



**Gunnedah South Public School**



# Home Learning Booklet

## Week 2



# Year 1





# Monday

**Week 2**

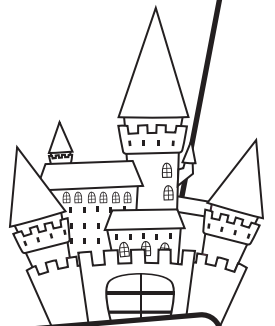
Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud – King Pig and comprehension questions Reading Eggs	Page 2
9.30 to 10	Writing	Writing a letter	Page 3
10 to 10.30	Spelling	Introduce spelling list	Page 4
10.30 to 11	Handwriting	H h	Page 5 and Page 6
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Counting on strategy	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	Identify Body Parts	Page 10 to Page 13

# Story Map

Title \_\_\_\_\_

**Characters**

**Setting**



**What else happened?**

**Problem**



**Solution**



A cartoon illustration of a grey school bus. The words "SCHOOL BUS" are written on the front. Two cartoon characters, a boy and a girl, are visible through the windshield. The boy is on the left, and the girl is on the right, waving. The bus has large headlights and a black grille.

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

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

f l



flute

flip

\_\_\_\_\_

fly

\_\_\_\_\_

flag

\_\_\_\_\_

flat

\_\_\_\_\_

flop

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flip

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f l

\_\_\_\_\_

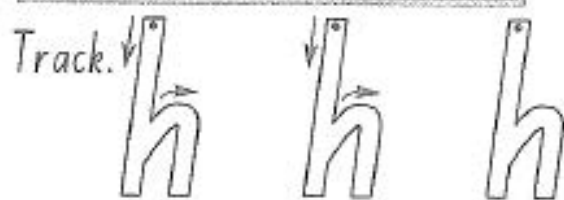
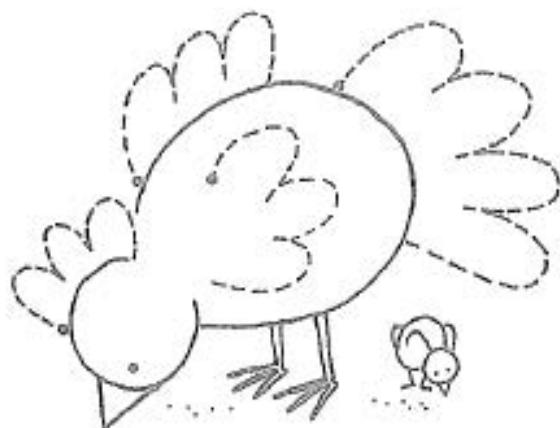
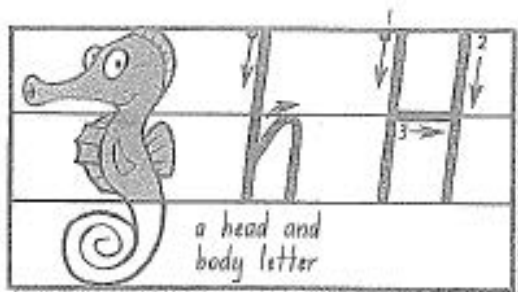
\_\_\_\_\_ g

\_\_\_\_\_ e

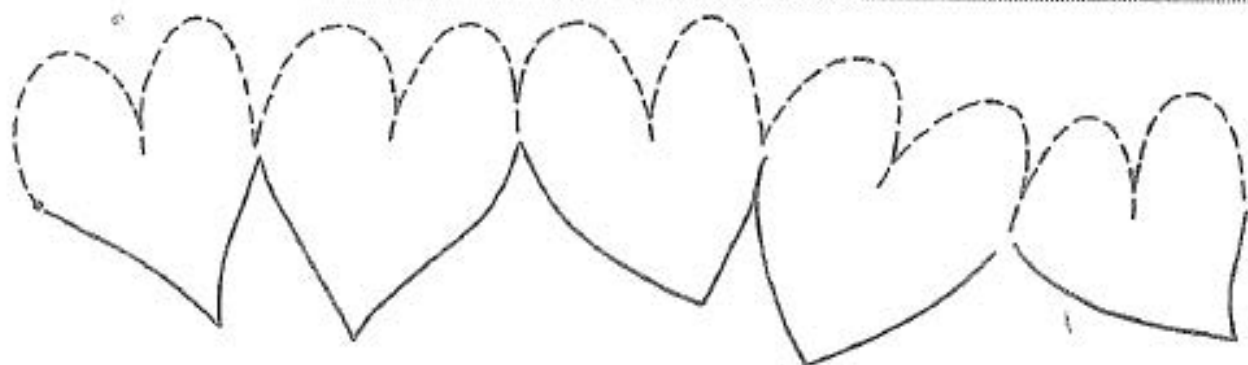
The flag is flapping.

The



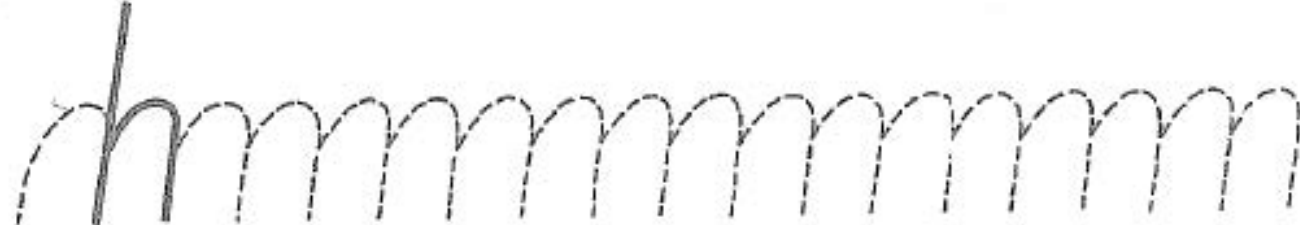


Colour the parts of the seahorse that show where the letter h sits.  
Put a ♥ under your best h and H.

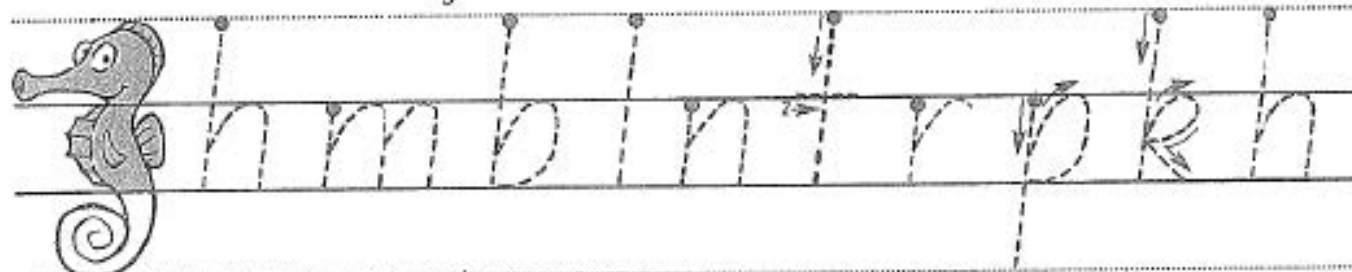


Find the h's.

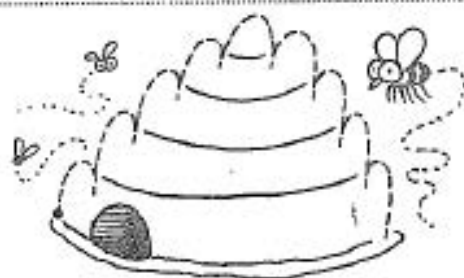
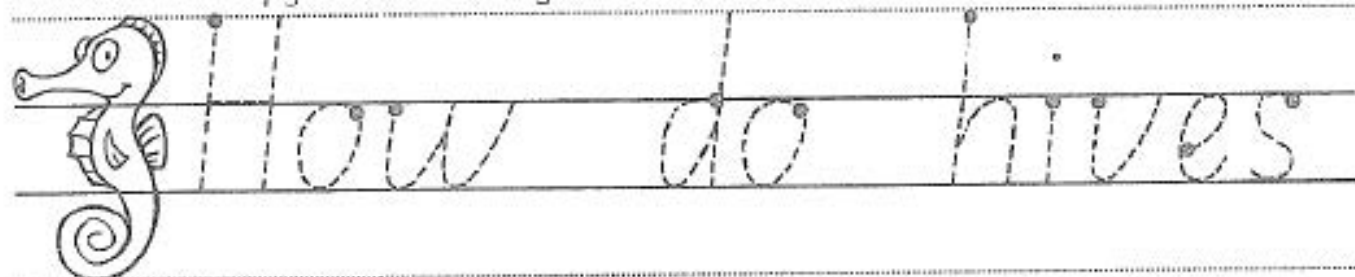
Hopping pattern



Trace the head and body letters.



Trace, then copy. Don't forget to draw the seahorses.



# Today's Number....



1. Spell it \_\_\_\_\_

6. Count back 4 \_\_\_\_\_

2. Draw it \_\_\_\_\_

7. Ordinal number \_\_\_\_\_

3. Add 2 \_\_\_\_\_

8. Even or Odd

4. Subtract 2 \_\_\_\_\_

9. Add 10 \_\_\_\_\_

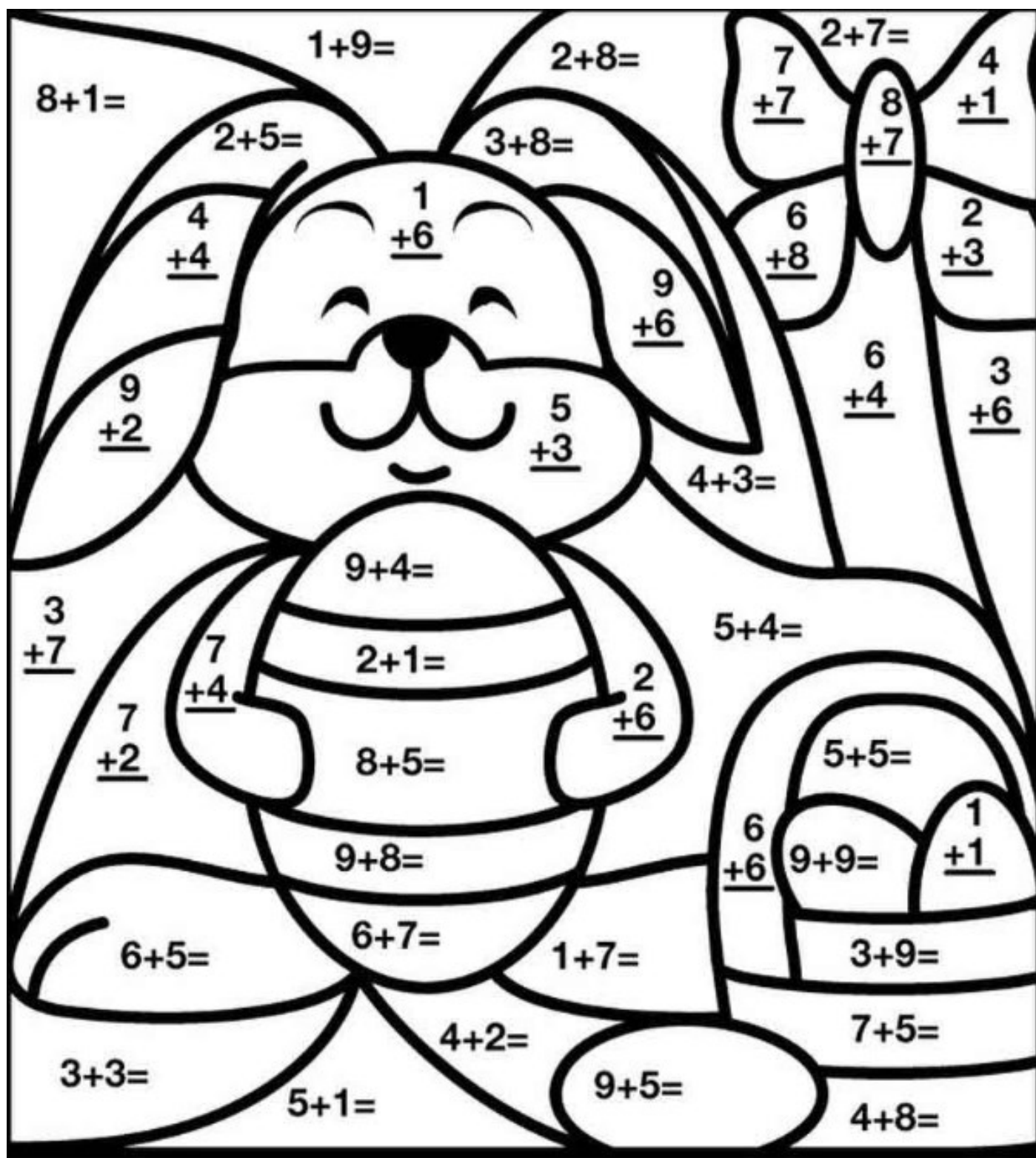
5. Count on 4 \_\_\_\_\_

10. Double it \_\_\_\_\_

Extension: Write a word problem with the answer as [14 kittens](#). For example, If I saw a different kitten everyday for 2 weeks, how many kittens did I see altogether?  
(answer is 14 kittens)

Your turn: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





Brown 12  
 Gray 15  
 Red 5, 14  
 Pink 2  
 Orange 3, 17

Green 6  
 Sky Blue 9, 10  
 Blue 18  
 Purple 13  
 Yellow 7, 8, 11

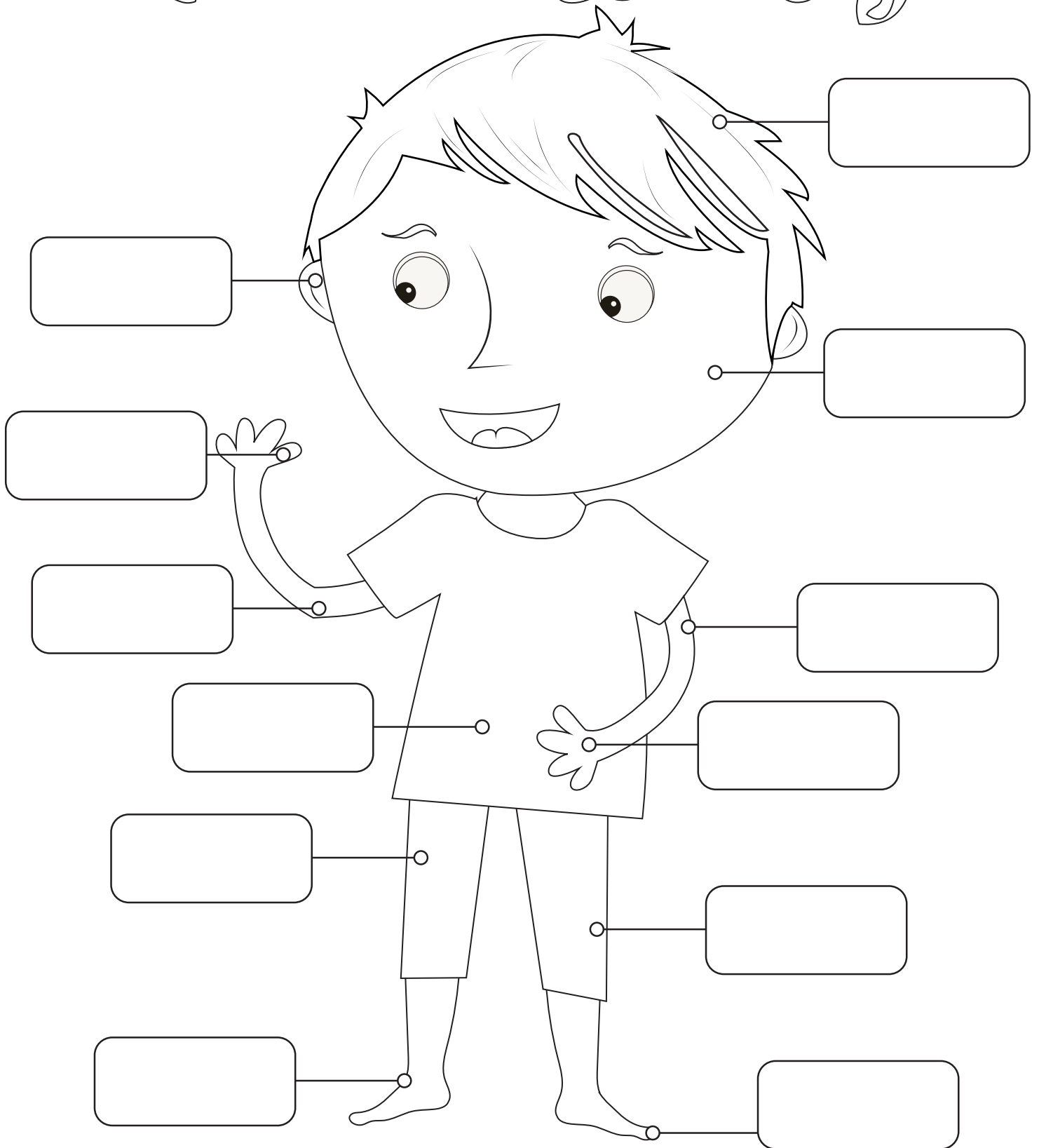


# *We are learning to identify how to be safe, respectful, learners at home.*

*We are all in different learning environments at the moment. Draw how you are being safe, respectful learners at home. Southey would love to see what expectations you come up with.*

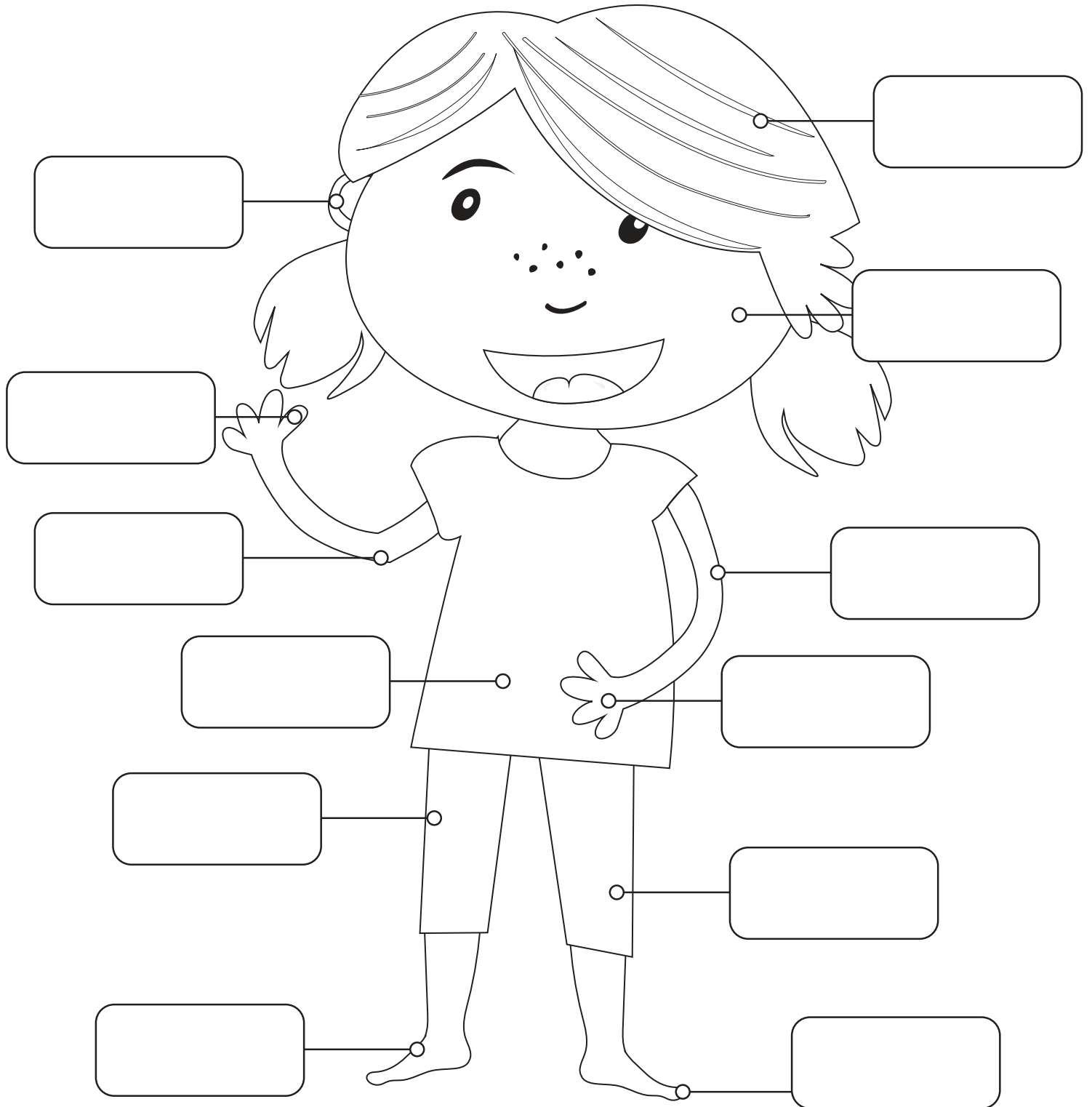
GUNNEDAH SOUTH HOME MATRIX			
VALUES	SAFE	RESPECTFUL	LEARNER
AT HOME			

# Your Body



ear	stomach	foot	hand	face	leg
elbow	finger	knee	arm	head	toes

# Your Body



ear

stomach

foot

hand

face

leg

elbow

finger

knee

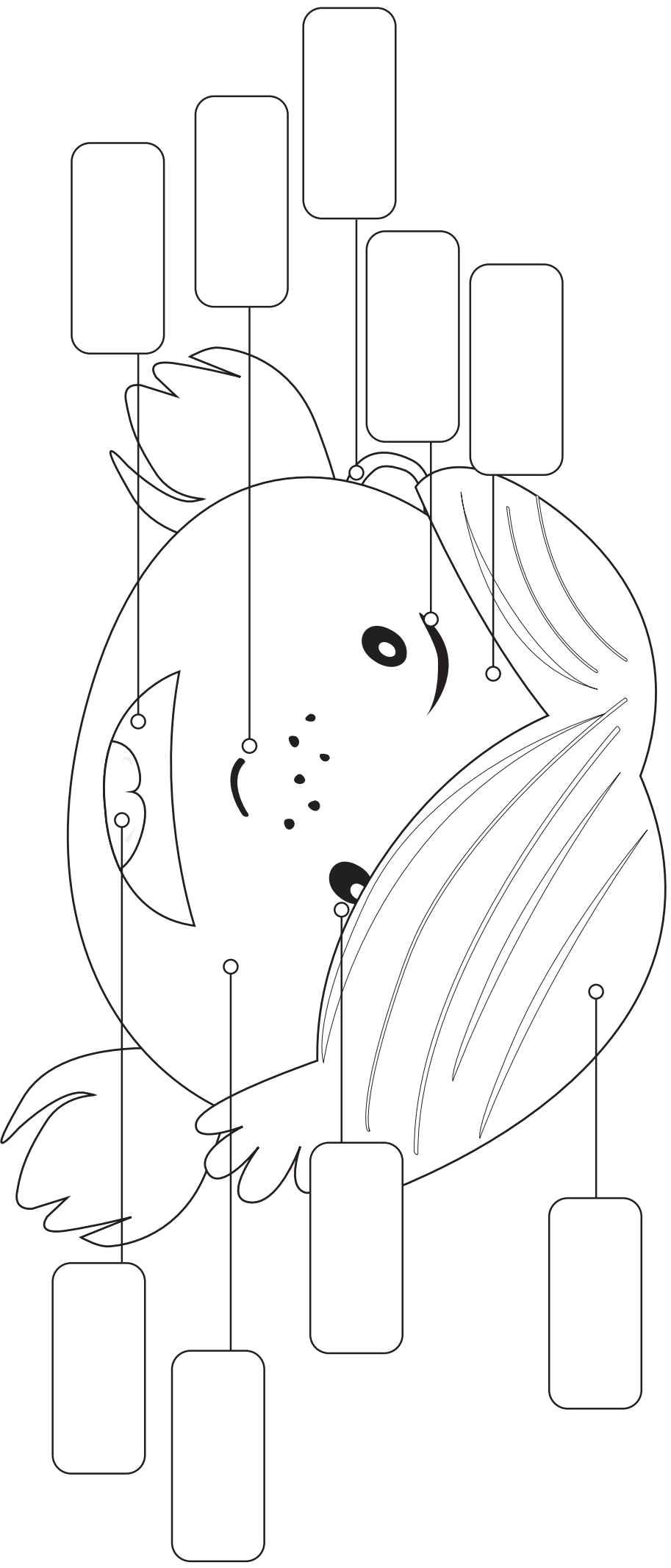
arm

head

toes

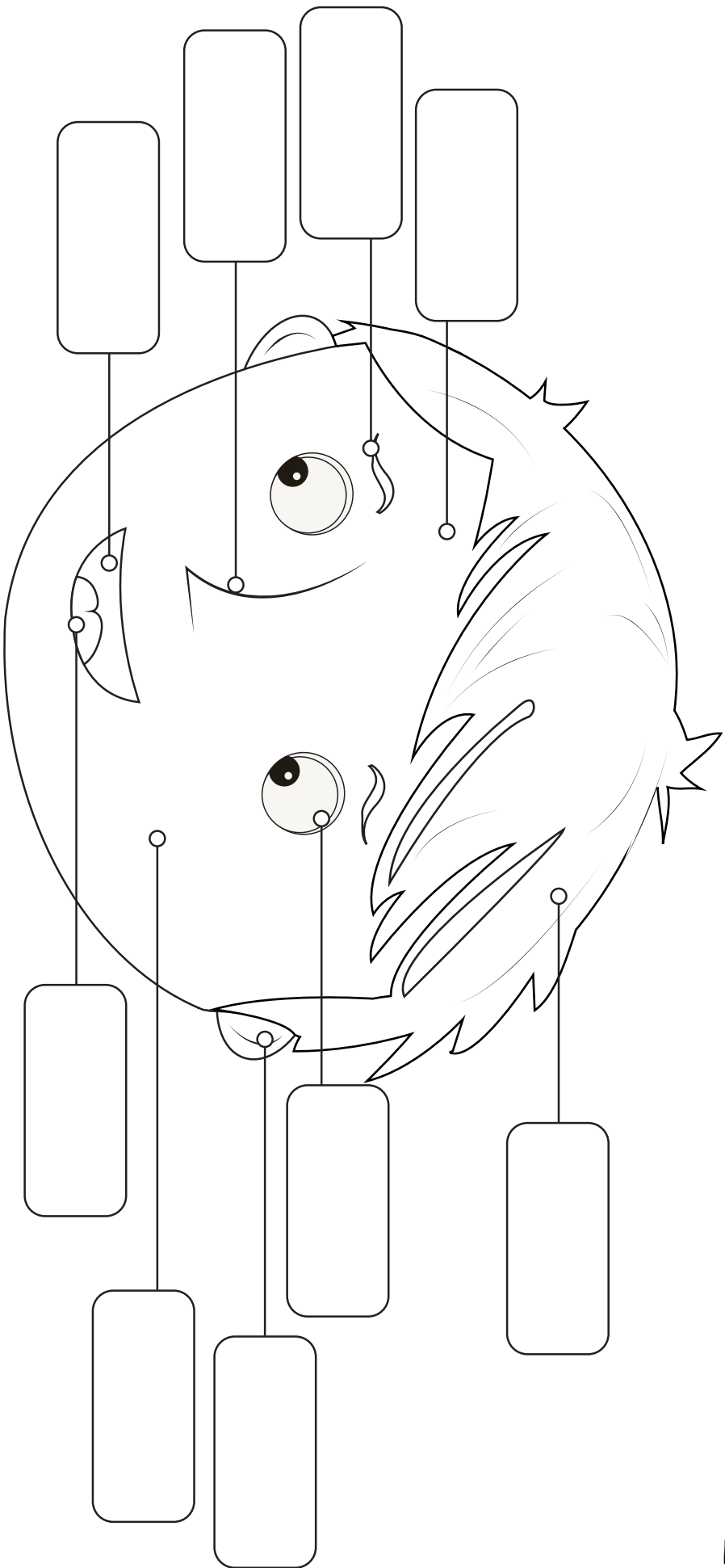


# Your Face



ear    mouth    eye    eyebrow    cheek  
hair    tongue    nose    forehead

# Your Face



ear    mouth    eye    eyebrow    cheek  
hair    tongue    nose    forehead



# Tuesday

## Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Read and draw – Visualise a Monster Reading Eggs	Page 15
9.30 to 10	Writing	Rhyming words	Page 16
10 to 10.30	Spelling	Homophones: words that sound the same but mean different things	Page 17
10.30 to 11	Handwriting	B b	Page 18 and Page 19
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Counting on strategy	Page 20 and Page 21
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	Seasons and weather	Page 22 and Page 23
2.30 to 3			

WALT: listen to instructions to visualise and create a mental picture.



- The monster has a round body.
- It has no arms, only legs.
- It has 5 bendy legs, with no knees.
- It has 8 eyes, all different sizes.
- Some of the eyes have eyelashes, some don't.
- It has a round mouth with 9 sharp pointy teeth in it.
- On top of the monsters head it is wearing a small black hat.
- The monster has a light green body and purple legs.



Draw a line between the words that rhyme.

back

rat

cake

tank

bank

sack

jar

late

cat

bake

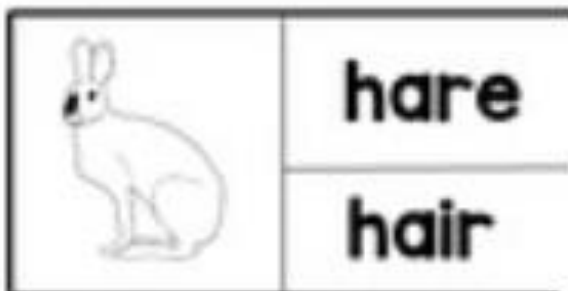
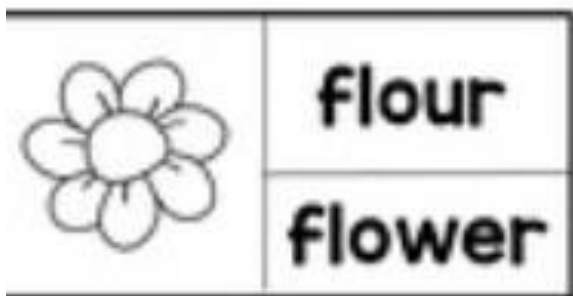
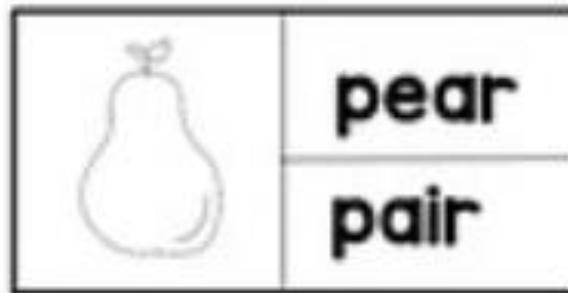
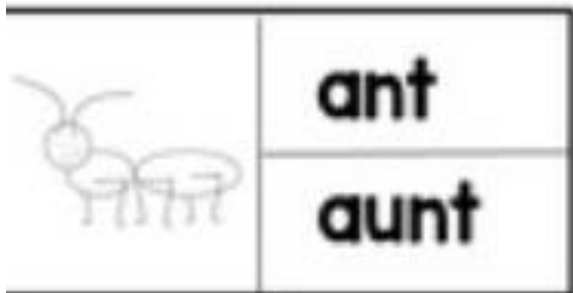
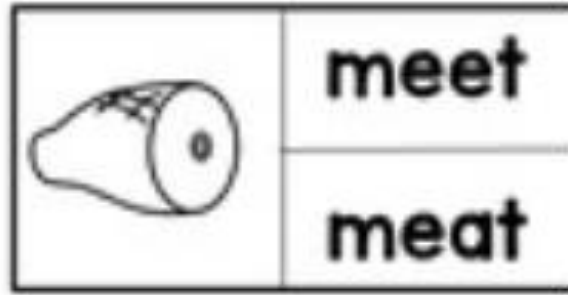
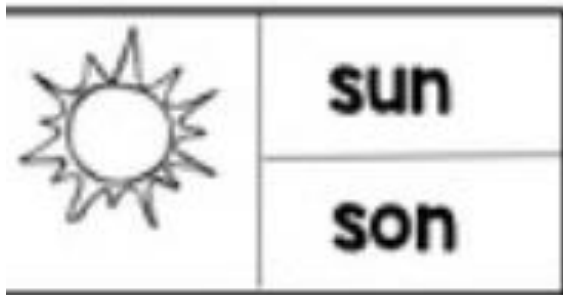
gate

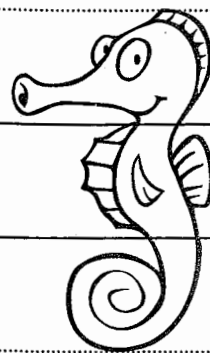
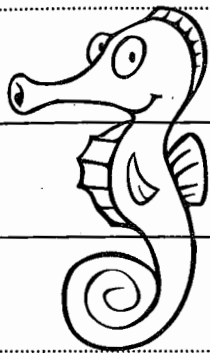
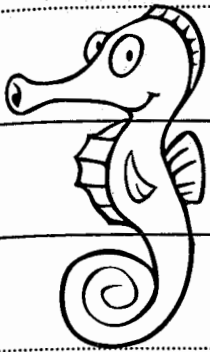
far

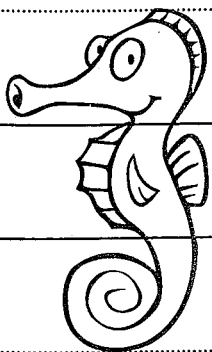
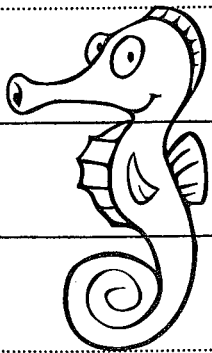
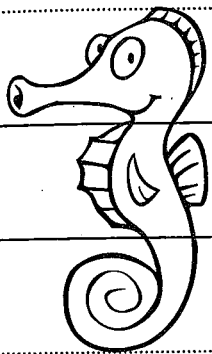
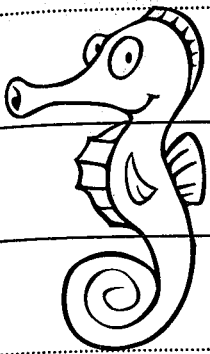
# Homophones

Homophones are words that are spelt the same but have a different meaning.

Colour the correct homophone for each







# Today's Number....



1. Spell it \_\_\_\_\_

6. Count back 4 \_\_\_\_\_

2. Draw it \_\_\_\_\_

7. Ordinal number \_\_\_\_\_

3. Add 2 \_\_\_\_\_

8. Even or Odd

4. Subtract 2 \_\_\_\_\_

9. Add 10 \_\_\_\_\_

5. Count on 4 \_\_\_\_\_

10. Double it \_\_\_\_\_

Extension: Write a word problem with the answer as [20 goats](#)

.

1)  $7 - 2 =$  \_\_\_\_\_

2)  $19 - 7 =$  \_\_\_\_\_

3)  $18 - 6 =$  \_\_\_\_\_

4)  $1 - 1 =$  \_\_\_\_\_

5)  $16 - 4 =$  \_\_\_\_\_

6)  $16 - 3 =$  \_\_\_\_\_


7)  $17 - 2 =$  \_\_\_\_\_




8)  $18 - 1 =$  \_\_\_\_\_

9)  $4 - 1 =$  \_\_\_\_\_

10)  $13 - 1 =$  \_\_\_\_\_

Extension- Explain your reasoning. You could even write the number sentence. Eg.  
 $8 - 2 = 6$

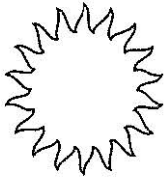
Is this a subtraction story? Write or tell someone what you think. Ali had **6** . He gave **3**  to his friend. How many  does he have left?

Is this a subtraction story? Write or tell someone what you think. Ali had **6** . His friend gave him **6** more . How many  does he have now?

## Activity

## Weather Symbols

Weather symbols are simple pictures that are used to show what the weather will be like.



This is an example of a weather symbol used to show sunny weather.

☐ Where have you seen weather symbols used?

\_\_\_\_\_

☐ Why are weather symbols used instead of words?

\_\_\_\_\_

\_\_\_\_\_

☐ Make up your own weather symbols for the types of weather listed below.

**cloudy**

**lightning**

**raining**

**windy**

**stormy**

**snowing**

Weather is different depending on the season.

- ☐ Complete the calendar to show what the weather is usually like at different times of the year where you live. In each box you could draw symbols, describe the temperature, wind, rainfall and/or what you might see happening in the sky.

**December****January****February****March****April****May****June****July****August****September****October****November**





# Wednesday

## Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud – Big Cats in the Wild and comprehension questions. Reading Eggs	Page 25 and Page 26
9.30 to 10	Writing	How to plan a narrative	Page 27
10 to 10.30	Spelling	Identify syllables in spelling words	
10.30 to 11	Handwriting	B b	Page 28 and Page 29
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Doubles	Page 30 and Page 31
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	Create a piece of art using Cubism	Page 32
2.30 to 3		Drama with Miss Christie	

# Big Cats in the Wild

Tigers are big, strong cats. They live in the wild.

Tigers love water. They are good swimmers. When they are hot, they jump into the water.

Tigers have coats of fur. Their coats have stripes on them. The stripes help them hide from other animals. They hide in the grass or by trees when they are hunting for food. They always hunt alone at night.

Have you ever seen a tiger in a zoo? Look closely, it might be hiding!



## Literal Questions

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

a Is a tiger a big, strong cat?

yes

no

b Do tigers hate water?

yes

no

c Are tigers good swimmers?

yes

no



2 Does a tiger's coat have spots or stripes? \_\_\_\_\_

3 When does a tiger hunt? \_\_\_\_\_

## Focus: Retelling Key Information

*When you retell the key information in a story, you use your own words.*

4 Retell the key information in the text.

a Tigers are \_\_\_\_\_.

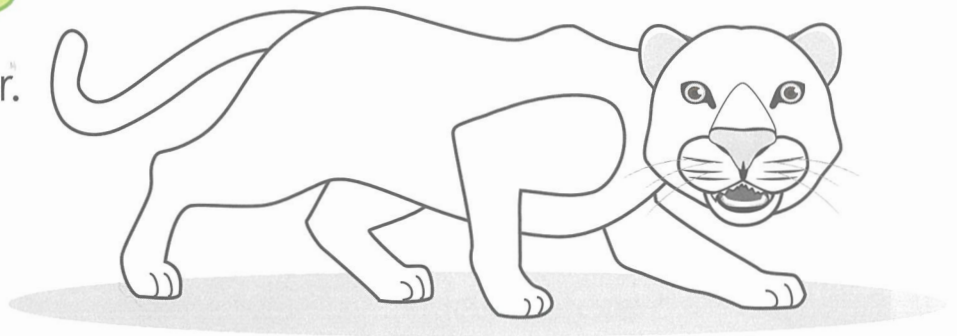
b Tigers like to \_\_\_\_\_.

c A tiger's stripes help it \_\_\_\_\_.

d At night, tigers \_\_\_\_\_.

## Inference Questions

5 Colour in the tiger.



6 How are tigers like pet cats?

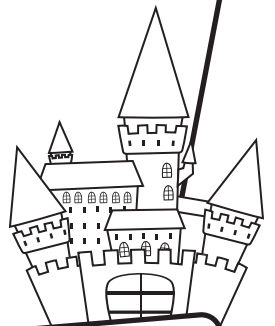


# Story Map

Title \_\_\_\_\_

**Characters**

**Setting**



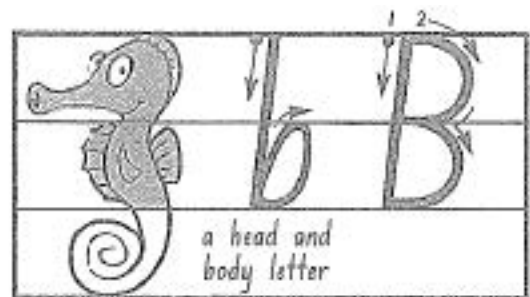
**What else happened?**

**Problem**

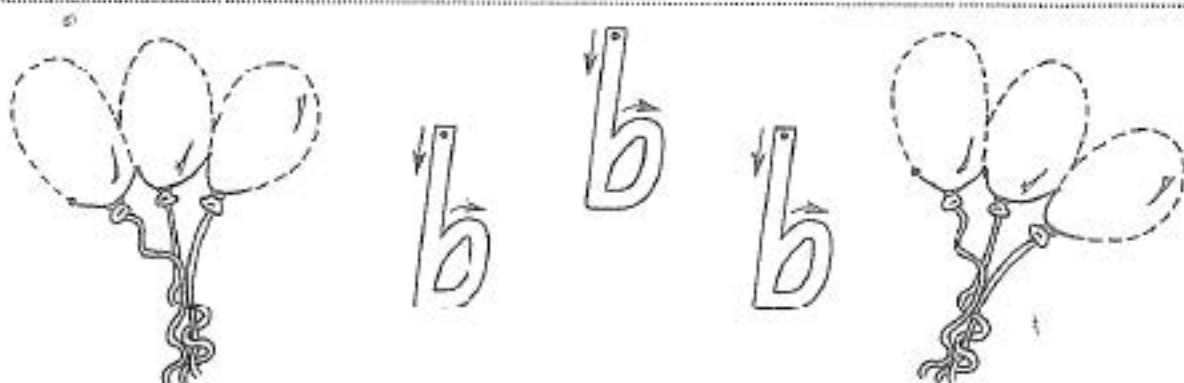
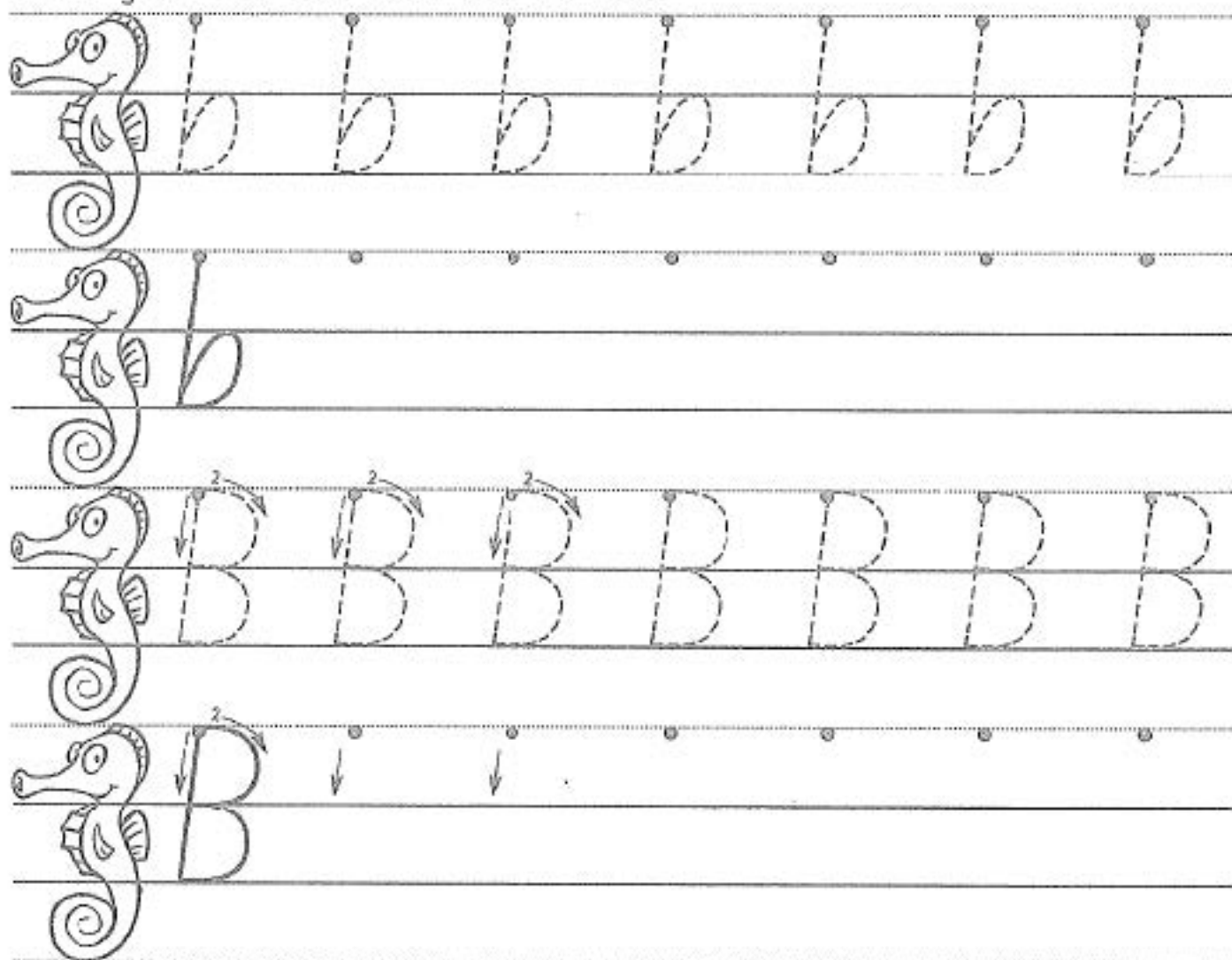


**Solution**



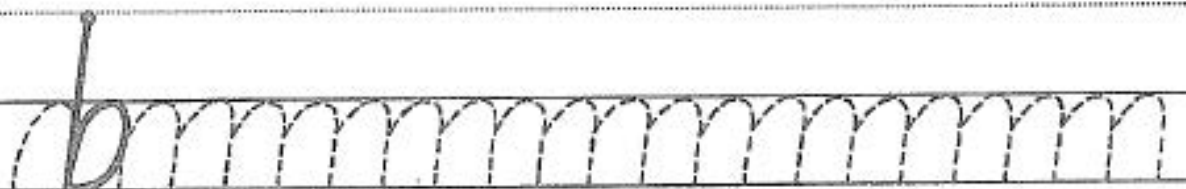


Colour the parts of the seahorse that show where the letter b sits.  
Circle your best (b) and (B) in blue.

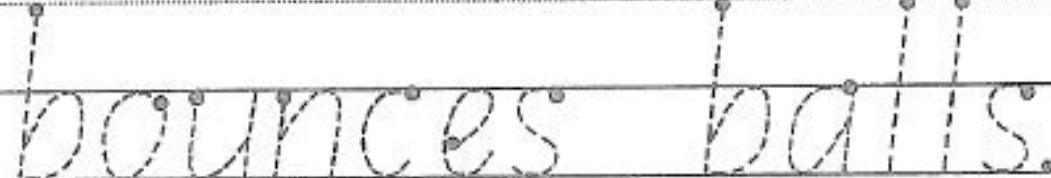
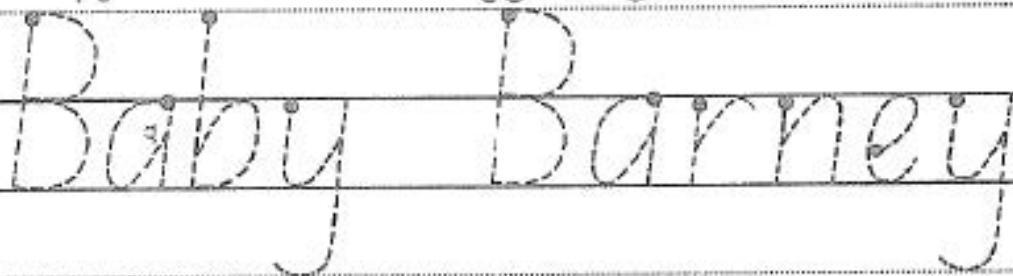




Find the b's.



Trace, then copy. Circle the hopping pattern letters.



# Today's Number....



1. Spell it \_\_\_\_\_

6. Count back 4 \_\_\_\_\_

2. Draw it \_\_\_\_\_

7. Ordinal number \_\_\_\_\_

3. Add 2 \_\_\_\_\_

8. Even or Odd

4. Subtract 2 \_\_\_\_\_

9. Add 10 \_\_\_\_\_

5. Count on 4 \_\_\_\_\_

10. Double it \_\_\_\_\_

Extension: Write a word problem with the answer as [21 minutes](#).

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## Doubles.....

1.  $3 = \underline{6}$

2.  $4 = \underline{\quad}$

3.  $2 = \underline{\quad}$

4.  $2 = \underline{\quad}$

5.  $1 = \underline{\quad}$

6.  $3 = \underline{\quad}$

7.  $4 = \underline{\quad}$

8.  $2 = \underline{\quad}$

9.  $2 = \underline{\quad}$

10.  $1 = \underline{\quad}$

## Extension...

1.  $*12 = \underline{\quad}$

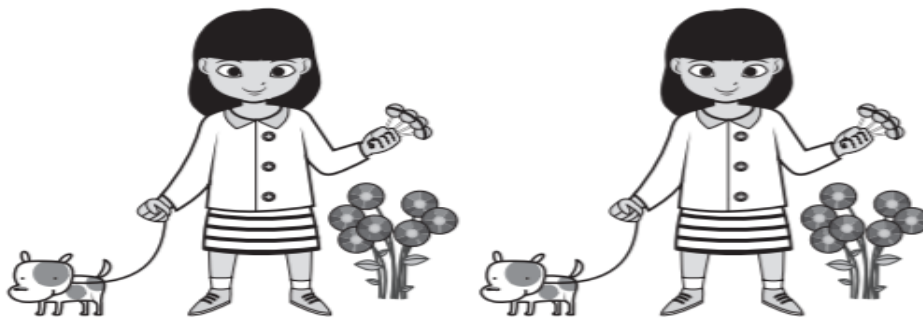
2.  $*15 = \underline{\quad}$

3.  $*24 = \underline{\quad}$


4.  $*\underline{\quad} = 14$


5.  $*\underline{\quad} = 16$

### Addition – doubles



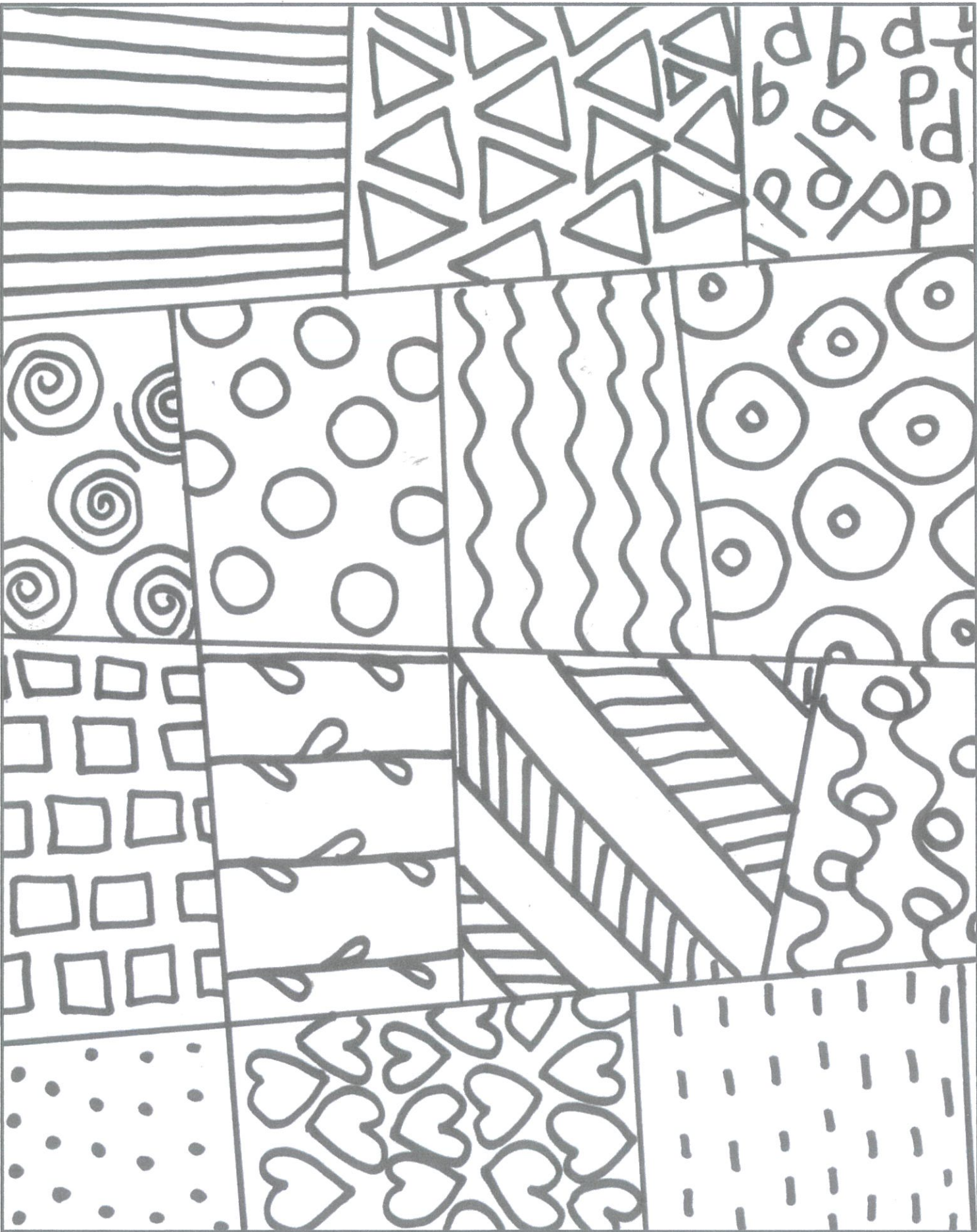
1 These twins show us lots of doubles facts. Here are some.

  $2 + 2 = 4$

  $7 + 7 = 14$

Can you find any more? Write them.







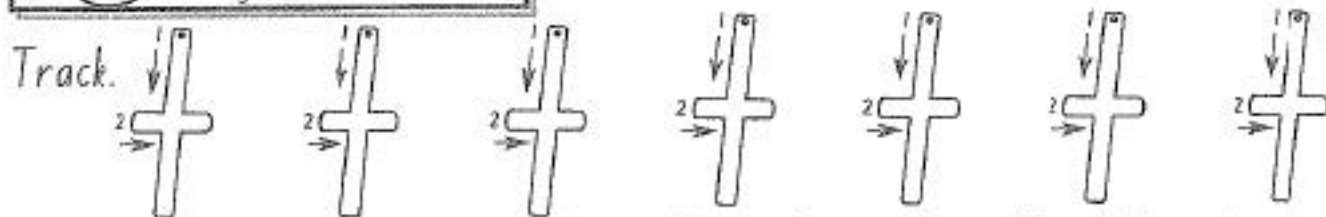
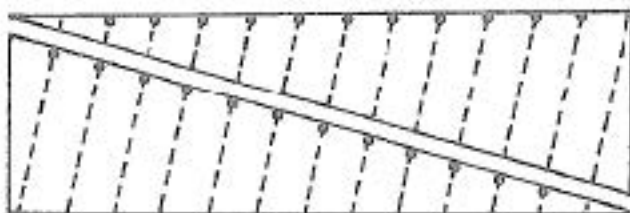
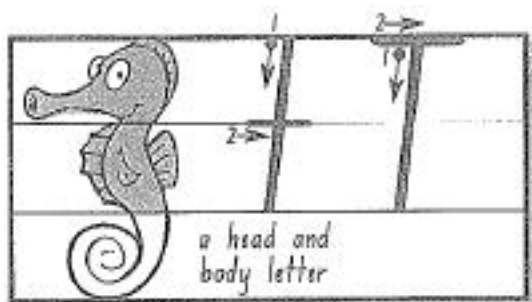
# Thursday

## Week 2

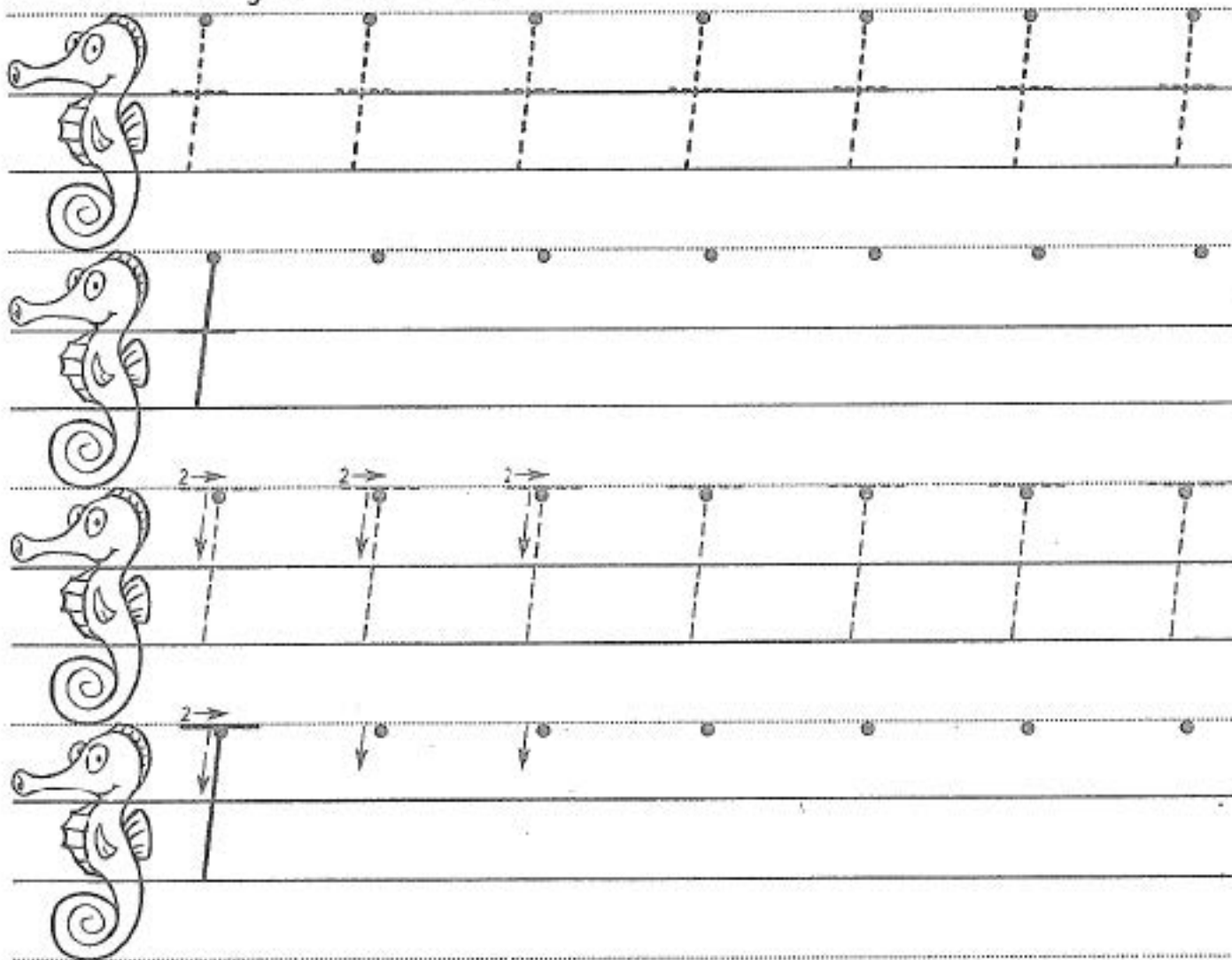
Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Read and draw - Nogard Reading Eggs	Page 34
9.30 to 10	Writing	Writing a narrative	
10 to 10.30	Spelling	Writing spelling words	
10.30 to 11	Handwriting	T t	Page 35 and Page 36
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Number line	Page 37 and Page 38
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 39 and Page 40
2.30 to 3			

WALT: listen to instructions to visualise and create a mental picture.

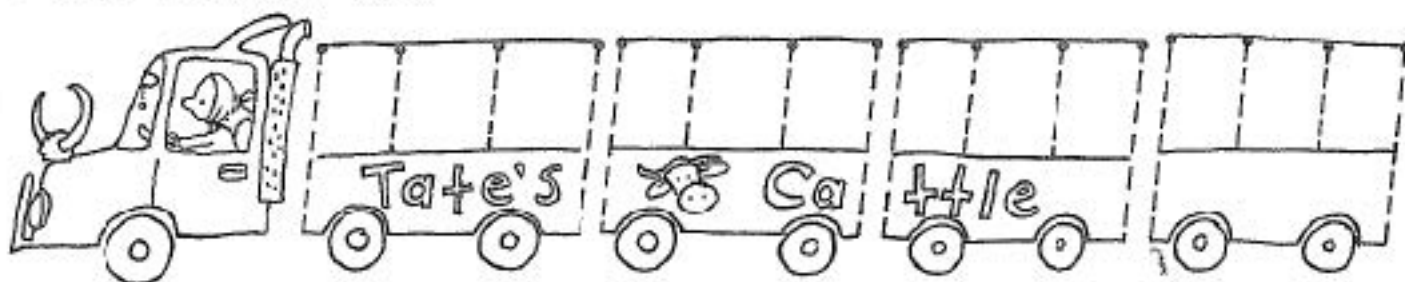
- *A Nogard is an animal.*
- *It has an oval shaped body.*
- *It has a long neck and tail. The top of the neck, back and tail and covered with spikes.*
- *The Nogard's head is shaped like a long triangle. It has big eyes and eyebrows that stick out.*
- *The Nogard has four short legs. At the end of each leg is a foot with five toes.*
- *The Nogard has two wings attached to its body.*
- *Nogard's are bright yellow with orange spots.*

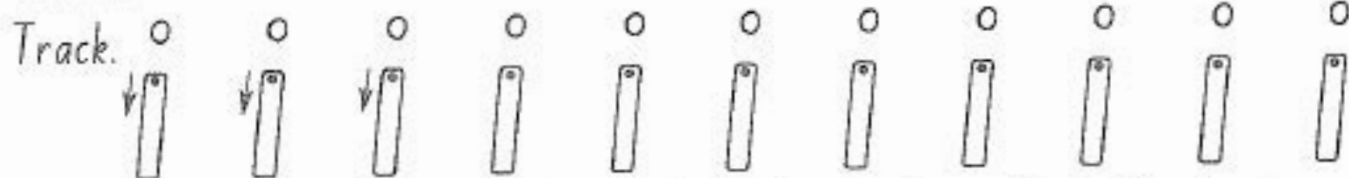
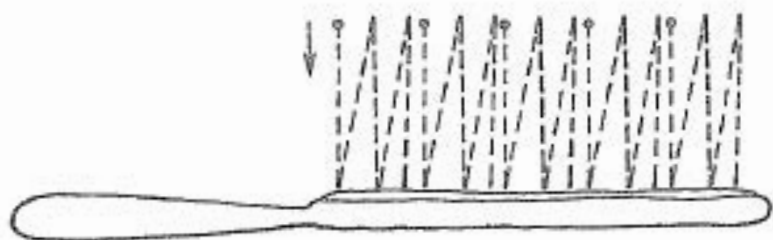
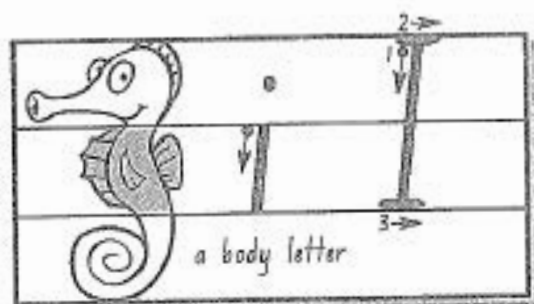


Colour the parts of the seahorse that show where the letter **t** sits.  
Put a ✓ on your best **t** and **T**.

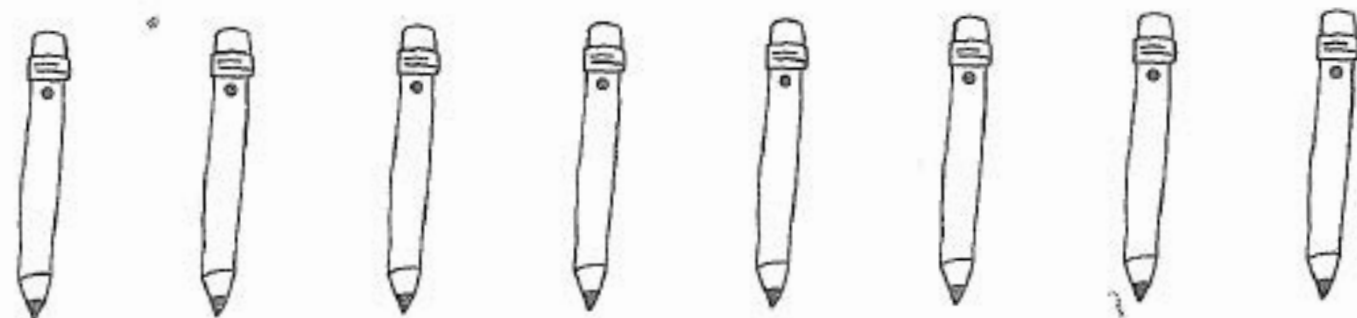
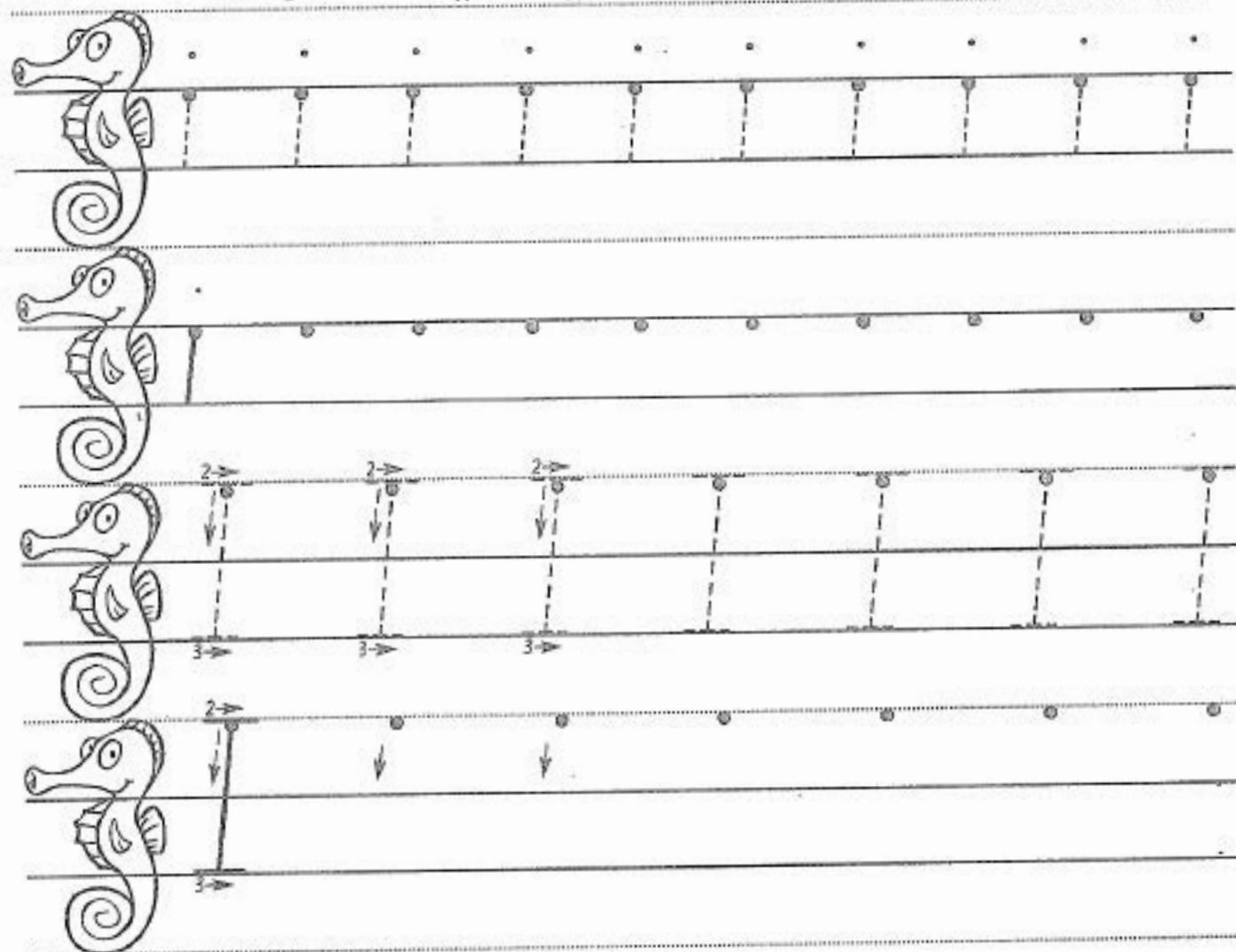


Finish the road train.





Colour the parts of the seahorse that show where the letter i sits.  
Put a X under your best  $i_x$  and  $I_x$ .





# Today's Number....



1. Spell it \_\_\_\_\_

6. Count back 4 \_\_\_\_\_

2. Draw it \_\_\_\_\_

7. Ordinal number \_\_\_\_\_

3. Add 2 \_\_\_\_\_

8. Even or Odd

4. Subtract 2 \_\_\_\_\_

9. Add 10 \_\_\_\_\_

5. Count on 4 \_\_\_\_\_

10. Double it \_\_\_\_\_

Extension: Write a word problem with the answer as [13 days](#).

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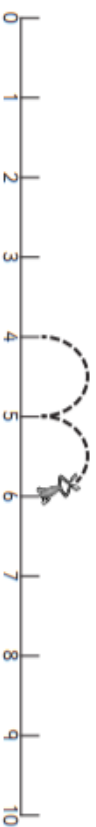
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## Addition – using number lines

Number lines are handy tools to use when adding.

Look at  $4 + 2 = \boxed{?}$

We start at 4 and hop 2 spaces.



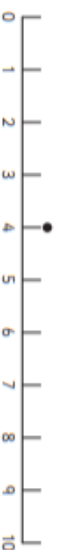
$$4 + 2 = 6$$

### 1 Hop along the number line and finish the number fact.

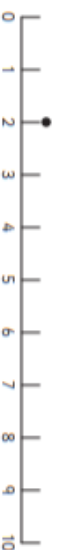
**a**  $3 + 1 = \boxed{\phantom{00}}$



**b**  $4 + 4 = \boxed{\phantom{00}}$



**c**  $2 + 3 = \boxed{\phantom{00}}$



### 2 The hops are on the line. Write the number fact to match.

**a**  $\boxed{1} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$



**b**  $\boxed{2} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$



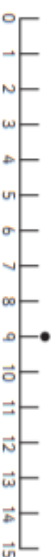
**c**  $\boxed{7} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$



## Addition – using number lines

### 1 Hop along the number line and finish the number fact.

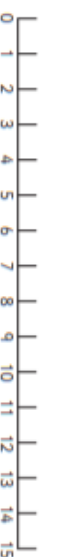
**a**  $9 + 2 = \boxed{\phantom{00}}$



**b**  $8 + 5 = \boxed{\phantom{00}}$



**c**  $7 + 7 = \boxed{\phantom{00}}$

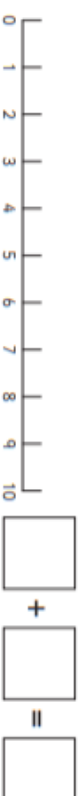


**d**  $11 + 2 = \boxed{\phantom{00}}$

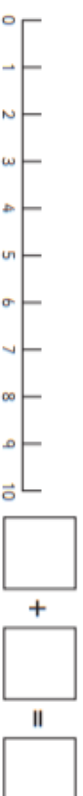


### 2 Show the story on the number line and as a fact.

**a** Tahlia had **6** stickers. Her friend gave her **4** more. How many stickers does she have now?



**b** Mohammed kicked **3** goals on Tuesday and **6** goals on Wednesday. How many goals did he kick altogether?



## Investigation Planner

<p><b>What is your question for investigation?</b></p> <p><u>What will happen if we don't water half of our seeds?</u></p>	<p><b>What is your prediction?</b></p> <p>If we don't water the seeds then _____</p> <p>_____</p> <p>because _____</p> <p>_____</p>		
<p><b>To make the test fair, what things (variables) are you going to:</b></p>			
<p><b>Change</b></p> <p>Water one seed. No water on the other seed.</p>	<p><b>Measure or Observe</b></p> <p>Did the seeds grow (germinate)?</p>	<p><b>Keep the Same</b></p> <p>Containers they are planted in. How much soil are they planted in. Plant them at the same time. Keep the containers in the same spot, out of the rain.</p>	
<p><b>Equipment</b></p> <div style="display: flex; justify-content: space-between;"> <div> radish seeds Soil </div> <div> Containers to plant in (milk bottle cut in half) Marker to label containers </div> </div>			
<p><b>Method</b></p> <ol style="list-style-type: none"> <li>1. Get two containers that are the same size.</li> <li>2. Label one container <b>water</b>, and one container <b>no water</b></li> <li>3. Fill them with soil.</li> <li>4. Plant seeds in each container, make sure they are planted the same depth.</li> <li>5. Water the one labelled <b>water</b> and leave the <b>no water</b> one dry.</li> <li>6. Take a photo or draw a picture to show what you have done.</li> <li>7. Every second day take a photo or draw a picture to record your observations.</li> </ol>			
<p><b>Observations</b></p>			
Day 1:	Day 3:	Day 5:	Day 7:
Day 9:	Day 11:	Day 13:	Day 15:



## Blank Investigation Planner for bonus task

What is your question for investigation?	What is your prediction?  <i>If</i> _____ <i>then</i> _____ <i>because</i> _____ _____		
To make the test fair, what things (variables) are you going to:			
<b>Change</b>	<b>Measure or Observe</b>	<b>Keep the Same</b>	
<b>Equipment</b>			
<b>Method</b> 1.			
<b>Observations</b>			
<b>Day 1:</b>	<b>Day 3:</b>	<b>Day 5:</b>	<b>Day 7:</b>
<b>Day 9:</b>	<b>Day 11:</b>	<b>Day 13:</b>	<b>Day 15:</b>

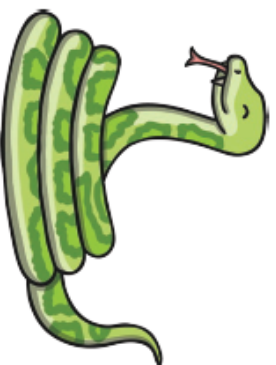


# Friday

## Week 2

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher Read Aloud – Macca the Alpaca Sight word games – Snakes and Ladders	Page 42
9.30 to 10	Writing	Writing a procedure	
10 to 10.30	Spelling	Letter patterns	
10.30 to 11	Handwriting	M m/ J j	Page 43 and Page 44
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Number line	Page 45 and Page 46
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 47
2.30 to 3	Virtual Assembly		

# Snakes and Ladders High Frequency Words



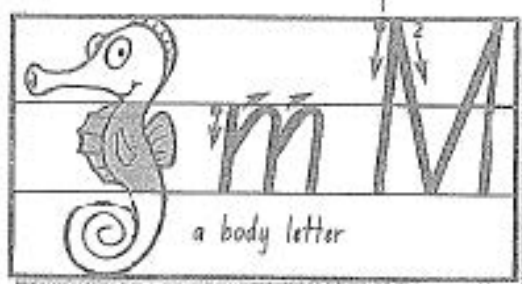
## You will need...

- 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!

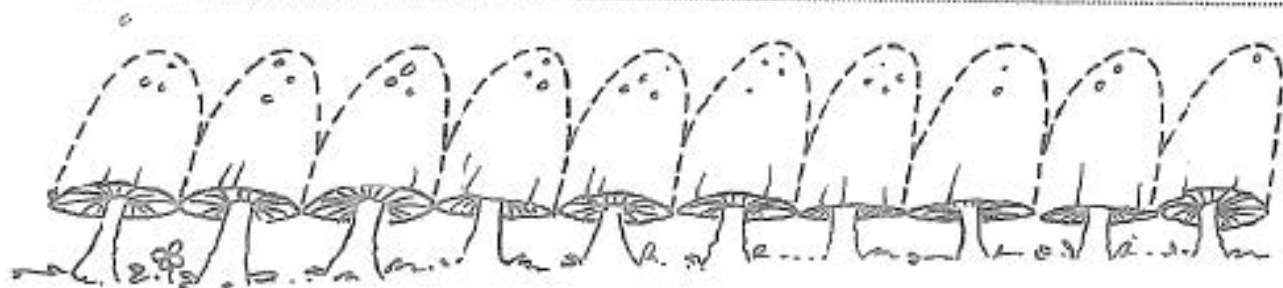
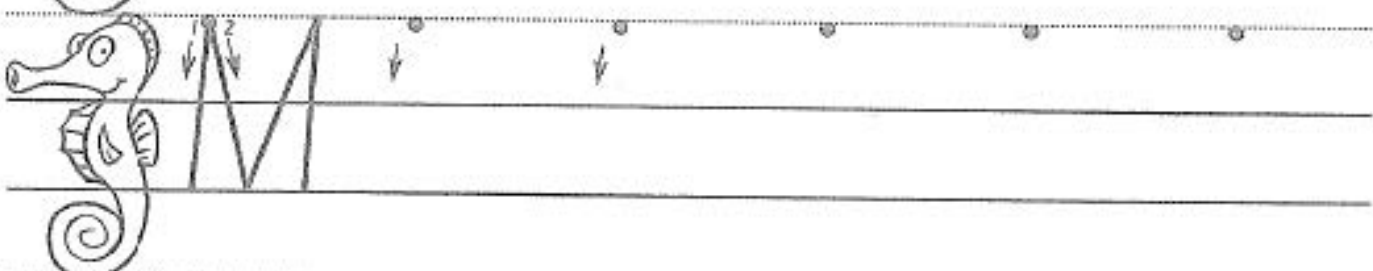
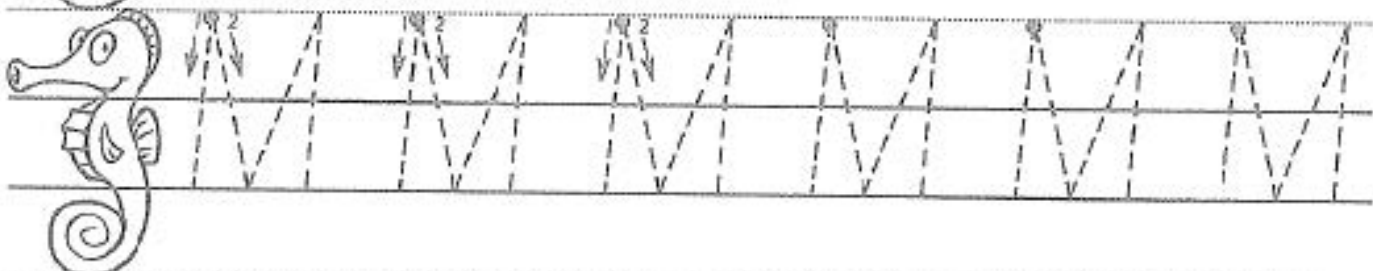
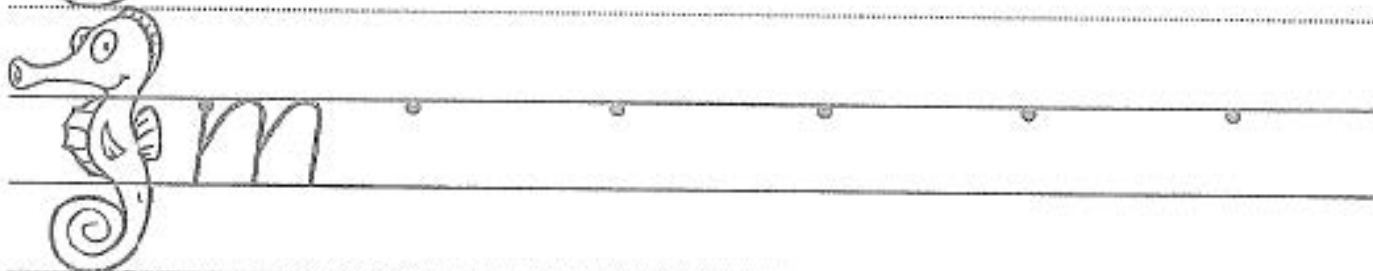
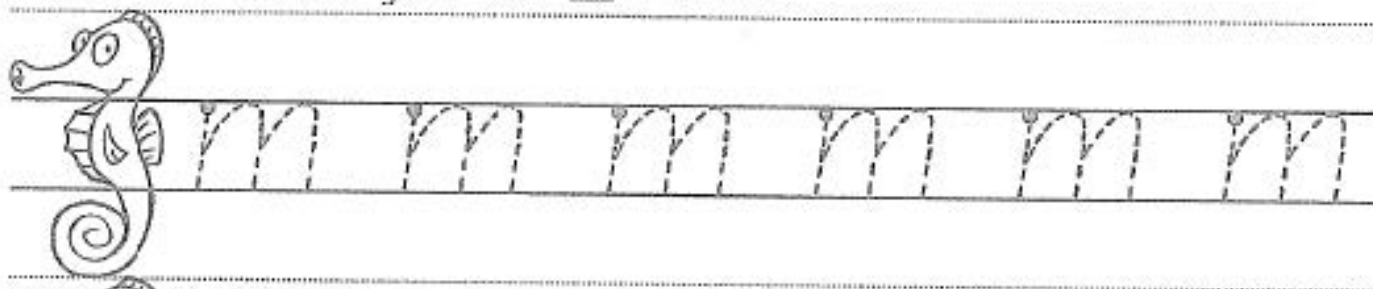
20 said	21 too	22 little	23 she	FINISH
19 children	18 back	17 about	16 mum	
15 house	14 there	13 were	12 from	11 with
10 go	9 if	8 get	7 to	6 then
5 her	4 it	3 one	2 of	1 him
START				

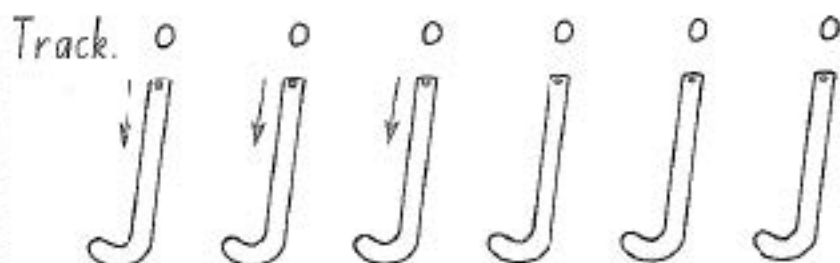
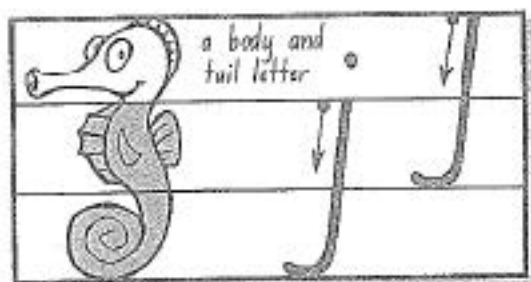


Track.

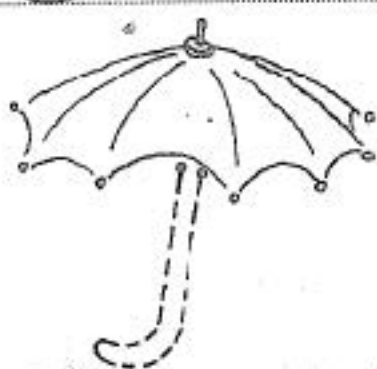
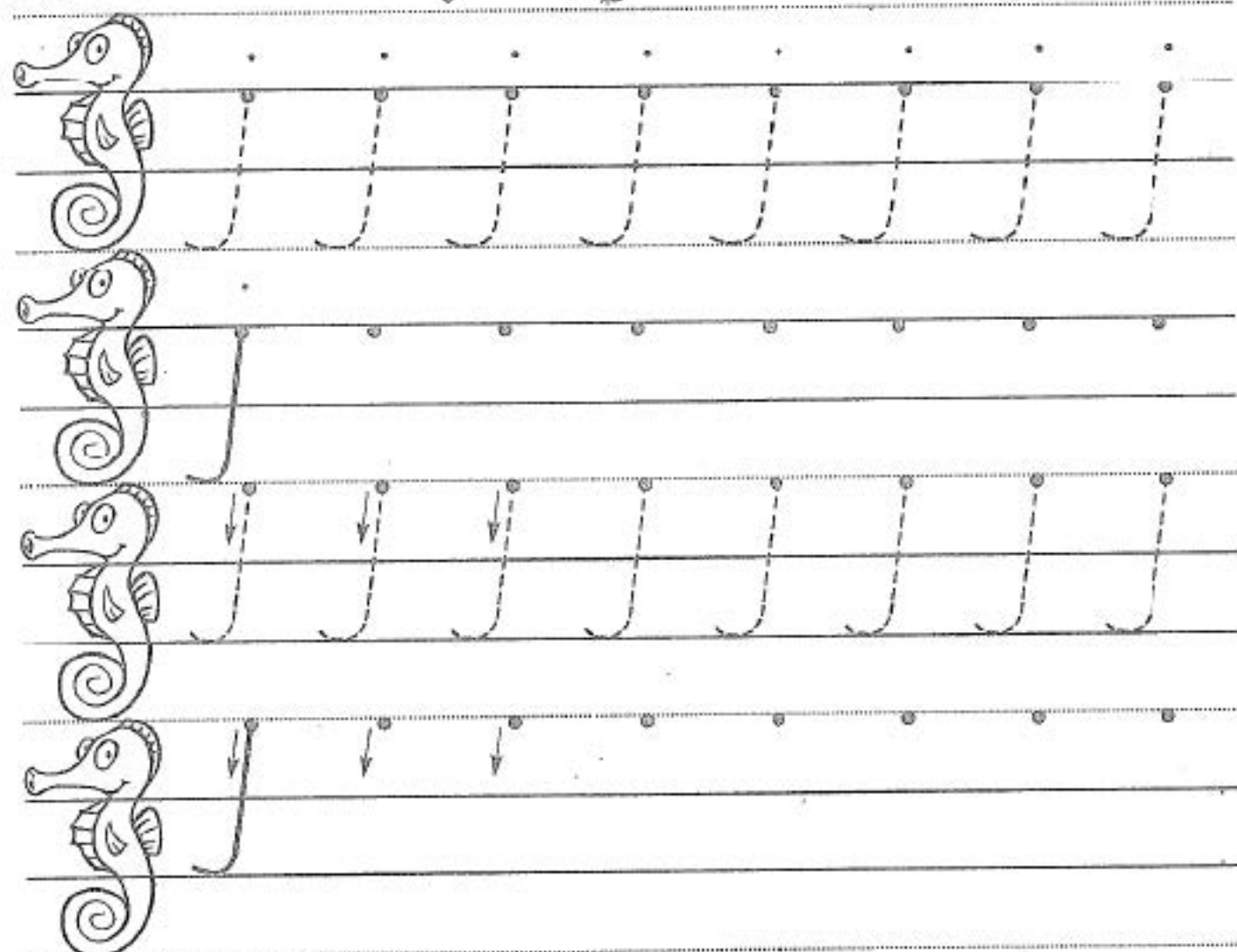


Colour the parts of the seahorse that show where the letter m sits.  
Put a ☐ around your best ☐m and ☐M.





Colour the parts of the seahorse that show where the letter j sits.  
Put a \* on the tail of your best j and under your best j.



# Today's Number....



1. Spell it \_\_\_\_\_

6. Count back 4 \_\_\_\_\_

2. Draw it \_\_\_\_\_

7. Ordinal number \_\_\_\_\_

3. Add 2 \_\_\_\_\_

8. Even or Odd

4. Subtract 2 \_\_\_\_\_

9. Add 10 \_\_\_\_\_

5. Count on 4 \_\_\_\_\_

10. Double it \_\_\_\_\_

Extension: Write a word problem with the answer as  
19 monkeys.

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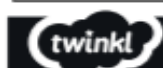
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## Number Line Subtraction

$20 - 17 =$	
$12 - 4 =$	
$18 - 12 =$	
$10 - 3 =$	
$17 - 5 =$	
$12 - 2 =$	
$3 - 2 =$	
$20 - 8 =$	
$15 - 3 =$	
$19 - 11 =$	



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Extension:

True or False (explain in sentences if the equation below is true or false).

$$6 - 13 = 7$$

## ***Significant Places - Week 2***

***We are learning to research a place that is significant to Aboriginal and Torres Strait Islander people.***

Draw a picture

Name of site

Location (region, state)

Type of sacred site (rock art, natural site of significance, scarred trees etc)

Who sees this site as being significant or sacred (tribal groups)?

Why is this site so significant?

Interesting facts about this site?