






# Stage 1 (Year 1) – Learning From Home – Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b><u>Fitness</u></b> Follow The Body Coach: <a href="https://youtu.be/mhHY8mQQ5eo">https://youtu.be/mhHY8mQQ5eo</a></p>  <p>OR</p> <p><b>Jumping:</b> 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. You could have a competition against someone at home to see who can jump the furthest.</p> <p>Remember to bend your knees when you take off</p>	<p><b><u>Fitness</u></b> Follow The Body Coach: <a href="https://youtu.be/TUp2_VAHLrI">https://youtu.be/TUp2_VAHLrI</a></p>  <p>OR</p> <p><b>Galloping:</b> Gallop sideways around cones (or a shoe), changing the lead leg on each turn.</p> <p><b>Jumping jacks:</b> How many different ways can you jump? Can you jump on the spot (small jumps/big jumps), side to side, star jumps, bunny jumps, backwards, forwards, with eyes open</p>	<p><b><u>Fitness</u></b> Follow The Body Coach: <a href="https://youtu.be/EDC-plCTBbc">https://youtu.be/EDC-plCTBbc</a></p>  <p>OR</p> <p><b>Wall warm up:</b> Find a wall. How many arm pushes can you do in a minute?</p> <p><b>Throwing:</b> Practise some accurate underarm throwing. You could throw to someone at home or against a wall.</p> <p>Use a hoop or a bucket to practise aiming for a target.</p>	<p><b><u>Fitness</u></b> Follow The Body Coach: <a href="https://youtu.be/pLuM18p9zbM">https://youtu.be/pLuM18p9zbM</a></p>  <p>OR</p> <p><b>Rolling:</b> Collect some empty plastic bottles to use as skittles and practise rolling a ball to knock them over. Have a competition with someone at home to see who can knock the most down. Practise the activity and see if you can improve on your score.</p> <p>Remember to look</p>	<p><b><u>Fitness</u></b> Follow The Body Coach: <a href="https://youtu.be/16FIVgWUkIY">https://youtu.be/16FIVgWUkIY</a></p>  <p>OR</p> <p><b>Name workout:</b> Using the 'Alphabet Exercise and Movement' poster, complete the exercise activities associated with the letters in your name.</p> <p><b><u>English</u></b></p> <p><b>Reading:</b> Record 1 minute of yourself reading a book of your choice for 10-15mins</p>

and when you land. Use your arms to help you to jump further.

**Balancing:** Find an object at home (e.g. a small soft toy) and practise balancing it on different parts of your body.

Can you balance it on your head, bent knee, shoulder, arm or foot?

Can you sit or kneel down and stand back up again with the object still balanced?

### English

**Reading:** Record 1 minute of yourself reading a book of your choice for 10-15mins

**Spelling:** Watch the spelling instructional video - <https://youtu.be/TEJJlohW eUA>

Complete the spelling sheet by breaking your spelling words into their

and eyes closed!

### English

**Reading:** Record 1 minute of yourself reading a book of your choice for 10-15mins

#### **Spelling:**

Pick an activity from your spelling grid and complete your look, say, cover, write, check in a workbook or on a piece of paper

#### **Handwriting:**

Complete the handwriting worksheet.  
Letter focus: Gg

**Speaking:** Write a one minute speech titled 'Something fun that I like to do at home'. You could talk about any **one** of the following topics or you can choose your own:

- ★ your favourite game
- ★ gardening
- ★ art
- ★ cooking
- ★ being active

A good speech includes

Remember to look carefully at your target and think about how hard you need to throw.

### English

**Reading:** Record 1 minute of yourself reading a book of your choice for 10-15mins

#### **Grammar: Compound sentences**

Complete the 'Compound sentences' worksheet by turning simple sentences into compound sentences. Use the FANBOYS poster to help you.

#### **Comprehension:**

Read the text: *Cooking with Gran*.  
Questions sheet: *Respond to the questions in full sentences*.

#### **Spelling:**

Pick an activity from your spelling grid and complete your look, say, cover, write, check in a workbook or on a piece of paper

#### **Handwriting:**

carefully at the target you are aiming for and think about how hard you need to roll the ball.

**Catching:** Toss bean bag (or a sock rolled into a ball) straight up and then:

- Clap 1 time before it hits the floor.
- Clap 1 time and then try to catch it.
- Clap as many times as you can before it hits the floor.
- Clap as many times as you can and then try to catch it.
- Toss with right hand only (repeat tasks above)
- Toss with left hand only (repeat tasks above)
- Toss and turn 360 degrees before the bean bag hits the floor.
- Start with the beanbag on top of your foot. Flip it into the air and try to catch it.

### English

**Reading:** Record 1 minute of yourself reading a book of your choice for

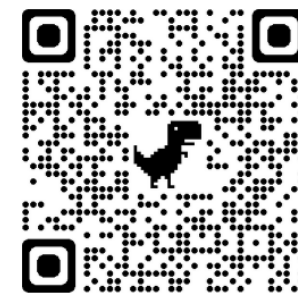
#### **Spelling:**

Pick an activity from your spelling grid and complete your look, say, cover, write, check in a workbook or on a piece of paper

**Optional:** Ask someone to test you.

#### **Writing:**



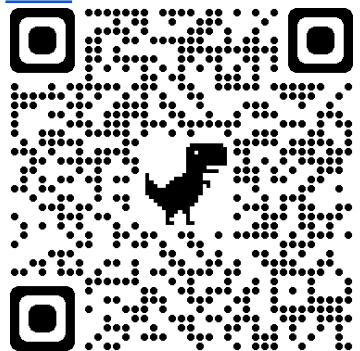
Watch the following read aloud about 'Kangaroos'. Plan and compose a descriptive piece of writing about kangaroos using expanded noun groups and compound sentences.



<https://bit.ly/3ivo4cv>

	<p>sounds and identifying any tricky parts that you need to remember.</p> <p><b>Handwriting:</b> <u>Read:</u> The importance of good sitting. Read the instructions everyday.</p> <p>Complete the handwriting worksheet. Letter focus: Ff</p>	<p><u>lots of details</u> such as:</p> <ul style="list-style-type: none"> <li>➤ who do you do your activity with, or who helps you?</li> <li>➤ what equipment do you need such as a skipping rope or paper and paints?</li> <li>➤ if you're gardening, what are you growing and how do you look after your plants?</li> <li>➤ if you're cooking, what do you like to cook and how do you make it?</li> </ul>	<p>Complete the handwriting worksheet. Letter focus: Hh</p>	<p>10-15mins</p> <p><b>Spelling:</b> Pick an activity from your spelling grid and complete your look, say, cover, write, check in a workbook or on a piece of paper</p> <p><b>Handwriting:</b> Complete the handwriting worksheet. Letter focus: li</p>	
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p><b>Maths mentals:</b> Complete the Maths mentals for Monday</p> <p><b>Number:</b></p> <p><b>Worksheet - Mystery Picture</b></p> <p>There is a picture you need to discover by working out each subtraction. Once you have the answer for each subtraction you can cut out the puzzle pieces. Match the answer and glue it on</p>	<p><b>Mathematics</b></p> <p><b>Maths mentals:</b> Complete the Maths Mentals for Tuesday</p> <p><b>Number:</b></p> <p><b>Worksheet - Word Problems - Multiplication</b></p> <p>Practise skip counting using body percussion. For example, to count by threes pat your knees, clap your hands, then click your fingers. Whisper as you count, stating aloud the</p>	<p><b>Mathematics</b></p> <p><b>Maths mentals:</b> Complete the Maths Mentals for Wednesday</p> <p><b>Number:</b></p> <p><b>Worksheet - Equal Sharing</b></p> <p><b>Sharing:</b> Find an even number of objects (eg: toys, pencils, books, etc) Share these objects with someone in your house, making sure that you and the other person have the</p>	<p><b>Mathematics</b></p> <p><b>Maths mentals:</b> Complete the Maths Mentals for Thursday.</p> <p><b>Balancing Numbers 1:</b> View video <u>Balancing numbers 1 – part 1</u></p> <p><a href="https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/targeted-teaching/balancing-numbers-1">https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/targeted-teaching/balancing-numbers-1</a></p> <ul style="list-style-type: none"> <li>• What do you notice?</li> <li>• What do you wonder?</li> </ul>	<p><b>Mathematics</b></p> <p><b>Maths mentals:</b> Complete the Maths Mentals for Friday.</p> <p><b>Balancing Numbers 2:</b> View video <u>Balancing numbers 2 - part 1</u></p> <p><a href="https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/targeted-teaching/balancing-numbers-2">https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/targeted-teaching/balancing-numbers-2</a></p> <ul style="list-style-type: none"> <li>• Estimate the number of paddlepop sticks needed to balance the</li> </ul>

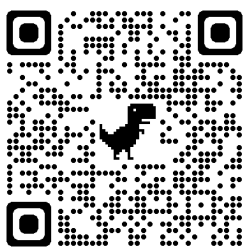
	<p>the grid to discover the 'mystery picture'</p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> Complete the assigned activity: Stage 1- Number and Algebra - Addition and Subtraction - PRODIGI <i>"Read, write and interpret mathematical statements involving subtraction (-) and (=) signs"</i></p>	<p>number said on the 'click'.</p> <p>Read the multiplication word problem, finish the picture and write the number sentence (eg: <math>4 \times 2 = 8</math>) and write the answer.</p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> Complete the assigned activity: Stage 1- Number and Algebra - Multiplication and Division - PRODIGI <i>"Count forward and backwards in multiples of 2 - Apply this knowledge to solve problems"</i></p>	<p>same amount.</p> <p>Try to answer the following questions:</p> <p>Can you explain how the objects were shared?</p> <p>How did you check that you had the same amount?</p> <p>Complete the worksheet where you need to cut the carrots and share them equally.</p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> Complete the assigned activity: Stage 1 - Number and Algebra - Multiplication and Division - PRODIGI <i>"Solve one-step problems involving division by calculating the answer using concrete objects, pictorial representations, and arrays"</i></p>	<p>View video <a href="#">Balancing numbers 1 – part 2</a></p> <ul style="list-style-type: none"> <li>How many more bears are needed to make the scale balance? (How many bears are equivalent in mass to The Hulk?)</li> <li>What's an estimate that's way too high?</li> <li>What's an estimate that's way too low?</li> <li>What's an estimate that you think is reasonable?</li> </ul> <p>View video <a href="#">Balancing numbers 1 – part 3</a></p> <p>Create a drawing to represent the problem: How many bears are equivalent in mass to The Hulk?</p> <p>Upload your responses on Seesaw.</p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> Complete the assigned activity: 'Describe similarities and differences between 2D shapes'.</p>	<p>mass of The Hulk.</p> <ul style="list-style-type: none"> <li>What's an estimate that is way too high?</li> <li>What's an estimate that is way too low?</li> <li>What's an estimate that you think is reasonable?</li> </ul> <p>View video <a href="#">Balancing numbers 2 - part 2</a></p> <ul style="list-style-type: none"> <li>What would you do to solve this problem?</li> <li>Share your thinking with a fellow mathematician or write down your ideas.</li> <li>Revise your estimate: how many paddle pop sticks are needed to balance the mass of The Hulk?</li> </ul> <p>View video <a href="#">Balancing numbers 2 - part 3</a></p> <ul style="list-style-type: none"> <li>What do you think will happen to the balance scale?</li> <li>Draw a picture to communicate your thinking.</li> </ul> <p>View video <a href="#">Balancing numbers 2 - part 4</a></p>
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					<ul style="list-style-type: none"> <li>What can we say about the mass of The Hulk, the collection of bears and the collection of paddle pop sticks?</li> </ul> <p>Upload your responses on Seesaw.</p> <p><b>Mangahigh:</b> Login to <a href="http://www.mangahigh.com">www.mangahigh.com</a> Complete the assigned activity: 'Sort shapes by defining and non-defining attributes'.</p>
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Afternoon</b>	<p><b><u>Science and Technology</u></b></p> <p>Watch the video - <b>Busy Bees</b> by Scishow kids</p> <p> Busy Bees</p> <p><a href="https://bit.ly/3wXgBb9">https://bit.ly/3wXgBb9</a></p>  <p>Watch the video <b>Like</b></p>	<p><b><u>PDHPE</u></b></p> <p>Read the book 'Germs, germs, germs!' by Bobbi Katz.</p> <p>Read the book 'Grow Strong' by Cheri J. Meiners</p>	<p><b><u>Creative Arts</u></b></p> <p><b>Footsteps:</b></p> <p>Follow the instructor and dance along to Who Let the Dogs Out. Remember to record yourself and upload it on Seesaw!</p> <p><a href="https://vimeo.com/575220104/9bc3189fbf">https://vimeo.com/575220104/9bc3189fbf</a></p> <p><b>Reflection:</b> Complete the reflection - Who Let the Dogs Out</p>	<p><b><u>Geography</u></b></p> <p><b>Names of places:</b> Use a device to access Google Earth: <a href="https://earth.google.com/web/">https://earth.google.com/web/</a></p>  <p><b>(Parents may have to assist in downloading)</b></p>	<p><b>Catch up session for all incomplete tasks</b></p>

**fruit? Thank a bee!** by  
Scishow kids

Like Fruit? Thank a ...

<https://bit.ly/3xWEPDH>



Complete the worksheet -  
**All about Bees**

In your **workbook** write  
down **5** things that you  
have learnt about bees  
and answer the questions  
in full sentences.

1. Why are bees  
important insects in  
nature?
2. What can we do to  
protect bees and

Using recycled materials  
from your house or  
backyard, make your own  
bee.

**You must only use what  
you have at home.**



<https://bit.ly/3izQPVe>

Answer the following  
questions on a piece of  
paper:

- What can we do to get  
rid of germs?
- Why is it important to  
get rid of germs?
- Write down 2 new things  
you have learnt about  
germs.

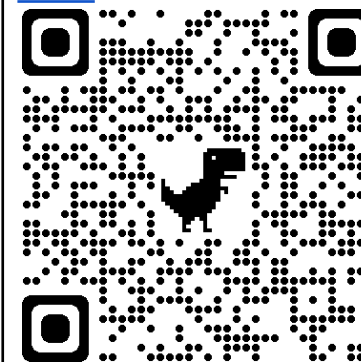
Answers must be written in  
full sentences.

worksheet.

**Google Earth if using  
IPads/phones)**

Instructions for using  
Google Earth:

<https://youtu.be/i39a4CvS81M>



**Find the following places  
and think about its  
features (what can you  
see?):**

- Your house
- Our school
- Bonnyrigg Plaza
- St Johns Park High  
School
- Westfield Liverpool

**Worksheet:** After  
investigating, continue to  
use Google Earth to find  
and list a few more places  
that you know of and draw  
or write about its features  
(family's houses, parent's

For example,



workplace, parks, food  
places, etc...)



# Year 1 Spelling Words - Week 4

- Complete one activity every day from Tuesday to Friday
- Complete your Look, Say, Cover, Write, Check every day in your workbook

## Spelling Words - The digraph /wh/ making the sound 'wh' as in wheel

1. see  
2. said  
3. my  
4. what  
5. when  
6. where

7. wheel  
8. whine  
9. whether  
10. body  
11. time  
12. space

13. whisper  
14. whimper  
15. whatever  
16. instrument  
17. level  
18. movement

19. dance  
20. compose

## Spelling Activities - Select one activity to complete per day. These can be done in any order.

☐

### Typing

Type out your words.  
Print them out if possible  
and display them around  
your home.

☐

### Word Meanings

Write out your words in  
a list. In your own words,  
describe what the word  
means.

☐

### Sounds and Colours

Write your words out  
using coloured pencils or  
markers. Change colours  
for every sound.  
e.g. **ch** **o** **p**

☐

### Sentences

Write sentences using at  
least 5 spelling words. Can  
you include more than one  
spelling word in a sentence.

☐

### Word Search

Try and find your spelling  
words in your reading  
books.

☐

### Make a Word

Using newspaper or  
magazines, cut out letters  
to make your spelling  
words.

☐

### Find a Vowel

Write your spelling words  
using blue for consonants  
and red for vowels (a, e,  
i, o, u).

☐

### Fancy Writing

Write your words out in  
fancy writing or using  
special coloured pencils or  
pens.

☐

### Find the Spelling Pattern

Write out your words in a list. Using a highlighter or  
coloured pencil, highlight the spelling pattern that is the  
same in your words. Can you think of any other words  
with the same spelling pattern? Write them down.

☐

### Pictures

Draw a picture for your  
spelling words

☐

### Dictionary Definitions

Use a dictionary to find  
the meaning of your spelling  
words. If you do not have  
a physical dictionary, ask  
your family members or  
try searching online with  
adult assistance.



# Spelling - Week 4

**Learning Intention:** We are learning to understand words and phonemes

Success Criteria:	
	I can identify words.
	I can identify phonemes.
	I can analyse words.
	I can apply my knowledge to write words.

Write, say, sound, count, write.

1. Write the word
2. Say the word
3. Sound it out
4. Count the sounds
5. Write the letters, then write the tricky part again

[illegible]

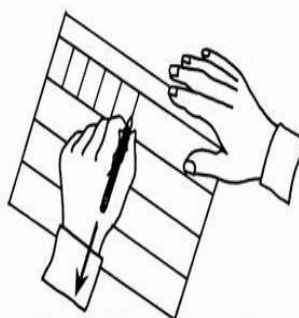
## GOOD POSTURE

1. Both feet on the floor
2. Elbows off edge of desk
3. Sit back in the chair
4. Shoulders slightly forward
5. Proper desk height

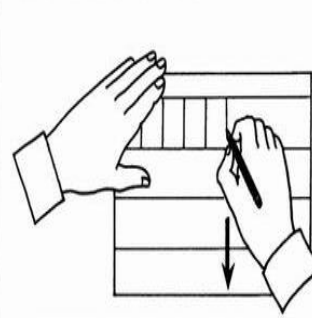


## GOOD HANDWRITING

## PAPER POSITION



LEFT  
HANDED



RIGHT  
HANDED

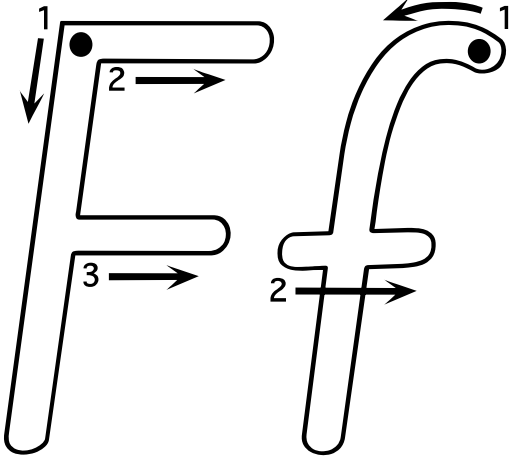
## PENCIL POSITION

LEFT  
HANDED



RIGHT  
HANDED



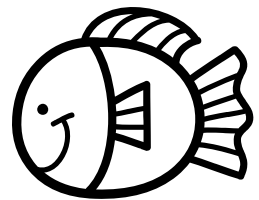
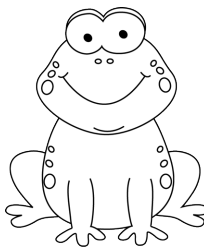


F F F F F F F F F F

f f f f f f f f f f f f

F F F F F F F F

5



five

frog

fish

A fluffy fox froze in fear

when he heard a loud,

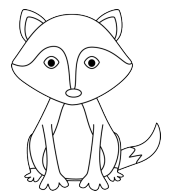
frightening noise! But it

was just his brother Felix

practising his ferocious

growl. "Oh! You gave me

a fright!" he gasped.



# Monday

Circle the biggest number:

27      35      42      39

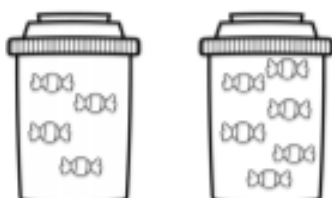
Circle the smallest number:

21      12      19      15

Fill in the missing numbers

	11			14
	16		18	

Write the sum below:



\_\_\_\_ + \_\_\_\_ = \_\_\_\_

What number is before?

\_\_\_\_ 50      \_\_\_\_ 28

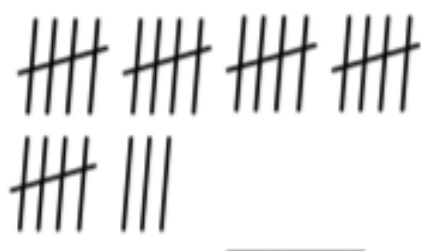
\_\_\_\_ 19      \_\_\_\_ 32

What number is after?

12 \_\_\_\_      63 \_\_\_\_

39 \_\_\_\_      28 \_\_\_\_

How many?



\_\_\_\_\_

# Tuesday

Order these numbers from smallest to biggest:

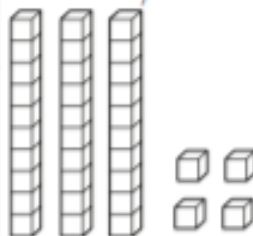
22      15      18      13      20

S						B
---	--	--	--	--	--	---

65      33      78      53      72

S						B
---	--	--	--	--	--	---

How many?



Tens	Ones

Write the expanded form:

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

Fill in the missing numbers:

19			22	
24				28

Complete these sums:

5 + 3 = \_\_\_\_      2 + 4 = \_\_\_\_

8 + 2 = \_\_\_\_      2 + 9 = \_\_\_\_

What time is on the clock:



\_\_\_\_ : \_\_\_\_

# Wednesday

Write today's date:

\_\_\_\_\_

Solve these addition problems:

$3 + 9 = \underline{\quad}$        $9 + 2 = \underline{\quad}$

$7 + 5 = \underline{\quad}$        $8 + 6 = \underline{\quad}$

Count on from these numbers:

18 \_\_\_\_\_

27 \_\_\_\_\_

Order these numbers from biggest to smallest:

19      39      27      38      41

B						S
---	--	--	--	--	--	---

55      41      58      53      60

B						S
---	--	--	--	--	--	---

Shade half of each shape. Write half as a fraction.



# Thursday

If today is Thursday, tomorrow will be

\_\_\_\_\_

Write tomorrow's date:

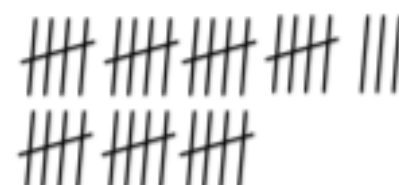
\_\_\_\_\_

Fill in the missing addend on these sums:

$5 + \underline{\quad} = 12$        $8 + \underline{\quad} = 14$

$9 + \underline{\quad} = 15$        $2 + \underline{\quad} = 9$

How many does the tally show?

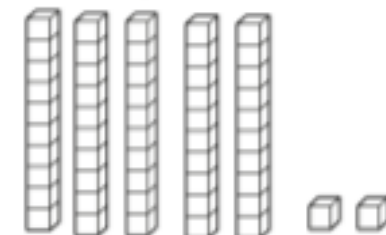


Count back from these numbers:

30 \_\_\_\_\_

52 \_\_\_\_\_

How many?



Tens	Ones

Write the expanded form

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

# Friday

Circle the biggest number:

92      91      89      19

Circle the smallest number:

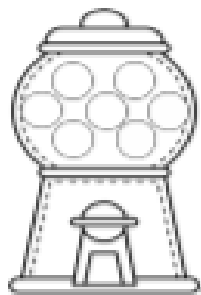
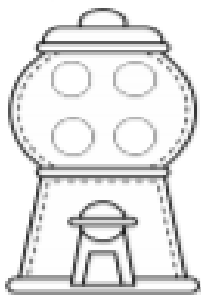
61      58      64      76

Count forwards:

68    \_\_\_\_\_

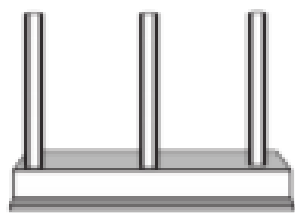
81    \_\_\_\_\_

Write the addition sum:



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Show 32 on the abacus:



Tens	Ones

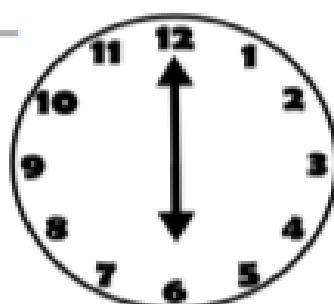
63 = 60 + 3    so

49 = \_\_\_\_\_ + \_\_\_\_\_

78 = \_\_\_\_\_ + \_\_\_\_\_

What time is on  
the clock?

\_\_\_\_\_ : \_\_\_\_\_

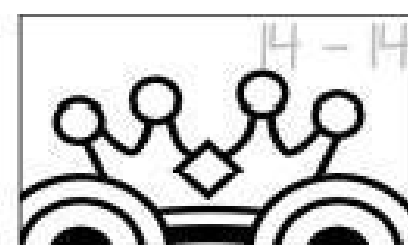
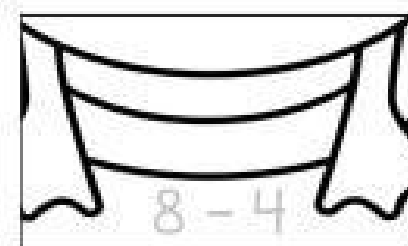
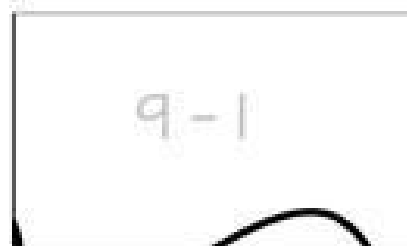
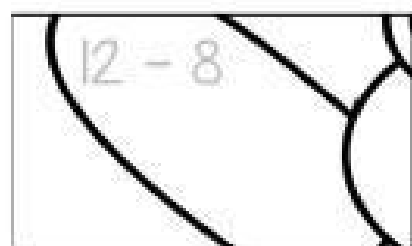




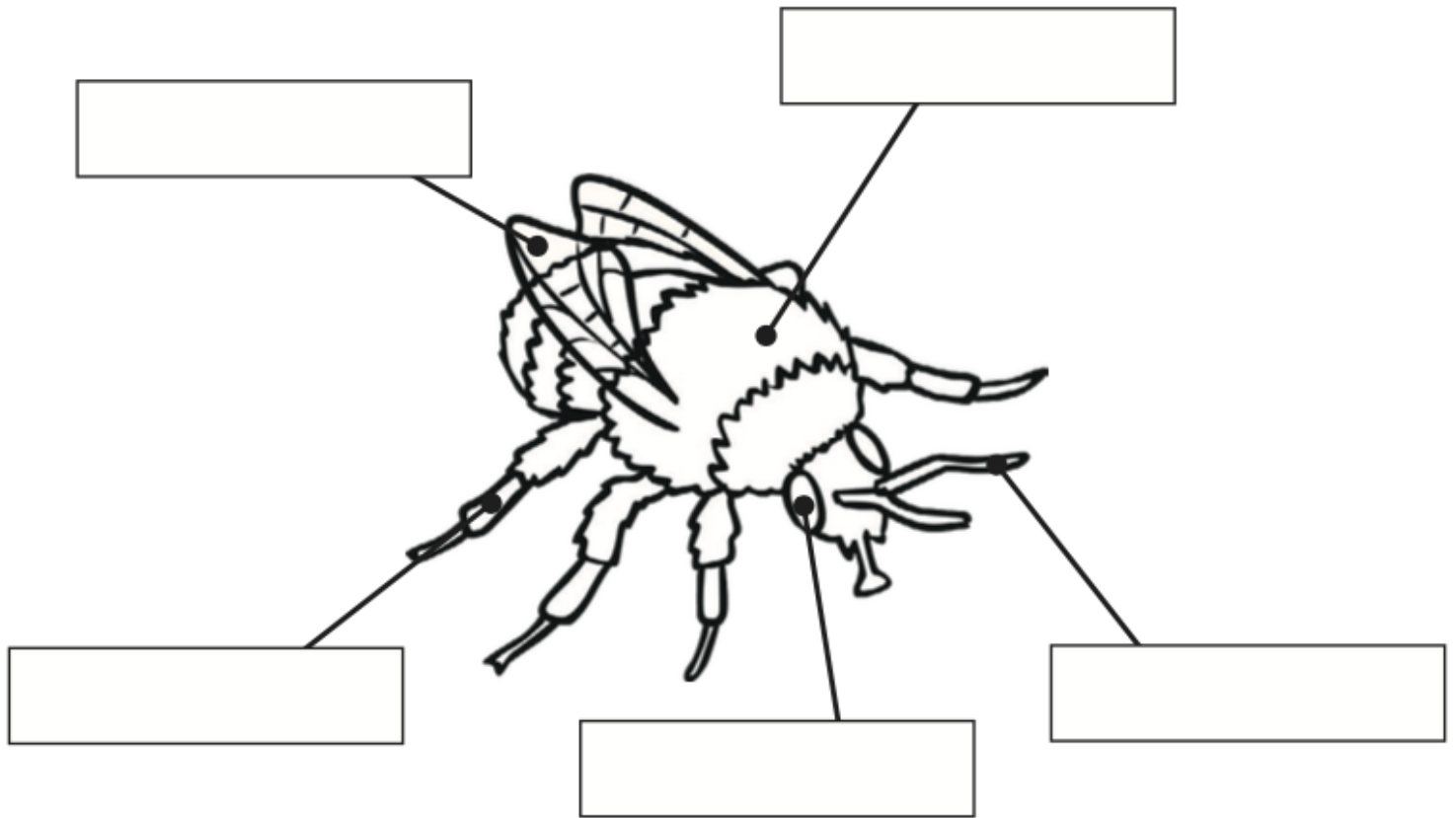
## Monday – Mystery Picture

- Cut the page along the dotted line. Cut out the puzzle pieces.
- Work out each subtraction.
- Match the answer and place it on the grid.
- Glue in place.

10	0	8
4	5	1
2	4	3



# All about Bees



Bees collect the pollen in flowers using these. They also use them to stand.

These help the bees to smell but also help them measure how fast they are flying!

These help the bee to fly.

This is the main body of the bee.

These help the bee know if danger is coming from any direction.

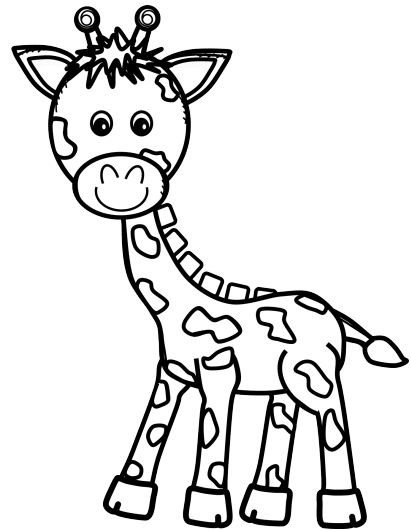
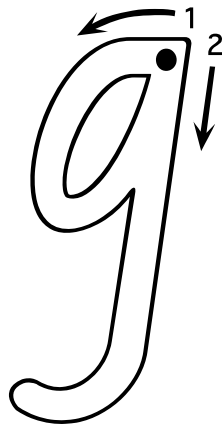
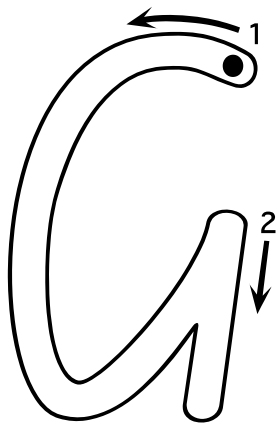
**antenna**

**thorax**

**legs**

**wings**

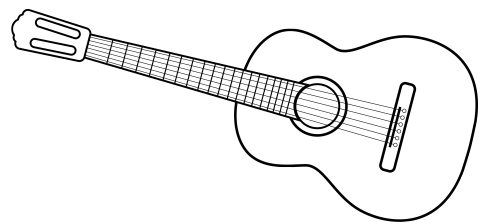
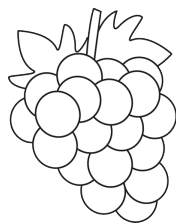
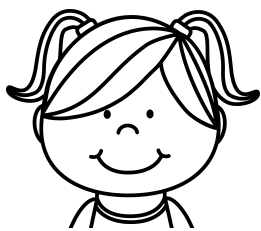
**eyes**



G G G G G G G G G G G

g g g g g g g g g g g g g

Gg Gg Gg Gg Gg Gg Gg

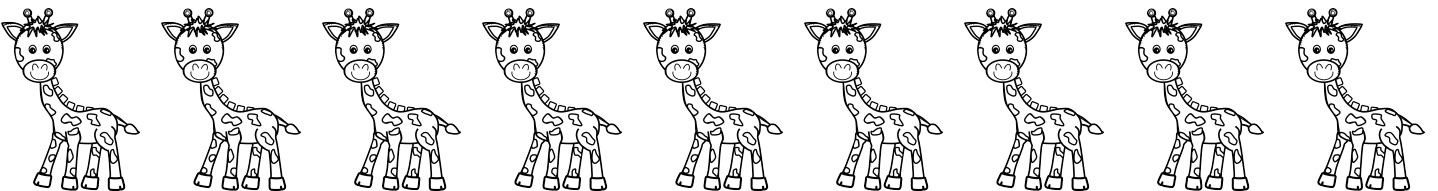


girl

grapes

guitar

A girl giggled because  
her grumpy grandpa was  
juggling wiggly goats and  
great big giraffes! "Gina,"  
her dad called. She woke  
up and realised she was  
just dreaming.

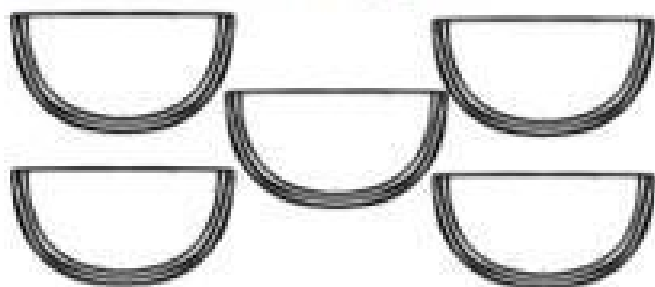


**Tuesday**

## Word Problems – Multiplication

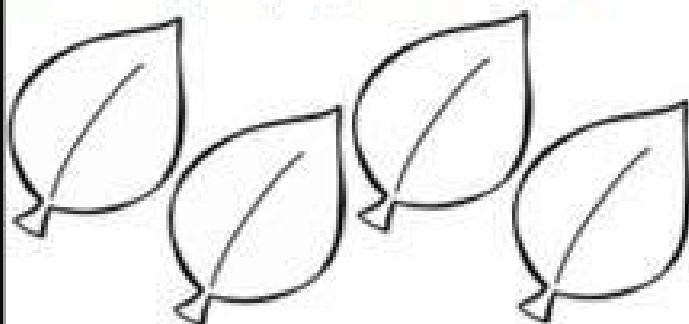
Read these word problems, finish the pictures and write the number sentence.

Alfie ate 5 slices of watermelon. There were 3 seeds in each slice. How many seeds were there altogether?



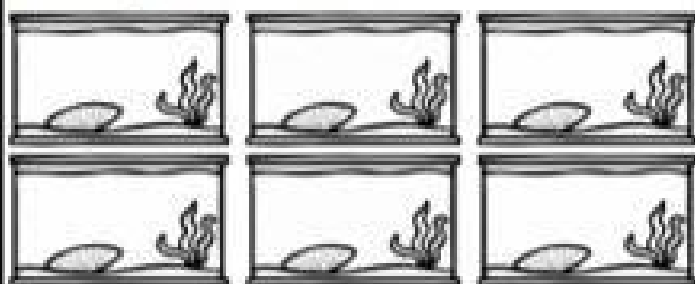
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Maddy found 4 leaves in the garden. There were 5 ladybugs on each leaf. How many ladybugs did Maddy find?



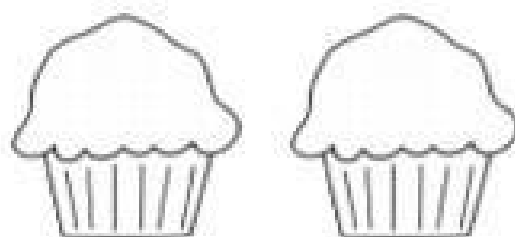
$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

The pet store had 6 fish tanks. There were 2 fish in each tank. How many fish did the pet store have?



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Archie and Charlie both had a cupcake. There were 3 candles on each cake. How many candles were there in total?



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Rachel loves reading! She read 3 books a night every night of the week! How many books did Rachel read?

M	T	W	T	F	S	S

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

Milly, Molly and Mandy went to the fair and got a bunch of balloons each. There were 5 balloons in each bunch. How many balloons did they have altogether?



$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

# FANBOYS

The English language has 7 co-ordinating conjunctions, which are easy to remember if you use the acronym: FANBOYS.

## For

Explains reason or purpose (just like "because")

e.g. I always save my pocket money, for I love to buy new things.

## And

Used for addition

e.g. My dog Floyd sleeps on the bed, and my cat Buster naps in the bathtub.

## Nor

Presents an alternative negative idea to an already mentioned negative idea

e.g. To be honest, neither the shops nor the chocolates interest me the most. I really just like the clothes.

## But

Used to show contrast

e.g. The shops are fantastic any day, but it's better when the sales are on!

## Or

Presents a choice or alternative

e.g. You can come buy groceries with me, or you can stay home until I get back.

## Yet

Presents a contrasting idea, that logically follows the preceding idea (similar to "but")

e.g. I seem to save my money for weeks, yet I never seem to have enough.

## So

Used to indicate a consequence or result

e.g. Running out of money has become a real problem for me, so I've decided to start doing some extra jobs!

# Compound Sentences

**A note to parents:** A **conjunction** is a word that joins together words, phrases, or parts of sentences. The three most-used conjunctions are **and**, **or**, and **but**. Other conjunctions include for, nor, yet, so.

Conjunctions can join words together, like in this sentence:

I'd like five peanut butter **and** jelly sandwiches, please (**and** joins two nouns)

You may sit in the hall **or** on the veranda. (**or** joins two phrases).

A **compound sentence** joins two simple sentences together. For example:

I shall be going to town, **but** I will not be spending money. (**but** joins two sentences)

Activity: Use a conjunction to turn these simple sentences into **compound sentences**. Use the **FANBOYS** poster to help you!

My teacher is friendly



The excursion to the zoo was fun



I was feeling tired



I was late for school

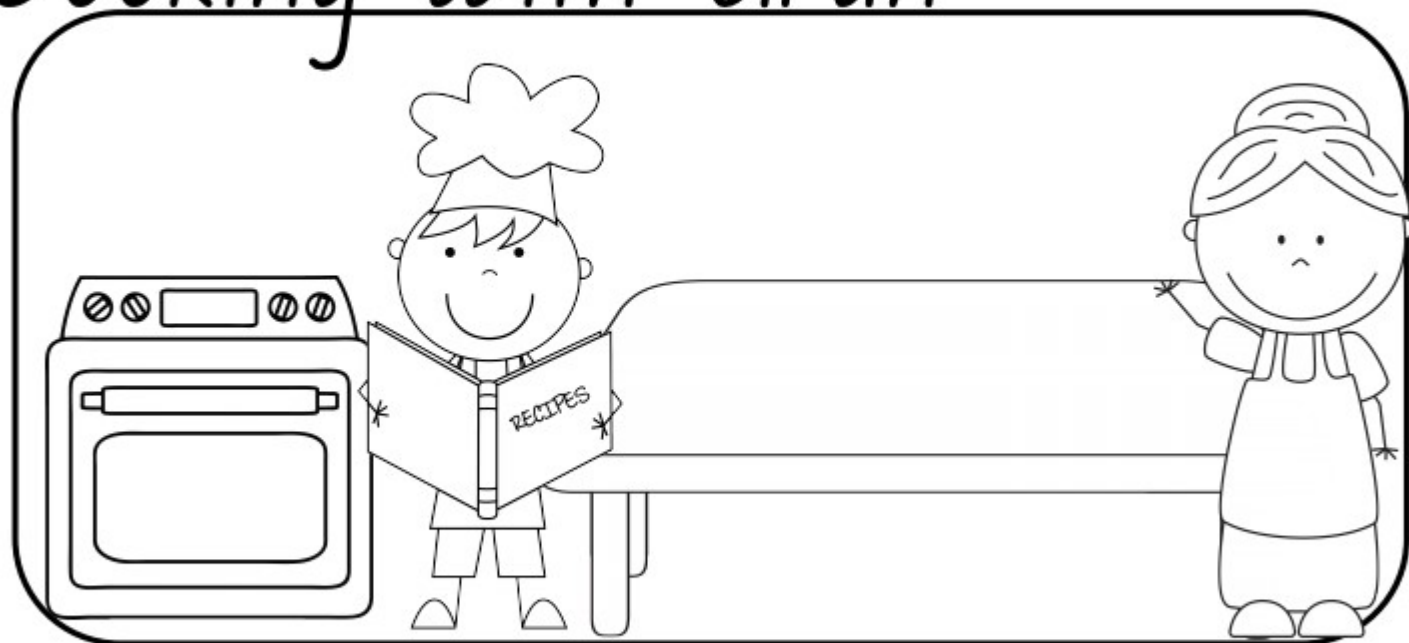


Caitlyn is good at dancing





# Cooking with Gran



"See you soon" Zac called to his Mum and Dad as they drove away. "Let's do some cooking!" Zac said to Gran as they walked inside.

They got out Gran's recipe book and looked through until they saw a delicious looking chocolate cake. "This one!" Zac said excitedly.

They put flour, milk, butter, eggs, sugar and cocoa into a bowl. Zac used a wooden spoon to mix it all together.

When it was all mixed together Gran put the cake in the oven while Zac licked the mixture from a spoon. It was sticky, sweet and delicious!

When the cake finished baking, Gran set it on the bench to cool. Zac and Gran iced the cake and decorated it with fresh, red strawberries.

Finally it was time to taste the cake. Zac's mouth watered as he watched Gran cut him a slice. "Yum!" he cried taking a bite. It was the best cake ever!

1. Who were the 2 characters in this story?

2. What did Zac and Gran do together?

3. What kind of cake did they bake?

4. What ingredients were in the cake?

5. What adjectives describe the cake mix?

6. Write 4 verbs you can find in the story.

7. Did Zac and Gran ice the cake right away? How do you know?

8. Did Zac like the cake? How do you know?

9. Why was Zac's mouth watering?

10. If you were baking a cake, what would you use to decorate it?

In the picture, draw the cake that Zac and Gran made!

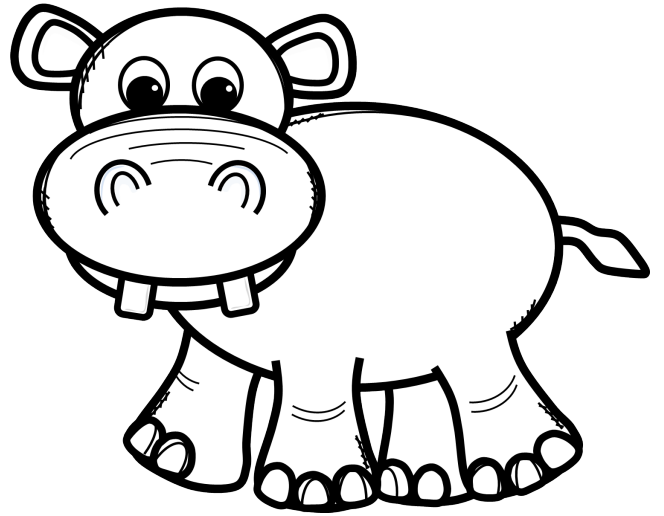
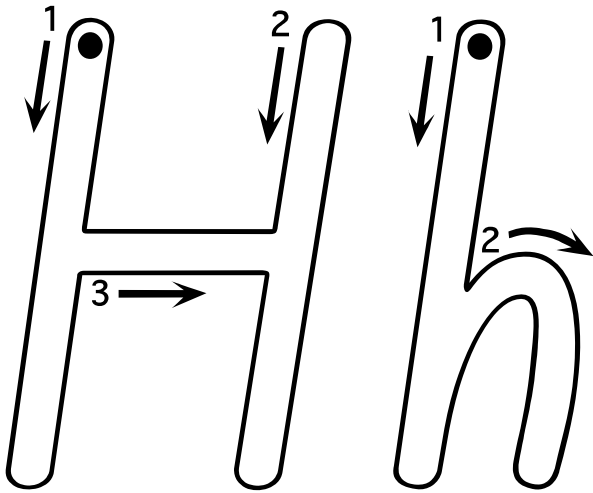
Student answers comprehension questions based on

☐ Directly stated information within the text - (Literal) Q 1, 2, 3, 4

☐ Inferring - Q: 7, 8, 9

☐ Connecting - Q: 10

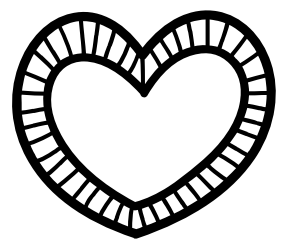
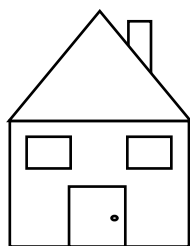
☐ Language and Grammar - Q: 5, 6



H H H H H H H H H H

h h h h h h h h h h h h

Hh Hh Hh Hh Hh Hh



hat

house

heart

A hungry hippo hurried

home to eat his hotdog.

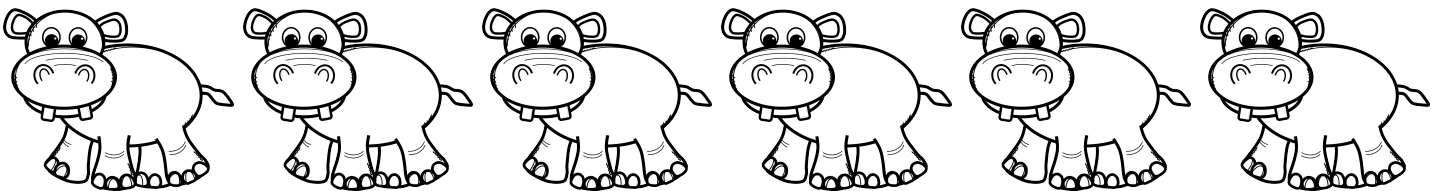
Then he happily hopped

into bed and dreamed of

hairy hamsters hiding

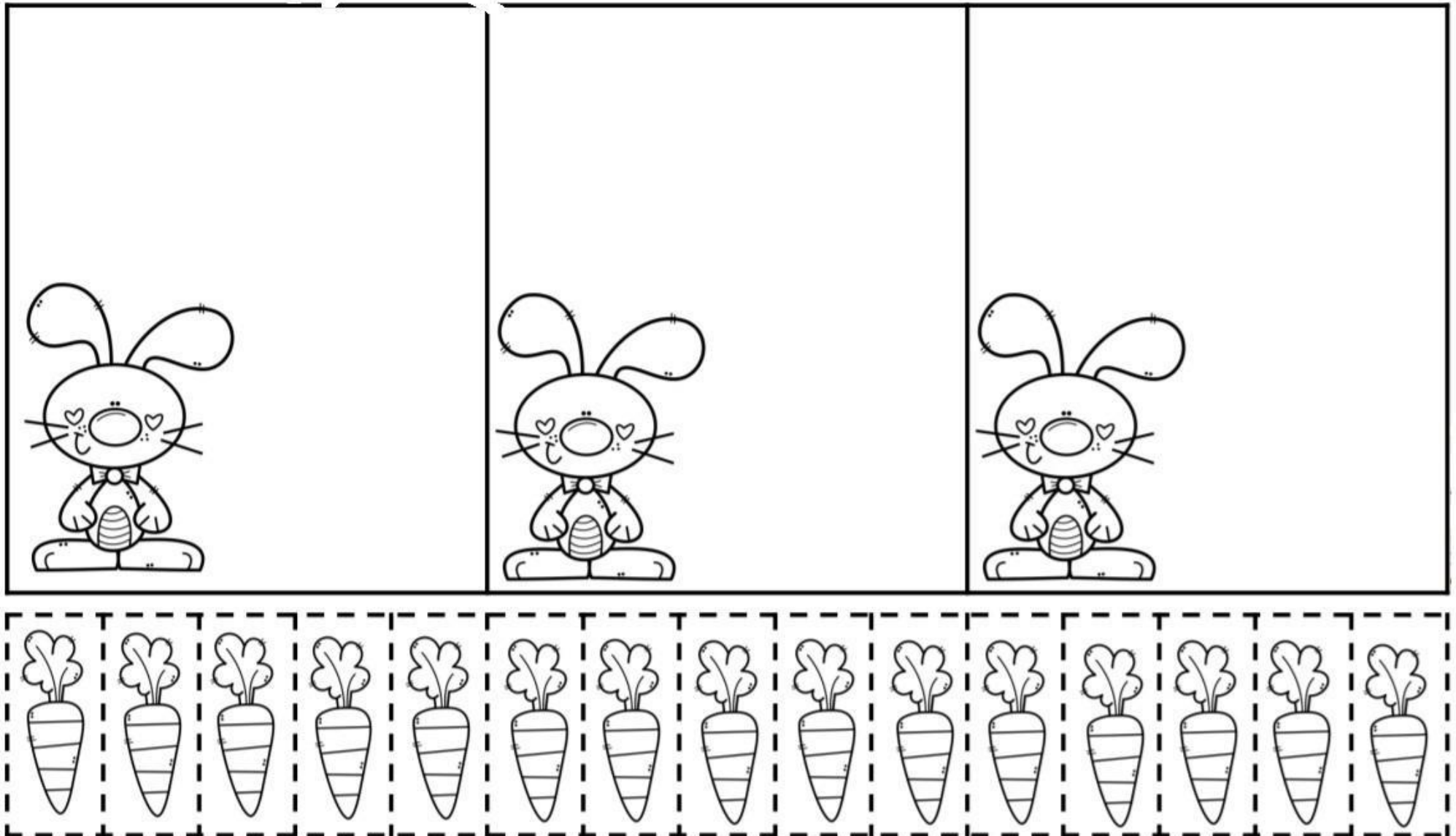
from hungry hairbrushes!

"Hahaha!" he laughed.















## Wednesday – Equal Sharing

Cut out the carrots and share them equally among the rabbits.



# Who let the dogs out?

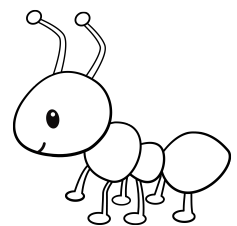
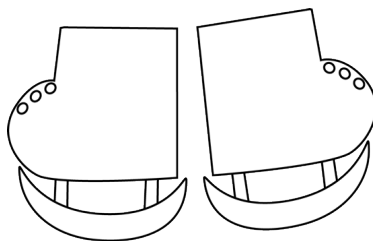
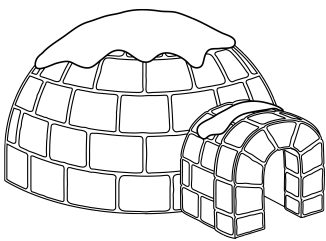
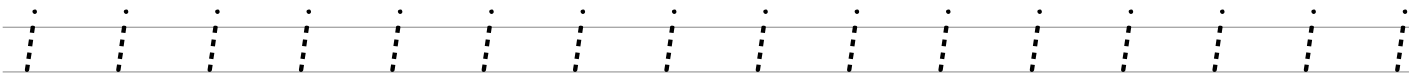
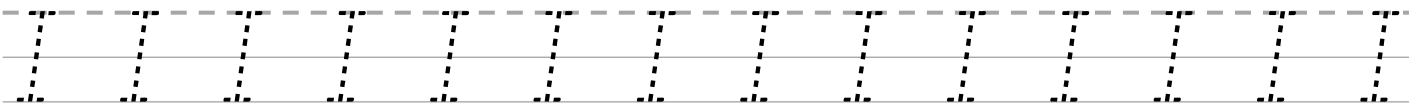
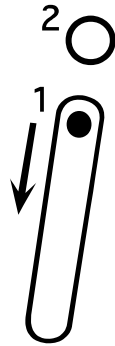
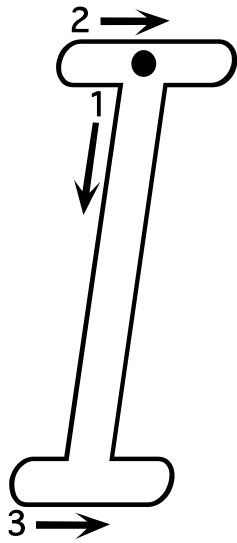
I liked todays dance			
I tried harder than last week			
I learnt some new words			
I listened well			

My Footsteps teachers name is.....

I like him/her

because.....

.....



igloo

ice skates

insect



Five cheeky mice spied

some ice cream. "No one

will notice if we take a

little bite," said Ivan. But

it was so delicious they

ribbled until it was

finished!



Think of a place that you know very well. List its features.

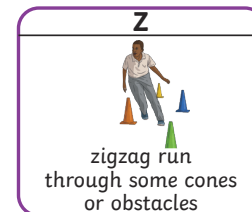
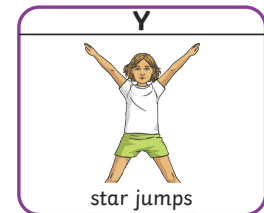
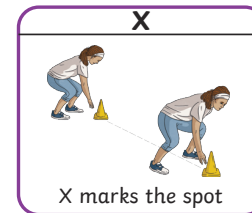
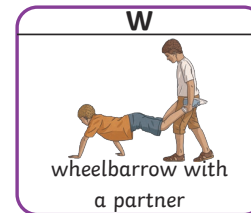
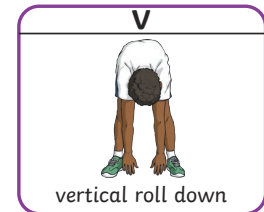
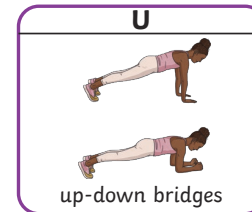
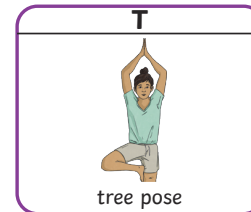
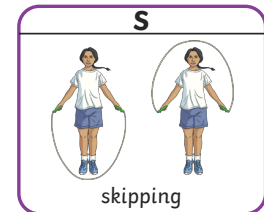
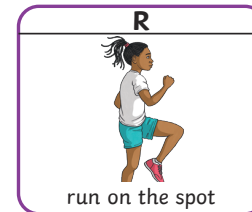
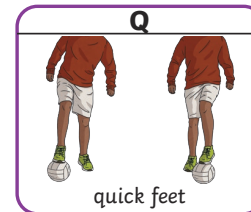
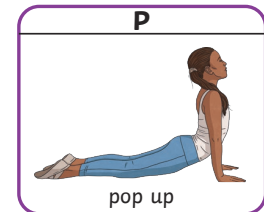
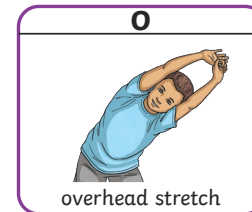
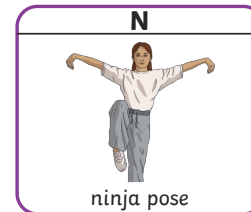
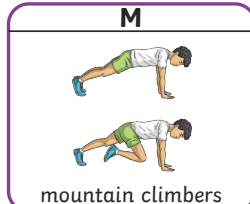
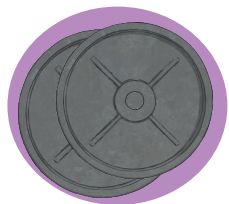
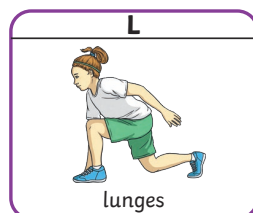
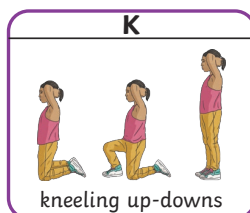
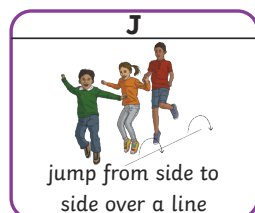
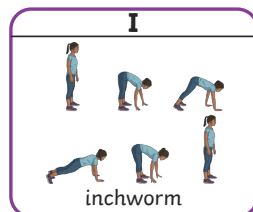
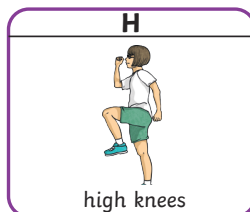
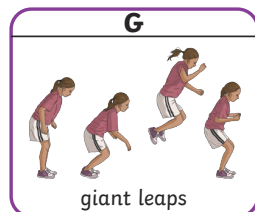
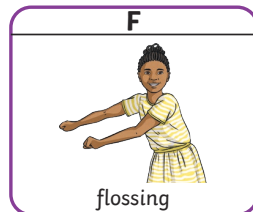
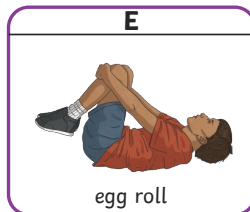
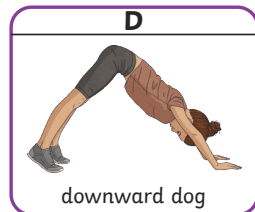
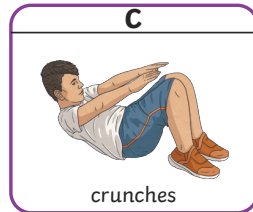
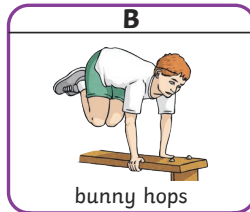
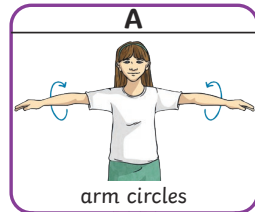
Natural features	Plants	Special features

Use these words to write a descriptive long name for your place.



# Alphabet Exercise and Movement

Get moving and have some fun spelling out your name. Complete the exercise or movement associated with each letter.



# Friday – Kangaroos – Physical Description (Year 1)



- Capital letters
- Adjectives
- Compound Sentences
- CHALLENGE:**
- Expanded Noun Groups