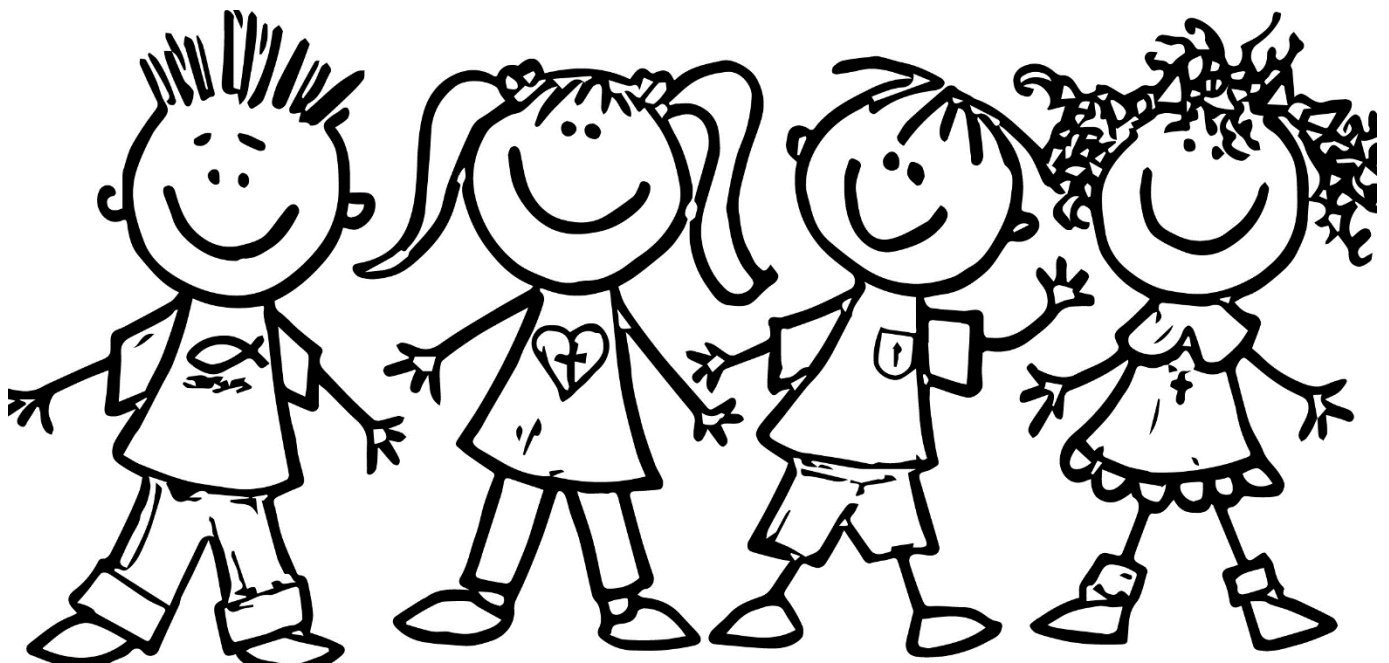


# Year 1 Workbook

Term 3 Week 9



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

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# Year One

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

Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning</p> <p>Click on the coloured link to go to the website!</p>	<p><b>Task:</b> Do some morning stretches.</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 'How the Turtle Got its Tail' reading comprehension activity in your workbook or on Ms Teams.</p> 	<p><b>Task:</b> Pretend you're a basketball star and do 25 imaginary jump shots!</p> <p><b>English</b>  <b>Task 1: Spelling</b>            Complete the Spell and Tally activity in your workbook.</p>  <p><b>Task 2: Reading</b>            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><b>Storyline Online</b></p> <p>Complete 2 lessons on Reading Eggs.</p>	<p><b>Task:</b> Find someone in your house to do 20 jumping jacks with you.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            'Silly Stories' - 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.  <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b>            Complete 'End Plastic Pollution' reading comprehension activity in your workbook or on MS Teams.</p> 	<p><b>Task:</b> Make breakfast for another member of your family.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            'Dictionary Meaning' - Choose 5 spelling words and write the dictionary meaning for each.             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><b>Storyline Online</b></p> <p>Complete 2 lessons on Reading Eggs.  <a href="#">Reading Eggs</a></p> <p><b>Task 3: Writing</b>            Think about the story of 'The Three Billy Goats Gruff'. If you could change the ending,</p>	<p><b>Task:</b> Think of 5 different animals and pose for 20 seconds as each one.</p> <p><b>English</b>  <b>Task 1: Spelling</b>            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.  <a href="#">Vocabulary Spelling City</a></p> <p><b>Task 2: Reading</b>            Complete 'Wuriunpranilli the Sun Woman Story' 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. <a href="#">EPIC!</a></p>



# GLENDORE PUBLIC SCHOOL



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EDUCATION  
PATHWAYS

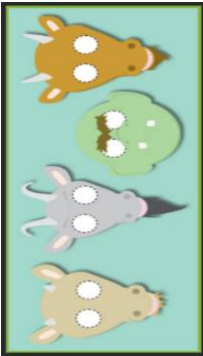
Where Everyone can Succeed

SUCCESS

LEARNING

CARING

RESPECT

	<p>Read or share a book of your choice to a parent or sibling. <a href="#">EPIC!</a></p> <p><b>Task 3: Writing</b> Read 'The Three Billy Goats Gruff' 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>Using the template and word bank provided, write a character description about the Big Billy Goat Gruff!</p> <p>Choose your favourite character and make a mask.</p> 	<p><a href="#">Reading Eggs</a></p> <p><b>Task 3: Writing</b> Using the story 'The Three Billy Goats Gruff', complete the story review task. Think about who, when, where, what happened.</p> <p>Complete 'The Three Billy Goats Gruff' word search.</p> <p>Challenge someone in your house to 'The Three Billy Goats Gruff' board game.</p> 	<p>Read or share a book of your choice to a parent or sibling. <a href="#">EPIC!</a></p> <p><b>Task 3: Writing</b> Using the template and word bank provided, write a character description about the Troll!</p>  <p>Create a 'Wanted Poster' for one of the characters in the story.</p>	<p>what could have happened instead? Use the 'Happily Ever After' worksheet to share how you would change the ending of the story.</p> <p><b>Task 4: Grammar</b> Watch the 'Using Speech Marks' video.</p>  <p><a href="#">Grammar Video: Using Speech Marks</a></p> <p>Complete the direct speech activity sheet. Read each sentence and determine if it is missing quotation marks. If is colour the star red. If the sentence does not need quotation marks, colour it green.</p>	<p><b>Task 3: Writing</b> What would you do if you met a troll on your way to school? Use the writing template to create your own narrative.</p> <p><b>Task 4: Handwriting</b> Complete the handwriting sheet in your workbook and practise your letter formation with the following video. <a href="#">Letter Formation 'S'</a></p>  <p><b>abcdef</b> Complete a typing lesson. <a href="#">Typing Tutorials</a></p>			
<b>Break</b>	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 around your backyard.	Fruit Break: Skip with a rope or play a game of hopscotch!	
Middle	<b>Mathematics</b> <b>Task 1: Number Warm Up.</b> Skip count by 5s using a 100s grid. Do you notice a pattern?			<b>Mathematics</b> <b>Task 1: Number Warm Up</b> Play 'Odd or Even'.			<b>Mathematics</b> <b>Task 1: Number Warm Up.</b> Play 'Odd or Even'.	
<b>Click on the coloured link to go to the</b>	<b>How to play:</b> You will need a hundred chart, dice and a recording sheet. Students roll			<b>How to play:</b> Begin at 0 and record the numbers that you land on. Do you notice a pattern?			<b>How to play:</b> (Refer to Tuesday's rules and resources for this game).	



website!

Tens	Ones
5	
10	
15	

What do all the numbers end with?

Can you skip count by 5s using a column table?

What is happening to the Ones column?

What is happening to the Tens column?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

**Task 2: Patterns and Algebra**

**Watch:** [Numberblocks - Can You Guess the Number Patterns?](#) | [Learn to Count - YouTube](#)

Miss Long is making a bead necklace. Her beads are black, yellow and red.

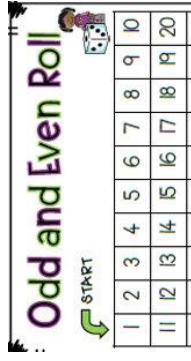
What could Miss Long's necklace look like using a pattern?

Why does Miss Long like these colours? Use these coloured pencils and make your own pattern.

**Challenge:** What do you think these colours represent?

two dice and add them together, if a total of 8 is rolled, they move 8 spaces on the chart. When a student lands on a number they place a counter on it, record the number on their recording sheet and write if the number is odd or even.

**Watch:** [Skip Counting by 2's, 3's, 4's, 5's, 10's, and 100's | MATH VIDEOS - YouTube](#)



**Task 2: Patterns and Algebra**

**Watch:** [Even Steven and Odd Todd | Kathryn Cristaldi | Children's Read Aloud | Even and Odd Numbers - YouTube](#)

Miss Naden is making a bead bracelet. Her beads are black, white, green and blue.

What could Miss Naden's bracelet look like using a pattern?

Why does Miss Naden like these colours? Use these coloured pencils and make your own pattern.

**Challenge:** What do you think these colours represent?

**Extension:** Can you skip count by 4s? Do you notice a pattern? (Stop at 40).

**Watch:** [Skip Counting by 2's, 3's, 4's, 5's, 10's, and 100's | MATH VIDEOS - YouTube](#)

**Task 2: Patterns and Algebra**

**Watch:** [@Numberblocks - Can You Solve the Pattern? | Learn to Count - YouTube](#)

**Problem Solving Challenge:**

Mrs Plunket is building a fence. She starts with one post. She puts up a second post, and then joins them with 3 wires.

Now she has one section. She puts up a third post and joins them with wire again. This is the second section.

How many posts does she need to make 4 sections? What will Mrs Plunket's fence pattern look like after 4 sections?

Draw a diagram to solve this. 4 sections = \_\_\_\_\_ posts?

**Task 2: Patterns and Algebra**

Watch [Pitter Pattern - YouTube](#)

**Problem Solving Challenge:**

Miss Lindus asked Mrs Plunket if she could make her fence from yesterday even longer.

Can you help Miss Lindus complete the pattern?

Draw a diagram of the fence to help you complete the table below.

Section	1	2	3
Posts	2	3	

**Or**

Use pencils, paddle pop sticks or sticks from your garden and create your own fence pattern.



**Extension:**

Can you skip count by 6s? Do you notice a pattern? (Stop at 72).

**Or**

Click on the link below and Complete or daily 10.

[Daily 10 - Mental Maths Challenge](#)



**Task 2: Patterns and Algebra**

**Watch:**

[Identifying and Generating Numeric Patterns - YouTube](#)

What is the pattern?

2, 4, 6, 8 ...?  
6, 12, 18, 24 ...?  
10, 20, 30, 40 ...?  
4, 8, 12, 16 ...?  
3, 6, 9, 12 ...?

Can you continue these patterns?

Create and record two of your own number patterns.



# GLENDORE PUBLIC SCHOOL



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RESPECT

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LEARNING

SUCCESS

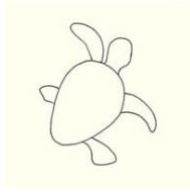
<p>Break</p>	 <p><b>Task 3: Worksheet</b> Patterns!</p> <p><b>Task 4: Mathseeds:</b> Complete Lesson 27 - Patterns 1.</p> <p>Lunch: Eat outside in the sunshine!</p>	 <p><b>Task 3: Worksheet</b> Finish the Pattern!</p> <p><b>Task 4: Mathseeds:</b> Complete Lesson 37 - Patterns 2.</p> <p>Lunch: Help to make your own sandwich!</p>	 <p><b>Task 3: Worksheet</b> Continue the Pattern!</p> <p><b>Task 4: Mathseeds:</b> Complete Lesson 117 - Skip Counting Patterns 3.</p> <p>Lunch: Have a picnic in your backyard!</p>	<p><b>Task 3: Worksheet</b> Patterns and Rules!</p> <p><b>Task 4: Mathseeds:</b> Complete 2 lessons on Reading Eggs.</p> <p>Lunch: Try a new sandwich filling!</p>	 <p><b>Task 3: Worksheet.</b> Number Patterns!</p> <p><b>Task 4: Mathseeds:</b> Complete 2 lessons on Reading Eggs.</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><b>Creative Arts</b></p> <p><b>Task 1</b></p> <p>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><a href="#">From Little Things Big Things Grow</a></p> <p>Discuss this song with your teacher and classmates during Monday's Video Chat. 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.,</p>	<p><b>Science</b></p> <p><b>Why does the moon change shape?</b></p> <p>Read the story of Ngalindi, based on the Aboriginal story from the people of Northern Australia.</p> <p>Watch Video: <a href="#">Phases of the Moon   Science Video for Kids - YouTube</a></p> <p>Complete the Moon Phases Word Search</p> <p><b>Additional Task:</b> <a href="#">Moon Phases Cookies</a></p>	<p><b>PD/H/PE</b></p> <p><b>Keep fit and move to:</b></p> <p><a href="#">SISA Dance Lesson 1</a></p> <p>Have fun making up your own dance routine to a song.</p> <p><u>Or</u></p> <p><a href="#">GetActive@Home (nsw.gov.au)</a> Hopping</p> 	<p><b>Geography</b></p> <p>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</p>	<p><b>PD/H/PE</b></p> <p><b>Keep fit and move to:</b></p> <p><a href="#">SISA - Dance Lesson 2</a></p> <p><a href="#">SISA - Yoga Lesson</a></p> <p><b>Indigenous Game</b></p> <p><b>'Kai Wed'</b></p> <p>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>

using kind words, helping others or even recycling.



### Task 2

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



### You will need:

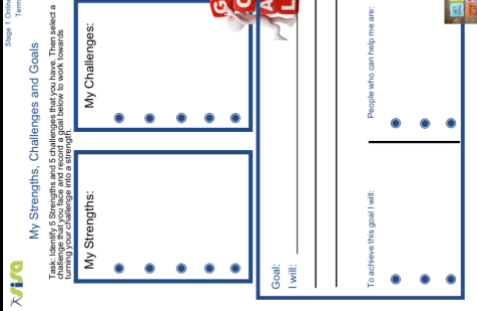
Chocolate Icing filled cookies (Oreos or similar)  
Recording Sheet

### What to do:

- 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 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](#)

**My Strengths, Challenges and Goals**  
Write 1-3 items in each box. Use the space below to write 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:

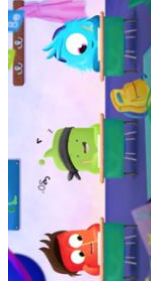
### PD/Health

#### 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

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

[Growth Mindset Video](#)



resources are not being wasted.

Watch: 'Tiddalick the Frog' [Dreamtime Stories - Tiddalick the Frog - Bing 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?

### Background Information

This game is from the Torres Strait Islands and the people sang the *Kai Wed* (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, 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 Teams.

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



## Term Three - Year One Spelling Homework

### Unit 28 Spelling

Look/cover/write/check	Monday	Tuesday	Wednesday	Thursday
<b>Purple Words</b>				
hot				
had				
hop				
hut				
hum				
hat				



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

## Term Three - Year One Spelling Homework



Unit 28 - Sound Focus: ow as in cow (Learn your highlighted words)

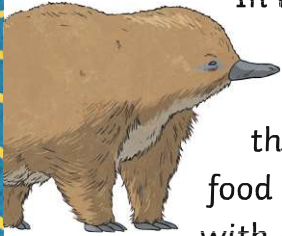
Look/cover/write/check	Monday	Tuesday	Wednesday	Thursday
<b>Sight Words</b>				
want				
lots				
<b>Red Words</b>				
now				
how				
cow				
owl				
wow				
<b>Orange Words</b>				
town				
down				
clown				
growl				
shower				
<b>Contraction</b>				
they're				
<b>Homophones</b>				
pedal				
petal				
<b>Green Words</b>				
brownie				
howling				
eyebrow				
crowded				
sunflower				

Monday



# 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.

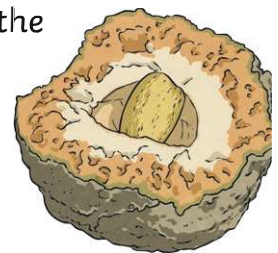
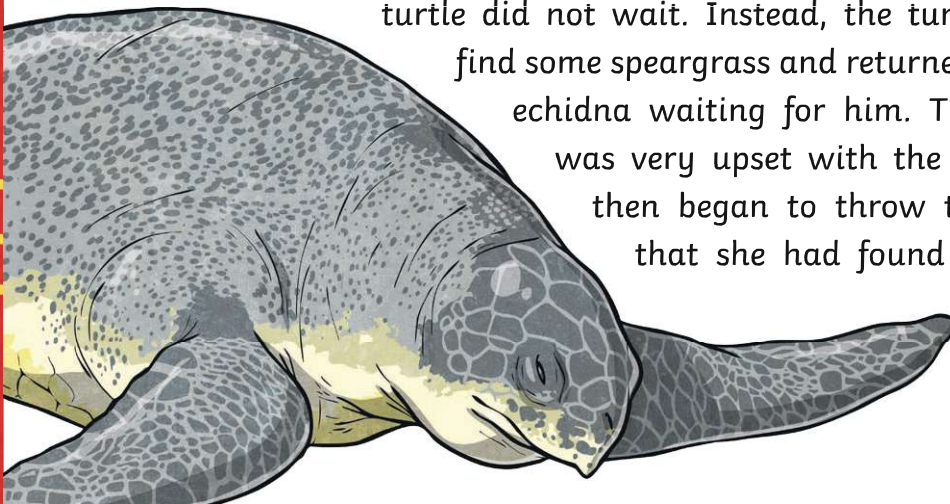


The turtle was wondering what had happened to his friend. He was feeling very hungry. The turtle could not wait any longer for the echidna. He ate the echidna's baby.

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

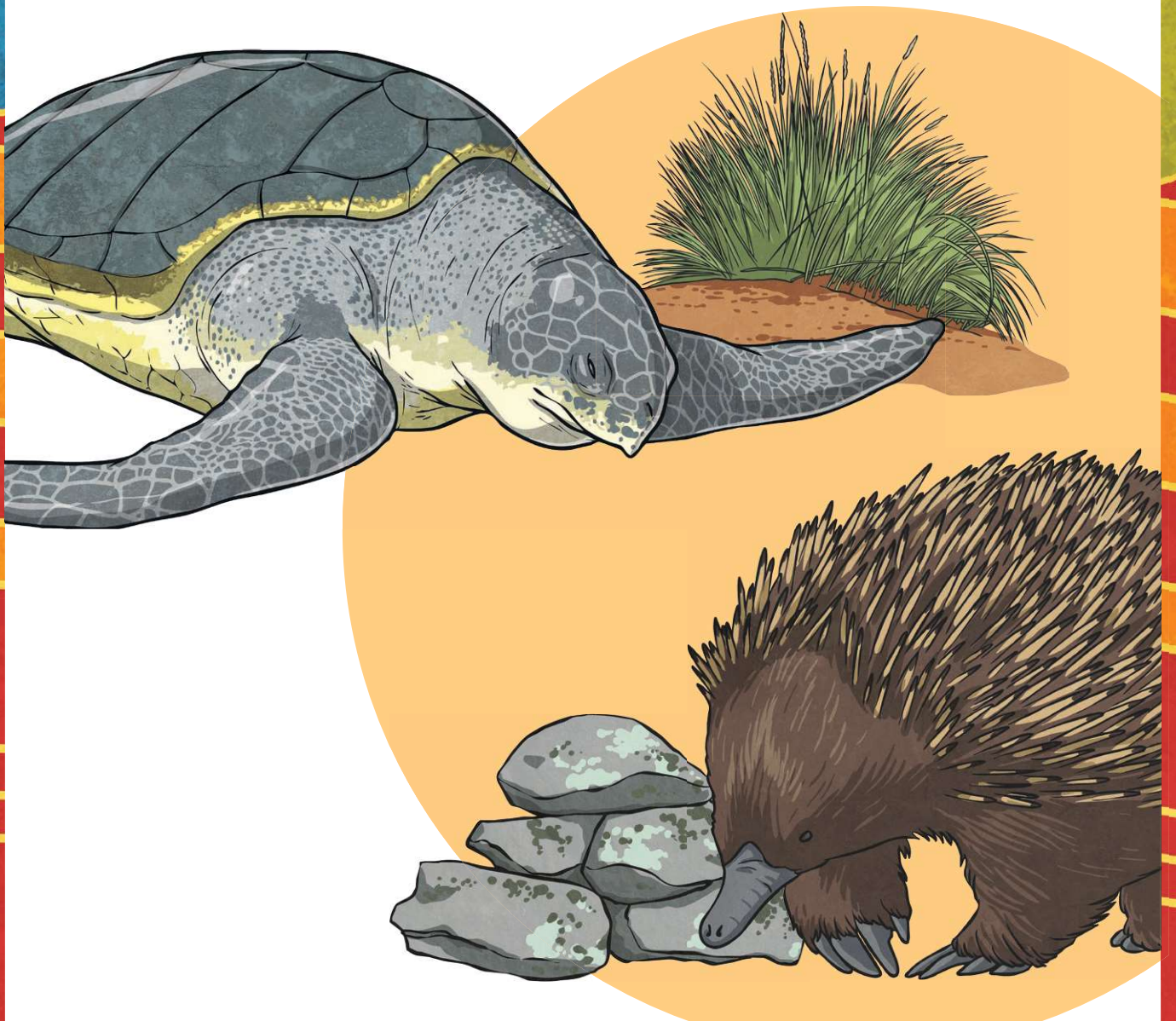


turtle. The stones that she threw became stuck on the back of the turtle. The turtle then threw the speargrass at the echidna. The speargrass became stuck on the back of the echidna. Both the echidna and the turtle fought all day.

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?

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

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# The Three Billy Goats Gruff

Once upon a time there were three Billy Goats Gruff. One day, they made a plan to cross a bridge that had a grumpy troll underneath.



The smallest Billy Goat Gruff came to the bridge.

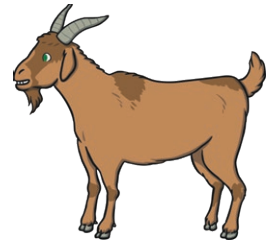
“Who is that trip-trapping over my bridge?” growled the troll.

“It’s only me, the little Billy Goat Gruff,” said the goat.

“Then I’m going to eat you up!” roared the troll.

“I’m much too little,” said the goat, “You should wait for my brother.”

Next, the medium-sized Billy Goat Gruff came over the bridge.



“Who is that trip-trapping over my bridge?” growled the troll.

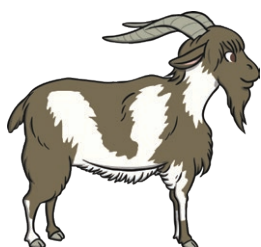
“It’s only me, the medium-sized Billy Goat Gruff,” said the goat.

“Then I’m going to eat you up!” roared the troll.

“I’m much too little,” said the goat, “You should wait for my brother.”

Soon, the biggest Billy Goat Gruff came over the bridge.

“Who is that trip-trapping over my bridge?” growled the troll.



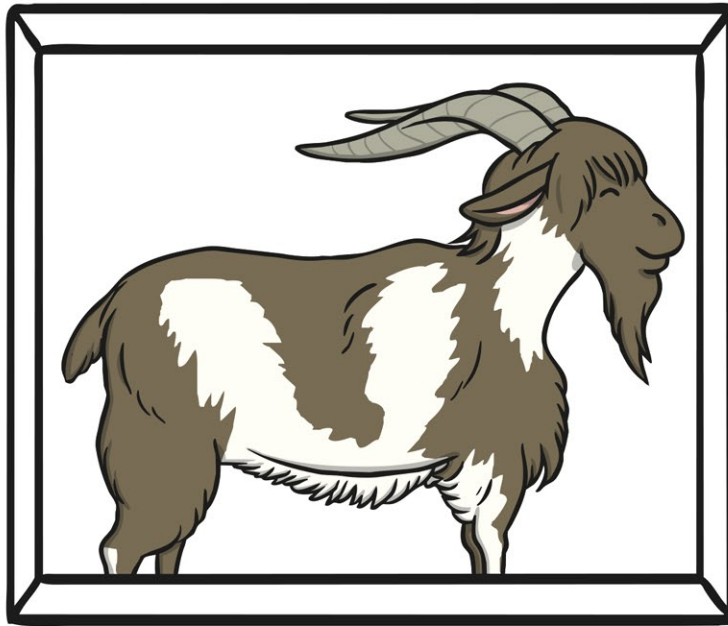
“It’s me, big Billy Goat Gruff,” said the goat.

“Then I’m going to eat you up!” roared the troll.

“Oh no you won’t!” shouted the biggest Billy Goat Gruff and he butted him off the bridge. He was never seen again.

The big Billy Goat Gruff joined his brothers in the field of sweet, green grass.

# Big goat



Circle some words that describe your character.

happy	clever	calm	evil	beautiful	rude	helpful
angry	furious	smart	handsome	honest	friendly	wicked
caring	kind	nasty	ugly	cross	shy	mean
pretty	sly	scary	moody	bold	fierce	horrible

Write some sentences about your character.

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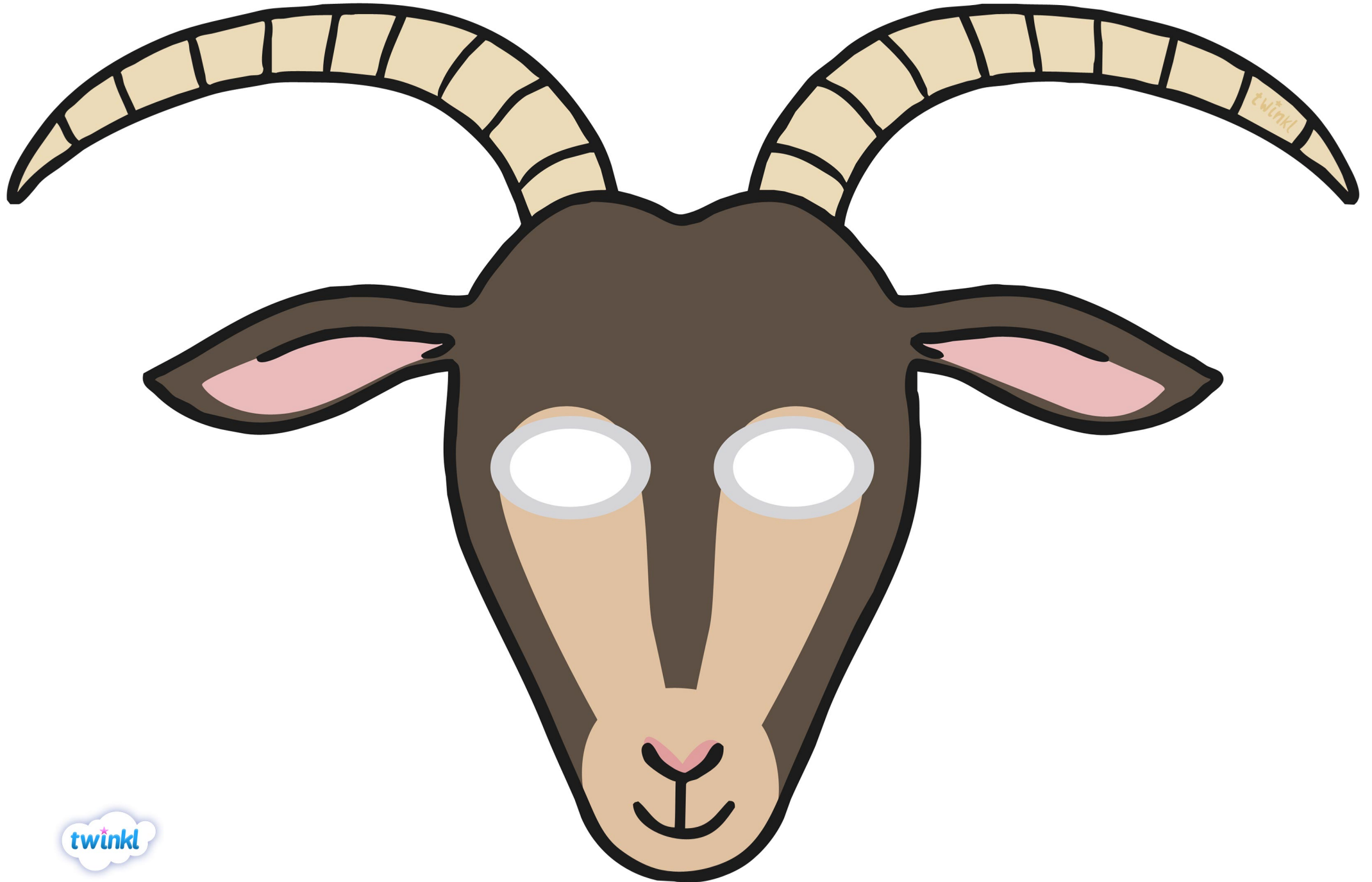
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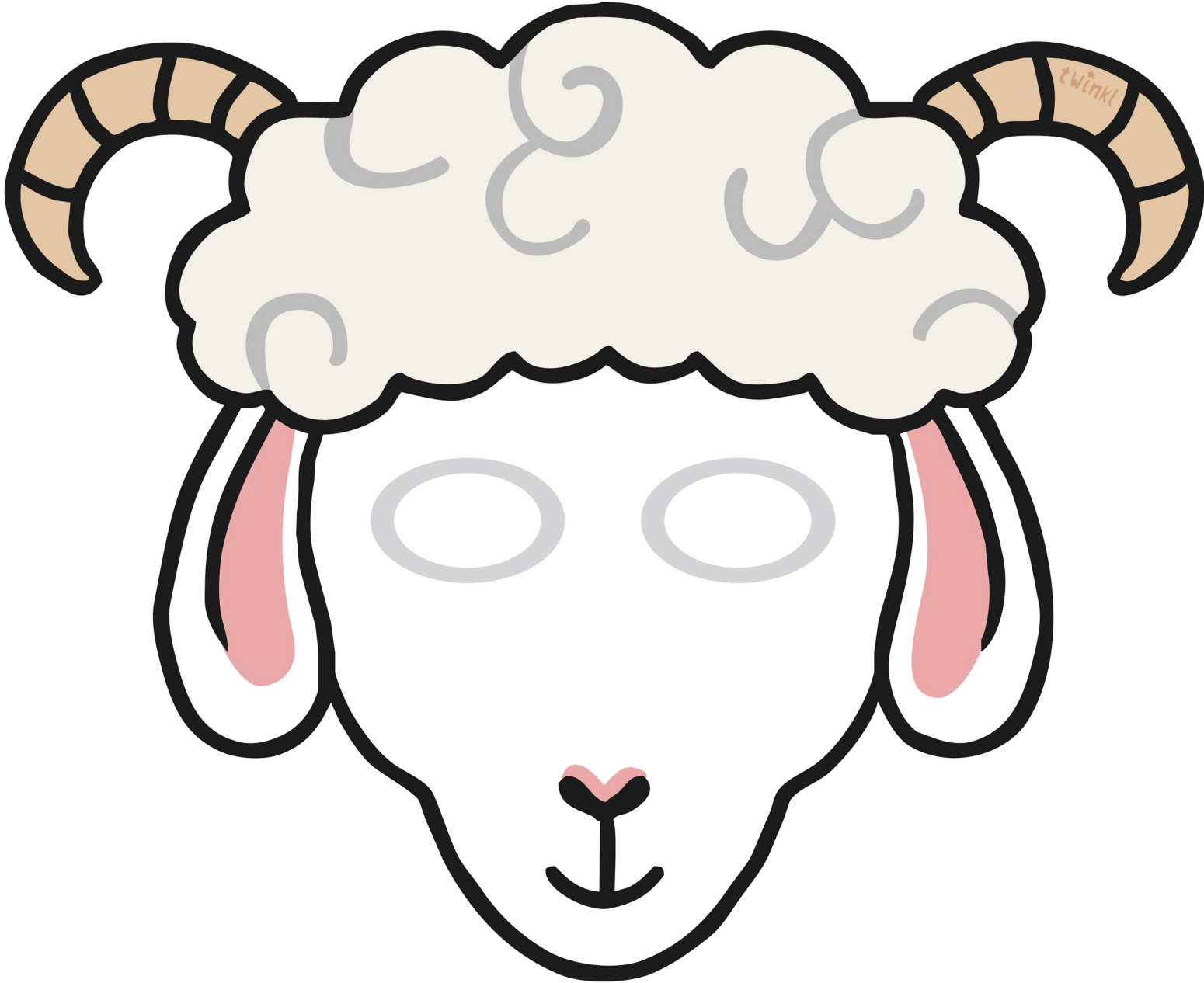
# Big Billy Goat Gruff





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# Small Billy Goat Gruff



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# Medium Billy Goat Gruff



Blank Page

# Troll



Blank Page

**Working out space.**

**Mathematics**

**Task 1: Number Warm Up**

- Skip count by 5s using a 100s grid. Can you notice a pattern?
- What do all the numbers end with?
- Can you skip count by 5s using a column table?
- What is happening to the Ones column? What is happening to the Tens column?



Record Responses

Tens	Ones
	5
1	0
1	5

**Task 2: Patterns and Algebra**

Miss Long is making a bead necklace. Her beads are black, yellow and red.

What could Miss Long's necklace look like using a pattern?

Why does Miss Long like these colours? Use these coloured pencils and make your own pattern.

**Challenge:** What do you think these colours represent?



# Skip Counting Patterns part 2

Name \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1 Colour the counting by 3s pattern to 100.

2 What sort of pattern is made?

\_\_\_\_\_

3 Find the next number.

21, 24, 27, \_\_\_\_\_

30, 33, 36, \_\_\_\_\_

48, 51, 54, \_\_\_\_\_

69, 72, 75, \_\_\_\_\_

84, 87, 90, \_\_\_\_\_

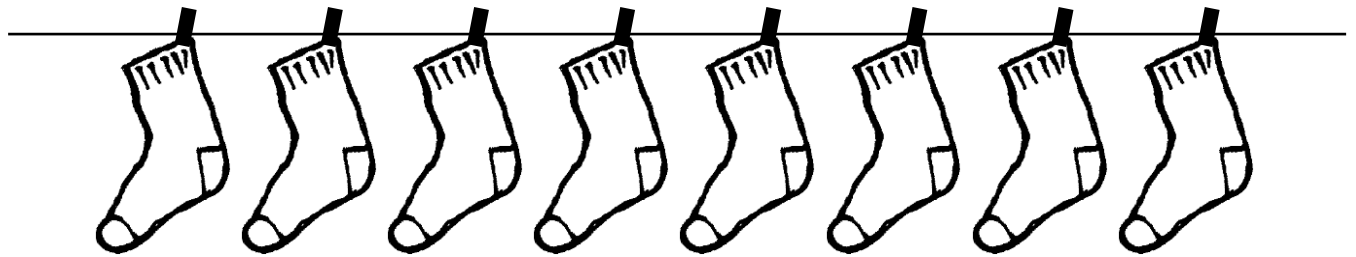
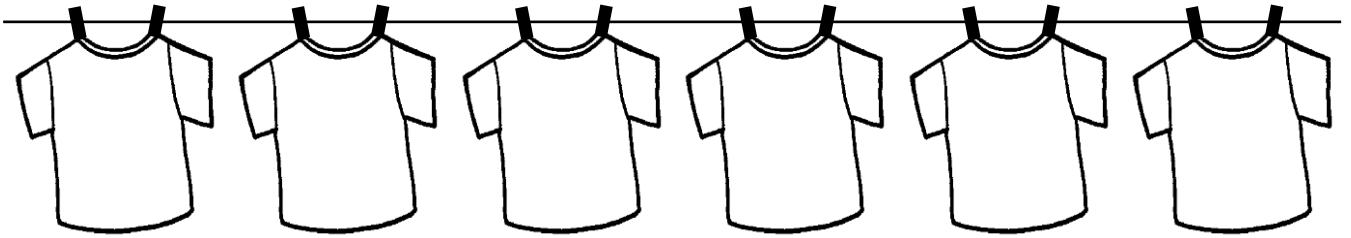
93, 96, 99, \_\_\_\_\_



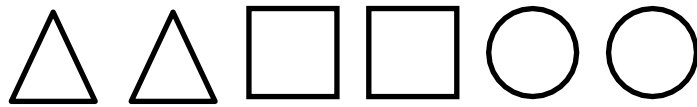
# Patterns 2

Name \_\_\_\_\_

1 Colour your own patterns.



2 Arrange these shapes in a pattern.



3 Draw your own pattern using size.



## Monday Art Activity

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



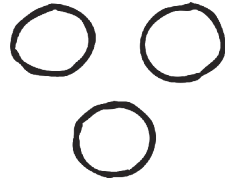
# Aboriginal and Torres Strait Islander Peoples Symbols in Artwork Word Mat



boomerang



bush berry



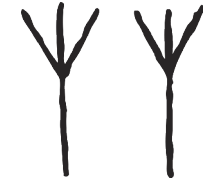
ants, fruits,  
flowers or eggs



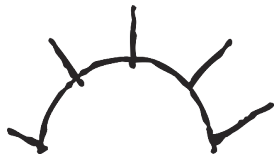
campfire



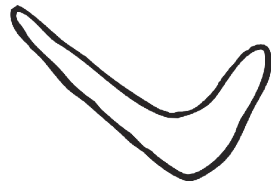
digging or  
clapping sticks



emu



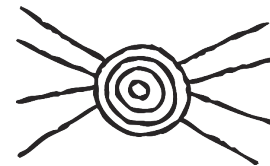
human tracks



hunting  
boomerang



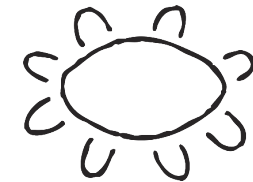
kangaroo  
tracks



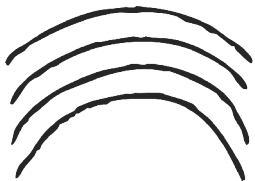
meeting place



moving  
kangaroo  
tracks



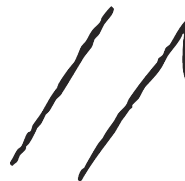
people sitting



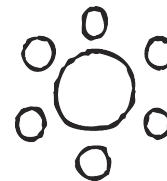
sandhill  
or cloud



snake



spear



star



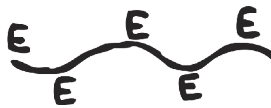
resting place



person



emu tracks



goanna tracks



animal tracks



rain

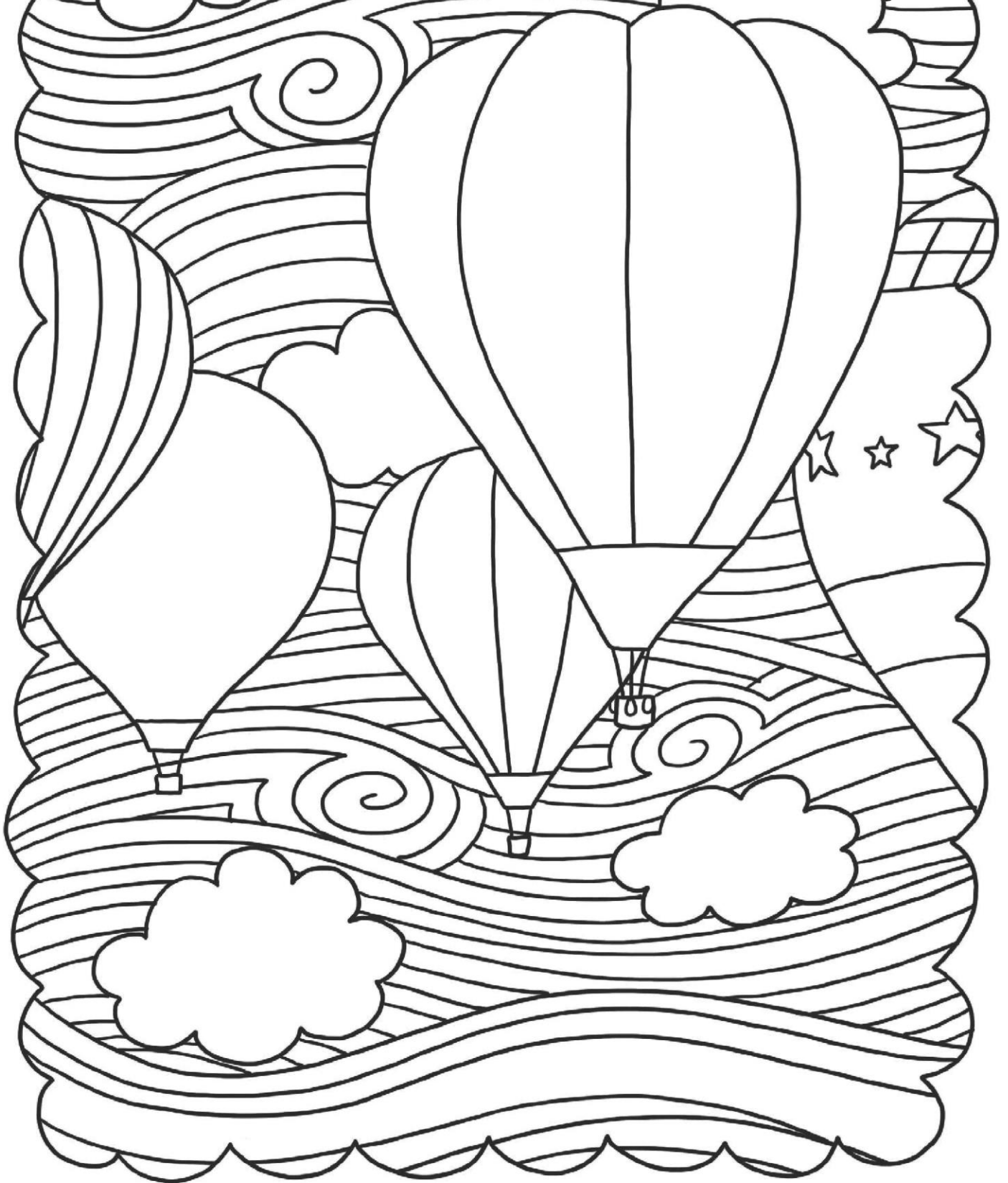


witchetty grub



waterholes  
connected by  
running water

# 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:

# The Three Billy Goats Gruff

name \_\_\_\_\_ date \_\_\_\_\_

What is the setting?

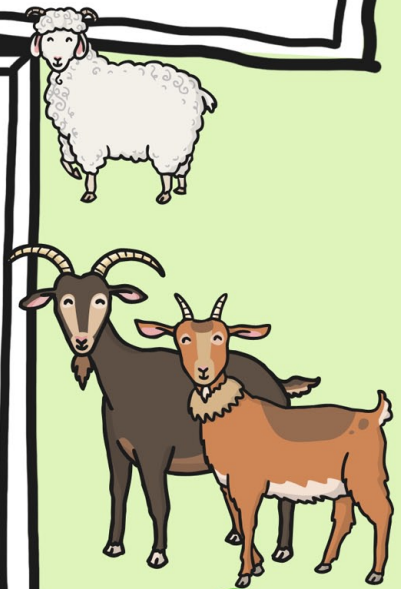
Who are the main characters?



What happens first?

What happens next?

What happens last?

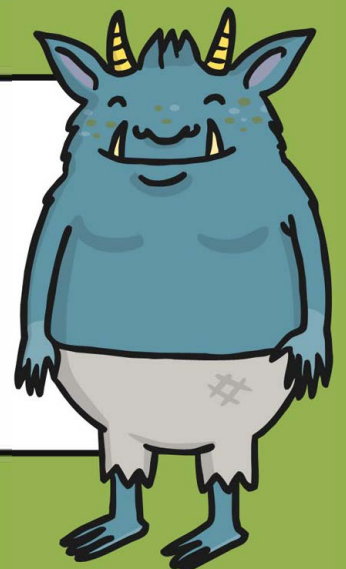


# The Three Billy Goats Gruff



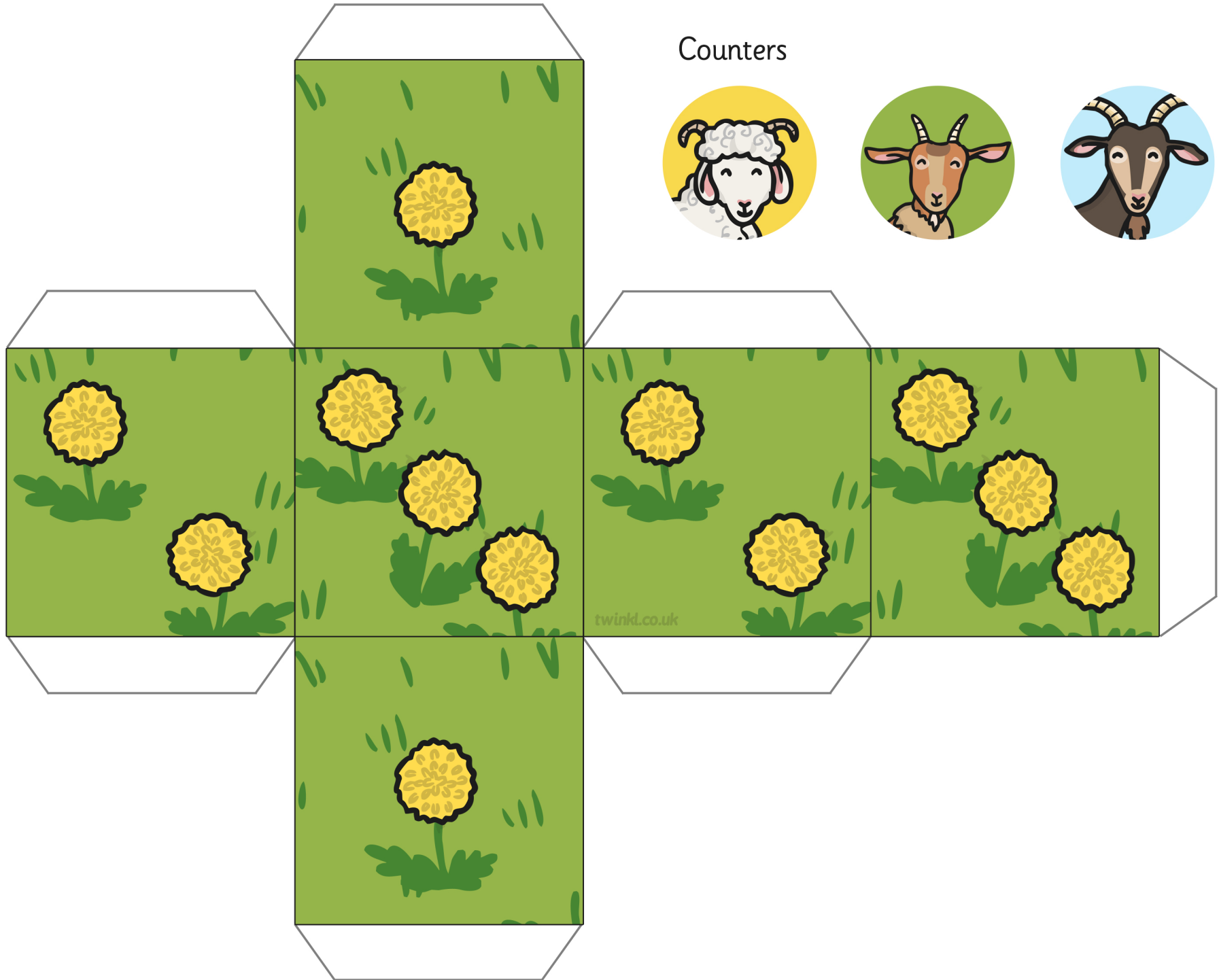
BIG  
GOATS  
BRIDGE  
TROLL

VALLEY  
SMALL  
GRASS  
MEDIUM





Counters



Blank Page

# Billy Goats Gruff Board Game



The troll stops you on the bridge. If you roll an odd number go ahead 2 spaces. If you roll an even number go back 2 spaces!

You need more courage before you go over the bridge.

The troll scares you away! Go back 3 spaces.

You tricked the troll. Go forward 2 spaces.

You stop to eat dandelions. Miss a turn.

You tricked the troll go forward one space.

You did not tell your mother goat that you were leaving. Go back to start!

Stop here. Push the troll into the water by rolling a 3 to win!

**Start**

**Finish**



# Odd and Even Roll

Start 



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Finish 



**Mathematics**

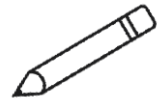
**Task 2: Patterns and Algebra**

Miss Naden is making a bead bracelet. Her beads are black, white, green and blue.

What could Miss Naden's bracelet look like using a pattern?

Why does Miss Naden like these colours? Use these coloured pencils and make your own pattern.

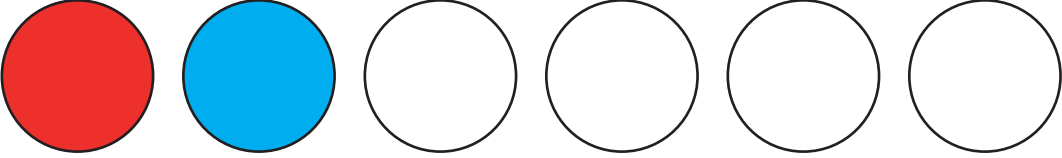
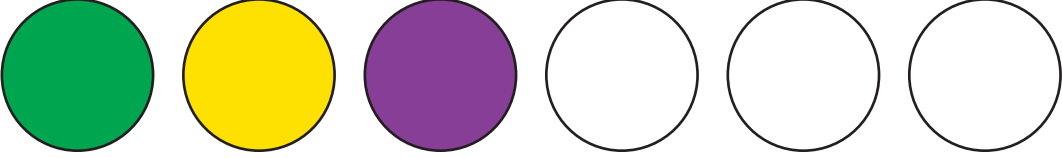
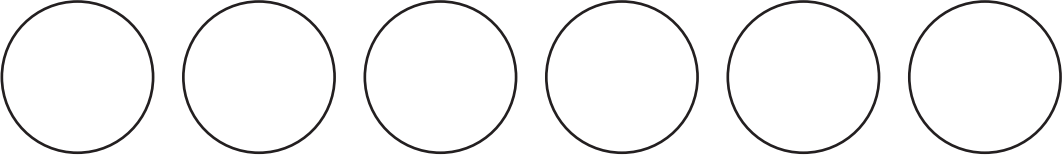
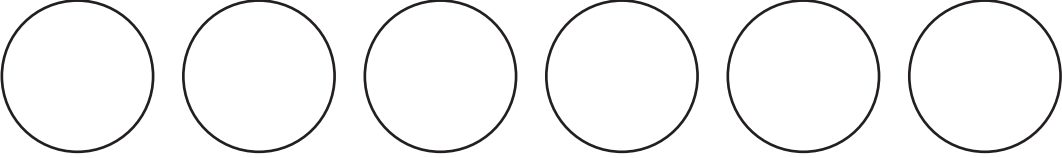
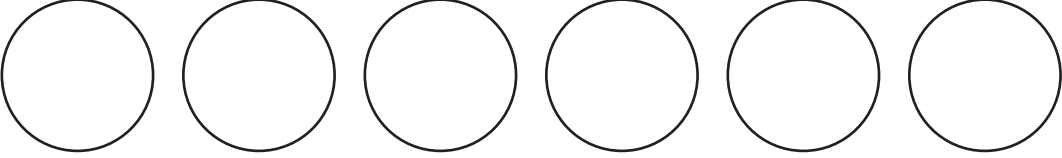
**Challenge:** What do you think these colours represent?



*Record Responses*

# Finish the Pattern

In the column on the right write the colour that comes next.

Finish the Pattern	Write
<p><b>1. AB Pattern</b></p> 	
<p><b>2. ABC Pattern</b></p> 	
<p><b>3. Create an AB pattern</b></p> 	
<p><b>4. Create an ABC pattern</b></p> 	
<p><b>5. Create your own pattern</b></p> 	



# Ngalindi

## The Moon Man

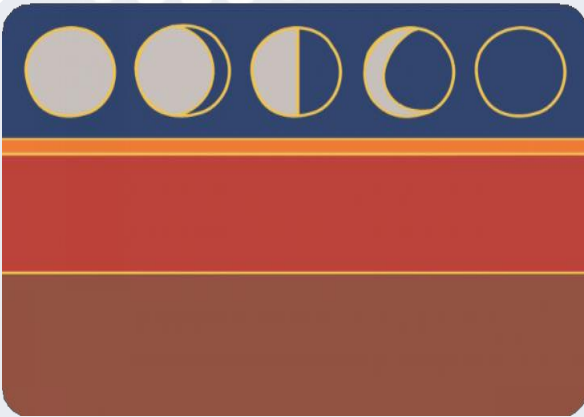
Indigenous people of Northern Australia tell the story of Ngalindi. This story explains why the phases of the moon happen.

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.



# Phases of the Moon Cookies



## Materials

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

1

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

2

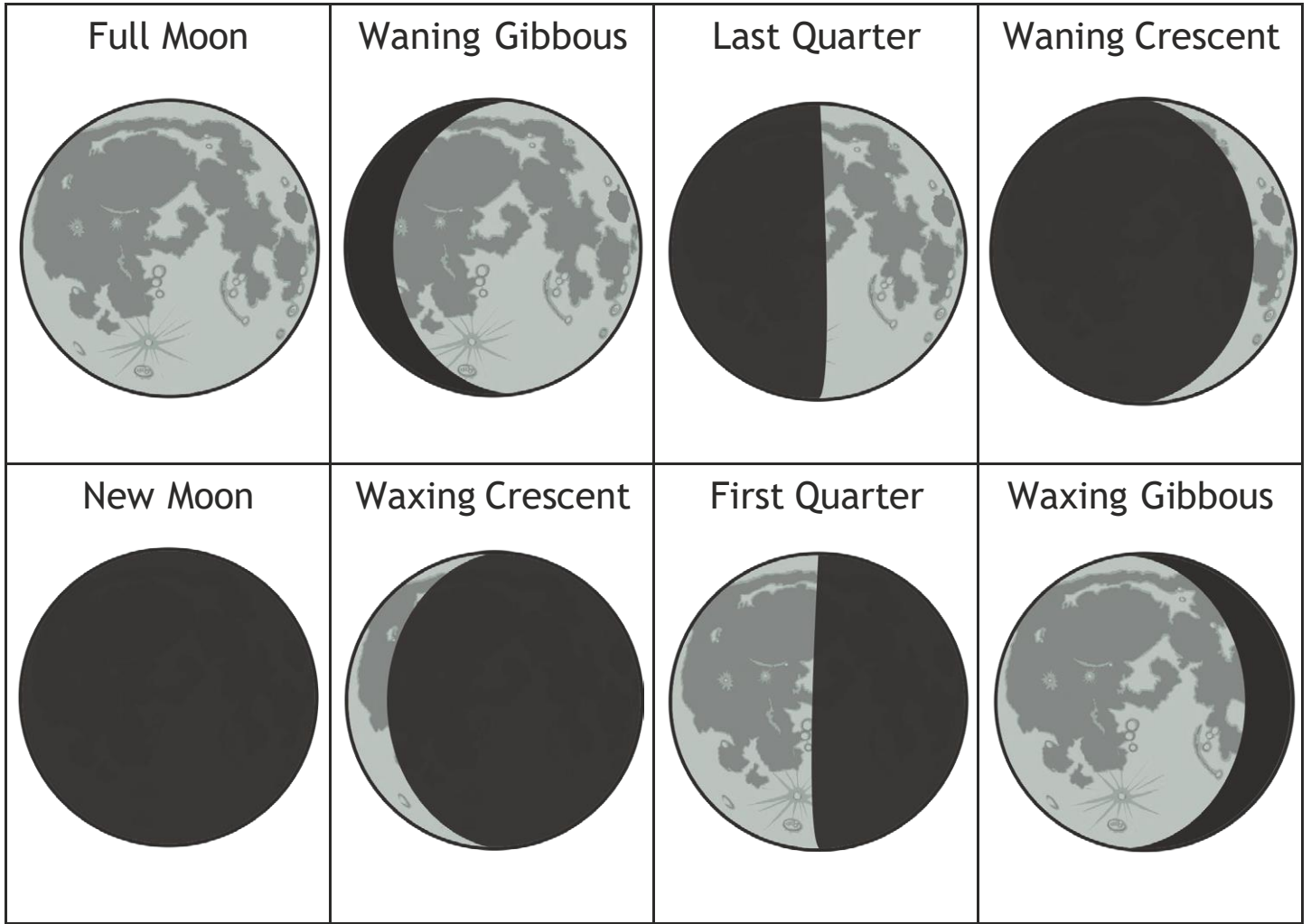
Look at the Moon Phases Sheet. Use the sheet to recreate the moon phases using the cookie icing. Scrape the icing away from the cookie using a small spoon or your finger. Use one cookie per moon phase.

3

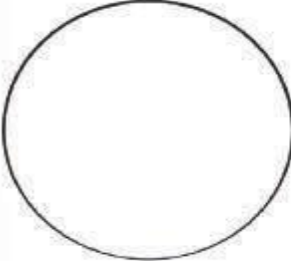
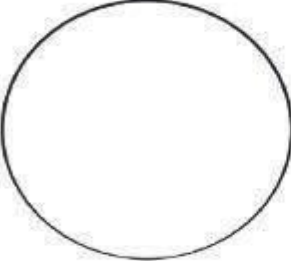
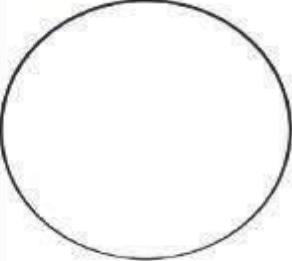
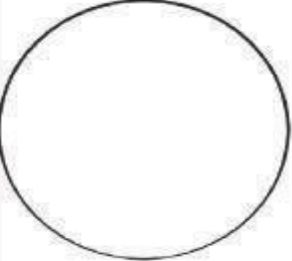
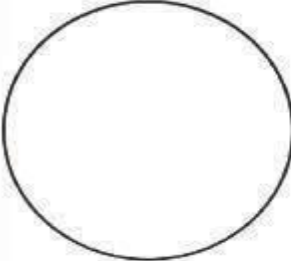
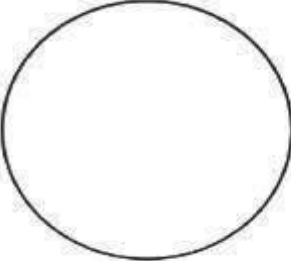
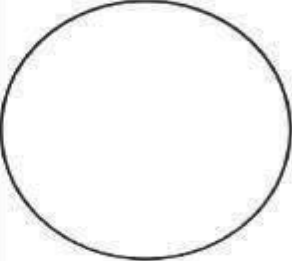
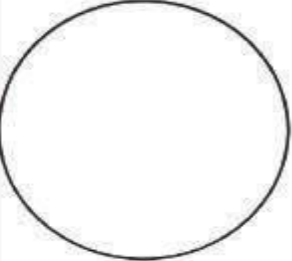
Draw the moon phases you created onto the recording sheet using the black crayon.



# Moon Phases



## 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> 

# Moon Phases

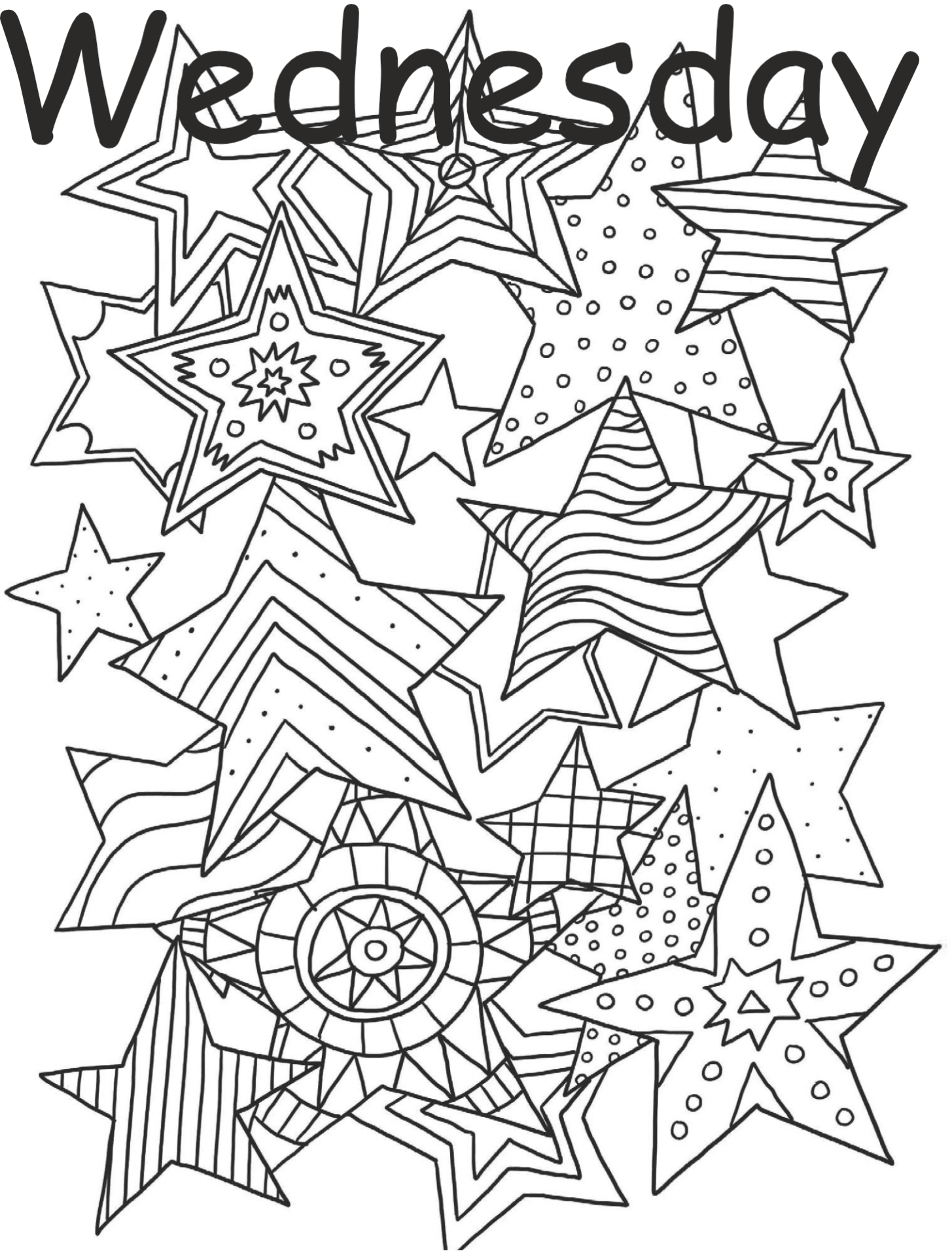
w a n i n g g y r  
c h s a m n m e r  
d r e y i e t j c  
f j e x h r f n u  
i y a s a p u e s  
r w v u c j l w i  
s w q a b e l o u  
t g e o d y n t v  
w w d l a s t t h

new  
crescent  
first  
quarter

full  
last  
waxing  
waning



# Wednesday

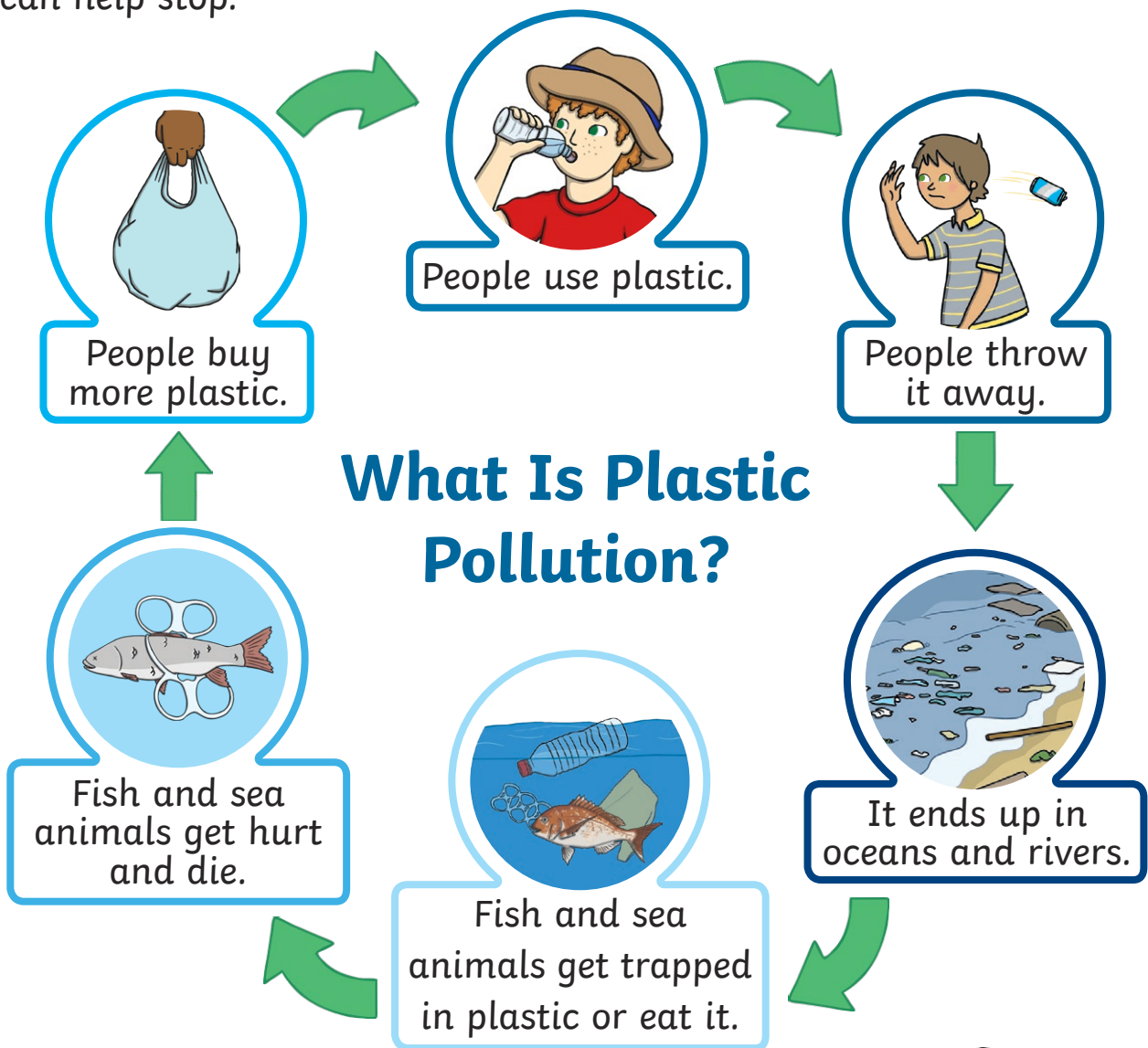




# End Plastic Pollution

## Our Planet

Our planet is very special and we must look after it along with the animals and plants that live on Earth. However, one big problem that is causing damage to our Earth and many animals that live here is plastic pollution. This is a very serious issue that everyone can help stop.



## What Can We Do?

There are lots of things we can do to help:

- Don't have plastic straws in drinks.
- Fill up a water bottle, don't buy a new one.
- Say no to plastic shopping bags.



# Questions

1. Name two things that, along with our planet, we should look after.

---

2. What is plastic pollution causing damage to: Tick two.

- people
- the earth
- animals
- plants

3. What is **bad** about plastic pollution? Tick one.

- Trees get hurt and die.
- People get hurt and die.
- Animals get hurt and die.

4. Where does plastic end up? Tick one.

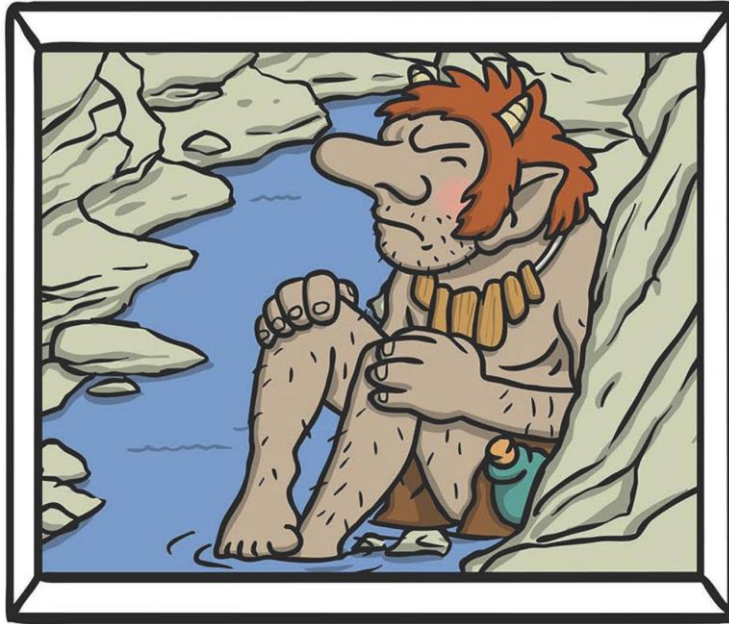
- in towns and cities
- in the bin
- in oceans and rivers

5. What should we **not** use? Tick two.

- plastic straws
- glass bottles
- plastic bags



# Troll



**Circle some words that describe your character.**

- |        |         |       |          |           |          |          |
|--------|---------|-------|----------|-----------|----------|----------|
| happy  | clever  | calm  | evil     | beautiful | rude     | helpful  |
| angry  | furious | smart | handsome | honest    | friendly | wicked   |
| caring | kind    | nasty | ugly     | cross     | shy      | mean     |
| pretty | sly     | scary | moody    | bold      | fierce   | horrible |

**Write some sentences about your character.**

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# Wanted Poster

- Choose one of the characters from the story of The Three Billy Goats Gruff.
- Decide what they are wanted for.
- Draw a picture of them.
- Write a character description, which includes details of their looks and personality.

**WANTED**

For \_\_\_\_\_

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

Characteristics:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

twinkl

**Mathematics**  
**Task 1: Number Warm Up**

Can you skip count by 10s? What is the number pattern?

Can you skip count by 4s? What is the number pattern?



**Task 2: Patterns and Algebra**

Mrs Plunket is building a fence. She starts with one post. She puts up a second post, and then joins them with 3 wires. Now she has one section. She puts up a third post and joins them with wire again. This is the second section.

How many posts does she need to make 4 sections? What will Mrs Plunket's fence pattern look like after 4 sections?

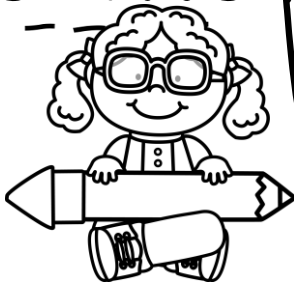
Draw a diagram to solve this.

4 sections = \_\_\_\_\_ posts?



1 section

# Continue the pattern



The rule is +1  
- - - -



The rule is +2  
- - - -

24, 25, \_\_, \_\_, \_\_, \_\_, \_\_

The rule is +5  
- - - -

14, 16, \_\_, \_\_, \_\_, \_\_, \_\_

The rule is +10  
- - - -

20, 25, \_\_, \_\_, \_\_, \_\_, \_\_

The rule is +3  
- - - -

30, 40, \_\_, \_\_, \_\_, \_\_, \_\_

The rule is +4  
- - - -

9, 12, \_\_, \_\_, \_\_, \_\_, \_\_

The rule is -2  
- - - -

16, 20, \_\_, \_\_, \_\_, \_\_, \_\_

The rule is -5  
- - - -

20, 18, \_\_, \_\_, \_\_, \_\_, \_\_

The rule is -10  
- - - -

85, 80, \_\_, \_\_, \_\_, \_\_, \_\_

The rule is -3  
- - - -

110, 100, \_\_, \_\_, \_\_, \_\_, \_\_

30, 27, \_\_, \_\_, \_\_, \_\_, \_\_

# 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:

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To achieve this goal I will:

- 
- 
- 

People who can help me are:

- 
- 
- 



# Thursday





# Dictionary Meanings

Choose 5 spelling words and write the dictionary meaning for each

**WORD:**

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**WORD:**

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**WORD:**

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**WORD:**

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**WORD:**

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# Happily Ever After

This is what happened in the real story ending of The Three Billy Goats Gruff.

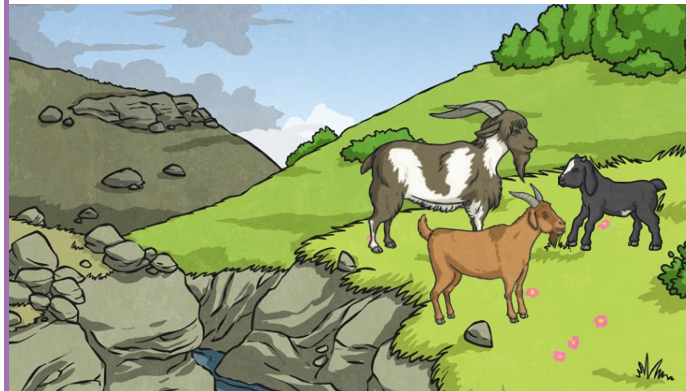
"Oh no you won't!" the biggest goat shouted and he lowered his horns and charged at the troll. Smack! He butted him right over the edge of the bridge.



The troll fell into the river and was never seen again.



The big billy goat gruff joined his brothers. They found their field of sweet, green grass and ate their fill.



Imagine you are an author and you are going to write a different ending. Continue the story from this point to rewrite the ending.

"Who goes trip-trap over my bridge?" growled the troll.  
"It is I, big billy goat gruff," said the goat.



"Then I'm coming to eat you up," roared the troll.







# Happily Ever After

Use the lines below to finish your version of the story.

“Can’t we work together to find a solution to this problem?” asked the big billy goat.

“Ok,” said the troll.

So they decided that...

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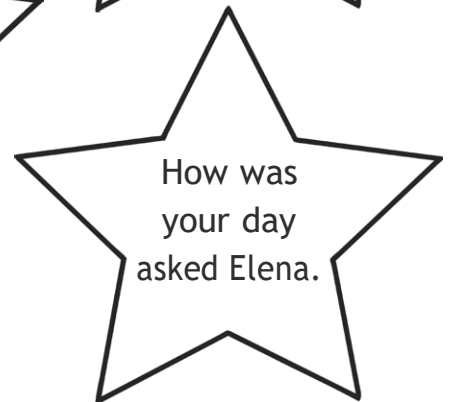
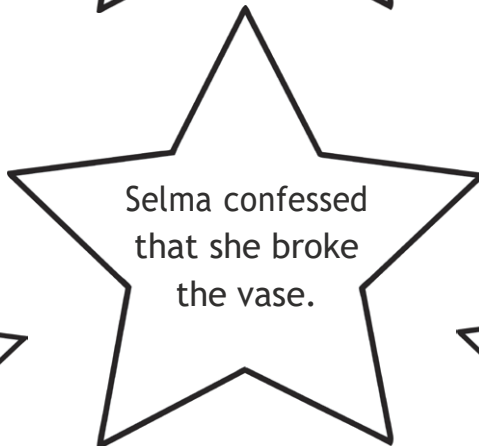
The three billy goats gruff AND the troll all lived **happily ever after**.

---

# Quotation Sentence Sort

Read each sentence and determine if it is missing quotation marks.

If it is, colour the star red. If the sentence does not need quotation marks, colour it green.



Rewrite the sentences you colored red correctly on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Mathematics**

**Task 2: Patterns and Algebra**

Miss Lindus told Mrs Plunket that her fence from yesterday is not long enough. Can you help Miss Lindus complete the pattern? Draw a diagram of the fence to help you complete the table below. Or use pencils, paddle pop sticks or sticks from your garden and create your own fence pattern.

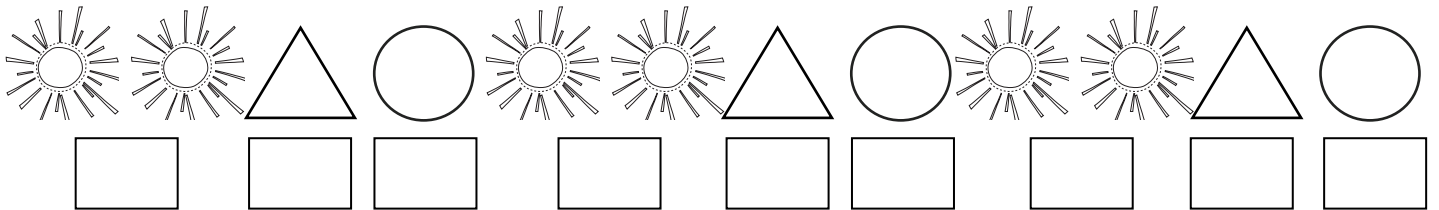
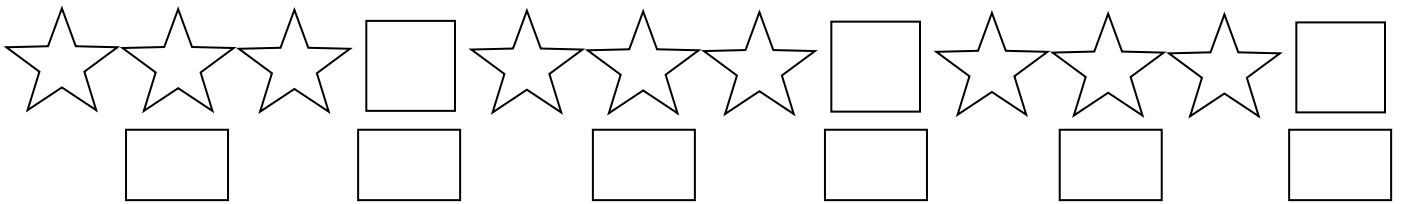
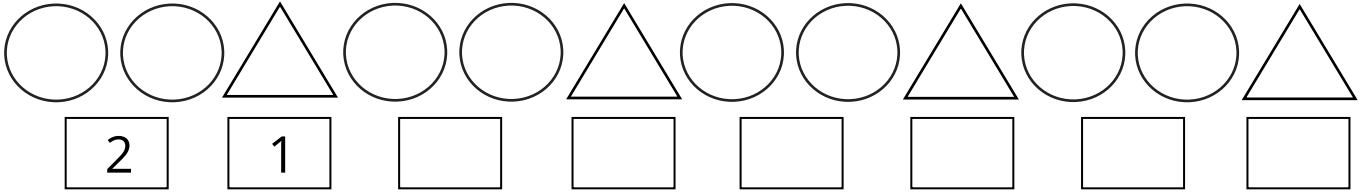
Section	1	2	3				
Posts	2	3					

Name \_\_\_\_\_

Date \_\_\_\_\_

### Patterns and Rules (A)

① Use numbers to describe these patterns. The first one has been started for you.



② Finish the number patterns.

Write a rule to describe each pattern.

0, 5, 10, 15, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

10, 20, 30, 40, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

12, 14, 16, 18, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

32, 30, 28, 26, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

80, 70, 60, 50, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## Patterns and Rules (B)

- ① Finish the number patterns.  
Write a rule to describe each pattern.

0, 5, 10, 15, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

10, 20, 30, 40, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

12, 14, 16, 18, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

32, 30, 28, 26, \_\_\_\_\_, \_\_\_\_\_

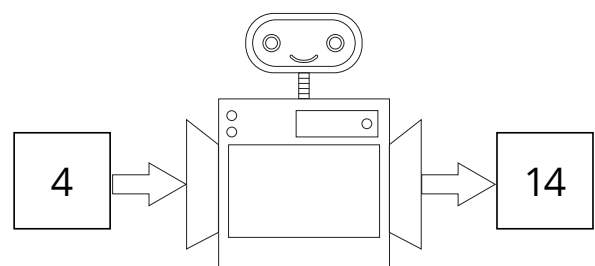
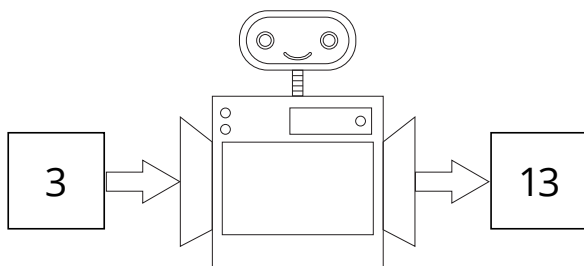
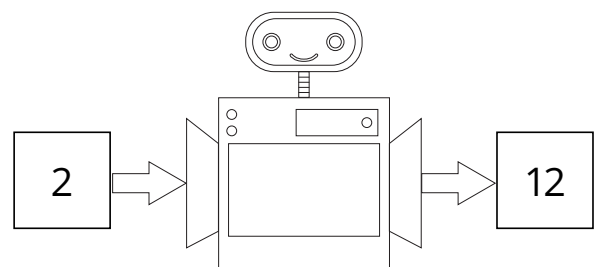
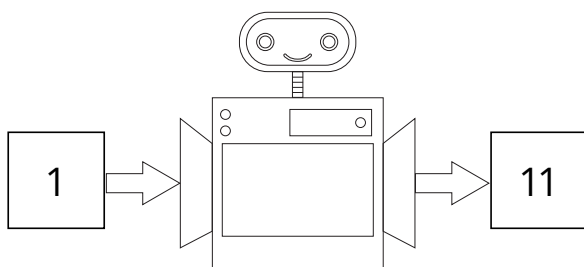
Rule: \_\_\_\_\_

80, 70, 60, 50, \_\_\_\_\_, \_\_\_\_\_

Rule: \_\_\_\_\_

- ② Sam has a robot that changes numbers in his tummy. One day, Sam put four different numbers into the robot's tummy. His robot changed each number. Can you tell what the robot's rule is?

Write the rule in the robot's tummy.



# *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>

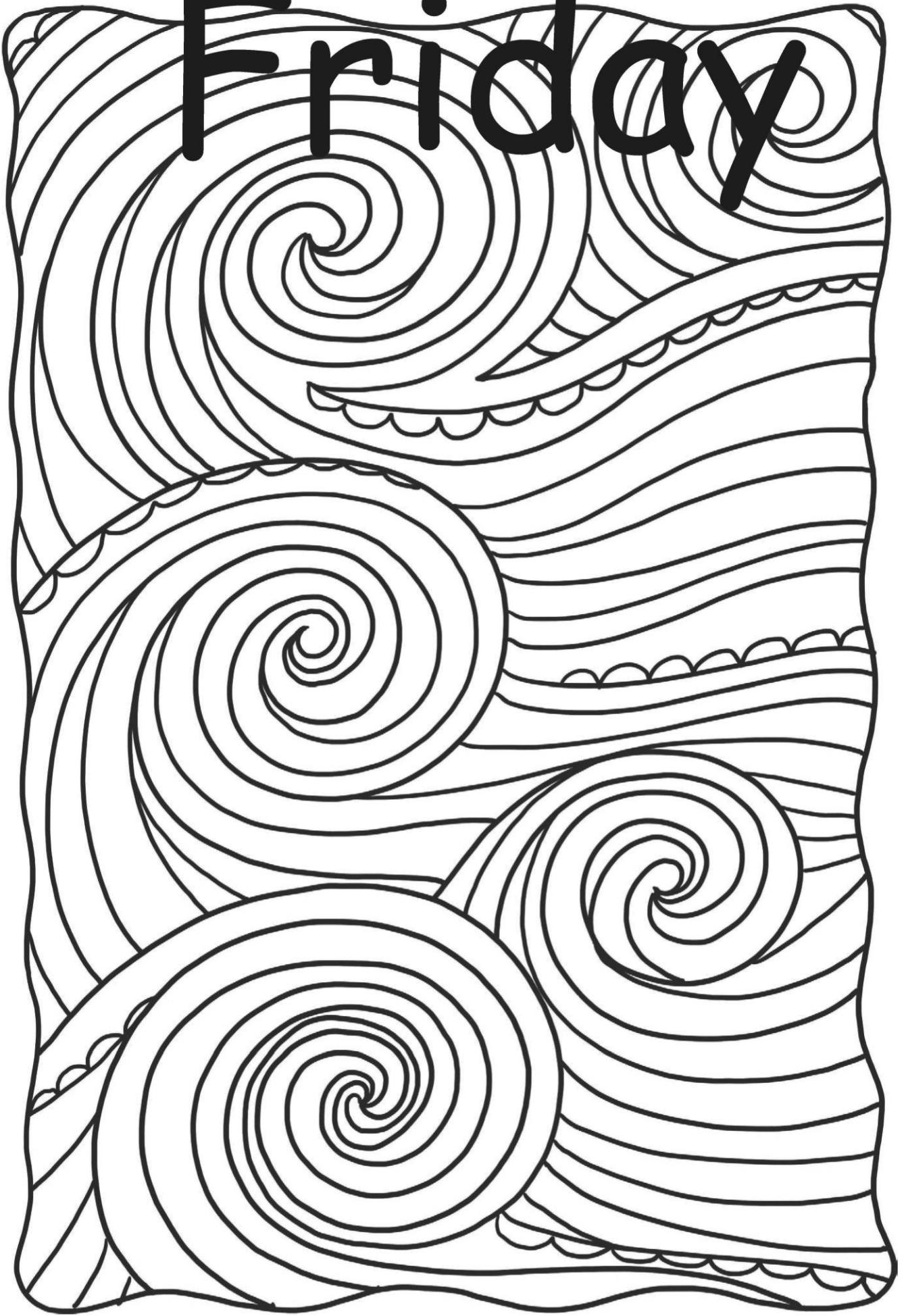
*2. Draw one of these natural environments and label it's features.*

# 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:

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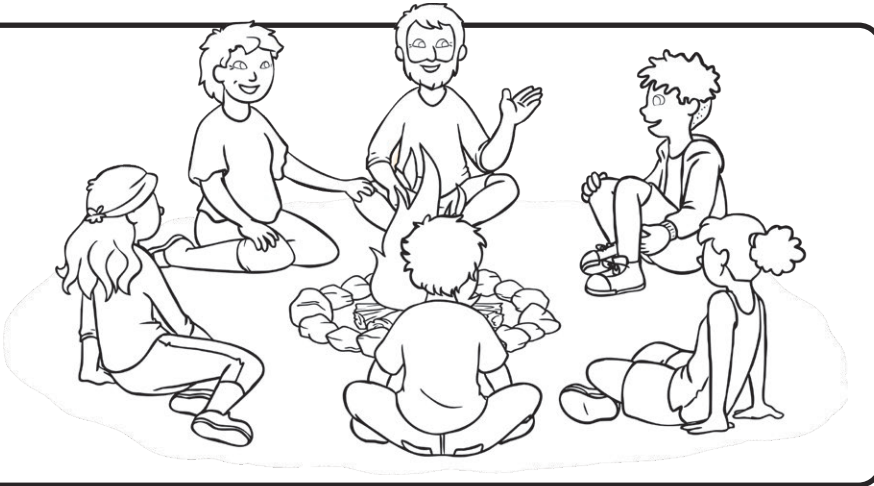
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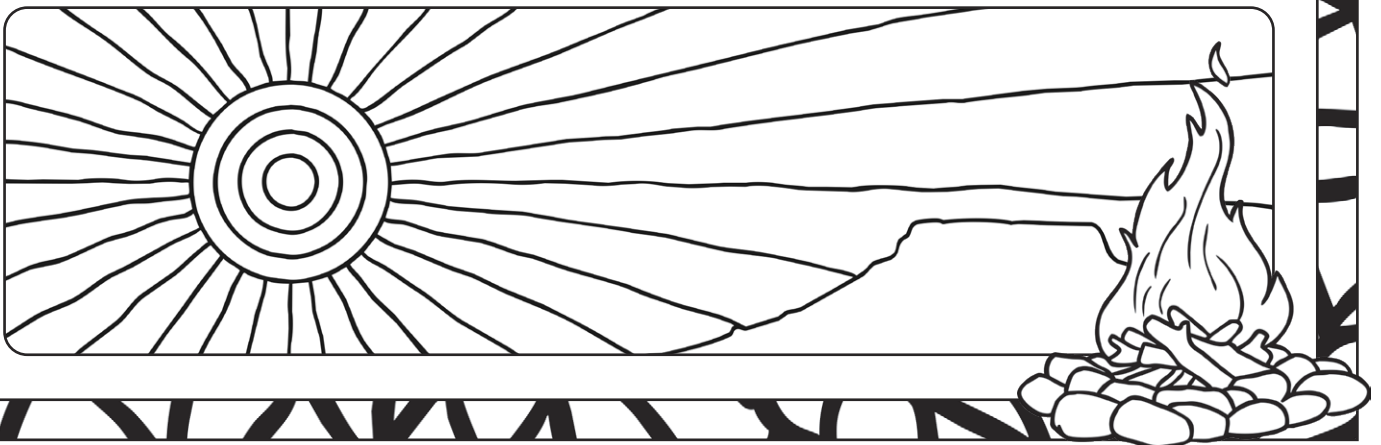
# Wuriunpranilli the Sun Woman Story

The following story is based on a traditional Aboriginal Dreaming Story about the Sun Woman, Wuriunpranilli.

The Aboriginal people of Northern Australia tell the story of Wuriunpranilli, the Sun Woman. The story explains day and night, the heat and light the sun provides and the way the sun moves.

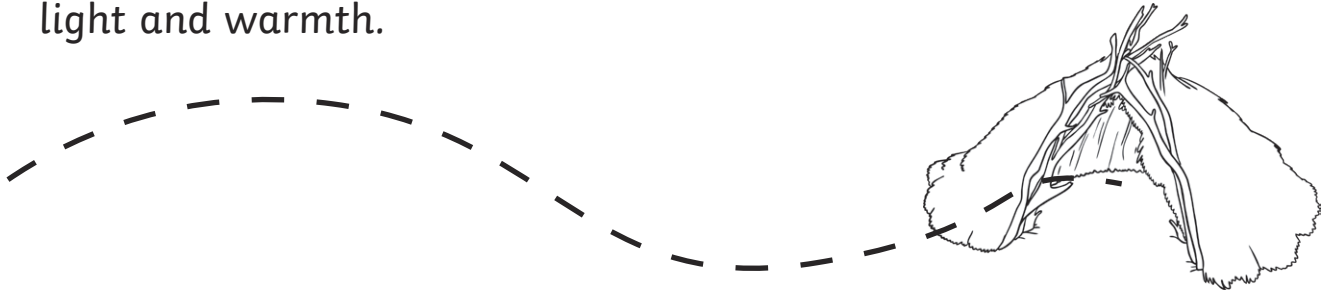


Every morning, while it is still dark, Wuriunpranilli wakes up in her eastern campsite and lights a small fire. The small fire gives off a little warmth and light, which brings the dawn. She gets ready for the journey she is about to make by decorating her face in red powder, called ochre. Some of the ochre gets into the clouds making the morning sky red.



## Wuriunpranilli the Sun Woman Story

The birds start calling to wake all the people of the Earth. Using the small fire, Wuriunpranilli lights a giant torch she has made of stringybark and begins to travel across the sky to her campsite in the west. As she walks with her torch it gives the world a bright light and warmth.



Every day, Wuriunpranilli makes this journey from her campsite in the east and arrives at her other campsite in the West. She slowly disappears below the horizon when she arrives at her west campsite. Wuriunpranilli puts out her giant torch and dusts on more red ochre. Her ochre powder makes the sky red. Finally, the sky becomes dark and cooler as Wuriunpranilli walks through a tunnel and makes her way back to her morning campsite in the east.



# Questions

1. The following passage comes from, Wuriunpranilli the Sun Woman. Fill in the missing words.

Every \_\_\_\_\_, while it is still dark, Wuriunpranilli wakes up in her \_\_\_\_\_ and lights a small \_\_\_\_\_. The small fire gives off a little \_\_\_\_\_ and \_\_\_\_\_, which brings the \_\_\_\_\_. She gets ready for the \_\_\_\_\_ she is about to make by decorating her face in \_\_\_\_\_ powder, called \_\_\_\_\_. Some of the \_\_\_\_\_ gets into the \_\_\_\_\_ making the \_\_\_\_\_ sky red.

2. Use the passage above to do the following:
- Underline all the words containing a double letter in red.
  - Circle the nouns in blue. Nouns are words that tell us a person, animal, thing or idea. For example: tree, apple or ring.
3. Which of the following occurred first? Choose a or b.

- 1.
- Wuriunpranilli travels to her campsite in the west.
  - Wuriunpranilli travels to her campsite in the east.

- 2.
- Wuriunpranilli lights her giant torch made of stringybark.
  - Wuriunpranilli decorates her face with ochre.

- 3.
- The sky becomes red.
  - The sky becomes dark.

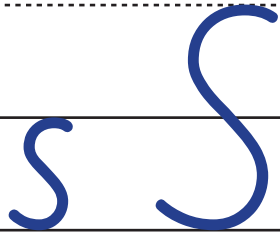
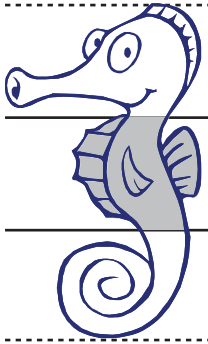
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Handwriting practice lines consisting of 12 horizontal lines.

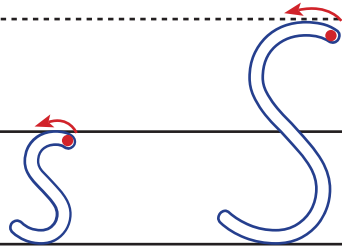
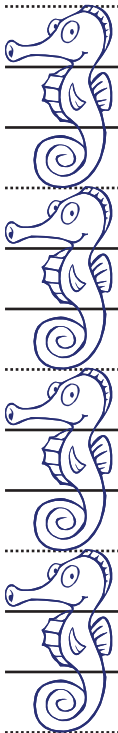


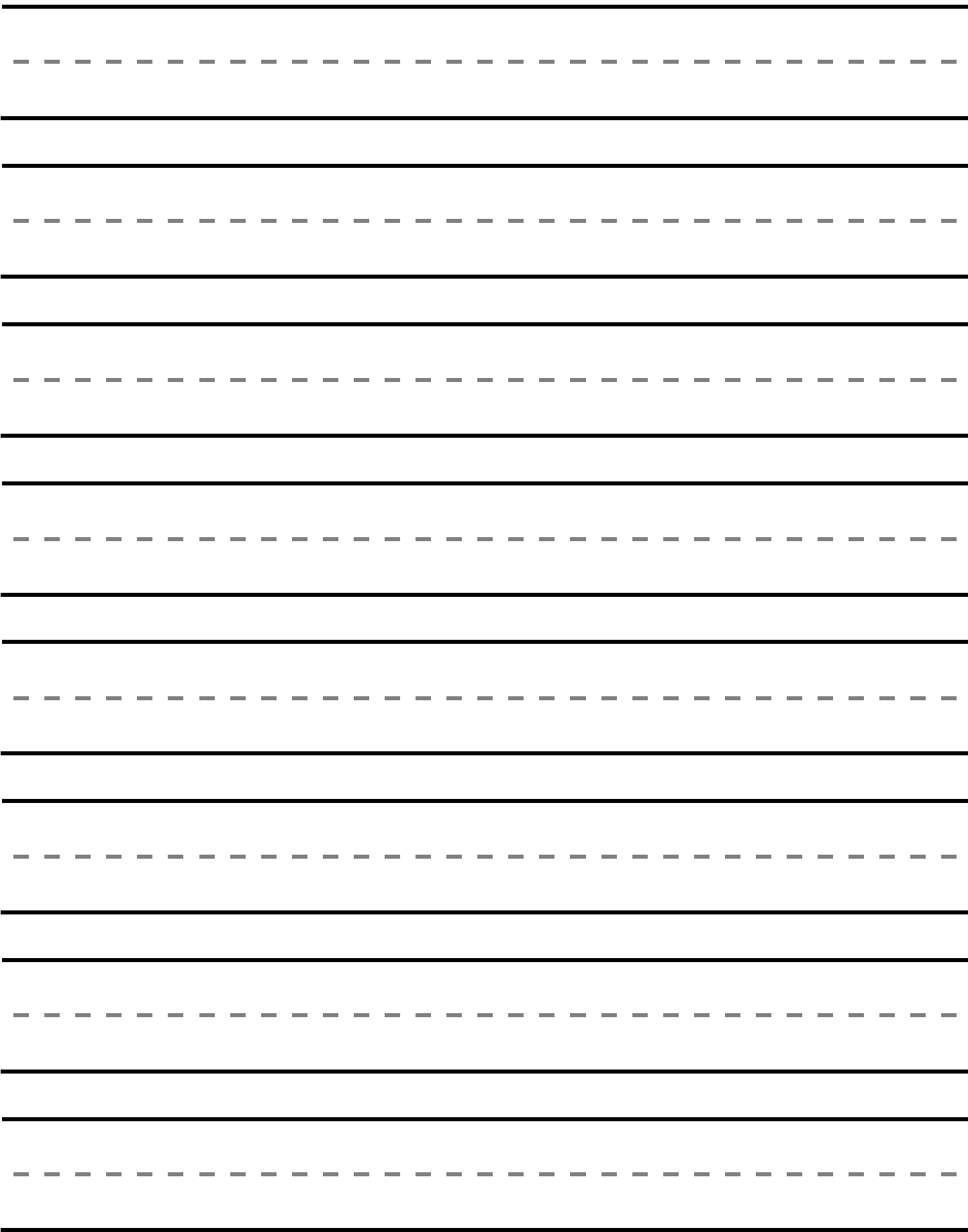
# Lower Case Letters

s

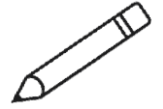


a body letter





**Mathematics**  
**Task 1: Number Warm Up**



Can you skip count by 3s?

**Task 2: Patterns and Algebra**

What is the pattern? Can you continue these patterns?

2, 4, 6, 8 ...?

6, 12, 18, 24 ...?

10, 20, 30, 40 ...?

4, 8, 12, 16 ...?

3, 6, 9, 12 ...?

Create and record two of your own number patterns.



# Number Patterns

## Amazing Fact

$$111,111,111 \times 111,111,111 = 12,345,678,987,654,321$$

Both of these numbers read the same backwards as they do forwards!

## Challenge

Work out the missing numbers in these patterns.

1. 19, 18, \_\_\_\_\_, 16, 15, \_\_\_\_\_, \_\_\_\_\_

2. 2, 4, \_\_\_\_\_, \_\_\_\_\_, 10, 12, \_\_\_\_\_

3. 10, \_\_\_\_\_, 30, \_\_\_\_\_, 50, \_\_\_\_\_, 70

4. \_\_\_\_\_, 29, 28, \_\_\_\_\_, 26, \_\_\_\_\_, 24

5. 88, 89, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 93

6. 15, \_\_\_\_\_, 25, 30, \_\_\_\_\_, \_\_\_\_\_



You could also try to find out:

- how many even numbers there are between 0 and 20;
- how many fives would add together to make 30;
- how many different ways you can make 20.

# 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 the student to draw their playground design. The box is centered on the page and occupies most of the lower half of the document.