

# Stage 1 Home Learning Grid- Term 3, Week 6

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 picture 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 ...

### Writing

### Discussion

Watch the story Wanted The Perfect Pet and answer the following questions in your book or on paper.

Click here <https://youtu.be/u3y9-4hh1SE>

- Why do you think the author wrote this text?
- Who did the author write this text for?
- How do you think the author engaged the audience?
- How do you think duck felt when his disguise fell off?
- Why did Harry decide to keep duck?
- What would you do in this situation?
- Describe your perfect pet?

### Sight Words

### 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 Intention:** We will be learning to:

- Measure and record the length of objects using formal units. (cm and m)
- compare different lengths.
- Estimate lengths.

**Success Criteria:**

- I can measure and record lengths of objects using formal units such as metres and centimetres.
- I can compare the lengths of two objects.
- I can talk about and explain

### Number of the Day

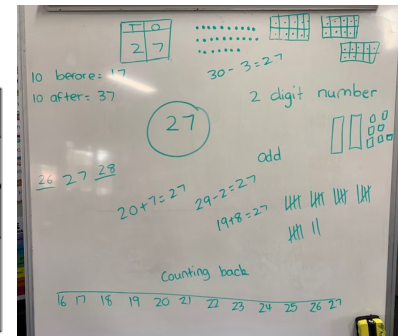
### COMPLETE ON A NEW NUMBER EACH DAY

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 ( $7 \times 100 + 5 \times 10 + 4 \times 1$ )	



### Problem of the Day:

how we measure length.  
- I can estimate the length of different objects.

Carmen and Sal each had a piece of string.  
They measured their strings using paperclips.



Which of these statements is true?

- Carmen's string is longer than Sal's string.
- Carmen's string is shorter than Sal's string.
- Carmen's string is the same length as Sal's string.

### **Maths Topic: Length**

**Equipment needed:** some string or a ribbon that you can cut to 1 metre long. You could also use some shoelaces tied together (you need enough to make 1 metre long). You may have a tape measure or ruler at home to help you. A 30 cm ruler. Please contact your teacher if you need a ruler and one can be mailed out to you.

### **Monday Activity - Making 1 metre out of objects**

Step 1: Cut a piece of string to 1 (one) metre long. Look at how long the one metre piece of string.

Step 2: Collect some objects around your house. This could be toys, pillows, cans of food etc.

Step 3: Lay your 1 metre piece of string on the floor.

Step 4: Using the toys or objects you collected:

- Lay some of the objects on the floor next to your 1 metre piece of string.
- How many things did you need to make 1 metre?

Step 5: Record your observations in the table below. See the example below for help.

#### **Collection of objects that make up one metre:**

Example: 1 metre is about the same as 3 dinner plates.

Example: 1 metre is about the same as 4 medium sized plush teddy bears.

Your turn:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_

**Optional Activity: How long is my shadow?**

Equipment needed: 1 metre piece of string, chalk, a place outside you can draw on in the sun like a concrete path in your backyard. A sibling or a parent to help.

In the morning:

Step 1: Stand somewhere where the sun casts a shadow on your body. Using your 1 metre long piece of string, ask your sibling or parent to measure your shadow using the string. Is your shadow less than one metre, about the same as one metre or more than one metre? You could ask your sibling or parent to trace your shadow with chalk.

Step 2: Write down in your book the time you went into the sun and how long your shadow was.

In the afternoon:

Step 3: Go back out to the backyard and stand in the same spot as in the morning. Measure your shadow again. Is it the same length? Is your shadow less than one metre, about the same as one metre or more than one metre?

Step 4: Record your answer in your book again.

Step 5: take a photo of your answers to show your teacher.

**Other KLA area's**

**Creative Arts: Spooky Sounds!**

Draw a picture of the spookiest looking house. Around your picture, list some sound effects that you could use to create a spooky mood.

Try to recreate these sound effects by using objects from around your house or from your backyard, eg; the snap of a stick, the crunch of a leaf.

How many sound effects can you make? What objects did you use?

Did it create a spooky mood?



# 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.*

- o **Who do you think this person might be? Why?**
- o **What do you think this person might be doing? What clues helped you answer this question?**
- o **Where do you think this image is set?**
- o **When do you think this image was taken?**
- o **Why do you think this person is standing there?**

## Writing

**Learning Intention:** We are learning to plan our writing.

### Plan

<p><b>Success Criteria:</b> I can plan my writing using keywords, drawings, diagrams or no</p>	<p>This week you are going to write a persuasive newspaper advertisement. You will be advertising for the perfect pet to join your family. Remember it needs to be persuasive so make sure you are using persuasive language and persuasive techniques.</p> <p><input type="checkbox"/> Write a plan for your perfect pet advertisement. You may choose to do a mind map like the teachers or you may choose to do a different plan. Please make sure you are using detailed drawings, key words, diagrams or notes. The teacher's plan is below as an example.</p>			
<p><b>Sight Words</b></p>	<p style="text-align: center;"><b><u>Sight Words</u></b></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;"><b>Mathematics</b></p> <p><b>Learning Intention:</b> We will be learning to:</p> <ul style="list-style-type: none"> <li>- Measure and record the length of objects using formal units. (cm and m)</li> <li>- compare different lengths.</li> <li>- Estimate lengths.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- I can measure and record lengths of objects using formal units such as metres and centimetres.</li> <li>- I can compare the lengths of two objects.</li> <li>- I can talk about and explain how we measure length.</li> <li>- I can estimate the length of different objects.</li> </ul>	<p><b><u>Complete a new number of the day using the information from Monday.</u></b></p> <p><b><u>Problem of the Day:</u></b></p> <div style="text-align: center;">  <p>About how long is the nail?</p> <p style="display: flex; justify-content: space-around;"> <span>3 cm <input type="radio"/></span> <span>4 cm <input type="radio"/></span> <span>5 cm <input type="radio"/></span> <span>6 cm <input type="radio"/></span> </p> </div> <p style="text-align: center;"><b><u>Maths Topic: Length</u></b></p> <p><b><u>Equipment needed:</u></b> some string or a ribbon that you can cut to 1 metre long. You could also use some shoelaces tied together (you need enough to make 1 metre long)  A 30 cm ruler. Please contact your teacher if you need a ruler and one can be mailed out to you.</p> <p style="text-align: center;"><b>Tuesday Activity - Find and Measure</b></p> <p>Step 1: Look around your house. Collect a variety of objects, toys, pillows.  Step 2: Using your 1 metre length of string, sort your objects into groups. The groups are as follows:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Objects that are less than 1 metre long each</td> <td style="width: 33%;">Objects that are about the same as 1 metre long each</td> <td style="width: 33%;">Objects that are more than 1 metre long each</td> </tr> </table>	Objects that are less than 1 metre long each	Objects that are about the same as 1 metre long each	Objects that are more than 1 metre long each
Objects that are less than 1 metre long each	Objects that are about the same as 1 metre long each	Objects that are more than 1 metre long each		

Step 3: Make a collection of objects that you estimate to be less than one metre, about one metre, more than one metre.

Step 4: Using your one metre piece of string, measure the length or width of each object.

Step 5: Take a photo showing how long 1 metre next to the objects you have chosen.

Step 6: Make a poster drawing objects that fit into the following table. A few examples have been put in each column as an example.

<b>Less than one metre long</b>	<b>About the same as one metre long</b>	<b>More than one metre long</b>
A book by itself	5 books laying next to each other. Two t-shirts laid flat on the floor together	The chair in my lounge room

**Optional Activity: How big is a tiger?**

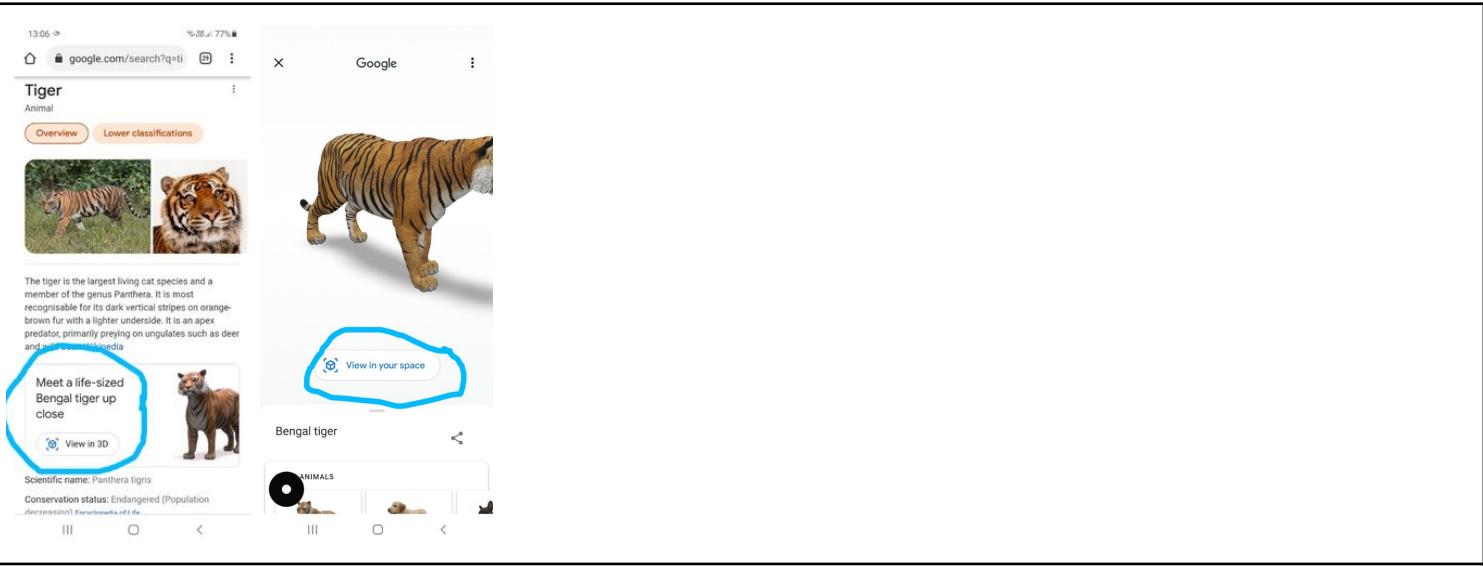
This is an optional fun activity you can do on a phone whereby google results show you a 3D model of an animal. Make sure to ask mum or dad below using their phone!

Follow the steps below:

Step 1: On your phone, open the google app for chrome internet

Step 2: Search for an animal, like a tiger.

Step 3: If a 3D result is available, tap on the "view in 3D" button. It will use your camera to show you what a tiger would look like in your living room! You could search for other animals as well.



**Other KLA area's**  
**Explore habitats of living things**

**Science: All about the habitat!**

Watch: [https://www.youtube.com/watch?v=H\\_CSILluVZs&ab\\_channel=MOTHEREARTHTOONS](https://www.youtube.com/watch?v=H_CSILluVZs&ab_channel=MOTHEREARTHTOONS)

Brainstorm all the different types of animal homes you know of. Use the video to help. Maybe you have gone to the zoo? What type of animal habitats can you remember?  
Break them down into categories (beach, bush, backyard/land, water etc).  
Discuss the features of different habitats that make them perfect for the animals that live there.

Activity: Choose your favourite animal. What does their habitat look like? Draw the animal in their appropriate habitat in your book or on a piece of paper.





Desert



Domestic



Farm



Forest



Oceans

# Habitats



Polar



Savannah



Tropical Rainforest



Wetlands



UK Wild

# 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 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.*

- **Using your knowledge and inferences about this text, can you draw or write what you think may happen next?**

## 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 text. The teacher's example is attached at the end of the weekly lessons.

- Use your plan to compose your persuasive newspaper advertisement. You will be advertising for the perfect pet to join your family. Remember it needs to be persuasive so make sure you are using persuasive language and persuasive techniques. Make sure you use your ideas from your plan and tick it off as you go.

sentences and organise my ideas.

**Sight Words**


**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 Intention:** We will be learning to:  
- Measure and record the length of objects using formal units. (cm and m)  
- compare different lengths.  
- Estimate lengths.

**Success Criteria:**  
- I can measure and record lengths of objects using formal units such as metres and centimetres.  
- I can compare the lengths of two objects.  
- I can talk about and explain how we measure length.  
- I can estimate the length of different objects.

**Complete a new number of the day using the information from Monday.**

**Problem of the Day:**



Using this ruler, the length of the pencil is closest to

4 cm      9 cm      11 cm      15 cm

**Wednesday Activity - Half a metre**

Using your 1 metre string from Monday:  
Step 1: Fold your 1-metre length of string in half to show half a metre.  
Step 2: Find objects around the room that are about half a metre in length, width or height.  
Step 3: Find objects that are larger than half a metre but smaller than a metre.  
Step 4: Record your answers in the table below or write the answers in your book:













Objects half a metre in length	Objects that are larger than half a metre but smaller than 1 metre.

--	--

**Length Challenge:** Metre ruler or centimetre ruler?

Using your inference skills, decide whether you would need a 1 metre ruler to measure these items or a 30 centimetre ruler.

Metres or centimetres?

a) 	b) 	c) 
d) 	e) 	f) 
g) 	h) 	i) 
j) 	k) 	l) 

Other KLA area's

PDHPE- Road Safety

Watch <https://www.youtube.com/watch?v=pP7k9jYQyCo>

After you have watched the video, think about the following questions, you may want to discuss them with a family member and record them in your book:

- What must you wear to protect your body when going for a bike ride? Why?
- If you need to cross a road, what should you do?
- Why is it important to always ride with a responsible adult?
- What coloured clothing is best to wear when riding your bike? Why?



# Thursday

## Reading

### Character Comparison

Read your chosen book for 15-20 minutes.

Choose two characters and compare them. How are they different? How are they the same?

## 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

### 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 Intention:** We will be learning to:

- Measure and record the length of objects using formal units. (cm and m)
- compare different lengths.
- Estimate lengths.

**Success Criteria:**

- I can measure and record lengths of objects using formal units such as metres and

**Complete a new number of the day using the information from Monday.**

**Problem of the Day:**

Complete this word problem: A ribbon was 50cm long. After I cut some off, 37cm was left. How much did I cut off?

**Maths - Length Investigation Activity - How many centimetres in a metre?**

Equipment needed: paper, scissors, glue or sticky tape, ruler or tape measure or 1 metre piece of string (used to measure 1m strips of paper), a empty bag (you could use a pillow case as a bag).

Step 1: Using a ruler or your 1 metre piece of string, make 3 one metre long pieces of paper (you might need to use sticky tape or glue to stick several pieces of paper together to make 1 metre.

Step 2: Lay your 3 x 1 mere pieces of paper on the floor next to each other. Are they all the same length? If yes, then great! You are ready for the next step. If not, then use your ruler to re-measure your strips of paper and cut them until they are ALL 1 metre long each.

centimetres.  
 - I can compare the lengths of two objects.  
 - I can talk about and explain how we measure length.  
 - I can estimate the length of different objects.

Step 3: Take your 3 x 1 metre pieces of paper and cut each strip into 3 random places. You will now have 9 strips of paper.  
 Step 4: put all the strips into the bag.  
 Step 5: (You will need your ruler in this step) Take out **one** strip from the bag. Estimate how long the strip is and then measure with your ruler.  
 Step 6: Estimate then calculate how many more centimetres you would need to make 1 metre.  
 For example, if you pulled out a strip and after measuring the strip using a ruler you found it was 27cm long, how long would another strip need to be to make 1 metre - 1 metre is the same as 100 centimetres. So to work out the answer you would write  $100 - 27 = 73$ . Therefore I know I would need another strip of paper that is 73 centimetres long to make a 1 metre strip of paper.  
 Step 7: Put the strip to the side. Pull out a new strip from your bag and complete the activity again. Make sure to write all your estimations and calculations in your work to take a photo and show your teacher.

**Other KLA area's**  
 Geography

**Learning Intention:** We are learning to identify the purpose of certain places in the community.

**Success Criteria:** I can identify the purpose of different places in the community.

**Places in the community**

Draw a picture of yourself at each place. What do you do at each location?

**Bradbury Pools**




**Mawson Park**



Shopping centre





# Friday

## Reading

*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.*

## Self-Reflection

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?

## 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

## 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 Intention:** We will be learning to:

- Measure and record the length of objects using formal units. (cm and m)
- compare different lengths.

**Complete a new number of the day using the information from Monday.**

### Problem of the Day

Complete this word problem: Harry's tree is 14 metres tall. Kate's tree is 1 metre taller than Harry's. Who has the taller tree?

**Maths Length Cotton ball shot put activity**

<p>- Estimate lengths.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- I can measure and record lengths of objects using formal units such as metres and centimetres.</li> <li>- I can compare the lengths of two objects.</li> <li>- I can talk about and explain how we measure length.</li> <li>- I can estimate the length of different objects.</li> </ul>	<p>Equipment needed: at least 3 cotton balls (or use something equally light and small like ball of tissue ball etc), your 1 metre long piece of string,</p> <p>Step 1: throw your cotton balls one at a time like a shot put.</p> <p>Step 2: Use your 1m long piece of string to measure if the distance travelled is less than, the same as or more than a metre.</p> <p>Step 3: Using tally marks in your maths book, record your measurements on a chart divided into three columns.</p> <p>Step 4: look at your results and answer the following questions:  Was it easy or difficult to throw the cotton ball more than 1m? What tells us this? Do these results tell us exactly how far each cotton ball went? How could we measure the cotton balls distances more accurately?</p>
<p><b>Other KLA area's</b></p>	<p style="text-align: center;"><b><u>PDHPE- Sport (Dancing)</u></b></p> <p><b>Complete the SISA dancing routine (optional) <a href="https://youtu.be/q0eq9ryQUa4">click here- https://youtu.be/q0eq9ryQUa4</a></b>  Alternatively you can make up your own dance routine to perform for a family member, you might even like to video your routine.</p>

# Making Inferences

I infer by thinking about:

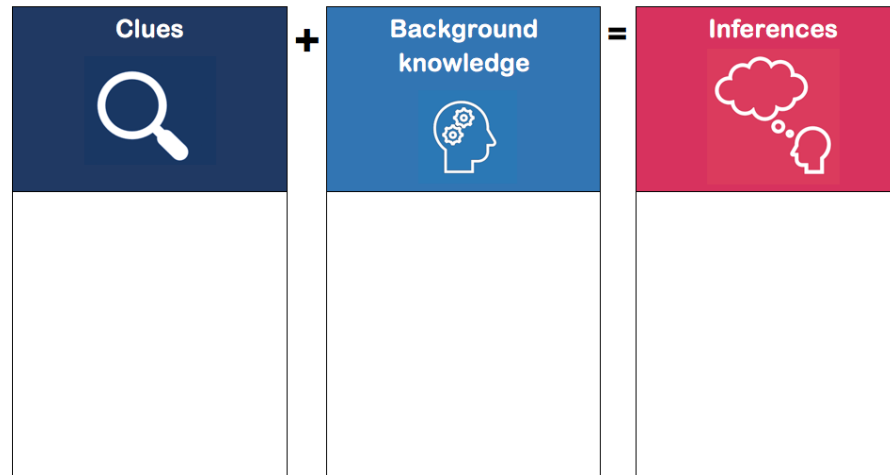
- the characters actions
- the setting and why it is important
- what the character says
- the characters feelings
- the plot and why certain events take place
- what you already know













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.

## Appendix 1- Inference equation



## Writing Criteria

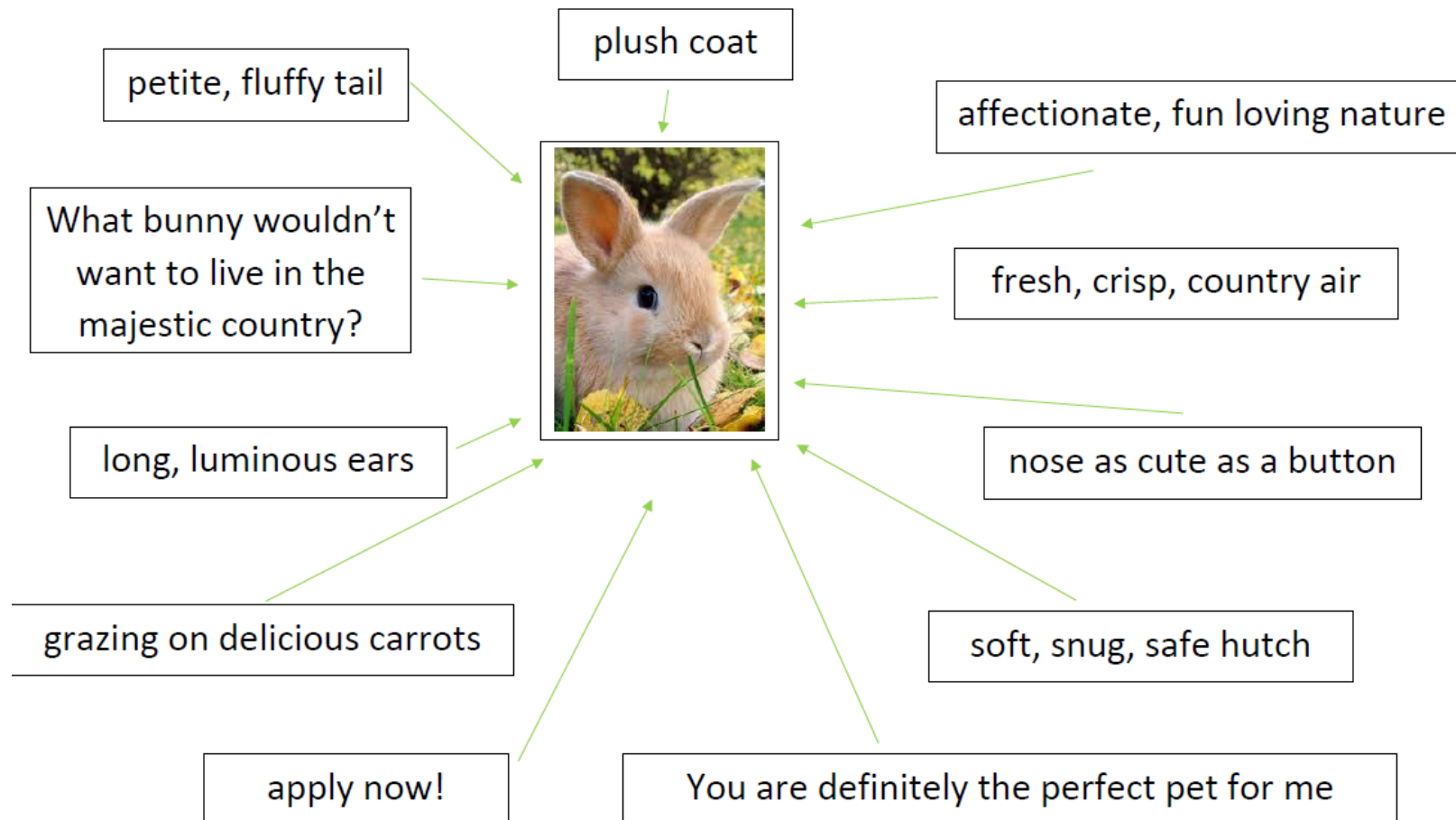
<b>Writing Goals Self-Assessment</b>	
My criteria for reflection:	
	I have planned my writing.
	I can reread my writing all the time to see if it makes sense.
	I can talk about how I have structured my text and organised my ideas to meet my purpose.
	I can talk about how I use language features to meet 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

Are you good enough to be my pet?



## Composing

### ARE YOU GOOD ENOUGH TO BE MY PET?



#### You must have:

- A premium plush coat
- A petite, fluffy tail
- Long, luminous ears
- An affectionate, fun loving nature
- A nose as cute as a button

*Without a doubt if you have these qualities, then you are definitely the Perfect Pet for me!*

Surely you would love to frolic in the lush green grass on a warm Summer's day.

You will certainly enjoy grazing on the delicious carrots, growing in abundance in our gardens.

Feelings of bliss will encompass your body as you play with the children in the fresh, crisp country air.

In addition to this, you will get to sleep under the stars in your soft, snug and safe hutch.

What bunny wouldn't want to live in the majestic country?

**Quick!**  
**APPLY NOW!**

Before you miss the opportunity of a lifetime!

Send all applications to: 21 Horseshoe drive, Arabella, Victoria

## Recrafting

### ARE YOU GOOD ENOUGH TO BE MY PERFECT PET?

YOU MUST POSSESS  
ALL THESE QUALITIES.

Luminous, long ears

A petite, elegant tail.

A nose as cute as a button

A premium, plush coat.

A hopping personality!

An affectionate, fun-loving nature

Do you have all these qualities?  
then **CONGRATULATIONS!!!**

*You're undeniably the Perfect Pet for me!*

**REWARDS WILL BE SUPERFLUOUS**

Free frolicking  
in lush green  
grass!

Greedily graze  
on delicious  
carrots!

Play in the  
fresh, crisp  
country air!

Sleep securely  
under the  
shining stars!

**APPLY NOW**

*Only the speediest rabbits will catch my eye!*

Send all applications to: 21 Horseshoe drive, Arabella, Victoria

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	says	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	say	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

List 31	List 34	List 37	List 40	List 43	List 46	List 49
telephone	farmer	stadium	paddle	scuffing	straight	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	shovel	crowd	ripple	information	chicken	climate
lying	mountain	rocket	paddock	learnt	hamburger	piece
unload	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	drape
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	jacket
whizzed	country	suggested	arriving	pineapple	style	skirt
ground	gasp	everything	sniff	margarine	watched	graduate
quickly	equipment	spoilt	energy	exercise	common	separate
gliding	thoughtful	ideal	chance	wholemeal	clothes	buckle
beard	graceful	announce	intelligent	mandarins	celebrate	jumper
Dashed	understand	glance	ripple	measure	history	scarf



# 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><b>1 UPPER and Lower</b></p> <p>Write each of your words out <b>two</b> times.</p> <p>Write in UPPERCASE the first time and in lowercase the second time.</p>	<p><b>1 Pyramid Writing</b></p> <p>Write each of your words like a pyramid:</p> <p style="text-align: center;">s so som some</p>	<p><b>1 UPPER and Lower</b></p> <p>Write each of your words out <b>two</b> times.</p> <p>Write in UPPERCASE the first time and in lowercase the second time.</p>	<p><b>1 Air Writing</b></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><b>2 Curly Words</b></p> <p>First write out your words in normal writing.</p> <p>Next, write them again in <i>curly letters</i>.</p>	<p><b>2 Fancy Letters</b></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><b>2 Rainbow Words</b></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><b>2 Letter Magnets</b></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><b>3 Rainbow Words</b></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><b>3 Join the Dots</b></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><b>3 Fancy Letters</b></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><b>3 ABC Order</b></p> <p>Write your words out in alphabetical order.</p>
<p><b>4 Pyramid Writing</b></p> <p>Write each of your words like a pyramid:</p> <p style="text-align: center;">s so som some</p>	<p><b>4 Curly Words</b></p> <p>First write out your words in normal writing.</p> <p>Next, write them again in <i>curly letters</i>.</p>	<p><b>4 Join the Dots</b></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><b>4 Backwards Words</b></p> <p>Write your words out forwards then backwards.</p>