

Term 4 Week 2

Plattsburg

Learning from Home

1/2B

Literacy



Monday



What kind of pet does she have?

The Farm



We went to visit the farm.

We spent a long time in the car because the farm was far away. We started our visit by looking at the barn. There were so many animals in the barn. Next, we played in the yard. It was as big as a park! Then, we learned how to take care of the animals. We felt so smart after our visit to the farm!



① What was the first thing they looked at?

② How big was the yard?

③ Why do you think they felt smart?










English – 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?

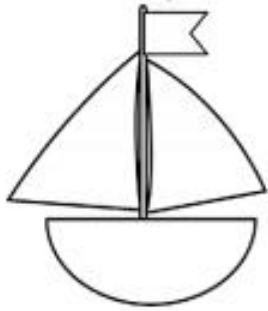


Are you ready?



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

Can you use some of these words in a sentence?



Rhyme to Keep the Boat Afloat

Teach 

Find rhyming words to keep the boat from sinking.

cat

bat

log

fish

bear

goat

star

ball

dog

shell

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.



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.

You will need:

- a piece of paper
- scissors
- pencil

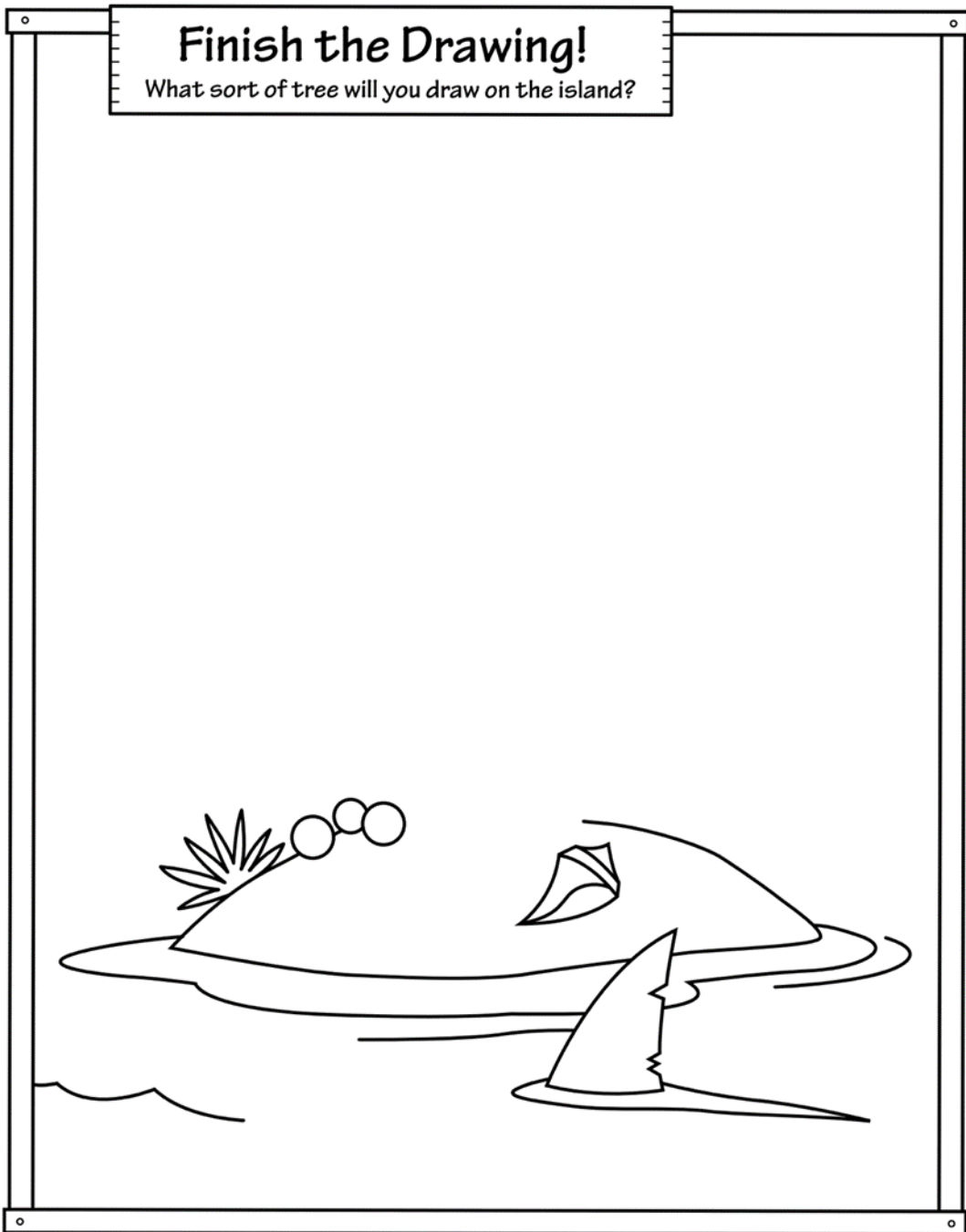


Instructions	Pictures
Cut a long rectangle strip from your piece of paper about 4cm wide.	
Fold the long rectangle in half and make a crease and then open it again.	
Fold one end to meet the crease in the middle. Leave it folded and fold in the same end again to the middle. Folding in 2 layers of paper.	
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.	

Tuesday

Finish the Drawing!

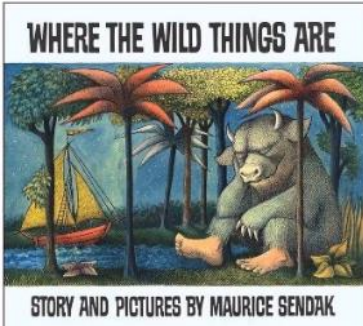
What sort of tree will you draw on the island?



English - 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?

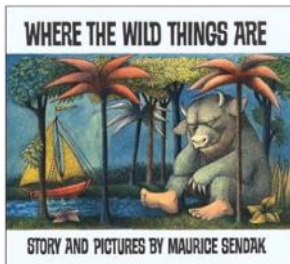
- Do you know any other books that have a wolf? List these books and think about whether the wolf is a good or bad character in the stories. Draw a picture of a wolf from your book.

Books with a wolf	Good or bad character

English – 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.



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.

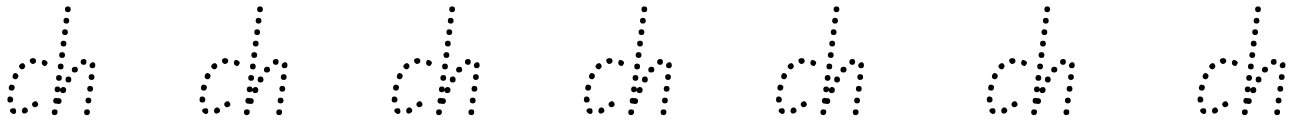
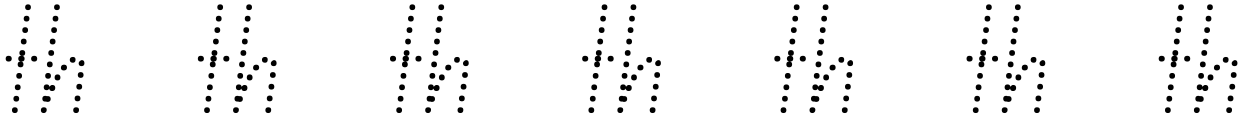
The word terrible is used a lot in the story. Brainstorm and list other words that mean the same as 'terrible'. Can you think of some other words that mean the same as 'terrible'? If you can, write them down in your book. If you can't think of any – here are some other words for terrible. Write sentences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

English – 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.



Write *th* and *ch* on the handwriting lines below

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a top solid line, a middle dashed line, and a bottom solid line, providing a guide for letter height and placement.

Wednesday

FINISH THE DRAWING



English - 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.



kind permission from Penguin Random Publishing Australia.

A large, empty rounded rectangle with a black border, intended for the student to draw or write their observations about the wild things.

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









A large, empty rounded rectangle with a black border, intended for the student to identify and describe moments of emotion from the story.

English - 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.

<i>farm</i> 	<i>grass</i> 	<i>glass</i> 	<i>arm</i> 
<i>bark</i> 	<i>shark</i> 	<i>class</i> 	<i>basket</i> 

a	ar

Make a Rhyme

Name: _____

Write a rhyming word for each word:

hug

ug

bun

un

cat

at

pig

ig

sit

it

dad

ad

hid

id

map

ap

bag

ag

drum

um

peg

eg

dog

og

hut

ut

bin

in

man

an

bed

ed

ten

en

mop

op

jet

et

hot

ot

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

You can only use the materials on the list, but you do not have to use all the materials

Your boat needs to hold a **weight of $\frac{1}{4}$ cup of water for at least 10 seconds** without sinking

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

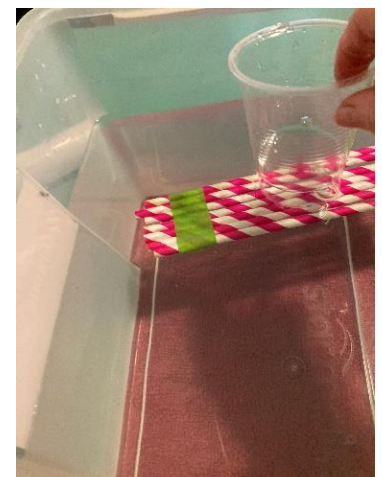
Make your design and test it

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?

Physical activity – Throwing

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

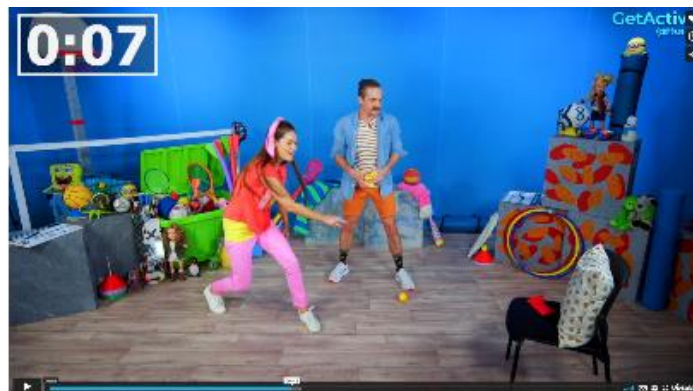


You will need:

- 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

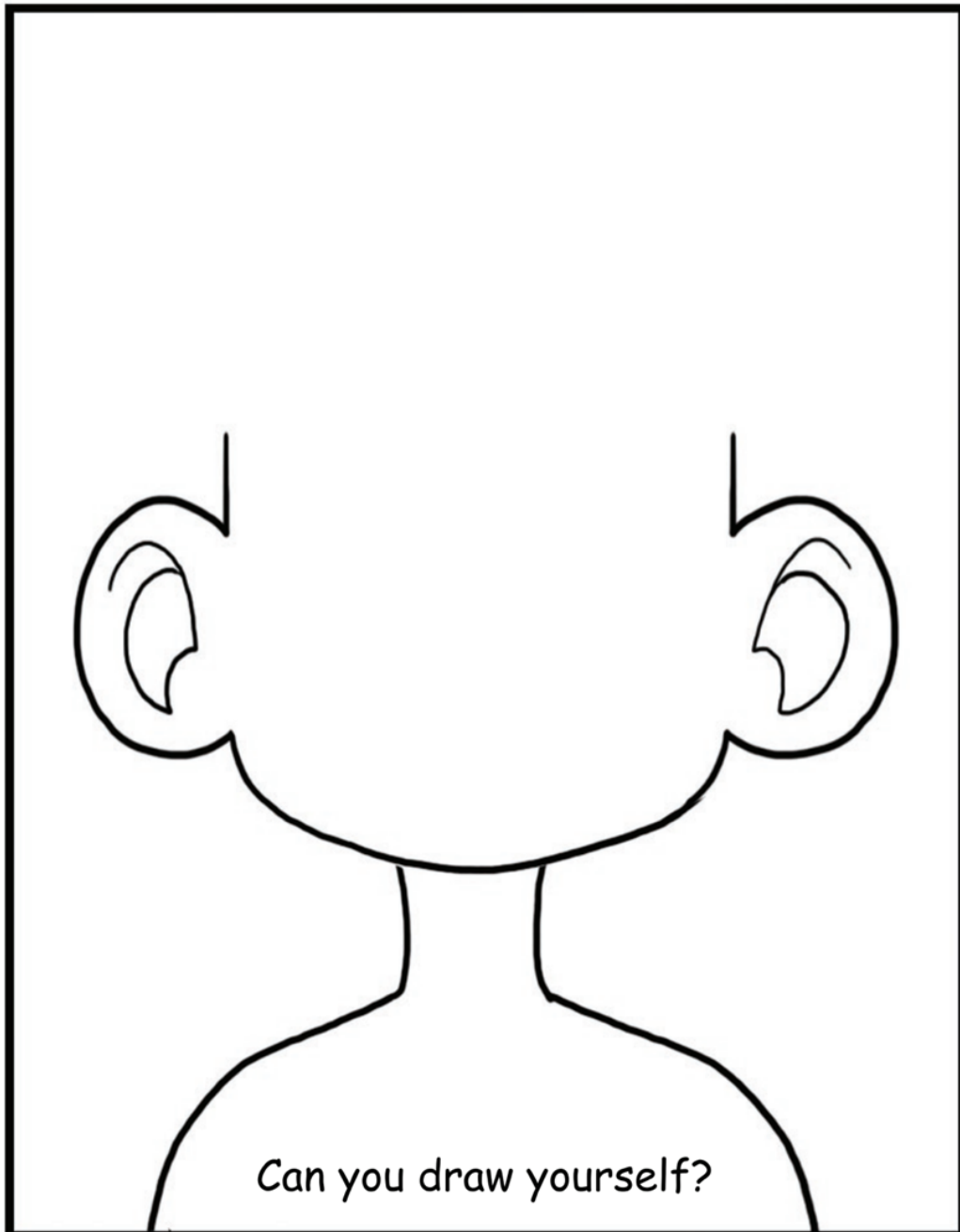
Grab a tissue. Turn side on, point to where you want the tissue to go, step forward and throw your tissue.

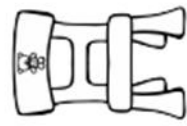
Find 3 soft toys or balls that you can throw. Make a target, like a chair with a pillow on it. Use the same steps you did to throw the tissue. How many times can you hit the target in 30 seconds?



Thursday

FINISH THE DRAWING





girl



Read, trace and draw

hair

chair

pair

fair

stair

dairy

Sound out

hair

pair

fair

stair

chair

dairy

fairy

Read the sentence

I found a chair on the stair.

Choose the right word

hair chair stair

Look at my _____

Sit in the _____

Jump up on the _____

Complete, read and match

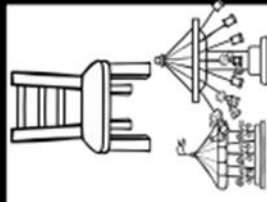
h _____

st _____s

p _____

ch _____

f _____



Claire and Blair

Claire and Blair are friends.

They are so cute. Claire and Blair
both have fair skin. Claire and Blair



have the same pair of shoes. Claire likes to sit in a
chair to do her hair. Blair also likes to sit in a chair to
do her hair. The girls like everything to be fair. They
make a great pair, Claire and Blair!

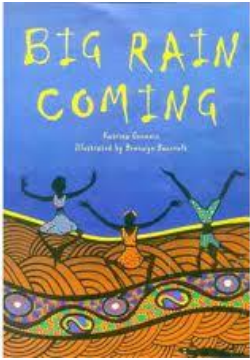


① What are the girls' names?

② What do Blair and Claire have that is the same?

③ What does *pair* mean?

English – Big Rain Coming



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.

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



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.

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.









English – Colours

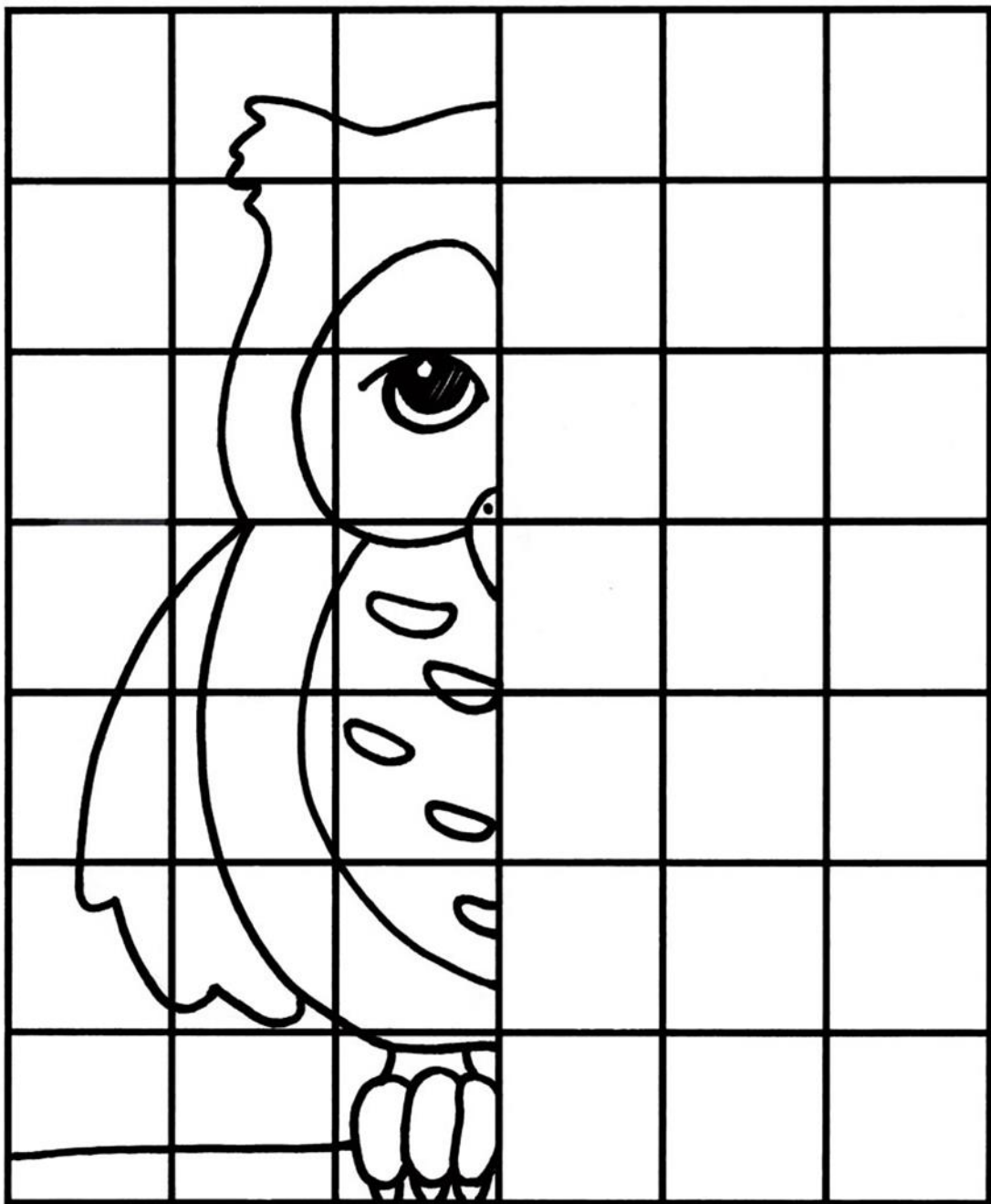
If you can, watch today's video about by selecting the link - <https://edu.nsw.link/8fWj0l> . If you can't, please see the details below.



- 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				

Friday



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 - 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.



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.

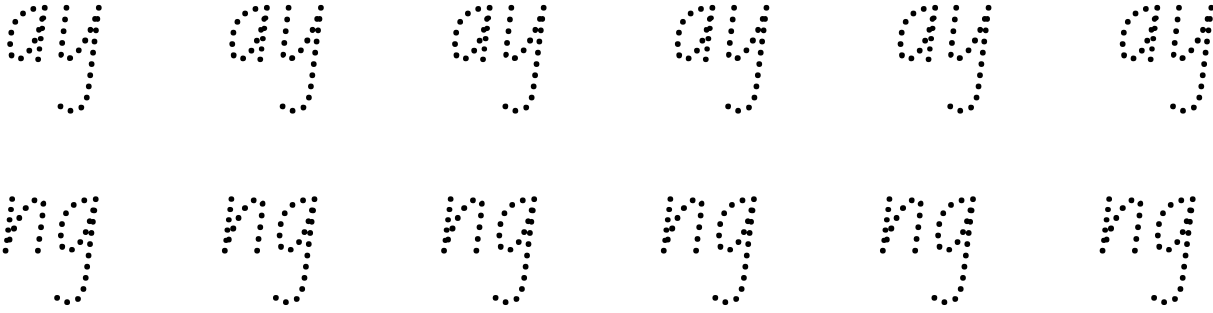


English - Handwriting



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.



Write ay and ng on the handwriting lines below

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

**My cat is no ordinary pet cat.
Shall I tell you what he can do?**

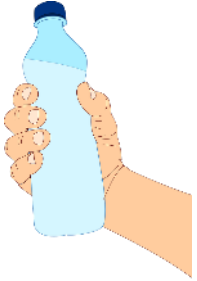


Creative arts – Music: Water works



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.