

Turtles

Week 10 Remote Learning

Week 10 Turtle Work Pack

Day 1	
Reading	<p>Today we are learning to;</p> <ul style="list-style-type: none"> • Retell texts I have read <p>We will be successful when we can;</p> <ul style="list-style-type: none"> • Remember the important parts (where, who, what, why and how) from a text when retelling a text • Retell a text in sequence <p>Instructions – Students are to read the text “The Boy who Cried Wolf” then they are to fill in the 5 finger retell worksheet including relevant details (characters, settings, problem, events, resolution) to help them retell the story. Using their 5 finger retell worksheet, students are to retell the story to someone.</p>
Writing	<p>Today we are learning;</p> <ul style="list-style-type: none"> • To write and recognise ‘au’ digraph in words • Retell information <p>We will be successful when we can;</p> <ul style="list-style-type: none"> • Use and write words with the au digraph correctly • To read words with the ‘au’ digraph • To retell important information from a text • To write the 5 W’s of retell. <p>** Instructions:</p> <p>-The digraph ‘au’ makes the sound ‘or/aw’, complete daily spelling activity using the ‘au’ words provided.</p> <p>-roll a dice and say all the ‘au’ words in that row</p> <p>-read the postcard with ‘au’ words. Can you retell what the postcards was about? use the 5 w’s template to record important information. Who, what, when, where and why?</p>
Math	<p>Today we are learning;</p> <ul style="list-style-type: none"> • To identify the features of 2D and 3D objects • The meaning of faces, corners and edges • Draw 2D and 3D objects <p>We will be successful when we can;</p> <ul style="list-style-type: none"> • Identify the number of corners, faces and edges each shape has • Name the 2D and 3D objects • Add the missing features to complete the shape

The Boy Who Cried Wolf

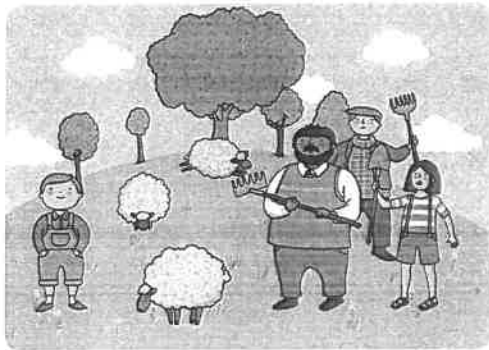
There was once a boy who looked after some sheep. The boy was bored. One day, he played a trick on the villagers.

"Wolf! Wolf!" he shouted.

The villagers came up the hill to save the sheep. When they got there, there was no wolf. The boy laughed at them.

"You must not tell lies!" said the villagers. They went back to the village.

Soon, the boy was bored again. He shouted, "Wolf! Wolf!" The villagers rushed up the hill to save the sheep.



The boy laughed at them.

"You must not tell lies!" shouted the villagers. They went back down to the village.

Later that day, a wolf did come into the field. The boy shouted and shouted, "Wolf! Wolf!"

This time, no one came to help. The wolf ate all the sheep.

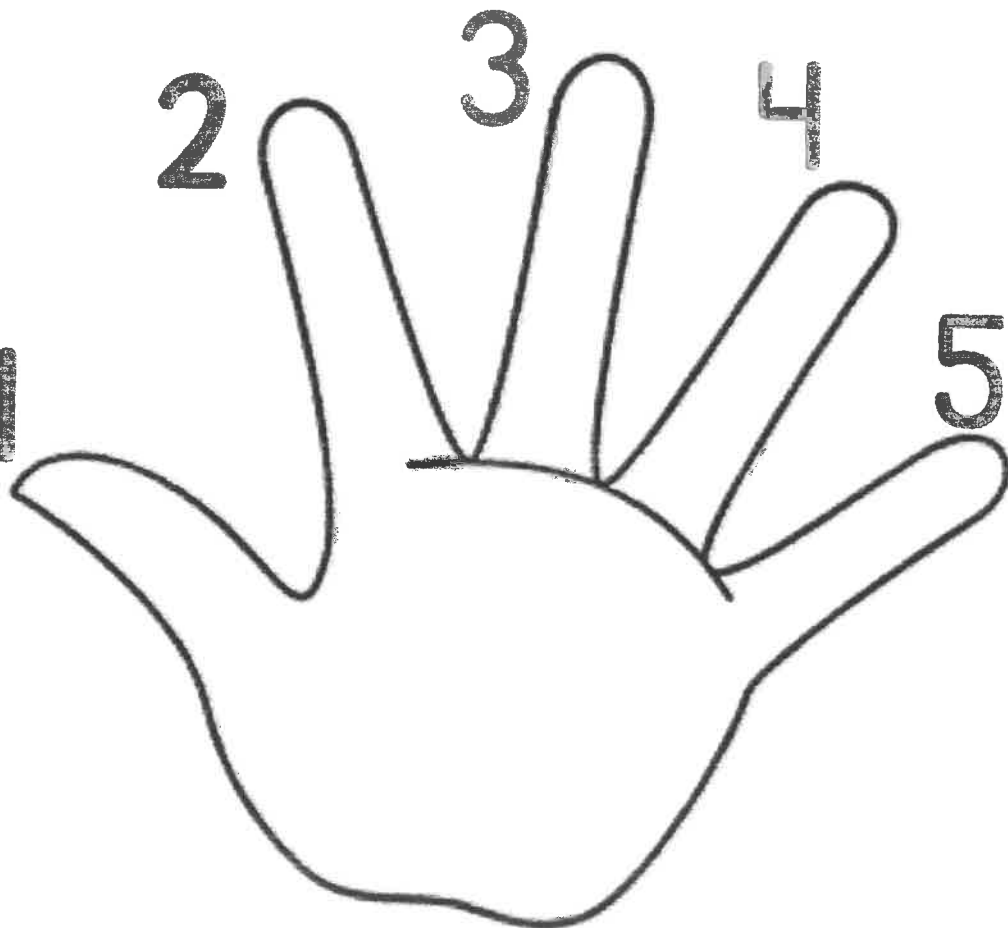


**No one believes
a liar.**



Five Finger Retell

1. Characters - who is in the story?
2. Setting - where does the story take place?
3. Problem - what issues do the characters have to overcome?
4. Events - beginning, middle, end.
5. Resolution - how was the problem solved?



My Retell

Title:

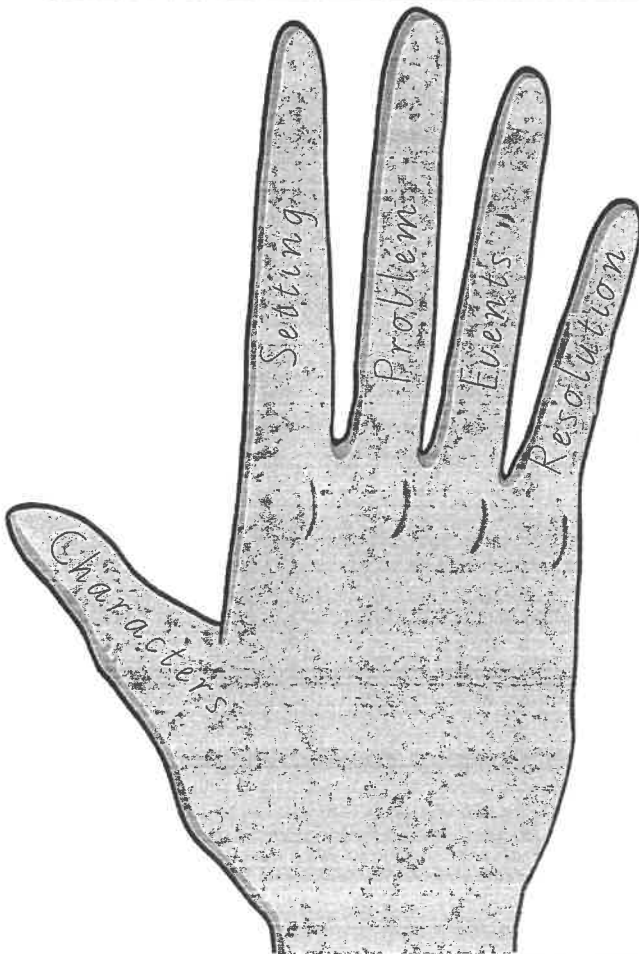
Characters:

Problem:

Setting:

Events (beginning,
middle, end):

Resolution:



Spelling word challenge 'au sound'

Monday	Tuesday	Wednesday	Thursday	Friday
Use three of your spelling words in a sentence.	Put your spelling words in alphabetical order. Write your words without copying them. -Have a quick look and use the sounds to try to write them. -Check and tick if correct.	Underline the au digraph in each word. Re write your words without copying them. Have a quick look and use the sounds to try to write them. -Check and tick if correct.	Write out your spelling words using different colours.	Write your spelling words down using blue for the vowels and red for the consonants.

Pause

Sauce

Audio

August


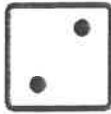
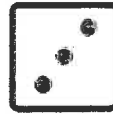
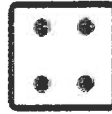
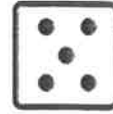
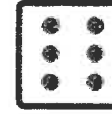
Launch

Author

Because

Autumn

caught

	taunt	haunt	launch	taut	haunt
	haunt	launch	taut	launch	taunt
	launch	taunt	haunt	taunt	taut
	taut	haunt	launch	haunt	taunt
	taunt	haunt	launch	taut	launch
	taut	launch	taunt	haunt	taunt

Dear Paul,

I wanted to remind you that tomorrow is the launch of the book 'The Haunted House' by the author Alex Whiteoak.

He told me that he started working on the book last August. It took him such a long time

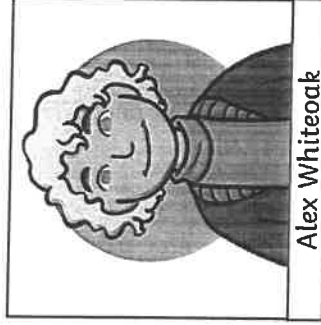
because he was exhausted after his last book tour.

At the launch, we went for an orange, red and brown theme due to it being Autumn. There will be drinks, hot dogs and burgers with sauce. After the food, Alex will read a chapter from the book.

I really hope that the audience give Alex a huge applause. Some people might want his autograph too!

Looking forward to seeing you,

Laura



Paul Mortimer,
7 Lime Street,
York,
Yorkshire,
YL2 P98

Retell – what was the 'au' postcard about?

Who? _____

What? _____

When? _____

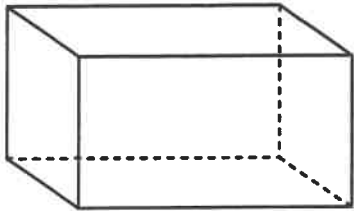
Where? _____

Name: _____

Date: _____

2D Shapes and 3D Objects

1. Write the name and features of these 3D objects.

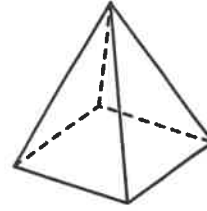


Name: _____

faces

corners

edges



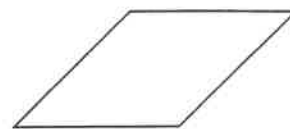
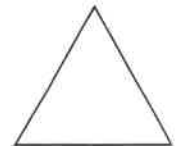
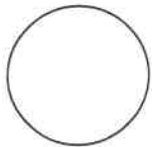
Name: _____

faces

corners

edges

2. The boxes below need to have the same shapes. Draw the missing shapes in each box so they match.



3. Below each shape, write its name.

4. Inside each shape, write the number of corners.

5. Colour the shapes that have the most edges.



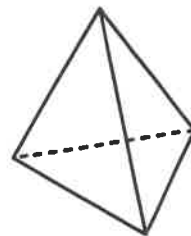
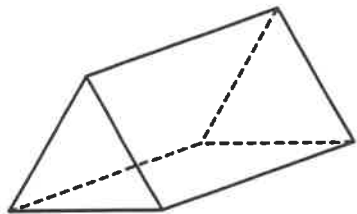


Name: _____

Date: _____

2D Shapes and 3D Objects

1. Write the name and features of these 3D objects.



Name: _____

faces

corners

edges

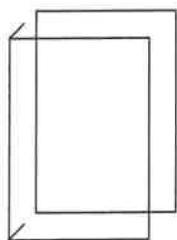
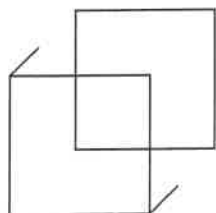
Name: _____

faces

corners

edges

2. Add lines to complete the 3D objects in the box below. Then draw any 2D shapes that could be linked to the 3D objects in the second box.



3. Add labels by writing the names of the 3D objects and 2D shapes.

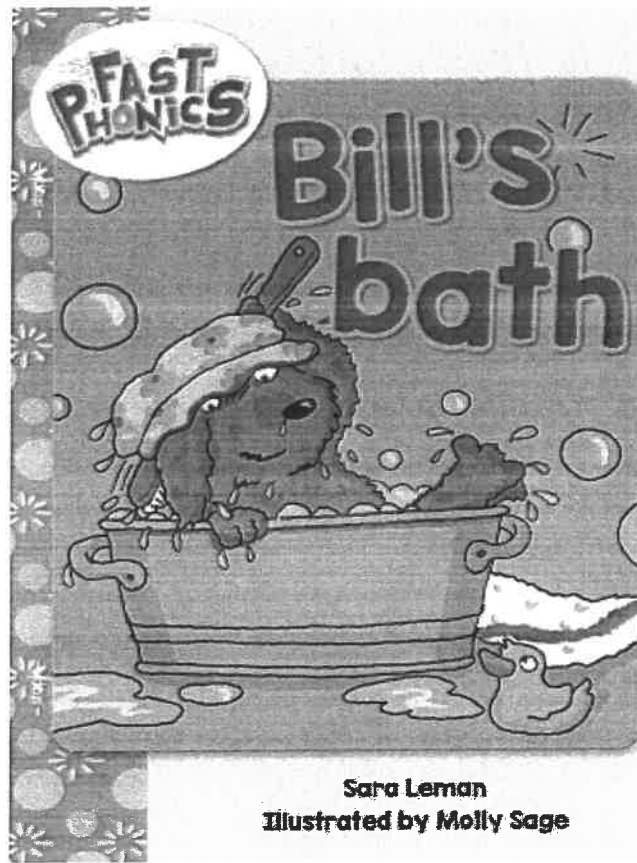
4. Next to each object, write the number of corners.

5. List materials that you could use to make a model of a 3D object.



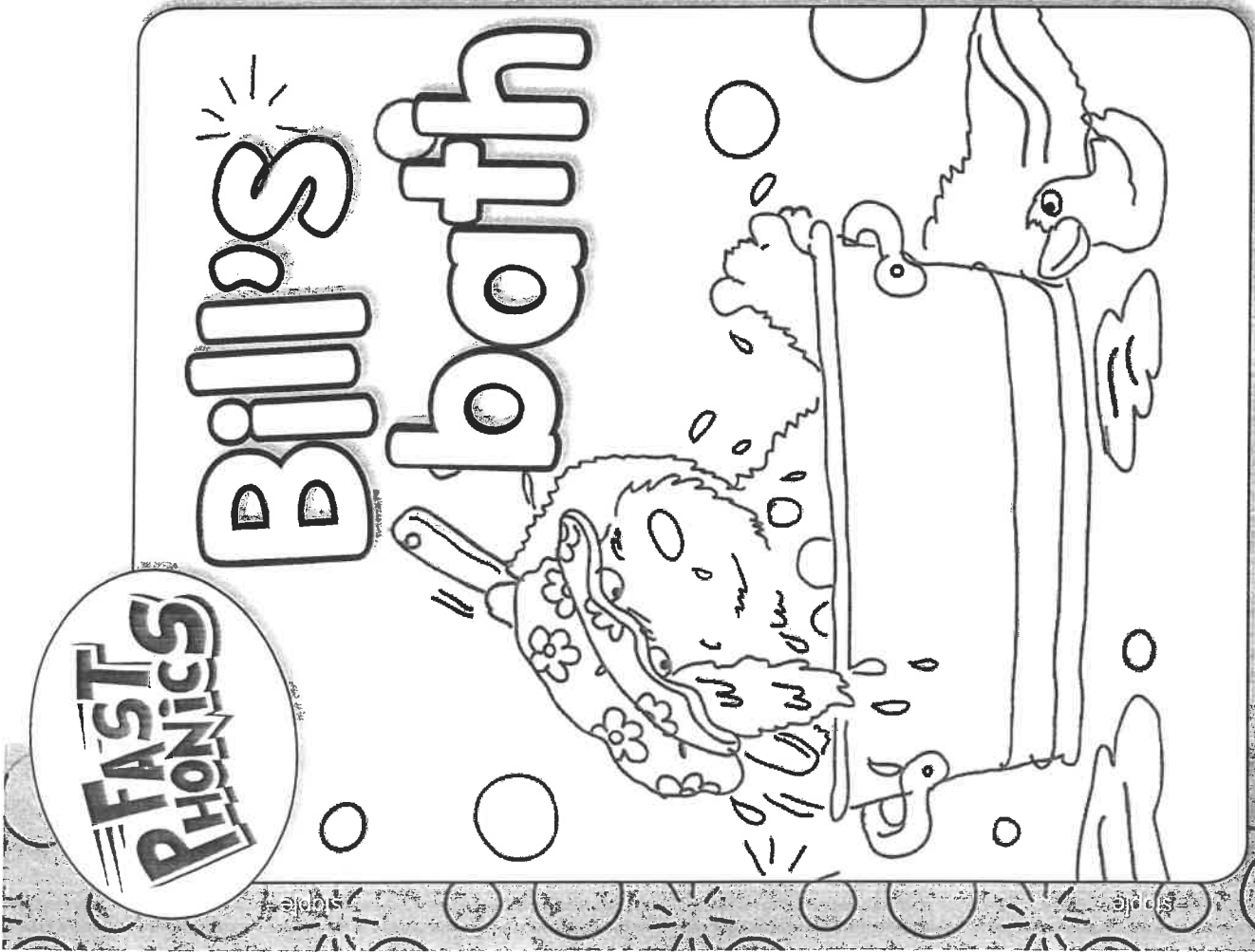
Week 10 Turtle Work Pack

Day 2	
Reading	<p>Today we are learning to;</p> <ul style="list-style-type: none"> • Make predictions about texts <p>We will be successful when we can;</p> <ul style="list-style-type: none"> • Make predictions (using my prior knowledge and clues) about what will happen in a text before we read it • Check my prediction after I have read the text • Use strategies to decode unfamiliar words <p>Instructions- Students to look at the front cover and using the title, picture and their prior knowledge to make a prediction about the text before reading the text. Students then read the text and finish the prediction worksheet by comparing their prediction (before reading) to what happened in the text.</p>
Writing	<p>Today we are learning;</p> <ul style="list-style-type: none"> • To use conjunctions • Use a writing prompt <p>We will be successful when we can;</p> <ul style="list-style-type: none"> • Follow the prompts in the writing template • Choose whether 'but' or 'so' fits the sentence. <p>Instructions: -Complete daily spelling task</p>
Math	<p>Today we are learning;</p> <ul style="list-style-type: none"> • Using calendars to answer questions <p>We will be successful when we can;</p> <ul style="list-style-type: none"> • Count vertically to work out the number of Mondays, Tuesdays etc. • Match up a date with the day • Count horizontally to count the number of days from one date to another



My Prediction (Before reading the book)

I think this book is about



Sara Leman
Illustrated by Molly Sage

fold -----

Bill's bath

Phase	Word count	Lexile
3	91	290L

Book focus
Covers everything taught up to Set 8

Fast Phonics
Bill's bath

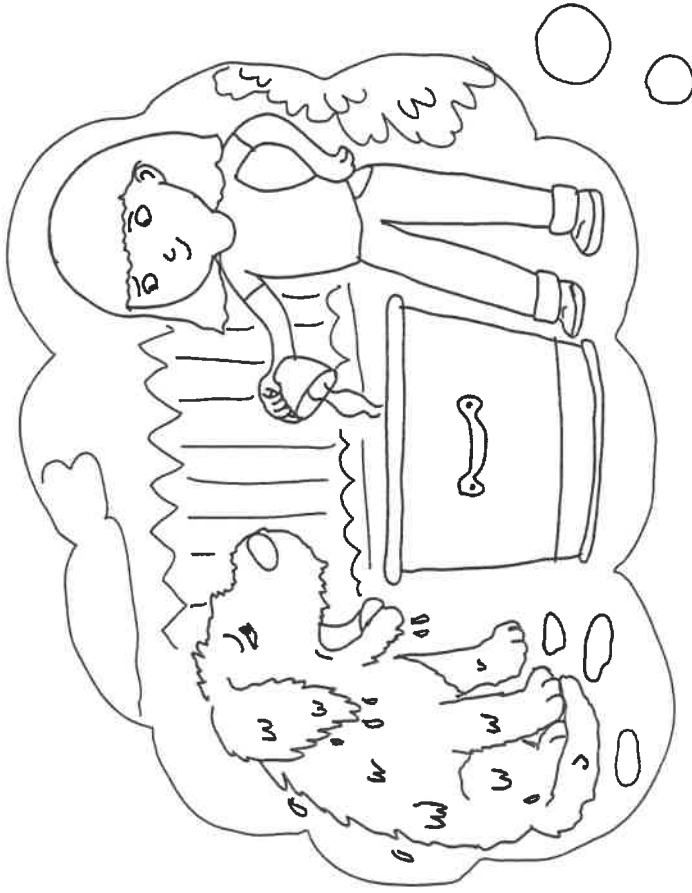
ISBN: 978-1-76020-927-8

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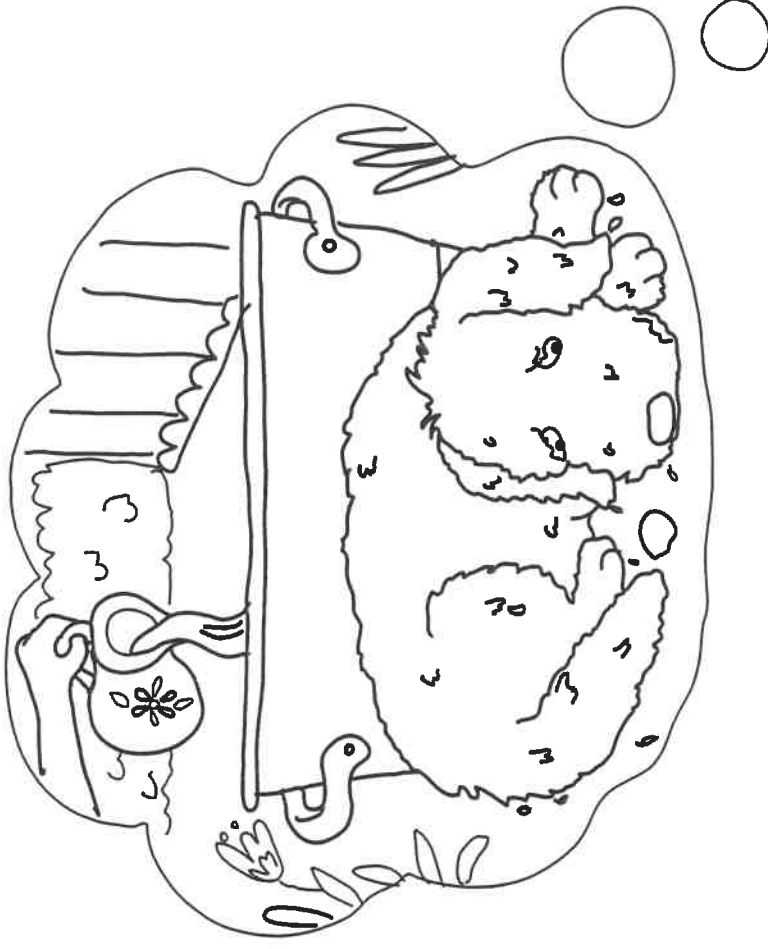
www.readingeggs.com

Written by Sara Leman
Illustrated by Molly Sage
Editor: Amy Russo
Design and layout: The Modern Art Production Group

fold



Shall Peg fill the bath
with a cup?
No.



Will Peg fill the bath
with a jug?
No.

fold



Peg rubs the mud off.
Rub, rub, rub.
It is a big job.



Bill sings a song for Peg.
This bath is fun!

'But' and 'So' Conjunctions

1. My favourite TV show is on_____I'm too tired to watch it.
2. I am tired_____I will go to bed.
3. We were going to go to the park today_____it rained.
4. It rained_____we stayed inside.
5. The vase smashed_____now we have to buy a new one.
6. I dropped the vase_____it didn't smash.
7. I ordered a burger_____it was burnt.
8. My burger was burnt_____I sent it back.
9. My friend was upset_____I gave her a hug.
10. I gave my friend a hug_____she was still upset.
11. I love playing football_____I don't like playing hockey.
12. I love playing football_____I decided to join a team.
13. My favourite food is cake_____I know it isn't very good for me.
14. I want to be healthy_____I eat lots of fruit and vegetables.
15. Goldilocks was hungry_____she decided to eat some porridge.
16. Goldilocks tried the porridge_____it was too salty.

In the Springtime

In the springtime, I like...

In the springtime, I can feel...

In the springtime, I can smell...

A Picture of Springtime



Calendar Problems

Here are the months January and February shown on a calendar:

January

Mo	Tu	We	Th	Fr	Sa	Su
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7

February

Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	1	2	3	4	5	6
7	8	9	10	11	12	13

Answer these questions about the calendar.

1) Is this year a leap year? How do you know?

2) How many days would there be in this year - 364, 365 or 366 days?

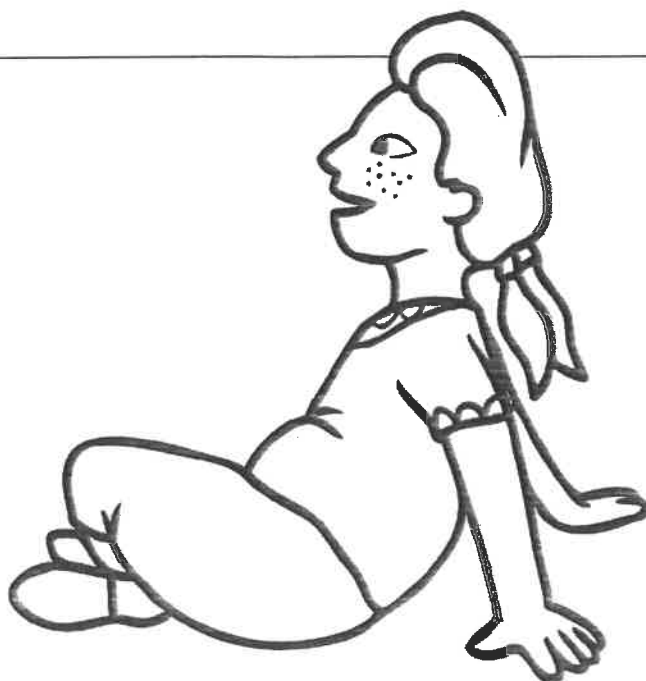
Explain your answer.

3) How many Sundays are there in January?

4) How many Tuesdays are there in February?

5) What day is 22nd January?

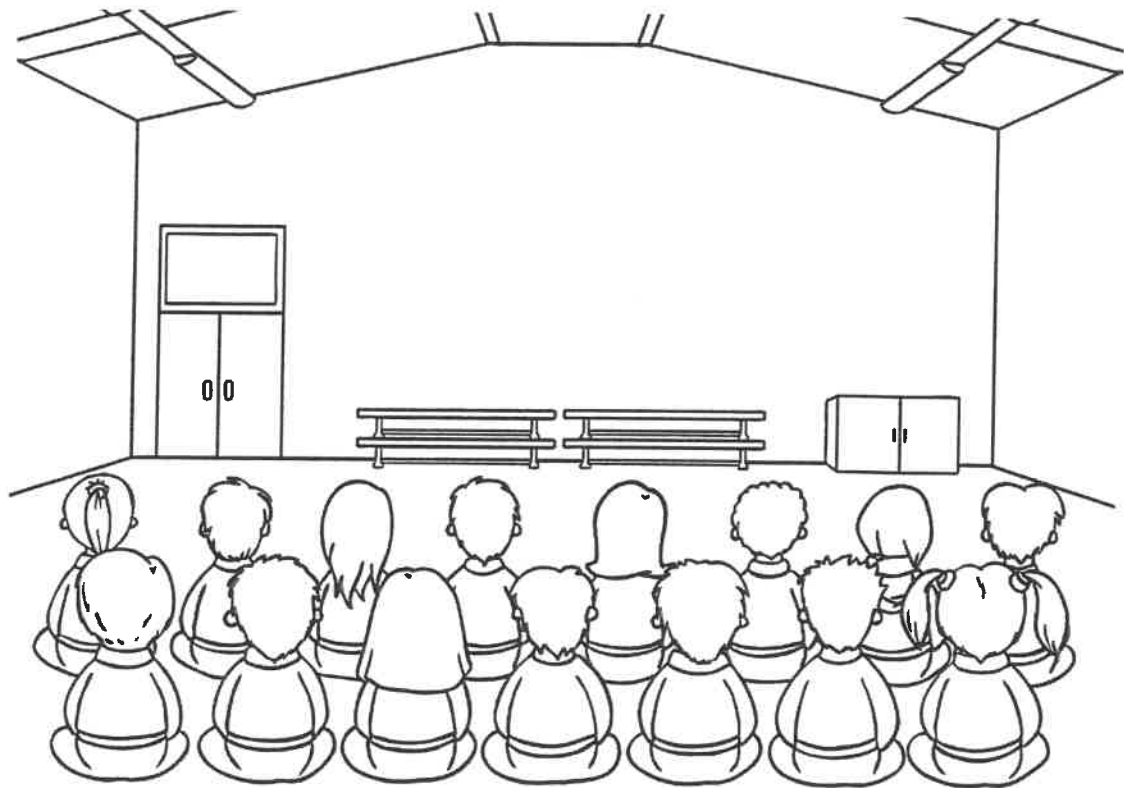
6) What day is 23rd February?





7) Today is the 19th of January. I am going to the theatre on the 30th of January.
How many days is that?

8) How many days are there from 28th January to 4th February?



Week 10 Turtle Work Pack

Day 3	
Reading	<p>Today we are learning to;</p> <ul style="list-style-type: none"> • Highlight key information in a text <p>We will be successful when we can;</p> <ul style="list-style-type: none"> • Read and recognise key information in the text • Locate and highlight key information in the text • Use strategies to decode unfamiliar words <p>Instructions: Students to read the text. Then students read the questions and go back to the text to find the information needed to answer the questions. Students then highlight or underline the relevant or key information needed to answer the questions. Students use the information to help them answer the questions.</p>
Writing	<p>Today we are learning;</p> <ul style="list-style-type: none"> • To find information on a chosen mini beast • To complete today's spelling activity <p>We will be successful when we can;</p> <ul style="list-style-type: none"> • Use a computer to research • Find information in the fact sheets • Use subheadings • Present information in an interesting way (poster paper, power point, diorama) <p>Instructions: Underline the key/important words in the 3 worksheets and follow the instructions.</p>
Math	<p>Today we are learning;</p> <ul style="list-style-type: none"> • To solve worded problems involving multiplication <p>We will be successful when we can;</p> <ul style="list-style-type: none"> • Highlight the key information • Write out a multiplication problem using the 'x' sign e.g. $3 \times 4 = 12$

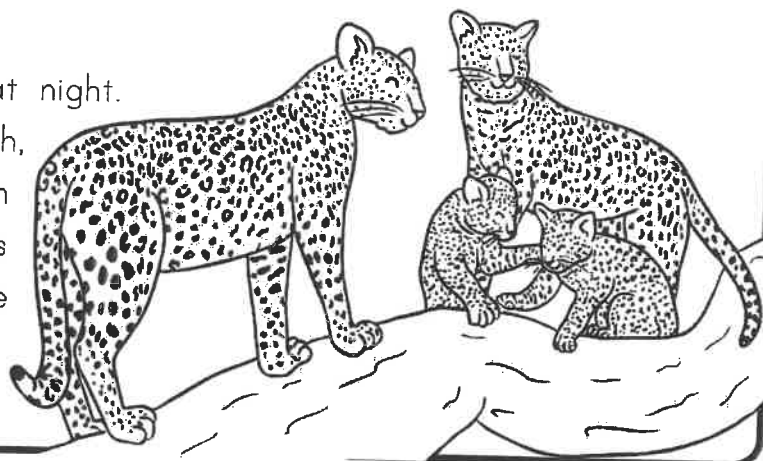
All About Leopards

Leopards are known as big cats. They have black spots on their fur, which are sometimes rose-shaped. There are also black leopards. They have darker fur.

Leopards live in lots of different places. They can live in jungles, mountains, swamps, or grasslands. They are found in African and Asian countries, including India and China. Leopards tend to live alone, except when they are caring for their babies.

Leopards like to hunt for food at night.

They eat meat such as deer, fish, monkeys, and birds. They will watch their prey from high up in the trees where they can blend in with the leaves. Then they will pounce down to surprise their prey.

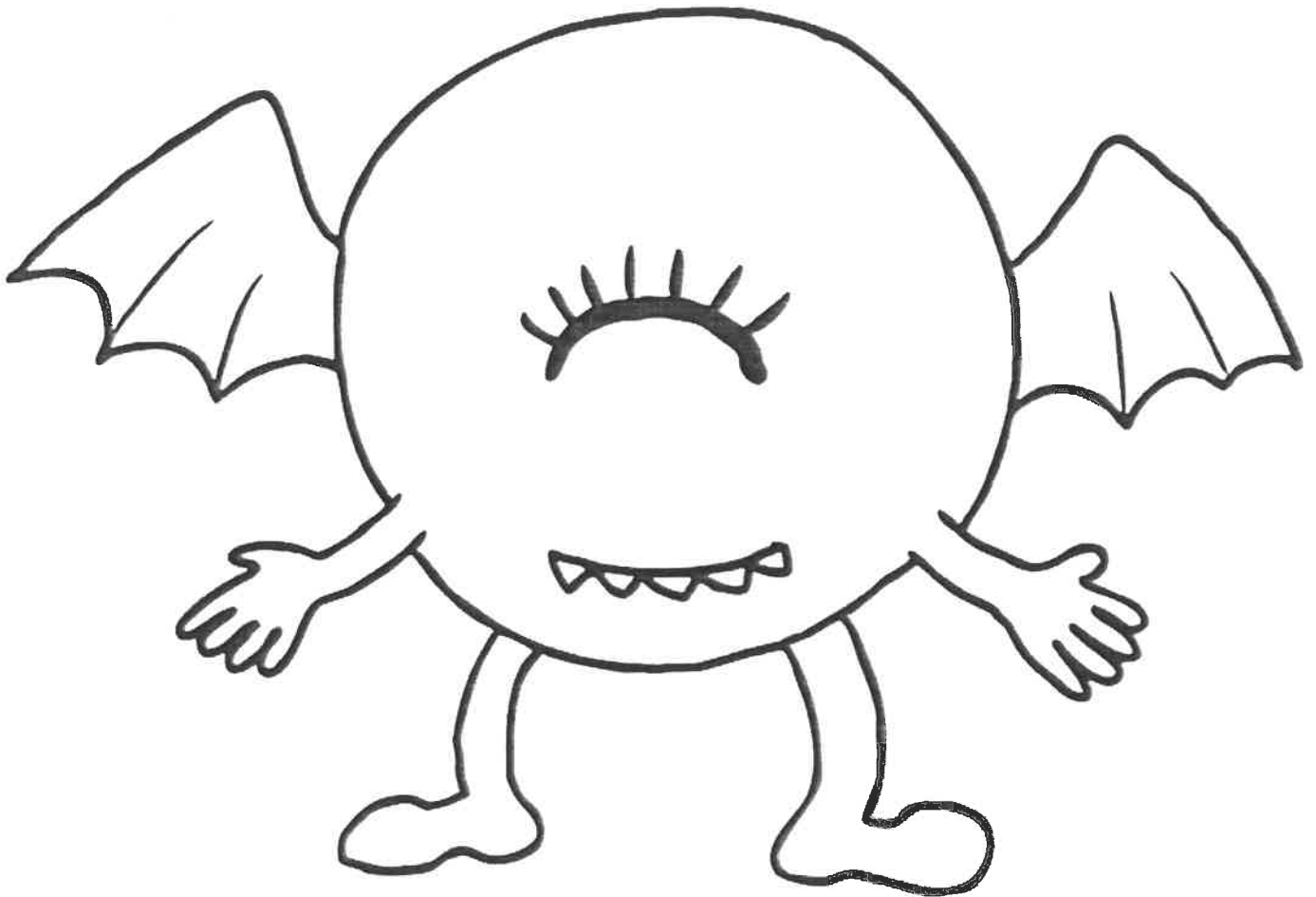


1. Which phrase **best** describes leopards?
 - ☐ They can be found in North America.
 - ☐ They are hunters that like to eat meat.
 - ☐ They are very small.
 - ☐ They travel together in packs when they are hunting.
2. Leopards like to eat _____
 - ☐ fish
 - ☐ leaves
 - ☐ insects
 - ☐ eggs
3. Do you think leopards are good hunters? Why or why not?

Reading Comprehension

Three Key Words

Read the sentence and colour the picture.

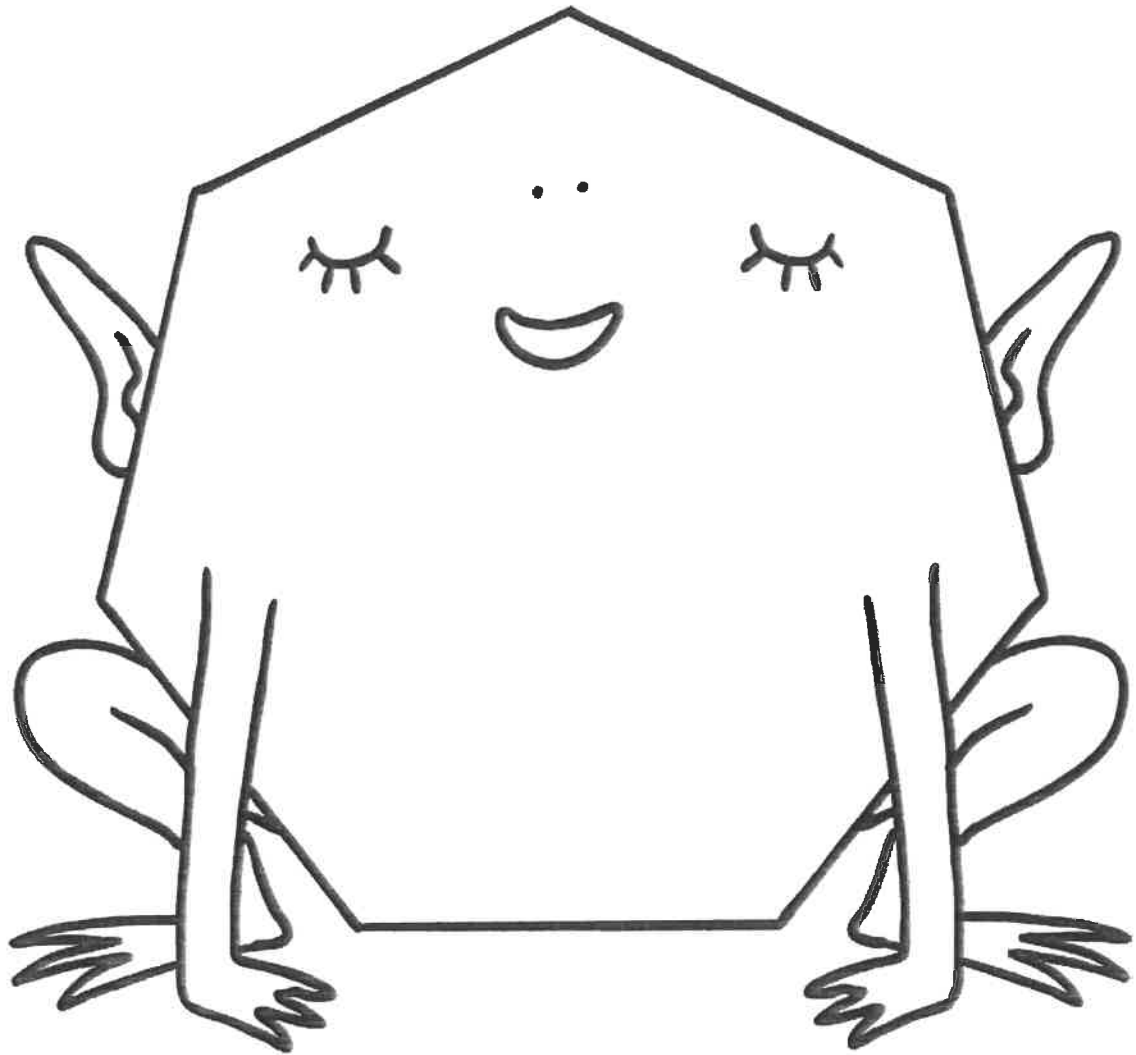


1. My left arm is yellow.
2. My right leg is orange.
3. My wings are purple and green.
4. My right arm is blue.
5. My left leg is green.
6. My body is red and black.

Reading Comprehension

Three Key Words

Read the sentence and colour the picture.



1. My left arm is pink.
2. My body has red spots.
3. My right arm is purple.
4. My ears have green spots.
5. My left leg is blue.
6. My right leg is yellow.

Multiplication Worded Problems

Alison sold 10 tickets in the raffle. If they cost \$2 each, how much money did she raise?



Senith bought 2 bunches of flowers. Each bunch had 6 flowers in it. How many flowers were there altogether?



Ethan needs 8 nails to make a picture frame. How many nails would he need to make 2 picture frames?



Joseph runs for 1 hour every Saturday. How long will he run for over 4 Saturdays?



There are 10 children in each line. How many children are there in 6 lines?



If there were 3 people in each car, how many people were there altogether in 5 cars?



Week 10 Turtle Work Pack

Day 4	
Reading	<p>Today we are learning to;</p> <ul style="list-style-type: none">• Identify and choose appropriate synonyms <p>We will be successful when we can;</p> <ul style="list-style-type: none">• Identify synonyms of commonly used adjectives/adverbs• Choose a synonym to best describe a noun (naming words) or a verb (action or doing words)
Writing	<p>Today we are learning;</p> <ul style="list-style-type: none">• To read and use the igh trigraph <p>We will be successful when we can;</p> <ul style="list-style-type: none">• Read 'igh' words using the correct sound• Identify that the 'igh' trigraph makes an 'i' sound• Write 'igh' words correctly <p>*Complete today's spelling activity (see Monday's grid)</p>
Math	<p>Today we are learning;</p> <ul style="list-style-type: none">• To create a column graph <p>We will be successful when we can;</p> <ul style="list-style-type: none">• Correctly count the total number of each fruit• Create a column that correctly shows the total number of each fruit• Use different colours for each fruit

Synonyms

Name _____ Date _____

Try and find 3 synonyms for each of the following words and write them in the boxes.

fast			
small			
cold			
hungry			

Can you match the word to its synonyms? The first one is done for you.

hideous	drenched	saturated
nasty	ugly	gigantic
enormous	cross	furious
angry	delighted	horrible
happy	awful	joyful
soaked	huge	repulsive

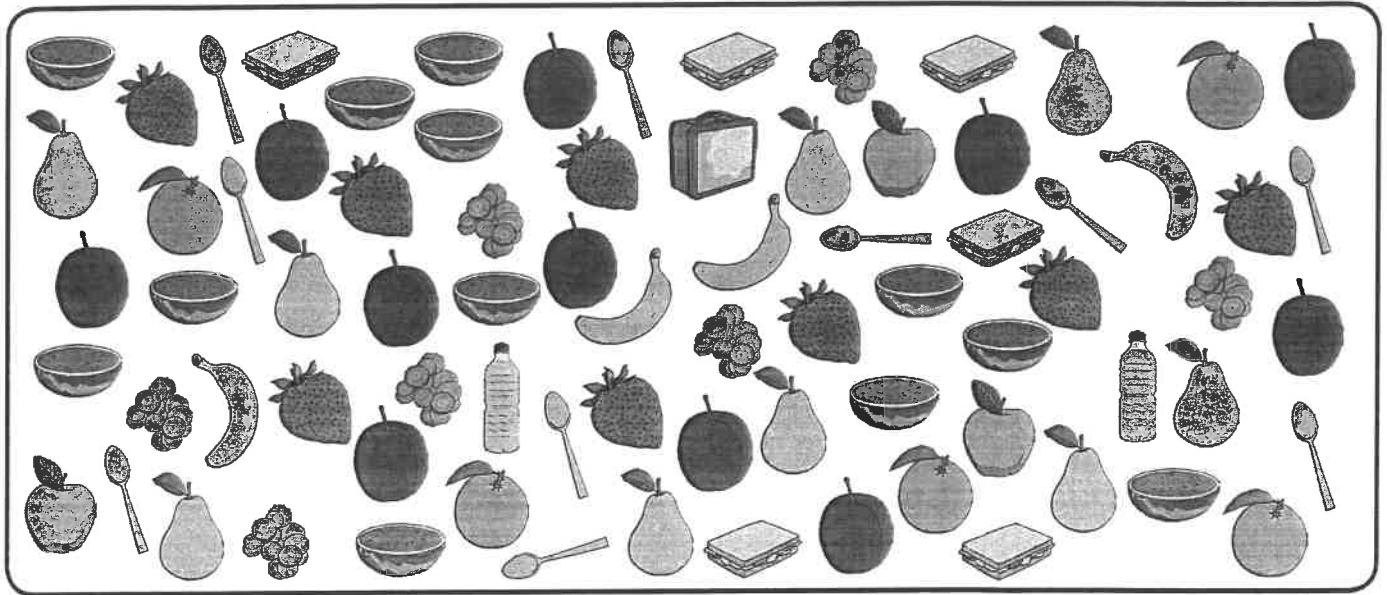
Diagram showing connections:
 hideous is connected to ugly.
 ugly is connected to repulsive.

Can you complete these sentences using different synonyms for good?

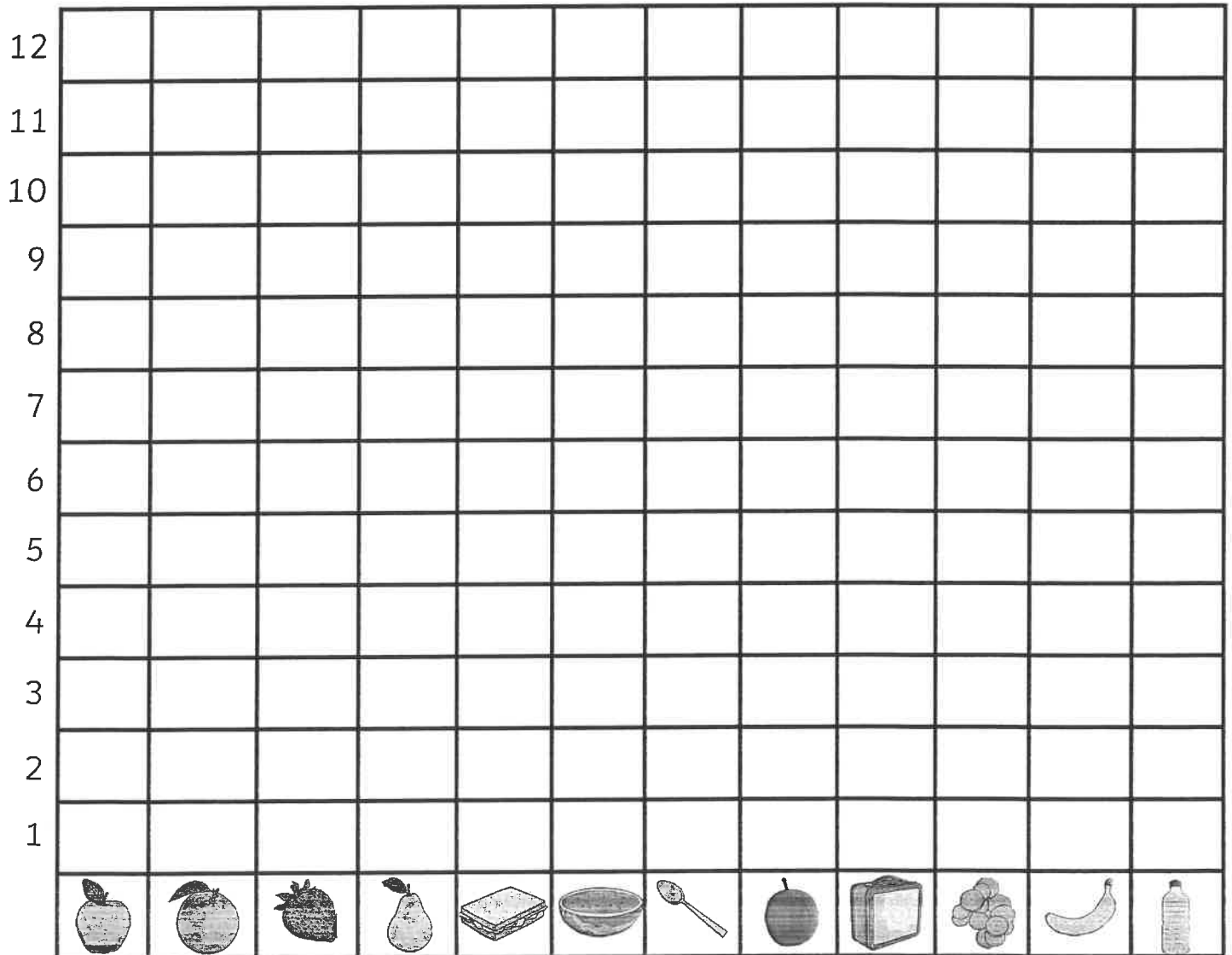
eg I think that chocolate tastes **great**.

1. My dad is a _____ cook.
2. I am _____ at ballet.
3. My favourite subject is art, it is _____.
4. My best friend is a _____ person.

Crunch and Sip Count and Graph



Count the objects and colour a box for each item.



Week 10 Turtle Work Pack

Day 5	
Reading	<p>Today we are learning to;</p> <ul style="list-style-type: none"> Find information in out text <p>We will be successful when we can;</p> <ul style="list-style-type: none"> Use the information in the text to answer questions about what I read Use my prior knowledge and clues from the text to answer inferential questions about what I read Highlight key information in the text to help me answer questions about what I read <p>Instructions: Students to read the text. Then students read the questions and go back to the text to find the information needed to answer the questions. Students then highlight or underline the relevant or key information needed to answer the questions. Students use the information to help them answer the questions.</p>
Writing	<p>Today we are learning;</p> <ul style="list-style-type: none"> To write independently <p>We will be successful when we can;</p> <ul style="list-style-type: none"> Think of a topic to write about Use interesting words Include details (Who, what, when, where, why) <p>Instructions: Choose a topic of your choice to write about. It could be a diary entry, information report, letter to the principal or a fairy-tale. If you can't think of one, use the 'woods' prompt included. Write a story about anything you like using that setting. Use lots of adjectives to describe what it looks like, sounds like, smells like, feels like.</p> <p>Complete today's spelling activity (see day 1 grid).</p>
Math	<p>Today we are learning;</p> <ul style="list-style-type: none"> To describe the chance of different events occurring <p>We will be successful when we can;</p> <ul style="list-style-type: none"> Correctly identify whether an event is likely, unlikely, certain or impossible

All About Pythons

Pythons are snakes. Snakes are reptiles. They have cold blood and scales. Some snakes are as small as a coin while others are as long as a school bus! They are excellent swimmers. They can live to be 40 years old.

Pythons like to live in warm places, such as deserts and rainforests. They hide in trees or under rocks and leaves on the ground. Pythons have patterned skin which helps them blend in with nature.

Pythons eat small animals like rats and lizards. Some pythons are so big they can eat larger animals. Pythons will hide and wait for small animals to pass. They jump out quickly to catch their prey, squeeze the animals, and then swallow them whole.



1. Where are you most likely to find a python?

- ☐ snowy field
- ☐ warm desert
- ☐ on the beach of a lake
- ☐ mountains

2. What makes a snake a reptile?

- ☐ They are excellent swimmers.
- ☐ They hide in trees or under rocks.
- ☐ They have cold blood and scales.
- ☐ They like to eat small animals.

3. Describe how a python catches their prey.

Name _____

Handwriting practice lines consisting of 20 horizontal lines.



Name _____

Date _____

Chance Outcomes (A)

① Choose **likely** or **unlikely** to describe the chance of each event happening.

a) It will rain on a cloudy day.

b) Milk will go sour in a warm room.



likely
unlikely



likely
unlikely

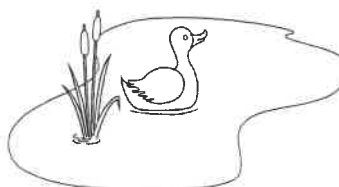
② Choose **certain** or **impossible** to describe the chance of each event happening.

a) If you roll a dice, you will roll a number between 7 and 12.

b) If you jump into a pond filled with water, you will get wet.



certain
impossible



certain
impossible

③ Write the correct word from the list below to complete these sentences.

likely, unlikely, impossible, certain

a) It is _____ that the sun will set this evening.

b) It is _____ that the weather will be warm during summer.

c) It is _____ to teach a pig to drive a car.

d) It is _____ that you will travel into space during your lifetime.



Week 10 Turtle Work Pack

ART	
Lesson 1	<p>Learning Intention: Use imagination, creative self-expression, decision making and problem solving skills, understanding of self and the world, self-confidence, a sense of worth and respect and consideration for others.</p> <p>Success Criteria: Extend on initial ideas, solutions and endings, communicate ideas from plays to effectively clarify ideas and expression to audience.</p>
INQUIRY	
Lesson 1	<p>Learning intention:</p> <ul style="list-style-type: none"> • We are learning to find and record. <p>Success criteria: We will be successful when</p> <ul style="list-style-type: none"> • We can follow the instructions of the task • Locate items • Draw the item to match the description • Use coloured pencils
SPORT	
Lesson 1	<p>Learning Intention:</p> <ul style="list-style-type: none"> • To create your own juggling balls and practice your throwing and catching skills, building up to juggling. <p>Success criteria:</p> <ul style="list-style-type: none"> • To create my own juggling balls and practice my throwing and catching in the air.
SCIENCE	
Lesson 1	Refer to Science Activity

Henny Penny

A Readers' Theater

Based on the book by Stephen Butler

Cast:

Narrator 1	Cocky Locky	Turkey Lurkey
Narrator 2	Ducky Lucky	Foxy Loxy
Henny Penny	Goosey Loosey	

Narrator 1: Henny Penny

Narrator 2: By Stephen Butler

Narrator 2: Ducky Lucky.



Ducky Lucky: Where are you two going?

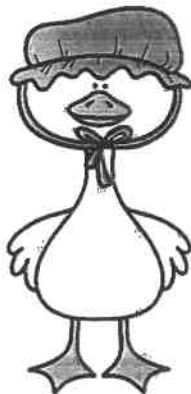
Henny Penny: Oh, Ducky Lucky! The sky is falling, and we are going to tell the king!

Ducky Lucky: Goodness me! I'll come with you.

Narrator 2: So Henny Penny, Cocky Locky and Ducky Lucky hurried on to tell the king the sky was falling.

Narrator 1: They had not gone far before they met...

Narrator 2: Goosey Loosey.



Narrator 2: So Henny Penny, Cocky Locky, Ducky Lucky, Goosey Loosey and Turkey Lurkey hurried on to tell the king the sky was falling

Narrator 1: Suddenly, Foxy Loxy appeared.



Foxy Loxy: And where are you all going in such a hurry?

Henny Penny: Oh, Foxy Loxy! The sky is falling, and we are going to tell the king!

Foxy Loxy: But you are going the wrong way! The king's palace is *that* way. (point)

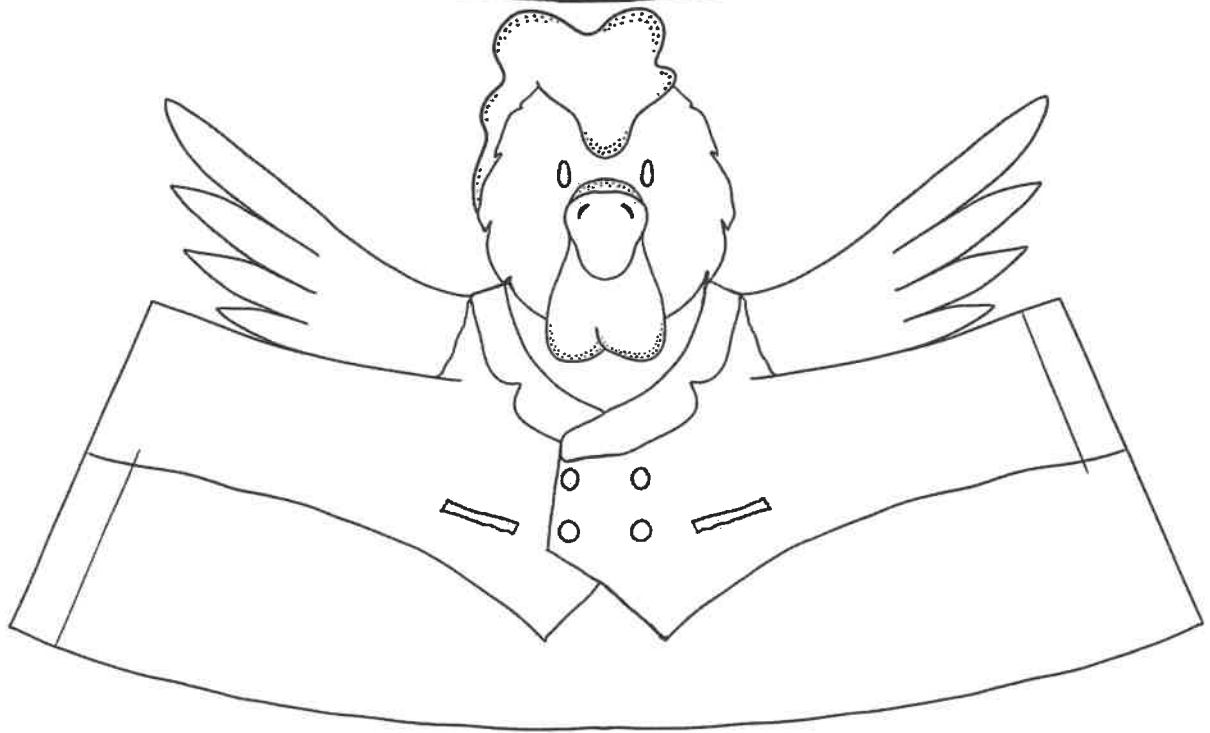
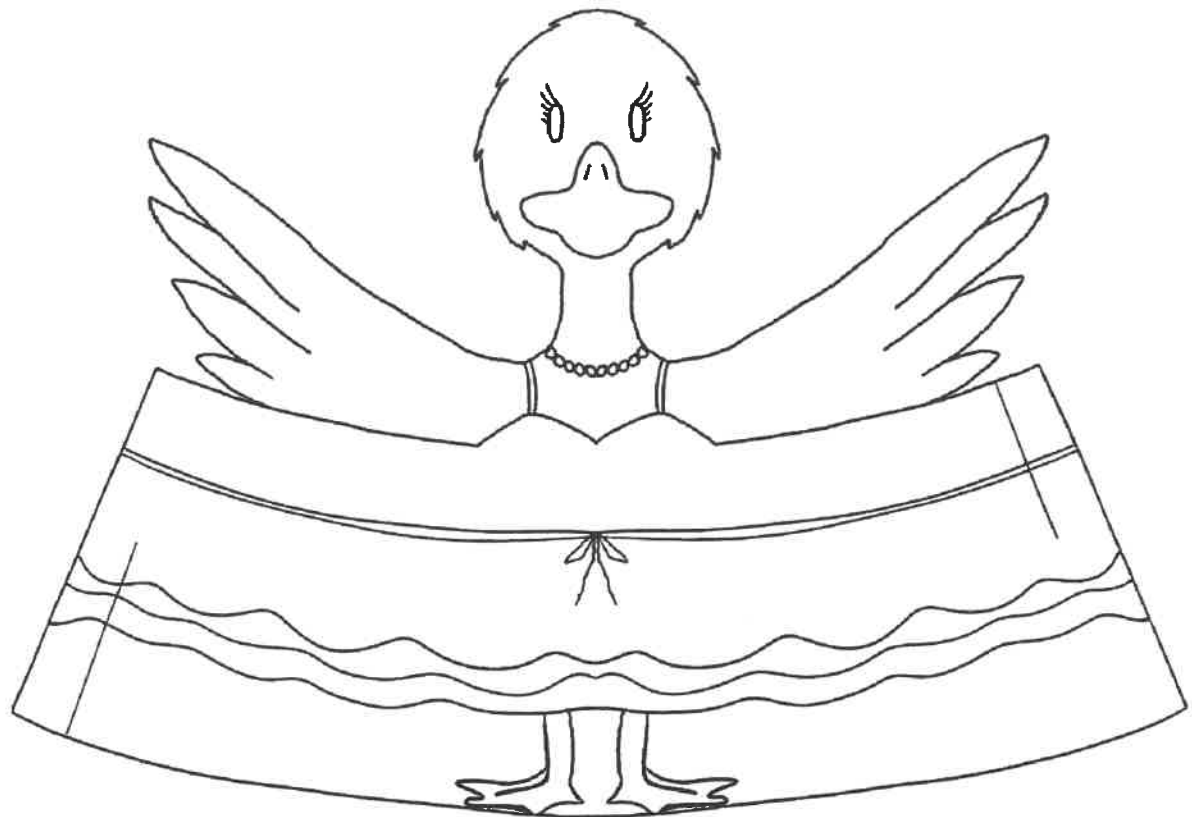
Narrator 2: So Henny Penny, Cocky Locky, Ducky Lucky, Goosey Loosey and Turkey Lurkey hurried down the path.

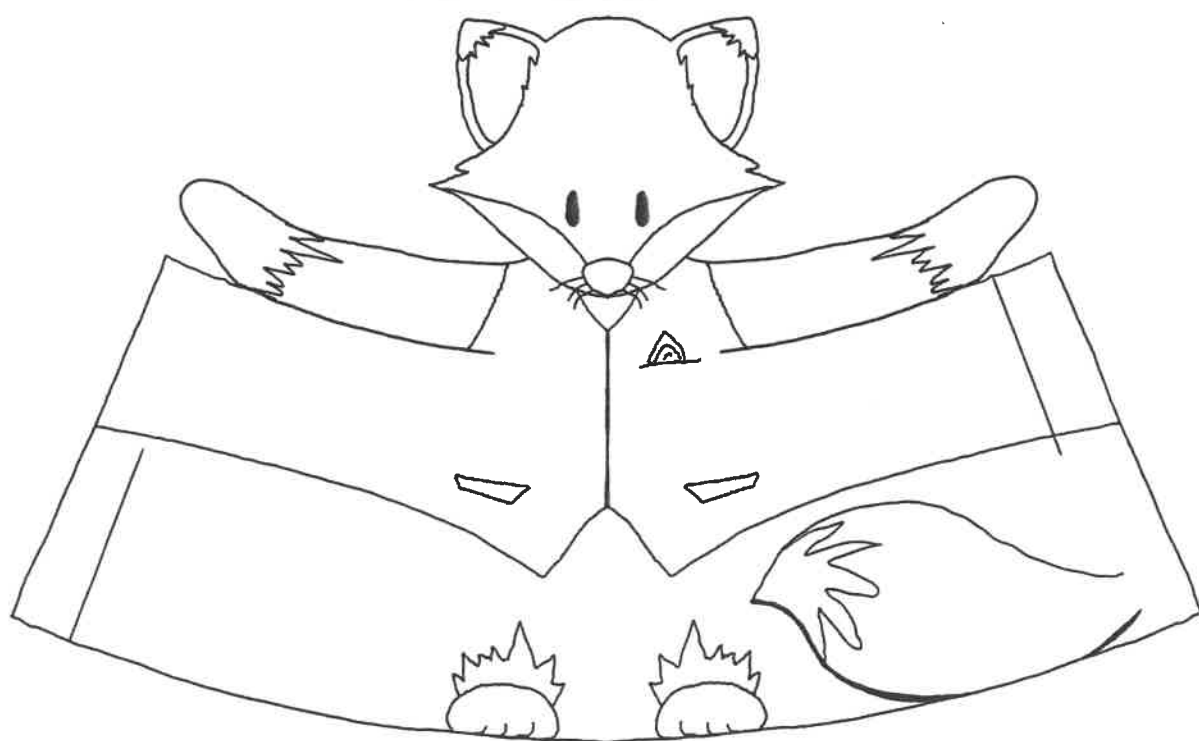
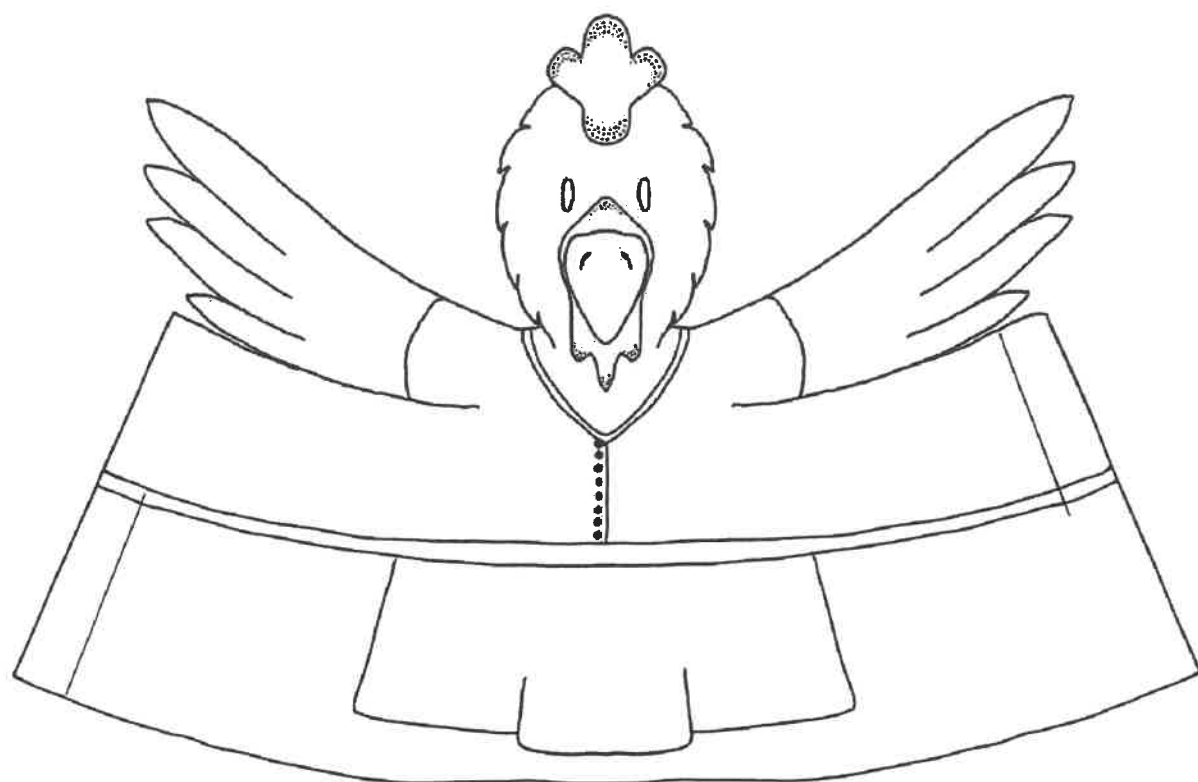
Narrator 1: They ran on and on...until at last they reached the king's palace.

Narrator 2: Or was it?

Foxy Loxy: Come in and tell me your story, Henny Penny.









JUGGLING



Making your own Juggle balls

Below is a link if you would like to make your own juggling balls in a few very simple steps.
<https://www.youtube.com/watch?v=9xuqxbUNi1E>

You will need:

1/2 cup rice per ball

3 balloons per ball

1 square of glad wrap per ball

Scissors

Step 1: CUT A SQUARE OF GLAD WRAP	Step 2: PLACE 1/2 CUP RICE IN THE MIDDLE OF THE SQUARE	Step 3: FOLD THE CORNERS UP TO MEET EACH OTHER	Step 4: SQUEEZE INTO THE SHAPE OF A BALL & TWIST TO TIGHTEN	Step 5: TWIST THE TOP SO IT SWIRLS ONTO THE BALL
Step 6: CUT THE TOP OFF A BALLOON	Step 7: OPEN IT UP AND PLACE OVER THE BALL	Step 8: CUT THE TOP OFF ANOTHER BALLOON	Step 9: OPEN IT UP AND PLACE OVER THE BALL	Step 10: REPEAT WITH A 3RD BALLOON

You are now ready to try juggling!!!!

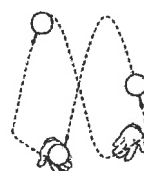
If you don't have the materials to make juggling balls at home you can use things from around the home. You just need the objects to be very similar in size and fit in your hand. Some example could be beanbags, oranges, socks rolled up, scrunched up paper, down ball, tennis ball etc.

Learning to Juggle

Foundation and Grade 1 students can practice their throwing and catching by throwing 1 ball in the air and catching it. Once you get the hang of it, try with your non preferred hand and then try with 2 balls.

Grade 2 students start with 1 ball try you preferred and non preferred hand then move onto throwing 2 balls in the air and trying to catch them. If you get the hang of that try the juggling pattern with 2 balls.

Grade 3 & 4 students start with 1 ball throwing and catching in the air. Start with your preferred and non preferred hand then move onto throwing 2 balls in the air and trying to catch them. If you get the hang of that try the juggling pattern with 2 balls. If you can master the juggling pattern with 2 balls try adding the 3rd ball.



Juggling Pattern.

SCIENCE

Gr F/1/2 Week 10 Term 3 2021

Floating / Sinking Challenge

Make a boat out of foil!

QUESTION

How many rocks can my boat hold?

HYPOTHESIS (GUESS)

I think my boat will hold _____ rocks.

MATERIALS

You will need:

- A piece of foil 30cm x 30cm
- Some rocks all about the same size.
- Container of water.

METHOD

1. Ask an adult to help you measure one square sheet of foil 30cm x 30cm.
2. Fold your foil to make a boat shape.
3. Float your boat on the water.
4. Add one rock at a time until your boat can hold no more.

RESULT

Draw you boat.

My boat held _____ rocks.