

Stage 1 Home Learning Grid- Term 3, Week 10

You will not need access to a digital device to complete the following activities.

All activities can be completed on paper, homework book or an exercise book.

You can upload photos of your work to seesaw for the teacher's to give you feedback at the end of each day.

Stage 1 teachers

Monday

Reading

Learning Intention:

We are learning to make inferences to understand texts we read.

Success Criteria:

I can use clues in the text and my background knowledge to understand the texts I read.

Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.

Making Inferences


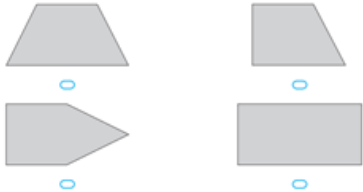


Read/view the text above- this week we are reading a visual text (the pictures above). Use your background knowledge and clues in the text to answer the questions below . Inference charts to support you have been pasted at the end of the grid.

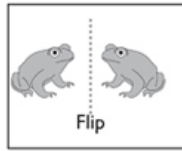
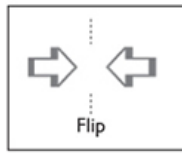
What can you see? I see ...

What are you wondering? I wonder ...

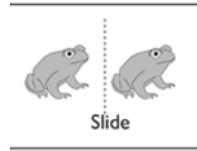
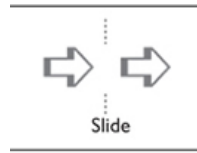
What are you thinking? I think ...

<p style="text-align: center;">Writing</p>	<p style="text-align: center;"><u>Discussion</u></p> <p>Watch the video The Butterfly Lifecycle and answer the following questions in your book or on paper. Click here- https://youtu.be/87tHYncgUi8</p> <ul style="list-style-type: none"> <input type="checkbox"/> Why do you think the author wrote this text? <input type="checkbox"/> Who did the author write this text for? <input type="checkbox"/> How do you think the author engaged the audience? <input type="checkbox"/> Can you explain the lifecycle of a butterfly? <input type="checkbox"/> What does a butterfly eat? <input type="checkbox"/> What did you learn about butterflies?
<p style="text-align: center;">Sight Words</p>	<p style="text-align: center;"><u>Sight Words</u></p> <p>Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your teacher.</p>
<p style="text-align: center;">Mathematics</p> <p>Learning Intentions: We will be learning to:</p> <ul style="list-style-type: none"> • Describe, manipulate, sort, and explore two-dimensional shapes and their positions. <p>Success Criteria: I can</p> <ul style="list-style-type: none"> • Investigate the effect of one-step slides and flips, with and without the use of digital technologies. • Identify and describe half-turns and quarter-turns of 2D shapes. 	<p style="text-align: center;"><u>Mathematics - 2D Shapes</u></p> <p><u>Problem of the day:</u></p> <p>Cathy has these two shapes.</p>  <p>Which shape could she make by joining them together?</p>  <p><u>Maths Activity - 2D Shapes - What happens when I flip or slide a 2D Shape?</u></p> <p>Equipment needed: paper, scissors, adult supervision while you use scissors.</p> <p>Today we are learning to identify a one-step slide or flip of a single shape and use the terms 'slide' and 'flip' to describe the movement of the shape.</p>

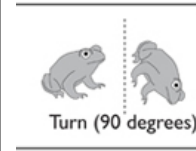
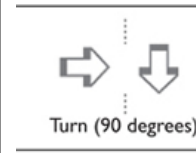
If I **flip** this shape over the dotted line it will look like this:



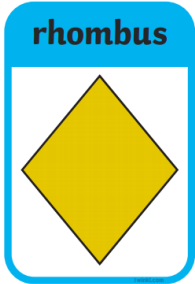
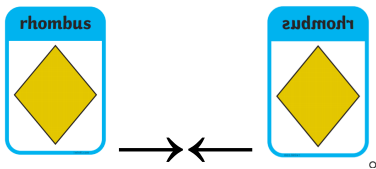
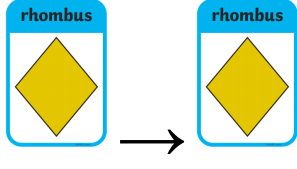
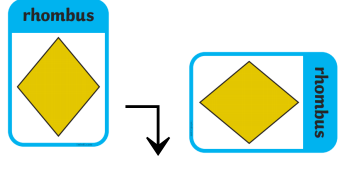
If I **slide** this shape over the dotted line it will look like this:



If I **turn** this shape over the dotted line it will look like this:



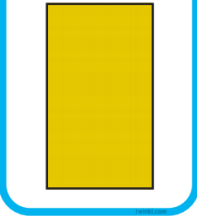
On some paper, draw and cut out a variety of 2D shapes. There are some below to guide you with which 2D Shapes to create. Draw in the table below what happens when you flip, slide or turn a shape. What happens? Does it look the same? Does the position of the shape look different? Make sure to write down your observations. Here is an example:

Name of 2D Shape	Flip it and draw it.	Slide it and draw it	Extension: Turn it and draw it
			

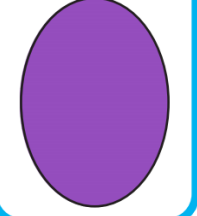
My observations of the rhombus: I noticed that when I flipped and slid the rhombus it looks like it is the same shape but when I turn the rhombus it looks like it has changed position. I noticed that the shape has not changed

size and still has 4 corners and 4 sides.

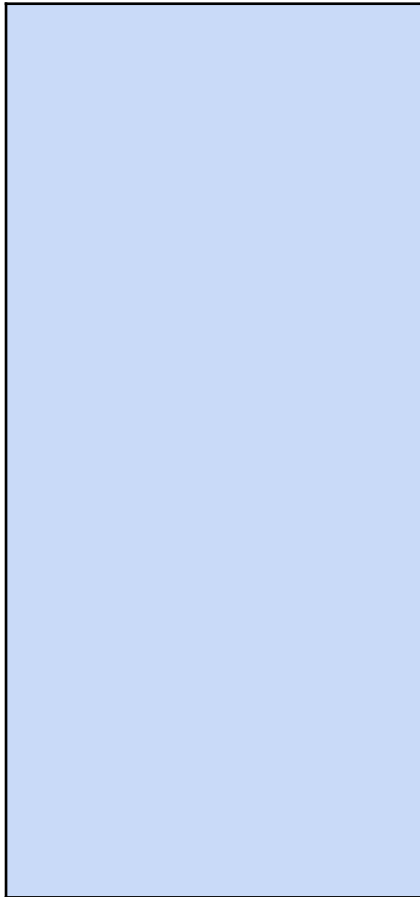
Now it's your turn:


Name of 2D Shape	Flip it and draw it.	Slide it and draw it	Extension: Turn it and draw it
<p data-bbox="568 451 763 507">rectangle</p> 			

My observations of the rectangle:


<p data-bbox="568 882 763 938">oval</p> 			
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My observations of the oval:

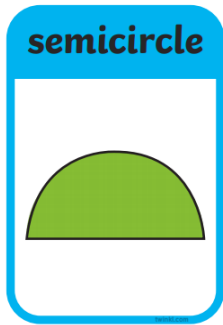


<p>parallelogram</p> 			
---	--	--	--

My observations of the parallelogram:

<p>trapezium</p> 			
---	--	--	--

My observations of the trapezium:



My observations of the semi-circle:

Other KLA area's

Creative Arts: Paper Plate Butterfly!

Materials:

- Paper plates
- Scissors
- Wide paddle pop sticks, OR cut up pieces of cardboard
- Glue
- Coloured pencils/textas/paint/crayons
- OPTIONAL: pipe cleaners, googly eyes

First:

Decorate the *back* of the paper plates.

Next, cut your paper plate in half, then each half into a butterfly wing shape.

Now, glue the wings to either side Of the paddlepop stick.

Glue two short pipe cleaners at the



Top of your butterfly body for antennae. You now have your basic butterfly shape!
Finally, decorate your butterfly with marker faces and designs on the body and wings.

REMEMBER!

Butterflies are famous for having symmetrical wings, so if you would like yours to be as realistic as possible, try to get them symmetrical!



Tuesday

Reading

Learning Intention:

We are learning to make inferences to understand texts we read.

Success Criteria:

I can use clues in the text and my background knowledge to understand the texts I read.

Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.

Making Inferences



Read/view the visual text above. Use your **background knowledge and clues** in the text to answer the questions below. *Inference charts to support you have been pasted at the end of the grid.*

- **Who is in the image? What else can you see in the image?**
- **Why do you think the boy is looking out the window? How do you think he might be feeling? What clues helped you answer this question?**
- **Where do you think this image is set?**
- **When do you think this image was taken?**



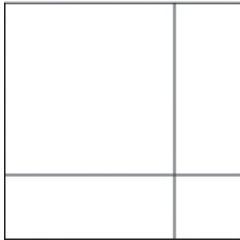


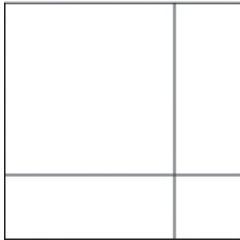


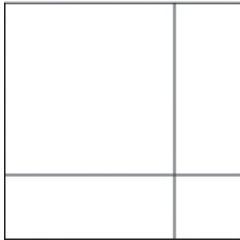
Using your background knowledge and the clues in the image, what can you infer from this picture?

Writing

Learning Intention: We are learning to plan our writing.

Plan

This week you are going to write an informative text. You will be writing to inform the audience about butterflies. Watch the video again to help you find information about butterflies. <https://youtu.be/87tHYncgUi8>

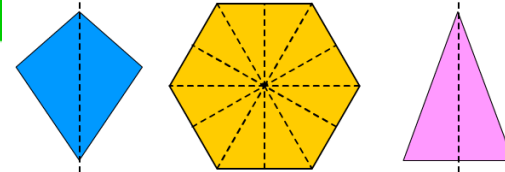
<p>Success Criteria: I can plan my writing using keywords, drawings, diagrams or no</p>	<p><input type="checkbox"/> Write a plan for your informative text. Please make sure you are using detailed drawings, key words, diagrams or notes. The teacher's plan below is an example written about bees. Remember your plan will be about butterflies!</p>					
<p>Sight Words</p>	<p style="text-align: center;">Sight Words</p> <p>Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your teacher.</p>					
<p>Mathematics Learning Intentions: We will be learning to:</p> <ul style="list-style-type: none"> Describe, manipulate, sort, and explore two-dimensional shapes and their positions. <p>Success Criteria: I can</p> <ul style="list-style-type: none"> Investigate the effect of one-step slides and flips, with and without the use of digital technologies. Identify and describe half-turns and quarter-turns of 2D shapes. 	<p style="text-align: center;">Mathematics 2D Shapes Symmetry - What is it and why it is important to know.</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="533 421 1131 485"> <p>Problem of the Day:</p> </td> <td data-bbox="1131 421 2040 485"> <p>Challenge Problem: How many rectangles can you see in this image?</p> </td> </tr> <tr> <td data-bbox="533 485 1131 791"> <p>A shed has a window that looks like this from the inside.</p>  <p>What does the window look like from the outside?</p>  </td> <td data-bbox="1131 485 2040 791"> <p>Rectangle count-up</p>  </td> </tr> </table> <p>Maths activity - 2D Shapes Symmetry Cut and Fold: Today we are learning how to fold something in half to see how a shape can be symmetrical or not. Symmetry is having one or more sides of a 2D shape mirror the other side. An object is symmetrical when one half is a mirror image of the other half. It may be divided by one or more lines of symmetry. Here is an example:</p>		<p>Problem of the Day:</p>	<p>Challenge Problem: How many rectangles can you see in this image?</p>	<p>A shed has a window that looks like this from the inside.</p>  <p>What does the window look like from the outside?</p> 	<p>Rectangle count-up</p> 
<p>Problem of the Day:</p>	<p>Challenge Problem: How many rectangles can you see in this image?</p>					
<p>A shed has a window that looks like this from the inside.</p>  <p>What does the window look like from the outside?</p> 	<p>Rectangle count-up</p> 					

symmetry

Symmetry is having one side that exactly mirrors the other.



A line of symmetry divides a symmetrical shape in half.



An object may have more than one line of symmetry.



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Optional: watch this video before attempting the activity: <https://www.youtube.com/watch?v=YFzktjNmnPU>

At the end of the home learning grid is a sheet of paper that has a range of different 2D Shapes. What you need to do:

Step 1: Print the sheet or draw them on a piece of paper.

Step 2: Cut the shapes out.

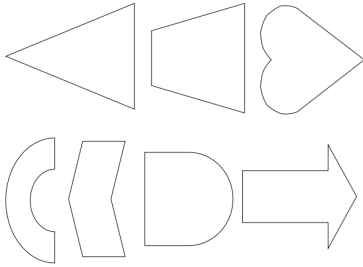
Step 3: Fold them exactly in half. Here is a video showing how to fold something in half:

https://www.google.com/search?q=how+to+fold+something+in+half+for+kids&rlz=1C1GCEA_enAU958AU958&oq=how+to+fold+something+in+half+for+kids&aqs=chrome..69i57.7297j0j7&sourceid=chrome&{google:instantExtendedEnabledParameter}ie=UTF-8#kpvalbx=yUEwYfCmOvqE4-EPILyT0Ag41

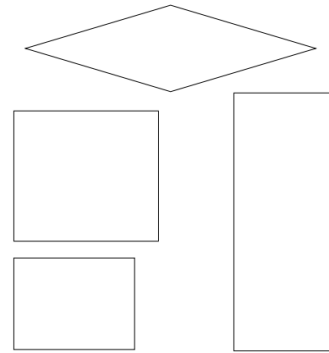
Step 4: Answer the following questions:

- Which shapes can be folded in half only once?
- Which shapes can be folded in half in more than one way?

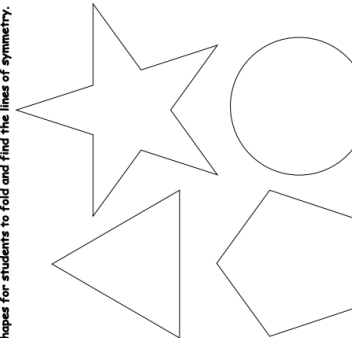
Vertical Symmetry - Print and cut out shapes for students to fold and find the line of symmetry.



Vertical and Horizontal Symmetry - Print and cut out shapes for students to fold and find the lines of symmetry.



Multiple lines of Symmetry - Print and cut out shapes for students to fold and find the lines of symmetry.



These documents are at the end of the home learning grid in a larger size for students to cut them out or copy the shapes and draw them.

Other KLA area's

Explore living things and their external features

Science: The Very Hungry Caterpillar

Watch and listen to *The Very Hungry Caterpillar* on Youtube. <https://www.youtube.com/watch?v=75N0K-Sm1YY>

At the end of the video, discuss with a family member,

- What are the life stages of a butterfly?
- What do real caterpillars eat?
- What are the main differences between the external features of a caterpillar and the external features of a butterfly?

Remember, butterflies are insects with a life cycle that is made up of four parts: egg, larva (caterpillars), pupa (chrysalis) and adult!

Read the information about the external features of a butterfly. Point out that butterflies have the following external features:

- Head, thorax and abdomen
- Four wings
- Two short legs at the front and four longer legs at the back
- Two antennae
- Two eyes
- A long tongue

Identifying the External Features of a

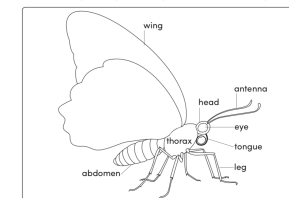
Butterfly

Butterflies are insects. A butterfly's life cycle is made up of four parts: egg, larva (caterpillar), pupa (chrysalis) and adult.

Butterflies have the following external features:

- Head, thorax and abdomen
- Four wings
- Two short legs at the front and four longer legs at the back
- Two antennae
- Two eyes
- A long tongue.

Butterflies like warm weather. They live near plants and flowers. They are often brightly coloured and use their wings to fly. Butterflies have six legs. Most butterflies drink nectar from flowers through their tongues. Their tongue works a little bit like a drinking straw.

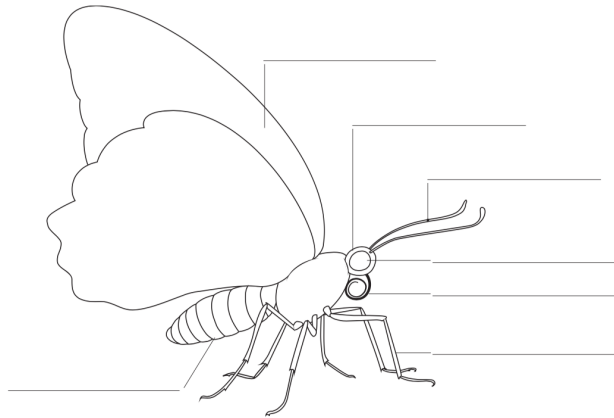


Optional: Watch this video showing the life cycle of a Monarch Butterfly <https://www.youtube.com/watch?v=kVm5k99PnBk>

Now it's your turn. Draw and label the features of a butterfly using the key vocabulary provided.

Identifying the External Features of a Butterfly

Select a word from the vocabulary box to name the different body parts of a butterfly.



Vocabulary

head
thorax
abdomen
leg
eye
antenna
tongue
wing

You can use this picture of a butterfly OR you could draw your own. Once you have drawn and labelled your butterfly, finish the following sentences about the external features. *It's important to note that small animals have different external features that help them to move, eat and survive their habitat.*

Think carefully about a butterfly and its external features.

1. A butterfly uses its wings to _____
2. A butterfly uses its legs to _____
3. A butterfly uses its tongue to _____
4. I think that a butterfly would like to live in _____, because _____

Wednesday

Reading

Learning Intention:

We are learning to make inferences to understand texts we read.

Success Criteria:

I can use clues in the text and my background knowledge to understand the texts I read.

Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.

Making Inferences

Read/view the visual text below. Use your background knowledge and clues in the text to answer the questions below. Inference charts to support you have been pasted at the end of the grid.

- **Using your knowledge and inferences about this text, can you draw or write what you think may happen next or what you might do next if you were the person in this picture?**



Writing

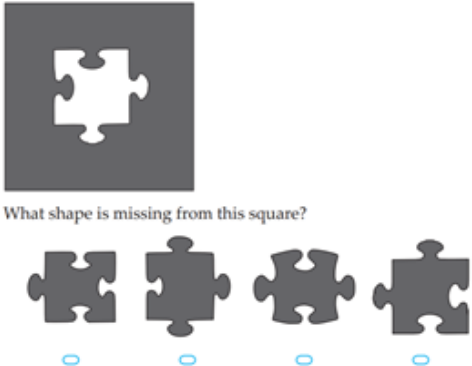
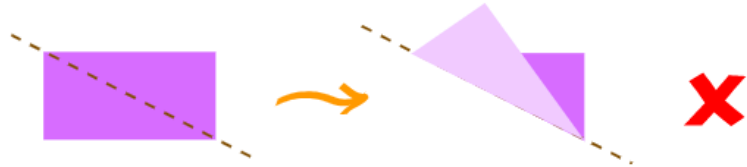
Learning Intention: We are learning to compose a text for a purpose and audience.

Success Criteria: I can use my plan to compose a text for a purpose and audience. I can use language features, different

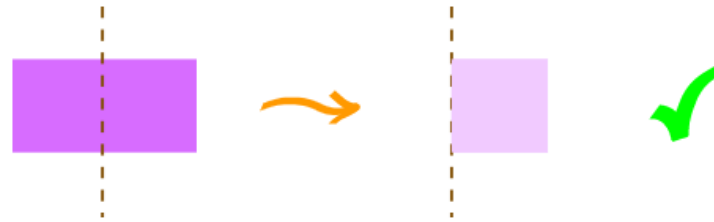
Composing

Please read through the teacher's example before completing your own informative text.

- Use your plan to compose your informative text. You will be informing the audience about butterflies. Remember to tick your ideas off your plan as you go.

sentences and organise my ideas.	
<p style="text-align: center;">Sight Words</p>	<p style="text-align: center;"><u>Sight Words</u></p> <p>Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your teacher.</p>
<p style="text-align: center;">Mathematics</p> <p>Learning Intentions: We will be learning to:</p> <ul style="list-style-type: none"> Describe, manipulate, sort, and explore two-dimensional shapes and their positions. <p>Success Criteria: I can</p> <ul style="list-style-type: none"> Investigate the effect of one-step slides and flips, with and without the use of digital technologies. Identify and describe half-turns and quarter-turns of 2D shapes. 	<p style="text-align: center;"><u>Mathematics - 2D Shapes - Symmetrical or not?</u></p> <p><u>Problem of the day:</u></p>  <p>What shape is missing from this square?</p> <p><u>Maths activity - 2D Shapes Symmetry - Are these shapes symmetrical?</u></p> <p>Today we are learning how to tell if a shape has a line of symmetry or not. Remember: symmetry is having one or more sides of a 2D shape mirror the other side. An object is symmetrical when one half is a mirror image of the other half. It may be divided by one or more lines of symmetry. Here is an example to help you:</p> <p>This is a rectangle. If I draw a line like this it doesn't make a line of symmetry because if I was to cut it out and fold it, it wouldn't line up perfectly. When the folded part sits perfectly on top (that means all edges matching) then the fold line has symmetry.</p>  <p style="text-align: center;">So this is not a Line of Symmetry</p>

But when I try it this way, it does work (the folded part sits perfectly on top, all edges matching):

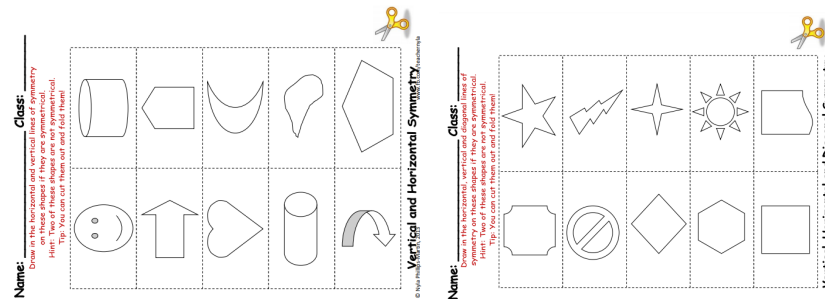


So this **is** a Line of Symmetry

Now it's your turn. What you have to do: look at these worksheets (they are at the end of your home learning grid). Ask yourself these questions:

- Can I see that the shape will have a mirror image if I draw a line down its front?
- Can I see more than one line of symmetry?

Draw a line of symmetry on the shapes. If the shape is tricky you can print and cut it out so you can perform the fold test. Some shapes have more than one line of symmetry!



These documents are at the end of the home learning grid in a larger size for students to cut them out or copy the shapes and draw them.

Other KLA area's

Nutrition and Health

PDHPE-

This week you will be learning all about identifying your own strengths and challenges! Click on the following YouTube link to learn all about strengths and challenges.
<https://www.youtube.com/watch?v=z0kQqbVAUFg>

Questions to think about after watching the video (you may like to discuss these with a family member):

- What is the difference between a strength and a challenge?
- Why is it important to be able to identify your own strengths and challenges?
- How can setting goals and practising your challenges daily help you to improve your skills?

Your turn:

Record 5 Strengths and 5 Challenges that you face.

Then record a goal that you would like to work on this year and write how you will reach success by listing people who can help you.

Stage 1 Online Learning
Term 3 Week 9



My Strengths, Challenges and Goals

Task: Identify 5 Strengths and 5 challenges that you have. Then select a challenge that you face and record a goal below to work towards turning your challenge into a strength.

My Strengths: 	My Challenges:
--	---

Goal:
I will: _____

To achieve this goal I will: 	People who can help me are:
---	--



Thursday

Reading

Learning Intention:

We are learning to self-assess our reading.

Success Criteria:

I can use the reading criteria sheet to identify things that I have done well and an area for improvement.

Self Assessment

Write about how you are being an effective reader. Use the reading criteria sheet attached to help you with this. What are two things you have done well? What is something you could improve on for next time?

Remember when you are reading to look at your reading criteria and think about what criteria or goals you are going to work towards to improve your reading.

Writing

Learning Intention: We are learning to recraft our writing to meet our purpose and audience.

Success Criteria: I can revise and improve my writing by adding better vocabulary and language features to meet my purpose and audience.

Recrafting

See the teacher's example attached at the end of the weekly lessons and then have a go at recrafting your own writing.

- Re-read your writing from yesterday. If you have a green or coloured pencil at home you can use it to recraft your writing by adding better words and language features.

Sight Words

Practise reading and writing your sight word list. If you are unsure what list you are working on please ask your

teacher.

Mathematics

Learning Intentions: We will be learning to:

- Describe, manipulate, sort, and explore two-dimensional shapes and their positions.

Success Criteria: I can

- Investigate the effect of one-step slides and flips, with and without the use of digital technologies.
- Identify and describe half-turns and quarter-turns of 2D shapes.

Mathematics - 2D Shapes - turning a shape half, quarter and full turns

Problem of the day:

What Am I?

I am a 2D shape.

I have six sides.

I have six vertices.

All of my sides are straight.

Maths Activity: Today we are learning to identify full-, half- and quarter-turns of a single shape and use the terms 'turn', 'full-turn', 'half-turn' and 'quarter-turn' to describe the movement of the shape. This is helpful to know for when we are reading a clock, or reading a map, or when we learn about angles in Stage 2 and 3 or when we are an adult and driving or doing some other work (like a plumber or mechanic).

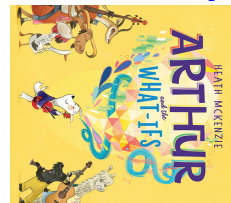
Let's discuss what it means to complete a quarter, half or full turn of something.

[Mrs. AYS has her favourite book here:](#)



[She needs to turn it so it is in the correct position to open and read it.](#)

[If she turns it a quarter turn it looks like this:](#)



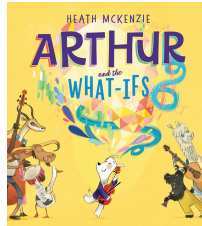
Oh no. It is the wrong way to read.

If she turns it a half turn from when it was in its original position it looks like this:



Oh no. That is still not the correct way to read it, the words would be upside down!

If she turns it a full turn from when it was in its original position it looks like this:

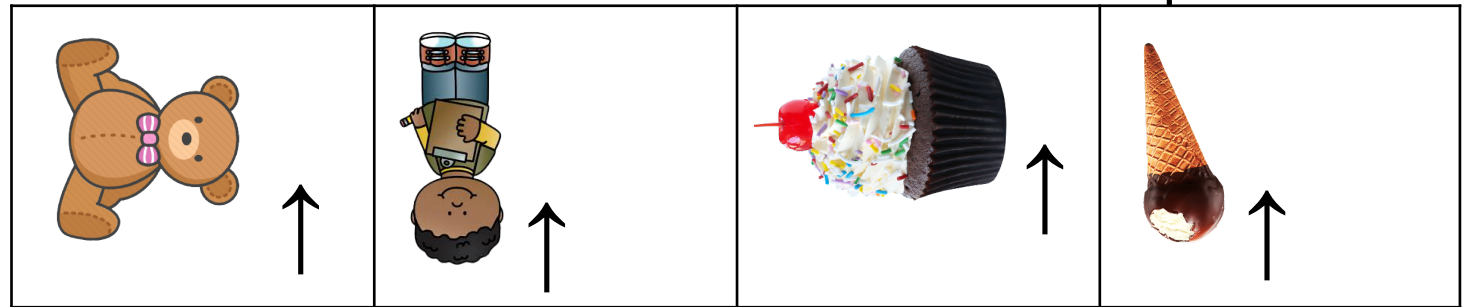


Yes! That is correct. It is the right way up to read now. She has turned the book a full turn so it is the correct way to read.

Here is an optional video that shows you how to turn something a quarter turn:

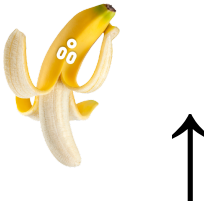

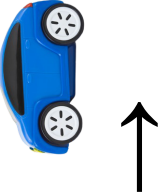


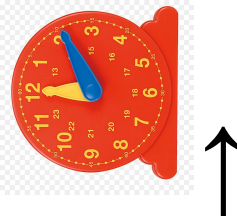

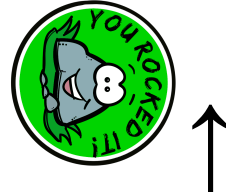
<https://www.nagwa.com/en/videos/960109390891/>

Now look at these images - do they need a quarter turn or half turn to be the right way up?


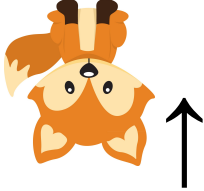
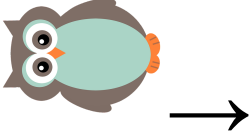
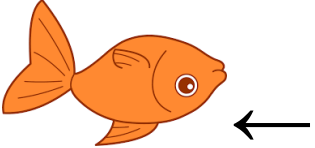


Quarter turn	Half turn	Quarter turn	Half turn
--------------	-----------	--------------	-----------

Now it is your turn. Decide whether these objects need a quarter or half turn to be the right way up. Look at the arrow next to each image. That arrow tells you which way it needs to go to be the right way up.

			
Which turn?	Which turn?	Which turn?	Which turn?
			
Which turn?	Which turn?	Which turn?	Which turn?

Extension: Can you figure out which turn these objects need to be in the correct position? Remember, the object needs to be the right way up to match the arrow!

			
Which turn?	Which turn?	Which turn?	Which turn?

Here is an optional game you might like to play:
<https://www.studyladder.com.au/games/activity/half-or-quarter-turns-36477?backUrl=/games/mathematics/au-year-two/mathematics-location-and-transformation-1732?q=quarter%20half%20turn>

Don't forget you have your mathletics and matific accounts to play games on as well. Contact your teacher if you need help accessing it.

Other KLA area's

PDHPE- Sport- Aerobics

Watch the aerobics lesson from the SISA teachers and complete the routine <https://youtu.be/iMO4txHN 3E>

Alternatively you can design your own aerobics routine to some music at home. Some exercises you might like to include in your aerobics routine:

- Jogging on the spot
- Squats
- Grape vine
- Star jumps
- Skipping on the spot
- Leg raises
- Squat and reach to the side

Friday

Writing

Learning Intention: We are learning to re-read and edit our writing to make sure that it makes sense and meets our purpose and audience.

Success Criteria: I can reread and edit my writing for punctuation, spelling and text structure to make sure it makes sense and meets my purpose.

Editing

- Re-read your writing from yesterday. If you have a red or orange pencil at home you can use this whilst editing your work.
- Check you have capital letters at the beginning of each sentence and for the names of people, places and things.
- Check the punctuation at the end of each sentence
- Edit any spelling mistakes by circling the incorrect word and writing the correct spelling.
- If you would like to have a go at publishing your writing, we would love to see your published work! (optional)**

Sight Words

Ask someone at home to test you on reading and writing each of your words in your sight word list. If you are able to read and write them correctly without any help

Mathematics

Learning Intentions: We will be learning to:

- Describe, manipulate, sort, and explore two-dimensional shapes and their positions.

Success Criteria: I can

- Investigate the effect of one-step slides and flips, with and without the use of digital technologies.
- Identify and describe half-turns and quarter-turns of 2D shapes.

Mathematics - 2D Shapes

Problem of the day:

What Am I?

I am a 2D shape.

I have one side.

My only side is curved.

I do not have any vertices.

This week we have been learning to investigate shapes and their positions. Below you will find a tangram game for you to practise the skills you have learnt this week by sliding, flipping and turning shapes to make patterns.

<https://apps.mathlearningcenter.org/pattern-shapes/>

Alternatively there is a tangram stencil that you can print, colour, cut out and design your own picture using the

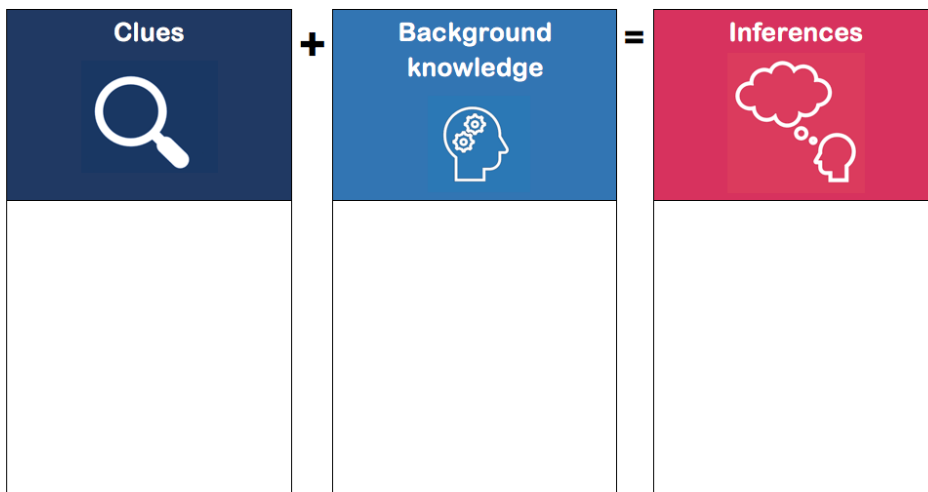
shapes if you would prefer. Here are some ideas of what pictures you could make.



**Wellbeing Fridays
(Student Choice)**

Students are encouraged to take some time for wellbeing and engage in activities they enjoy. Some suggestions could include playing a board game, gardening, playing a game outside, being creative with resources such as paper, play dough or Lego, making an artwork, building a sculpture, spending time with their family, cooking, dancing and sport activities.

Appendix 1- Inference equation



Making Inferences

I infer by thinking about:





- the characters actions
- the setting and why it is important
- what the character says
- the characters feelings
- the plot and why certain events take place
- what you already know



The reader uses what they already know (**background knowledge**), along with what the author wrote (**text evidence**), and puts it all together (**making an inference**).

When you make an inference, you go **BEYOND** the author's words to understand what is not said in the text.

Writing Criteria

Writing Goals Self-Assessment	
My criteria for reflection:	
	I have planned my writing.
	I can reread my writing all the time to see if it makes sense.
	I can talk about how I have structured my text and organised my ideas to meet my purpose.
	I can talk about how I use language features to meet my purpose and audience.
	I can talk about how I used effective well-structured sentences.
	I can talk about how I recraft and revise my writing to boost and improve it further.
	I can reflect on my writing.
Two things I have done well in my writing are:	
 	
I can improve my writing by:	
	

Reading Criteria

Stage 1
Monitors meaning and self-corrects when reading texts.
Identifies new and unknown vocabulary using word, context and grammar knowledge, e.g. morphological knowledge.
Skim and scan to find information in a range of texts
Talk about and identify text structure, organisation and features including headings, diagrams, tables, graphs and flowcharts.
Discuss purpose and audience in a range of texts.
Uses background knowledge and clues in the text to make inferences.
Make connections with texts and myself, text to text and text to world.
Annotates texts to make meaning
Discuss different texts, identifying similarities and differences.
Make and justify predictions using evidence from the text, before, during and after reading.
Summarise the main ideas in the text
Reflect and discuss my learning against criteria.

Writing Plan

What does it look like?

- usually brown with yellow bands around body
- 3 body parts- head, thorax and abdomen
- covered in tiny hairs
- six legs
- 4 wings
- 2 antennae

Where does it live?

- live in natural environments such as gardens, bush and meadows
- live where flowers grow

What does it eat?

- nectar from flowers
- they convert nectar to honey

Honey Bee

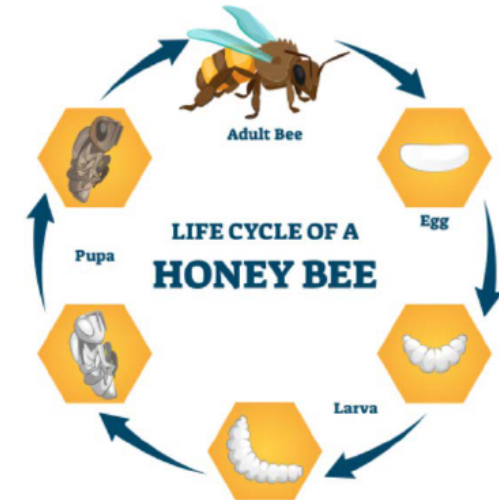


How do they make honey?

- they gather pollen or nectar from flowers
- nectar gets stored in honey stomach
- nectar sacs are full-returns to hive
- pass nectar from mouth to mouth until moisture content reduces.
- turning to honey

Fun facts

- can carry nectar or pollen close to own weight
- forager bees come out of hive when 3 weeks old
- they live for 6 weeks
- it takes 300 bees 3 weeks to gather 450g honey
- Queen bee lays eggs



Composing

Amazing Honey Bees

FEATURES

Bees are insects that are usually brown with yellow bands around their bodies. A bee consists of three body parts which are its head, thorax and abdomen. They are covered in tiny hairs and have six legs, four wings and two antennae.

LIFE CYCLE

It all begins with a tiny egg as small as a grain of rice. The egg forms into a larva which is like a mini cocoon. The larva transforms into a pupa, now the bee is starting to take shape. The wings are the last to develop and now our adult bee is fully formed.

HABITAT

Bees live in natural environments such as gardens, bush and meadows. You might have seen them in your garden. Sometimes you can hear them before you see them. They live where flowers grow.

DIET

Adult bees eat nectar from flowers, and they convert the nectar to honey. For the first three days after hatching all bee larva are fed royal jelly.

HONEY PROCESS

Bees gather pollen or nectar from flowers. Nectar gets stored in the bee's honey stomach. When the bee's nectar sacs are full, they return to the hive. They then pass nectar from one bee's mouth to another bee's mouth until the moisture content reduces. Now you have nice sticky honey!

FUN FACTS

Bees can carry nectar or pollen close to their own weight. Forager bees come out of their hive when they are 3 weeks old to begin collecting nectar. Forager bees only live for 6 weeks and it takes up to 300 bees 3 weeks to gather 450 grams of honey. That's the same amount as 1 jar of honey. The queen bee is the largest bee, the leader and has the job of laying all the eggs.



Recrafting

- The parts highlighted in green are what has been added and changed from the composing.

Amazing Honey Bees

FEATURES

Bees are **amazing insects** that are usually brown with yellow bands around their bodies. A bee consists of three body parts which are its head, thorax and abdomen. They are covered in tiny, **furry** hairs and have six legs, four wings and two antennae.

LIFE CYCLE

It all begins with a **pearly white** egg as small as a grain of rice. The egg forms into a larva which is like a mini cocoon. The larva transforms into a pupa. Now the bee is starting to take shape! The wings are the last to develop and now our adult bee is fully formed.

HABITAT

Bees live in natural environments such as gardens, bush and meadows. You might have seen them in your garden. Sometimes you can hear their **buzz, buzz** before you see them. **Their habitat is surrounded in beautiful flowers.**

DIET



Adult bees **suckle** nectar from flowers, and they convert the nectar to honey. For the first three days after hatching all bee larva are fed royal jelly.

HONEY PROCESS

Bees gather pollen or nectar from flowers. Nectar gets stored in the bee's honey stomach. When the bee's nectar sacs are full, they return to the hive. They then pass nectar from one bee's mouth to another bee's mouth until the moisture content reduces. Now you have **golden**, sticky honey!

DID YOU KNOW?

Bees can carry nectar or pollen close to their own weight. Forager bees come out of their hive when they are 3 weeks old to begin collecting nectar. **Surprisingly** forager bees only live for 6 weeks. It takes up to 300 bees 3 weeks to gather 450 grams of honey. That's the same amount as 1 jar of honey. **Can you imagine working for 3 weeks to only produce a small amount of honey?** The queen bee is the largest bee, the leader and has the job of laying all the eggs. **Aren't bee's amazing insects?**



My Strengths, Challenges and Goals

Task: Identify 5 Strengths and 5 challenges that you have. Then select a challenge that you face and record a goal below to work towards turning your challenge into a strength.

My Strengths:

-
-
-
-
-

My Challenges:

-
-
-
-
-

Goal:
I will:



To achieve this goal I will:

-
-
-

People who can help me are:

-
-
-



List 31	Telephone	Farmer	List 34	stadium	List 37	poddle	List 40	scuffing	List 43	straight	List 46	special	List 49
Sunday	peaceful	welcome	snout	grumble	decided	injection	chosen	amount	enjoyment	material	length	maternal	available
birthday	shred	stronger	corner	verandah	pecked	Tidying	weather	security	cerveis	tradition	climate	piece	vary
listen	chocolate	confusion	swimming	laughed	greetings	shrunk	shovel	crowd	mountain	handsome	written	List 35	List 38
aeroplane	hoystack	swimming	laughed	greetings	shrunk	shovel	crowd	rocket	mountain	handsome	written	List 35	List 38
Saturday	squirt	swimming	laughed	greetings	shrunk	shovel	crowd	rocket	mountain	handsome	written	List 35	List 38
surprise	shrunk	swimming	laughed	greetings	shrunk	shovel	crowd	rocket	mountain	handsome	written	List 35	List 38
asleep	shrink	swimming	laughed	greetings	shrunk	shovel	crowd	rocket	mountain	handsome	written	List 35	List 38
lying	shovel	swimming	laughed	greetings	shrunk	shovel	crowd	rocket	mountain	handsome	written	List 35	List 38
unload	mountain	swimming	laughed	greetings	shrunk	shovel	crowd	rocket	mountain	handsome	written	List 35	List 38
List 32	handsome	swimming	laughed	greetings	shrunk	shovel	crowd	rocket	mountain	handsome	written	List 35	List 38
List 32	handsome	swimming	laughed	greetings	shrunk	shovel	crowd	rocket	mountain	handsome	written	List 35	List 38
Bright	Thursday	illustrate	settled	plodding	decision	whistle	List 41	List 44	List 47	List 50			
height	trailer	muddle	plodding	pyramid	healthy	fruity	container	drapae					
carried	plough	dictionary	strubborn	healthy	special	mixture	forecast	shoulder					
climbing	shouted	wrinkled	excitement	special	young	island	fabric	supposed					
burners	Olympics	diseases	wobble	vegetables	rectangle	ingredients	knot	young					
right	Tuesday	author	feathers	rectangle	oblong	jucy	ingredients	knor					
sight	tractor	encourage	creeping	rectangle	oblong	jucy	ingredients	knor					
television	tractoe	dictate	against	rectangle	oblong	jucy	ingredients	knor					
humour	machines	dictate	against	rectangle	oblong	jucy	ingredients	knor					
lifted	loudspeaker	noble	leapt	want	important	seedlings	patterns	carry					
lifted	happened	prune	panic	want	important	seedlings	patterns	carry					
List 33	List 36	List 39	List 42	List 45	List 48	List 51							
pointed	noticed	strawberry	starve	plenty	relaxation	introduce	knit	sondals					
drifted	begining	anything	gringer	plenty	relaxation	introduce	knit	sondals					
spaceship	propely	board	whip	picnic	relaxation	introduce	knit	sondals					
suit	replied	praise	excitement	lettuce	picnic	relaxation	introduce	knit					
whizzed	country	suggested	arriving	sniff	lettuce	picnic	relaxation	introduce					
ground	gasp	everything	sniff	energy	lettuce	picnic	relaxation	introduce					
quickly	equipment	sport	energy	chance	lettuce	picnic	relaxation	introduce					
gliding	thoughtful	ideal	chance	intelligent	lettuce	picnic	relaxation	introduce					
beard	graceful	announce	intelligent	ripple	lettuce	picnic	relaxation	introduce					
Dashed	understand	grace	ripple	measure	lettuce	picnic	relaxation	introduce					

List 1	List 4	List 7	List 10	List 13	List 16	List 19	List 22	List 25	List 28				
is	where	other	them	should	put	through	school	knew	real				
I	we	into	new	miss	found	woman	keep	while	believe				
The	do	no	will	come	think	even	tree	Australia	late				
to	but	good	many	after	soys	children	never	really	idea				
was	had	out	home	also	we'll	don't	picture	ready	eat				
sold	if	men	very	old	both	play	start	group	face				
and	that	were	mode	before	right	air	eye	began	lose				
a	his	come	there	down	want	house	light	together	carry				
one	or	look	part	same	done	another	mother	heard	naughty				
of	all	make	these	help	large	quiet	city	tomorrow	push				
List 2	List 5	List 8	List 11	List 14	List 17	List 20	List 23	List 26	List 29				
he	like	take	because	each	eight	women	different	question	earth				
go	Im	car	so	away	friend	thought	walk	slide	state				
for	doy	off	might	too	today	own	sure	love	hour				
has	one	than	last	year	late	own	head	nothing	across				
at	when	man	would	just	first	write	under	world	already				
you	went	some	must	long	read	child	few	sea	brother				
my	from	now	M.	little	number	gone	along	four	brought				
see	girl	your	well	Ms	time	learn	listen	behind	young				
not	on	with	live	mean	turn	high	such	laugh	leave				
saw	how	woy	Mrs	soy	read	quite	until	father	build				
List 3	List 6	List 9	List 12	List 15	List 18	List 21	List 24	List 27	List 30				
they	boy	who	it's	great	often	divoys	above	buy	money				
on	which	place	know	enough	most	watch	another	paint	family				
have	their	only	much	again	ask	night	close	change	afternoon				
what	why	two	over	any	can't	early	something	grew	yesterday				
as	me	then	those	between	move	pull	seem	answer	second				
she	her	could	goes	left	try	near	hard	loose	almost				
here	going	more	could	follow	kind	food	open	whole	sister				
this	been	find	word	show	people	below	ever	hear	bought				
be	our	water	use	small	around	every	begin	once	Dr				
by	about	call	soon	does	work	give	life	easy	colour				

Spelling Selection

Aim: I can practise spelling words I need to know.



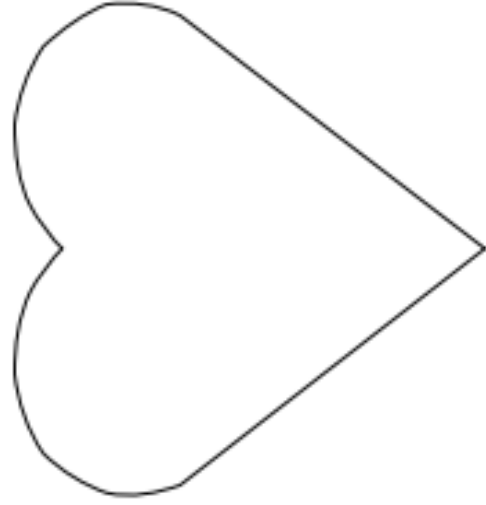
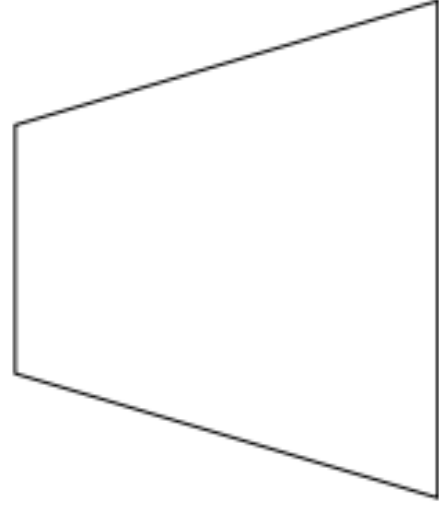
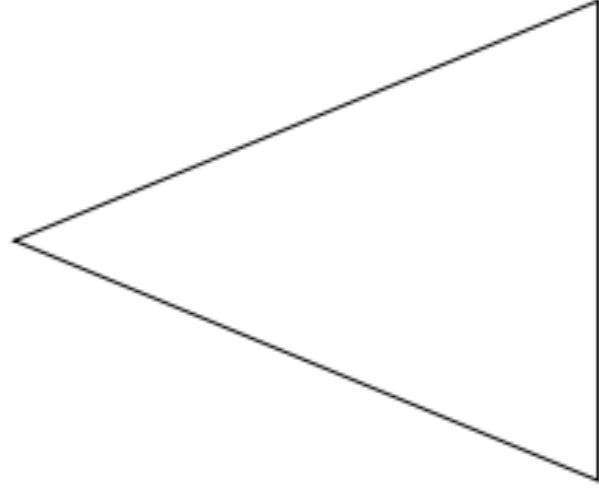
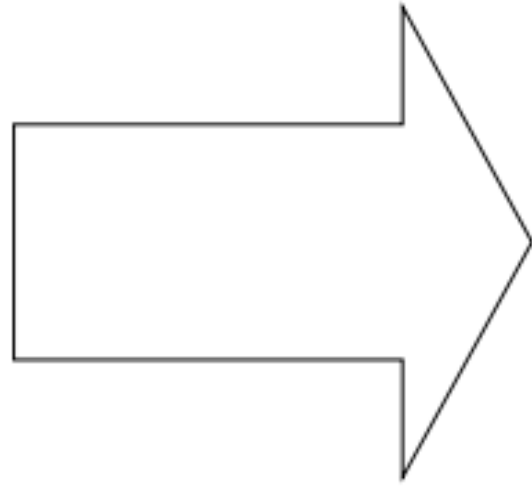
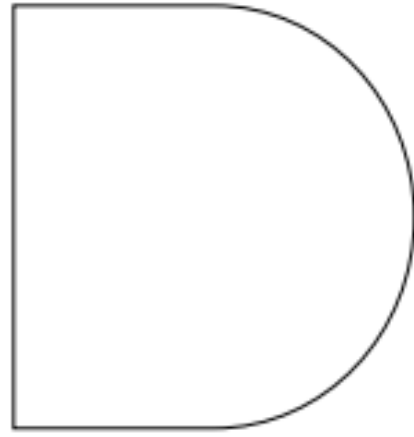
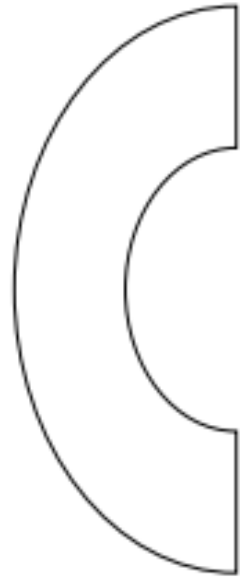
Select two spelling activities to do each day.

Monday	Tuesday	Wednesday	Thursday
<p>1 UPPER and Lower</p> <p>Write each of your words out two times.</p> <p>Write in UPPERCASE the first time and in lowercase the second time.</p>	<p>1 Pyramid Writing</p> <p>Write each of your words like a pyramid:</p> <p style="text-align: center;">s so som some</p>	<p>1 UPPER and Lower</p> <p>Write each of your words out two times.</p> <p>Write in UPPERCASE the first time and in lowercase the second time.</p>	<p>1 Air Writing</p> <p>Write your words in the air with your finger. Ask someone to read your words as you write. Or ask someone to air write the letters you tell them to spell your word.</p>
<p>2 Curly Words</p> <p>First write out your words in normal writing.</p> <p>Next, write them again in <i>curly letters</i>.</p>	<p>2 Fancy Letters</p> <p>Write each of your words using fancy writing. Your letters could be <i>curly</i> or <i>dotty</i>... or whatever you decide!</p>	<p>2 Rainbow Words</p> <p>Write your words out in pencil.</p> <p>Next draw around each letter 5 more times using a different coloured pencil.</p>	<p>2 Letter Magnets</p> <p>Look at the words in your jotter. Try to make each one using the letter magnets. Check if you used the correct letters!</p>
<p>3 Rainbow Words</p> <p>Write your words out in pencil.</p> <p>Next draw around each letter 5 more times using a different coloured pencil.</p>	<p>3 Join the Dots</p> <p>Write each of your words using dots.</p> <p>Then join the dots with a coloured pencil to make your word.</p>	<p>3 Fancy Letters</p> <p>Write each of your words using fancy writing. Your letters could be <i>curly</i> or <i>dotty</i>... or whatever you decide!</p>	<p>3 ABC Order</p> <p>Write your words out in alphabetical order.</p>
<p>4 Pyramid Writing</p> <p>Write each of your words like a pyramid:</p> <p style="text-align: center;">s so som some</p>	<p>4 Curly Words</p> <p>First write out your words in normal writing.</p> <p>Next, write them again in <i>curly letters</i>.</p>	<p>4 Join the Dots</p> <p>Write each of your words using dots.</p> <p>Then join the dots with a coloured pencil to make your word.</p>	<p>4 Backwards Words</p> <p>Write your words out forwards then backwards.</p>

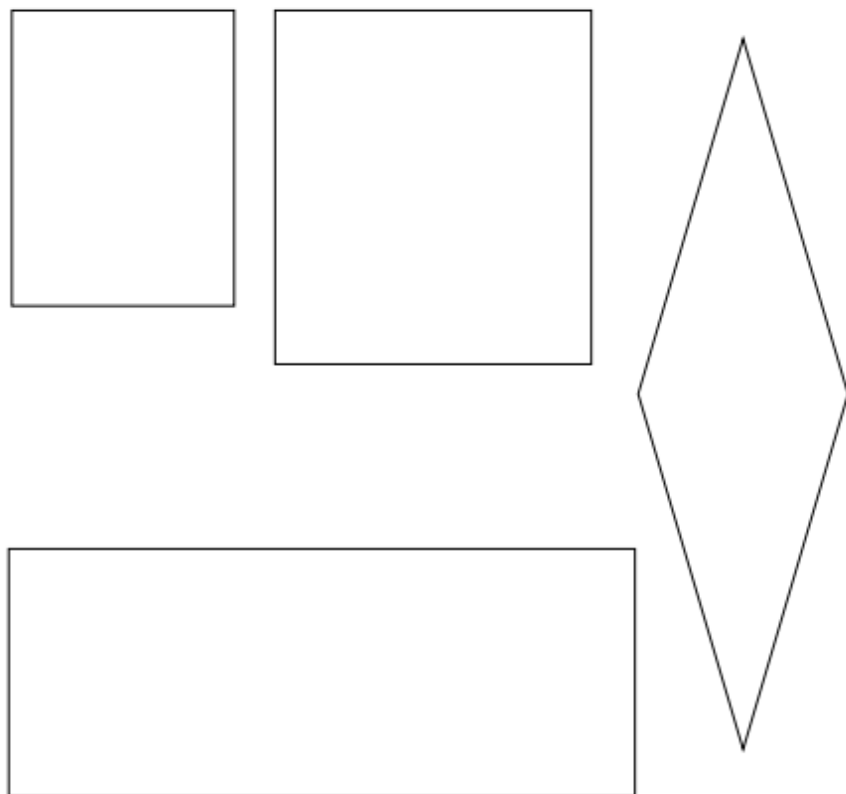
Optional Links:

Story Box Library	Log in: https://storyboxlibrary.com.au/login_viewer Username: ABC123 Viewer Password: Storybox
Mathletics	https://login.mathletics.com/ Please ask your teacher if you are unsure of your login details
Matific	login Please ask your teacher if you are unsure of your login details
Epic	Log In 1/2A class code- qwn1411 1/2E class code - ynl5000 1/2H class code - czd9771
The Nose Pixies read to by Mr Storey	https://www.youtube.com/watch?v=8SO0EOYrC-M&ab_channel=MrStorey

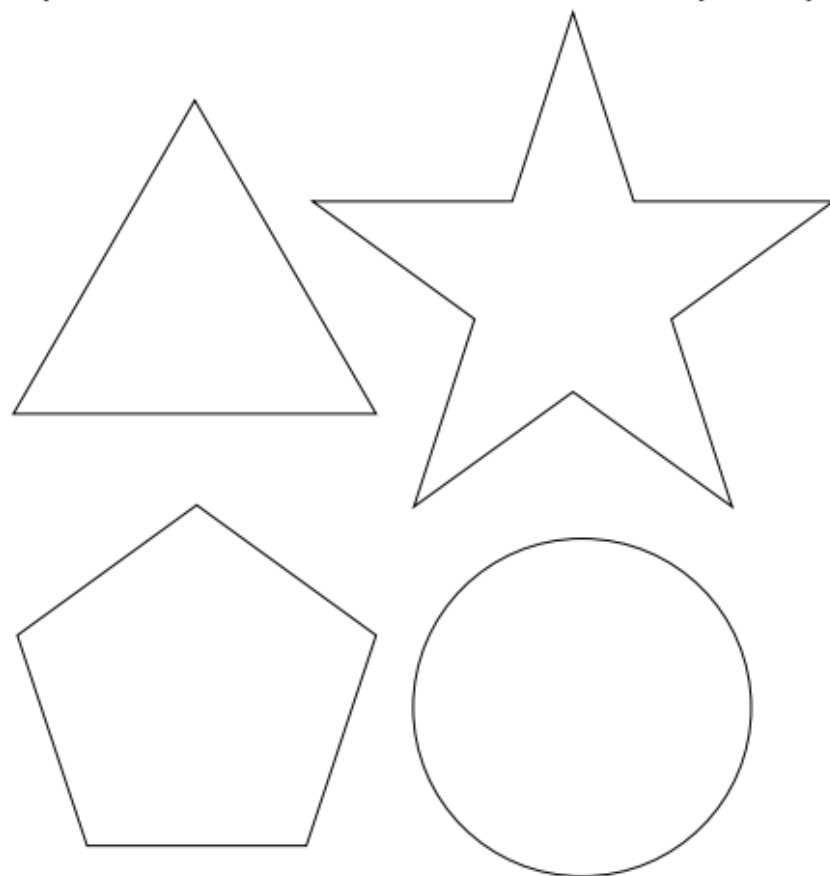
**Vertical Symmetry - Print and cut out shapes
for students to fold and find the line of symmetry.**



Vertical and Horizontal Symmetry - Print and cut out shapes for students to fold and find the lines of symmetry.



Multiple lines of Symmetry - Print and cut out shapes for students to fold and find the lines of symmetry.



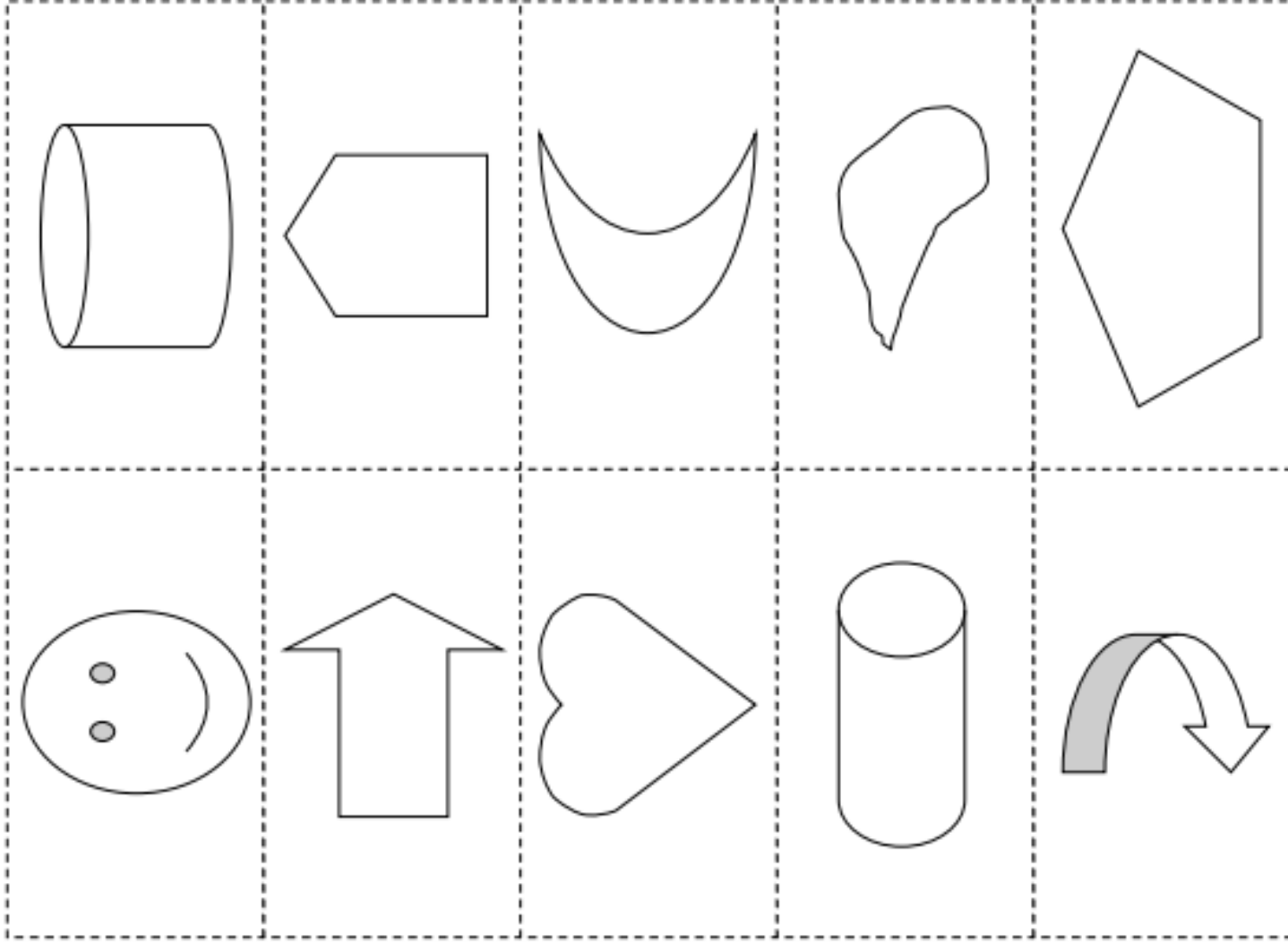
Name: _____

Class: _____

Draw in the horizontal and vertical lines of symmetry on these shapes if they are symmetrical.

Hint: Two of these shapes are not symmetrical.

Tip: You can cut them out and fold them!







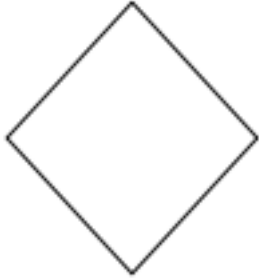

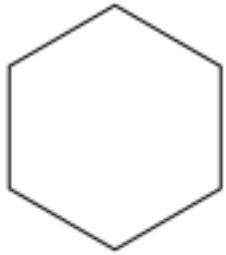



Name: _____

Class: _____

Draw in the horizontal, vertical and diagonal lines of symmetry on these shapes if they are symmetrical.

Hint: Two of these shapes are not symmetrical.

Tip: You can cut them out and fold them!

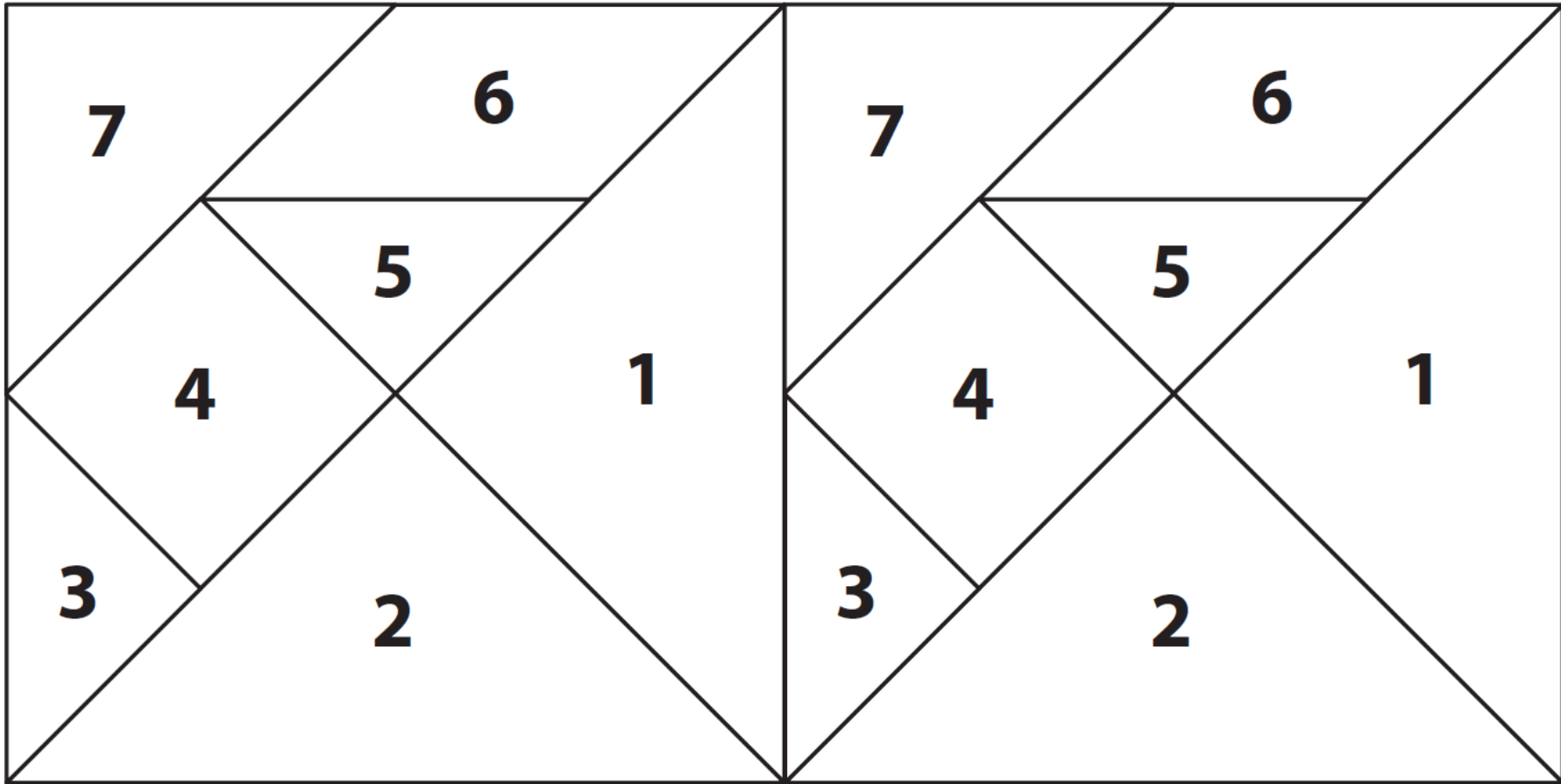
	
	
	
	
	



Vertical, Horizontal and Diagonal Symmetry

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Tangrams