

# Cambridge Gardens Public School

## Year 1 - Waratah Unit Part B



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.

Day Six  
(19.10.21)

Day Seven  
(20.10.21)

Day Eight  
(21.10.21)

Day Nine  
(22.10.21)

Day Ten  
(25.10.21)

English

Spelling

Complete your <al> spelling word practice and write three interesting sentences using your spelling words.



(15 minutes)

*Optional: Use Mrs Patrick's videos to revise your tricky words during this time and/or complete the extension spelling words for a challenge.*

Sentence A Day

Complete the S.A.D activity.



(15 minutes)

Reading

Select one of the texts listed to engage in the predicting activities. Read the story to check your prediction.

(20 minutes)

Writing

Would You Rather?- choose activity A, B or C.

Jolly Spelling

Complete the <al> Jolly Spelling worksheet.

(15 minutes)

*Optional: Use Mrs Patrick's videos on Google Classroom to revise your tricky words during this time.*

Handwriting

Complete the numerals 1-7' handwriting worksheet.

(10 minutes)

Reading

Questioning- Read one of the texts listed from Reading Eggs and complete the book quiz.

(15 minutes)

Writing

Fact or Opinion?- Choose Activity A, B or C.



(20 minutes)

Reading Eggs

Read a book from the Reading Eggs library and retell the story to a family member.

Jolly Grammar

Complete the antonyms worksheet.



(15 minutes)

Sentence A Day

Complete the S.A.D activity.

(5 minutes)

Reading

Select one of the texts listed to engage in today's 'Fluency & Expression Move & Groove' activities!

(15 minutes)

Writing

Choose activity A, B or C and complete the letter writing template.

(20 minutes)

Reading Eggs

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

Spelling

Complete your <al> spelling tic-tac-toe.

(15 minutes)

*Optional: Use Mrs Patrick's videos on Google Classroom to revise your tricky words during this time.*

Handwriting

Complete the numerals handwriting worksheet.

(10 minutes)

Reading

Select one of the texts listed to engage in today's 'Fluency Move & Groove' activities!

(15 minutes)

Writing

A letter to Mr Wynn. Choose Activity A, B or C.

(20 minutes)

Reading Eggs

Read a book from the Reading Eggs library and retell the story to a family member.

Spelling

Complete a spelling test on your <al> spelling words.

(10 minutes)

Sentence A Day

Write your own S.A.D. today.

(5 minutes)

Writing

Choose activity A, B or C to write a recount about your week.

(15 minutes)

Tricky Words

Complete the Tricky Words 'Roll a Graph' worksheet to practise reading and spelling your tricky words.




(20 minutes)

Reading Eggs

Complete two Reading Eggs or Reading Eggspress lessons.

Break

Complete 15 minutes of physical activity

|                          |  |   |   |   |   |
|--------------------------|--|---|---|---|---|
| <p><b>Maths</b></p>      | <p><u>Number of the Day</u><br/>Today's number is <b>105</b>.<br/>Complete the worksheet.<br/><b>(10 minutes)</b></p> <p><u>TEN Activity</u><br/>Choose activity A, B or C to complete.<br/><b>(10 minutes)</b></p> <p><u>Mathematics</u><br/>Use arrays to create multiplication number sentences<br/><br/><b>(20 minutes)</b></p> <p><u>Mathletics</u><br/>Complete two assigned mathletics tasks.</p> | <p><u>Problem A Day</u><br/>Complete the Problem a Day question.<br/><b>(5 minutes)</b></p> <p><u>TEN time</u><br/>Choose activity A, B or C to complete.<br/><b>(10 minutes)</b></p> <p><u>Mathematics</u><br/>Measure the length of the objects on the worksheet<br/><b>(20 minutes)</b></p> <p><u>Mathletics</u><br/>Complete two assigned mathletics tasks.</p> | <p><u>Number of the Day</u><br/>Today's number is 114.<br/>Complete the worksheet.<br/><b>(10 minutes)</b></p> <p><u>TEN time</u><br/>Choose activity A, B or C to complete.<br/><b>(10 minutes)</b></p> <p><u>Mathematics</u><br/>Divide (or share) the arrays on the worksheet into equal groups<br/><b>(20 minutes)</b></p> <p><u>Mathletics</u><br/>Complete two assigned mathletics tasks.</p> | <p><u>Problem A Day</u><br/>Complete the Problem a Day question.<br/><b>(5 minutes)</b></p> <p><u>TEN time</u><br/>Choose activity A, B or C to complete<br/><b>(10 minutes)</b></p> <p><u>Mathematics</u><br/>Use the pictures to complete the table graph<br/><b>(20 minutes)</b></p> <p><u>Mathletics</u><br/>Complete two assigned mathletics tasks.</p>                            | <p><u>Number of the Day</u><br/>Today's number is <b>107</b>.<br/>Complete the worksheet.<br/><b>(10 minutes)</b></p> <p><u>TEN time</u><br/>Choose activity A, B or C to complete.<br/><b>(10 minutes)</b></p> <p><u>Mathematics</u><br/>Find arrays around your house to create multiplication number sentences<br/><b>(20 minutes)</b></p> <p><u>Mathletics</u><br/>Complete two assigned mathletics tasks.</p>  |
| <p><b>Break</b></p>      | <p><b>Complete 15 minutes of physical activity</b></p>   |   |   |   |   |
| <p><b>Other KLAS</b></p> | <p><u>D.E.A.R</u><br/>Choose a book to read for enjoyment.<br/><b>(10 minutes)</b></p> <p><u>HSIE</u><br/>Why is it important for us to know what the weather is going to be?<br/><br/>Lets look at what we know about weather and take a look at the wether patterns over the next 7 days.<br/><b>(35 minutes)</b></p>  | <p><u>D.E.A.R</u><br/>Choose a book to read for enjoyment<br/><b>(10 minutes)</b></p> <p><u>Wellbeing Yoga</u><br/>Click on the <b>Cosmic Kids Yoga Minecraft Adventure link</b><br/><a href="https://youtu.be/02E1468SdHg">https://youtu.be/02E1468SdHg</a><br/>Follow along and have fun!<br/><b>(25 minutes)</b></p>   | <p><u>D.E.A.R</u><br/>Choose a book to read for enjoyment<br/><b>(10 minutes)</b></p> <p><u>Library</u><br/>Take part in Mrs Rau's library lesson and complete the worksheet.<br/><br/><br/><b>(35 minutes)</b></p>  | <p><u>D.E.A.R</u><br/>Choose a book to read for enjoyment<br/><b>(10 minutes)</b></p> <p><u>Creative Arts</u><br/>It's October boys and girls. Have a go at drawing a Halloween Folding Surprise. I'd love to see your creations posted to Google Classroom.<br/><br/><br/><b>(35 minutes)</b></p> | <p><u>D.E.A.R</u><br/>Choose a book to read for enjoyment<br/><b>(10 minutes)</b></p> <p><u>Wellbeing</u><br/>Listen to the story - ' The Runaway Pumpkin ' by Kevin Lewis<br/><a href="https://www.youtube.com/watch?v=QuOINjnu2Gc">https://www.youtube.com/watch?v=QuOINjnu2Gc</a><br/>Have fun creating and designing some Halloween fun.<br/><br/><br/><b>(35 minutes)</b></p> |

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

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



# Day 6 - English

(Tuesday 19th October 2021)

## Spelling Focus - Pronounce <al> as in <or>

The main ways of writing the /or/ sound are <or>, <al>, <aw> and <au>. This week we will be focusing on <al>. There are three extension words at the bottom of the list to challenge yourself with.

| List   | Copy | Sentences           |
|--|------|---------------------|
| bad  |      | 1.                  |
| vet  |      |                     |
| fact   |      |                     |
| all  |      | 2.                  |
| talk   |      |                     |
| walk   |      |                     |
| small  |      | 3.                  |
| made   |      |                     |
| their  |      |                     |
| beanstalk  |      |                     |
| <b>Extension words</b>   |      |                     |
| falling  |      |                     |
| already  |      |                     |
| balk   |      |                     |
| <b>Success Criteria:</b>   |      | Teacher Recognition |
| I can use the <al> sound to spell my words correctly. 😊 😐            |      |                     |
| I can write three sentences that make sense using my <al> words. 😊 😐 |      |                     |



**Action:** Put your hands on your head, like a donkey pointing its ears down, and say *or*. (This comes from the *ee or* action.)

# Sentence a Day



I watched Miss Mulock's 'Sentence A Day' video on Google Classroom  tick

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

It is great being your favourite colour and I have really enjoyed all of the lakes, oceans, rivers and clear skies.



**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 parse a sentence. 😊 😊

## Teacher Recognition

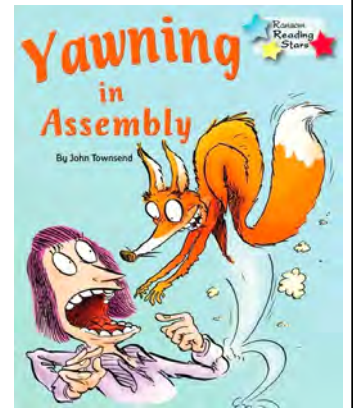
## Reading - Predictions



Head over to the Reading Eggs Library and search for 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.

- Do you think this text is factual or fiction?
- What will this text be about?
- What will the complication be in this story?
- How will the problem be solved?



Describe what you predict will happen in this text  
(use the dot points above to help you with your ideas!)

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Read the story to check your prediction!

**Success Criteria:** I can use the title and pictures to predict the content of this story.



**Teacher Recognition**

# Persuasive Writing

## Choose Activity A, B or C below.

Complete the 'Would You Rather?' Template A or B below.

### Activity A- Use Template A

With a parent or older sibling, read the 'Would You Rather?' question. **Write 1-2 sentences** explaining which option you chose.

#### Success Criteria

I can explain which animal I would rather swim with. 😊 😊

I finish my sentence with a full stop. 😊 😊

Teacher Recognition:

### Activity B- Use Template B

Use the stimulus provided to read through the 'Would You Rather' questions. **Choose 4-5 questions to answer.** Write your sentences in the space provided below each question. Be sure to explain why you made your choice.

#### Success Criteria

I can explain which option I would rather choose. 😊 😊

I have written 4-5 sentences. 😊 😊

Teacher Recognition:

### Activity C- Use Template B

Use the stimulus provided to read through the 'Would You Rather' questions. **Choose 6-7 questions to answer.** Write your sentences in the space provided below each question. Be sure to explain why you made your choice.

#### Success Criteria

I can explain which option I would rather choose. 😊 😊

I have written 6-7 sentences. 😊 😊

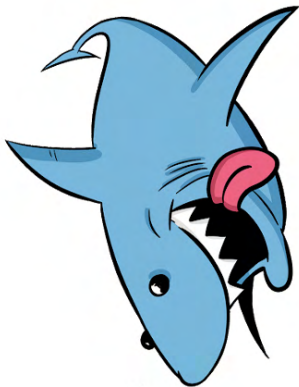
Teacher Recognition:



# Template A

Would you rather ....

Swim with a hippo OR swim with a shark?



I would rather \_\_\_\_\_

than \_\_\_\_\_

because \_\_\_\_\_

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# Template B

## Would You Rather?

...never watch TV again?

**OR**

...never use a computer again?

I would rather \_\_\_\_\_  
than \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_

...be covered in fur?

**OR**

...be covered in scales?

I would rather \_\_\_\_\_  
than \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_

...it be winter all year long?

**OR**

...it be summer all year long?

I would rather \_\_\_\_\_  
than \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_

...eat broccoli flavoured ice cream?

**OR**

...eat a meat flavoured cookie?

I would rather \_\_\_\_\_  
than \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_

# Template B Continued

## Would You Rather?

...have a never-ending block of  
chocolate?

**or**

...have a never-ending packet of chips?

I would rather \_\_\_\_\_  
than \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_

...only be able to walk backwards for a  
whole day?

**or**

...only be able to jump for a whole day?

I would rather \_\_\_\_\_  
than \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_

...eat a pizza with only cheese?

**or**

...eat a pizza with all the toppings?

I would rather \_\_\_\_\_  
than \_\_\_\_\_  
because \_\_\_\_\_  
\_\_\_\_\_

# Day 6 Mathematics - Tuesday

## Number of the Day - 105

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

The number before

\_\_\_\_\_

The number after

\_\_\_\_\_

5 less -

\_\_\_\_\_

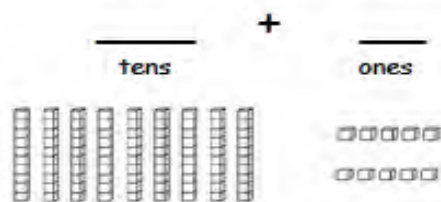
10 more +

\_\_\_\_\_

### 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 |

Partition (expand) using place value



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

**Success Criteria** I can recognise and model the number 105 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

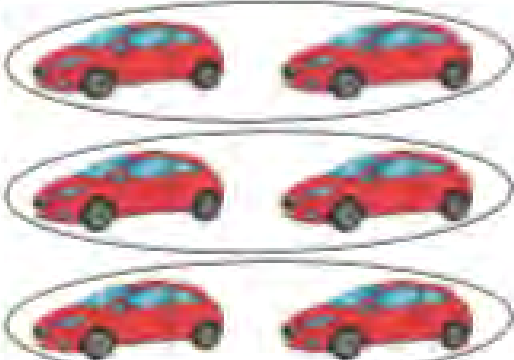
I used flexible strategies to find the answer



### Teacher Recognition

# Mathematics - Multiplication


Arrays are pictures that help us see numbers in rows and columns.  
Write the rows and columns, the repeated addition and a multiplication number sentences for each array.



3 rows of 2 cars.

$2 + 2 + 2 = \underline{\hspace{2cm}}$  cars.

$3 \times 2 = \underline{\hspace{2cm}}$  cars.



$\underline{\hspace{2cm}}$  rows of  $\underline{\hspace{2cm}}$  chocolates.

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$


$\underline{\hspace{2cm}}$  chocolates.

$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$  chocolates.

$\underline{\hspace{2cm}}$  rows of  $\underline{\hspace{2cm}}$  bananas.

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$  bananas.

$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$  bananas.



## Success Criteria

I can use arrays to solve multiplication facts



## Teacher Recognition

Mathletics - Complete one Mathletics task.

Task completed -  $\underline{\hspace{2cm}}$

Break - Do 15 minutes of physical activity.

## Day 6 - Other KLA

**DEAR** - Drop Everything And Read!  
Choose a book of your choice to read for enjoyment (10 minutes)

### HSIE - Weather Patterns

List 3 reasons why it's important to know about what the weather is going to be?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Write or draw everything you know about the weather.

# Weather

Look outside your window and draw what the weather is like today. Label your picture.

Using <https://www.eldersweather.com.au/local-forecast/nsw/penrith>

What should the weather be like today? Is it correct? \_\_\_\_\_

Record the daily Weather information for a week?

Sunday \_\_\_\_\_

Monday \_\_\_\_\_

Tuesday \_\_\_\_\_

Wednesday \_\_\_\_\_

Thursday \_\_\_\_\_

Friday \_\_\_\_\_

Saturday \_\_\_\_\_

**Success Criteria**

I identify a range of wether patterns and appropriate terminology.

**Teacher recognition**





# Day 7 - English

(Wednesday 20th October 2021)

## Jolly Spelling - <al>

Write an <al> word and draw a picture in each talk bubble.



**Success Criteria:**

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



**Teacher Recognition**

# Handwriting

Numerals

Trace, then write your own

Handwriting practice lines for numerals 1-7. Each row features a seahorse illustration on the left and a set of three horizontal lines (top, middle, bottom) on the right. The numerals 1 through 7 are shown in a dashed format for tracing, with arrows indicating the direction of the stroke. The top line of each set is a dotted line, and the middle line is a solid line.



Success Criteria: I can form my numerals 1-7 correctly. 😊 😊

Teacher Recognition

## Reading - Questioning



Head onto Reading Eggs, navigate to 'Library' and search for one of these two texts to focus on.

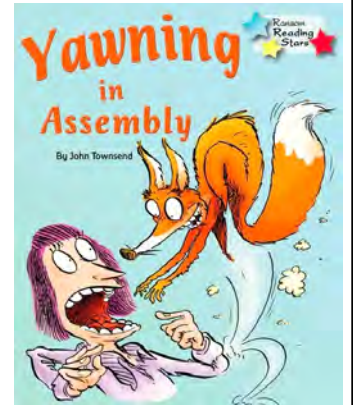
(Feel free to select a text of your choice if these are too easy or difficult.)

Read the text twice.

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



- Complete the Book Quiz for your chosen text.



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



**Teacher Recognition**

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

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

\_\_\_\_\_



# Letter Writing





I have watched Miss Mulock's video titled 'Fact or Opinion' on Google Classroom tick

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

## Activity A- Use Template 1

With a parent or older sibling, read each of the boxes. Using the stimulus provided, cut out the statements and glue them under the correct category 'Fact' or 'Opinion'.

### Success Criteria

I have correctly placed each statement under 'fact' or 'opinion'  

Teacher Recognition:

## Activity B- Use Template 1

With a parent or older sibling, read each of the boxes. Using the stimulus provided, cut out the statements and glue them under the correct category 'Fact' or 'Opinion'. With a coloured pencil, underline all of the adjectives that are used to express an opinion. For example, 'Butterflies are very friendly'

### Success Criteria

I have correctly placed each statement under 'fact' or 'opinion'  

I have underlined adjectives that express an opinion  


Teacher Recognition:

## Activity C- Use Template 2

Read the statements carefully and decide whether they are fact or opinion. Underline the adjectives that are used to express an opinion. For example, 'Dogs are perfect for every family'. Write two statements that represent fact and opinion.

### Success Criteria

I have correctly identified each statement as 'fact' or 'opinion'  

I have underlined adjectives that express an opinion  

I can correctly write my own fact and opinion statements  

Teacher Recognition:

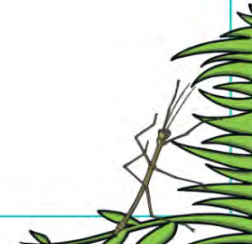
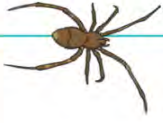
# Template 1- Activity A and B

## Fact and Opinion

Cut out these facts and opinions about creepy crawlies. Sort and glue each sentence under the correct heading.

Fact

Opinion



## Template 1- Activity A and B

Please cut out the following statements and paste them in the table on the previous page :)

|  |                                       |
|--|---------------------------------------|
| Spiders are scary.                     | Spiders have eight legs.              |
| Caterpillars turn into butterflies.    | Butterflies are so beautiful.         |
| Ladybirds are very friendly.           | Ladybirds eat aphids.                 |
| Stick insects can regrow broken limbs. | Stick insects are the best at hiding. |
| Grasshoppers have two pairs of wings.  | Grasshoppers are mean and nasty.      |

## Template 2- Activity C

# Fact and Opinion

**Facts** tell us about things that have been proven to be true.

**Opinions** tell us what someone believes.

Read each sentence carefully to decide if it is a fact or an opinion. Write either, 'Fact' or 'Opinion' next to each sentence on the line provided.

Ice-cream is made with milk.

\_\_\_\_\_

Dogs are the perfect pet for all families.

\_\_\_\_\_

Caterpillars turn into butterflies and moths.

\_\_\_\_\_

Pizza is the most delicious food.

\_\_\_\_\_

The beach is the best place to be in summer.

\_\_\_\_\_

Ice melts when left out of the freezer.

\_\_\_\_\_

Write a **fact** about cats.

\_\_\_\_\_

\_\_\_\_\_



Write an **opinion** about ice-cream.

\_\_\_\_\_

\_\_\_\_\_



# Day 7 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?

Imogen asks people in her school if they like cats.

She draws this graph of her results.



How many more people like cats than do not like cats?

- 2       3       4       5

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



### Teacher Recognition

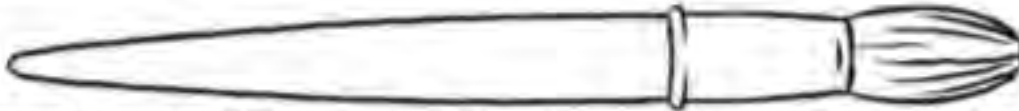
# Length

Use the ruler to measure the **length** or **height** of these objects. They are not to scale.



cm

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



cm

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



cm

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

cm



0 1 2 3 4 5 6 7 8 9 10

cm



0 1 2 3 4 5 6 7 8 9 10

cm



0 1 2 3 4 5 6 7 8 9 10

## Success Criteria

I can accurately measure objects



## Teacher Recognition

## Mathletics - Complete two tasks.

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

Break - Do 15 minutes of physical activity

## Day 7 - Wednesday - Other KLA

**DEAR** - Drop Everything And Read!

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

### Wellness Wednesday - Cosmic Kids Yoga

Click on the Cosmic Kids Yoga Minecraft Adventure link

<https://youtu.be/O2E1468SdHg>

Follow along and have fun!



#### Success Criteria

I have engaged in the Cosmic Kids Minecraft Adventure Yoga. 😊 😊

#### Teacher recognition



# Day 8 - English

(Thursday 21st October 2021)

## Jolly Grammar - Adverbs




I played Mrs Patrick's 'Antonyms' video on Google Classroom tick

### Opposites

### Antonyms

Write each opposite and draw a picture.




white \_\_\_\_\_




day \_\_\_\_\_




hot \_\_\_\_\_



quiet \_\_\_\_\_




up \_\_\_\_\_



hard \_\_\_\_\_



asleep \_\_\_\_\_



open \_\_\_\_\_

Success Criteria: I can identify an antonym.



Teacher: \_\_\_\_\_

# Sentence a Day

This sentence below comes from the book we have been reading, 'The Day the Crayons Quit'. Using the lines below, rewrite the sentence using correct punctuation and spelling. Add two adjectives to describe the nouns. Underline the nouns in black, verbs in red, adverbs in orange, adjectives in dark blue and articles in light blue.

Pour duncan juzt wantd to color n he wantd his crayens to b huppy.



**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.



**Adverbs** are words that describe the verb.  
Examples: slowly, confidently, lazily.



## Success Criteria:

I have written a sentence with correct punctuation and spelling. 😊 😊

I have included two adjectives in my sentence. 😊 😊

## Teacher Recognition

# Reading - Fluency and Expression

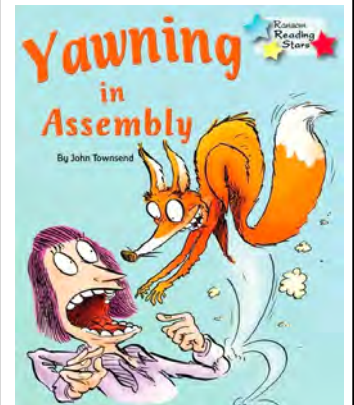


Head onto Reading Eggs, navigate to 'Library' and search for one of these two texts to read.  
(Feel free to select a text of your choice if these are too easy or difficult.)

Today you will be engaging in some 'Fluency and Expression - Move and Groove' activities!

Read your selected text once.

Then, reread your text again using the 'Voice of the Day' and 'Movement of the Day'.



**Success Criteria:** I can use the 'Voice and Movement of the Day' to practise reading with fluency and expression.



**Teacher Recognition**

## Voice of the Day!



## Movement of the Day!



### 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



Take a picture of your letter and upload it to the Google classroom. tick

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

## Activity A- Use Template 1

With a parent or older sibling, read the letter from Duncan to his crayons. You must circle one of the words in bold that would most likely persuade the crayons to return.

### Success Criteria

I can identify words that would persuade the crayons to come back. 😊 😊

Teacher  
Recognition:

## Activity B- Use Template 2

Using the template below, write an opinion letter to your favourite coloured crayon, persuading them to come back and work for you. Write **4-5 sentences**. Don't forget to use persuasive language such as 'must', 'certainly', 'ought to', 'absolutely'.

### Success Criteria

I have included the name of the letter receiver and sender 😊 😊

I have used persuasive language 😊 😊

Teacher  
Recognition:

## Activity C- Use Template 2

Using the template below, write an opinion letter to your favourite coloured crayon, persuading them to come back and work for you. Write **2-3 paragraphs**. Don't forget to use persuasive language such as 'must', 'certainly', 'ought to', 'absolutely'.

### Success Criteria

I have included the name of the letter receiver and sender 😊 😊

I have used persuasive language 😊 😊

I have grouped my ideas into paragraphs 😊 😊

Teacher  
Recognition:

## Template 1 - Activity A



Dear Crayons,

You **must / can** return to work immediately! I miss each one of

you **sometimes / always**. If you all come back to me right now, I

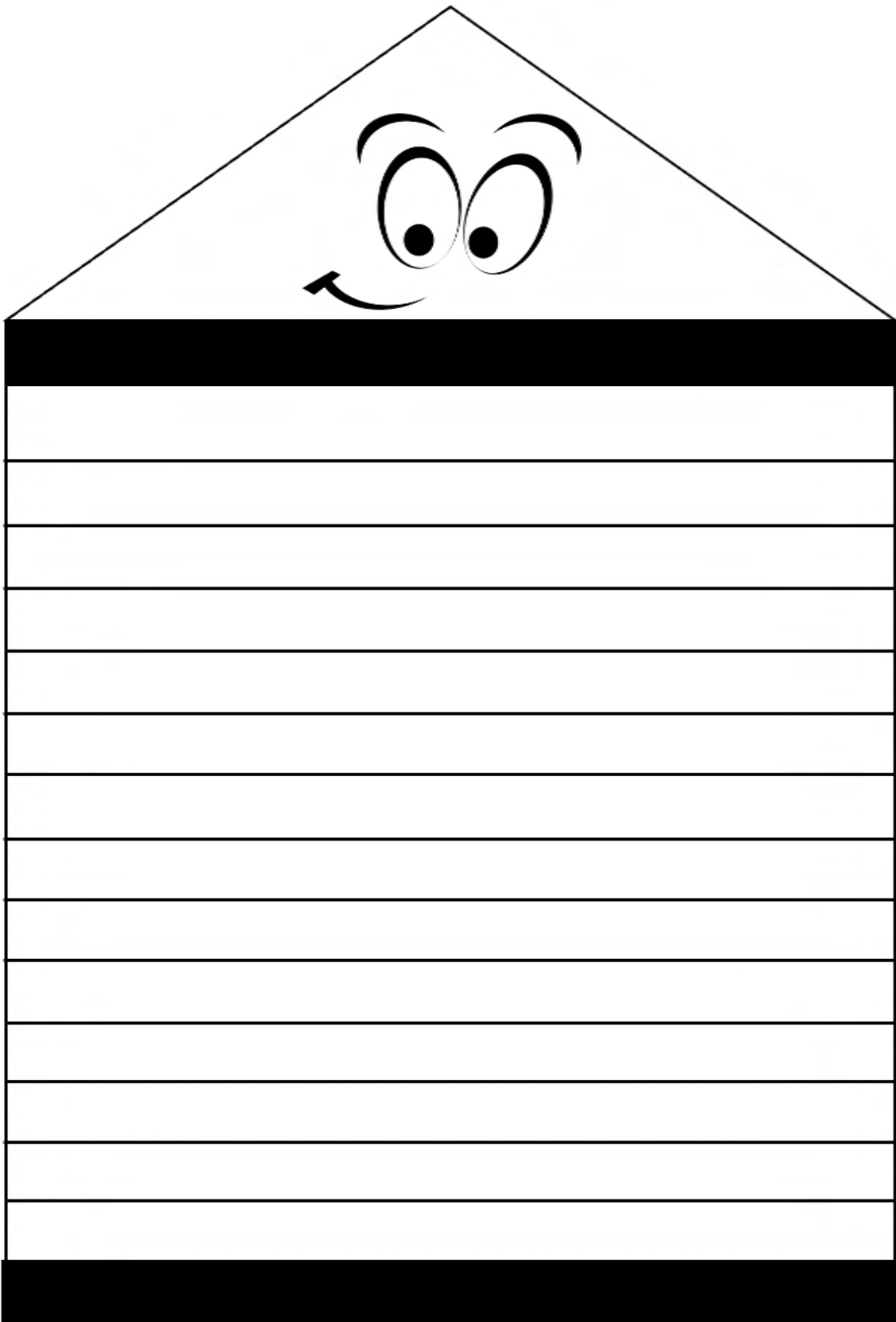
promise to **absolutely / maybe** treat you all with the respect and

love you deserve. I hope you **shall/ might** change your mind.

From Duncan



Template 2- Activity B and C



# Day 8 Mathematics - Thursday

## Number of the Day - 114

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

The number before

\_\_\_\_\_

The number after

\_\_\_\_\_

5 less -

\_\_\_\_\_

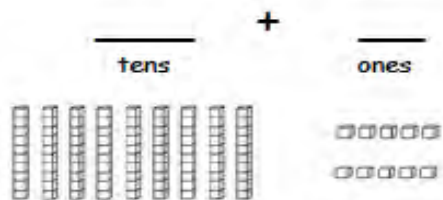
10 more +

\_\_\_\_\_

### 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 |

Partition (expand) using place value



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

Success Criteria I can recognise and model the number 114 in multiple ways. 😊 😊

Teacher recognition

# TEN Activity

Select one of the 3 activities below and complete.

**Activity A**

**Activity B**

**Activity C**

Record your number sentences below

Record your number sentences below

Record your number sentences below







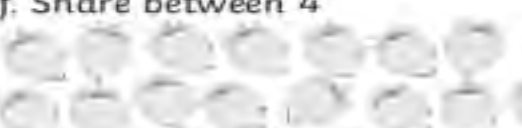
**Success Criteria**



**Teacher Recognition**

## Division by Sharing

Use a pencil to share these tasty goodies equally between different numbers of people.

|   |  |  |
|---|--|--|
| <p>e.g. Share between 3</p>  | <p>How many does each person get?</p> <p>① 2 3 4</p> | <p>What does the calculation look like?</p> <p><math>3 \div 3 = \textcircled{1}</math></p> |
| <p>a. Share between 2</p>    | <p>2 3 4 5</p>                                       | <p><math>8 \div 2 =</math></p>   |
| <p>b. Share between 4</p>    | <p>2 3 4 5</p>                                       | <p><math>12 \div 4 =</math></p>  |
| <p>c. Share between 3</p>   | <p>2 3 4 5</p>                                       | <p><math>12 \div 3 =</math></p>  |
| <p>d. Share between 5</p>  | <p>2 3 4 5</p>                                       | <p><math>10 \div 5 =</math></p>  |
| <p>e. Share between 2</p>  | <p>2 3 4 5</p>                                       | <p><math>10 \div 2 =</math></p>  |
| <p>f. Share between 4</p>  | <p>2 3 4 5</p>                                       | <p><math>16 \div 4 =</math></p>  |

Success Criteria

I can divide objects into groups equally



Teacher Recognition

Mathletics - Complete one Mathletics task.

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

Break - Do 15 minutes of physical activity.

## Day 8 - Thursday - Other KLA

### DEAR - Drop Everything And Read!

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

## Library



I watched Mrs Rau's video 'Leilong the Library Bus' on Google Classroom  tick



Head over to Google Classroom and watch Mrs Rau's video titled 'Library Lesson- Leilong the Library Bus'. Today, you will listen to a story about some children, their brontosaurus friend named Leilong and their adventures in the library.

After you have watched the video you are going to draw a picture of what you would like our library to look like and write 3 things you think the library should include.

#### Success Criteria

I can write 3 things I think our library should have. 😊 😊

I can draw a picture of my ideal library. 😊 😊

#### Teacher recognition

## My Library

Write 3 things you think our library should have.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Draw a picture of your ideal library.



# Day 9 - English

(Friday 22nd October 2021)

## Spelling - 'al' Tic-Tac-Toe

You will need **two players** for this game. Play this game just like noughts and crosses!

Each player selects one 'al' word. Player 1 writes their chosen word correctly inside an empty box. Player 2 writes their chosen 'al' word correctly inside an empty box. Players continue to alternatively write their chosen word in an empty box until a player forms three-in-a-row. The players must have written their 'al' word correctly each time to win the game!



Game 1:

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

Game 2:

|  |  |  |
|--|--|--|
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Game 3:

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|--|--|--|
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Game 4:

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

**Success Criteria:** I can use my knowledge of the 'al' sound to spell my words correctly in tic-tac-toe.



# Handwriting

Numerals

Trace, then write your own.

8

9


10

20

30

40

50



The page features six rows of handwriting practice. Each row starts with a decorative seahorse on the left. The first row shows the numeral '8' with a dashed outline and a directional arrow, followed by a dotted line for tracing and a blank line for independent writing. The second row shows '9', the third '10', the fourth '20', the fifth '30', and the sixth '50', all with dashed outlines and directional arrows. To the right of the rows are illustrations: a cluster of stars, a group of pencils, and a basket of fruit.

**Success Criteria:** I can form my one digit and two-digit numbers correctly. 😊 😞



## Reading - Fluency and Expression

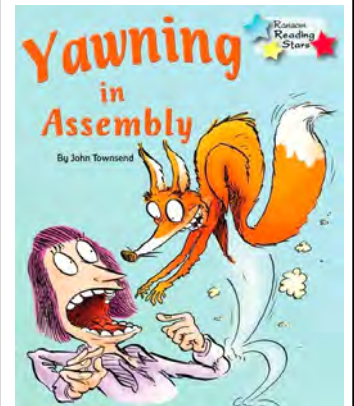


Head onto Reading Eggs, navigate to 'Library' and search for one of these two texts to read.

(Feel free to select a text of your choice if these are too easy or difficult.)

Today you will be engaging in some different 'Fluency and Expression - Move and Groove' activities!

Read your selected text once. Then, reread your text again using the 'Voice of the Day' and 'Movement of the Day'.



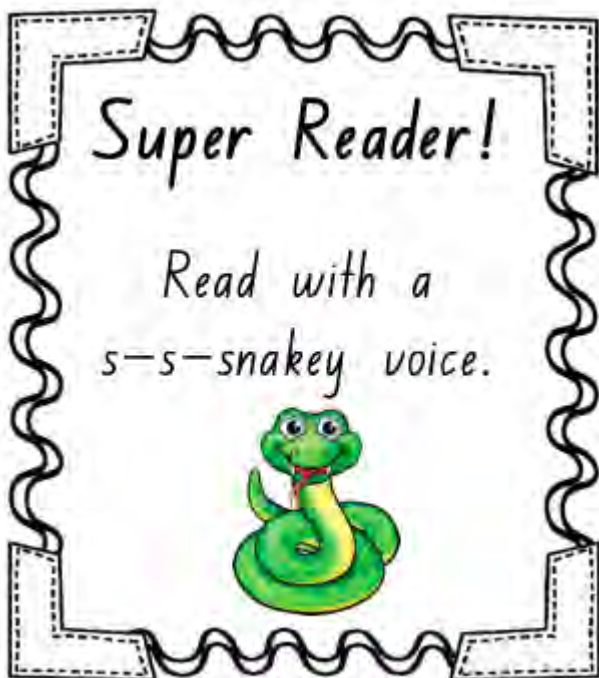
**Success Criteria:** I can use the 'Voice and Movement of the Day' to practise reading with fluency and expression.



**Teacher Recognition**

**Voice of the Day!**

**Movement of the Day!**



# Persuasive Letter Writing

Write a persuasive letter to Mr Wynn convincing him to purchase something new for the school. You might ask him for new playground equipment, a pinball machine, football posts, weekly magicians... it's up to you! Be sure to try and persuade Mr Wynn by using strong persuasive language. Don't forget to include reasons why the school needs your item!



## Activity A

Include **2-3 sentences** in your letter.

### Success Criteria

I have written 2-3 sentences that make sense. 😊 😐

I have written the date. 😊 😐

I have written the letter receiver's name. 😊 😐

I have used some persuasive language. 😊 😐

Teacher Recognition

## Activity B

Include **4-5 sentences** in your letter.

### Success Criteria

I can write **4 or more sentences** that make sense. 😊 😐

I have written the date, the postal address, the sender's and receiver's name on the letter. 😊 😐

I have included reasons why the school needs my item 😊 😐

I have included persuasive language such as 'must' and 'definitely'. 😊 😐

Teacher Recognition

## Activity C

Write your letter using paragraphs and include 2-3 sentences in each paragraph.

### Success Criteria

I have written the date, the postal address, the sender's name and receiver's name on the letter. 😊 😐

I have written 2-3 paragraphs in my letter. 😊 😐

I have included reasons why the school needs the item. 😊 😐

I have included many persuasive words including 'certainly' and 'absolutely' 😊 😐

Teacher Recognition

## Letter Writing

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# Day 9 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?

Roxy has 12 lollies. She wants to share them equally between David and Katrina. How many lollies do David and Katrina get each?

4

8

6

5

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**

**Activity B**

**Activity C**

Record your number sentences below

Record your number sentences below

Record your number sentences below

**Success Criteria**

I used flexible strategies to find the answer








**Teacher Recognition**

## Count and Graph

Count the items. Colour or place a counter on a box for each item.



|          |   |   |  |   |   |
|----------|---|---|--|---|---|
| <b>5</b> |   |   |  |   |   |
| <b>4</b> |   |   |  |   |   |
| <b>3</b> |   |   |  |   |   |
| <b>2</b> |   |   |  |   |   |
| <b>1</b> |   |   |  |   |   |
|          |  |  |  |  |  |

Which object appeared the most? \_\_\_\_\_

Which object appeared the least? \_\_\_\_\_

How many more pencils were there than drinks bottles? \_\_\_\_\_

### Success Criteria

I can graph information in a table



### Teacher Recognition

### Mathletics - Complete two tasks.

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

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

Break - Do 15 minutes of physical activity

## Day 9 - Friday - Art

### DEAR - Drop Everything And Read!

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



I watched the 'How to Draw a Halloween Folding Surprise' video

tick



It's October boys and girls, meaning Halloween is just around the corner. Using the link below, have a go at drawing a Halloween Folding Surprise. I'd love to see your creations posted to Google Classroom. In the video they use texta to draw their picture, I would recommend using a led pencil to begin with and go over it with texta at the end. I hope you enjoy it.

[https://www.youtube.com/watch?v=3id\\_ky\\_Bh8g](https://www.youtube.com/watch?v=3id_ky_Bh8g)

**Success Criteria:** I can draw a Halloween Folding Surprise. 😊😊 **Teacher Recognition:**





# Day 10 - English

(Monday 25th October 2021)

## Spelling Test - <al>

|  |  |                             |
|--|--|-----------------------------|
|  | <b>Success Criteria:</b> I have used my knowledge of the <al> sound to spell my spelling list. 😊 😐 | <b>Teacher Recognition:</b> |
|  |  |                             |
|  |  |                             |
|  |  |                             |
|  |  |                             |
|  |  |                             |
|  | <b>Challenge words (optional):</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**, **one conjunction** and **one adverb**.

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## 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 can write 3-4 sentences that make sense.



I can include three adjectives to make my recount interesting.



I can use capital letters and full stops correctly.



Teacher Recognition

### Activity B

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

#### Success Criteria:

I can write 6-8 sentences that make sense.



I can include five adjectives to make my recount interesting.



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 time connective words such as 'Firstly', 'After that', 'Next' and 'Finally'.

#### Success Criteria:

I can include at least six interesting adjectives in my writing.



I can use time connective words to sequence my ideas.



I have grouped my ideas into 3-4 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

\_\_/10/2021



# 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 read that tricky word out loud. If you get the word correct, colour in the square above it.

*For an added challenge, spell the word and write it in the box rather than simply reading it.*

|   |      |        |      |      |      |      |      |      |     |      |     |  |  |  |  |  |  |  |  |  |
|---|------|--------|------|------|------|------|------|------|-----|------|-----|--|--|--|--|--|--|--|--|--|
| 6 |      |        |      |      |      |      |      |      |     |      |     |  |  |  |  |  |  |  |  |  |
| 5 |      |        |      |      |      |      |      |      |     |      |     |  |  |  |  |  |  |  |  |  |
| 4 |      |        |      |      |      |      |      |      |     |      |     |  |  |  |  |  |  |  |  |  |
| 3 |      |        |      |      |      |      |      |      |     |      |     |  |  |  |  |  |  |  |  |  |
| 2 |      |        |      |      |      |      |      |      |     |      |     |  |  |  |  |  |  |  |  |  |
| 1 |      |        |      |      |      |      |      |      |     |      |     |  |  |  |  |  |  |  |  |  |
|   | when | little | like | have | what | only | give | down | old | live | one |  |  |  |  |  |  |  |  |  |
|   | 2    | 3      | 4    | 5    | 6    | 7    | 8    | 9    | 10  | 11   | 12  |  |  |  |  |  |  |  |  |  |

Number of times tricky word rolled and read correctly:

# Day 10 Mathematics - Monday

## Number of the Day - 107

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

\_\_\_\_\_

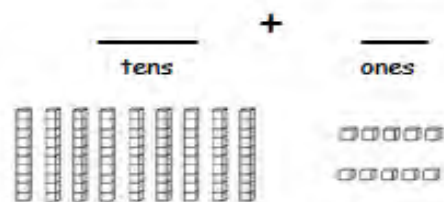
5 less -

\_\_\_\_\_

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 107 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

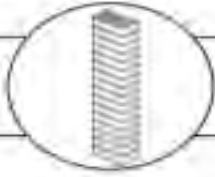
### Success Criteria

I used flexible strategies to find the answer



### Teacher Recognition

# Mathematics - Multiplication



## We Are Going on an Array Hunt!

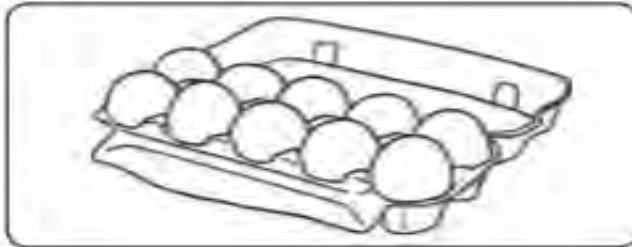


An array is when a picture or an object is put into a column or row. It can help us count and group more efficiently.

Go on a hunt in the space around you to find different sorts of arrays. How many can you spot in real life?

Draw the arrays below and write calculations to go with them.

**Example:**



$$2 \times 5 = 10$$

$$5 \times 2 = 10$$

$$5 + 5 = 10$$

$$2 + 2 + 2 + 2 + 2 = 10$$

### Success Criteria

I can use arrays to calculate multiplication facts



### Teacher Recognition

**Mathletics** - Complete one Mathletics task. Task completed - \_\_\_\_\_

Break - Do 15 minutes of physical activity.



## Day 10- Other KLA

### DEAR - Drop Everything And Read!

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

### Wellbeing - Halloween

Halloween is just around the corner so why not have some fun. Here are some activities you might like to do.

1. Listen to the story - ' The Runaway Pumpkin ' by Kevin Lewis  
<https://www.youtube.com/watch?v=QuOINjnu2Gc>



2. Make some flying bats

You will need:

some egg cartons - cut into sections of 3

black or brown paint (if you don't have paint you can use paper, textas or pencils)

glue

some wobbly eyes to stick on (or you can draw or paint them on)

something to tie your bats up with (string or ribbon)



3. Design a scary skeleton

You will need:

a piece of card or paper (any size and colour you like)

straws or pipe cleaners for the body (pasta will work too - make sure you ask mum or dad first)

glue

pencil, texta or crayon to draw the head

Make as many as you like and you can even have them doing funny poses



4. Play a pumpkin bowling game.

You will need:

a ball or pumpkin ( check with mum or dad first)

6 - 10 empty plastic bottles (water bottles would work well or even milk bottles)



You can decorate your bottles to make them look like ghosts or anything else that is creepy. Put some water in the bottles to make them harder to knock down.

### 5. Make a spooky spider in its web

You will need:

paper plate

paint - whatever colour you would like (if you don't have paint you can use textas, pencils or coloured paper)

string - for the spider's web

Paint your plate any colour that you like, then paint the palm of your hand and place it on the plate (you may need to do this twice) this will form the spider's body

Then paint your fingers to form the legs

Once your paint is dry put some holes around the edges and feed the string through the holes to create a web



6. Find and Search - How many halloween images can you find?

# HALLOWEEN SEARCH AND FIND



pumpkin \_\_\_\_ skeleton \_\_\_\_ witch \_\_\_\_ zombie \_\_\_\_ mummy \_\_\_\_  
spider \_\_\_\_ broom \_\_\_\_ web \_\_\_\_ bat \_\_\_\_

**Success Criteria:**

I create some fun halloween activities  
I posted my work in google classroom



**Teacher recognition**