 1	Unit 2	Unit 3
I the was to are she	day of a he today for	all is me no said they
Unit 4	Unit 5	Unit 6
you play this come my have	like do says what going give	away look see very once we
Unit 7	Unit 8	Unit 9
one some want many love has	people live brother sister house where	her out there about his down
Unit 10	Unit 11	
because two another more here our	friend their were your could four	

Spelling with ai

Look at the pictures of words that contain the phoneme ai. Write the word using the correct spelling. The first one has been done for you.

ai		ay		a-e	
	rain				
					
					
					
					
					
					
					
					

Word Search

Find the long vowel words in the puzzle below.

m	n	m	a	d	e	y	a	t	b
c	a	v	e	r	a	d	i	o	a
h	a	y	a	t	t	y	b	y	b
a	r	n	s	i	k	a	z	o	y
i	b	r	a	v	e	a	u	n	a
n	o	w	i	c	l	a	y	i	p
a	p	y	l	n	w	n	i	a	r
l	a	e	t	a	l	o	z	r	o
s	i	s	a	f	e	a	r	t	n
c	t	h	n	d	a	y	d	a	l

Word List:

baby	rain	hay	made
lady	sail	clay	safe
apron	wait	stay	late
lazy	train	day	cave
radio	chain	say	brave

Emperor Penguins

Amazing Fact

Emperor penguins can dive down to 565 metres underwater - the deepest of any bird.

Activity

Read the information about penguins below and then answer the questions on the following page.

Feathers

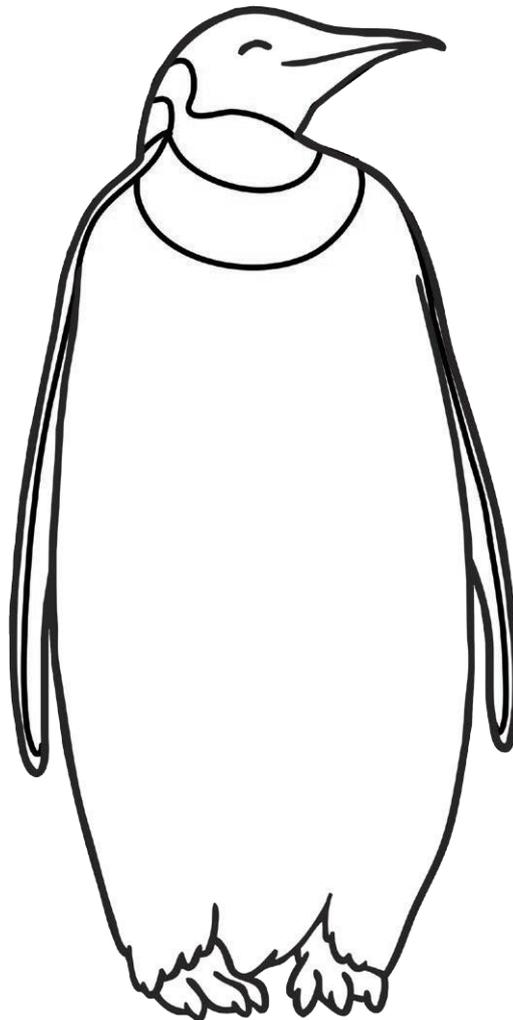
They have four layers of feathers which are waterproof and protect them from the cold.

Flippers

Their flippers are small but strong so they can swim quickly through the water.

Claws

They have strong claws so that they can grip onto the ice as they shuffle along.



Tummy

Their tummies are smooth, so that they can slide when they need to travel a long way over the ice.

Emperor penguins grow to 1.15m tall. They are the largest type of penguin and they can survive temperatures as low as -60°C ! (That's more than three times colder than a freezer!)

You could also try to find out:

- why the penguins dive so deep;
- what emperor penguin eat;
- how many different penguin species there are.

Questions

1. How many layers of feathers does an emperor penguin have? Tick one. three

four

five

2. Why do they have strong flippers? Tick one. to

help them fly

to help them swim

to help them walk

3. How do emperor penguins travel a long way over the ice? Tick one. they

walk

they slide

they swim

4. What helps them to grip onto the ice when they walk? Tick one. their

flippers

their feathers their

claws

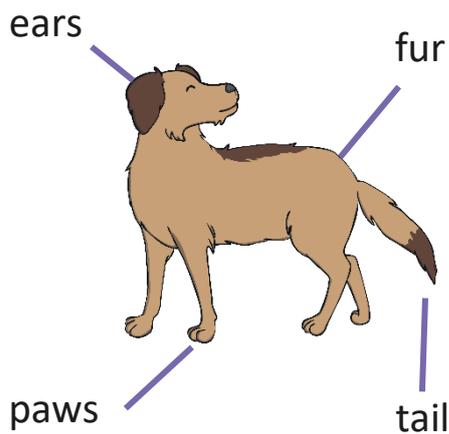
5. What does 'waterproof' mean?

Taking Care of a Dog



Having a dog is really fun because they love to play and go for long walks. You can teach them tricks and get them to fetch balls.

What does a dog look like?



What does a dog need?



What is a baby dog called?

Baby dogs are called puppies. Dogs give birth to lots of puppies in what is called a litter. When they are born, they are looked after by their mummy, who gives them milk to drink.

How do I keep my dog healthy?

Dogs need to run and play to stay healthy. They also need to go for walks every day and eat the right foods.



Remember!

Owning and caring for a dog is a big responsibility.



Questions

1. Which body part does a dog not have?

feather

fur

paws

2. What do dogs eat when they are born?

milk

biscuits

food

3. What do you call a group of puppies when they are born?

a pack

a herd

a litter

4. How often should dogs go for walks?

every two days

every day

every week

5. Find and copy one word that means 'get'.

My Book Review

Title: _____

Author: _____

Did you like the book?

Rate the book by colouring in the stars.



What was your favourite part?

Draw your favourite scene from the book.

A large, empty rectangular box with a black border, intended for drawing a scene from the book.

Stop Telling Fibs!

"Tomek, hurry up and get ready!" yelled Mum from downstairs.

"I can't get ready," said Tomek, "there's a grizzly bear in my underwear!"

"Stop telling fibs!" said Mum.



"Get in the car or you'll be late for school," said Mummy.

"I can't get in the car," said Tomek, "there's a goat in my coat!"

"Stop telling fibs!" said Mummy.

"Time to put your things away and go to your classes," said Mr Peters at breakfast club.

"I can't put my things away," said Tomek, "there's a stag in my bag!"

"Stop telling fibs!" said Mr Peters.





“Wrap up warm for home time,” said Miss Li.

“I can’t wrap up warm,” said Tomek, “there’s a kitten in my mitten!”

“Stop telling fibs!” said Miss Li.

“You need to get changed for swimming,” said Jen.

“I can’t get changed for swimming,” said Tomek, “there are skunks in my trunks!”

“Stop telling fibs!” said Jen.



“Time to get ready for bed,” said Mum.

“I can’t get ready for bed,” said Tomek, “there are llamas in my pyjamas.”

“Stop telling fi... Arghh!”



Questions

1. What is the name of the main character? Tick one.

- Teddy
- Tomek
- Tobin

2. What is the first animal we meet in the story? Tick one.

- a cat
- a bear
- a moose

3. Why can't Tomek get in the car? Tick one.

- There is a goat in his coat.
- There is a kitten in his mitten.
- There are skunks in his trunks.

4. What do all of the adults keep saying to Tomek? Tick one.

- Stop telling fibs!
- Be quiet!
- Tidy up!

5. What item of clothing does Tomek find the llamas wearing? Tick one.

- a hat
- a scarf
- pyjamas

Questions

1. Who tells Tomek to hurry up and get ready? Tick one.

- his mum
 his sister
 his nan

2. What animal does Tomek find in his underwear? Tick one.

- a polar bear
 a panda bear
 a grizzly bear

3. Where is Tomek when he finds skunks in his trunks?

4. Draw a line to match the animals with the clothing they were wearing.

kitten

goat

llamas

coat

pyjamas

mitten

5. Complete this sentence.

Stop telling _____!

lies

tales

fibs

Questions

1. Where is Tomek when he finds a grizzly bear in his underwear? Tick one.

- in the kitchen
 in his bedroom
 in the living room

2. What is special about the names of the animals and the names of the clothes they are found in?

3. List three pairs of rhyming words in the story.

1. _____
 2. _____
 3. _____

4. Put these events from the story in order by numbering them 1 to 4. The first one has been done for you.

Tomek tries to get changed for swimming.	
Tomek tries to get ready for bed.	
Tomek tries to get ready for school.	1
Tomek tries to put his book away.	

5. How do you think Tomek feels by the end of the story?

6. Why do you think the adults in the story think Tomek is telling fibs all the time?

The Big Wish

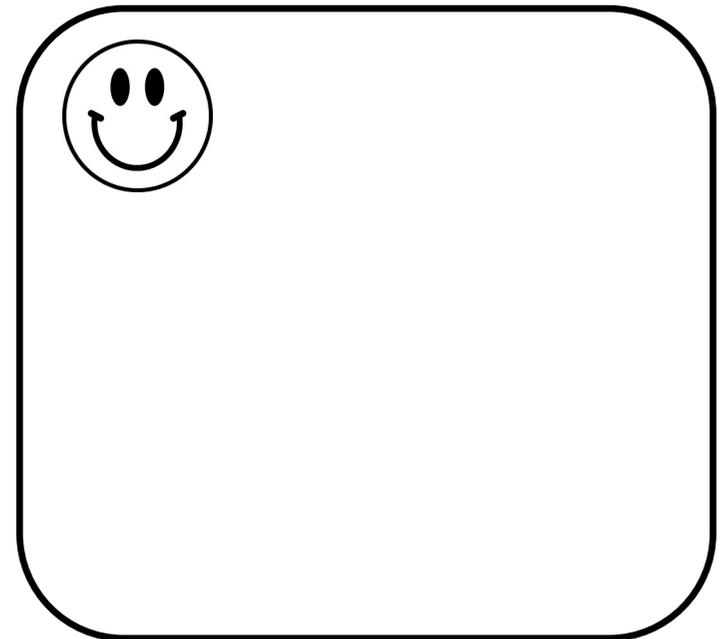
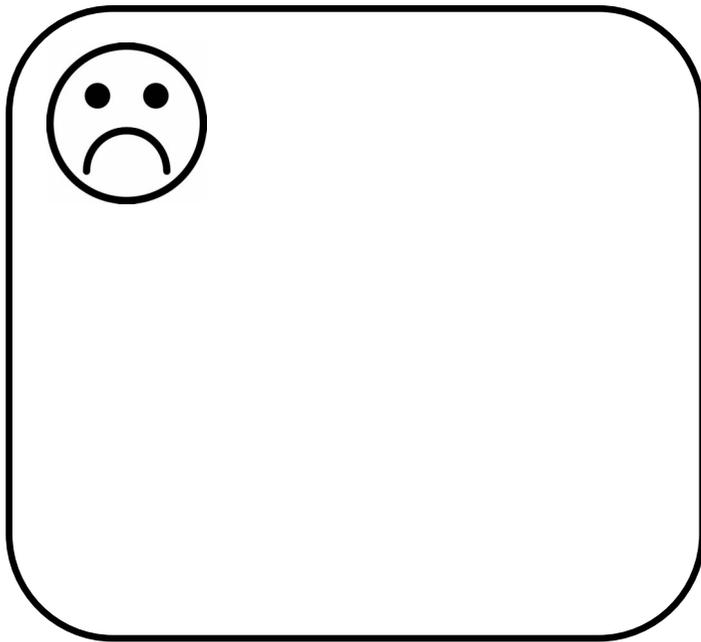
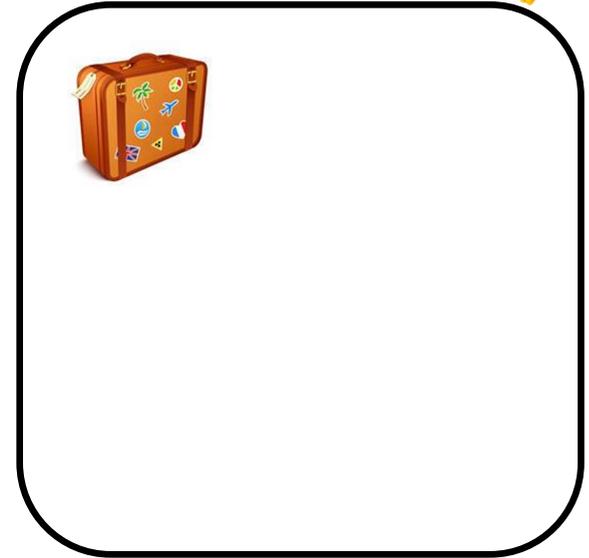
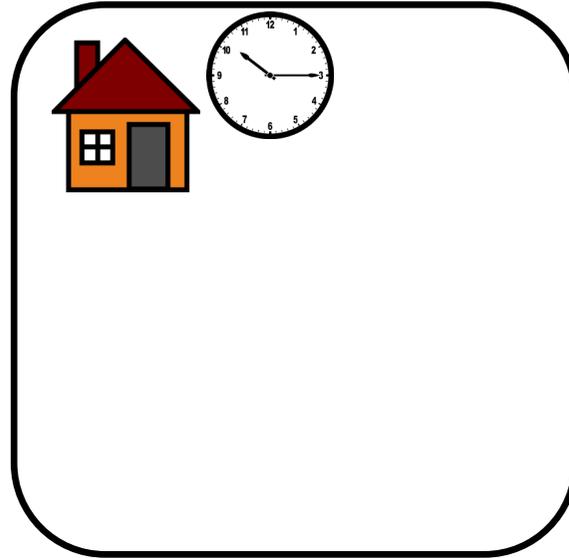
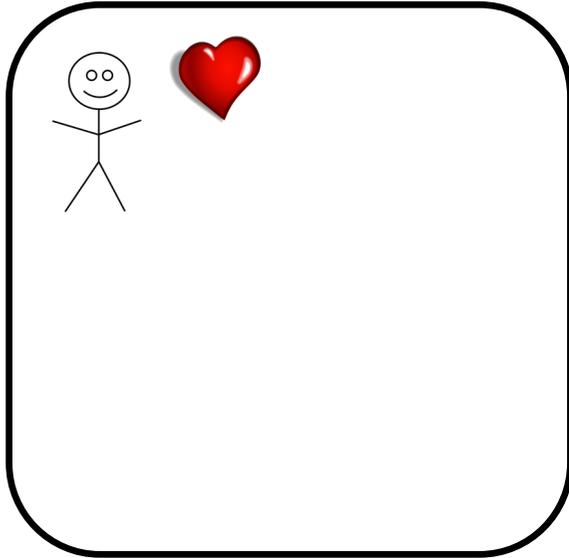
Once upon a time, there was a slow turtle who lived in a huge forest.

The slow turtle wished that he could be bigger so that he could explore the huge forest very quickly.

So one day, the slow turtle woke up to find that he was as big and tall as the trees in the forest.

But, oh no! The huge turtle couldn't go anywhere because he was too big to walk through the forest.

Writing to entertain: Wishing Tales



Use the template below to help you write a Wishing Tale.
Remember to write the whole text in your book.

The _____ Wish

Once upon a time, there was _____ who lived in _____.

The _____ wished _____.

So one day, _____.

But oh no! _____.

Bb



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: b for bird.

Now copy the letters and words into your handwriting book.

b b b

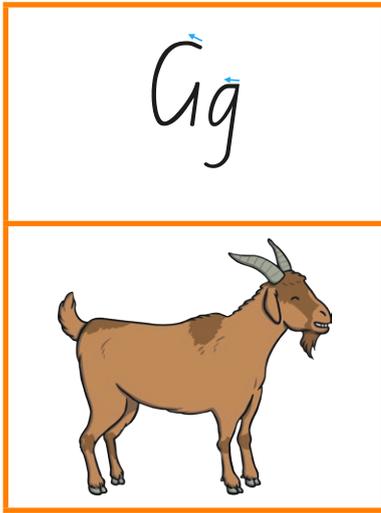
B B B

Bb Bb Bb

be

but

before



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: g for goat.

Now copy the letters and words into your handwriting book.

g g g

G G G

Gg Gg Gg

go

good

got



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: z for zebra.

Now copy the letters and words into your handwriting book.

Z Z Z

Z Z Z

Zz Zz Zz

zero

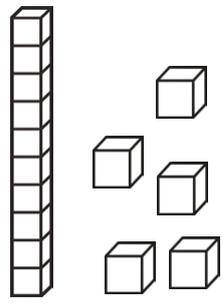
zip

fizzy

Standard and Non-standard Place Value: How Many Tens and Ones?

Example:

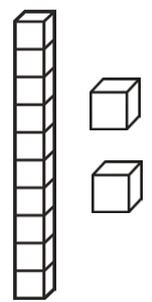
15



tens	ones
1	5

15 is 1 ten and 5 ones.
15 is 15 ones

12

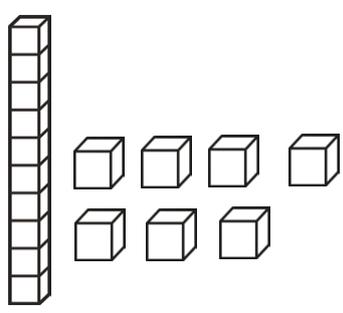


tens	ones

_____ is _____ tens and _____ ones.

_____ is _____ ones.

17



tens	ones

_____ is _____ tens and _____ ones.

_____ is _____ ones.

Now choose a teen number and try doing it on your own. Draw your place value chart and write your number sentence in your home learning book as you have done above.

PROBLEM SOLVING

Adding and Subtracting Counting by Ones on a Number Line.

Instructions: Write a number sentence using the numbers for each question. Then work out the answer to the problem by drawing a number line. Decide if you need to add or subtract on the number line. Remember to write your answer in the number sentence after you do the working out.

(2b) Rukaya had 7 toy cars. She gave Zac 3 toy cars. How many toy cars did Rukaya have left?

(2c) Sam had 6 toy cars. Bec had 2 fewer toy cars than Sam. How many toy cars did Bec have?

(3a) Ben found these shells at the beach



Ayah found these shells at the beach



How many shells altogether?

What is the Chance?

Chance is how likely something is to happen. Some things are likely, unlikely, certain and impossible to happen.

Read the sentences and write what is the chance of the event happening using the words 'likely', 'unlikely', 'certain' and 'impossible'.

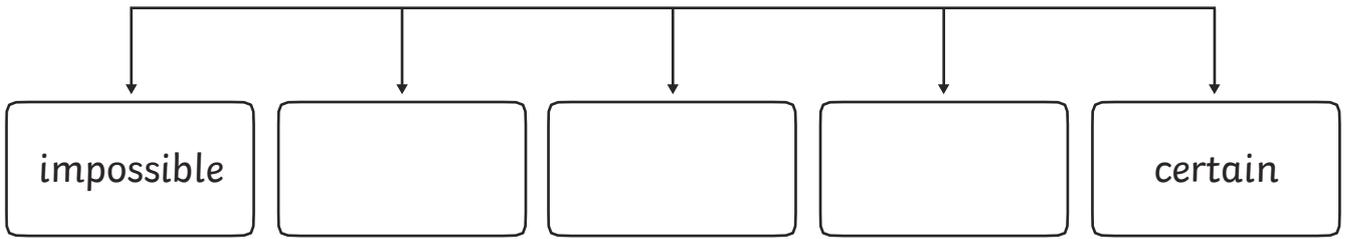
What is the chance that you will have a sandwich for lunch today?	What is the chance that you will wear pyjamas to school?	What is the chance that it will be sunny on Saturday?
What is the chance that you will have chicken for dinner tonight?	What is the chance that you will go to Disneyland tomorrow?	What is the chance that Tuesday will come before Wednesday next week?
What is the chance that you will travel in a car today?	What is the chance that it is your friend's birthday today?	What is the chance that you will write something today?

Chance

1. Look at these statements. Write how likely they are to happen? Use the words 'likely', 'unlikely', 'certain' and 'impossible'.

Statements	Likelihood
The principal will come to school tomorrow.	
It will get dark tonight.	
Your classmates will turn into fish.	
Your friend will be a train driver when he's a grown-up.	
If I roll a die, I will get an odd number.	
Humans will travel to Mars in a rocket.	
The supermarket will give away all their electronic games tomorrow.	
When I get home, Mum will tell me we are going to McDonalds for dinner.	

2. Can you use some of your words to fill in the spaces on this line of probability?



3. Can you add a statement of an event happening of your own to each column?

Impossible	Unlikely	Likely	Certain

How have family roles changed?

1

 Listen carefully to the memories of these older people.



2

What did you hear? Answer the questions in the shapes.



What's a **role**?

A role is a job or responsibility people have.



What roles did Brad have on the farm?

What role did Anne's father have?



What roles did Anne's mother have?

How are Anne's and Brad's family roles different from yours?

3

Look through the eBook *Changing Family Roles* and have a **class chat** about the information and pictures.

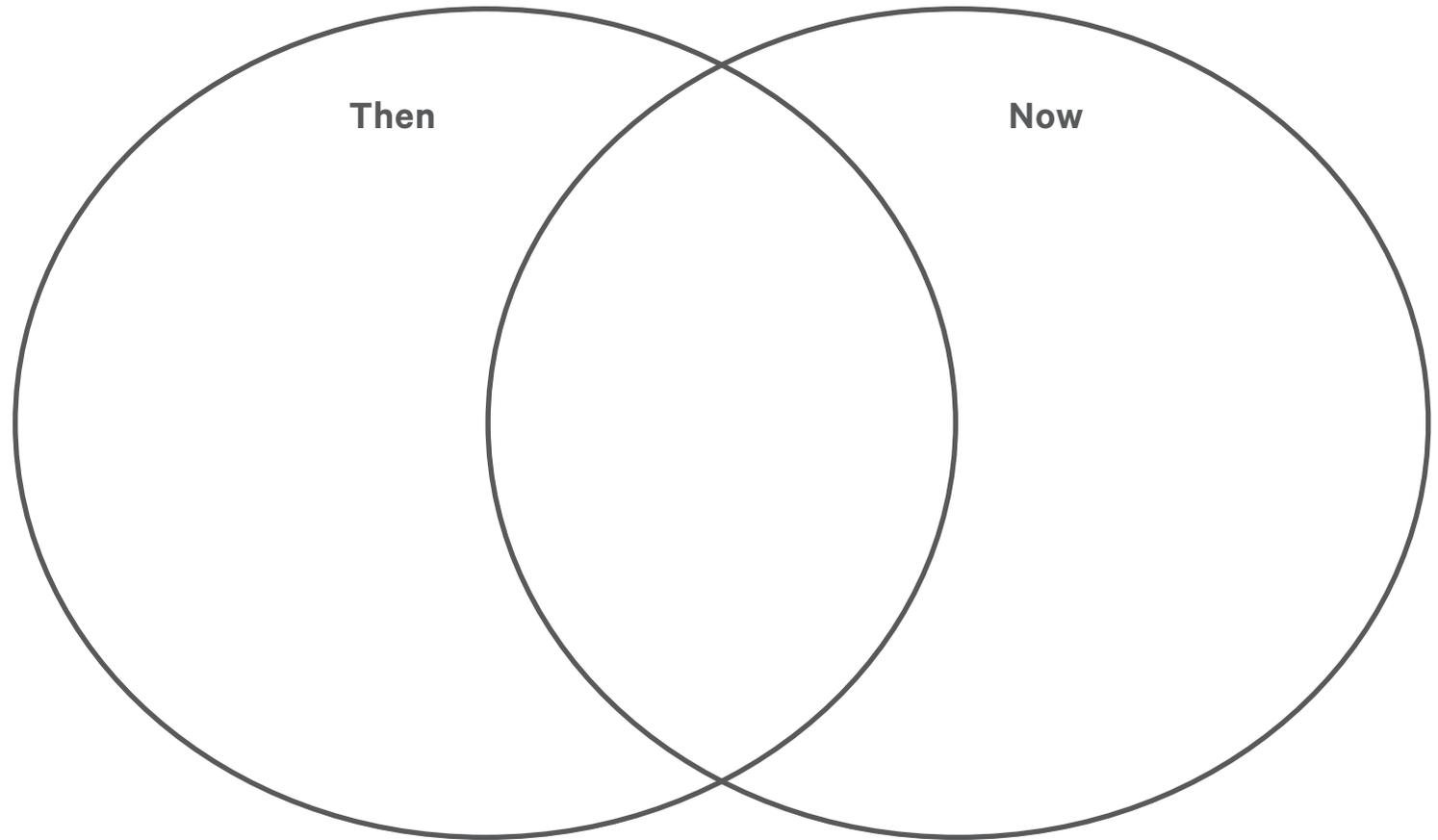


4

Talk about the jobs your parents do. Talk about what job you might want to do when you grow up.



Family Roles



5 How have family roles changed over time?

Think of all the things you've seen and heard and have a **class chat**, then complete the Venn Diagram together.



A Venn Diagram helps us compare things.

In the middle, we write down things that can go in both circles.



6

Draw and label who does the different jobs in your home.

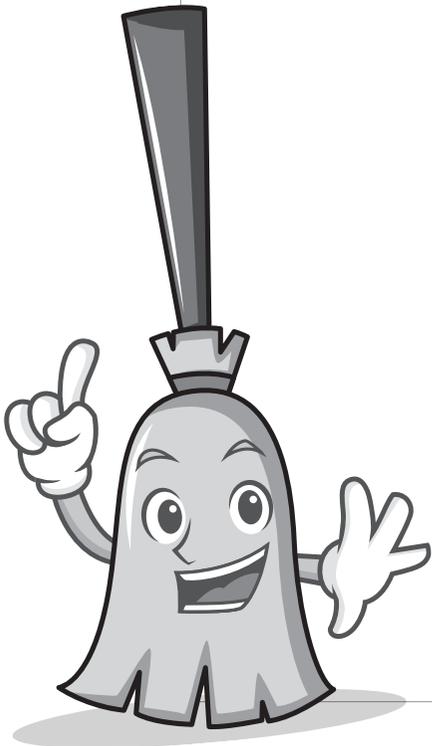


Who? _____



- 7** Many modern families get other people to take on roles that used to be done by family members. For example: cleaner, gardener, nanny and food delivery. Do a PMI on having someone to do these roles.

Plus (good things)	Minus (bad things)	Interesting things



Lesson 3- Good Vibrations

LI: We are learning to feel vibrations made by various objects as they produce sound.

Success Criteria:

- I can identify objects that produce sound.
- I can describe how vibrations produce sounds.

Vibrations and how they produce sound

For sound to be produced, an object needs to be vibrated or moved by a force. The action causing the vibration provides the energy for sound to be produced. Hitting a surface or plucking a guitar string are all movements that give energy to an object and cause it to vibrate. We can see and feel vibrations whenever sounds are made.



Here are some activities to try at home:

1. Gently place your hand on your neck and say 'Ahh'.

What did you feel?

Could you feel the 'buzzing' feeling or the vibrations from your vocal cords?

What happened when you stopped saying 'Ahh'?

When you stopped saying 'Ahh', did the 'buzzing' feeling stop?

2. Gently place your hand on your neck and swallow.

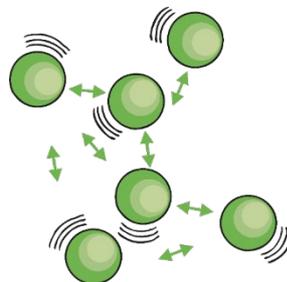
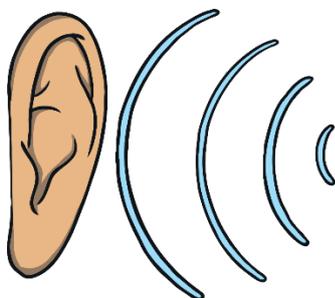
What did you feel?

Did you feel the larynx (the voice box) make a 'buzzing feeling' or did it just move up and down? The larynx moves up and down when you swallow.

What happened when you stopped 'swallowing'?

The larynx didn't move up and down anymore.

Note: Vibrations make only the 'buzzing feeling' produced when talking, not the big movement felt when swallowing.



Activities and Questions

1. Gently place your hand on the front of your neck. Say 'hello', 'hello'.

What can you feel happening?

What happened when you stopped talking?

2. Gently place your hand on your neck and sing your favourite song.

What can you feel happening?

What happened when you stopped singing?

3. Place a mobile phone inside a box. Hold the box in your hands and ask your sister/brother or a parent to ring the mobile phone (which is inside the box).

What can you feel happening?

What happened when the phone stopped ringing?

Optional Activities (with a partner and only if resources are available at home)

Resources: balloon, string instrument.

1. Inflate a balloon and ask someone in your household to hold it while you speak into the inflated balloon. Swap roles and repeat this exercise.

What did the person holding the balloon feel while the other person was talking into it?

What happened when you or your partner stopped talking into the balloon?

2. Place your fingers over a string of the instrument while your partner 'plucks' it. Swap roles and repeat this exercise.

What did you feel?

What happened when your partner stopped 'plucking' the strings?

What have you learned about sound and vibrations after completing these activities?

Lesson 4- Sounds on the move

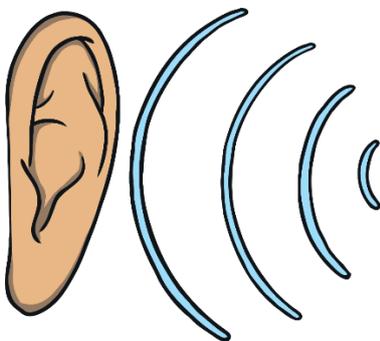
LI: We are learning to explore the difference between sound transmission through air and solids.

Success Criteria:

- I can describe the difference between sound travelling through air and solids.
- I can identify materials through which sound travels, for example, air solids.
- I can explain that sound needs to reach the outer ear.

Sounds on the move

We know that sound is made when an object vibrates. These vibrations travel through the air until they reach our ears. These travelling vibrations are called sound waves. Sounds cannot exist without something to travel through. Sounds need a substance to travel through such as solids and air. Sound travels faster, further and more effectively through some solids such as; string, wood or wire, than through air. Sound also travels a lot slower than light. We can use the time between seeing a lightning strike and hearing the thunder, to tell us how far away the lightning is. A delay of three seconds tells us that the lightning is approximately 1000 metres or one kilometre away.



How light and sound travel through objects

Light can travel through some objects like glass panes, and not through others such as blindfolds. You can tell if light can travel through an object because you can see it. Sounds can also travel through solid objects. We are going to explore ways that sound travels using our bodies.

Activities at home

1. Bend your arm so that you can touch your elbow with your other hand and point your index finger in the air. Tap on your elbow with a finger from your other hand, listen carefully to the sound that it is making.



What sound can you hear?

Where is the sound coming from?

How is the sound getting from your elbow to your ear?

2. Bend your arm so that you can touch your elbow with your other hand and place your index finger on the fleshy part of your ear (not inside the ear). Keep tapping your elbow while you have your finger on the outer part of your ear.

What sound can you hear?

Where is the sound coming from?

How is the sound getting from your elbow to your ear?

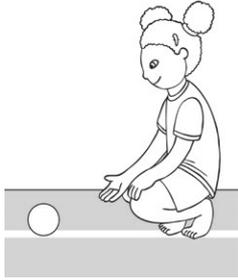
Repeat activity 1 and 2 so that you can hear the difference between the sounds. Answer the following questions:

1. Did the sound change?

2. How did it change? Why were the sounds different?

Throwing and Catching Activities

Try rolling objects in different directions along the ground. Crouch down and bend your knees. Watch where you want the object to go and give it a gentle shove from behind.



Can you keep up with your object?

Practise catching.

You could try different sized balls, screwed-up paper, scarves, soft toys etc. Keep your eye on the ball and have your hands cupped together to catch. How high can you throw the ball and still catch it?



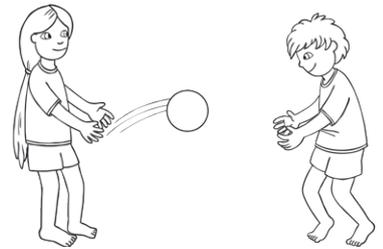
Practise throwing overarm. Try throwing different objects at a target or a wall. Face the target and bend your elbow. Bring the ball back to your shoulder and release it with a push.



Practise bouncing a ball on the ground. Bend your knees, watch the ball and use two hands to catch it or push it back down.



Practise throwing and catching with a partner. Aim for their stomach when you throw. Stand close together and move further away as your throwing and catching becomes more accurate.



Practise throwing different objects at a target using an underarm sling. Face the target, bring your arm back to your waist and then forward. Let go of your object as it comes in front of you. Which do you find easier: overarm or underarm?



PDHPE- Wednesday

5 star jumps



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run



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10 hops



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10 toe touches



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5 sit ups



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10 press ups



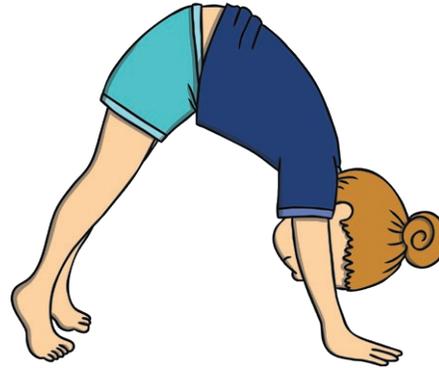
twinkl.com

10 jumps



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bear walk



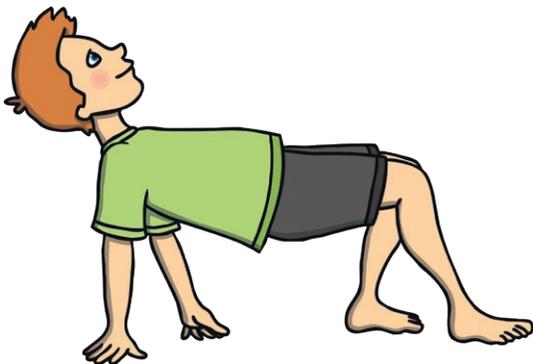
twinkl.com

10 arm circles



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crab walk



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10 twists



twinkl.com

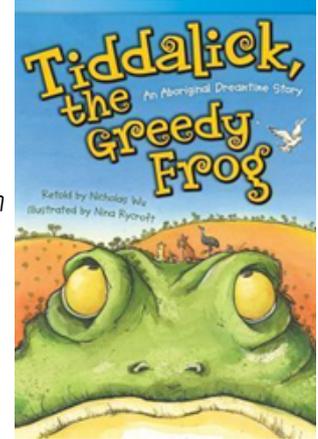
10 leg raises



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Drama Play Activity—Tiddalick the Greedy Frog

Focus: In this activity you and your family will take on the role of a character in the story 'Tiddalick the Greedy Frog'. With your family, develop dramatic actions by pretending to be your character and by reading your part in the script.



Instructions

- Ask your family members to join in on the activity.
- Read the script 'Tiddalick the Greedy Frog'.
- Choose a character that you want to be.
- Ask your family to choose a character that they want to be.
- Find some items from around the house to use as props in your play. You might like to dress up as one of the characters. You also might like to create a tree or water with pieces of material or boxes.
- Think about how your character might act in the play. Are they angry, sad or happy? How could you act like this character? What facial expressions might you use?
- Practise reading your part of the script. After you have practised, perform the play with your family.
- If you do not have enough family members to be each character, you can be more than 1 character. For example, you might like to be the Kookaburra and Tiddalick.

Tiddalick the Frog

A play for six members. A person to play the role of Narrator, Tiddalick, Wombat, Echidna, Eel and Kookaburra.

Speaker Dialogue

Narrator: Long, long ago in the Dreamtime in Australia, there lived a greedy frog called Tiddalick. He had been asleep for many days and nights until one day, he finally woke up.

Tiddalick: I'm thirsty! I'm simply desperate for a drink!

Narrator: So he searched for some water. He sat beside a cool billabong filled with fresh water and drank. As he did so, Tiddalick swelled larger and larger.

Tiddalick: But I'm still so thirsty! I had better find some more water to drink.

Narrator: So he searched for more water. He drank all the water he could find, from the rivers, the creeks, the lakes, the lagoons and the billabongs. When he finished, all the land was dry. Tiddalick had grown enormous from all the water inside his stomach.

Tiddalick: *yawns* I'm tired now and very full. I had better get some sleep.

Narrator: Darkness fell and Tiddalick finally fell asleep. The next morning the strong, hot sun shone down on the dry land. All of the animals woke up feeling very thirsty.

Kookaburra: I'm so thirsty! It's so hot this morning!

Echidna: Me too. Let's go find something to drink.

Narrator: The animals searched far and wide for water. It soon became very clear that there wasn't any left. Anywhere! The lakes had dried up and the rivers were empty. The animals gathered together. They knew it was the greedy frog, Tiddalick, who had drunk all the water. They were very angry at him.

Wombat: I think we need to come up with a plan to get the water back. I know... why don't we try to make Tiddalick laugh? When his mouth opens wide, all of the water might come rushing out.

Narrator: So the animals tried many different things to make him laugh. They all tried making silly faces but that didn't work.

Echidna: Hey Tiddalick, watch me roll down this hill...YeEEEEEEew!

Narrator: But Tiddalick, didn't laugh.

Kookaburra: Hey Tiddalick, watch me fall out of this tree... Argghhh!

Narrator: But that didn't work.

Wombat: Hey Tiddalick, watch me dance some of my funniest dance moves... Groovy!

Narrator: But Tiddalick still didn't laugh. Until along came eel...

Eel: Hey Tiddalick, watch me dance...lalalalala... (eel dances himself into a knot)

Narrator: Eel danced so much he accidentally tied himself into a knot! No matter how much he jiggled, he couldn't undo himself.

Eel: Help help! I'm stuck! Help me!

Narrator: But Tiddalick only smiled. A few drops of water fell from the side of his mouth.

Tiddalick: Dribble Dribble...

Narrator: He smiled a little more and a few more drops spilled out.

Tiddalick: Dribble Dribble...

Narrator: Suddenly, Tiddalick was laughing. He roared and bellowed and hooted with laughter.

Tiddalick: HA HA HA HA HOO HOO HOO!

Narrator: As Tiddalick laughed, the lakes, rivers, streams and water holes all began to fill back up with the water streaming and pouring from his mouth. The animals finally had water to drink.

All: Hooray!

Eel: That will teach you to be greedy, Tiddalick!

Narrator: From that day on, Tiddalick only drank what he needed. There are still frogs in Australia who can fill themselves up with water and save it for a dry day, but they are only small ones. Never again will a giant frog be able to drink up all the water in the land.

The end