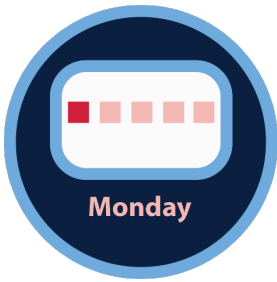



















This booklet belongs to



Things you need for Monday

Activity	You will need
Vocabulary	 Workbook, paper  pencil / coloured pencils, dictionary
Reading and viewing: rhyming words	 Workbook  paper  pencil / coloured pencils
Phonics – or, ore, aw	 Pencil / coloured pencils  paper
Maths	 Pencil  paper  scissors  sticky notes
Creative Art	 Chopsticks  paper  potato  paint  black pencil, textas  ruler

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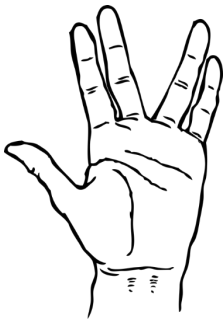


During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

Care and Connect - Big scissors

Can you do scissors with one hand? Now try the other hand. Which hand was the easiest?



Can you do big scissors? Hold first two fingers together and hold the last two fingers together. Now make a scissor action. Try both hands together.



"scissor fingers" by Click free vector images is licensed under CC BY 4.0

Brain break – One handed juggling



"kids dancing" by [kristine431](#) is licensed under [CC BY 4.0](#)

You will need two balls or a pair of rolled up socks.

Hold both balls in one hand and start throwing up one and catching it in the same hand.

Try throwing the balls up and catching them at the same time.

Physical activity

Scan QR code for physical activity. If you can't scan the code, you will need enclosed shoes, pair of socks for throwing and timer.



Warm up – jog on the spot (count to 30)

- Grab your socks, throw them in the air and catch them with both hands. Do this for 30 seconds.

- Challenge 1: Throw the socks in the air and clap your hands twice before catching the socks. How many can you do?
- Challenge 2: Throw the socks in the air and turn around once before catching the socks. How many can you do?

English – Activity 1 – Vocabulary



Scan the code for instructions.

Is there a word on this list that you have not heard before or you don't know what it means?

rib

dress

fib

confess

fit

beat

hit

cheat

can

room

plan

broom

- Select that word and look the word up in the dictionary.
- Complete the word map.

What does the word mean?	What are some words that have a similar meaning?
Use the word in a sentence	Draw the word

English – Activity 2 – Rhyming words



Scan the code to listen to the story of Pig the Pug and rhyming words.

Have a look at the picture below. What rhyming words can you find? Write them down.



"Pig the Pug" by Aaron Blabey is in the [Public Domain](#) – Picture from Pig the Pug shows Trevor and Pig with all his toys.

What words can you find?

Now write down 5 words that rhyme with bat and 5 words that rhyme with tip. Remember – the ending has to be the same!

tip	bat

Challenge – Can you write a different story about the picture? You may like to create a comic, or create a play or draw what happens next.

Literacy – Phonics – or, ore, aw

Video: <https://vimeo.com/585742056>



We are going to have a look at the sounds or, ore and aw

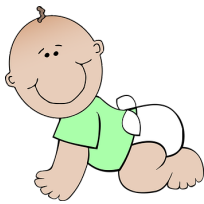
1. Say the word – eg. horse
2. Segment the word – eg. h – or – se
3. Underline the or, ore, aw sound – eg. horse
4. Write the word and then check



horse

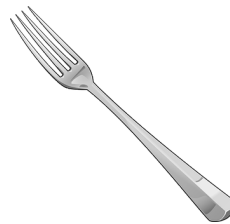
	or	se
--	----	----

Can you find the 'or, ore or aw' sound in these words? If you can – underline the sound.



crawl

--	--	--



fork

--	--	--



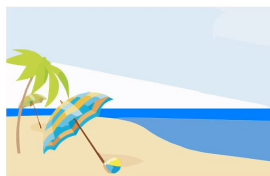
draw

--	--	--



score

--	--	--



shore

--	--



storm

--	--	--	--

English – Literacy – Phonics – or, ore, aw



We are going to have a look at the sounds *or*, *ore* and *aw* – Let's practice some reading!

- Read the words and colour in the word that matches the picture



fork	horse	corn
------	-------	------



storm	horse	fort
-------	-------	------




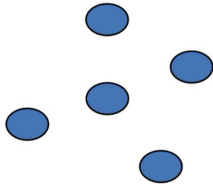
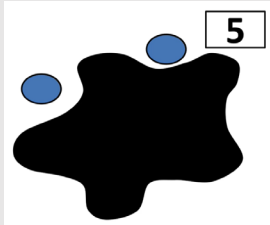
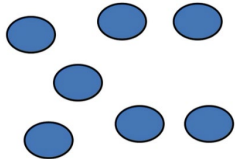
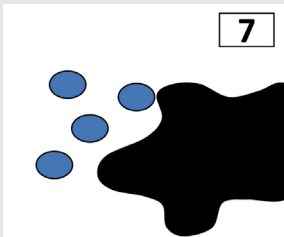
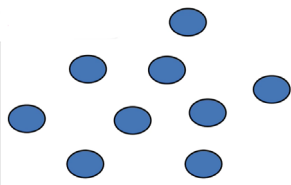
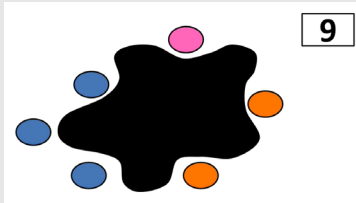
draw	crawl	saw
------	-------	-----

Challenge: Use the words to write 3 sentences or a short story. You may like to draw pictures, or create a comic or record yourself saying your sentences.

Maths – Activity 1 – Splat! Subitising



- Fold the last column over to cover the dots.
- Quickly look at one set of dots. Try to draw the dots. Can you think of other ways to represent that number?
- Hold the number in your head- SPLAT! How many are covered?

	Dots- SPLAT!	Fold this over to hide the dots
		
		
		
		
		
		

Maths – Activity 2 – Guess my number



How to play guess my number

1. Write the numbers from 1 to 30 (for example) on a piece of paper. You can use cards or sticky notes to make your own number cards.
2. Ask someone at home to choose a secret number within your given range. They can't tell you the number.
3. Guess their number.
4. They will tell you if their number is greater or less than your guess
5. Try and guess the secret number with few guesses

Questions to think about

What was the best way for you to guess the number quickly?

If you played the game again, what would you do differently? Why?



Creative Arts – Activity 1 – Mayhem with Humpty

Scan the QR code to watch the video.



We are singing, playing and moving with the nursery rhyme 'Humpty Dumpty'.



"kids dancing" by [mohamed hassan](#) is licensed under [CC BY 4.0](#)



Gallop around the room humming or singing 'Humpty Dumpty'. Say the word 'gallop' as you move and then 'trotting'. Try playing these words on chopsticks or sticks.

Use body percussion to make 3 even beats. Try to make the first beat stronger than the others.

Move this to your chopsticks to play the beat while you sing the song.

Think of some other ways of tapping the pulse, such as tapping your sticks

together then on a chair.

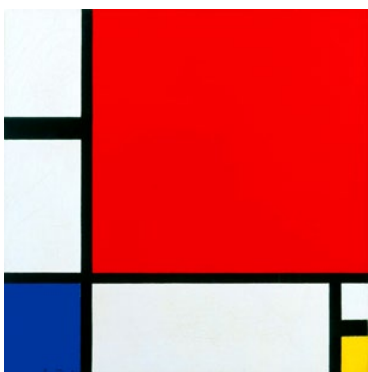
Creative Arts – Activity 2 – Nursery Rhyme Mayhem

Move around the room saying 'gallop' and then try 'trotting'. Mime rocking a baby to sleep and then marching steadily like a soldier.

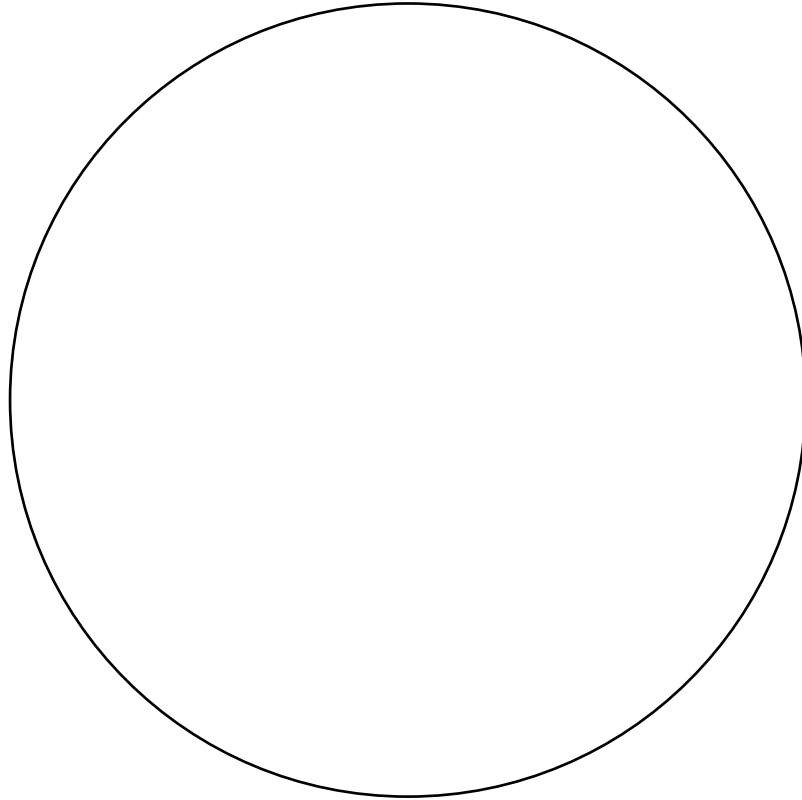
Do some printmaking using a sponge or a potato with paint on it to show the way you were moving. You might notice a different pattern for 'gallop' and 'trotting'.



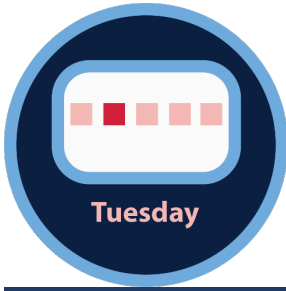
You might like to make another artwork using different sizes of squares just like the artist Mondrian used. You will need to use a ruler to make your lines straight, a black pencil and some textas if you have them.











'Composition with red, blue and yellow' (1930) by Piet Mondrian



This booklet belongs to



Things you need for Tuesday

Activity	You will need
English - Listening: Kids News	IPad or laptop (Optional)  pencil / coloured pencils, textas
English - Reading and viewing: Herbert and Harry	IPad or laptop (Optional)  pencil, textas
English - Handwriting	IPad or laptop (Optional)  pencil, coloured pencils, textas  paper or workbook
Maths – Dot cards	 Pencils
Maths – Number visuals	 Pencils
HSIE	 Workbook  a collection of items from the local environment (sticks, leaves, bark)

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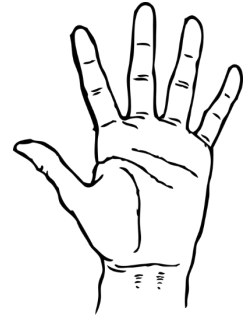
During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

Care and connect – Take five breathing

Open your hand and trace around each finger using your pointer finger.

Starting with your thumb as you move up the finger take a deep breath in and breathe out slowly as you go down the finger.



"hand-left-palm-human-32687"
by pixabay.com/vectors is
licensed under CC BY 4.0

Brain break – Leaf rubbing

You will need a piece of paper, something to lean on, a few leaves and a crayon or coloured pencil.

- Place the leaf under the paper.
- Hold the leaf still with one hand by pressing down gently on the paper.
- Hold your crayon or pencil on the side and drag it across the paper over the top of the leaf.
- Repeat for each leaf.



"Leaves" by Click free vector images is
licensed under CC BY 4.0

You could use a different colour for each leaf. This could also be done using a coin and lead pencil.

English – Activity 1 – Listening: Kids News



Scan the code to listen to the story about penguins.

- At the end of the story, if you can, tell somebody something you have learned from this story – OR – draw a picture or write about something you have learned from this story.
- If you can't listen to the news – please read the story and then write something about what you have learned or draw a picture and label some body parts.

Hanging out with Smudge at Antarctica



[Navarone Farrell, January 28, 2021](#)



Pictures: Matthew Williams and Guy Edgar

A scientist and an emperor penguin – have become friends in one of the most remote locations on the planet. Australian Antarctic expeditioner Matthew Williams, based at the Mawson Research Station was studying Emperor Penguins.

Mr Williams says that emperor penguins are incredible animals. He says they're very big and they're the only animal to roost and breed over the harsh Antarctic winter.

One day, when Mr Williams stepped out of his vehicle, he noticed a number of tiny black dots in the distance hurrying towards him, as if they were excited to see him. He recalled the first to arrive was a large penguin – he larger than the others and he was clean, healthy, confident.

When he returned two weeks later, a large penguin waddled towards him. Mr Williams said he thought it couldn't be the same penguin, but it was Smudge again.

After that, the pair were almost inseparable during Mr Williams' visit to the rookery. He went back twice more, finding Smudge each time.

The emperor penguin is the largest of all penguin species. Adults are about 115cm tall.

They only live at Antarctica. Each April, they come ashore to breed. In June, females lay one egg each and then pass it to the father to look after while they head out to sea to eat krill, squid and fish.

The father looks after the egg until the mother comes back in July with a full belly of food, some of which she feeds the chick. The father then gets a turn at going to sea to eat.

When some of the ice melts in December, chicks learn to swim and hunt for themselves.

Write about something you learned.

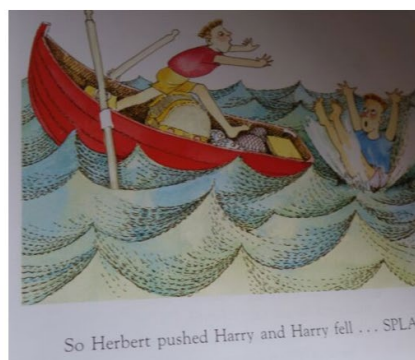
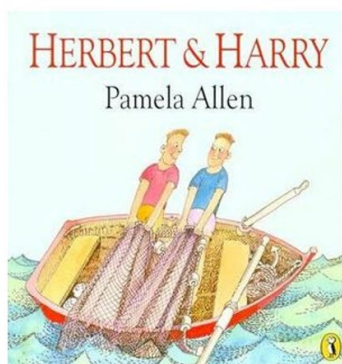
Draw about something you learned about the Emperor

English – Literacy – Reading and Viewing: Herbert and Harry

English – Activity 2 – Listening –



- Listen to the story of Herbert and Harry – OR – have a look at the pictures below and answer the questions.
- Do you like Herbert and Harry, or do you only like Herbert, or do you only like Harry? Tell me why?
- Do you think Herbert and Harry are happy in the first picture? Tell me why?
- There is a treasure chest in the boat. Why do you think Herbert pushed Harry into the water?



'Herbert and Harry' by Pamela Allen © 1968.
Published by Thomas Nelson Publishers

English – Handwriting Activity



Scan the code to hear the instructions for the handwriting activity. If you can't scan the QR code, practise writing the words – who, down

who who

down down

Maths – Activity 1 – Dot cards



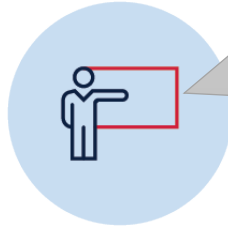
Peek at the first set of dot cards on the next page.



Think: How many dots are? How do you see them?
someone.



Draw other ways to show the number.



Tell

Can you imagine dots moving from the bottom ten frame, up to the top one, so then we would have 10 and something? Can you rename that number?

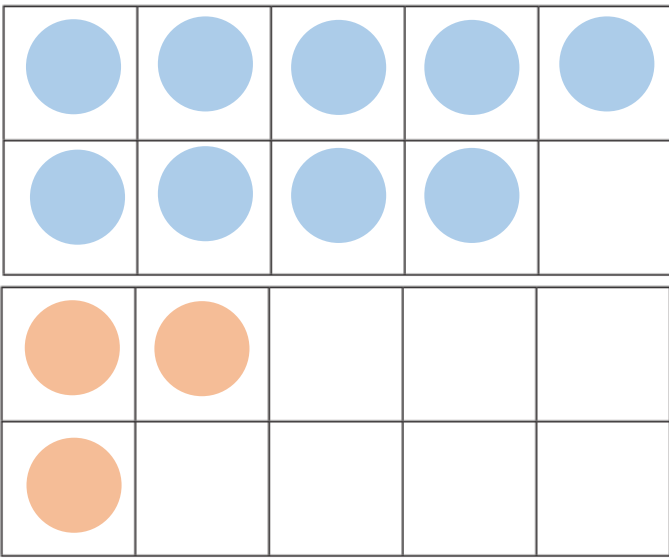
Set 1:

Set 2:

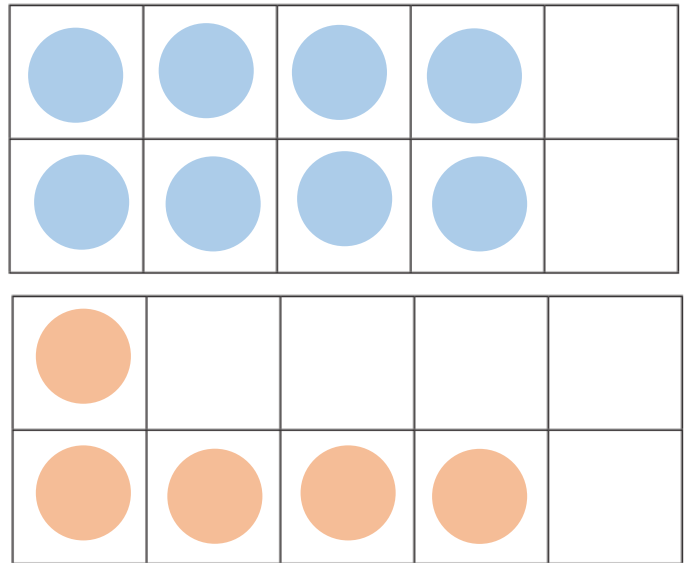
Set 3:

Set 4:

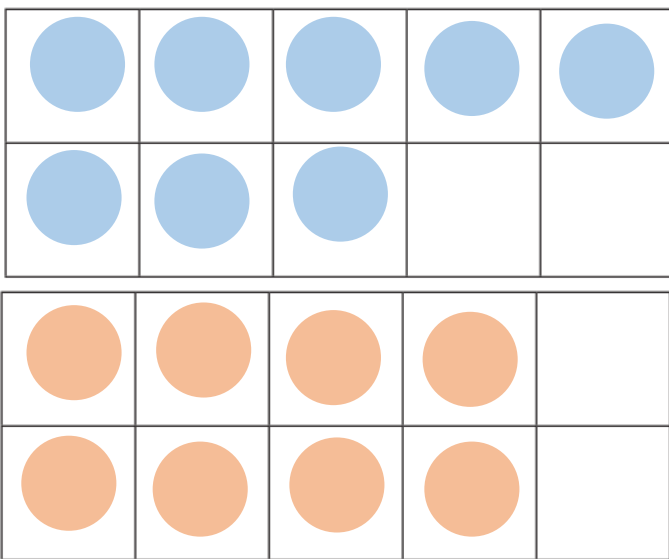
Set 1:



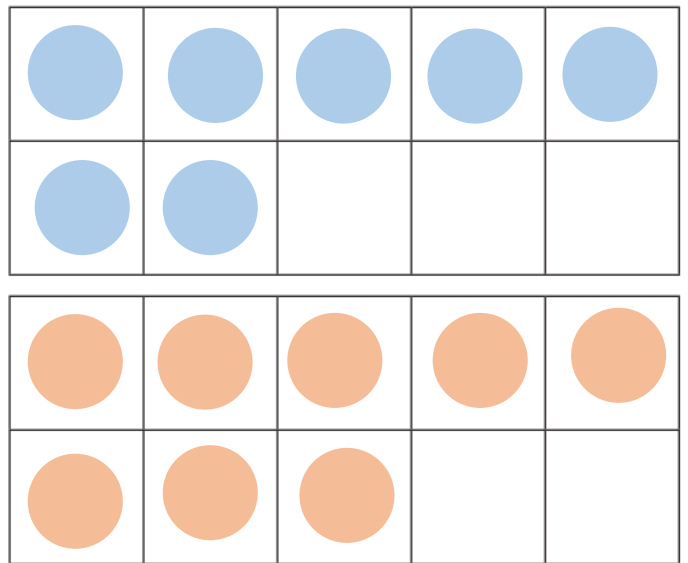
Set 2:



Set 3:



Set 4:



Maths – Activity 2 – Number Visuals



Numbers are everywhere! We can see them in patterns.



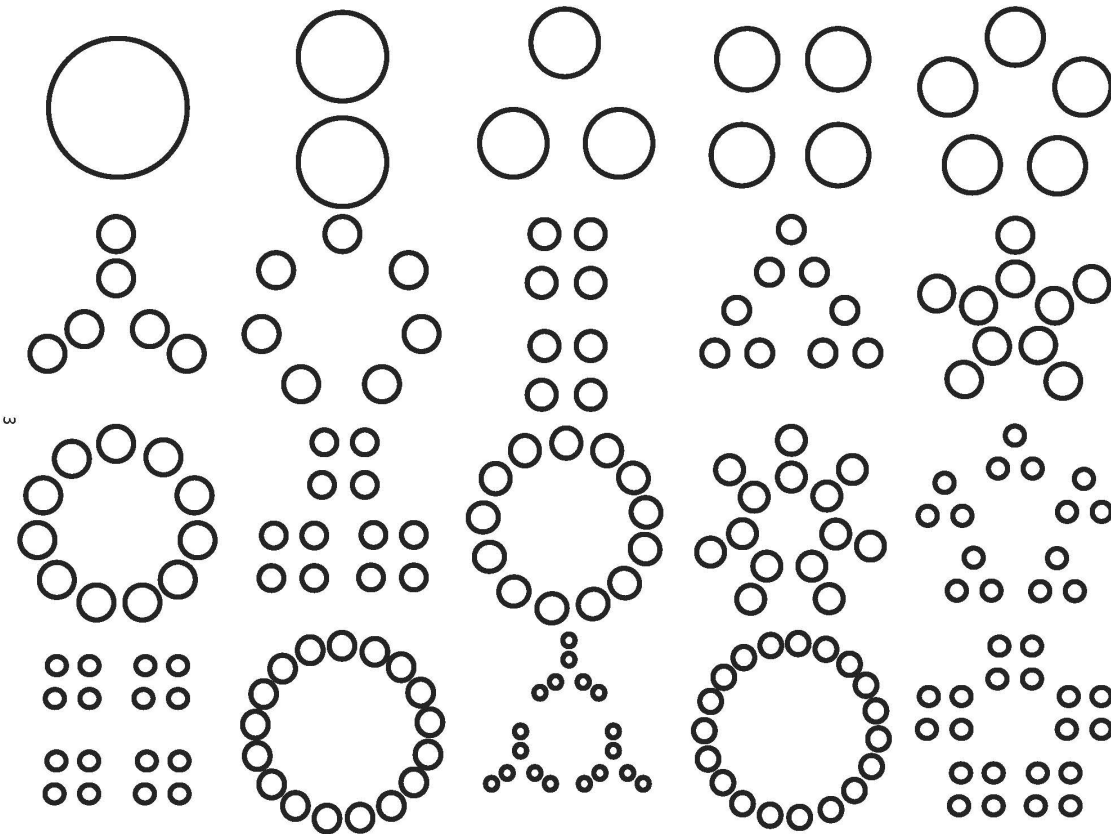
Look at the number visuals below.



Think about the numbers you can see in the visuals. Can you see numbers inside numbers?



Colour, circle or label the visuals with the numbers you can see.



HSIE – Part 1 - Connections to places

We are learning to identify Aboriginal sites and why they are important to Aboriginal people.

Look at the pictures below that show 2 places that are important to Aboriginal people.



"Bunjils Shelter Aboriginal Rock Painting with two Dingos Victoria Australia" by amanderson2 is licensed under [CC BY 2.0](https://creativecommons.org/licenses/by/2.0/)



"Ancient rock art - kangaroo" by simone-walsh is licensed under [CC BY-NC-ND 2.0](https://creativecommons.org/licenses/by-nc-nd/2.0/)

Answer these questions about the places.

1. Why do you think the rock painting has been drawn inside a shelter? In your workbook, list 3 reasons why the rock painting was drawn inside a sheltered environment.
2. Look at the second picture of the rock engraving. Take your workbook outside or somewhere you can see your shadow on the ground. How is your shadow similar to the engraving in the picture? What features of your body can you see? What can't you see?

HSIE – Part 2 - Connections to places

We are learning how Aboriginal people used natural features of the environment.

Look at the picture of the scarred tree where the bark has been taken off to maybe make a canoe or shelter.



"Scar tree" by Murray Valley Bushwalkers is licensed under CC BY-

NC-SA 2.0

Can you collect things from your local environment or around your home, and create a canoe or shelter for one of your toys? Here are some pictures to help you.

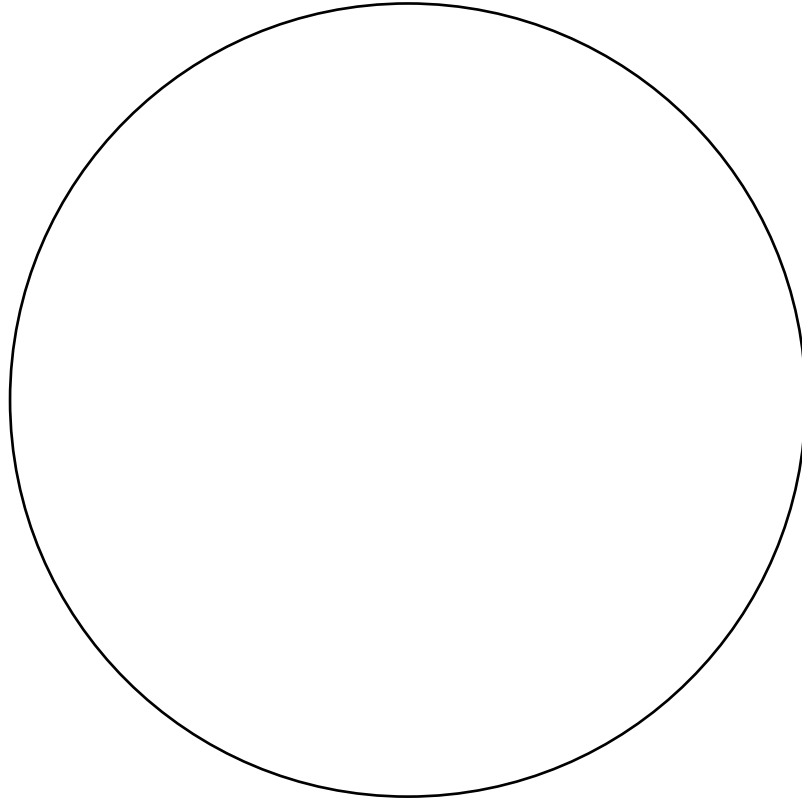


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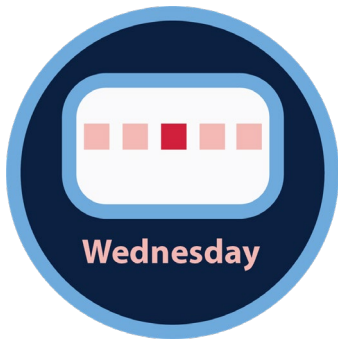


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When you have created your canoe or shelter, write some sentences showing the reasons you chose the items you've used to build with.



This booklet belongs to



Things you need for Wednesday

Activity	You will need
English – Speaking and Vocabulary: Treehouse	 Pencil, Coloured Pencils, Textas
English – Reading and Viewing: Let's Go, Little Roo	 Workbook / paper  Pencil, Coloured Pencils, Textas
English – Sight words – what	 Workbook / paper  Pencil, Coloured pencils, Textas
Maths	 2 pieces A4 paper or card  sticky notes  pencils or textas  two 9-sided dice (optional)  paperclip
PDH	 pencil, coloured pencils, crayons  workbook, or paper.
PE	 5 soft objects to throw (pair of socks, soft toy, scrunched-up paper). A starting point (a piece of string or rope, a line drawn with chalk).

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During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

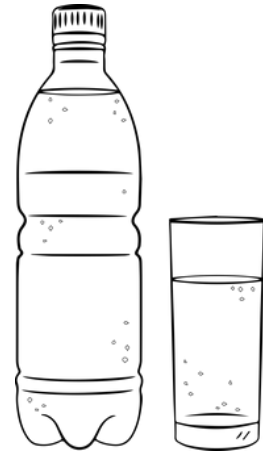
Care and connect – Keep hydrated

To take care of your body you need to keep it hydrated.

Did you know that our bodies are made up of 60% water?

Before you start learning today get yourself a bottle or a glass of water.

See if you can finish it before the end of your first lesson.



“black-and-white-line-art-art-bard-4270988” is licensed under CC BY 4.0

Brain Break – Stretching and Breathing

Stretches are very good if you are sitting at the computer all day.

- Breathe in through your nose and feel the cool air coming in.
- Breath out through your mouth and notice your warm breath.
- Repeat these deep breaths 3 times
- Stand up and make your body nice and tall
- Make a tree pose by balancing on one foot. Bring the other foot up to rest on the knee of your straight leg and stretch your arms up high over your head.
- Swap legs and try the tree pose with the other foot.



“yoga-yoga-pose-tree-pose-32127” is licensed under CC BY 4.0

How long you can stay in the tree pose?

English – Literacy – Speaking and Vocabulary: Treehouse

- Look at the picture of the treehouse.
- In the box below, describe how the treehouse looks. Try and describe the colours and the size.
- Describe who may live here. Think about how big they would be. Tell your teacher about the treehouse.



["treehouse"](#) by [Schmidsj](#) is licensed under [CC BY 4.0](#)

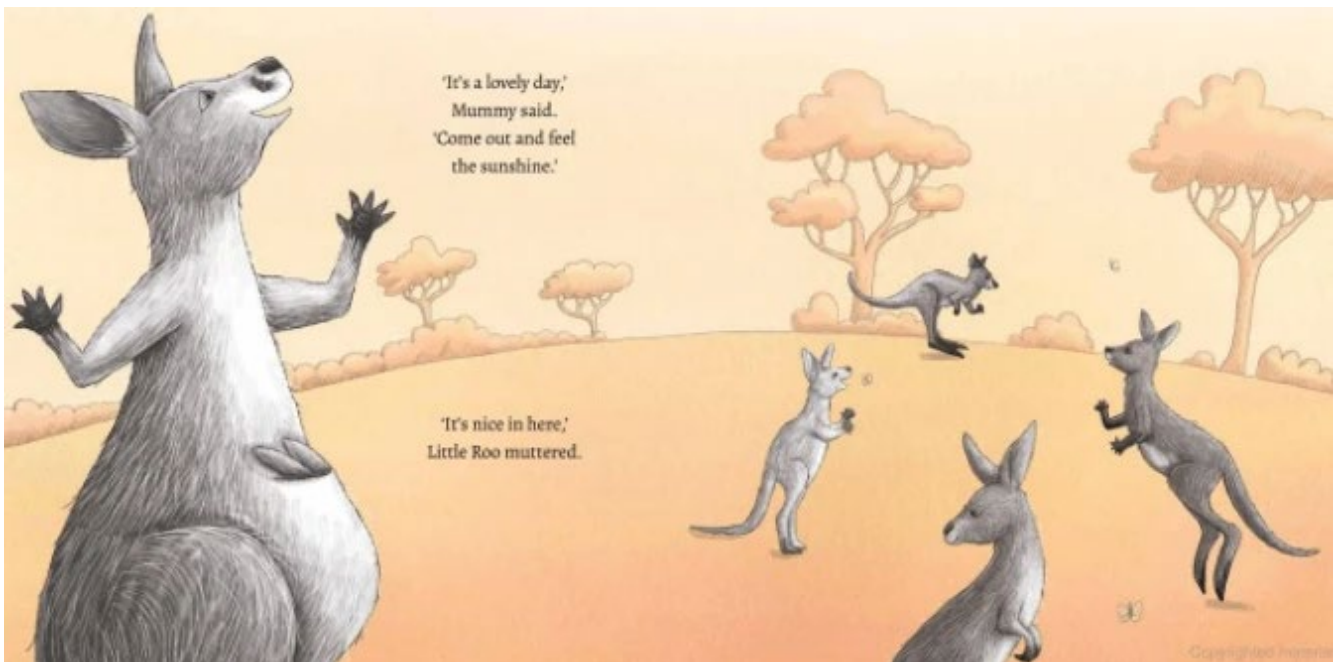
English – Literacy – Reading and Viewing: Let's Go, Little Roo

Scan the code to listen to the story, 'Let's Go, Little Roo'.



- Listen to the story, 'Let's Go, Little Roo' – or – have a look at the picture below
- Can you remember a time when you were afraid or shy of a new place just like Little Roo?
- Write one or two sentences about a time you were afraid or shy.

Little Roo was quite afraid of this new place and he felt safe at home in his Mum's pouch. He really didn't want to try going out. What could Little Roo do to feel better?



Picture from – <https://www.peppapenny.com/products/letsgolittleroo-kidsbook-hardiegrant>



English – Literacy – Sight Words: *What*



- This is a sight word lesson to learn how to recognise and read the word '**what**'.
- Scan the code to watch the video lesson and can practise using a piece of paper or a workbook – Or – they can do the activity below

The focus word for today is –

what

1. Say the word "*what*" out loud 5 times.
 2. Now – how many times can your **write** the word "*what*" in 30 seconds? Do you have someone who can time you? You can use a piece of paper or your work book.
 3. After you've done this – check the word. How many times did you write it?
 4. Put a star  on your best word.
- Now, it's time to read! Can you find the focus word? Say the word out loud and put a  on the correct word. Can you find it?

would	what	friend
-------	------	--------

Challenge – Can you use the word "*what*" in some sentences?

How many times can you read the word "*what*" in your favourite book?

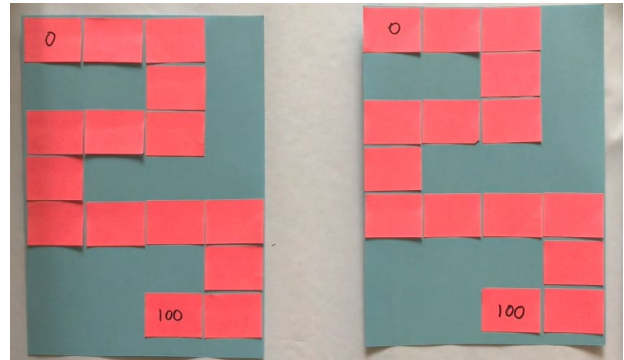
Maths – Activity 1 – Place Value Game



Get ready:

Make two game boards using paper and some sticky notes, like this:

like this:

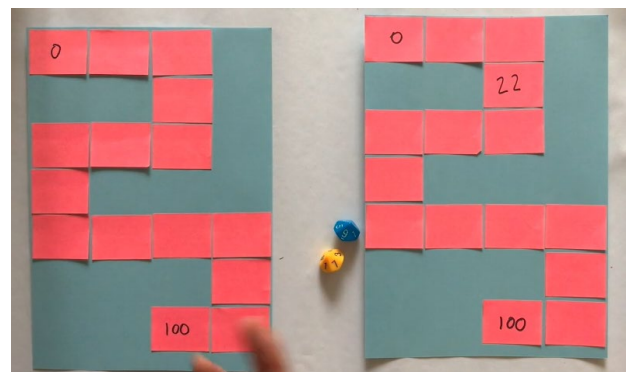


You can use the 0-9 spinner instead of 9-sided dice. If you are racing yourself, you only need one board.



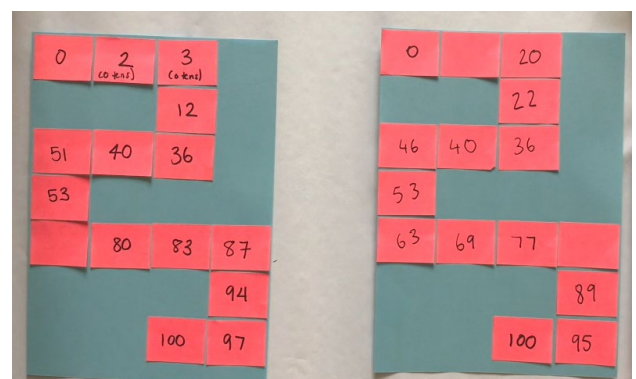
Roll and write:

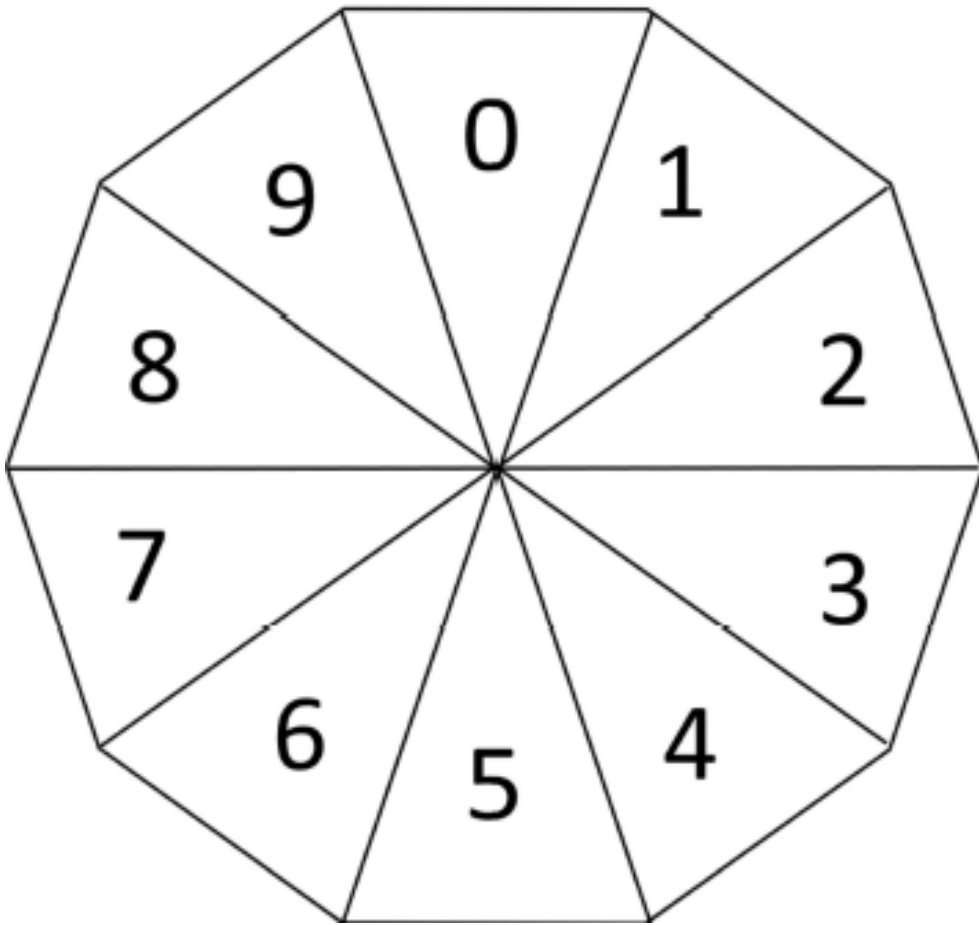
Take a turn to roll two 9-sided dice. Choose which roll will have the tens value, and which will have the ones value. If you roll a 7 and a 3, will you make 73, or 37? Write your chosen number onto one of the squares.



Win!

The first player to fill their board is the winner.



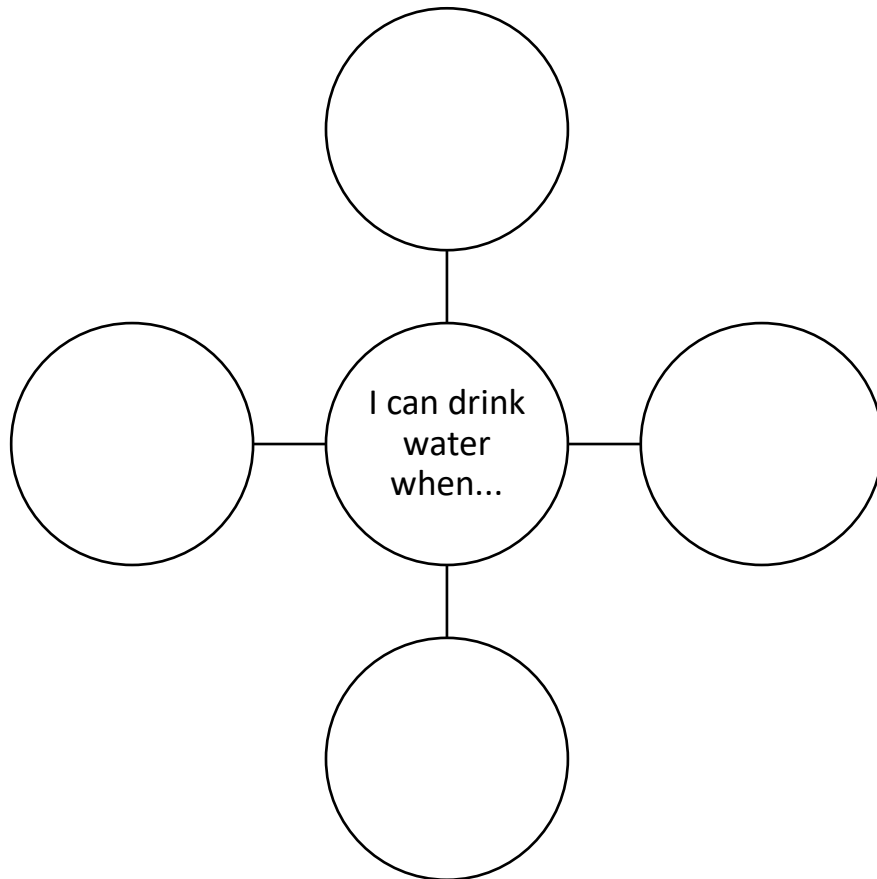


PDH – Activity 1 – Water



Scan the QR code to watch the video on water.

Using the mind map below, list all the times you can drink water during the day on the mind map. For example, drink water with my breakfast. When I play sport, anytime when I am thirsty.

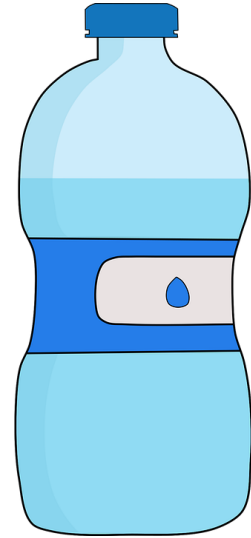


Design a label for a drink bottle.

The label needs to include:

- At least one benefit of drinking water. For example, water helps your body to work properly, water keeps your body healthy.
- A catchy phrase. For example, WATER! Drink me, anytime, anywhere...

Design your label in the space below or computer.



"drink bottle" by [Mostafaelturkey36](#) is licensed under [CC BY 4.0](#)

PE – Activity 2 – Snakes alive challenge

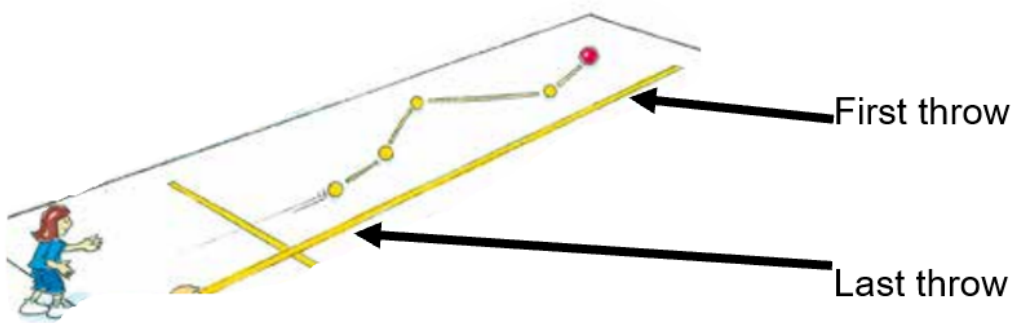


Scan the QR code to watch the 'Snakes alive challenge'

1. Choose a safe playing area where you can throw a number of soft objects.
2. Select 5 different soft objects to throw. For example, socks, soft toy, scrunch-up paper.

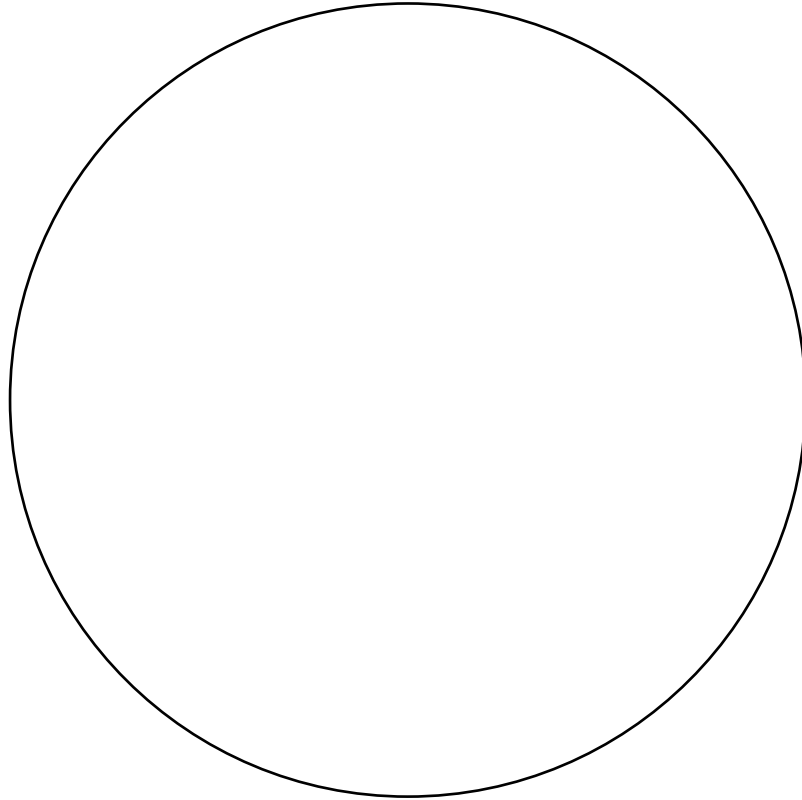


3. Choose a 'starting point' where you will throw the objects from.
4. Overarm throw one object at a time, aiming to place each object behind the previous one to form a 'snake'.
 - Overarm throw the first object and mark where it lands. This creates the 'head' of the snake.
 - Overarm throw the next object trying to land it before the 'head'.
 - Repeat the overarm throws with your remaining throwing objects.

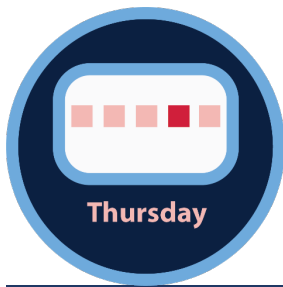


Sport Australia 2019, Playing for life
















5. Repeat playing snakes alive using a variety of throws depending on the distance (one handed underarm, two handed underarm or overarm).



This booklet belongs to



Things you need for Thursday

Activity	You will need
English – Listening or Reading	iPad / Laptop OR  Workbook / paper  Pencil, Coloured Pencils, Textas
English – Reading and Viewing: Let’s Go, Little Roo	iPad / Laptop OR  Workbook / paper  Pencil, Coloured Pencils, Textas
English – Phonics – or ore aw – word sort	iPad / Laptop OR  Workbook / paper  Pencil, Coloured Pencils, Textas
Maths – Counting with understanding to 100	 Collection of objects to count- eg dried pasta, shells, pebbles, beads; a cup to scoop, 10-frames cut out,  workbook  pencils
Maths - 3 tens in a row game	Paper  textas or pencils,  0-9 die or 0-9 spinner (from Wednesday)
SciTech	Activity 1:  half a cup (125mL) whipping cream  small jar or container with screw top lid  timer  optional 3 marbles or pebbles Activity 2: food colouring, oil, flour, salt, 4 containers, tap water, spoon, timer

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During the day make sure you take time to

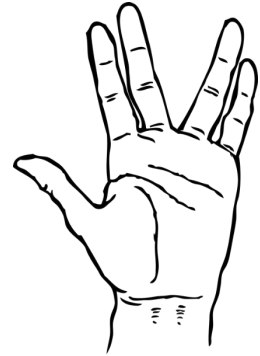
- do a care and connect
- take a brain break
- do some physical activity

Care and connect – Tricky Scissors

Start by making big scissors with your fingers. Remember to hold first two fingers together and hold the last two fingers together.

Now let's try tricky scissors. Hold all your fingers together and squeeze the middle two fingers. Now move the little finger and the pointer finger away from the middle finger at the same time.

Can you do it?



"hello" by [Open clipart](#) is licensed under [CC BY 4.0](#)

Brain break – Feeling different textures

Take a break and feel the different textures around you. Are they smooth, rough, spiky, soft or silky? What different textures can you find at your desk or chair? Explore your home and see what other textures you can find. If you have a garden, explore the different textures.

Physical activity - throwing

Scan the QR code for instructions. If you don't have a digital device, follow the instructions below.



You will need a pair of socks or small soft ball, a washing basket, small pillow, an open space and a water bottle.

Warm up – Jump on the spot for 10, skip around in your open space for 10 and then do star jumps for 10. Stretch by trying to reach the sky and then touch your toes.

Activity – put the basket in the middle of the room, take 2 big steps back. Now throw socks into the basket. Use an underarm throw. Throw 5 times using your right hand and then 5 times using your left hand.

English – Listening / Reading – Kids News



- Scan the QR code and listen to the first story on KidsNews (ABC) about beetles – OR – Read the one below.
- Who do you think would like to listen to or read news stories about beetles?
- Do you think the audience is adults, high school children, primary school children or pre-schoolers?
- I wonder why you think this age group would like these stories best?

News Story – Calligrapha Beetles

Jack and Kelly are in the business of hunting for beetles. But not just any old beetles. They collected Calligrapha beetles because they could make \$2 for every beetle they sold.

Calligrapha beetles were introduced into the Northern Territory more than thirty years ago to do a very important job, helping to control the spread of this pesky introduced plant. It's called Sida weed and it's a big problem for farmers in the Top End, especially during the wet season when it grows up to 1.5 metres high and stops livestock from being able to graze on grass. That's where the beetles come in as a great alternative to harsh chemicals.

Once Jack and Kelly learned about the beetles, they thought they'd give farmers a hand by collecting them on their own property and selling them in batches.

So far, they've sold around 150 beetles to their neighbours and after that it's up to the hungry little insects to do their part.



<https://www.abc.net.au/btn/classroom/calligrapha-beetle-business/13350950>

English – Reading and Viewing – Let’s Go, Little Roo

Listen to the story ‘Let’s Go, Little Roo’ – Or – remember Little Roo from the other day, he made a friend called Wallaby. Little Roo didn’t want to go home with his Mum. He wanted to stay and play with Wallaby.



If you can’t listen to the story, have a look at the pictures below and have a think about what Little Roo and Wallaby might do at the park.



Picture 1 shows kangaroos with joeys on the grass. Picture 2 shows a playground with slides and monkey bars

- What games do you think Little Roo and Wallaby might play? Would they play Hide and Seek or chasings? Would they play on the slide or the monkey bars or the swings? Do you think they might have a picnic?
- On your paper or in your workbook – draw all of things you think they might do.
- Can you list their activities or can you label your drawing?

- **If this is too easy** – Can you write a story about an adventure that Little Roo and Wallaby might have?

- **If this is too hard** – Can you draw a picture of your favourite and tell someone why it’s your favourite toy?

Literacy – Phonics – *or, ore, aw* – Word Sort

This is an activity support our knowledge about the /or/ phoneme.



Here is a list of words. Can you put them in the right place and can you underline the correct grapheme for each word? The first one is done the first one for you!

- crawl
- organ
- before
- yawn
- torn
- draw
- chore
- short
- straw
- carnivore
- order
- more

or	ore	aw
st <u>o</u> rm	sc <u>o</u> re	p <u>a</u> w

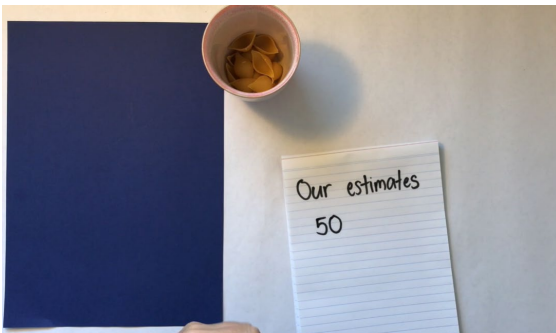
Too hard? – Can you draw a picture of dog with a sore paw?

Too easy? – Can you find out what the word “*carnivore*” means and use it in a sentence?



Maths – Activity 1 – Counting with understanding up to 100

Scan the code to listen to the instructions. We are learning to estimate and count collections of objects to 100. If you don't have access to a device, follow the instructions below.

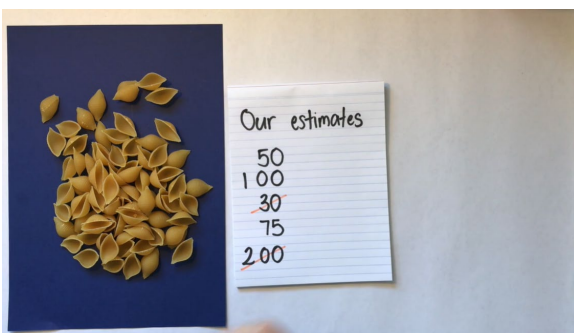


Look at your scooping cup. How many objects do you think it will hold? Write your estimates down in your workbook. You can ask your family for their estimates, too!

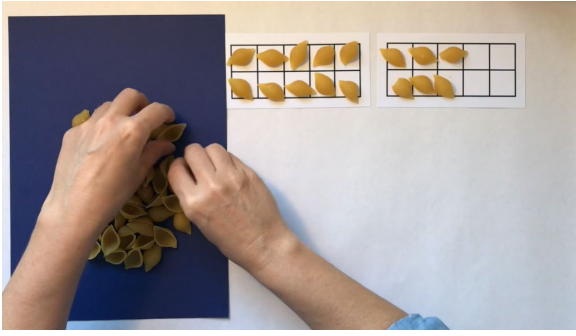


Fill your cup with objects- to the top, but not overflowing.

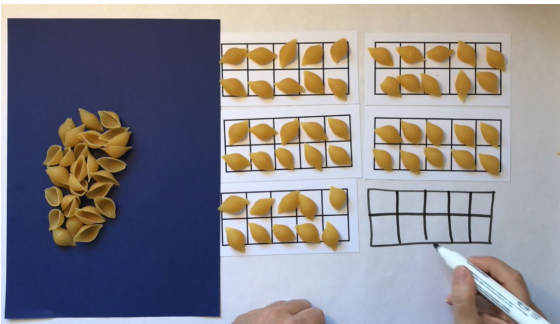
Tip out the objects and look at your collection.



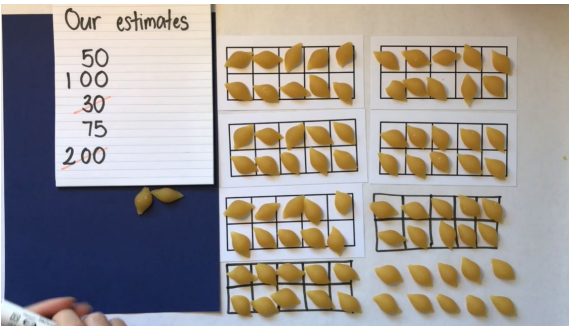
Are any of your estimates too big or too small? Revise your estimates- cross out the ones you don't need.



Let's count to find out. Use the 10-frame structure to help you count the collection. The 10-frame help you keep track- we call two tens, twenty. What do we call three tens?



If you run out of 10-frames, you can draw some in your workbook. You can also imagine a 10-frame!



Count by tens to count the total of your collection. Do you have any extra ones? How many in total? Now check your estimates – which one was the closest?



Something more?

- Can you find another kind of object to estimate and count?
- Can you use a different-sized cup to fill with objects to count?

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Maths – Activity 2 – 3 tens in a row game

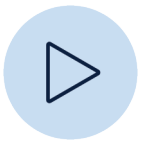
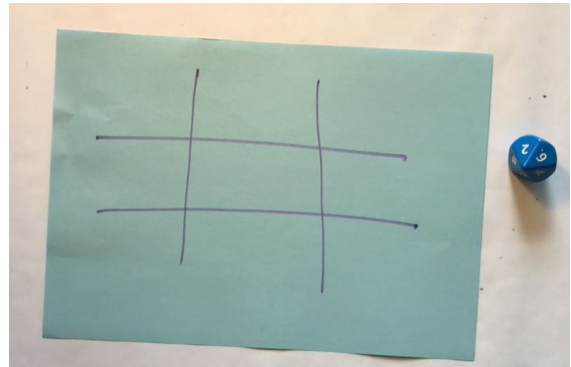


Scan the code to listen to the instructions. If you don't have a device, follow the instructions below to play the game.



Get ready:

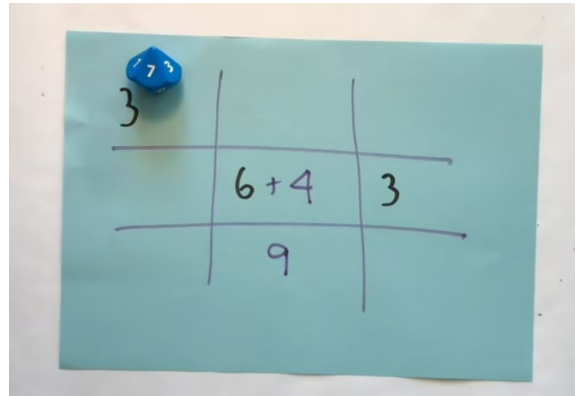
Draw a 3x3 grid as a game board (like noughts and crosses). You will need a nine-sided die or a 0-9 spinner.



Roll and write:

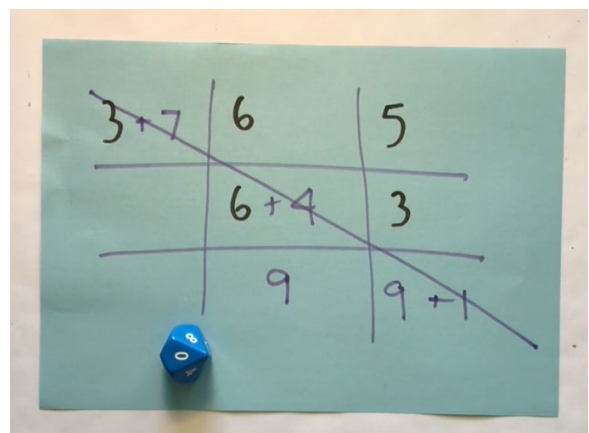
Players take turns to roll the dice and write the number in one of their boxes.

The goal is to be able to write two numbers in each box that combine to make 10.



Win!

Players continue taking turns until a player has been the first to make 3 tens in a row.



SciTech - Activity 1 - Investigation: making butter

Scan the code to listen to the instructions. We are going to observe how materials change by shaking cream to make butter.



Predict how long you think you need to shake cream to change it in to butter?

You will need:





- Half a cup (125mL) whipping cream
- Small jar or container with screw top lid
- Optional 3 marbles or pebbles
- Timer



Method:

1. Clean the marbles in soapy water
2. Pour cream into the jar to fill about halfway
3. If using marbles or pebbles, put them in the jar
4. Tighten the lid
5. Shake the jar
6. Record your observations after every 5 minutes of shaking.

Use your senses to record your observations. Use the table below to organise your observations or write them in your workbook.

What I noticed	Before shaking	After 5 minutes	After 10 minutes	After 15 minutes
 Sight				
 Smell				
 Taste				
 Touch				

Explain what happened in the space below.

SciTech - Activity 2 - Scientific investigation - Combining materials



Scan the code to listen to the instructions. We are investigating what happens to various materials when they are combined with water.

Materials:

- 4 containers
- food colouring
- oil
- flour
- salt
- tap water
- spoon
- timer

Please ask an adult for help to organise the materials.



Method:

1. Measure out 1 tablespoon of each material into the 4 containers:

Container 1: Food colouring

Container 2: Oil

Container 3: Flour

Container 4: Salt

2. Predict what will happen to each material when you add the water. Write your predictions in the table below

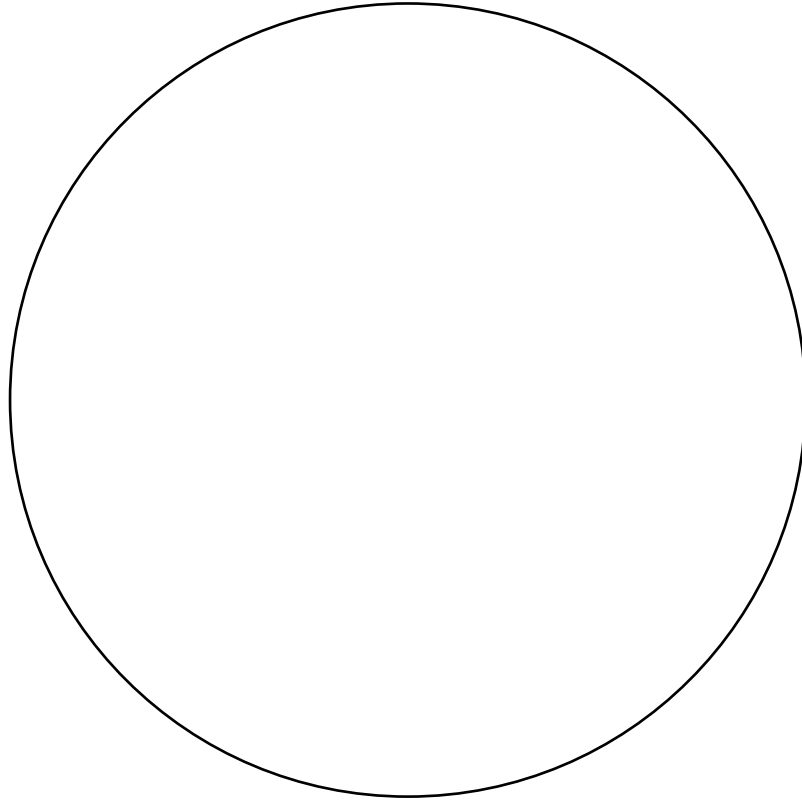
3. Add 1/2 cup (125 mL) tap water to each container
4. Stir for 1 minute with a spoon

You may like to investigate other materials.

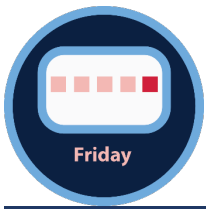
Results:

Write or draw your observations in the table below or in your workbook.




















Material	Prediction	Observation
food colouring		
oil		
flour		
salt		



This booklet belongs to



Things you need for Friday

Activity	You will need
English – Speaking: topic talk	 workbook / paper  pencils
English – Reading and Viewing: Let’s Go, Little Roo	 Workbook / paper  Pencil, Coloured pencils, Textas
English – Reading and viewing: syllables	Objects in your house, for example, spoon, basket, jumper
English – Sight Words – “friend”	 Workbook / paper  Pencil, Coloured pencils, Textas
Maths- About how many paperclips?	 Workbook  pencils
Maths – Basketball Toss	 Basket  pair of socks  paper  pencils  pegs  workbook
STEM challenge	 Paper (any paper you can find around the house such as newspaper)  1 piece cardboard about the size of an exercise book or side of a cereal box  tape  ruler  scissors

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During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

Care and connect – Mindful Posing

We are going to try some superhero poses.

Think of a superhero and act out the pose.

Think about the position of the superhero's legs and arms. Are they stretched out nice and tall or crouched down?

Hold your superhero position for 5 seconds.

Now see if you can try some different superhero poses.



"superhero" by [djedj](#) is licensed under CC BY 4.0

Brain break – 5 minutes of exercise



Let's do a quick exercise break.

You will need a dice.

Roll the dice and see how many star jumps you can do.

If you roll a 6 you need to run on the spot for 30 seconds.

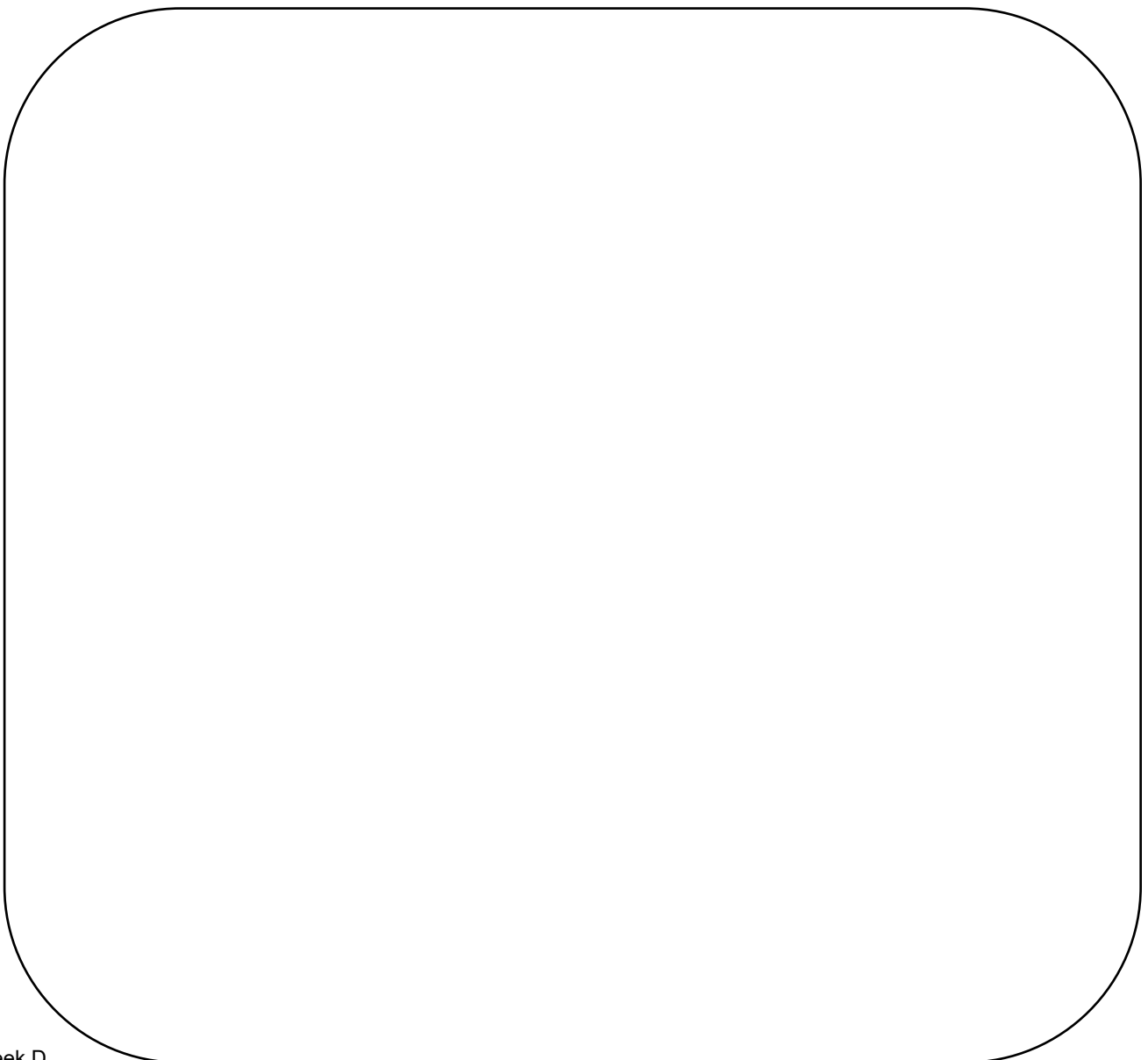
"kids dancing" by [kristine431](#) is licensed under CC BY 4.0

English – Literacy – Speaking – Topic Talk

- Think of a topic you know a lot about. Examples could be dogs, swimming, planets, TV shows, games.
- Share what you know about this topic with your teacher.
- Remember to use a clear voice and speak in a full sentence.

You can practice this with someone from you family before you talk with your teacher.

You might like to write down some information in the space below so you know what you would like to say.

A large, empty rounded rectangular box with a thin black border, intended for students to write down information about their chosen topic for their topic talk.

English – Reading and Viewing – Let’s Go, Little Roo

- Listen to the story ‘Let’s Go, Little Roo’.
- At the end of the story, Little Roo didn’t want to go home, he wanted to stay at the park. What do you think Little Roo and Wallaby wanted to do in the park?
- In your book, draw what you think Little Roo and Wallaby would do in the park together.



If you can’t listen to the story, have a look at the pictures below



<https://pixabay.com/photos/kangaroo-joey-wallaby-baby-cute-802458/> & <https://pixabay.com/photos/wallaby-mother-joey-marsupial-6295343/>



<https://pixabay.com/illustrations/playground-swings-hop-scotch-slide-4869438/>

At the end of the story, Little Roo didn’t want to go home, he wanted to stay at the park. What do you think Little Roo and Wallaby wanted to do in the park?

- In your book, draw what you think Little Roo and Wallaby would do in the park together.

English – Reading and viewing – Syllables



- Watch the video about syllables – OR – See the activity below
- Now find 5 things in your house. This could be a basket, jumper or a spoon.
- Jump / hop / drum or tap / clap out the syllables of these 5 objects just like they did in the video.

Let's have a look at this sentence – *I can see the sunset.*



<https://pixabay.com/vectors/beach-sunset-sunset-beach-ocean-2245049/>

- How many vowel sounds are in the word “sunset”?
- How many syllables in the word “sunset”? Can you tap them out?

Let's have a look at how many syllables are in the nursery rhyme *Twinkle, Twinkle Little Star*:

Twinkle, Twinkle Little Star,
How I wonder what you are?
Up above the world so high,
Like a diamond in the sky,
Twinkle, Twinkle Little Star,
How I wonder what you are?

Can you answer these questions? How many syllables are in the following words?

- Star
- Twinkle
- Diamond
- Sky
- Wonder

Challenge – Can you search around your room and think about some of the things there. Can you jump, hop, tap or clap out the syllables?

Literacy – Sight Words – “friend”



This is a sight word lesson to learn how to recognise and read the word ‘friend’.

Students can watch the video lesson and can practise using a piece of paper or a workbook.

The focus word for today is –

friend

1. Say the word “*friend*” out loud 5 times.
 2. Now – how many times can you **write** the word “*friend*” in 30 seconds? Do you have someone who can time you? You can use a piece of paper or your work book.
 3. After you’ve done this – check the word. How many times did you write it?
 4. Put a star ★ on your best word.
- Now, it’s time to read! Can you find the focus word “*friend*”? Say the word out loud and put a ✓ on the correct word. Can you find it?

would what
friend

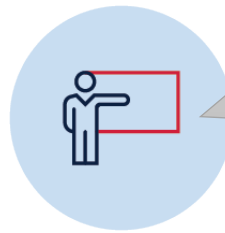
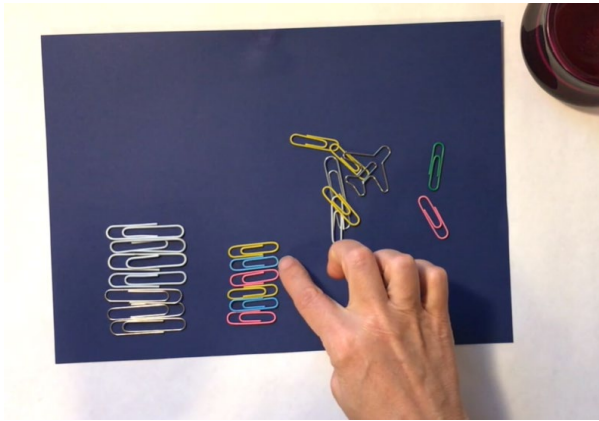
Challenge – Can you use the word “*friend*” in some sentences?

How many times can you read the word “*friend*” in your favourite book?

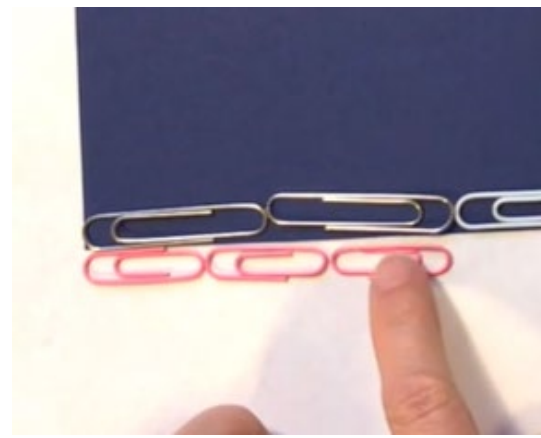
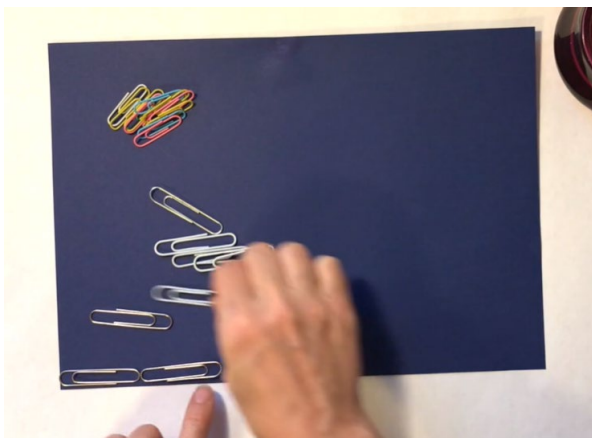
Maths – Activity 1 – About how many paperclips? Part 1



We are learning to estimate and measure length using repeated units.



We can use objects to measure things by laying them end-to-end. We need to make sure our measuring objects are the same size



About how many **long** paperclips do you estimate we will need to measure the length of the paper?

About how many **short** paperclips will we need?



Draw and write your estimation in your workbook.

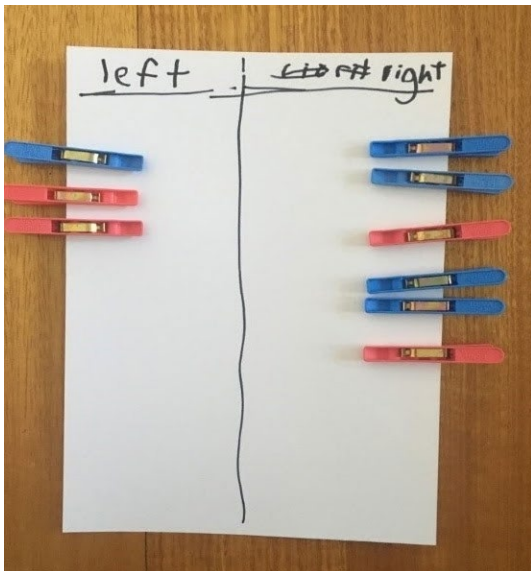
Maths – Activity 2 – Basketball Toss



See how many times you can shoot your rolled-up socks into a basket.



1. Mark a clear 'starting line' for your basketball toss.
2. Take 3 big steps from your starting line and place a basket, bucket or container at the end.
3. Stand at your starting line and throw your socks with your right hand.
4. Each time you get a sock in the basket, clip a peg onto your chart.
5. Throw your socks 10 times with your right hand and then 10 times with your left hand.



Once you have finished:



- Draw a graph about the data you collected when playing.
- What do you notice about your graph?
- What does it show about how many baskets you scored using your left hand compared to using your right hand?

STEM – Activity 1 – Paper table



Scan QR code to watch video.

Challenge

Design and build a paper table to support the weight of a tin can.

Rules

1. You can only use materials on the list, but you don't have to use all of the materials.
2. The table needs to be at least 20 cm tall
3. The table needs to be strong enough to hold a tin can, such as tinned tomatoes or baked beans.

List of materials

- paper (any paper you can find around the house such as newspaper)
- 1 piece cardboard about the size of an exercise book or side of a cereal box
- tape
- ruler
- scissors



Assemble your materials



Build your table. What can you do to make your table strong enough to hold a tin can?

Test your design. Can it stand up? Can it hold the weight of a tin can?