

# At Home Learning Stage One pack 7.



**Optional extras:**

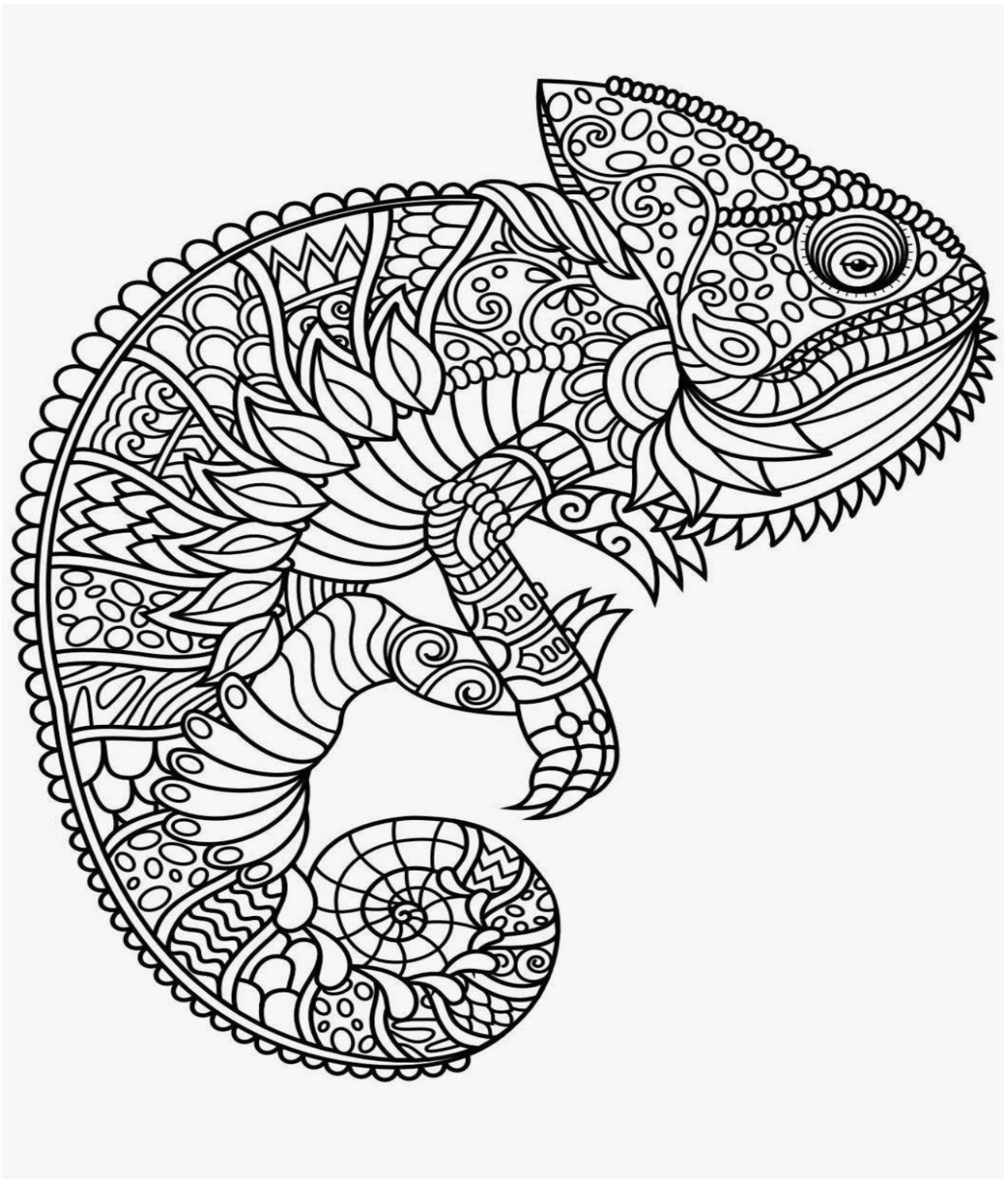
**Free website: Brainzy**

<https://www.education.com/games/play/#login>

**Epic Library**

<https://www.getepic.com/sign-in>

Monday is a public holiday enjoy the break!



# Day 2 pack 7

Instructions available digitally at

<https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-1>

or scan the QR codes on each page for a direct link.

Morning - English

- **Spelling-** Must do, write your words and read them to someone pg 51.
- **Writing-** Poetry. Refer to pg 7, 8 in the resource pack.
- **Read to someone-** remember to stop at the punctuation and read with feeling. If you get stuck on a word go back and re-read the whole sentence to make sure it makes sense.
- **Literacy work-** Sight words, see page 9 in the resource pack.
- **Speaking-** My favourite place, see page 6 in the resource pack.









Middle -Maths

- Subitising 6- one less than- see page 10, in resource pack
- Building towers- see page 11 in the resource pack.

Optional extras

Optional HSIE- Same and different- see page 12 in the resource pack.

# Things you need for day 2

Activity	You will need
English	  Pencils, highlighter    Workbook
Mathematics	    Dice    Lego or blocks    Workbook    Pencils
HSIE	Own family photo   Workbook    Pencil / Coloured Pencils  You can use a device if you would like to voice record your story.

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## OPTIONAL EXTRA- BRAINBREAK- TAKE AS NEEDED

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

### Care and connect - Stretching

Stand with your feet slightly apart. Your arms should be by your side. Breathe in as you slowly bring your hands. Stand like a mountain. Then as you fall like a ragdoll, breathe out. Stay like this for 5 seconds. Then do it again.



### Brain break – Balance Stuff

Trying to balance objects can be really tricky.

If you have a deck of cards, try balancing them to make a tower.

See if you can find some rocks in your garden. Try and balance the rocks one on top of each other to build a rock tower.

Challenge: See if you can balance a broom on its end.



"house of cards stacked in a pyramid" by [zerbor](#) is licensed under [CC BY 4.0](#)



## English – Activity 1 –Speaking: My Favourite Place



Think about your favourite place. Is it a holiday destination, a shop, cubby house, bedroom, local park or backyard?



Tell someone about your favourite place. Describe it in detail using descriptive language.



Draw your favourite place in your workbook.

## English – Activity 2 – Poetry

Scan the code for instructions.



### Mudimals

Look in the puddle,  
what do you see?  
I see a crocodile looking at me.  
Her tail curves long,  
her teeth are pointy.



Read the poem 'The Mudimals', or ask someone to read it to you.



Think about the words to describe the animals in the puddles.

Look in the puddle,  
what do you see?  
I see a hippo looking at me.  
His belly is round,  
his mouth is wide.



Draw a picture of the puddles and the animals in them in your workbook.

Look in the puddle,  
what do you see?  
I see a lion looking at me.  
His mane is thick,  
his claws are sharp.






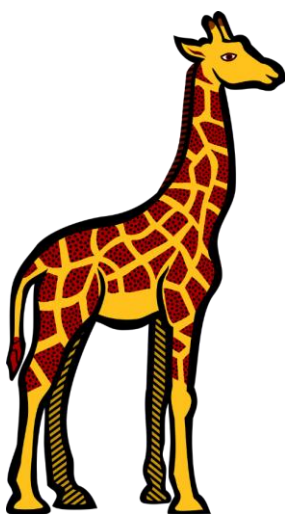
Look at the puddle,  
what do you see?  
I see a giant, looking at me.  
Her boots are set  
to stomp and splash.

## English – Activity 2 – Poetry

Scan the code for instructions.



	Listen or read the poem <b>'Mudimals'</b> , from Monday.
	Add more to this poem using two other animals, such as a giraffe or an echidna. Write in your workbook.
	<p>Re-read your writing to make sure it is similar to the poem 'Mudimals'.</p> <div data-bbox="517 759 925 904" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Look in the puddle. what do you see?</i> </div> <div data-bbox="510 904 1083 978" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>I see a hippo looking at me.</i> </div> <div data-bbox="541 978 908 1104" style="border: 1px solid black; padding: 5px;"> <i>His belly is round, his mouth is wide.</i> </div>
Too hard:	Add only one more animal to the poem.
Too easy:	How do you know who the giant in the puddle is?



"Giraffe" by [OpenClipart-Vectors](#) is licensed under [CC BY 4.0](#) "Echidna" by [user:12805249](#) is licensed under [CC BY 4.0](#)



## English – Activity 3 – Sight Words

Scan the code for instructions.



We are learning to read and write the word **would** automatically.

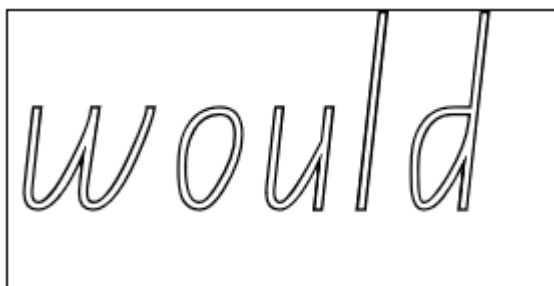


Highlight all the boxes that contain the word **would**:

would	what	would	would
friend	every	would	friend
they	would	they	would



Think about the letters we use to spell **would**. Trace over the word many times, saying the letters.



Write the word **would** in your workbook

- As many times as you can in one minute.
- In many different colours.

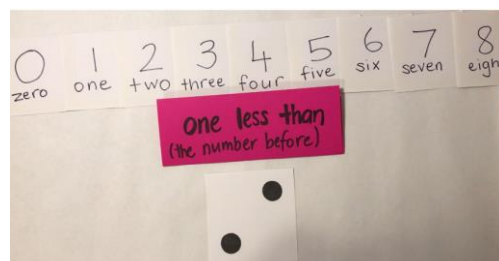
**Something more?** Can you think of other words that use the same spelling pattern **ould** like in **would**? Write them in your workbook.

# Mathematics – Activity 1 – Subitising 6 - one less than



Scan the QR code to watch the video.

We are learning how to subitise which means we are able to tell how many there are in a collection without having to count.



Today when we're subitising instead of saying the number that we see, we are going to say the number that is one less. That is the number before the number you see.



If you are unable to watch the video you can still do the activity. You will need a dot dice to complete the activity and something to cover it with. You will also need a family member to help you with subitising.



Roll the dice. You have 3 seconds to look at the dice before covering it.



What number did you see?

Now it's your turn to work out the number that is one less.

How did you imagine it being taken away?

Use the numberline below to help you.

1	2	3	4	5	6	7	8	9	10
one	two	three	four	five	six	seven	eight	nine	ten



Can you find examples of 'one less than' around your house? For example, do you have one less spoon in the kitchen compared to how many forks there are?

Do you have one less pair of socks than someone else in your house? Draw details of where you find examples of 'one less' to share with your teacher.

# Mathematics – Activity 2 – Building towers



Scan the QR code to watch the video.



Collect these resources to play.

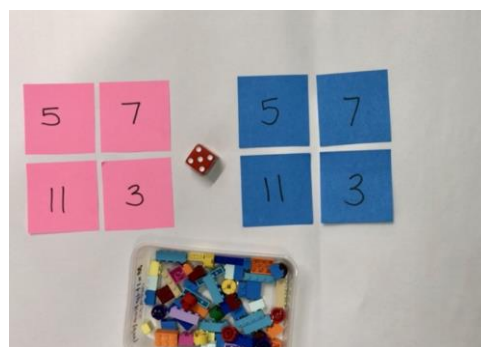
- some blocks or LEGO
- a dice, numeral cards 1-6 or spinner
- pencils or markers
- your mathematics workbook.



Play this game with a parent or sibling.

To play:

- Choose 4 numbers to build as your towers (for example, 5, 7, 11 and 3).
- Take turns to roll a dice and use the number of bricks to build up your towers.
- Towers can be built up in any way you choose.
- Take turns to build up your towers until one player gets the exact roll to complete the last tower.



Play in reverse:

- Build the towers and play in reverse. Taking away blocks each time until there are no blocks left.
- Change the number of towers you build.
- Change the number of blocks needed for each tower.



Reflection

- If you were to play the game again tomorrow, what is one thing you would do differently? Why?
- Draw a picture in your mathematics workbook that shows the towers you built in order of shortest to tallest. Share your reflections with your teacher.

# HSIE – Same and Different

## Comparing Family Photos

Families are all different. Some are small, some are big. Some have people from other countries, others don't. It's important to understand the history of your family.



Look at the picture below. What do you notice about this family? Have a look at the whole picture, not just the people.



Couple with seven children in front of their cottage with bark roof, Hill End, 1871-1875. [American and Australasian Photographic Company](#). [NSW State Archives on Flickr](#). No known copyright restrictions.

What can you see that might be the **same as** or similar to your family?

- Who are the family members in your home?
- What roles do each member have?
- We are going to make a chart showing the roles everyone in your family plays.
- Do you think that roles and daily family life changes over time?



Can you write something down? Have a look at the example for some ideas.

Mum	Older brother	Older sister	Me
Reads to me before bed	Helps pack my school bag	Walks to and from school with me	Make my bed
Drives me to swimming lessons	Helps get dinner ready	Helps me with my homework	Feed the pets






**Too Hard?** Draw a picture of your house and your family.

**Too Easy?** Can you write a story about the family in the picture?



	<h1>Day 3 pack 7</h1> <p>Instructions available digitally at  <a href="https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-1">https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-1</a> or scan the QR codes on each page for a direct link.</p>
Morning - English	<ul style="list-style-type: none"> <li>• <b>Spelling-</b> Must do, write your words and read them to someone pg 51</li> <li>• <b>Hand writing-</b> 'ur and er'. Refer to pages 18, 19 in the resource pack</li> <li>• <b>Read to someone-</b> remember to stop at the punctuation and read with feeling. If you get stuck on a word go back and re-read the whole sentence to make sure it makes sense.</li> <li>• <b>Literacy work-</b> Speaking and vocabulary, see page 16 in the resource pack.</li> <li>• <b>Comprehension-</b> There's a sea in my bedroom, the long shot. See page 17 in the resource pack.</li> </ul>
Middle	<p>Complete following lessons</p> <ul style="list-style-type: none"> <li>• Sorting - see page 20 in resource pack</li> <li>• Go fish!- see page 21 in the resource pack.</li> </ul>
Optional extras	<p><b>Optional-</b>  <b>PDHPE-</b> ways to be active and places to be active- , see page 23 in the resource pack.  <b>PDHPE- Bullseye-</b> throwing skill, see pages 24, 25 in the resource pack</p>

# Things you need for day 3

Activity	You will need
English	  Pencils      Workbook
Mathematics	 Playing cards      Collection of items: Lego, toy car, toy animals
PE	  Paper      Pencil, coloured pencils, textas <b>Optional:</b> iPad, computer

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## OPTIONAL EXTRAS- BRAIN BREAK- TAKE AS NEEDED

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

### Care and connect – exercise your senses



You are going to exercise your 5 senses.

Find 5 things you can see with your eyes

Find 4 things you can feel with your hands

Find 3 things you can hear with your ears

Find 2 things you can smell with your nose

Find 1 thing you can taste.

"Five senses" by Allan-Hermann  
Pool is licensed under CC BY 4.0

### Brain break – Flamingo Stylin'

Your challenge is to stand on one leg like a flamingo and see if you can count to 30 without losing balance.

Place your other leg forward, backward or out to the side.

Challenge: See if you can count to 50 and keep your balance.

Is there one leg that is easier to balance on than the other?



# English – Activity 1 – Speaking and Vocabulary



Scan the code for instructions.



Look at the picture of the sandcastle.



"Sandcastle" by [Fabian Zepeda](#) is licensed under [CC BY 4.0](#)



Describe the sandcastle to someone.



Think about what you can see: the colours, shapes and size. Would the sandcastle be fragile or strong?

Too hard:

Describe how big you think the sandcastle is

Describe something in your house that you can see and touch

Too easy: Describe the sandcastle to someone and see if they can draw it based on your description.



## English – Activity 2 – Reading and viewing:



### The long shot

Scan the code for instructions.

We are learning to understand how images help to create meaning in a story.

A 'long shot' is an image from far away, that makes us feel that the character is a small part of the world. Long shots add meaning and feeling to the words in the story.

Look at these images and words from "There's a Sea in my Bedroom" by Margaret Wild and Jane Tanner. What feelings do the long shots give you?

 <b>Image</b>	 <b>Feeling</b>
 <p>David was <b>frightened</b> of the sea. It was a <b>huge</b>, wet monster that gobbled him up, knocked him over, turned him upside down.</p>	
 <p>David jumped into the waves, then came up for air and shouted, 'Mum, Dad, there's a sea in my bedroom! I'm jumping in the waves, I'm getting all wet.'</p>	



Draw a 'long shot' picture for the following sentence in your workbook.

**The girl laughed as she ran across the park.**

## English – Activity 3 – Handwriting /ur/, /er/



Scan the code for instructions.

Today we will practise writing /ur/ and /er/. Our aim is to make sure that our letters are the same shape and size so that people can understand our writing.

Make sure you are sitting comfortably in your chair with both feet flat on the ground.

Warm up your hands by shaking them and stretching out your hands.

Before using the handwriting sheet on the next page, practice writing /ur/ and /er/ below. Which blend was your best effort?

Now practise on the handwriting sheet.

ur ur ur ur

ur

er er er

er er

## Handwriting practice sheet - Stage 1

A handwriting practice sheet for Stage 1. It features a large rectangular area with a light blue border. Inside this area, there are ten sets of horizontal lines for writing practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are arranged vertically, providing a structured space for practicing letter formation and alignment.

# Mathematics – Activity 1 – Sorting



Scan the QR code to watch the Sorting Patterns video. If you can't watch the video follow the steps below.



## Collect resources

You will need:

- A collection of objects
- Pencils or markers
- Your mathematics workbook



## Instructions for sorting

What are some different ways to sort your collection?



## Reflection

How many different ways can you sort your collection?

Record your ways of thinking in your work book.



# Mathematics – Activity 2 – Go fish – relationships



Scan QR code to watch the video and learn how to play.



## Collect resources

You will need:

Playing cards (Ace-10)

2 x players



## Instructions for Go fish

- Shuffle the cards
- Each player gets 7 cards. The rest of the cards are placed in a pile in the middle face down.
- Players try to make pairs that are 1 more, 1 less, 2 more, or 2 less.



- Once they can't make any more pairs, they can take turns to ask the other player for a card.
  - If the other player has a card of that number they must give it to the asking player.
  - If they don't, they say 'Go Fish' and the player picks up a card from the middle pile of cards.
  - Players can make pairs with cards they pick up from the middle pile.
- Play continues until one player has no more cards left in their hand. They are the winner!

## Another way to play

- Play continues until there are no cards left. The player with the most pairs is the winner.

# PDHPE – Part 1 – Ways to be active and places to be active



If you can, watch today's video on ways to be active and places to be active. If you can't – please see the details below.



What does the word active mean?	How can we be active?	Where can we be active?
Being active means moving your body.	Dancing	At home
You can be active both inside and outside your home.	Skipping	At school
	Riding a bike	Outside, in the community
	Playing soccer	

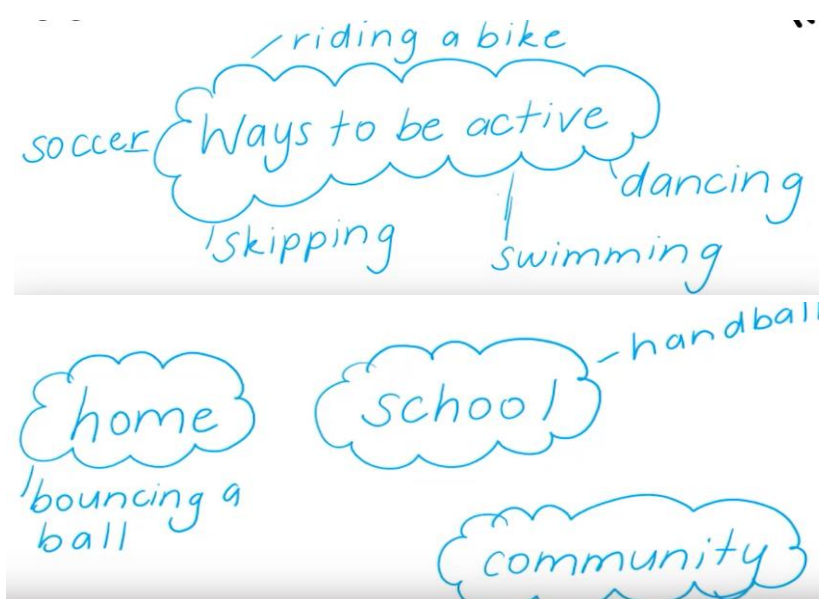
Can you think of any other ways we can be active?

## Complete the activity:

Brainstorm ways you are active at home and draw or write them.

Brainstorm ways you are active at school and draw or write them.

Brainstorm ways you are active in your community and draw or write them. Look at the examples below and add your ideas.



## PDHPE – Part 2 – Bullseye



If you can, watch today's video on ways to be active and places to be active. If you can't, read the instructions below.



Collect your resources. You will need:

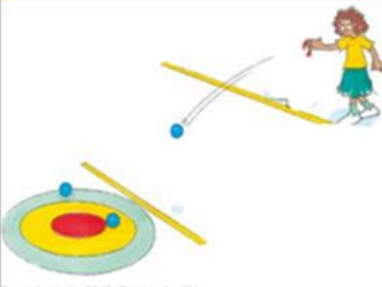




A soft object to throw (for example, soft ball, pair of socks, soft toy, crumched-up paper)



An object to create a target for the object to hit (for example, bucket, a long piece of string laid in a circle, an 'X' formed by two pieces of tape/material, a t-shirt laid on the ground, a chair/bench, a wall, a tree).

1. Create a target that you can safely throw a soft object towards. If possible, create two larger rings around the centre target to create a 'Bullseye'. See the table below for examples and scoring suggestions.

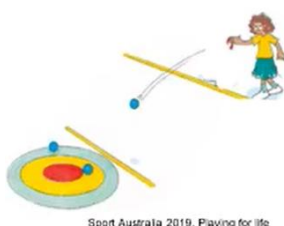
Bullseye		
 <p><small>Sport Australia 2019, Playing for life</small></p>		 <p><small>Sport Australia 2019, Playing for life</small></p>
<p>'Starting point' may be about 3-5 metres from the target for the first attempt.</p>	<p>Modified target with items from around the home, a sample score system may be:</p> <ul style="list-style-type: none"> <li>• 5 points if the object hits or lands on the soft toy</li> <li>• 3 points if the object hits or lands on the black pillow</li> <li>• 2 points if the object hits or lands on the grey blanket</li> </ul>	<p>If you're unable to create a target with three rings as shown, a sample scoring system may be:</p> <ul style="list-style-type: none"> <li>• 5 points if the object hits or lands on the target</li> <li>• 3 points if the object lands within one step of the target</li> <li>• 2 points if the object lands within two steps of the target</li> </ul>



See the next page for what to do next.

## PE – Part 2 – Bullseye ... Cont.

2. Select 1 soft object that is safe to throw.
3. Choose a 'starting point' where you will throw the object from.
4. **Prediction:** Which throwing style do you think will score most points? (**Throwing styles** are underarm, overarm and your own chosen style).
5. Throw the object and attempt to hit the target as close to the centre as possible. Closer to the centre of the target scores more points.



6. Have 5 attempts using each throwing style (underarm, overarm and your own style). **Challenge:** Adjust the position of the 'starting point' each time
7. Record the points you score for each attempt.

Type of throw	Attempt 1	Attempt 2	Attempt 3	Attempt 4	Attempt 5
Underarm					
Overarm					
Your own throwing style					



### Reflection questions:









1. What type of throw was successful? Why?
2. What type of throw was unsuccessful? Why?

3. For each type of throw, what did you do with your body so your throw was accurate?
4. How do you think you could change your throwing style so it is more accurate?
5. Recently you have used the overarm throw, do you think any of the throwing styles you used were more effective than the overarm throw technique? Why?

	<h1>Day 4 pack 7</h1> <p>Instructions available digitally at  <a href="https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-1">https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-1</a> or scan the QR codes on each page for a direct link.</p>
Morning - English	<ul style="list-style-type: none"> <li>• <b>Spelling-</b> Must do, write your words and read them to someone 51.</li> <li>• <b>Phonics-</b> 'ar' see page 31 in the resource pack.</li> <li>• <b>Read to someone-</b> remember to stop at the punctuation and read with feeling. If you get stuck on a word go back and re-read the whole sentence to make sure it makes sense.</li> <li>• <b>Literacy work-</b> Vocabulary word hunt, see page 29 in the resource pack.</li> <li>• <b>Comprehension-</b> There's sea in my bedroom, the mid shot see page 30 in the resource pack.</li> </ul>
Middle	<ul style="list-style-type: none"> <li>• Paddle pop sticks- see pages 32, 33 in the resource pack</li> <li>• The counting game- see pages 34, 35 in the resource pack.</li> </ul>
Optional extras	<p><b>Science-</b> symbols and signs around the home, see page 36</p> <p>Science- The main message, see page 37 in the resource pack.</p>



# Things you need for day 4

Activity	You will need
English	  Pencils      Workbook
Mathematics	    Pencils      Workbook      Cups      Counters/pop sticks
Sci-Tech	  Pencil, coloured pencils, textas, workbook

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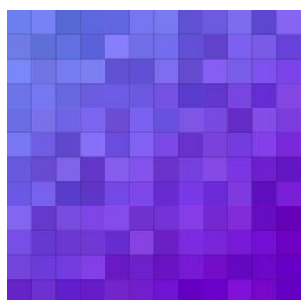


## OPTIONAL EXTRAS- BRAINBREAK- TAKE AS NEEDED

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

### Care and connect – square breathing



"square" by DavidZydd is  
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Sit quietly in your chair or on the floor. Think about the shape of a square. Imagine drawing the top line of the square in your head. As you do this, breathe in. Now draw the line down one side of the square. As you do this, breathe out. Then draw the bottom line of the square and breathe in. Now draw the other side of the square and breathe out. Did all your lines join together to make a square?

### Brain break - throwing

You will need a ball for this brain break. If you don't have a ball you can use a teddy bear or a rolled-up pair of socks.

Throw the ball up into the air and see how many claps you can do before you catch it.

Before you start predict how many claps you think that you will be able to do. Remember if you practise you will improve.

### Physical activity – Pickle Ball

Click QR code for physical activity



To play you will need 6 pairs of socks, washing basket or bucket and a tennis racquet. First try and bounce each pair of socks each time on the hand palm up (forehand) and then palm down (backhand).

Now see if you can use the racket to practise your forehand and backhand by hitting the socks into the basket.

# English – Activity 1 – Vocabulary word hunt



Scan the code for instructions.



What do you think the word **strong** means?  
Thinking about the word 'strong', go on a word hunt around your house. Find some strong objects in your house.

What do you think the word **weak** means?  
Thinking about the word 'weak', go on a word hunt around your house. Find some weak objects in your house.



Draw a strong object.



Draw a weak object.

--	--

Too hard:

- Use the words 'big' or 'small' for your word hunt

Too easy:

- Draw your objects and write a sentence about each object and why they are strong or weak.

## English – Activity 2 – Reading and Viewing: The mid shot


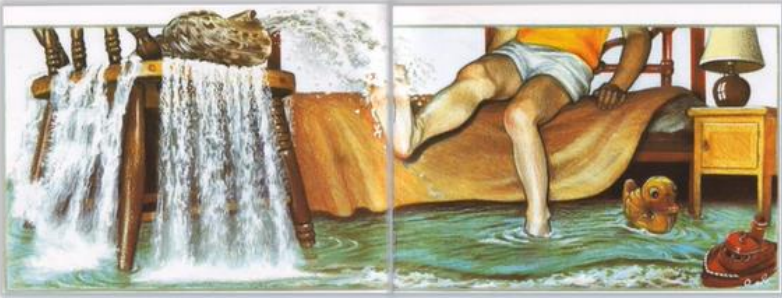



Scan the code for instructions.

We are learning to understand how images help to create meaning in a story.

A 'mid shot' is a close image, that helps us understand the character in their world. Mid shots add meaning and feeling to the words in the story by showing what the character is doing and feeling.

Look at these images and words from "There's a Sea in my Bedroom" by Margaret Wild and Jane Tanner. What feelings do the mid shots give you?

 <b>Image</b>	 <b>Feeling</b>
 <p>It <b>curled</b> around his toes, <b>foamed</b> up his legs and beat <b>gently</b> against the bed.</p>	
 <p>But David knew there had been a sea in his bedroom. There was even a <b>small pile of sand underneath his chair</b>. 'Look there!' he said, 'Look there! I'm going to keep it always. I'm going to put the sand into a jar.'</p>	



Draw a 'mid-shot' in your workbook for the following sentence:

**He looked curiously at the cat as it slept.**

# Literacy – Phonics - /ar/ phoneme spelled a



Scan the code for instructions.



Look at these pictures.



Say the word.

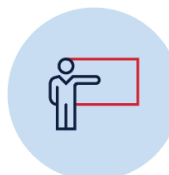


Where can you hear the /ar/ sound?




We can use the **grapheme a** to represent the **phoneme /ar/**



Tick or stamp beginning, middle or end.



Hint: Phonemes are the smallest sounds we can hear in words, for example c/a/t or b/o/a/t. You use only your ears to hear phonemes. Graphemes are the letters on the page and they represent the phonemes. We use our eyes to recognise graphemes.

	Beginning	Middle	End
 "Raft" by Roadlight is licensed under CC BY 4.0			
 "Background Border grass" by OpenClipart-Vectors is licensed under CC BY 4.0			
 "Hurryup" by Mohamed Hassan is licensed under CC BY 4.0			



Trace the /ar/ grapheme in these words.

past	grass	raft
last	fast	mask

**Something more?** Make a list of /ar/ words in your workbook. Sort the words into two lists: words spelled with the **ar** grapheme, and words spelled with the **a** grapheme.

# Mathematics – Activity 1 – Paddle pop sticks



Scan the QR code to watch the video and explore counting.

We are learning to quantify or determine how many paddle pop sticks.



Collect resources

You will need:

- Paddle pop sticks/large handful of pencils/counters
- Ten frames/paper cups



Instructions

Use a ten frame to quantify the collection (count how many).  
Organise the ten frames into tens and ones.



Start counting your paddle pop sticks/pencils/counters and place them one-by-one into the ten frames.



When you have 10 pop sticks in the ones place you can bundle it and put it in the tens place and rename it as 1 ten.





Keep counting out your paddle pop sticks and bundling them into tens and ones.



How many did you have in total?

Can you count backwards now and ungroup your collections as you go?



## Reflection

What did you notice today?

- We regrouped and we renamed collections every time we got to 10 of something.
- We also ungrouped and renamed to help us count backwards.

# Mathematics – Activity 2 – The Counting game

Scan the QR code to watch the video to learn how to play the counting game.



## Collect resources

You will need:

- pencils or markers
- your mathematics workbook
- 2 x players (ask your parent or sibling to play with you)



## Instructions

- Select a starting number, for example 110.
- Then, select a unit value, for example tens.
- The goal is to be the player who says zero.
- Players can count back by saying the next 1, 2 or 3 number words in the tens sequence.
- Players collect a counter (or a tally mark) if they say the target number.
- A new target number is chosen and players play again.

For example

Target number 0 (starting at 110 and counting in tens)

Player A: 100...

Player B: 90, 80...

Player A: 70...

Player B: 60...

Player A: 50, 40...

Player B: 30, 20, 10...

Player A: zero!

Player A collects a counter (or tally mark!)



## Reflection

- What did you notice about playing the game by counting backwards? Did it make your brain work harder or was it less difficult?
- Did you work out a way to play this game so that you didn't lose?
- What was your strategy?
- Did it work?

# Science and technology – Symbols and signs around my home – Activity 1



If you can, watch today's video about common signs and symbols around the house. You might need a parent / carer to help you. We use signs and symbols to give directions, show important places and to warn of danger.

Pictures and symbols show the most important information and leave out the information that we do not need. Here are some things we might use around the house that have some symbols on them. Can you find more?



Remote Control



First Aid Kit



Care Instructions



In your workbook or in the table below, draw the signs and symbols from around your house.

- Write a word that describes the sign or symbol.
- How many can you find?

Symbol	Name
⏻	On / Off

# Science and technology – The Main Message

## – Activity 2



If you can, watch today’s video to learn about the main message in pictures and symbols. You might need a parent / carer to help you.

We use pictures and symbols to share information. Pictures and symbols help us to share the main message by leaving out the information that we do not need.



In your workbook or in the table below, draw a symbol for a **chair**, **clock** and a **happy emoji**. Can you find some pictures of more symbols to draw?

Chair		
Clock		
Happy face emoji		

# Day 5 pack 7

Instructions available digitally at

<https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-e-stage-1> or scan the QR codes on each page for a direct link.

Morning - English

- **Spelling-** Time to test what you remember. Complete the diction activity on Seesaw. Complete the sight word activity, see the resource pack, pg 51 .
- **Writing-** Grammar Antonyms and synonyms. Refer to pg 41 in the resource pack
- **Read to someone-** remember to stop at the punctuation and read with feeling. If you get stuck on a word go back and re-read the whole sentence to make sure it makes sense.
- **Literacy work-** Sight words matching pairs, see page 44 in the resource pack.
- **Comprehension-** There's a sea in my bedroom the close up shot, see page 42 in the resource pack.

Middle











- **Pentominoes Part 1-** see page 46 of the resource pack.
- **Pentominoes Part 2-** see pages 47 and 48 of the resource pack.

Optional extras

**STEM challenge-** See page 49, 50 in the resource pack



# Things you need day 5

Activity	You will need
<b>English</b>	   Pencils    Workbook    Scissors
<b>Mathematics</b>	    Pencils    Paper squares    Work book    Scissors
<b>STEM Challenge</b>	   2 sheets of paper, Ruler, 2 stacks of books, some coins, a tin of tomatoes or any other tin

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## OPTIONAL EXTRAS- BRAINBREAK- TAKE AS NEEDED

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

### Care and connect – Magic trick

Scan the QR code to watch the magic trick.



You will need a cotton bud or tip, tooth pick, small stick. Something small that you can find around the house.

Use clear sticky tape to tape the small item on top of your thumb. (Picture 1)



Pretend to hold the small item in your fist. (Picture 2)

Then hold up your hand.  
Where did the small item go?  
(Picture 3)

### Brain break – Stick Puzzle

You will need a stick about the same length of a pencil.

Break the stick twice so that you have three even pieces.

Mix up the sticks and now see if you can get the pieces back together again.

If want to make it harder, break the stick into four pieces.

If you don't have a stick you can use a biscuit instead!



# English – Activity 1 – Antonyms and Synonyms



Scan the code for instructions.

**Synonyms** are words that are **similar** in meaning.

**Antonyms** are words that are **opposite** in meaning.



Complete the table by writing a synonym and an antonym for each word:

Similar (synonym)	Word	Opposite (antonym)
<i>scorching</i>	hot	<i>cold</i>
<i>start</i>	begin	<i>finish</i>
	finish	
	glad	
	wrong	
	hard	
	dirty	

**Something more?** Challenge yourself to add more words to the table and write down the antonyms and synonyms.

## English – Activity 2 – Reading and Viewing: The close-up shot







Scan the code for instructions.

We are learning to understand how images help to create meaning in a story.

A 'close-up shot' is an image from very close, that makes us feel what the character is feeling. Close-up shots add meaning and feeling to the words in the story.

Look at these images and words from "There's a Sea in my Bedroom" by Margaret Wild and Jane Tanner. What feelings do the close-up shots give you?

 <b>Image</b>	 <b>Feeling</b>
 <p>But he pressed the shell against his ear and <b>listened</b> and listened. ... David <b>wasn't scared</b> of this sea. Not at all, not one bit.</p>	
 <p>He scooped <b>handfuls of foam</b>. The <b>bubbles disappeared</b> quickly in his hand. He <b>laughed</b> and <b>laughed</b> and <b>laughed</b>. His mother and father heard him and called, 'What are you doing, David? What are you up to?'</p>	

'There's a Sea in my Bedroom' by Margaret Wild © 1989. Used with kind permission from Penguin Random Publishing Australia.



Draw a 'close-up shot' picture for the following sentence in your workbook. **The lolly fizzed in her mouth.**

Deliberately left blank

## Literacy – Sight Words – Matching pairs game



Scan the code for instructions.



Cut the words cards out.



Lay the cards face down. Take turns to flip two cards. Read the words quickly! If they match, keep the pair.

<b>would</b>	<b>they</b>	<b>friend</b>
<b>what</b>	<b>would</b>	<b>they</b>
<b>every</b>	<b>what</b>	<b>would</b>
<b>friend</b>	<b>every</b>	<b>what</b>
<b>they</b>	<b>friend</b>	<b>every</b>
<b>every</b>	<b>friend</b>	<b>they</b>
<b>would</b>	<b>what</b>	



Deliberately left blank

# Mathematics – Activity 1 – Pentominoes – part 1

Scan the QR code and watch the video to learn how to play.



Collect these resources to play

- 5 paper squares
- grid paper (see below)
- coloured pens or pencils.



To play:

Find all the unique shapes you can make using all 5 squares.

The edges of each square must join other squares perfectly.

All of the shapes you make must be different.

If 2 shapes can be fitted on top of each other when they are turned around or flipped over they do not count.

Record the shapes you made on the grid paper below or in your workbook. Colour in the pentominoes in different colours.



Reflection

Share your reflections with your teacher.



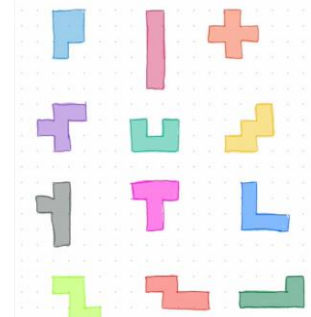
## Mathematics – Activity 2 – Pentominoes – part 2

Scan the QR code and watch the video.



Collect these resources to play

- coloured pens or pencils.
- some paper
- the pentominoes you drew on the grid paper



Cut out your pentominoes from the previous activity.

Make sure you have all 12.

What other shapes can you make by joining your pentominoes together?

- Can you make a rectangle?
- Can you make more than one?
- What else can you create?

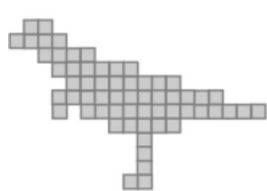


Record the shapes you made in your workbook.

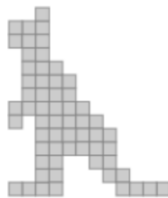


Challenge

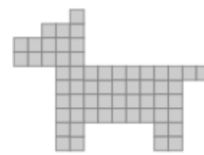
Try making some of these animals from Abroth's World.



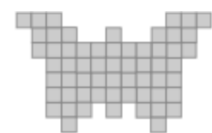
Tyrannosaurus Rex



Kangaroo



Terrier



Butterfly 1

# STEM – Build A Bridge

You might need a parent / carer to help you.

**Challenge** – Design and build the strongest bridge you can from only 2 sheets of A4 paper. The bridge must span (go across) a gap of 15 centimetres.

## Rules

- The bridge must span (go across) a gap between 2 stacks of books
- The gap must be at least 15 cm
- The bridge must be able to hold weights (start small and see how much your bridge can hold)
- Paper can be folded or twisted
- The ruler cannot be used in the bridge structure



## Materials

- paper
- 2 stacks of books to act as bridge piers at the ends of the bridge
- weights such as bolts, pebbles, or flat steel washers
- ruler

**Figure 1 – What you need**



**Time to build!** Make and test your bridge

- Set up 2 stacks of books 15cm apart
- Make your bridge and place a light weight on top. Slowly add more weights.
- Draw or take a photo of your design
- Why do you think it did / did not work? How can you make your bridge stronger?
- What else could you try?

**Tip:** If your bridge collapses and fails, use a new uncrumpled piece of paper to try out new designs or improve on the one you have

**Draw a picture of your bridge in your STEM book.**

### **Too easy?**

- Make the bridge longer. Can you make a bridge that crosses an even bigger gap?
- Make your bridge stronger? Can you increase the weight on the bridge?
- Think about the different bridge designs you have seen or you might be able to look some up.
- What do you notice about bridges? What shapes can you see in bridge designs?
- Experiment with the paper by folding it into different shapes. Are some shapes stronger than others?
- Sketch a few bridge design ideas in your STEM journal
- Remember, you are building out of paper. How will you make your paper strong?
- Does your design meet the challenge rules?

**Figure 2 Bridge design ideas**



W1 T4

### Learning Intention

*We are learning to spell words with the graph /a--e/ making the sound "A" as in tape.*

Red	Orange	Green
tape make name came made saved	saving mate fake place blaming replace	brave stage tracing behaving navigate anticipated

### Success Criteria

- *I can use my words in a sentence*
- *I can read my words*
- *I can write my words*