



## Framework for Learning from Home – Early Stage 1 - Term 3, Week 8

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 Mathematics resources in a safe place so they can be used in future. They are also available on Google Classroom in the 'Classwork' tab.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Task	Leave a message of positivity at the front of your home to inspire people walking past. Eg: use chalk on a footpath or create a paper message.	Ask a parent or grandparent about the technology that they had access to when they were your age.	Use the Go Noodle 'Think about it' channel and select an activity that promotes positivity and mindfulness.  <a href="https://family.gonoodle.com/channels/think-about-it">https://family.gonoodle.com/channels/think-about-it</a> (works best on Google Chrome)  Alternatively – Name 5 ways you can be a good friend.	Build a fort or castle out of blankets and sheets.	Ring/write/email a friend or relative to check up on them and share some news with them
<p><b>Learning Superpower of the Week: Patient and Persistent</b>                      A patient &amp; persistent learner puts lots of time and thought into making their creations better and don't give up when things go wrong.  <a href="https://www.youtube.com/watch?v=mAkwmomM62s">https://www.youtube.com/watch?v=mAkwmomM62s</a></p> <p><b>PBL Focus of the Week: - Using good manners: being patient and waiting your turn</b>  <b>PBL Activity: Discuss:</b> Why is it important to use good manners when you interact with others? Give some examples of times when you have used good manners. Give some examples of times when others have used good manners toward you. How did this make you feel? Sometimes when we are at school, we need to wait longer until it is our turn to do or say something. When have you had to wait a long time to have a turn at something? Why is it important to be patient?                      Listen to the song about good manners: <a href="https://www.youtube.com/watch?v=pa0cot_2NQ">https://www.youtube.com/watch?v=pa0cot_2NQ</a>                      Watch how Chris teaches Peter to use good manners: <a href="https://www.youtube.com/watch?v=efkCkHENTkw">https://www.youtube.com/watch?v=efkCkHENTkw</a>                      A story about how Rhino learns good manners <a href="https://www.youtube.com/watch?v=BAv36eseSs8">https://www.youtube.com/watch?v=BAv36eseSs8</a></p>					

<p><b>Morning</b></p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics- ou</b> Sing along and do the actions to remember the sound <i>o</i> and <i>u</i> make when they are together. <a href="https://www.youtube.com/watch?v=X57ufAKfork">https://www.youtube.com/watch?v=X57ufAKfork</a> Watch <a href="https://www.youtube.com/watch?v=-TZTJzfbYfk">https://www.youtube.com/watch?v=-TZTJzfbYfk</a> Make a list of some words that contain the <i>ou</i> sound. Write a sentence with an <i>ou</i> word.</p> <p><b>Phonemic Awareness</b> Try these online activities to spell with sounds. You might like to start with <i>ou</i> or another sound that you know you need to work on.</p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics- ow</b> When we have <i>o</i> and <i>u</i> together they make the sound <i>ou</i>. When <i>o</i> and <i>w</i> are together they can make the same sound. Remember, sometimes words can have <i>ow</i> in them but they are making another sound. e.g. snow, mow Watch the alphablocks for some <i>ow</i> words. <a href="https://www.youtube.com/watch?v=KMUAjxj6bSk&amp;t=89s">https://www.youtube.com/watch?v=KMUAjxj6bSk&amp;t=89s</a> Make a list of <i>ow</i> words. <a href="https://www.youtube.com/watch?v=BTYslpGkkbE">https://www.youtube.com/watch?v=BTYslpGkkbE</a> Write your own sentence(s) with an <i>ow</i> word. Read over your writing and check it with the 6 Star Checklist. Challenge: Make up your own song with your <i>ow</i> words.</p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics- revise ou/ow</b> Watch the <i>ou/ow</i> song. <a href="https://www.youtube.com/watch?v=Zj4yChljaBQ">https://www.youtube.com/watch?v=Zj4yChljaBQ</a></p> <p><b>Grammar</b> Watch and sing along...you might find some more describing words to add to your adjectives list! <a href="https://www.youtube.com/watch?v=HWB8rTg0jzQ">https://www.youtube.com/watch?v=HWB8rTg0jzQ</a></p> <p><b>Sight Words</b> Write out your sight words on pieces of paper or paper plates. Stick them up on a wall or lie them on the floor. Ask a family member to call out a word, you have to find the “target”, read it, and throw a ball or soft toy to hit it. Challenge: After you have read the sight word, close</p>	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonics- revise ow/ow</b> Watch and sing along to revise the two different sounds <i>ow</i> can make. <a href="https://www.youtube.com/watch?v=MT6YIII_ccs">https://www.youtube.com/watch?v=MT6YIII_ccs</a> <i>How many ow words did you hear?</i> Sort your <i>ow</i> words based on the sound in each word and write two lists.</p> <table border="1" data-bbox="1391 836 1688 995"> <tr> <td><i>ow</i> (long <i>o</i>)</td> <td><i>ow</i> (like <i>ou</i>)</td> </tr> <tr> <td>snow</td> <td>cow</td> </tr> <tr> <td>low</td> <td>now</td> </tr> <tr> <td>show</td> <td>gown</td> </tr> </table> <p><b>Vocabulary</b> Let’s look again at one of the words we discussed on Tuesday: <b>human</b>. Complete the attached vocabulary worksheet.</p>	<i>ow</i> (long <i>o</i> )	<i>ow</i> (like <i>ou</i> )	snow	cow	low	now	show	gown	<p><b>English</b> <b>Read to self</b> Read a home reader.</p> <p><b>Phonemic Awareness</b> Watch and remind yourself of the short and long vowel sounds. <a href="https://vimeo.com/35395946">https://vimeo.com/35395946</a> <i>Vowel Sound Sight Word Sort</i> The vowels are <i>a, e, i, o</i> and <i>u</i>. Vowels have short sounds and long sounds. In this activity you will be sorting sight words based on the vowel sound you <b>hear</b> in the word. You will need the sight word cards and sorting worksheet. ( See the resources attached) Read aloud the sight word on the card. Listen for the vowel sound in the word. Decide if it is a long vowel sound or short vowel sound. Sort the card into the correct column using the sorting worksheet. Repeat for</p>
<i>ow</i> (long <i>o</i> )	<i>ow</i> (like <i>ou</i> )												
snow	cow												
low	now												
show	gown												

<https://ictgames.com/mobilePage/forestPhonics/index.html>

or [challenge](#)

Read the words. You need to decide if they are real words or nonsense words.

<https://www.ictgames.com/mobilePage/poopDeck/index.html>

### Text Forms and Features

Join Mrs McTackett to write some awesome sentences together.

<https://www.youtube.com/watch?v=1UXyqG02xVw>

### Sight Words

**toy, when, where, your**  
Read the new sight words. Use something in your house to make your sight words (you could use sultanas, string, leaves or blocks to make your words)

### Writing

Persuasive text: *Riding a bike is better than riding a scooter.*

What is your opinion? Which

### Grammar

Adjectives are words that describe people, places or things (nouns). They give us more details and information. They can describe the way something looks, feels, tastes, smells or sounds. Take out your adjectives list from last week. Read over the list you made.

Watch this clip to revise what we learnt last week about adjectives.

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

*Can you add any more words to your adjectives list?*

### Sight Words

Write your sight words. Write each consonant in blue and each vowel in red. Remember the *vowels* are: *a, e, i, o, u*. The consonants are all the other letters!

e.g. **toy**  
**where**

### Shared Reading- Making Connections and Vocabulary

Before reading: Let's think about the title and author of the text. The title is *Chickens!*

your eyes and spell the sight word.



### Shared Reading- Comprehension of Informative text

Watch the text again (see Tuesday)

This text is an informative (information, true, facts) text all about chickens. When we listen to it we learn things about chickens that are true.

You are going to listen to the text **again** and while it is playing you are going to listen for particular information. Be ready to pause the video so you can write down what you learn.  
*Where do chickens live?  
What do they look like?  
What do chickens eat? What do we learn about a chicken's young (baby)? Is there something new you learned that you thought was really interesting?*

### Sight Words

Read the sight words taught this year that you are still finding tricky or  
Can you spell some of your sight words? Choose Year 1 to begin.

<https://ictgames.com/mobilePage/spookySpellings/index.html>

### Shared Reading- Adjectives in Informative texts

Before reading:

Adjectives are important in writing because they make writing more interesting! In an information text they are very important because they give us more information about people, places or things (nouns).

During reading:

Watch the text again (see Tuesday).

*Can you find some adjectives in the text? Complete the worksheet attached.*

CHICKENS! ADJECTIVES	
a _ _	head (1:25)
a _ _	legs (1:48)
sh _ _	claws (1:55)
h _ _ b _ _ w _ _	*feathers (1:58)

\*Repeat at 1:58. Look at the feathers. What colour adjectives can you use to describe them.

all the words until they are all sorted.

Watch the video of Ms Wilkie demonstrating this task in *Resources to Assist Learning* under the Classwork tab in Google Classroom, if needed.

### Sight Words

Do you remember the question mark song? Sing and dance along.

<https://www.youtube.com/watch?v=InAy8VUfA8g>

Use sight words to write *questions*. Some sight words you know that might be a good first word to start a question are: *when, where, can, did, do* and *will*.

Challenge: Write the answers to each of the questions.

Use the 6 Star checklist to check your work when you have finished.

### Listen to Reading and Response

Listen to any text read aloud by a parent/carer or online at Storyline Online.

do you prefer? Why? What are your reasons? Can you try and persuade me to think the same way as you? Write your own persuasive sentence, using 'because' between your opinion and the reason why you think this.

e.g. I think riding a bike is better than riding a scooter because...

Read over your writing. Use the 6 Star Checklist to edit your work. Do you see any problems that need fixing? Challenge: So that you are really convincing, write more than one sentence with more than one reason.

The people that made the video are called *Kids Learning Videos*. Do you think it will be an **informative** (information, true, facts) or **imaginative** (made up, story) text? Why do you think this? **Who** do you think this text is for, children, teenagers or adults? Why do you think this?

Watch the text. <https://www.youtube.com/watch?v=WYKJkHcaMzE>

**After reading:** Do you know what a **'human'** is? Another word for 'human' is person. I can put that word in a sentence.

*A human does not have wings.*

Say your own sentence with the word human in it to a family member.

Do you know what the word **'domesticated'** means?

Children don't usually use this word. It is a word they use in the text that you may never have heard before.

Good readers often use clues to work out the meanings of unfamiliar words, if they can find them in the text. They can use other words in a

Use the worksheet attached to record your learning. Don't forget to write in a full sentence. See the example attached.

A 'Fact File' worksheet with a grid layout. The grid has four main sections: 'What I like', 'About my topic', 'What I can do', and 'Picture'. The 'About my topic' section is further divided into 'What I eat', 'Where I live', and 'What I like to do'. A red circle highlights the text 'sharp claws, small head, scaly legs' written in the 'About my topic' section.

A 'Fact File' worksheet with a grid layout. The grid has four main sections: 'What I like', 'About my topic', 'What I can do', and 'Picture'. The 'About my topic' section is further divided into 'What I eat', 'Where I live', and 'What I like to do'. A red checkmark is placed over the text 'Children have small heads, scaly legs and sharp' written in the 'About my topic' section.

Are these words on your adjectives list? Add them to your list.

After reading: Look at all the different describing words you found. Can you use one of these adjectives in your own sentence to describe a person, place or thing?

Remember, the place of the adjective in a sentence is often right before the thing you are describing. What is the adjective you want to use? What thing could you describe using this word?

e.g. I want to use the word *scaly*.

I know a *snake* is scaly.

My sentence is:

The **scaly snake** slithered through the grass.

Write your own sentence with an adjective.

Read over your work and check it using the 6 Star Checklist.

Challenge: Write a sentence for each of the adjectives found in the text.

Book Review What did you think about the book? Did you enjoy it? Should a friend read it? What is your opinion of the book?

Why do you think this? What is the reason for your opinion?

A book review is a chance for you to tell someone else about a book, your opinion of the book and the reason why you think that. A book review might help someone else decide if they should read that book. Complete the Book review worksheet attached.

A 'A BOOK REVIEW' worksheet with a decorative border. It includes fields for 'Title & Author', 'What did you think about the book?', 'This is my opinion because...', 'Drawing to explain...', and 'I rate this book, out of 5' with a star rating system.

		<p>passage that give clues about what an unknown word means.</p> <p>Go back to the text. Watch from 1:10- 1:20. <i>Do you get any clues about the meaning of the word 'domesticated'?</i> Listen to the sentence she says right after the sentence with 'domesticated' in it. <i>"Now you can find chickens on farms and as pets".</i> This helps us work out the meaning. <i>Domesticated</i> means <b>kept on a farm or as a pet. It is not a wild animal.</b> Looking for clues in the text to help understand new words might be something you could try when you are reading.</p> <p><i>Are there any other new words you do not know?</i> Discuss these words with a family member.</p> <p><i>Can you make a connection between this text and something else you have seen or heard? Does this text remind you of something?</i> Finish this sentence: <i>This video makes me think about...</i> Write your sentence/s.</p>			
<b>Break including physical activity</b>					

Middle

**Mathematics**

**Counting forward**

Practise counting **forward** to 40 (and beyond when confident)

Can you count forward starting from any number?

Start from these numbers and count forward to 40: 15, 26, 32 eg: Start at 15, 16, 17...

\*Challenge: Start at these numbers and count forward to 60: start at 38, 49.

Start at these numbers and count forward to 100: 62, 79, 86

**Addition game online**

Select 2 dice (dot dice or numbered) by dragging them onto the middle of the screen. To roll the dice, select the icon which displays two dice. Add the dice together and ask an adult to check your total.

\*\*Can you use any of the skills we have been learning to help you?

Watch the video below of Mrs Anastasiou using buddies to ten and doubles facts to help work out the answer faster.

**Mathematics**

**Counting - forward**

Counting fitness game: This game can be played with any resources. eg. ball to roll/ throw/ bounce, soft toy to throw, etc With another family member, take turns to practice **counting forward** as high as you can by exercising at the same time. eg. If you are using a ball, you could throw/bounce it to the other player as you say "1", the second player throws/bounces it back to you and says "2", you throw/bounce it back and say "3", etc.

Which is the **largest number you can count forward to?**

**Buddies to 10 and 20**

Revise the buddies to 10 by selecting the correct train carriage. Select the 'Addition carriage +' then 'Bonds to make 10'.

\*Challenge: If you can instantly recall all 'Buddies/Bonds to make 10', select 'Bonds to make 20'.  
<https://www.topmarks.co.uk/maths-games/mental-maths-train>

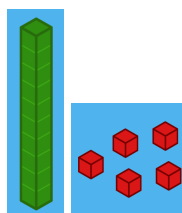
**Mathematics**

**Place Value**

When we see a tower of ten blocks, we can call it '**base ten**'. It represents 10. **One tower means there is one group of ten.**



When there are individual blocks near it, we can add them together by counting on from the ten. We call these individual blocks '**ones**' because their value is one, they are on their own and not part of the tower of ten.



ten          ones  
10      + 5      = 15

We point to the tower of ten and say 10 plus 5 more. We can lock 10 in our head and count on 5 more. eg. Lock in

**Mathematics**

**Counting - backward**

Counting fitness game:

This game can be played with any equipment. eg. ball to roll/ throw/bounce, soft toy to throw, etc

With another family member, take turns to practice counting **backward** from 30 and exercising at the same time. eg. If you are using a ball, you could start by throwing/bouncing it to the other player as you say "30", the second player throws/bounces it back to you and says "29", you throw/bounce it back and say "28", etc.

\*Challenge: Start counting backward from a larger number. eg. 40 or 50  
\*What is the largest number you can **count backward** from?

**More than and less than**

Help the helicopter make its rescues by figuring out **one more** or **one less** than the number called out. You will need your device speakers on. If you hear the

**Mathematics**

**Counting - Backward number order**

Practise counting **backward** from 30 (and beyond when confident)

Can you count backward starting from any number? Start from these numbers and count backwards: 29, 20, 17 eg: Start at 29, 28, 27...

\*Challenge: Start at these numbers and count backward to 20: start at 40, 52, 65, 80

**Representing Numbers and Subitising**

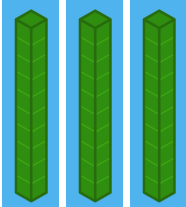
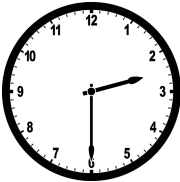
<https://grectangmath.com/numtanga>



Match the different ways that a number can be represented. There are 3 rounds for each level and each level represents the number in a different way: eg ten frames, base ten towers and ones, etc.

Start from Level 1 or Level 2 and see if you can beat the timer to find the pairs that match. Don't get tricked!

**Time**

How many minutes are in one hour?




<p><a href="https://drive.google.com/file/d/1D6lgMDn1Fg_ez02O_yXedvylrvyguYHq/view?usp=s_haring">https://drive.google.com/file/d/1D6lgMDn1Fg_ez02O_yXedvylrvyguYHq/view?usp=s_haring</a></p> <p>Now you have a go. Can you see any buddies to 10 or doubles facts on the dice? <a href="https://www.didax.com/app/s/dice/">https://www.didax.com/app/s/dice/</a></p> <p><b>Tips:</b> Use the dot dice to help with counting on. Use the number dice for more of a challenge. <b>*Challenge:</b> Add more than 2 dice.</p> <p><b>Time</b> <a href="https://www.youtube.com/watch?v=xdR7s8mwyp8&amp;t=0">https://www.youtube.com/watch?v=xdR7s8mwyp8&amp;t=0</a></p> <p>Practice reading o'clock times on the digital and analog clocks. Remember: <b>The long hand is called the minute hand. The short hand is called the hour hand.</b> When the time reads o'clock on an analog clock, the minute hand is always on the 12. The digital clock shows the hour and zero minutes past it: eg 5 o'clock is written as 5:00 Sometimes you will</p>	<p><b>Time</b> <i>Fact of the day: <b>There are 60 minutes in one hour.</b></i></p> <p>If an analog clock reads an o'clock time, which number should the minute hand (long hand) be on? Do you remember the name of the shorter hand? The hour hand.</p> <p>Match the analog clocks to the digital clocks by reading the o'clock times and splatting them. <i>Tip:</i> Make sure that the little circle above the clock is directly on the digital clock that you want to splat. Be careful, they move fast! <a href="https://www.sheppardsoftware.com/math/time/clock-splat-game/">https://www.sheppardsoftware.com/math/time/clock-splat-game/</a> Select Level 1 - hours <b>*Challenge:</b> If you are able to quickly read the o'clock times on analog and digital clocks, try the challenge activity on half hour times.</p> <p><b>*Challenge: Half hour times</b> <a href="https://www.youtube.com/watch?v=9p_Ca_Yb0zQ">https://www.youtube.com/watch?v=9p_Ca_Yb0zQ</a> When the minute hand (long hand) moves around the clock and is on the 6, this time reads as 'half past _' and '_ thirty'. See the example:</p>	<p>10, count on 5 more: 10 , 11, 12, 13, 14, 15 <b>or</b> We might know that when we add a single digit number to a ten, we replace the zero with the single digit number. eg. Replace the zero in 10 with a 5. The answer is 15.</p> <p>If there is more than one tower of 10, we can count it quickly by counting by tens.</p>  <p>10    20    30</p> <p>There are 3 groups of ten which makes 30. We also call this 3 <b>tens</b>.</p> <p>Watch the demonstration video by Mrs Anastasiou which focuses on how to count the towers as groups of ten (for the challenge activity below). <a href="https://drive.google.com/file/d/1pNAsTBSFR4eu2AoVy9wQF5I4D4JoiP3a/view?usp=sharing">https://drive.google.com/file/d/1pNAsTBSFR4eu2AoVy9wQF5I4D4JoiP3a/view?usp=sharing</a></p> <p>Play the basket game by counting the tens and ones:</p>	<p>instructions '<b>count on or one more than'</b> you will need to <b>count forward</b>. If you hear the instructions '<b>count back or one less'</b> you will need to <b>count backwards</b>. Use the numbers on the screen to help. <a href="https://www.topmarks.co.uk/learning-to-count/chopper-squad">https://www.topmarks.co.uk/learning-to-count/chopper-squad</a> Select 'One more or less' then '1 to 20'. <b>*Challenge:</b> Select 'One more or less game' then '1 to 30', '1 to 50' or '1 to 100'.</p> <p><b>Time</b> Revise - What are the hands on an analog clock called? How many minutes are in one hour?</p>  <p>Choose a clock activity from Monday or Tuesday to repeat. If you can easily read and make o'clock times, try reading half past times - Tuesday's Challenge activity.</p>	<p>Do you have an analog clock at home that shows the seconds hand? If not, use this clock: <a href="https://www.youtube.com/watch?v=D8625x6qLLM">https://www.youtube.com/watch?v=D8625x6qLLM</a> The 'seconds hand' moves quickly around the clock, it moves to a different point every second. Press play and see if you can count along with the 'seconds hand' as it is moving. How many seconds did you count? <b>There are 60 seconds in one minute.</b></p> <p>One minute is a fairly short time compared to longer time periods. Name or draw some things that you do that take a short time to complete. eg. brushing your hair Name or draw some things that you do that take a longer time to complete. eg. watch a whole movie, a school day</p> <p><b>*Challenge:</b> Use the one minute timer above or a timer on a device, phone or stop watch for this activity. You might like to challenge a family member! In one minute, how many of the following can you do?</p> <ul style="list-style-type: none"> <li>- star jumps</li> </ul>
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	<p>see a zero in front of a single digit number like this 05:00 It still reads as 5 o'clock.</p> <p><a href="https://mathsframe.co.uk/en/resources/resource/116/telling-the-time">https://mathsframe.co.uk/en/resources/resource/116/telling-the-time</a></p> <p>Select 'Read the time to the hour' and then '12 hour clock'</p> <p><b>Optional- Mathletics</b> <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>	 <p>On these digital and analog clocks, the time reads two thirty or half past 2. This means that thirty minutes have past 2 o'clock. The minute hand (long hand) has traveled halfway to the next hour or o'clock. You will notice that the hour hand (short hand) has also moved. It is now in the middle of the 2 and 3 because it is also halfway between 2 and 3 o'clock. If you still have your clock from the previous lesson, you may like to make half past times on it. It is also available in the Classwork tab. Practise matching the half past times on digital and analog clocks on the splat game below. Read the time as 'half past __' and '__ thirty'. eg: Half past 2 and two thirty</p> <p><a href="https://www.sheppardsoftware.com/math/time/clock-splat-game/">https://www.sheppardsoftware.com/math/time/clock-splat-game/</a> Select Level 2 - half hours</p> <p><b>Optional- Mathletics</b></p>	<p><a href="https://www.topmarks.co.uk/learning-to-count/place-value-basketball">https://www.topmarks.co.uk/learning-to-count/place-value-basketball</a></p> <p>Select 'Numbers up to 19'. *Challenge: Select 'Numbers up to 29, 49 or 99' <i>Remember to count the towers by <b>tens</b> and then add on the 'ones'.</i></p> <p><b>Wellbeing Wednesday</b> Take the time to do something you enjoy, have a break and reset.</p> 	<p>There are also lots of time activities in Mathletics that you can complete.</p> <p><b>Optional- Mathletics</b> <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>	<p>- write your name You may like to choose your own activity to time yourself doing. eg. How many dishes/toys can you put away in one minute?</p> <p><b>Optional- Mathletics</b> <a href="https://www.mathletics.com/au/">https://www.mathletics.com/au/</a></p>
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**Physical Education**

Refer to the Physical Education Grid and choose an activity to complete.

Break	Break	Break	Break	Break	Break
<p><b>Afternoon</b></p>	<p><b>CAPA- Visual Arts - Hand Animals</b></p> <p>You will need</p> <ul style="list-style-type: none"> <li>-A piece of paper</li> <li>-A pencil</li> <li>-Coloured pencils</li> <li>-Optional: Paint, cotton wool, other craft materials for decorating animals.</li> </ul> <p>Place one hand upside down with your fingers spread apart in the middle of your page.</p> <p>Trace your hand and close the line.</p> <p>With your hand, create a farm animal: cow, chicken, goat, horse, dog, pig. Colour and decorate your animal and design a farm in the background.</p> 	<p><b>Geography/Science From Paddock to Plate</b></p> <p>Fruit and Vegetables: What are they and how do they grow?</p> <p>Watch the video below to learn more about how fruits and vegetables grow.  <a href="https://www.youtube.com/watch?v=DTK-uWx_VQo">https://www.youtube.com/watch?v=DTK-uWx_VQo</a></p> <p>Fruits and vegetables come from plants. Follow the step by step video below to draw and label the parts of a plant.  <a href="https://www.youtube.com/watch?v=DfphkUwDbGU">https://www.youtube.com/watch?v=DfphkUwDbGU</a></p> <p><b>Optional Activity</b></p> <p>If you have not already done this in Week 6 when we watched the Bean Seed Procedure, plant some beans and watch them grow. You may like to record the changes you see as they grow.  <a href="https://www.youtube.com/watch?v=RTRW2Cf9U2U">https://www.youtube.com/watch?v=RTRW2Cf9U2U</a></p>	<p><b><u>Wellbeing Wednesday</u></b></p> <p><b>Take the time to do something you enjoy, have a break and reset.</b></p> 	<p><b>Coding fun with BeeBots</b></p> <p>Would you like to practice your coding skills?</p> <p>Download the free Bee-Bot app - works on most devices. This is a similar app to the one we use at school on the school's iPads. Can you code the Bee-Bot to reach its destination all in one go?</p>  <p>For a similar desktop version, you can access:  <a href="https://beebot.terrapinlogo.com/?community-mat">https://beebot.terrapinlogo.com/?community-mat</a></p> <p>The Bee-Bot mats can be changed using the drop down menu. Code the Bee-Bot from one destination to another. Try to code it all in one go. eg. Code it from the Library to the Bank on the 'Community Mat'.</p>	<p><b>Family Time / Catch up</b></p>

### Physical Activity grid

<p><b><u>Ride along</u></b></p> <p>Complete physical activity on something you can ride or that has wheels. Eg. scooter, bicycle, roller skates/blades, skate board</p>	<p><b><u>Visit your local park</u></b></p> <p>Walk to your local park and complete physical activity there. Activities might include: Frisbee, ball games, running games, riding a bike, chasing games, etc</p>	<p><b><u>Learn something new</u></b></p> <p>Learn how to play a new sport or learn an new skill. eg. Learn how to: ride a bike or skate, skip with a rope, play elastics etc</p>	<p><b><u>Ball games</u></b></p> <p>Complete physical activity that involves using a ball. You might play the game or practise ball skills for this game. Some examples include: hand ball, basketball, netball, cricket, softball, football, oztag, tennis, volleyball.</p> <p>Tip – use a net or bucket as a hoop to shoot balls into</p>
<p><b><u>Free choice</u></b></p> <p>Complete 30 minutes of your own choice of physical activity.</p>	<p><b><u>Walking or jogging</u></b></p> <p>Go for a walk or jog with an adult (and your dog if you have one!) around your neighbourhood or local park. Challenge yourself by choosing paths that have hills or stairs.</p>	<p><b><u>Cosmic Kids Yoga</u></b></p> <p>Access Cosmic Kids Yoga <a href="https://cosmickids.com/watch/">https://cosmickids.com/watch/</a></p> <p>Access a yoga experience from the Cosmic Kids Yoga website.</p>	<p><b><u>Ball games</u></b></p> <p>Complete physical activity that involves using a ball. You might play the game or practise ball skills for this game. Some examples include: hand ball, basketball, netball, cricket, softball, football, oztag, tennis, volleyball. Tip – use a net or bucket as a hoop to shoot balls into</p>

In this example, I have had a try but I have not written my answers in full sentences. I could do a little better.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fact File		
Where it lives	About it's young	sharp claws small head scaly legs
What it eats	Animal	What it looks like
	Interesting fact	Picture

I have had another try and this is much better.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fact File		
Where it lives	About it's young	Chickens have small heads, scaly legs and sharp
What it eats	Animal	What it looks like
	Interesting fact	Picture

Name:

Date:

# Fact File

Where it lives

About it's young

What it looks like

Animal

What it eats

Interesting fact

Picture

# WORDS

Drawing

Focus word:

*human*

A sentence using the focus word:

---

---

---

---

---

---

A word with the opposite meaning:

*animal*

Another word with the same meaning:

Name: \_\_\_\_\_

## CHICKENS! ADJECTIVES

As you are listening to the text, pause the text at the time indicated and record the describing words for the person, place or thing. I have given you the first sound for each.

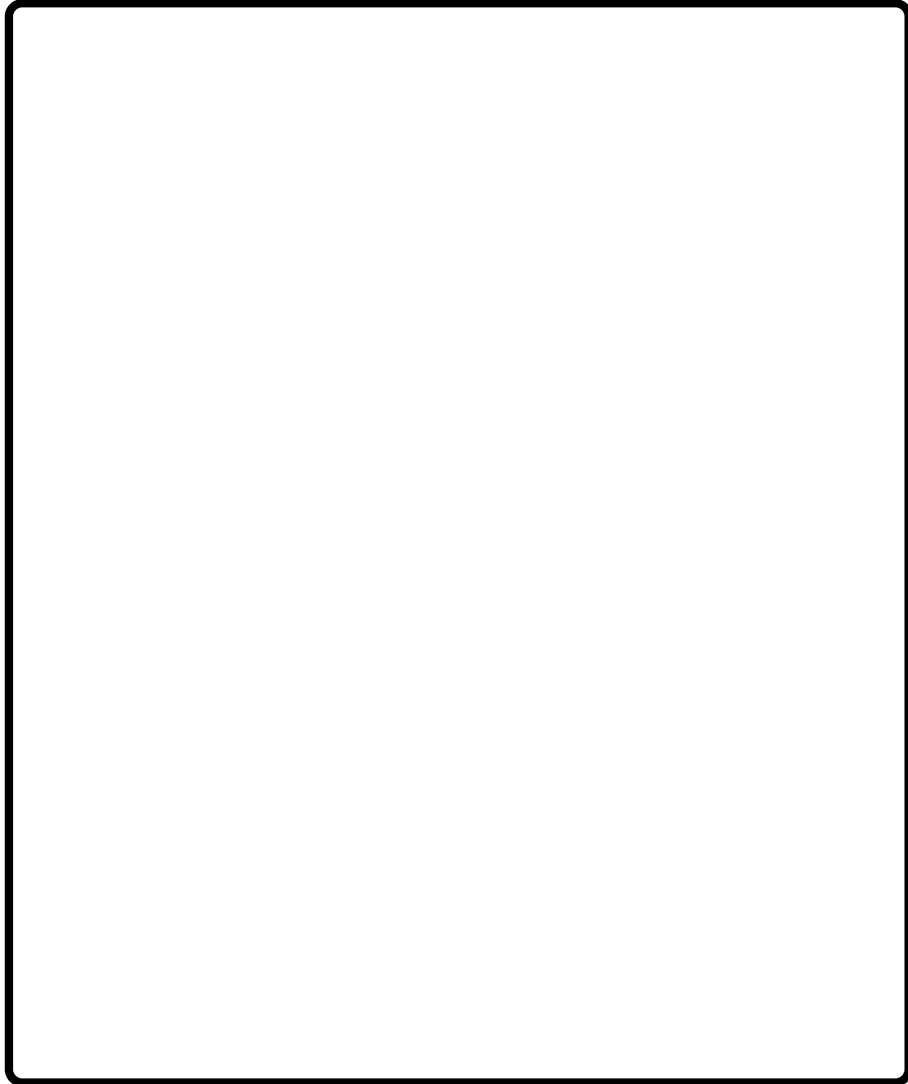
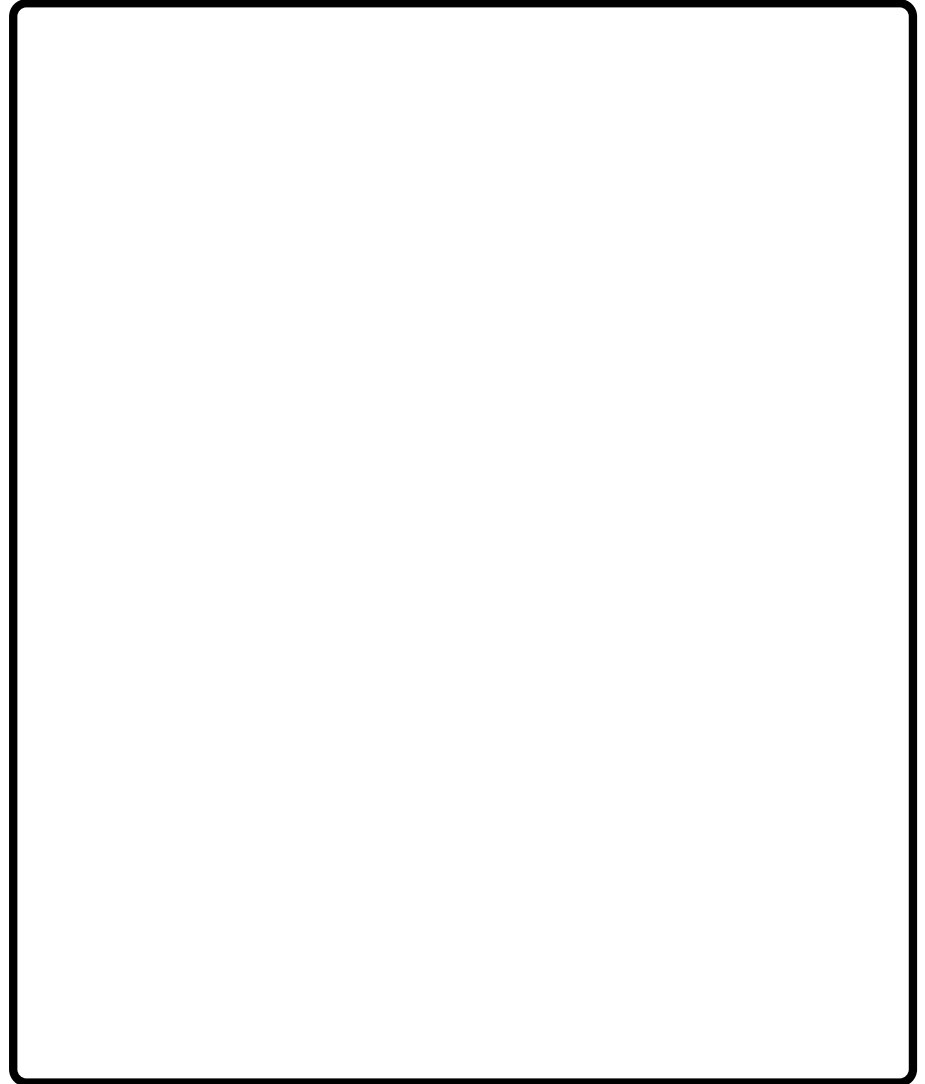
<u>s</u> _____	head (1:46)
<u>s</u> _____	legs (1:48)
<u>sh</u> _____	claws (1:50)
<u>b</u> _____ <u>b</u> _____ <u>w</u> _____	*feathers (1:54)

**\*Pause at 1:54. Look at the feathers. What colour adjectives can you use to describe them.**

# Vowel Sort

**short vowel**

**long vowel**

A large, empty rectangular box with a black border, intended for students to write or draw words containing short vowels.A large, empty rectangular box with a black border, intended for students to write or draw words containing long vowels.

# Vowel Sort Words

Cut out the words. Read and sort using their long or short vowel sound.

will

like

play

then

cried

them

from

with

have

when

goes

stop

over

came

little

did

but

baby

see

sister



Name \_\_\_\_\_

# A BOOK REVIEW

Title & Author

What did you think about the book?

This is my opinion because...

Drawing to explain.

I rate this book \_  
out of 5.

