



# Stage 1 Overview of Home Learning – Week 10

Day:	Activities:
Mon	<p><b>Writing:</b> Revise parts of a sentence (capital letters, full stops, finger spaces, noun, verb and adjectives.) Write a list of everything in your house that is a circle shape.</p> <p><b>Reading:</b> read a book and complete an activity off the <a href="#">choice board</a>.</p> <p><b>Spelling:</b> have a look at the <a href="#">word list</a> and discuss any tricky words. Complete the <a href="#">booklet pages</a> on the sound.</p> <p><b>Maths:</b> Complete the <a href="#">number of the day</a> sheet (Year 1 number is 13, Year 2 is 54). Play the TENS game '<a href="#">Place value war</a>'. Complete the <a href="#">worksheet on Place Value</a>.</p> <p><b>Yoga:</b> choose <a href="#">yoga poses</a> from the sheet and practice them.</p>
Tues	<p><b>Writing:</b> Write 5 sentences about koalas. Pick an object nearby and write a description about it. Edit the sentence about the '<a href="#">Slimy Frog</a>' to make it correct.</p> <p><b>Reading:</b> Read the text '<a href="#">The Rhyme Game</a>' and answer the comprehension questions that go with it.</p> <p><b>Spelling:</b> Write silly sentences using a spelling word in each sentence. Write each of your words with a rhyming word next to them. Write your spelling words in alphabetical order.</p> <p><b>Maths:</b> skip count by 2s (every time you say a number by 2 clap your hands e.g. 1, clap, 3, clap, 5) try again for 5s and 10s. Complete the <a href="#">worksheet on skip counting</a>.</p> <p><b>Art:</b> follow the <a href="#">instructions to draw</a> the teddy bear</p>
Wed	<p><b>Writing:</b> organise the facts about butterflies on the <a href="#">worksheets</a> into the correct headings. Write an answer to this on a piece of paper. Do you like day or night the best? Why? Edit the sentence about '<a href="#">The vet</a>' to make it correct.</p> <p><b>Reading:</b> read a book and complete an activity off the choice board.</p> <p><b>Spelling:</b> bounce a ball or throw a ball with a partner and each time it bounces you say a letter of the spelling word.</p> <p><b>Maths:</b> Complete the <a href="#">number of the day</a> sheet (Year 1 number is 22, Year 2 is 67). Play the TENS game '<a href="#">Flipper</a>'.</p> <p>Complete the worksheet on Skip counting.</p> <p><b>Outside Learning:</b> Complete the <a href="#">scavenger hunt</a>.</p>
Thur	<p><b>Writing:</b> write a procedure about <a href="#">How to bake Cookies</a>. If you have time/resources - bake some cookies! On a piece of paper explain how you think a kite works. Edit the sentence about '<a href="#">Fun in the Sun</a>' to make it correct.</p> <p><b>Reading:</b> Read the text about '<a href="#">How to make a paper aeroplane</a>' Complete the <a href="#">activities</a> that go with it.</p> <p><b>Spelling:</b> Roll a dice to choose an <a href="#">activity</a> to do for each word.</p> <p><b>Maths:</b> Complete the worksheet about <a href="#">Number patterns</a>. Create your own pattern with different shapes.</p> <p><b>Science:</b> Organise the <a href="#">Life Cycle cards</a> into the correct order to show the life cycles of the different animals shown. Research (by talking to an adult if no internet available) the life cycle of an animal of your choice and draw a picture of this cycle.</p>
Fri	<p><b>Writing:</b> Write a story about the picture of '<a href="#">The girl in the jar</a>'. Write a story about getting invited on a seven day trip with a kangaroo. Unscramble the sentences and make sure they make sense.</p> <p><b>Handwriting:</b> Complete the <a href="#">handwriting sheet</a> on the letter g.</p> <p><b>Reading:</b> read a book and complete an activity off the choice board from Monday.</p> <p><b>Spelling:</b> Have a family member test you on your spelling words.</p> <p><b>Maths:</b> Complete the <a href="#">number of the day</a> sheet (Year 1 number is 46, Year 2 is 108). Complete the <a href="#">odd and even numbers sheet</a>, and <a href="#">missing number line sheets</a>, and the <a href="#">one greater and 10 greater sheet</a>.</p> <p><b>Sensory Activity:</b> Discuss what <a href="#">texture</a> is and find different things in your house which are smooth, lumpy, hard, soft, rough and ridged.</p>

# Guided Reading 1

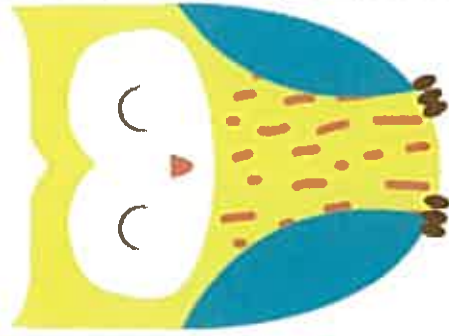
Do the centre activity first, then choose two more activities to make a line as you would in noughts and crosses.

<p><u>COMIC STRIP</u> Choose the five most important events that happened in your book and turn them into a comic strip.</p>	<p><u>MISSING POSTER</u> Create a wanted poster for a character from your book. Include a description, what they did and a reward.</p>	<p><u>BEGINNING, MIDDLE, END</u> Write about what happens in the beginning, middle and end of your story.</p>
<p><u>MY FAVOURITE PART</u> Write about your favourite part of your book and explain why you like it.</p>	<p><u>TITLE PAGE</u> Create a title page for your guided reading book. Include a picture, the title, author and illustrator.</p>	<p><u>NEW PICTURE</u> Find a part of your story that doesn't already have a picture. Draw a new picture to show what happens.</p>
<p><u>PUPPETS</u> Make puppets (paddle pop stick or paper bag) for characters in your story.</p>	<p><u>QUIZ</u> Make up at least five questions about your guided reading book. Make sure you know the answers! Test your friend.</p>	<p><u>ACROSTIC POEM</u> Choose a character in your book and write an acrostic poem about them. Read it to the class or a friend.</p>

g gg



words



Year 1		Year 2		Extension
big	grab	go	green	against
bag	grin	ago	grow	angry
leg	glad	goes	good	digging
rug	glue	going	bigger	garage
get	good	gone	biggest	goodbye
egg	going	glad	again	struggle
hug	hugged	game	begin	tagged
girl	hugging	gave	wiggle	jungle
		gate	begged	together
		give	begging	wriggle



**g gg**



**girl**



**egg**




## List Words

big	get	grab	good
bag	egg	grin	going
leg	hug	glad	hugged
rug	girl	glue	hugging

## Letters

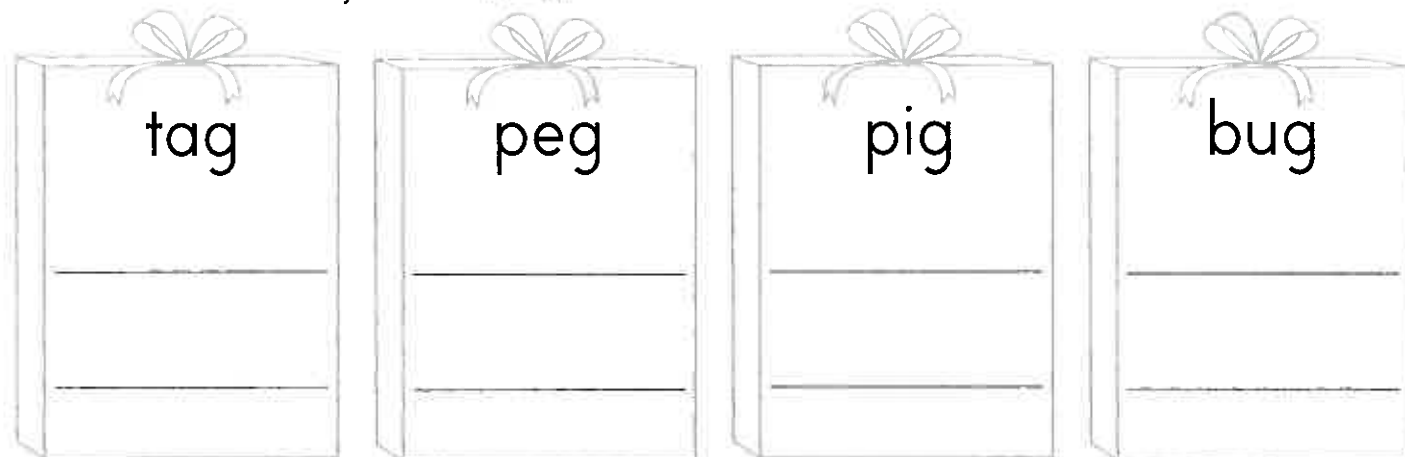
## Words


**1 Underline** the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

**2 Colour** the gift if you hear  in the picture name. **Write** a stroke below the picture for each sound in the gift name, like this: dog /d/o/g/ ///.




**3 Write** words to rhyme in the boxes.





4 Write **g**, **gg** or **G** to finish the words. Read and draw the finished story.

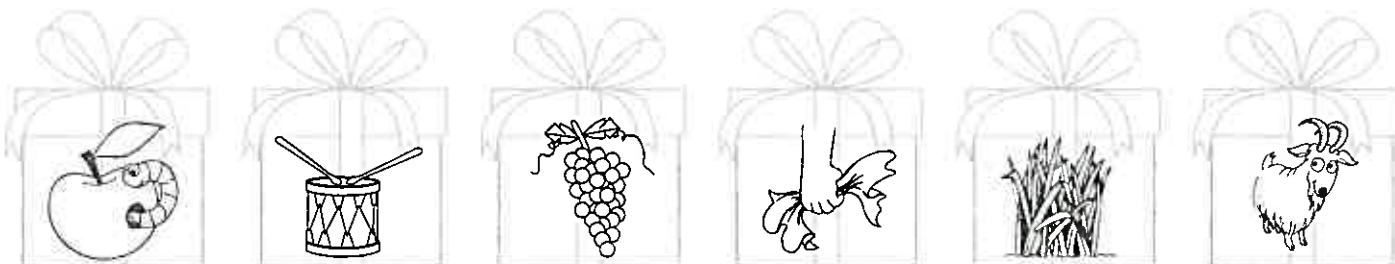
★ We usually write **g** for . Sometimes we write **gg** in the middle of a word.  
G starts sentences and the names of people and places.

\_\_\_\_\_abby is a \_\_\_\_\_irl.

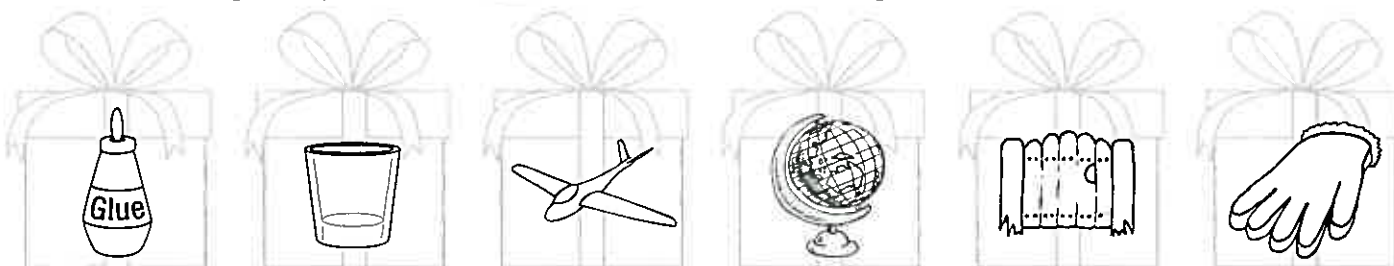
She is \_\_\_\_\_oing to her do\_\_\_\_\_.

She is hu\_\_\_\_\_ing her do\_\_\_\_\_.

5 Colour the gift if you hear **gr** at the start of the gift name.



6 Colour the gift if you hear **gl** at the start of the gift name.



7 Write **gr** or **gl** to finish the words. Write one of your words for each picture.

gr

\_\_\_\_\_ab \_\_\_\_\_ad \_\_\_\_\_in \_\_\_\_\_ue

gl

\_\_\_\_\_ass \_\_\_\_\_ass \_\_\_\_\_ub \_\_\_\_\_eet





g gg

girl



egg



## List Words

## Letters Words

go	glad	green	again
ago	game	grow	begin
goes	gave	good	wiggle
going	gate	bigger	begged
gone	give	biggest	begging


- 1 **Underline** the letter or letters for  **g gg** in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- 2 **Colour** the picture if you hear  **g gg** in the picture name.  
**Write** a stroke on the line for each sound in the picture name.



- 3 **Write gl or gr** to finish the words. **Finish** the sentences below with some of these words. **Cross** out each word as you use it.

__ad	__ab	__ow	__ow	__een	__ove
__ass	__ass	__uff	__ue	__ide	__ade
					__itter

My grandpa has a very \_\_\_\_\_ voice.

I use \_\_\_\_\_ to stick \_\_\_\_\_ on my cards.

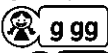





The geese were lying on the \_\_\_\_\_.

I'd love to \_\_\_\_\_ in the sky like a bird.

Greg had to \_\_\_\_\_ his \_\_\_\_\_ before it fell over.

I am \_\_\_\_\_ I found my \_\_\_\_\_.

4 Rewrite these words adding *ing* to each one. Finish the sentences below with these words.

When  comes straight after letters **a, e, i, o, u** for , , , , , we usually write **gg** before we add *ing*, for example *wag – wagging*.

beg \_\_\_\_\_ jog \_\_\_\_\_ hug \_\_\_\_\_

Little children love \_\_\_\_\_ cuddly, soft toys.

My dog is very good at \_\_\_\_\_ for food.

Each day Dad and I go \_\_\_\_\_ in the park.

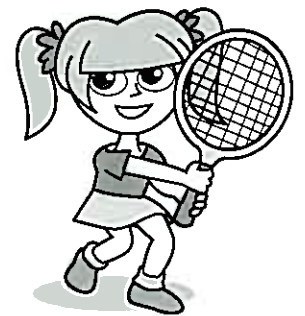
5 Write *go, goes, going* or *gone* to finish the sentences.

We \_\_\_\_\_ to the library on Mondays.

Our teacher \_\_\_\_\_ with us.

Next week we are \_\_\_\_\_ on a picnic.

We should have \_\_\_\_\_ last week but it rained.



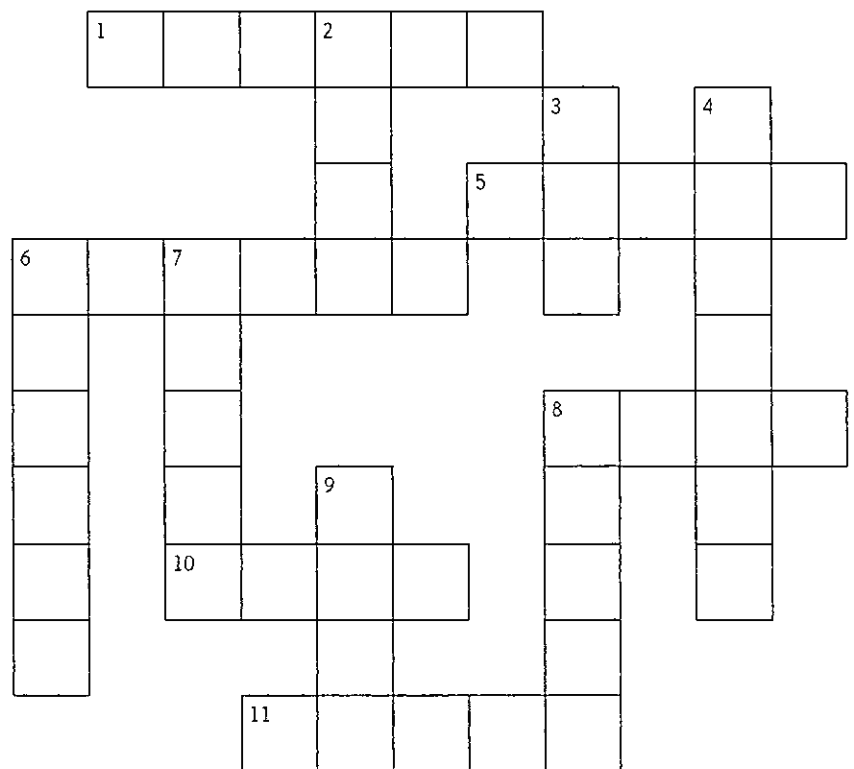
6 Write List Words to match the Crossword clues.

Across

1. rhymes with *giggle*
5. Do it once more.
6. big, \_\_\_\_\_, biggest
8. rhymes with *hose*
10. happy
11. start

Down

2. We play this.
3. long, long \_\_\_\_\_
4. big, bigger, \_\_\_\_\_
6. rhymes with *pegged*
7. I am \_\_\_\_\_ to school.
8. colour of grass
9. opening in a fence



Expanded form

Odd or Even

Compare

Number sentence

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

Year One -  
Number of the Day

13

Th	H	T	O

Write in words

Make the number with  
MAB'S



What is

10 more =  
10 less =  
100 more =

Half of the number is =  
Double of the number is =



Expanded form

Odd or Even

Compare

Number sentence

+ =

- =

x =

Year Two -

Number of the Day

54

Write in words

Make the number with

MAB'S



What is

10 more =

10 less =

100 more =

Half of the number is =

Double of the number is =

Th	H	T	O

# Place Value War

**SKILL:** Knowledge of the value of digits in a number

**Materials:**

Cards 1 (Ace) – 9 in a deck

**How To:**

Shuffle cards and place in the middle.

Player A takes 2 cards and rearranges them to make the largest number possible, eg cards 2 and 5 make 52. Player A places them on the table and says "I have 52"

Player B repeats this

Eg. picks up cards 3

and 7. "I have 73"

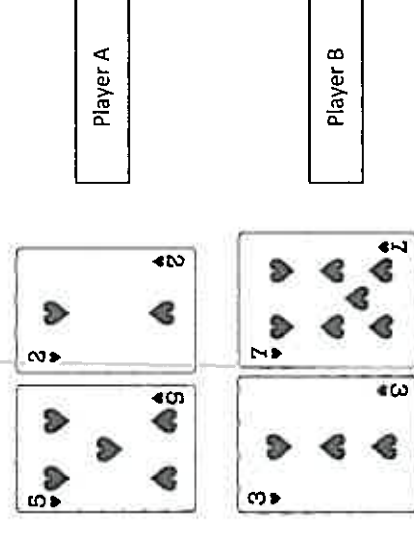
Winner is the person with the highest number who must be able to prove it.

Eg. Player B says "I win because I have 7 tens which is 70 but you only have 5 tens which is 50"

Q: HOW DO YOU KNOW YOUR NUMBER IS HIGHER?

**Differentiation:**

- use 3 (hundreds) or 4 (thousands) cards depending on how your child understands place value.
- Flip over 1 card at a time and say which value you will use it for before you flip over the next card – introduces the aspect of chance.

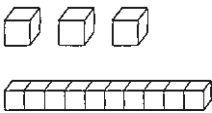


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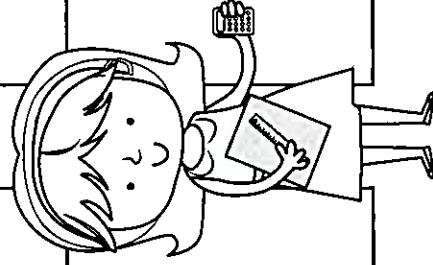
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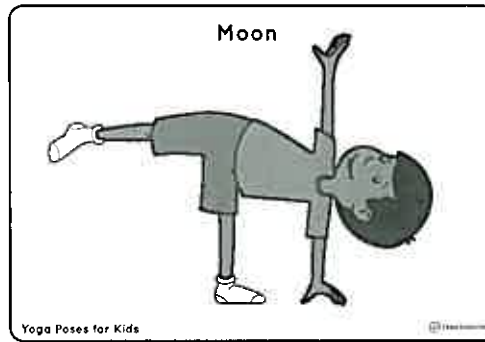
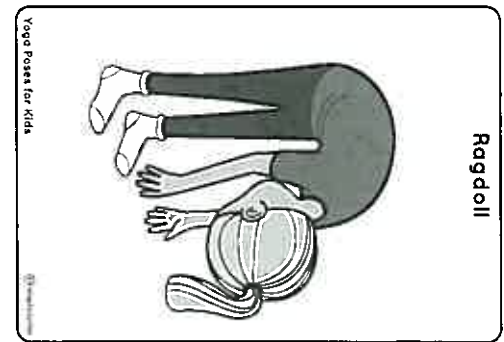
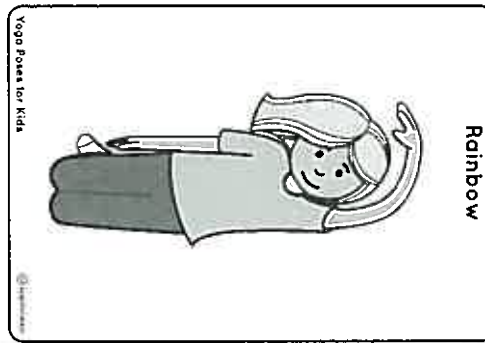
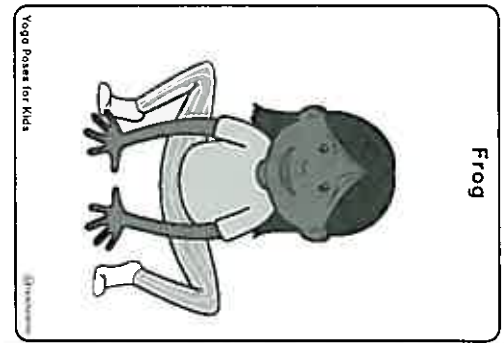
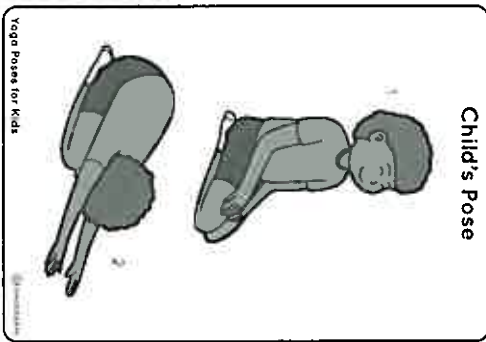
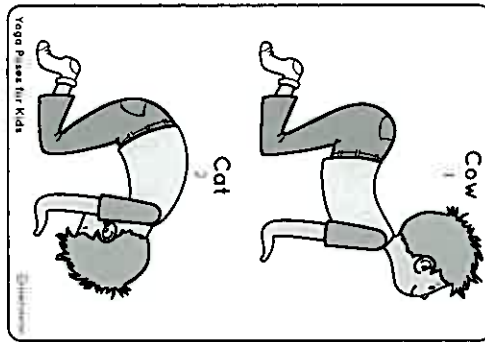
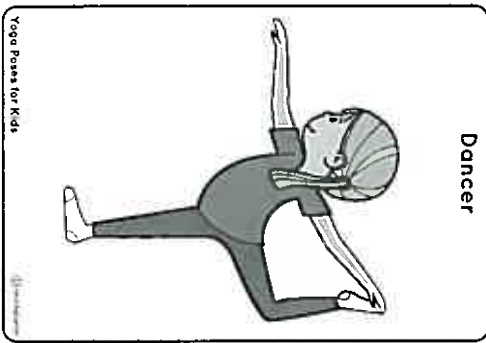
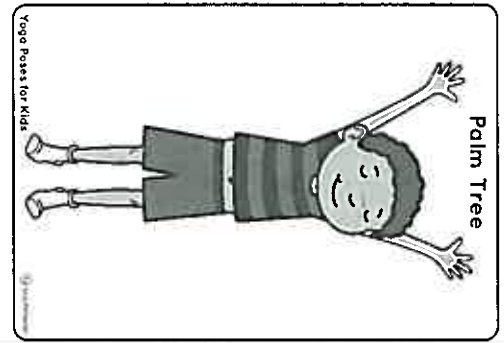
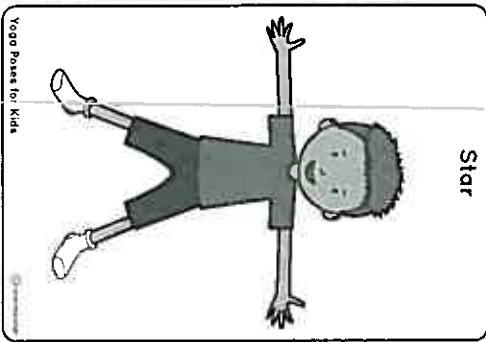
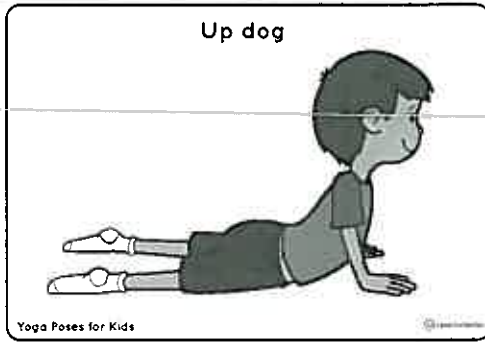
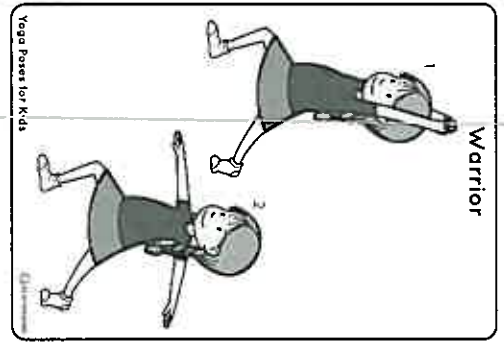
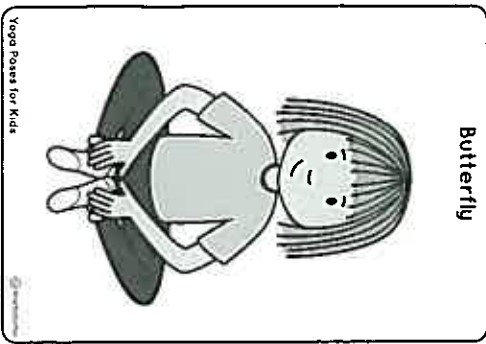
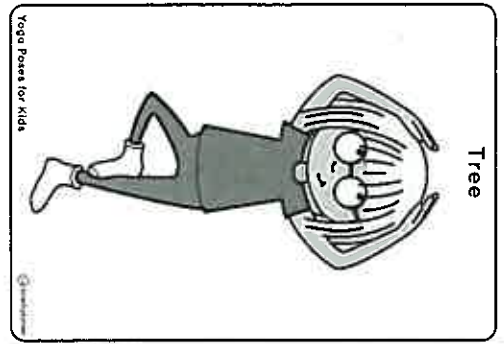
## Roll It, Make It, Expand It!

Roll two dice. Use one dice as your 'tens' and one dice as your 'ones'. Write your new number in the 'Roll' column. Write your new number in the 'Roll' column. Make your number using MAB material then draw what you have made in the 'Make' column. Expand your number in the 'Expand' column by showing how it can be partitioned. The first one has been done for you.

Roll		Make	Expand
Tens	Ones		
1	3		$10 + 3$

Roll		Make	Expand
Tens	Ones		







## Sentence editing activity

# Slimy Frog

frogs do not drink water  
like we do. They get watar  
through their skin. this is  
whyy frog skin feels slimy



Find 2 spelling mistakes

Add 2 capital letters

Add 1 full stop

Name: \_\_\_\_\_

# The Rhyme Game

by Guy Belleranti

Bella and James sat on the grass.

"Let's play the rhyme game," Bella said. "First, you say a word. Then, I'll say a word that rhymes."

James nodded. "Truck," he said.

"Duck," Bella rhymed.

"House," James said.

"Mouse," Bella rhymed.

"Dog," James said.

"Frog," Bella rhymed.

"Can I do the rhyming now?" James asked.

"Yes," Bella said.

"Dress," James rhymed.

Bella laughed. "Wait. Yes wasn't my word. Here it is now."

"Cow," James rhymed.

"No," Bella said, laughing harder. "No, no, no."

"Go." James rhymed. "Go, go, go."

Bella laughed so hard she rolled on the grass.

James rolled next to her. Rhyming was fun!



Name: \_\_\_\_\_

# The Rhyme Game

by Guy Belleranti

1. Where does this story take place?

- a. on a sunny day
- b. outside
- c. at the beach
- d. in the morning



2. Whose idea was it to  
play the rhyme game? \_\_\_\_\_

3. What word did Bella rhyme with dog?

- a. hog
- b. fog
- c. go
- d. frog

4. Why did Bella keep laughing at James' rhymes?

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**Now try this:** Play the rhyming game with a friend.

Name: \_\_\_\_\_

# The Rhyme Game

by Guy Belleranti



Draw lines to match the words from the story with their meanings.

- |           |   |                                    |
|-----------|---|------------------------------------|
| 1. grass  | ● | ● small furry animal               |
| 2. nodded | ● | ● large animal that makes milk     |
| 3. mouse  | ● | ● moved head up and down           |
| 4. cow    | ● | ● green plants that make up a lawn |
| 5. laugh  | ● | ● opposite of stop                 |
| 6. go     | ● | ● Ha, ha, ha!                      |



Name: \_\_\_\_\_

# The Rhyme Game

by Guy Belleranti



In the story, "The Rhyme Game," Bella and James think of rhyming words.

Write three sentences with rhyming words. Use a pair of rhymes in each.

examples: A mouse is in my house.

My dog chased a frog.

1.

2.

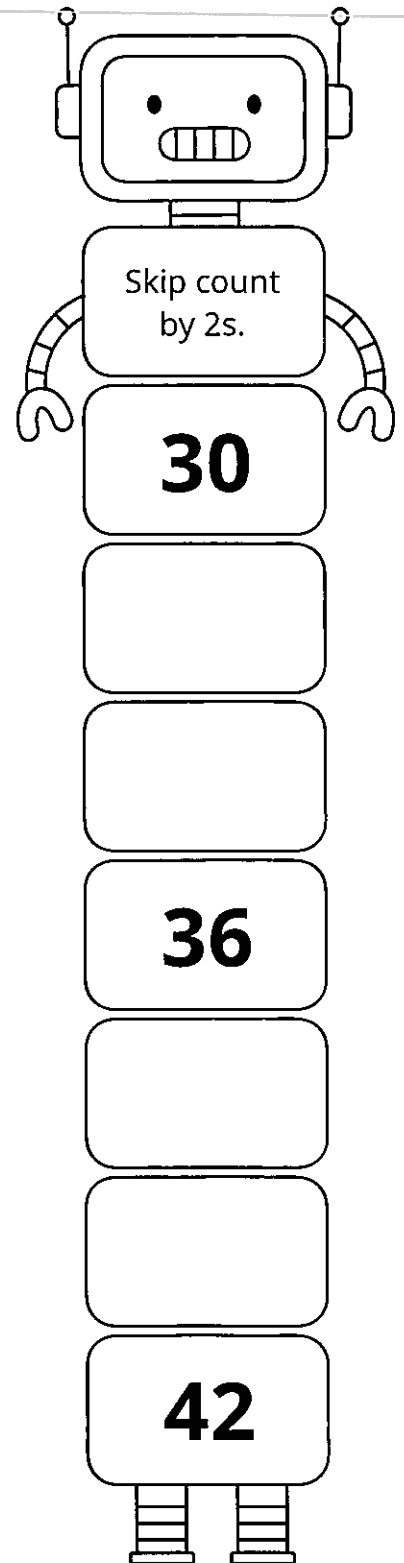
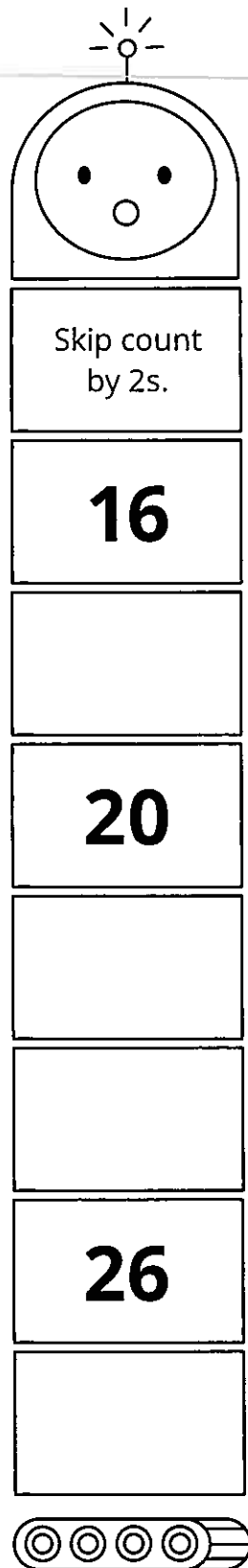
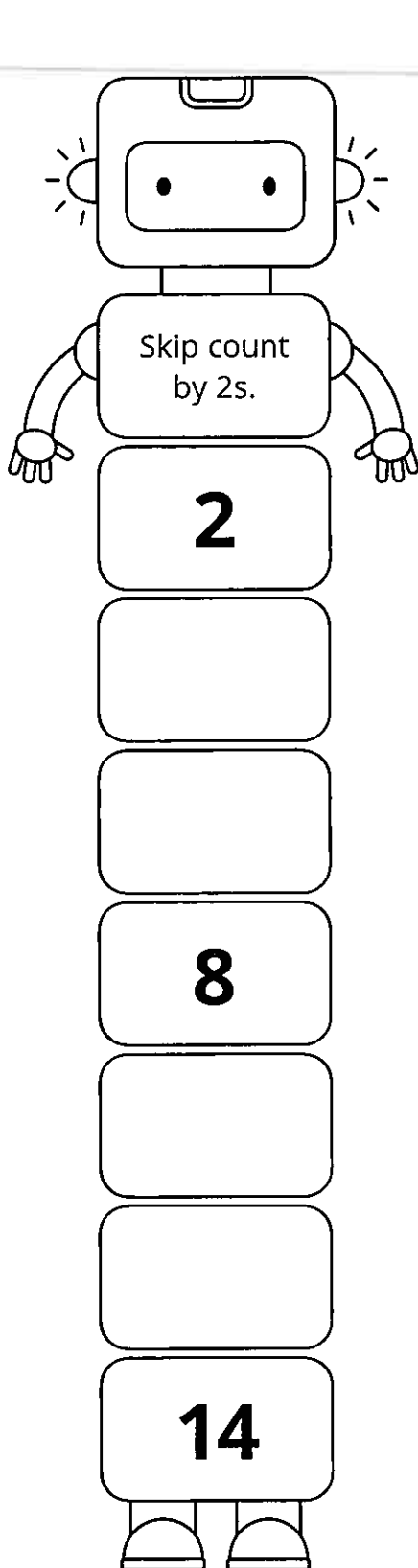
3.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Skip Counting Robots - by 2s

Fill in the missing numbers to complete the skip counting robots below.

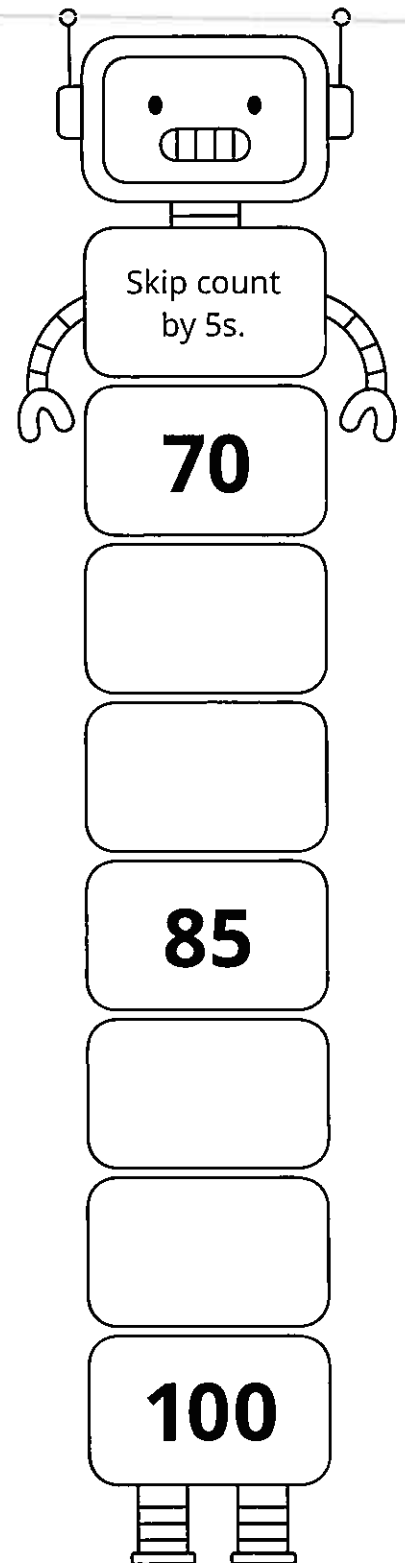
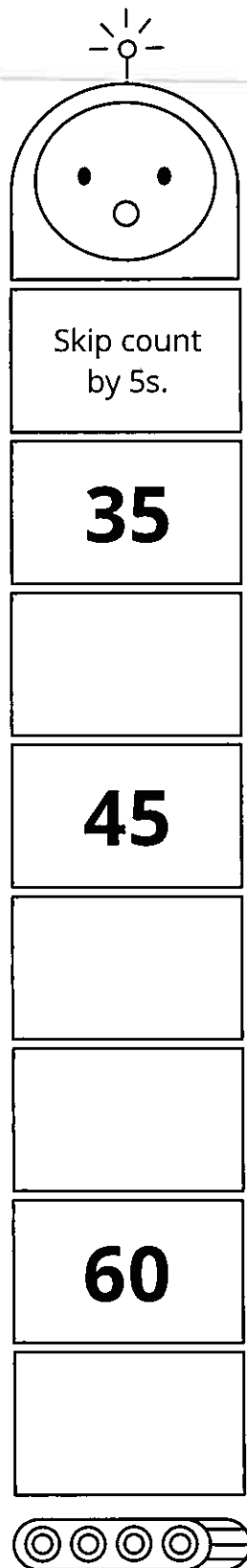
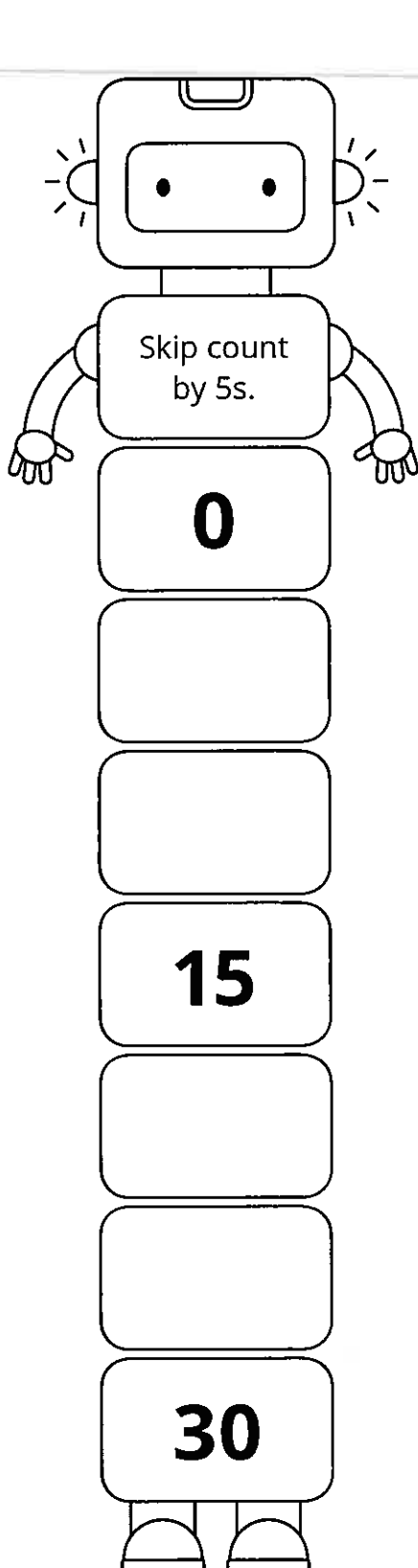


Name \_\_\_\_\_

Date \_\_\_\_\_

# Skip Counting Robots - by 5s

Fill in the missing numbers to complete the skip counting robots below.

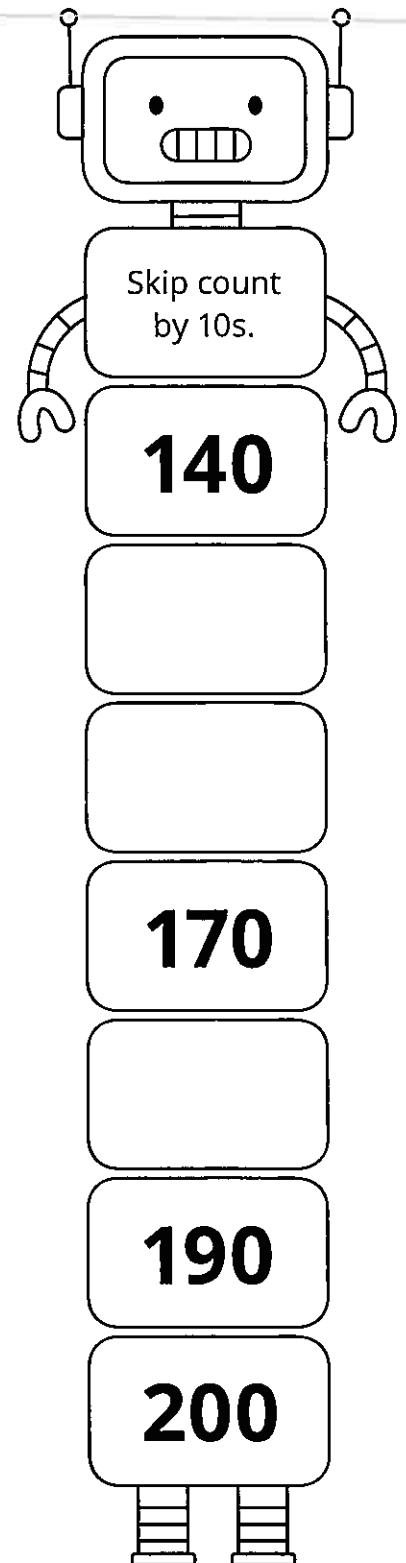
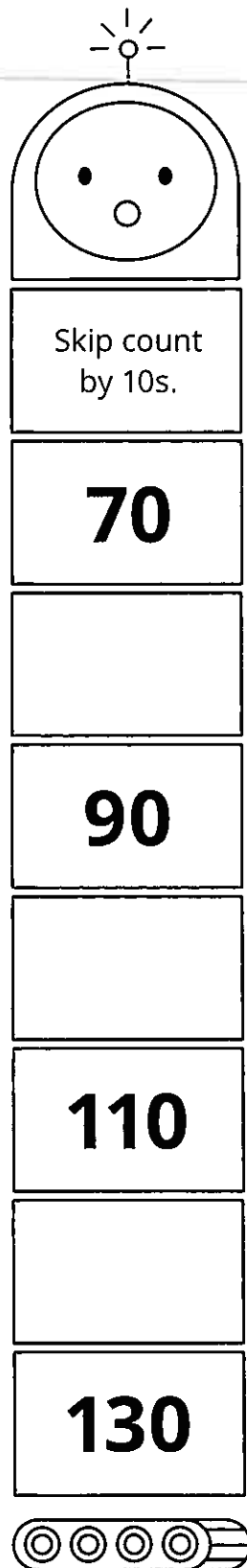
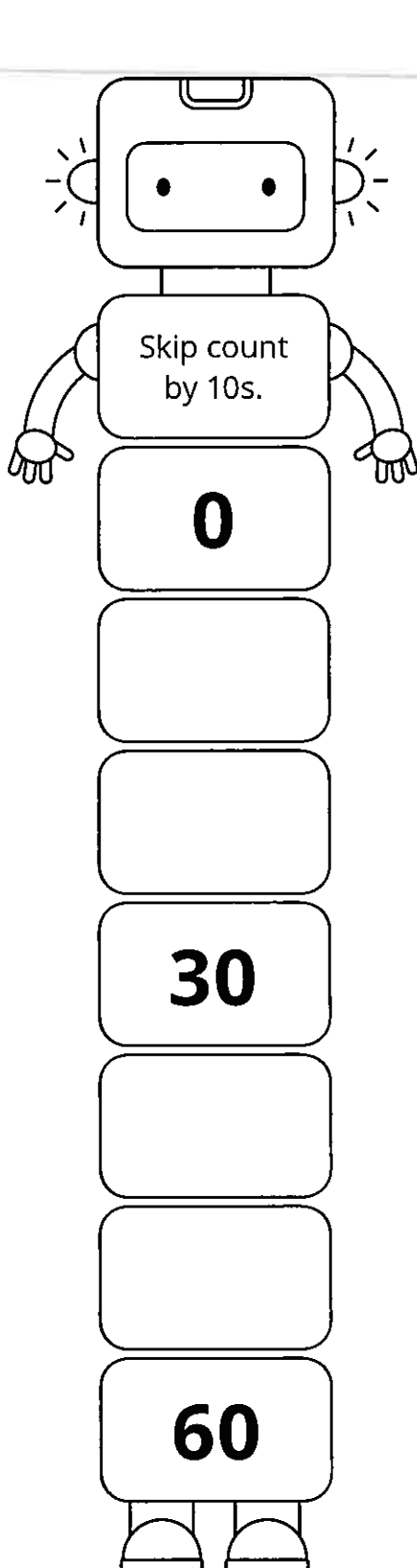


Name \_\_\_\_\_

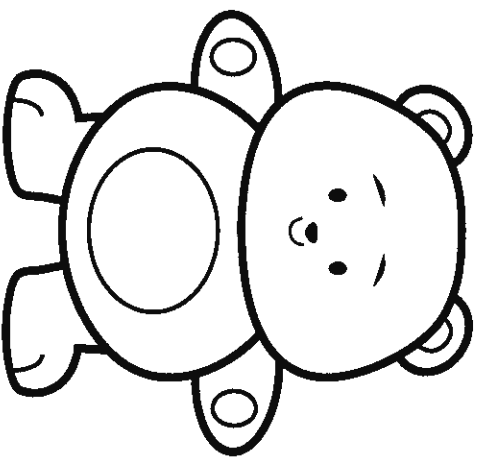
Date \_\_\_\_\_

# Skip Counting Robots - by 10s

Fill in the missing numbers to complete the skip counting robots below.







# HOW TO DRAW ACTIVITY

Follow the steps to  
draw your own ...

## Teddy Bear

1		2		3	
4		5		6	

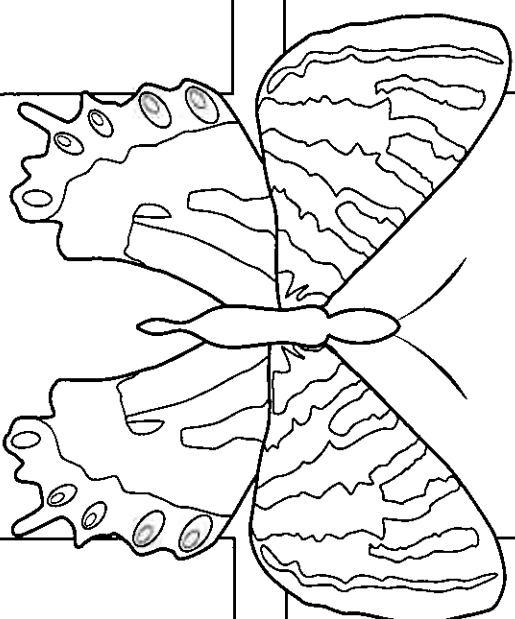
Name \_\_\_\_\_

Date \_\_\_\_\_

## Butterflies

What is it?

What does it look like?



Where does it live?

What does it eat?



WRITING



Name \_\_\_\_\_

Date \_\_\_\_\_

## Butterflies

Cut out the facts about butterflies. Paste the facts under the correct heading on the next page.

insects

taste receptors on their feet

near flowers and plants

sap from trees

nectar from flowers

hot or warm climates

four wings

cold-blooded creatures





## Sentence editing activity

# The Vet

---

we took my pet to the  
vet. My vett has not met  
my pet yet. i hoep my pet  
likes the vet

Find 2 spelling mistakes

Add 2 capital letters

Add 1 full stop



Expanded form

Odd or Even

Compare



Number sentence

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

$\underline{\quad} - \underline{\quad} =$

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

Year One -  
Number of the Day

22

Write in words

Make the number with  
MAB'S



Th	H	T	O

Half of the number is =

Double of the number is =

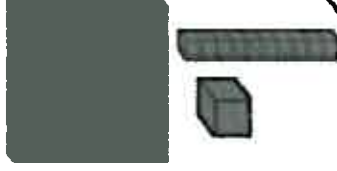
Expanded form

Write in words

Odd or Even

Make the number with

MAB'S



Compare



Number sentence

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

$\underline{\quad} - \underline{\quad} =$

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

What is

10 more =

10 less =

100 more =

Half of the number is =

Double of the number is =

Year Two -

Number of the Day

67

Th	H	T	O

# FLIPPER

**SKILL:** Basic facts

**Aim:**

To add as many cards as you can in 30 sec

**Materials:**

Pack of playing cards

**How To:**

- Children have 30 sec to turn over as many cards as they can, adding them as they go.
- Encourage use of strategies, eg. Add 9 is add 10 – 1
- Play again and see if they can beat their total.

**Example:**

A 5 card, then a 6 equals 11 (encourage  $5+5+1$ ), then add 8 equals 19...

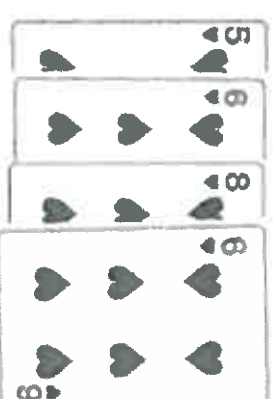
Children call out their totals as they go

**5, 11, 19, 25...**

**Differentiation:**

- Increase or decrease the amount of time.
- Only use cards 1 – 5 for lower primary
- Use jack, queen, king as 11, 12, 13 for upper primary




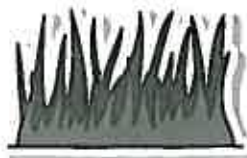





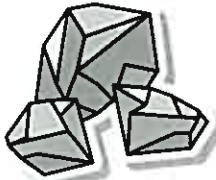






<http://en.castlots.org/playing-cards-generator/>



# NATURE

## SCAVENGER HUNT

See if you can find all the items below.

 <p>Bird</p>	 <p>Flower</p>	 <p>Water</p>	 <p>Grass</p>
 <p>Tree</p>	 <p>Dirt</p>	 <p>Brown Leaf</p>	 <p>Ant</p>
 <p>Clouds</p>	 <p>Rocks</p>	 <p>Butterfly</p>	 <p>Bug</p>
 <p>Green Leaf</p>	 <p>Spiderweb</p>	 <p>Fern</p>	 <p>Bark</p>



## Writing Task



Write a procedure on 'How to bake cookies'.

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1.  
*First*

2.  
*Next*

3.  
*Then*

4.  
*Finally*

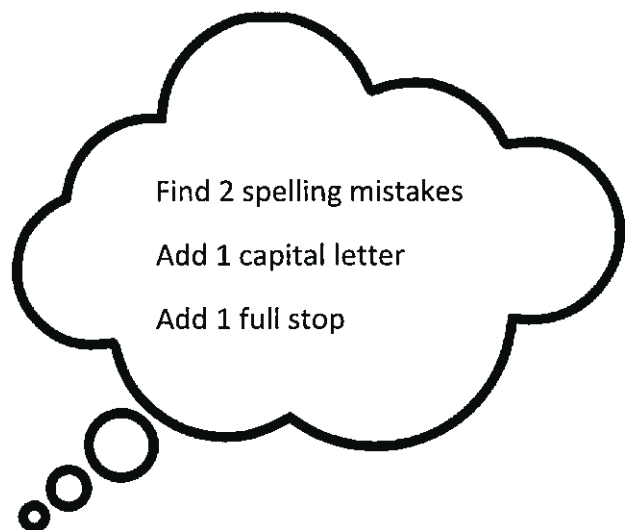
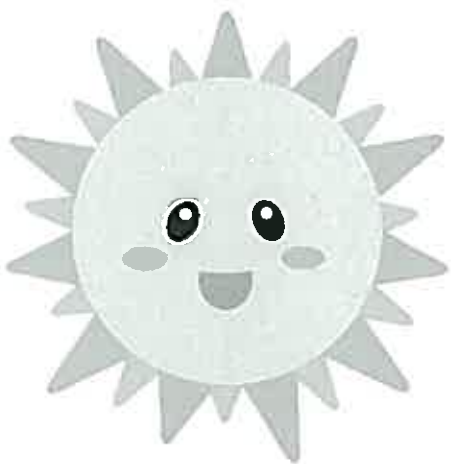


## Sentence editing activity

# Fun in the Sun

---

on the weekand we had  
some fun in the sun. We  
went for a run and aet a  
yummy bun





# S P A R R O W

## How to Make a Paper Aeroplane



### Did You Know?

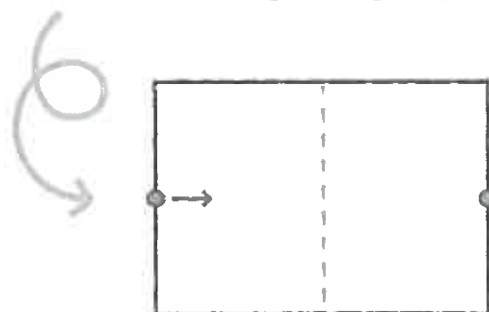
- People have been making paper aeroplanes for more than 2000 years.
- The first paper aeroplanes were made in China.
- Scientists use paper aeroplanes to study flight.
- There are two types of paper aeroplane – gliders and darts.
- The World Record for the longest paper aeroplane flight is 27.9 seconds.

### What You Need

- 1 sheet of rectangular paper
- a desk to work on
- an outdoor space to launch your aeroplane.

**Note:** Do not throw paper aeroplanes inside unless an adult says you can.

### Let's Get Started



1

Turn your piece of paper so it is horizontal. Fold it in half by taking the left side of the paper and placing it over the right side. Open the fold after creasing.

## What's Buzzing? Comprehension Task Cards

### How to Make a Paper Aeroplane

#### Literal Comprehension

1. What items do you need to build a paper aeroplane?
2. Where were the first paper aeroplanes made?

#### Inferential Comprehension

3. Why do you think scientists use paper aeroplanes to study flight?
4. Why do you think the procedure says *Do not throw paper aeroplanes inside unless an adult says you can?*

#### Evaluative Comprehension

5. The procedure says there are two types of paper plane – gliders and darts. Which do you think *The Sparrow* is? Explain your choice.

### How to Make a Paper Aeroplane

#### Remembering

Draw and name the equipment you will need to make a paper aeroplane.

#### Understanding

In your own words, tell your partner how to make a paper aeroplane.

#### Applying

Use the instructions provided in the procedure to create your own paper aeroplane. Decorate the paper to make it look real.

#### Analysing

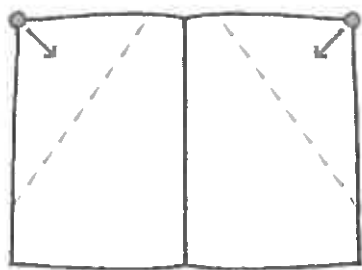
What could you use to make this aeroplane instead of paper? What couldn't you use? Make a list that compares these materials.

#### Evaluating

With your partner, talk about what makes the text easy or hard to understand.

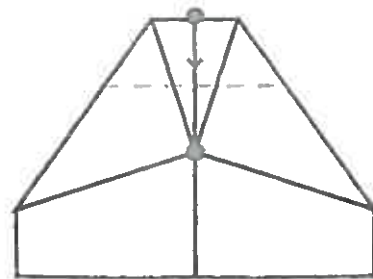
#### Creating

Create a landing pad for your paper aeroplane and see who can land their plane on it.



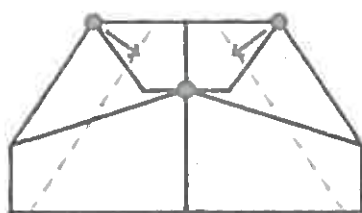
2

Take the top two corners and bring them in to the middle of the paper. Make two folds, leaving a four-finger gap at the top.



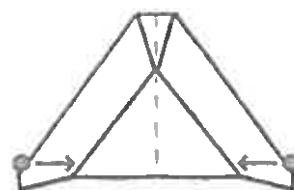
3

Bring the top edge of the aeroplane down to the middle of the paper to make a horizontal fold.



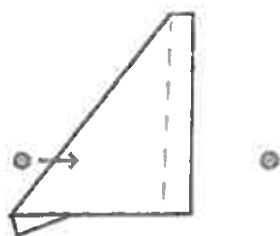
4

Bend the two new top corners carefully into the middle of the paper. Make two diagonal folds.



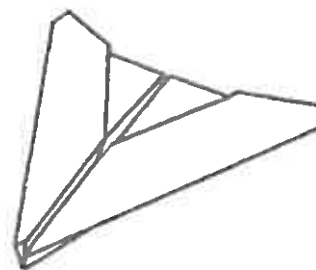
5

Fold the aeroplane along the first vertical crease you made. You should see the wings line up if you have been working carefully.



6

Form two wings by holding the middle crease and folding each of the aeroplane's wings down.



7

Your aeroplane is ready to fly. Pinch the base between your finger and thumb. Slowly push the aeroplane forward and let go. *The Sparrow* will glide gracefully to the ground.

*Last Step!* →

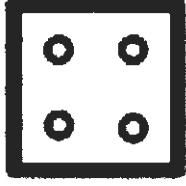
g gg



Roll a dice for each of your spelling words and follow the instructions!



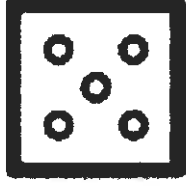
Write the word with your other hand



Write the word with a fancy font



Write the word as fast as you can



Write the word in all capital letters



Write the word with your eyes closed

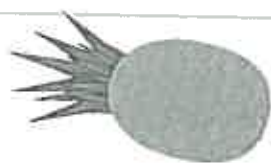


Write the word using tiny little letters.

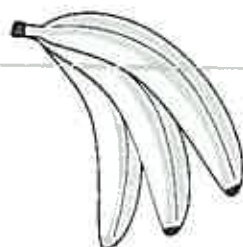




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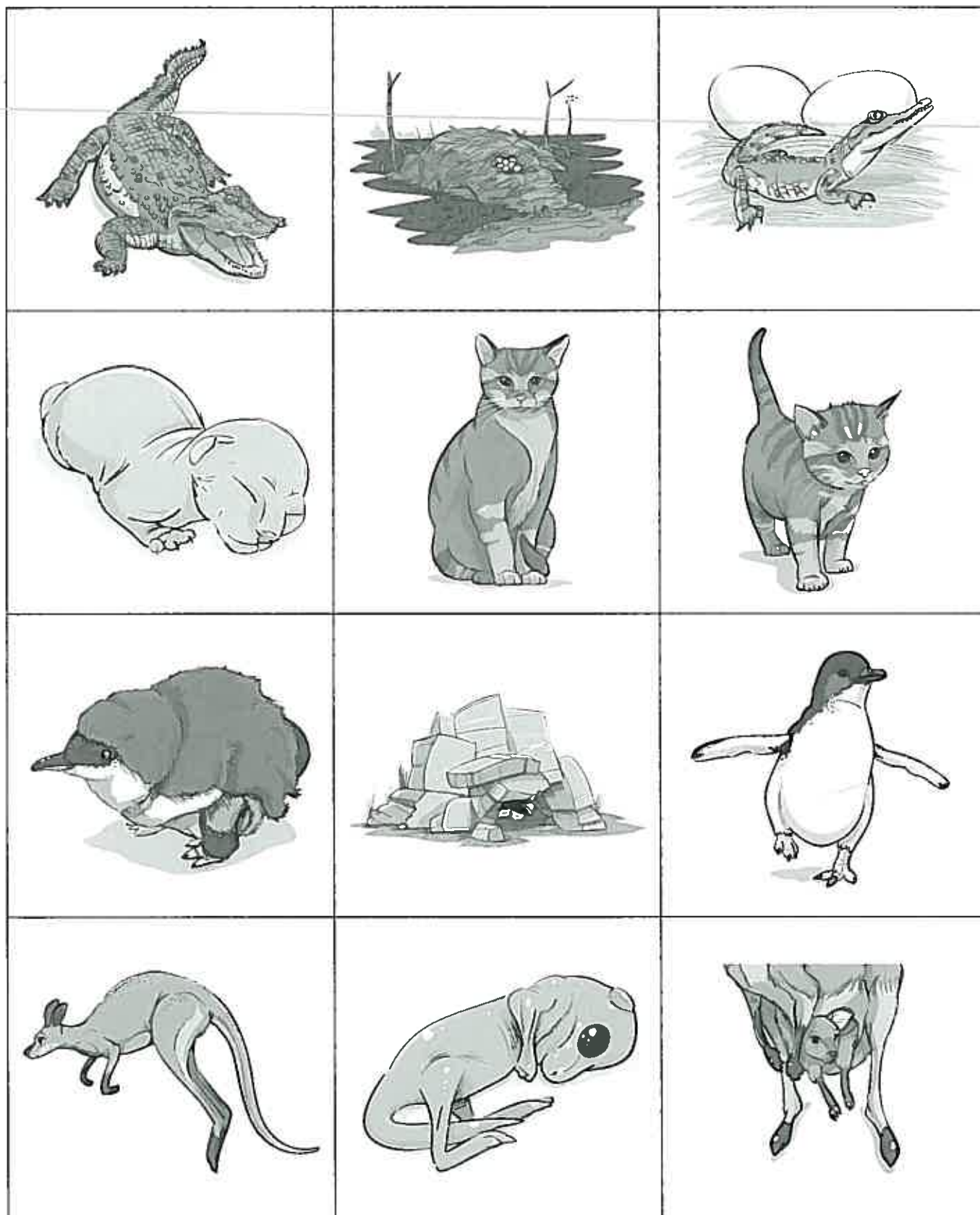




# Watch it grow

PrimaryConnections<sup>®</sup>  
Linking science with literacy

## Student e-Resource sheet 6



Images © Australian Academy of Science

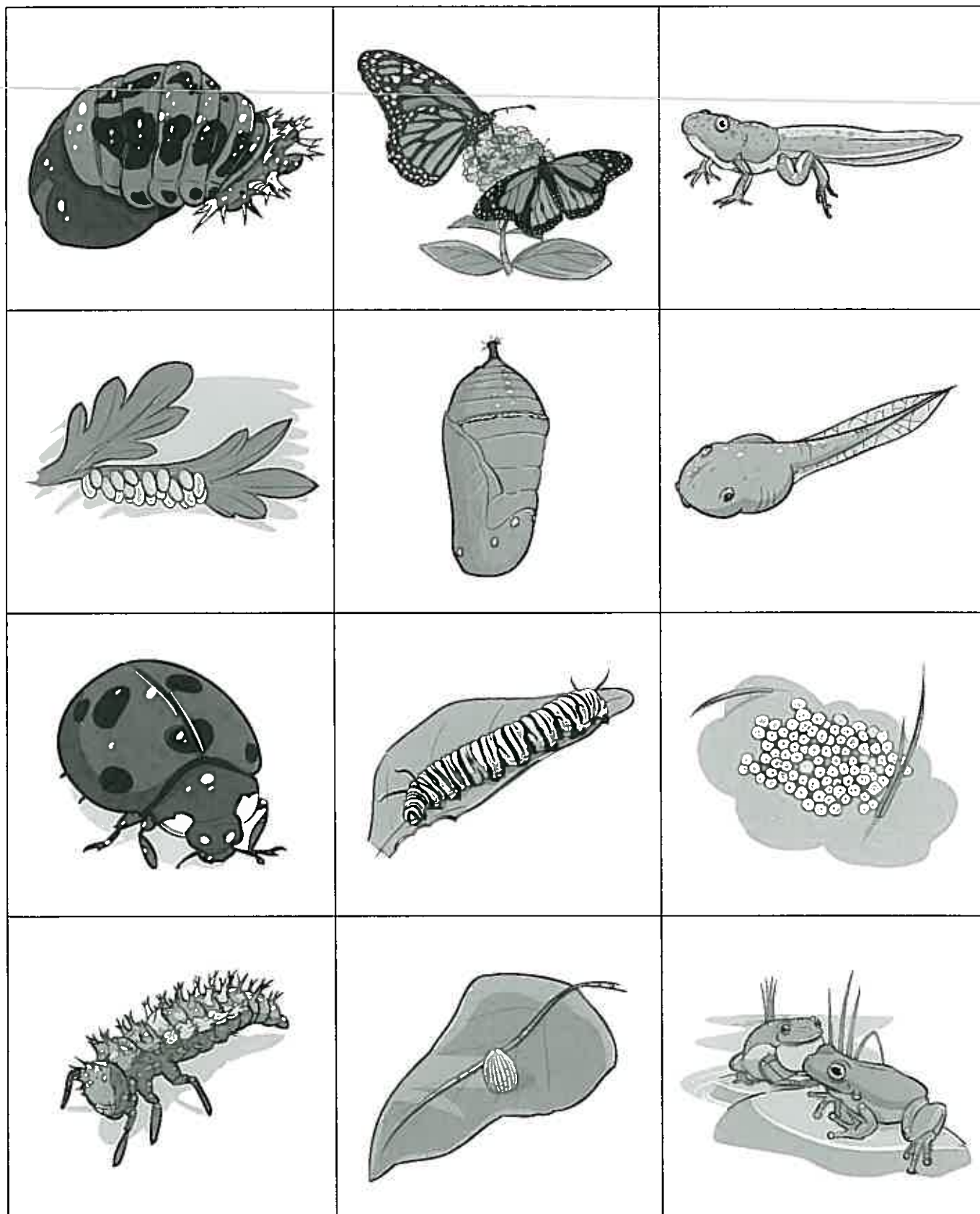


# Watch it grow

PrimaryConnections<sup>®</sup>  
Linking science with literacy

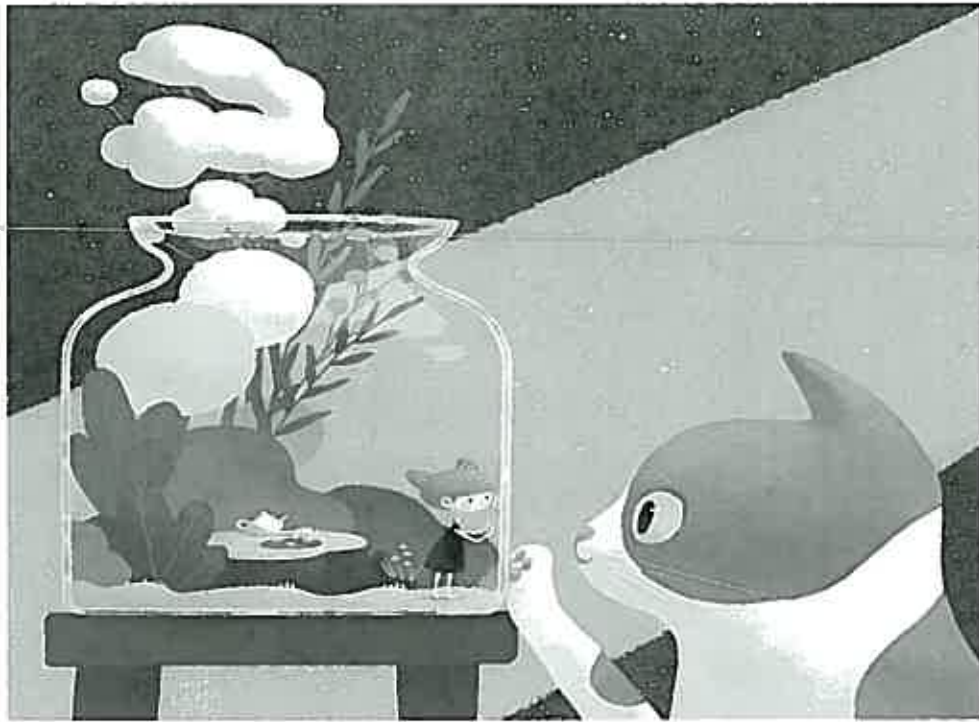
## Student e-Resource sheet 6

### Different life stages





## Creative Writing: The Girl in the Jar



Write a story about **The Girl in the Jar**. How did she get in there? How is she feeling? Can she get out? Is she friends with the cat?

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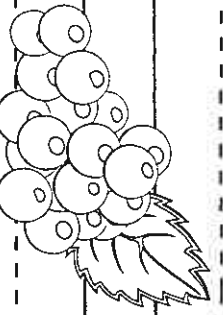
C c C c C c C c

q q q q q q q q

Crabe and qiqale start with a q.

Crabe qiqale Crabe qiqale  
j j j j j j j j

Crabe starts with a



Expanded form

Write in words

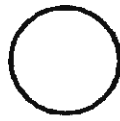
Odd or Even

Make the number with

MAB'S



Compare



Number sentence

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

$\underline{\quad} - \underline{\quad} =$

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

Year One -

Number of the Day

46

Th	H	T	O

What is

10 more =

10 less =

100 more =

Half of the number is =

Double of the number is =

Home page

Expanded form

Write in words

Odd or Even

Year Two -  
Number of the Day

108

Make the number with  
MAB'S



Compare



Number sentence

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

$\underline{\quad} - \underline{\quad} =$

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

What is

10 more =

10 less =

100 more =

Half of the number is =

Double of the number is =

Home  
page

Th	H	T	O

# Even and Odd

Even

Odd

2

13

45

99

100

30

75

8

19

63

57

20

71

33

4

90

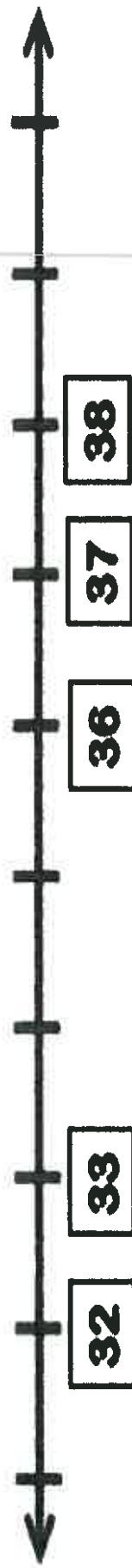
1



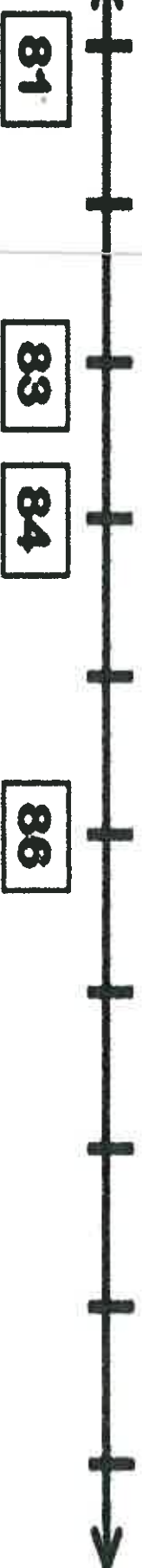
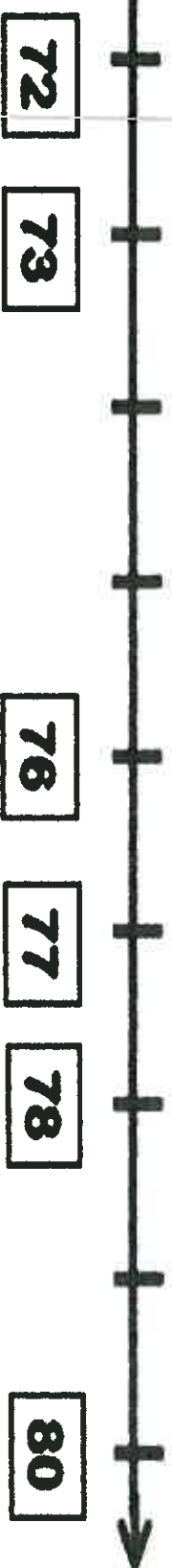
Fill in the missing numbers on the number lines



Fill in the missing numbers on the number lines



Fill in the missing numbers on the number lines

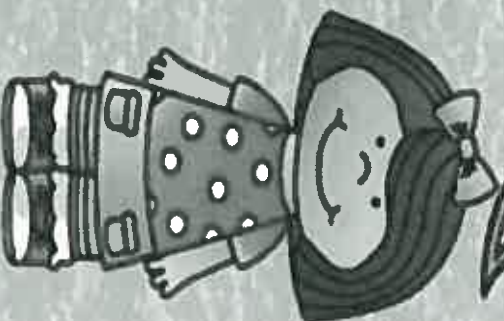




What is 1 greater ?

28	
36	
60	
48	
77	
99	
85	
18	
94	

Type the  
number in the  
text box



What is 10 greater ?

75	
61	
17	
28	
12	
79	
34	
30	
23	



Explore your house for things of different textures. Write a list of these things.