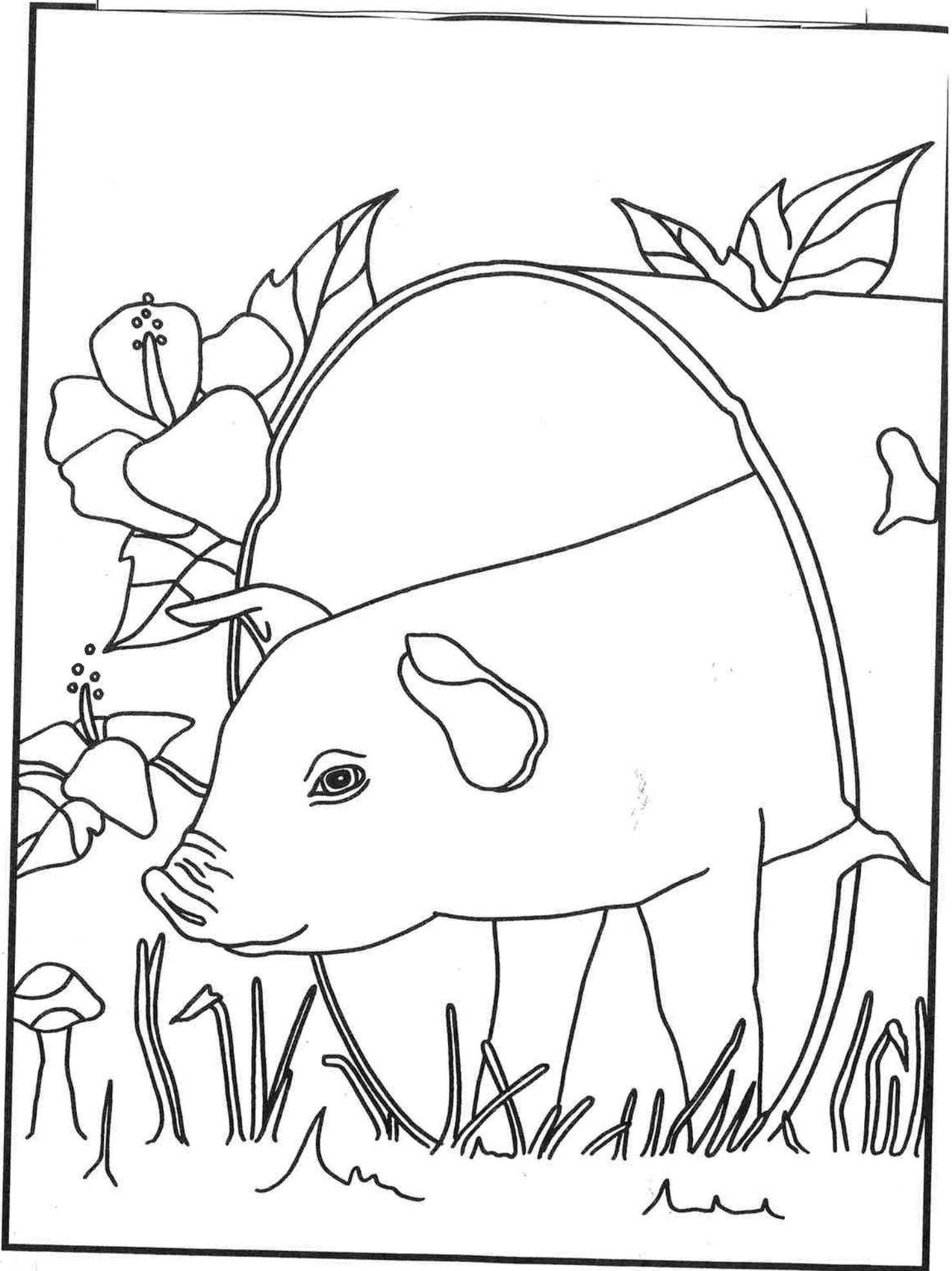


Stage 1

Term 2

Week 3

Name:

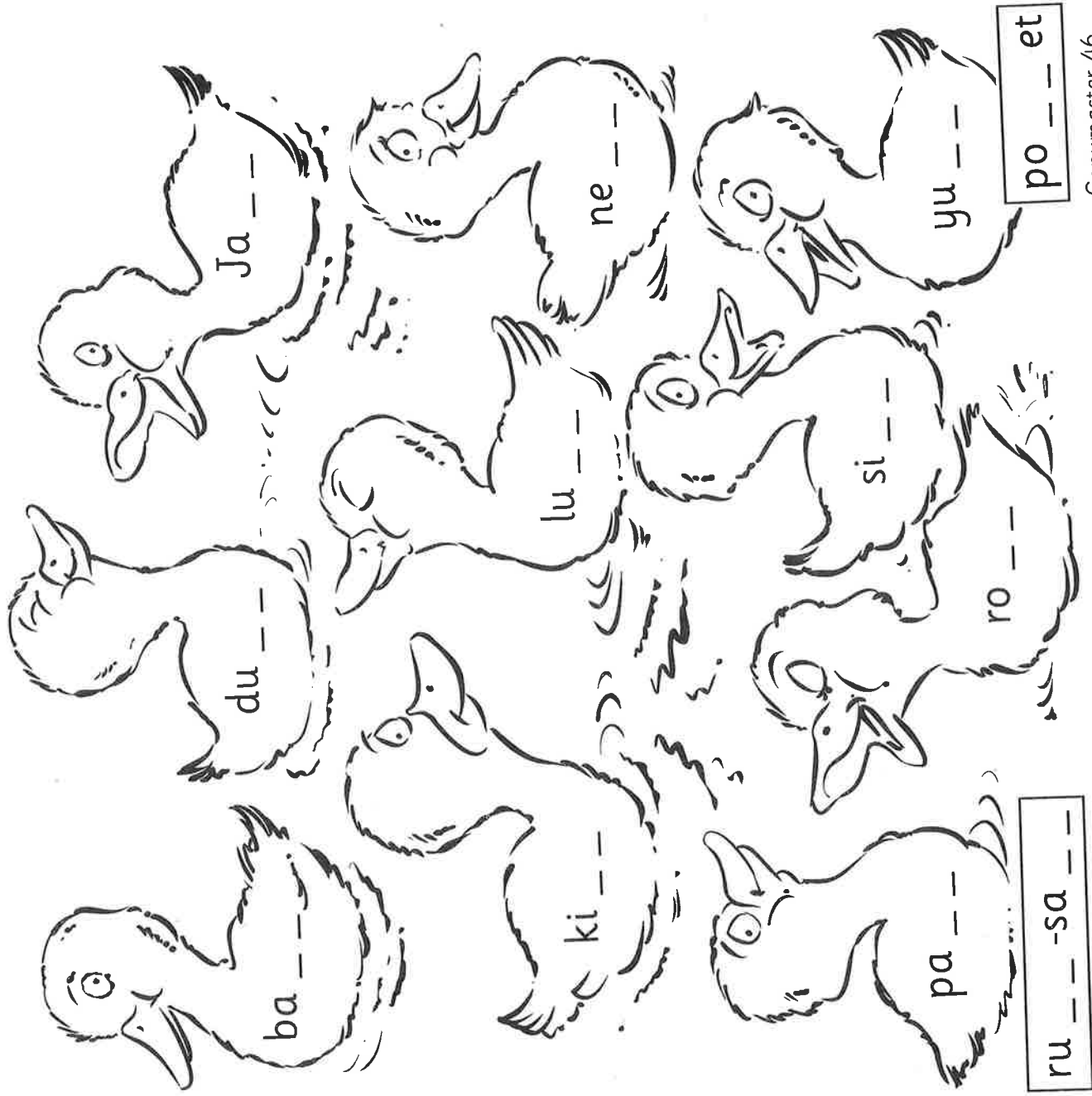


Spelling Week 3

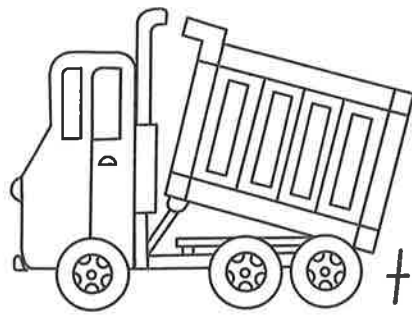
Monday Read and trace your words	Tuesday Rainbow words	Wednesday LCWC	Thursday Ask a parent to test you
bed			
wet			
prod			
duck			
neck			
clock			
lick			
so			
my			
broomstick			

Choose an activity from the grid.

ck



ck



truck



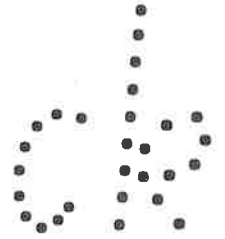
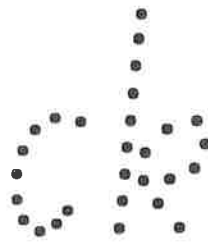
backpack



kick

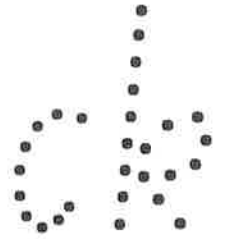
Trace and write 'ck'

ck

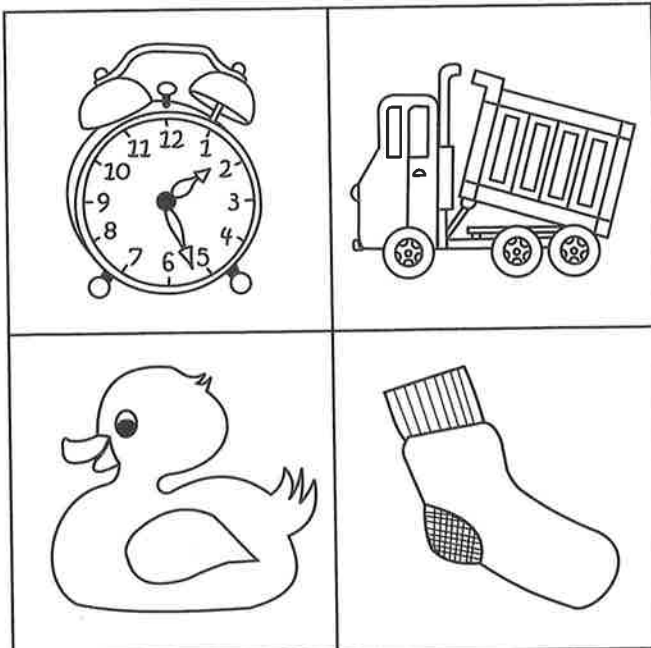


lock

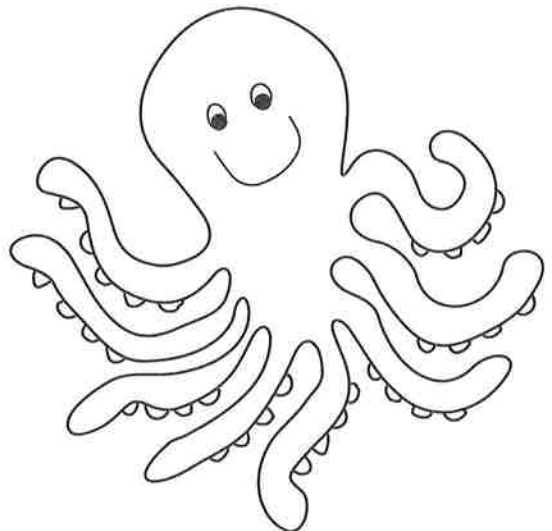
ck

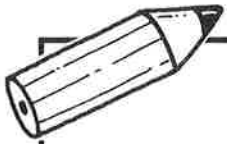


Colour the pictures that end with 'ck'.



Draw eight socks for the octopus.





ck



• Read the words.

• Circle **ck**.

back neck tick sock luck

• Complete the words.

b a

n e

t i

s o

l u

• Find the words in the wordsearch.

• Colour them yellow.

l	u	c	k	e	h	b
h	e	a	n	t	s	a
a	t	k	t	h	o	c
t	i	c	k	p	c	k
a	e	n	e	c	k	k

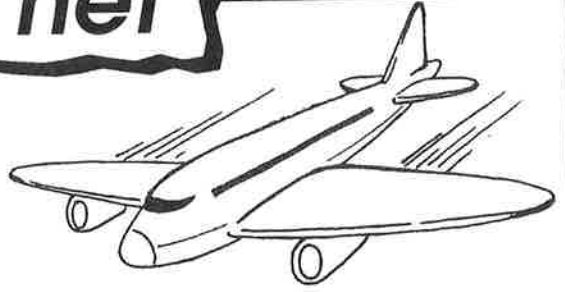
back
neck
tick
sock
luck



• List six more **ck** words.

• The rhyme 'One, two, buckle my shoe' may help.

'et' as in net



Put 'et' in the space.
Draw a picture.

n _____

j _____

b _____

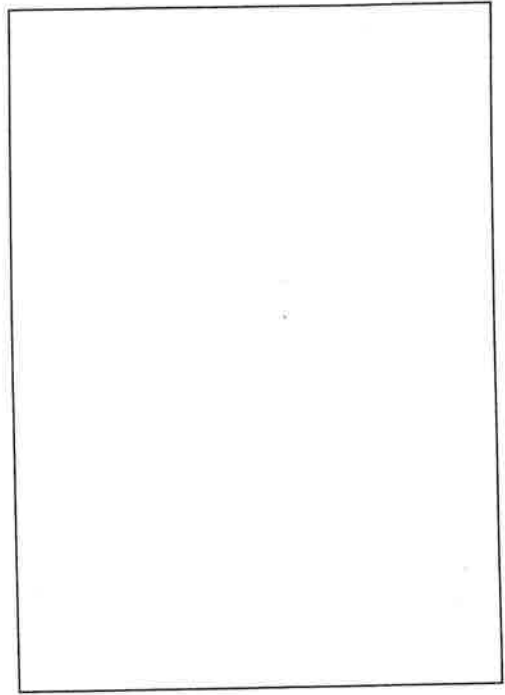
g _____

l _____

m _____

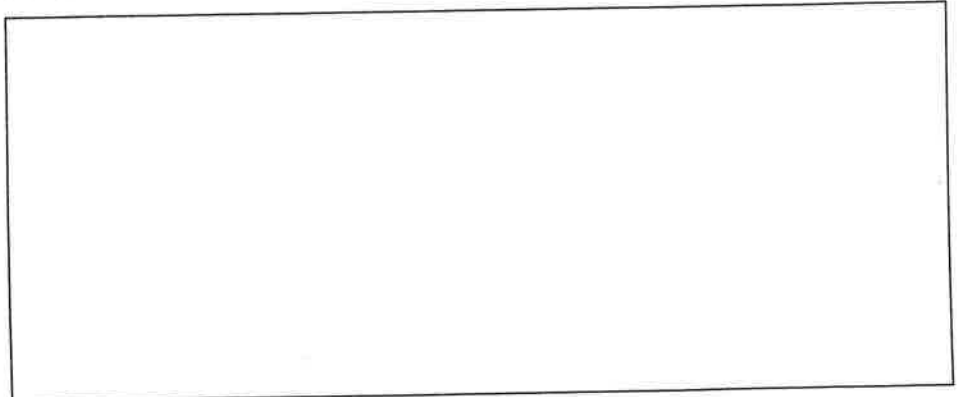
s _____

p _____

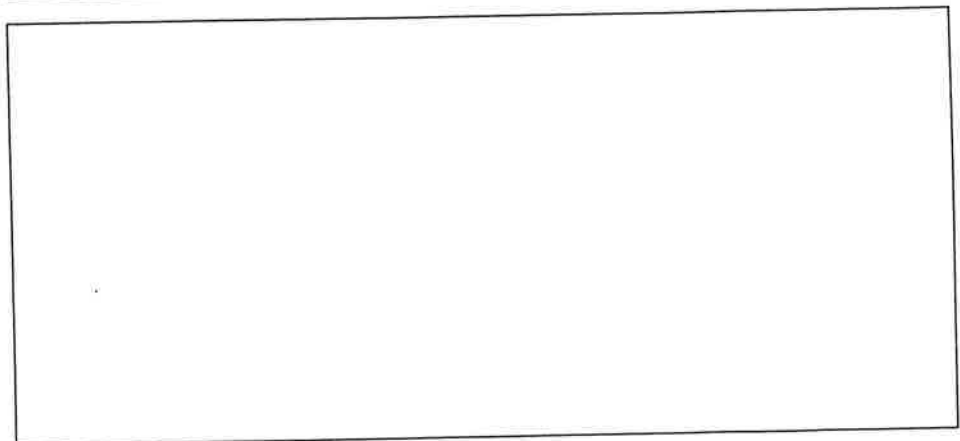


Read and draw.

A wet day.



A pet
in a jet.



'et' as in net

Put 'et' words in the raindrops.



NAME: _____ DATE: _____

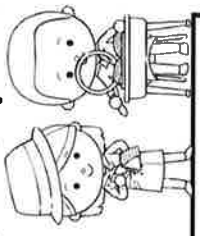
Week 3 Spelling words

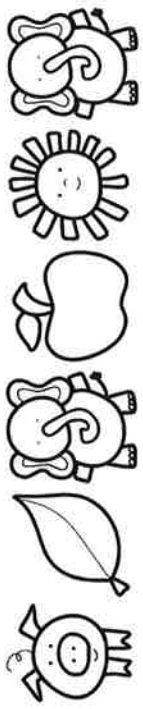
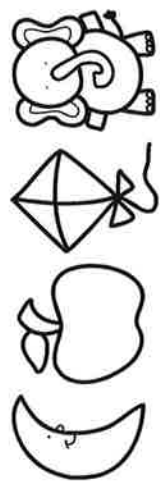
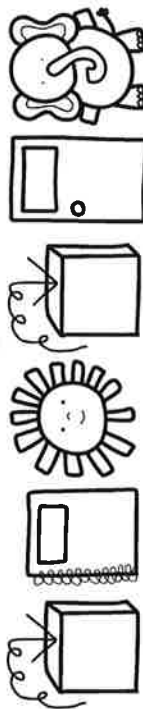
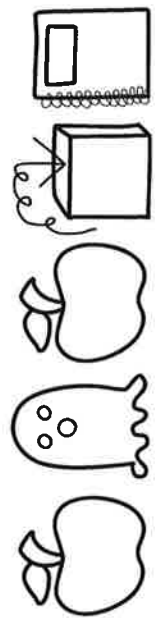
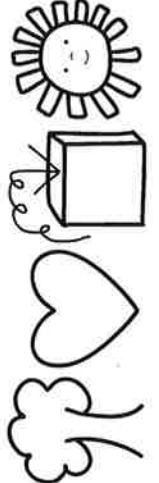
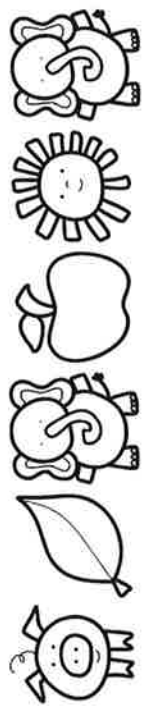
R D Y W C X L I G Q S P O I B
C B R R I H N T R O M K S K E
I L F O P C M Z U D S O R O D Y X T R T W H G H O U M C J
W U P U Z U B H Q L V W P W F W Z L B E I T T J R A I P U
H M Z U B H Q L V W P W F W Z L B E I T T J R A I P U
U F Y B H Q L V W P W F W Z L B E I T T J R A I P U
G D U C K J Y Q R I P Q Q R A P M T W V Q H G P
D E J Z J W R S P T Y Q
U C K J Y Q R I P Q Q R A P M T W V Q H G P

BED WET PROD DUCK NECK CLOCK LICK SO MY BROOMSTICK
TRY TREE TRAM TRIP TRAP
TROD TRIM TROT

Secret Code Words

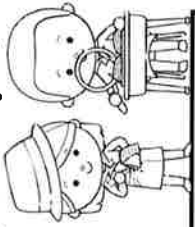
Use the picture key to crack the code and find the mystery sight word.



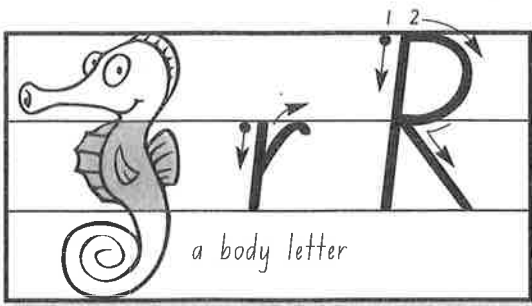
1		
2		
3		
4		
5		
6		

Secret Code Words

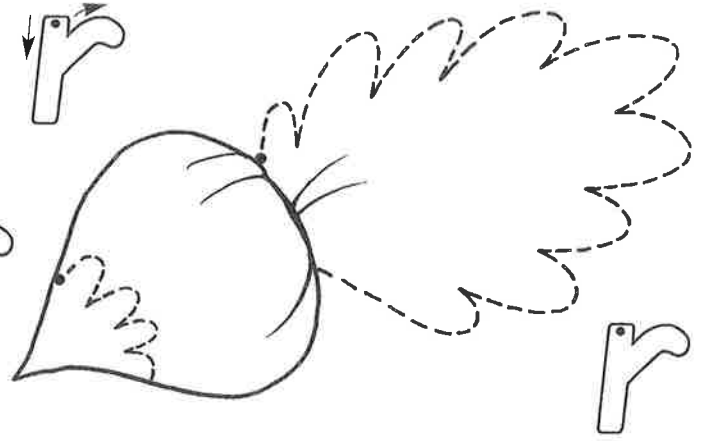
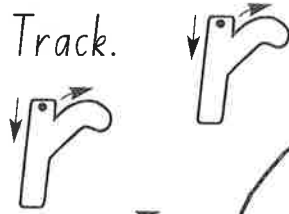
Use the picture key to crack the code and find the mystery sight word.



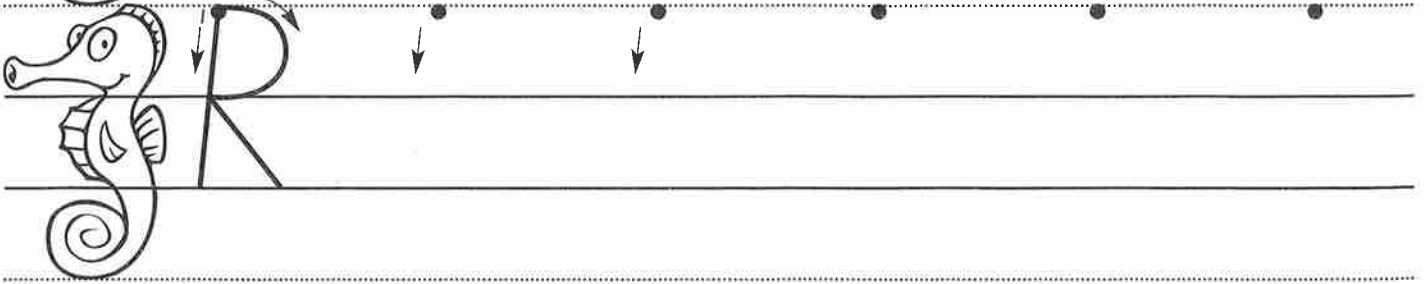
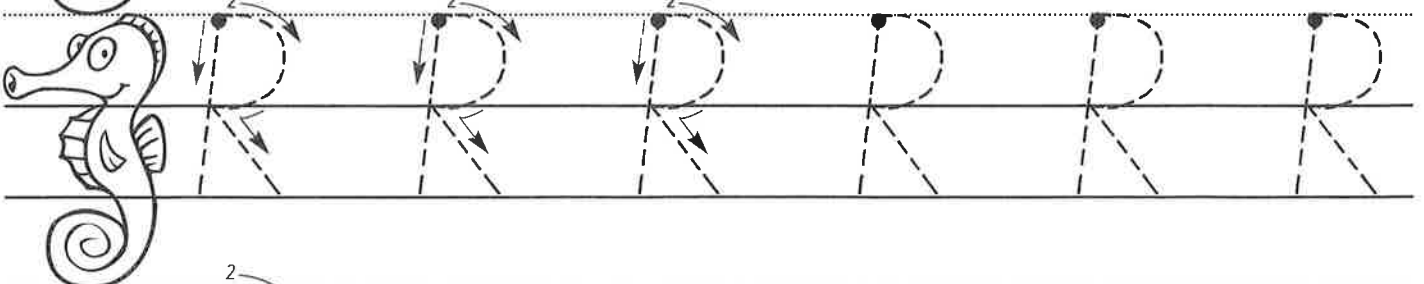
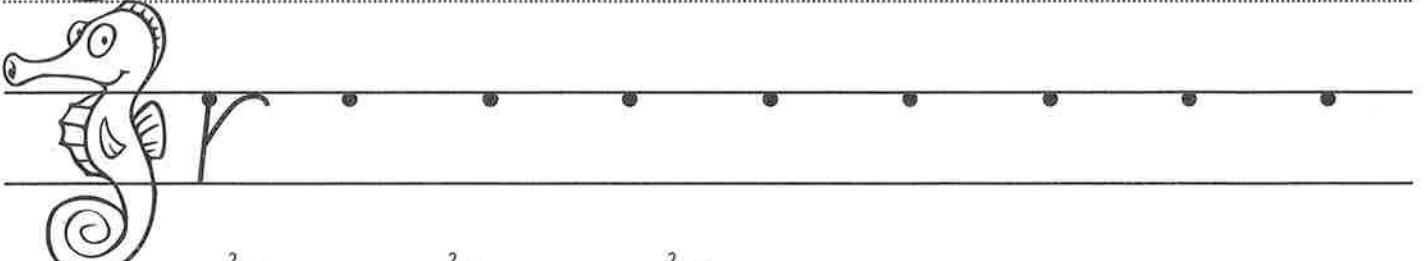
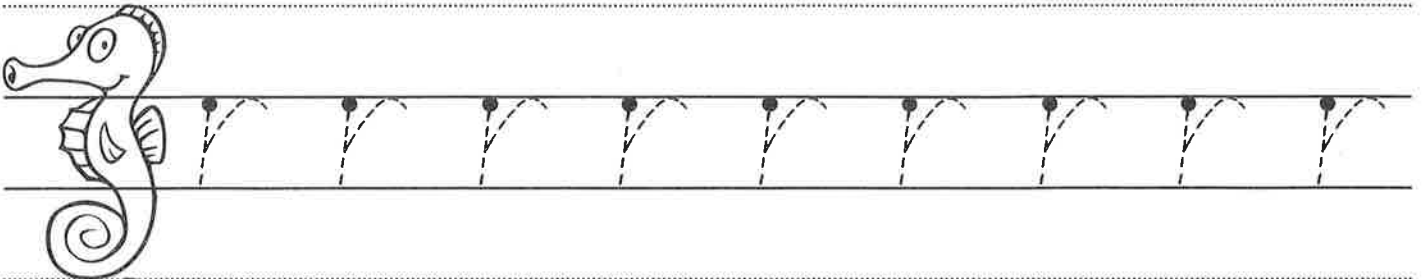
7		
8		
9		
10		
11		
12		



Track.



Colour the parts of the seahorse that show where the letter r sits.
Trace over your best r and R in red.

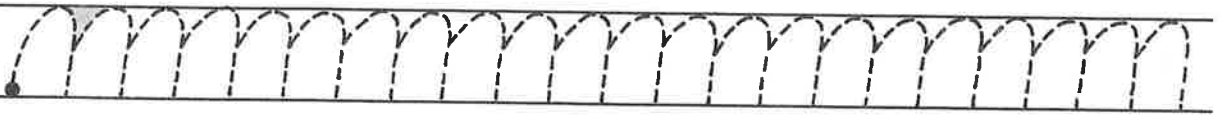
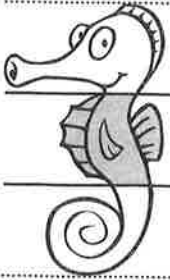


Find the r's.

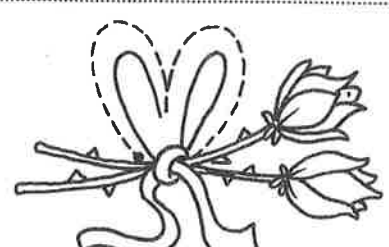
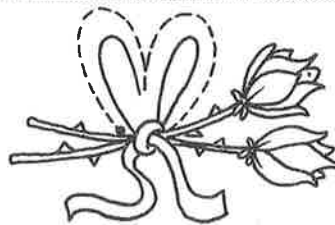
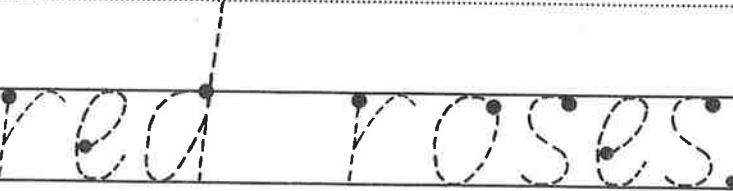
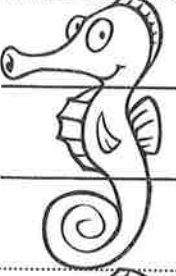
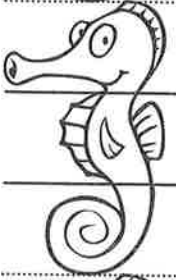
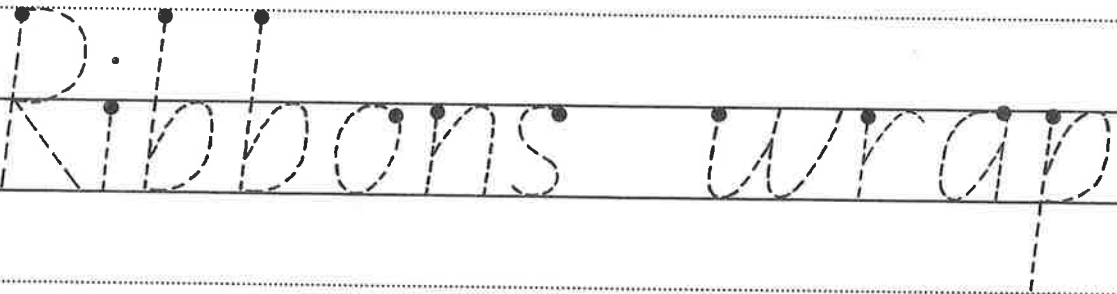
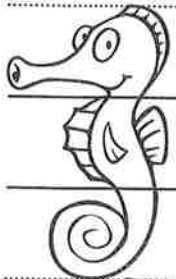
Hopping pattern



Trace, then colour the wedges.



Trace, then copy. Circle the silent letter.



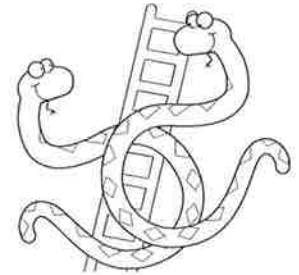
Name _____

Date _____

How to Play Snakes and Ladders

Equipment

- 1 dice
- 1 counter per player
- 1 Snakes and Ladders board game



Steps

If the counter lands on the head of a snake, move the counter to the end of the snake.

Choose a counter and place it on the 'Start' square.

The first player to finish the game is the winner.

The player with the next birthday goes first.

Roll the dice, then move your counter forwards the number of squares shown on the dice.

If the counter lands at the bottom of a ladder, move the counter to the square at the top of the ladder.

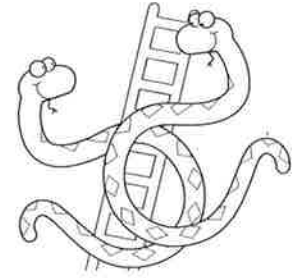
Name _____

Date _____

How to Play Snakes and Ladders

Equipment

- 1 dice
- 1 counter per player
- 1 Snakes and Ladders board game



Steps

1.	
2.	
3.	
4.	
5.	
6.	

Perfect picture!



Can you draw what
Astrid is holding in her
hands? Can you draw
what might happen
next?

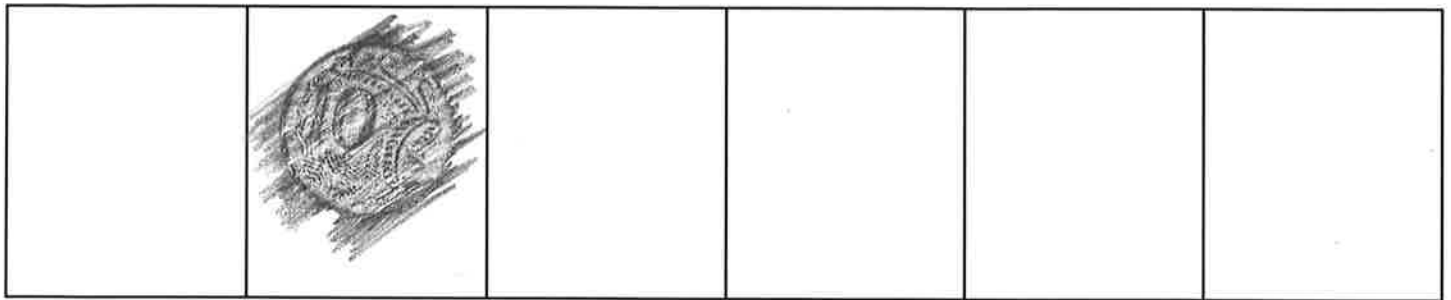
Coin Rubbing

Rubbing coins is a wonderful and exciting way to see the pictures on them!

Step 1: Place the coin under the paper.

Step 2: Gently rub over the paper with a lead pencil.

Step 3: Keep rubbing until the picture appears!



5c

10c

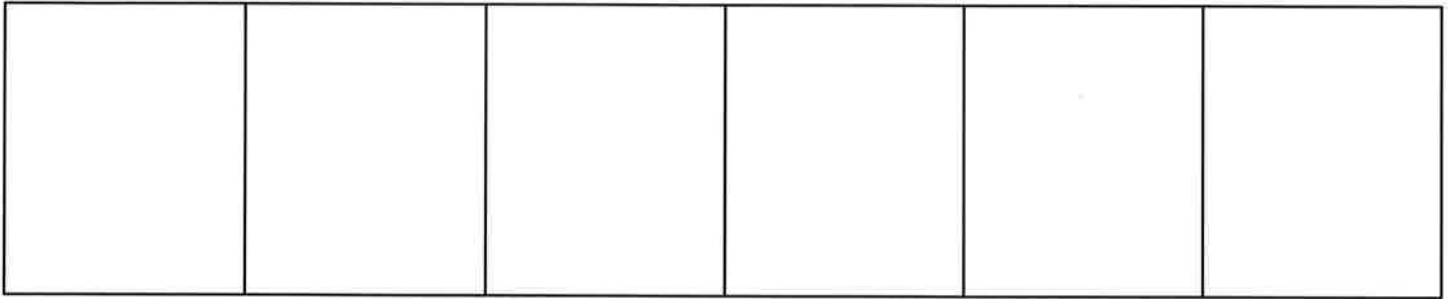
20c

50c

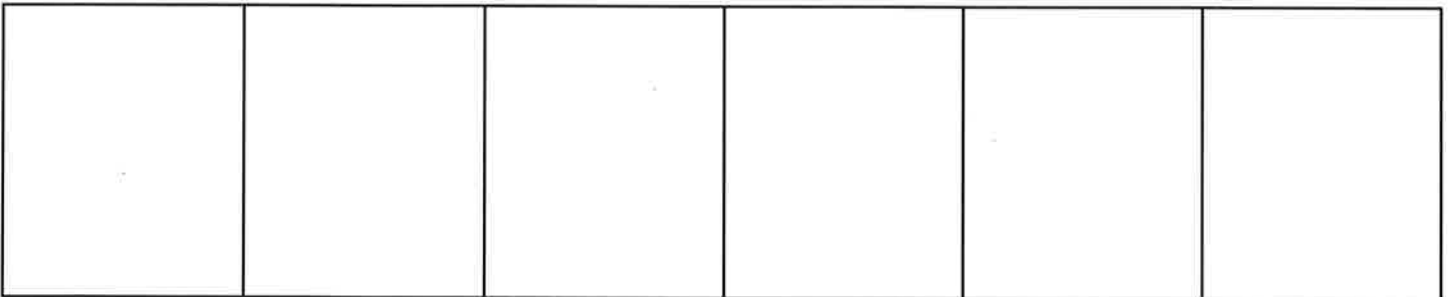
\$1

\$2

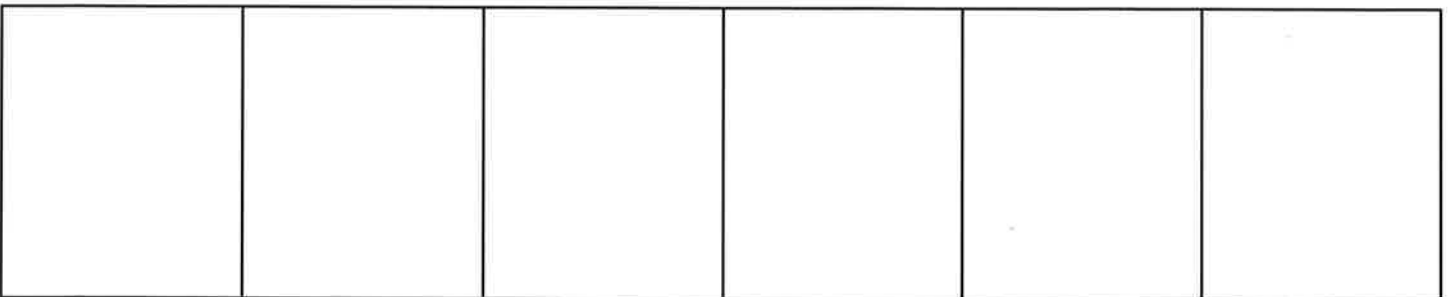
Now try rubbing coins in different colours:



Next, rub the coins in order from largest value to smallest value:



Finally, rub the back of the coins:



Australian coins

1 Look at these Australian coins and answer the questions.



- a How many gold coins are there? _____
- b How many silver coins are there? _____
- c Which is the largest coin in size? _____
- d Which coin has the greatest value? _____
- e Which coin has the smallest value? _____

2 Draw a line to match each price tag to a coin.



Counting coins

1 Count how much money is in each purse.

a  c

d  c

b  c

e  c

c  \$

f  c

2 Order the coins from smallest to largest value.

5c	c	c	c	\$	\$
----	---	---	---	----	----













3 Order the amounts from the smallest to the largest value.

50c	20c	35c	95c	3c
-----	-----	-----	-----	----

c	c	c	c	c
---	---	---	---	---

1 Tick the coins you need to pay for each item. Use any combinations of coins you like.

					
a	 60c				
b	 90c				
c	 65c				
d	 75c				
e	 85c				
f	 80c				

2 Make up your own price for the texta and tick the coins needed to pay for it.

	<input type="text" value="c"/>				
---	--------------------------------	--	--	--	--

The snack machine

Ben bought a packet of chips from the snack machine. It cost him \$1.50. The machine took these coins.



Task:

How many ways can you find for Ben to pay for the chips? The first one is done for you.

$$\text{\$1} \quad 20c \quad 20c \quad 10c = \$1.50$$

Week Three – Lesson Two

'Singin' in the kitchen'

- Listen to the song on YouTube: <https://www.youtube.com/watch?v=aMtx25sPvQo>
- Sing along to the song using musical notes resource below.
- Clap to the beat of the song:

The beat is *sing-in'*

1 2

- Choose a household item to use as your instrument.
- Practice singing to the music and tapping your chosen instrument to the beat of the music.

Chorus

Here we go, sing-in' in the kit - chen, Al - to - ge - ther now, sing-in' in the kit - chen, Ev - ery - bo - dy, sing-in' in the kit - chen, Bang-ing on the pots and pans. I play the lids and you play the spoons, I sing the words and you sing the tunes, We'll wake up the man in the moon Because we sound so loud.

Now it's late and we've all been fed,
Everybody's tired and it's time for bed,
Baby's nodding his little sleepy head,
So let's sing quiet and low.

Mummy and daddy, singin' in the kitche
Little bitty baby, singin' in the kitchen,
All the kids, singin' in the kitchen,
Banging on the pots and pans!

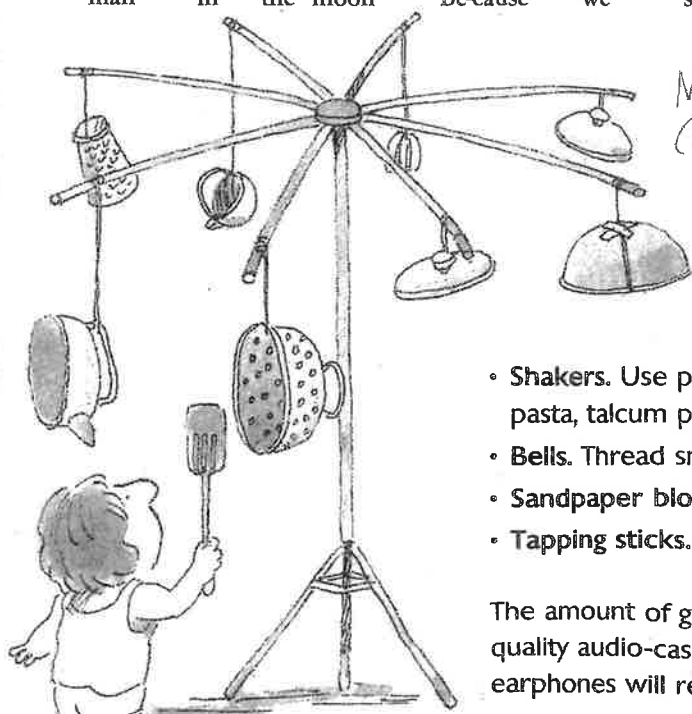


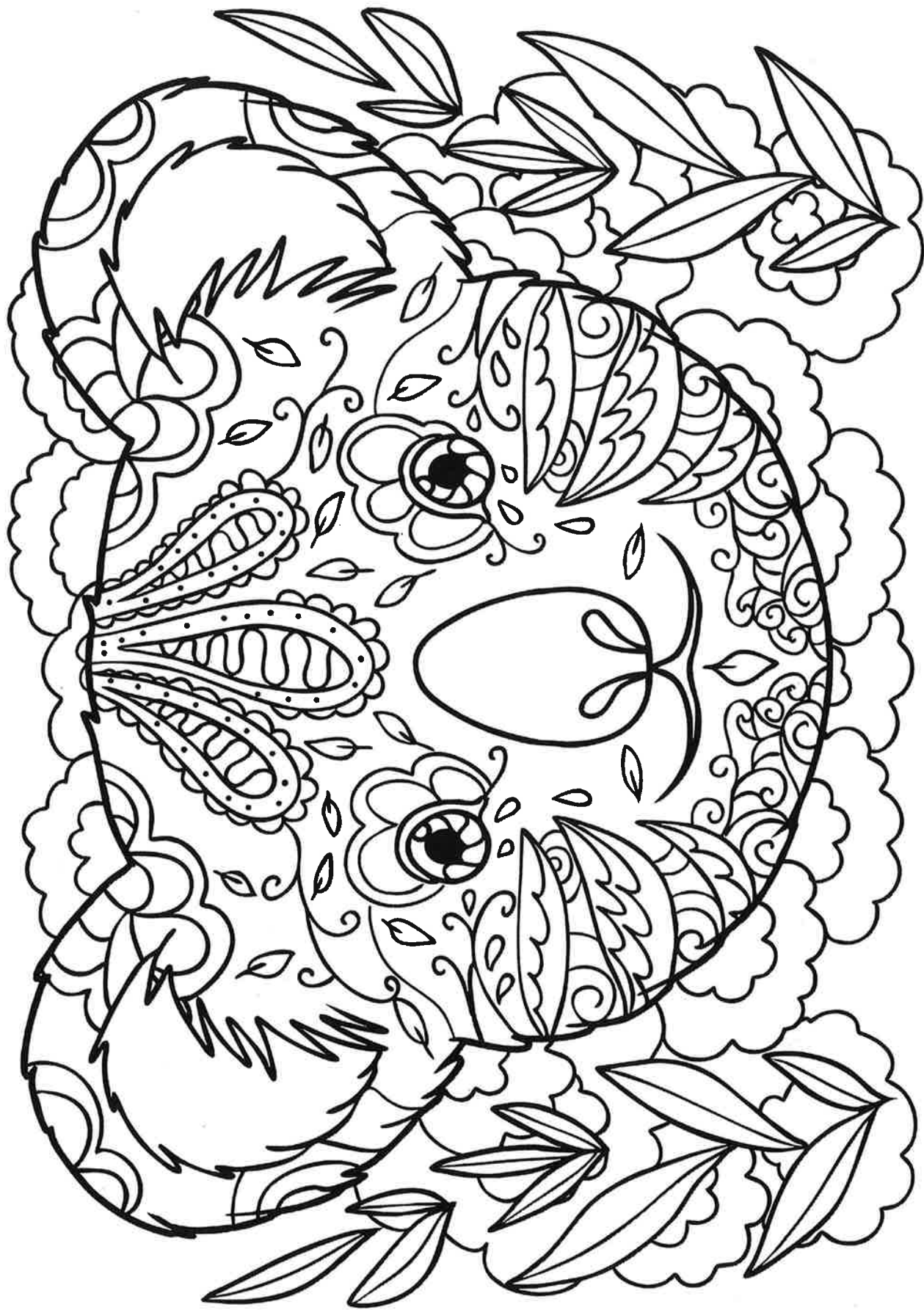
Music tree
(airing rack)

A sound-making box might contain:

- Kitchen implements – saucepan lids, baking trays, egg-beaters, a kettle whistle, plastic bowls, wooden spoons for beaters.
- Shakers. Use plastic bottles with easily grasped necks. Fill them with rice, stones, pasta, talcum powder, sugar, beans. Tape over the lids with strong electrical tape.
- Bells. Thread small bells on elastic for wrists and ankles.
- Sandpaper blocks. Glue sandpaper to timber offcuts.
- Tapping sticks. A pair of Aboriginal sticks, or lengths of wooden dowel.

The amount of good music (and stories) for children makes investment in a good-quality audio-cassette player worthwhile. For listening in bed or in the car, earphones will reduce nuisance to other children or adults.





Term 2, Week 3

The following activities will be completed in class on your allocated day at school.

*If you are absent on your allocated day, please complete the activities as normal.

Alphabetical Order

Use a different colour for each section of the alphabet. The first should be red, then yellow, then green and the last blue.

Write the capital letters next to the lower-case letters.

___ a ___ b ___ c ___ d ___ e

___ f ___ g ___ h ___ i ___ j ___ k ___ l ___ m

___ n ___ o ___ p ___ q ___ r ___ s

___ t ___ u ___ v ___ w ___ x ___ y ___ z

Put these sets of letters into alphabetical order.

F B X O

T C N H

q w i r

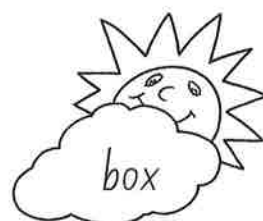
Put these words into alphabetical order.

Inky Snake Bee

pear apple orange

Alphabetical Order

Write the words in the clouds in alphabetical order on the lines below the pictures. Remember if there are 2 words beginning with the same letter, you look at the second letter. Colour in the word in the cloud and the word you wrote in matching colours.



_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Name _____

Date _____

Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

1.

2.







3.

4.



Counting Coins

1 Complete this money table.

Coin	Amount in cents	Amount in words	Colour
	5c	five cents	silver
			
			
			
			
			

2 Colour match each note with its name in words and numbers. Colour them the correct colours.



five dollars

twenty dollars

one hundred dollars

fifty dollars

ten dollars

\$20

\$50

\$10

\$5

\$100

3 Colour the notes needed to make each amount.

\$50



\$20



Lesson 3 Introduction – Stretching

After exploring which parts of the body can stretch, Students draw or write answers to the following questions.

1. What can you stretch on your body?

2. What happens when we stretch?

3. What words can you think of to describe 'Stretching'?

Stretch it out!

Bend it! Stretch it!

Team members' names: _____ **Date:** _____

Place your snake so that its tail is at the beginning of the line. Stretch the snake out to the end of the arrow. Let it go and mark where it returns back to and stops.

Snake 1 _____



S t o p h e r e

Snake 2 _____



Snake 3 _____



