



Gunnedah South Public School



Home Learning Booklet

Week 1



Year 2





Monday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Eggs ANZAC Day reading and comprehension	
9.30 to 10	Writing	ANZAC Day acrostic poem	4-9
10 to 10.30	Spelling	'oi' and 'oy' sounds	10-11
10.30 to 11	Handwriting	L I	12-13
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Representing numbers	14
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Throwing and catching	
1 to 2	Lunch Break		
2 to 2.30	PBL	Wellbeing	15
2.30 to 3	PDHPE	How am I unique?	16-17

Anzac Day

Anzac Day is held on 25th April every year and is the day that Australian and New Zealand soldiers landed on the beach in



Gallipoli, Turkey in 1914. Anzac Day occurred during the First World War, which lasted for four years and killed 17 million people, more than half of the people that live in Australia today!

What does ANZAC stand for?

Australia and
New
Zealand
Army
Corps



The First World War was the first time that Australia and New Zealand had been part of a war. They wanted to fight for their country, protect the people they loved and show that their countries were good friends to other countries.

ANZACs were brave in challenging times, worked hard and told jokes to cheer each other up. These attitudes became known as the Anzac spirit and something many people try to do in their own lives today.



We wear poppies on Anzac Day as poppies grew where battles were fought during the First World War. Red poppies remind us of the people who died and to think carefully before starting another war because so many people were hurt.

Glossary	
Soldiers	A person who fights in a war.
Gallipoli	The beach in Turkey where the ANZACs landed.
Army	A group of soldiers.
Corps	Part of an army.
Battle	A fight between two armies.

Questions

1. What war did the ANZACs fight in?

- ☐ First World War
- ☐ Second World War

2. What date did the ANZACs land in Gallipoli?

3. Connect each word to what it means:

Brave

Not easy, takes a lot of effort.

Protect

Keep safe from danger.

Difficult

Be ready to do something scary.

Soldier

A person who fights in a war.

4. Which two countries did the ANZACs come from?

- ☐ France
- ☐ New Zealand
- ☐ Germany
- ☐ Australia
- ☐ Turkey

5. Fill in the missing words.

ANZACs were _____ in very difficult times, worked _____ and told jokes to _____ each other up. This became known as the Anzac _____ and is something many people try to do in their own lives today.

6. Why do we wear poppies on Anzac Day?

acrostic poem

Visual poem

Subject of poem **written vertically** down the left side.

The first letter of each line is emphasised.

Words describe the subject of the poem.

Each line may contain one **word**, a **phrase** or a **sentence** that lines with the next line.

F or you I

R ace to school

I n the morning to play

E very lunch I can't wait

N o time to waste before

D iscovering new stuff and playing.

S ome things are just better with you.



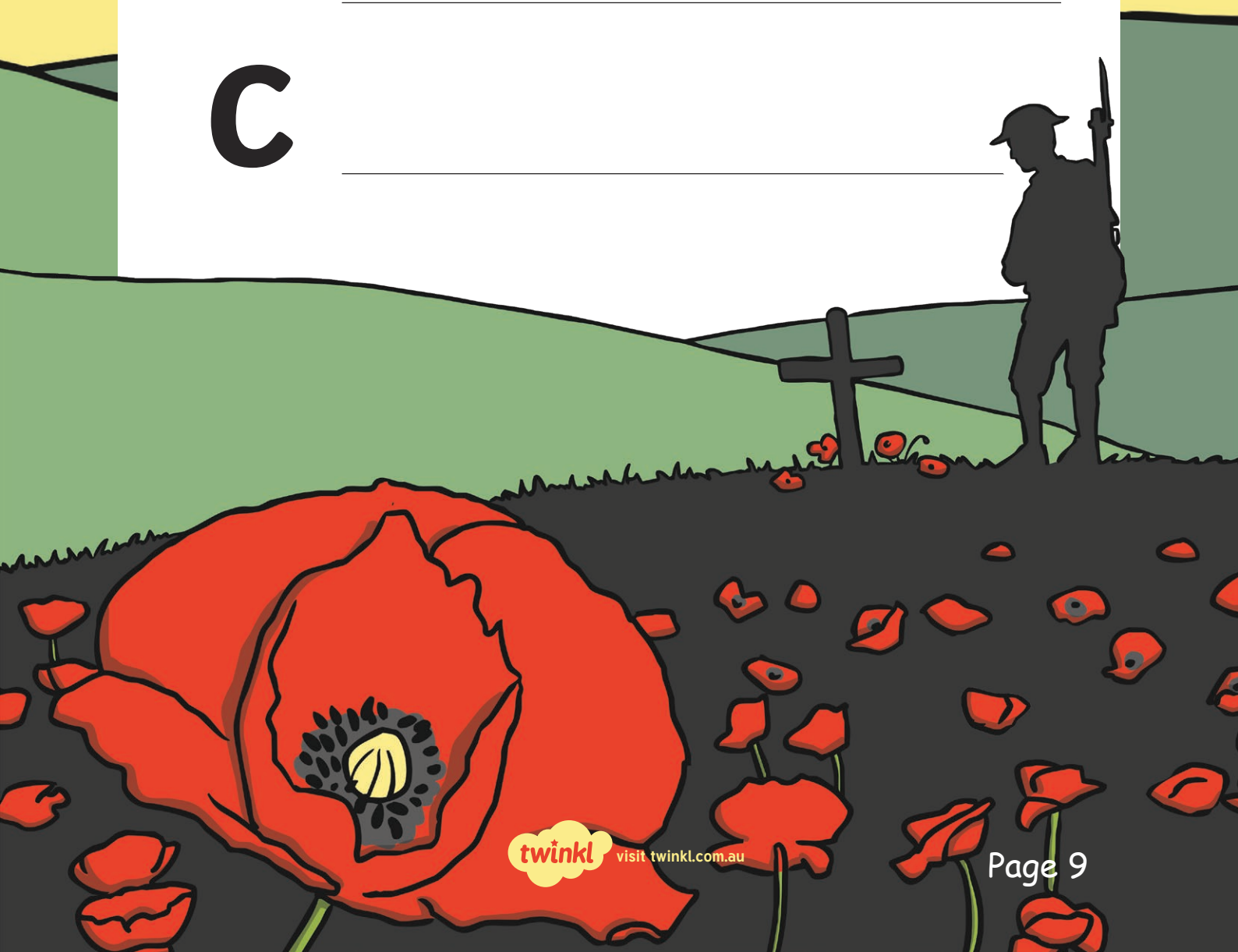
A

N

Z

A

C



WEEK 1



WEEK 1

	Write	Count the number of sounds in each word	Sound buttons
meat			
high			
low			
evening			
July			
boil			
spoil			
join			
coin			
toys			
enjoy			
destroy			
annoy			

WEEK 1



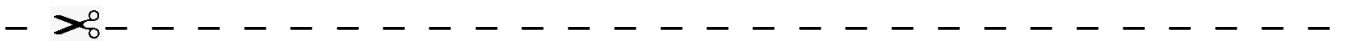
WEEK 1

Spelling Rule

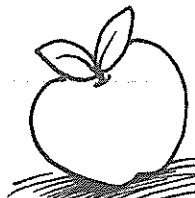
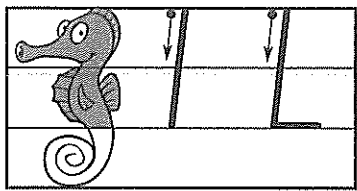
Cut out and sort the following words into 'oi' and 'oy' words. What do you notice? Can you include any other 'oi' or 'oy' words? Write a spelling rule to help you this week.

The 'oi' sound is usually found

The 'oy' sound is usually found

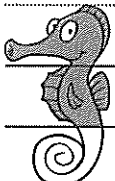


<i>boil</i>	<i>destroy</i>	<i>annoy</i>
<i>spoil</i>	<i>coin</i>	<i>join</i>
<i>toys</i>	<i>enjoy</i>	

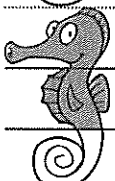


lunch

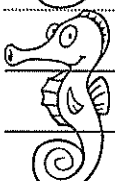
l l l l l l l l l l



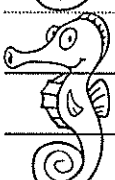
l l l l l l l l l l



l l l l l l l l l l



l l l l l l l l l l



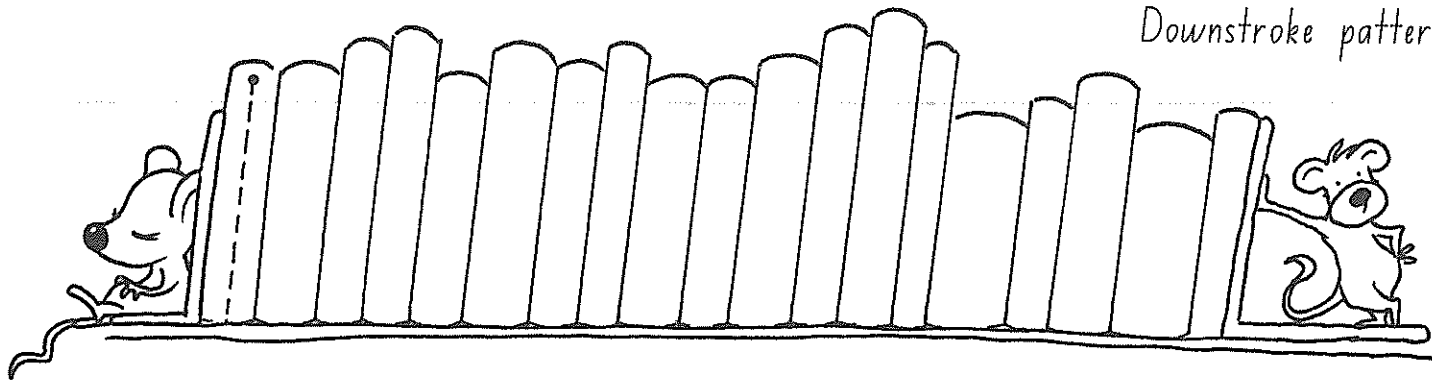
licorice lemon lamb

Lily likes lettuce

sandwiches for lunch.

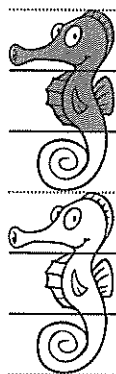
Underline all the downstroke letters in the sentence.

✓ your best l.



The shelf is full of books.

Trace the head and body letters.



i f j x z j i
e even t twelve 12

Trace. Copy. Draw.

shell

skull

well

doll

bell

gull

Will Bill tell Nell?

2:11

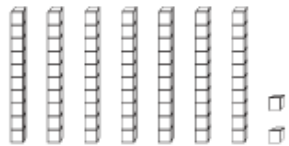
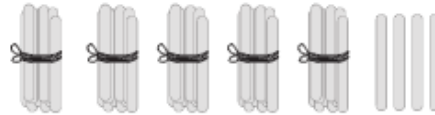
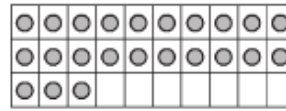
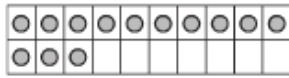
Consolidation

Numbers to 100

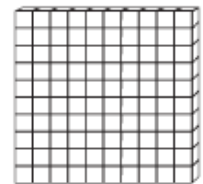
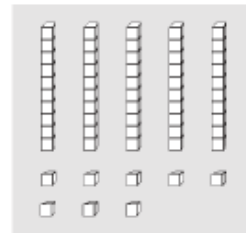
(Whole numbers)



1 Write the number.



2 Circle 3 tens and 5 ones in each group.



3 Fill in the missing numbers.

tens	ones
How many?	How many?
<input type="text"/>	

tens	ones
How many?	How many?
<input type="text"/>	

tens	ones
How many?	How many?
<input type="text"/>	

4

8	3
---	---

<input type="text"/>	tens	<input type="text"/>	ones
----------------------	------	----------------------	------

<input type="text"/>	<input type="text"/>
----------------------	----------------------

4	tens	0	ones
---	------	---	------

7	9
---	---

<input type="text"/>	tens	<input type="text"/>	ones
----------------------	------	----------------------	------

<input type="text"/>	<input type="text"/>
----------------------	----------------------




9	tens	6	ones
---	------	---	------



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.

What do you like about the new playground?

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

Unique

It's hard to be different,
To act just like you,
To love your uniqueness,
In whatever you do.

Your hair can be curly,
Or wavy or straight,
Your eyes might be different,
But that makes you great.

Running or writing,
Numbers or art,
Your friends will all love you,
For the size of your heart.

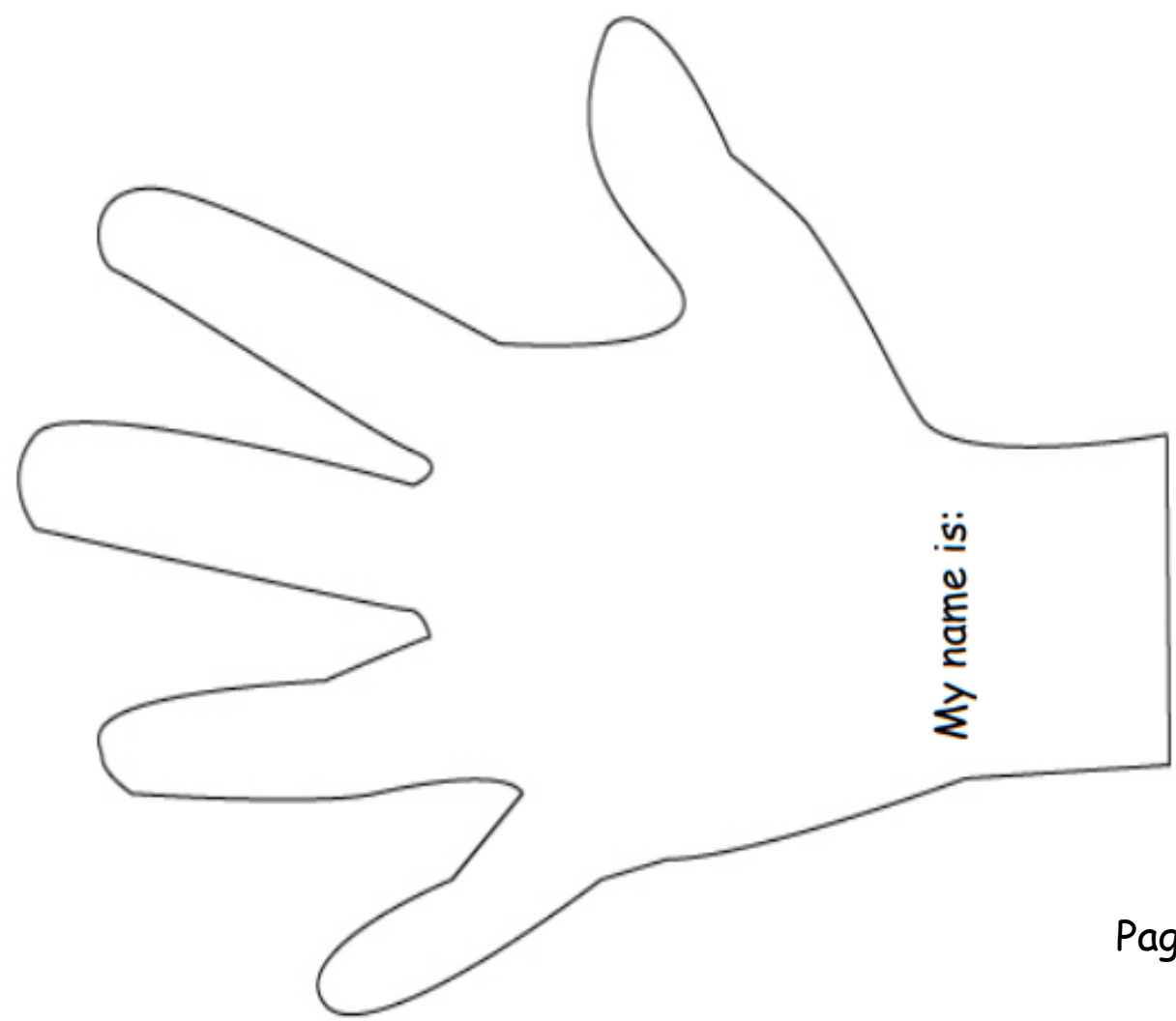
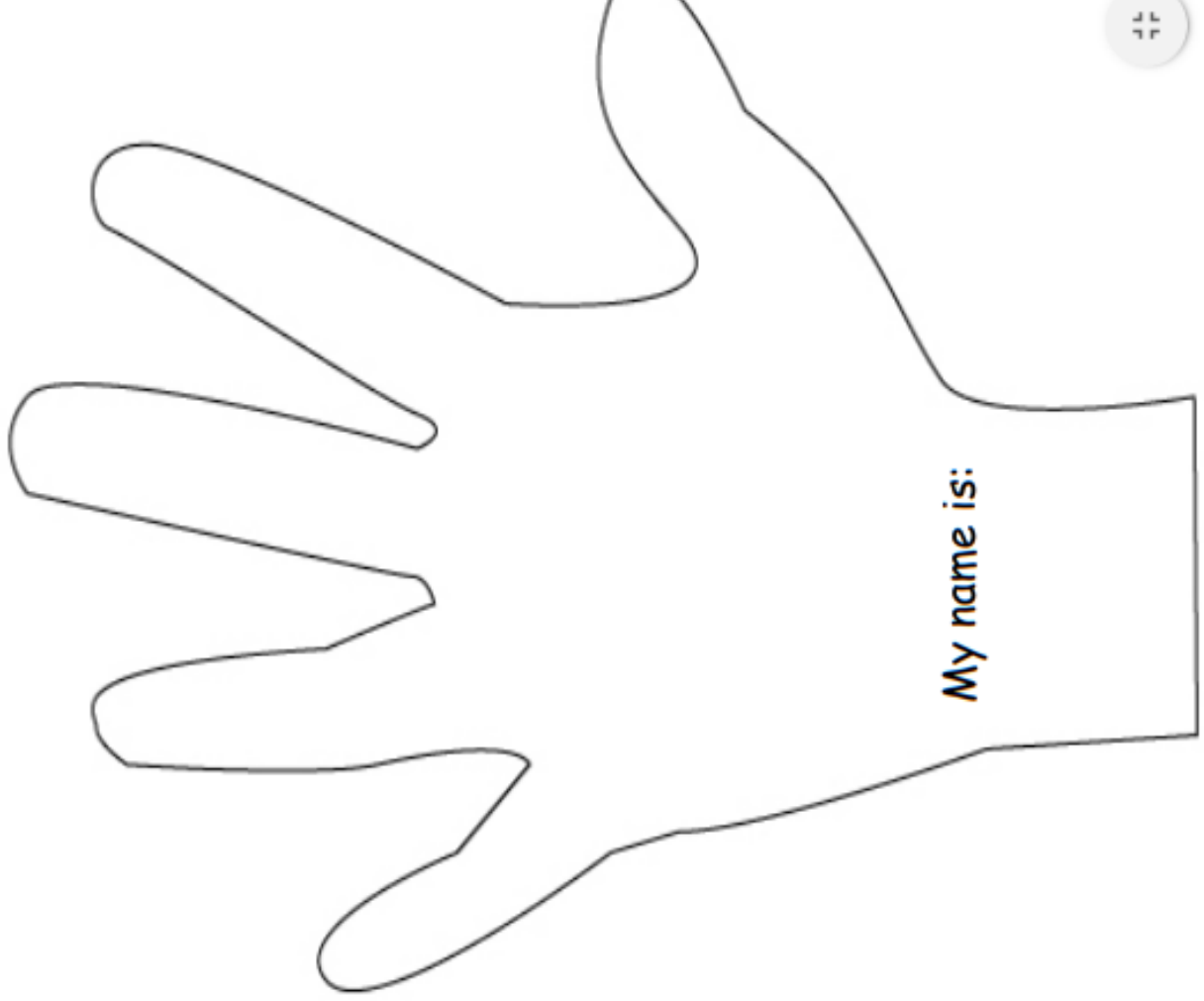
But what makes a good friend?
Someone who cares?
Someone who laughs with you?
Someone who's there?

Someone who helps you,
When you've hurt your knee?
Or someone to catch you,
When you fall from a tree.

A friend sees that you're special,
And loves all of you,
From singing to dancing,
And you love them too.

It's hard to be different,
To act just like you,
So love your uniqueness,
Whatever you do!







Tuesday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Book: A Monster Surprise Comprehension passage Reading Eggs	19
9.30 to 10	Writing	Description of a monster	20-24
10 to 10.30	Spelling	Spelling strategy	25-26
10.30 to 11	Handwriting	T t	27-28
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Counting forwards and backwards by 2s, 5s, and 10s	29-30
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Skipping and hopping	
1 to 2	Lunch Break		
2 to 2.30	Geography		31-36
2.30 to 3			

A Monster Surprise

Beneath the leafy rooftop of the woods in Little Nook
Was a very hungry rabbit who was searching by the brook.



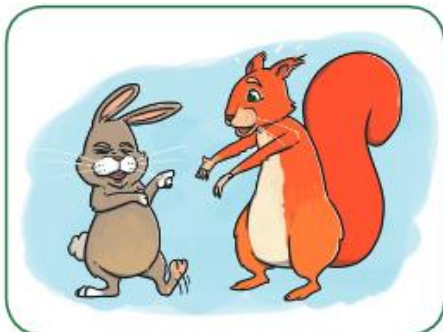
"My flowers have been stolen – almost every single bunch!"

Rabbit panicked, feeling sure that there was not enough for lunch.



He saw a clump of fur between some sticks upon the ground,
And it gave him an idea of where the culprit might be found.

So, Rabbit marched to Squirrel's house to find his precious food,
And to tell his friend that taking it was really rather rude.



"Excuse me," shouted Rabbit, now with Squirrel in his sight,

"I was really looking forward to my marigold delight.

I know you took my flowers, please return them right away."
But it wasn't only Rabbit who was missing food that day.

"My acorns have been stolen!" Squirrel shouted with a cry,
"And the villain left a bite mark in my tree as they went by."

Alternative Adjectives

small				big				bad				nice			
tiny	minute	miniature	pocket-sized	enormous	gigantic	mammoth	thundering	awful	gross	tiny		enjoyable	marvellous	lovely	delightful
microscopic	meagre	modest	insufficient	monumental	whopping	colossal	giant	dreadful	horrendous	hideous		great	wonderful	excellent	brilliant
slight	diminutive	petite	teensy	large	huge	sizeable	vast	nasty	terrible	shocking		pleasant	charming	pleasurable	swell
quiet				loud				fast				slow			
silent	peaceful	muted	soft	deafening	intense	raucous	resounding	speedy	rapid	nimble		gradual	moderate	reluctant	leisurely
hushed	muffled	mute	reserved	roaring	thundering	booming	crashing	swift	dashing	hurried		sluggish	crawling	dawdling	idle
noiseless	speechless	soundless	inaudible	ear-piercing	piercing	deep	bolsterous	hypersonic	agile	racing		plodding	slack	creeping	lagging
old				young				hard (not easy)				angry			
ancient	aged	decrepit	elderly	youthful	infant	juvenile	tender	puzzling	challenging	difficult	tricky	enraged	resentful	irate	wound up
mature	debilitated	getting on	seasoned	childish	budding	inexperienced	new	mind-boggling	complicated	complex	laborious	worked up	indignant	seething	furious
venerable	enfeebled	wasted	fossil	blooming	blossoming	fledgling	recent	problematic	arduous	troublesome	tough	touchy	grumpy	infuriated	bitter

good				pretty				ugly				cold			
kind	well-behaved	acceptable	upright	beautiful	attractive	stunning	picturesque	hideous	disgusting	repulsive	vile	freezing	frosty	wintry	biting
decent	respectable	obedient	virtuous	cute	good-looking	eye-catching	appealing	horrendous	foul	abhorrent	gross	ice-cold	chilly	bitter	crisp
moral	noble	worthy	wholesome	lovely	gorgeous	striking	beguiling	revolting	unsightly	shocking	repellent	stone-cold	arctic	shivery	brisk
happy				sad				hot				surprised			
overjoyed	joyous	blissful	exultant	unhappy	woeful	miserable	gloomy	boiling	scorching	sweltering	scalding	astonished	stunned	flabbergasted	startled
ecstatic	delighted	pleased	jovial	blue	despondent	melancholy	forlorn	fiery	sizzling	searing	stifling	amazed	dazed	staggered	bewildered
thrilled	cheerful	content	elated	depressed	down	distressed	heartbroken	muggy	oppressive	sultry	blazing	astounded	overwhelmed	shocked	alarmed

Describe the Monster



Choose the words and phrases that describe the monster.

- | | |
|----------|--------------|
| hairy | kind |
| scaly | lonely |
| fluffy | crusty toes |
| orange | stripy nose |
| blue | pointy tusks |
| green | long horns |
| big | spotty tail |
| enormous | purple claws |
| small | long neck |
| tiny | yellow tummy |
| scary | |

Write some sentences to describe the monster.

Describe the Monster



Choose the words and phrases that describe the monster.
Can you add any of your own?

.....

hairy	tiny
scaly	friendly
orange	fearsome
blue	pointy tusks
enormous	purple claws

Write some sentences to describe the monster.

Describe the Monster



Write some words and phrases that describe the monster.





Write some sentences to describe the monster.


WEEK 1





WEEK 1


Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		

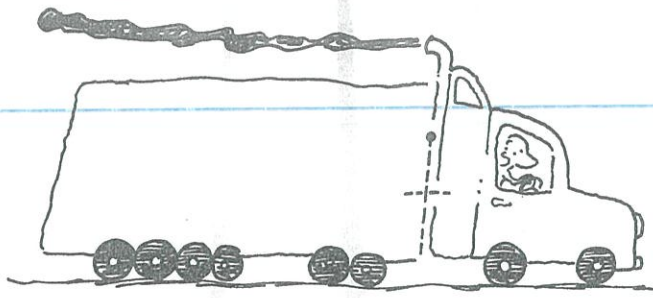
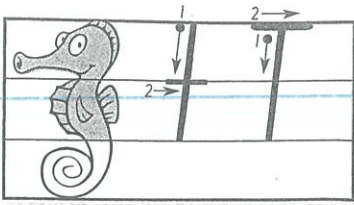
Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		

Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		

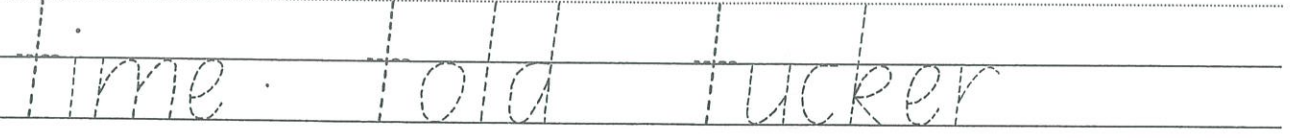
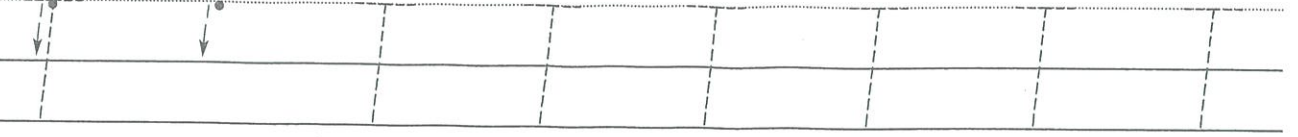
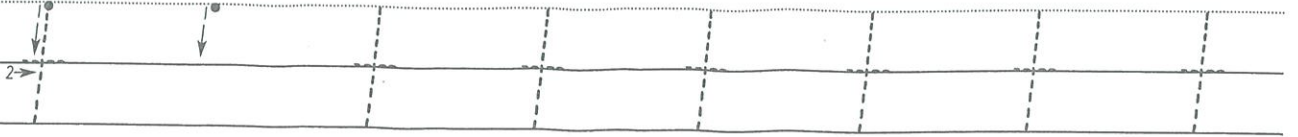
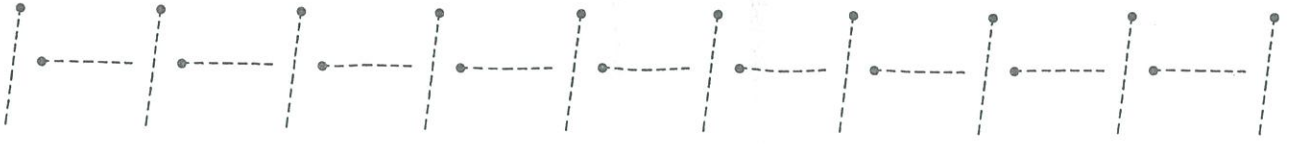
Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		

Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		

Word	Phonological Strategy		
	Diagraph	Syllables	
	Rhyming Words		



truck



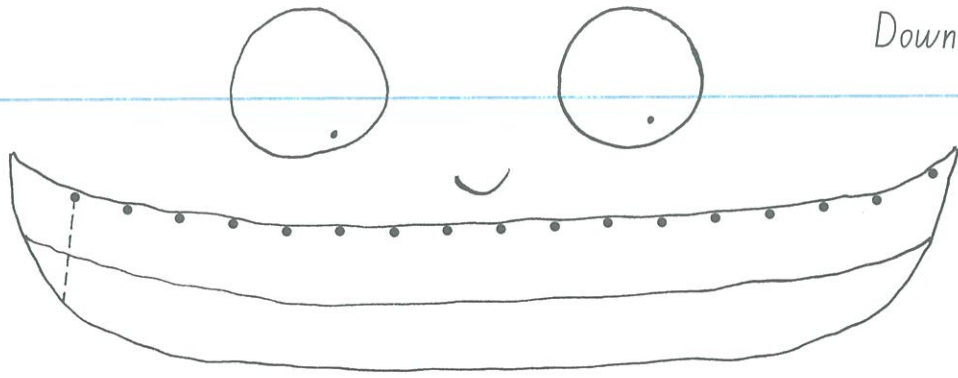
time told tucker

The truck took the

tomatoes to Townsville.

Underline all the head and body letters in the sentence.

Circle your best t.



Look at er your ee h!

Trace the downstroke letters.

h b i f z j y x t p
wen y 20 hir y 30

Trace. Copy. Draw.

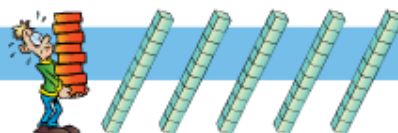
button

kitten

letter

Kittens sit on mittens.

1:04 Counting to 50



Patterns and Algebra

1 Counting by 2s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Colour every second number (even numbers) blue.

Count (forwards and backwards) by 2s from any number coloured.



2 Counting by 5s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Colour every fifth number green.

Count forwards and backwards by 5s from any number coloured.



3 Counting by 10s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Colour every tenth number red.

Count forwards and backwards by 10s from any number coloured.



Discuss the pattern that you have made in each of the grids above.

1:24 Counting by 10s off the decade



Whole Numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- 1 Colour the numbers starting at 3 and count on, 10 at a time.

Read the columns down and up to complete these patterns.

- 2 3, 13, _____, _____, _____

93, 83, _____, _____, _____

6, 16, _____, _____, _____

98, 88, _____, _____, _____

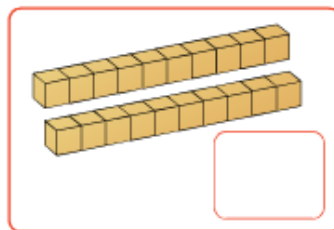
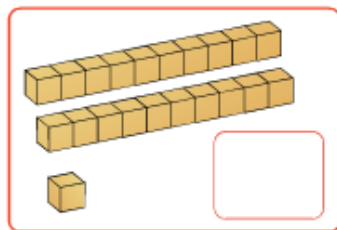
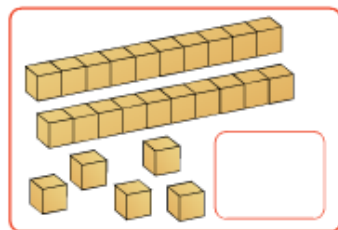
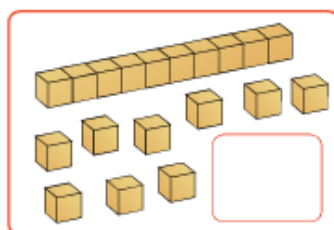
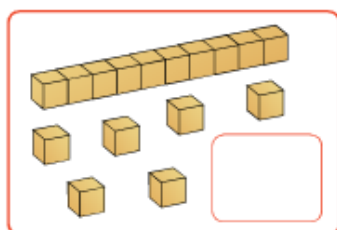
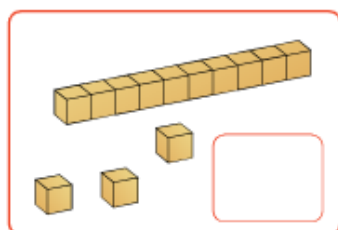
- 3 Use the chart if needed, to complete these patterns.

4, 14, 24, _____, _____, 54

9, 19, 29, _____, _____, 59

- 4 Write a counting by 10s pattern of your own.

- 5 Write the numbers modelled.



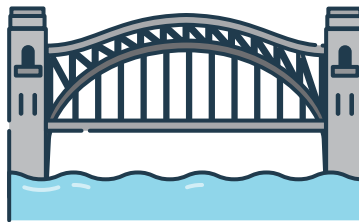
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NATURAL and HUMAN FEATURES of PLACES

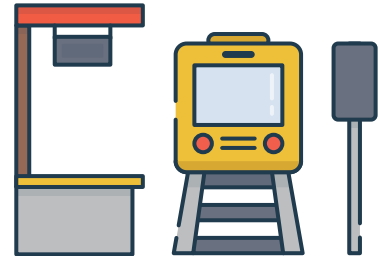
SORTING ACTIVITY | CARDS



flowers



bridges



railways



mountains



rivers



parks



languages



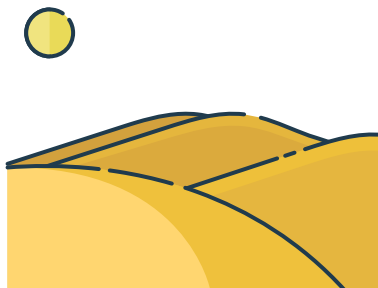
weather



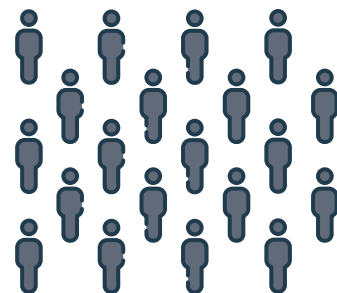
governments



farming



deserts



population

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NATURAL and HUMAN FEATURES of PLACES

SORTING ACTIVITY | CARDS



buildings



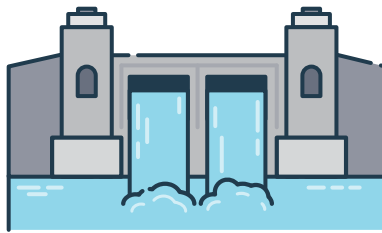
grass



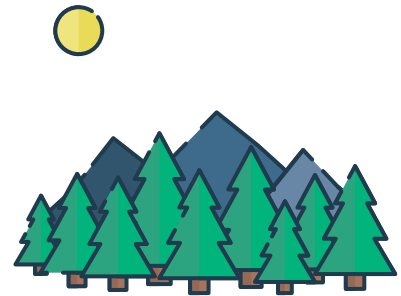
soil



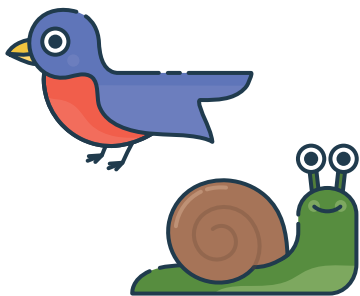
roads



dams



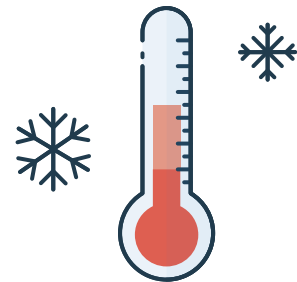
forests



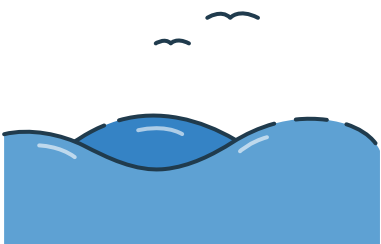
animals



belief systems



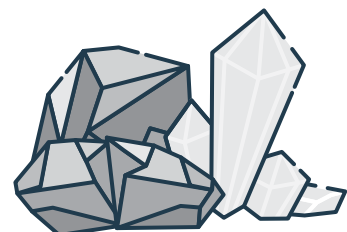
climate



oceans



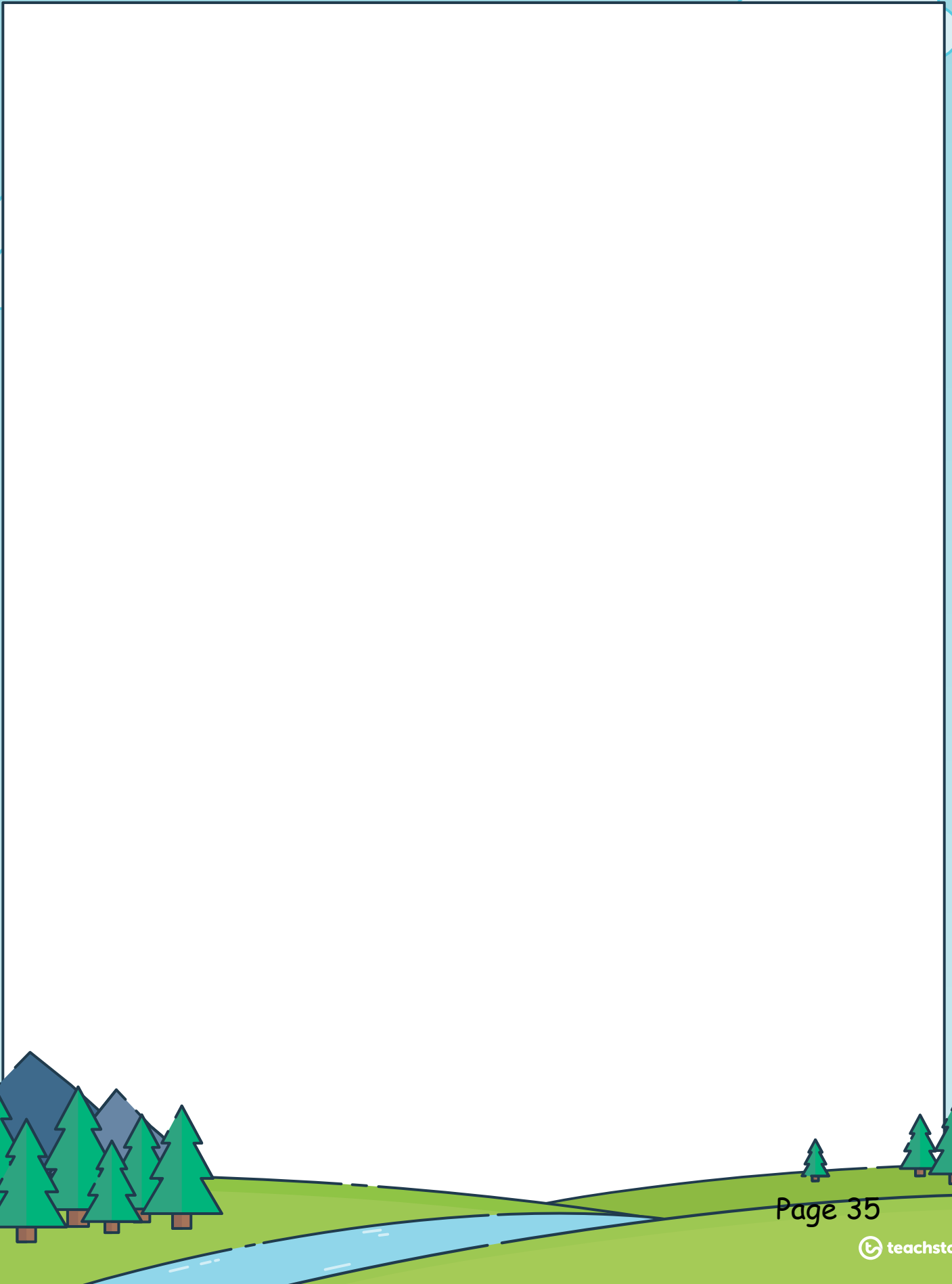
occupations



minerals

NATURAL and HUMAN FEATURES of PLACES

SORTING ACTIVITY | NATURAL FEATURES CARDS



NATURAL and HUMAN FEATURES of PLACES

SORTING ACTIVITY | HUMAN FEATURES CARDS



Wednesday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Book: Wombat Stew Comprehension activity Reading Eggs	38
9.30 to 10	Writing	Write an informative procedure: How to make Platypus Pie	39-41
10 to 10.30	Spelling	Different spelling strategies	42
10.30 to 11	Handwriting	l i	43-44
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Count and order small collections of coins and notes	Page 45 and you will find this game in your pack.
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Balance	
1 to 2	Lunch Break		
2 to 2.30	CAPA	Mother's Day Card	You will find this in your pack printed on cardboard. Shhhh don't tell mum!
2.30 to 3		Drama with Miss Christie	

Wombat Stew Comprehension



1. What did dingo want to do with the wombat?

2. Why did all the animals tell Dingo to add things?

3. What ingredients did emu suggest to add to the stew?

4. Where is the story set? How do you know?

5. How was Dingo feeling when he realised the animals tricked him?—

6. Draw a picture of your favourite part of the story and write a sentence explaining what you have drawn.



Ingredients:

-
-
-
-
-
-

Equipment:

-
-
-
-



Steps:

•

•

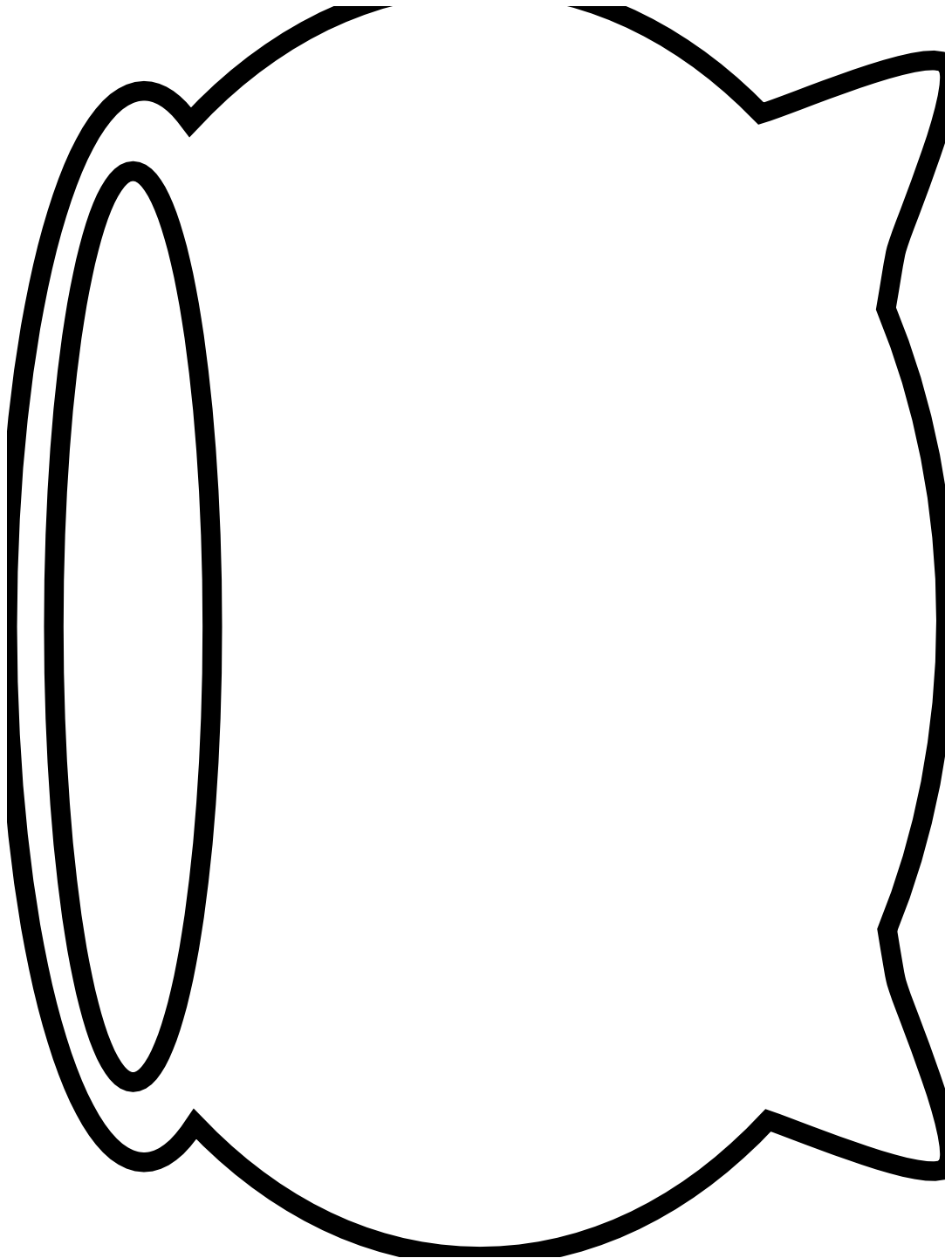
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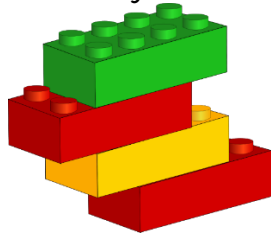
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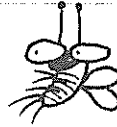
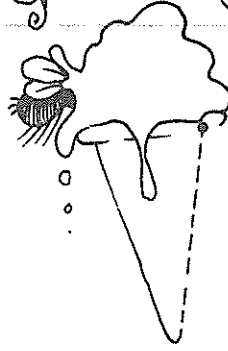
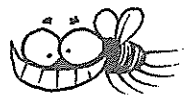
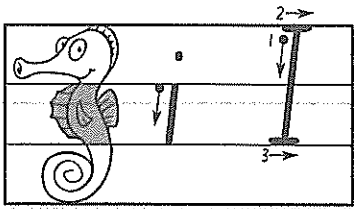


WEEK 1



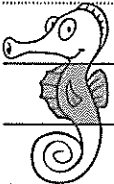
WEEK 1

<p><i>Visual</i></p> <p><i>words you need to see</i></p> 	<p><i>Phonological</i></p> <p><i>Words you can hear</i></p> 	<p><i>Morphemic</i></p> <p><i>Building words</i></p> 

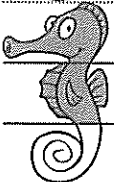


ice-cream

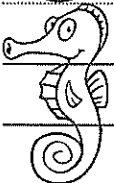
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i i i i i i i i



I I I I I I I I



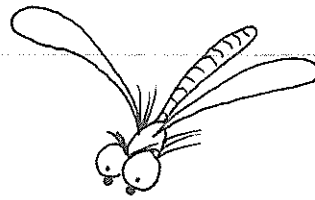
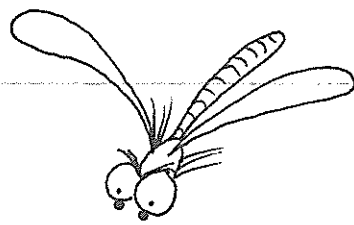
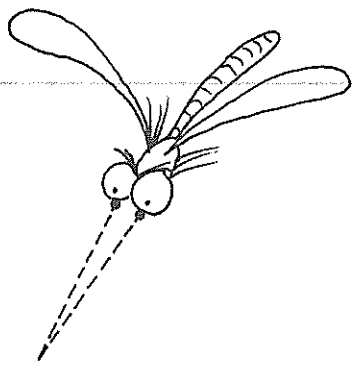
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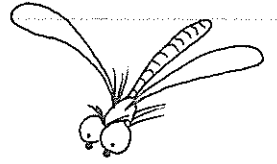
India Indonesia

Interesting insects dive
into ice-cream!

✓ all the downstroke letters in the sentence.
Circle your best i.



Downstroke pattern

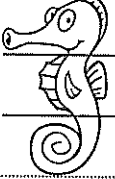


Mosquitoes give itchy bites.

Trace the body letters.



i j x j z f l r n i x



thirteen 13 sixteen 16

Trace and copy.

life

wife

prize

size

white

excite

Jill will trick Lil.



- 1 Circle the note that has the smallest value.
Tick the note that has the largest value.



- 2 Circle the coin that has the smallest value. Tick the coin that has the largest value.



- 3 Write the value of the money in each box.





Thursday

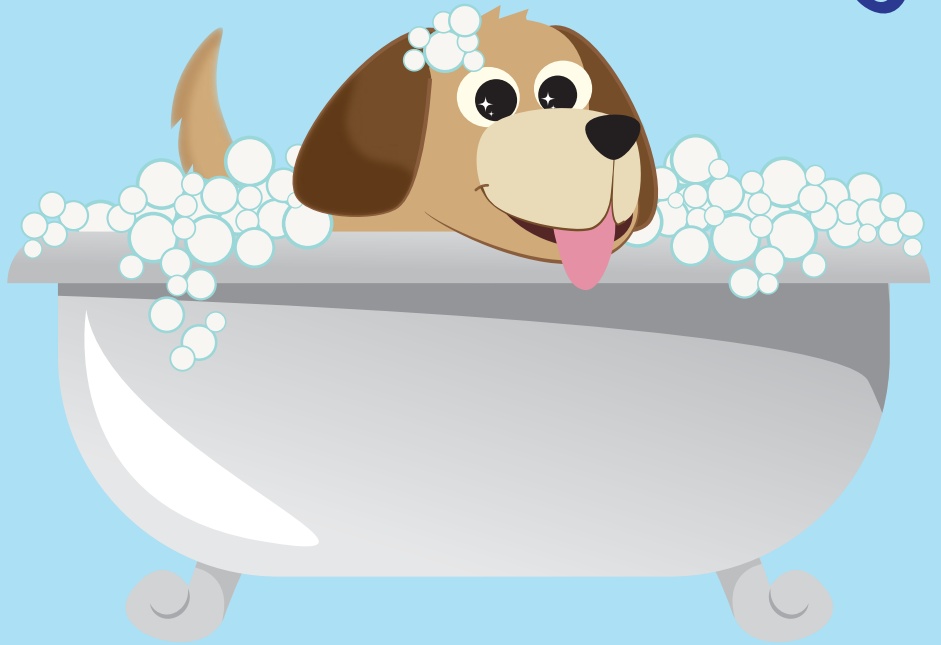
Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Book: Pig the Winner Comprehension task: How to wash your dog Reading Eggs	47-49
9.30 to 10	Writing	Sequencing and retell of a story	50-53
10 to 10.30	Spelling	Changing words to make new words	52
10.30 to 11	Handwriting	X x	54-55
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Addition and subtraction	56
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Running skills	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's Science Lesson	57-67
2.30 to 3			

How to Wash Your Dog

Equipment

A large basin or sink
Dog shampoo
A small bucket
A large towel
A dog brush
A dog treat
Water



Method

1. Gently take off your dog's collar and place it somewhere safe where it will not get lost.
2. Fill up a large basin or sink with warm water. Make sure the water will not overflow when you put in your dog.
3. Carefully place your dog into the water. Calmly talk to your dog so it does not feel scared about getting wet.
4. Scoop some water into the small bucket and carefully pour it over your dog. Your dog should be completely wet.
5. Squeeze some dog shampoo into the palm of your hand. Gently massage the shampoo all over your dog. Do not put any shampoo into your dog's eyes.
6. Use the small bucket to rinse all of the shampoo off your dog. Do not leave any shampoo on your dog, as it may make your dog itchy.
7. Slowly pick up your dog and wrap it in a towel. Dry your dog as much as you can with the towel.
8. When your dog is dry, carefully brush your dog's hair until it is soft and fluffy.
9. Give your dog a dog treat as a reward for having a bath.

Name _____

Date _____

Understanding Sequence

Sequence is the order in which things happen in a text.

1. Number these steps from the procedure from 1 to 9.

When your dog is dry, carefully brush your dog's hair until it is soft and fluffy.	
Give your dog a dog treat as a reward for having a bath.	
Gently take off your dog's collar and place it somewhere safe where it will not get lost.	
Carefully place your dog into the water. Calmly talk to your dog so it does not feel scared about getting wet.	
Fill up a large basin or sink with warm water. Make sure the water will not overflow when you put in your dog.	
Use the small bucket to rinse all of the shampoo off your dog. Do not leave any shampoo, as it may make your dog itchy.	
Slowly pick up your dog and wrap it in a towel. Dry your dog as much as you can with the towel.	
Scoop some water into the small bucket and carefully pour it over your dog. Your dog should be completely wet.	
Squeeze some dog shampoo into your hand. Gently massage the shampoo all over your dog. Do not put any in your dog's eyes.	

Name _____ Date _____

2. To wash your dog, which of these things should you do first?

Underline the correct answer in each example.

a) Place your dog into the water **or** brush your dog's hair?

b) Fill up a large basin with water **or** take off your dog's collar?

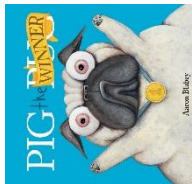
c) Massage shampoo over your dog **or** give your dog a treat?

3. Write down another step that you might do at the beginning of this procedure, before you take off your dog's collar.

4. Write down another step that you might do at the end of this procedure, after you give your dog a treat.

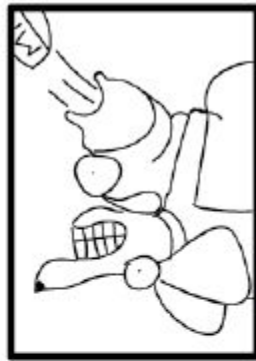
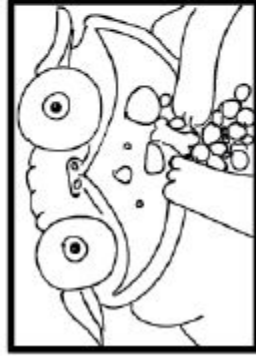
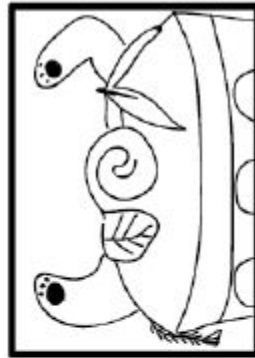
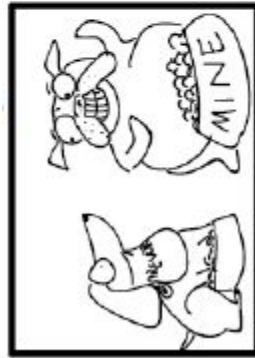
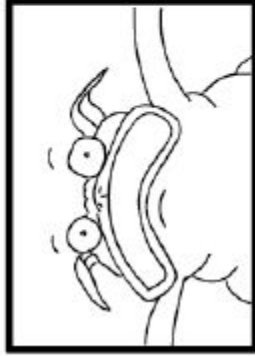
5. Draw a diagram to illustrate these steps of the procedure.

<p>Fill up a large basin with warm water</p>	<p>Massage shampoo all over your dog</p>	<p>Brush your dog's hair until soft</p>
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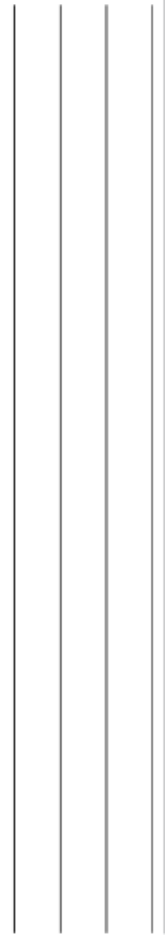
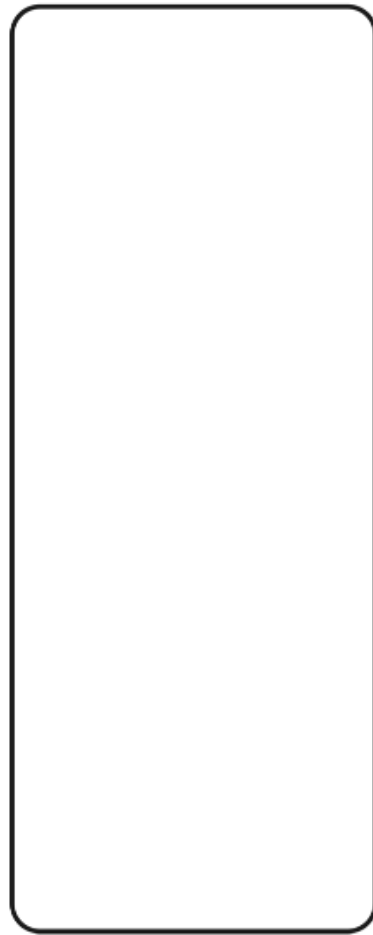

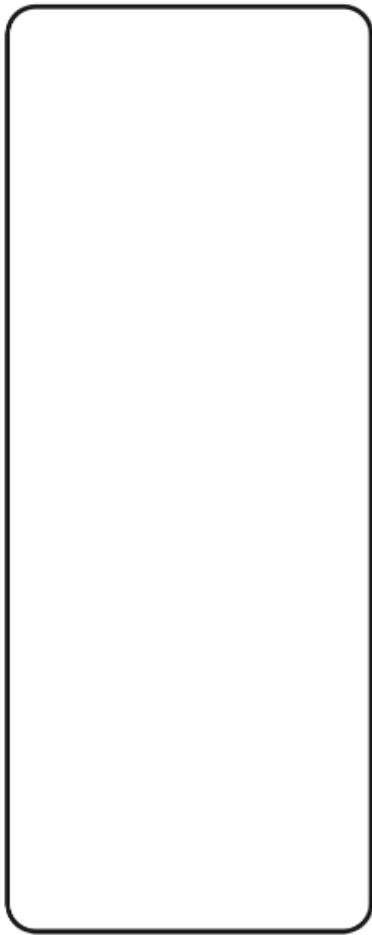
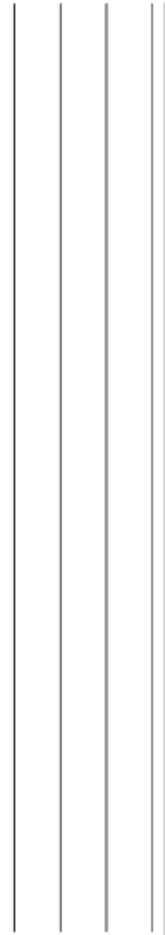
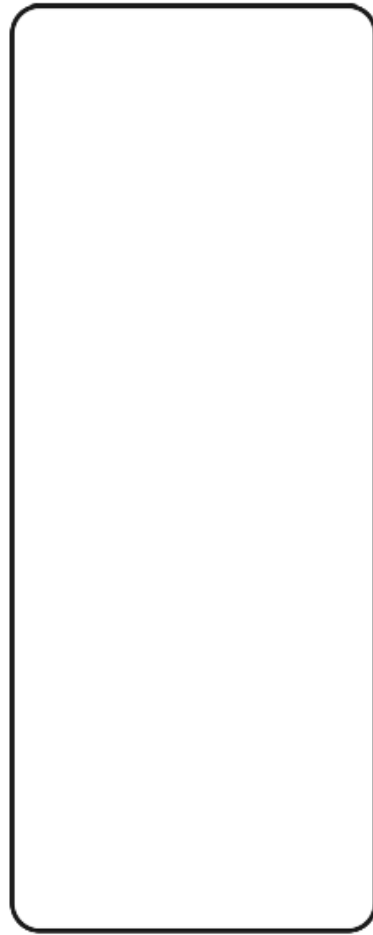
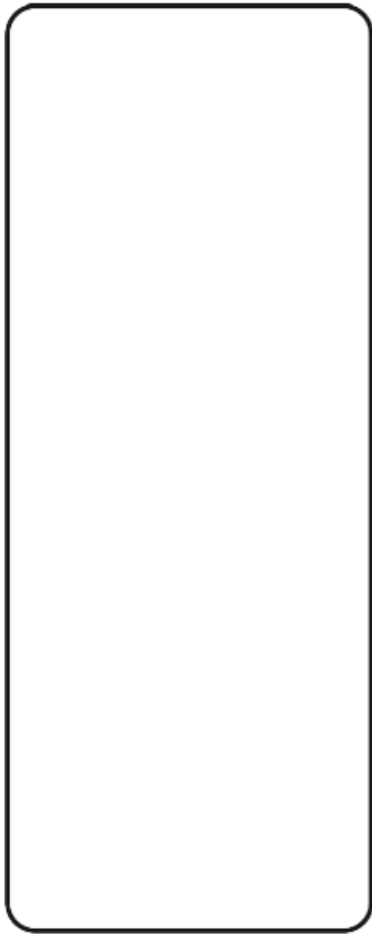


Pig the Winner - Aaron Blabley

Cut out the pictures and arrange them into the correct story sequence and stick them on the following page. Then write sentences under each one in order to explain what is happening. Then colour in the illustrations.



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WEEK 1



WEEK 1

Prefixes and Suffixes

Add to the list to see how many words you can make by building onto your spelling words.

Prefix

– at the beginning
of a word.

e.g. un, mis, re

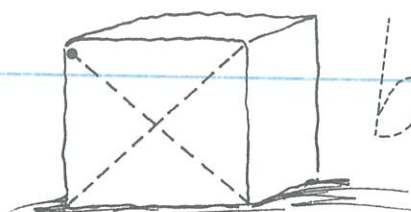
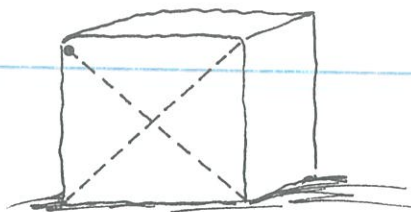
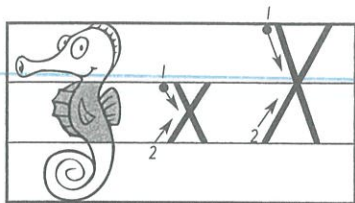
Suffix

– at the end of a
word.

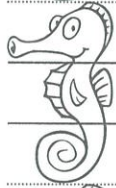
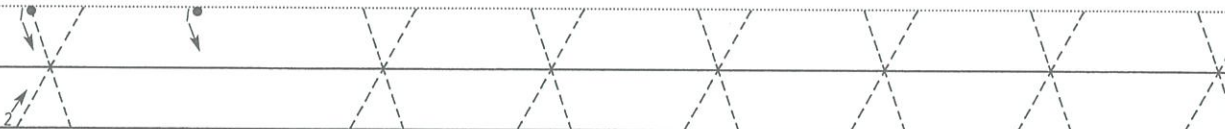
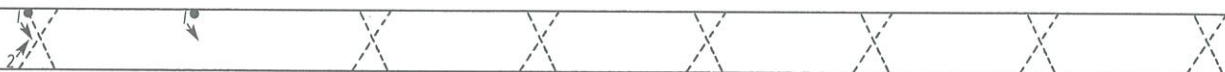
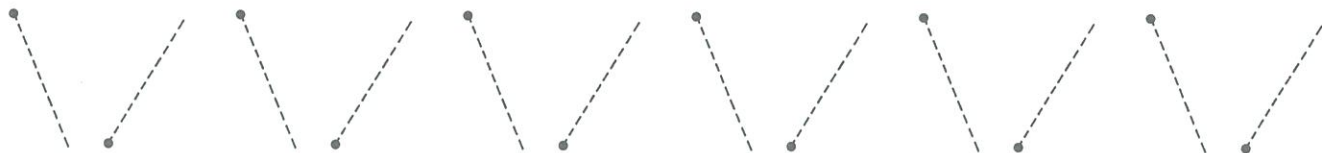
e.g. s, es, er, ed,
ing

reboil

boiling
boiled



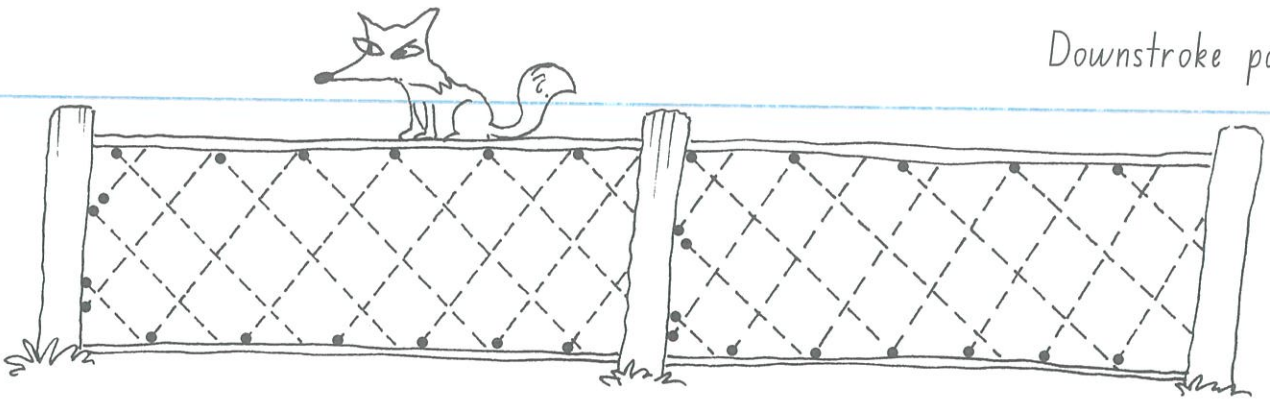
boxes



exciting exclaimed

Next week the six boxes
will be fixed.

Re-trace the X's in the sentence in texta. Circle your best X.



The fox is on the fence.

Trace the body letters.

x i z l t x i f z j x
 sixteen 16 sixty 60

Trace and copy.

explain

extremely

except

exclamation mark!

Addition – adding more than 2 numbers

We can add more than 2 numbers at a time and we can add them in any order. Look at $(3) + 5 + (7) = \boxed{?}$

We know that 3 and 7 makes 10 so we can add them together first. Then we add 5 to 10.

$$3 + 7 + 5 = 15 \quad \text{is the same as} \quad 3 + 5 + 7 = 15$$

1 Warm up by practising these make 10 problems.

a $0 + \boxed{10} = 10$

b $3 + \boxed{} = 10$

c $1 + \boxed{} = 10$

d $9 + \boxed{} = 10$

e $5 + \boxed{} = 10$

f $4 + \boxed{} = 10$

g $8 + \boxed{} = 10$

h $6 + \boxed{} = 10$

i $2 + \boxed{} = 10$

2 Practise turning these addition facts around.

a $2 + 5 = \boxed{}$

b $1 + 7 = \boxed{}$

$\boxed{5} + \boxed{2} = \boxed{}$

$\boxed{} + \boxed{} = \boxed{}$

3 Loop pairs of numbers that add to 10 first, then add what is left.

a $\boxed{6} \quad 3 \quad \boxed{4} = \boxed{13}$

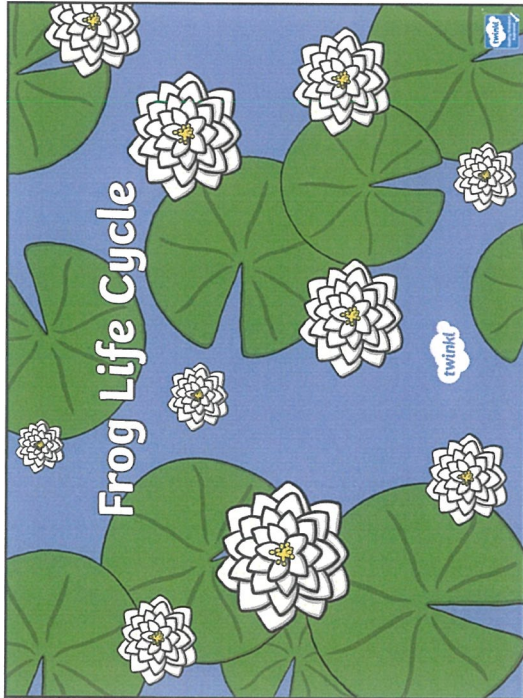
b $\boxed{1} \quad \boxed{5} \quad \boxed{5} = \boxed{}$

c $\boxed{9} \quad \boxed{5} \quad \boxed{1} = \boxed{}$

d $\boxed{7} \quad \boxed{6} \quad \boxed{3} = \boxed{}$

e $\boxed{5} \quad \boxed{6} \quad \boxed{4} = \boxed{}$

f $\boxed{2} \quad \boxed{1} \quad \boxed{8} = \boxed{}$



Frog eggs are laid in a group in the water by a frog. After about 6-21 days, these eggs hatch into tadpoles.

An illustration of seven light blue, oval-shaped frog eggs with black dots representing eyes, clustered together on a light blue rectangular background.

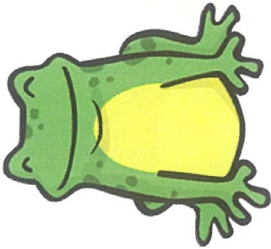
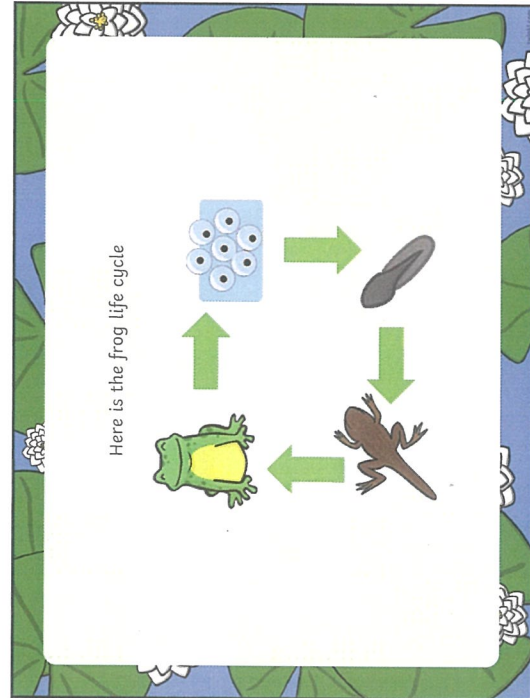
The tadpole spends its time swimming in the water, eating and growing. Tadpoles have a tail for swimming with. It usually takes them 6-9 weeks to fully develop as a tadpole, however some types of frogs may take much longer.

An illustration of two dark grey, oval-shaped tadpoles with long, thin tails, positioned horizontally.

Around week 12, the tadpole sprouts legs (and then arms) has a longer body, and has a bigger head. It breathes under the water and still has a tail.

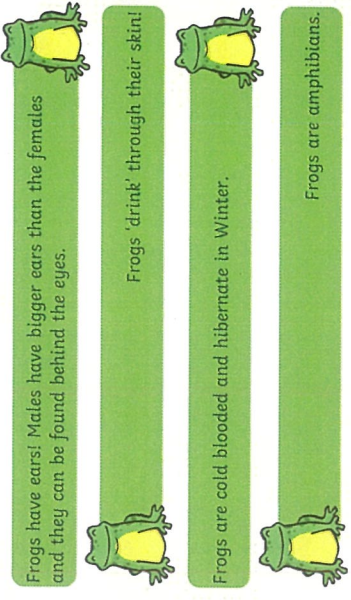
An illustration of a brown frog with a long tail, shown from a side profile, facing left.

The adult frog breathes air and has no tail. This growth cycle, from egg to frog takes between 12 to 16 weeks.

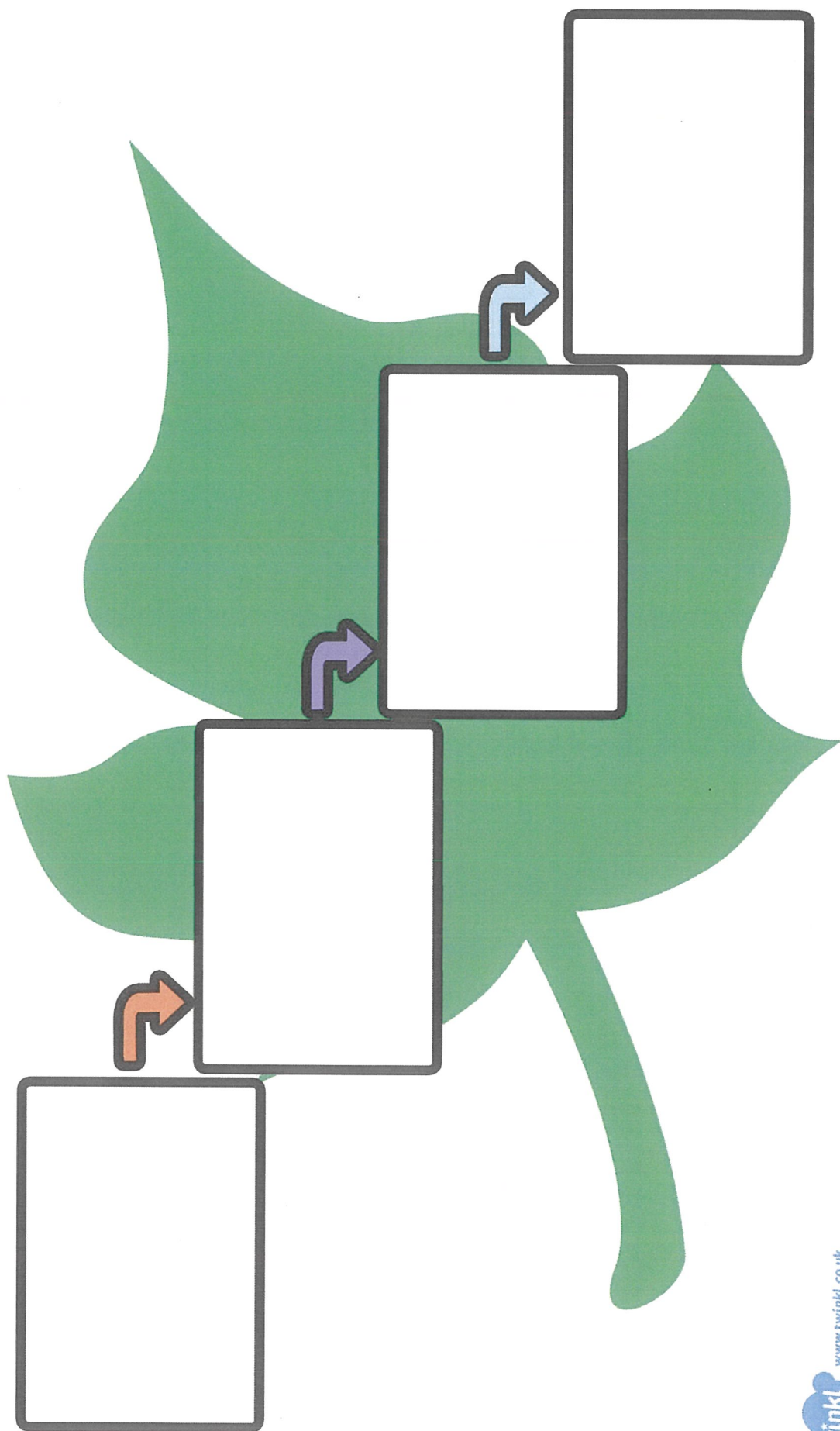
Some interesting facts

- Frogs have ears! Males have bigger ears than the females and they can be found behind the eyes.
- Frogs 'drink' through their skin!
- Frogs are cold blooded and hibernate in Winter.
- Frogs are amphibians.



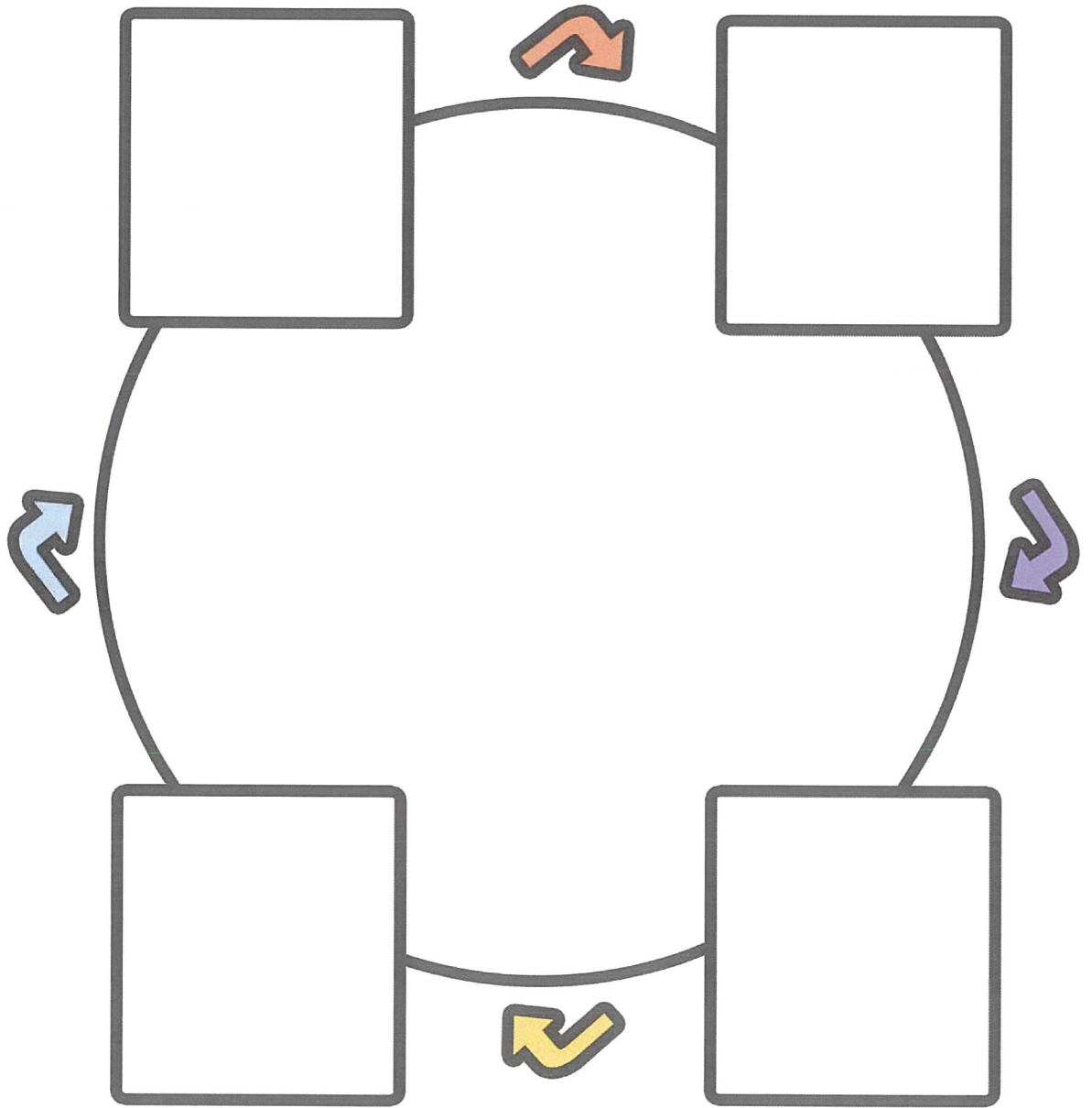
FROG LIFE CYCLE

Can you put the pictures in the correct order?



FROG LIFE CYCLE

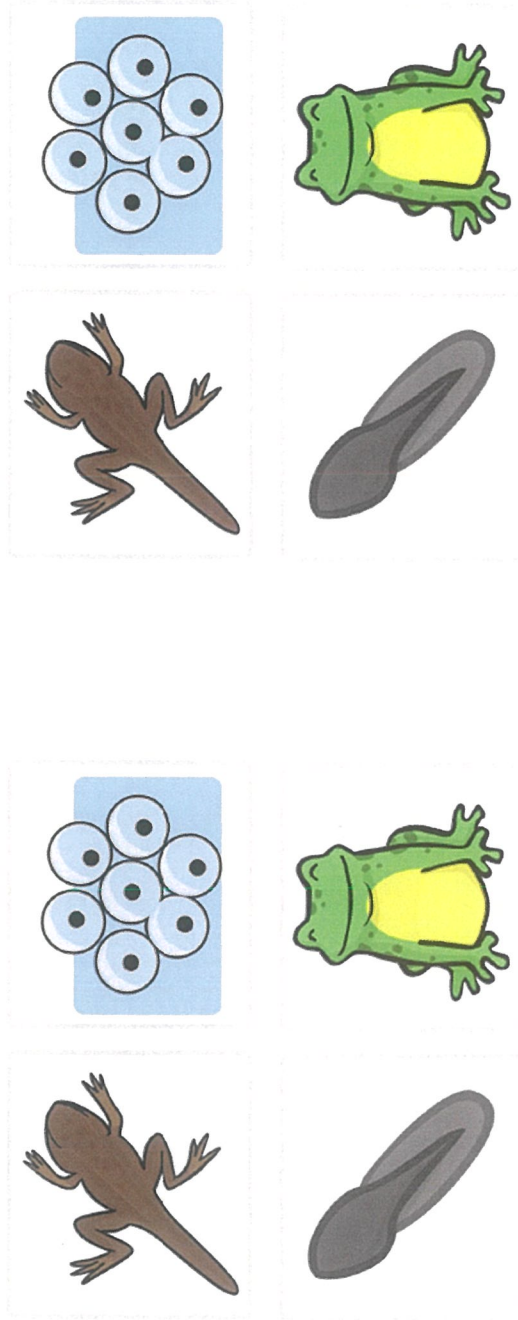
Can you put the pictures in the correct order?



This page has been left blank on purpose so
you can cut your pictures out.

FROG LIFE CYCLE

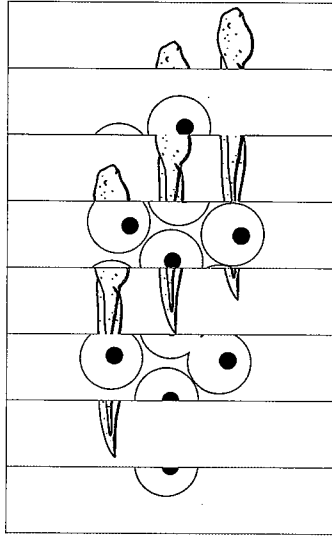
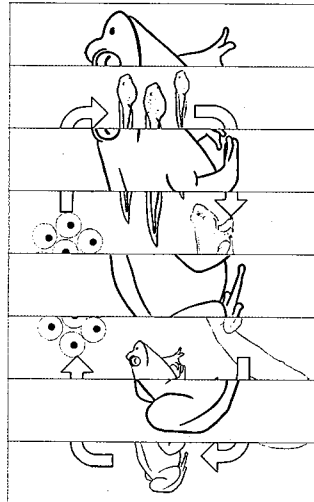
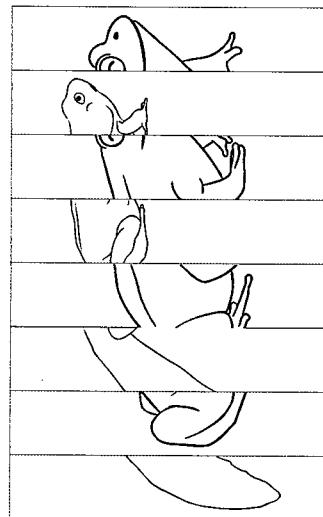
Cut out these images to use with the worksheets



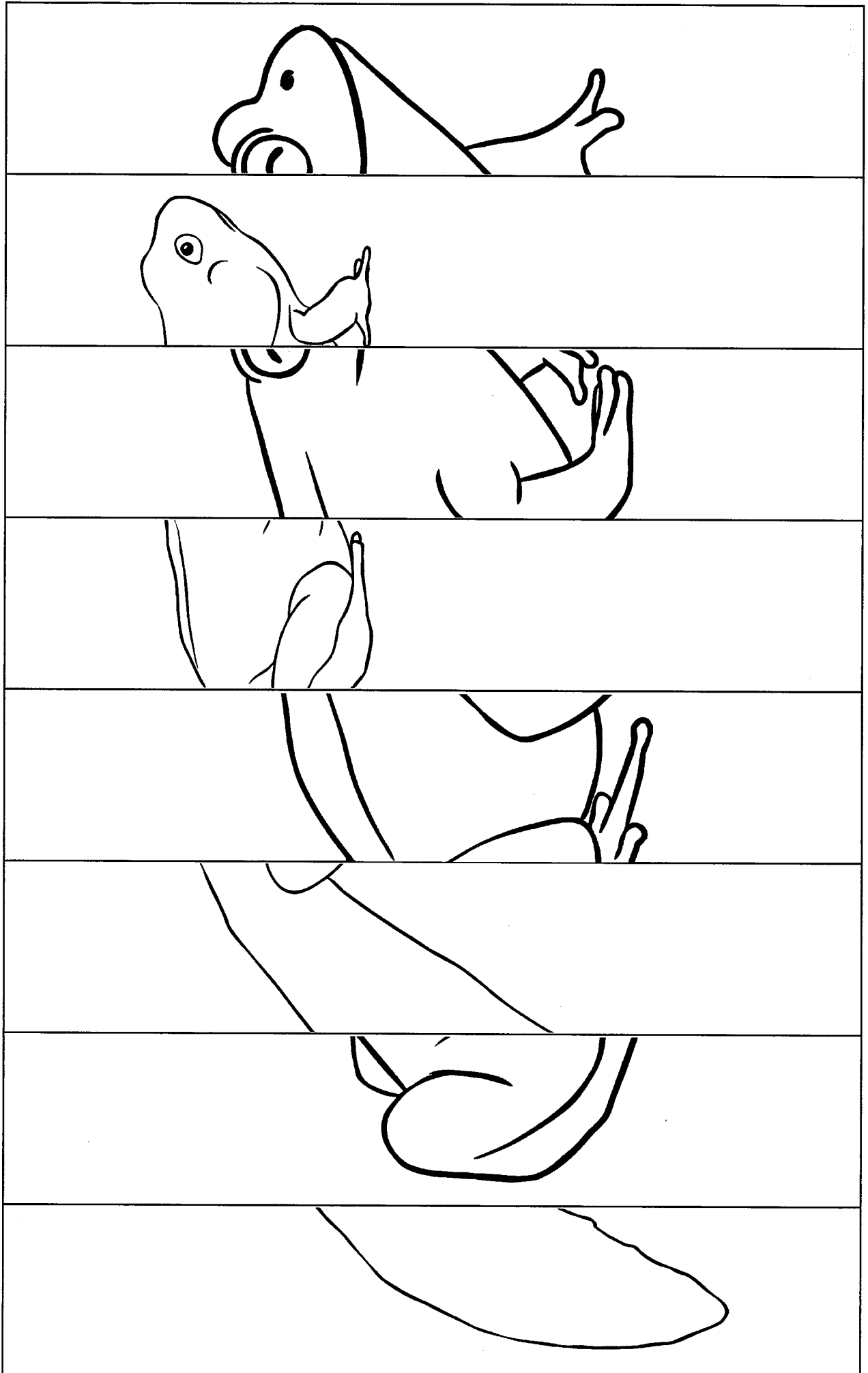
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INSTRUCTIONS

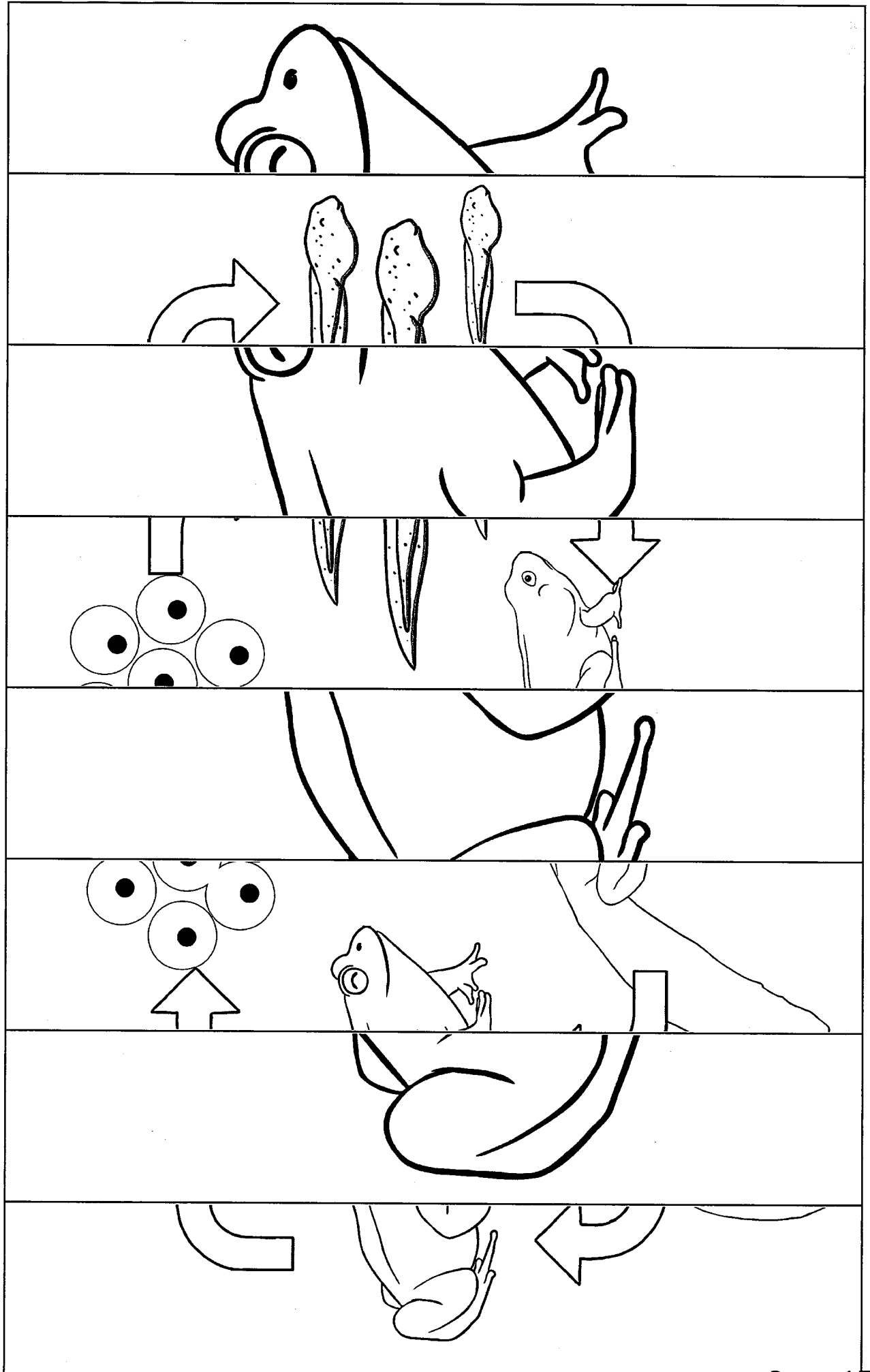
1. Colour in the pictures. Each page is 2 pictures from the life cycle cut into strips and alternated.
2. Fold the paper like a fan along the lines.
3. Stretch the page out again, but make sure the folds are still standing tall.
4. Turn your page so you are looking from one side and then turn it to look from the other side. You should see two different pictures.
5. See the PowerPoint presentation to see what it could look like.



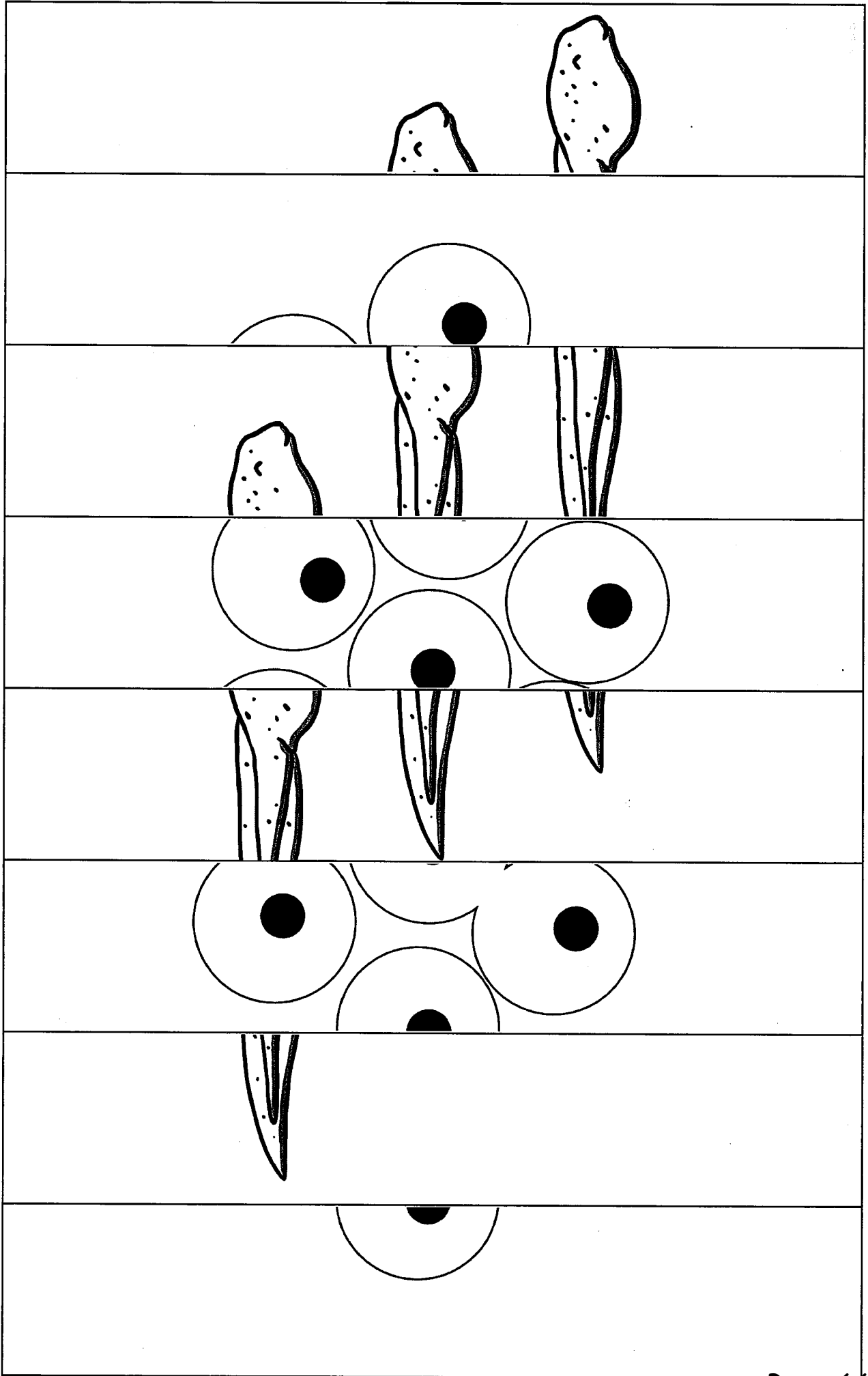
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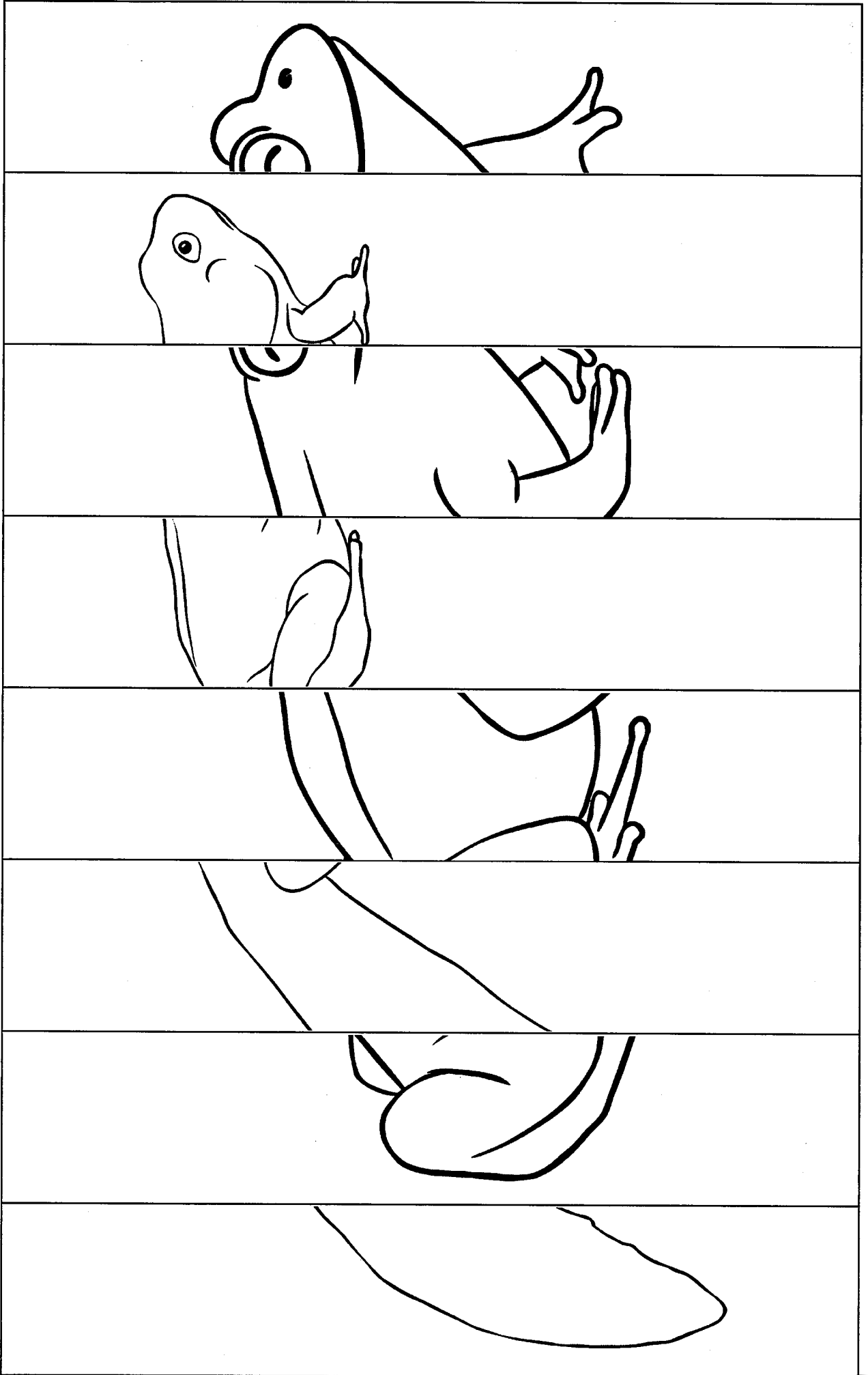
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Friday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Book: Magic Beach Comprehension task Reading Eggs	
9.30 to 10	Writing	10 Interesting Facts about Beaches & My Beach Story	69-72
10 to 10.30	Spelling	Boggle	Record this in your workbook.
10.30 to 11	Handwriting	Z z	73-74
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Jump Strategy	75-76
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Ninja Warrior obstacle course	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Mrs Walters' Lesson	77
2.30 to 3	Virtual Assembly		

10 Fascinating Facts About

BEACHES

1

Beaches change every day. The ocean washes sand from one place to another, making beaches bigger or smaller.

2

Sand dunes protect the land behind a beach. They help stop wind and large waves during storms.



Mariusz Hajdarowicz/Shutterstock.com

3

A rip current is a strong stream of water that flows out to sea. Always swim between the flags at patrolled beaches to avoid swimming near a rip.

4

Waves are created when wind blows on top of water. Waves break when they reach shallow water. Some people like to surf on waves.

5

Plastic straws and bottles make up a lot of litter on beaches. You should always take your rubbish with you when you leave.

6

Mother sea turtles return to the beach they were born on when they are ready to lay eggs. They bury the eggs under the sand. When the baby turtles hatch, they scurry to the water.



Laverne Nash/Shutterstock.com

7

Some beaches glow in the dark! When tiny creatures known as 'sea sparkles' wash ashore, they make the waves glow bright blue.



Isabella Miller/Shutterstock.com

8

Some sand is parrotfish poop! The parrotfish eats algae that grows on coral. It crunches coral down into tiny pieces and poos them out as white sand.



Richard Whitcombe/Shutterstock.com

9

The island of Saint Martin in the Caribbean has a beach at the end of an airport runway. Planes take off and land just metres from people swimming. Protect your sandcastle or it might blow over when a plane lands!



Skycolors/Shutterstock.com

10

The tallest sandcastle made so far was over 17 metres high. That's taller than five school buses stacked on top of each other!



Andrea_w/Shutterstock.com

Name: _____

Date: _____

10 Fascinating Facts About Beaches

Questions

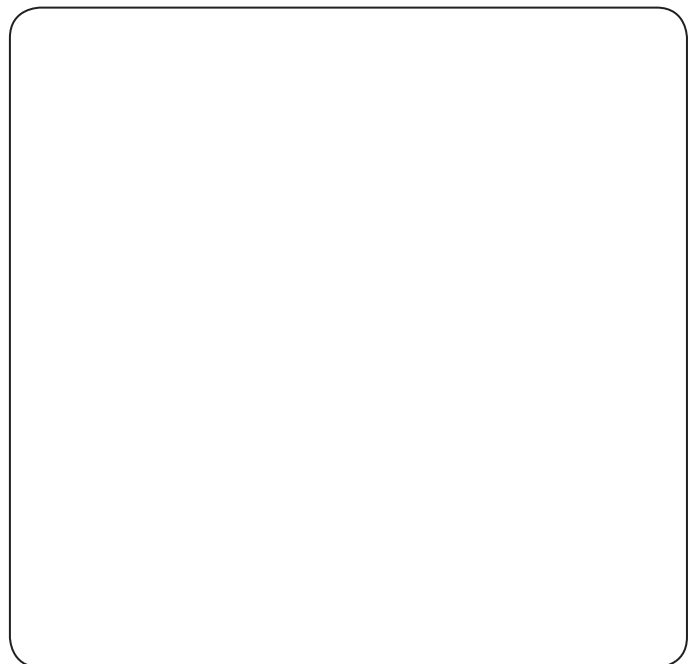
1. What type of fish poops out sand?

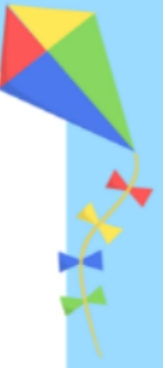
2. Where do mother sea turtles go to lay their eggs?

3. What are 'sea sparkles'?

4. Why is it important for people to protect sand dunes?

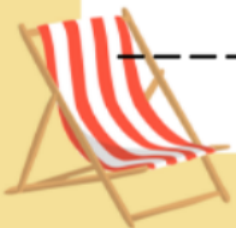
5. Write a list of things you would need to take if you were going to the beach. Draw a picture of each item.

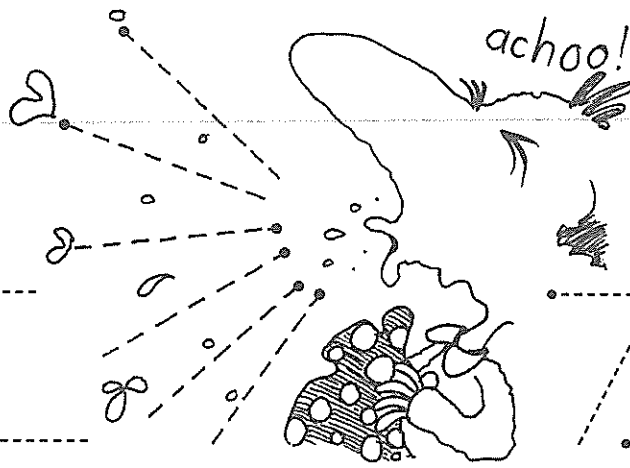
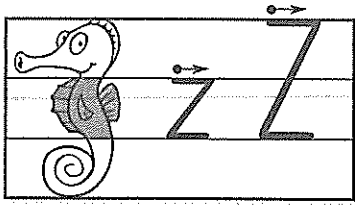




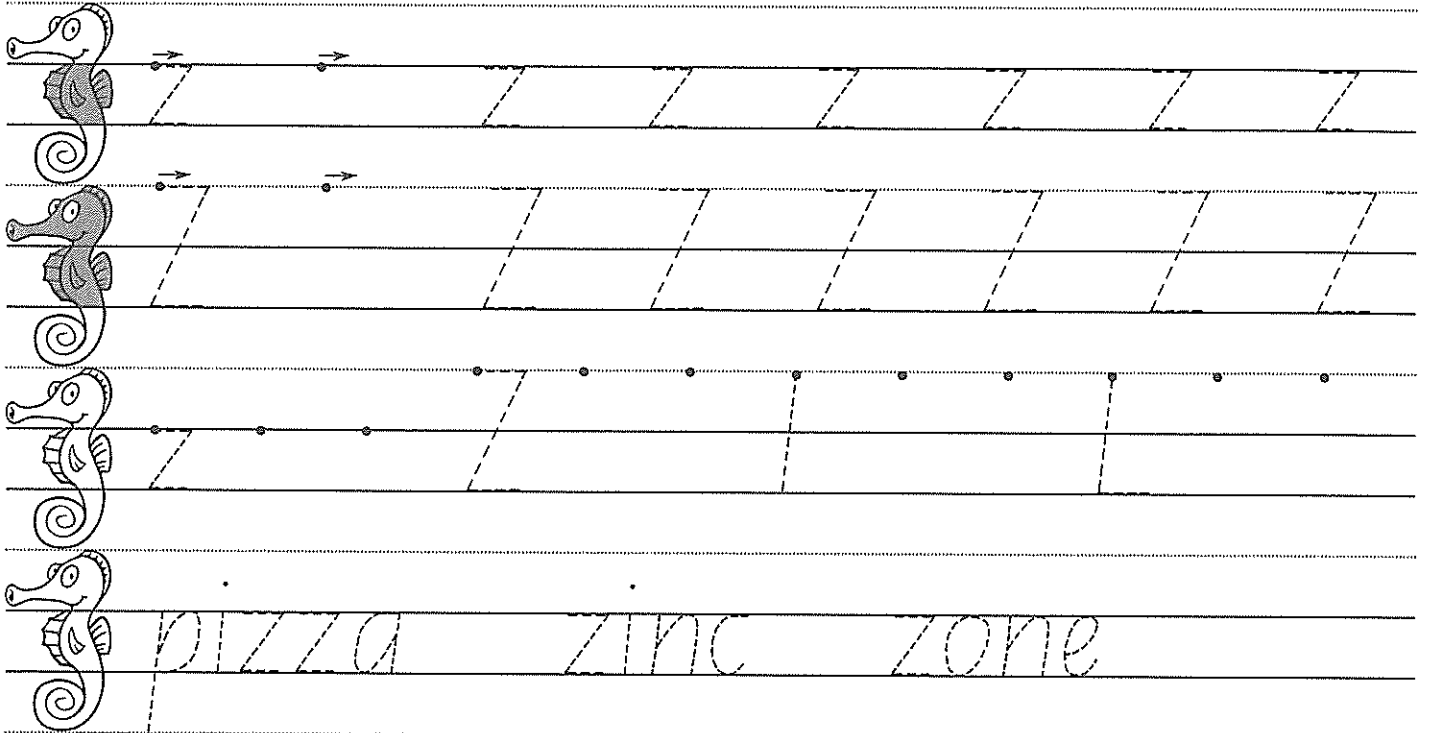
At my beach, at my magic beach...

Handwriting practice lines consisting of 12 sets of three horizontal dashed lines for tracing and writing.





sneeze



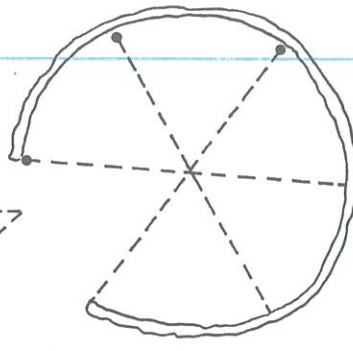
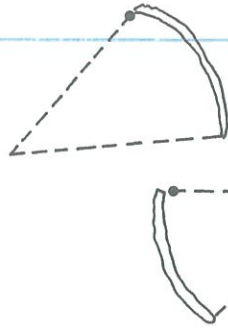
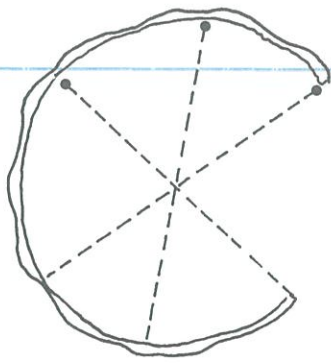
pizza zinc zone

Lac sneezed and

wheezed at the zoo.

Look at the sentence. Re-trace the downstroke letters in red.

✓ your best Z.



I like pi a best!

Trace these tricky letters.



z z z s s s z s z s z s

ero o sub-ero

Trace. Fill in the missing Z's. Copy.

ja _ _ ma _ e

ha _ y do _ e

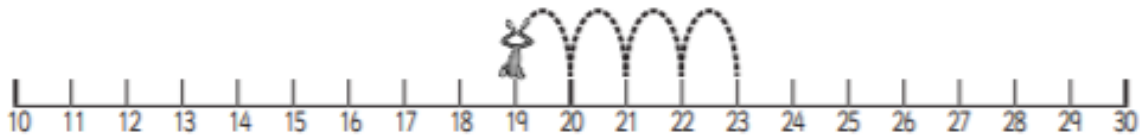
la _ y shoo _ e

A zoological garden is
often called a _ _ _ !

Subtraction – counting on and counting back

Counting back is a handy strategy to use when we only have to subtract a small number. Number lines can help us do this.

Look at $23 - 4 = \boxed{?}$



We start at 23. We jump back 4 spaces to 19.

$$23 - 4 = 19$$

- 1 Use the number line above and count back to solve these subtraction problems.

a $17 - 4 = \boxed{}$

b $18 - 2 = \boxed{}$

c $19 - 5 = \boxed{}$

d $25 - 2 = \boxed{}$

e $30 - 4 = \boxed{}$

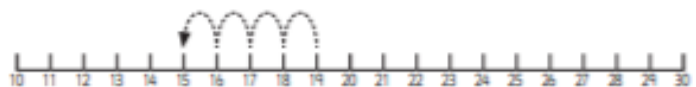
f $21 - 2 = \boxed{}$

- 2 Look at these number lines. What subtraction fact does each show?

a $\boxed{} - \boxed{} = \boxed{}$



b $\boxed{} - \boxed{} = \boxed{}$



- 3 Would you use the counting back strategy to solve this problem? Why or why not?

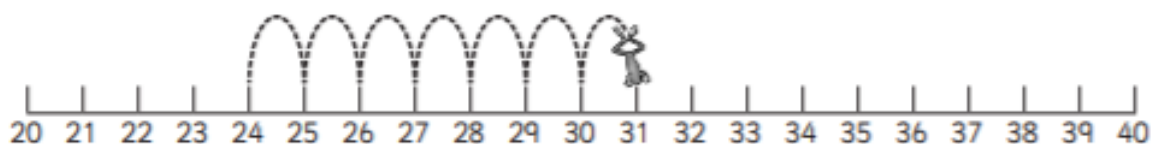
$$25 - 22 = \boxed{}$$

Addition – using number lines

Number lines are handy tools to use when adding.

Look at $24 + 7 = \boxed{?}$

We start at 24 and jump 7 spaces. It's important to remember to count the jumps or spaces, not the numbers!



$$24 + 7 = 31$$

1 Jump along the number lines and finish each number fact.

a $22 + 9 = \boxed{}$

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

b $27 + 7 = \boxed{}$

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

c $31 + 8 = \boxed{}$

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

2 Trace the jumps and finish the facts.

a $\boxed{} + \boxed{} = \boxed{}$

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

b $\boxed{} + \boxed{} = \boxed{}$

30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

c $\boxed{} + \boxed{} = \boxed{}$

30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50



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*