

# Cambridge Gardens Public School

## Unit 4 - Year 1 Part A



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Google Classroom Username: \_\_\_\_\_@education.nsw.edu.au

Class Code: jvr7qqz

# Framework For Remote Learning - Unit 4

	Day One (3.8.21)	Day Two (4.8.21)	Day Three (5.8.21)	Day Four (6.8.21)	Day Five (9.8.21)
English	<p><u>Spelling</u> Write out your &lt;y&gt; spelling words and underline the sound of the week. Write three interesting sentences using your spelling words. <b>(15 minutes)</b></p> <p><i>Optional: Revise your tricky words during this time.</i></p> <p><i>Optional: Complete the extension spelling words for a challenge.</i></p> <p><u>Sentence A Day</u> Complete the S.A.D activity. <b>(5 minutes)</b></p> <p><u>Reading</u> Predicting Watch the link below- Possum Magic by Mem Fox <a href="https://youtu.be/gEGq_R0KlrM">https://youtu.be/gEGq_R0KlrM</a> Look at the front cover and make a prediction about what you think the story might be about. Write your prediction and answer the prompt questions. Listen and read along to the story. <b>(15 minutes)</b></p>	<p><u>Jolly Spelling</u> Complete the &lt;y&gt; worksheet. <b>(15 minutes)</b></p> <p><i>Optional: Revise your tricky words during this time.</i></p> <p><u>Handwriting</u> Complete the 'Oo' handwriting worksheet. <b>(10 minutes)</b></p> <p><u>Reading and Viewing</u> Summarising- Learn about Tiddalik the Frog <a href="https://youtu.be/_bs-qUWomHtM">https://youtu.be/_bs-qUWomHtM</a> Listen to the text. Write 3 VIPs (Very Important Points) that you remember from the text. <b>(15 minutes)</b></p> <p><u>Writing</u> Write a recount about Tiddalik the Frog. Choose Activity A, B or C. <b>(20 minutes)</b></p> <p><u>Reading Eggs</u> Read a book from the Reading Eggs library and retell</p>	<p><u>Jolly Grammar</u> Complete the 'Adjectives' worksheet. <b>(15 minutes)</b></p> <p><u>Sentence A Day</u> Complete the S.A.D activity. <b>(5 minutes)</b></p> <p><u>Reading</u> Questioning and Making Connections. Read the 'Anzac Biscuits' information and answer the questions. <b>(15 minutes)</b></p> <p><u>Writing</u> Watch the video 'Learn to make Anzac Biscuits with Ozzie.' Go to the Google Classroom and watch the 'How to Make Anzac Biscuits' writing video. Choose activity A, B or C and complete the writing template. <b>(20 minutes)</b></p> <p><u>Reading Eggs</u> Read a book from the Reading Eggs Library and complete one activity.</p>	<p><u>Spelling</u> Complete the &lt;y&gt; 'Connect Four' spelling activity. <b>(15 minutes)</b></p> <p><i>Optional: Change the gameboard &amp; include tricky words or challenge words in this activity.</i></p> <p><u>Handwriting</u> Complete the 'o' handwriting worksheet. <b>(10 minutes)</b></p> <p><u>Reading</u> Sequencing events - Read and complete the Monster Magic comprehension activity. <b>(10 minutes)</b></p> <p><u>Writing</u> Free writing - Choose activity A, B or C and write about a topic of your choice. You may like to draw a picture to help you. <b>(20 minutes)</b></p> <p><u>Reading Eggs</u> Read a book from the Reading Eggs library and retell the story to a family member.</p>	<p><u>Spelling</u> Complete a spelling test on your 'y' spelling words. <b>(10 minutes)</b></p> <p><u>Sentence A Day</u> Write your own S.A.D. today. <b>(10 minutes)</b></p> <p><u>Writing</u> Choose activity A, B or C to write a recount about the book Possum Magic. <b>(15 minutes)</b></p> <p><u>Tricky Words</u> <b>(20 minutes)</b> Complete the Tricky Words worksheet to practise reading and spelling your tricky words.</p> <p><u>Reading</u> Complete two Reading Eggs or Eggspress lessons.</p>

	<p><u>Writing</u> Choose activity A, B or C. Complete the 'Name of Australian places and 'people food" worksheet and complete the 'Map of Australia' worksheet. <i>(20 minutes)</i></p> <p><u>Reading Eggs</u> Complete two Reading Eggs or Reading Eggspress lessons.</p>	the story to a family member.			
<b>Break</b>	<b>Complete 15 minutes of physical activity</b>				
<b>Maths</b>	<p><u>Number of the Day</u> Today's number is <b>49</b>. Complete the worksheet. <i>(10 minutes)</i></p> <p><u>TEN Activity</u> Choose activity A, B or C to complete. <i>(10 minutes)</i></p> <p><u>Mathematics</u> Use both worksheets provided to find the total amount of items in each set. <i>(20 minutes)</i></p>	<p><u>Problem A Day</u> Complete the Problem a Day question. <i>(5 minutes)</i></p> <p><u>TEN time</u> Choose activity A, B or C to complete. <i>(10 minutes)</i></p> <p><u>Mathematics</u> Use a sandwich or a slice of bread to show halves and quarters and draw your results. <i>(20 minutes)</i></p>	<p><u>Number of the Day</u> Today's number is <b>63</b>. Complete the worksheet. <i>(10 minutes)</i></p> <p><u>TEN time</u> Choose activity A, B or C to complete. <i>(10 minutes)</i></p> <p><u>Mathematics</u> Use both worksheets provided to find the total amount of items in each set. Use drawings or counters to help solve the word problems! <i>(20 minutes)</i></p>	<p><u>Problem A Day</u> Complete the Problem a Day question. <i>(5 minutes)</i></p> <p><u>TEN time</u> Choose activity A, B or C to complete <i>(10 minutes)</i></p> <p><u>Mathematics</u> Count and tally the vegetables and answer the questions below and then go on a hunt around your house and tally the amount of objects you can find listed in the table. <i>(30 minutes)</i></p>	<p><u>Number of the Day</u> Today's number is <b>80</b>. Complete the worksheet. <i>(10 minutes)</i></p> <p><u>TEN time</u> Choose activity A, B or C to complete. <i>(10 minutes)</i></p> <p><u>Mathematics</u> Solve multiplication problems using the 'x' symbol. <i>(20 minutes)</i></p>
<b>Break</b>	<b>Complete 15 minutes of physical activity</b>				

<p><b>Other KLA's</b></p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment <i>(10 minutes)</i></p> <p><u>Wellbeing</u> Olympic athletes have all worked hard to make their countries proud of them. Think of five things you have done that you are proud of. Draw or write them in the middle of each Olympic ring, then colour the rest of the page. <i>(35 minutes)</i></p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment <i>(10 minutes)</i></p> <p><u>Science - Design and Make</u> Today you will be making a rainstick to celebrate Aboriginal Children's Day 2021. Follow the instructions on the sheet to make the rainstick or watch Mrs Patrick's video on Google Classroom. You may like to take a photo of it when it is finished. <i>(35 minutes)</i></p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment <i>(10 minutes)</i></p> <p><u>PDHPE - Health</u> Watch Christina Tabone's NRL video and use the worksheets provided to respond to questions about teamwork and belonging. <i>Optional: Complete the League Star Find-A-Word</i> <i>(35 minutes)</i></p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment <i>(10 minutes)</i></p> <p><u>PDHPE - Sport</u> Head to Google Classroom and watch Miss Kinnish's video 'Flip It Fitness'. You will be taking part in some awesome physical activity to get your heart pumping! <i>(35 minutes)</i></p>	<p><u>D.E.A.R</u> Choose a book to read for enjoyment <i>(10 minutes)</i></p> <p><u>Music</u> Watch and follow the interactive video to learn about pitch. Use the attached worksheet to group high, middle and low sounds from the second video link. <i>(35 minutes)</i></p>
---------------------------	---	--	---	---	--



s 	a 	t 	i 	p 	n 	ck 
e 	h 	r 	m 	d 	g 	o 
u 	l 	f 	b 	ai 	j 	oa 
ie 	ee or 	z 	w 	ng 	v 	y 
x 	oo oo 	ch 	sh 	th th 	qu 	ou 
oi 	ue 	er 	ar 			

BLUE	YELLOW	RED	GREEN	PINK	BROWN
I	you	one	why	saw	once
the	your	by	where	put	upon
he	come	like	who	could	always
she	some	have	which	should	also
me	said	live	any	would	of
we	here	give	many	right	eight
be	there	only	more	two	love
was	they	old	before	four	cover
to	go	little	other	goes	after
do	no	down	were	does	every
are	so	what	because	made	mother
all	my	when	want	their	father



## Day 1 - English

(Tuesday 3rd August 2021)

### Spelling Focus - Pronounce <y> as in <ie>

The main ways of writing the /ie/ sound are <ie>, <i\_e>, <igh> and <y>. This week we will be focusing on <y>. There are three extension words at the bottom of the list to challenge yourself with!

List	Copy	Sentences
win		
sit		
stop		
fry		
dry		
crying		
sky		
more		
before		
myself		
Extension words		
typhoon		
hydrogen		
hygiene		
<b>Success Criteria:</b> I can use the <y> sound to spell my words correctly. 😊😊 I can write three sentences that make sense using my <y> words. 😊😊		Teacher Recognition



**Action:** Stand to attention and salute, saying *ie, ie!*

## Sentence a Day

This week we are introducing **conjunctions!** Remember **conjunctions are sentence joining words such as and, but, so, because.**

Using the sentence below, underline the **common nouns** and **proper nouns** in black, **verbs in red**, **adjectives in dark blue**, **articles in light blue**, **pronouns in pink** and **conjunctions in purple**.

**Australia won a bronze medal in the 400 metre swimming event and we were extremely proud!**

**Nouns** are things that I can see, touch and take a photo of.

Examples: chair, mug, bathroom.



**Verbs** are doing or action words.

Examples: jumped, washed, slept.



**Adjectives** are describing words that give more detail about the noun.

Examples: shiny, brown, funny.



**Articles** are words that introduce the noun.

There are only three articles: 'a', 'an' and 'the'.

**Pronouns** are words that replace nouns.

Examples: she, them, we.



**Conjunctions** are sentence joining words.

Examples: and, because, but, so.

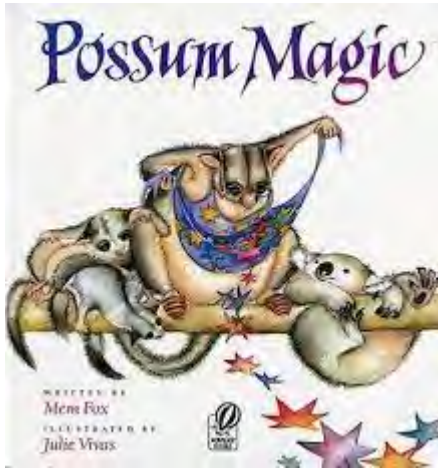


### Success Criteria:

I can identify one proper noun, two common nouns, one verb, one adjective, two articles and one pronoun in this sentence. 😊 😊

### Teacher Recognition

## Reading: Making Predictions



Look at the cover of the book **Possum Magic** by Mem Fox. Make a prediction about what you think the story might be about.

Look at the book title **Possum Magic**. Do you think the possum will be magic? What do you think the possum's magic power will be?

What do you know about possums?

Title: \_\_\_\_\_

I predict

---

---

I predict the possum will be magic: Yes or No (Circle your answer)

I predict that the possums magic power will be

---

---

I know that possums

---

---

---

### Success Criteria:


I have made a prediction about the story.



Teacher Recognition:



## Informative Writing

Listen and read along to the story.  Story Time: "Possum Magic" by Mem Fox .  
Listen to the Australian places that Hush and Grandma Poss visited and the food they ate.  
Complete the table below.  
Complete the map of Australia below.

**Select Activity A, B or C below.**

### Activity A

Write 2-3 Australian places visited and 'people food' ate by Grandma Poss and Hush.

#### Success Criteria

I have written 2-3 Australian places and food.  

Teacher Recognition:

### Activity B

Write 4 or more Australian places visited and 'people food' ate by Grandma Poss and Hush.

#### Success Criteria

I have written 4 or more of the Australian places and food.  


I have included some capital letters for proper nouns.  



Teacher Recognition:

### Activity C

Write all the Australian places visited and 'people food' ate by Grandma Poss and Hush.

#### Success Criteria

I have written all the Australian places and food.  

I have included capital letters for all the proper nouns.  

Teacher Recognition:

Name of Australian Places and 'People Food'
<p>1. <b>Adelaide</b> (South Australia): Known for its diverse food scene, including seafood, lamb, and game. Adelaide is also famous for its wine, particularly Shiraz and Cabernet Sauvignon.</p>
<p>2. <b>Brisbane</b> (Queensland): Known for its tropical fruits, seafood, and lamb. Brisbane is also famous for its coffee and beer.</p>
<p>3. <b>Canberra</b> (Australian Capital Territory): Known for its lamb, game, and seafood. Canberra is also famous for its wine, particularly Shiraz and Cabernet Sauvignon.</p>
<p>4. <b>Perth</b> (Western Australia): Known for its seafood, lamb, and game. Perth is also famous for its wine, particularly Shiraz and Cabernet Sauvignon.</p>
<p>5. <b>Sydney</b> (New South Wales): Known for its seafood, lamb, and game. Sydney is also famous for its wine, particularly Shiraz and Cabernet Sauvignon.</p>
<p>6. <b>Melbourne</b> (Victoria): Known for its lamb, game, and seafood. Melbourne is also famous for its wine, particularly Shiraz and Cabernet Sauvignon.</p>
<p>7. <b>Wellington</b> (New Zealand): Known for its lamb, game, and seafood. Wellington is also famous for its wine, particularly Shiraz and Cabernet Sauvignon.</p>
<p>8. <b>Auckland</b> (New Zealand): Known for its lamb, game, and seafood. Auckland is also famous for its wine, particularly Shiraz and Cabernet Sauvignon.</p>
<p>9. <b>Dunedin</b> (New Zealand): Known for its lamb, game, and seafood. Dunedin is also famous for its wine, particularly Shiraz and Cabernet Sauvignon.</p>
<p>10. <b>Christchurch</b> (New Zealand): Known for its lamb, game, and seafood. Christchurch is also famous for its wine, particularly Shiraz and Cabernet Sauvignon.</p>

Complete the table below.

Write the name of the Australian places that Hush and Grandma Poss visited.

Write the 'People Food' they ate at each place.

Complete the table below.

Write the name of the Australian places that Hush and Grandma Poss visited.

Write the 'People Food' they ate at each place.

Complete the table below.

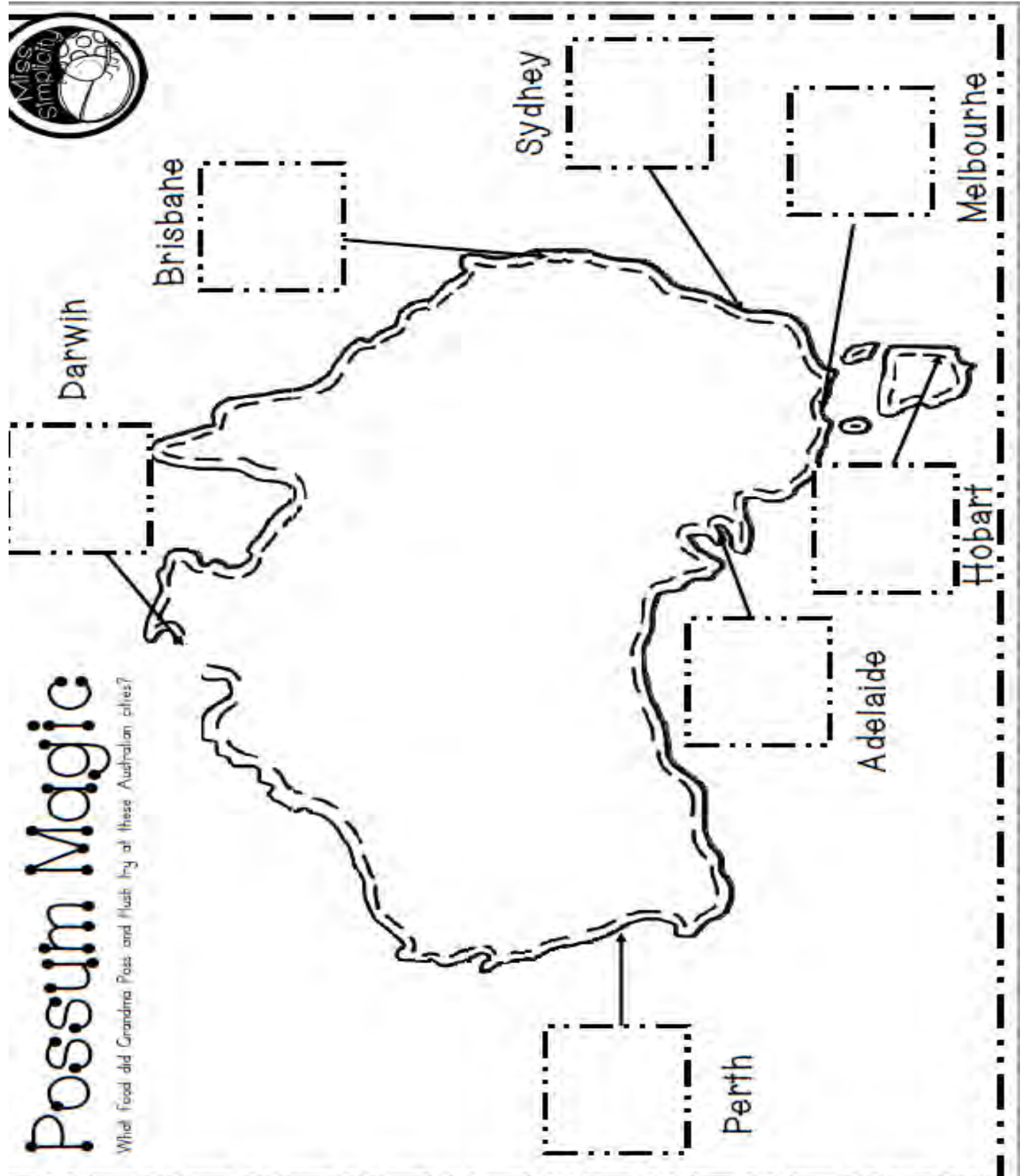
Write the name of the Australian places that Hush and Grandma Poss visited.

Write the 'People Food' they ate at each place.

[illegible]

## Map of Australia

Write the name or draw the 'people food' that Grandma Poss and Hush ate at each Australian place.



# Day 1 Mathematics - Tuesday

## Number of the Day - 49

Count up by 10s:

\_\_\_\_\_

Write in words

\_\_\_\_\_  
\_\_\_\_\_

2- digit number

\_\_\_\_\_

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

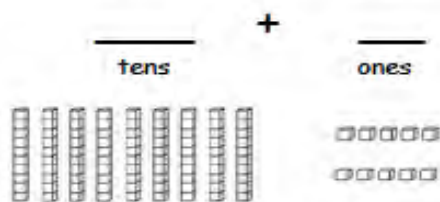
The number before  
\_\_\_\_\_

The number after  
\_\_\_\_\_

5 less -  
\_\_\_\_\_

10 more +  
\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

**Success Criteria** I can recognise and model the number 49 in multiple ways. 😊😊

**Teacher recognition**

# TEN Activity- Addition

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>1. Find a deck of cards (if none available use virtual deck at <a href="https://deck.of.cards/">https://deck.of.cards/</a>)</p> <p>2. Flip 2 cards and add them together.</p> <p><b>For example:</b></p> <p><b>Card one = 4, Card two = 8:</b></p> <p><b><math>8 + 4 = 12</math></b></p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>1. Find a deck of cards (if none available, use virtual deck at <a href="https://deck.of.cards/">https://deck.of.cards/</a>)</p> <p>2. Flip 2 cards. Double the number on one of the cards and add the other one.</p> <p><b>For example:</b></p> <p><b>Card one = 9, Card two = 6:</b></p> <p><b><math>9 + 12 = 21</math></b></p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>	<p>1. Find a deck of cards (if none available, use virtual deck at <a href="https://deck.of.cards/">https://deck.of.cards/</a>)</p> <p>2. Flip 2 cards from each pile to make a two-digit number. Repeat to make another two-digit number.</p> <p>3. Add them together to find the total.</p> <p><b>For example:</b></p> <p><b>Card one = 3, Card two = 4, Card three = 5, Card four = 2</b></p> <p><b><math>34 + 52 = 86</math></b></p> <p><b>OR</b></p> <p><b><math>43 + 25 = 68</math></b></p> <p>You can use your objects to help you find the total.</p> <p>Show your number sentences in the box below.</p>

## Success Criteria

Activity 1: I can add two numbers together

Activity 2 and 3: I can add two numbers together using non-count-by-one strategies



## Teacher Recognition



# Mathematics- Multiplication

## Multiplication – equal groups

How many bananas? Let's look at these equal groups.



There are **3** bunches of **2**.

There are **2** in each bunch.

There are **6** altogether.

1 How many ...



a ?



2 bunches of **3**



is



altogether.



b ?



bags of



is



altogether.



c ?



plates of



is



altogether.



d ?



bowl of



is

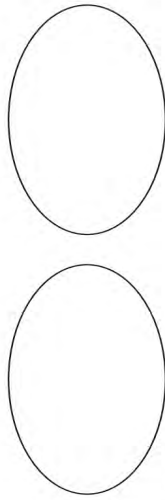


altogether.

## Multiplication – equal groups

Draw and finish the number facts.

a Draw 3 cupcakes on each plate.



How many cakes?



groups of

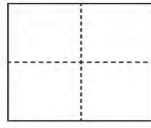
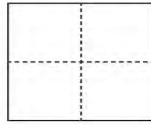
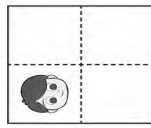


is



altogether.

b Draw 4 faces in each window.



How many faces?



groups of

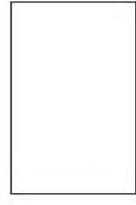
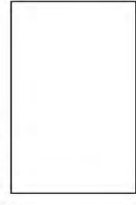
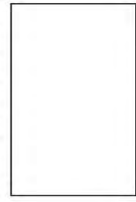


is



altogether.

c Draw 2 cats on each mat.



How many cats?



groups of



is



altogether.

### Success Criteria

I can find the total amount of items

I can make equal groups of items



### Teacher Recognition

Mathletics - Complete one Mathletics task.

Task completed - \_\_\_\_\_

Break - Do 15 minutes of physical activity.

## Day 1 Tuesday 3/8/21 - Other KLA

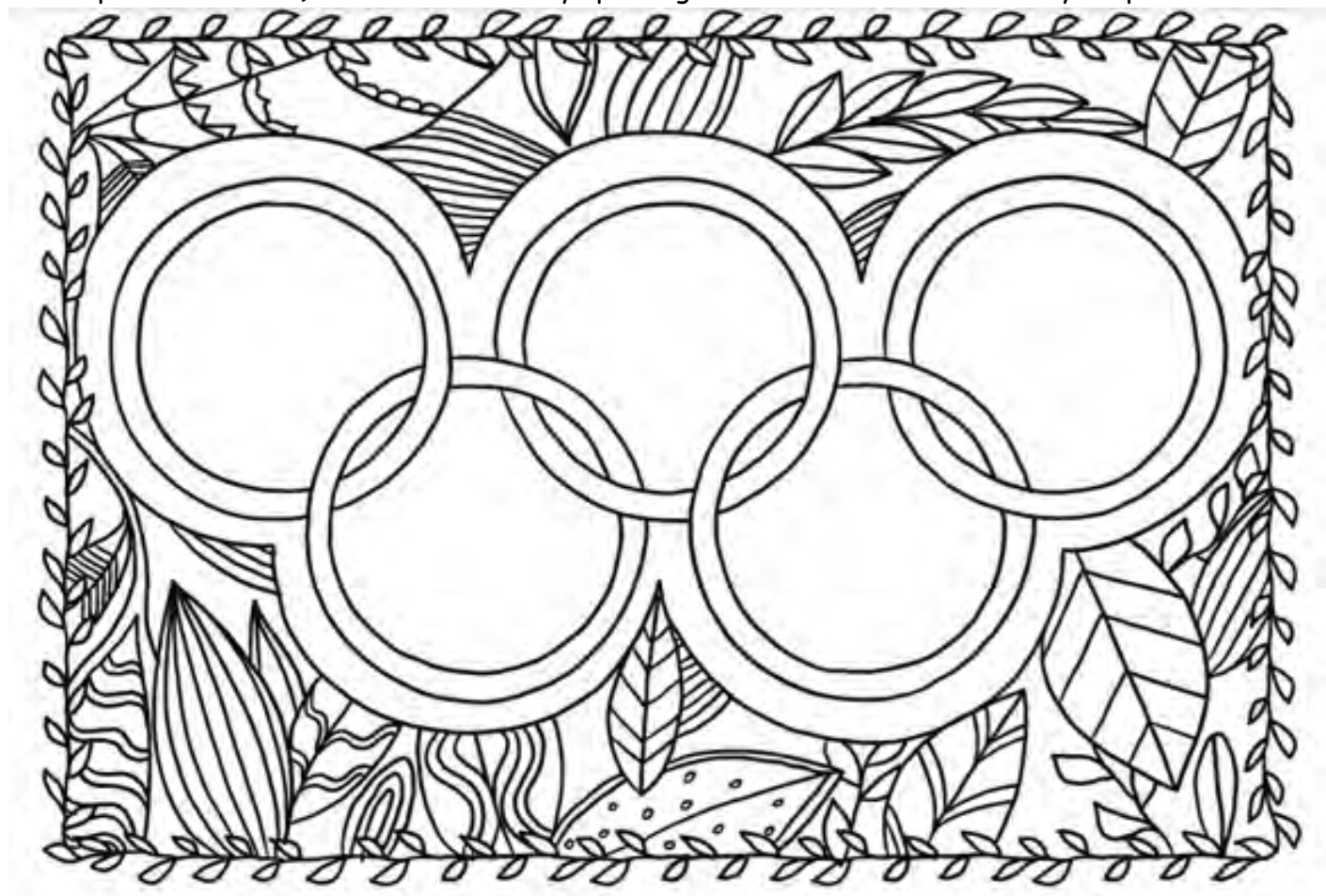
### DEAR - Drop Everything And Read!

Choose a book of your choice to read for enjoyment (10 minutes)

### Wellbeing - the Tokyo Olympics

Olympic athletes train very hard to reach their goal of representing their country at an Olympic games and they should be very proud of their achievements.

Think of 5 things you have done this year that you should be very proud of. Write what they are (or draw a picture of them) in each of the 5 Olympic rings. Then colour in the rest of your picture.



#### Success Criteria:

I thought of at least 5 things I can be proud of



#### Teacher recognition

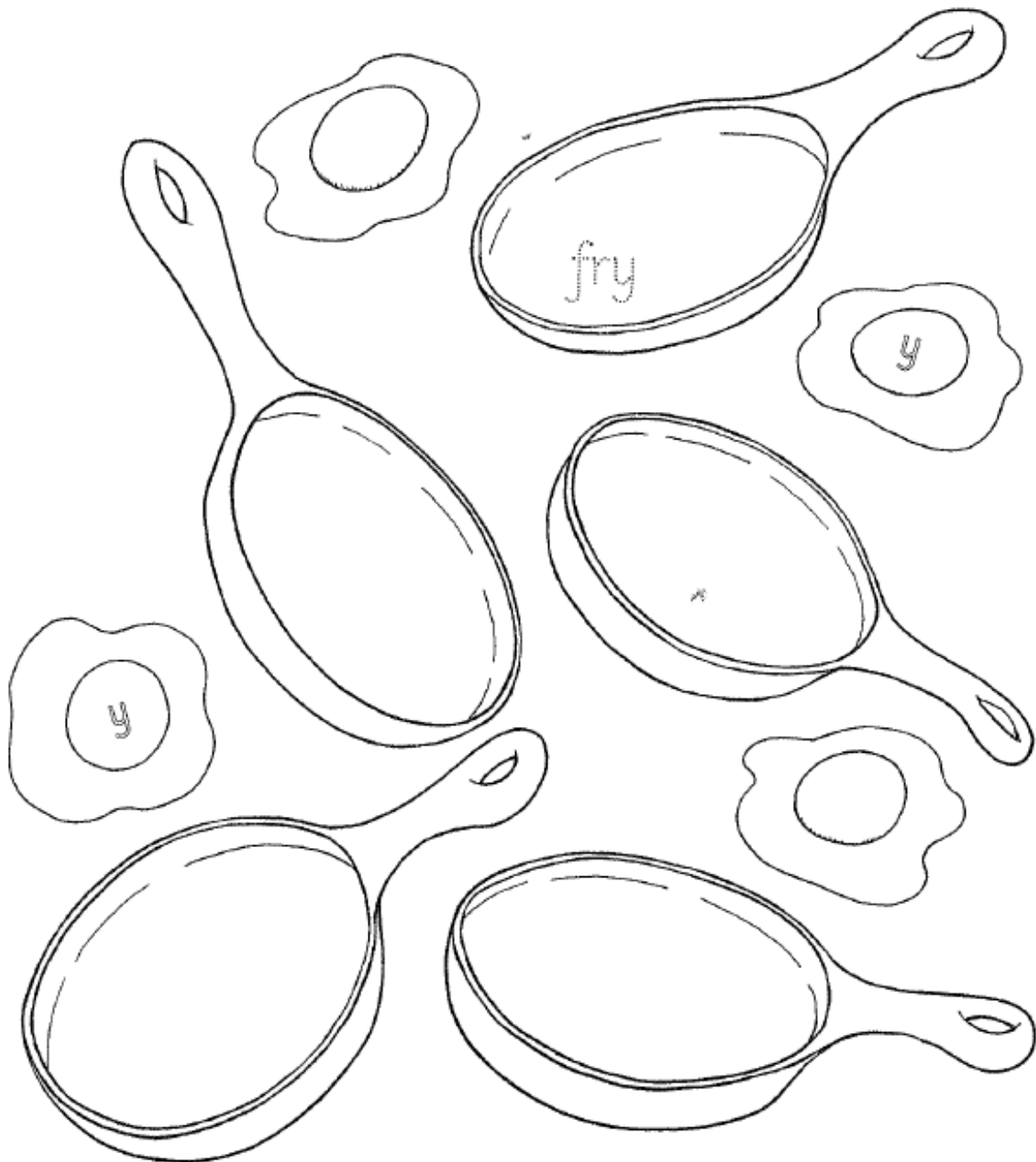


## Day 2 - English

(Wednesday 4th August 2021)

### Jolly Spelling - Pronounce 'y' as in 'ie'

Write a <y> word and draw a picture in each frying pan.



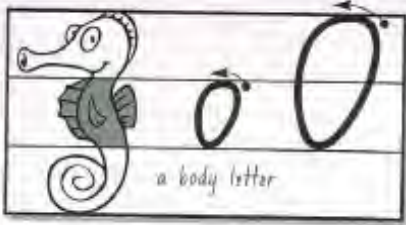
#### Success Criteria:

I can use my knowledge of the <y> sound to write five <y> words.



#### Teacher Recognition:

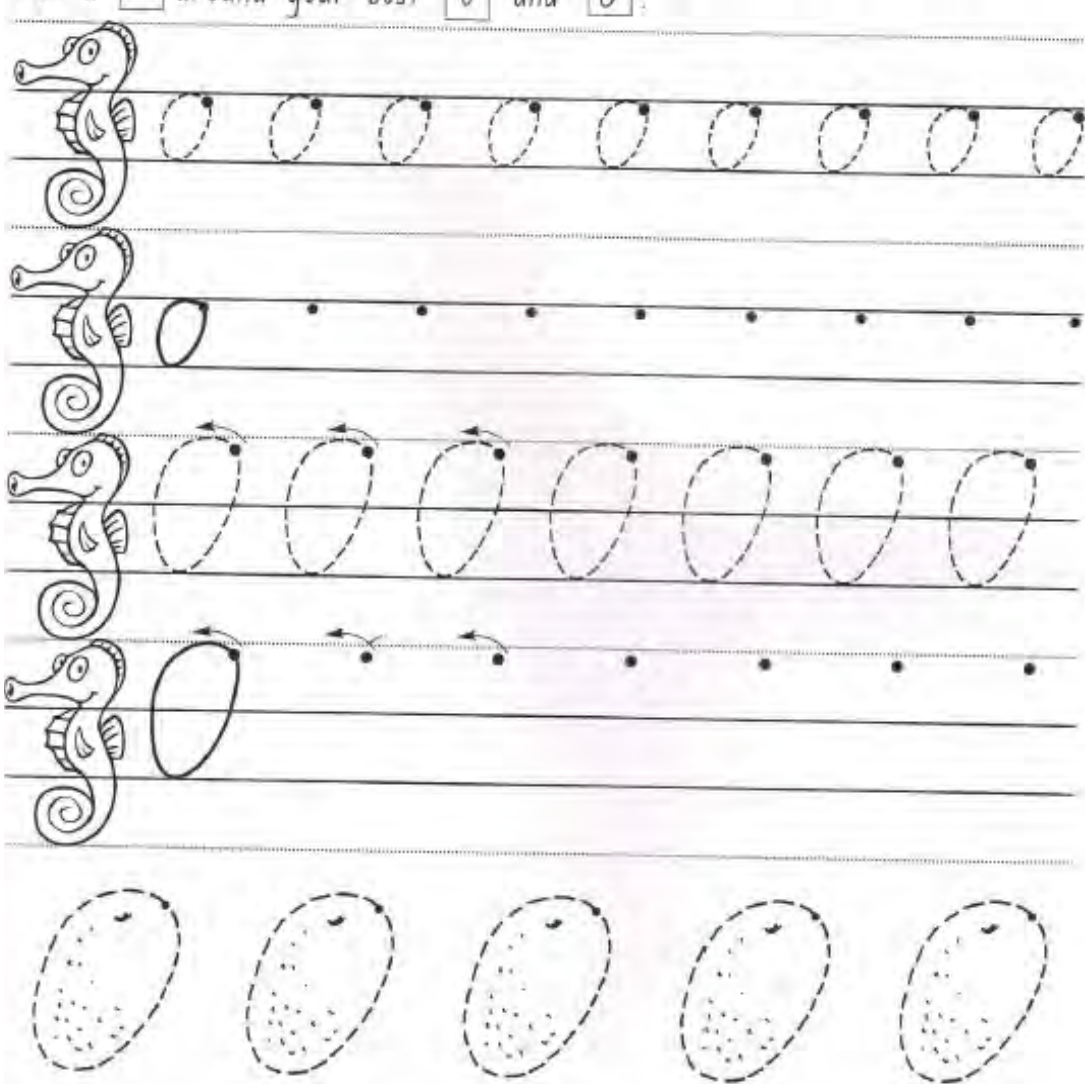
# Handwriting

 a body letter

Trace the scribble pattern.

Track.

Colour the parts of the seahorse that show where the letter o sits.  
Put a ☐ around your best ☐ and ☐.



Success Criteria: I can form my upper and lower-case 'Oo' letters correctly.



Teacher Recognition:



## Reading and Viewing - Summarising



### Learn About Tiddalik the Frog.

<https://youtu.be/bs-qUWomHtM>

View and listen to the story about Tiddalik the Frog.

Write 3 VIPs (Very Important Points) that you remember from the video Tiddalik the Frog.

### Write 3 VIPs (Very Important Points)

Title: \_\_\_\_\_

1.

---

---

2.

---

---

3.

---

---

### Success Criteria:

I have written 3 VIPS about the story Tiddalik the Frog. 😊😊

### Teacher Recognition:

**Reading Eggs:** Read a book from the Reading Eggs Library and retell the story to a family member.

Name of the book I read from the Reading Eggs Library:

\_\_\_\_\_





## Writing - Recount

Choose Activity A, B or C below.  
Write a recount about Tiddalick the Frog.

### Activity A

Write **2-3 sentences** about Tiddalick the Frog.

#### Success Criteria:

I have used a capital letter at the start of every sentence.



I have used a full stop at the end of every sentence.



Teacher Recognition

### Activity B

Write a recount about Tiddalick the Frog. Connect your ideas using words such as '**Firstly**', '**After that**', '**Next**' and '**Finally**'.

#### Success Criteria:

I have used capital letters and full stops correctly.



I have used connecting words to sequence my ideas.



Teacher Recognition

### Activity C

Write **3 to 4 paragraphs** about Tiddalick the Frog. Write in paragraphs with 2-3 sentences in each. Connect your paragraphs using words such as '**Firstly**', '**After that**', '**Next**' and '**Finally**'.

#### Success Criteria:

I have used capital letters and full stops correctly.



I have grouped my ideas in paragraphs.



I have used connecting words to sequence my ideas.



Teacher Recognition

**Title:** \_\_\_\_\_

---

---

---

---

[illegible]

## Unit 4 Mathematics - Wednesday

### Problem of the Day

#### NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.









Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Brax asks people in his school if they like cats.

He draws this graph of his results.

Like cats	    	<b>KEY</b>  = 1 person
Do not like cats	  	

How many people do not like cats?

☐ 5      ☐ 2      ☐ 3      ☐ 8

Working out - Transformation step

#### Success Criteria

I used Newman's prompts to work out the problem.



#### Teacher Recognition

# TENS Activity - Addition

Select one of the 3 weekly activities and complete.

## Activity A

Show your number sentences in the box below.

## Activity B

Show your number sentences in the box below.

## Activity C

Show your number sentences in the box below

### Success Criteria

Activity 1: I can add two numbers together

Activity 2 and 3: I can add two numbers together using non-count-by-one strategies



### Teacher Recognition

# Fractions

## Sandwich Halves and Quarters

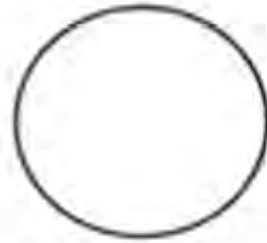
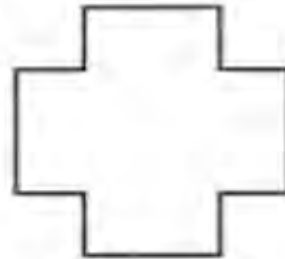
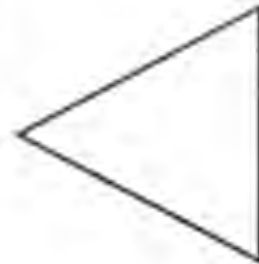
Cut a sandwich (or a slice of bread) in half and then in quarters, and draw what it looks like now.



Note: If you cut in half you will have 2 equal pieces. When cut in quarters you will have 4 equal pieces.

Are there any other ways you could have cut it in half and quarters? Draw your answer.

With a coloured pencil draw a line on each shape below to show how you would cut it in half. With a different colour show how you could cut into quarters if possible.



Can you draw other shapes that you could cut in halves or quarters?

### Success Criteria

I can identify halves and quarters



### Teacher Recognition

### Mathletics - Complete two tasks.

Task 1 - \_\_\_\_\_

Task 2 - \_\_\_\_\_



## Day 2 Wednesday 4/8/21 - Other KLA

### DEAR - Drop Everything And Read!

Choose a book of your choice to read for enjoyment (10 minutes)

### Science - Design and Make

Today you will be making a rainstick to celebrate Aboriginal Children's Day. See Mrs Patrick's video on Google Classroom for the instructions.

You will need the following items:

- Cardboard tube from a paper towel roll or something similar
- Extra paper
- Elastic bands or sticky tape
- Sticks, or aluminium foil
- 1 or 2 tablespoons of rice, dried beans etc

What to do:

1. Colour or decorate your tube
2. Cover one end of the tube with paper and secure it with an elastic band or sticky tape.
3. Fill the tube with sticks or several twists of aluminium foil - make sure there are gaps between the sticks or foil
4. Pour your rice into the tube
5. Cover the top end with paper and secure it with sticky tape or an elastic band.
6. Tilt it gently to hear the rain fall.



**Success Criteria** I could follow instructions to make a rainstick



**Teacher recognition**



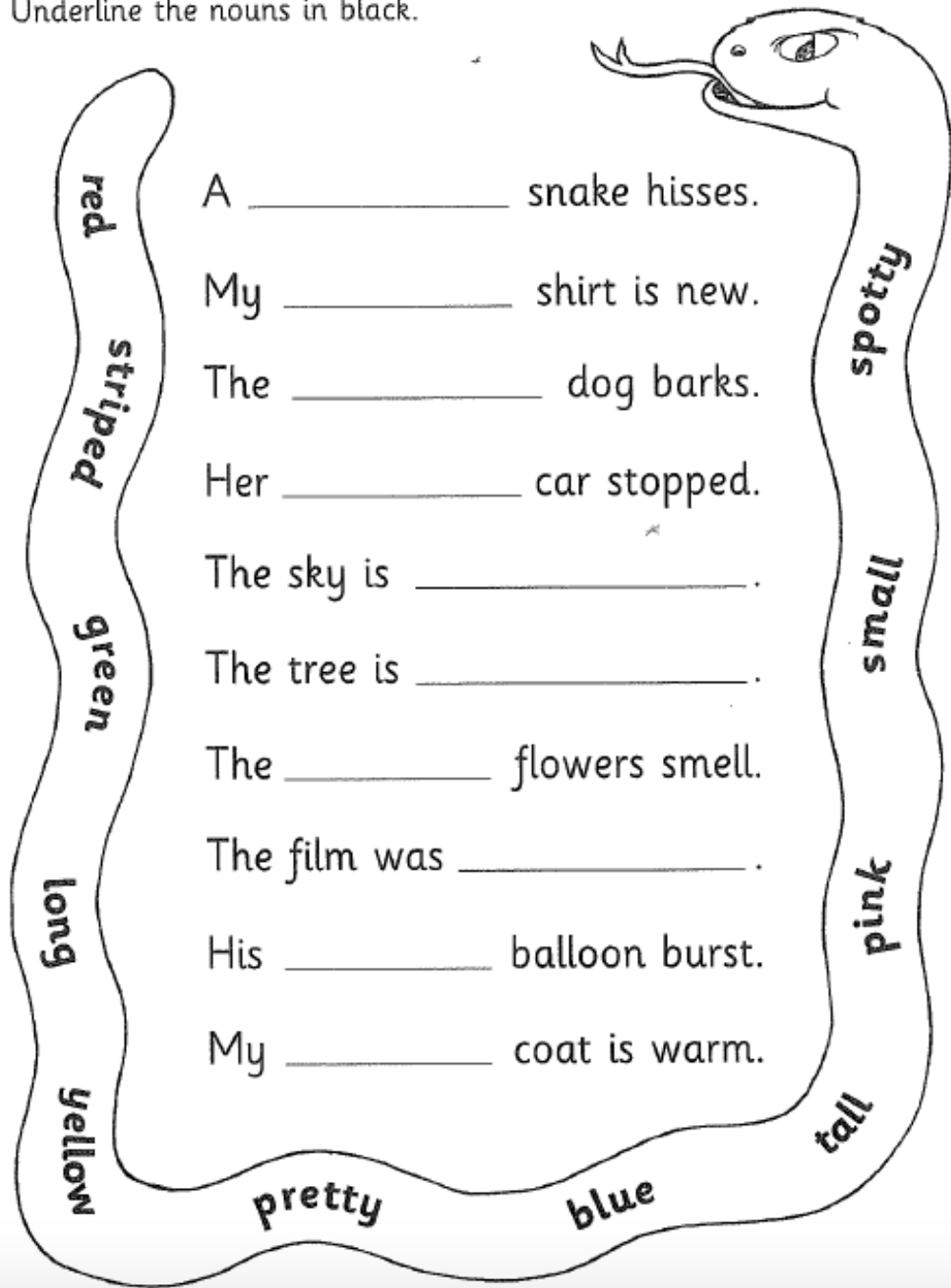
## Day 3 - English

(Thursday 5th August 2021)

### Jolly Grammar - Adjectives

#### Adjectives Blue

Find an adjective to describe each noun.  
There are some adjectives in the snake to help you.  
Underline the nouns in black.



**Success Criteria:** I can use an adjective to describe the noun in each sentence.



## Sentence a Day

The two sentences below are simple sentences. Rewrite them into one compound sentence. (Hint: compound sentences are made when two simple sentences have been joined by a **conjunction**.)

**The Olympic Games are nearly over. I am sad.**

---

---

Then, identify the different parts of speech. Underline the **common nouns** and **proper nouns** in black, **verbs** in red, **adjectives** in dark blue, **articles** in light blue, **pronouns** in pink and **conjunctions** in purple.

**Nouns** are things that I can see, touch and take a photo of.

Examples: chair, mug, bathroom.



**Verbs** are doing or action words.

Examples: jumped, washed, slept.



**Adjectives** are describing words that give more detail about the noun. Examples: shiny, brown, funny.



**Articles** are words that introduce the noun.

There are only three articles: 'a', 'an' and 'the'.

**Pronouns** are words that replace nouns.

Examples: she, them, we.



**Conjunctions** are sentence joining words.

Examples: and, because, but, so.



### Success Criteria:

I can use a conjunction to join two simple sentences together.



### Teacher Recognition

## Reading - Questioning and Making Connections

Read the Anzac Biscuits information below with a parent, sibling or by yourself.

# ANZAC BISCUITS



The basic ingredients used in the 'ANZAC biscuit' are: rolled oats, sugar, plain flour, coconut, butter, golden syrup or treacle, bicarbonate of soda and boiling water.

The first version of this type of biscuit appeared around 1823 and had different names, such as 'surprise biscuits' and 'crispies'. Over the years, the recipe changed and so did its name. During World War I, the biscuits became known as 'red cross biscuits' and 'soldier biscuits'.

Families and friends would send food to the fighting soldiers in the war. These biscuits became a very popular food to send to the soldiers fighting overseas. As they did not have any eggs or dairy in them, they were able to last the long trip without being refrigerated.

The biscuits were renamed 'ANZAC biscuits' to honour the ANZAC tradition and the fact that the biscuits were a big part of the soldier's diet in Gallipoli.

## Questioning and Making Connections

Use the Anzac Biscuit information above and think about the book **Possum Magic** by Mem Fox to answer the questions below.

You can view and listen to the story again to help answer the question below.

1. What capital city did Hush and Grandma Poss eat Anzac Biscuits?

---

2. Which food did Hush and Grandma Poss eat first?

---

3. What are the main ingredients of Anzac Biscuits?

---

---

4. What year was the first Anzac Biscuit made?

---

5. Why do Anzac Biscuits last a long time?

---

### Success Criteria:

I have read the Anzac Biscuits information. 😊 😊  
I have answered the questions from the information and book.



### Teacher Recognition:



## Writing - Procedure Writing

### How to Make Anzac Biscuits

Watch and listen to the video 'Learn to make Anzac Biscuits with Ozzie'

<https://youtu.be/iVJT0Gcr5Pw>

Log on to the Google Classroom and watch the 'How to Make Anzac Biscuits' writing video. Take a picture of your writing activity and upload it to the Google Classroom.

Choose Activity A, B or C from the table below. Complete the writing 'How to Make Anzac Biscuits' writing Template A, B or C below.

#### Activity A

Complete Template A - Anzac Biscuits sequencing.

**Success Criteria:** 😊 😐

I have sequenced the steps correctly.

Teacher Recognition

#### Activity B

Complete Template B - Write the steps on 'How to make Anzac Biscuits' in order and draw a picture for each step.

**Success Criteria:** 😊 😐

I have written the steps in order.

I have drawn a picture to match each step.

Teacher Recognition

#### Activity C

Complete Template C - Write your own procedure on 'How to make Anzac Biscuits'. Remember to include a Title, Ingredients and Method.

**Success Criteria:** 😊 😐

I have written a title and subheadings.

I have included the ingredients.

I have written the method on 'How to make Anzac Biscuits'.

Teacher Recognition

### Reading Eggs

Read a book from the Reading Eggs Library and complete one activity.

Name of book I read from the Reading Eggs Library:

\_\_\_\_\_

Name of activity I completed:

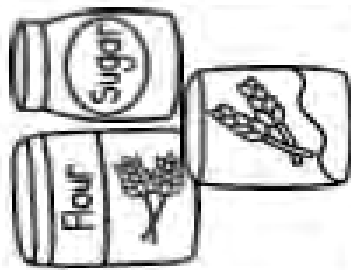
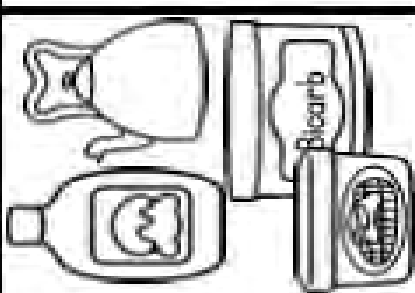
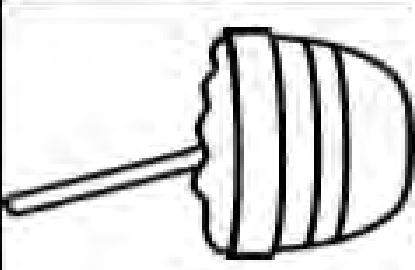
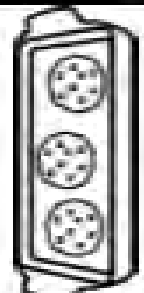
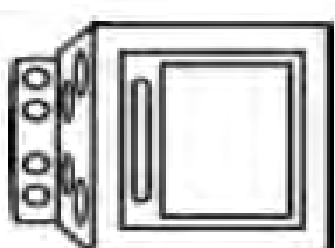
\_\_\_\_\_



## Activity A - Anzac Biscuits Sequencing

Cut and paste the steps into the correct order.

# ANZAC BISCUITS SEQUENCING

				
STEP 1	STEP 2	STEP 3	STEP 4	STEP 5

*tap teacher*

Drop teaspoons of the mixture onto a floured tray, allowing room for spreading.

Mix the golden syrup, boiling water and bicarbonate of soda until they froth. Then add the melted butter.

Bake in a slow oven.

Combine all dry ingredients.

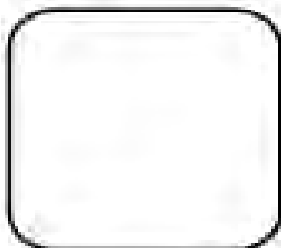
Combine the butter mixture and the dry ingredients.



## Activity B - How To Make Anzac Biscuits

Using the videos as a scaffold write the steps on 'How to make Anzac Biscuits' on the template below. Draw a picture for each step in the box provided.

### HOW TO MAKE ANZAC BISCUITS



Step 1: \_\_\_\_\_

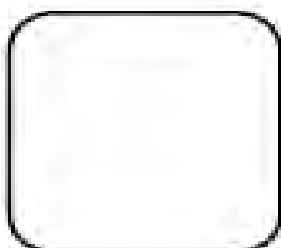
\_\_\_\_\_



Step 2: \_\_\_\_\_

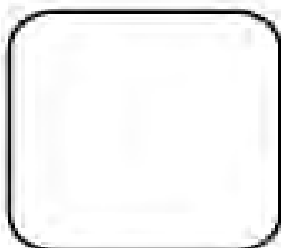
\_\_\_\_\_

\_\_\_\_\_



Step 3: \_\_\_\_\_

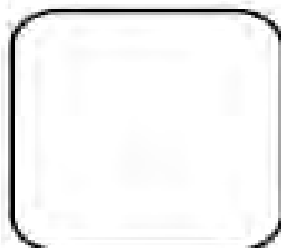
\_\_\_\_\_



Step 4: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Step 5: \_\_\_\_\_

\_\_\_\_\_

top teacher

## Activity C - How to make Anzac Biscuits

Using the videos as a scaffold write your own procedure on 'How to make Anzac Biscuits'. Complete your writing on the lined paper below. Remember to include a Title, Ingredients and Method.

Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Day 3 Mathematics - Thursday

## Number of the Day - 63

Count up by 10s:

\_\_\_\_\_

Write in words

\_\_\_\_\_  
\_\_\_\_\_

2- digit number

\_\_\_\_\_

Now answer all the questions in the boxes ☺

Find your number and colour it in below

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The number before  
\_\_\_\_\_

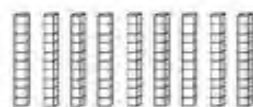
The number after  
\_\_\_\_\_


5 less -  
\_\_\_\_\_

10 more +  
\_\_\_\_\_

Partition (expand) using place value

\_\_\_\_\_ + \_\_\_\_\_  
tens ones





Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

**Success Criteria** I can recognise and model the number 63 in multiple ways.



**Teacher recognition**



# TEN Activity- Addition

Select one of the 3 weekly activities and complete.

Activity A	Activity B	Activity C
Show your number sentences in the box below.	Show your number sentences in the box below.	Show your number sentences in the box below.

<p><b>Success Criteria</b></p> <p>Activity 1: I can add two numbers together</p> <p>Activity 2 and 3: I can add two numbers together using non-count-by-one strategies</p>	<div></div> <div></div>	<p><b>Teacher Recognition</b></p>
--	---	-----------------------------------

# Multiplication

## Multiplication – groups and arrays

We can arrange objects into **groups** or into **rows**.

This is **2** groups of **4** apples.



This is **2** rows of **4** apples.

There are **8** apples altogether.

There are still **8** apples altogether.

1 How many are there?



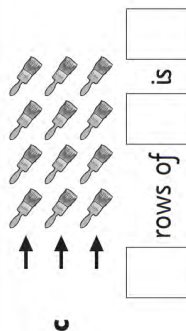
a

rows of  is



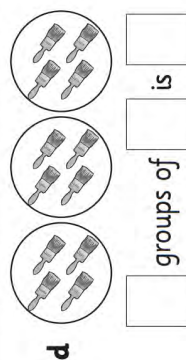
b

groups of  is



c

rows of  is



d

groups of  is

2 Draw:

a 2 groups of 3 flowers

b 2 rows of 3 flowers

How many flowers?

How many flowers?

Find solutions for the following word problems.

Use drawings or counters to help you!

a There are 5 sail boats at sea. Each boat carries 3 sailors.  
How many sailors are at sea?

b 1F line up after lunch in pairs. There are 8 sets of pairs.  
How many students in 1F?

c 1F have planted a flower garden. They have planted 5 flowers in each row. There are 15 flowers altogether. How many rows are there?

### Success Criteria

I can use groups and rows to find the total amount of items in each set



### Teacher Recognition

### Mathletics - Complete one task.

Task completed - \_\_\_\_\_

Break - Do 15 minutes of physical activity.

## Unit 4 other KLA's - Thursday

**D.E.A.R** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

### PDHPE- Wellbeing

Click on the following YouTube link and watch 'League Stars Inspire - Inclusion & Diversity' video. Once you have watched the video, you will answer the questions on the worksheets below.

<https://www.youtube.com/watch?v=miuKvibG5iU>

Josh Mansour: **A** \_\_\_\_\_ **G** \_\_\_\_\_

Kezie Apps: **B** \_\_\_\_\_ **P** \_\_\_\_\_ **T** \_\_\_\_\_

James Tedesco: **C** \_\_\_\_\_ **T** \_\_\_\_\_

Charnze Nicoll-Klokstad: **W** \_\_\_\_\_

What is **TEAMWORK**?

1. People with \_\_\_\_\_ skills and abilities \_\_\_\_\_.

2. A team where everyone \_\_\_\_\_.

3. Working together to achieve \_\_\_\_\_.

4. **T** ogether \_\_\_\_\_

**A** chieves \_\_\_\_\_

J	U	C	O	H	I	G	H	S	L	A	J	S	K	F
V	G	L	E	A	G	U	E	S	T	A	R	S	K	R
E	P	C	H	T	E	L	S	S	E	C	C	U	S	I
X	I	W	S	U	P	P	O	R	T	E	I	N	O	E
G	R	A	T	I	T	U	D	E	H	C	E	F	A	N
F	T	M	U	C	O	M	E	B	A	C	K	I	I	D
C	E	H	I	M	N	K	E	P	H	A	W	V	B	S
H	Y	I	L	O	W	S	V	D	B	E	P	W	H	T
A	O	L	N	N	Q	T	B	W	T	H	A	N	E	E
L	V	A	I	S	Q	R	V	U	Z	P	S	L	W	A
L	C	L	U	M	P	L	Z	S	M	S	S	M	T	C
E	A	I	B	Y	A	I	J	L	X	G	I	R	O	H
N	D	L	P	F	Z	F	R	F	J	P	N	J	E	E
G	A	H	W	E	L	L	B	E	I	N	G	W	O	R
E	E	G	N	I	H	C	T	A	C	T	W	U	C	S

What is **BELONGING**?

1. Feeling \_\_\_\_\_ and \_\_\_\_\_ for.

2. A \_\_\_\_\_ and \_\_\_\_\_ for who I am.

3. Feeling \_\_\_\_\_ to a community, team or group.

4. Knowing my role in the team and how I can \_\_\_\_\_.

Inspire  
Health  
Wellbeing  
Highs  
Lows  
Setback

#### League Stars

Comeback  
Challenge  
Success  
Support  
Gratitude  
Football

Friends  
Family  
Teachers  
Passing  
Catching  
Positive

#### Success Criteria

I can define the words 'teamwork' and 'belonging'



#### Teacher recognition



## Day 4 - English

(Thursday 6th August 2021)

### Spelling - 'y' Connect Four



\*You will need a dice and some counters for this activity. Feel free to use a virtual dice and/or other household items for counters e.g. dried pasta, small crumpled paper.



With a parent or older sibling, roll a dice and place a counter on one of the numbers you roll. If you say the word correctly, you get to keep the counter in that space. If you say the word incorrectly, you must remove the counter from that space. Continue taking turns until a player has marked four spaces in a row (horizontal, vertical or diagonal).

1 kite	2 light	3 fly	4 try
5 might	6 bite	1 mine	2 fine
3 bright	4 high	5 Mike	6 like
1 cry	2 sight	3 why	4 lime

#### Success Criteria:

I can use my knowledge of the <y> sound to read my <y> words correctly.

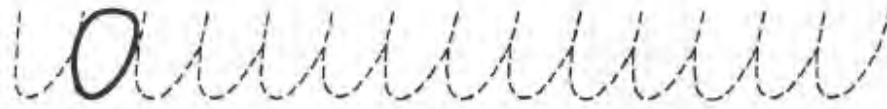


#### Teacher Recognition

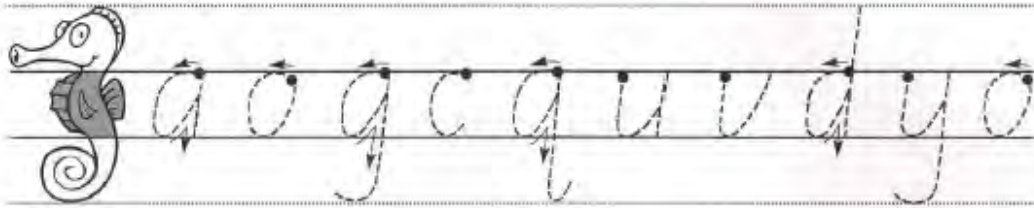
## Handwriting

Find the o's.

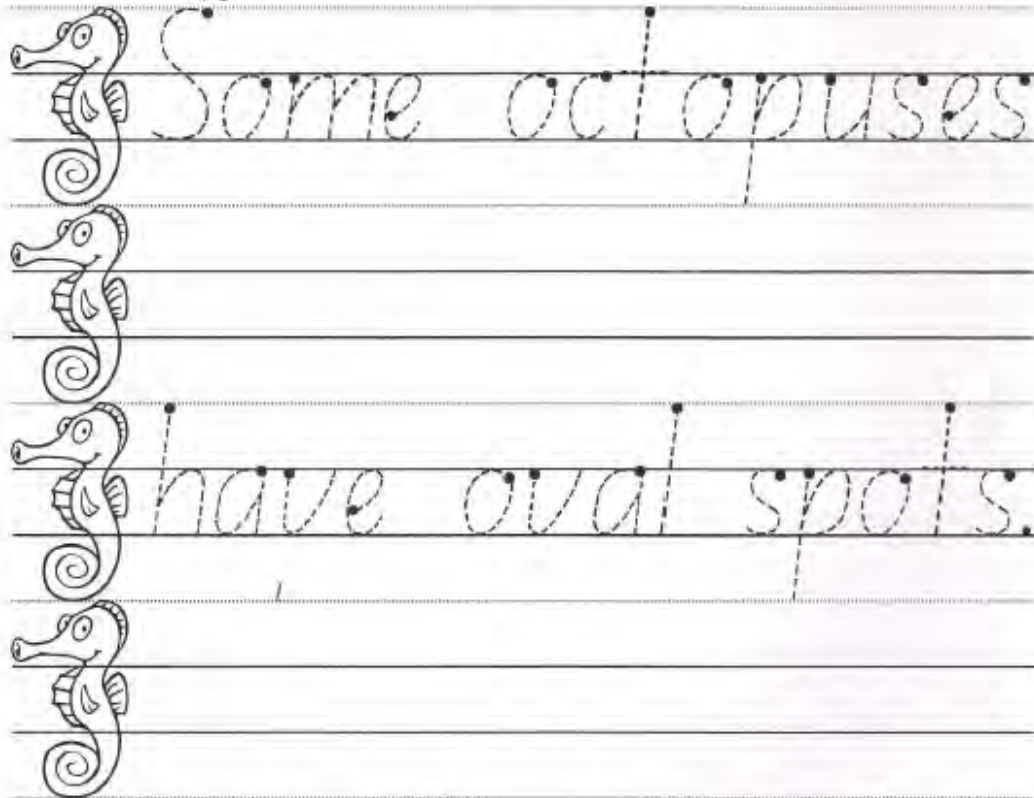
Wave pattern



Trace the body letters.



Trace, then copy. Underline the o's.



**Success Criteria:** I can form my upper and lower case 'o' letters correctly.

**Teacher Recognition:**





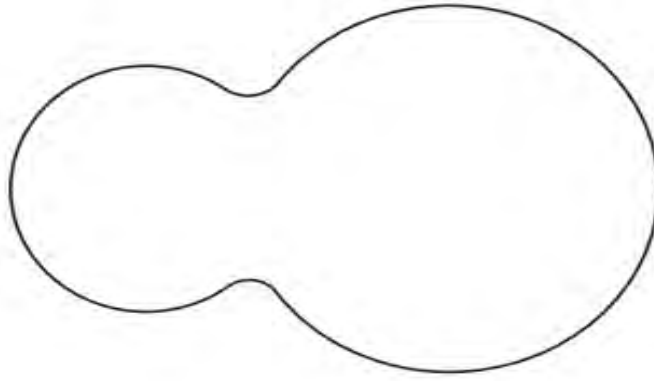
## Reading - Sequencing Events

# Monster Magic

### o Reading Comprehension Activity o

Read and follow the instructions below to create a magic monster.

1. Cover the monster's body in 12 red dots.
2. Give the monster 8 long arms.
3. Draw six yellow eyes on the monster's head.
4. Give the monster 4 short legs.
5. Draw two green pointy antennas on top of the monster's head.
6. Give the monster a big smile and a long pink tongue.
7. Draw two small ears on each side of the monster's head.
8. Give the monster a spikey purple tail.
9. Cover the monster's body in fuzzy blue hair.
10. Give the monster a name.



**Success Criteria:** 😊 😊

I have followed the instructions and created a magic monster.

**Teacher Recognition:**



## Writing - Free Writing



Select one of the activities below and use the following page to complete your free writing task on a topic of your choice.



You may like to draw a picture first to help with your ideas or you may like to draw during or after writing.

Here are some ideas if you're unsure:

\*A narrative    \*Recount about your week of remote learning    \*A poem

\*A letter    \*A procedure    \*Information report    \*Book/Movie review

### Activity A

Write **2-3 sentences** about a topic of your choice.

I have written at least 2 sentences that make sense.



### Activity B

Write about two ideas of a topic of your choice. Remember to have **2 or 3 sentences for each idea**.

I have written at least 4 sentences that make sense.



### Activity C

Write **3 to 4 paragraphs** about a topic of your choice

Remember you can group your ideas by writing about one idea in each paragraph.

I have used paragraphs to organise my 3-4 ideas.



**Reading Eggs:** Read a book from the Reading Eggs Library and retell the story to a family member.

Name of the book I read from the Reading Eggs Library:



## Free Writing

\_\_\_/\_\_\_/2021



## Unit 4 Mathematics - Friday

### Problem of the Day

#### NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.




Now, write down your answer to the question separately. Have you answered what the question was asking?

Sophia asks people in her school if they like cats.  
She draws this graph of her results.

FRIDAY

Like cats	    
Do not like cats	

KEY
 = 1 person

How many more people like cats?

○ ○ ○ ○  
1 5 4 6

Working out - Transformation step

#### Success Criteria

I used Newman's prompts to work out the problem.



#### Teacher Recognition

# TEN Activity- Addition

Select one of the 3 weekly activities and complete.

## Activity A

Show your number sentences in the box below.

## Activity B

Show your number sentences in the box below.

## Activity C

Show your number sentences in the box below.

### Success Criteria

Activity 1: I can add two numbers together

Activity 2 and 3: I can add two numbers together using non-count-by-one strategies







### Teacher Recognition

## Statistics and Probability - Data

Help the farmer record how many vegetables he grew in the table below. First count how many of each type of vegetable he has and mark it in the table. Then write it in number form. Finally, answer the questions.



Type of vegetable	Tally marks	Number
 Cabbage		
 Tomato		
 Bell pepper		
 Onion		

1. What vegetable does the farmer have the fewest of?
2. What vegetables does he have the most of?
3. How many vegetables does the farmer have in total?



Next, go on a hunt around your house and tally the amount of objects you can find listed in the table below.

Object	Tally marks	Number
Pencils		
Laptops/Computers		
Phones		
Shoes		

- 1 What object did you find the most of?
- 2 What object did you find the least of?
- 3 How many objects did you find in total?

#### Success Criteria

I can record information in a table.



#### Teacher Recognition

**Mathletics - Complete two tasks.**

Task 1 - \_\_\_\_\_

Task 2 - \_\_\_\_\_

## Day 4 - Other KLA

### DEAR - Drop Everything And Read!

Choose a book of your choice to read for enjoyment (10 minutes)

### PDHPE- Flip It Fitness!

Head over to *Google Classroom* and watch Miss Kinnish's 'Flip It Fitness' video. For this activity you will only need two water bottles or two cones. Prepare to take part in some full body exercises!

Each week, Miss Kinnish will be posting another sport activity that you can do in your backyard. Keep an eye out!

#### Success Criteria

I can demonstrate different types of body movements



#### Teacher recognition



## Day 5 - English

(Monday 9th August 2021)

### Spelling - Test

	<b>Success Criteria:</b> I have used my knowledge of the <y> sound to spell my spelling list. 😊😊	
	<b>Challenge words (optional):</b>	<b>Teacher Recognition:</b>

Score: \_\_\_\_/10

### Sentence A Day


Using the lines below, write your own interesting sentence today. You must include at least **two** nouns, **one** verb, **three** adjectives, **one** article and **one** conjunction.

---

---

---





## Writing: Recount

Select activity A, B or C below to write a recount about the book *Possum Magic*. Listen and/or read along using the clip  Story Time: "Possum Magic" by Mem Fox .

### Activity A

Write **3-4 sentences** about the book *Possum Magic*.





#### Success Criteria:

I can write 3-4 sentences that make sense.    
I can use a capital letter and full stop at the beginning and end of every sentence.  

### Activity B

Write **2 paragraphs** about the book *Possum Magic*. Connect your ideas using words such as 'In the beginning of the story...', 'After that', 'Next' and 'At the end of the story...'.





#### Success Criteria:

I can write 6-8 sentences that make sense.    
I can use time connectives to sequence my ideas.  

### Activity C

Write **3 to 4 paragraphs** about the book *Possum Magic* with 2-3 sentences in each paragraph. Connect your paragraphs using words such as 'In the beginning of the story...', 'After that', 'Next' and 'At the end of the story...'.

#### Success Criteria:

I can include time connectives to sequence my ideas.    
I have grouped my ideas into 3-4 paragraphs.  

**Reading Eggs:** Complete two Reading Eggs or Reading Eggspress activities.

Name of activities I completed:



---

## Writing: Recount

Use the page below to write your interesting recount. Make sure you check for five-star writing!

- ★ Capital letters
- ★ Full stops
- ★ Finger spaces
- ★ Writing makes sense
- ★ Neat handwriting

\_\_/8/2021

## Tricky Words - Activity

### Tricky Words 37-42: Activity Sheet 2

Write the correct Tricky Words into the boxes

why	where	who	which	any	many
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>

### Roll a Tricky Word

Trace the Tricky Words in the table below. Roll a die and write the Tricky Word in the correct box. Which Tricky Word will be written 5 times first?

why	where	who	which	any	many
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>
<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>	<div> </div>

**Success Criteria:** I can read and spell my green tricky words correctly.





# Day 5 Mathematics - Monday

## Number of the Day - 80

Count up by 10s:

\_\_\_\_\_

Write in words

\_\_\_\_\_  
\_\_\_\_\_

2- digit number

\_\_\_\_\_

Now answer all the questions in  
the boxes ☺

Find your number  
and colour it in  
below

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

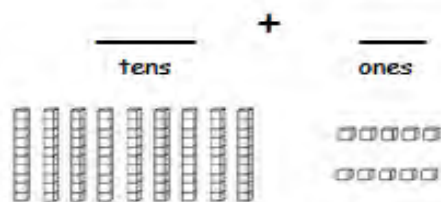
The number  
before  
\_\_\_\_\_

The number  
after  
\_\_\_\_\_

5 less -  
\_\_\_\_\_

10 more +  
\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

**Success Criteria** I can recognise and model the number 80 in multiple ways. 😊😊

**Teacher recognition**

# TEN Activity- Addition

Select one of the 3 weekly activities and complete.

## Activity A

Show your number sentences in the box below.

## Activity B

Show your number sentences in the box below.

## Activity C

Show your number sentences in the box below.

### Success Criteria

Activity 1: I can add two numbers together

Activity 2 and 3: I can add two numbers together using on-count-by-one strategies



### Teacher Recognition

# Multiplication

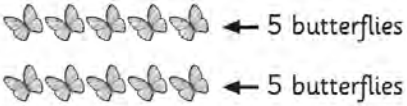
## Multiplication – meaning of $\times$ symbol

We know that ...

$+$  means add or join    $-$  means subtract    $=$  means the same as


What does  $\times$  mean? It means 'of'.

$$\begin{array}{c} 2 \\ \vdots \\ \text{We have 2 rows} \end{array} \times \begin{array}{c} 5 \\ \vdots \\ \text{of 5} \end{array}$$



  
 $2 \times 5 = 10$

2 rows of 5 is 10 altogether.  $2 \times 5 = 10$


1 How many?

a   $\left[ \begin{array}{c} 3 \\ \vdots \\ \end{array} \right]$  rows of  $\left[ \begin{array}{c} 4 \\ \vdots \\ \end{array} \right]$  is  $\square$

$\square \times \square = \square$


b   $\left[ \begin{array}{c} 2 \\ \vdots \\ \end{array} \right]$  rows of  $\square$  is  $\square$

$\square \times \square = \square$

c   $\square$  groups of  $\square$  is  $\square$

$\square \times \square = \square$

2 Draw 3 rows of faces. Put 3 faces in each row.

 3 rows of 3 is  $\square$

$3 \times 3 = \square$

Success Criteria

I can use the  $\times$  symbol to solve multiplication equations



Teacher Recognition

Mathletics - Complete one task

Task completed - \_\_\_\_\_

Break - Do 15 minutes of physical activity.

## Monday - Other KLA's

**D.E.A.R** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

### Music

Learning focus: High, middle and low sounds (**Pitch**)

**Pitch** is how high or low a sound is.

Watch the video below to learn about the basics of **pitch**.

[https://www.youtube.com/watch?v=xCqpi5Ekwiw&ab\\_channel=MusicExpressMagazine](https://www.youtube.com/watch?v=xCqpi5Ekwiw&ab_channel=MusicExpressMagazine)

During the final song in the video, point **up**  when you hear a **high** pitch, point **down**  when

you hear a **low** pitch, and point to your **chest**  when you hear a **middle** pitch.

After you practice this a few times, listen to the sounds in the following video and decide if they are high or low. Record your answers on **worksheet 1**; if a sound was high, color the box red and if a sound was low, color the box blue . Colour the pictures and **write** them into the correct column on **worksheet 2**.

[https://www.youtube.com/watch?v=V9yp99xGP6s&ab\\_channel=MusicwithMrs.Gibbs](https://www.youtube.com/watch?v=V9yp99xGP6s&ab_channel=MusicwithMrs.Gibbs)



teapot



timpani



double bass



piccolo



lion roar



triangle



bear growl

whistle



witch cackle



tuba

chick



angry pirate



# High Sounds


# Low Sounds


## Success Criteria

I can hear high, middle and low sounds.



## Teacher recognition