

Stage 1

Term 2

Week 4

Name:



Spelling Week 4

Monday Read and trace your words	Tuesday Rainbow words	Wednesday LCWC	Thursday Ask a parent to test you
win			
sit			
stop			
fry			
dry			
crying			
sky			
more			
before			
myself			

Choose an activity from the grid.

Word endings – y

1. Copy each list word.

cry _____	tidy _____	sorry _____
sky _____	lazy _____	funny _____
fly _____	ugly _____	story _____
very _____	happy _____	party _____
copy _____	busy _____	city _____
body _____	easy _____	pretty _____
baby _____	puppy _____	

2. Name the picture.



p _____



c _____



b _____



c _____



h _____



s _____

3. Unscramble it. Unscramble the letters to make the list word.

nfuyn _____ zlay _____

yrev _____ tpyert _____

iydt _____ seay _____



Word endings – y

Challenge words

4. Copy each challenge word.

many	_____	empty	_____
fairy	_____	angry	_____
fancy	_____	dirty	_____
ready	_____	clumsy	_____
heavy	_____	family	_____

5. Solve it. Read the clue and complete the sentence with a list word.

I'm a magical creature with wings. I am a _____.

It is not light. It is _____.

If I have a lot of something I have _____.

I am not full. I am _____.

I am covered in mud. I am _____.

The people related to you are your _____.

6. Silly sentences. Use as many challenge words as possible to make a silly story.

y endings

- Add **y** to make words.

m _ _

c r _ _

b _ _

d r _ _

t r _ _

fl _ _

s l _ _

fr _ _

- Complete the sentences with the **y** words you have made.

Dad can fry fish.

The fox is _____.

I _____ when I am sad.

That is _____ pen.

I will be home _____ 4 o'clock.

The sun will _____ the washing.

I _____ to be good.

Birds _____.



- Turn over the page and write the **y** words you have made.
- Read them.

'ot' as in hot

Put 'ot' in the space.

Draw pictures for three of the words.

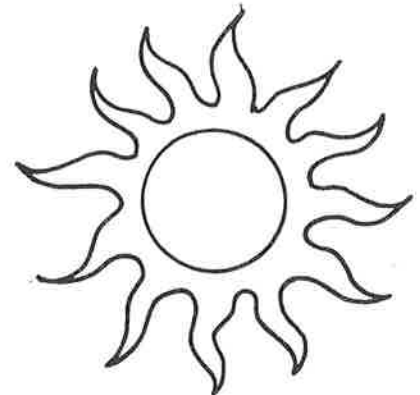
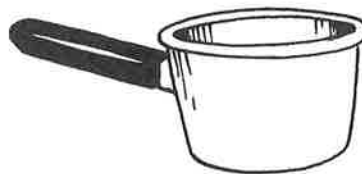
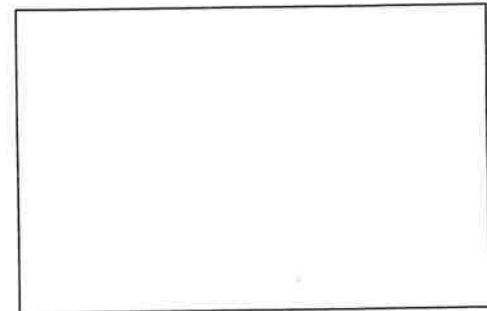
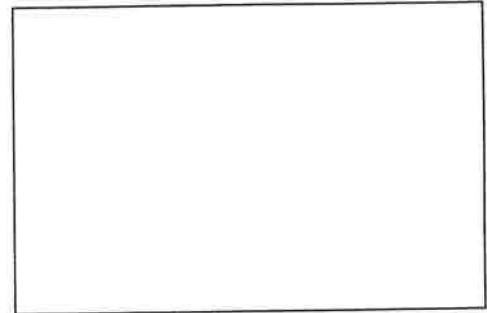
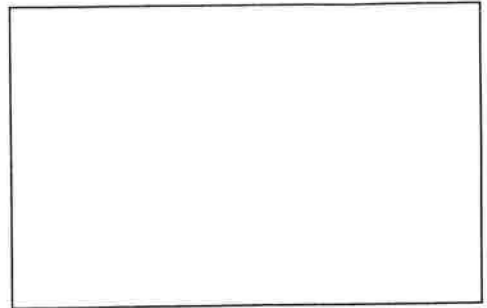
h _____ c _____

d _____ g _____

j _____ l _____

n _____ p _____

r _____



Yes/No

1. Can a pot hop? _____
2. Is it hot today? _____
3. The sun is hot today. _____
4. Can you make a dot? _____
5. Do you sleep in a cot? _____

'ot' as in hot

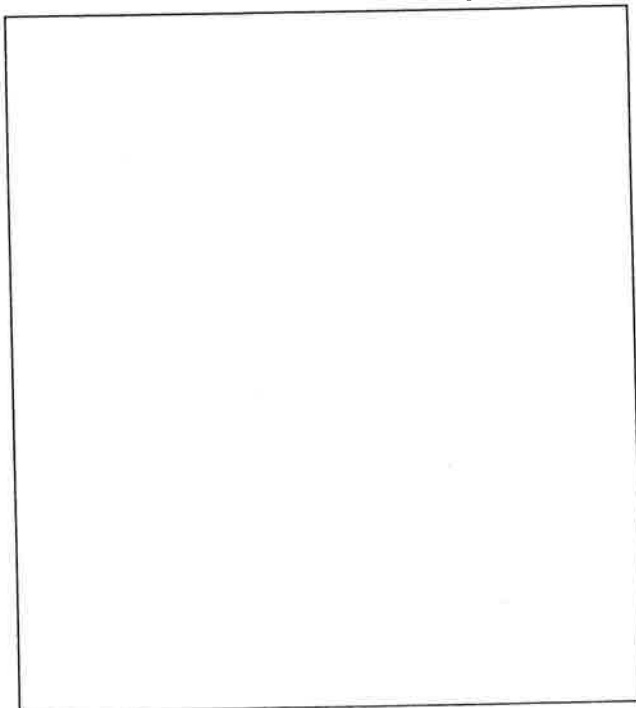
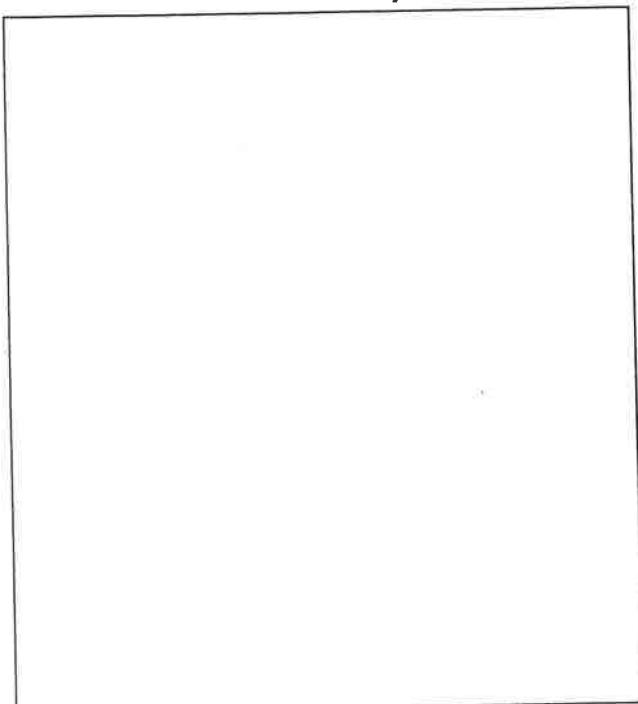
Put the 'ot' words on the pot.



Read and draw.

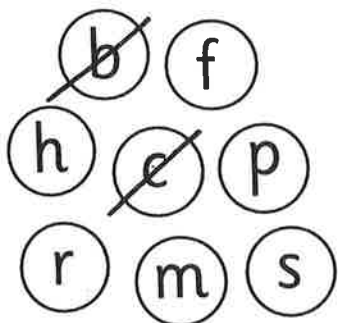
Draw a baby in a cot.

Draw a hot pot.

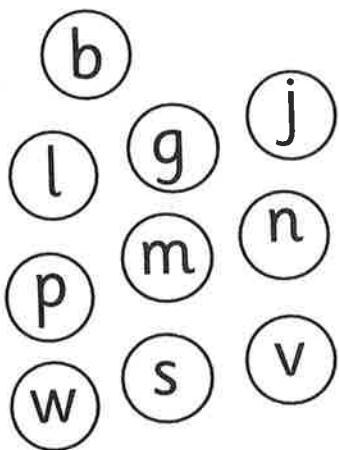


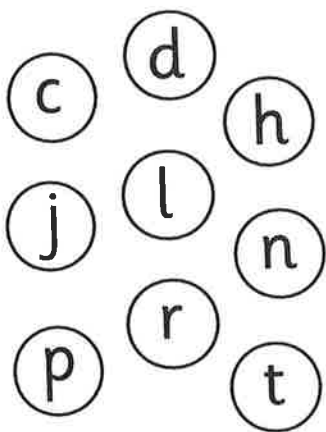
Word endings at et ot

- Make words from the beginnings and endings.
- Read the words.



bat _____
 cat _____







- Write three silly sentences like this with the rhyming words you have made.

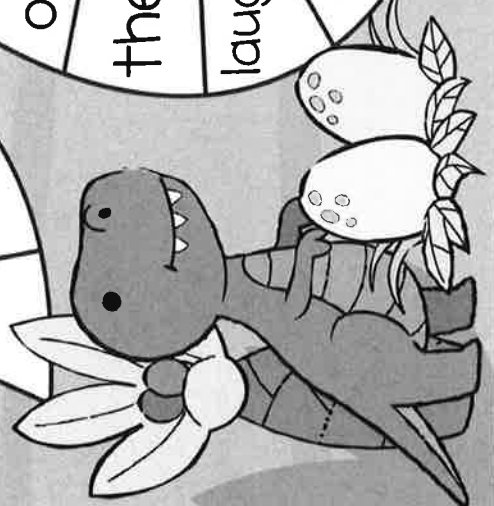
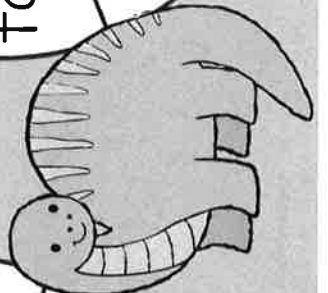
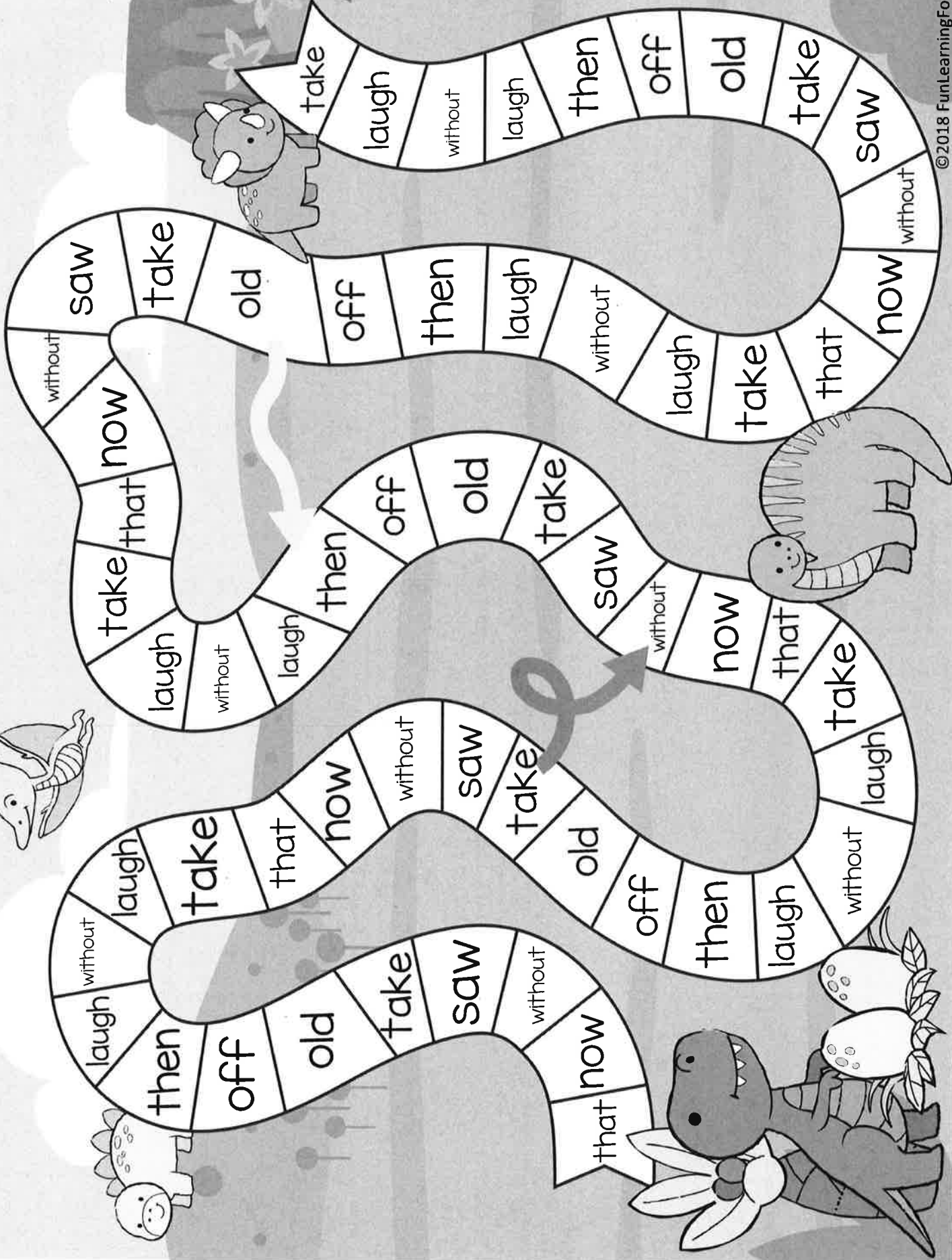
A vet met a wet pet.

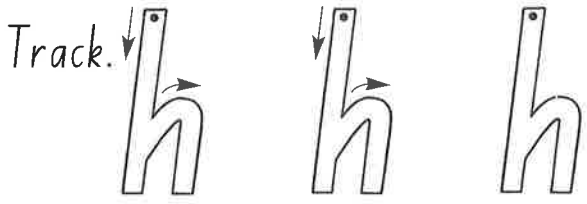
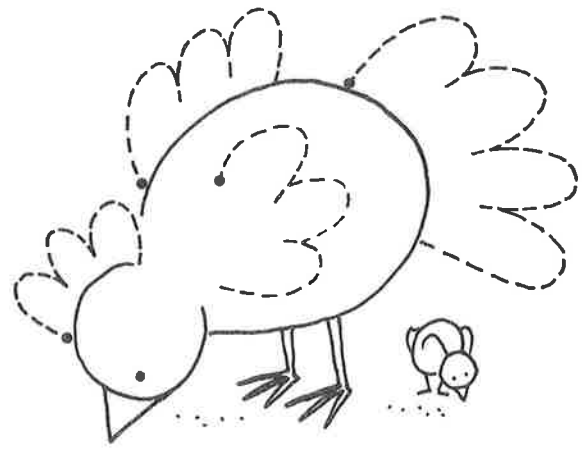
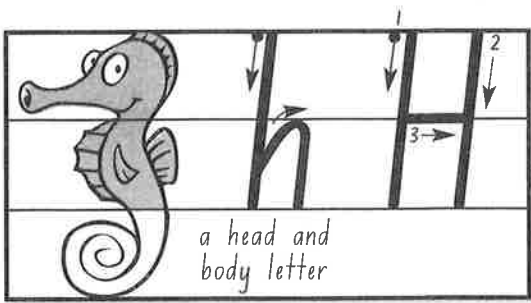


NAME: _____ DATE: _____

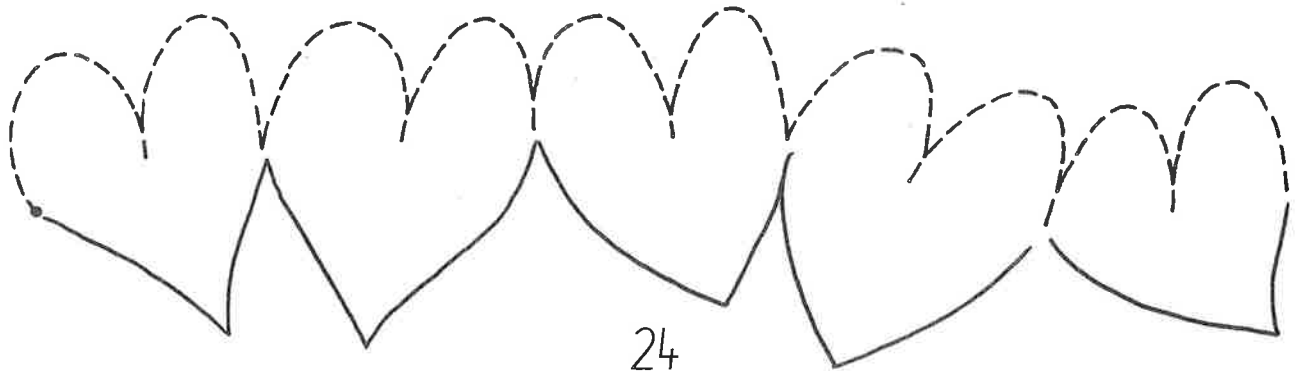
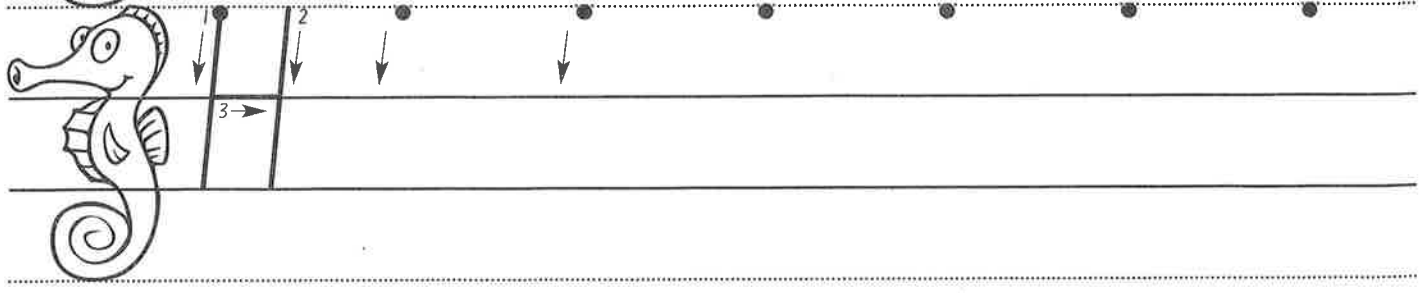
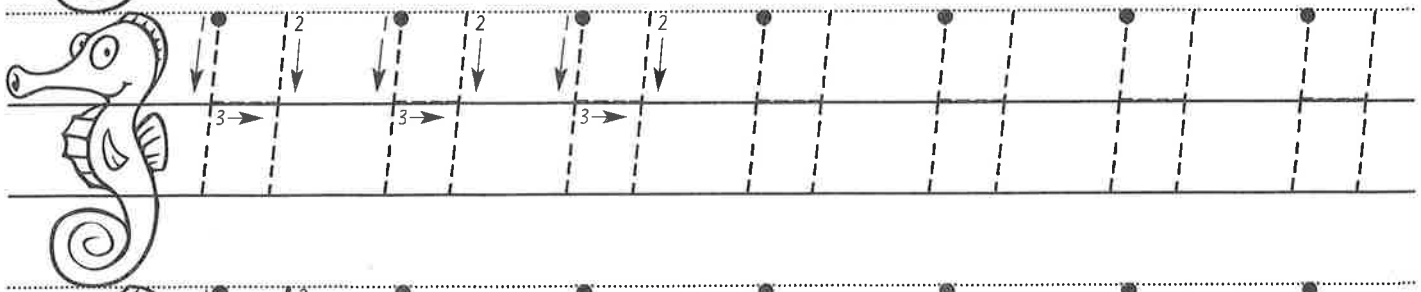
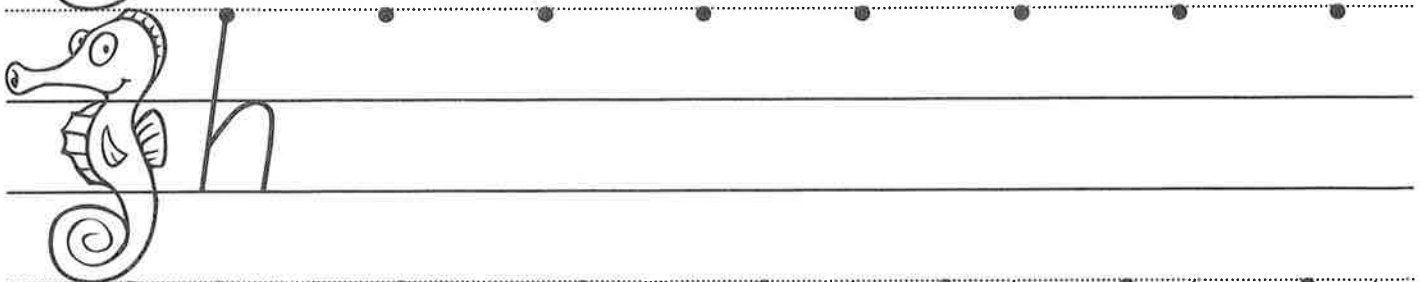
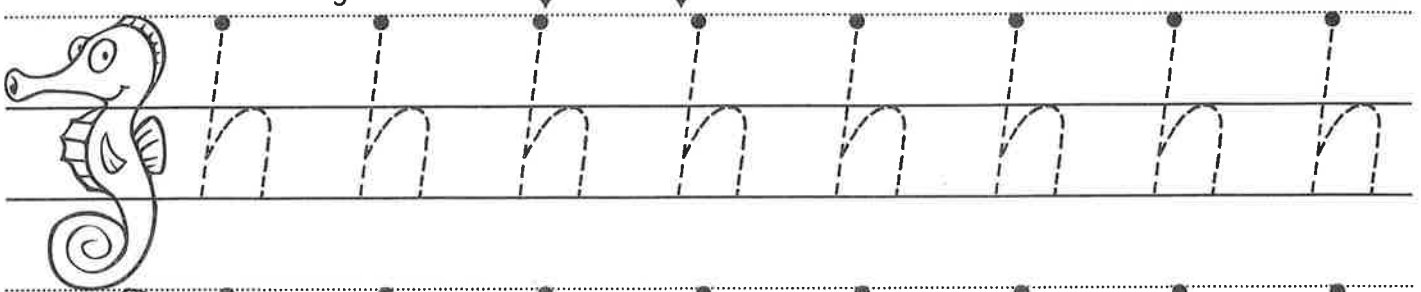
Week 4 Spelling words

B	G	C	S	Z	Y	T	P	J	N	E	N	H	G	N	WIN
J	G	R	B	I	B	H	E	B	T	I	P	A	R	T	SIT
G	D	Y	U	B	M	D	H	L	W	H	D	Z	J	P	STOP
G	R	I	P	B	J	R	T	C	F	U	Z	R	P	E	FRY
G	A	N	I	J	S	O	A	Q	D	B	N	O	Y	I	DRY
X	G	M	S	T	B	M	I	B	G	F	H	S	K	Y	CRYING
P	X	R	V	T	B	M	I	B	G	F	W	P	H	V	SKY
P	I	A	V	Q	W	R	N	T	K	E	Q	V	F	N	MORE
D	U	B	I	V	J	I	M	K	U	F	O	M	M	D	BEFORE
J	C	U	K	L	R	F	H	O	S	Z	R	L	S	O	MYSELF
I	I	C	Q	G	N	V	K	J	R	P	D	Y	A	X	GRIN
D	O	X	S	U	U	S	E	D	S	E	R	U	A	S	GRAB
R	W	V	K	M	Y	S	E	L	F	I	J	W	I		GRUB
U	V	U	B	E	F	O	R	E	R	L	P	M	G	T	GRIP
M	Z	G	W	L	K	U	N	T	Q	Z	S	T	Y	I	DRIP





Colour the parts of the seahorse that show where the letter h sits.
Put a ♥ under your best h and H.

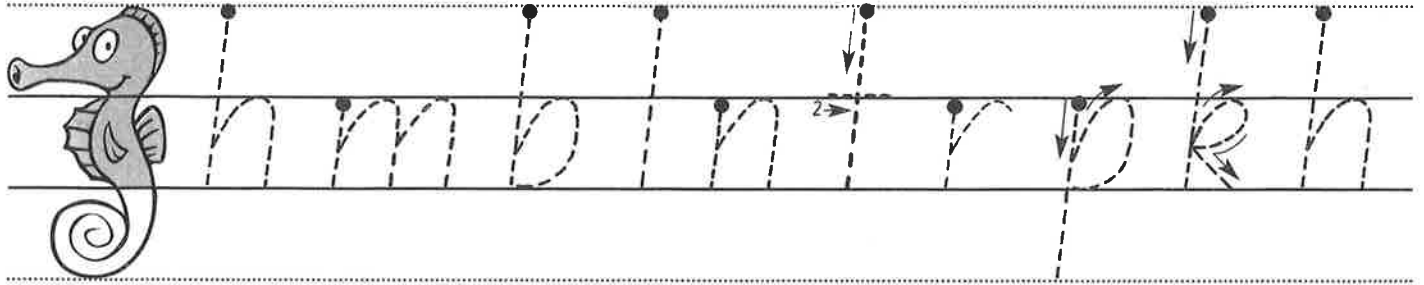


Find the h's.

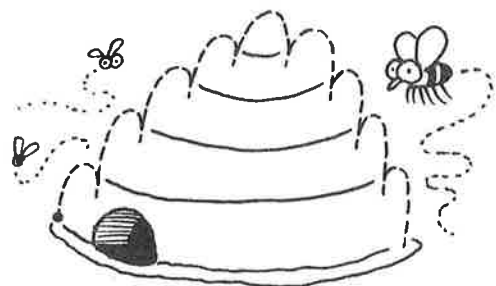
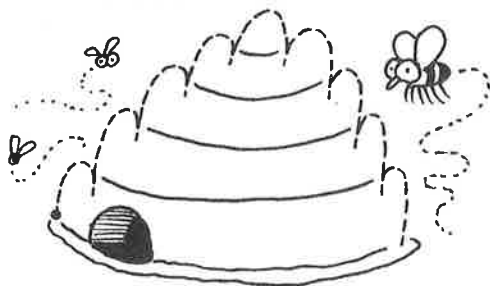
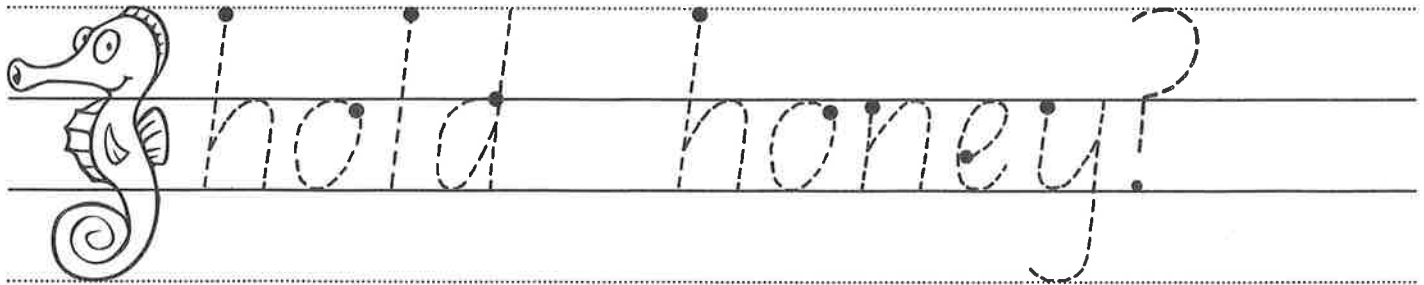
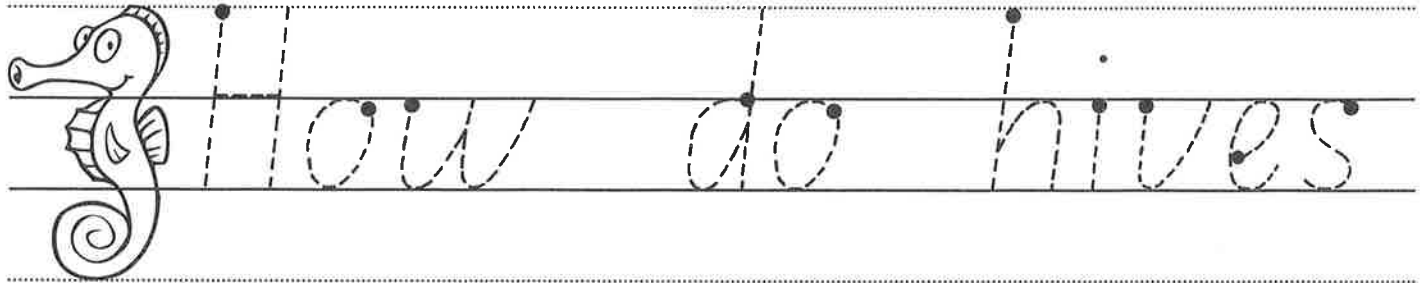
Hopping pattern



Trace the head and body letters.



Trace, then copy. Don't forget to draw the seahorses.



How to Cross a Road Safely

4. Think carefully about whether it is safe to cross the road.

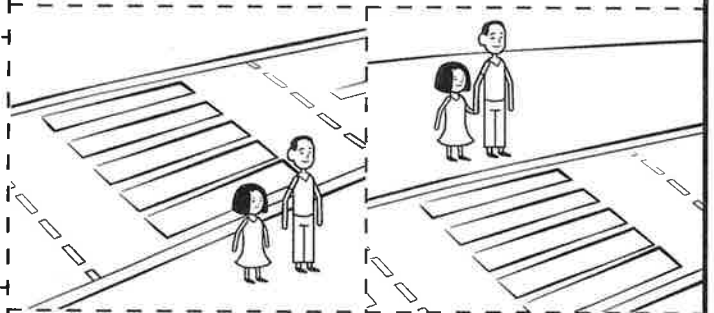
Method

1. Stop at least one step back from the edge of the road.

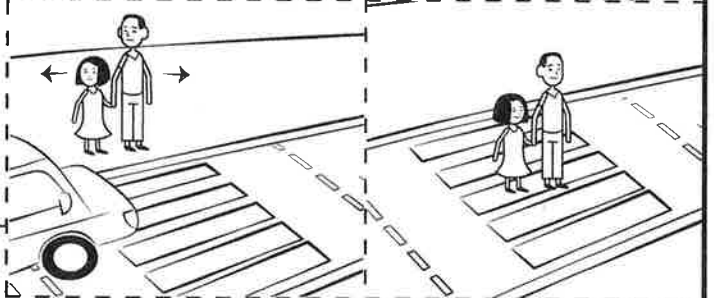
What You Will Need

A responsible adult

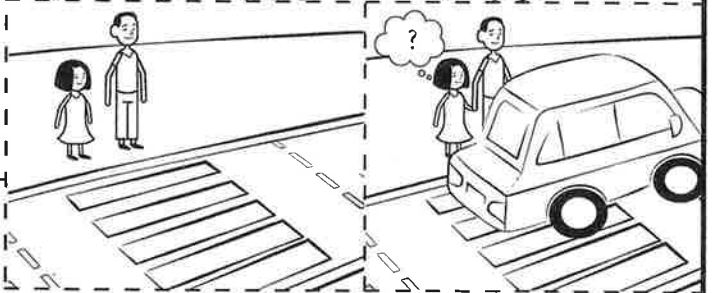
6. Walk straight across the road, watching out for cars as you are crossing.



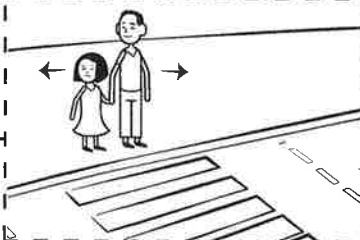
3. Look in all directions for cars, bicycles or other pedestrians.



7. Once you are safely across the road, you can let go of your adult's hand.



5. Check in all directions one more time to make sure the road is clear.



2. If you are with an adult, take hold of their hand.

Perfect picture!

Can you draw what it is
like inside the house?
What does the girl see
as she enters?



Describing number patterns

BLM 1

1 Complete each pattern then write a rule to describe it.
The hundreds chart may help.

a

10	20	30	40	
----	----	----	----	--

Rule _____

b

60	50	40	30	
----	----	----	----	--

Rule _____

c

5	15	25	35	
---	----	----	----	--

Rule _____

d

40	42	44	46	
----	----	----	----	--

Rule _____

e

0	5	10	15	
---	---	----	----	--

Rule _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

f

18	16	14	12	
----	----	----	----	--

Rule _____

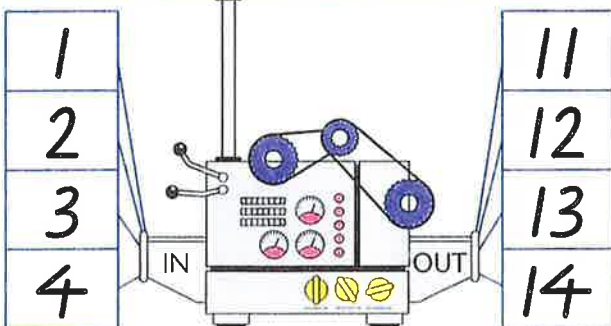
g

42	52	62	72	
----	----	----	----	--

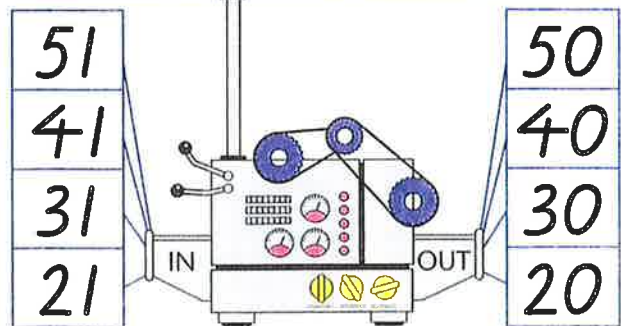
Rule _____

2 Look at the function machines, then write the rule for each.

a Rule _____



b Rule _____



Number patterns on a calculator

- 1** Use the constant addition key $=$ on your calculator to continue the pattern. The first one has been done for you.

a $2 + 3 = 5 = 8 = 11 = 14$

b $3 + 4 = \square = \square = \square = \square$

c $5 + 3 = \square = \square = \square = \square$

d $6 + 5 = \square = \square = \square = \square$

e $4 + 4 = \square = \square = \square = \square$

f $5 + 6 = \square = \square = \square = \square$

g $7 + 5 = \square = \square = \square = \square$

- 2** Use your calculator to find addends for each total.

a $\square + \square = 15$

b $\square + \square = 20$

c $\square + \square = 26$

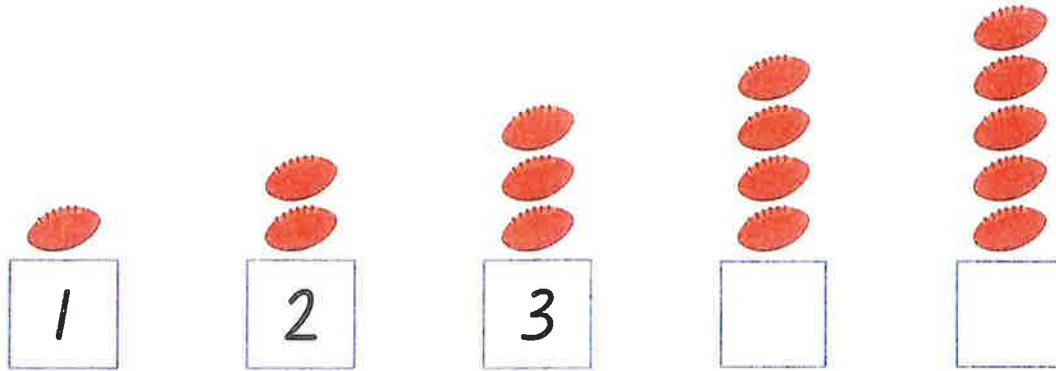
d $\square + \square = 30$

There are many
addends for 30.
 $26 + 4 = 30$
 $13 + 17 = 30$

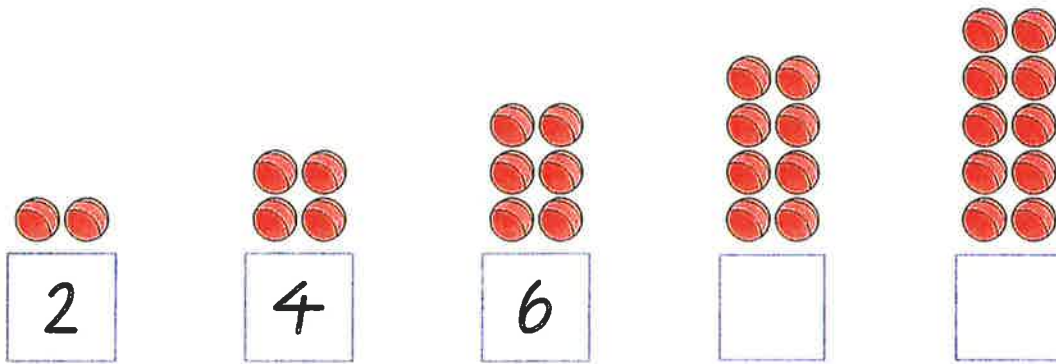


1 Use the shapes to help you finish the number patterns.

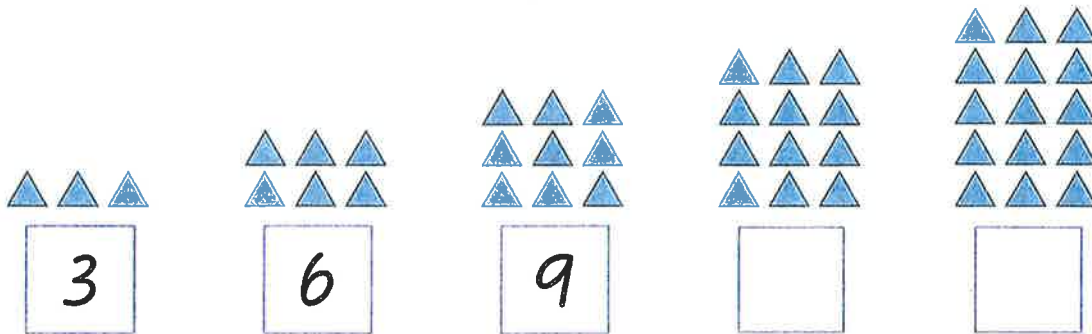
a



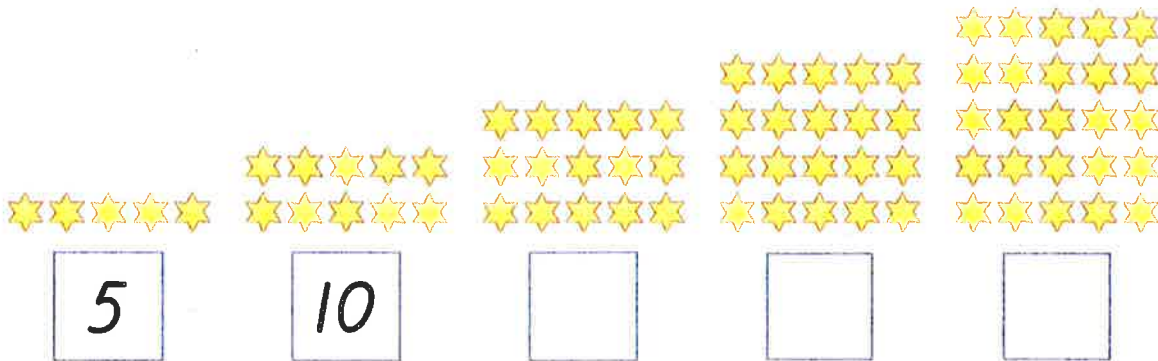
b



c



d



2 Find the missing numbers then write the rule.



Rule _____

1 Put a cross on all the number sequences that are not patterns.

8	14	2	20	30	80
7	13	4	16	25	70
6	11	6	14	20	60
5	10	8	10	15	40
4	8	10	8	10	20
3	7	12	4	5	10

2 Complete each number pattern, then write a rule for each one.

<p>a</p> <table border="1"> <tr> <td>2</td> <td>4</td> <td>6</td> <td></td> <td></td> </tr> </table> <p>Forward by <input type="text"/></p>	2	4	6			<p>d</p> <table border="1"> <tr> <td>10</td> <td>15</td> <td>20</td> <td></td> <td></td> </tr> </table> <p>Forward by <input type="text"/></p>	10	15	20		
2	4	6									
10	15	20									
<p>b</p> <table border="1"> <tr> <td>20</td> <td>19</td> <td>18</td> <td></td> <td></td> </tr> </table> <p>Backward by <input type="text"/></p>	20	19	18			<p>e</p> <table border="1"> <tr> <td>20</td> <td>22</td> <td>24</td> <td></td> <td></td> </tr> </table> <p>Forward by <input type="text"/></p>	20	22	24		
20	19	18									
20	22	24									
<p>c</p> <table border="1"> <tr> <td>20</td> <td>30</td> <td>40</td> <td></td> <td></td> </tr> </table> <p>Forward by <input type="text"/></p>	20	30	40			<p>f</p> <table border="1"> <tr> <td>60</td> <td>50</td> <td>40</td> <td></td> <td></td> </tr> </table> <p>Backward by <input type="text"/></p>	60	50	40		
20	30	40									
60	50	40									

Keep the patterns going.

a.

b.

c.

d.

e.

f.



Scrunch it!

Name: _____ Date: _____

Question: Which sheet of kitchen material can be scrunched into the smallest ball?

Materials: paper towel, plastic wrap, alfoil

I predict that _____ can be scrunched into the smallest ball.

Draw or trace the results:

Biggest

Next biggest

Smallest

Wait ten minutes.

Draw or trace the results:

Biggest

Next biggest

Smallest

We found out that:

How did people communicate in the past? - 1

Read the text in the speech bubbles.



Grandma, how did you talk to other people when you were a child?



Well, Nadia, we were lucky. We had one **telephone** in our house. A lot of people had to use a **public phone** in the street. We also had a mobile phone to take out. You couldn't put it in your pocket. It was very big. Almost as big and heavy as a brick!

It could only make and receive calls. It couldn't take photos, or send email or text messages. It couldn't be used to look on the internet.

THE PRESENT AND PAST

At school we learnt how to write **letters**. So I wrote letters to my grandparents and cousins in China. They wrote back to me. It was exciting getting a letter in the letterbox. I had a penpal in the US. We sent letters and souvenirs back and forth to each other. Sometimes it took weeks for a parcel or letter to get across the world. It's much faster now. When you send an email to your friend in Sydney, it gets there in an instant.

When we talked to each other, it was usually from one person to another or in a group. We liked getting together to chat. We talked face to face. Now people write something on Facebook™ or in a blog and it goes to hundreds or millions of people instantly. I don't know if that's a good thing or not!



We also had **telegrams** which we sent from the post office. They were short messages that could be sent really quickly. We used them for emergencies or to say 'Happy birthday!'

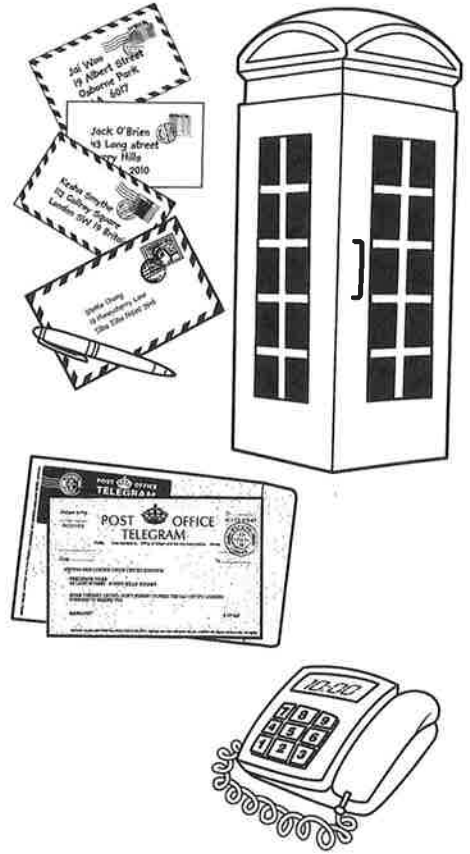
I like writing, Grandma. Can you show me how to write a letter? Then I can email it to my friend!

How did people communicate in the past? - 2

Use the information on page 67 to complete the following.

1. Draw a line to match the object to the text that tells about it.

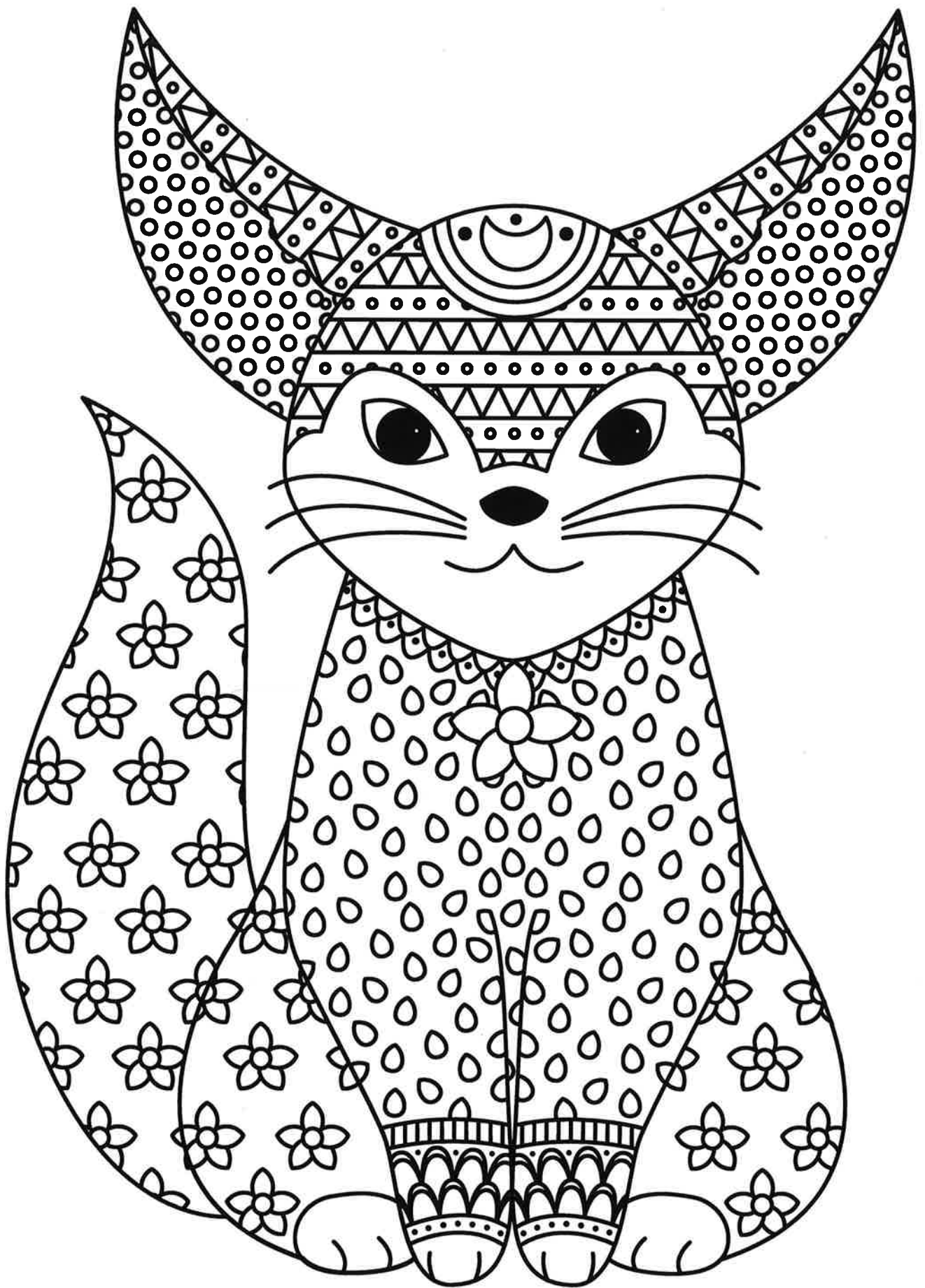
- (a) writing or printing to one person or lots of people
- (b) a telephone in a big box or booth in the street that anyone can use by putting in coins
- (c) a device in a home for sending spoken words a long distance using a microphone and a receiver in a handset
- (d) a message sent and tapped out by a telegraph. It is then printed out and delivered



2. Circle the ending that fits best.

- (a) Grandma spoke to her friends on
 - a mobile phone.
 - the home phone.
- (b) Grandma wrote to her friends using
 - letters.
 - email.
- (c) Nadia writes to her friends using
 - letters.
 - email.

3. What is the big difference between getting together to chat and writing on Facebook™?



Term 2, Week 4

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.

Name _____

Date _____

Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

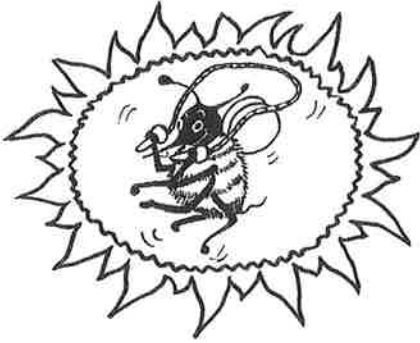
1.

2.

3.

4.

Write the verb for each picture.



to _____

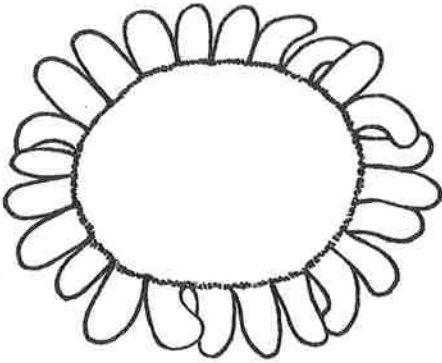


to _____

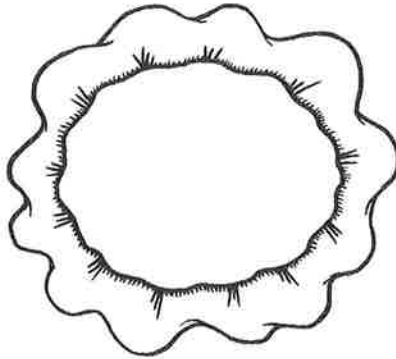


to _____

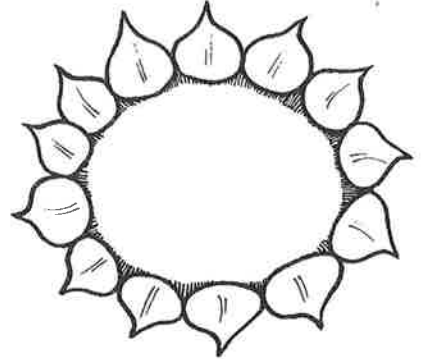
Draw a bee doing each verb.



to cry

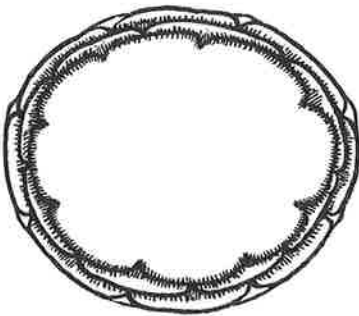


to hop

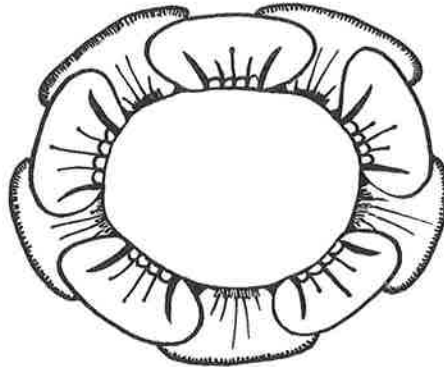


to brush

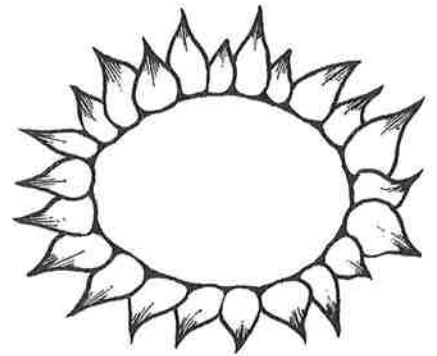
Think of three more verbs and draw pictures for them.



to _____



to _____



to _____



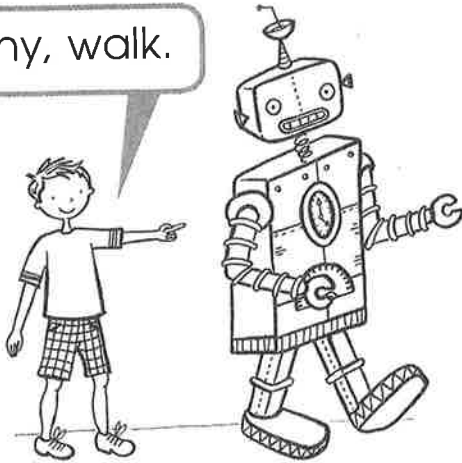
Action: Move your arms backwards and forwards at your sides as if running.

Colour: Red

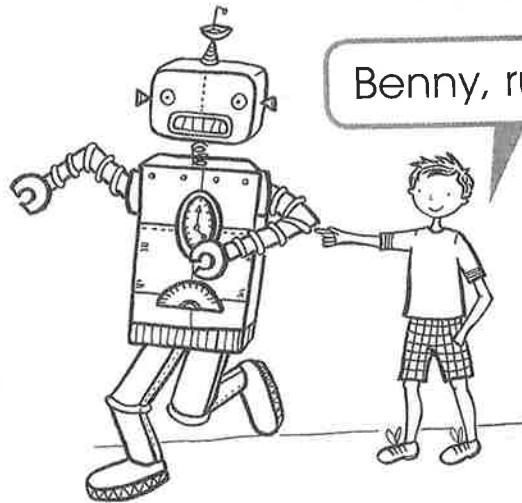
Ziggy's robot

When Ziggy tells his robot Benny what to do, Benny does it.

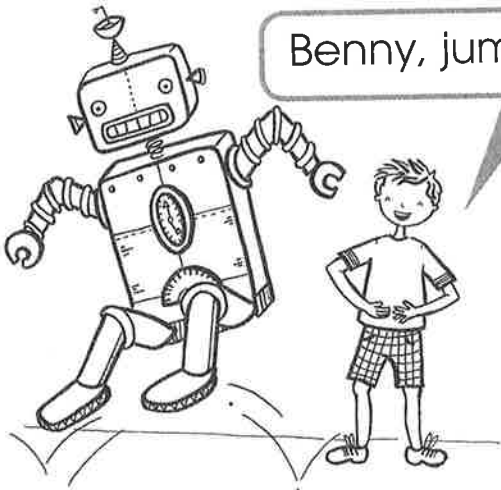
Benny, walk.



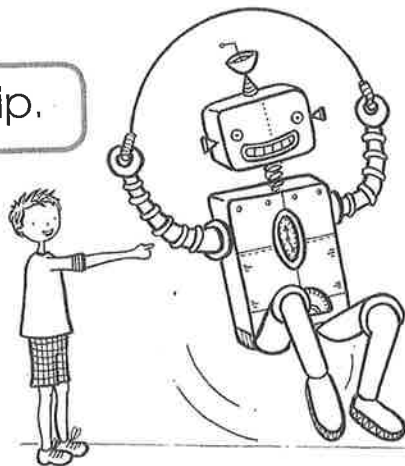
Benny, run.



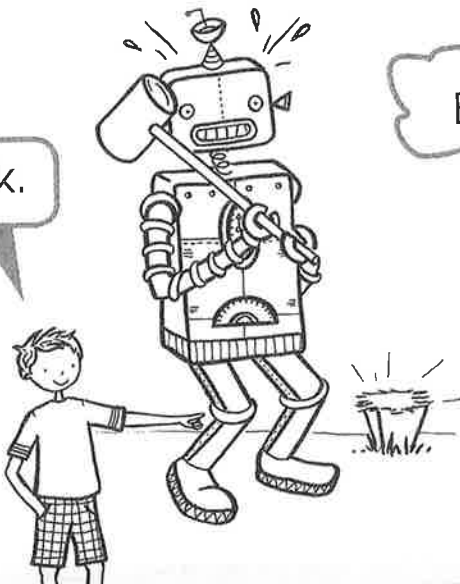
Benny, jump.



Benny, skip.



Benny, work.



Benny, sleep.



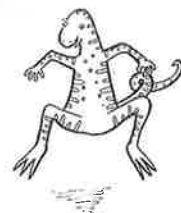
► Some words are called **doing words** because they tell us what is being done.

I **eat** cake. We **drink** milk. They **lick** their ice creams.

Eat, drink and **lick** tell us what is being done to the cake, milk and ice creams.

1 Write six words that tell us what Benny can do.

Doing words tell us what actions are being done.



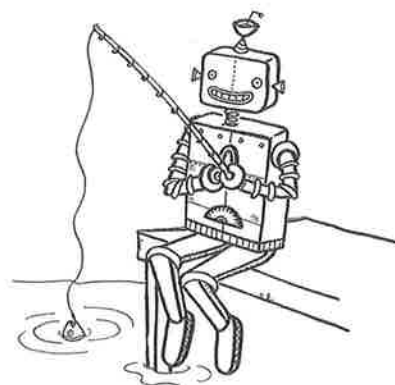
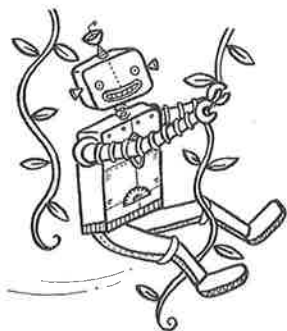
2 Tick the things in this list that you can do.

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| walk | _____ | run | _____ | jump | _____ | climb | _____ |
| fly | _____ | sleep | _____ | swim | _____ | skip | _____ |
| melt | _____ | work | _____ | burst | _____ | try | _____ |
| drive | _____ | count | _____ | smile | _____ | knit | _____ |
| cook | _____ | mow | _____ | play | _____ | see | _____ |
| sail | _____ | throw | _____ | wash | _____ | wink | _____ |



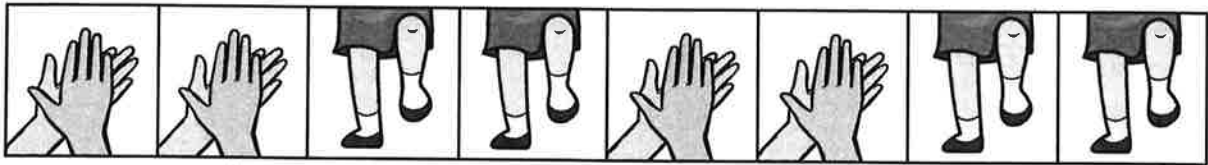
Now try this!

Write what Benny can do.



Patterns and rules – body patterns

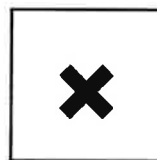
We can also make patterns with our bodies or voices.
Can you follow this pattern with your hands and feet?



We could record this pattern like this.



means

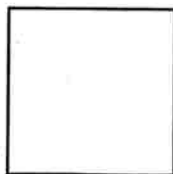


means

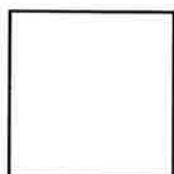


1 Work with a partner and design a body pattern using 2 moves.

2 Find a way to record your pattern.







means



means



Patterns and rules – number patterns

You will need:  a partner  coloured pencils  counters
 sticky notes or labels

What to do:

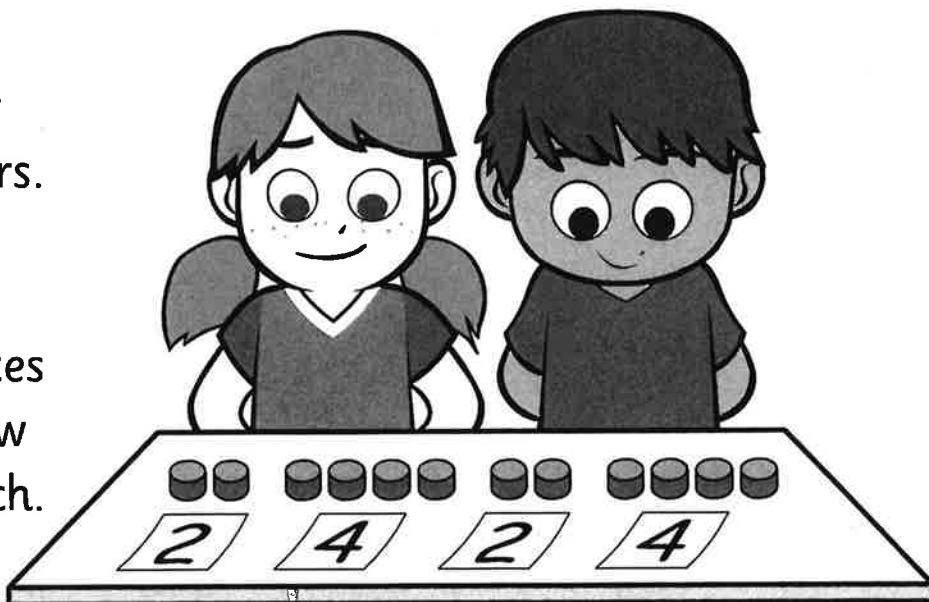
Choose 2 numbers. Write each number on its own sticky note. Do this 4 times. Spread the sticky notes out in a pattern.

Ask your partner to make your number pattern using counters. Record some of the pattern below.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What to do next:

Now make a number pattern using counters. Ask your partner to write the number pattern on sticky notes and place them below your pattern to match.



Week Four – Lesson Three

'Singin' in the kitchen'

- Listen to the song on YouTube: <https://www.youtube.com/watch?v=aMtx25sPvQo>
- Watch Miss Toppin explain today's lesson on Google classroom.
- 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 their instrument.
- Practice singing to the music and tapping your chosen instrument to the beat of the music.
- Add a second household item as another instrument.

Example: sing – in'

1 2

Pot – spoon

