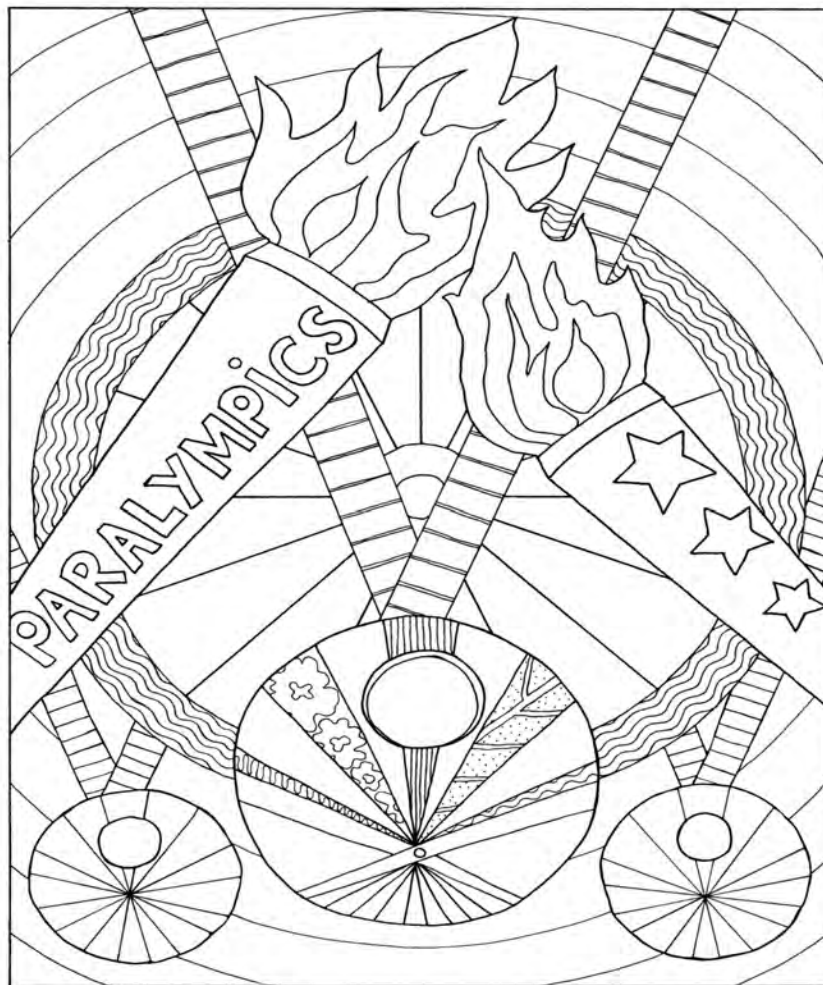


# Cambridge Gardens Public School

## Unit 5 - Year 1 Part A



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






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







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

Class Code: jvr7qqz

Look out for this icon  in the Unit Framework. When you see this icon, you will know that there's an awesome video on Google Classroom to help you with the activity.

# Framework For Remote Learning - Unit 5

	Day One (17.8.21)	Day Two (18.8.21)	Day Three (19.8.21)	Day Four (20.8.21)	Day Five (23.8.21)
English	<p><u>Spelling</u> Complete your &lt;ew&gt; spelling word practice and write three interesting sentences using your spelling words.</p>  <p>(15 minutes)</p> <p><u>Optional:</u> Revise your tricky words during this time and/or complete the extension spelling words for a challenge.</p> <p><u>Sentence A Day</u> Complete the S.A.D activity. (5 minutes)</p> <p><u>Reading -</u> Making Connections: Wombat Stew by Marcia Vaughan. Read and listen to the video on Google Classroom. Answer the questions.</p>  <p>(15 minutes)</p> <p><u>Writing</u> How To Make Wombat Stew - choose activity A, B or C.</p>  <p>(15 minutes)</p> <p><u>Reading Eggs</u> Complete two Reading Eggs or Reading Eggspress lessons.</p>	<p><u>Jolly Spelling</u> Complete the &lt;ew&gt; worksheet. Colour each jewel. (15 minutes)</p> <p><u>Optional:</u> Revise your tricky words during this time.</p> <p><u>Handwriting</u> Complete the 'Dd' handwriting worksheet. (10 minutes)</p> <p><u>Reading -</u> Predicting: Select one of the texts listed. Make a prediction about the text. Listen along or read the story to check your prediction. (20 minutes)</p> <p><u>Writing</u> How To Make Bush Stew - Choose Activity A, B or C.</p>  <p>(20 minutes)</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 'Compound Words' worksheet.</p>  <p>(15 minutes)</p> <p><u>Sentence A Day</u> Complete the S.A.D activity. (5 minutes)</p> <p><u>Reading</u> Questioning: Read one of the texts listed from the Reading Eggs Library and complete the online quizzes. (15 minutes)</p> <p><u>Writing</u> Choose activity A, B or C and complete the writing template. (20 minutes)</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;ew&gt; crossword spelling activity. (15 minutes)</p> <p><u>Optional:</u> Create your own crossword &amp; include tricky words or challenge words.</p> <p><u>Handwriting</u> Complete the 'Dd' handwriting worksheet. (10 minutes)</p> <p><u>Reading</u> Fluency - Read one of the texts and complete the fluency activity. Repeat this activity to improve your time and fluency. (15 minutes)</p> <p><u>Writing</u> Free Choice - Choose activity A, B or C to complete your free writing task. (25 minutes)</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 &lt;ew&gt; spelling words. (10 minutes)</p> <p><u>Sentence A Day</u> Write your own S.A.D. today. (10 minutes)</p> <p><u>Reading</u> Fluency - Read one of the texts and complete the fluency activity. Repeat this activity to improve your time and fluency. (15 minutes)</p> <p><u>Writing</u> Recount Writing - Write a recount of the story 'Wombat Stew'. Choose Activity A, B or C. (20 minutes)</p> <p><u>Tricky Words</u> Complete the Tricky Words Roll a Graph worksheet to practise reading and spelling your tricky words. (20 minutes)</p> <p><u>Reading</u> Complete two Reading Eggs or Reading Eggspress lessons.</p>

Break	Complete 15 minutes of physical activity				
<b>Maths</b>	<u>Number of the Day</u> Today's number is <b>77</b> . Complete the worksheet. <b>(10 minutes)</b>  <u>TEN Activity</u> Choose activity A, B or C to complete.  <b>(10 minutes)</b>  <u>Mathematics</u> Use the jump strategy to add two numbers together  <b>(20 minutes)</b>  <u>Mathletics</u> Complete two assigned mathletics tasks.	<u>Problem A Day</u> Complete the Problem a Day question. <b>(5 minutes)</b>  <u>TEN time</u> Choose activity A, B or C to complete. <b>(10 minutes)</b>  <u>Mathematics</u> Follow the directions given to find the treasure on a map, and then draw a labeled map of your bedroom <b>(20 minutes)</b>  <u>Mathletics</u> Complete two assigned mathletics tasks.	<u>Number of the Day</u> Today's number is <b>84</b> . Complete the worksheet. <b>(10 minutes)</b>  <u>TEN time</u> Choose activity A, B or C to complete. <b>(10 minutes)</b>  <u>Mathematics</u> Use the jump strategy to complete the subtraction facts provided  <b>(20 minutes)</b>  <u>Mathletics</u> Complete two assigned mathletics tasks.	<u>Problem A Day</u> Complete the Problem a Day question. <b>(5 minutes)</b>  <u>TEN time</u> Choose activity A, B or C to complete <b>(10 minutes)</b>  <u>Mathematics</u> Draw impossible and possible events, and think of things that are certain and uncertain <b>(20 minutes)</b>  <u>Mathletics</u> Complete two assigned mathletics tasks.	<u>Number of the Day</u> Today's number is <b>61</b> . Complete the worksheet. <b>(10 minutes)</b>  <u>TEN time</u> Choose activity A, B or C to complete. <b>(10 minutes)</b>  <u>Mathematics</u> Use a variety of strategies to solve addition and subtraction facts to 30 <b>(20 minutes)</b>  <u>Mathletics</u> Complete two assigned mathletics tasks.
Break	Complete 15 minutes of physical activity				
<b>Other KLAS</b>	<u>D.E.A.R</u> Choose a book to read for enjoyment <b>(10 minutes)</b>  <u>HSIE</u> <u>Local places</u> We will be looking at the features of local places and suggesting ways that we can best care for these places.  We will also be imagining what these places may look like if they were not cared for. <b>(35 minutes)</b>	<u>D.E.A.R</u> Choose a book to read for enjoyment <b>(10 minutes)</b>  <u>Library</u> Take part in Mrs Rau's library lesson and enjoy making your very own origami boat!  <b>(35 minutes)</b>	<u>D.E.A.R</u> Choose a book to read for enjoyment <b>(10 minutes)</b>  <u>Music</u> Watch the attached video to learn about pitch and vibrations. Create a "Water Xylophone" and experiment with pitch. <b>(35 minutes)</b>	<u>D.E.A.R</u> Choose a book to read for enjoyment <b>(10 minutes)</b>  <u>Creative Arts</u> Take part in Miss Mulock's 'Father's Day Trophy Directed Drawing' video.  <b>(35 minutes)</b>	<u>D.E.A.R</u> Choose a book to read for enjoyment <b>(10 minutes)</b>  <u>PDHPE</u> Head over to Google Classroom and watch Miss Kinnish's 'Cube Fitness' Video. For this activity you will need a blank A4 sheet of paper, scissors, sticky tape, pencil and ruler.  <b>(35 minutes)</b>



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 17th August 2021)

## Spelling Focus - Pronounce <ew> as in <ue> or <oo>



I watched Miss Vella's 'Jolly Spelling - 'ew' video on Google Classroom tick ☐

The main ways of writing the /ue/ sound are <ue>, <u\_e> and <ew>. However, <ew> is a difficult spelling because it often makes an 'oo' sound, as in 'grew'.

Therefore, the spelling focus <ew> can make the sounds <ue> and <oo>.

There are three extension words at the bottom of the list to challenge yourself with!

List	Copy (in alphabetical order)	Sentences
bud		1.
sun		
held		
few		2.
flew		
grew		
chew		3.
because		
want		
newspaper		
Extension words		
nephew		
interview		
curfew		
<b>Success Criteria:</b> I can use the <ew> sound to spell my words correctly. 😊😊 I can write three sentences that make sense using my <ew> words. 😊😊		Teacher Recognition



**Action:** Move your head forward like the cuckoo in a cuckoo clock, saying oo. (This comes from the action for u oo.)



**Action:** Point to people around you and say you, you, you.

## Sentence a Day

This week our focus is on **verbs**. Verbs are doing or action words and are represented using the colour **red**.

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.

**I am hiding from my sneaky, little brother Zac because we are playing Hide and Seek.**

**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 two present-tense verbs in this sentence.

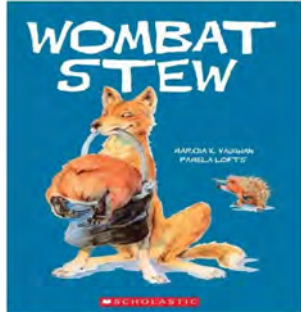


### Teacher Recognition

## Reading: Making Connections



I watched Mrs Wright's 'Reading: Making Connections video' on Google Classroom tick ☐



Go to Google Classroom and read along to **Wombat Stew** by Marcia K Vaughan. Listen to the Making Connections video with Mrs Wright. Answer the Making Connections questions below.

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

### Text to Self Connections

Dingo caught a wombat. Have you caught anything?

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Dingo likes eating stew. Do you like eating stew? What food do you like to eat?

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### Text to Text Connections

Have I read another book like this before? What was the book called?

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### Text to World Connections

What does the book remind me of in the real world?

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Success Criteria: 😊 😊

Teacher Recognition:

I have listened to the story and used my knowledge to make connections about the story.



# Procedure Writing



I watched Mrs Wright's 'Procedure Writing video' on Google Classroom

tick ☐

After watching and listening to **Wombat Stew** by Marcia K Vaughan with Mrs Wright on Google Classroom, write your own procedure on 'How to make 'Wombat Stew'. Upload your writing to Google Classroom.

## Choose Activity A, B or C below.

Complete the writing 'How to Make Wombat Stew' writing Template A, B or C below.

### Activity A

Complete template A - 'Wombat Stew'. Write the ingredients from the story 'Wombat Stew' and the steps to make 'Wombat Stew' in the template below. Draw a picture of the 'Wombat Stew' in the pot.

#### Success Criteria

I have written the heading correctly. 😊😊

I have written 2-3 ingredients from the story 'Wombat Stew'. 😊😊

I have included 1 or more steps correctly. 😊😊

#### Teacher Recognition:

### Activity B

Complete template B 'Wombat Stew'. Write the ingredients from the story 'Wombat Stew' and the steps to make 'Wombat Stew' in the template below. Draw a picture of the 'Wombat Stew' in the pot.

#### Success Criteria

I have written the heading correctly. 😊😊

I have written the ingredients from the story 'Wombat Stew'. 😊😊

I have written the steps in order. 😊😊

#### Teacher Recognition:

### Activity C

Complete template C. Write a procedure on 'How to make Wombat Stew'.

#### Success Criteria

I have written a title and subheadings. 😊😊

I have included the ingredients. 😊😊


I have written the method on 'How to make 'Wombat Stew'. 😊😊

I have included action verbs. 😊😊

#### Teacher Recognition:



## Activity A or Activity B - Template

_____ stew	
Ingredients	
_____	_____
_____	_____
_____	_____
_____	_____
Method	
1.	_____
2.	_____
3.	_____
	

## Activity C - Template

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# Day 1 Mathematics - Tuesday

## Number of the Day - 77

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

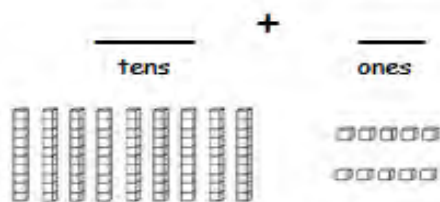
The number before  
\_\_\_\_\_

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 77 in multiple ways. 😊😊

**Teacher recognition**

# TEN Activity

I watched Mr Tate's Instructions on Google Classroom



tick ☐

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>1. Roll two dice and subtract the smaller number from the larger number (if no dice are available, use virtual - <a href="https://www.online-stopwatch.com/chance-games/roll-a-dice/">https://www.online-stopwatch.com/chance-games/roll-a-dice/</a>)</p> <p>2. Record your number sentences below</p> <p><b>Example:</b></p> <p>Rolling 6 and 3 would be written as:</p> <p><math>6 - 3 = 3</math></p>	<p>1. Roll 3 dice and record the total (if no dice are available, use virtual - <a href="https://www.online-stopwatch.com/chance-games/roll-a-dice/">https://www.online-stopwatch.com/chance-games/roll-a-dice/</a>)</p> <p>2. Roll another die and subtract this number from the total found in step 1</p> <p>3. Double your new total and then subtract 5</p> <p>4. Record your number sentences below</p> <p><b>Example:</b></p> <p>Rolling 6, 5 and 4 would add to <b>15</b></p> <p>If I then rolled a 7, my number sentence would be:</p> <p><math>15 - 7 = 8 - 5 = 3</math></p> <p>If I rolled a 4, my number sentence would be:</p> <p><math>15 - 4 = 11 - 5 = 6</math></p>	<p>1. Roll two dice to make a two-digit number and write it down (if no dice are available, use virtual - <a href="https://www.online-stopwatch.com/chance-games/roll-a-dice/">https://www.online-stopwatch.com/chance-games/roll-a-dice/</a>)</p> <p>2. Roll another two dice to make a second two-digit number and write it down</p> <p>3. Subtract the smallest number from the largest number you have written, and record the strategy used i.e. <b>jump strategy</b> (on an empty number line), <b>split strategy</b> etc.</p> <p><b>Example:</b></p> <p>Rolling 6 and 4 could be 46 <b>or</b> 64</p> <p><b>and</b></p> <p>Rolling 1 and 5 could be 51 <b>or</b> 15</p> <p>The possible answers you could write are:</p> <p><math>51 - 46 = 5</math>  <math>64 - 15 = 49</math>  <math>64 - 51 = 13</math></p>

## Success Criteria

I used flexible strategies to find my answer  
 I counted back to find my answer



## Teacher Recognition



# Mathematics - Addition

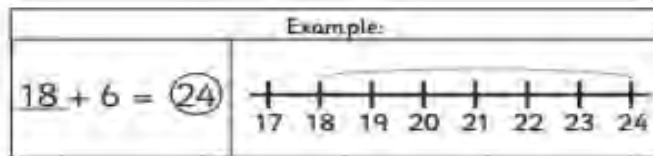
I watched Mr Tate's Instructions on Google Classroom



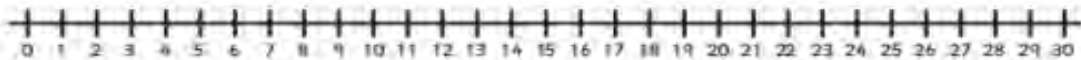
tick ☐

Add two numbers together using the Jump Strategy:

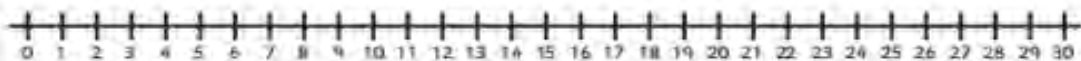
**Addition to 30 with a number line**



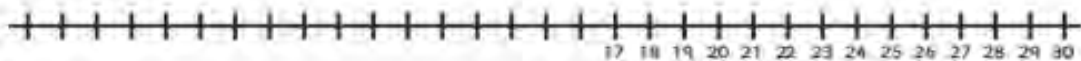
$15 + 10 =$



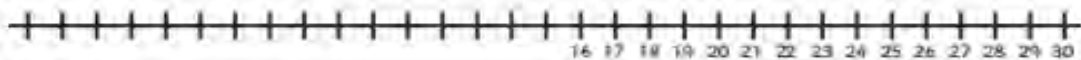
$18 + 10 =$



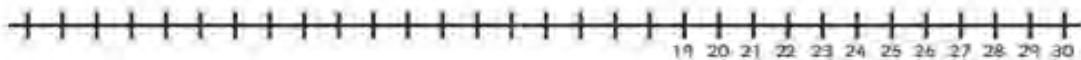
$17 + 3 =$



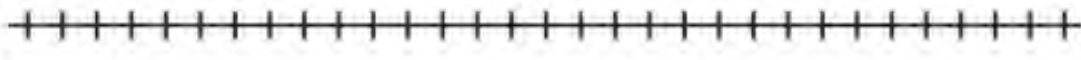
$16 + 8 =$



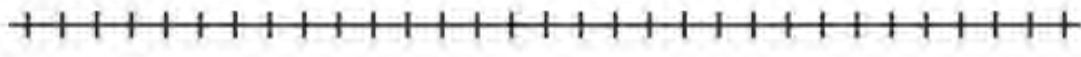
$19 + 11 =$



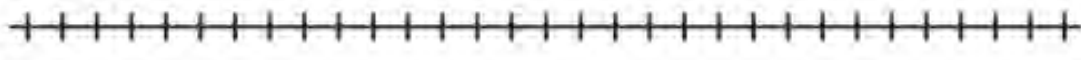
$14 + 7 =$



$25 + 5 =$



$23 + 6 =$



Success Criteria

I can use the jump Strategy to add two numbers



Teacher Recognition

Mathletics - Complete two tasks.

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

Break - Do 15 minutes of physical activity.

## Day 1 - Tuesday - Other KLA

### DEAR - Drop Everything And Read!

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

### HSIE - Local Places

Image - Local Park (Located on Trinity Road - Next to Rainbow Cottage)



List the features at your local park. For example, trees, plants, water, bridge, BBQ area, paths, equipment etc.

(refer to the image above or you may reference a different park in your local area)

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What would happen if this local place (park) was not cared for?  
Draw and label a picture of what that may look like.

What are 5 ways you could help look after your local park?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Success Criteria**

I identify ways to care for local places and spaces.



**Teacher recognition**

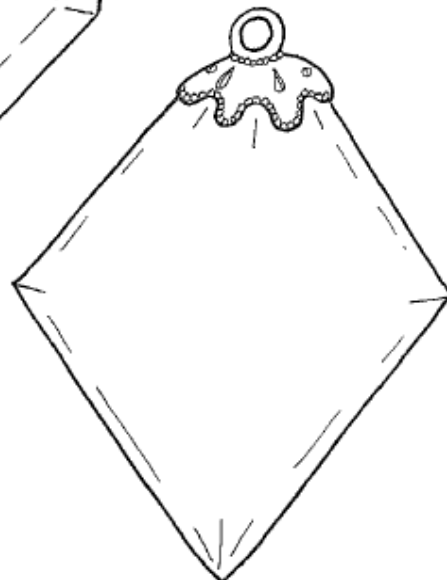
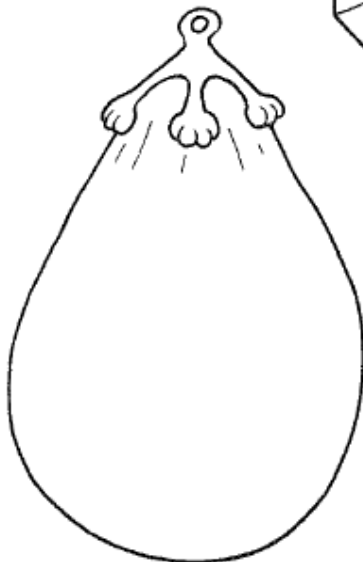
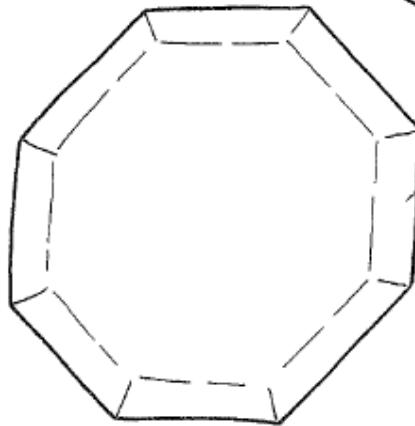
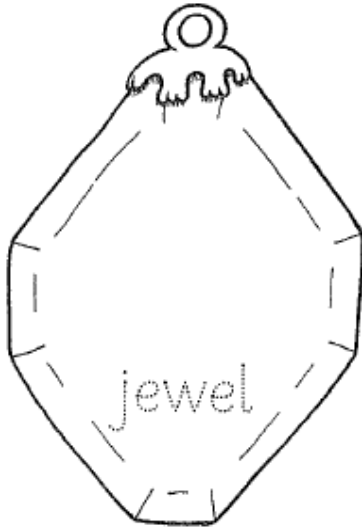


## Day 2 - English

(Wednesday 18th August 2021)

### Jolly Spelling - Pronounce <ew> as in <ue> and <oo>

Write an <ew> word and draw a picture in each jewel.



#### Success Criteria:

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



#### Teacher Recognition:



## Handwriting

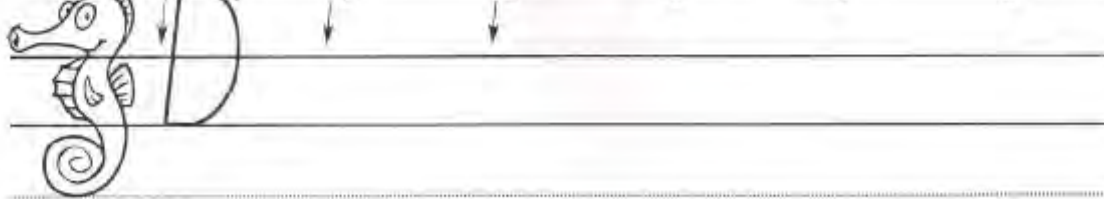
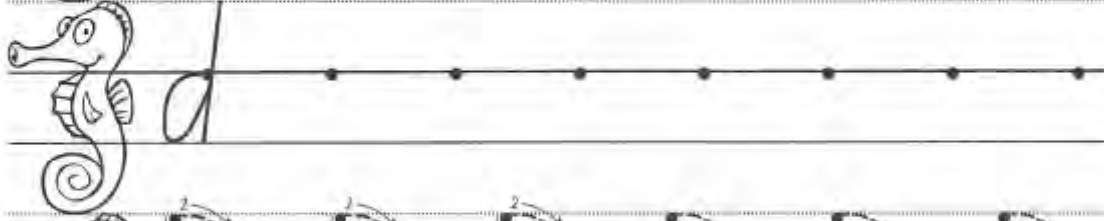


Track.



Colour the parts of the seahorse that show where the letter d sits.

Put a star inside your best d and D.



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



Teacher:

## 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 you think this text might be about. Why do you think this is?**

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**Listen or read along to the story to check your prediction!**

**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:

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## Procedure Writing - How to Make 'Bush Stew'



I watched Mrs Wrights 'Procedure Writing 'How to Make Bush Stew Video' on Google Classroom tick ☐

Using the book '**Wombat Stew**' by Marcia Vaughan as a stimulus, go for a walk in your own garden and collect materials you would add to your own 'Bush Stew'.

- Collect approximately 5 materials for example, sticks, leaves or rocks.
- Use the materials you collect as ingredients and write your own 'Bush Stew' procedure on the template below.
- **Draw a picture or take a picture of your ingredients and upload your picture and writing to the Google Classroom. Have Fun!**

### Choose Activity A, B or C below

#### Activity A

Complete the writing template below.

##### Success Criteria

I have written the heading correctly. 😊 😊

I have collected and written 2-3 ingredients'. 😊 😊

I have included 1 or more steps correctly. 😊 😊

Teacher Recognition:

#### Activity B

Complete the writing template below.

##### Success Criteria

I have written the heading correctly. 😊 😊

I have collected 5 materials and written the ingredients correctly. 😊 😊

I have written the steps in order. 😊 😊

Teacher Recognition:

#### Activity C

Complete the writing template below.

##### Success Criteria

I have written a title and subheadings. 😊 😊

I have collected the material and included the ingredients. 😊 😊

I have written the method on 'How to make 'Bush Stew'. 😊 😊

I have included action verbs. 😊 😊

Teacher Recognition:

\_\_\_\_\_

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## Day 2 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.



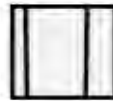
Plan how you are going to work out the answer. You may want to draw a tape diagram.

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?



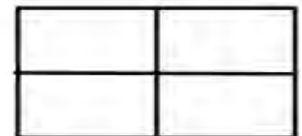
☐

☐

☐

☐

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

Select one of the 3 weekly activities and complete.

## Activity A

Record your number sentences below

## Activity B

Record your number sentences below

## Activity C

Record your number sentences below

### Success Criteria

I used flexible strategies to find the answer

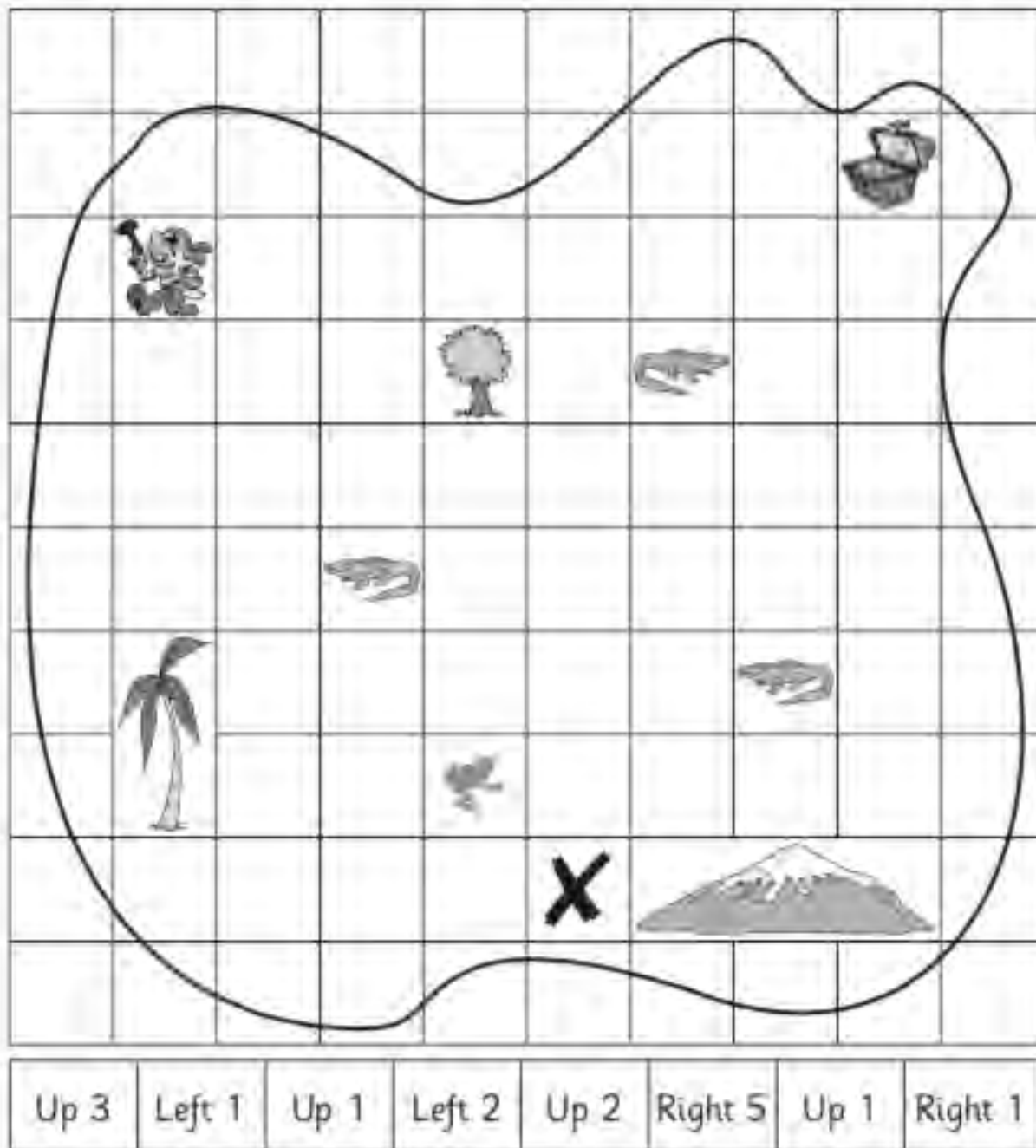
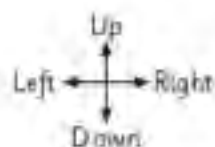
I counted back to find the answer



### Teacher Recognition

# Position - Paths and Direction

- 1 Follow the directions to get from the **X** to the treasure. Colour and count the squares as you go.



- 2 Can you find a shorter path? You must go around any obstacles. Colour this path a different colour. Can you write the directions to match?

## What to do:

Draw a map of your bedroom. Sketch it lightly. When you get home, check your map. Did you remember correctly or do you need to make some changes? Once you are happy, colour and label your map.

### Success Criteria

I can read a map and follow directions  
I can create a labeled map of my bedroom



### Teacher Recognition

### Mathletics - Complete two tasks.

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

Break - Do 15 minutes of physical activity



## Day 2 - Wednesday - Other KLA

### DEAR - Drop Everything And Read!

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

### Library



I followed Mrs Rau's instructions in making a boat on Google Classroom ☐ tick



Head over to Google Classroom and watch Mrs Rau's video titled 'Library Lesson- Grumble Boats'. Today, you will listen to a story and learn how to fold an origami boat. All you'll need for this activity is a piece of paper and coloured pencils or textas!

Once you're finished, don't forget to [upload a photo of your boat onto Google Classroom for everyone to check out.](#)

#### Success Criteria

I can follow instructions to fold an origami boat.



#### Teacher recognition





## Day 3 - English

(Thursday 19th August 2021)

### Jolly Grammar - Compound Words

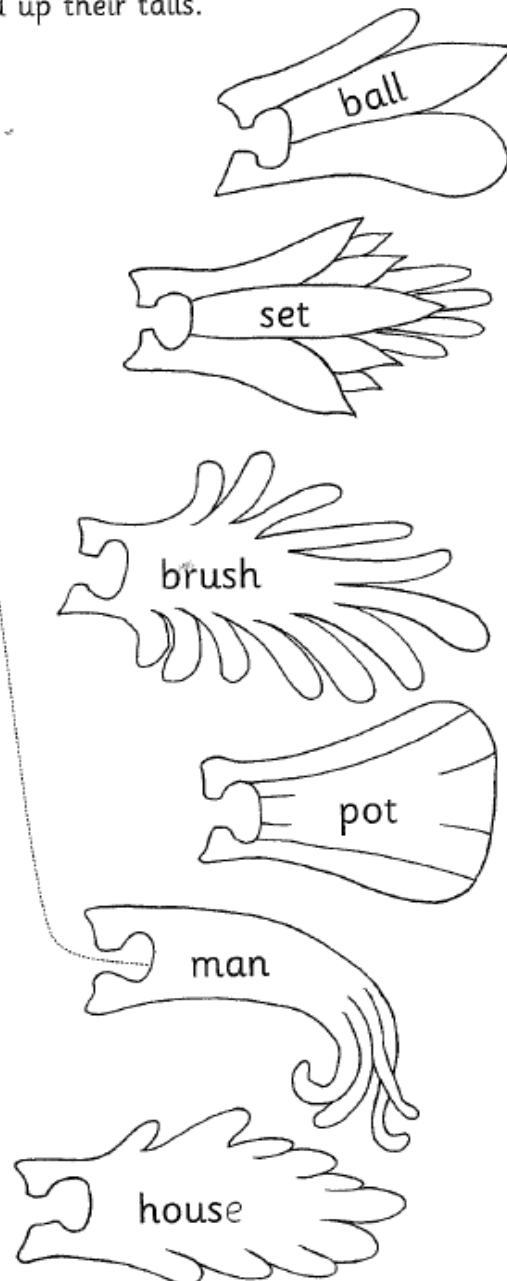
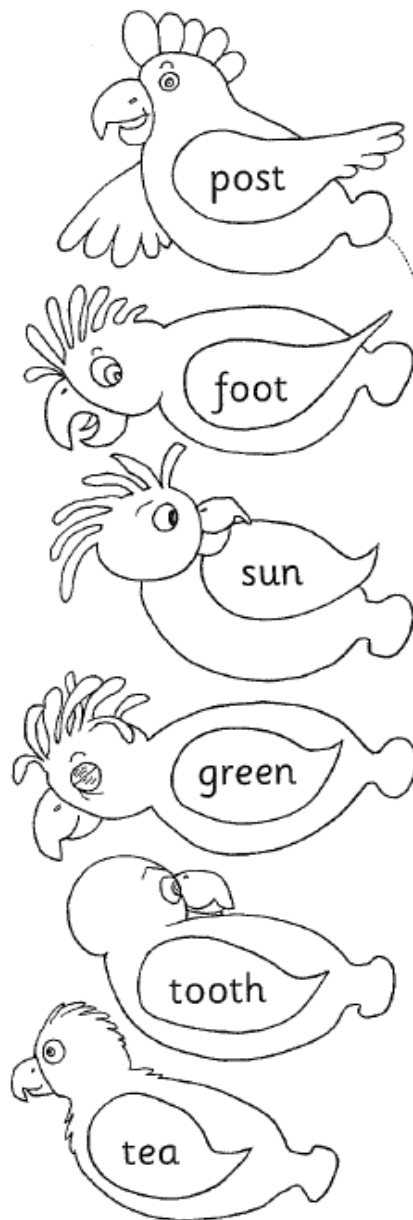


I played Miss Mulock's 'Compound Word Emoji Game' on Google Classroom

tick ☐

#### Compound Words

The compound birds have muddled up their tails.  
Can you sort them out?



**Success Criteria:** I can join two shorter words together to make compound words.



Teacher:

## Sentence a Day

This sentence is from the book Wombat Stew. It contains the **verb**, 'danced'.  
Improve this sentence by adding one more verb, two adjectives and one conjunction. Rewrite the sentence on the lines below.

**Dingo danced around the billy.**



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 improve this sentence by adding one verb, two adjectives and one conjunction.

**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 'Buster and Sophie' complete the Book Quiz.
- If reading 'Funny Face' complete the Chapter Quiz found at the beginning of each chapter.



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



**Teacher Recognition**

## Writing: Procedure Writing

### Procedure Text Topic Cards

How to Plant a Seed



teachstarter

### Procedure Text Topic Cards

How to Wash the Dishes



teachstarter

### Procedure Text Topic Cards

How to Wash Your Dog



teachstarter

### Procedure Text Topic Cards

How to Throw a Surprise Party



teachstarter

### Write your own procedure

Select one of the Procedure Text Topic Cards above;

- 'How to Plant a Seed'
- 'How to Wash the Dishes'
- 'How to Wash Your Dog'
- 'How to Throw a Surprise Party'.

Choose Activity A, B or C from the table below.

Write your procedure on template 1 or 2 below.

#### Activity A

Complete Template 1 - Write your chosen procedure and draw pictures for each step in the template below.

Success Criteria: 😊 😐

I have sequenced the steps correctly.

I have drawn a picture to match each step.

Teacher Recognition

#### Activity B

Complete Template 1 - Write your chosen procedure and draw pictures for each step in template 1 below.

Success Criteria: 😊 😐

I have written a title.

I have written the steps in order.

I have drawn a picture to match each step.

Teacher Recognition

#### Activity C

Complete Template 2 - Write your chosen procedure in Template 2 below.

Success Criteria: 😊 😐

I have written a title and subheadings.

I have included the material or ingredients.

I have written the method or steps in order.

I have included action verbs in my writing.

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 and Activity B - Template 1

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

Materials/Ingredients

Steps

1.

2.

3.

4.

1.

2.

3.

4.

Activity C - Template 2

\_\_\_\_\_

\_\_\_\_\_

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

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

# Day 3 Mathematics - Thursday

## Number of the Day - 84

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

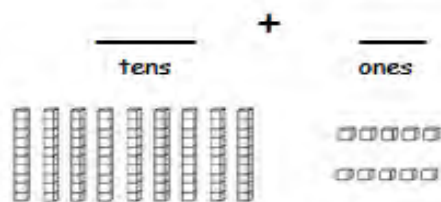
The number before  
\_\_\_\_\_

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 84 in multiple ways. 😊😊

**Teacher recognition**

# TEN Activity

Select one of the 3 activities below and complete.

## Activity A

Record your number sentences below

## Activity B

Record your number sentences below

## Activity C

Record your number sentences below

### Success Criteria

I used flexible strategies to find the answer  
I counted back to find the answer



### Teacher Recognition

# Mathematics - Subtraction

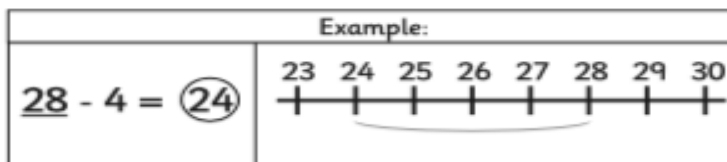
I watched Mr Tate's Instructions on Google Classroom

tick

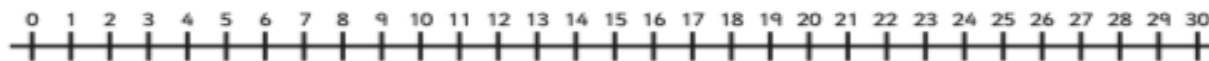


Use the Jump Strategy to subtract a smaller number from a larger number

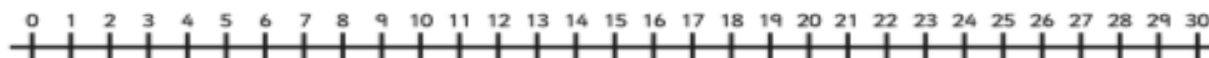
**Subtraction from 30  
with a Number line**



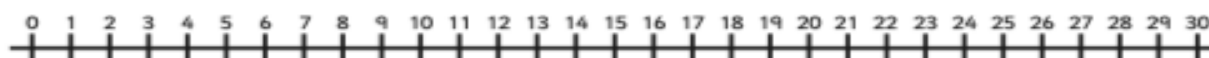
$30 - 4 =$



$20 - 4 =$



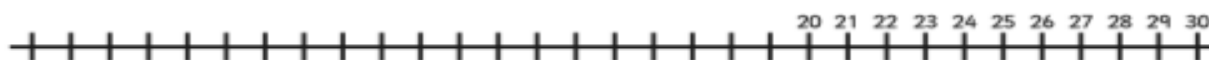
$25 - 4 =$



$15 - 4 =$



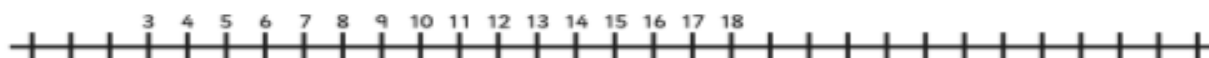
$29 - 1 =$



$23 - 3 =$



$27 - 5 =$



$20 - 11 =$



**Success Criteria**

I can use the jump Strategy to subtract numbers  

**Teacher Recognition**

**Mathletics - Complete two tasks.**

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

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

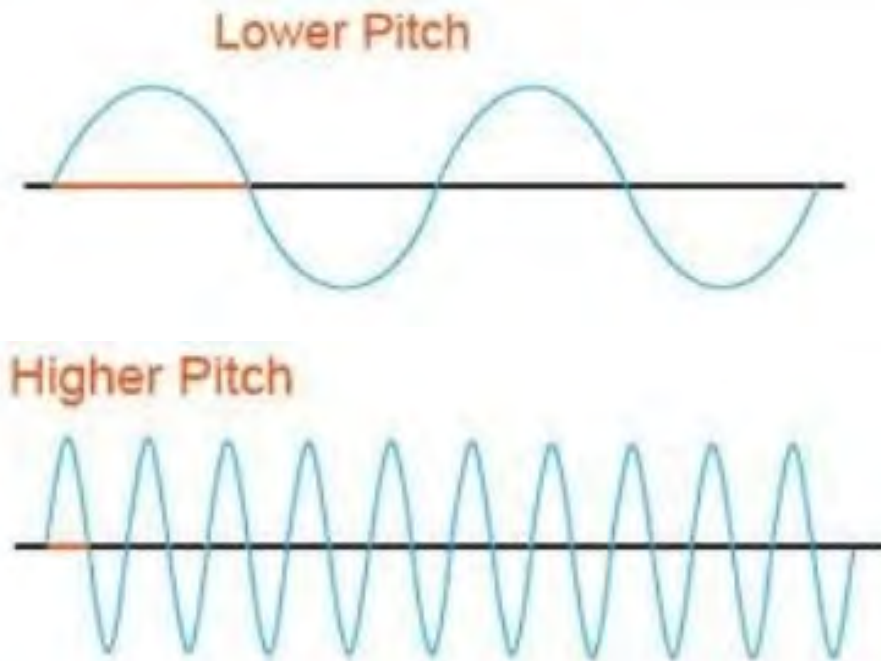
## Day 3 Thursday - Other KLA's

### Music

Learning focus: high and low sounds (**Pitch**)

While we know that **pitch** is how **high** or **low** a sound is, think back to Term 1's music program to remember that all sounds we hear are **VIBRATIONS**.

The sound an object makes changes depending on how fast it vibrates. When an object vibrates quickly, high-pitched sounds are created. When an object vibrates slowly, low-pitched sounds are created.



Watch the video below to refresh your memory:

[https://www.youtube.com/watch?v=3-xKZKxXuu0&ab\\_channel=SciShowKids](https://www.youtube.com/watch?v=3-xKZKxXuu0&ab_channel=SciShowKids)

For today's activity, you will be making your own **Water Xylophone** out of some household items.

#### **What you will need:**

5x identical mason jars/glasses

1x water jug

1x metal teaspoon



### Instructions:

1. Arrange your glasses in a row and gently tap each glass with your teaspoon. Did you notice that they all have the same pitch? 😊😊
2. Using your jug, fill each glass with water as per the diagram below, and tap each glass again. Did you notice that the pitch (how high or low the sound is) changed for each glass? 😊😊



Adding different amounts of water changes the pitch (how high or low a sound is). The more water that is added to a glass, the lower the pitch sounds! The less water, the higher the pitch sounds!

Now experiment with your xylophone;

- Try tapping the glasses harder or softer - did the sound change? 😊😊
- Try using a wooden pencil to tap the glass - did the sound change? 😊😊
- Try filling each glass with different amounts of water - does this change the sound? 😊😊
- If you have more glasses available, fill them with different amounts of water to create more pitch options 😊😊

Upload a photo or video to Google Classroom to share your experiments with Stage One.

#### Success Criteria

I can hear the difference between high and low sounds.



#### Teacher recognition

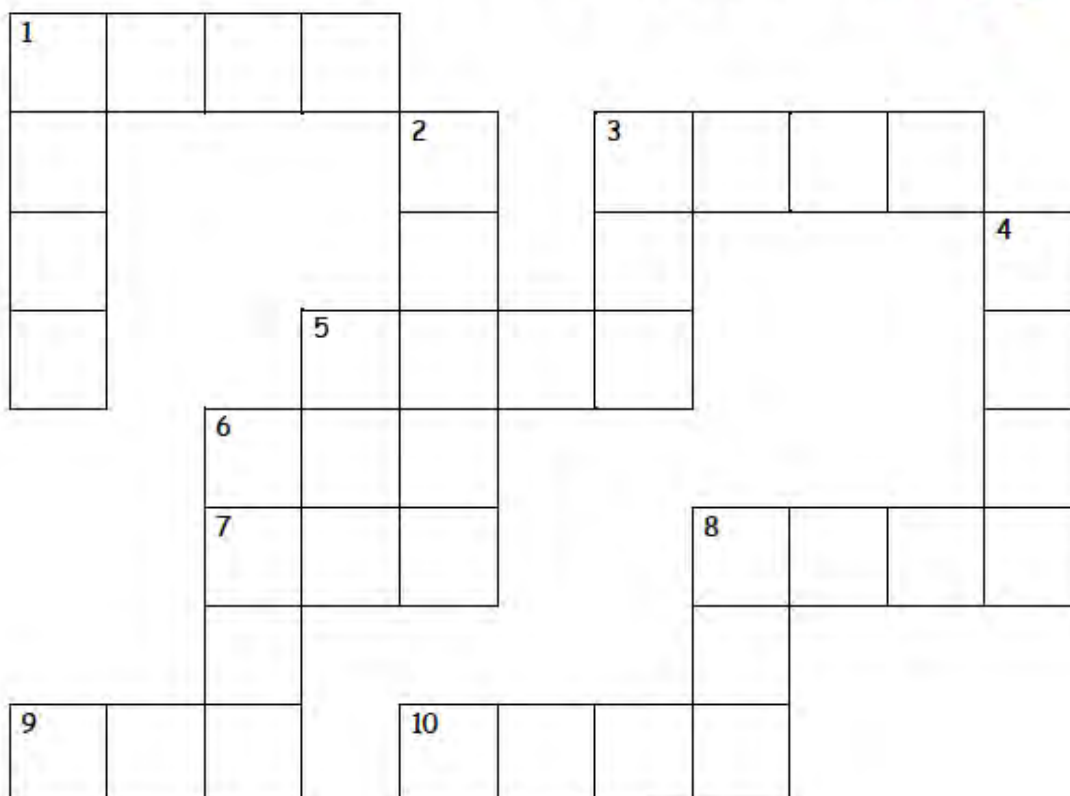


## Day 4 - English

(Friday 20th August 2021)

Spelling - Pronounce /ew/ as in /ue/ and /oo/

### Crossword Puzzle: ew



#### Across

1. what the wind did in the storm
3. past tense of *fly*
5. past tense of *grow*
7. the opposite of old
8. past tense of *draw*
9. the sound of a kitten
10. what you do with gum

#### Down

1. to make tea
2. past tense of *throw*
3. not many
4. a group of people who work on a ship
6. past tense of *know*
8. a word that sounds like *do* and *due*

#### Word Bank

brew	mew	blew	new	chew	crew	dew
drew	grew	few	threw	flew	knew	

#### Success Criteria:

I can use my knowledge of the <ew> sound to fill the crossword puzzle.



Teacher:

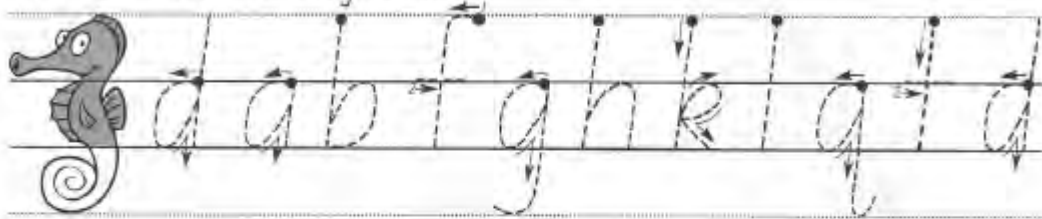
# Handwriting

Find the d's.

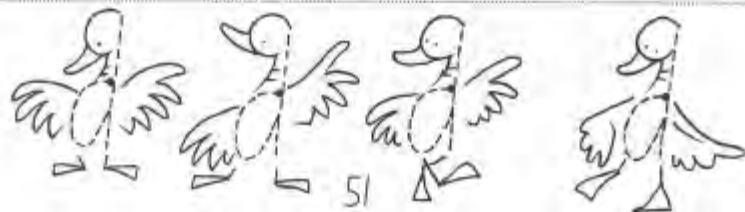
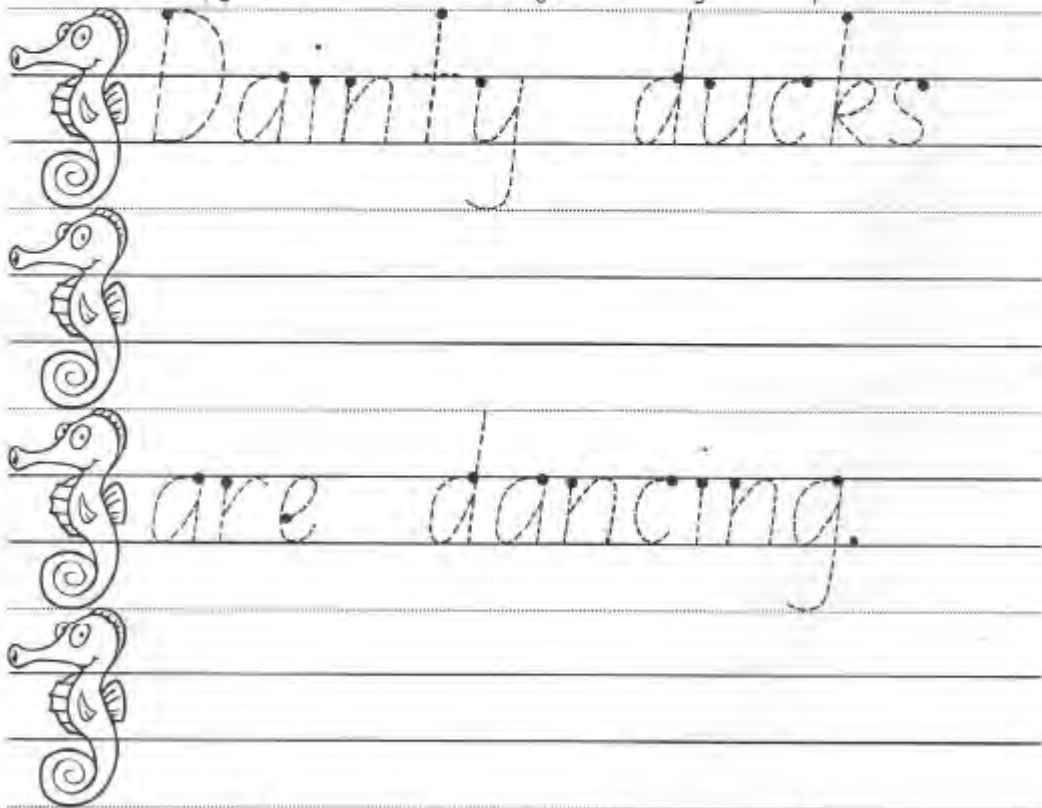
Wave pattern

iddddddddddd

Trace the head and body letters.



Trace, then copy. Colour in the wedges made by wave pattern letters.



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



Teacher:

## Reading - Fluency



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

With your best voice, record and time yourself reading the book 'Buster and Sophie' or record yourself reading a chapter of 'Funny Face' (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 retell the story to a family member.

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



## Writing: Free Choice

Choose Activity A, B or C below and use the picture stimulus to complete your free writing task.

### Activity A

Write **3-4 sentences** using the picture to give you ideas.



I have written at least 3 sentences that make sense.

### Activity B

Using the picture, write **2 ideas** about what it makes you think of.

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** using the picture as a stimulus. Remember to group your ideas by writing about **one idea in each paragraph.**



I have used at least 3 paragraphs to organise my ideas.



Free Writing

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





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

You may like to jump on the trampoline outside or try 10 long jumps, 30 star jumps and balancing for one minute!



# Day 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

# TENS Activity

Select one of the 3 weekly activities and complete.

## Activity A

Record your number sentences below

## Activity B

Record your number sentences below

## Activity C

Record your number sentences below

### Success Criteria

I used flexible strategies to find the answer

I counted back to find the answer



### Teacher Recognition

## Possible and Impossible

If something **could** happen, we say it is **possible**.

If something **could** not happen, we say it is **impossible**.

- 1 Draw 3 things that could happen to you today.  
These are **possible**.



- 
- 2 Draw 3 things that could not happen to you today.  
These are **impossible**.



- 
- 3 You tell your mum you did \_\_\_\_\_ at school today.  
She replies, 'That's impossible!' What could you have said?

# Certain and Uncertain

If something will **definitely** happen, we say it is **certain**.

If something **might** happen, but we are not sure, we say it is **uncertain**.

1 Draw or write something you are **certain** will happen at school today.

2 Draw or write something you are **uncertain** will happen at school today.

3 Look at the pictures below. Will you do them today?

Write **c** for certain or **u** for uncertain underneath them.










4 'Certainly not!' replies your teacher. What did you ask?

## Success Criteria

I know the difference between Possible and Impossible events



I know the difference between Certain and Uncertain events



## Teacher Recognition

## Mathletics - Complete two tasks.

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

Break - Do 15 minutes of physical activity

## Day 4 - Other KLA

### DEAR - Drop Everything And Read!

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

### Creative Arts



I followed Miss Mulock's drawing instructions on Google Classroom ☐ tick

Head over to Google Classroom and watch Miss Mulock's video titled 'Father's Day Trophy Directed Drawing'. Today, you will learn how to draw a trophy that you can use when designing your own card for Father's Day.

All you'll need for this activity is a piece of paper, lead pencil and rubber!

Once you're finished, don't forget to [upload your trophy design onto Google Classroom for everyone to check out.](#)



#### Success Criteria

I can follow instructions to draw a Father's Day trophy



#### Teacher recognition





## Day 5 - English

(Monday 23rd August 2021)

### Spelling - Test

	<b>Success Criteria:</b> I have used my knowledge of the <ew> sound to spell my spelling words. 😊 😐	
	<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.

---

---

---

## Reading - Fluency



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

With your best voice, record and time yourself reading the book 'Buster and Sophie' or record yourself reading a chapter of 'Funny Face' (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?

**Did you beat Friday's time?**



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



**Teacher Recognition**

Text Name:

**Time**

**First Read**

**Second Read**

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

Name of activities I completed:



## Writing - Recount

Choose Activity A, B or C below. Write a recount about the story 'Wombat Stew' by Marcia Vaughan . *Listen to the story on the Google Classroom.*

### Activity A

Write **3-4 sentences** about the book 'Wombat Stew'.

#### **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 'Wombat Stew'. 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 'Wombat Stew' 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. 😊 😊

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## Tricky Words - Roll a Graph



# Tricky Words

## Roll a Graph

**Instructions:**  
Roll two six-sided dice and add them up.  
Find the number below and say that tricky word out loud. If you get the word correct, colour in the square above it.

*For an added challenge, you may like to spell the word aloud rather than simply reading it.*

**Instructions:**  
Roll two six-sided dice and add them up.  
Find the number below and say that tricky word out loud. If you get the word correct, colour in the square above it.

*For an added challenge, you may like to spell the word aloud rather than simply reading it.*

**Instructions:**  
Roll two six-sided dice and add them up.  
Find the number below and say that tricky word out loud. If you get the word correct, colour in the square above it.

*For an added challenge, you may like to spell the word aloud rather than simply reading it.*

[illegible]

Number of times tricky word rolled and read correctly.

# Day 5 Mathematics - Monday

## Number of the Day - 61

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

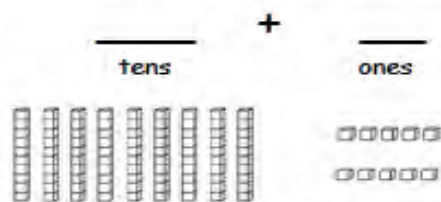
The number before  
\_\_\_\_\_

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 61 in multiple ways. 😊 😊

**Teacher recognition**



# TEN Activity

Select one of the 3 activities below and complete.

## Activity A

Record your number sentences below

## Activity B

Record your number sentences below

## Activity C

Record your number sentences below

### Success Criteria

I used flexible strategies to find the answer

I counted back to find the answer



### Teacher Recognition

# Mathematics - Addition and Subtraction

Name \_\_\_\_\_



## Ways to Make 30!



Directions: Color all of the boxes that equal 30 **RED**!

If they do NOT equal 30, put an X in the box.

$15 + 15$	$9 + 20$	$18 + 12$	$20 + 10$	$17 + 3$
$20 - 10$	$16 + 40$	$18 + 3$	$19 + 11$	$25 + 15$
$29 - 1$	$14 + 16$	$18 + 12$	$13 + 17$	$29 + 1$
$22 + 8$	$24 + 6$	$35 - 5$	$27 - 2$	$25 + 10$
$11 + 9$	$13 + 7$	$10 + 20$	$16 + 9$	$21 + 10$
$37 - 17$	$14 + 6$	$33 - 3$	$21 + 9$	$31 - 1$
$22 + 9$	$42 - 12$	$15 + 14$	$35 - 5$	$54 - 24$

### Success Criteria

I can use addition and subtraction facts to find 30 😊😐

### Teacher Recognition

### Mathletics - Complete two tasks.

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

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)

## PDHPE



I played Miss Kinnish's 'Cube Fitness' video on Google Classroom

tick ☐



Head over to Google Classroom and watch Miss Kinnish's 'Cube Fitness' Video. For this activity you will need a blank A4 sheet of paper, scissors, sticky tape, pencil and ruler.

Challenge yourself to 3 minutes of rolling your 'Cube'. [Post a photo on Google Classroom.](#)

### Success Criteria

I can create a fitness cube



### Teacher recognition