

Learning From Home

Take-home Pack



Term 4 | Weeks 1-3

2021

K6PB Group 3 Learning From Home Overview

Term 4: Weeks 1 to 3

LITERACY ACTIVITIES (Mrs Bolst)

Spelling (High Frequency Words)

Learning Intention: We are learning to spell high frequency words, understand their meaning and transfer this knowledge to our own writing.

Success Criteria: I can

1. Correctly spell high frequency words.
2. Show my understanding of their meaning by putting them in a sentence.
3. Use these high frequency words to write my own sentences with assistance.

Activity: High Frequency Words Booklet

1. Complete 1 page a day either on Seesaw or in your take home pack.
2. Each day click 'save as draft' and you can open it to continue working on it the next day by clicking 'edit'.
3. When you have finished the last page press the tick to hand in your work.

Reading (Fluency & Accuracy)

Learning Intention: We are learning to build our accuracy, fluency and decoding skills during oral reading.

Success Criteria: I can

1. Correctly read single sounds and known blends.
2. Use my knowledge of sounds to decode unfamiliar words in isolation.
3. Read stories fluently, accurately and audibly after repeated readings.

Activity: You will be reading one book a week to increase your fluency.

Monday and Tuesday: Practice reading the book assigned to you on Seesaw or in your Take Home Pack to Mum or Dad.

Wednesday: Use Seesaw to record yourself reading the practice sounds and words that come before the story.

Thursday: Use Seesaw to record yourself reading the whole book.

Friday: Use Seesaw to record yourself reading the fluency words at the back of the book.

Every day: Log on to Reading Eggs and complete some activities.

BOOK TITLES

Week 1 – Max at the Shop Week 2 – Sant the Ant has Lunch Week 3 – Shan Tried to Think

Writing (Sentence Structure)

Learning Intention: We are learning to make a sentence and understand sentence structure.

Success Criteria: I can

1. Choose a who, what and where card to make a sentence.
2. Copy the sentence in writing.
3. Use picture cues to attempt to read the sentence.

Activity: Make a Sentence a Day

1. Parents please print and cut out picture cards and keep in 3 separate zip lock bags with the same colours.
2. Every day children will choose 1 pink (who), 1 purple (what) and 1 blue (where) picture to make a sentence.
3. Get them to put the pictures on the 'make a sentence' board and read their sentence.
4. Get them to copy their sentence on a piece of paper or the seesaw page and draw a picture to illustrate it.
5. Make a different sentence every day to get them used to the structure of a who, what & where sentence.
6. Take a picture of their sentence and upload it to seesaw.
7. Press the mic and get them to read their sentence out loud.

Handwriting (Letter Formation)

Learning Intention: We are learning to write neatly and legibly.

Success Criteria: I can-

1. Write each individual sound using the correct letter formation.
2. Write sounds together to make words of consistent size and shape.
3. Stay on the line when writing sounds and words.

Activity: Handwriting booklet

To be done at your own pace but no more than 1 page a day. Please do this in your booklet and not on Seesaw.

Speaking & Listening

Activity: Listen & Share

1. Listen to the Speaking & Listening tasks posted on Seesaw related to plants each day.

Week 1: Parts of a Plant.

Week 2: Lifecycle of a Plant.

Week 3: A Plants Needs

2. Complete the activities on Seesaw to respond to what you've heard.

3. If you do not have Seesaw get Mum or Dad to read you a story and chat together about the book.

MATHS ACTIVITIES (Mrs Power)

Week 1

Learning Intention: We are learning to recognize, write, order and match our numbers to 40.

We are learning the language of ordinal numbers.

Success criteria:

- I can recognize and order my numbers 0-1000

- I can write my numbers 1-100
- I know the number before and after to 100
- I can match and order ordinal numbers to 31

Monday

Warm up Watch [The Big Numbers Song - YouTube](#)

Activities

Number recognition 0-1000

- Click on the link and play the counting game. Make your largest number 1000 [Counting Caterpillar || Order 5 non-consecutive numbers using your knowledge of place value - mobile friendly \(ictgames.com\)](#)
- On the before and after worksheets- roll a dice 3 times and create a 3 digit number. Write the number in the middle and the two numbers that are before and after it.
- Complete one of the BIG number dot to dots. Can you count the numbers as you find them?
- Fill in the missing numbers on the 100's chart

Tuesday and Wednesday

Warm up Watch [Fact Family Triangles - Addition and Subtraction Cartoon | Math for 1st Grade | Kids Academy - YouTube](#)

Activities

Number fact families

- Complete the number fact families dice game. Level 1 only complete + and -, Level 2 complete all +, -, x and division
- Complete the cut and paste activity

Number recognition

- Complete the What comes before 100's chart worksheet.

Extension [Number Fact Families - Topmarks](#)

Thursday and Friday

Quick number recognition revision

- Complete the missing numbers 100's chart
- **Number Bonds CHALLENGE**
Using the blank number bonds template worksheet- how many different ways can you represent the number 146.

Ordinal numbers

- Complete the days of the week ordinal numbers activities. There are 3 different levels. Complete at least two.
- Using the numeral ordinal number fill in the blank September calendar. Don't forget to look at a real calendar and make sure your first starts on the right day. Complete the second page also.

Week 2 & 3 Learning Intention: We are learning to recognize and understand how numbers are made up through place value and expanded notation.

We are learning how to group and order numbers to solve problems.

Success criteria:

- I can use place value to represent two and three digit numbers
- I understand the value a number has
- I can recognize the written number words and order them
- I know how to write numbers in expanded notation up to tens and hundreds
- I can make groups of
- I can complete repeated addition
- Extension- I can represent multiplication as repeated addition and grouping

Week 2

Monday-Tuesday

Warm up Watch [Place Value Song - YouTube](#)

Activities

Place value- over the two days complete worksheets provided. If you complete them and still want more practice then follow the extension link.

- **WORK SHEETS**
- Complete the place dice game- Expanded notation and place value.
- **Extension** [Place Value, Maths Games for 7-11 Years - Topmarks](#)

Wednesday

Ordinal numbers

- Complete the Months of the year
- Complete the remaining pages of the September ordinal numbers worksheet

Thursday and Friday

Warm up- Watch [I Can Show Numbers In So Many Ways | Math Song for Kids | How to Represent Numbers | Jack Hartmann - YouTube](#)

[Equal Groups Multiplication Song | Repeated Addition Using Arrays - YouTube](#)

Activities

Expanded notation

- Complete the two expanded notation work sheets.

Grouping

- Complete the equal groups and arrays work sheets

Week 3

Each day complete one of the 'number of the day' work sheets and see how much you have learnt and understand. There are so many ways to read, interpret and write numbers. Have fun.

Monday and Tuesday

Warm up- watch [Repeated addition song - YouTube](#)

Activities

Repeated Addition and subtraction

- Each day select 2 addition and subtraction work sheets.
- Extension- Attempt the Year 3 mental Math worksheet.

Wednesday-Friday

Level 1- Continue to practice repeated addition and grouping activities

Level 2- Multiplication and division- complete the multiplication and division work sheets.

Complete any work sheets that have not been completed.

OTHER SUBJECT AREAS

If you want any more to do then choose any activities you like from this activity grid. It's also just as important to play & be active so do whatever makes you happy in the afternoons and try & get some fresh air!

https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/learning-from-home/teachers/documents/diversity-and-inclusion/Learning_from_home_grid_for_students.pdf

Literacy Resources



Spelling Booklet - 1 or 2 pages per day

Foundation

High Frequency Words

Activity Booklet Featuring Top 30 Words



Trace each word then write it yourself next to the traced word.

the

and

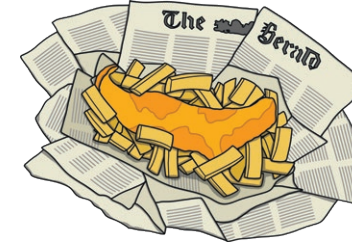
I

to

a

Unscramble these words and add them to the sentence.

and We had fish _____ chips for dinner.



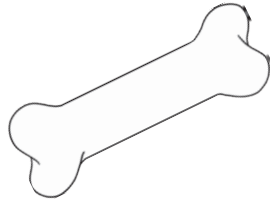
to I went _____ the beach after school.



the _____ moon is shining in the night sky.



Draw lines to join the dog to the bone that shows the matching word.



the

to

and

a

I

the

to

I

a

and

Write your own sentence using the words *I* and *a*.

Trace each word then write it yourself next to the traced word.

was

it

my

went

we

Unscramble these words and add them to the sentence.

ew _____ are going to have a pool party.



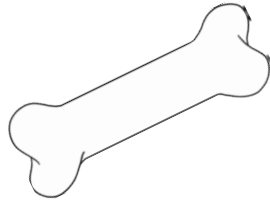
netw I _____ to the playground with my friends.



asw It _____ raining all day yesterday.



Draw lines to join the dog to the bone that shows the matching word.



was

it

it

was

my

went

went

we

we

my

Write your own sentence using the words *It* and *my*.

Trace each word then write it yourself next to the traced word.

on

he

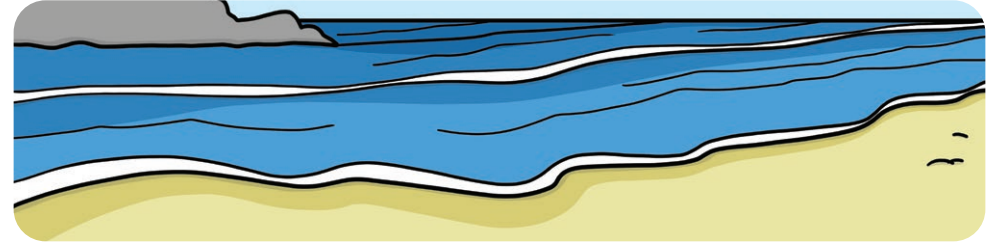
in

they

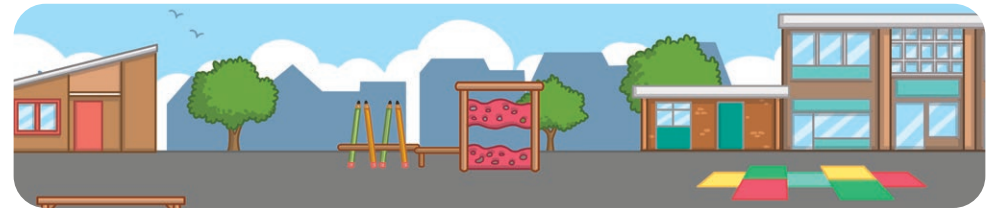
then

Unscramble these words and add them to the sentence.

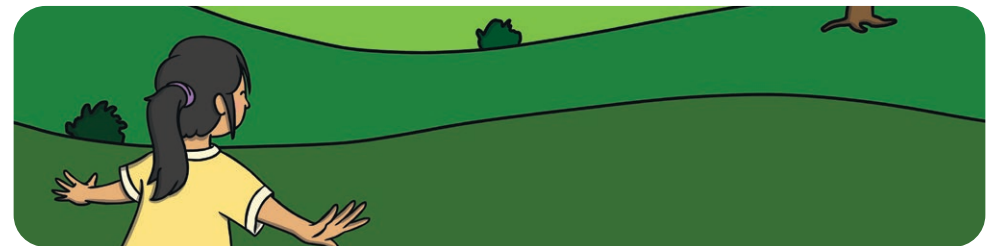
ni I went for a swim _____ the ocean.



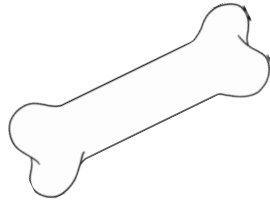
hetn I will go to school and _____ I will come home.



yteh Where did _____ all go?



Draw lines to join the dog to the bone that shows the matching word.



on

then

he

in

in

he

they

on

then

they

Write your own sentence using the words *he* and *on*.

Trace each word then write it yourself next to the traced word.

of

said

had

so

she

Unscramble these words and add them to the sentence.

fo I have a box _____ chocolates.



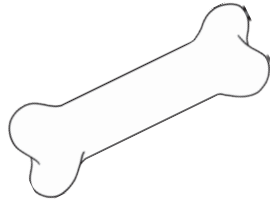
iads "Please don't touch that." _____ Mum.



dah I _____ a great day today.



Draw lines to join the dog to the bone that shows the matching word.



of

said

said

so

had

of

so

she

she

had

Write your own sentence using the words *she* and *so*.

Trace each word then write it yourself next to the traced word.

has

me

do

is

be

Unscramble these words and add them to the sentence.

si Today _____ my birthday!



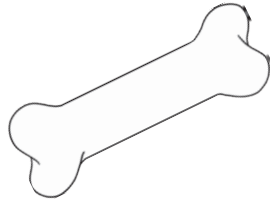
eb When I grow up I want to _____ a firefighter.



sah My friend _____ a new puppy.



Draw lines to join the dog to the bone that shows the matching word.



has

is

me

do

do

be

is

has

be

me

Write your own sentence using the words *me* and *do*.

Trace each word then write it yourself next to the traced word.

who

his

into

as

are

Unscramble these words and add them to the sentence.

sa We all laughed _____ we played together
in the park.



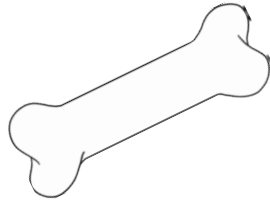
hwo Do you know _____ your new
teacher will be?



onti The fox ran _____ the burrow.



Draw lines to join the dog to the bone that shows the matching word.



who

into

his

who

into

his

as

are

are

as

Write your own sentence using the words *his* and *are*.



Max at the shop

Written by Jan Polkinghorne. Illustrated by Dave Atze.

SPELD SA
Phonic Book Series

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)

y, x, sh, ch, th (think), th (that)

Practise blending sounds

yet

six

fish

chips

lunch

things

carrots

shopping

Practise high frequency words

he

to

of

going

bottle

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.

Max at the shop (46 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. y-e-t is 'yet'; s-i-x is 'six'; f-i-sh is 'fish'; ch-i-p-s is 'chips'; l-u-n-ch is 'lunch'; th-i-ng-s is 'things'; sh-o-p-p-i-ng is 'shopping'; c-a-r-r-o-t-s is 'carrots.'

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

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.

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.

has to – needs to

shopping – buying things from a shop

things – items or objects

tin – a container for food also known as a can

torch – a hand-held light

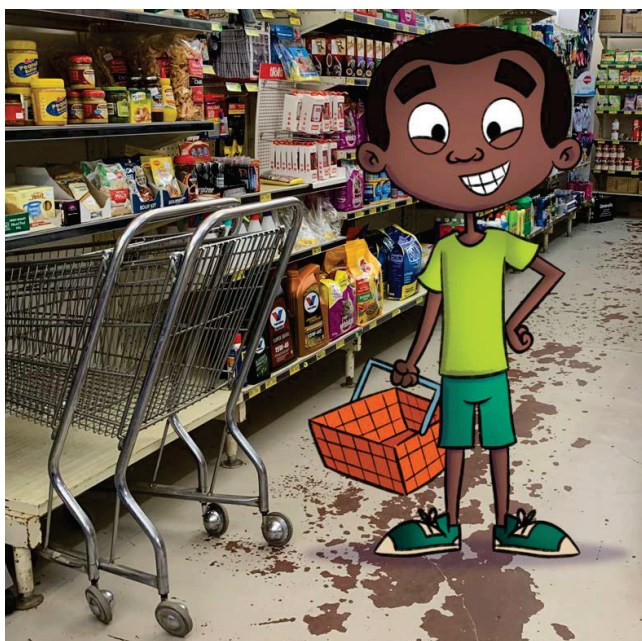
rolls – small round loaves of bread

bunch – a group of things, e.g. bananas, carrots

bottle – a container for liquid

box – a cardboard or wooden container

yet – by now



Max is going shopping
for his mum.

1



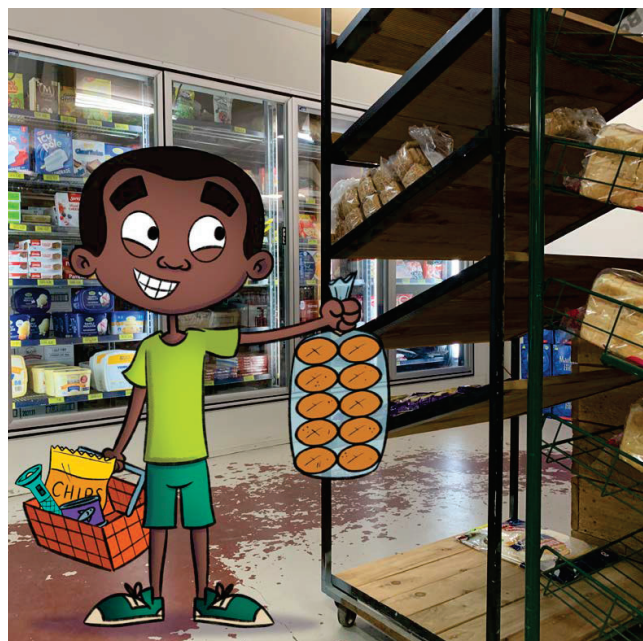
He has to get six
things:

2



a tin of fish,
a torch,

3



a big bag of chips,
ten rolls for lunch,

4



a bunch of carrots,

5



and a bottle of milk.

6



Look in the box!

7



Has he got six things yet?

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.

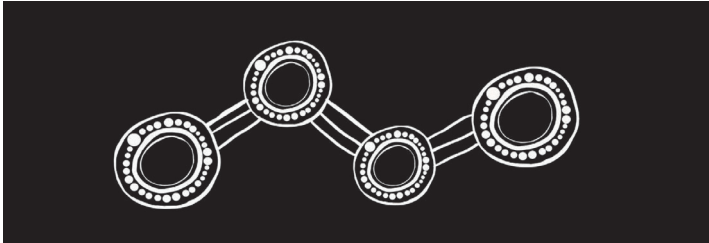
Making connections - questions and discussion

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

1. How many things did Max have to get at the shop?
What strategies did you use to help you remember?
2. Do you think the box would be very heavy to carry home?
3. What do you think is the heaviest thing he had to buy?
4. What is the smallest thing Max had to buy?
5. Which things might get squashed if they go at the bottom of the box?

Fluency chart

at	for	tin	bag
ten	get	six	Max
mum	box	look	fish
torch	roll	shut	wish
milk	chips	lunch	this
bunch	things	carrots	
shopping			



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)

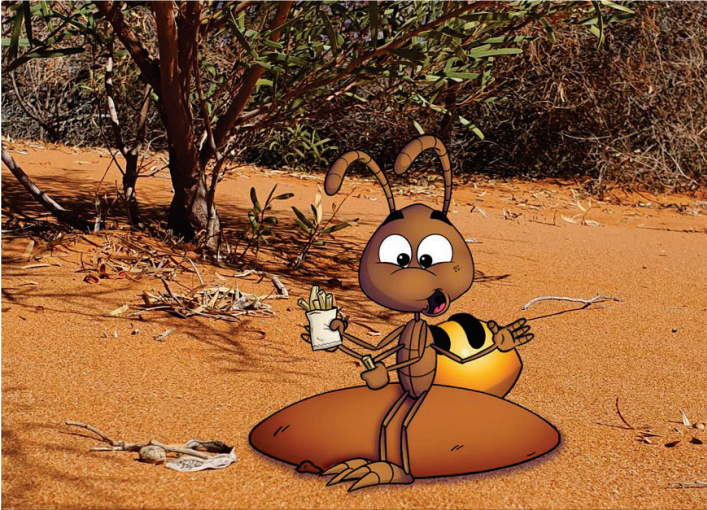


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Sant the ant has lunch

Written by Jan Polkinghorne. Illustrated by Dave Atze.

SPELD SA
Phonic Book Series

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)

y, x, sh, ch, th (think), th (that)

Practise blending sounds

yum	shop	fish	with
next	chips	lunch	chomp

Practise high frequency words

he	said	of	was
my	I	the	please

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.

Sant the ant has lunch (62 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. *y-u-m* is 'yum'; *sh-o-p* is 'shop'; *f-i-sh* is 'fish'; *ch-i-p-s* is 'chips'; *l-u-n-ch* is 'lunch'; *ch-o-m-p* is 'chomp'; *th-i-ck* is 'thick'.

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 '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

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 spell.

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.

spotted – saw

yum – to say that food tastes or smells nice

thick – fat or chunky

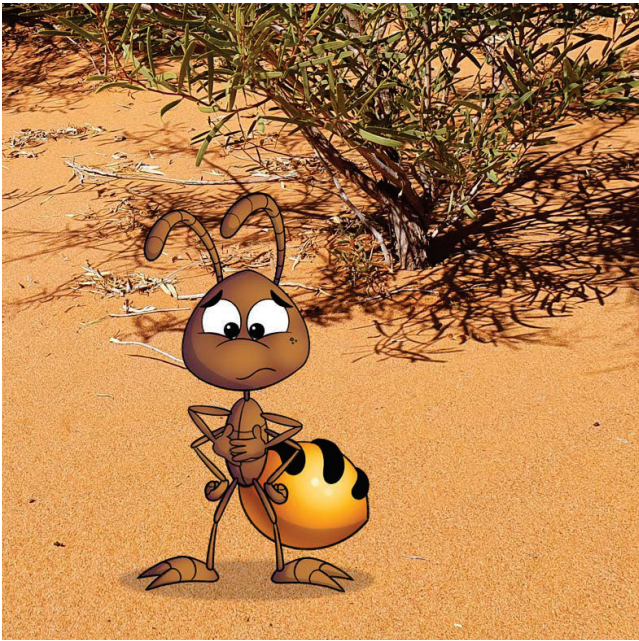
thin – skinny

please – a polite word to say when asking for something

a pack – a bag to put food in so you can take it away

lunch – midday meal

chomp – chew



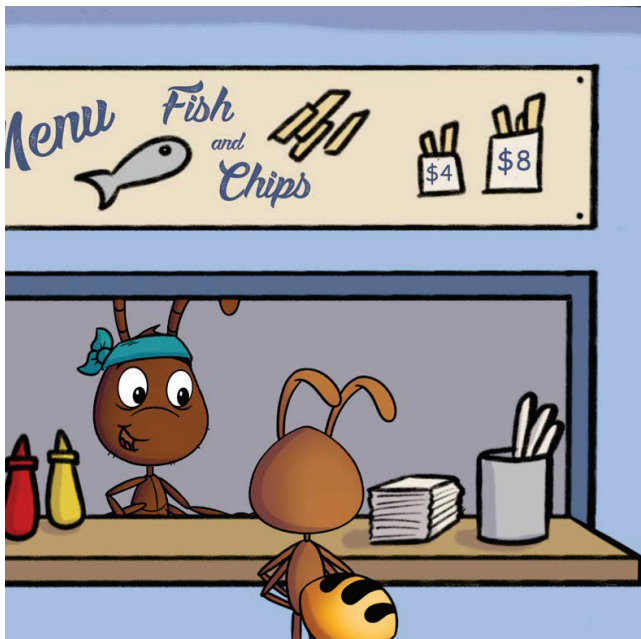
Sant needed lunch.

1



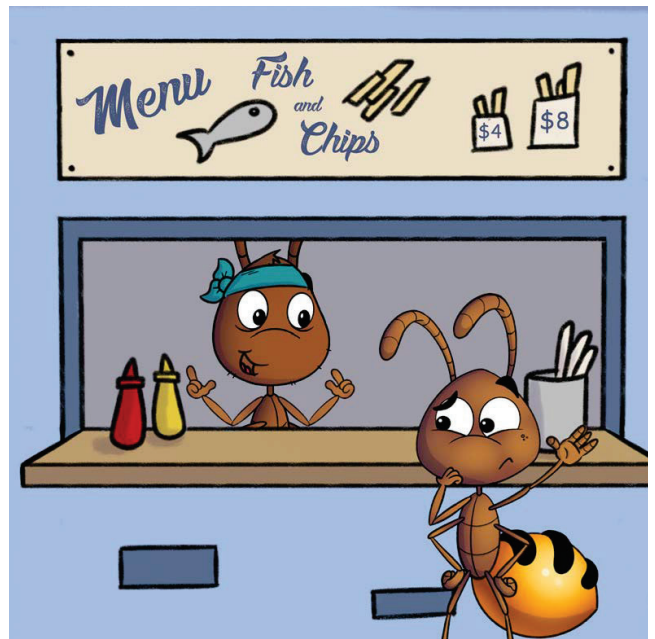
He spotted a shop that said, 'Fish and Chips'.

2



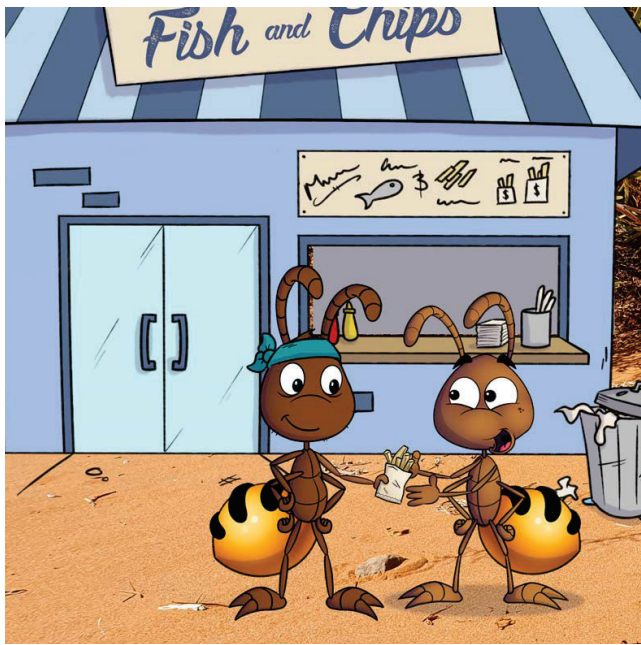
"Yum," said Sant.
"A big bag of fish and chips please."

3



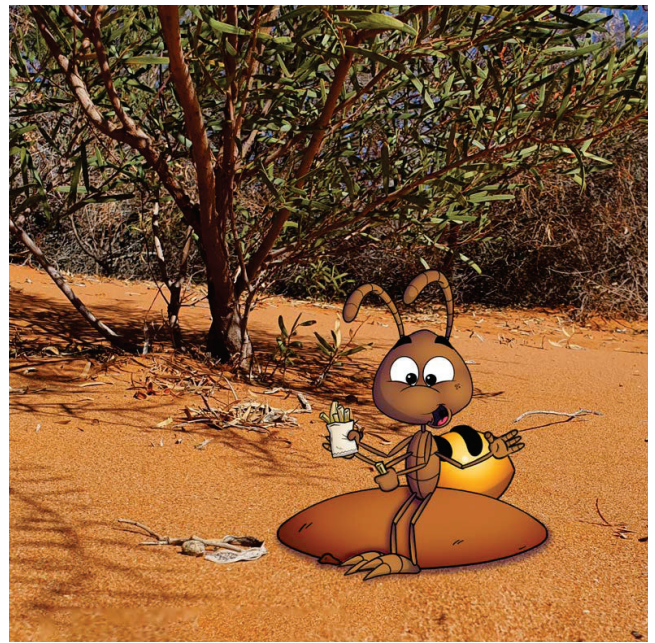
"Thick or thin chips?"
"Thick, please."

4



The man got a pack for Sant.

5



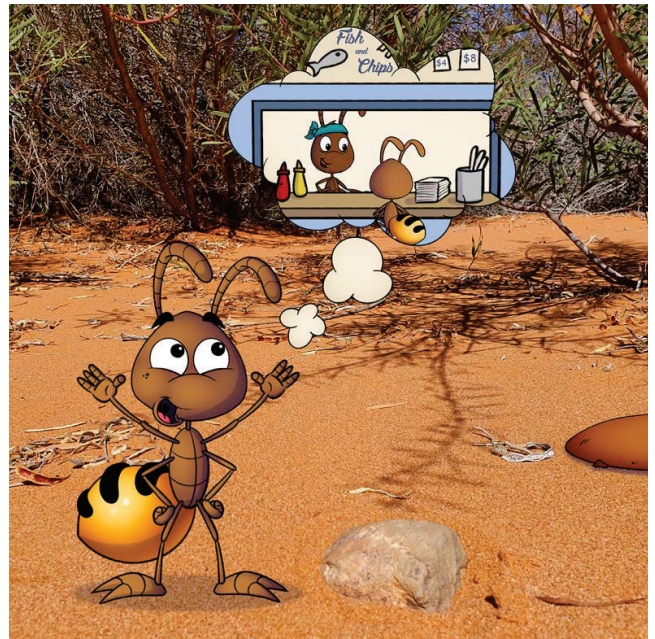
He sat on a rock with his lunch. Chomp! Chomp!

6



It was the best lunch.

7



"I will get fish and chips for my next lunch too."

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:

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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.

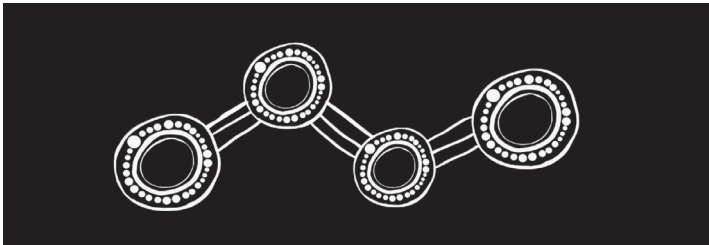
Making connections - questions and discussion

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

1. What happened in the story? What did Sant need?
2. What did the sign on the shop say?
3. What did Sant ask for at the shop? What would you order from that shop?
4. Why did Sant say 'please'? When do you use the word 'please'?
5. Where did Sant sit to eat his lunch?
6. Do you think Sant ate all the fish and chips or did he share with someone?

Fluency chart

or	big	too	for
got	yum	and	bag
will	rock	rich	thin
shed	pack	fish	need
dish	with	best	next
thick	lunch	chomp	
spotted			



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.

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- 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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Shan tried to think

Written by Jan Polkinghorne. Illustrated by Trent Lambert.

SPELD SA
Phonic Book Series

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)

y, x, sh, ch, th (think), th (that)

Practise blending sounds

six	shop	fish	chops
bunch	three	things	tried

Practise high frequency words

to	the	of	she
what	do	I	you
her	last		

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.

Shan tried to think (58 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. *s-i-x* is 'six'; *sh-o-p* is 'shop'; *b-u-n-ch* is 'bunch'; *th-r-ee* is 'three'; *th-i-ng-s* is 'things'; *t-r-i-e-d* is 'tried'.

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 '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

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 spell.

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.

things	- items or objects
chops	- a cut of meat
bunch	- a group of things, e.g. bananas, carrots
a chat	- a talk with
had a swing	- moved back and forward on a swing
at last	- after a long time
need to	- have to
tried to	- worked hard to
help	- to assist someone



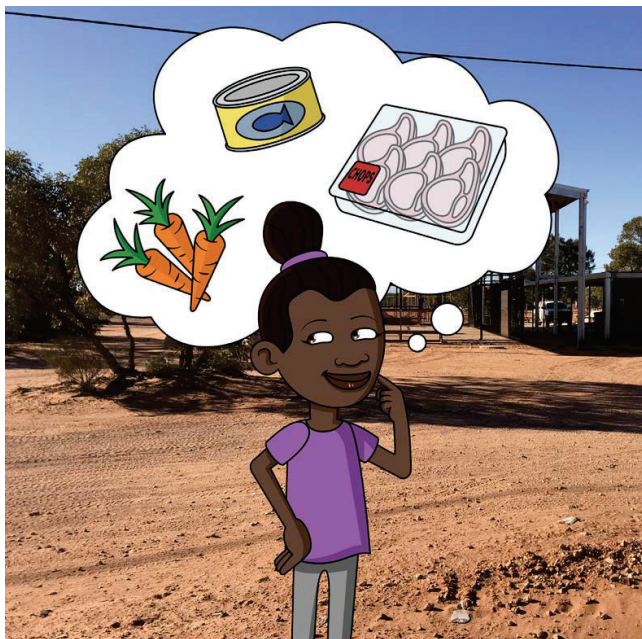
Shan went to the shop.

1



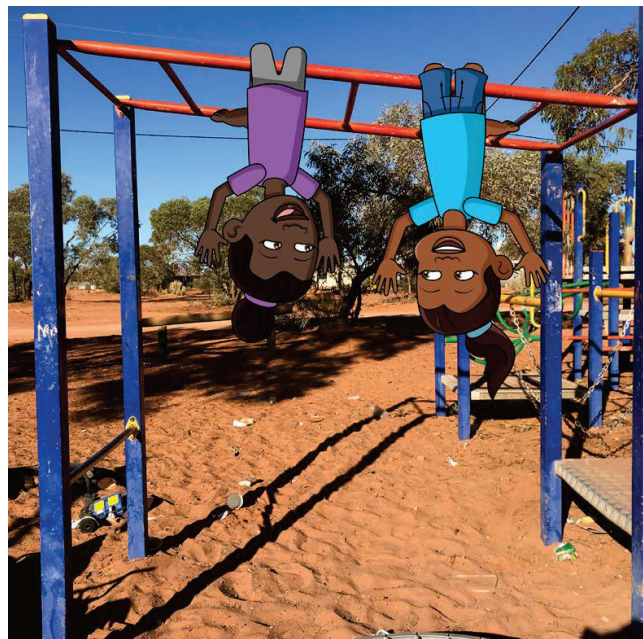
She had to get three things:

2



a tin of fish, six chops and a bunch of carrots.

3



Shan had a chat to Tamika.

4



She had a swing on the tree.

5



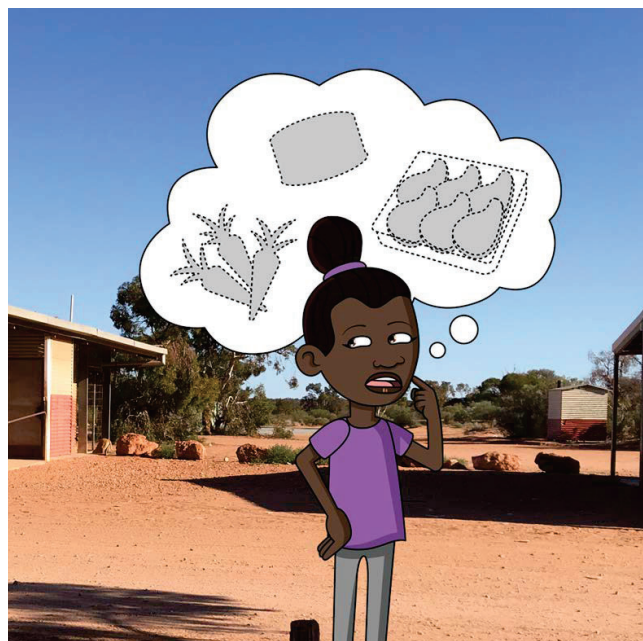
At last she got to the shop.

6



“What do I need to get?” Shan tried to think.

7



Can you help her to think?

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.

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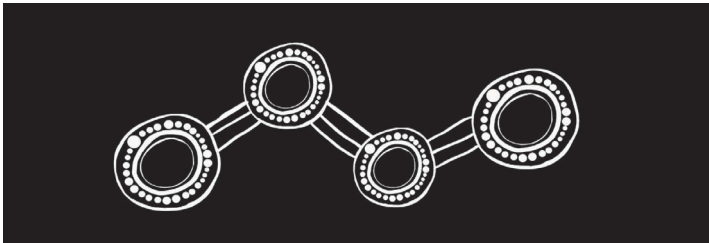
Making connections - questions and discussion

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

1. Do you remember what Shan had to get?
What helped you remember?
2. Why do you think Shan forgot what she had to get at the shop?
3. What could she have done to help her remember?
4. What is the same about all three things Shan had to buy?
(They are all things to eat.)
5. Do you go shopping for your Mum?
6. How do you get to the shop?
Do you walk or ride a bike or go in the car?

Fluency chart

had	can	get	six
tin	chat	yell	tree
chop	shop	moon	chat
rush	that	went	help
swing	three	crash	think
bunch	tried	things	carrots



Cover artwork by Elizabeth Close

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- 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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Written by Jan Polkinghorne. Illustrated by Trent Lambert.

SPELD SA
Phonic Book Series

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)

y, x, sh, ch, th (think), th (that)

Practise blending sounds

big	box	lid	went
shut	three	cheep	chicks

Practise high frequency words

the	what	their	they
she	her	scratch	
scratched			

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 big box (62 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. *b-i-g* is 'big'; *b-o-x* is 'box'; *l-i-d* is 'lid'; *w-e-n-t* is 'went'; *sh-u-t* is 'shut'; *th-r-ee* is 'three'; *ch-ee-p* is 'cheep'; *ch-i-ck-s* is 'chicks'.

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 '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

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.

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.

shut	- closed
held	- hold (past tense)
scratch	- the sound of sharp scraping
cheep, cheep	- the noise birds make
scratched	- scraped sharply
pecked	- picked at with a beak
seeds	- grains of plants



Willa sat on the bus with
a big box.

1



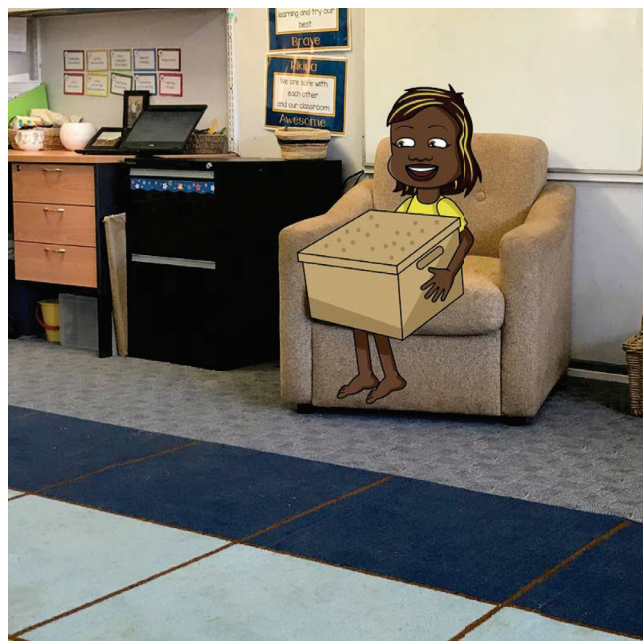
What is in that box?

2



The box had the lid shut.

3



She held the box on
her lap.

4



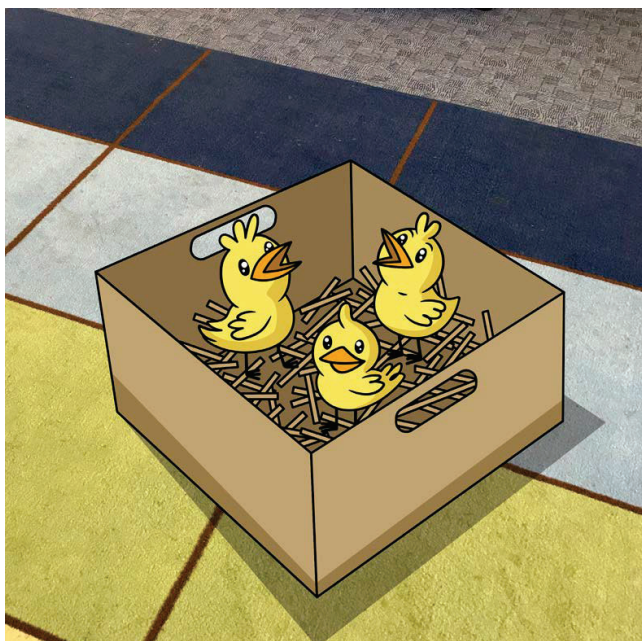
The box went scratch.

5



The box went cheep, cheep! What is in that box?

6



In the box she had three chicks. The chicks scratched with their feet.

7



They went cheep and pecked at the seeds.

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.

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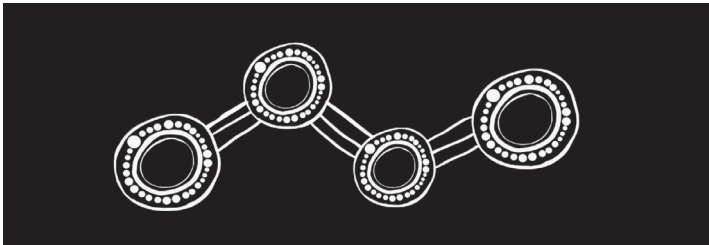
Making connections - questions and discussion

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

1. Can you find words in the story with these sounds:
/ch/, /sh/, /th/?
2. What do you call a baby chicken and a mother chicken?
What sounds do they make?
3. What might happen if the chicks get out of the box?
4. Where do you think Willa got the chicks from?
5. Which other animal could be in the box, that you could guess from the sound it makes?

Fluency chart

in	had	box	lid
big	peck	that	and
shut	lap	mix	much
with	feet	went	crash
held	shall	three	think
torch	seeds	chicks	thanks



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- Set 6 y, x, sh, ch, th (think), th (that)
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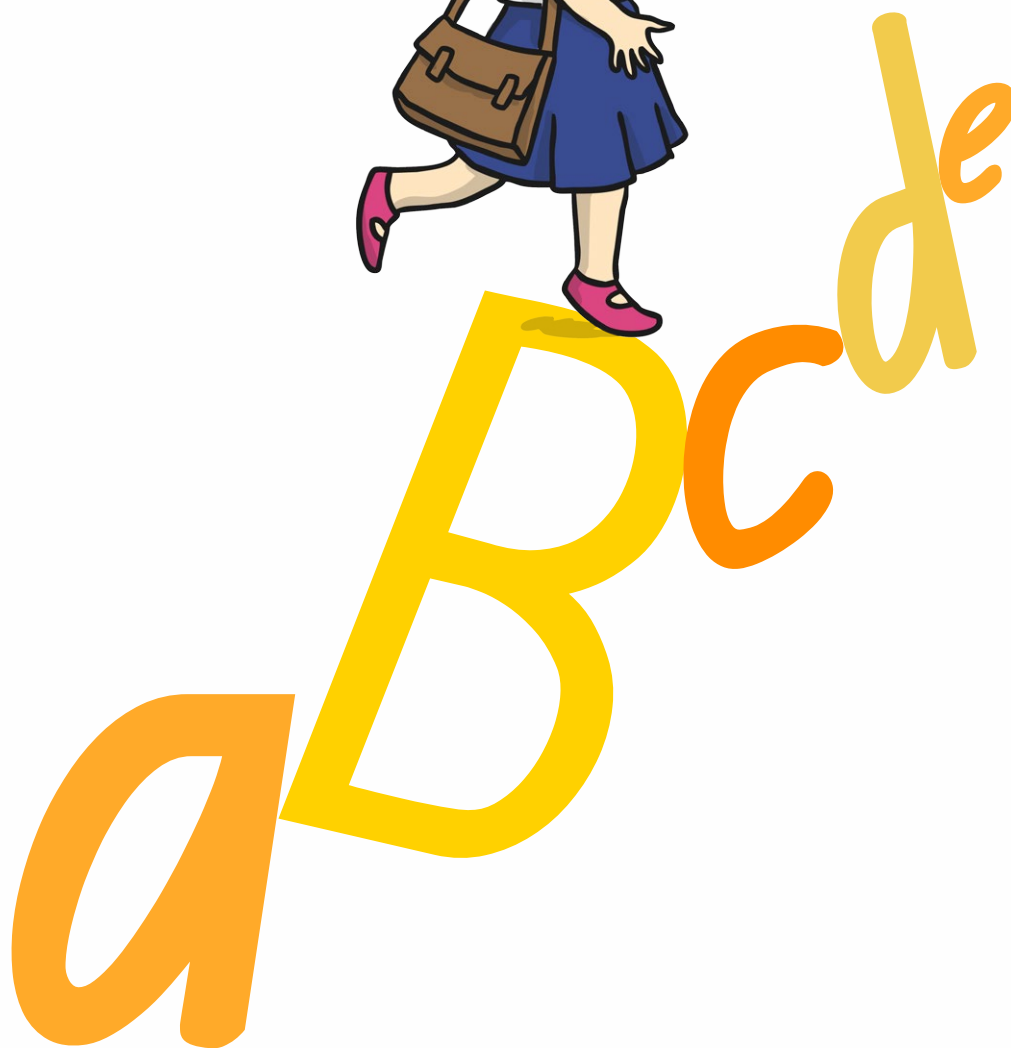
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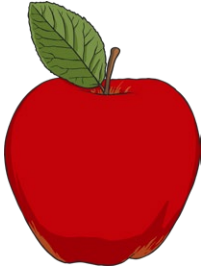


Handwriting

Practice



Aa



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: a for apple.

Now copy the letters and words into your handwriting book.

a a a

A A A

Aa Aa Aa

and

apple

axe

Bb



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: b for bird.

Now copy the letters and words into your handwriting book.

b b b

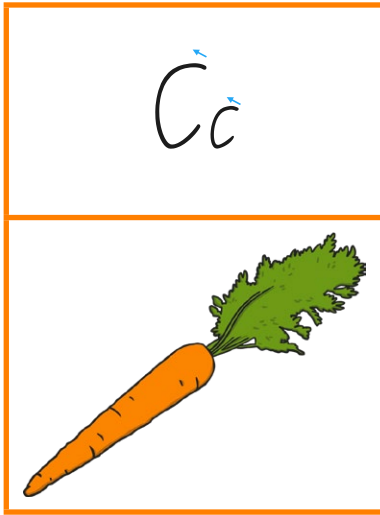
B B B

Bb Bb Bb

be

but

before



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: c for carrot.

Now copy the letters and words into your handwriting book.

c c c

C C C

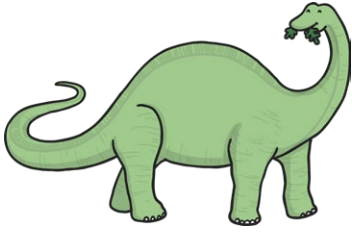
Cc Cc Cc

can

cat

come

Dd



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: d for dinosaur.

Now copy the letters and words into your handwriting book.

d d d

D D D

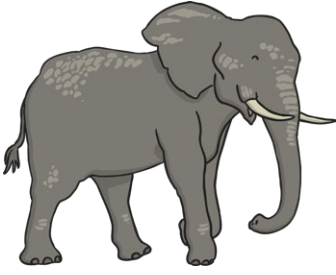
Dd Dd Dd

Dad

do

did

Ee



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: e for elephant.

Now copy the letters and words into your handwriting book.

e e e

E E E

Ee Ee Ee

every

envelope

elephant



Ff



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: f for flower.

Now copy the letters and words into your handwriting book.

f f f

F F F

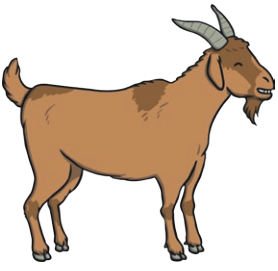
Ff Ff Ff

for

four

from

Gg



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: g for goat.

Now copy the letters and words into your handwriting book.

g g g

G G G

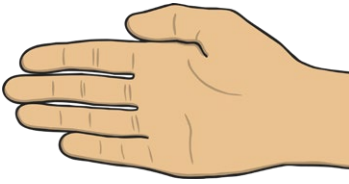
Gg Gg Gg

go

good

got

Hh



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: h for hand.

Now copy the letters and words into your handwriting book.

h h h

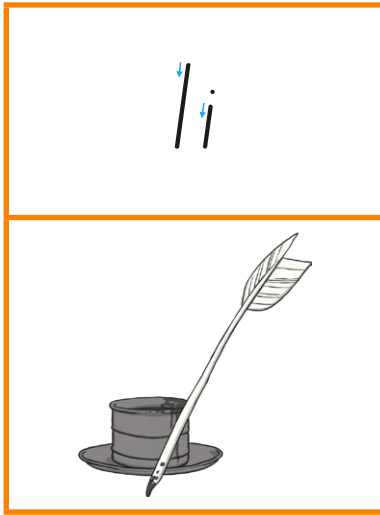
H H H

Hh Hh Hh

her

his

hello



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: i for ink.

Now copy the letters and words into your handwriting book.

i i i

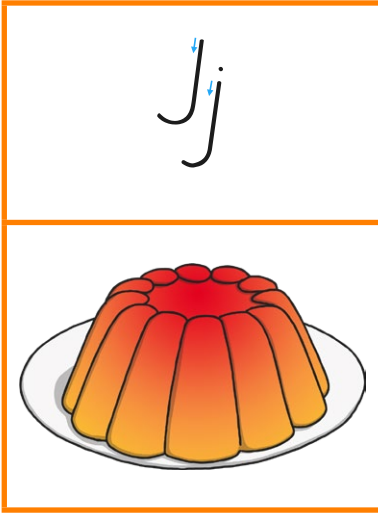
l l l

li li li

it

is

if



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: j for jelly.

Now copy the letters and words into your handwriting book.

j j j

J J J

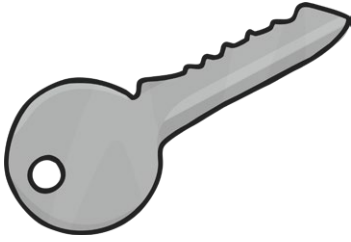
Jj Jj Jj

just

joke

jump

Kk



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: k for key.

Now copy the letters and words into your handwriting book.

k k k

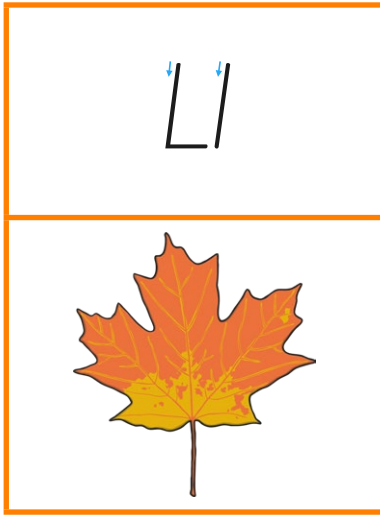
K K K

Kk Kk Kk

kite

kind

king

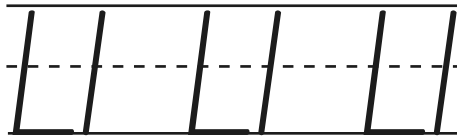
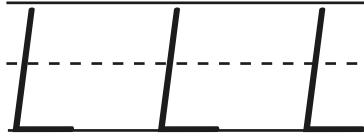
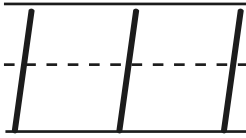


Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: l for leaf.

Now copy the letters and words into your handwriting book.



like

little

look

Mm



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: m for mouse.

Now copy the letters and words into your handwriting book.

m m m

M M M

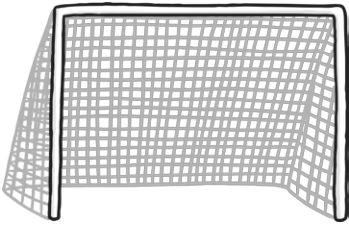
Mm Mm Mm

me

my

mum

Nn



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: n for net.

Now copy the letters and words into your handwriting book.

n n n

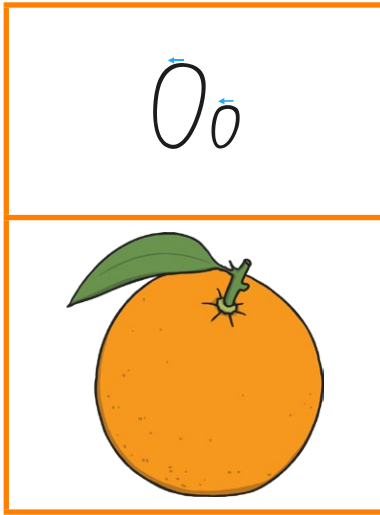
N N N

Nn Nn Nn

no

not

now



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Say the sound: o for orange.

Now copy the letters and words into your handwriting book.

o o o

O O O

Oo Oo Oo

of

odd

ostrich

Writing Activities

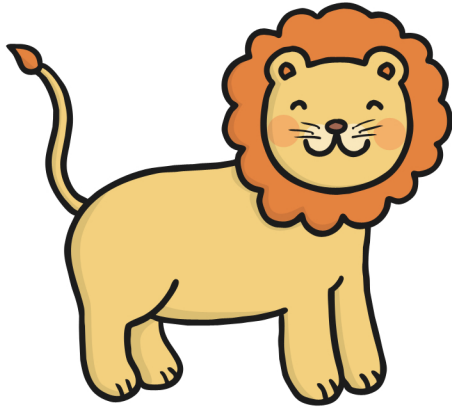
Use the pictures to **Make a sentence** every day.

Who?

**What
doing?**

Where?

Cut out all pictures on pages below. Put them in to 3 zip lock bags - pink, purple, blue.



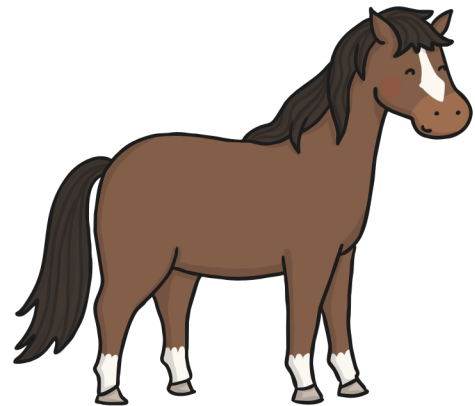
The lion



Dad



The bear



The horse

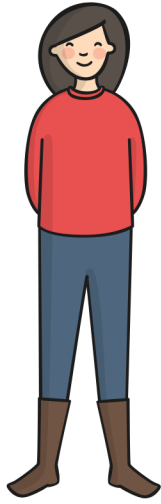


The girl



Grandpa

Who/subject cards



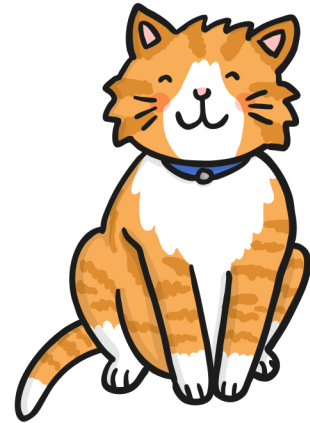
Mum



Granny



The teacher



The cat



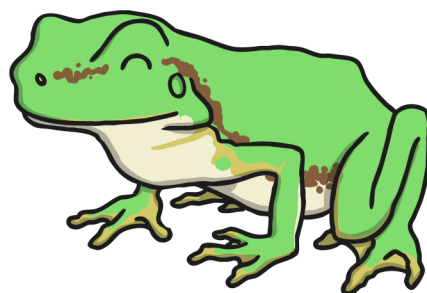
The boy



The doctor



The zebra



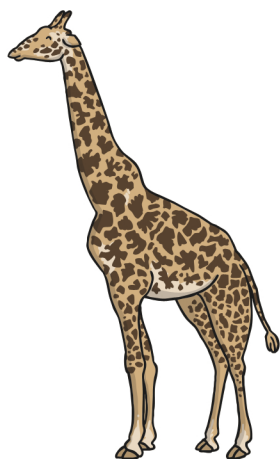
The frog



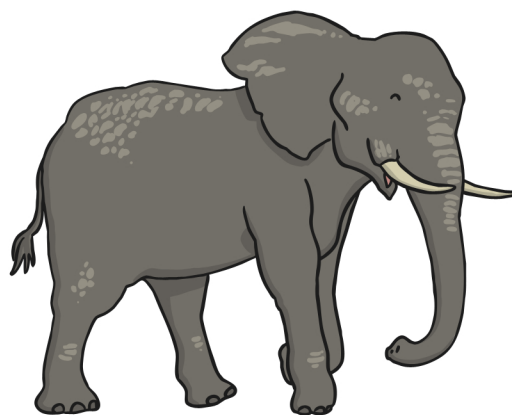
The tiger



The dog



The giraffe



The elephant



is running



is drawing



is reading



is singing



is baking

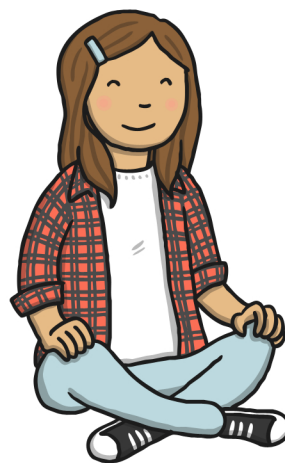


is playing

What doing/verb cards



is writing



is sitting



is painting



is eating



is brushing



is walking



is jumping



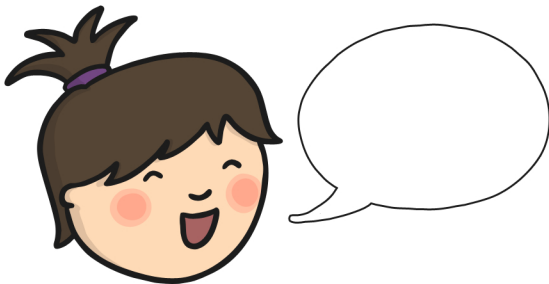
is hopping



is dancing



is sleeping



is talking



is swimming

Where



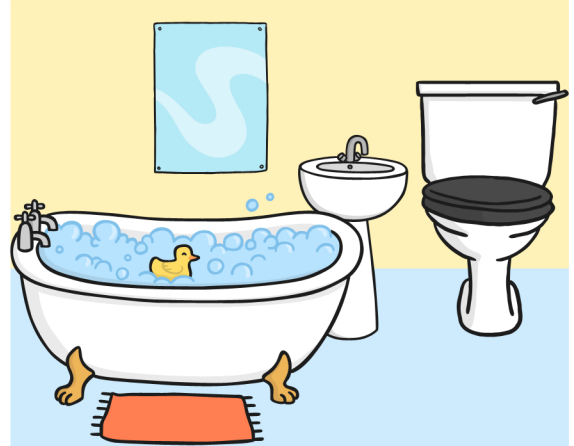
in the kitchen



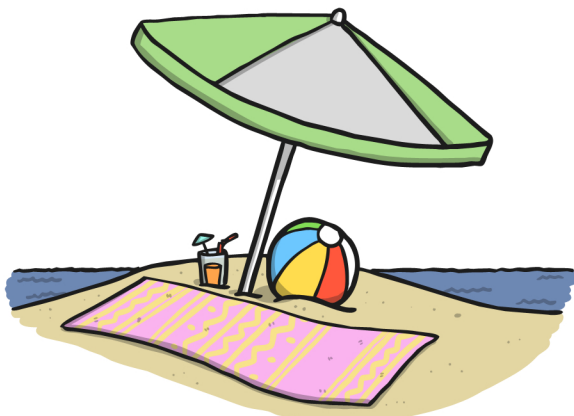
in the park



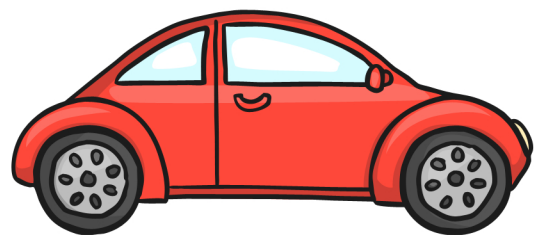
in the supermarket



in the bathroom



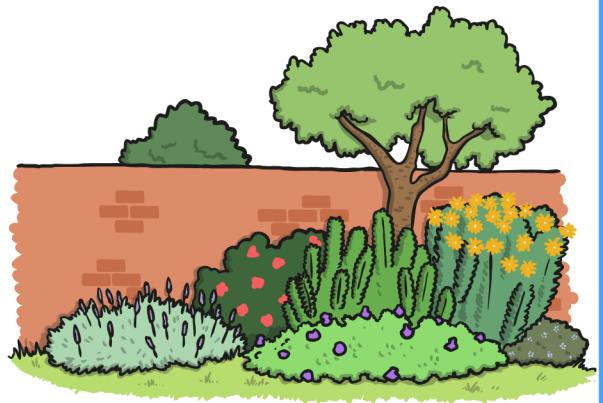
on the beach



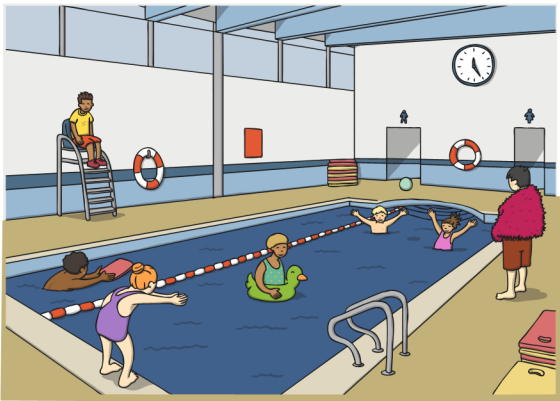
in the car



in the dining room



in the garden



in the swimming pool



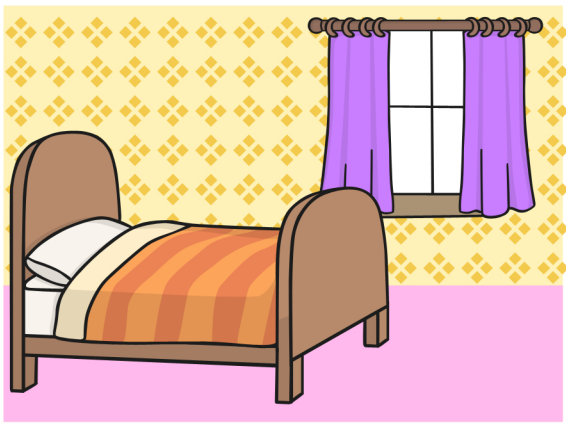
in the living room



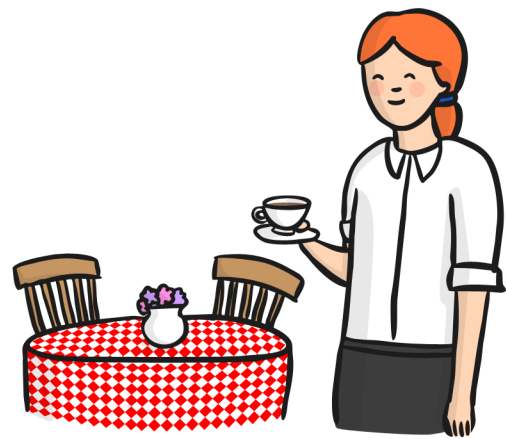
in the classroom



in the restaurant



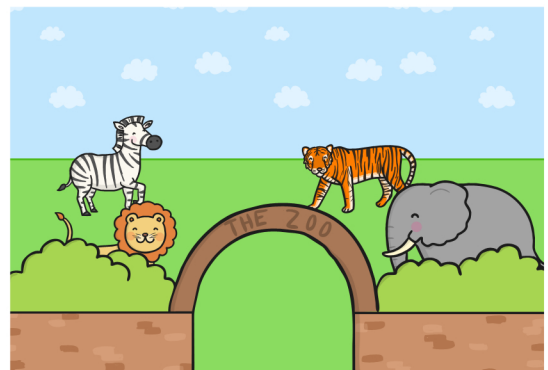
in the bedroom



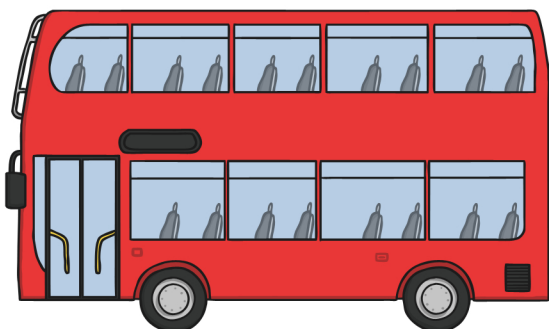
in the cafe



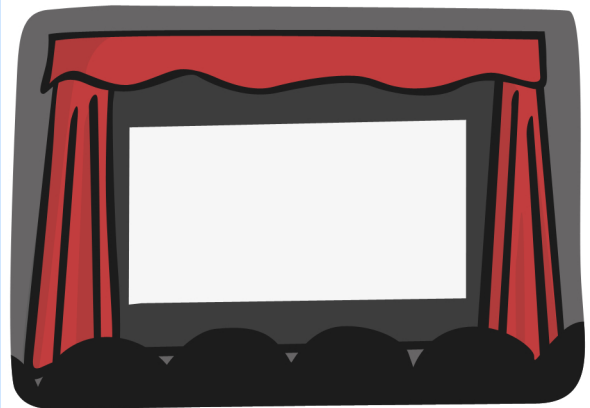
in the library



in the zoo



on the bus



in the cinema

Maths Resources

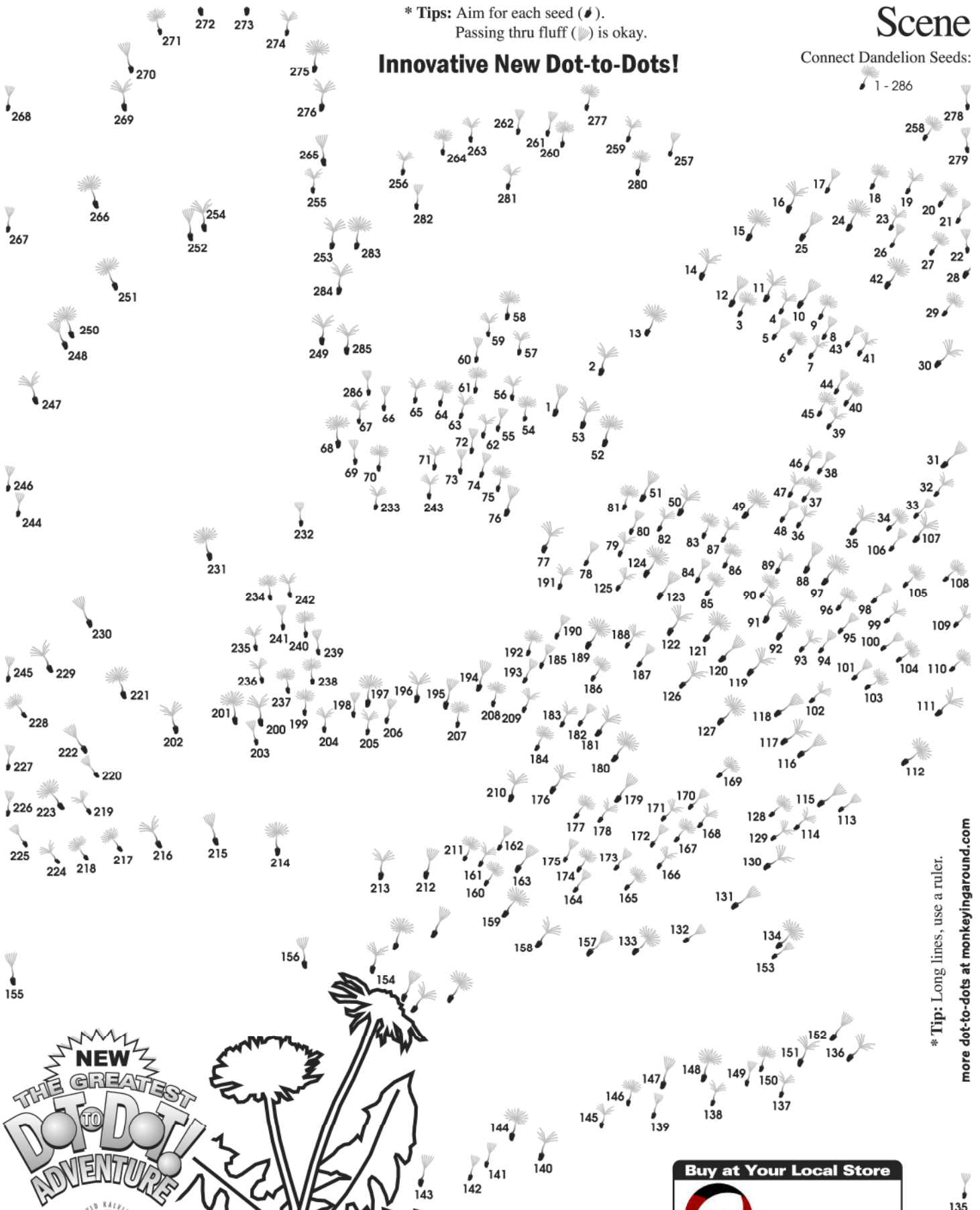


Connect Dandelion Seeds:

* **Tips:** Aim for each seed (●).
Passing thru fluff (☼) is okay.

Innovative New Dot-to-Dots!

1 - 286



* **Tip:** Long lines, use a ruler.
more dot-to-dots at monkeyingaround.com

NEW
THE GREATEST
DOT-TO-DOT!
ADVENTURE

DAVID KALVITZ
MONKEYING AROUND

BOOK 1









Buy at Your Local Store

thinktonight.com








Name _____

Roll each dice and record the number rolled in the first column. Then write each number in standard, expanded, and word form. The first one has been done for you.

Dice	Standard Form	Expanded Form	Word Form
1. 	361	$300 + 60 + 1$	three hundred sixty-one
2. 			
3. 			
4. 			
5. 			
6. 			







Name _____

Roll each dice and record the number rolled in the first column. Write the number in standard and expanded form, then draw each number using base ten blocks. The first one has been done for you.

Dice	Standard Form	Expanded Form	Base Ten Blocks
1. 	254	$200 + 50 + 4$	
2. 			
3. 			
4. 			
5. 			
6. 			








Name _____

Roll each dice and record the number rolled in the first column. Then write each number in standard, expanded, and word form. The first one has been done for you.

Dice	Standard Form	Expanded Form	Word Form
1. 	51	50 + 1	fifty-one
2. 			
3. 			
4. 			
5. 			
6. 			

Name _____

Roll each dice and record the number rolled in the first column. Write the number in standard and expanded form, then draw each number using base ten blocks. The first one has been done for you.

Dice	Standard Form	Expanded Form	Base Ten Blocks
1. 	42	$40 + 2$	
2. 			
3. 			
4. 			
5. 			
6. 			

Level 2

Days of the week

Cut out the days of the week and paste them in correct ordinal order

First	Second	Third	Fourth	Fifth	Sixth	Seventh
-------	--------	-------	--------	-------	-------	---------

Thursday	Monday	Tuesday	Saturday	Sunday	Wednesday	Friday
----------	--------	---------	----------	--------	-----------	--------

Level 1

Days of the week

Cut out the days of the week and paste them in correct order

1st	2nd	3rd	4th	5th	6th	7th
-----	-----	-----	-----	-----	-----	-----

Sunday	Thursday	Saturday	Monday	Friday	Tuesday	Wednesday
--------	----------	----------	--------	--------	---------	-----------

Level 3

Days of the week

Cut out the days and paste them in correct order

First	2nd	Third	Fourth	5th	Sixth	7th
-------	-----	-------	--------	-----	-------	-----

Sunday	Thursday	Saturday	Monday	Friday	Tuesday	Wednesday
--------	----------	----------	--------	--------	---------	-----------

Name _____ Date _____

Directions: Cut and paste the correct answers in the boxes.

Number Expanded Form Word Form

18		
49		
25		
72		

$70 + 2$

eighteen

seventy-two

$40 + 9$

$20 + 5$

$10 + 8$

forty-nine

twenty-five



Name _____ Date _____

Directions: Cut and paste the correct answers in the boxes.

Number

Expanded Form

Word Form

148		
329		
723		
568		

$500+60+8$

one hundred
forty-eight

five hundred
sixty-eight

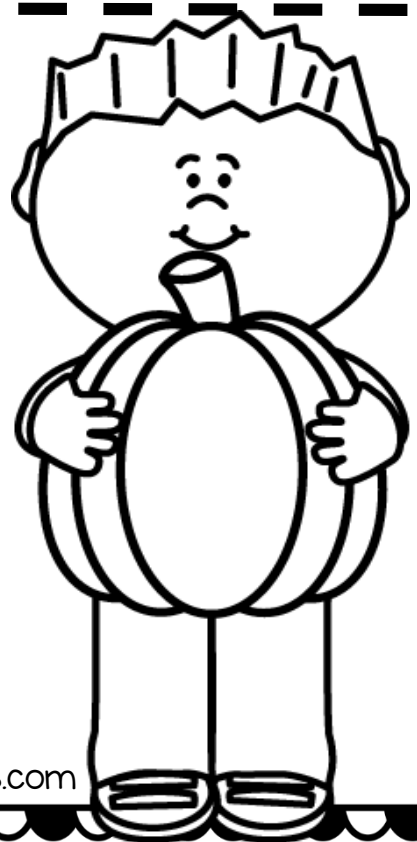
$300+20+9$

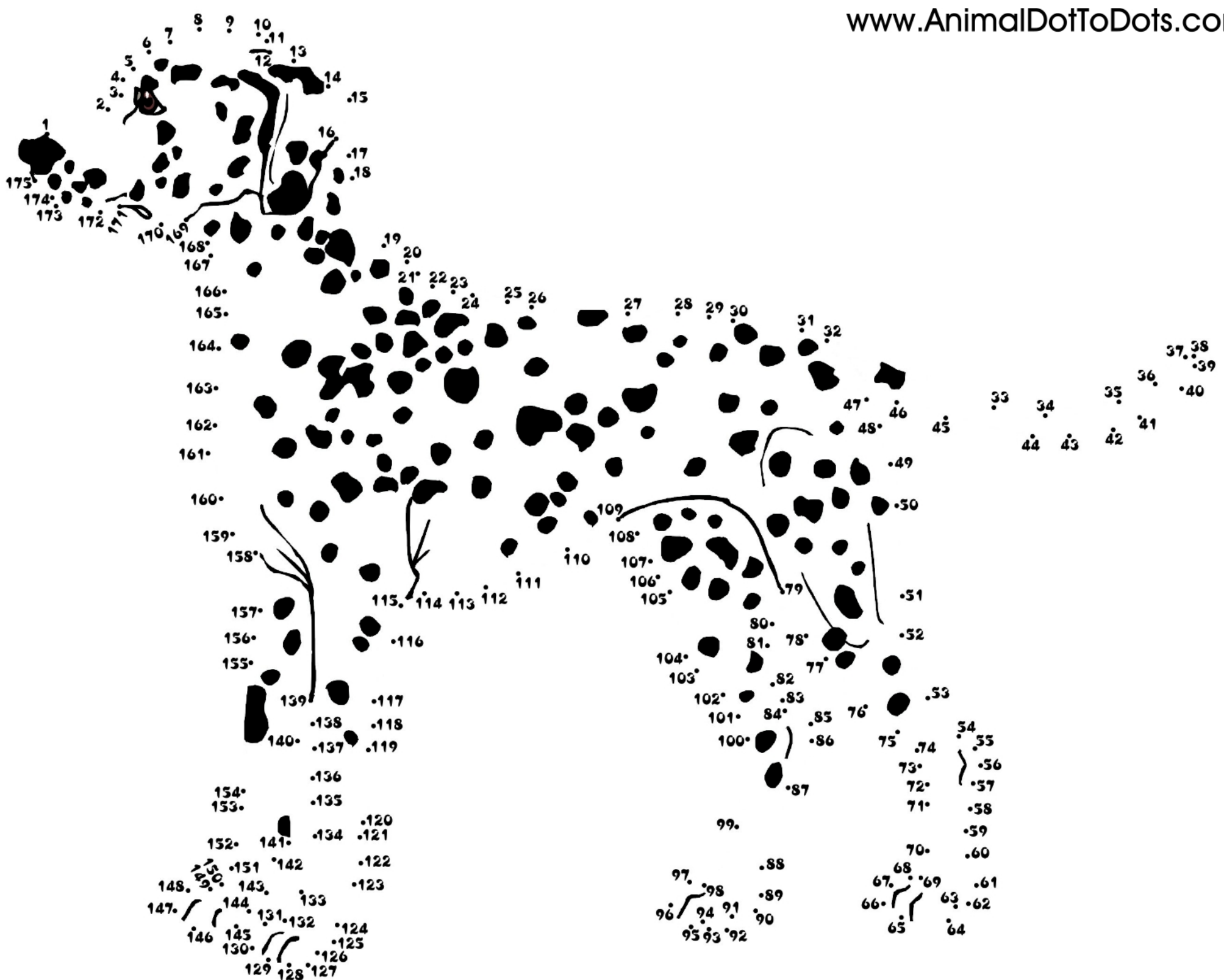
$100+40+8$

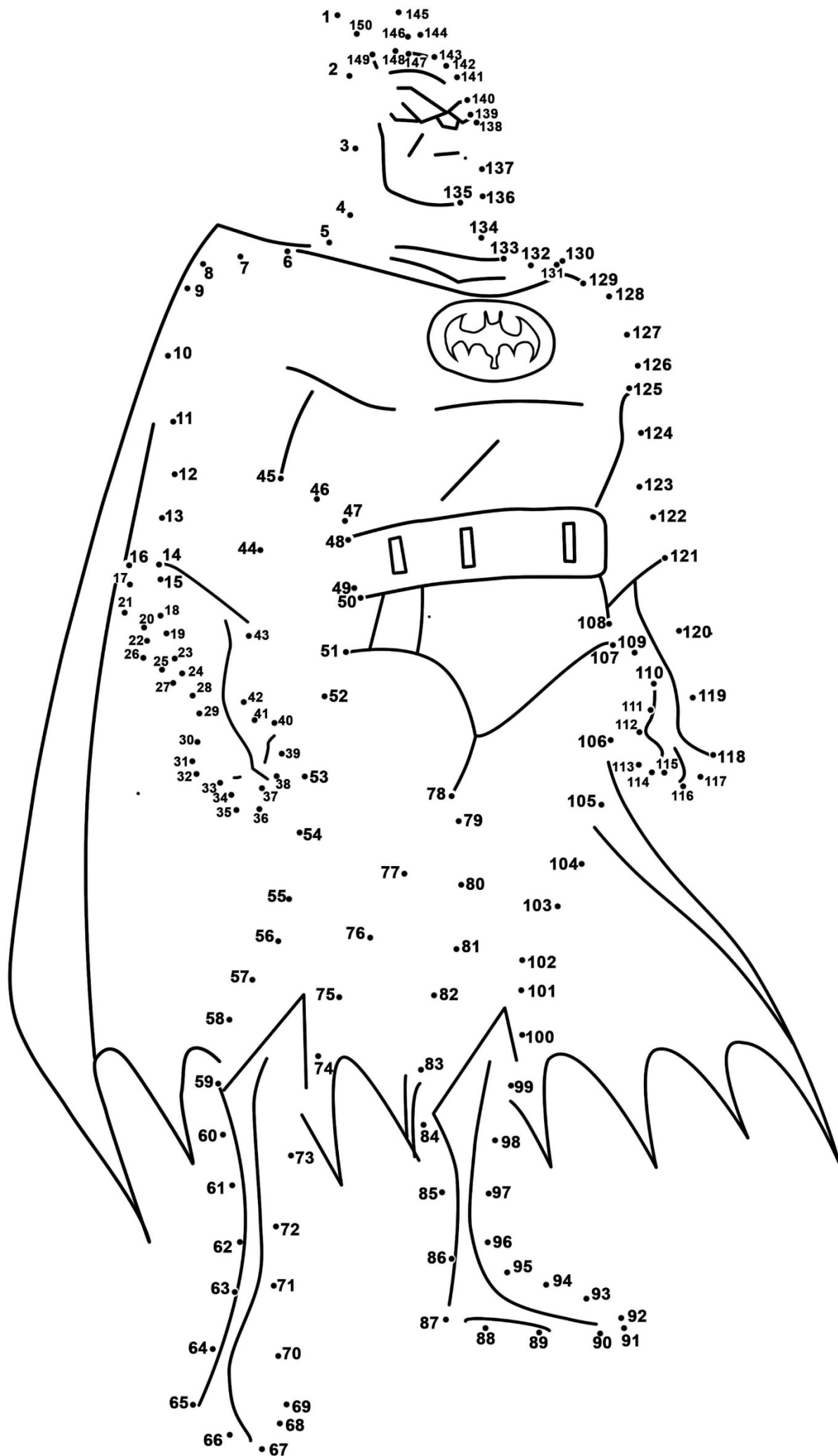
$700+20+3$

three hundred
twenty-nine

seven hundred
twenty-three

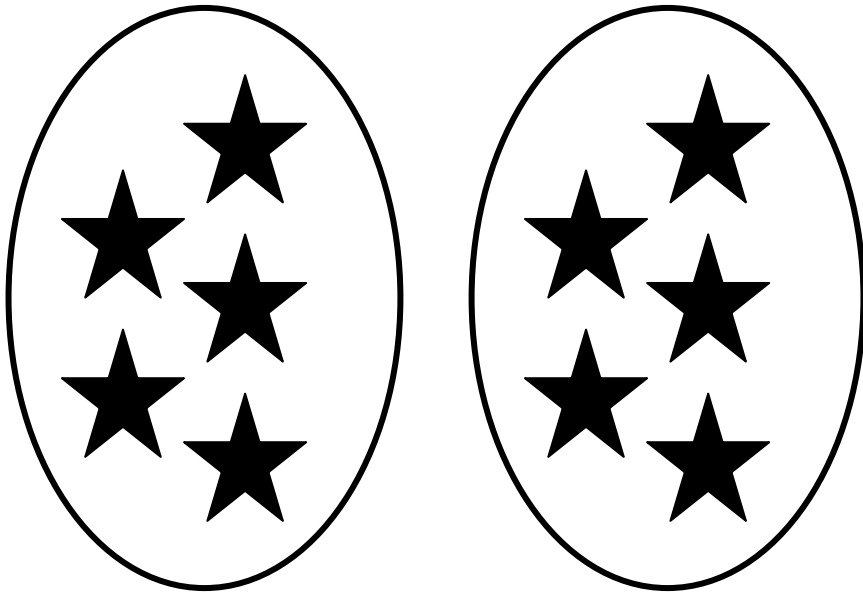






Equal Groups

2 groups of 5



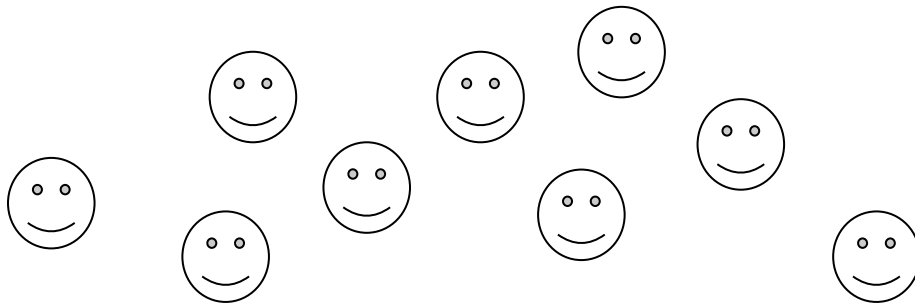
$$5 + 5 = 10$$

Name: _____

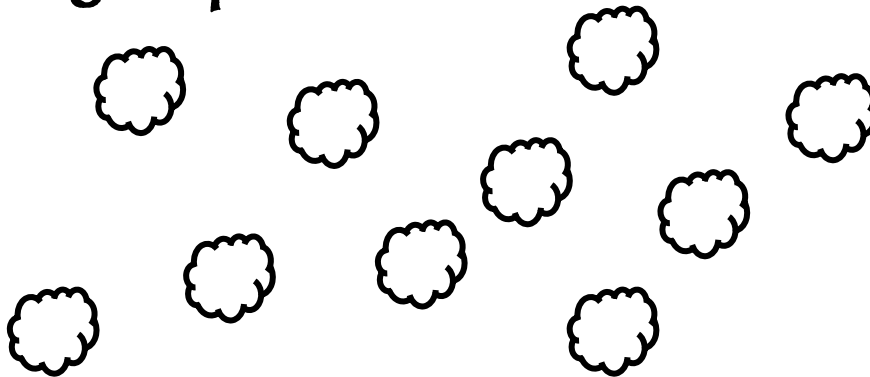
Let's Practice: Equal Groups!

Directions: Circle the shapes to make equal groups.

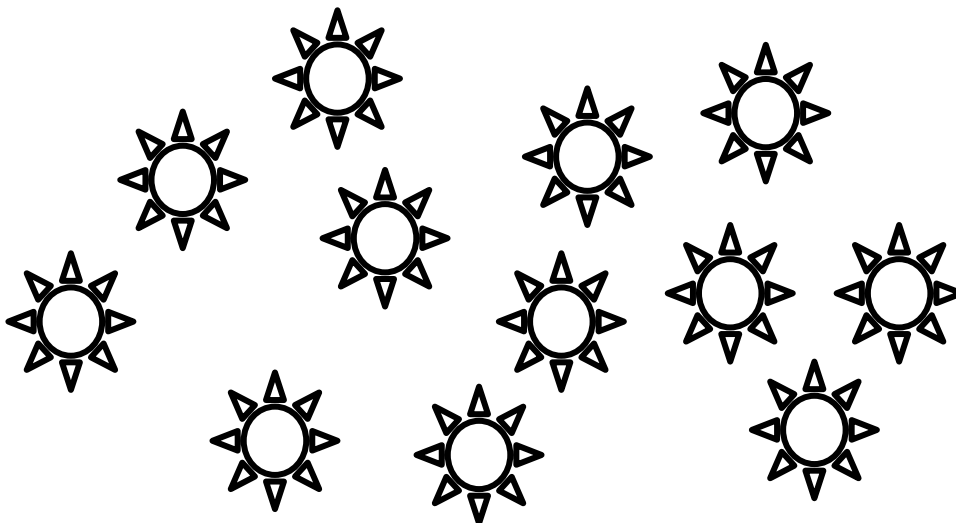
1. 3 groups of 3



2. 5 groups of 2



3. 4 groups of 3



Name: _____

Let's Practice: Equal Groups!

Directions: Complete the tape diagram and repeated addition equation.

1. 5 groups of 2

2. 3 groups of 4

3. 6 groups of 3

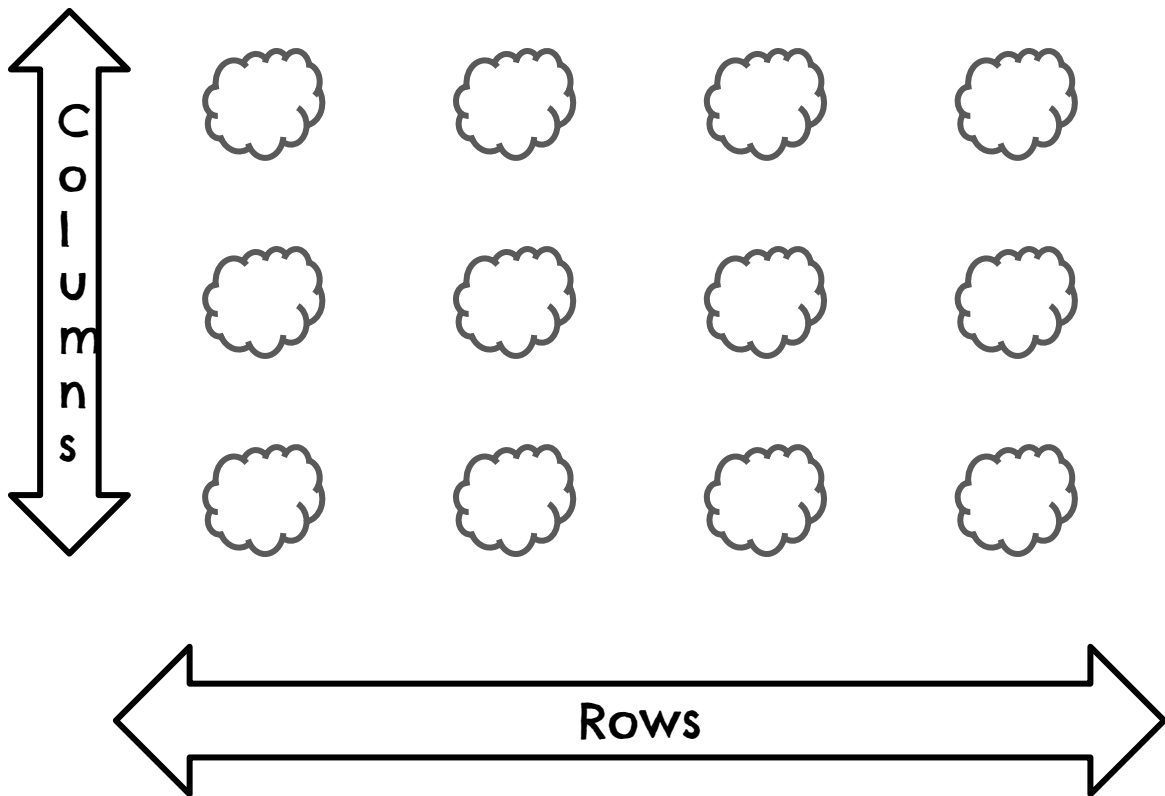
4. 2 groups of 10

5. 4 groups of 6

Array

What is an array?

An array is an arrangement of objects that show equal groups in rows and columns.

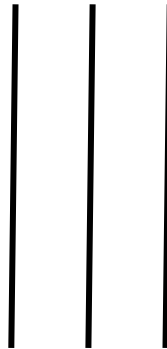
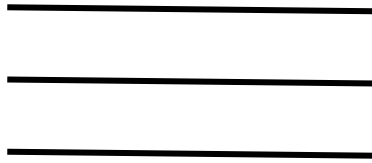
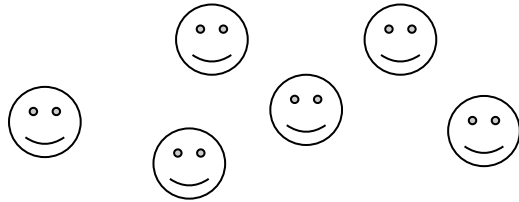


This array has **3 rows** and **4 columns**.

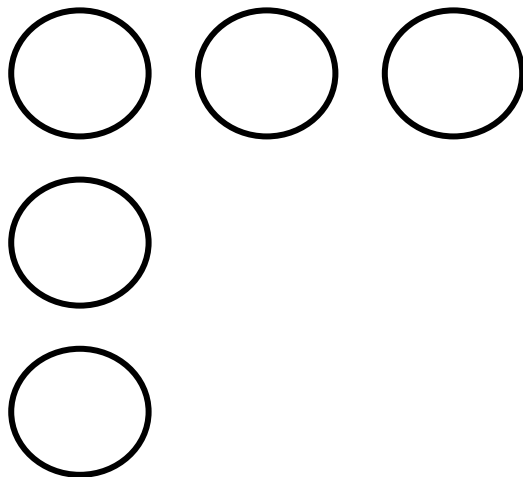
Name: _____

Let's Practice: Array!

1. Circle groups of 2. Make an array using columns and rows.



2. Complete the array.



Name: _____

Let's Solve a Word Problem!

Jamie had 20 erasers. She separated them into 5 equal groups. How many erasers were in each group?

Math Drawing Space:

Number Sentence:

Solving Statement::

Name: _____

Let's Solve a Word Problem!

Nicole had 16 M&Ms. She separated them into 4 equal groups. How many M&Ms were in each group?

Math Drawing Space:

Number Sentence:

Solving Statement::

Name: _____

Let's Solve a Word Problem!

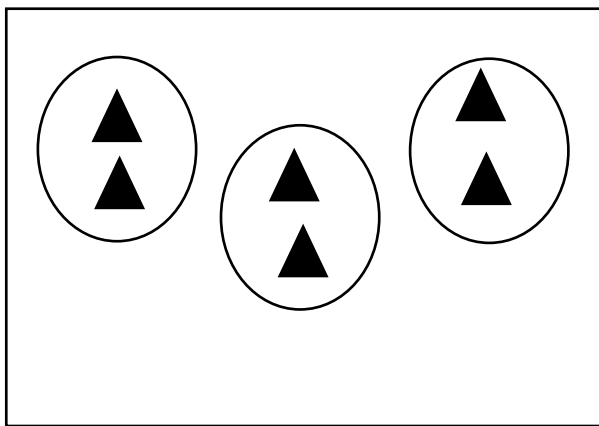
Nathan had 25 sour skittles. He separated them into groups of 5. How many groups did he make?

Math Drawing Space:

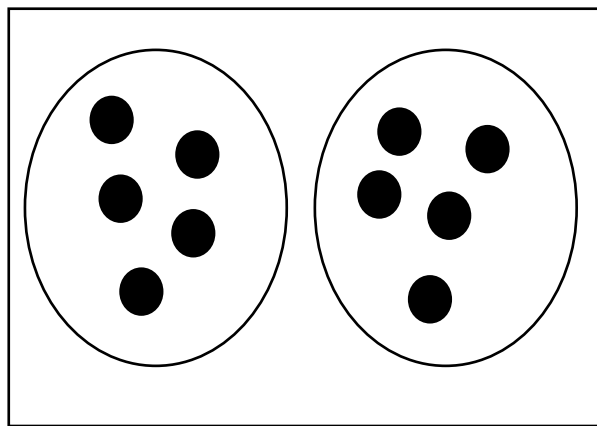
Number Sentence:

Solving Statement::

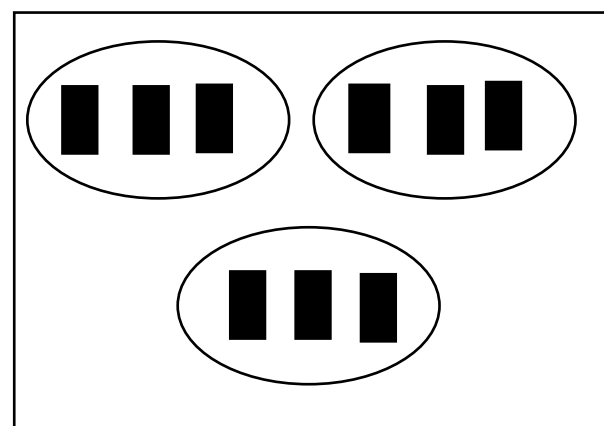
Making equal groups



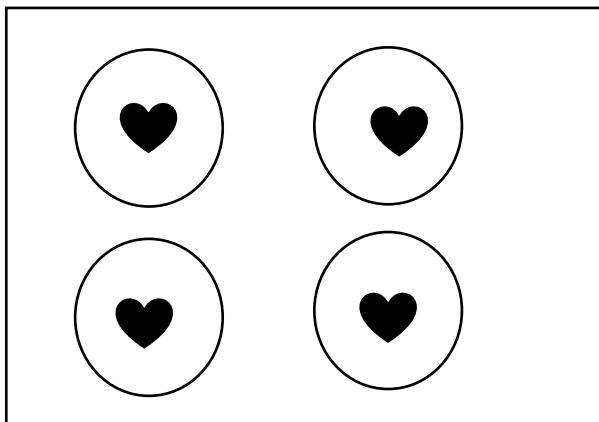
___ groups of ___ makes ___



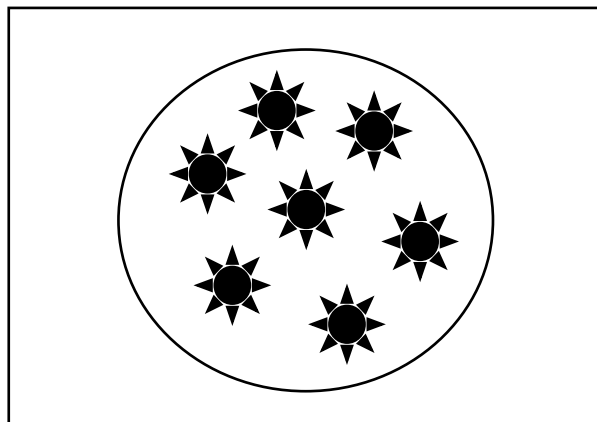
___ groups of ___ makes ___



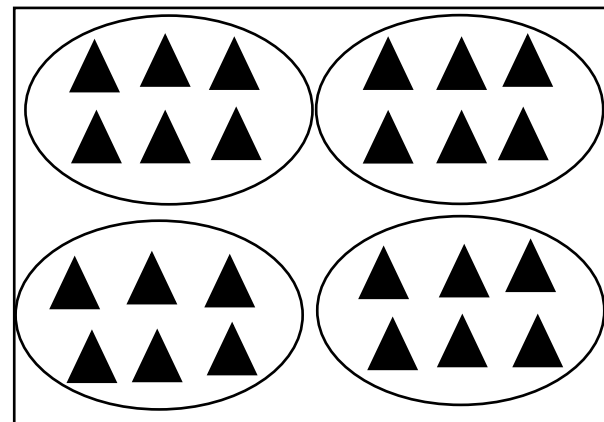
___ groups of ___ makes ___



___ groups of ___ makes ___

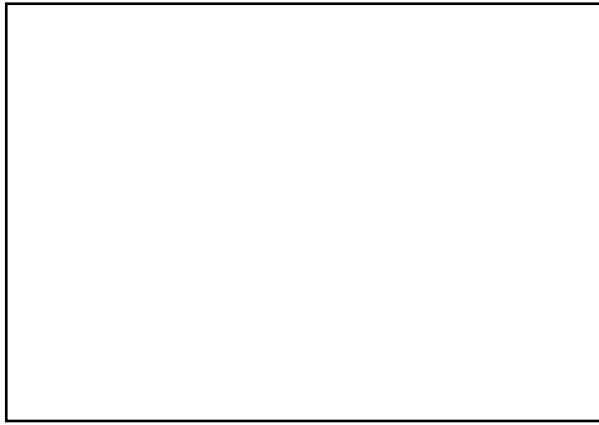


___ groups of ___ makes ___

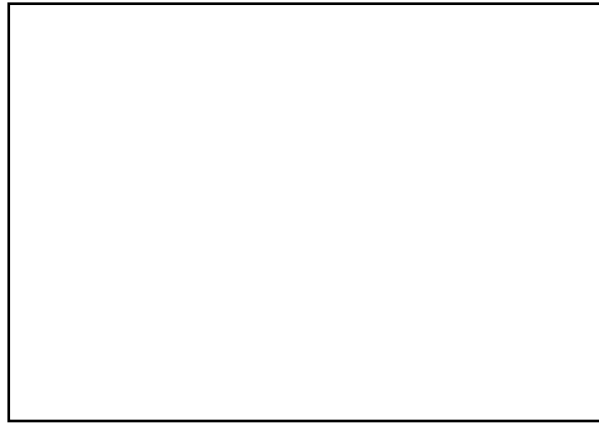


___ groups of ___ makes ___

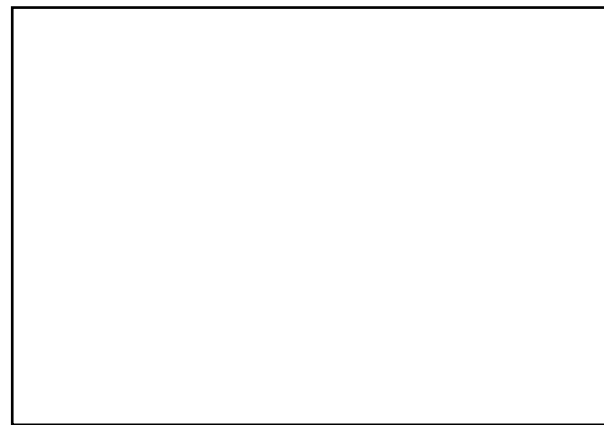
Making equal groups



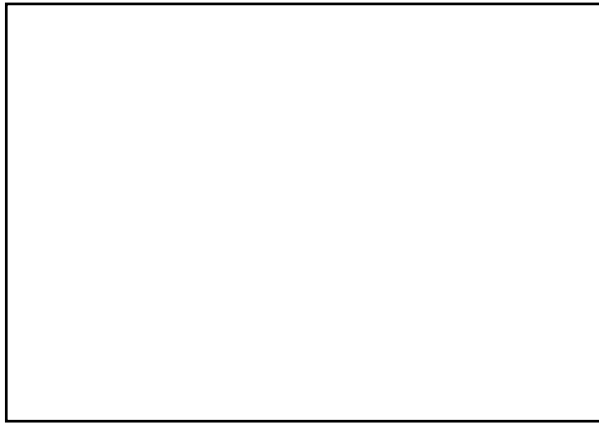
4 groups of 3 makes _____



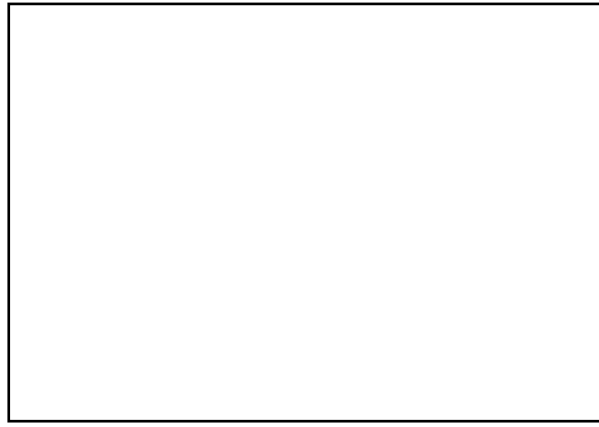
3 groups of 2 makes _____



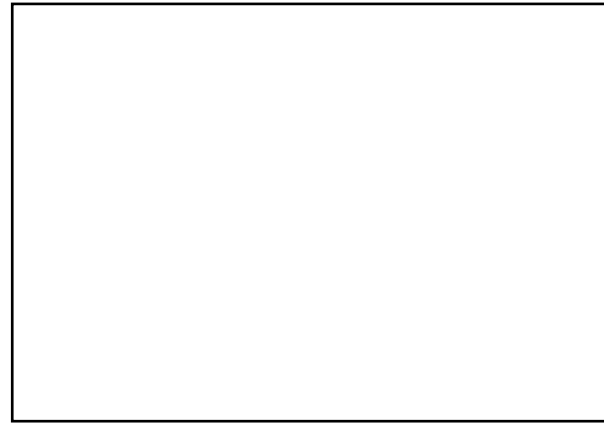
5 groups of 1 makes _____



2 groups of 6 makes _____

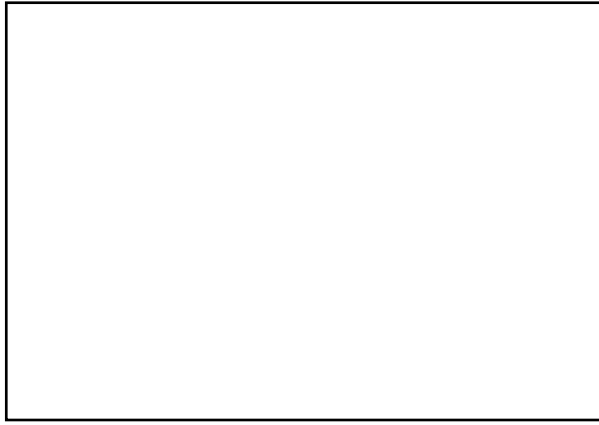


2 groups of 9 makes _____

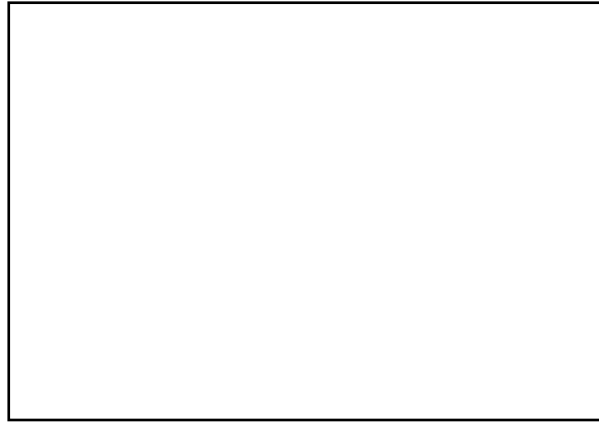


4 groups of 5 makes _____

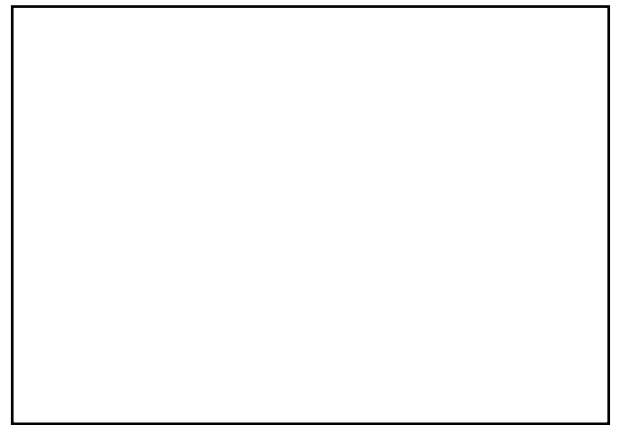
Making equal groups



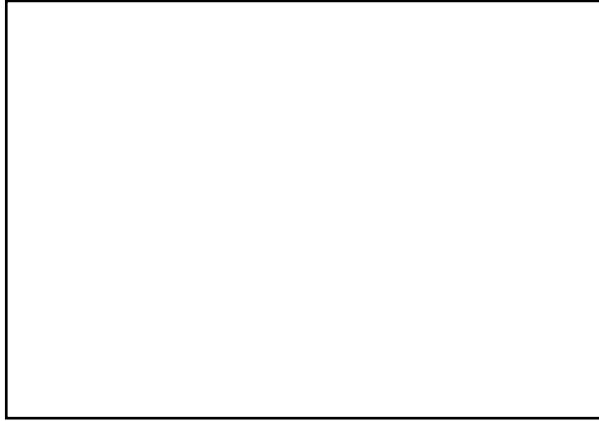
___ groups of ___ makes ___



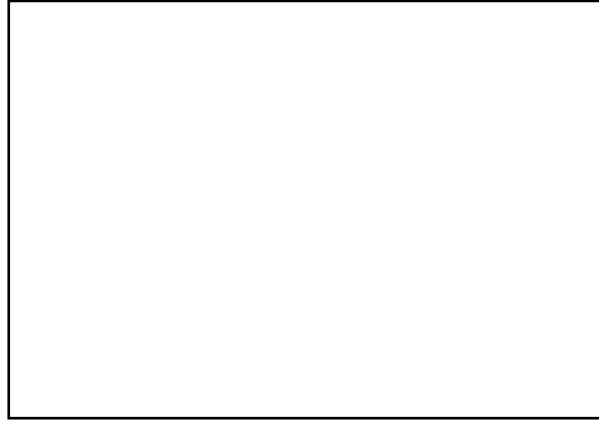
___ groups of ___ makes ___



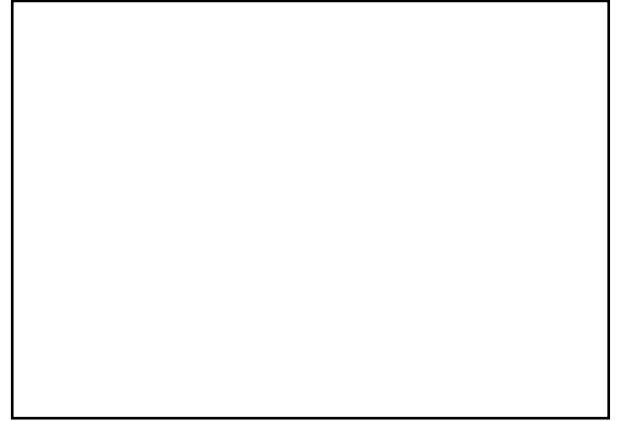
___ groups of ___ makes ___



___ groups of ___ makes ___



___ groups of ___ makes ___



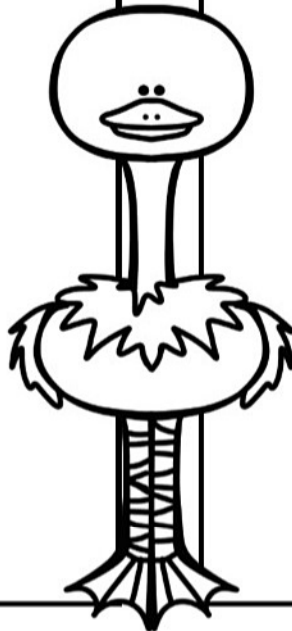
___ groups of ___ makes ___

Fact Family

Cut out the numbers and work out whether they create a fact family or not and glue them in the correct box.

Fact Family

Not a Fact Family



7, 3, 10

2, 3, 6

5, 4, 8

3, 3, 6

4, 5, 9

6, 2, 9

2, 3, 5

4, 4, 7

2, 4, 7

6, 1, 7

1, 1, 3

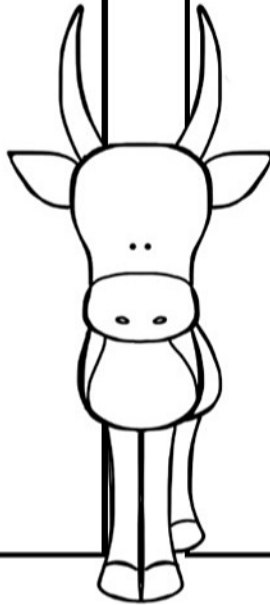
9, 1, 10

Fact Family

Cut out the numbers and work out whether they create a fact family or not and glue them in the correct box.

Fact Family

Not a Fact Family



2, 3, 5

3, 4, 6

4, 5, 9

2, 6, 9

1, 4, 6

7, 2, 9

5, 5, 9

6, 2, 8

2, 7, 8




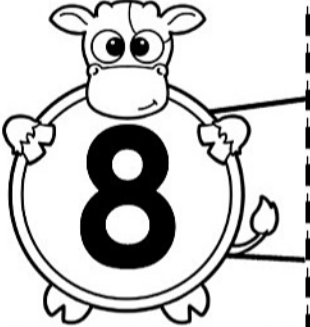


3, 3, 6













1, 3, 4

4, 3, 8

Fact Family Bonds

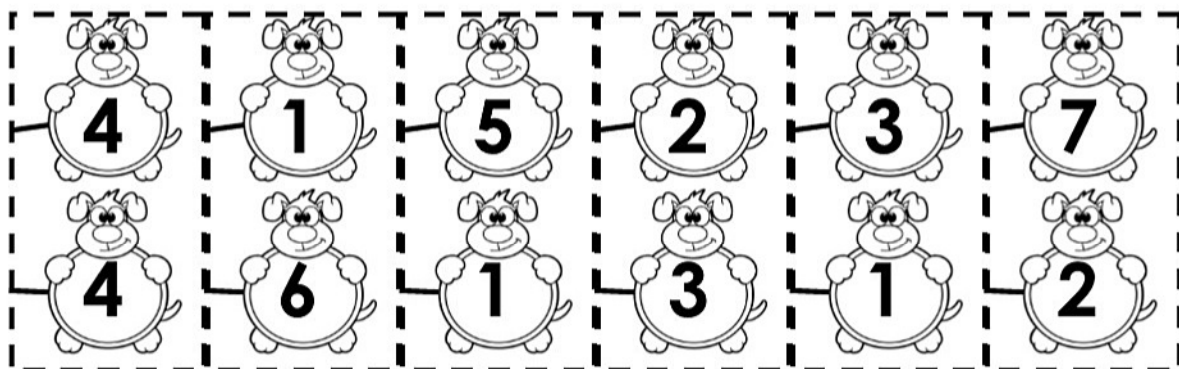
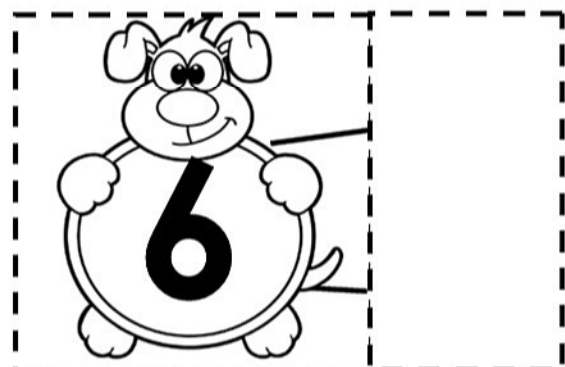
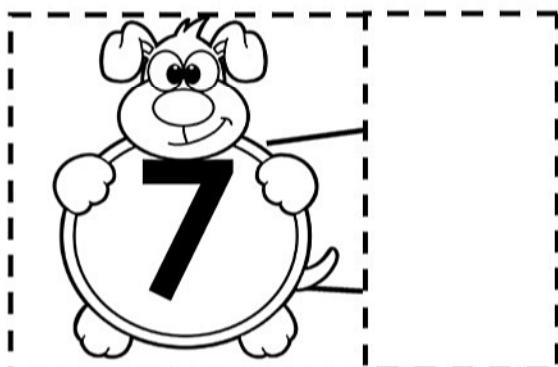
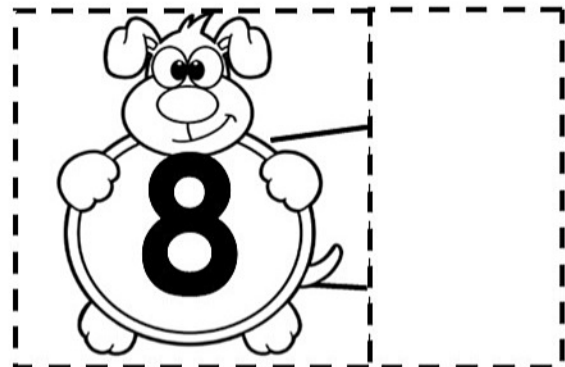
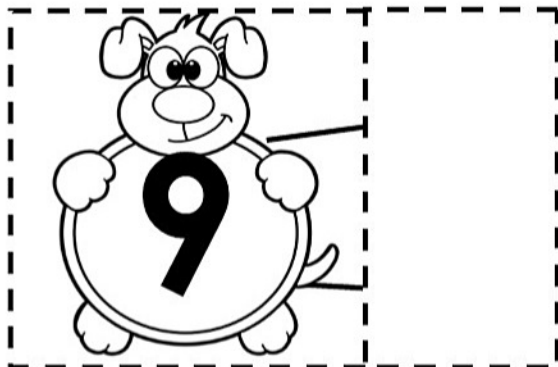
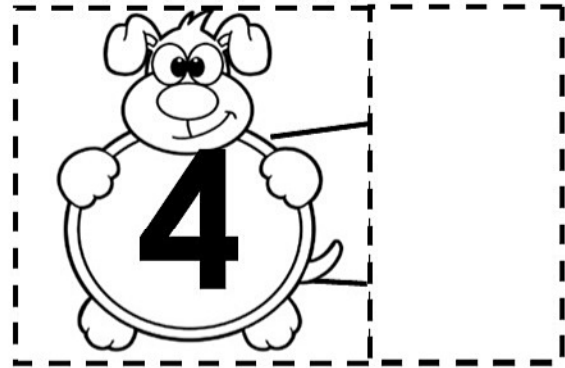
Complete the fact family bonds by cutting and pasting the pieces below.

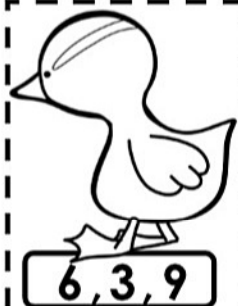
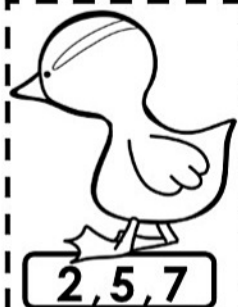
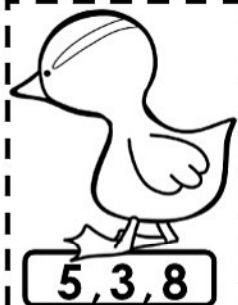
Fact Family Bonds

Complete the fact family bonds by cutting and pasting the pieces below.



Duck Fact Families

Cut out the problems and paste them next to the correct fact family.



$6 + 3 = 9$



$9 - 6 = 3$



$5 + 3 = 8$



$8 - 3 = 5$



$7 - 5 = 2$



$9 - 3 = 6$



$3 + 5 = 8$



$7 - 2 = 5$



$3 + 6 = 9$



$2 + 5 = 7$



$5 + 2 = 7$



$8 - 5 = 3$

The Fact Family

Cut out the problems and paste them next to the correct fact family.



$6 + 1 = 7$



$2 + 7 = 9$



$9 - 2 = 7$



$7 - 6 = 1$



$2 + 4 = 6$



$1 + 6 = 7$



$9 - 7 = 2$



$6 - 4 = 2$



$7 - 1 = 6$



$6 - 2 = 4$



$4 + 2 = 6$



$7 + 2 = 9$



Fact Families



Cut out the numbers and paste them to solve the four equations.

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

3	3	7	7	10	10
3	3	7	7	10	10



Fact Families



Cut out the numbers and paste them to solve the four equations.

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

2	2	5	5	7	7
2	2	5	5	7	7



Fill in the squares with the using the 100s Chart.

Ten Less

One Less

16

One More

Ten More

Ten Less

One Less

45

One More

Ten More

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

Ten Less

One Less

32

One More

Ten More

Ten Less

One Less

58

One More

Ten More

Ten Less

One Less

19

One More

Ten More

Ten Less

One Less

73

One More

Ten More

Ten Less

One Less

89

One More

Ten More

Ten Less

One Less

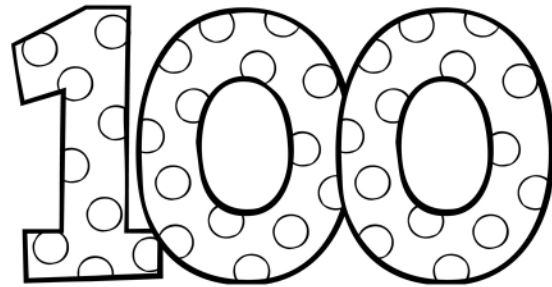
27

One More

Ten More



Write to 100



1		3		5	6			9	
		13	14		16		18		20
21	22			25		27			30
	32		34			37	38	39	
		43			46			49	
51	52	53		55		57			60
			64		66		68		
71	72		74	75					80
		83			86			89	
91	92			95		97	98	99	

Cut and paste the months of the year in order

- Months of the year -

First

2nd

3rd

Fourth

5th

Sixth

7th

8th

Ninth

10th

Eleventh

12th

January



June



May



December



April



February



August



July



September



October



March



November



Equal Groups

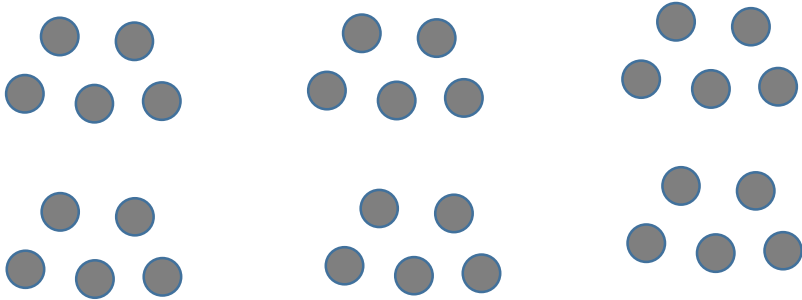




*Create the following equal groups. **MAKE SURE YOUR GROUPS ARE SEPARATED CLEARLY!** Write the answers on the lines.

EXAMPLE

Show 6 groups of 5 circles. How many circles are there in all?



Answer: $6 \times 5 =$ 30

Show 7 groups of 8 squares. How many squares are there in all?

Answer: $7 \times 8 =$ _____

Show 4 groups of 4 triangles. How many triangles are there in all?

Answer: $4 \times 4 =$ _____

Show 9 groups of 3 stars. How many stars are there in all?

Answer: $9 \times 3 =$ _____

Name _____ Date _____ Equal Groups

*Show the repeated addition for each problem. Make sure you write the answer!

EXAMPLE 5 x 5 $5 + 5 + 5 + 5 + 5 = 25$	6 x 4	7 x 6
4 x 8	2 x 3	3 x 9
3 x 5	8 x 2	4 x 1 =

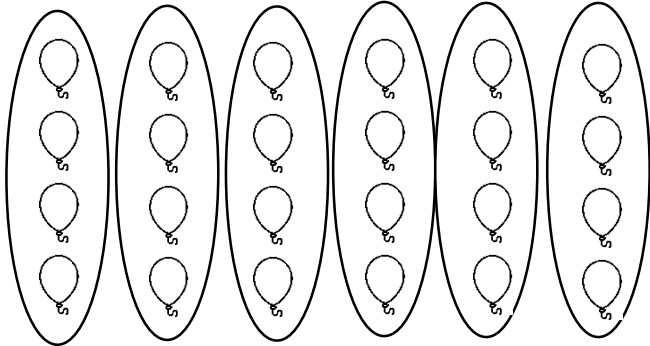




*Read the word problems and solve by **SHOWING YOUR EQUAL GROUPS CLEARLY!** Write the answers on the lines.

EXAMPLE

Sienna bought 24 balloons for her birthday party. She wants her 6 friends to take an equal amount of balloons home. How many will each friend take?



Answer: ***Each friend will get 4 balloons.***

Caleb would like to give each of his 4 neighbors 8 apples from his tree. How many apples should Caleb pick?

Answer: _____

Jen has 14 books. She would like to read them all in one week. How many books will she have to read each day of the week to accomplish her goal?

Answer: _____

Scott found 28 lava rocks on his trip. He wants to give the same amount to each of his 4 brothers. How many rocks should each brother get?

Answer: _____



*Create the following equal groups. **MAKE SURE YOUR GROUPS ARE SEPARATED CLEARLY!** Write the answers on the lines.

EXAMPLE

Put 18 stars into 3 equal groups. How many stars are in each group?



Answer: **There are 6 stars in each group.**

Put 27 hearts into 3 equal groups. How many hearts are in each group?

Answer: _____

Put 48 circles into 6 equal groups. How many circles are in each group?

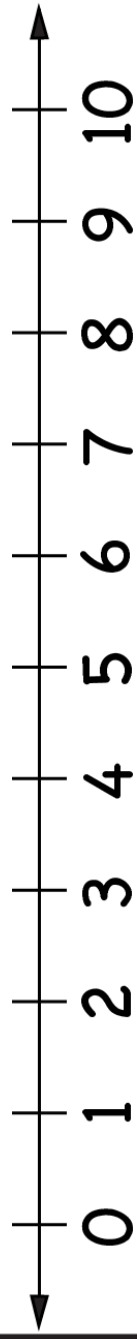
Answer: _____

Put 36 squares into 6 equal groups. How many squares are in each group?

Answer: _____

Number Line

Addition and Subtraction



$5 - 2 = \square$

$4 + 3 = \square$

$8 - 5 = \square$

$3 + 2 = \square$

$9 - 8 = \square$

$2 + 4 = \square$

$7 - 2 = \square$

$5 + 3 = \square$

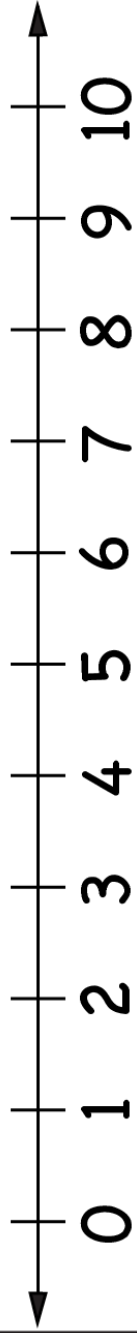
$9 - 5 = \square$

$7 + 2 = \square$

$6 - 3 = \square$

$6 + 3 = \square$

Number Line Subtraction



$5 - 2 =$

$4 - 1 =$

$6 - 5 =$

$7 - 3 =$

$9 - 8 =$

$8 - 2 =$

$6 - 4 =$

$5 - 3 =$

$9 - 5 =$

$7 - 2 =$

$6 - 3 =$

$8 - 5 =$



$$0 + \square = 10$$

$$10 + 0 = \square$$

$$\square + 9 = 10$$

$$\square + 1 = 10$$

$$2 + 8 = \square$$

$$8 + \square = 10$$

$$\square + 7 = 10$$

$$7 + \square = 10$$

$$4 + \square = 10$$

$$6 + 4 = \square$$

$$5 + \square = 10$$

$$5 + 5 = \square$$



$$0 + 10 = 10$$

$$10 + 0 = 10$$

$$1 + 9 = 10$$

$$9 + 1 = 10$$

$$2 + 8 = 10$$

$$8 + 2 = 10$$

$$3 + 7 = 10$$

$$7 + 3 = 10$$

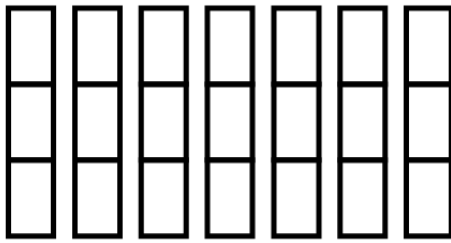
$$4 + 6 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$

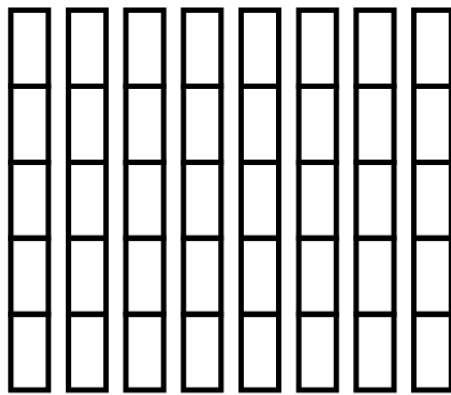
$$5 + 5 = 10$$

Add and Multiply



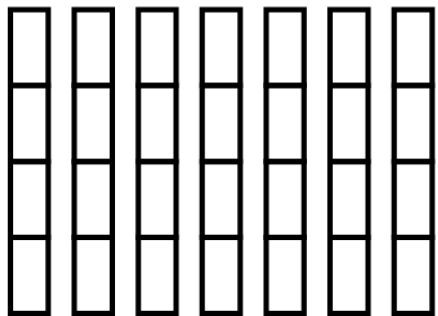
$$3+3+3+3+3+3+3=$$

$$7 \times 3 =$$



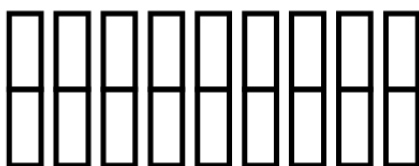
$$5+5+5+5+5+5+5+5=$$

$$8 \times 5 =$$



$$4+4+4+4+4+4+4=$$

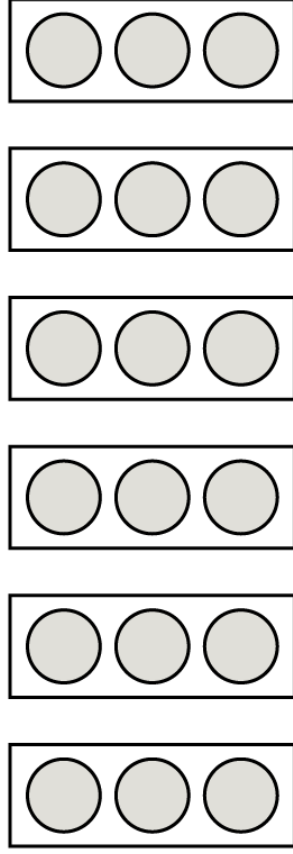
$$7 \times 4 =$$



$$2+2+2+2+2+2+2+2+2=$$

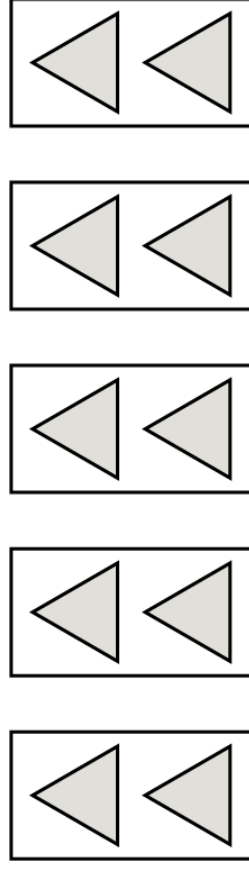
$$9 \times 2 =$$

Add and Multiply



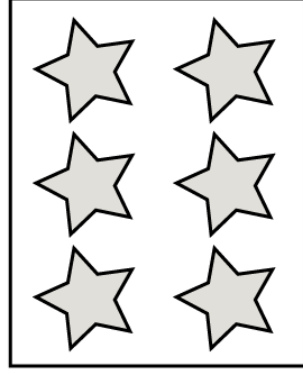
$$3+3+3+3+3=$$

$$6 \times 3 =$$



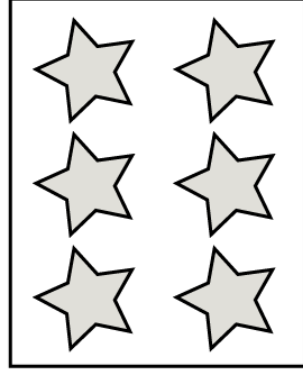
$$2+2+2+2+2=$$

$$5 \times 2 =$$



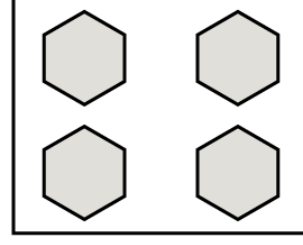
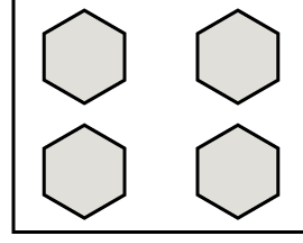
$$6+6=$$

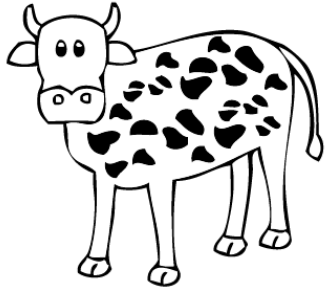
$$2 \times 6 =$$



$$4+4+4=$$

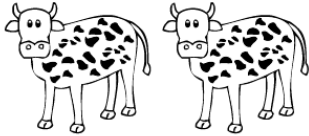
$$3 \times 4 =$$



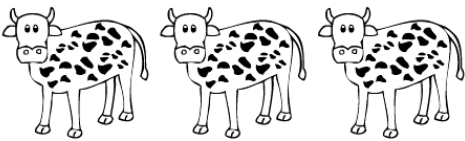


A cow has 4 legs.

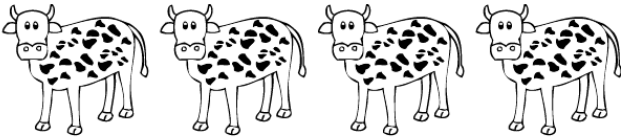
How many legs do 2 cows have?



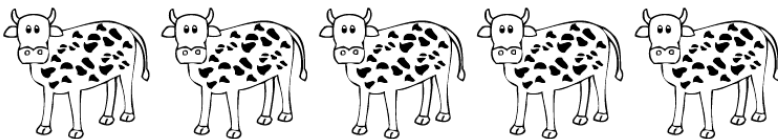
How many legs do 3 cows have?



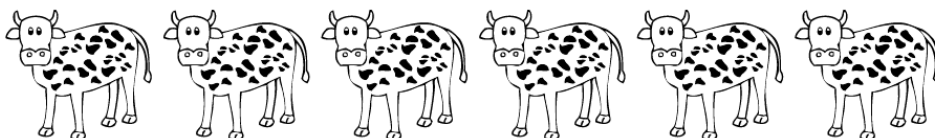
How many legs do 4 cows have?



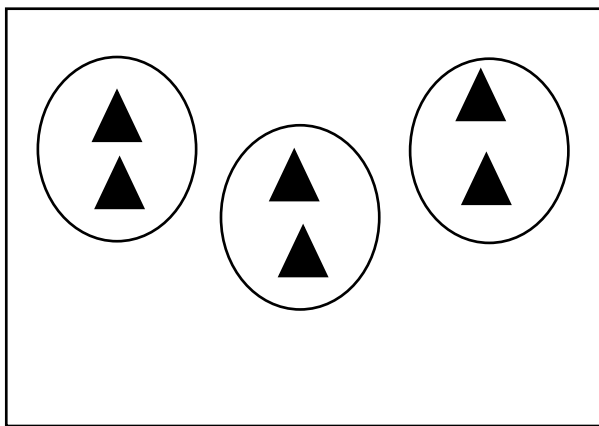
How many legs do 5 cows have?



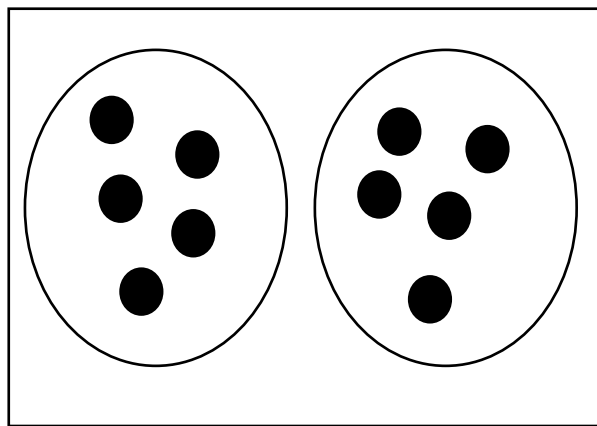
How many legs do 6 cows have?



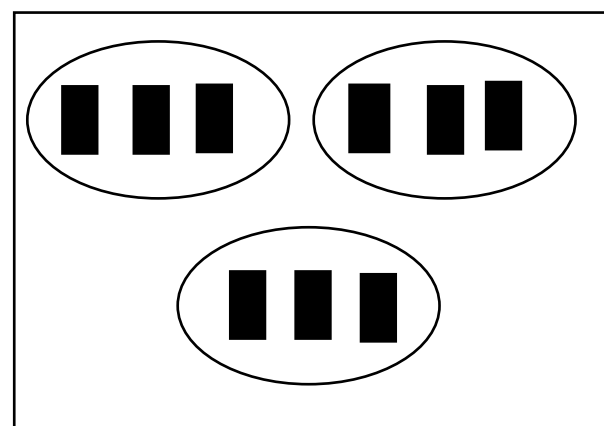
Making equal groups



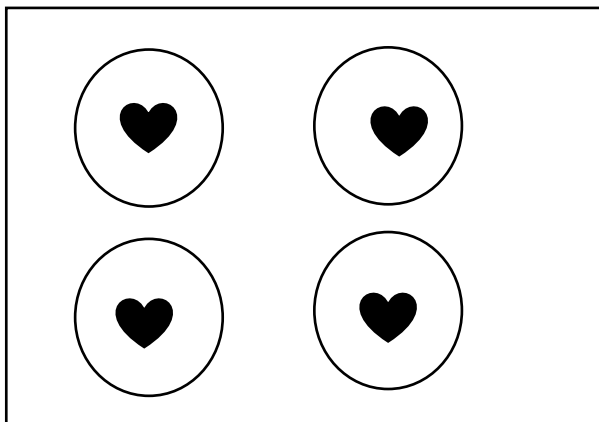
___ groups of ___ makes ___



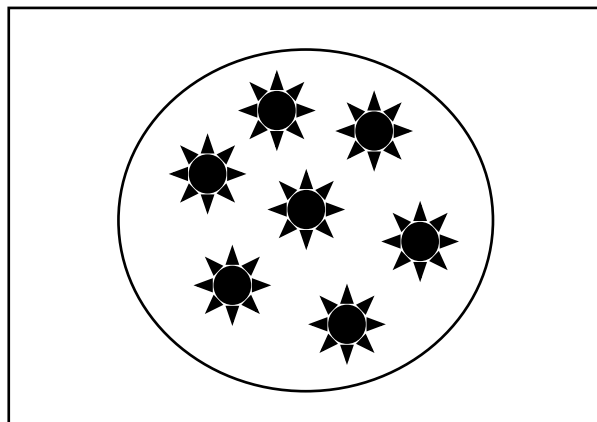
___ groups of ___ makes ___



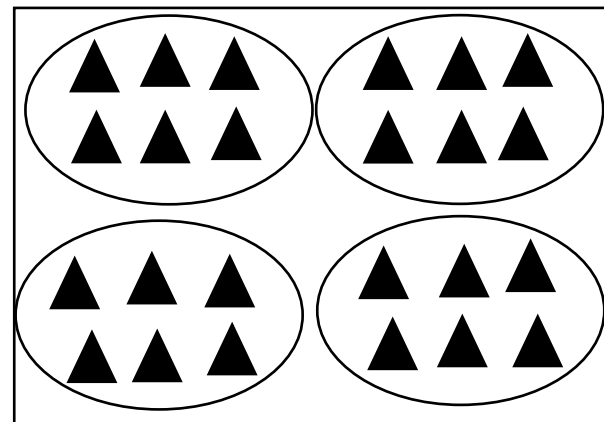
___ groups of ___ makes ___



___ groups of ___ makes ___



___ groups of ___ makes ___



___ groups of ___ makes ___

Making equal groups

4 groups of 3 makes _____

3 groups of 2 makes _____

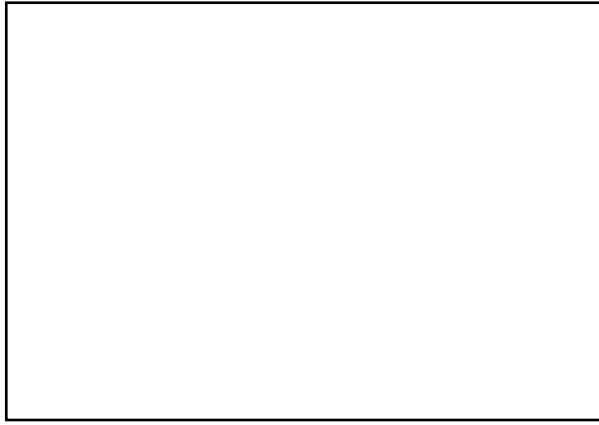
5 groups of 1 makes _____

2 groups of 6 makes _____

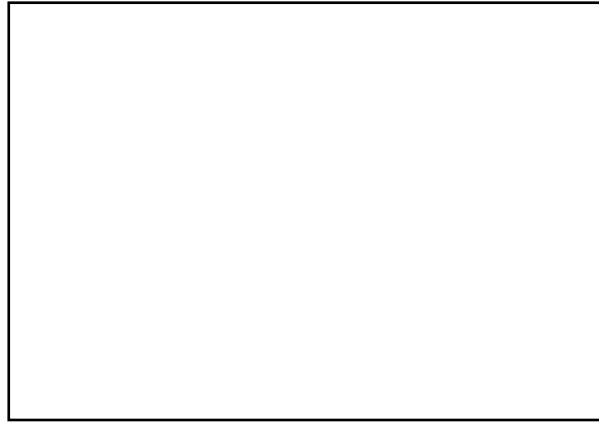
2 groups of 9 makes _____

4 groups of 5 makes _____

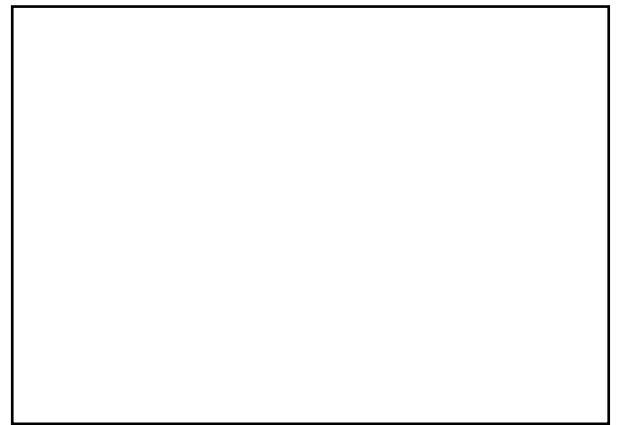
Making equal groups



___ groups of ___ makes ___



___ groups of ___ makes ___



___ groups of ___ makes ___



___ groups of ___ makes ___



___ groups of ___ makes ___



___ groups of ___ makes ___