

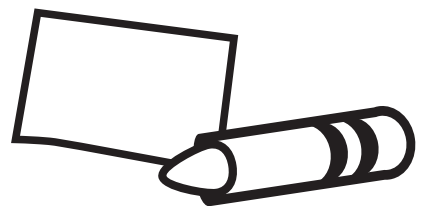
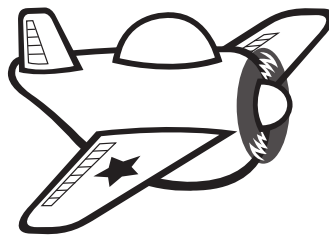
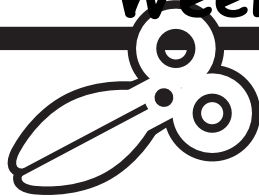
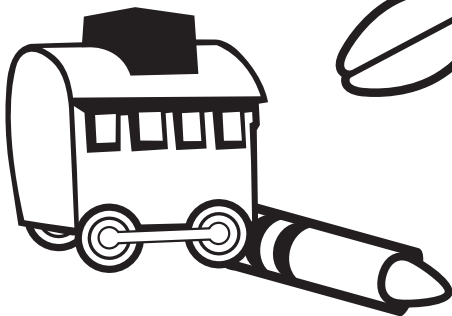
# My Home Learning Book!

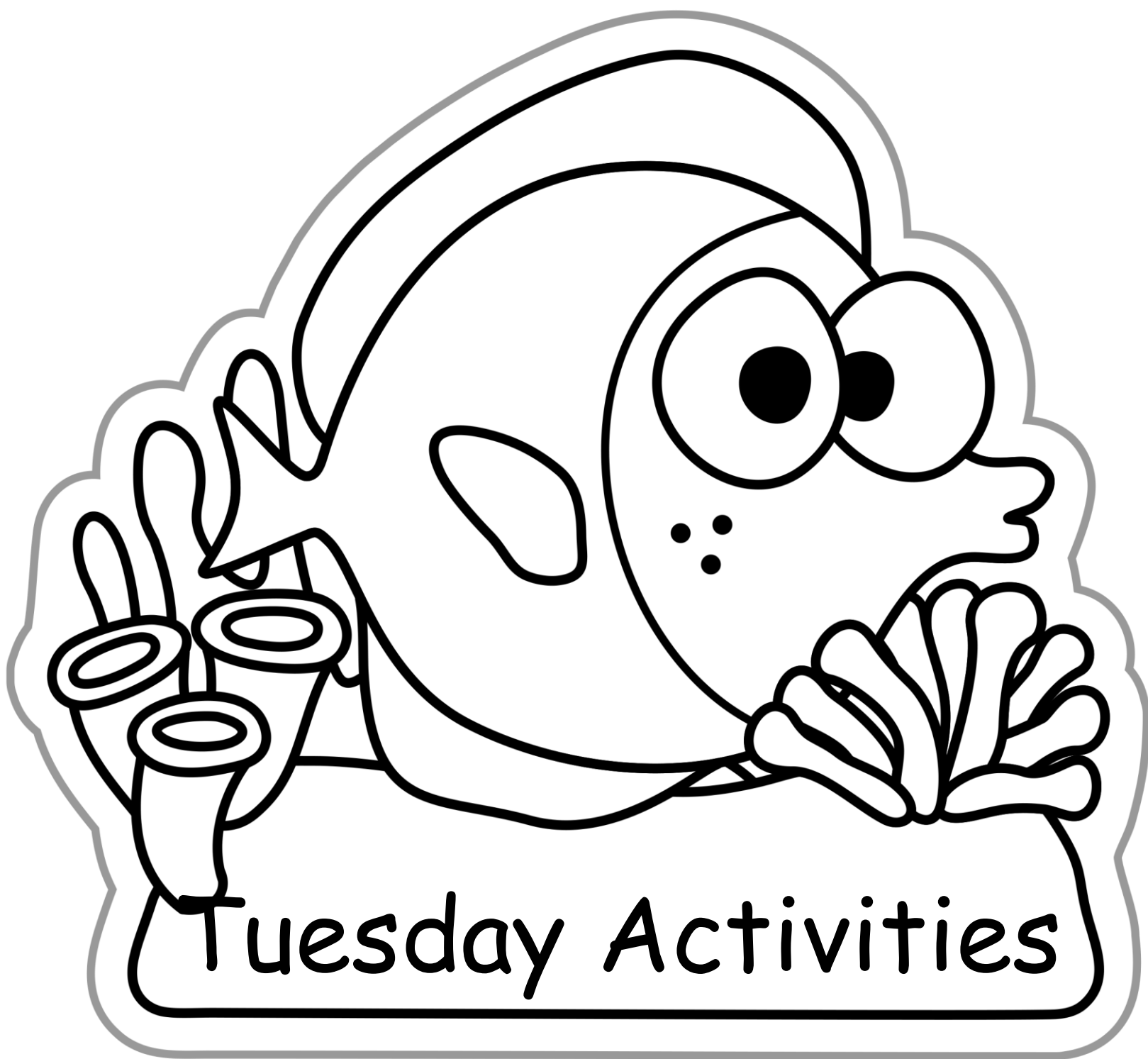


My name is:

Term 4

Week 1 Booklet





Aa



Bb



Cc



Dd



Ee



Ff



Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss



Tt



Uu



Vv



Ww



Xx



Yy

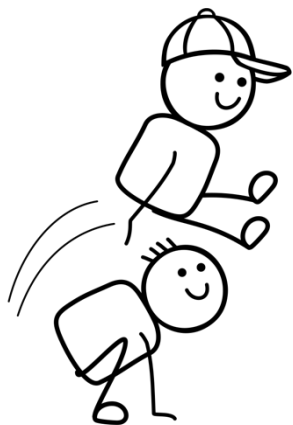


Zz

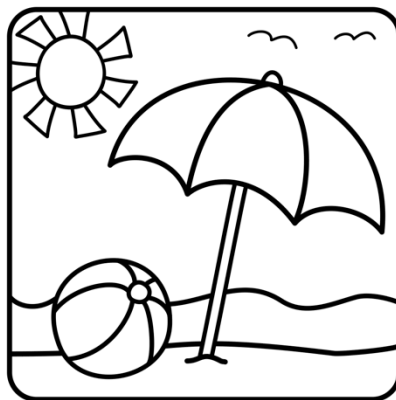


ALPHABET

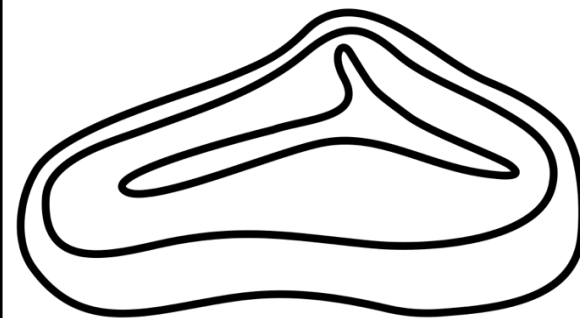
# EA Words



l ea p



b ea ch



m ea t



r ea d



t ea



t ea m

# STRETCH THE WORD

Use the picture cards to spell each word below.

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



# Change a Letter

Directions: Read the first word.  
Change the beginning letter to  
make a new word.

CABL Vowels 3

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



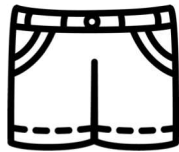
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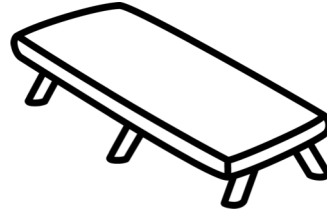
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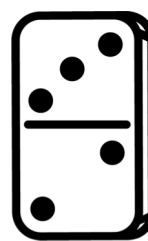
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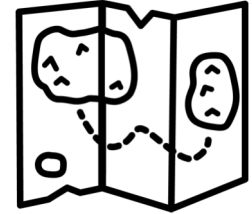
hem



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dot



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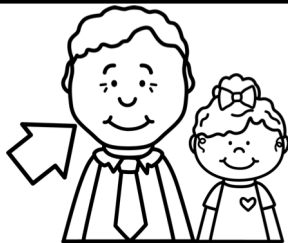
nap



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big



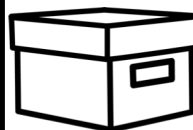
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sad



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box



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bun

This week, we are learning about Jellyfish. Use the picture, and the words below to write an information report on Jellyfish.



? What type of animal is it?

Marine animal

👁👁 What does it look like?

Tentacles umbrella shaped belly

Bright colours  
they do not have a brain, heart,  
bones or eyes

🏠 Where does it live?

Tropical water arctic water

🍴🍽 What does it eat?

Small plants fish eggs

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# MY Hundreds Chart

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# My Hundreds Chart

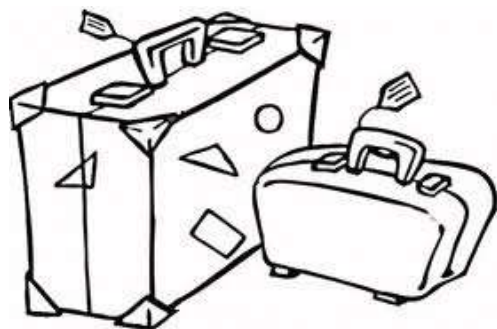
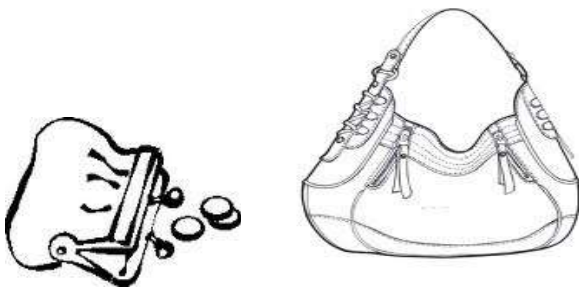
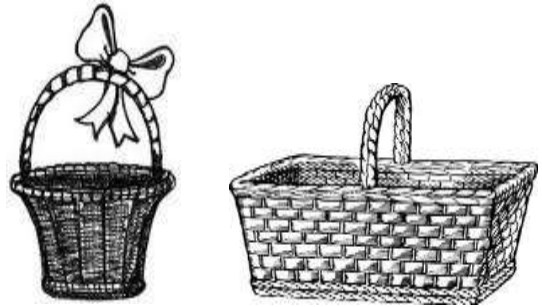
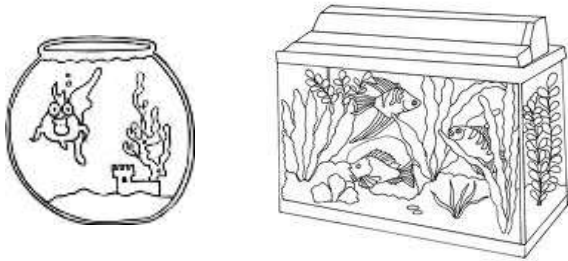
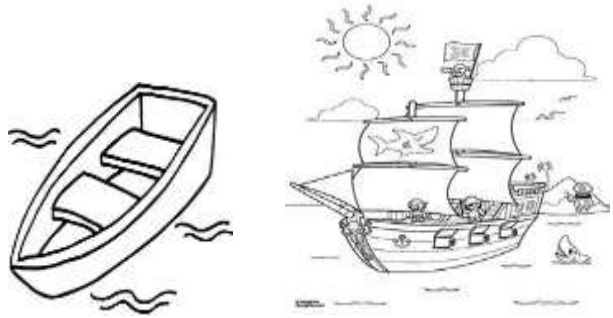
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_


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

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

## Which holds less?

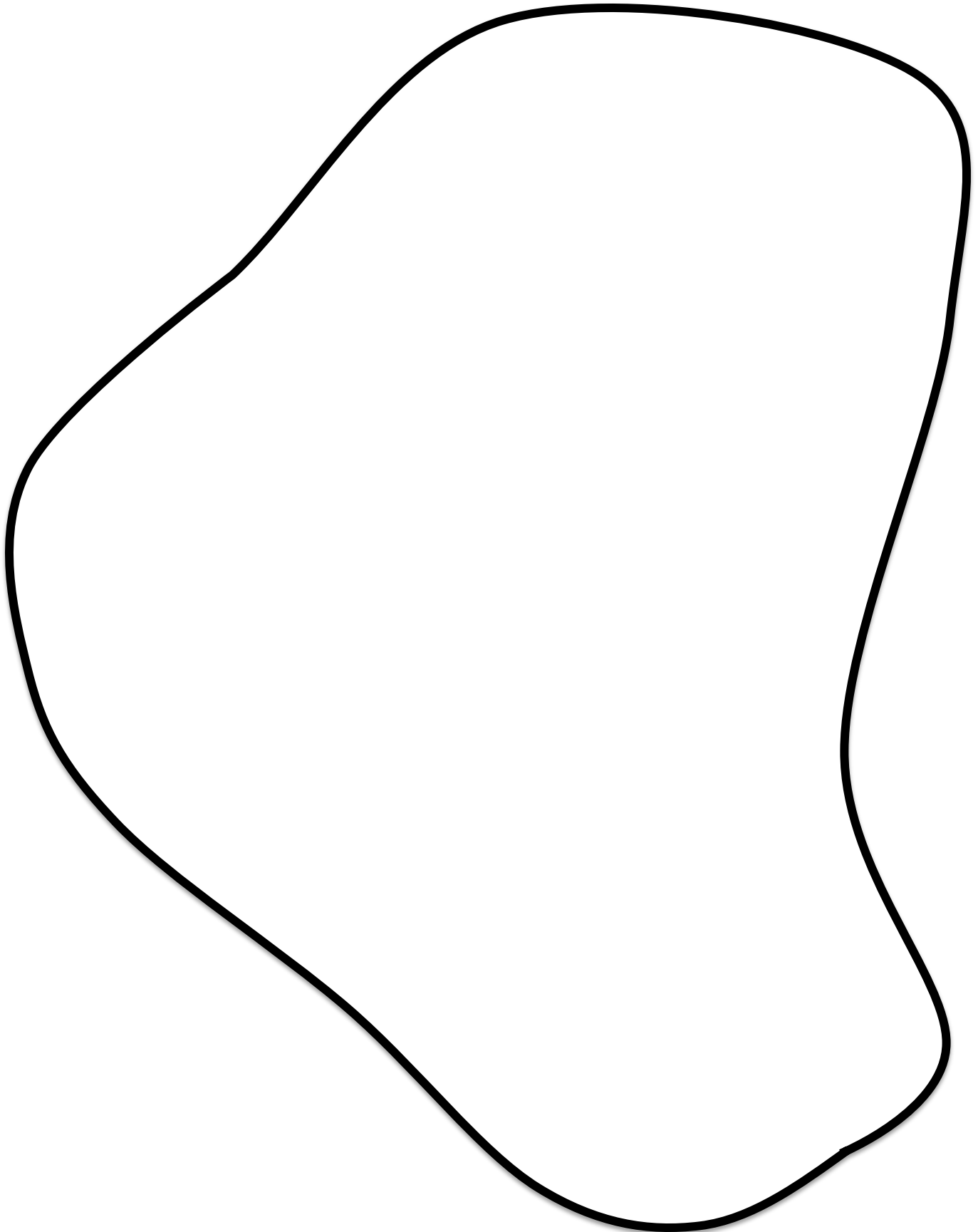


# MUSHROOM MODEL

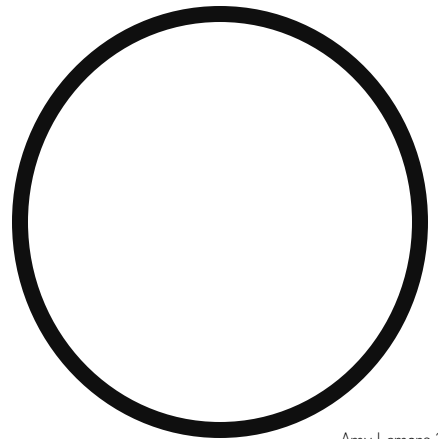
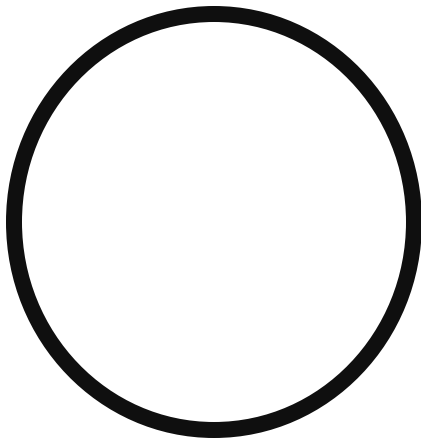
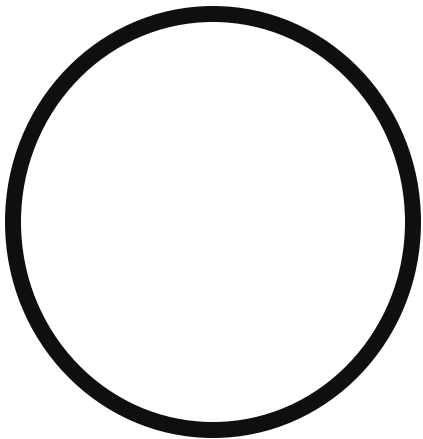
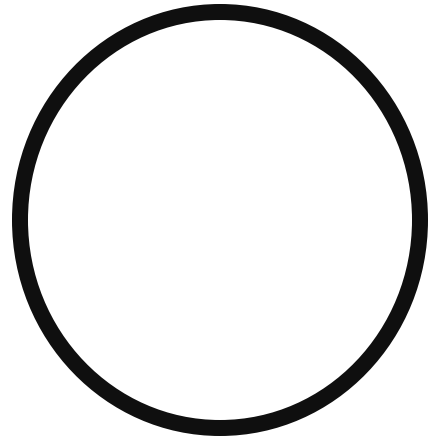
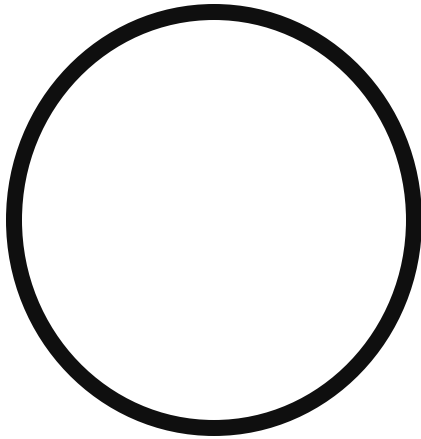
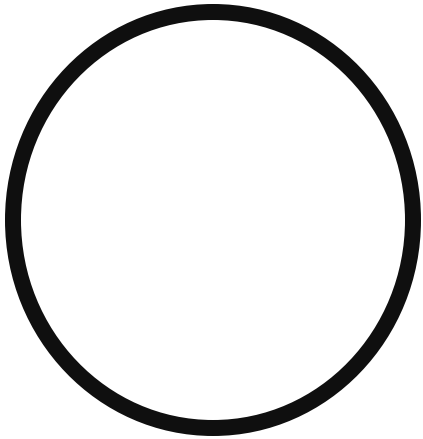
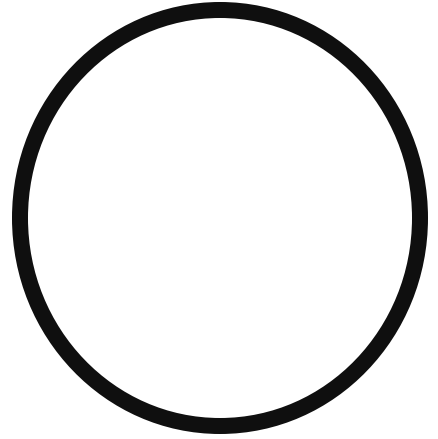
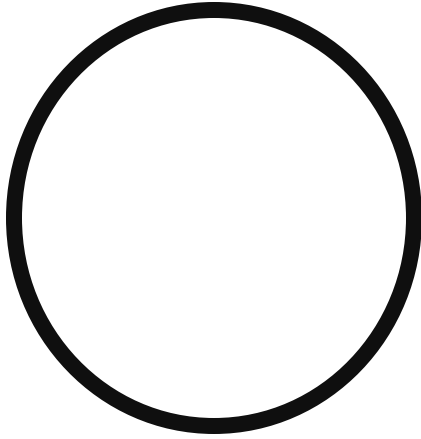
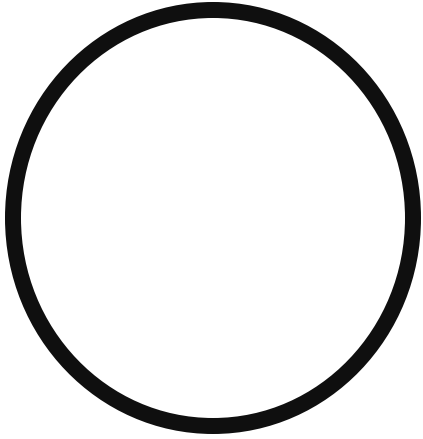
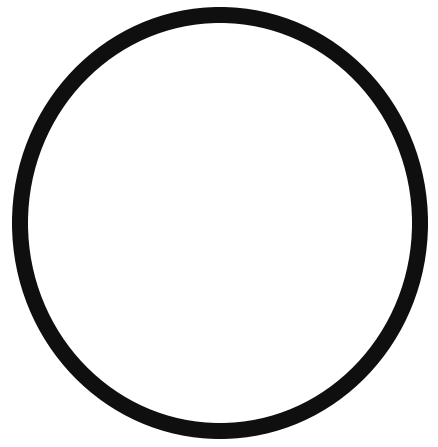
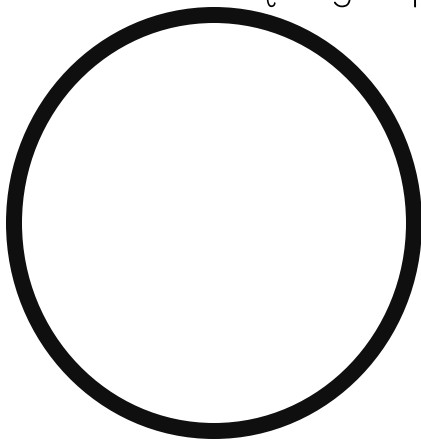
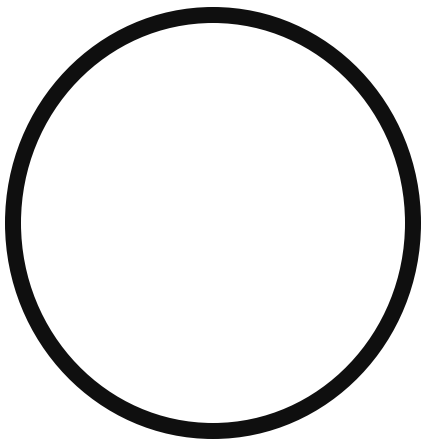
Each student will make one mushroom. Give students circle patterns to make their equal groups. You can either allow students to pick their multiplication situation, or you can designate different problems to each student.



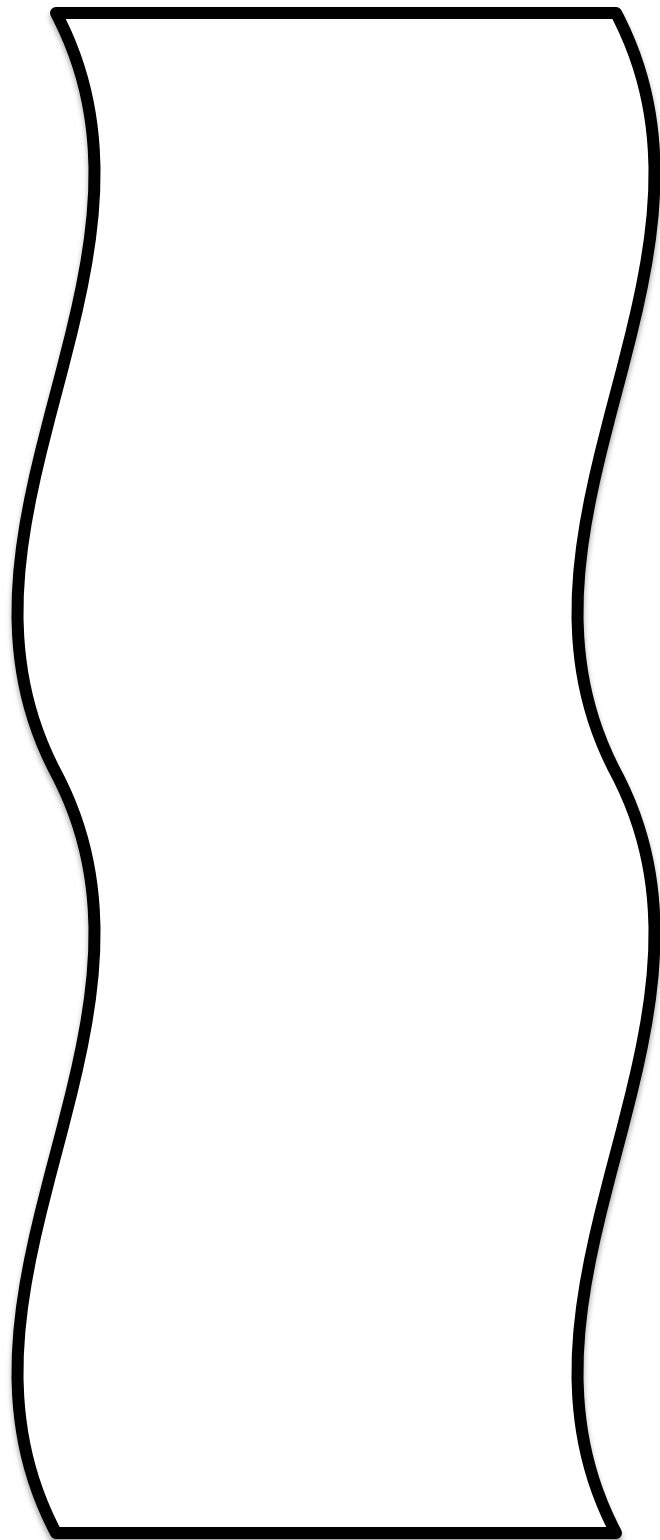
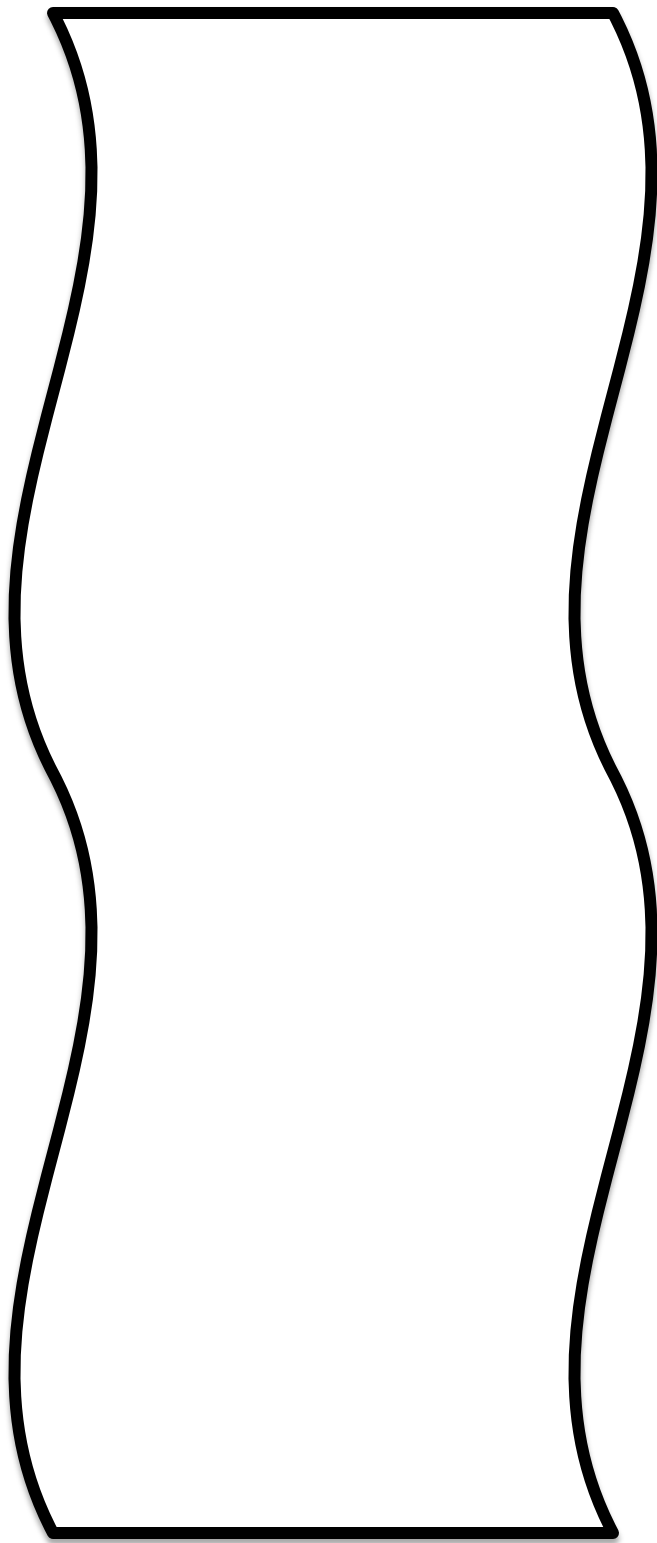
Mushroom top-each student needs one



Circles- for equal groups



Mushroom Stem- Each student needs one



# In Each Hand word problem

I HAVE \_\_\_\_\_ IN EACH HAND.

HOW MANY \_\_\_\_\_ DO I HAVE IN ALL?

I HAVE \_\_\_\_\_ IN EACH HAND.

HOW MANY \_\_\_\_\_ DO I HAVE IN ALL?

I HAVE \_\_\_\_\_ IN EACH HAND.

HOW MANY \_\_\_\_\_ DO I HAVE IN ALL?

I HAVE \_\_\_\_\_ IN EACH HAND.

HOW MANY \_\_\_\_\_ DO I HAVE IN ALL?

# In Each Hand: Number Sentence

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_



Wednesday Activities



# WELLBEING WEDNESDAY

<b>Physical</b>	Go for a walk or a run around the block with a family member.	Design a new backyard game with modified equipment.	Spend some active time with your pets. Teach them some new tricks.
<b>Creative</b>	Dress up in your favourite outfit.	Design your own set of five emojis that don't already exist.	Paint a pet rock. Go on a walk and leave it somewhere for someone to find.
<b>Nature</b>	Draw a chalk drawing on your driveway or nearby footpath.	Find three things that remind you of spring.	Take your lunch outside and have a picnic.
<b>Cognitive</b>	Read a book for enjoyment for 30 minutes.	Create a marble run. Photograph or film it and send it to your teacher.	Interview a family member and write a report.
<b>Social</b>	Share a favourite movie that makes you laugh with someone.	Learn five new jokes and share them with people you live with.	Create a family trivia quiz and share it over a video call.



Thursday Activities

Aa



Bb



Cc



Dd



Ee



Ff



Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss



Tt



Uu



Vv



Ww



Xx



Yy

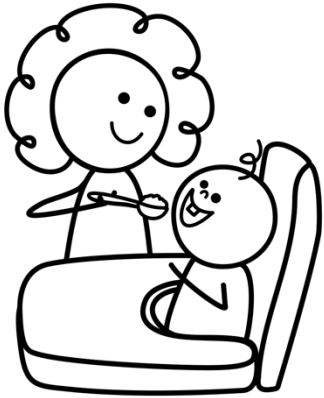


Zz



ALPHABET

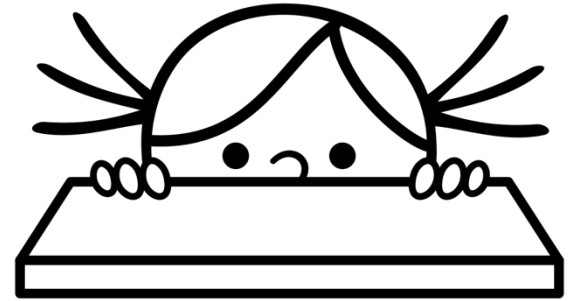
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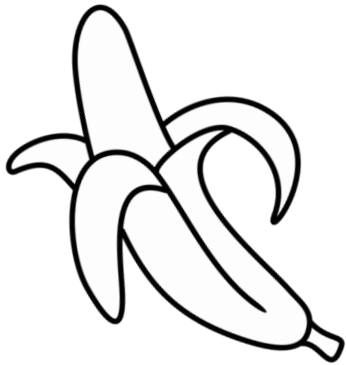
f ee d



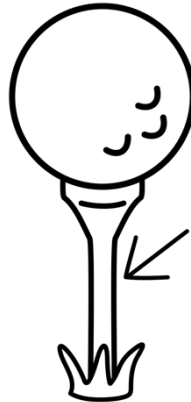
f ee t



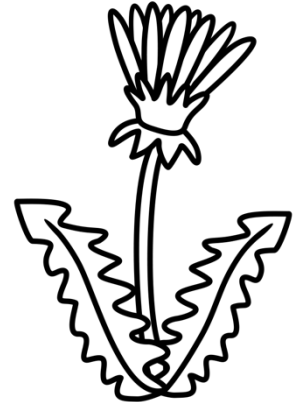
p ee k



p ee l



t ee



w ee d

# STRETCH THE WORD

Use the picture cards to spell each word below.

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

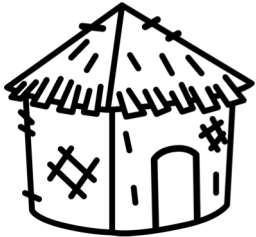


# Change a Letter

**Directions:** Read the first word.  
Change the beginning letter to  
make a new word.

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

CABL U 2



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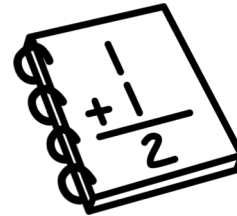
nut



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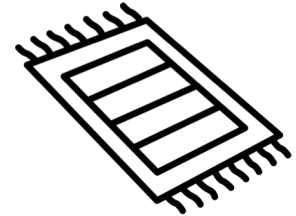
run



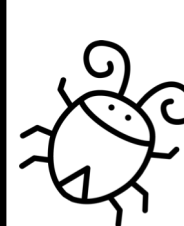
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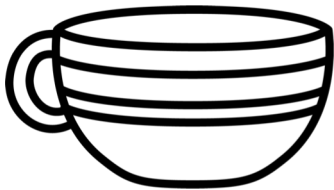
hum



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bug



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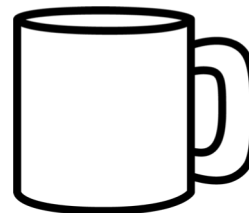
pup



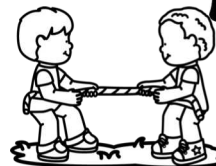
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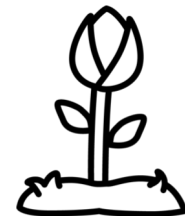
sub



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tug



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mud

This week, we are learning about Jellyfish. Use the picture, and the words below to write an information report on Jellyfish.



? What type of animal is it?

Marine animal

👁👁 What does it look like?

Tentacles umbrella shaped belly

Bright colours  
they do not have a brain, heart,  
bones or eyes

🏠 Where does it live?

Tropical water arctic water

🍴🍽 What does it eat?

Small plants fish eggs

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# MY Hundreds Chart

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# My Hundreds Chart

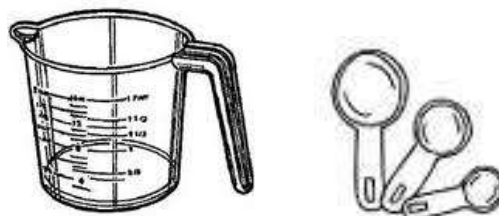
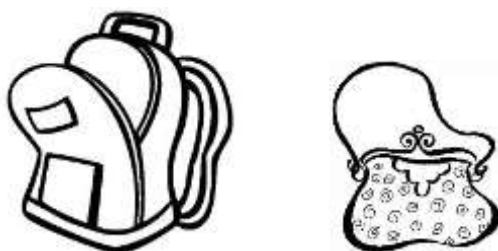
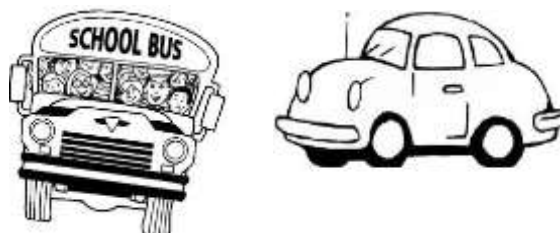
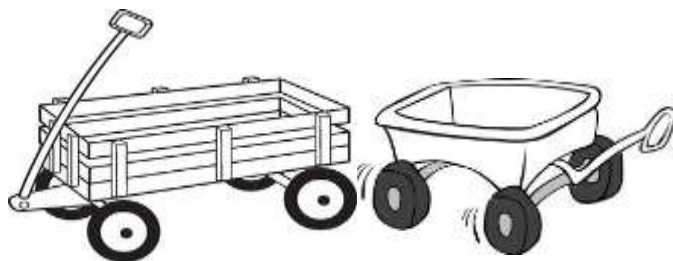
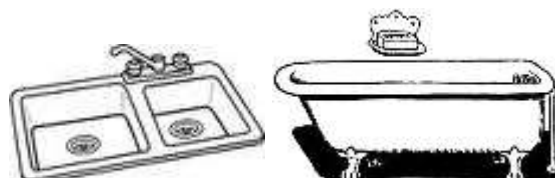
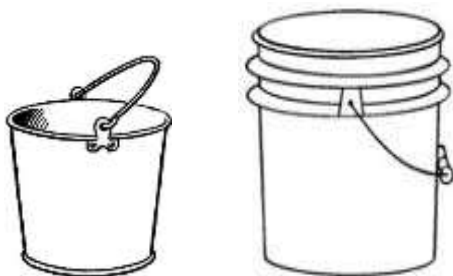
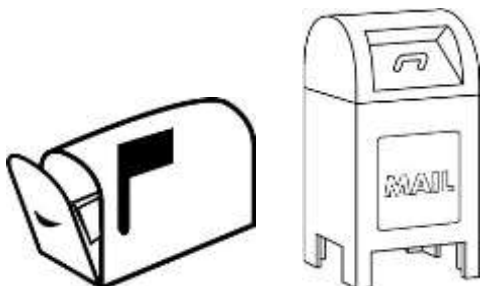
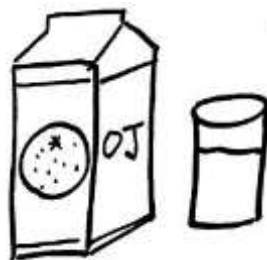
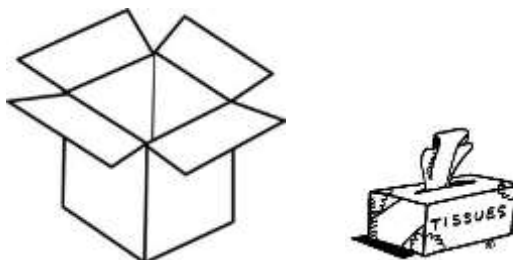
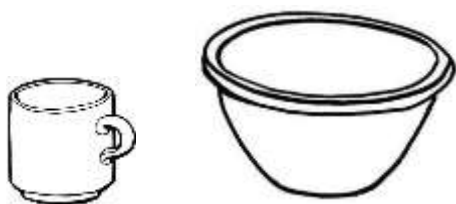
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_


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

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

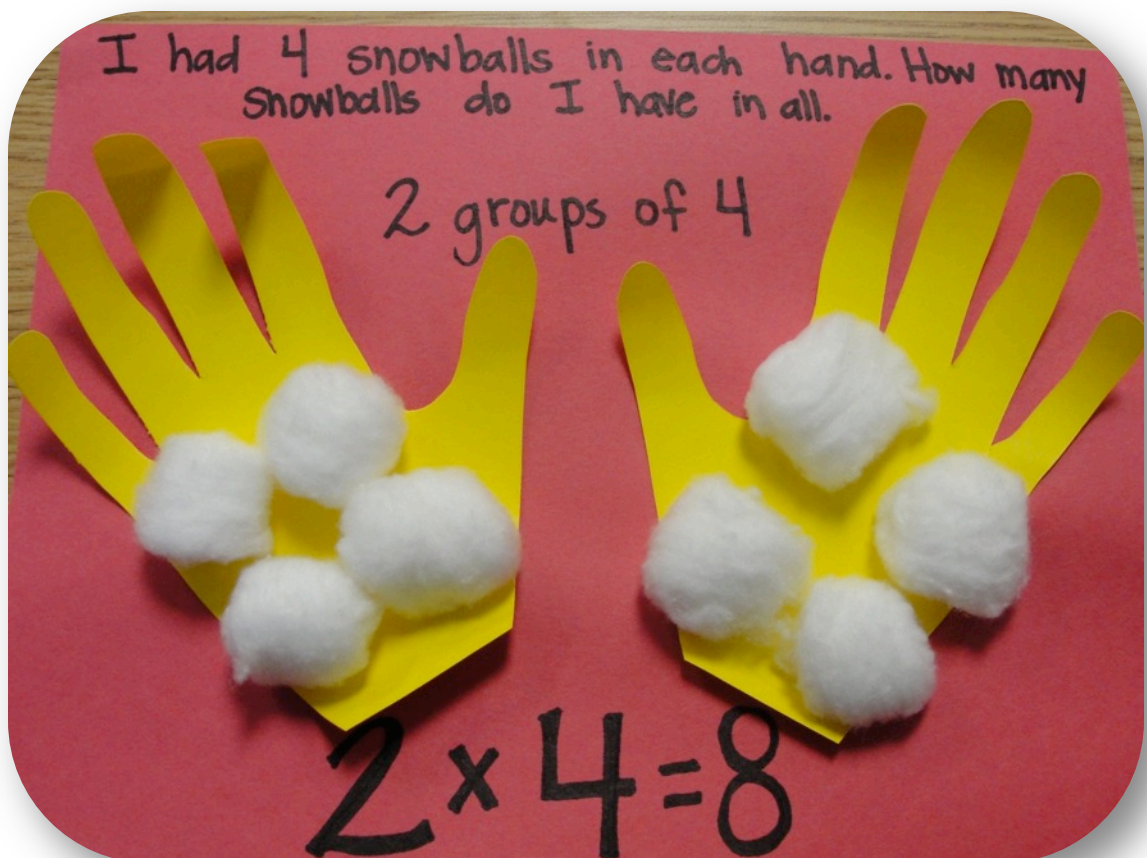
## Which holds more?



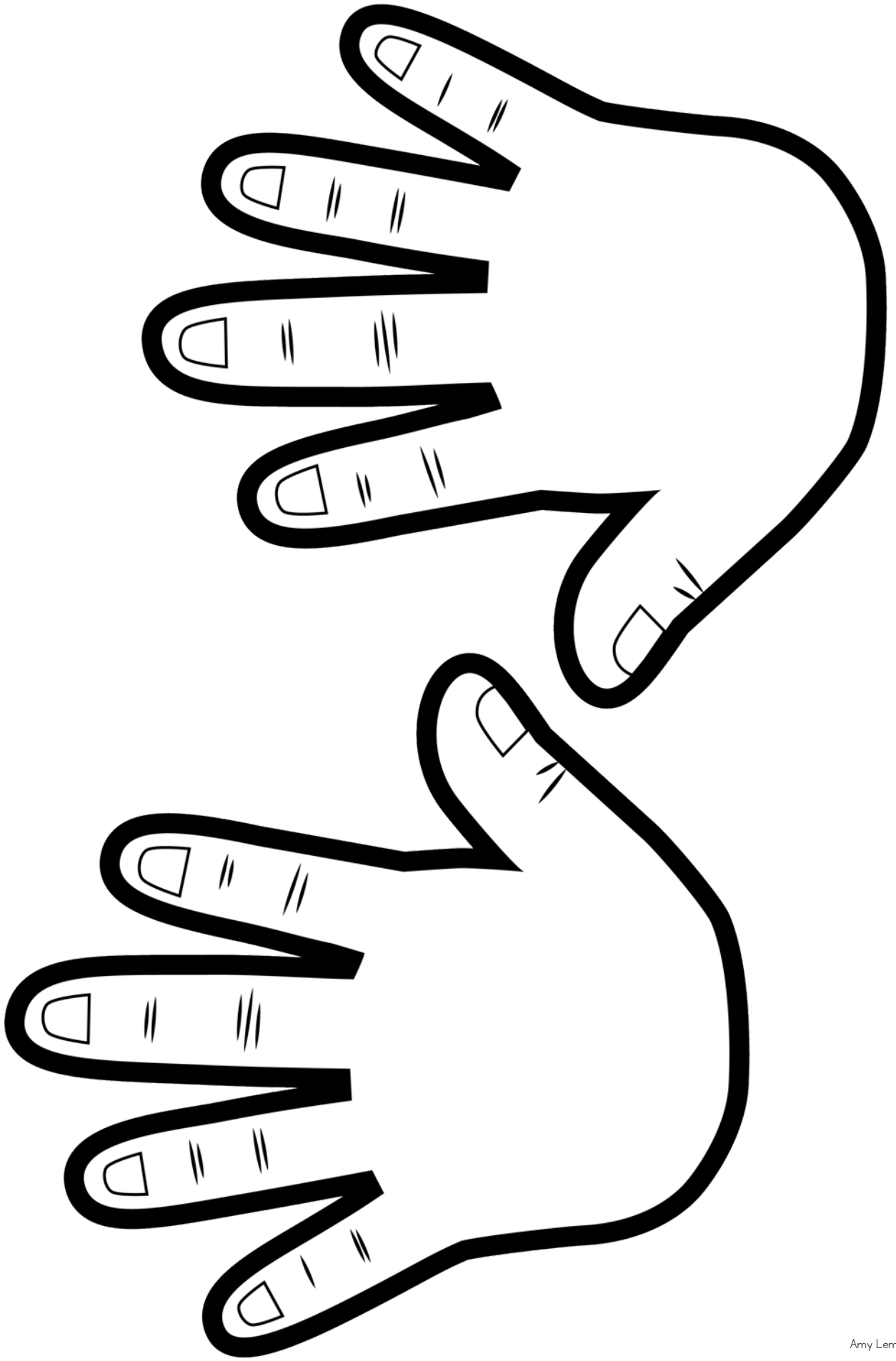
# IN EACH HAND

Directions:

- Students trace and cut out two handprints
- Students glue handprints onto construction paper, but roll up the fingers a little so it's like they are holding something.
- Give students a certain amount of cotton balls, or any object you have around the classroom.
- Students show their two equal groups using their handprints.
- Write a word problem to match their model, as well as the multiplication sentence.



# In Each Hand: hand templates



# In Each Hand word problem

I HAVE \_\_\_\_\_ IN EACH HAND.

HOW MANY \_\_\_\_\_ DO I HAVE IN ALL?

I HAVE \_\_\_\_\_ IN EACH HAND.

HOW MANY \_\_\_\_\_ DO I HAVE IN ALL?

I HAVE \_\_\_\_\_ IN EACH HAND.

HOW MANY \_\_\_\_\_ DO I HAVE IN ALL?

I HAVE \_\_\_\_\_ IN EACH HAND.

HOW MANY \_\_\_\_\_ DO I HAVE IN ALL?

# In Each Hand: Number Sentence

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_

\_\_\_ **x** \_\_\_ = \_\_\_

\_\_\_ **GROUPS OF** \_\_\_



Aa



Bb



Cc



Dd



Ee



Ff



Gg



Hh



Ii



Jj



Kk



Ll



Mm



Nn



Oo



Pp



Qq



Rr



Ss



Tt



Uu



Vv



Ww



Xx



Yy



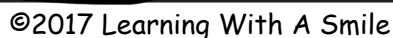
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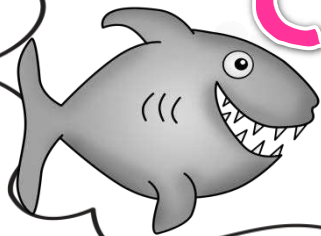


ALPHABET

Pearl and Wagner Two Good Friends Unit 3.1

read = yellow    wheel = purple    feet = red    leave = blue    easy = red  
windy = brown    deep = black    sleep = pink    seat = green    teeth = gray  
party = orange    team = light brown



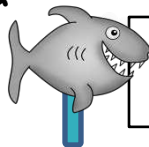


# CHOMP!

1. Choose a card and read the word.

cap

2. Cover the first letter with your shark pointer.



ap

3. Spin the spinner to replace the covered letter.

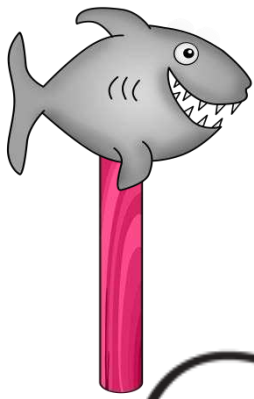


4. Read the new word.  
Is it a real or nonsense word?

5. Record your words on the recording sheet.

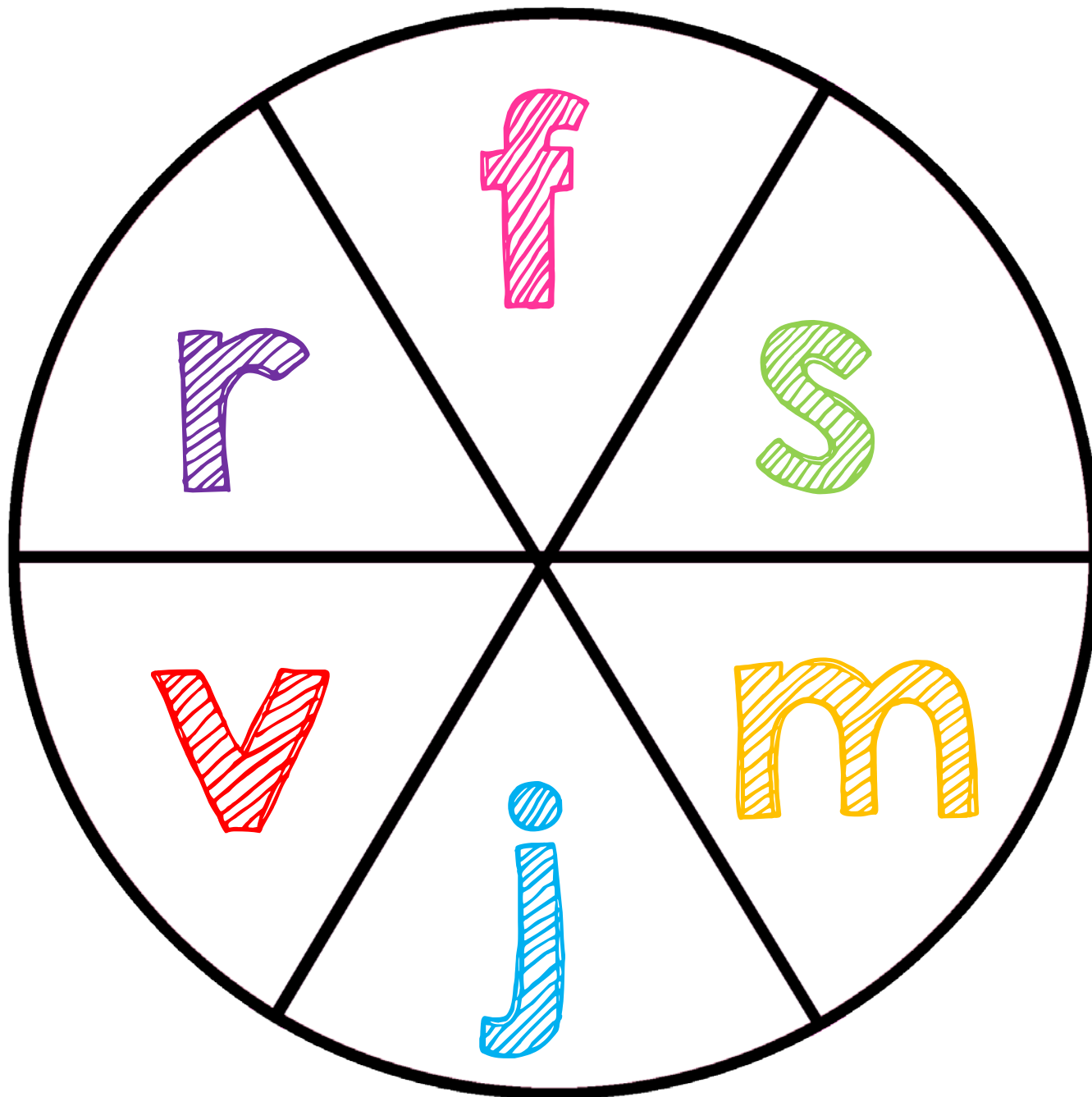
real	CHOMP!	nonsense

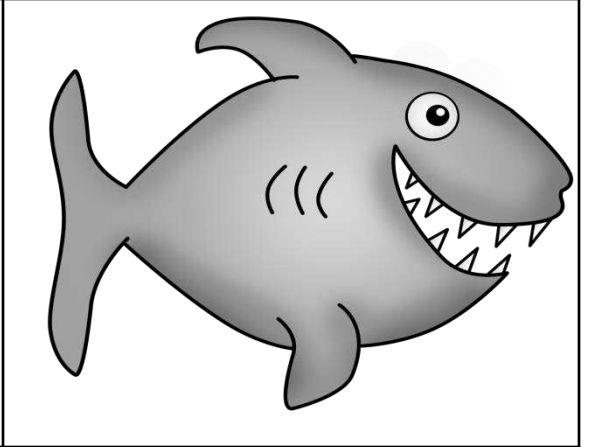
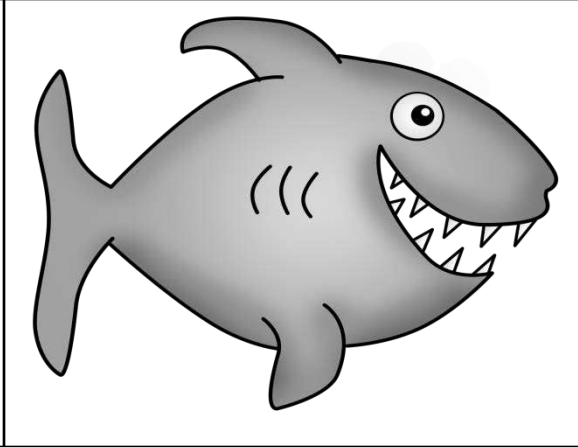
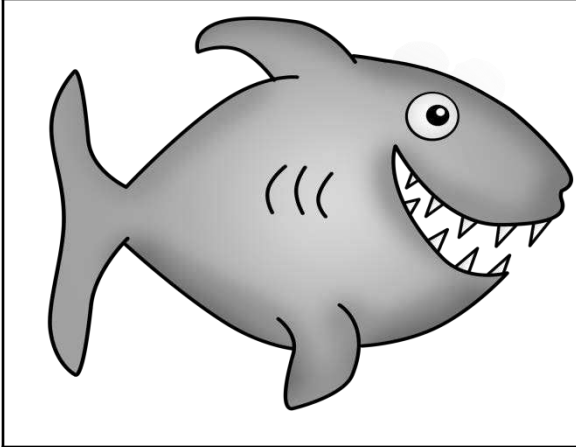
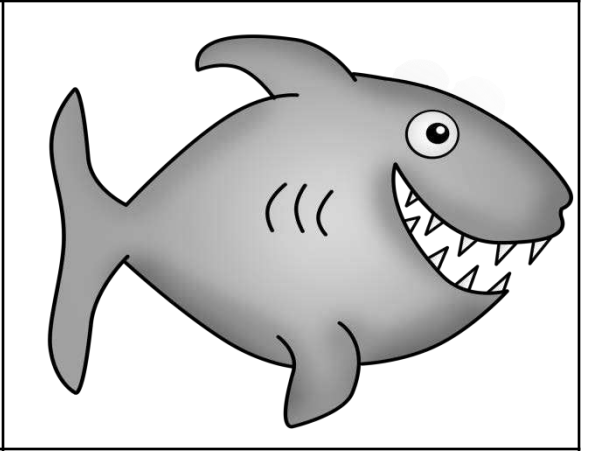
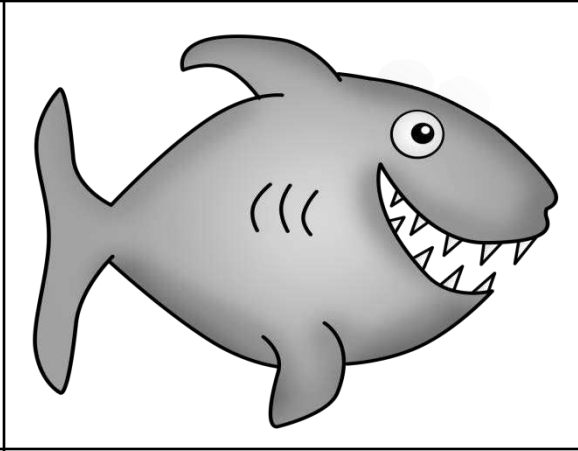
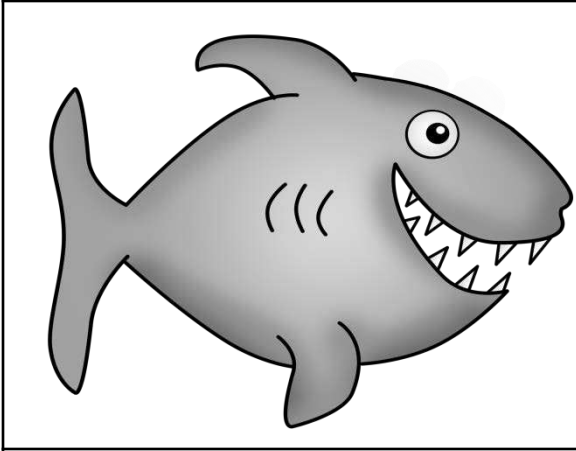
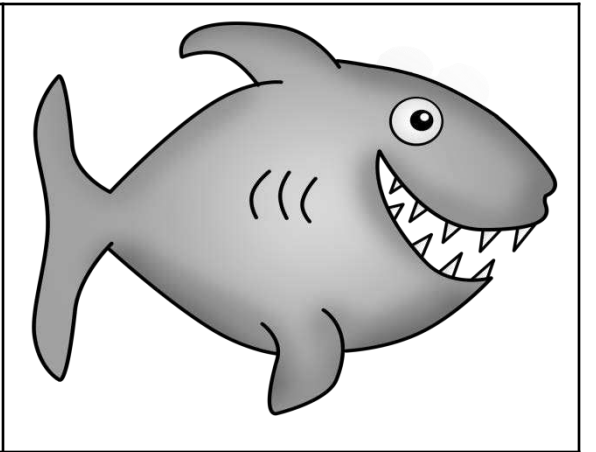
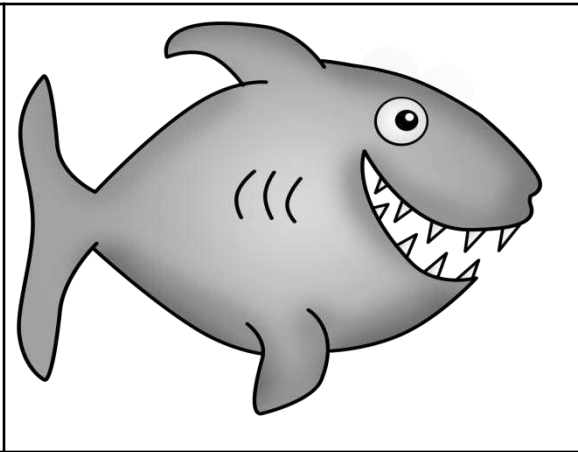
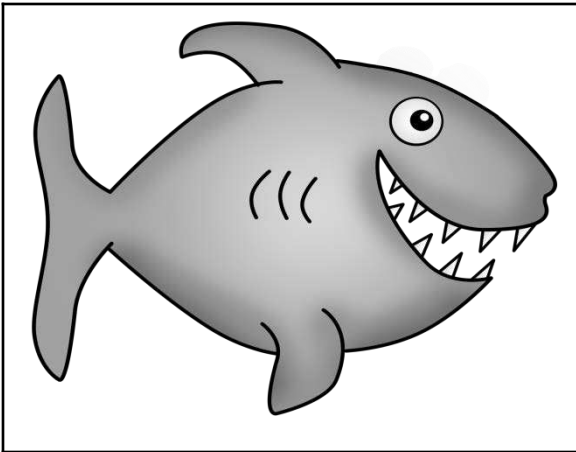
Spin, read words and change the beginning sound to make a new one.



# cap

1. Print, cut and laminate the word cards, spinner and the sharks.
2. Glue the sharks to a popsicle stick.
3. Add a paper clip and a brad to the spinner.





cap

hat

bag

sap

lad

man

ten

bed

leg

pet

tip

tin

pig

lid

lip

rib

wig

tin

cot

hop

dog

sod

bug

hug

cut

tub

cub

yum

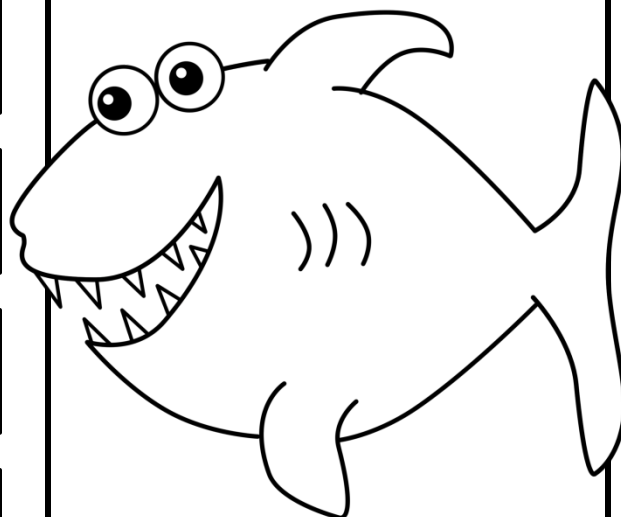
pup

run

real

CHOMP!

nonsense



I can read words and change the  
beginning sound to make new ones.

©deannajump2013

This week, we are learning about Jellyfish. Use the picture, and the words below to write an information report on Jellyfish.



? What type of animal is it?

Marine animal

👁️👁️ What does it look like?

Tentacles umbrella shaped belly

Bright colours  
they do not have a brain, heart,  
bones or eyes

🏠 Where does it live?

Tropical water arctic water

🍴🍽️🔪 What does it eat?

Small plants fish eggs

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# MY Hundreds Chart

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

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
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# My Hundreds Chart

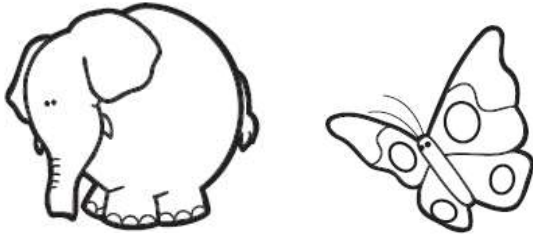
NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

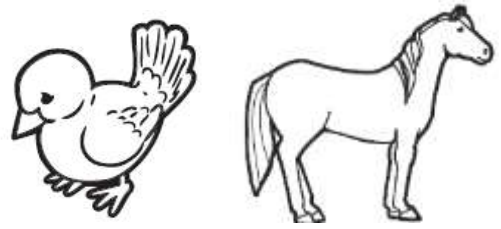

Name: \_\_\_\_\_

I can identify which object is heavier.

A.



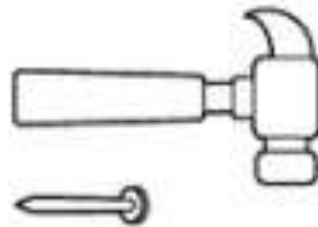
F.



B.



G.



C.



H.



D.



I.



E.



J.

