

Muswellbrook South
Public School

Year 2



Year 2 At Home Learning Plan: Term 3 Week 8 and 9

If you wish to complete your activities online:

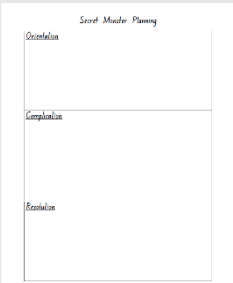
The Seesaw column will assist you to access teaching videos and activities online. Activities completed online can be viewed and marked by classroom teachers.

If you wish to complete your activities in your workbook:

You may use the instructions in the activities column to complete your work in your workbook.

Digital Resource List		
https://www.storylineonline.net/	https://www.getepic.com/	https://readingeggs.com.au/
https://www.phonicshero.com/	https://www.abcya.com/	https://www.youtube.com/user/JackHartmann
https://www.mathplayground.com/	https://au.ixl.com/	https://www.freechildrenstories.com/
https://new.phonicsplay.co.uk/resources	https://www.youtube.com/user/CosmicKidsYoga	

Term 3 Week 8 Monday 30 August 2021

Activities	Seesaw	Optional
<p>English Reading After reading the story 'The Garden' on Seesaw, think about these questions: Have you ever planted something? What did you do to help it grow? Draw a picture of something you have planted or grown on Seesaw or in your workbook and label the picture with key words describing how you did it.</p> <p>Alternate activity: Using any spare magazines or newspapers, find five pictures of plants you would find in a garden and cut and paste them into your workbook. These pictures could include flowers, leaves, trees, sticks, pot plants etc.</p>	<p>Log into Seesaw to view the 'Reading - Monday (Week 8) video and complete the activity.</p>	<p>Reading Eggs</p>
<p>Writing - 'Secret Monster' Planning You are going to create an imaginative text about a secret monster living under your bed. Using the worksheet provided you will only plan what you're going to write about by drawing detailed pictures and descriptive keywords for the: Orientation: Draw and describe your monster's appearance and how they act. Complication: Draw the problems they cause in your house/bedroom. Resolution: Draw how you are going to fix the issues your monster has caused. Remember to show someone in your family what you have planned and explain to them what your story is going to be about. Use the provided worksheet to plan your own imaginative text about your secret monster.</p>  <p>(Worksheet for Activity)</p> <p>Support: Only draw detailed pictures for your planning Extension: Include a range of adjectives (describing words) in your plan. This will help to add extra detail for when you start to write your story.</p>	<p>Log into Seesaw to complete the activity 'Writing - Monday (Week 8)'</p>	
<p>Brain Break Choose a fun song, turn it up loud and hit the dance floor. Need some dance move suggestions? Try the twist, the running man, the robot, the sprinkler, the moonwalk, flossing, or disco arms.</p> <p>Spelling This week's spelling words are: chip, chat, cheat, beach, teach, catch, reach, want, saw, are Extension: If you would like a challenge, add on another 5 'ch' words of your choosing.</p> <ol style="list-style-type: none"> 1. Write your spelling words out in your workbook 2. Cut out the letters for your spelling words from an old magazine or a catalogue. Glue the letters in order so they spell out each of your words. 	<p>Log into Seesaw to complete 'Spelling- Write and build (Monday, Week 8)'</p>	<p>Reading Eggs</p>

Lunch Break

Mathematics

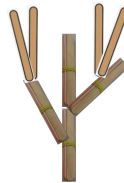
Number Work

Please complete the 'Monday Week 1' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.

Maths Task

Chikka Chikka Boom Boom

Use two hands to grab a large pile of paddle pop sticks or cotton buds and or twigs (or stick-like objects from your house, that can be bundled). Bundle your collection using rubber bands, in groups of ten. You may have some left overs. Arrange these bundles in a tree like formation (see image).



Can you tell me how many tens you see? How many single sticks you see?
Can you rename that number? Call it out and say "Chikka Chikka!" E.g. '4 tens, 4 ones, 44 Chikka Chikka!'

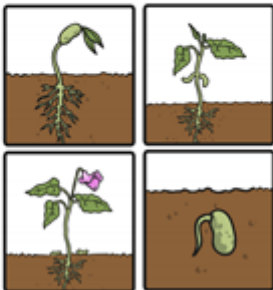
Extension: Make two trees and see which is the biggest number or find the difference between the two.

Support: Use less paddle pop sticks.

Break

Science (Optional)

Earlier in the term we planted a seed to grow beans and watch how they changed. Here are some pictures of the different stages:



- Draw the pictures above in the correct order that a plant grows in.
- Write a list of things that plants need in order to grow.

Upload a picture of your drawing to your teacher on Seesaw.

Choose an activity from the digital resource list.

Monday

1. $9 + 1 =$ _____

2. $4 - 3 =$ _____

3. $8 + 1 =$ _____

4. Write the numeral for six hundred and seventy-four: _____

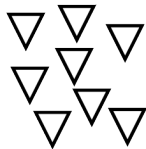
5. Complete this counting pattern:

14, 16, 18, 20, _____, _____, _____

6. 19 minus 8 equals: _____

7. Madison has 19 apricots. Hudson has 13 pears. Daniel has 9 strawberries. How many pieces of fruit do they have altogether? _____

8. Colour in an eighth of these triangles.



9. How many minutes in an hour? _____

10. How many sides does a rectangle have?

Tuesday

1. $10 + 13 =$ _____

2. $3 - 3 =$ _____

3. $13 + 11 =$ _____

4. Write these numbers in order from largest to smallest: 177, 790, 845, 545. _____

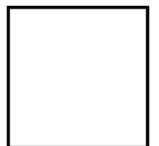
5. Complete this counting pattern:

16, 21, 26, 31, _____, _____, _____

6. Ryan has 14 mangoes. Gabriella has 16 peaches. Maria has 2 pears. How many pieces of fruit do they have altogether? _____

7. If you have 16 oranges and you eat 7 of them, how many oranges do you have left?

8. Colour in a quarter of this shape:



9. 1 minute = _____ seconds

10. Draw this shape: circle

Wednesday

1. $6 - 2 =$ _____

2. $1 + 12 =$ _____

3. $8 + 19 =$ _____

4. Write these numbers in order from largest to smallest: 938, 463, 82, 512. _____

5. Complete this counting pattern:

14, 19, 24, 29, _____, _____, _____

6. In a group of 18 students, 11 would like to play rugby league and the rest want to play netball. How many want to play netball? _____

7. Subtract 3 from 4: _____

8. Colour in a quarter of this shape:



9. How many seconds in a minute? _____

10. What is the name of this shape?



Thursday

1. $3 - 3 =$ _____

2. $10 + 11 =$ _____

3. $3 - 3 =$ _____

4. Write the numeral for four hundred and twenty-eight: _____

5. Complete this counting pattern:

12, 22, 32, 42, _____, _____, _____

6. Take 12 away from 15: _____

7. Daniel has 9 peaches. Addison has 18 strawberries. Lucy has 3 oranges. How many pieces of fruit do they have altogether? _____

8. $\$2.00 + 50 \text{ cents} =$ _____

9. How many minutes in an hour? _____

10. How many sides does a triangle have?

Friday

1. $5 - 1 =$ _____

2. $4 + 9 =$ _____

3. $1 - 1 =$ _____

4. What is the value of the number in the tens place in 10? _____

5. Complete this counting pattern:

14, 16, 18, 20, _____, _____, _____

6. If you have 8 strawberries and you eat 3 of them, how many strawberries do you have left?

7. Reagan has 20 pieces of watermelon. Zoe has 9 apples. Anthony has 4 avocados. How many pieces of fruit do they have altogether? _____

8. Colour in a quarter of these triangles.



9. 1 minute = _____ seconds

10. How many corners does a rectangle have?

Secret Monster Planning

Orientation: Draw and describe what your monster looks like

Complication: Draw what problems your monster causes in your bedroom

Resolution: Draw how you fix your monsters problems

Term 3 Week 8 Tuesday 31 August 2021

Activities	Seesaw	Optional
<p>English Reading After reading 'The Most Magnificent Thing' on Seesaw, use your imagination to build something magnificent! It can be anything you want. Look around your home to find things to build with e.g. blocks, lego, boxes, paper etc. Take a photo of your magnificent thing and upload it to Seesaw.</p> <p>Alternate activity: <i>Using items from around your home, build yourself a 'Reading Corner'. This is a cosy area where you can sit and read books. Get creative and try using cushions, blankets, cardboard boxes, chairs etc.</i></p>	<p>Log into Seesaw to view the 'Reading-Tuesday, Week 8' video.</p>	<p>Reading Eggs</p>
<p>Writing - Orientation and Complication In your workbook you are going to begin writing your 'Secret Monster' story. Today you will write your orientation and complication using the plan that you drew yesterday. An orientation is at the beginning of a story. It is here you introduce your characters, describe what the story is about, and where the story setting takes place. A complication is when a problem disrupts the normal life of the characters and from this, interesting things happen in the story to entertain the reader.</p> <p>For your orientation you will write two or three sentences for:</p> <ol style="list-style-type: none"> 1. Introducing your secret monster (describing what they look and act like) 2. Describing where your monster lives in your bedroom <p>For your complication you will write two or three sentences for:</p> <ol style="list-style-type: none"> 1. The problem your monster causes in your bedroom 2. How you try to hide the monster from your family <p>Remember to use</p> <ul style="list-style-type: none"> - Capital letters at the start of a sentence - A full stop at the end of a sentence - Descriptive words (Adjectives) - A range of connectives e.g., and, but, so, because, then, also <p>Support: Just write one simple sentence about what your monster looks like and one simple sentence about what problem the monster causes.</p> <p>Extension: Challenge yourself to add extra detail to your writing. Write a minimum of 5 sentences for each of the orientation and the complication.</p>	<p>Log into Seesaw to complete the activity 'Writing - Tuesday - Week 8'</p>	
<p>Brain Break 5-4-3-2-1! This is a simple but very fun game. You need to perform 5 different activities in descending order. For example, do 5 jumping jacks, 4 star jumps, 3 sit ups, 2 hops and 1 hand clap. Mix it up and think of different activities you can do.</p> <p>Spelling On a blank page in your workbook, using your spelling list, to complete a 'Look, Say, Cover, Write and Check' activity. Instructions: - Divide your page into four columns and carefully copy your list into the first</p>	<p>Log into Seesaw to complete 'Spelling-LSCWC'</p>	<p>Reading Eggs</p>

column. - Look at your first spelling word - Say the word out loud - Cover it over with a piece of paper or your hand - Write the spelling word again in the next column - Check the spelling word to see if you have got it right. - Repeat this process for each of your spelling words	(Tuesday, Week 8)	
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Lunch Break

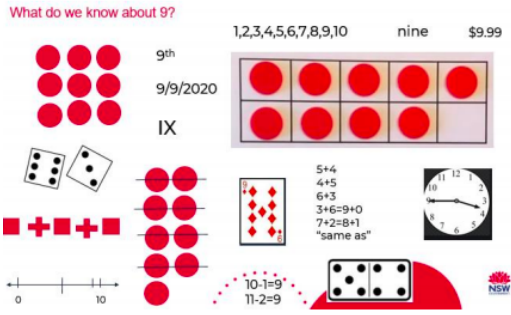
<p>Mathematics Number Work</p> <p>Please complete the 'Tuesday Week 1' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td colspan="3" style="background-color: red;"></td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td>32</td><td colspan="3" style="background-color: red;"></td><td>36</td><td>37</td><td>38</td><td>39</td></tr> <tr><td>40</td><td>41</td><td>42</td><td colspan="3" style="background-color: red;"></td><td>46</td><td>47</td><td>48</td><td>49</td></tr> <tr><td>50</td><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td></tr> <tr><td>60</td><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td></tr> <tr><td>70</td><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td></tr> <tr><td>80</td><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td></tr> <tr><td>90</td><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td></tr> </table> <p style="margin-left: 200px;">Maths Task</p> <p>Look at the hundreds chart and decide which numbers have been hidden. Write down which numbers have been hidden and how you know.</p> <p>Extension: Share your thinking with an adult. Is there another way you can prove which numbers are hidden?</p>	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				26	27	28	29	30	31	32				36	37	38	39	40	41	42				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	<p>Log into Seesaw to complete the 'Maths Task - Tuesday Week 8' task</p>	
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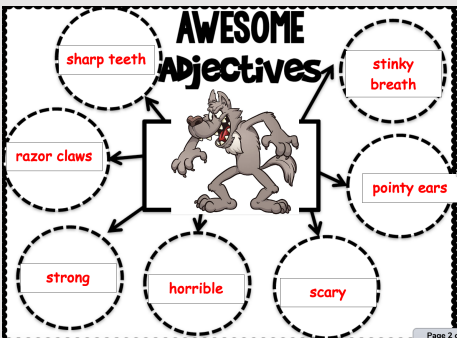
Break

<p>Geography My home</p> <ul style="list-style-type: none"> - Draw your home or paste in a photo of it. - Write or draw what you like to do at home. - Draw yourself in your special place at home. - Write or draw how you care for your home. 	<p>Upload a picture of your drawing to your teacher on Seesaw.</p>	<p>Choose an activity from the digital resource list.</p>
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Term 3 Week 8 Wednesday 1 September 2021

Activities	Seesaw	Optional
<p>English Reading Watch the video of the book 'Duck! Rabbit!' on Seesaw. Do you think the animal is a duck? Why? Do you think the animal is a rabbit? Why? Using the seesaw template or your workbook, explain why you think the animal is a duck or rabbit.</p> <p>Alternate activity: <i>Find a book, magazine or newspaper at your house that has a story (or information) about an animal and read it with a parent. Discuss what you already know about that animal and something new that you learnt about that animal.</i></p>	<p><i>Log into Seesaw to view the 'Reading-Wednesday, Week 8' video and complete the activity.</i></p>	<p>Reading Eggs</p>
<p>Writing - Resolution and Editing In your workbook you are going to continue writing your 'Secret Monster' story from where you left off yesterday. On Tuesday you wrote your orientation and complication, today you will write your resolution for your story. A resolution is where the problem or complication is fixed, and the ending of the story is written. You need to write how you're going to fix the problem in your story that your monster has caused e.g. The monster who always messes up your room is only allowed to play with your toys if he cleans up after himself or the monster who eats your clothes is put on a special monster diet.</p> <p>For your resolution you will write a sentence or two for: 1. Write how you are going to fix the problems your monster has caused</p> <p>Remember to use</p> <ul style="list-style-type: none"> - Capital letters at the start of a sentence - A full stop at the end of a sentence - Descriptive words - A range of connectives e.g., and, but, so, because, then, also <p>Editing You are going to proofread and edit your story that you have written. Follow the steps below:</p> <ol style="list-style-type: none"> 1. Read your story aloud to a family member. This will help you see if it sounds correct when spoken. 2. Using a different coloured pencil, check that you have used <i>capital letters</i> at the start of a sentence and a <i>full stop</i> at the end of a sentence. <p>Support: <i>Just write one simple sentence about how you fix your monster's problem or just draw a picture.</i></p> <p>Extension: <i>Challenge yourself to add extra detail to your writing. Write a minimum of 5 sentences for the resolution.</i></p>	<p><i>Log into Seesaw to complete the activity 'Writing - Wednesday (Week 8)'</i></p>	
<p>Brain Break Ear-Nose Switcheroo Touch your left ear with their right hand and at the same time touch your nose with your left hand. Then switch your hands and touch your right ear with your left hand and your nose with your right hand. Switch back and forth a few times.</p>	<p><i>Log into Seesaw to complete</i></p>	<p>Reading Eggs</p>

<p>Spelling Rainbow words: Write out your spelling words in rainbow, using a different colour for each letter Extension: See if you can use the same colour for all the vowels in your spelling words.</p>	<p>'Spelling-Rainbow words (Wednesday Week 8)'</p>	
Lunch Break		
<p>Mathematics Number Work Please complete the 'Wednesday Week 1' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p>Maths Task Here is a display of everything I know about nine.</p>  <p>Choose another one digit number and make a similar display. You can draw or even make ten frames, arrays, number sentences, number lines, words, symbols, and money to display your number. Extension: Choose a 2-digit number to display. Support: Choose a number between 1-9 to display.</p>		
Break		
<p>Physical Activity Bowl Catching For this activity you will need a plastic bowl or a small plastic bucket along with any type of throwing object (tennis ball, paired socks, scrunches paper, ball of wool etc).</p> <p>If there is someone who can play with you, get them to throw and you will need to catch the ball/object in the bowl. You need to remember to use soft hands and to bend your arms so that the ball doesn't bounce back out of the bowl. If you are playing by yourself, throw the ball in the air or rebound the ball off a brick wall and then attempt to catch it in the bowl</p> <p>Questions:</p> <ul style="list-style-type: none"> - What happened if you didn't bend your arms when catching? - Where did you need to look during the activity? - How is the bowl similar to using your hands for catching? 	<p>Log into Seesaw to view the Physical Activity video (Wednesday Week 8)'</p>	<p>Choose an activity from the digital resource list.</p>

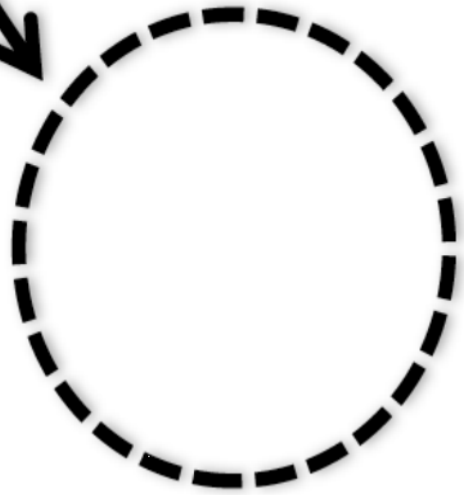
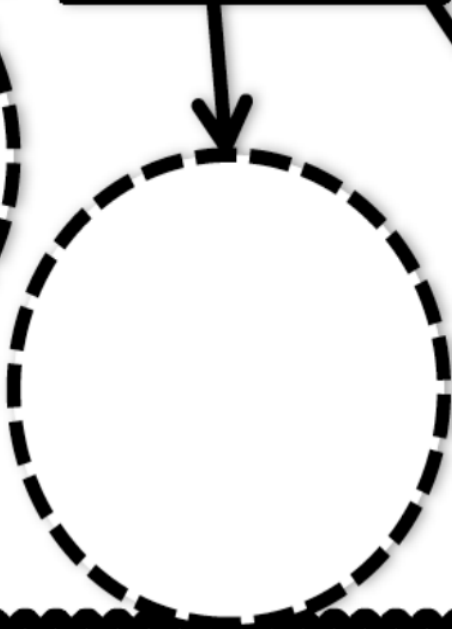
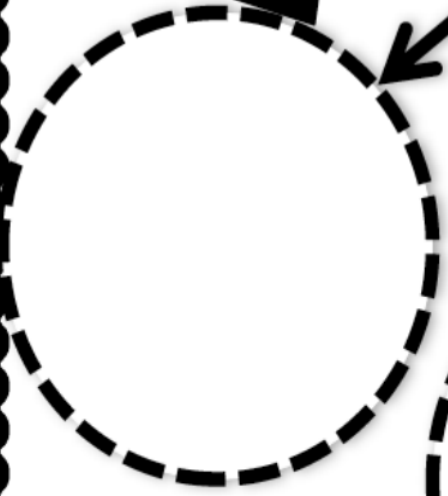
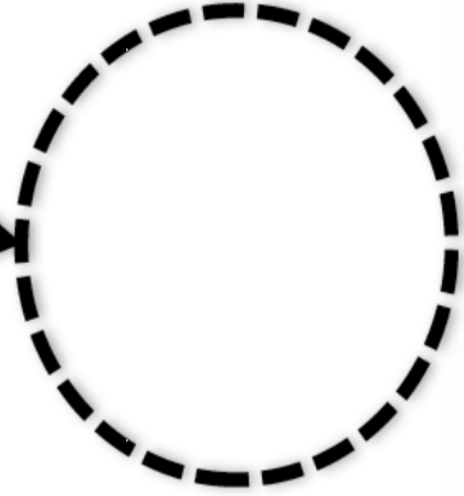
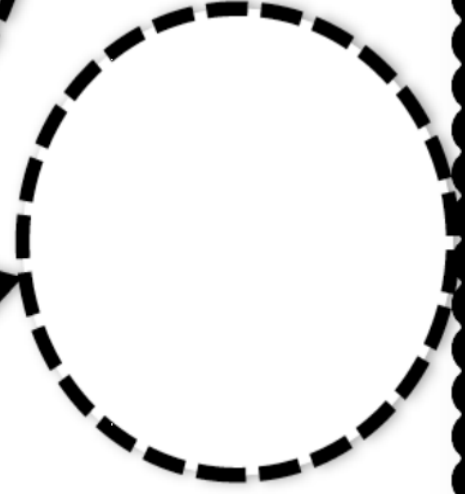
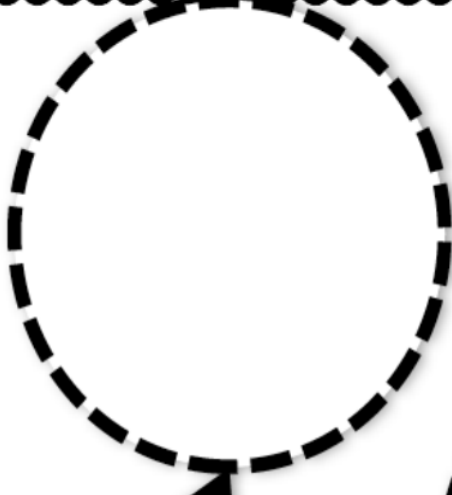
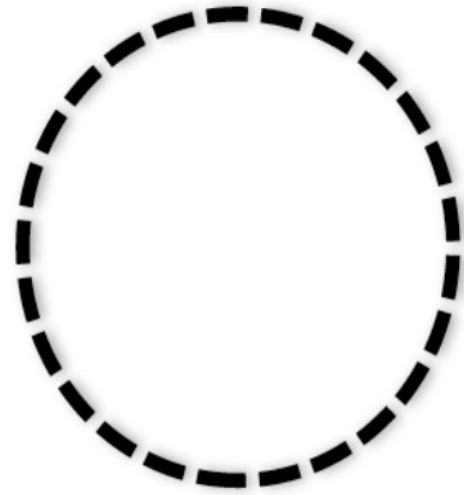
Activities	Seesaw	Optional
<p>English Reading</p> <p>Read the book 'When a Dragon Moves In' on Seesaw. Complete the following activity in your workbook: Write and draw, what you would do if a dragon moved in. 'If a dragon moved in I would...'</p> <p>Alternate activity: Pick your favourite book, magazine, or newspaper. Ask an adult to read it with you in your cosy reading corner.</p>	<p>Log into Seesaw to view the 'Reading-Thursday, Week 8' video.</p>	<p>Reading Eggs</p>
<p>Writing – Adjectives</p>  <p>An adjective is a word that describes an animal, person, thing, or thought. Adjectives include words that describe what something looks like and what it feels like to touch, taste, or smell. <<<<< Here are some examples of adjectives that you could use in your writing to make it more interesting.</p> <p>Below is a picture of the 'Big Bad Wolf'. There are 7 adjectives around him that describe his appearance and personality. e.g., sharp teeth, stinky breath, razor claws, pointy ears, strong, horrible, scary.</p>  <p>Adjective Activity:</p> <ul style="list-style-type: none"> - Now it's time to find a noun in your house to describe! GO find your favourite toy or think about your favourite character from a movie or cartoon. - Draw that toy or character into the square in the 'Awesome Adjective' worksheet. Use the adjective chart words to describe your item. <p>Support: Only write four adjectives to describe the character you choose. Extension: After you label your character with some awesome adjectives, try and write a small paragraph using those words to describe your character.</p>	<p>Log into Seesaw to complete the activity 'Adjectives' (Week 8)'.</p> </td> <td data-bbox="835 280 962 894"> </td> </tr> </tbody> </table> </p>	

<p>Brain Break Balance Test Put a piece of paper or plastic plate on your head and walk across the room while keeping the plate/paper in place. Make it trickier by adding something to the plate, like a small apple, pair of socks or a tv remote.</p> <p>Spelling Sentences Put each of your spelling words into a sentence, don't forget to use capital letters and full stops. <i>Extension: See how many spelling words you can write in one sentence.</i></p>	<p><i>Log into Seesaw to complete 'Spelling-Sentences (Thursday Week 8)'</i></p>	<p>Reading Eggs</p>																																																																		
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<p>Mathematics Number Work Please complete the 'Thursday Week 1' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p>Maths Task Trace around your foot on a blank piece of paper, then cut your foot out. Use your foot to measure how tall ten different objects are around your house. Record your measurements in your workbook. E.g. Fridge = 10 'feet' tall <i>Extension: Use your foot to measure how <u>tall</u> and how <u>long</u> objects are in your house.</i></p>																																																																				
Break																																																																				
<p>Creative Arts Music 1. Make a percussion instrument out of objects you can find at home' Here are some ideas:</p> <ul style="list-style-type: none"> - Make a shaker out of a small container filled with rice - Ask an adult if there are kitchen utensils you can use that make an interesting sound when tapped against each other - Use a bucket or an empty milo tin as a drum. <p>2. Use your percussion instrument to have a go at playing my rhythmic pattern:</p> <div style="text-align: center;"> <table style="margin: auto;"> <tr> <td style="text-align: center;">$\frac{4}{4}$</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;"> </td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;"> </td> </tr> <tr> <td></td> <td style="text-align: center;"> </td> <td style="text-align: center;">▭</td> <td style="text-align: center;">▭</td> <td style="text-align: center;"> </td> <td></td> <td style="text-align: center;"> </td> <td style="text-align: center;">▭</td> <td style="text-align: center;">Z</td> <td style="text-align: center;"> </td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Ta</td> <td style="text-align: center;">Ti-ti</td> <td style="text-align: center;">Ti-ti</td> <td style="text-align: center;">Ta</td> <td></td> <td style="text-align: center;">Ta</td> <td style="text-align: center;">Ti-ti</td> <td style="text-align: center;">Sa</td> <td style="text-align: center;">Ta</td> <td></td> </tr> </table> <table style="margin: auto;"> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;"> </td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;"> </td> </tr> <tr> <td></td> <td style="text-align: center;">▭</td> <td style="text-align: center;">▭</td> <td style="text-align: center;">Z</td> <td style="text-align: center;">Z</td> <td></td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;">▭</td> <td style="text-align: center;"> </td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">Ti-ti</td> <td style="text-align: center;">Ti-ti</td> <td style="text-align: center;">Sa</td> <td style="text-align: center;">Sa</td> <td></td> <td style="text-align: center;">Ta</td> <td style="text-align: center;">Ta</td> <td style="text-align: center;">Ti-ti</td> <td style="text-align: center;">Ta</td> <td></td> </tr> </table> </div> <p>3. Use the worksheet provided to complete activity number 3.</p>	$\frac{4}{4}$	1	2	3	4		1	2	3	4				▭	▭				▭	Z				Ta	Ti-ti	Ti-ti	Ta		Ta	Ti-ti	Sa	Ta			1	2	3	4		1	2	3	4			▭	▭	Z	Z				▭				Ti-ti	Ti-ti	Sa	Sa		Ta	Ta	Ti-ti	Ta		<p><i>Upload a picture of your instrument you have made or send a video of you playing your instrument to your teacher on Seesaw.</i></p>	<p><i>Choose an activity from the digital resource list.</i></p>
$\frac{4}{4}$	1	2	3	4		1	2	3	4																																																											
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	Ti-ti	Ti-ti	Sa	Sa		Ta	Ta	Ti-ti	Ta																																																											

AWESOME Adjectives

Name: _____

A central rectangular box with a solid black border. Six arrows point outwards from the corners and midpoints of the box to six dashed circles arranged around it. The circles are intended for students to write adjectives.



Music Worksheet

3. Cut out some of the stick percussion symbols (Ta: | Ti-ti: ▭ Sa: Z) and glue them on the bars below to make a rhythmic pattern in $\frac{4}{4}$ time. Each of these symbols is worth one 'Ta', so you need a combination of 4 in each bar. Use your home-made percussion instrument to play it. See if you can stomp the beat with your feet while you play as extra challenge! Can you see the repeat sign (the two dots) on the last bar? Don't forget to go straight back to the beginning and repeat your composition. 😊

▭	▭	▭	▭	▭	▭
Z	Z	Z	Z	Z	Z

$\frac{4}{4}$

|

|

|

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Term 3 Week 8 Friday 3 September 2021

Activities	Seesaw	Optional
<p>English Reading Listen to the book 'The Koala That Could' on Seesaw. Watch the video to learn how to draw a koala - have a go at drawing your own koala on Seesaw or draw it in your workbook and upload a photo. Then answer the question: 'How did Kevin the koala change during the story?'</p> <p>Alternate activity: <i>Think about the cutest koala you have ever seen - this could be from a book, magazine, photo or real life. Draw a detailed picture of a koala in your workbook and label the different parts of it e.g., eyes, nose, grey fur etc.</i></p>	<p><i>Log into Seesaw to view the 'Reading-Friday, Week 8' video and complete the activity.</i></p>	<p>Reading Eggs</p>
<p>Writing Editing Sentences When we are writing, it is important that we have a clear message. This means that our words are spelt correctly, we use punctuation, and our handwriting is neat.</p> <p>Editing Task</p> <ul style="list-style-type: none"> - The sentences below have been written but there are quite a few spelling mistakes and missing punctuation. - Write out the sentences again so that they are spelt accurately and have the correct capital letters and full-stops. <ol style="list-style-type: none"> 1. the bumblee landed on the flour it's petals were yelow, green and white 2. it was such a hot dai the children bought ice-creems to cool themselves down 3. the flours were red, yello, and perple They smeled sweet like chocolate 4. the birds were geting sticks and leaves They were busy building there nests <p>Support: <i>Do this activity with a parent/caregiver and use a dictionary or google for the words you do not know how to spell.</i></p> <p>Extension: <i>Challenge yourself to write out 4 more sentences that have mistakes in them. Ask a parent/caregiver to correct your mistakes.</i></p>	<p><i>Log into Seesaw to complete the activity Friday Writing Task - Editing 'Week 8'</i></p>	
<p>Brain Break Using a tennis ball or a pair of socks, Play catch with a parent or sibling. Alternatively, dribble a soccer ball or basketball, or shoot baskets if you've got a basketball hoop nearby.</p> <p>Spelling Final Test: Ask your parents/carer to test you on your spelling list. Write your words in your workbook. Check to see which ones you got correct and practise writing out any words that were incorrect.</p>	<p><i>Log into Seesaw to complete 'Spelling- Final test (Friday Week 8)'</i></p>	<p>Reading Eggs</p>
Lunch Break		
<p>Mathematics Number Work Please complete the 'Friday Week 1' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to</p>		

<p>complete the 10 questions.</p> <p>Maths Task Complete the 'one more, one less, ten up, ten down' worksheet (in your resources pack or on seesaw). Look at the number in the middle of each grid, for each grid fill in the empty boxes. -In the box above write the number that is ten less -In the box below write the number that is ten more -In the box to the left write the number that is one less -In the box to the right write the number that is one more</p> <p><i>Extension: Use the hundreds chart to complete some more of own grids</i> <i>Support: Use the hundreds chart to help you work out the missing numbers for each grid</i></p>	<p><i>Log into Seesaw to complete 'Maths Task - Friday Week 8'</i></p>	
Break		
<p>Catch-up Finish tasks from Monday-Thursday and/or</p> <p>Personal Development and Health Grow Your Mind Elephant Breathing Instructions: Our elephant helps us remember things. Let's wake up our elephant now! Stand with your feet wide apart, arms/trunk dangling between the legs. Breathe in and raise the arms high and then breathe out and swing your arms/trunk down again. Repeat five times.</p> <p>Discuss with a parent/caregiver the following questions:</p> <ul style="list-style-type: none"> - What are emotions? For example, emotions are feelings; sad, happy. - What are facial expressions? – For example, movements of the face - What do facial expressions do? – For example, show others your emotions/feelings. - Complete the worksheet 'Facial expressions'. You will need to match up the correct emotion to the scenario. In the activity one emotion picture can be linked to more than one scenario. 	<p><i>Log into Seesaw to complete this activity online. 'FRIDAY, Week 8 - PDH'</i></p>	<p><i>Choose an activity from the digital resource list.</i></p>

One more, one less
ten up, ten down

	12	

	65	

	32	

	79	

	26	

	54	

	47	


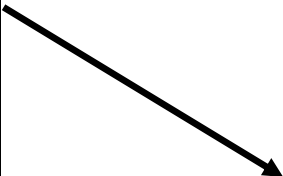









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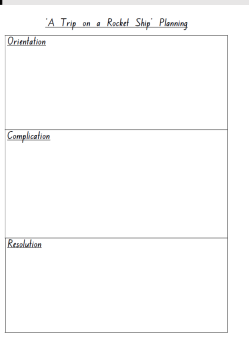
Hundreds Chart

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

Week 8 Worksheet 'Facial expressions'

Emotions	Match the emotion	The event
 <p>Happy</p>		Family member in hospital
 <p>Confused</p>		Getting a surprise
 <p>Worried</p>		Trying to answer a really hard question at school
 <p>Proud</p>		Pet passes away
 <p>Surprised</p>		Struggling to tie your shoelaces for the first time
 <p>Sad</p>		Your friend breaks your favourite toy
 <p>Frustrated</p>		Playing games at a birthday party
 <p>Angry</p>		Win an award at school
 <p>Scared</p>		See a huge spider on the wall
 <p>Excited</p>		Going to a party

Term 3 Week 9 Monday 6 September 2021

Activities	Seesaw	Optional
<p>English Reading</p> <p>After listening to 'Caring For Your Lion' on Seesaw, think about a zoo animal that you would like as a pet. Then come up with your own steps to care for them. Remember this is a fictional story, so it is alright if some of your steps are a little silly.</p> <p>Alternate activity: <i>Do you have a pet at home? How do you look after it? Do you feed it? Take it for walks? Cuddle it?</i> <i>Imagine you could have any pet in the world, a lion, elephant, turtle, panther, shark etc. In your workbook, draw a picture of the pet you would like and write down 3 steps about how you would look after it.</i></p>	<p>Log into Seesaw to view the 'Reading-Monday, Week 9' video and complete the activity.</p>	<p>Reading Eggs</p>
<p>Writing - 'A Trip on a Rocket Ship' Planning</p> <p>You are going to create an imaginative text about going on a trip in a rocket ship to space.</p> <p>Using the worksheet provided you will only plan what you're going to write about by drawing detailed pictures and descriptive keywords for the:</p> <p>Orientation: Draw your rocket and what you see as you go up into space. Complication: Draw what problems you may face up in space. Resolution: Draw how are you going to fix the problems and get back home from space.</p> <p>Remember to show someone in your family what you have planned and explain to them what your story is about.</p> <p>Use the provided worksheet to plan your own imaginative text about your trip to space.</p>  <p>(Worksheet for Activity)</p> <p>Support: Only draw detailed pictures for your planning. Extension: Include a range of adjectives (describing words) in your plan. This will help to add extra detail for when you start to write your story.</p>	<p>Log into Seesaw to complete the activity 'Writing - Monday (Week 9)'.</p>	
<p>Brain Break Act it Out</p> <p>Without using your voice, act out each of the scenarios below to a parent, carer or sibling;</p> <ul style="list-style-type: none"> - You're driving a car - You're blowing bubbles - A bee is flying around you - You just met your favourite singer 		<p>Reading Eggs</p>

Spelling

This week's spelling words are:

day, bay, play, sway, stay, spray, today, that, came, was

Extension: If you would like a challenge, add on another 5 'ay' words of your choosing.

1. Write your spelling words in your workbook.
2. Cut out the letters for your spelling words from an old magazine or a catalogue. Glue the letters in order so they spell out each of your words.

Log into Seesaw to complete 'Spelling-Write and build (Monday, Week 9)'

Lunch Break

Mathematics

Number Work

Please complete the 'Monday Week 2' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.

Maths Task

Choose a number between 3 and 10. Write all the sums you can for your chosen number in your workbook.

E.g. Chosen number: 8

0+8

1+7

2+6

3+5

4+4

5+3

6+2

7+1

Extension: Repeat activity with a 2-digit number

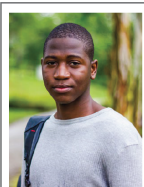
Break

Science

- As we grow up, we change. Draw and label four of the things you look forward to when you grow up?
- Draw someone you know at each of the different stages of growing up. If you are unsure, use the pictures below as a guide.
 - o baby
 - o toddler
 - o child
 - o teenager
 - o adult
 - o elderly

Upload a picture of your drawing to your teacher on Seesaw.

Choose an activity from the digital resource list.



teenager



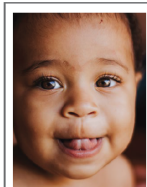
child



elderly



toddler



baby



adult

A Trip to Space Planning

Orientation: *Draw and label the rocket you are in and what you see in space*

Complication: *Draw and label any problems you may face up in space*

Resolution: *Draw and label how you are going to fix the problems and get back home from space.*

Monday

1. $2 + 2 =$ _____

2. $8 - 5 =$ _____

3. $7 + 5 =$ _____

4. What is the number in the hundreds place in 925?

5. Complete this counting pattern:

8, 10, 12, 14, _____, _____, _____

6. If you have 13 oranges and you eat 6 of them, how many oranges do you have left?

7. What is the difference between 7 and 4? _____

8. What is the value of this coin?



9. At 4 o'clock, the hour hand points to _____.

10. Draw this shape: rectangle

Tuesday

1. $9 - 6 =$ _____

2. $20 + 17 =$ _____

3. $6 - 2 =$ _____

4. Write the smallest number you can using: 1, 8, 5.

5. Complete this counting pattern:

12, 17, 22, 27, _____, _____, _____

6. Ian has 5 mangoes. If Ian buys 9 more mangoes, how many mangoes does he have altogether? _____

7. What is the sum of 20 and 18? _____

8. What is the value of this coin?



9. 1 hour = _____ minutes

10. How many corners does a square have?

Wednesday

1. $12 + 1 =$ _____

2. $1 - 1 =$ _____

3. $1 - 1 =$ _____

4. Write these numbers in order from smallest to largest: 425, 212, 941, 795. _____

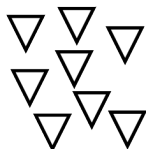
5. Complete this counting pattern:

3, 5, 7, 9, _____, _____, _____

6. If there were 26 fans at a rugby league game, 19 were wearing red and the rest were wearing blue, how many were wearing blue? _____

7. If 16 trucks are parked, 4 are purple and the rest are maroon, how many are maroon? _____

8. Colour in a quarter of these triangles.



9. How many seconds in a minute? _____

10. Draw this shape: oval

Thursday

1. $20 + 14 =$ _____

2. $9 - 9 =$ _____

3. $4 + 13 =$ _____

4. What is the number in the tens place in 937? _____

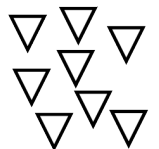
5. Complete this counting pattern:

7, 12, 17, 22, _____, _____, _____

6. What is the difference between 17 and 7? _____

7. Cadence has 1 apple. Hailey has 9 oranges. Declan has 1 banana. How many pieces of fruit do they have altogether? _____

8. Colour in an eighth of these triangles.



9. At 1 o'clock, the hour hand points to _____.

10. How many corners does a pentagon have?

Friday

1. $19 + 19 =$ _____

2. $9 - 2 =$ _____

3. $2 + 11 =$ _____

4. What is the value of the number in the ones place in 95? _____

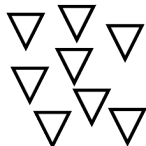
5. Complete this counting pattern:

7, 9, 11, 13, _____, _____, _____

6. Subtract 3 from 8: _____

7. What is the difference between 8 and 2? _____

8. Colour in an eighth of these triangles.



9. At 12 o'clock, the hour hand points to _____.

10. How many sides does a square have?

Term 3 Week 9 Tuesday 7 September 2021

Activities	Seesaw	Optional
<p>English Reading Listen to 'The Great Eggscape' on Seesaw and discover what adventures the eggs go on. After listening to the story, decorate your own egg, then name it and tell us what kind of great eggscape adventure they would go on.</p> <p>Alternate activity: <i>Have you ever been on an adventure? Where did you go? What did you do? Who did you see?</i> <i>Pretend you are an explorer on an extraordinary adventure! Draw a picture in your workbook of where you would go and label it with key words. Then sit with an adult in your cosy reading corner and tell them about your adventure.</i></p>	<p>Log into Seesaw to view the 'Reading-Tuesday, Week 9' video and complete the activity.</p>	<p>Reading Eggs</p>
<p>Writing - Orientation and Complication In your workbook you are going to begin writing your 'Trip on a Rocket Ship' story. Today you will write your orientation and complication using the plan that you drew yesterday. An orientation is at the beginning of a story. It is here you introduce your characters, describe what the story is about, and where the story setting takes place. A complication is when a problem disrupts the normal life of the characters and from this interesting things happen in the story to entertain the reader.</p> <p>For your orientation you will write two or three sentences:</p> <ol style="list-style-type: none"> 1. Describe in detail the Rocket ship you are flying 2. Describing in detail the amazing things you can see in space <p>For your complication you will write two or three sentences:</p> <ol style="list-style-type: none"> 1. The problem you will face when up in space <p>Remember to use</p> <ul style="list-style-type: none"> - Capital letters at the start of a sentence - A full stop at the end of a sentence - Descriptive words (Adjectives) - A range of connectives e.g., and, but, so, because, then, also <p>Support: <i>Just write one simple sentence about what your rocket looks like and one simple sentence about what problem happens in space.</i></p> <p>Extension: <i>Challenge yourself to add extra detail to your writing. Write a minimum of 5 sentences for each of the orientation and the complication.</i></p>	<p>Log into Seesaw to complete the activity 'Writing - Tuesday (Week 9)'.</p>	
<p>Brain Break Colouring/Drawing Find a calm space in your home where you can quietly colour in a picture or alternatively draw your own picture. Try not to talk and just focus on your breathing.</p> <p>Spelling On a blank page in your workbook, using your spelling list, to complete a 'Look, Say, Cover, Write and Check' activity.</p> <p>Instructions:</p> <ul style="list-style-type: none"> - Divide your page into four columns and carefully copy your list into the first column. - Look at your first spelling word 	<p>Log into Seesaw to complete 'Spelling-LSCWC (Tuesday, Week 9)'</p>	<p>Reading Eggs</p>


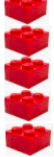



<ul style="list-style-type: none"> - Say the word out loud - Cover it over with a piece of paper or your hand - Write the spelling word again in the next column - Check the spelling word to see if you have got it right. - Repeat this process for each of your spelling words 		
Lunch Break		
<p>Mathematics Number Work Please complete the 'Tuesday Week 2' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p>Maths Task Basketball Toss</p> <ol style="list-style-type: none"> 1. Mark a clear 'starting line' for your basketball toss. 2. Take 3 big steps from your starting line and place a target (basket, bucket or container) at the end. 3. Stand at your starting line and throw a ball or a pair of socks with your right hand trying to get it in the target. 4. Go back to your starting line and have your second throw. 5. Repeat this until you have thrown your ball or socks 10 times with your right hand and then 10 times with your left hand. 6. Record your throws on paper using tally marks. 7. Create a graph to share your results. <ul style="list-style-type: none"> - What do you notice about your graph? - What does it tell you about your success at playing sock basketball using your left hand compared to using your right hand? - Do you think that these results will change with practice? <p><i>Extension: Get a sibling to play the same game and compare results.</i> <i>Support: Create a picture graph.</i></p>		
Break		
<p>Geography My School</p> <ul style="list-style-type: none"> - Draw a picture of your school. - Identify where your classroom is and your favourite place. - Using dot points explain why school rules are used to help the school community to take care of the students and the environment. 	<p><i>Upload a picture of your drawing to your teacher on Seesaw.</i></p>	<p><i>Choose an activity from the digital resource list.</i></p>

Term 3 Week 9 Wednesday 8 September 2021

Activities	Seesaw	Optional
<p>English Reading Listen to the book "I don't want to be a frog" on Seesaw. What animal would you want to be if you could turn into any animal right now? Draw a picture and write about what animal you would be on Seesaw or in your workbook.</p> <p>Alternate activity: <i>Pretend you have magic powers! You are tired of being a human, you want to be something different. An animal! What animal would you be? Shark? Giraffe? Snake? Horse? Draw a picture in your workbook of the animal you would like to be and explain to someone in your family why you chose that animal.</i></p>	<p><i>Log into Seesaw to view the 'Reading-Wednesday, Week 9' video and complete the activity.</i></p>	<p>Reading Eggs</p>
<p>Writing - Resolution and Editing In your workbook you are going to continue writing your 'Trip to Space' story from where you left off yesterday. On Tuesday you wrote your orientation and complication, today you will write your resolution for your story. A resolution is where the problem or complication is fixed, and the ending of the story is written. You need to write how you're going to fix the problem in your story that you faced while in space e.g., using a special space GPS to find your back to the ship when you're lost on the moon or give the aliens who are trying to steal your ship 'Earth food' to distract them.</p> <p>For your resolution you will write a sentence or two for: 1. Write how you fix the problem in space and return to earth safely.</p> <p>Remember to use - Capital letters at the start of a sentence - A full stop at the end of a sentence - Descriptive words - A range of connectives e.g. and, but, so, because, then, also</p> <p>Editing You are going to proofread and edit your story that you have written. Follow the steps below: 3. Read your story aloud to a family member. This will help you see if it sounds correct when spoken. 4. Using a different coloured pencil, check that you have used <i>capital letters</i> at the start of a sentence and a <i>full stop</i> at the end of a sentence.</p> <p>Support: <i>Just write one simple sentence about how you get back to earth from space and draw a picture.</i> Extension: <i>Challenge yourself to add extra detail to your writing. Write a minimum of 5 sentences for the resolution. You must use descriptive language.</i></p>	<p><i>Log into Seesaw to complete the activity 'Writing - Wednesday (Week 9)'.</i></p>	
<p>Brain Break You are going to go on a scavenger hunt in your home. Put on a timer and see how many items you can find in 5 minutes; - something purple, mug, teddy bear, green leaf, book, toy car, pencil, stick.</p>	<p><i>Log into Seesaw to complete 'Spelling-</i></p>	<p>Reading Eggs</p>

<p>Spelling Rainbow words Write out your spelling words in rainbow, using a different colour for each letter.</p> <p><i>Extension: See if you can use the same colour for all of the consonants in your spelling words.</i></p>	<p><i>Rainbow words (Wednesday Week 9)</i></p>	
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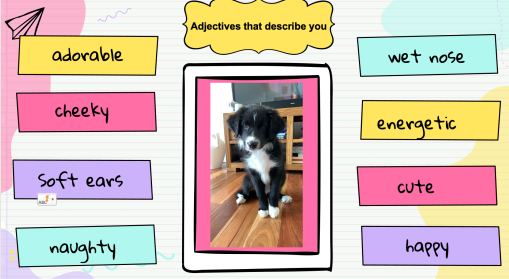
Lunch Break

<p>Mathematics Number Work Please complete the 'Wednesday Week 2' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p>Maths Task Trading and renaming game You will need: -a 6-sided die OR -a set of cards with the numbers 1-6 on them (you can make a set of cards by drawing six squares on a sheet of paper, write the numbers 1-6 in each square then cut them out) -a large collection of items such as lego, blocks or paddle pop sticks</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="87 945 252 1075"> <p>Step 1 Roll dice or turn over card</p>  </div> <div data-bbox="263 945 427 1075"> <p>Step 2 Collect items</p>  </div> <div data-bbox="438 945 603 1075"> <p>Step 3 Roll dice or turn over card again</p>  </div> <div data-bbox="614 945 778 1075"> <p>Step 4 Collect items</p>  </div> <div data-bbox="790 945 954 1075"> <p>Step 5 Regroup into tens</p>  </div> <div data-bbox="965 945 1129 1075"> <p>Step 6 Repeat (keep building upon number)</p> </div> </div> <p>Follow these steps to play: Don't forget we rename 2-digit numbers using tens and ones e.g. I can rename 34 as 3 tens and 4 ones.</p>		
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Break



<p>Physical Activity Throwing Golf For this activity you will need:</p> <ul style="list-style-type: none"> - An object that can be used as a ball (if indoors use a wool ball or socks), - As many tubs or containers as you can find to make each of the holes. <p>Place your tubs in different locations in the playing space you are using – if playing indoors you may use several different rooms. When placing your tubs decide what order the 'holes' (tubs) will be played in. To make sure the game works you need tub 2 to be visible from tub 1, tub 3 visible from tub 2 etc.</p> <p>You need to complete all 9 holes in as few throws as possible. Choose your starting position, count how many throws it takes to get the ball to land in the 'hole' one – this is your score for the first hole, then stand at hole 1 and try to land the ball in tub 2 – again count your throws. Modification – if outdoors you might try and play this game with a Frisbee, use your non-preferred hand and compare your score to the preferred hand.</p>	<p><i>Log into Seesaw to view the Physical Activity video (Wednesday Week 9)</i></p>	<p><i>Choose an activity from the digital resource list.</i></p>
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Term 3 Week 9 Thursday 9 September 2021

Activities	Seesaw	Optional
<p>English Reading Read the story 'The Dot' on Seesaw. Did you like the story? What did you like about it? Write your response on Seesaw on in your workbook and read it to a parent.</p> <p>Alternate activity: Using an old magazine, find and circle as many 'th' words as you can! Make a list of all the words you found in your workbook and write or say 3 of them in a sentence.</p>	<p>Log into Seesaw to view the 'Reading-Thursday, Week 9' video and complete the activity.</p>	<p>Reading Eggs</p>
<p>Writing Adjectives An adjective is a word that describes an animal, person, thing, or thought. Adjectives include words that describe what something looks like and what it feels like to touch, taste, or smell.</p> <p>Watch the clip below as it provides some really great information about what adjectives are and how we use them in writing. https://www.youtube.com/watch?v=4f3H12YNlXo</p> <p>Now it is your turn to come up with some great adjectives that describe who you are and what you look like. Below is an example of Miss Flannery's dog Bonnie. The adjectives to describe Bonnie are; adorable, cheeky, naughty, energetic, cute, happy, soft ears and wet nose.</p>  <p>Task</p> <ul style="list-style-type: none"> - Draw a picture of yourself in your workbook - Now label your drawing with at least 8 adjectives that best describe you - Once you are done now put these adjectives into sentences that describe who you are. - <p>Support: Draw a picture of yourself and then have a parent/caregiver give you 5 adjectives that best describe you who are. Write these adjectives around your photo or drawing.</p> <p>Extension: Do the same activity again but this time draw a picture of a person in your family and label the drawing with adjectives.</p>	<p>Log into Seesaw to complete the activity 'Adjectives' (Week 9)'. </p>	
<p>Brain Break Secret Handshake Create a secret handshake with your parent carer or sibling then try to remember it so you can teach it to someone else in your home.</p>	<p>Log into</p>	<p>Reading Eggs</p>

<p>Spelling Sentences Put each of your spelling words into a sentence, don't forget to use capital letters and full stops. <i>Extension: See how many spelling words you can write in one sentence.</i></p>	<p>Seesaw to complete 'Spelling-Sentences (Thursday Week 9)'</p>	
Lunch Break		
<p>Mathematics Number Work Please complete the 'Thursday Week 2' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p> <p>Maths Task Choose a number between 3 and 10. Write all the subtraction number sentences you can for your chosen number in your workbook. E.g. Chosen number: 8 20-12 19-11 18-10 10-2 9-1 8-0 <i>Extension: Repeat activity with a number greater than 10.</i></p>		
Break		
<p>Creative Arts Music - Dynamics (loud and soft sounds) We have been learning different musical terms, and DYNAMICS is one of those words. Some music can be very soft and relaxing, such as meditation music or a lullaby for a baby to sleep to; or very loud and exciting, such as a heavy rock band or a full orchestra playing a loud piece of music like the Finale of Tchaikovsky's 1812 Overture – it even has cannons exploding and church bells as a part of the music! If you would like to hear the cannons in the 1812 Overture, here is a very funny YouTube clip of Line Rider speeding along to the music https://www.youtube.com/watch?v=9StgmDIZIZO</p> <ul style="list-style-type: none"> - Have a look around your house for items that can make sounds. They can be things that make sounds by themselves or if you hit, shake or scrape them. Remember to always ask first before using any object to make sounds just in case it is breakable. - Listen to the sound they make and put them into two categories, either loud or soft sounds. - Fill in the chart using pictures or words (or both). I have started the chart for you with two pictures. 		<p><i>Choose an activity from the digital resource list.</i></p>

DYNAMICS: SOUND SORTING

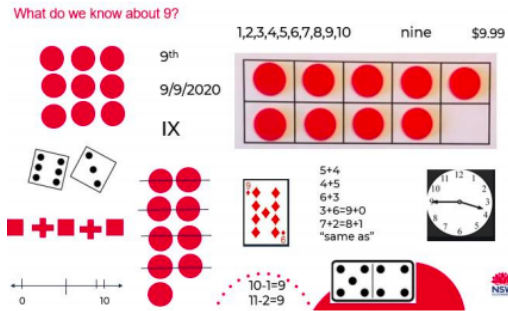
LOUD	SOFT
 <p>motorbike</p>	 <p>cat purring</p>

Term 3 Week 9 Friday 10 September 2021

Activities	Seesaw	Optional
<p>English Reading Read the story 'Room on the Broom' on Seesaw. Make sure you are listening very carefully! At the end of the story, draw who was on the broom either on Seesaw or in your workbook. Make sure you don't forget anyone!</p> <p>Alternate activity: <i>Find your favourite book, magazine or newspaper in your house and read it in your cosy reading corner. Once you have finished reading, make a list in your workbook of all the adjectives in the book. Adjectives are words you use to describe something. E.g. Miss Shannon wore bright, pink, sparkly shoes to school on Friday.</i></p>	<p><i>Log into Seesaw to view the 'Reading-Friday, Week 9' video and complete the activity.</i></p>	
<p>Writing Editing Sentences When we are writing, it is important that we have a clear message. This means that our words are spelt correctly, we use punctuation, and our handwriting is neat.</p> <p>Editing Task</p> <ul style="list-style-type: none"> - The sentences below have been written but there are quite a few spelling mistakes and missing punctuation. - Write out the sentences again so that they are spelt accurately and have the correct capital letters and full-stops. <ol style="list-style-type: none"> 1. mis shannon luvs to tak her dog 4 a walk to the beech 2. miss francis went owt to her chikn coop and fownd a broken eg! 3. mis flannery had 2 run down the stret to tri catch her dog bonnie 4. the cat woz sow fat it jest sat on the mat awl dai <p>Support: <i>Do this activity with a parent/caregiver and use a dictionary or google for the words you do not know how to spell.</i></p> <p>Extension: <i>Challenge yourself to write out 4 more sentences that have mistakes in them. Ask a parent/caregiver to correct your mistakes.</i></p>	<p><i>Log into Seesaw to complete the activity Friday Writing Task - Editing 'Week 8'</i></p>	<p>Reading Eggs</p>
<p>Brain Break Facetime, call or video chat with a friend or family member. If you are unable to use a phone, write them a letter instead.</p> <p>Spelling Final Test Ask your parents or carer to test you on your spelling list. Write your words in your workbook. Check to see which ones you got correct and practise writing out any words that were incorrect.</p>	<p><i>Log into Seesaw to complete 'Spelling-Final test (Friday Week 9)'</i></p>	<p>Reading Eggs</p>
Lunch Break		
<p>Mathematics Number Work Please complete the 'Friday Week 2' column of your maths mental sheet. (This is in your resource pack). Use your knowledge of mental strategies to complete the 10 questions.</p>		

Maths Task

Here is a display of everything I know about nine.



Choose another one digit number and make a similar display, make sure you choose a different number to the one you did last week! You can draw or even make ten frames, arrays, number sentences, number lines, words, symbols, and money to display your number.

Extension: Choose a 2-digit number to display.

Support: Choose a number between 1-9 to display.

Break

Catch-up

Finish tasks from Monday-Thursday

and/or

Personal Development and Health Grow Your Mind Bumblebee Breath

Instructions:

Sitting comfortably put your index fingers gently into your ears, then breathe in through your nose, pause and then breath out making a humming sound with your mouth. Repeat 5 times.

'How Others Feel'





Practice making facial expressions in the mirror to experience what others see. Expressions to be made sad, happy, proud, angry, excited and worried. Ask a parent/caregiver if they have any different emotions you can practice in the mirror.

Complete the Worksheet 'How others feel'. Read the situation and write or draw a picture about how someone would feel when they see your facial expression.

Log into Seesaw to complete this activity online. 'FRIDAY, Week 9 - PDH'

Choose an activity from the digital resource list.

Week 9 'How others feel'

The situation	Your facial expression	How would these people feel when they see your facial expression?
Scoring the winning goal.	 Excited	My team -
Getting an award at school.	 Proud	My teacher -
Hurting my knee badly in the playground.	 Sad	My friends -
I don't get to play with my toy.	 Angry	My mum or dad -