

Stage 1 Home Learning Grid- Term 3, Week 7

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




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.*


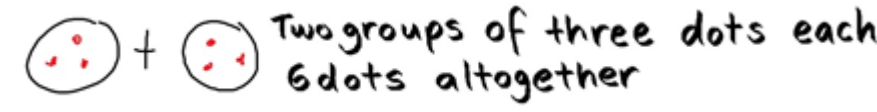
What can you see? I see ...

What are you wondering? I wonder ...

<p><i>you are going to work towards to improve your reading.</i></p>	<p>What are you thinking? I think ...</p>
<p>Writing</p>	<p style="text-align: center;"><u>Discussion</u></p> <p>Watch the story The Tunnel by Anthony Browne and answer the following questions in your book or on paper. Click here- https://drive.google.com/file/d/1yO5x-Ajxcd-SJGzwKg7Pt9NQ0WGoH-W/view?usp=sharing</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"/> How did Rose feel about going into the tunnel? How do you know? <input type="checkbox"/> If you were going to persuade a friend to come through a magical gate, how would you persuade them? What would they find on the other side?
<p>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>Mathematics Learning Intention: We will be learning to model multiplication through repeated addition, grouping of objects and making arrays. Success Criteria: I can solve multiplication questions using repeated addition, making arrays and grouping objects.</p>	<p><u>Mathematics - Multiplication - Equal Groups</u> Today we are learning to recognise that multiplication can be organised with dots in circles to show that it means equal groups. Here is what it can look like:</p> <div style="text-align: center;">  <p>'two groups of three'</p> </div> <p>Here is an <u>optional link</u> for students to watch that explains groups of with Mr. Storey: Multiplication Part 1 - YouTube</p> <p>For this week and next week, Stage 1 will be using a star level system to differentiate the workload for students. Ask your teacher which star level you are. If you finish your star level and want a challenge, complete the other star levels.</p> <p style="text-align: center;"><u>Maths Activity: Draw groups of for the following numbers:</u></p>

Star questions: Draw the groups and write down the answer when you add the groups together. The first is done for you:

a) Two groups of three

 <p>'two groups of three'</p>	<p>This is how I would say it in my head: I have drawn two groups with three dots in each one. When I count all the dots (3 + 3) I get 6 dots altogether. So now I know that two groups of three equals six.</p> <p>This is what it should look like in my book:</p> 
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Now you do these ones: draw the groups of and record the final answer as a number sentence.

★ <u>1 Star Questions</u>	★★★ <u>2 Star Questions</u>	★★★★★ <u>3 Star Questions</u>
a) 2 groups of 5 b) 2 groups of 10 c) 3 groups of 4 d) 3 groups of 5 e) 3 groups of 2	a) Three groups of three b) Three groups of four c) Three groups of five d) Two groups of two e) Five groups of four	a) Three groups of ten b) Three groups of four c) Three groups of five d) Two groups of ten e) Five groups of four

Other KLA area's

Creative Arts:

Patterns, Lines and Feelings: Express and emotion through experimenting with lines and patterns.

Materials:

Oil pastels/crayons/coloured pencils/paint

White paper

Paint brush (optional)

Procedure:

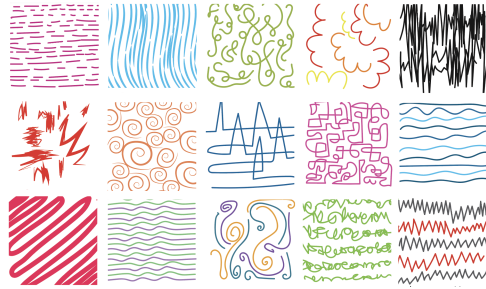
Imagine a feeling, but don't share it with anyone.

Think about what kind of lines or patterns you could draw that would best show that feeling. Would they be spiky, straight, zigzag, strong, weak, or curved? Think about what colours would best communicate this feeling or emotion.

Starting at the edge of the paper, choose a crayon or oil pastel and draw a line. Take the line for a 'walk' across your page.

Repeat this many times, changing the colour of your crayon/oil pastel whenever you wish. Remember to use a variety of lines and patterns and keep thinking about the feeling you chose and the message you are sending in this artwork.

Ask a family member if they are able to decipher your patterns and lines as to which emotion you are feeling.



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 the shoes belong to? What clues helped you answer this question?**
- o **What do you think the people who own these shoes might be doing?**
- o **Where do you think this image is set?**
- o **When do you think this image was taken?**
- o **Why do you think the shoes are the focus of these images?**













Writing

Learning Intention: We are learning to plan our writing.

Plan

This week you are going to write a persuasive text. You will be writing to persuade your friend to come through the magical gate. Remember it needs to be persuasive so make sure you are using persuasive language.

- Write a plan for your persuasive text. You may choose to do a mind map like the teachers or you may choose to do a different plan. Remember to include what your friends might see, hear, smell, feel as they pass through the magical gates. What will be on the other side? Please make sure you are using detailed drawings, key words,

<p>Success Criteria: I can plan my writing using keywords, drawings, diagrams or no</p>	<p>diagrams or notes. The teacher's plan is below as an example- the teacher's example was persuading Rose to come through the tunnel.</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 Intention: We will be learning to model multiplication through repeated addition, grouping of objects and making arrays. Success Criteria: I can solve multiplication questions using repeated addition, making arrays and grouping objects.</p>	<p>Mathematics - Multiplication - "Groups of" is the same as repeated addition Today we are learning to recognise that equal groups in multiplication is the same as repeated addition. Repeated addition is a fancy way of saying that we write the numbers in the equal groups together. To solve a multiplication problem through repeated addition, we repetitively group and add the same number again and again to find the answer. Here is some examples:</p> <table border="1" data-bbox="533 595 1995 1358"> <thead> <tr> <th data-bbox="533 595 869 659">Groups of question</th> <th data-bbox="869 595 1294 659">Picture example</th> <th data-bbox="1294 595 1995 659">Showing it in repeated form.</th> </tr> </thead> <tbody> <tr> <td data-bbox="533 659 869 823">3 groups of 3</td> <td data-bbox="869 659 1294 823">  </td> <td data-bbox="1294 659 1995 823"> 3 plus 3 plus 3 equals 9 altogether This could be written like this: $3 + 3 + 3 = 9$ </td> </tr> <tr> <td data-bbox="533 823 869 970">2 groups of 4</td> <td data-bbox="869 823 1294 970">  </td> <td data-bbox="1294 823 1995 970"> 2 plus 2 plus 2 plus 2 equals 8 altogether This could be written like this: $2 + 2 + 2 + 2 = 8$ </td> </tr> <tr> <td data-bbox="533 970 869 1161">4 groups of 3</td> <td data-bbox="869 970 1294 1161">  </td> <td data-bbox="1294 970 1995 1161"> 4 plus 4 plus 4 equals 12 This could be written like this: $4 + 4 + 4 = 12$ </td> </tr> <tr> <td data-bbox="533 1161 869 1358">5 groups of 4</td> <td data-bbox="869 1161 1294 1358">  </td> <td data-bbox="1294 1161 1995 1358"> 5 plus 5 plus 5 plus 5 equals 20 This could be written like this: $5 + 5 + 5 + 5 = 20$ </td> </tr> </tbody> </table>		Groups of question	Picture example	Showing it in repeated form.	3 groups of 3		3 plus 3 plus 3 equals 9 altogether This could be written like this: $3 + 3 + 3 = 9$	2 groups of 4		2 plus 2 plus 2 plus 2 equals 8 altogether This could be written like this: $2 + 2 + 2 + 2 = 8$	4 groups of 3		4 plus 4 plus 4 equals 12 This could be written like this: $4 + 4 + 4 = 12$	5 groups of 4		5 plus 5 plus 5 plus 5 equals 20 This could be written like this: $5 + 5 + 5 + 5 = 20$
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5 groups of 4		5 plus 5 plus 5 plus 5 equals 20 This could be written like this: $5 + 5 + 5 + 5 = 20$															

Here is an example of what this would look like with a written word problem:
 There are 5 groups of chickens. Each group has 3 chickens. How many chickens are there in all?



Here is what I would think in my head:
 There are 5 groups. There are 3 chickens in each group. I know I need to write it as a repeated addition question in my book. That would look like this $3 + 3 + 3 + 3 + 3 = 15$. I need to add the groups together to find the chickens.
 There are 15 chickens in all.

Here is what it would look like in my book:
 $3 + 3 + 3 + 3 + 3 = 15$
 There are 15 chickens in all.

Here is an **optional link** for students to watch that explains repeated addition of with Mr. Storey:
[Multiplication Part 2 - YouTube](#)

Now you do these ones: write the repeated addition number sentences and find the answer to each question.

★ <u>1 Star Questions</u>	★★ <u>2 Star Questions</u>	★★★ <u>3 Star Questions</u>
a) 2 groups of 4 b) 2 groups of 3 c) 3 groups of 5 d) 2 groups of 5 e) 2 groups of 10	a) Five groups of five b) Two groups of four c) Five groups of two d) Three groups of three e) Four groups of five	a) Four groups of six b) Eight groups of four c) Five groups of three d) Ten groups of two e) Five groups of two

Other KLA area's

Science: *Care of the environment and living things.*

Explore habitats of living

Discuss with a family member what would happen if habitats were changed. What would happen if all the trees were cut

things

down in a forest? What would the animals do?

Write your thoughts from the discussion in your book, and draw what this would look like.

Activity:

Explore ways to make a new home for animals using only recycled materials. Go through the different materials and suggest which ones would be most suitable for outdoors.

You may need some assistance from a family member.

Design what your habitat will look like in your book and what materials you may need. Then start making!

It is important afterwards, that you reflect on what was good, what didn't work and what you would change next time.

Write these reflections in your book.

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 if you were wearing a pair of these shoes?**

Writing

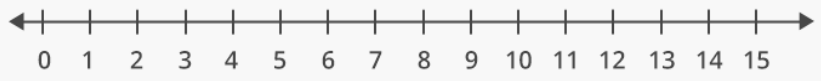
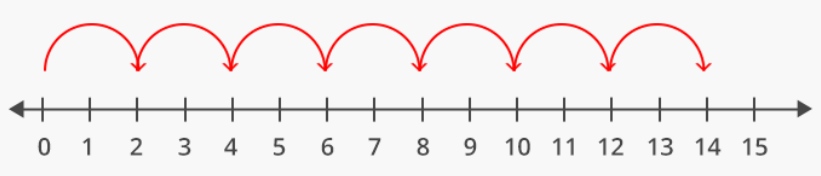
Learning Intention: We are learning to compose a text for a purpose and audience.

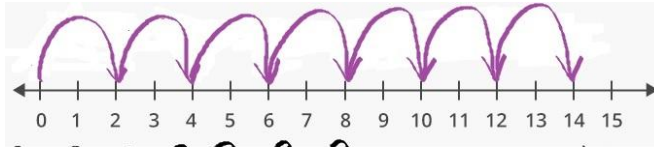
Success Criteria: I can use my plan to compose a text for a purpose and audience. I can use language features, different

Composing

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

- Use your plan to compose your persuasive text. You will be persuading a friend to come through the magical gates. Remember it needs to be persuasive so make sure you are using persuasive language and 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;">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 style="text-align: center;">Mathematics</p> <p>Learning Intention: We will be learning to model multiplication through repeated addition, grouping of objects and making arrays.</p> <p>Success Criteria: I can solve multiplication questions using repeated addition, making arrays and grouping objects.</p>	<p>Mathematics - Multiplication - How can we use a number line for repeated addition?</p> <p>Today we are learning how to use a number line to complete repeated addition number sentences. When we look at a number line, we can see that the numbers go up by ones for example</p> <p>Here is a number line to 15:</p>  <p>Now if you were asked the question: Find the total amount in the repeated addition question $2 + 2 + 2 + 2 + 2 + 2 + 2$ On a number line, we can skip count to add repeatedly to multiply. So for $2 + 2 + 2 + 2 + 2 + 2 + 2$, it would look like this:</p>  <p><u>In my head this is how I would talk it through:</u> The question asks me to find the answer to $2 + 2 + 2 + 2 + 2 + 2 + 2$ If I use my number line to skip count by 2's 7 times I will get to the answer $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$</p> <p><u>This is what it would look like in my book:</u></p>



$2+2+2+2+2+2+2$
 This is the same as doing 7 skips
 or hops on the number line. so:
 $2+2+2+2+2+2+2=14$

Here is an **optional link** for students to watch that explains repeated addition on the number line with Mr. Storey:
[Multiplication Part 3 - YouTube](#)

For this week and next week, Stage 1 will be using a star level system to differentiate the workload for students. Ask your teacher which star level you are. If you finish your star level and want a challenge, complete the other star levels.

Now you do these ones: Draw the number line AND write the repeated addition number sentences and find the answer to each question.

★ 1 Star Questions	★★ 2 Star Questions	★★★ 3 Star Questions
a) $2 + 2 + 2 + 2 =$ b) $3 + 3 =$ c) $4 + 4 + 4 =$ d) $5 + 5 + 5 =$ e) $2 + 2 =$ f) $3 + 3 + 3 =$	a) $3 + 3 + 3 + 3 =$ b) $6 + 6 =$ c) $5 + 5 + 5 + 5 =$ d) $8 + 8 =$ e) $4 + 4 + 4 + 4 =$ f) $9 + 9 =$	a) $5 + 5 + 5 + 5 + 5 =$ b) $6 + 6 + 6 =$ c) $4 + 4 + 4 + 4 + 4 + 4 + 4 =$ d) $10 + 10 + 10 + 10 =$ e) $9 + 9 + 9 =$ f) $7 + 7 + 7 + 7 =$

Other KLA area's

Nutrition and Health

PDHPE- Nutrition!

Click on the following link to watch Mr Lowndes cook a delicious healthy breakfast.
<https://www.youtube.com/watch?v=vQUjap5wNow>

Your turn!

After watching the cooking demonstration, upload photos/video of yourself to Seesaw for us to see your fabulous and delicious cooking.

Create your own cooking recipe for a new healthy breakfast idea that you may want to cook your family for another time. Make sure you include the ingredients and the method.

Using the Australian guide to healthy eating- which of the five food groups did you use in your breakfast recipe?

Brainstorm a list of other healthy recipes you might like to cook with your family.



MY HEALTHY BREAKFAST RECIPE

Task: After watching the video from Mr Lowndes and cooking your omelette, it is your turn to create your own recipe for a healthy breakfast. Your challenge is to use items in your fridge or pantry to create and cook a healthy breakfast with your parent or caregiver. Please record your recipe in the template below

Term 3 Week 6 Online Learning
Stage 1-Health and Nutrition



INGREDIENTS

METHOD

1.
2.
3.
4.
5.
6.
7.

Australian Guide to Healthy Eating

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



Thursday

Reading

Book Report

Read a book of your choice for 10-20 minutes and answer the following questions:

- What was the title of your book?
- Did you like the book? Why or why not?
- Would you recommend this book to others?
- What was the most interesting part of the book?

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 model multiplication through repeated addition, grouping of objects and making arrays.

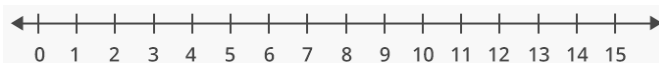
Mathematics - Multiplication - Showing that 'Groups Of' and the number line are the same

Today we are learning how '**groups of is the same as repeated addition on the number line**'. This means that when we are asked a question like "Find the answer to 7 groups of 2 using a number line" we can use a number line so we don't get tricked!

When we look at a number line, we can see that the numbers go up by ones for example

Success Criteria: I can solve multiplication questions using repeated addition, making arrays and grouping objects.

Here is a number line to 15:



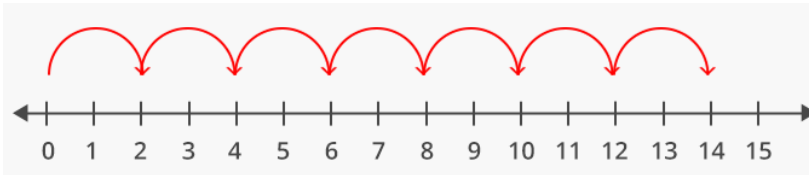
Here is what 7 groups of 2 looks like:



Now if you were asked the question:

Find the total amount in 7 groups of 2.

On a number line, we can skip count to add repeatedly to multiply. So for 7 groups of 2, it would look like this:

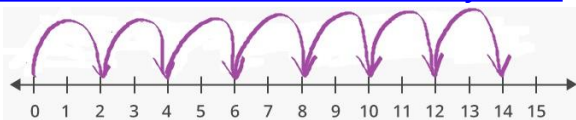


In my head this is how I would talk it through: The question asks me to find the answer to 7 groups of 2.

I know that 7 groups of 2 is the same as $2 + 2 + 2 + 2 + 2 + 2 + 2$

If I use my number line to skip count by 2's 7 times I will get to the answer $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$

This is what it would look like in my book:



7 groups of 2 is the same as skip counting by 2 in 7 hops.

So 7 groups of 2 is the same as

$$2 + 2 + 2 + 2 + 2 + 2 + 2 = 14 \quad \text{!!}$$

Here is an **optional link** for students to watch that explains how 'groups of' is the same as repeated addition on the number line with Mr. Storey:

[Multiplication Part 4 - YouTube](#)

For this week and next week, Stage 1 will be using a star level system to differentiate the workload for students. Ask your teacher which star level you are. If you finish your star level and want a challenge, complete the other star levels.

Now you do these ones: Draw the number line AND write the repeated addition number sentences and find the answer to each question.

★ <u>1 Star Questions</u>	★★ <u>2 Star Questions</u>	★★★ <u>3 Star Questions</u>
a) 5 groups of 5 b) 2 groups of 4 c) 5 groups of 2 d) 3 groups of 3 e) 4 groups of 5	a) Two groups of seven b) Five groups of six c) Six groups of four d) Three groups of five e) Eight groups of seven	a) Seven groups of three b) Eight groups of two c) Three groups of ten d) Four groups of six e) Nine groups of four

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.

Geography

Look at the places below.
When might you visit each place? What might you do there? What features would you find in these places?



Cinema



Supermarket



Campbelltown Arts 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 model multiplication through repeated addition, grouping of objects and making arrays.

Mathematics - Multiplication - Using our multiplication knowledge in real world settings

Today we are going to see some practical situations where knowing how to answer groups of and repeated addition would help in real life! Have a go at answering the following questions. You need to write your answer with groups of and with repeated addition. Here is an example of what we mean:

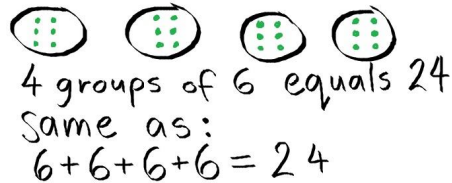
Success Criteria: I can solve multiplication questions using repeated addition, making arrays and grouping objects.

Question: Mrs. AYS loves gardening. It is time for her to sow some tomato seeds. She isn't sure how many seeds she will need to buy when she goes to Bunnings. Mrs. AYS has 4 seed trays that hold 6 seeds in each tray. How many seeds does Mrs. AYS need to buy?



Here is what I would say in my head: Ok so the question is asking me to find how many seeds I need to buy. There is 4 seed trays with 6 seed spots in each seed tray. That means **4 groups of 6**. I know that 4 groups of 6 is the same as $6+6+6+6$. I can use a number line to find the answer or I can draw the groups. When I count them together I get $6+6+6+6=24$. So I now know Mrs. AYS needs to buy 24 tomato seeds at Bunnings.

Here is what it would look like in my book:



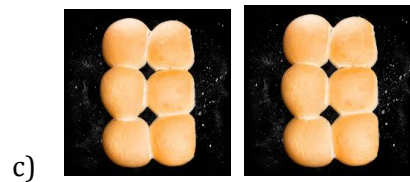
Ok your turn! When you answer the question, make sure to DRAW the groups of and WRITE the repeated addition sentences. Ask your teacher if you need any help.

Some questions throughout these questions are open-ended- this means there will be more than one answer- how many solutions can you find?

★ 1 Star Question:

At the shops I bought the following items. Can you show in your book how many items altogether using 'groups of' or repeated addition.





★★ 2 Star Questions:

- You are going to help your parents cook. You are making 12 cupcakes with chocolate chips. How many chocolate chips do you need if you want to put 4 chocolate chips in each cupcake? (Hint: 12 groups of 4)
- If the answer to my problem is 60, what could my groups be? ___ groups of ___ makes 60 (*There may be more than one answer*)
- John baked 24 cupcakes for his friends at his party. He had to share the cupcakes between 7 friends. What could John do?

★★★ 3 Star Questions:

- A farmer bought 134 sheep for his farm with 9 paddocks. How many sheep could he place in each paddock? How many solutions could the farmer come up with?
- I'm thinking of a number between 1 and 141 that can be divided into groups of 5 with a single 4 in it. What could my number be?
- I have 6 groups of 20 making a total of 120. If you had to create a word problem, what could it be?

(Example: If I had 4 groups of 20 making a total of 80. My problem could be- Heidi made an obstacle course with 4 lines of 20 bean bags. How many bean bags did she use to make the obstacle course?)

Other KLA area's

PDHPE- Sport- Throwing and Catching

Watch the SISA video and complete the throwing and catching activities (optional) <https://youtu.be/j00YAvxJCxg>

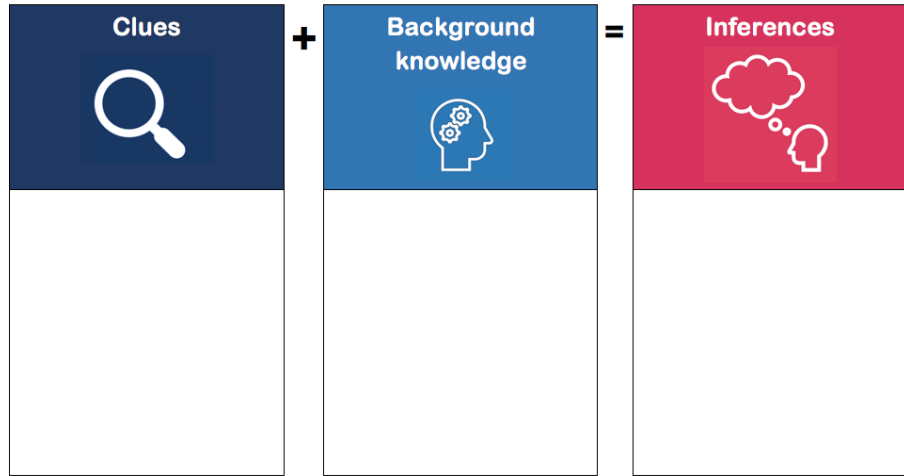
Find a tennis ball at home- if you do not have a tennis ball you can find a ball in similar size to a tennis ball, use a pair

of socks rolled into a ball or make one by scrunching some paper into a ball.











Complete the following activities, remembering not to throw your ball too high:

- Throw your ball into the air and catch it using two hands.
- Throw your ball into the air with one hand and catch with one hand.
- Once you have had a go with one hand change hands and have a go with your other hand.

Appendix 1- Inference equation



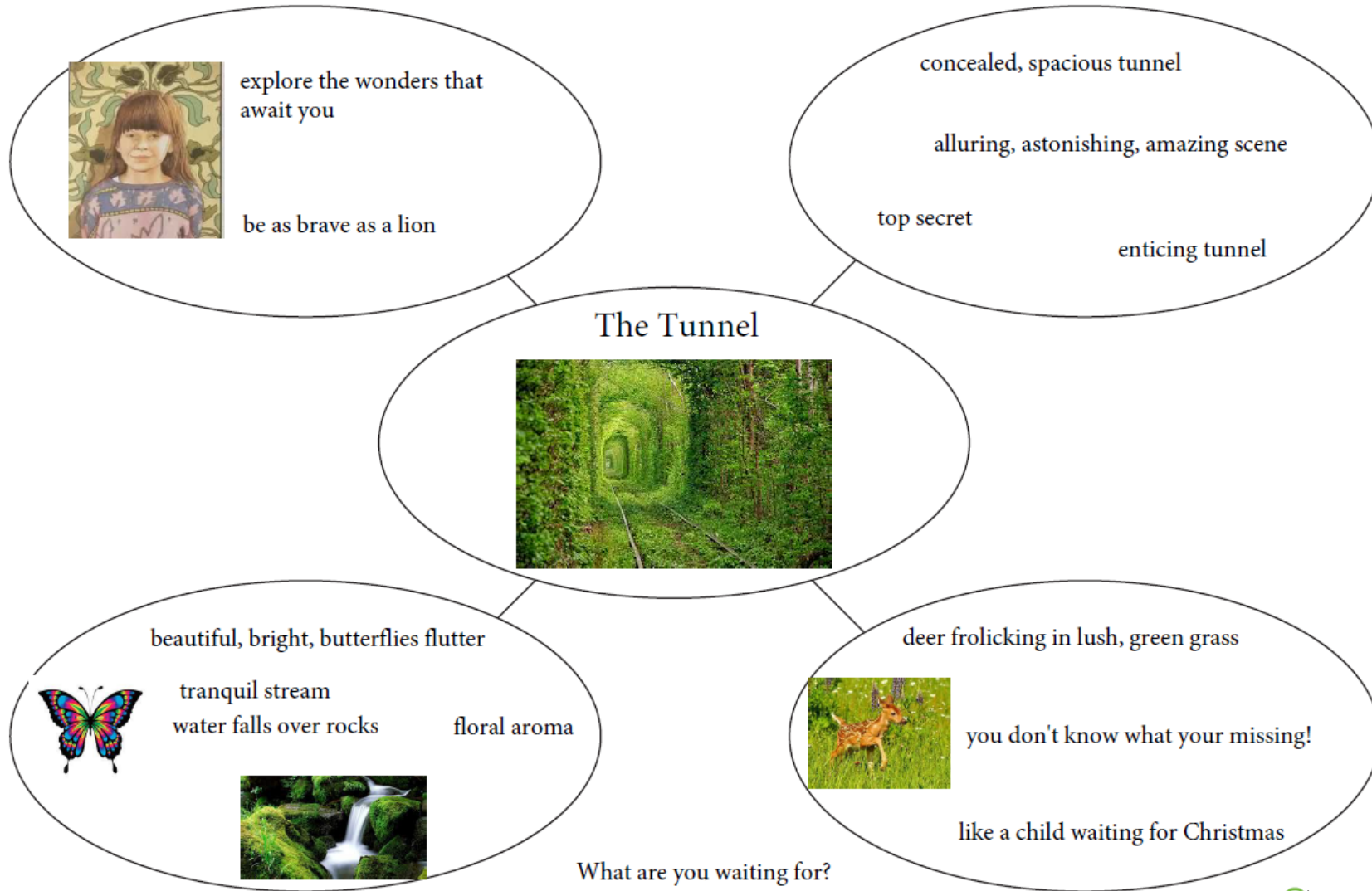
Writing Criteria

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



Composing

Rose, you absolutely must take the opportunity to explore the wonders that await you on the other side of the extraordinary tunnel. It is imperative that you be as brave as a lion and step into the concealed, spacious tunnel. The land beyond the tunnel is the most alluring, astonishing, amazing scene that you have ever laid your eyes on.

Furthermore, the tunnel is top secret and you don't want to miss the opportunity to be our special guest. It will certainly astound you! As you walk through the tunnel, beautiful, bright butterflies will flutter lightly around you. The serene sounds of the tranquil stream will surprise you as the water falls smoothly over the rocks. The fresh, floral aroma of the magnificent flowers will waft through the air. You will see the deer frolicking in the lush, green grass as birds dance gracefully above you.

Without a doubt you need to advance through the enticing tunnel! You don't know what you are missing! We are anticipating your arrival like a child waiting for Christmas. What are you waiting for?

Recrafting

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

The Mystical Garden

ROSEROSE..... ROSE.....

Release your relentless fear and enter the most *alluring, astonishing, amazing* land that you have ever laid your eyes on!

Rose you absolutely **MUST** take the opportunity to explore the wonders that await you on the other side of the extraordinary tunnel. It is imperative that you be as brave as a lion and step into the concealed, spacious tunnel. *Don't worry, it'll be a piece of cake!*

Furthermore, the tunnel is top secret and you don't want to miss the opportunity to be our special guest. *It will certainly astound you!* As you **wander** through the tunnel, beautiful, bright butterflies will **electrify the air** around you. The serene sounds of the tranquil stream will surprise you as the water **trickles** smoothly over the rocks. The fresh, floral aroma of the magnificent, **vibrant** flowers will waft through the air *creating a blissful fragrance for you to enjoy*. You will see the deer frolicking in the lush, green grass as birds dance gracefully above you.

Without a doubt you need to advance through the enticing tunnel! You **will be engulfed by a world of imagination!** We are **eagerly** anticipating your arrival like a child waiting for Christmas. What are you waiting for?

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>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>



MY HEALTHY BREAKFAST RECIPE

Task: After watching the video from Mr Lowndes and cooking your omelette, it is your turn to create your own recipe for a healthy breakfast. Your challenge is to use items in your fridge or pantry to create and cook a healthy breakfast with your parent or caregiver. Please record your recipe in the template below



INGREDIENTS

-
-
-
-
-
-
-
-

METHOD

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.