

At Home Learning Stage One pack 8.



Optional extras:

Free website: Brainzy

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

Epic Library

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

Day 1 pack 8

Instructions available digitally at

<https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-f/week-f-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 59.
- **Writing-** Bluey- describing the creek. Refer to pg 6 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-** listening to sounds outside. See page 5 in the resource pack.
- **Phonics-** 'ar' sounds, refer to page 7 in the resource pack.

Middle -Maths










- Dot card talk - match my collection- see pages 8 and 9 in the resource pack.
- Tens in a row- see pages 10 and 11 in the resource pack.

Optional extras

- Optional extras-

Creative and performing arts- Let's feast on the arts !- see page 12 in the resource pack.

Things you need for day 1

Activity	You will need
Most activities	 workbook  paper  lead pencil and coloured pencils
Maths Activities	 workbook  paper  lead pencil and coloured pencils
Creative arts	 paper or cardboard  glue  scissors

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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 – Friends



Friends are one of the greatest gifts of life. A good friend makes you happy.

Close your eyes. Think of a good friend, maybe even your best friend.

Sometimes it's hard to stay connected with our friends because they live far away, or we are in lockdown. You can still connect with your friends. You could write them a letter, call them on the phone, make them a card, draw them a picture or organise a video chat.

["Hearts letter"](#) by [mediamodifier](#) is licensed under [CC BY 4.0](#)



Brain break – I spy

How many things can you find around the house that starts with the same letter as your first name in one minute?



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Physical activity – Bouncing and dribbling 1

Scan QR code to watch video or follow the instructions below.



Find a big, bouncy ball. **Two hands:** push the ball down to bounce on the ground, then land it in the nest of your hands. How many times can you bounce and catch in 30 seconds? Try little bounces near the ground. Try big bounce in the sky!

One hand: push, bounce and grab!

Something trickier: Try bounce-bounce-bounce-grab.

Challenge: How long can you keep one-hand or two-hand bouncing going?



English – Activity 1 – Sounds outside

Scan QR code to watch video or follow the instructions below.



Today's activity is about listening to the sounds that we can hear outside.



Sit outside for 2 minutes and listen carefully, what can you hear? If you can't go outside then sit close to an open window and listen to the sounds outside.



This may include human and natural noises.

Draw or list everything you can hear in the space below.

Choose one of the challenges below and complete in your workbook.



"brain brainstorming character smart thinkhead" by [GraphicMama-team](#) is licensed under [CC BY 4.0](#)

Challenge 1	Challenge 2	Challenge 3
Write the sounds you hear and the action they are doing. For example, cars beeping, birds chirping.	Write a sentence about the sounds you can hear in your area. How is this different from sounds in another area? Write down the sounds you think you might hear in a different part of the state.	Write your own sentence about a beautiful place you have visited. Write down why it was beautiful and what you could do there.

English – Activity 2 – Bluey: The Creek



Scan QR code to listen to the story Bluey: The Creek.



After listening to the story, draw what you think the creek



looks like in your workbook. If you are unable to listen to the story then look at the picture of the creek below. What can you see? Can you label the creek with nouns and adjectives?

Noun: a word that names something. A person, place, thing or idea.



Adjectives: are words that describe nouns and make writing more interesting.

Why do you think the creek is beautiful? Write a sentence about what makes the creek beautiful.

English – Activity 3 – Phonics – ar a

Scan the QR code to watch the video

We are going to be learning the sounds ar a



Can you identify and write the missing phonemes under each picture?



c _ _



f _ _ m



gr _ ss



c _ _ d



gl _ ss



_ _ m



m _ sk



c _ _ t

Maths – Activity 1 – Dot Card Talk - 4



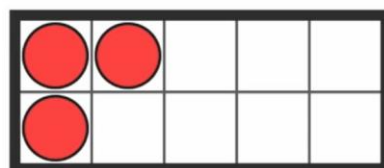
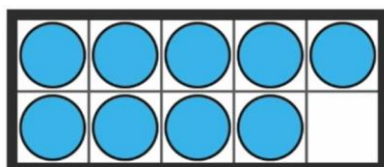
If you can, watch the video - <https://player.vimeo.com/video/417108794> - If you can't, take a look at the activity below.



Get your eyes ready! Have a quick look at the dots and see if you can draw them in your workbook without looking again. Can you use your mathematical imagination? What do you notice?

How do you see the dots?

And how many are there in total?



Can you imagine dots moving from the bottom ten frame, up to the top one, so then we would have 10 and something? Can you rename that number?



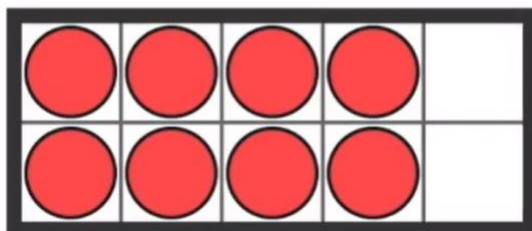
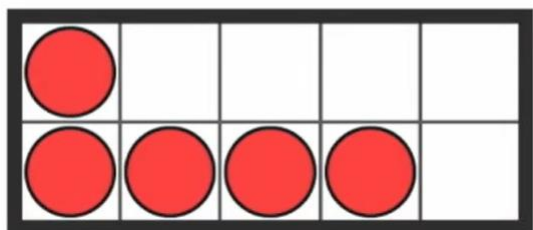
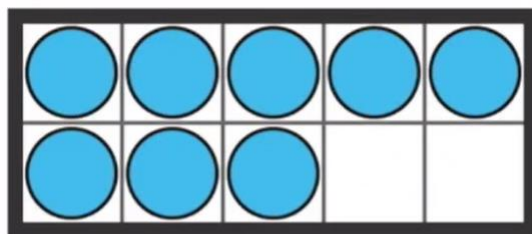
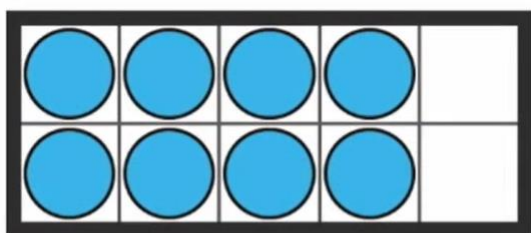
After you've drawn the dots in your workbook – take a look and see if you were right! How many dots are there altogether? How did you work it out?



Next, take a peek at the first set of dot cards on the next page - Think: How many dots are? How do you see them? Can you tell someone?



Can you draw other ways to show the number on the blank dot cards?



Can you imagine dots moving from the bottom ten frame, up to the top one, so then we would have 10 and something? Can you rename that number?

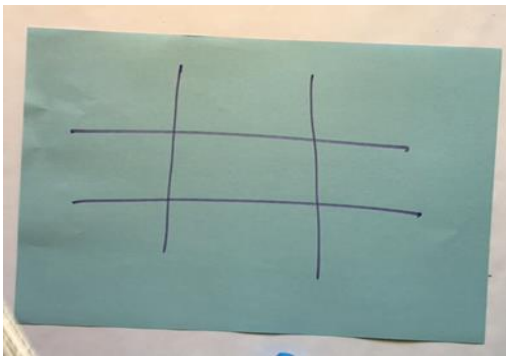
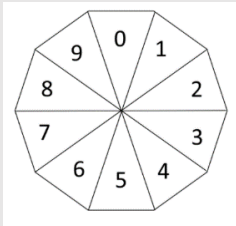
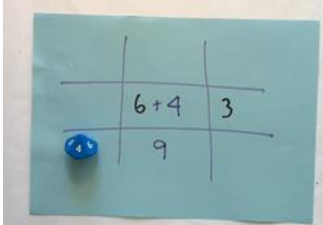
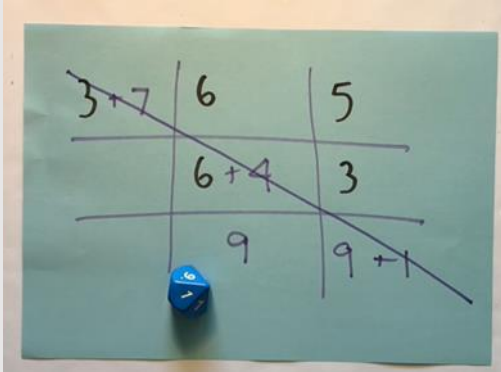

Set 1:

Set 2:

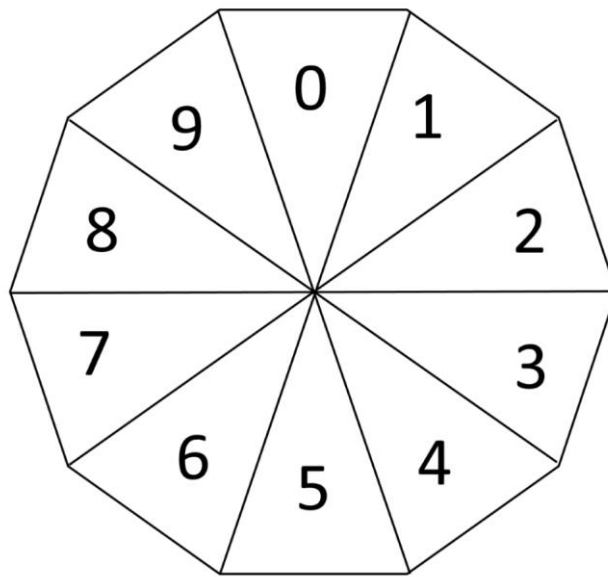
Maths – Activity 2 – 3 Tens in a Row



If you can, watch the video - <https://player.vimeo.com/video/4208406254> - If you can't, take a look at the activity below.

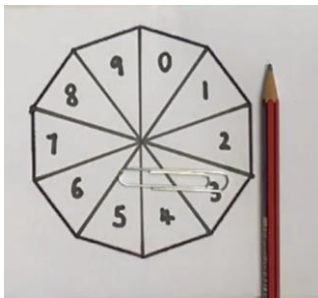
Instructions	Pictures
<p>Draw a 3x3 grid as a game board (like noughts and crosses game board).</p>	
<p>Players take turns to spin the spinner and write the number in one of their boxes. You will find instructions on how to make a spinner on the next page.</p>	
<p>The goal is to be able to write two numbers in each box that combine to make 10.</p>	
<p>Players continue taking turns until a player has been the first to make 3 tens in a row.</p>	 <p>Winner </p>

Spinner template

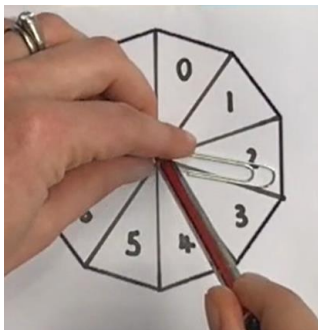


To use the spinner

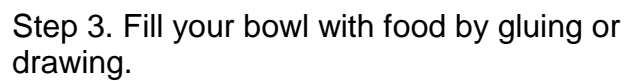
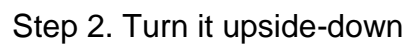
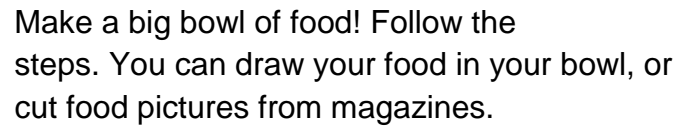
- You will need a pencil and a paperclip



- Place the tip of the pencil inside the end of the paperclip on the centre of the 0-9 spinner.



- Spin the paperclip and watch what number it lands on!



Day 2 pack 8

Instructions available digitally at

<https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-f/week-f-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 59.
- **Writing-** Alexander's outing. Refer to pg 17 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 'Use', see page 18 in the resource pack.
- **Speaking-** Describing the setting, see page 16 in the resource pack.

Middle -Maths

- Balancing numbers- one less than- see page 19, in resource pack
- Number blocks, stampolines- see pages 20, 21 in the resource pack.

Optional extras

Optional HSIE- Present and Past- see pages 22, 23 in the resource pack.

Things you need for day 2

Activity	You will need
Most activities	<div data-bbox="584 394 660 472"></div> <div data-bbox="660 454 793 483">workbook</div> <div data-bbox="584 501 660 580"></div> <div data-bbox="660 555 737 584">paper</div> <div data-bbox="584 602 660 680"></div> <div data-bbox="660 654 1080 685">lead pencil and coloured pencils</div>
Maths activities	<div data-bbox="584 714 660 792"></div> <div data-bbox="660 772 793 801">workbook</div> <div data-bbox="584 819 660 898"></div> <div data-bbox="660 873 737 902">paper</div> <div data-bbox="584 916 660 994"></div> <div data-bbox="660 969 1080 1001">lead pencil and coloured pencils</div>
HSIE	<div data-bbox="584 1034 660 1113"></div> <div data-bbox="676 1088 788 1117">scissors</div> <div data-bbox="584 1131 660 1209"></div> <div data-bbox="676 1193 737 1223">glue</div>

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 – What I miss most

Think about someone you miss seeing or something you miss doing.

Option 1: Draw a picture of you, and the person you miss, doing something fun. It might be something you would like to do the next time you see them.

Option 2: Draw a picture of something you miss doing. It might be a sport you play or a place you like to visit.



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Brain break – Indoor Mountaineering

*Check with someone at home before completing this activity.

Mountain climbers use their feet and hands to push and pull themselves up mountains. Pretend the floor of your house is the side of a steep mountain. You cannot stand up to move from one place to another. Can you use your feet and hands to push and pull yourself around the floor of your house? Mountain climbers use rock cracks and ledges to grab hold of to push and pull themselves. You might be able to use walls and furniture to push and pull yourself around. (Check with someone at home before using walls and furniture to push and pull yourself around)



English – Activity 1 – Describing the setting



Scan QR code to watch the video.



Look at the picture of the jungle below.

Describe what you can see in the picture.



Describe the:

- trees
- stairs
- buildings
- shrubs or plants
- branches
- light/sunshine



Record your voice describing this picture. Make sure you use adjectives (describing words) such as spiky, tall.

English – Activity 2 – Modelled writing



We are learning to write imaginative texts.

Scan the QR code to watch the story, Alexander's Outing.



Today you are going to plan a story with a beginning, middle and end. Draw three pictures to show what might be happening in Alexander's next outing.



Beginning - How will your story start?

Middle - What will be the problem in the story?

End – How will the problem get solved?



Write some labels on your story planning drawings if you can. Use the pictures from your plan to tell someone your story.

English – Activity 3 – Sight words – ‘use’



Scan the QR code to watch the video.

We are learning to read, say and write the word **use** quickly.



Can you think of a sentence with the word ‘use’ in it? Say your sentence out loud.



Think about the letters that we use to write the word **use**.

Trace over the word many times, saying the letters.

use



Write the word **use** in your workbook

See how many times you can write it in one minute.

Maths – Activity 1 – Balancing Numbers



If you can, watch these videos – there are 3 to watch. If you can't watch the videos, take a look at the activity below

<https://player.vimeo.com/video/420468267> - watch Video 1 and 'notice and wonder'

<https://player.vimeo.com/video/420468362> - watch Video 2 and write down your estimates

<https://player.vimeo.com/video/420485229> - Watch Video 3 and then create a drawing to represent the problem



What do you notice and what do you wonder? Can you estimate how many bears are needed?



What do you notice?
What do you wonder?

Can you draw a picture to show your thinking?

Instructions — Answer the questions:

- How many more bears do you think are needed to make the scales balance? (In other words, how many bears are equivalent in mass to the Hulk?)
- What's an estimate that is way too high?
- What's an estimate that is way too low?
- What's an estimate that you think is reasonable?
- Share your drawing to represent your thinking with your teacher or someone from home.

Maths – Activity 2 – Number Blocks: Stampolines - 6



If you can, watch this video <https://www.youtube.com/watch?v=oj0gNnqBQJA> – If you can't, take a look at the activity below, with instructions on how to play the game



Stampolines is a game played by number block characters made out of the same number of blocks as their name, for example *Two* is made out of 2 blocks. They can rearrange themselves into different shapes.

You will need:

- 6 blocks – you can have extra to try making shapes with different numbers after the activity.
- pencils
- your workbook.

After playing 'Numberblocks - Stampolines':

- What are all the different shapes Six could make?
- Can you come up with at least five different ways?
- Record your thinking in your workbook

Activity too hard?

Use blocks or pasta shells to physically move the pieces to see the different shapes that you can create with 6 blocks.

Activity too easy?

Encourage your child to think creatively and look for more than 5 different ways of making Six.

Encourage your child to select another number for example 12 and think different ways of making 12.

1. Follow-up questions to ask your child



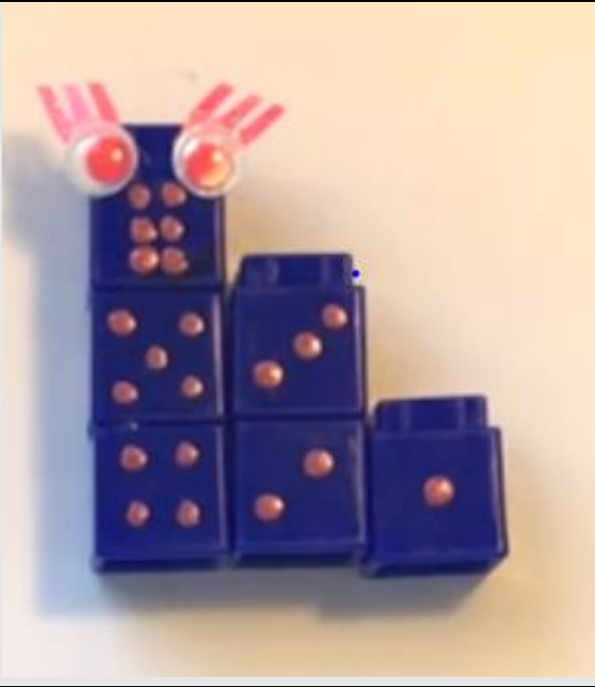
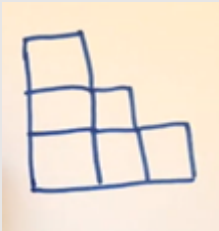
- What's similar and different about these two shapes of Six?
- How many different shapes for Six do you think there are?

2. Extension / additional activity

Explore other numbers. What do you notice happens as you increase the number of blocks?

Please see the next page for examples.

What would the Stampolines look like for Six?

Instructions	Pictures	
<p>Here is Six blocks and a shape it can make.</p>		
<p>Here are Six blocks and a different shape it can make.</p>		

HSIE – Present and Past Family Life – School Life

Scan QR code to watch video or follow the instructions below.



Remember:



Past: has already happened

Present: is happening now

Future: Is going to happen



Draw parts of your school in your workbook. What does the office look like? Classroom? Playground?



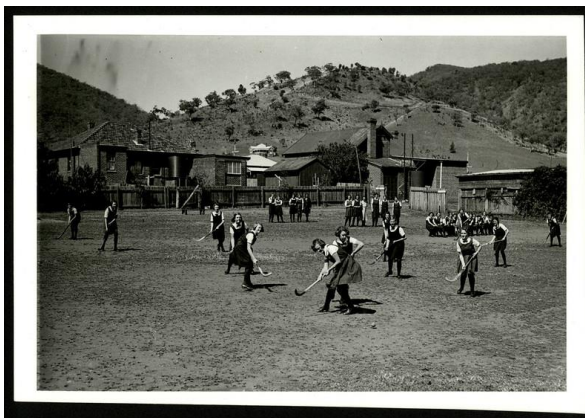
Compare your school to these photographs from schools in the past. What can you see that is the same as now? What can you see that is different?



Brighton-le-Sands Public School – a game in the grounds. NSW State Archives – no known copyright



Moree Public School- Infants School . NSW State Archives – no known copyright



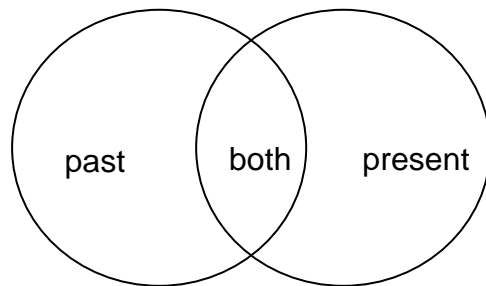
Tamworth Church of England School – Hockey practice in the spacious sports ground attached to the school. NSW State Archives – no known copyright



Cootamundra Public School- Year 2 teacher Miss Baldock. NSW State Archives – no known copyright



Cut out these pictures and sort the toys and technology into past, present or both if people still use or play it today. You can draw a big Venn diagram to help you:



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"old phone" by [sridgway](#) is licensed under [CC BY 2.0](#)



"Little girl skipping rope" by [simpleinsomnia](#) is licensed under [CC BY 2.0](#)



"Vintage Marbles" by [alexkerhead](#) is licensed under [CC BY 2.0](#)



"iPhone 5S" by [Janitors](#) is licensed under [CC BY 2.0](#)



"A Real Camera" by [hyfen](#) is licensed under [CC BY-NC-SA 2.0](#)

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	<h1>Day 3 pack 8</h1> <p>Instructions available digitally at https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-f/week-f-stage-1 or scan the QR codes on each page for a direct link.</p>
Morning - English	<ul style="list-style-type: none"> • Spelling- Must do, write your words and read them to someone pg 59. • Writing- Alexander's Outing- characters and setting. Refer to pg 30 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- Vocabulary word chains, see pages 28 and 29 in the resource pack. • Handwriting- 'oy, oi', see pages 31 and 32 in the resource pack.
Middle	<p>Complete following lessons</p> <ul style="list-style-type: none"> • Balancing numbers - see page 33 in resource pack • Doubles fill- see pages 34, 35 in the resource pack.
Optional extras	<p>Optional- Physical education- Different places to be active, see page 36 in the resource pack</p>

Things you need for day 3

Activity	You will need
Most activities	<div data-bbox="571 389 655 472"></div> <div data-bbox="655 450 790 483">workbook</div> <div data-bbox="571 495 655 577"></div> <div data-bbox="655 555 735 589">paper</div> <div data-bbox="571 600 655 683"></div> <div data-bbox="655 651 1077 685">lead pencil and coloured pencils</div>
Maths activities	<div data-bbox="571 710 655 792"></div> <div data-bbox="655 770 790 804">workbook</div> <div data-bbox="571 815 655 898"></div> <div data-bbox="655 875 735 909">paper</div> <div data-bbox="571 909 655 992"></div> <div data-bbox="655 969 1077 1003">lead pencil and coloured pencils</div> <div data-bbox="571 1003 655 1086"></div> <div data-bbox="655 1064 821 1097">2 paperclips</div> <div data-bbox="571 1108 1011 1142">0 - 9 spinner and doubles spinner</div> <div data-bbox="571 1153 735 1187">Game board</div>

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 – Fill up a kindness bucket

Choose a person for some kindness.



Step 1. Find a bucket, bowl or cup

Step 2. On three pieces of paper, write something kind. You can start your sentences with:

- Thank you for...
- I like it when...
- You're the best at...

Step 3. Fill the bucket with the paper, and give it to your person.

Brain break – Rip-a-strip

You will need a piece of paper. How long we can rip it?



Starting at the top corner of the paper, carefully rip it down to the side of paper just before the corner and then turn the paper and do the same until you get to the middle. How long is your paper?

English – Activity 1 – Vocabulary: Word Chain



Scan the QR code to watch the video.

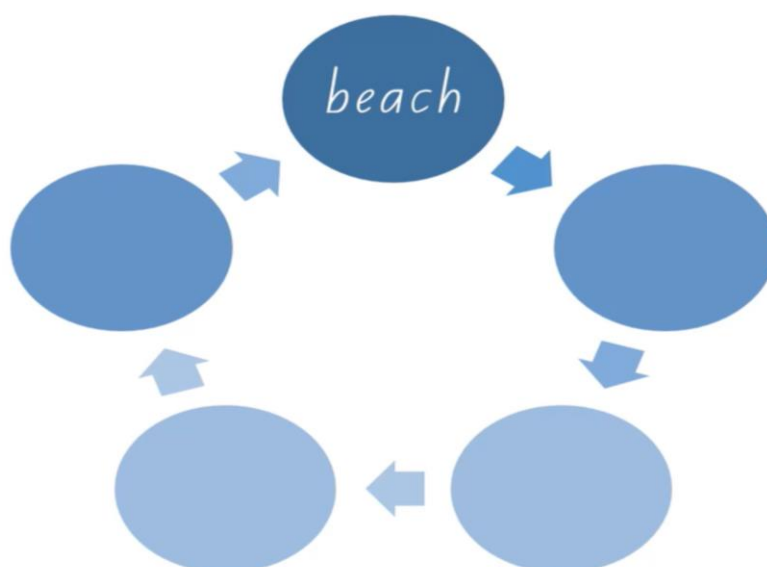
Today we are going to make a word chain. Look at the image of the beach below.



What words come to mind when you think about the beach? Add these to your word chain.



Complete a word chain for 'beach'.





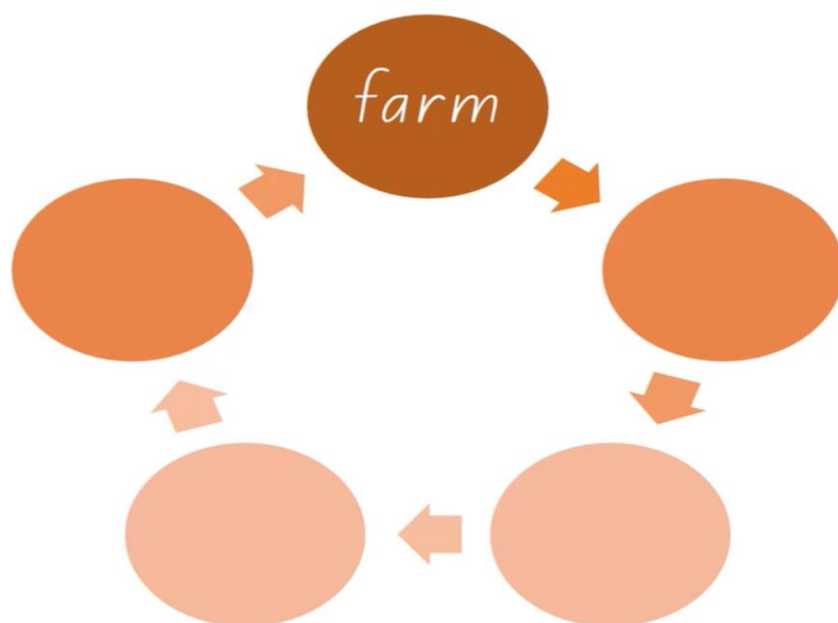
Look at the image of a farm.



What words come to mind when you think about a farm? Add these to your word chain below.



Complete a word chain for 'farm'.



English – Activity 2 – Characters and setting



Scan the QR code to watch the video.

We are going to write the beginning of an imaginative text.



Think about the plan that you drew yesterday for a new story about Alexander's next outing. You drew a picture for the beginning, middle and end of a new story.



Get ready: Focus on the first part of your plan. This is the beginning of the story. This is what you will write today.

Below are some words that you might like to use to help you write the beginning of your story.

Sight words	Action verbs		Handwriting
would	straggled	dipping	on
what	quacked	tipping	do
friend	flapped	skipping	how
every	disappeared	dripping	who
they	pranced	flapping	down
	danced	tripping	
	clapped		



How will you begin your story?

Say each sentence out loud before you write it.

Read it aloud to someone.

Does it make sense? Does it sound right?

English – Activity 3 – Handwriting: oy, oi



Scan the QR code for instructions.



Today we will practise writing /oy/ and /oi/.

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 /oy/ and /oi/ below. Which blend was your best effort?

Handwriting practice lines for the blends /oy/ and /oi/. The first section shows three dotted /oy/ for tracing on a three-line grid. The second section shows three dotted /oi/ for tracing on a three-line grid.

Now practise on the handwriting sheet.

[illegible]

Maths – Activity 1 – Balancing Numbers 2



If you can, watch these videos – there are 4 to watch. **If you can't**, take a look at the activity below.

<https://player.vimeo.com/video/420977431> - watch this video and write down your estimates

<https://player.vimeo.com/video/420985484> - watch this video and record your thinking

<https://player.vimeo.com/video/420998138> - watch this video and draw a picture to show your thinking

<https://player.vimeo.com/video/420992399> - Watch the last video and then create a drawing to represent the problem and record your thinking.



Have a look at the pictures. What do you 'notice and wonder'? Can you answer the questions in your workbook?



How many paddle pop sticks are needed to balance the mass of The Hulk?

- What's an estimate that's way too high?
- What's an estimate that's way too low?
- What's a reasonable estimate?

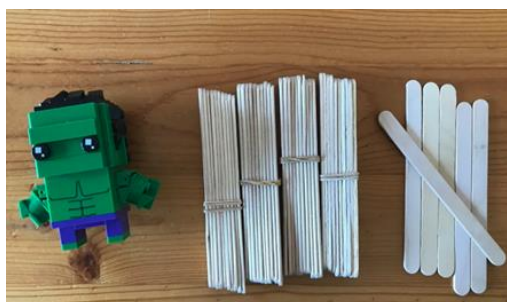


Oh oh!
5 tens is too heavy.
4 tens is too light.

- What would you do to solve this problem? Share your thinking with a fellow mathematician or in your notebook.
- Revise your estimate: how many paddle pop sticks are needed to balance the mass of The Hulk?



- What would you do to solve this problem?
- Share your thinking with a fellow mathematician or write down your ideas.
- Revise your estimate: how many paddle pop sticks are needed to balance the mass of The Hulk?
- What do you think would happen if you tried to balance the paddle pop with the teddy bears?



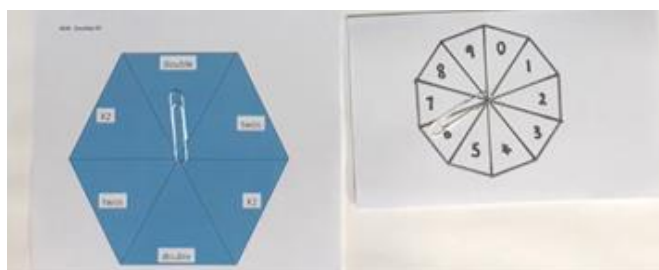
Maths – Activity 2 – Doubles Fill



If you can, watch the video using this link – **If you can't**, take a look at the activity and follow the instructions – <https://player.vimeo.com/video/415428722> - Let's play 'Doubles fill'.

You will need:

- 0-9 spinner and doubles spinner (PDF file, 139KB)
- game board (PDF file, 321KB)
- pencils
- 2 paperclips.
- Players take turns to spin the 9 spinner (or roll dice) and spin the doubles fill spinner.



- If a player spins a 6 and spins 'double', he or she doubles 6 to make 12, explaining their thinking to their partner who records the number sentence.

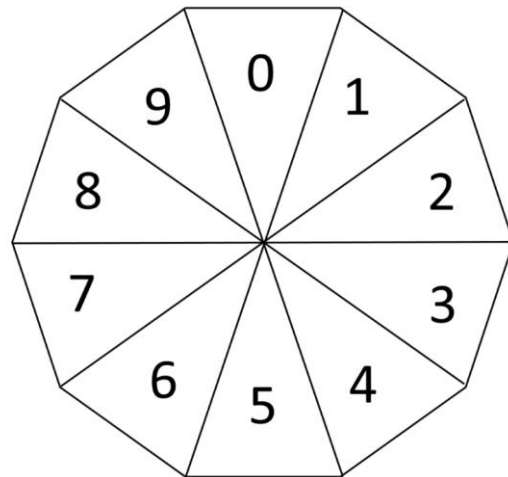
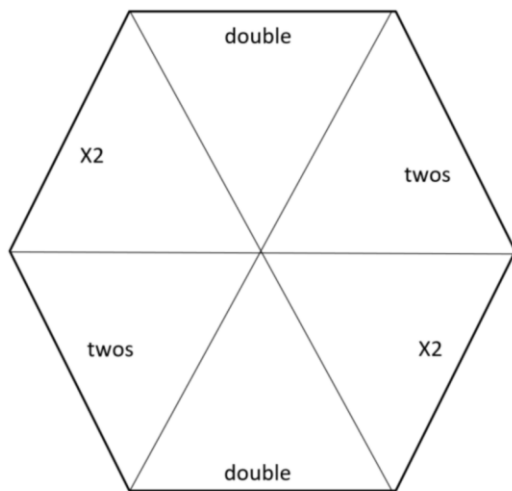
[illegible]

- The player then colours in a corresponding array.



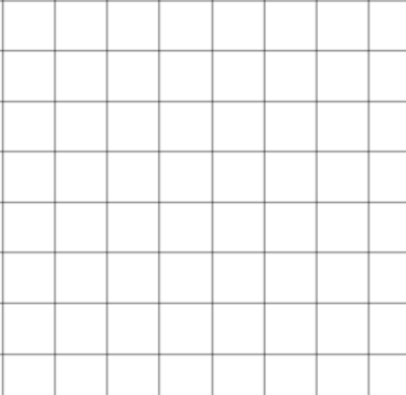
- Then players swap roles.
- If there is no space on the grid, players miss a turn.
- Play continues until no one is able to add another array.
- Players then calculate the number of squares they covered and the person with the largest area is the winner.

Doubles fill spinners



| NSW Department of Education

Doubles fill

A large, empty 10x10 grid of squares, intended for drawing a picture.[illegible]

PDHPE – Different places to be active



Scan QR code to watch video or follow the instructions below.



What does the word active mean?

Being active means moving your body. Some examples include jumping, kicking, riding a bike, running, wheelchair basketball and playing tag. There are lots of different ways to move your body.

There are many places we can be active both inside and outside our home.



Where can we be active?

- at home in the living room
- at school in the playground
- in the community at the park

Can you think of other places to be active? Think of other places you could be active and add them.

Where is your favourite place to be active?

You might choose one of the places in the brainstorm or another one that you have thought of.



Complete the activity:

Tell a friend about the different ways they could be active at the place you have chosen. You could do this by creating a poster, a video or writing a letter in your workbook.

Maybe you could be active at home once you have finished the task.

	<h1>Day 4 pack 8</h1> <p>Instructions available digitally at https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-f/week-f-stage-1 or scan the QR codes on each page for a direct link.</p>
Morning - English	<ul style="list-style-type: none"> • Spelling- Must do, write your words and read them to someone pg 59. • Phonics- 'ar' see page 43 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. • Writing- Alexander's outing, see page 42 in the resource pack. • Comprehension- Dragon picture, see page 41 in the resource pack.
Middle	<ul style="list-style-type: none"> • Dotty six- see page 44 in the resource pack • Spirolaterals- see pages 45, 46 in the resource pack.
Optional extras	<p>Science- mini green houses Se pages 47, 48</p>

Things you need for day 4

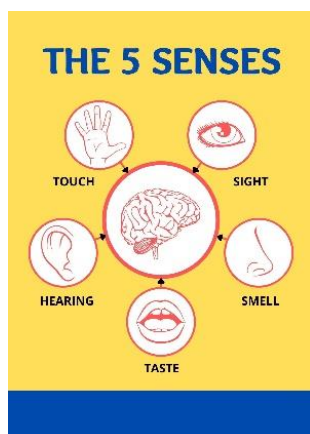
Activity	You will need
Most activities	<div data-bbox="576 389 660 479"></div> <div data-bbox="660 450 793 479">workbook</div> <div data-bbox="576 495 660 584"></div> <div data-bbox="660 555 737 584">paper</div> <div data-bbox="576 600 660 689"></div> <div data-bbox="660 651 1080 680">lead pencil and coloured pencils</div>
Maths activities	<div data-bbox="576 710 660 799"></div> <div data-bbox="660 770 793 799">workbook</div> <div data-bbox="576 815 660 904"></div> <div data-bbox="660 875 737 904">paper</div> <div data-bbox="576 920 660 1010"></div> <div data-bbox="660 972 1080 1001">lead pencil and coloured pencils</div>
Science and Technology	<div data-bbox="576 1072 946 1102">recycled clear plastic bottles</div> <div data-bbox="576 1117 649 1146">water</div> <div data-bbox="576 1162 655 1191">scoop</div> <div data-bbox="576 1207 683 1236">scissors</div> <div data-bbox="576 1252 804 1281">potting mix or dirt</div> <div data-bbox="576 1296 662 1326">gloves</div> <div data-bbox="576 1341 965 1370">3-6 seeds of 3 different plants</div>

OPTIONAL EXTRA- BRAINBREAKS- 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 – Sensory Sensations



- We're going to start the day with waking up our senses and focussing on the things that are around us and be more mindful of our surroundings.
- Take a big breath in and out. What are 5 things that you can see around you? Say them out loud.
- Take another breath in and out. What are 4 things you can touch or feel around you? Say them out loud.
- Big breath in and out again. Name 3 things can you hear around you. Say them out loud as you hear them.
- One more breath in and out. What 2 things can you smell around you? Are they nice smells?
- Last breath in and out. What's something you can taste right now? Is it something delicious?

Brain break – Stretching – Balancing Poses



Try these tricky balancing poses:



Physical activity – Bouncing and dribbling 2



Scan QR code to watch video or follow the instructions below.

Get a big, bouncy ball and a water bottle.

Practice two-handed bouncing and one-handed bouncing to warm up.

Bounce and catch on the outside of one leg, then the outside of the other leg. Rock your body side-to-side as you bounce. Can you catch with just one hand?

Challenge: Try to bounce-bounce-bounce with one hand. Don't slap – pat the ball gently to bounce. Can you walk and bounce with one hand at the same time? Spell your name as you walk.



English – Activity 1 – Reading and viewing



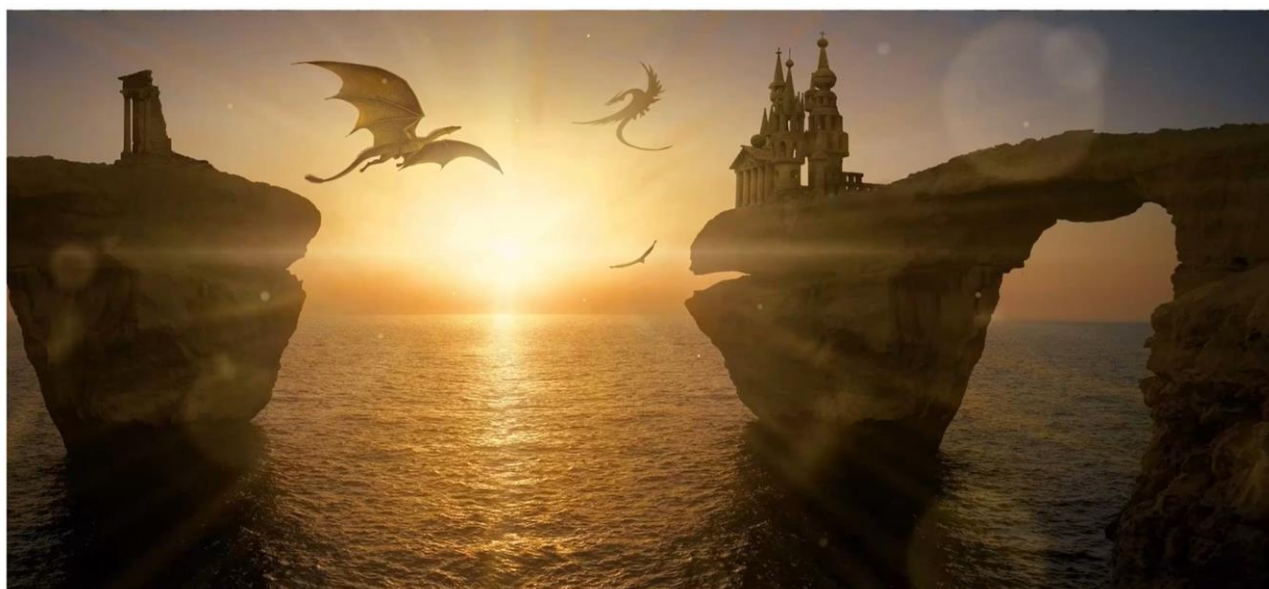
Scan the QR code to watch the video or look at the picture below.



Look at the image of a 'pretend' book cover.



What words do you think will be in this book?



Draw a picture or write the words that you think will be in this book.

Organise your words into three columns below.

Nouns	Adjectives	Verbs
dragon	scary	swimming

Challenge: Predict what you think the story will be about, what will happen in the beginning, middle and end?

English – Activity 2 – Writing



Scan the QR code to watch the video.

We are going to write the **middle** part of an imaginative text.



Think about the plan that you drew for a new story about Alexander's next outing. You drew a picture for the beginning, middle and end of a new story.



Get ready: Focus on the second part of your plan. This is the middle of the story. This is what you will write today. Start by re-reading the beginning of the story that you wrote yesterday.

Try to add some action verbs to the middle of your story.

Here are some words that you might like to use when you write the middle of your story.

Sight words	Action verbs		Handwriting
would	straggled	dipping	on
what	quacked	tipping	do
friend	flapped	skipping	how
every	disappeared	dripping	who
they	pranced	flapping	down
	danced	tripping	
	clapped		



Ok now it is your turn to write the middle of the story when the problem happened.

Say each sentence out loud before you write it.

When you are finished writing the middle part of the story read it aloud to someone.

Does it make sense? Does it sound right?

English – Activity 3 – Phonics: ar, a


Scan the QR code and watch the video – Phonics lesson 4.




We are learning to write the sounds we hear in words to help us read and spell words.





Look at the picture and segment the sounds to spell the word.


		
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Maths – Activity 1 – Dotty Six

You will need

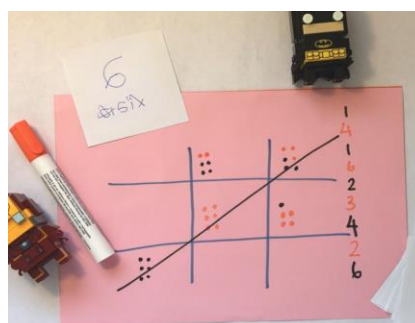
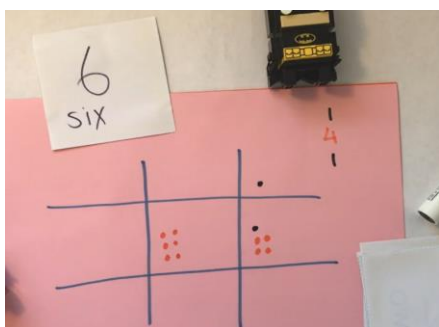
- * some coloured pencils or markers
- * paper (to make your game board and your number cards)
- * 3 sets of number cards showing numbers 1, 2, 3, 4, 5 and 6



Instructions

These are the rules we used to play this game, however, these are open to suggestions!

- Take turns to choose a number card and put the corresponding number of dots into a box.
- You can put your dots anywhere, BUT, you can't have more than 6 dots in any box.
- You have to put all of your dots in 1 box.
- You win if you finish the row, column or diagonal of complete boxes (6 dots in each).
- If you can't go, you miss a turn.
- After you've played a few times, you could try a few variations. Change the total. So instead of Dotty 6, make it Dotty 12 or Dotty 21, for example.
- Change the number cards you use. So instead of numbers 1 - 6, you could make cards from 1 - 10, or, only use odd numbers, etc.
- Change the grid from 3 x 3 to 4 x 4.



Winner

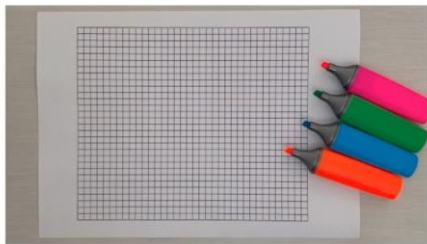
Maths – Activity 2 – Spirolaterals



If you can, watch the video using this link – **If you can't**, take a look at the activity and follow the instructions – <https://player.vimeo.com/video/592686510>

You will need...

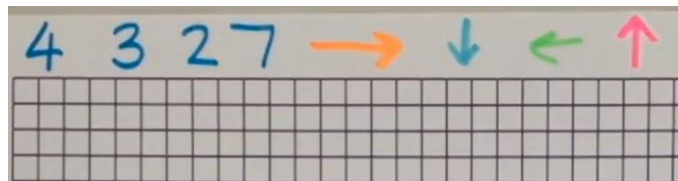
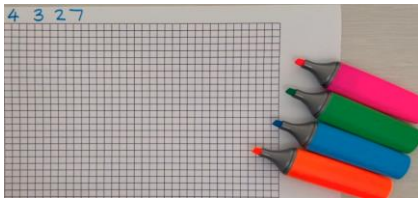
- Grid paper
- Four coloured markers



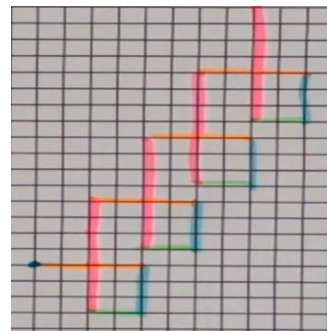
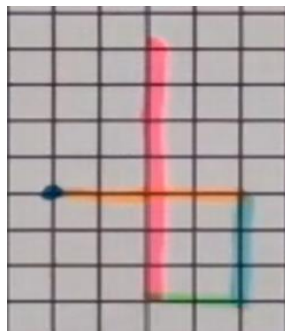
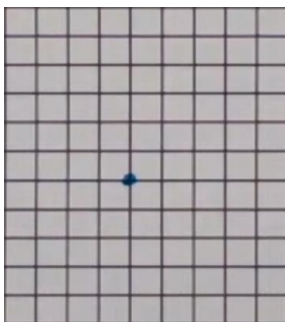
Grid paper is on the next page.

Get ready to make your own spirolaterals!

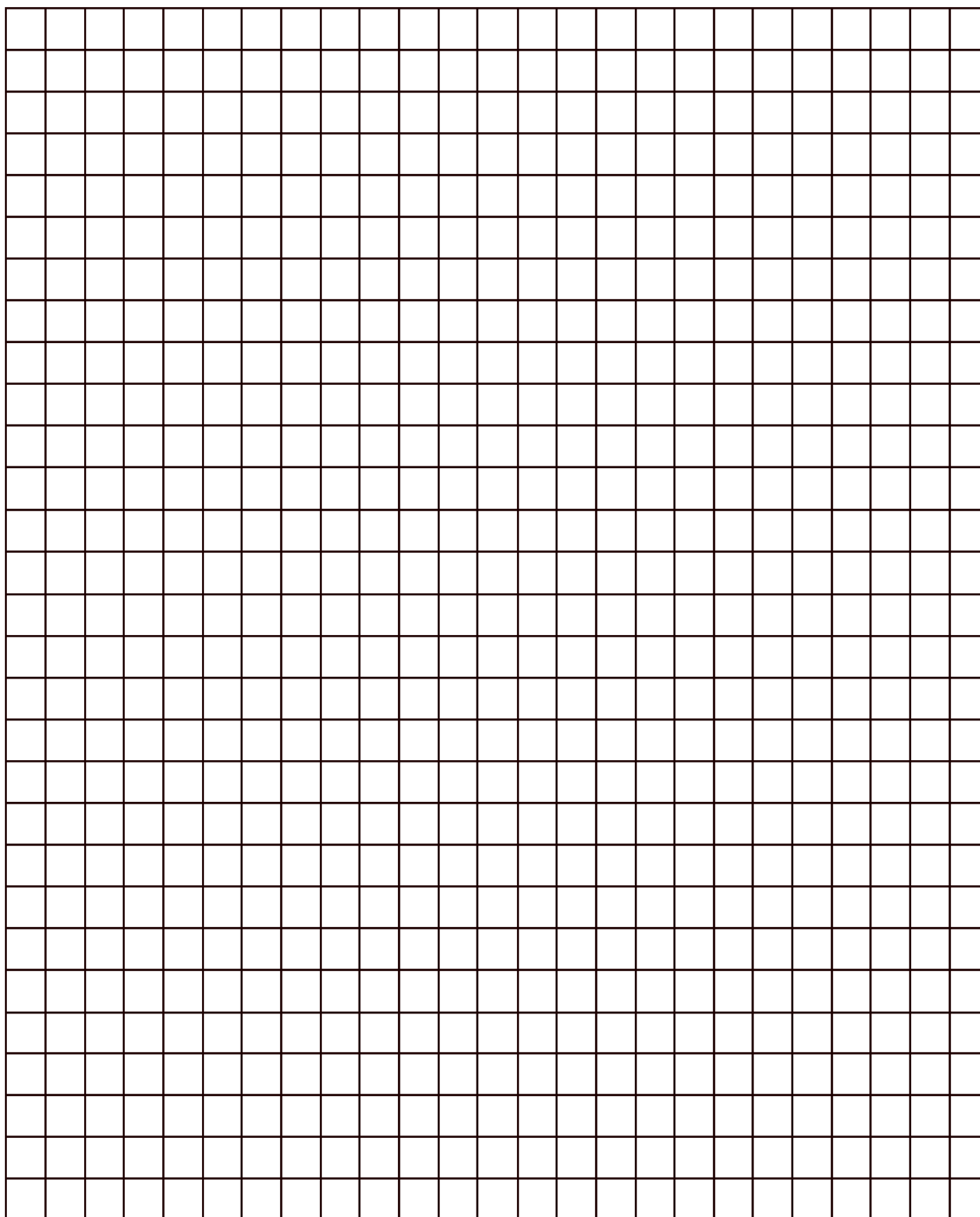
Write down between 3 and 6 single digit numbers – pick them randomly, they don't have to be in order.



Choose a colour for each direction, eg. orange = right, blue = down, green = left and pink = up



- Choose a starting point by putting a '*dot*', somewhere in the middle.
- Can you keep drawing your spirolaterals until you can't do it anymore?
- What do you '*notice and wonder*'? Can you tell someone about it or write about it?
- What do you notice about your spirolaterals? Record what you are noticing?









Science and Technology – Mini Greenhouses

Investigation – Setting up



Scan QR code to watch video or follow the instructions below.

- Living things have basic needs including air, food and water. Many seeds begin to grow with water and warmth.
- A mini greenhouse can provide a warm, damp place for seeds to grow. We are going to make a mini green house to help provide a warm, moist environment for a seed to begin growing into a plant.
- We are going to investigate different types of seeds and if they will grow in our greenhouse.

instructions	images
Ask an adult to help make 3 mini-greenhouses from recycled plastic containers.	
Use a scoop to add soil to each greenhouse.	
Plant 1 type of seed in each greenhouse. Plant 3-6 seeds and cover them with a thin layer of soil.	
Water the greenhouses.	
Add the roof to your green houses. Label each green house with the type of seed inside.	
Place your greenhouses on a window sill or near the window. You may need to water the mini-greenhouses if they are drying out.	

Science and Technology – Mini Greenhouses

Investigation – Recording



Scan QR code to watch video or follow the instructions below.


As scientists, we need to


- record the way we set up the mini-greenhouse investigation.
- record our predictions and observations.
- record our discoveries and reflections.

Now it's your turn to be a scientist and record your investigation.

You may choose to record your investigation with:











- a workbook
- pictures from a camera
- a video using a device
- a voice recording using a device

Prediction 	
---	--

	Observations – every two days		
(day)			

	<h1>Day 5 pack 8</h1> <p>Instructions available digitally at https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-f/week-f-stage-1 or scan the QR codes on each page for a direct link.</p>
Morning - English	<ul style="list-style-type: none"> • Spelling- Time to test what you remember. Complete the diction activity on Seesaw. Complete the sight word activity, see the resource pack, pg 59 . • Listening- outside sounds. Refer to pg 52 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 word 'where', see page 54 in the resource pack. • Writing- Alexander's Outing- writing, see page 53 in the resource pack.
Middle	<ul style="list-style-type: none"> • Ten frame filler- see pages 55 and 56, of the resource pack. • Learning about money and coins- see page 57 of the resource pack.
Optional extras	<p>STEM challenge- See page 58 in the resource pack</p>

Things you need for day 5

Activity	You will need
Most activities	 workbook  paper  lead pencil and coloured pencils
Maths activities	 workbook  paper  2 paperclips  lead pencil and coloured pencils 0 - 9 spinner and doubles spinner Game board Some coins
STEM	 newspaper  sticky tape or masking tape  ruler small toy (like a lego figure)

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 – Tap and wink



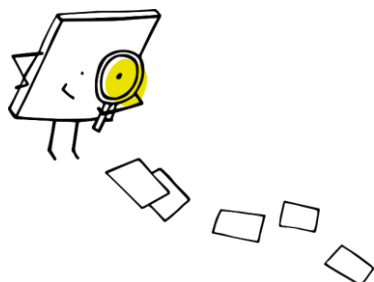
Can you try these tricky moves?

- Wink with your left eye, and tap your right shoulder.
- Wink with your right eye, and tap your left shoulder.
- Combine these moves, switching one side to the other.



Brain break – Scavenger Hunt

Can you find all of these items in one minute?



- sock
- toothbrush
- piece of fruit
- spoon
- pencil

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English – Activity 1 – Listening



Scan the QR code and listen to the first story on Kids News ABC.

As you listen to the story think about something that you have learnt.



Draw or write an interesting fact that you have learnt from the first story below.

A large, empty rectangular box with a black border, intended for the student to draw or write an interesting fact from the story.

Challenge: Listen to more than one story and write two facts from each story.

English – Activity 2 – Writing



Scan the QR code to watch the video.

We are going to write the **ending** of an imaginative text.



Think about the plan that you drew for a new story about Alexander's next outing. You drew a picture for the beginning, middle and end of a new story.



Get ready: Focus on the third part of your plan. This is the end of the story. This is what you will write today. Start by re-reading the beginning and middle of the story that you have been writing.

Try to add some action verbs to the end of your story.

Here are some words that you might like to use when you write the ending of your story.

Sight words	Action verbs	Handwriting
would	straggled	dipping
what	quacked	tipping
friend	flapped	skipping
every	disappeared	dripping
they	pranced	flapping
	danced	tripping
	clapped	



Ok now it is your turn to write the ending of the story when the problem is solved.

Say each sentence out loud before you write it.

When you are finished writing the end part of the story read it aloud to someone.

Does it make sense? Does it sound right?

English – Activity 3 – Sight words – ‘where’



Scan the QR code to watch the video.

We are learning to read, say and write the word **where** quickly.



Can you think of a sentence with the word ‘use’ in it? Say your sentence out loud.



Think about the letters that we use to write the word **where**.

Trace over the word many times, saying the letters.



Write the word **where** in your workbook

See how many times you can write it in one minute.

Maths – Activity 1 – Ten Frame Filler



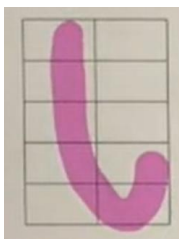
If you can, watch the video using this link – **If you can't**, take a look at the activity and follow the instructions – <https://player.vimeo.com/video/591888243> - You will find some of the materials you need on the next couple of pages.

You will need...

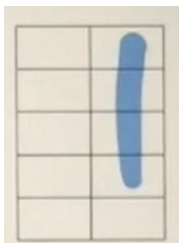
- 2 players (or 2 teams of players)
- One game-board
- 2 different coloured markers or pens
- 0-9 dice or spinner

Instructions

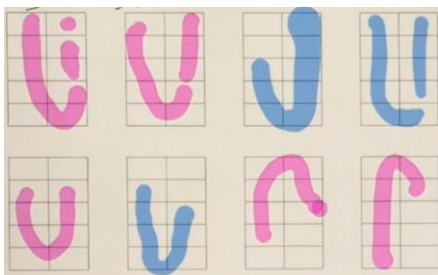
Roll your dice or spin your spinner. Colour in the number in a ten frame.



Next person's turn



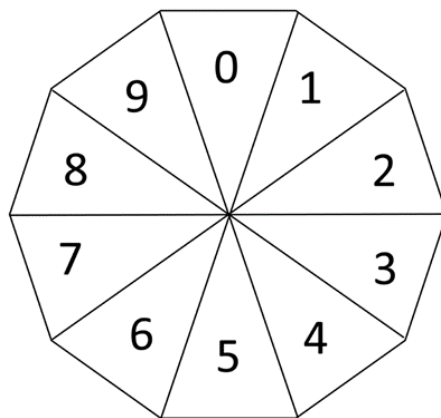
A 4 won't fit in the top ten-frame so a new one had to be started



Can you keep going to see who can fill the ten-frame first?

What is some of the maths in this game? What are some of the small numbers hiding inside of 10? Can you tell someone about it or write about?

10-Frame Filler Game



Maths – Activity 2 – Learn About Money and Coins



Investigate how many different ways you can make \$1 using all the coins you can find in your house. For example, 10 ten-cent coins, or 20 five-cent coins. How else can you make a \$1?



We use money to buy things.

\$ AUD

\$1 = 100 cents

Did you know that 100 cents makes \$1.00?



Which coin do you think has the most value? HINT ... it's not the biggest one!

Picture from pixabay.com




Write down all the different ways you can make \$1.00 in your workbook.

STEM – Paper tower challenge



Scan QR code to watch video or follow the instructions below.

Challenge: Design and build the tallest free-standing tower out of paper, tape and string. The tower must be able to hold a small toy at the top.

Rules <ul style="list-style-type: none"> You can only use the materials on the list. Your tower needs to be able to stand up by itself. The ruler is only for measuring and cannot be used in the tower structure. The toy needs to be at the top of the tower. 	Materials allowed <ul style="list-style-type: none"> paper sticky tape string small toy, such as a LEGO person, to be at the top ruler and scissors
Instructions	images
<p>Identify and define the challenge</p> <ul style="list-style-type: none"> Read the rules Collect materials and think about how they could be used for the challenge Record your ideas and discoveries in your workbook 	
<p>Brainstorm and design your tower</p> <ul style="list-style-type: none"> Sketch some designs in your workbook Think about how you are going to attach the toy to the top of the tower Does your design meet the challenge rules? Which solution are you going to trial? Why did you choose that solution? 	
<p>Time to build! Make and test your tower</p> <ul style="list-style-type: none"> Build your tower Make your design and test it. Does it stand up? Can it hold the weight of the toy? Draw or take a photo of your design Why do you think it did/did not work? What else could you try? 	
<p>Test, improve, present</p> <ul style="list-style-type: none"> Redesign your tower. What improvements did you make? Note this on your drawing How many times did you test your design? Did you meet the challenge? 	

W2 T4

Learning Intention

We are learning to spell words with the digraph /o-e/ making the sound "o" as in note.

Red	Orange	Green
note home hope woke smoke globe	spoke froze slope hoping slope rope	stone remote voting lonely joking alone

Success Criteria

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