

Year 1 Workbook

Term 3 Week 6








Name: _____



Year One

Continuity of learning - Learning from Home Program, Term 3 – Week 6

| Week 6 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|--|---|--|---|
| Morning | Task: Make and eat a healthy breakfast and help to tidy up afterwards! | Task: Make your bed, tidy your room and brush your teeth! Everyday! | Task: Morning Warm-up! Do 12 squats, 30 jumping jacks, 10 sit-ups and 5 push-ups. | Task: Do something nice for another member of your family. | Task: Morning Warm-up! Do 30 high knees, a 40-second plank and jog for 2 mins. |
| Click on the coloured link to go to the website! | <p>English Task 1: Spelling Visit our Class Team in MS Teams to check your weekly spelling words.</p> <p>Write your weekly spelling list (look, cover, write, check)</p> <p>Spend ten minutes on Spelling City completing an activity or game. Vocabulary Spelling City</p> <p>Task 2: Reading Complete 'The Camping Trip' reading comprehension activity in your workbook or on MS Teams.</p>  <p>Read or share a book of your choice to a parent or sibling. EPIC!</p> | <p>English Task 1: Spelling Choose 5 spelling words and write a sentence using each one. Try using more than one spelling word in each sentence.</p> <p>Spend ten minutes on Spelling City completing an activity or game. Vocabulary Spelling City</p> <p>Task 2: Reading Listen to a story being read on Storyline Online - Home</p>  <p>Complete 2 lessons on Reading Eggs. Reading Eggs</p> | <p>English Task 1: Spelling Practise writing your spelling words in alphabetical order.</p> <p>Spend ten minutes on Spelling City completing an activity or game. Vocabulary Spelling City</p> <p>Task 2: Reading Complete 'The Ant and the Grasshopper' reading comprehension activity in your workbook or on MS Teams.</p>  <p>Read or share a book of your choice to a parent or sibling. EPIC!</p> | <p>English Task 1: Spelling Write two rhyming words for each of your spelling words.</p> <p>Time how long it takes to write out five spelling words. Try again. See if you can beat your first time.</p> <p>Spend ten minutes on Spelling City completing an activity or game. Vocabulary Spelling City</p> <p>Task 2: Reading Listen to a story being read on Storyline Online - Home</p>  <p>Complete 2 lessons on Reading Eggs. Reading Eggs</p> | <p>English Task 1: Spelling Have an adult or older family member test you on your weekly spelling list.</p> <p>Spend ten minutes on Spelling City completing an activity or game. Vocabulary Spelling City</p> <p>Task 2: Reading Complete 'The Runaway Iceberg' reading comprehension activity in your workbook or on Ms Teams.</p>  <p>Read or share a book of your choice with a parent or sibling. EPIC!</p> |



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| | | | | | |
|--|---|---|---|--|---|
| | <p>Task 3: Writing Read the 'Jack and the Beanstalk' on the PowerPoint linked to the General Channel in your class MS Teams. There's also a story to read in your workbook.</p> <p>Complete the Jack and the Beanstalk Matching activity. Can you add in your own detail about what happened in the story?</p> <p>Enjoy doing some mindfulness Jack and the Beanstalk colour in pages.</p> | <p>Task 3: Writing Using the story Jack and the Beanstalk, complete the 'Story Review'. Think about who, when, where, what happened.</p>  <p>Complete a Jack and the Beanstalk Wordsearch.</p> | <p>Task 3: Writing Using the template and word bank provided, write a character description on either Jack or the Giant.</p>  | <p>Task 3: Writing Think about the story of Jack and the Beanstalk. If you could change the ending, what would you have happen? Use the 'Alternative Ending Story Plan' to share how you would change the ending of the story.</p> <p>Task 4: Grammar Watch the Onomatopoeia Video.</p>  <p>Complete the Onomatopoeia activity sheet.</p> | <p>Task 3: Writing What would you do if you had a magic bean? Use the writing template to create your own narrative.</p> <p>Task 4: Handwriting Complete the handwriting sheet in your workbook and practise your letter formation with the following video. Letter Formation</p>  <p>Complete a typing lesson. Typing Tutorials</p> |
| Break | Fruit Break Game of catch! | Fruit Break Kicking the soccer ball! | Fruit break Play a game of handball! | Fruit Break Draw outside with chalk! | Fruit Break Play a game of hopscotch! |
| Middle Click on the coloured link to go to the website! | <p>Mathematics Task 1: Number Warm Up: Roll a dice and add the number rolled to 10. Use tens frame and counters as concrete material if needed.</p> <p>Sing along to: Hey 20, You've got a lot of friends!</p> <p>Task 2: Area Watch An Introduction to Area</p> <p>Compare and record two or more items around the</p> | <p>Mathematics Task 1: Number Warm Up Click on the link below and start on level 1. Choose Addition, Subtraction or Multiplication and an activity. You can work your way up the levels each day. Daily 10- Mental Maths Challenge</p> <p>Task 2: Area Watch Brainpop Jr: Area</p> <p>Complete the 'Finding Areas' worksheets. Record areas by</p> | <p>Mathematics Task 1: Number Warm Up Roll the dice twice and add the two totals together. The first number rolled can be doubled. Use a tens frame and counters as concrete material if needed.</p> <p>Dance and sing to: Count by 5's Exercise and Count By 5 Count to 100 Counting Songs Jack Hartmann</p> | <p>Mathematics Task 1: Number Warm Up Click on the link below and start on level 1. Choose Addition, Subtraction or Multiplication and an activity. You can work your way up the levels each day. Daily 10- Mental Maths Challenge</p> <p>Task 2: Area Draw 5 different 2D shapes. Colour them in different colours and cut them out.</p> | <p>Mathematics Task 1: Number Warm Up Roll a dice and take that number away from 10 or 20. Use tens frames, number lines or counters as concrete material if needed. The first roll can be doubled.</p> <p>Watch: Year 1 Subtracting from 20</p> <p>Task 2: Area Get an A4 piece of paper. Measure the area of your paper by using different objects to cover it without</p> |



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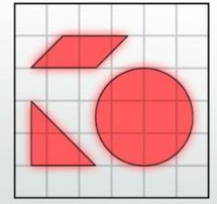

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| | | | | | |
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| | <p>house and label which one has the bigger area. E.g., My shoe, my dad's shoe?</p>  <p>Complete the Area worksheets 'Bigger or Smaller' and 'Sorting by Size' in your workbook or on MS Teams.</p> <p>Task 3: Mathseeds Complete lesson - 59 on Mathseeds</p> | <p>counting the number of units a shape takes up. Count the squares and record the area of each shape. Trace around your hand and record answers to the area questions.</p>  <p>Task 3: Mathseeds Complete lesson - 112 on Mathseeds</p> | <p>Task 2: Area Choose one measuring item. (E.g., Paper clips, deck of cards, counters, Lego).</p> <p>Measure and record:</p> <ul style="list-style-type: none"> - Your foot - Table or desk - Your hand - Your dinner plate - Your favourite book <p>E.g., My foot has an area of 3 cards.</p> <p>Complete the Area worksheets 'Equal Areas' and 'Drawing Shapes' in your workbook or on MS Teams.</p> <p>Task 3: Mathseeds Complete lesson - 149 on Mathseeds</p> | <p>Order them from largest area to smallest area.</p>  <p>Complete the 'Square Units' and 'Comparing Areas' activity sheets in your workbook or on MS Teams.</p> <p>Task 3: Mathseeds Complete lesson 157 - Area 3 on Mathseeds</p> | <p>gaps or overlaps and record your answers. E.g., It took 20 wooden blocks to cover my piece of paper. It took 5 socks to cover my paper.</p> <p>What did you notice? Is measuring with certain object easier than others?</p> <p>Complete the 'Calculating Areas' activity sheets in your workbook on MS Teams.</p> <p>Task 3: Mathseeds Complete lesson 200 - Area Problem Solving. Mathseeds</p> |
| <p>Break</p> | <p>Lunch: Eat outside in the sunshine!</p> | <p>Lunch: Help to make your own sandwich!</p> | <p>Lunch: Have a picnic in your backyard!</p> | <p>Lunch: Try a new sandwich filling!</p> | <p>Lunch: Help to make your own sandwich!</p> |
| <p>Afternoon</p> <p>Click on the coloured link to go to the website!</p> | <p>Visual Arts Task 1 Create a dance and movement routine for your favourite song and perform it for your family. Video your dance routine. Upload it to your class MS Team.</p> <p>Task 2 Complete a directed drawing activity 'How to Draw a Beanstalk and a Giant's</p> | <p>Science Shadows and the Sun Watch the videos about the Sun and shadows. Following the Sun: Crash Course Kids #8.2 - YouTube</p> <p>Discuss: A shadow is created when a solid object blocks light.</p> <p>The light will continue past the object but will not go</p> | <p>PD/H/PE Keep fit and move to: HAPPY - Pharrell Williams (feat. Minions) - YouTube GetActive@Home (nsw.gov.au) Throwing Cool Down</p>  | <p>Geography What is the weather like today? Describe it to a family member.</p> <p>Predict what you think the weather will be like tomorrow. Tell your family member.</p> <p>Plan a two-night camping trip to your backyard!</p> <p>Use http://weather.com</p> | <p>PD/H/PE Physical Education Kick or throw a ball with a family member or against a wall to focus on throwing and catching skills.</p> <p>Bowling Fun Set up 5 - 10 empty bottles or toilet rolls in the same formation as you would for ten pin bowling. Use a ball (or a rolled-up pair of socks)</p> |

Castle.' Upload it to the Class MS Team.

[How to Draw a Beanstalk and a Giant's Castle.](#)

Instead of completing the directed drawing you could collect some leaves and sticks from your garden and make a giant beanstalk collage. Upload it to the MS Class Team.

E.g.



Task 3

Colour and cut out the Jack and the Beanstalk characters from your workbook and make some puppets using sticks that you collect from the garden. Put on a puppet show for your family.

through it, creating a shadow.

Experiment

You will need:

Aluminium foil
Chalk

Procedure:

Using only aluminum foil, make an object that stands unsupported and will create an interesting shadow. Use the chalk to trace around the shadow. Look for other objects in your backyard that create a shadow and trace around them with chalk.

Reflection Questions:

How did you get your creation to stand?
Why did that work?
What changes did you make to make it an interesting shadow?
What happened when you moved it around?

Complete a coding activity on Scratch Jr App.

[Scratch Jr](#)



PD/Health

Task 1: Watch the clip and identify the emotions that you see.

[Inside Out: Guess the Emotion](#)



Discuss times when you have experienced these different emotions with your parent or carer.

E.g., Describe an experience that made you feel happy.

to check this week's weather prediction. Search for your suburb in the search bar at the top then scroll down to Daily Forecast. Use the temperature and weather icons to help you.

Decide which two nights would be the best for camping.

Decide where in your backyard would be the best place to pitch a tent.

Make a list of foods, clothing and activities/equipment and toys that you would need for your trip.

Hint: use the weather forecast to help you with each step!



to roll towards the bottles to see how many you can knock down. Challenge a sibling or adult to play with you and record your results by making a tally. The first to knock over 100 pins in total, wins!

PD/Health

Task 1: If you have access to a printer print off the emotion monsters to make.

If you don't have access to a printer create your own emotion monsters on a piece of paper.



Task 2: Make a short puppet play with your emotion monsters and act out a situation when you were feeling happy, sad, excited etc.

Name: _____



Term Three - Year One Spelling Homework

Unit 25 Spelling

| Look/cover/write/check | Monday | Tuesday | Wednesday | Thursday |
|------------------------|--------|---------|-----------|----------|
| Purple Words | | | | |
| get | get | | get | |
| pet | pet | | pet | |
| ten | ten | | ten | |
| pen | pen | | pen | |
| met | met | | met | |
| neck | neck | | neck | |

Name: _____

Term Three - Year One Spelling Homework



Unit 25 - Sound Focus: oo as in moon (Learn your highlighted words)

| Look/cover/write/check | Monday | Tuesday | Wednesday | Thursday |
|------------------------|--------|---------|-----------|----------|
| Sight Words | | | | |
| <i>once</i> | | | | |
| <i>upon</i> | | | | |
| Red Words | | | | |
| <i>zoo</i> | | | | |
| <i>food</i> | | | | |
| <i>roof</i> | | | | |
| <i>pool</i> | | | | |
| <i>room</i> | | | | |
| Orange Words | | | | |
| <i>tooth</i> | | | | |
| <i>balloon</i> | | | | |
| <i>spooky</i> | | | | |
| <i>broom</i> | | | | |
| <i>cartoon</i> | | | | |
| Contraction | | | | |
| <i>don't</i> | | | | |
| Homophones | | | | |
| <i>hair</i> | | | | |
| <i>hare</i> | | | | |
| Green Words | | | | |
| <i>shampoo</i> | | | | |
| <i>bathroom</i> | | | | |
| <i>kangaroo</i> | | | | |
| <i>smoothie</i> | | | | |
| <i>teaspoon</i> | | | | |

Monday Activities

The Camping Trip

“This is going to be fun!” said Mum, starting the car.

“I can’t wait to climb trees and be outside!” shouted Sam from the back seat.

“Being cold and getting dirty doesn’t sound fun to me,” said Vashti.

Mum, Sam and Vashti were going on their first ever camping trip.

When they got to the campsite, Sam and Mum tried to put up the tent. The wind blew hard. Mum turned around to ask Vashti to help and... the top sheet of the tent blew away!



Mum told Sam and Vashti to go and look for the top sheet.

“I think it blew that way,” said Vashti, pointing into the woods

The Camping Trip

next to the campsite. It was a sunny day but the woods looked dark and spooky. They crept in...

Soon, the ground was very muddy. Sam wanted to go back but Vashti said they had to keep going. Then they saw something up a tree. It was the top sheet!



Quickly, Vashti climbed up the tree. At the top, she got the top sheet! She climbed down happily.

Back at the campsite, Mum was proud when she saw they had found the top sheet.

She was surprised to hear Vashti say, "I walked through mud

The Camping Trip

and climbed a tree. It was so much fun!”

“I’m dirty and cold and I want to go home,” said Sam.

Mum gave Sam a hug and showed them the lovely fire she had made. Vashti and Sam got warm by the fire. Mum fixed the tent and Vashti said that maybe camping wasn’t so bad after all.

“Well this has been fun already!” said Mum. “Just not the kind of fun we were expecting!”



Questions

1. What did Mum think the camping trip would be? Tick one.

- boring
- fun
- bad

2. What did Sam want to do on the camping trip? Tick **two**.

- climb trees
- get lost
- be outside

3. **The top sheet** _____ **away**.

Tick one word to complete the sentence.

- sank
- blew
- ran

4. Where did they find the top sheet? Tick one.

- in a bush
- in a tent
- up a tree

5. How does Mum feel when she sees Vashti and Sam with the top sheet? Tick one.

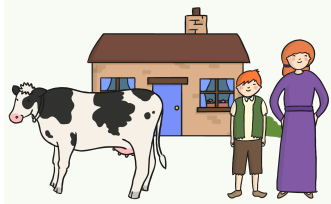
- cross
- proud
- sad

Jack and the Beanstalk

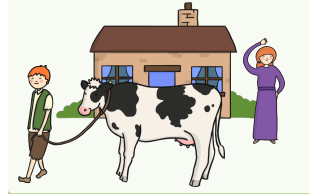
Once upon a time there was a boy called Jack.



Jack lived in a cottage with his mother. They were very poor and their most valuable possession was a cow.



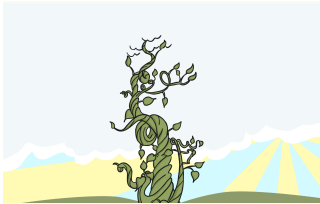
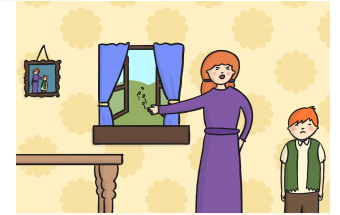
One day, Jack's mother asked him to take the cow to the market to sell.



On the way, Jack met a man who gave him some magic beans in exchange for the cow.



When Jack came home with the beans his mother was angry. She threw the beans out of the window and sent him to bed.



Jack decided to climb the beanstalk. It was so tall it went right up to the sky and through the clouds.



The next morning, Jack looked out of the window. A giant beanstalk had grown in the garden!



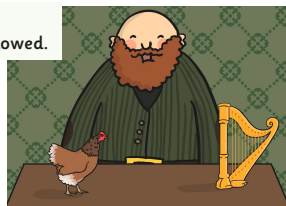
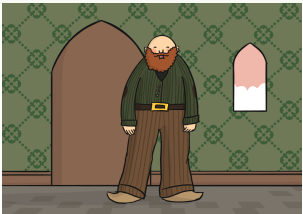
When Jack finally reached the top, he saw an enormous castle.

Jack decided to go inside; all the furniture was huge!



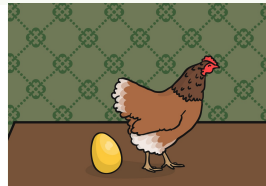
Suddenly, Jack heard a loud noise. He ran into a cupboard to hide.

An enormous giant came into the room. "Fee, Fi, Fo, Fum, I smell the blood of an Englishman!" he bellowed.



The giant sat down at the table. On the table was a hen and a golden harp.

"Lay!" said the giant. The hen laid an egg; it was made out of solid gold.



"Sing!" said the giant. The harp sang; the giant fell asleep.

Jack jumped out of the cupboard and took the hen and the harp.



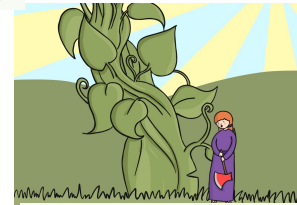
As Jack ran the harp cried, "Help, master!"

The giant woke up and called, "Fee, Fi, Fo, Fum, I smell the blood of an Englishman!" He chased Jack to the top of the beanstalk.



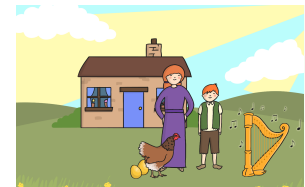
Jack climbed down the beanstalk and the giant followed him.

As Jack got to the bottom of the beanstalk he shouted, "Help!"



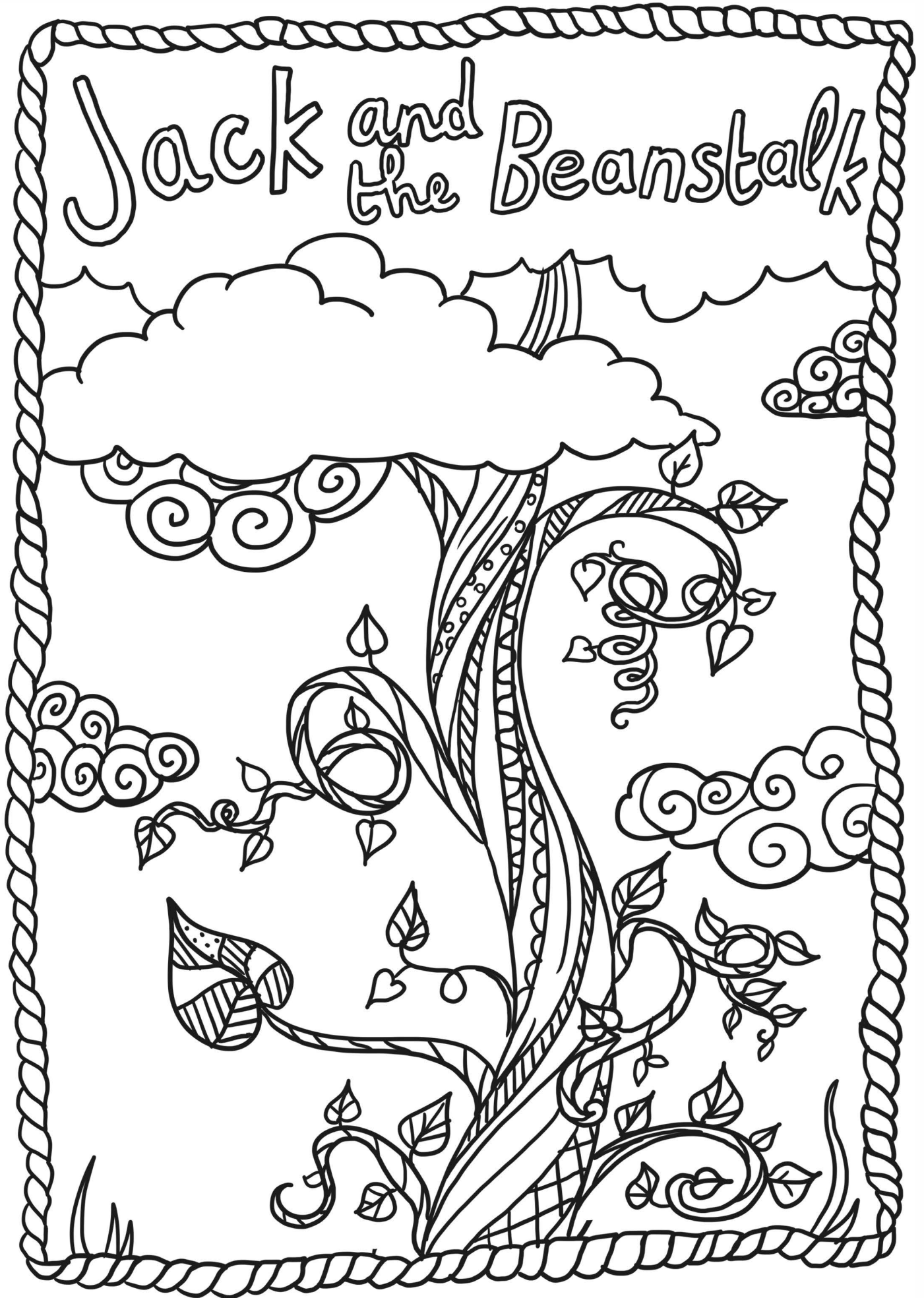
Jack's mother came out with an axe. She used it to chop the bottom of the beanstalk.

The giant fell and crashed to the ground. He was never seen again.



With the golden eggs and the magic harp, Jack and his mother lived happily ever after.

Jack and the Beanstalk



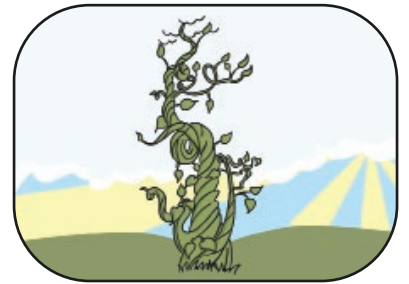
Jack and The Beanstalk Matching Activity

Cut out the text boxes and the pictures. Match them and put them in the correct order.

Jack takes some gold, a singing harp and a hen that lays golden eggs.



Jack is chased by the giant. Jack's mother cuts down the beanstalk with an axe.



Jack sells his cow for some magic beans.



At the top of the beanstalk lives a giant in a castle.



The magic beans grow into a beanstalk and Jack climbs it.



Jack and The Beanstalk Matching Activity

Stick the story strips and pictures onto this sheet in the correct order.

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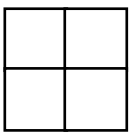
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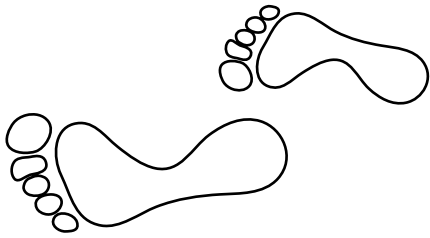




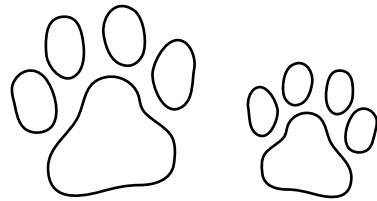
Area

1 Colour.

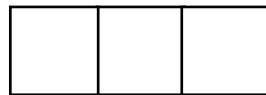
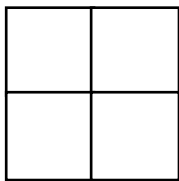
the bigger footprint in
each pair



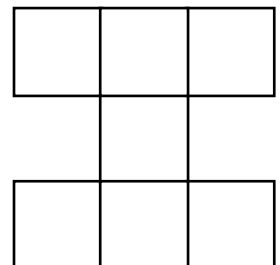
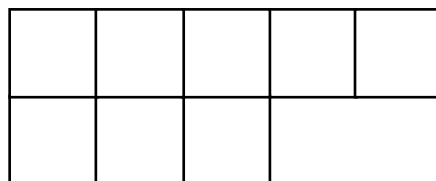
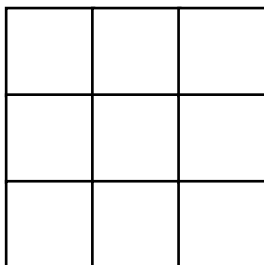
the smaller footprint in
each pair

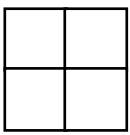


2 Colour the shape with the **smallest** area.



3 Colour the shape with the **biggest** area.

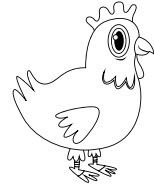
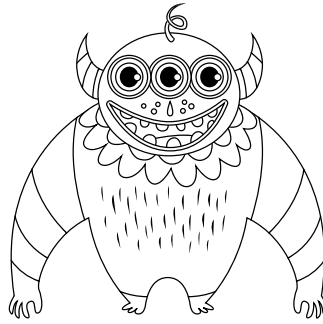
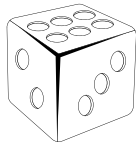
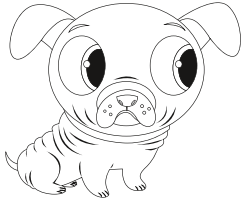




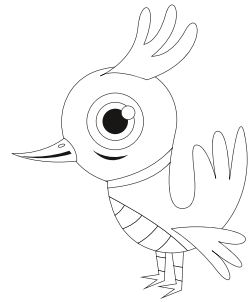
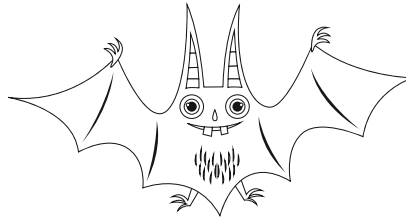
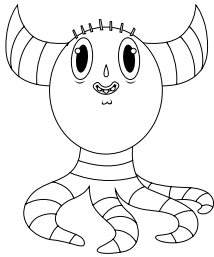
Area

1 Circle.

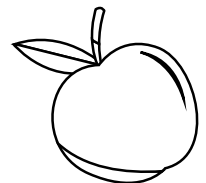
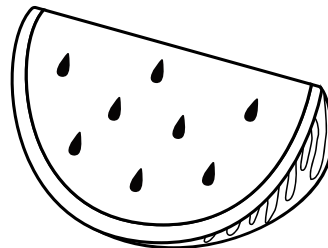
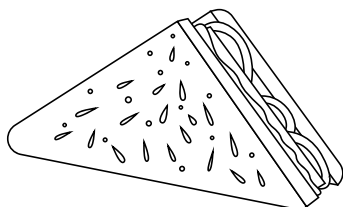
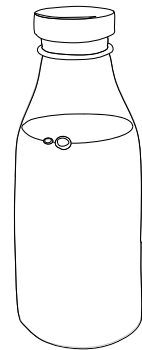
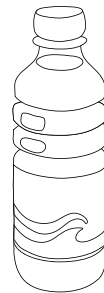
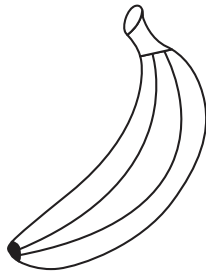
the biggest



the smallest

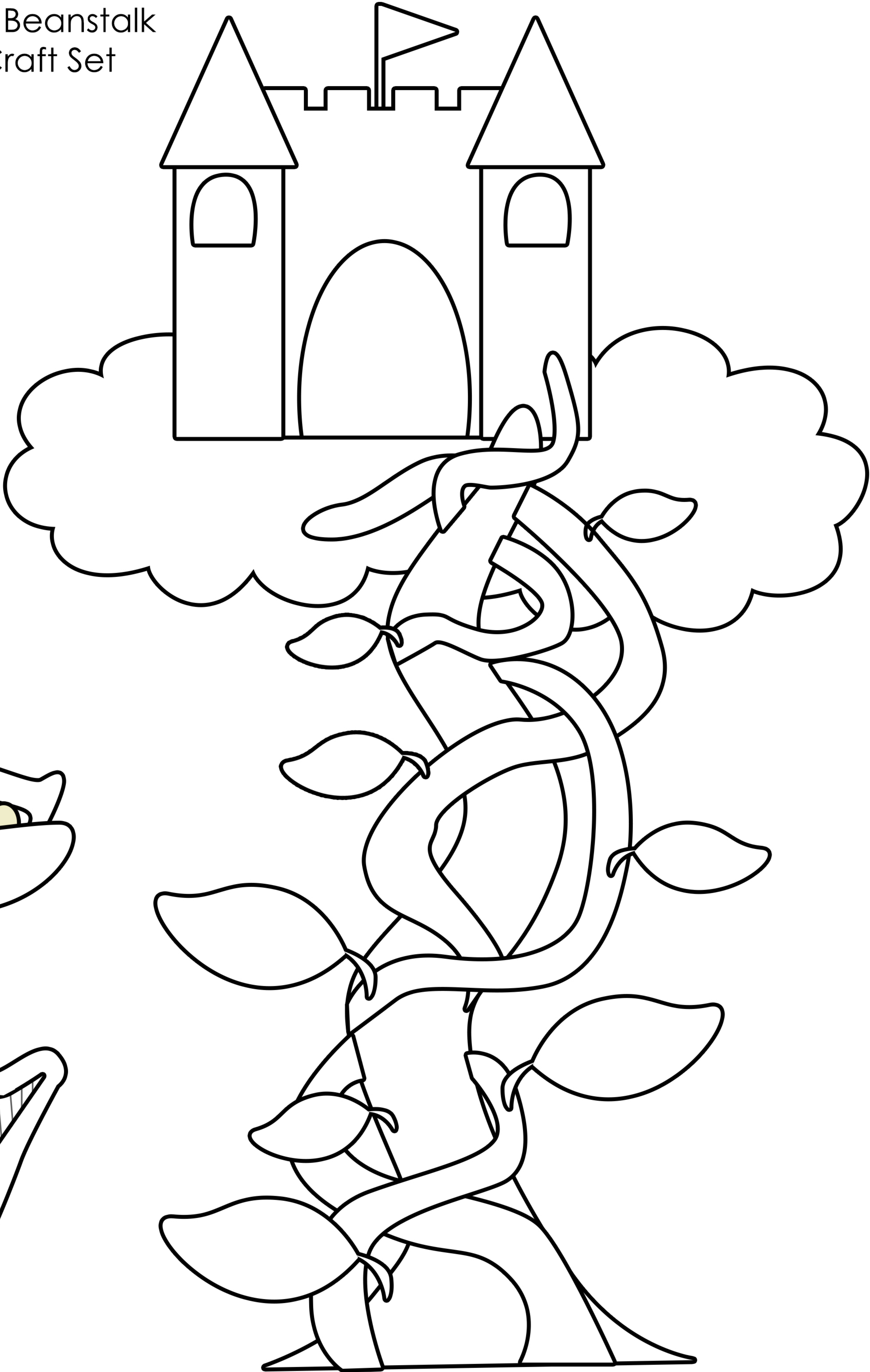
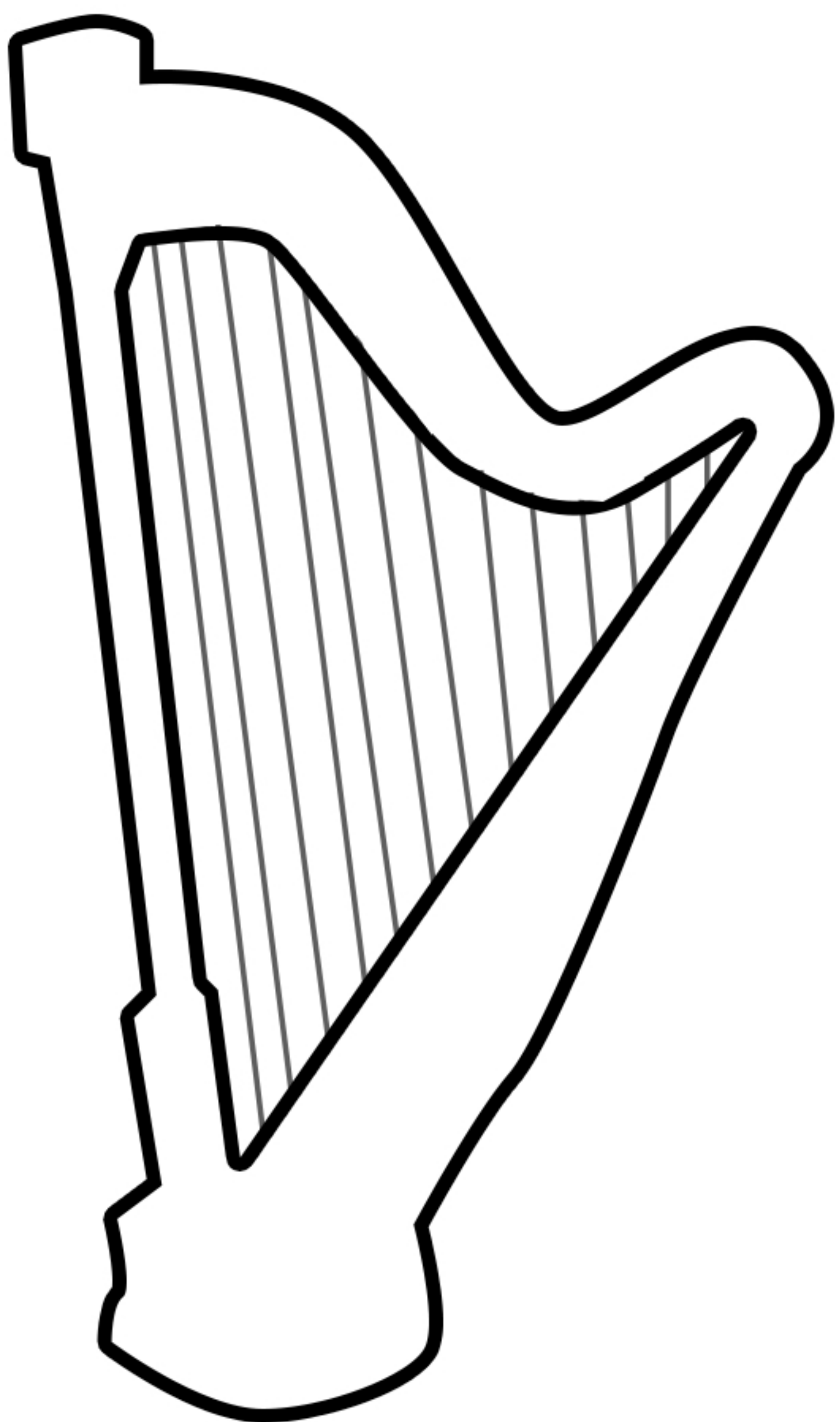
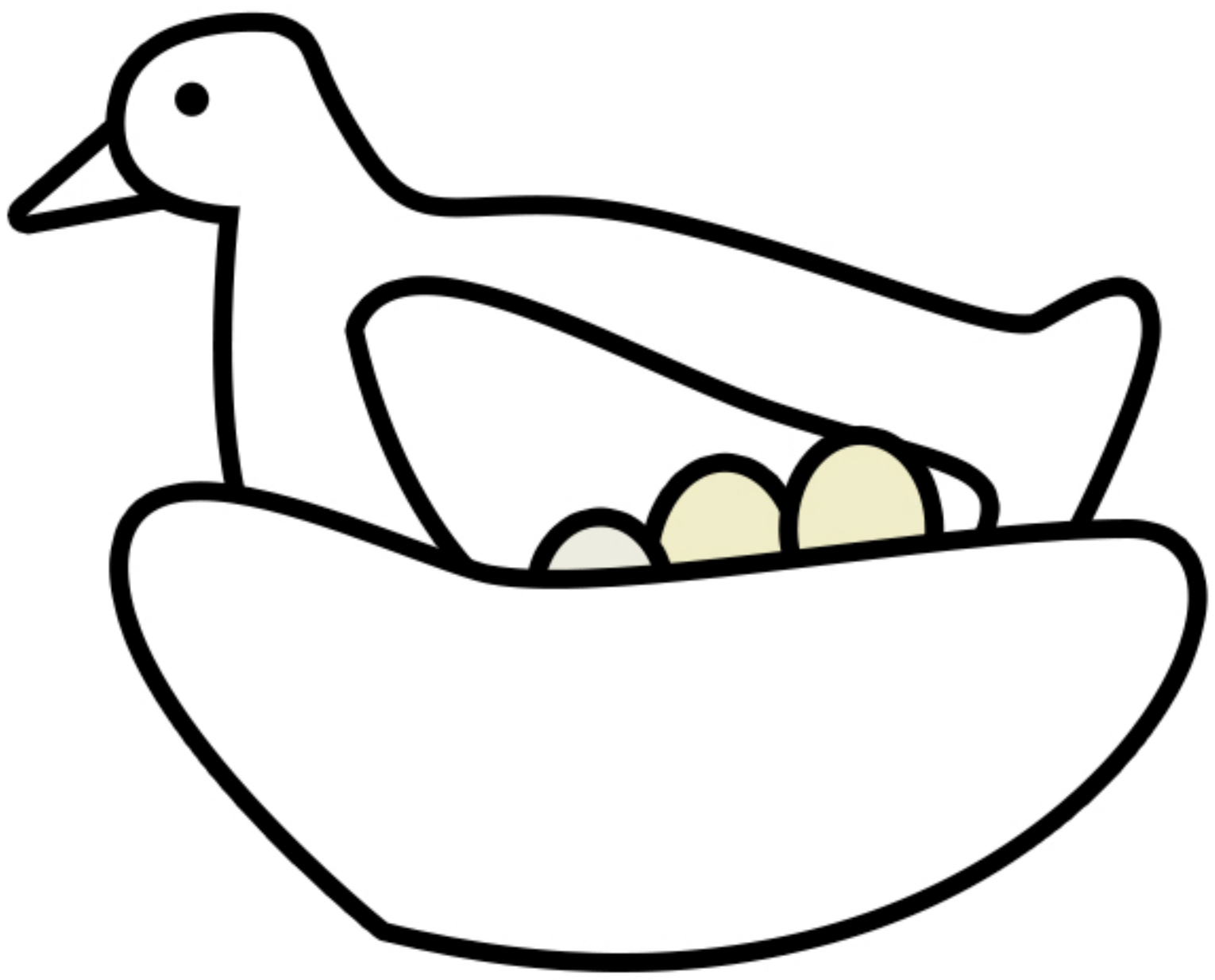


2 Which would take up more space in a lunchbox?

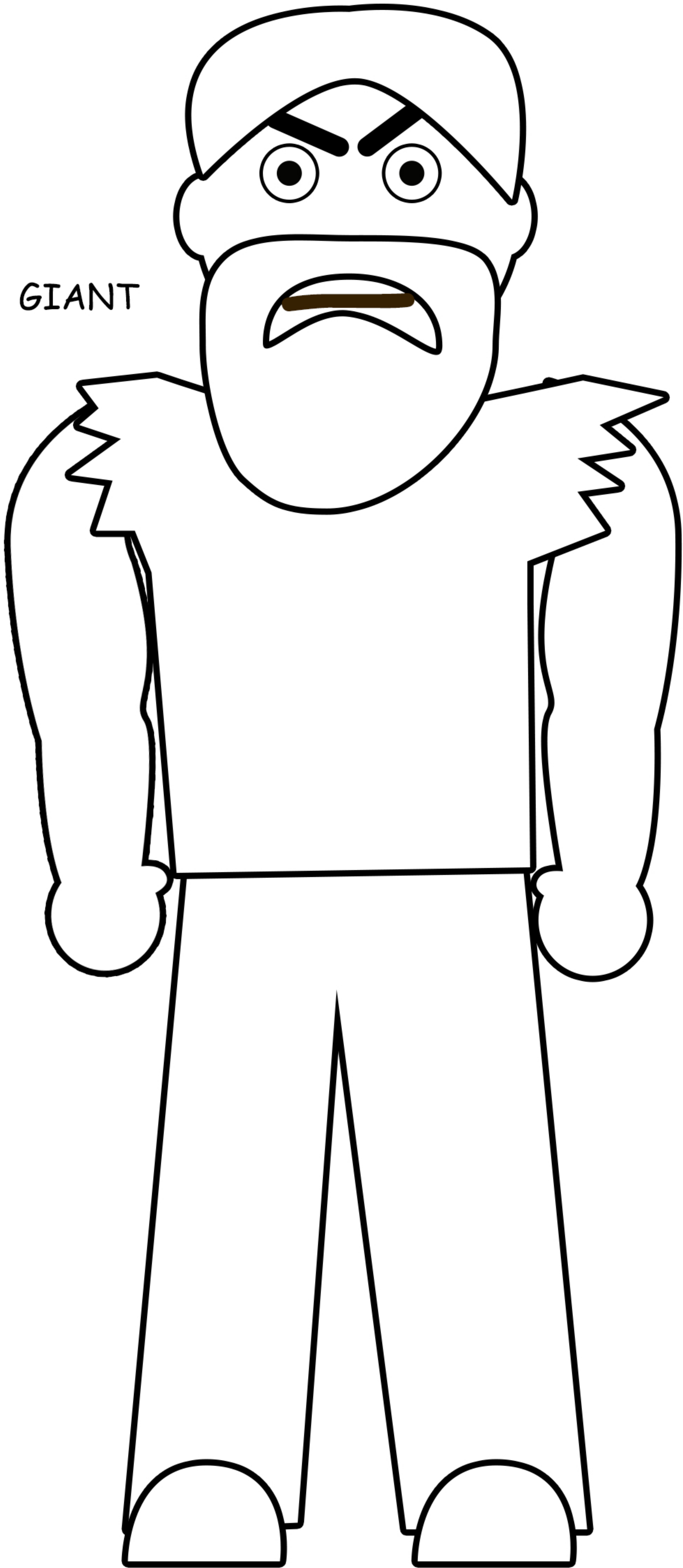


Monday Art Lesson
My Drawing!

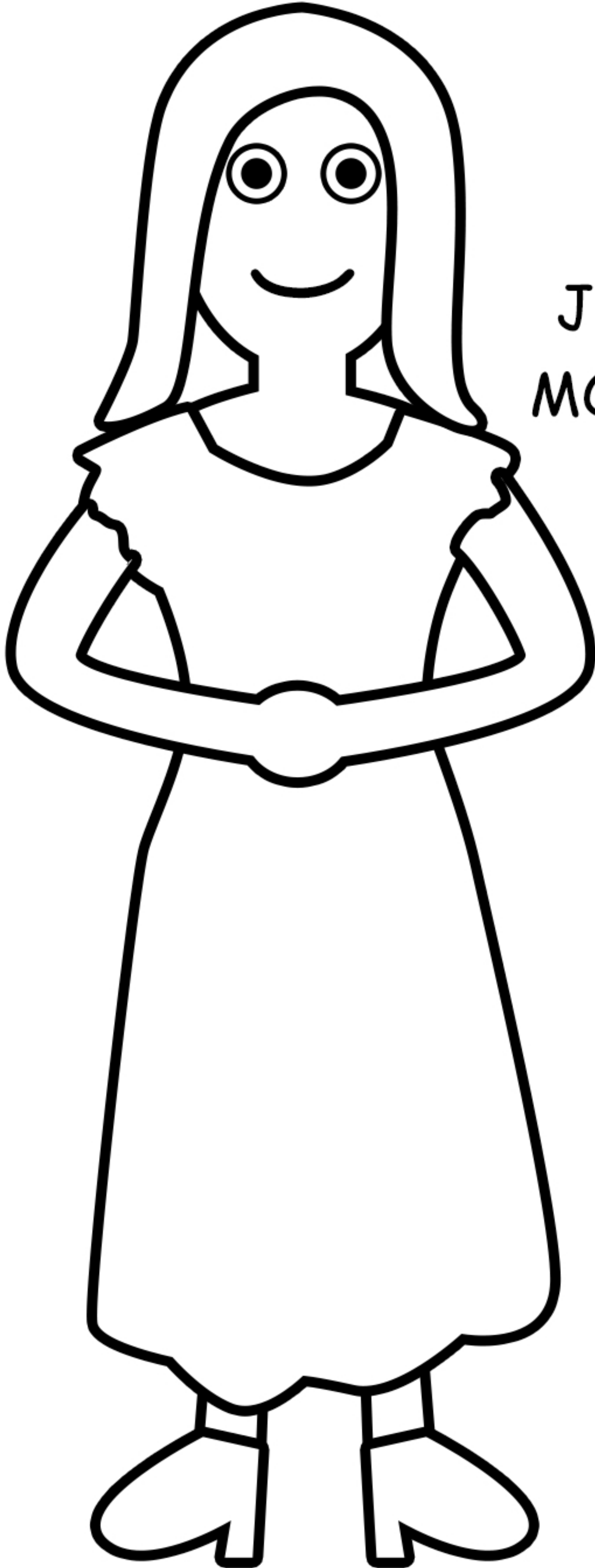
Jack and the Beanstalk
Storytime Craft Set



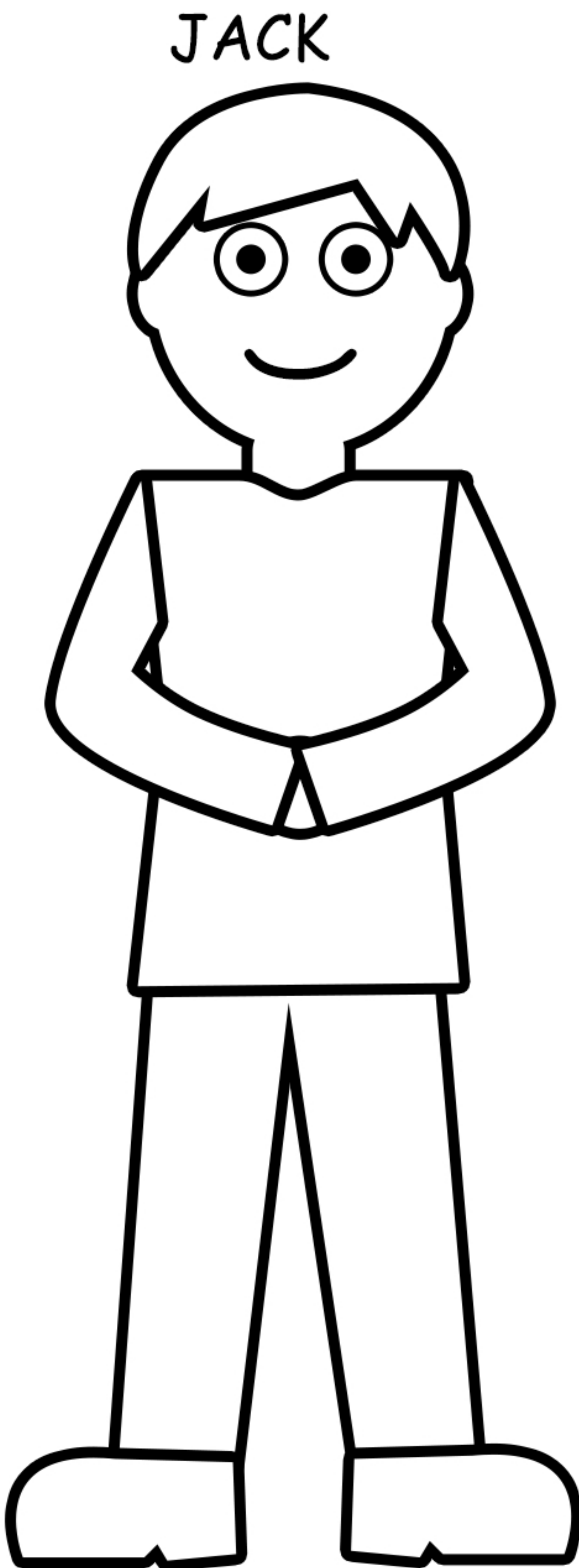
Jack and the Beanstalk
Storytime Craft Set



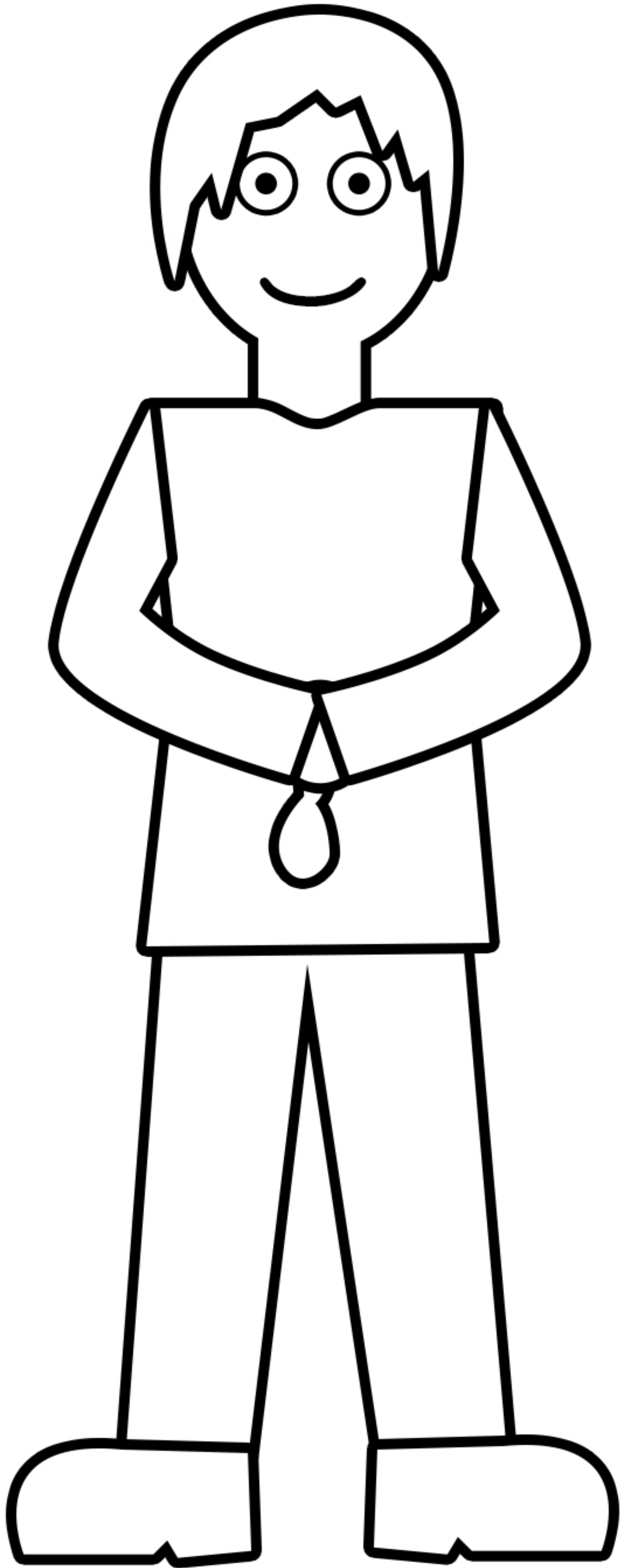
GIANT



JACK'S
MOTHER



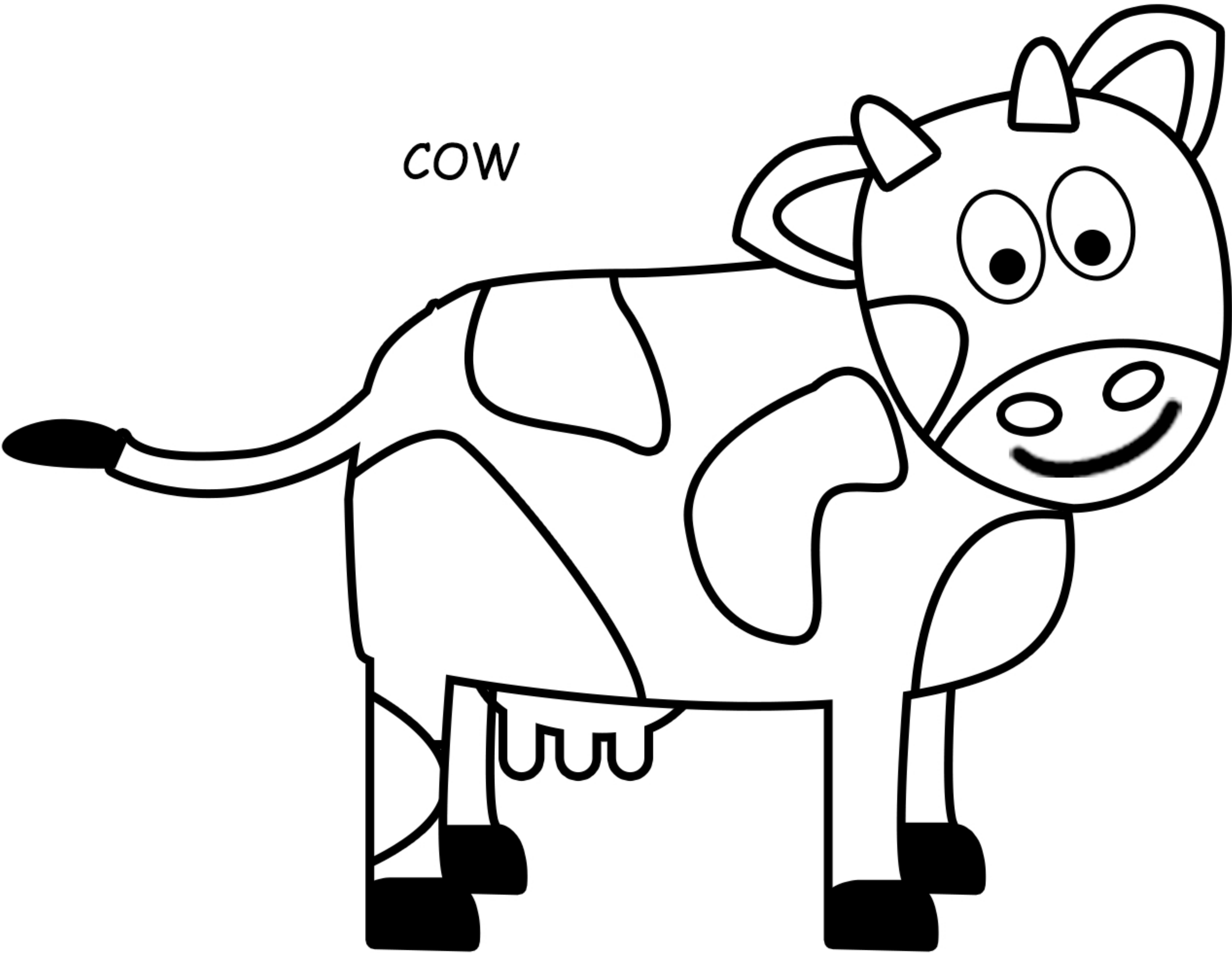
JACK



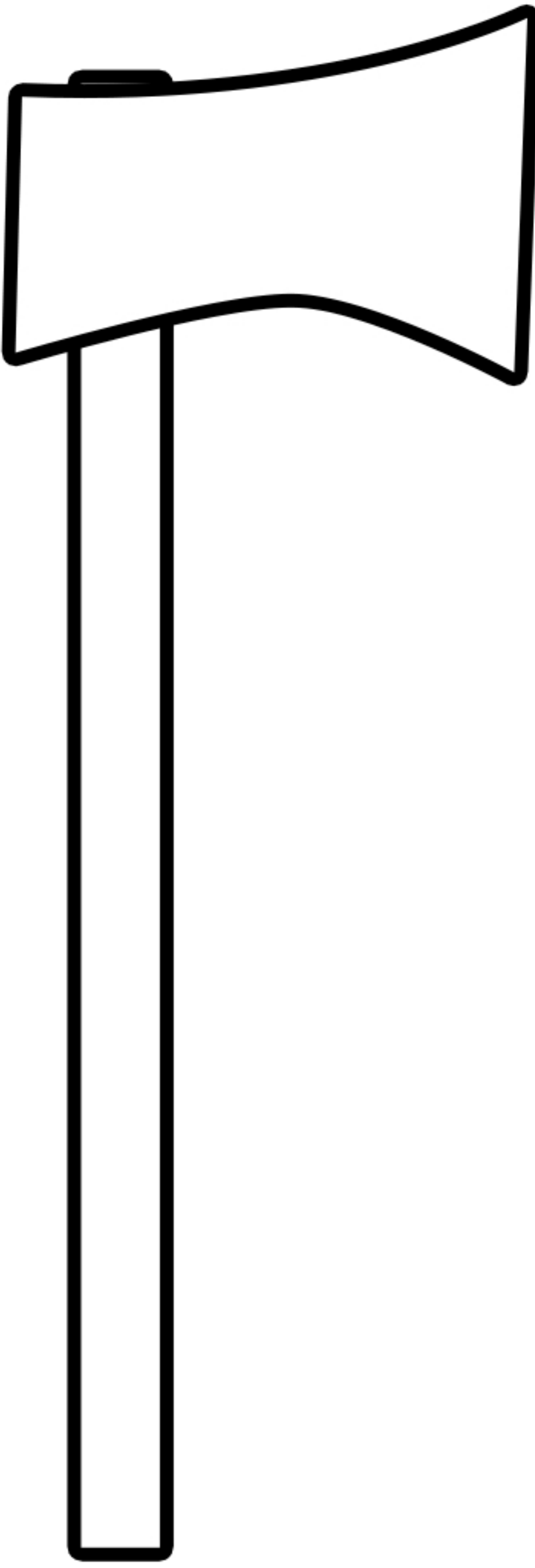
OLD MAN

Jack and the Beanstalk
Storytime Craft Set

COW



AX



Tuesday Activities



Spelling Word Sentences

Choose 5 spelling words and write a sentence using each one.

WORD:

WORD:

WORD:

WORD:

WORD:

Jack and the Beanstalk

Who is the main character?

What is the setting?

What happens first?

What happens next?

What happens last?

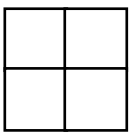


Jack and the Beanstalk

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| a | k | g | h | a | r | p | s | r | b |
| n | j | o | r | o | y | b | z | u | e |
| y | a | l | c | q | c | a | g | p | a |
| r | c | w | o | u | a | q | i | o | n |
| i | k | h | w | b | s | h | a | j | s |
| q | h | m | b | c | t | j | n | a | t |
| r | e | g | g | r | l | b | t | s | a |
| p | e | e | x | y | e | n | k | r | l |
| b | e | a | n | s | d | a | x | e | k |
| g | m | g | o | l | d | m | l | b | d |

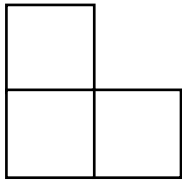
jack
gold
egg
harp
beanstalk

beans
cow
castle
giant
axe

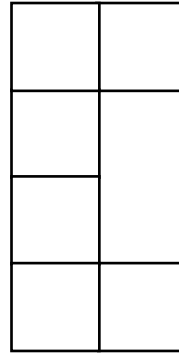


Area

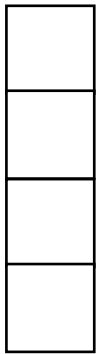
1 Count the squares. Write the total number.



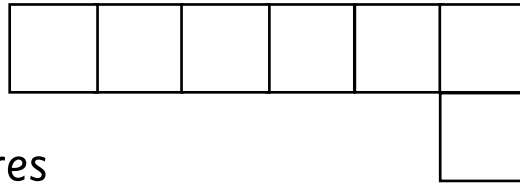
_____ squares



_____ squares



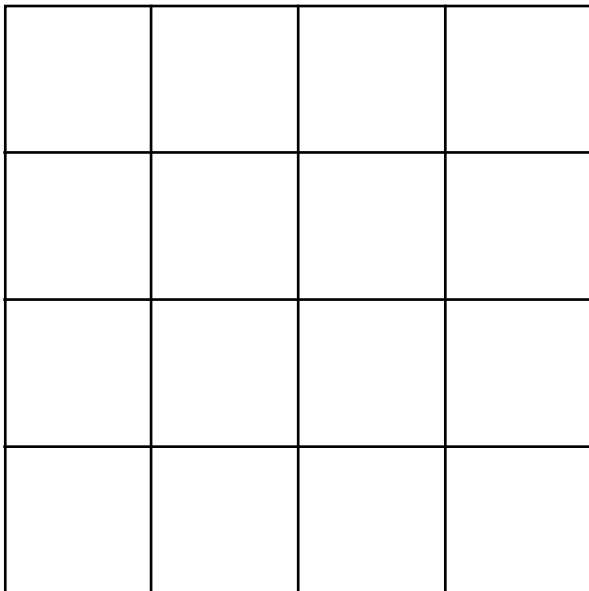
_____ squares



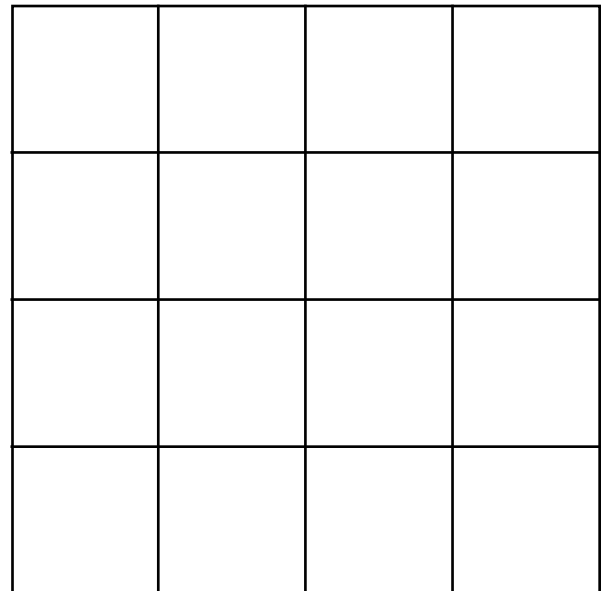
_____ squares

Circle the shape that has the largest area.

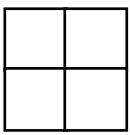
2 Draw and colour.



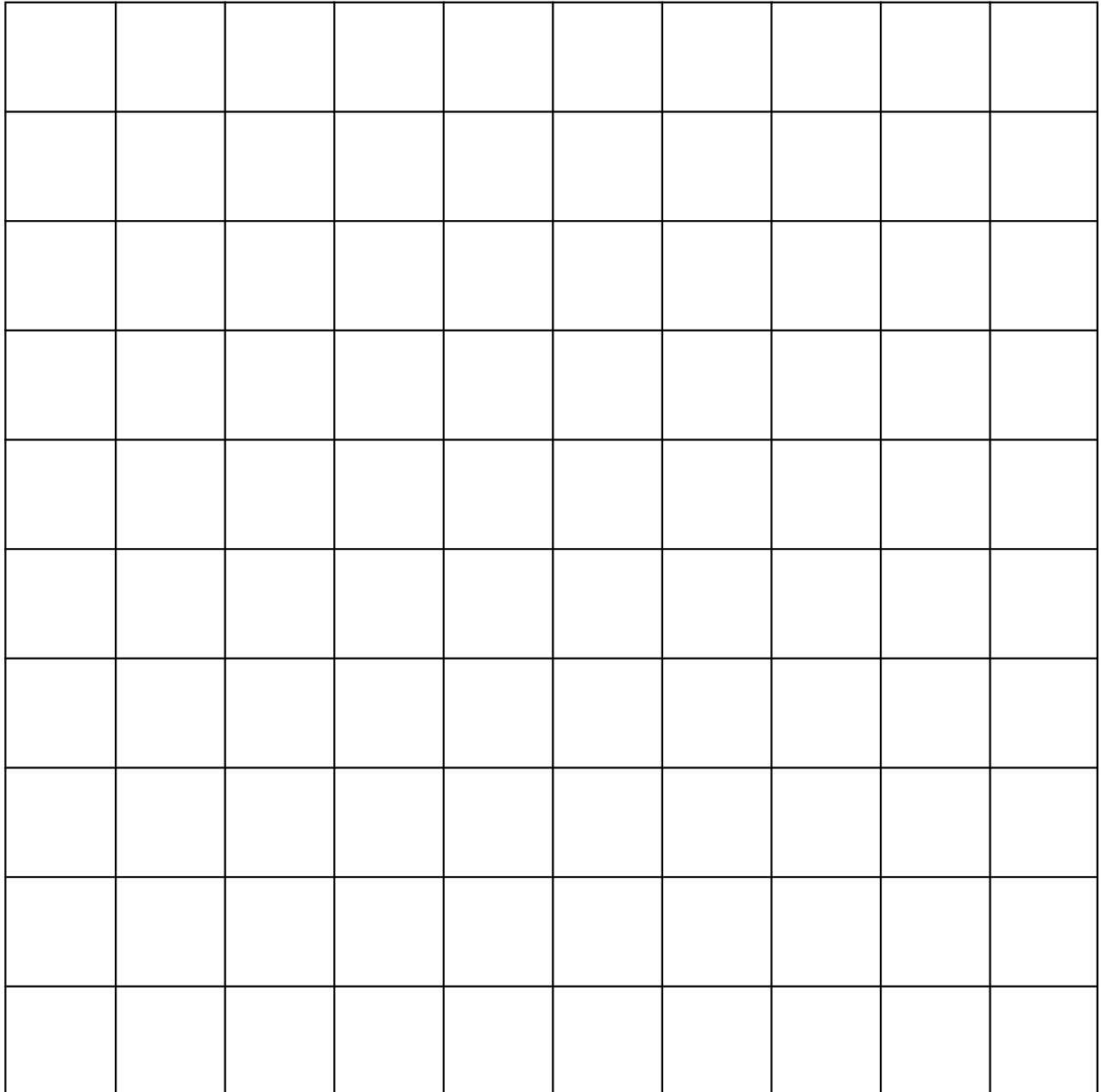
a shape that covers
6 squares



a shape that covers
12 squares



Area



1 Draw around your hand.

How many squares does your hand cover?

2 Now draw around your foot.

How many squares does your foot cover?

3 Which is larger? _____

Shadows and the Sun



Experiment

You will need:

Aluminium foil

Chalk

Procedure:

Using only aluminum foil, make an object that stands unsupported and will create an interesting shadow.

Use the chalk to trace around the shadow.

Look for other objects in your backyard that create a shadow and trace around them with chalk.

Observation: Draw a picture of your experiment.

Reflection Questions:

How did you get your creation to stand?

Why did that work?

What changes did you make to make it an interesting shadow?

What happened when you moved it around?

Wednesday

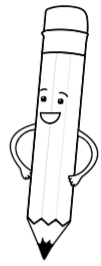
Activities

Name: _____

Date: _____

Alphabetical Order

Use the alphabet to help you put the weekly spelling words in alphabetical order.



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

| |
|-----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |

The Ant and the Grasshopper

One day, a grasshopper was relaxing in a field, eating as much grass as he could. When his tummy was full, he began to play some music. He was having a great time in the sun.



Then, an ant walked by. The ant was carrying some corn.

“Come and sing with me!” said the grasshopper. “No,” said the ant. “I am busy getting food for the winter.”

“Don’t worry about the winter!” said the grasshopper. “We have lots of food and it is sunny today.”

But the ant went on his way and carried on collecting food.

“What a silly ant!” said the grasshopper. “He can worry about winter when it is winter!”



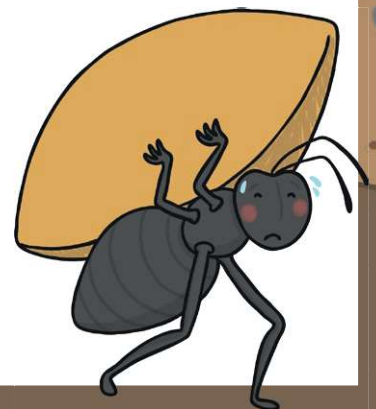
When winter came, the grasshopper had no food. The ant and his family had plenty to eat.

“Please can I have some of your food?” said the grasshopper. “No!” said the ant. “You said I was silly!”

The grasshopper was hungry all winter. He learnt a very hard lesson.



Work hard today to get ready for tomorrow.



Questions

1. Who are the characters in the story? Tick two.

- a grasshopper
- a cricket
- an ant
- a ladybird

2. What was the grasshopper doing in the field? Tick two.

- sunbathing
- eating grass
- playing football
- playing music

3. Why did the grasshopper think that the ant was silly? Tick one.

- because he was pulling a funny face
- because he was collecting food for the winter on a sunny day
- because he was telling jokes

4. What happened to the grasshopper when it was winter? Tick one.

- he lit a fire to keep warm
- he had to wear a warm coat
- he had no food

5. What is the message in the story? Tick one.

- Ants are silly
- Work hard today to get ready for tomorrow.
- Winter is cold.

Jack



Name _____

caring rude happy
beautiful friendly rude
angry ugly sly evil
clever handsome kind
honest nasty gentle
pretty wicked cross
grumpy horrible brave
shy mean noble
polite wise calm bold
helpful scary smart
furious cunning unkind
unkind cruel charming

Can you write a paragraph about this character?

Giant



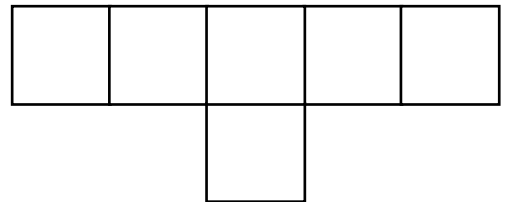
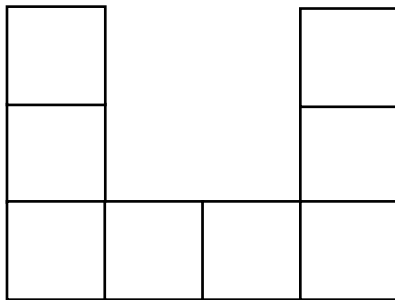
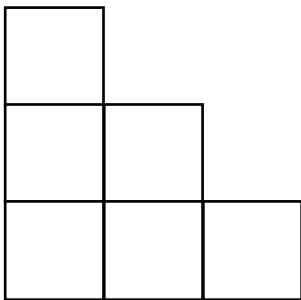
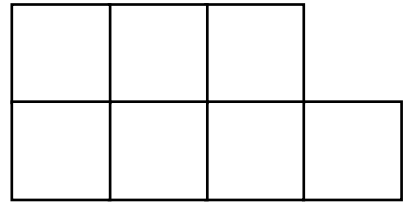
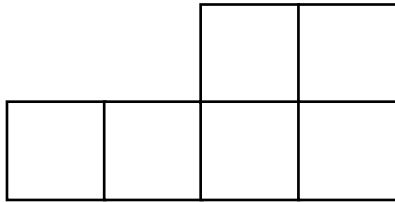
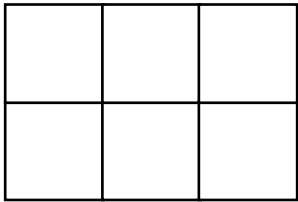
Name _____

caring rude happy
beautiful friendly rude
angry ugly sly evil
clever handsome kind
honest nasty gentle
pretty wicked cross
grumpy horrible brave
shy mean noble
polite wise calm bold
helpful scary smart
furious cunning unkind
unkind cruel charming

Can you write a paragraph about this character?

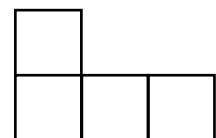
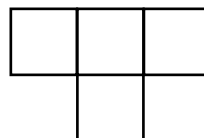
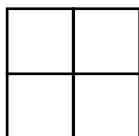
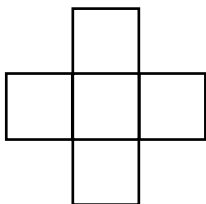
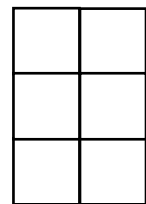
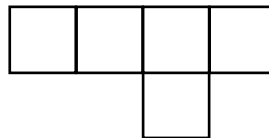
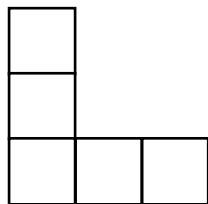
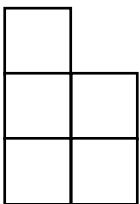
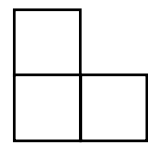
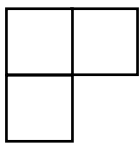
Area part 2

1 a Colour the shapes with the same area yellow.



b Add one square to make the other two shapes the same area.

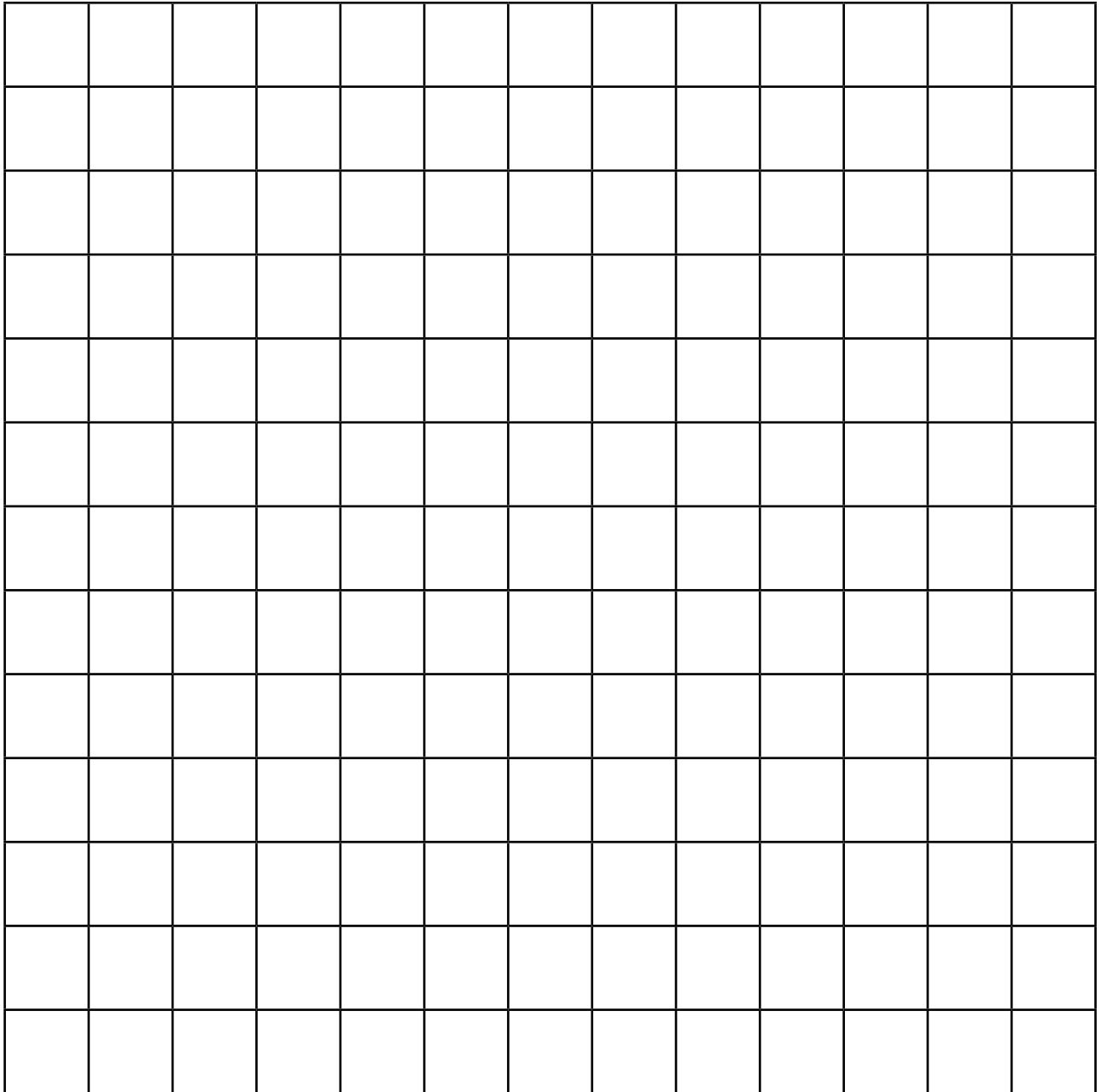
2 Circle the odd one out in each row.



Area part 2

1 Draw a shape that covers an area of:

- 2 squares.
- 3 squares.
- 4 squares.
- 5 squares.
- 6 squares.
- 7 squares.



2 Draw a different shape that covers:

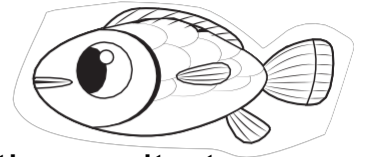
- 3 squares.
- 4 squares.
- 5 squares.

Thursday Activities

Name: _____

Date: _____

Rhyming Words



Write the weekly spelling words in the first column, then write two rhyming words in the next two columns.

| <i>fish</i> | <i>dish</i> | <i>wish</i> |
|-------------|-------------|-------------|
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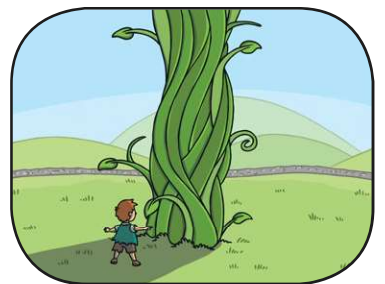
Jack and the Beanstalk Alternative Ending Story Plan

Can you plan an alternative version of the Jack and the Beanstalk story?

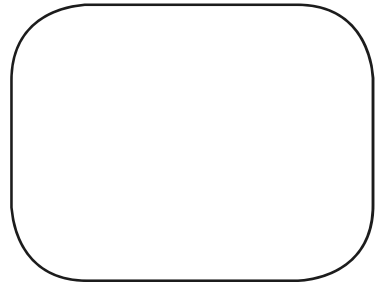
Jack lived with his mother in a very old cottage. They were very poor so he sold his cow for some magic beans to a mysterious stranger.



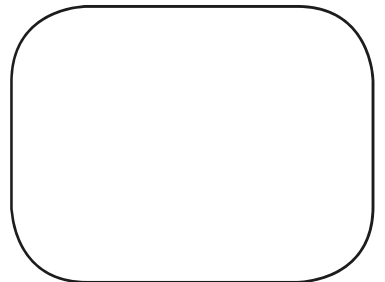
Jack's mother was very angry and threw the beans into the garden. Overnight, the magic beans grew into a beanstalk and Jack climbed up it.



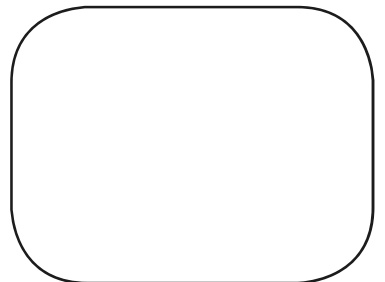
Where does the beanstalk take Jack and who does he meet?



What does Jack take back to his mother?



What happens at the end of the story?



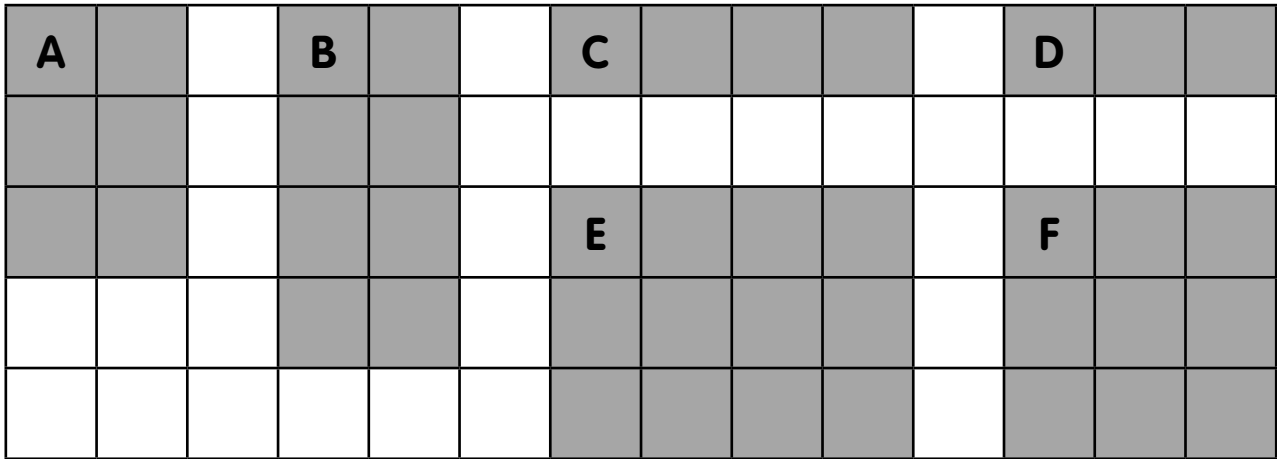
Onomatopoeia

Read the description below and write an onomatopoeia for each one.

| | |
|---------------------|-----------|
| getting a paper cut | |
| door slamming | |
| a fire engine | |
| sneezing | |
| cow on a farm | |
| kids playing games | |
| tearing paper | |
| a chick | |
| a horse galloping | |
| drinking water | |
| strong winds | |
| football in a net | |
| doorbell | ding dong |

Area part 3

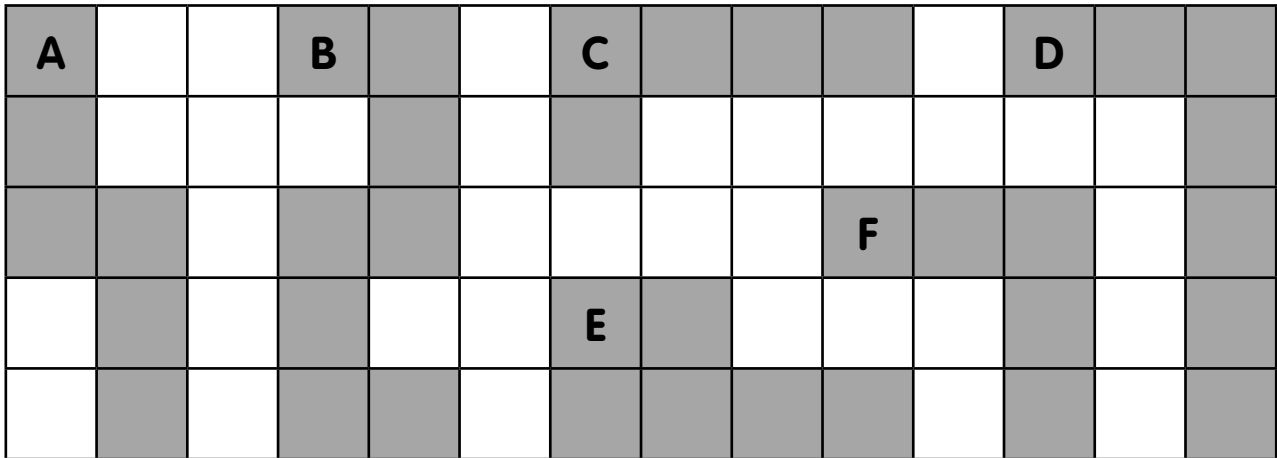
1 Count the area of each rectangle in square units.



A _____ B _____ C _____ D _____ E _____ F _____

Order from smallest to largest.

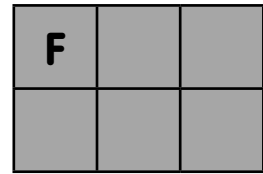
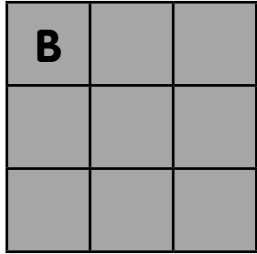
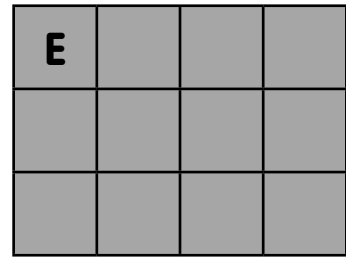
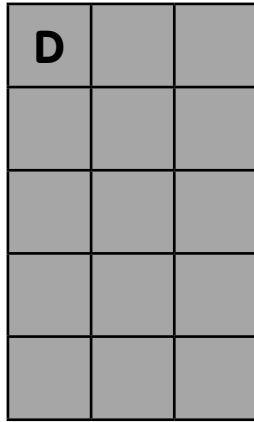
2 What is the area in square units of these shapes?



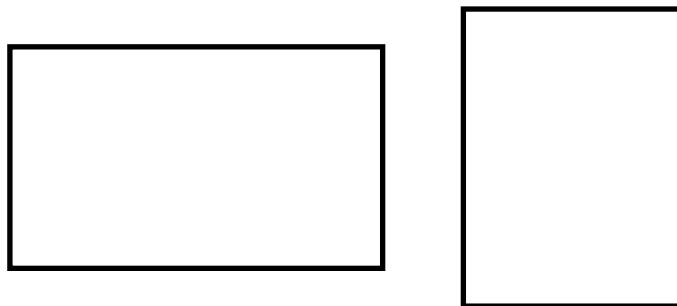
A _____ B _____ C _____ D _____ E _____ F _____

Order from largest to smallest.

Area part 3



- 1 Which rectangle has the largest area? _____
What is the area? _____ squares
- 2 Which rectangle has the smallest area? _____
What is the area? _____ squares
- 3 Which rectangles have the same area? _____
What is the area? _____ squares



- 5 Colour the rectangle you think is larger. Don't measure, estimate!
- 6 Use MAB ones blocks to measure their areas.
Write the number of blocks inside each rectangle.
- 7 Was your estimate correct? _____

GEOGRAPHY

Which two nights in the next week would be the best for camping and why?

Where in your backyard would be the best spot for camping? Why? Draw a picture to help you explain.

Friday Activities

Spelling Test Date: _____

Score: _____

| | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |

Spelling Sentence:

The Runaway Iceberg

“Land ahoy!” shouted Rossi, looking out to sea with her telescope. “Shall we dive in and explore, Captain?”

“You know I don’t like swimming,” Gaspar said with a sigh.

Suddenly, a cracking sound came from below them. Before they had realised what was happening, a chunk of ice had broken off and Gaspar and Rossi were floating out to sea on an iceberg. “Quick – swim!” shouted Rossi.



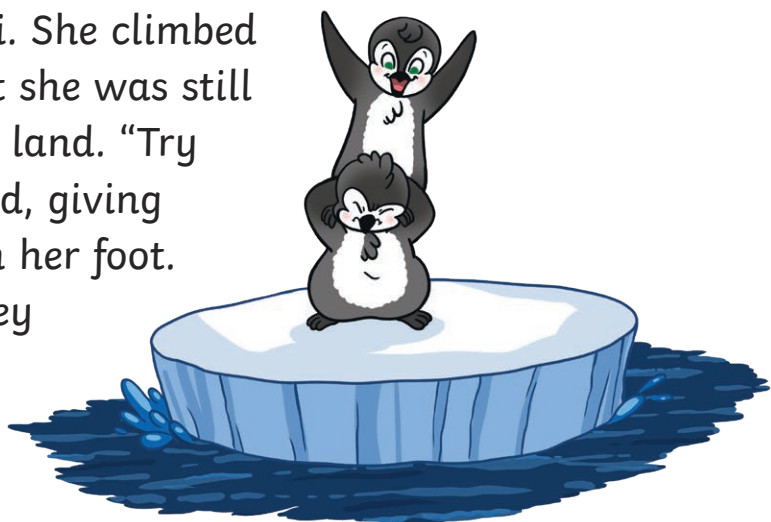
But Gaspar was afraid. “I can’t!” he cried, peering into the deep, dark sea below. The iceberg floated out farther and farther until they could no longer see land. “What are we going to do?” asked Gaspar, trembling. “How will we ever get back?”



“We’re brave explorers, remember,” said Rossi, holding Gaspar’s flippers. “We will find a way.”

Gaspar took a deep breath. “I guess we could use our flippers to row back,” he said. “But which way is home?”

“Lift me up!” said Rossi. She climbed onto Gaspar’s head but she was still not high enough to see land. “Try jumping!” she suggested, giving him a little nudge with her foot. Gaspar jumped and they both landed on the ice with a thud.



“Need some help finding your way?” asked a snow petrel from above.

“Oh, yes, please!” called Gaspar.
“Which way is land?”

“It’s this way,” called the snow petrel, flying high above them.

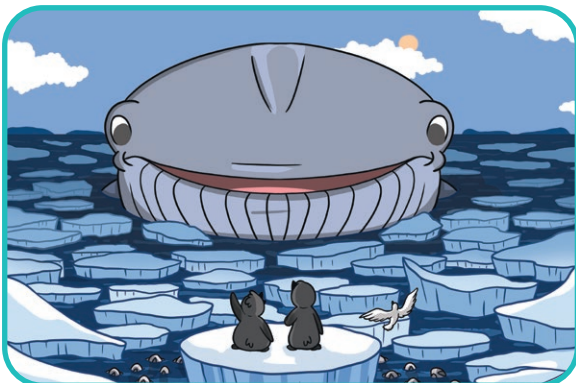
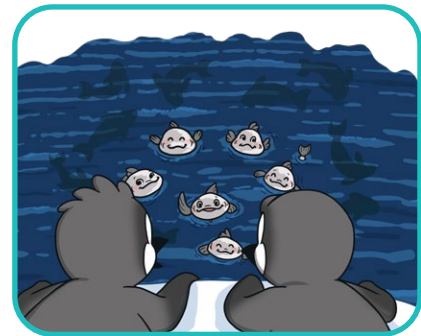


Gaspar and Rossi used their flippers to row as hard as they could but the current kept pushing them the wrong way.

“Need us to give you a push?” asked an Antarctic silverfish from below.

“Oh, yes, please!” called Gaspar.

The silverfish pushed the iceberg along until suddenly, it became stuck.



“We’ll never get through here!” exclaimed Gaspar.

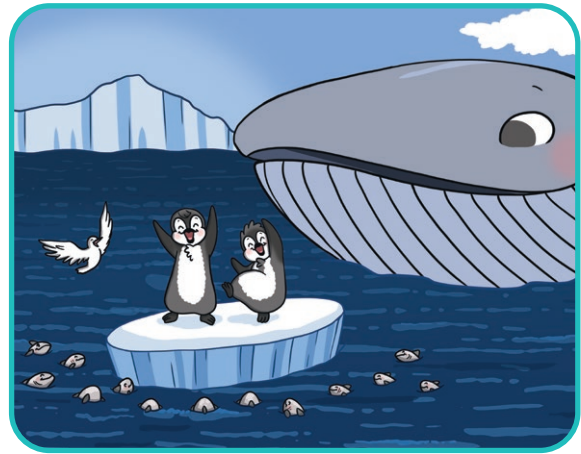
“Need some help breaking through the ice?” asked a blue whale from the deep.

“Oh, yes, please!” called Gaspar.

With a huge flip of its tail, the whale smashed the ice and cleared the way. Gaspar and Rossi bobbed along behind it, glad to finally be on their way back to safety.

“Land ahoy!” squawked the snow petrel.

“It’s all been a great adventure,” said Rossi, grinning. “We’re just like real explorers!” The sun shone brightly in the sky as Gaspar and Rossi headed for home.



“Hey! Stick to your side, Captain!” laughed Rossi as Gaspar’s tail feathers tickled her feet.

“I’m right on the edge!” grumbled Gaspar. The two penguins turned to face each other in shock. The iceberg was getting smaller... and smaller! “It’s melting!” shrieked Gaspar. “We need to move faster!”

The silverfish swam quicker and the blue whale helped to push but the ice was melting too fast. “We’ll have to swim from here,” said Rossi. “You can do this, Gaspar. I know you can. You are the captain, after all!”

The silverfish started to cheer. “Gaspar! Gaspar! Gaspar!” Soon everyone had joined in and Gaspar began to feel braver.

Gaspar gulped. Then, with one big jump, he splashed into the water. “Brrrrr!” he spluttered. “It’s so chilly!”

“Use your flippers!” shouted Rossi as she dived in over Gaspar’s head. “Wheeeee!” said Rossi as she headed for home. Gaspar flapped his flippers and followed nervously behind.



It wasn't long before Rossi and Gaspar were back home with their families. "You did it, Captain!" said Rossi. "You got us through our most dangerous adventure yet."

"I guess I did!" agreed Gaspar, feeling proud. "But I couldn't have done it without my trusty first mate."



Questions

1. What are Gaspar and Rossi? Tick one.

- penguins
- whales
- fish

2. What do Gaspar and Rossi float on? Tick one.

- a leaf
- an iceberg
- a cloud

3. What doesn't Gaspar like doing? Tick one.

- running
- dancing
- swimming

4. Who uses their tail to smash the ice? Tick one.

- the blue whale
- the silverfish
- the snow petrel

5. How does Gaspar feel at the end of the story? Tick one.

- sad
- angry
- proud

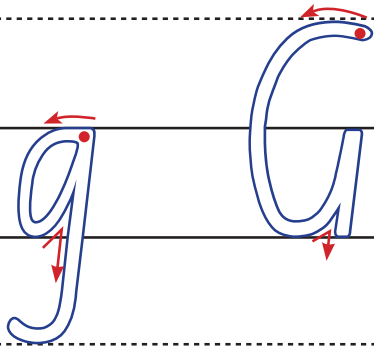
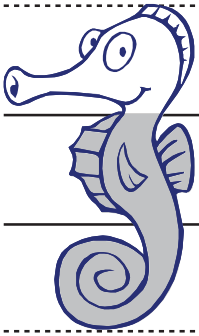
Jack and the Beanstalk

If I had a magic bean _____

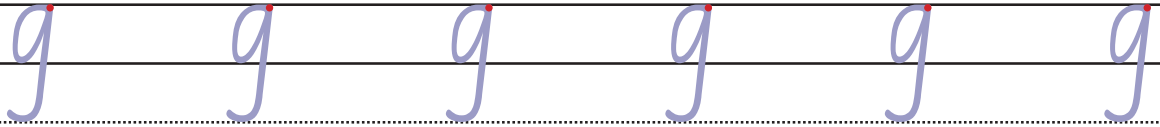
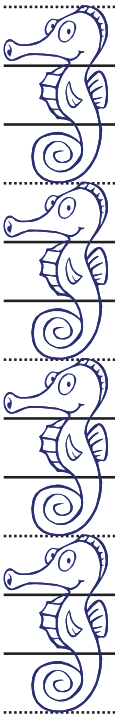


Lower Case Letters

g

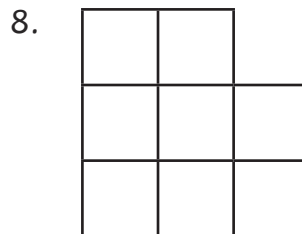
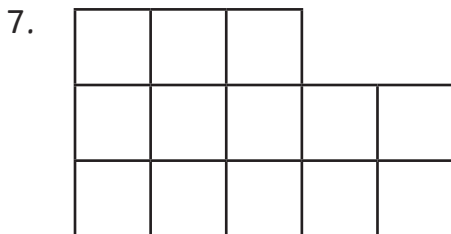
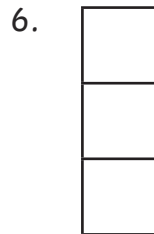
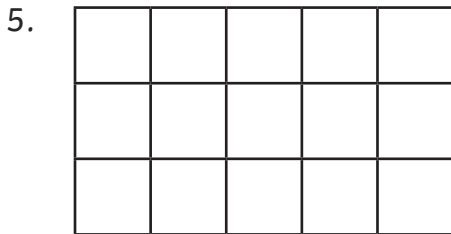
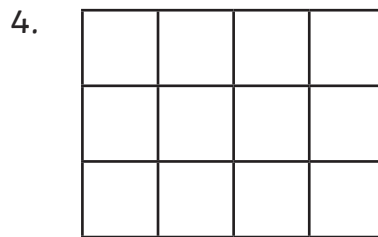
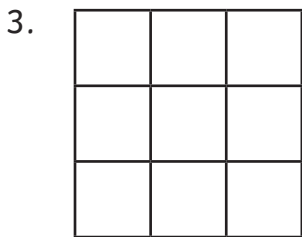
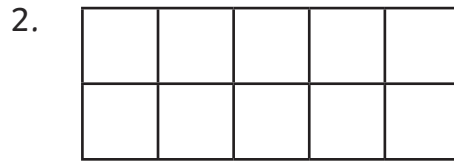
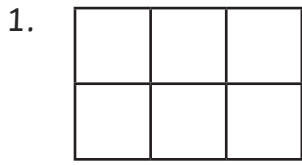


a body and tail letter



Calculate the Area

What is the area of these shapes in cm^2 ?

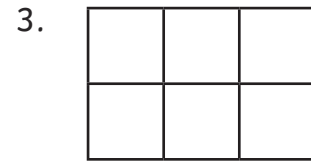


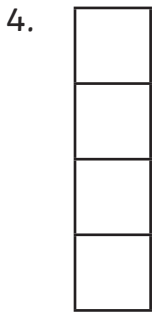
Calculate the Area

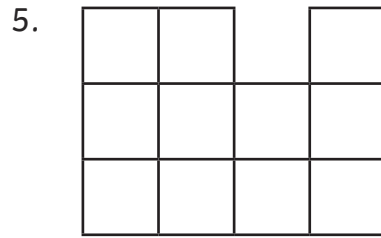
What is the area of these shapes in cm^2 ?

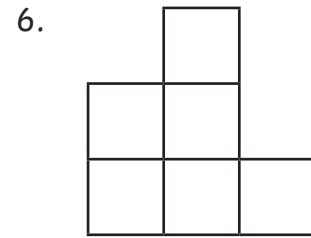


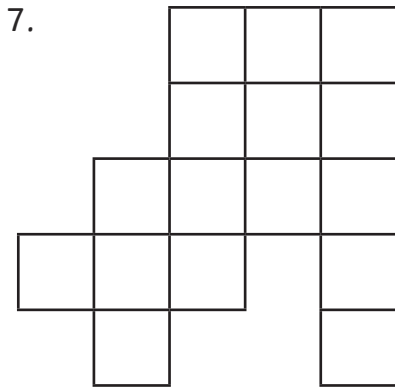


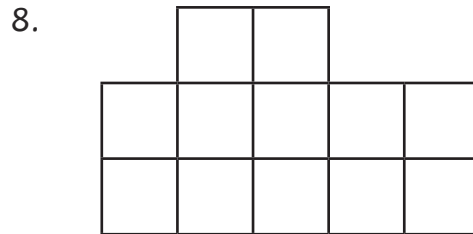


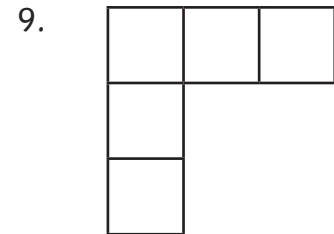


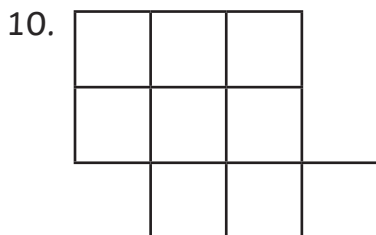


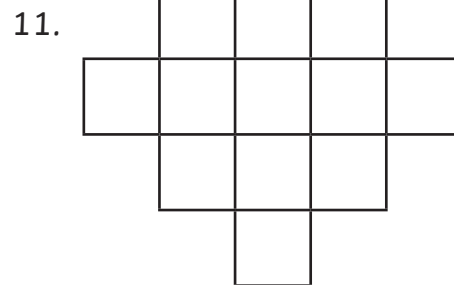




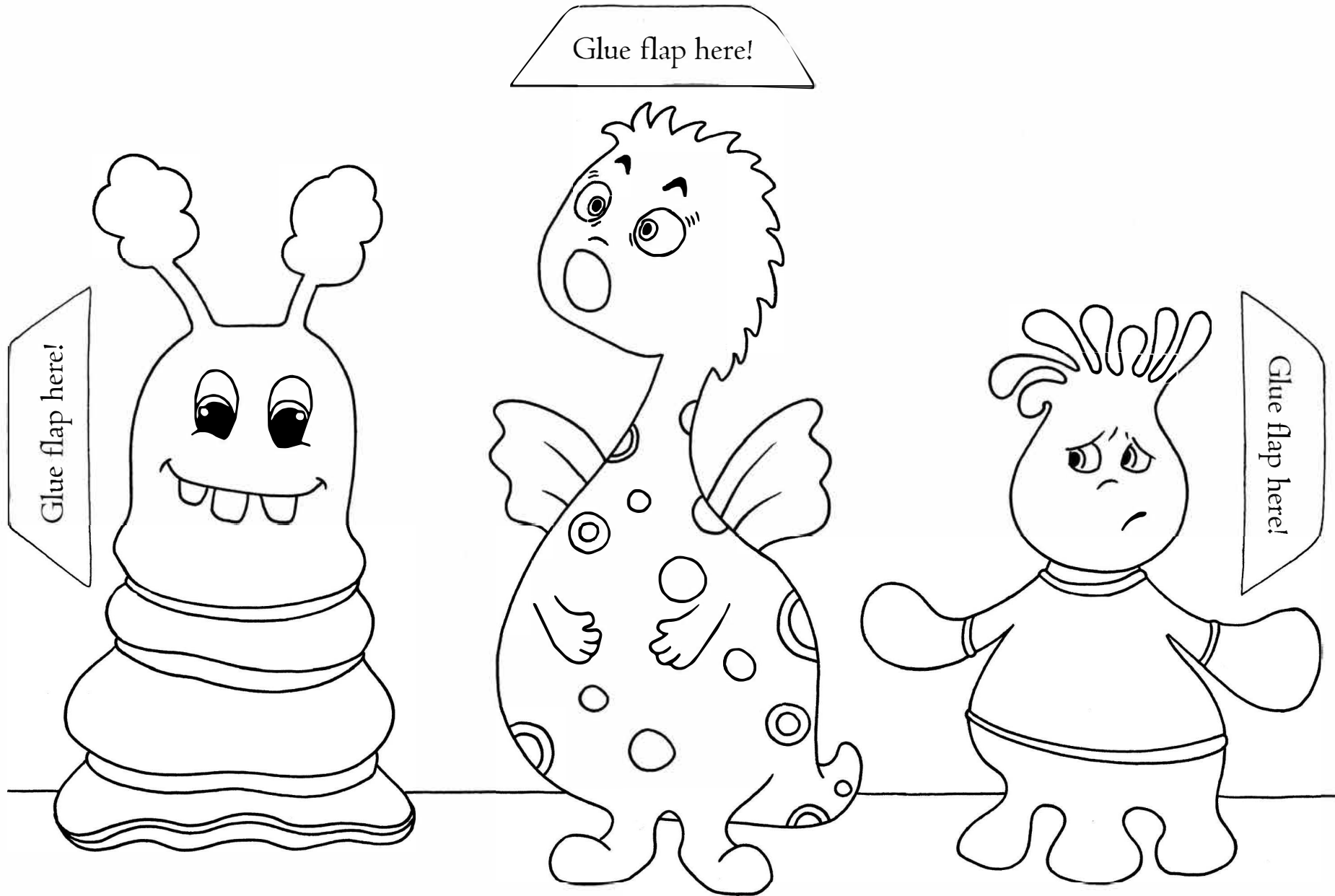








Monstrous Emotions - Little Monsters feel...

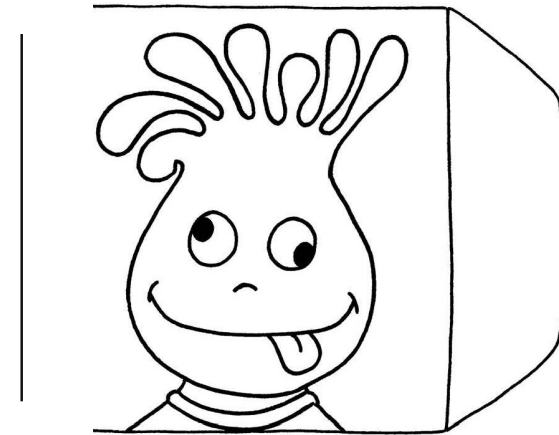
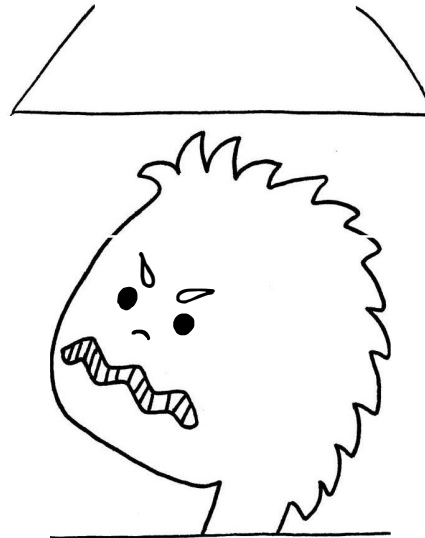


Monstrous Emotions - Facial Expression Flaps

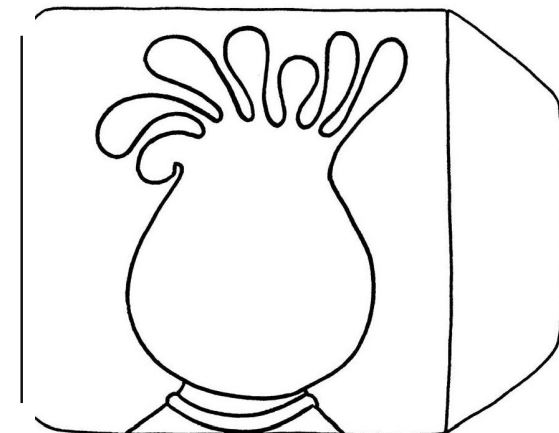
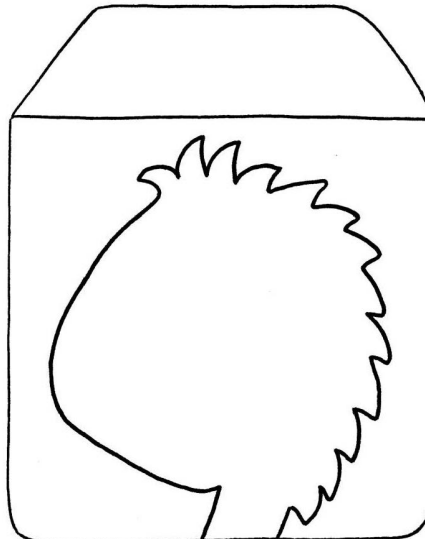
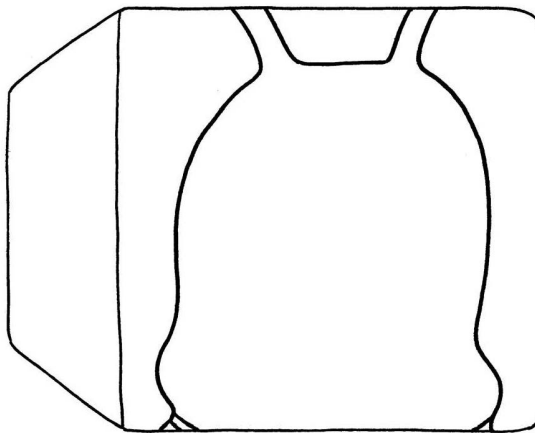
1. Cut out the flaps.

2. Fold along the line.

3. Glue as indicated on to the little monsters on the main coloring page.



What other emotions could the monsters feel? Draw them into the empty faces!

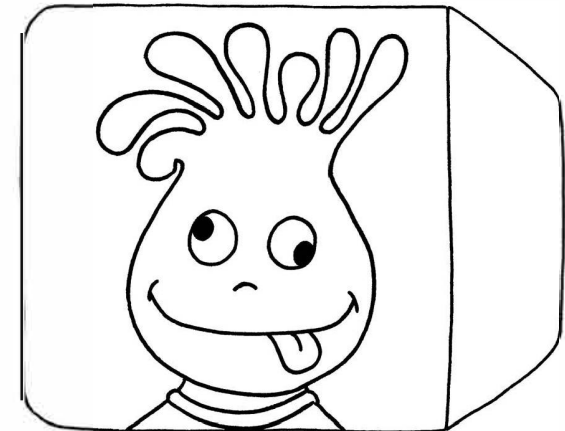
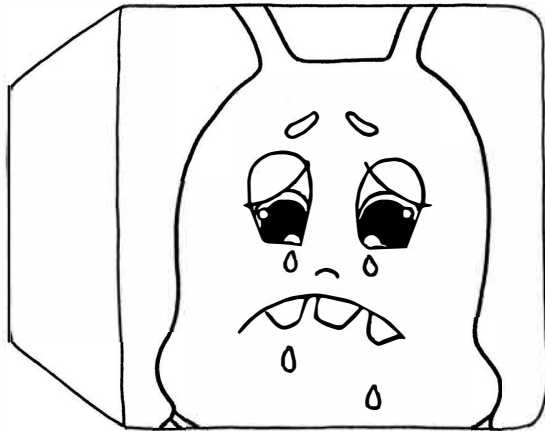


Monstrous Emotions - Facial Expression Flaps

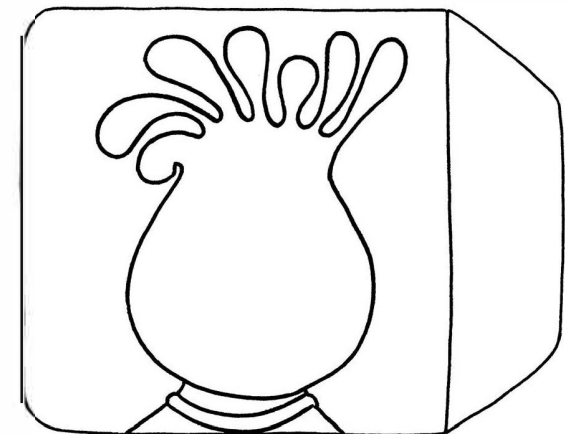
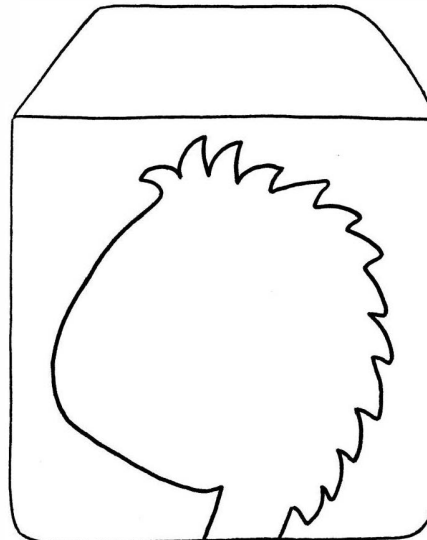
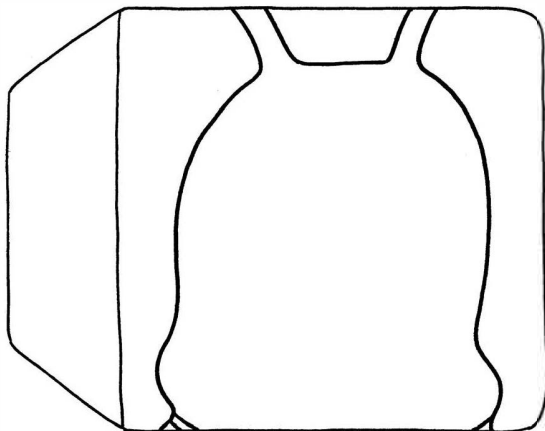
1. Cut out the flaps.

2. Fold along the line.

3. Glue as indicated on to the little monsters on the main coloring page.



What other emotions could the monsters feel? Draw them into the empty faces!



Monstrous Emotions - Little Monsters feel...

