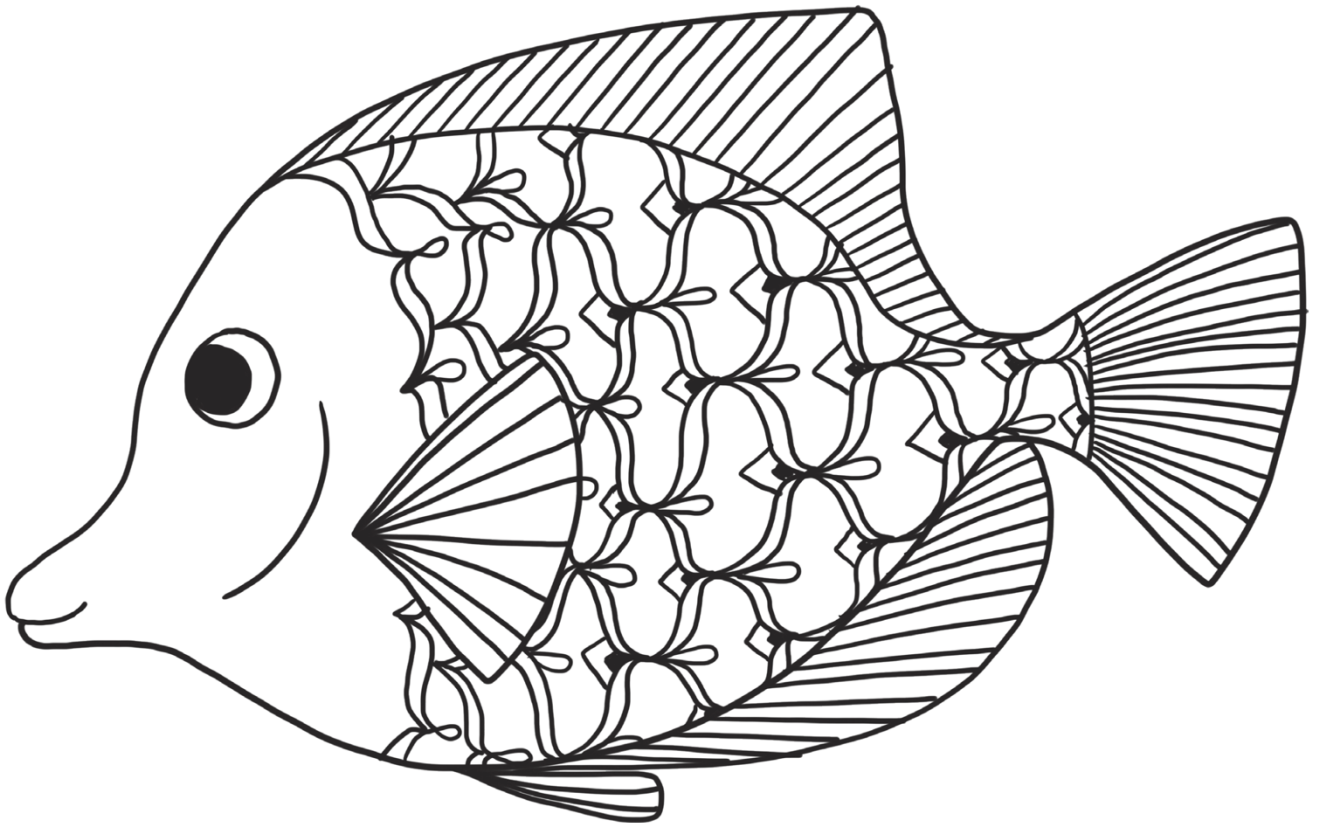


# Year 1 Workbook

Term 4 Week 2



Name: \_\_\_\_\_

Class: \_\_\_\_\_



## Year One

### Continuity of learning - Learning from Home Program, Term 4 – Week 2

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Click on the coloured link to go to the website!	<p><b>Task:</b> Morning workout with Joe! <a href="#">5 Minute Move</a> Make your bed.</p> <p><b>English</b> <b>Task 1: Spelling</b> Visit our Class Team in MS Teams to check your weekly spelling words. Write your weekly spelling list (look, cover, write, check) Spend ten minutes on Spelling City completing an activity or game. <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b> Complete the 'Flies' reading comprehension activity in your workbook or on MS Teams. Remember to read the passage and questions carefully.</p> 	<p><b>Task:</b> Morning workout with Joe! <a href="#">5 Minute Move</a> Eat your breakfast.</p> <p><b>English</b> <b>Task 1: Spelling</b> <b>Spell and Tally</b> Write your words and then the tally of how many letters are in each one. Spend ten minutes on Spelling City completing an activity or game. <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b> Listen to a story on EPIC. Discuss the beginning, middle and end of the story with a family member. <a href="#">EPIC!</a> Complete the worksheet 'Story Mapping Boxes'.</p>  <p>Complete 2 lessons on Reading Eggs. <a href="#">Reading Eggs</a></p> 	<p><b>Task:</b> Morning workout with Joe! <a href="#">5 Minute Move</a> Brush your teeth.</p> <p><b>English</b> <b>Task 1: Spelling</b> <b>Spell and Bump</b> Choose 6 of your spelling words and add them to the dice table and the blank boxes. Take turns rolling the dice and placing your coloured block on the corresponding word. If there already is a different coloured block on the word you can 'bump' it off or if you already have one, place another to lock it in. The person with the most blocks at the end wins!! Spend ten minutes on Spelling City completing an activity or game. <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b> Complete 'The Hungry Sea Monster' reading</p>	<p><b>Task:</b> Morning workout with Joe! <a href="#">5 Minute Move</a> Tidy your room.</p> <p><b>English</b> <b>Task 1: Spelling</b> <b>Spelling Pyramids</b> Write your words into the pyramids. Starting with the top write the first letter, then the second line write the first two letters. Continue adding a letter until you have written the whole word. Spend ten minutes on Spelling City completing an activity or game. <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b> Listen to a story being read on <a href="#">Storyline Online - Home</a></p>  <p>Complete 2 lessons on Reading Eggs. <a href="#">Reading Eggs</a></p> 	<p><b>Task:</b> Do something to help another member of your family.</p> <p><b>English</b> <b>Task 1: Spelling</b> Your teacher will test you on your weekly list during your 12pm video call. Have your spelling test sheet ready! Spend ten minutes on Spelling City completing an activity or game. <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b> Complete the 'Butterfly Lifecycle' reading comprehension activity in your workbook or on Ms Teams.</p> 



# GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING

LEARNING

SUCCESS



CALLAGHAN  
EDUCATION  
PATHWAYS

### Task 3: Writing

**Weekend Writing News Article:** Use the template to write about your weekend and what you did. Remember to include who, what, where, why and how.

Enjoy completing the 'Weekends' wordsearch.

### Task 3: Writing

Watch the following video on Persuasive Writing to revise your understanding.

[Persuasive Writing for Children](#)



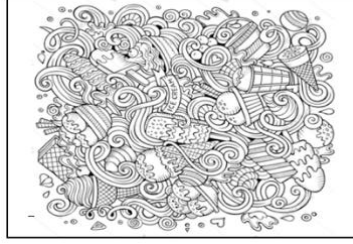
Write a persuasive argument on why kids should not have chores (jobs around the house). On the bottom of the worksheet, you will find some ideas of chores your parents may ask you complete. Include three convincing reasons why you believe kids should not have chores.

comprehension activity in your workbook or on MS Teams.

### Task 3: Writing

Choose a type of dessert you enjoy, to write about. Include three reasons why people should have your dessert. Remember persuasive writing is about convincing others to have the same opinion as you.

Enjoy completing the mindfulness dessert colouring page in your workbook.



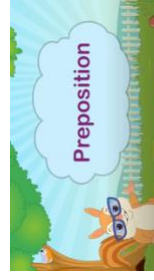
### Task 3: Writing

Complete the Persuasive Tactics worksheet. You will need some old food magazines or newspapers. If you do not have some old magazines or newspapers, you can just draw the items.

### Task 4: Grammar

This week in Grammar we are learning about Position words – Prepositions!

Watch: [What is a Preposition!](#)



Complete the 'Preposition' worksheets. Look at the pictures and select the correct word to match its location.

### Task 3: Writing

Create a poster to persuade the reader that your choice of superhero is better than the other. Share your poster on the sharing space of your class MS Teams.



### Task 4: Handwriting

This week in Handwriting we are practicing writing the numbers 14, 15, and 16. There are 3 'Handwriting' activity sheets for you to complete in your workbook.



Complete a typing lesson. [Dance Mat Typing](#)







# GLENDORE PUBLIC SCHOOL



CALLAGHAN  
EDUCATION  
PATHWAYS



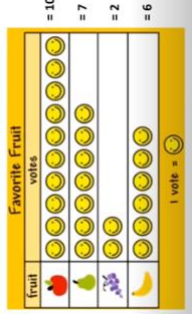

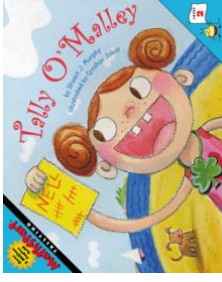



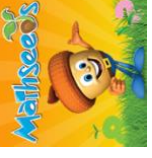
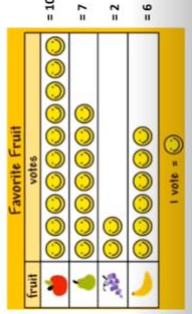



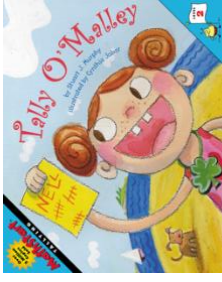

Where Everyone can Succeed

SUCCESS



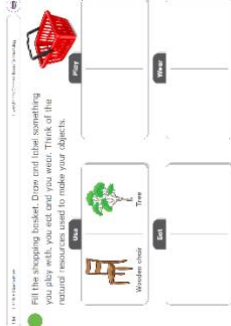

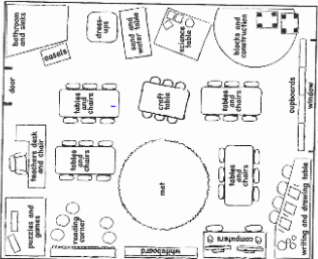
LEARNING

CARING

RESPECT

<p><b>Break</b></p>	<p><b>Fruit Break</b> Game of catch!</p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up:</b> 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. <a href="#">Daily 10- Mental Maths Challenge</a></p> <p><b>Task 2: Data</b> Watch <a href="#">Data!   Mini Math Movies   Scratch Garden - YouTube</a></p> 	<p><b>Fruit Break</b> Kicking the soccer ball!</p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up:</b> Read through the Math Warm-Up PDF with a family member. Go through Tuesday's slides. (<i>Your teacher will also go through this with you during your VC</i>). This is attached on your class Teams.</p> <p><b>Task 2: Data</b> Watch <a href="#">The Great Graph Contest - YouTube</a></p> 	<p><b>Fruit break</b> Play a game of handball!</p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up:</b> 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. <a href="#">Daily 10- Mental Maths Challenge</a></p> <p><b>Task 2: Data</b> Watch <a href="#">Surveys, Tally Charts, Picture Graphs - YouTube</a></p> 	<p><b>Fruit Break</b> Draw outside with chalk!</p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up:</b> Read through the Math Warm-Up PDF with a family member. Go through Thursday's slides. (<i>Your teacher will also go through this with you during your VC</i>). This is attached on your class Teams.</p> <p><b>Task 2: Data.</b> Watch <a href="#">Organizing and Interpreting Data - 1st Grade Math Videos for Kids - YouTube</a></p> 	<p><b>Fruit Break</b> Play a game of hopscotch!</p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up:</b> 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. <a href="#">Daily 10- Mental Maths Challenge</a></p> <p><b>Task 2: Data.</b> Watch <a href="#">Tally O'Malley - YouTube</a></p> 
<p><b>Middle</b></p> <p><b>Click on the coloured link to go to the website!</b></p>	<p><b>Game of catch!</b></p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up:</b> 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. <a href="#">Daily 10- Mental Maths Challenge</a></p> <p><b>Task 2: Data</b> Watch <a href="#">Data!   Mini Math Movies   Scratch Garden - YouTube</a></p>  <p><b>Task 3: Worksheet</b> Complete the graph using the pets as information, then answer the questions.</p> <p><b>Task 4: Mathseeds</b> Complete lesson 80. <a href="#">Mathseeds</a></p> 	<p><b>Kicking the soccer ball!</b></p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up:</b> Read through the Math Warm-Up PDF with a family member. Go through Tuesday's slides. (<i>Your teacher will also go through this with you during your VC</i>). This is attached on your class Teams.</p> <p><b>Task 2: Data</b> Watch <a href="#">The Great Graph Contest - YouTube</a></p>  <p><b>Task 3: Worksheet</b> Complete the Data tables using tally marks.</p> <p><b>Task 4: Mathseeds</b> Complete lesson 97. <a href="#">Mathseeds</a></p> 	<p><b>Play a game of handball!</b></p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up:</b> 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. <a href="#">Daily 10- Mental Maths Challenge</a></p> <p><b>Task 2: Data</b> Watch <a href="#">Surveys, Tally Charts, Picture Graphs - YouTube</a></p>  <p><b>Task 3: Worksheet</b> Use your picture graph and tally mark knowledge to complete the data.</p> <p><b>Task 4: Mathseeds</b> Complete lesson 143. <a href="#">Mathseeds</a></p> 	<p><b>Draw outside with chalk!</b></p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up:</b> Read through the Math Warm-Up PDF with a family member. Go through Thursday's slides. (<i>Your teacher will also go through this with you during your VC</i>). This is attached on your class Teams.</p> <p><b>Task 2: Data.</b> Watch <a href="#">Organizing and Interpreting Data - 1st Grade Math Videos for Kids - YouTube</a></p>  <p><b>Task 3: Worksheet</b> Collect, Tally and Graph your own data.</p> <p><b>Task 4: Mathseeds</b> Complete a lesson on <a href="#">Mathseeds</a>.</p> 	<p><b>Play a game of hopscotch!</b></p> <p><b>Mathematics</b> <b>Task 1: Number Warm Up:</b> 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. <a href="#">Daily 10- Mental Maths Challenge</a></p> <p><b>Task 2: Data.</b> Watch <a href="#">Tally O'Malley - YouTube</a></p>  <p><b>Task 3: Worksheet</b> Complete the Data and Graphing Quiz.</p> <p><b>Task 4: Mathseeds</b> Complete a lesson on <a href="#">Mathseeds</a>.</p> 



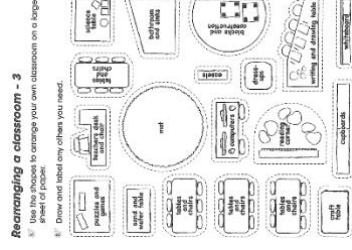
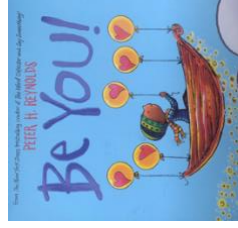
<p><b>Break</b></p>	<p>Lunch: Ply. Game of hopscotch!</p>	<p>Lunch: Sit outside in the sun!</p>	<p>Lunch: Play a game of handball!</p>	<p>Lunch: Kick a ball!</p>	<p>Lunch: Help to make your own sandwich!</p>
<p><b>Afternoon</b></p> <p><b>Click on the coloured link to go to the website!</b></p>	<p><b>Visual Arts</b> <b>Task 1: Drawing</b> Listen again to <a href="#">The Echidna and the Shade Tree</a>. The story is based on a traditional Aboriginal Dreaming Story. Think about the story illustrations and the different materials used to represent Echidna. <b>Watch: <a href="#">How to Draw an Echidna</a></b> Draw and colour your own Echidna.</p>  <p><b>Task 2: Collage</b> Collect a variety of leaves of different colour, shapes and sizes. Create an Echidna nature collage. Take a photo of your artwork and upload it to the Class Sharing Space on Ms Teams.</p> 	<p><b>Science</b> <b>Natural Resources</b> <b>Inquiry Question:</b> What are Earth's natural resources and how do we use them? <b>Task 1:</b> Watch video Natural Resources <a href="#">The Natural Resources SONG</a> <a href="#">Science for Kids   Grades K-2 - YouTube</a> <b>Task 2:</b> Complete the 'Natural Resources' worksheet. <b>Task 3:</b> Complete the 'Everything comes from Something' worksheet.</p>  <p><b>Task 4: Video</b> Watch 'Back to Nature' Episode 7 – The Deep River on ABC iView. <a href="#">The Deep River</a></p>	<p><b>PD/H/PE</b> <b>Keep fit and move to:</b> <b>Task 1: Yoga</b> <a href="#">Pokemon: A Cosmic Kids Yoga Adventure!</a> <b>Task 2: Get Active @Home</b> <a href="#">Advanced Throwing</a></p>  <p><b>PD/Health</b> <b>Task 1: Positive Thoughts</b> <b>Watch: <a href="#">The Reflection in Me!</a></b></p> <p><i>May you always see yourself as you truly are... perfectly perfect.</i></p> <p><b>Task 2:</b> We are all unique and special. Write something amazing about yourself in each of the sun's rays. As you colour the sun, think about all the incredible things that make you special. Upload a photo of your work to your class sharing space on MS teams.</p>	<p><b>Geography</b> <b>Task 1: Organising Environments</b> Look at Mrs Brown's classroom floor plan and answer the questions to help you understand why she has organised the classroom environment in this way.</p>  <p><b>Task 2: Rearrange Mrs Brown's Classroom</b> Cut and paste the shapes provided to rearrange Mrs Brown's classroom to suit the needs of your class. Add anything that you think may be useful and take out anything that you may not need.</p>	<p><b>PD/H/PE</b> <b>Keep fit and move to:</b> <b>Task 1: Kids Sports Warm-Up</b> <a href="#">Youth Fitness with YOYO!</a> <b>Task 2: Throwing and Catching Activity</b> This game is played with a partner. Children stand opposite each other (2-3 metres apart) with a mark at their feet. The first player holding the ball throws it to their partner to catch and then both players move and swap positions after each throw. A timer can be used and the players can try to 'Beat the Clock' e.g., 10 passes and position changes in 1 minute! <b>Other variations:</b></p> <ul style="list-style-type: none"> <li>- Change the distance between the players.</li> <li>- Change the way the ball must be thrown (e.g., underarm, overarm, bounce).</li> <li>- Change the way the ball must be caught (e.g., 2-hands, 1-hand).</li> </ul>

### Task 3: Sculpture

Using playdough, create your own Echinidna sculpture. Try using sticks or other interesting materials for the quills.



**Task 3:** Listen to the story 'Be You' by Peter H. Reynolds.  
[Be You!](#)



- Change the object that is thrown (e.g., size of ball, an odd-shaped ball, beanbag or object).

### PD/Health

**Task 1:** Follow the link to watch the clip about Beach Safety.

[Beach Safety Video - YouTube](#)



Discuss the following Beach Safety Tips!

- Always swim with an adult – never swim alone.
- Swim between the red and yellow flags.
- Always listen to and obey the lifeguards.
- Read and obey signs giving advice to swimmers.
- If the sea is too rough, do not go in the water.

Make a 'Beach Safety' Poster.

Name: \_\_\_\_\_



## Term Four - Year One Spelling Homework

### Unit 31 Spelling

Look/cover/write/check	Monday	Tuesday	Wednesday	Thursday
<b>Purple Words</b>				
lap				
let				
lit				
lot				
leg				
log				



Name: \_\_\_\_\_

## Term Four - Year One Spelling Homework

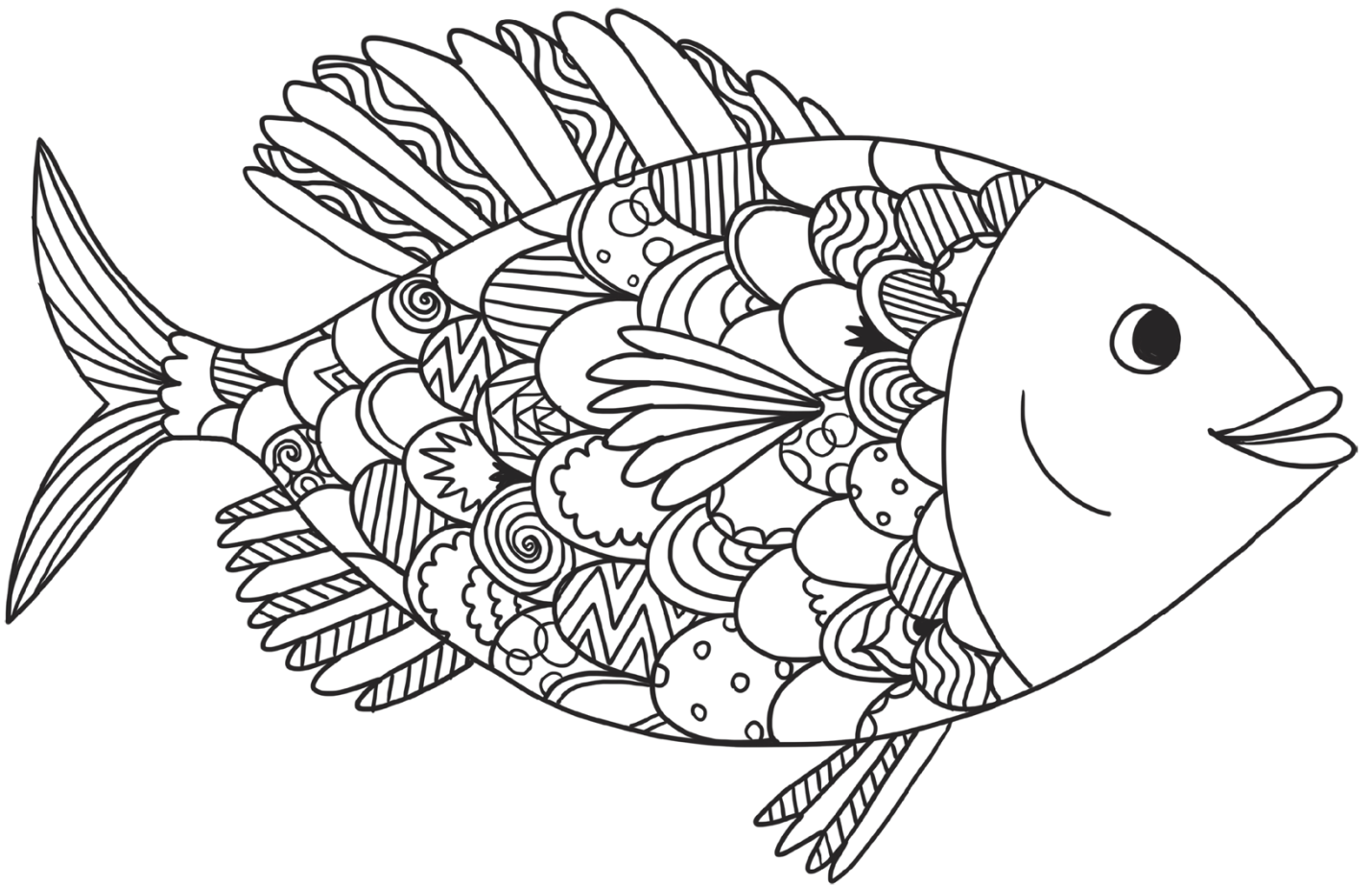


Unit 31 - Sound Focus: ck as in duck

(Learn your highlighted words)

Look/cover/write/check	Monday	Tuesday	Wednesday	Thursday
<b>Sight Words</b>				
<i>your</i>				
<i>favourite</i>				
<b>Red Words</b>				
<i>lick</i>				
<i>neck</i>				
<i>duck</i>				
<i>sock</i>				
<i>truck</i>				
<b>Orange Words</b>				
<i>shocking</i>				
<i>chicken</i>				
<i>tricked</i>				
<i>rocket</i>				
<i>packet</i>				
<b>Contraction</b>				
<i>doesn't</i>				
<b>Homophones</b>				
<i>plain</i>				
<i>plane</i>				
<b>Green Words</b>				
<i>peacock</i>				
<i>hammock</i>				
<i>drumstick</i>				
<i>firecracker</i>				
<i>seasickness</i>				

# Monday



# Flies!

Flies, Flies, Flies,  
All over the place  
On my head, on my face

Flies, Flies, Flies,  
They're all around  
In the air, on the ground

Flies, Flies, Flies  
They make me very, very mad  
They really are so bad

Flies, flies, flies  
Crawling on your food  
Putting everyone in an angry mood

Flies, Flies, Flies  
They make a buzzing sound  
On dirty things they can be found

Flies, Flies, Flies  
They crawl around your eyes  
"Grab the spray!" everyone cries

Flies, Flies, Flies  
Hit them with a burst of spray  
No more buzzing, they're dead—HOORAY!

**Read the text and shade a bubble or write an answer to each question.**

**1****What is this poem about?**

MONITORING

---



2

**Which body parts do flies like to crawl on?**

PREDICTING

- on my arms and legs       on my head and face
- on my neck and head       on my nose and eyes

3

**Fill in the gaps with words from the poem.**

PREDICTING

Flies, flies, flies

They're all around

In the \_\_\_\_\_, on the \_\_\_\_\_

4

**In the poem, it says that flies are really:**

IDENTIFYING DETAIL

- helpful     fun     interesting     bad

5

**Flies like to crawl on your food.**

PREDICTING

- True     False

6

**What kind of mood do flies put people in?**

MAKING CONNECTIONS

\_\_\_\_\_

7

**What sort of noise does a fly make?**

MAKING CONNECTIONS

- a humming noise       a whirring noise
- a beeping noise       a buzzing noise

8

**Flies like to crawl on dirty things.**

MONITORING

- True     False

9

**What else do flies like to crawl around on?**

MONITORING

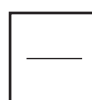
\_\_\_\_\_

10

**Why do they all shout 'HOORAY' at the end?**

MAKING CONNECTIONS

\_\_\_\_\_





Name: \_\_\_\_\_

## WEEKENDS

C X P L A Y B L K S R G N F C Y T A  
S V I I R J A F N Y L S I B Y U O N  
E W W R E B C Z E T S E C M P X Y O  
P F K V L H K D I B U C E O B D S J  
G F A X A O Y O G I P D M P O N J W  
G W R M X M A L H K E H O B O T X S  
W A Z I I E R L B E R I V E Y V E B  
Y L M Y E L D S O S H P I A F R E R  
M K Q E L N Y E U U E A E C L L I R  
B V S F S W D A R U R R X H L J U Q  
F U N Q Y J F S S U O K J H U F T F  
P G H T C I B L E R I D E G K U D H

Find the following words in the puzzle.

Words are hidden → ↓ and ↘ .

BACKYARD

BEACH

BIKE

DOLLS

FAMILY

FRIENDS

FUN

GAMES

HOME

MOVIE

NEIGHBOURS

PARK

PLAY

RELAX

RIDE

SCOOTER

SLEEPOVER

SUPERHERO

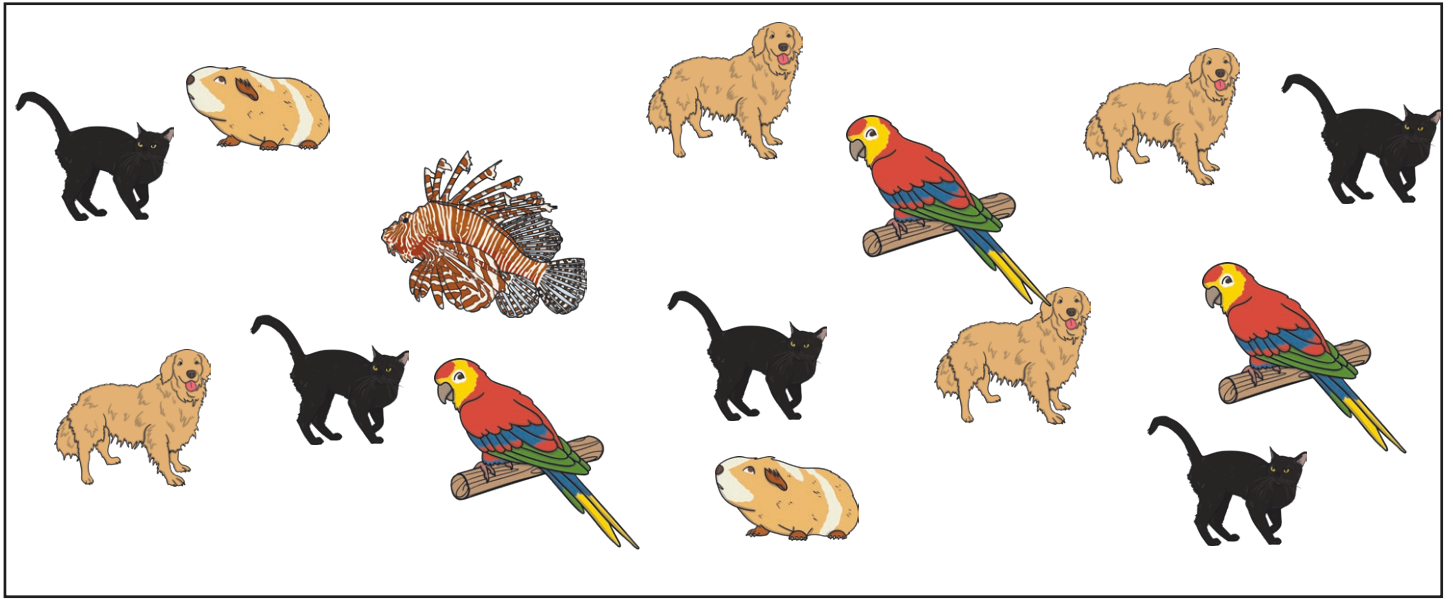
TOYS

WALK



# Pets Bar Graph

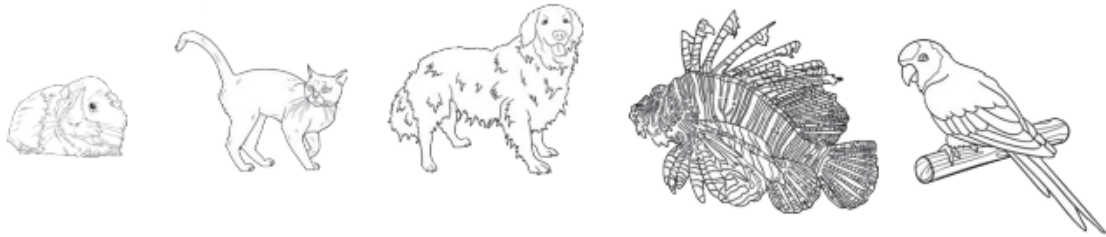
Some children were asked about their favourite pet. Complete the bar graph using the information below and then answer the questions about the graph.



# Questions

1. How many children took part in the survey? \_\_\_\_\_

2. Which animal is the most popular? Colour the picture of the animal which occurred the most.





3. Which animal is the least popular? Colour the picture of the animal which occurred the least.





4. How many children liked cats more than birds? \_\_\_\_\_

5. How many children liked dogs more than guinea pigs? \_\_\_\_\_

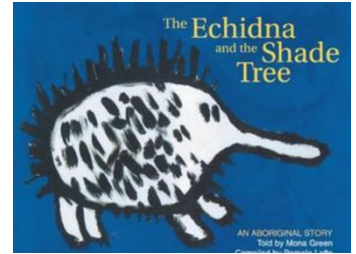
6. Which animal did only one child like? \_\_\_\_\_

7.  +  = \_\_\_\_\_

7.  +  = \_\_\_\_\_

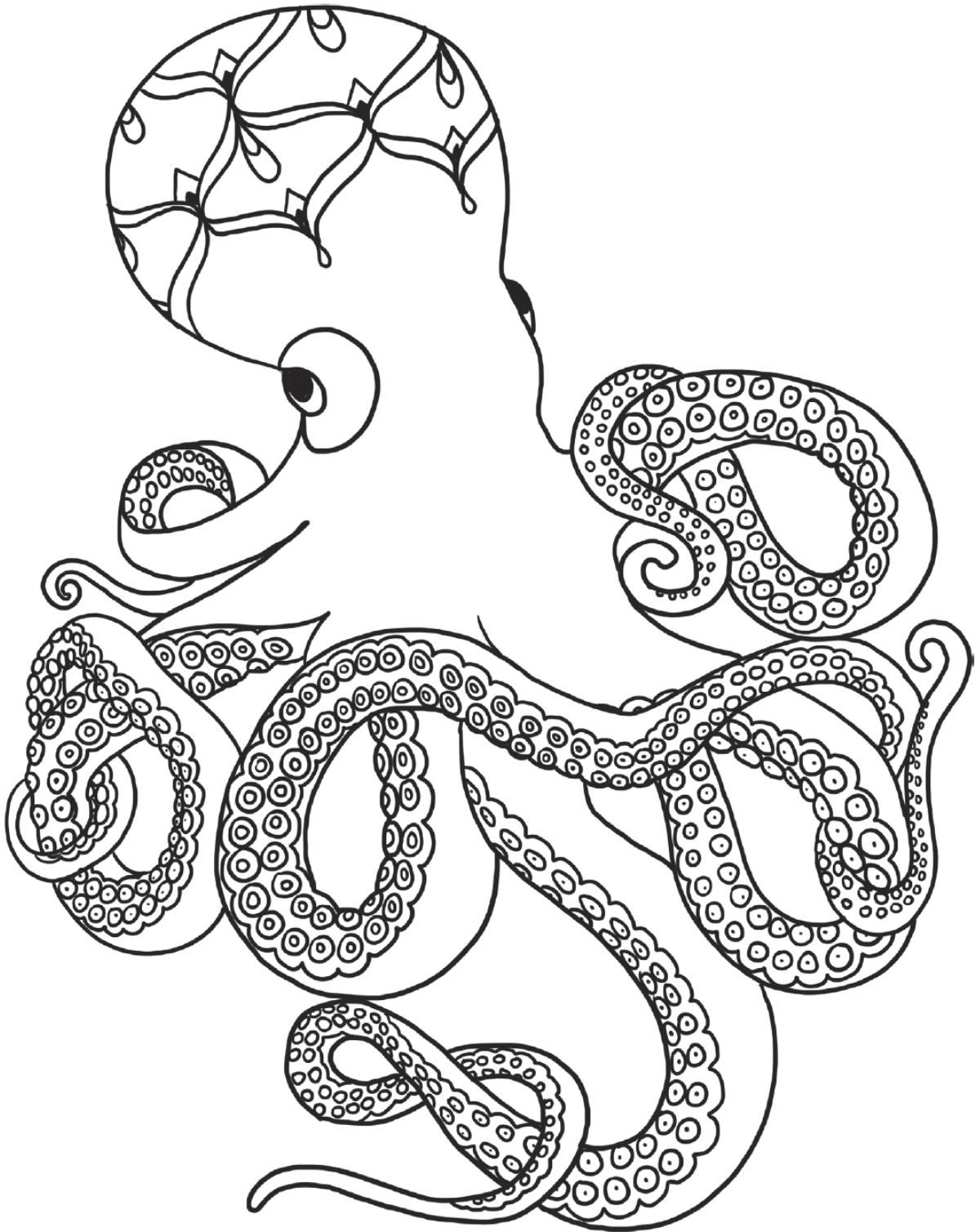
## Monday – Visual Arts

**Instructions:** Draw an Echidna. Make an Echidna leaf collage.





# Tuesday





# Spell and Tally

Write your words and then the tally of how many letters are in each one.

## My Spelling Words

Word:

Word:

Tally:

Tally:

Word:

Word:

Tally:

Tally:

Word:

Word:

Tally:

Tally:

Word:

Word:

Tally:

Tally:

Word:

Word:

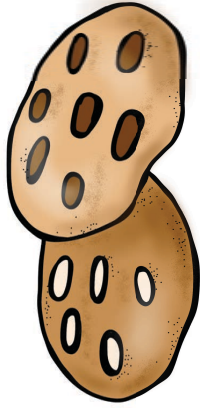
Tally:

Tally:

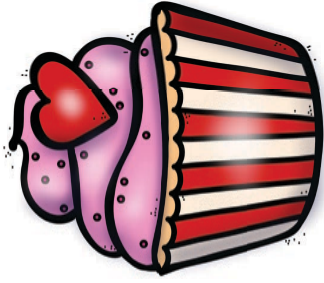
# Story Mapping Boxes

<p><b>Beginning</b></p> <p>What happens at the beginning?</p> <p>Who are the main characters?</p> <p>Where is it set?</p> <p>How are the characters feeling?</p>	
<p><b>Build up</b></p> <p>What happens next?</p> <p>How does the story hint at a problem?</p> <p>How are the characters feeling?</p>	
<p><b>Problem</b></p> <p>What is the problem within the story?</p> <p>How are the characters feeling?</p>	
<p><b>Resolution</b></p> <p>How is this problem resolved/sorted out?</p> <p>How are the characters feeling?</p>	
<p><b>Ending</b></p> <p>How does the story end?</p> <p>Does it end happily? Is there a twist to the plot?</p> <p>How are the characters feeling?</p>	

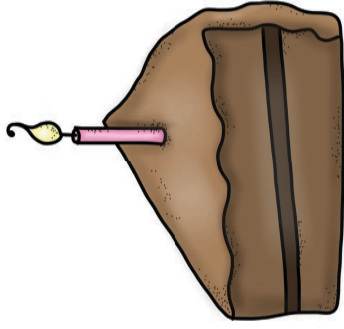
# Which Dessert Should We Have?



cookies



cupcake



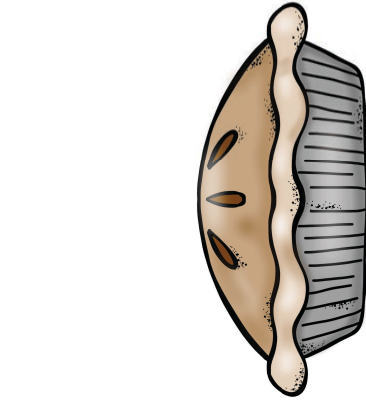
cake



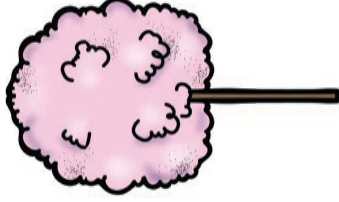
ice cream



candy



pie

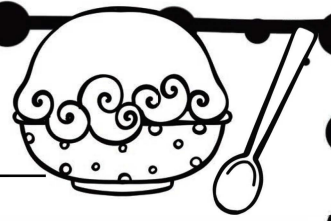


cotton  
candy



lollipop

Name \_\_\_\_\_



**Let's have \_\_\_\_\_ for dessert.**

Reason 1

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Reason 2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





Reason 3

\_\_\_\_\_

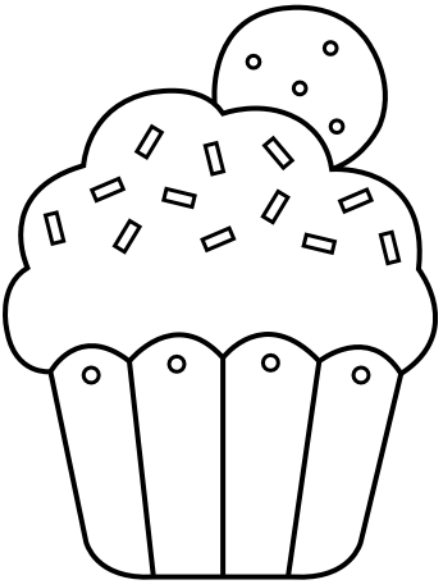
\_\_\_\_\_

\_\_\_\_\_

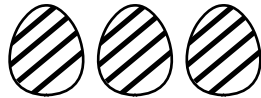
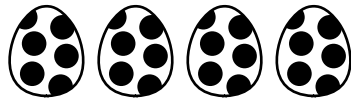

**This is why we should have \_\_\_\_\_ for dessert.**

sprinkles 	cone 	delicious 
frosting 	chocolate	vanilla





1 Dizzy collected eggs. He made this table.

	3
	4
	2




How many ?

How many ?

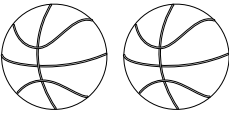


How many ?

How many altogether?

Which egg is there most of? 

Which egg is there least of? 

2 Finish the table.

What could this table show?

---



---






---



---

1 Count the tally marks. Write the number.

$$\text{|||||} = 5$$

2 How many starfish altogether?

3 Write these numbers in tally marks.

1

7

5

10

3

9

# Natural Resources

Everything made by people (known as man-made resources) uses the earth's resources (known as natural resources) in some way. People cannot make natural resources because they are made by the earth. Some examples are soil, air, water, plants, animals, metals, minerals and fossil fuels.

1. Write and draw three natural resources you use.

---

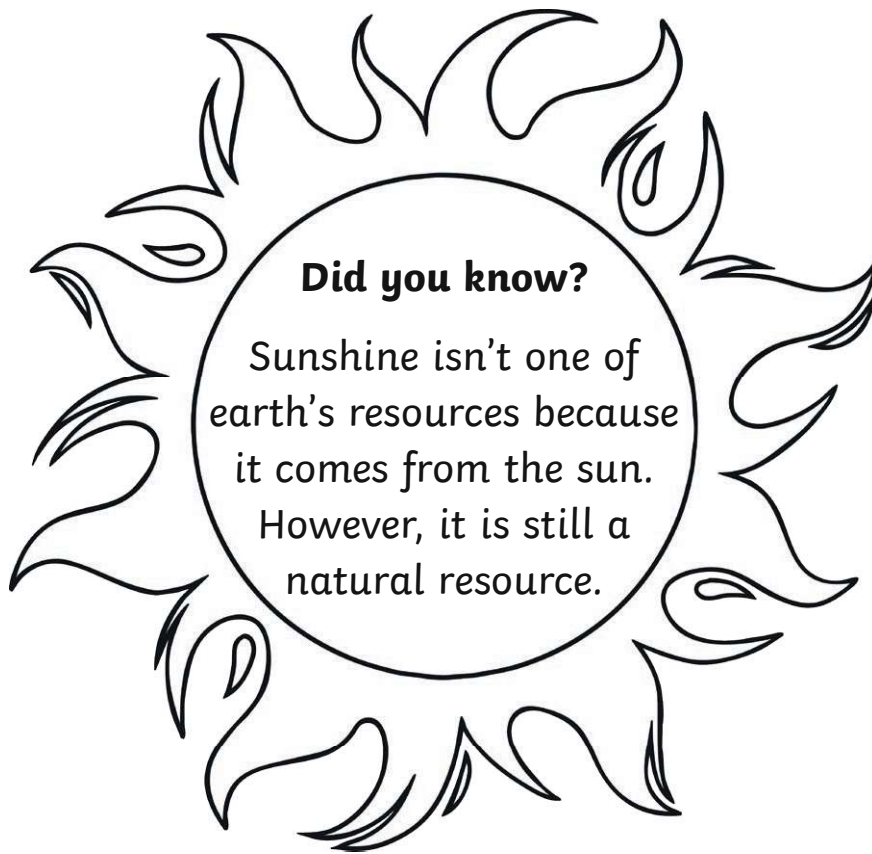
---

---

2. Look carefully at the picture. Colour the natural resources you see **green**. Colour anything made by people (man-made) **red**.



Add to the picture by drawing three more natural resources.



3. Which natural resource do you think is the most important? Why?

---

---

---

---

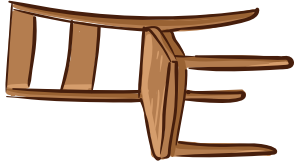




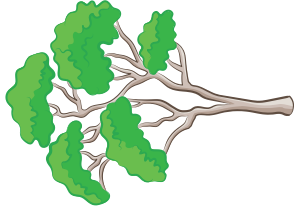
Fill the shopping basket. Draw and label something you play with, you eat and you wear. Think of the natural resources used to make your objects.



**Use**



Wooden chair



Tree

**Play**

---

**Eat**

---

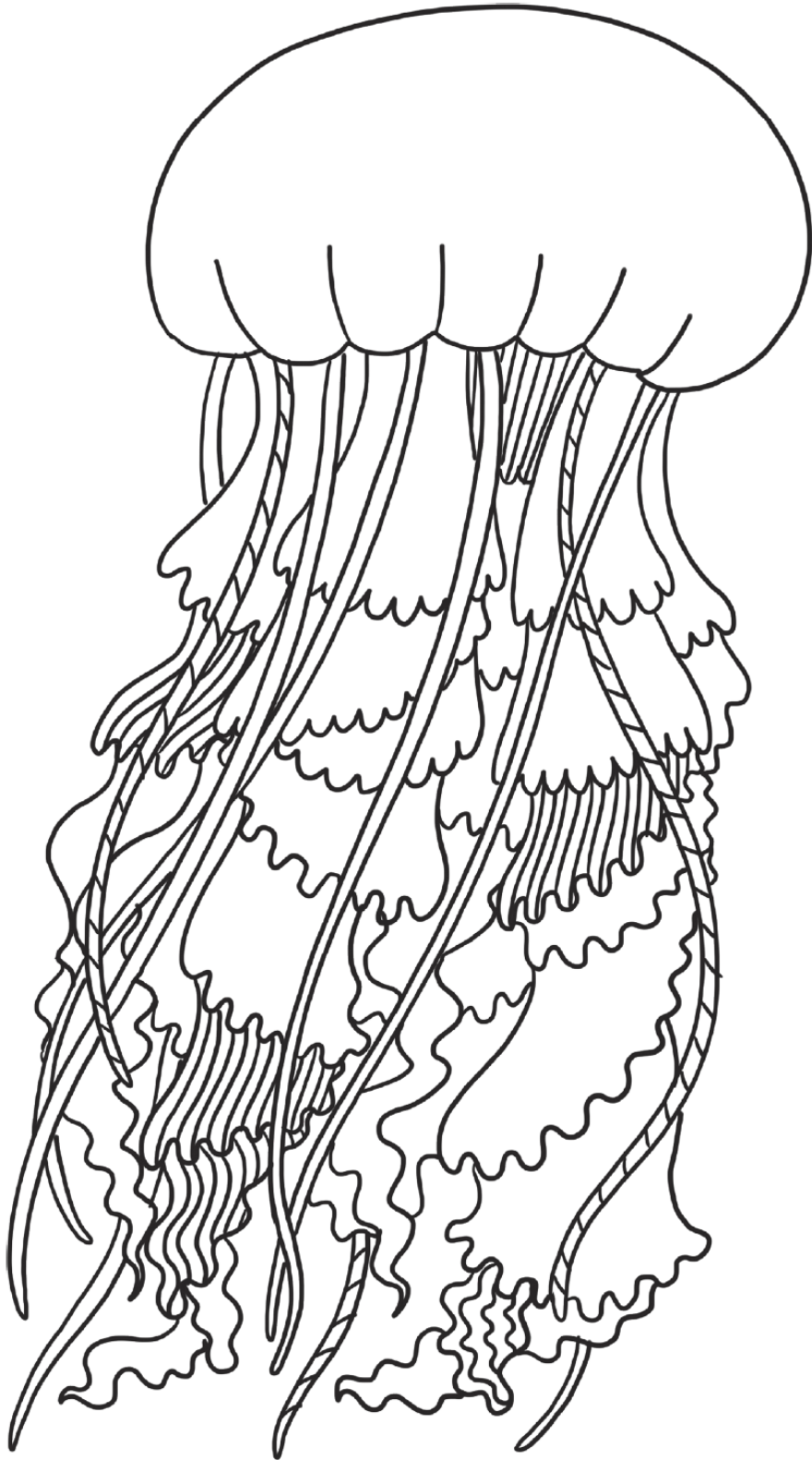
**Wear**

---






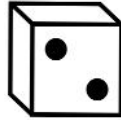
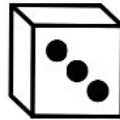
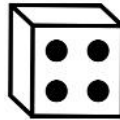
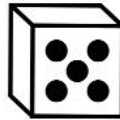
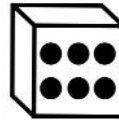
# Wednesday





# Spell and Bump

Choose 6 of your spelling words and add them to the dice table and the blank boxes. Take turns rolling the dice and placing your coloured block on the corresponding word. If there is already a different coloured block on the word you can 'bump' it off or else if you already have one, place another to 'lock it in! The person with the most blocks at the end is the winner!


# The Hungry Sea Monster

The sea monster roared. He was very, very hungry.

A dolphin swam past.

“I’m going to eat you!” the sea monster roared.

The dolphin jumped high and low and got away.

A whale swam past.

“I’m going to eat you!” the sea monster roared.

The whale sprayed him with water and got away.

A mermaid swam past.

“I’m going to eat you!” the sea monster roared.

The mermaid sang a song that put him to sleep.

A stingray swam past.

“I’m going to eat you!” the sea monster roared.

The stingray tickled him and got away.

A pirate ship sailed past.

“I’m going to eat you!” the sea monster roared.

The crew gave him their biggest barrel of biscuits.

The sea monster gobbled them all up. The pirates sailed away.

Now the sea monster did not feel hungry at all.

*Text sourced from: Comprehension and Writing Response Centres, Victoria Hazell & Fiona Jackson*

**Read the text and shade a bubble or write an answer to each question.**

**1** The sea monster was roaring because he was:

PREDICTING

tired    hungry    angry    bored

**2** Which creature was the first to swim past the monster?

MONITORING

\_\_\_\_\_

3

**This creature got away by:**

PREDICTING

- swimming fast
- diving deep
- jumping high and low
- staying very still

4

**What did the whale do to get away from the monster?**

MONITORING

---

5

**The mermaid cried when the sea monster tried to eat her.**

IDENTIFYING DETAIL

- True
- False

6

**The stingray made the sea monster feel ticklish.**

IDENTIFYING DETAIL

- True
- False

7

**What sort of ship came sailing past the monster?**

IDENTIFYING DETAIL

---

8

**How did the pirates get away?**

QUESTIONING

---

9

**The pirates were quick thinking and clever.**

PREDICTING

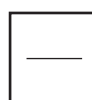
- True
- False

10

**The sea monster was very dangerous.**

PREDICTING

- True
- False



Name \_\_\_\_\_

**Kids should not have chores.**



Reason 1

\_\_\_\_\_

-----

\_\_\_\_\_

Reason 2

\_\_\_\_\_

-----

\_\_\_\_\_





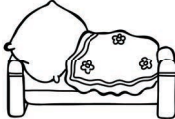

Reason 3

\_\_\_\_\_

-----

\_\_\_\_\_

**This is why kids should not have chores.**

laundry 	trash 	dishes 
homework 	sleep 	play 

# Data part 2

## Tally marks

1 Write the numbers for these tally marks.

|||| || \_\_\_\_\_

|||| | \_\_\_\_\_

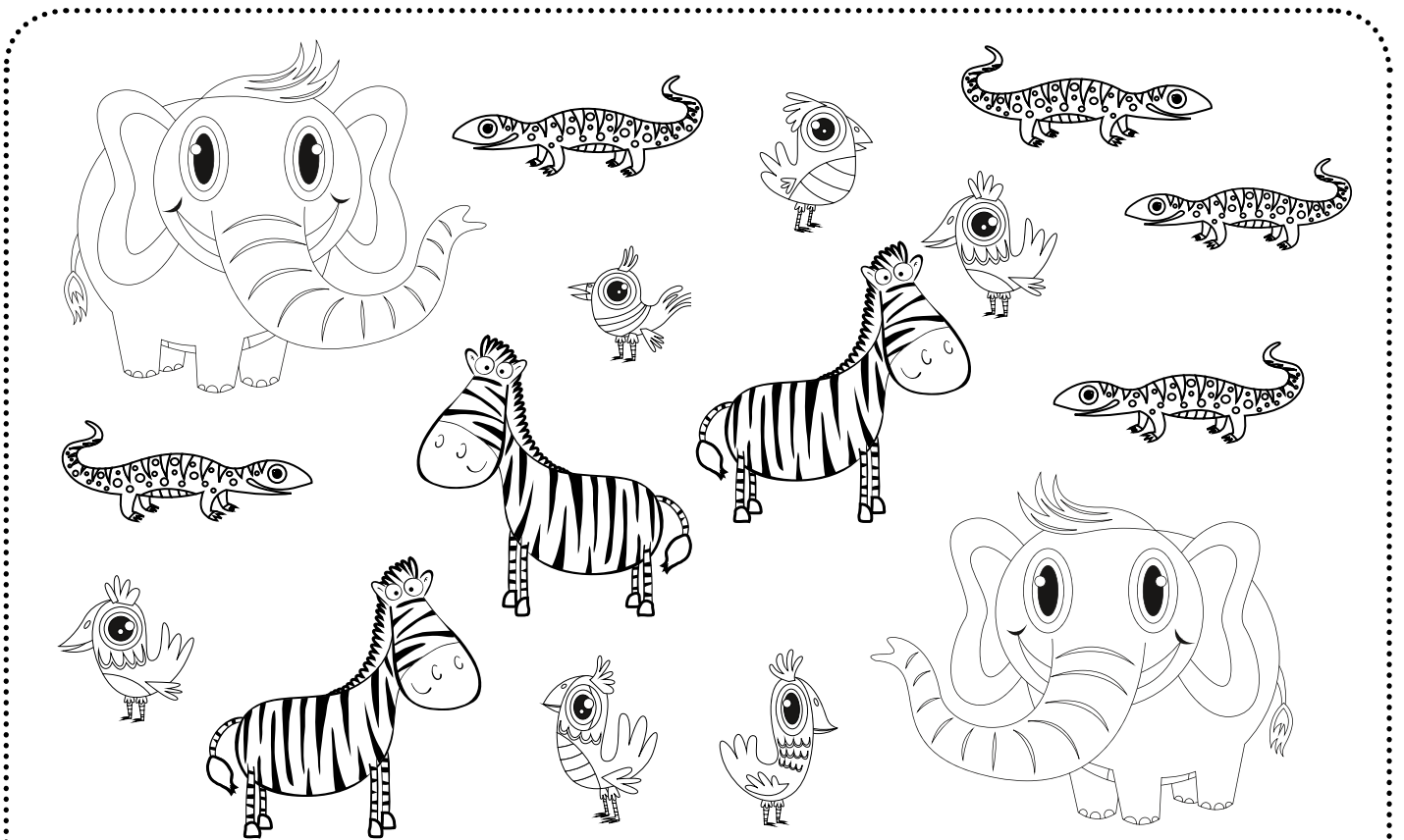
||| \_\_\_\_\_

2 Draw the tally marks for these numbers.

5 \_\_\_\_\_

8 \_\_\_\_\_

4 \_\_\_\_\_



3 Make a tally mark for each animal you see. Write the total.

zebra

○ = \_\_\_\_\_

elephant

○ = \_\_\_\_\_

bird

○ = \_\_\_\_\_

lizard

○ = \_\_\_\_\_



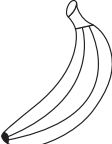
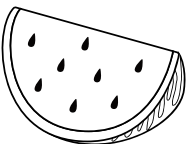


# Data part 2

## Picture graphs

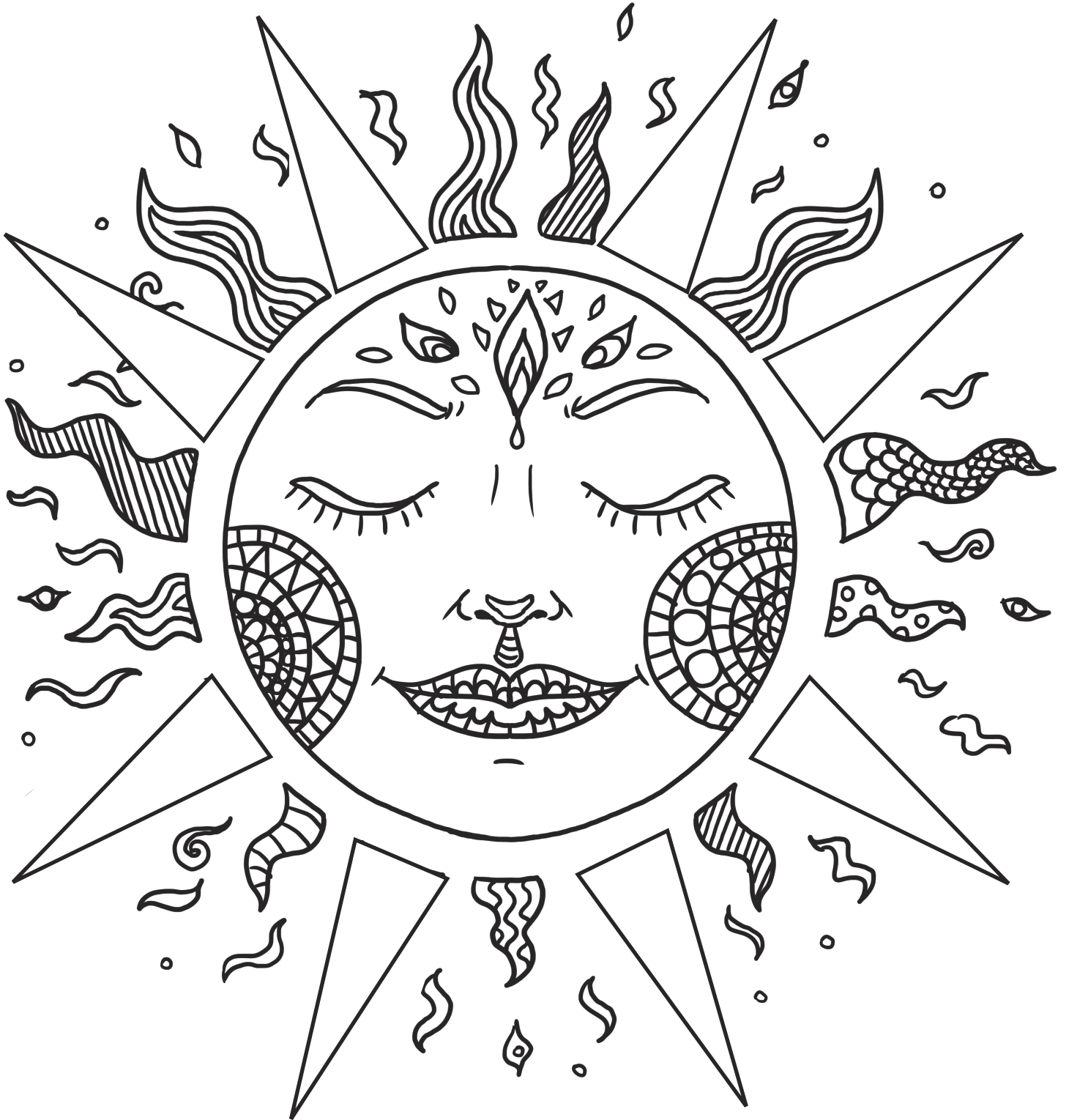
Turn this data table into a picture graph.

Banana	Apple	Cherry	Watermelon
8	3	2	5

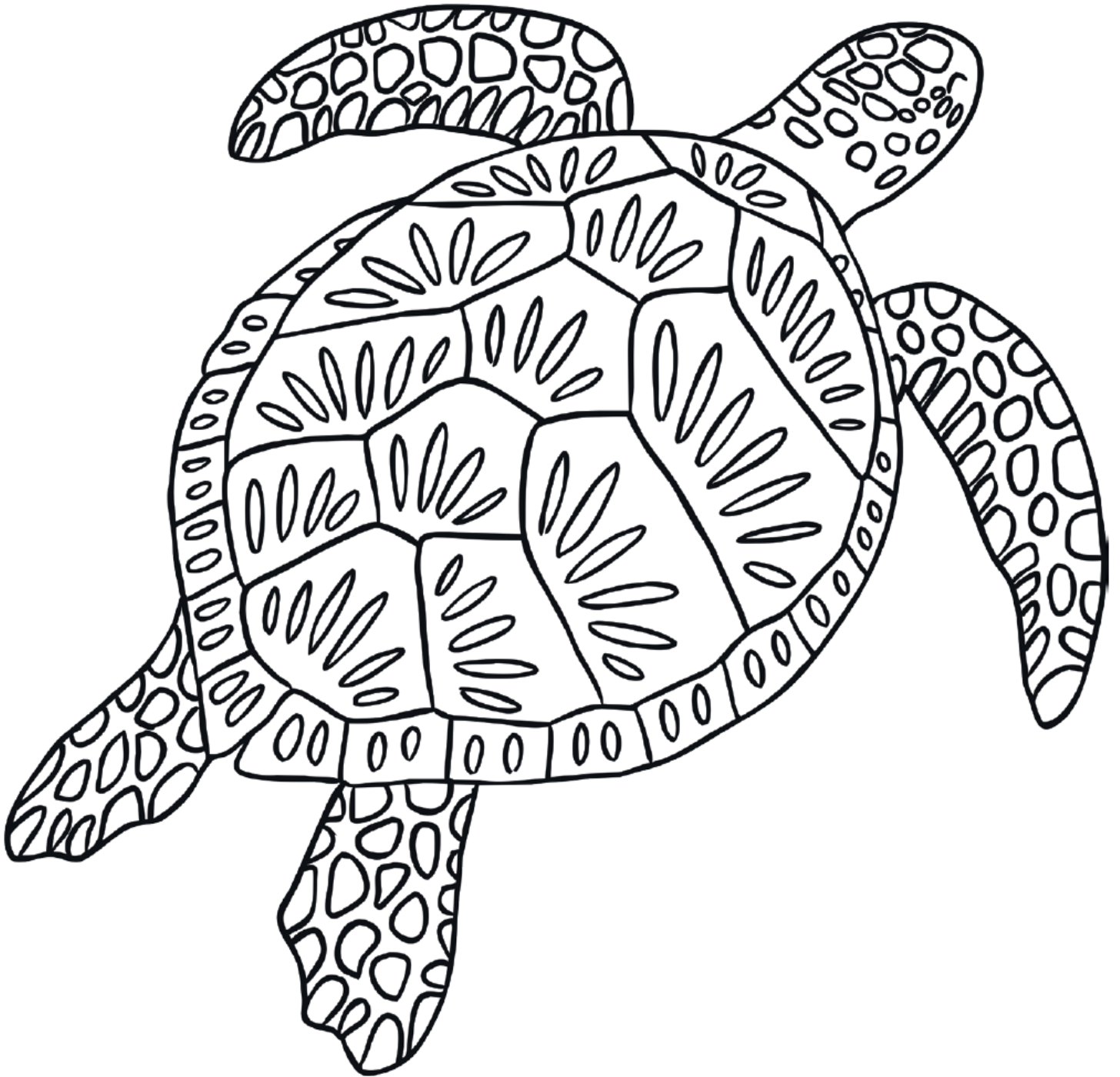
Title:				
2				
1				
				

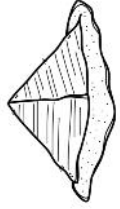
# I Am Amazing

Write something amazing about yourself in each of the sun's rays. As you colour the sun, think about all the incredible things that make you special.

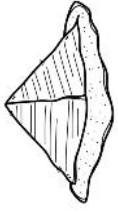


# Thursday

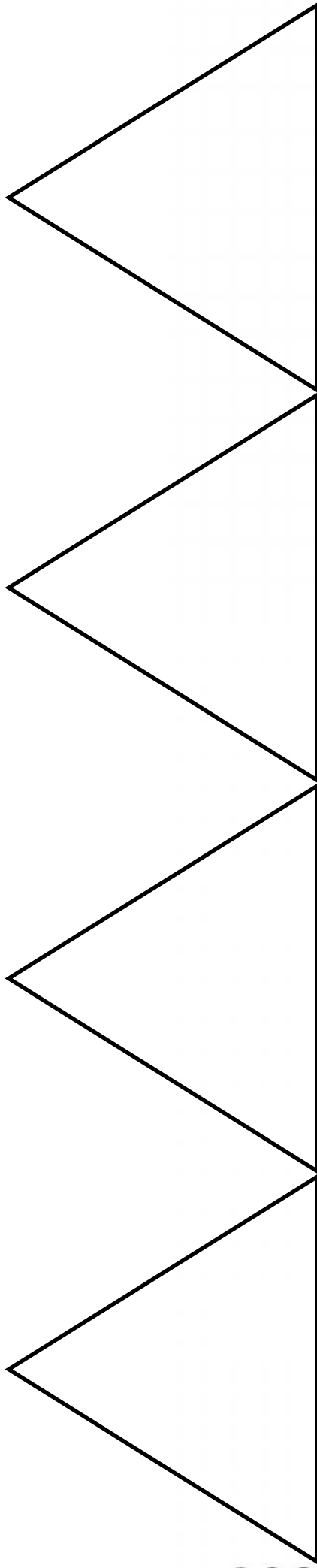
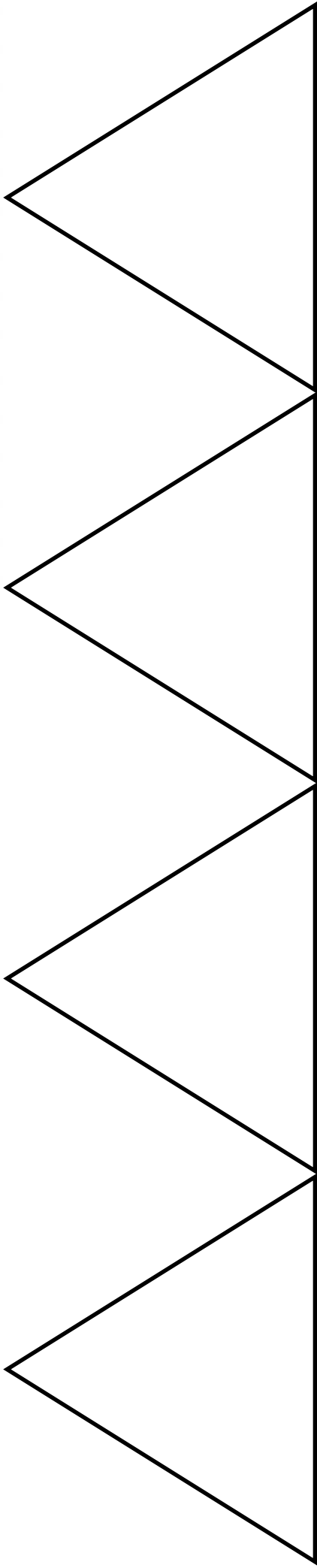
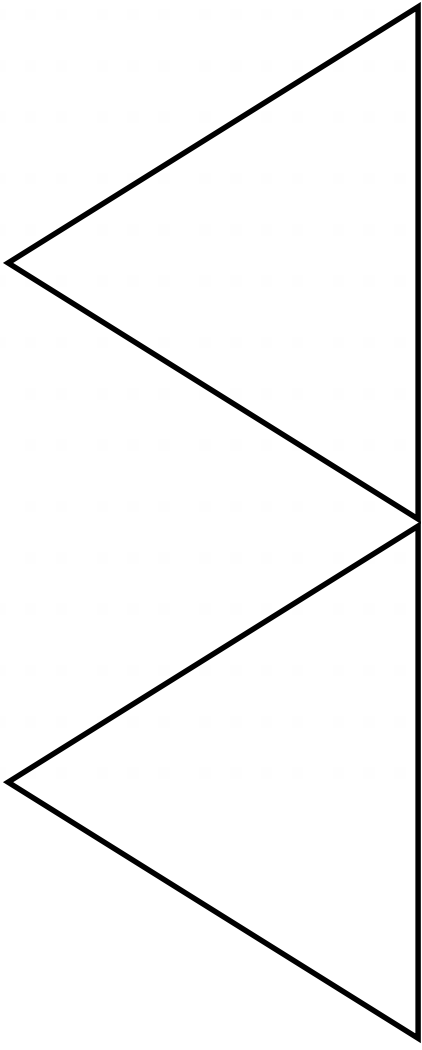




# Pyramid Words

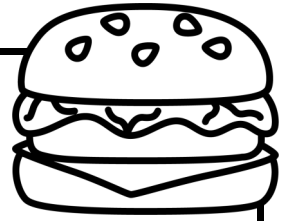


Write your words into the pyramids. Write the first letter, then on the next line write the first and second, then next line first, second, third etc until you have completed the word.



# Persuasive Tactics

## Food Advertisements



Search for food advertisements in magazines/  
newspapers/handouts. Cut them out and glue them below.

How do these advertisements persuade people to buy these products?

## Prepositions and location

### Grade 1 Grammar Worksheet

*in, on, under, over, with,  
off, to, above, of, out,  
beside...*

Look at the picture and choose the right word.

1) The slippers are \_\_\_\_\_ the bed.



2) The bed is \_\_\_\_\_ the shelf.



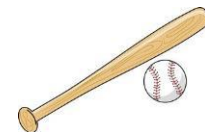
3) The girl is \_\_\_\_\_ the bus.



4) The cat is \_\_\_\_\_ the chair.



5) The ball is \_\_\_\_\_ the bat.



6) The decor is \_\_\_\_\_ the bed.





## Prepositions and location

### Grade 1 Grammar Worksheet

Look at the picture and choose the right word.

*in, on, by, under, over, with, off, to, above, of, out, beside ...*

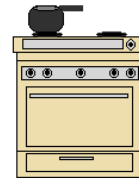
1) The dishes are \_\_\_\_\_ the rack.



2) The man is \_\_\_\_\_ the car.



3) The pot is \_\_\_\_\_ the stove.



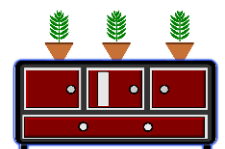
4) The coat is hanging \_\_\_\_\_ the shelf.



5) The clock is \_\_\_\_\_ the bed.



6) The plants are \_\_\_\_\_ the cupboard.



# Collect,

tally + graph

top-teacher



Head outside and collect some sticks, leaves, flowers and rubbish.

TALLY IT



TOTAL



Use tally marks to show the amount of each item you found.

Sticks		
Leaves		
Flowers		
Rubbish		

GRAPH IT



Colour in the boxes to show the amount of each item you found.

Sticks																			
Leaves																			
Flowers																			
Rubbish																			

What item did you find the most of? \_\_\_\_\_

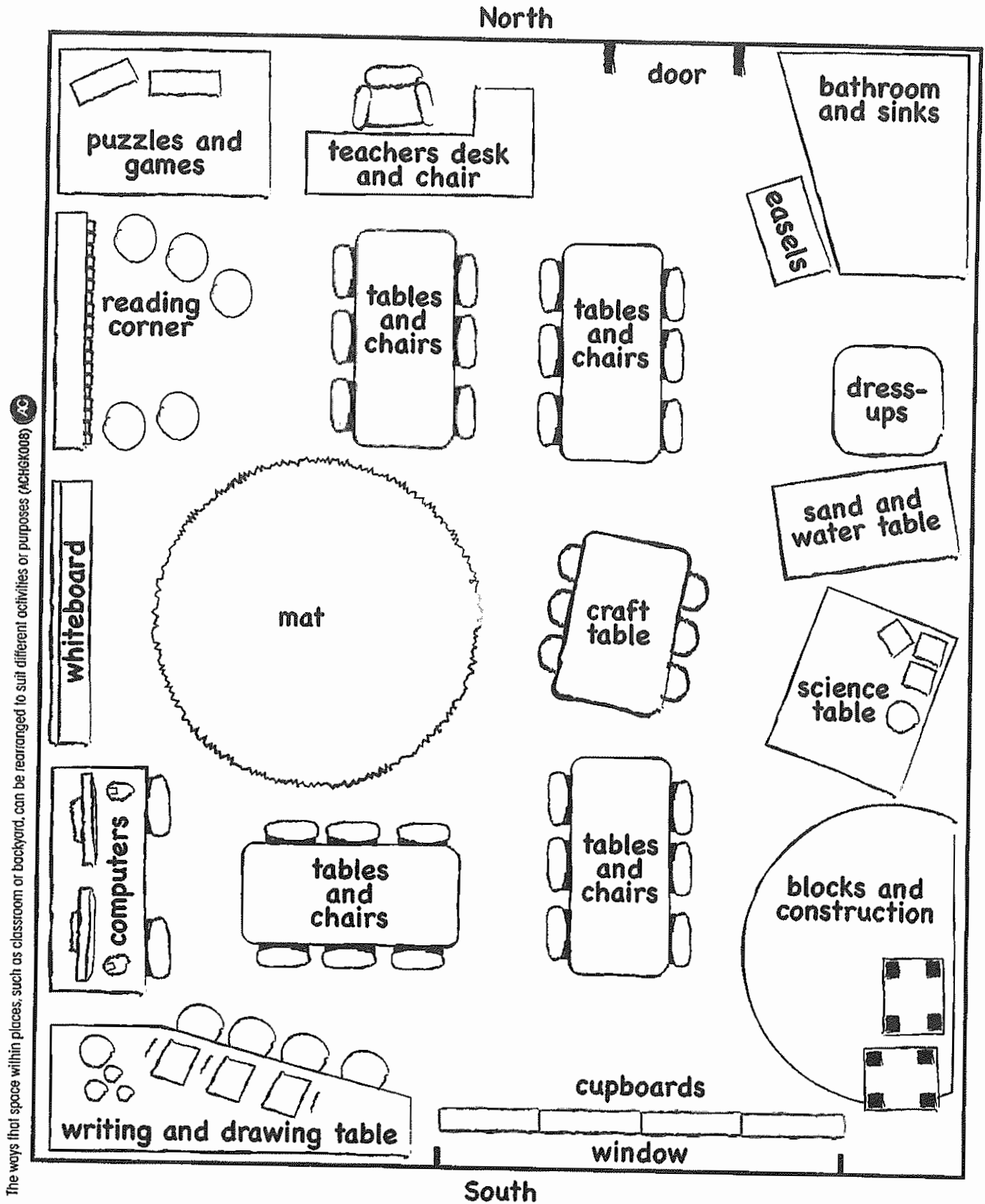
What item did you find the least of? \_\_\_\_\_

Why should we put rubbish into the bin? \_\_\_\_\_

\_\_\_\_\_

# Rearranging a classroom - 1

Mrs Brown drew a map of her classroom. It showed how the spaces were arranged. The spaces were arranged so different activities and things could be done there. It looked like this.



The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK008)

REARRANGING SPACES

We organise our environments to suit our needs. Look at the arrangement of Mrs Brown's classroom to help you answer the questions.

Why is the large, round mat located at the front of the classroom?

---

---

Why are the painting easels close to the bathroom and sinks?

---

---

Why are the computers near the wall instead of in the middle of the classroom?

---

---

Mrs Brown has 24 children in her class. Are there enough tables and chairs for them all? How do you know?

---

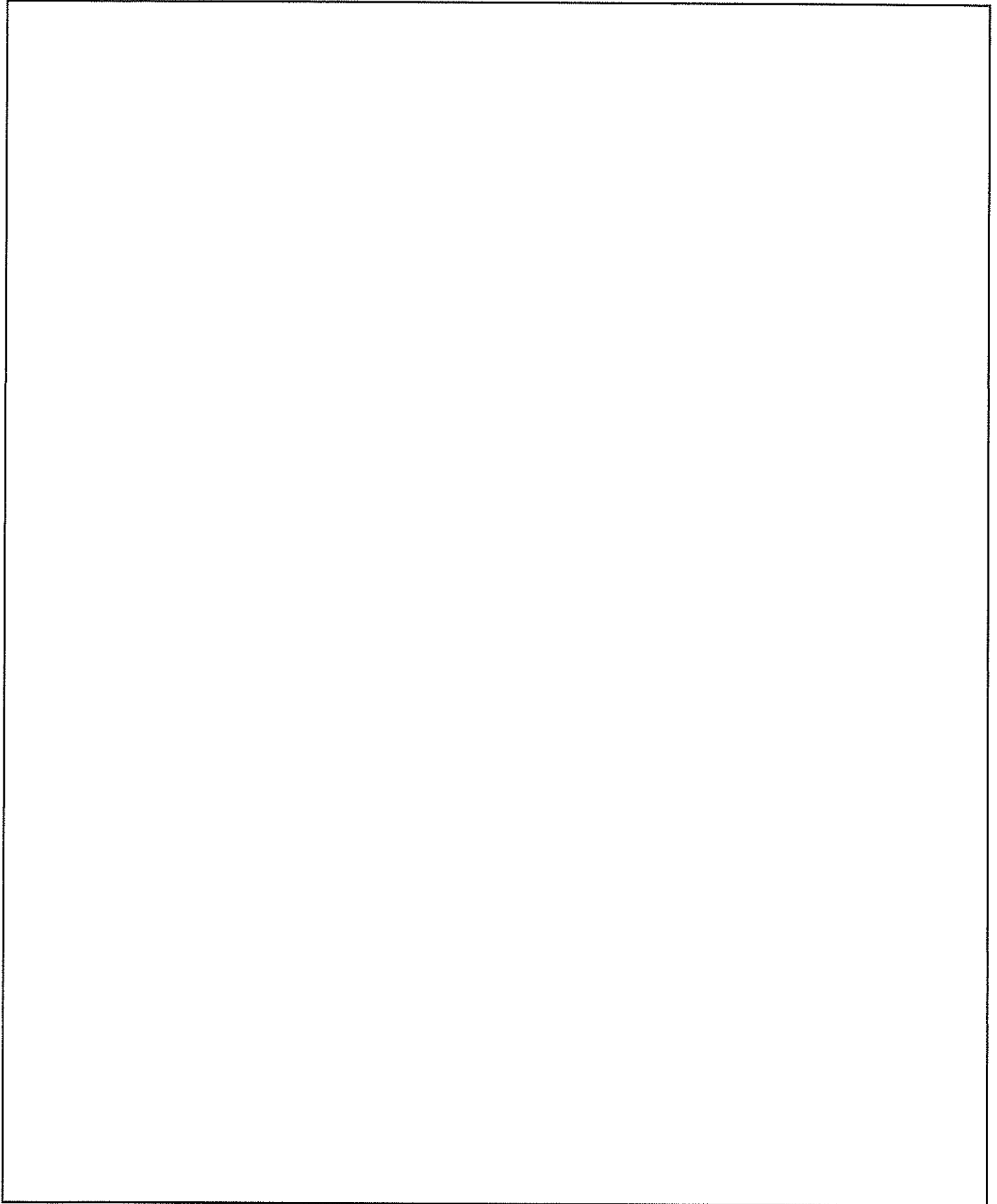
---

What are three things you would need to think about when organising a classroom?

---

---

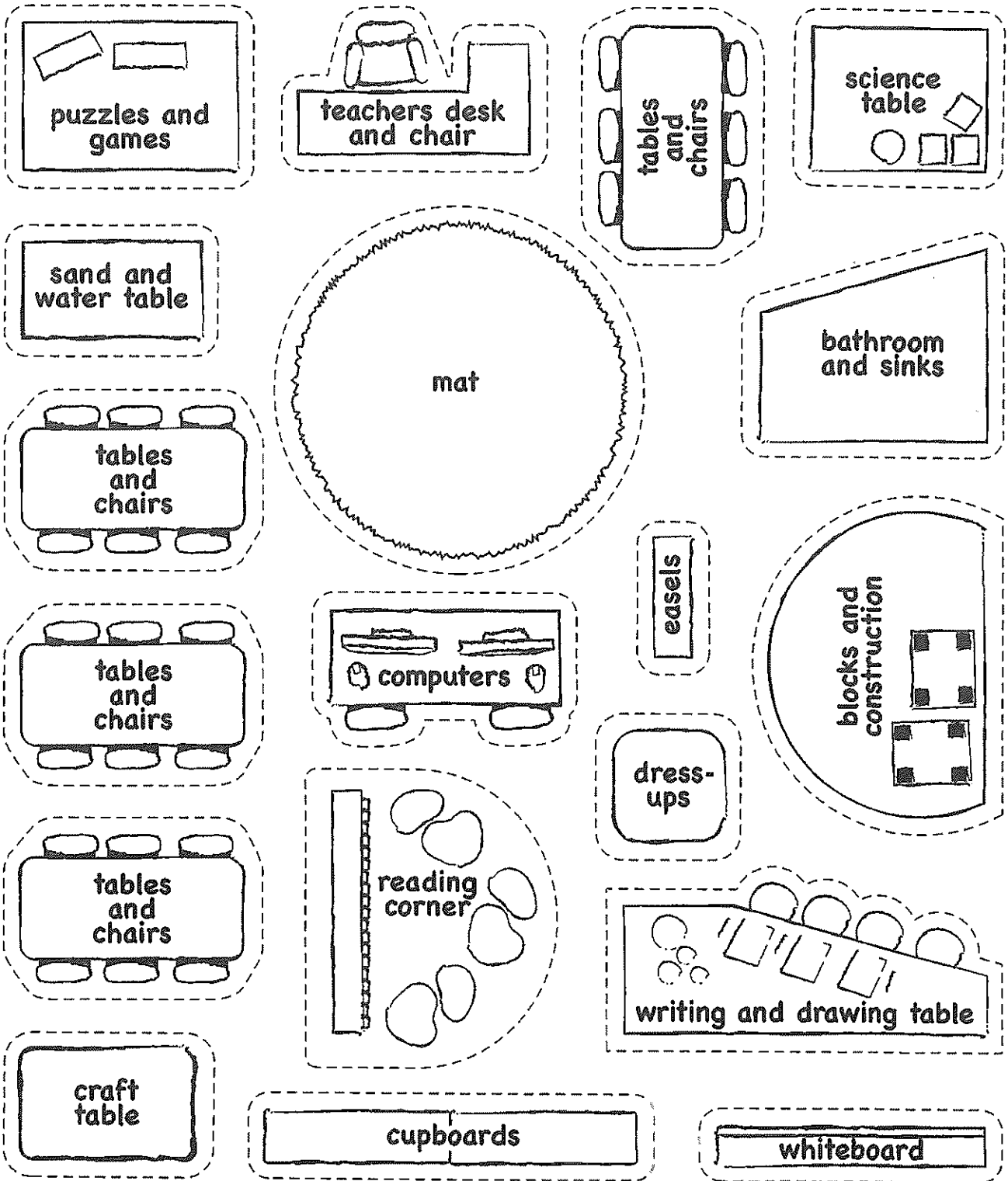
# Rearranging a Classroom



Designed by: \_\_\_\_\_

# Rearranging a classroom - 3

1. Use the shapes to arrange your own classroom on a large sheet of paper.
2. Draw and label any others you need.



REARRANGING SPACES

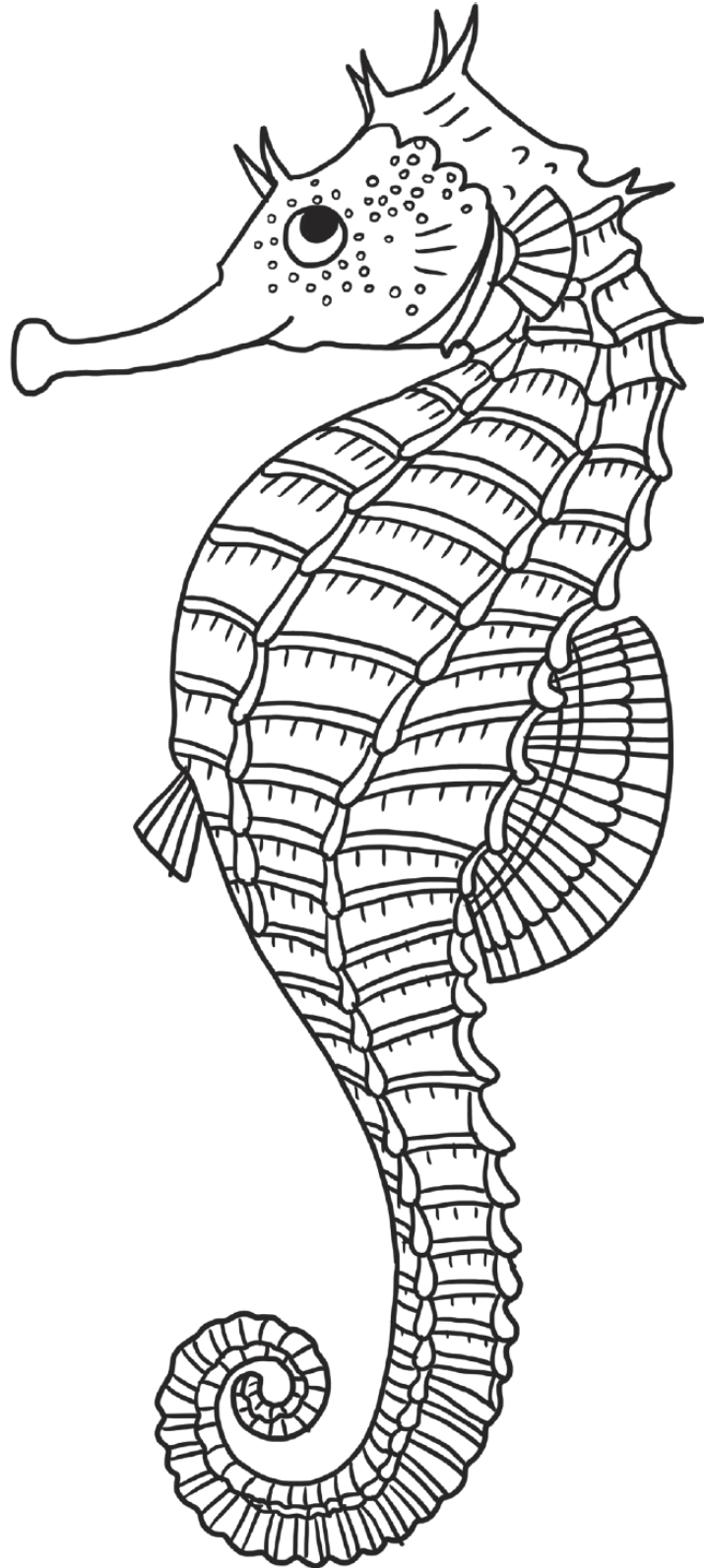
The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes (ACHGK006) (AC)

**?** How do you look after the spaces in your own classroom?



Blank Page

# 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:

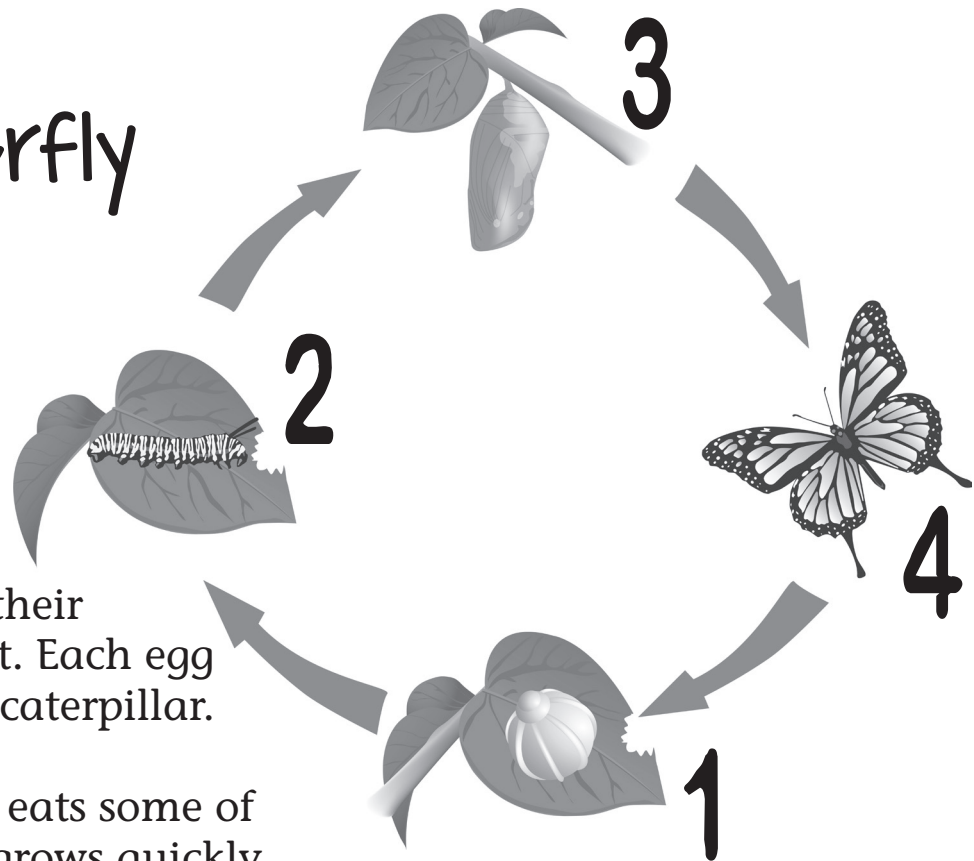
---

---

---

# Life Cycle of a Butterfly

How a butterfly grows from an egg to an adult.



- 1** Butterflies lay their eggs on a plant. Each egg hatches into a caterpillar.
- 2** The caterpillar eats some of the plant and grows quickly.
- 3** The caterpillar sheds its outer skin and attaches itself to a twig. It covers itself in a hard shell called a chrysalis. Inside the chrysalis, its body changes.

- 4** The butterfly breaks out of the chrysalis.

*Text sourced from: Insects, Go Facts, Blake Education*

Read the text and shade a bubble or write an answer to each question.

**1** Where does the butterfly lay its eggs?

MONITORING

---

**2** What does each egg hatch into?

MONITORING

---

3

**What does the caterpillar eat?**

MONITORING

---

4

**The caterpillar grows slowly.**

PREDICTING

True       False

5

**What happens to the skin of the caterpillar before it makes the chrysalis?**

QUESTIONING

---

---

6

**A chrysalis is a:**

PREDICTING

baby caterpillar                       hard shell  
 newborn butterfly                       twig

7

**Where does the caterpillar change into a butterfly?**

MONITORING

on the grass                       under a rock  
 inside the chrysalis                       in a creek

8

**What does the life cycle start with?**

PREDICTING

a butterfly                       a chrysalis  
 a caterpillar                       an egg

9

**What does the word cycle mean in this text?**

MAKING CONNECTIONS

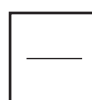
it goes around                       a way of measuring time  
 going out bike riding                       drawing circles

10

**What does the life cycle finish with?**

SUMMARISING

an egg                       a caterpillar  
 a chrysalis                       a butterfly



# Friday Writing Task

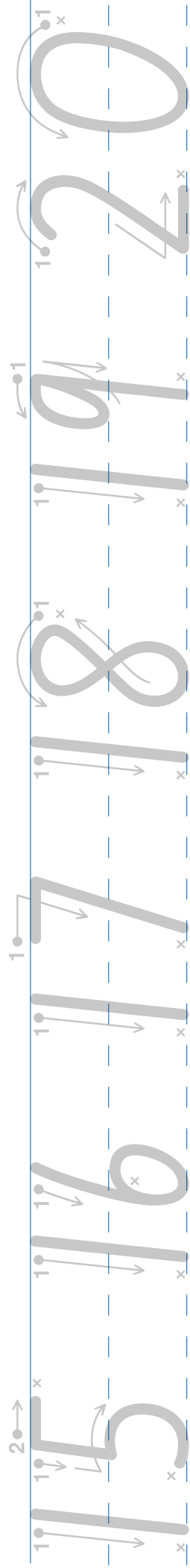
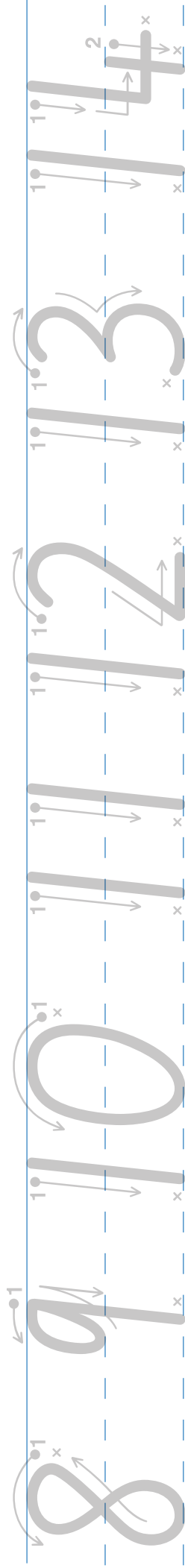
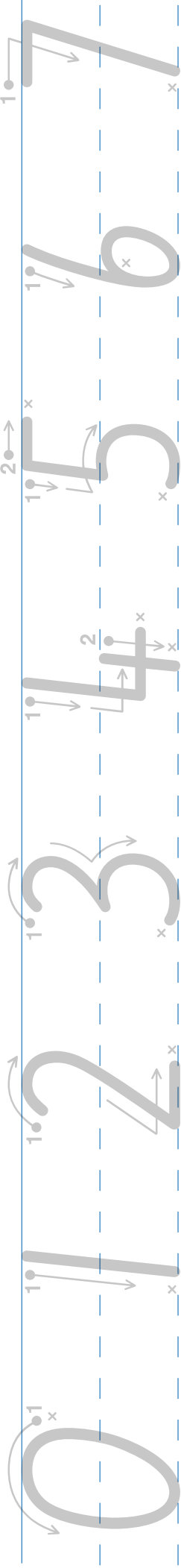
## Superwoman or Superman??



Is Superwoman better than Superman? Create a poster describing why you think your choice of superhero is better than the other. Try to convince your teacher why your choice is the best.

A large, empty rounded rectangular box with a black border, intended for students to create their poster.

# Writing Numbers 0-20





# Friday Handwriting

## Number Writing – 14, 15, 16

Trace the numbers. Use a different colour for each row.

14 14 14 14 14

14 14 14 14 14

14 14 14 14 14

15 15 15 15 15

15 15 15 15 15

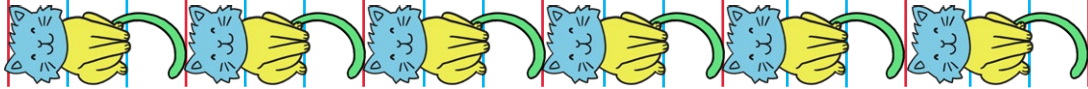
15 15 15 15 15

16 16 16 16 16

16 16 16 16 16

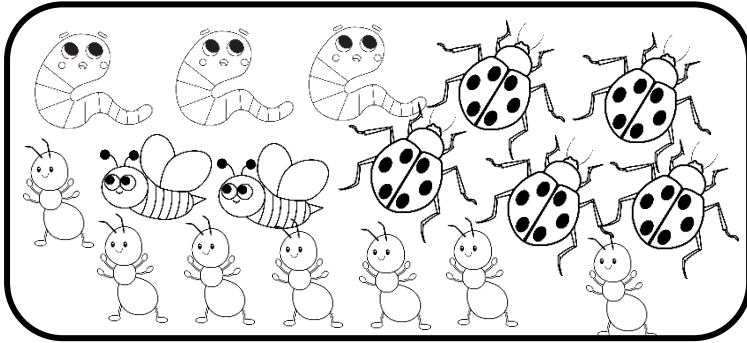
# Number Writing





Instructions: Write 2 rows each of numbers 14, 15 and 16.



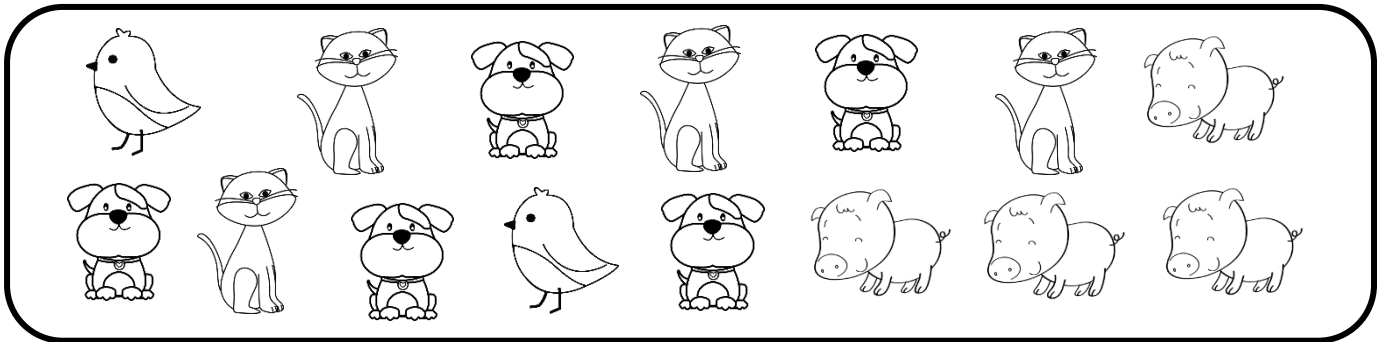
# Data and Graphing Quiz





Tally the amount of each bug.



Bug	Tally
	
	
	
	

Colour in the rectangles to complete the graph.



	1	2	3	4	5	Number
						
						
						
						

Which animal is there most of?

Which animal is there least of?

Which 2 animals have the same amount?



## **Friday – PD/Health Task**

**Make a Beach Safety Poster!**