





Framework for Learning from Home – Early Stage 1 - Term 3, Week 9

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	Bake or cook something with an adult.	Ask a parent or grandparent to tell you what chores they had to do when they were your age.	Use the Go Noodle 'Think about it' channel and select an activity that promotes positivity and mindfulness. https://family.gonoodle.com/channels/think-about-it (works best on Google Chrome) Alternatively – Name 5 ways you can be kind.	Learn a new card game.	Learn how to say hello to someone in a different language.
<p>Learning Superpower of the Week: Flexible Flexible learners are able to think about something in a different way. How do you cope with changes? Can you change your plans or ideas when there is an unexpected change?</p> <p>PBL Focus of the Week: - Participating Safely: pedestrian, bike and scooter safety Activity: What is a pedestrian? When are you a pedestrian? How do you participate safely when you are a pedestrian? A pedestrian includes someone who is walking or riding on something that has wheels (bike, scooter, roller blades). Watch this video for important information about being a safe pedestrian: https://www.youtube.com/watch?v=hrKY9kMTHtU The NSW Government suggests that children up to at least 10 years of age should be supervised around traffic and should hold an adult's hand when crossing the road. Discuss: Where is the safest place for you to ride on a bike, scooter, skate board etc? https://www.safetytown.com.au/town/student/stage-1/#map On the map, find the interactive book 'Who is wearing a helmet'.</p>					

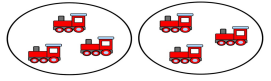

Morning	<p>English Read to self Read a home reader.</p> <p>Phonics-revision long vowel sound (split digraph) Sometimes, long vowel sounds are made in words with the letter 'e' on the end. These can be a_e, e_e, i_e, o_e or u_e. (These are called split digraphs.) Sometimes this letter e is called magic e, bossy e or silent e. The e makes the vowel say its name. https://www.youtube.com/watch?v=BZbYM9KOaHY</p> <p>Make a list of some words with silent e making the vowel say its name (long vowel sound). Keep your list in a safe place so you can add to it each day.</p> <p>Grammar Watch</p>	<p>English Read to self Read a home reader.</p> <p>Phonics-revision long vowel sound (split digraph) Watch https://www.youtube.com/watch?v=eTgFj-gWek</p> <p>Take out your list of words with silent e making the vowel say its name from yesterday. <i>Can you add more words to your list?</i></p> <p>Write your own sentence(s) with one of these words. Read over your writing and check it with the 6 Star Checklist.</p> <p>Phonological Awareness Break it, Say it, Make it with Jack Hartman. https://www.youtube.com/watch?v=h8G9dGzq--U</p> <p>Sight Words</p>	<p>English Read to self Read a home reader.</p> <p>Phonics-revision long vowel sound (split digraph) Join Jack Hartman for some more word work with silent e. https://www.youtube.com/watch?v=mxVWScxsOsc&t=81s</p> <p>Take out your list of words with silent e making the vowel say its name. <i>Can you add some more words to your list?</i></p> <p>Challenge: Write a short story using as many of these words as you can. Read over your writing and check it with the 6 Star Checklist.</p> <p>Phonological Awareness Sing along to the syllables song as you name the</p>	<p>English Read to self Read a home reader.</p> <p>Phonics-revision long vowel sound (split digraph) Watch https://www.youtube.com/watch?v=IIBA-b5tzk</p> <p>Take out your list of words with silent e making the vowel say its name. <i>Can you find some new words for your list?</i> Challenge: Write a song/rap using words from your list.</p> <p>Grammar- verb revision A verb is the name we give to a type of word that tells us what is happening in a sentence. Every sentence needs a verb so that it makes sense. It might be an action verb, thinking verb or saying</p>	<p>English Read to self Read a home reader.</p> <p>Phonics- revision long vowel sound (split digraph) Join the alphablocks for more magic e fun! https://www.youtube.com/watch?v=uCvtMzUL0lw</p> <p>Take out your list of words with silent e making the vowel say its name. <i>Can you add some more words to your list? How many different words have you collected this week?</i></p> <p>Phonological Awareness Silly Sound Story Choose a single letter sound. Say the letter name, say the sound it usually makes. Say as many words as you can that have this sound at the beginning of the word. Write a list of these words. Make up a silly sentence or</p>

<p>https://www.youtube.com/watch?v=jxl28KQOHy4</p> <p>When we say these words it might sound like it has a ‘t’ or ‘d’ at the end. We need to remember they have an e and d together, ed!</p> <p>Add ed to the end of these verbs to send them into the past and make them tell you about things that have already happened.</p> <ul style="list-style-type: none">• jump• walk• pull• kiss• call• shout• talk <p>Challenge: Can you think of any more verbs that can have -ed on the end?</p> <p>https://www.youtube.com/watch?v=0b4rsDuzThE</p> <p>Text Forms and Features</p> <p>Write some fabulous sentences with Mrs McTackett using sight words and adjectives.</p> <p>https://youtu.be/wr3WBSbFMvU</p>	<p>Play Roll a Sight Word and write your sight words on the sheet provided (see attached).</p> <p>Shared Reading- Comprehension and making Connections</p> <p>Before Reading: Click on the link below but stop the video so you can only see the front cover.(0:08)</p> <p>https://www.youtube.com/watch?v=UL_94NVuhf0</p> <p>Discuss these questions with a family member. <i>What is the title of the book? Who is the author? Who is the illustrator? What type of text do you think it will be, informative (facts and information) or imaginative (a made up story)? Why do you think this? Make a prediction, what do you think might happen in this book?</i></p> <p>During reading: Have a piece of paper and pencils or whiteboard and markers ready before you listen to the story.</p> <p>Watch the text <i>Banjo and Ruby Red</i>. While you are listening, make some</p>	<p>months of the year.</p> <p>https://www.youtube.com/watch?v=SSl-SbVz2oA</p> <p>Write the names of months of the year in lists, based on the number of syllables in each word. See the video uploaded to Google Classroom.</p> <table><tr><td>1</td><td>2</td></tr><tr><td>March</td><td></td></tr><tr><td>3</td><td>4</td></tr><tr><td></td><td>January February</td></tr></table> <p>Sight Words</p> <p>Use your body to spell out the letters for each word. You might use your fingers or your whole body. You might even use a family member to help make some letters. Be imaginative!</p> 	1	2	March		3	4		January February	<p>verb. Watch to remember some action verbs.</p> <p>https://www.youtube.com/watch?v=M-_Wky0BNk0</p> <p>Sight Words</p> <p>Use your sight words to write sentences. <i>Can you use adjectives (describing words) to make your sentences more interesting and give more information?</i> Don’t forget to check your work using the 6 Star Checklist.</p> <p>Shared Reading- Verbs</p> <p>Before reading: The author of <i>Banjo and Ruby Red</i>, Libby Gleeson, chooses the words in this book very carefully. She often uses interesting verbs to tell us what is happening in the story. Let’s go on a verb hunt through the book to find some new and exciting verbs.</p> <p>During reading: Watch the text again (this is a different version for the activity today).</p> <p>https://www.facebook.com/TreraraPublicSchool/videos/in-10-days-episode-miss-cooper-reads-banjo-and-ruby-red-by-libby-gleeson-and-frey/2505900</p>	<p>story with as many of these words in it as you can but remember it has to make sense. Write your story.</p> <p>e.g. <i>Bertie the big bear banged into Belinda. Bump, bump, bump! Belinda bounced along on her bottom. Now Belinda’s beautiful bracelet was broken. Boo hoo.</i></p> <p>Listen to Reading and Writing Response</p> <p>Listen to an imaginative text read aloud by a parent/carer or online at Storyline Online. <i>What was the title? Who was the author? What was it about? Who were the characters? Where did the story happen? Was there a problem in the story? What happened at the beginning/ middle/ end?</i></p> <p>If you need reminding you may like to watch this again for more information on retells</p> <p>https://www.youtube.com/watch?v=w33-m8-geuM</p> <p>Retell what happened in the story. Tell a family member. Write your retell.</p>
1	2											
March												
3	4											
	January February											


	<p>Sight Words who, what, children, also Read the new sight words. Write your sight words. Use a different coloured pencil to write each word.</p> <p>Writing A Procedure is a list of steps telling someone how to do something. It begins with a title and the materials needed to do it. The next part of a procedure is the instructions or steps, in order. <i>Do you know how to make a sandwich? Could you write a procedure to tell someone else how to do it?</i> https://www.youtube.com/watch?v=IkSZE0dbi3s You may want to use the worksheet attached. Write a title for this procedure e.g. How to make a jam sandwich. Write a list of the materials/ things needed to brush your teeth (write across the line and use a comma between items). Write a list of steps telling</p>	<p>sketches from the story. Sketches are very quick little pictures. After reading: <i>Who were the characters in the story? Where did the story happen? Banjo is described as a 'chook dog'. What does this mean? What is his special role on the farm? What was the story about? Can you make a connection between this text and something else you have seen or heard? Does this remind you of somewhere you have been?</i> Finish this sentence: <i>This book makes me think about...</i> Write this sentence. Challenge: Investigate ways that dogs can help us. https://www.youtube.com/watch?v=s_yBw1JW4G4 https://www.youtube.com/watch?v=z4nON4tj0MI</p>	 <p>Shared Reading- Making Connections and Writing Response Watch the text again (see Tuesday) Think about the beginning of the story: <i>Why is Ruby Red such a problem for Banjo? Why do you think Ruby Red refuses to move from the woodheap?</i> Think about the middle of the story: <i>How do you think Banjo feels when he can't find Ruby Red? Why do you think that? Even though Ruby Red always causes a problem for Banjo he still helps her when she gets sick. Why do you think he does this?</i> Think about the end of the story: <i>Once Ruby Red is better, what changes between her and Banjo? Ruby Red still</i></p>	<p>893072966/ <i>Can you find some verbs in the text? Complete the worksheet attached. For every verb you find, make sure you act it out. Challenge: Can you find any more verbs in the text? Make a list.</i> After reading: Look at all the different action words you found. <i>Can you use one of these verbs in your own sentence? Write your own sentence with a verb.</i> Read over your work and check it using the 6 Star Checklist.</p>	<p>Sight Words Read all the sight words taught this year or play an online sight word game. Choose Level 4 (or something higher for a bit more challenge) https://www.ictgames.com/mobilePage/dinosaurEggsHF/index.html</p>
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	<p>someone how to make a sandwich. Begin a new line and write a number for each new step. Each step begins with an action verb telling someone what to do.</p> <p>e.g.1.Take...</p> <p>2. Scrape...</p> <p>3. Spread...</p> <p>4. Cut...</p>		<p>doesn't go into the chook shed, but it's not a problem for Banjo anymore. <i>Why is that?</i></p> <p>Discuss with a family member a time when you were sick. How did you feel? Who helped you get better? What did they do for you?</p> <p>Write a sentence(s) telling about the time you were sick, how you felt, who helped you and what they did.</p>		
Break including physical activity					

<p>Middle</p>	<p>Mathematics Counting - forward Can you fill out the number chart? Have a go. Count as you fill in the missing numbers. There are 3 levels attached - attempt the chart for the number that you can count up to. Charts to 30, 50 or 100 are attached. Check that the digits are written in the correct order and numerals are not reversed.</p> <p>3D Objects A three-dimensional object is a solid that exists in three dimensions: length, width, depth. Because 3D objects are solids, you can touch and hold them. A two-dimensional shape is a flat shape that exists in two dimensions: length and width but no depth. Since they are flat shapes, you can not hold them, you can only see them.</p> <p>Watch the video of Mrs Anastasiou doing the 2D shape and 3D object test. Join her. Before you start, try to</p>	<p>Mathematics Counting forward Use the number cards (attached) for this activity. Place the blue set of numbers (numbers 1-3) in one pile and the red set of numbers in another pile (numbers 0-9). Starting from the blue set of numbers, turn over one card from each pile. Read it as a two-digit number. eg. If I turn over: 2 and 6, I read it as 26. Start counting from that number and write 5 numbers that come next in the forward counting sequence. eg. I make the number 26. I write my number pattern: 26, 27, 28, 29, 30, 31 Place the cards at the bottom of the pile and repeat the activity a few times. *Use a hundreds chart if you need help. (in the Classwork Tab- Resources folder) *Challenge: If you can count forward past 40, please use the purple set of numbers (1-9) instead of the blue set. **Please keep these cards for future use.</p>	<p>Mathematics Calendars See the calendar activity at the end of the document.</p> <p>Wellbeing Wednesday Take the time to do something you enjoy, have a break and reset.</p> 	<p>Mathematics Counting - backward Practise counting backward from 30 (and beyond when confident) while you exercise. https://www.youtube.com/watch?v=WHuuuh9GgP8 *Challenge: Count backward from 50 https://www.youtube.com/watch?v=YtNskltyA0E *Super challenge: Count backward from 100 https://www.youtube.com/watch?v=8jMmZaFvRpE</p> <p>Place Value Revision of place value - tens and ones from last week You may like to watch last week's demonstration video by Mrs Anastasiou which focuses on how to count the towers as groups of ten (for the challenge activity below). https://drive.google.com/file/d/1pNAsTBSFR4eu2AoVy9wQF5l4D4JoiP3a/view?usp=sharing Play the basket game by counting the tens and ones:</p>	<p>Mathematics Counting - Backward number order Use the number cards (from Tuesday) for this activity. Place the blue set of numbers (numbers 1-3) in one pile and the red set of numbers in another pile (numbers 0-9). Starting from the blue set of numbers, turn over one card from each pile. Read it as a two-digit number. eg. If I turn over: 2 and 6, I read it as 26. Start counting backward from that number and write 5 numbers that come next in the backward counting sequence. eg. I make the number 26. I write my number pattern: 26, 25, 24, 23, 22, 21 Place the cards at the bottom of the pile and repeat the activity a few times. *Use a hundreds chart if you need help. (in the Classwork Tab- Resources folder) *Challenge: If you can count backward from a larger number than 30, please use the purple set of numbers (1-9) instead of the blue set.</p>
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	<p>find one object in your house that is the shape of a cube (eg block, dice, box), cylinder (eg can of food, soda can, bottle), sphere (eg ball, marble, orange) and a cone (eg ice cream cone, party/witch's hat or paper rolled to a cone shape). If you can not find one of each 3D object, do not worry. You will also need a piece of paper. Watch the video posted to Google Classroom in the Classwork Tab and participate.</p> <p>Learn the names of 3D objects with the song: https://www.youtube.com/watch?v=zPZegz690Mg</p> <p>Use the '3D objects poster' to practice naming them. Keep this sheet for future use.</p> <p>Use the '3D objects match' sheet to play a game of match. Name the 3D object each time you turn it over.</p> <p>Optional- Mathletics https://www.mathletics.com.au/</p>	<p>3D Objects Discuss: What is a 3D object? You might use the words: solid object, object I can hold</p> <p>Revise the names of common 3D objects using the 3D objects poster or play the 3D objects match game.</p> <p><u>3D objects are everywhere</u> Solids all around us that we can hold or touch are three-dimensional objects. Listen to the song about 3D objects that we can see around us. https://www.youtube.com/watch?v=2cg-Uc556-Q</p> <p>Complete the sheet '3D objects sort of everyday items'. <u>*Challenge:</u> Draw/Discuss other items that have the same shape as a sphere, cylinder, cone, cube or pyramid.</p> <p><u>Optional:</u> Complete the 'Count and Graph 3D Objects' worksheet. (attached)</p>		<p>https://www.topmarks.co.uk/learning-to-count/place-value-basketball Select 'Numbers up to 19'. <u>*Challenge:</u> Select 'Numbers up to 29, 49 or 99' <i>Remember to count the towers by tens and then add on the 'ones'.</i></p> <p>3D Objects https://www.youtube.com/watch?v=zPZegz690Mg Revise: What is a 3D object? You might use the words: solid object, object I can hold</p> <p>Use the '3D objects poster' or play the 3D objects match game to practice naming them.</p> <p><i>Roll, stack, slide</i> View the video in Google Classroom - Classwork Tab to see which 3D objects stack, roll or slide. <u>*Challenge:</u> Discuss or write about objects that roll, stack or slide. eg A sphere can roll. A cube can stack and slide. <u>*Super challenge:</u> Give more information by explaining why the object stacks, rolls or slides. eg. A sphere rolls</p>	<p>**Please keep these cards for future use.</p> <p>Multiplication Do you remember how to make equal groups? To be equal, each group must have the same amount in it. You may like to draw or use small objects to represent it. example: 2 groups of 3 with objects to represent it</p> <hr/>  <hr/> <p>or you could draw it:</p>  <hr/> <p>Draw or use objects to show:</p> <p>2 groups of 4 is ____ 3 groups of 3 is ____ 4 groups of 3 is ____ 3 groups of 4 is ____ 4 groups of 5 is ____</p> <p>Is there a fast way you can work it out? eg. counting by 2s, using doubles facts etc</p> <p><u>*Challenge -</u> Draw or use objects to show: 4 groups of 4 is ____ 4 groups of 5 is ____ 3 groups of 6 is ____</p>
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		Optional- Mathletics https://www.mathletics.com/au/		because it has a curved surface. A cube stacks and slides on its flat surface. Optional- Mathletics https://www.mathletics.com/au/	3 groups of 7 is ____ 5 groups of 5 is ____ Is there a fast way you can work it out? eg. counting by 2s, using doubles facts etc Optional- Mathletics https://www.mathletics.com/au/
<div>Physical Education</div> <div>Refer to the Physical Education Grid and choose an activity to complete.</div>					
Break	Break	Break	Break	Break	Break

Afternoon	<p>Creative Arts- Dance</p> <p>Move, Dance, Learn: Farm Animals 🐷🐮🐑</p> <p>This week, we need to find our inner animal!</p> <p>Take an imaginary journey with Miss Samantha to the <i>farm or Safari</i> and explore movement to music in your own home!</p> <p>Farm Yard Dance: https://www.youtube.com/watch?v=8A7wxknNt7s</p> <p>Safari themed Workout: https://www.youtube.com/watch?v=spdrywk9KKk</p>	<p>Geography/Science From Paddock to Plate</p> <p>Identifying natural and man made products</p> <p>Look in your fridge, pantry and fruit bowl and find foods that are 'natural' (comes directly from the farm) and foods that are 'made' (processed, from a factory). Complete the worksheet attached by drawing or writing the foods you find in the correct group. Alternatively, you can complete this activity on a piece of paper folded in half with the heading 'natural' on one side and 'made' on the other.</p>	<p>Wellbeing Wednesday</p> <p>Take the time to do something you enjoy, have a break and reset.</p> 	<p>Library</p> <p>Listen to the story, <i>The Day the Crayons Quit</i> by Drew Daywalt. https://www.ryanandcraig.com/blog/2019/3/2/rk7x0dy5q46f3fkkpx1cpjkm1p11c2</p> <p>Sequence the events in the correct order that they happened in the story. Use the worksheet attached to cut out the six events in the story and glue them in the correct order.</p>	<p>Family Time / Catch up</p>
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Physical Activity grid

<p><u>Ride along</u></p> <p>Complete physical activity on something you can ride or that has wheels. Eg. scooter, bicycle, roller skates/blades, skate board</p>	<p><u>Visit your local park</u></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><u>Learn something new</u></p> <p>Learn how to play a new sport or learn a new skill. eg. Learn how to: ride a bike or skate, skip with a rope, play elastics etc</p>	<p><u>Ball games</u></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><u>Free choice</u></p> <p>Complete 30 minutes of your own choice of physical activity.</p>	<p><u>Walking or jogging</u></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><u>Cosmic Kids Yoga</u></p> <p>Access Cosmic Kids Yoga https://cosmickids.com/watch/ Access a yoga experience from the Cosmic Kids Yoga website.</p>	<p><u>Ball games</u></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>

Name:

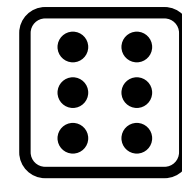
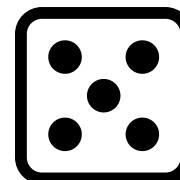
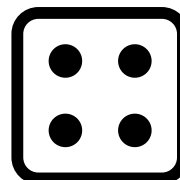
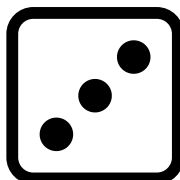
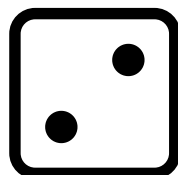
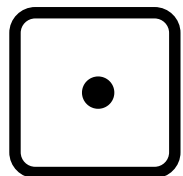
Title:

Materials:

Steps:

Roll a Sight Word

Practise your sight words. Roll a dice. If you roll the number above the word, then write it in the boxes below.



who

what

children

also

In the two red boxes, choose your own words that you need to work on.

Name: _____

VERBS

BANJO AND RUBY RED BY LIBBY GLEESON

Find the verbs in the text. Write them on the left side. I have given you the first sound in each word. Match it to the correct meaning on the right side.

Verb from text

Meaning

1.15

r

smells, sniffs

1.30

l

shakes, mess up

1.32

t

jumps

2.12

s

looks carefully

3.02

p

falls, rolls

Challenge: Can you find any more verbs in the text? Turn the page over and make a list of other verbs you find on the back.

Fill in the missing numbers to 30

1				5			8		
			14					19	
	22								

Fill in the missing numbers to 50

1				5			8		
			14					19	
	22								
					36				
						47			

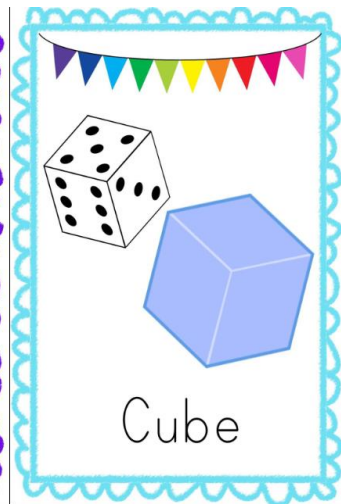
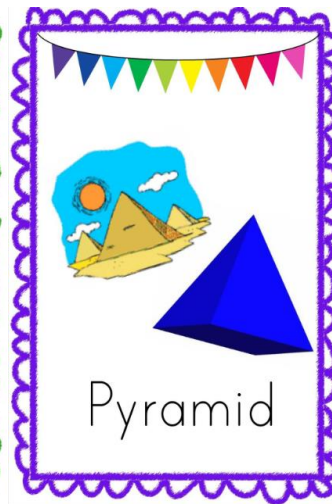
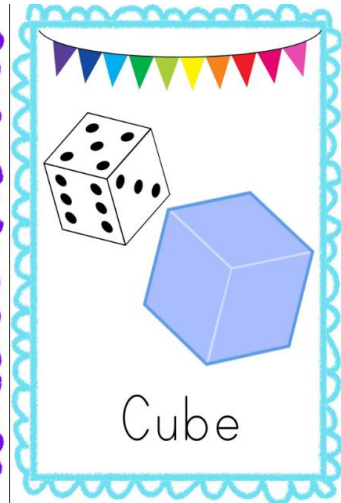
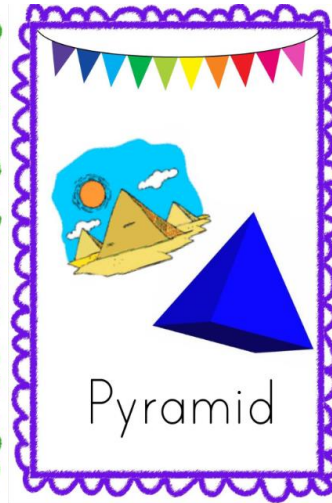
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Three-Dimensional Objects -poster

Can you name these common 3D objects?



Three-Dimensional Objects Match Game



Tuesday's counting forward activity

1

2

3

4

5

6

7

8

9

0

1

2

3

4

5

6

7

8

9

0

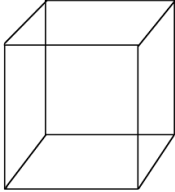
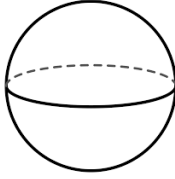
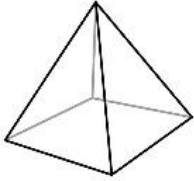


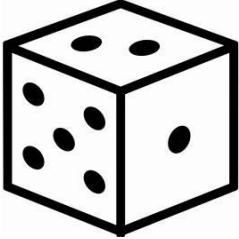
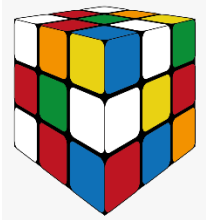


1

2

3

3D Object Sort

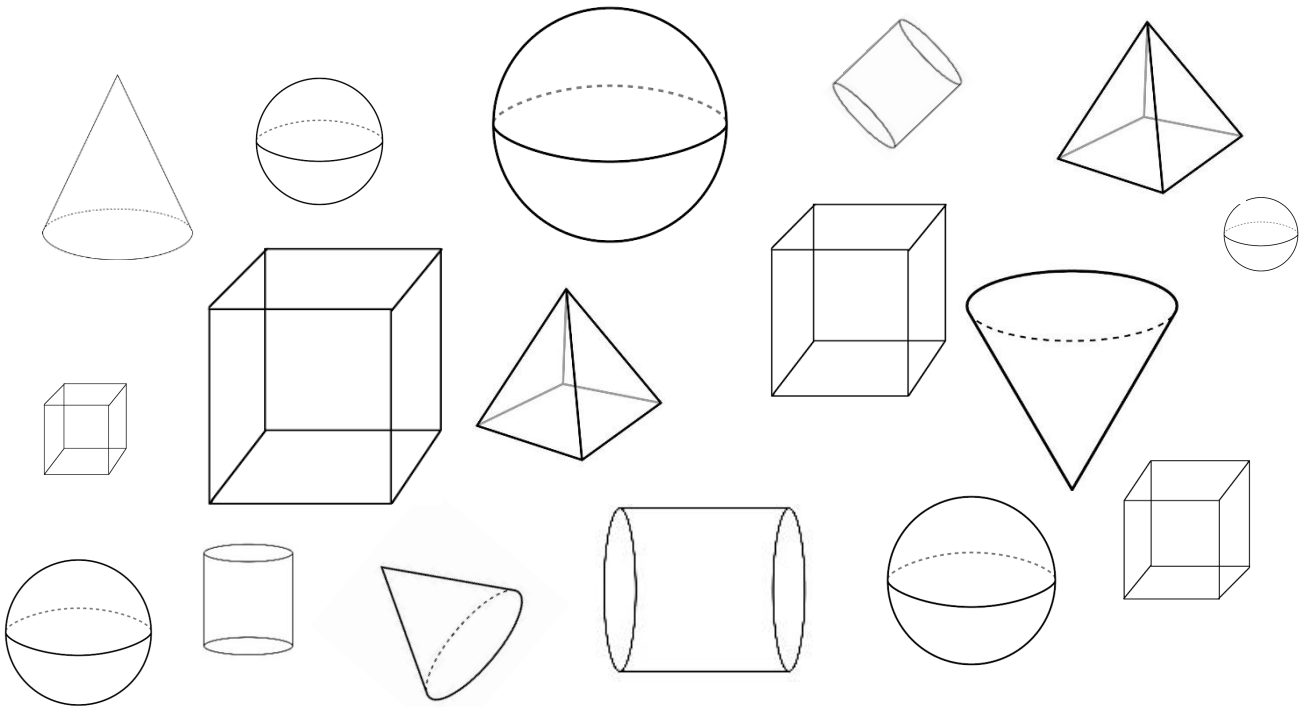
Cut out the pictures of everyday items. Sort them under the matching 3D object.

 <p>Cone</p>	 <p>Cube</p>	 <p>Cylinder</p>	 <p>Sphere</p>
 <p>Pyramid</p>			
			
			
			

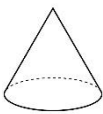
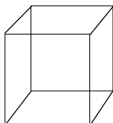
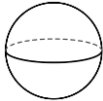
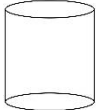
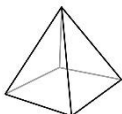
Challenge: Draw or discuss more everyday items that match one of the 3D shapes.

Count and Graph 3D Objects

Count the 3D objects and colour in the matching amount on the graph. You may like to colour in each type of 3D object using a different colour so that you can easily count them.



Graph

5					
4					
3					
2					
1					
	Cone 	Cube 	Sphere 	Cylinder 	Pyramid 

Discuss:

1. Which 3D object is there most of?
2. Which 3D object is there least of?
3. How many cones are there?
4. How many cubes are there?
5. How many cylinders are there?



Natural
(directly from the farm)



Made
(processed, from a factory)

Activity #2

Sequence Story Events

What happens to Duncan? Move the story events into the correct order.

1

Purple crayon wants Duncan to color inside the lines.

2

Duncan's teacher gives him an A for his new picture.

3

Pink crayon wants Duncan to color more things pink.

4

Orange and yellow crayon both think they are the color of the sun.

5

The crayons write Duncan a letter.

6

Gray crayon is very tired.

Wednesday's Calendar Activity

Use the attached calendar of September to complete the activity.

1. Point to the word Sunday on the top of the calendar. Run your fingers across the line and read or say the days of the week to Saturday. Some calendars start from the day Sunday and some start from the day Monday.
2. How many days are in a week? Which days are weekdays and which days are the weekend?
3. Place the number 1 on the first Wednesday. The first day of September was last Wednesday.
4. Continue writing the numbers on the calendar, going across each row and then to the next row. Stop writing after the number 30. Check that your numbers are written correctly.
5. Can you work out how many days are in September? There are 30 days in September.
6. Draw a star on today's date.
7. Draw a picture or write a word on any calendar days where something special will take place for you. eg. birthday, picnic, bike ride, etc.
8. Draw a smiley face on Friday, 17th September. This is the last day of school for Term 3.
9. How many more days are there until the school holidays? Count them.
10. When we count the position or order of things, we add a special ending to some numbers or say a different word entirely to represent other numbers. eg first = 1, second = 2, third = 3, etc. We see a special ending after a number too. These ordinal number endings are st, nd, rd or th. eg. 1st, 2nd, 3rd, 4th, etc. Point to, and count the first 10 days of the month using ordinal numbers up to tenth. eg first, second, third, fourth, etc.
Challenge: Count past the tenth day.
11. Point to the word Monday. Run your finger down the days of September that are on a Monday. The dates for Mondays in September are 6th, 13th, 20th, 27th. Point to the word Tuesday. Which dates in September are on a Tuesday?

Challenge: Discuss dates in September. eg. The 12th day of September is on a Sunday. There are 5 Thursdays in September.

Super challenge: Which month will come after September? On which day of the week will it be on?

September 2021						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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September 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday