





# Framework for Learning from Home – Stage 1- Term 3, Week 7

You will need help from a parent/carer. Show each completed activity to your parents so they can check. These activities are designed to be completed over the next five school days. Challenge activities are optional. **Please keep the Maths resources in a safe place so they can be referred to in future if needed.**

	Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>BOOK WEEK: Join The Hub on Google Classroom to see the daily challenges from Mrs Dufty - you may win a prize!</b>  <a href="https://classroom.google.com/c/MzcxwNjYxOTY2Mjg3?cjc=lwr7sqc">https://classroom.google.com/c/MzcxwNjYxOTY2Mjg3?cjc=lwr7sqc</a> Use the code to join: lwr7sqc</p> <p><b>Learning Superpower of the Week: Reflective Learner</b>                      A reflective learner thinks about what they have read, done or learned. They ask questions and think deeply about their own ideas.</p> <p><b>PBL Focus of the Week: - Participating Safely; indoors and outdoors</b>  <b>PBL Activity:</b> Write, draw or discuss the ways you participate safely <u>indoors</u> whilst you are at home. How can you keep yourself and others safe? eg tucking chairs away, packing away sharp objects you have used such as scissors, packing away toys so people don't trip over, cleaning up spills, walking on hard surfaces, etc                      Write, draw or discuss the ways you participate safely <u>outdoors</u> whilst at home. How can you keep yourself and others safe? eg wearing a hat, not playing near roads, playing ball games away from windows, etc</p> <p><b>Wellbeing Wednesday: 12.00 - 3.00</b> A time for our students, families and teachers to take time to look after themselves.</p>					
Morning	<p><b>English / Literacy</b></p> <p><b>Reading:</b>                      Read your home reader and choose an activity from the Reading Activities grid</p> <p><b>Spelling:</b>                      Choose an activity from the grid below and complete it using your spelling words</p>	<p><b>English / Literacy</b></p> <p><b>Reading:</b>                      Read your home reader and choose an activity from the Reading Activities grid</p> <p><b>Spelling:</b>                      Choose an activity from the grid below and complete it using your spelling words.</p>	<p><b>English / Literacy</b></p> <p><b>Reading:</b>                      Read your home reader and choose an activity from the Reading Activities grid</p> <p><b>Spelling:</b>                      Choose an activity from the grid below and complete it using your spelling words.</p>	<p><b>English / Literacy</b></p> <p><b>Reading:</b>                      Read your home reader and choose an activity from the Reading Activities grid</p> <p><b>Spelling:</b>                      Choose an activity from the grid below and complete it using your spelling words.</p>	<p><b>English / Literacy</b></p> <p><b>Reading:</b>                      Read your home reader and choose an activity from the Reading Activities grid</p> <p><b>Spelling:</b>                      Choose an activity from the grid below and complete it using your spelling words.</p>

<p><b>Writing: Adjectives</b></p> <p>Watch these videos to learn more about adjectives. Adjectives are words that we use to give more information about nouns (people, place or things)</p> <p>Year 1:  <a href="https://clickv.ie/w/fyTq">https://clickv.ie/w/fyTq</a>          Select 'sign in to watch', select Lugarno Public School and enter your username: name.surname (like you sign in to Google Classroom)</p> <p>Year 2:  <a href="https://clickv.ie/w/BxTq">https://clickv.ie/w/BxTq</a>          Select 'sign in to watch', select Lugarno Public School and enter your username: name.surname (like you sign in to Google Classroom)</p> <p><u>Rewrite these sentences using DESCRIBING adjectives to add more information about the underlined nouns.</u></p> <p>The <b>boy</b> ran across the <b>playground</b>.</p> <p>A <b>car</b> was parked outside the <b>house</b>.</p> <p>The cow ate the <b>grass</b>.</p>	<p><b>Writing: Adjectives</b></p> <p><u>Rewrite these sentences using DESCRIBING adjectives to add more information about the underlined nouns.</u></p> <p>The <b>lion</b> clung to the <b>tree</b>.</p> <p>The <b>lizard</b> walked on the <b>branch</b>.</p> <p>The <b>turtle</b> crawled on the <b>beach</b>.</p> <p>The <b>snails</b> sit on the <b>rock</b>.</p> <p>Remember to re-read your sentences to check that you have started with a capital letter, ended with a full stop and that your sentences make sense.</p> <p>Can you improve your sentences by adding two or three adjectives to describe each noun?</p> <p><b>Challenge:</b> Can you improve your sentences by adding an adverb to describe the verb.</p>	<p><b>Writing: Adjectives</b></p> <p><u>Rewrite these sentences using DESCRIBING adjectives to add more information about the underlined nouns.</u></p> <p>The <b>girl</b> rode her <b>scooter</b> along the <b>path</b>.</p> <p>The <b>shopkeeper</b> sold <b>fruit</b> at the <b>market</b>.</p> <p>The <b>bird</b> built a <b>nest</b> in the <b>tree</b>.</p> <p>The <b>lion</b> roared in the <b>jungle</b>.</p> <p>Remember to re-read your sentences to check that you have started with a capital letter, ended with a full stop and that your sentences make sense.</p> <p>Can you improve your sentences by adding two or three adjectives to describe each noun?</p> <p><b>Challenge:</b> Can you improve your sentences by adding an adverb to describe the verb.</p>	<p><b>Writing: Adjectives</b></p> <p><u>See larger image at the end of the framework</u></p> <p>Use adjectives to write two or three interesting sentences about this picture. Make your sentences stronger, better and richer by giving information to describe the nouns!</p>  <p>Remember to re-read your sentences to check that you have started with a capital letter, ended with a full stop and that your sentences make sense.</p> <p>Read your sentence to an adult. Ask them if it is interesting. Can you improve it?</p> <p><b>Challenge:</b> Write a more detailed, short paragraph about this image using adverbs and</p>	<p><b>Writing: Adjectives</b></p> <p><u>See larger image at the end of the framework</u></p> <p>Use adjectives to write two or three interesting sentences about this picture. Make your sentences stronger, better and richer by giving information to describe the nouns!</p>  <p>Remember to re-read your sentences to check that you have started with a capital letter, ended with a full stop and that your sentences make sense.</p> <p>Read your sentence to an adult. Ask them if it is interesting. Can you improve it?</p> <p><b>Challenge:</b> Write a more detailed, short paragraph about this image</p>
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<p>The <b>elephant</b> went into the <b>water</b>.</p> <p>Remember to re-read your sentences to check that you have started with a capital letter, ended with a full stop and that your sentences make sense.</p> <p>Can you improve your sentences by adding two or three adjectives to describe each noun?</p> <p><b>Challenge:</b> Can you improve your sentences by adding an adverb to describe the verb. Remember adverbs usually end in -ly for example: slowly, quickly,</p>	<p>Remember adverbs usually end in -ly.</p>	<p>Remember adverbs usually end in -ly.</p>	<p>adjectives to make it interesting.</p> <p>Include information about:</p> <p>Who What When Where How</p>	<p>using adverbs and adjectives to make it interesting.</p> <p>Include information about:</p> <p>Who What When Where How</p>
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**Break including physical activity**

<p>Middle</p>	<p><b><u>MATHEMATICS</u></b></p> <p>1. Choose an activity from <i>Mathletics</i>.</p> <p>2. This week we are focusing on the concept of <b>Bridging to a Tens number</b>.</p> <p><b>Watch:</b> This video demonstration which explains our strategy of bridging to 10. <a href="https://drive.google.com/file/d/1OsZX6xFGp_Tem1kOjHgYrQplAm179IOV/view?usp=sharing">Maths with Mrs Dow.webm</a> <a href="https://drive.google.com/file/d/1OsZX6xFGp_Tem1kOjHgYrQplAm179IOV/view?usp=sharing">https://drive.google.com/file/d/1OsZX6xFGp_Tem1kOjHgYrQplAm179IOV/view?usp=sharing</a></p> <p>Then complete the following activities from Monday - Tuesday. Please note, Wednesday from 12 onwards is wellbeing time.</p> <p><b><u>Monday:</u></b></p> <p><b><u>Warm up challenge:</u></b> How many triangles can you see in this picture? <a href="https://drive.google.com/file/d/1ZgREk8v7DjY675P2f_a52MDikKIKM38q/view?usp=sharing">https://drive.google.com/file/d/1ZgREk8v7DjY675P2f_a52MDikKIKM38q/view?usp=sharing</a> or access it below</p> <p><b><u>Number Concept: Bridging to 10:</u></b></p> <p><b><u>WALT: We are learning to; use the strategy of bridging to a tens number to help with addition.</u></b></p>
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**WILF: What I am Looking For: Using an empty number line to help with number fluidity.**

**Level 1:** Turn over two numeral cards, write down the nearest decade number. Do this 10 times.

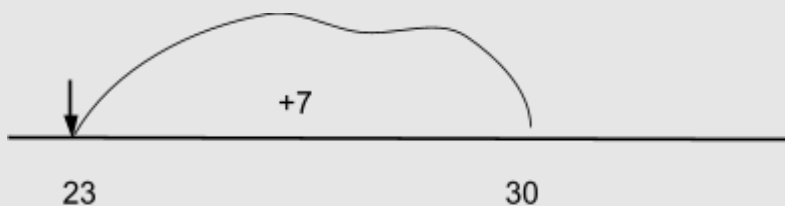
eg 1. I turn over 3, 4. This is 34, 40 is the nearest decade number. This is bridging to 10, same as rounding to the nearest 10.

eg 2. I turn over 4,7. This is 47, 50 is the nearest decade number. Use a 100's chart if you need to.

**Level 2:** Turn over two cards and make a 2-digit number and work out how many more you need to bridge to a ten number. Use an empty number line. Record your sum and do 10 of them.

Eg.1 I turn over 2,3, that is 23. I use an empty number line and write 23, I jump to 30 (that's bridging to a tens number) and from my friends to 10 facts I know I need 7 more to get to 30. I write  $23+7=30$ .

Hint: It pays to know your friends to 10.



E.g  $23+7=30$

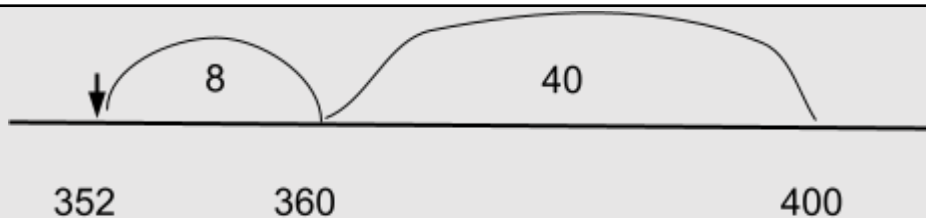
E.g 2 I turn over 4, 6, this is 46, write it on the empty number line, think about which is the nearest tens number to bridge to (50), work out how many are



needed to jump to 50, (4) and record the sum.  $46+4=50$

**Extension:** Turn over 3 cards to make a 3-digit number. Work out how many more you need to get to the nearest decade number, then work out how many more you need to get to the nearest 100's number. Record that as a sum. Use an open number line if you need to.

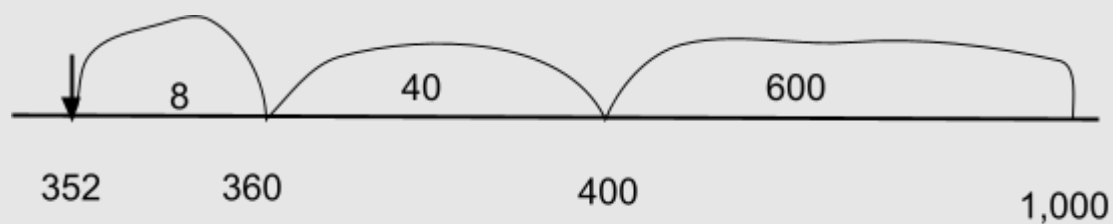
E.g. 1 I turn over 3,5,2 =352, put 352 on an empty number line and go from there.



Record as:  $352 + 48 = 400$ . Do 10 of them

OR try a 4-digit number by bridging to 10, then 100, then 1000. See below example:

E.g.2



Record as:  $352 + 648 = 1,000$

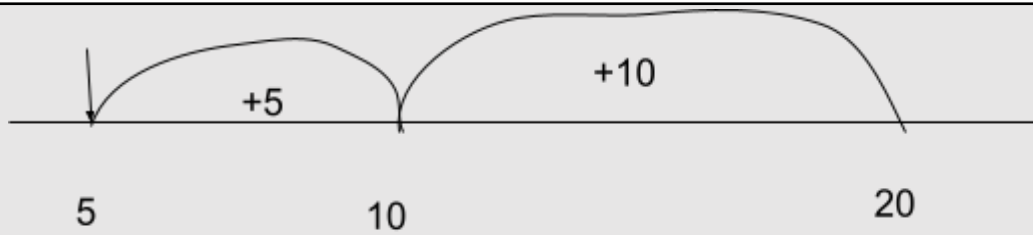
### Tuesday

**Warm up:** Draw: a vertical line, horizontal line, curved line Challenge: draw a set of parallel lines

**Number Concept: Using the Strategy of Bridging to a Tens number to Revise Friends to 20, 30, 50, 100 and 1000:**

**Level 1:** Find the friend to **20** by using an empty number line and bridging to 10 first. Do 6 of these and use these numbers as start numbers on your empty number line: 5, 8, 3, 2, 6, and 9. Write the inverse of these sums.

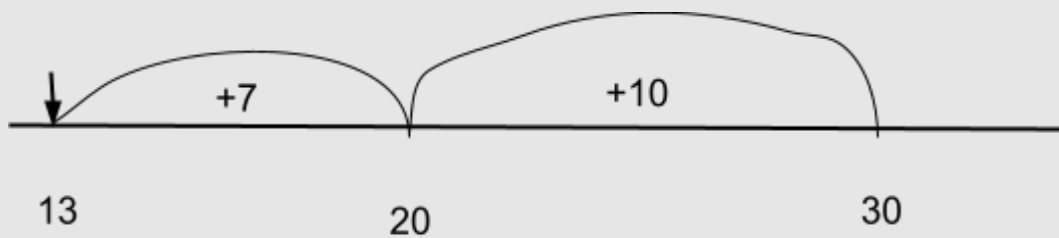
eg 1 done for you.



Record as  $5+15=20$  ; Inverse:  $20-15=5$

**Level 2:** Using these numbers: 13, 16, 18, 11, 8, 25, 19 find its friend to 30 by bridging to a tens number first. Use an empty number line and record your sums.

Eg I start by writing 13 on the empty number line and work out how many I need to get to 20, then 30. See below

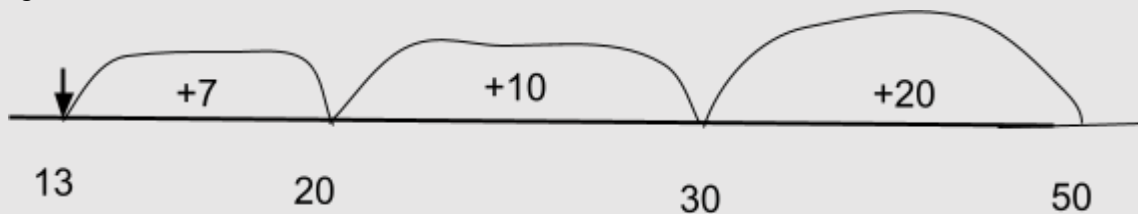


Add your jumps together ( $7+10=17$ )

Record as:  $13+17=30$

**Optional:** work out their friend to 50

eg



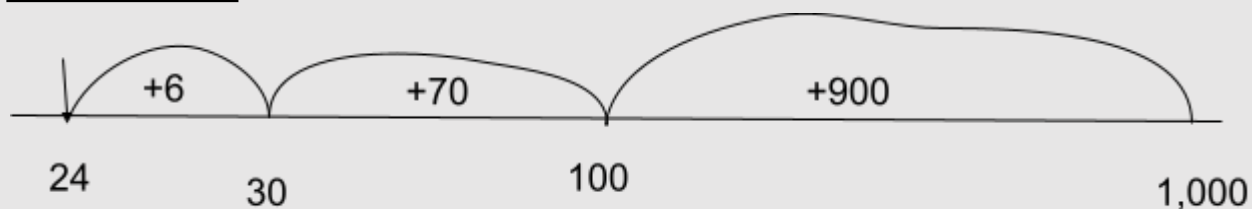
Add your jumps together ( $7+10+20 = 37$ )

Record as  $13+37=50$

**Extension:** Using these numbers and an empty number line work out their friends to the nearest 100. Use the strategy of Bridging to a Tens (10's) Number.

**Numbers are: 24, 67, 88, 34, 56, 71, 45 and 79**

**First one done:**



Add your jumps:  $6+70 = 76$

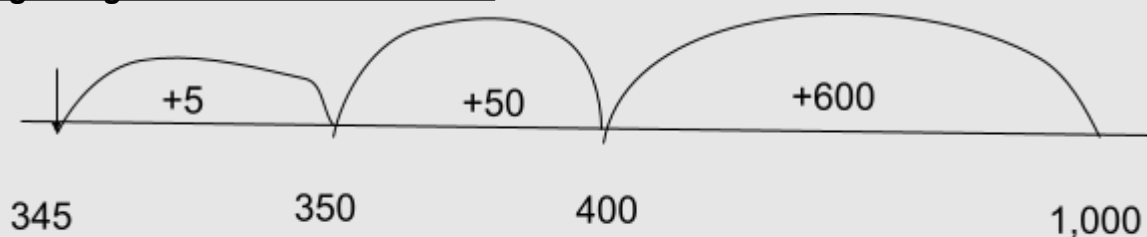
Record as:  $24+76=100$ ;

$24+976=1,000$ .

**Now try these numbers and find their friends to 1,000:**

**675, 344, 243, 123 and 567**

**Eg using the random number 345**



Add all your jumps:  $5+50+600 = 655$

Record as:  $345+655=1\ 000$

**Wednesday:** 12.00 - 3.00 **Wellbeing Time:** A time for our students, families and teachers to take time to look after themselves. *Get off your devices, screens, laptops !*

## Thursday and Friday:

**Thursday Warm up:** Coloured shapes task: <https://drive.google.com/file/d/1v1KBr9IwcTaphoswSqa6wqzyjqMpf12-/view?usp=sharing> or access it below

**Friday Warm up:** Number Talks: Choose a two-digit number - In how many different ways can you represent it? eg draw tens frames, tally marks, addition or subtraction sentences, multiplication or division sentences/drawings, etc

### **Topic: Space, Measurement and Geometry**

**Watch This Demonstration Video on Area with Mrs Malakonakis**

[Area - simple explanation.mp4](#)

Over the next two days complete the warm-ups and area activities for your year (Year 1 - you can try Year 2 activities as well if you want to)

Play this fun game on area as a warm up: <https://toytheater.com/area-climber/>

### **Space, Measurement and Geometry: AREA**

Click on these links for information about area. **You may not need to sign in to Clickview if you have previously used it - see below**

<https://clickv.ie/w/AISq> Select 'sign in to watch', select Lugarno Public School and enter your username: firstname.surname (like you sign in to Google Classroom)

<https://clickv.ie/w/AISq> Select 'sign in to watch', select Lugarno Public School and enter your username: firstname.surname (like you sign in to Google Classroom)


*Think about area being the space inside a 2D shape. Choose an object to measure the area of your desktop. Think about how this object may be laid side by side, without gaps or overlaps. When using a grid to measure area, think about using rows and columns to help you.*

**Year 1: Thursday Worksheet 'Informal Units' sheet 1**

**Year 2: Thursday Worksheet 'Measuring the Area of a Desktop'**

**Year 1 Friday Worksheet 'Measuring Area - Informal Units'**

**Year 2 Friday Worksheet 'Reflection' of yesterday's task**

Break	Break	Break	Break	Break	Break
Afternoon	Choose an activity from the Afternoon Activities	Choose an activity from the Afternoon Activities		Choose an activity from the Afternoon Activities	Family Time / Catch up
	*Have you signed in to the Library Google Classroom? See the first page of this framework for instructions. Mrs Dufty has posted Book Week challenges for each day - some with prizes!	*Have you signed in to the Library Google Classroom? See the first page of this framework for instructions. Mrs Dufty has posted Book Week challenges for each day - some with prizes!		*Have you signed in to the Library Google Classroom? See the first page of this framework for instructions. Mrs Dufty has posted Book Week challenges for each day - some with prizes!	*Have you signed in to the Library Google Classroom? See the first page of this framework for instructions. Mrs Dufty has posted Book Week challenges for each day - some with prizes!



**Writing - Thursday**

**Label this image with adjectives. Colour the ones that you used in your sentences.**



**Writing - Friday**

**Label this image with adjectives. Colour the ones that you used in your sentences.**



**Reading Activities Grid Week 7 & 8**

<p><b>Predicting</b></p> <p>What might the text be about or what might happen next?</p> <p>Use these sentence starters to help you:</p> <p>I think this could be about ..... because .....</p> <p>I predict this is going to tell me ..... because .....</p> <p>I think that ..... will happen next because .....</p>	<p><b>Visualising</b></p> <p>Listen to a story either online or one that a family member reads to you.</p> <p>As you are listening, use the images that come into your head to draw a picture that shows what is happening in the story.</p>	<p><b>Imaginative text: Illustrating the Story</b></p> <p>Draw pictures to retell what happened at the beginning, middle and end of the story.</p> <p>Use these pictures to help you retell the story in your own words.</p>	<p><b>Imaginative text: Retelling</b></p> <p>After reading the story, retell it to someone in your family.</p> <p>The story was about ..... (who)</p> <p>It happened ..... (where)</p> <p>The main thing that happened was ..... (what) because .....(why)</p>	<p><b>I Remember!</b></p> <p>Listen carefully to an imaginative or informative text (either online or one that a family member reads to you).</p> <p>As you listen, remember information that you find interesting or important.</p> <p>Tell someone or write down the things you remember.</p>
<p><b>Imaginative text: Character Description</b></p> <p>Level 1: Make a list of adjectives to describe one of the characters in your book. Think about what they look like and their personality.</p> <p>Level 2: Use those words to write a description of one of the characters from your book.</p>	<p><b>Opinion: Book Review</b></p> <p>Write a book recommendation about your favourite book.</p> <p>Do you think someone else would enjoy reading this book?</p> <p>Write down 3 reasons why someone else should read it.</p>	<p><b>Informative: Facts</b></p> <p>What have you learned after reading this book?</p> <p>Write down 3 facts that you now know after reading your book.</p> <p>Remember to answer using full sentences. Check that your sentences begin with a capital letter and end with a full stop.</p>	<p><b>Making Connections</b></p> <p>After reading your book, think about whether it reminds you of something you have done or another book you have read.</p> <p>This book reminds me of when I .....</p> <p>I have read another book like this, it was called .....</p>	<p><b>Clarifying</b></p> <p>Look for words/clunks in your book that you do not know the meaning of.</p> <p>Find out what they mean.</p> <p>Write down the word and the meaning of each word.</p>

## Useful Websites

<b>Cosmic Kids Yoga</b> <a href="https://cosmickids.com/watch/">https://cosmickids.com/watch/</a>	<b>Sydney Olympic Park</b> <a href="https://www.sydneyolympicpark.com.au/parklive/Learning-and-Discovery">https://www.sydneyolympicpark.com.au/parklive/Learning-and-Discovery</a>	<b>Taronga Zoo TV</b> <a href="https://taronga.org.au/taronga-tv">https://taronga.org.au/taronga-tv</a>	<b>ABC TV Education</b> <a href="https://www.abc.net.au/tveducation/">https://www.abc.net.au/tveducation/</a>
<b>ABC Me</b> <a href="https://www.abc.net.au/abcme/">https://www.abc.net.au/abcme/</a>	<b>Australian Children's Television Foundation</b> <a href="https://actf.com.au/home-viewing">https://actf.com.au/home-viewing</a>	<b>ANSTO STEAM club online</b> <a href="https://www.ansto.gov.au/education/primary/steam-club-online">https://www.ansto.gov.au/education/primary/steam-club-online</a>	<b>National Geographic: For Kids</b> <a href="https://kids.nationalgeographic.com/">https://kids.nationalgeographic.com/</a>
<b>Karma Kids Yoga</b> <a href="https://www.youtube.com/channel/UCdBLsolox9WvnG023No-XiA">https://www.youtube.com/channel/UCdBLsolox9WvnG023No-XiA</a>	<b>National Geographic for Kids</b> <a href="https://www.natgeokids.com/au/category/kids-club/">https://www.natgeokids.com/au/category/kids-club/</a>	<b>The Melbourne Zoo</b> <a href="https://www.zoo.org.au/animals-at-home/">https://www.zoo.org.au/animals-at-home/</a>	<b>ABCya</b> <a href="https://www.abcya.com/">https://www.abcya.com/</a>
<b>Code.Org</b> <a href="https://code.org/hourofcode/overview">https://code.org/hourofcode/overview</a>	<b>Museum of the World</b> <a href="https://britishmuseum.withgoogle.com/">https://britishmuseum.withgoogle.com/</a>	<b>San Diego Zoo</b> <a href="https://kids.sandiegozoowildlifealliance.org/">https://kids.sandiegozoowildlifealliance.org/</a>	<b>Access Mars</b> <a href="https://accessmars.withgoogle.com/">https://accessmars.withgoogle.com/</a>
<b>Aquarium</b> <a href="https://www.montereybayaquarium.org/animals/live-cams">https://www.montereybayaquarium.org/animals/live-cams</a>	<b>Great Wall of China</b> <a href="https://www.thechinaguide.com/destination/great-wall-of-china">https://www.thechinaguide.com/destination/great-wall-of-china</a>	<b>The Louvre</b> <a href="https://www.louvre.fr/en/online-tours">https://www.louvre.fr/en/online-tours</a>	<b>Yellowstone National Park</b> <a href="https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm">https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm</a>

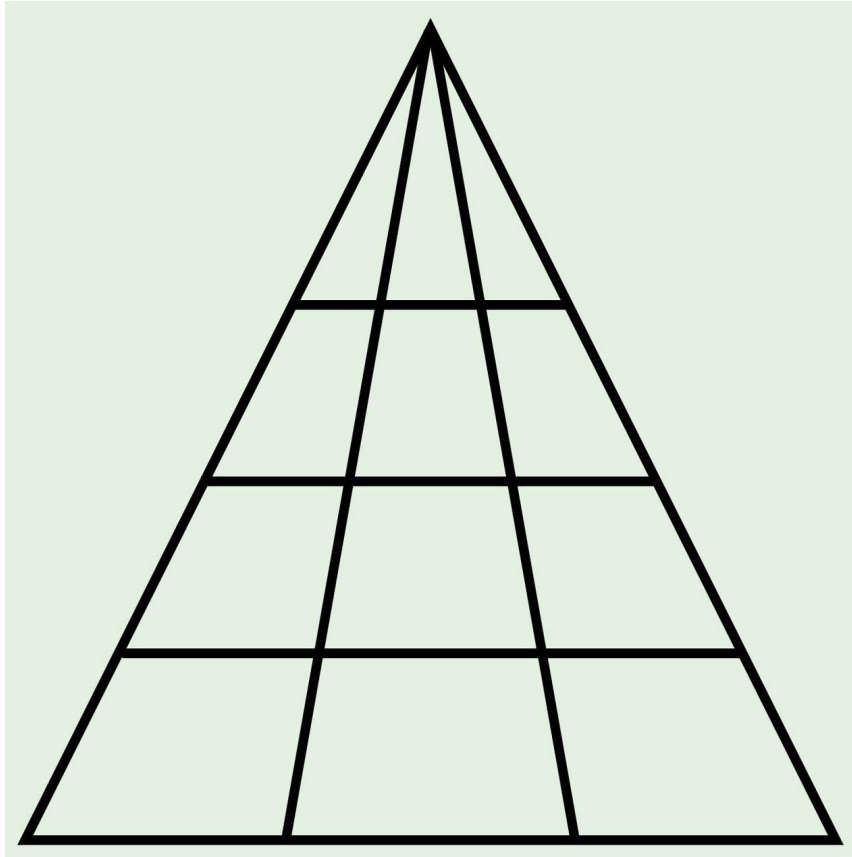
Spelling Words WEEK 6 and 7

Red	Yellow	Green	Lime	Blue
push	almost	let's	episode	eighteenth
last	cupboard	neighbour	quay	fortieth
many	gone	forty	calamari	occasion
knew	half	hundred	warrior	exercise
always	sure	poem	ancient	courteous
neat	used	complete	calculate	carefully
pea	where	lion	awhile	traveller
sail	hare	kingdom	another	believer
toast	fare	diet	believe	visitor
wheel	shark	pumpkin	depend	survivor
roast	chair	mushroom	along	Australian
trail	bear	problem	between	librarian
brain	care	bedroom	defend	specialist
hail	rare	halfway	begun	vocalist

# Spelling Activities Grid

1. Write three funny sentences using your words.	2. Make a bookmark and write your spelling words on it.	3. Write a rhyming word for your spelling words.  Eg book / look	4. Write your words using rainbow writing OR in chalk outside.
5. Look up three of your words using a dictionary or the internet.	6. Write out your words from shortest to longest.	7. Write your spelling words using bubble writing.	8. Write your words in alphabetical order or in reverse alphabetical order.
9. Choose three words and write out what they mean using your own words.	10. Grab some water in a bucket and a paintbrush and write your words outside on the driveway.	11. Get crafty and make a hanging mobile with your words.	12. Draw a picture with your words inside it.

Monday Mathematics warm up: How many triangles can you find?



Thursday Mathematics warm up:

## Coloured shapes

What colour is each shape?  
Write it on the shape.



### Clues

- ◆ Red is not next to grey.
- ◆ Blue is between white and grey.
- ◆ Green is not a square.
- ◆ Blue is on the right of pink.

Answer for Monday's triangle task: <https://drive.google.com/file/d/1mBVJo2LmuDgcnPLZ7ONb7SyjoqppQSon/view?usp=sharing>

Answer for Thursday's shape task: <https://drive.google.com/file/d/1jGvHBkwvUVW8E9Hknf6YjXX5QqDob8jy/view?usp=sharing>

## Afternoon Activities Grid Wk 7

<p style="text-align: center;"><b>Number Skittles!</b></p> <p>Find up to <b>10</b> objects to play skittles or ten pin bowling. These objects could be drink bottles, containers, glue sticks, pencil tins, books, paint pots.</p> <p>Place them in a triangle and bowl with a ball. Count how many you knock over. To make it more fun, verse a friend!</p>	<p style="text-align: center;"><b>Colouring:</b></p> <p>Choose one of the bookmarks below to colour. Colour carefully, cut out and start using your bookmark to help you remember the page in your book.</p> <p>You could colour the rest and give them to your family!</p>	<p style="text-align: center;"><b>Sport Challenge:</b></p> <p>Want to get active?</p> <p>You need to be ready to spell and find the missing letters in words. When you find the letter, you must complete the action that matches to become a sporting legend!</p> <p>See the MISSING LETTER sheet below to start straight away!</p> <p>If you finish quickly, try and create some of your own words and try them.</p>	<p style="text-align: center;"><b>ART:</b></p> <p>Follow the Drawing Lesson on <b>'Art Hub for Kids'</b> to draw a Karate boy/girl.</p> <p><u>You will need:</u> *1 piece of paper, a lead pencil and colouring materials. When you're finished, colour and decorate the background.</p> <p>*How to Draw A Karate Kid: <a href="https://www.youtube.com/watch?v=62k1Hb1viHlk">https://www.youtube.com/watch?v=62k1Hb1viHlk</a></p>	<p style="text-align: center;"><b>Sport Challenge: This or That.</b></p> <p>Follow the link to choose your favourite character on the screen and copy their action for 30 seconds.</p> <p><a href="https://www.youtube.com/watch?v=50yJy5DSjVE">https://www.youtube.com/watch?v=50yJy5DSjVE</a></p> <p>Repeat as many times as you can!</p>
<p style="text-align: center;"><b>Mindfulness:</b></p> <p><i>Go on a nature walk and practise being mindful.</i></p> <p>You could plant some seeds, listen to some birdsong, watch the trees, pick up some rubbish using gloves, do some weeding or make pictures with the clouds.</p> <p><b>Complete the 'Mindfulness' worksheet below.</b></p>	<p style="text-align: center;"><b>ART:</b></p> <p>Draw a self-portrait. You can do this by looking in the mirror and drawing each feature <b>OR</b> even taking a picture of yourself to look at and draw. When you finish, colour and decorate.</p> <p>Click the link below for a Guided Lesson on how to draw yourself.</p> <p><a href="https://www.youtube.com/watch?v=IRp3sBQ-NFU">https://www.youtube.com/watch?v=IRp3sBQ-NFU</a></p>	<p style="text-align: center;"><b>Paper Chain Challenge:</b></p> <p>Create the longest paper chain you can.</p> <p><u>You will need:</u> paper, stapler or sticky tape and scissors</p> <p>You could add information eg: friends of 20, times tables, patterns, sight words, adjectives to each part of your chain</p> <p><a href="https://www.youtube.com/watch?v=bGIS1RVYryo">https://www.youtube.com/watch?v=bGIS1RVYryo</a></p>	<p style="text-align: center;"><b>Create:</b></p> <p>Create a flag of your choice using LEGO pieces or any other blocks/ materials you have at home including paper, sticks, bottle caps, pipe cleaners, shoes, fruit.</p> <p>Click the link to see flags from around the world. <a href="https://www.worldometers.info/geography/flags-of-the-world/">https://www.worldometers.info/geography/flags-of-the-world/</a></p>	<p style="text-align: center;"><b>ART:</b></p> <p>Name reflections. Create an interesting artwork using your name.</p> <p><u>You will need:</u> *1 piece of paper, coloured pencils or crayons, scissors</p> <p><a href="https://www.youtube.com/watch?v=gs_qnVoD6:09-4Q&amp;t=146">https://www.youtube.com/watch?v=gs_qnVoD6:09-4Q&amp;t=146</a></p>





# Mindfulness

Relax and Focus  
on The Moment



Smile



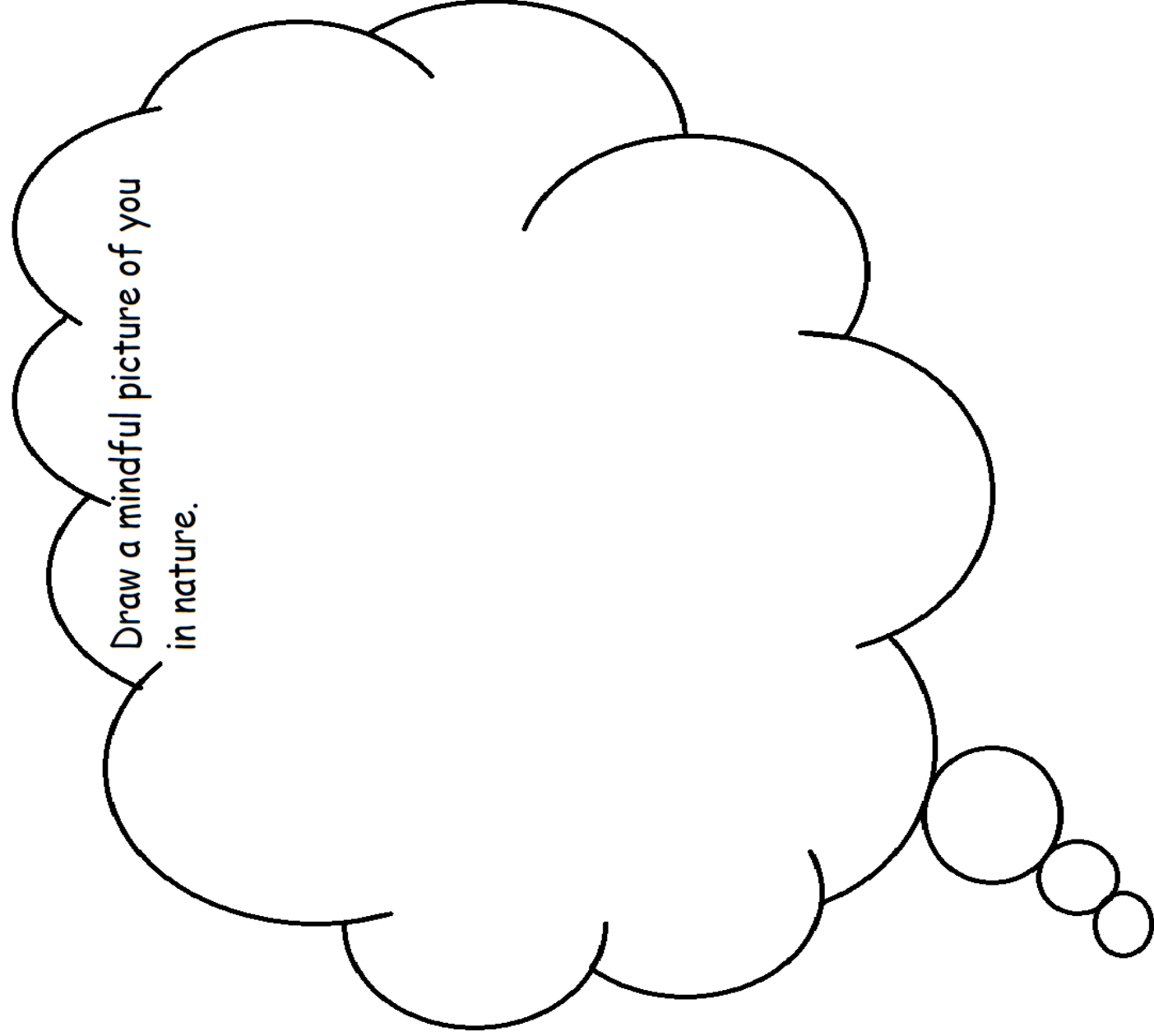
Breathe  
In



Breathe  
Out



Count The  
Lines On  
Your Hand





I ♥ BOOKS

Kids I'm trying to READ



# MY MISSING LETTER

**a, b, c**



7 JUMPING JACKS

**d, e, f**



7 SQUATS

**g, h, i**



JOG 3 LAPS

**j, k, l**



25 WINDMILLS

**m, n, o, p**



7 PUSH-UPS

**q, r, s**



25 LEG LIFTS EACH LEG

**t, u, v**



20 SECOND STRETCH BOTH LEGS

**w, x, y, z**



30 SECOND PLANK



**\_at**



**b\_\_ll**



**hoo\_\_**



**\_\_all**



**\_love**



**b\_\_tter**



**whist\_\_e**



**drib\_\_le**

**Challenge:** Add your own words in the box.

Choose a letter from the word and complete the actions.

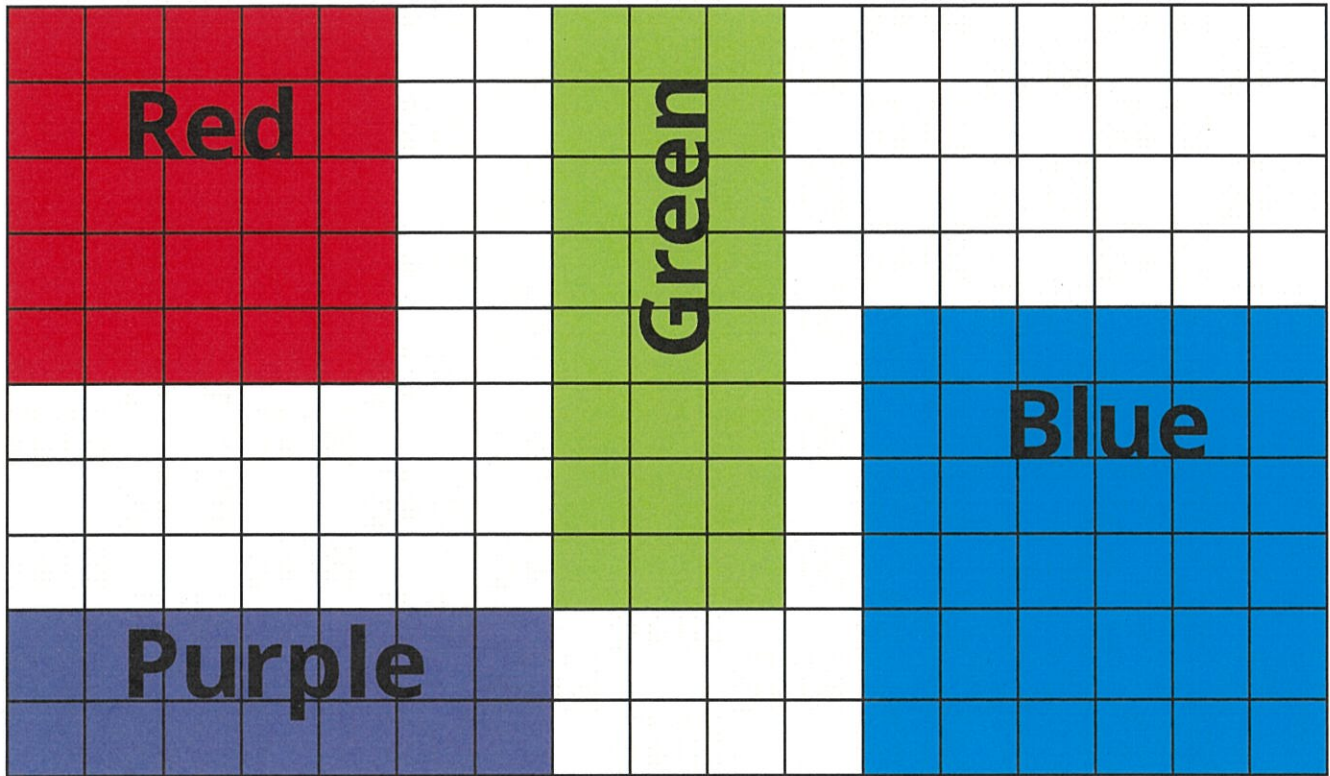


Name \_\_\_\_\_

Date \_\_\_\_\_

## Area - Informal Units

- ① Use the square grid to compare and measure the area of each of the four shapes.



- a) How many squares cover the red square? \_\_\_\_\_
- b) How many squares cover the purple rectangle? \_\_\_\_\_
- c) How many squares cover the green rectangle? \_\_\_\_\_
- ② Write a 1 on the shape with the largest area. Write a 2 on the shape with the next largest area. Keep going until all the shapes are numbered.

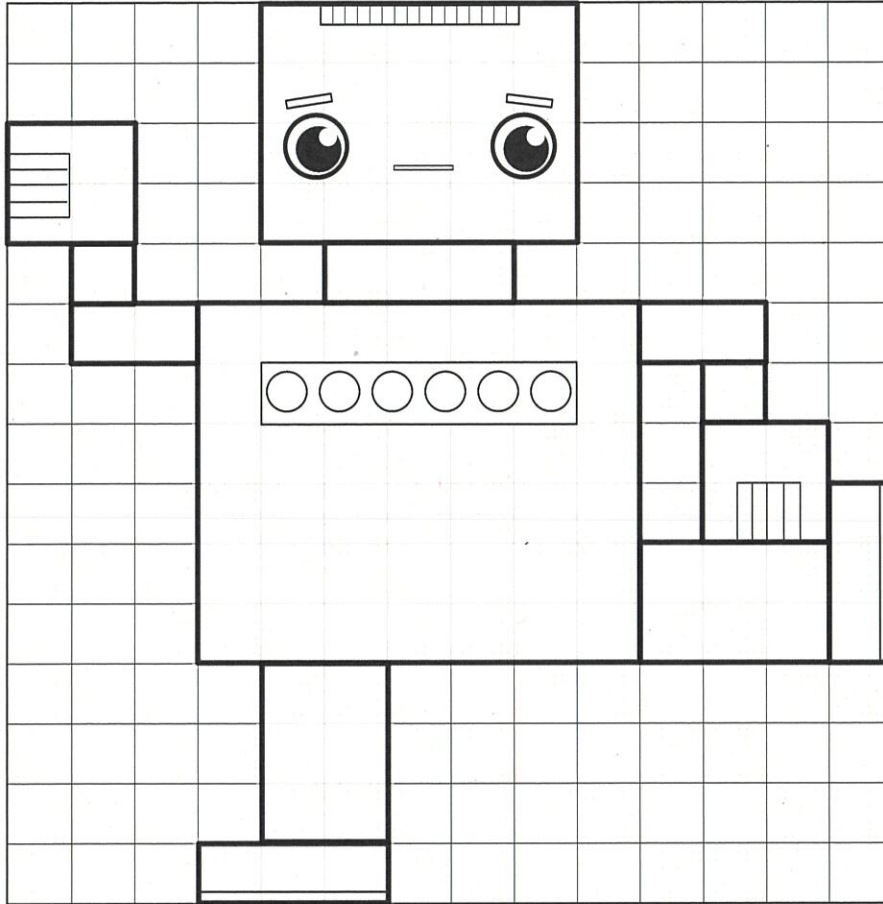


Name \_\_\_\_\_

Date \_\_\_\_\_

## Measuring Area - Informal Units

- ① Use different colours to colour in the various parts of the robot. Answer the questions below.



- a) How many squares cover the head of the robot? \_\_\_\_\_
- b) How many squares cover the body of the robot? \_\_\_\_\_
- c) How many squares cover both the legs and feet? \_\_\_\_\_
- d) How many squares cover both the arms and hands? \_\_\_\_\_
- e) Which part of the robot has the smallest area? \_\_\_\_\_
- f) Which part of the robot has the largest area? \_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

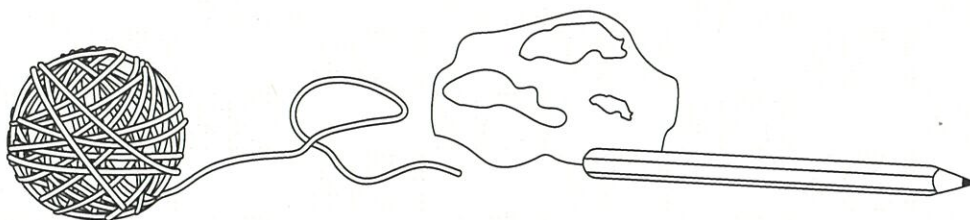
## Measuring the Area of a Desktop

Estimate and measure the area of your desk using informal units of measurement.

Follow these steps and complete the table below.

1. Choose a suitable object to use as an informal unit of measurement e.g. a sticky note, a piece of paper, your hand, a stone.
2. Estimate how many times the object will fit within the area of your desk.
3. Measure how many times the object can fit into the area of your desk.
4. Repeat these steps using two different informal units of measurement.

Object for measuring area (write or draw)	Estimate (number of objects)	Measurement (number of objects)



Name \_\_\_\_\_

Date \_\_\_\_\_

## Reflection

Read, discuss and answer the following questions.

1. Which measuring object gave the smallest measurement for area?

\_\_\_\_\_

2. What measuring object gave the biggest measurement for area?

\_\_\_\_\_

3. Why were the measurements for area different?

\_\_\_\_\_

\_\_\_\_\_

4. Which object was the best for measuring area? Why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Which other objects might be useful for measuring the area of the desktop?  
See how many you can think of!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

