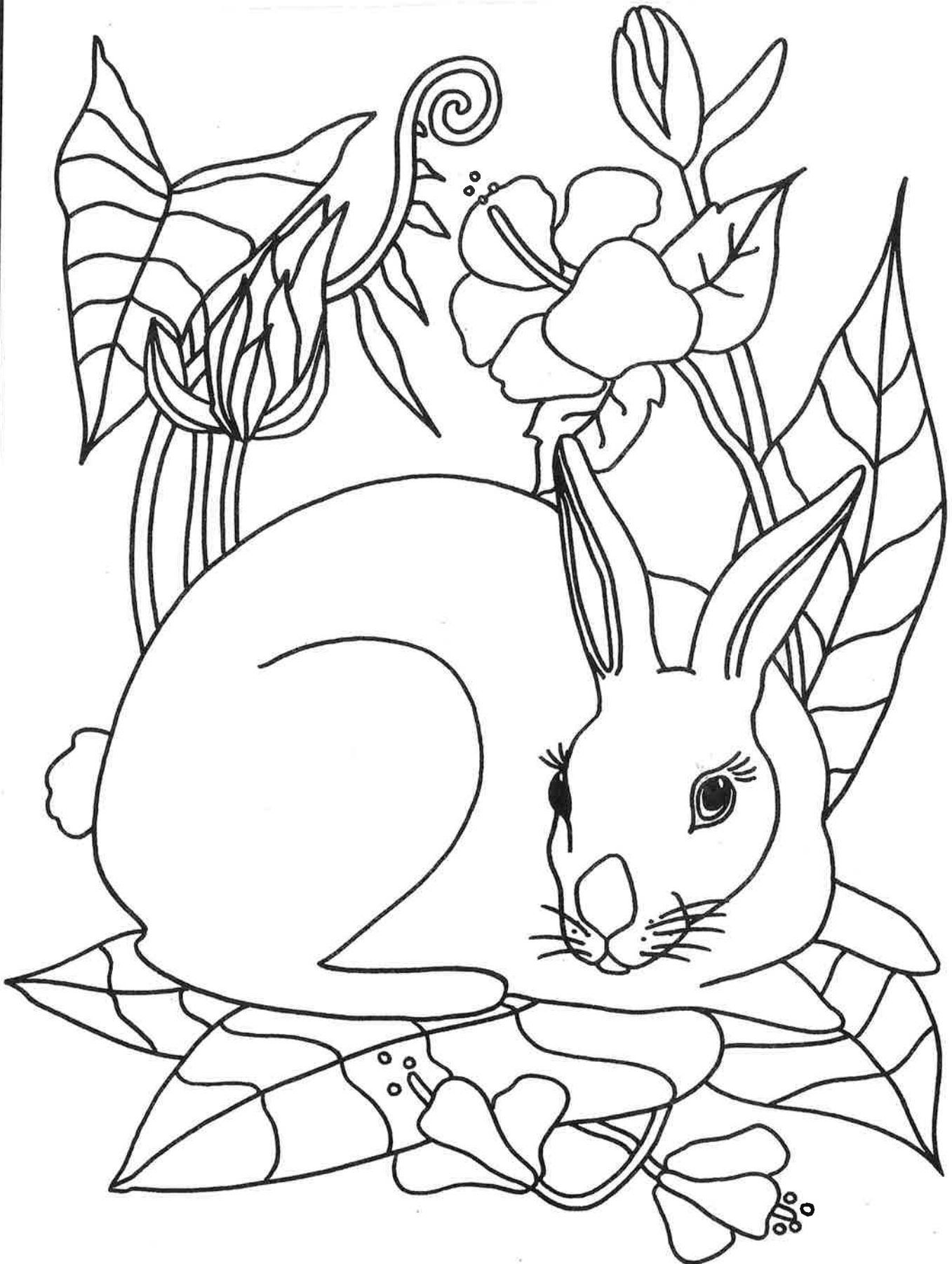


Stage 1

Term 2

Week 1

Name:



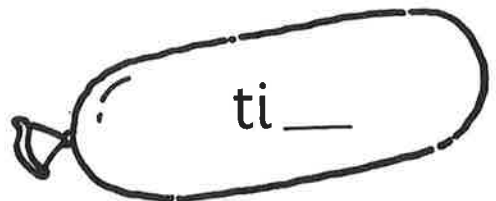
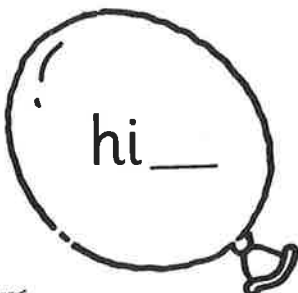
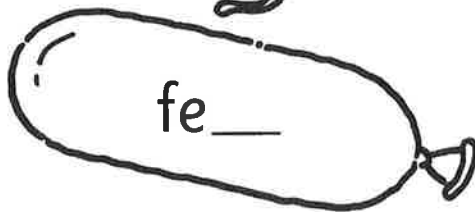
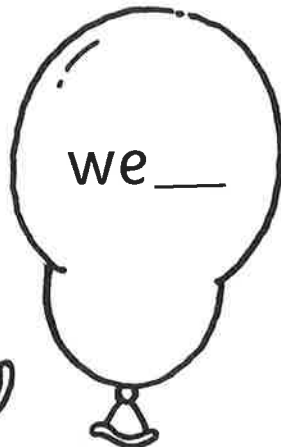
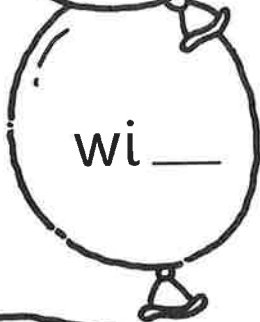
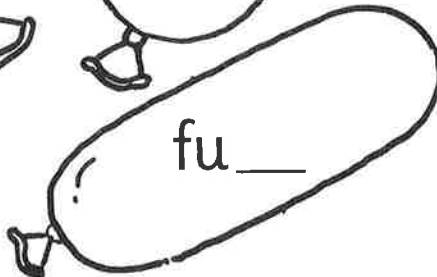
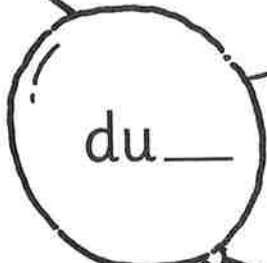
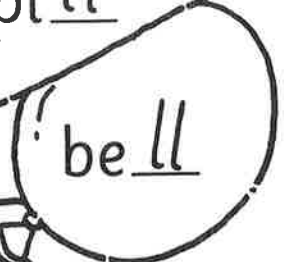
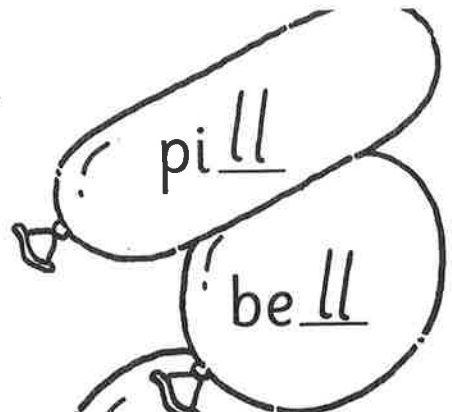
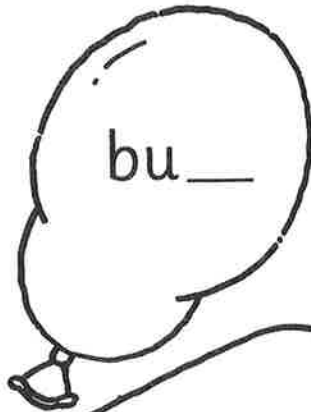
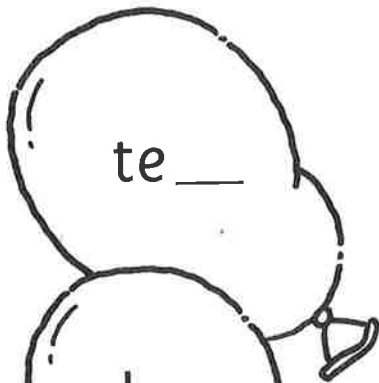
Spelling Week 1

Monday Read and trace your words	Tuesday Rainbow words	Wednesday LCWC	Thursday Ask a parent to test you
OX			
run			
from			
will			
bell			
doll			
skull			
there			
they			
windmill			

Choose an activity from the grid.

Ba ll oons

- Complete the words with **ll**.
- Read the words to a partner.



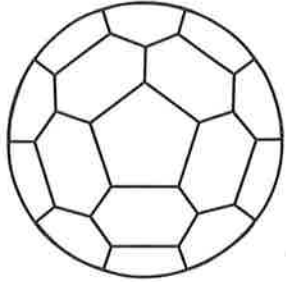
- Write three more words which have **ll** in them.



shell

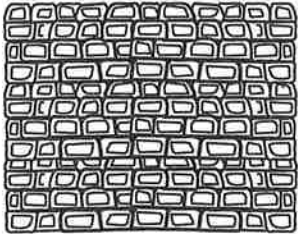


doll



ball

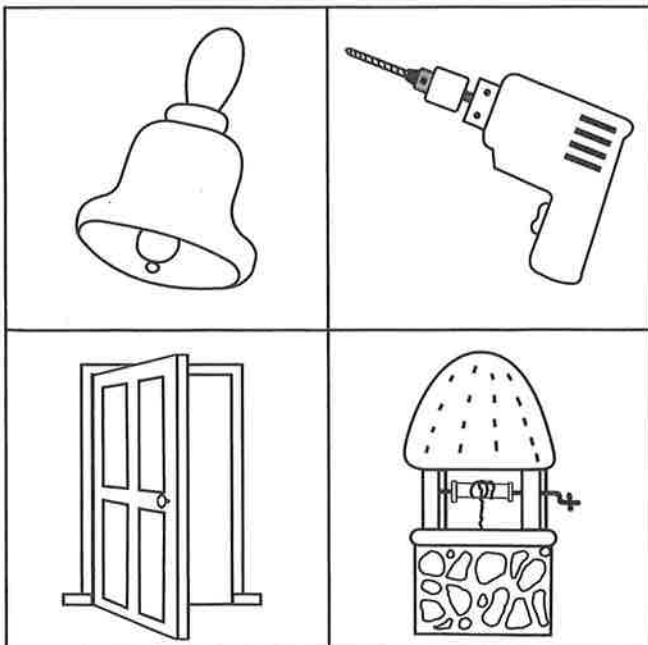
Trace and write 'll'



wall



Colour the pictures that end with 'll'.



Draw a shell on the sand.

'all' as in ball

Print the missing 'all' sound.



w _ _ _

t _ _ _

b _ _ _

sm _ _ _

c _ _ _

f _ _ _

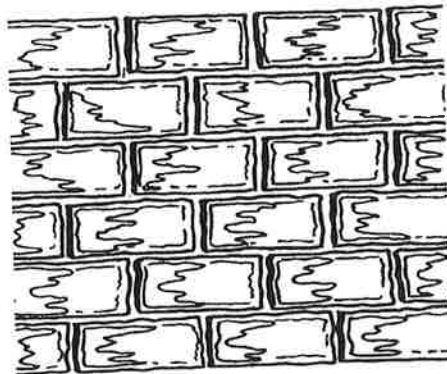
Trace over the 'all' sound.
Match the word to the picture.

small



wall

ball



call

Read the story.

Circle the 'all' sounds.

Once upon a time there lived a small ant.

He crawled up a tall wall. When he reached

the top of the wall he called out. The small

ant had a fall, he fell off the wall.

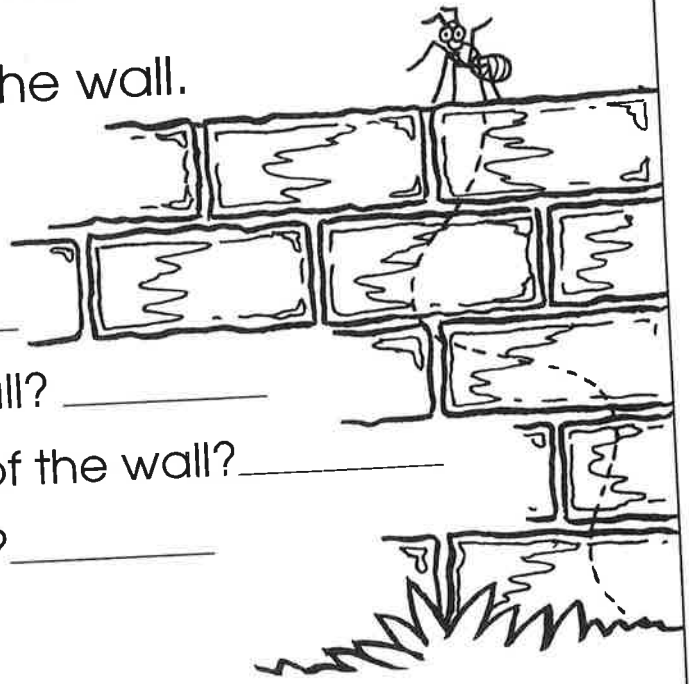
Answer 'Yes' or 'No'.

Was the ant small? _____

Did the ant jump off the wall? _____

Did the ant reach the top of the wall? _____

Did the ant fall off the wall? _____



Rhyming words

ball

c_____

f_____

t_____

h_____

Answer these questions.

Who was small?

What did the ant climb up?

'at' as in cat



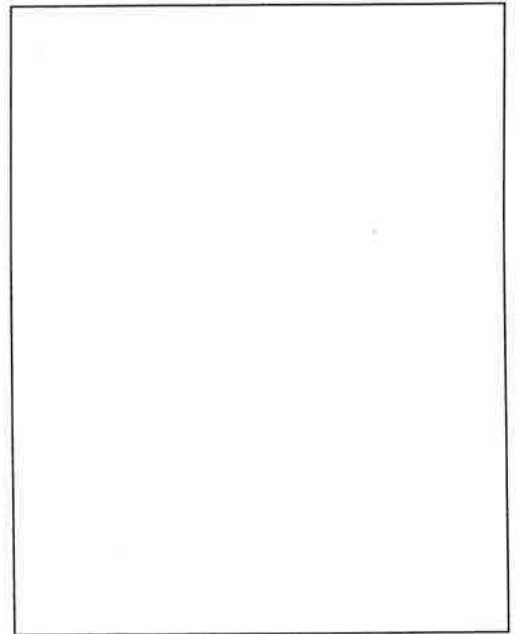
Put 'at' in the space and draw a picture.

c _____ b _____

f _____ h _____

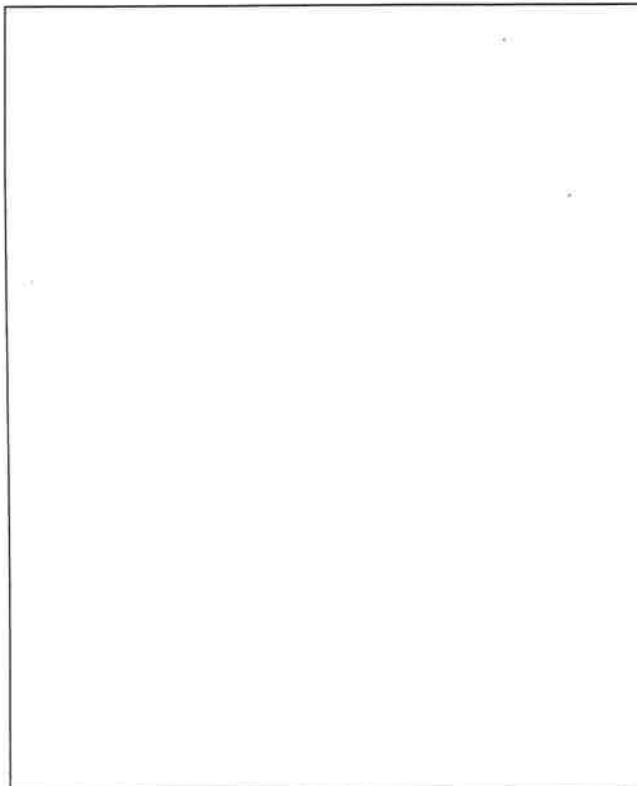
m _____ p _____

r _____ s _____

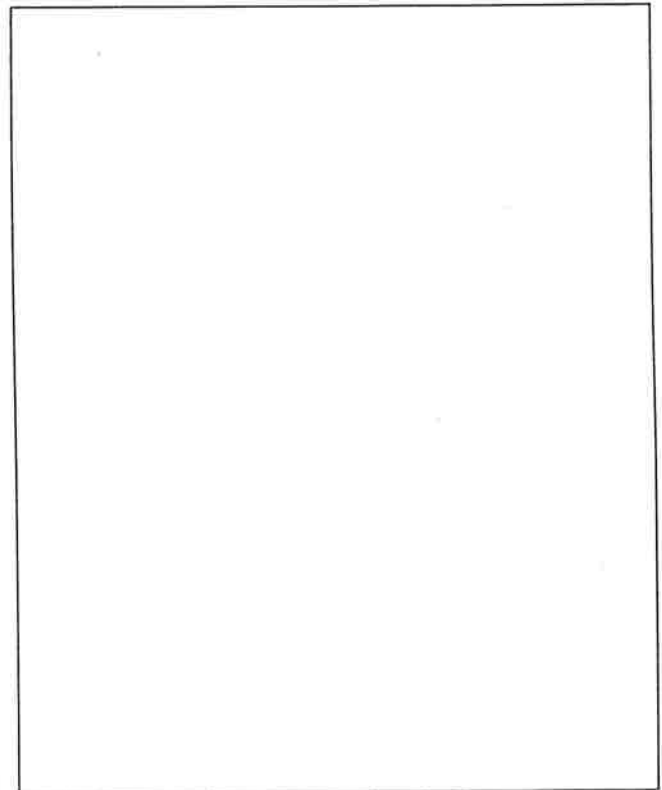


Read and draw.

I see a fat cat.



I see a hat.



'at' as in cat

Put a line under the 'at' sound.

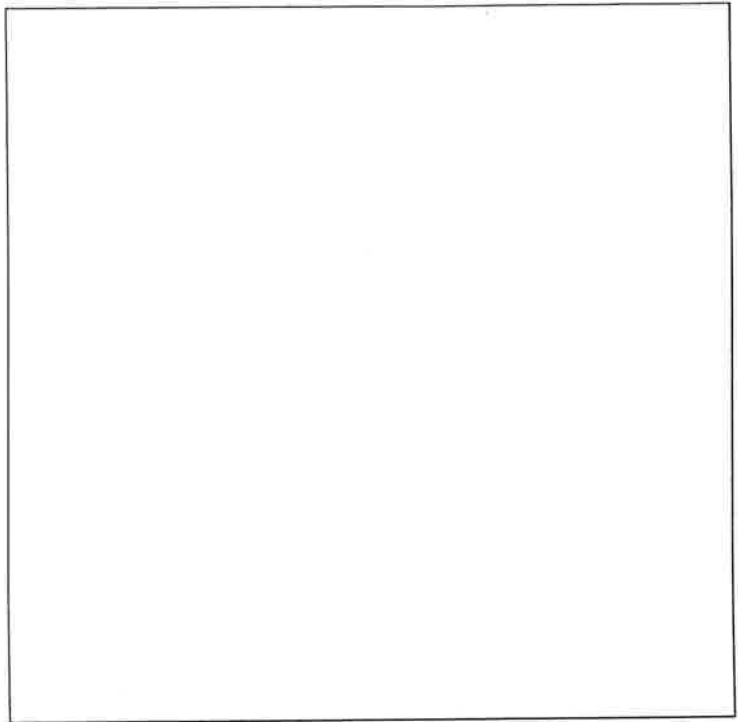
Draw a picture of a bat.

cat fat

bat hat

mat pat

rat sat



Yes/No

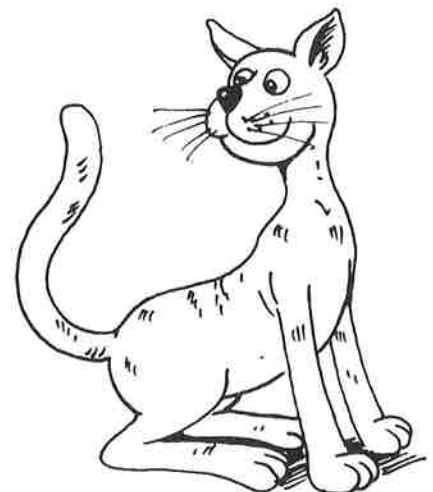
1. A cat can run. _____

2. A rat can run. _____

3. A hat can run. _____

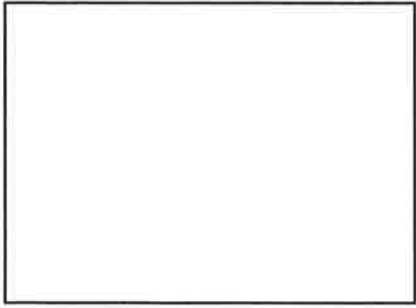
4. A bat can run. _____

5. A mat can run. _____

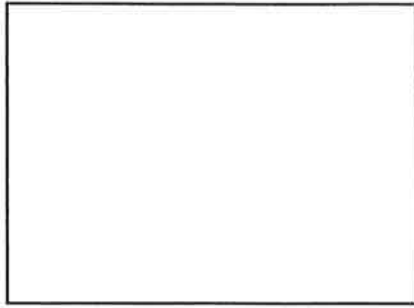


Plurals

Draw a picture for each word.



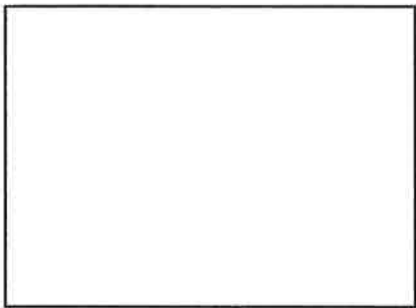
hats



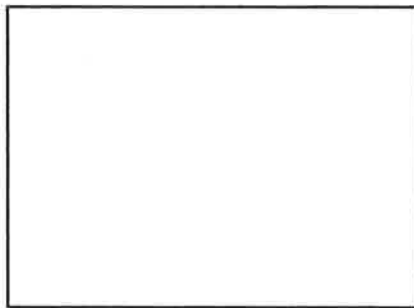
pens



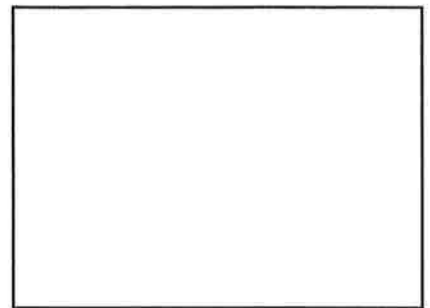
dog



cars

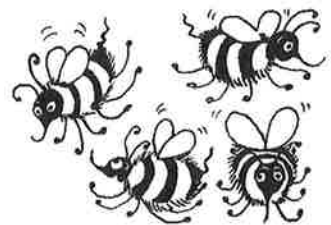
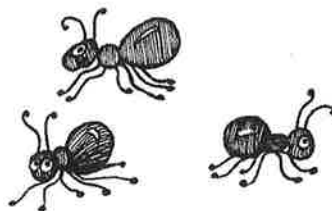
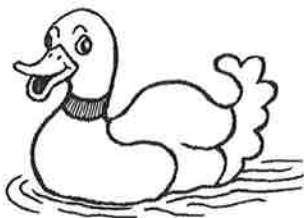
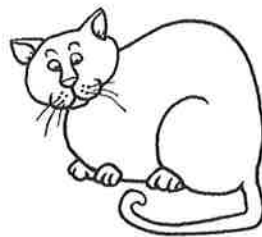
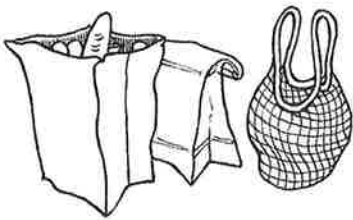


cow



frog

Write the word for each picture.

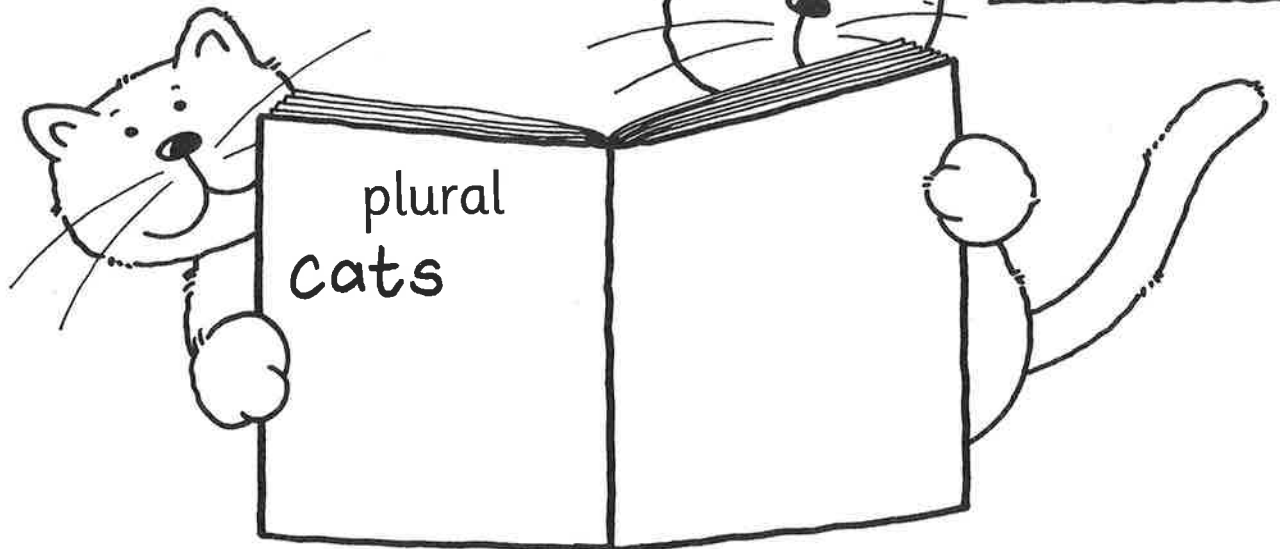
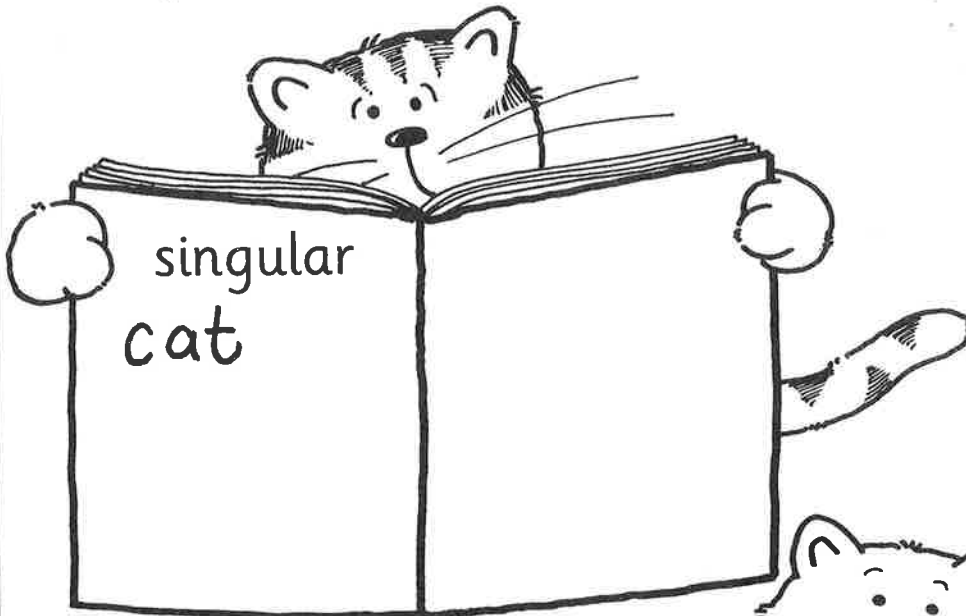


Plurals with s

Singular means one.

Plural means more than one.

- Read the words on the notepad.
- Copy them on to the cats' books.



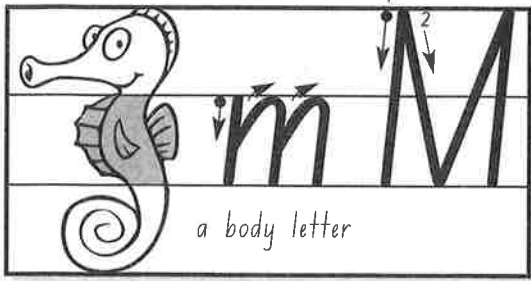
chairs
books
~~cats~~
pencil
school
pencils
~~cat~~
book
pens
schools
chair
pen



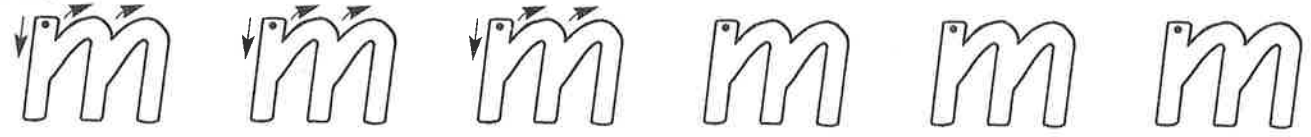
- Draw lines to match each singular to its plural.

Teachers' note A whole class introduction could feature a rhyme or song which includes singulars and plurals, such as, *Ten green bottles*. Ask the children to spot the plural words in the rhymes.

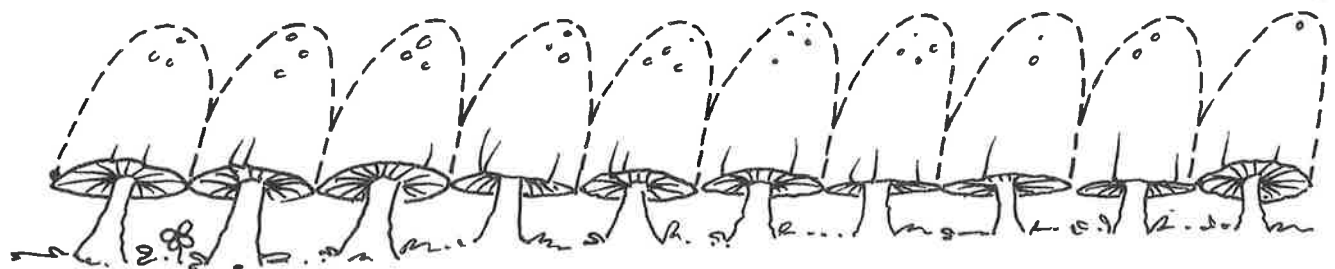
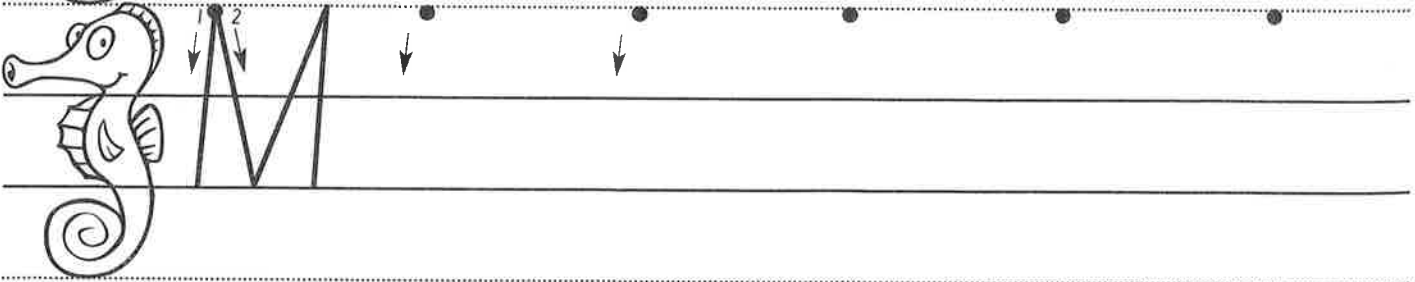
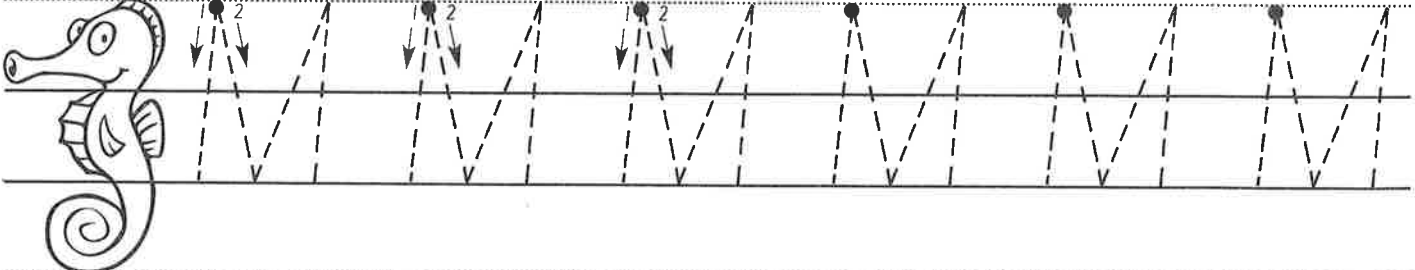
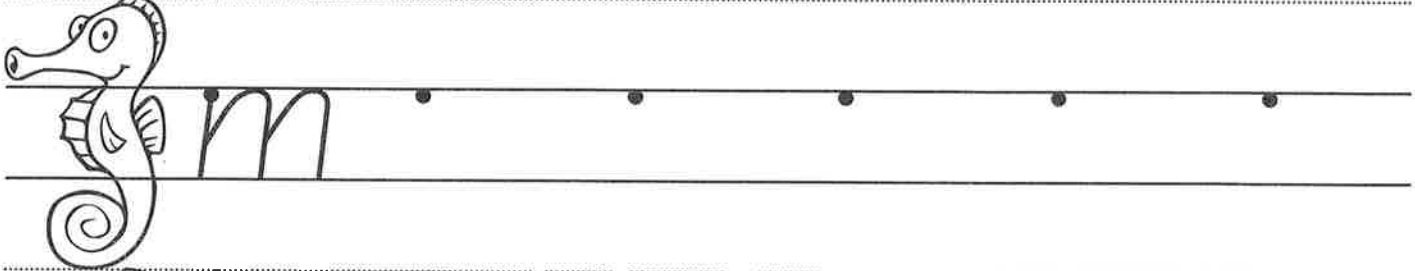
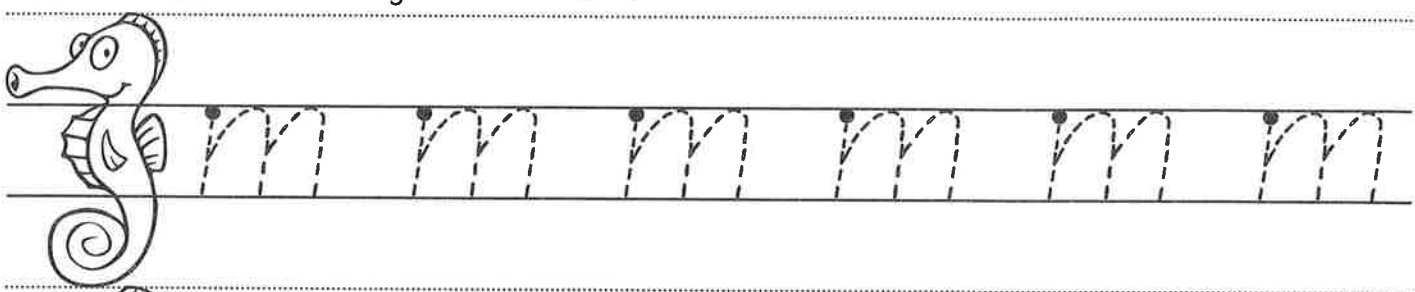
Developing Literacy
Word Activities
© Blake Education 2001



Track.



Colour the parts of the seahorse that show where the letter m sits.
Put a around your best m and M.

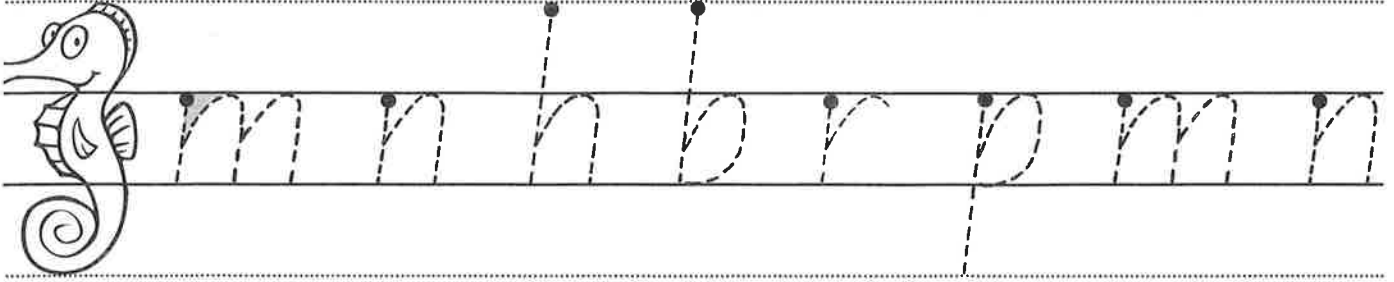


ind the m's.

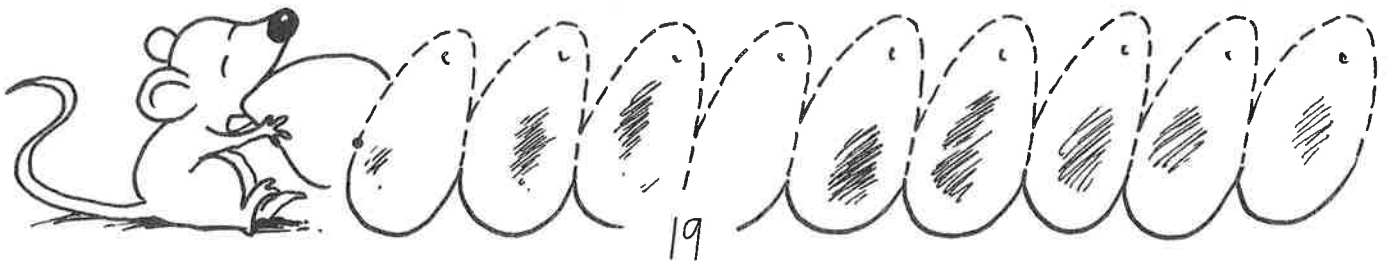
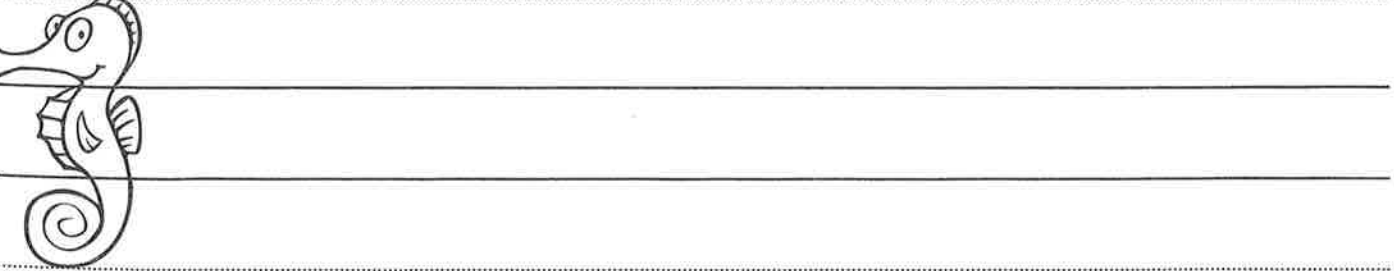
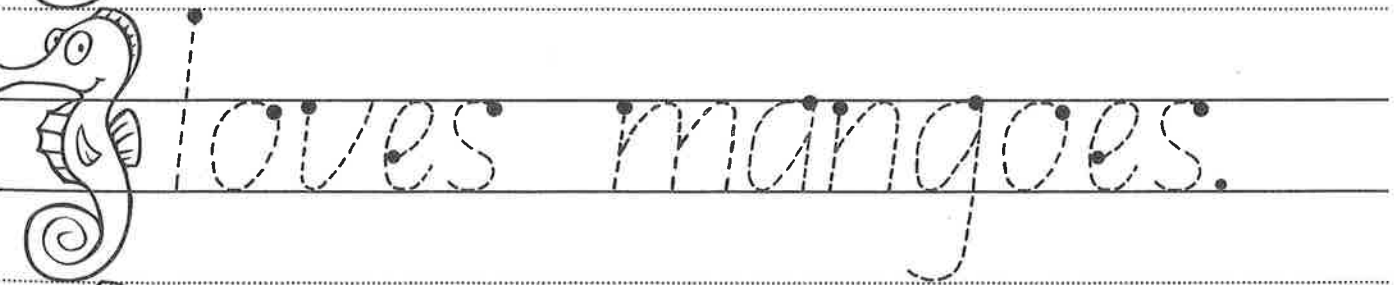
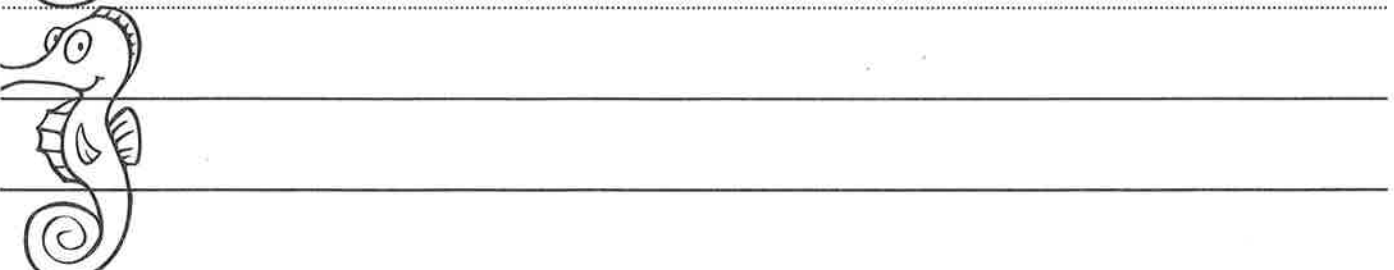
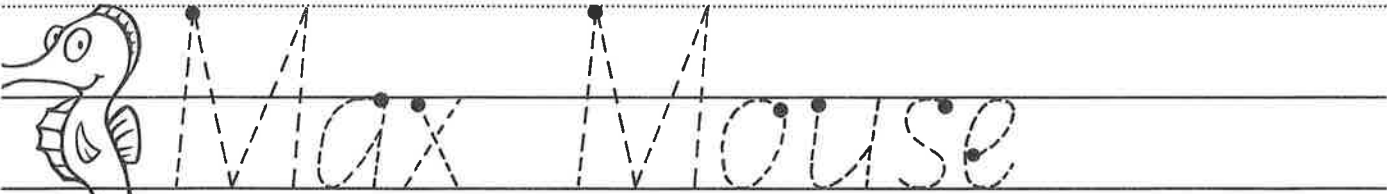
Hopping pattern



race these hopping pattern letters. Colour the wedges.



race, then copy.



How to Wash Your Hands

3. Apply a generous amount of soap to your hands.

Method

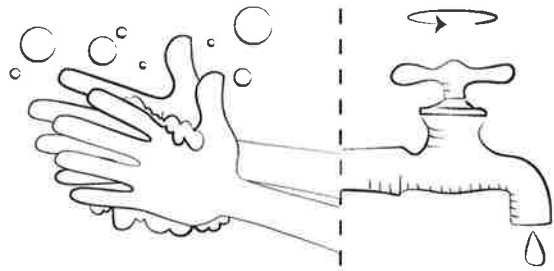
6. Turn off the water at the tap.

Equipment

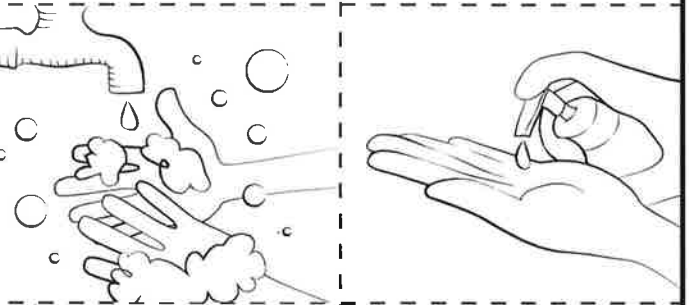
4. Rub your hands together for at least 20 seconds.

Water
Soap
A dry towel

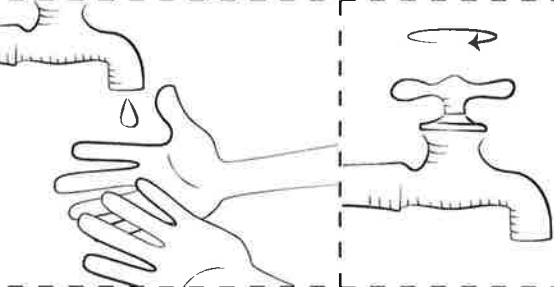
1. Gently turn on the cold water tap.



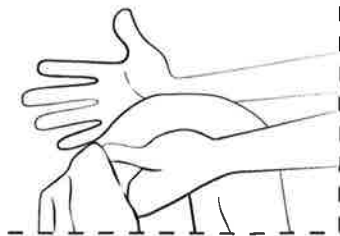
7. Dry your hands completely with a clean towel.



2. Place your hands under the water and wet them all over.



5. Rinse all of the soap off your hands.



Name _____

Date _____

Simple Procedure Text Writing Scaffold

Title

Materials/Equipment/Ingredients

Steps

1.

2.

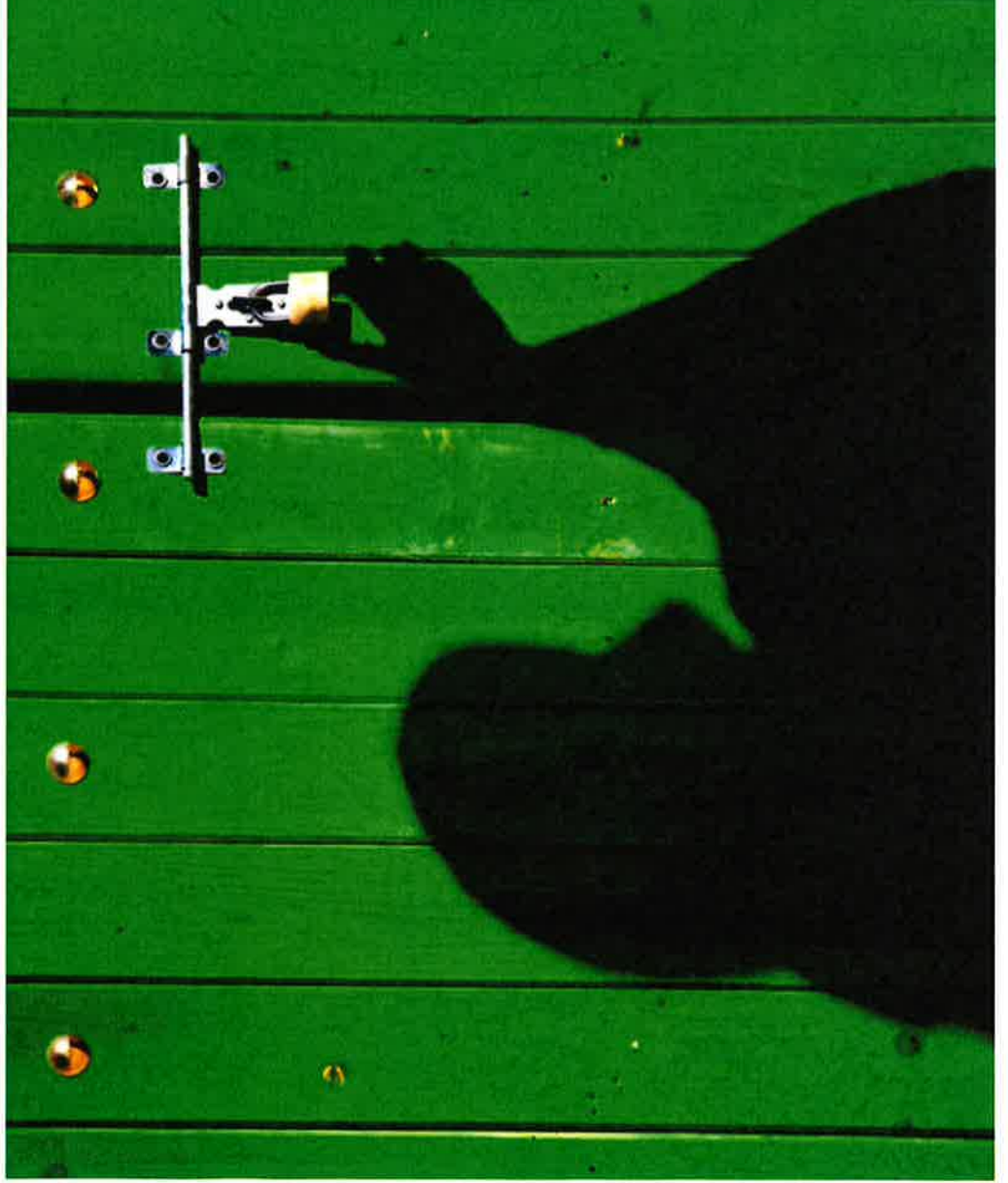
3.

4.

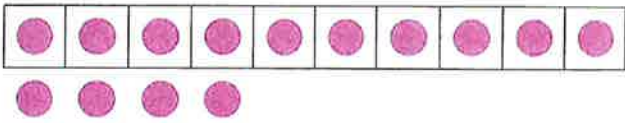
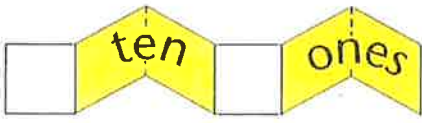


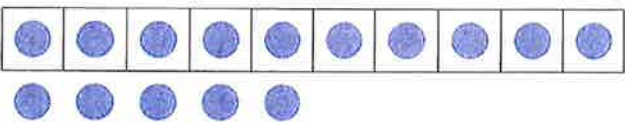
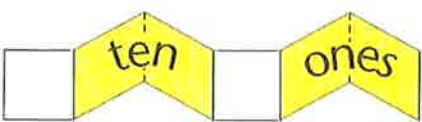
Perfect picture!

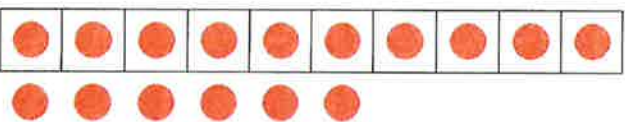
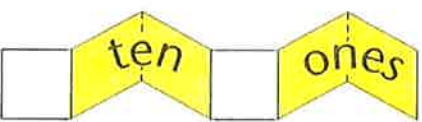
Can you draw what
awaits on the other side
of the door?


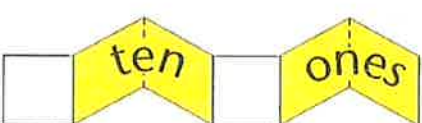




Use the ten strips to help you complete the number expander and record the number in the box.

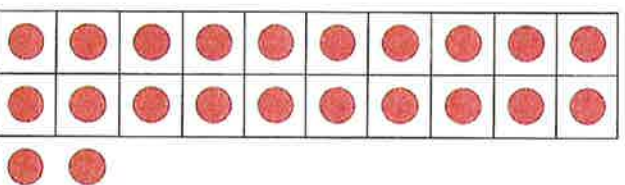
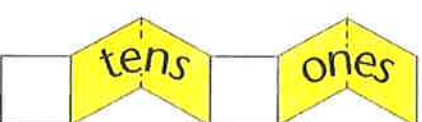
1  

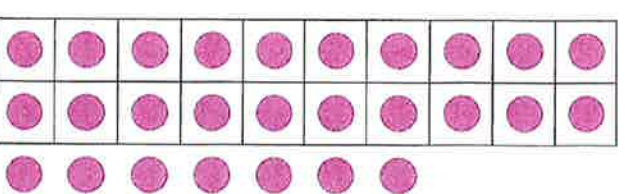
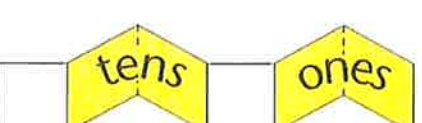
2  

3  

4  

5  

6  

7  

Counting by 1s

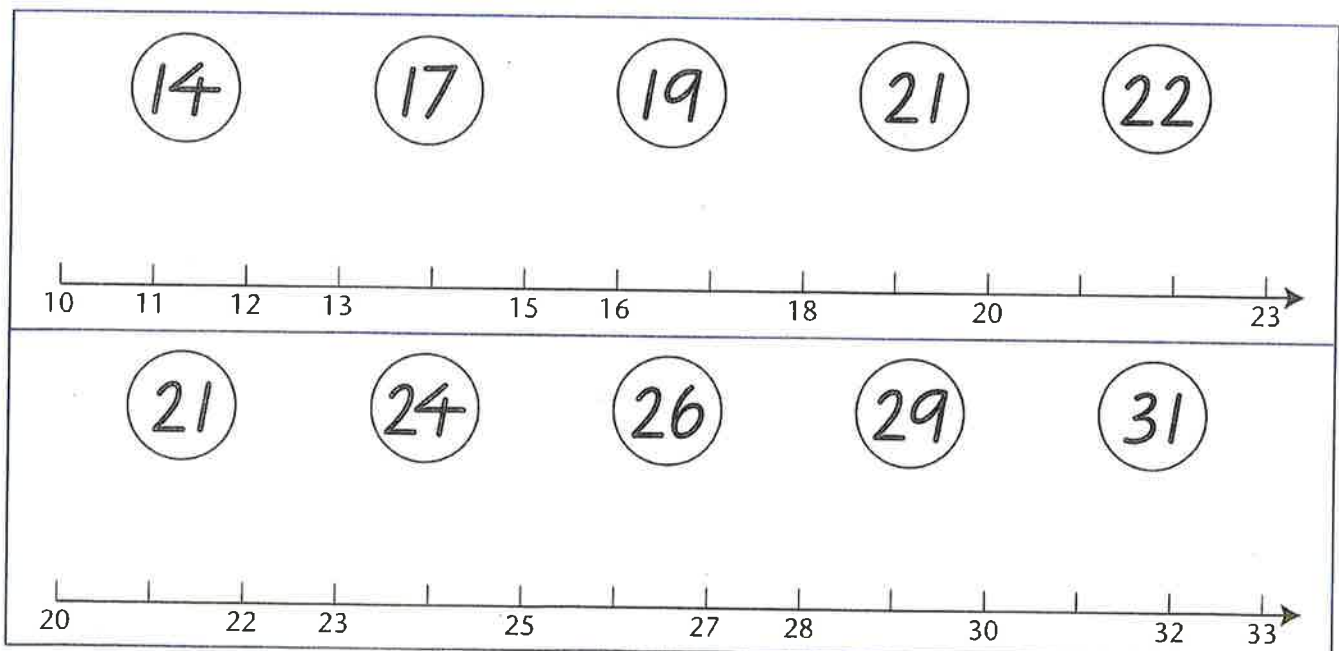
1 Make your own hundreds chart by filling in the missing spaces.

1	2	3	4	5	6			9	10
11	12					17	18	19	
21	22	23			26			29	
31			34		36		38		40
41	42	43	44	45			48		50
51		53			56	57	58	59	60
61	62	63	64	65	66	67	68	69	
71		73		75			78	79	80
81	82	83	84	85	86	87	88	89	
91	92	93	94	95	96	97	98	99	100

What number comes after 36?



2 Draw lines to show where the numbers fit along the number lines.



1 Colour the labels **more than** or **less than** to compare the numbers.

a	27	is more than is less than	72	e	58	is more than is less than	63
b	55	is more than is less than	49	f	71	is more than is less than	59
c	49	is more than is less than	37	g	67	is more than is less than	77
d	97	is more than is less than	79	h	89	is more than is less than	34

2 Write the number that comes before each of these numbers.

a 25 _____	d 63 _____	g 65 _____	j 38 _____
b 36 _____	e 55 _____	h 68 _____	k 99 _____
c 47 _____	f 49 _____	i 74 _____	l 86 _____

3 Write the number that comes after each of these numbers.

a 21 _____	d 17 _____	g 40 _____	j 77 _____
b 23 _____	e 36 _____	h 50 _____	k 79 _____
c 35 _____	f 39 _____	i 67 _____	l 86 _____

4 Complete these number tracks.

5	10	15		25		35	40	
12	14			20			26	
17		37		57	67			97

2, 4, 6, 8 ...
Who do we appreciate?



1 Fifteen children lined up to get movie tickets. Draw lines to match the children to their position in the line.



- 15th 13th 11th 10th 8th 5th 4th 3rd 1st

Girls	
Kristy	Alley
Debbie	Burns
Tina	Carrol
Maria	Dimitri
Lena	Elias
Stella	Franco
Joyce	Gregory
Mafa	Hussein
Elsie	Isaacs
Nicole	James
Lisa	Kenwood
Michelle	Long
Jodi	Miller
Saha	Nandi
Peta	O'Neill
Martina	Palmerrio
Sasha	Roberts
Paula	Ricardo
Anna	Sanger
Betty	Tallis
Soula	Tassis
Collette	Vincent

2 Mrs Smith wrote the names of all the girls in her class in alphabetical order on her class roll.

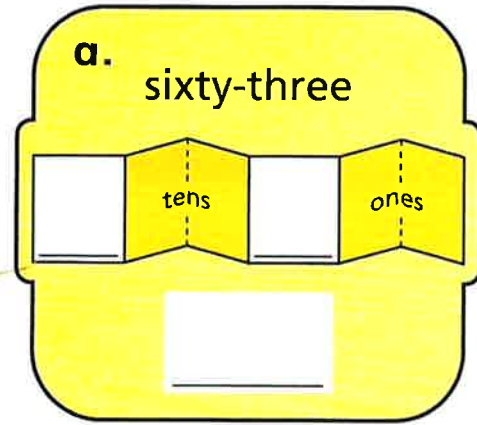
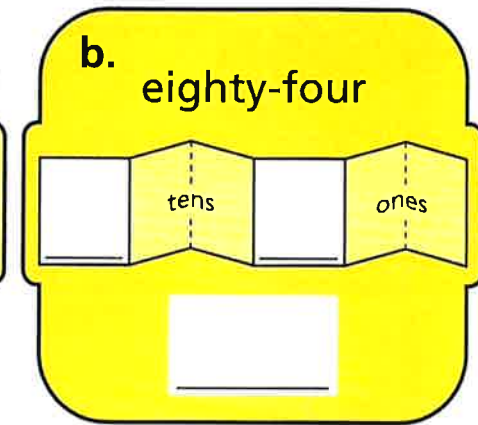
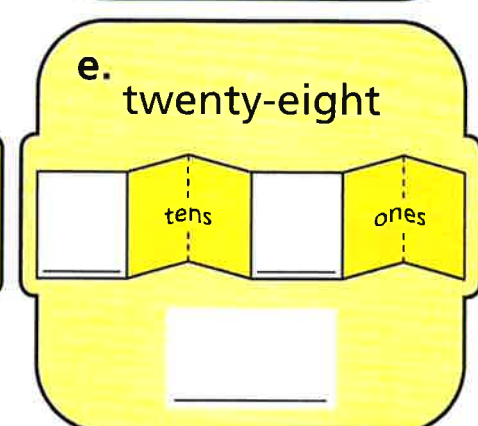
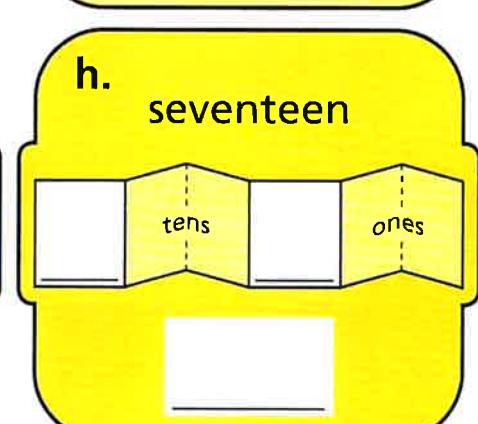
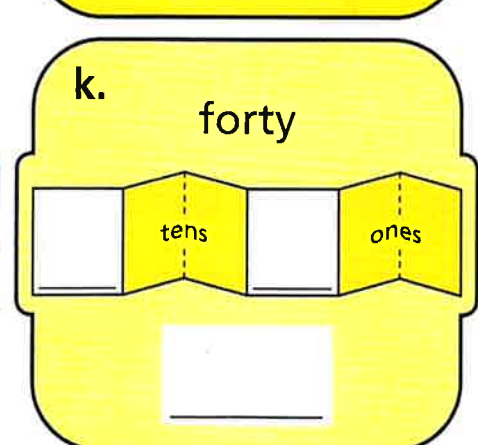
Find these girls by their position on the roll then record their surnames. The first one has been done for you.

- a 1st Alley
- b 2nd _____
- c 3rd _____
- d 5th _____
- e 7th _____
- f 10th _____
- g 12th _____
- h 17th _____
- i 19th _____
- j 22nd _____

Stella Franco is the 6th girl on the roll.



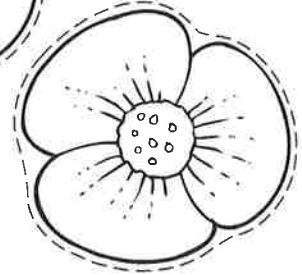
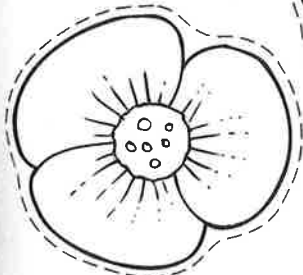
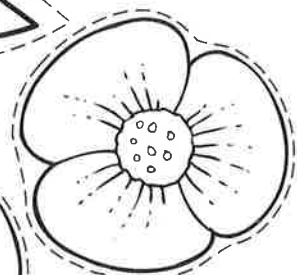
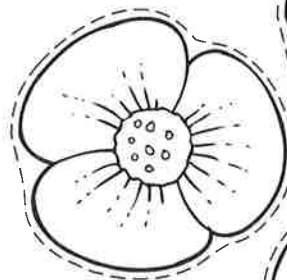
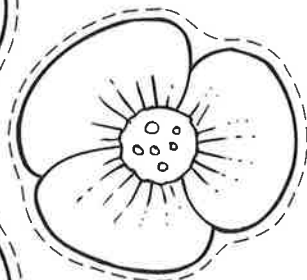
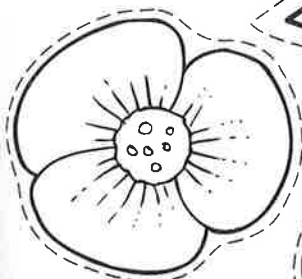
Write the number on the expander. Then write the number.

<p>a. sixty-three</p> 	<p>b. eighty-four</p> 	<p>c. ninety-two</p> 
<p>d. fifty-six</p> 	<p>e. twenty-eight</p> 	<p>f. thirty-two</p> 
<p>g. seventy-one</p> 	<p>h. seventeen</p> 	<p>i. seventy-four</p> 
<p>j. forty-one</p> 	<p>k. forty</p> 	<p>l. fourteen</p> 

WE WILL REMEMBER THEM



On Anzac Day, flowers and wreaths are laid on graves or memorials as a way of honouring all those who served Australia and New Zealand in a war.



1. Colour the leaves dark green.
2. Colour the poppies bright red.
3. Cut out and glue the poppies on the wreath, then cut it out.
4. Write the words *We will remember them* in the middle.



Change it!

Name: _____ Date: _____

What is it?

Before:

It is made out of

How will you change it?

After:

It is made out of

What is it?

Before:

It is made out of

How will you change it?

After:

It is made out of