



# Surveyors Creek Public School

## Framework for teaching online – Stage 1, Term 3 Week 5

Below is a learning schedule for you to follow. You will need access to a digital device to complete the following activities. You may need help from a parent/carer. You are also able to access Mathletics, Bug Club and any other website that your teacher has given you access to. Complete all activities in your Homework book or an exercise book. Write the date on your activities to keep track. Bring in your workbook on the day you're scheduled to attend school. Provided are the login details to access the Inquisitive programs.

Class To Do		inquisitive
QR Code	Link	
	<a href="http://inq.co/class/268i">http://inq.co/class/268i</a>	
Access Code		
5	1	6 3

### Year 1

Spelling Words		Extension	Tricky words
crack	jazz	bake	because
neck	fill	back	family
clock	stuff	cloak	every

### Year 2

Spelling Words		Extension	Tricky words
king	crab	cucumber	together
keep	coin	picnic	any
back	skin	continue	many

How many chairs and stools are in your house?

## Morning

### English

Sign into your Google Classroom using your DET email and password. Click on today's google slide assignment to view the tasks.

### Spelling

Write your spelling words in a workbook or on a slide. Watch the Initial video on the Google Slide. Complete the following worksheets.

Year 1 - InitialLit1 Lesson 93 a

Year 2 - InitialLit1 Lesson 58-59 a

### Handwriting \_ Letter ' U'

You can click on the video [Letter Uu](#) and complete the lesson OR Write a row of capital U and lowercase 'u' in your book, then copy the tongue twister or make up your own. Then make a pattern using colour and the letter u at the end. Can you turn the U into a unicorn?

Uu Uu Uu Uu Uu Uu Uu Uu Uu Uu Uu Uu

Underneath uncle Umby's umbrella was a unique unicorn.

### Storybook: Year 1 Watch: "A Library Book for Bear."

<https://www.youtube.com/watch?v=PyHMaIBU-E4>

Think about your favourite book. Why is it your favourite?

Write a letter to bear and tell him to read your book. Remember to give him 2-3 reasons why.

Dear Bear,

You must read ..... It is the best book ever, because..

### Storybook: Year 2

Before reading answer these questions in your workbook;

1. Have you been to a zoo?	2. Who did you go with?
3. What animals did you see?	4. What was your favourite part?

Read or watch the story **Zoo**

<https://www.youtube.com/watch?v=T07u0AggVsg>

1. What point do you think the author was trying to make?
2. Does he think zoos are good places for animals?
3. How does he show his opinion throughout the book?

## Middle

### Mathematics

#### Number of the Day

Number of the Day Stage One - 81

Number of the Day Extension - 281

Number of the Day Extension - 3281

#### Problem

Rebecca has 6 shells. She covers some of the shells.



How many shells are under the cover?

Fill in the missing addend to make this number sentence true.  $6 - \underline{\quad} = 4$

What will it look like if Rebecca covers 4 shells? Draw it.

This time, Rebecca splits the shells into 2 different groups of shells.



Fill in the missing addend to make this number sentence true.  $\underline{\quad} + \underline{\quad} = 6$

#### Extension

Draw or make a line of 15 cubes. Make a second line of 15 cubes using 5 of one colour and 10 of another colour.

How could this be written as an addition number sentence? Find 2 ways.

If 10 of the cubes are taken away, how many are left? Write a number sentence to show what has happened.

If 5 of the cubes are taken away, how many are left? Write a number sentence to show what has happened.

How have the number sentences changed? What has stayed the same?

Find another way to make 15 cubes using 2 colours. Write number sentences that match the model you have made.

## Afternoon

### Music/ Dance

#### Listen to - Happy

<https://www.youtube.com/watch?v=MOwDb2TBYDg>

#### Now listen to -

<https://www.youtube.com/watch?v=zgnHF2CwrPs>

You can dance along if you'd like

Different types of music make us feel different ways they may even inspire us to dance in different ways. Think about what songs have made you happy, sad, excited. Songs make us feel different things even when sometimes we don't realise it.

Now watch this clip from Cruella De Ville:

<https://www.youtube.com/watch?v=KcdQk7JBPzQ>

Look at how the music changes as Roger dances and describes Cruella

-What *actions* does Roger use to create a mood about Cruella? Curved fingers, hunched back, "scary" facial expressions. How does he use those actions? Slow and smooth movements.

Try making slow creepy movements as if you were Cruella De Ville.

Roger achieves a hair-raising / spine-chilling mood for Cruella De Vil by using the elements of dance: action, dynamics, space and relationships.

Choose a song that makes you feel something whether sad, happy, creepy, bouncy, active and create a dance using actions that show your mood. You may like to film to share with your class.

Help organise lunch and / or dinner. Clean up afterwards.

**Morning**

**English**

Sign into your Google Classroom using your DET email and password. Click on the slide assignment to view the tasks.

**Spelling**

Write your spelling words in a workbook or on a slide.

Choose 2-4 words and write them in an interesting sentence or sentences. Remember capital letters and full stops. Remember your sentences must make sense.

**Comprehension - Inferring from a Picture**

When we read, we make inferences about what is happening. We also make inferences about how a character feels. We do this by using the clues in the text and what we know about our own feelings.

1. How do you think Kristy is feeling? Why?
2. How do you think Mary is feeling? Why?
3. How do you think Marcus is feeling? Why?



Kristy



Mary



Marcus

**Writing: Informative Writing**

During week 1, 2 and 3 you have been working on Informative texts. We created an Informative text on the 'Platypus'. We found out a number of REAL facts about the Platypus and put our facts into an informative piece of writing using a Title, subheadings and facts. Today you are going to look at the Platypus information report and you are going to edit the report attached using exciting, descriptive words/ sentences.

Year 1: Add and change the 'boring' words and make them exciting and descriptive. See if you can find the spelling mistakes...

Year 2: Add and change the 'boring' words and make them exciting, add to the sentences and find the spelling errors by highlighting them. Year 2 can complete the Year 1 Fact File if you would prefer.

**Middle**

**Mathematics**

**Number of the Day**

Number of the Day Stage One - 68

Number of the Day Extension - 468

Number of the Day Extension - 5468

**Problem**

Jeremy has 5 tennis balls. Nick has 3 cricket balls. How many balls do they have altogether? Write a number sentence you could use to solve this problem.

Nick has 3 cricket balls. Jeremy has 5 tennis balls. How many balls do they have altogether? Write a number sentence you could use to solve this problem.

What changed in the number sentences you wrote? What stayed the same?

**Extension**

Jeremy and Nick were playing basketball. Jeremy scored 15 baskets and Nick scored 12 baskets. How many baskets did they score altogether? Write a number sentence you could use to solve this problem.

Nick and Jeremy were playing basketball. Nick scored 12 baskets and Jeremy scored 15 baskets. How many baskets did they score altogether? Write a number sentence you could use to solve this problem.

Jeremy and Nick scored 27 baskets when they played basketball. Jeremy scored 15 of the baskets. How many baskets did Nick score? Write a number sentence you could use to solve this problem.

Nick and Jeremy scored 27 baskets when they played basketball. Nick scored 12 of the baskets. How many baskets did Jeremy score? Write a number sentence you could use to solve this problem.

What is the same about the number sentences you wrote? What is different?

**Afternoon**

**Geography - Features of Places**

**Activities in Places (Lesson 2 cont)**

Focus Question: What can we do in places?

- Follow the link to log into the Inquisitive website  
<http://inq.co/class/7YM>  
YH - (Access Code:7970)
- Listen to the *Directions Song* and follow the actions (lesson page 4)
- Use *Scribble Maps* to find our school (lesson page 3)  
<https://www.scribblemaps.com/create#/lat=-33.7878583&lng=150.6897279&z=15&t=road>
- Use the label tool to label things people do in the places near the school.
- Use the draw tool to show the way you travel to school.

Count the door handles / knobs in your house.

### Morning

#### English

Sign into your Google Classroom using your DET email and password. Click on today's google slide assignment to view the tasks.

#### Spelling

Write your spelling words in a workbook or on a slide. Complete the following worksheets.

Year 1 - InitialLit1 Lesson 94 b

Year 2 - InitialLit2 Lesson 58-59 b

**Reading** Read a book/books of your choice for 20 min. OR Go to Bug Club and read.

<https://www.activelearnprimary.com.au/login?c=0>

#### Writing: Informative texts

Check out this video about how to write an informative report.

<https://www.youtube.com/watch?v=fsaSSCZyS0w>

Choose a topic of your choice and write your information report. You can choose animals, birds, fish, dog, cats etc.

OR

watch Animal Tales, by Tim Faulkner - about freshwater turtles and write your report.

<https://www.aussieark.org.au/animal-tales-with-tim-faulkner/>

Use the Fact file worksheet for your writing.

### Middle

#### Mathematics

##### Number of the Day

Number of the Day Stage One - 48

Number of the Day Extension - 348

Number of the Day Extension - 4348

#### Problem

Fill in the boxes to make these number sentences true.



$$8 - \square = 3$$

$$5 + \square = 8$$

$$8 - 3 = \square$$

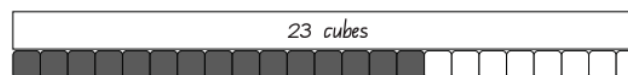
$$3 + \square = 8$$

What is the same about these number sentences?

What is different?

#### Extension

Here is another model that has 23 cubes altogether. What addition and subtraction number sentences could be written to match this model?



Write the number sentences here.

### Afternoon

#### Art -

##### It's relaxing drawing time!

pick one of the below 'how to draw videos' and get creative!! you can pause the video as you go if it is a little fast for you:

<https://www.youtube.com/watch?v=UW6H5dAPuhY>



[https://www.youtube.com/watch?v=Td\\_BpE4DDXA](https://www.youtube.com/watch?v=Td_BpE4DDXA)



Thursday 12/8/2021

Have a look in the kitchen pantry. Count how many products are packaged in cardboard. How many packages use plastic?

Morning	Middle	Afternoon
<p><b>English</b> Sign into your Google Classroom using your DET email and password. Click on today's google slide assignment to view the tasks.</p> <p><b>Reading &amp; Comprehension - Making Connections. Watch the video</b> <a href="https://www.youtube.com/watch?v=SHsdQvsN8ag">https://www.youtube.com/watch?v=SHsdQvsN8ag</a></p> <p>Read a book/books of your choice for 20 minutes <b>OR</b> go to Bug Club and read. <a href="https://www.activelearnprimary.com.au/login?c=0">https://www.activelearnprimary.com.au/login?c=0</a></p> <p><b>Choose a book that you made some connections with. Write down what those connections were.</b></p> <ol style="list-style-type: none"><li>1. Self - what did the book remind you of?</li><li>2. Text (other books you have read) similarities</li><li>3. World - did you connect with events in the world?</li></ol> <p>It is ok if you did not make all 3 connections with your book. Just write the connections you made. At least one.</p> <p><b>Writing:</b> Guess Who? Think about 3 characters from the story you just read. On the worksheet 'Guess Who' or on the slide, draw or write an item that belongs to each of the characters. Then in the boxes write one clue about who each character is. Can an adult guess all of their names and what item belonged to what character?</p>	<p><b>Mathematics</b> <b>Number of the Day</b> Number of the Day Stage One - 78 Number of the Day Extension - 678 Number of the Day Extension - 1678</p> <p><b>Problem</b> What number would go in the box?</p> $\square - 2 = 7$ <p>Show how you worked it out. Could you work this out without a picture? Is there an addition sum that could help you solve this?</p> <p><b>Extension</b> What number would go in the box?</p> $\square - 22 = 15$ <p>Show how you worked it out. Is there an addition sum that could help you solve this?</p>	<p><b>Science: Forces and Energy</b> <b>Lesson 2-Fun with Forces (cont)</b></p> <p>Focus Question: What happens when we change the strength of a force?</p> <ul style="list-style-type: none"><li>• Watch the video of Mrs. Bradley using the car launcher. Have your sheet with you, so that you can watch and record the results in the table. <a href="https://drive.google.com/file/d/1pMLKMqAKacJUnhwiFkrEJPj8WDH1cCXy/view?usp=sharing">https://drive.google.com/file/d/1pMLKMqAKacJUnhwiFkrEJPj8WDH1cCXy/view?usp=sharing</a></li><li>• Answer the See, Think, Wonder questions to explain what we did.</li></ul> <p>Look back at your prediction from last week and see if you were correct.</p>



**Who am I?** I have four legs but I'm not a chair. I have a long tongue but I'm not a frog. I eat leaves but I'm not a koala. I live in Africa but I'm not a lion. I have a long neck but I'm not a bottle. Who am I? I am a - - - - -.

Morning	Middle	Afternoon						
<p><b>English</b></p> <p>Sign into your Google Classroom using your DET email and password. Click on today's google slide assignment to view the tasks. Read each day.</p> <p><b>Spelling</b></p> <p>Write your spelling words in a workbook or on a slide. Choose three words from your spelling list and use them to write three sentences. Try writing compound sentences for extension. A compound sentence is two smaller sentences joined by and, but, because etc. Example: "I threw the basketball <b>but</b> I missed the target by a large distance.</p> <p><b>Storybook</b></p> <p>Read or watch the story <b>Zoo</b> (Year 1 first viewing. Year 2- again.) <a href="https://www.youtube.com/watch?v=T07u0AggVsg">https://www.youtube.com/watch?v=T07u0AggVsg</a></p> <p>Three Interesting Words from the Story</p> <table><tr><td><u>masses</u></td><td>- A large number or amount of something.</td></tr><tr><td><u>snarled</u></td><td>- Growled angrily with teeth showing. - Said something in a cranky, harsh voice.</td></tr><tr><td><u>impersonation</u></td><td>- Pretending to be somebody else.</td></tr></table> <p>1. Let's think of some times we might see masses of something? (e.g., crowded shopping centre, Easter fair, food at a party) Now write a sentence: There were masses of _____ at the _____ .</p> <p>2. Why might a dog or other animal snarl? Now write a sentence: The _____ snarled when _____ .</p> <p>3. If you could choose, which book or movie character would you like to impersonate? Why? Now write a sentence: _____did a fantastic impersonation of _____ .</p> <p><b>Grammar - Adjectives and Adverbs.</b> Describe the monster. Use the 'Describe a monster' sheet attached. Year 1 think of some adjectives to describe your monster. Year 2 write some adjectives that also incorporate adverbs into your sentences. <i>Remember:</i> Adjectives are words that describe nouns 'old', 'green', and 'cheerful'. Think of adjectives as "describing words". <b>Year 2</b>, adverbs describe a verb, an adjective or another adverb. It tells us how,where,when,how much and how often.</p>	<u>masses</u>	- A large number or amount of something.	<u>snarled</u>	- Growled angrily with teeth showing. - Said something in a cranky, harsh voice.	<u>impersonation</u>	- Pretending to be somebody else.	<p><b>Mathematics</b></p> <p><b>Number of the Day</b></p> <p>Number of the Day Stage One - 23 Number of the Day Extension - 323 Number of the Day Extension - 2323</p> <p><b>Maths Games</b></p> <p>Choose a game to play from the list:</p> <p>-</p> <p>- Combinations to 20 (<a href="https://www.youtube.com/watch?v=C2Z43e05WP0&amp;t=124s">https://www.youtube.com/watch?v=C2Z43e05WP0&amp;t=124s</a>)</p> <p>- Trading Game</p> <p>- Wishball Hundreds <a href="https://education.abc.net.au/home#!/media/1387717/wishball-hundreds.htm">https://education.abc.net.au/home#!/media/1387717/wishball-hundreds.htm</a></p> <p>- 101 and You're Out! <a href="https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/contexts-for-practise/101-and-youre-out">https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/contexts-for-practise/101-and-youre-out</a></p> <p>- Building Towers <a href="https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/contexts-for-practise/building-towers">https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/contexts-for-practise/building-towers</a></p> <p>- See this link for more games <a href="https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/contexts-for-practise">https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-1/contexts-for-practise</a></p>	<p><b>Kitchen Garden</b></p> <p>Sign into the <b>Kitchen Garden Google Classroom</b> using your DET email and password.</p> <p>Complete the activities that Mrs. Firth has set for you.</p> <p>Access Code: m57aurc</p> <p><b>Library</b></p> <p><b>Book week</b> - Share your favourite book.</p> <p>Draw a picture from your favourite book or take a photo of you with your favourite book.</p> <p>Do you have a favourite place to relax and read?</p>
<u>masses</u>	- A large number or amount of something.							
<u>snarled</u>	- Growled angrily with teeth showing. - Said something in a cranky, harsh voice.							
<u>impersonation</u>	- Pretending to be somebody else.							



## Home Learning Music Activities K-6 By Mrs Razay



Here is a collection of music activities you can do while learning at home. You could take a photo, do a short video, record the sound or write about your experience. You may also choose or create your own music learning activities, but be sure to share your ideas with your classroom teacher. As for Kindergarten students you can use any musical app on your iPad or parents iPhone with parental permission.

**Chair Drumming.** Use some chopsticks or straight sticks from the garden. Drum along to your favourite songs. Listen carefully to keep the beat.



**Audio Recording.** Use a computer, Ipad or tablet recording program such as 'GarageBand' to create a soundtrack. Use sounds from around the house. Make sure there is a steady pulse. (GarageBand is free to download, and you know how to use it!)



**Play an Instrument.** Play an instrument you are familiar with or try another one you have at home. Use music we have played in school or find songs on the internet.



**Write a song.** Put some chords you know into a pattern. Add some lyrics. You can sing or rap a poem or story to your chord pattern. You could sing or rap your own words to an instrumental piece of music like a Karaoke backing track.



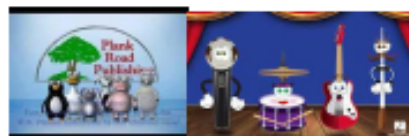
**Make an Instrument** with materials from around the home. (Make sure you get permission to use things.) It needs to have at least 5 different pitches/sounds. Play and record your instrument. My favourite is a spannerphone. What can you create?



**Sing Karaoke.** Search for your favourite song as a Karaoke version with lyrics. Sing along. Make sure you are in pitch and projecting your voice with clear diction (words).



**Youtube learning.** Watch music education videos from MusicK8.com and 'The Music show'. Teach someone about what you learn.



**Music Project.** Do some research about a musical style, a famous composer or your favourite music band or artist. Present it in Power Point with clips to share with the class. Or as a poster.



**The Elements of Music.** Create a poster, PowerPoint or video, to teach other students about the elements of music. Focus on one element each time. (Pitch, Duration, Dynamics, Structure, Texture, Beat, tone colour)



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

**Instructions:** Read the FLOSS rule. Circle all the words that end in double letters (FLOSS words). Write each word under the correct heading below.

Remember: if the word is *short*, and the vowel is *short*, double the end. Don't get caught!



well	meal	press	fuss	leaf	spill
fish	off	fluff	shell	ball	sniff
kiss	step	stuff	chase	Jess	melt

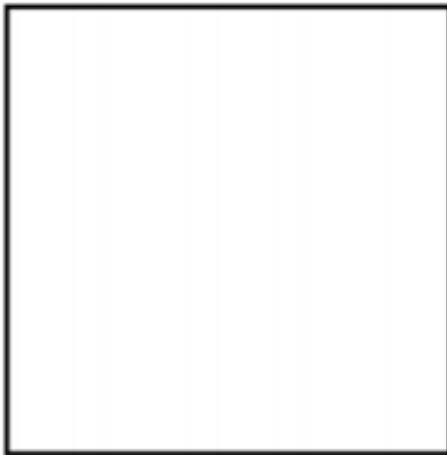
ll	ff	ss

**Instructions:** Read the paragraphs. Circle all the FLOSS words. Copy the words into your exercise books and read them to a friend.

- Jess and Tess went up the hill. Tess wore shorts and a shirt with a cuff. Jess wore a dress. They wanted to roll down the hill. Tess rolled. Jess fell. Her dress was a mess. (13 words)
- Ross the bee loved to smell flowers. He would sniff them all day long. As soon as he got a whiff, off he flew. (6 words)



# Platypus Fact File- Year 1



Type of Animal:

Mammal



Bird



Fish



Reptile



Amphibian



Insect



Spider



Classification: What is a platypus?

A platypus is an Aus.....

mammal that lays egggs and has a bill like a duck.

Appearance: What does it look like?

The platypus's legs are attached to the sides of its b.....y. The playtpus's body anndd tail are covered with th.....k fur. A platypus has w.....d feet and a broad, flat tail.

Diet: What does a platypus eat?

The platypus is a carnivore, and e.....s worms, insect larvae, freshwathher shrimps and crayfish. the platypus hunts undawater

sh

Interesting Facts:

\*The platypus sleeeeps on average up to 14 hours per day..

\*The platypus is the state a.....l of New South Wales (NSW).

# Plattupus Fact File- Year 2



Type of Animal:

Mammal



Bird



Fish



Reptile



Amphibian



Insect



Spider



Classification: What is a platypus?

A platypus is an ..... mammal that lays eggs and has a bill like a duck. A platypus is a monotreme, which is a mammal that lays eggs. The echidna and the platypus are the only remaining monotremes in the ..... today.

Appearance: What does it look like?

The platypus's legs are attached to the sides of its body. The platypus's body and tail are covered with ..... fur. A platypus has ..... feet and a broad, flat tail that helps for swim. The platypus has a ..... bill which is why it is also known as the ..... billed platypus.

Habitat: Where does a platypus live?

Platypuses build their homes in the regions of the south eastern and eastern Australian coasts and the island of Tasmania. They spend lots of time in the water, these creatures swim to the riverbanks and dig tunnels with chambers.

Diet: What does a platypus eat?

The platypus is a carnivore, and eats worms, insect larvae, freshwater shrimps and crayfish which .....

The platypus hunts underwater, using its cheek-pouches to carry prey to the surface before eat.

Interesting Facts:

- \*The platypus sleeps on average up to 14 hours per day.
- \*The platypus was hunted for its fur until the early 20th century. It is now an Australian protected species.
- \*The platypus is the state animal of New South Wales (NSW).
- \*A fossil jaw of the platypus suggests that they may have existed as far back as 110 million years ago.
- \*They can live on both land and .....

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

**Instructions:** Read the 'ck' words. Read the clues, and find the correct word to match. Write the word in the space. Then, find the words in the Word Search below (↓→).

duck

clock

quick

snack

sick

lick

whack

pack

1. Another word for very fast is \_\_\_\_\_.
2. When you are not feeling well, you are feeling \_\_\_\_\_.
3. You look at this to tell the time. \_\_\_\_\_
4. A \_\_\_\_\_ is an animal that has wings, a beak, can swim and says "quack!".
5. When you hit something very hard, you \_\_\_\_\_ it.
6. Something small to eat between meals is a \_\_\_\_\_.
7. You might do this to an ice cream or a lollipop. \_\_\_\_\_
8. When you put all your things in a bag, you \_\_\_\_\_ your bag.

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

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

**Note:** We usually spell the /k/ sound in words with the letter 'k' if the next letter is 'e', 'i' or 'y'. If a different letter comes after the /k/ sound, we usually use the letter 'c'.

**Instructions:** Complete the words below by adding the letters 'k' or 'c'. Read the words.

__ettle	__loth	s__in	__orn
__rash	__id	__amp	s__y
__eep	__oil	__ing	__ape
__andle	s__ill	__ross	__een

**Instructions:** Read the sentences below. Circle the words with the correct spelling. Write the words on the lines. Write the sentences in your exercise book.

The ( krab / crab ) was hiding under the seaweed. \_\_\_\_\_

Can you ( skip / scip ) across the playground? \_\_\_\_\_

The ( cowboy / kowboy ) fell off his horse. \_\_\_\_\_

The little ( citten / kitten ) got lost in the storm. \_\_\_\_\_

They ( kept / cept ) on playing in the rain. \_\_\_\_\_

The ( clever / klever ) mouse stole the cheese. \_\_\_\_\_

**Instructions:** Use two of the words from the table above in a Super Sentence.

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

**Note:** We usually spell the /k/ sound in words with a 'k' if the next letter is 'e', 'i' or 'y'. If a different letter comes after the /k/ sound, we usually use the letter 'c'.

**Instructions:** Complete the words below by adding the letters 'k' or 'c'. Read the words.

__lapping	__itten	__ennel	__owboy
s__ills	__rashed	__lever	__ettle
pop__orn	__annot	__itchen	__rayon
__andle	__ingdom	s__etch	es__ape

**Instructions:** Read the sentences below. Circle the words with the correct spelling. Write the words on the lines. Write the sentences in your exercise book.

Our ( clever / klever ) teacher knows everything! \_\_\_\_\_

Put the ( kettle / cettle ) back in the ( citchen / kitchen ).

The ( kowboy / cowboy ) ate ( popcorn / popkorn ) for breakfast.

You must ( eskape / escape ) from the evil ( king / cing ).

Can you see the ( kites / cites ) flying in the ( scy / sky )?

The little ( citten / kitten ) was ( krying / crying ) at the door.

**Instructions:** Use two of the words from the table in a Super Sentence.

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# Animal **FACT FILE**

Name:

Picture:

Description:

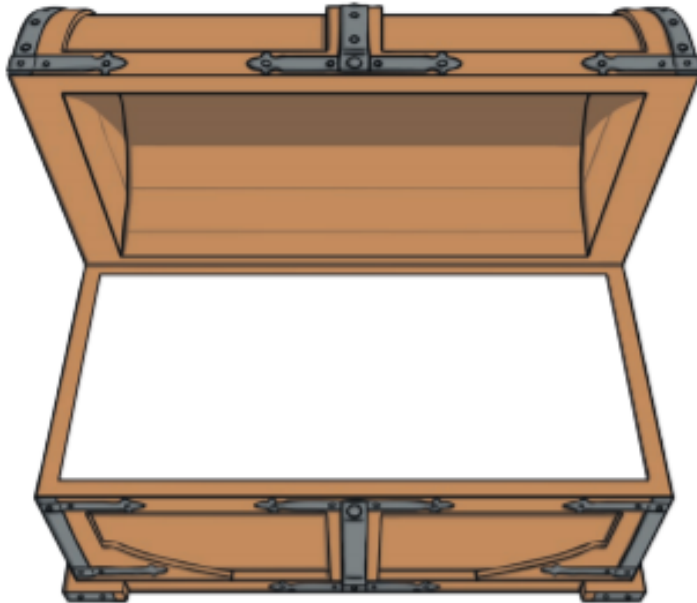
Habitat:

Diet:

Other interesting facts:

# Guess Who

Think about three of the characters from the last story you read. Inside the treasure chest, draw one item that belongs to each character. Then, in the boxes below, write one clue about who each character is. Can an adult correctly guess all of their names and which item belongs to them?



Clue about Character 1:

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Clue about Character 2:

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Clue about Character 3:

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## Describe the Monster



Write some words and phrases that describe the monster.

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Write some sentences to describe the monster.

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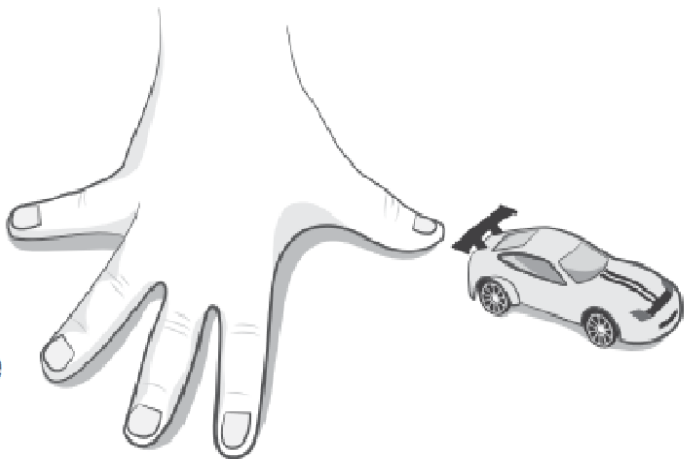
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**Observe:**

- 1. Put your car in the toy car launcher.
- 2. Pull it back to level 1.
- 3. Let the car go.
- 4. Use hand spans to measure how far it went.
- 5. Record your results.
- 6. Repeat steps 2–5 for level 2 and 3.



Force	Distance travelled	
Level 1	Number of hand spans	
Level 2	Number of hand spans	
Level 3	Number of hand spans	

**Explain:**



What did you see?



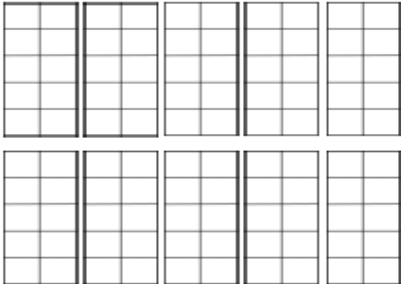
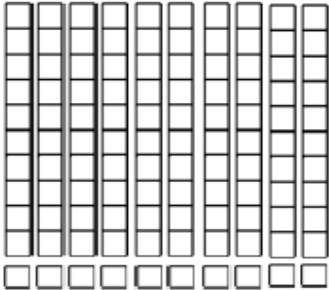
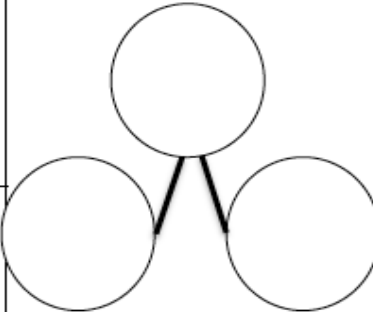
What do you think?



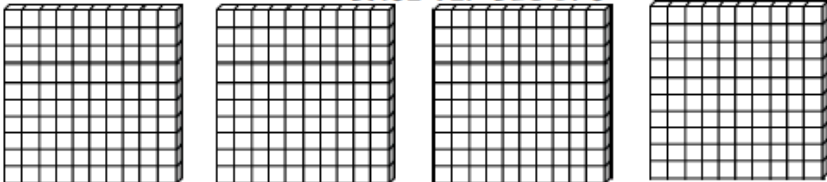
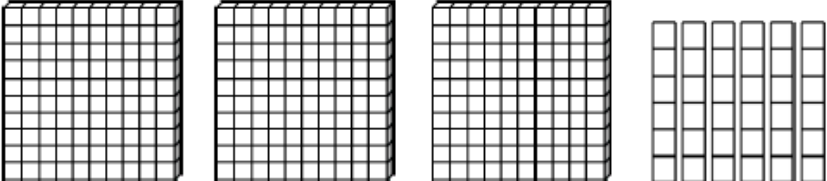
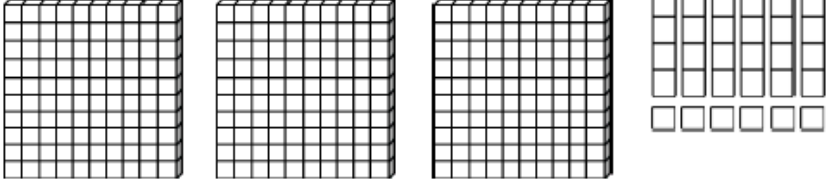
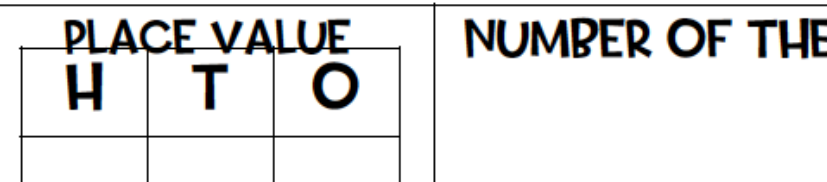
What do you wonder?

Was your prediction correct?



<b>+1</b>	<b>-1</b>	<b>+10</b>	<b>-10</b>	<b>WORD</b>				
<b>TENS FRAMES</b> 	<b>BASE TEN BLOCKS</b> 	<b>PLACE VALUE</b> <table border="1" data-bbox="969 528 1256 735"> <tr> <td>TENS</td> <td>ONES</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	TENS	ONES			<b>EXPANDED FORM</b>	<b>ODD/EVEN</b>
TENS	ONES							
<b>TALLY</b>	<b>NUMBER OF THE DAY</b>			<b>NUMBER BOND</b> 				
	<b>WORD PROBLEM</b>							



+1	<p>BASE TEN BLOCKS</p> 		DOUBLE THE NUMBER									
-1			EXPANDED FORM									
-10												
-10												
+100	<p>PLACE VALUE</p> <table border="1"> <tr> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	H	T	O				NUMBER OF THE DAY	MAKE THE BIGGEST NUMBER WITH THE DIGITS			
H	T	O										
-100												
ROUND TO NEAREST 100	ODD/EVEN	<p>NUMBER PATTERN USING THE NUMBER</p> <table border="1"> <tr> <td></td> <td>,</td> <td></td> <td>,</td> <td></td> <td>,</td> <td></td> <td>,</td> <td></td> </tr> </table>			,		,		,		,	
	,		,		,		,					
ROUND TO NEAREST 10	ADDITION NUMBER SENTENCE		SUBTRACTION NUMBER SENTENCE									

+1	-1	+10	-10	+100	-100	+1000	-1000	WORD			
ODD/EVEN		ADDITION OR SUBTRACTION NUMBER SENTENCE	PLACE VALUE				EXPANDED FORM	ROUND TO NEAREST 10  ROUND TO NEAREST 100  ROUND TO NEAREST 1000			
			<table><tr><td>TH</td><td>H</td><td>T</td><td>O</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>						TH	H	T
TH	H	T	O								
HALF		NUMBER OF THE DAY							DOUBLE		
		WORD PROBLEM									