

Name: _____ Class: _____

St Johns Park Public School – Kindergarten (Week 2, Term 4)

You may need access to a digital device to complete the following activities. You will need help from a parent/carer.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>FITNESS:</p> <ul style="list-style-type: none"> - 10 star jumps - 10 in and out jumps - Stretch your body by touching your toes and then reach for the sky. Repeat 10 times. 	<p>FITNESS: Jump:</p> <p>See how far you can jump, starting and landing on two feet. Use an object to mark how far you have jumped and then see if you can improve. Remember to bend your knees when you take off and when you land. Use your arms to help you to jump further.</p>	<p>FITNESS: Leap -</p> <p>Eyes focused forward throughout the leap. Knee of take-off leg bends. Legs straighten during flight. Arms held in opposition to the legs. Trunk leans slightly forward. Lands on the ball of the foot and bends knee to absorb landing. Watch the video demonstration: Leap https://www.youtube.com/watch?v=S1uJXTC0s2Q</p>	<p>FITNESS: Side Gallop -</p> <p>Take off and land on the ball of your foot. Make your body and feet face the front. Keep your eyes straight ahead. Step, close, step, close... or step, together, step, together. Watch the video demonstration: Side Gallop https://youtu.be/D812EVCdy0w</p>	<p>FITNESS: Throwing:</p> <p>Practise some accurate underarm throwing. You could throw to someone at home or against a wall. Use a hoop or a bucket to practise aiming for a target.</p>
<p>Morning Routine:</p> <p>-Watch the following and sing along: <i>Rocco the Rhyming Rhino</i> https://www.youtube.com/watch?v=nAUdQZ8Xivw</p> <p>English SIGHT WORDS:</p> <p>-Choose 6-8 sight words to work on this week. Build your sight words</p>	<p>Morning Routine:</p> <p>-Watch the following and sing along: <i>Vowel and Consonant Song</i> https://www.youtube.com/watch?v=E4cvSsW3Lyk</p> <p>English SIGHT WORDS:</p> <p>-Use coloured markers to write your sight words three times each. Can you write</p>	<p>Morning Routine:</p> <p>-Watch the following and sing along: <i>The Big Numbers Song</i> https://www.youtube.com/watch?v=e0dJWfQHF8Y</p> <p>English SIGHT WORDS:</p> <p>-Ask someone at home to jumble up the letters in your sight words. Can you</p>	<p>Morning Routine:</p> <p>-Watch the following and sing along: <i>Phonics Song</i> https://www.youtube.com/watch?v=saF3-f0XWAY</p> <p>English SIGHT WORDS:</p> <p>-Say each of your sight words in a sentence for someone at home. Make</p>	<p>Morning Routine:</p> <p>-Watch the following and sing along: <i>See it, Say it, Sign it</i> https://www.youtube.com/watch?v=WP1bIVh1ZQM&t=6s</p> <p>English SIGHT WORDS:</p> <p>-Ask someone at home to say your sight words and see if you can build them or write</p>

<p>using playdough, magnetic letters, letter tiles or blocks. <i>*Keep a list of your sight words nearby so that you can include them in your writing this week.</i></p> <p>PHONICS: <i>This week we are going to continue to look at CVCC words. These are words that have a consonant at the start, a vowel, and then two consonants at the end (blend).</i> -Find the missing consonant in each CVCC word. <i>You will need to unjumble the CVCC word to make the sentence make sense.</i></p> <p>For example: The car drove slowly around the <u>ndeb</u>.</p> <p>If we unjumble the underlined word using CVCC pattern, we can make the sentence make sense:</p> <p>The car drove slowly around the <u> bend</u>.</p>	<p>them without looking? <i>*Keep a list of your sight words nearby so that you can include them in your writing this week.</i></p> <p>PHONICS: -Find the missing consonant in the CVCC word so that the sentence makes sense. Say each sentence as you make it.</p> <p>The farmer went to <u>klim</u> the cows at the farm.</p> <p>Reading and Viewing: <i>-We are learning to:</i> develop the skills to read, view and understand texts about familiar topics. <i>-Listen to the story: <u>Princess Smartypants</u> by Babette Cole</i> Your teacher will post this on Seesaw.</p> <p>-Watch the way that your teacher retells the story in the video uploaded to Seesaw. They include the beginning, the middle and the end. Speaking and Listening: <i>-We are learning to:</i> interact</p>	<p>unjumble them and write them correctly? <i>*Keep a list of your sight words nearby so that you can include them in your writing this week.</i></p> <p>PHONICS: -Find the missing consonant in the CVCC word so that the sentence makes sense. Say each sentence as you make it.</p> <p>The boy <u>ltfe</u> really sad when his balloon popped.</p> <p>Reading and Viewing: <i>-We are learning to:</i> develop the skills to read, view and understand texts about familiar topics. <i>-Listen again to the story: <u>The Paperbag Princess</u> by Robert Munsch and illustrated by Michael Martchenko</i> <i>Today, we will be looking at the middle of the story. In the middle of the story there is usually a problem called the COMPLICATION.</i></p> <p>Speaking and Listening: <i>-We are learning to:</i> interact appropriately and</p>	<p>sure your sentences make sense! <i>*Keep a list of your sight words nearby so that you can include them in your writing this week.</i></p> <p>PHONICS: -Find the missing consonant in the CVCC word so that the sentence makes sense . Say each sentence as you make it.</p> <p>Sit up straight at your <u>kdse</u> to do your school work.</p> <p>Reading and Viewing: <i>-We are learning to:</i> develop the skills to read, view and understand texts about familiar topics. <i>Ellie's Dragon</i> by Bob Graham. Your teacher will post this story in Seesaw.</p> <p>Play Experience: <i>Imagine you have your own pet dragon! It is just a baby and it fits in your hand.</i> <i>Take your dragon around your house and make sure</i></p>	<p>them without looking! How did you go? <i>Upload your results to Seesaw for your teacher to see!</i></p> <p>PHONICS: -Find the missing consonant in the CVCC word so that the sentence makes sense. Say each sentence as you make it.</p> <p>The <u>stug</u> of wind blew the hat off the girl's head.</p> <p>Reading and Viewing: <i>-We are learning to:</i> develop the skills to read, view and understand texts about familiar topics. <i>-Listen again to the story: <u>The Three Little Pigs</u> retold by Susanna Davidson and illustrated by Georgien Overwater</i> Your teacher will post this on Seesaw.</p> <p>-Listen to your teacher retelling the story in their own words. -Notice the way that they include a beginning, middle and end and retell using</p>
--	--	---	---	---

<p>-Find the missing consonant in the CVCC word so that the sentence makes sense. Say each sentence as you make it.</p> <p>I added <u>Itas</u> to my food for extra flavour.</p> <p>Reading and Viewing: <i>-We are learning to:</i> develop the skills to read, view and understand texts about familiar topics. <i>-Listen again to the story: <u>The Paperbag Princess</u> by Robert Munsch and illustrated by Michael Martchenko</i> You will find a recording of this story on your class Seesaw. <i>Last week, we looked at the beginning or ORIENTATION of a story. This is the WHO, WHERE, WHEN and WHAT of the story.</i> <i>Today, we are going to look at the middle of the story and this is usually where there is a problem for the characters to solve! The problem in the story is called the ORIENTATION.</i></p>	<p>appropriately and communicate using appropriate language, active listening and turn taking. <i>-Answer the following questions about the story using full sentences.</i> <i>-What is your favourite part of the story? Why?</i> <i>-What happens at the beginning of the story? <u>Don't forget to include WHO, WHERE, WHEN and WHAT.</u></i> <i>-Is there a problem or COMPLICATION in the story? What do you think it is?</i> <i>-Why does Princess Smartypants ask each Prince to do things for her?</i> Writing and Representing: <i>-We are learning to:</i> compose simple texts to communicate an idea or message. <i>Today, we are going to write a sentence for the beginning and middle parts of this story. When we reread our sentences, it should sound like the start of a retell.</i> <i>-Use the two images included in your pack to help you. One image shows the ORIENTATION</i></p>	<p>communicate using appropriate language, active listening and turn taking. <i>-Answer the following questions in full sentences, including details.</i> <i>-What does the Paperbag Princess do when the dragon tells her to go away?</i> <i>-Why does the Princess ask the dragon to do all of those tricks?</i> <i>-What does the Prince do when the Princess comes to rescue him?</i> Writing and Representing: <i>-We are learning to:</i> compose simple texts to communicate an idea or message. <i>The middle of the story is sometimes <u>the part where there is a problem that needs to be solved!</u></i> <i>It is an interesting part of the story! We like to see if the character will be able to solve the problem!</i> <i>-Think about what happens in the middle of the story.</i> <i>-Tell someone at home about the middle of the story. Try to include details about the problem that the Paperbag Princess has to solve.</i></p>	<p><i>you have somewhere warm and safe for your dragon to sleep.</i> <i>Where will your dragon play?</i> <i>What fun things can you and your pet dragon do together?</i> Remember, no adults can see your dragon!</p> <p>Speaking and Listening: <i>-We are learning to:</i> interact appropriately and communicate using appropriate language, active listening and turn taking. <i>-Answer the following questions about the text you have read by speaking in full sentences:</i> <i>-What is your favourite part of the story? Why do you like this part?</i> <i>-Is the dragon in this story the same or different to the dragon in <u>The Paperbag Princess</u>? Why do you say that?</i> <i>-What is the COMPLICATION (problem) in this story? Why is it a problem?</i></p>	<p>details and sequenced ideas. Speaking and Listening: <i>-We are learning to:</i> interact appropriately and communicate using appropriate language, active listening and turn taking. <i>-Answer the following using full sentences:</i> <i>-What was your favourite part of the story? Why?</i> <i>-How would you describe the wolf? What adjectives would you use?</i> <i>-What is the problem in the story? Can you think of more than one thing that goes wrong?</i> Writing and Representing: <i>-We are learning to:</i> compose simple texts to communicate an idea or message. <i>Today, we are looking at the beginning and the middle of this story.</i> -Sequence the images included in your pack. This means putting them in the correct order from the start. <i>-Write some words on each of the pictures to describe what is happening. You can use the words from the word bank below to help you!</i> <i>-Using the images, retell the</i></p>
---	---	--	--	--

Speaking and Listening:

-We are learning to: interact appropriately and communicate using appropriate language, active listening and turn taking.

-Answer the following questions in full sentences, including details.

-What happens in the middle of the story?

-Is there a problem or COMPLICATION that the Paperbag Princess needs to solve? What is it?

-What does the Paperbag Princess need to do to solve her problem? How does she fix it?

Writing and Representing:

-We are learning to: compose simple texts to communicate an idea or message.

We are going to describe what happens in the middle of the story today.

We need to think about the problem or COMPLICATION and retell this part of the story.

-Using the images and sentences included in your pack, cut up the

(beginning) and one image shows the COMPLICATION (problem).

-Write three words on each of the images describing what you see or what is happening in each picture.

You can use the word bank below to help you!

-Tell someone what is happening in each picture using the words you have chosen.

-For the first image, write a sentence using your three words. You can start with this sentence starter:

In the beginning...

-For the second image, write a sentence using the three words you have chosen. You can start your second sentence with:

Then...

Word Bank

Princess Smartypants
pretty
Rich
princes
castle
pets
King
Queen
husband

-Use the template included in your pack to draw a detailed coloured picture of the middle of the story.

-Write three words describing what is happening in your picture. You can use the word bank below to help you!

-Use your words to write a sentence about the middle of the story.

You can start your sentence with:

Then...

-Read your sentence out loud to someone at home.

Word Bank

Paperbag Princess
Elizabeth
burnt
clothes
dragon
tricked
asleep
Prince Ronald



-Complete self-paced activities each day for 10 minutes.

Writing and Representing:

-We are learning to: compose simple texts to communicate an idea or message.

-Think about the beginning and the middle of the story.

-Using the template in the pack, draw a picture of the beginning of the story.

-Then, draw a picture of the middle of the story (Think about the problem in the story for this part!)

-Retell the beginning and the middle of the story to someone at home.

Don't forget to include sequencing words like:

In the beginning...

Then...

Next...

After that...

Can the person listening to your retell guess what might happen at the end?

Reading:

-We are learning to: use our understanding of letter/sound relationship and sight words to decode and understand simple

beginning and middle of the story to someone at home.

Don't forget to include sequencing words like:

In the beginning..

Then...

Next...

After that...

Word Bank

three
little
pigs
straw
sticks
bricks
Big Bad Wolf
huffed
puffed
blew

EXTENSION:

-Use the images to write at least three sentences about the beginning and middle of the story.

Don't worry about the ending of the story. We will look at endings next week!

-You can start your sentences with:

In the beginning...

Then...

Next...

After that...

sentences and match them to each picture. **There will be one sentence that matches each picture.**

-Once you have the middle part of the story in the correct order, record yourself reading this part out loud!



-Complete self-paced activities each day for 10 minutes.



-Login to *PM eCollection* <https://app.pmeollection.com.au/login>
Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!

Say your sentence out loud and hold your sentence in your head as you write. You might need to keep saying your sentence over and over to keep it in your mind.

Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.

Don't forget to have your **Butterfly Card handy for your sounds and sight words.*

Reading:

-We are learning to: use our understanding of letter/sound relationship and sight words to decode and understand simple texts.

-Read the story: Sally's Favourite Story (Level 6).

A copy is included in your pack.

Ask someone at home to record your reading and upload your work to Seesaw.

-When you finish the story, retell what happens in your own words!



-Login to *PM eCollection* <https://app.pmeollection.com.au/login>

Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!

texts.

-Read the story: Jack's Big Day (Level 7).

A copy is included in your pack.

Ask someone at home to record your reading and upload your work to Seesaw.

-When you finish the story, retell what happens in your own words!



-Complete self-paced activities each day for 10 minutes.

Say your sentence out loud and hold your sentence in your head as you write. You might need to keep saying your sentence over and over to keep it in your mind.

Remember to start each sentence with a capital letter, leave finger spaces between words and end each sentence with a full stop.

Don't forget to have your **Butterfly Card handy for your sounds and sight words.*


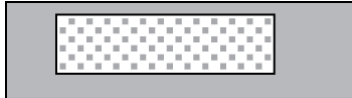


-Complete self-paced activities each day for 10 minutes.



-Login to *PM eCollection* <https://app.pmeollection.com.au/login>

Read at your level for 10 minutes. If you're not sure which level to choose, ask your teacher!

Break	Break	Break	Break	Break
<p>Mathematics -Practise counting by 2s, 5s & 10s up until 40. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart. Challenge: Count backwards from 16 by 2s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning to:</i> collect information (data) to put into picture graphs and answer simple questions using the picture graphs.</p> <p><i>We are learning to:</i> use tally marks to collect information. Tally marks are one of the easier ways to collect information about quantity. Quantity is an amount. We can say “How much was there? What was the quantity?” <i>We read tally marks the same way we count objects. One tally mark equals 1, two tally marks equals 2 and so on.</i></p>	<p>Mathematics -Practise counting by 2s, 5s & 10s up until 40. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart. Challenge: Count backwards from 20 by 2s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning to:</i> make an equal arm balance and use it to compare objects with different weights.</p>  <p><i>Today, you will make your own balancing scale like in the picture above!</i> You will need a cylinder and a long flat cardboard box, like a shoe box lid or a cut tissue box to balance objects on. -Use your balancing scale to investigate using the</p>	<p>Mathematics -Practise counting by 2s, 5s & 10s up until 40. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart. Challenge: Count backwards from 40 by 10s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning to:</i> partition numbers into two smaller numbers and checking if they are even or odd numbers. Even numbers can be broken into two equal groups. Odd numbers can be broken into two unequal groups.</p> <p><i>Today, you are going to investigate the following numbers and see if they are even or odd numbers.</i> -You will need lego blocks or another block and make the following number towers. Your teacher will also demonstrate this on Seesaw. - 4 - 5</p>	<p>Mathematics -Practise counting by 2s, 5s & 10s up until 50. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart. Challenge: Count backwards from 45 by 5s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning to:</i> compare two areas by superimposing (laying on top of another) and superpositioning (aligning the edges or corners). Area describes and measures the surface area (space) on a 2D shape. Superimposing is the comparison of areas by placing one area on top of another.</p>  <p>Superpositioning is the comparison of areas by aligning the edges (or corners) of two areas when one is placed on top</p>	<p>Mathematics -Practise counting by 2s, 5s & 10s up until 50. Use your toys to assist you in counting correctly. If you make a mistake, you can check by counting your toys or the 100s chart. Challenge: Count backwards from 60 by 5s. (https://www.mathplayground.com/interactive_hundreds_chart.html)</p> <p><i>We are learning to:</i> identify shapes that are divided into 2 equal parts. One half refers to one of the two pieces from the whole. When the two halves are put back together, they become one whole. -Discuss with a family member: -<i>What do you know about half and what do you think it means?</i> -<i>When something is cut in half, does it need to be equal and fair?</i> -Use playdough (if you do not have playdough, you can also use bread) and make a flat even circle. -Cut it in half.</p>

The one we must remember is 5 as it will have the line going across. Tally marks make it easier to count by 5s if there is a large quantity.



-Complete the **Zoo Animals worksheet** by reading the tally marks. Where it says "Total" you have to write the number of tally marks for each object.
-Use the information to answer the questions.

-The following activities are CAN DO activities, which means that students can choose to do them if they would like to:
-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.

Maths Mentals
-Complete the Maths Mentals for today - a sheet has been **included in**

following objects.
-Describe in a full sentence what objects are *heavier* and what objects are *lighter* than your favourite toy.
-Put your favourite toy on one side of the balancing scale, and put the following objects on the other side:
- water bottle
- school hat
- shoe
- cup
- phone
- pencil
- book

When describing, use the following sentence to help you:
The _____ is lighter/heavier than my favourite toy.

-The following activities are CAN DO activities, which means that students can choose to do them if they would like to:
-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.

Maths Mentals
-Complete the Maths

- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
-After you make your tower, try and break it **in half**.
-Discuss with someone if you noticed if the numbers broke into two **even** groups or **odd groups**. *How do you know?* (refer back to definition at the top)
-Make a table like below, and list the numbers that are even and the numbers that are odd.

Even	Odd

-The following activities are CAN DO activities, which means that students can choose to do them if they would like to:
-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.
Maths Mentals

of the other.



Today, you will use an A4 paper, and you will find three objects that have a smaller base (bottom) area and bigger base area than your A4 paper.
You can use the two strategies pictured above to help you see if the A4 paper is bigger or smaller.

-Record your answers, label them, and upload them to SeeSaw.
-The following activities are CAN DO activities, which means that students can choose to do them if they would like to:

-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.

Maths Mentals
-Complete the Maths Mentals for today - a sheet has been **included in your pack!**


-Discuss with someone at home:
*-If you cut a circle into equal halves, how do you know?
-Is there a way to check if they are equal halves?*

One way to check is by putting one half of the circle on top of the other half, matching it. This is like measuring the area (from yesterday's lesson). If they are exactly the same, they are equal.

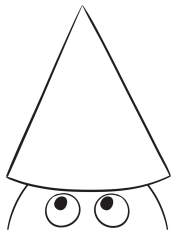
-Complete the **shape fraction worksheets** by circling the shapes that are cut in equal halves and colour one half.

-The following activities are CAN DO activities, which means that students can choose to do them if they would like to:
-Log onto MangaHigh www.mangahigh.com and complete the assigned work for 10 minutes.

Maths Mentals
-Complete the Maths Mentals for today - a sheet has been **included in your pack!**

<p>your pack!</p>	<p>Mentals for today - a sheet has been included in your pack!</p>	<p>-Complete the Maths Mentals for today - a sheet has been included in your pack!</p>		
<p>Break</p>	<p>Break</p>	<p>Break</p>	<p>Break</p>	<p>Break</p>
<p>Science and Technology: <i>We are learning to: describe what objects feel like.</i> -Read a story, Jennie’s Hat (Ezra Jack Keats) https://www.youtube.com/watch?v=8PUzKe4xquY <i>-What was the hat decorated with and how did it look?</i> -Find a few objects around the house. Use one word to describe what each object LOOKS like. Use one word to describe what each object FEELS like.</p> <p><i>Can you sort these objects into groups?</i> <i>Why are the objects put into these groups?</i> <i>How are they similar?</i></p> <p>-Decorate the Sorting Hat activity with materials you have around your home.</p>	<p>History <i>We are learning to:</i> <i>-Discuss how photographs show the people, places and events in the past and how photographs can tell stories about what happened in the past without words.</i></p> <p>Photos can tell stories about what happened in the past without using words.</p> <p>-Look at the photographs provided on the ‘history’ worksheet and answer the questions about photographs from the past.</p> <p><small>History</small> <small>Photos can tell stories about what happened in the past and how photographs can tell stories about what happened in the past without words. Photos can tell stories about what happened in the past and how photographs can tell stories about what happened in the past without words.</small></p> 	<p>Creative arts <i>We are learning to: use our imagination to become the character of the dragon from the story “The Paperbag Princess” and share our feelings with an audience.</i> -Watch the story: <i>The Paperbag Princess</i>, either using your teacher’s recording on Seesaw or at the following link: https://www.youtube.com/watch?v=DvmySr7zN4U -Create the dragon mask that has been included in your pack. -Place the mask on your face and pretend that you are the dragon from the story. -Play the game ‘Hot Seats’ with a family member. <i>‘Hot Seats’ is a drama game where you take on a character and recount events or feelings from that character’s point of view.</i> How to play: You are to become the dragon from the story. You will be asked some questions and you must reply <i>as the dragon would</i></p>	<p>PDHPE <i>We are learning to be road safe.</i> SC: I can list ways to be safe and responsible when I travel to school. <i>-How do you travel to and from school?</i> <i>-How do you keep safe on these journeys?</i> Complete the sentences: - I hold hands with _____ on the way to school. (a grown-up, mum, grandpa, aunty). - We walk _____ on the way to school. (on the footpath, away from the road) - We cross the road _____ on the way to school. (safely, at the lights, with the crossing supervisor, at the crossing, at the tram crossing) - We hold hands _____ on the way to school. (on the footpath, crossing the road or tracks, in the driveway, in the carpark, when we are</p>	<p>Developmental Play <i>Play helps children to:</i> <i>-build confidence</i> <i>-build communication and social skills</i> <i>-learn about the environment and their community</i> <i>-develop motor skills</i> <i>-feel happy, safe and loved</i> <i>-feel empowered</i> <i>-transfer learnt knowledge</i> <i>-find success and foster a love of learning.</i> This afternoon, your play theme is BIG BAD Wolf!</p> <p>Where will your imagination take you? -Use anything you have around the house to dress up, create and enjoy your own world.</p>

Name: _____ Date: _____
Look at the decorations. They are all _____



Select different objects with the same properties and stick them on the hat. E.g. feathers, cotton balls, pom poms – They are all **soft**.

(remember to change your voice, get dressed up, put your mask on and, most importantly, **think** like the dragon).

-Ask a family member to become 'the reporter' and ask you the questions below.

Make sure you record and upload your answers to seesaw.

1. *Why did you run away with Ronald?*

2. *As you were flying away, why did you leave a trail?*

3. *What yummy things did you eat at the castle?*

4. *How do you feel after burning 100 forests?*

5. *How did you manage to fly around the world in 10 seconds? Do you receive special training as a baby dragon?*

6. *How did you feel when you woke up and Ronald and the princess were gone?*

walking)

-Complete the **Safe Travel to School** worksheet.

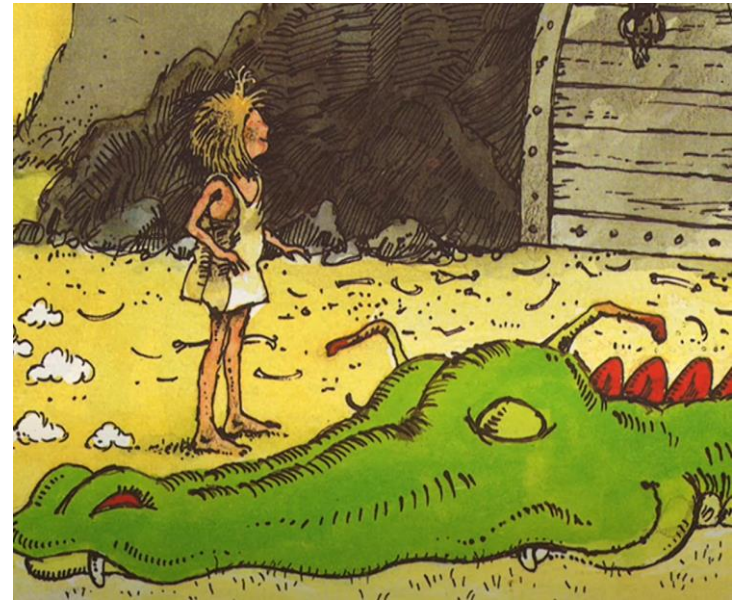
Draw a picture and write a sentence about how you travel safely to school.

-Complete the activities on the **PE Activities page** for 10 seconds without stopping.

-Watch and follow the 'Cartoon Heroes' video by clicking on the

'Footsteps' link below:

<https://vimeo.com/580677187/9b82167be5>



The dragon flew around the world twice!

Elizabeth asked the dragon if he could really burn forests with his breath.

The dragon burnt so many forests that he ran out of fire!

The dragon was so tired that he fell fast asleep.

The dragon told Elizabeth to go away and come back tomorrow.

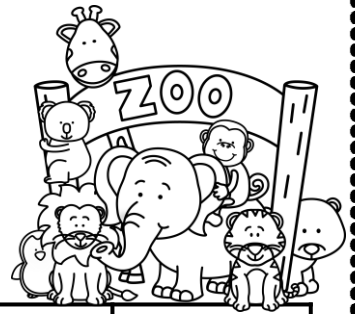
Elizabeth asked if the dragon could really fly around the world in just 10 seconds.






Name: _____

Zoo Animals

Directions: Write each total to complete the tally chart below. Then answer the questions.



Animals at the Zoo		Total
 Koala		
 Tiger		
 Monkey		

1. How many tigers are at the zoo? _____

2. How many monkeys are at the zoo? _____

3. How many koalas are at the zoo? _____

4. Which animal has the most number? _____

5. Which animal has the least number? _____

6. How many more monkeys are there than tigers? _____

7. How many koalas and tigers are there altogether? _____

Monday

1. $5 + 1 =$ _____

2. $8 - 3 =$ _____

3. $4 + 3 =$ _____

4. Write these numbers in order from largest to smallest: 66, 11, 81, 38. _____

5. Complete this counting pattern:

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

6. What is the sum of 4 and 3? _____

7. Riley has 1 apricot. If Riley buys 8 more apricots, how many apricots does she have altogether? _____

8. $\$2.00 + 5 \text{ cents} =$ _____

9. What digital time does the clock show? _____



10. How many sides does a rectangle have?



Tuesday

1. $8 + 8 =$ _____

2. $6 - 2 =$ _____

3. $6 + 5 =$ _____

4. Write the numeral for twenty-one: _____

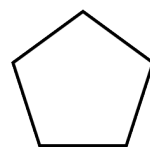
5. Complete this counting pattern:

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

6. I bought 2 teddy bears and was given 2 more teddy bears. How many teddy bears do I now have?

7. Take 7 away from 8: _____

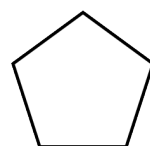
8. Colour in half of this shape:



9. What digital time does the clock show? _____



10. What is the name of this shape?



Wednesday

1. $7 + 3 =$ _____

2. $8 + 9 =$ _____

3. $3 - 2 =$ _____

4. What is the value of the number in the ones place in 74? _____

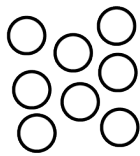
5. Complete this counting pattern:

8, 18, 28, 38, _____, _____, _____

6. If 15 trucks are parked, 6 are orange and the rest are purple, how many are purple? _____

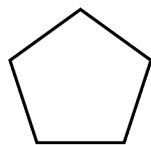
7. Take 2 away from 4: _____

8. Colour in half of these circles.



9. At 2 o'clock, the hour hand points to _____.

10. How many corners does this shape have?



Thursday

1. $1 + 5 =$ _____

2. $7 - 3 =$ _____

3. $5 + 9 =$ _____

4. 451 = _____ hundreds, _____ tens, _____ ones.

5. Complete this counting pattern:

9, 11, 13, 15, _____, _____, _____

6. If 5 trucks are parked, 3 are yellow and the rest are light blue, how many are light blue? _____

7. In a group of 14 students, 8 would like to play volleyball and the rest want to play softball. How many want to play softball? _____

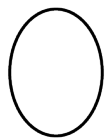
8. Colour in half of these triangles.



9. What digital time does the clock show? _____



10. How many sides does a oval have?



Friday

1. $1 + 2 =$ _____

2. $2 - 2 =$ _____

3. $8 + 3 =$ _____

4. What is the number in the ones place in 34?

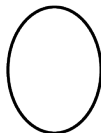
5. Complete this counting pattern:

4, 9, 14, 19, _____, _____, _____

6. Take 1 away from 4: _____

7. Owen had 9 pieces of LEGO and was given 5 more pieces of LEGO. How many pieces of LEGO does Owen now have? _____

8. Draw a line to split this shape in half.



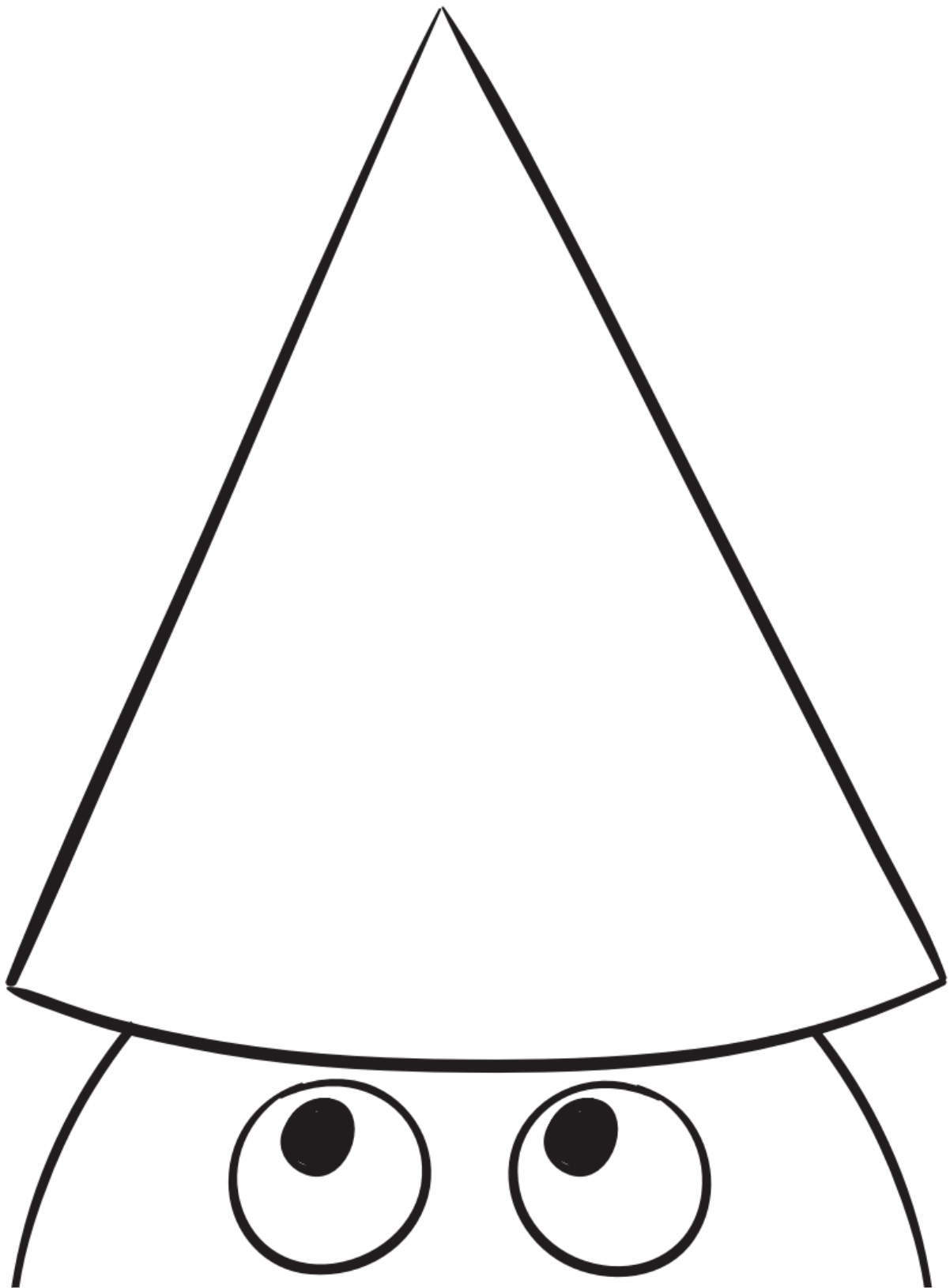
9. At 9 o'clock, the hour hand points to _____.

10. How many corners does this shape have?



Name: _____ Date: _____

Look at the decorations. They are all _____.







Sally's Favourite Story

Today, Sally's teacher read Sally's favourite story in class. The story had a green cat and yellow bee in it.

"Mum, do you want to hear the story my teacher read today?" said Sally.

"Yes, tell me about it," said Mum.

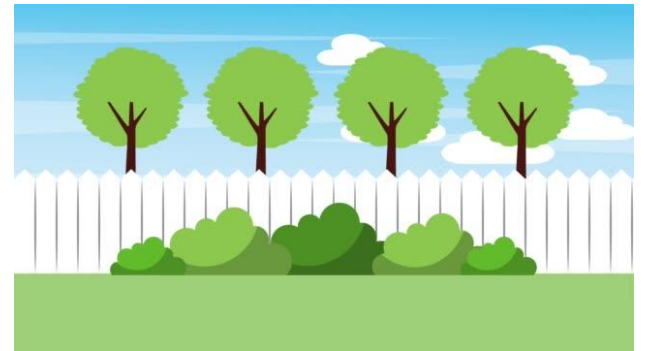
"In this story, there is a green cat and yellow bee. They were friends and lived in a garden. Then the green cat wanted to run away to a new garden but the yellow bee said no," said Sally.

"Wow, what was next in the story?" said Mum.

"After that, the yellow bee told the green cat that it was not safe to go somewhere new," said Sally.

"Did the green cat listen in the end?" said Mum.

"Yes, that is my favourite part of the story. The green cat listened to the yellow bee and they were safe," said Sally.



History

Photos can tell stories about what happened in the past without using words. When words and pictures work together they can tell wonderful stories. Look at the photograph and answer the following questions.

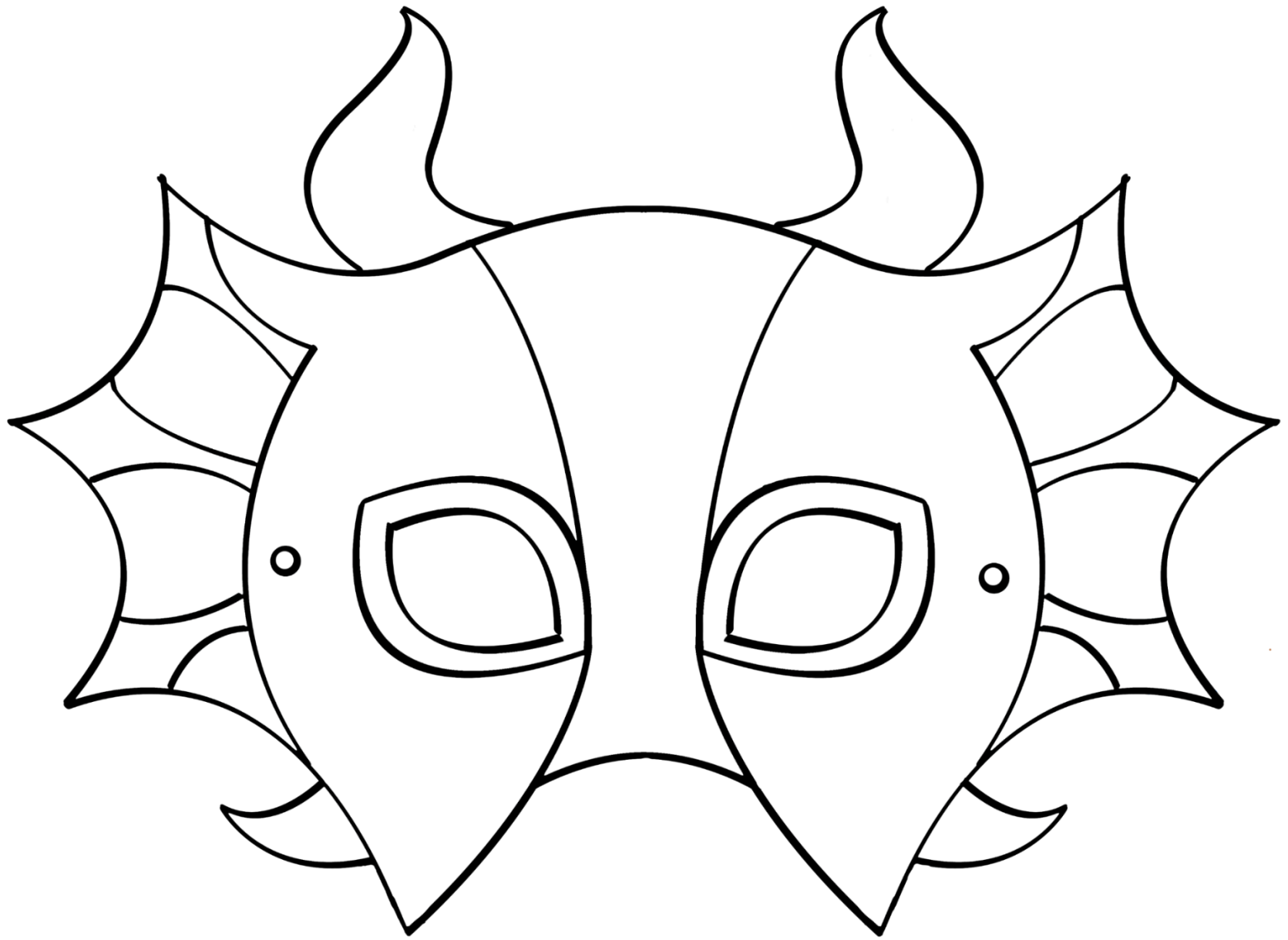
- Who is in the photo?
- What are they doing?



The Paperbag Princess by Robert Munsch
Middle of the story (Problem/Complication)

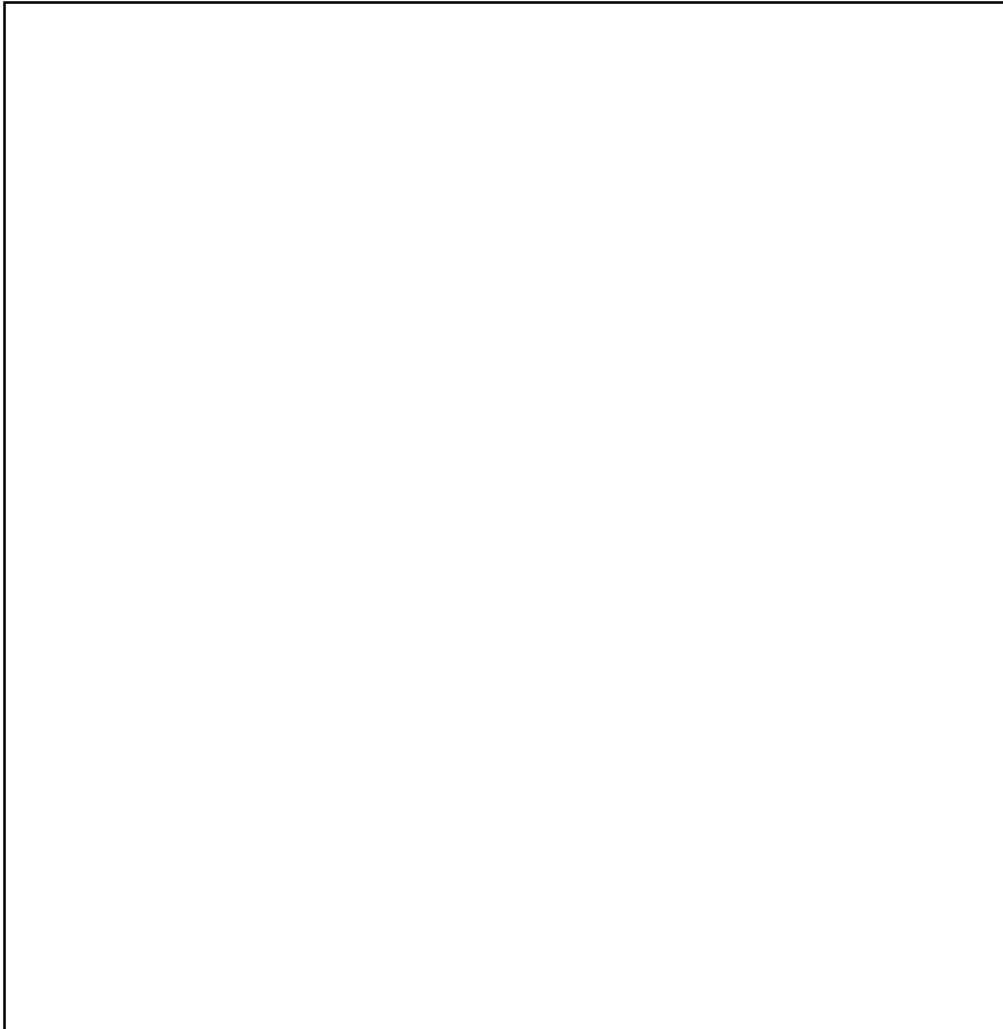
My three words:

My Sentence:

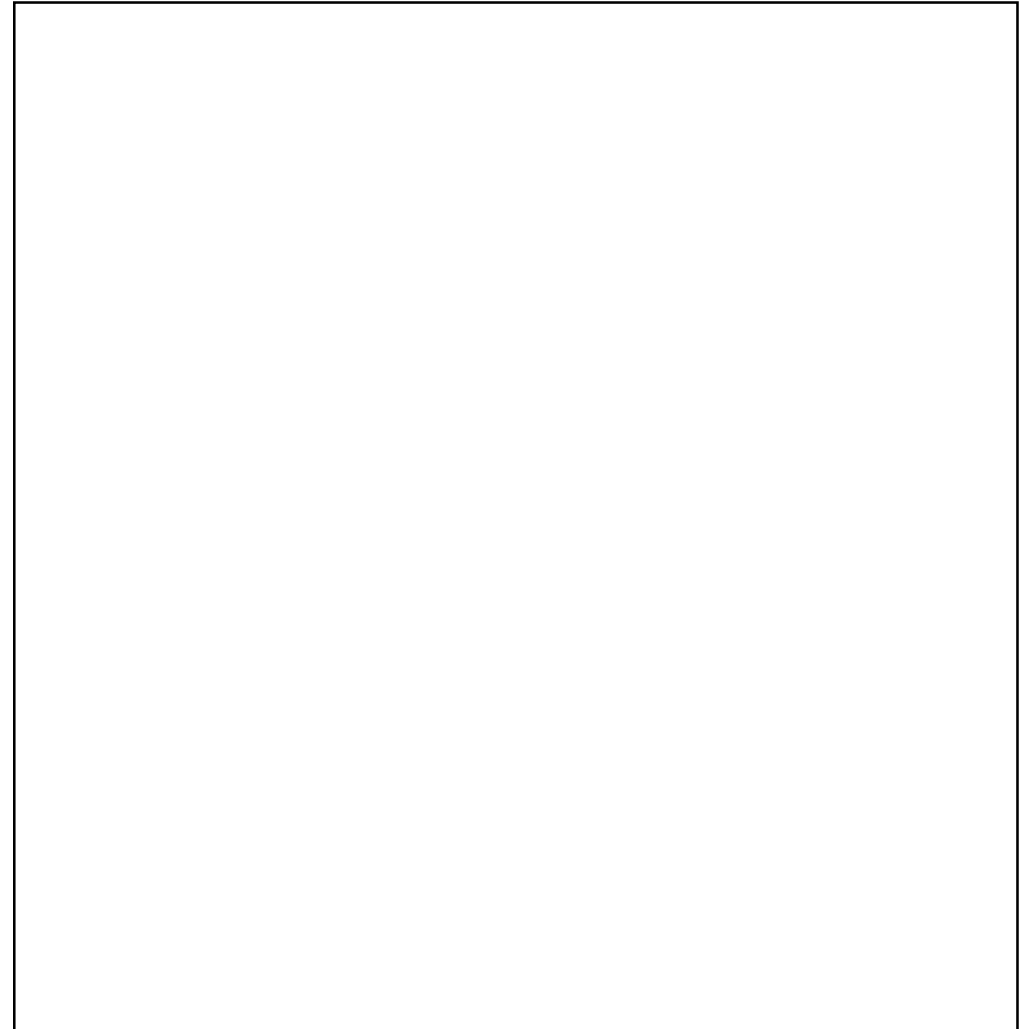


Ellie's Dragon by Bob Graham

Beginning



Middle



Jack's Big Day

Jack is at home with Dad. "Where is Mum?" said Jack.
"Mum is at the hospital. We can go visit her soon," said Dad.

"Can I bring my red truck to the hospital?" said Jack.
"Yes," said Dad.

It is Jack's big day today.

"I want to show Mum and my baby brother my red truck," said Jack.

"You are going to be a good big brother," said Dad.
"I am so happy to see Mum and my baby brother!" said Jack.

"We are going to visit them now. Come and get your shoes and we can go," said Dad.

Jack put on his shoes and then Jack and Dad went to the hospital.

"Hello, Mum," said Jack.
"Hello, Jack. Here is your baby brother, Harry." said Mum.

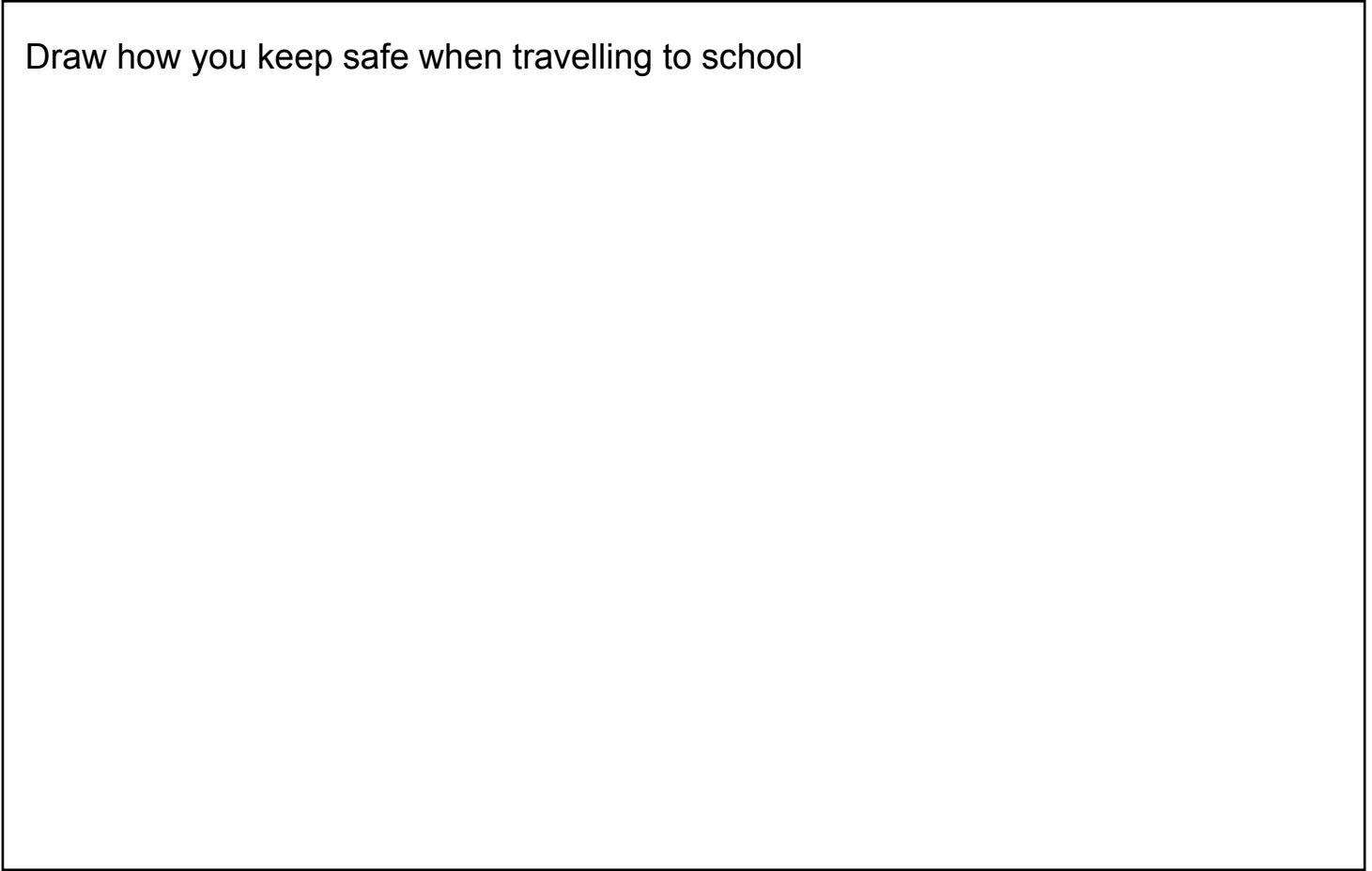
"Wow, what a big day it is for me," said Jack.

Jack is a big brother now.



Name: _____

Draw how you keep safe when travelling to school



I travel safely to school by _____

I keep safe by _____



PE Activities

Try to do each of these activities for 10 seconds without stopping. Take a 10 second break, then repeat this twice more.

Don't forget to tick the box once you have completed the activity!

WEEKLY FOCUS: CORE



Activity One: Plank Toe Taps

What: Start in a plank position with your hands beneath your shoulders and straight legs. Keep your hands stuck to the ground. Move one foot to the side and tap your toes on the ground. Bring your foot back in and repeat on the other side.

Modified: Do this exercise on your knees instead of your toes.



Activity Two: Knee Drive with Taps

What: Stand tall with your shoulders back and hands together above your head. Lift one knee to your chest and tap your knee with your hands. Go back to your starting position, and repeat with the other knee. Repeat this.

Modified: Do the knee drive without arm movement. Keep your hands on your hips.



Activity Three: Boat to Canoe

What: Sitting in a tuck position, arms straight out in front and in line with your shoulders, lift your feet off the ground to balance on your bottom (boat). Try to straighten your legs (canoe). Move from your boat to canoe without putting your hands or feet on the ground.

Modified: Hold boat position for 3 seconds, have a break, then hold canoe position for 3 seconds.



Dance

Watch and follow the
'Cartoon Heroes' video
by clicking on the
'Footsteps' link below:

<https://vimeo.com/580677187/9b82167be5>



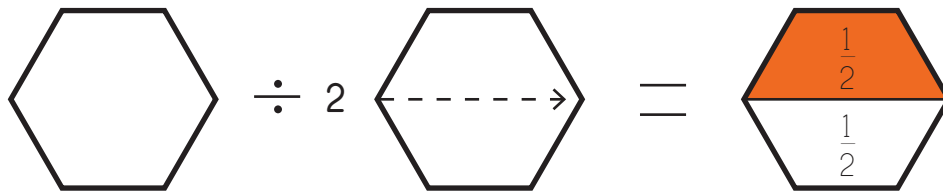


Name _____

Date _____

Shape Fractions: Halves

Divide one shape in half and two equal parts are left.



Circle the shapes that have 2 equal parts.

Color in one half of each shape that has 2 equal halves.

