

Stage 1 Home Learning Grid- Term 3, Week 4

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	<p>Read a book of your choice for 20 minutes.</p> <p>What background knowledge and clues can you use to help you answer the questions?</p> <div data-bbox="927 667 1632 1161" style="border: 2px solid orange; padding: 10px;"><p style="text-align: center;">Fireworks</p><p style="text-align: center;">Whistle, bang, clap, whizz!</p><p>The fireworks flew up into the cold November sky. Zainab was standing at the lounge window watching in amazement, when Robbie, her pet dog, came dashing past. "Oh no!" Zainab exclaimed and ran after Robbie to see if he was ok.</p><div data-bbox="969 986 1594 1082" style="border: 1px solid red; border-radius: 10px; padding: 5px; text-align: center;"><p>What is wrong with Robbie? How do we know something is wrong?</p></div><p style="text-align: left; font-size: small;">twinkl.co.uk</p></div>
Writing	<p style="text-align: center;"><u>Discussion</u></p> <p>Watch the story Home and answer the following questions in your book or on paper.</p> <p>Click here https://drive.google.com/file/d/1CFwTONjRT052rwtG0eiNYIP_QmMyF0nz/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"/> Why did the falcon have to find a new home?<input type="checkbox"/> What do you think the author meant at the end when he said - she has her own surprise?

Use your imagination. If you could live anywhere, where would you live? What would your home look like?

Mathematics

Learning Intention: We are learning to use a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers

Success Criteria:

- I can add and take away numbers using different strategies.
- I can record my working out in number sentences.
- I can explain, describe and talk about how I solved my maths problems.

Learning Intention:

We will be learning to add and take away numbers using many strategies

Success Criteria:

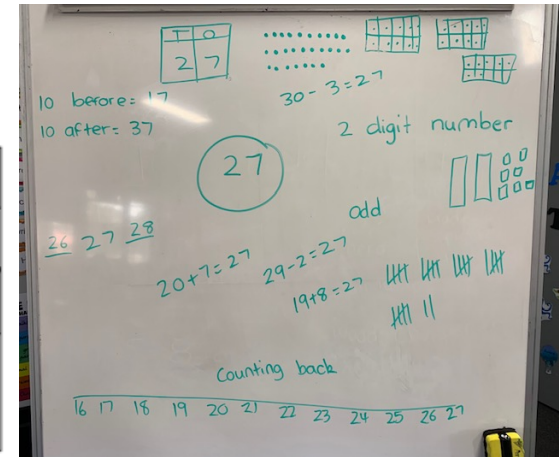
- I can
- add and take away numbers using different strategies
 - record my working out and number sentences
 - write about how I solved my problems

Number of the Day

COMPLETE ON A NEW NUMBER EACH DAY

Draw a table in a book/on a piece of paper or use a mind map to write about your number of the day. You may write about any number between 30 and 9 999. Is there anything else you can add that you know about that number?

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



Problem of the day: Sam and Joe are playing a card game. Joe scores 36 points and Sam scores 49 points. How many more points does Sam score than Joe?

Maths Topic: Addition and Subtraction:

Make your own addition and subtraction number sentences and solve them using different strategies (see the strategy table below to help you use different strategies). How many different ways can you solve the same problem- you may use cards, dominoes, dice, hundred charts or number lines to help you. You may like to write a sentence describing which strategy you think was the best strategy to solve your problem.

Examples could be:

27 + 19	233 + 72	461 - 56	89 - 28
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Split Strategy

Example:

$$34 + 25$$

I need to separate the tens and the ones from each number

$$= 30 + 20 + 4 + 5$$

Now I need to add the tens together

$$= 50 + 4 + 5$$

Now I add the ones

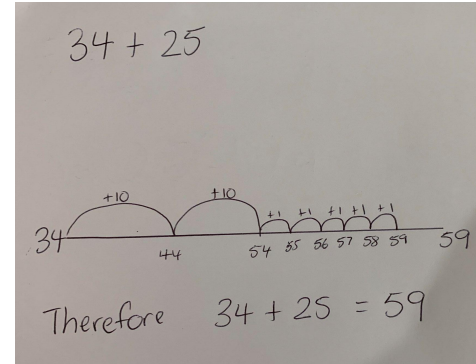
$$= 50 + 9$$

Now I add it together:

$$50 + 9 = 59$$

See the poster at the end of this document to see what it looks like as a drawing. There is also optional video links to watch that explains the split strategy with addition and subtraction

Jump Strategy



Bridging to Ten

Example

$$17 + 5$$

I know that 17 is close to 20 (it's nearest 10).

So now I know that 17 and 3 more makes 20. If I add 3 from the 5, I will have 20 and 2 leftover. I can now add the remaining 2 and the answer is 22.

See the poster at the end of this document to see what it looks like as a drawing. There is also optional video links to watch that explains the split strategy with addition and subtraction

Partitioning (breaking numbers up)

$$17 + 5$$

I know 17 is made up of 10 and 7 so I have $10 + 7 + 5$, I know my number facts and $7 + 5$ is 12 so I now have $10 + 12$. If I add the tens ($10 + 10$) I have 20 and add the remaining 2, I have 22.

$$17 + 5$$

$$10 + 7 + 5$$

$$10 + 12$$

$$10 + 10 + 2 = 22$$

I can partition the numbers below to add them together.

$$63 + 28$$

$$10 + 10 + 10 + 10 + 10 + 10 + 3 + 10 + 10 + 4 + 4$$

I can add all the tens to make 80

$$80 + 3 + 4 + 4$$

I can double 4 to make 8 so I then have $88 + 3$, I can add 2 from the 3 to bridge to the nearest ten to make 90 then add the remaining 1 to make 91.

Here is a video explaining partitioning with Mrs. Mabon and Mrs. Anderson:
<https://drive.google.com/file/d/1CvNGxjR4a2ZjNBhkTS16HcsI03wUmEUB/view>

Other KLA area's

Creative Arts: Drama!

Materials:

- Costumes (optional)

Steps:

1. Write a script to perform in front of family.
2. Make sure your script includes characters, complications (twists in story plot)

Tuesday

Reading

Read a book of your choice for 20 minutes.
Draw or write about what happens in the beginning, middle and end of the book.

Writing

Learning Intention: We are learning to plan our writing.

Success Criteria: I can plan my writing using keywords, drawings, diagrams or notes.

Plan

This week you are going to write an imaginative text about your dream home. Your home might be in space, in a cave, on a magical island or somewhere else your imagination takes you. 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 fish bone like the teachers or you may choose to do a different plan such as a storyboard or mind map. Please make sure you are using detailed drawings, key words, diagrams or notes. The teacher's text is about their dream home under the sea and their plan is below as an example. We want to see you use your imagination.

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 add and take away numbers using many strategies

Success Criteria:

I can

- add and take away numbers using different strategies
- record my working out and number sentences
- write about how I solved my problems

Number of the Day - Complete on a new number each day.

Maths Topic: Addition and Subtraction:

Make your own addition and subtraction number sentences and solve them using different strategies ([see the strategy table on Monday's page to help you use different strategies](#)). *How many different ways can you solve the same problem-* you may use cards, dominoes, dice, hundred charts or number lines to help you. *You may like to write a sentence describing which strategy you think was the best strategy to solve your problem.*

Examples could be:

27 + 19	233 + 72	461 - 56	89 - 28
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Problem of the day: "If I know this..."

If I know that $6 + 4 = 10$, this helps me know lots of other facts too. For example:

4 + 6 = 10	10 - 6 = 4	10 - 4 = 6	60 + 40 = 100
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$16 + 4 = 20$	$14 + 6 = 20$	$26 + 4 = 30$	$34 + 6 = 40$
$100 - 60 = 40$	$20 - 6 = 14$	$50 - 6 = 44$	$100 - 40 = 60$

Write down as many facts as you can to go with each of these number sentences:

$5 + 5 = 10$	$9 + 1 = 10$	$7 + 3 = 10$	$8 + 2 = 10$
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Other KLA area's
Describes external features
of living things

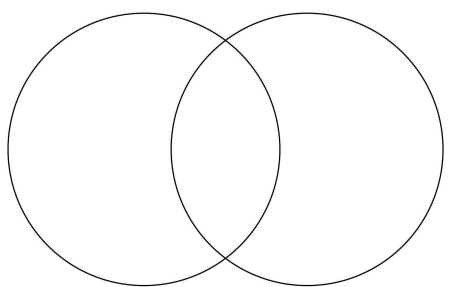
Science - Feathers, Fur, Skin and Scales!

Sort as many animals into these categories.

Look at various skin coverings of animals (fur, skin, scales, feathers etc) with real examples where possible. Students use adjectives to describe each.

Animals to sort:	Dog, cat, elephant, pigeon, koala, echidna, kangaroo, snake, can you think of any other animals that fit into the rows below?		
Feathers	Fur	Skin	Scales

Compare and contrast 2 living things using a Venn Diagram. Discuss the animals **external** features (body parts, skin coverings etc) and the way in which they move. Reinforce the features of a Venn Diagram, including labelling and ways to include answers (drawing, pictures, written responses).



This is an example of what a Venn Diagram looks like.

Game: Zoo's who?

Students have to ask and answer questions to determine which animal they are.
The more descriptive you are, the better!

Wednesday

Reading

Read a book of your choice for 20 minutes.
What background knowledge and clues can you use to help you answer the questions?

	<div data-bbox="936 164 1639 659" style="border: 2px solid #FF00FF; padding: 10px; text-align: center;"> <h2 style="color: #FF8C00;">Hiding Place</h2> <p>"10-9-8-7" ...</p> <p>Chelsea dived in. The material was all soft and warm but she could tell that she was very easy to spot. "I know", she said to herself, and climbed out of the bed to hide underneath it.</p> <div style="border: 1px solid #FF8C00; padding: 5px; margin: 10px auto; width: 80%;"> <p>What game is Chelsea playing? Describe Chelsea's first hiding place.</p> </div> <p style="font-size: small; margin-top: 5px;">twinkl.co.uk</p> </div>
<p style="text-align: center;">Writing</p> <p>Learning Intention: We are learning to compose a text for a purpose and audience.</p> <p>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.</p>	<p style="text-align: center;">Composing</p> <p>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.</p> <p><input type="checkbox"/> Use your plan to compose your imaginative text about your dream home. Make sure you use your ideas from your plan and tick it off as you go.</p>
<p style="text-align: center;">Sight Words</p>	<p style="text-align: center;">Sight Words</p> <p>Practise reading and writing your sight word list. 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 add and take away numbers using many strategies</p>	<p>Number of the Day - Complete on a new number each day.</p> <p>Maths Topic: Addition and Subtraction: Make your own addition and subtraction number sentences and solve them using different strategies (see the strategy table on Monday's page to help you use different strategies). <i>How many different ways can you solve the same problem- you may</i></p>

Success Criteria:

I can

- add and take away numbers using different strategies
- record my working out and number sentences
- write about how I solved my problems

use cards, dominoes, dice, hundred charts or number lines to help you. *You may like to write a sentence describing which strategy you think was the best strategy to solve your problem.*

Examples could be:

$27 + 19$	$233 + 72$	$461 - 56$	$89 - 28$
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Problem of the day: Can you choose the correct number sentence to go with each of these word problems?

James finds 12 red bricks and 16 blue bricks in his toy box. How many bricks does he have altogether?
Choose the number sentence that matches James word problem:

$12 + 16$	$12 - 16$	$16 - 12$
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Sarah spent 75 cents in the shop yesterday. Today, she spent 50 cents. How much MORE did she spend yesterday than today?
Choose the number sentence that matches Sarah's word problem:

$75 - 50$	$50 - 75$	$50 + 75$
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Other KLA area's

PDHPE

A healthy routine is something that you do everyday in order to maintain a healthy lifestyle. Your task for today is to draw and label a sequence of your healthy daily routine. Remember to include healthy habits such as brushing your teeth, eating healthy meals and at what times of the day you complete some physical activity.

My Healthy Daily Routine

1.

2.

3.

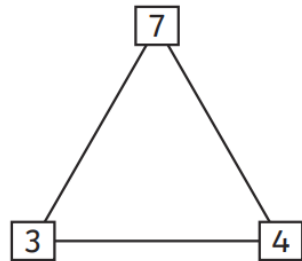
4.

5.

6.

Thursday

Reading	Read a non-fiction book. Create a poster describing what you have learned from the book.				
<p style="text-align: center;">Writing</p> <p>Learning Intention: We are learning to recraft our writing to meet our purpose and audience.</p> <p>Success Criteria: I can revise and improve my writing by adding better vocabulary and language features to meet my purpose and audience.</p>	<p style="text-align: center;">Recrafting</p> <p>See the teacher's example attached at the end of the weekly lessons and then have a go at recrafting your own writing.</p> <p><input type="checkbox"/> Re-read your writing from yesterday. If you have a green or coloured pencil at home you can use it to recraft your writing by adding better words and language features.</p>				
Sight Words	<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 add and take away numbers using many strategies</p> <p>Success Criteria: I can</p> <ul style="list-style-type: none"> - add and take away numbers using different strategies - record my working out and number sentences - write about how I solved my problems 	<p>Maths Topic: Addition and Subtraction:</p> <p>Make your own addition and subtraction number sentences and solve them using different strategies (see the strategy table on Monday's page to help you use different strategies). <i>How many different ways can you solve the same problem-</i> you may use cards, dominoes, dice, hundred charts or number lines to help you. <i>You may like to write a sentence describing which strategy you think was the best strategy to solve your problem.</i></p> <p>Examples could be:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">27 +19</td> <td style="width: 25%;">233+72</td> <td style="width: 25%;">461- 56</td> <td style="width: 25%;">89-28</td> </tr> </table> <p style="text-align: center;">Problem of the day: <i>Know your Numbers!</i></p> <p>This activity reminds us that addition and subtraction are inverse operations. That means that one action will undo another. Use the number triangles to make four number sentences. The first is an example:</p>	27 +19	233+72	461- 56	89-28
27 +19	233+72	461- 56	89-28		

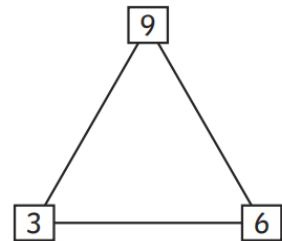


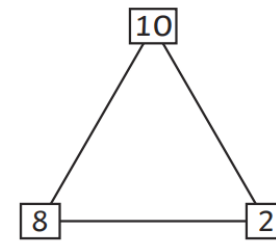
$$3 + 4 = 7$$

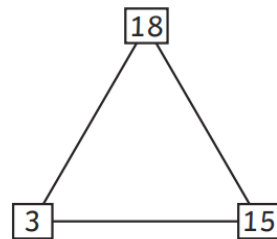
$$4 + 3 = 7$$

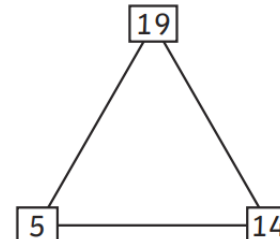
$$7 - 3 = 4$$

$$7 - 4 = 3$$









Other KLA area's

Geography

https://drive.google.com/file/d/14XLn5-N0-j_jgu3dDM2CBqCjRG_j0JTS/view?usp=sharing (Optional)

Imagine you are going on an imaginary bush walk to your favourite places. Think about:

- What might you see on your bushwalk i.e animals, creeks, waterfalls
- What might you hear?
- What might you smell?

Draw a picture of where you went on your imaginary bush walk. Don't forget to include what you could see, hear and smell at your favourite place.

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

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

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 add and take away numbers using many strategies

Maths Topic: Addition and Subtraction:

Make your own addition and subtraction number sentences and solve them using different strategies ([see the strategy table on Monday's page to help you use different strategies](#)). *How many different ways can you solve the same problem- you may use cards, dominoes, dice, hundred charts or number lines to help you. You may like to write a sentence describing which strategy you think was the best strategy to solve your problem.*

Success Criteria:

Examples could be:

I can

- add and take away numbers using different strategies
- record my working out and number sentences
- write about how I solved my problems

$27 + 19$

$233 + 72$

$461 - 56$

$89 - 28$

Problem of the Day: Fill in the missing numbers

Can you use your number knowledge to fill in the missing numbers? Ask your teacher for help if you need it!

$15 - \square = 8$

$\square - 6 = 9$

$18 - \square = 11$

$\square - 5 = 6$

$13 - \square = 7$

$\square - 7 = 9$

$11 - \square = 3$

$\square - 4 = 8$

$14 - \square = 8$

$\square - 9 = 10$

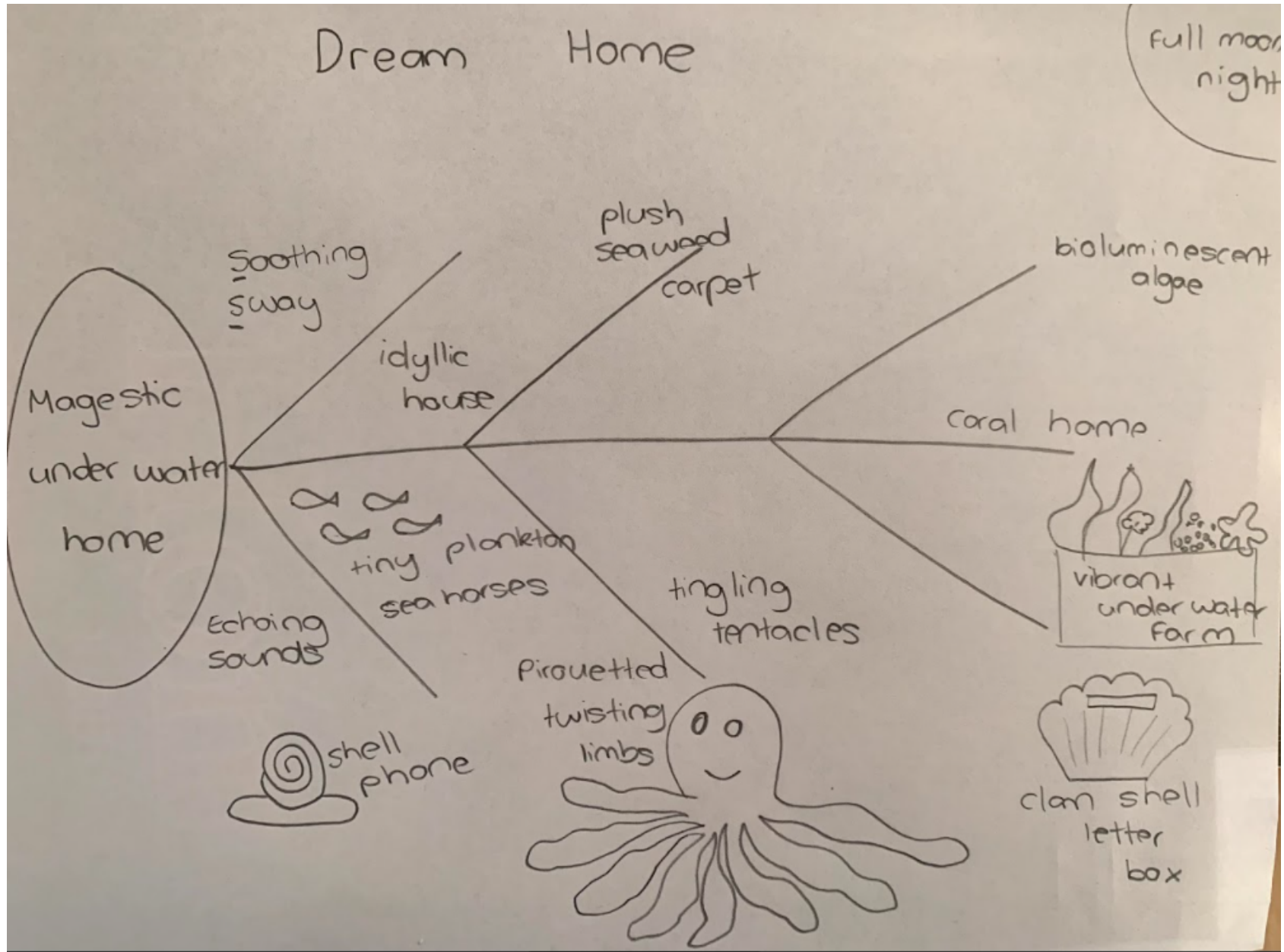
Other KLA area's

PDHPE- Sport

Balloon Volleyball

Make a net by tying a piece of yarn from one chair to another. Then blow up a balloon and start practising those serving skills! Change things up a bit by kicking or head-bumping the balloon.

Plan Example



Composing Example

The echoing sounds of my sensational shell phone embrace my soul as I awake to the soothing sway of the water current. As I arise from my bed I have tingles down my spine, I look around realising that I am in my dream home.

The plush seaweed carpet felt cool under my tingling tentacles as I floated through the enormous open space living room to the windows in my charming, cosy, coral abode. Gathering some sea cucumbers out of my vibrant underwater farm, I waved to the school of fish swiftly swimming past. I glanced into the distance and watched the rays of light, catching glimpses of the textured rainbow coloured coral. They looked as breathtaking as a bioluminescent algae shining on a full moon night.

Paddling purposefully to my clam shell letter box, I tumbled and pirouetted, twisting my limbs nimbly all the way around to view my idyllic house. Hideous barnacles, irritating nuisances, were encrusted on the canopy of my coral dwelling. Tiny plankton and seahorses crowded amongst the sparkling, glimmering tentacles surrounding my coral home, as gorgeous sunlight provided warmth. My rounded, eight-legged body filled with joy, my heart content, as I watched starfish huddle in warmth and safety underneath my pointy but soft tentacles and dolphins diving continuously to see the rainbow of colours displayed across my home.

As I gracefully, backward swim towards my front door, covered in draping seaweed to prevent sea flies swarming my home, I feel a sense of pride and sparks of happiness knowing I am lucky to live in a place I adore.

Recrafting Example

- The highlighted words are words that have been changed. The green words are the words and phrases that have been added.

The echoing sounds of my **sensational** **sonic**, **pacifying** shell phone embrace my soul as I awake to the soothing sway of the water current. As I arise from my bed I have tingles down my spine, **I look around** **scan the area** realising that I am in my dream home.

The plush seaweed carpet, **adorned with extra soft cushioning from the ocean floor**, felt cool under my tingling tentacles as I floated through the **enormous** **vast** open space living room to the windows in my charming, cosy, coral abode. Gathering some sea cucumbers out of my vibrant underwater farm, **I raised two of my uncontrollable tentacles**, to wave to the school of fish swiftly swimming past. I glanced into the distance and **watched** **observed** the rays of light, catching glimpses of the **textured** **rough** rainbow coloured coral. They looked as breathtaking as a bioluminescent algae shining on a full moon night.

Paddling purposefully to my clam shell, **pearl lined**, letter box, I tumbled and pirouetted, twisting my limbs nimbly all the way around to view my idyllic house. Hideous barnacles, irritating nuisances, were encrusted on the canopy of my coral dwelling. Tiny plankton and seahorses crowded amongst the sparkling, glimmering tentacles surrounding my coral home, as gorgeous sunlight provided warmth (**as well as protection and comfort from the freezing water**). My rounded, eight-legged body filled with joy, my heart content, as I watched **the captivating** starfish huddle in warmth and safety underneath my pointy but soft tentacles and dolphins diving continuously to see the rainbow of colours displayed across my home.

As I gracefully, backward swim towards my front door, **covered** **enveloped** in draping seaweed to prevent sea flies swarming my home, I feel a sense of pride and sparks of happiness knowing I am lucky to live in a place I adore.

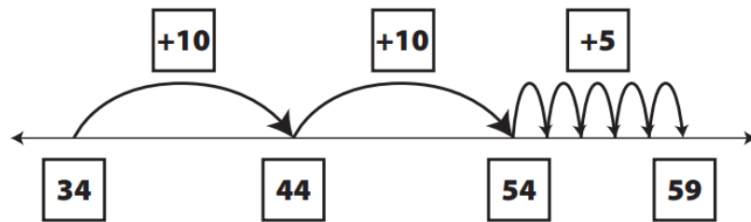
Maths strategies explained (optional links):

<p>⊕</p> <p style="text-align: center;">Strategies we can use to solve Mathematical problems</p> <ul style="list-style-type: none"> • Counting on and back • Doubles • Near doubles • Friendly Numbers • Number facts • Friends of 10- Friends of 20 • Split strategy • Partitioning • Compensation strategy • Bridging to the nearest 10 • Draw a picture or diagram • Work backwards • Guess and check Look for a pattern 	<p>Addition Doubles explained: https://www.youtube.com/watch?v=1Dwuti4skPc</p> <p>Addition Near Doubles explained: https://www.youtube.com/watch?v=lice0r1z0II&t=119s</p> <p>Subtracting 2 digit numbers using number lines: https://www.youtube.com/watch?v=hES1mvRqvp4&t=77s</p> <p>Jump Strategy for addition explained: https://www.youtube.com/watch?v=ye01IhVdhFg</p> <p>Jump Strategy for subtraction explained: https://www.youtube.com/watch?v=g_KmkLNUYtw</p> <p>Split strategy for addition: https://www.youtube.com/watch?v=LeDIokj0M9k</p> <p>Split strategy for subtraction: https://www.youtube.com/watch?v=Gw43dEENEJ4</p> <p>Compensation Strategy for addition explained: https://www.youtube.com/watch?v=bi3ZgtVbxvg</p> <p>Compensation Strategy for subtraction explained: https://www.youtube.com/watch?v=ea5q76uxEhk</p>
<p><u>Creative Arts</u></p>	<p>https://vimeo.com/570234428/d48117a324 crown making</p> <p>https://vimeo.com/570821726/590db7a8e6 puppet show making</p>
<p><u>PDHPE</u></p>	<p>https://drive.google.com/file/d/1NzEqynKiMI_i5neDOsMK-pJIvEilPVnq/view?usp=sharing dancing</p>

JUMP STRATEGY

The jump strategy is when you use a number line to jump in tens and ones to arrive at the answer.

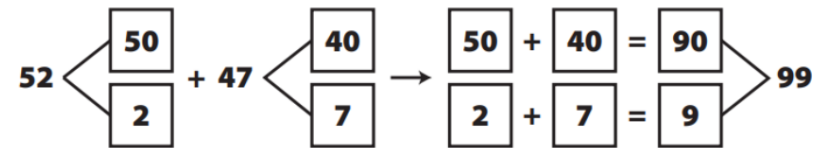
$$34 + 25 = 59$$



SPLIT STRATEGY

The split strategy is when you split a number into parts and add each part separately. This is useful for large numbers.

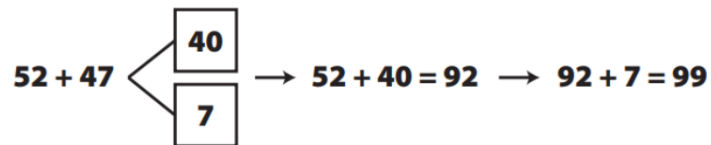
$$52 + 47 = 99$$



SPLIT STRATEGY

The split strategy is when you split a number into parts and add each part separately. This is useful for large numbers.

$$52 + 47 = 99$$



COMPENSATION STRATEGY

The compensation strategy is when you round numbers in an equation to make it easier to solve in your head.

$$24 + 29 = 53$$

$$24 + 30 = 54$$
$$54 - 1 = 53$$

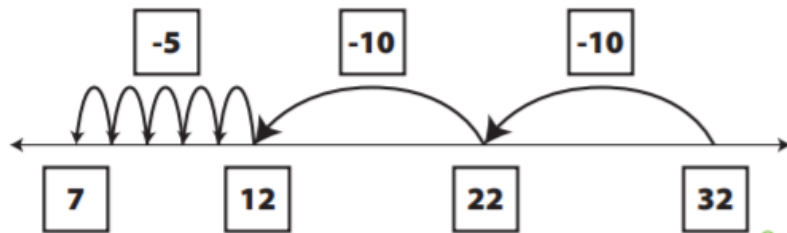
Rounded 29 up by 1 to make 30.

Subtract by 1.

JUMP STRATEGY

The jump strategy is when you use a number line to jump in tens and ones to arrive at the answer.

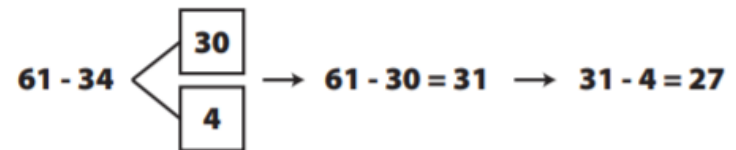
$$32 - 25 = 7$$



SPLIT STRATEGY

The split strategy is when you split a number into parts and subtract each part separately. This is useful for large numbers.

$$61 - 34 = 27$$



SPLIT STRATEGY

The split strategy is when you split a number into parts and subtract each part separately. This is useful for large numbers.

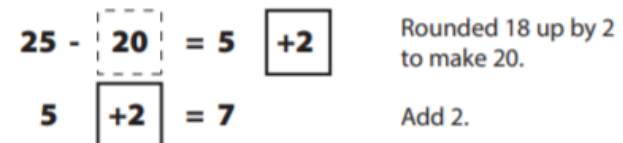
$$61 - 34 = 27$$



COMPENSATION STRATEGY

The compensation strategy is when you round numbers in an equation to make it easier to solve in your head.

$$25 - 18 = 7$$



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		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	

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.

Writing Criteria to be used when writing

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: 	