

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

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 meaning of new vocabulary in texts.

### **Making Inferences**

**Read the text** below and answer the questions below about vocabulary. *Inference charts to support you have been pasted at the end of the grid.*

Max blew out the seven candles that were **nestled** into the icing on the cake. As he looked up, he saw his sister **flailing** her arms whilst turning to their mother. She was holding the toy she had unwrapped this morning and cried out, "Look at what he did!"

**Reread the text and look at the highlighted words (vocabulary).**

1. Using the clues in the text, what do you think "candles that were **nestled** into the icing" means?
2. Using the clues in the text, what do you think "**flailing** her arms" means?
3. If you wrote this text, what words could you use to replace:-  
a) nestled \_\_\_\_\_                      b) flailing \_\_\_\_\_

## Writing

## Discussion

Watch the story Invisible Boy and answer the following questions in your book or on paper.

Click here <https://youtu.be/cNHc2XCult0>

- Why do you think the author wrote this text?
- Who did the author write this text for?
- How did the text engage you as an audience?
- Why did Brian feel invisible?
- What do you think Brian should have done to make himself be seen?
- If you were a superhero what would your superpower be?
- How would you help others?

## 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 are learning to describe, continue and identify the missing elements in number patterns.

### Success Criteria:

I can continue number patterns.

I can find the missing number in patterns.

I can describe my number pattern in words.

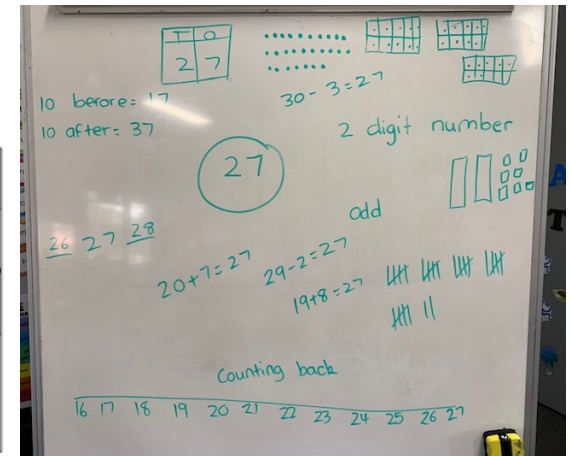
### COMPLETE ON A NEW NUMBER EACH DAY

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



**Patterns and Algebra**

Look at the number patterns below and how I have described them.

**3, 6, 9, 12, 15, 18**

( I can describe my number pattern by saying 'it goes up by threes', I can also see it is made up of odd numbers)

**25, 20, 15, 10, 5**

( I can describe my number pattern by saying 'it goes down by fives')

Create 2-4 different number patterns and write a sentence describing each one.

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

Look at the number patterns below. Each number pattern has a missing number. See the example below.

**E.g. 3, 7, 11, \_\_, 19, 23** (I know the missing number is 15 because the pattern is going up by 4. I can describe my number pattern by saying 'it goes up by fours'.)

Can you work out the missing number and describe how the missing number in the number pattern was found?

55, 65, 75, \_\_, 95, 105, 115

Describe how you got your answer: \_\_\_\_\_

36, 33, 30, \_\_, 24, 21, 18

Describe how you got your answer: \_\_\_\_\_

**Challenging patterns, can you find their missing number and describe the pattern.**

6, 12, 24, 48, \_\_, 192, 384

63, 60, 57, 54, \_\_, 48, 45, 42

**Other KLA area's**

**PDHPE-Healthy Eating**

Students watch the following video where the 5 food groups are identified.

Australian guide to healthy eating [Click here to watch https://www.youtube.com/watch?v=7rgI5q-XnKg](https://www.youtube.com/watch?v=7rgI5q-XnKg)

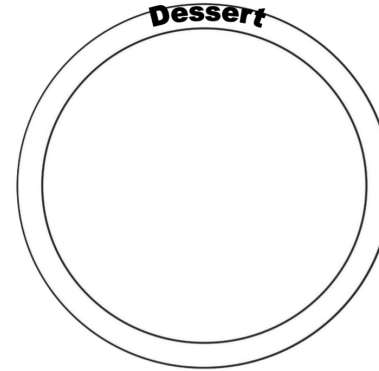
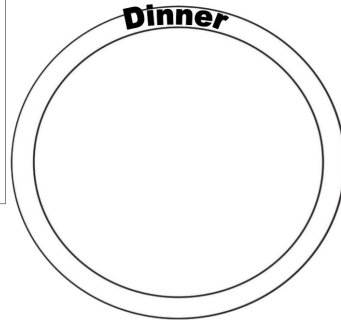
Today you will be designing a healthy dinner and dessert meal for your family. You can draw the meal in your book and create a key for each of the food groups (fruits and vegetables, carbohydrates, protein, dairy and fats). Record how many of each food group you used in the meal. Remember to include at least one food from each of the 5 food groups into your healthy meal.

Using what you have learnt from today's lesson, plan a healthy meal including dinner and dessert. Please remember to include all types of food from the 5 food groups from the Australian guide to healthy eating poster.

Tick off each food group on the checklist as you progress.

Fruits and Vegetables	<input type="checkbox"/>
Carbohydrates	<input type="checkbox"/>
Protein	<input type="checkbox"/>
Dairy	<input type="checkbox"/>
Fats	<input type="checkbox"/>

### My healthy meal



# 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.

## Making Inferences

**Read the text** below and answer the questions below . *Inference charts to support you have been pasted at the end of the grid.*

Max blew out the seven candles that were nestled into the icing on the cake. As he looked up, he saw his sister flailing her arms whilst turning to their mother. She was holding the toy she had unwrapped this morning and cried out, "Look at what he did!"

**Use your background knowledge and clues in the text to write a text or draw a picture describing what is happening in the text. What is happening? Can you write about the characters?**

## Writing

Learning Intention: We are learning to plan our writing.

Success Criteria: We can plan our writing using keywords, drawings, diagrams or notes.

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

## Plan

This week you are going to write an imaginative text about a superhero that helps others. See the teacher's example attached at the end of the weekly lessons.

- Write a plan of what is going to happen in your story. You may choose to do a mind map like the teachers or you may choose to do a different plan such as a storyboard or fish bone plan. Please make sure you are using detailed drawings, key words, diagrams or notes. The teacher's text is about a superhero that spreads kindness and their plan is below as an example. Please do not choose the same superhero or super power as the teacher's, we want to see you use your imagination.

## 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 are learning to describe, continue and create

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

### Patterns and Algebra:

number patterns.

**Success Criteria:**

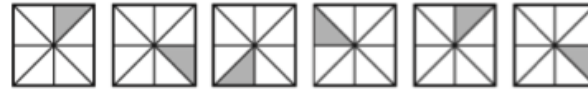
I can continue number patterns.

I can create patterns

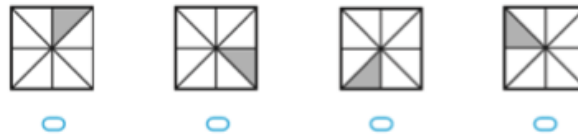
I can describe my number pattern in words.

Complete the question below.

This repeating pattern is made by turning a square tile.

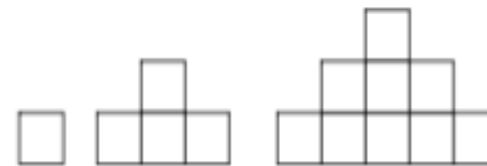


Which of these comes next in this pattern?



Using lego pieces, dominoes or items around the house complete the following activity: Please note, you need to make sure your blocks are the same size!

Here is a sequence of buildings.



Can you make the next building in the sequence ( a four storey building) following the pattern. Use the table below to record the number of storeys and the number of blocks in the bottom storey for each building. How many blocks will there be in a 10-storey building?

	Number of storeys	Number of blocks in bottom storey
	1	1
	2	3
	3	
	4	
	5	
	6	
<b>Other KLA area's</b>	<b><u>Creative Arts</u></b>	
	<b>Dance Party!</b>	
	<i>Materials:</i>	
	<ul style="list-style-type: none"> <li>- Costumes (optional)</li> <li>- Music</li> </ul>	
	<ol style="list-style-type: none"> <li>1. Choose a particular song or style of music that you like.</li> <li>2. Create a dance routine that follows the beat of the song.</li> <li>3. Perform this in front of your family!</li> </ol>	

# Wednesday

## Reading

### Character Map

Draw a picture of a character. Use clues from the text to describe your character.

## Writing

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

**Success Criteria:** We can use our plan to compose a text for a purpose and audience. We can use language features, different sentences and organise our ideas.

### 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 imaginative text about your superhero. Make sure you use your ideas from your plan and tick it off as you go.

### 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 are learning to describe, continue and create number patterns.

### Success Criteria:

I can continue number patterns.

I can create patterns

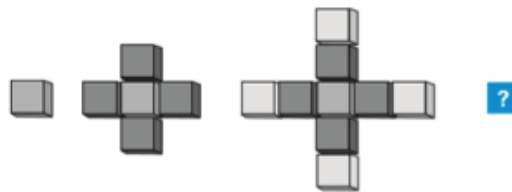
I can describe my number pattern in words.

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

#### Patterns and Algebra:

Complete the question below.

Lara used blocks to make a pattern.



She used 1 block in her first shape, 5 blocks in her second shape and 9 blocks in her third shape.

How many blocks are in the next shape in Lara's pattern?

- 12      13      14      16
-



Using sticks, spoons, toothpicks, pencils or any items that are the same shape and size (they need to be long and skinny like a toothpick) complete the questions below:

Here is a sequence of squares with **sides** measuring 1 toothpick, 2 toothpicks, 3 toothpicks etc.



Can you make the next 3 squares in the pattern. The perimeter of each square is the distance all the way around. Complete the table below to show the perimeter of each of the squares.

Length of one side of the square.	Perimeter of each square
1	4 toothpicks
2	8 toothpicks
3	12 toothpicks
4	
5	
6	
7	
8	

Other KLA area's

**Science- Living Things**

**A living thing** is something that is alive. It is something that can grow, use energy, reproduce and adapt to its environment. Living things need food, water and air to survive.

**Non-living** things have never been alive.

Make a list of things that are living and things that are non-living. They can be around your house and backyard or other things you know of. Try to come up with at least 5 of each. There is an example below:

Living	Non-Living
 <p>a tree</p>	 <p>a house</p>

# Thursday

## Reading

### Non-Fiction

Read a non-fiction book and write or draw about something you learned.

## Writing

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

**Success Criteria:** We can revise and improve our writing by adding better vocabulary and language features to meet our purpose and audience.

### Recrafting

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

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

### Sight Words

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

## Mathematics

**Learning Intention:** We are learning to solve problems by using number sentences for addition or subtraction.

**Success Criteria:**

I can complete number sentences involving one operation of addition or subtraction by calculating the missing number.

I can solve problems involving addition or subtraction by using number sentences

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

**Patterns and Algebra:** Today we are learning how to find a missing number in a number sentence. *See the example below to help you.*

Example:  $\_\_ + 6 = 16$  ,

*I know the missing number is 10 because I know my number facts- 10 and 6 makes 16.*

*I could also count back 6 from 16 to work out the missing number.*

*I could also count on from 6 to 16 to work out the missing number.*

*I could also partition (break up the number) to work it out (16 is made up of 6 and 10, or 5+5+3+3, or 7+6+3 and many more combinations)- I could then remove 6 and the number left would be the missing number.*

The following questions involve numbers up to 20 and include missing numbers in addition and subtraction sentences. Contact your teacher if you are having difficulty and they can talk you through it. You may like to write a sentence to talk about how you solved some of the problems.

$5 + ? = 12$	$4 + 16 = ?$	$? - 4 = 13$	$? + 9 = 17$	$20 - ? = 5$
$18 - ? = 6$	$8 + 3 = ?$	$5 + ? = 17$	$18 - ? = 16$	$17 - 8 = ?$
$6 + 2 + ? = 16$	$? + 4 + 6 = 17$	$5 + ? + 3 = 12$	$3 + 3 + ? = 14$	$9 + 7 + 1 = ?$

**Challenge Extra**

Find the missing number so  $5 + \underline{\quad} = 13$  or  $15 - \underline{\quad} = 9$

Find the missing number so  $8 + \underline{\quad} = 19$  or  $20 - \underline{\quad} = 9$

Can you create 1-3 of your own missing number problems?

**Optional:** If you can you may like to watch this video:

<https://www.youtube.com/watch?v=4X9lVZtLldM&t=3s>

**Optional Online Game:** <https://toytheater.com/addition-scale/>

**Other KLA area's**

**Geography**

This term we are learning about People and Places. Think of one of your favourite places, e.g. beach, park, forest, home, backyard, ocean. Draw one of your favourite places and what we would see in this place . Can you write a few sentences describing why this is one of your favourite places and why it is important to you? Why would people visit this place?

**Optional Activity**

Looking at a map of Australia, if you could plan a journey around Australia, can you identify some places you would like to visit? You may like to draw a map of Australia and mark your journey. Can you describe one of the places you would like to visit? What would it look like? What features may be there? Why would you like to visit this place?

Map of Australia:



# Australia



Ayers Rock



Gold mine



Barossa Valley



Great Barrier Reef



Sydney Opera House



The Twelve Apostles



Sydney Tower



Sydney Harbour Bridge

Speak and Play English

# 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:** We can reread and edit our writing for punctuation, spelling and text structure to make sure it makes sense and meets our purpose.

## Editing

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

- 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.

## 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 are learning to solve problems by using number sentences for addition or subtraction.

**Success Criteria:**

I can complete number sentences involving one operation of addition or subtraction by calculating the missing number.

I can solve problems involving addition or subtraction by using number sentences

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

**Patterns and Algebra:** Complete the following questions then play the missing number sentence game.

1.  $3 + 6 = \_ + \_$  Can you find different answers? Remember the equals sign (=) means "the same as" here is an example:
  - a.  $3 + 6 = 5 + 1$  So this means: 3 plus 6 is the same as 5 plus 1. What other combinations of numbers could make 3+6 ?
2. My tree had 6 metres chopped off the top. It is now 4 metres high. How tall was my tree before it was chopped?

	<p>Missing number sentence game “Gaps Game”. See the pages for this game at the end of this document. How to play: This game is for 2 or 3 players. You could play with your parent, or big brother or sister.</p> <ol style="list-style-type: none"><li>1. Each player fills in their part-whole diagram first. This stays in front of you like a game board.</li><li>2. Cut out the number cards on the second page (or create your own number cards that are the same as the picture).</li><li>3. Place the number cards in between the two players face down on the table.</li><li>4. Players take turns to turn over a number card. If it can be used on their board, the player keeps it. If not, they show it to the rest of the players and replace it face down on the table.</li><li>5. The first player to fill the gaps on their board is the winner.</li></ol>
<p><b>Other KLA area's</b></p>	<p style="text-align: center;"><b><u>PDHPE- Sport</u></b></p> <p>Make up your own fitness routine to complete. An example of a fitness routine is:</p> <ul style="list-style-type: none"><li>5 x frog jumps</li><li>7 x high knees</li><li>4 x star jumps</li><li>20 x scissor kicks</li><li>15 x crab walks</li></ul> <p>Jogging on the spot to the count of 30</p> <p>You may even like to get a family member to film your routine.</p>

# Making Inferences

I infer by thinking about:

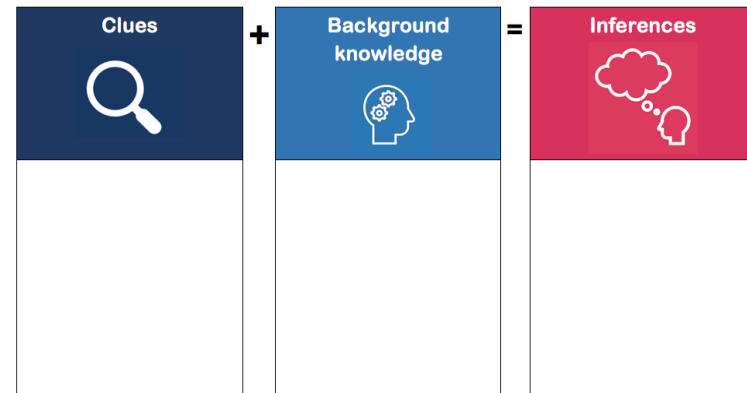
- the characters actions
- the setting and why it is important
- what the character says
- the characters feelings
- the plot and why certain events take place
- what you already know



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





<b>List 1</b>	<b>List 4</b>	<b>List 7</b>	<b>List 10</b>	<b>List 13</b>	<b>List 16</b>	<b>List 19</b>	<b>List 22</b>	<b>List 25</b>	<b>List 28</b>	
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	
<b>List 2</b>	<b>List 5</b>	<b>List 8</b>	<b>List 11</b>	<b>List 14</b>	<b>List 17</b>	<b>List 20</b>	<b>List 23</b>	<b>List 26</b>	<b>List 29</b>	
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	
<b>List 3</b>	<b>List 6</b>	<b>List 9</b>	<b>List 12</b>	<b>List 15</b>	<b>List 18</b>	<b>List 21</b>	<b>List 24</b>	<b>List 27</b>	<b>List 30</b>	
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	spoil	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

Pew! Pew! Pew!

as fast as the speed of light

Over the moon

glowed pink



heart shaped glasses

cape billowed in wind

rays engulfed

Keira Kindness

notorious school bully

taunting kindergarteners

multicoloured super hero suit

Cool  
calm  
collected

dressed to impress

**Plan**

Suddenly my ears started to twitch as I heard the sobs of a helpless boy trying to escape from the notorious school bully. The school bully was chasing the kindergarteners and taunting them while the teacher wasn't looking.

THIS WAS A JOB FOR KEIRA KINDNESS!!!  
I was dressed to impress in my multicoloured superhero suit. I switched into gear and got there as fast as the speed of light. I was flying so fast that my cape billowed in the wind. I was cool, calm and collected as this was not the first time I was faced with this type of bully.

I locked my heart shaped glasses on the school bully, ready to shoot my kindness rays on him, once I was in range.

My eyes glowed pink. Pew! Pew! Pew!  
The rays covered the bully surrounding him with the energy of kindness. The look of relief flooded the kindergarten face. OFF to my next job as kindness.

**Composing**



Suddenly my ears started to twitch as I heard the <sup>deafening</sup> sobs of a helpless boy trying to escape from the notorious school bully. The <sup>relentless</sup> school bully was chasing the kindergarteners and taunting them while the teacher wasn't looking.

THIS WAS A JOB FOR KEIRA KINDNESS!!!

I was dressed to impress in my multicoloured super hero suit. I switched into gear and got there as fast as the speed of light. I was flying so fast that my cape billowed in the wind <sup>behind me</sup>. I was cool, calm and collected as this was not the first time I was faced with this type of <sup>unkind</sup> bully.

I locked my heart shaped glasses on the school bully, ready to shoot my kindness rays on him, once I was in range.

My eyes glowed pink. Pew! Pew! Pew! The rays ~~covered~~ <sup>engulfed</sup> the <sup>mean</sup> bully surround him with the energy of kindness. The look of relief flooded the kindergarteners face. <sup>He was over the moon to see the bully being kind</sup> OFF to my next job as kira kindness.

## Recrafting

Suddenly my ears started to twitch as I heard the <sup>deafening</sup> sobs of a helpless boy trying to escape from the notorious school bully. The <sup>relentless</sup> school bully was chasing the kindergarteners and taunting them while the teacher wasn't looking.

THIS WAS A JOB FOR KEIRA KINDNESS!!!  
I was dressed to impress in my multicoloured superhero suit. I switched into gear and got there as fast as the speed of light. I was flying so fast that my cape billowed in the wind <sup>behind me</sup>. I was cool, calm and collected as this was not the first time I was faced with this type of <sup>unkind</sup> bully.





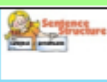





I locked my heart shaped glasses on the school bully, ready to shoot my kindness rays on him, once I was in range.

My eyes glowed pink, Pew! Pew! Pew!  
The rays ~~covered~~ <sup>engulfed</sup> the <sup>mean</sup> bully surrounding him with the energy of kindness. The look of relief flooded the kindergarteners face <sup>He was over the moon to see the bully being kind</sup>. OFF to my next job as Keira Kindness!  
keira

## Editing

## Reading Criteria to be used when discussing a text.

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.

<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:	
	

**Writing Criteria**



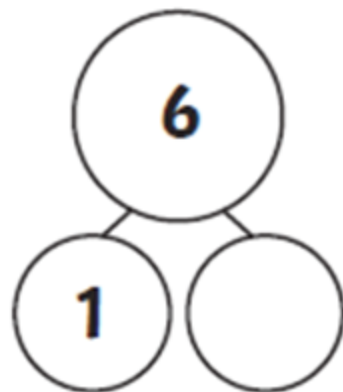
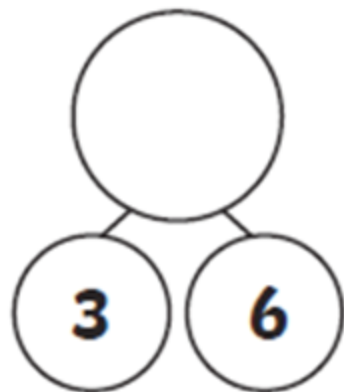
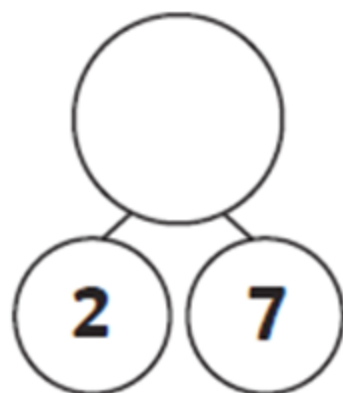
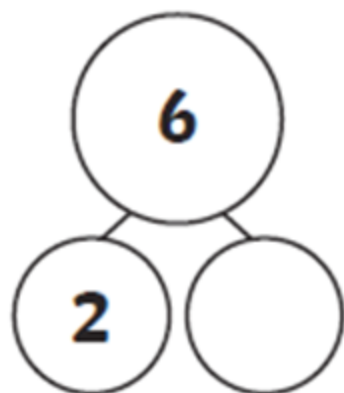


## Gaps Game

I can find gaps in number sentences.



Fill in the part-whole diagrams. Use counters to help you.  
Use these diagrams to help you play the game.



0	1	2	3
4	5	6	7
8	9	0	1
2	3	4	5
6	7	8	9

# 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>

## Extra Optional Activities

<b>Science-</b> Living Things Videos	<a href="https://www.youtube.com/user/TarongaSydney/videos">https://www.youtube.com/user/TarongaSydney/videos</a>
<b>Reading-</b> Epic	<a href="https://www.getepic.com/sign-in/educator">https://www.getepic.com/sign-in/educator</a> Ask your teacher for login details if you are not sure.
<b>Mathletics</b>	<a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a> Ask your teacher for login details if you are not sure.
<b>Mathematics</b>	Counting groups of 10 <a href="https://au.mathgames.com/skill/1.5-count-groups-of-ten-to-20-30-120">https://au.mathgames.com/skill/1.5-count-groups-of-ten-to-20-30-120</a>  Skip counting <a href="https://au.mathgames.com/skill/1.7-skip-counting-by-5-10-and-100">https://au.mathgames.com/skill/1.7-skip-counting-by-5-10-and-100</a>  Number up to 1000 <a href="https://au.mathgames.com/skill/1.12-compare-numbers-up-to-1000">https://au.mathgames.com/skill/1.12-compare-numbers-up-to-1000</a>
<b>Creative arts</b>	Drawing a parrot <a href="https://youtu.be/CiI2sWm-ALU">https://youtu.be/CiI2sWm-ALU</a>  Drawing a whale <a href="https://youtu.be/qJUclowq0J8">https://youtu.be/qJUclowq0J8</a>
<b>PDHPE</b>	<a href="https://drive.google.com/file/d/1QnXM13ur9ZFhdiI5751vjS ix9TSwKp yy/view?usp=sharing">https://drive.google.com/file/d/1QnXM13ur9ZFhdiI5751vjS ix9TSwKp yy/view?usp=sharing</a>