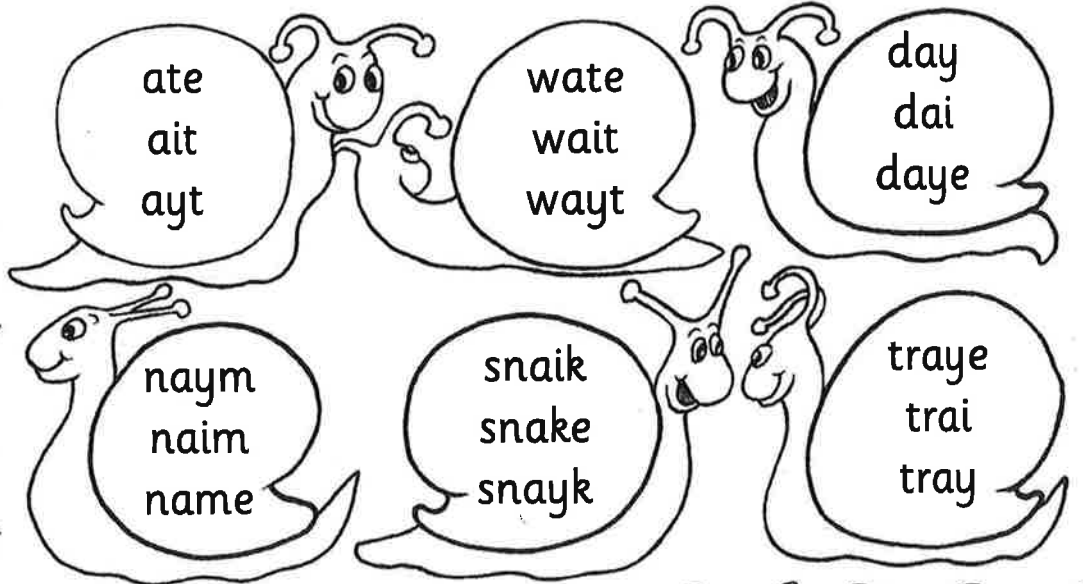


Spelling List

1. next
2. quit
3. m _ k _
4. p _ _
5. m _ _ n
6. cl _ _
7. w _ _ st
8. r _ _ nstorm
9. half
10. quarter

the /ai/ sound: <ai>, <ay> or <a_e>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



Choose a word from the list to fit each sentence.

1. She made a model from _____.
2. Is it free or do we have to _____?
3. I got wet in the _____.
4. My jeans have a tight _____.

half (1/2)

h _ l _

_ a _ f

h _ _ _



quarter (1/4)

q _ a _ t e _

_ u _ r _ _ r

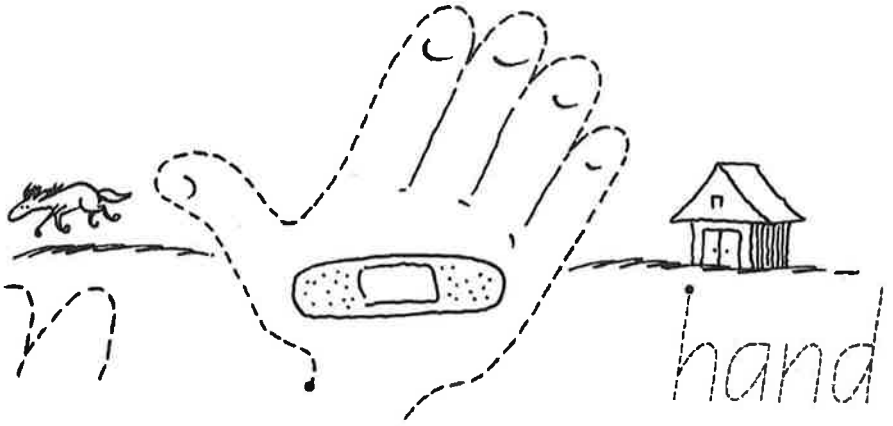
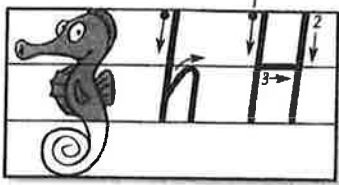
_ _ _ _ t _ r

'there' or 'their'?

1. _____ they are! Up _____.
2. _____ toys are over _____.

'are' or 'our'?

1. We _____ going to visit _____ grandma.
2. They _____ all coming to _____ school.



h h h h h h h

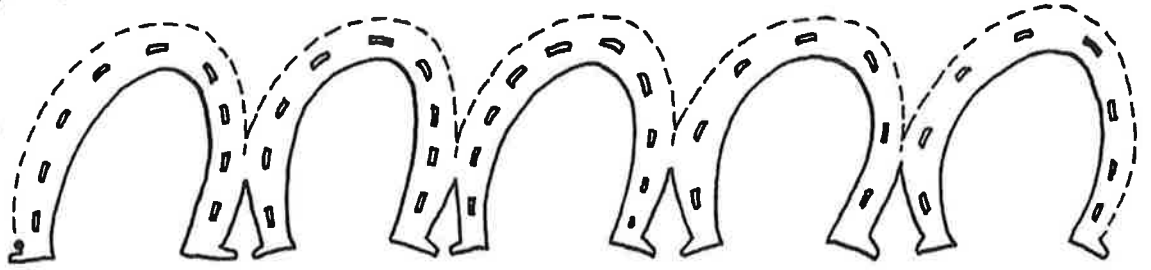
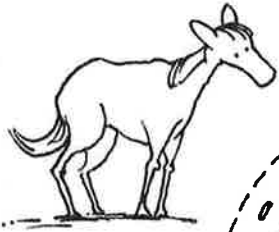
H H H H H H H

h H h H

who whose whom

Harry hurt his hand
holding the horse.

Underline all the hopping pattern letters in the sentence.
✓ your best h.



ere are some orses oes.

Write some head and body letters.



irteen 13 Tirly 30

Trace. Add letters to make new words.

has has

her her

heat heat heat

her he r he r

hop hop hop

How to Cross a Road Safely

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

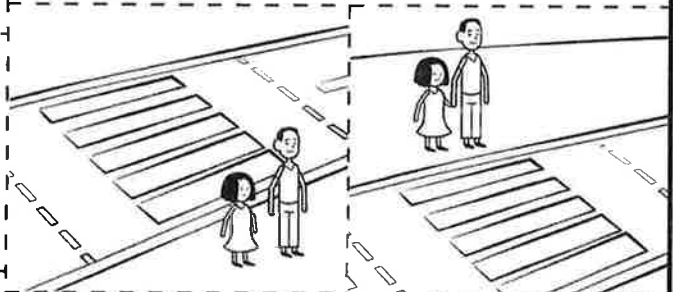
Method

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

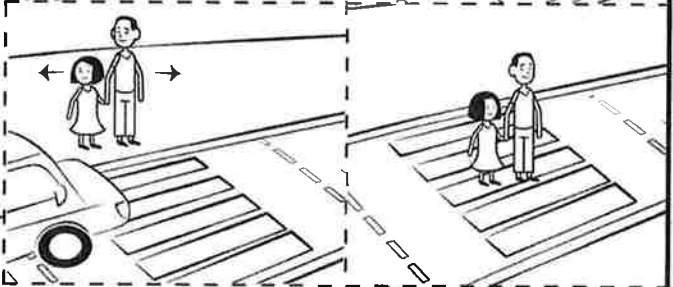
What You Will Need

A responsible adult

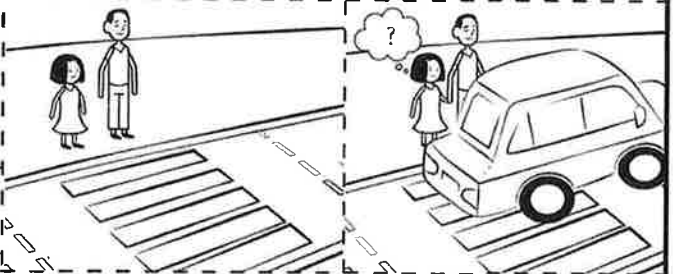
6. Walk straight across the road, watching out for cars as you are crossing.



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?



5 Draw shapes in the boxes to match the number sentences.

a

3

groups of

5

=

15

3

×

5

=

15

b

4

groups of

6

=

24

4

×

6

=

24

4 Complete the boxes for each set of dice.

a

•
•

•
•

•
•

3

groups of

2

=

3

×

2

=

d

groups of


=


×


=

3 Write a multiplication number sentence to describe each group. The first one has been done for you.

a







3

×

3

=

9

2

×

=

×


=

4

=

1 Turn the arrays around to make a new fact then record it.

a



4

×

2


=

8

×

=

b



5

×

2

=

10

×

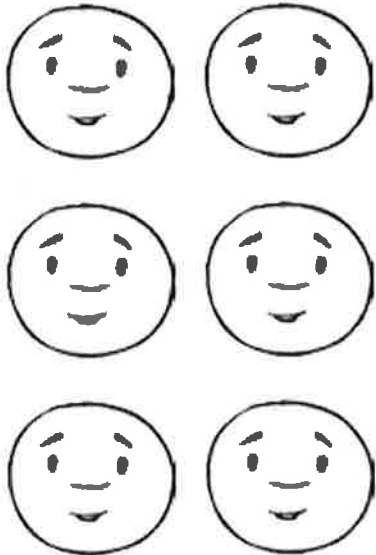
=

Topic Test Week 4

Complete the following test all about Arrays.

1. Which sum represents this array?

1 point



Mark only one oval.

$3 \times 7 = 21$

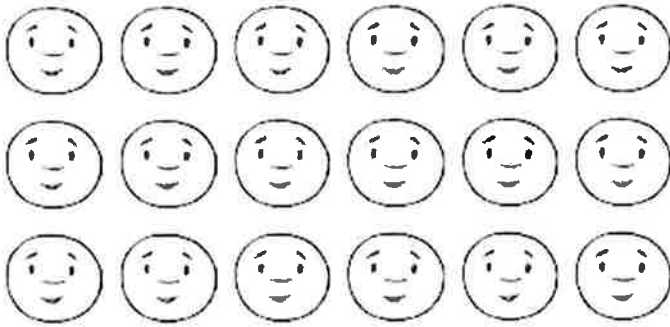
$2 \times 2 = 4$

$3 \times 2 = 6$

$3 \times 3 = 9$

2. Which sum represents this array?

1 point



Mark only one oval.

$3 \times 6 = 18$

$2 \times 6 = 12$

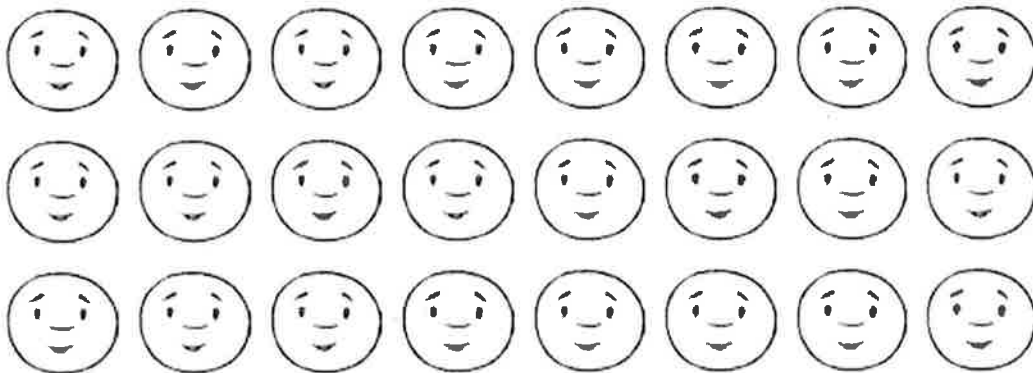
$3 \times 5 = 15$

$3 \times 7 = 21$

3. What number goes in the box?

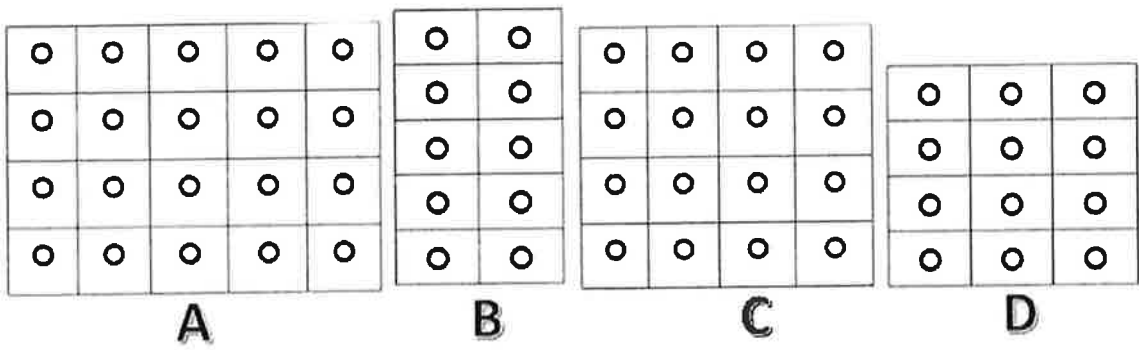
1 point

$$3 \times \boxed{} = \boxed{24}$$



4. Select the array which represents $4 \times 5 = 20$

1 point

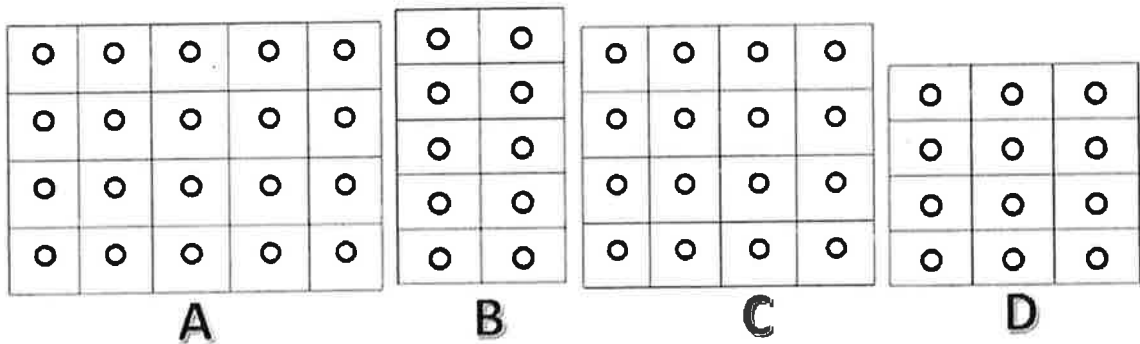


Mark only one oval.

- A
- B
- C
- D

5. Select the Array that represents $3 \times 3 = 9$

1 point

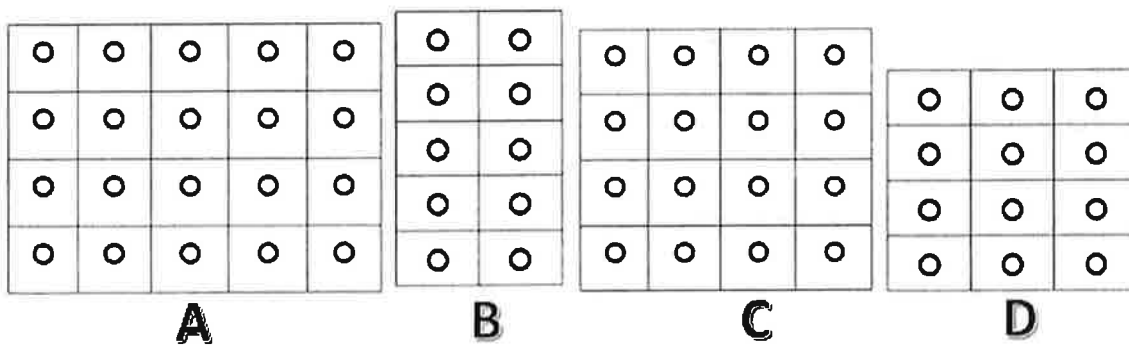


Mark only one oval.

- A
- B
- C
- D

6. Select the Array that represents $2 \times 5 = 10$

1 point

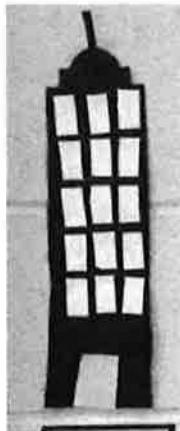


Mark only one oval.

- A
- B
- C
- D

7. What is the array in the skyscraper?

1 point



Mark only one oval.

- $5 \times 4 = 20$
- $5 \times 3 = 15$
- $3 \times 6 = 18$
- $6 \times 3 = 18$

8. Write a multiplication number sentence to describe the group below.

1 point

___ x ___ = ___



9. How else can this array be written? ___ + ___ + ___ = ___

1 point



**This is a 3x4 array.
It can also be written**

10. Using the array, what does $8 \times 2 =$

1 point



This content is neither created nor endorsed by Google.

Google Forms

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.

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!'

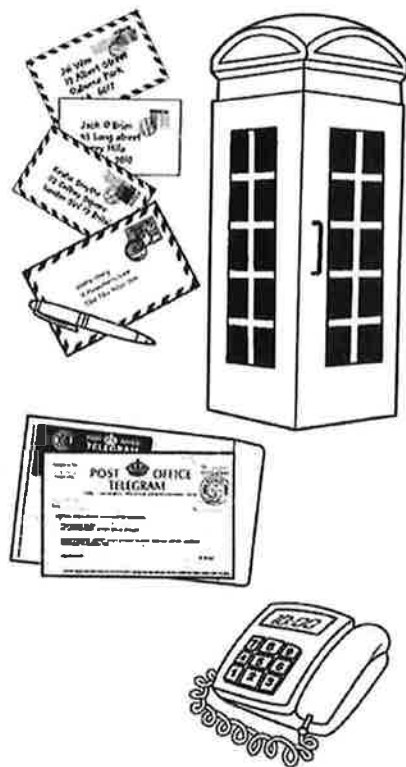
I like writing, Grandma. Can you show me how to write a letter? Then I can email it to my friend!

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



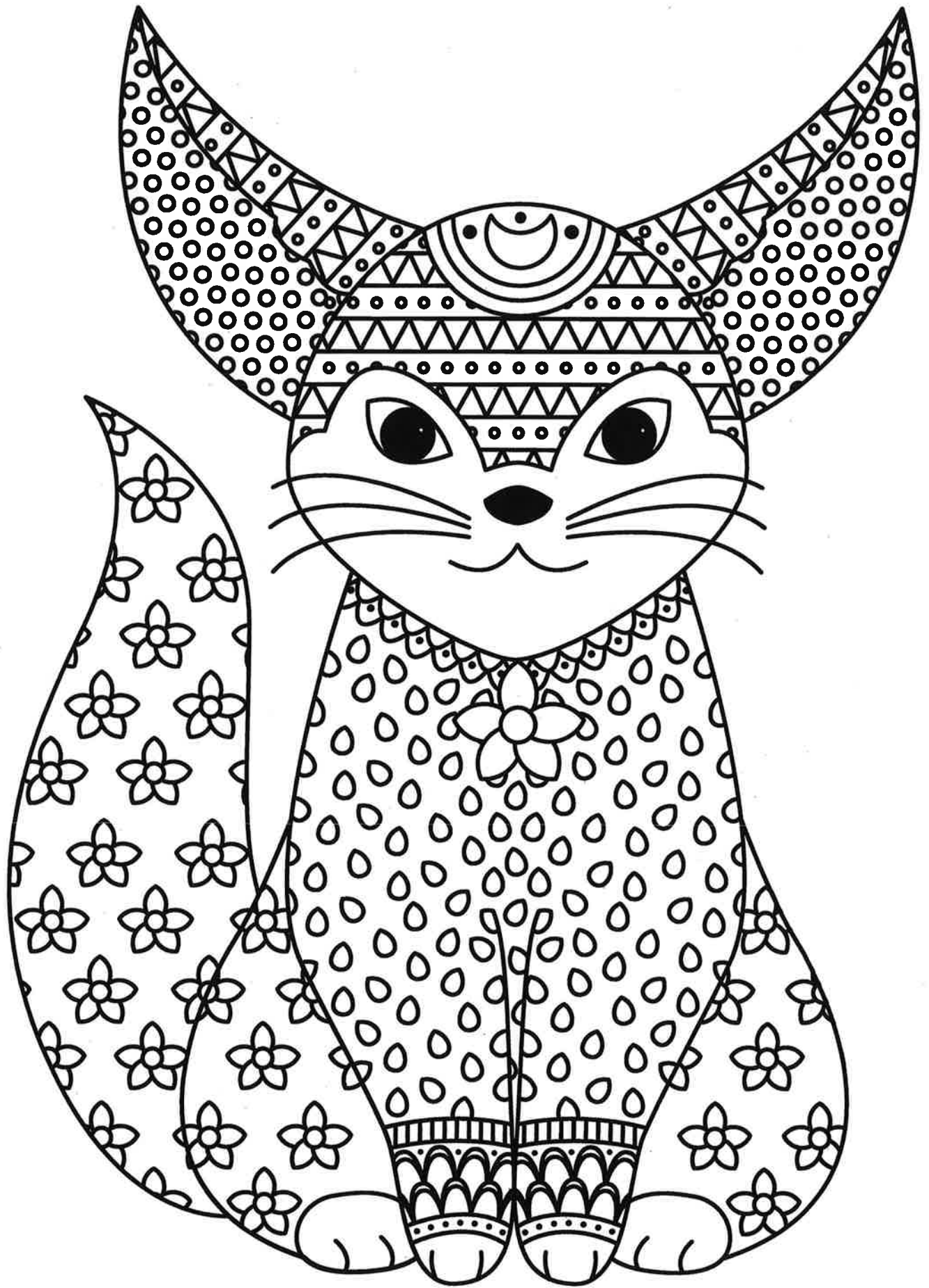
2. Circle the ending that fits best.

- (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™?

THE PRESENT AND PAST

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications (ACHHK030)



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.



Homophone Mix-Ups

there or their ?

Choose the right word to complete each sentence.

1. They put on _____ hats.
2. Leave the package over _____.
3. _____ he is, behind the tree.
4. The children rode _____ bikes.
5. _____ is no-one at home.

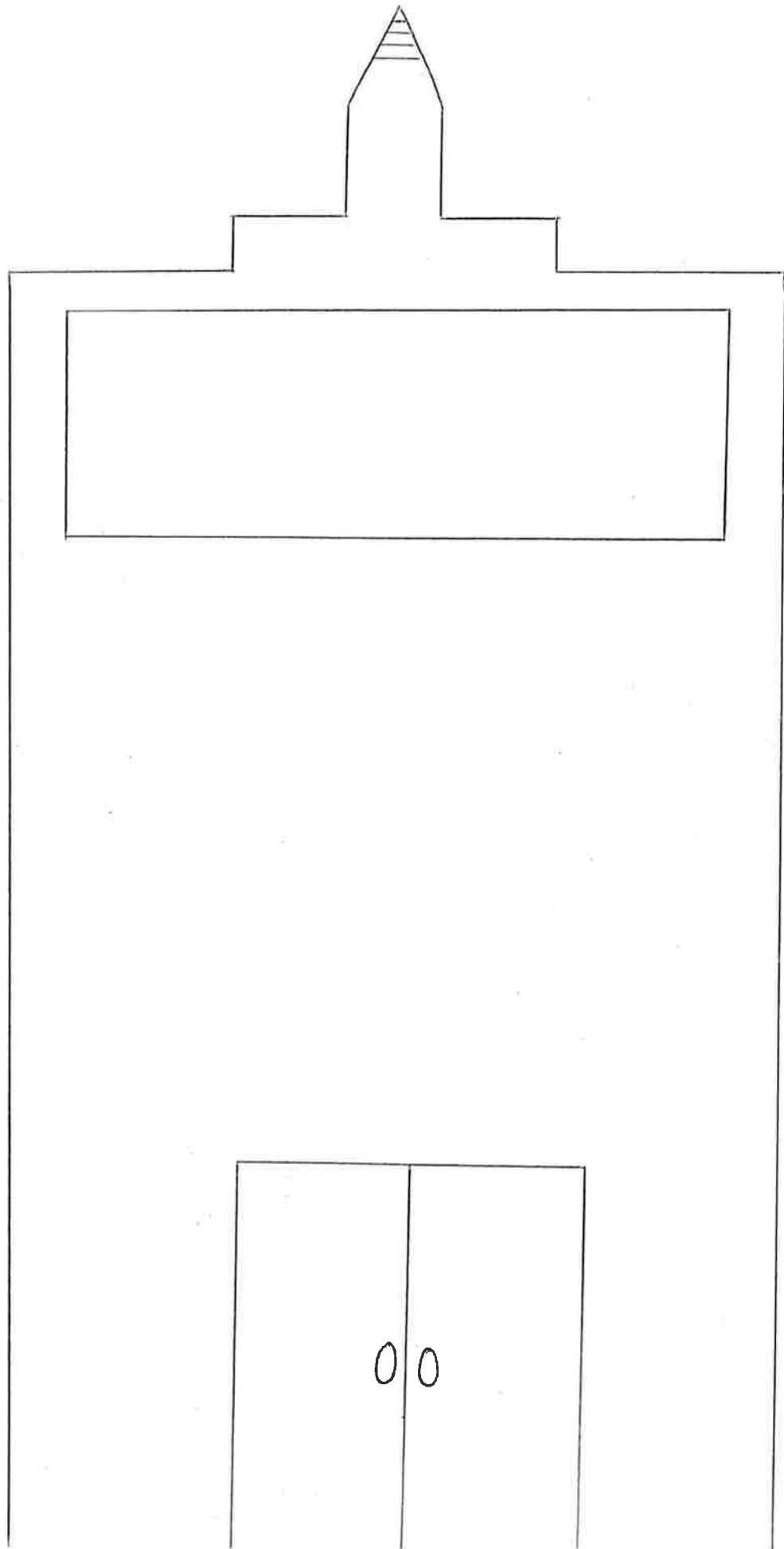


are or our ?

Choose the right word to complete each sentence.

1. You _____ very tall.
2. _____ house has a red door.
3. They _____ all going to a party.
4. We put on _____ boots to go outside.
5. He likes _____ cat.





00

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

