

At Home Learning

Year 2 pack 9.



Optional extras:

Free website: Brainzy












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

Epic Library

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

	<h2>Day 1 pack 9</h2> <p>Instructions available digitally at https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-g/week-g-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 74 • 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- Symbol hunt and storytelling. See pages 7-9 in the resource pack. • Phonics- refer to page 10 in the resource pack.
Middle -Maths	<ul style="list-style-type: none"> • What is a rekenrek? - match my collection- see page 11 in the resource pack. • Make a rekenrek- see pages 12 and 13 in the resource pack.
Optional extras	<ul style="list-style-type: none"> • Optional extras- <p>Creative and performing arts- Waterworks - see pages 14-15 in the resource pack.</p>

Day 1, Things you need

Activity	You will need
Most activities	 workbook  paper  lead pencil and coloured pencils
Maths activities	 glue (wood glue or hot glue)  4 pegs 10 red beads and 10 blue beads (or 10 of any 2 colours you like) 2 paddle pop sticks  2 kebab sticks 4 wall plugs
Creative arts	 blank paper  crayons/coloured pencils  paint  paintbrush  water bottle

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 – My favourite place



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



You will need:

- a pen or pencil
- a piece of paper



Think about one of your favourite places that you have visited or would like to visit.



- Complete a drawing of a favorite place you have been or somewhere you might like to go.
- When drawing, think about the things you see at this place, things you can hear, things you can smell and people or things that might be with you.



Image by Prawny from Pixabay

You could hang this picture up in your workspace to remind you of this happy place.

Brain break – Paper caterpillar



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

You will need:

- a piece of paper
- scissors
- pencil

Instructions	Pictures
Cut a long rectangle strip from your piece of paper about 4cm wide.	
Fold the long rectangle in half and make a crease and then open it again.	
Fold one end to meet the crease in the middle. Leave it folded and fold in the same end again to the middle. Folding in 2 layers of paper.	
Do the same with the other end of the paper by folding twice to the middle.	
Now open the paper out so that it looks like a caterpillar	
Draw a face on your caterpillar	
To make your caterpillar move aim your breath just below halfway. Make sure you blow not too hard or too soft.	

Physical activity – Throwing



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



You will need:

- a tissue or fly tag
- 3 pairs of socks or mini bean bags (for throwing)
- 3 soft toys on a chair or a target (such as a hoop)
- Water bottle

Grab a tissue. Turn side on, point to where you want the tissue to go, step forward and throw your tissue.

Find 3 soft toys or balls that you can throw. Make a target, like a chair with a pillow on it. Use the same steps you did to throw the tissue. How many times can you hit the target in 30 seconds?











English – Activity 1 – Symbol hunt and storytelling



If you can, watch today's video on Symbols and Storytelling. If you can't – please see the details below. <https://edu.nsw.link/GVjgw1>



Today we're going to be looking at symbols. Did you know that symbols are everywhere? Have a look around your house, what symbols can you see? You might see symbols at the shops or even in the car. Symbols give a message without using words. Have a look at the symbols in the table and write what you think they mean.

Picture	What does the symbol mean?
	
	
	
	
	
	
	
	

Symbols in your home and yard

Let's go on a bit of a symbol hunt! Can you find any symbols in your house or outside? On a piece of paper or in your workbook, can you draw these symbols and write a sentence about them?

A great place to start is the pantry. Ask an adult if they can help you. Have a look at the examples of what you might be looking for.



This is a recycling symbol – can you find this symbol on some packaging? What kind of packaging is it? Does it have any other symbols?



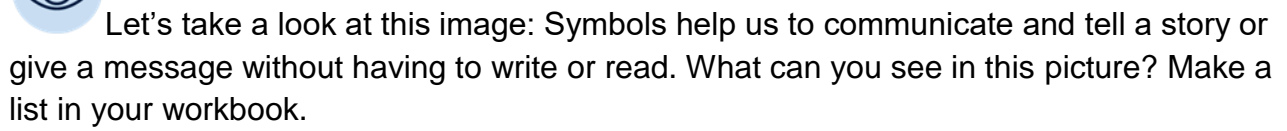
Did you find one like this or another map of Australia on any food packages? I wonder what this symbol means. It means that the food was made in Australia.



You might find a tag like this on your clothes. This tag tells us how to wash and take care of our clothes. Can you think what some of those symbols might mean?

It's time to go on your symbol hunt. You're going to find as many symbols as you can around your home and draw and describe what you think they mean.

Symbol	What it means



What do you think the story is? Write a few sentences about what you notice in this image or write a story about it.











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

English – Activity 2 – Phonics



If you can, watch today's video – Explicit Phonics Lesson by selecting the link: <https://edu.nsw.link/bm5vG5> . If you can't – please see the details below. Let's practice some graphemes we already know. Can you say them and write them with your finger in the air? Are you ready?



Sound	Say the word slowly	Blend the word	Write the word and then check
igh	n-igh-t	 night	
ar	g-l-a-ss	 glass	
ar	g-r-a-ss	 grass	
ar	c-l-a-ss	 class	
aw	d-r-aw	 draw	
a	m-a-s-k	 mask	
x	f-o-x	 fox	
or	f-or-k	 fork	
ai	r-ai-n	 rain	
ck	s-o-ck	 sock	

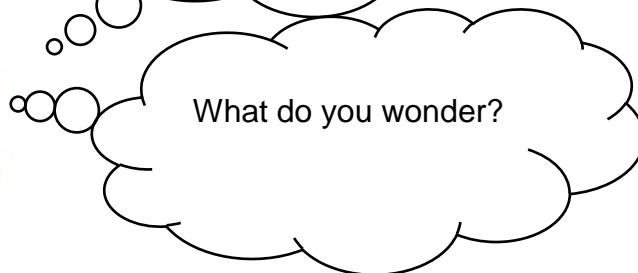
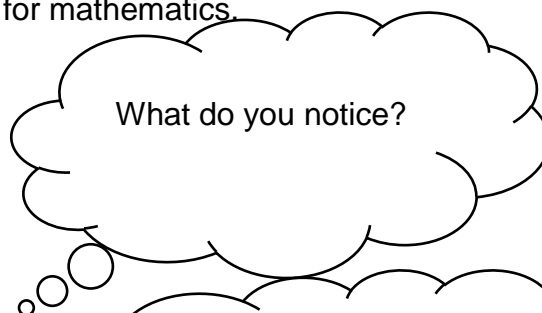
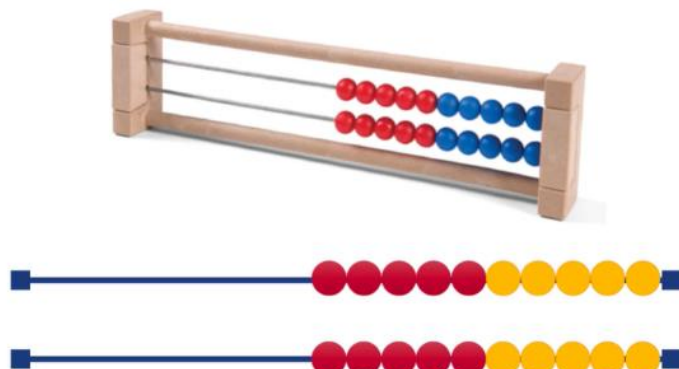
Can you use some of these words in a sentence?

Maths – Activity 1 – What is a rekenrek?



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

A rekenrek is a clever tool that we can use for mathematics.



We can slide the beads of the rekenrek across to represent quantities in different ways.

Look at the different ways we can show 4 on the rekenrek.

NSW Department of Education

4 is...

	4 and 0
	3 and 1
	2 and 2
	1 and 3



Think about this problem. How many ways can you solve it? Draw how you would solve it on the rekenrek in your workbook.



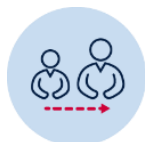
My plate



My brother's plate

Mum gave us some baby carrots for a snack. There were 8 in total. Some carrots were on my brother's plate and some carrots were on my plate.

Maths – Activity 2 – Make a rekenrek







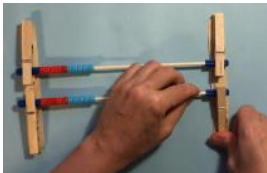
Scan the code to watch the video or follow the instructions below.



You MUST have an adult help you with this task.



You will need:

- glue (wood glue or hot glue)
- 4 pegs
- 10 red beads and 10 blue beads (or 10 of any 2 colours you like)
- 2 paddle pop sticks
- 2 kebab sticks
- 4 wall plugs

Pictures	Instructions
	Step 1. Put some glue inside the wall plugs. Stick one end of the kebab stick inside the wall plug.
	Step 2. Glue two pegs onto each paddle pop stick. Make sure the opening parts of the pegs are facing each other.
	Step 3. Thread five beads of each colour onto the kebab sticks.
	Step 4. Glue wall plugs to the other end of each kebab stick.
	Step 5. Assemble your rekenrek.

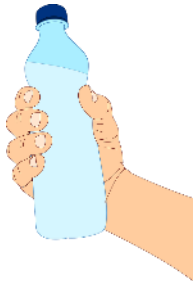
Pictures	Instructions
<div data-bbox="172 259 352 421">  </div> <div data-bbox="172 427 352 499"> <p>2 kebab sticks 2 pegs 2 straws, cut into smaller pieces of equal size</p> </div> <div data-bbox="389 259 569 421">  </div> <div data-bbox="389 427 569 499"> <p>A piece of cardboard 2 lengths of string 2 straws, cut into smaller pieces of equal size</p> </div>	<p>Other ways to make a rekenrek.</p>

Creative arts – Option 1 – Music: Water works

Scan the QR code to watch the Creative Arts activities.



Today we are composing movement that relates to water.



Find something that makes a sound to play as a musical instrument. For example, a water bottle, a rice shaker or some chopsticks.

"water hydration hand" by [MarCuesBo](#) is licensed under [CC BY 4.0](#)



Imagine you are swimming through water or standing in the rain. Think about how your body moves and what it feels like. Show this by moving around using these movements.



Think of a song you know about water such as 'All the Fish are swimming in the Water' or 'Row, Row, Row Your Boat'.

Sing and move to the song and try to keep the beat by stepping or clapping.

Now think of a few words from the song that you could use as a repeated or ostinato pattern. For example, 'Fish-y swim' or 'Row, row, row your boat'. Practice saying them over and over as a repeated pattern.

Try to play them on your musical instrument. Can you sing the song and play your ostinato pattern underneath?



Activity: Play 'real and imagined' with lots of different objects. Mime the movements you do with the real objects and see if someone can guess what you are doing. For example, drinking from your water bottle, kicking a ball or opening an umbrella.

Creative arts – Option 2 – Visual Art: Waterworks

Today we are going to create an artwork that relates to water.



Look carefully at the artwork 'The Great Wave off Kanagawa' (1820-1831) by Hokusai.



What does the artwork tell us about the sea off Japan?

Imagine where the boats might be going.

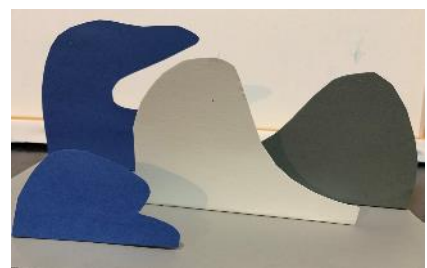


[The Great Wave off Kanagawa](#) by Katsushika Hokusai is licensed under CC BY 4.0

Get ready:



To create your water artwork, you will need a piece of paper or cardboard. Use any art supplies that you have at home such as paint, coloured pencils or crayons. See the examples below.



Take a photo of your artwork and share with your teacher. Explain your colour choices and how you have represented the movement of the water.

Day 2 pack 9

Instructions available digitally at

<https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-g/week-g-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 74.
- **Writing-** Where the wild things are. Refer to pg 19 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.
- **Vocabulary-** Sight words 'many', see page 21 in the resource pack.
- **Literacy work-** Describing words and synonyms, see page 20 in the resource pack.

Middle -Maths

- **Make a mandala-** one less than- see page 22, in resource pack
- **Rekenreks 1-** see pages 23 in the resource pack.

Optional extras

HSIE- Present and Past- see pages 24, 25 in the resource pack.

Day 2, Things you need

Activity	You will need
Most activities	<div data-bbox="576 389 660 479"></div> <div data-bbox="660 450 794 483">workbook</div> <div data-bbox="576 501 660 591"></div> <div data-bbox="660 555 738 589">paper</div> <div data-bbox="576 607 660 696"></div> <div data-bbox="660 651 1082 685">lead pencil and coloured pencils</div>
Maths activities	<div data-bbox="576 710 660 799"></div> <div data-bbox="660 768 871 801">string or ribbon</div> <div data-bbox="576 817 660 907"></div> <div data-bbox="568 871 1426 983">assorted objects to make the mandala (for example pegs, leaves, beads, rocks, small stones) rekenrek</div>
History activities	<div data-bbox="576 1008 660 1097"></div> <div data-bbox="660 1066 738 1099">paper</div> <div data-bbox="576 1115 660 1205"></div> <div data-bbox="660 1162 1082 1196">lead pencil and coloured pencils</div>

OPTIONAL EXTRAS- BAINBREAKS- 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 – Gratitude breath



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



Think of a person that you are grateful for. Someone who helps you at home, someone who helps you at school or a friend.

- We are going to take a breath in while we are thinking of that person and then send them a smile while we are breathing out.
- As you breathe in think of the person you are grateful for. As you breathe out send them a smile. Repeat for 2 minutes.



Image by OpenIcons from Pixabay

Brain break – Air guitar

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



For today's brain break we are going to play the air guitar.

First you will need to put on some music.

Start playing by strumming your imaginary guitar.

Move your body to the music as you play the air guitar.

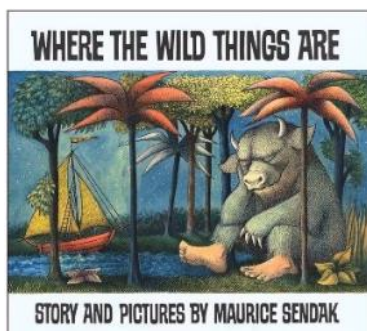
You may even like to jump around like a real rock star.

See if your friends want to join in too.

English - Activity 1 - Where the wild things are



If you can, listen to today's story – '*Where the wild things are*' by Maurice Sendak, by using this link <https://edu.nsw.link/7fBt6V> or the QR code. If you can't – please follow the instructions below.



'Where the wild things are' by Maurice Sendak, © 1967. Used with kind permission from Penguin Random Publishing Australia.

In the space below, draw or write what happens when Max wears the wolf suit. If you don't know the story, write down some mischievous things Max might get up to.

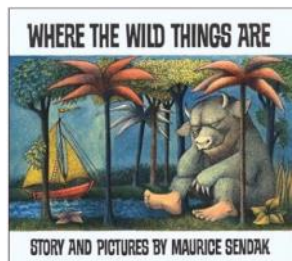
- The end of the story shows Max taking off the hood of the wolf suit. What do you think that means?
- Do you know any other books that have a wolf? List these books and think about whether the wolf is a good or bad character in the stories. Draw a picture of a wolf from your book.

Books with a wolf	Good or bad character

English – Activity 2 – Describing words and synonyms



If you can, listen to today's story – '*Where the wild things are*' by Maurice Sendak, by using this link <https://edu.nsw.link/hSbN4z> or the QR code - If you can't, please see the details below.



'Where the wild things are' by Maurice Sendak, © 1967. Used with kind permission from Penguin Random Publishing Australia.

The word 'terrible' is used a lot in this story. It is a describing word because it describes the state of how something is.

Describing words are called '*adjectives*'. For example: I had a *terrible* day, or my brother had a *terrible* toothache.

Complete the sentences by adding a describing word to each sentence. You might like to use these adjectives (describing words) - pointy, yellow, sharp, small.

Finish the sentences by adding a describing word to each sentence.

The wild things had _____ claws.

The wild things had _____ eyes.

The wild things had _____ teeth.

Max had a _____ boat.

The word terrible is used a lot in the story. Brainstorm and list other words that mean the same as 'terrible'. Can you think of some other words that mean the same as 'terrible'? If you can, write them down in your book. If you can't think of any – here are some other words for terrible. Write sentences using some of these words.

English – Activity 3 – Sight word – *many*



If you can, watch today's video – High frequency sight word instruction, by selecting the link: <https://edu.nsw.link/kRDQoR> . If you can't, please see the details below.

many

Trace it with your finger. While you're tracing the word, try spelling it aloud as you go.



How many times can you write the word '*many*' in 30 seconds? If sometime can time you, great! If not, write the word 10 times as fast as you can.



Let's practice reading the word '*many*'. Can you find the focus word? Say the word aloud and put a ✓ on the word '*many*'.

use

where

many



Write a sentence in your book using the word '*many*'.

Maths - Activity 1 - Make a mandala



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

We can use maths to create a mandala.

You will need:

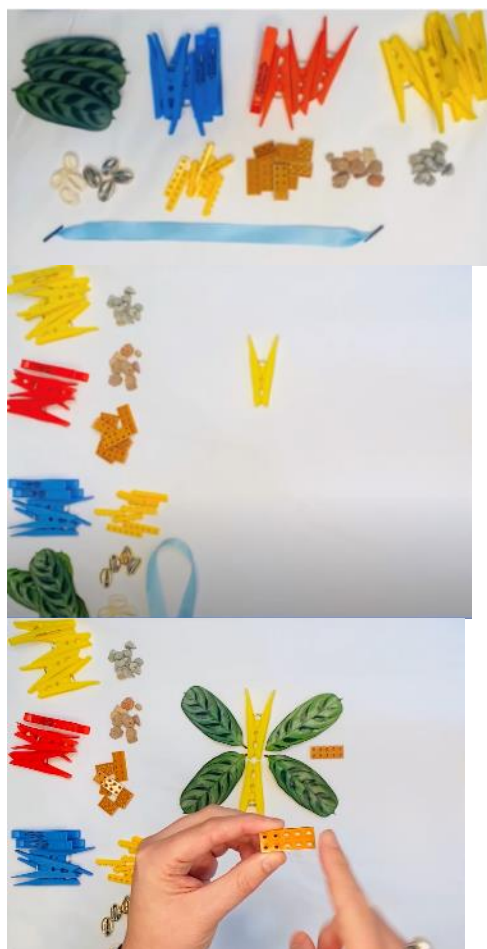


- A piece of ribbon or string
- Assorted objects to make the mandala (for example pegs, leaves, beads, rocks, small stones) – **ask permission first!**

Collect objects from around your house. You will need to collect a pair of each object (two objects that are the same colour, size and shape). Remember to ask permission before using natural materials.

Select a pair of objects (two objects that are the same colour, size and shape) and place one object down as your starting point.

Create your own mandala using the objects you have collected by **flipping**, **sliding** and **turning** the objects. You can check the **lines of symmetry** using a ribbon to see if each side is a mirror image.



Think about:



- What is a line of symmetry?
- How many can you see in your Mandala?
- Could you make more lines of symmetry if you moved or added and other objects?

Maths – Activity 2 – Rekenreks 1



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

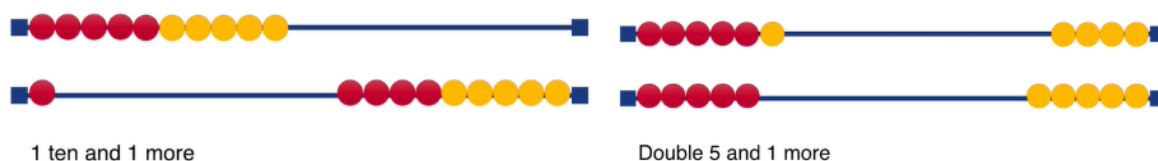
Rekenreks are a fun tool to help us explore numbers. They help us to see that:

- Bigger numbers are made up of smaller numbers
- We can think of numbers in chunks

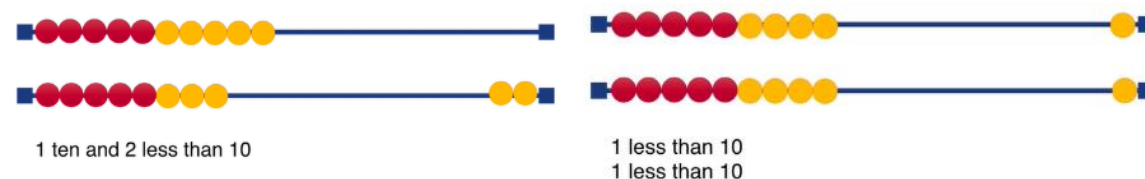


Let's show numbers on the rekenrek, using 1 or 2 slides only!

We can show the number 11 lots of different ways:



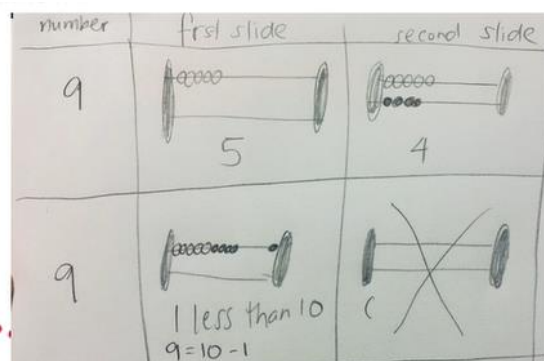
We can show 18, like this:



How could you use the rekenrek to show the numbers 9, 6 or 13? Think of two different ways for each number.



Draw some pictures in your workbook.



History – Present and Past Family Life – Transport



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

We are learning to compare our life with the past.



Have a look at the photographs below of transport from the past.



Match the transport from the past to transport from the present day by drawing a line.



"Old car" by CGoulao is licensed under CC BY 2.0



"One of 24 new Sydney trains at Central Station" by Simon_sees is licensed under CC BY 2.0



"Knott's Berry Farm - Steam Train" by roger4336 is licensed under CC BY-SA 2.0



"2003 Specialized Stumpjumper M4 (Larry's aging race bike)" by Chow Yun-Slim is licensed under CC BY-NC-SA 2.0



"Höghjuling / Penny-farthing" by Läns museet Gävleborg is licensed under [CC BY-NC-ND 2.0](#)



"2015 Holden VF Commodore SS Sedan" by Sicnag is licensed under [CC BY 2.0](#)















Can you explain what is similar and what is different from the past transport to the present? Share your ideas with someone.

Challenge:

- Label 3 ways the forms of transport have changed over time.
- Draw three other modern forms of transport.

	<h2>Day 3 pack 9</h2> <p>Instructions available digitally at https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-g/week-g-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 74. • Writing- My Favourite toy- characters and setting. Refer to pg 29 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- Where the wild things are- wild things and humans, see page 30 in the resource pack. • Handwriting- 'th, ch', see pages 31 and 32 in the resource pack.
Middle - Maths	<p>Complete following lessons</p> <ul style="list-style-type: none"> • Crossing the rectangle - see page 33-35 in resource pack • Rekenrek, doubles and near doubles- see pages 36-40 in the resource pack. • Play around the house- see pages 41-42 in the resource pack.
Optional extras	<p>Optional- Physical education- Different places to be active, see page 43 in the resource pack</p>

Day 3, Things you need

Activity	You will need
Most activities	 workbook  paper  lead pencil and coloured pencils
English activities	 workbook  paper  lead pencil and coloured pencils Your favourite toy, A story book
Maths activities	rekenrek  scissors  three 6-sided dice or  paperclip for spinner
PDHPE	 workbook  paper  lead pencil and coloured pencils

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 – Connect with a pet



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



- Do you have a pet?
- If not, what would you get if you could have any pet?

Pets are special and great because;

- They can make us feel less alone.
- They can make us laugh.
- They can help us to stop stressing out.
- They can help us cope with crisis
- They can encourage us to move.
- They can make us more social.

Pets make us happy for many reasons, often just because they are funny.



- Can you think of some things that a pet can do that you can do too?
- Can you think of something that a pet can do that we can't?

Brain break – Card throw



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

You will need:

- a small plastic toy (like a Lego character)
- deck of cards

Can you throw the cards to knock the toy over?

Hold the card between two fingers and try flicking it.

If you get it, try moving back further.

You might also like to try flicking the cards into a bowl or container.



"lady doctor woman" by Ciker-Vector-Images is licensed under CC BY 4.0



"playing_cards" by Ciker-Free-Vector-Images is licensed under CC BY 4.0

English - Activity 1 - Your favourite toy



If you can, watch today's video, 'Your Favourite Toy' by selecting the link: <https://edu.nsw.link/SpvTgg>. If you can't – please see the details below.



Picture from Pixabay

This is Oscar. He is my favourite toy.



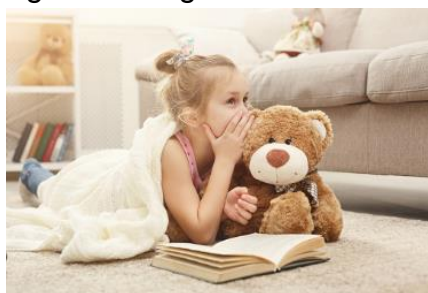
Draw a picture of your favourite toy.

What are some things that you can do with your favourite toy that you can also do with people? Make a list of these activities. Here is my list:



picnic
read a book
have a sleep
cook together
listen to music
watch TV
jump on the trampoline
walk the dog

- Read a book to a toy. Remember to use a clear and expressive voice.
- Try to self-correct when meaning is interrupted by pausing, repeating words, rereading or reading on.



English - Activity 2 - Wild things and humans



If you can, listen to today's story – '*Where the wild things are*' by Maurice Sendak, by using this link <https://edu.nsw.link/BtDOC1> or use the QR code. If you can't, follow the instructions below.



Here is a picture of the wild things. What are they doing? List or draw the things that the 'wild things' do that people can also do.



'Where the wild things are' by Maurice Sendak, © 1967. Used with kind permission from Penguin Random Publishing Australia.



Identify (draw or write) the times in the story when the 'wild things' showed feelings or emotions, just like humans.

English – Activity 3 – Handwriting *th* and *ch*



If you can, watch today's video, Handwriting Lesson 1 – *th* and *ch* - by selecting the link: <https://edu.nsw.link/5Ozlwn> . If you can't, please see the details below.



Before we start, let's warm up our hands. Give them a shake, do some finger bursts, roll your shoulders and now we're ready to go.

th th th th

th th th

ch ch ch ch

ch ch ch

th th th th

th th th ch

ch ch ch ch

ch ch

Have a look at these examples and see if you can write th and ch on the handwriting sheets on the next page.

When you have finished, put a ★ or a 😊 on your best one.

Handwriting practice sheet - Stage 1

A handwriting practice sheet for Stage 1. It features 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. The sets are arranged vertically, providing ample space for practicing letter formation and alignment.

Maths – Activity 1 – Crossing a rectangle

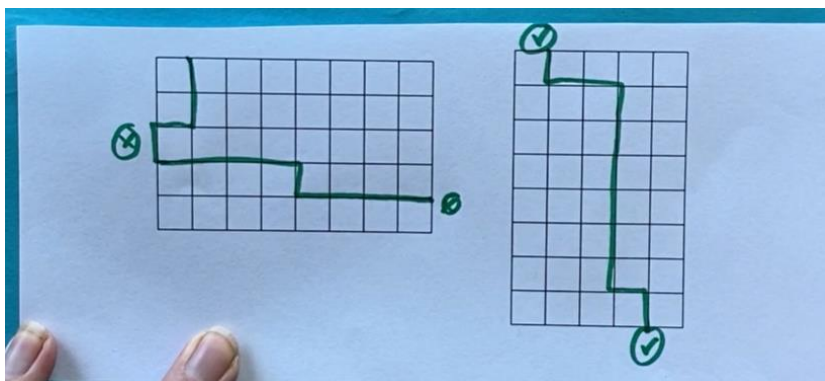


Scan the code to watch the video or follow the instructions below.

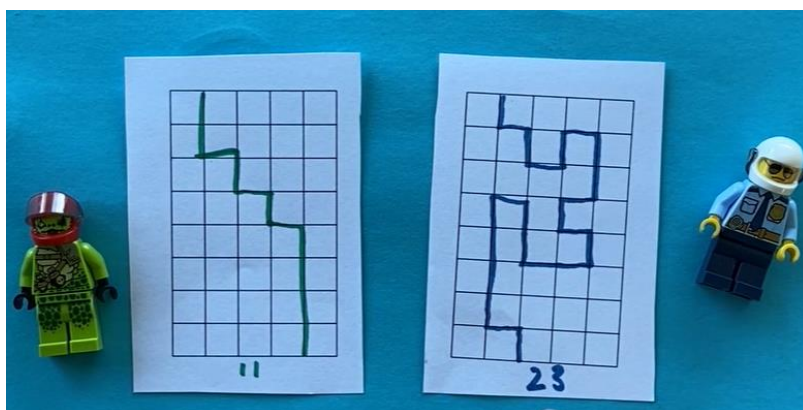
Make a pathway from the top of a grid, to the bottom of the grid, without touching the sides.

What is the longest path you can create?

What is the shortest path you can create?



Try the vertical grid orientation first. Here are some possible solutions:

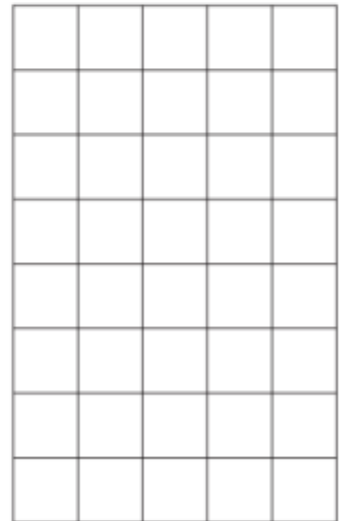
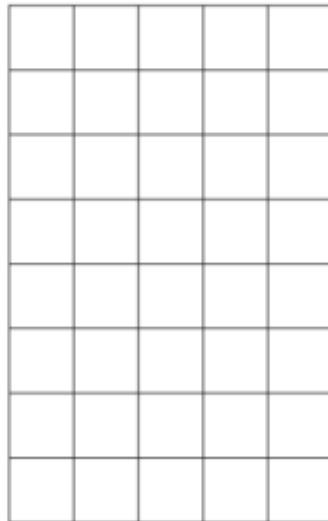
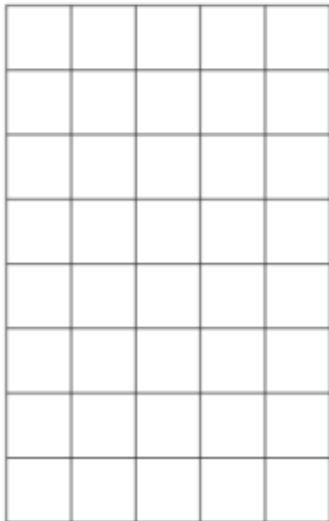
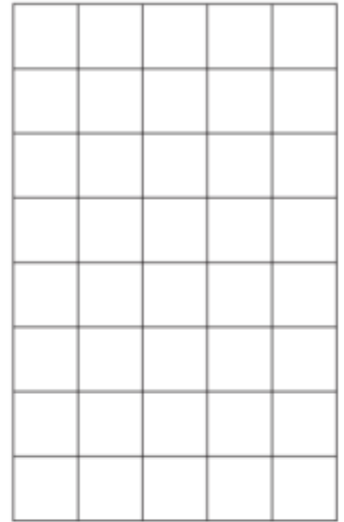
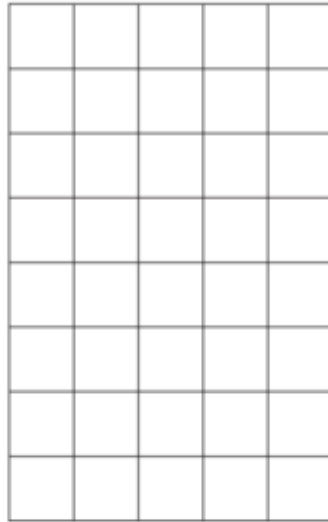
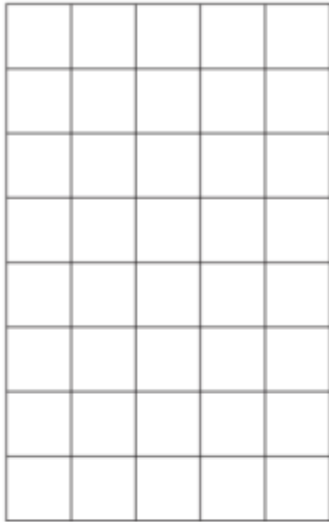


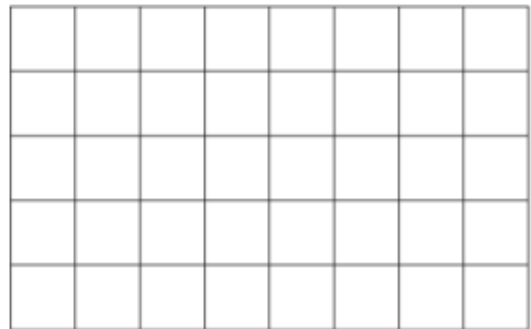
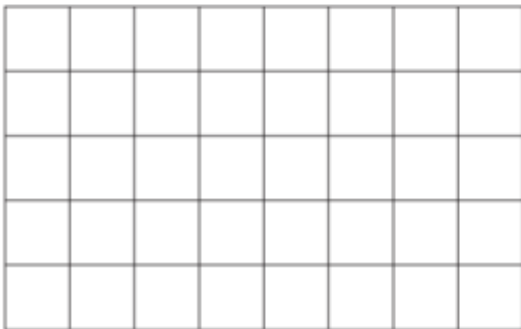
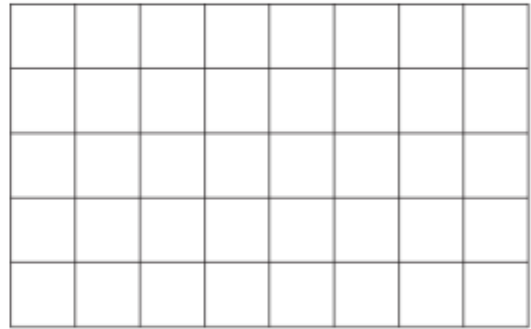
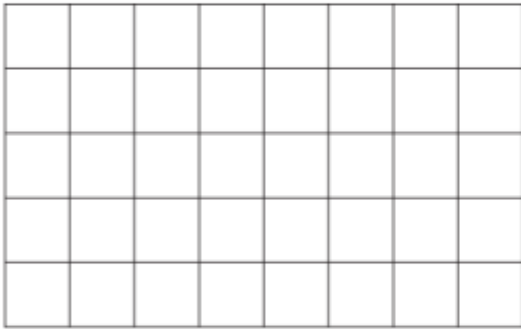
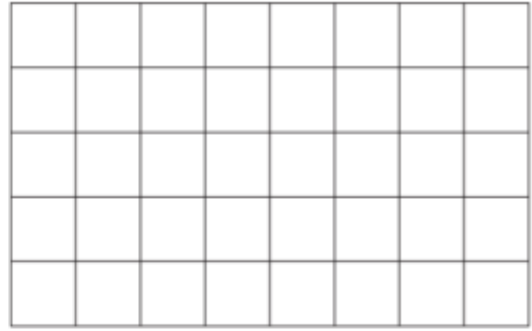
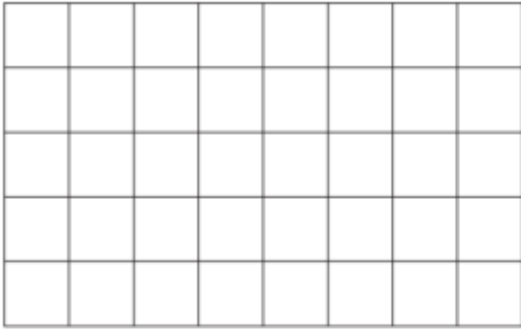
Now try the horizontal grid orientation. Can you make a longer path this way?



Investigate further:

- Create different pathways that have exactly 12 steps.
- How many pathways can you create that are exactly 12 steps?
- Create different pathways that have exactly 15 steps.
- How many pathways can you create that are exactly 15 steps?
- Create different pathways that have exactly 30 steps.
- How many pathways can you create that are exactly 30 steps?





Maths – Activity 2 – Rekenreks 2: doubles and near doubles



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

Let's look at how we can use the rekenrek to describe these numbers:



double 1

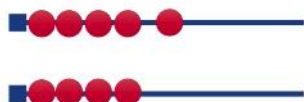


double 3



Use your rekenrek to show these numbers:

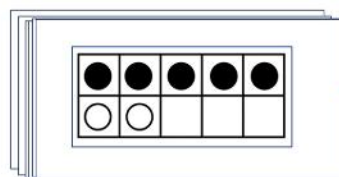
- 4 is double ____
- 8 is double ____
- 10 is double ____



5 and 4
double 4 and 1 more
double 5 and 1 less

We can also think about doubles hiding inside numbers, like 9.

A near-double is ALMOST a double.



Use your rekenrek to show 7.
Can you show 11? Play a game using the ten-frame cards (next page). Turn over a card, and explore how you can show that number as a double or a near double on your rekenrek.

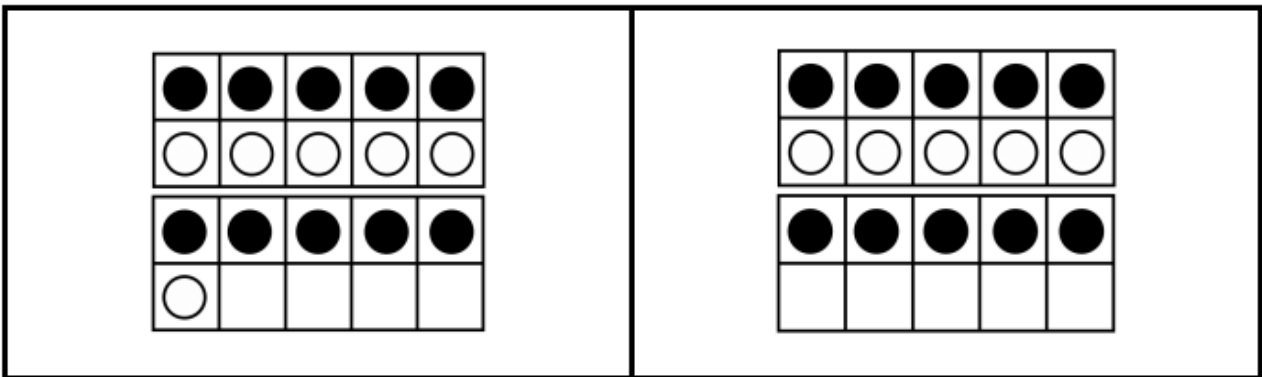
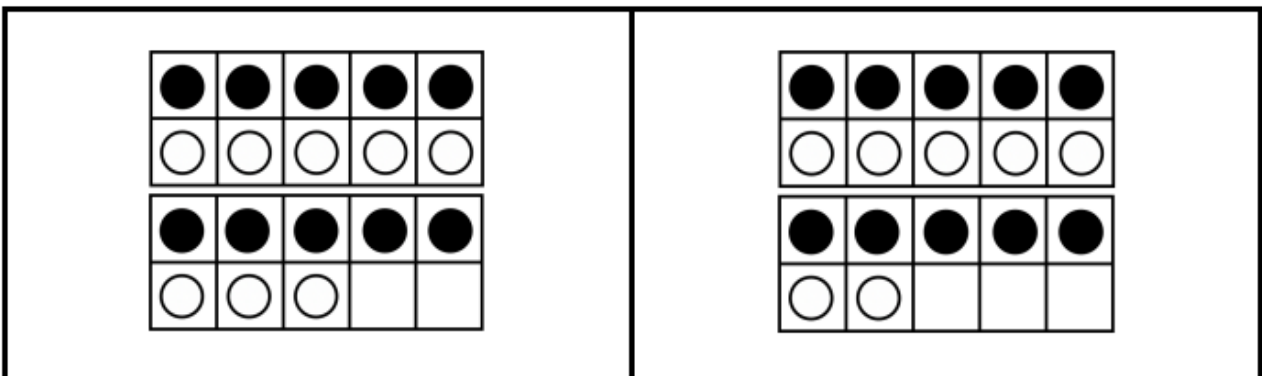
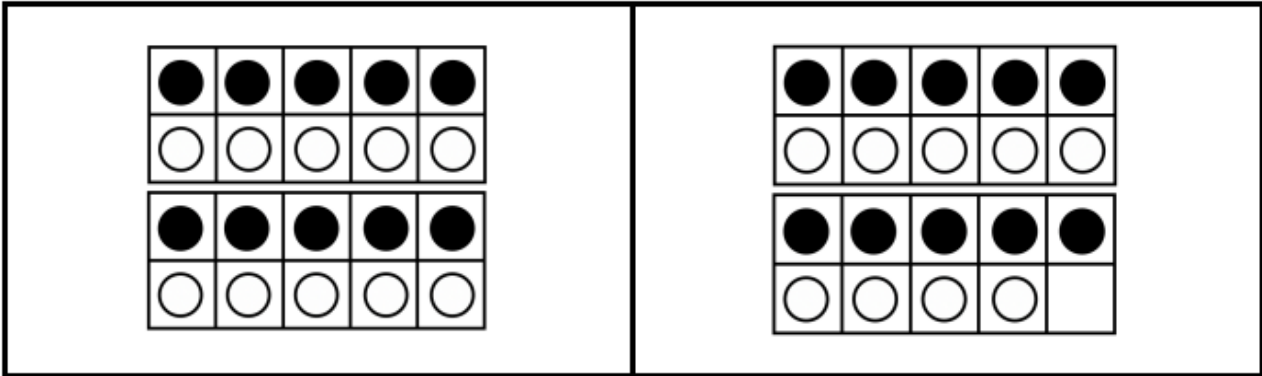


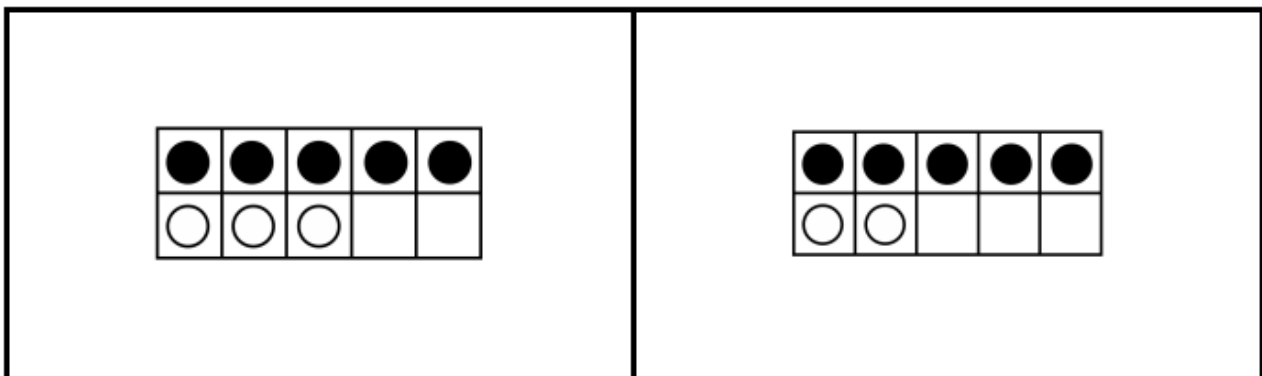
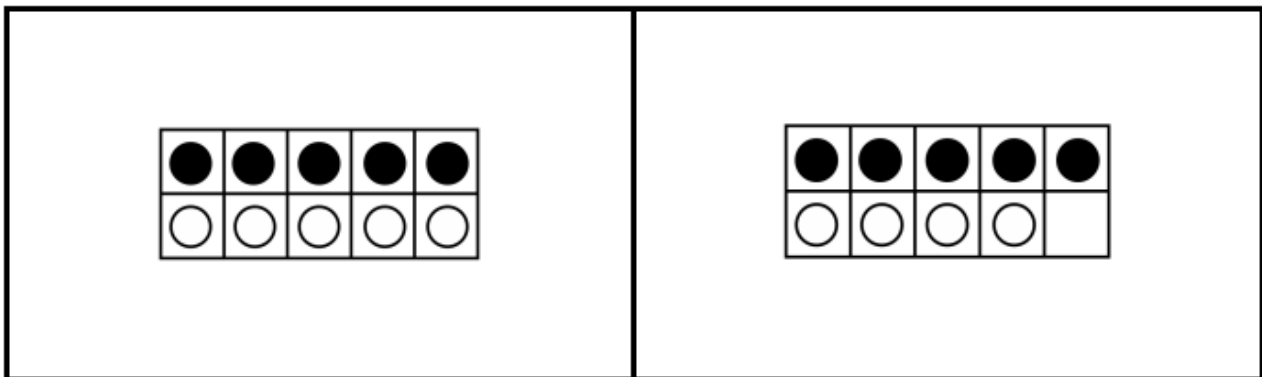
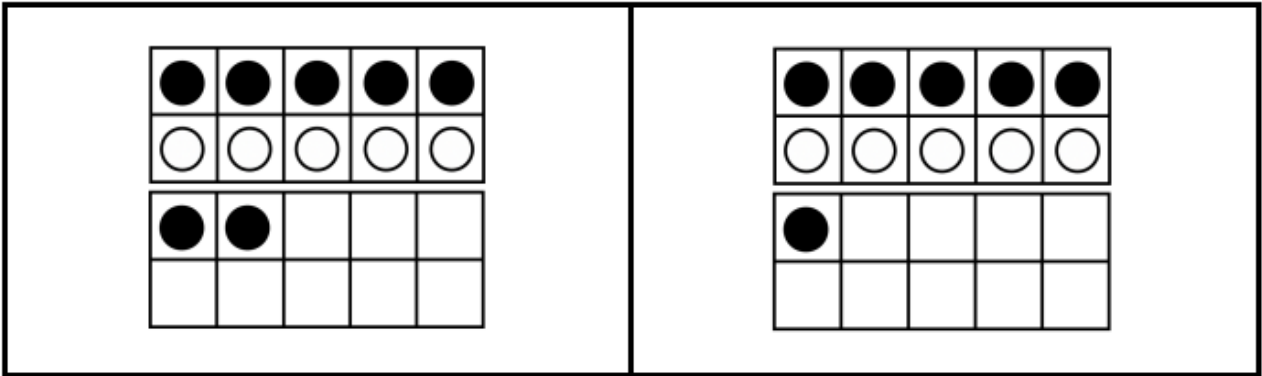
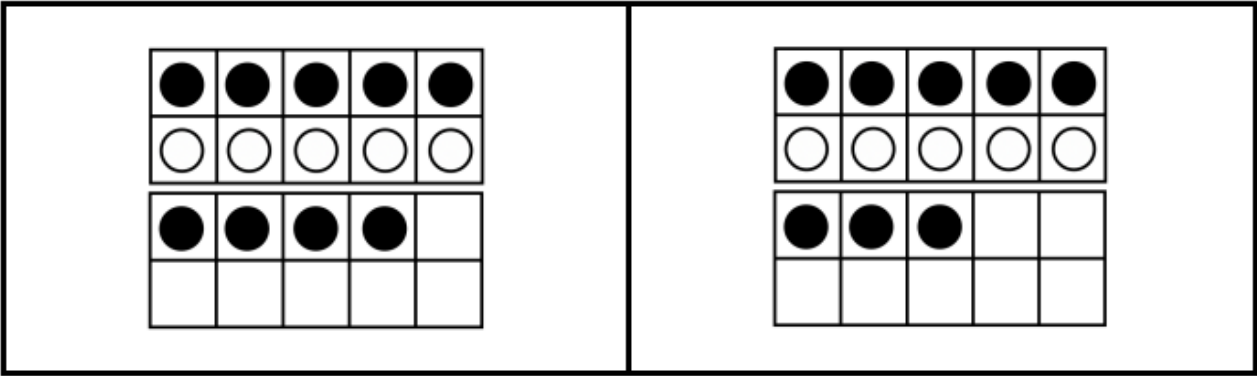
"7 is a near-double. You can double 4 and take 1 away."
"7 is a near-double. You can double 3 and add 1 more."

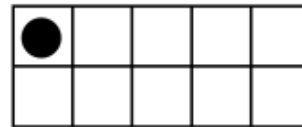
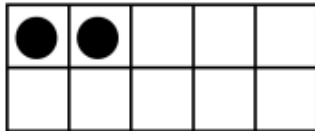
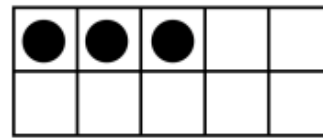
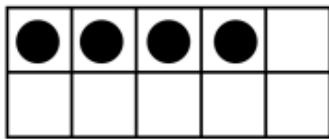
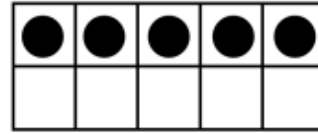
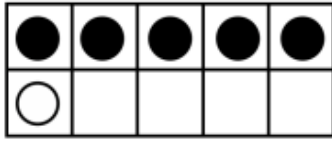
Deliberately left blank



Cut out these playing cards:







Maths – Activity 3 – Play around the house



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

You will need:

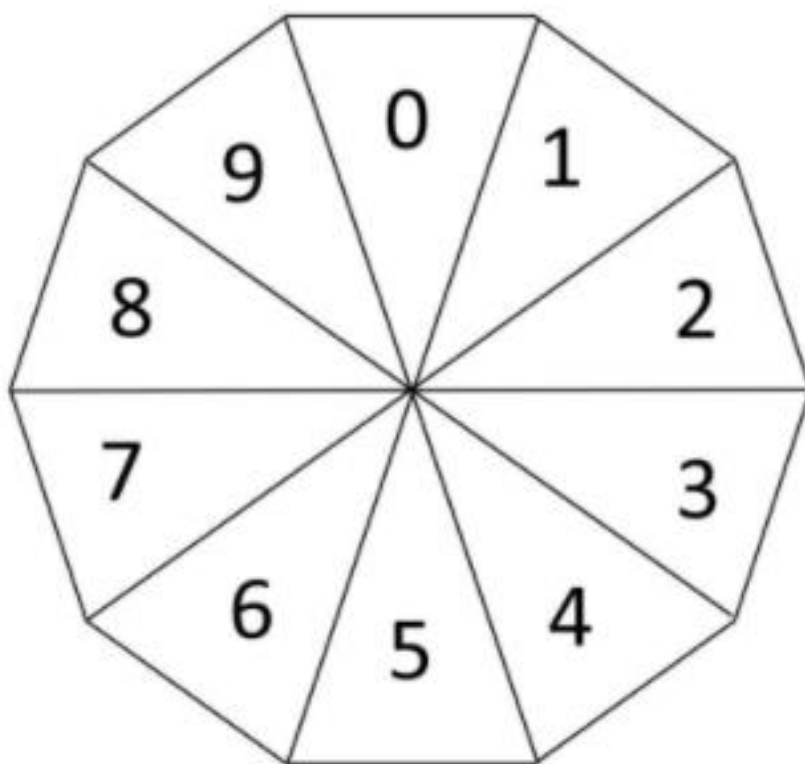
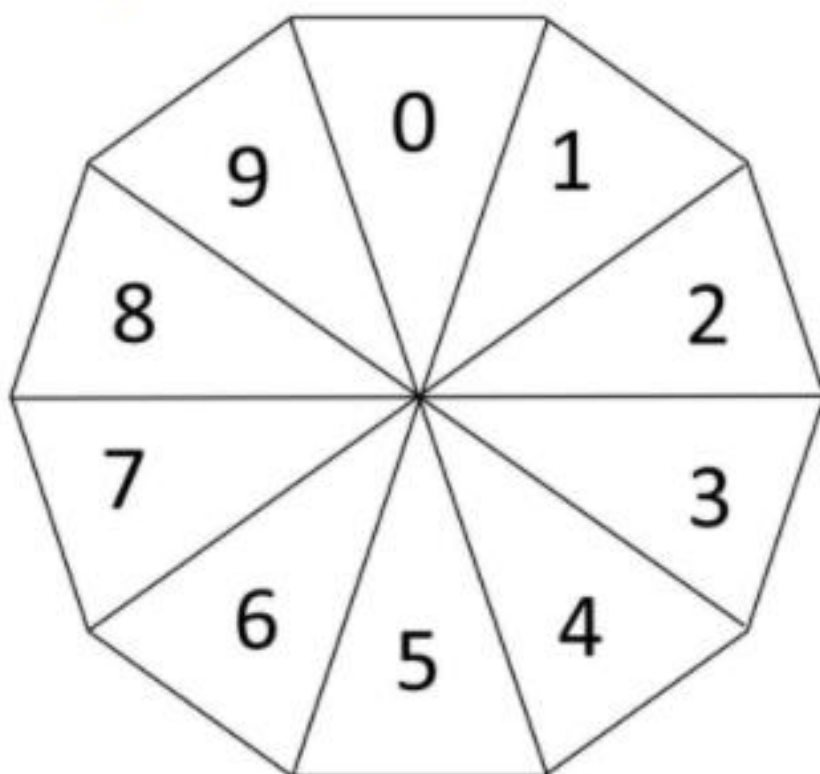
- 3 x 6-sided dice (you could also use playing cards A-6 or a number spinner)
- paper
- 2 pencils or markers

Instructions	Pictures
<ul style="list-style-type: none"> • Draw a 'house' shape. • Write the numbers 1-10 in order around the house. 	
<ul style="list-style-type: none"> • Roll all 3 dice. • Choose to use just 2 of your dice or you can use all of them to make 1. For example, you might roll 3, 5 and 2. You can make 1 by starting with 3 and then taking away 2. 	
<ul style="list-style-type: none"> • If a player can't form a total of 1, the other player rolls the dice and has a go at writing an equation number sentence) that is equivalent in value to 1. • If a player can go, once he or she has found a way to make 1, cross the '1' out on the game board. Then, without rolling the dice again, try to create 2. 	
<ul style="list-style-type: none"> • Continue taking turns, moving around the house in order from 1 to 10. • Your turn is over when you can't make the next number around the house with the dice you rolled. • The player to cross out the '10', wins! 	

Other ways to play:

- Use all operations (addition, subtraction, multiplication and division).
- Each player has their own house to travel around.
- Mark off numbers in any order, instead of moving from 1 to 10.
- Use 10-sided dice (or spinners) and move around the house from 1- 20.

0-9 spinners



PDHPE – Places we can be active

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

We are learning about different ways to be active in the community and at school.



Where can we be active in the community and at school?



Record where you could be active in the community and at school in the table below.

Community	School
walking track	play equipment

How do people use places in the community and school to be active?

Activity: Choose a place in the community or at school and tell you teacher about how you could use the place to be active. You can draw a picture and label how you can be active, record a video or write a letter.












For example, you could use the basketball courts at school to be active.



Playing basketball
Skipping
Playing handball
Playing a game of tag

	<h1>Day 4 pack 9</h1> <p>Instructions available digitally at https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-g/week-g-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 74. • Phonics- 'ar' and 'a' see page 50 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- writing using symbols see page 49 in the resource pack. • Comprehension- Big Rain Coming, see page 48 in the resource pack.
Middle	<ul style="list-style-type: none"> • Rekenrek duel- see page 51 in the resource pack • Subtraction stacks- see page 52 in the resource pack.
Optional extras	<p>Science and technology- Sunshine and shadow. See pages 53, 54 in the resource pack.</p> <p>Science and technology- Windy weather watch. See pages 55-56 in the resource pack.</p>

Day 4, Things you need

Activity	You will need
Most activities	 workbook  paper  lead pencil and coloured pencils
Maths activities	Rekenrek  1-20 numeral cards on sticky notes  10 counters (or pebbles or pasta)  2 six-sided dice (or numeral cards 1-6)
Science and Technology	 paper plate or a round piece of cardboard  chopstick or a long stick  texta or pencil  tape  cup of dirt, rice or lentils

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 – Stretches to start your day



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



Stretch 1

- Stand up, and move chair away from where you are standing
- Stand tall with both feet flat on the ground
- Roll shoulders backward as you count to 10
- Shake out

Stretch 2

- Roll shoulders forward and count to 10
- Shake out

Stretch 3

- Stretch arms out to the side as far as you can reach
- Relax and then do this stretch again
- Relax, shake out, jiggle your shoulders and arms

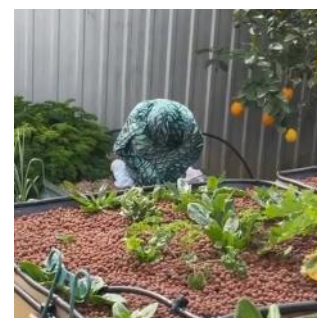
Brain break – Camouflage hide and seek

In camouflage hide and seek you have to be out in the open but use camouflage to keep you hidden.

Choose colours that help you blend in with the background.

Tell a family member where you are hiding and they need to give you time to get into position.

See how long it takes for them to find you.



Physical activity – Advanced throwing



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



You will need a:

- small ball and
- large ball (or something similar, like a pair of socks and a soft toy).

Make sure you have a safe space where you will not break anything when you throw the ball.

First, you are going to learn to **bowl** the small ball.

1. Hold your hands straight out, so one is in front of you and one is behind you.
2. Push your front hand down like a lever.
3. As your lever goes down at the front, your back hand goes up and over.
4. Hold the small ball or pair of socks in your back hand.
5. Repeat steps 1-3 and let the ball go when your hand gets to the top.



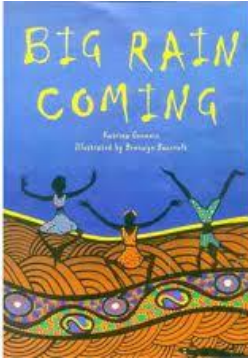
Now you will learn how to throw a **chest pass** with the large ball.

1. Bend your elbows, so your hands are in front of your chest with your thumbs pointing down.
2. Push your arms forward so that your elbows are straight.
3. Step forward while you are pushing your arms forward.
4. Try it with a large ball, like a netball or a soccer ball.



You could pass to someone else or aim at a wall. Try and aim for the ball to reach the other person or the wall at chest height.

English - Activity 1 – Big Rain Coming



"Big Rain Coming" by Katrina Germein © 2002. Used with kind permission from Penguin Random Publishing



If you can, listen to today's Story, '*Big Rain Coming*' by Katrina Germein, by using this link or the QR code - <https://vimeo.com/410839330/4c6f54c815> - If you can't – please see the details below.



Look carefully at the picture above. Draw the symbol in the story that tells you that the big rain is coming. Then write a sentence about your picture.



English - Activity 2 -Write a story using symbols

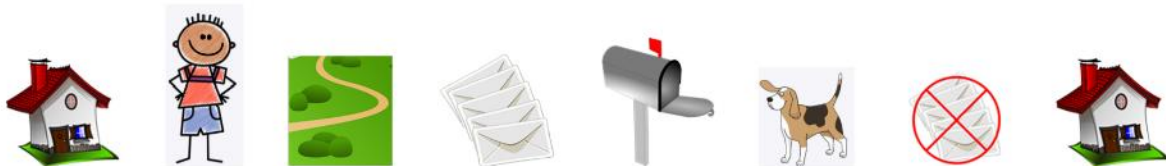


If you can, listen to today's Story, '*Big Rain Coming*' by Katrina Germein by using this link <https://edu.nsw.link/jyUJhl> or scan the QR code. If you can't, please see the details below.



- Listen to the short recount on the video about checking the mail OR read the sentences below in the third box.
- Using the symbols you developed on the previous page and any new ones you need, create your own story.

Yesterday, I was at home so I walked out the front door to collect the mail from the letterbox. The dog from next door ran over to me so I gave him a pat. There was no mail in the letterbox so I went back inside.



Make your own story using symbols.



Why are symbols important in our lives? Why is it important to have symbols that can be understood all over the world? Write your reasons.









English - Activity 3 - Phonics 'ar' and 'a'



If you can, watch today's video – Phonics Lesson 6 – 'ar' and 'a' - by selecting the link: <https://player.vimeo.com/video/596485692> . If you can't – please see the details below.



According to the graphemic representation, write the words in the correct column. When you have finished, write a sentence using some of the words.

farm 	grass 	glass 	arm 
bark 	shark 	class 	basket 

a	ar

Maths – Activity 1 – Play Rekenrek Duel level 2



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

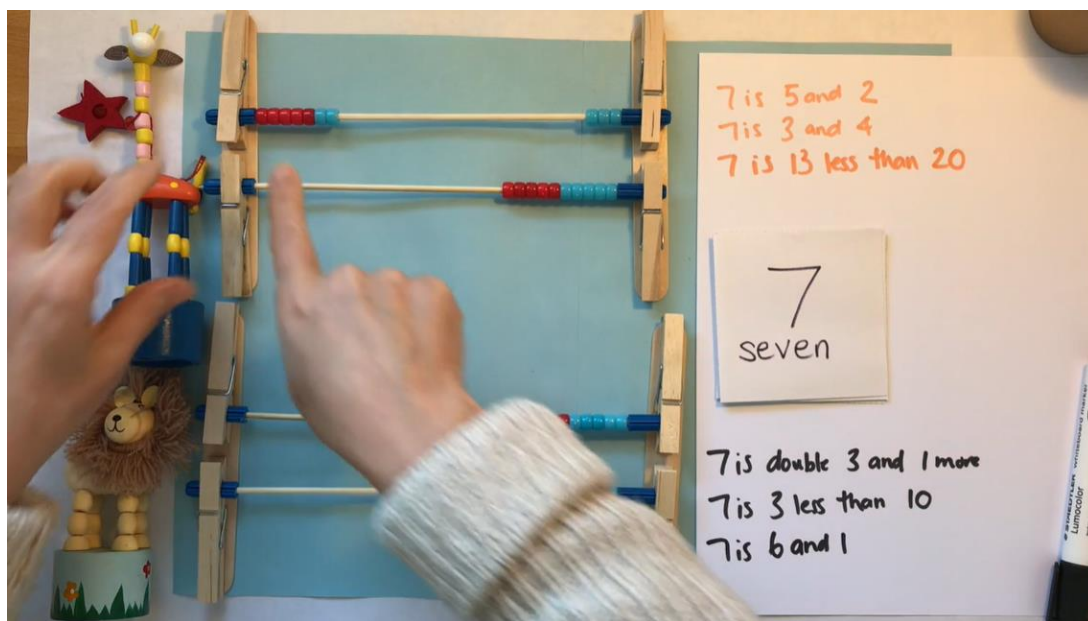
You will need:



- A rekenrek each
- A set of numeral cards 1-20
- Some paper
- Markers or pencils

How to play

- Player 1- Flip a card to show a number
- Think about how you can show that number in one or two slides on the rekenrek
- Record how you made that number
- Player 2- think of a different way to show that number on the rekenrek and record
- Keep taking turns until you run out of ways to show that number



Think about the maths:

- Chunks of 5
- Close to 10
- doubles
- Close to 20

Maths - Activity 2 - Subtraction stacks



From J Bay-Williams and G Kling, 2019

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

You will need:



- 10 counters (or other items such as dried pasta, lego pieces) per player
- 2 dice (you could also use playing cards use the king as zero, or a number spinner zero to 6)
- Paper to make your Subtraction stack game board



How to play

- Each player places their 10 counters on their subtraction stack gameboard. More than one counter can be placed on each number.
- Take turns by rolling the dice and finding the difference between the two numbers rolled.
- If a counter is on the number, the player removes it from the gameboard.
- If there are no counters to remove, miss a turn.
- The winner is the player who removes all counters from their gameboard first.

Too easy? Extend the subtraction stack gameboard to 9 or 11 and use a 12 or 10-sided dice. Each player will need 20 counters or items to play.



Think about...

- What was one of your strategies for working out the difference between the numbers rolled? Is the strategy the same or different to your opponent?
- Will you place your stacks of counters differently next time you play? Why?

Science and Technology - Option 1 - Sunshine and shadow tracking

Scan the QR code and watch the video to help you make a sun tracker.

We are thinking about the way the sun changes position through the day.

We will observe moving shadows to help us think about the position of the sun.



You will need:



- paper plate or a round piece of cardboard
- pencil, bamboo skewer, chopstick or a long stick
- texta or pencil
- tape
- cup of dirt, rice or lentils

Step1: Make your tracker.

- Start by making a hole in the centre of the paper plate.
- Push through the chopstick so a little bit is sticking through.
- Fill a cup with dirt, rice or lentils.
- Place the chopstick into the cup so that the plate is flat.



Step 2: Place your tracker where it will be in the sun all day. Ask an adult to help you find the best place.

Step 3: Visit your shadow tracker every hour through the day. Make a mark on your tracker each time the minute hand passes the 12 o'clock. That's every hour through a whole day.

Ask an adult before going outside to record your shadow mark.



- Alternative:**
- Place the shadow tracker on a piece of paper near the sunniest window
 - Every hour, mark your shadow with a pencil or use a paper clip to record where the shadow falls.



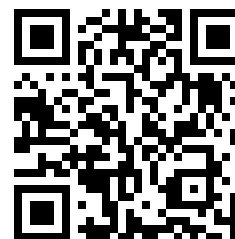
Challenge (Optional): Use your own shadow to track the sun!



- Find a place that will be sunny all day and where you can draw your shadow with chalk.
- Go to that place and ask your adult helper to draw your shadow on the ground.
- Visit this place each hour and draw your shadow each time.
- Did you notice any changes?
- Was there any difference between your morning, lunchtime and afternoon shadows?

Science and Technology - Option 2 - Windy weather watch

Scan the QR code and watch the video of how to make and use your wind meter.

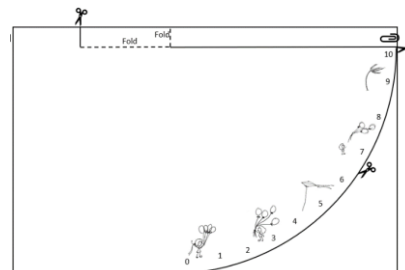


We are learning to observe how the weather changes. We will think about the wind and how fast it travels. In this activity we will make a wind meter and measure the speed of the wind.

You will need:



- wind meter template to create your own meter (next page)
- Cardboard (A4)
- pencils, textas,
- Scissors
- Ruler
- paperclip or sticky tape
- a small weight



Using your wind meter:

- Find a place where you can feel the wind.
- Hold the wind meter towards the wind.
- Where does the paperclip point?
- Record your measurement.
- Check the wind speed for 1 week and record your measurements



Remember to take an adult if you are leaving the house.

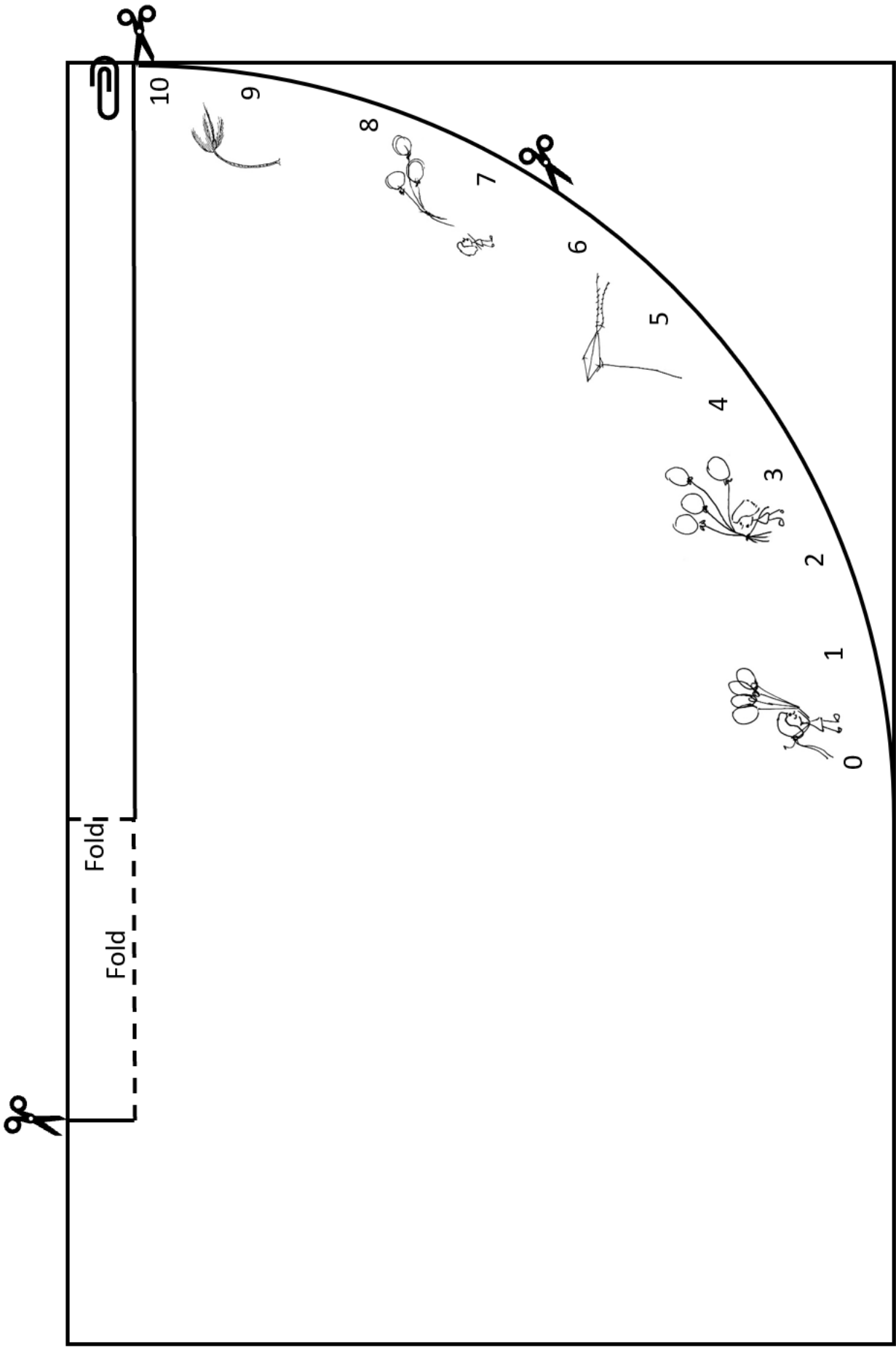
Alternative:

- Instead of a wind meter, listen to a nearby tree and describe the sound of the leaves in the wind.
- Use words that sound like the air: murmur, whisper, swish, whoosh, flutter, rustle.

Challenge:














Record the wind direction around your house.

- Create a map of your home and add an arrow to show the direction the wind blows.
- Do this for 7 days.
- Did the wind change direction at any time? What else did you notice about the wind?



	<h1>Day 5 pack 9</h1> <p>Instructions available digitally at https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-g/week-g-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 74. • 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- 'Big Rain Coming'- colours, see page 60 in the resource pack. • Writing- Hand writing- writing, see page 61-62 in the resource pack.
Middle	<ul style="list-style-type: none"> • Mancala- see page 63, of the resource pack. • Ten frame filler- see pages 64-65 of the resource pack. • Race to zero- See pages 66-70
Optional extras	<p>STEM challenge water craft boat- See pages 72-73 in the resource pack</p>

Day 5, Things you need

Activity	You will need
Most activities	 workbook  paper  lead pencil and coloured pencils
Maths activities	Egg carton  48 counters (they don't have to be the same)  0-9 dice or spinner  2 counters  Paperclips for spinner
STEM	 straws  clingwrap  tape  string  plastic cup  large container

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 - Mirror, mirror



Find a mirror and look at your reflection.

- Say 3 nice things to yourself. Maybe something that you are good at or how you make people laugh.
- How did you feel when you said kind things to yourself?
- Now find someone to say 3 nice things to.
- How did it feel when you said kind things to someone else?
- How did it make them feel?



Remember it's important to be kind to ourselves and be nice to others.

Brain break - Shadow animals

- We are going to make some shadow animals.
- You will need to find a place where there is enough light to make a shadow.
- If your house is too dark you can use the light from a lamp or torch.
- Shine the light onto a wall and see what animals you can make.









["hand animal shadow"](#) is licensed under [CC BY 4.0](#)

English – Activity 1 – Colours



If you can, watch today's video about by selecting the link - <https://edu.nsw.link/8fWj0l> . If you can't, please see the details below.

- Listen to the story '*Big Rain Coming*' by Katrina Germein. Different colours have been used throughout the book.
- Play the video and complete the *colours table* below or in your book. Look at what the colours mean in the story and what they mean to you.
- When you have completed the table, write some sentences describing the colours and what they symbolise to you.

colour – what they symbolise to me		In the book / in the pictures of nature		To me
example: yellow			day time	morning, day time, sunny day
green				
blue / aqua				
brown				
grey / black				

English - Activity 3 - Handwriting



If you can, watch today's video – Handwriting Lesson 1 – 'ay' and 'ng' - by selecting the link <https://edu.nsw.link/uGEu3l>. If you can't – please see the details below.



Before we start – let's warm up our hands. Give them a shake, do some finger bursts, roll your shoulders and then we're ready to go.

ay ay ay ay ay

ay ay

ng ng ng ng

ng ng ng

ay ay ay ay ay

ay ay

ng ng ng ng

ng ng ng

Have a look at these examples and see if you can write 'ay' and 'ng' on the handwriting sheets on the next page.

When you have finished, put a ★ or a 😊 on your best one.

Handwriting practice sheet - Stage 1

A handwriting practice sheet for Stage 1. It features ten sets of horizontal lines within a large blue rounded rectangle. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Maths - Activity 1 - Play Mancala, an ancient game of strategy



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

You will need:

- a game board- you can make it from an egg carton
- 48 counters (or other items such as beans, dried pasta, LEGO bricks, paper clips or buttons). They do not need to be the same object. Place 4 items in each hole.
- someone to play with (you can also play this game in teams so you can share your brainpower!)



Instructions	Picture
Get ready: <ul style="list-style-type: none"> • Each player sits opposite each other facing the long side of the game board (egg carton). • Players place 4 beans into each of the cups. • The collection cups (mancala stores), are placed at each end of the game board, and remain empty of beans. 	
Goal: <ul style="list-style-type: none"> • Get beans into your keep tray 	
How to play: <ul style="list-style-type: none"> • Pick up all the beans from one cup. • Moving to the right, drop a bean into each cup (including the keep tray) until your hand is empty. • If you finish on a keep tray, have another turn. • The winner is the player with all beans in the keep tray. 	

Maths - Activity 2 - Ten frame filler



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

You will need:



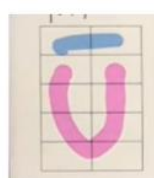
- 2 players (or 2 teams of players)
- 1 game board (see next page)
- 2 different coloured markers or pens
- 0-9 dice or spinner

Instruction	Picture
Roll your dice or spin your spinner. Colour in the number in a ten frame, by 'sweeping' through the boxes with your marker.	
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?	

This game helps us think about the smaller numbers hiding inside of 10. We saw that :



10 is 6 and 4
10 is 4 and 6



10 is 8 and 2
10 is 2 and 8



10 is 7 and 3
10 is 3 and 7

(You might have noticed other things too about ten that you can share with your friends, teachers and families!)



10-Frame Filler Game

Maths - Activity 3 - Race to zero



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

You will need:



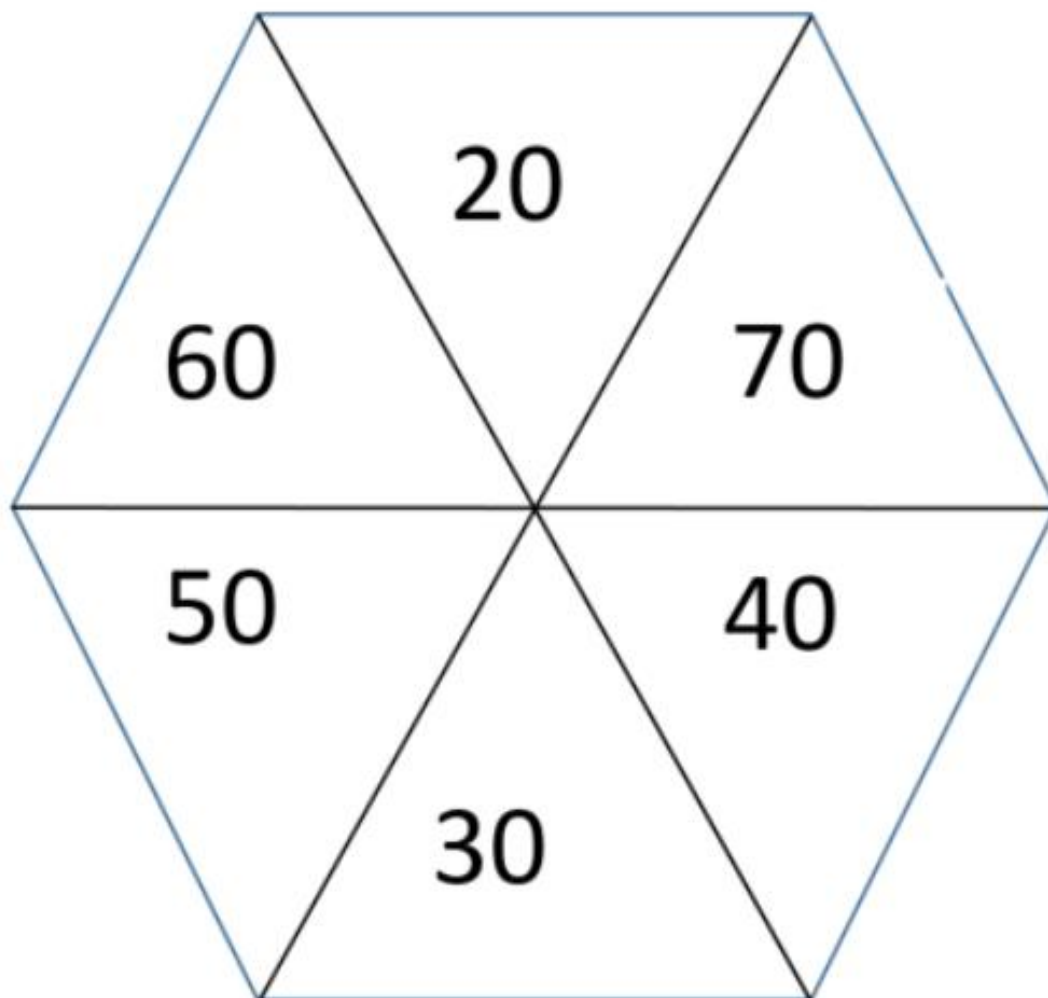
- 2 counters
- 2 paperclips
- 0-119 hundreds chart for the gameboard (see next page)
- 0-9 spinner (see Wednesday)
- 20-70 spinner
- Pen

Instruction	Picture
<p>Players place their counters at the end of 119.</p> <p>The person whose birthday is closest to February 29 goes first.</p>	
<p>Players take turns to spin both spinners and decide which to use, subtracting the amount from their current position. For example, a player rolled 60 and 4. He or she can choose to subtract 60 or 4. Players explain where they need to move their counter to and explain their thinking. If their partner agrees, they move the counter to the corresponding position.</p>	
<p>Players take turns until someone has been able to land exactly on zero. Players miss a turn if they cannot move. If a roll means they would move into negative numbers, they have to move their counter back to 25.</p>	

Deliberately left blank.

110 one- hundred and ten	111 one- hundred and eleven	112 one- hundred and twelve	113 one- hundred and thirteen	114 one- hundred and fourteen	115 one- hundred and fifteen	116 one- hundred and sixteen	117 one- hundred and seventeen	118 one- hundred and eighteen	119 one- hundred and nineteen
100 one- hundred	101 one- hundred and one	102 one- hundred and two	103 one- hundred and three	104 one- hundred and four	105 one- hundred and five	106 one- hundred and six	107 one- hundred and seven	108 one- hundred and eight	109 one- hundred and nine
90 ninety	91 ninety- one	92 ninety- two	93 ninety- three	94 ninety - four	95 ninety- five	96 ninety- six	97 ninety- seven	98 ninety- eight	99 ninety- nine
80 eighty	81 eighty- one	82 eighty- two	83 eighty- three	84 eighty- four	85 eighty- five	86 eighty- six	87 eighty- seven	88 eighty- eight	89 eighty- nine
70 seventy	71 seventy- one	72 seventy - two	73 seventy- three	74 seventy- four	75 seventy- five	76 seventy- six	77 seventy- seven	78 seventy- eight	79 seventy- nine
60 sixty	61 sixty-one	62 sixty-two	63 sixty- three	64 sixty- four	65 sixty-five	66 sixty-six	67 sixty- seven	68 sixty- eight	69 sixty- nine
50 fifty	51 fifty-one	52 fifty-two	53 fifty- three	54 fifty-four	55 fifty-five	56 fifty-six	57 fifty- seven	58 fifty- eight	59 fifty-nine
40 forty	41 forty- one	42 forty- two	43 forty- three	44 forty- four	45 forty-five	46 forty-six	47 forty- seven	48 forty- eight	49 forty- nine
30 thirty	31 thirty- one	32 thirty- two	33 thirty- three	34 thirty- four	35 thirty- five	36 thirty-six	37 thirty- seven	38 thirty- eight	39 thirty- nine
20 twenty	21 twenty- one	22 twenty- two	23 twenty- three	24 twenty- four	25 twenty- five	26 twenty- six	27 twenty- seven	28 twenty- eight	29 twenty- nine
10 ten	11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen
0 zero	1 one	2 two	3 three	4 four	5 five	6 six	7 seven	8 eight	9 nine

Deliberately left blank



STEM - Watercraft (boat) challenge

Scan the QR code to watch the video.



Challenge

Design and build a boat that can hold the weight of $\frac{1}{4}$ cup of water for at least 10 seconds without sinking.

Rules

1. You can only use the materials on the list, but you do not have to use all the materials
2. Your boat needs to hold a **weight of $\frac{1}{4}$ cup of water for at least 10 seconds** without sinking
3. The boat must float by itself (you cannot hold onto the boat)

Materials

- straws
- clingwrap
- tape
- string
- plastic cup
- container filled with water, such as a sink or bucket



Brainstorm and design your boat

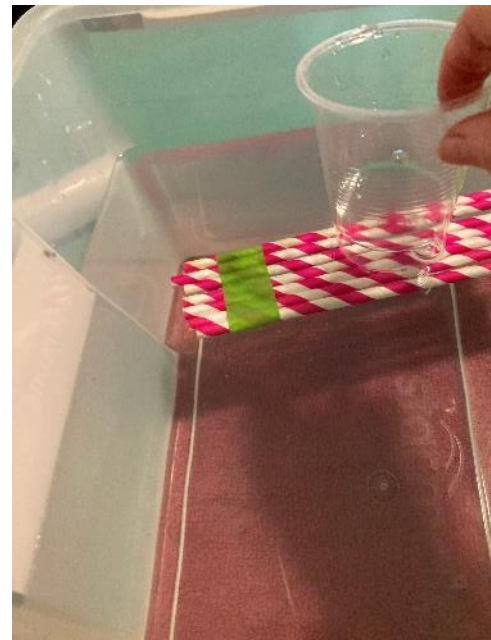
- Test the materials by floating them in the container of water
- Think about how you are going to construct the boat
- What shape are you going to make the boat?
- How will you support the heavy weight?



Tip: Shape matters! Try tying or taping the straws together to make a **raft shape** or a **boat shape** and see which one floats best.

Time to build! Make and test your boat

- Build your boat
- Make your design and test it
- Does it float? Can it hold the weight of $\frac{1}{4}$ cup of water?
- Draw or take a photo of your design
- Why do you think it did/did not work?
- What else could you try?



Tips:

If your boat **sinks** easily, try changing the width of the boat or the height of its sides

If your boat **tips** easily, try moving the cup of water to another position

Test and improve

- Redesign or make improvements to your boat
- What improvements did you make?
- How many times did you have to test your design before you were successful?
- Did you meet the challenge?

W3 T4

Learning Intention

We are learning to spell words with the digraph /i-e/ making the sound "r" as in kite.

Red	Orange	Green
kite bite nine fine like liked	liking hide time while smiling write	writing side life arrive divide docile

Success Criteria

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