



**Gunnedah South Public School**



# Home Learning Booklet

## Week 1



# Year 1





# Monday

## Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud – Ben's Magic Trick and comprehension questions Reading Eggs	Page 2 and Page 3
9.30 to 10	Writing	Easter recount	
10 to 10.30	Spelling	Introduce spelling list gl blends	Page 4
10.30 to 11	Handwriting	N n – teacher instruction	Page 5 and Page 6
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Before and after to 50	Page 7 and Page 8
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Just Dance	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	PBL	Wellbeing	Page 9
2.30 to 3	PDHPE	Mindfulness – Looking at emotions	Page 10 and Page 11

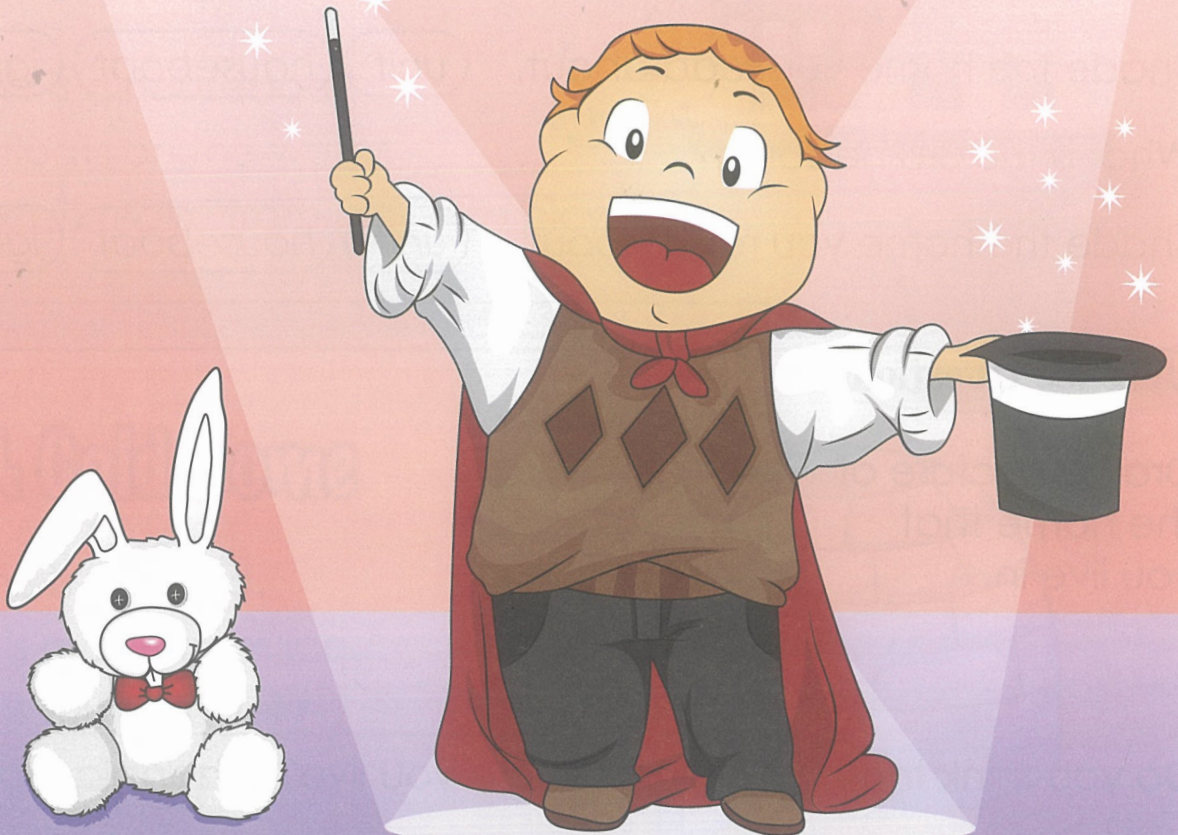
# Ben's Magic Tricks



Ben likes to do magic. He has a tall, black magic hat. He has a long magic wand, too.

With the black hat and magic wand, Ben can do many tricks. Ben taps the hat with the wand. He pulls a rabbit from the hat. Ben taps the hat twice. A card comes out of the hat. Ben can do more magic tricks. He taps the hat three times. This time, a flower comes out of the hat.

Ben loves his magic hat and wand!





## Literal Questions

1 Shade **yes** or **no** to answer the following.

a Does Ben like to do magic?

yes

no

b Does he have a tall, black magic hat?

yes

no

c Can Ben do many tricks?

yes

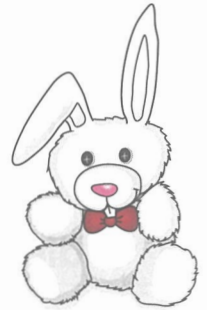
no

d Does he have a short magic wand?

yes

no

2 Circle three things Ben pulls out of his hat.



## Focus: Cause and Effect

*The cause tells us why something happened. The effect tells us what happened.*

3 Shade the correct answers.

a Ben tapped the hat once. A card rabbit came out of the hat.

b Ben tapped the hat twice. A card flower came out of the hat.

c He tapped the hat three times. A flower rabbit came out of the hat.

## Inference Questions

4 Was it a real rabbit? How do you know? \_\_\_\_\_

5 What do you think will happen if he taps the hat four times? \_\_\_\_\_



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

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

gl



globe

glow \_\_\_\_\_

glad \_\_\_\_\_

glass \_\_\_\_\_

glum \_\_\_\_\_

glee \_\_\_\_\_

glow \_\_\_\_\_

glad \_\_\_\_\_

glass \_\_\_\_\_

glum \_\_\_\_\_

glee \_\_\_\_\_

\_\_ad



\_\_obe



\_\_ass



\_\_ue



\_\_um



\_\_ide



\_\_ove



\_\_ow



g l e

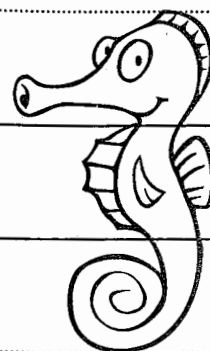
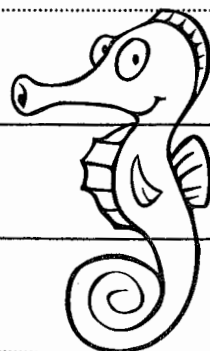
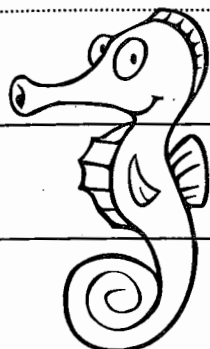
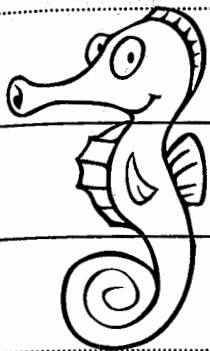
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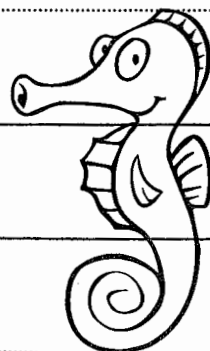
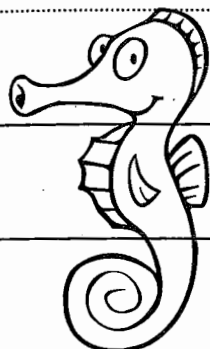
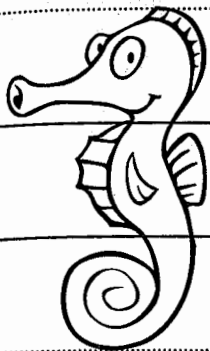
d

b

I am glad to glide on ice.









### Number of the Day...

Written Number

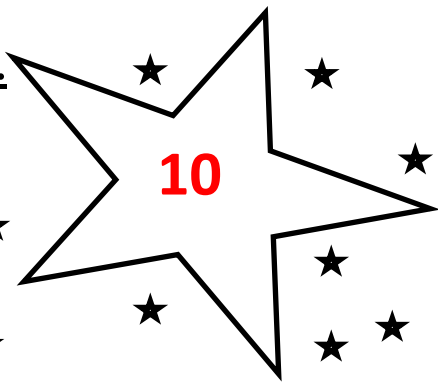
ten

Ten Frames

●	●	●	●	●
●	●	●	●	●

Tally Marks

||||| |||||

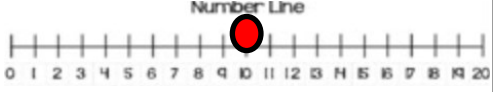


Number Order

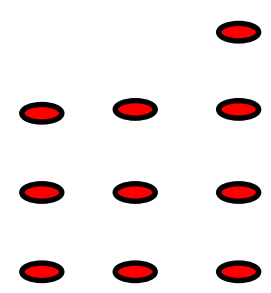
9      10      11

Before                      After

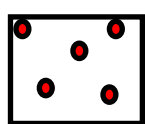
Number Line



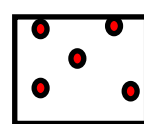
Picture



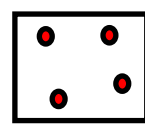
Dice



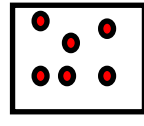
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+



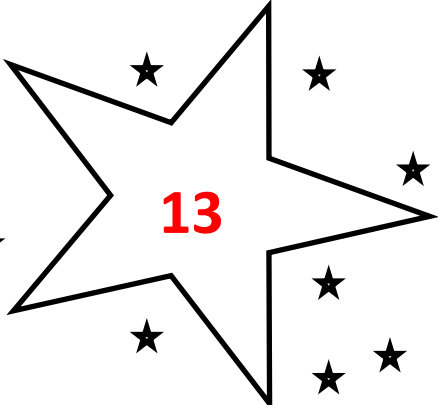
### Number of the Day...

Written Number

\_\_\_\_\_

Ten Frames


Tally Marks




Number Order

\_\_\_\_\_

Before                      After

Number Line



Picture

Dice

+

---

+

## Numbers to 20 — location and order

1 Write the numbers that come before and after.

a 

		3		
--	--	---	--	--

b 

		7		
--	--	---	--	--

c 

	12			
--	----	--	--	--

d 

		15		
--	--	----	--	--

2 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than



more than

3 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than



more than

## Numbers to 50 — location and order (bridging decades)

1 What numbers come next?

a 

37	38					
----	----	--	--	--	--	--

b 

25	26	27				
----	----	----	--	--	--	--

c 

17						
----	--	--	--	--	--	--

2 What numbers come before?

a 

				41	42
--	--	--	--	----	----

b 

			20		23
--	--	--	----	--	----

c 

				33	34
--	--	--	--	----	----

3 What is another word that means **before**? What is another word that means **next**? Can you think of any more?

before




next



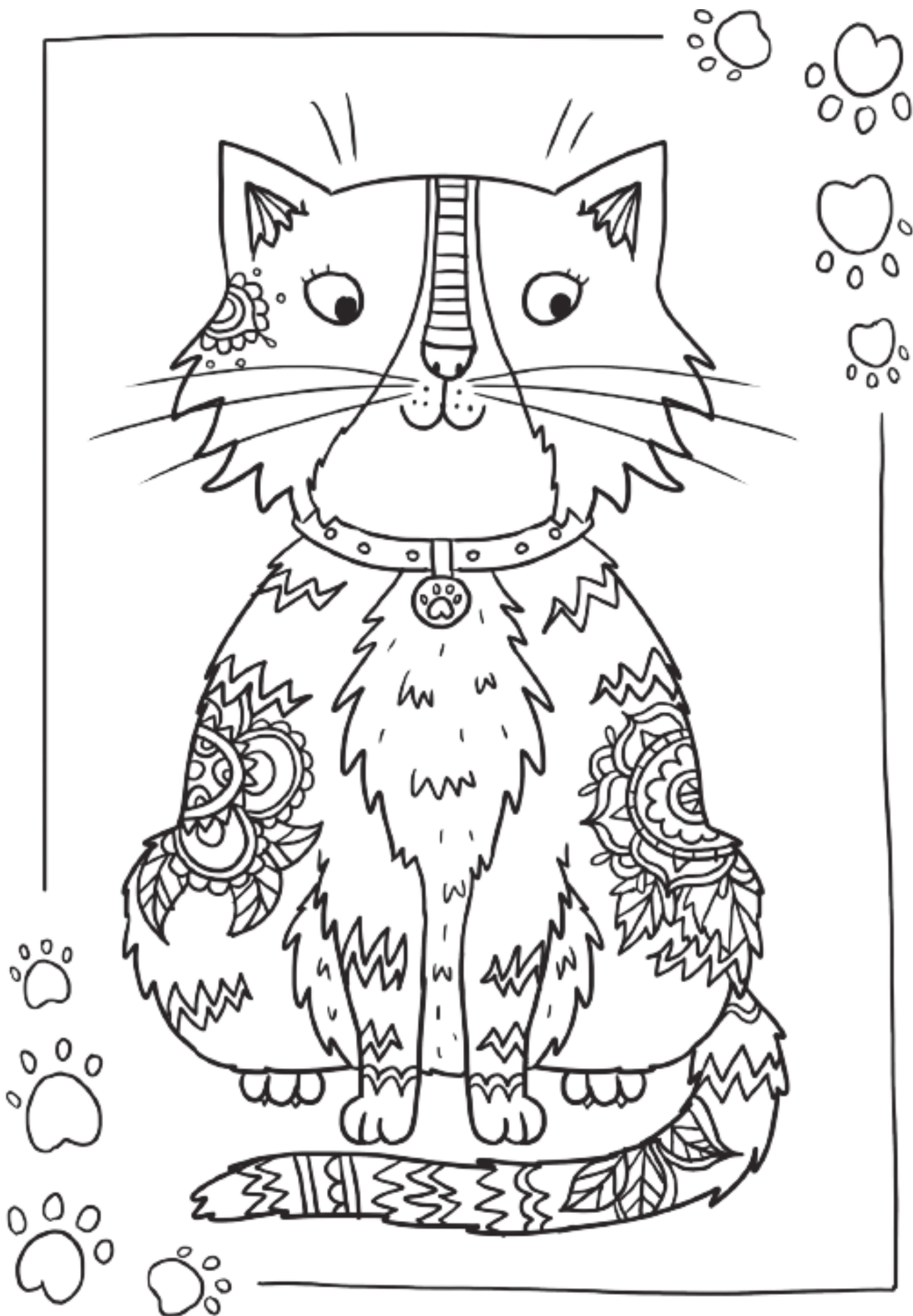
*We are learning how to be safe, respectful, learners in our new playground.*

*Sadly we can't be at school playing with our friends at the moment but so you can still all 'talk' to each other Southey has created an online playground!! Remember Southey says to be kind, respectful and supportive of one another.*

*Draw you and Southey 'talking' in your new playground*

GUNNEDAH SOUTH ONLINE MATRIX			
VALUES	SAFE	RESPECTFUL	LEARNER
ALL AREAS	 <p>Walk, Walk, Walk Safe Hands and Feet Right place, Right time Follow instructions</p>	 <p>Care, Care, Care Use Manners Actively listen Be Cooperative Be Proud</p>	 <p>Try, Try, Try Stay Motivated Show Confidence Be Reflective</p>
TEAMS PLAYGROUND	<ul style="list-style-type: none"> <li>Keep my logon and password protected</li> <li>Report any problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>T.H.I.N.K before posting</li> <li>Value equipment</li> <li>Respect the views and opinions of others</li> <li>Only post during TEAMS hours</li> <li>Content on TEAMS is to remain there.</li> </ul>	<ul style="list-style-type: none"> <li>Use TEAMS as a learning resource</li> <li>Make positive contributions</li> <li>Have my laptop charged</li> <li>Be ready to learn</li> </ul>









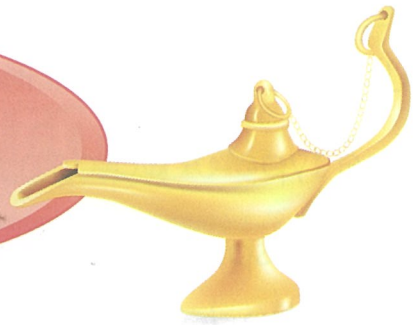
# Tuesday

## Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud – Gus Genie and comprehension questions Reading Eggs	Page 13 and Page 14
9.30 to 10	Writing	Sentences	Page 15
10 to 10.30	Spelling	Changing words to plurals; 's' or 'es'	Page 16
10.30 to 11	Handwriting	N n – student worksheet	Page 17 and Page 18
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Ordinal numbers	Page 19 and Page 20
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Name workouts	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Geography	Why weather changes	Page 21 and Page 22
2.30 to 3			



# GUS the Genie

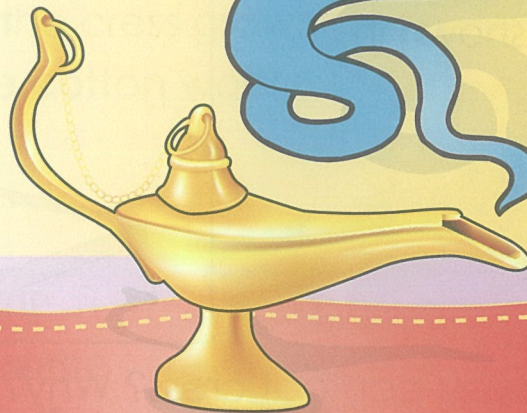
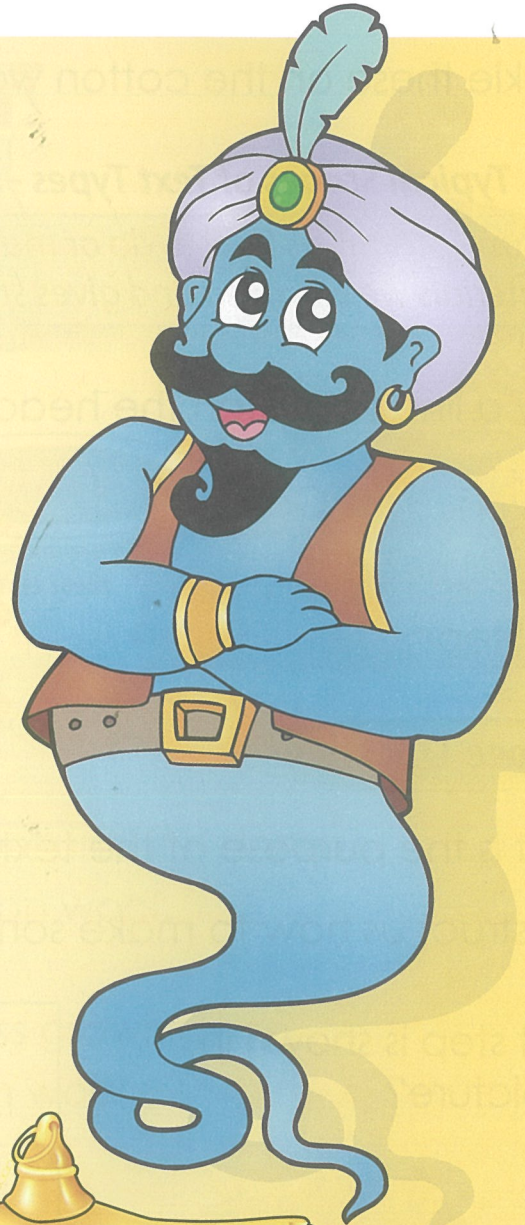


Gus is a friendly genie.  
He lives in a small lamp.  
If you rub the lamp he  
will come out. He will grant  
you three wishes. Then he  
goes back into his lamp.

Gus has blue skin.  
He has black hair.  
He has big, black eyes.  
He has a small, round nose.

When he is angry, he turns  
to smoke. He then goes  
back into the lamp.

He likes to ride on  
his magic carpet.



## Literal Questions

1 Use the words in the orange box to fill in the spaces.

- a Gus is a friendly \_\_\_\_\_.
- b He lives in a small \_\_\_\_\_.
- c Gus has \_\_\_\_\_ skin.
- d He has a \_\_\_\_\_, round nose.

lamp  
small  
genie  
blue

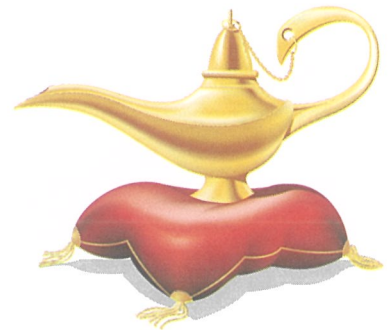
2 What does Gus like to ride on?

## Focus: Making Connections Between Print and Images

*Images provide extra details that may not be mentioned in the text.  
Always look closely at the pictures in the text.*

3 Shade the correct answers.

- a Gus is a ☐ man ☐ lady .
- b His lamp is ☐ blue ☐ green ☐ gold .
- c His magic carpet is ☐ red ☐ brown ☐ blue .
- d He wears ☐ a vest ☐ pants .
- e Gus looks ☐ friendly ☐ angry .



## Inference Questions

4 Circle the word that describes Gus.

evil magical pink

5 Tick where you think Gus spends most of his time.

- a in his lamp ☐
- b outside in the sun ☐

6 What might make Gus angry? \_\_\_\_\_



Rewrite the sentences putting in the capital letters and full stops.

the sun set slowly as I walked away

---

i can see a mouse in there

---

we will go to the park

---

tom and i will play with sally

---

i will draw a picture of a clown

---

we will go to the movies on saturday

---

i see a cat

---

there is spot

---





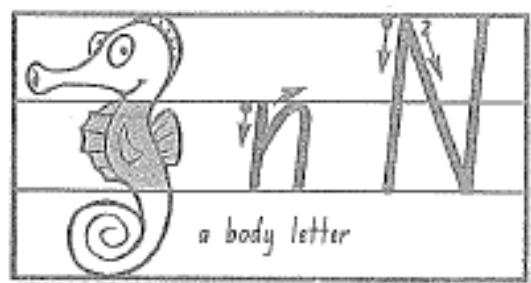
## Plurals

Singular – one.

Plural – more than one.

Add 'es' to singular nouns that end in 'sh', 'ch', 'x' and 'z' to make them plural.

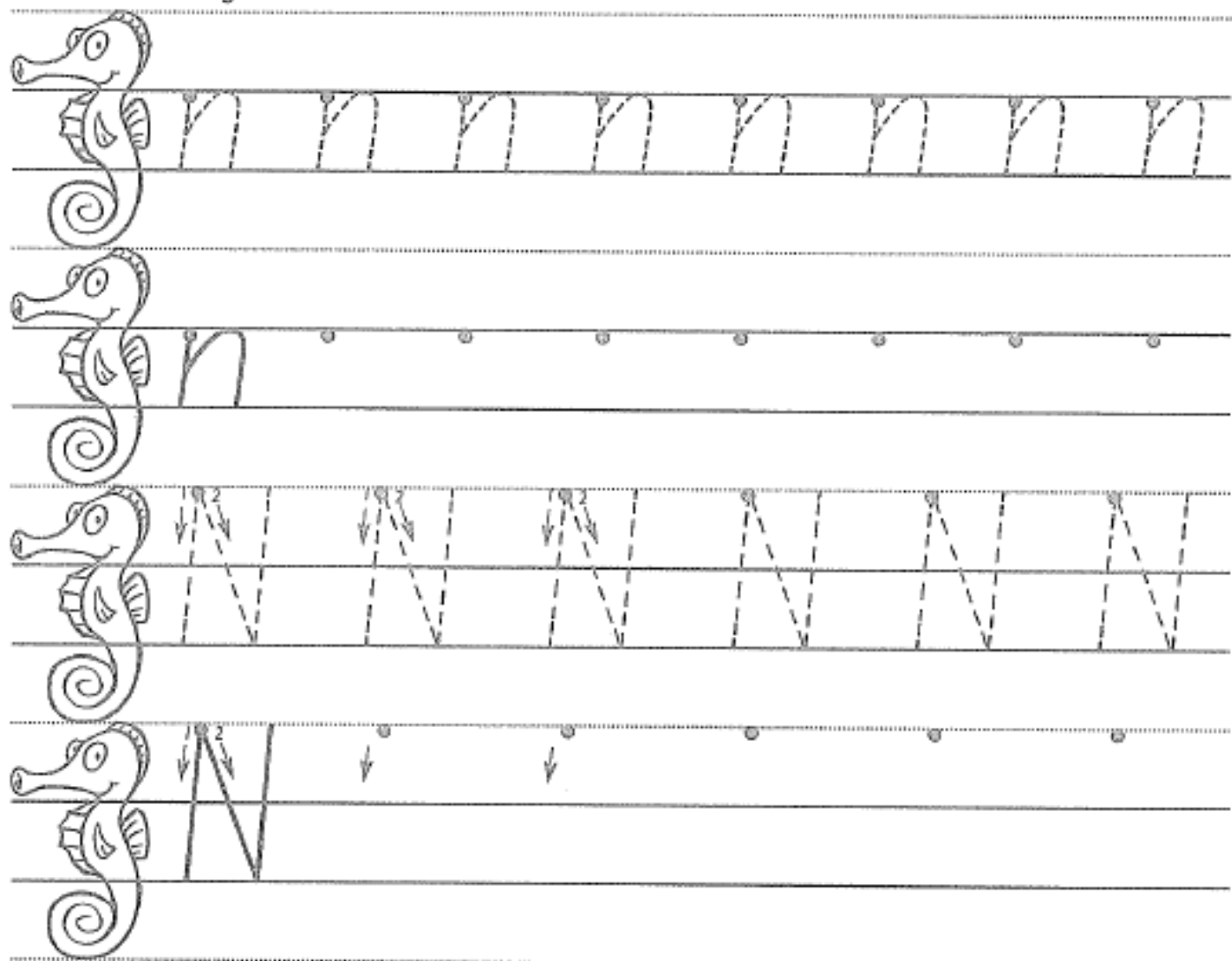
1. dish	_____	2. fox	_____
3. peach	_____	4. wish	_____
5. church	_____	6. box	_____
7. couch	_____	8. bus	_____
9. punch	_____	10. lunch	_____
11. brush	_____	12. pouch	_____
13. bush	_____	14. glass	_____
15. crutch	_____	16. boss	_____



Track.



Colour the parts of the seahorse that show where the letter n sits.  
Put a ✓ on your best n and N.

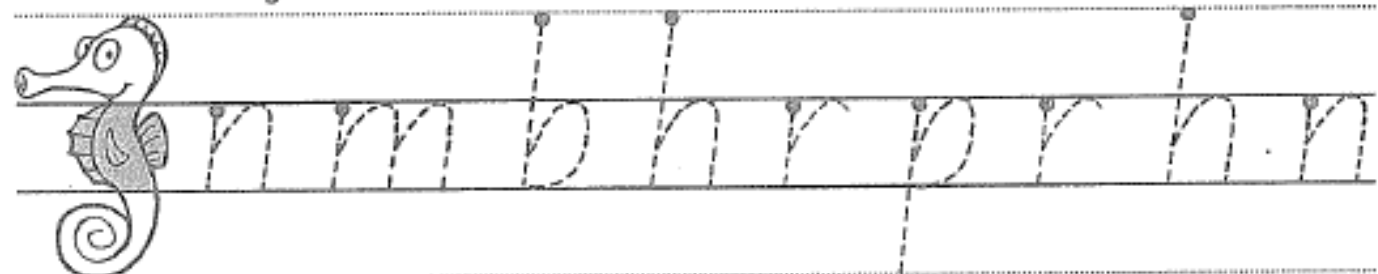


Find the n's.

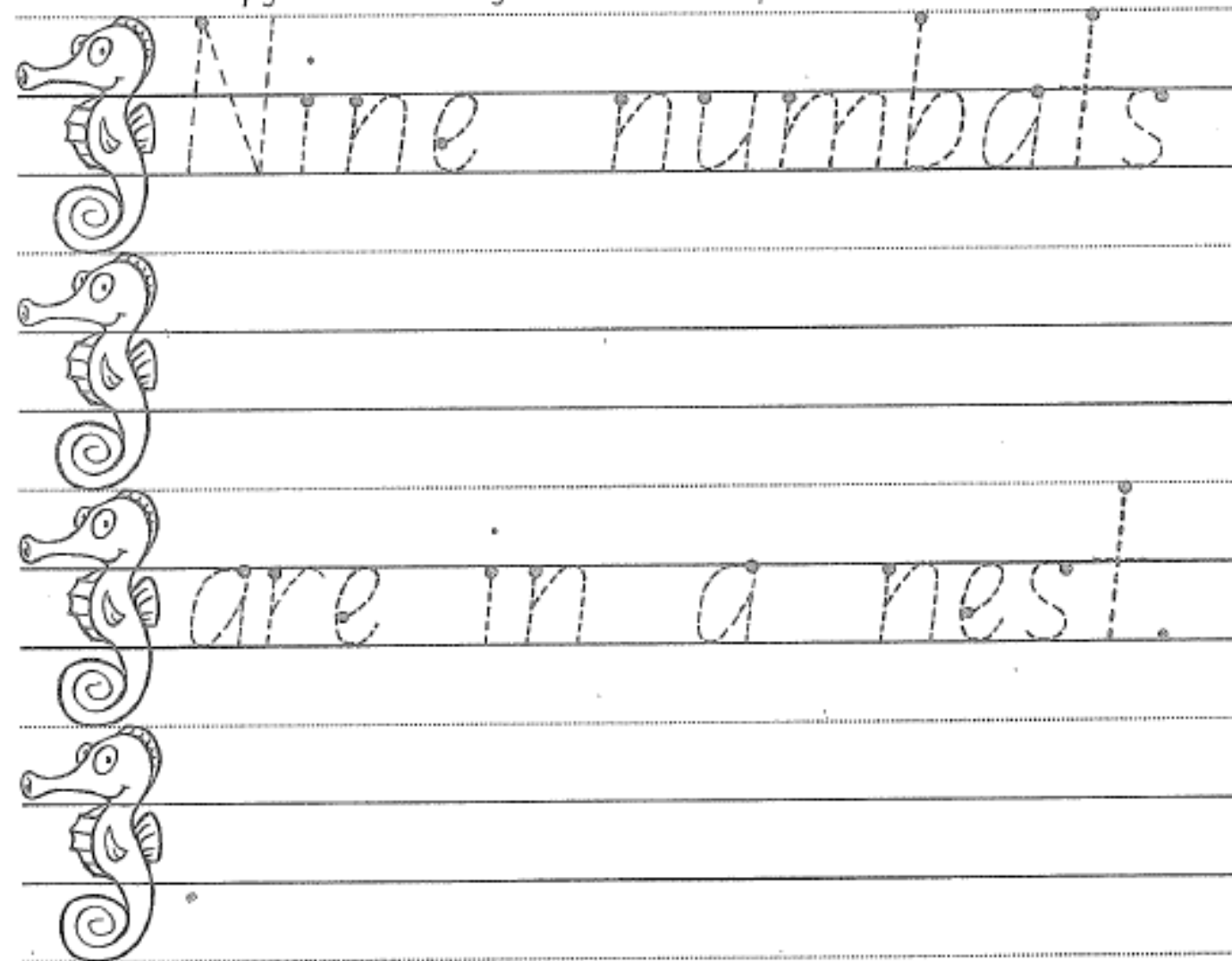
Hopping pattern



Trace the body letters.



Trace, then copy. Don't forget the full stop.



## Number of the Day...

Written Number

\_\_\_\_\_

Ten Frames


Tally Marks

Number Order

Before

After

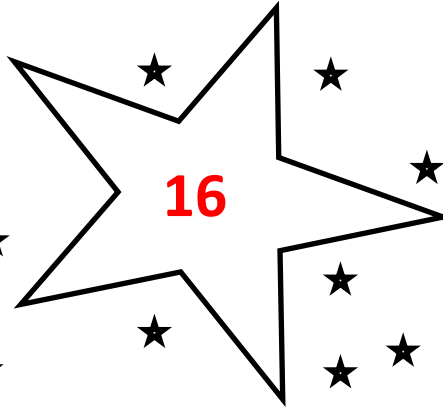
Number Line



Picture

Dice

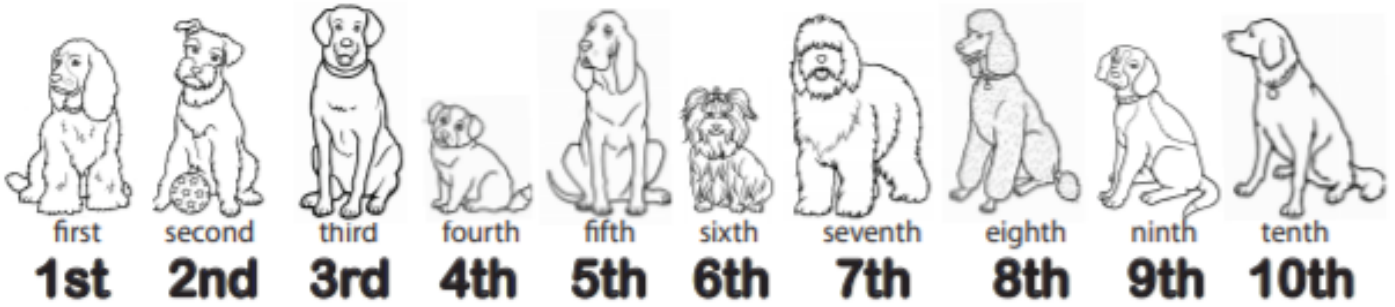
	+	
<hr/>		
	+	



Draw a line of your toys while adding the ordinal number to them.

1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9, 10th, 11th, 12th, 13th.

# ORDINAL NUMBERS



Write the ordinal number indicated by the shaded object.



2nd





Weather is a description of temperature, wind speed, wind direction and rainfall.

☐ Match the words to the definitions and examples.

**Words**

temperature

wind speed

wind  
direction

rainfall

**Definitions**

The direction the  
wind is coming  
from.

A measure of  
how hot or cold  
the air is.

The amount of  
water that has  
fallen as rain.

How fast the  
wind is moving.

**Examples**

11 km/h

north-  
easterly

23°Celcius

2mm

☐ What do you think the maximum temperature will be today where you live?

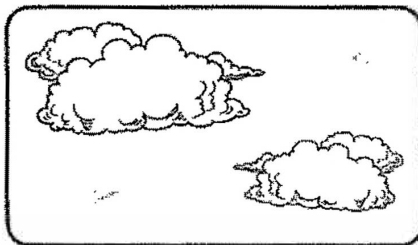
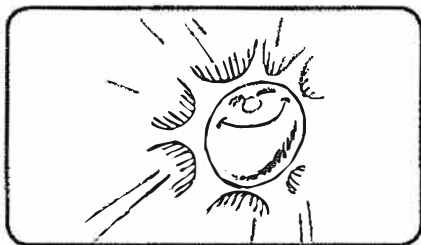
The weather is always changing.

☐ Go outside, then complete this sheet.

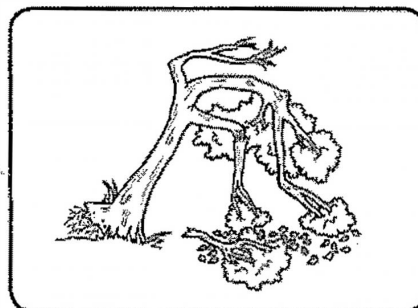
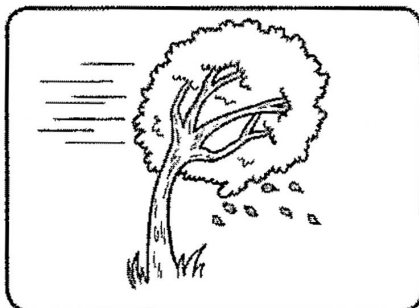
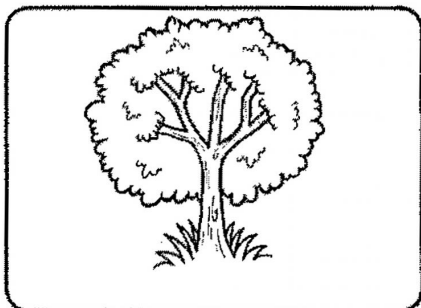
1. Is it sunny or cloudy? \_\_\_\_\_

2. Is it raining? \_\_\_\_\_

3. Circle what the sky looks like.



4. Colour the tree that shows how windy it is outside today.



5. What is today's temperature? \_\_\_\_\_

6. Draw a picture to show what you are wearing.

A large empty rectangular box for drawing.



# Wednesday

## Week 1

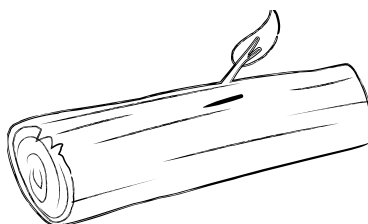
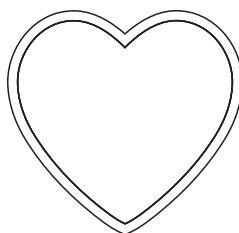
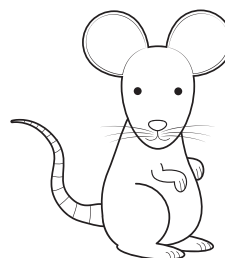
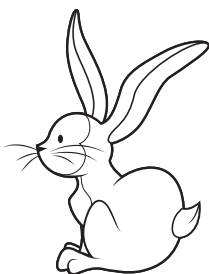
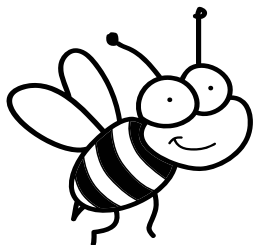
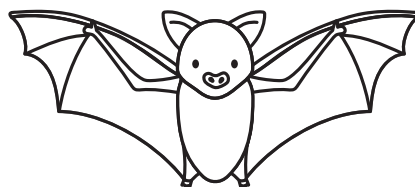
Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud – Cat In the Hat and rhyming activity Reading Eggs	Page 24 and Page 26
9.30 to 10	Writing	Adjectives	Page 28
10 to 10.30	Spelling	Identify syllables in spelling words	
10.30 to 11	Handwriting	R r – teacher instruction	Page 29 and Page 30
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Friends of 10	Page 31 and Page 32
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Go noodle dance	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	CAPA	Mother's Day cards and bookmark	
2.30 to 3		Drama with Miss Christie	

# Rhyming Match

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

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

Look at the pictures in each row. Colour the pictures that rhyme.



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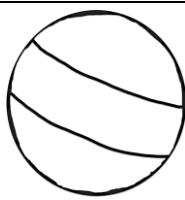
# Rhyme Time



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



**hat**



**ball**



**tree**


**all**

**see**

**fat**

**sat**

**tall**

**free**

**hall**

**tee**

**bat**

**bee**

**cat**

**me**

**mat**

**fee**

**call**

**fall**

**wall**

**rat**

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# Identifying adjectives

## Grade 1 Adjectives Worksheet

*An adjective is a word  
that describes a noun*

Circle the adjectives.

red

boy

car



small

mouse



dog

mother

friend

coat

soft

hard



pleasant

girls

books

long

bicycle

short

finish

play

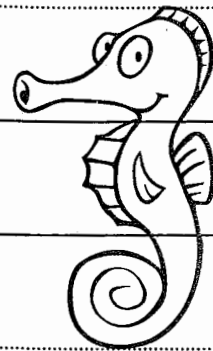
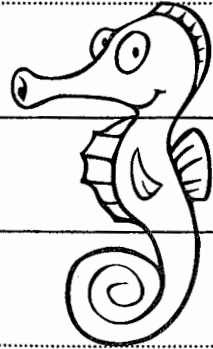
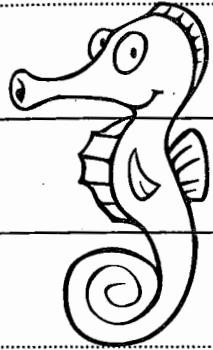
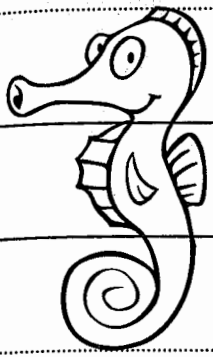
fast

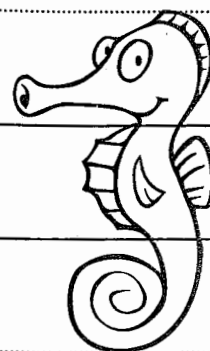
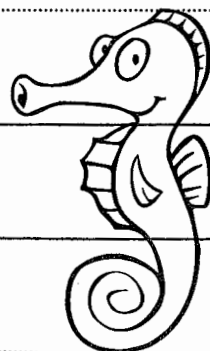
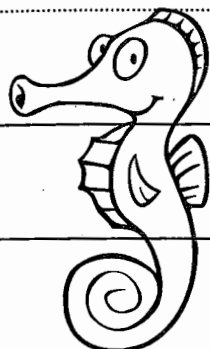
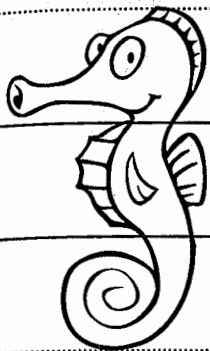


poor

do

goes this person







### Number of the Day...

#### Written Number

#### Ten Frames


#### Tally Marks

#### Number Order

BeforeAfter

#### Number Line

Number Line

01234567891011121314151617181920

#### Dice

+

+

#### Picture

Ten Again!

Use a crayon to loop sets of two numbers that total ten. The sets can be horizontal, vertical, or diagonal. Use lots of different colours to make your sets easier to count.

Name

Date

6	4	7	5	5
2	8	3	6	2
9	10	4	9	7
1	0	8	3	4
6	5	2	9	6
3	7	1	5	5
4	7	3	2	8

Found 10? Great job!

Found 14 or more? That's amazing!


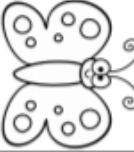




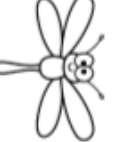



Using your Friends of Ten knowledge complete these addition questions by first circling the two numbers that total to 10 in each question. Next add on the extra number, remembering to count on from ten.

Name \_\_\_\_\_















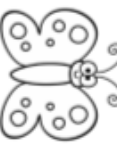



Date \_\_\_\_\_

**ADD 3 NUMBERS**  
Make A TEN

**BUGS - 1**

	<b>0</b>
	<b>1</b>
	<b>2</b>
	<b>3</b>
	<b>4</b>
	<b>5</b>
	<b>6</b>
	<b>7</b>
	<b>8</b>
	<b>9</b>

Use the legend to create an equation. Circle the ten. Solve the equation.

    _____ + _____ + _____ = _____	<b>1</b>
    _____ + _____ + _____ = _____	<b>3</b>
    _____ + _____ + _____ = _____	<b>5</b>
    _____ + _____ + _____ = _____	<b>2</b>
    _____ + _____ + _____ = _____	<b>4</b>
    _____ + _____ + _____ = _____	<b>6</b>



# Thursday






## Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud – Pig the Star and Syllable sorting Reading Eggs	Page 34 and Page 38
9.30 to 10	Writing	Description using adjectives	Page 40
10 to 10.30	Spelling	Writing spelling words	
10.30 to 11	Handwriting	R r – student worksheet	Page 41 and Page 42
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Identify money	Page 43 and Page 44
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Cosmic kids	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Science	Mrs Pepper's Science Lesson	Page 45 and Page 47
2.30 to 3			

# Summer

## How Many Syllables?

Colour the number of syllables in each word

pool	hat	sunscreen
		
① ② ③	① ② ③	① ② ③
swimming	beach	seagulls
		
① ② ③	① ② ③	① ② ③
sunglasses	summer	surfboard
		
① ② ③	① ② ③	① ② ③

lemonade	goggles	sandals
 ① ② ③	 ① ② ③	 ① ② ③
bug	sunny	swimsuit
 ① ② ③	 ① ② ③	 ① ② ③
camping	holiday	bicycle
 ① ② ③	 ① ② ③	 ① ② ③

drought	thunderstorm	sandcastle
		
① ② ③	① ② ③	① ② ③
heat	shade	December
		
① ② ③	① ② ③	① ② ③
sunflower	dry	barbeque
		
① ② ③	① ② ③	① ② ③

### Challenge!

How many syllables are in the words:

temperature

January

February



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# Syllable Sort













Cut and glue the pictures to match the correct column in the table with the same amount of syllables.

1 Syllable	2 Syllables	3 Syllables



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



elephant 	carrot 	telephone 
apple 	bear 	moon 
frog 	butterfly 	flower 
monkey 	cat 	dinosaur 

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# What I Look Like

## Write a self description

Describe yourself to someone who has never met you and can't see you. Tell them what you look like and what you are wearing.

Draw a picture of yourself

## Plan before you write

Are you a boy or girl? I am a \_\_\_\_\_.

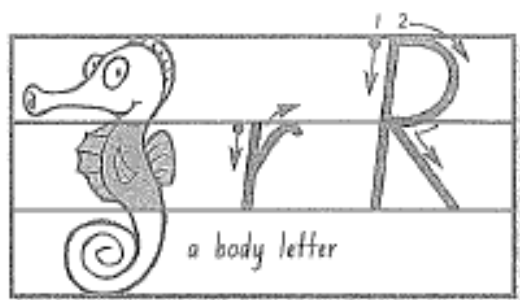
### Appearance

eye colour \_\_\_\_\_ hair colour \_\_\_\_\_ hair length \_\_\_\_\_

What else can you describe?

### What are you wearing?

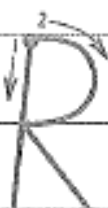
What colour is your shirt, pants/skirt, socks and shoes. Are there any patterns on your clothes?



Track.



Colour the parts of the seahorse that show where the letter r sits.  
Trace over your best r and R in red.

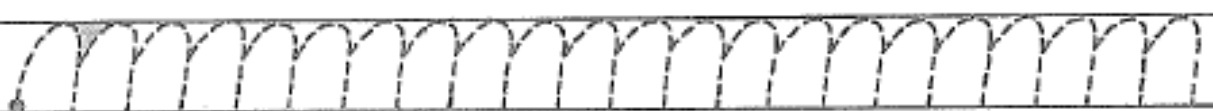


Find the r's.

Hopping pattern



Trace, then colour the wedges.



Trace, then copy. Circle the silent letter.



Ribbons wrap



red roses.





# Number of the Day...

Written Number

\_\_\_\_\_

Ten Frames


Number Order

Before

After

Picture
























































Dice

	+	
	+	

Tally Marks

Number Line



1)	          
2)	          
3)	          
4)	          
5)	          

Write the ordinal number of the colored object.

- 1st 
- 2nd 
- 3rd 
- 4th 
- 5th 
- 6th 
- 7th 
- 8th 
- 9th 
- 10th 

Writing Ordinal Numbers

Sheet 1

Print coins into this space...



Now draw them in order from smallest value to largest value.

# What Do Plants and Animals Need?

Cut, sort and paste.

Plants Need



Animals Need


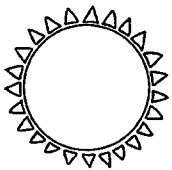
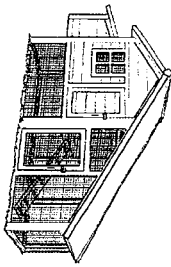


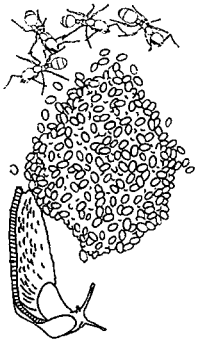
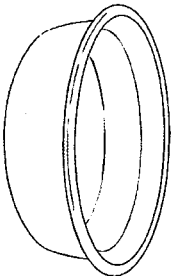



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What did the plant and the chicken both need?


Did you know?

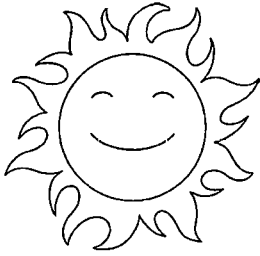
Plants make their own sugary food.

<p>water</p> 	<p>sunlight</p> 
<p>shelter</p> 	<p>air</p> 
<p>air</p> 	<p>food</p> 
<p>water</p> 	<p>soil</p> 

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# Plants Need...

Use the words below to finish the sentences.



**light**



**water**



**air**



**soil**

Many plants need \_\_\_\_\_ from the sun.

Many plants need \_\_\_\_\_ or they will dry out.

Many plants need \_\_\_\_\_ to grow their roots in.

They get the nutrients they need from the soil.

Plants need \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_  
which they use to make food.

Plants need these four things:

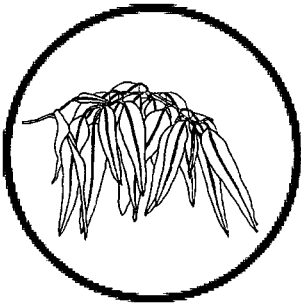
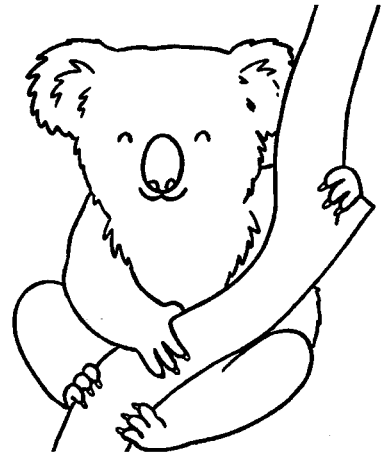
Plants Need...	My Pictures of What Plants Need
1. w _ _ _ _	
2. a _ _	
3. s _ _ _	
4. l _ _ _ _	



# Animal Needs - Koala

Animals need certain things to survive.

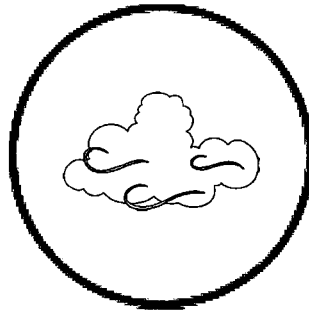
In green, colour four things a koala needs to live.



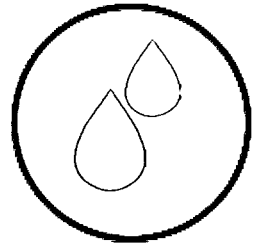
food



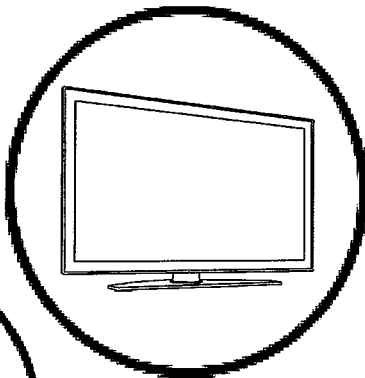
house



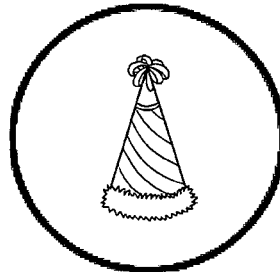
air



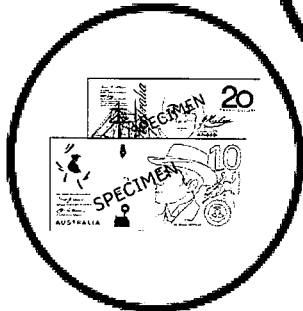
water



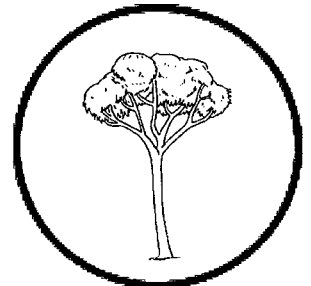
television



hat



money



shelter

What does a koala need?

- 1.
- 2.
- 3.
- 4.

The pictures I **did not** colour were \_\_\_\_\_

The pictures I **did not** colour are things a koala...

☐

needs.

☐

does not need.

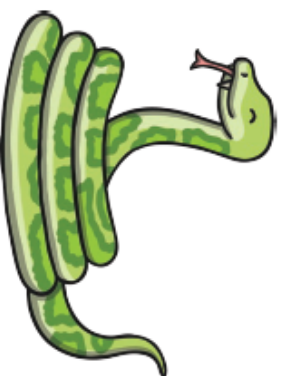


# Friday

## Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher Read Aloud – The Wrong Book Sight word games – Snakes and Ladders	Page 49 and Page 50
9.30 to 10	Writing	Writing a procedure	Page 52
10 to 10.30	Spelling	Letter patterns	
10.30 to 11	Handwriting	H h – teacher instruction	Page 54 and Page 55
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Identify money	Page 56 and Page 57
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Just Dance	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Aboriginal Language and Culture	Mrs Walters' Lesson	Page 58
2.30 to 3	Virtual Assembly		Page 50

# Snakes and Ladders High Frequency Words



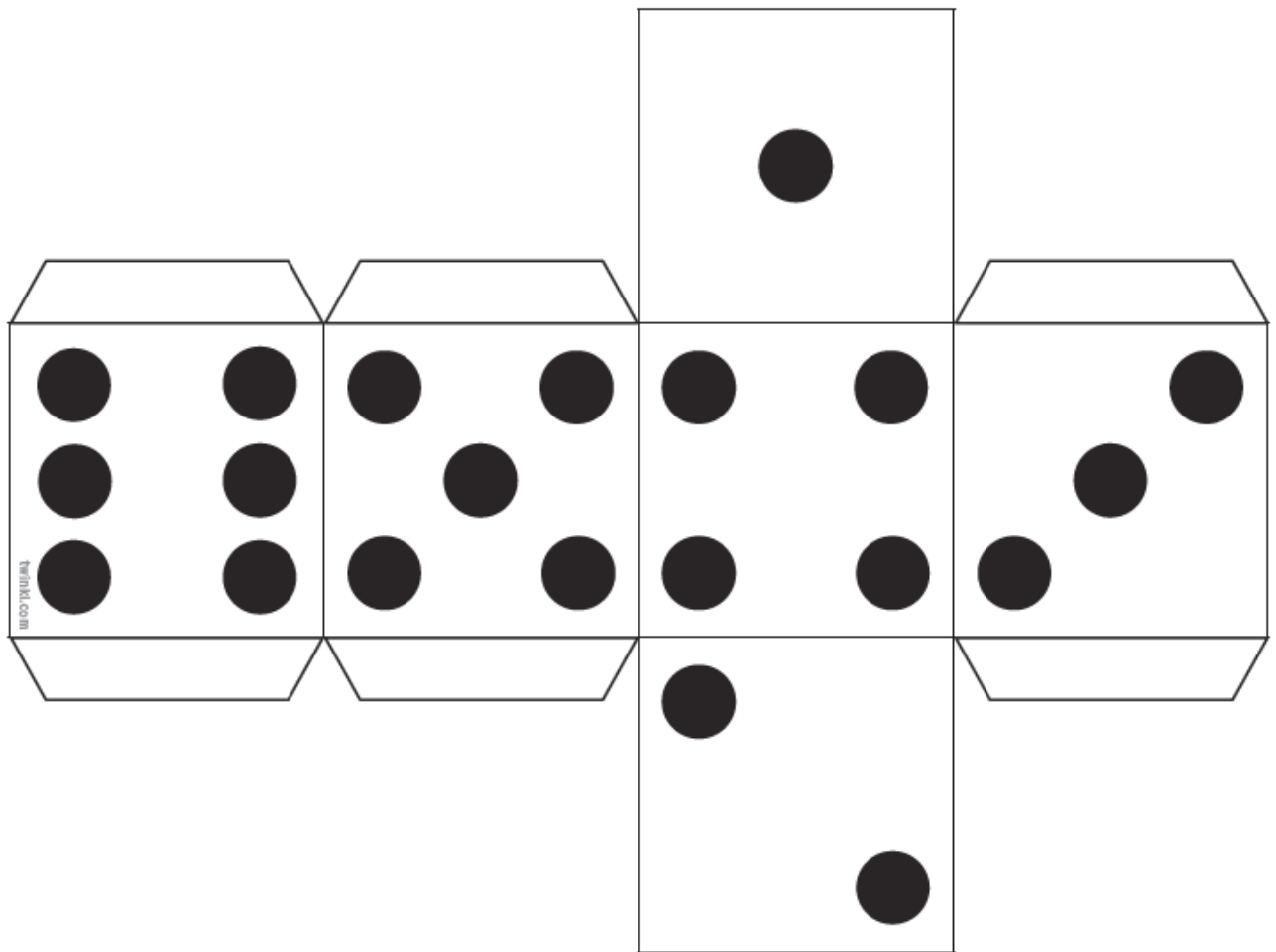
## You will need...

- The Snakes and Ladders Board Game
- A dice
- A counter per player

## How to play...

1. Players take it in turns to roll the dice. The player with the highest number goes first, the person with the second highest goes second and so on.
2. The player moves the counter the number of spaces shown on the dice. The player must then read the word on the board.
3. If a player lands on a snake's head, the player's counter slides down to the square at the snake's tail.
4. If a player lands on the bottom of a ladder, the player's counter climbs up to the square at the top of the ladder.
5. The first player to reach the finish is the winner!

20 old	21 my	22 we	23 were	FINISH
19 to	18 all	17 then	16 could	15 don't
10 with	11 and	12 put	13 look	14 not
9 that	8 children	7 made	6 house	5 come
1 the	2 go	3 mum	4 had	
START				



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## Sequence the Strips on 'How To Make Popcorn'

Cut the following strips out, glue them in order on a sheet of paper and add illustrations to each step.

Eat the popcorn.



Put the popcorn kernels into the popcorn maker.

Wait until all the kernels finish popping.

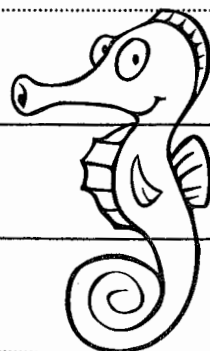
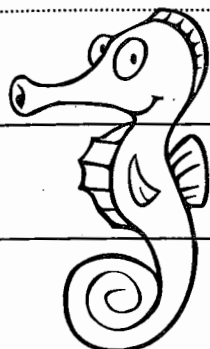
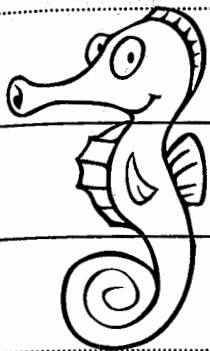
Plug in your popcorn maker.

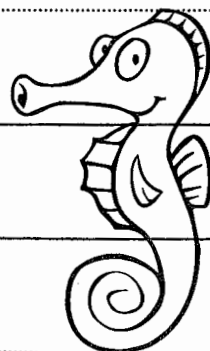
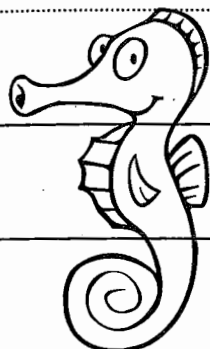
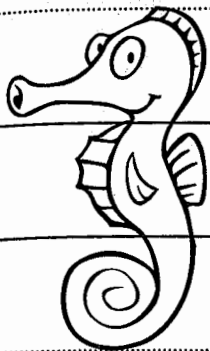
Pour the popcorn into the bowl.

Add some salt and some butter.



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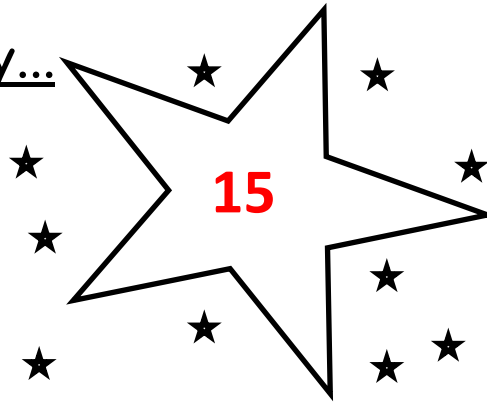




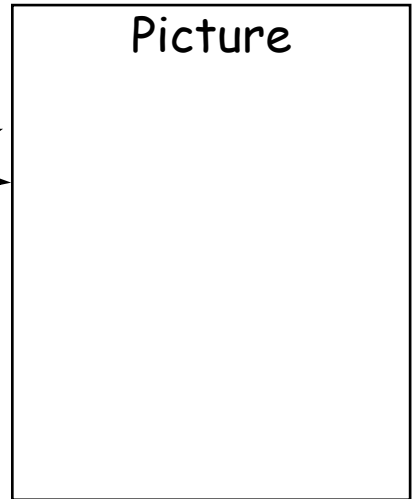
# Number of the Day...

Written Number

\_\_\_\_\_



Picture



n


Ten  
Frame

es


Number Order

Before

After

Dice

--

+

--

Tally Marks

Number Line



--

+

--

Draw a line to join each label to a coin.



five cents

ten cents



twenty cents



fifty cents



one dollar



two dollars



7 Continue this pattern of \$2 coins to find the total sum of money.



Page 58

\$2	\$4	\$6	\$	\$	\$	\$	\$	\$
-----	-----	-----	----	----	----	----	----	----



















Name \_\_\_\_\_

Date \_\_\_\_\_

# COUNTING 5 CENT COINS SHEET 2



Count the 5 cent coins. Work out the amounts in cents.

  	= ____ c
     	= ____ c
	= ____ c
         	= ____ c
     	= ____ c

How many 5 cent coins make...

15 cents? **3 coins**

10 cents? \_\_\_\_ coins

20 cents? \_\_\_\_ coins

5 cents? \_\_\_\_ coin

30 cents? \_\_\_\_ coins

25 cents? \_\_\_\_ coins




























Name \_\_\_\_\_

Date \_\_\_\_\_

# COUNTING 5 AND 10 CENT COINS SHEET 1



Count the 5 and 10 cent coins. Work out the amounts in cents.

	= ____ c
 	= ____ c
  	= ____ c
 	= ____ c
  	= ____ c
  	= ____ c
  	= ____ c
   	= ____ c
   	= ____ c





# *We are learning an Acknowledgement of Country in Gamilaraay language.*

*Yaama ngindaay*  
hello everyone

*Gamilaraay ngiyani winangaylanha*  
we acknowledge Gamilaraay country

*Girr ngiyani guuguu winangaylanha*  
we acknowledge the ancestors

*Girr ngiyani wayamaa winangaylanha*  
and pay respect to our elders

*Nganaay-nya-luubula ngiyani winangaylanha*  
and further extend that respect to all others here today

*By Kelsey Strasek-Barker*

*Yuwaalaraay, Gamilaroi and Murrawarri*

## **Tasks**

- *Learn the Acknowledgement of Country in Gamilaraay language watching the video online or listen to the mp3*
- *Research what is an Acknowledgement of Country*
- *Write your own Acknowledgement of Country and email a video of you presenting it*