


STAGE ONE UNIT WEEK 7 TERM 3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Please post your writing and Science work to Seesaw.</p>	<p>Please post your Handwriting and Maths to Seesaw.</p>	<p>Please post your tea party and drama activity to Seesaw.</p>	<p>Please post your Maths and Library Lesson to Seesaw.</p>	<p>Please post your reading video and Maths to Seesaw.</p>
<p>Silent reading - 10mins Choose a book from home or use Sunshine Online for online readers.</p> <p>Reading The story we will be looking at this week is 'Maudie and Bear' from StoryBox Library. Before reading, complete the following activities: Making Predictions: Predict what the story may be about by considering: -The title of the book -The cover -The illustrations Making Connections: -Identify the author/illustrator of the book. Have you read any of her other books? Find some of her other books by searching them on google. How are they similar or different to Maudie and Bear? -What do you like to do with your best friend? -What is a friend? https://storyboxlibrary.com.au/login Username: jamo20 Password: jamo20</p>	<p>Silent reading - 10mins Choose a book from home or use Sunshine Online for online readers.</p> <p>Spelling Using the spelling grid, choose two different activities to do with your spelling words for this week. See list of words attached to the unit.</p> <p>Sight Words - Then, choose one sight word activity from the grid attached to practice your 100, 200 or 300 Magic Sight Words.</p>	<p>Silent reading - 10mins Choose a book from home or use Sunshine Online for online readers.</p> <p>Reading Using story box library, listen to the story 'Maudie and Bear' https://storyboxlibrary.com.au/login Activity: Tea Party What you need:</p> <ul style="list-style-type: none"> • Tableware • Crockery and cutlery • Drink • Food • Pencils • Paper <p>Maudie and Bear enjoy eating together. Now it's your turn to plan a Tea Party. Write a menu using pen and paper. You can either draw your menu or type it up on Word for printing. Create tea party invitations for your family, teddies and dolls. Set up your tea party and prepare the food! Host your tea party and take a picture to post on SeeSaw.</p>	<p>Silent reading- 10 mins Choose a book from home or use Sunshine Online for online readers.</p> <p>Spelling Using the spelling grid, choose two different activities to do with your spelling words for this week. See list of words attached to the unit</p> <p>Sight Words - Then, choose one sight word activity from the grid attached to practice your 100, 200 or 300 Magic Sight Words.</p>	<p>Silent reading - 10mins Choose a book from home or use Sunshine Online – record yourself reading and post to Seesaw.</p> <p>Reading Using story box library, listen to the story 'Maudie and Bear' https://storyboxlibrary.com.au/login Username: jamo20 Password: jamo20 Activity: Where do you sit? What you need:</p> <ul style="list-style-type: none"> • Paper • Pencils <p>Draw a diagram of your dining table or living room to show your family members' special seats that they sit in.</p> <p>9:30 – Get dressed in your Book Week costume or gather your prop!</p> <p>10-10:30 – <i>Join your class Zoom to see everyone's costumes! Details on your Seesaw.</i></p>

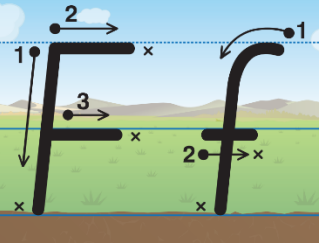
<p>Crunch & Sip 10am - Optional: Watch the Education Live stream at https://www.education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>Crunch & Sip 10am - Optional: Watch the Education Live stream at https://www.education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>Crunch & Sip 10am - Optional: Watch the Education Live stream at https://www.education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>Crunch & Sip 10am - Optional: Watch the Education Live stream at https://www.education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>	<p>Crunch & Sip 10am - Optional: Watch the Education Live stream at https://www.education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>
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Writing
See Seesaw




Design your own imaginary creature like the one above. Write 5-10 sentences describing what the animal's name is what it looks like. Why did you choose to combine these animals?

Handwriting
See template attached to unit and complete on worksheet or copy into your workbook. Then take a photo for Seesaw.



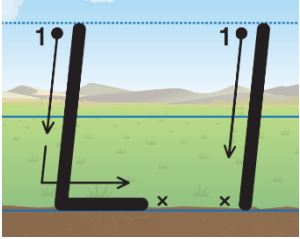
Grammar
See Seesaw or complete in your workbook
 A verb in the past tense shows an action that has already happened. For example: I **jumped** in the pool.
 A regular verb in the past tense ends in -ed. Change the following regular verbs to past tense by adding -ed:
book
act
dress
fix
follow
Use 3 past tense verbs in a sentence. Write them down or record yourself reading them to Seesaw.

Writing - Other Worlds
See Seesaw
 Imagine if an alien visited Earth. What might it look like? Draw and label your imaginary alien using lots of adjectives.




Then, write 5 questions you would ask the alien. Remember, questions start with these words:
 Who
 What
 Where
 When
 How
 Why
 Are

Handwriting
See template attached to unit and complete on worksheet or copy into your workbook. Then take a photo for Seesaw.



Typing skills-
Year 1-Use the link below to access the Typing Club Junior site and practice your typing for 10-15 minutes.
<https://www.typingclub.com/sportal/program-16.game>
Year 2-Use your Typing Club login information found in your Seesaw announcements to access the site and practice your typing for 10-15 minutes.
Alternatively, students can type their spelling words or their sight words into a Word document.

Writing
 Draw and label your costume or prop for book Week.
 What book is it from?
 Is it from Old Worlds, New Worlds or Other Worlds?



RECESS - Eat something healthy and do some physical activity!

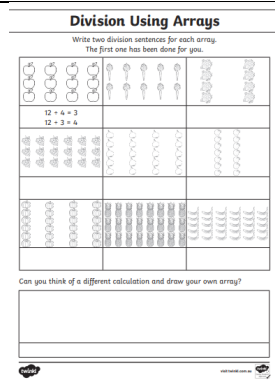
<p>Maths TENS Warm-Up: Race to 100 Roll a dice and colour the number you rolled on a hundreds chart. Roll again and move on from your previous number. For example: If I rolled a 4 first, I would colour the 4 on the hundreds chart. Then if I rolled a 2 on my second turn, I would add $4 + 2 = 6$ and I would colour the 6. Continue the game until someone lands on 100.</p> <p>The game can be made easier by starting on 30 or 50.</p> <p>The game can be made more challenging by using a dice with more sides or by using multiple dice.</p> <p>Either use the hundreds chart attached at the end of the unit or follow the link to use a digital hundreds chart. https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Activity: Division Gather up a group of objects and practice dividing them into equal groups.</p> <p>For example: If I have 15 lollies, I could divide them into</p>	<p>Maths TENS Warm-Up: Race to 100 Roll a dice and colour the number you rolled on a hundreds chart. Roll again and move on from your previous number. For example: If I rolled a 4 first, I would colour the 4 on the hundreds chart. Then if I rolled a 2 on my second turn, I would add $4 + 2 = 6$ and I would colour the 6. Continue the game until someone lands on 100.</p> <p>The game can be made easier by starting on 30 or 50.</p> <p>The game can be made more challenging by using a dice with more sides or by using multiple dice.</p> <p>Either use the hundreds chart attached at the end of the unit or follow the link to use a digital hundreds chart. https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Activity: Division Complete the division using arrays sheet. A copy of this activity can be found on Seesaw and at the end of this unit.</p>	<p>Maths TENS Warm-Up: Race to 100 Roll a dice and colour the number you rolled on a hundreds chart. Roll again and move on from your previous number. For example: If I rolled a 4 first, I would colour the 4 on the hundreds chart. Then if I rolled a 2 on my second turn, I would add $4 + 2 = 6$ and I would colour the 6. Continue the game until someone lands on 100.</p> <p>The game can be made easier by starting on 30 or 50.</p> <p>The game can be made more challenging by using a dice with more sides or by using multiple dice.</p> <p>Either use the hundreds chart attached at the end of the unit or follow the link to use a digital hundreds chart. https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Activity: Division Complete the division thinkboard. An example and a copy of this activity can be found on Seesaw and at the end of the unit.</p>	<p>Maths TENS Warm-Up: Race to 100 Roll a dice and colour the number you rolled on a hundreds chart. Roll again and move on from your previous number. For example: If I rolled a 4 first, I would colour the 4 on the hundreds chart. Then if I rolled a 2 on my second turn, I would add $4 + 2 = 6$ and I would colour the 6. Continue the game until someone lands on 100.</p> <p>The game can be made easier by starting on 30 or 50.</p> <p>The game can be made more challenging by using a dice with more sides or by using multiple dice.</p> <p>Either use the hundreds chart attached at the end of the unit or follow the link to use a digital hundreds chart. https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Activity: Maths Capacity Complete on Seesaw or attached worksheet Find 3 large containers. How could you find out which one holds the most, without just pouring from one container into another, or by just looking?</p>	<p>Maths TENS Warm-Up: Race to 100 Roll a dice and colour the number you rolled on a hundreds chart. Roll again and move on from your previous number. For example: If I rolled a 4 first, I would colour the 4 on the hundreds chart. Then if I rolled a 2 on my second turn, I would add $4 + 2 = 6$ and I would colour the 6. Continue the game until someone lands on 100.</p> <p>The game can be made easier by starting on 30 or 50.</p> <p>The game can be made more challenging by using a dice with more sides or by using multiple dice.</p> <p>Either use the hundreds chart attached at the end of the unit or follow the link to use a digital hundreds chart. https://www.topmarks.co.uk/learning-to-count/paint-the-squares</p> <p>Activity: Maths Capacity What measuring objects do you have in your kitchen or bathroom to measure capacity (how much a container holds)?</p> <p>Here are some ideas of what to look for: measuring cups,</p>
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3 equal groups of 5 or 5 equal groups of 3.

Further instructions and a demonstration video can be found on Seesaw.

Take a photo or a short video on your groups and post it to Seesaw.

Brain Sprint:
Mathseeds 15 minutes

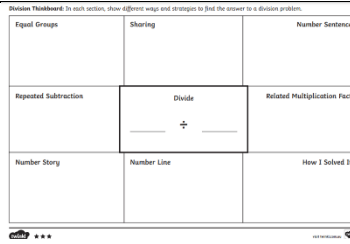


Brain Sprint:
Use the link and the game PIN to complete a Kahoot subtraction challenge:

https://kahoot.it/challenge/02607932?challenge-id=fa0c348f-aba9-4787-bdf3-78a765177973_1629252591907

Alternatively, you can google Kahoot and enter the game PIN to gain access.

Game PIN: 02607932



Brain Sprint:
Mathseeds 15 minutes

Adult note: this requires use of a measuring object (e.g. coffee mug)

My plan: answer these questions on the worksheet

- What could I use to measure with? Draw some ideas and choose one.
 - How will I make sure that I am measuring accurately? What would happen if I didn't measure all the way to the top?
- Carry out my plan (worksheet): follow these steps and answer the questions on the worksheet.
- Measure your three containers. How much does each one hold? Show what you did.
- Apply your learning: follow this step and answer the question
- Compare the containers. Put them in order by how much they hold. Explain how you did it.

Brain Sprint:
Use the link and the game PIN to complete a Kahoot addition challenge:
https://kahoot.it/challenge/07001689?challenge-id=fa0c348f-aba9-4787-bdf3-78a765177973_1629252915038
Alternatively, you can google Kahoot and enter the game PIN to gain access.
Game PIN: 07001689

measuring spoons, measuring jugs
You might also have special measuring cups or spoons for medicine.

Draw a picture of some measuring instruments that you find:
Try using one of them to measure how much a coffee cup will hold. Measure how much your bowl holds too.

Find an object that holds an amount that is between the cup and the bowl. Draw a picture to show what you did and write what you found.

Brain Sprint:
Mathseeds 15 minutes

Brain Break
Learn a magic trick! Here are a few simple ones but feel free

PE - Tuesday Bootcamp!
10x star jumps

Brain Break

Library Lesson
Please see instructions attached or complete on Seesaw.

PDH
Try one or more of these activities:
-Go for a walk with your family

to learn your own and post a video to seesaw.

<https://youtu.be/V2tDK9wfCY>

S

10x burpees
10 x squats
10x sprints

Play a board game with someone in your family. Ideas: UNO, Jenga, a puzzle, Go Fish, Snap, Twister.

Stage One - At Home Library Program

We will be using an online education resource called Story Box Library online. The school has paid a subscription to this so all students can access it from their devices at home. The Library lessons will be based on stories from this website. After listening to the story, you may choose to do just one of the activities below or you can complete as many as you like or have time to do.

Term 3 - Week 7 This week we are listening to one of the CBCA Shortlisted books to celebrate Book Week...

Ellie's Dragon by Bob Graham

<https://storyboxlibrary.com.au/login>

Please log onto Story Box Library as per instructions

Username: jamo20 Password: jamo20

In the search bar type in dragon and press enter.

Hover the cursor over the book Ellie's Dragon and click the Play button. Watch and listen carefully to the story

Things to do after you have listened to the story

- Discuss with someone your favourite illustration in the story. Tell them why you like it.
- Use your imagination to create your own dragon. Write a profile of your dragon including where they live, what they eat, what their personality is like etc.
- Divide a blank page into 3 and label each section morning, afternoon, and night. Draw or write in each section what you would do if you had a dragon for a day.
- Write a letter to Sam about how to take care of Scratch. Think about what Scratch likes to eat and do.
- Think about Ellie when she was a young girl vs when she is 13. How have her interests changed?
- Write a story about what you would do if you found a dragon.
- Create a dream cloud that shows, with drawings or words, what Scratch is dreaming about.
- Craft: make a dragon from anything you have at home i.e. old boxes, newspaper, paper plates, coloured paper. You could even use some Lego or blocks to make a dragon if you don't want to do craft.



-Play with a pet
-Do some yoga (Cosmic Yoga)
-Do a Just Dance activity (YouTube)
-Look up at the clouds and use your imagination to find pictures in the sky.
Now sit quietly and think about how you are feeling.
Hopefully you feel calm and relaxed!

LUNCH - Get some fresh air!

Science – Fun Stem Activities
You may choose to do 1 activity or both.

Parents, please give students the materials and ask the question, then sit back and let your child have a go without any help. This is a great time to observe their thinking behaviours. After they have had a good go by themselves then give some assistance, if you need to that is!



#1 The Tall Tower

S T E M

Give children a stack of paper cups and craft sticks. Challenge them to build the tallest free standing tower they can using just those two materials.



#2 Candy Color Wheel

S T E M

Grab a plate and a packet of M&M's or Skittles. Form a circle of candy pieces on the inside edge of the plate. Two fingers and gently blow wind into the center of the plate until it touches all of the candies. Observe the colors as they dissolve and form a beautiful color wheel. Extend the activity by creating color patterns or creating two primary colors and observe how they combine to form secondary colors.

Art

This week for art we are going to create installation art. Your artwork could be hidden in your front garden for someone to discover. It could go on your front lawn, perhaps in a tree or even be attached to your mailbox!

The aim is to have your artwork brighten up someone's day when they walk past your house.

There are examples of the kinds of things you can do or create attached at the end of this unit. Use your imagination and have fun!

Take a photo of your completed work and submit it on Seesaw for your teacher to see.

Drama

See attachment or Seesaw

Drama Activity - Puppet Show

Step 1: Watch Puppets on video. "Drama can be hard!"
<https://www.youtube.com/watch?v=3000000000000000000000>

Step 2: Using your puppet from last week, see if you can come up with a connection between your puppet and another. Are you two or have about making a connection about something. You could even play the scene from the video by having another character or even another person helping you on the puppet character to complete the scene to reflect back on you come up with.

Step 3: Video yourself using your puppet and your new character if you have one, using a connection about the pastimes of both the characters you have in making a decision. You don't need to be in the video, just your puppet and character are on video. You may have thought this to use these ideas in your performance.

- Give your puppet or character's different needs.
- Speak as first person, which means you're always pretending to be the characters (I, me, my, mine).
- It would probably be a good idea to brainstorm things you need to make a decision about first.
- Ask what the puppet needs to do about your decision.
- Some suggestions are, what to eat, what to wear, what game to play, what music to watch etc.
- You're welcome to make up your own ideas!

Step 4: Upload your video to the CAPS folder in your Seesaw classroom.

If you have trouble with any of the links, just copy and paste the website addresses into your search bar.

Also, if you have a sibling in Stage (E3 or E4), you could even work together to make some time and see the video below!

If you don't have access to a laptop, just try and make up a connection between your puppet and another character you have about making a decision about something and present it to a member of your family.

Can't wait to see how many talented Puppets we have at STS!

Step 5:

Step 6:

History – Toys
Complete on Seesaw or worksheet attached

Remember from our NAIDOC Day at school that we found out that Aboriginal people have been in Australia for thousands of years.

Attached Worksheet

On the attached worksheet you will see an Aboriginal spinning top, an old teddy bear and a new remote-controlled car.

Label the different parts of the toys using the material words - what the toys are made of? Make sure you check to see where the line is pointing to and that your word matches.

NB plant gourd is a type of vegetable and Aboriginal people dried the outer skin after eating the inside flesh.

PE

Each week choose an activity from the Dance and Games Day activities from the 'Be Skilled Be Fit' programs. Write down the name of the activity you complete each week. Someone might be able to upload a photo or short video of you completing the task.

youtube channel - <https://www.youtube.com/channel/UCPgyPIrnWPXbuR-C8asgXtw>

online learning website link - <https://www.beskilldbefit.com.au/online-learning>

Sight Words:

We use the Magic 100 sight word program at JPS. Your child should know whether to choose words from the 100, 200 or 300 word list. Please ask your child's teacher if they are unsure. Here are some activities to choose from. You might also like to cut up the words or write them out to use them as flashcards. We recommend focusing on 5 new words at a time. If your child knows how to read all of the 300 words, they can practice writing them.

Write the vowels in blue and the consonants in red.	Think of some rhyming words for your spelling words.	Look for your words in a home reader. Count how many times you can find that word.
Create sentences or a story using the weekly spelling words.	Put 10 of your spelling words in alphabetical order.	Look up the dictionary meanings for 3 of your spelling words.
Read your words to a toy.	Write your words in rainbow colours.	Make two copies of your words and play snap with a family member.

Hundreds Board

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



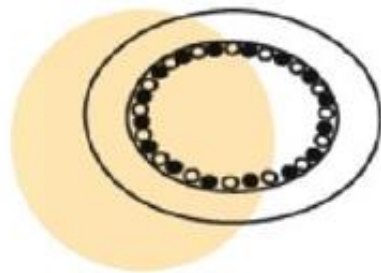
#1 The Tall Tower

S T E A M

Give children a stack of paper cups and craft sticks
Challenge them to build the tallest free standing tower they
can using just these two materials

© 2014 by STEM

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#2 Candy Color Wheel

S T E A M

Grab a plate and a packet of M&Ms or Skittles. Form a circle of candy
pieces on the inside edge of the plate. Then, slowly and gently, pour
water into the center of the plate until it touches all of the candies.
Observe the colors as they dissolve and form a beautiful color wheel.
Extend the activity by creating color patterns, or use only two primary
colors and observe how they combine to form secondary colors.

35 HANDS-ON SPELLING ACTIVITIES

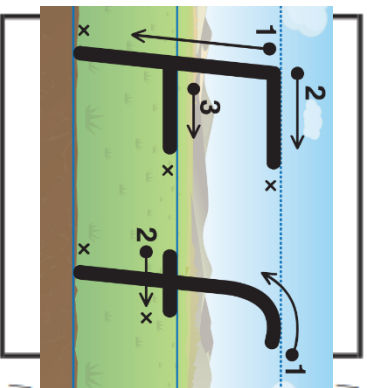
to use with any word list

Make each word with Scrabble tiles.	Make each word using short lengths of yarn.	Paint the words onto paper.	Write the words outdoors with chalk.	Make the letters of each word with your body as you spell the word aloud.
Build the words with Lego bricks.	Stamp the words onto paper with letter stamps.	Stamp the words into playdough with non-inking letter stamps.	Paint each word with a Q-tip/cotton bud.	Make the words with letter stickers.
Spell the words aloud as you star jump - one jump for each letter.	Spell each word with letters made from chenille stems/pipe cleaners.	Type your words on a computer.	Thread the words with letter beads.	Write each word with a stick in damp sand.
Write each word with your finger in a shallow tray of sand or salt.	Write the words on a window with a whiteboard marker.	Clap once for each letter as you spell aloud each word.	Make each word with alphabet stones.	Write your words onto paper plates and make up a jumping game.
Write your words in a fun way of your choice.	Draw a hopscotch grid, add your words. Spell each word as you play.	Spell each word aloud as you jump on the spot - one letter per bounce.	Make up a clue about each of your words and quiz a family member.	Write each letter of your words onto a craft stick. Mix them up and unjumble.
Make each word with magnetic letters.	Play Hangman - choosing the words to guess from your spelling list.	Use a laser pointer or flashlight to 'write' each word on the wall.	Write each word and then make it into a picture that illustrates the word.	Spell each word aloud in a funny robot voice.
Play tic tac toe with spelling words instead of 'o' and 'x'.	Make each word from playdough or plasticene snakes.	Write your words onto two sets of cards. Play a memory game.	Write each word on your palm with the pointer finger of your writing hand.	Squeeze paint into a Ziploc bag. Seal. Write the words on the bag with your finger.



Week 7 Spelling Words

Year 1	Year 2
flag flip flash from frog fresh frill fish done each eat around music bread forward	leak heat dream ceiling receive seize brief alien squeeze squeal squash splash splutter splendid struggle strict stream



Notes to remember:

Handwriting Practice

- My letters sit on the line.
- My lower case letters are the same height as each other.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Now, copy the letters and words into your handwriting book.

f f f

F F F

F f F f F f







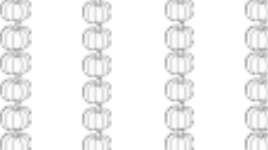


fast

father

friend

Division Using Arrays

Write two division sentences for each array.
The first one has been done for you.

		
<p>$12 \div 4 = 3$ $12 \div 3 = 4$</p>		
		
		



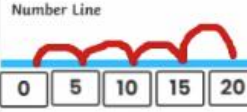
Can you think of a different calculation and draw your own array?

Tuesday Art



Wednesday Maths

Division Thinkboard: In each section, show different ways and strategies to find the answer to a division problem.

Equal Groups 	Sharing 	Number Sentence $20 \div 5 = 4$ $20 \div 4 = 5$
Repeated Subtraction $20 - 5 = 15$ $15 - 5 = 10$ $10 - 5 = 5$ $5 - 5 = 0$	Divide $20 \div 5$	Related Multiplication Fact $5 \times 4 = 20$ $4 \times 5 = 20$
Number Story Timmy had 20 lollies that he shared between 5 friends. How many lollies did each person get?	Number Line 	How I Solved It Write your favourite strategy here.

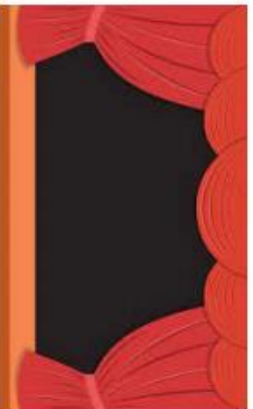
twinkl ★ ★ ★ visit twinkl.com.au

Division Thinkboard: In each section, show different ways and strategies to find the answer to a division problem.

Equal Groups	Sharing	Number Sentence
Repeated Subtraction	Divide $\underline{\quad} \div \underline{\quad}$	Related Multiplication Fact
Number Story	Number Line	How I Solved It

Wednesday Drama

Drama Activity - Puppet Show



Step 1: Watch Fuzzaboom video 'Decisions can be hard'.

<https://www.youtube.com/watch?v=0NbpQron5Fc>

Step 2: Using your puppet from last week, see if you can come up with a conversation between your puppet and another toy you have at home about making a decision about something. You could even copy the ideas from the video by having another character or even another person helping you as the other character doing all the actions to whatever ideas you come up with.

Step 3: Video yourself using your puppet and your new character if you have one, having a conversation about the positives of both the options you have in making a decision. You don't need to be in the video, just your puppet and characters and you make them move. You might like to use these ideas in your performance:

- Give your puppet or characters different voices.
- Speak in first person, which means you are always pretending to be the characters (I, me, my, mine).
- It would probably be a good idea to brainstorm things you need to make a decision about first.
- Also what the positives are about your choices
- Some suggestions are: what to eat, what to wear, what game to play, what movie to watch etc.
- You are welcome to make up your own choice!

Step 4: Upload your video to the CAPA folder in your Seesaw classroom.

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Also, if you have a sibling in Stage ES1 or S1, you could even work together to save some time and use the same video:)

If you don't have access to any internet, just try and make up a conversation between your puppet and another character you have about making a decision about something and present it to a member of your family.

I can't wait to say how many talented Puppeteers we have at JPSI

Mrs T

Stage One - At Home Library Program

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Term 3 - Week 7 *This week we are listening to one of the*

BCA Shortlisted books to celebrate Book Week...

Ellie's Dragon by Bob Graham

<https://storyboxlibrary.com.au/login>

Please log onto Story box library as per instructions

Username: jamo20 Password: jamo20

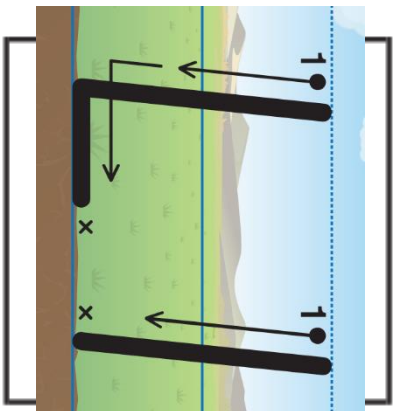
In the search bar type in **dragon** and press enter.

Hover the cursor over the book **Ellie's Dragon** and click the **Play** button. Watch and listen carefully to the story



Things to do after you have listened to the story

- Discuss with someone your favourite illustration in the story. Tell them why you like it.
- Use your imagination to create your own dragon. Write a profile of your dragon including where they live, what they eat, what their personality is like etc.
- Divide a blank page into 3 and label each section morning, afternoon, and night. Draw or write in each section what you would do if you had a dragon for a day.
- Write a letter to Sam about how to take care of Scratch. Think about what Scratch likes to eat and do.
- Think about Ellie when she was a young girl vs when she is 13. How have her interests changed?
- Write a story about what you would do if you found a dragon.
- Create a dream cloud that shows, with drawings or words, what Scratch is dreaming about.
- Craft: make a dragon from anything you have at home i.e. old boxes, newspaper, paper plates, coloured paper. You could even use some Lego or blocks to make a dragon if you don't want to do craft.



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height as each other.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Now, copy the letters and words into your handwriting book.

Handwriting practice lines for the letter 'l'. The first line shows a row of slanted vertical lines. The second line shows a row of vertical lines. The third line shows a row of vertical lines. The fourth line shows a row of vertical lines. The fifth line shows a row of vertical lines. The sixth line shows a row of vertical lines. The seventh line shows a row of vertical lines. The eighth line shows a row of vertical lines. The ninth line shows a row of vertical lines. The tenth line shows a row of vertical lines. The eleventh line shows a row of vertical lines. The twelfth line shows a row of vertical lines. The thirteenth line shows a row of vertical lines. The fourteenth line shows a row of vertical lines. The fifteenth line shows a row of vertical lines. The sixteenth line shows a row of vertical lines. The seventeenth line shows a row of vertical lines. The eighteenth line shows a row of vertical lines. The nineteenth line shows a row of vertical lines. 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last

love

Find 3 large containers. How could you find out which one holds the most, without just pouring from one container into another, or by just looking?

Adult note: this requires use of a measuring object (e.g. coffee mug)

My plan: answer these questions

- What could I use to measure with? Draw some ideas and choose one.

- How will I make sure that I am measuring accurately?
What would happen if I didn't measure all the way to the top?

Carry out my plan: follow these steps and answer the questions

- Measure your three containers. How much does each one hold? Show what you did.

Apply your learning: follow this step and answer the question

- Compare the containers. Put them in order by how much they hold. Explain how you did it.
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Indigenous Games and Toys

Name _____

Date _____

Label the different parts of the toys using the material words that are provided.

Aboriginal spinning top

plant gourd

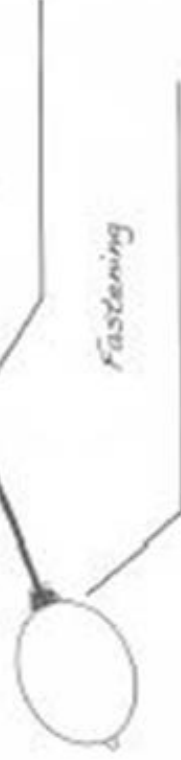
stick

twine and beeswax

Spinner

Handle

Fastening



Old teddy bear

glass

cotton thread

felt

Ears

Eyes

Stitching



Radio-controlled car

rubber

plastic

steel

Car body

Antenna

Tyres



What measuring objects do you have in your kitchen or bathroom to measure capacity (how much a container holds)?

Here are some ideas of what to look for:



You might also have special measuring cups or spoons for medicine.

Draw a picture of some measuring instruments that you find:

Try using one of them to measure how much a coffee cup will hold. Measure how much your bowl holds too. Find an object that holds an amount that is between the cup and the bowl.

Draw a picture to show what you did and write what you found: