

# K6PB Learning From Home – Weeks 8 & 9

## Group 3 (K.P & A.S)

### Morning Session – Warm Up, Check In & Literacy (Mrs Bolst)

**1. Good morning!** Let's start the day by moving our body and saying hello.

<https://www.youtube.com/watch?v=3jPsadyuyI>

#### **2. Name, Date & Feelings.**

Listen to the new feelings song.

<https://www.youtube.com/watch?v=O13gITUS5t4>

K6PB Morning Circle seesaw check in. Write your name, circle how you are feeling, choose what colour you are wearing, choose the day, date & month. What day was it yesterday? What day will it be tomorrow?

#### **3. Daily Sounds Practice**

Complete the Seesaw activity to practice and say all your sounds each day. Don't forget to record yourself so we can hear how well you are going. If you don't know the sound, get your parents to help you. Then move the pegs to the beginning sound of each word on the next 13 pages. If they can say all their sounds & blends, skip this activity from then on.

#### **4. Learning sounds - Phonics**

**Learning Intention:** (WALT) We are learning to:

Recognize, read and write words with the sounds th, qu, ou and oi in them.

**Success Criteria:** (WILF) What I'm looking for:

1. I can verbally say the sounds.
2. I can use the correct letter formation to write the sounds.
3. I can read the sounds on their own and within words.
3. I can write 3 or more words with the sounds in them.

**Week 8:** This week we are learning 2 new sounds 'th' and 'qu'.

**Monday:** Watch Mrs Bolst's teaching video to learn all about 'th'. Then watch this...

<https://www.youtube.com/watch?v=58owgK63cbY>

Write words that start with 'th' and upload a picture to seesaw.

**Tuesday:** Watch this video to learn all about 'th'

<https://www.youtube.com/watch?v=o3INXFPrfJM>

Complete the 2 pages in your Jolly Phonics workbook on 'th'.

**Wednesday:** Watch the Jolly Phonics song to revise all our sounds. Stop at 'th'

<https://www.youtube.com/watch?v=6kUvejfpG7o>

Do 2 pages of your handwriting booklet.

**Thursday:** Watch Mrs Bolst's teaching video to learn all about 'qu'. Then watch this...

<https://www.youtube.com/watch?v=qNK6Nb-c2Y>

Write words that have 'qu' in them and upload a picture to seesaw.

**Friday:** More learning about 'qu'

<https://www.youtube.com/watch?v=DORD6nzV6Gk>

Complete the 2 pages in your Jolly Phonics workbook on 'qu'

**Week 9:** This week we are learning 2 new sounds 'ou' and 'oi'.

**Monday:** Watch Mrs Bolst's teaching video to learn all about 'ou'. Then watch this...

<https://www.youtube.com/watch?v=HwmnMWTJ5pU>

Write words with 'ou' in them and upload it to seesaw.

**Tuesday:** Watch these videos to learn more about 'ou'.

<https://www.youtube.com/watch?v=7pZd5N4Klic>

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

Complete the 2 pages in your Jolly Phonics workbook on 'ou'.

**Wednesday:** Watch the Jolly Phonics song to revise all our sounds. Stop at 'ou'

<https://www.youtube.com/watch?v=6kUvejfpG7o>

Do 2 pages of your handwriting booklet.

**Thursday:** Watch Mrs Bolst's teaching video to learn all about 'oi'. Then watch this...

<https://www.youtube.com/watch?v=-7ZNfjRC8Ks>

Write words that have 'oi' in them and upload it to seesaw.

**Friday:** More learning about 'oi'

<https://www.youtube.com/watch?v=nOxt38JfB-Q>

Complete the 2 pages in your Jolly Phonics workbook on 'oi'

Everyday seesaw activities related to those sounds will also be assigned to you.

#### **4. Story, Drawing & Sentence Building – Farms**

**Learning Intention:** (WALT) We are learning to:

Write a response to stories read aloud.

**Success Criteria:** (WILF) What I'm looking for:

1. I can focus my attention to listen to a story for up to 5 minutes. (Level 1)
2. I can draw a picture relating to the story read (Level 2)
3. I can write words (Level 2) or a sentence (Level 3) relating to the story read.

Listen to these farm stories on these days. Complete the seesaw activity related to the story.

#### **Week 8**

**Monday** – A Day on the Farm

<https://www.youtube.com/watch?v=pCvP4b5N0tk>

**Tuesday** – Directed Drawing Farmer

<https://www.youtube.com/watch?v=fiKpm4zcQMk>

**Wednesday** – The Grumpy Morning

<https://www.youtube.com/watch?v=a8gSVYqdoDE>

**Friday** – The Little Red Hen

<https://www.youtube.com/watch?v=2E72TZy0LNo>

#### **Week 9**

**Monday** – Big Red Barn

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

**Tuesday** – Directed Drawing Pig

[https://www.youtube.com/watch?v=Pu7v\\_3qUfs8](https://www.youtube.com/watch?v=Pu7v_3qUfs8)

**Wednesday** – The Scarecrow

<https://www.youtube.com/watch?v=0f1TWDuTKQ>

Friday – Belinda

<https://www.youtube.com/watch?v=tWpWg90ai40>

### **5. Writing (sentences related to the story)**

Watch this to learn about sentence writing.

[https://www.youtube.com/watch?v=0Wrv\\_ZviMEc](https://www.youtube.com/watch?v=0Wrv_ZviMEc)

Complete the seesaw writing activity related to the story

Or

Choose a page in the book. Draw a picture from that page and write a sentence about it.

### **6. Reading**

Click on these links to read a book aloud to Mum or Dad. Practice the single sounds and words first before reading the story. There are also practice words after the story. It is a good idea to read the same book each day until your child is fluent.

<https://www.speldsa.org.au/APS-Set-6>

<https://www.speldsa.org.au/158-speld-sa-phonics-books-set-6>

<https://www.speldsa.org.au/APS-Set-7>

Read any of these books in Set 6 or 7. They are related to the sounds we're learning this fortnight.

Other Reading Choices

1. Reading Eggs/Library/Fast Phonics.
2. App store "Pip and Tim Stage 6". Reach out if you need help accessing either of these.

### **7. Spelling – Sight Words**

A.S.

These are the sight words I would like you to learn to spell. Practice 5 every day. You can already read these words but we are learning to spell them. When you can spell those 5 words all on your own, move on to the next set.

Set 1: I like do to you

Set 2: he can go a has

Set 3: this is my look little

Set 4: where here play the we

Set 5: are me she with for

Seesaw Activities x 3 – Type it, Write it, Build it, Scratch Art Sight Words or Aviana Sight Words Week 4 and 5. Use these to practice your words every day.

K.P

These are the 30 sight words I would like you to learn to spell. Practice 6 every day. You can already read these words but you are learning to spell them. When you can spell those 6 words all on your own, move on to the next set.

Set 1: about animal carry eight give our

Set 2: because blue into or other small

Set 3: find food more other start warm

Set 4: caught flew know laugh listen were

Set 5: found hard near woman would write

Seesaw Activities x3 – Type it/Write it/Build it, Scratch Art Sight Words or KC Sight Words Week 6 and 7. Use these to practice your words every day.

Finished learning your words? Every day choose 1 set and make 6 sentences using each of those words. E.g This book is about dogs. An emu is an animal. Can you carry my bag? Focus on punctuation as well as the correct spelling.

We will learn a new list every fortnight if you can spell all your words & put them in sentences.

## **Middle Session – Maths & Other Learning Areas (Mrs Power)**

### **Afternoon Session**

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)

Please take photos of yourself doing any of the activities or take pictures of your work & send it to us on Seesaw. We will upload it for all your friends to see. Send us any questions at any time via Seesaw or make a video saying hello each day if you like. Remember whatever you get done is enough 😊

# *Literacy Resources*



# Jolly Phonics

## Week 8 th & qu

**th th** (Tune: Did You Ever See a Louse? Track 33)

Did you ever hear  
a rude clown  
make this sound  
and that sound?  
Did you ever hear  
a rude clown  
say /th/-/th/, /th/-/th/?



**Action:** Pretend to be a rude clown and stick out your tongue a little for it (as in this), and further for th (as in thurt).

**qu** (Tune: The Wheels on the Bus Track 34)

The duck in the pond  
quacks, "/qu/-/qu/-/qu/,"  
"/qu/-/qu/-/qu/,"  
"/qu/-/qu/-/qu/."  
The duck in the pond  
quacks, "/qu/-/qu/-/qu/,"  
all around the pond.




**Action:** Make a duck's beak with your hands, and say qu, qu, qu.

## Week 9 ou & oi

**ou**

**ou** (Tune: The Mulberry Bush)

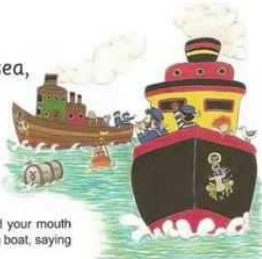
I pricked my thumb  
with a needle.  
/ou/-ou/-/ou!  
/ou/-ou/-/ou!  
I pricked my thumb  
with a needle.  
/ou/-ou/, ouch!



**Action:** Pretend your finger is a needle and prick your thumb, saying ou, ou, ou!

**oi** (Tune: Old MacDonald)

The sailors met upon the sea,  
/oi/-oi/, /oi/-oi/, /oi/.  
They found some oil  
way down deep.  
/oi/-oi/, "Ship ahoy!"

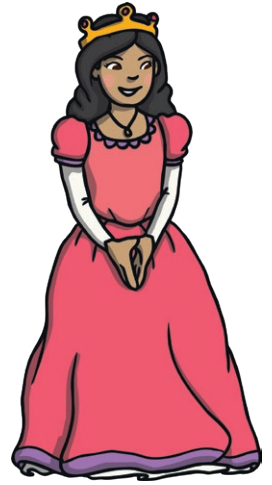


**Action:** Cup your hands around your mouth and pretend to shout at a passing boat, saying Oi! Ship ahoy!

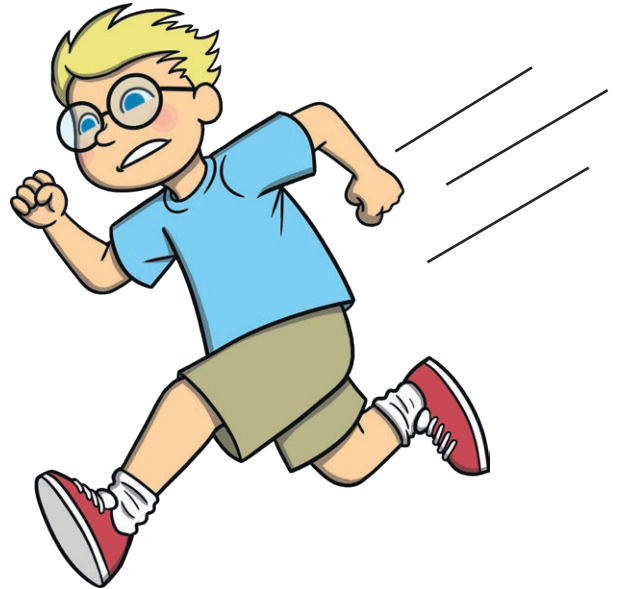
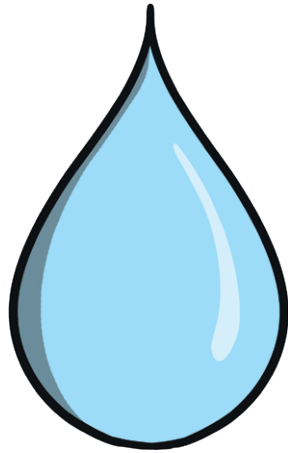
# Practice reading these sounds each day

<b>S s</b>  snake	<b>A a</b>  ants	<b>T t</b>  tennis	<b>I i</b>  ink	<b>P p</b>  puff	<b>N n</b>  net
<b>C c</b> <b>K k</b>  castanets	<b>E e</b>  egg	<b>H h</b>  hop	<b>R r</b>  rag	<b>M m</b>  meal	<b>D d</b>  drum
<b>G g</b>  gurgle	<b>O o</b>  on	<b>U u</b>  umbrella	<b>L l</b>  lollipop	<b>F f</b>  fish	<b>B b</b>  bat
<b>ai</b>  pain	<b>J j</b>  jam	<b>oa</b>  goat	<b>ie</b>  ie ie	<b>ee</b> <b>or</b>  eey ore!	
<b>Z z</b>  buzz	<b>W w</b>  wind	<b>ng</b>  strong	<b>V v</b>  van	<b>oo</b> <b>oo</b>  cook coo	
<b>Y y</b>  yogurt	<b>X x</b>  x-ray	<b>ch</b>  choo-choo	<b>sh</b>  hush	<b>th</b> <b>th</b>  this thumb	
<b>QU</b> <b>qu</b>  quack	<b>ou</b>  ouch!	<b>oi</b>  oil	<b>ue</b>  cue	<b>er</b>  mixer	<b>ar</b>  arm

# My Book About



qu

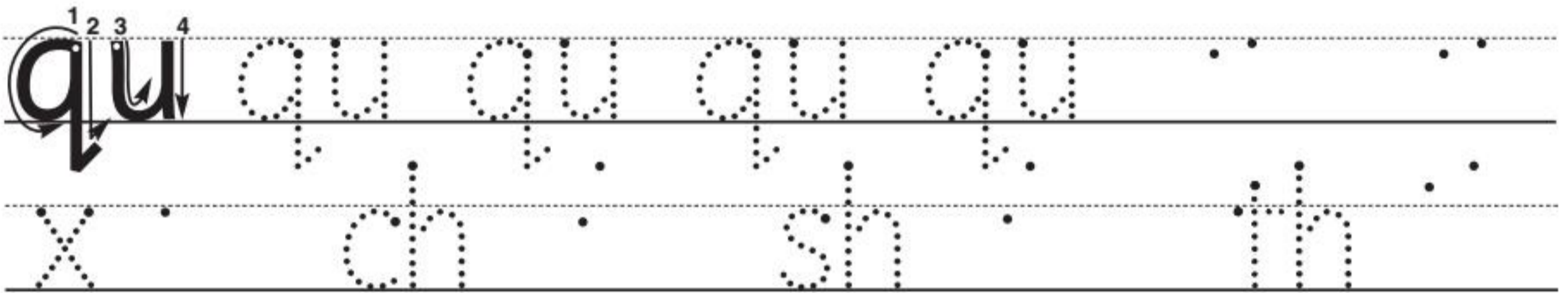
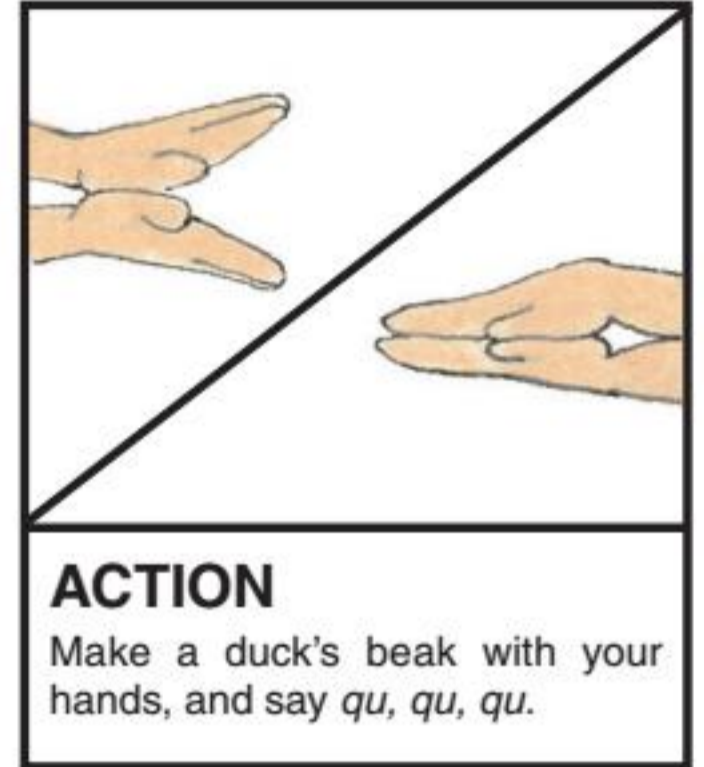
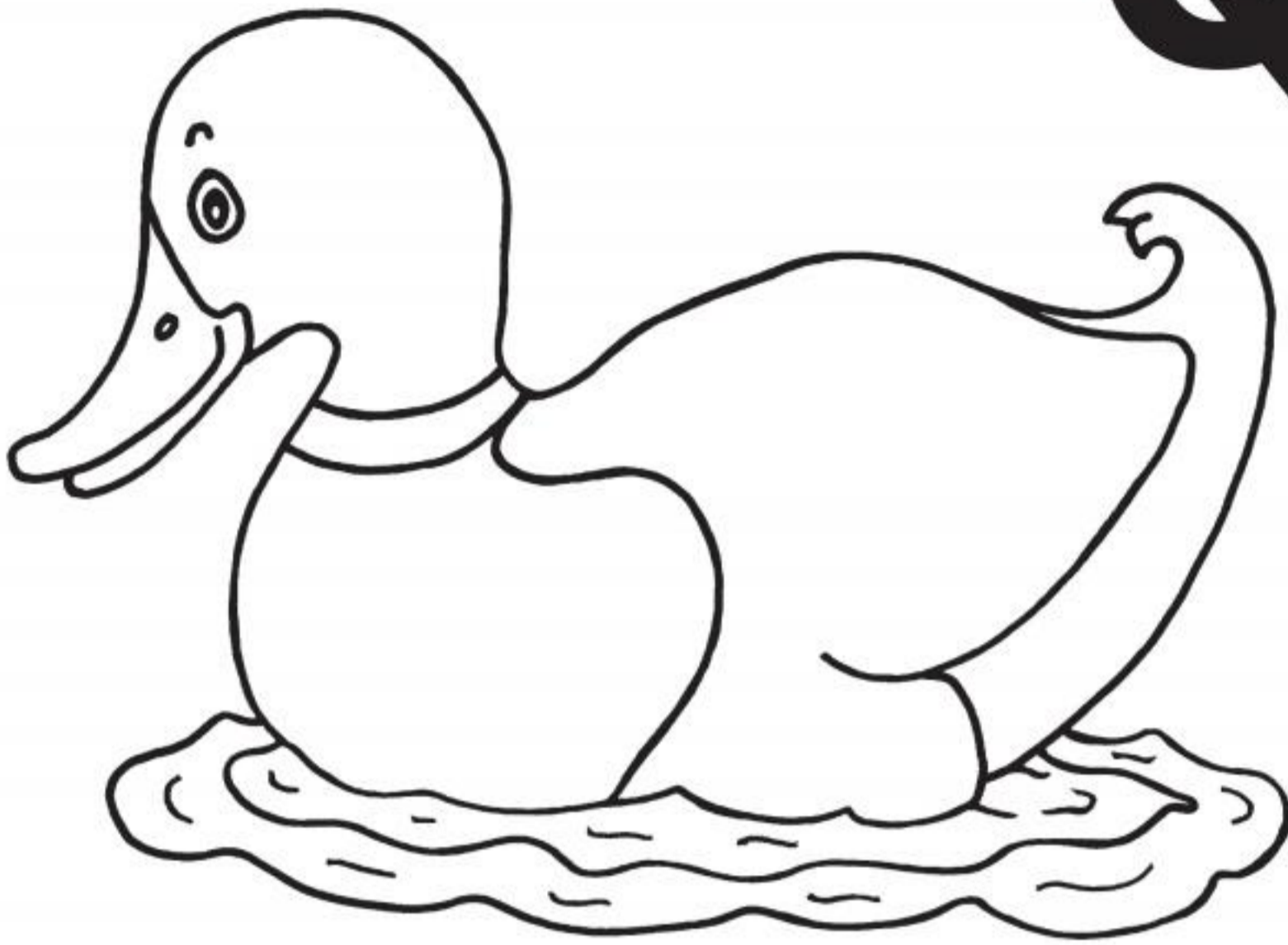


This book belongs to

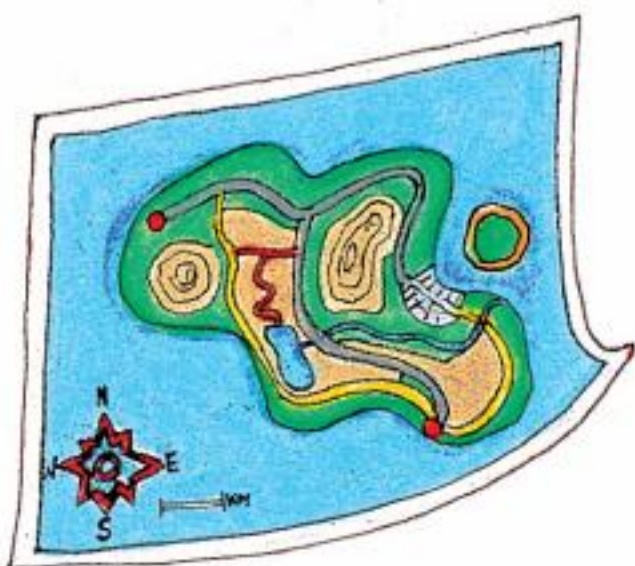
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# Qu qu



Three of these pictures have a /qu/ sound in them.  
Cross out the one that does not.



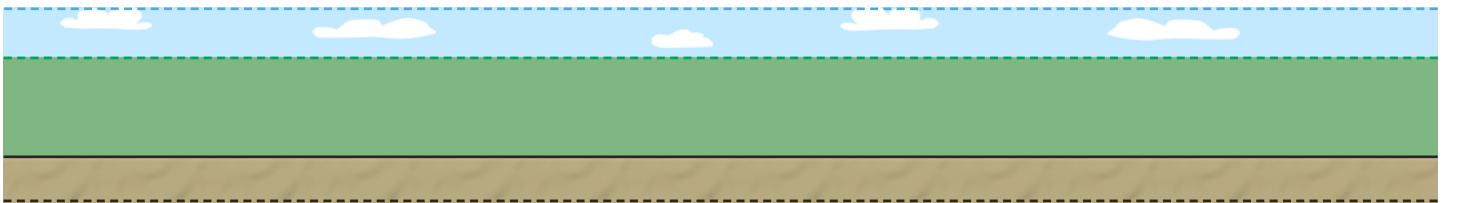
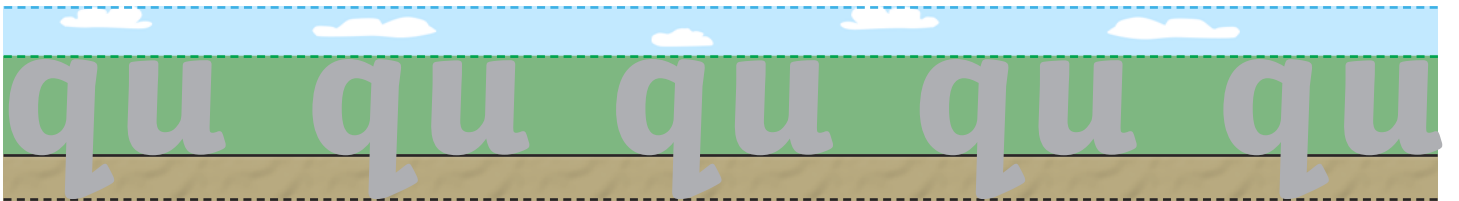
quick  
quilt  
liquid  
squid

# Letter Formation

# qu

My name is \_\_\_\_\_

Trace over the **qu** and then try writing your own.



Complete the words below by writing in the correct letters.



\_\_\_ een

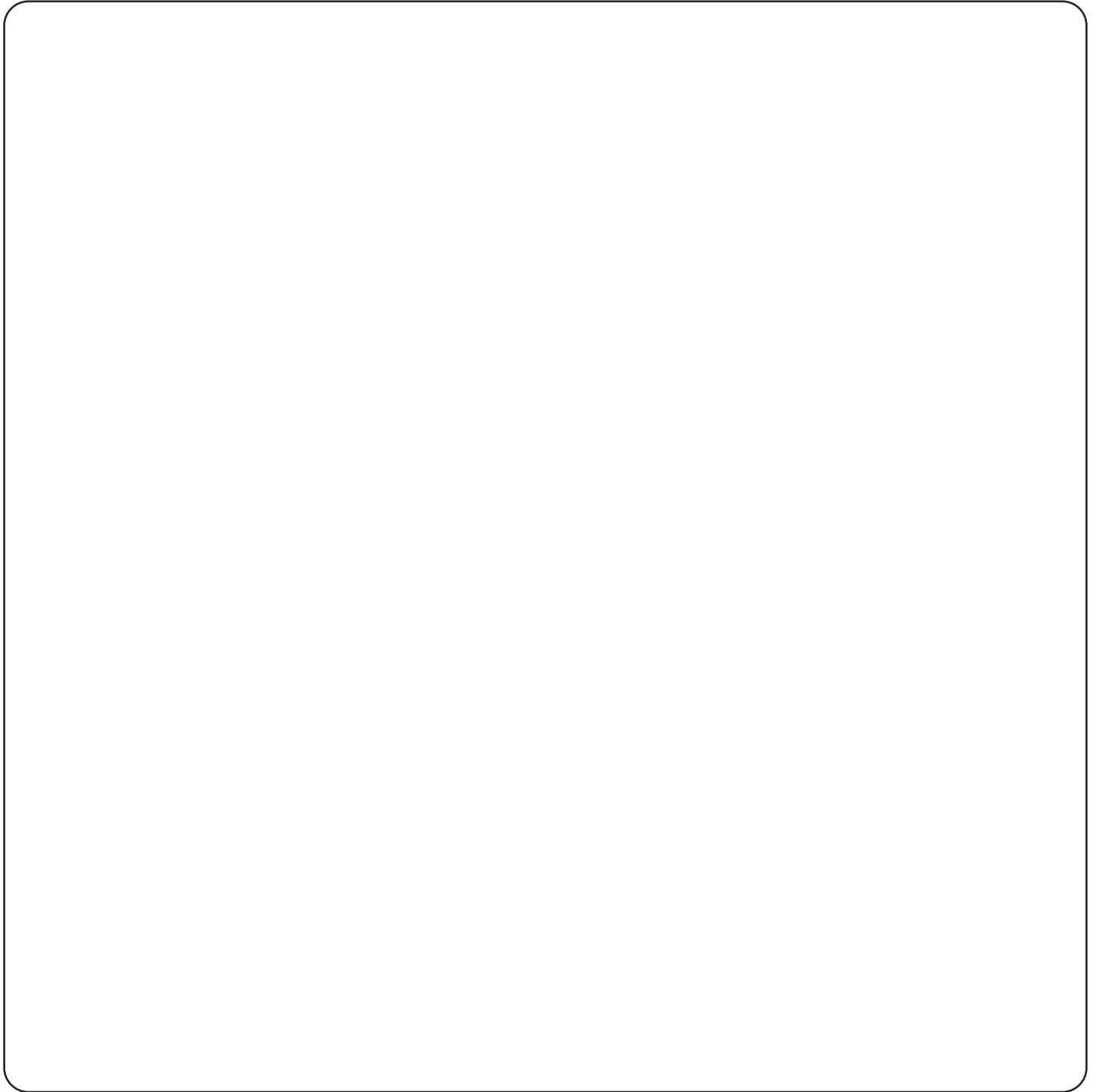


\_\_\_ ill



\_\_\_ ail

Draw something with  
the sound 'qu' in.



Can you write what it is?

---

---

# qu

Say the sound. Trace the letter. Write the letter.

qu qu

Trace the letters, write the words and color the pictures.

quiz

queen

squid

liquid



Look to the teacher and write all the words in the words.

_____	_____
_____	_____
_____	_____
_____	_____

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

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

qu



queen

quick \_\_\_\_\_

quick \_\_\_\_\_

quiz \_\_\_\_\_

quiz \_\_\_\_\_

quill \_\_\_\_\_

quill \_\_\_\_\_

quilt \_\_\_\_\_

quilt \_\_\_\_\_

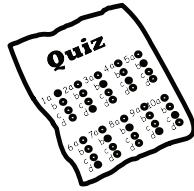
queen \_\_\_\_\_

queen \_\_\_\_\_

queen



\_\_\_iz



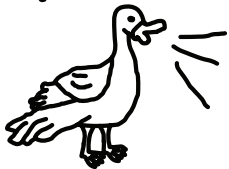
\_\_\_iet



\_\_\_ick



quack



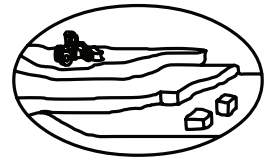
\_\_\_ill



\_\_\_ilt



\_\_\_arry



quack

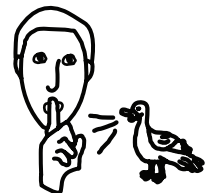
quietly

little

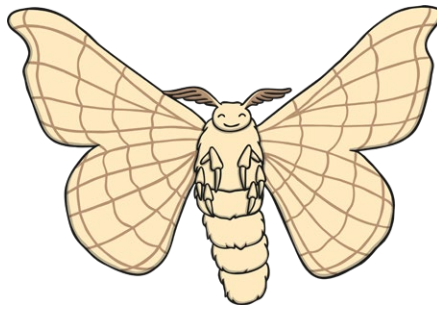
duck!

Quack quietly, little duck!

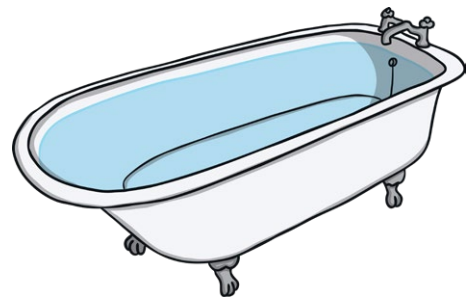
Quack



# My Book About



# th

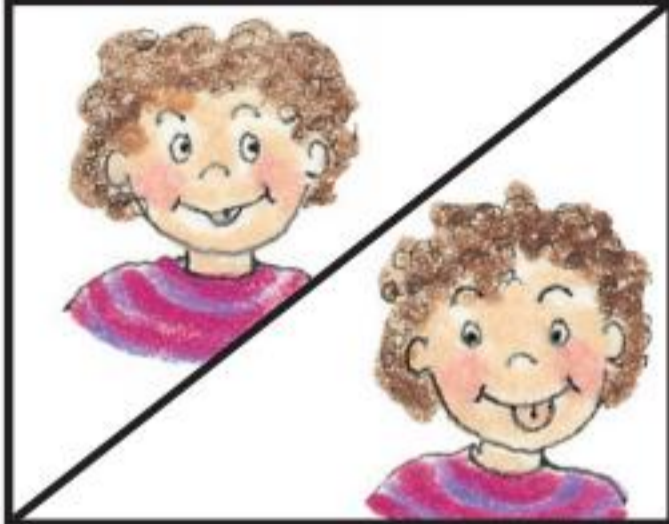


## This book belongs to

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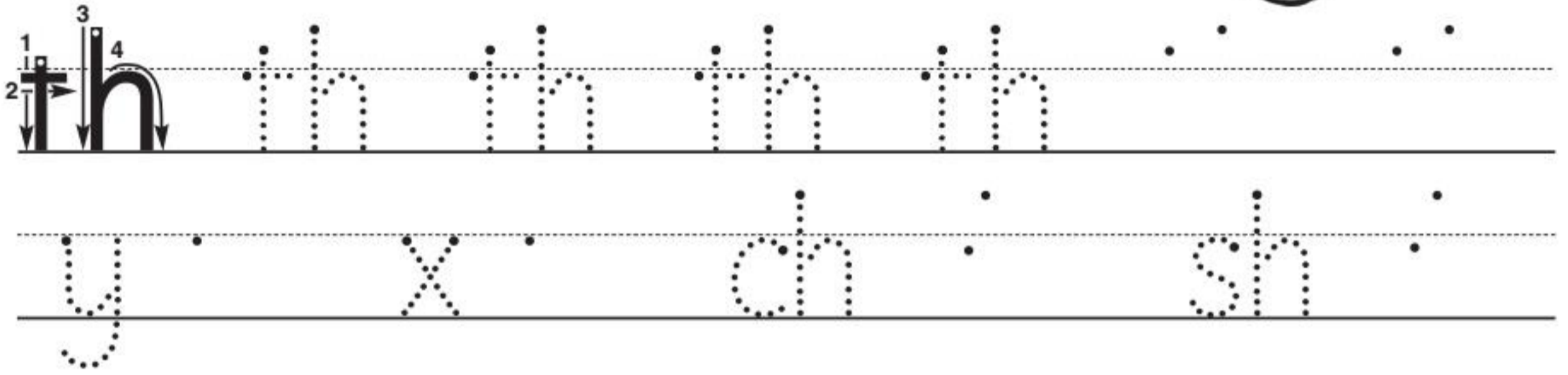
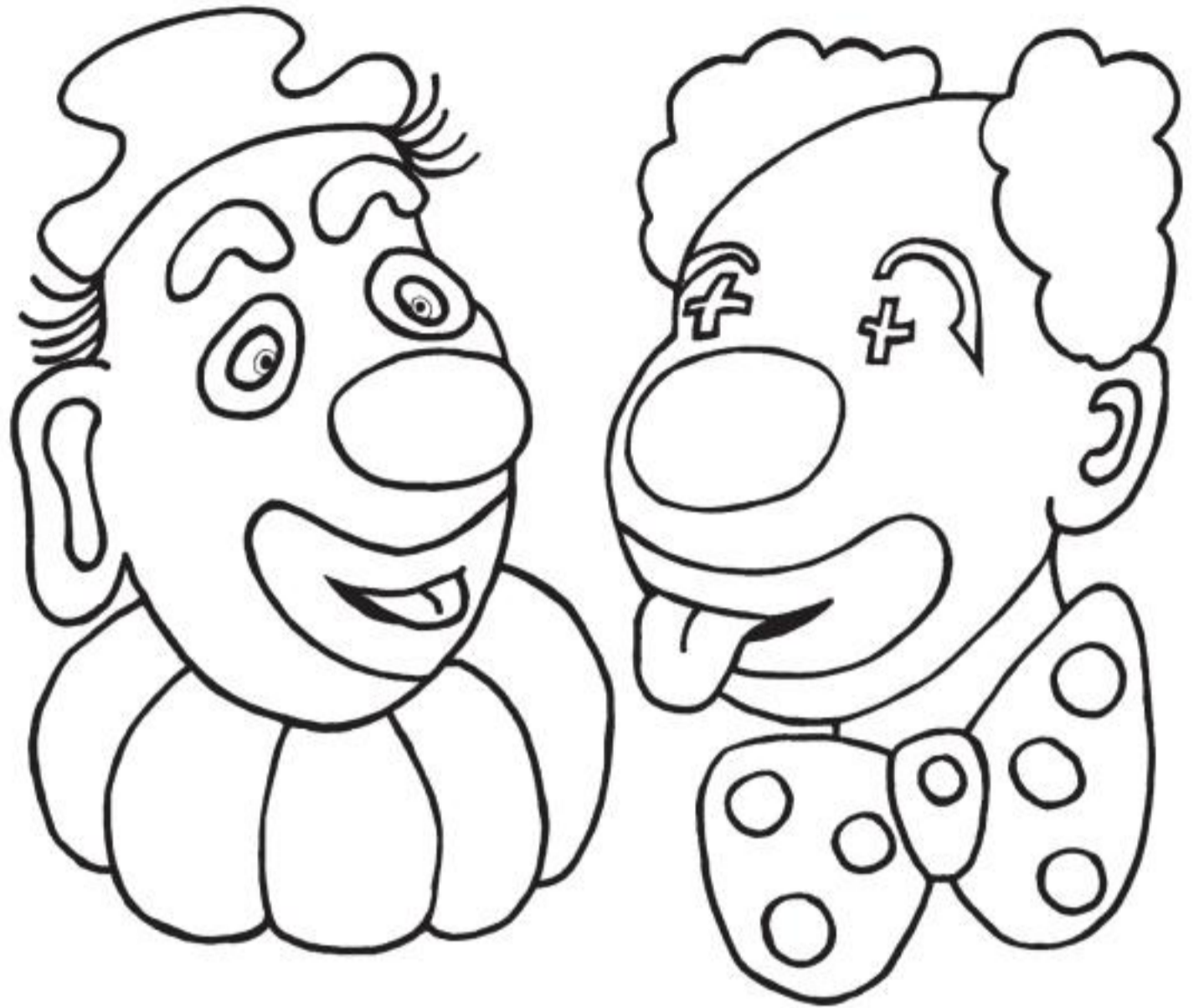
# th th

voiced and unvoiced th



### ACTION

Pretend to be a rude clown and stick out your tongue a little for *th* (as in *this*), and further for *th* (as in *thumb*).



this  
moth  
that  
three  
them  
thin

Three of these pictures have a /th/ sound in them.  
Cross out the one that does not.

3

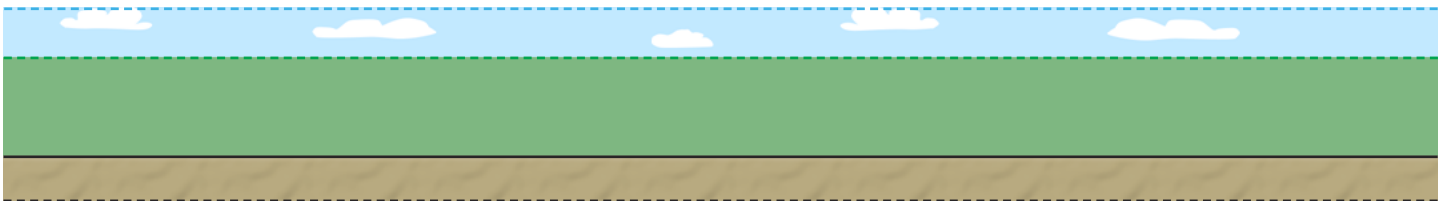
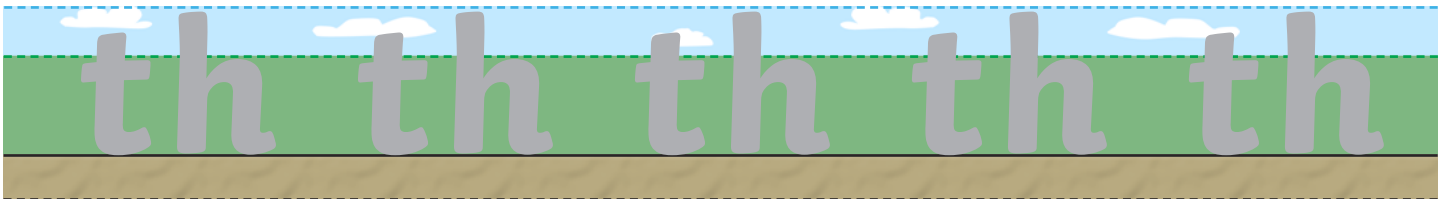


# Letter Formation

# th

My name is \_\_\_\_\_

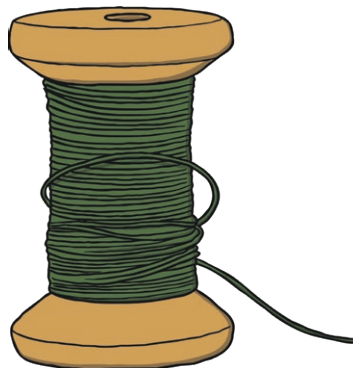
Trace over the **th** and then try writing your own.



Complete the words below by writing in the correct letters.



\_\_umb



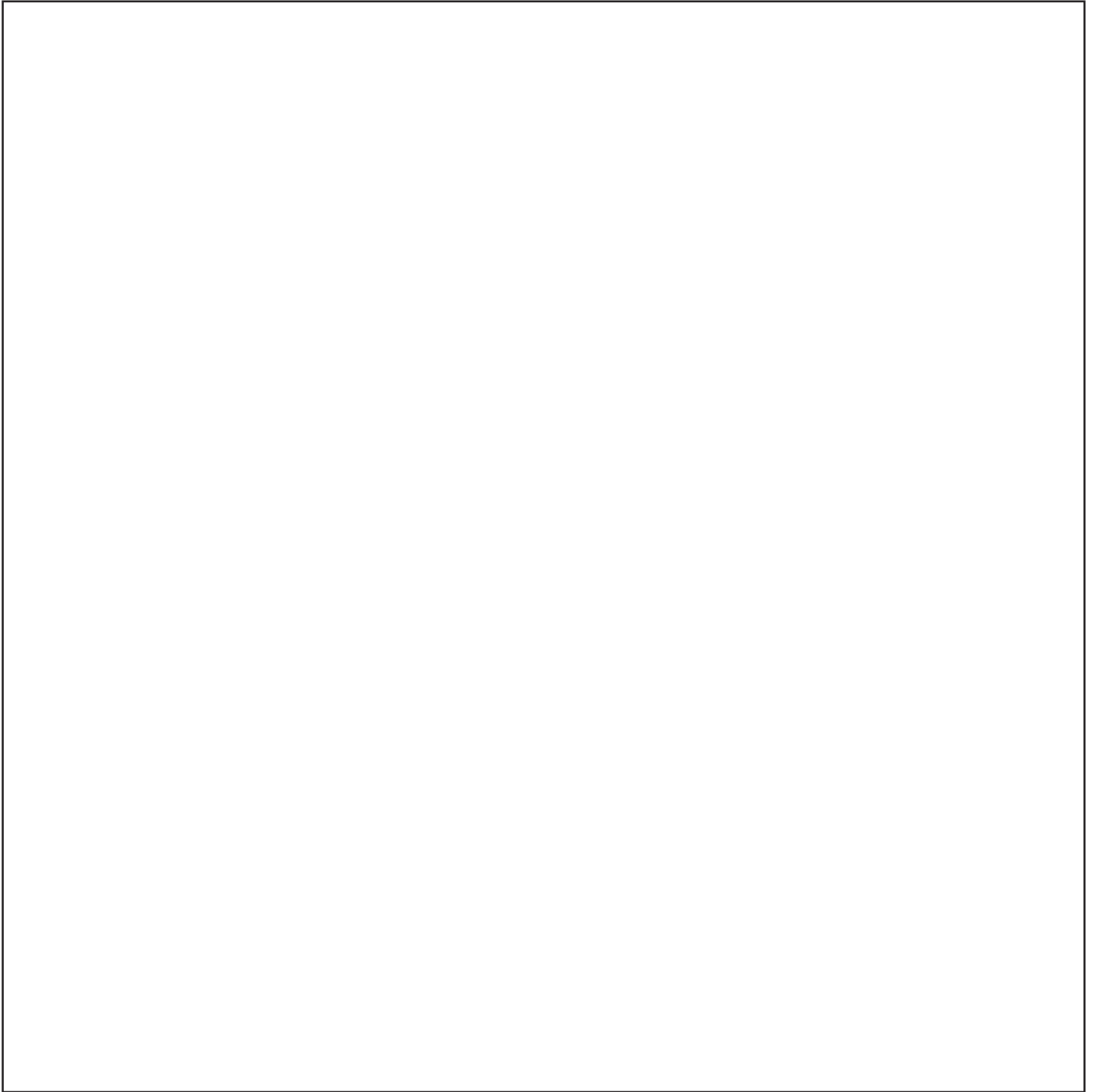
\_\_read



ba\_\_



**Draw something with  
the sound 'th' in.**



**Can you write what it is?**

---

# th

Say the sound. Trace the letter. Write the letter.

th th th

Trace the letters, write the words and color the pictures.

them

then

with

gather



Write to the teacher and write at the end of the lesson.

\_\_\_\_\_



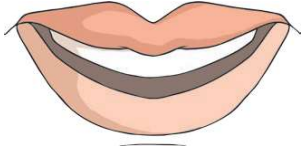

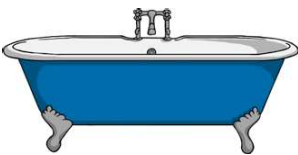



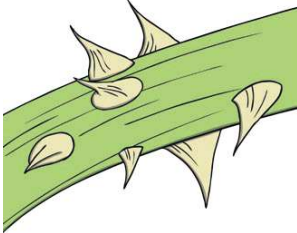

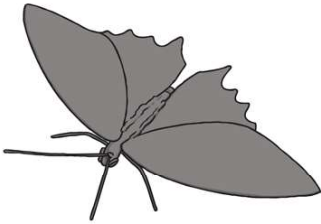
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 'th' Read and Write

Read the 'th' words below. Look at the pictures and write each word under the correct picture. Read the word again to make sure it's correct.

thumb	path	thorn	earth	moth	three
thirty	mouth	tooth	cloth	bath	thief
					
					
30					
					

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

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

th



thermometer

this \_\_\_\_\_

three \_\_\_\_\_

they \_\_\_\_\_

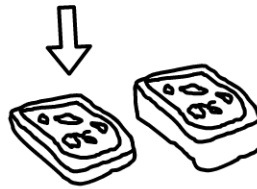
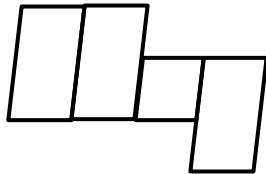
thing \_\_\_\_\_

these \_\_\_\_\_

think \_\_\_\_\_

that \_\_\_\_\_

thin \_\_\_\_\_



3



Read then draw.



are my shoes.

I have



dogs.



is my red hat.

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

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

th

3

three

this \_\_\_\_\_

this \_\_\_\_\_

that \_\_\_\_\_

that \_\_\_\_\_

thin \_\_\_\_\_

thin \_\_\_\_\_

they \_\_\_\_\_

they \_\_\_\_\_

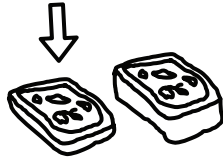
there \_\_\_\_\_

there \_\_\_\_\_

\_\_\_ is



\_\_\_ in



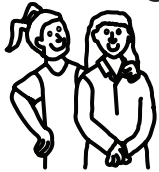
\_\_\_ ere



\_\_\_ at



\_\_\_ ey



\_\_\_ ank

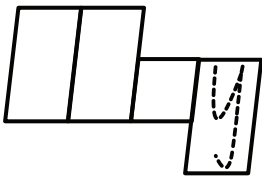


\_\_\_ row



\_\_\_ ree

3



They are over there.



They

# My ou Workbook



This book belongs to

---



visit [twinkl.com](https://www.twinkl.com)

Trace the sound.

ou ou ou ou

ou ou ou ou

Write the sound.

ou



\_\_\_\_\_

\_\_\_\_\_

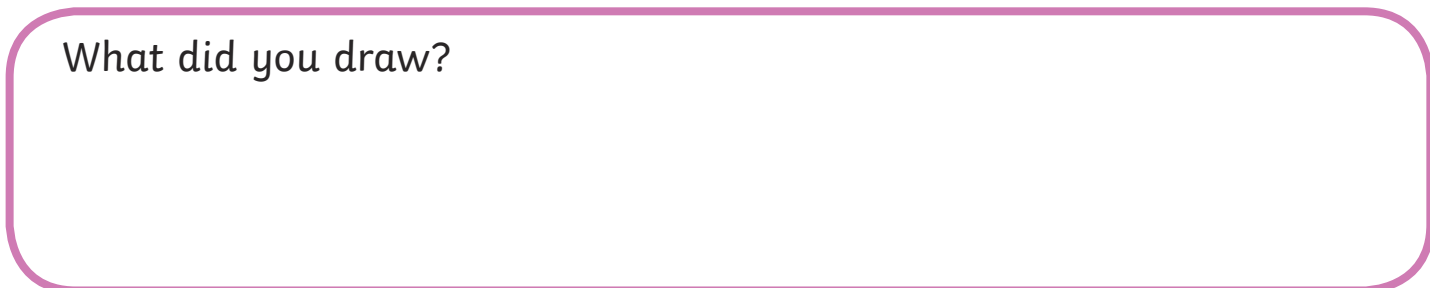
\_\_\_\_\_

# Draw

Draw a picture that has the **ou** sound.



What did you draw?





Finish the word.



cl

---



spr

---



s

---



m

---

Say the sound. Trace the letters. Write the letters.

# ou

ou ou

Trace the letters, write the words under the correct picture and color the pictures.

out

house

loud

couch



Write to the teacher and write at the sound in your work.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Say the sound. Trace the letters. Write the letters.

**ou**

ou

ou

ou

ou ou ou

ou ou ou

ou ou ou

ouch

mouse

round

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

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

ou



house

sound \_\_\_\_\_ bounce \_\_\_\_\_

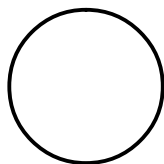
house \_\_\_\_\_ noun \_\_\_\_\_

mouse \_\_\_\_\_ round \_\_\_\_\_

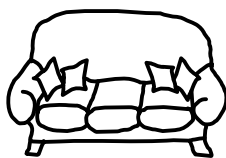
count \_\_\_\_\_ couch \_\_\_\_\_



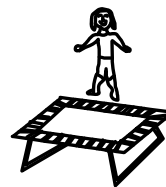
mouse



round



couch



bounce

Write the plural for each word.

couch \_\_\_\_\_ mouse \_\_\_\_\_

bounce \_\_\_\_\_ noun \_\_\_\_\_

house \_\_\_\_\_ hour \_\_\_\_\_

Listen to the \_\_\_\_\_ of the cars.

Please don't climb on the \_\_\_\_\_.

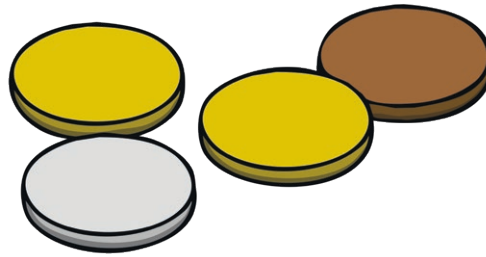
There is a m \_\_\_\_\_ in the \_\_\_\_\_!

I can \_\_\_\_\_ high on the trampoline.

Can you \_\_\_\_\_ to one thousand?

# My Book About

# Oil



**This book belongs to**

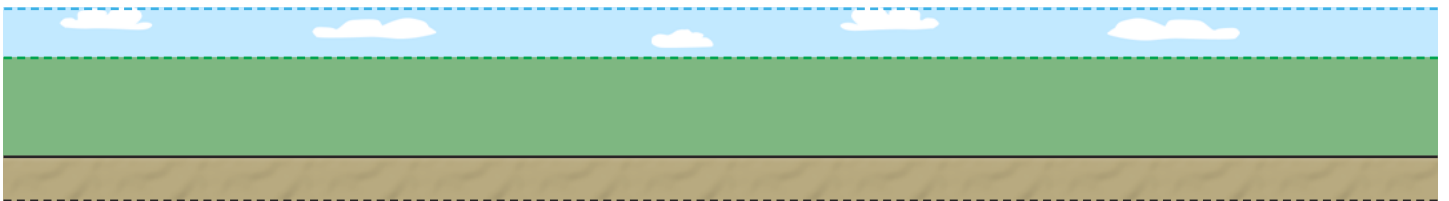
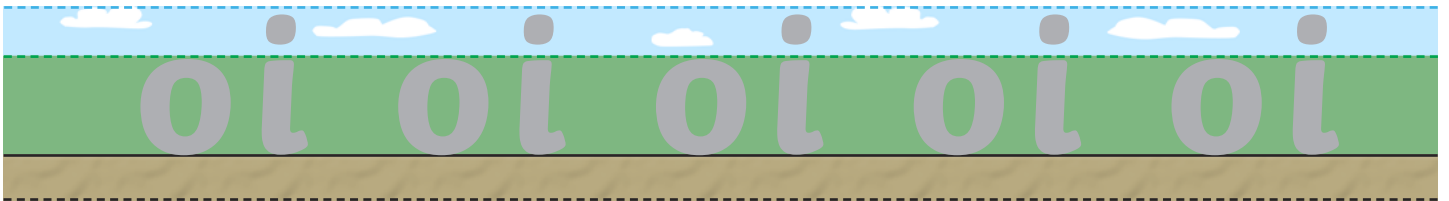
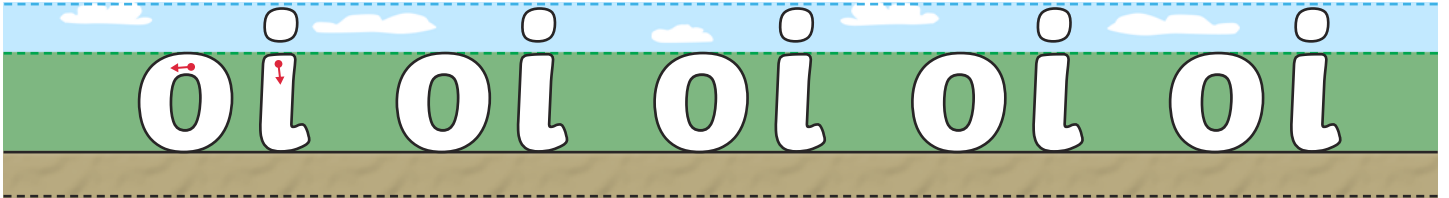
---

# Letter Formation

# oi

My name is \_\_\_\_\_

Trace over the **oi** and then try writing your own.



Complete the words below by writing in the correct letters.



c\_\_\_n

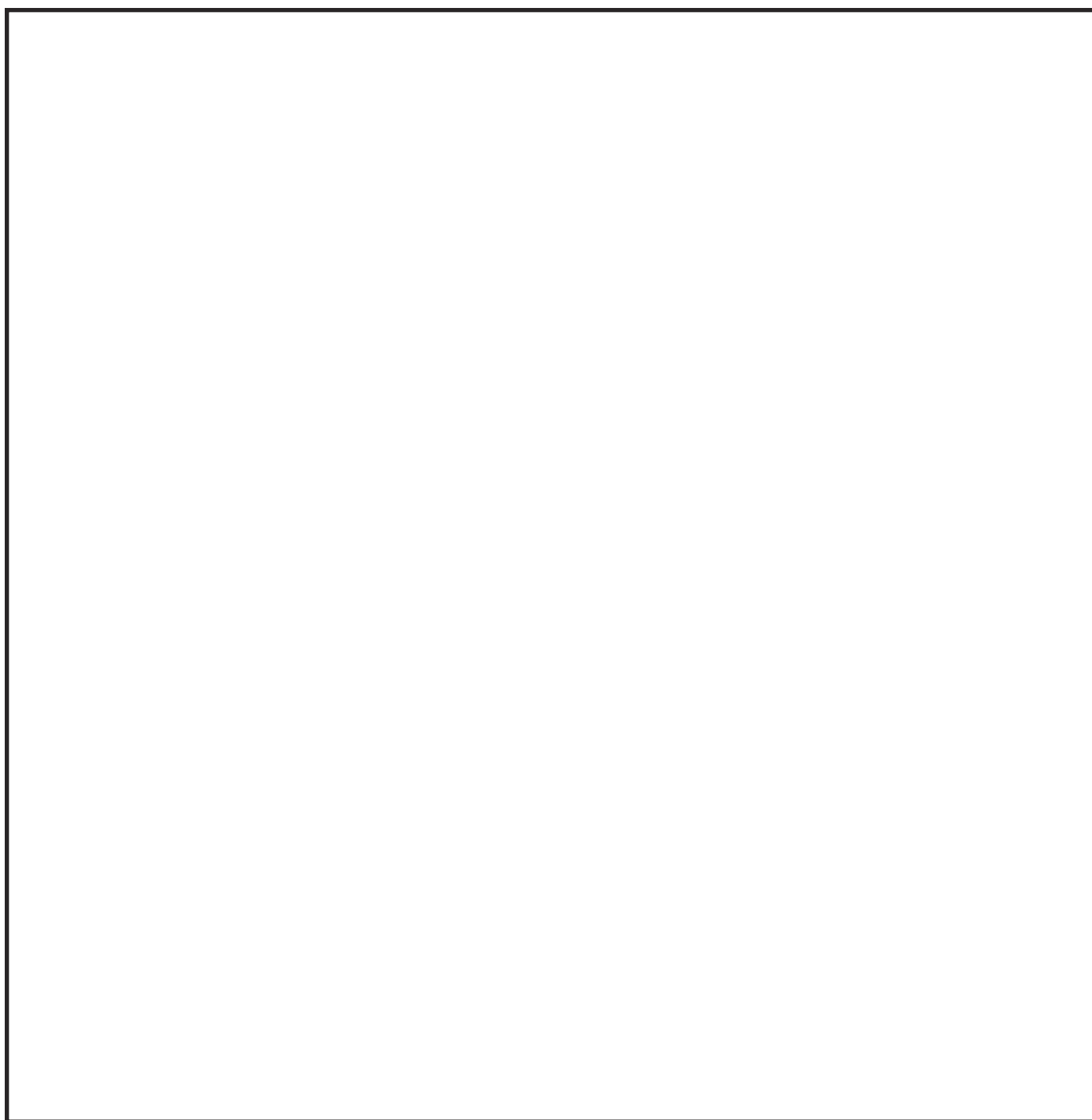


b\_\_\_l



s\_\_\_l

Draw something with the sound **oi** in.



Can you write what it is?

---

oi

bag the sound. Trace the letters. Write the letters.

oi oi oi

Trace the letters, write the words and color the pictures.



oink



coin



foil

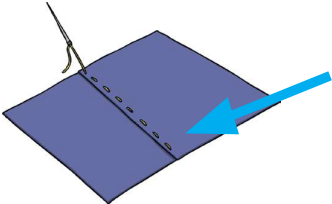


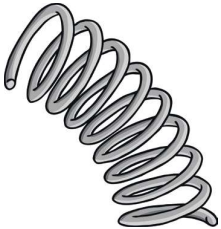

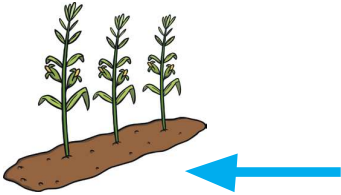

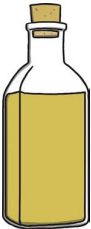
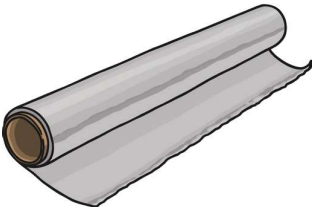


poison



# 'oi' Read and Write

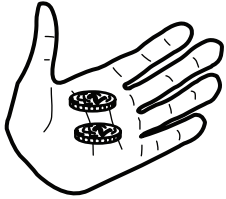
Read the 'oi' words below. Look at the pictures and write each word under the correct picture. Read the word again to make sure it's correct.

coin	boil	foil	join	oil	coil
soil	toilet	poison			
					
					
					

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

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

o i



coins

noise \_\_\_\_\_ noise \_\_\_\_\_

spoil \_\_\_\_\_ spoil \_\_\_\_\_

voice \_\_\_\_\_ voice \_\_\_\_\_

point \_\_\_\_\_ point \_\_\_\_\_

soiled \_\_\_\_\_ soiled \_\_\_\_\_

v \_ \_ \_ ce



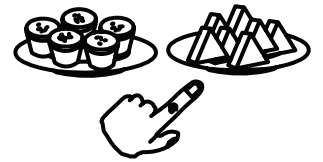
p \_ \_ \_ nt



sp \_ \_ \_ l



ch \_ \_ \_ ce



Build new words from these base words:

spoil \_\_\_\_\_

point \_\_\_\_\_

soil \_\_\_\_\_

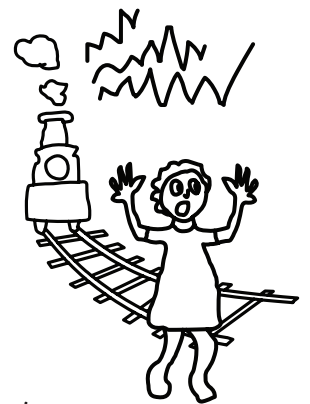
He paid for the item with \_\_\_\_\_.

The loud \_\_\_\_\_ frightened me.

She has a lovely singing \_\_\_\_\_.

The food will \_\_\_\_\_ in the heat.

You have a \_\_\_\_\_ of different foods.



# Maths Resources



## Week 8 & 9 Math

### Level 2- X.A.Z

### Level 3- K.A

#### Learning intention:

Order and recognise ordinal numbers to 31<sup>st</sup>

#### I can:

- Correctly order my numbers 1st-31<sup>st</sup>
- Recognise ordinal numbers

### Week 8

#### Ordinal numbers

##### Monday

#### Ordinal numbers

##### Warm up:

<https://www.youtube.com/watch?v=3afEr61KNDk>

[https://www.youtube.com/watch?v=mc3AUuu9\\_I](https://www.youtube.com/watch?v=mc3AUuu9_I)

**Activity:** Get creative!

Complete assigned activities on Seesaw.

Today we will make an ORDINAL numbers KITE



##### Tuesday

#### Warm up.. Watch these videos

<https://www.youtube.com/watch?v=3XzNRBRNU7E>

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

**Activity:**

1. Complete the days of the week and months of the year ordinal numbers work sheet
2. LUCKY DIP!! In a bowl add 10 toys or snack and in another bowl place the ordinal numbers on a post it note. Close your eyes, pull out a toy and a number. Place them in ordinal number not in the order you pulled them out!
3. Complete seesaw activities

**Wednesday**

Watch these videos as a warm up

[https://www.youtube.com/watch?v=ryInJ6la\\_FE](https://www.youtube.com/watch?v=ryInJ6la_FE)



































































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



































































<https://www.youtube.com/watch?v=w7eErDTUwF4>

**Activity**

1. Complete these ordinal number worksheets

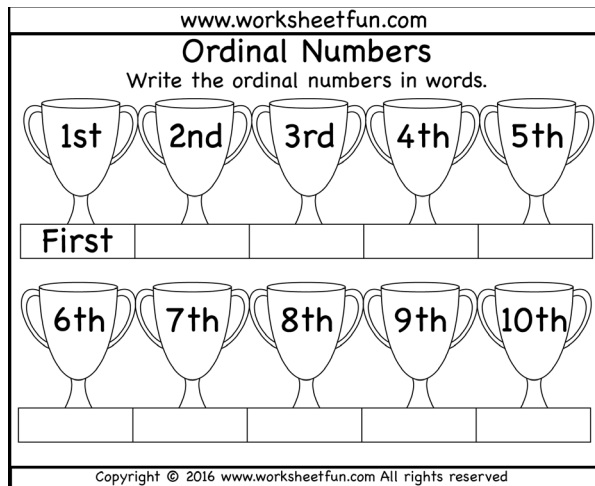
Level 2

Ordinal Numbers										
										
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	
First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	
										
Color the 4th cupcake.										
										
Color the 6th cupcake.										
										
Color the 9th cupcake.										
										
Color the 3rd cupcake.										
										
Color the 7th cupcake.										

Ordinal Numbers										
										
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	
First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth	
										
Color the 8th cupcake.										
										
Color the 2nd cupcake.										
										
Color the 4th cupcake.										
										
Color the 3rd cupcake.										
										
Color the 9th cupcake.										

Level 3

Complete level 2 work sheets as well as level 3



## 2. **Bake cookies**

- Take a photo of each step and create a visual recipe 'how to' by sequencing the photos in correct order.

### Thursday

<https://www.youtube.com/watch?v=ryInJ6la FE>

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

### Activity

1. Complete seesaw activities:
2. Complete the bedtime and morning routine work sheet

**Extension-** [https://www.abcya.com/games/calendar\\_word\\_problems](https://www.abcya.com/games/calendar_word_problems)

### Friday

### Watch

<https://www.youtube.com/watch?v=ryInJ6la FE>

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

### Activity

1. Complete seesaw activities
2. Complete the Calendar activities

Level 2 – Missing numbers Calendar

Level 3- Missing numbers Calendar AND complete the blank calendar for August.- go back on a calendar and look at what day in August was the 1<sup>st</sup> and fill in the blank spaces from there using both the numeral ordinal numbers and words.

Watch this story <https://www.youtube.com/watch?v=Ae0Rzy4NsbM>.

Create Your own long, long line of toys. Write on a post it note the order they are in and take a photo and post it to seesaw.

## Week 9

### I can:

- Understand that sharing involves equal groups.
- Create equal groups by sharing one at a time.

## Grouping

### Monday

#### Complete seesaw activities

#### Warm up:

<https://www.youtube.com/watch?v=w-Zu57RY6ms>

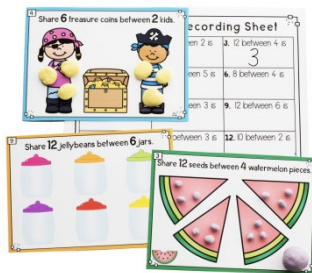
Watch video:

<https://www.youtube.com/watch?v=MFwrh1gEfk>

Find 10 objects around your house. How can you sort them into equal groups?

#### Activity:

- Level 2 and 3: Complete the following activity using playdough mats and homemade playdough.



- Complete seesaw activities

### Tuesday

#### Complete seesaw activities.

#### Warm up:

Watch Video: 'Sesame Street – Sharing Equally' - <https://www.youtube.com/watch?v=KTFJ9gjfAXg>

#### Activity:

Level 2 and 3: Complete the following worksheet:

- Find 30 snacks 10 of 3 different types- Using the equal groups work sheet share them evenly. How many do you each get?
- Complete seesaw activities.

### Extra

Bake 12 cupcakes.

Divide the icing into 2 bowls and make 2 different colours. Can you make 2 even groups of each coloured cupcake?

### Wednesday

Watch

<https://vimeo.com/428004753>

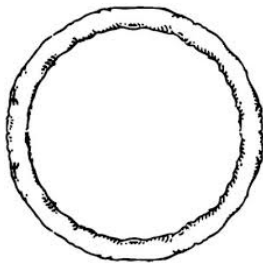
### **Find 12 objects and make 2 equal groups, 4 equal groups**

**Activity:** Level 2 and 3

1. complete the seesaw activities
2. Draw a clown and split his hat evenly down the middle. Decorate each side with equal amounts of pompoms and stickers- how many are in each group?
3. Complete the Equal groups and arrays work sheets.

### Thursday

**Activity:** Get creative! Design and decorate your most favourite pizza that you like to eat! Use this stencil.





**Level 2:** Fold your pizza in half and then half again, this will give you 4 sections or groups. Make sure the edges are meeting and not overlapping. Unfold your pizza and cut along the line created by folding. Share 20 toppings EQUALLY amongst the 4 slices (groups).

What if we use 12 or 8 toppings only? How many will each group get?

**Level 3:** Could you cut your 2 slices of pizza into halves again to make quarters? Now you have 4 slices (groups). Choose different 40 toppings and share them equally amongst each group.

Now try with

16 toppings

20 toppings

32 toppings

Upload a video or photo of you sharing your pizza to Seesaw.

### **Activity 2:**

Complete seesaw activities

### **Friday**

Number sense

**Warm up:** Listen to the [Cool Counting](#) Song.

### **Activity 1:**

#### **Level 2 and 3**

Place numeral cards face-down in order from 1 to 20. Have student turn over every second card to build the count-by-twos number sequence. Student to read the sequence.

**Extension:** Use numeral cards 1-50 and repeat activity turning over every fifth card to build the count-by-fives sequence.

### **Activity 2:**

Worksheets can be found in your hard copy packs,

Practice filling in your tens frames with the tens frames pencil work sheet.

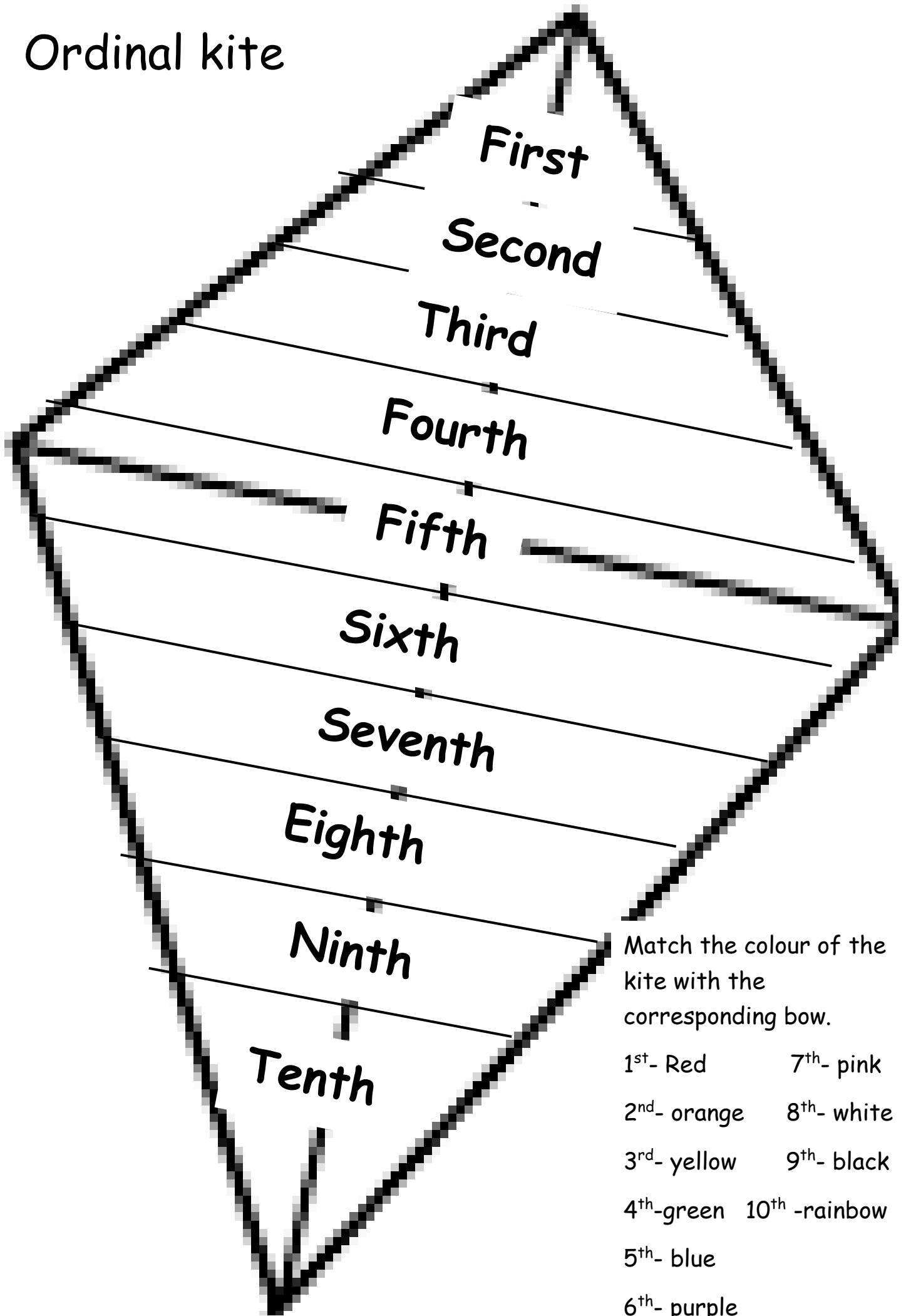
Practice writing your numbers. Make sure you use your neatest writing.

Write your numbers- Level 2: 1-40

- Level 3: 1-100

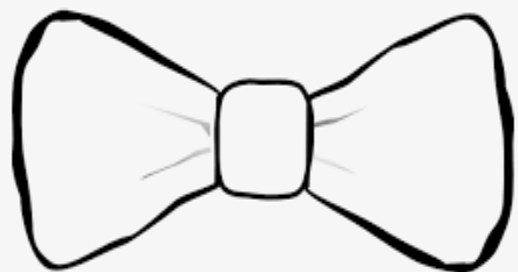
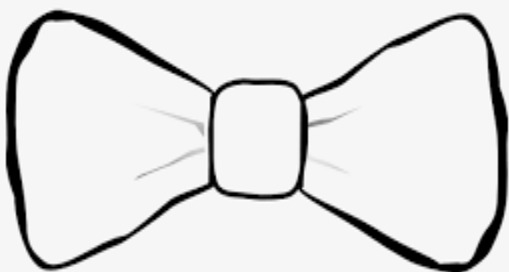
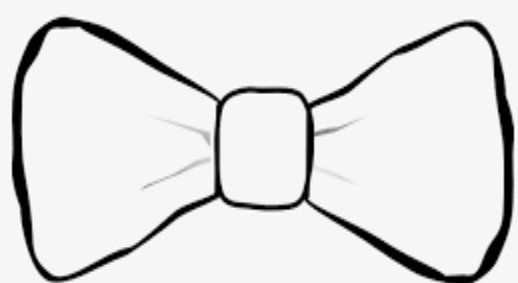
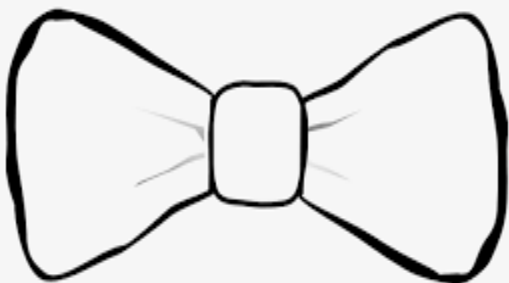
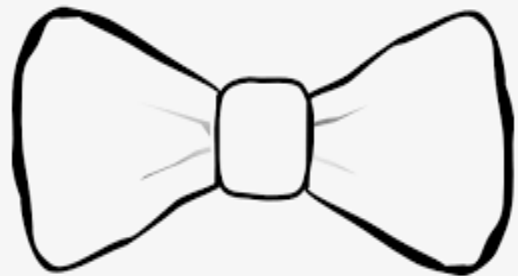
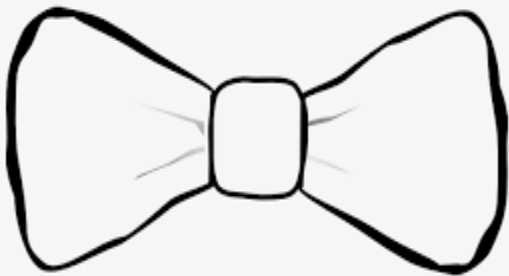
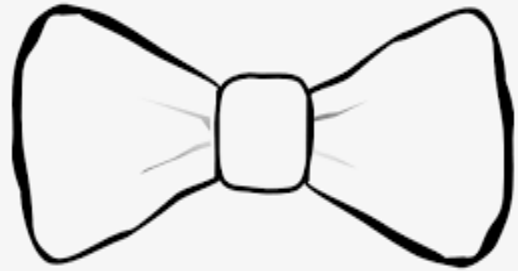
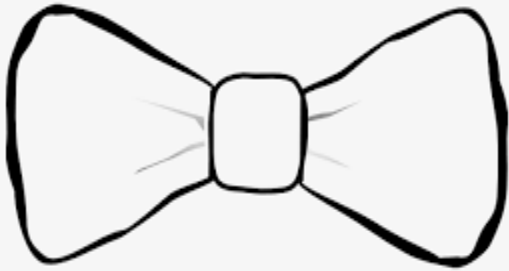
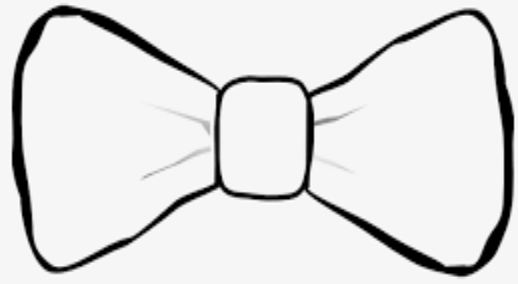
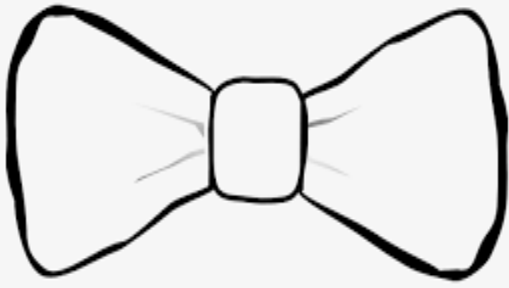
**Activity 3: Extension:** On Seesaw to practise counting-by-fives and counting-by-tens number sequences.

# Ordinal kite



Match the colour of the kite with the corresponding bow.

- |                          |                           |
|--------------------------|---------------------------|
| 1 <sup>st</sup> - Red    | 7 <sup>th</sup> - pink    |
| 2 <sup>nd</sup> - orange | 8 <sup>th</sup> - white   |
| 3 <sup>rd</sup> - yellow | 9 <sup>th</sup> - black   |
| 4 <sup>th</sup> -green   | 10 <sup>th</sup> -rainbow |
| 5 <sup>th</sup> - blue   |                           |
| 6 <sup>th</sup> - purple |                           |



Cut out each bow and write the ordinal number inside the middle.

Use some string to attach them to the kite in the correct order.

# Ordinal Numbers



1st  
First



2nd  
Second



3rd  
Third



4th  
Fourth



5th  
Fifth



6th  
Sixth



7th  
Seventh



8th  
Eighth



9th  
Ninth



10th  
Tenth



Color the 8th cupcake.



Color the 2nd cupcake.



Color the 4th cupcake.



Color the 3rd cupcake.



Color the 9th cupcake.

# Ordinal Numbers



1st  
First



2nd  
Second



3rd  
Third



4th  
Fourth



5th  
Fifth



6th  
Sixth



7th  
Seventh



8th  
Eighth



9th  
Ninth



10th  
Tenth



Color the 4th cupcake.



Color the 6th cupcake.



Color the 9th cupcake.



Color the 3rd cupcake.



Color the 7th cupcake.

# Ordinal Numbers

Write the ordinal numbers in words.



First				
-------	--	--	--	--



--	--	--	--	--

1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>
first	second	third	fourth	fifth	sixth	seventh
8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>
eighth	ninth	tenth	eleventh	twelfth	thirteenth	fourteenth
15 <sup>th</sup>	16 <sup>th</sup>	17 <sup>th</sup>	18 <sup>th</sup>	19 <sup>th</sup>	20 <sup>th</sup>	21 <sup>st</sup>
fifteenth	Sixteenth	Seventeenth	Eighteenth	Nineteenth	Twentieth	twenty-first
22 <sup>nd</sup>	23 <sup>rd</sup>	24 <sup>th</sup>	25 <sup>th</sup>	26 <sup>th</sup>	27 <sup>th</sup>	28 <sup>th</sup>
twenty-second	twenty-third	twenty-fourth	twenty-fifth	twenty-sixth	twenty-seventh	twenty-eighth
29 <sup>th</sup>	30 <sup>th</sup>	31 <sup>st</sup>				
twenty-ninth	thirtieth	thirty-first				

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				



Month: \_\_\_\_\_ Year: \_\_\_\_\_

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

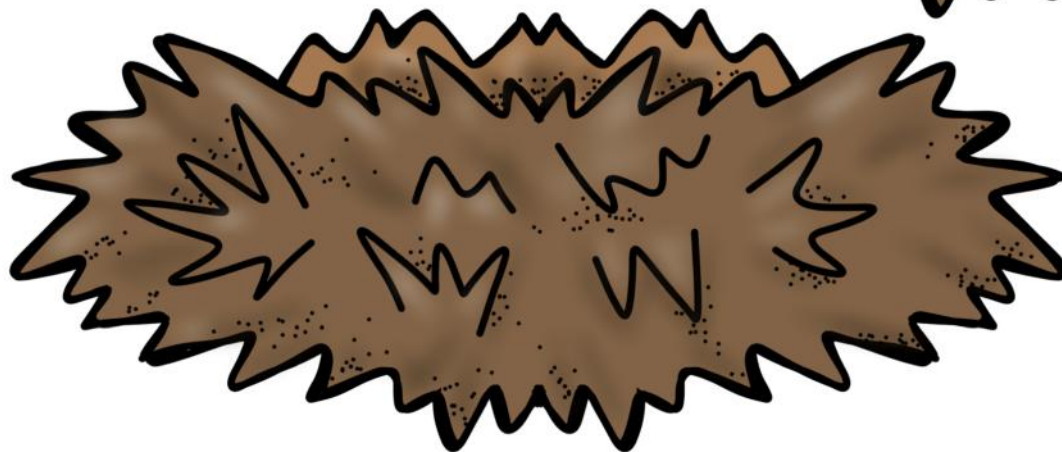
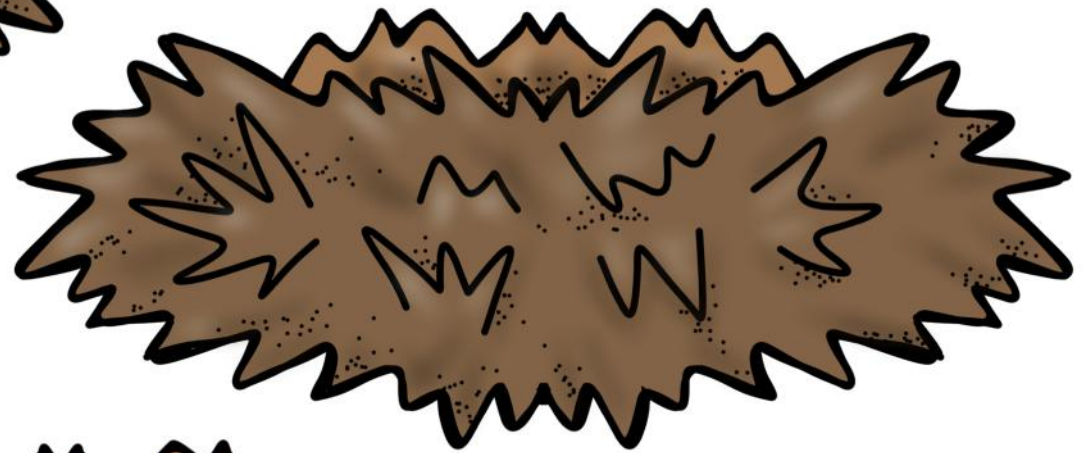
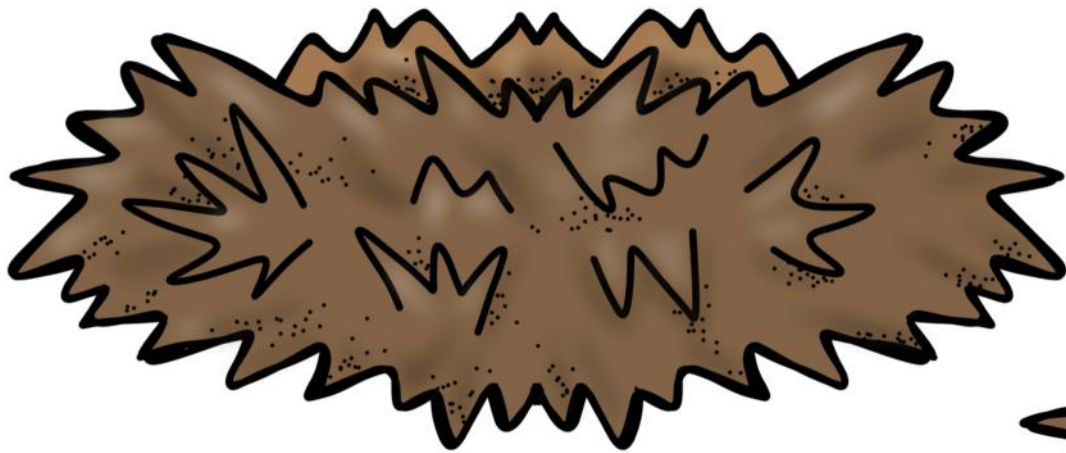
<b>Sunday</b>	Sunday
<b>Monday</b>	Monday
<b>Tuesday</b>	Tuesday
<b>Wednesday</b>	Wednesday
<b>Thursday</b>	Thursday
<b>Friday</b>	Friday
<b>Saturday</b>	Saturday

<b>January</b>	<b>February</b>	<b>March</b>
January	February	March
<b>April</b>	<b>May</b>	<b>June</b>
April	May	June
<b>July</b>	<b>August</b>	<b>September</b>
July	August	September
<b>October</b>	<b>November</b>	<b>December</b>
October	November	December

1

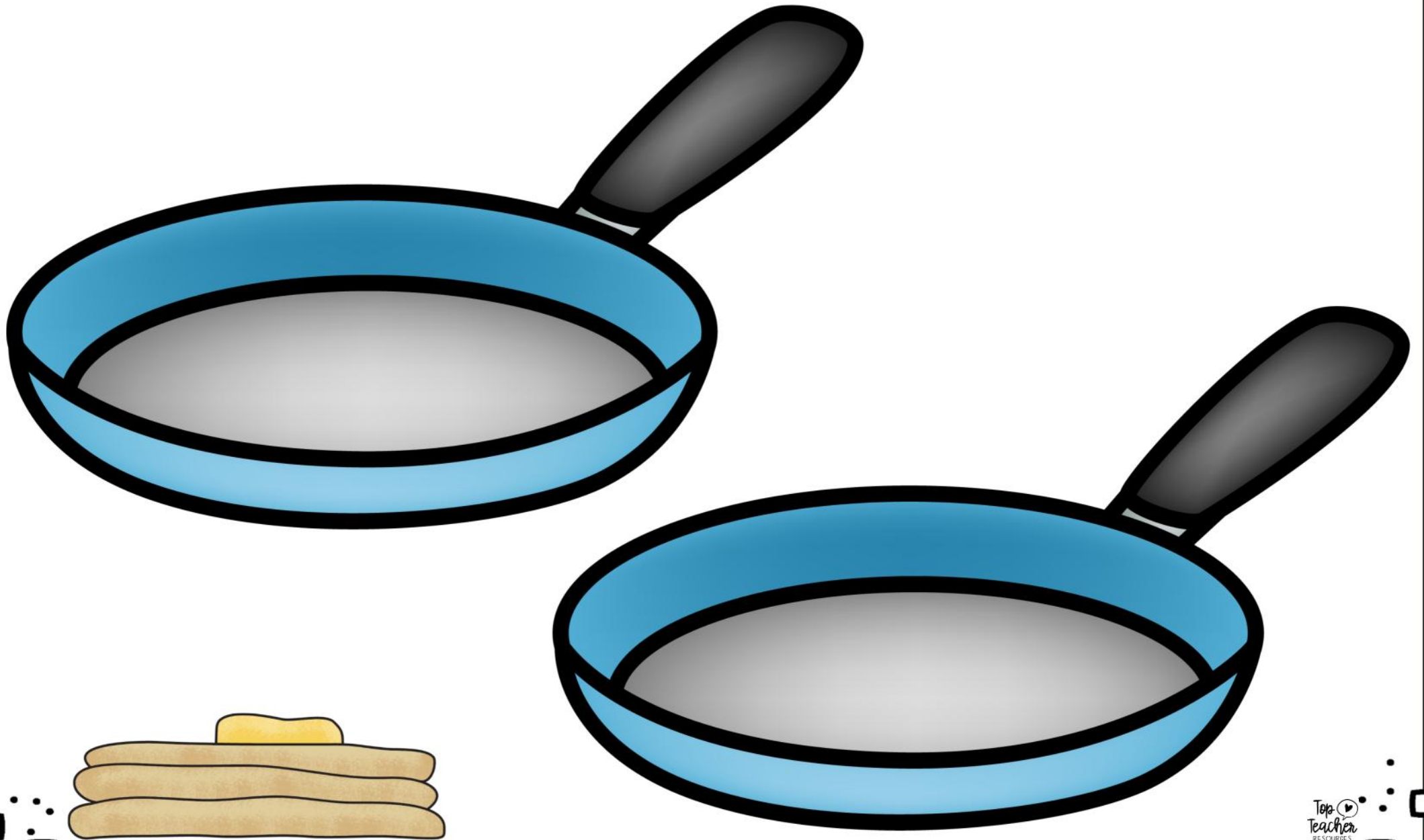


Share **6** eggs between **3** nests.



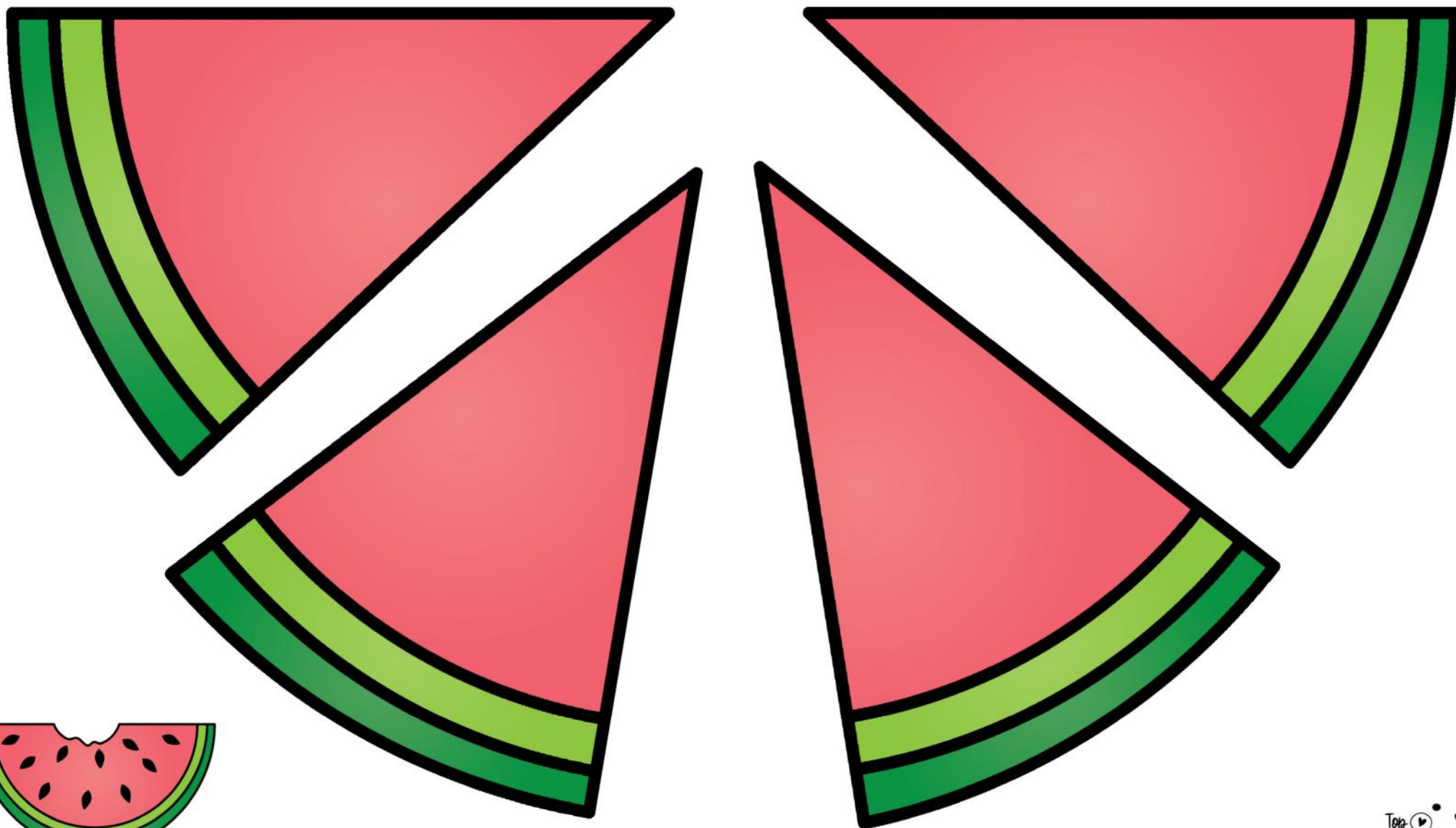
2

Share 4 pancakes between 2 pans.



3

Share 12 seeds between 4 watermelon pieces.



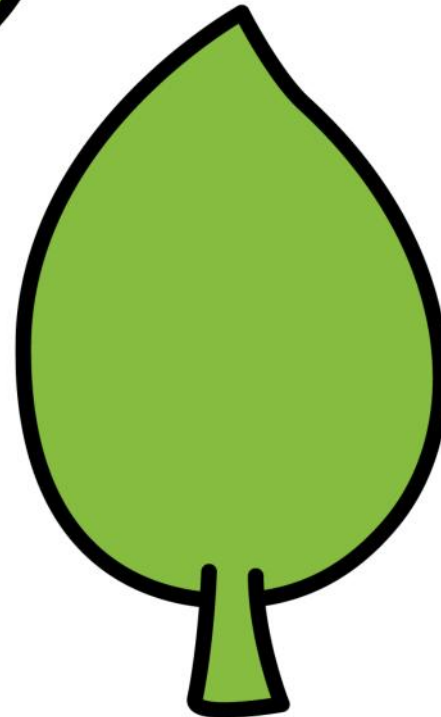
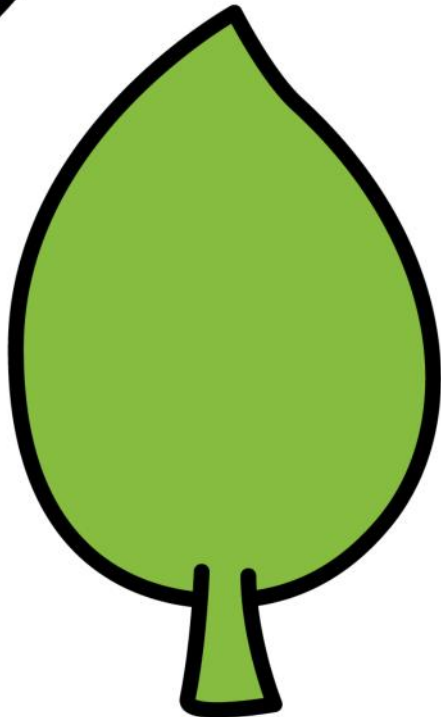
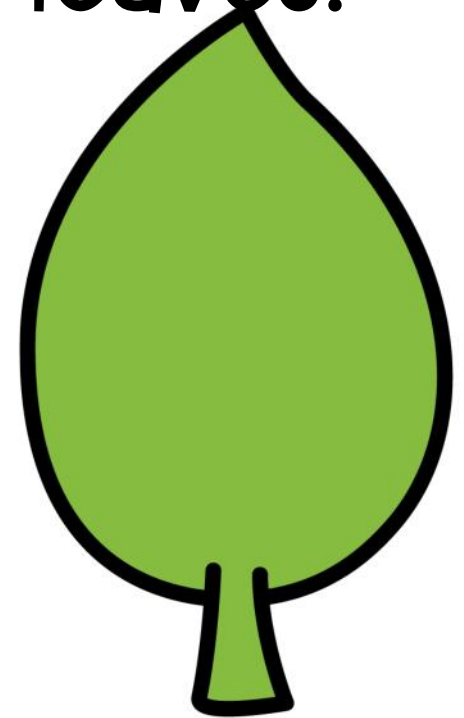
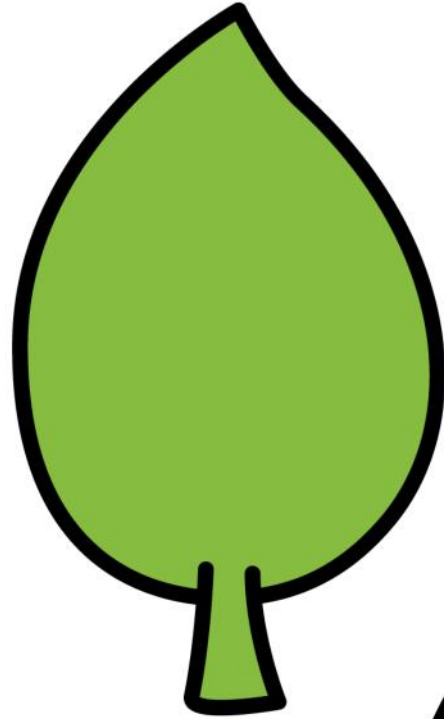
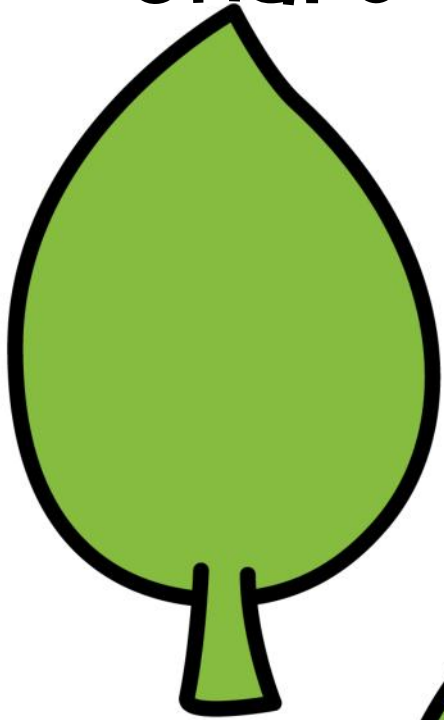
4

Share 6 treasure coins between 2 kids.



5

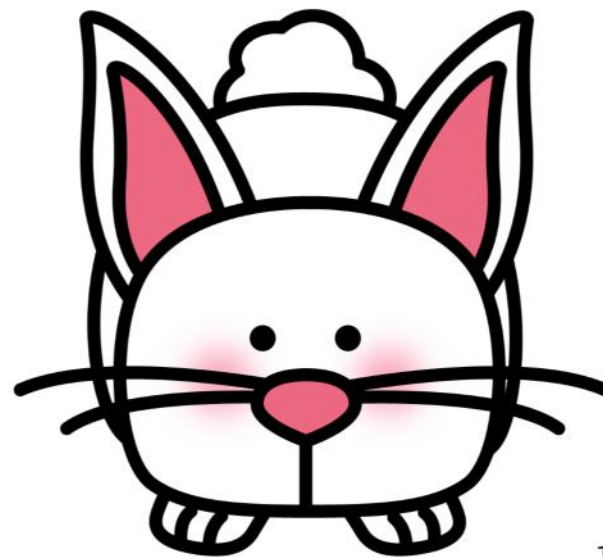
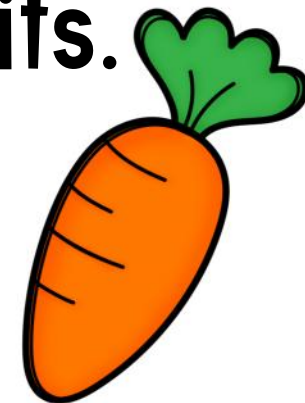
Share 10 ladybirds between 5 leaves.





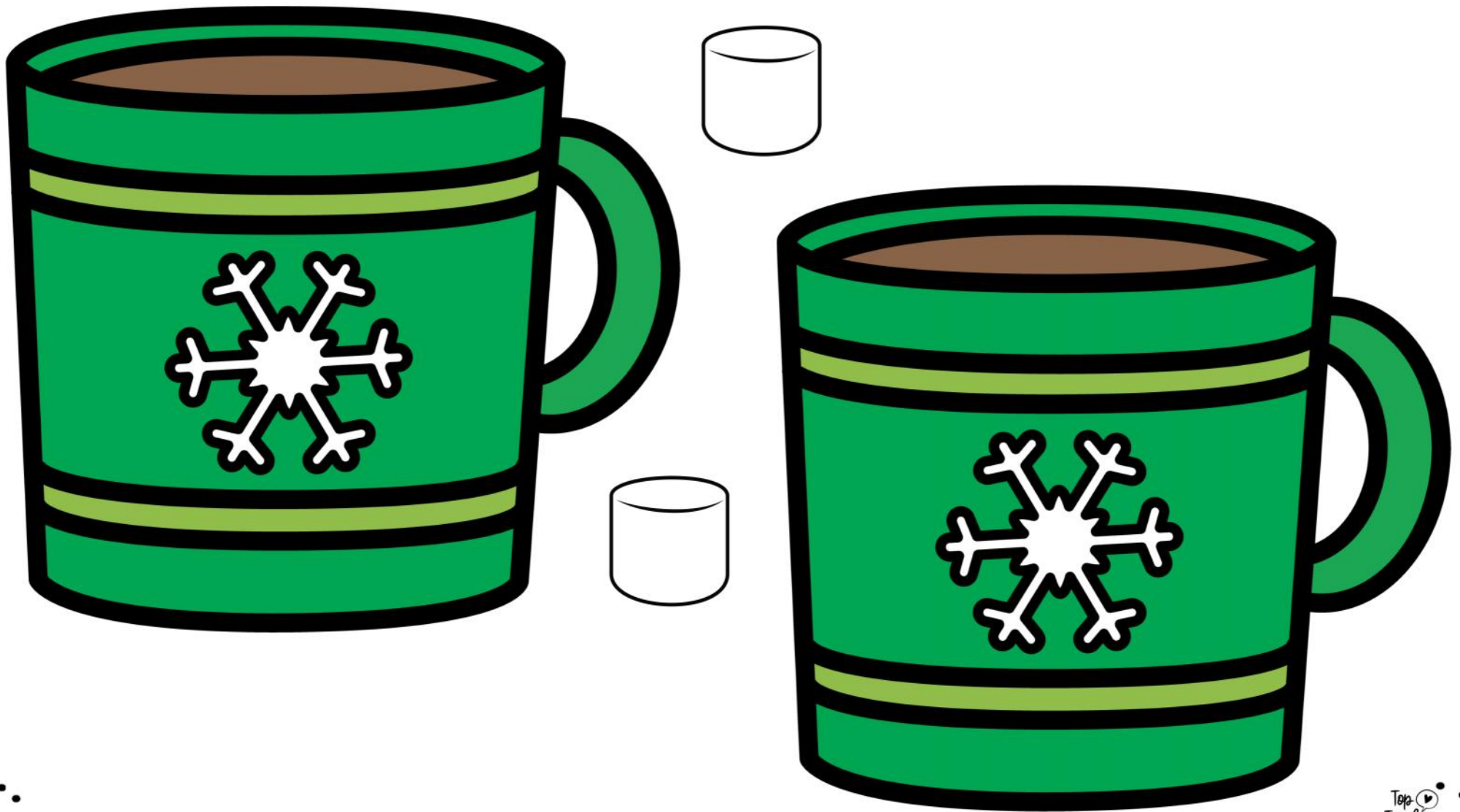
6

Share 8 carrots between 4 rabbits.

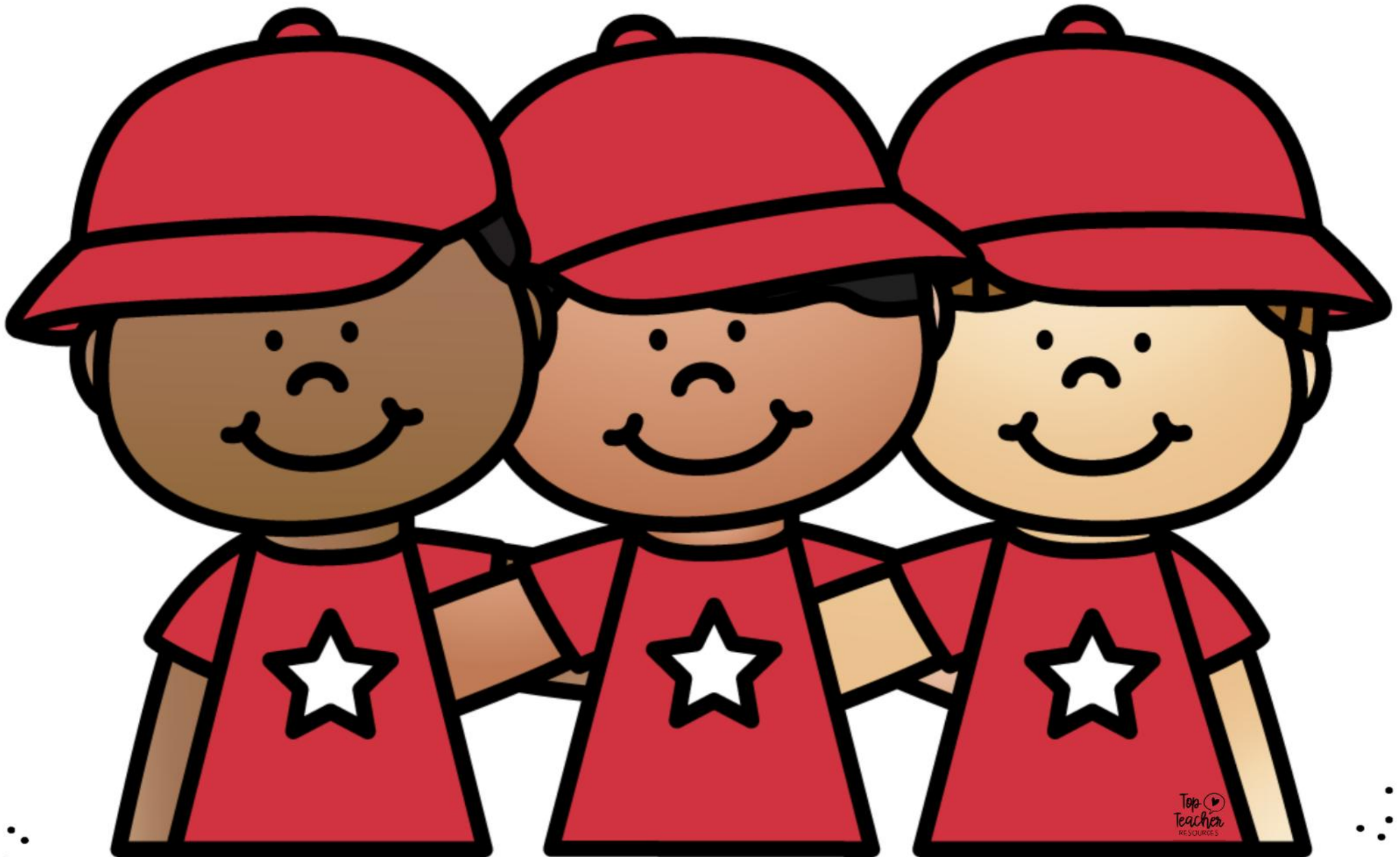


7

Share **12** marshmallows between **2** mugs.



Share **12** balls between **3** kids.



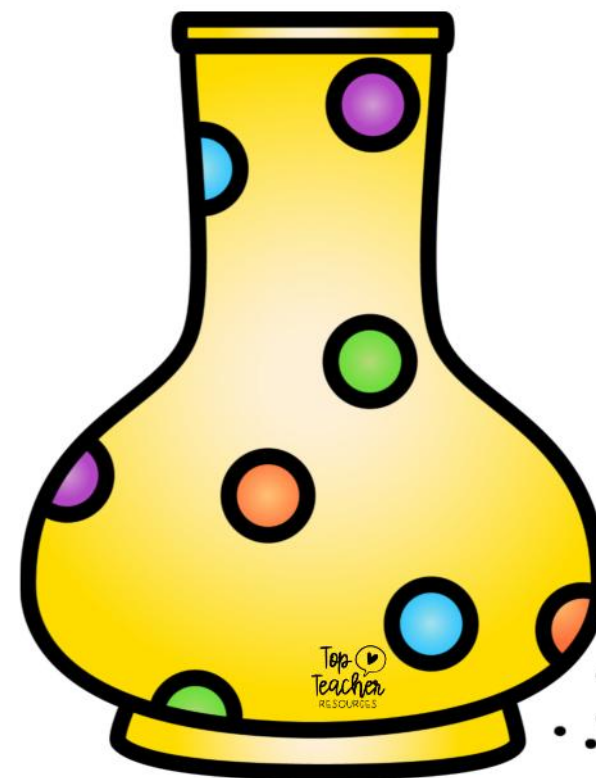
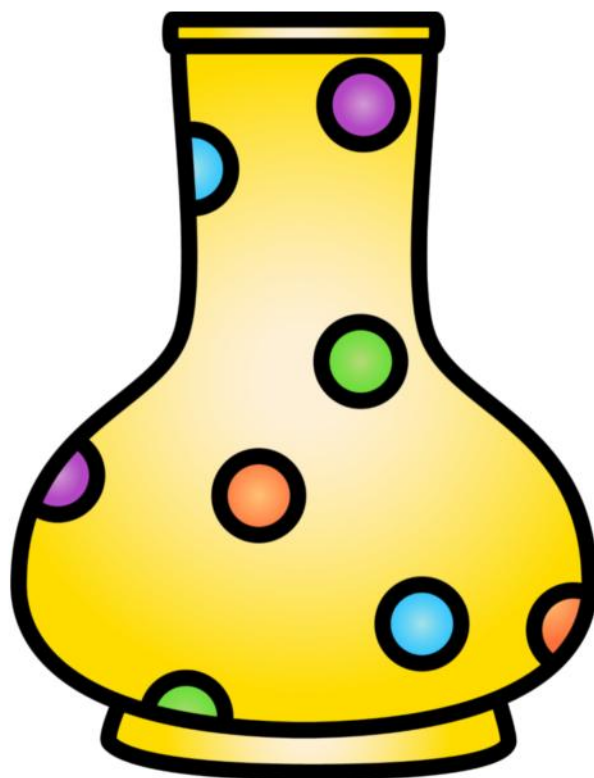
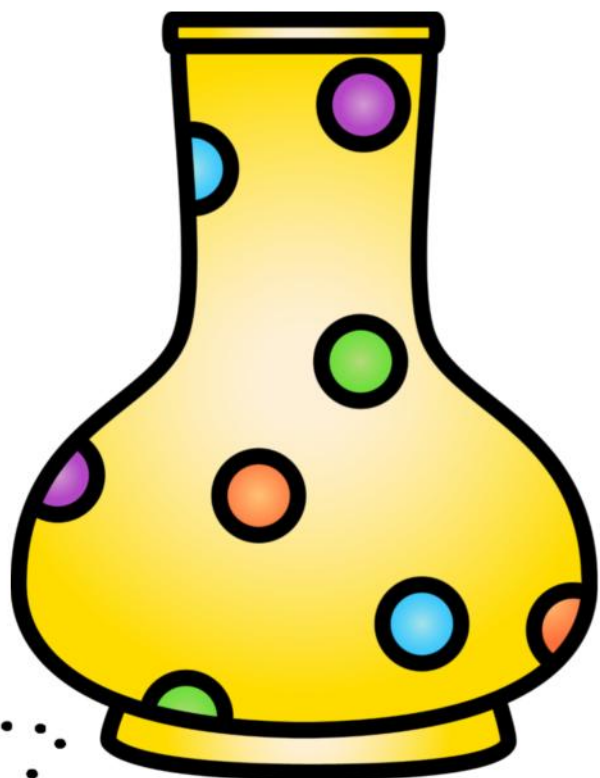
Share **12** jellybeans between **6** jars.



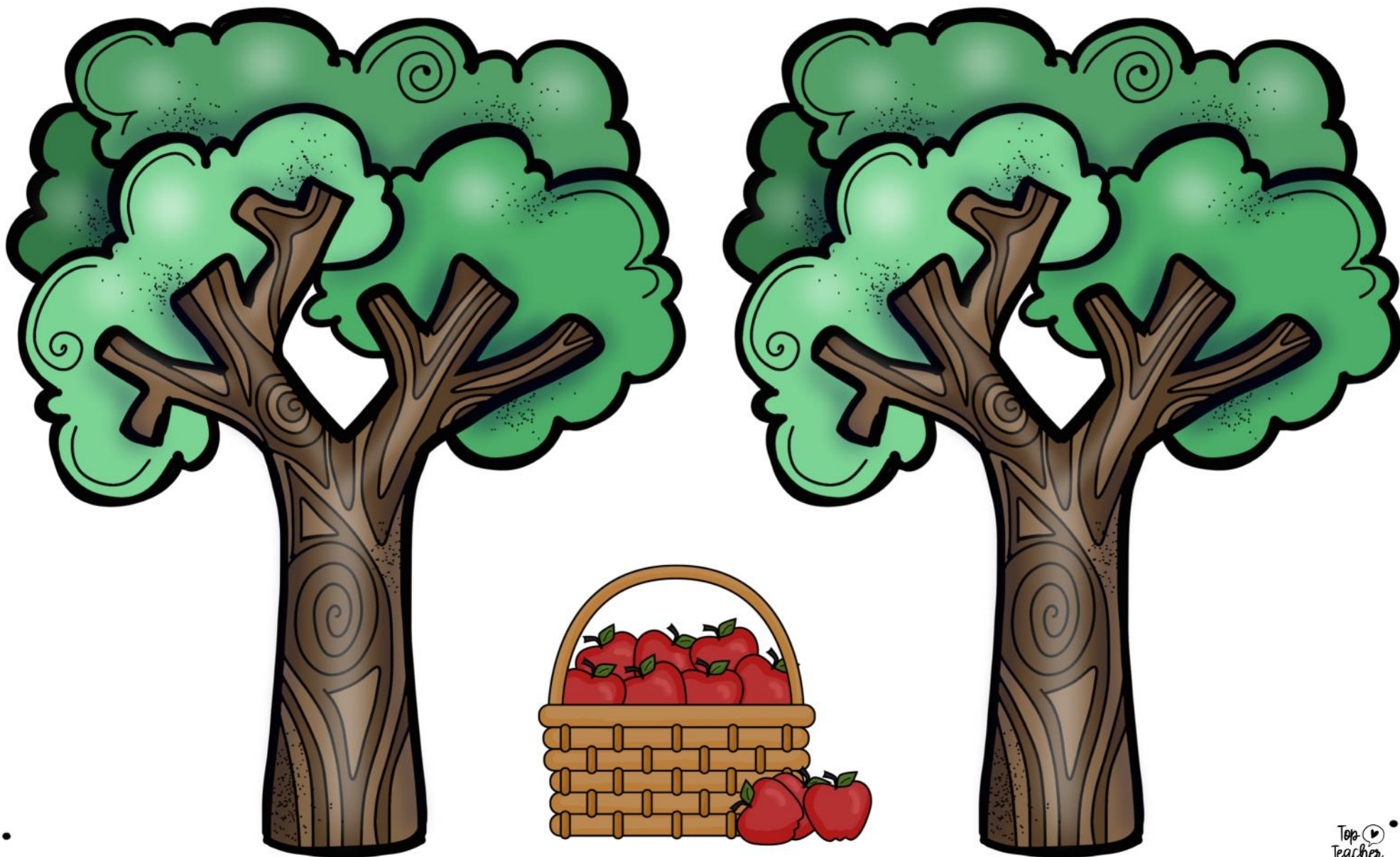
Share 8 pieces of popcorn between 2 boxes.



Share 9 flowers between 3 vases.



Share **10** apples between **2** trees.



Play and Share

# Recording Sheet

1. 6 between 3 is

2. 4 between 2 is

3. 12 between 4 is

4. 6 between 2 is

5. 10 between 5 is

6. 8 between 4 is

7. 12 between 2 is

8. 12 between 3 is

9. 12 between 6 is

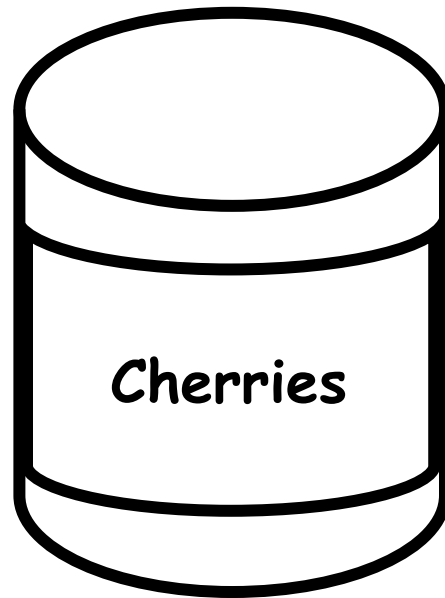
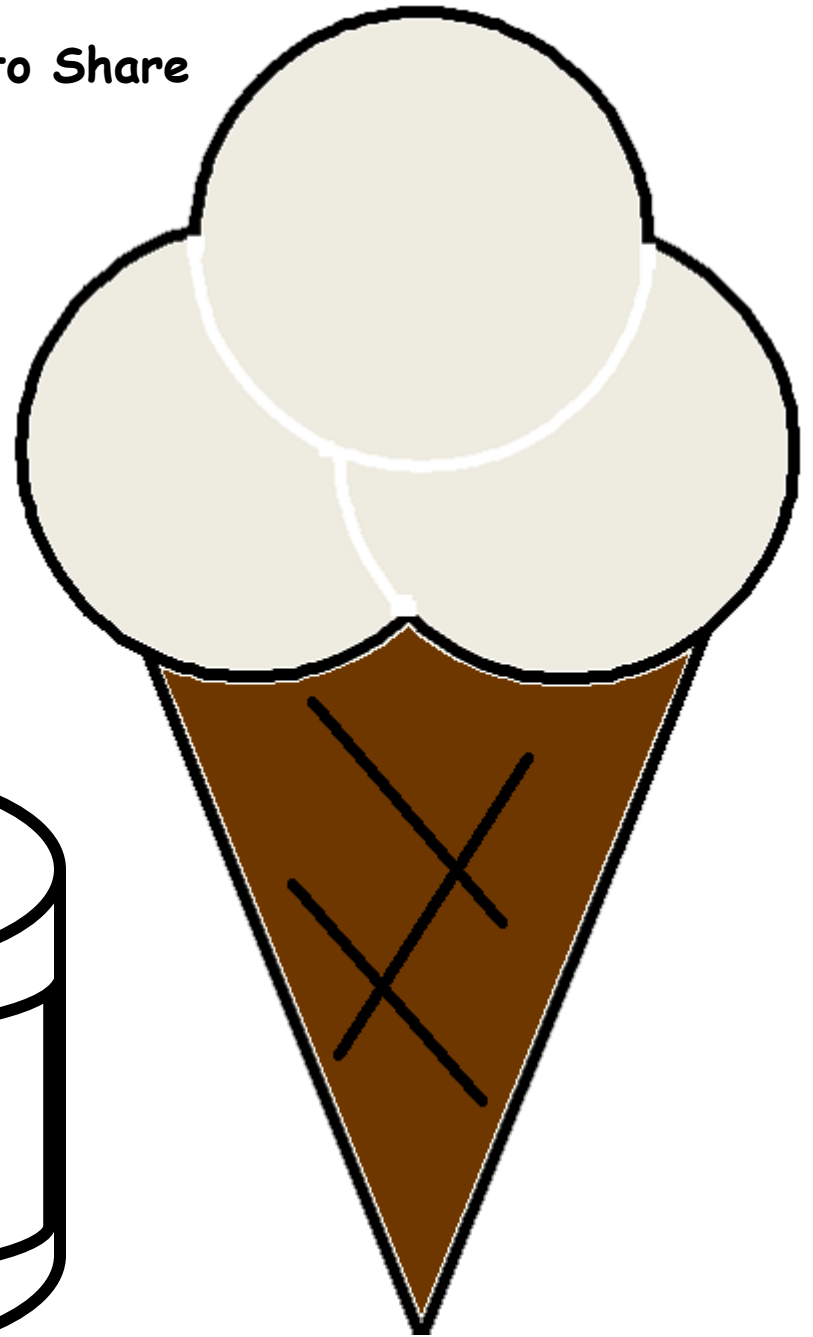
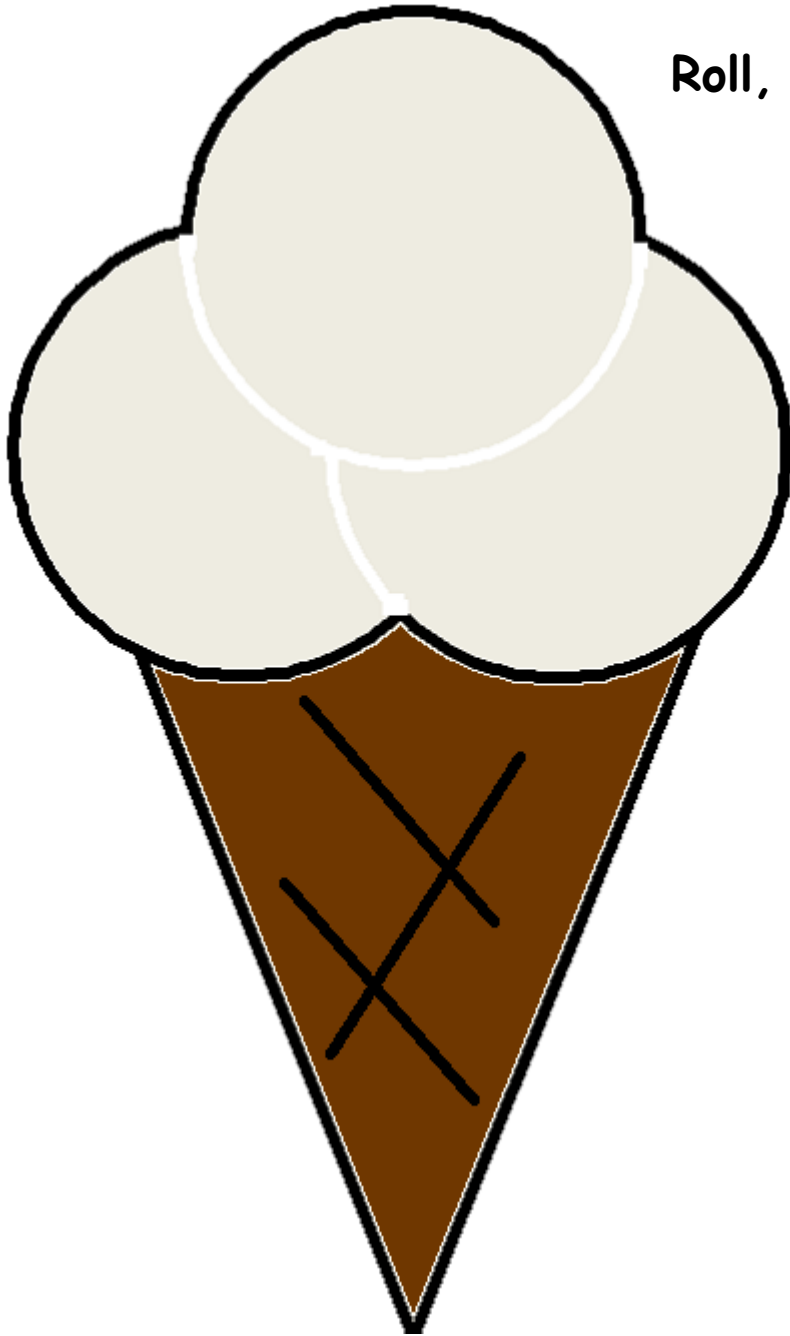
10. 8 between 2 is

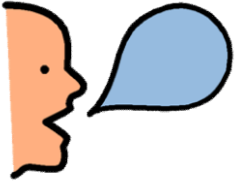
11. 9 between 3 is

12. 10 between 2 is



Roll, Count and Try to Share





say it

3 groups of 4

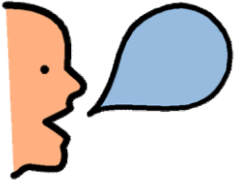


make it

**X**

write it

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



say it

4 groups of 2

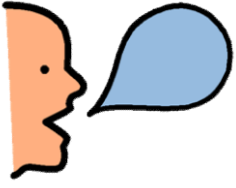


make it

**X**

write it

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



say it

6 groups of 3

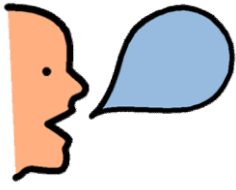


make it

**X**

write it

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



say it

4 groups of 5

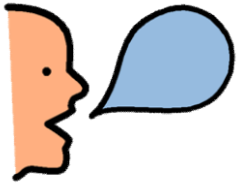


make it

**X**

write it

\_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_



say it

6 groups of 2

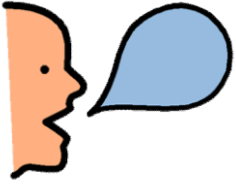


make it

**X**

write it

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



say it

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

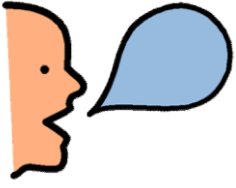


make it

**X**

write it

\_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_



say it

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



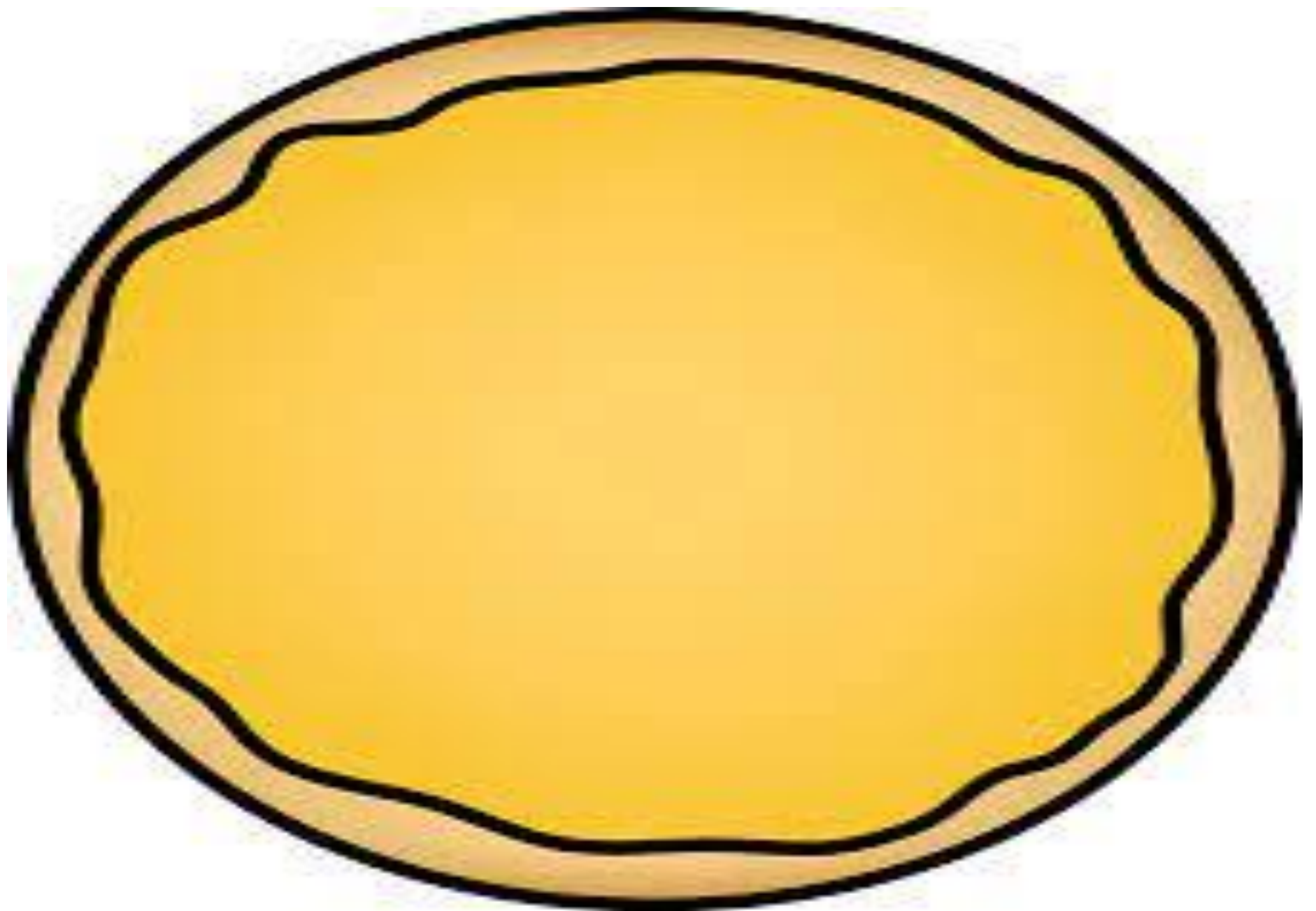
make it

**X**

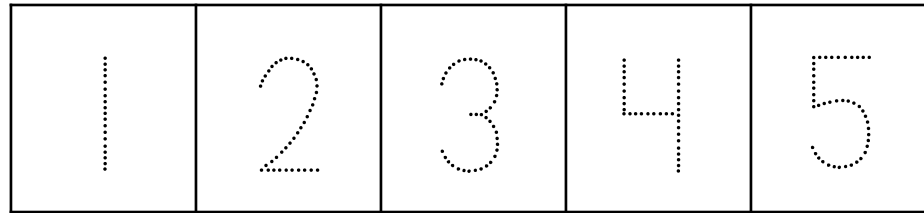
write it

\_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_

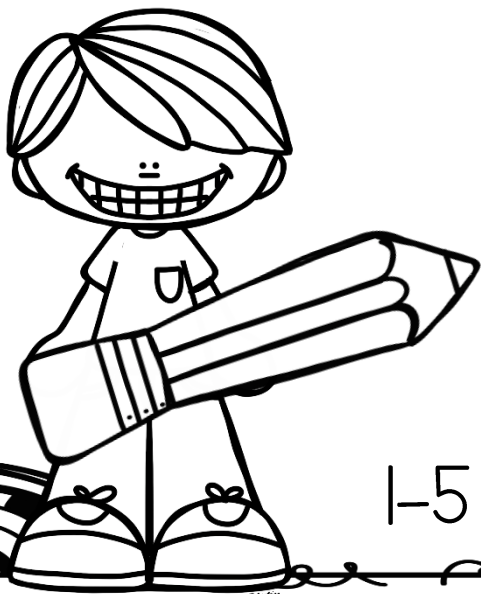




# I Can Write My Numbers!



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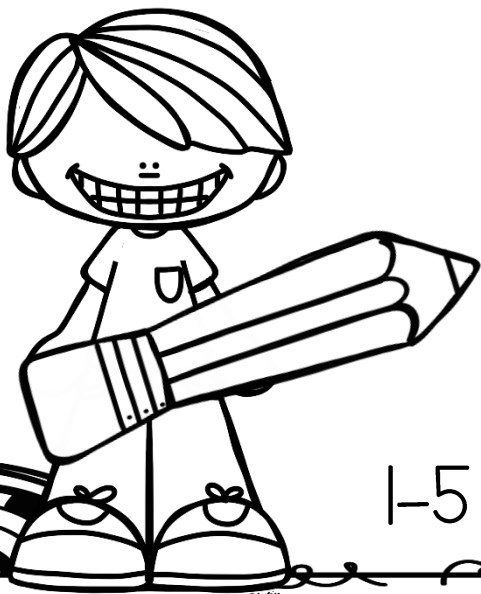
1-5

Name \_\_\_\_\_

# I Can Write My Numbers!

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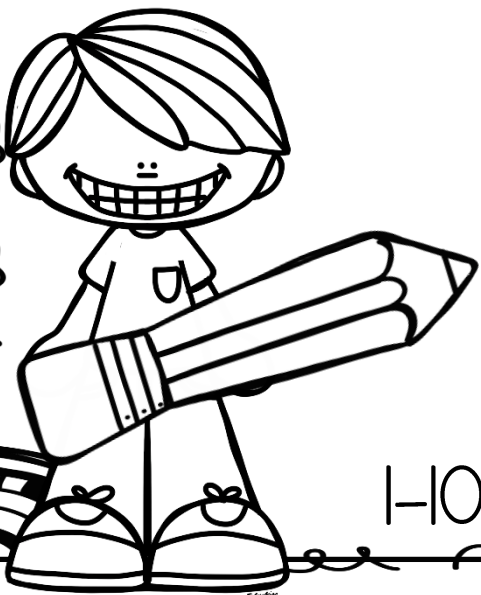
1-5

Name \_\_\_\_\_

# I Can Write My Numbers!

1	2	3	4	5	6	7	8	9	10
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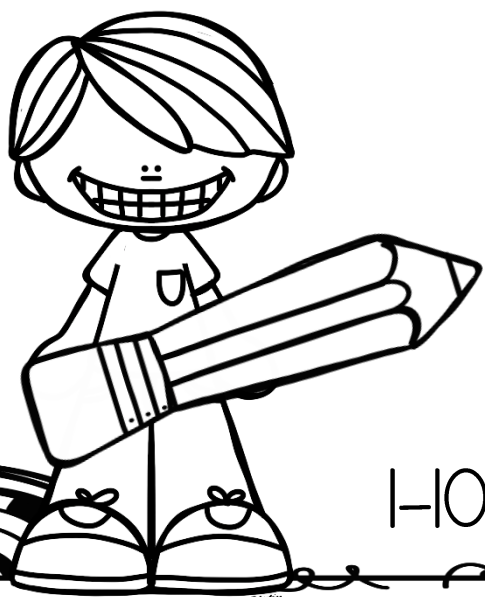


1-10

Name \_\_\_\_\_

# I Can Write My Numbers!

--	--	--	--	--	--	--	--	--	--

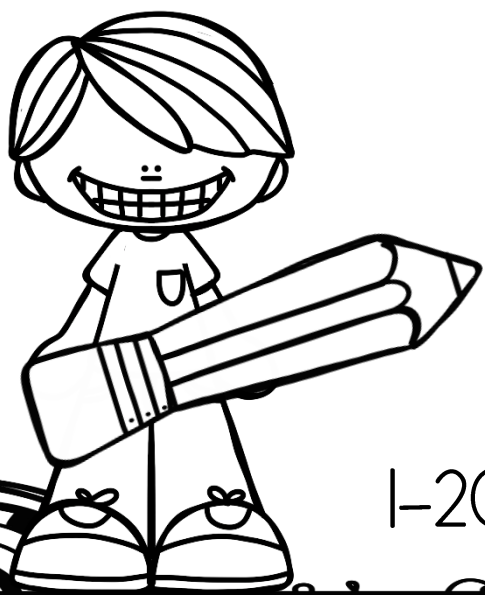


H-O

Name \_\_\_\_\_

# I Can Trace My Numbers!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

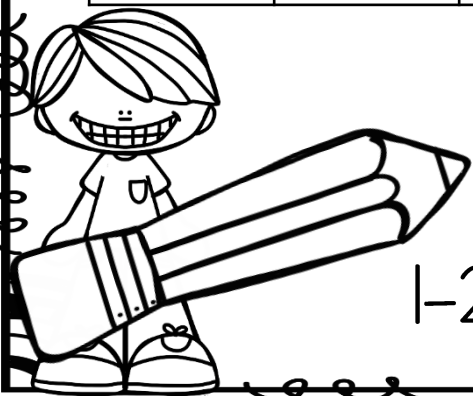


1-20

Name \_\_\_\_\_

# I Can Write My Numbers!

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

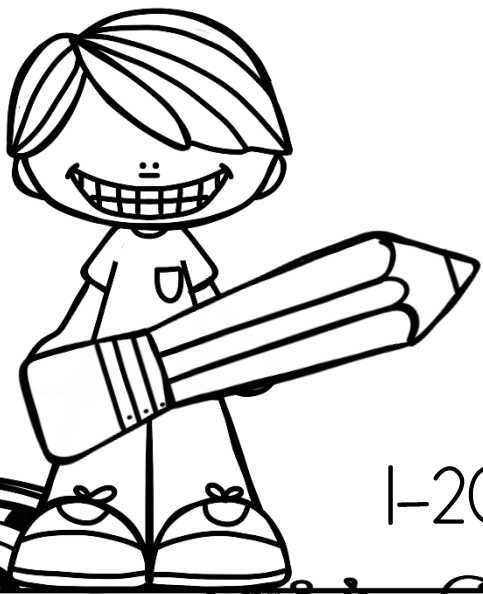



1-20

Name \_\_\_\_\_

# I Can Write My Numbers!

1									
11	12	13	14	15	16	17	18	19	20

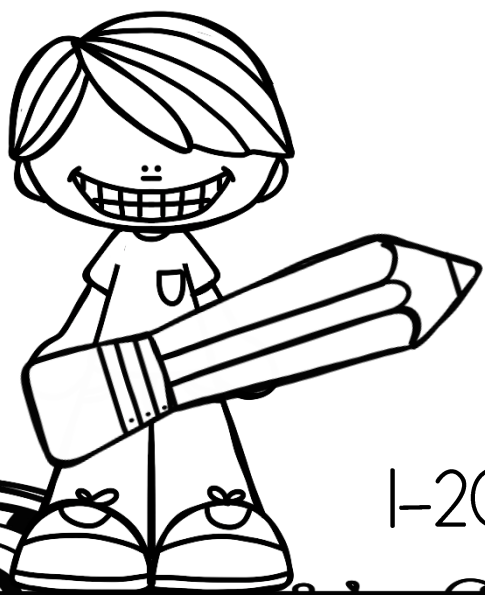


1-20

Name \_\_\_\_\_



# I Can Write My Numbers!

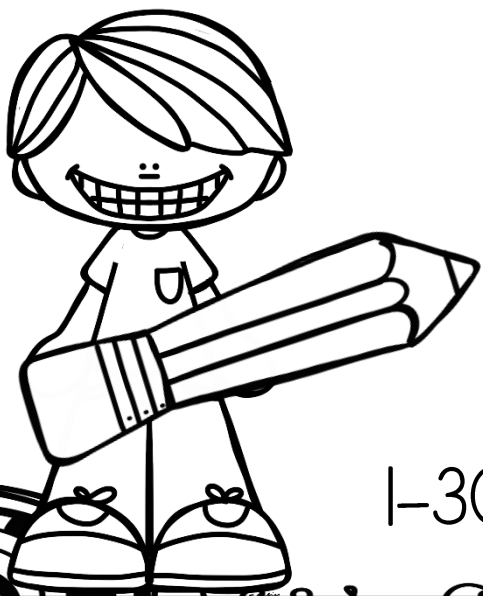



1-20

Name \_\_\_\_\_

# I Can Trace My Numbers!

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

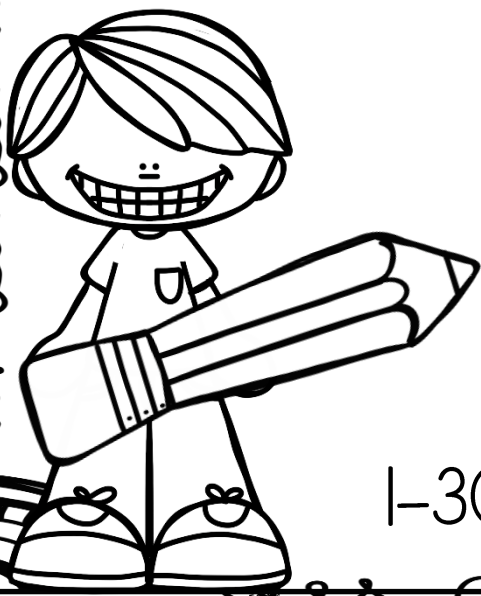


1-30

Name \_\_\_\_\_

# I Can Write My Numbers!

1									
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

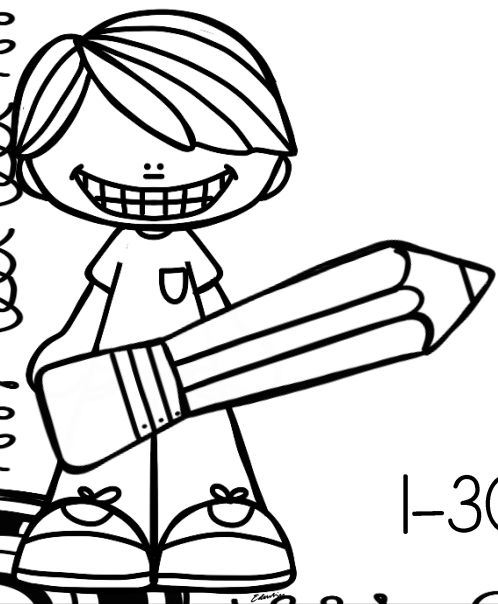


1-30

Name \_\_\_\_\_

# I Can Write My Numbers!

1									
11									
21	22	23	24	25	26	27	28	29	30

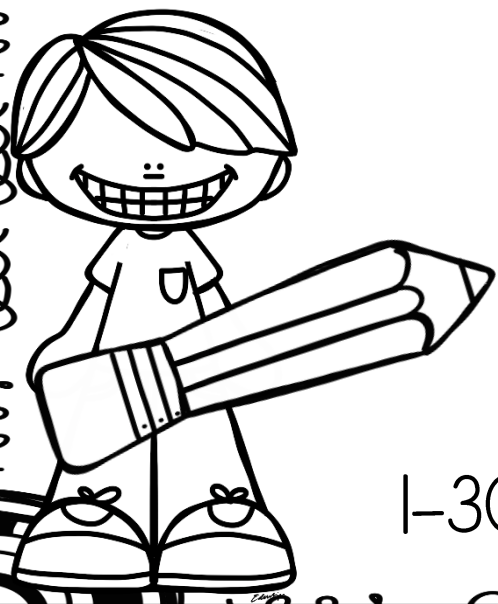


1-30

Name \_\_\_\_\_

# I Can Write My Numbers!

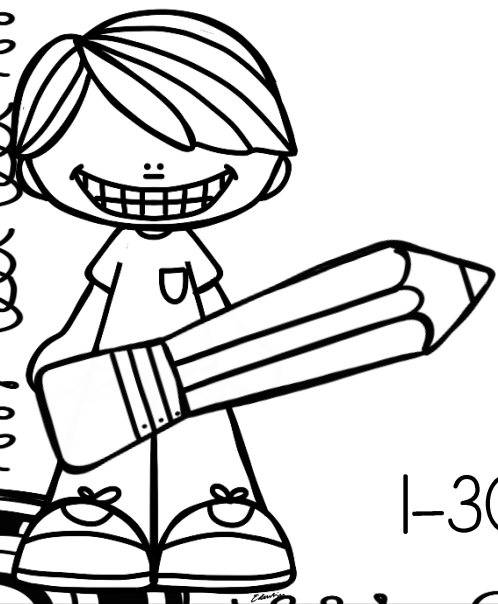
1									
11									
21									



1-30

Name \_\_\_\_\_

# I Can Write My Numbers!

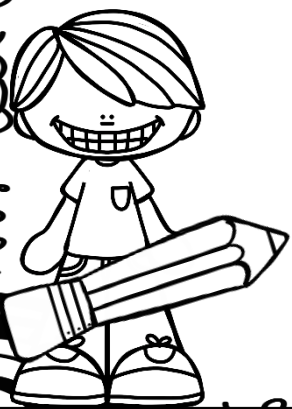



1-30

Name \_\_\_\_\_

# I Can Trace My Numbers!

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



1-40

Name \_\_\_\_\_

# I Can Write My Numbers!

1									
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



1-40

Name \_\_\_\_\_



# I Can Write My Numbers!

1									
11									
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40



1-40

Name \_\_\_\_\_

# I Can Write My Numbers!

1									
11									
21									
31	32	33	34	35	36	37	38	39	40

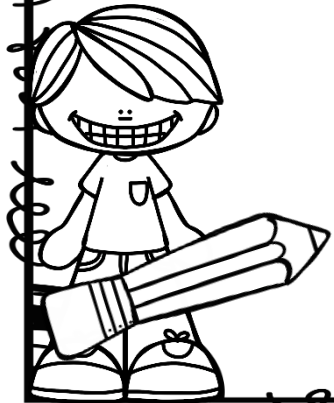


1-40

Name \_\_\_\_\_

# I Can Write My Numbers!

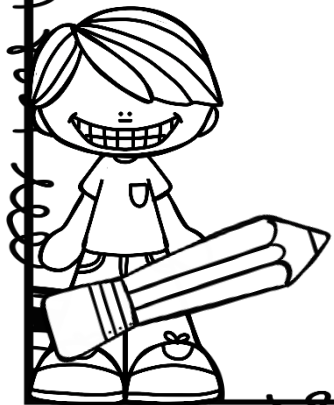
1									
1									
2									
3									



1-40

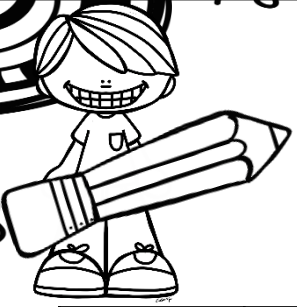
Name \_\_\_\_\_

# I Can Write My Numbers!

1-40

Name \_\_\_\_\_

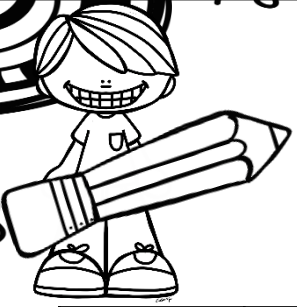


# I Can Trace My Numbers!

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

1-50

Name \_\_\_\_\_

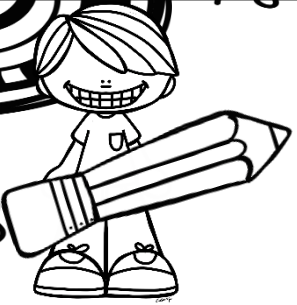


# I Can Trace My Numbers!

1									
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

1-50

Name \_\_\_\_\_

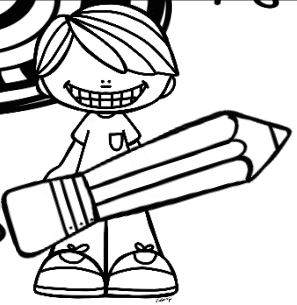


# I Can Trace My Numbers!

1									
2									
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

1-50

Name \_\_\_\_\_



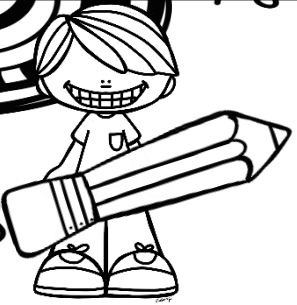
# I Can Trace My Numbers!

1									
11									
21									
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1-50

Name \_\_\_\_\_





# I Can Trace My Numbers!

1									
1									
2									
3									
4	42	43	44	45	46	47	48	49	50

1-50

Name \_\_\_\_\_

# I Can Write My Numbers!

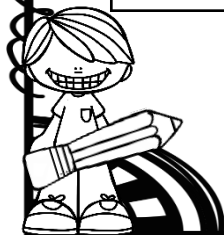
1									
1									
2									
3									
4									



1-50

Name \_\_\_\_\_

# I Can Write My Numbers!

1-50

Name \_\_\_\_\_

# I Can Write My Numbers to 100!

1									
1									
2									
3									
4									
5									
6									
7									
8									
9									

Name \_\_\_\_\_

# I Can Write My Numbers to 100!


Name

# Learning From Home

## Take-home Pack


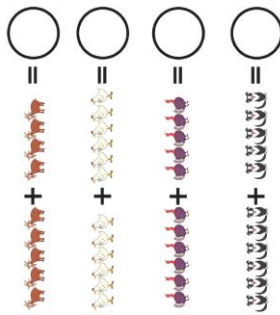


Term 3 | Week 10

2021

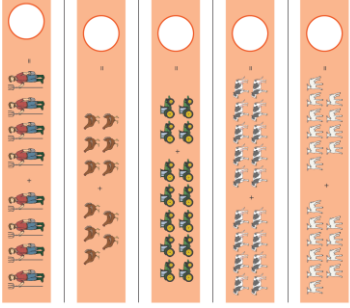
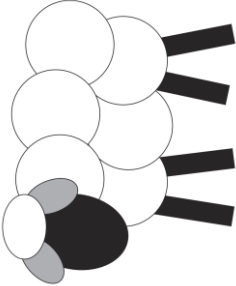



## Week 10 - Learning from Home Overview



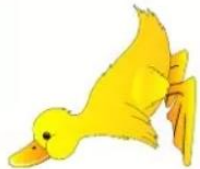


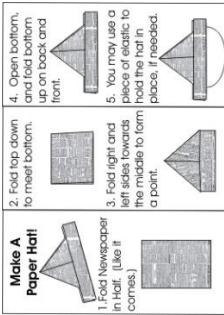
Friday 17 September	
<p>Don't forget today is Zoom Assembly Day at 12.30pm!</p>  <p><b>ZOOM meetings</b></p>	<p><i>Welcome TO THE farm</i></p> 
Thursday 16 September	
<p>Don't forget today is Zoom Assembly Day at 12.30pm!</p>  <p><b>ZOOM meetings</b></p>	<p><i>Welcome TO THE farm</i></p> 
Wednesday 15 September	
	<p>Don't forget today is Zoom Assembly Day at 12.30pm!</p>  <p><b>ZOOM meetings</b></p>
Tuesday 14 September	
	<p>Don't forget today is Class Zoom Day! 11.30am with Mrs Power.</p>  <p><b>ZOOM meetings</b></p>
Monday 13 September	
<p>Don't forget today is Class Zoom Day! 11.30am with Mrs Power.</p>  <p><b>ZOOM meetings</b></p>	<p>Don't forget today is Class Zoom Day! 11.30am with Mrs Power.</p>  <p><b>ZOOM meetings</b></p>
English	
<p><b>Learning Intention: We are learning to build field knowledge about farms.</b></p> <p><b>Success Criteria</b> <b>I will know I am successful if I:</b></p> <ul style="list-style-type: none"> <li>use and understand a variety of words relating to farms.</li> <li>use and show my imagination when I write and draw about farms.</li> </ul>	<p><b>Farm Artist!</b> Choose one of your favourite animals and complete a directed drawing of it.</p> <p>Horse: <a href="https://www.youtube.com/watch?v=laVebaRmKdA">https://www.youtube.com/watch?v=laVebaRmKdA</a></p> <p>Cow: <a href="https://www.youtube.com/watch?v=ezeGU9U6fM">https://www.youtube.com/watch?v=ezeGU9U6fM</a></p> <p>Sheep: <a href="https://www.youtube.com/watch?v=rAgBdvTMjvg">https://www.youtube.com/watch?v=rAgBdvTMjvg</a></p>
<p><b>Farm Family Memory</b> Print and cut out 2 copies of the memory cards in your take home pack.</p> <p>Level 1: 6 cards, Level 2/3: 12 cards.</p> <p>Challenge a family member to a game of <b>Farm Family Memory!</b> Who will find the most matches?</p>	<p><b>Farm Word Frenzy!</b> You will need a piece of paper, coloured textas or pencils and 5 minutes on the clock. When the timer begins write as many farm words (Level 3) or draw as many farm pictures (Level 2) as you can. Count up the number of farm words or pictures you drew in 5 minutes and upload your to Seesaw.</p>
<p><b>Farmyard Hullabaloo</b> Listen to Farmyard Hullabaloo read by Mrs Newth. <a href="#">Click here.</a></p> <p>Level 3: Use the pictures and sentence starters to create your very own sentences.</p> 	<p><b>Animal Lego Building</b> Create a farm animal out of Lego.</p> <p>Level 1 &amp; 2: Draw a picture or take a photo of your creation.</p> <p>Level 3: Write down three facts about your farm animal</p>
<p>Watch the first 10 minutes of Farmyard for Kids with Ozzie.</p>	<p>Watch the last 10 minutes of Farmyard for Kids with Ozzie.</p>
<p>Watch the next 10 minutes of Farmyard for Kids with Ozzie.</p>	<p>Farm charades: get someone in your family to act like a farm animal &amp;</p>
<p>Watch the first 10 minutes of Farmyard for Kids with Ozzie.</p>	<p>Farm Singing Sing along with Bluey singing Old McDonald.</p>

	<p><a href="https://www.youtube.com/watch?v=BdgMjJUDZPw">https://www.youtube.com/watch?v=BdgMjJUDZPw</a></p>	<p><a href="https://www.youtube.com/watch?v=BdgMjJUDZPw">https://www.youtube.com/watch?v=BdgMjJUDZPw</a></p>	<p><a href="https://www.youtube.com/watch?v=BdgMjJUDZPw">https://www.youtube.com/watch?v=BdgMjJUDZPw</a></p>	<p>make the sounds. Can you guess the animals. How many can you get right?</p>	<p><a href="https://www.youtube.com/watch?v=2yVEP0ktp9I">https://www.youtube.com/watch?v=2yVEP0ktp9I</a>  <a href="https://www.youtube.com/watch?v=ykmFyHJq6FY">https://www.youtube.com/watch?v=ykmFyHJq6FY</a></p> <p>Sing All Around the Farm</p>
<b>Mathematics</b>					
<p><b>Spin and Graph – Farm Animals</b> – Create your own animal spinner just like this one:</p>  <p>Use a paper clip and pencil to spin it 10 times. Complete the graph and make sure you keep this for tomorrow's maths activity.</p>	<p><b>Design your own farm –</b>                  Looking at the farm animals you graphed yesterday on an A4 sheet of paper design your own farm. Use as many different 2D shapes to make your paddocks. Don't forget to make sure your paddocks are the correct size for how many animals you have on your farm. If you would like you could create a 3D model of your farm using recyclable materials around your home.</p> <p>Extension: Some of your animals are misbehaving in their paddocks together. Use your knowledge of fractions to split your paddocks in to halves. Can you also split your paddocks into quarters?</p>	<p><b>Sharing your animals –</b>                  Use some animal toys around your house or cut out or draw some pictures of your farm animals. See if you can share them into equal groups. Can you share them into 2 equal groups, or 3 or 4?</p>	<p><b>Farmyard Hullabaloo Addition Sheet</b>                  Write the answers in the circles.</p> 	<p><b>Farmyard Addition –</b>                  When working on a farm it is very important to keep track of all your animals. Solve these addition farmyard problems.</p> <p>Extension: See if you can add up how many legs can be found in each of your farm's paddocks.</p>	<p><b>Open Day –</b> It is time to open up your farm to visitors. Create a price list for your farm.                  Tickets = \$2                  Feeding animals = \$1                  Farm Tour = 50c</p> <p>Open up your farm and welcome your first guests. Don't forget they have to pay for the experience!</p>







				<p><b>Farmyard-Themed Addition up to 20</b> Write down the answers in the circles.</p> 	
<b>Creative Arts</b>					
<p><b>Act it out!</b> Create your own Farmyard Hulahalloo Play and act out the story. You may get all your family members involved, make finger puppets or just plan it all by yourself and surprise your family with a show at the end of the day.</p>	<p><b>Using only 2D shapes</b> Using only 2D shapes see if you can create some farmyard animals.</p> 	<p><b>Paper Plate Animals</b> Using a paper plate and whatever art supplies you have at home create a farmyard animal. You could make it to be a mask.</p> 	<p><b>Farm Sign</b> Design your very own farm name and create a poster to display tomorrow for your open day at your farm.</p> 	<p><b>Scarecrow</b> Scarecrows are very important on farms to help protect the farmers crop. Use a paperbag, some coloured paper, tights and some glue create your very own scarecrow. You may even wish to fill it with some newspaper and put it outside in your garden.</p> 	
<b>PDHIPE</b>					

	 <p><b>COW WALK:</b> Stand on hands and knees. Walk across the room while shaking your head from side to side and up and down like you are eating grass.</p>	 <p><b>SHEEP CRAWL:</b> Lie on the floor with your feet and arms tucked up under your body. Inch yourself forward in a slow and steady crawl.</p>	 <p><b>DUCK WADDLE:</b> Place your heels together with your toes apart. Place your hands at your sides as you waddle across the room.</p>	 <p><b>GOAT KICK:</b> Stand on your feet and place your hands on the floor. Walk across the room as you kick out your feet.</p>	 <p><b>PIG ROLL:</b> Lay on the floor and roll like a pig in the mud.</p>
	<p><b>Farmyard Yoga</b> <a href="#">Join</a> Little Yoga Gems for some Farmyard Yoga.</p>	<p><b>Animal Clouds</b> Head outside and lay down on your back on the grass and look up at the clouds, see if any of the clouds are in the shape of farm animals.</p>	<p><b>If Animals Could Dance</b> <a href="#">Join</a> The Learning Station for a funny song all about if Animals Could Dance</p>	<p><b>Yoga Outside</b> Go outside and create your own Farmyard Yoga. Lay a towel down or a yoga mat. Relax and enjoy!</p>	<p><b>Setting up your Farm</b> Setting up your farm is hardwork so don't forget to stretch our your arms and legs before you get started for a day on the farm.</p>
<b>Science</b>					
<p><b>Farmers Hat</b> Every true farmer has a nice big farmer's hat to protect them from the sun. With a piece of newspaper see if you can make your farmer's hat to protect you from the sun. You must test your final product by going outside and seeing how much sun is kept off your face.</p> 	<p><b>Weighing Farm Products</b> Create your own equal arm balance and pretend you are on the farm and begin to weigh your crops. You may use things like rice, popcorn, beans and investigate which produce weighs the most. <a href="#">Watch this video</a> to see how to make it.</p>	<p><b>STEM Challenge</b> For the next three days you need to try and solve the problem: <i>A large storm is approaching. Can you keep your animal safe by building it's favourite shelter?</i> What you <b>MUST</b> do (Criteria): 1. Build a shelter to withstand wind (hair dryer or fan). 2. Fit your animal inside of the shelter standing up. 3. You animal must be</p>	<p><b>Making Day</b> Today is the day to make your shelter and test it against the wind and rain! You may have to make it a couple of times and even make some changes to it.</p>	<p><b>Refine, Publish and Celebrate</b> If your shelter didn't stand the tests yesterday today is the day to make some changes and create your final product. Once you have finished don't forget to celebrate your achievement of solving the problem. Your teacher would love to see the final product!</p>	



			<p>able to exit the shelter after the storm (door).</p> <p>4. Challenge: Your shelter must keep your animal dry from the rain!</p> <p>Today you need to plan your ideas you might draw what you want your shelter to look like or test the equipment you are going to use.</p>		
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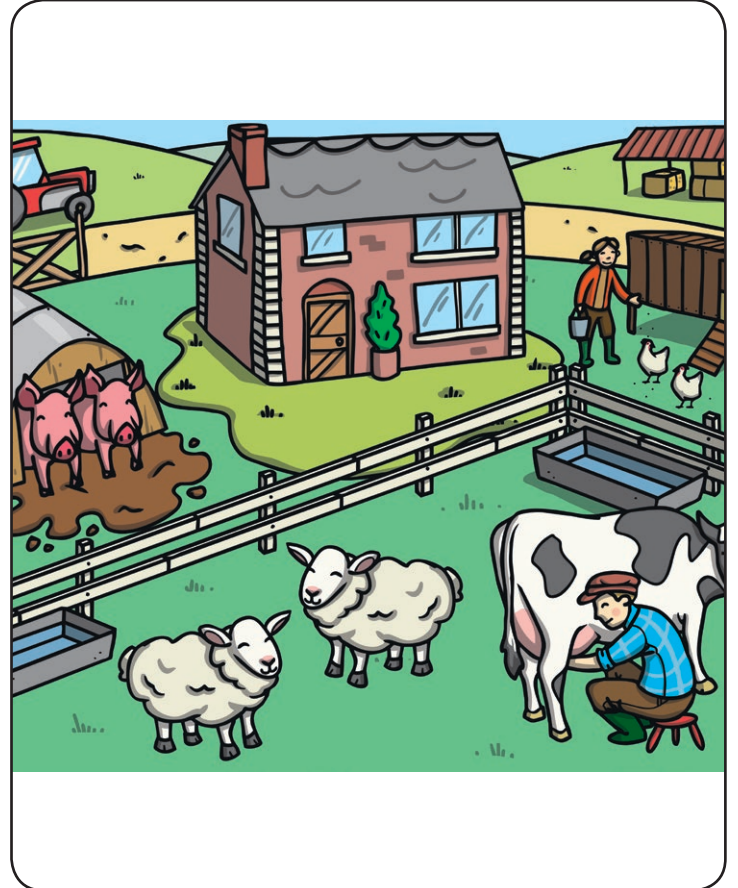
# MONDAY

13 September 2021

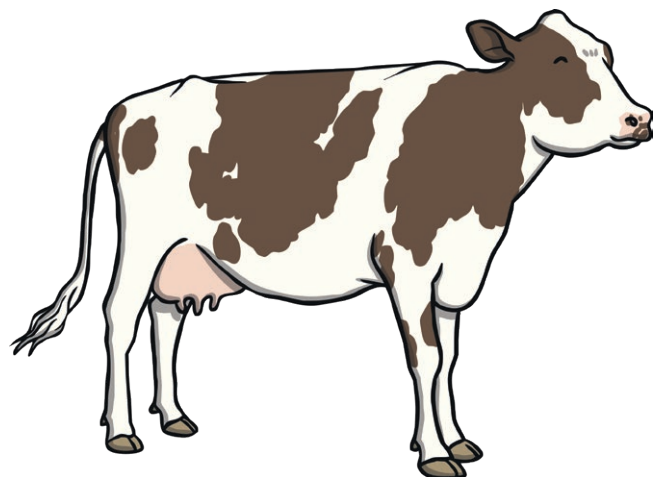


# The Farm

At the  
farm,



This cow

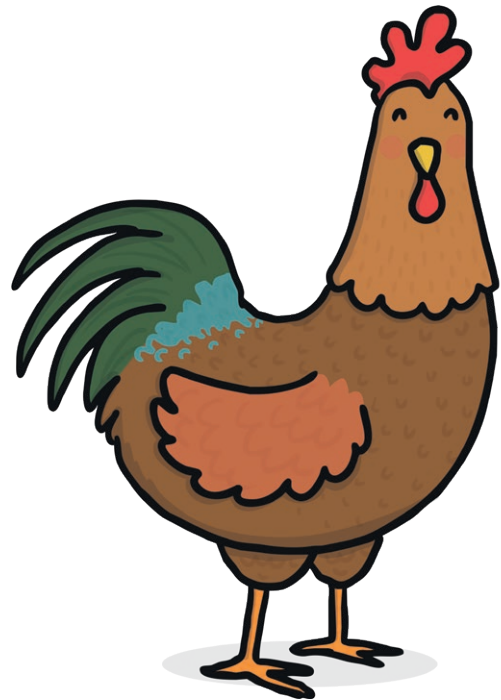


# The Farm

A sheep

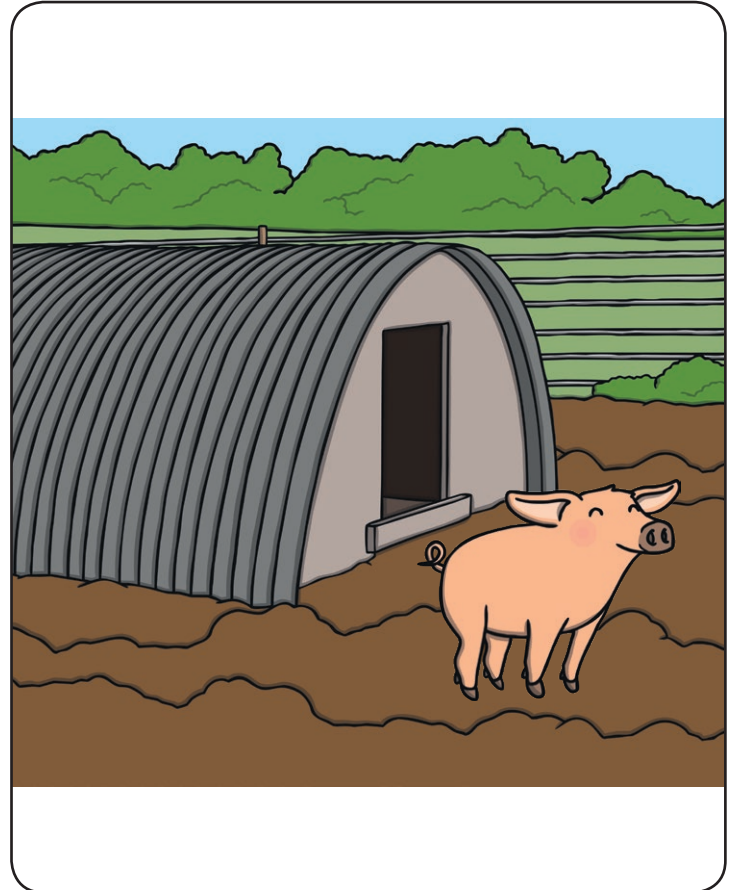


The noisy  
cockerel

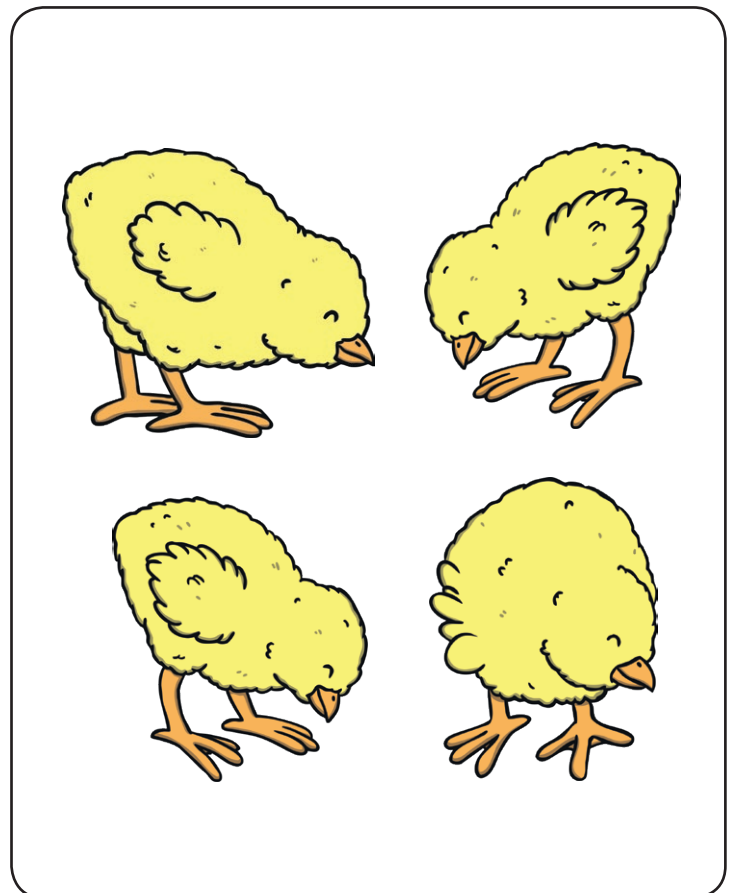


# The Farm

In the  
pigsty,

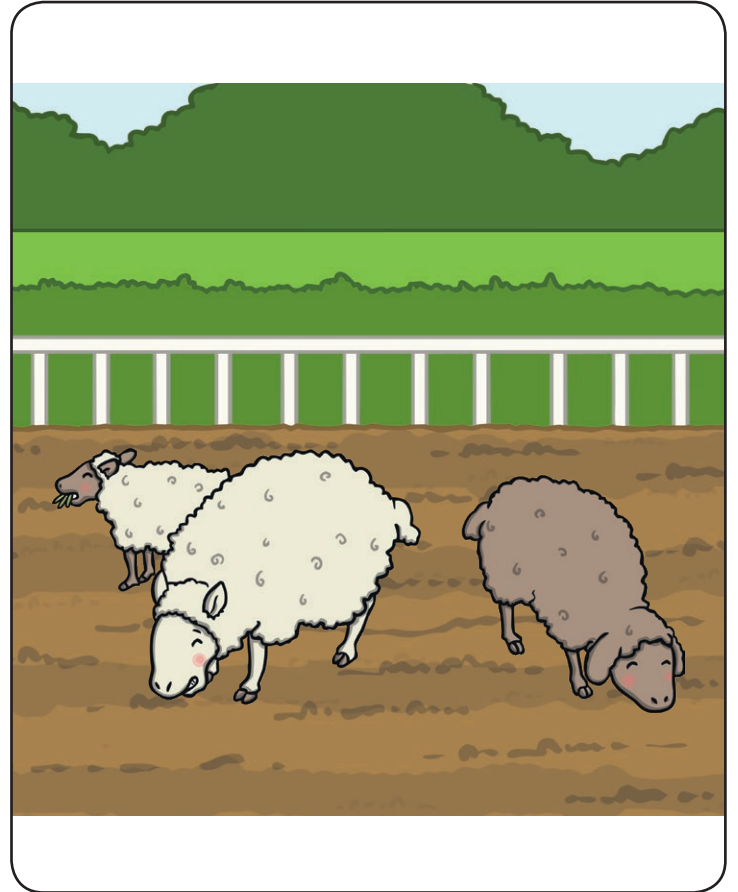


Four little  
chicks



# The Farm

On the  
track,



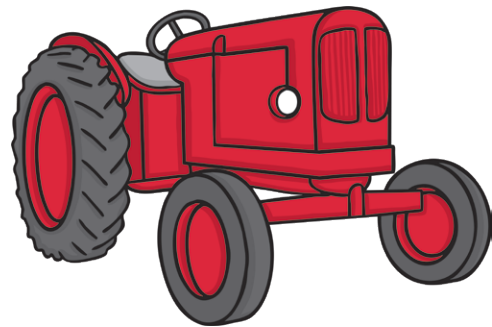
The  
playful  
horse





# The Farm

Two  
tractors

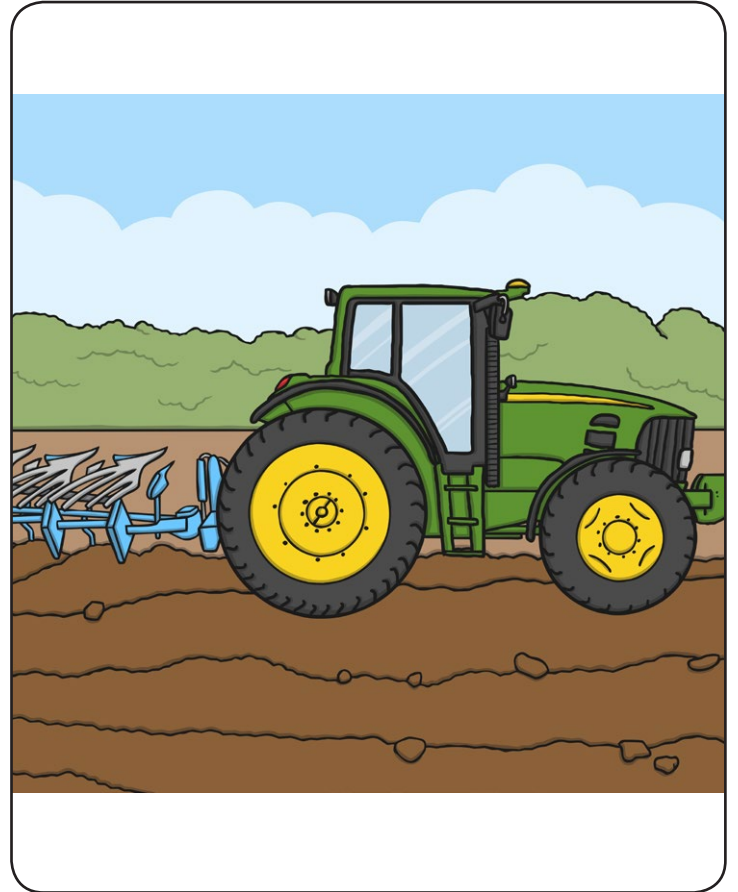


The  
farmer  
can

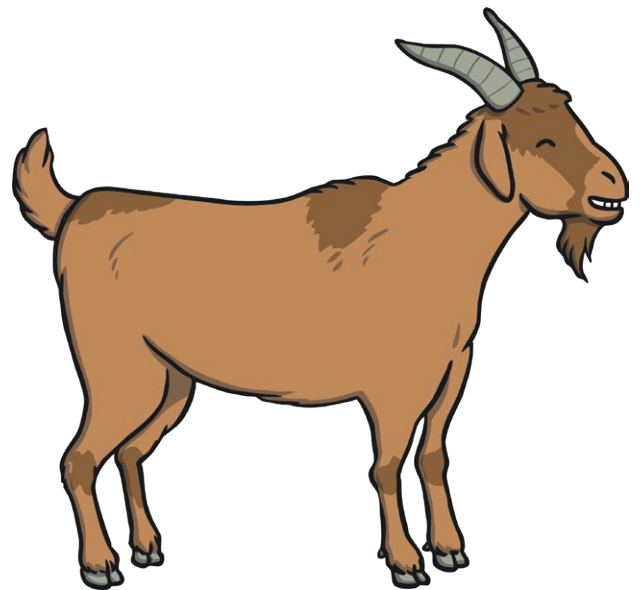


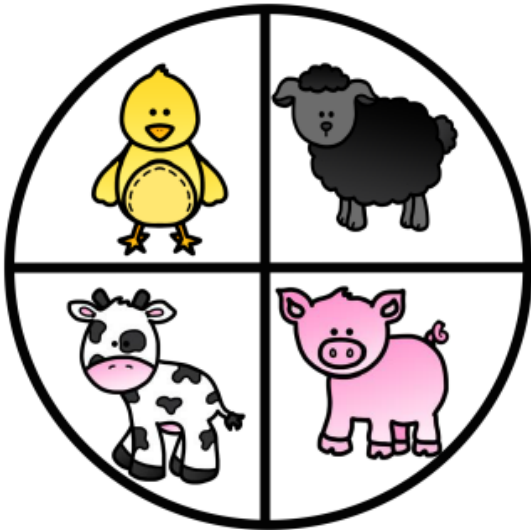
# The Farm

Out on  
the field,



The  
hungry  
goat




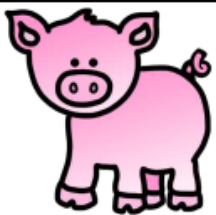




# Spin and Graph

farm animals

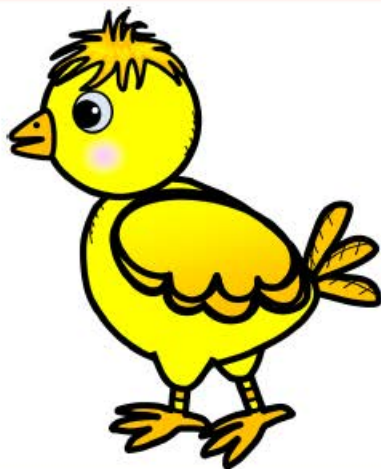
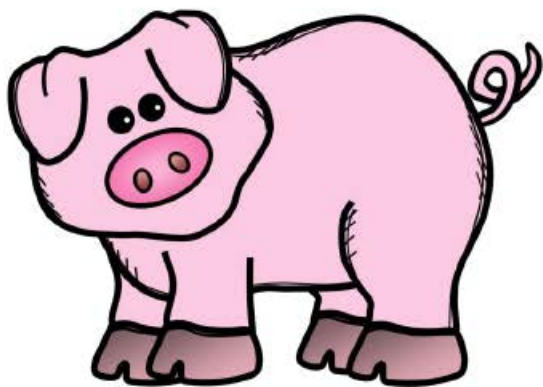
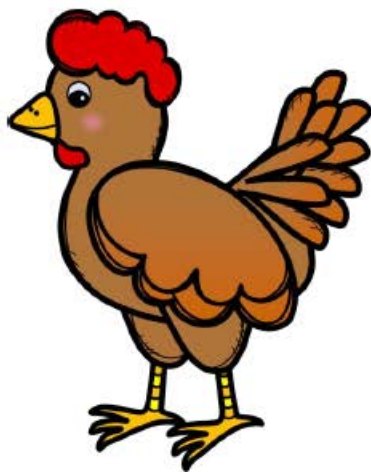
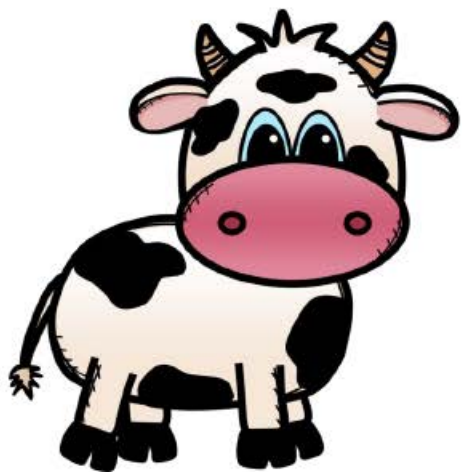
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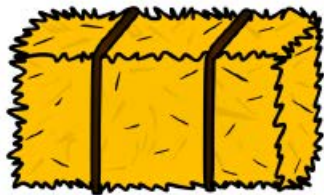
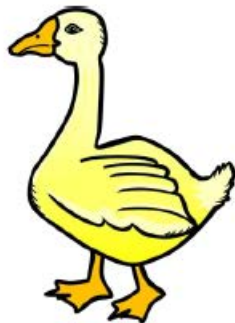
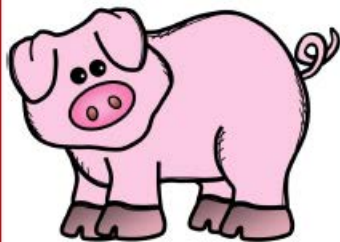
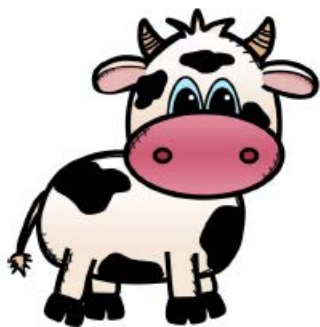
			

# TUESDAY

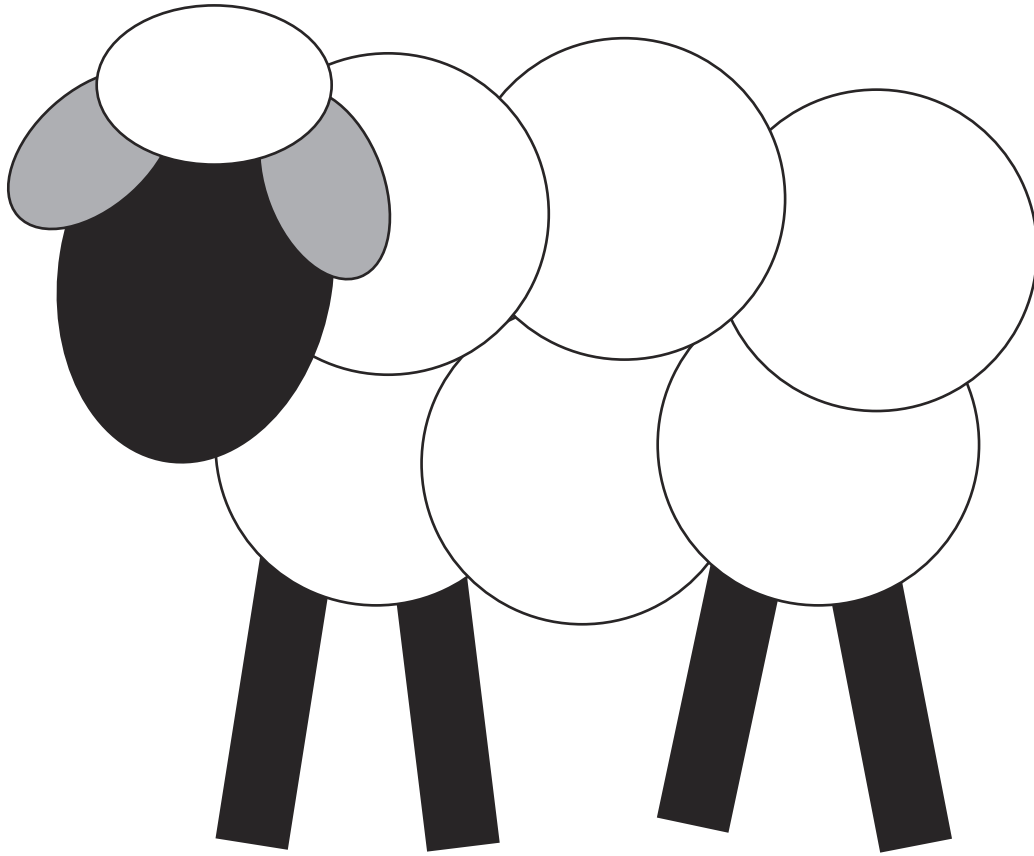
14 September 2021



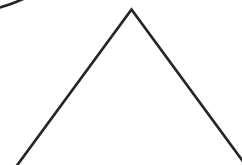
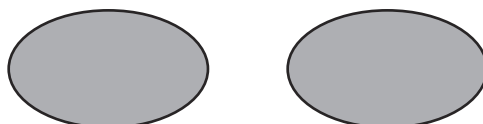
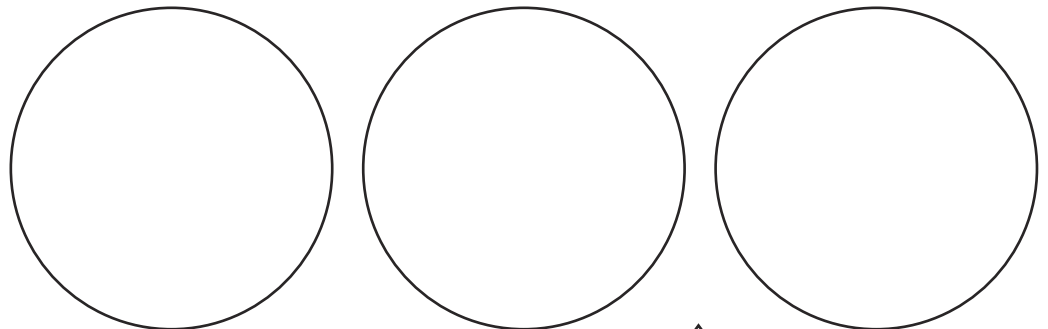
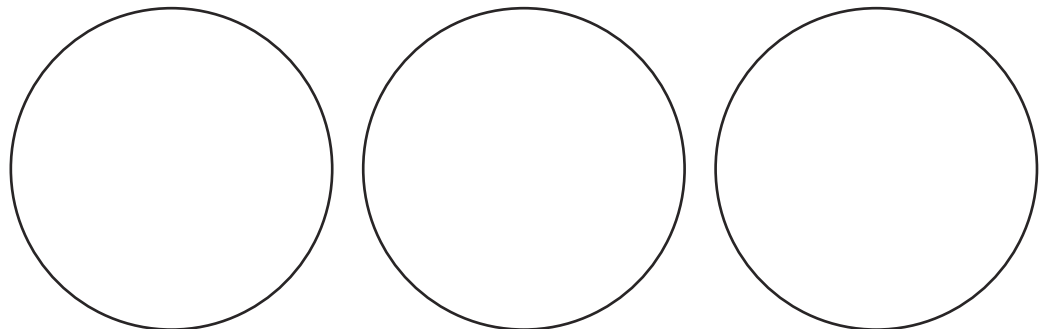
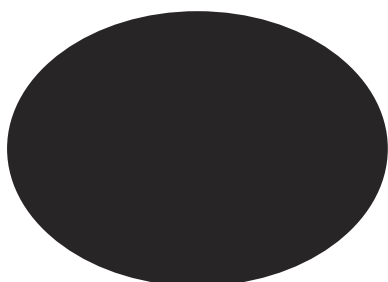




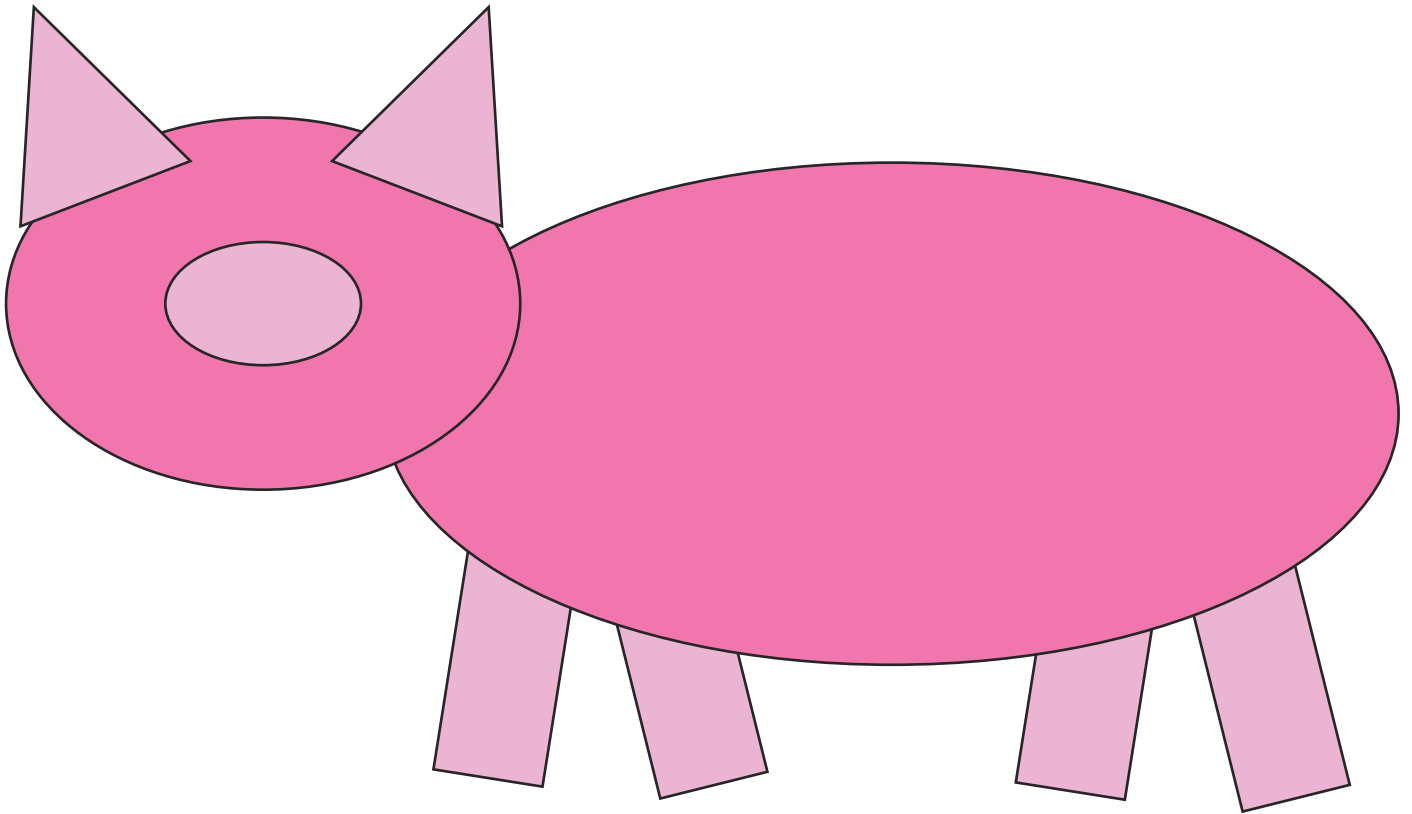
# Animal themed Cut and Stick 2D Shape Activity



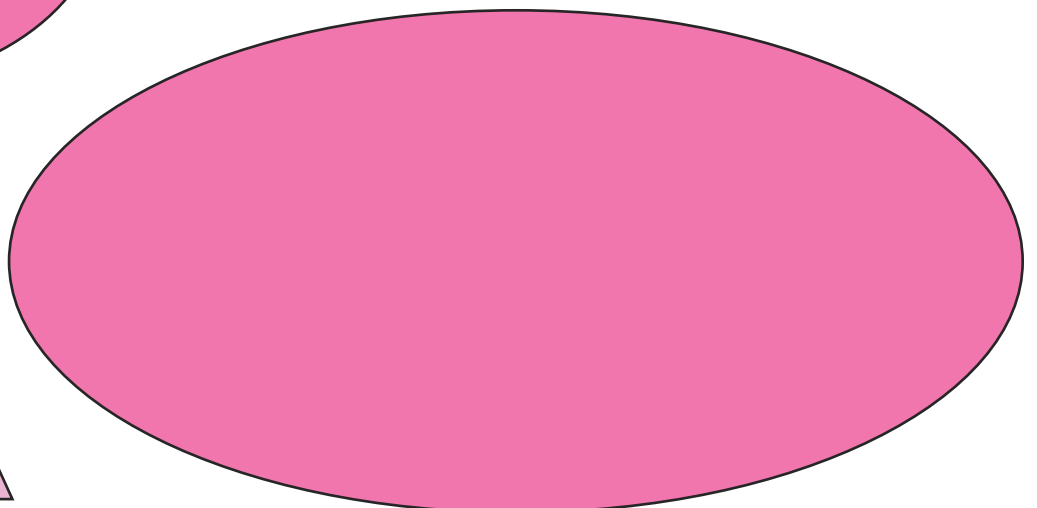
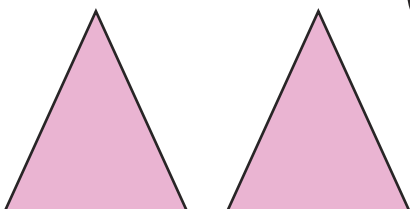
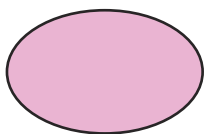
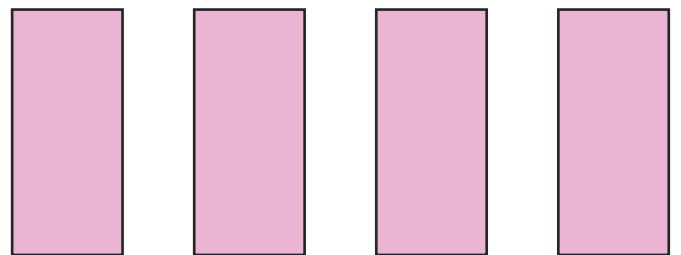
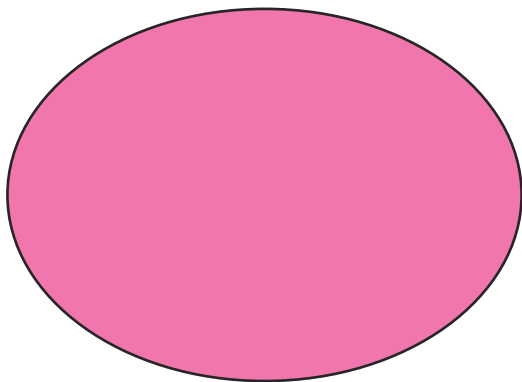
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# Animal themed Cut and Stick 2D Shape Activity

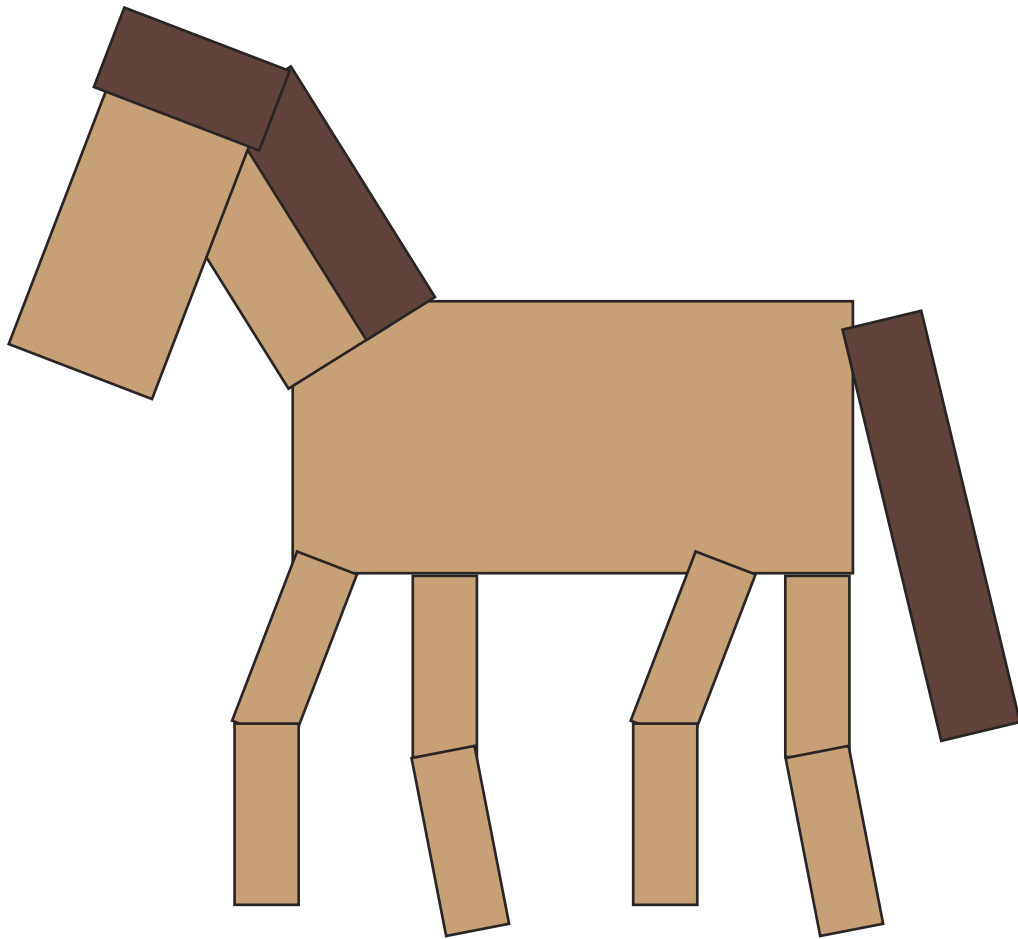


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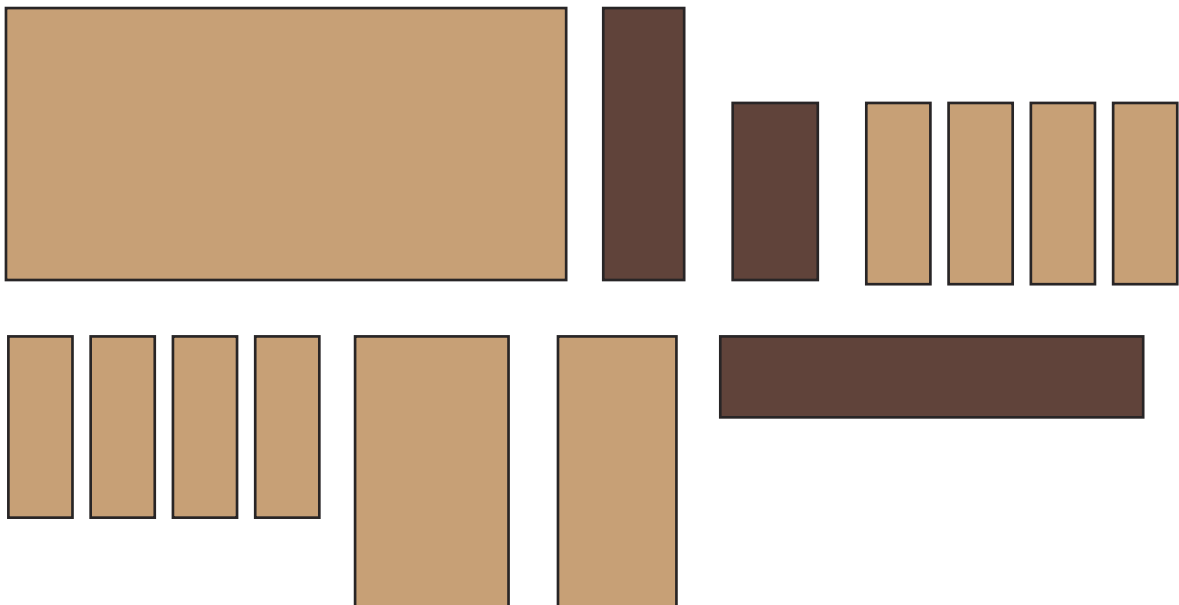




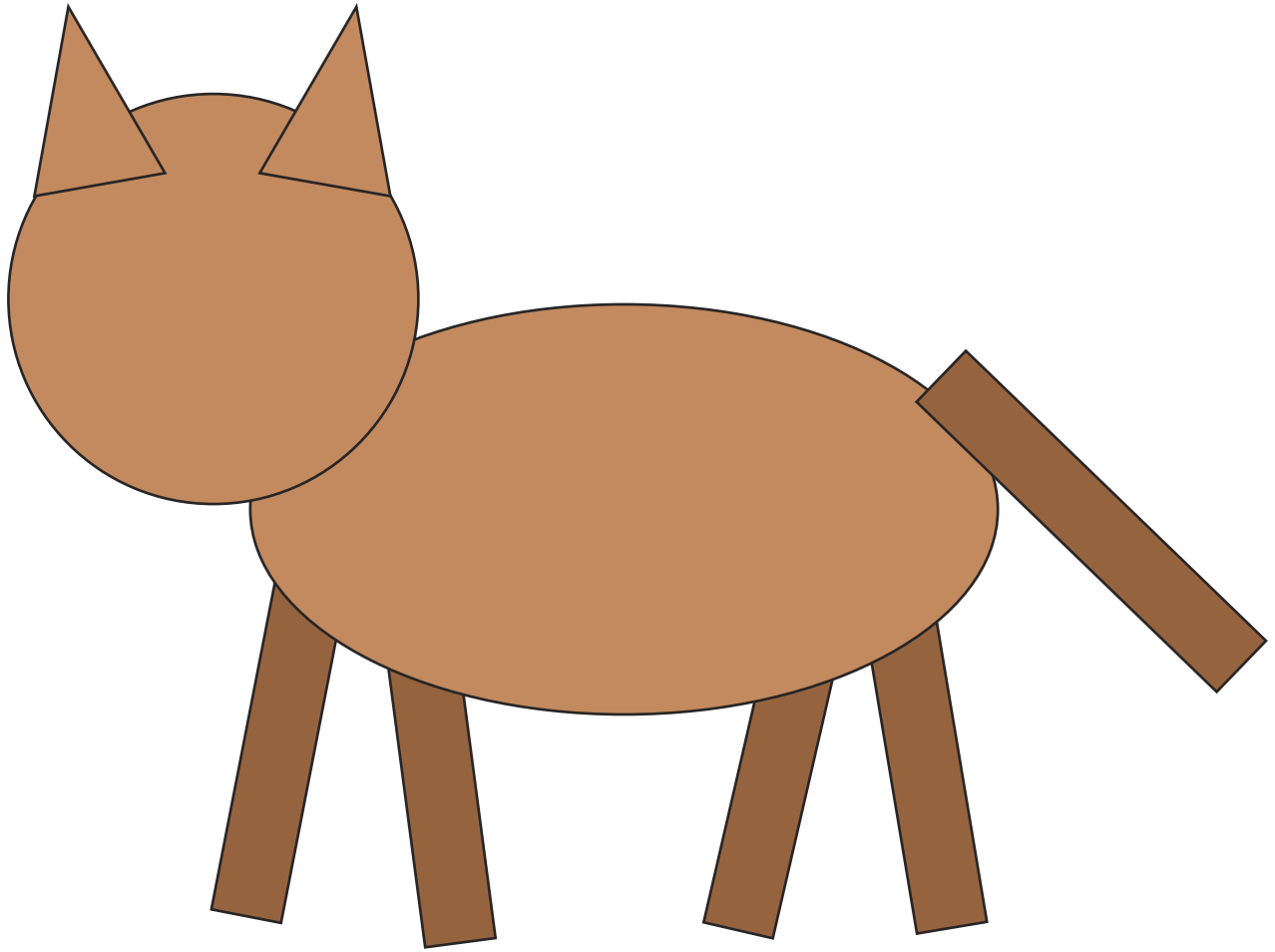
# Animal themed Cut and Stick 2D Shape Activity



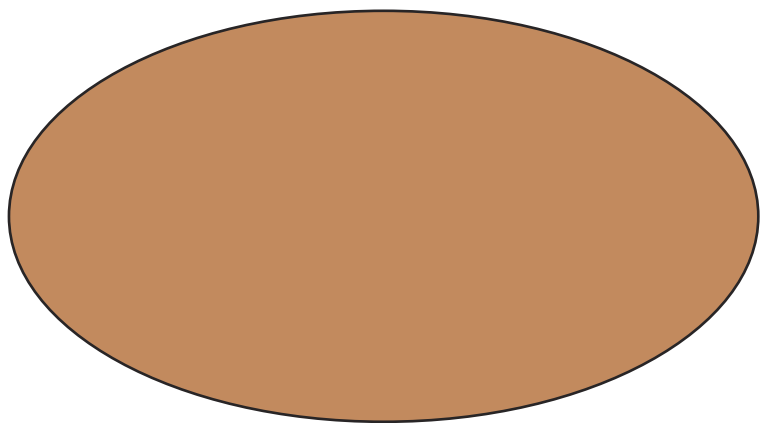
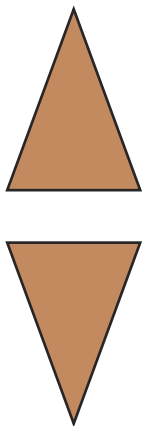
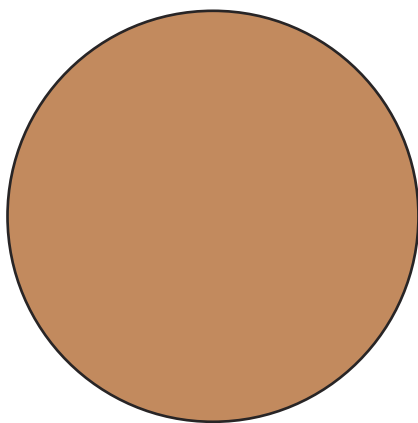
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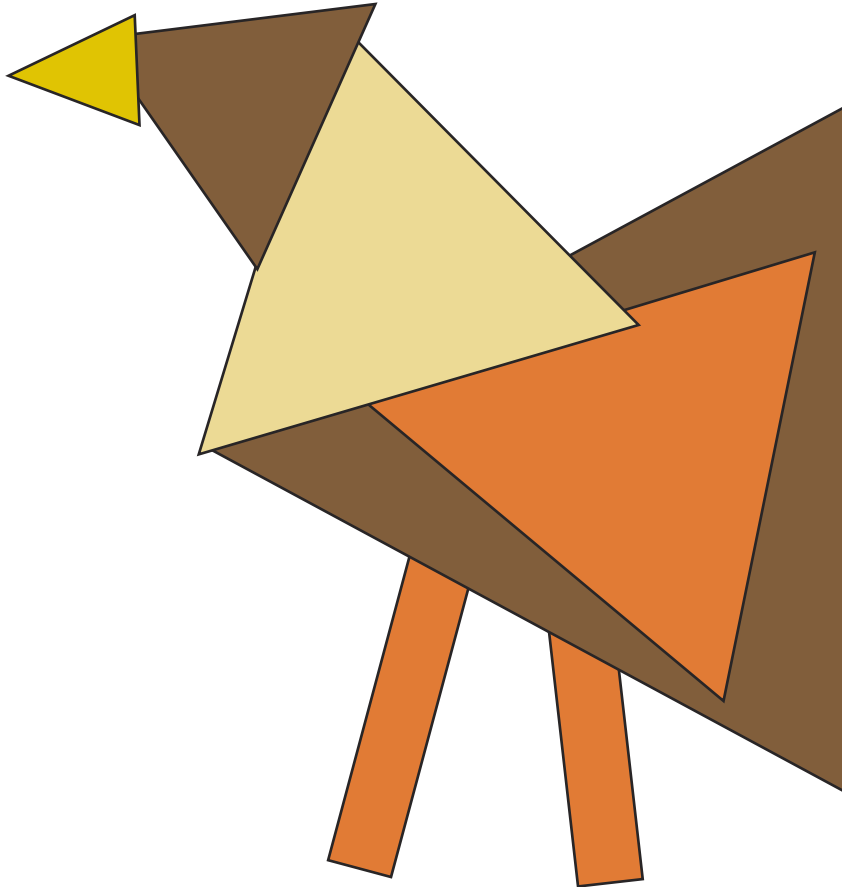
# Animal themed Cut and Stick 2D Shape Activity



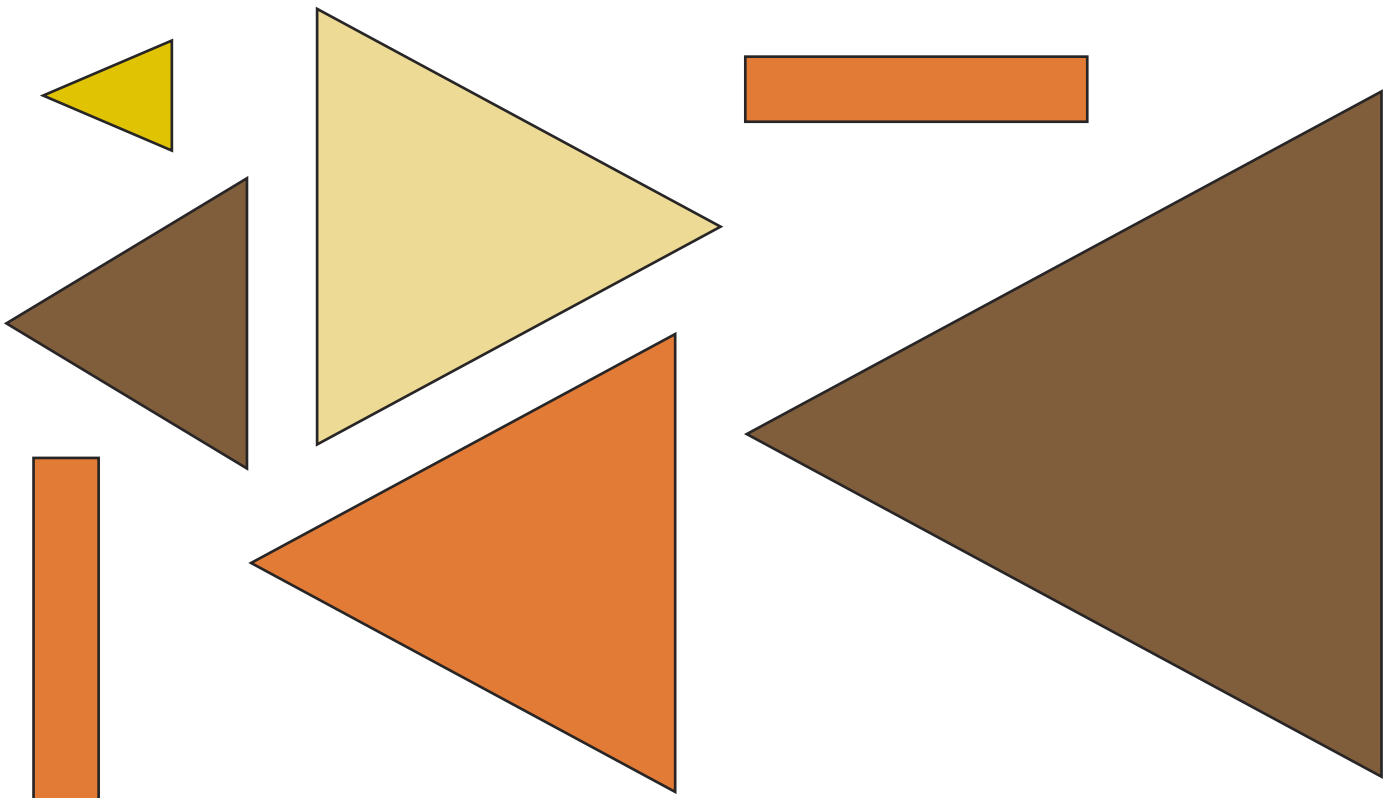
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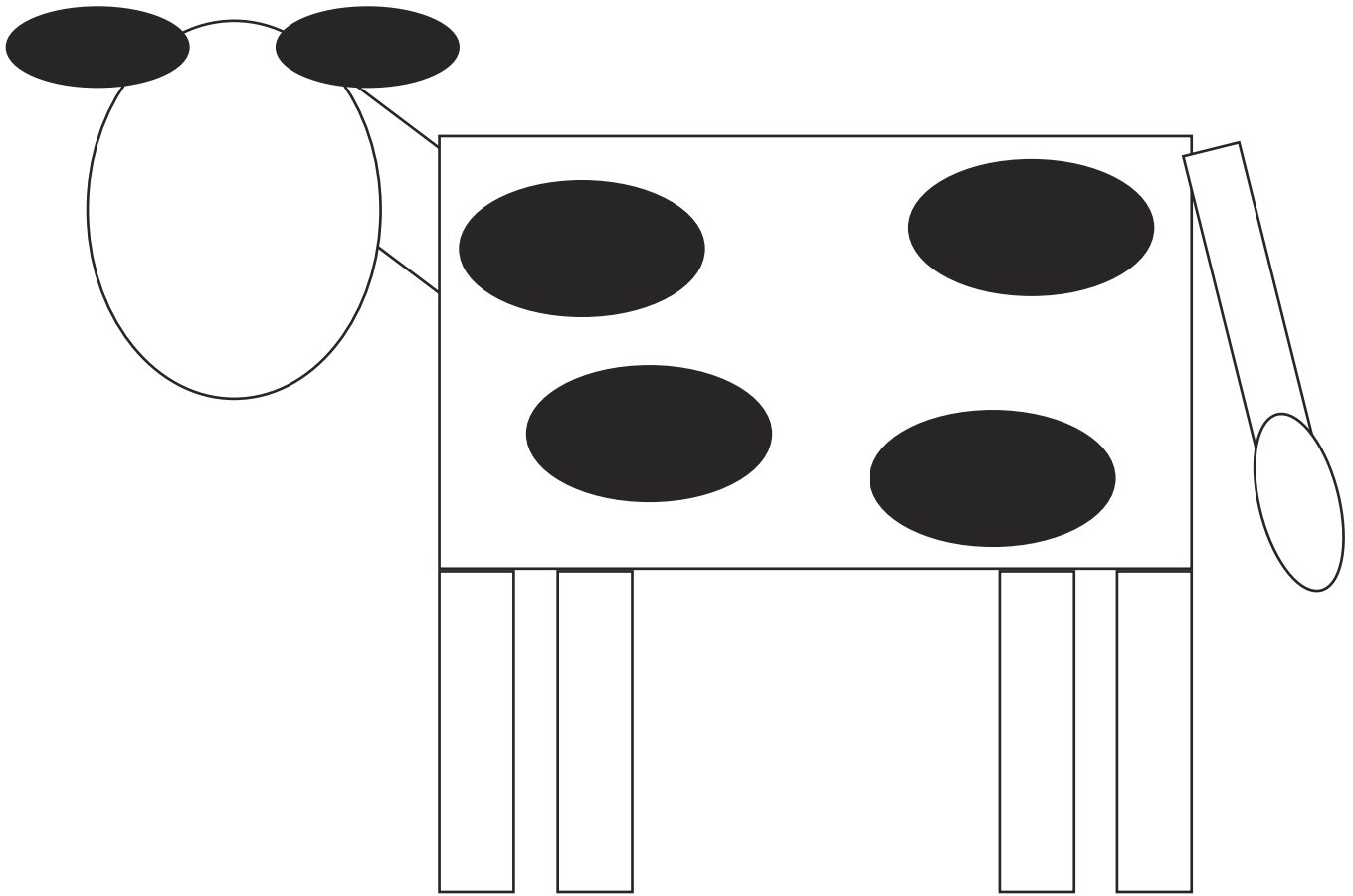
# Animal themed Cut and Stick 2D Shape Activity



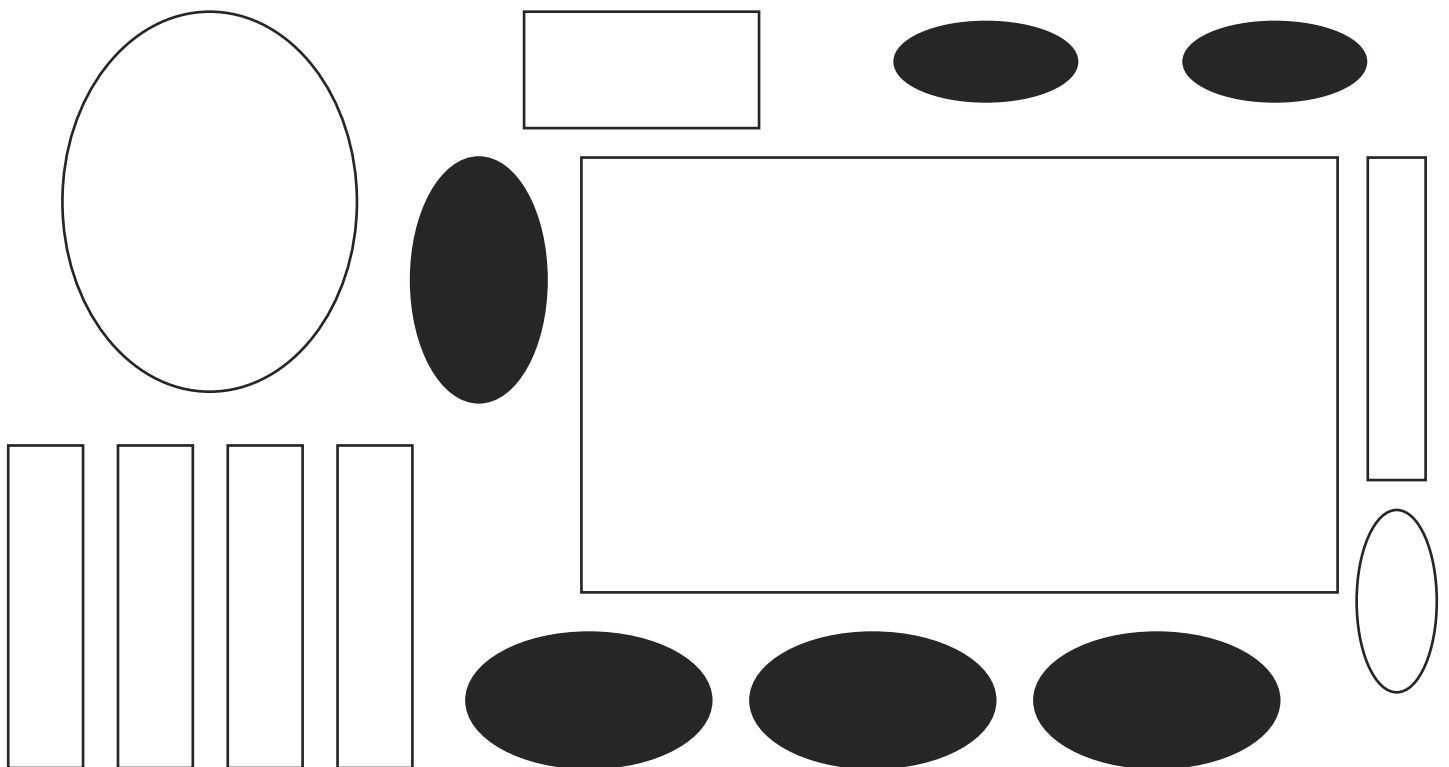
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# Animal themed Cut and Stick 2D Shape Activity



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Materials:

- 2 small cups (paper cups are better but plastic cups will also work).
- Hole punch or a skewer
- String
- Large paddlepop stick or a stick from outside
- 2 paper clips
- Pipe cleaner or something similar

Extra Materials for Exploring Weight:

- Dried beans, popcorn, split peas, or rice
- Small bowls
- Spoons or scoops

1. Take your two cups and punch two holes in each one.



4. Use the paper clips to hold the strings in place so they won't slip and slide all over the place.



3. Loop the strings on each cup over opposite ends of your craft stick



2. Cut identical lengths of string and tie them in each hole. Try to make the strings on the cups as equal as possible.



6. Hang your scale somewhere so that neither cup touches the ground and they both have room to move up and down. We used the back of a chair.

Now it's time to explore and investigate!

5. Create a hook using your pipecleaner. Wrap it around the middle of the craft stick leaving enough at the top to form a hook.

Keep the exploration open-ended or you can guide the exploration with a few questions:

- How much popcorn is equal in weight to a half a cup of beans?
- Which weighs more, popcorn or split peas? How can you tell?
- Can you find equal amounts of split peas and dried beans?

# WEDNESDAY

15 September 2021



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



# THURSDAY

16 September 2021






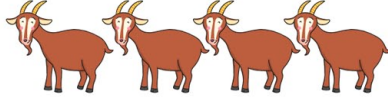
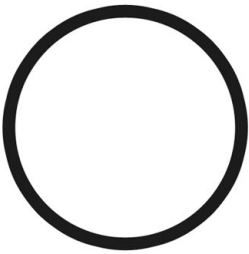
Date \_\_\_\_\_

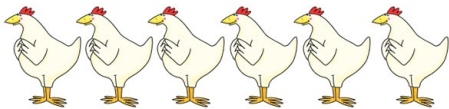
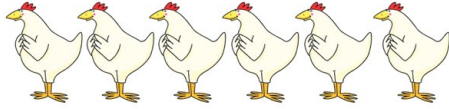
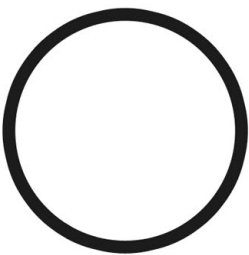
Name \_\_\_\_\_

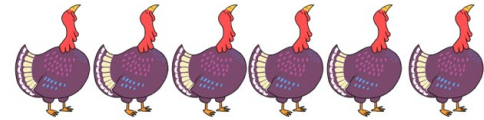
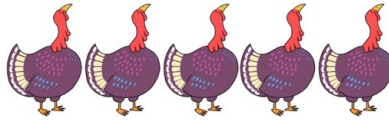
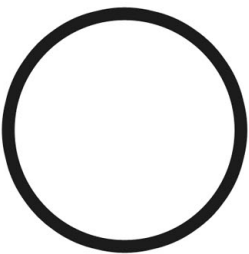
# Farmyard Hullabaloo



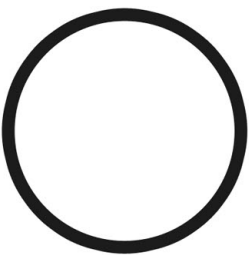
## Addition Sheet

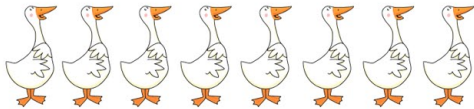
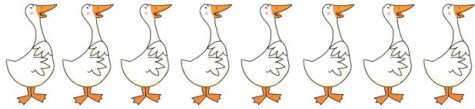
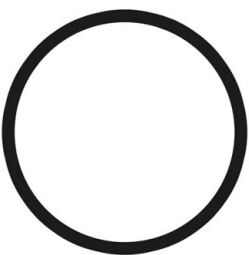
Write the answers in the circles.

 $+$  $=$ 

 $+$  $=$ 

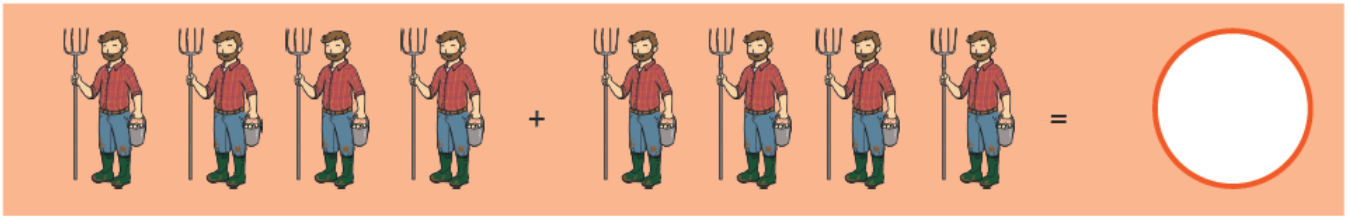
 $+$  $=$ 

 $+$  $=$ 

 $+$  $=$ 

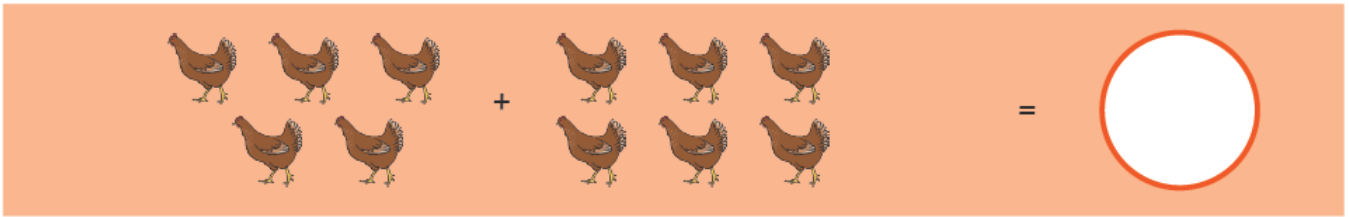
# Farmyard-Themed Addition up to 20

Write down the answers in the circles.



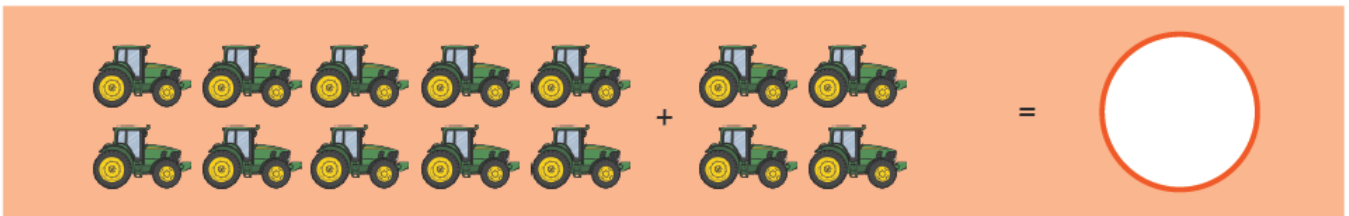
8 farmers + 8 farmers =

---



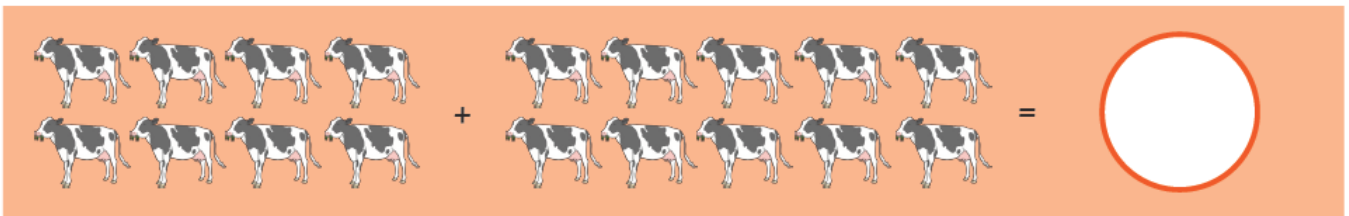
8 chickens + 8 chickens =

---



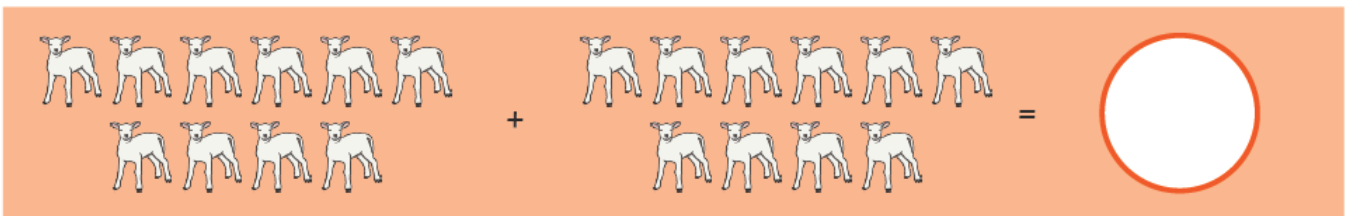
10 tractors + 6 tractors =

---



8 cows + 6 cows =

---

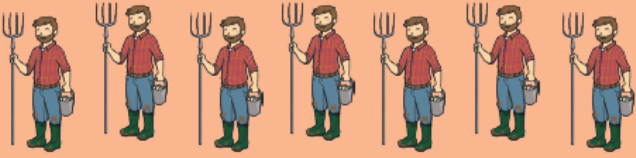



10 lambs + 6 lambs =



---

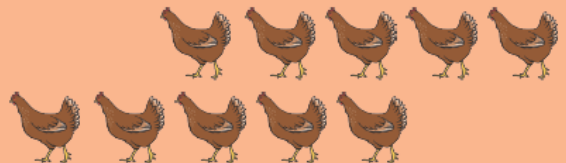

# Farmyard-Themed Addition up to 20

Write down the answers in the circles.

$6 +$    $=$  

$5 +$    $=$  

$9 +$    $=$  

$10 +$    $=$  

$3 +$    $=$  

# Farmyard-Themed Addition up to 20

Write down the answers in the circles.

$$8 + \begin{array}{ccccc} \text{Tractor} & \text{Tractor} & \text{Tractor} & \text{Tractor} & \text{Tractor} \\ \text{Tractor} & \text{Tractor} & \text{Tractor} & \text{Tractor} & \text{Tractor} \end{array} = \bigcirc$$

$$\bigcirc = 7 + \begin{array}{cccccc} \text{Cow} & \text{Cow} & \text{Cow} & \text{Cow} & \text{Cow} & \text{Cow} \end{array}$$

$$11 + \bigcirc = 19$$

$$5 + \begin{array}{cccccccc} \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} & \text{Farmer} \end{array} + \bigcirc = 20$$

$$\bigcirc = 5 + \begin{array}{cccccc} \text{Chicken} & \text{Chicken} & \text{Chicken} & \text{Chicken} & \text{Chicken} & \text{Chicken} \end{array}$$

# FRIDAY

17 September 2021



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

