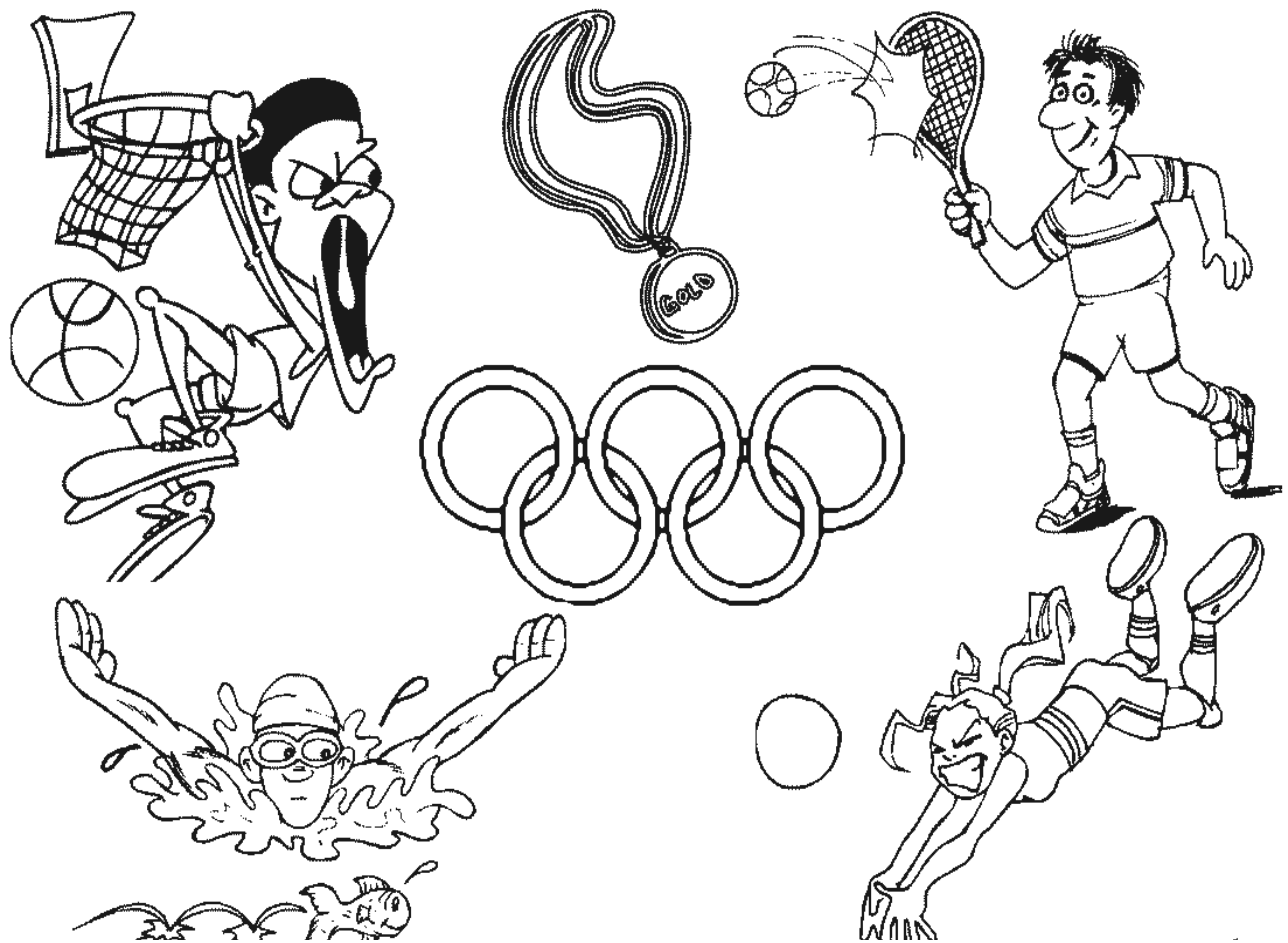


# Cambridge Gardens Public School

## Unit 4 - Year 1 Part B



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

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

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

Class Code: jvr7qqz

	Day Six (10.8.21)	Day Seven (11.8.21)	Day Eight (12.8.21)	Day Nine (13.8.21)	Day Ten (16.8.21)
English	<p><u>Spelling</u> Write out your &lt;ow&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: Select one of the texts listed. Look at the front cover and predict what the text might be about. Listen along or read the story to check your prediction. <b>(20 minutes)</b></p> <p><u>Writing</u> Select activity A, B, C and highlight the various features of a procedure text. <b>(15 minutes)</b></p>	<p><u>Jolly Spelling</u> Complete the &lt;ow&gt; Jolly Spelling worksheet. <b>(15 minutes)</b></p> <p><i>Optional: Revise your tricky words during this time.</i></p> <p><u>Handwriting</u> Complete the 'Qq' handwriting worksheet. <b>(10 minutes)</b></p> <p><u>Reading</u> Questioning- Read one of the texts listed from Reading Eggs and complete the online quizzes. <b>(15 minutes)</b></p> <p><u>Writing</u> Choose activity A, B or C and complete the 'How To Wash Your Hands' procedure activity. <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>Jolly Grammar</u> Complete the 'Final Blends' 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> Fluency - Read one of the texts. Record and time yourself. Listen back to yourself to hear for smooth reading. Repeat this activity to improve your time and fluency. <b>(15 minutes)</b></p> <p><u>Writing</u> Choose activity A, B or C and write a procedure text of your own. <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 your &lt;ow&gt; spelling worksheet. <b>(15 minutes)</b></p> <p><i>Optional: Revise over your tricky words and challenge words during this time.</i></p> <p><u>Handwriting</u> Complete the 'Qq' handwriting worksheet. <b>(10 minutes)</b></p> <p><u>Reading</u> Fluency - Read one of the texts. Record and time yourself. Listen back to yourself to hear for smooth reading. Repeat this activity to improve your time and fluency. <b>(15 minutes)</b></p> <p><u>Writing</u> Free writing - Choose activity A, B or C and use the picture stimulus to inspire you for today's free writing task. <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 'ow' spelling words. <b>(10 minutes)</b></p> <p><u>Sentence A Day</u> Write your own S.A.D. today. <b>(5 minutes)</b></p> <p><u>Writing</u> Choose activity A, B or C to write a recount about your weekend. <b>(15 minutes)</b></p> <p><u>Tricky Words</u> Snakes &amp; Ladders - Take turns rolling a die and moving along the game board (read each tricky word as you move!) If you land on a ladder, climb up and say the new tricky word. If you land on a snake bite, follow it down and say the new tricky word. Be the first to reach 'finish' to win! <b>(20 minutes)</b></p> <p><u>Reading</u> Complete two Reading Eggs or Reading Eggspress lessons.</p>

<b>Break</b>	<b>Complete 15 minutes of physical activity</b>				
<b>Maths</b>	<p><b><u>Number of the Day</u></b> Today's number is <b>75</b>. Complete the worksheet. <b>(10 minutes)</b></p> <p><b><u>TEN Activity</u></b> Choose activity A, B or C to complete. <b>(10 minutes)</b></p> <p><b><u>Mathematics</u></b> Use the division worksheets provided to solve fair share problems. <b>(20 minutes)</b></p>	<p><b><u>Problem A Day</u></b> Complete the Problem a Day question. <b>(5 minutes)</b></p> <p><b><u>TEN time</u></b> Choose activity A, B or C to complete. <b>(10 minutes)</b></p> <p><b><u>Mathematics</u></b> Use the worksheet and pictures provided to write down "o'clock" times. Next, keep a diary of your day and fill in each clock face with an hour and minute hand. <b>(20 minutes)</b></p>	<p><b><u>Number of the Day</u></b> Today's number is <b>51</b>. Complete the worksheet. <b>(10 minutes)</b></p> <p><b><u>TEN time</u></b> Choose activity A, B or C to complete. <b>(10 minutes)</b></p> <p><b><u>Mathematics</u></b> Use scissors and the division worksheet provided to cut out the bears and honey pots to solve some fair share problems. <b>(20 minutes)</b></p>	<p><b><u>Problem A Day</u></b> Complete the Problem a Day question. <b>(5 minutes)</b></p> <p><b><u>TEN time</u></b> Choose activity A, B or C to complete. <b>(10 minutes)</b></p> <p><b><u>Mathematics</u></b> Complete the patterns worksheet provided and then create your own patterns using different shapes, colours and/or numbers. <b>(20 minutes)</b></p>	<p><b><u>Number of the Day</u></b> Today's number is <b>60</b>. Complete the worksheet. <b>(10 minutes)</b></p> <p><b><u>TEN time</u></b> Choose activity A, B or C to complete. <b>(10 minutes)</b></p> <p><b><u>Mathematics</u></b> Answer the questions on fair shares using leftovers. Complete the Challenge Task and show your working out in the grid provided. <b>(20 minutes)</b></p>
<b>Break</b>	<b>Complete 15 minutes of physical activity</b>				
<b>Other KLAS</b>	<p><b><u>D.E.A.R</u></b> Choose a book to read for enjoyment <b>(10 minutes)</b></p> <p><b><u>Wellbeing</u></b> You have lots of strengths which help you succeed. Fill in each star with something terrific about yourself then colour in the rest of the picture.</p>	<p><b><u>D.E.A.R</u></b> Choose a book to read for enjoyment <b>(10 minutes)</b></p> <p><b><u>Dance</u></b> Enjoy engaging in dances from a variety of cultures that may Irish, Indian, Jamaican and Traditional Aboriginal dances.</p>	<p><b><u>D.E.A.R</u></b> Choose a book to read for enjoyment <b>(10 minutes)</b></p> <p><b><u>Visual Arts</u></b> Head over to Google Classroom and watch Miss Mulock's video. You will be participating in a directed drawing of an Olympic torch.</p>	<p><b><u>D.E.A.R</u></b> Choose a book to read for enjoyment <b>(10 minutes)</b></p> <p><b><u>PDHPE - Sport</u></b> Use the link provided to head over to the Get Active @ Home page. Click on the video titled 'Hopping' and participate in some physical activity</p>	<p><b><u>D.E.A.R</u></b> Choose a book to read for enjoyment <b>(10 minutes)</b></p> <p><b><u>HSIE</u></b> Investigate an Olympian Athlete. Include where they were born, the event in which they participated. <b>(35 minutes)</b></p>

	<i>(35 minutes)</i>	You are welcome to invite your family to join in on the dances.  <i>(35 minutes)</i>	<i>(35 minutes)</i>	<i>(35 minutes)</i>	
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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 6 - English

(Tuesday 10th August 2021)

## Spelling Focus - Pronounce <ow> as in <oa>

The main ways of writing the 'oa' sound are 'oa', 'o\_e' and 'ow'. This week we will be focusing on 'ow'. There are **three extension words** at the bottom of the list to challenge yourself with!

List	Copy	Sentences
box		
job		
bulb		
own		
grow		
elbow		
yellow		
other		
were		
snowman		
Extension words		
marshmallow		
bungalow		
meadow		
<b>Success Criteria:</b> I can use the <ow> sound to spell my words correctly. 😊😊 I can write three sentences that make sense using my <ow> words. 😊😊		Teacher Recognition



**Action:** Bring your hand over your mouth, as if something has gone wrong, and say *oh!*

## Sentence a Day

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

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

**I completed my fun, interesting booklet so I helped my family to fold the fresh, clean clothes.**

**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.

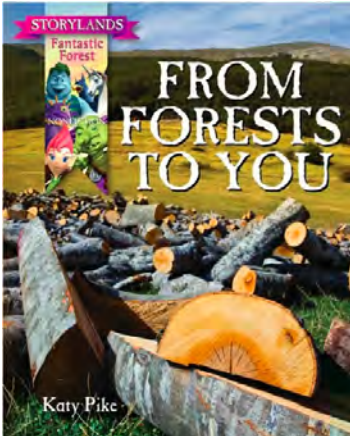


### Success Criteria:

I can identify at least two common nouns, two verbs, four adjectives, one article, two pronouns and one conjunction in this sentence. 😊 😊

### Teacher Recognition

## Reading - Making Predictions

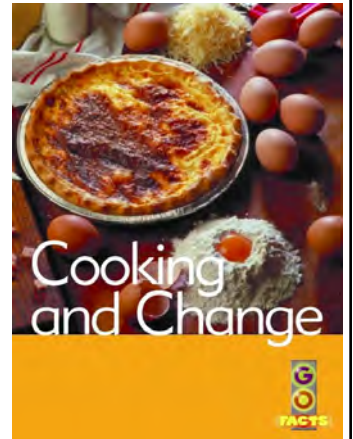


Head over to the Reading Eggs Library and select one of these two texts to focus on.

Look at the front cover of the book and use the following probing questions as verbal discussion points with a family member.

- What will this text be about?
- What information does the title and pictures on the front cover give you?
- Do you think this text is factual or fiction?
- Why do you believe this story was written?

Use your ideas to answer the following question:



**Predict what this text might be about. Why do you think this?**

---

---

---

---

Listen along or read the story to check your prediction!

### Success Criteria:

I can use the title and pictures to predict the content of this text.



Teacher  
Recognition

## Writing - Informative Writing: Procedure

Select **one** of the activities below to complete.

**Activity A:** With a parent or older sibling, read the procedure text 'How To Make a Cheese Sandwich'. Using a highlighter or coloured pencil, underline the **common nouns** used in this procedure.

### Success Criteria:

I have highlighted **five common nouns** in this procedure.



**Activity B:** Read the procedure text. Using a highlighter or coloured pencil, underline the **common nouns and action verbs** used in this procedure. What have you noticed about the first word in each step of the method?

I have highlighted at **least five common nouns and four verbs** in this procedure.



**Activity C:** Read the procedure text. Using a highlighter or coloured pencil, highlight the **common nouns, action verbs and adverbs** used in this procedure. What have you noticed about the first word in each step of the method? Highlight the title and subtitles.

I have highlighted **at least five common nouns, four verbs and two adverbs** in this procedure.



## How to Make a Cheese Sandwich

### Ingredients

- 2 slices of bread
- 1 slice of cheese
- Butter
- A knife
- A chopping board



### Method

1. Lay the slices of bread on the chopping board.
2. Carefully spread the butter on the slices of bread.
3. Lay the cheese on top of one of the slices of bread.
4. Place the other slice of bread on top of the cheese.
5. Carefully cut the sandwich in half and place it onto a small plate.



# Day 6 Mathematics - Tuesday

## Number of the Day - 75

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

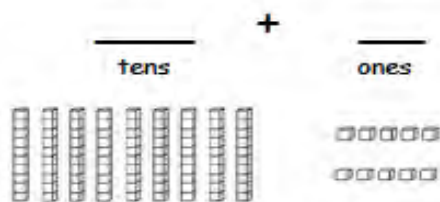
The number before  
\_\_\_\_\_

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

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

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

Partition (expand) using place value



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

**Success Criteria** I can recognise and model the number 75 in multiple ways. 😊😊

**Teacher recognition**

# TEN Activity- Addition

Select one of the 3 activities below 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

# Mathematics- Division

## Division – sharing (partition)

When we share things into groups evenly, every group has the same number. This means they are **equal**.

Here are 6 cupcakes.



Here are 3 children.



If we share the cakes out evenly, every child gets 2 cupcakes. Yum!

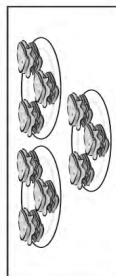


We call these **fair shares** because they are equal.

- 1 Look at these shares. Are they fair? ✓ the fair shares.  
✗ the ones that are not fair.



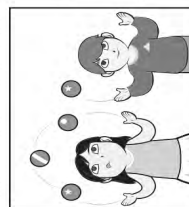
a

☐


b

☐

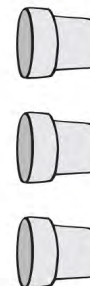

c

☐


d

☐

- 2 Draw some flowers in the pots so that all the pots are **equal**. This means they have the same number of flowers.



### What to do:

Use counters or draw pictures to solve these **fair share** problems. Show how you solved the problem.

- a There are 10 🍎 on 5



How many 🍎 are there on each

☐

- b There are 8 🐻 and 4 toy



How many 🐻 does each 🐻 get?

☐

- c 6 🐻 lay 12 🥚.



How many 🥚 does each 🐻 lay?

☐

### Success Criteria

I can share things into even groups



### Teacher Recognition

Mathletics - Complete one Mathletics task.

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

Break - Do 15 minutes of physical activity.

## Day 6 Tuesday 10/8/21 - Other KLA

### DEAR - Drop Everything And Read!

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

### Wellbeing - Strengths



You have many talents and attributes which make you a terrific person to be around. Can you fill in each star to let everyone know some great things about you. If you don't have a brother or sister, think about how you are a good son or daughter instead. Take a photo and share it in Google Classroom.

### I Am an Amazing Person!

Read and answer the questions in the stars below.  
You can draw or write the answers.



#### Success Criteria:

I could fill each star with a positive attribute I possess



#### Teacher recognition

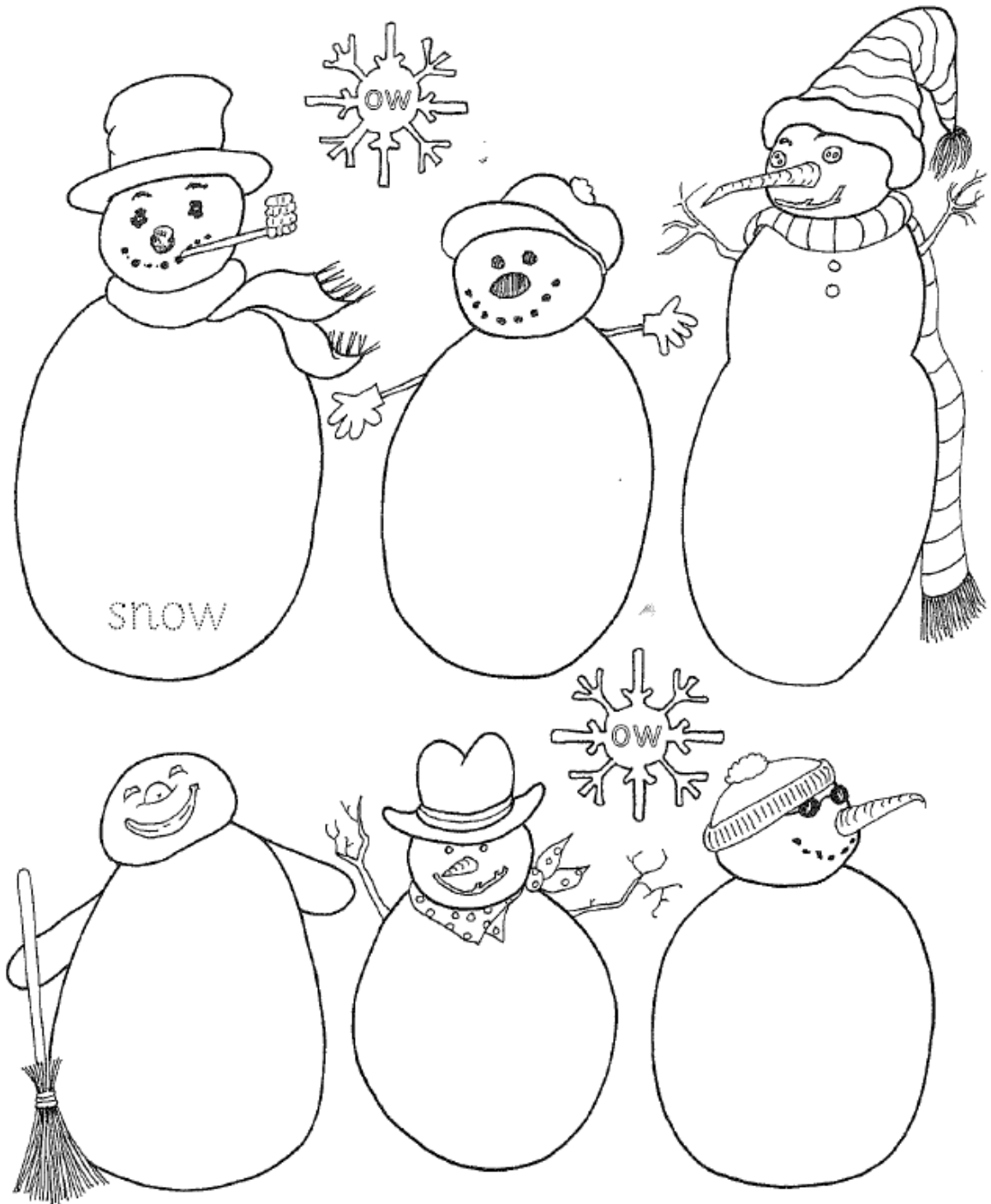


## Day 7 - English

(Wednesday 11th August 2021)

### Jolly Spelling - Pronounce 'ow' as in 'oa'

Write an <ow> word and draw a picture in each snowman.



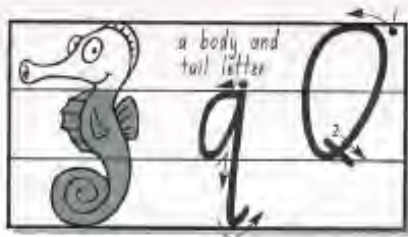
#### Success Criteria:

I can use my knowledge of the <ow> sound to write six <ow> words.



Teacher Recognition

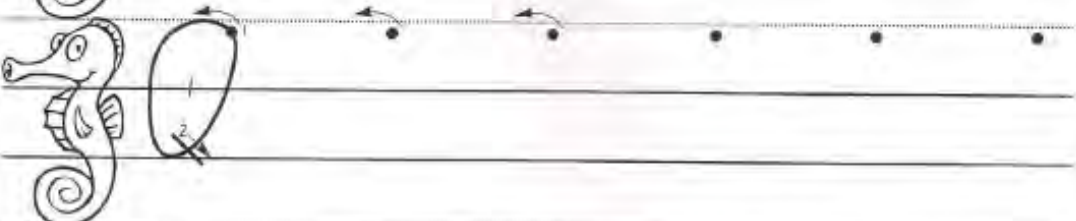
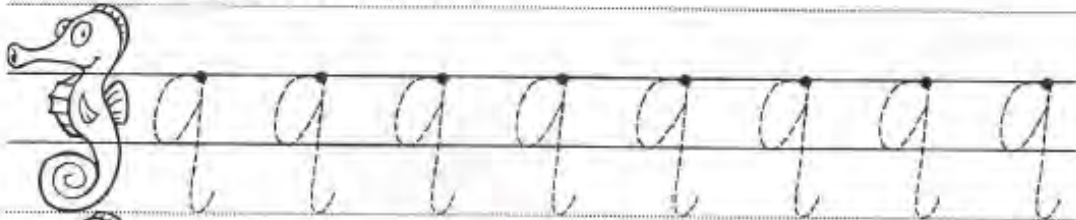
# Handwriting



Track.



Colour the parts of the seahorse that show where the letter q sits.  
Put a \* on your best q\* and Q\*.

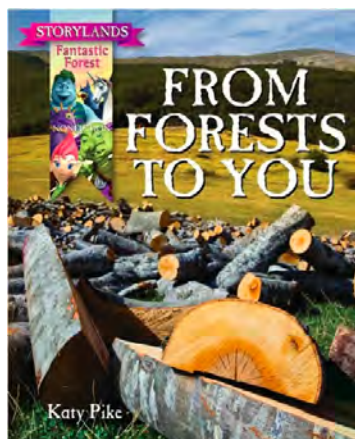


**Success Criteria:** I can form my upper and lower-case 'Qq' letters correctly.



**Teacher Recognition**

## Reading - Questioning

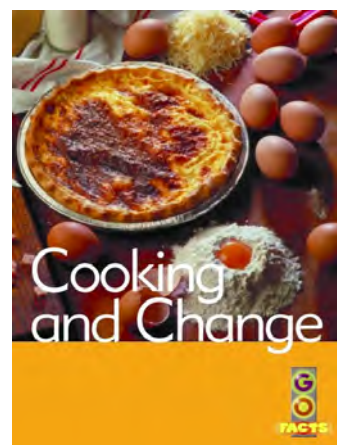


Head over to the Reading Eggs Library and select one of these two texts to focus on.

Read the text. Locate the 'Quiz' icon in the top right hand corner as pictured here.



- If reading 'From Forests to You' complete the Book Quiz.
- If reading 'Cooking and Change' complete the Chapter Quiz found at the beginning of each chapter.



**Success Criteria:** I can answer questions accurately from the text.



**Teacher Recognition**

## Writing - Informative Writing: Procedure

Select one of the activities below to complete.

**Activity A:** With a parent or older sibling, read the procedure text 'How To Wash Your Hands'. Cut and paste the different parts of a procedure in the correct order. Colour the pictures.

**Success Criteria:**

I have **sequenced the steps** to wash your hands in the correct order.



**Activity B:** Using the 'How To Wash Your Hands' worksheet as a guide, write a procedure for how to wash your hands. Use the 'Simple Procedure Text Writing Scaffold' to help you.

**Success Criteria:**

I have written **three or four sentences** about how to wash your hands.



Remember to use **common nouns throughout your procedure** and **action verbs to begin each step in your method.**

I have used an **action verb** to begin each step.



Follow your procedure to check your success!

**Activity C:** Using the 'Simple Procedure Text Writing Scaffold', write your own procedure text for how to wash your hands.

Remember to include **a range of common nouns, verbs to begin each step of your method and adverbs to provide more detail about the verbs.**

Follow your procedure to check your success!

**Success Criteria:**

I have written at least **five or six sentences** about how to wash your hands.



I have included **verbs and adverbs** to begin each step in my method.



**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:



**Break:** Do 15 minutes of physical activity.

You may like to play a game outside OR try doing 20 star jumps, 15 push ups and holding a plank for one minute!



# How to Wash Your Hands

3. Apply a generous amount of soap to your hands.

Method

6. Turn off the water at the tap.

Equipment

Water  
Soap  
A dry towel

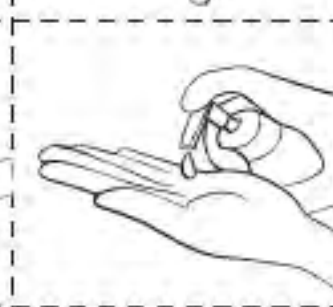
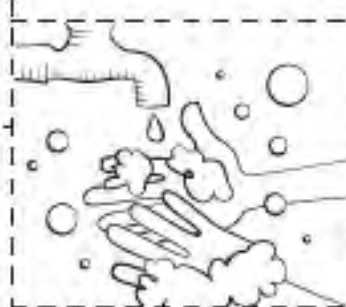
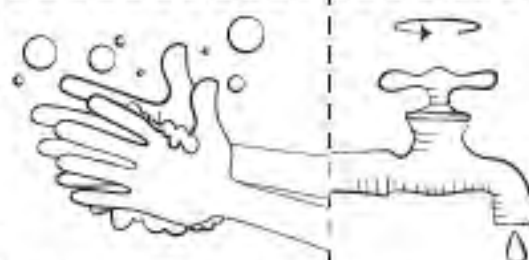
4. Rub your hands together for at least 20 seconds.

1. Gently turn on the cold water tap.

7. Dry your hands completely with a clean towel.

2. Place your hands under the water and wet them all over.

5. Rinse all of the soap off your hands.





Name \_\_\_\_\_

Date \_\_\_\_\_

## Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

1.

2.

3.

4.



## 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.



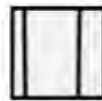
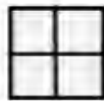
Plan how you are going to work out the answer. You may want to draw a tape diagram.

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?

What shows a quarter?



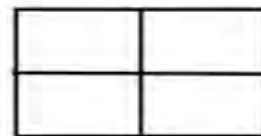
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Working out - Transformation step



Quarters are four equal parts.

#### 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 on-count-by-one strategies



### Teacher Recognition

# Time

Look at this clock.

The minute (big) hand is pointing to the 12.  
When this happens we know that it is  
an **o'clock** time.

The hour (little) hand is pointing to the 8.  
The time is **8 o'clock**.



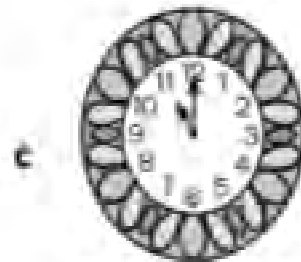
1 What's the time, Mr Wolf?



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock



\_\_\_ o'clock

2 Draw the hour hands on the clocks to show the times.





a 4 o'clock



b 9 o'clock



Next, write the correct time on the clock faces and record the events of your day in the following time diary.

Time	What I Was Doing
 <div>9 o'clock</div>	
 <div>12 o'clock</div>	
 <div>3 o'clock</div>	
 <div>6 o'clock</div>	

#### Success Criteria

I can read and write "o'clock" times



#### Teacher Recognition

**Mathletics - Complete two tasks.**

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

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

## Day 7 - Dance

In line with the Olympics, engage in learning some traditional dances from other nations. After viewing the following link, write a sentence about what you liked most eg. movement, music etc. (Optional - To further engage in this lesson, you may want to get the whole family involved).

### Irish Dancing

<https://www.youtube.com/watch?v=FVXpDmo2yPU>

What did you like the most? \_\_\_\_\_

\_\_\_\_\_

### Australian Dancing

<https://www.youtube.com/watch?v=6u75nKBRcxM>

What did you like the most? \_\_\_\_\_

\_\_\_\_\_

### Indian Dancing

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

What did you like the most? \_\_\_\_\_

\_\_\_\_\_

### Jamican Dancing

<https://www.youtube.com/watch?v=Y2MtpEcWNT4>

What did you like the most? \_\_\_\_\_

\_\_\_\_\_

### Success Criteria

I engaged in a variety of traditional dances. 😊 😊

### Teacher recognition



## Day 8 - English

(Thursday 12th August 2021)

### Jolly Grammar - Final Blends

#### Final Blends

Try the different final blends until you find one that makes a word.  
Write the blends in and draw pictures for the words you have made.

mp	lt	nt
st	nd	sp

sta\_\_\_\_\_

po\_\_\_\_\_

be\_\_\_\_\_

a\_\_\_\_\_

ne\_\_\_\_\_

ha\_\_\_\_\_

la\_\_\_\_\_

cri\_\_\_\_\_

te\_\_\_\_\_

**Success Criteria:** I can find the correct final blend to complete each word.



## 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**.)

**My hat got wet. It was raining.**

---

---

Then, identify the different parts of speech. Underline the **common 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.



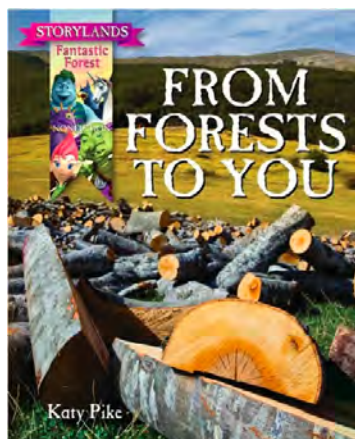
### Success Criteria:

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



### Teacher Recognition

## Reading - Fluency

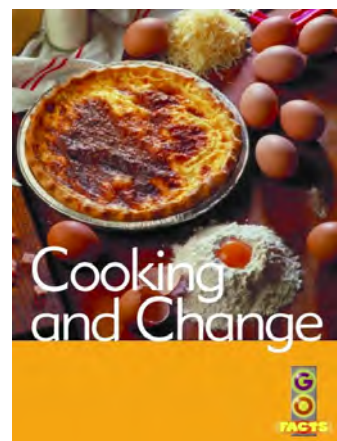


Head onto Reading Eggs, navigate to 'Library' and select one of these two texts to read.

Record and time yourself reading this book using your best voice (you should sound as if you are speaking to someone rather than sounding like a robot!) Write your time in the table below.

Listen back to your recording. Were you reading **fluently** or did you sound like a robot?

Read and record yourself a second time. Try to improve your fluency. Listen back to your recording. Were you reading smoothly? Did you beat your previous time?



**Success Criteria:** I can read with fluency.



**Teacher Recognition**

Text Name:

**Time**

**First Read**

**Second Read**

### 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:

\_\_\_\_\_



## Writing - Informative Writing: Procedure

Select **one** of the activities below to complete.

Search on YouTube 'Veggie Pizza, Kids Baking, How To Make a Pizza' OR use the following link:

<https://www.youtube.com/watch?v=LPxkHgMoKK8>



**Activity A:** Using the above clip as inspiration, think about a procedure text of your own on how to make or do something. Take photos, draw pictures or act out your chosen procedure topic to a parent or sibling.

Upload your photos to Google Classroom!

**Success Criteria:**

I have used **pictures or dramatic movement** to show a sequence of steps.



**Activity B:** Using the above clip as inspiration, write your own procedure text on how to do or make something. Use the 'Informative Texts Procedure Planning Template' as a scaffold. Draw an illustration of each step along the way.

Follow your procedure to check your success and share photos of your results on Google Classroom!

**Success Criteria:**

I have written at least **three or four sentences** about how to do or make something.



I have used an **action verb** to begin each step.



**Activity C:**

Watch the clip 'How To Make a Pizza'. Using this clip as inspiration, write your own procedure text on how to make or do something.

Remember to include a title, equipment or ingredient list, and steps or method. Video yourself or take photos of yourself following your procedure and upload to Google Classroom!

**Success Criteria:**

I have written at least **five or six sentences** about how to do or make something.



I have included a **heading** and **subheadings** to organise my writing.



**Break:** Do 15 minutes of physical activity.

You may like to play a game outside or try 20 sit ups, 30 high knees and planking for one minute!



## Informative Texts - Procedure Planning Template

Name \_\_\_\_\_

Date \_\_\_\_\_

**Goal** \_\_\_\_\_

**Materials/Ingredients/Equipment** (List the items that you need for your procedure.)

--

**Steps** (Write the steps of your procedure in sequential order.)

--

**Illustration** (Draw a visual representation of your procedure.)

--



# Day 8 Mathematics - Thursday

## Number of the Day - 51

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

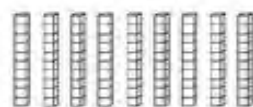
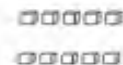
The number before  
\_\_\_\_\_

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 51 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 on-count-by-one strategies</p>	<div></div> <div></div>	<p><b>Teacher Recognition</b></p>
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## Division- Sharing (Partition)



### What to do:



Cut out the bears and honey pots.

Share out the honey pots so that each bear gets a fair share of the honey pots.

How many  does each  get?

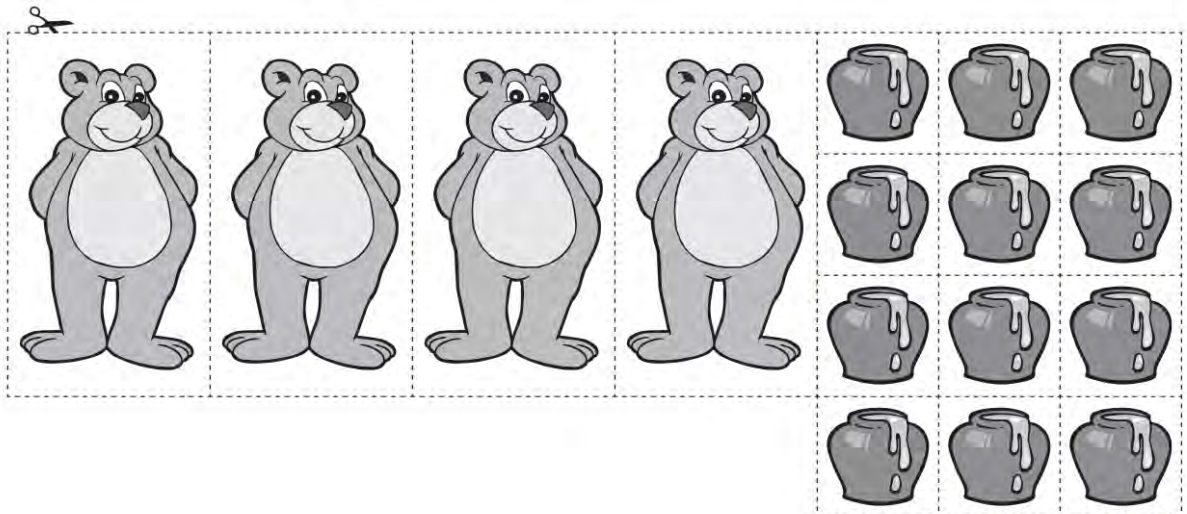
### What to do next:

**a** Put the  back. Hide 4  behind your back.

How many  does each  get now?

**b** Put the  back. Hide 2  behind your back.

Now you have 2 . How many  does each get now?



#### Success Criteria

I can solve fair share problems using concrete materials



#### Teacher Recognition

#### Mathletics - Complete one task.

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

Break - Do 15 minutes of physical activity.

## Day 8 - Other KLA

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

### Visual Arts

Head over to *Google Classroom* and watch Miss Mulock's 'Olympic Torch Directed Drawing' video. You will be participating in a directed drawing of an Olympic torch. You will also have the opportunity to learn a little bit about why the Olympic Torch Relay is so important.

All you will need for this activity is a piece of paper, lead pencil and some coloured pencils, textas or crayons. You may also want to bring along a rubber!



#### Success Criteria

I can follow instructions to complete my directed drawing.



#### Teacher recognition





## Day 9 - English

(Friday 13th August 2021)

### Spelling - 'ow' as in 'oa'

#### Vowel digraphs – oa and ow

1.15

#### Challenge words

4 Copy each challenge word.

blown _____	boast _____
groan _____	croak _____
grown _____	roast _____
coast _____	elbow _____
coach _____	below _____

5 Complete the sentence.

We had \_\_\_\_\_ potatoes for dinner.  
My \_\_\_\_\_ is part of my arm.  
I have \_\_\_\_\_ taller.  
I watched the people walking \_\_\_\_\_.  
The leaves had \_\_\_\_\_ all over the yard.  
The frog makes a noise that sounds like \_\_\_\_\_.



6 Acrostic poem. Use the word **coast** to write an acrostic poem.

C \_\_\_\_\_  
O \_\_\_\_\_  
A \_\_\_\_\_  
S \_\_\_\_\_  
T \_\_\_\_\_



**Success Criteria:** I can use my knowledge of the 'ow' sound to copy each word and complete each sentence.



**Teacher Recognition**

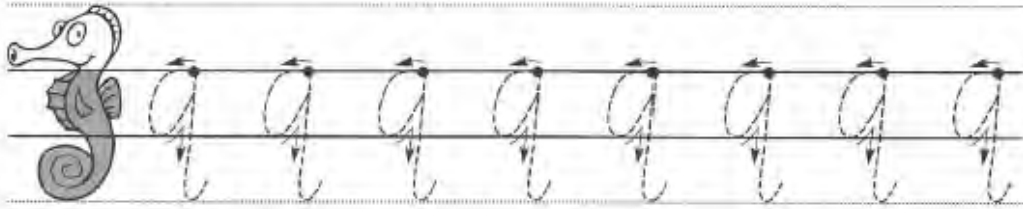
# Handwriting

Find the q's.

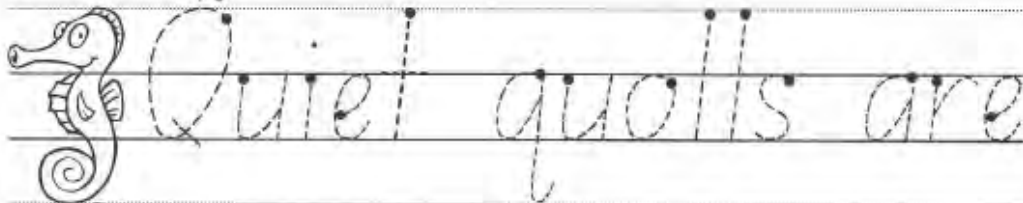
Wave pattern



Trace the q's. Colour the wedges.



Trace, then copy.



quite quick.



49

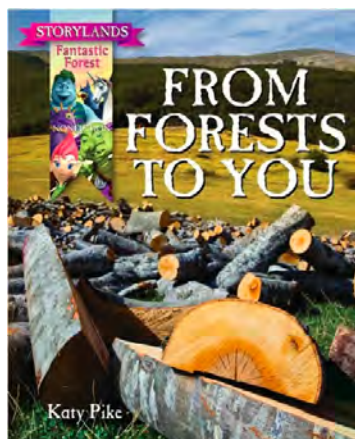


**Success Criteria:** I can form my upper and lower case 'Qq' letters correctly.



**Teacher Recognition:**

## Reading - Fluency



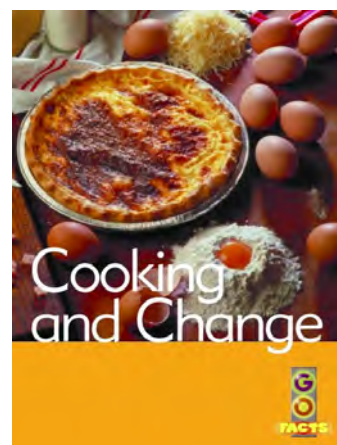
Head onto Reading Eggs, navigate to 'Library' and select one of these two texts to read.

Record and time yourself reading this book using your best voice (you should sound as if you are speaking to someone rather than sounding like a robot!) Write your time in the table below.

Listen back to your recording. Were you reading **fluently** or did you sound like a robot?

Read and record yourself a second time. Try to improve your fluency. Listen back to your recording. Were you reading smoothly?

**Did you beat yesterday's times?**



**Success Criteria:** I can read with fluency.



**Teacher Recognition**

Text Name:

**Time**

**First Read**

**Second Read**

### 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:

\_\_\_\_\_



## Writing - Free Writing



Select one of the activities below. Use the picture stimulus on the following page as ideas to write a procedure about how to do, build, make or play something.



### Activity A

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

I have written at **least 2 sentences** that make sense.



### Activity B

Write **4-5 sentences** on a procedure topic of your choice. Remember to use an **action verb** at the beginning of each step.

I can write **4-5 sentences** that make sense.



I can use an action verb at the beginning of each step in the method.



### Activity C

Use a **title and subheadings** to write a complete procedural text. Remember to use a **range of common nouns, as well as action verbs and adverbs** at the beginning of each step.

I can write at least **6-8 sentences** that make sense.



I can use the **subheadings** 'Equipment/Ingredients' and 'Steps/Method' to organise my writing into **paragraphs**.



## Procedure Text Topic Cards

How to Build a Sandcastle



teachstarter

## Procedure Text Topic Cards

How to Play Hide and Seek



teachstarter

## Procedure Text Topic Cards

How to Make a Milkshake



teachstarter

## Procedure Text Topic Cards

How to Wash the Dishes



teachstarter

**Break:** Do 15 minutes of physical activity. You may like to play a game outside, or try 10 long jumps, 30 star jumps and balancing for one minute!



## 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?

Emily has 18 ice blocks. She wants to share them with her friend Charlotte-Rose. How many ice blocks do Emily and Charlotte-Rose get each?



7

☐

8

☐

9

☐

10

☐

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 on-count-by-one strategies

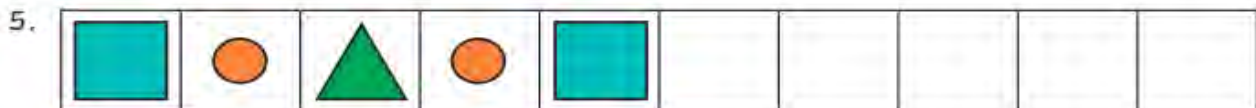
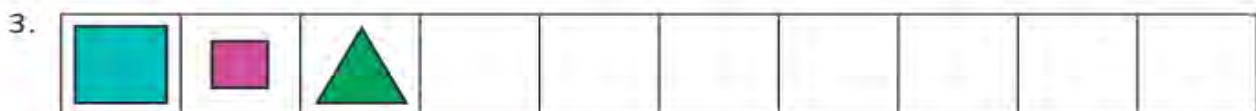
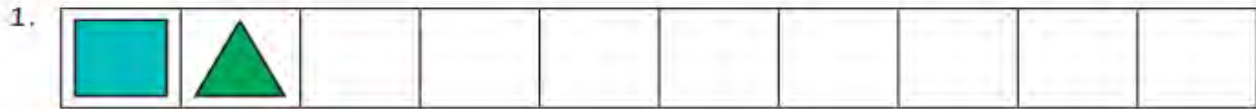


### Teacher Recognition

## Patterns and Algebra

Patterns are a repeating arrangement of numbers, colours or shapes.

**Complete the patterns you can see below:**



For the next activity, you will be creating a new quilt using any patterns you wish. See the example below:



Complete your quilt below and remember that patterns can be **any** repeating arrangement of numbers, colours or shapes.


### Success Criteria

I can recognise and create patterns.



### Teacher Recognition

### Mathletics - Complete two tasks.

Task 1 - \_\_\_\_\_ Task 2 - \_\_\_\_\_

**Break - Do 15 minutes of physical activity.**

## Day 9 - Other KLA - PDHPE

### DEAR - Drop Everything And Read!

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

Click on the link below and head over to the Get Active @ Home page. Find the video titled 'Hopping' and participate in some physical activity!

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home/activities-for-your-child/getactive-home#tabs0>

All you'll need for this activity is:

- Five pairs of socks or similar small, soft items
- Four individual shoes
- A water bottle



#### Success Criteria

I can use household items to practise the skill of hopping 😊😊

#### Teacher recognition



## Day 10 - English

(Monday 16th August 2021)

### Spelling - Test

	<b>Success Criteria:</b> I have used my knowledge of the <ow> 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 an interesting recount about your weekend.

### Activity A

Write **3-4 sentences** about something you did.

#### Success Criteria:

I have written 3-4 sentences that make sense. 😊😊

I have used a capital letter and full stop at the beginning and end of every sentence. 😊😊

Teacher Recognition

### Activity B

Write about something that you did over the weekend. Connect your ideas using words such as 'Firstly', 'After that', 'Next' and 'Finally'.

#### Success Criteria:

I can write 6-8 sentences that make sense. 😊😊

I can use time connectives to sequence my ideas. 😊😊

Teacher Recognition

### Activity C

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

#### Success Criteria:

I can include five interesting adjectives in my recount writing. 😊😊

I have grouped my ideas in paragraphs. 😊😊

Teacher Recognition

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

Name of activities I completed:




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## Writing: Recount

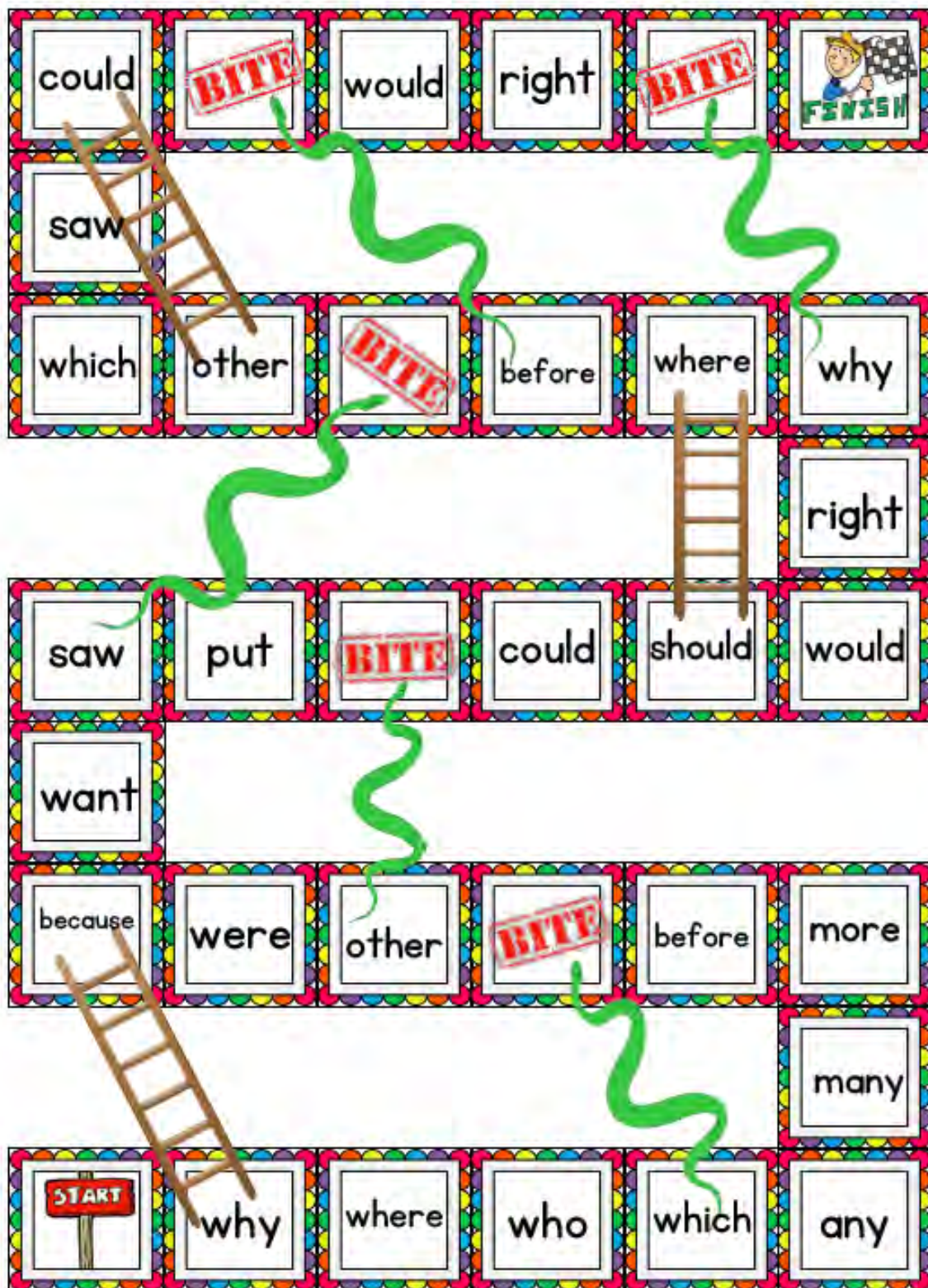
Use the page below to write your interesting recount. Make sure you check for five-star writing!

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

\_\_/8/2021

## Tricky Words - Snakes & Ladders

### Snakes and Ladders - Tricky Words 37-54



# Day 10 Mathematics - Monday

## Number of the Day - 60

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  
\_\_\_\_\_

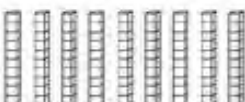
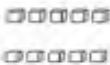
The number after  
\_\_\_\_\_

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 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

# Division

## Division – remainders



Sometimes we have leftovers when we try to make fair shares.

Here are 8 cupcakes.



Here are 3 children.



When we share them out, we can give 2  to each .

The shares are fair.



But we have

2 left over.



1 Use counters or draw pictures to work out whether we can make fair shares without leftovers.

a Share 5  between 2 . Can we make fair shares?

b 7  go on a . They sit in pairs. Does everyone have a partner?

## Challenge Task!

Grab your pencil and count all of the items inside it. Count how many people live in your house (including yourself). If you were to share all the items in your pencil between each person you live with, **would it be a fair share or would you have items left over?**

Share your answer in the chart below. If you don't have a pencil case to complete this task, ask an adult if you can count all your teaspoons in the drawer instead!

How many items are in my pencil case?	How many people live in my house? (Including me)	Will there be a fair share between each person or will there be items left over? (Draw a picture to show your working out!)

### Success Criteria

I can make fair shares by identifying left over items



### Teacher Recognition

### Mathletics - Complete one task

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

Break - Do 15 minutes of physical activity.

## HSIE - Places in Australia

For the following athletes, investigate their place of birth (state) and the event they represented Australia in at the Olympics. Then after answering those questions, label the athletes in their state of birth in the Map of Australia.

(You may also wish to label the states by name)

Ash Barty was born in \_\_\_\_\_

She represented Australia in \_\_\_\_\_

Shirley Strickland was born in \_\_\_\_\_

She represented Australia in \_\_\_\_\_

Kyle Chalmers was born in \_\_\_\_\_

He represented Australia in \_\_\_\_\_

Nova Peris was born in \_\_\_\_\_

She represented Australia in \_\_\_\_\_

Patty Mills was born in \_\_\_\_\_

He represented Australia in \_\_\_\_\_

Ellie Carpenter was born in \_\_\_\_\_

She represented Australia in \_\_\_\_\_

Raelene Boyle was born in \_\_\_\_\_

She represented Australia in \_\_\_\_\_

Arianne Titmus was born in \_\_\_\_\_

She represented Australia in \_\_\_\_\_

**Success Criteria**

Identifies the states that make up Australia as a nation.

**Teacher recognition**