



Gunnedah South Public School



Home Learning Booklet

Week 4

Name: _____

Class: _____

Year 1





Monday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Poetry and Comprehension	Page 1
	Reading Eggs		
9.30 to 10	Writing	Grammar	Pages 2 - 5
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Formal 'u' lesson	Page 6
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Kitchen/Maths Lesson: capacity of containers	Page 7
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 3	PBL PDH Wellbeing	PBL – Staying Motivated PDH – Passenger Safety	Pages 8 – 10

Mangroves

A poem by Zelda Quakawoot, Mackay, Queensland

Buzzing
Stinging
Mossies roam

Salty
Dampness
Muddy banks

Silent
Biters
Sandfly's home

Crab
Empires
Our tummies thank...

Greens
Browns
Reds and blue

Fire smells
Salty
Air

Smokey
Fire
Keep them from you

Goodnight
Sweet mangroves
For secrets
Shared



Mangroves - Questions

1. What is the subject of the poem? _____

2. List the three insects or animals mentioned in the poem.

3. List the two verbs used to describe the mossies.

4. This poem has three sets of rhyming words in it. List the three sets below.

5. Does this poem make you want to visit a mangrove? Explain why or why not?

WALT: Identify nouns

Circle the noun(s) in each sentence.

Nouns are a person,
a place or a thing.

The cat is purring.

The boy kicked the ball.

Sam plays with his friend Ben.

The bus stops at the red light.

We saw tigers at the zoo.

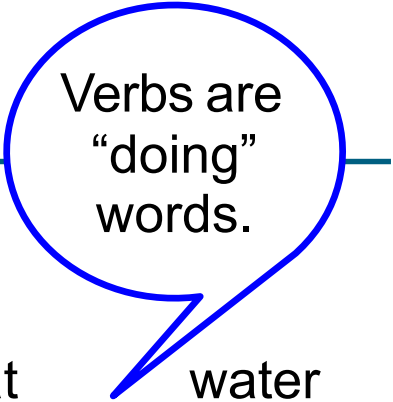
These flowers are beautiful.



Dad drives us carefully in the car.

WALT: Use verbs

Circle the verbs.



Verbs are
“doing”
words.

walk	kitten	say	eat	water
fly	book	stop	paper	mouse
writes	sang	stood	blanket	pig

Complete the sentences using the verbs from above.

1. I _____ an apple every day.
2. Let's _____ for some ice cream.
3. We _____ still for our picture.
4. Tim _____ letters to his cousin.
5. We _____ to the playground after school.
6. The singer _____ a sad song.

WALT: Use adjectives

Adjectives are words that describe nouns

Add an adjective to each sentence.

- 1) Mark has a _____ bicycle.
- 2) There are two _____ pillows on the couch.
- 3) The _____ girl stands at the end of the line.
- 4) The _____ man helped the lady cross the street.
- 5) Mrs. Elliott is a _____ teacher.
- 6) The _____ light hurts my eyes.
- 7) Your _____ shoes left marks all over the floor.
- 8) This _____ book is still interesting.
- 9) Chantal has _____ eyes.
- 10) Nicole wears a _____ dress to the dinner.



WALT: Identify synonyms

Provide the word that best matches each clue.

1. _____ behind

2. _____ drain

3. _____ cruise

4. _____ arrive

5. _____ paint

6. _____ mouth

7. _____ hold

8. _____ faith

A. sail
H. seep

B. late

C. hang

D. hope

E. jaw

F. come

G. draw

Monday 18th May.

Uu Uu Uu

My Uncle sat under
his unique umbrella.

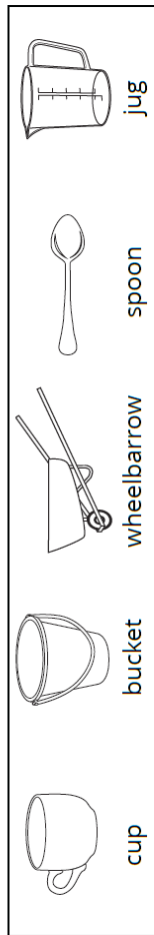
My Uncle

WALT: describe and compare the capacity of containers

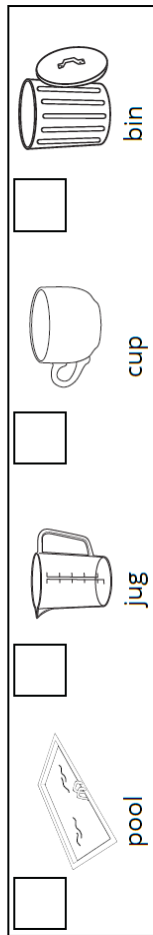
Capacity

Capacity is the amount a container will hold.

1. Circle the object below with the smallest capacity.



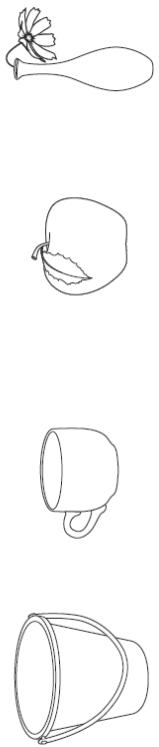
2. Number the objects below in descending order. Write a 1 beside the object with the largest capacity, through to a 4 for the smallest capacity.



3. Circle the best object to fill a jug with water. Explain why.

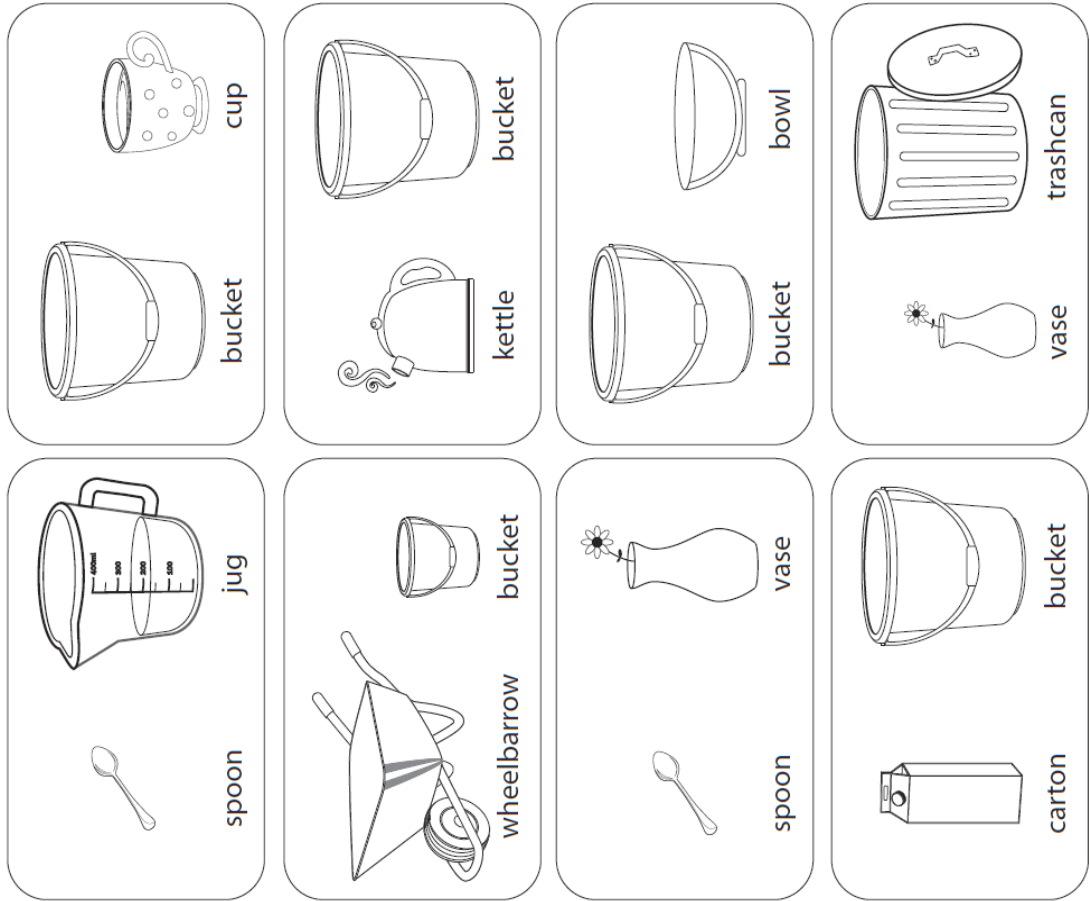


4. Circle the object below that would hold 0 cups of water.



Volume and Capacity

Colour the item that holds less.



Personal Development & Health - Term 2 Week 4

We are learning to identify how to be safe passengers.

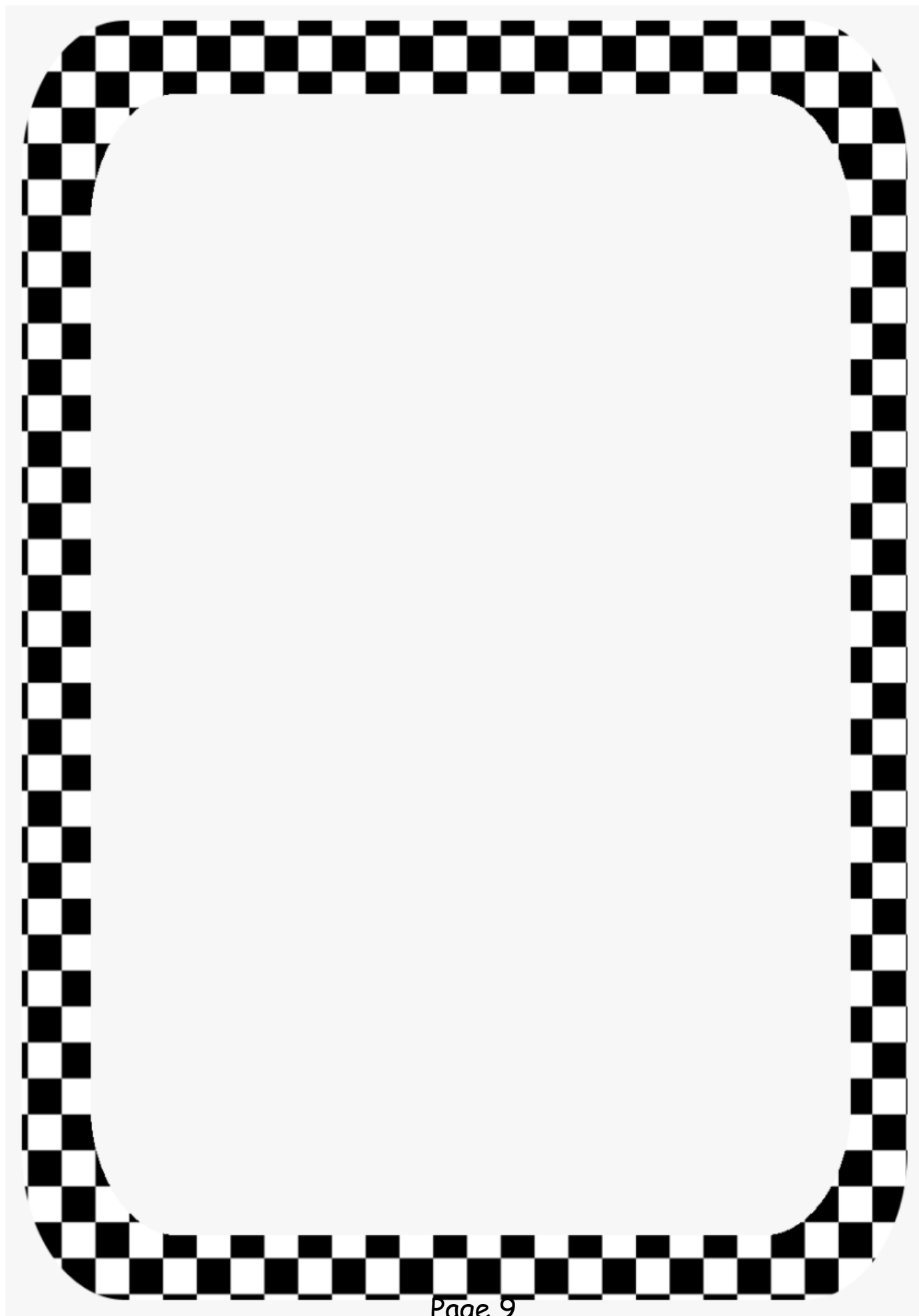
Activity 1. Colour safe or unsafe for these passengers.

Ariel takes her seat belt off as soon as the car starts moving.	<input type="radio"/>	SAFE	<input type="radio"/>	UNSAFE
Aladdin likes to watch videos when he rides in the car.	<input type="radio"/>	SAFE	<input type="radio"/>	UNSAFE
Ana and Elsa yell loudly and fight when riding in the car.	<input type="radio"/>	SAFE	<input type="radio"/>	UNSAFE
Mickey moves from seat to seat while the bus is moving.	<input type="radio"/>	SAFE	<input type="radio"/>	UNSAFE
Donald puts his seatbelt on as soon as he gets in the car.	<input type="radio"/>	SAFE	<input type="radio"/>	UNSAFE
Goofy throws rubbish out the car window.	<input type="radio"/>	SAFE	<input type="radio"/>	UNSAFE
Daisy makes sure that her mum checks her seatbelt is done up right.	<input type="radio"/>	SAFE	<input type="radio"/>	UNSAFE
Olaf sits in an adult seat and not a car seat. He is 5 years old.	<input type="radio"/>	SAFE	<input type="radio"/>	UNSAFE



Activity 2. Pick one passenger from above and tell me why they were being unsafe. What should they do instead?

Activity 3 - Create a poster to remind people to be safe passengers.





EVERYONE

EVERYWHERE

EVERY TIME

We are learning to stay motivated

Three things I can do to stay motivated

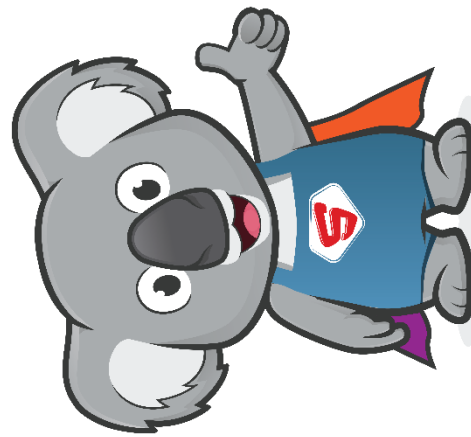
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People who can help me stay motivated

--

*What can stop your motivation and how
can you change it.*

--	--





Tuesday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Diamond poems and comprehension	Page 1
	Reading Eggs		
9.30 to 10	Writing	Poetry writing	Pages 2 – 3
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	‘u’ worksheet	Pages 4 – 5
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Patterns and Algebra	Pages 6 - 7
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Geography	How does weather affect our activities?	Pages 8 – 13
2.30 to 3			

Name _____

DIAMOND POEM

A Diamond poem or Diamante (Diamond in Italian) is an unrhymed 7 line poem.

The beginning and ending lines are the shortest and the lines in the middle are longer, which makes the poem a diamond shape. All words used in the poem are related to the topic or first noun. There are 2 different types of diamond poems; synonym and antonym. With the synonym poem the first and last lines are synonyms and with an antonym the first and last lines are antonyms.

Line 1 Noun

Line 2 Adjective, Adjective

Line 3 Verb, Verb, Verb

Line 4 Noun, Noun, Noun, Noun

Line 5 Verb, Verb, Verb

Line 6 Adjective, Adjective

Line 7 Noun

Here is an example of a Diamante

Butterfly

yellow, spotted

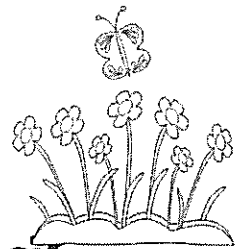
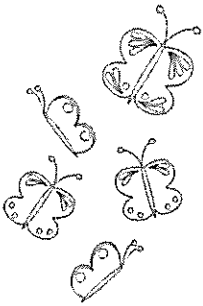
Floating, Swirling, Sipping

Wings, Flowers, Nectar, Proboscis

Flying, Twirling, Pollinating

Dainty, Symmetrical

Insect



In this diamond poem, name 3 things that the butterfly does.

_____, _____, _____

What 4 words are used to describe the butterfly?

_____, _____, _____, _____

Name the nouns that are in the poem.

_____, _____, _____, _____

diamante or diamond poem

Try writing your own Diamante. Use the frame below to organize your ideas.

Write a **noun** or subject that you want to write about

Write 2 adjectives that describe the subject

Write 3 verbs that relate to the noun.

Use 4 nouns that relate to the topic or the noun in line 1

Write 3 verbs that relate to the noun.

Write 2 adjectives that describe the subject

Write a **noun** that is a synonym or antonym for the noun in the first line.

Name _____

_____, _____

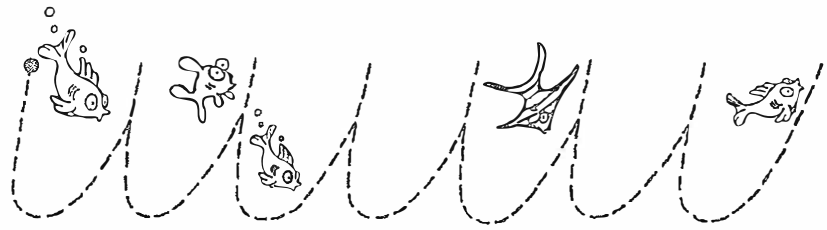
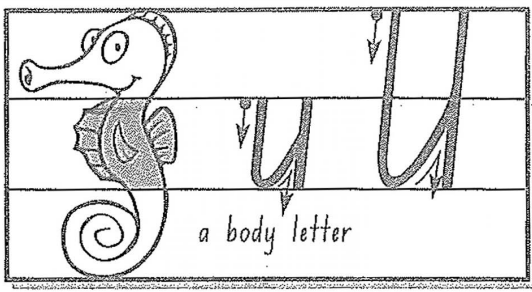
_____, _____, _____

_____, _____, _____, _____

_____, _____, _____

_____, _____

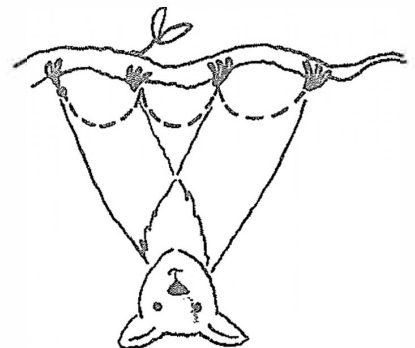
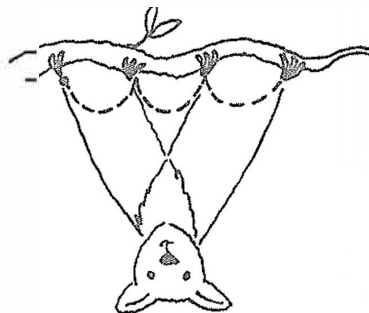
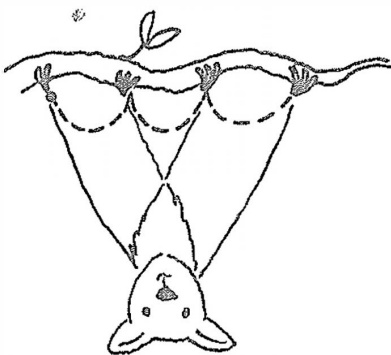
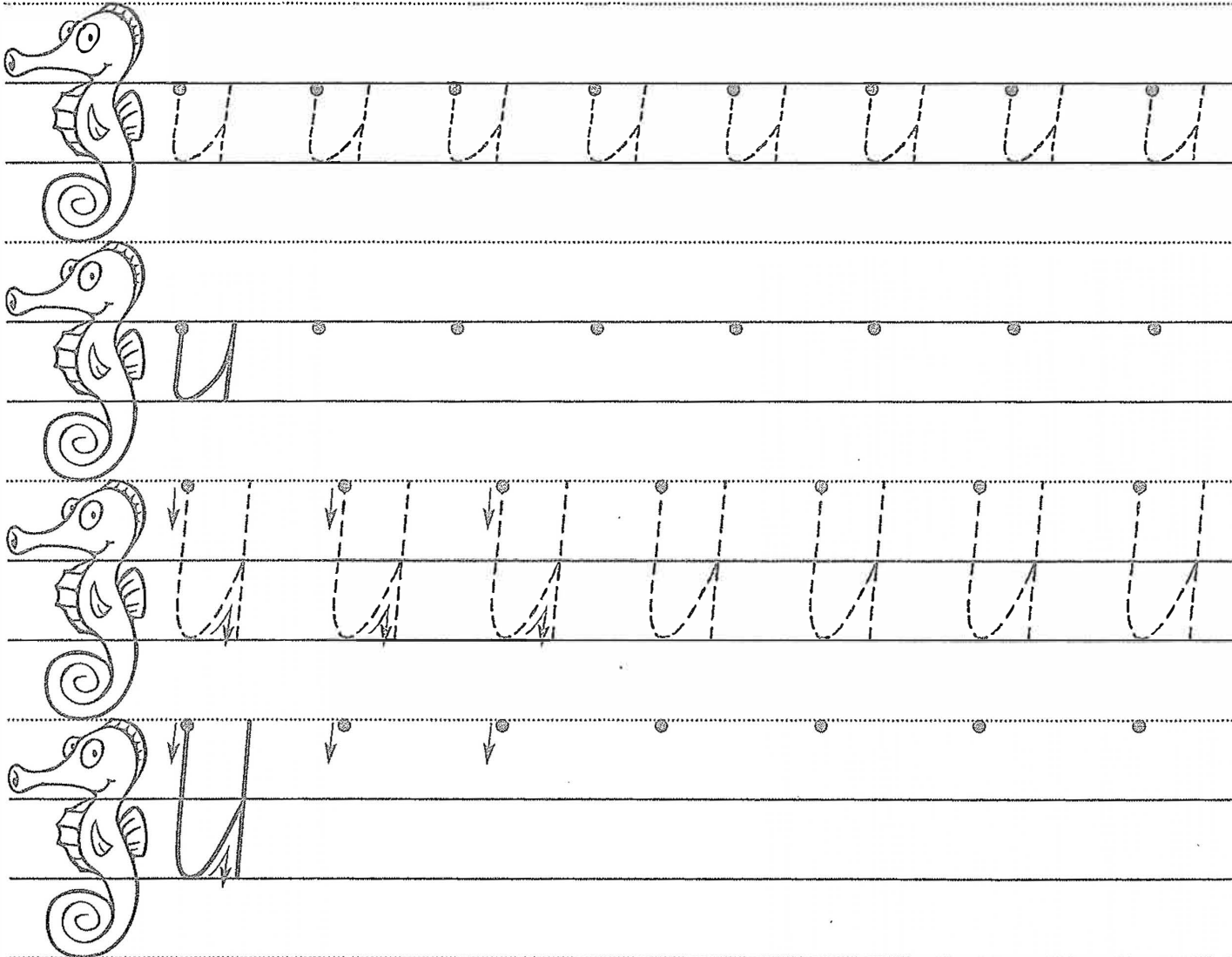
By _____



Track.

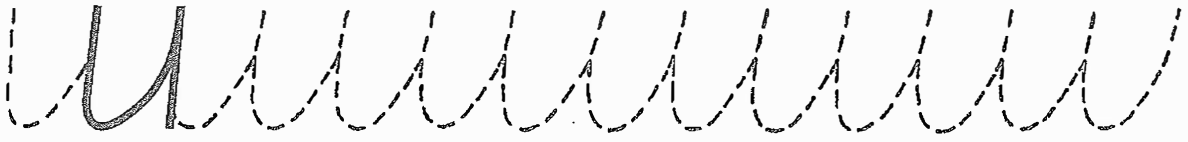


Colour the parts of the seahorse that show where the letter u sits.
Put a ✓ under your best u and U.

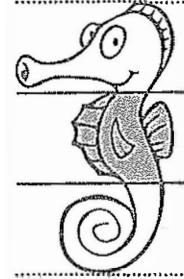


Find the u's.

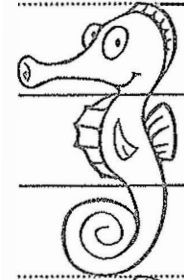
Wave pattern



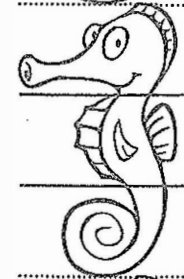
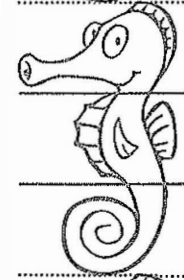
Trace the pattern. Colour the wedges.



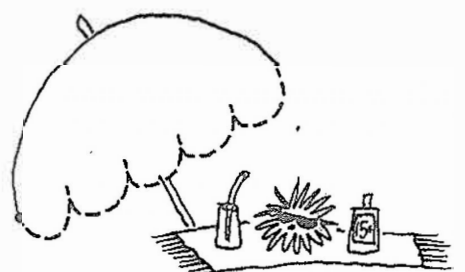
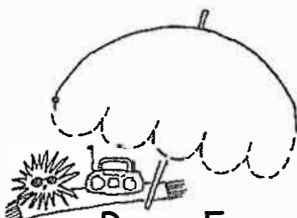
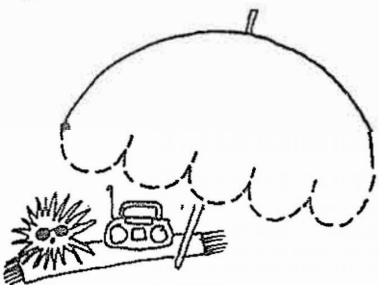
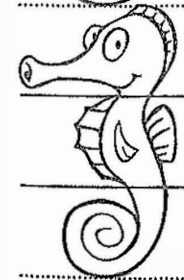
Trace, then copy.



urchins use



umbrellas.



Create as many equations as you can to total the Target Number. You can only use the numbers provided.

1

n

0

9

9

1

e

4	5	15	5
7	9	6	5
3	3	2	11
3	5	7	0

Target Number

8

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. 5+3=8

- .
- .
- .
- .
- .

Say the pattern out loud. What is the rule?



The rule is

--	--



The rule is

--	--	--



The rule is

--	--	--



The rule is

--	--

Parts of these patterns are missing. Draw the missing shapes.



What to do:

Using your 3 different pattern blocks, think of a rule and make a repeating pattern. Record it here.

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

What to do next:

How many **different** repeating patterns with the blocks can you make? Each one will have a different rule. You don't have to use all 3 blocks in your pattern if you don't want to. Record them here.

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

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

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

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

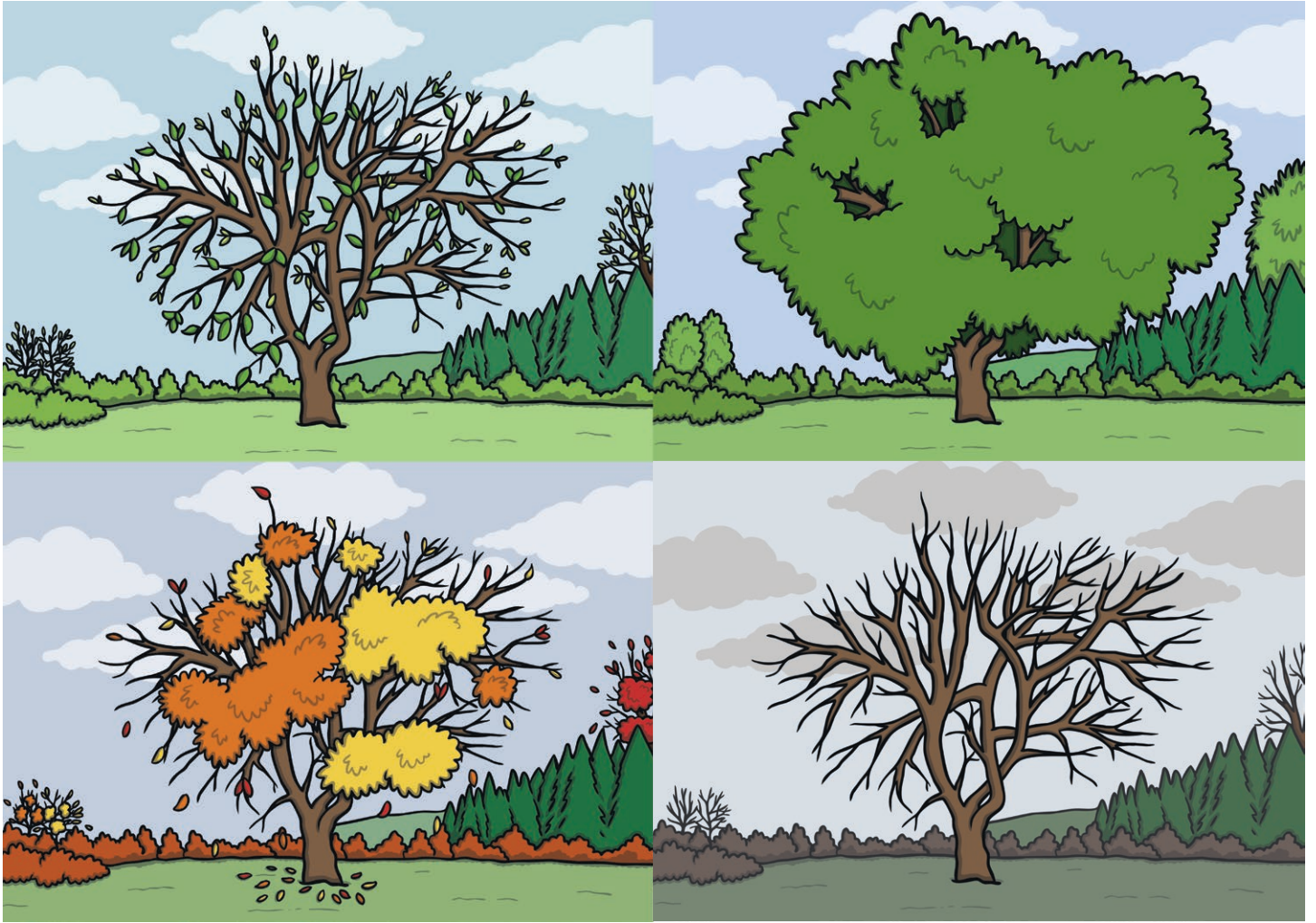
--	--	--	--	--	--	--	--

Instead of blocks you might like to use some things you have in your house such as:

- *cutlery
- *plates and bowls
- *lego
- *toy cars
- *toy animals

Or anything that you have a large amount of that could be used to create patterns.

Seasons Matching



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



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cutting

Weather Affects Our Activities

Cut, sort and paste the activities you could do on a...

rainy day	sunny day	snowy day

Weather Affects Our Activities



go skiing



build a snowman



go swimming



ride a bike



jump in puddles



wear warm clothes



go to the beach



watch television



have a BBQ



use an umbrella



wear a hat and
sunscreen

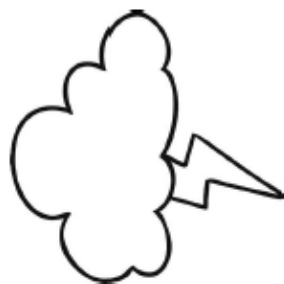
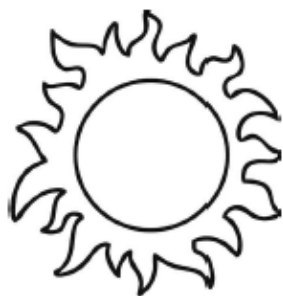


mow the lawn

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The **weather** can change.

It can be sunny, rainy, windy, stormy and even snowy. Changing weather can affect what we do.



On a **snowy** day people will...

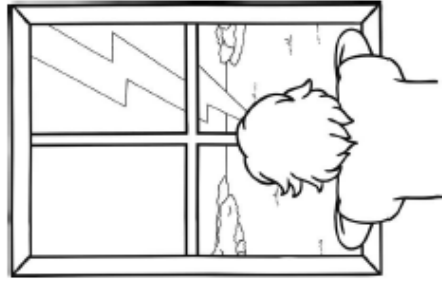
Go skiing, build a snowman, wear warm clothes or light a fire.



What would you do on a snowy day?

On a **stormy** day people will...

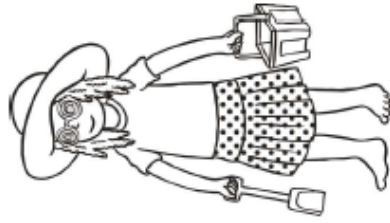
Play games indoors, watch television or watch lightning.



What would you do on a stormy day?

On a **sunny** day people will...

Spend time outside. They might also go to the beach, wear a hat, find shade or have a barbeque.



What would you do on a sunny day?

On a **rainy** day people will...

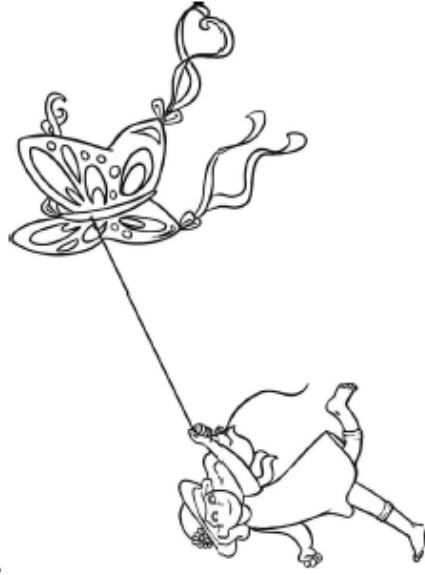
Find shelter, jump in puddles, use an umbrella or wear a raincoat.



What would you do on a rainy day?

On a **windy** day people will...

Stay inside, wear warm clothes, go sailing or fly a kite.



What would you do on a windy day?



Wednesday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Diamond poems, comprehension questions	Page 1
	Reading Eggs		
9.30 to 10	Writing	Poetry writing	Pages 2 - 3
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Formal 'v' lesson	Page 4
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Patterns and Algebra	Pages 5 - 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	CAPA	Visual Arts – Autumn Trees	
2.30 to 3		Drama with Miss Christie	

Diamond Poem - Summer



Summer

Cloudless, poolside

Swimming, relaxing, celebrating

Barbecue, beach, wind, snowman

Shivering, listening, raining



Dark, icy

Winter

Summer - Questions

1. In this diamond poem, list 3 things that happen in summer.

2. In this diamond poem, list 3 things that happening in winter.

3. What 2 words are used to describe summer?

4. What 2 words are used to describe winter?

5. List 5 of the nouns in the poem. _____

SHAPE POETRY.

Use this sheet to write a **draft of your poem**. On this sheet you might like to practice drawing your shape and also making sure that all of the words fit around the shape.

SHAPE POETRY.

Use this sheet to publish your Shape Poem.

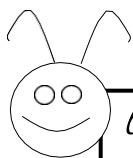
Wednesday 20th

May.

Vv Vv

Vivian loved vanilla ice
cream very much!

Vivian



6	8	10	12						
---	---	----	----	--	--	--	--	--	--

What is the rule? _____



5	10	15	20						
---	----	----	----	--	--	--	--	--	--

What is the rule? _____



12	14		18	20					
----	----	--	----	----	--	--	--	--	--

What is the rule? _____



15	20		30		40				
----	----	--	----	--	----	--	--	--	--

What is the rule? _____



10	20	30	40						
----	----	----	----	--	--	--	--	--	--

What is the rule? _____

Extension (optional)

Identify the number pattern and fill in the missing numbers.

1)

2	3	5	8	12					
---	---	---	---	----	--	--	--	--	--

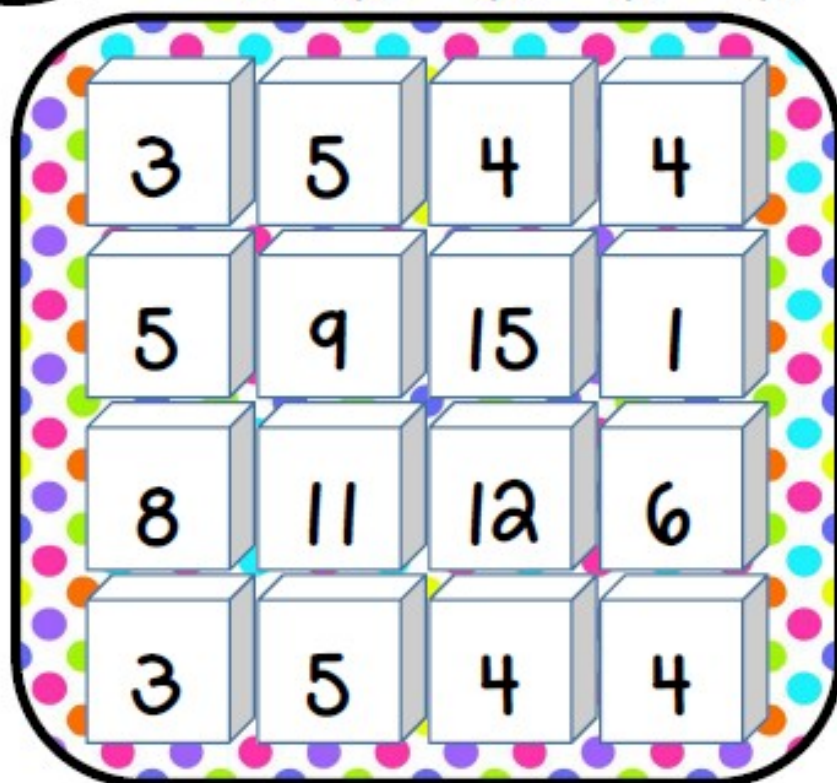
2)

5	7	11	17	25					
---	---	----	----	----	--	--	--	--	--

Create as many equations as you can to total the Target Number. You can only use the numbers provided.

2

n o g g l e



Target
Number



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. $8+4=12$

. .

. .

. .

. .



Thursday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Poems and comprehension questions	Page 1
	Reading Eggs		
9.30 to 10	Writing	Choice of writing task	Page 2
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	'v' worksheet	Pages 3 - 4
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Odd and even	Pages 5 – 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's Science Lesson	Pages 7 – 9
2.30 to 3			

Acrostic Poem - The Witch

The Witch

Whizzing through the night sky

In and out, she weaves through the clouds

Tightly grasping her broomstick

Casting her mystical spells

Hiding in darkness



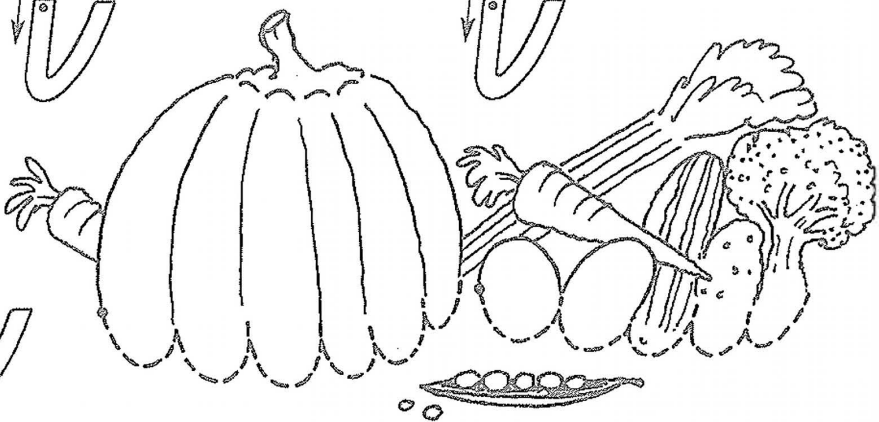
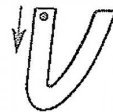
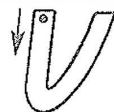
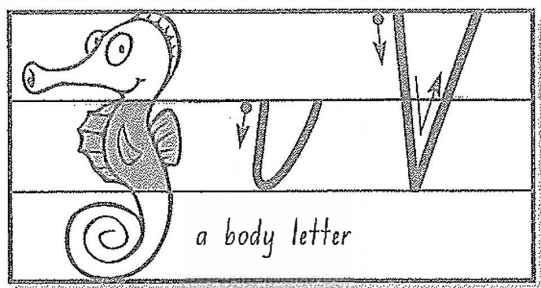
The Witch - Questions

1. What is the subject of the poem? _____
2. In this acrostic poem, what is the witch flying on? _____
3. Shade **yes** or **no** to answer the following questions:
 - a. The witch is flying during the day. yes no
 - b. The cat is scared. yes no
4. How do you know that this poem is an acrostic poem?

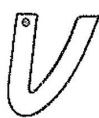
Poetry Planning Sheet - Thursday

Below are some lines to write your poem on. If you are planning on doing a shape poem, please still do your planning on this page.

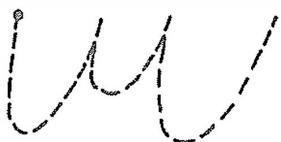
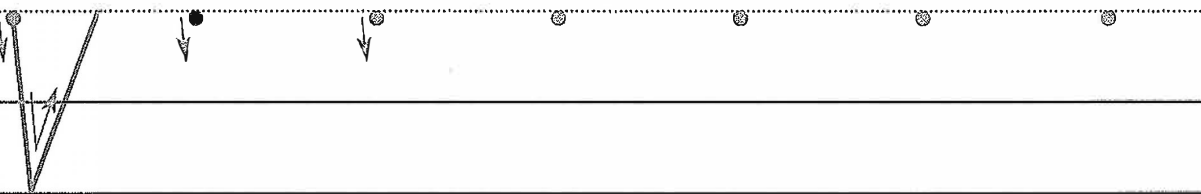
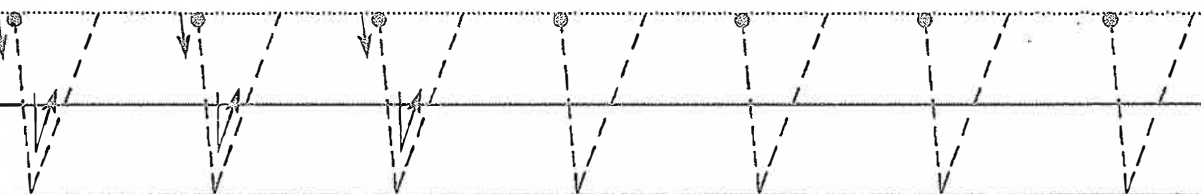
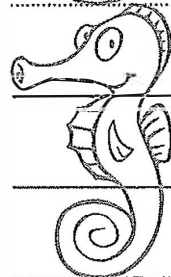
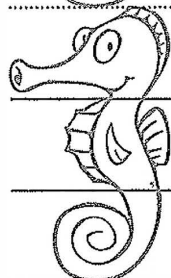
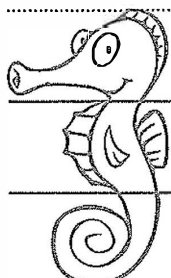
[illegible]



Track.

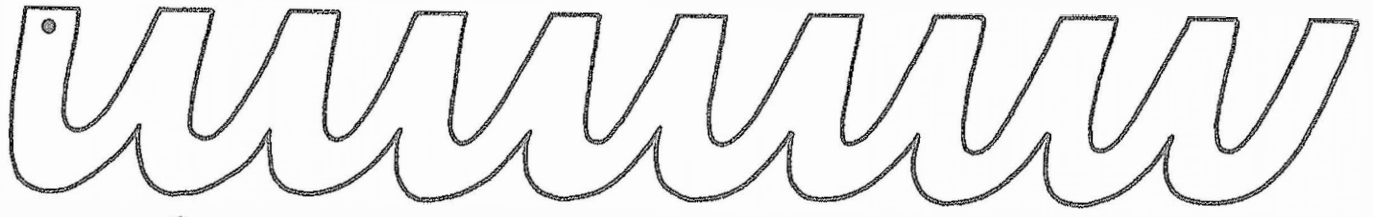


Colour the parts of the seahorse that show where the letter *v* sits.
Put a ○ around your best *v* and *V*.

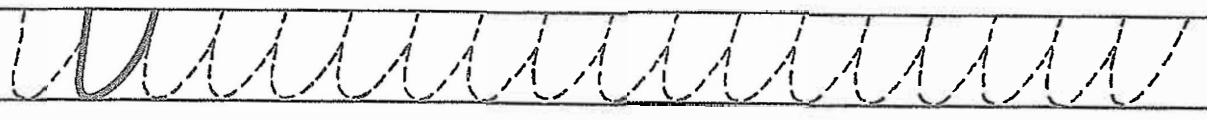
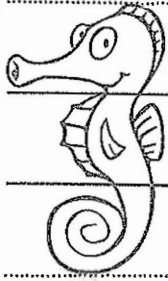


Track.

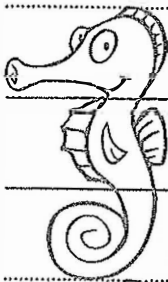
Wave pattern



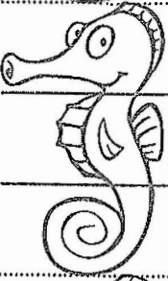
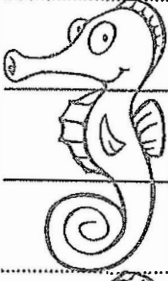
Find the v's.



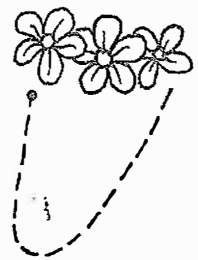
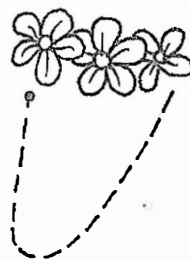
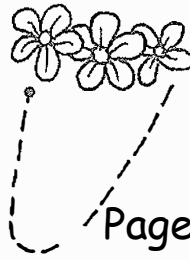
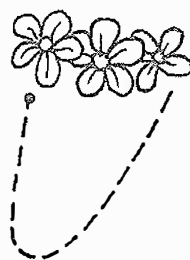
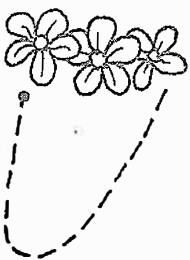
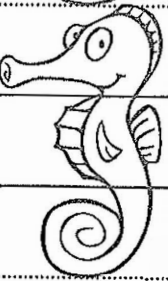
Trace, then copy. Underline the v's.



Five vases



hold violets.



Create as many equations as you can to total the Target Number. You can only use the numbers provided.

3

n

o

g

g

l

e

2	5	14	3
7	9	8	1
8	20	2	11
3	5	16	9

Target Number

5

©RulersAndPazzzznBalance

- 8-3=5

•

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•

Circle the number that is even.

2 7

9 6

13 16

18 13

12 17

6 17

9 12

11 8

1 8

21 2

3 4

10 7

20 5

8 11

2 3

7 18

3 14

17 14

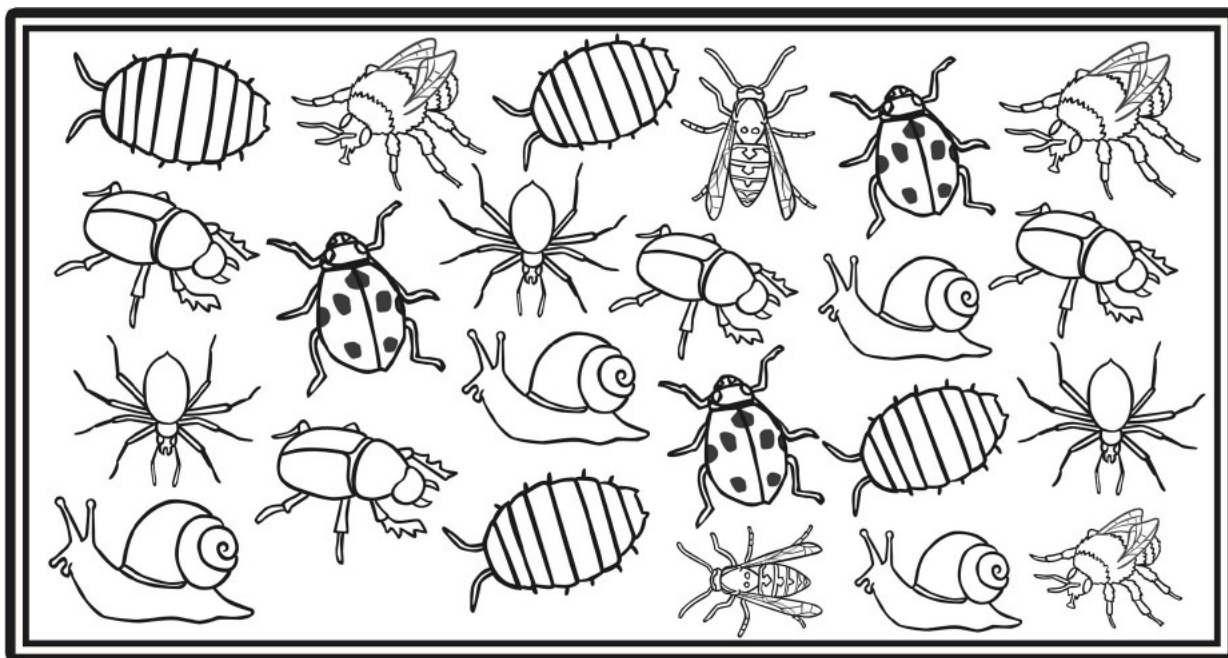
20 1

25 4

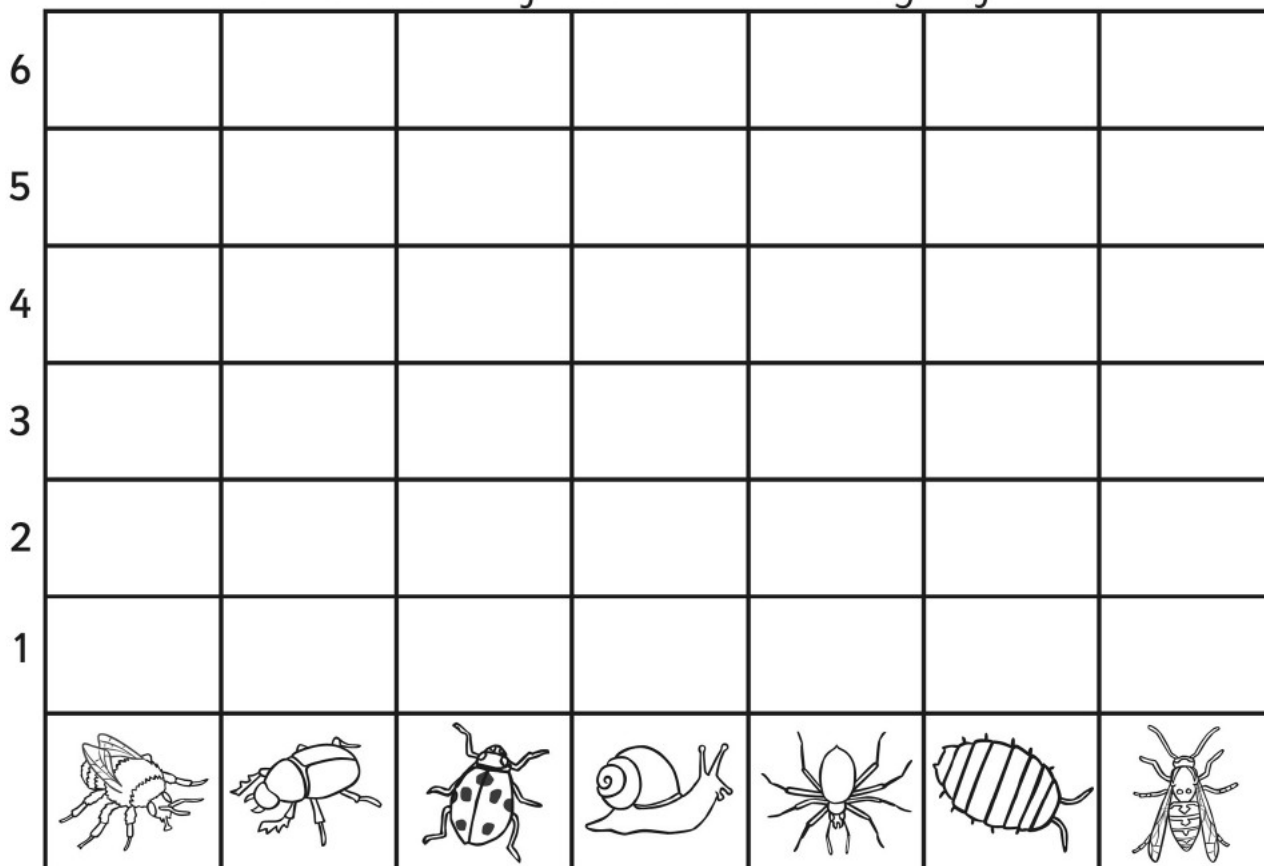
What are some other even numbers? _____

Minibeast Bar Graph

Create a bar graph to show how many of each minibeast there is by colouring in a box for each one you find.



Colour a box for each item that you find.

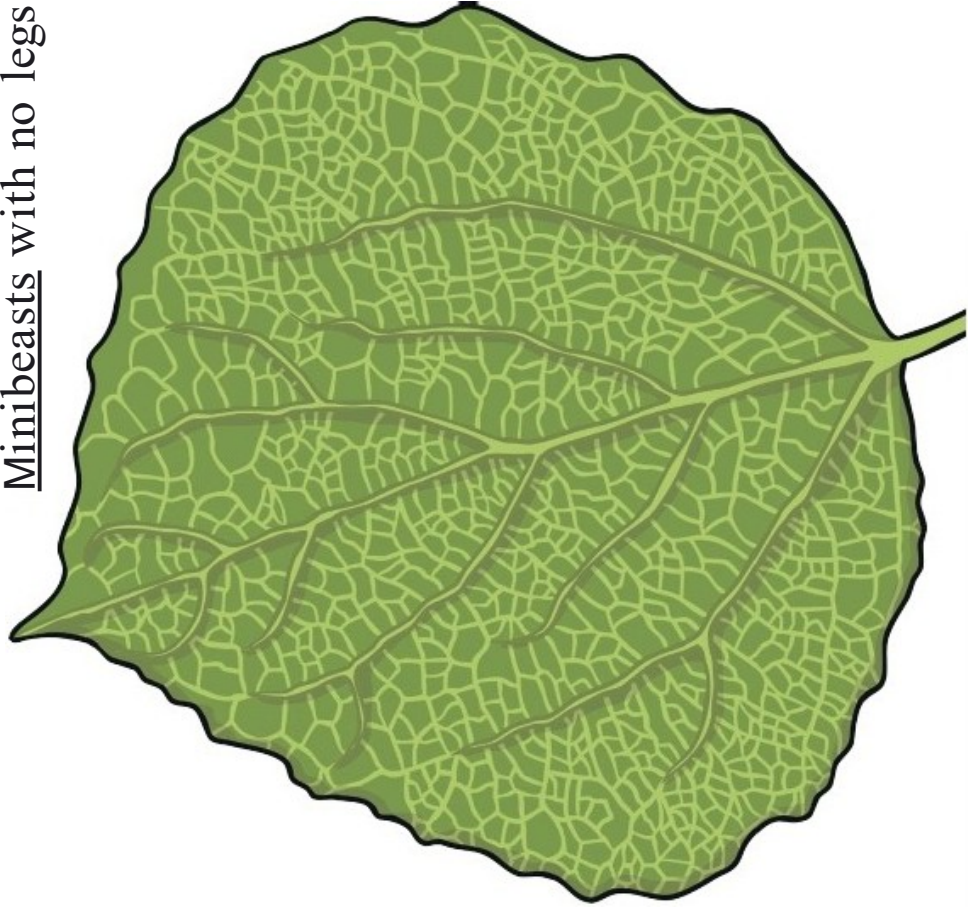
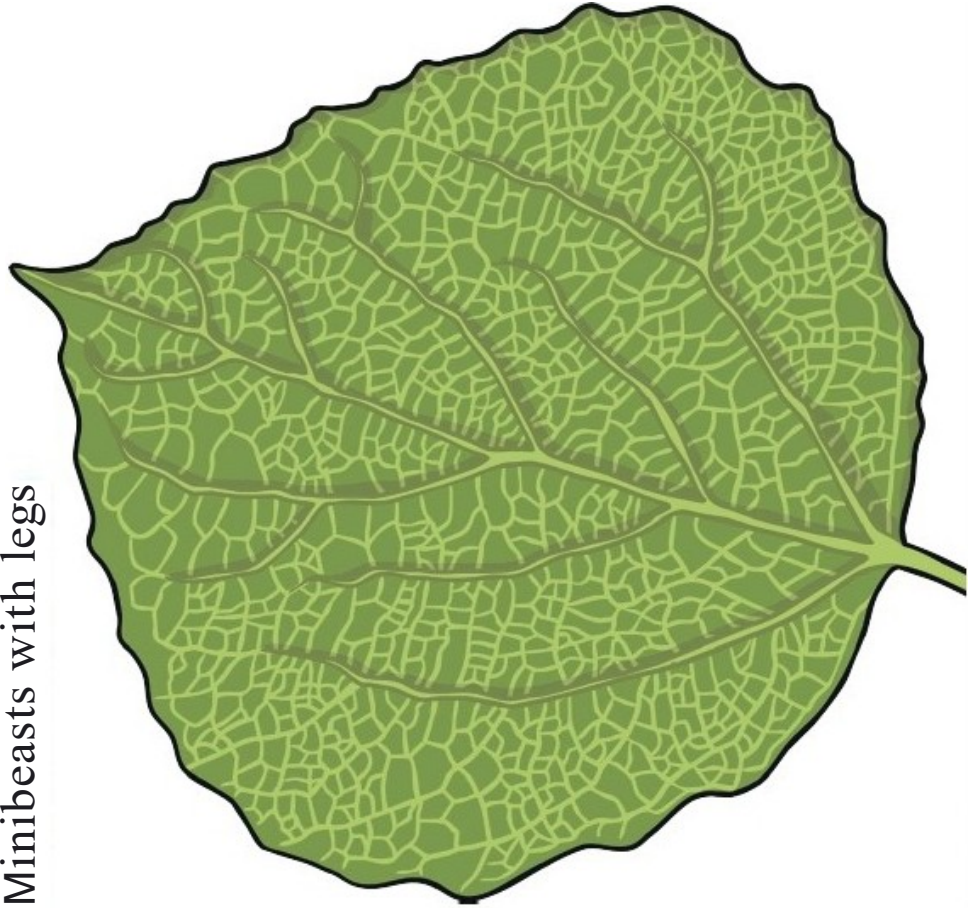


Minibeasts Sorting Activity

Sort the minibeasts into the correct group.

Minibeasts with legs

Minibeasts with no legs



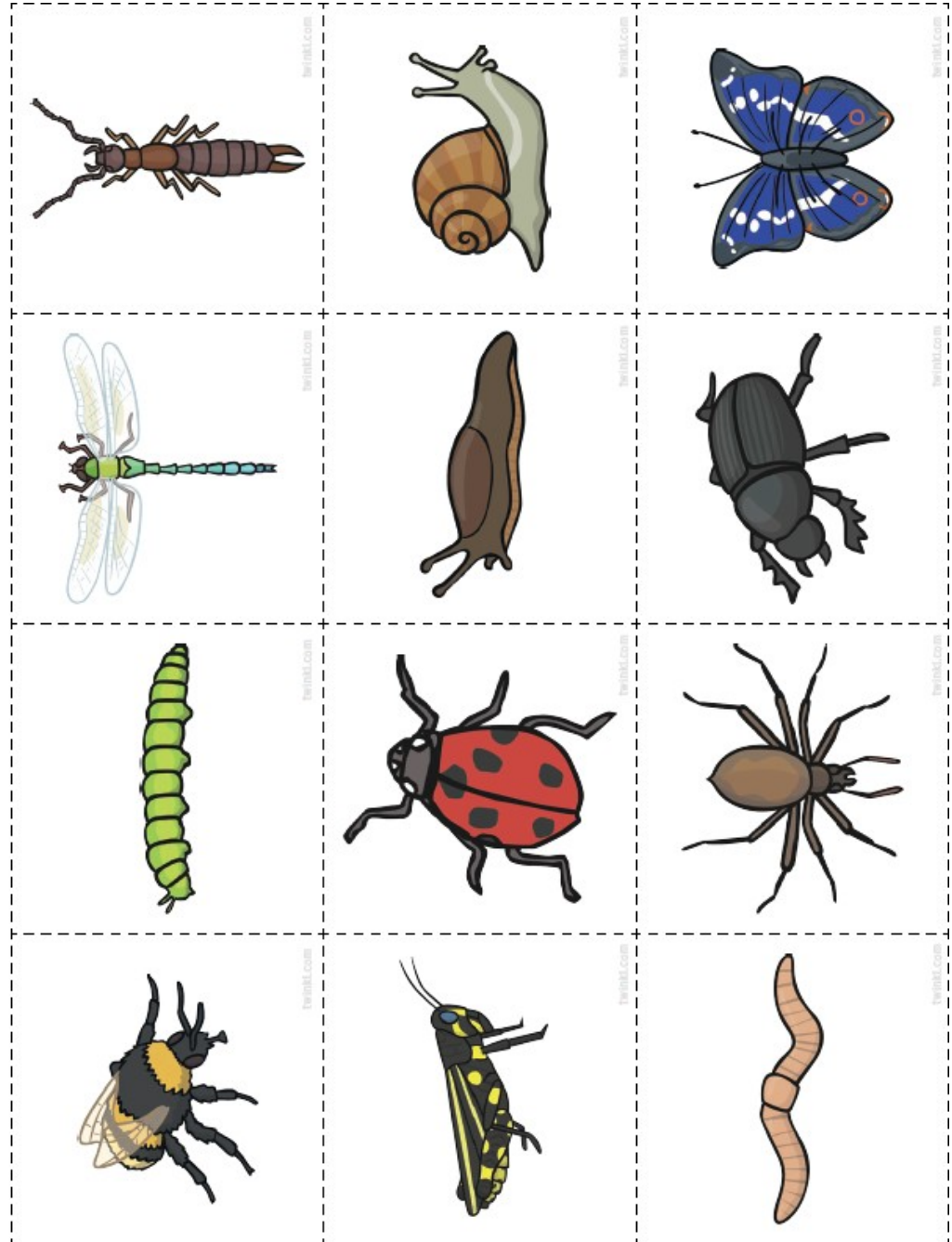
Cut out the minibeasts and sort and glue them on the leaves

03 11 2020 10:00

3000



Minibeasts Sorting Activity Cards



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cutting



Friday

Week 4

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Poems and comprehension questions	Page 1
	Reading Eggs		
9.30 to 10	Writing	Publish writing	Pages 2 – 3
10 to 10.30	Readiwriter Spelling		
10.30 to 11	Handwriting	Handwriting passage	Pages 4 – 5
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Revision: Friends of 10 and doubles practice	Pages 6 – 7
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	PE activities with Mrs Mitchell	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Reconciliation Week	Page 8
2.30 to 3	Virtual Assembly		



Mother Earth

A poem by Nola Gregory, Western Australia



I belong to this land	I belong to this Country
It runs through my veins	I've walked in her dust
It's the earth in my bones	I have weathered her storms
It's the dry dusty plains	I have learnt from her past
It's the whispering wind	It is respect for my Mother
As she blows through the sand	It meanders through my mind
It's the sparkling salt water	It clings to my spirit
That trickles through my hands	To my soul it does bind
It's the feeling I get	It's that feeling I get
When I return to my place	When I walk in this place
It's deep down inside me	It's deep down inside me
It's my Mother Earth space.	It's my Mother Earth space

Mother Earth - Questions

1. What is the subject of the poem? _____
2. Use a highlighter to highlight the adjective that describe the **noun**.
 - a. It's the dry dusty **plains**
 - b. It's the sparkling **salt water**
 - c. It's the whispering **wind**
3. In this poem there are 4 examples of alliteration, list them below.

4. How does this poem make you feel about our Earth?

Poetry Publishing Sheet - Friday

Below are some lines to publish your poem on, you can also draw a picture if you would like to illustrate your poem. Another option is to type and email your poem to your teacher if you like to publish it.

[illegible]

Every letter and word
has it's place. Between
each word belongs a
space.

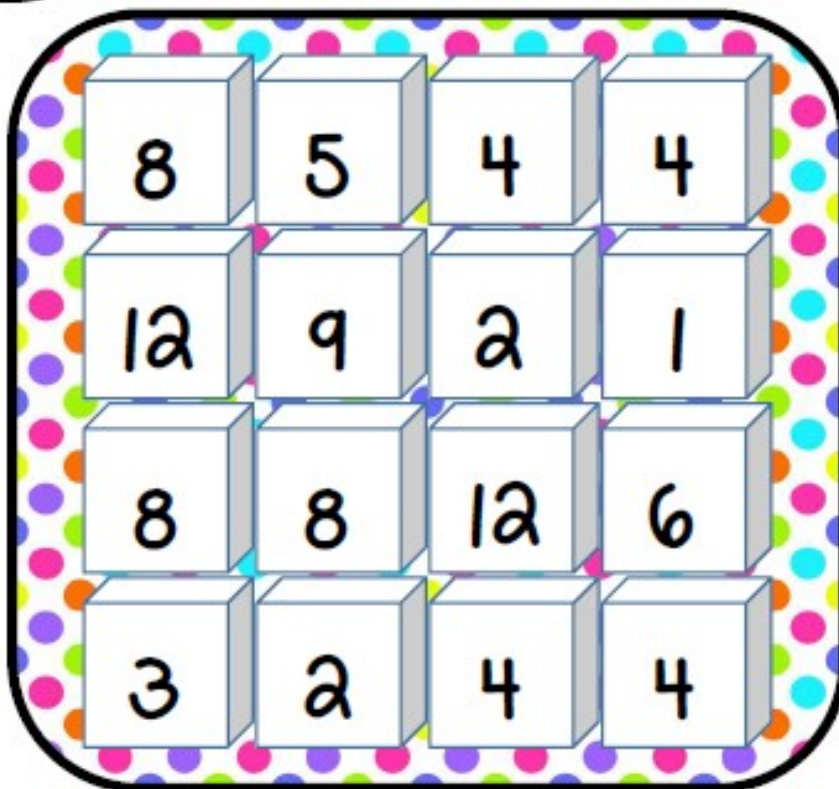
Tall letters touch the
lines at the top. Short
letters stop at the line
without dots.

Letters with tails drop
below. This is how
neat writing must go.

Create as many equations as you can to total the Target Number. You can only use the numbers provided.

10

n o g g l e



Target
Number



©RulersAndPencilBalances

. $8+5+2=15$

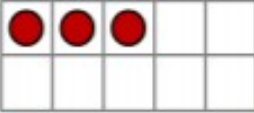
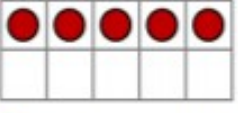
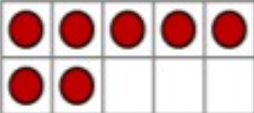
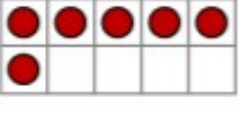
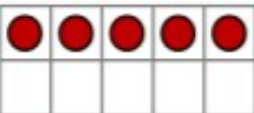
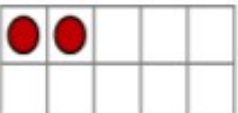
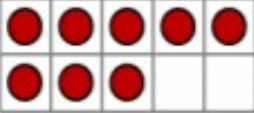
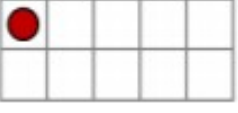
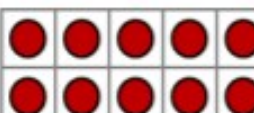
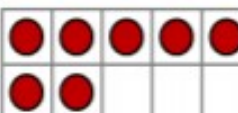

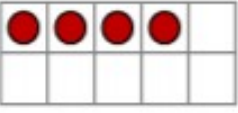
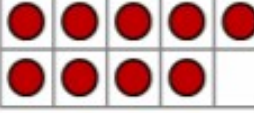
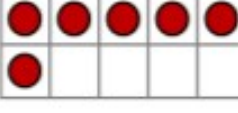
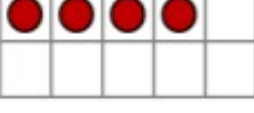
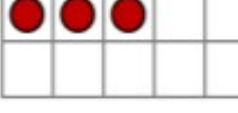

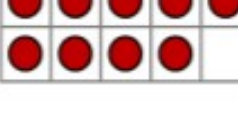


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. .

Friends of 10

 3 + = 10	 5 + = 10
 7 + = 10	 6 + = 10
 5 + = 10	 + = 10
 8 + = 10	 + = 10
 10 + = 10	
 + = 10	
 + = 10	
 	
 	
 	

Write the double fact for these numbers:

4 = 8

2 = ____

6 = ____

8 = ____

10 = ____

5 = ____

2 = ____

7 = ____

9 = ____

3 = ____

Reconciliation Week - Week 4

We are learning to understand the importance of Reconciliation

Task: Design a tile (the square below) for the School's Reconciliation Challenge including the 2020 theme 'Caring for Country'.

Extension: Primary students may like to write an explanation on the back of their tile design to explain what reconciliation means to them and the importance of the theme 'Caring for Country'.



Your tile must be returned to school to be included in the GSPS Schools Reconciliation Challenge. You can return this to school by taking a photo or scan and send it via:

- Email: gunnedahs-p.school@det.nsw.edu.au
 - Text: 0498 346 377
 - Booklet: postage to school