

Stage 1 Home Learning Grid- Term 3, Week 8

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

Indigenous Literacy Day

Design your own bookmark out of resources that you have at home or if you would prefer you can print one off using the link. [Indigenous Literacy day 2021 Bookmark.pdf](#)



Writing

Discussion

Watch the video on Sea Turtles and answer the following questions in your book or on paper.

Click here- <https://youtu.be/5Rmv3nliwCs>

- 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 are the Sea Turtles threatened to become extinct?
- What did you learn about Sea Turtles?

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 division by sharing objects and grouping objects into equal sets.

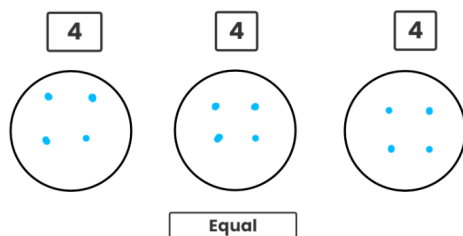
Success Criteria: I can solve multiplication questions by:

- Identifying equal groups
- Sharing objects into equal groups
- Describing the part left over

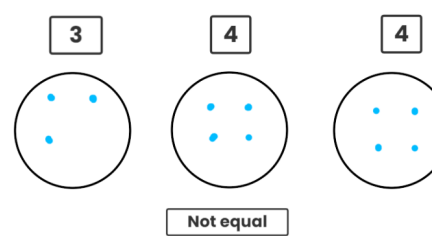
Mathematics - Division- Equal Groups

Today we are learning to identify equal groups of objects. **Equal groups** are groups that have the same number of objects in every group. A group that is **not equal** will have a different number of objects in some of the groups.

An example of equal groups:



An example of groups that are **not** equal:



In the first image: We need to look at the shapes and decide if the dots inside are equal or not equal. Let's look at the groups of circles. The first group contains 4 circles, so does the second and the third. These are equal groups. Each group contains the same number of circles.

In the second image: Now, let's look at the three groups of dots in the second image. Are these groups equal? Does each group have the same number of dots? The first group contains 3 dots. The second group contains four. The third group contains four dots. These shapes are not in equal groups. They don't have the same number of dots in each group.

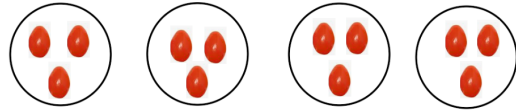
Here is a optional link to a video you can watch from your teachers:

https://drive.google.com/file/d/1RIgqYYglvQKha1YapRpOumnhaj1Woy_x/view?usp=sharing

Now you do these ones: record either **equal** or **not equal** for each of the following questions. You can complete these in a book or on the page if you prefer. Remember you are checking if the amount of dots within each group is equal, NOT if the shape of the groups (circles, pentagons etc) are the same size.

Are these groups equal or not equal?

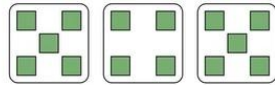
Record **equal** or **not equal**



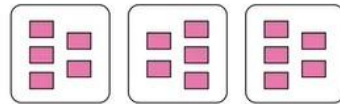
1.



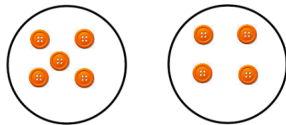
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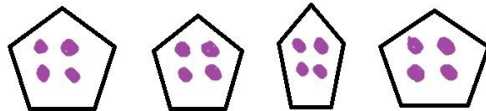
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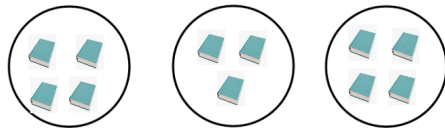
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5.



6.



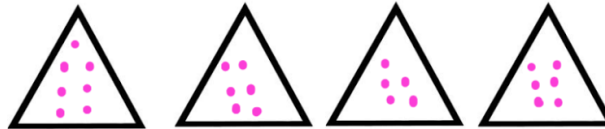
7.



8.



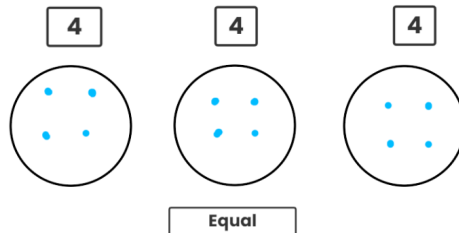
9.



10.

Challenge:

If you would like to challenge yourself further you can record the number sentence for each of the questions. For example:



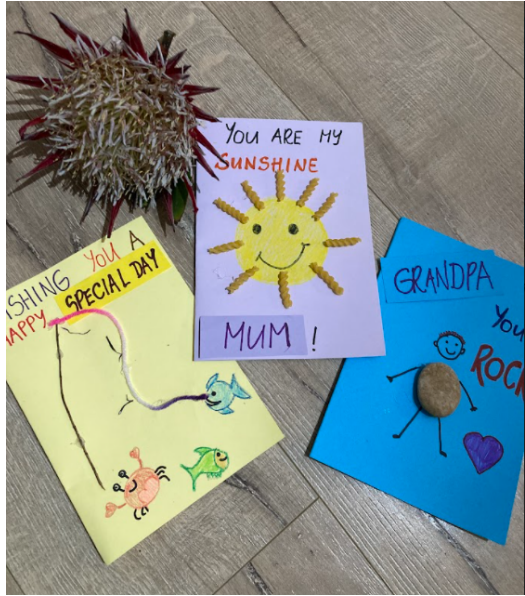
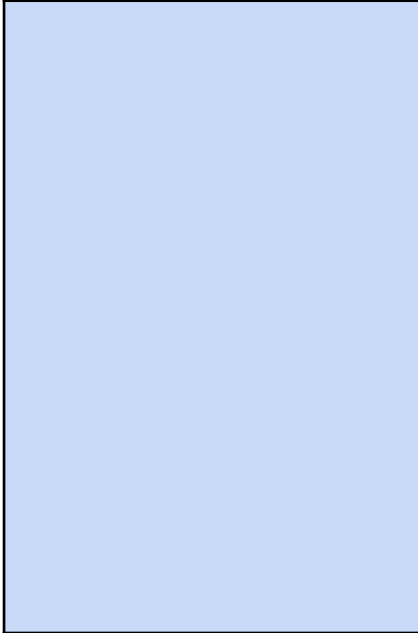
$$12 \div 3 = 4$$

Other KLA area's

Creative Arts: Father's day Cards

Time to get creative for Dad! Here are some fun examples of cards you can make for your dad OR design your own!

Make it for Dad, or whoever you would like!



Tuesday

Indigenous Literacy Day

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



Write a sentence about what you can see in the picture or you might like to write a story.

Writing

Learning Intention: We are learning to plan our writing.

Success Criteria: I can plan my writing using keywords, drawings, diagrams or no

Plan

This week you are going to write an informative text. You will be writing to inform the audience about Sea Turtles. Watch the video again to help you find information about Sea Turtles: <https://youtu.be/5Rmv3nliwCs>

- Write a plan for your informative text. 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.

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

Mathematics - Division - Sharing, how many in each group?

Learning Intention: We will be learning to model division by sharing objects and grouping objects into equal sets.

Success Criteria: I can solve multiplication questions by:

- Identifying equal groups
- Sharing objects into equal groups
- Describing the part left over

Today we are learning how to divide objects into groups. We call this "sharing". Here is an example:

If 12 marbles are shared between 3 students, how many does each get?



How I would say it in my head: So let's look at the key information - there are 12 marbles and 3 students - hmmm so the students would be the "groups of" in this situation and I know I need to give enough marbles to each person so they have and EQUAL amount SHARED with them. If I place 1 marble in each group and count by ones until I get to 12 marbles then that should help me share them equally amongst the 3 students. I get 4 marbles in each group.



How it would look in my book:

12 marbles shared amongst 3 groups:



each group has 4 marbles.
The groups are equal.

Here is an optional video link showing how to complete this question and two other questions:

<https://drive.google.com/file/d/17kmVDuzktRMT2Zy9nINb1fY777>If-TT/view?usp=sharing>

Now you do these ones: draw what it would look like in your book and record how many each person would get.

★ 1 Star Questions:	Show your working out
a) Share 10 marbles into 2 groups	

	b) Share 8 cars into 2 groups	
	c) Share 12 buttons into 4 groups	
	d) Share 15 lollies into 3 groups	
	e) Share 6 cookies into 3 groups	
	★★ 2 Star Questions:	
	a) Share 15 marbles into 5 groups	
	b) Share 12 bananas into 2 groups	
	c) Ben shared 20 lollies in between 4 people. How many lollies did each person get?	
	d) 16 apples fell off the tree. May sorted the apples into 4 equal groups. How many in each group?	
	e) There were 24 ice-creams in an ice-cream truck. The ice-creams were to be shared between 6 children. How many ice-creams did each child get?	
	★★★ 3 Star Questions:	
	a) I have 18 pieces of candy. I have to SHARE these pieces of candy between 6 people. How would I do this?	
	b) The baker has one dozen eggs. If it takes two eggs to bake a cake, how many cakes can the baker bake?	
	c) There are 27 boys. If the boys are divided equally into 3	

teams, how many boys will be on each team?	
d) Sally had 24 oranges to share between 4 friends. How many oranges would each person get?	
e) There are 32 dollars. If they are divided equally among 8 kids, how many dollars will each kid have?	

Other KLA area's
Explore habitats of living things

Science: Design Your Own Bird Feeder

Use this link to watch all the types of bird feeders and how to make one yourself!
https://drive.google.com/file/d/1gACKJ_8KObEfOzmKhd-kMiUK_CPZOnWP/view?usp=sharing

Now it's time to make your own. BUT, there are a few things you need to consider before you get started on the making.
 For example, what kind of bird are you going to design your feeder for? Cockatoo? Lorikeet? Finches?
 You need to think about what kind of food that particular bird eats, how can you keep the bird from potential predators like cats?!

Use this worksheet to help you while you're thinking about these important features of a bird feeder.

Now it's time to design your own!
 Use a workbook if you like, or use this worksheet to help you with your design.


Materials to MAKE your bird feeder might include:

- Pencils
- Paper cups
- Foil
- Pipe cleaners
- Scissors


My Bird Feeder Name: _____ **MyBiology science**
How would you help these birds to eat in their habitat?

1) Discuss what your bird feeder needs:


1a) What kind of bird do I want to come to my feeder? _____




Finches
 • Eat seeds
 • Like to stand on a perch while eating



Jays
 • Eat seeds
 • Like to stand on a tray while eating



Woodpeckers
 • Eat seeds and bugs
 • Like to hang on the sides of feeders to eat



Cardinals
 • Eat seeds
 • Like to stand on a tray while eating

1b) What does that bird eat? _____

1c) Where does the bird like to stand when it eats? _____

1d) How can my feeder keep birds safe from cats? _____

2) Fill in the blanks to write your problem statement:

I want _____ to come to my yard. I need a bird feeder with _____ and _____
(size of birds) (size of food)
 _____ for my bird to stand on. I will make the bird feeder safe from cats by _____
(space to stand)

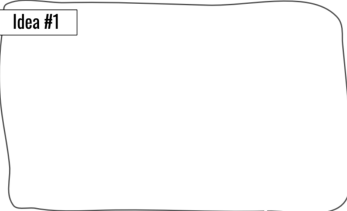
3) Here are my ideas for a bird feeder:

Draw at least two ideas for bird feeders. Be sure you show:

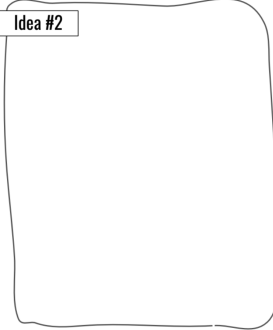
- Where will the food be?
- Where will the birds stand?
- What will keep the birds safe from cats?

Use the back of the page to draw any more ideas.

Idea #1



Idea #2



4) I've built my prototype. What next?

A real bird feeder needs to hold together in wind and rain. What materials could you use to make a real feeder that's like your prototype?



Wednesday

Indigenous Literacy Day

[View the Indigenous Literacy Day Incursion 2021 link](#)

Alternatively you might like to watch the latest episode of Little J and Big Cuz which can be viewed on ABC for kids, iview or SBS on demand. [Little J and Big Cuz](#)

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 sentences and organise my ideas.

Composing

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

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

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 division by sharing objects and grouping objects into equal sets.

Success Criteria: I can solve multiplication questions by:

- Identifying equal groups
- Sharing objects into equal groups
- Describing the part left over

Mathematics - Division - what to do when you can't share the objects equally?

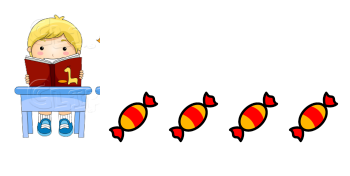
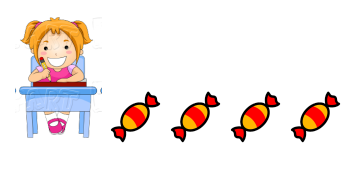


Today we are learning about what happens when we are given a question that can't equally share the objects. This can seem tricky but don't worry, it is easy to work with! Here is an example:

If 13 pieces of candy are shared between 3 students, how many does each get?



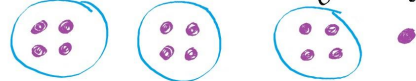
How I would say it in my head: So let's look at the key information - there are 13 pieces of candy and 3 students - hmmm so the students would be the "groups of" in this situation and I know I need to give enough pieces of candy to each person so they have and EQUAL amount SHARED with them. If I place 1 piece of candy in each group and count by ones until I get to 13 pieces of candy then that should help me share them equally amongst the 3 students. I get 4 candy pieces in each group. But wait? What do I do with this extra piece of candy? It is too small to cut into three pieces so it can't be shared. I need to put it to the side and say that there is 4 pieces of candy in each group with 1

piece leftover.

			Candy left over? Yes 1 piece of candy leftover 
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How it would look in my book:

13 candies shared amongst 3 groups:



each group has 4 candies.

The groups are equal.

There is one candy leftover.

Here is an optional video link showing how to complete this question and two other questions:

https://drive.google.com/file/d/1CO_WUwiMjNASYHwOnVopAlmHq3ZRd1Ry/view?usp=sharing

Now you do these ones: draw what it would look like in your book and record how many each person would get. Don't forget to draw the leftover amount too!

★ **1 Star Questions:**

a) Share 11 marbles into 2 groups. How many left over?

b) Share 14 counters into 3 groups. How many left over?

c) Share 17 lollies into 3 groups. How many left over?

d) Share 9 marbles into 4 groups. How many left over?

e) Share 18 bananas into 5 groups. How many left over?

★★ **2 Star Questions:**

a) Mrs Small divided the 27 children in her class into 5 groups. How many children are in each group? How many are left over?

	b) Tracey had 18 toys to share into 4 toy boxes. How many toys did she share in each box? How many toys were left over?	
	c) Amanda has 33 cucumbers to share into 6 salad bowls. How many cucumbers in each bowl? How many cucumbers left over?	
	d) Sam's marble jar was overflowing. He decided to place his marbles into 4 smaller jars. If he had 29 marbles, how many did he put into each jar? How many left over?	
	e) Billy had 25 cupcakes to share among 3 children. How many cupcakes did each child get? How many are left over?	
	★★★ 3 Star Questions:	
	a) There are 50 cats. If these cats are shared equally into 6 groups, how many cats will each group have? How many cats left over?	
	b) Forty-six pieces of apple are shared equally among 9 children. How many pieces of apple do each receive? How many are leftover?	
	c) There are 24 pencils. If these pencils are divided equally among 6 students, how many pencils will each student have? Any leftovers?	
	d) There are 40 cards. If the cards are divided equally among 7 players, how many cards will each player have? How many left over	
	e) There are 38 campers. If the campers are shared equally into 9 cabins, how many campers will stay in each cabin? How many left over?	
Other KLA area's Nutrition and Health	<p><u>PDHPE- Emotions</u></p> <p>This week, you will be learning about positive and negative emotions and feelings. Watch this first video to learn about common emotions. Over the week, you will need to choose 3 days to complete a daily emotions log.</p> <p>My emotions short clip: While you're listening, think about if you have felt these emotions while learning from home.</p>	

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

After you have watched, talk with some family members about some emotions you have recently felt. You can use the following sentence starters to begin the conversation.

How are you feeling today?

How are you feeling about learning from home?

What makes you feel this way?

Here is your Emotions log. For 3 days, you are going to keep a log of how you are feeling. There will be an 'Emotions List' of words for you to choose from if you are unsure. You can answer the questions in your book or complete it on the sheet attached.

Stage 1 Online Learning
Term 3 Week 7

My Daily Emotions Log

Task: After watching the Youtube video from this weeks Powerpoint and learning about different types of emotions, select three days of the week that you wish to keep a log of.

Each day, choose two words from the list to describe how you feel today. Can't find your emotions there? Feel free to use other words.

Day of the week: _____
I think these feelings are:

both positive positive and negative
 negative and positive both negative

I feel this way because _____

What can cheer you up or help you stay happy today? Draw them below.

EMOTIONS LIST

- angry
- annoyed
- anxious
- ashamed
- awkward
- brave
- calm
- cheerful
- chill
- confused
- discouraged
- distracted
- excited
- friendly
- happy
- hopeful
- lonely
- loved
- nervous
- offended
- scared
- thoughtful
- tired
- uncomfortable
- unsure
- worried

Thursday

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.

Read a story of your choice and draw or write about your favourite part of the text.

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

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 we can move you onto the next list.

Mathematics

Learning Intention: We will be learning to model division by sharing objects and grouping objects into equal sets.

Success Criteria: I can solve multiplication questions by:
- Identifying equal

Mathematics - Division - Grouping, How many groups are there?

In today's lesson, we are learning how to find the number of groups. On Tuesday we learnt how to share objects in between a fixed number of groups i.e. we are given the information of how many objects, and how many groups already so we just needed to find out how many objects go into each group to make the groups equal. Today we are learning how to find the number of groups if the question gives us information such as the number of objects and how many objects they want in each group already. Here is an example:

If I have 15 bananas and each child is to get five bananas, how many children will get bananas?

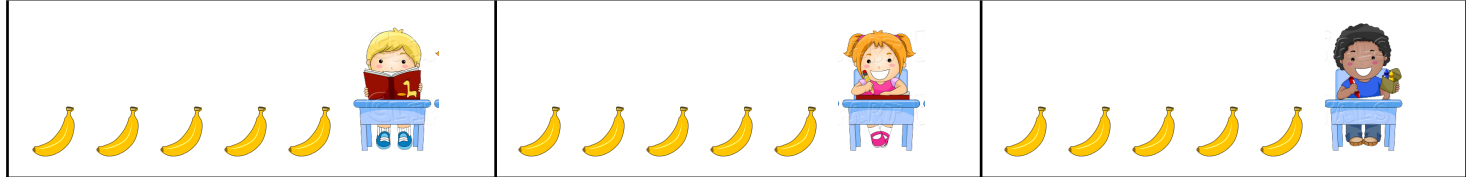


children? 

groups

- Sharing objects into equal groups
- Describing the part left over

Here is what I would say in my head: So here, what is the key information telling us? Well it is telling me that there are 15 bananas and that each child gets 5 bananas. Hmm, so how many children are there? Well I know if I put the bananas in groups of 5 and if I then skip count to 15 (which is the total number of bananas), I had to skip count 3 times to get to 15. So that means there is 3 groups of 5, oh! So there are 3 children because the groups were the children!



Here is how it would look in my book:

15 bananas. Each group gets 5. How many groups?
Skip count to 15

0 5 10 15 How many skips?
3 skips were done.

So 3 groups are needed to share
15 bananas so every child can
have 5 bananas.

Here is an optional video link explaining this:

<https://drive.google.com/file/d/1MyZG7K4e9R2UbE4TbZwkjVMwUfolpCNh/view?usp=sharing>

Now you do these ones: Write down how many groups you would need for each question.

★ **1 Star Questions**

a)



10 apples were shared between groups, there were 2 in each group.
How many groups were there?

b)



6 ice-blocks were shared between groups, there were 3 in each group. How many groups were there?

c)



9 lollipops were shared between groups, there were 3 in each group. How many groups were there?

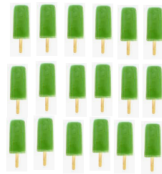
★★ **2 Star Questions**

a)



20 buttons were shared between groups, there were 5 in each group. How many groups were there?

b)



18 ice-blocks were shared between groups, there were 3 in each group. How many groups were there?

c) 24 cups were stacked in groups, there were 6 in each group. How many groups were there?

	d) 32 berries were sorted into bowls, there were 4 in each bowl. How many groups were there?	
	e) 26 children were placed into groups, there were 2 in each group. How many groups were there?	
	☆☆☆ 3 Star Questions	
	a) A teacher asks some children to organize a box of 33 rings by hanging them in 3 on some hooks. How many hooks are needed?	
	b) In an office, there are 8 desks. A pack of 40 sets of sticky notes need sharing equally among the desks. How many sets of sticky notes are on each desk?	
	c) A group of 54 dancers are organized into groups of nine. How many full groups of nine can be created?	
	d) Bananas are sold in packs of five. How many complete packs of five bananas can be made from 135 bananas?	
	e) There are 28 worms in total. 7 worms live in each apple. How many apples are there?	
Other KLA area's	<p style="text-align: center;">Cooking</p> <p>View Mrs Cooper's cooking Johnny Cakes and then make them yourself. Click- Alternatively- read the recipe and have a go making your own Johnny cakes. JOHNNY CAKES RECIPE.pdf</p> <p>We would love to see photos of your cooking if you would like to upload them to seesaw.</p>	

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)**

Creative Arts

Indigenous Literacy Day Colouring

Print off the colouring in template and colour. Alternatively if you don't have access to a printer you can design your own artwork inspired by the colouring template

Click- [INDIGENOUS LITERACY DAY colouring in.pdf](#)

Mathematics

Learning Intention: We will be learning to model division by sharing objects and grouping objects into equal sets.

Success Criteria: I can solve multiplication questions by:

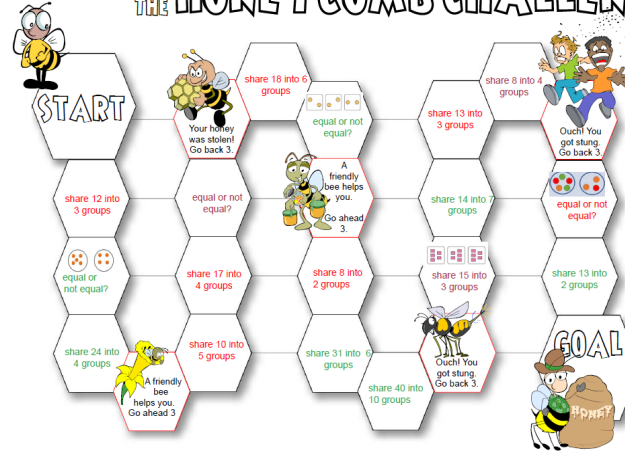
- Identifying equal groups
- Sharing objects into equal groups
- Describing the part left over

Mathematics - Division

This week we have been learning how to identify equal groups, share objects between groups and describe the part left over. Today you can use your knowledge of division to create your own board game. Some templates have been attached for you if you would like to print one out. Alternatively you can use some resources that you have at home to design your own division board game. We would love to see photos of your design once you have completed your game. This is an example of what it could look like (also attached to the end of the grid):

Be the first to the goal
and win the honey!
Answer the questions as
you go.

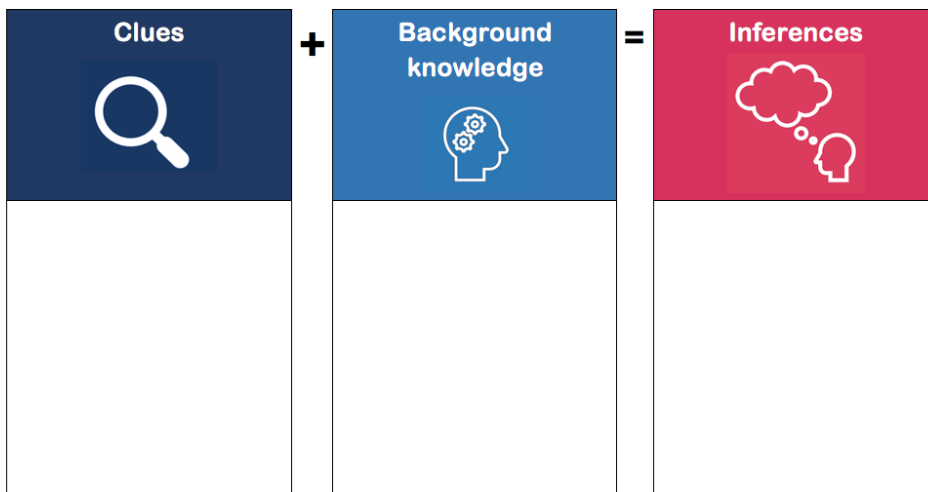
THE HONEYCOMB CHALLENGE



Wellbeing Fridays (Student Choice)

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

Appendix 1- Inference equation



Making Inferences

I infer by thinking about:











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



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

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

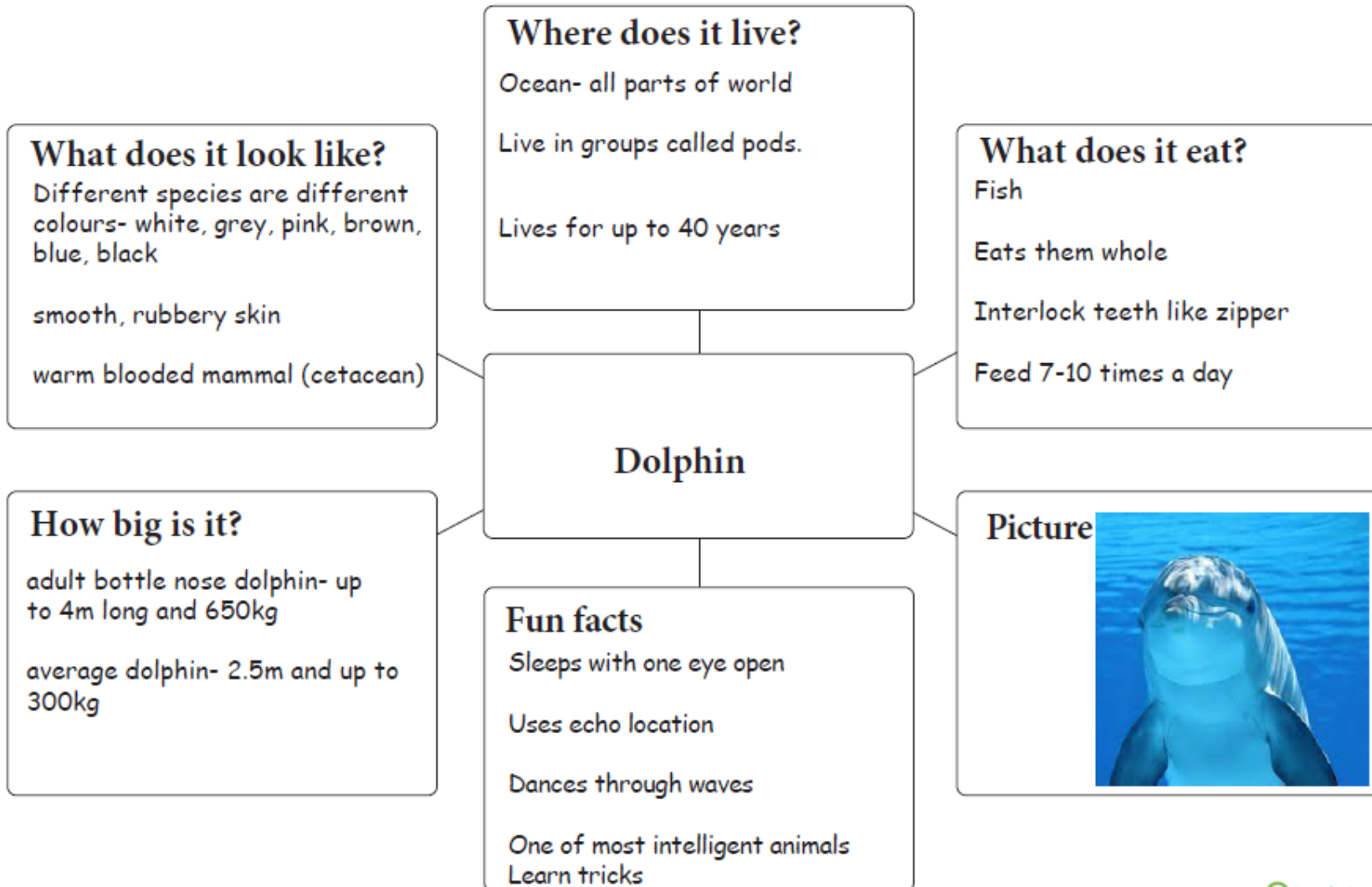
Writing Criteria

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

Reading Criteria

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

Writing Plan



Composing

DIVE DEEPER AND DELVE INTO THE WORLD OF DOLPHINS

Dolphins live in oceans across our vast world, often gliding and moving in large groups called pods. They can live up to 40 years and an average dolphin is 2.5 metres in length and weighs around 300 kilograms. There are many different species of dolphins including the bottle-nosed dolphins and killer whales (the world's largest dolphins)!

Did you know?

- Dolphins are not all grey.
- They are warm-blooded (cetaceans) and can regulate their own body temperature.
- Dolphins are mammals that give birth to live young.
- They have lungs like us and need to occasionally come up to the surface for air.
- Their bodies are streamlined, helping them glide through the water.
- They have smooth rubbery skin.



FUN FACTS

- Dolphins are intelligent animals who can learn tricks.
- They sleep with one eye open

What do they eat?

Dolphins feed around 7 to 10 times a day. They interlock their teeth and use them like a zipper, to consume fish.

If you were a dolphin, you would have the power of ECHOLOCATION! Dolphins use the power of echolocation to navigate their way through the water and communicate. This means they can use sound and sound waves to find out what may be near them or around them

My Bird Feeder

Name: _____

mystery science

How could you get more birds to visit a bird feeder?

1) Discuss what your bird feeder needs:

1a) What kind of bird do I want to come to my feeder? _____



Finches

- Eat seeds
- Like to stand on a peg while eating



Jays

- Eat seeds
- Like to stand on a tray while eating



Woodpeckers

- Eat seeds and bugs
- Like to hang on the sides of feeders to eat



Cardinals

- Eat seeds
- Like to stand on a tray while eating

1b) What does that bird eat? _____

1c) Where does the bird like to stand when it eats? _____

1d) How can my feeder keep birds safe from cats? _____

2) Fill in the blanks to write your problem statement:

I want _____ to come to my yard. I need a bird feeder with _____ and
(kind of bird) (kind of food)
_____ for my bird to stand on. I will make the bird feeder safe from cats by _____
(place to stand)

3) Here are my ideas for a bird feeder:

Draw at least two ideas for bird feeders. Be sure you show:

- Where will the food be?
- Where will the birds stand?
- What will keep the birds safe from cats?

Use the back of the page to draw any more ideas.

Idea #1



Idea #2





My Daily Emotions Log

Task: After watching the Youtube video from this weeks Powerpoint and learning about different types of emotions, select three days of the week that you wish to keep a log of.

Each day, choose two words from the list to describe how you feel today. Can't find your emotions there? Feel free to use other words.

Day of the week:

I think these feelings are:

- both positive
- positive and negative
- negative and positive
- both negative

I feel this way because

What can cheer you up or help you stay happy today? Draw them below.

EMOTIONS LIST

angry
annoyed
anxious
ashamed
awkward
brave
calm
cheerful
chill
confused
discouraged
distracted
excited
friendly
happy
hopeful
lonely
loved
nervous
offended
scared
thoughtful
tired
uncomfortable
unsure
worried

Board Game Example

Be the first to the goal
and win the honey!
Answer the questions as
you go.

THE HONEYCOMB CHALLENGE

START

share 12 into 3 groups

equal or not equal?

share 24 into 4 groups

share 18 into 6 groups

Your honey was stolen!
Go back 3.

share 17 into 4 groups

share 10 into 5 groups

share 8 into 4 groups

equal or not equal?

A friendly bee helps you.
Go ahead 3.

share 31 into 6 groups

share 13 into 3 groups

share 40 into 10 groups

share 8 into 2 groups

share 15 into 3 groups

share 14 into 7 groups

equal or not equal?

Ouch! You got stung.
Go back 3.

share 13 into 2 groups

GOAL

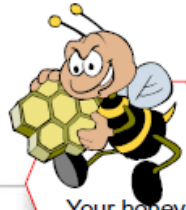
Ouch! You got stung.
Go back 3.

Be the first to the goal
and win the honey!
Name or talk about items
as you go. Good luck!

THE HONEYCOMB CHALLENGE



START



Your honey
was stolen!
Go back 3.



A
friendly
bee helps
you.
Go ahead
3.



Ouch! You
got stung.
Go back 3.



A friendly
bee
helps you.
Go ahead 3



Ouch! You
got stung.
Go back 3.



GOAL

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>

Optional Links:

Little Yarns	Noisy Yarns - Little Yarns
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
Pig the pug-read to by Mr Storey	https://www.youtube.com/watch?v=M4ZDt19zw7U&ab_channel=MrStorey
Do not open this book-read to by Mrs Ays	https://drive.google.com/file/d/1MmJJWzvS58v_EY2Vf_IzqDBv_IQdcS5i/view?usp=sharing
Gorillas in our midst- read to by Mrs Ays	https://drive.google.com/file/d/14hpTxMXdevDpwKxQiv0l-HnLgMXBoPcU/view?usp=sharing