



# LEARNING

- FROM -

• HOME •

Stage 1  
Week 10

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

Class: \_\_\_\_\_

Week 1	Tuesday	Wednesday	Thursday	Friday
	Daily Check In	Daily Check In	Daily Check In	Daily Check In
Session 1 45-60 mins	Spelling	Choose an activity from our Wellbeing Wednesday Grid	Spelling	Spelling Test
	Story/ Comprehension Activity	Wellbeing Wednesday Grid	Grammar Activity	Writing Lesson 3
	Writing Lesson 1	Wellbeing Wednesday Grid	Writing Lesson 2	PE
Brain Break	PE		Library Lesson	
Session 2 30-45 mins	Maths Whole Number	Choose an activity from our Wellbeing Wednesday Grid	Maths Whole Number	Maths Whole Number
Session 3 30-60 mins	Science Experiment 1	Wellbeing Wednesday Grid	Science Experiment 2	Art Lesson Draw the Gruffalo

# TUESDAY

5th October 2021

Today's Focuses: Spelling words, quality read, verbs, descriptive writing.

**Learning intention: To use verbs correctly**

**Success criteria: I understand that verbs are doing words, I now know they can also be being and having words.**



# Spelling Week 10

The following two slides (Year 1 and Year 2) contain your lists for the week that you need to complete a LCWC (Look at the word, Cover the word Write the word and Check the word) each day.

On Tuesday and Thursday there is a choice grid that you can pick an activity from to practice your weekly spelling words.

# Spelling Year 1 Week 1

## Visual words



## Phonological words:



## Morphemic Words:



## Big word of the week!



Week 1	Monday	Tuesday	Thursday
brother			
sister			
mother			
father			
cousin			
like			
bake			
hope			
cute			
smile			
hitting			
cutting			
setting			
shopping			
dripping			
monsters			

# Spelling Year 2 Week 1

## Visual words

## Phonological words:

## Morphemic Words:

## Big word of the week!

Week 1	Monday	Tuesday	Thursday
brother			
sister			
cousin			
mother			
father			
hair			
chair			
dairy			
stairs			
repair			
shape			
place			
space			
wave			
bake			
monsters			

# Spelling Year 2 Extension Week 1

**Extension words**

Week 1	Monday	Tuesday	Thursday
impairment			
prairie			
despairing			
balustrade			
allocate			

# Choose an activity to practice your spelling words.

SPELLER'S CHOICE MENU					
<u>Practice Test</u> Take a practice spelling test and have a family member check your work.	<u>ABC Order</u> Write all of your words in ABC order twice.	<u>Pyramid Words</u> Spell each of your words, adding just one letter at a time so you make a pyramid. Example: c ca cap			Consonants=2 points
<u>Vowel Search</u> Write each word, circling all of the vowels.	<u>Computer</u> Type your spelling words two times each. Make them funky fonts!	<u>Find the Value</u> Write your spelling words. Find the value of the words.  Vowels=5 points	<u>Silly Script</u> Write your spelling words twice – once using your best handwriting, and again in a silly script.	<u>Rainbow Words</u> Write your words two times each in different colors.	<u>Phonics Party</u> Write your spelling word two times each. Underline the phonics pattern.
			<u>Consonant Search</u> Write each word, circling all of the consonants.	<u>Ask a Question</u> Use each of your spelling words to write a question. Don't forget the question mark!	<u>Silly Story</u> Write a silly story using all of your spelling words. Underline your spelling words.



# Quality Read - The Gruffalo



# Questions - The Gruffalo



Question 1: What animals did the mouse meet while walking in the woods?

Question 2: Which animal said: *“Where are you going to, little brown mouse? Come and have tea in my tree-top house.”* ?

Question 3: Which animal lives in a log pile house?

Question 4: Which animal said *“Don’t call me good! I’m the scariest creature in this wood.”* ?

Question 5: Is the Gruffalo clever or not and explain why.

Question 6: Did you enjoy this story? How come?

# Answers - The Gruffalo



Question 1: What animals did the mouse meet while walking in the woods?

*Snake, fox, owl, gruffalo*

Question 2: Which animal said: *"Where are you going to, little brown mouse? Come and have tea in my tree-top house."* ?

*owl*

Question 3: Which animal lives in a log pile house?

*snake*

Question 4: Which animal said *"Don't call me good! I'm the scariest creature in this wood."* ?

*The mouse*

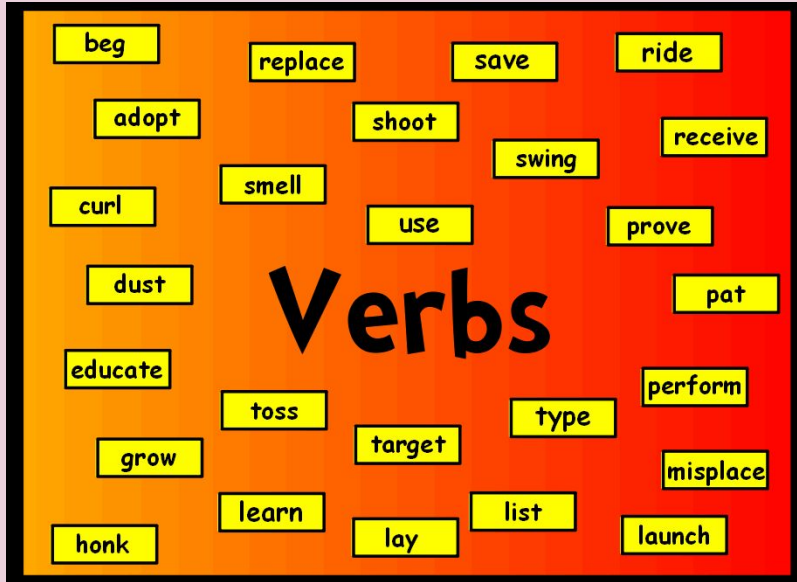
Question 5: Is the Gruffalo clever or not and explain why.

*No, he could've overpowered the mouse but the mouse tricked him.*

Question 6: Did you enjoy this story? How come?

*Yes because it was funny/interesting...*

# Vocabulary - Verbs



Verbs consist of one or more words that tell us what is 'going on' in a sentence.

They are the essential ingredient in any communication.

For example: A snake is a reptile. Ellie is speaking to her mum. Birds fly.

# Find the verbs.

Drag the yellow box on top of the verb

1. Max shouted across the playground to his friends.



2. The car slid in the icy snow.



3. The monster swished his mighty tail.



4. The dragon burned down the castle.



# Being and Having verbs

**Being verbs include:** am, is, are, was, were.

They can be *used on their own* to link ideas together. They are linking verbs.

I **am** cold. This **is** my dog.

**Having verbs include:** has, have and had. *They can be used on their own.*

He **has** five dollars. They **have** new uniforms.

*They can be used to help other verbs.*

He **has done** the dishes. Jo **had lost** her doll.

Complete the sentences using 'being' or 'having' verbs.

She \_\_\_\_\_ eight years old today.

Mia \_\_\_\_\_ a new pony.

Cooper's football team \_\_\_\_\_ special jerseys to wear for the final game.

is

have

was

has

Write your own sentence below with the left over word.

# Week 1 Writing

## Focus: Sentence structure with descriptive language Monster Theme

### Learning Intention:

- We are learning to construct a sentence using descriptive language.



### Success Criteria:

- Write a sentence following a set structure
- Use descriptive language to add detail
- Use appropriate punctuation like capital letters, full stops and commas if needed.



## Lesson 1

# When, who, what they did.



Today we are looking at a 3 W sentence.

## When, who, what they did.

We are looking at **when** the event is happening, **who** is there/who it is happening to and **what** they are doing/what they did.

We are going to use the monster picture prompts on the slides to guide our writing.

Remember we want it to be descriptive and engaging

## EXAMPLE

**When**, **who**, **what they did**.

Keep in mind that we want our writing to be engaging and entertaining. We need to use descriptive language to do this.

Look at the picture...



**When**

As the sun set...  
At twilight...  
In the evening...

**Who**

The wicked witch...  
Esme, the witch of the East...

**What**

Flew through the sky...  
Was searching for a dragon...



As the sun set, Esme, the witch of the East, was searching for a dragon.

## EXAMPLE

**When**, **who**, **what they did**.

Keep in mind that we want our writing to be engaging and entertaining. We need to use descriptive language to do this.

Look at the picture...



**When**

**Who**

**What**

# Tuesday: HIIT (High intensity interval training)

Click this link to take you to the video

<https://www.youtube.com/watch?v=TBGOZIZ2-DY>



Learning Intention: We are learning to improve our physical fitness and muscular endurance.

Success Criteria: We will be able to perform a variety of abdominal activities over a repeated time.

## Instructions:

1. Open and play the following link  
<https://www.youtube.com/watch?v=TBGOZIZ2-DY>
2. Make sure listen carefully to the instructions and follow the workouts.

# LESSON 1: Tuesday

Finish the counting patterns and write the pattern. (Easy)

13 14 15 16 17 __, __, __	COUNTING _____ BY _____
15 20 25 30 35 __, __, __	COUNTING _____ BY _____
58 59 60 61 62 __, __, __	COUNTING _____ BY _____
65 60 55 50 45 __, __, __	COUNTING _____ BY _____

forwards

backwards

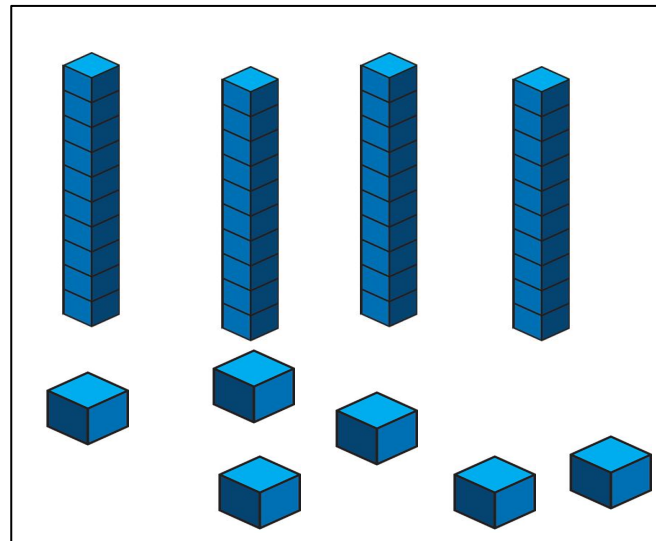
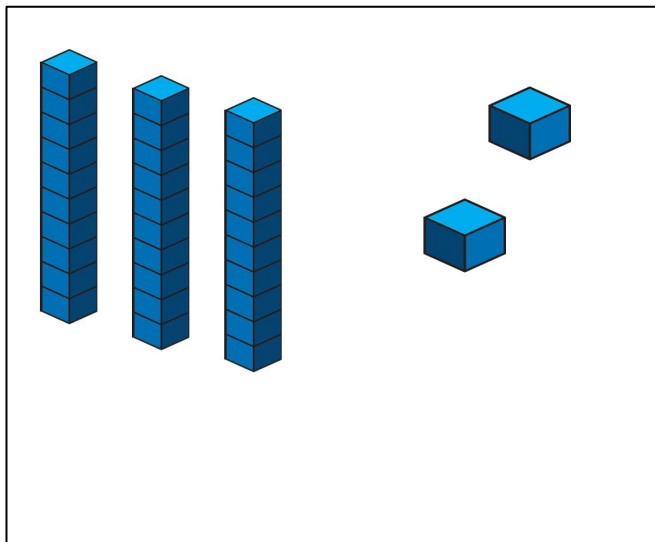
Finish the counting patterns and write the pattern. (Challenge)

125 126 127 128 129 __, __, __	COUNTING _____ BY _____
95 100 105 110 115 __, __, __	COUNTING _____ BY _____
58 60 62 64 66 68 __, __, __	COUNTING _____ BY _____
79 69 59 49 39 __, __, __	COUNTING _____ BY _____

forwards

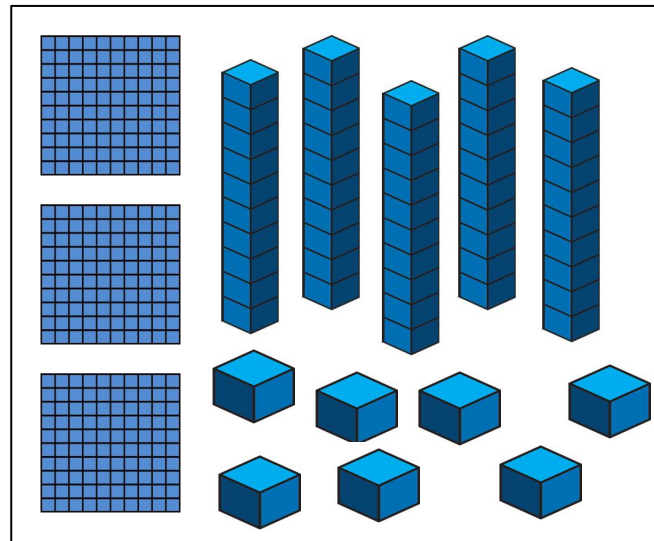
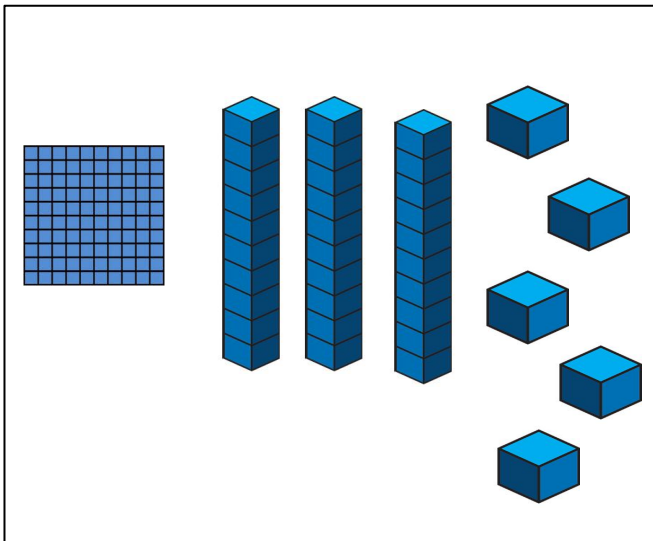
backwards

**MAB recognition:** Count the blocks and write your answer in the box below.





**MAB recognition:** Count the blocks and write your answer in the box below.





**Tally Marks:** Count the tally marks and write your answer in the table below.


**Expanded numbers:** Write the number in expanded form.

$$15 = \square + \square$$

$$28 = \square + \square$$

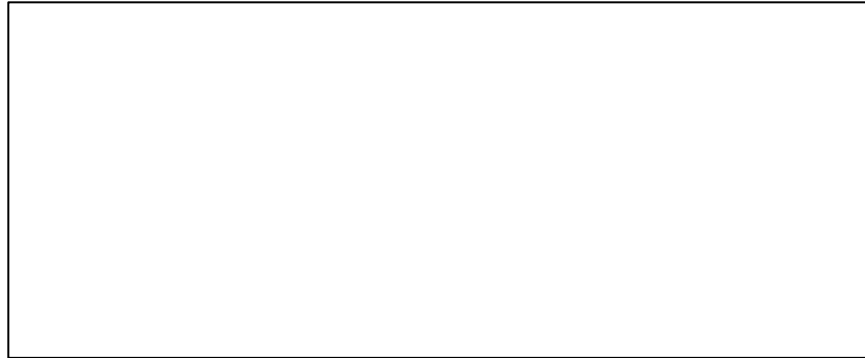
$$57 = \square + \square$$

$$134 = \square + \square + \square$$

Make 2-digit and 3-digit numbers:

Use these digits to make as many two and three digit numbers as you can? Write the in the box below.

5 1 6



# Addition and Subtraction:

Answer the following questions. Make sure you look at the "+" or "-"

$4 + 3 =$	$8 + 6 =$	$10 + 7 =$	$9 - 4 =$
$7 + 5 =$	$9 + 8 =$	$13 + 6 =$	$10 - 6 =$
$12 + 6 =$	$15 + 4 =$	$14 + 7 =$	$20 - 7 =$
$21 + 8 =$	$18 + 3 =$	$19 + 6 =$	$21 - 3 =$
$37 + 12 =$	$45 + 14 =$	$54 + 17 =$	$37 - 12 =$
$42 + 27 =$	$36 + 25 =$	$65 + 86 =$	$48 - 19 =$

# Problem Solving

Type answer here:

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

**B-6**

Basic Addition  
with 3 Addends

Single-  
Step

## Daily Word Problem

Jamie has 3 pencils in his backpack,  
4 pencils in his desk, and 6 pencils on the table.  
How many pencils does he have altogether?

Show your work.

answer: \_\_\_\_\_



# Yeti Snow Experiment

Prep Time: 10 mins

Cook Time: 6 mins

Total Time: 16 mins

## Ingredients

- 1 cup full cream milk
- 1.5 tsp vanilla extract
- 1 tbsp sugar
- ice
- 1/4 cup salt
- Ziploc bags 1 Small, 1 Large



# Instructions

## Step 1.

Pour the cup of milk into a small ziploc bag.

## Step 2.

Add 1.5 teaspoons of vanilla extract and 1 tablespoon of sugar.

## Step 3.

Seal the bag firmly and get any excess air out.

1.



2.



3.



# Instructions

## Step 4.

In the larger ziploc bag, fill it about 1/2 way with ice. Add 1/4 cup of salt. Pour the cup of milk into a small ziploc bag.

## Step 5.

Then add your small bag and fill with extra ice on top. Seal the large bag.

## Step 6.

Get gloves for shaking and shake for 6 minutes. \*Gloves are needed since the salt makes the ice extra cold.\* Seal the bag firmly and get any excess air out.

4.



5.



6.





# Instructions

YUM!!!!!!

Step 7.

Take the small bag out of the large bag and rinse the outside of the small bag with cold water. Make sure to rinse out the top part of the bag also (above the seal).

Step 8.

Once done rinsing, carefully open the small bag to not get any remaining salt from the outside of the bag inside the bag.

Step 9.

The ice cream will be a little icy looking to start. Use a spoon to mix it around and soften it up a bit. Scoop out and enjoy!



YUM!!!!!!

## Notes

1. Properly seal the bag.
2. Rinse off the little bag after shaking.
3. Double bag if still salty.

You have completed Monday's work



# WEDNESDAY

15th September 2021





# WELLBEING WEDNESDAY

<b>Physical</b>	Create some new yoga moves. Use animals or plants as inspiration.	Go outside and run around, play a game or ride your bike. Try and be active for at least 30 minutes.	Spend some active time with your pets. Teach them some new tricks.
<b>Creative</b>	Make your own healthy treat. It could be fruit salad, a trail mix, muffin or slice.	Build your own pillow fort and spend some time in it with your siblings or teddies.	Listen to your favourite songs. Try and paint or draw how the music makes you feel.
<b>Nature</b>	Sit under your favourite tree and read.	Create a space just for you outside. Spend some time reading, drawing or colouring.	Find a nice spot to lay on the grass and look at the clouds. What pictures or patterns do you see?
<b>Cognitive</b>	Write a poem about how you are feeling and recite it to someone.	Learn a new hobby or skill like origami, knitting, scrap booking, photography, gardening or magic.	Spend 20 minutes reading something different aloud to a family member, pet or toy.
<b>Social</b>	Find a penpal (it could be a family member, friend or neighbour). Send them a letter in the mail.	Plan a special sit down meal for your family.	Design and make a friendship bracelet.



You have completed Wednesday's work



# THURSDAY



7th October 2021

Today's focus - Spelling choice grid, grammar, descriptive writing

























**Learning intention:** to use verbs and adjectives to make my writing more interesting.

**Success criteria:** I can select words that bring action and excitement to my writing.

# Roll and Spell Homework

Roll a die to determine how to practice each spelling word on your list.  
Remember to write neatly and do quality work.



Which Color?	Which Voice?	Which Writing Tool?	How Many Times?
 Write the word in red.	 Spell the word aloud 3x in a whisper voice.	 Write the word in crayon.	 Write the word one time.
 Write the word in orange.	 Spell the word aloud 3x in a deep voice.	 Write the word in red pen.	 Write the word two times.
 Write the word in yellow.	 Spell the word aloud 3x in a robot voice.	 Write the word in marker.	 Write the word three times.
 Write the word in green.	 Spell the word aloud 3x in a baby voice.	 Write the word in pencil.	 Write the word four times.
 Write the word in blue.	 Spell the word aloud 3x in a silly voice.	 Write the word in blue pen.	 Write the word five times.
 Write the word in purple.	 Spell the word aloud 3x in an opera voice.	 Write the word in colored pencil.	 Write the word six times.

## Grammar lesson

1. Which sentence is correct? Drag the tick.

- Kira sore a cute puppy dog..
- Kira saw a cute puppy dog.
- Kira soar a cute puppy dog.



2. Which suffixes complete the sentence? Drag the suffix.

Aaryan was sitting in his *comfort*\_\_\_\_ chair.

The weather bureau forecast *cost*\_\_\_\_ showers.

That was a *fool*\_\_\_\_ thing to do.

- -able
- -al
- -ish

-able

-al

-ish





## Grammar lesson

3. Give each sentence the correct punctuation. Drag the punctuation mark.

- The monster is hunting for some food to eat\_\_
- Is the Gruffalo's child going to find the mouse\_\_
- GRRRRRRR \_\_Roared the angry dragon.

!

?

.

4. Add a verb to this sentence:  
Sofia was \_\_\_\_\_ to the canteen.





Rewrite the sentences adding in **verbs** to each sentence. Tap the box to type your answers.

The young girl is  a baby dragon. She is   
into its eyes.  The dragon is  its wings.

**REMEMBER!** Verbs are  
doing words!



Write these sentences adding in **verbs** to tell the reader what the animal is doing. **BONUS** - see if you can come up with some **ADVERBS** too. Tap the boxes to type your answers.

The huge hungry puppies were   their meal.

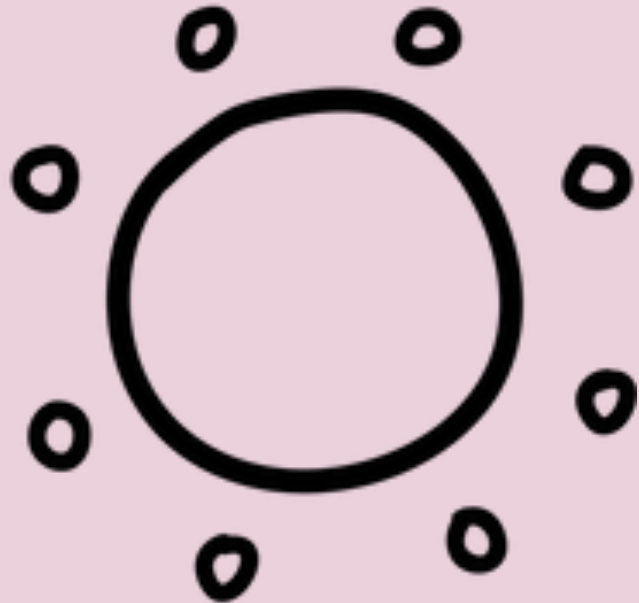
They were  for fresh water to .

**REMEMBER!** Adverbs give more detail about the verb! Use these verbs and adverbs to help you.

eating  
drink  
greedily  
noisily  
thirsty  
desperate



# Writing Lesson 2



## EXAMPLE

**When**, **who**, **what they did**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

As the sun rose...  
Early one morning...  
As the sun crested over the fluffy clouds...

**Who**

The dragons...

**What**

Were flying into battle...  
Were flying home to their mountain...



As the sun crested over the fluffy clouds, the dragons were flying home to their mountain.

## EXAMPLE

**When**, **who**, **what they did.**

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

**Who**

**What**





## LESSON 2: Thursday

Finish the counting patterns and write the pattern. (Easy)

20 19 18 17 16 \_\_, \_\_, \_\_

COUNTING \_\_\_\_\_ BY \_\_\_\_\_

6 8 10 12 14 \_\_, \_\_, \_\_

COUNTING \_\_\_\_\_ BY \_\_\_\_\_

90 80 70 60 50 \_\_, \_\_, \_\_

COUNTING \_\_\_\_\_ BY \_\_\_\_\_

45 50 55 60 65 \_\_, \_\_, \_\_

COUNTING \_\_\_\_\_ BY \_\_\_\_\_

forwards

backwards



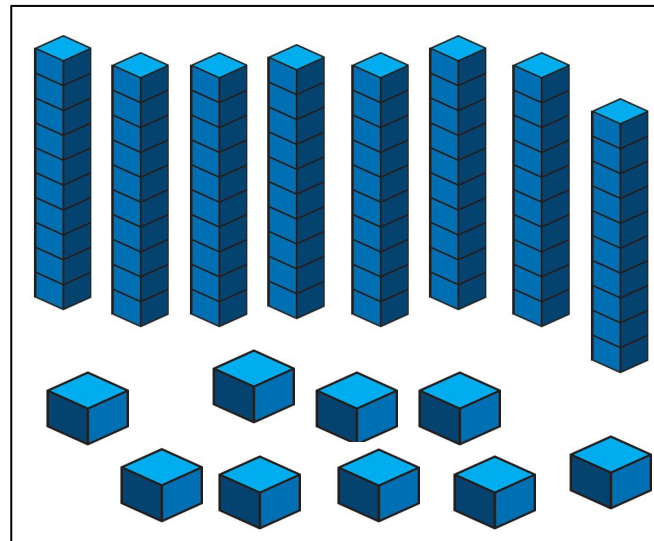
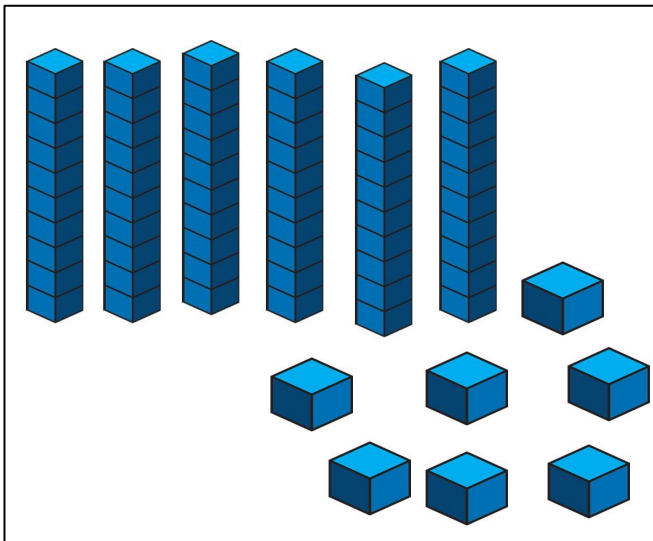
Finish the counting patterns and write the pattern. (Challenge)

106 108 110 112 114 __, __, __	COUNTING _____ BY _____
125 120 115 110 105 __, __, __	COUNTING _____ BY _____
68 70 72 74 76 78 __, __, __	COUNTING _____ BY _____
93 83 73 63 53 __, __, __	COUNTING _____ BY _____

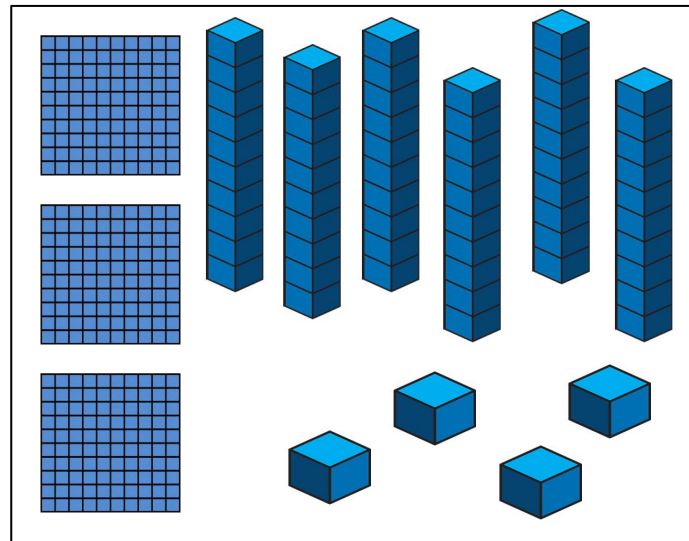
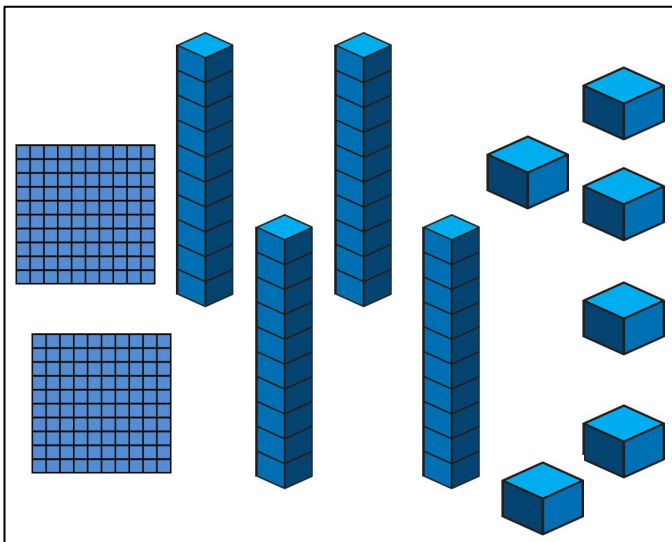
forwards

backwards

**MAB recognition:** Count the blocks and write your answer in the box below.



**MAB recognition:** Count the blocks and write your answer in the box below.



**Tally Marks:** Count the tally marks and write your answer in the table below.


**Expanded numbers:** Write the number in expanded form.

$$23 = \underline{\quad} + \underline{\quad}$$

$$62 = \underline{\quad} + \underline{\quad}$$

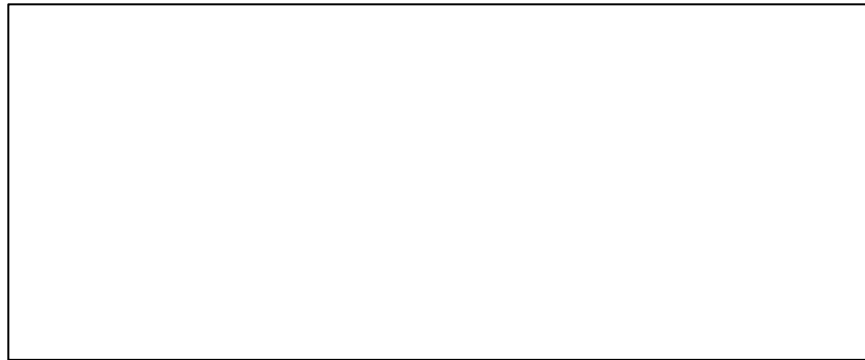
$$156 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$274 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

Make 2-digit and 3-digit numbers:

Use these digits to make as many two and three digit numbers as you can? Write the in the box below.

6 5 8



# Addition and Subtraction:

Answer the following questions. Make sure you look at the "+" or "-"

$5 + 3 =$	$8 + 5 =$	$10 + 6 =$	$8 - 4 =$
$9 + 5 =$	$7 + 8 =$	$17 + 2 =$	$10 - 3 =$
$14 + 2 =$	$16 + 1 =$	$18 + 5 =$	$26 - 5 =$
$23 + 6 =$	$19 + 3 =$	$17 + 8 =$	$20 - 12 =$
$35 + 14 =$	$34 + 17 =$	$63 + 14 =$	$35 - 11 =$
$43 + 35 =$	$75 + 28 =$	$87 + 74 =$	$67 - 18 =$



# Problem Solving

Type answer here:

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

**B-7**

Basic Addition & Subtraction;  
Comparing Numbers

**Multi-  
Step**

## Daily Word Problem

Fluffy and Spot are dogs.

Fluffy has 10 stuffed toys and 3 rubber toys.

Spot has 3 stuffed toys and 8 rubber toys.

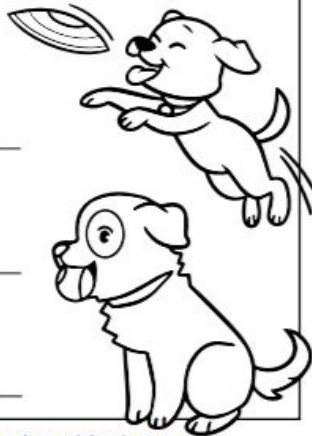
Which dog has more toys?

Show your work.

How many toys does  
Fluffy have? \_\_\_\_\_

How many toys does  
Spot have? \_\_\_\_\_

Which dog has  
more toys? \_\_\_\_\_







# Library

## Stage 1

Week 1  
Term 4

Mrs Stanton and Mrs  
Hollott

*This week we're heading  
into Space!*

*You'll have the chance to  
create the surface of the  
Moon, to learn about the  
Moon, to make a rocket  
cubby house and to pack a  
bag for a trip to anywhere  
you choose.*

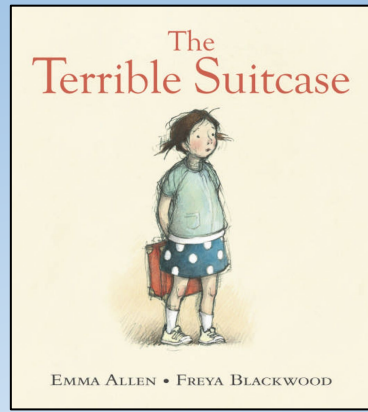
*Let's launch into the lesson!*

This week's story:

# The Terrible Suitcase

Written by Emma Allen

Illustrated by Freya Blackwood



*The young girl in this story is fascinated by space. Her play involves intergalactic space crafts, playdough planets, space station stickers, spacefood sticks and moonbeams, which is why she is so disappointed when her parents give her a red suitcase instead of a rocket-themed backpack.*

*Expectedly, she doesn't look forward to the first day of school especially when she spots the weird and wonderful bags on the backs of the other children. Thankfully, the 'terrible suitcase' sparks her wild imagination, and she draws the attention of the other children who join in the fun. It is no longer a suitcase but a toolkit, a computer, and a springboard to some wonderful space adventures.*

*In the end, things can turn out nicely for the girl even though she couldn't have what she wanted.*

Fiction books are Story books!

This is a Fiction book.

- It is not real, the author made it up in his imagination.
- You read it for enjoyment.
- It has a beginning, a middle and an end.
- It has characters.
- It needs to be read in order.

**Emma Allen's** job before she became an author was to help children with their speech and language. However, a lifelong love of literature and the arts led her to return to university in Canberra where she studied film and literature. Emma has completed a Masters of Creative Writing. She has written several picture books and is now working on her first young adult novel.



Illustrator



Author



Down the back of **Freya Blackwood's** place, next to the chicken coop, is her studio. It's really just a big shed with lots of cobwebs around the windows. It is her favourite place in the world. Inside her studio she has the extraordinary good fortune to work as a picture book illustrator. She has now illustrated 27 books. Freya grew up in Orange in NSW. She was encouraged to draw from a young age.

# Activity

Draw or write three items you would need to pack into your bag when going to each place.

The beach

School

Into space

On a bush walk



# Let's learn about the moon!

Taken from worldbookonline:

The moon is the brightest object in the night sky. On some nights, the moon looks like a shining circle of light. On others, it looks like a thin, silver fingernail. The moon does not make its own light. The light we see comes from the sun and bounces off the moon.

The moon is a huge rock that travels around Earth. Nothing lives on the moon. The moon has no air and no wind. Its surface is dry. Its sky is always black, even in the daytime, and the stars are always visible. At night, the moon's rocky surface is colder than any place on Earth. During the day, the rocks are hotter than boiling water.

Astronauts who visit the moon carry air with them to breathe. Space suits protect astronauts from the heat and the cold. Astronauts can walk easily on the moon, even though they wear heavy equipment. The equipment feels light because the force of gravity on the moon is weaker than gravity on Earth. Gravity on Earth keeps us from floating away in space.

Many craters were formed when meteorites hit the moon. Meteorites are rocks or other objects that travel through space.

The moon travels around Earth in an oval-shaped path about once every 27 days. Earth's gravity keeps the moon on this path. The moon also spins around once during each trip around Earth. One full day on the moon lasts about 30 Earth-days.

# Experiment: How are the craters on the Moon created?

Important! Do this experiment outside because it will cause a mess, on grass if possible.

You will need:

2 cups of flour

$\frac{1}{2}$  cup of cocoa

A baking dish/tray or a cake tin

Marbles or ball bearings or pebbles or small stones. A mix of sizes and types would be great.



Craters photographed by the Apollo 11 lunar lander. Credit: NASA

What is happening:

All craters on the Moon (the flour) have been formed by the impact of meteorites (the marbles) that hit its surface. The energy released from the meteorite explosions creates the craters. Most craters occurred when the Moon was newly formed. The craters are up to 20 times the size of the meteorites that hit the Moon. The Moon's biggest craters measure hundreds of kilometres in diameter.

What to do:

1. Place a thick layer of flour in the tray. Sprinkle a fine layer of cocoa on top of the flour.
2. Drop the marbles from different heights into the tray of flour. What happens?
3. Try dropping small pinches of flour.
4. Is there a relationship between the height from which the marbles drop to the size of the craters formed?
5. Does the mass or the size of the marble have an effect on crater size?

# Activity

*You have three choices! Only choose ONE.*

1

Write two or more sentences about the Moon.



2

Make the Moon's craters by following the experiment.



3

Make a rocket cubby house or any kind of cubby house. If you have a large box like the one in the story you could use that, or you could use a tent, or stick a sheet over a table and some chairs. Be creative!



# Sugar Rainbow Experiment

Click here to watch the link:

<https://www.youtube.com/watch?v=yh9HOU20QEk>

You will need:

- 6 Tall, clear glasses (See NOTE in Step1.)
- Granulated sugar Coloring tablets or food coloring
- Water (See NOTE in Step 3.)
- Clear drinking straw



# Instructions:

Step 1. Fill each of the 6 glasses with water. NOTE: The glasses need to be stable and about as deep as the straw is long. As you fill the straw with solutions, it has to be plunged deeper and deeper into the liquid.



Step 2. Use food colouring to dye the water in each glass a different, bright colour.



**Step 3.** The first glass will just be coloured water with no sugar. Place 1 rounded teaspoon of sugar in the second coloured glass, 2 rounded teaspoons in the third coloured glass, 3 rounded teaspoons in the fourth, 4 rounded teaspoons in the fifth and 5 rounded teaspoons in the last glass. Stir each until the sugar has completely dissolved. NOTE: Using warm or room temperature water will help the sugar dissolve faster.



**Step 4.** Grab a plastic straw and hold it near one end. Wrap 4 fingers around the straw and place your thumb over the straws top opening. To make your sugar rainbow, lift your thumb off the opening, dip the end of the straw about 3cm into the plain water. Cap the straw firmly with your thumb, lift it out of the water, and dip it quickly into the second colour with 1 teaspoon sugar solution. This time, go a little deeper than you did into the first glass. You want to try and make the layers about the same thickness. With the straw in the liquid, lift your thumb but quickly replace it. Lift the straw and you'll have the first and second coloured solutions in a stack inside the straw. Continue the dipping process until you have all 6 colours inside the straw. It's a density column of sugar water, a sugar rainbow.

When you are ready, hold the straw over the dish and lift your thumb to empty the straw. Rinse it and make another one.



You have completed Thursday's work



# FRIDAY



8th October 2021

Today's focus - Writing lesson and Typing activity.

**Learning intention:** to use verbs and adjectives to make my writing more interesting.

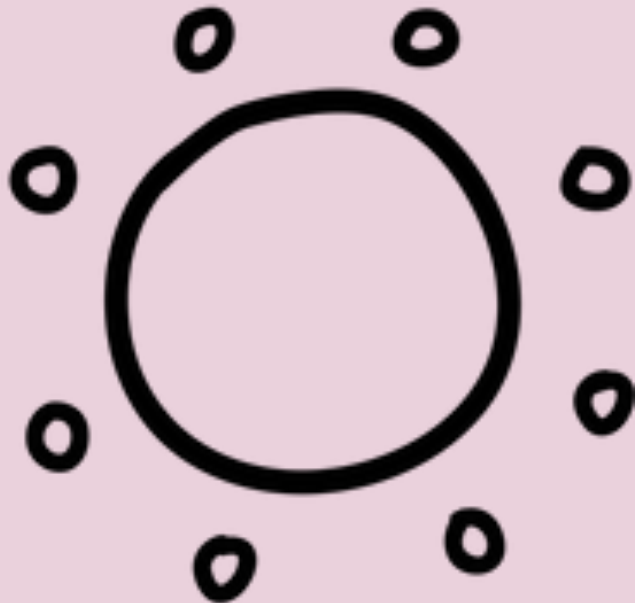
**Success criteria:** I can select words that bring action and excitement to my writing.

# SPELLING TEST

Test yourself on this week's spelling words.

[illegible]

# Writing Lesson 3





## EXAMPLE

**When**, **who**, **what they did**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

One grey afternoon....  
One stormy afternoon...

**Who**

The villagers of Ponty Pandy...  
The citizens of Portsmouth...

**What**

Watched in fear as a great wave rose  
above them...  
Stood frozen in terror as a huge wave came  
closer and closer...



One grey afternoon the villagers of Ponty Pandy watched in fear as a great wave rose above them.

## EXAMPLE

**When**, **who**, **what they did**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

**Who**

**What**



# Week 1 TYPING

*Click on all images to begin*

Dance mat typing



Number typing



Which  
activity did  
you enjoy  
best this  
week?

Game Time



*Challenge Time*



# Friday: HIIT (High intensity interval training)

Click this link to take you to the video

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



Learning Intention: We are learning to improve our physical fitness and muscular endurance.

Success Criteria: We will be able to perform a variety of physical activities to improve our muscular endurance.

## Instructions:

1. Open and play the following link  
<https://www.youtube.com/watch?v=GZrvByulAHg>
2. Make sure listen carefully to the instructions and follow the workouts.

# LESSON 3: Friday

Finish the counting patterns and write the pattern. (Easy)

43 44 45 46 47 \_\_, \_\_, \_\_

COUNTING \_\_\_\_\_ BY \_\_\_\_\_

65 70 75 80 85 \_\_, \_\_, \_\_

COUNTING \_\_\_\_\_ BY \_\_\_\_\_

2 12 22 32 42 \_\_, \_\_, \_\_

COUNTING \_\_\_\_\_ BY \_\_\_\_\_

100 90 80 70 60 \_\_, \_\_, \_\_

COUNTING \_\_\_\_\_ BY \_\_\_\_\_

forwards

backwards

Finish the counting patterns and write the pattern. (Challenge)

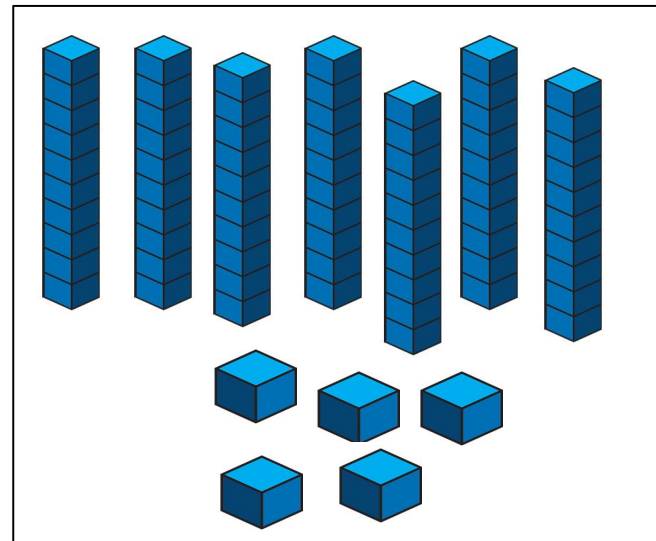
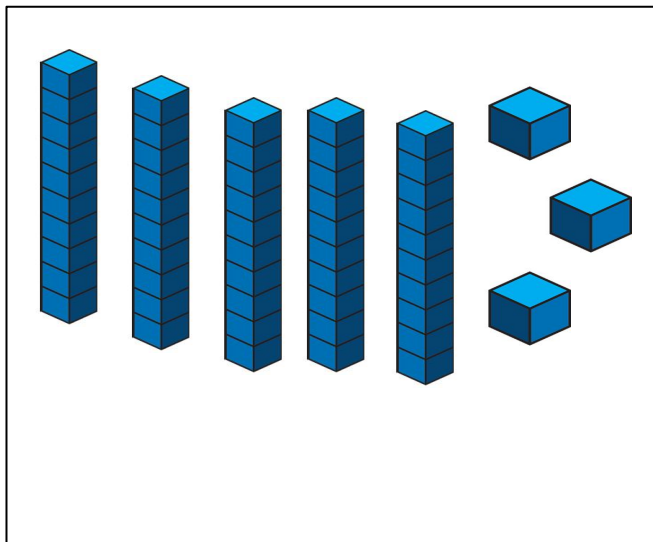
84 86 88 90 92 __, __, __	COUNTING _____ BY _____
12 15 18 21 24 __, __, __	COUNTING _____ BY _____
56 54 52 50 48 __, __, __	COUNTING _____ BY _____
117 107 97 87 77 __, __, __	COUNTING _____ BY _____

forwards

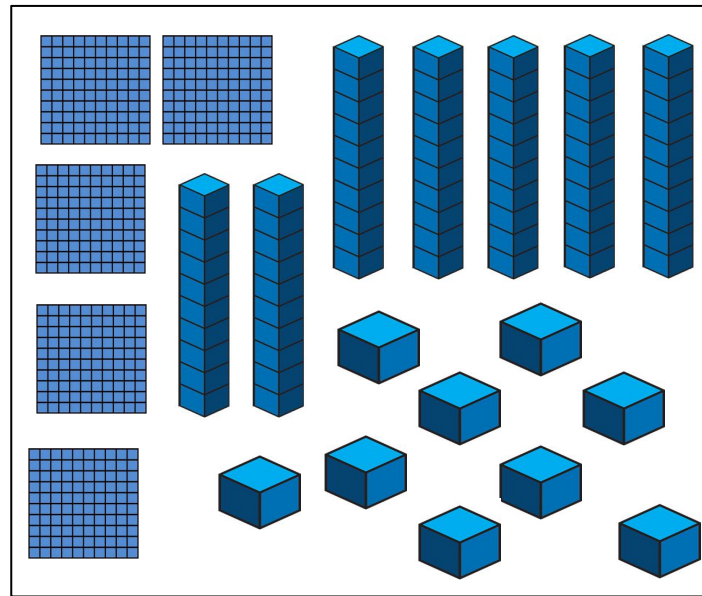
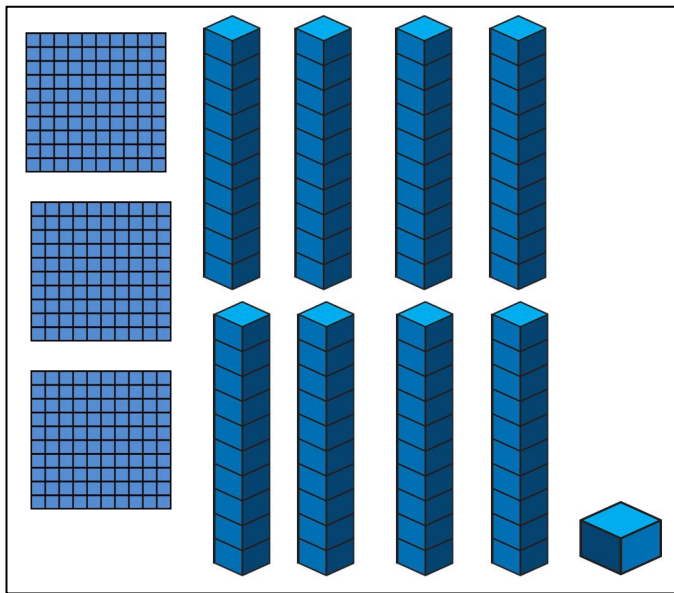
backwards



**MAB recognition:** Count the blocks and write your answer in the box below.



**MAB recognition:** Count the blocks and write your answer in the box below.





**Tally Marks:** Count the tally marks and write your answer in the table below.


**Expanded numbers:** Write the number in expanded form.

$$36 = \underline{\quad} + \underline{\quad}$$

$$51 = \underline{\quad} + \underline{\quad}$$

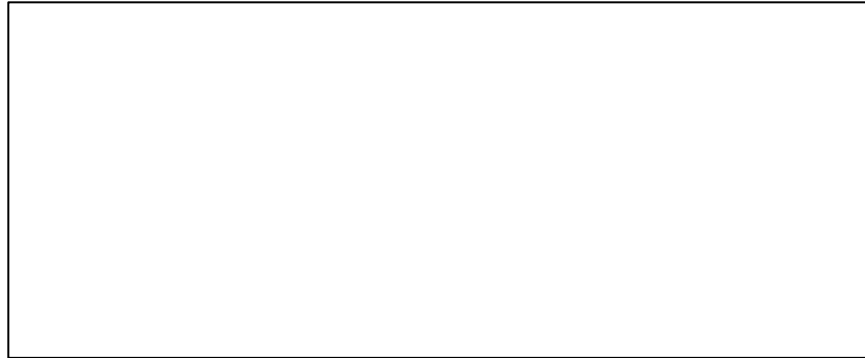
$$183 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

$$492 = \underline{\quad} + \underline{\quad} + \underline{\quad}$$

Make 2-digit and 3-digit numbers:

Use these digits to make as many two and three digit numbers as you can? Write the in the box below.

7 2 9



# Addition and Subtraction:

Answer the following questions. Make sure you look at the "+" or "-"

$6 + 2 =$	$9 + 6 =$	$10 + 9 =$	$7 - 4 =$
$7 + 4 =$	$9 + 5 =$	$16 + 6 =$	$10 - 2 =$
$15 + 7 =$	$17 + 3 =$	$18 + 7 =$	$20 - 3 =$
$32 + 6 =$	$24 + 5 =$	$19 + 9 =$	$27 - 6 =$
$28 + 13 =$	$53 + 12 =$	$72 + 17 =$	$28 - 14 =$
$52 + 35 =$	$63 + 39 =$	$48 + 73 =$	$57 - 28 =$

# Problem Solving

Type answer here:

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

**B-8**

Repeated Addition;  
Basic Multiplication

Single-  
Step

## Daily Word Problem

Dominic loves horses.

He saw 6 horses in a stable.

How many legs do the 6 horses have altogether?

Show your work.

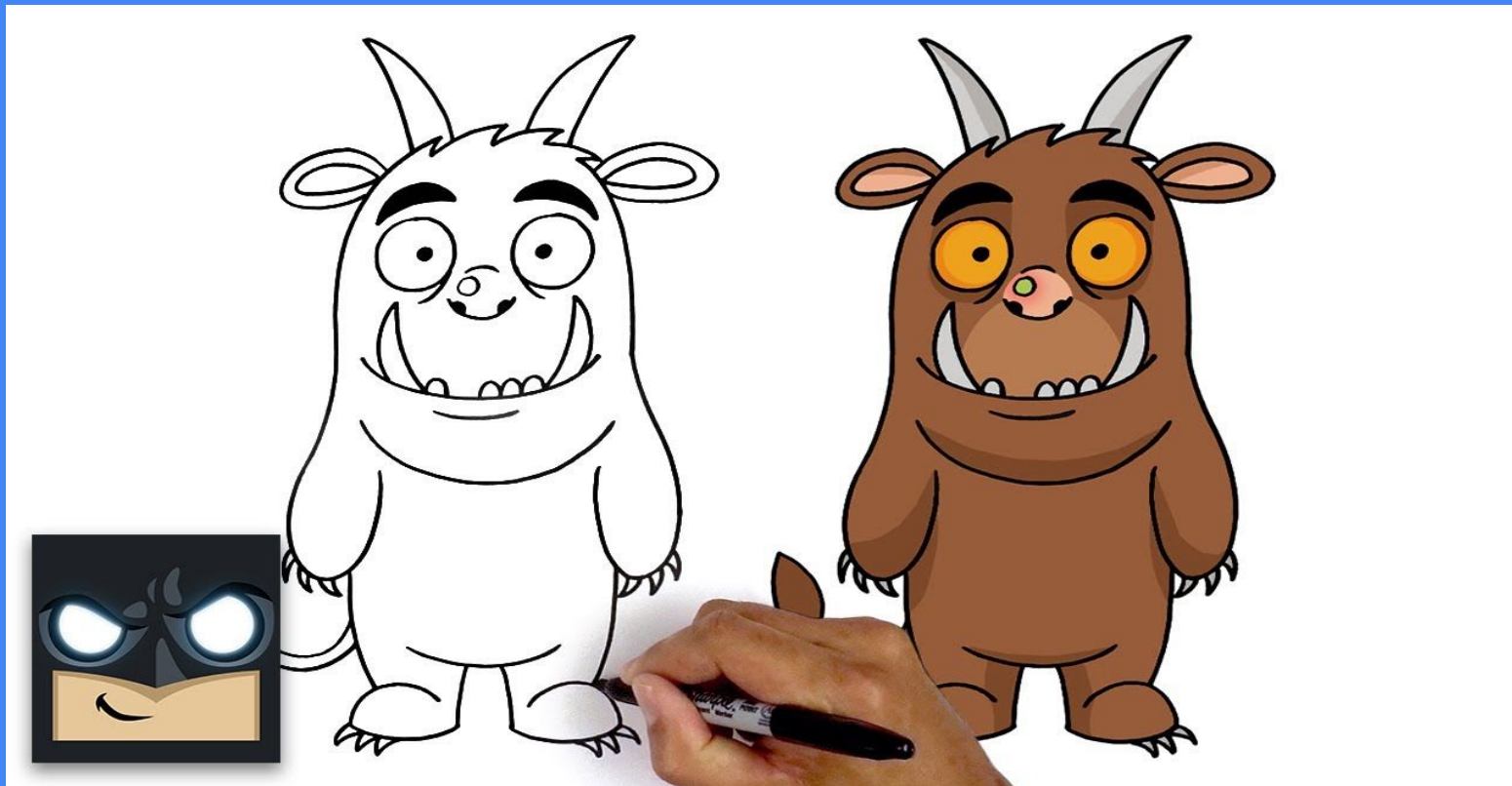


answer: \_\_\_\_\_

Just for fun: have a go at drawing a gruffalo.

Follow this link for step by step instructions.

<https://www.youtube.com/watch?v=xm-8WKc9VzQ>



You have completed Friday's work.  
Now it's time to **turn in** your work.

