

# Plattsburg Public School

Learning from Home  
Term 4 Week 2

(Monday 11th October – Friday 15th October)

## KC Limes



# Guided Learning Packages – Term 4 Week 2 Timetable

Online Learning				
Monday 11th October 2021	Tuesday 12th October 2021	Wednesday 13th October 2021	Thursday 14th October 2021	Friday 15th October 2021
Care and connect - <a href="#">Belonging</a>	Care and connect - <a href="#">Stretch</a>	Care and connect - <a href="#">Healthy habits</a>	Care and connect - <a href="#">Mindfulness and focus</a>	Care and connect - <a href="#">Happy memories</a>
English – Connotation, imagery and symbol 'Bear and Rat' by C Cheng and S King Outcomes: ENe-1A, ENe-8B Link: <a href="#">Bear and Rat Writing activity</a>	English – Connotation, imagery and symbol Describing words and 'Old Man Emu' by J.Williamson <b>Outcomes:</b> ENe-1A, ENe-8B ENe-9B <b>Link:</b> <a href="#">Old Man Emu Adjectives</a> <a href="#">Using describing words</a> <a href="#">Using describing words in sentences</a>	English – Connotation, imagery and symbol Nursery Rhymes, 'Harry the dirty dog' by G Zion <b>Outcomes:</b> ENe-1A, ENe-8B ENe-9B <b>Link:</b> <a href="#">Nursery Rhymes</a> <a href="#">Harry the dirty dog</a> <a href="#">Using describing and action words</a>	English – Connotation, imagery and symbol Aboriginal symbols, 'Coco, the fish with hands' by A Darlison <b>Outcomes:</b> ENe-1A, ENe-8B ENe-9B <b>Link:</b> <a href="#">Coco the fish with hands</a> <a href="#">Aboriginal symbols</a>	English – Connotation, imagery and symbol Symbols and 'Back to sleep' by Z Blake-Foster <b>Outcomes:</b> ENe-1A, ENe-4A ENe-2A <b>Link:</b> <a href="#">Back to sleep Description</a>
Phonics – <a href="#">AR A</a> Outcomes: ENe-4A, ENe-5A	Handwriting - C <b>Outcomes:</b> ENe-3A, ENe-4A <b>Link:</b> <a href="#">Handwriting - C</a>	Sight words – come, here, like <b>Outcomes:</b> ENe-4A, ENe3-A, ENe-5A <b>Link:</b> <a href="#">Sight words - come, here, like</a>	Phonics - <a href="#">Ar a</a> <b>Outcomes:</b> ENe-4A, ENe-5A	Handwriting – K <b>Outcomes:</b> ENe-3A, ENe-4A <b>Link:</b> <a href="#">Handwriting K</a>
<a href="#">Brain break</a>	<a href="#">Brain break</a>	<a href="#">Brain break</a>	<a href="#">Brain break</a>	<a href="#">Brain break</a>
Mathematics – Creating a robot Outcomes: MAe-1WM, MAe-2WM MAe-4NA, MAe-15MG Link: <a href="#">Creating a robot</a>	Mathematics – Guess my number <b>Outcomes:</b> MAe-1WM, MAe-3WM MAe-4NA, MAe-8NA <b>Link:</b> <a href="#">Guess my number</a>	Mathematics – Number talk <b>Outcomes:</b> MAe-1WM, MAe-3WM MAe-4NA, MAe-6NA <b>Link:</b> <a href="#">YouCubed pdf</a> <a href="#">YouCubed Number visuals</a>	Mathematics – 3 tens in a row <b>Outcomes:</b> MAe-1WM, MAe-2WM MAe-4NA, MAe-5NA MAe-8NA <b>Link:</b> <a href="#">0-9 spinner pdf</a>	Mathematics – Staircase patterns <b>Outcomes:</b> MAe-1WM, MAe-2WM MAe-3WM, MAe-4NA MAe-5NA, MAe-8NA <b>Links:</b>

			<a href="#">3 tens in a row</a>	<a href="#">Numberblocks - Step Squad</a> <a href="#">Staircase patterns part 1</a> <a href="#">Staircase patterns part 2</a>
Creative Arts – Self-portrait Outcomes: VAES1-1 Link: <a href="#">Self-portrait</a>	Geography – Where are we located? <b>Outcomes:</b> GEe-1 GEe-2 <b>Link:</b> <a href="#">The map song</a> <a href="#">All about maps!</a>	PDHPE – Food rainbow Obstacle course <b>Outcomes:</b> PDe-4, PDe-5 PDe-7, PDe-9 <b>Link:</b> <a href="#">Australian guide to healthy eating</a> <a href="#">Fruit and veggie gang</a> <a href="#">Obstacle course</a>	Science and Technology – <a href="#">How objects move - instructions and set up</a> <a href="#">Learning how objects move</a> <b>Outcomes:</b> STe-5PW-ST, STe-1WS-S	STEM – paper shoe challenge <b>Outcomes:</b> STe-2DP-T STe-4MW-ST <b>Link:</b> <a href="#">Paper shoe challenge</a>
<b>Offline Learning</b>				
<b><u>English</u></b> Panda Description Phonics Activity Space Writing	<b><u>English</u></b> Toaster speaking and listening Cat Writing Handwriting	<b><u>English</u></b> Nursery rhymes Respond to reading Dog Writing Sight Words	<b><u>English</u></b> Speaking and listening Coco, the Fish with Hands Sea Writing Phonics	<b><u>English</u></b> Speaking and listening Back to Sleep Flower Writing Handwriting
<b><u>Mathematics</u></b> 2D Shapes – Creating a robot - Colouring 2D Shapes Numbers Before, Between and After	<b><u>Mathematics</u></b> Guess My Number Number Ordering	<b><u>Mathematics</u></b> Representing numbers in different ways – Task 2	<b><u>Mathematics</u></b> Domino Addition	<b><u>Mathematics</u></b> Patterns - Shape Patterns - Number Patterns
<b><u>Other KLA's</u></b> Creative Arts - Self Portrait	<b><u>Other KLA's</u></b> Geography - Maps	<b><u>Other KLA's</u></b> Food Rainbow Obstacle course	<b><u>Other KLA's</u></b> Science and Technology – How Objects Move	<b><u>Other KLA's</u></b> STEM – Make a paper shoe

Monday









11th October 2021



What kind of pet does she have?



## Things you need

Activity	You will need
Most activities	 Pencils  Workbook
English	
Mathematics	 thick paper or cardboard  glue or sticky tape  scissors
Creative Arts	 a black pencil or lead pencil  a piece of paper or your workbook  a mirror or a photo of yourself.

## Care and connect – Belonging



Time to care and connect. Where we care for ourselves, care for our family and care for our friends. Draw a picture of your special family and friends. If you have pets, you can draw them too. Put your picture on your desk or where you are doing your learning to remind you of who you care about, who cares for you and where you belong.

## Brain break – Hello

It's time for a brain break to recharge for some learning! At the moment, it's the Paralympics. So many countries from around the world take part, so many different languages spoken by the athletes. How many ways can you say Hello? For example: Hello, Hi, G'day. Do you know how to say hello in other languages? Did you know Hola is Spanish for Hello? Have a chat to your family members and see how many ways your family can say hello!

English – Activity 1 - Writing



It's your turn to describe the panda. Remember to use describing words, such as black, soft, big and cuddly.



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Complete these sentences:

Pandas feel \_\_\_\_\_

Pandas smell \_\_\_\_\_

Pandas look \_\_\_\_\_

Pandas sound \_\_\_\_\_

I think pandas are \_\_\_\_\_

Some adjectives you can use are:

**large**

**scary**

**friendly**

**gigantic**

**sleepy**

**fuzzy**



Watch the video '*Bear and Rat*' if you can, and join in the activity below. If you don't have a device, read any book that you have at home.



What did you learn about 2 of the characters? Write some words that describe them below.

Character 1: \_\_\_\_\_

Character 2: \_\_\_\_\_

Scan the code for instructions.



Look at these pictures.



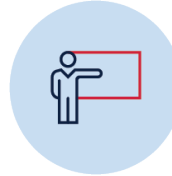
Say the word.





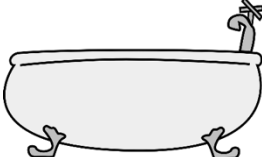
Where can you hear the /ar/ sound?



Tick or stamp beginning, middle or end.



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












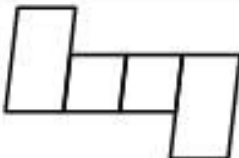
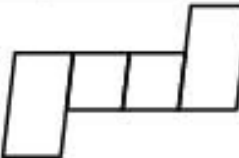

	Beginning	Middle	End
 "Farm landscape" by <a href="#">clker-free-vector-images</a> is licensed under <a href="#">CC BY 4.0</a>			
 "Jar empty glass" by <a href="#">clker-free-vector-images</a> is licensed under <a href="#">CC BY 4.0</a>			
 "Bathtub" by <a href="#">clker-free-vector-images</a> is licensed under <a href="#">CC BY 4.0</a>			



Trace the /ar/ grapheme in these words

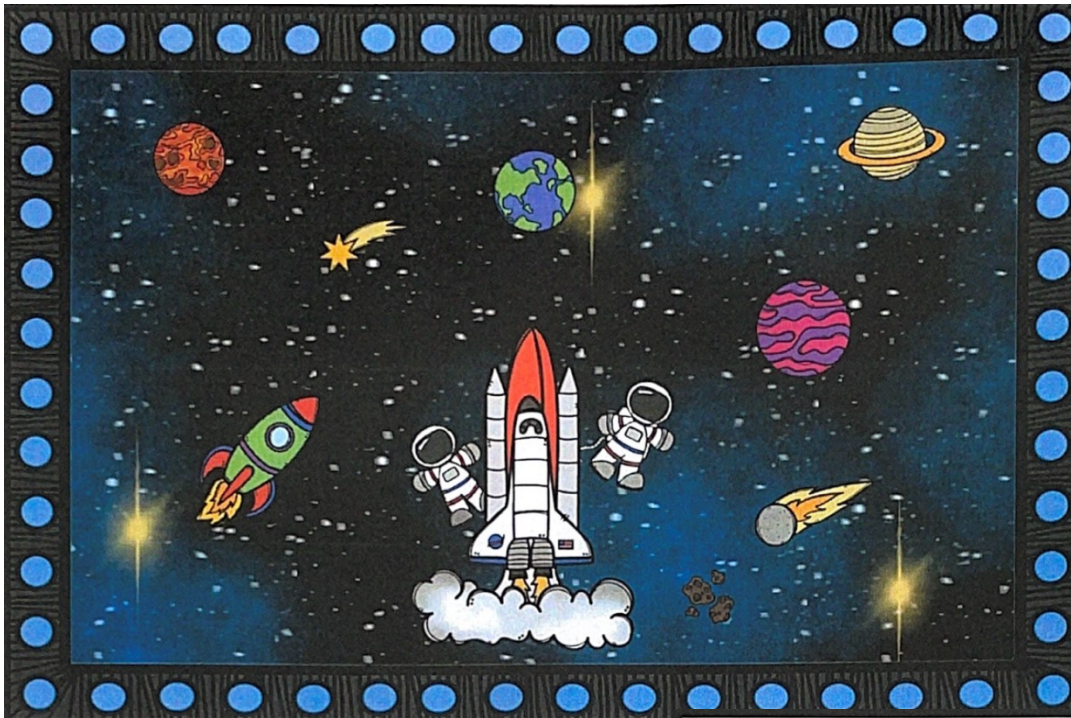
car	arm	farm
jar	market	artist

**Something more?** Make a list of /ar/ words in your workbook. How many other ways do you know to write the /ar/ phoneme?

Name: _____		Date: _____	
<p style="font-size: 2em; font-family: cursive;">ar</p>  <p style="font-size: 1.5em;">car</p>	<p>car _____</p> <p>bar _____</p> <p>jar _____</p> <p>card _____</p> <p>park _____</p>	<p>car _____</p> <p>bar _____</p> <p>jar _____</p> <p>card _____</p> <p>park _____</p>	
<p style="font-size: 1.5em;">dark</p> 	<p style="font-size: 1.5em;">h _ _ d</p> 	<p style="font-size: 1.5em;">c _ _</p> 	<p style="font-size: 1.5em;">c _ _ d</p> 
<p style="font-size: 1.5em;">h _ _ p</p> 	<p style="font-size: 1.5em;">p _ _ k</p> 	<p style="font-size: 1.5em;">f _ _ m</p> 	<p style="font-size: 1.5em;">y _ _ n</p> 
			
<p style="font-size: 1.5em;">The card has a car on it. </p> <p style="font-size: 2em; font-family: cursive;">The _____</p>			
<p>© Studyladder</p>			

English Offline Activity – Space Writing

Using the words in the word bank to help you, write at least two interesting sentences about the picture.



astronaut rocket  
black planet star  
shooting star  
floating space

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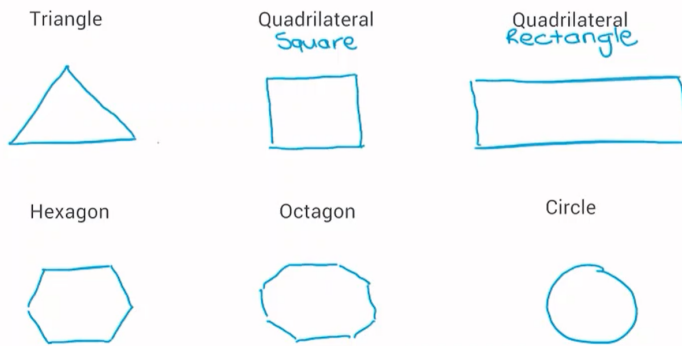
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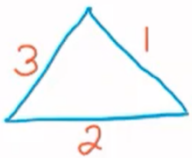


Let's explore 2D shapes. We are going to make a robot.  
Watch the video using the QR code or follow the instructions below.  
Can you draw the following shapes?



Triangle

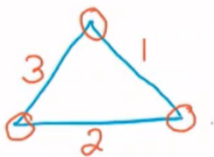
A triangle has 3 sides.



- How many sides does each shape have?

Triangle

A triangle has 3 vertices.



- How many vertices does each shape have?

## Design a Robot

Use different 2D shapes to design a robot. Make a plan by drawing your robot design on paper first. What shapes will you use?

This robot has a:

- Square for the head.
- An Octagon for the body.
- Two rectangles for the legs
- Pentagons for the feet.



Now that you have made a plan, copy those shapes onto the cardboard.

Colour in the shapes.

Cut out your shapes.

Assemble your robot.

Tell someone in your family about your robot and what shapes you used in your design.



### CHALLENGE

What shapes on your robot can you see in your bedroom? Draw them.

What shapes on your robot can you see in your kitchen? Draw them.

What shapes on your robot can you see in your backyard? Draw them.

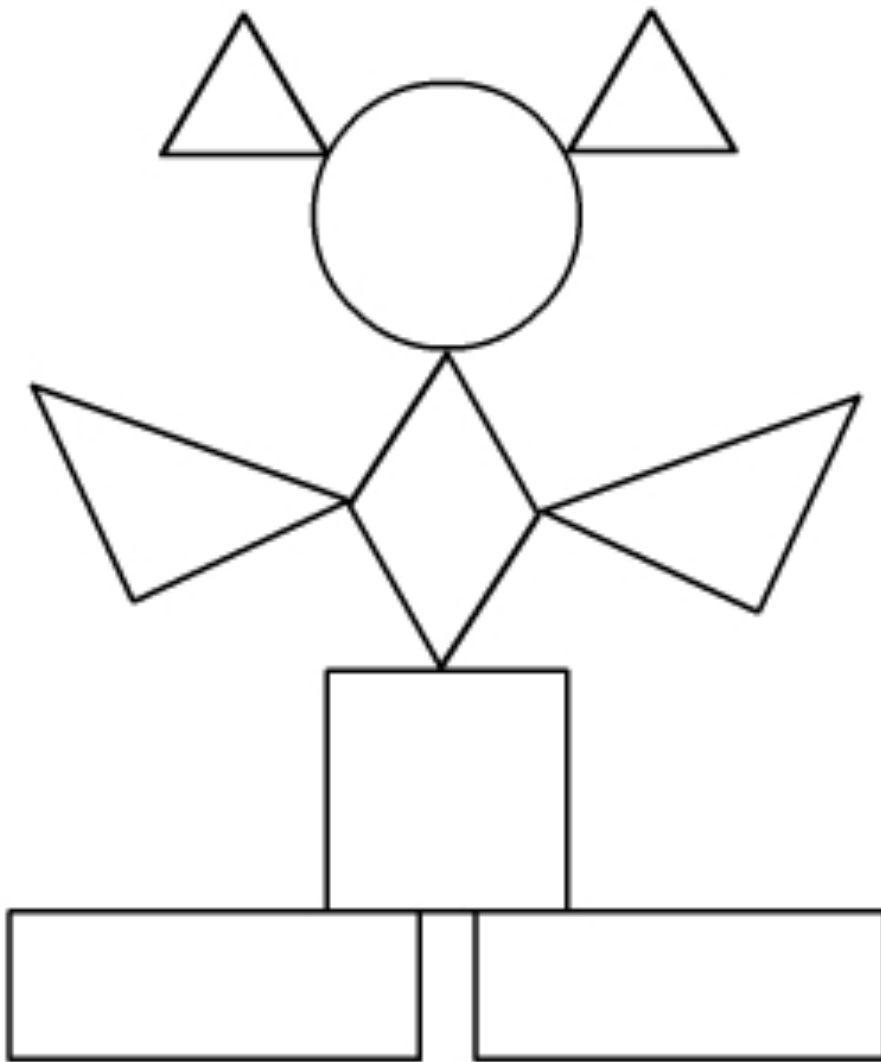
# 2D Space

Naming geometrical 2D shapes.

Name: \_\_\_\_\_

*Name and colour these shapes*

*circle , square,  
triangle, rectangle,  
diamond*



- |   |       |              |   |       |               |
|---|-------|--------------|---|-------|---------------|
| □ | _____ | <i>green</i> | ◁ | _____ | <i>red</i>    |
| ○ | _____ | <i>pink</i>  | △ | _____ | <i>yellow</i> |
| ◇ | _____ | <i>blue</i>  | ▭ | _____ | <i>orange</i> |

Q. Write number: (before, between, after)

Before

\_\_\_ 8

\_\_\_ 17

\_\_\_ 12

\_\_\_ 1

\_\_\_ 20

\_\_\_ 44

\_\_\_ 65



Between

1 \_\_\_ 3

20 \_\_\_ 22

8 \_\_\_ 10

14 \_\_\_ 16

31 \_\_\_ 33

19 \_\_\_ 21

11 \_\_\_ 13



After

6 \_\_\_

13 \_\_\_

29 \_\_\_

34 \_\_\_

17 \_\_\_




42 \_\_\_

39 \_\_\_



## Creative Arts – Option 1 – Self-portrait

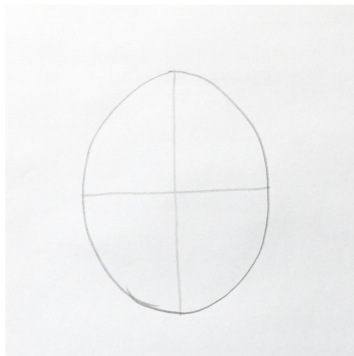
You will need:

-  a black or lead pencil
-  a piece of paper or your workbook
-  a mirror or a photo of yourself.



Today we are going to do a self-portrait.

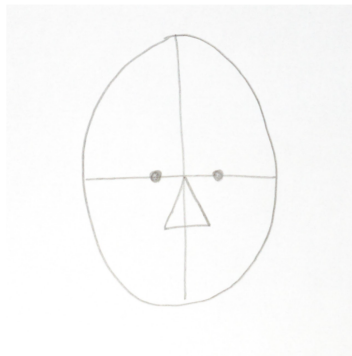
Step 1



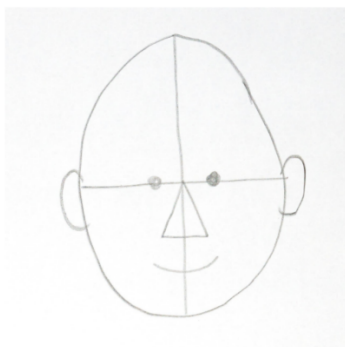
Step 2



Step 3



Step 4



Step 5



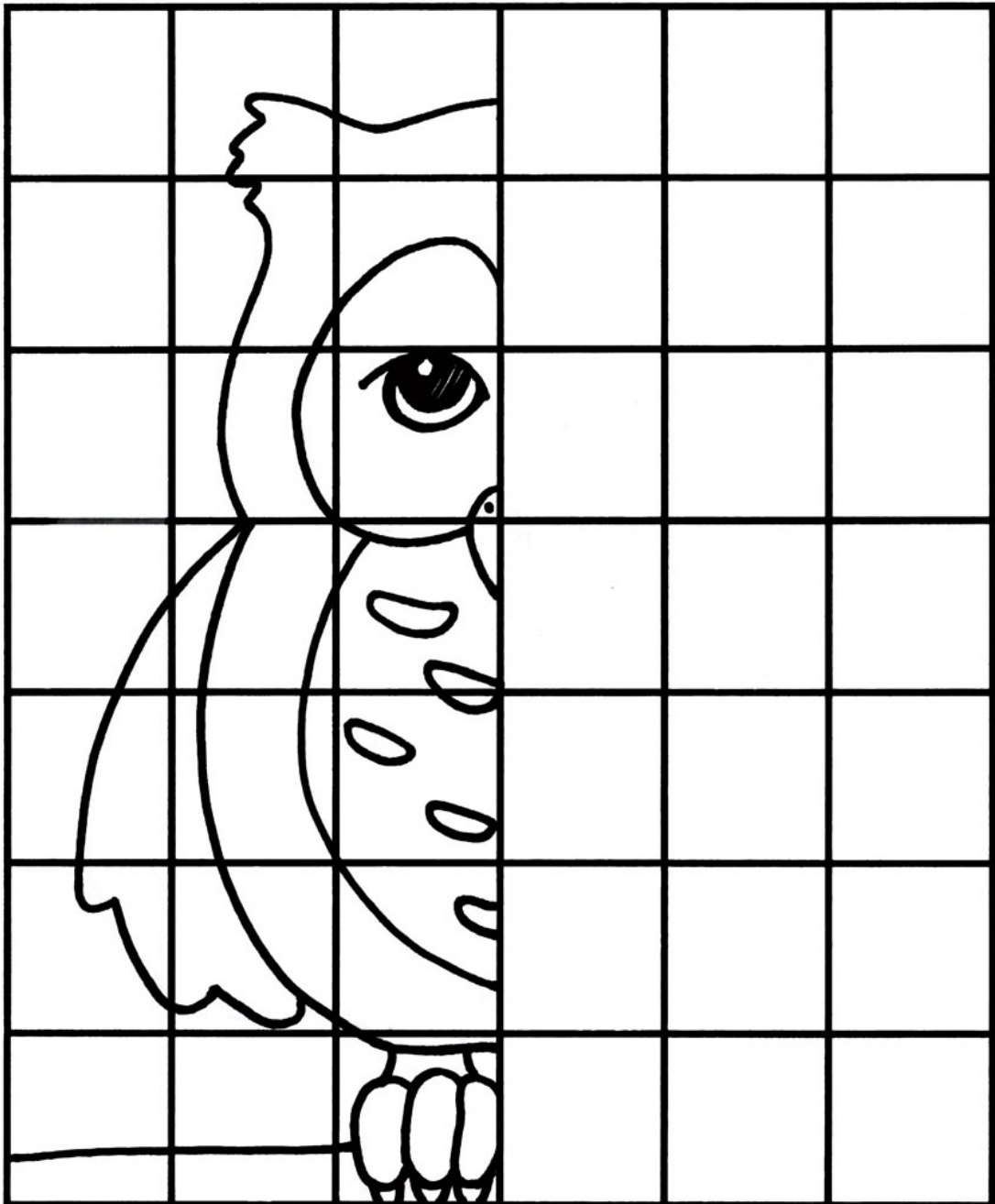
Step 6



**Six steps on drawing a self portrait**





Tuesday

12th October 2021





## Things you need

Activity	You will need
<b>Most Activities</b>	 Pencils  Workbook
<b>English</b>	
<b>Mathematics</b>	 number cards (optional)  Lego or blocks
<b>Geography</b>	

### Care and connect – superheroes



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Imagine you can fly, like superman or superwoman

Stretch your arms above your head as far as you can

Pretend you are flying through the clouds  
Lean to one side and head towards the sun  
Then lean to the other side

Pretend you're going all the way up to the planet Pluto  
Then go all the way back to earth and land

Bring your arms down, give your fingers a wiggle and shake!  
Now you're ready to learn.



### Brain break – measure up

It's time for a brain break so we can recharge for some learning! Time to Measure. You will need to get a ruler and use your imagination to see how many different things you can measure in your home. You might measure tissue boxes, kitchen utensils, toys, food packets, paintings, pegs or plants. How many things can you measure with your ruler?



## English – Activity 1 – Speaking and Listening



Today we are learning more about describing words. We call these adjectives.

See if you can underline or circle the describing words in the following sentences:

- I love that tiny pillow.
- The green frog hopped in the pond.
- The little boy was crying.
- I went to an exciting game on Friday.
- I like to read funny books.



Find an object in the kitchen and describe it to someone in your house. If you can't find an object, you can use the picture below. Remember to use adjectives, for example, silver and shiny.

The toaster feels like...

The toaster smells like...

The toaster looks like...

The toaster smells like...

I think toasters...



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English – Activity 2 – Reading



Listen to the story 'Old Man Emu' by John Williamson if you can, or choose another book you have at home.



Can you think of any other books like the one you just read?  
Draw or write about them in the box below.



We have been learning about adjectives this week. Here is a sentence about this picture.



**The cat is sitting.**

Let's use some adjectives to improve that sentence.

Image by [Юрий Сидоренко](#) from [Pixabay](#)

**The soft and stripy cat  
is sitting on the rough, brown ground.**

That's better. Can you have a go now? Here is your picture.



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The \_\_\_\_\_ and \_\_\_\_\_ cat

is sitting on the \_\_\_\_\_, \_\_\_\_\_ chair.



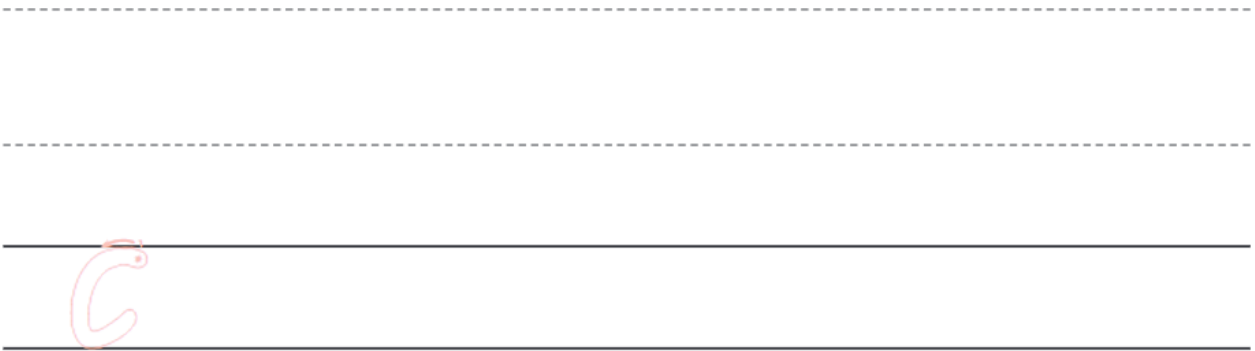
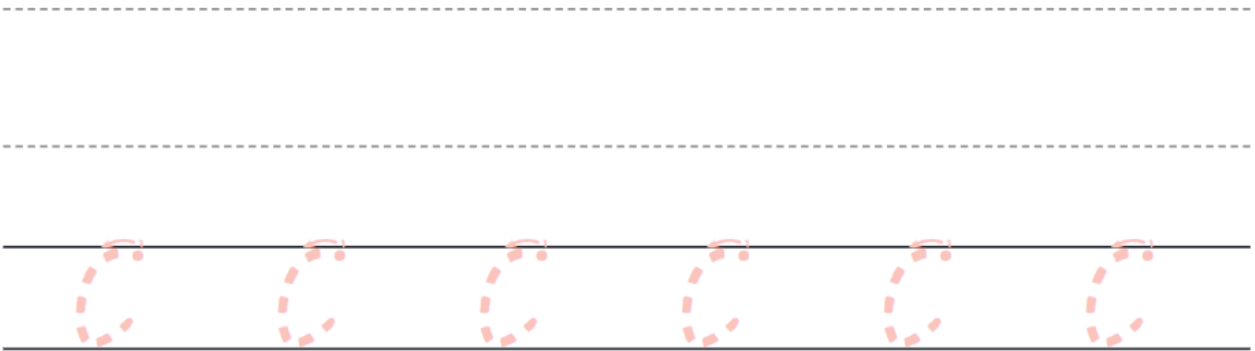
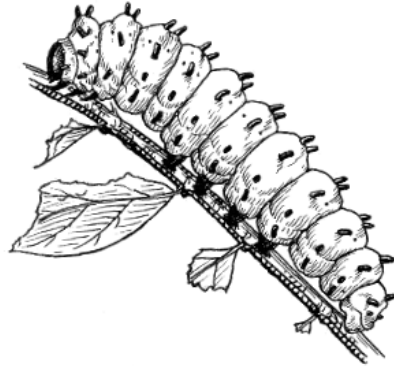
It's time to practise our handwriting skills. Get your workbook and your pencil ready! Start at the top and form the letter Cc.

# Lower case c

Cc

The lower case 'c' is a short letter.  
We make the letter 'c' with one movement.  
We start at the top and move around in a curve.

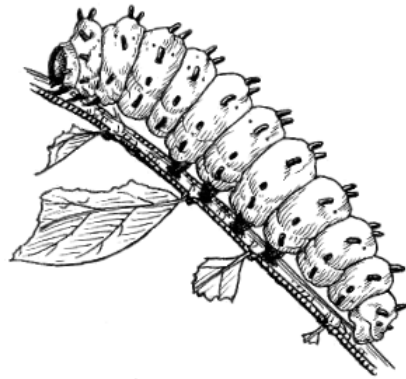
Example mnemonic: *Around and up!*



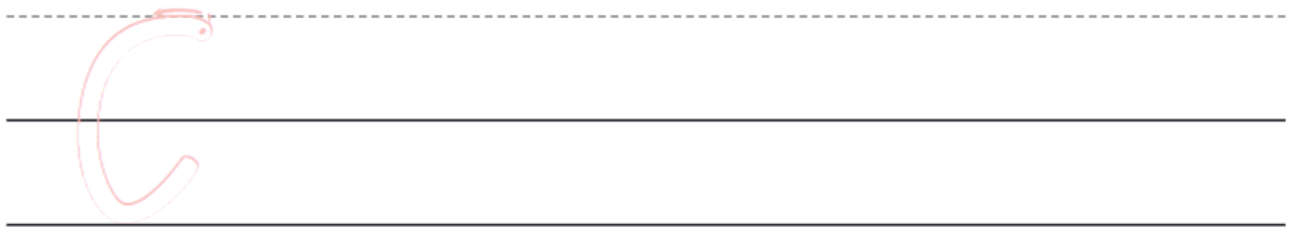
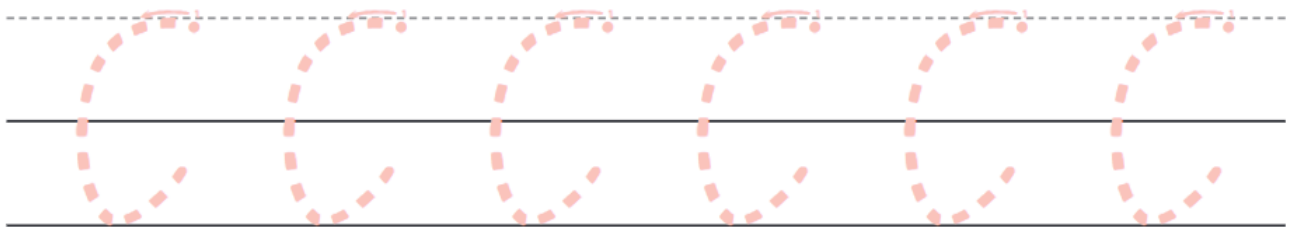
# Upper case C

Cc

The upper case 'C' is a tall letter.  
We make the letter 'C' with one movement.  
We start at the top and come around in a big curve.



Example mnemonic: Around and up!





## Mathematics – Number – What's my secret number?



Watch the video 'Guess my number' using the QR code or follow the instructions below to join in the activity.



You will need:

- number cards (optional)
- Lego or blocks
- pencils
- your workbook.



### Instructions

- Write the numbers from 1 to 10 (for example) on a piece of paper or use cards to set the number range. For example, this student chose to use the numbers between 1 and 8.
- Ask someone at home (the 'secret holder') to choose a secret number within your given range.
- Guess the 'secret' holder's number.
- They will tell you whether their number is greater or less than your guess.
- Try to guess the secret number in the fewest number of guesses possible, or, with only 3 guesses.



After playing 'Guess my number' think about:

- What is a good way to help you to guess the number quickly?
- If you played the game again tomorrow, what would you do differently? Why?

For those who like a challenge!

- Play the game again using numbers all the way up to 20 (or even higher!)

Name \_\_\_\_\_



# number ORDER

56, 22, 35, 33, 87

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

63, 98, 97, 45, 64

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

20, 17, 36, 85, 23

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

49, 56, 88, 79, 0

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

52, 76, 65, 58, 39

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

82, 96, 80, 74, 63

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

52, 49, 34, 83, 5

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

35, 84, 91, 37, 48

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

26, 89, 57, 23, 74

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

12, 56, 75, 36, 4

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

98, 64, 24, 30, 16

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

67, 54, 38, 29, 47

\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

This was:      Easy      Just Right      Hard  
(Circle one)

*Geography –Activity 1 – Where are we located?*

*Maps.*

*Maps can help us know where to go.*

*Can you think of some jobs that may need a map for their job?*

*Taxi drivers*

*National park rangers*

*Search and rescue*

*Weather reporters*

*Boat drivers*

*Army and navy*

*Pilots*

**Several picture of jobs that need a map**

*Did you think of these ones?*

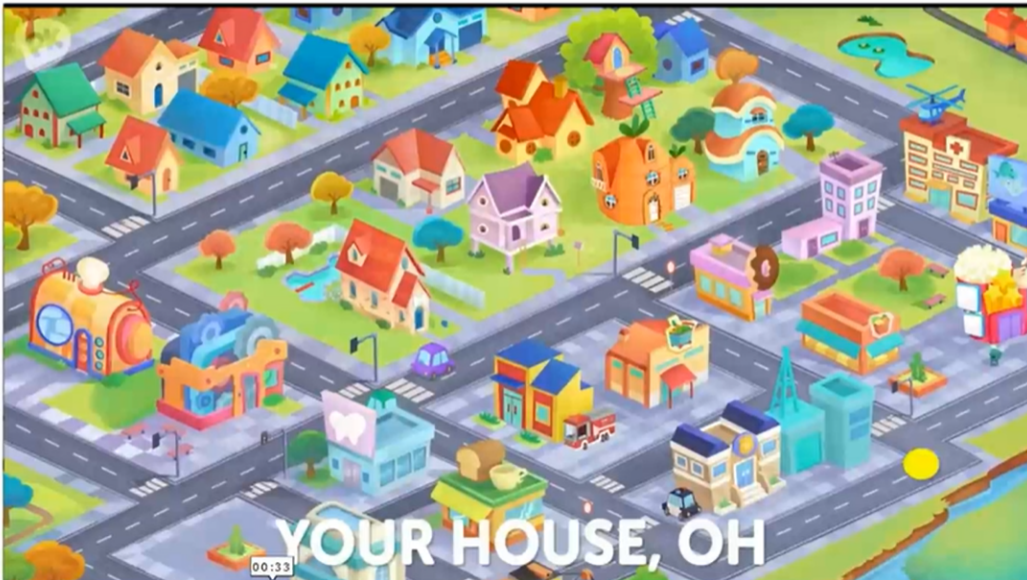
*On this map, can you find the Hospital, Fire Station and Dentist?*



Who would use a map in their job?



**Map of several cartoon houses and shops**



*What else can you find on this map?*

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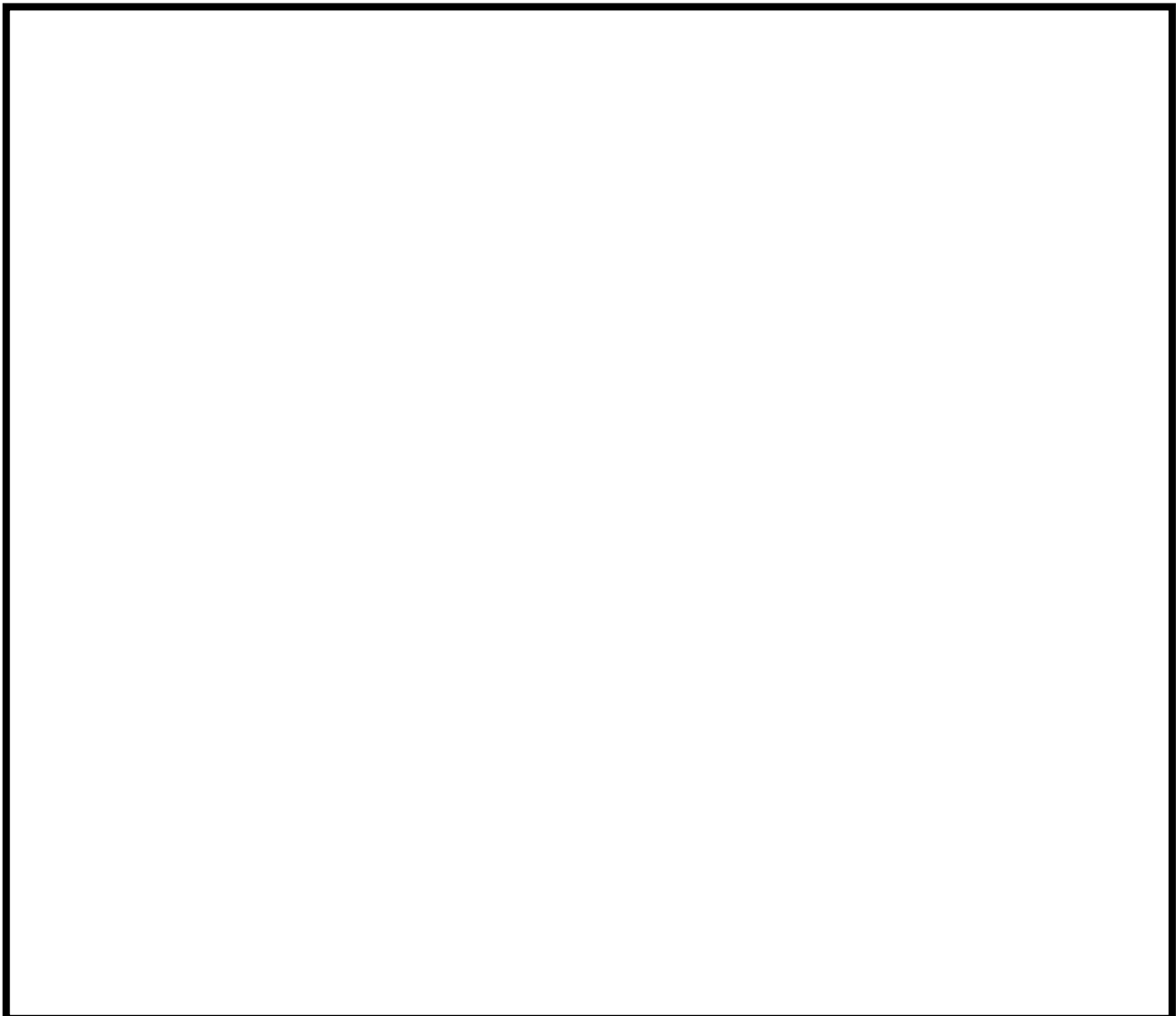
Task 1.

Imagine you are way up high and looking down at your house. Now imagine the roof has been taken off and you can see the layout of your house. Draw a map of your bedroom or your backyard from this 'Birds eye view'. Don't forget to label so people know what everything is.

### Draw a map of your bedroom or backyard



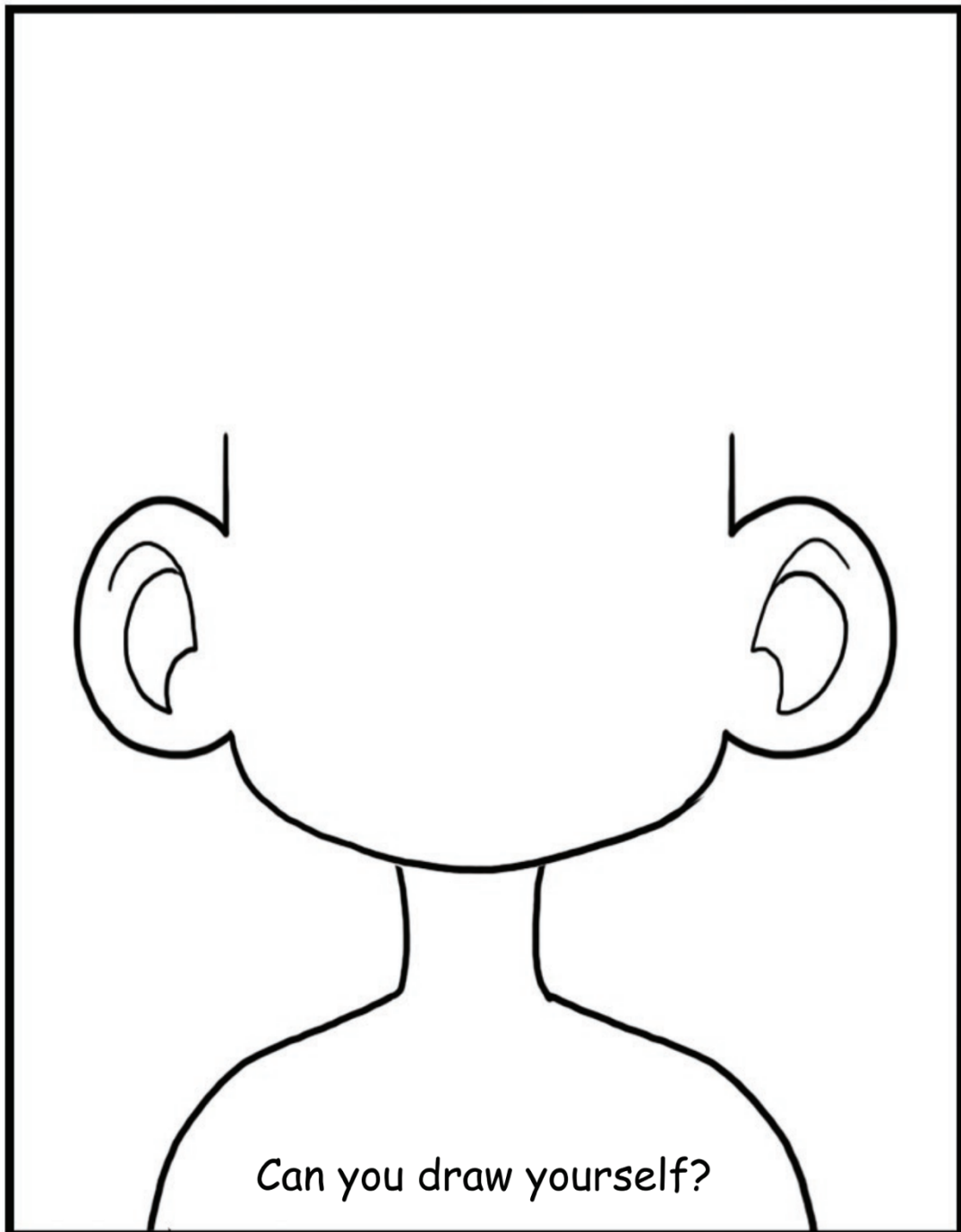
Drawn map of a backyard that has been labelled



Wednesday

13th October 2021



**FINISH THE DRAWING**



Can you draw yourself?



## Things you need

Activity	You will need
Most activities	 Pencils  Workbook

### Care and connect – Healthy Habits



What's something that you care about? Do you have a pet plant? What would we need to do to look after a plant? Do you water them? Do they get plenty of sunlight? Do you clean the leaves? If we look after smaller plants, they can grow into bigger plants.



It's important we also look after ourselves too so that we can grow up to be strong and healthy. How can we do this? We can eat healthy food, drink lots of water, get plenty of sleep. What other things can we do? Maybe go for a walk in the park. What's one more thing you can do for yourself so that you can grow up to be strong too?

### Brain break – Let's recharge!

What is your favourite colour? Let's look for your favourite colour by looking around your home, in your front yard and in your backyard to see if we can find items that are the same colour as your favourite colour. How many items will you find?



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English – Activity 1 – Speaking and Listening

Watch the nursery rhyme video if you can. If you don't have a device, sing along with these nursery rhymes.



*Hey, diddle, diddle,  
The cat and the fiddle,  
The cow jumped over the moon;  
The little dog laughed  
To see such sport,  
And the dish ran away with the spoon.*



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*Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall.  
All the king's horses and all the king's  
men  
Couldn't put Humpty together again.*

What other nursery rhymes do you know? Practice one a few times, and then sing it to someone in your family. Perhaps you could add some actions.

English – Activity 2 – Reading



Listen to the story 'Harry The Dirty Dog' by Gene Zion if you can or choose another book you have at home.



Do you know another dog that is like Harry? What cheeky things does the dog do? Draw or write about them in the box below.

If you read a different book, think about the main character. Do you know another character that is like the one in the story? What interesting things do they do? Draw or write about it below.

Today I read the story: \_\_\_\_\_

It is written by: \_\_\_\_\_

It is illustrated by: \_\_\_\_\_

Beginning:

Middle:

End:

English – Activity 3 - Writing



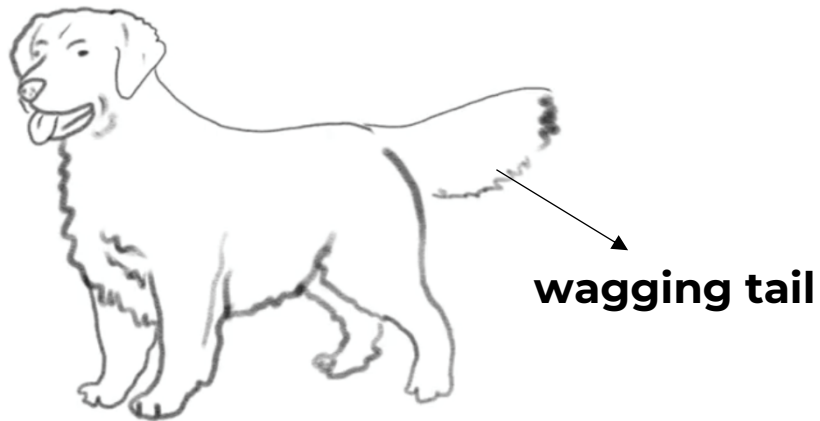
Draw a dog that you know. You can use the picture if you can't think of a dog.

Label the dog with adjectives. One is already done for you.

Add some action words to your picture.



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## High Frequency Sight Words Activity 1: Sight Words Dominoes

### Instructions:

1. Shuffle the domino cards and deal them out
2. The first player places their domino card face up, and says each sight word on the card
3. The second player tries to match one of the words on one of their dominoes to that put down by the first player
4. Each time a domino card is out down, the player **MUST** say both the sight words on the card
5. The first player to put all their domino cards down is the winner

<i>here</i>	<i>like</i>
-------------	-------------

<i>come</i>	<i>here</i>
-------------	-------------

<i>here</i>	<i>like</i>
-------------	-------------

<i>like</i>	<i>come</i>
-------------	-------------

<i>like</i>	<i>come</i>
-------------	-------------

<i>here</i>	<i>come</i>
-------------	-------------

<i>come</i>	<i>here</i>
-------------	-------------



## Mathematics – Representing numbers in different ways – Task 1

Today we will be doing a number talk

Watch the video 'YouCubed Number Visuals' and join in the activity.

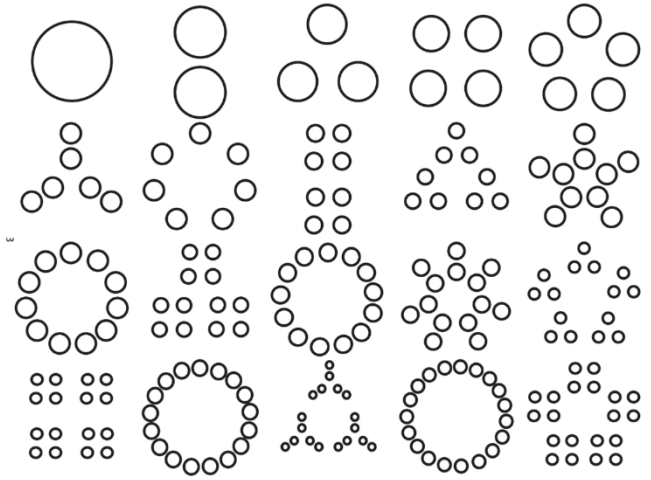
(Adapted from [Number Visuals Grades 1-2 resource on YouCubed.org](https://www.youcubed.org/resources/number-visuals-grades-1-2/))



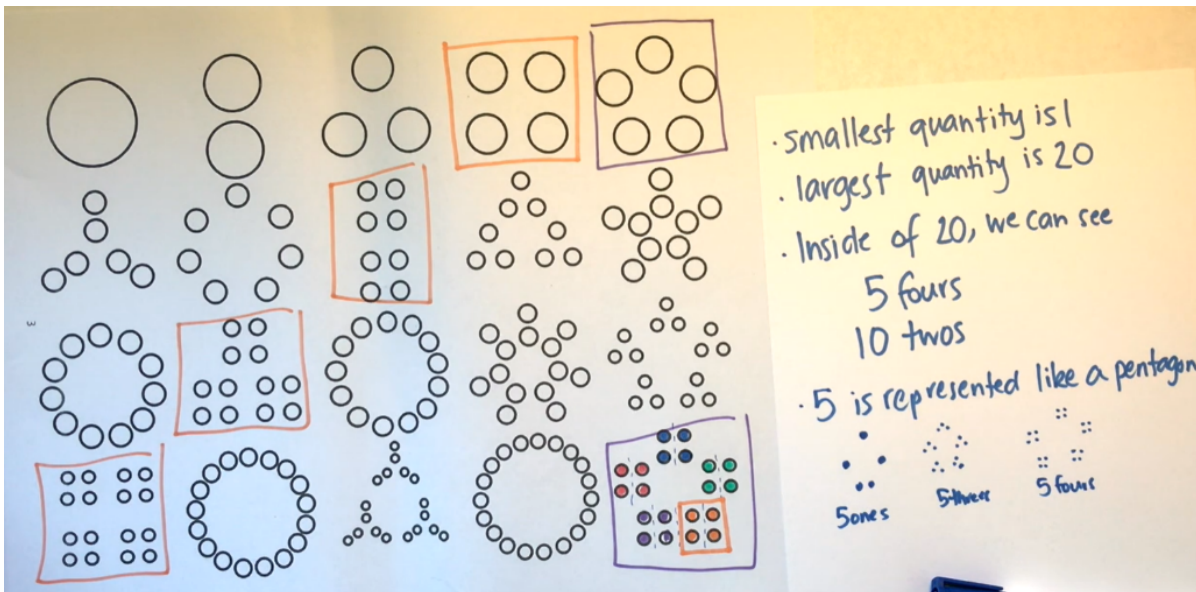
You will need:

- Coloured pencils
- YouCubed Number visuals worksheet (following page)

What do you notice when you see this?

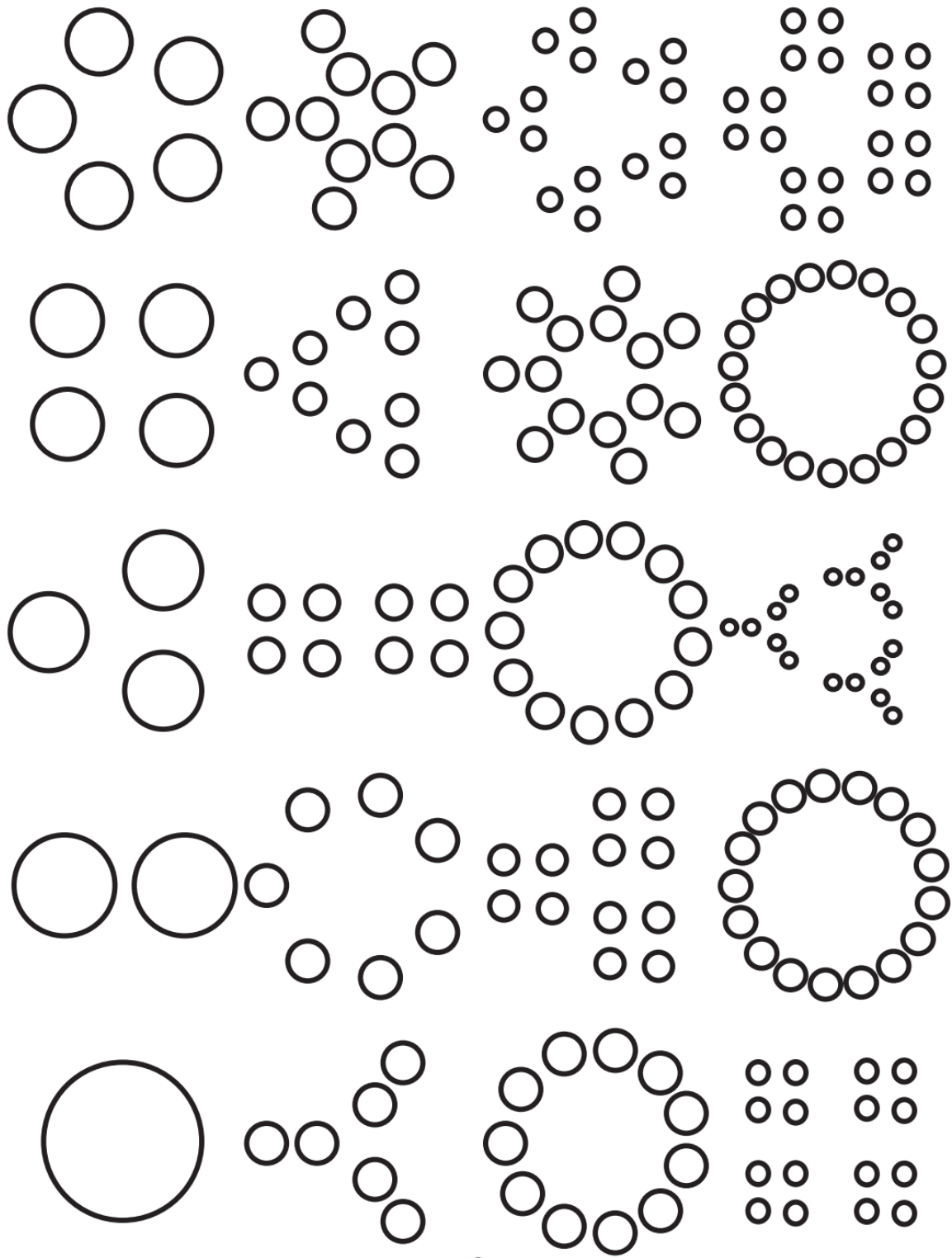


Here are some thoughts



After watching 'YouCubed Number talks':

- Use the number visuals worksheet or your workbook to write down the different ways you see each number visual made up of other numbers.
- How many different ways did you come up with?

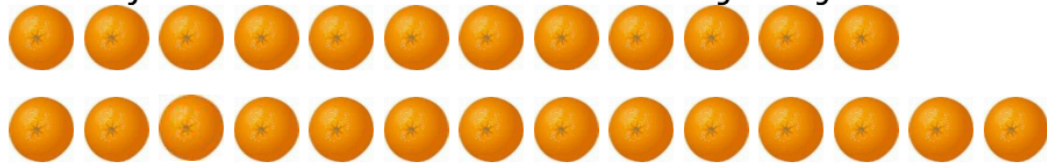


WRM small step: Numbers to 50.

Fluency tasks (1):

1)

Use ten frames and counters to show how many oranges Sarah has.






There are  oranges altogether.

2)

Use ten frames and counters to show how many bananas Tom has.






There are  bananas altogether.

3)

Use ten frames and counters to show how many cars Jack has.





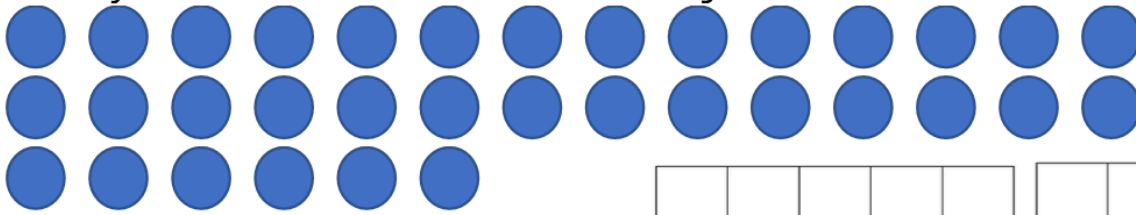


There are  cars altogether

Fluency Tasks (1) continued:

4)

Use ten frames and counters to show how many counters there are.

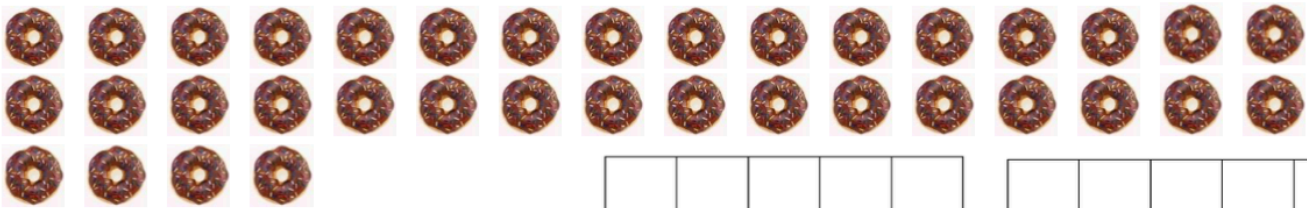




There are  oranges altogether.


5)

Use ten frames and counters to show how many doughnuts there are altogether.





There are  doughnuts altogether.



6)

Use ten frames and counters to show how many ladybirds altogether.






There are  ladybirds altogether.





Today we will be learning about eating a rainbow of foods each day. Have a look at the poster below. There are a range of different fruits and vegetables of all different colours.

Australian Government  
National Health and Medical Research Council  
Department of Health and Ageing

www.eatforhealth.gov.au

# Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.  
Drink plenty of water.

**Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties**

**Vegetables and legumes/beans**

**Fruit**

**Milk, yoghurt, cheese and/or alternatives, mostly reduced fat**

**Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans**

**Use small amounts**

**Only sometimes and in small amounts**



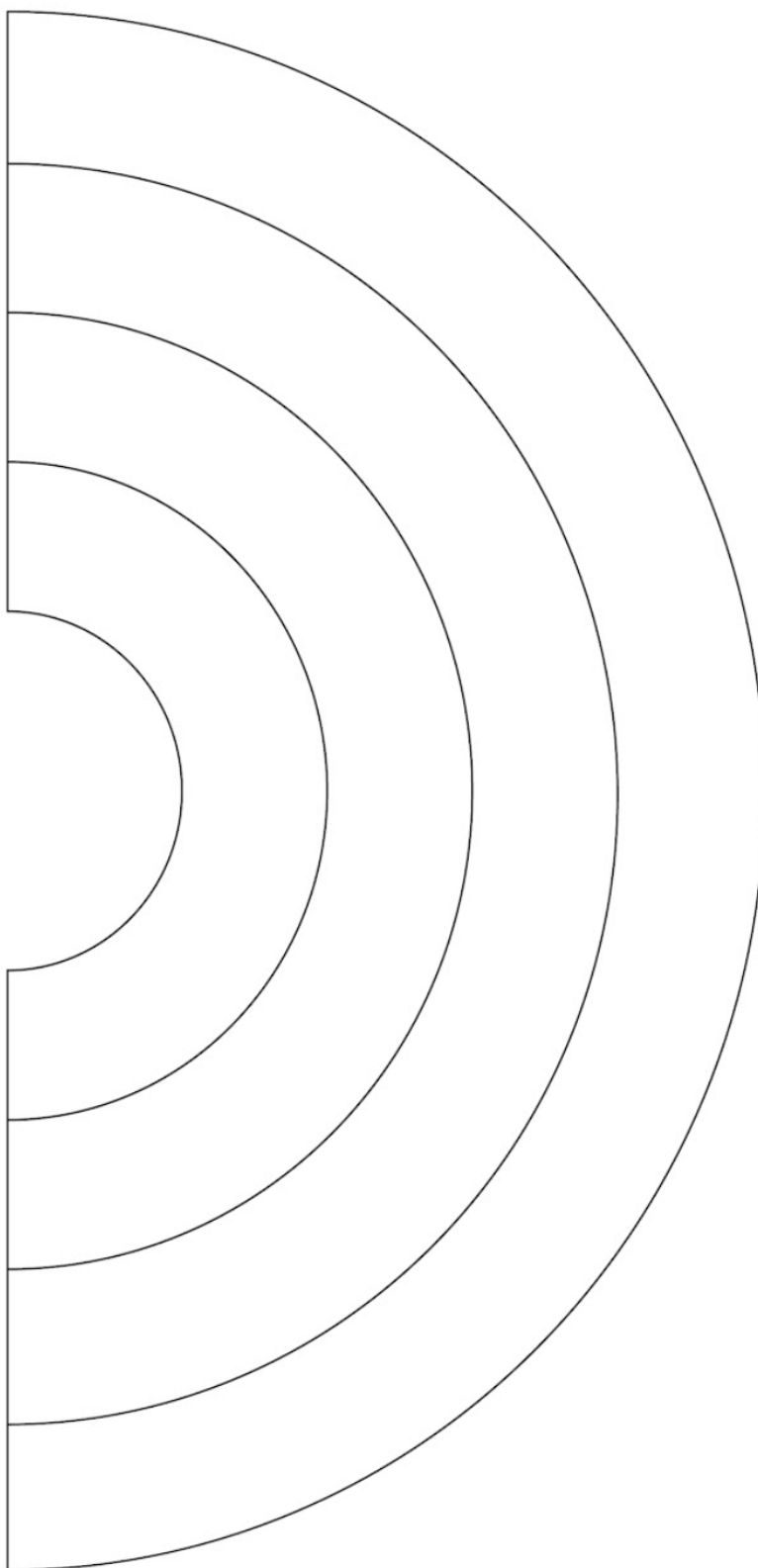
## Australian guide to healthy eating chart

Think of 4 different fruits and vegetables which are different colours.



Draw a food rainbow in your workbook or you can make it with real food. You can use the picture to help you draw a rainbow.

**Blank Food Rainbow outline divided into 4 sections**

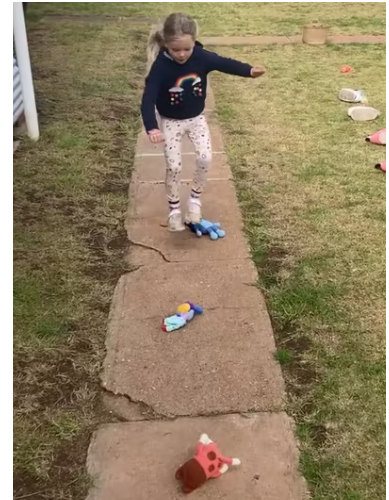


**Food rainbow outline**

*PDHPE– Obstacle course*

*Let's get creative and plan an obstacle course!*

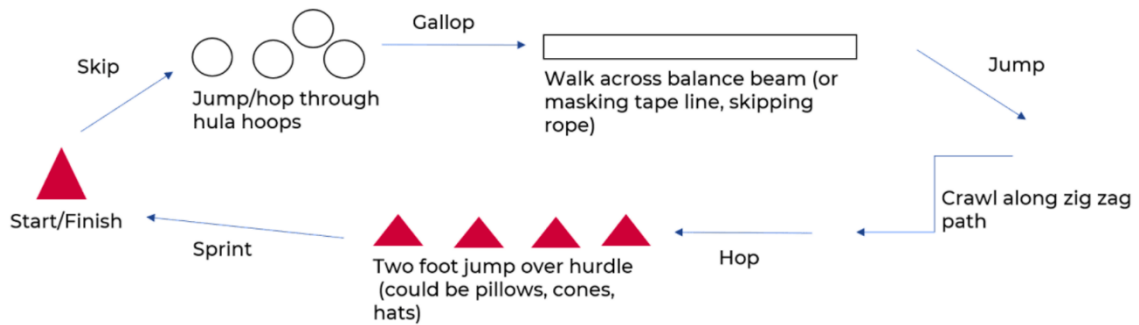
- Plan an obstacle course in your backyard, lounge room or anywhere else with enough space that you can safely move around. You may do this together with family members in your home.
- Use materials from your home to design your obstacle course. For example: buckets, towels, ropes, pegs, pillows, blankets.
- Draw a picture of your obstacle course.
- Show where the start and finish lines are.
- Draw arrows to show which way you need to go.



**Girl demonstrates her course**

**Example of an obstacle Course layout**

If you are up for challenge.



Complete the obstacle course:

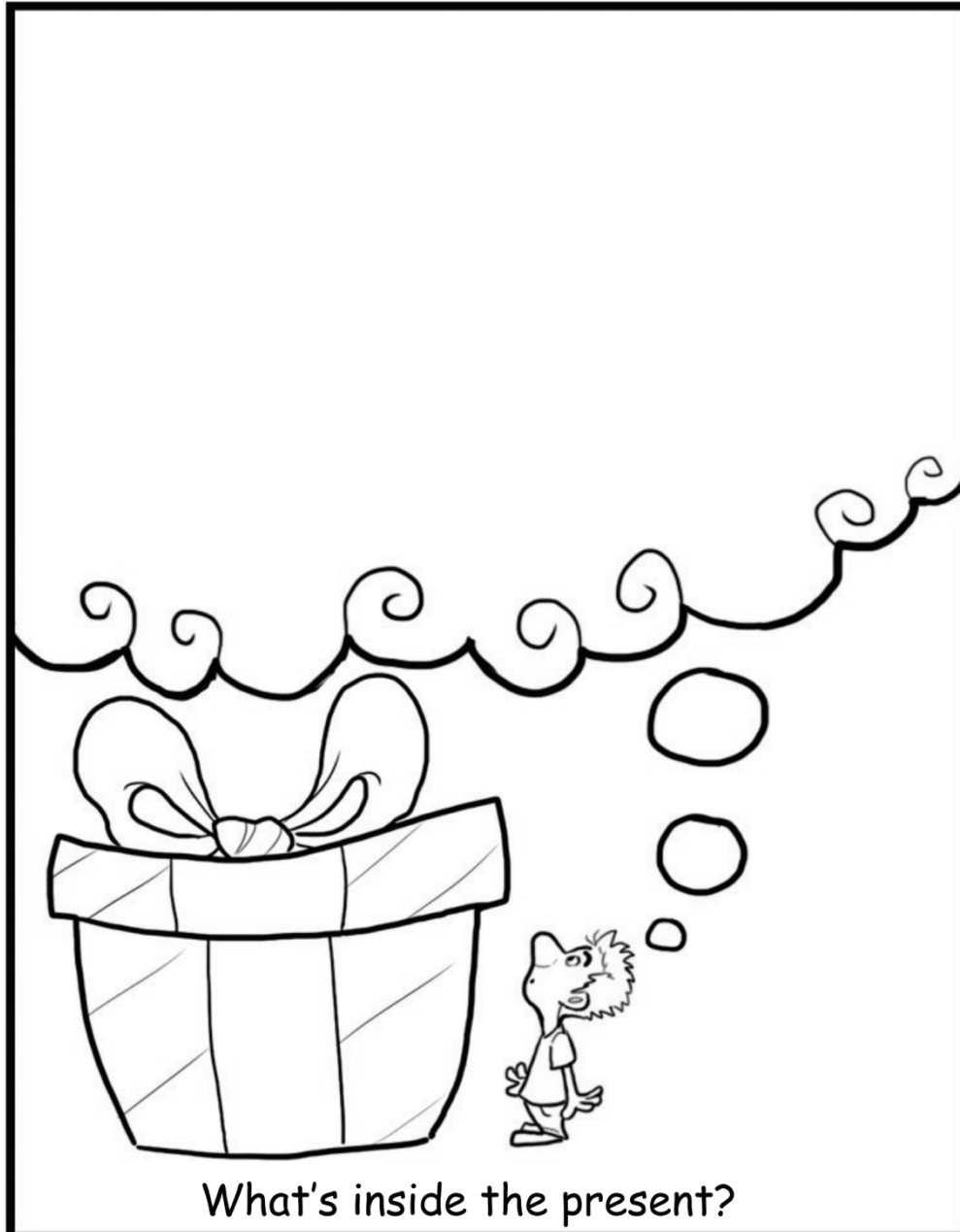
- walking
- skipping
- hopping.

Which was the easiest for you?

Thursday






14th October 2021

**FINISH THE DRAWING**



What's inside the present?

## Things you need

Activity	You will need
<b>Most activities</b>	 Pencils  Workbook
<b>Mathematics</b>	 Spinner
<b>GetActive@Home</b>	 soccer ball, netball or similar sized ball  2 field markers or shoes.

### Care and connect – superpower eyes

Imagine you have superpowers in your eyes. Pretend to pick up superpower glasses and put them on. Look in the room for the thing that is farthest away from you, it might be a plant or a picture. Then look at what's closest to you, it might be a book or a pen. Pick something up that's close to you and have a good look at it. What colour is it? Is it hard or soft? Does it have moving bits? Is it smaller than your hand? Does it make a sound when you shake it? How good are your superpower glasses? Now that you are really focused, you are ready to start learning.



### Brain break – Let's recharge!

It's time for a brain break so we can recharge for some more learning! Time for us to do some counting. What is your favourite shape? What different things of your favourite shape can you find around the house or in the yard? How many things did you find of your favourite shape?



### Physical activity

Check out the *GetActive@Home* section in this pack.



Look at this Aboriginal painting. Look at the colours and symbols.



Image by [esther1721](#) from [Pixabay](#)

- What can you see?
- What colours can you see?
- Why do you think there are some small circles and some big circles?



Can you explain the image to someone using describing words and sentences?

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Listen to the story 'Coco, the Fish with Hands' by Aleesah Darlison, or get someone at your house to read you a story.



After listening to the story draw what happened...

...at the start of the story

... in the middle of the story

...at the end of the story



## English – Activity 3 - Writing

Let's take some time to think about the sea. Draw or write what you think of when you think about the sea.

You might draw or write:

- sun
- hot
- summer
- holiday
- water
- swimming
- beach.



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Fill in the blanks using the 'ar' words.

car far tar



1. There is \_\_\_\_\_ on the road.
2. Is it \_\_\_\_\_ to your house?
3. My dad has a red \_\_\_\_\_.

star hard lard

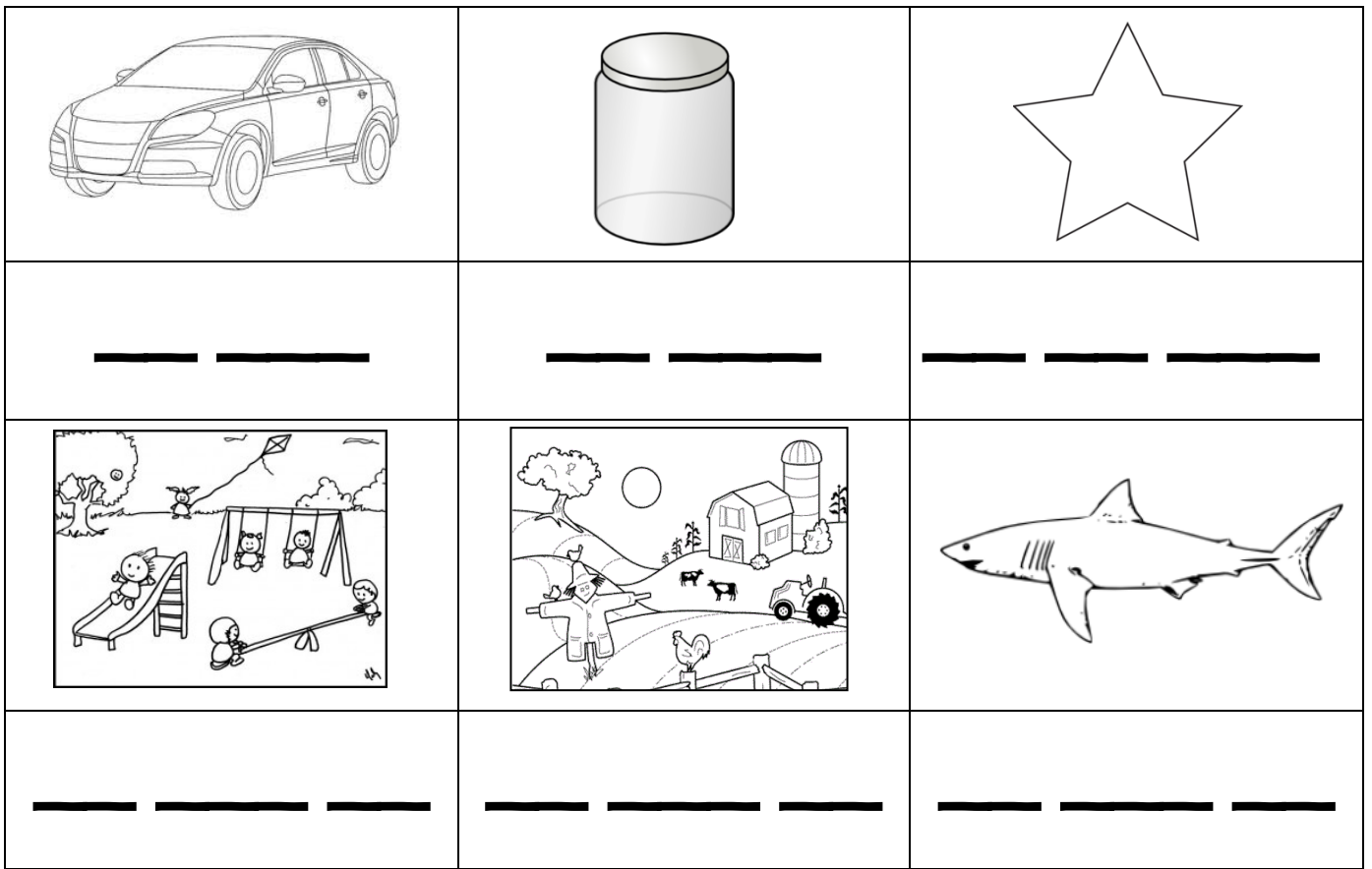


1. This stone is very \_\_\_\_\_.
2. The \_\_\_\_\_ is very bright.
3. \_\_\_\_\_ is like fat.

shard bark dark



1. A dog can \_\_\_\_\_.
2. At night it is very \_\_\_\_\_.
3. The \_\_\_\_\_ of glass cut me.



___e	b___	___m
m___k	p___t	h_____d
d___k	st___	b___n
sh___p	ch___m	m___ket

I like to play on the swings in the \_\_\_\_\_.

I can see pigs at the \_\_\_\_\_.

I can see a red \_\_\_\_\_.

There is a \_\_\_\_\_ in the sea.

There are lots of \_\_\_\_\_ when it is dark.

*Mathematics – Playing with addition*  
 Today we will be playing '3 tens in a row'.

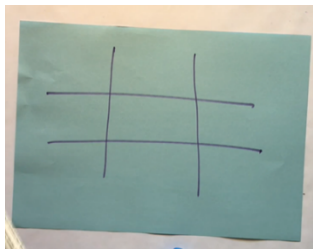
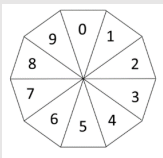
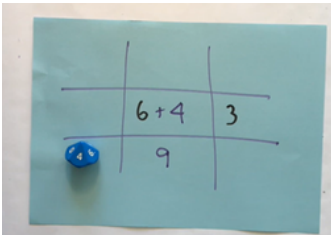
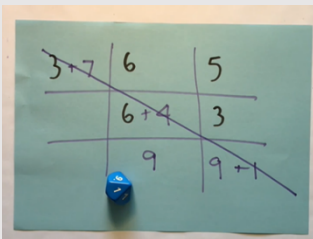


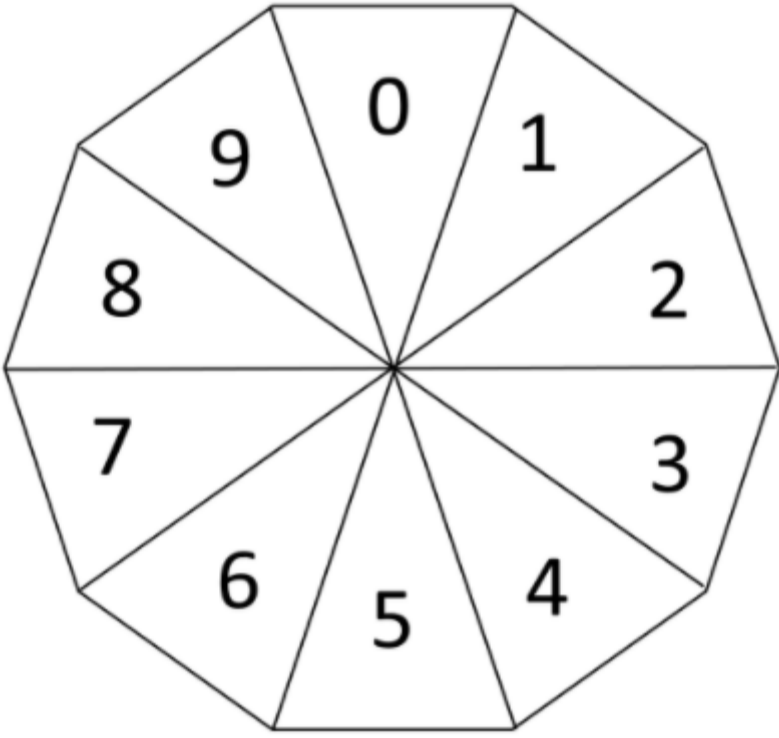
You will need:

- 2 different coloured pencils
- 0-9 spinner
- your workbook.



Watch the video '101 and you're out!' and join in the activity.

How to play	Pictures
Draw a 3x3 grid as a game board (like noughts and crosses game board).	
Players take turns to spin the spinner and write the number in one of their boxes.	
The goal is to be able to write two numbers in each box that combine to make 10.	
Players continue taking turns until a player has been the first to make 3 tens in a row.	



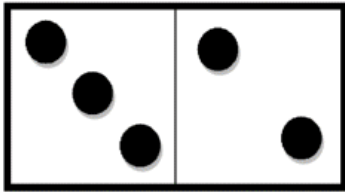
Name \_\_\_\_\_

Date \_\_\_\_\_

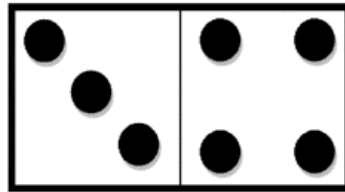


## DOMINO ADDITION SHEET 3

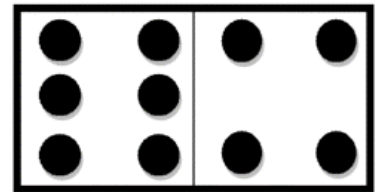
Count the number of dots on each domino and fill in the total.



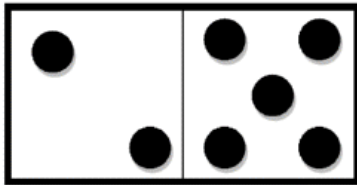
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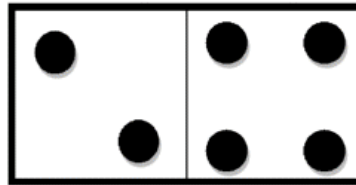
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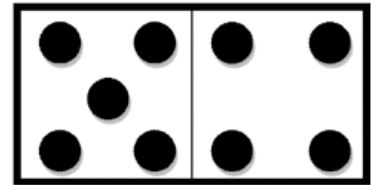
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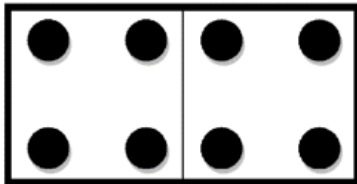
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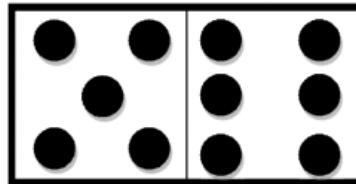
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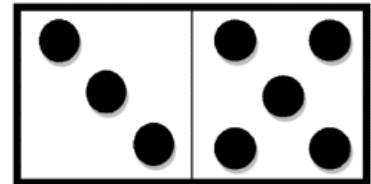
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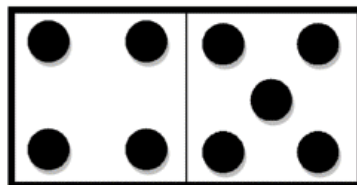
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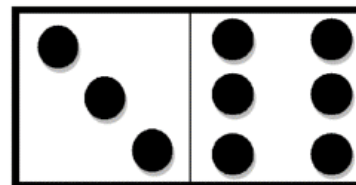
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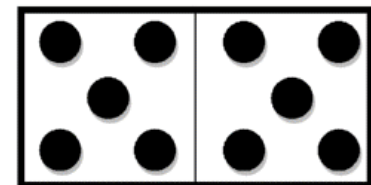
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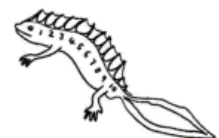
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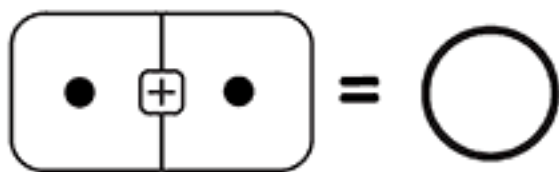
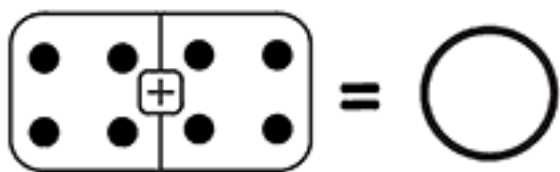
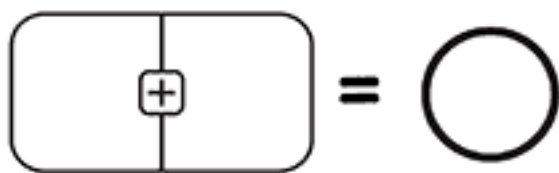
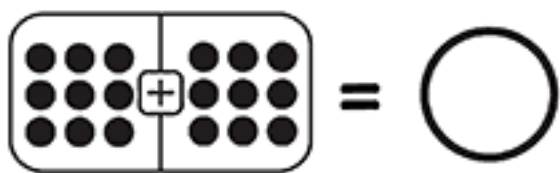
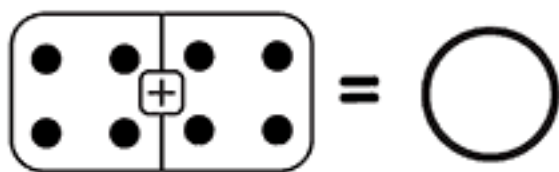
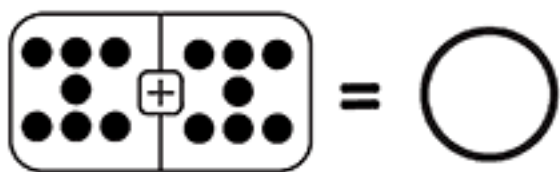
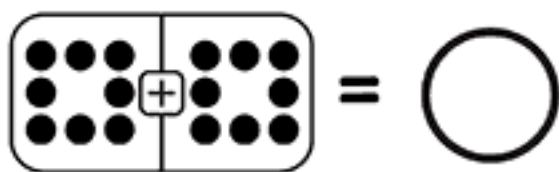
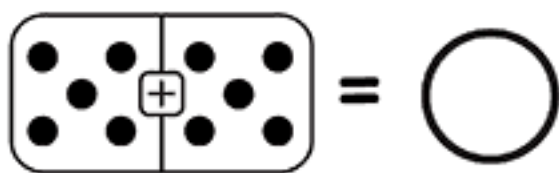
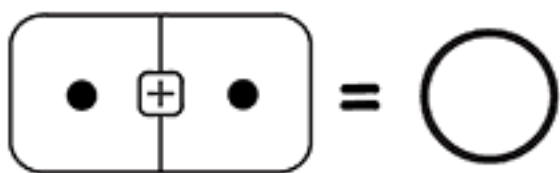
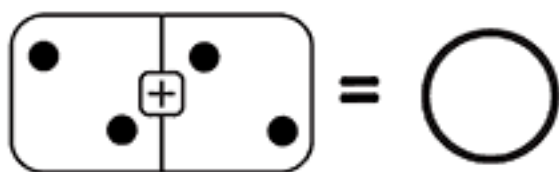
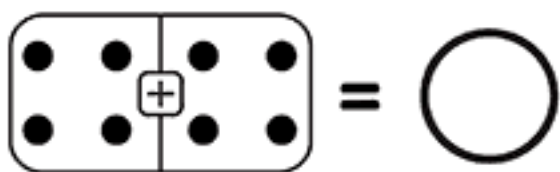
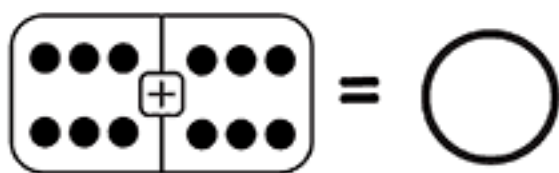
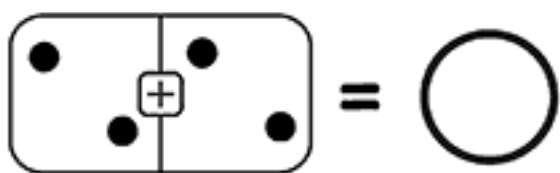


$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



# Double Dominos

NAME: \_\_\_\_\_



### Missing Domino-Double Digit Addition

Directions: Fill in the missing dots on the domino.

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline \circ & \\ \hline & \\ \hline \end{array}$$

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4 2

$$\begin{array}{|c|c|} \hline & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline \end{array}$$

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5 5

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline \end{array}$$

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8 8

$$\begin{array}{|c|c|} \hline & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline \end{array}$$

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8 6

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

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$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

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2 9

$$\begin{array}{|c|c|} \hline & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \\ \hline \end{array}$$

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6 7

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline & \bullet \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

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4 9

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$$\begin{array}{|c|c|} \hline \bullet & \\ \hline \bullet & \\ \hline \bullet & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

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5 4

$$\begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array}$$

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7 9

$$\begin{array}{|c|c|} \hline & \\ \hline & \\ \hline & \\ \hline & \\ \hline \end{array} + \begin{array}{|c|c|} \hline & \bullet \\ \hline & \bullet \\ \hline & \\ \hline & \\ \hline \end{array}$$

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3 7

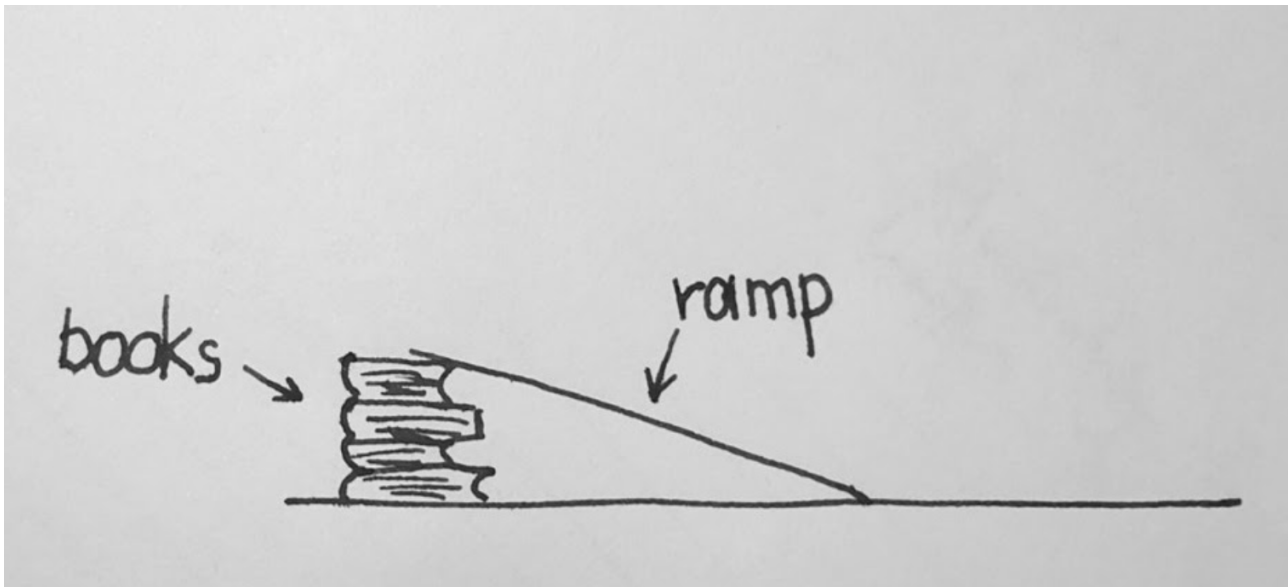


## Science and Technology – I like to move it, move it!

We are going to explore how things move by creating our own ramp and seeing how objects roll down it.

You will need:

-  8 items for rolling (e.g. a ball, water bottle, plastic cup, toy car)
-  a big book or strong cardboard
-  3-4 smaller books



**Drawing of a book being used to make a ramp.**

Use the drawing to make your ramp!

Put your objects in order of what you think will happen when you put them at the top of the ramp. Will they slide? Will they not move? Which will be the fastest?

Hold one of your items at the top of the ramp and let it go.

- What did you notice?
- Did the item roll down the ramp?
- Did the item fall off the ramp?

For those who like a challenge!

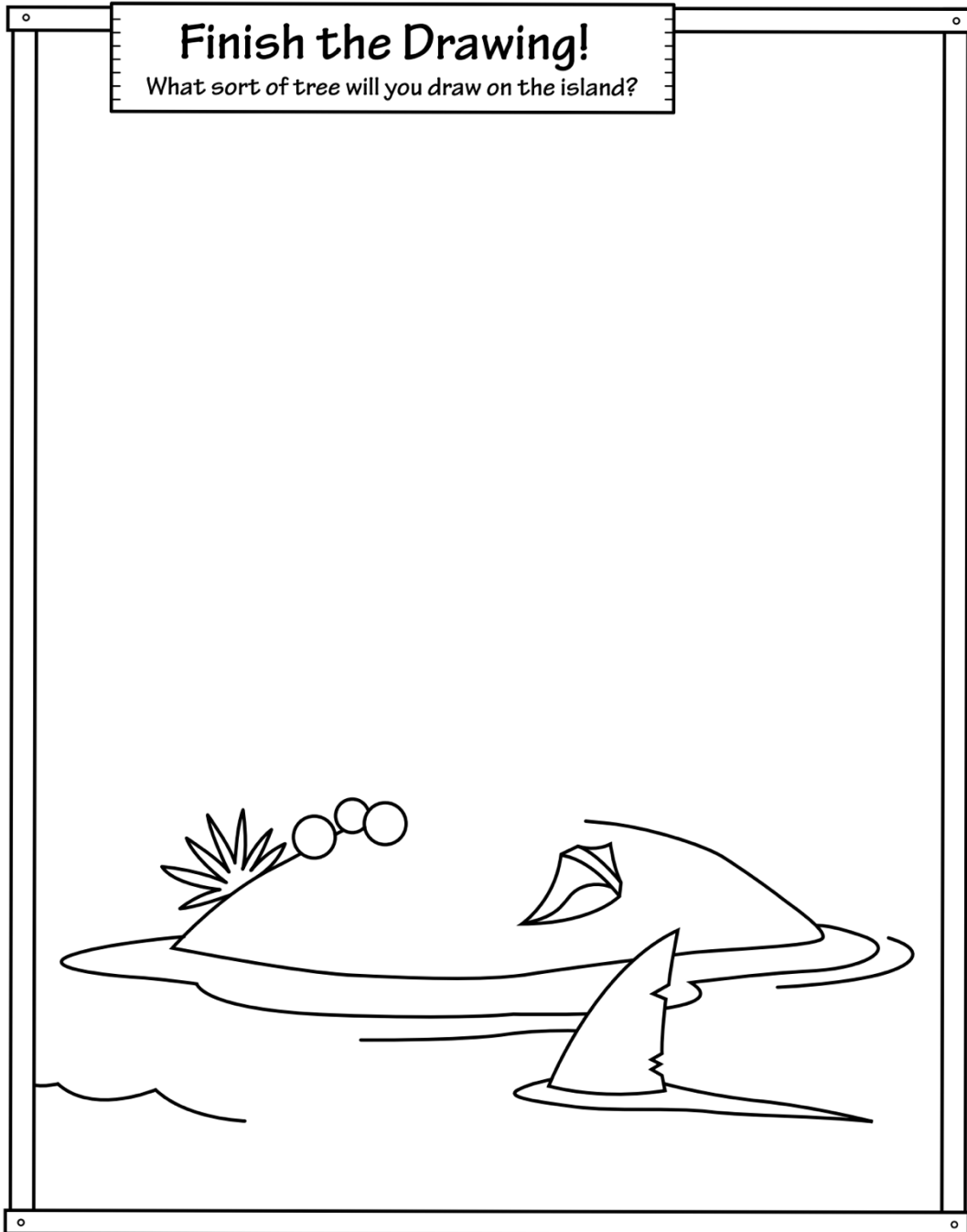
- Draw a picture of your ramp. Draw what items rolled down the ramp and which items rolled off your ramp.
- What do you think will happen if you stack more books? Try it to find out!
- What do you think if you take away some books? Try it and find out!

Friday










15th October 2021

**Finish the Drawing!**

What sort of tree will you draw on the island?



## Things you need

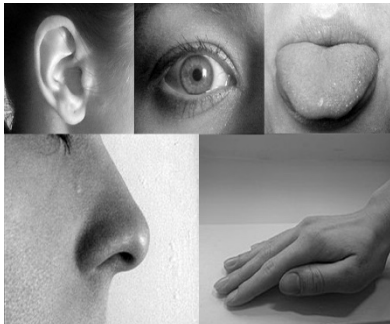
Activity	You will need
<b>Brain Break</b>	 tea towel
<b>Most activities</b>	 Pencils  Workbook
<b>Mathematics</b>	
<b>STEM</b>	 recycled material ( piece of paper, sandwich bag)  string, dental floss or wool  sticky tape  toy that can be tied to string  scissors  timer (optional)

### Care and connect – Happy memories

What is a very special happy memory that you have?  
 What made it a special memory?  
 What were you doing? Who was with you?  
 Draw a picture of one of your happiest memories.



### Brain break – Let's recharge!



We're going to use the five senses of the human body. Sight, hearing, touch, smell and taste.

Name five things you can see (e.g. drink bottle)

Name four things you can hear (e.g. car outside)

Name three things you can feel with touch (e.g. shoes against my ankles)  
 Name two things you can smell (e.g. cookies and oranges)

Name one thing you can taste (e.g. toothpaste)

English – Activity 1 – Speaking and Listening

Look at these symbols. What do you think these symbols represent?



Can you explain what the symbols mean to someone at home? Or write down what you think they mean below.

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English – Activity 2 – Reading



Listen to the story 'Back to Sleep' by Zoe Foster Blake, if you can. If you don't have a device, read any book that you have at home.



After listening to the story,

- Draw a picture of the main character in your workbook.
- Draw one place from the book. This is called the setting.

Character	Setting

English – Activity 3 - Writing



Look carefully at this picture.



Image by [Kohji Asakawa](#) from [Pixabay](#)



Write a description about it in the box below. Include the objects, colours and shapes you can see. Try to write at least 2 sentences.

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**CHALLENGE** Without showing them, read your writing to someone at home. Ask them to draw what you have read to them and see if their picture looks like the one above.

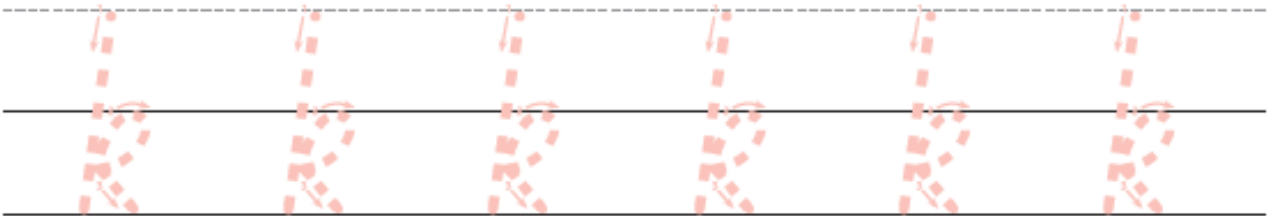
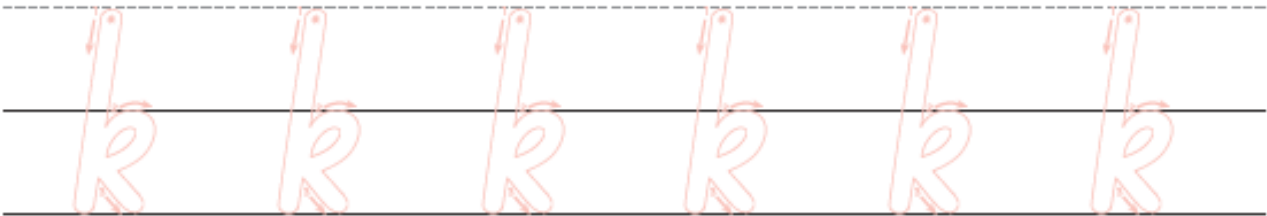
# Lower case k

Kk

The lower case 'k' is a tall letter.  
We make the letter 'k' with one movement.  
We move down in a straight line and leave  
our pencil on the page as we come back up  
and make a little bump. We then make a  
little line at the end.



Example mnemonic: Down, around and out!





# Upper case K

Kk

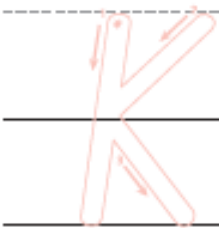
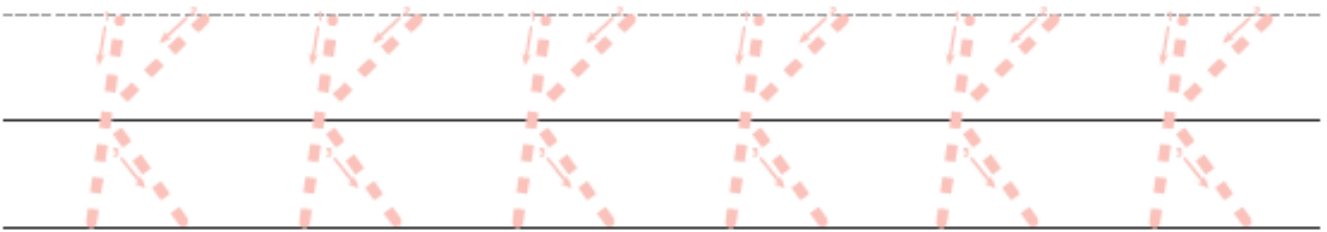
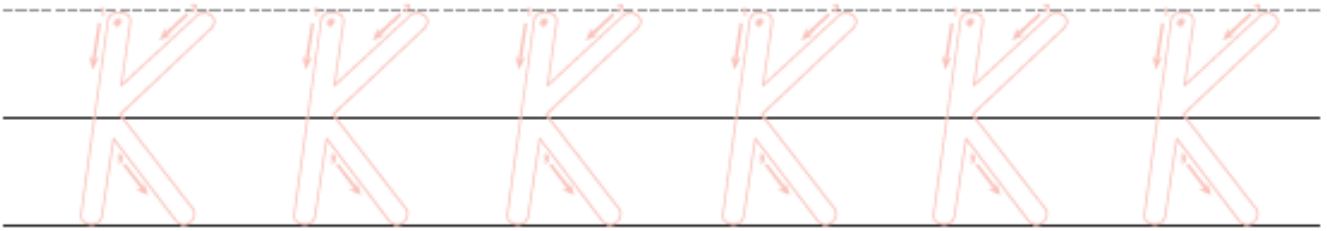
The upper case 'K' is a tall letter.

We make the letter 'K' with two movements.

We start at the top and move down to make a straight line. We take our pencil off the page and make a little line to join the first line and then kick back out again for the final part of the K.



Example mnemonic: Down, in and out!



## Mathematics – Staircase patterns

Today we will be exploring staircase patterns.



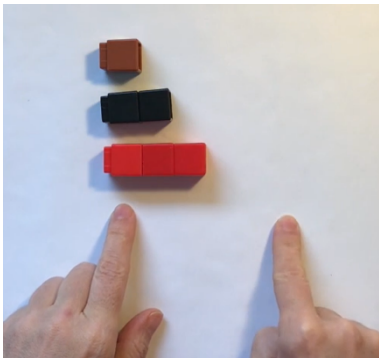
You will need:

- pencils
- your workbook.

Watch the video 'Numberblocks- Step Squad' or follow the instructions below.

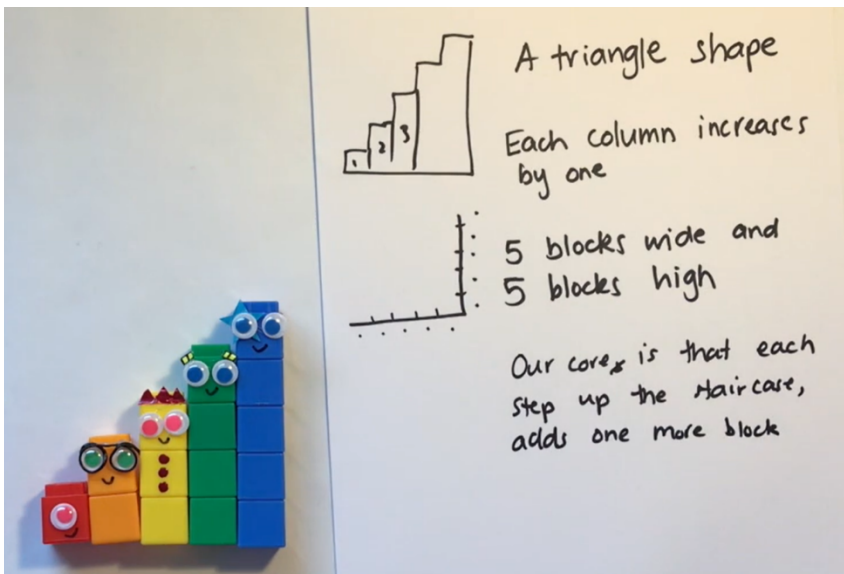


Look at the picture:



- How many blocks would be next in this pattern?
- How do you know?

Below is a number pattern. The blocks have been arranged differently. Here are some things you might notice about this pattern.



This pattern goes up by 1.  
What would the pattern look like if it went down by one?

Hint:

One less than 5 is 4.  
One less than 4 is 3.

Draw the staircase pattern in the video and continue drawing what it would look like if it went up by 1 and down the other side by 1.



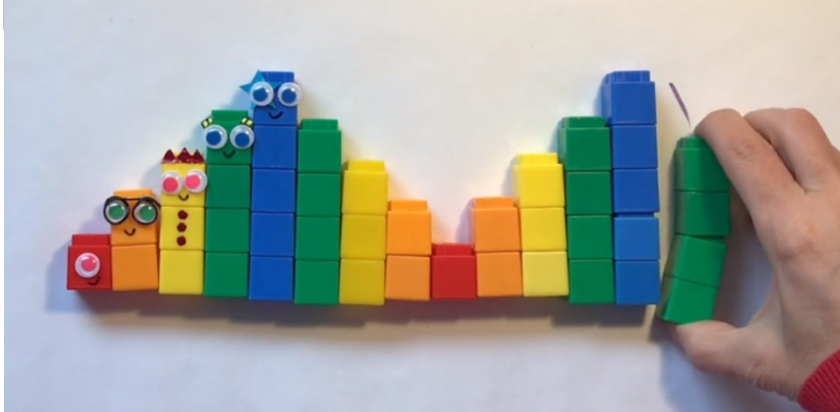
Watch the video and join in the activity or follow these instructions.

Did your pattern look like this?





What do you notice about the pattern when it goes up by 1 and then down by 1?



We can continue our pattern. This pattern is growing and shrinking.



You can change your pattern around like this.

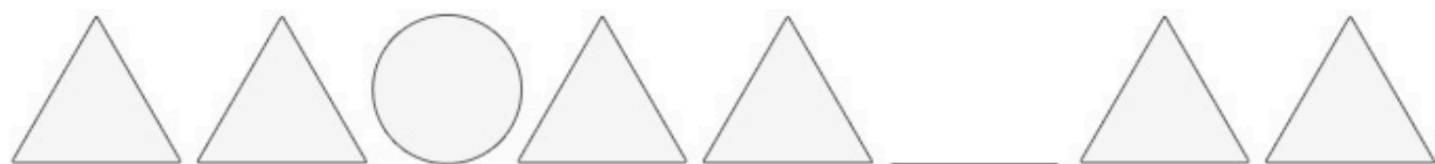
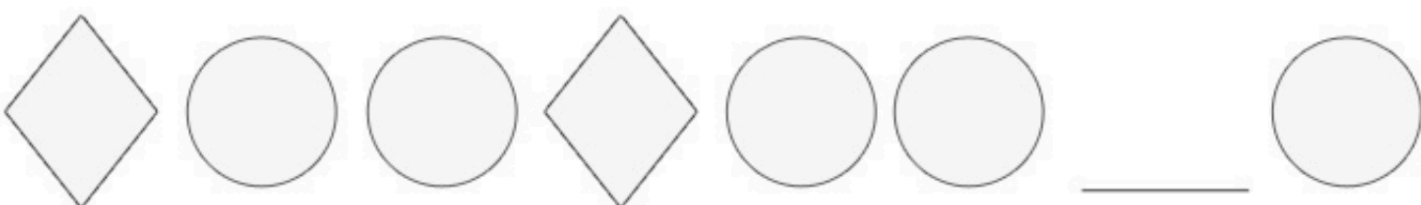
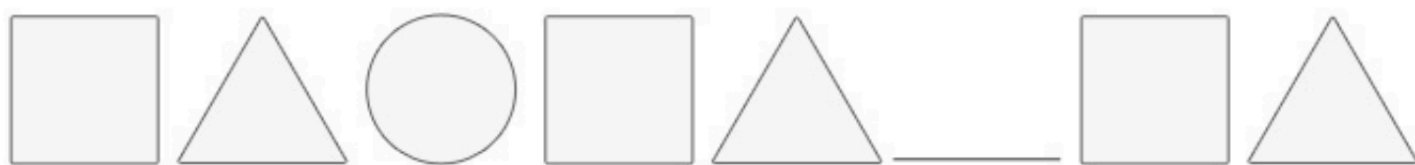
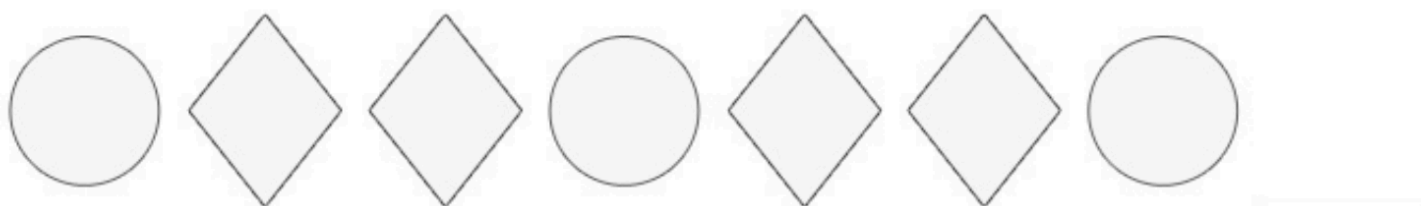
- Does it change how you think about the pattern?
- Can you count the number of blocks in each row?
- Can you see a different pattern?
  
- How many blocks are there altogether?



Draw a picture to show your thinking.

## What Shape Comes Next?

Look at each pattern below and draw the missing picture.



# SPOT THE PATTERN 4

Spot the pattern and then fill in the missing patterns.

1) Shade the last 2 snails



2) Write the next 3 numbers in this pattern.

5	6	7	8	5	6	7	8	5	6	7	8			
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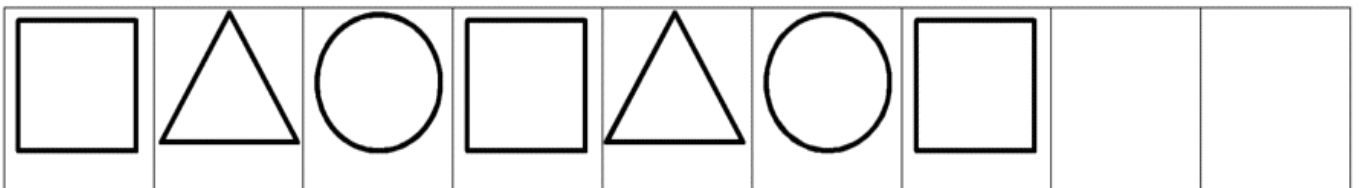
3) Shade the last 2 starfish to finish the pattern.



4) Complete the last 2 dice patterns.



5) Draw the last 2 shapes



6) Write in the last 3 letters

E	F	G	E	F	G	E	F	G			
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## Challenge

Design and build a paper shoe to fit your foot.

## Rules

1. You can only use the materials on the list, but you don't have to use all the materials
2. After you have made your shoe, you can use any materials you like to decorate it!

You will need:

- paper
- cardboard
- sticky tape
- scissors
- 50cm string
- pencil
- ruler.

## Make a paper shoe

This section includes the design thinking process, instructions, and helpful hints



### Identify and define the challenge

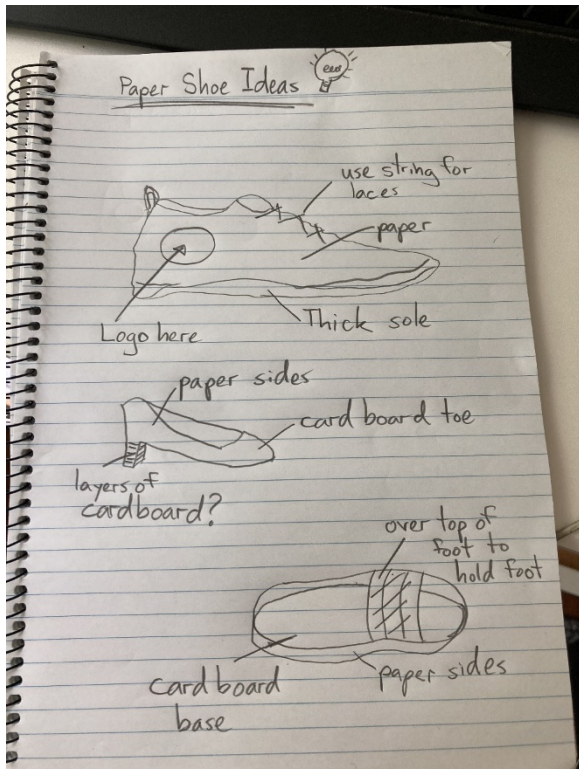
- Read the rules 👍
- Collect materials and think about how they could be used or changed for the challenge
- Keep a notebook or STEM journal to record your ideas and discoveries
- Gather different types of shoes such as sports shoes, hiking boots and slippers. What are the features of these shoes? What is the purpose of each type of shoe?



### Brainstorm and design your shoe

- Draw and label at least 3 different shoe designs. What materials will you use to make each part of the shoe?
- Which shoe are you going to make? Why did you choose that design?
- Does your design meet the challenge rules?

## Figure Record your ideas in a STEM journal



*Extra maths challenge:* Find the area and perimeter of your shoe. You will need string and graph paper. To find the perimeter, use string to measure around your foot. Stretch the string out and measure with a ruler. How many centimetres is the perimeter of your foot? Trace your foot on graph paper and count the squares to find the area of your foot in  $\text{cm}^2$



Time to build! Make and test your shoe

- Make and try on your shoe
- Draw or take a photo of your design
- Why do you think it did/did not work?
- What else could you try?





**Figure Shoe design example**



Test, improve and present

- Make any improvements to your shoe. Note this on your drawing
- Did your design meet the challenge?
- Decorate your shoe
- You might like to give your shoe a brand name
- Who is your shoe for? What are the unique features of your shoe?