

# 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](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 page per day

*First One Hundred High  
Frequency Words Activity Book*

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

twinkl

www.twinkl.co.uk

Look and say	Look, say and write	Cover and write	Check and write again
in			
was			
is			
he			
it			

Fill in the missing word.

1. He was \_\_\_\_\_ the house.
2. Is \_\_\_\_\_ in the car? (the bag)
3. She \_\_\_\_\_ not in school. (now)
4. \_\_\_\_\_ is by himself.
5. It \_\_\_\_\_ Monday yesterday.

Write your own sentences using:

1. in
2. he
3. is

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Look and say	Look, say and write	Cover and write	Check and write again
a			
the			
that			
to			
and			

Fill in the missing word.

1. \_\_\_\_\_ cat was in the basket.
2. Are you going over \_\_\_\_\_ their house?
3. Jack \_\_\_\_\_ Jill went up the hill.
4. Sorry, I did not hear \_\_\_\_\_.
5. I would like \_\_\_\_\_ banana.

Write your own sentences using:

1. a
2. the
3. and

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Look and say	Look, say and write	Cover and write	Check and write again
of			
are			
for			
I			
you			

Fill in the missing word.

1. Are \_\_\_\_\_ here for me?
2. \_\_\_\_\_ will go there now.
3. She and I \_\_\_\_\_ very happy today.
4. I can see all \_\_\_\_\_ them.
5. Here is an apple \_\_\_\_\_ you.

Write your own sentences using:

1. I
2. for
3. you

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Look and say	Look, say and write	Cover and write	Check and write again
had			
so			
have			
said			
as			

Fill in the missing word.

1. \_\_\_\_\_ he said yes?
2. \_\_\_\_\_ we had this before?
3. She \_\_\_\_\_ been sick.
4. The girl \_\_\_\_\_ that to him.
5. I am as happy \_\_\_\_\_ I can be.

Write your own sentences using:

1. have
2. said
3. had

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Look and say	Look, say and write	Cover and write	Check and write again
not			
they			
with			
one			
we			

Fill in the missing word.

1. They are not \_\_\_\_\_ us.
2. \_\_\_\_\_ of them will stay here.
3. I am \_\_\_\_\_ very happy.
4. \_\_\_\_\_ are not being as good as us.
5. \_\_\_\_\_ will be there soon.

Write your own sentences using:

1. with
2. they
3. one

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Look and say	Look, say and write	Cover and write	Check and write again
on			
his			
at			
him			
all			

Fill in the missing word.

1. They will be at \_\_\_\_\_ house.
2. She can stay \_\_\_\_\_ school.
3. They were cross with \_\_\_\_\_ .
4. \_\_\_\_\_ is not lost.
5. Please be there \_\_\_\_\_ time.

Write your own sentences using:

1. his
2. all
3. him

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Look and say	Look, say and write	Cover and write	Check and write again
but			
old			
be			
up			
do			

Fill in the missing word.

1. I am not as \_\_\_\_\_ as you.
2. They will \_\_\_\_\_ home soon.
3. \_\_\_\_\_ you like chips?
4. I will climb high \_\_\_\_\_ in the tree.
5. I am sure \_\_\_\_\_ they are not.

Write your own sentences using:

1. old
2. up
3. be

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Look and say	Look, say and write	Cover and write	Check and write again
can			
me			
came			
my			
saw			

Fill in the missing word.

1. \_\_\_\_\_ I come with you?
2. They \_\_\_\_\_ back from holiday.
3. Give it to \_\_\_\_\_ now!
4. She came to \_\_\_\_\_ new school.
5. My mum \_\_\_\_\_ a brown dog.

Write your own sentences using:

1. came
2. my
3. saw

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Look and say	Look, say and write	Cover and write	Check and write again
get			
she			
here			
put			
her			

Fill in the missing word.

1. Can \_\_\_\_\_ see us?
2. They are coming over \_\_\_\_\_.
3. I will \_\_\_\_\_ my bag on the shelf.
4. I like \_\_\_\_\_ new haircut.
5. Mum is going to \_\_\_\_\_ some apples.

Write your own sentences using:

1. get
2. here
3. she

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Look and say	Look, say and write	Cover and write	Check and write again
will			
an			
no			
asked			
now			

Fill in the missing word.

1. The man \_\_\_\_\_ his dog to sit.
2. Dad \_\_\_\_\_ cut the grass
3. Come over here \_\_\_\_\_!
4. \_\_\_\_\_ apple a day is good for you.
5. Please don't say \_\_\_\_\_ to me.

Write your own sentences using:

1. asked
2. will
3. now

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Look and say	Look, say and write	Cover and write	Check and write again
called			
by			
if			
go			
down			

Fill in the missing word.

1. Did she go \_\_\_\_\_ there?
2. I \_\_\_\_\_ my nan on the phone today.
3. \_\_\_\_\_ away, I don't want to talk to you.
4. I can do it \_\_\_\_\_ myself.
5. Let me see \_\_\_\_\_ they are in.

Write your own sentences using:

1. by
2. go
3. down

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Look and say	Look, say and write	Cover and write	Check and write again
just			
out			
children			
into			
dad			

Fill in the missing word.

1. \_\_\_\_\_ put it down over there.
2. All the \_\_\_\_\_ are on the playground.
3. Come \_\_\_\_\_ the kitchen.
4. I will help \_\_\_\_\_ clean the car today.
5. Go \_\_\_\_\_ and put your bike away.

Write your own sentences using:

1. children
2. dad
3. out

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Look and say	Look, say and write	Cover and write	Check and write again
went			
them			
will			
there			
were			

Fill in the missing word.

1. There were six of \_\_\_\_\_.
2. The test \_\_\_\_\_ very well.
3. I \_\_\_\_\_ meet you in town later.
4. They \_\_\_\_\_ happy to be in school.
5. \_\_\_\_\_ are too many to feed.

Write your own sentences using:

1. went                      2. there                      3. were

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Look and say	Look, say and write	Cover and write	Check and write again
big			
all			
back			
day			
come			

Fill in the missing word.

1. Come \_\_\_\_\_ when I call you.
2. Mum said "\_\_\_\_\_ over to me now."
3. I want to play games all \_\_\_\_\_.
4. My mum has a \_\_\_\_\_ bag.
5. I will eat \_\_\_\_\_ of my food.

Write your own sentences using:

1. come                      2. all                      3. back

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Look and say	Look, say and write	Cover and write	Check and write again
from			
don't			
same			
off			
time			

Fill in the missing word.

1. He took it \_\_\_\_\_ the list.
2. I got a letter \_\_\_\_\_ my dad.
3. We have the \_\_\_\_\_ jumper.
4. I \_\_\_\_\_ like eating peas.
5. It took a long \_\_\_\_\_ to drive to school.

Write your own sentences using:

1. don't
2. off
3. time

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Look and say	Look, say and write	Cover and write	Check and write again
got			
make			
help			
made			
house			

Fill in the missing word.

1. I \_\_\_\_\_ a new horse for my birthday.
2. They \_\_\_\_\_ too much food.
3. Can you \_\_\_\_\_ the dinner please?
4. I want to \_\_\_\_\_ wash the pots.
5. Joe is coming to my \_\_\_\_\_ after school.

Write your own sentences using:

1. made
2. got
3. help

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Look and say	Look, say and write	Cover and write	Check and write again
look			
little			
some			
like			
I'm			

Fill in the missing word.

1. She asked me to \_\_\_\_\_ at my book.
2. Please go and do it \_\_\_\_\_ now.
3. I would like \_\_\_\_\_ pie.
4. That \_\_\_\_\_ dog is lovely.
5. \_\_\_\_\_ only going to tell you once.

Write your own sentences using:

1. some
2. I'm
3. look

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Look and say	Look, say and write	Cover and write	Check and write again
then			
their			
when			
this			
It's			

Fill in the missing word.

1. \_\_\_\_\_ will the boys come over?
2. It is not \_\_\_\_\_ turn.
3. What is \_\_\_\_\_ called?
4. \_\_\_\_\_ cold outside today.
5. \_\_\_\_\_ it will be time to go home.

Write your own sentences using:

1. their
2. it's
3. this

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Look and say	Look, say and write	Cover and write	Check and write again
see			
about			
could			
looked			
Mr			

Fill in the missing word.

- Betty \_\_\_\_\_ like she was going to cry.
- \_\_\_\_\_ you get that for me please?
- Come and \_\_\_\_\_ me after school.
- I got to bed at \_\_\_\_\_ nine o'clock.
- \_\_\_\_\_ Blant went to every football game.

Write your own sentences using:

- looked
- could
- Mr

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Look and say	Look, say and write	Cover and write	Check and write again
Mrs			
what			
mum			
oh			
people			

Fill in the missing word.

- My \_\_\_\_\_ is my best friend.
- Tommy shouted " \_\_\_\_\_ wow !"
- Only ten \_\_\_\_\_ can fit on the bus.
- \_\_\_\_\_ are you doing over there?
- Mr Burton helped \_\_\_\_\_ Burton in the garden.

Write your own sentences using:

- mum
- what
- Mrs

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Look and say	Look, say and write	Cover and write	Check and write again
too			
very			

Fill in the missing word.

1. He was \_\_\_\_\_ tall for the ride.
2. I am \_\_\_\_\_ hungry

Write your own sentences using:

1. very
2. too

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# 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. 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

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

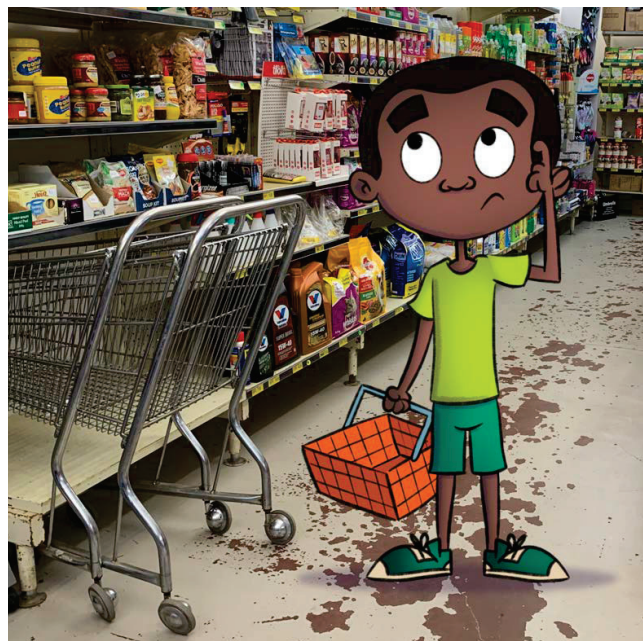
**box** – a cardboard or wooden container

**yet** – by now



Max is going shopping  
for his mum.

1



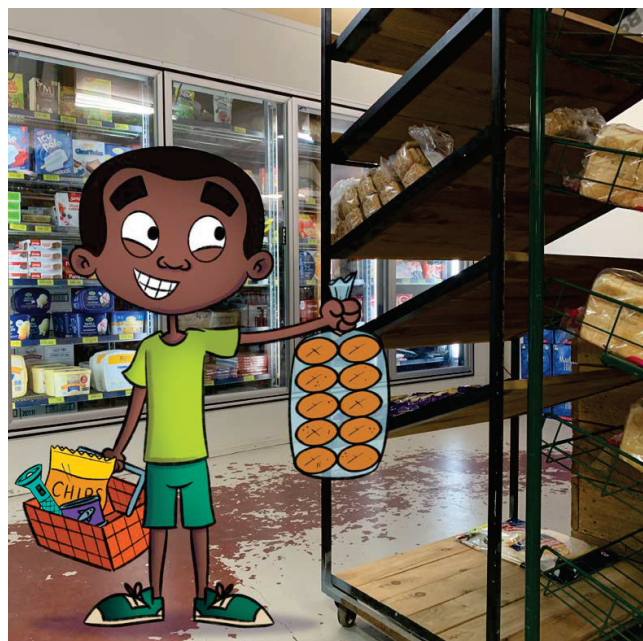
He has to get six  
things:

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.

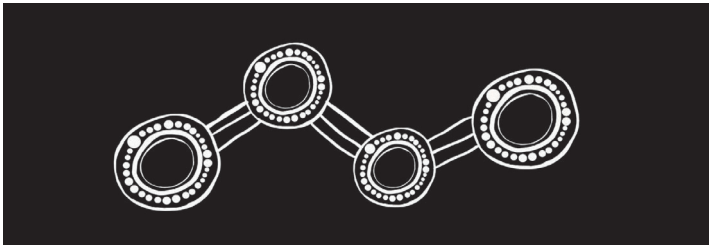
## Making connections - questions and discussion

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

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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)



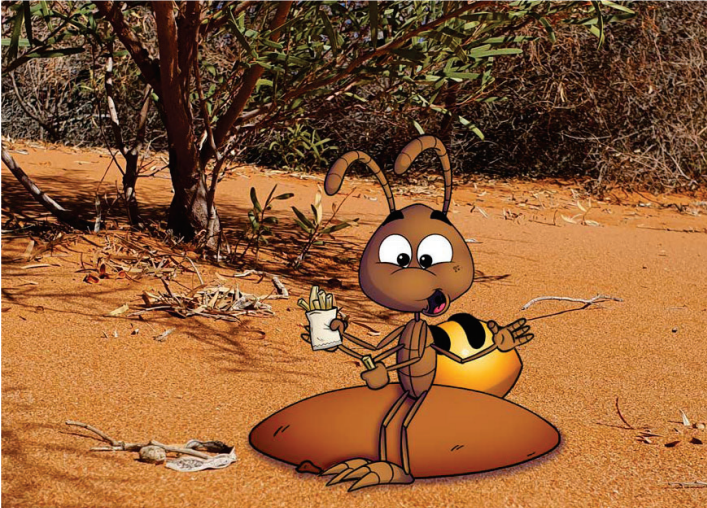
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# Sant the ant has lunch

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 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.

**spotted** – saw

**yum** – to say that food tastes or smells nice

**thick** – fat or chunky

**thin** – skinny

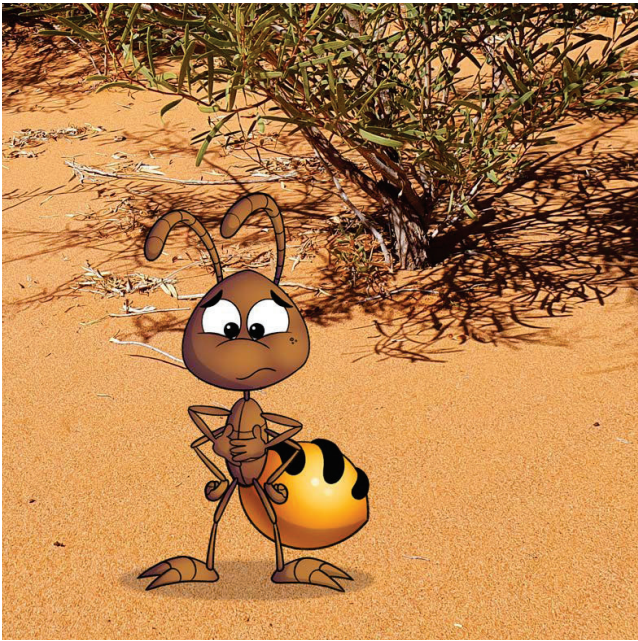
**please** – a polite word to say when asking for something

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

**lunch** – midday meal

**chomp** – chew





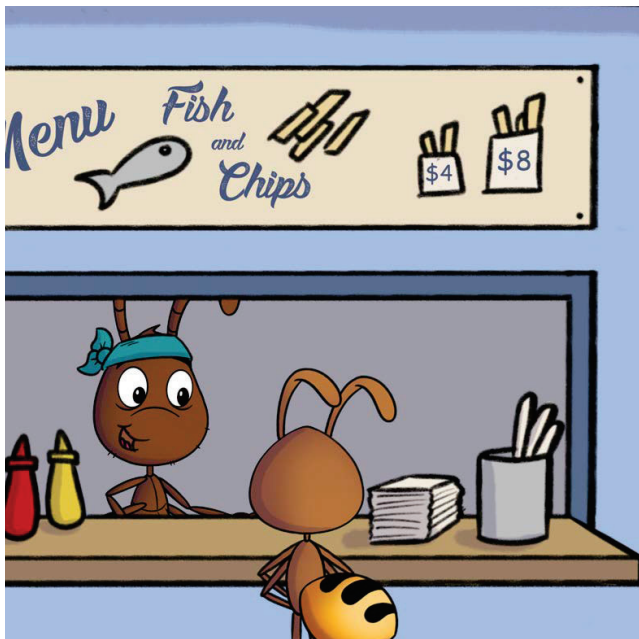
Sant needed lunch.

1



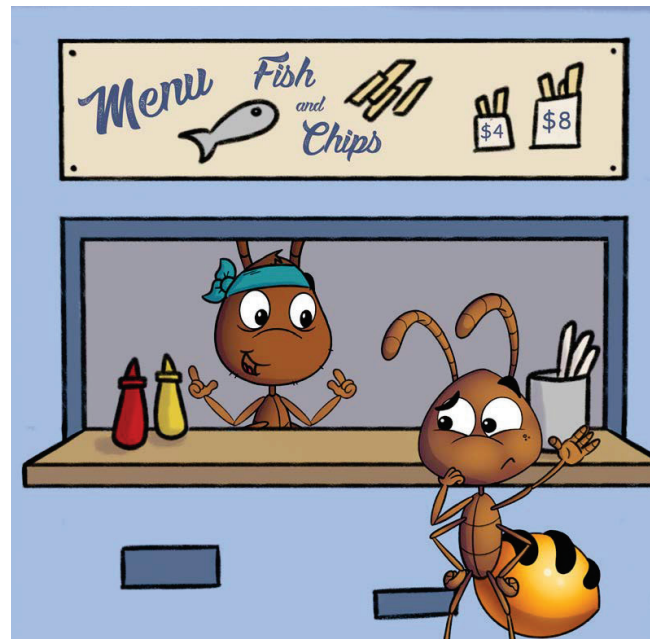
He spotted a shop that said, 'Fish and Chips'.

2



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

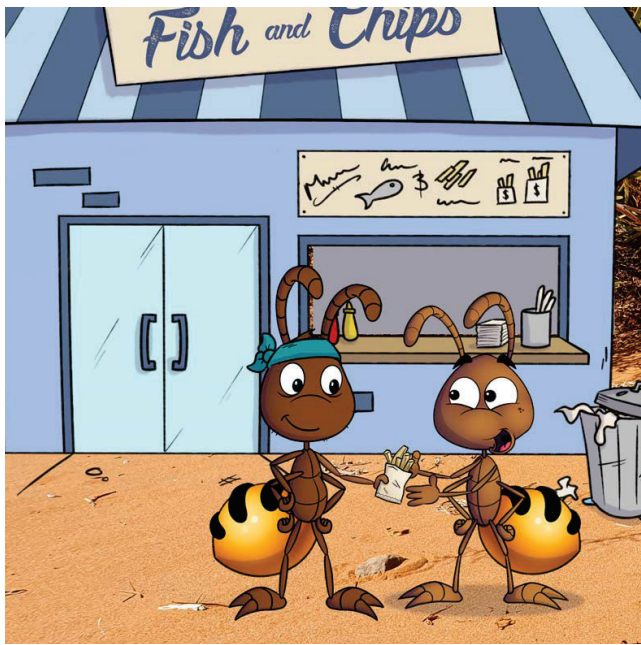
3



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

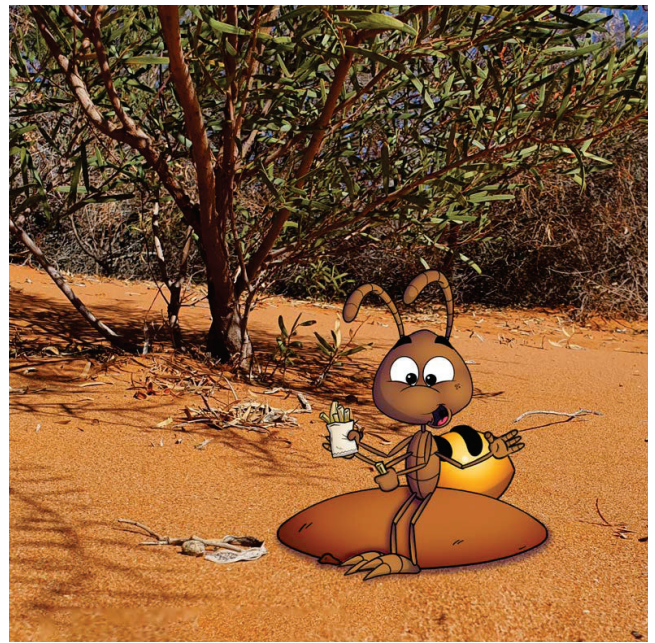
4





The man got a pack for Sant.

5



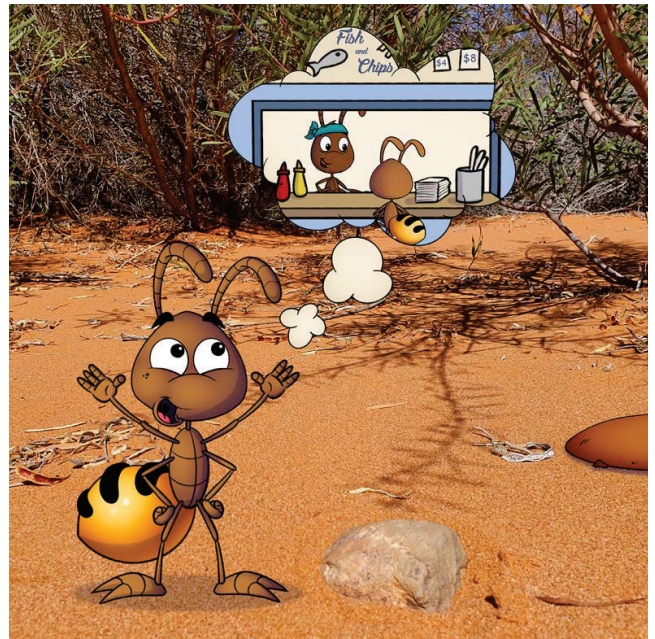
He sat on a rock with his lunch. Chomp! Chomp!

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:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
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- 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.

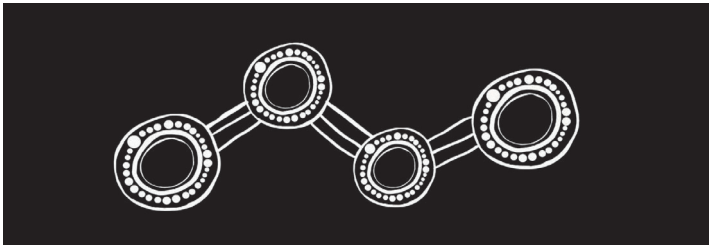
## Making connections - questions and discussion

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

1. What 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.

*'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.

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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.

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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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# 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.

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





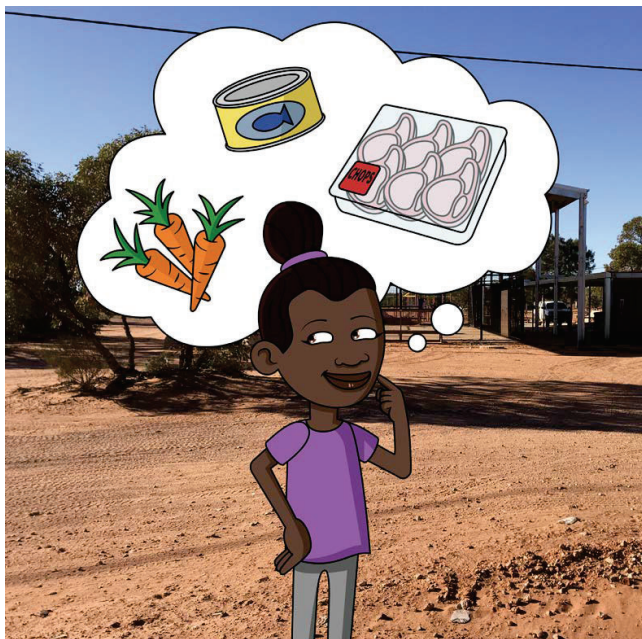
Shan went to the shop.

1



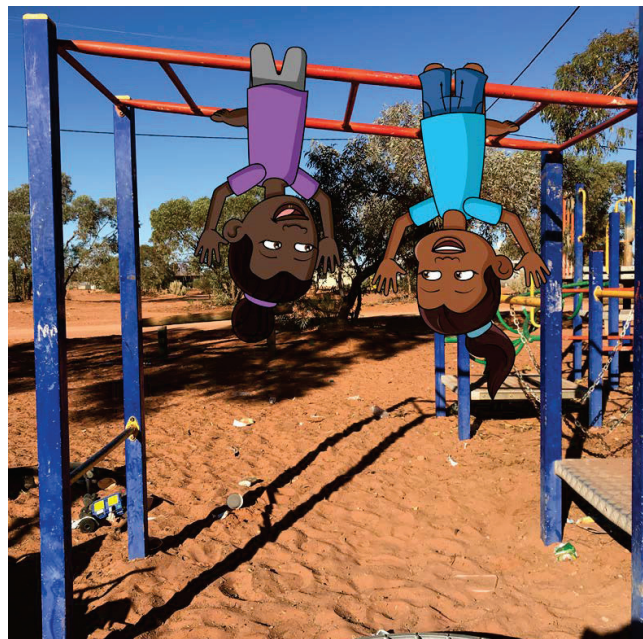
She had to get three things:

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



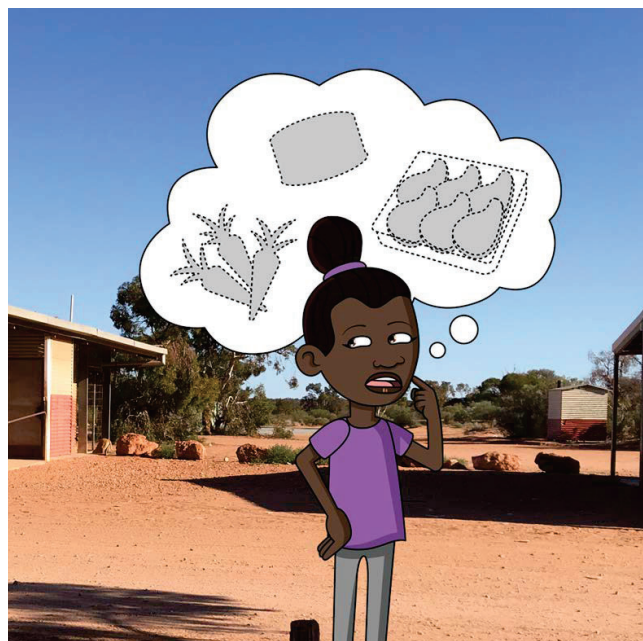
At last she got to the shop.

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.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
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- 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.

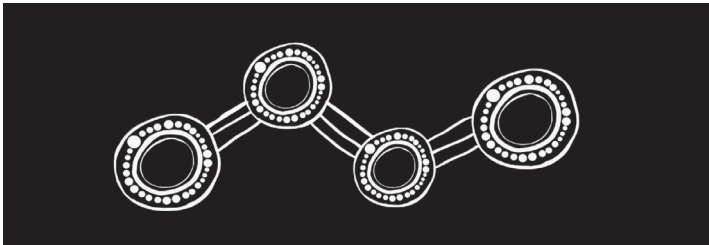
## Making connections - questions and discussion

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

1. 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 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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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).

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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



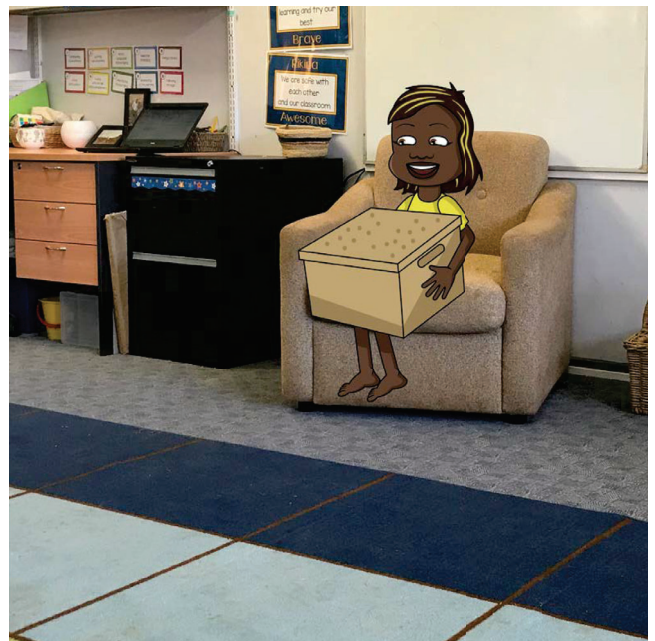
What is in that box?

2



The box had the lid shut.

3



She held the box on  
her lap.

4





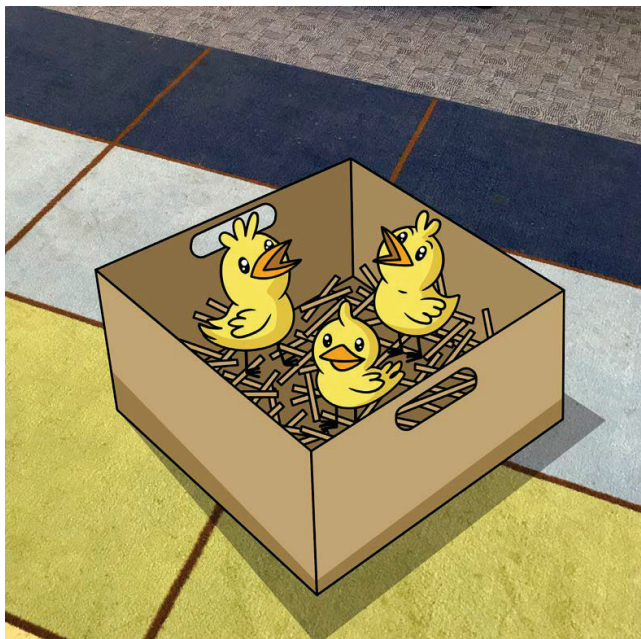
The box went scratch.

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.

While reading the book, the student:

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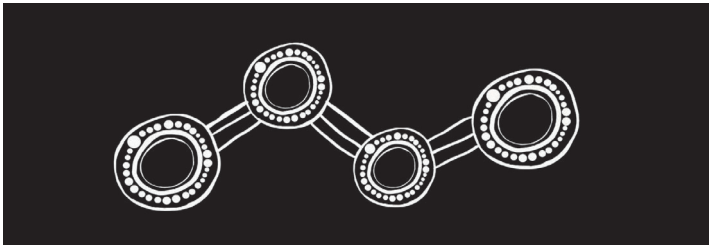
## Making connections - questions and discussion

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



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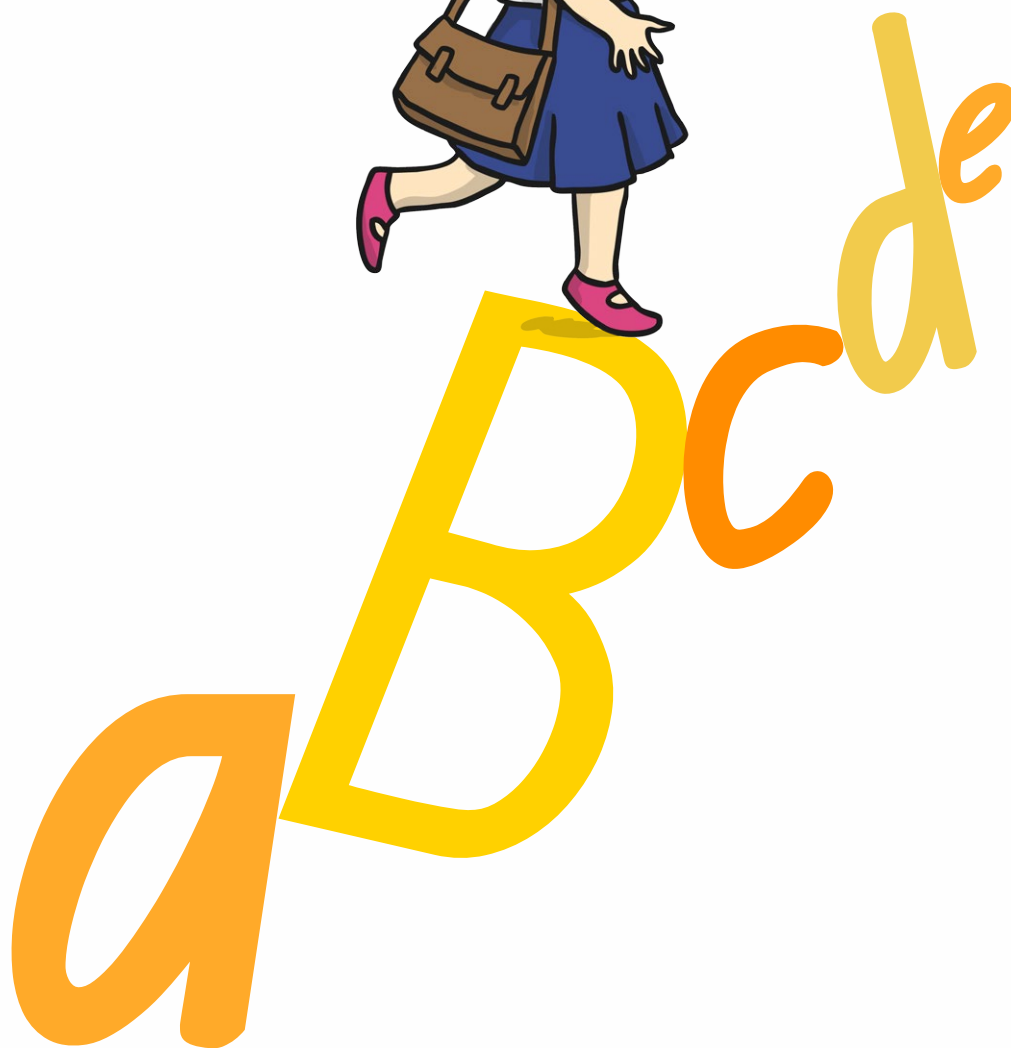
SPELD SA acknowledges the traditional custodians of the lands on which we deliver our services. We pay our respects to elders past, present and emerging, and recognise their cultural heritage, beliefs and relationship with the land.

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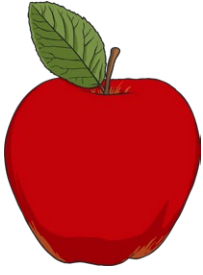


# Handwriting

# 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

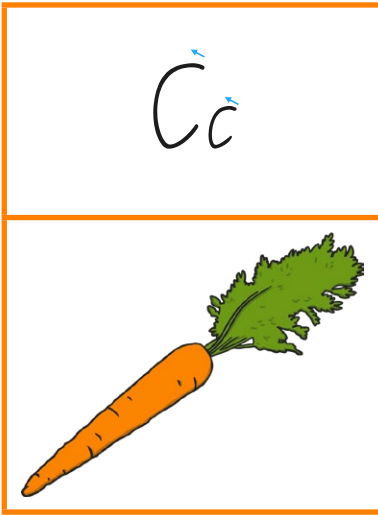
B B B

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

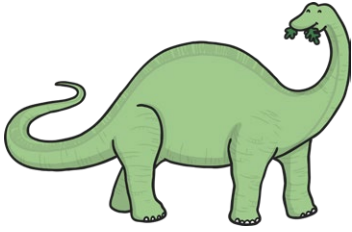
Cc Cc Cc

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

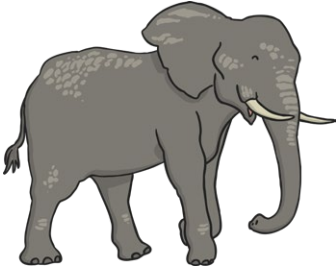
Dd Dd Dd

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

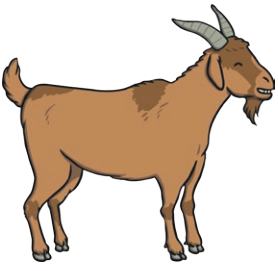
for

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

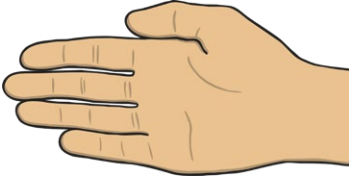
Gg Gg Gg

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

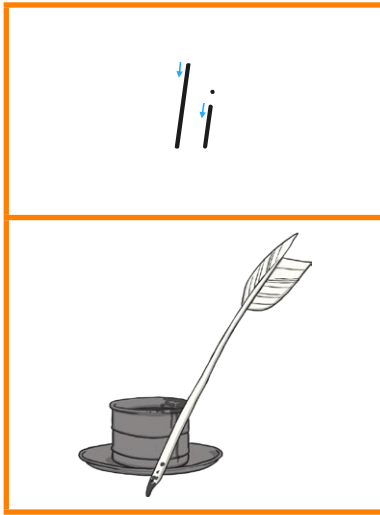
H H H

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

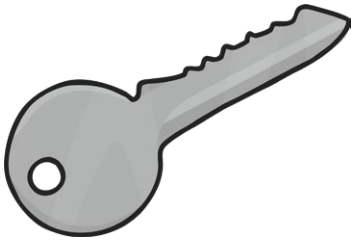
Jj Jj Jj

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

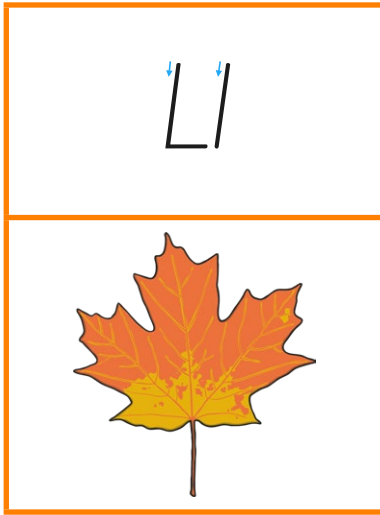
K K K

Kk Kk Kk

kite

kind

king

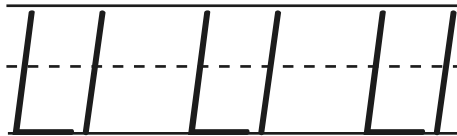
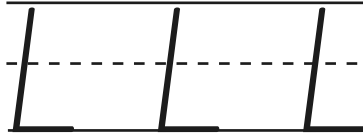
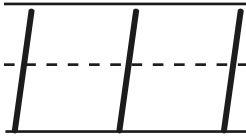


Notes to remember:

- 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

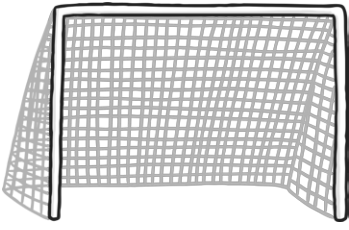
Mm Mm Mm

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

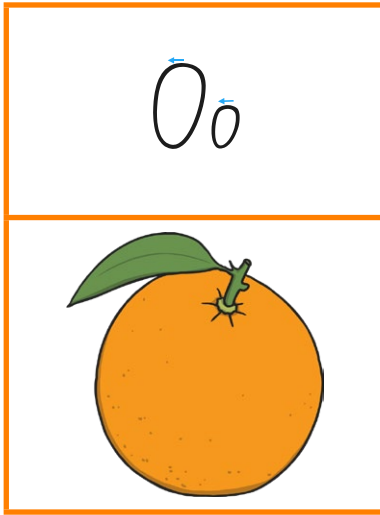
Nn Nn Nn

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

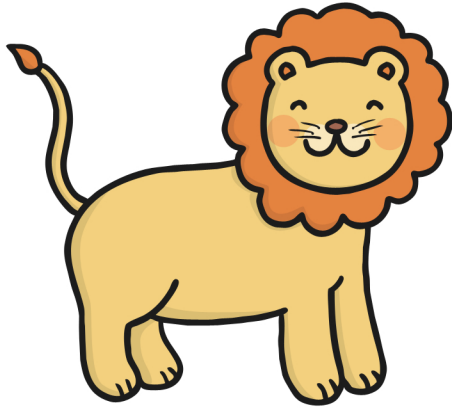
Use the pictures to **Make a sentence** every day.

**Who?**

**What  
doing?**

**Where?**

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



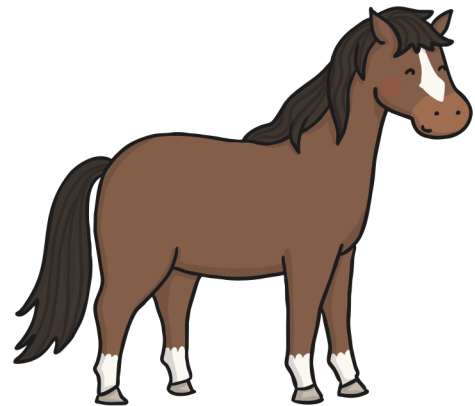
**The lion**



**Dad**



**The bear**



**The horse**

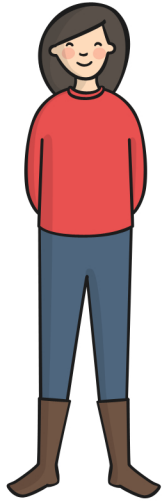


**The girl**



**Grandpa**

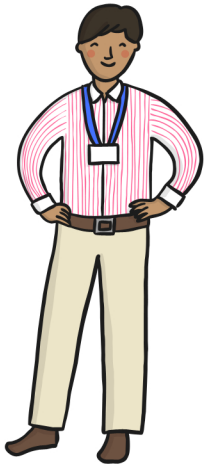
Who/subject cards



Mum



Granny



The teacher



The cat



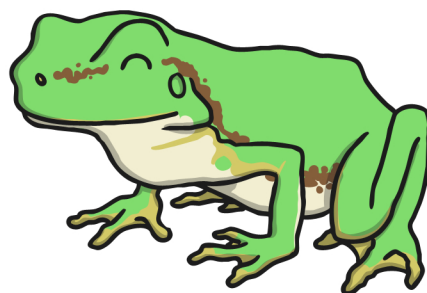
The boy



The doctor



The zebra



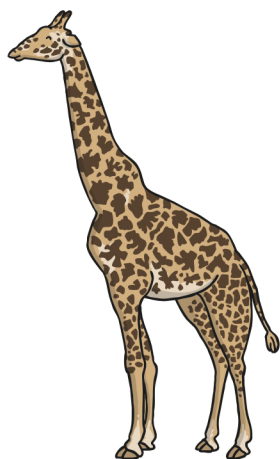
The frog



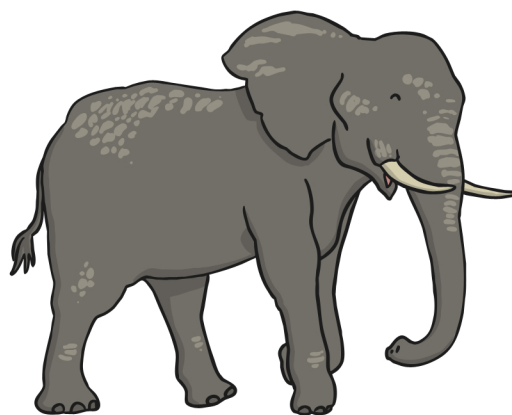
The tiger



The dog



The giraffe



The elephant





is running



is drawing



is reading



is singing



is baking

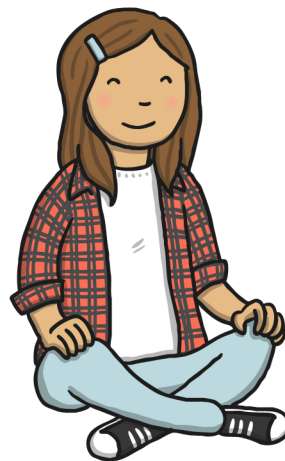


is playing

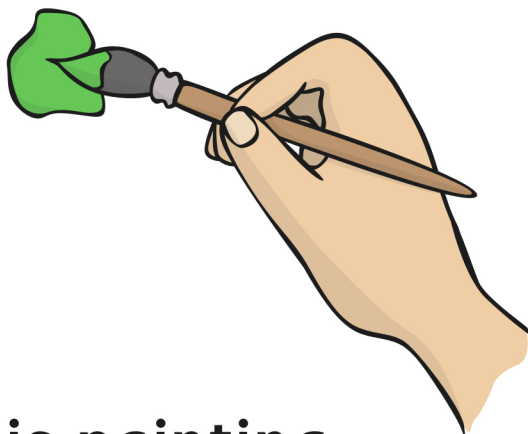
What doing/verb cards



is writing



is sitting



is painting



is eating



is brushing



is walking



is jumping



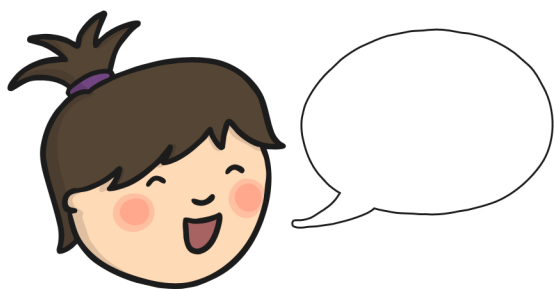
is hopping



is dancing



is sleeping



is talking



is swimming

Where



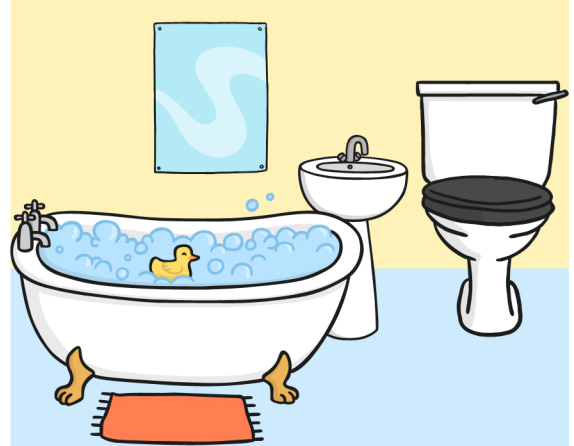
in the kitchen



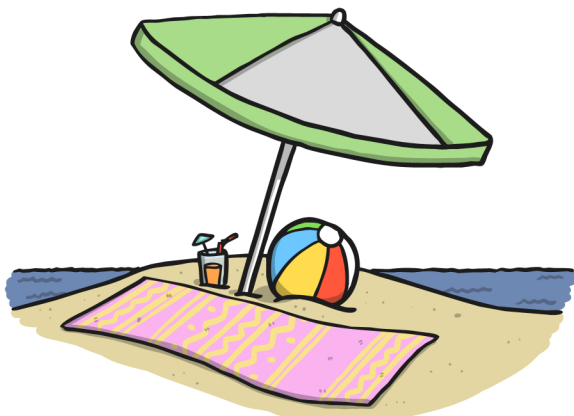
in the park



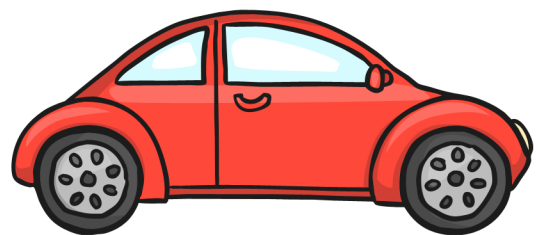
in the supermarket



in the bathroom



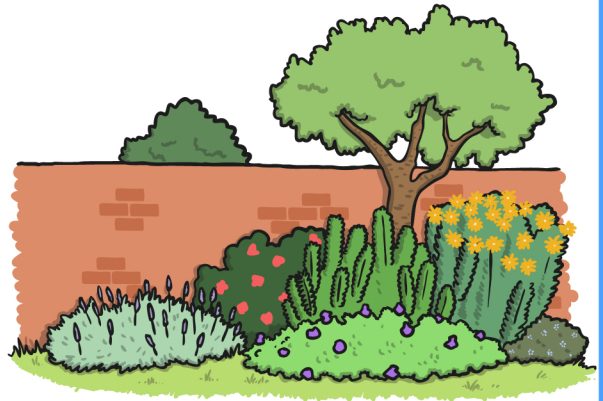
on the beach



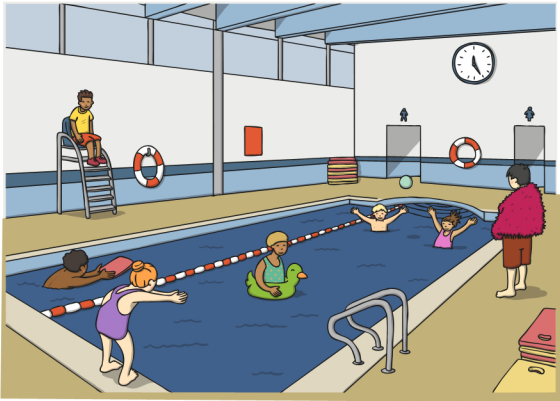
in the car



in the dining room



in the garden



in the swimming pool



in the living room

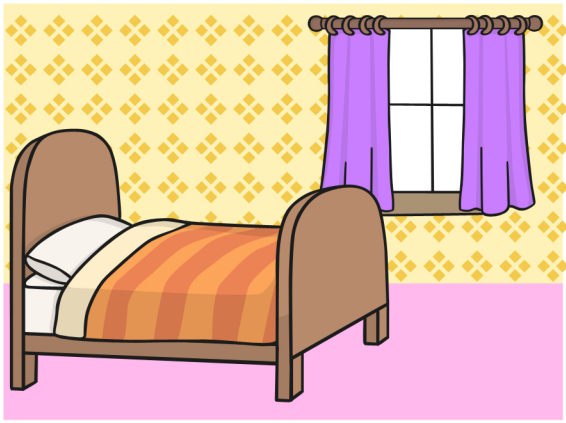


in the classroom

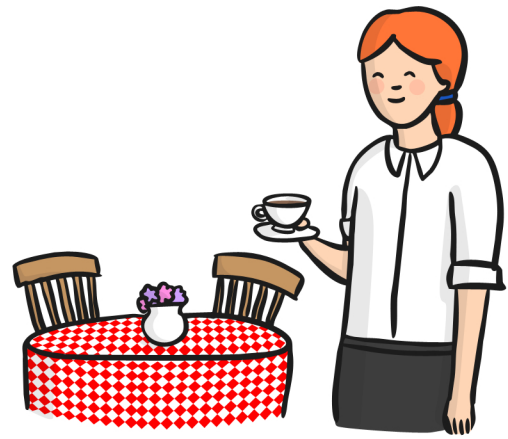


in the restaurant





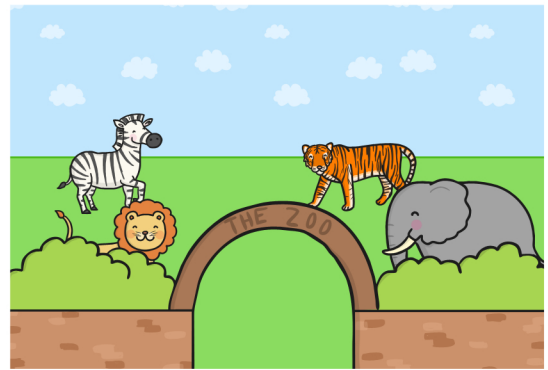
**in the bedroom**



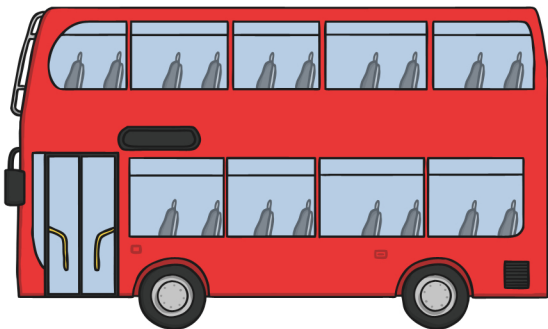
**in the cafe**



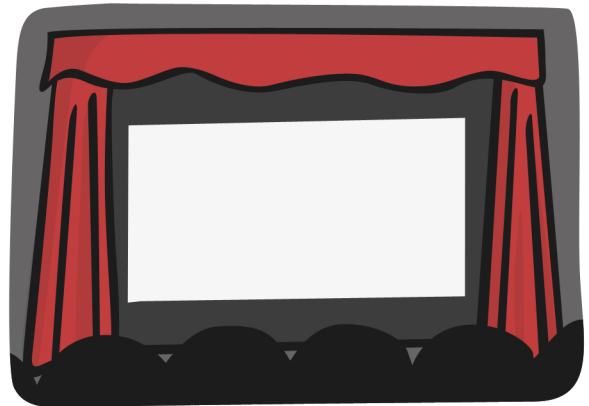
**in the library**



**in the zoo**



**on the bus**



**in the cinema**

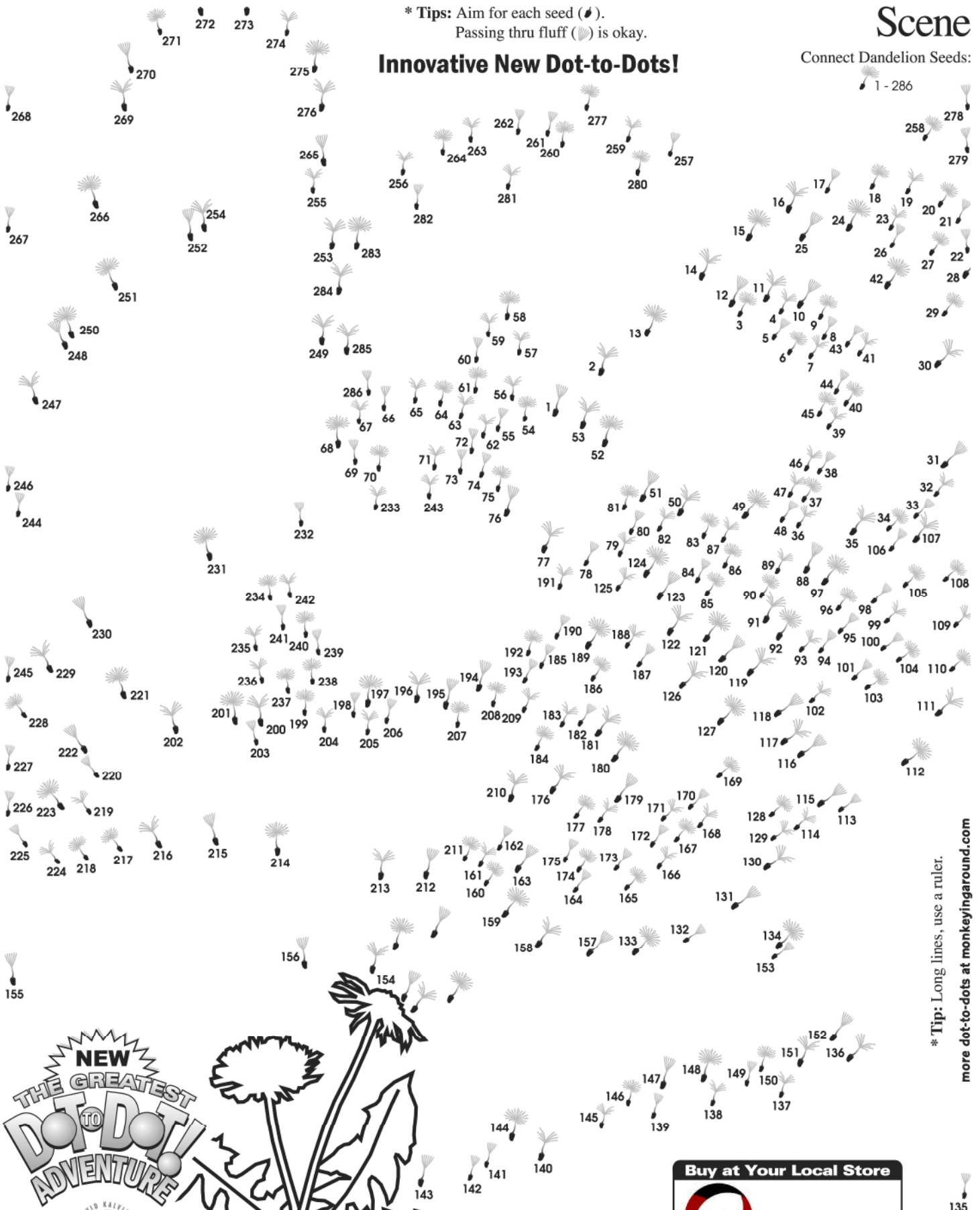
# Maths Resources



Connect Dandelion Seeds: 1 - 286

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

## Innovative New Dot-to-Dots!



**NEW**  
THE GREATEST  
**DOT-TO-DOT!**  
ADVENTURE

DAVID KALVITZ  
MONKEYING AROUND

**BOOK 1**









Buy at Your Local Store

thinktonight.com

\* Tip: Long lines, use a ruler.  
more dot-to-dots at [monkeyingaround.com](http://monkeyingaround.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



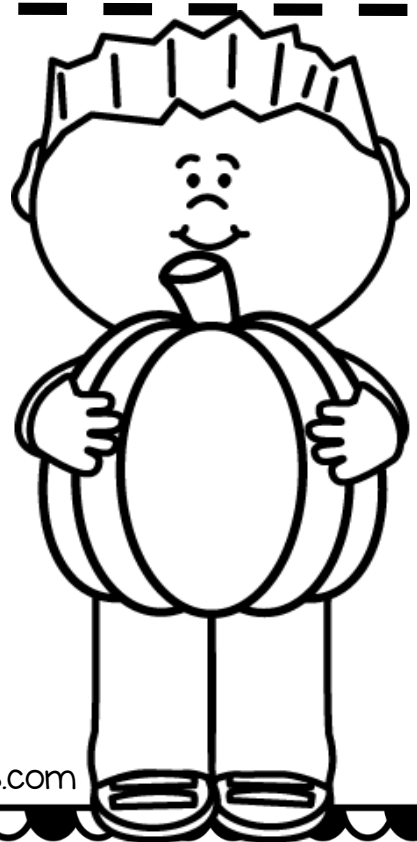
Name \_\_\_\_\_ Date \_\_\_\_\_

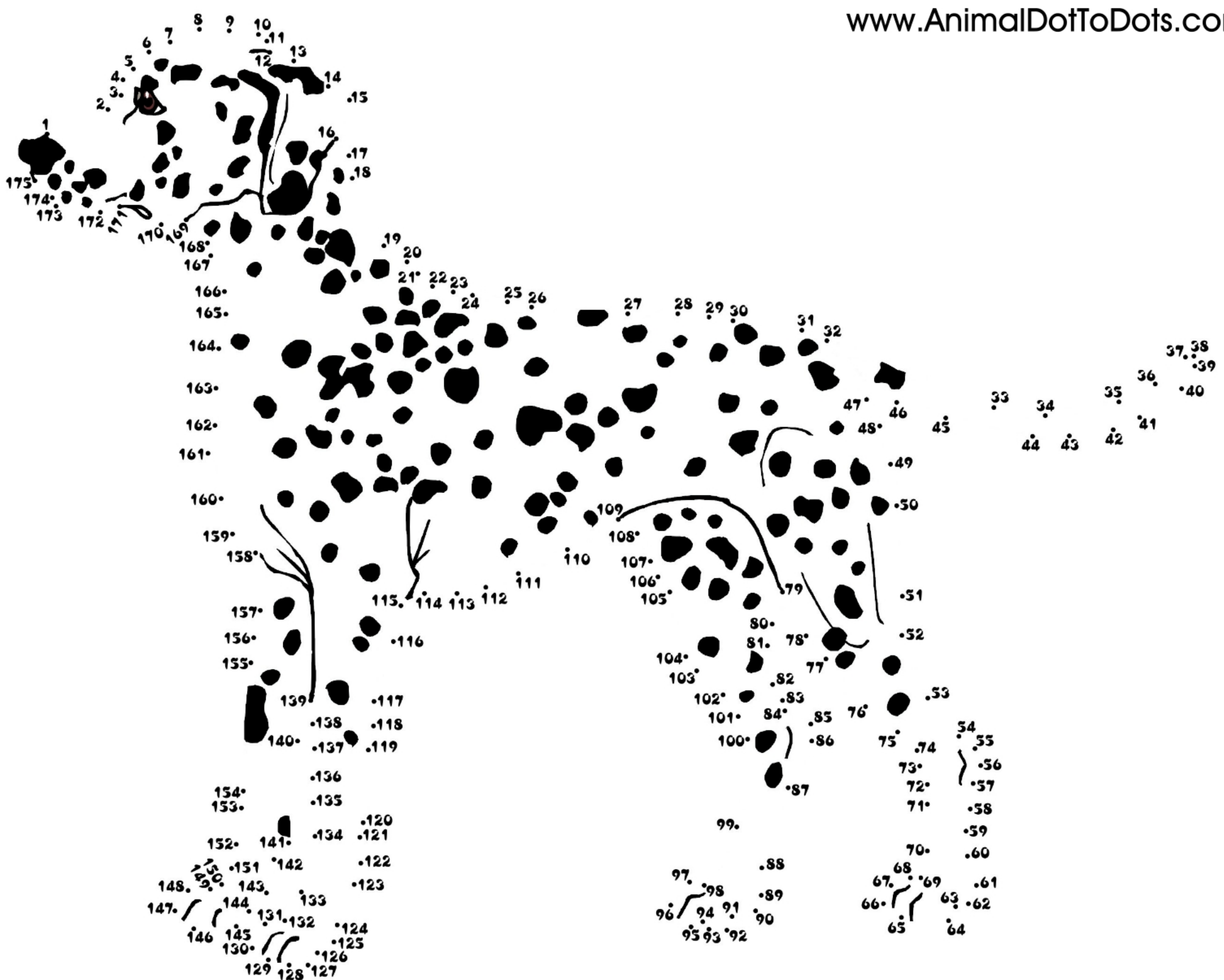
Directions: Cut and paste the correct answers in the boxes.

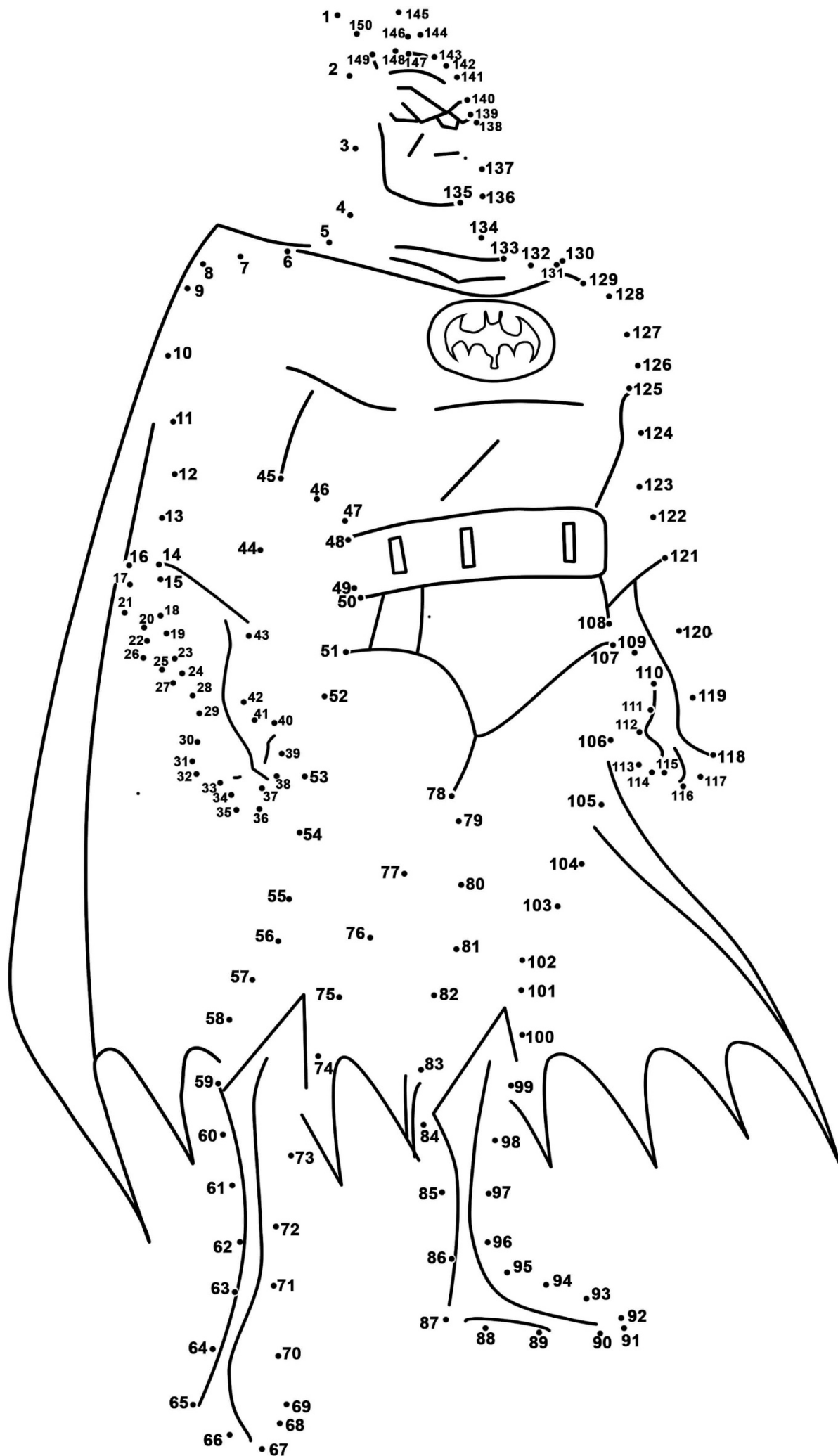
Number      Expanded Form      Word Form

148		
329		
723		
568		

$500+60+8$	$100+40+8$
one hundred forty-eight	$700+20+3$
five hundred sixty-eight	three hundred twenty-nine
$300+20+9$	seven hundred twenty-three

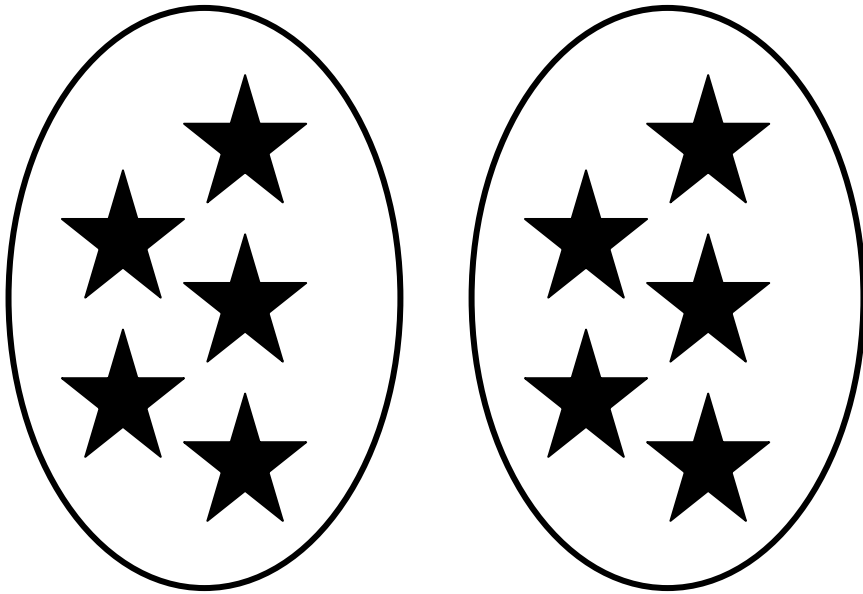






# Equal Groups

2 groups of 5



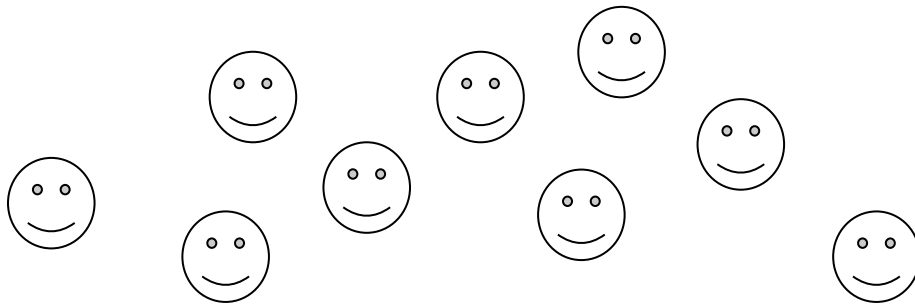
$$5 + 5 = 10$$

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

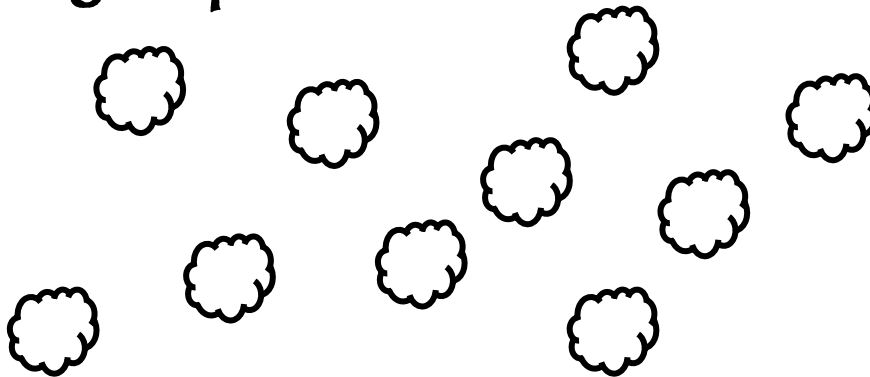
# Let's Practice: Equal Groups!

Directions: Circle the shapes to make equal groups.

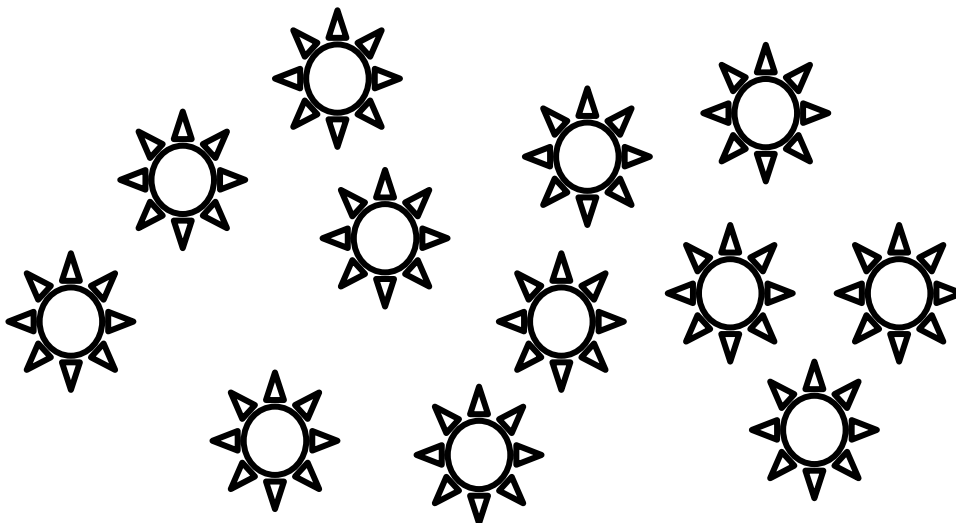
1. 3 groups of 3



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

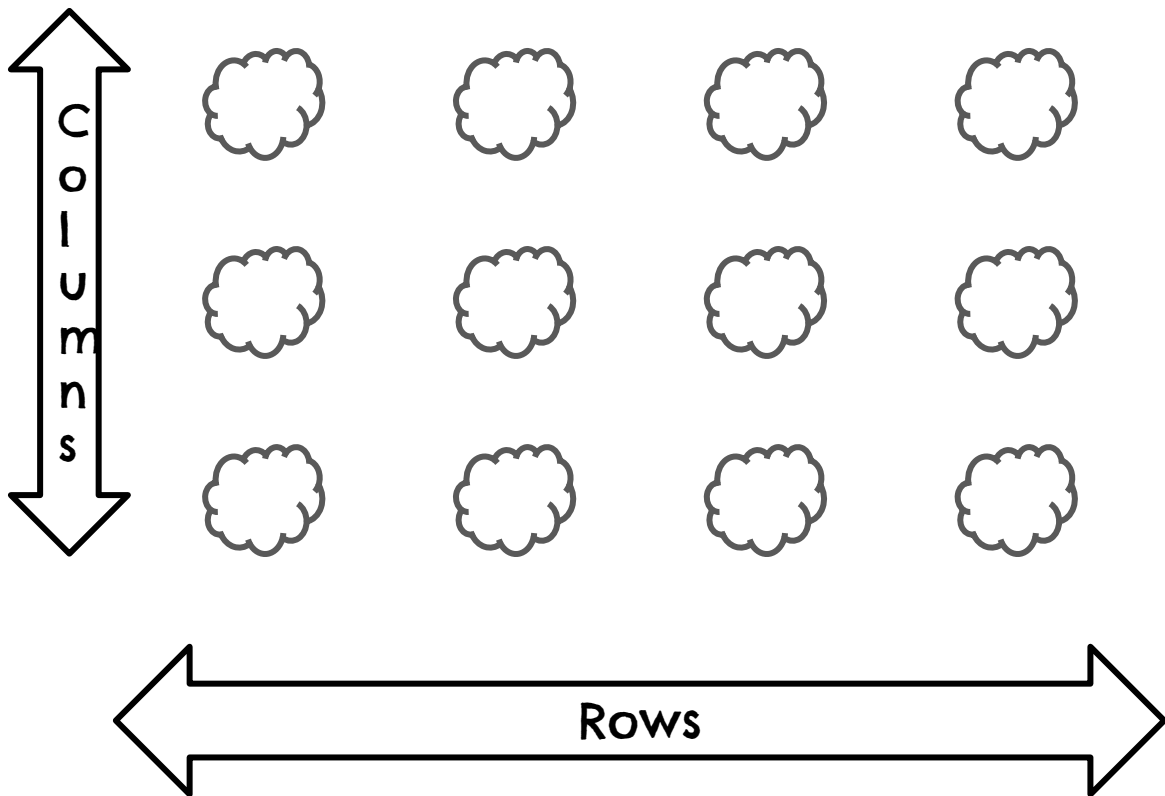
4. 2 groups of 10

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.

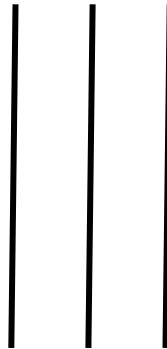
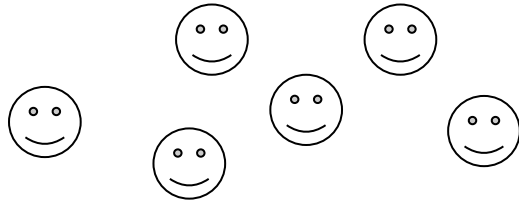


This array has **3 rows** and **4 columns**.

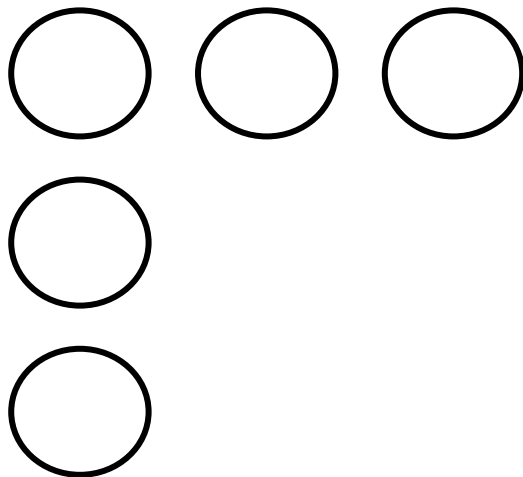
Name: \_\_\_\_\_

# 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?

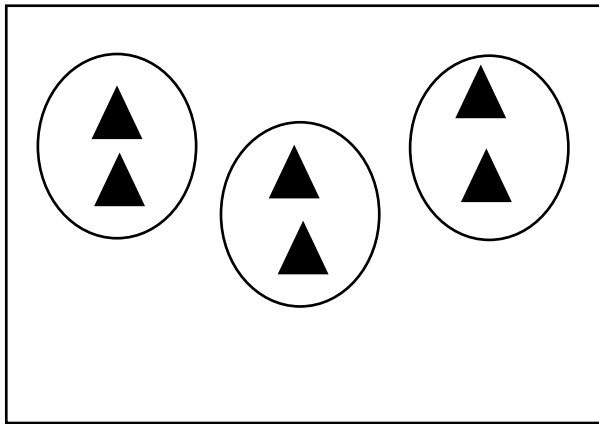
Math Drawing Space:

Number Sentence:

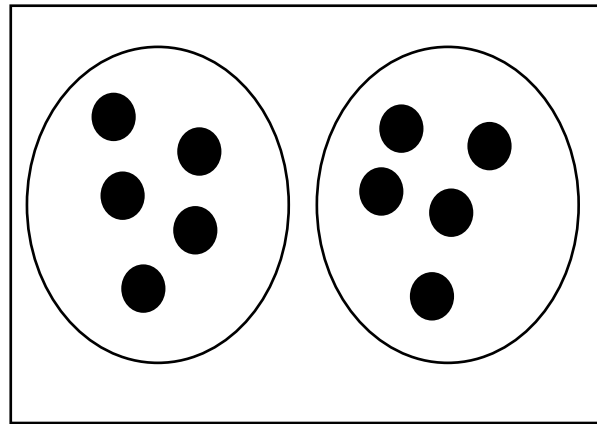
Solving Statement::



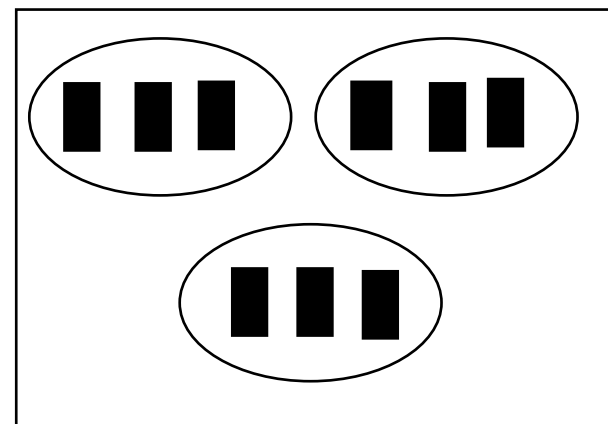
# Making equal groups



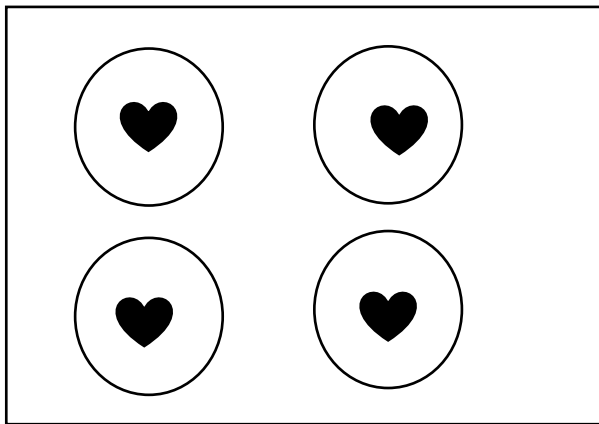
\_\_\_ groups of \_\_\_ makes \_\_\_



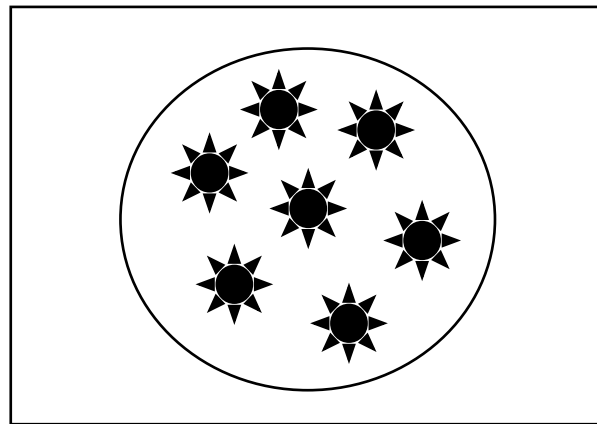
\_\_\_ groups of \_\_\_ makes \_\_\_



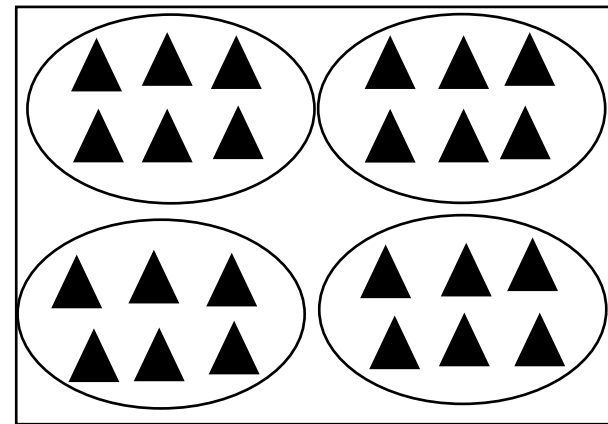
\_\_\_ groups of \_\_\_ makes \_\_\_



\_\_\_ groups of \_\_\_ makes \_\_\_

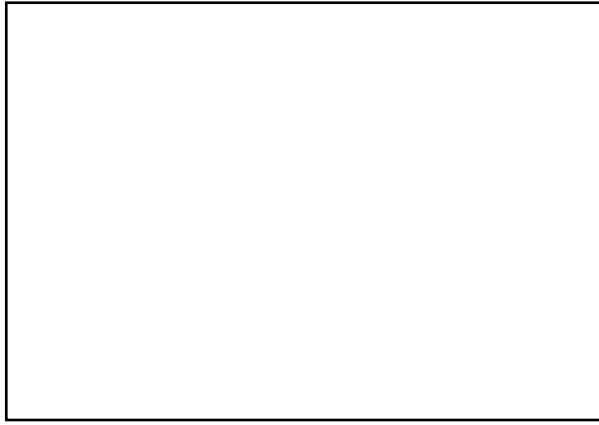


\_\_\_ groups of \_\_\_ makes \_\_\_

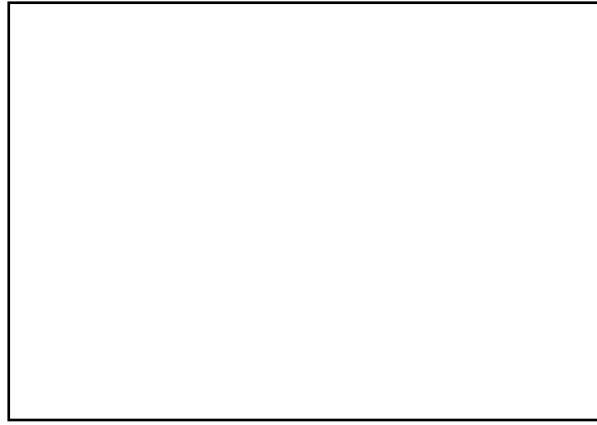


\_\_\_ groups of \_\_\_ makes \_\_\_

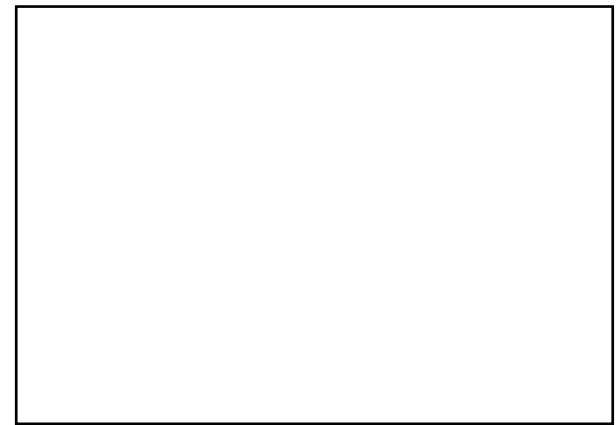
# Making equal groups



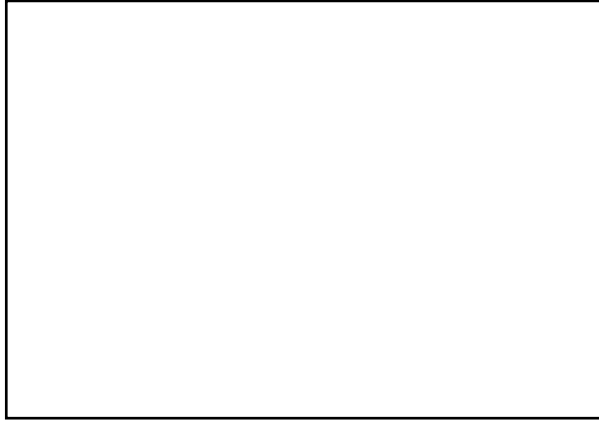
4 groups of 3 makes \_\_\_\_\_



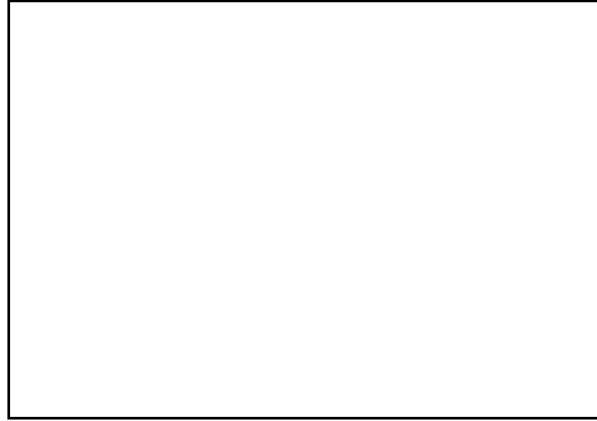
3 groups of 2 makes \_\_\_\_\_



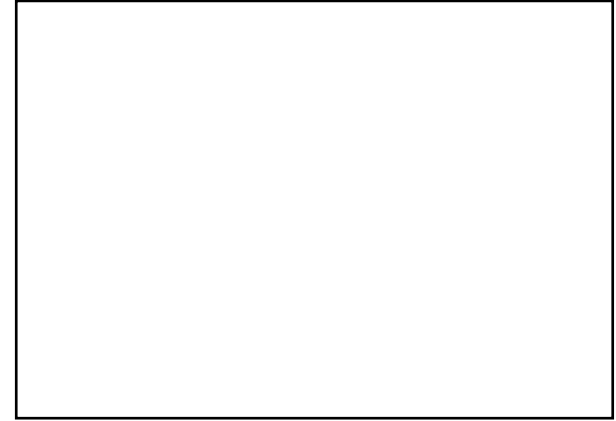
5 groups of 1 makes \_\_\_\_\_



2 groups of 6 makes \_\_\_\_\_

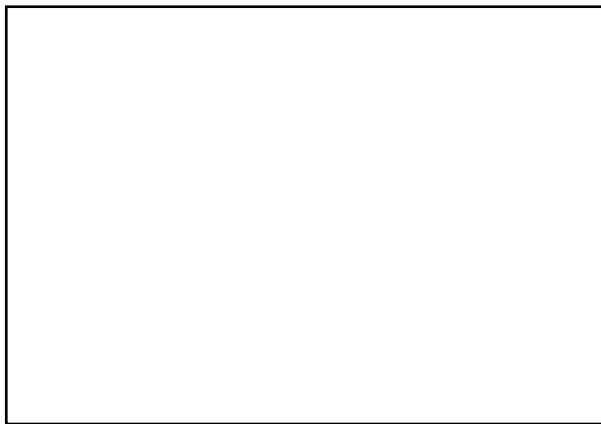


2 groups of 9 makes \_\_\_\_\_

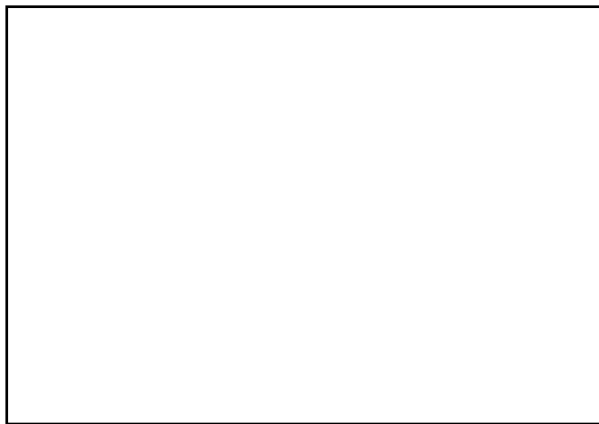


4 groups of 5 makes \_\_\_\_\_

# Making equal groups



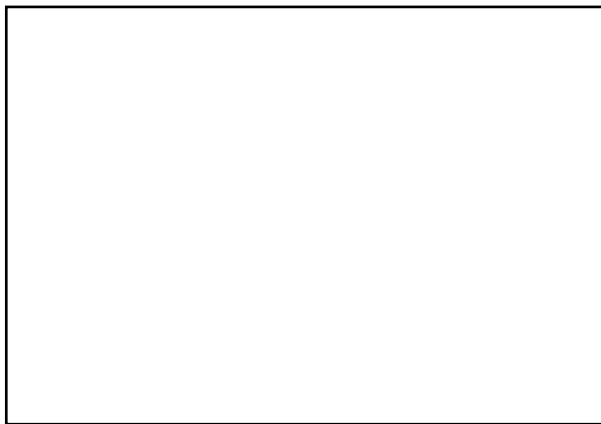
\_\_\_ groups of \_\_\_ makes \_\_\_



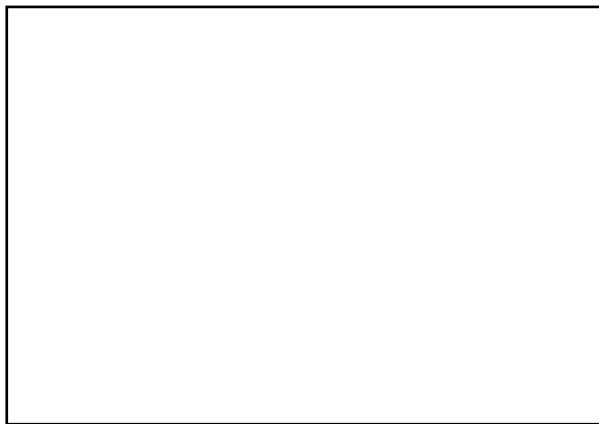
\_\_\_ groups of \_\_\_ makes \_\_\_



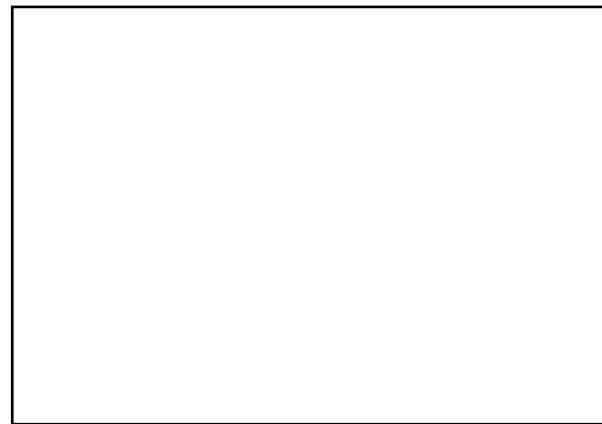
\_\_\_ groups of \_\_\_ makes \_\_\_



\_\_\_ groups of \_\_\_ makes \_\_\_



\_\_\_ groups of \_\_\_ makes \_\_\_



\_\_\_ groups of \_\_\_ makes \_\_\_



Olivia Walker Presents

Cut and Paste

Fact Families

Freebie



Fact Families

Cut out the numbers and paste them to solve the

	+		=
	+		
	-		
	-		

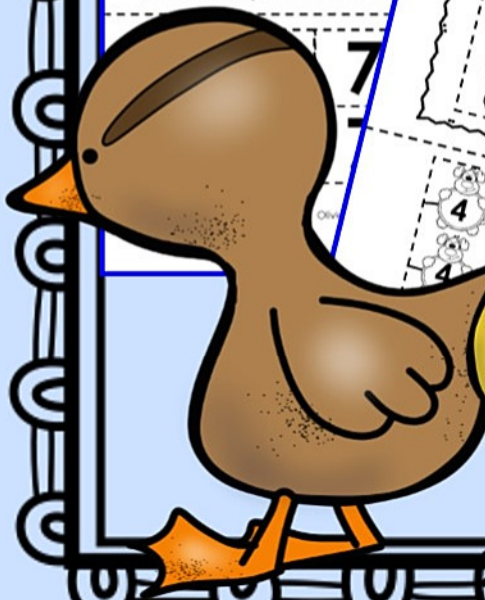
Fact Families

Complete the fact



Duck Fact Families

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

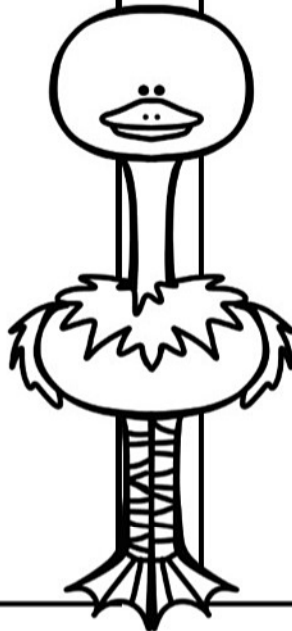


# Fact Family

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

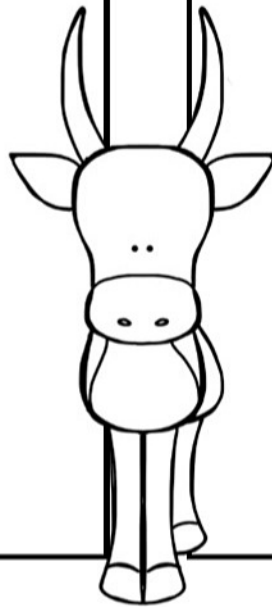


# Fact Family

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




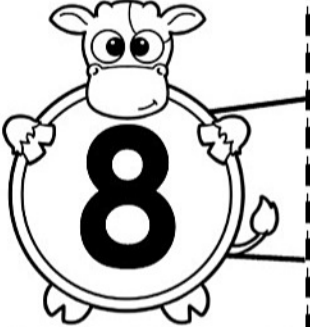


1, 3, 4













4, 3, 8



# Fact Family Bonds

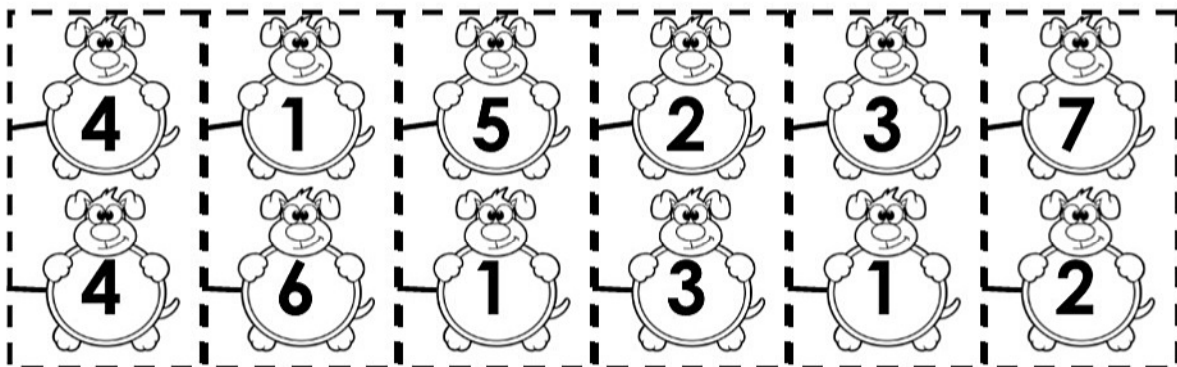
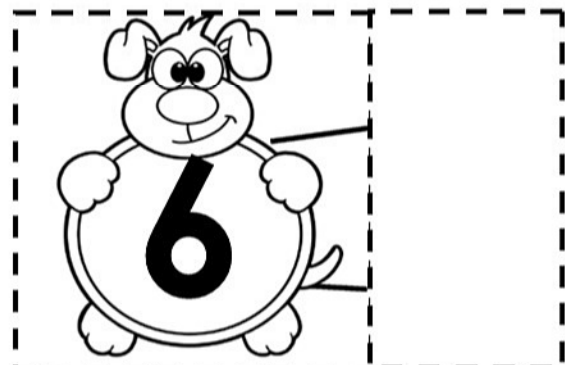
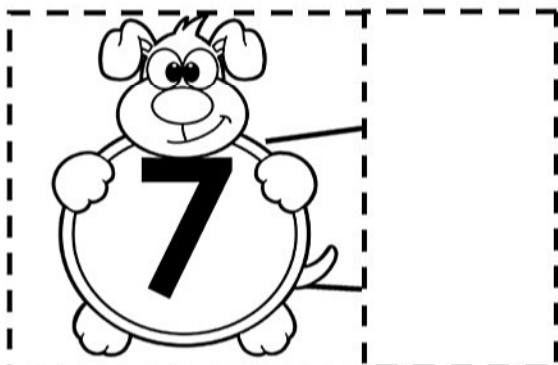
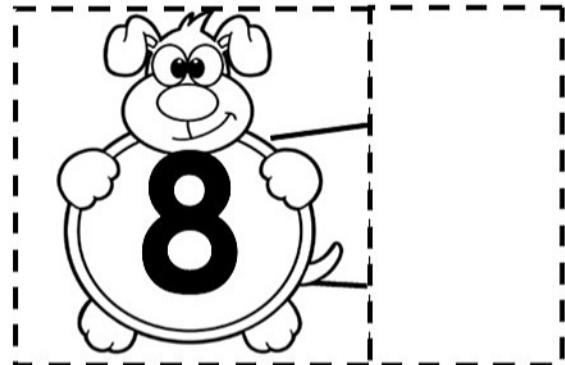
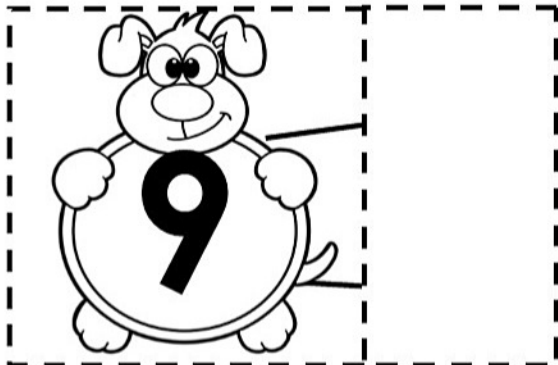
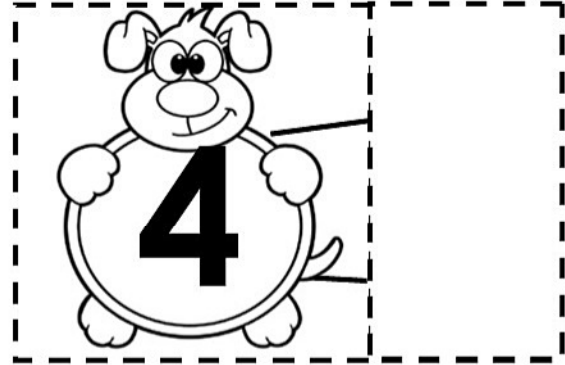
Complete the fact family bonds by cutting and pasting the pieces below.

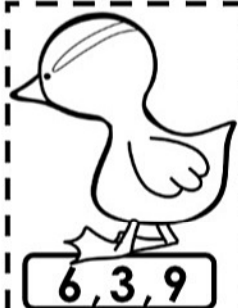
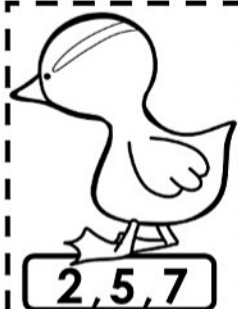
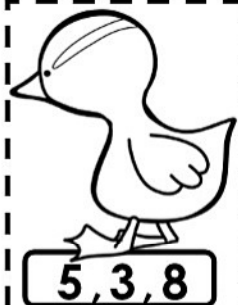
# Fact Family Bonds

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.



# 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

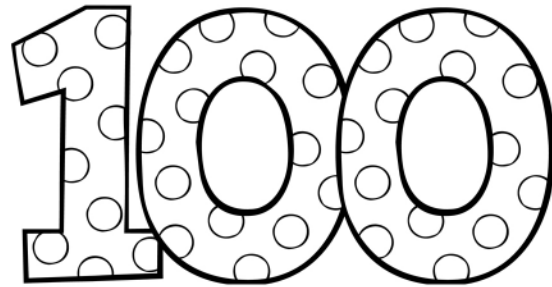
**27**

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



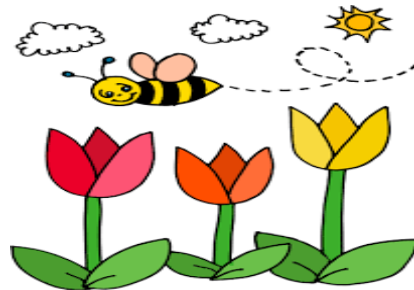
July



September



October



March



November



# Equal Groups

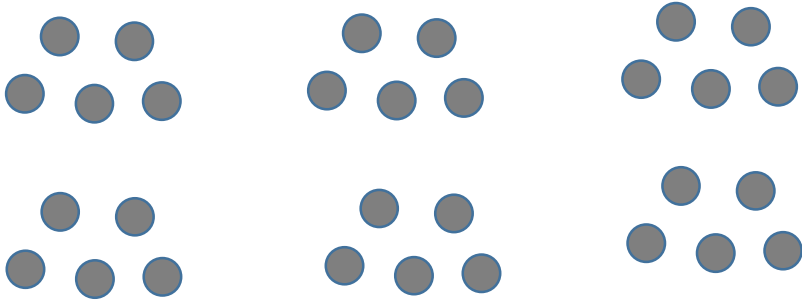




\*Create the following equal groups. **MAKE SURE YOUR GROUPS ARE SEPARATED CLEARLY!** Write the answers on the lines.

**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!

<b>EXAMPLE</b> 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 =

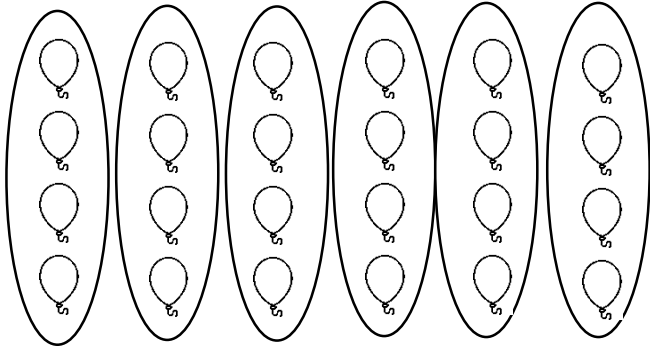




\*Read the word problems and solve by **SHOWING YOUR EQUAL GROUPS CLEARLY!** Write the answers on the lines.

**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?

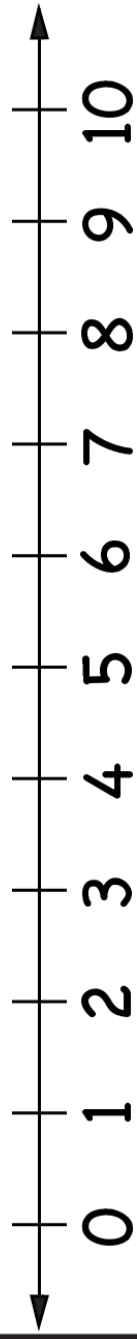
Answer: \_\_\_\_\_

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

Answer: \_\_\_\_\_

# Number Line

## Addition and Subtraction



$5 - 2 = \square$

$4 + 3 = \square$

$8 - 5 = \square$

$3 + 2 = \square$

$9 - 8 = \square$

$2 + 4 = \square$

$7 - 2 = \square$

$5 + 3 = \square$

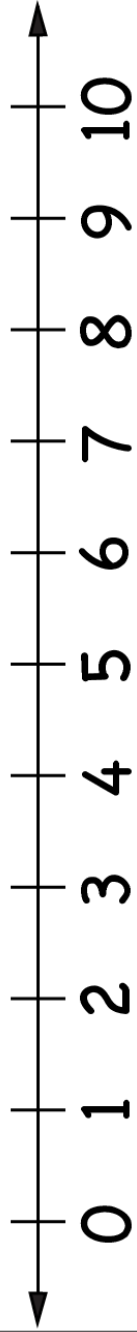
$9 - 5 = \square$

$7 + 2 = \square$

$6 - 3 = \square$

$6 + 3 = \square$

# Number Line Subtraction



$5 - 2 =$

$4 - 1 =$

$6 - 5 =$

$7 - 3 =$

$9 - 8 =$

$8 - 2 =$

$6 - 4 =$

$5 - 3 =$

$9 - 5 =$

$7 - 2 =$

$6 - 3 =$

$8 - 5 =$



$$0 + \square = 10$$

$$10 + 0 = \square$$

$$\square + 9 = 10$$

$$\square + 1 = 10$$

$$2 + 8 = \square$$

$$8 + \square = 10$$

$$\square + 7 = 10$$

$$7 + \square = 10$$

$$4 + \square = 10$$

$$6 + 4 = \square$$

$$5 + \square = 10$$

$$5 + 5 = \square$$





$$0 + 10 = 10$$

$$10 + 0 = 10$$

$$1 + 9 = 10$$

$$9 + 1 = 10$$

$$2 + 8 = 10$$

$$8 + 2 = 10$$

$$3 + 7 = 10$$

$$7 + 3 = 10$$

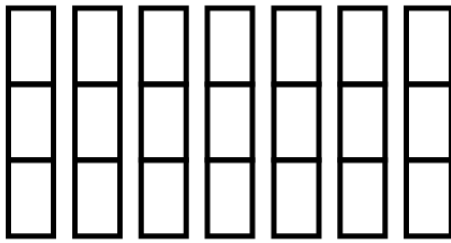
$$4 + 6 = 10$$

$$6 + 4 = 10$$

$$5 + 5 = 10$$

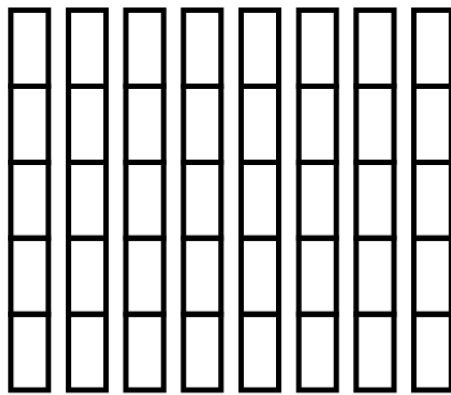
$$5 + 5 = 10$$

# Add and Multiply



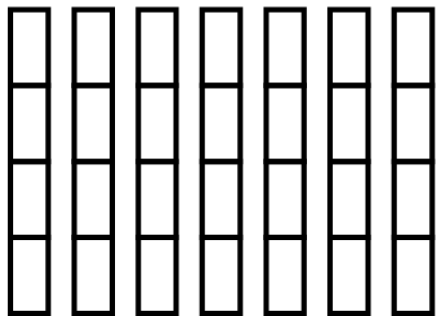
$$3+3+3+3+3+3+3=$$

$$7 \times 3 =$$



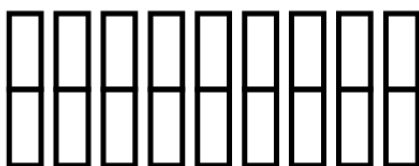
$$5+5+5+5+5+5+5+5=$$

$$8 \times 5 =$$



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

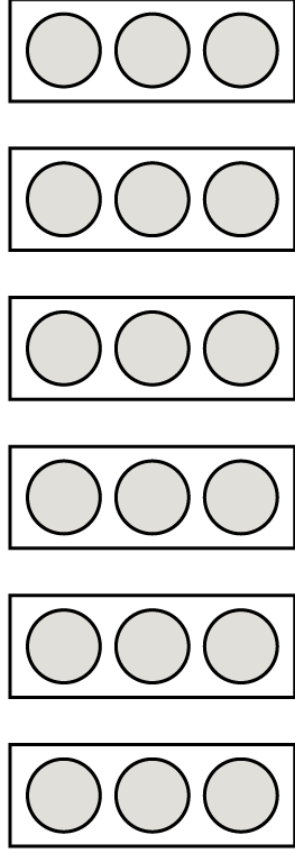
$$7 \times 4 =$$



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

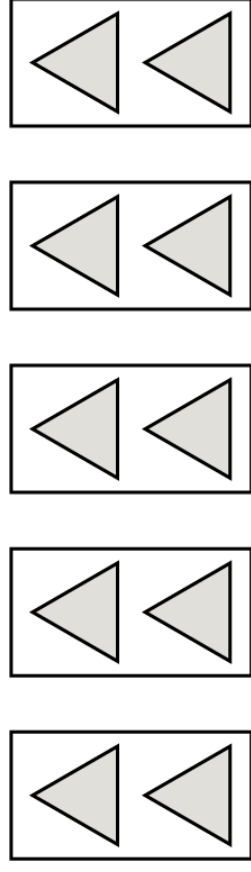
$$9 \times 2 =$$

# Add and Multiply



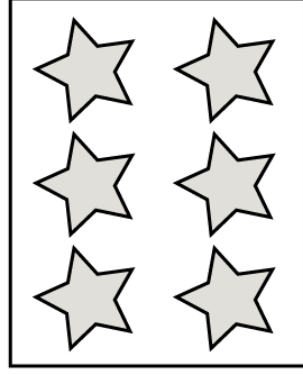
$$3 + 3 + 3 + 3 + 3 =$$

$$6 \times 3 =$$



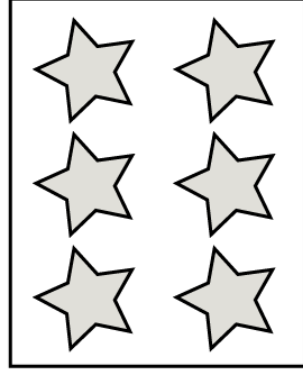
$$2 + 2 + 2 + 2 + 2 =$$

$$5 \times 2 =$$



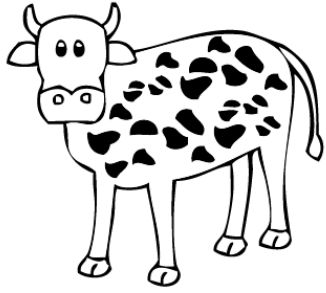
$$6 + 6 =$$

$$2 \times 6 =$$



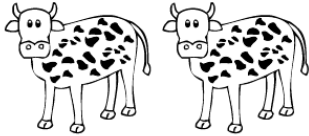
$$4 + 4 =$$

$$3 \times 4 =$$

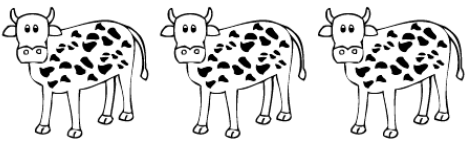


A cow has 4 legs.

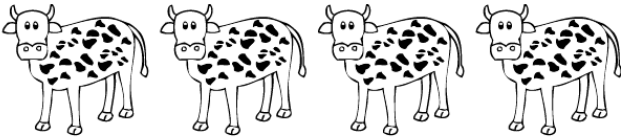
How many legs do 2 cows have?



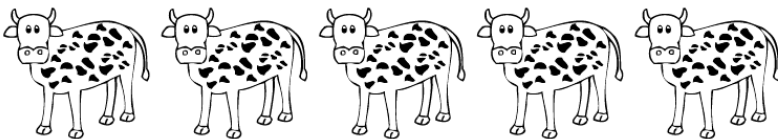
How many legs do 3 cows have?



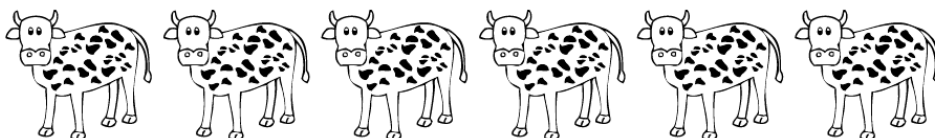
How many legs do 4 cows have?



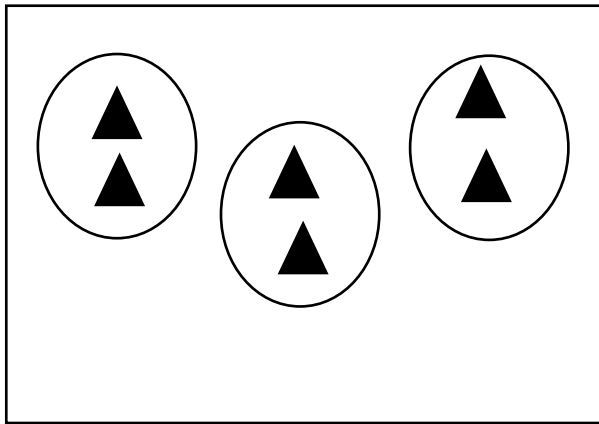
How many legs do 5 cows have?



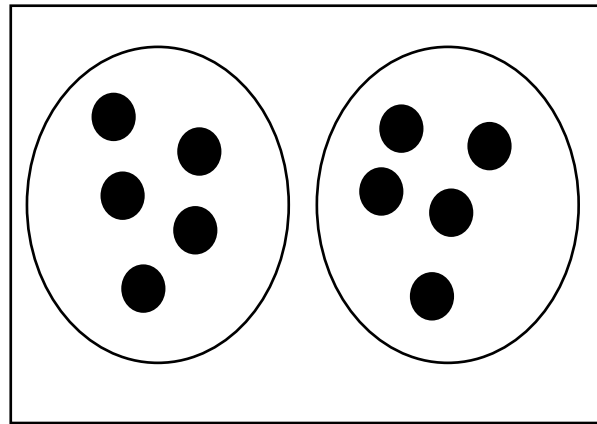
How many legs do 6 cows have?



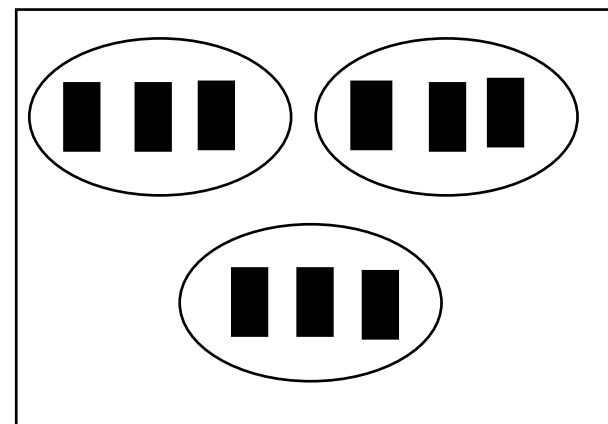
# Making equal groups



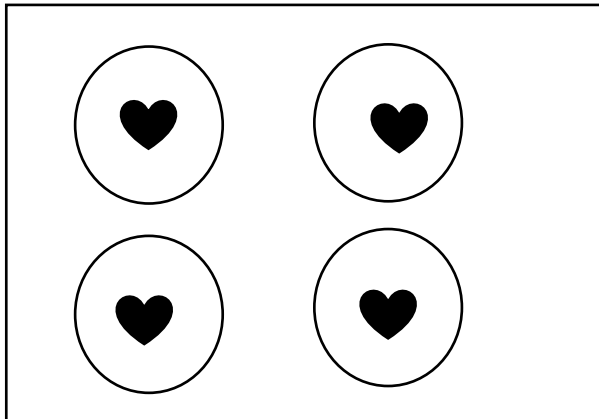
\_\_\_ groups of \_\_\_ makes \_\_\_



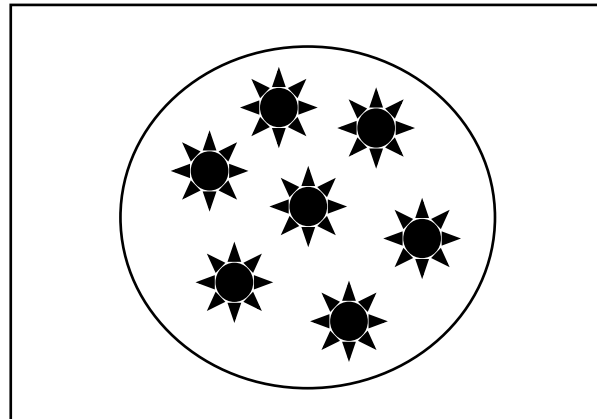
\_\_\_ groups of \_\_\_ makes \_\_\_



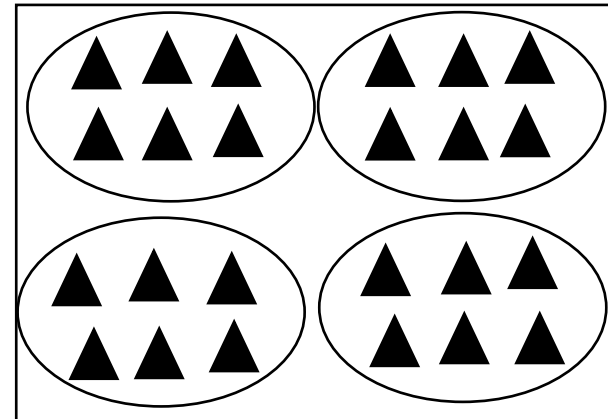
\_\_\_ groups of \_\_\_ makes \_\_\_



\_\_\_ groups of \_\_\_ makes \_\_\_

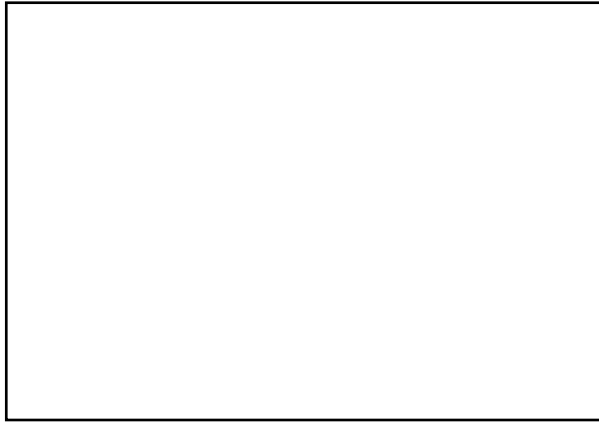


\_\_\_ groups of \_\_\_ makes \_\_\_

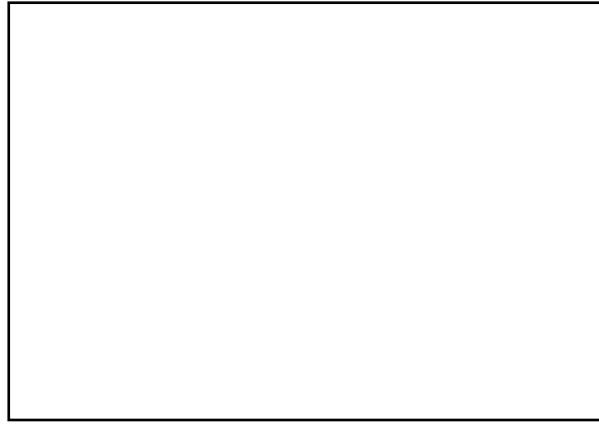


\_\_\_ groups of \_\_\_ makes \_\_\_

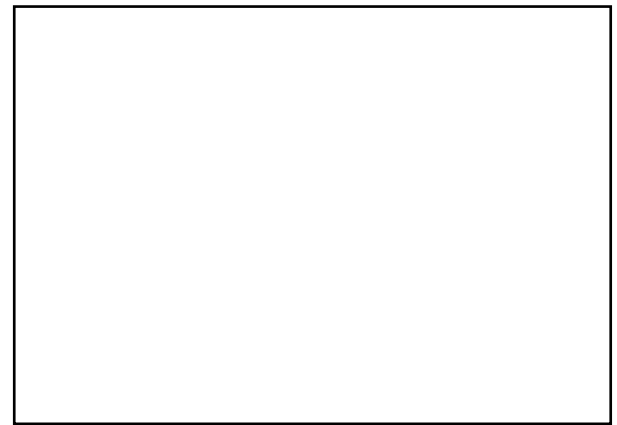
# Making equal groups



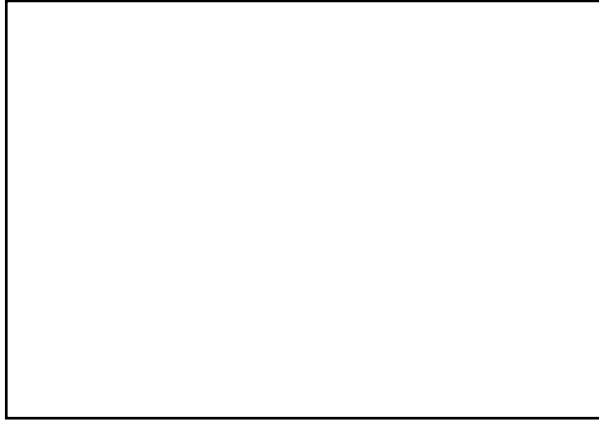
4 groups of 3 makes \_\_\_\_\_



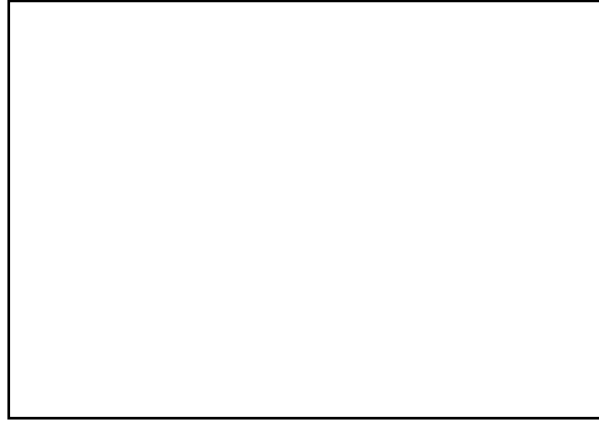
3 groups of 2 makes \_\_\_\_\_



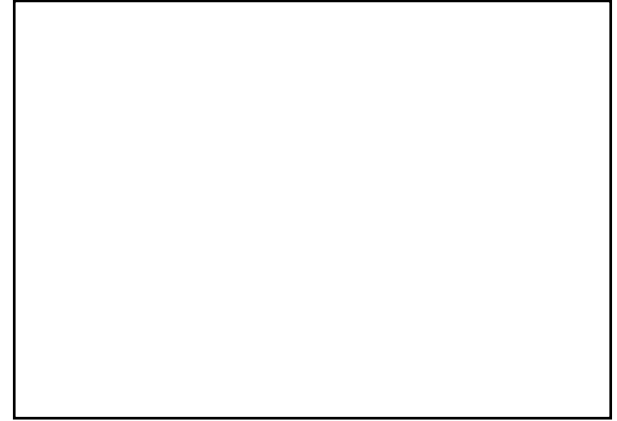
5 groups of 1 makes \_\_\_\_\_



2 groups of 6 makes \_\_\_\_\_

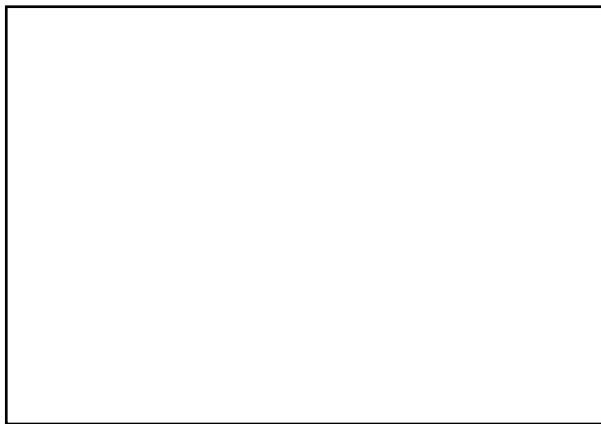


2 groups of 9 makes \_\_\_\_\_

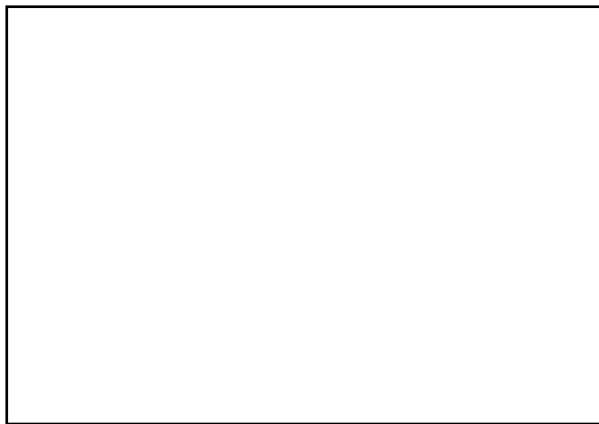


4 groups of 5 makes \_\_\_\_\_

# Making equal groups



\_\_\_ groups of \_\_\_ makes \_\_\_



\_\_\_ groups of \_\_\_ makes \_\_\_



\_\_\_ groups of \_\_\_ makes \_\_\_



\_\_\_ groups of \_\_\_ makes \_\_\_



\_\_\_ groups of \_\_\_ makes \_\_\_



\_\_\_ groups of \_\_\_ makes \_\_\_