

Morning Routine – Monday

Practise spelling the seasons and weather words

summer					
autumn					
winter					
spring					
precipitation					
weather					
temperature					

Morning Routine– Tuesday

Practise spelling the days of the week

Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Morning Routine – Wednesday

Practise spelling the seasons and weather words

summer					
autumn					
winter					
spring					
precipitation					
weather					
temperature					

Morning Routine-- Thursday

Practise spelling the days of the week

Sunday						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						

Morning Routine – Friday

Practise spelling the seasons and weather words

summer						
autumn						
winter						
spring						
precipitation						
weather						
temperature						

Monday

Morning Routine – 100 Days of Learning

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

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

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

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

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

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

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

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

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

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

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

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

Tuesday

Morning Routine – 100 Days of Learning

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

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

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

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

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

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

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

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

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

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

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

Friends of 10	Friends of 20
1 + <u> </u> = 10	11 + <u> </u> = 20
2 + <u> </u> = 10	12 + <u> </u> = 20
3 + <u> </u> = 10	13 + <u> </u> = 20
4 + <u> </u> = 10	14 + <u> </u> = 20
5 + <u> </u> = 10	15 + <u> </u> = 20
6 + <u> </u> = 10	16 + <u> </u> = 20
7 + <u> </u> = 10	17 + <u> </u> = 20
8 + <u> </u> = 10	18 + <u> </u> = 20
9 + <u> </u> = 10	19 + <u> </u> = 20
10 + <u> </u> = 10	20 + <u> </u> = 20

Wednesday

Morning Routine – 100 Days of Learning

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

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

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

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

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

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

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

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

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

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

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

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.

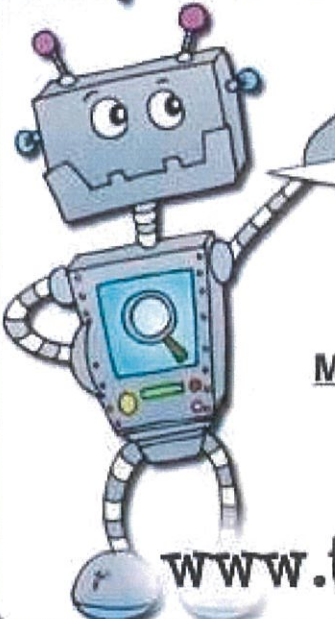
Command Sentence

The diagram consists of two horizontal green bars. The top bar is divided by a vertical dotted line. The left side is labeled 'Subject' and the right side is labeled 'Predicate'. Below the 'Subject' label is the text '(The reader - but it is never stated.)'. Below the 'Predicate' label is the text '(What the subject is or does)'. The bottom bar is also divided by a vertical dotted line. The right side of this bar contains the text 'Cut the ribbon.'. A hand is shown on the left side of each bar, appearing to hold it.

Subject	Predicate
(The reader - but it is never stated.)	(What the subject is or does)
	Cut the ribbon.

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 a command. The first one has been done for you.

1. Chop the tomatoes up on a board.
2. Boil _____
3. Navigate _____
4. Dice _____

Tuesday – Sentence of the Day

Finish the predicate to write a command sentence.

1. Lure _____

2. Cook _____

3. Sail _____

4. Capture _____

Have a go at writing your own commands!

Wednesday – Sentence of the Day

Add an imperative verb to finish the command.

1. _____ the crunchy lettuce for me.
2. _____ the toilet after each use.
3. _____ the lid on the glue once you have finished using it.
4. _____ away your toys when you finish playing.

Have a go at writing your own commands!

Thursday – Sentence of the Day

Write an imperative sentence to go with each picture.



1. _____



2. _____



3. _____



4. _____

Friday – Sentence of the Day

Write your own imperative sentences on the line below.

1. _____

2. _____

3. _____

4. _____

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

Monday Phonics /ou/ & /ow/

Create your own 'Find a Word'

1. Select 12 phoneme words 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!

owl tower shout crouch
growl drought foul grout
down lout proud howl

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?





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	owch	owl	lowd
nown	cloud	croun	frown
brown	out	ground	owt
mowth	allou		

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

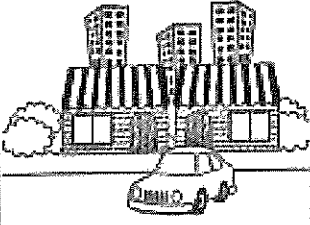
How did you go?

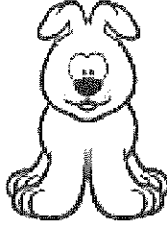


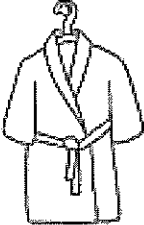
Friday – Phonics /ou/ & /ow/

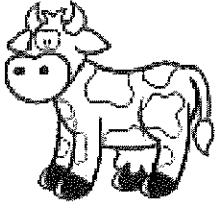
Fill in the correct representation to complete the words.

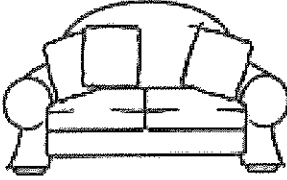
	ow
sh__t	ou


	ow
t__n	ou

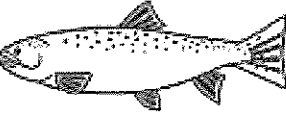
	ow
h__nd	ou


	ow
g__n	ou


	ow
c__	ou


	ow
c__ch	ou

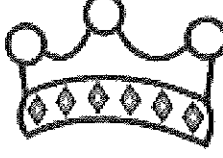
	ow
gr__nd	ou

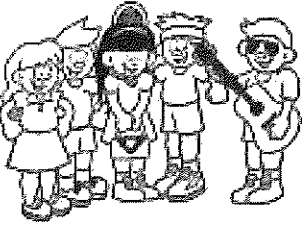
	ow
tr__t	ou


	ow
me__	ou


	ow
sc__t	ou

	ow
cl__d	ou

	ow
cr__n	ou

	ow
cr__d	ou

	ow
__ch	ou

	ow
fr__n	ou



Camera Words! Camera Words!

REVISION

enough
 rough
 tough
 trouble
 double
 height
 island
 front
 sword

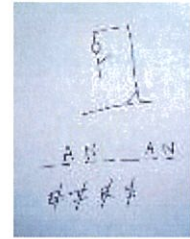
NEW

wolf
 sew
 hour

**

Fun Activities:

Play Hangman using your camera words.



Make up some RIDDLES!

For example: What word am I? I am long and sharp.

BEFORE YOU LEARN NEW WORDS, IT IS IMPORTANT THAT YOU CAN READ AND SPELL ALL THE WORDS YOU HAVE BEEN LEARNING THIS YEAR!

Refer to the camera word lists you received with Home Learning at the beginning of the year!

**If you can read and spell the above words quickly and correctly, then you can make up your own camera word list! Select 6 words at a time that YOU are interested in learning how to spell—select challenging words! For example, if you like the WEATHER here is a good list:

atmosphere
 climate
 cumulus clouds
 drought
 meteorologist
 precipitation

If you don't know what they mean—find out!



Monday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words in a sentence. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting sentence.

sew

hour



Tuesday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words to write *questions*. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting question.

wolf

double



Wednesday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words to complete the sentence.

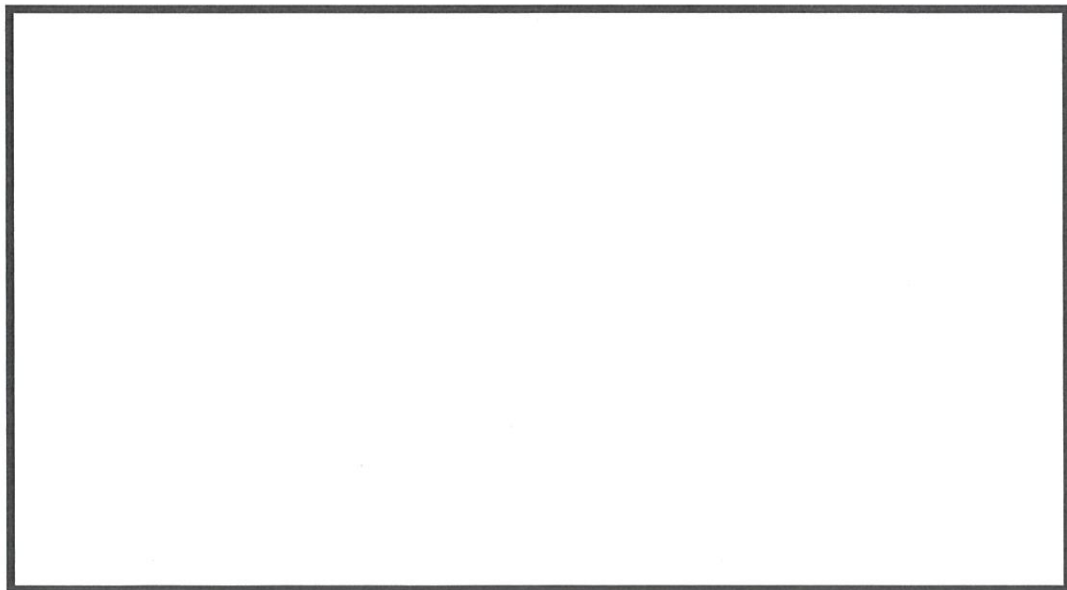
wolf

sew

hour

The hungry _____ had
one _____ to _____ a
night dress, so he could trick
Little Red Riding Hood.

4. Draw a picture for the sentence.





Thursday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Use the following camera words in one sentence or only select one word. Don't forget to begin with a capital letter and use end punctuation. Make it an interesting sentence.

enough wolf

hour island



Friday

1. Select 9 words from the list and do LOOK, THINK, COVER, WRITE and CHECK.
2. Ask someone to test your reading and spelling of these words.
3. Time for a CHALLENGE! Highlight the spelling mistakes and re-write the sentence with all the words spelt correctly. How many mistakes did you find? _____

I am going to so the hole in the frunt of the dres.

The wof is living on the ruff iland.

You have one our to eat the dubble chocolate ice-cream, or you will be in trubble!

Reading Monday

David's Birthday

Level 2

It was David's birthday. He had lots of friends over to his house. They played some party games. He liked 'pin the tail on the donkey' the best. After the party games, David's mum brought out a chocolate cake with six candles on top. She cut it up and gave some to each of his friends.

"This party is so much fun!" said Max.

"The food is great!" said Pam.

David smiled.

After his friends had gone home, David went for a ride on his new red bike.

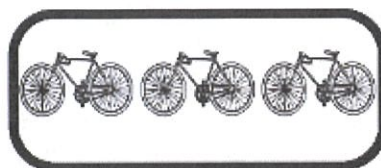
"Can I have a go?" said Sally.

David kept on riding. He wasn't ready to stop riding yet.

"I'm telling mum!" Sally called out as she walked inside.

David rode and rode. It started to rain but David kept on riding. He rode until his dad had to call him in for dinner.

David really wanted to keep his new bike inside the house. He knew what his parents would say, but he thought he would ask anyway.



Level 2

David's Birthday

Name: _____

Task A

1. What party game did David like best?

2. How old is David? How do you know?

3. What cake did David have?

4. Who is Sally?

5. Who do you think gave David the bike?

6. Why did David want to keep his bike inside the house?





Task B

Write and draw 2 words that rhyme with **cake**.

Add 'fr' to make new words. Draw!

__ake

__ake

fr iends	__og	__ight	__eeze
			

Task C

Draw a picture of the party!

Sleep Over

Lilly was having a sleep over. She had invited two friends to her house on Friday night. Lilly and her friends had been so excited all day. Lilly's mum had made chicken pie for dinner. Lilly, Paula and Hannah sat next to one another at the table. Tim sat on the other side with Mum. Lola lay underneath the table, hoping to catch any falling food.

"What have you girls got planned for tonight?" Lilly's mum asked.

"We've got some movies to watch," Lilly said.

"And lollies to eat," said Paula.

"And some board games to play," said Hannah.

After everyone had eaten enough, Mum started to clear the table. The girls helped.

"Thanks, Mum," said Lilly.

"That was delicious," said Paula.

"Thanks, Mrs Andrews," added Hannah.

After the kitchen was clean, the girls got dressed into their pyjamas and turned on the movie. Lilly and Hannah were lying on the carpet. Hannah was on the sofa.

"This is a great movie!" said Paula, grabbing a handful of lollies.

After a while, the movie started to get scary. Now and again, the girls would cover their eyes and hold their breath. All of a sudden, the lights went out. Hannah and Paula screamed.

"What was that?" cried Hannah.

Lilly looked around. "Tim!" she called out and started to chase after him.

Tim laughed and ran to his room.



Level 3

Sleep Over

Name: _____

Task A

1. What did the girls eat for dinner?

2. What 3 things did the girls plan on doing?

3. Who is Lola? How do you know?

4. What did the girls do after they finished eating dinner?

5. Why did Hannah and Paula scream?

6. Why did Lily run after Tim?

Task B

Syllables are the beats in words. For example: 'movie' has 2 syllables- mo / vie

Show how many syllables are in the following words:

kitchen

pyjamas

underneath

excited

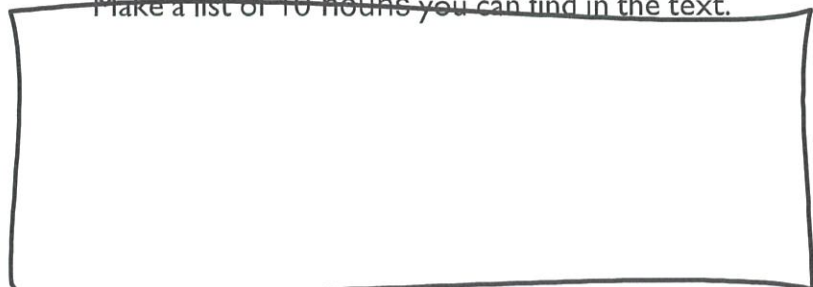
cover

Task C

Nouns are naming words.

For example: movie and friends

Make a list of 10 nouns you can find in the text.

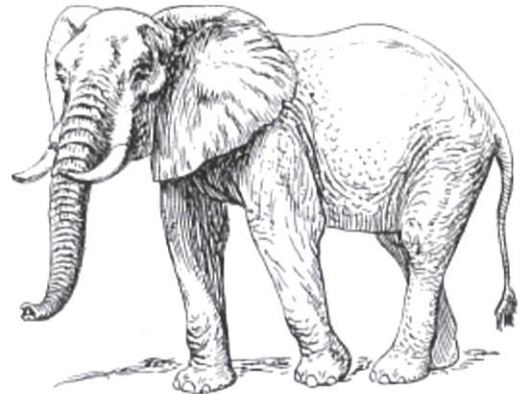


Challenge!

Write or draw about a time you stayed up late.

Elephants

Elephants are mammals. They are warm-blooded. Elephants have some thin hair and give birth to live young. Elephants have a large body and a long trunk. They also have large tusks.

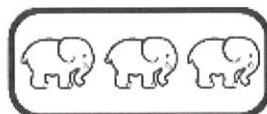


Elephants can grow up to 4 metres tall and can weigh more than six thousand kilograms. That is about as heavy as a big truck!

Elephants eat a lot of food. They are herbivores. This means they eat only plants. Elephants eat fruit, twigs, roots and bamboo. They even use their trunks to pull bark off trees to eat! Elephants can live up to 70 years in the wild. Many people travel a long way to see elephants in the wild.

Did you know:

A group of elephants is called a herd.
Elephants often say 'hello' to each other with their trunks!



Level 2

Elephants

Name: _____

Task A

1. List 5 things elephants eat.

2. List 2 things elephants use their trunks for.

3. Which sentence tells us that elephants are very heavy?

4. How tall can elephants grow?

5. What is a 'heard'?

6. Why do you think many people love seeing elephants?

Task B

Write and draw two words that rhyme with thin.

Find the words that match the shapes.

__in

__in

big they see this have									
[] [] []			[] []		[] [] [] [] []				

Task C

Draw a picture of an elephant and label the body parts!

Deserts

What is a Desert?

Deserts are very dry areas. They have very little rainfall; usually less than 25cm a year. Many deserts are made up of sand and rock. Deserts are very hot during the day but often very cold at night. It is often very windy in deserts. Sandstorms and dust storms are common due to the high winds. Deserts are home to a number of plants, animals and people.

Desert Animals

Because deserts are so dry, not many plants and animals can survive. The plants and animals that do live in deserts have special features to help them.

Most desert animals get their water from their food. Other animals, like camels, store fat in their bodies. This provides them with energy during periods they cannot find food. Many desert animals are small because small animals don't need as much water as larger animals.

Some desert animals are nocturnal. This means that they are active during the night when it is much cooler. These animals escape the high day time temperatures by sleeping in a spot of shade or in a burrow. This stops animals losing as much water as they would if they were active during the heat of the day.

Desert Plants

Several desert plants store water in their leaves, stems and roots. Other plants have very long roots which allows them to access water from underground. Many desert plants have prickly spines to prevent hungry and thirsty animals eating them!



Cactus

Level 3

Deserts

Name: _____

Task A

1. How much rainfall do deserts usually receive?

2. Why is it difficult for plants and animals to live in desert?

3. Why are many desert animals small?

4. Which word from the text means 'avoid'?

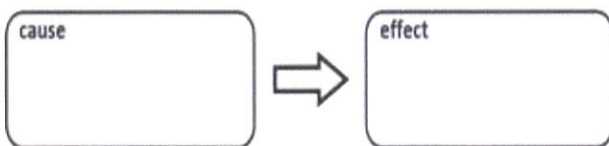
5. Why do some desert animals move around at night?

6. List 3 special features that help plants survive in deserts.

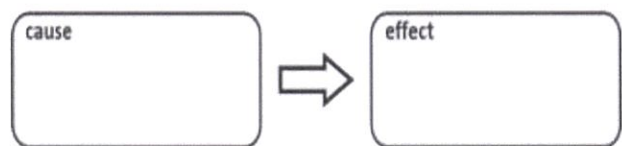
Task B

This text mentions a number of cause and effect relationships. Show 2 of them below.

1.



2.



Task C

Synonyms are words that have a similar meaning. For example: 'burrow' and 'tunnel'.

Search the text for synonyms of the following words:

1. exceptional- _ _ _ _ _

2. usual _ _ _ _ _

3. stop _ _ _ _ _

4. spiky- _ _ _ _ _

Challenge!

Draw a desert scene, adding all desert animals and plants you know.

Helping Out

It was Friday afternoon and Sally had been working hard all week. She had washed the dishes, swept the floor, and helped Mum with the washing.

“Here is your pocket money, Sally,” smiled Mum as she handed Sally some coins.

Sally thanked Mum and ran to her room. She checked to make sure Max wasn't watching and then she reached behind her bed. She pulled out a blue and white piggy bank. She dropped the coins in one by one.

Ching...

Ching...

Ching...

Ching...

Ching!



Sally heard footsteps and looked up to see who it was. She was glad when she saw it was only Mum.

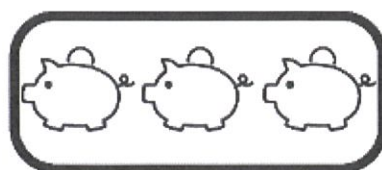
“What are you going to spend all of your money on?” asked Mum.

“A new teddy bear,” Sally answered, “Mr Gumble needs a new friend.”

“I'm sure Mr Gumble would like that,” said Mum. “Do you have enough money?”

“I need five dollars more, but I won't be able to get that until next Friday,” sighed Sally.

“Well, maybe I can help. The car is looking very dirty,” replied Mum. “Why don't you come and give me a hand?”



Level 2

Helping Out

Name: _____

Task A

1. What jobs did Sally do to earn her pocket money?

2. How many coins do you think Sally got? Why?

3. Why did Sally check to see if Max was watching?

4. Where did Sally keep her piggy bank?

5. Who is Mr Gumble?

6. How do you think Sally will earn the last \$5?

Task B

Write and draw 2 words that rhyme with car.

Add 'sw' to make new words. Draw!

__ar

__ar

sw ept	__ing	__eet	__an

Task C

What is something you would like to save up for? Write or draw!

The Puppy

Jack stood in front of the large window and watched as an energetic puppy played with a ball. He read the blue sign in the window. Pluto was just 6 weeks old.

“Look how cute he is!” Jack cried. “I wish we had a puppy. Wouldn’t it be great to have a puppy running around the house?”



“I don’t think so, Jack,” his dad said.

His parents had hoped that that would have been the end of it, but it wasn’t. Jack really wanted the little brown puppy.

“Can we please buy him?” asked Jack after school one day. “He needs a good home and we’ve got a great backyard for him.”

“We do not think it’s a good idea, Jack. Looking after a dog is a big responsibility,” his mum said.

“I will take such good care of him. I’ll feed him and brush him and take him out for walks,” said Jack.

Dad sighed. “Do you remember what happened with Rupert? You told us the same thing before we took him home. After a couple of weeks, you stopped cleaning his cage. Just about every day you needed to be told to refill the seed for the poor little thing. In the end it was us who had to look after him.”

“And a dog is going to be a *lot* more work. Especially a puppy,” added his mum.

“This will be different. A dog will be a better friend. We can do things together,” Jack explained.

Jack’s parents sighed and looked at one another.

Level 3

The Puppy

Name: _____

Task A

1. What was the name of the puppy Jack wanted?

2. What kind of animal was Rupert? How do you know?

3. Why didn't Jack's parents want to get a dog?

4. Do you think Jack enjoyed having Rupert as a pet? Why or why not??

5. Why do you think puppies are even more work than an older dog?

6. Do you think Jack's parents will change their mind? Explain.

Task B

Adjectives are describing words.

For example: large and blue

Make a list of 4 adjectives you can find in the text.

Task C

Contractions are words that have been joined. For example: you + are = you're

Find the 6 contractions in the text and show which words have been joined to make them.

1. _____ + _____ = _____ 2. _____ + _____ = _____

3. _____ + _____ = _____ 4. _____ + _____ = _____

5. _____ + _____ = _____ 6. _____ + _____ = _____

Challenge!

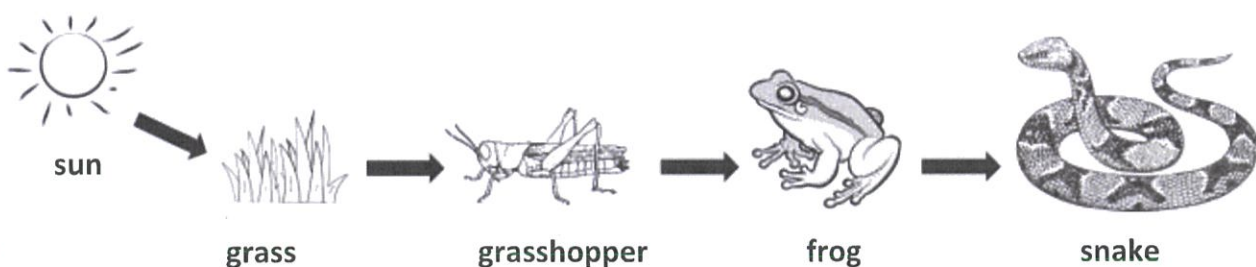
If you could have any pet, what would you choose? Explain your answer.

Food Chains

Plants and animals need energy to live. Where do plants and animals get their energy? Plants get their energy from the sun. The sun lets them grow taller and taller.

Some animals get their energy from plants. Zebras, deer, rabbits and elephants all eat plants. Animals that only eat plants are called herbivores. Some animals get their energy from other animals. Lions, snakes, wolves and frogs all eat other animals. Animals that eat other animals are called carnivores. Some animals eat plants *and* other animals. These animals are called omnivores.

A food chain uses arrows to show what animals eat and are eaten by other animals. The arrows show which way the energy moves. Look at the food chain below. In this food chain, the grass uses the sunlight to grow. The grass is eaten by the grasshopper. The grasshopper is eaten by the frog. The frog is then eaten by the snake.



Task A

1. What are animals that eat only plants called?

2. Where do plants get their energy to grow?

3. What is an omnivore?

4. Look at the food chain. Which of the animals is a herbivore?

5. Look at the food chain. Which 2 animals are carnivores?

6. Explain how the energy for all animals and plants comes from the sun.

Task B

Add 'ch' to make new words. Draw!

_ch ain	__in	__eese	__ip

Sort the words!

hungry	eat	snake
energy	tall	grow

Nouns (naming words)	Verbs (doing words)	Adjectives (describing words)

Task C

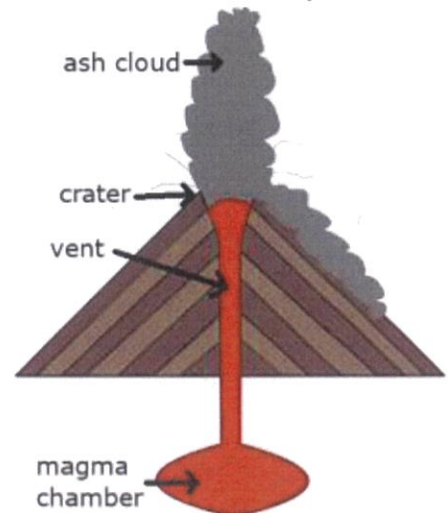
Draw and label your own food chain.

Volcanoes

A volcano is a mountain that opens down into the Earth. Volcanoes let gases and very hot melted rock (molten rock) escape to Earth's surface. The large plates underneath the Earth sometimes move. When these plates collide, magma is pushed upwards through the opening of the volcano. When the molten rock is still inside the ground, it is called magma. After it has left the volcano, it is called lava.

Not all volcanoes erupt in the same way. Some volcanoes erupt powerfully, shooting lava out of the top of the volcano and into the air. Other volcanoes erupt more gently, letting lava flow out slowly. Lava can sometimes flow out of the sides of the volcano.

Many people live near volcanoes. One reason people choose to live near a volcano is farming. Volcanoes drop minerals in the soil which help make the soil excellent for growing food. Another reason is tourism. Some people choose to visit volcanoes on their holidays. For this reason, there are many jobs near volcanoes. Many people who live near volcanoes can't afford to move away from their home. Other people live near a volcano for religious or spiritual reasons.



Did you know?

There are approximately 1500 active volcanoes in the world.

There are many volcanoes in the ocean.

There are many volcanoes on other planets.

Level 3

Volcanoes

Name: _____

Task A

1. What is the difference between magma and lava?

2. What causes a volcano to erupt?

3. What is different about the way some volcanoes erupt?

4. Which word from the text means 'crash into'?

5. Why do some farmers choose to live near volcanoes?

6. Why do you think people choose to visit volcanoes on their holidays?

Task B

Syllables are the beats in words. For example: 'volcano' has 3 syllables- vol / ca / no

Show how many syllables are in the following words:

molten

farming

minerals

powerful

lava

Task C

Edit the following passage for full stops, capital letters and spelling. Rewrite it correctly.

ash clouds from volcanoes can be very dangerous. the gases are very harmful to people ash clouds also make it unsafe for plains to fly

Challenge!

Draw and label a diagram of a volcano.

Late

“It’s time to go,” Mum called out as she walked to find James.

Mum poked her head into James’ room and shook her head. James was sitting on his bed watching T.V.

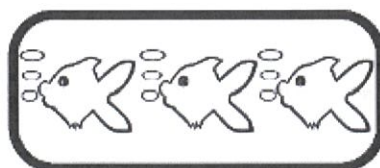
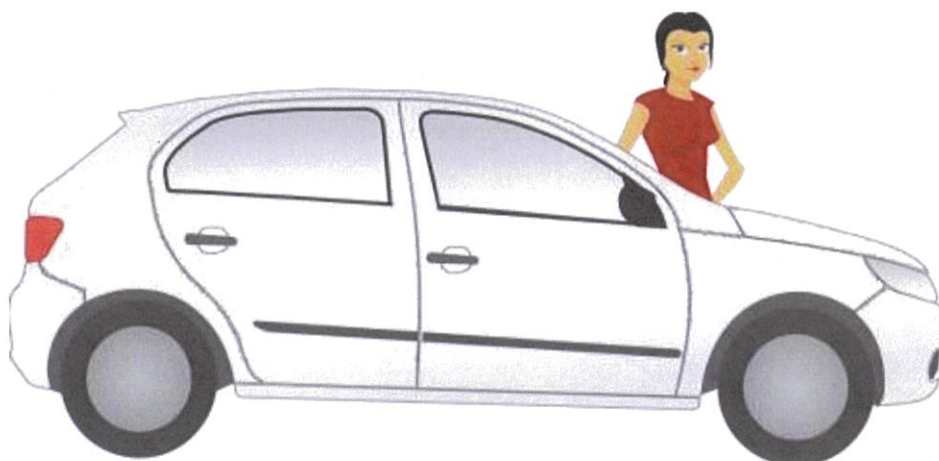
“You are not ready to go!” said Mum. “We will be late for the doctor.”

“My arm is feeling better. I don’t think I need to go anymore,” said James.

Mum folded her arms. “Go and get ready,” she said crossly.

James groaned. He put on his shoes and his blue shirt. He also took his new book with him in case he had a long wait. As he walked out, he sprinkled some food in the fishbowl. He watched as the two fish swam around and around. He waved goodbye and walked out the door.

“OK, Mum. I’m ready,” James said. He looked around. Where was Mum? He looked out the window. He saw Mum waiting in the car with an angry look on her face. “Oh no,” he said to himself.



Level 2

Late

Name: _____

Task A

1. Where were Mum and James going?

2. Why was James going to the doctor?

3. Did James want to go to the doctor? How do you know?

4. What was James taking with him to the doctors?

5. Why did Mum shake her head when she saw James?

6. Why did James say, 'Oh no'?

Task B

Write and draw two words that rhyme with **fish**.

__ish

__ish

Sort the words!

angry	bowl	wait
Mum	said	blue

Nouns (naming words)	Verbs (doing words)	Adjectives (describing words)

Task C

Draw James waiting at the doctors.

The Secret Lake

This was Evie's first trip to the lake. Molly had brought her along. She wanted to show Evie her favourite place to swim. It was a secret place that Molly hadn't shared with many other people.

"How did you find this place?" Evie asked as they walked.

"My parents brought me here when I was younger," Molly replied.

"My legs are getting tired," Evie said, stepping over a fallen log.

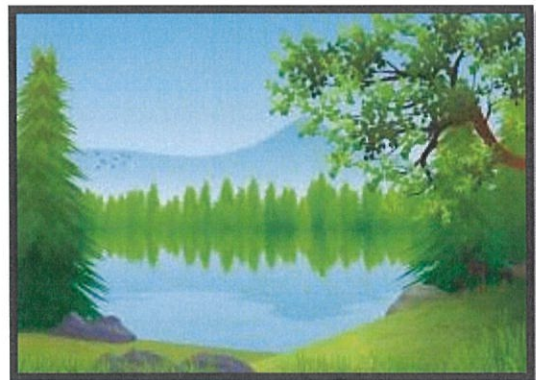
"It's worth the walk, trust me," said Molly.

Having just passed the small stream, Molly knew they were now almost there. Not many people visited the lake, so the path was overgrown. Only a faint track was visible. Vines hung low overhead and tree branches dangled awkwardly, forcing the girls to duck and weave.

Molly reached the clearing first. Evie was close behind her.

"Wow!" Evie gasped. "The lake is beautiful!"

The girls dropped their bags at the water's edge and waded into the cool water. Closing her eyes, Molly began to float on her back. She could hear the call of a bird in the distance. Molly smiled. She loved how peaceful it was.



Level 3

The Secret Lake

Name: _____

Task A

1. How did Molly know when they were almost there?

2. Who saw the lake first?

3. How did Molly first find the secret lake?

4. Which word from the text means 'unclear'?

5. Why was the path to the lake overgrown?

6. Why do you think Molly hasn't told many people about the lake?

Task B

Antonyms are words that have opposite meanings. For example: over and under

Find the antonyms for the following words in the text:

finished _____ last _____ lose _____ large _____

Task C

Edit the following passage for full stops, capital letters and spelling. Rewrite it correctly.

after a while, molly lookd at her watch she told evie it was time to go they packed up their things and walked back along the parth

Challenge!

Make a map that shows the way to the secret lake!

Writing – Monday

Method – tells us what we need to do the procedure

Circle the method for the procedure below.

How to collect 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 tooth!

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

You'll need:

Are you a faster finisher? Start writing your own magical procedures on a spare piece of paper!

Writing – Tuesday

Method – tells us what we need to do the procedure

Look at the picture.

It looks a fairy is trying to collect a tooth!

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



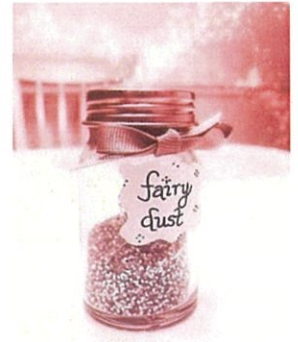
How to Collect a Tooth



Tooth



Wand



Fairy dust

You'll need:

Fill in the blanks with the three materials.



Writing – Wednesday

Materials – what we need for the procedure

Method – tells us what we need to do the procedure

Write the commands in the correct order.

2. Collect the tooth from under the child's pillow.
4. Swing your precious wand to fly back to the fairy queen.
3. Sprinkle the fairy dust over the child.
1. Fly at night to get to the house.

(Hint: look at the numbers to help you)

Writing – Thursday

Materials – what we need for the procedure

Method – tells us what we need to do the procedure



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

Finish the commands.

1. Fly _____

2. Collect _____

3. Sprinkle _____

4. Swing _____

Writing – Friday

Materials – tells us what we need for the procedure
Method – tells us what we need to do the procedure

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

You'll need:



1. Fly _____

2. Collect _____

3. Sprinkle _____

4. Swing _____

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

Loud, proud, noun,

bound, ground, owl,

brow, how, now,

scowl, down, frown,

island, front, sword.


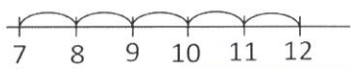

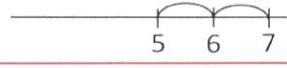

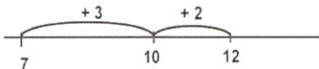

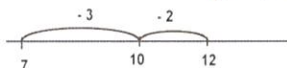

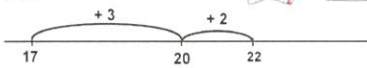

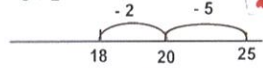

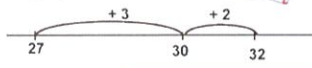

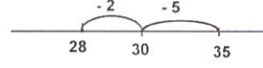

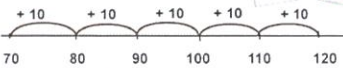

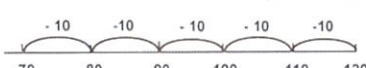

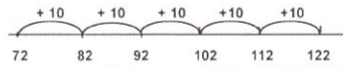

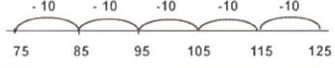
Scowl at the clown

on the ground.

Monday - Friday : Students to work on their addition and subtraction levels each day.

Addition and Subtraction Levels

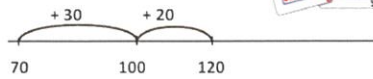
1. Have a look at the maths levels below and remind yourself which level you are working at.

<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: blue; color: white; padding: 2px;">Addition and Subtraction - bridging to 20</p> <p>$17 + 5 =$ </p>  <div style="border: 1px solid blue; padding: 5px; margin-top: 10px;"> <p>$25 - 7 =$ </p>  </div>	<p style="text-align: center; background-color: darkblue; color: white; padding: 2px;">Addition and Subtraction - bridging to any decade</p> <p>$27 + 5 =$ </p>  <div style="border: 1px solid darkblue; padding: 5px; margin-top: 10px;"> <p>$35 - 7 = 27$ </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

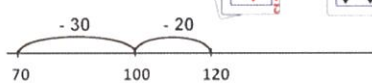
$$70 + 50 =$$

$$30 + 20$$



$$120 - 50 =$$

$$30 + 20$$



Addition and Subtraction - 2 two-digit numbers using partitioning

$$68 + 58 =$$

$$50 + 8$$

$$2 + 6$$



$$126 - 58 =$$

$$10 + 8$$

$$2 + 2$$



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

$$78 + 58 =$$

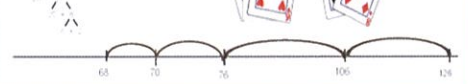
$$30 + 28$$

$$20 + 8$$

$$2 + 6$$



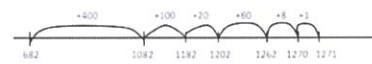
$$126 - 58 =$$



Addition and Subtraction - three digit numbers using place value

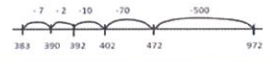
$$682 + 589 = 1271$$

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



$$972 - 589 = 383$$

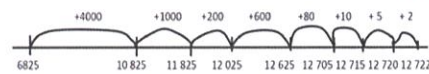
$$70 + 10 + 2 + 7$$



Addition and Subtraction - four digit numbers using place value

$$6825 + 5897 =$$

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



$$12722 - 5897 =$$


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


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




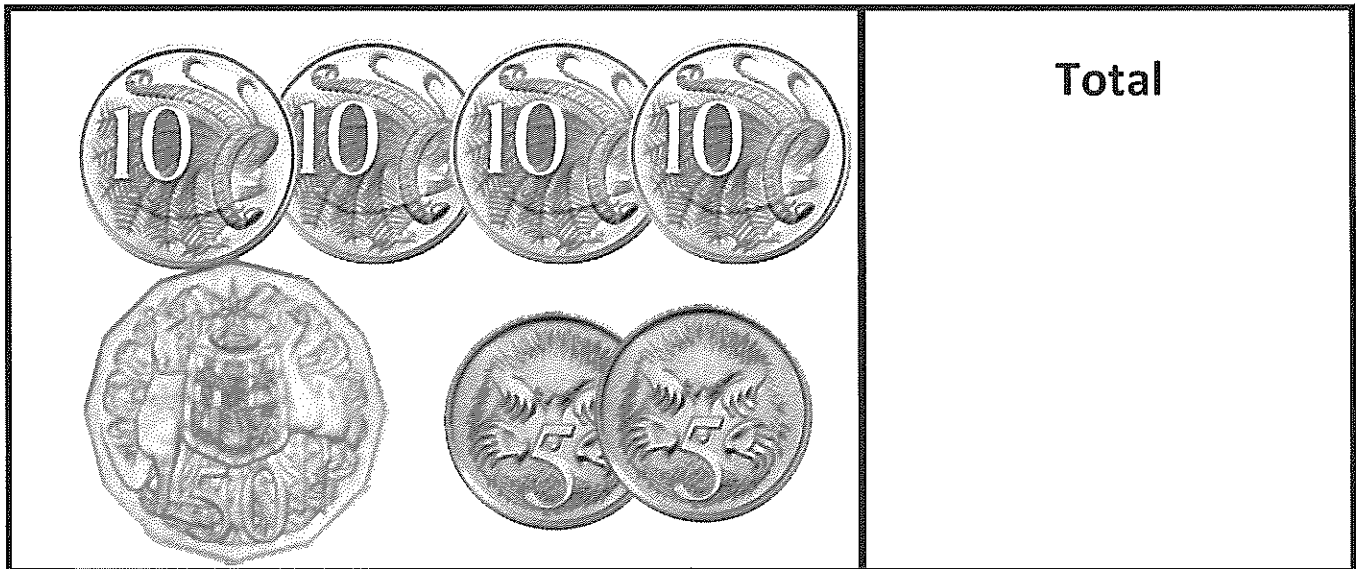
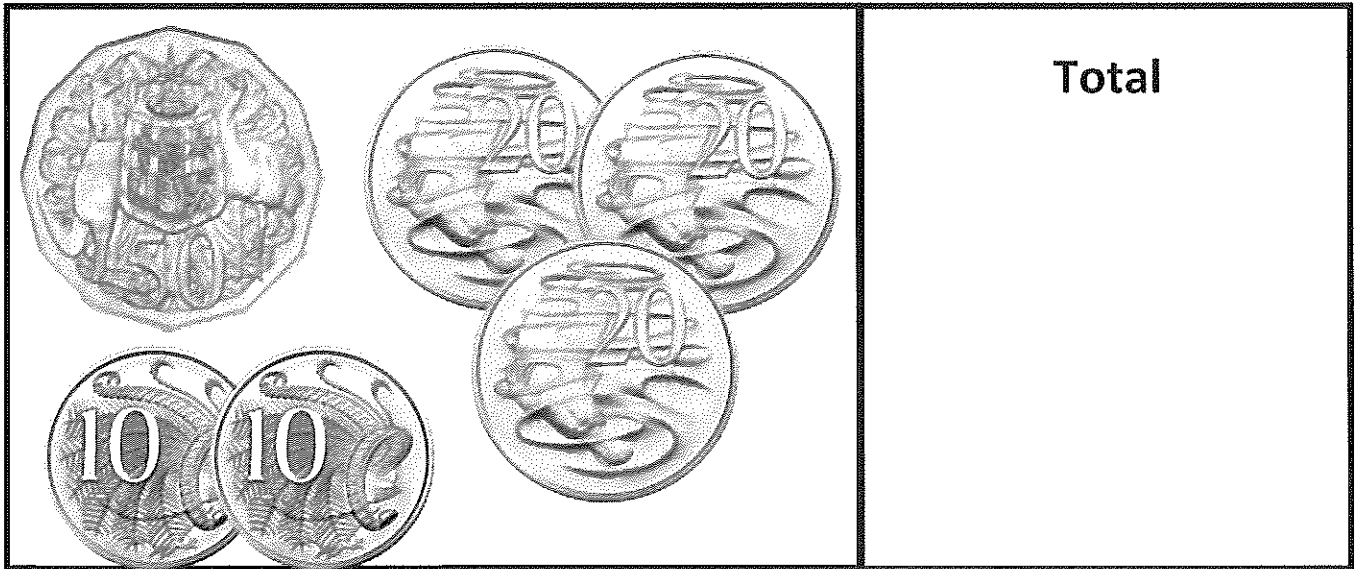
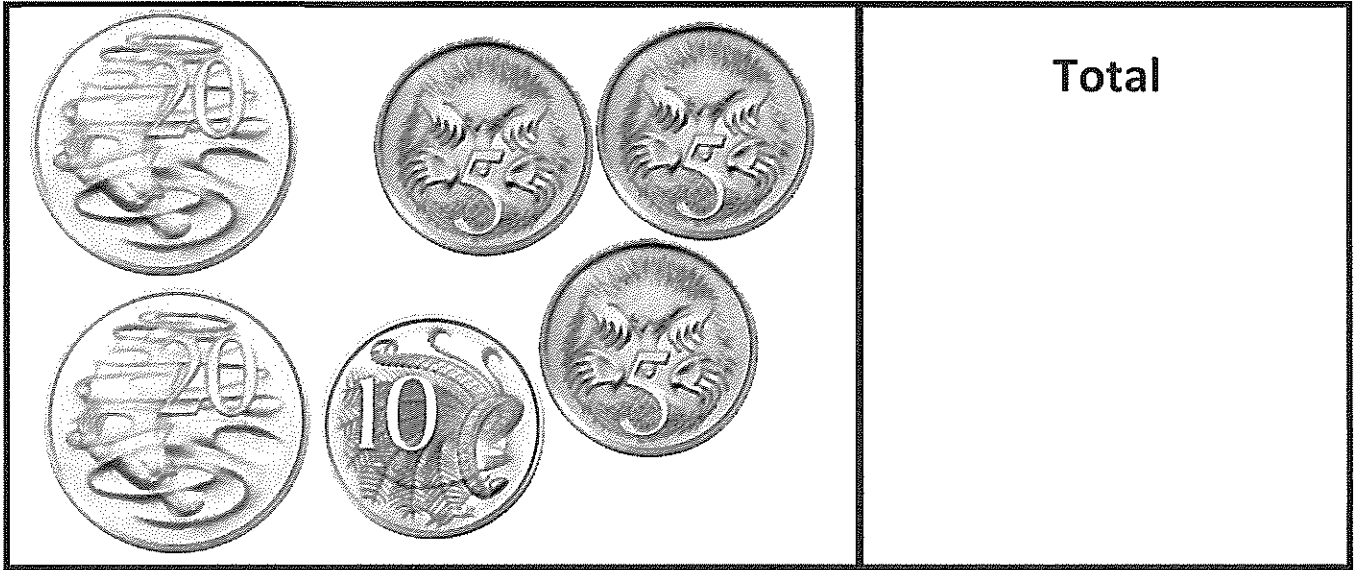
Monday - Mathematics – Money

Count each group to find the total amount of money.

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

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

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



Tuesday - 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	
--------	--

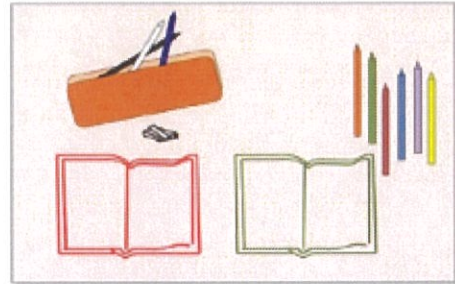
\$2.40	
--------	--

Wednesday - Mathematics- Maps

Today we are going to use our problem-solving skills to interpret the map of Lola's desk.

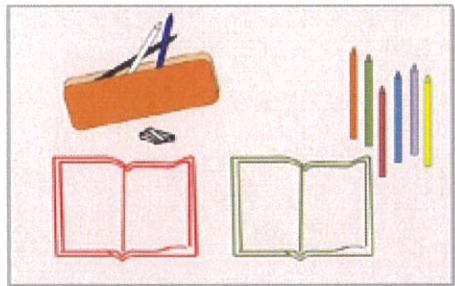
MG 22 (1a) This is a map of Lola's desk.

Which pencil is between the green pencil and the blue pencil?



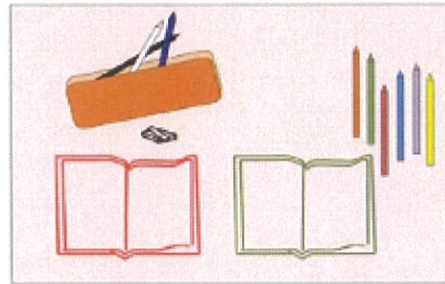
MG 22 (1b) This is a map of Lola's desk.

Which book is on the left?



MG 22 (1c) This is a map of Lola's desk.

How many pencils are between the yellow pencil and the green pencil?



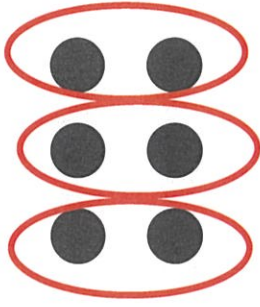
aps

It's your turn! Draw a map of your study desk. Don't forget to write down the position of each object on your study desk.

Thursday - Mathematics - Multiplication and Division

WALT: divide

Can you draw an array to show these divisions?



$$6 \div 2 = 3$$

$$8 \div 2 =$$

$$10 \div 2 =$$

$$14 \div 2 =$$


$$12 \div 2 =$$

$$18 \div 2 =$$

What can we use to help us learn about the past?

History is looking into our past.

It is asking questions about people, places or events. We are surrounded by items, places and people who can tell us about our past.

- 1  Watch the video.
- 2 **With your class,** talk about the questions in the video.



An artefact is an object that was made in the past and which we are able to study to reveal details about that time.

For example, a tool or a decoration.

3 Watch the video about Taillem Town.

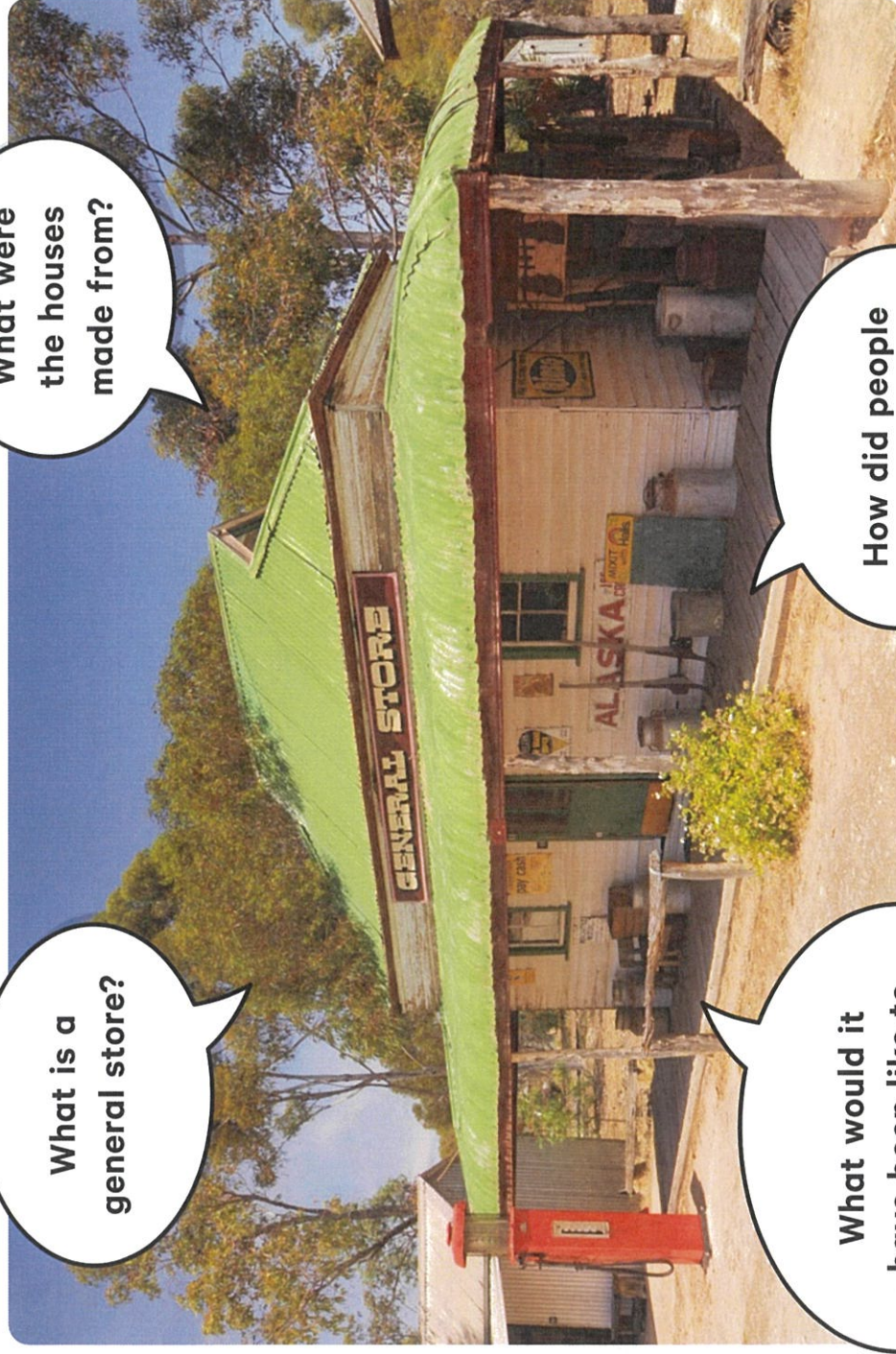
4 **Group chat.** In a small group share your answers to the questions in the speech bubbles.

What is a general store?

What were the houses made from?

What would it have been like to live in this town?

How did people communicate?



5

With your class make a list of all the artefacts you saw in the video.



6

Artefacts bingo

Choose four artefacts and write or draw them on paper or mini white boards. Your teacher will call out the name of an artefact. If it is on your list, cross it out.

When everything is crossed out call 'BINGO'.



Just like towns were different in the past, classrooms were also very different.

7

Take a close look.

Look at the old photo.

What differences can you see between this photo and your classroom?



Photo courtesy of Wikimedia Commons. Credit: Michael Coghlan, Adelaide, SA, 2017.



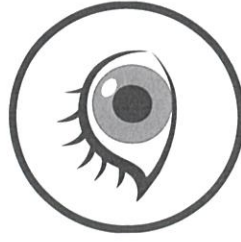
8 **Class expedition.** You can learn a lot about your school by walking around it.

Predict



Before you walk, predict what examples you might find from the past on your walk. Name or draw them.

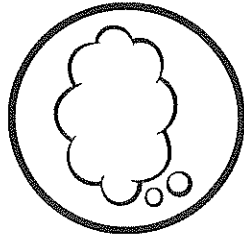
Explore



On your walk, name or draw what you find.



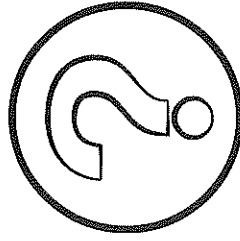
Tell



What do the artefacts you found tell us about the past?

--

Ask



What questions do you now have?

--



9

Draw the
photographer
who might have
taken this photo.

Photographer



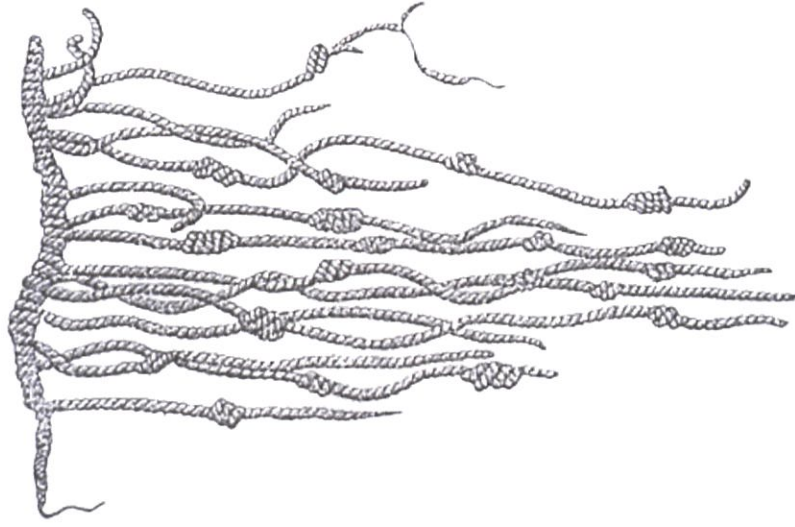
Draw and label artefacts you might find in this school.

Artefacts



10 Historians are curious people. They enjoy asking questions about artefacts and want to know more about them. Artefacts are evidence of our past. They could be any object from a button to old building ruins.

 Use the websites to learn more.



Take a close look at these artefacts then choose one and answer the questions.



Photo courtesy of Wikimedia Commons.
Credit: Wellcome Images UK.
Photo number: MOO15066



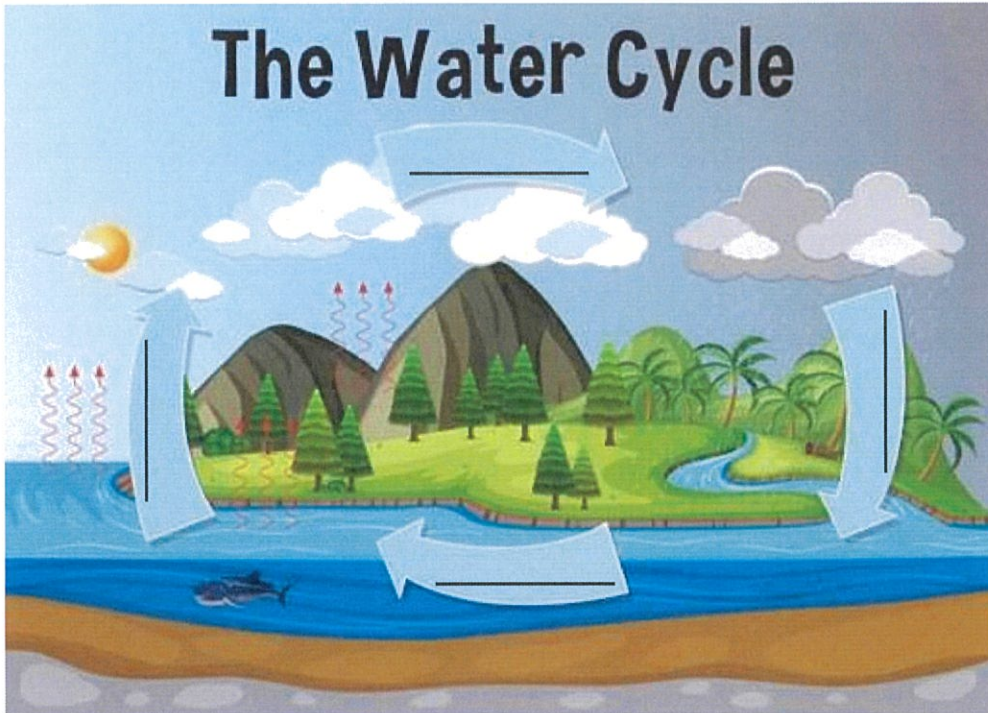
What I think it is	Why I think that

Use the research sites from your teacher to find out more about it.

What I know now

All About Water

1. Look at the image of 'The Water Cycle' and fill in the names of each part in the arrows.



Condensation	Collection	Evaporation	Precipitation
--------------	------------	-------------	---------------

2. Write a meaning for each section of 'The Water Cycle' below.

Evaporation:

Condensation:

Precipitation:

Collection:

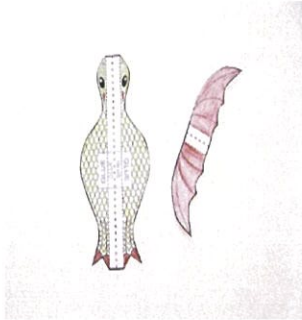
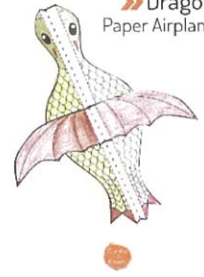
Friday

Printable
» Dragon
Paper Airplane

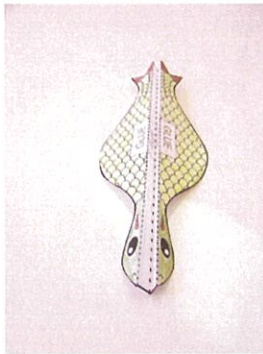
The Flying Dragon Paper Aeroplane

Check out the you tube clip on how to make the flying dragon. Use the link below:

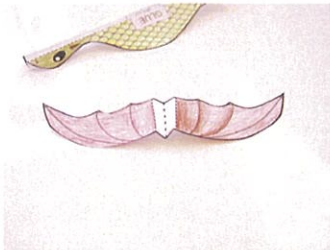
<https://youtu.be/VMthmZJplqE>



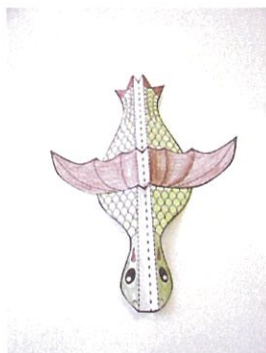
Colour the dragon using pencils, crayons or textas.



Fold the dragon in half, and then fold the sides down.



Fold the wings the same way.



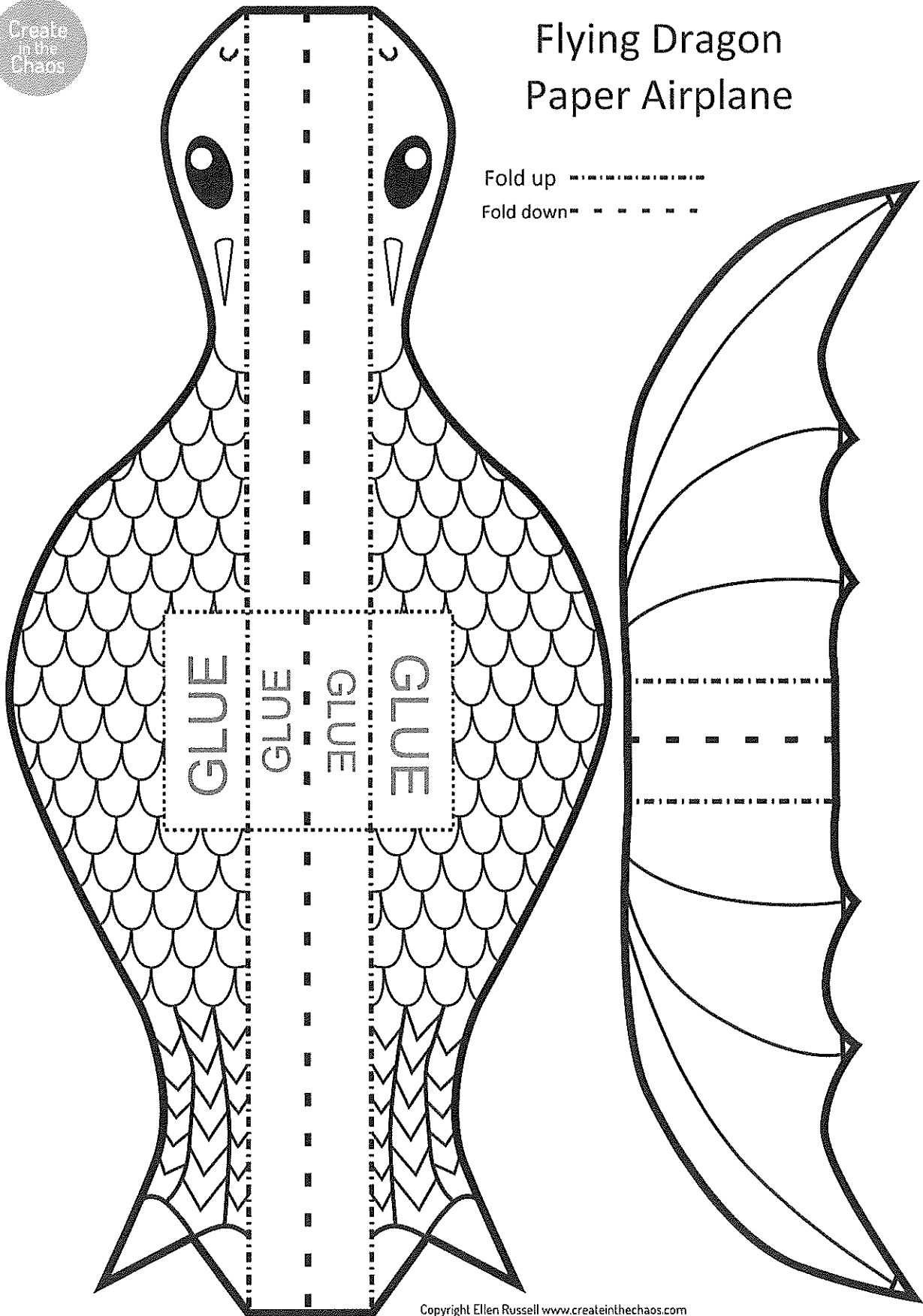
Glue the wings onto the dragon.



Add a paperclip to the tip of the dragon and let fly!



Flying Dragon Paper Airplane



Fold up - - - - -

Fold down - - - - -

HOW TO MAKE A NEWSPAPER PIRATE HAT CRAFT ACTIVITY

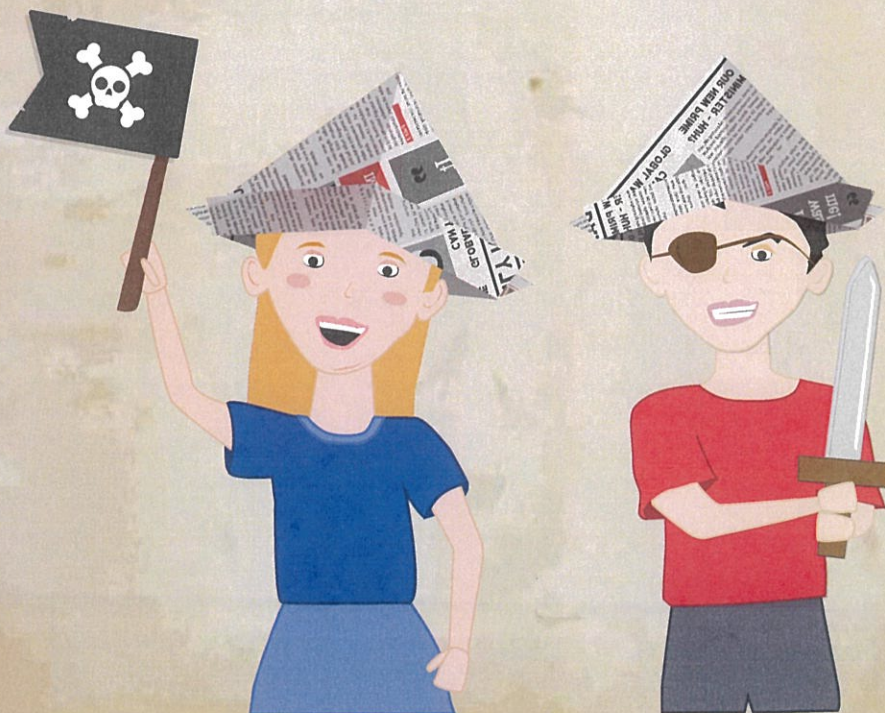
Arrr... me hearties! It's time to make a pirate hat to wear at sea.

Materials

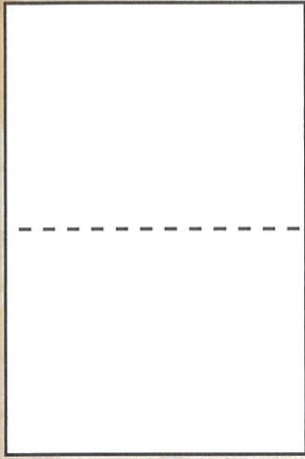
A rectangular sheet of newspaper
Sticky tape

Instructions

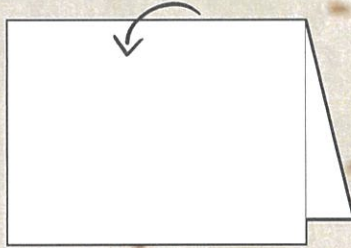
1. Place a rectangular sheet of newspaper on a flat surface in a portrait layout.
2. Fold the sheet of newspaper from top to bottom and create a crease.
3. Fold the folded sheet of newspaper from left to right, create a crease and unfold.
4. Fold the top left corner towards the middle crease to create a triangle.
5. Repeat the previous step with the right hand side.
6. Add a small piece of tape to hold the triangles together.
7. Take the top layer of paper from the bottom section of your hat and fold it upwards so that it covers the bottom section of the triangles.
8. Turn the paper over and repeat the previous step.
9. Avast ye! Open up your pirate's hat!



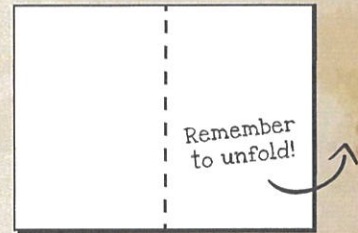
Follow the steps to make a newspaper pirate hat.



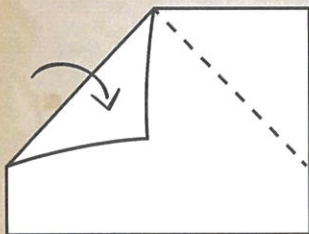
1.



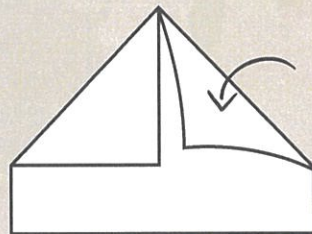
2.



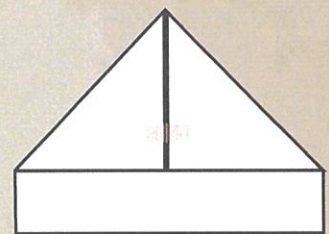
3.



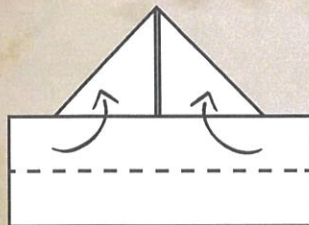
4.



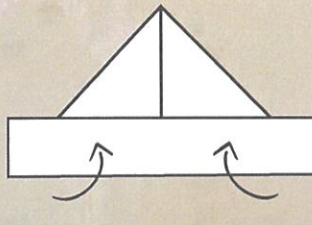
5.



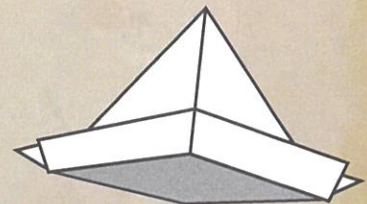
6.



7.



8.



9.

Friday – Sport/Fitness

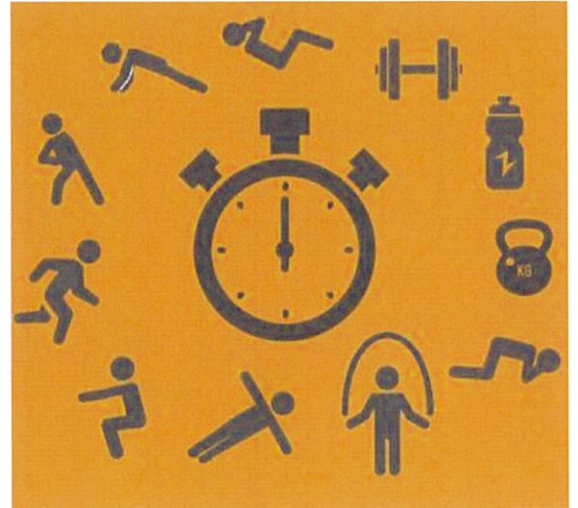
Create your own Fitness Circuit

A fitness circuit is a group of exercises, roughly 6 different activities, that you complete one after the other with rests in between. Each exercise is completed for a certain amount of time and then there is a short break in between.

For example:

1. Push-ups for 30 seconds
2. 30 seconds rest
3. Star jumps for 30 seconds
4. 30 seconds rest
5. Plank for 30 seconds
6. 30 seconds rest

Repeat this circuit 3 times.



One circuit is when all of the chosen exercises have been completed. Multiple circuits can be performed in one training session.

Your Job

You are going to create your own fitness circuit and complete it. You can use different activities such as; star jumps, sit-ups, push-ups, skipping, sprinting and others to fill your activity grid below. Make sure you add how long you do each exercise for and how long you rest in between. Once you are done, try out your circuit and have fun.

Exercise	How long for (seconds)	Rest after exercise (seconds)
Repeat 2 3 4 times. (Circle one)		