

Year 2 Workbook

Term 3 Week 9





Year Two

Continuity of Learning - Learning from Home Program, Term 3 – Week 9

Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Click on the coloured link to go to the website!	<p>Task: Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.</p> <p>English Task 1: Spelling Visit our Class Team in MS Teams to check your weekly spelling words. Write your weekly spelling list (look, cover, write, check) Complete the find a word. Spend ten minutes on Spelling City completing an activity or game. Vocabulary Spelling City</p> <p>Task 2: Reading Complete 2 lessons on Reading Eggs. Reading Eggs Listen to How the Turtle got its Shell. The story is based on a traditional Aboriginal Dreamtime Story.</p>	<p>Task: Pretend you're a basketball star and do 64 imaginary jump shots for the hoop!</p> <p>English Task 1: Spelling Sort your words into the table depending on how many letters they have and then fill in the graph. Spend ten minutes on Spelling City completing an activity or game. Vocabulary Spelling City</p> <p>Task 2: Reading Complete 2 lessons on Reading Eggs. Reading Eggs Read the comprehension passage titled 'Minecraft' and complete 'Comprehension Question Worksheet.' Minecraft is a video game where you build three-dimensional worlds.</p>	<p>Task: Find someone in your house to do 20 jumping jacks with you.</p> <p>English Task 1: Spelling Write a silly story using as many of your spelling words as you can. Circle your spelling words in a different colour. Spend ten minutes on Spelling City completing an activity or game. Vocabulary Spelling City</p> <p>Task 2: Reading Complete 2 lessons on Reading Eggs. Reading Eggs Listen to a story on EPIC. Discuss your favourite character from the story with a family member. A character is a person, animal, creature, or thing in a story. Why do you like this character? What are five</p>	<p>Task: Ask anyone in your family if you can organise breakfast or a morning drink for them.</p> <p>English Task 1: Spelling Play 'Tic Tac Toe'. For each game you and your partner choose a different spelling word. Take turns adding a word and trying to get three in a row. Spend ten minutes on Spelling City completing an activity or game. Vocabulary Spelling City</p> <p>Task 2: Reading Complete 2 lessons on Reading Eggs. Reading Eggs Listen to Hey, Little Ant by Phillip and Hannah Hoose. Discuss the story with a family member. What would you do? Squish the ant or not? Should the boy squish the ant?</p>	<p>Task: Think of 5 different animals and pose for 20 seconds as each one.</p> <p>English Task 1: Spelling Have an adult or older family member test you on your weekly spelling list. Spend ten minutes on Spelling City completing an activity or game. Vocabulary Spelling City</p> <p>Task 2: Reading Complete 2 lessons on Reading Eggs. Reading Eggs Read the comprehension passage titled 'Pokemon' and complete the 'Comprehension Question Worksheet.' Pokemon is a series of Japanese video games.</p> 



Complete the 'How the Turtle got its Shell Discussion Questions Worksheet'.



Listen to a story on ...

[Storyline Online](#)

Storyline Online

Task 3: Writing

On the storyboard 'How the turtle got its shell' complete the activity by sequencing the 7 pictures and then write a recount of the story in your words. This writing activity is to be completed over Monday and Tuesday.



Task 3: Writing

Complete the storyboard 'How the turtle got its shell' by sequencing the 7 pictures and then write a recount of the story in your words.

How the turtle got its shell



adjectives you can use to describe this character? Why is this character important to the story?

Complete 'Favourite Character Worksheet'.



Task 3: Writing

Create an acrostic poem using all the letters of the word TURTLE e.g., 'T' is for talented, gifted with ability, 'U' is for understanding, you're the best, 'R' is for rare but so unique etc.



Fruit break: Bounce a ball as high as you can!

Complete 'To Squish or not to Squish' worksheet.



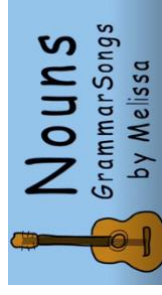
Task 3: Writing

Create an acrostic poem using all the letters of the word WINTER e.g., 'W' is for windy, you move so wildly, 'I' is for icy, you send chills through my body etc.

Task 4: Grammar

Watch the Nouns video.

Nouns: [Grammar Songs by Melissa](#)



Complete the 'Noun Hunt' worksheet.

Fruit Break: Do a running lap outside.

Task 3: Writing

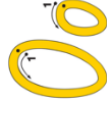
Create an acrostic poem using all the letters of the word TEACHER e.g., 'T' is for terrific, you make every day great, 'E' is for Educator you're the best etc. Let your teachers know how much you appreciate them through writing an acrostic poem about them!

Task 4: Handwriting

Complete the handwriting passage in your workbook on the letter 'Oo'.

Use the handwriting lines to complete the handwriting lesson.

[Handwriting Lesson - Oo](#)



Complete a typing lesson. [Typing Tutorials](#)

Fruit Break: Skipping or jumping.

Middle
Click on the coloured

Mathematics

Task 1: Number Warm Up Greedy Pig

Click on the link to learn how to play this fun dice game! [Greedy Pig!](#)

Mathematics

Task 1 Number Warm Up Add or Subtract Card Game

Start with a two-digit starting number such as 35. Players take turns to turn over a

Mathematics

Task 1 Number Warm Up Flip 4 and Add

The first player flips 4 cards to make two 2-digit numbers and adds these together. The

Mathematics

Task 1 Number Warm Up Counting

Practice counting in 2's, 3's, 5's and 10's as high as you can go.

Mathematics

Task 1 Number Warm Up Cross Out

This is a 2-player game. Each player writes the numbers 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and

Break

Fruit Break: Throw a ball as high as you can!

Fruit Break: Kick a ball as far as you can!

Fruit break: Bounce a ball as high as you can!

Fruit Break: Do a running lap outside.

Fruit Break: Skipping or jumping.

link to go to the website!



Task 2: Length

This week we will be measuring and comparing items using metres and centimetres.

Follow the link below to watch the two clips about measuring using metres.

[Units of Length - Metre](#)
[Measuring Length in Metres](#)

Task 2: Making 1 Metre

Using materials, you have at home, make a tower or line that is 1 metre tall or long. E.g., make a tower that is a metre tall, make a metre snake using play dough, place pop sticks end to end until the line formed is 1 metre long.

Task 3: Length Hunt

Refer to your workbook to complete the Length Hunt activity.

Task 3: Mathseeds

Complete your daily activity on Mathseeds.



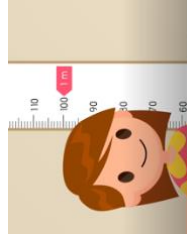
card. If the card is black, it is added to the number. If the card is red, it is subtracted from the number. Play continues for 10 turns. The player with the highest number at the end is the winner.



Task 2: Centimetres

Follow the link below to watch the clip about centimetres.

[Length: Centimetres and Metres](#)



Refer to your workbook to complete the Length-Centimetres activities.

Task 3: Mathseeds

Complete your daily activity on Mathseeds.

[Mathseeds](#)



next player repeats with their own cards. The players with the largest number will get one point. The player with the most points after 5 turns each wins!



Task 2: Centimetres

Follow the link below to watch the clips about measuring length in centimetres.

[Units of Length - Centimetre](#)
[Measuring Length in Centimetres](#)

Measure the length of each object in centimetres.



Refer to your workbook to complete the Estimate and Measure activity.

Task 3: Mathseeds

Complete your daily activity on Mathseeds.

[Mathseeds](#)



Click on the link for a fun activity about number patterns.

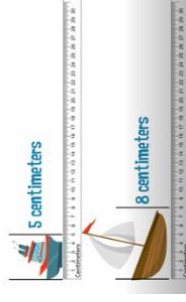
[Count in 2's, 3's, 5's and 10's](#)



Task 2: Centimetres

Follow the links below to watch the clips about measuring and comparing items in centimetres.

[Measure and Compare Lengths in Centimetres - YouTube](#)



Refer to your workbook to complete the Length activity.

Task 3: Mathseeds

Complete your daily activity on Mathseeds.

[Mathseeds](#)



12 on their own piece of paper. Take turns to roll 2 dice, add both numbers and cross out the total on their own piece of paper. The first player to cross out all the numbers is the winner.



Task 2: Measuring Length

Refer to your workbook to complete the second Measure a Friend activity. To complete this activity, you will measure a family member's height, arm length, leg length, foot length, hand span and head circumference.

Task 3: Mathseeds

Complete your daily activity on Mathseeds.

[Mathseeds](#)





GLENDORE PUBLIC SCHOOL



CALLAGHAN
EDUCATION
PATHWAYS



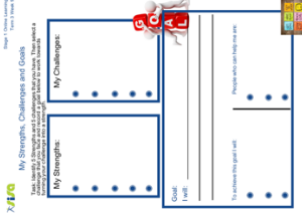


Where Everyone can Succeed

RESPECT

CARING

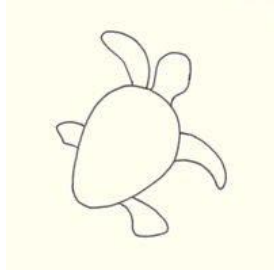
LEARNING

SUCCESS

<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!</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>Creative Arts Task 1 Music is used to entertain, express, share stories and to also persuade and influence listeners. Listen to the Lyrics of 'From Little Things Big Things Grow'.</p> <p>From Little Things Big Things Grow</p> <p>Discuss with your teacher and classmates during Monday's Video Chat. Background information has also been included in your workbook.</p> <p>Try to think of some small things you can do each day that may have a positive impact on your family and home environment. E.g., using kind words, helping others or even recycling.</p> 	<p>Science Why does the moon change shape? Read the story of Ngalindi, based on the Aboriginal story from the people of Northern Australia.</p> <p>Watch Video: Phases of the Moon Science Video for Kids - YouTube</p> <p>Complete the Moon Phases Word Search</p> <p>Additional Task: Moon Phases Cookies</p> <p>You will need: Chocolate Icing filled cookies (Oreos or similar) Recording Sheet</p> <p>What to do:</p> <ul style="list-style-type: none"> Separate the cookie halves so that you can see the icing left on one half of the cookie. Look at the Moon Phases Sheet. Use the sheet to recreate the moon phases 	<p>PD/H/PE Keep fit and move to: SISA Dance Lesson 1 Have fun making up your own dance routine to a song.</p> <p>Or</p> <p>GetActive@Home (nsw.gov.au) Hopping</p>  <p>PD/Health Task 1: My Strengths, Challenges and Goals! Identify 5 Strengths and 5 challenges that you have. Then select a challenge that you face and record a goal to work towards turning your challenge into a strength.</p> 	<p>Geography Discuss with an adult how you can distinguish between a natural and a built environment.</p> <p>For each of the natural environments listed on the worksheet, list some features that may be found in each.</p> <p>Aboriginal and Torres Strait Islander people have always lived from the land, using natural resources for food, shelter, weapons and medicine. They show great respect to the land and the people by managing the land to ensure that natural resources are not being wasted.</p> <p>Watch: 'Tiddalick the Frog' Dreamtime Stories - Tiddalick the Frog - Bing video</p> 	<p>PD/H/PE Keep fit and move to: SISA - Dance Lesson 2 SISA - Yoga Lesson</p> <p>Indigenous Game 'Kai Wed' This is a hand-hitting (volley) game in which players attempt to keep the ball in the air for as long as they can. Each player counts the number of hits they can make before the ball touches the ground. The game is decided by the team that can keep the ball going the longest.</p>  <p>Background Information This game is from the Torres Strait Islands and the people sang the <i>Kai Wed</i> (ball song) as they hit the ball up in the air with the palm of their hands. The game was often played using the thick, oval, deep-red fruit of the kai tree,</p>	

Task 2

Draw a turtle and use a variety of Aboriginal symbols to create an Aboriginal artwork.



using the cookie icing. Scrape the icing away from the cookie using a small spoon or your finger. Use one cookie per moon phase.

- Complete a coding activity
- Draw the moon phases you created onto the recording sheet.

Complete a coding activity on Scratch Jr App.

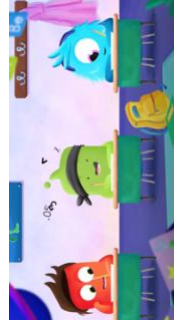
[Scratch Jr](#)



Watch the following 'Growth Mindset' and discuss your thoughts with a family member of your teacher during the next class VC.

[Growth Mindset Video](#)

[Growth Mindset Video](#)



Answer the following questions on the worksheet provided.

- How would you describe Tiddalick's behaviour?
- Which natural resource did Tiddalick waste?
- Why were the other animals angry?
- How could Tiddalick change his behaviour to ensure there was enough water for all the animals?
- What is the message of the story?

which is quite light when dry. This game was apparently introduced by people from the South Sea Islands. (*Yulunga Traditional Indigenous Games – ausport.gov.au/isp*)

PD/Health

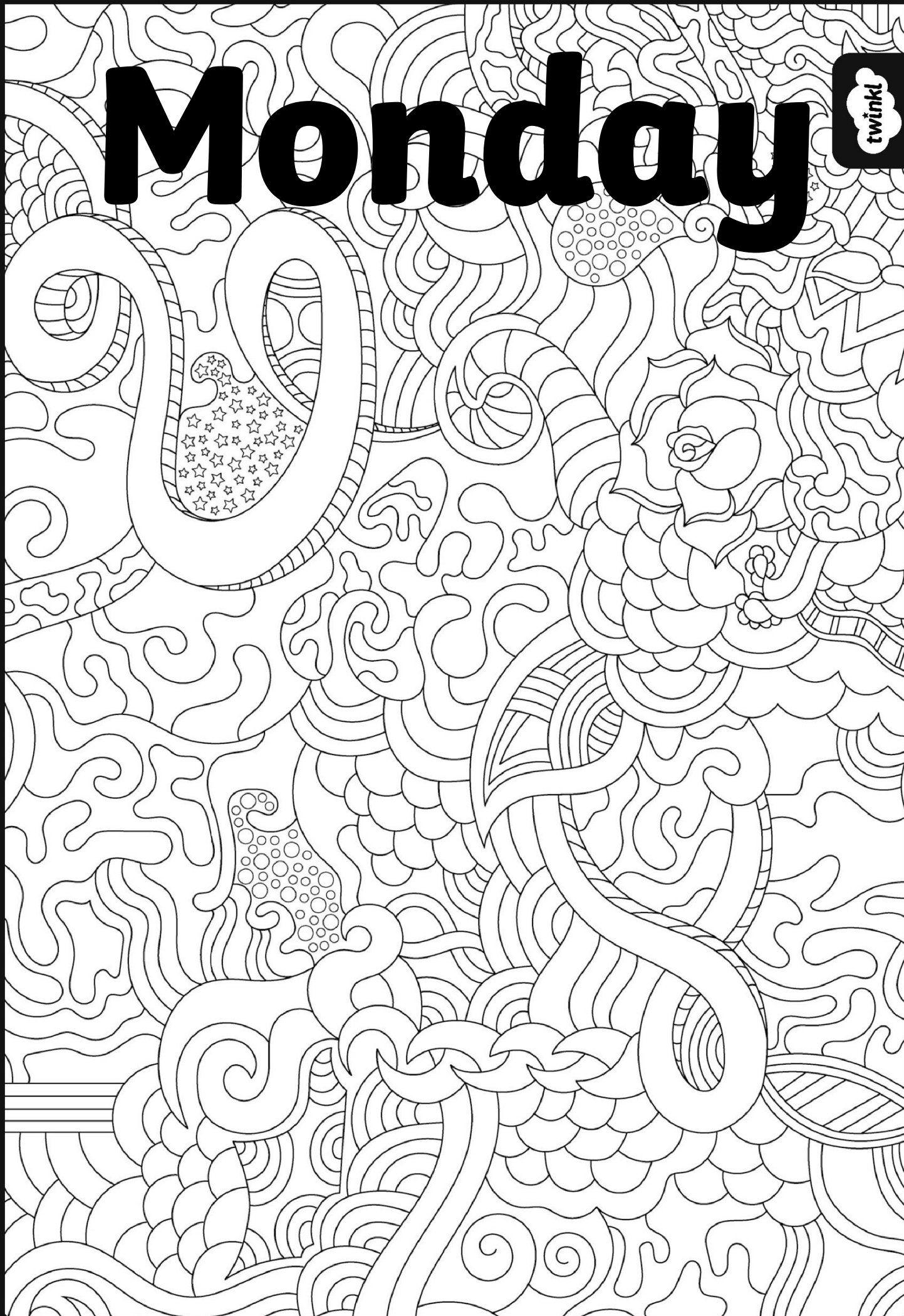
Task 1:

Playground Design Challenge

Design your own school playground. Include features that allow for play, exercise, rest and safety. You can plan and construct your playground using LEGO, recyclable materials or in Minecraft. Photograph your work and share on you class MS Teams.

Monday

twinkl



Name: _____

Term Three- Year Two Spelling Homework



Unit 29 - Sound Focus: qu as in quiet (Learn your highlighted words)

Look/cover/write/check	Monday	Tuesday	Wednesday	Thursday
Sight Words				
<i>than</i>				
<i>every</i>				
Red Words				
<i>queen</i>				
<i>quick</i>				
<i>quit</i>				
<i>quiet</i>				
<i>quiz</i>				
Orange Words				
<i>quarter</i>				
<i>square</i>				
<i>quack</i>				
<i>quest</i>				
<i>squeeze</i>				
Contraction				
<i>hasn't</i>				
Homophones				
<i>pail</i>				
<i>pale</i>				
Green Words				
<i>liquid</i>				
<i>liquorice</i>				
<i>acquire</i>				
<i>question</i>				
<i>squirt</i>				

Qu as in quiet

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

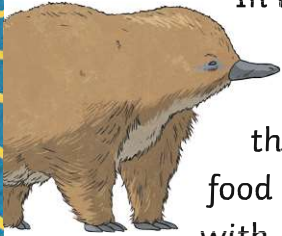
liquorice
acquire
liquid
quest
quiet
quiz
quit

question
hasn't
square
every
quick
pail
than

squeeze
quarter
squirt
quack
queen
pale

How the Turtle Got Its Shell

The following story is based on a traditional Aboriginal Dreaming story of how the turtle got its shell.



In the Dreaming, there lived a turtle and an echidna. They lived together near the billabong. The echidna had a baby, too. The two of them would go hunting for food. Any food that they caught they would share with each other.

One day, they ran out of food. The echidna told the turtle to stay where he was and look after her baby. Turtle said, "Yes, please go out hunting for food. I will stay home and look after your baby." After that, the echidna went out to find some food. The turtle stayed home and looked after the echidna's baby.

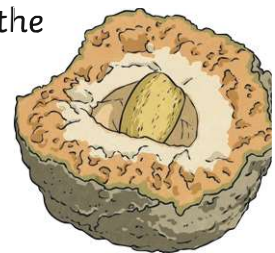
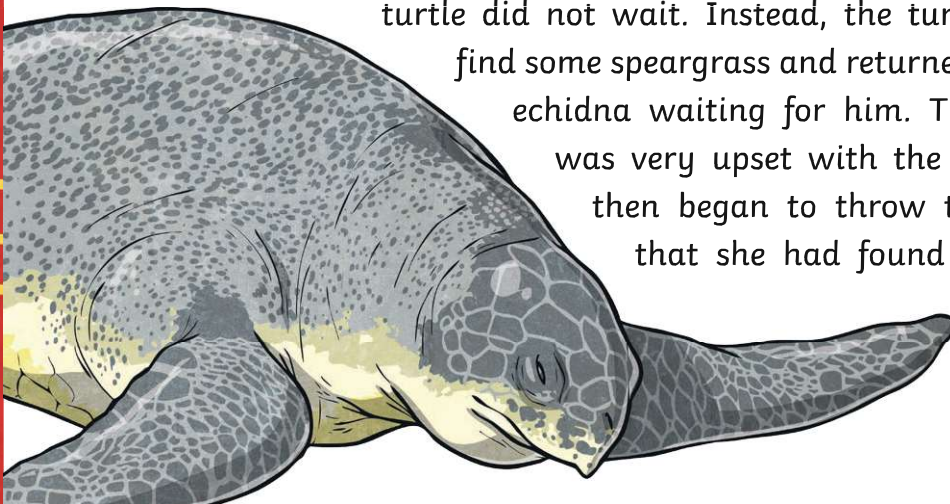


The turtle was wondering what had happened to his friend. He was feeling very hungry. The turtle could not wait any longer for the echidna. He ate the echidna's baby.

Finally, the echidna came home. She gave some of the food to the turtle. "Where's my baby?" asked the echidna.

"I am so sorry," explained the turtle. "I ate your baby because I was so hungry."

"Wait here while I get some stones," the stunned echidna replied. The turtle did not wait. Instead, the turtle went out to find some speargrass and returned to find the echidna waiting for him. The echidna was very upset with the turtle. She then began to throw the stones that she had found at the

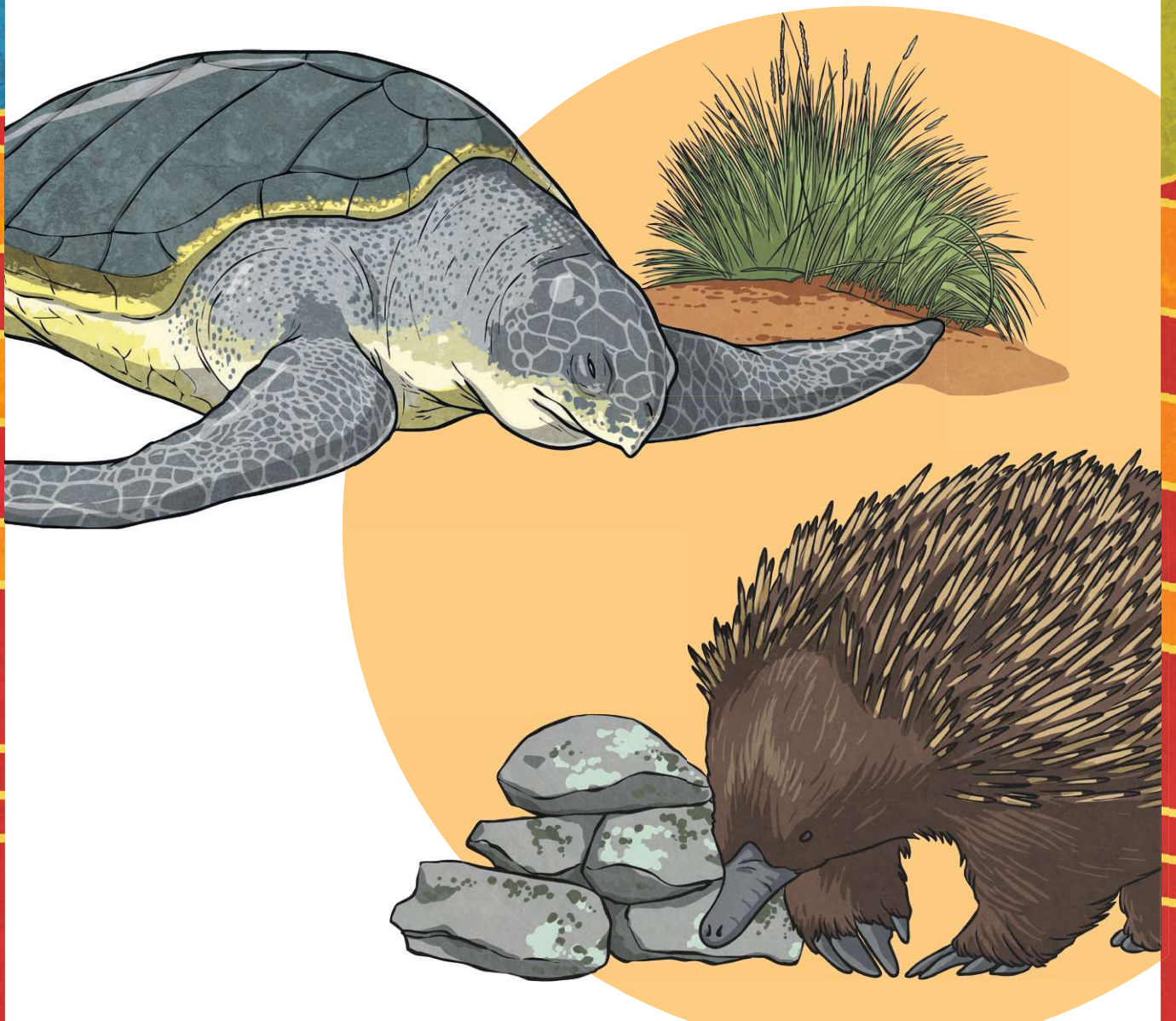


turtle. The stones that she threw became stuck on the back of the turtle. The turtle then threw the speargrass at the echidna. The speargrass became stuck on the back of the echidna. Both the echidna and the turtle fought all day.

They finally stopped fighting. The stones on the back of the turtle turned into a hard shell. The speargrass on the back of the echidna turned into spines. After that, the turtle told the echidna, "I will go and live in the billabong. I will never see you again."

The echidna replied, "I will go and live in the country. I will never see you again." So off they both went. They never saw each other again.

And that's how the turtle got its shell.



Questions

1. Why did the turtle eat the echidna's baby? Tick one.

- The echidna was taking too long.
- He was upset that the echidna left him behind.
- He was getting very hungry.

2. Number the events below to show the order in which they happened in the story.

	The echidna and the turtle began fighting.
	The turtle stayed at home.
	The echidna threw stones at the turtle.
	The turtle ate the baby echidna.

3. What did the stones do straight after the echidna threw them? Tick one.

- They turned into a hard shell.
- The turtle grew a shell.
- They got stuck to the back of the turtle's back.

4. What word describes how the echidna felt when she found out the turtle ate her baby?
Tick one.

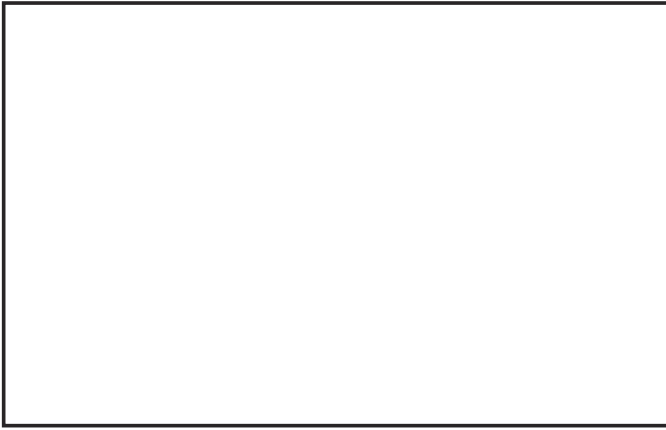
- angry
- sorry
- stunned

5. Why did the echidna leave her baby with the turtle?

6. Find and copy the sentence that shows the turtle was impatient.

How the Turtle Got Its Shell

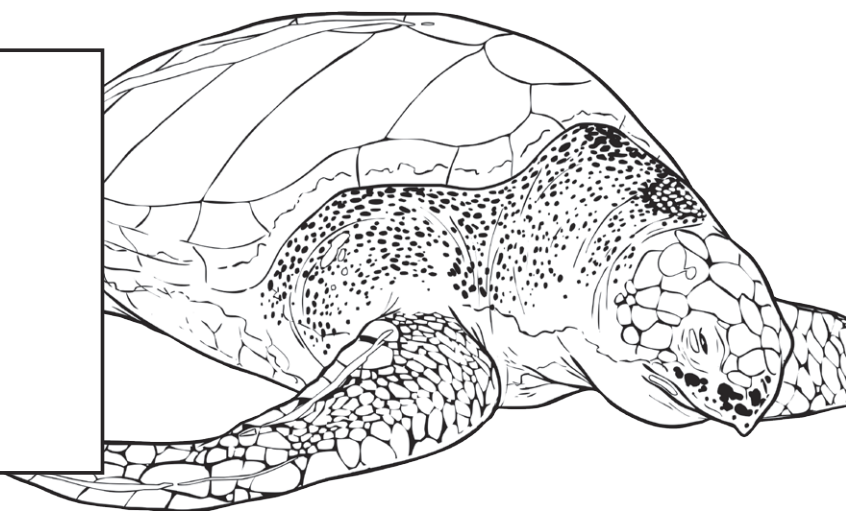
Cut and Paste the story pictures into the correct sequence. Write a recount of the story. Complete one page on Monday and the other page on Tuesday.

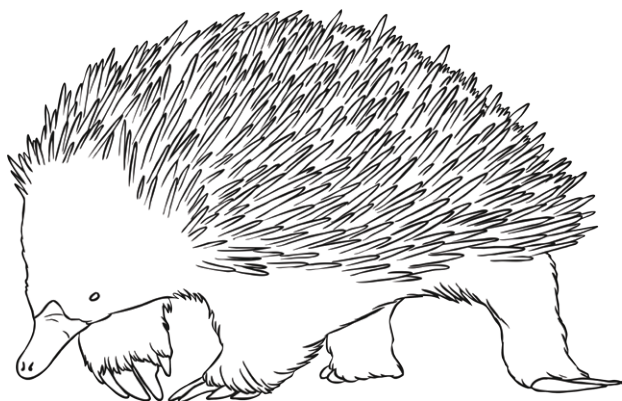




How the Turtle Got Its Shell







How the Turtle Got Its Shell



Blank Page



Length Hunt



Find objects around your house that are less than 1 metre, about 1 metre and less than 1 metre. Draw and label the objects you found in the table below.

Less Than 1 Metre	About 1 Metre	More Than 1 Metre

How Long is Your Shadow?

Cut a piece of string or ribbon the same length as a metre ruler. Go outside and have a family member use the ribbon or string to measure your shadow. Is your shadow less than, more than or about the same length as one metre? Draw and write about your findings in the box below:

<hr/> <hr/> <hr/> <hr/> <hr/>

From Little Things Big Things Grow

Background Information

From Little Things Big Things Grow is a much-loved Australian song but it also tells of how the Gurindji people walked off Vestey's Wave Hill Cattle Station in 1966.

It tells how a simple action of protest, sparked by unfair wages, evolved into a battle for land rights for Aboriginals. The right for Aboriginal people to live on their land and to make decisions for their families.

The authors use simple words to tell of the suffering of Aboriginal people for decades on outback properties. After working for nothing but rations on land that previously provided for all in abundance (food, shelter, clothes, education and sport), the Gurindji people decided to make a stand and strike.

Vincent Lingiari, a quiet man, led his people for eight years in quiet protest. He withstood pressure from Vestey and federal politicians to accept small compensations. Vincent had the inner strength and vision to wait, and that waiting led to the return of ownership of some of his people's land.



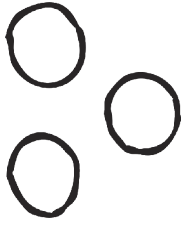
Aboriginal and Torres Strait Islander Peoples Symbols in Artwork Word Mat



boomerang



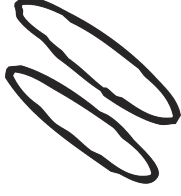
bush berry



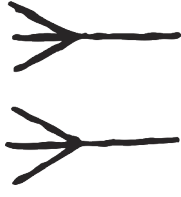
ants, fruits,
flowers or eggs



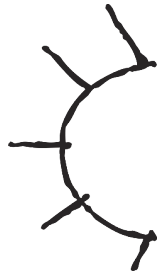
campfire



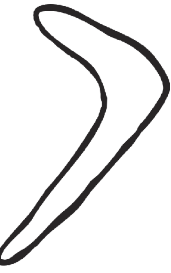
digging or
clapping sticks



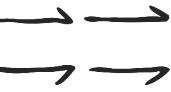
emu



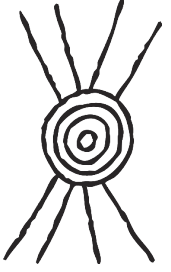
human tracks



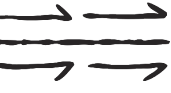
hunting
boomerang



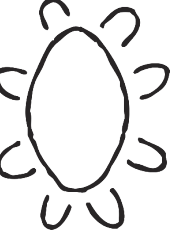
kangaroo
tracks



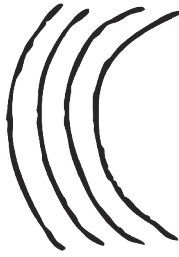
meeting place



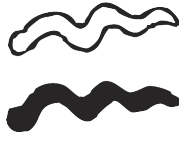
moving
kangaroo
tracks



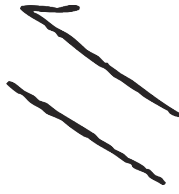
people sitting



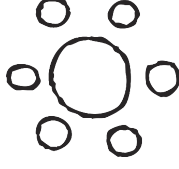
sandhill
or cloud



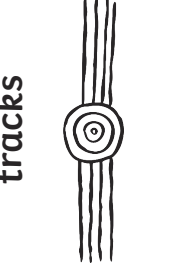
snake



spear



star



resting place



person



emu tracks



goanna tracks



animal tracks



rain



witchetty grub



waterholes
connected by
running water

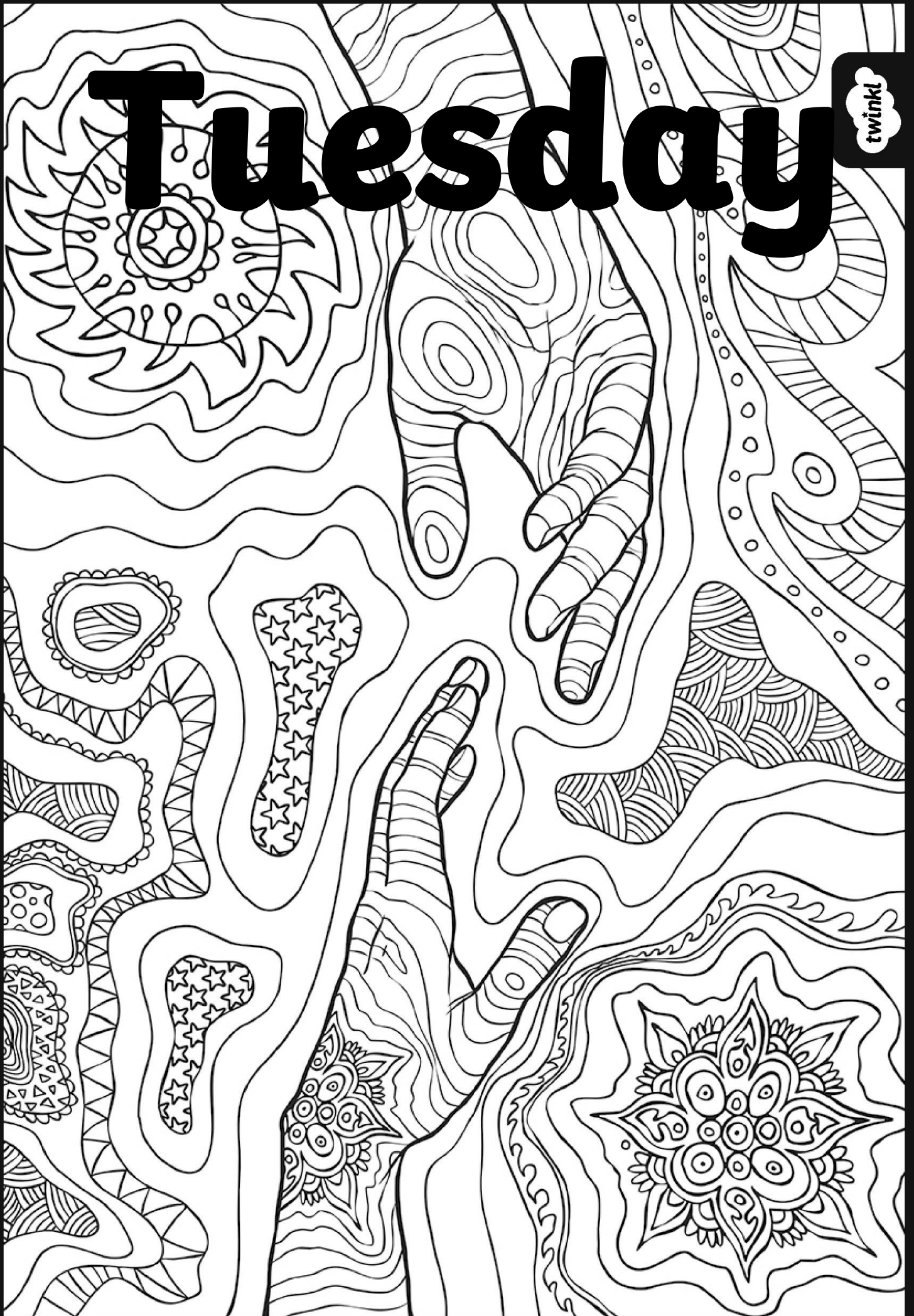
Monday Art Activity

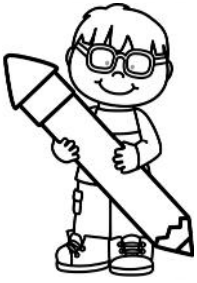
Draw a turtle and create an artwork over the shell using Aboriginal symbols.



Tuesday

twinkl





Spelling Letter Sort

Sort your words into the table depending on how many letters they have and then fill in the graph.

2 or 3 letters	4 or 5 letters	6 or more letters

Colour in how many of each word

2 or 3										
4 or 5										
6 or more										

What Is Minecraft?

Minecraft is a super popular video game. In this game, players build and create with different types of blocks in digital, three-dimensional worlds.

There are two main modes, or ways to play, Minecraft. They are **Survival** and **Creative**.

Survival Mode	Creative Mode
<ul style="list-style-type: none"> • Players need to find their own building supplies. • Players need to find food. • Players interact with mobs which are block-shaped creatures that move. 	<ul style="list-style-type: none"> • Players are given all the supplies they need. • Players do not need to find or eat food.

To play Minecraft, you will need a computer or other digital device, such as a tablet or smartphone. You will also need to create an online account.

Any players aged 12 or under will need to have a parent create their account for them.

Don't forget, you should always ask a parent before going online!



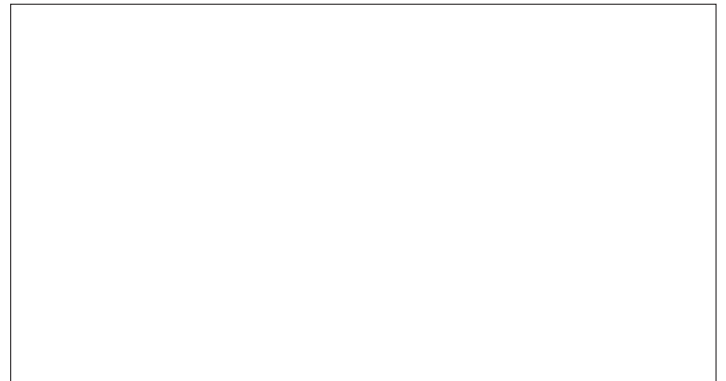
Questions

1. Select the **best** definition for Minecraft.

- Minecraft is an online game.
- Minecraft is a popular video game in which players use blocks to build and create digital, three-dimensional worlds.
- Minecraft is a fun game that can be played on a computer.

2. Which Minecraft mode do you think you would prefer to play?
Explain your answer.

3. What are 'mobs'? Write your answer and then draw an example of what a mob might look like.



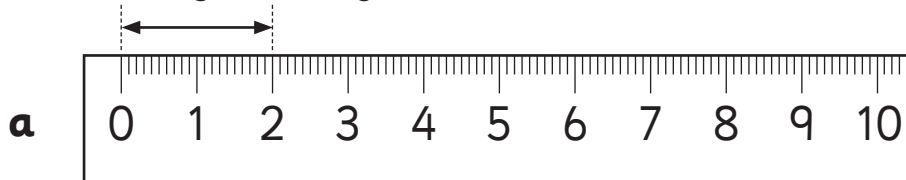
4. What do you **need** to be able to play Minecraft? Choose all correct answers.

- computer/digital device
- wooden building blocks
- a Minecraft account
- a book about Minecraft
- a Minecraft T-shirt
- parent permission (if you are under 12 years)

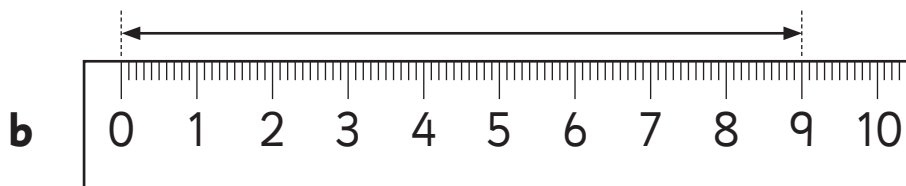
Length – centimetres

When we measure with rulers we are measuring the cm **spaces** between the numbers. The numbers count the spaces.

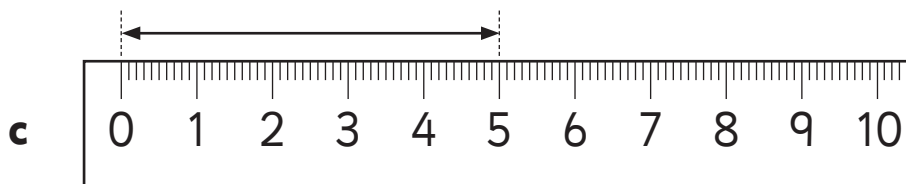
1 How many cm long is each arrow?



cm



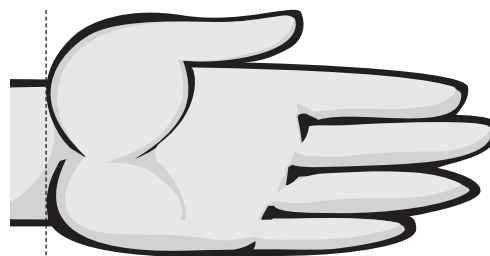
cm



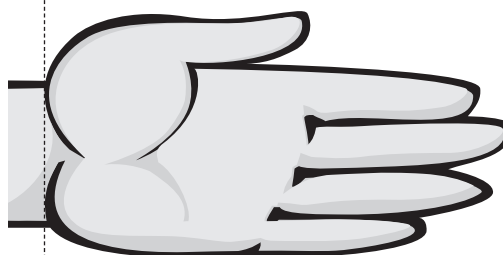
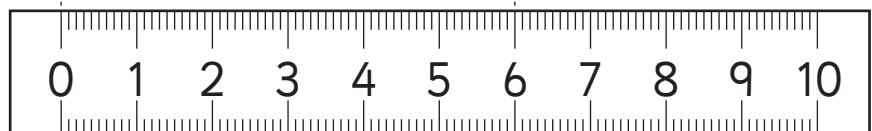
cm

Look at a ruler. The numbers start a little bit past where the actual ruler starts and end a little bit before where the ruler ends. We measure from the 0, not from the start of the ruler.

2 the person who has ruled accurately.



6 cm




$5\frac{1}{2}$ cm

Length – centimetres

You will need:  a partner  a ruler  a pencil  your foot

What to do:

Take off one shoe and sock and stand in the box below. Ask your partner to trace around your foot with a pencil. Measure the length of your foot with a ruler to the nearest cm.

 My foot is cm long.

Ngalindi

The Moon Man



Indigenous people of Northern Australia tell the story of Ngalindi. This story explains why the phases of the moon happen.

Ngalindi was a big, round-bodied man. He was also very lazy and he did not look after his clan. Today, he is seen in the sky when it is dark and, sometimes, when it is light. Ngalindi's family was very annoyed with him because he was so lazy. They decided to teach him a lesson by removing parts of his body.

Ngalindi managed to escape his family by climbing a tall tree. He tried to follow the Sun. However, he eventually completely disappeared and there was nothing left of him. When Ngalindi disappears, a new moon happens.

Ngalindi wanted to stay just the way he was: big, round and lazy. So, after three days, he started to get pieces of himself back and was finally himself again. When Ngalindi becomes himself again, a full moon occurs.

Ngalindi, however, returned to his old ways of irritating his family. They were not happy. So, after two weeks, his family began taking pieces of him away all over again! Ngalindi became very angry. He cursed all the humans and animals. Now, only he was the only one who could keep endlessly coming back to life.

This cycle repeats itself every month. Ngalindi will forever keep slowly disappearing and reappearing across the sky. According to Indigenous Australians, the different shapes of Ngalindi represent the phases of the moon.

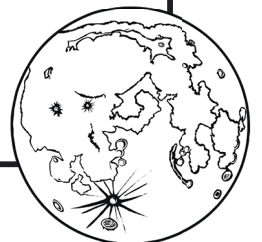


Moon Phases

w a n i n g g y r
c h s a m n m e r
d r e y i e t j c
f j e x h r f n u
i y a s a p u e s
r w v u c j l w i
s w q a b e l o u
t g e o d y n t v
w w d l a s t t h

new
crescent
first
quarter

full
last
waxing
waning



Phases of the Moon Cookies



Materials

- chocolate icing-filled cookies
- black crayon
- pencil
- small spoon (optional)
- Moon Phases Sheet
- Recording sheet

1

Separate the cookie halves so that you can see the icing left on one half of the cookie.

2



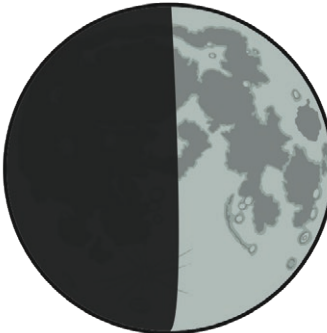



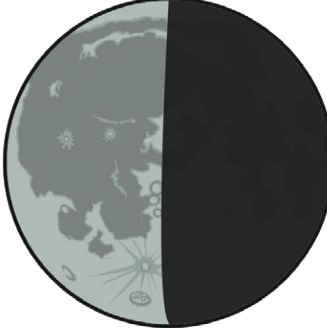

Look at the Moon Phases Sheet. Use the sheet to recreate the moon phases using the cookie icing. Scrape the icing away from the cookie using a small spoon or your finger. Use one cookie per moon phase.

3

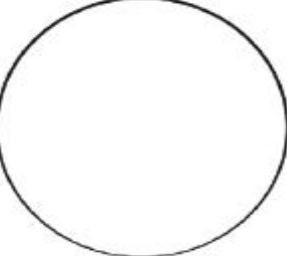
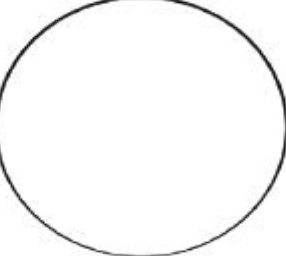
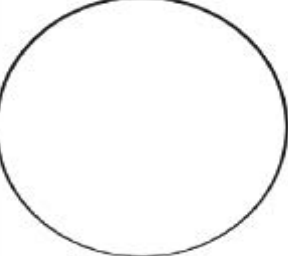
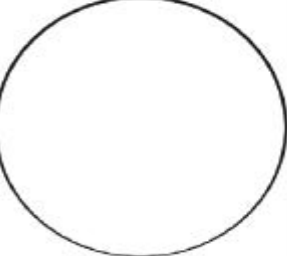
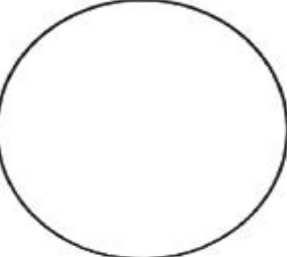
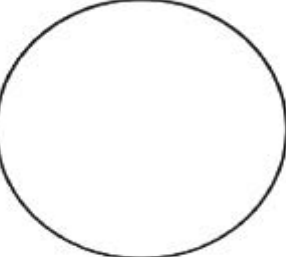
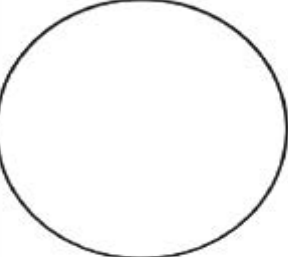
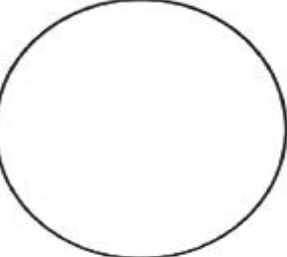
Draw the moon phases you created onto the recording sheet using the black crayon.



Moon Phases

<p>Full Moon</p> 	<p>Waning Gibbous</p> 	<p>Last Quarter</p> 	<p>Waning Crescent</p> 
<p>New Moon</p> 	<p>Waxing Crescent</p> 	<p>First Quarter</p> 	<p>Waxing Gibbous</p> 

Recording Sheet

<p>Full Moon</p> 	<p>Waxing Gibbous</p> 	<p>First Quarter</p> 	<p>Waxing Crescent</p> 
<p>New Moon</p> 	<p>Waning Crescent</p> 	<p>Last Quarter</p> 	<p>Waning Gibbous</p> 

Wednesday

twinkl



Favourite Character

My favourite character is:

I like this character because:

The character is:

Five adjectives to describe the character are:

The character is important to the story because:

T

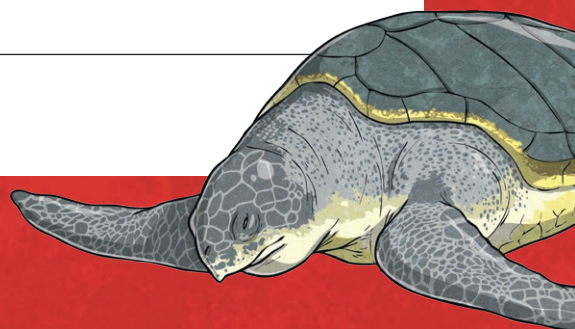
U

R

T

L

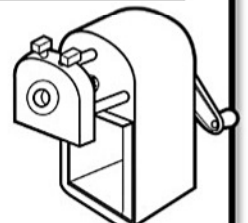
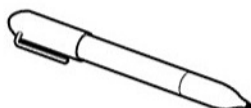
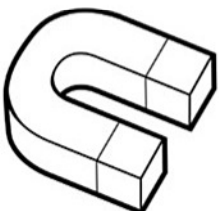
E



Estimate and Measure!

Choose seven things to measure e.g. how many cm long is your table, how long is your reading book.

Object	Estimation	Actual



My Strengths, Challenges and Goals

Task: Identify 5 Strengths and 5 challenges that you have. Then select a challenge that you face and record a goal below to work towards turning your challenge into a strength.

My Strengths:

-
-
-
-
-

My Challenges:

-
-
-
-
-



Goal:

I will: _____

To achieve this goal I will:

-
-
-

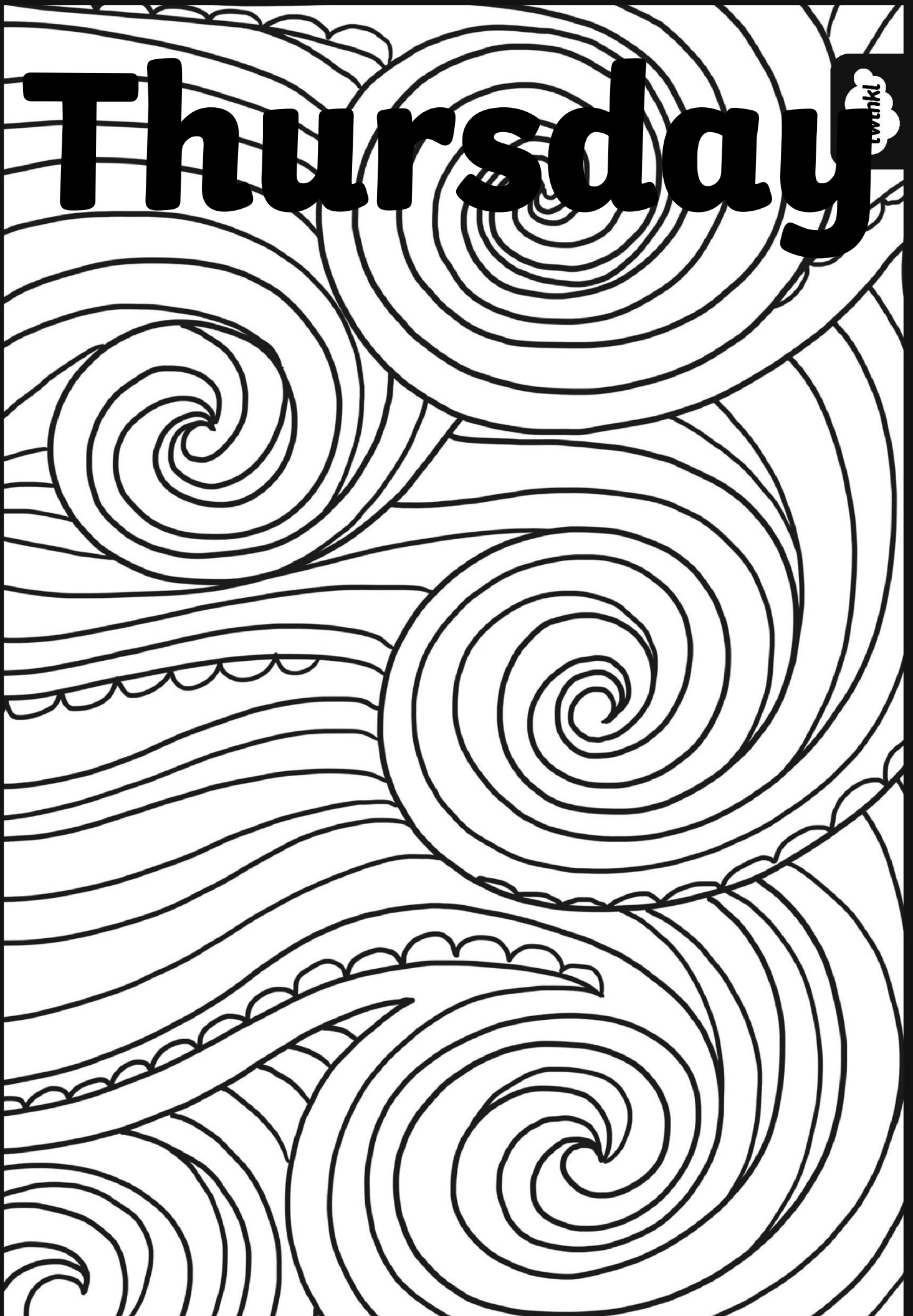
People who can help me are:

-
-
-



Thursday

twinkl





Tic Tac Toe

For each game you and your partner choose a different spelling word. Take turns adding a word and trying to get three in a row.

Game 1

Game 2

Game 3

Game 4

HEY, LITTLE ANT



TO SQUISH, OR NOT TO SQUISH?

Should the boy squish the ant? **YES** **NO**

REASON # 1	REASON # 2	REASON # 3

W

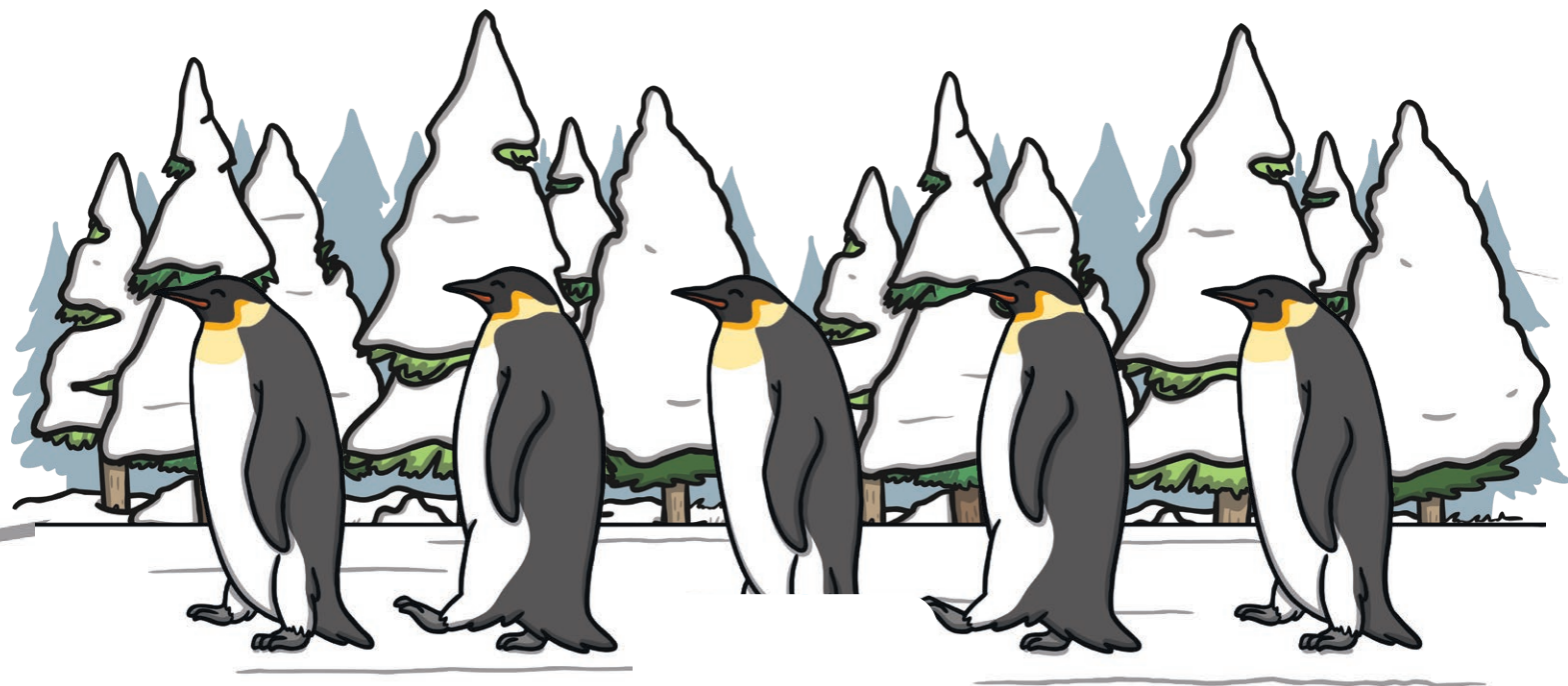
I

N

T

E

R



Noun Hunt



Look around and write down all the nouns you can find.

Make sure you write them in the correct column!

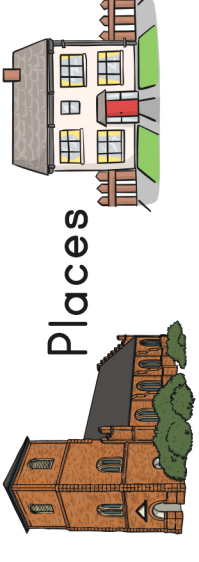
People



A cartoon illustration of a young boy with black hair and a blue shirt, and a young girl with brown hair in pigtails wearing a yellow shirt.

Blank lined writing area for recording nouns related to people.


Places



Two illustrations: a brick school building with a flagpole and a two-story house with a red door and a chimney.

Blank lined writing area for recording nouns related to places.

Things



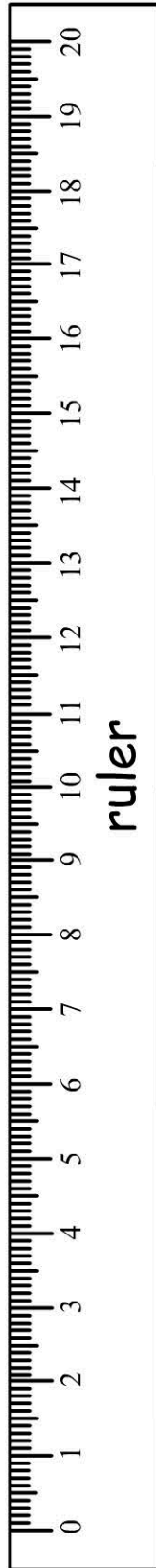
Two illustrations: a yellow pencil with a red eraser and a blue and white striped hat.

Blank lined writing area for recording nouns related to things.

Length

Name: _____

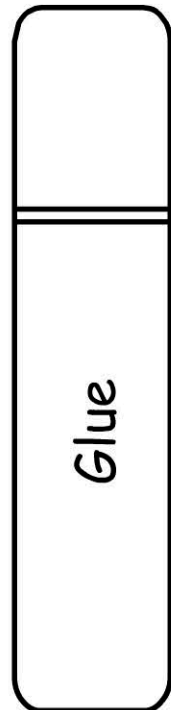
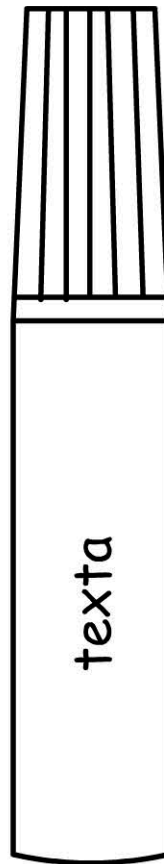
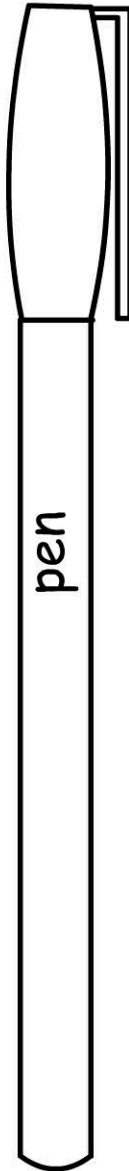
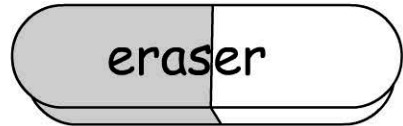
Measuring length in cm



- 1) Measure the length of these items in centimetres. Label each item's length.
- 2) Cut out and glue in order from shortest to longest.



sharpener



Natural Environments and their features

1. List 5 natural features that you might find in each of these environments.

<i>Mountains</i>	<i>Beach</i>	<i>Forest</i>	<i>Reef</i>

2. Draw one of these natural environments and label it's features.

Tiddalick the Frog



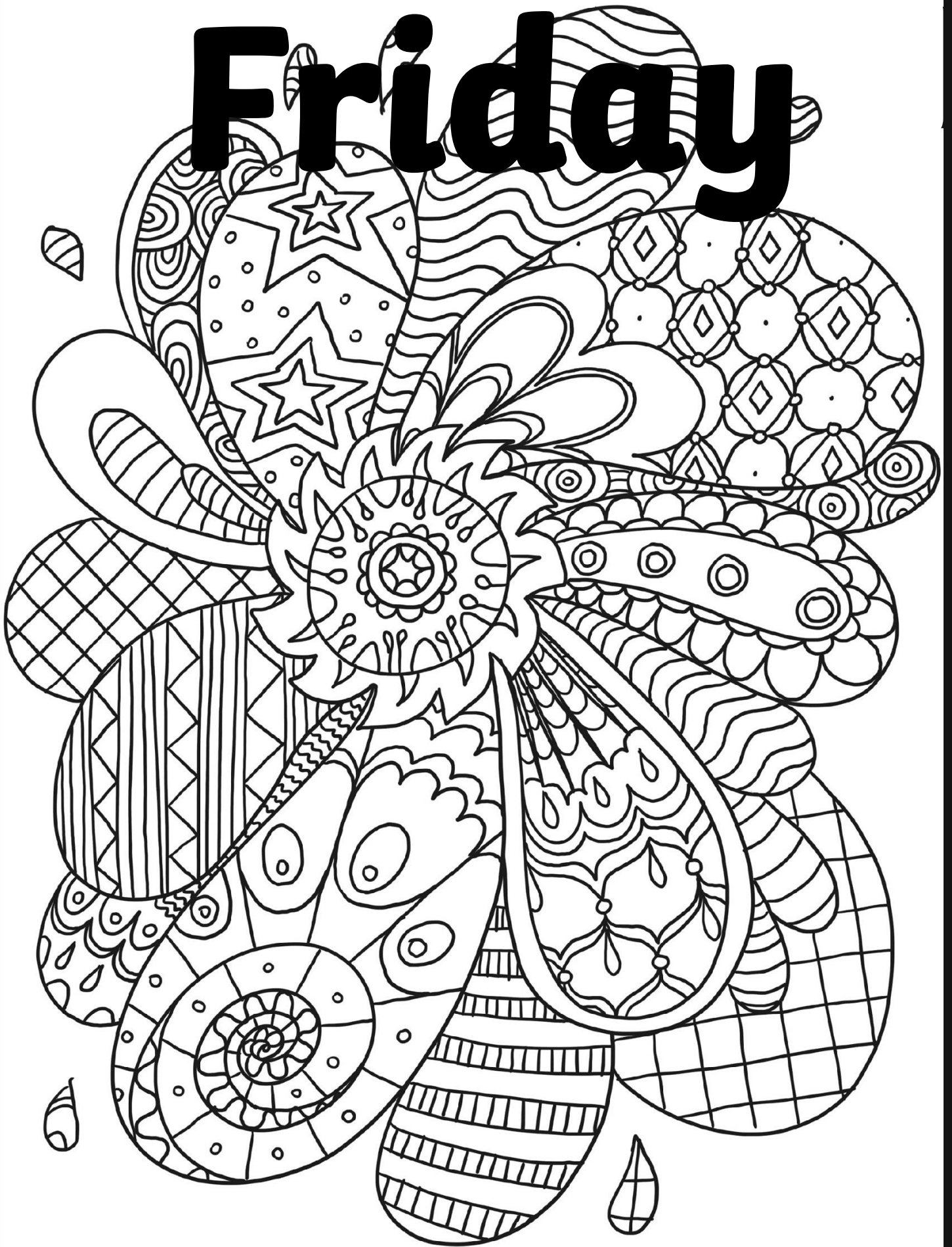
- How would you describe Tiddalick's behaviour? _____
- Which natural resource did Tiddalick waste? _____
- Why were all of the other animals angry at Tiddalick?

- How could Tiddalick change his behaviour to make sure there was enough water for all of the animals? _____

- How do you think Aboriginal and Torres Strait Islander people managed the land?

- What is the message of the story? _____

Friday



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:

What Is Pokémon?

Pokémon is a Japanese media franchise centred around fictional creatures or pocket monsters known as 'Pokémon'. Pokémon create products such as video games, trading cards, animated TV series, movies, toys and more.



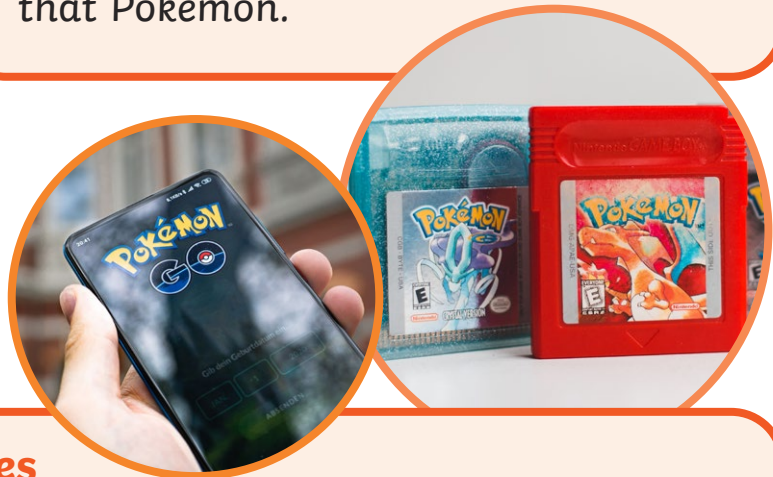
Pokémon Animation

The animated TV show 'Pokémon the Series' features the adventures of Ash and his Pokémon best friend Pikachu, along with many other friends and Pokémon. Their story has also extended to include a series of full-length animated films.



Pokémon Trading Card Game

The Pokémon Trading Card Game lets players collect and build decks of cards to use in games to 'battle'. Each card depicts a Pokémon along with information or 'stats' about that Pokémon.



Pokémon Video Games

There are many different Pokémon-themed video games. Some are very detailed role play and quest games, while others are quick and simple puzzle games.

Questions

1. List three products that are included in the Pokémon franchise.

2. Who are the main characters of the animated TV show 'Pokémon the Series'?

3. Which word in the text means 'to show or represent with a picture'?

4. What kinds of Pokémon video games are available to play?

WOW!

T

E

A

C

H

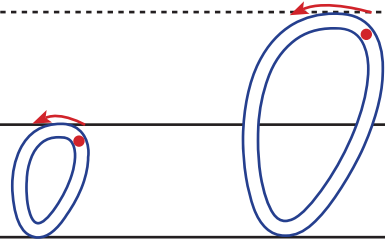
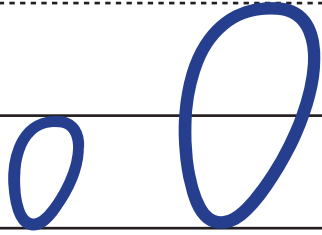
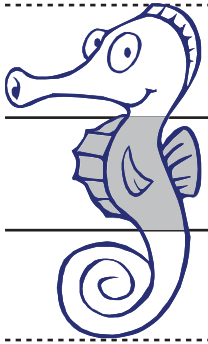
E

R



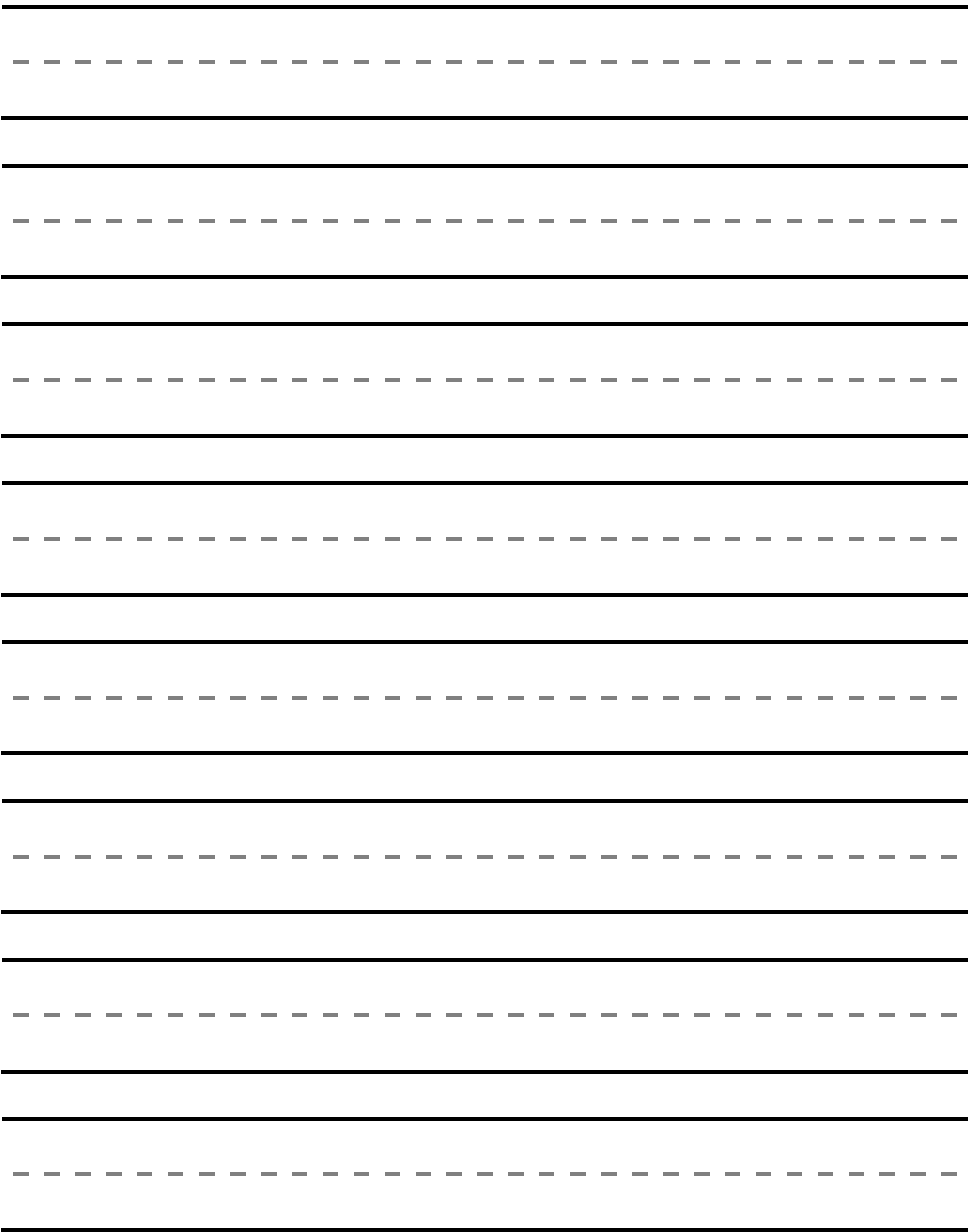
Lower Case Letters

o



a body letter





Measure a Friend

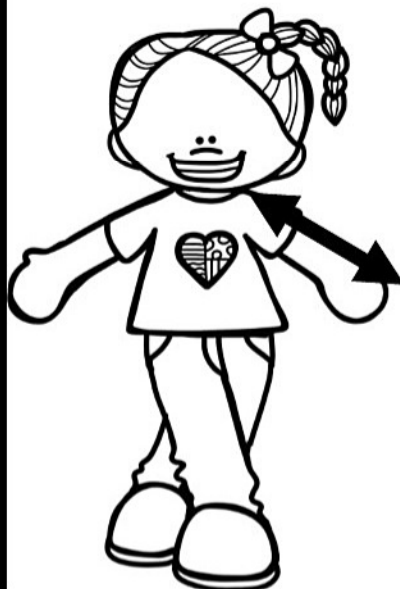
Find a friend and write down the measurements stated below.

How Tall?



___ cm

Arm Length



___ cm

Leg Length



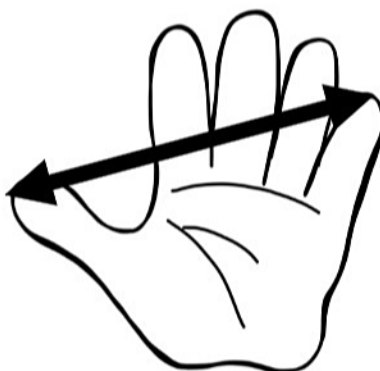
___ cm

Foot Length



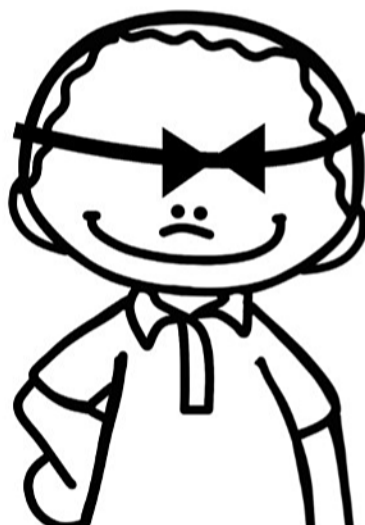
___ cm

Hand Span



___ cm

Around the Head



___ cm

kai wed

'kai wed'



SCHOOL
YEARS
K-3

SCHOOL
YEARS
4-6

SCHOOL
YEARS
7-9

Background

In this game from the Torres Strait Islands, a number of players stood in a circle and sang the *kai wed* (ball song) as they hit a ball up in the air with the palm of their hands. The game was often played using the thick, oval, deep-red fruit of the kai tree, which is quite light when dry. This game was apparently introduced by people from the South Sea Islands.

Short description

This is a hand-hitting (volley) game in which players attempt to keep the ball in the air for as long as they can.

Players

- Groups of four to six players

Playing area

- A designated indoor or outdoor area suitable for the activity

Equipment

- Light balls such as a small beach ball, sponge or gator skin ball

Game play and basic rules

- Players use underhand and overhand one-hand and two-hand hitting/striking skills to keep a ball in the air. Groups count the number of hits they can make before the ball touches the ground. Start again and continue the count to a set number.

Week 9 Friday Personal Development

Task Playground Design Challenge

Design your own school playground. Think about including features that allow for play, exercise, rest and safety. You can plan and construct your playground using LEGO, recyclable materials or in Minecraft. You can photograph or video your playground and upload it to the Sharing Space on Teams.

Think about:

1. Which grades will use your playground?
2. What play equipment would the students like to play on?
3. Does the equipment encourage turn taking, being active and being safe.
4. What safety features have you included e.g., soft fall, shade etc.
5. Are there any quiet spaces for sitting, resting or talking with a friend?

My Playground Design

A large, empty rounded rectangular box with a black border, intended for drawing the playground design. The box is centered on the page and occupies most of the lower half of the document.