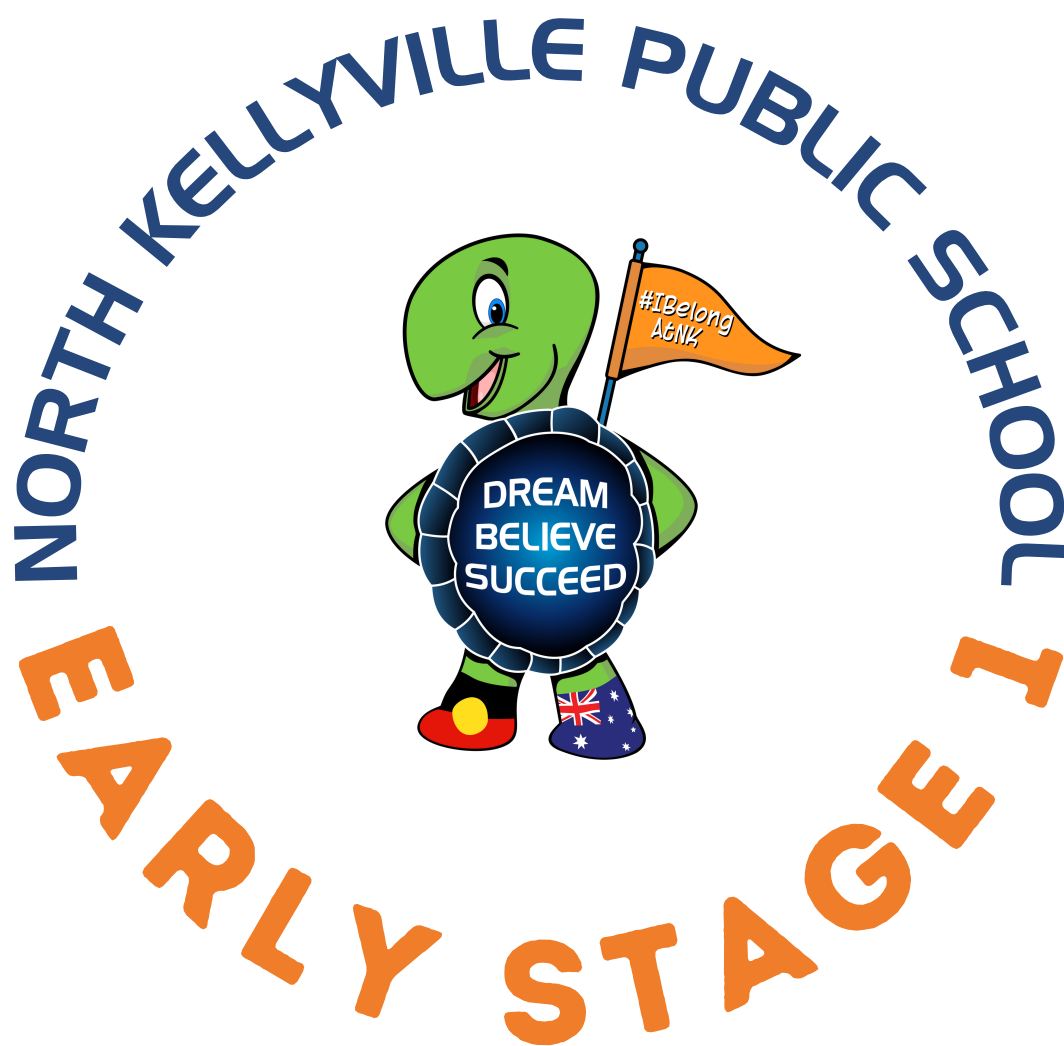


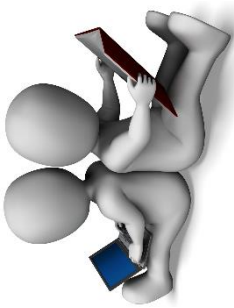
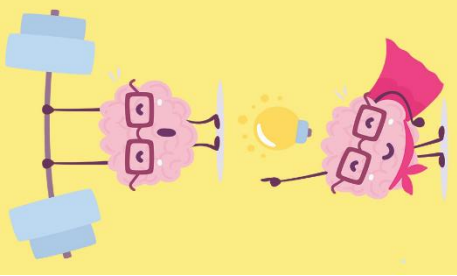


Learning From Home











Take-home Pack















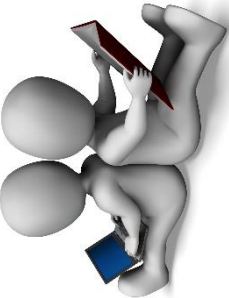


Term 4 | Weeks 1 - 3














2021














Kindergarten					
Week 1 - Learning from Home Overview					
Monday 4 October	PUBLIC HOLIDAY	Tuesday 5 October It's World Teacher's Day and the first day of Term 4! Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.	Wednesday 6 October  Put down the computer and pick up a book we are going offline today!	Thursday 7 October 	Friday 8 October  
English					
Phonics & Spelling	<p>oo ue</p> <ol style="list-style-type: none"> 1. See the graphemes 2. Say the phoneme 3. Repeat it 4. Read target words 5. Write the graphemes 6. Spell target words 				
Reading and Viewing	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The lost list SPELD text</p>				
	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The lost list SPELD text</p>				
	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The lost list SPELD text</p>				
	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The lost list SPELD text</p>				

<p>Writing and Representing</p> <p>Learning Intention: We are learning to write like an author.</p> <p>Success Criteria: I can use a capital at the start of my sentence I can sound out words and carefully write down the sounds I hear. I can use finger spaces between my words. I can use my vocabulary knowledge to make good word choices in my sentences. I can use a full stop at the end of my sentence. I can bump up my writing by writing more than one sentence and adding more detail.</p>	<p>Watch I do/We do video</p>   <p><u>Watch the video</u> to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write some informative sentences about cockatoos. You can use these sentence starters: Cockatoos are Cockatoos have Cockatoos can</p>	<p>Watch I do/We do video</p>   <p><u>Watch the video</u> to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write the sentence below and change the two words in blue with your own word choices. <u>Then</u> a chorus of cockatoos shatters the mood.</p>	<p>Watch I do/We do video</p>   <p><u>Watch the video</u> to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Re-write your sentence from yesterday and make 2 more changes to the words in blue. _____ a chorus of _____ shatters the mood. Make your own word choices but make sure they make sense.</p>	<p>*You do*</p> <p>Independent task Show what you know</p>  <p>1. Talk/Read your sentence from Thursday's lesson. 2. Draw a picture to match the ideas in your sentence. 3. Publish/Write your sentence under your picture by re-writing Thursday's sentence in your neatest handwriting with no spelling mistakes. 4. Share a video to Seesaw of you reading and showing your published work.</p>	<p>Start a conversation at the dinner table. Ask everyone to share 2 butterflies (good things) and a cockroach (not so good) about their day.</p>
Mathematics					
<p>Number and Algebra</p> <p>Learning Intention: We are learning to compare two quantities and state which group has more and which less</p>	<p>TEN</p> <p>Complete the Week 1 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 1 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 1 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 1 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	

<p>Success Criteria: I will know I am successful if:</p> <ul style="list-style-type: none"> I can use my knowledge about numbers I can represent numbers in different ways I can state which one has more or less I can make collections that more, the same, or less I can count my collections to check my answers 		<p>Watch I do/We do video</p>   <p>Watch the videos to see what good mathematicians do and to learn about today's number task.</p> <p>Video 1 Video 2</p> <p>You do</p>  <p>Number busting time! Roll a die, call out the number you see. How many ways can you represent the number? Share a video to Seesaw of you number busting. Make sure to verbalise your thinking, we want to know what magic is happening inside your brain!</p>	<p>*You do*</p> <p>Independent task Show what you know</p>  <p>Guess My Number. Watch the video to learn how to play!</p>	<p>Watch I do/We do video</p>   <p>Watch the video to see what good mathematicians do and to learn about today's number task.</p> <p>You do</p>  <p>Play 5 or more rounds of 'Handfuls'. Share a video to Seesaw of you playing and explaining which handful has more and which less.</p>	<p>Watch I do/We do video</p>   <p>Watch the video to see what good mathematicians do and to learn about today's number task.</p> <p>You do</p>  <p>Play 4 or more rounds of 'Flash – Make More, the Same or Less'. Share a video to Seesaw of you making collections that have more, the same or less.</p>
<p>Other KLA's</p> <p><i>Please note these tasks are optional. If you would like to upload an image or video of your child completing these activities on Seesaw, you may.</i></p>					

Kindergarten					
Week 2 - Learning from Home Overview					
<p>People live in places. We live in a country in called Australia. We live in a state in Australia called New South Wales. We live in a city in New South Wales called Sydney. We go to school in a suburb in Sydney called North Kellyville. We belong to North Kellyville Public School.</p>	<p>Monday 11 October</p>  <p>Here is a map of Australia.</p>	<p>Tuesday 12 October</p> <p>Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.</p>  <p>ZOOM meetings</p>	<p>Wednesday 13 October</p>  <p>Put down the computer and pick up a book we are going offline today!</p>	<p>Thursday 14 October</p> <p>Don't forget today is our Kindy Assembly. Tune in at 10am.</p>  <p>ZOOM meetings</p>	<p>Friday 15 October</p>  <p>Here is a special place in the Northern Territory called Uluru.</p>
English					
<p>Phonics & Spelling</p> <p><i>This content will be covered in our mini Zoom sessions.</i></p>	<p style="text-align: center;">ew u-e u</p> <ol style="list-style-type: none"> 1. See the graphemes 2. Say the phoneme 3. Repeat it 4. Read target words 5. Write the graphemes 6. Spell target words 				
<p>Reading and Viewing</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: What are they? SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: What are they? SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: What are they? SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Record yourself answering the 'Making Connections' questions from the back of the text and submit to your teacher on Seesaw.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Record yourself reading your assigned text and submit to your teacher.</p>

<p>Writing and Representing</p> <p>Learning Intention: We are learning to write like an author.</p> <p>Success Criteria: I can use a capital at the start of my sentence I can sound out words and carefully write down the sounds I hear. I can use finger spaces between my words. I can use my vocabulary knowledge to make good word choices in my sentences. I can use a full stop at the end of my sentence. I can bump up my writing by writing more than one sentence and adding more detail.</p>	<p>Watch I do/We do video</p>   <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do </p> <p>Write the sentence below and underline the focus sounds in the sentence.</p> <p>I go walking in my new, blue shoes.</p>	<p>Watch I do/We do video</p>   <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do </p> <p>Write the sentence below and change/add the words in blue with your own word choices.</p> <p>I go walking in my new (adjective for blue) shoes.</p>	<p>Watch I do/We do video</p>   <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do </p> <p>Write the sentence below and underline the focus sounds in the sentence.</p> <p>Dad and I pack some useful tools.</p>	<p>Watch I do/We do video</p>   <p>Watch the video to see what good writers do and to learn about today's writing task.</p> <p>You do </p> <p>Write the sentence below and change the words in blue with your own word choices.</p> <p>Dad and I pack some useful tools.</p>	<p>Watch the video</p> <p>*You do*</p> <p>Independent task</p> <p>Show what you know</p>  <p>1. Talk/Read your sentence from Thursday's lesson. 2. Draw a picture to match the ideas in your sentence. 3. Publish/Write your sentence under your picture by re-writing Thursday's sentence in your neatest handwriting with no spelling mistakes. 4. Share a video to Seesaw of you reading and showing your published work.</p>
Mathematics					
<p>Number and Algebra</p> <p>Learning Intention: We are learning to estimate the answer before counting or solving.</p>	<p>TEN</p> <p>Complete the Week 2 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 2 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 2 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 2 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 2 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>






<p>Success Criteria: I will know I am successful if I: *strategically think of what the answer could be straight away *say my estimate out loud for others to hear and explain why I think that could be the possible answer *use a range of counting strategies to then quickly count or solve each problem</p> <p>Learning Intention: We are learning to create and recognise combinations for numbers up to 10.</p> <p>Success Criteria: I will know I am successful if I have: *used my mathematical language to describe what I am doing *use visual representations of numbers to assist with addition *explain or demonstrate how I got my answer *record addition informally using drawing, words and numerals</p>	<p>Watch I do/We do video</p>   <p>Watch the video to see what good mathematicians do and to learn about today's estimation task.</p> <p>You do</p>  <p>Have a go at quick glance estimate and count using our knowledge of a 10's frame.</p>	<p>Watch I do/We do video</p>   <p>Watch the video to see what good mathematicians do and to learn about today's estimation task.</p> <p>You do</p>  <p>Have a go of the Handful activity on your own. Grab a handful of an item (pasta, lego pieces, grapes etc) and guess how many of that object you have in your hand. Then have a go counting them in different ways.</p>	<p>*You do*</p> <p>Independent task</p> <p>Show what you know</p>  <p>Have a go at one or all of the following estimating activities:</p> <ul style="list-style-type: none"> • Trace around your hand on a piece of paper. Using an object like fruitloops, grapes, pasta etc, guess how many you think would fill your hand and then count • Have a go guessing your height by cutting a piece of string to represent your height. Then see how you went by placing it on the ground and lying down next to it. • Guess how long you think you can balance on one leg for? Then have a go, timing your balance and see how you went with your guess. • Guess how many steps it takes to get from your bed to your fridge. Write down your number and then test it. • Fill a cup or jar of an object (pasta, lego, grapes 	<p>Watch I do/We do video</p>   <p>Watch the video to see what good mathematicians do and to learn about today's number task.</p> <p>You do</p> <p>Independent task</p> <p>Show what you know</p>  <p>It's your turn to play the Dotty Six game like Miss Kilby taught you. Play 3 or more rounds of Dotty Six. Share a video to Seesaw of you playing.</p>	<p>Watch I do/We do video</p>   <p>Watch the video to see what good mathematicians do and to learn about today's number task.</p> <p>You do</p>  <p>It's your turn to play the 3 tens in a row game like Miss Kilby taught you. Play 3 or more rounds of 3 tens in a row. Share a video to Seesaw of you playing.</p> <p>Extension: Make your own cards to play the game with friends of twenty.</p>
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etc) and have a guess of how many there are in the jar. Then count them out.

Other KLA's

Please note these tasks are optional. If you would like to upload an image or video of your child completing these activities on Seesaw you may.

Kindergarten					
Week 3 - Learning from Home Overview					
	<p>Monday 18 October <i>What sort of adventures will you go on with your flat teachers today?</i></p> 	<p>Don't forget today is Class Zoom Day! The link to the session will be shared on Seesaw.</p>  <p>ZOOM meetings</p>	<p>Wednesday 20 October</p>  <p>I love to listen to stories!</p>	<p>Thursday 21 October</p>  <p>I love to be outside and go for a walk!</p>	<p>Friday 22 October</p>  <p>I love to cook!</p>
English					
<p>Phonics & Spelling</p> <p><i>This content will be covered in our mini Zoom sessions.</i></p>	<p style="text-align: center;">ai ay</p> <ol style="list-style-type: none"> 1. See the graphemes 2. Say the phoneme 3. Repeat it 4. Read target words 5. Write the graphemes 6. Spell target words 				
<p>Reading and Viewing</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The dog SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The dog SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Offline: The dog SPELD text.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Record yourself answering the 'Making Connections' questions from the back of the text and submit to your teacher on Seesaw.</p>	<p>Read the assigned SPELD text on Seesaw.</p> <p>Record yourself reading your assigned text and submit to your teacher.</p>

<p>Writing and Representing</p> <p>Learning Intention: We are learning to write informative sentences.</p> <p>Success Criteria: I can use a capital at the start of my sentence I can sound out words and carefully write down the sounds I hear. I can use finger spaces between my words. I can use my vocabulary knowledge to make good word choices in my sentences. I can use a full stop at the end of my sentence. I can bump up my writing by writing more than one sentence and adding more detail.</p>	<p>Watch I do/We do video</p>   <p><u>Watch the video</u> to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write some informative sentences about an adventure that flat teacher had with you today. You can use these sentence starters:</p> <p>On Monday my flat teacher/s She/He/They Mrs/Mr _____ likes to</p>	<p>Watch I do/We do video</p>   <p><u>Watch the video</u> to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write some informative sentences about an adventure that flat teacher had with you today. You can use these sentence starters:</p> <p>On Tuesday my flat teacher/s She/He/They Mrs/Mr _____ doesn't like</p>	<p>Watch I do/We do video</p>   <p><u>Watch the video</u> to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write some informative sentences about an adventure that flat teacher had with you today. You can use these sentence starters:</p> <p>Last night my flat teacher/s She/He/They Mrs/Mr _____ was so</p>	<p>Watch I do/We do video</p>   <p><u>Watch the video</u> to see what good writers do and to learn about today's writing task.</p> <p>You do</p>  <p>Write some informative sentences about an adventure that flat teacher had with you today. You can use these sentence starters:</p> <p>At the end of the week my flat teacher/s She/He/They Mrs/Mr _____ got into</p>	<p>*You do*</p> <p>Independent task</p> <p>Show what you know</p>  <p>1. Talk/Read your sentences from this week. 2. Draw a comic strip of pictures/make a photo collage to show the adventures of your flat teacher/s. 3. Publish/Write your sentences under your comic strip of photos or drawings in your neatest handwriting with no spelling mistakes. 4. Share a video to Seesaw of you reading and showing your published work. Keep your published work in a safe place and bring it to school on our first day back together.</p>	<p>Speaking and Listening</p> <p>Name 3 favourite places you have visited in Sydney and give a reason why you liked it.</p>	<p>Mathematics</p> <p>Name a place you would like to visit and explain why.</p>	<p>Mathematics</p> <p>Start a conversation at the dinner table. Ask everyone to share 2 butterflies (good things) and a cockroach (not so good) about their day.</p>	<p>Mathematics</p> <p>Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>Mathematics</p> <p>Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>Mathematics</p> <p>Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>
Mathematics											
<p>Number and Algebra</p> <p>Learning Intention: We are learning to subtract numbers.</p>	<p>TEN</p> <p>Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>	<p>TEN</p> <p>Complete the Week 3 TEN activity from the TEN Grid. This can be accessed on your child's Seesaw account.</p>						

Success Criteria:
 I will know I am successful if I:
 *use my mathematical language to describe what I am doing
 *use visual representations of numbers to assist with subtraction
 *explain or demonstrate how I got my answer
 *record subtraction informally using drawing, words and numerals

Watch I do/We do video
 
 Watch [this](#) video to see what needs to be completed for 'Subtracting 5 with Mr Smith'

You do


Using this [spinner](#) and the number line you made (or printed), subtract 5 from the number the spinner lands on. Complete 5 questions on a piece of paper and upload it to SeeSaw.

Watch I do/We do video
 
 Watch [this](#) video to see what needs to be completed for 'Workshop subtraction with Mr Smith'









You do


Using this [spinner](#) and the items of your choice, subtract the number which comes up on the spinner. Complete this 5 times and write the questions and answer on a piece of paper, then post it on Seesaw.

You do
Independent task
Show what you know


Complete the Dinosaur subtraction activity:

Dinosaur Number Line Subtraction with Mr O
Use the number lines to help you with the subtraction tasks.

 $7 - 3 = \square$	 $4 - 2 = \square$	 $2 - 1 = \square$	 $9 - 6 = \square$
 $9 - 5 = \square$	 $3 - 3 = \square$	 $8 - 6 = \square$	 $6 - 3 = \square$

Watch I do/We do video
 
 Watch [the video](#) to see what needs to be completed for Maths with a cup of pasta.

You do


Fill up your cup of pasta. If you don't have pasta you could use something else like beans, beads or lego. Complete some of the activities in the table.

Maths with a cup of pasta

 How many pasta pieces are there?	 How many pasta pieces are there if you eat 2?	 How many pasta pieces are there if you eat 3?	 How many pasta pieces are there if you eat 4?
 How many pasta pieces are there if you eat 5?	 How many pasta pieces are there if you eat 6?	 How many pasta pieces are there if you eat 7?	 How many pasta pieces are there if you eat 8?
 How many pasta pieces are there if you eat 9?	 How many pasta pieces are there if you eat 10?	 How many pasta pieces are there if you eat 11?	 How many pasta pieces are there if you eat 12?

You do


Independent task
 Show what you know. See how many more activities you can do with your cup. Try and do them independently. You can upload a photo and send them to your teacher to see, if you would like.

Maths with a cup of pasta

 How many pasta pieces are there?	 How many pasta pieces are there if you eat 2?	 How many pasta pieces are there if you eat 3?	 How many pasta pieces are there if you eat 4?
 How many pasta pieces are there if you eat 5?	 How many pasta pieces are there if you eat 6?	 How many pasta pieces are there if you eat 7?	 How many pasta pieces are there if you eat 8?
 How many pasta pieces are there if you eat 9?	 How many pasta pieces are there if you eat 10?	 How many pasta pieces are there if you eat 11?	 How many pasta pieces are there if you eat 12?


Extension: See if you can use your cup of pasta in other ways to show what you know about maths.

Other KLA's
 Please note these tasks are optional. If you would like to upload an image or video of your child completing these activities on Seesaw you may.



OPTIONAL ACTIVITIES – For Other KLAS

Weeks 1 & 2

	1	2	3	4
CREATIVE ARTS - Visual Arts or Music -	<p>My Special Place</p>  <p>Click on the link and listen to the story.</p> <p>Make a poster or collage showing all the special places you enjoy being and what you like to do in each place.</p> <p>Be as creative as you can.</p> <p>Cosmic Yoga for Kids</p>	<p>What's that Sound?</p> <p>Go on a hunt around your home for items that make a sound. Use your senses to help you.</p> <p>Decide if they make a loud sound or a soft sound.</p>  <p>Who's that Sound?</p>  <p>Find as many as you can.</p>	<p>Fruit and Vegetable Painting</p>  <p>Using different fruits and vegetables dip, roll or brush paint on them to make a picture.</p> <p>Broccoli, cauliflower, corn, oranges, potatoes (carved into a shape), mushrooms, celery and capsicum all make good printing.</p>	<p>Body Percussion</p> <p>Watch and join in with the videos below.</p> <p>Video 1 Video 2 Video 3</p> <p>Make up a body percussion routine to a nursery rhyme or a song that you know. Share it with your family and see if they can learn it too.</p>
PDHPE	<p>Watch the video and join in with "We're Going on a Bear Hunt"</p> <p><i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p> 	<p>Show us your skills</p> <p>Choose a sport you enjoy doing.</p> <p>Some examples: Soccer, netball, basketball, skateboarding, scooter /bike riding, juggling, trampolining.</p> <p>Practise some skills from that sport until your happy with them.</p> 	<p>Get your Dance Moves On</p>  <p>Play the video and learn some new dance moves.</p> <p>Now choose your favourite song and see if you can make up a dance routine to it. If you like you can video yourself and send it to your teacher or just get the family to learn the routine and have a dance party.</p>	<p>Alphabet Exercise</p> <p>Using the alphabet see if you can make a movement for each letter.</p> <p>Example:</p> <p>A - hold an aeroplane pose for 10 seconds </p> <p>B - balance on your left foot for 10 seconds. </p> <p>C - crab walk for 20 seconds. </p>
LUCKY DIP	<p>Gratitude Jar</p> <p>Make a gratitude jar or box. You can decorate it in any way you like. Maybe glue some leaves on the</p>	<p>Be a Superhero</p> <p>Decide on what Superhero you want to be for the day.</p> <p>Get dressed in your costume and</p>	<p>Special Places</p> <p>Click on the link</p> <p>Using items around the house, build a place that you feel is special to you.</p>	<p>Lockdown Time Capsule</p> <p>Make a time capsule to your future self about your time in lockdown. Ask a family member to help you write</p>

outside and tie ribbon or string around the top and make pretty cards for people to write on.

Everyday people in your family can **write down something they are grateful for and put it in the jar/box.** When you are feeling a little sad take some out and read them, you will feel better



help your family during the day by doing Superhero tasks for them.



- Carry the heavy washing out to the line for Mum.
- Help take out the full bins with your strong muscles.
- With your X-ray vision see something that needs tidying up and do it quickly.

See how many Superhero tasks you can do and maybe a grown up can take some Superhero photos of you.



Items you could use

Cereal/shoe box, shells, twigs, sand, glitter, straws and many more.

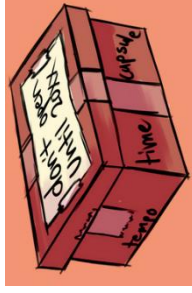
some of the answers and find some objects.



Some things you could include:
Your name, date, a photo of yourself, a mask, sanitizer. Things you are doing while at home, things you are enjoying, how you are feeling? What you are looking forward to doing when it is over?

It is your capsule to open in years to come so put whatever you like in it.

ENJOY!



Please note that these activities are optional activities and do not have to be completed. If you wish to show your teacher some of the work you have done, then please upload these to Seesaw.


TEN Time

<https://toytheater.com/category/teacher-tools/>

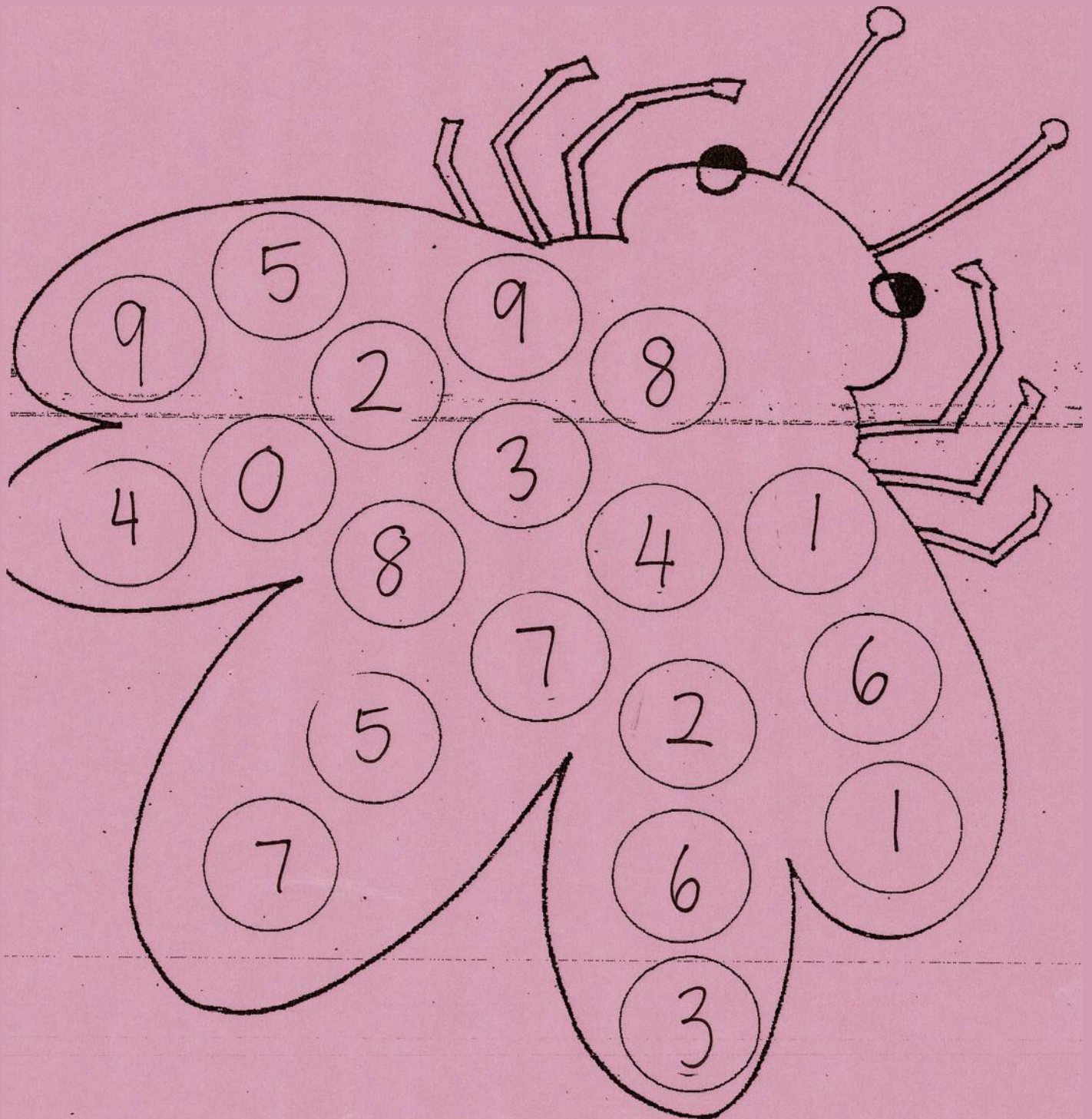
Explore lots of different virtual manipulatives if you don't have the equipment at home.

To consolidate and build upon numeracy learning play each targeted game a few times a week.

Week 1	<p>More, Fewer or the Same?</p> <p>Using a pack of cards and a game board (see below), draw one card from the pack and place it at the top of the sorting tray indicated by a star. Draw 10 more cards from the deck and place them into an appropriate box in the sorting tray. To do this you will need to determine if the drawn card has an equal, larger or smaller value.</p> <p>Over the week increase difficulty by playing with numeral cards of higher value.</p>
Week 2	<p>Sid Cicada</p> <p>This activity can be played in pairs or individually. Each player takes turns at tossing the dice and totaling their throw. They then cover the number corresponding to their total on the Sid (see below) with a counter. The game continues until all the numbers have been covered.</p> <p>Level: Pink Board - Roll a 10-sided dice and place counter on corresponding number. Level 2: Blue Board - Roll 2 6-sided dice, add together and place counter on corresponding number. Level 3: Green Board - Roll 2 10-sided dice, add together and place counter on corresponding number.</p>
Week 3	<p>Shuttle Subtraction</p> <p>This activity can be played in pairs or individually. Each player takes a turn at tossing the dice. They subtract the number from either 10 or 20, depending on the game board. They then cover the number corresponding to their answer (see below) with a counter. The game continues until one player has covered all 9 squares in their grid.</p> <p>Level 1&2: Purple Board - Roll a 10-sided dice, subtract number from 10 and place counter on corresponding answer. Level 3: Green Board - Roll a 20-sided dice, subtract number from 20 and place counter on corresponding answer.</p>

<p>FEWER</p>	
<p>SAME</p>	
<p>MORE</p>	

Sid Cicada



SHUTTLE SUBTRACTION

10	19	14
11	15	16
13	12	18

Materials

- game board
- 20-sided dice
- 14 game markers (7 each player)

Directions

1. Take turns rolling the dice.
2. Subtract the number from 20 and place one marker on the answer. If the answer is already covered your turn is over.
3. The first person to cover all 9 spaces on their board wins!

Player 1

Player 2

10	19	14
12	15	18
16	10	17



7ir

9

SKILL:
Subtraction

SHUTTLE SUBTRACTION

9	4	6
6	7	8
5	8	9

Player 1



MATERIALS

- game board
- 1 number cube
- 14 game markers (7 for each player)

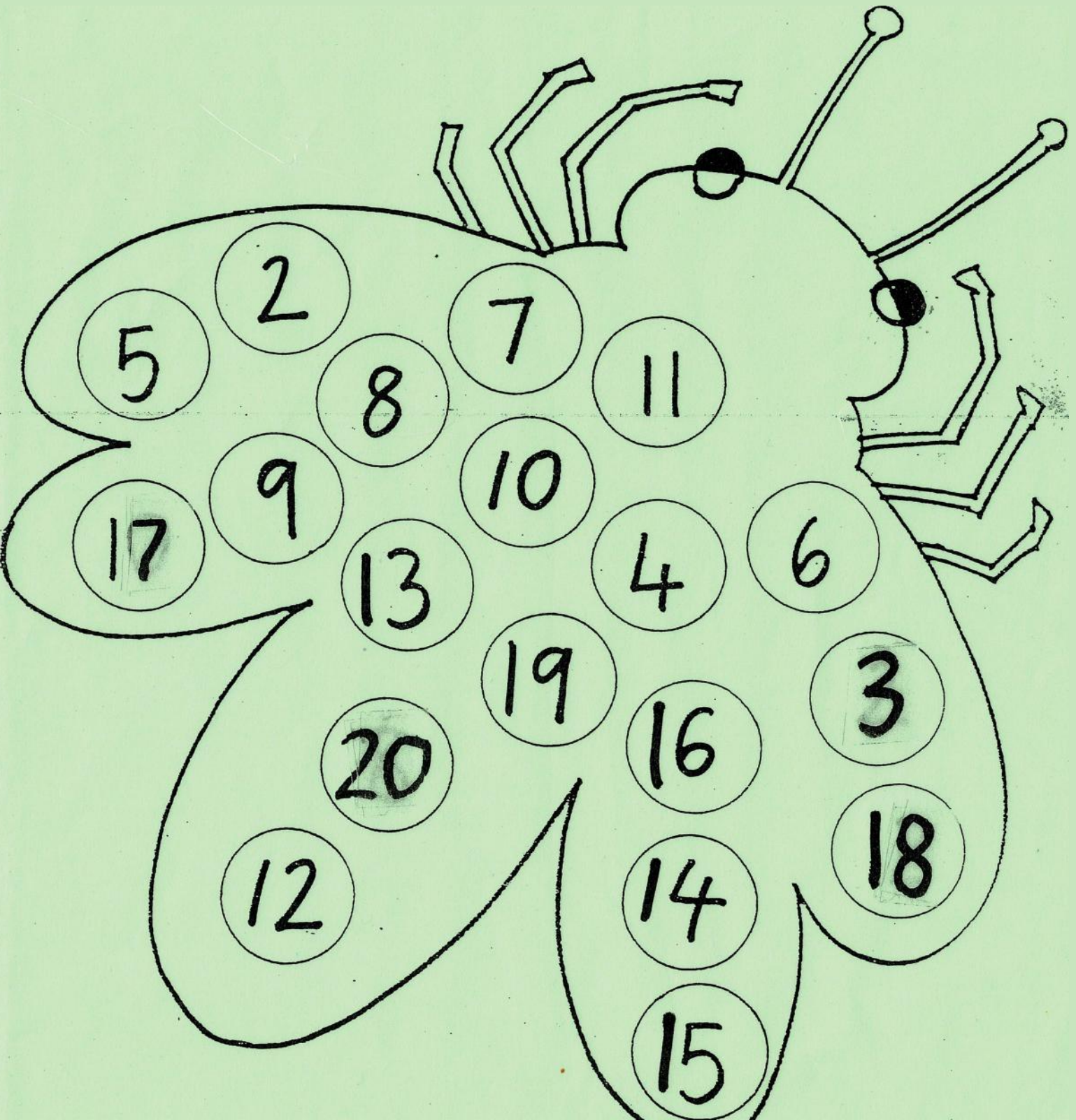
DIRECTIONS

1. Take turns rolling the number cube.
2. Subtract the number from 10 and place one marker on the answer. If the answer is already covered, your turn is over.
3. The first player to cover all 9 spaces on the grid wins.

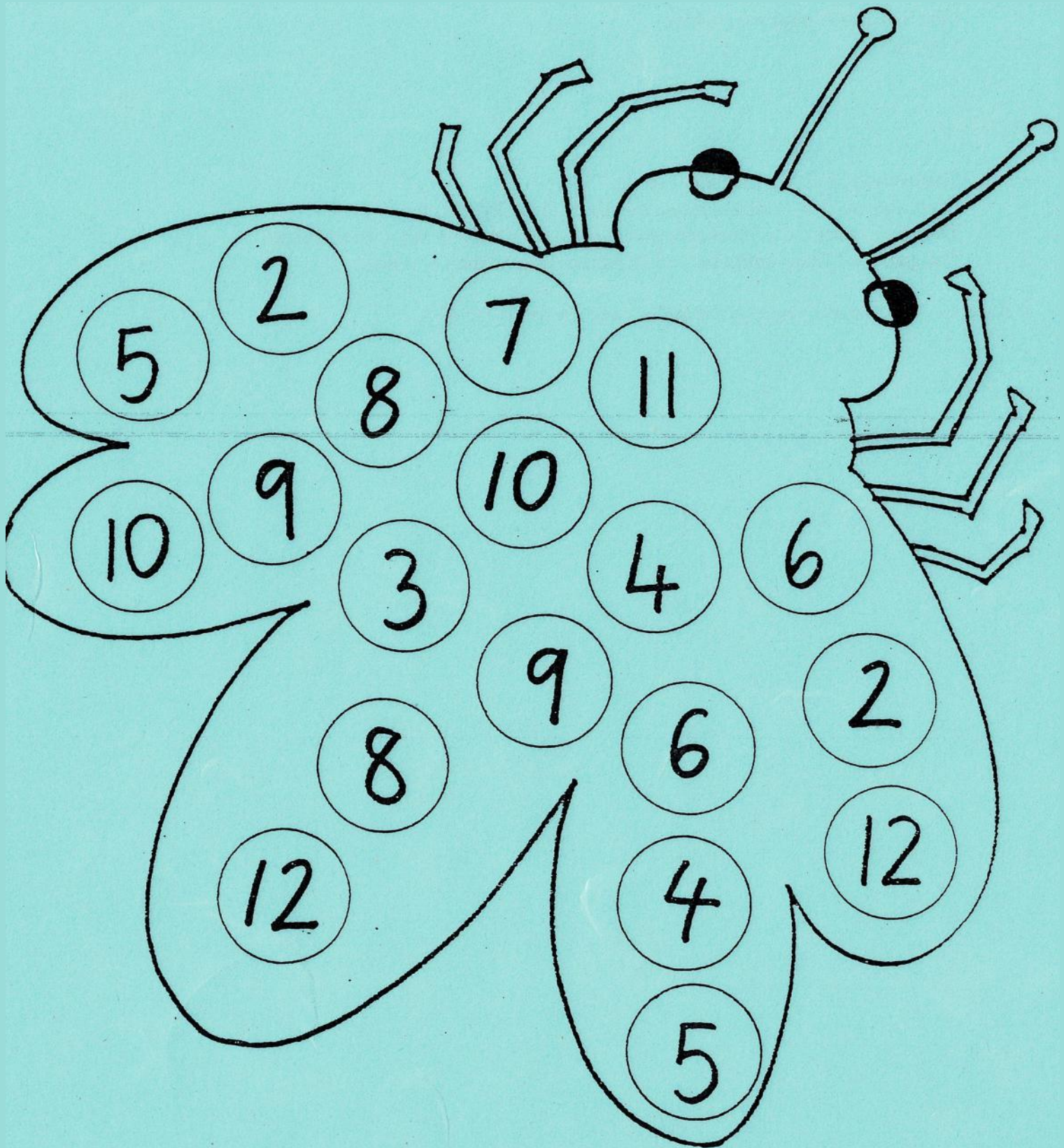
Player 2

8	7	5
9	4	6
5	9	7

Sid Cicada



Sid Cicada



TUESDAY

5 October 2021





The lost list

Written by Angela Weeks. Illustrated by Trent Lambert.

SPELD SA
Phonic Book Series

Learning to read

SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonics approach. They are designed to build on the pre-reading skills of oral language and phonological awareness needed for reading success. The books support the learning of letter-sounds and blending in a sequential phonic order, helping students to develop their independent decoding skills. The books also contain limited high frequency words that need to be taught before reading the book. The questions and activities focus on increasing a student's vocabulary and fluency and encourage the student to make deeper connections with the author's message.

The lost list (132 words)

Before reading the book, use the practice page to:

1. Revise the letter-sounds

2. Teach the blending of letter-sounds in regular words

The student points to each letter, saying the sound it represents. Swipe left to right under the letters, saying the sounds quickly and smoothly together to read the word.
e.g. b-a-g is 'bag'; J-i-ll is 'Jill'; l-o-a-f is 'loaf'; l-i-s-t is 'list'; g-r-ee-n is 'green'; c-o-ff-ee is 'coffee'; f-o-r-g-o-t-t-e-n is 'forgotten'.

During single word practice, check that the student understands the meaning of the word.

If the student is having difficulty hearing the word when blending:

- repeat the sounds more than once in succession to help the student 'hear' the word
- model stretching the sounds together without pauses, e.g. nnniiiiip, is 'nip'
- use letter tiles and push them together while saying the sounds.

3. Teach the high frequency words (words that the student will not be able to sound out)

Tell the student the words and determine any 'tricky' parts by breaking up the word into its sounds. Many high frequency words will be able to be sounded out later as the student learns more sounds and how they are written.

Provide practice through games like matching flash cards and Snap. For extra support, write the high frequency words on cards for the student to refer to as they read.

Reading tips

In some words, <s> is pronounced /z/, for example 'is', 'as', 'his'.

The suffix <ed> can represent the sound /d/ as in 'rubbed', /t/ as in 'packed' and /id/ as in 'landed'.

Words can contain schwa vowel sounds. The schwa is pronounced as an /uh/ sound, such as in, 'Nana', 'butter', 'across', 'the'. Explore with the student which part of the word has the schwa sound by breaking the word into its sounds. Take note of how the schwa sound is spelt.

Practice page

Practise the sounds

s a t i p n
c k ck e h r m d
g o u l f b
ai j oa ie ee or

Practise blending sounds

bag	Jill	ten	loaf
list	milk	cross	green
jacket	coffee	forgotten	

Practise high frequency words

the	of	she	to
when	you	was	store
her	basket	things	apples
as	a	has	is
			pays

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

- lost** – misplaced something
- list** – written items, one below the other
- pocket** – a pouch to hold things
- drops** – falls
- pays** – gives someone money to buy something from them
- loaf** – bread
- loads** – packs
- forgot** – didn't remember
- cross** – angry or mad



Mum sends Jill to the store.
She has a list of the ten things
to get.

1



The ten things on Jill's list:
a packet of ham, a loaf, 6 eggs,
3 green apples, 3 red apples,
3 carrots, jam, milk, coffee, soap.

2



Jill gets a bag and sets off.
She has the list in a jacket pocket.

3



As she runs to the store, Jill drops
the list.

4



When Jill is at the store, she gets a basket. But Jill has not got the list.

5



Jill has 9 things in the basket: ham, eggs, green apples, red apples, soap, coffee, jam, carrots, and a loaf. Can you help Jill? She has forgotten _____.

6



Jill pays the man and loads the things in her bag.

7



Jill forgot the milk. Was her mum cross?

8

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

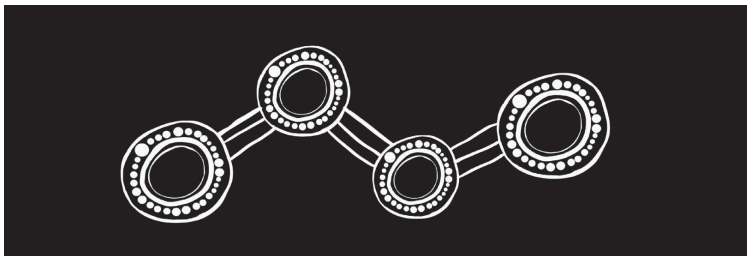
Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. What do you think happened next in the story?
2. Which item did Jill forget?
3. Let's see how many of the items on the list we can remember. There were ten. Let's count on our fingers.
4. When might you need to make a list? Can you make a list of all your friends? Or the kids in your class?
5. If you were cooking dinner, what could you make with ham and eggs?
6. Jill bought a loaf of bread. Can you think of another way bread can be shaped or made? (roll, wrap, stick)
7. Turn to page 2. Find the words and then point to the pictures for these items – green apples, soap, coffee, jam, Jill.

Fluency chart

off	up	egg	mum
ten	jam	soap	run
ham	bag	pack	loaf
lost	grab	green	help
list	drop	send	cross
forgot	coffee	jacket	pocket



Cover artwork by Elizabeth Close

Elizabeth Close is an Anangu woman from the Pitjantjatjara and Yankunytjatjara language groups in the APY Lands in outback South Australia. She was born in Adelaide and spent much of her upbringing in remote communities, learning her language and receiving cultural education.

'This artwork represents the literacy and numeracy learning journey, and the path towards independent learning. The circles represent the collaborative learning and supports around children with specific learning difficulties, including children, schools, families, SPELD SA and others.' Elizabeth Close, Artist.

About this series

The SPELD SA Phonic Book Series complements the teaching of reading and writing using a structured synthetic phonics approach. SPELD SA aims to help Aboriginal students engage with phonic books by having characters, content and settings that reflect Aboriginal communities. In developing this series, SPELD SA has consulted with people who live and work in the Anangu, Pitjantjatjara Yankunytjatjara (APY) Lands. We understand that the content, settings and characters may not reflect all Aboriginal people and their experiences but hope that Aboriginal students learning to read can find some familiarity in and connection with these books in their literacy journey.

Each set of books introduces a group of sounds for students to blend to read words. The books with a single star icon on the front cover contain a lower word count and less high frequency words. The books with two stars contain a higher word count, a greater number of high frequency words and/or more complex word structure. Please consider your student's ability when choosing a book for them to read. For a comprehensive explanation of the structure of the series, please refer to the SPELD SA website.

Acknowledgments

Produced by SPELD SA, 2021 and supported by the Government of South Australia.



Thanks to Jan Polkinghorne for her contributions in the development of the series and to Angela Weeks for permission to use and revise some of her stories. Thanks to the Anangu Lands and Rueben Burton for support of this project. Thanks also to Sandra Ken for cultural advice on Anangu communities and language.

SPELD SA is grateful for the contributions of volunteers for: consultation and project development; writing texts, comprehension questions, charts and games; illustrating, photography and graphic design; character development and cultural advice; speech and language advice. This is a wide community project, with talents, expertise and knowledge being shared for a common purpose – to improve literacy. Thank you all.

Book design by Tricia Smith Design, compilation and additional design by Janet Stone.

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

- Set 1 s, a, t, p, i, n
 Set 2 c, k, ck, e, h, r, m, d
 Set 3 g, o, u, l, f, b
 Set 4 ai, j, oa, ie, ee, or
 Set 5 z, w, ng, v, oo (book), oo (room)
 Set 6 y, x, sh, ch, th (think), th (that)
 Set 7 qu, ou, oi, ue, er, ar
 Set 8 y (sunny), a (apron), a-e (cake), e (female), e-e (eve), i (silent), i-e (kite), o (open), o-e (home), u (student), u-e (tune)
 Set 9 ay (play), ey (they), oy (toy), y (mystery), ea (dream), ie (chief), y (dry), igh (night)
 Set 10 oe (toe), ow (rainbow), ow (now), ir (bird), ur (turn), ew (few), au (launch), aw (paw), al (talk)



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SPELD SA acknowledges the traditional custodians of the lands on which we deliver our services. We pay our respects to elders past, present and emerging, and recognise their cultural heritage, beliefs and relationship with the land.

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WEDNESDAY

6 October 2021



**No worksheets
needed for today.**
Just use pieces of paper
if needed.



THURSDAY

7 October 2021



**No worksheets
needed for today.**
Just use pieces of paper
if needed.

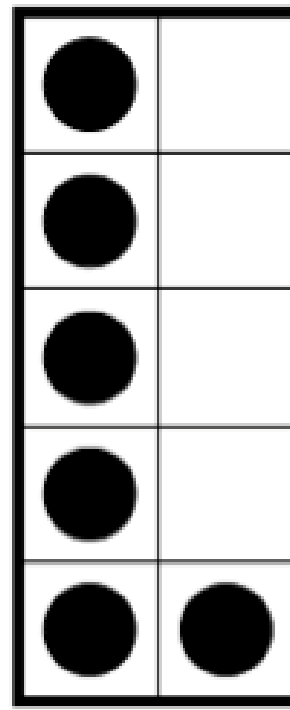
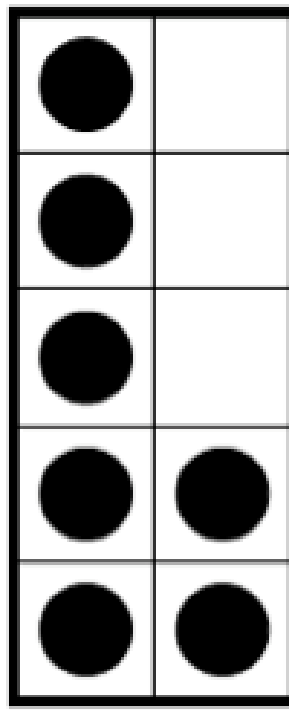
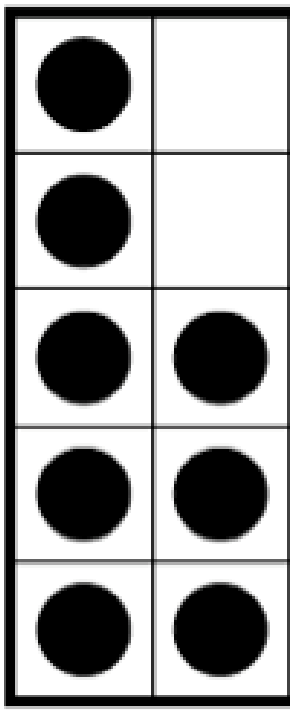
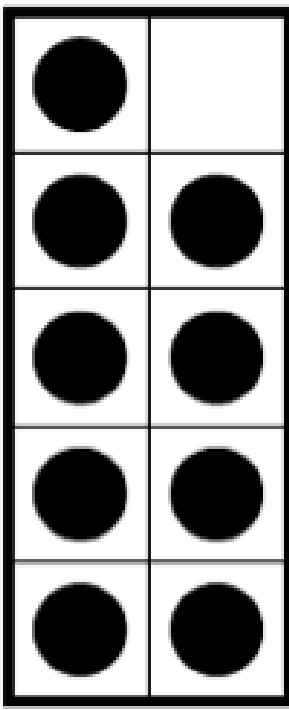
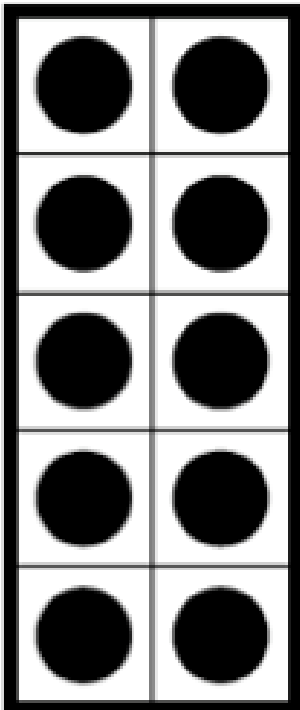
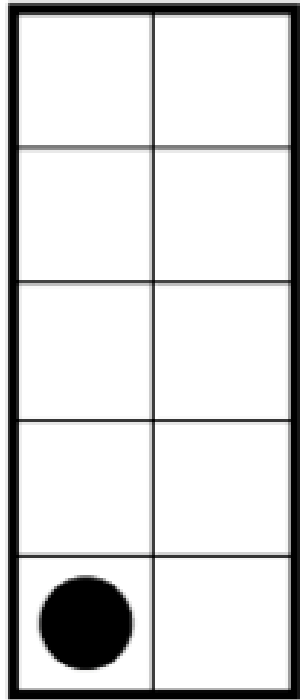
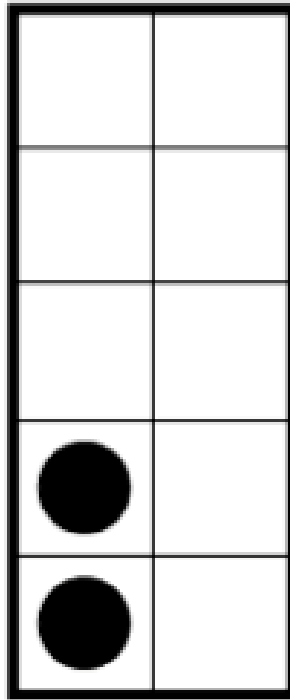
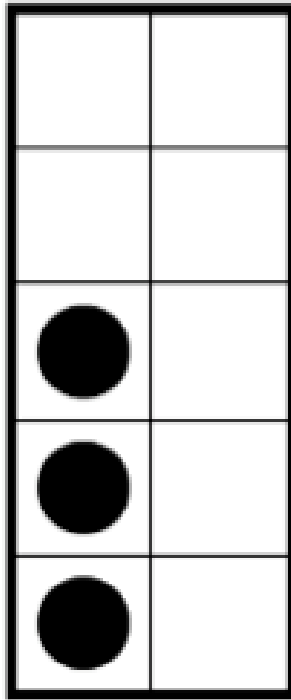
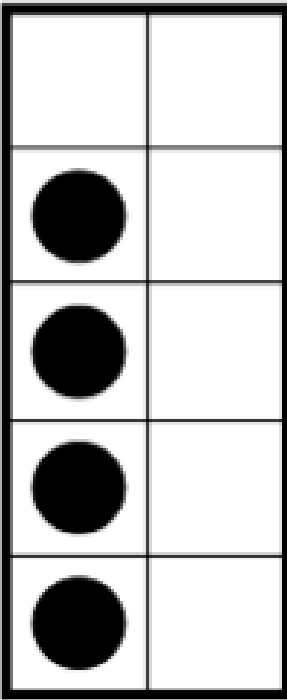
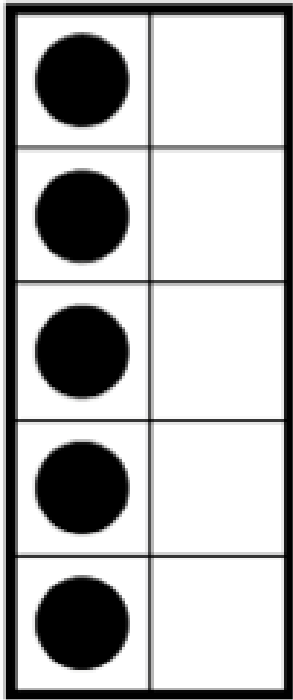


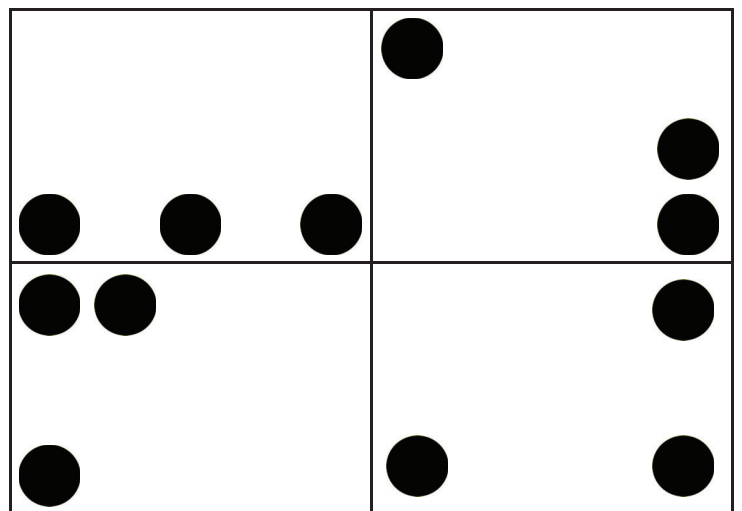
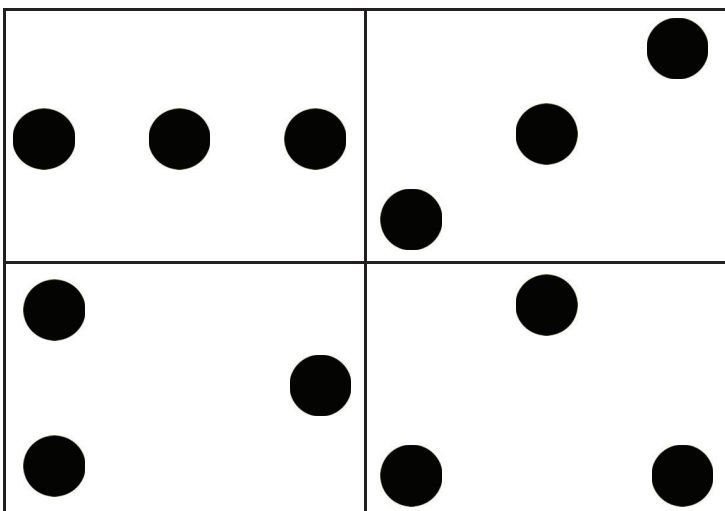
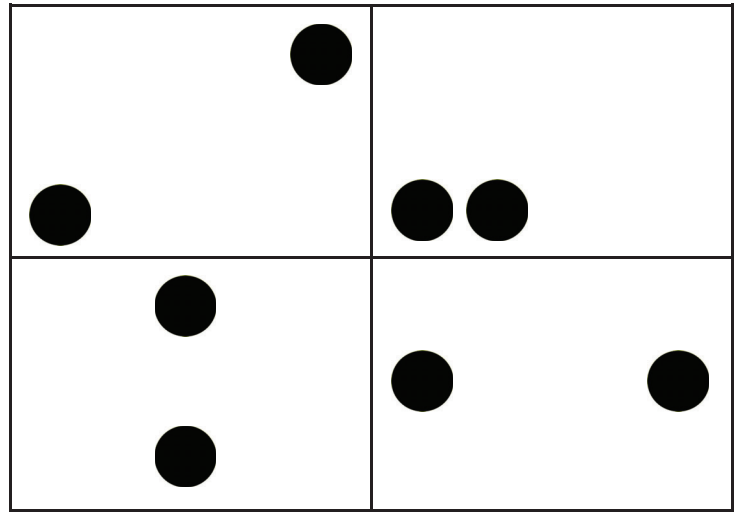
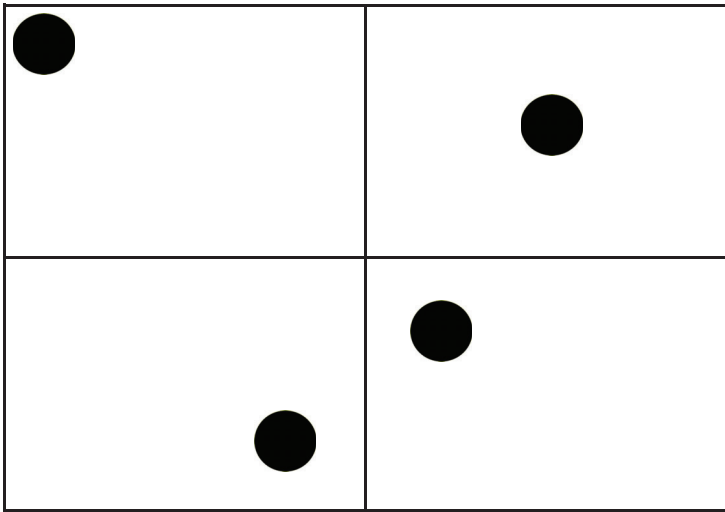
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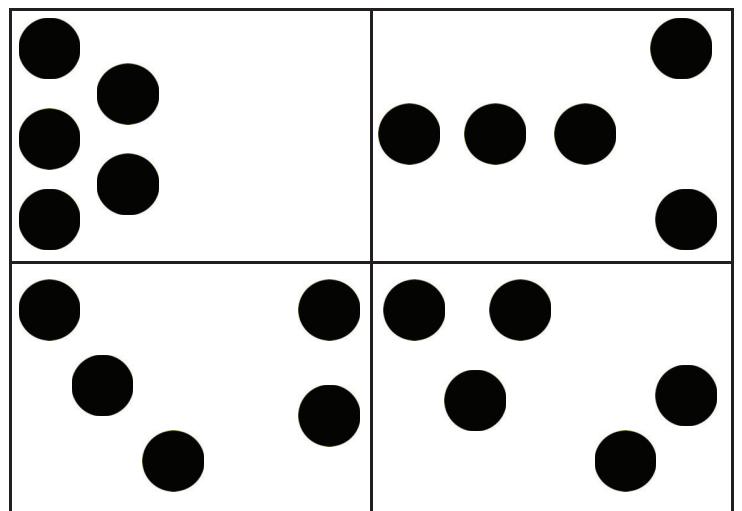
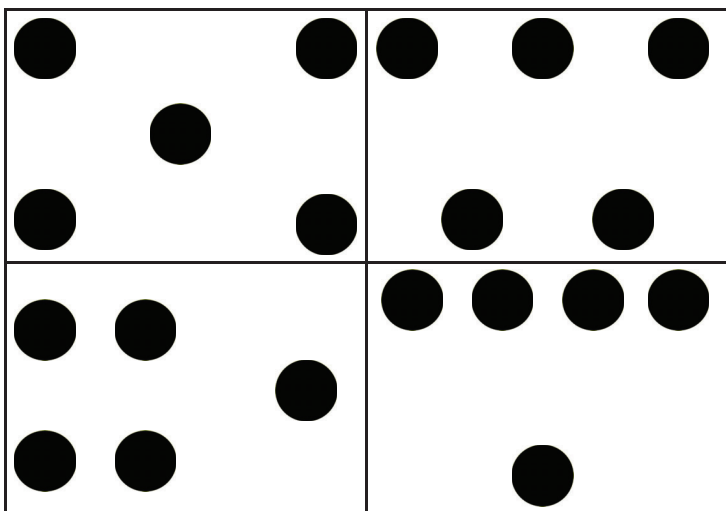
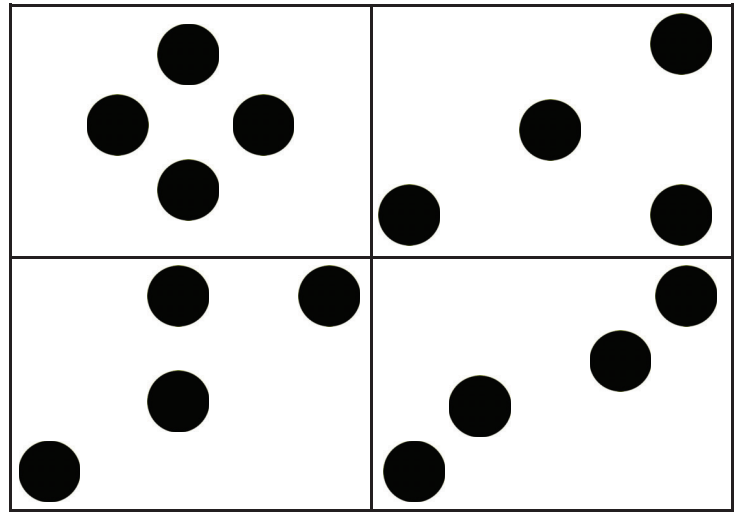
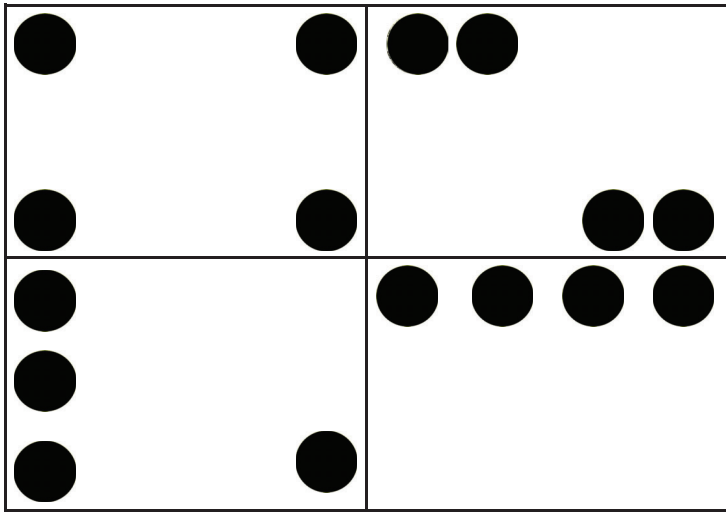
8 October 2021

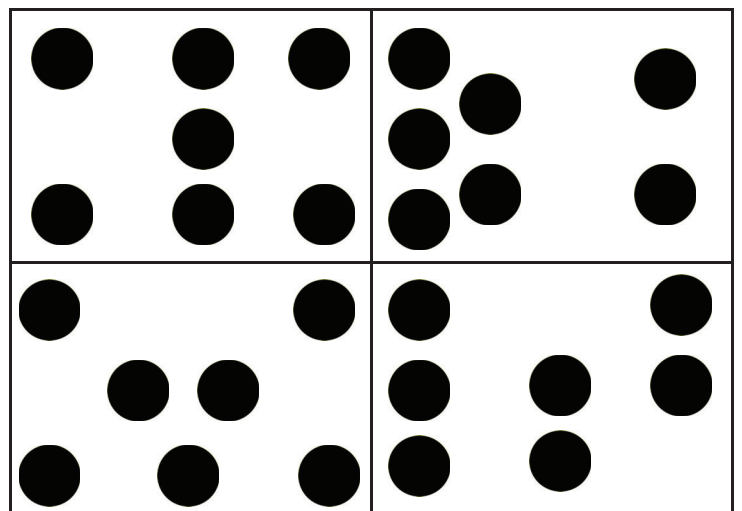
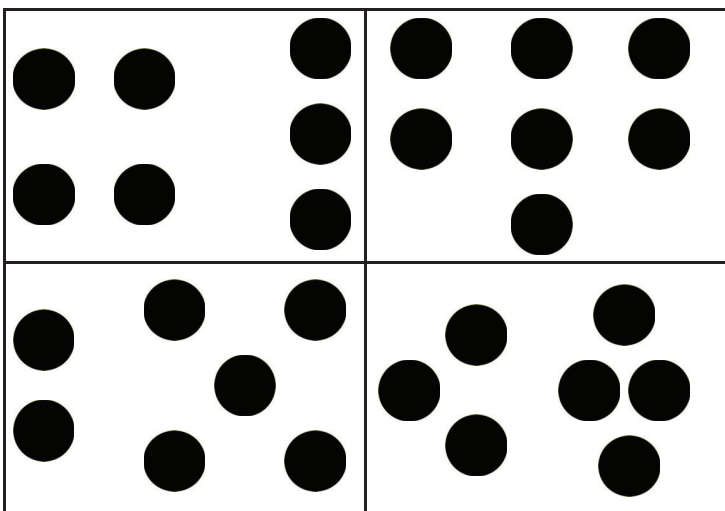
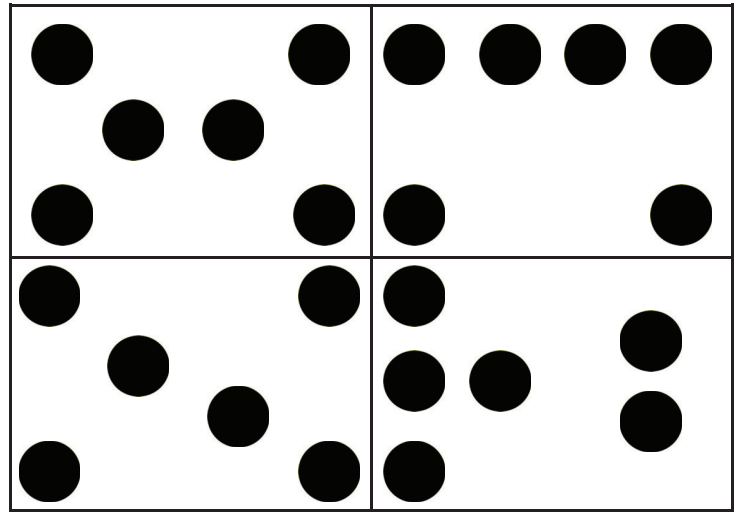
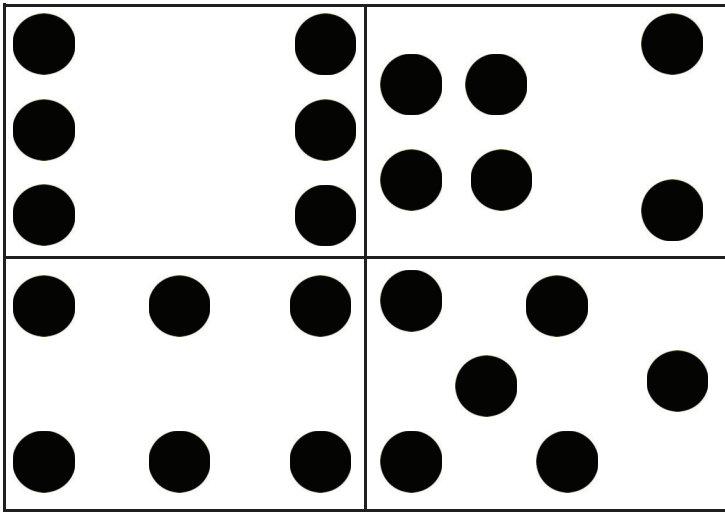


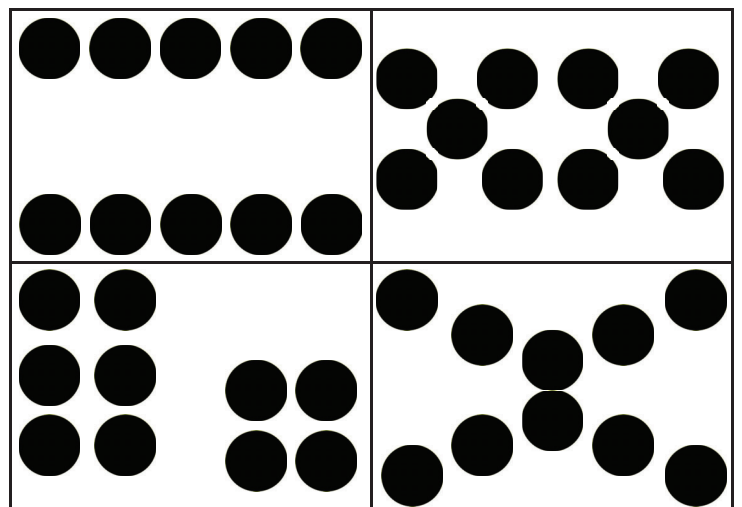
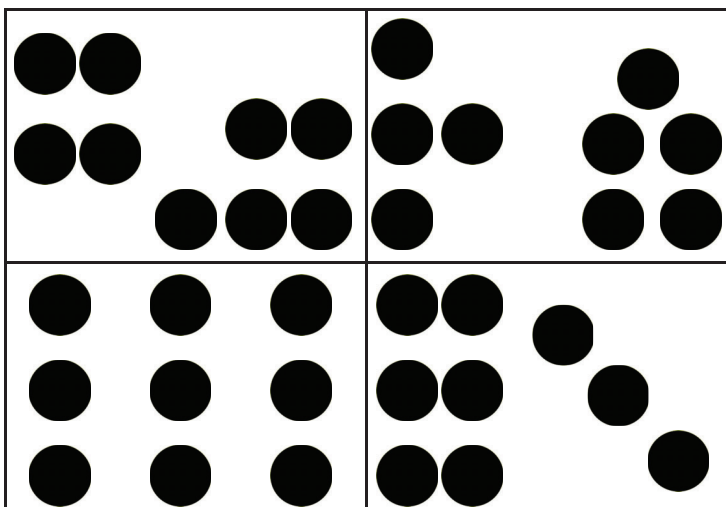
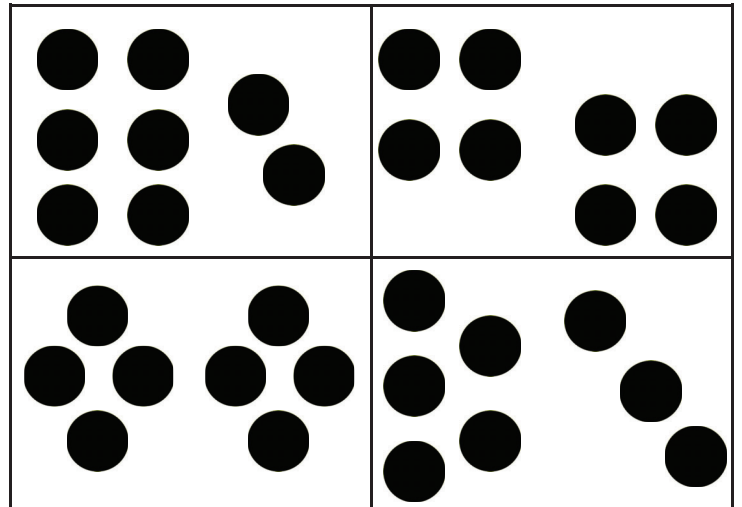
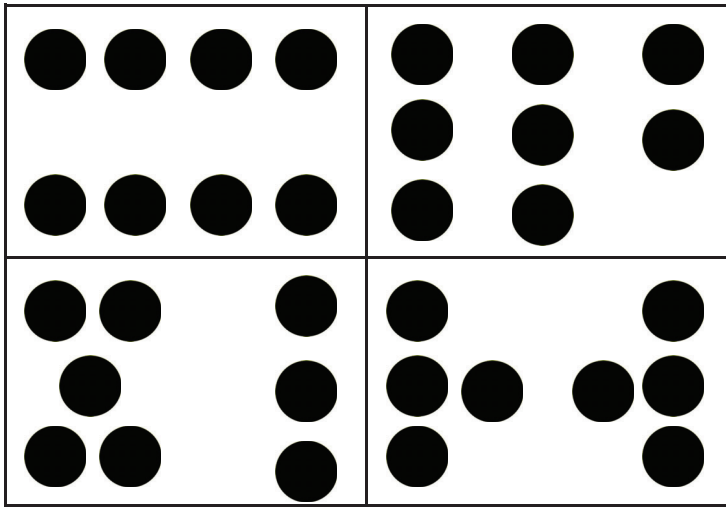


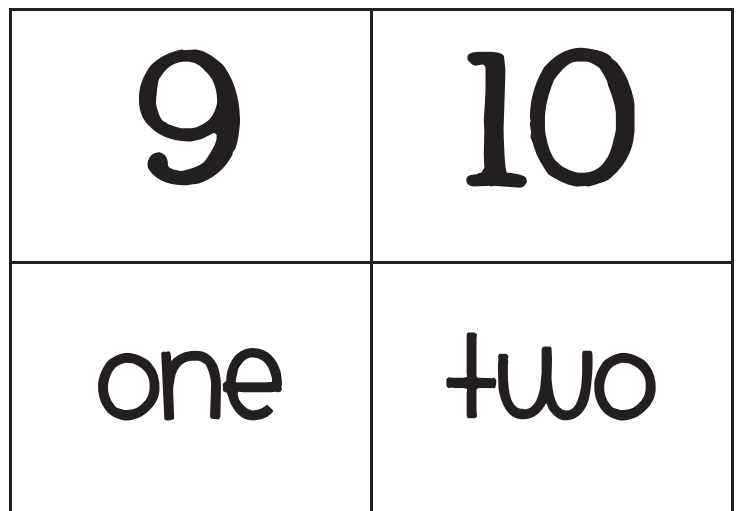
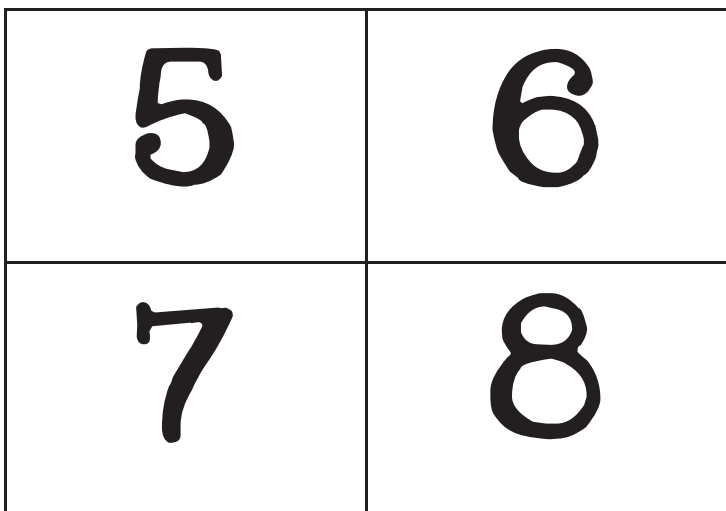
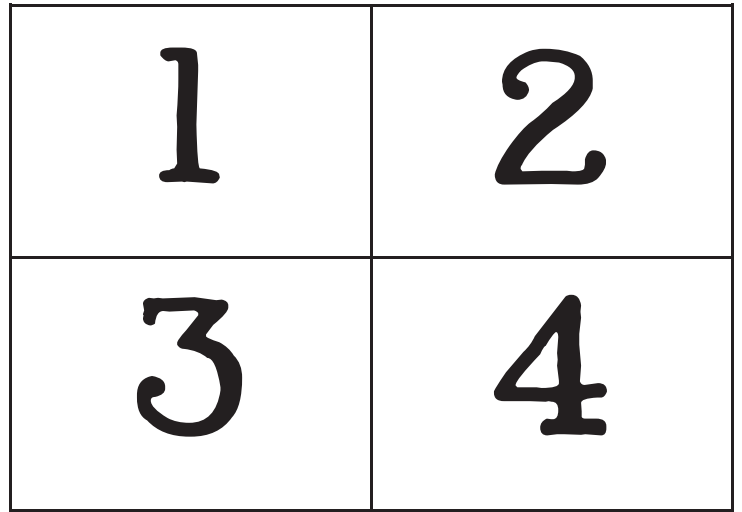
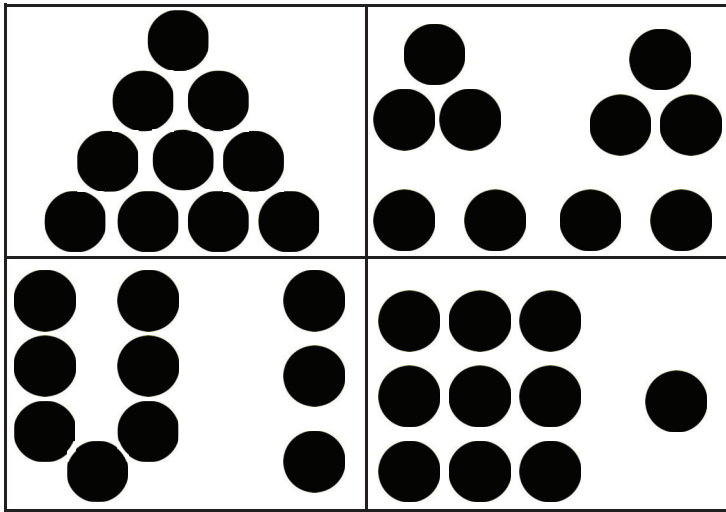












three

four

seven

eight

five

six

nine

ten

MONDAY

11 October 2021





What are they?

Written by Angela Weeks. Illustrated by Trent Lambert.

SPELD SA
Phonic Book Series

Learning to read

SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonic approach. They are designed to build on the pre-reading skills of oral language and phonological awareness needed for reading success. The books support the learning of letter-sounds and blending in a sequential phonic order, helping students to develop their independent decoding skills. The books also contain limited high frequency words that need to be taught before reading the book. The questions and activities focus on increasing a student's vocabulary and fluency and encourage the student to make deeper connections with the author's message.

What are they? (117) words

Before reading the book, use the practice page to:

1. Revise the letter-sounds

2. Teach the blending of letter-sounds in regular words

The student points to each letter, saying the sound it represents. Swipe left to right under the letters, saying the sounds quickly and smoothly together to read the word.
e.g. b-oo-t is 'boat'; p-ie is 'pie'; b-ee-f is 'beef'; t-r-ai-n is 'train';
p-u-m-p-k-i-n is 'pumpkin'; r-ai-n-c-o-a-t is 'raincoat'.

During single word practice, check that the student understands the meaning of the word.

If the student is having difficulty hearing the word when blending:

- repeat the sounds more than once in succession to help the student 'hear' the word
- model stretching the sounds together without pauses, e.g. nnnnniiiiip, is 'nip'
- use letter tiles and push them together while saying the sounds.

3. Teach the high frequency words (words that the student will not be able to sound out)

Tell the student the words and determine any 'tricky' parts by breaking up the word into its sounds. Many high frequency words will be able to be sounded out later as the student learns more sounds and how they are written.

Provide practice through games like matching flash cards and Snap. For extra support, write the high frequency words on cards for the student to refer to as they read.

Reading tips

In some words, <s> is pronounced /z/, for example 'is', 'as', 'his'.

The suffix <ed> can represent the sound /d/ as in 'rubbed', /t/ as in 'packed' and /id/ as in 'landed'.

Words can contain schwa vowel sounds. The schwa is pronounced as an /uh/ sound, such as in, 'Nana', 'butter', 'across', 'the'. Explore with the student which part of the word has the schwa sound by breaking the word into its sounds. Take note of how the schwa sound is spelt.

Practice page

Practise the sounds

s a t i p n
c k ck e h r m d
g o u l f b
ai j oa ie ee or

Practise blending sounds

pigs	bus	boat
pie	beef	train
storm	socks	pumpkin
raincoat		

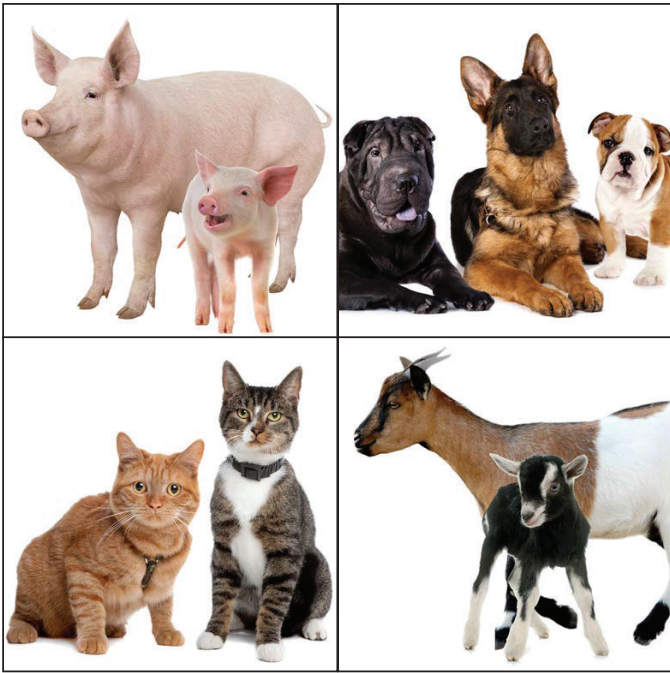
Practise high frequency words

what	are	they
all		

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

- popcorn** - seeds of corn heated until they pop and become fluffy and white
- boat** - a vehicle to travel on water with
- jeep** - a small 4-wheel drive vehicle
- frost** - thin layer of ice
- hail** - frozen rain that falls from the sky
- storm** - bad weather
- skull** - the bones of the head
- creep** - move slowly and quietly
- limp** - move slowly and unevenly with a sore foot



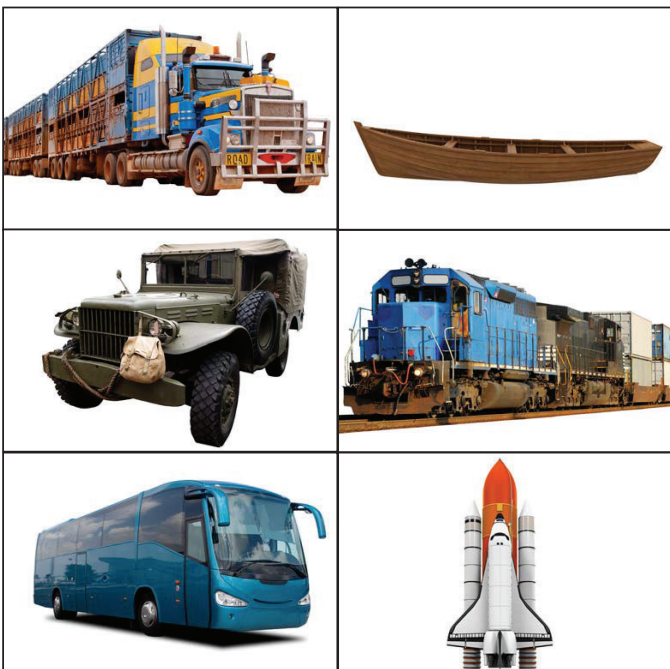
Pigs, dogs, cats and goats, what are they? Pigs, dogs, cats and goats are all _____.

1



Beef pie, popcorn, carrots and pumpkin, what are they? Beef pie, popcorn, carrots and pumpkin are all _____.

2



Truck, boat, jeep, train, bus and rocket, what are they? Truck, boat, jeep, train, bus and rocket are all _____.

3



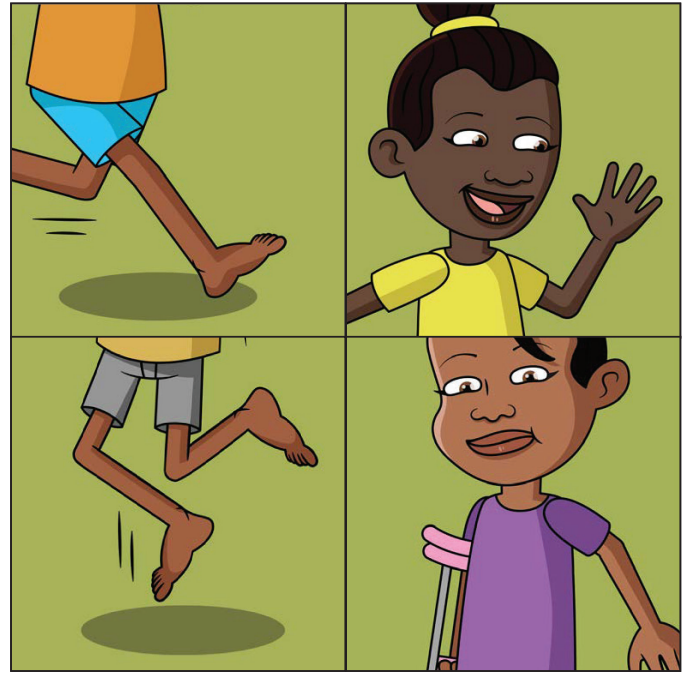
Raincoat, jacket, dress and socks, what are they? Raincoat, jacket, dress and socks are all _____.

4



Hail, rain, frost and storm, what are they? Hail, rain, frost and storm are all _____.

5



Leg, skull, hand, feet and neck, what are they? Leg, skull, hand, feet and neck are all _____.

6



Hop, jump, creep, skip, run and limp, what are they?

7



Hop, jump, creep, skip, run and limp are all _____.

8

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

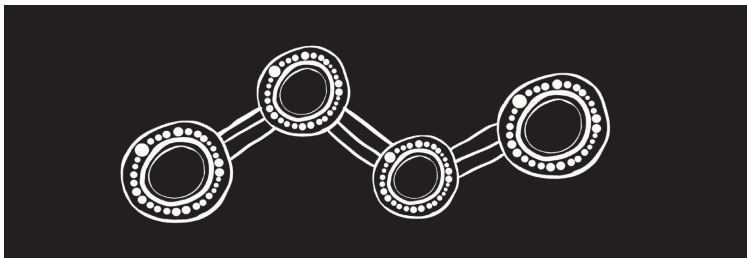
Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. Pigs, dogs, cats and goats are all in the same group and they are animals. If they are all animals, could they live in the same area? Why or why not?
2. Which of the following foods are healthy: beef pie, popcorn, carrots and pumpkin? Tell me some other healthy foods we could add to the group.
3. Leg, skull, hand, feet and neck are all body parts. Show me where they are on your body.
4. The last group of words are ways of moving. Which is your favourite? Can you move in those different ways?
5. Re-read the book. Tell me one more thing that you could put into each group.

Fluency chart

cat	leg	hop	pie
bus	dog	sock	feet
rain	beef	boat	neck
coat	skip	step	jump
creep	storm	dress	train
trucks	popcorn	frost	jacket



Cover artwork by Elizabeth Close

Elizabeth Close is an Anangu woman from the Pitjantjatjara and Yankunytjatjara language groups in the APY Lands in outback South Australia. She was born in Adelaide and spent much of her upbringing in remote communities, learning her language and receiving cultural education.

'This artwork represents the literacy and numeracy learning journey, and the path towards independent learning. The circles represent the collaborative learning and supports around children with specific learning difficulties, including children, schools, families, SPELD SA and others.' Elizabeth Close, Artist.

About this series

The SPELD SA Phonic Book Series complements the teaching of reading and writing using a structured synthetic phonics approach. SPELD SA aims to help Aboriginal students engage with phonic books by having characters, content and settings that reflect Aboriginal communities. In developing this series, SPELD SA has consulted with people who live and work in the Anangu, Pitjantjatjara Yankunytjatjara (APY) Lands. We understand that the content, settings and characters may not reflect all Aboriginal people and their experiences but hope that Aboriginal students learning to read can find some familiarity in and connection with these books in their literacy journey.

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SPELD SA is grateful for the contributions of volunteers for: consultation and project development; writing texts, comprehension questions, charts and games; illustrating, photography and graphic design; character development and cultural advice; speech and language advice. This is a wide community project, with talents, expertise and knowledge being shared for a common purpose – to improve literacy. Thank you all.

Book design by Tricia Smith Design, compilation and additional design by Janet Stone.

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

- Set 1 s, a, t, p, i, n
 Set 2 c, k, ck, e, h, r, m, d
 Set 3 g, o, u, l, f, b
 Set 4 ai, j, oa, ie, ee, or
 Set 5 z, w, ng, v, oo (book), oo (room)
 Set 6 y, x, sh, ch, th (think), th (that)
 Set 7 qu, ou, oi, ue, er, ar
 Set 8 y (sunny), a (apron), a-e (cake), e (female), e-e (eve), i (silent), i-e (kite), o (open), o-e (home), u (student), u-e (tune)
 Set 9 ay (play), ey (they), oy (toy), y (mystery), ea (dream), ie (chief), y (dry), igh (night)
 Set 10 oe (toe), ow (rainbow), ow (now), ir (bird), ur (turn), ew (few), au (launch), aw (paw), al (talk)



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TUESDAY

12 October 2021



**No worksheets
needed for today.**
Just use pieces of paper
if needed.



WEDNESDAY
13 October 2021



**No worksheets
needed for today.**
Just use pieces of paper
if needed.



THURSDAY

14 October 2021



**No worksheets
needed for today.**
Just use pieces of paper
if needed.



FRIDAY

15 October 2021





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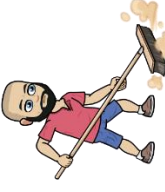
MONDAY

18 October 2021



Oh No! My Teacher is now Flat! What can I do with my Flat Teacher?

Week 3

<p>Let's read a book together! You know how much I LOVE to listen to you read!</p> 	<p>Create a finger puppet show and use me as one of your characters! Perform this for your family!</p> 	<p>You know I love to laugh! Learn some jokes and share them with your family!</p> 	<p>Choose your own Adventure! Surprise me in a good way!</p> 	<p>You know I'm not that fabulous at drawing. Can you teach me how to draw some pictures?</p> 
<p>Board games are so much fun! Can you teach me how to play a new board game?</p> <p>CHECKMATE!</p> 	<p>Hide and seek is so much fun! Hide me and see if you can give directions to someone to find me!</p> 	<p>I love playing with Lego. Can you measure how tall I am using Lego pieces?</p> 	<p>Let's do some schoolwork together!</p> 	<p>I am brave and so are you, let's try something new that you have never done before!</p> 
<p>Going on a walk would be amazing!</p> 	<p>I'm hungry! Are you going to feed me or what? What are you going to cook?</p> 	<p>Can we take a bike ride together? Don't forget your helmet and make sure I am secure! I don't want to blow away!</p> 	<p>It is time to get active! Don't forget to stay strong and fit!</p> 	<p>Can you build me an obstacle course or draw me a hopscotch game?</p> 
<p>Build me a fort! Let's hang out in a fort! It can be made with blankets! Get Creative!</p> 	<p>Can we just have some time to chill with your family? Let's just hang out!</p> 	<p>Let's just got and play outside! I mean there is soooooo much we can do in the sunshine!</p> 	<p>You know how much I love a Random Act of Kindness! Let's see yours!</p> <p>YOU'RE the SWEETEST</p> 	<p>Hmmmm... when was the last time you helped around the house? Let's do some chores together!</p> 

Please note that these activities are optional activities and do not have to be completed. If you wish to show your teacher some of the work you have done, then please upload these to Seesaw.

Flat Teachers



Mrs Newth



Mr Smith



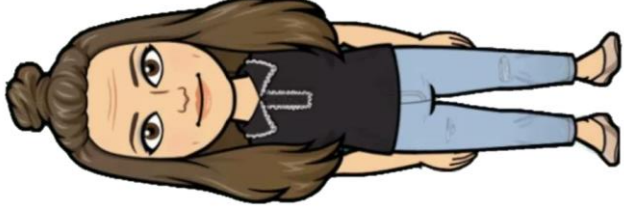
Mrs Whittingham



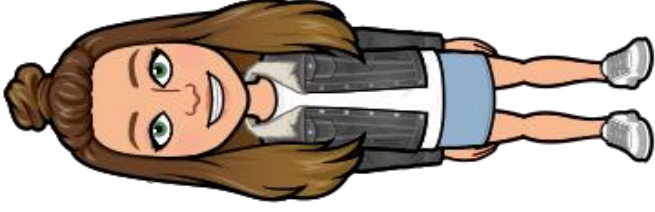
Mrs Homan



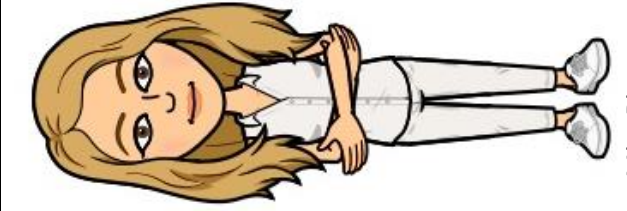
Miss Kilby



Mrs Kitchener



Mrs Baglin



Miss Rizzotto



Mrs Cremona



Miss Cannon



The dog

Written by Jacqui Edwards. Photography by Jacqui Edwards and Lucinda Gooden.



SPELD SA
Phonic Book Series

Learning to read

SPELD SA Phonic Books support the teaching of reading by using a structured synthetic phonics approach. They are designed to build on the pre-reading skills of oral language and phonological awareness needed for reading success. The books support the learning of letter-sounds and blending in a sequential phonic order, helping students to develop their independent decoding skills. The books also contain limited high frequency words that need to be taught before reading the book. The questions and activities focus on increasing a student's vocabulary and fluency and encourage the student to make deeper connections with the author's message.

The dog (37 words)

Before reading the book, use the practice page to:

1. Revise the letter-sounds

2. Teach the blending of letter-sounds in regular words

The student points to each letter or combination of letters, saying the sound they represent. Swipe left to right under the letters, saying the sounds quickly and smoothly together to read the word. e.g. *d-o-g* is 'dog'; *w-e-t* is 'wet'; *f-o-r* is 'for'; *f-o-o-d* is 'food'; *s-w-i-m* is 'swim'; *l-o-o-k-s* is 'looks'; *j-u-m-p-s* is 'jumps'.

During single word practice, check that the student understands the meaning of the word.

If the student is having difficulty hearing the word when blending:

- repeat the sounds more than once in succession to help the student 'hear' the word
- model stretching the sounds together without pauses, e.g. *nnnniiiiip*, is 'nipp'
- use letter tiles and push them together while saying the sounds.

3. Teach the high frequency words (words that the student will not be able to sound out)

Tell the student the words and determine any 'tricky' parts by breaking up the word into its sounds. Many high frequency words will be able to be sounded out later as the student learns more sounds and how they are written.

Provide practice through games like matching flash cards and Snap. For extra support, write the high frequency words on cards for the student to refer to as they read.

Reading tips

A combination of letters can represent a sound, such as in boat (b-oa-t), song (s-o-ng), fern (f-er-n), shout (sh-ou-t), or night (n-igh-t).

The suffix <ed> can represent the sound /d/ as in 'rubbed', /t/ as in 'packed' and /id/ as in 'landed'.

Words can contain schwa vowel sounds. The schwa is pronounced as an /uh/ sound, such as in, 'Nana', 'butter', 'across', 'the'. Explore with the student which part of the word has the schwa sound by breaking the word into its sounds. Take note of how the schwa sound is spelt.

Practice page

Practise the sounds

s, a, t, i, p, n

c, k, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

Practise blending sounds

dog	wet	for	food
swim	looks	jumps	sniffs

Practise high frequency words

the	so	he	a
-----	----	----	---

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

hot – high temperature

sniffs – breathes air into the nose to smell something

looks for – searches or hunts for

swim – move through water using your arms and legs

wet – covered in water

jumps up – leaps out of the water



The dog

1



The dog is on the hot sand.

2



3



The dog sniffs the rock and looks for food.

4



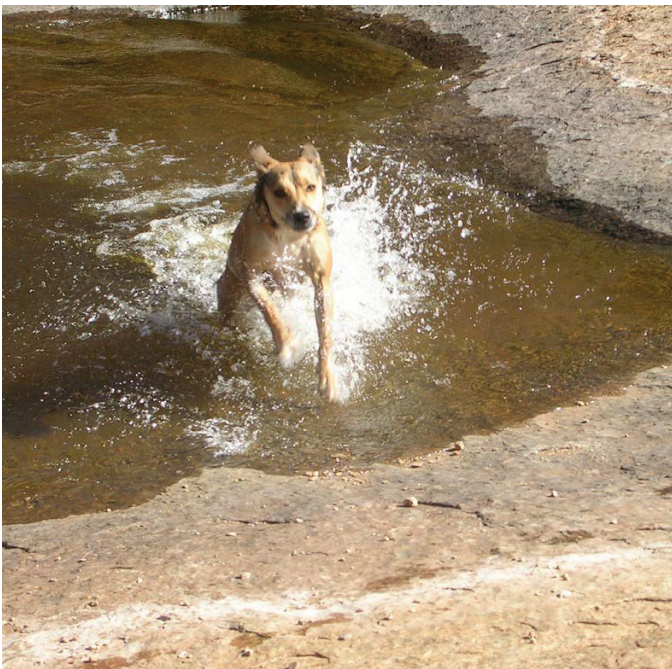
The dog stands on a rock.

5



It is hot so he has a swim.

6



The wet dog jumps up.

7



8

69

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

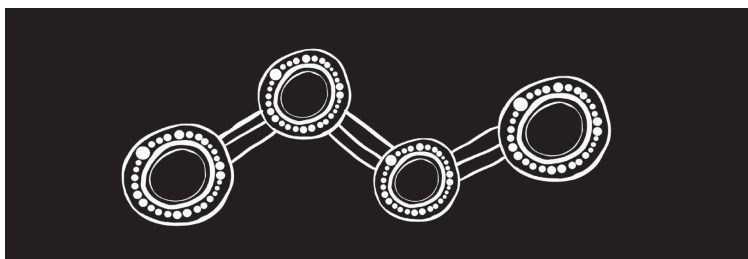
Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. What did the dog do when it was hot?
What do you do when you are hot?
2. What does a dog do when it gets wet?
Can you shake like a dog?
3. Why do dogs sniff things?
Do dogs only sniff when they are looking for food?
4. Do you have a dog? Tell me about your dog.

Fluency chart

or	on	if	up
wet	hot	dog	jam
zip	vet	rock	food
look	tail	swim	green
sand	jump	soft	wind
sniff	stand	swam	looks



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TUESDAY

19 October 2021



**No worksheets
needed for today.**
Just use pieces of paper
if needed.




WEDNESDAY

20 October 2021




Dinosaur Number Line Subtraction Within 10


Use the number lines to subtract. Write the answers in the boxes.




0 1 2 3 4 5 6 7 8 9 10

$$7 - 3 = \square$$



0 1 2 3 4 5 6 7 8 9 10

$$4 - 2 = \square$$



0 1 2 3 4 5 6 7 8 9 10

$$2 - 1 = \square$$



0 1 2 3 4 5 6 7 8 9 10

$$9 - 6 = \square$$



0 1 2 3 4 5 6 7 8 9 10

$$9 - 5 = \square$$


0 1 2 3 4 5 6 7 8 9 10

$$3 - 3 = \square$$


0 1 2 3 4 5 6 7 8 9 10

$$8 - 6 = \square$$


0 1 2 3 4 5 6 7 8 9 10

$$6 - 3 = \square$$

THURSDAY

21 October 2021



Maths with a cup of pasta

How many different ways can you make 15?



Estimate how many pieces of pasta were in your cup.



Tally your pasta pieces.



Group your pasta pieces by 5's (or any other number)



Make a repeating pattern with your pasta pieces.



Put some pasta pieces into containers and write the number sentence.



Can you make a symmetrical picture?



Measure the length of objects using your pasta pieces.



Measure the capacity of a box. 8 pieces of pasta fit in a match box



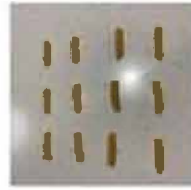
Count your pasta pieces by 2's, 5's etc



Make some 2D shapes.



Make an array. 4 rows of 3, is there another way?



Count your pasta pieces by 1's



Share your pieces equally.



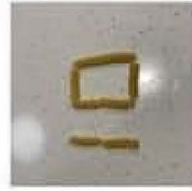
Weigh your pasta pieces. Estimate the weight of 20, 30 pieces etc



Measure the area of your lunchbox, book etc.



Make the numeral 10 (or any other numeral)



FRIDAY

22 October 2021



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if needed.

