

Stage 1 Home Learning Grid- Term 4, Week 2

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

Monday	
<p>Reading <u>Learning Intention:</u> We are learning to read a variety of texts and understand the text we read.</p> <p><u>Success Criteria:</u> I can use clues from the text and my background knowledge to understand the texts I read.</p>	<p><u>Reading</u></p> <p>Read a text of your choice for 20 minutes and choose one reading activity to complete from the reading grid.</p>
<p>Writing</p>	<p><u>Discussion</u></p> <p>Watch the text 'Voices in the Park' by Anthony Browne and answer the following questions in your book or on paper. Click here- Voices in the park .mov <i>(If you are unable to view the video, you may answer the questions below on a text of your choice)</i></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"/> Does this remind you of any other stories?<input type="checkbox"/> If you were going on an adventure where would you go and why?
<p>Sight Words</p>	<p><u>Sight Words</u></p>

Practise reading and writing your sight word list. There are some activities attached on the spelling section sheet to give you some ideas of how you can practise your words. If you are unsure what list you are working on please ask your teacher.

Mathematics - Whole Number

Learning Intentions: We will be learning to:

- apply place value, informally, to count, order, read and represent two- and three-digit numbers MA1-4NA

Success Criteria: I can

- I can recognise, model, represent and order numbers to at least 1000
- I can investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, forwards and backwards.
- I can apply an understanding of place value and the role of zero to read, write and order three-digit numbers

Optional: watch this fun song video that explains place value: <https://www.youtube.com/watch?v=a4FXl4zb3E4&t=3s>

Mathematics - Whole Number 2

Problem of the day:

Stef's book has more than 324 pages but less than 342 pages.

Which of these could be the number of pages in Stef's book?

322	326	344	346
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Number of the Day

COMPLETE ON A NEW NUMBER EACH DAY

Draw a table in a book/on a piece of paper or use a mind map to write about your number of the day.

You may write about any number between 30 and 9 999.

Is there anything else you can add that you know about that number?

Number	Before	After	10 before	10 after
752	751	753	742	762
Expand	In words		Place Value	
$700 + 50 + 2$	seven hundred and fifty-two		7 hundreds, 5 tens, 4 ones ($7 \times 100 + 5 \times 10 + 4 \times 1$)	

Maths Activity - Whole Number - What place value position is that?

Today we are learning how to identify what the place value position of a number is within a larger number. We already know that numbers are made up of ones, tens, hundreds and thousands.

Tens	Ones
1	2

Here is an example: in the number 12, it is made up of 1 ten and 2 ones this is called standard decomposition, where a number is broken into regular amounts. If the question asked you what the 1 in the number 12 represents, you would say that the 1 represents 1 ten.

Lets look at a harder one. The question is: What does the 4 in the number 3450 represent?

In the number 3 450, the 'four' represents four hundred. We use expanded notation to show this. E.g. $3\ 450 = 3\ 000 + 400 + 50$. This means that we know how the number 3450 is constructed. We know that each digit holds a value each within the total number. Now here is the tricky part - we need to understand that place value is more than just position value. For example, if I ask "How many hundreds are in 3 450?" some students may answer, "There are four, as there is

a four in the hundreds column". This is not entirely accurate, because there are 34 hundreds in 3 450 as 3 000 is made up of 30 hundreds. We need to focus on the whole number, not just on column values. This is important for addition and subtraction as there are different ways to break up 3 450 depending on what we are adding it to.

For today's activity - you need to identify the column value of the digits below. For extension; you will be given some tricky questions asking you to identify how many hundreds, tens or ones in a number.

1 Star Questions ★

1. What is the place value of the 2 in the number 25? Answer: 2 tens
2. What is the place value of 2 in the number 32? Answer: 3 ones
3. What is the place value of the 3 in 35?
4. What is the place value of the 7 in 57?
5. What is the place value of the 6 in 116?
6. What is the place value of the 6 in the number 161?

2 Star Questions ★★

1. What is the place value of the number 5 in 54? Answer: 5 tens
 - a. Extension - How many ones in the number 54? Answer: 54 ones.
2. What is the place value of the number 9 in 189?
 - a. Extension: How many tens are in the number 189? Answer: 18 tens and 9 ones.
3. What is the place value of the number 7 in the number 127?
 - a. Extension: How many hundreds in the number 127?
4. What is the place value of the number 6 in 615?
 - a. Extension: How many tens in the number 615?
5. What is the place value of the number 7 in 471?
 - a. Extension: How many hundreds in the number 471?
6. What is the place value of the 0 in 330?
 - a. Extension: How many tens in the number 330?

3 Star Questions ★★★

1. What is the place value of the number 7 in 756?
 - a. Extension- How many tens in the number 756?
2. What is the place value of the number 4 in 542?
 - a. Extension- How many ones in the number 542?

3. What is the place value of the number 8 in 628?
 - a. Extension- How many hundreds in the number 628?
4. What is the place value of the number 1 in 1345?
 - a. Extension- How many hundreds in the number 1354?
5. What is the place value of the 0 in 6590?
 - a. Extension- How many thousands in the number 6590?
6. What is the place value of the 0 in 2306?
 - a. Extension- How many ones in the number 2306?

Other KLA area's

Creative Arts: Patterned Hand art.

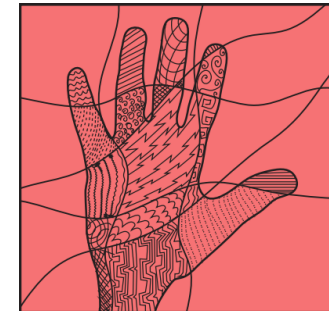
Create an abstract work by tracing your hand and experimenting with lines.

Materials:

- Lead pencil
- Coloured paper
- Black marker

Directions:

1. Trace your hand onto the coloured paper with your lead pencil
2. Make sure you have some of your wrist on the page
3. Draw six wavy lines horizontally, vertically and diagonally across the page.
4. In each section of your hand, experiment with different line patterns.
5. Once you are happy with your design, use black marker to trace over your patterns.



Tuesday

<p style="text-align: center;">Reading</p> <p><u>Learning Intention:</u> We are learning to read a variety of texts and understand the text we read.</p> <p><u>Success Criteria:</u> I can use clues from the text and my background knowledge to understand the texts I read.</p>	<p style="text-align: center;">Reading</p> <p>Read a text of your choice for 20 minutes and choose one reading activity to complete from the reading grid.</p>		
<p style="text-align: center;">Writing</p> <p><u>Learning Intention:</u> We are learning to plan our writing.</p> <p><u>Success Criteria:</u> I can plan my writing using keywords, drawings, diagrams or no</p>	<p style="text-align: center;">Plan</p> <p>This week you are going to write an imaginative text about going on an adventure with friends to a place of your choice such as beach, theme park, jungle, space. These are just some ideas to help you, if you have your own ideas you are welcome to use those. Use your imagination and remember your story needs to have a beginning, middle and end. You will be writing to entertain your audience.</p> <p><input type="checkbox"/> Write a plan for your imaginative text. Please make sure you are using detailed drawings, key words, diagrams or notes. The teacher's plan below is an example.</p>		
<p style="text-align: center;">Sight Words</p>	<p style="text-align: center;">Sight Words</p> <p>Practise reading and writing your sight word list. There are some activities attached on the spelling section sheet to give you some ideas of how you can practise your words. If you are unsure what list you are working on please ask your teacher.</p>		
<p style="text-align: center;">Mathematics - Whole Number</p> <p>Learning Intentions: We will be learning to:</p> <ul style="list-style-type: none"> - apply place value, informally, to count, 	<p style="text-align: center;">Mathematics - Whole Numbers</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Problem of the day:</u></p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Number of the Day</u> COMPLETE ON A NEW NUMBER EACH DAY</p> <p>Draw a table in a book/on a piece of paper or use a mind map to write about your number of the day.</p> </td> </tr> </table>	<p><u>Problem of the day:</u></p>	<p><u>Number of the Day</u> COMPLETE ON A NEW NUMBER EACH DAY</p> <p>Draw a table in a book/on a piece of paper or use a mind map to write about your number of the day.</p>
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order, read and represent two- and three-digit numbers MA1-4NA

Success Criteria: I can

- I can recognise, model, represent and order numbers to at least 1000
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- I can apply an understanding of place value and the role of zero to read, write and order three-digit numbers

Ari thinks of a number.
He writes these clues so his friends can guess it.

- The number is less than 1000.
- The number has 90 tens.
- The digit in the ones place is the same as the digit in the hundreds place.

What is Ari's number?

90 99 900 909

You may write about any number between 30 and 9 999.
Is there anything else you can add that you know about that number?

Number	Before	After	10 before	10 after
752	751	753	742	762
Expand	In words		Place Value	
$700 + 50 + 2$	seven hundred and fifty-two		7 hundreds, 5 tens, 4 ones ($7 \times 100 + 5 \times 10 + 4 \times 1$)	

Maths Activity - Whole Numbers. How do we put numbers in the correct order?

Today we are learning how to order numbers in ascending or descending order. Ascending and descending are just fancy words that mean going up or going down. If a number sequence is ascending, that means the numbers are ordered from smallest number to largest. If a number sequence is descending, that means the numbers are ordered from largest number to smallest. Let's look at some examples together:

These numbers are not organised: 33, 12, 82, 5. We need to put them into ascending order (remember, that means smallest number to largest number). Well firstly I need to look at the numbers and see which one is the smallest. Hmmm, 5 is the smallest so that goes first. What is the next smallest number? That's right, 12 is the next smallest number. Let's look at the numbers 82 and 33. Which one is smaller? We know 33 is smaller because the 3 in the tens column is smaller than the 8 in the tens column of 82!

So the order is: 5, 12, 33, 82.

What if we needed to organise a group of numbers into descending order? (remember descending means going down as in largest number going down to smallest number).

These numbers are not organised: 9, 67, 12, 125, 423. We need to put them into descending order. Firstly let's look at the largest number. Can you see which one it is? The largest number is 423 because it is a hundreds number and the 4 in the hundreds column is larger than the 1 in the hundreds column of 125. So we now know that 423 goes first because in descending order we need the biggest number first. What would come next? Well which is the next largest? 125 is the next largest. We keep going until we have the numbers organised from largest to smallest.

So the order is: 423, 125, 67, 12, 9.

Now it's your turn. You need to organise these groups of numbers into ascending or descending order:

	<p>1 Star Questions ★</p> <ol style="list-style-type: none"> 1. Organise this group of numbers into ascending order: 71, 91, 53, 36 2. Organise this group of numbers into ascending order: 41, 92, 84, 90 3. Organise this group of numbers into ascending order: 48, 69, 60, 99 4. Organise this group of numbers into descending order: 30, 87, 67, 92 5. Organise this group of numbers into descending order: 79, 78, 87, 14 <p>2 Star Questions ★★</p> <ol style="list-style-type: none"> 1. Organise this group of numbers into ascending order: 59, 95, 66, 18 2. Organise this group of numbers into ascending order: 100, 15, 42, 99 3. Organise this group of numbers into ascending order: 217, 681, 1238, 531 4. Organise this group of numbers into descending order: 337, 19, 875, 509 5. Organise this group of numbers into descending order: 349, 884, 925, 9901 <p>3 Star Questions ★★★</p> <ol style="list-style-type: none"> 1. Organise this group of numbers into ascending order: 528, 8125, 7071, 795 2. Organise this group of numbers into ascending order: 2830, 650, 1717, 1065 3. Organise this group of numbers into descending order: 5505, 7035, 4718, 2773 4. Organise this group of numbers into descending order: 3998, 8664, 8209, 1146 5. Organise this group of numbers into descending order: 7494, 7236, 7213, 7196
<p>Other KLA area's</p> <p>Material World</p>	<p>Science: Changing Shape</p> <p>Flexibility. What does it mean? Flexibility means, <i>able to bend without breaking</i>. We are going to be testing and experimenting on different material's flexibility. <i>If the material can squash, bend, twist or stretch without breaking, it would be flexible.</i> Our materials will be different household and garden materials e.g. newspaper, clingwrap, foil, rubber, wood, fabric, metal, twigs, sand, clay, plastic, cardboard, leaves, feathers etc. Test each material to see if it can squash, bend, twist or stretch. Sort the materials into two groups, those that can easily change shape and those that can't. Record your findings in your workbook or piece of paper.</p>

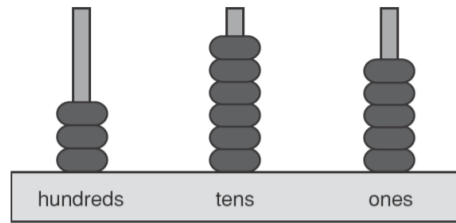
	Flexible	Not flexible
<p>If the materials were able to bend and change shape, see if you can change the material back to it's original shape. Why do you think it's important for certain materials to be flexible? Take for example fabric. What would happen if fabric wasn't flexible? Discuss this with a family member!</p>		

Wednesday	
Reading <u>Learning Intention:</u>	<u>Reading</u>

<p>We are learning to read a variety of texts and understand the text we read.</p> <p><u>Success Criteria:</u> I can use clues from the text and my background knowledge to understand the texts I read.</p>	<p>Read a text of your choice for 20 minutes and choose one reading activity to complete from the reading grid.</p>			
<p>Writing <u>Learning Intention:</u> We are learning to compose a text for a purpose and audience. <u>Success Criteria:</u> I can use my plan to compose a text for a purpose and audience. I can use language features, different sentences and organise my ideas.</p>	<p>Composing Please read through the teacher’s example before completing your own imaginative text. Remember you are writing an imaginative text about going on an adventure with friends to a place of your choice such as beach, theme park, jungle, space.</p> <p><input type="checkbox"/> Use your plan to compose your imaginative text. You will be writing to entertain your audience. Remember to tick your ideas off your plan as you go.</p>			
<p>Sight Words</p>	<p>Sight Words Practise reading and writing your sight word list. There are some activities attached on the spelling section sheet to give you some ideas of how you can practise your words. If you are unsure what list you are working on please ask your teacher.</p>			
<p>Mathematics - Whole Number</p> <p>Learning Intentions: We will be learning to:</p> <ul style="list-style-type: none"> - apply place value, informally, to count, order, read and represent two- and three-digit numbers <p>MA1-4NA</p>	<p>Mathematics - Whole Numbers</p> <table border="1" data-bbox="539 1054 2007 1326"> <tr> <td data-bbox="539 1054 1162 1326"> <p><u>Problem of the day:</u></p> </td> <td data-bbox="1162 1054 2007 1326"> <p>Number of the Day <u>COMPLETE ON A NEW NUMBER EACH DAY</u> Draw a table in a book/on a piece of paper or use a mind map to write about your number of the day. You may write about any number between 30 and 9 999. Is there anything else you can add that you know about that number?</p> </td> </tr> </table>		<p><u>Problem of the day:</u></p>	<p>Number of the Day <u>COMPLETE ON A NEW NUMBER EACH DAY</u> Draw a table in a book/on a piece of paper or use a mind map to write about your number of the day. You may write about any number between 30 and 9 999. Is there anything else you can add that you know about that number?</p>
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- I can apply an understanding of place value and the role of zero to read, write and order three-digit numbers



Ben used these beads to show a number.

What number did he show?

356



365



563



653

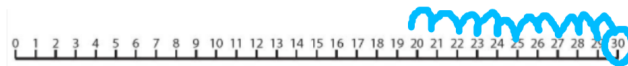


Number	Before	After	10 before	10 after
752	751	753	742	762
Expand	In words		Place Value	
$700 + 50 + 2$	seven hundred and fifty-two		7 hundreds, 5 tens, 4 ones ($7 \times 100 + 5 \times 10 + 4 \times 1$)	

Mathematics - Whole Numbers - How do determine more or less

Today we are learning how to identify more and less. If we are talking about how many **more**, we are adding to a number. For example: What is 5 more than 10? 5 more than 10 would be 15, I know this because I counted on from 10- 11,12,13,14,15.

What is 10 more than 20? 10 more than 20 would be 30, I know this because I counted on from 20 and I used a number line to help me count on.



If we are talking about how many **less**, we are subtracting from a number. For example:

What is 5 less than 9? 5 less than 9 would be 4, I know this because I counted on back from 9-8,7,6,5,4.

What is 10 less than 17? 10 less than 17 would be 7, I know this because I counted back from 17 and I used a hundred chart to help me count back.

10 before

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

There is a hundreds chart at the end of the weekly lessons if you would like to use it to help you counting on or back.

1 Star Questions ★

1. What is 5 more than 5?
2. What is 3 more than 9?
3. What is 10 more than 8?
4. What is 2 less than 6?
5. What is 5 less than 11?
6. What is 10 less than 19?

2 Star Questions ★★

1. What is 5 more than 18?
2. What is 7 more than 29?
3. What is 10 more than 55?
4. What is 3 less than 66?
5. What is 5 less than 72?
6. What is 10 less than 87?

3 Star Questions ★★★

1. What is 10 more than 108?
2. What is 20 more than 283?
3. What is 15 more than 647?

4. What is 10 less than 256?
5. What is 20 less than 540?
6. What is 12 less than 319?

Extension-

1. I am thinking of a number that is more than 53, but less than 71. What number could I be?
2. I am thinking of a number that is more than 67, less than 110 and has a 2 in the ones column. What number could I be?
3. I had a 3 digit number, with a four in the ones column. I added 10 more, what could my number be?

**Other KLA area's
Nutrition and Health**

PDHPE- Exercise Journal

Exercise is very important for your health, but also for your mind. Being stuck at home can be hard. However, with this journal, you are encouraged to take lots of mini breaks to keep the mind and the body active.

Using the list of body movements, pick which ones will work for you to include in your exercise journal. Feel free to add in other movements that are not on the list. For example, stretching, meditation etc. Follow the journal template. You can do this in your workbook.



Exercise Journal

Name: _____ Date: _____

	Activity	Activity	Activity	Activity	Activity
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

Thursday

<p style="text-align: center;">Reading</p> <p><u>Learning Intention:</u> We are learning to read a variety of texts and understand the text we read.</p> <p><u>Success Criteria:</u> I can use clues from the text and my background knowledge to understand the texts I read.</p>	<p style="text-align: center;"><u>Reading</u></p> <p style="text-align: center;">Read a text of your choice for 20 minutes and choose one reading activity to complete from the reading grid.</p>		
<p style="text-align: center;">Writing</p> <p><u>Learning Intention:</u> We are learning to recraft our writing to meet our purpose and audience.</p> <p><u>Success Criteria:</u> I can revise and improve my writing by adding better vocabulary and language features to meet my purpose and audience.</p>	<p style="text-align: center;"><u>Recrafting</u></p> <p>See the teacher's example attached at the end of the weekly lessons and then have a go at recrafting your own writing.</p> <p><input type="checkbox"/> 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.</p>		
<p style="text-align: center;">Sight Words</p>	<p>Practise reading and writing your sight word list. There are some activities attached on the spelling section sheet to give you some ideas of how you can practise your words. If you are unsure what list you are working on please ask your teacher.</p>		
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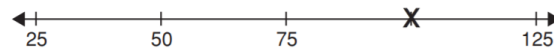
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Optional Video: This video will refresh your knowledge on Australian cents and dollars:

https://www.youtube.com/watch?v=nvi1_DK7hJw



What number is marked with X on this number line?



Draw a table in a book/on a piece of paper or use a mind map to write about your number of the day.

You may write about any number between 30 and 9 999.

Is there anything else you can add that you know about that number?

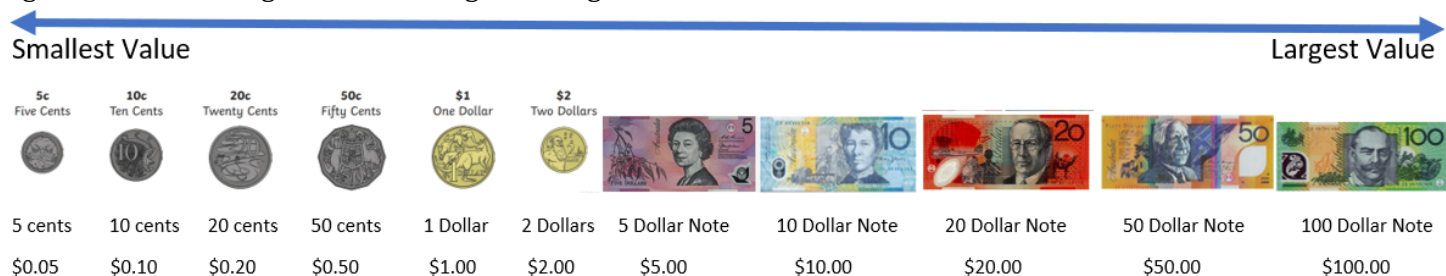
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Mathematics - Whole Numbers - Money Money Money!

Today there are 2 activities

1. Learning to order money:

Today we are learning how to use the face value of coins and notes to sort, order and count money. Let's recap on what money is available to us in Australian currency. These coins and notes pictures are organised in ascending order so you can refer back to them during the activity. Remember, ascending means ordering from smallest value to largest and descending means ordering from largest value to smallest.



Can you see that under each coin or note there is a \$\$\$\$ amount? That is how much value the coin or note has. So for example a 5 cent coin only has a value of \$0.05 cents whereas a 50 cent coin has a value of \$0.50 and a 5 dollar note has a value of \$5.00 and a 50 dollar note has a value of \$50.00

Let's order an example together:

I have a these coins in my purse:







I need to organise them in ascending order. What coin or note comes first? Well we know that the 20 cent coin has a smaller value than the rest of the group so it goes first. Then the fifty cent coin would come next as we can see that it has a smaller value than the gold coins or notes. If we refer back to our smallest to largest picture above we can keep going until we have the coins in order.

So it would look like this when ordering in ascending order:



Now it's your turn: organise these coins in the correct ascending order. You can draw the coins to show your order or you can write the value of them in order. This sheet is much larger at the end of the home learning grid so you can read it easier.

<p>2) </p>	<p>4) </p>
<p>3) </p>	<p>5) </p>

2. Activity 2 - identifying the place value of money.

Next activity - we need to identify the place value of a written money value. If we had \$2.50 that means we have 2 dollars and 50 cents. Can you identify these money amounts in words?

1. \$2.50 This means 2 dollars and 50 cents _____
2. \$15.70 _____
3. \$5.60 _____
4. \$2.90 _____
5. \$62.15 _____
6. \$0.35 _____

Other KLA area's

PDHPE- Sport- Static Balance and Dynamic Balance

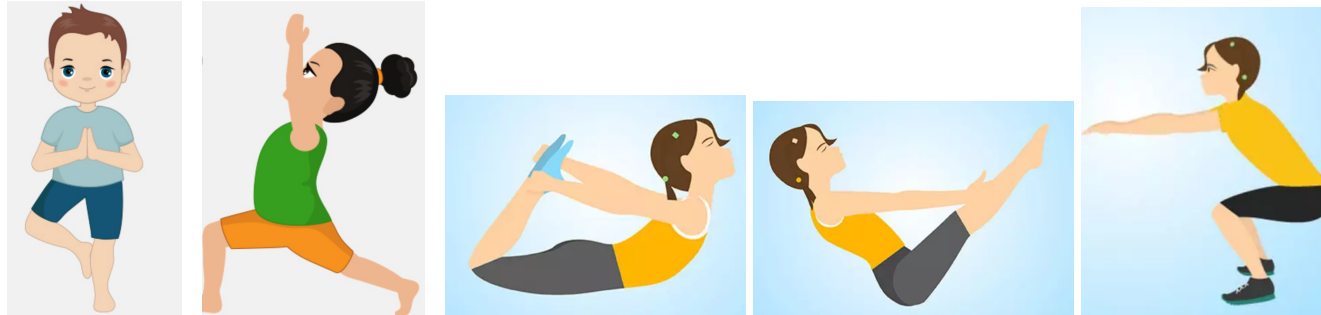
Watch the fitness lesson from the SISA teachers and complete the balance activities:

Static Balance: Static Balance is balancing while you are still, for example standing on one leg.

<https://youtu.be/7nNFyEKrEFg>

Dynamic Balance: Dynamic Balance is balancing whilst on the move, for example walking along a balance beam or a rope. <https://youtu.be/Cb6xga1SIXQ>

Alternatively: You might like to play a game of musical balances. Ask Mum, Dad or an older sibling to play the music for you. When the music is playing you can move around doing different movements such as skipping, hopping, jumping, galloping. When the music stops you have to freeze in one of the balancing poses.



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 let your teacher know so that we can move you up to the next list.

Mathematics - Whole Number

Learning Intentions: We will be learning to:

- apply place value, informally, to count, order, read and represent two- and three-digit numbers MA1-4NA

Success Criteria: I can

- I can recognise, model, represent and order numbers to at least 1000
- I can investigate number sequences, initially those increasing and decreasing by twos, threes, fives and

Mathematics - Whole Numbers

Number of the Day

COMPLETE ON A NEW NUMBER EACH DAY

Draw a table in a book/on a piece of paper or use a mind map to write about your number of the day.

You may write about any number between 30 and 9 999.

Is there anything else you can add that you know about that number?

Number	Before	After	10 before	10 after
752	751	753	742	762
Expand	In words		Place Value	
$700 + 50 + 2$	seven hundred and fifty-two		7 hundreds, 5 tens, 4 ones ($7 \times 100 + 5 \times 10 + 4 \times 1$)	

Mathematics - Whole Numbers - Money Money Money!

Today we are using our problem solving skills to determine whether there is enough money to buy a particular item.

tens from any starting point, forwards and backwards.

- I can apply an understanding of place value and the role of zero to read, write and order three-digit numbers

School Canteen Menu

Sandwiches

Ham	\$2.50
Chicken	\$2.50
Super salad (v)	\$3.00
Buttered bread roll (v)	80c

Hot food

Chicken nuggets	50c each
Burger with salad	\$3.00
Small meat pie	\$1.20
Curried chicken pie	\$4.00
Sausage roll	\$2.80
Hot dog with sauce	\$2.50
Pizza – ham & cheese	\$2.50
Pizza – vegetarian (v)	\$2.00
Macaroni cheese (v)	\$3.50

Fruit

Apple	75c
Banana	75c

Drinks

Water – bottle	\$2.00
Milk – small carton	\$2.00

(v) = Vegetarian

1. Which costs the most: a ham sandwich, small meat pie or macaroni and cheese?

2. How much does a sausage roll cost?

3. Draw what coins you will need to buy a sausage roll. Can you show different coin combinations to pay different ways?

4. Sally has \$6.50 to buy lunch.

- a. She really wants to buy a macaroni cheese, small milk and 4 chicken nuggets. Does she have enough money?
- b. If she doesn't have enough money, what can she afford to get?

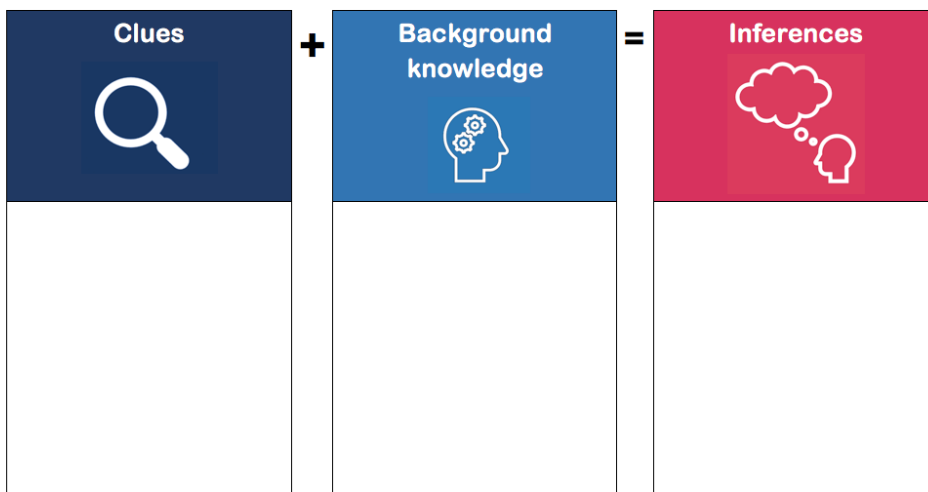
5. Choose 3 things that you would like for lunch. Record their prices below and add the total to find out how much money you will need.

6. How much money would you need to buy one of each of all the vegetarian food options on the menu? Make sure to write down what you bought and why.

**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.

Reading Grid

Read a text of your choice and complete one activity from the grid each day. Texts may include comics, newspaper articles, information books, picture books, novels, texts on websites such as National Geographic. You could read books from your Epic account as well <https://www.getepic.com/sign-in>. Make sure to tell your teacher what book you are reading.

<p><u>Prediction</u></p> <p>Using your knowledge and inferences about this text, can you draw or write about what you think might happen next?</p>	<p><u>Character Comparison</u></p> <p>Choose two characters and compare them.</p> <p>* <i>How are they different?</i></p> <p>* <i>How are they the same?</i></p>	<p><u>Visualisation</u></p> <p>Ask a family member to read part of an unseen text. Draw a picture of what you visualize when listening to the text. Evaluate your images by referring back to the text.</p>	<p><u>Summarise</u></p> <p>Write a summary about the text you have read.</p>	<p style="text-align: center;"><u>Questioning</u> </p> <p>Use 5 of the questions provided to respond to the text you are reading.</p> <ul style="list-style-type: none"> • <i>Why do you think the author wrote this text? What was the author's purpose for writing it? What evidence supports your answer?</i> • <i>Who did the author write this text for? Why do you think so? What evidence supports your answer?</i> • <i>What might the author have done to prepare for writing this text?</i> • <i>How did the author organise the information? Why do you think so?</i> • <i>What language features has the author used and how have they supported the purpose of the text?</i> • <i>What has the author used in the text to make it easier for you to read?</i> • <i>From what point of view is this story told?</i> • <i>How have the images or illustrations supported the purpose of the text or your understanding of the text?</i> • <i>How is this text similar or different to other texts you have read?</i>
<p><u>Character Map</u></p> <p>Draw a picture of a character. Use clues from the text to describe your character.</p>	<p><u>Favourite Part</u></p> <p>What was your favourite part of the book? Why?</p>	<p><u>Non-Fiction</u></p> <p>Read a non-fiction book and write or draw about something you learned.</p> <p>Research a topic you are interested in and create an informative text. You may add diagrams, pictures, graphs, tables.</p>	<p><u>Reading Response</u></p> <p>Write a response to one of the texts you have read.</p> <p>* <i>How did it make you feel and think?</i></p> <p>* <i>What did it remind you of?</i></p> <p>* <i>How did it inform, persuade and entertain you?</i></p> <p>* <i>How did the author engage you as a reader?</i></p>	
<p><u>Self- Reflection</u></p> <p>Write about how you are being an effective reader. Use the reading criteria sheet attached to help you with this.</p> <p>* <i>What are two things you have done well?</i></p> <p>* <i>What is something you could improve on for next time?</i></p>	<p><u>Annotating</u></p> <p>Choose an unseen complex text (or you can use the text letter to Amy) and annotate it by writing down all of the things that you know about the text, just like we do in class.</p>	<p><u>Vocabulary</u></p> <p>Highlight, underline or list words or phrases that may be confusing or unknown from a text of your choice (or you can use the text letter to Amy). Be a problem solver by using your background knowledge and clues in the text to work out what they mean.</p>	<p><u>Inference</u></p> <p>Use your background knowledge + text clues to make an inference about your text.</p> <p>* <i>What can you see? I see ...</i></p> <p>* <i>What are you wondering? I wonder ...</i></p> <p>* <i>What are you thinking? I think ...</i></p>	

Letter to Amy



Hi Amy
Guess what!

Mum and Dad said I can invite you to stay with us in the Christmas holidays. I know Coober Pedy is a long way from the city, but I'm sure you'll love it.

Some people think there is nothing to do in the outback. But they are so wrong! I'm already planning things that we can do together. We could visit the kangaroo orphanage and see the joeys. We could go digging for opals. People in Coober Pedy call that 'hoodling'. If it gets too hot, we can visit my friend, Mani. He lives in a house under the ground. It's nice and cool inside. The best thing is that Mani has an underground swimming pool. I'm sure there aren't any underground houses in the city.

Dad said he could take us camping too. We could have a camp fire and look for shooting stars. We might even go camel riding. You'll be amazed at how much fun you can have here.

It would be fantastic if you could come and stay. I promise that you'll have more fun than you will ever have in your entire life!

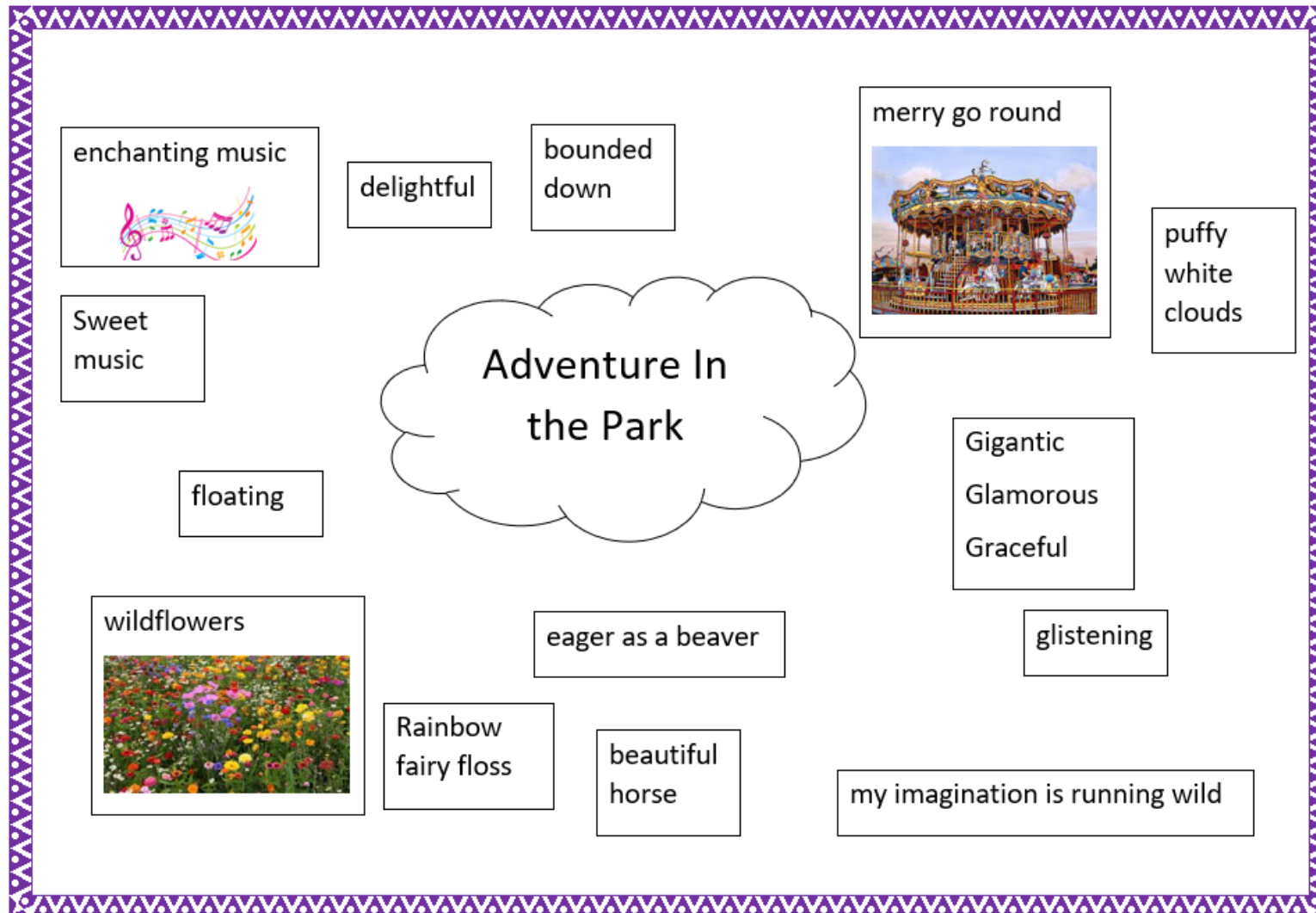
Write back soon and tell me what you think.

From Alex

PS Just saw a shooting star and made a wish. Can you guess what it was?



Writing Plan



Composing

Adventure In the Park

The enchanting music captured my interest as I swiftly moved through a field of wildflowers. I scan the park to see where the delightful music is coming from. I bounded down the hill as the sweet-sounding music filled my ears. All of a sudden, I could see the gigantic, glamorous, graceful merry go round glistening the sun. I raced towards the line of squealing children, eager as a beaver, to twirl around on the magnificent merry go round.

It was finally my turn and I scrambled to the beautiful white horse. There was a tingle in the air, and I was amazed to see the beautiful horses coming to life. The white horse moved effortlessly, and the puffy white clouds enveloped me. I was dancing elegantly with the white horse above the clouds, I could see my family waving to me in the distance. What a magical feeling!

My imagination was running wild of all the possibilities of my next venture in the extraordinary park. The merry go round began slowly decelerating and we galloped back down to land gracefully. Why did this feeling have to end? My sister Sally appeared at the ride exit holding a huge bag of rainbow fairy floss for us to share. This is shaping up to be the BEST DAY EVER!

Recrafting

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

The enchanted park

The enchanting music captured my interest as I swiftly moved through a field of **exquisite** wildflowers. I scan the park to see where the delightful music is coming from. I bounded down the hill as the **soft**-sweet-sounding music filled my ears.

Instantaneously, I could see the gigantic, glamorous, graceful merry go round glistening **like a disco ball in** the sun. I raced towards the line of squealing children, eager as a beaver, to twirl around on the magnificent merry go round.

It was finally my turn and I scrambled to the **stunning** white horse. There was a tingle in the air, and I was amazed to see the beautiful horses coming to life. The white horse moved effortlessly, and the puffy white clouds enveloped me. I was dancing elegantly with the **gallant** white horse above the clouds, I could see my family waving to me in the distance. What a magical feeling!

My imagination was running wild of all the possibilities of my next venture in the extraordinary park. The merry go round began slowly decelerating and we galloped back down to land gracefully. Why did this feeling have to end? My sister Sally appeared at the ride exit holding a huge bag of **velvety** rainbow fairy floss for us to share. This is shaping up to be the **MOST PERFECT EVER!**



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>

Order these coins and notes into ascending order:

2)



3)



4)



5)



List 31	List 34	List 37	List 40	List 43	List 46	List 49
Telephone	farmer	stadium	paddle	scuffing	streight	special
Sunday	peaceful	welcome	snout	injection	chosen	festival
birthday	shred	stranger	grumble	decided	amount	available
listen	chocolate	confusion	corner	tidying	enjoyment	material
aeroplane	haystack	swimming	verandah	pecked	weather	length
Saturday	squirt	laughed	waddle	needles	security	determine
surprise	shrink	greetings	followed	splash	cereals	tradition
asleep	showel	crowd	ripple	information	chicken	climate
lying	mountain	rocket	paddock	learnt	hamburger	piece
unladd	handsome	written	patient	whistle	conditions	vary
List 32	List 35	List 38	List 41	List 44	List 47	List 50
Bright	Thursday	illustrate	settle	decision	fruity	drope
height	trailer	muddle	plodding	pyramid	container	shoulder
carried	plough	dictionary	stubborn	healthy	mixture	supposed
climbing	shouted	wrinkled	evening	special	forecast	young
burners	Olympics	diseases	wobble	vegetables	island	fabric
right	Tuesday	author	feathers	rectangle	ingredients	knot
sight	tractor	encourage	creeping	oblong	juicy	waist
television	machines	dictate	against	nutrients	seedlings	patterns
humour	loudspeaker	noble	leapt	important	waste	marry
lifted	happened	prune	panic	vitamins	culture	wrapped
List 33	List 36	List 39	List 42	List 45	List 48	List 51
pointed	noticed	strawberry	starve	plenty	opposed	sandals
drifted	beginning	anything	ginger	relaxation	introduce	knit
spaceship	properly	board	whip	picnic	represent	certainty
suit	replied	praise	excitement	lettuce	occasion	jacke
whizzed	country	suggested	arriving	pineapple	style	skirt
ground	gasp	everything	sniff	margarine	watched	graduate
quickly	equipment	spoil	energy	exercise	common	separate
gliding	thoughtful	ideal	chance	wholemeal	clothes	buckle
heard	graceful	announce	intelligent	mandarins	celebrate	junper
Dashed	understand	glance	ripple	measure	history	scarf

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	came	think	even	tree	Australia	late
to	but	good	many	after	seys	children	never	really	idea
was	had	out	home	also	don't	we'll	picture	ready	eat
said	if	men	very	old	both	play	start	group	face
and	that	were	made	before	right	air	eye	began	lose
a	his	come	there	down	want	house	light	together	carry
are	or	look	part	same	another	done	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	I'm	so	car	away	friend	thought	walk	side	state
for	day	off	might	too	today	sure	love	we're	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	need	child	few	sea	brother
my	from	now	Mr	little	number	gone	along	four	brought
see	girl	your	well	Ms	time	learn	listen	behind	young
not	an	with	live	mean	turn	high	such	laugh	leave
saw	how	way	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	always	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	grow	yesterday
as	me	then	those	between	move	pull	seem	answer	second
she	her	could	goes	left	try	near	hard	loose	almost
here	going	more	thing	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

Exercise Journal

Name: _____ Date: _____

	Activity	Activity	Activity	Activity	Activity
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

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