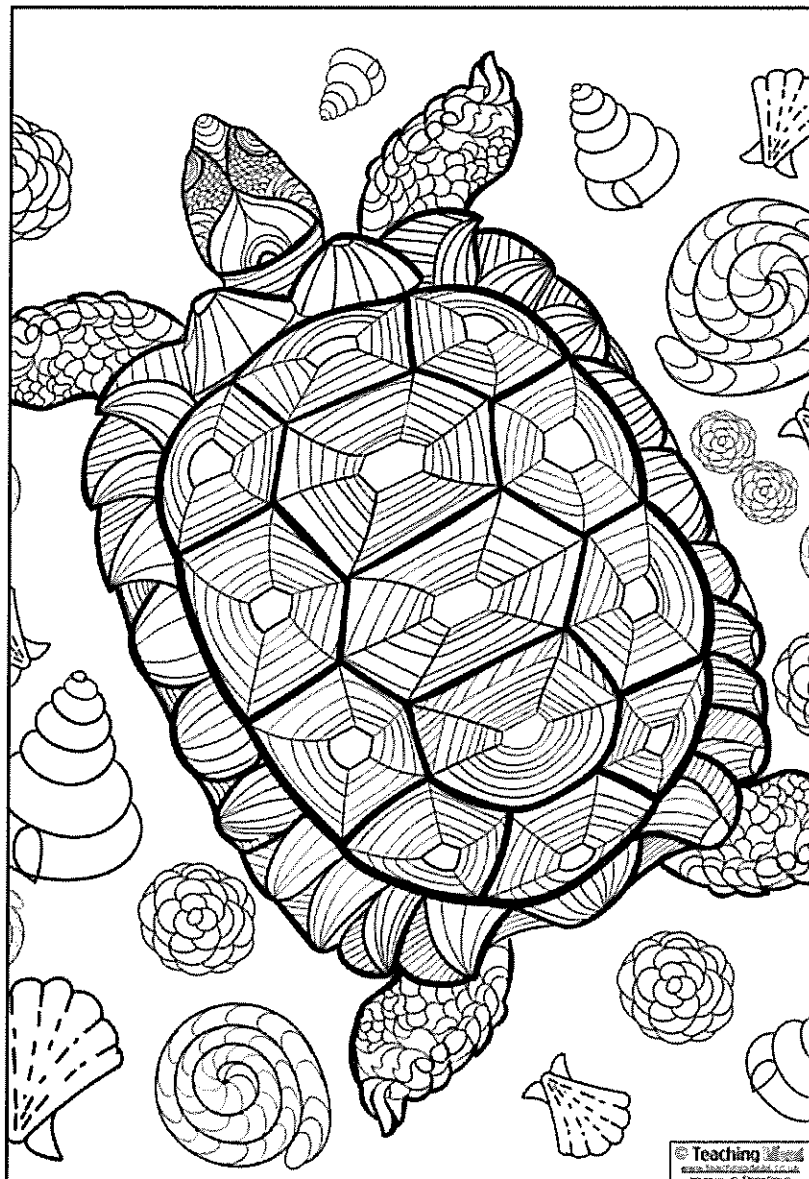







Term 3

2021







Home Learning Pack



Term 2 WEEK 3 There is **NO** pressure to finish every Task, every Day. As you complete each task take a photo and upload your work to Seesaw for your teacher to see!

	Monday	Tuesday	Wednesday	Thursday	Friday
Task 1	<p>Complete a Word Work grid activity with your spelling words.</p> <p>Teach your Monster to Read OR Dreamscape</p>	<p>Complete a Word Work grid activity with your spelling words. (See Monday)</p> <p>Teach your Monster to Read OR Dreamscape</p>	<p>Complete a Word Work grid activity with your spelling words. (See Monday)</p> <p>Teach your Monster to Read OR Dreamscape</p>	<p>Complete a Word Work grid activity with your spelling words. (See Monday)</p> <p>Teach your Monster to Read OR Dreamscape</p>	<p>Complete a Word Work grid activity with your spelling words. (See Monday)</p> <p>Teach your Monster to Read OR Dreamscape</p>
Task 2	<p><u>Daily Reading</u></p> <p><u>Reading</u></p> <p>Story Box Library</p> <p>Listen too or read a story of your choosing.</p> <p>OR</p> <p>Choose a book from home and share with someone in your house</p>	<p><u>Daily Reading</u></p> <p><u>Reading</u></p> <p>Story Box Library</p> <p>Listen too or read a story of your choosing.</p> <p>OR</p> <p>Choose a book from home and share with someone in your house</p>	<p><u>Daily Reading</u></p> <p><u>Reading</u></p> <p>Story Box Library</p> <p>Listen too or read a story of your choosing.</p> <p>OR</p> <p>Choose a book from home and share with someone in your house</p>	<p><u>Daily Reading</u></p> <p><u>Reading</u></p> <p>Story Box Library</p> <p>Listen too or read a story of your choosing.</p> <p>OR</p> <p>Choose a book from home and share with someone in your house</p>	<p><u>Daily Reading</u></p> <p><u>Reading</u></p> <p>Story Box Library</p> <p>Listen too or read a story of your choosing.</p> <p>OR</p> <p>Choose a book from home and share with someone in your house</p>
Task 3	<p> <i>Seesaw</i></p> <p>Choose 1 activity to complete</p> <p>Or</p> <p>Choose one writing activity from your 'Learning from Home' work book</p>	<p> <i>Seesaw</i></p> <p>Choose 1 activity to complete</p> <p>Or</p> <p>Choose one writing activity from your 'Learning from Home' work book</p>	<p> <i>Seesaw</i></p> <p>Choose 1 activity to complete</p> <p>Or</p> <p>Choose one writing activity from your 'Learning from Home' work book</p>	<p> <i>Seesaw</i></p> <p>Choose 1 activity to complete</p> <p>Or</p> <p>Choose one writing activity from your 'Learning from Home' work book</p>	<p> <i>Seesaw</i></p> <p>Choose 1 activity to complete</p> <p>Or</p> <p>Handwriting from your 'Learning from Home' work book</p>
Lunch	Make sure you have lunch, relax and enjoy some time outside				

Task 4

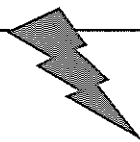
					
<p>Choose 1 activity to complete from Seesaw</p> <p>OR</p> <p>One maths activity from your pack</p>	<p>Choose 1 activity to complete</p> <p>OR</p> <p>One maths activity from your pack</p>	<p>Choose 1 activity to complete</p> <p>OR</p> <p>Maths activity from your pack</p>	<p>Choose 1 activity to complete</p> <p>OR</p> <p>Maths activity from your pack</p>	<p>Choose 1 activity to complete</p> <p>OR</p> <p>Maths activity from your pack</p>	<p>Choose 1 activity to complete</p> <p>OR</p> <p>Maths activity from your pack</p>
<p>Make a puppet using recycled materials or paper. Watch <u>making a newspaper puppet</u> to assist. You may choose to use a variety of techniques or materials such as socks, wooden spoons. Think of a character for your puppet. If you have time, create more than one puppet.</p>	<p>Write a few sentences about the characteristics of your puppet/s. Are they happy, grumpy or sleepy and so on? What do they like to do? Finish your puppet or make another one. Take a photo of your puppet and upload it with your sentences to our class Team.</p>	<p>Puppets can do things that are impossible for humans. Experiment with the fun things the puppet might do. For example, the puppet might jump off a wall and fly. Choose some music. Play the music and practise making your puppet move in interesting and fun ways. Ask someone in your home to be a leader and have your puppet follow them around. Think about where their eyes</p>	<p>Create a scene for your puppet to interact with yourself or another puppet you have made. For example, they might visit the pool, the bank, the bus stop, the restaurant, or a fun fair. Improvise a simple scene involving the puppets in that place. The scene should involve a complication to create dramatic tension. For example, two puppets are at the pool. One puppet is scared to jump in the pool. The other puppet reassures. Meet with your teacher on our class Team.</p>	<p>Film your scene or work with a helper to create an <u>iMovie</u> or video of your scene. Upload your video to our class Seesaw for your class to watch. Watch the videos other students have created.</p>	



Year 1 Term 3 Week 5 Spelling Homework

Look, Say, Cover, Write, Check - every evening

		Sound focus ai, a – long a	Monday	Tuesday	Wednesday	Thursday
		Blend: fl				
1.	Sound Focus	aim				
2.		grain				
3.		paint				
4.		apron				
5.		able				
6.	High Frequency words	down				
7.		such				
8.		about				
9.	Homophones	pair				
10.		pear				
11.	Blend / diagraph focus	flip				
12.		flash				
13.		fly				
14.		flame				
15.		flow				
16.	*Extension Words*	fainted				
17.		waited				
18.		danger				
19.		toothpaste				
20.		waste				



Year 2 Term 3 Week 5 Spelling Homework

Look, Say, Cover, Write, Check - every evening

		Sound focus: aw/oar Blend: fl	Monday	Tuesday	Wednesday	Thursday
1.	Sound Focus	paw				
2.		dawn				
3.		saw				
4.		oar				
5.		soar				
6.	High Frequency words	down				
7.		such				
8.		about				
9.	Homophones	pair				
10.		pear				
11.	Blend / digraph focus	flip				
12.		flash				
13.		fly				
14.		flame				
15.		flow				
16.	*Extension Words*	awful				
17.		strawberry				
18.		drawer				
19.		board				
20.		hoarse				

Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Sort</p> <p>Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out</p> <p>For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words</p> <p>On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective</p> <p>Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary</p> <p>Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels</p> <p>Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration</p> <p>Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart</p> <p>Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time</p> <p>Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out</p> <p>Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search</p> <p>Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero</p> <p>Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo</p> <p>Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words</p> <p>Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker</p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

Code Breaker

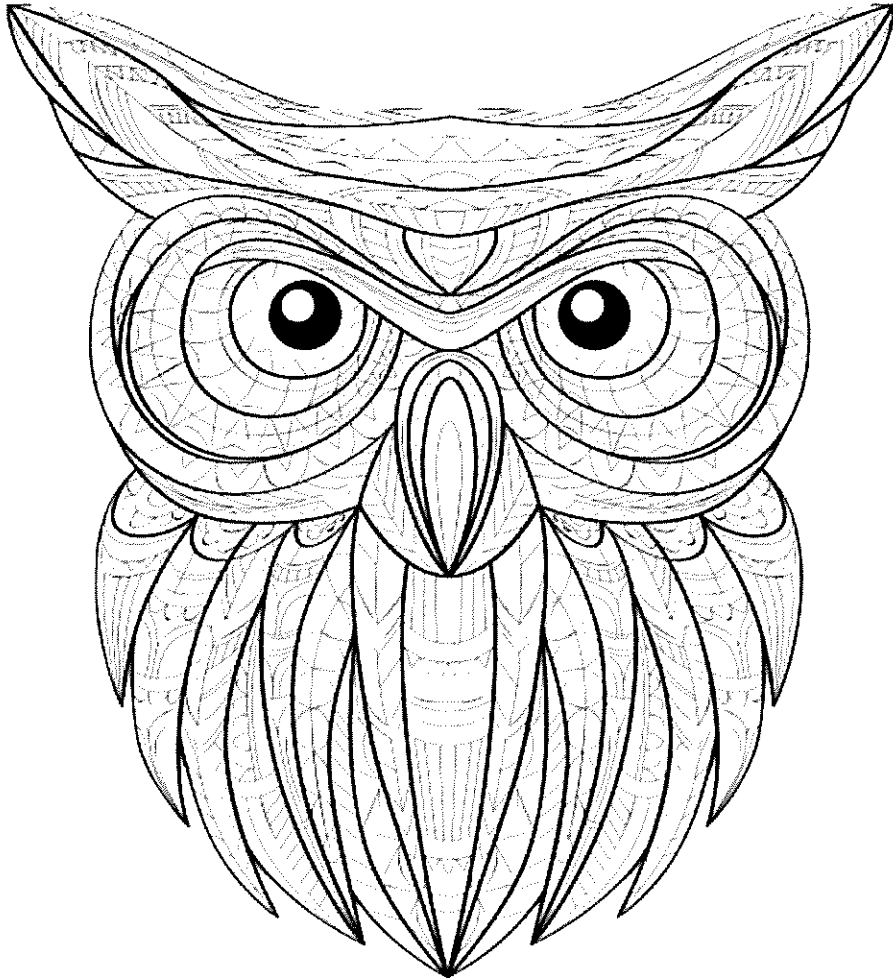
Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

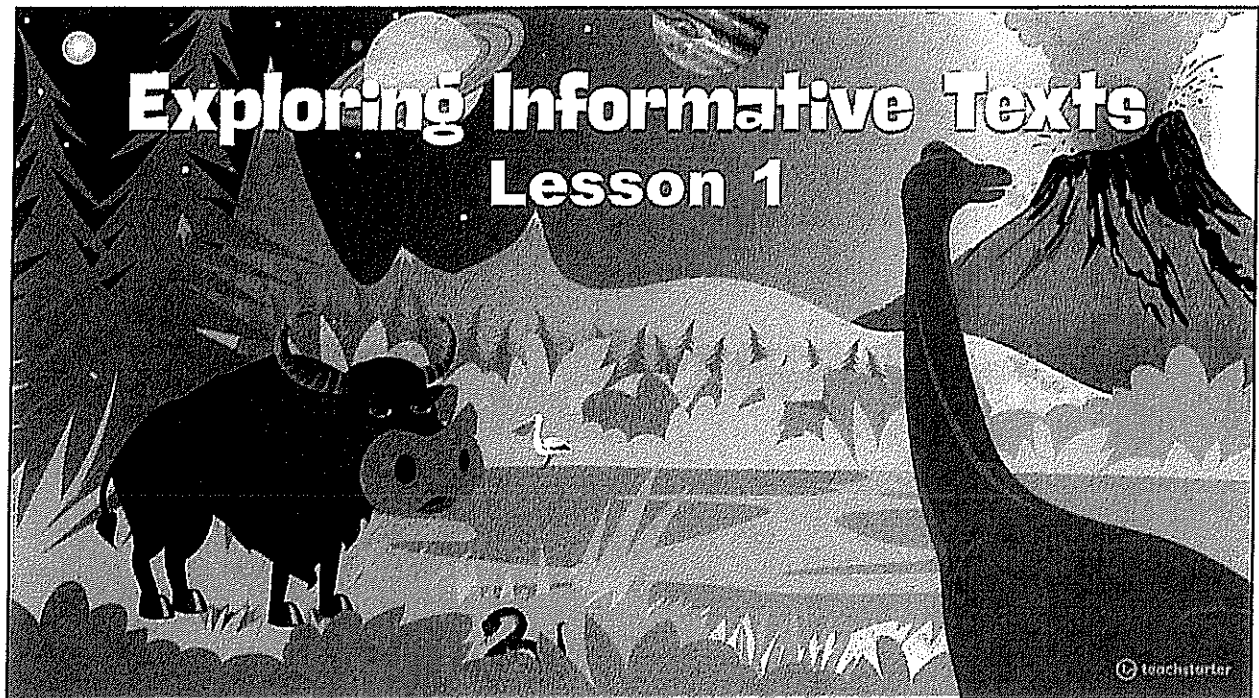
a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

[illegible]

Monday



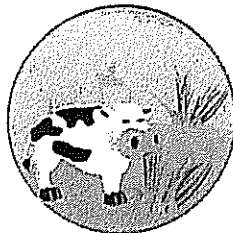


What Are Informative Texts?

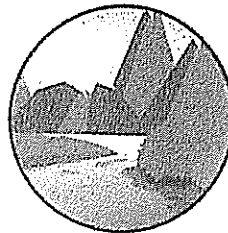
Informative texts provide facts about a particular topic. Some of these topics might include people, places, animals and objects.



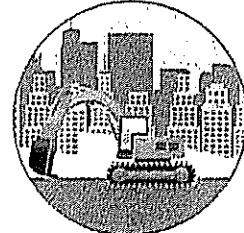
people



animals



places



objects



Types of Informative Texts

Some types of informative texts include:

- instructions
- information reports
- factual descriptions
- newspaper articles
- television documentaries.



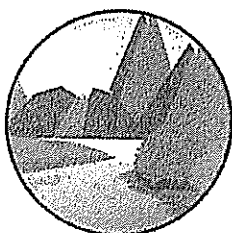
teachstarter

The Facts On Facts!

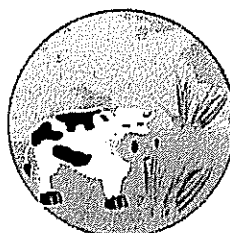
Informative texts contain facts. Facts are true statements about the topic that can be proven. For example...



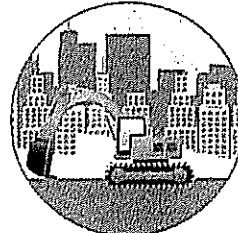
Fire fighters
fight fires.



A mountain is
a landform.



Cows eat
grass.



Diggers are big
machines.



teachstarter

Fact File – Doctors

Here are some facts that you might find in an informative text about doctors.

Doctors are a type of healthcare worker.

Doctors treat people who are sick or injured.



Sometimes doctors use a stethoscope.

To be a doctor, you must study medicine.

CAN YOU THINK OF ANY MORE?



teachstarter

Fact File – School

Here are some facts that you might find in an informative text about school.

School is a place where children are educated.

Children must attend school for several hours each weekday.



Many different subjects are taught at school.

Schools have teachers to teach the children all their subjects.

CAN YOU THINK OF ANY MORE?



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Monday

1. $7 + 6 =$ _____

2. $5 - 5 =$ _____

3. $6 + 8 =$ _____

4. What is the value of the number in the ones place in 1? _____

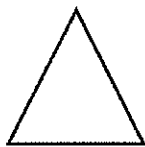
5. Complete this counting pattern:

2, 7, 12, 17, _____, _____, _____

6. Colin had 3 dolls and was given 7 more dolls. How many dolls does Colin now have? _____

7. Take 8 away from 8: _____

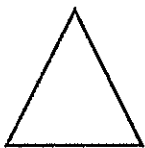
8. Colour in half of this shape:



9. What digital time does the clock show? _____



10. How many corners does this shape have?



Tuesday

1. $6 + 8 =$ _____

2. $7 + 2 =$ _____

3. $1 - 1 =$ _____

4. What is the number in the tens place in 52? _____

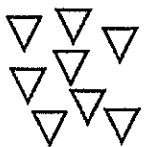
5. Complete this counting pattern:

4, 14, 24, 34, _____, _____, _____

6. In a group of 4 students, 2 would like to play baseball and the rest want to play badminton. How many want to play badminton? _____

7. Jill has 2 toy racing cars. Hailey has 7 toy racing cars. How many more toy racing cars does Hailey have? _____

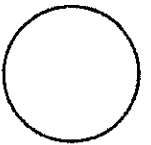
8. Colour in half of these triangles.



9. What digital time does the clock show? _____



10. What is the name of this shape?



Wednesday

1. $7 - 7 =$ _____

2. $2 + 6 =$ _____

3. $0 + 1 =$ _____

4. Write these numbers in order from smallest to largest: 92, 86, 29, 61. _____

5. Complete this counting pattern:

9, 14, 19, 24, _____, _____, _____

6. Jason has 7 peaches. If Jason buys 6 more peaches, how many peaches does he have altogether? _____

7. In a group of 16 students, 8 would like to play badminton and the rest want to play table tennis. How many want to play table tennis? _____

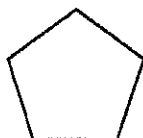
8. Colour in half of this shape:



9. What digital time does the clock show? _____



10. How many corners does this shape have?



Thursday

1. $6 + 6 =$ _____

2. $6 - 2 =$ _____

3. $4 + 4 =$ _____

4. What number is made up of 4 hundreds, 1 tens and 7 ones? _____

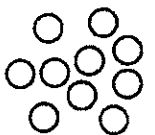
5. Complete this counting pattern:

6, 16, 26, 36, _____, _____, _____

6. Peter had 2 balls and was given 1 more ball. How many balls does Peter now have? _____

7. Jordan has 5 match sticks. Declan has 11 match sticks. How many more match sticks does Declan have? _____

8. Colour in half of these circles.

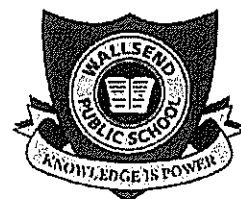


9. What digital time does the clock show? _____

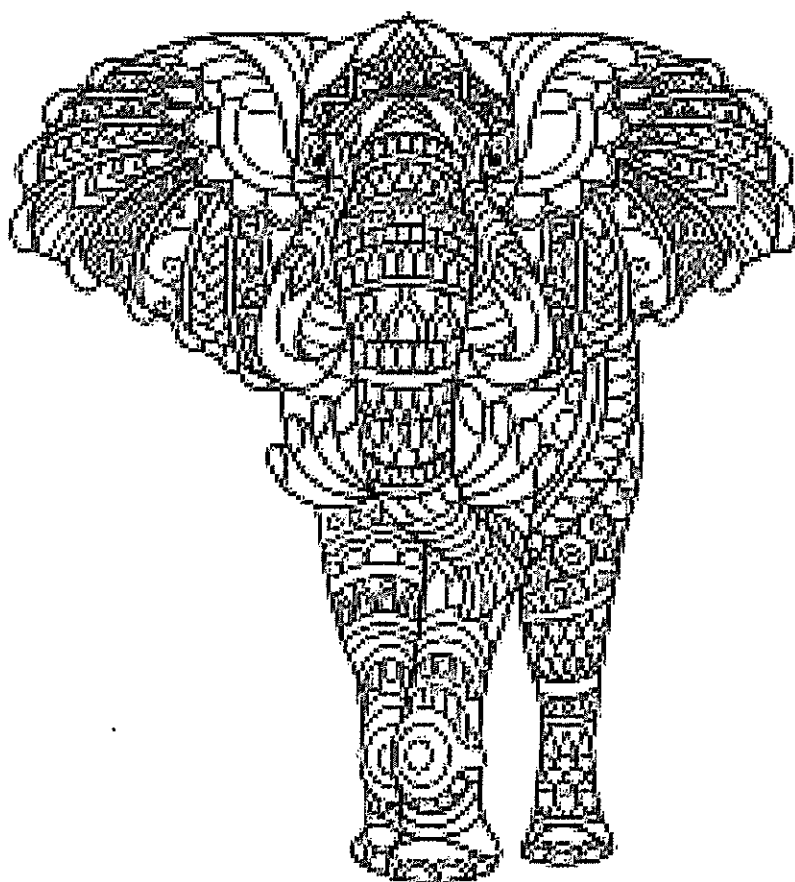


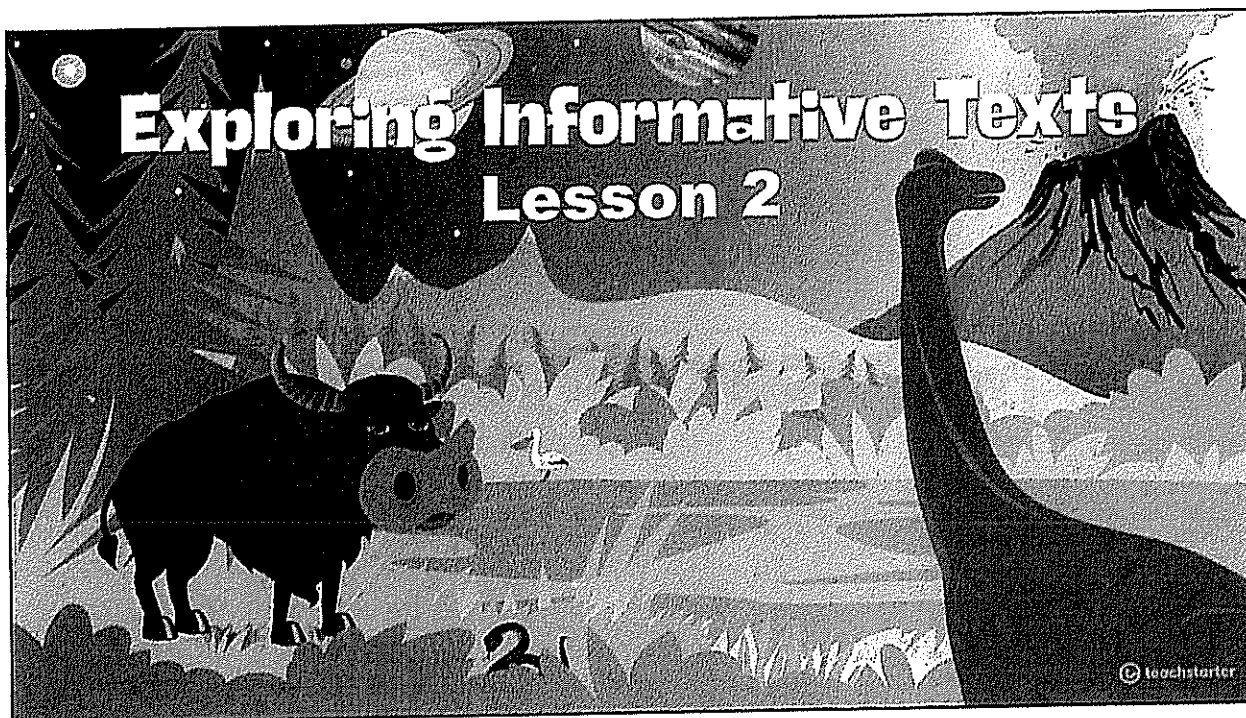
10. How many corners does this shape have?





Tuesday





Information Report – Structure

Information Reports follow a set structure.

Opening Statement

- Introduce your topic
- What are you going to describe

Body of the text

(remember to use paragraphs for each different fact)

- Fact 1 (paragraph 1)
 - Detail about the fact
- Fact 2 (paragraph 2)
 - Detail about the fact
- Fact 3 (paragraph 3)
 - Detail about the fact

Concluding Statement

- 2 or 3 sentences ending with an interesting fact about the subject.

Information Report – Structure

When writing Information Reports we:

1. Research our topic.
2. Plan our writing on our planning template- we use key words, adjectives and adverbs
3. On the next page start writing it into sentences making sure we have:
 - Capital letters and full stops
 - Title
 - Paragraphs for each different fact
 - 2 or 3 Sentences at least on each fact.

Information Report – Planning Template Example

General Classification

What are you going to describe? What group does it belong to?

Fact 1

Describe one aspect of the subject using facts.

Fact 2

Describe one aspect of the subject using facts.

Fact 3

Describe one aspect of the subject using facts.

Concluding Sentence

Conclude with an interesting fact about the subject.



Information Report – Planning Template Examples

You will be using all different templates over the next few weeks, here are just some examples you might come across.

This template is designed for planning an information report. It includes a central box for the 'Topic' and four surrounding boxes for additional notes or research. A banner at the top is designated for the 'Main Title'.

This template, titled 'Informative Texts - Scaffold', provides a structured layout for writing an information report. It includes fields for the 'Title', 'Classification', three 'Fact' boxes (Fact 1, Fact 2, Fact 3), and a 'Concluding Sentence' box. There are also lines for a 'Name' and 'Date' at the top.

Information Report – Language Conventions

When writing information reports there are certain aspects of language that we need to use.

Generalisation language:

When talking about the subject as a whole we use language that implies this. For example ALL sharks are fish.
for example; all, most, some, usually

Descriptive language:

We need to use plenty of adjectives and adverbs to describe the facts of our subject
for example; tiny, stream-lined, enormous, shiny, fury

Comparison Language:

When giving facts we are comparing to other know objects. For example the cheater is the FASTEST animal in the world.
for example; fastest, like, heaviest, smallest

Information Report Example – Elephants

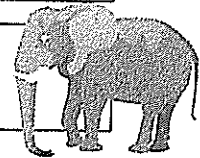
General Classification
mammals, like humans.

Fact 1: Habitat
live in grasslands
in Africa and Asia.

Fact 2: Appearance
bulky bodies,
large ears
long trunk.

Fact 3: Diet
Herbivores – eat
plants

Concluding Sentence
live for 50 to 70 years.



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Information Report Example – Elephants

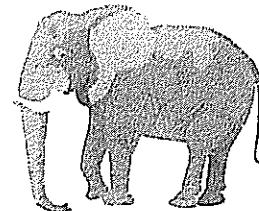
All elephants are mammals, like humans.

They usually live in grasslands, in Africa and Asia.

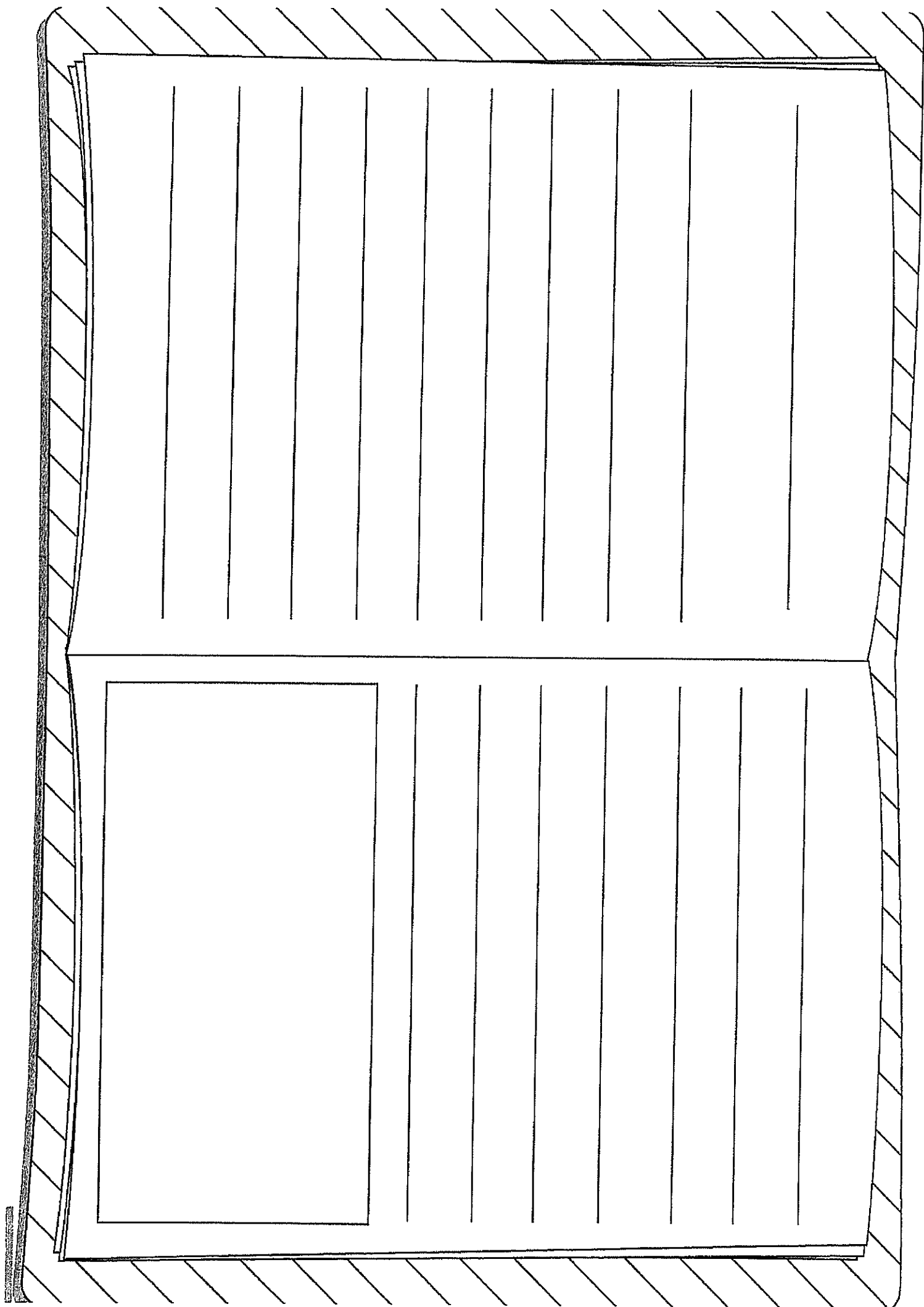
Elephants have bulky bodies, large ears and a long trunk.

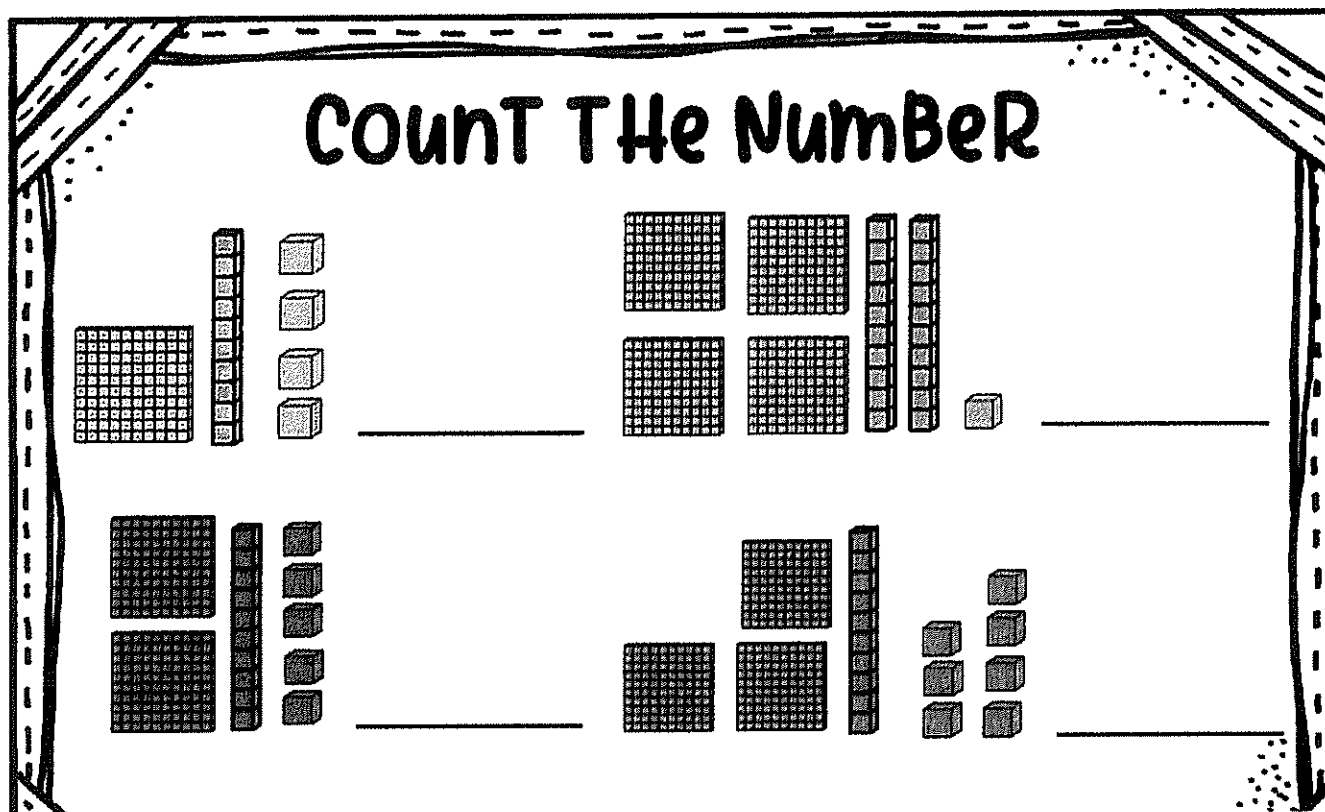
They are all herbivores, which means they survive on a diet of plants.

Most elephants can live for 50 to 70 years in the wild.



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Base Ten	3-digit number	Expanded form
<p>Example:</p>	242	$200 + 40 + 2 = 242$

Week 1 - Wednesday - Number Work - Place Value

<p>forty-seven</p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	tens	ones			<p>sixty-two</p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	tens	ones		
tens	ones								
tens	ones								
<p>eleven</p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	tens	ones			<p>forty</p> <table border="1"> <thead> <tr> <th>tens</th> <th>ones</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	tens	ones		
tens	ones								
tens	ones								

Write the value of the underlined digit

864

732

562

461

984

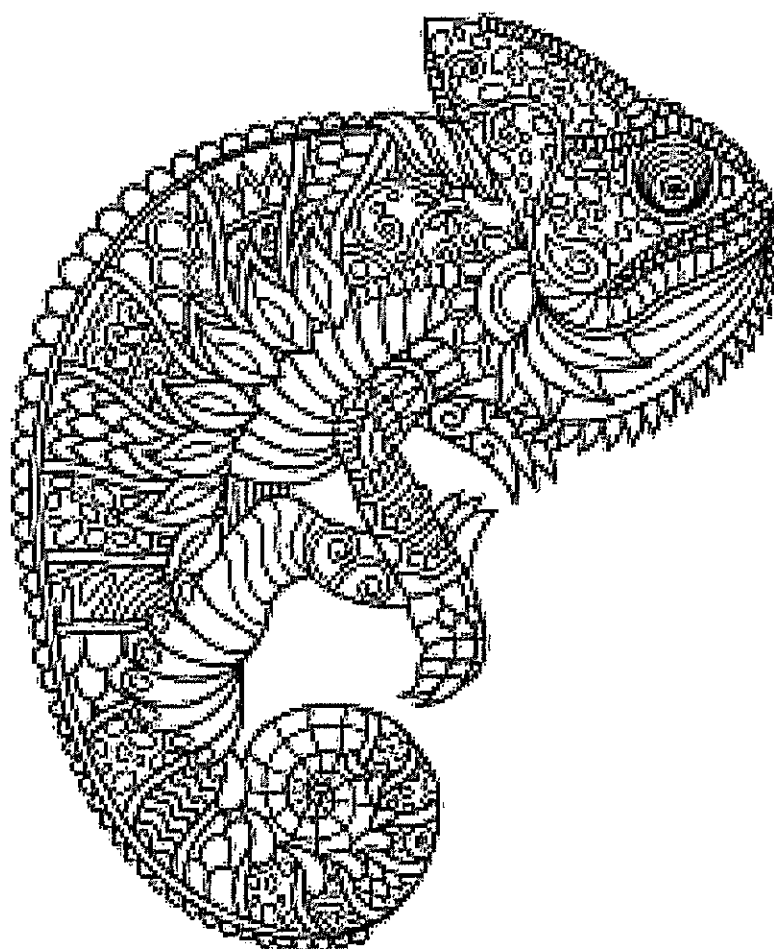
101

147

311

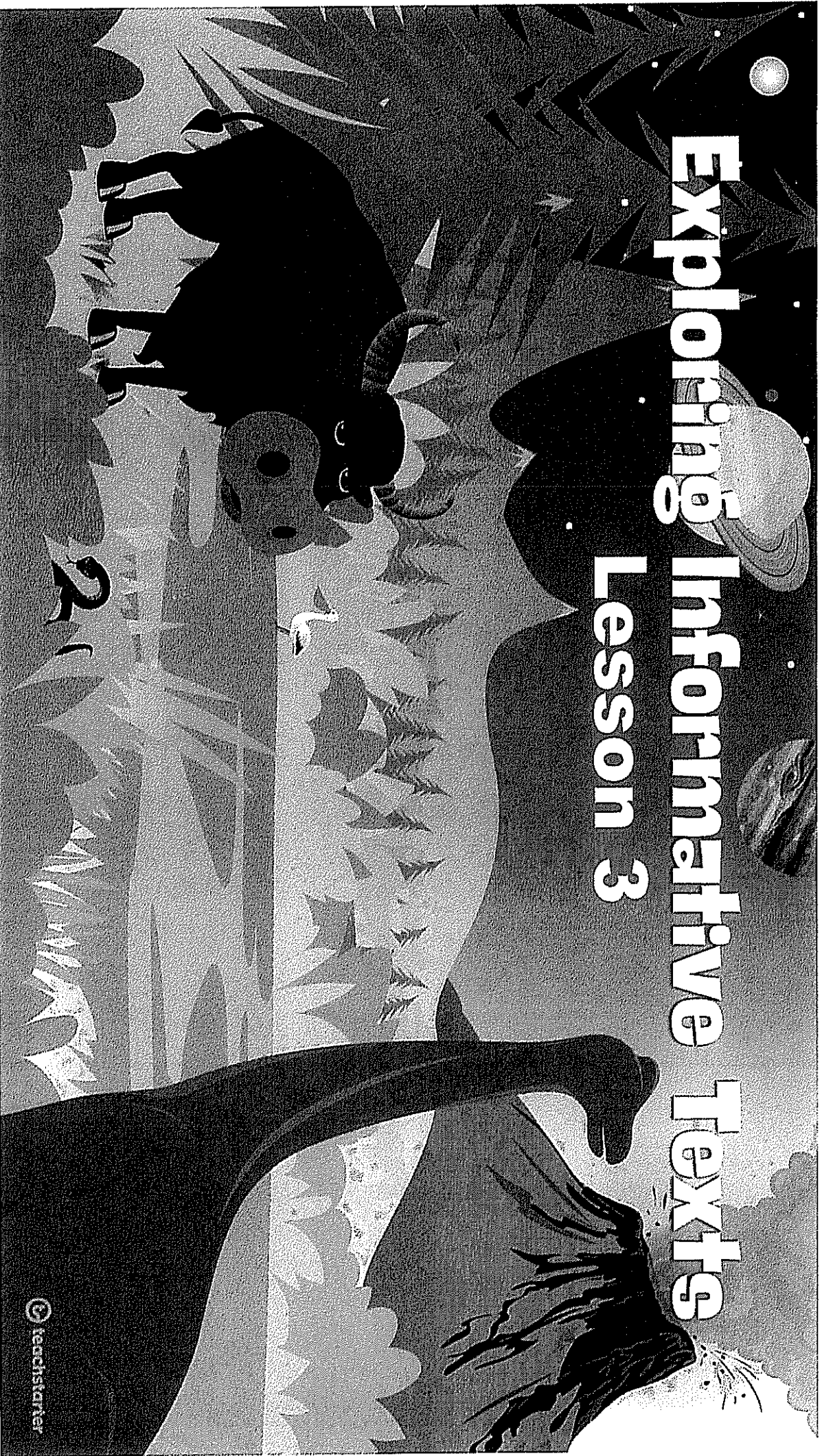


Wednesday



Exploring Informative Texts

Lesson 3

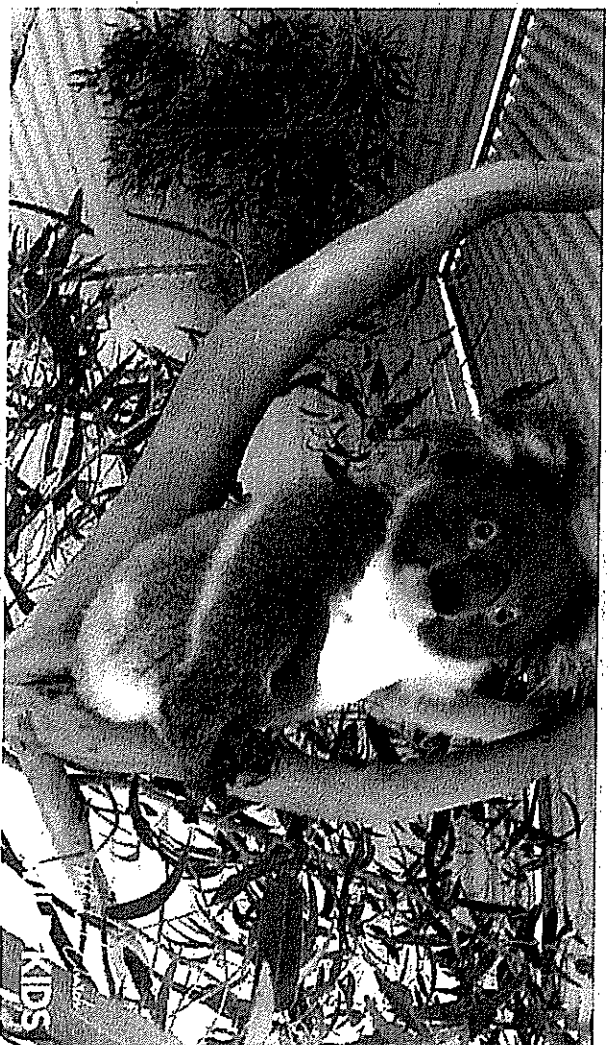


Now it's your turn!

Watch this video on Koalas (link in picture) and then have a go at filling in the planning template.

Remember:

- Key words
- Adjective/adverbs
- Each fact needs a description



You need to fill in this slide with all the interesting facts you learnt from the video.

Fact File - Animals

Classification

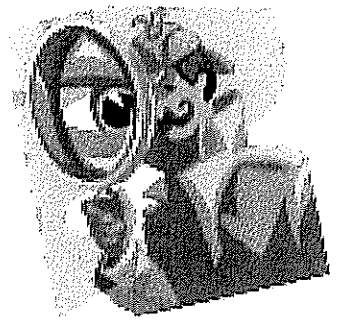
Size and Appearance

Topic

Habitat and Lifestyle

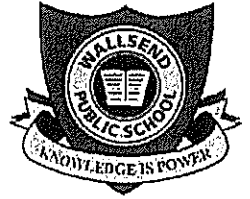
Diet and Eating Habits

Place Value Detective

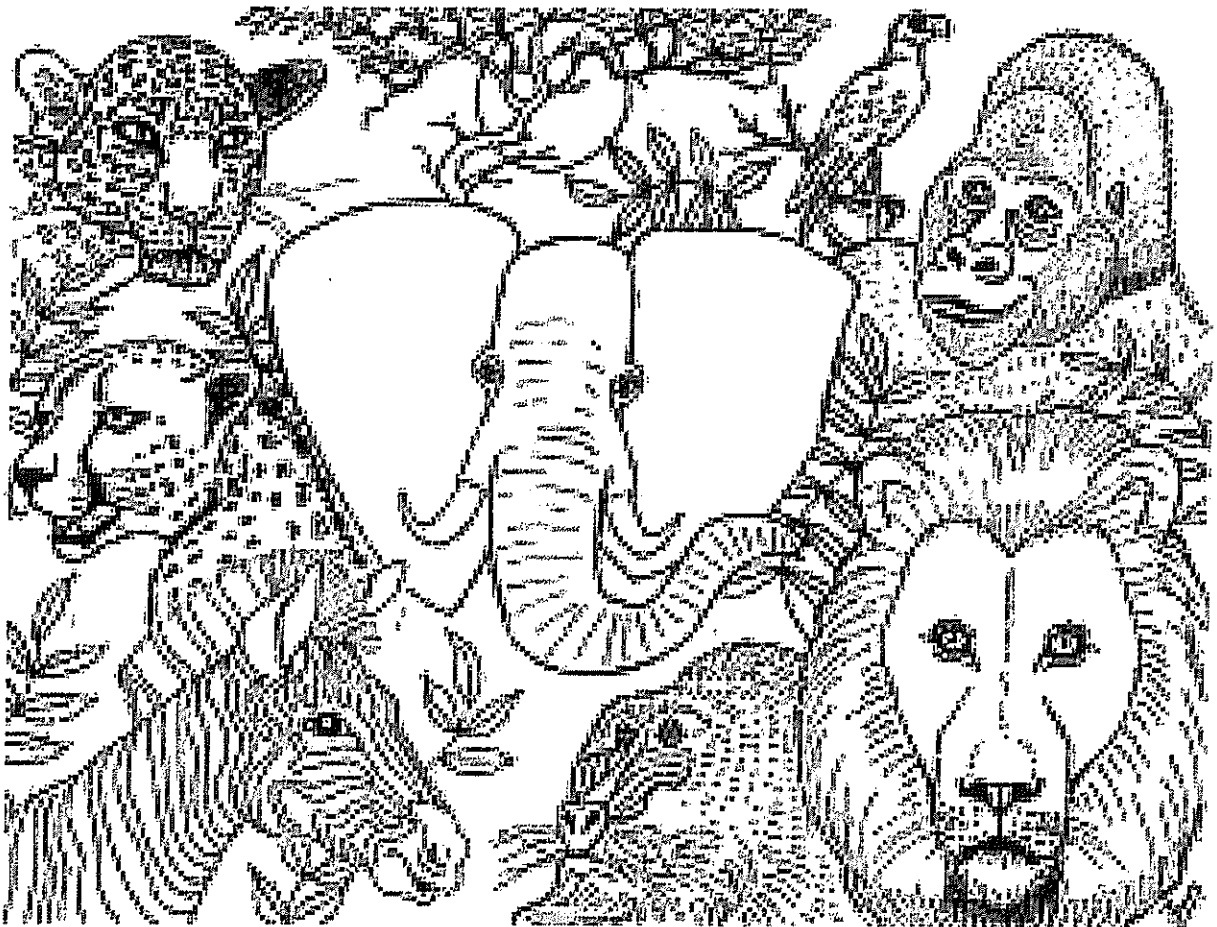


1. Circle the number in the tens place. **89**
2. Circle the number in the ones place. **100**
3. Circle the number in the hundreds place. **67**
4. Create a number with 1 in the hundreds place. _____
5. Create a number with 8 in the tens place. _____
6. Create a number with 2 in the ones place. _____
7. Create a number with 1 in the ones place and 7 in the tens place. _____
8. The number 1 is in what place? **81** _____
9. The number 4 is in what place? **104** _____
10. The number 3 is in what place? **34** _____
11. The number 5 is in what place? **57** _____

Mystery Number: This number has 1 in the hundreds place, it has 3 in the ones place, and 1 in the tens place. What number is it? _____

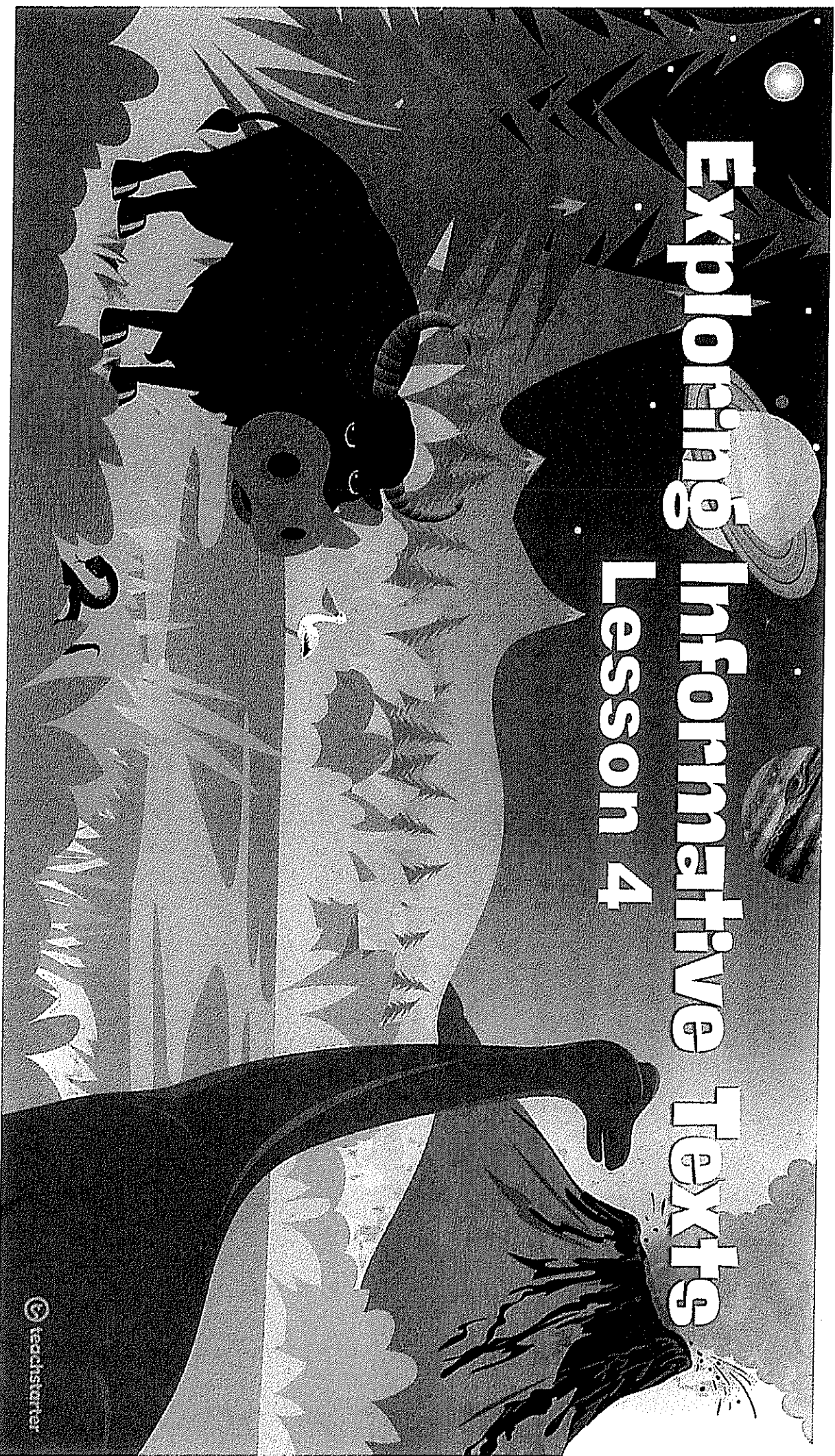


Thursday



Exploring Informative Texts

Lesson 4



Now its your turn!

Yesterday you watched a video on Koalas and then filled in your planning template. Today you need to take this information and write it into an information report.

Some things to remember:

- A title
- Capital letters and full stops for EVERY sentence
- Leave a line between each section of your report- this shows your teachers your paragraphs.
- Descriptive language- use adjectives and adverbs.

Information Report – Structure

Information Reports follow a set structure.

Opening Statement

- Introduce your topic
- What are you going to describe

Body of the

text

(remember to use paragraphs for each different fact)

- Fact 1 (paragraph 1)
 - Detail about the fact
- Fact 2 (paragraph 2)
 - Detail about the fact
- Fact 3 (paragraph 3)
 - Detail about the fact

Concluding Statement

- 2 or 3 sentences ending with an interesting fact about the subject.



Introduction:

Description/Classification:

Habitat:

Diet:

Conclusion:

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for letter formation.

Addition

$$234 + 655 =$$

$$73 + 544 =$$

DON'T FORGET TO SHOW ME
HOW YOU WORKED OUT
YOUR PROBLEMS USING THE
T (LABEL) TOOL.

$$413 + 872 =$$

$$182 + 453 =$$

$$865 + 34 =$$

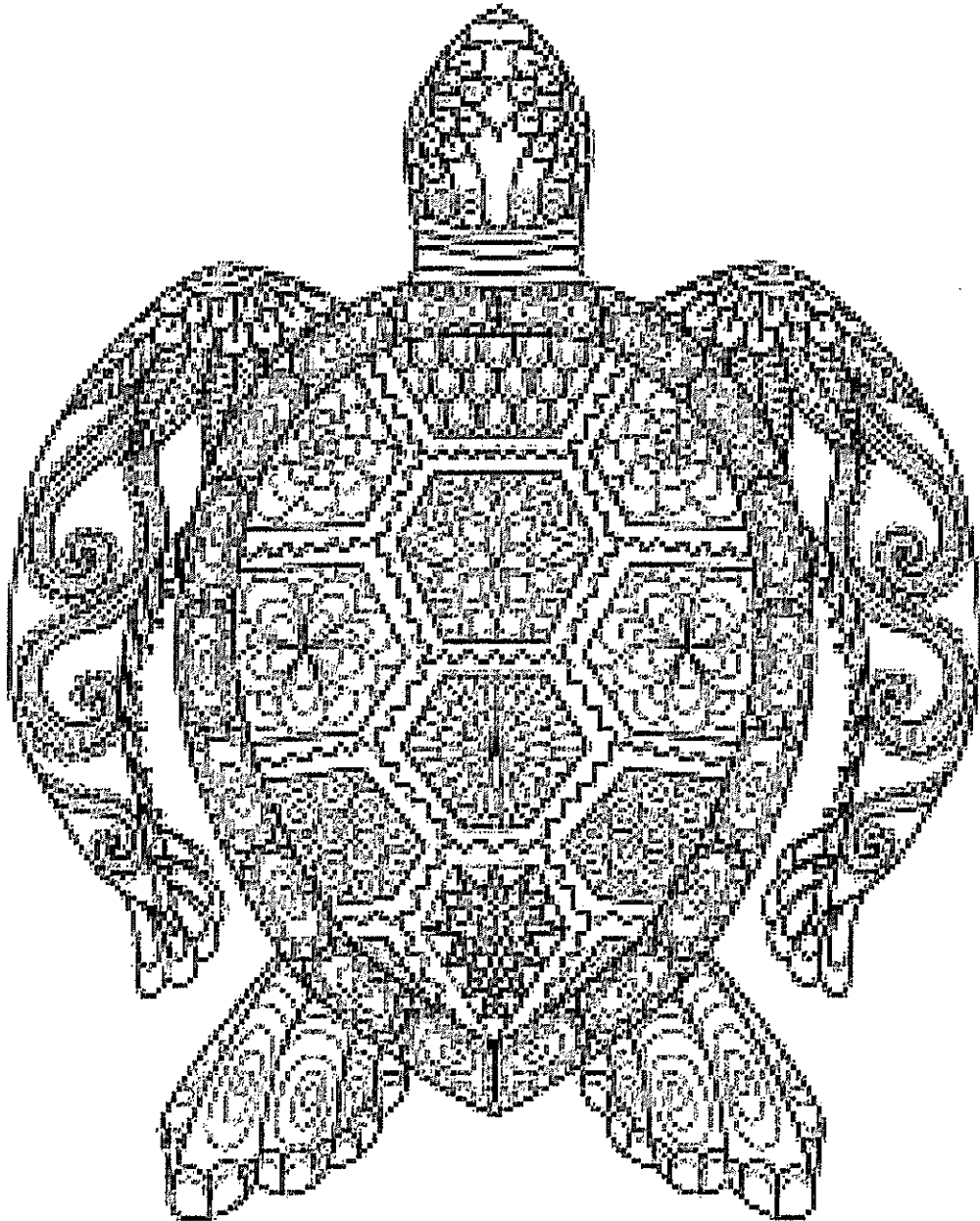
Fact Families

Fill in the missing number.

A. $5 + \underline{\quad} = 13$ $8 + \underline{\quad} = 13$ $13 - \underline{\quad} = 5$ $\underline{\quad} - 5 = 8$	B. $7 + 9 = \underline{\quad}$ $9 + \underline{\quad} = 16$ $\underline{\quad} - 9 = 7$ $16 - \underline{\quad} = 9$	C. $\underline{\quad} + 10 = 19$ $10 + \underline{\quad} = 19$ $19 - \underline{\quad} = 9$ $\underline{\quad} - 9 = 10$
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G. $4 + \underline{\quad} = 12$ $\underline{\quad} + 4 = 12$ $\underline{\quad} - 8 = 4$ $12 - \underline{\quad} = 8$	H. $8 + 6 = \underline{\quad}$ $6 + \underline{\quad} = 14$ $14 - \underline{\quad} = 8$ $\underline{\quad} - 8 = 6$	I. $7 + \underline{\quad} = 13$ $\underline{\quad} + 7 = 13$ $13 - \underline{\quad} = 7$ $\underline{\quad} - 7 = 6$
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Friday



E E E E E E E E E E

e e e e e e e e e e

The eight eagles flew fast.

F F F F F F F F F F

f f f f f f f f f f

The flag was flying high.

