



**Gunnedah South Public School**



# Home Learning Booklet

Week 1



**Year 3**





# Monday

**Week 1**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Eggs. Reading and comprehension: The Ice-cream Disaster	Page 1
9.30 to 10	Writing	Writing prompt: Magic Sneakers	Page 2
10 to 10.30	Spelling	Introduce weekly spelling list words	Page 3
10.30 to 11	Handwriting	Exit Flicks	Page 4
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Tell the time with analogue and digital clocks	Page 5
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Throwing (overarm)	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	PBL	Wellbeing	Page 6
2.30 to 3	PDHPE	Online safety	Page 7

# Reading Comprehension: The Ice Cream Disaster

Read the passage below and answer the questions that follow.

My day started out great. I woke up to the sound of the birds chirping outside. I knew my grandma was making bacon for breakfast. The delicious smell drifted into my bedroom.

Things looked good! We went to the beach near my grandma's house. The sun shone brightly. Grandma promised that I could get some ice cream from the Snack Bar.

I really worked up an appetite for that ice cream after I swam in the water, built four sandcastles, and buried my friend's legs in the sand. Grandma gave me the money. I went to get my treat.

As soon as I got back to the blanket where we sat, I ate my ice cream cone. Then it happened. The ice cream began to melt at a lightning speed and before I knew it, my ice cream was splattered in the sand.



1. Where did the boy buy the ice cream?

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2. How did the boy feel at the beginning of the story?

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3. How did the boy feel at the end of the story?

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4. What does *worked up an appetite* mean in Paragraph 3?

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# Writing task



**Lessons 1 and 2 - Complete over two sessions**

**WALT: Write an entertaining narrative**

**Success Criteria:**

- I can plan and edit my writing
- I can use a story starter to begin my writing
- I can use correct punctuation
- I include an orientation, a complication, a sequence of events and a resolution

## Magic sneakers

I opened up the box and inside was a magic pair of sneakers...



Year 3 Spelling Words - Term 2, Week 1

while  
chose  
poor  
build  
their

cow  
howl  
fowl  
crown  
crowd

shake  
chase  
shine  
skate

Lesson 1 WALT: Spell familiar and unfamiliar words.

Success Criteria - I can:

- Say the word aloud
- Write the word
- Say the word in a compound sentence

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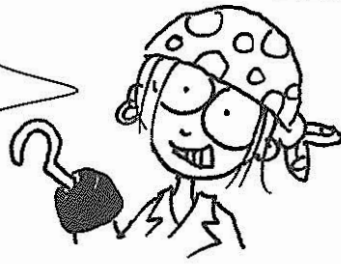
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# Introducing exits

Exit flicks will help you get from one letter to the next when you start to join letters.

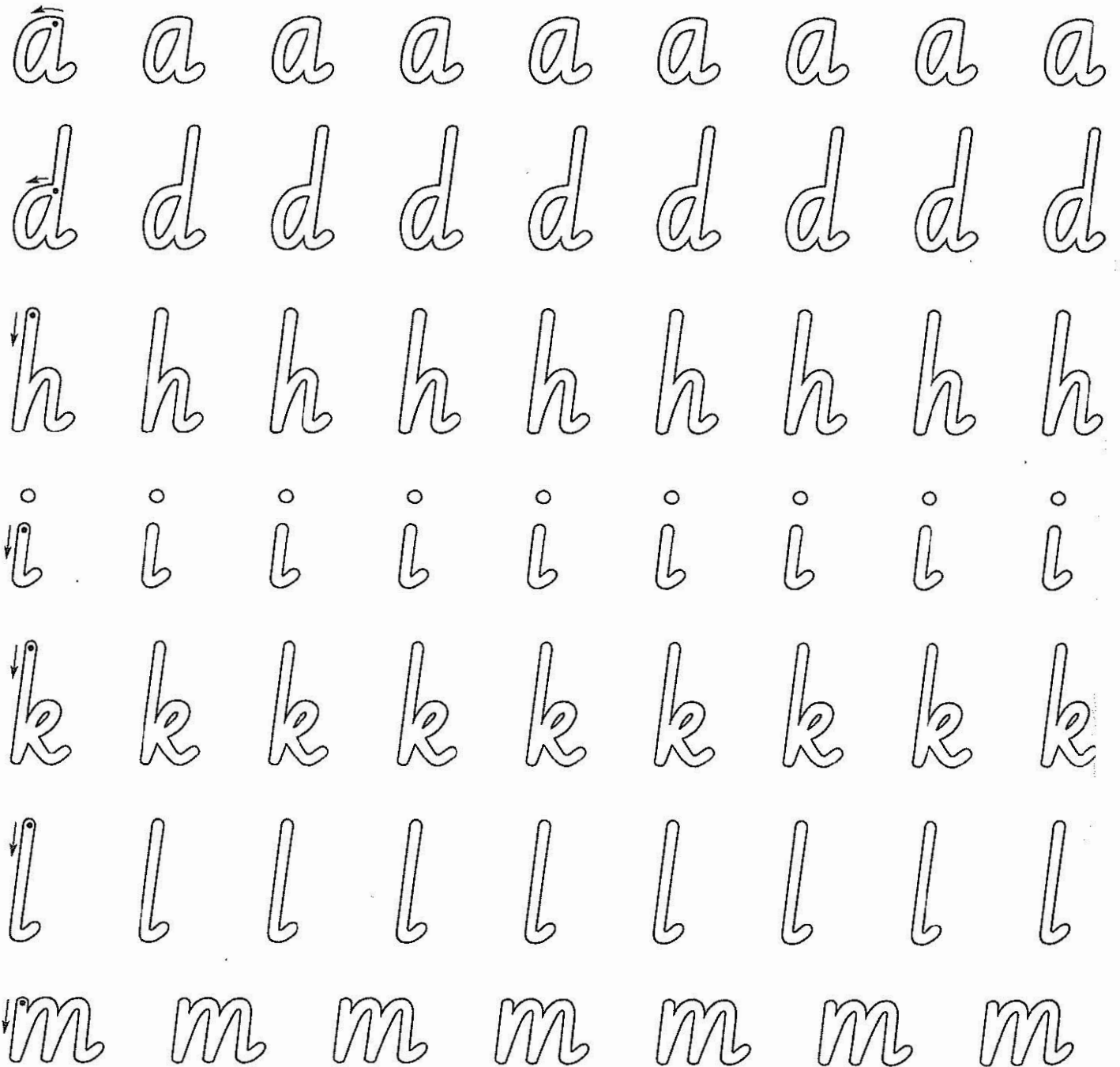
Letters that finish at a line can be given a little exit flick.



Trace.



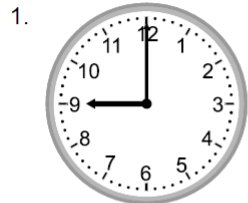
Track these letters with exits.



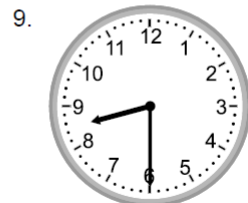
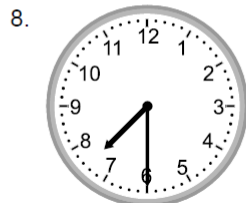
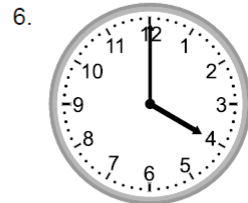
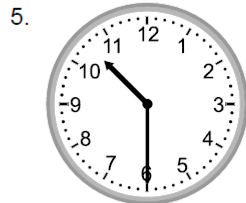
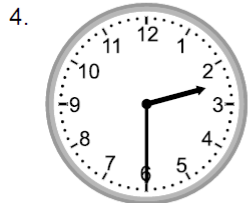
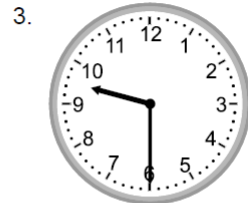
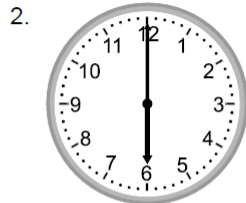


# We are learning to tell the time

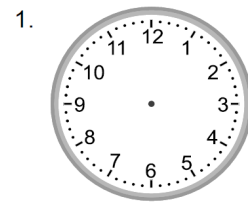
Write the time below each clock.



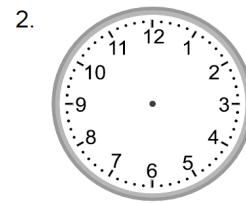
9.00



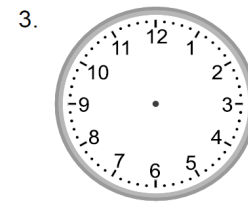
Draw the time shown on each clock.



2:30

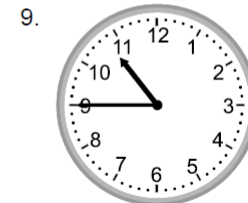
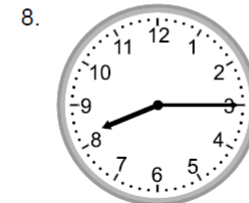
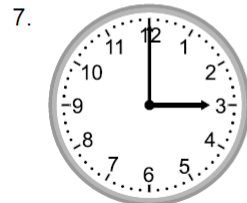
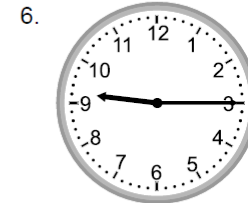
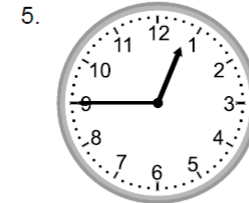
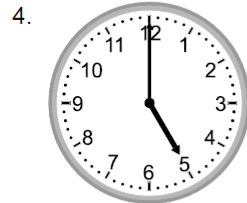
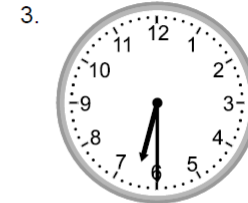
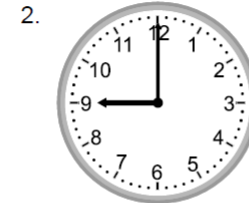
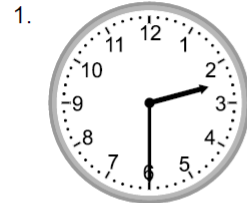


10:00

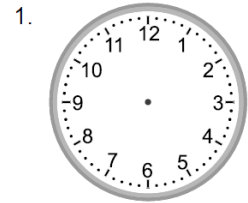


6:30

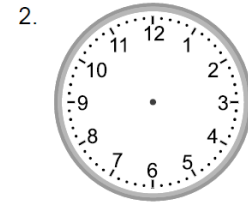
Write the time below each clock.



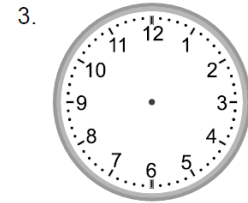
Draw the time shown on each clock.



11:45



6:15



10:00



*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?*

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



**We are learning to identify ways to stay safe online.**

*Design a poster in the space below, identifying ways to stay safe online.*



# Tuesday

**Week 1**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Eggs. Reading and comprehension: Pinocchio	Page 1 & 2
9.30 to 10	Writing	Magic Sneakers writing continued...	Page 3
10 to 10.30	Spelling	Spelling rule: drop the 'e' before adding 'ing'	Page 4
10.30 to 11	Handwriting	Exit Flicks	Page 5
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Understand am and pm time	Page 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Catching: focus on technique	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Geography	Australian states and territories	Page 7, 8, 9, 10
2.30 to 3	Mindfulness Lesson	Colouring in	Page 11 & 12

# Reading Comprehension: Pinocchio

Read the passage from Carlo Collodi's book, The Adventures of Pinocchio. Then answer the questions that follow.

## Chapter 3

Little as Geppetto's house was, it was neat and comfortable. It was a small room on the ground floor, with a tiny window under the stairway. The furniture could not have been much simpler: a very old chair, a rickety old bed, and a tumble-down table. A fireplace full of burning logs was painted on the wall opposite the door. Over the fire, there was painted a pot full of something which kept boiling happily away and sending up clouds of what looked like real steam.

As soon as he reached home, Geppetto took his tools and began to cut and shape the wood into a Marionette.

"What shall I call him?" he said to himself. "I think I'll call him PINOCCHIO."

After choosing the name for his Marionette, Geppetto set seriously to work to make the hair, the forehead, the eyes. After the eyes, Geppetto made the nose, which began to stretch as soon as finished. It stretched and stretched and stretched till it became so long, it seemed endless.

Poor Geppetto kept cutting it and cutting it, but the more he cut, the longer grew that impertinent nose. In despair he let it alone.

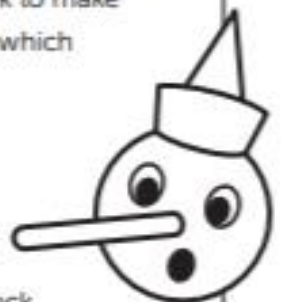
Next he made the mouth. After the mouth, he made the chin, then the neck, the shoulders, the stomach, the arms, and the hands.

The legs and feet still had to be made. As soon as they were done, Geppetto felt a sharp kick on the top of his nose.

He took hold of the Marionette under the arms and put him on the floor to teach him to walk.

Pinocchio's legs were so stiff that he could not move them, and Geppetto held his hand and showed him how to put out one foot after the other.

When his legs were limbered up, Pinocchio started walking by himself and ran all around the room. He came to the open door, and with one leap he was out into the street. Away he flew!



# Reading Comprehension: Pinocchio

1. What does the picture show?

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2. Why did Geppetto keep cutting Pinocchio's nose?

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3. How did Pinocchio learn to walk?

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4. Describe Geppetto's house, then in the box below, draw a picture of Geppetto's house.

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# Writing task



**Lessons 1 and 2 - Complete over two sessions**

**WALT: Write an entertaining narrative**

**Success Criteria:**

- I can plan and edit my writing
- I can use a story starter to begin my writing
- I can use correct punctuation
- I include an orientation, a complication, a sequence of events and a resolution

## Magic sneakers

I opened up the box and inside was a magic pair of sneakers...







Track these letters with exits.

n n n n n n n n n

t t t t t t t t t

u u u u u u u u u

v v v v v v v v v

w w w w w w w

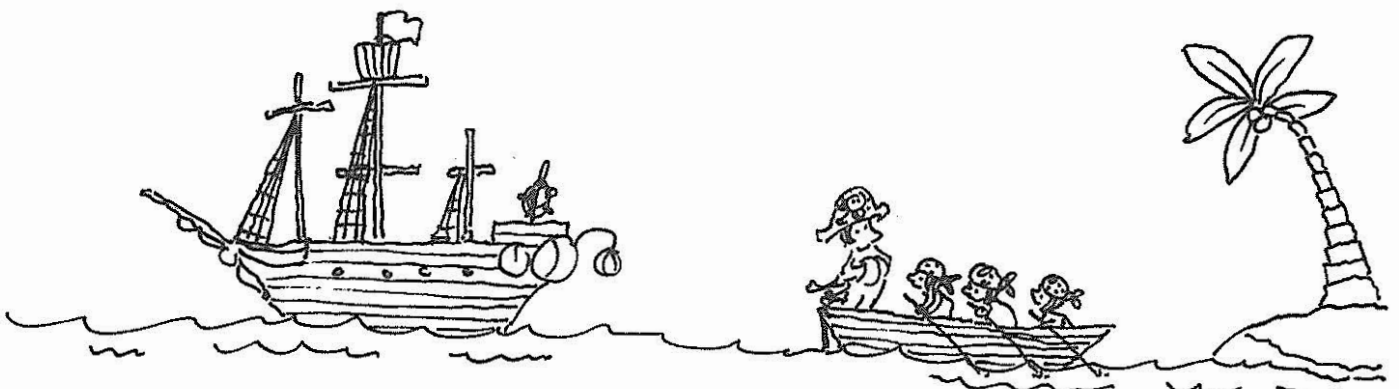
Trace these, then write your own.

a d n

i k l

m n t

u v w



# We are learning to understand am and pm

What does a.m and p.m mean? a.m. means the time before noon, so from midnight to 11:59 in the morning and p.m. means after noon, from the middle of the day until the middle of the night.

(HINT- a.m- 'at morning', p.m- 'past morning')

Write the time with "a.m." or "p.m." for each activity.



Dinner is served at

\_\_\_\_\_



School is over at

\_\_\_\_\_



Bedtime is at

\_\_\_\_\_



Recess is at

\_\_\_\_\_



You should try to finish homework by

\_\_\_\_\_



Breakfast will be ready by

\_\_\_\_\_



To prepare for school, you should get up by

\_\_\_\_\_



The store opens at

\_\_\_\_\_



Students get ready to go home at

\_\_\_\_\_

Does this happen in the a.m. or p.m.? Please circle.

Eating Breakfast



A. M. / P. M.

Taking a shower before going to sleep at night



A. M. / P. M.

Watching baseball game on Friday evening



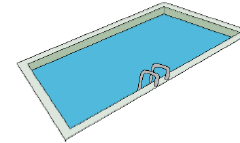
A. M. / P. M.

Watching TV after school



A. M. / P. M.

Swimming lesson every Sunday morning



A. M. / P. M.

Playing toys after dinner



A. M. / P. M.

Taking school bus to school



A. M. / P. M.

Riding bike after lunch



A. M. / P. M.

Sunrise



A. M. / P. M.

## Lesson 1 – WALT: Identify and name the states and territories of Australia.

Success Criteria – I can:

- Read and comprehend the information about the Australian states and territories.
- Identify where each state is located on the map of Australia.
- Use geographical and mathematical language to tell someone at home at least on point about each state. Eg “New South Wales is found on the east coast of Australia”.
- Draw and label each state on the map of Australia template.

### New South Wales (NSW) – Location and Size

New South Wales is located on the east coast of Australia. It borders Queensland to the north, South Australia to the west and Victoria to the south.

The east of the state borders the Tasman Sea (part of the Pacific Ocean).

New South Wales is Australia’s fourth largest state, covering an area of 800 642 square kilometres.



### Victoria (VIC) – Location and Size

Victoria is located on the east coast of Australia. It borders New South Wales to the north and South Australia to the west.

The south of the state borders the Bass Strait, which separates the state of Tasmania from the mainland.

Victoria is Australia’s fifth largest state, covering an area of 227 416 square kilometres.



## Queensland (QLD) – Location and Size

Queensland is located on the east coast of Australia. It borders the Northern Territory to the west, South Australia to the south west and New South Wales to the south.

The north and east of the state border the Coral Sea (part of the Pacific Ocean).

Queensland is Australia's second largest state, covering an area of 1 730 648 square kilometres.

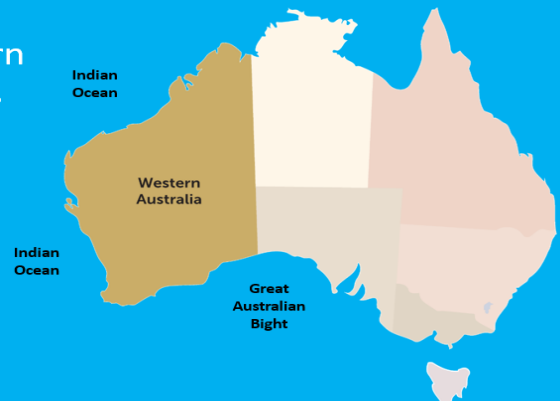


## Western Australia (WA) – Location and Size

Western Australia is located on the west coast of Australia. It borders the Northern Territory and South Australia to the east.

The north and west of the state border the Indian Ocean. The south of the state borders the Great Australian Bight (part of the Indian Ocean).

Western Australia is Australia's largest state, covering an area of 2 529 875 square kilometres.



## South Australia (SA) – Location and Size

South Australia is located on the south coast of Australia. It borders Western Australia to the west, the Northern Territory to the north and Queensland, New South Wales and Victoria to the east.

The south of the state borders the Great Australian Bight (part of the Indian Ocean).

South Australia is Australia's third largest state, covering an area of 983 482 square kilometres.

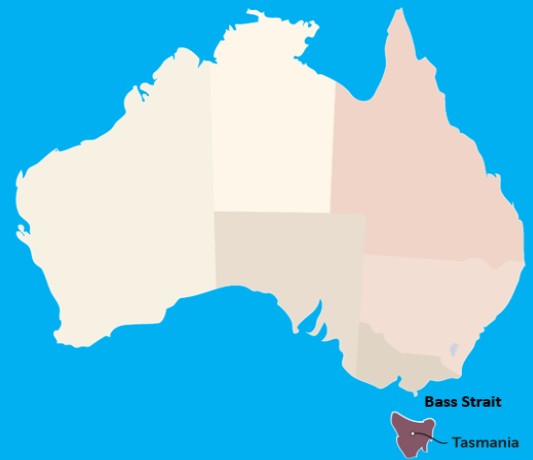


## Tasmania (TAS) – Location and Size

Tasmania is located 240 kilometres south of the Australian mainland, on the eastern side of the country.

The north of the state borders the Bass Strait. The rest of the state is surrounded by the Indian Ocean and the Pacific Ocean.

Tasmania is Australia's smallest state, covering an area of 68 401 square kilometres.



## Australian Capital Territory (ACT) – Location and Size

The Australian Capital Territory is surrounded by the state of New South Wales.

The ACT is bounded by the Goulburn-Cooma railway line to the east, Nass Creek to the south, the Cotton River to the west and the Molonglo River to the north.

The ACT is Australia's smallest territory, covering an area of 2358 square kilometres.



## Northern Territory (NT) – Location and Size

The Northern Territory is located on the north coast of Australia. It borders Queensland to the east, South Australia to the south and Western Australia to the west.

The north of the state borders the Timor Sea, the Arafura Sea and the Gulf of Carpentaria.

The Northern Territory is Australia's largest territory, covering an area of 1 349 129 square kilometres.



## Map of Australia Template



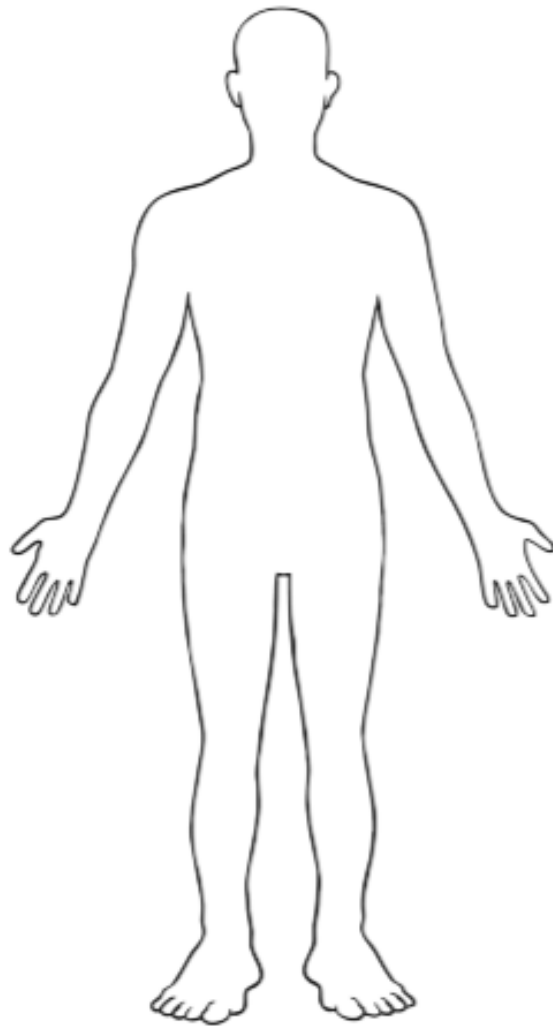


# Mindfulness

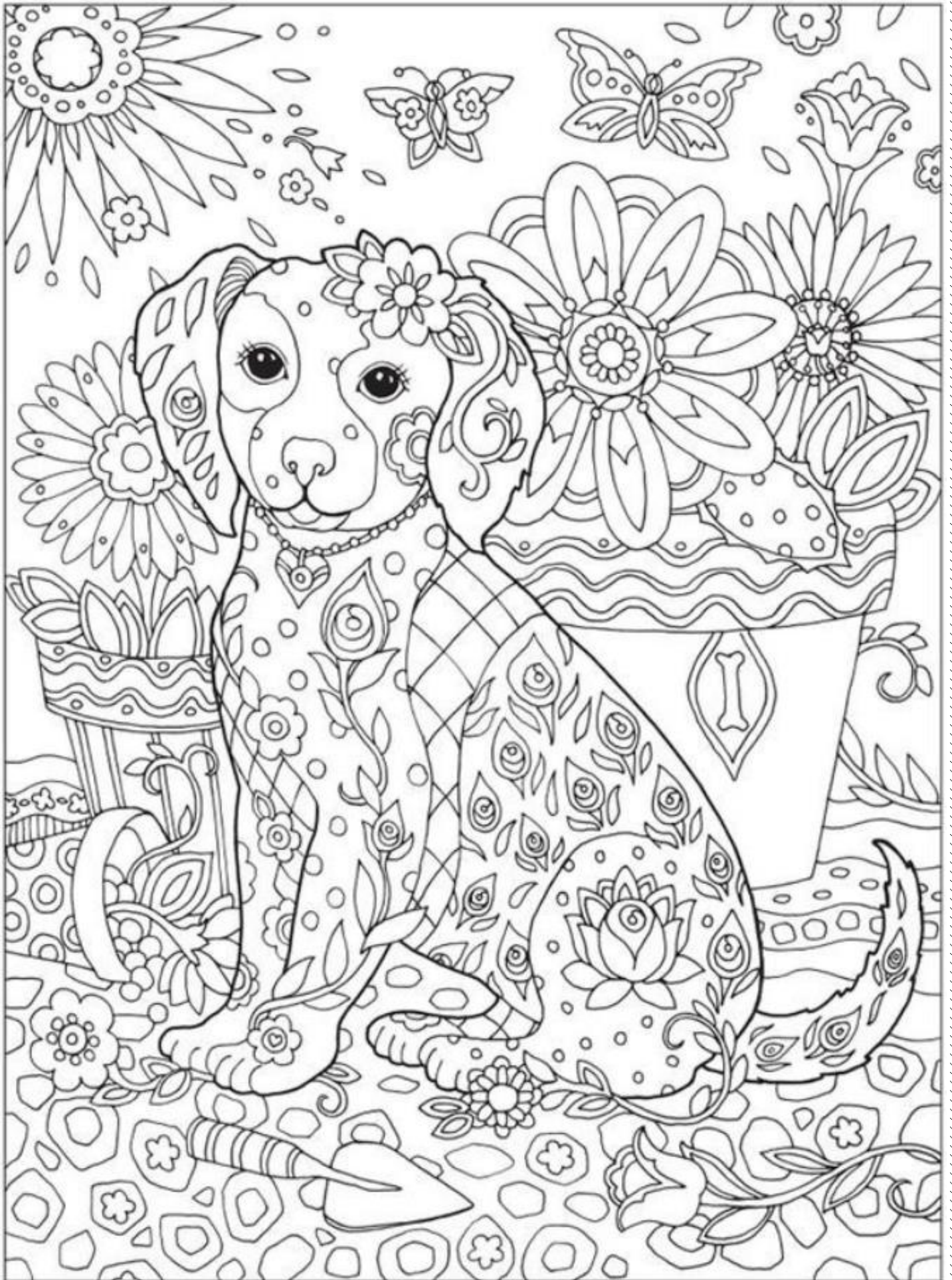
## How Do You Feel Right Now?

Choose a colour for each of the emotions below. Use that colour to draw where you feel that emotion in your body right now. Add any other emotions to the outline if you wish.

Emotion	Colour
Love	
Fear	
Anger	
Sadness	
Happiness	



Use this box to write down any thoughts or feelings you have right now.





# Wednesday

**Week 1**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Eggs. Reading and comprehension: The Man, the Boy and the Donkey	Page 1
9.30 to 10	Writing	New writing prompt: My trip in a time machine	Page 2
10 to 10.30	Spelling	Grammar focus: Common nouns	Page 3
10.30 to 11	Handwriting	Exit Flicks	Page 4
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Record elapsed time	Page 5
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Running: jogging, half speed and sprint	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	CAPA	Guided drawing	Pages 6,7,8, 9, 10
2.30 to 3		Drama with Miss Christie	



# Reading Comprehension

## The Man, the Boy, and the Donkey



**Directions:** Read the fable and answer the questions that follow.

Once, a man and his son were going to the market with their donkey. As they walked a man passed them and said, "How silly. You are walking that donkey when you could be riding it instead. What is a donkey for but to ride on?"

Hearing this, the man put his boy on the donkey's back and they went on their way. But soon they passed a group of women, one of whom said: "You should be ashamed of yourself young man. Your father who is older than you should be riding and you should be walking." Red-faced and embarrassed the boy jumped down to have his father get up on the donkey.

They hadn't gone far when they passed a man and a woman, one of whom said to the other: "Doesn't he know they can both fit on that donkey? His boy doesn't have to walk this dusty road."

Well, the man didn't know what to do, but at last he took his son up and sat him down in front of him on the donkey. They reached the town and people began to jeer and point at them. "You're overloading that poor donkey -- you and your son both sitting there. You both look strong! You'd be better off carrying the donkey yourselves."

They got off of the donkey and tried to think what to do. At last they cut down a pole and tied the donkey's feet to it. With it tied to the pole like this they raised the pole to their shoulders and carried the donkey towards the bridge that lead to the market. This was difficult to do.

The townspeople laughed and heckled them so much that the donkey was frightened by everything going on. Its feet slipped loose from the ropes and it fell. Once it got to its feet again it ran away kicking and bucking.

"That will teach you," said an old man who had followed them. "Try to please everyone and you will please no one."

1. Where were the man and the boy traveling?

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2. Why did the man put the boy on the donkey?

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3. What happened after they passed a man and woman?

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4. How did the people act when the man and the boy reached the town?

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5. What does the picture show?

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# Writing task



Lessons 3 and 4 - complete over two sessions

WALT: Write an entertaining narrative

Success Criteria:

- I can plan and edit my writing
- I can write a narrative about a specific theme or topic
- I can use correct punctuation
- I include an orientation, a complication, a sequence of events and a resolution

## My trip in a time machine

Imagine you have discovered a time machine that can take you forwards or backwards in time. Write an imaginative text about the trip you make in the time machine. What year would you visit? What happens to you there? Who or what would you meet?



**Lesson 3 WALT: Identify and name common nouns.**

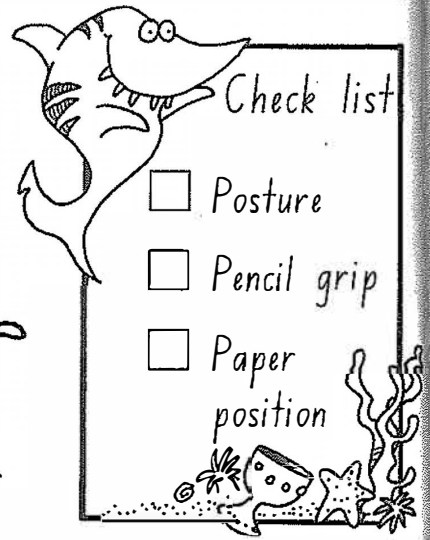
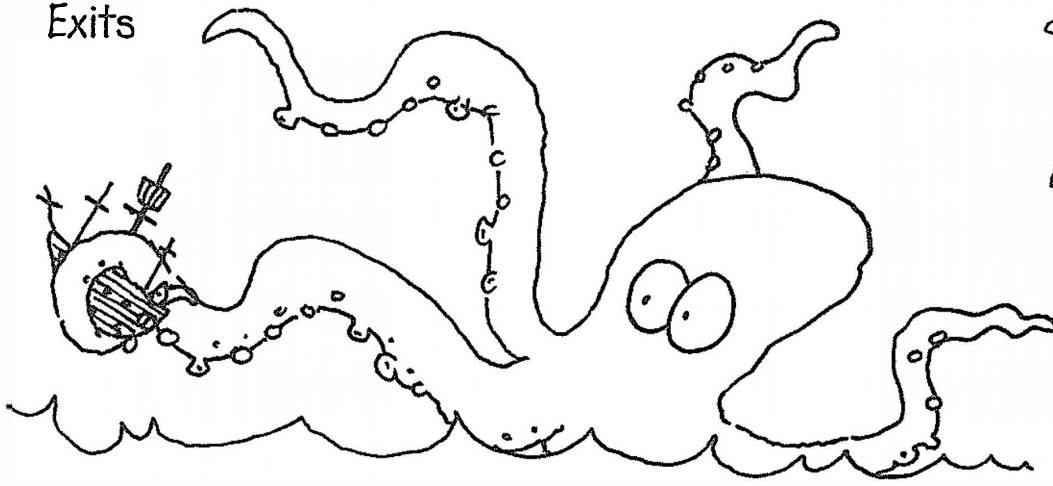
**Success Criteria - I can:**

- Describe (tell someone at home) what a common noun is.
- Identify common nouns around the home.
- List the common nouns from A to Z.

A	apple	N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	



Exits

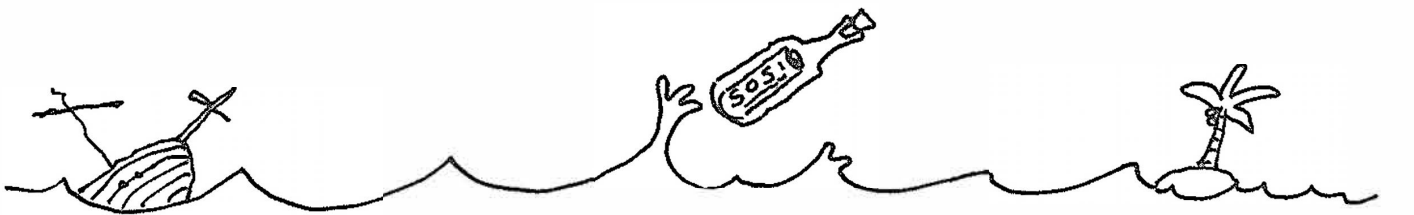


Trace these letters with exits.

a a a a a a d d d d d  
h h h h h h i i i i i i



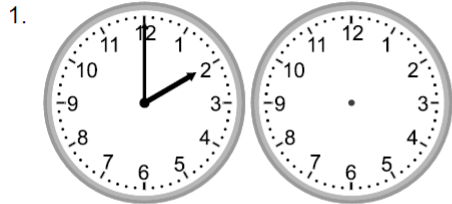
k k k k k k l l l l l l  
m m m m m n n n n n



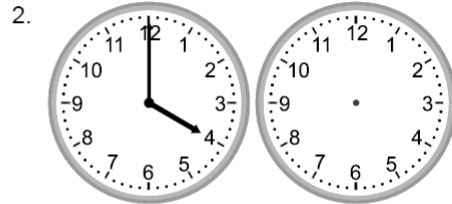
t t t t t t u u u u u u  
v v v v v w w w w w

# We are learning to record elapsed time

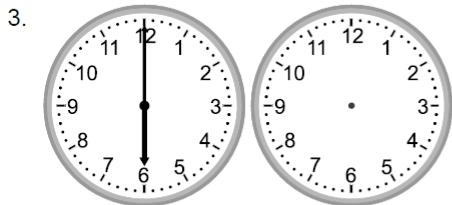
Draw the clock hands to show the time it will be after the number of hours given.



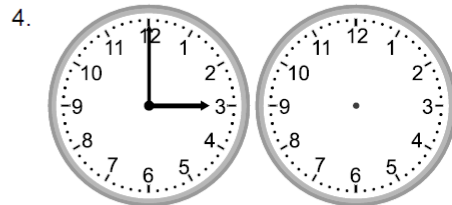
What time will it be in 2 hours 0 minutes?



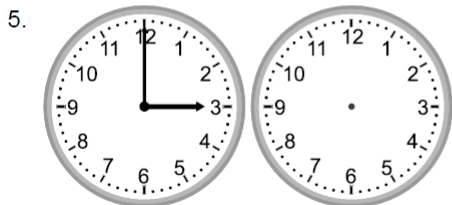
What time will it be in 2 hours 0 minutes?



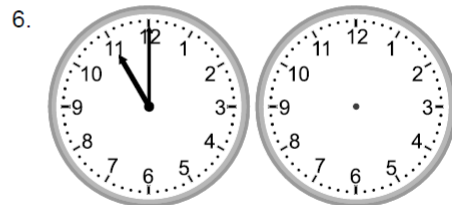
What time will it be in 4 hours 0 minutes?



What time will it be in 4 hours 0 minutes?



What time will it be in 3 hours 0 minutes?



What time will it be in 3 hours 0 minutes?

Write the time it will be in 2 hours.

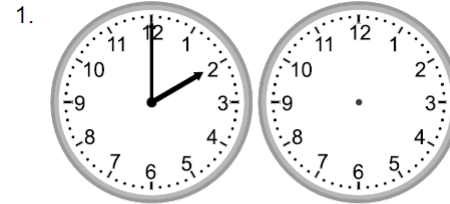
- 9.00- 11.00 \_\_\_\_\_
- 2.00- \_\_\_\_\_
- 7.00- \_\_\_\_\_
- 12.00- \_\_\_\_\_

Extension-

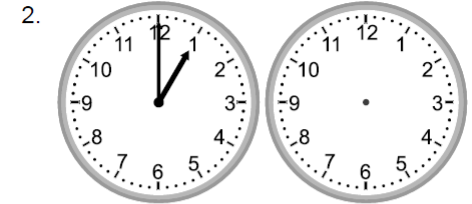
Write the time it will be in 2 hours and 30 minutes.

- 9.00- 11.30 \_\_\_\_\_
- 2.00- \_\_\_\_\_
- 7.00- \_\_\_\_\_
- 12.00- \_\_\_\_\_

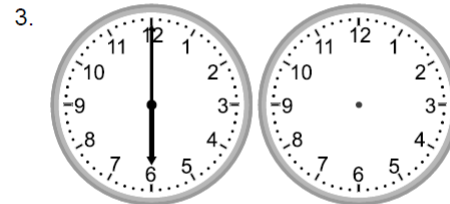
Draw the clock hands to show the time it was or will be.



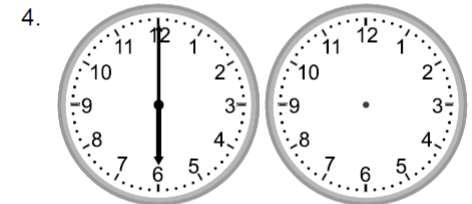
What time will it be in 2 hours 0 minutes?



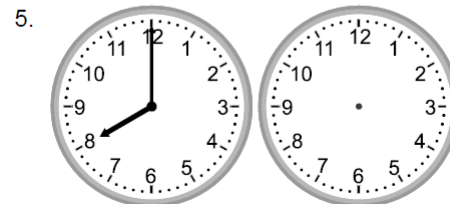
What time was it 4 hours 0 minutes ago?



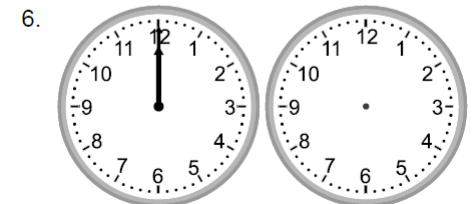
What time will it be in 2 hours 0 minutes?



What time was it 4 hours 0 minutes ago?



What time was it 5 hours 0 minutes ago?



What time will it be in 2 hours 0 minutes?

Write the time it **was** 2 hours ago.

- 9.00- 7.00 \_\_\_\_\_
- 2.00- \_\_\_\_\_
- 7.00- \_\_\_\_\_
- 12.00- \_\_\_\_\_

Extension-

Write the time it **was** 1 hours and 30 minutes ago.

- 9.00- 7.30 \_\_\_\_\_
- 2.00- \_\_\_\_\_
- 7.00- \_\_\_\_\_
- 12.00- \_\_\_\_\_

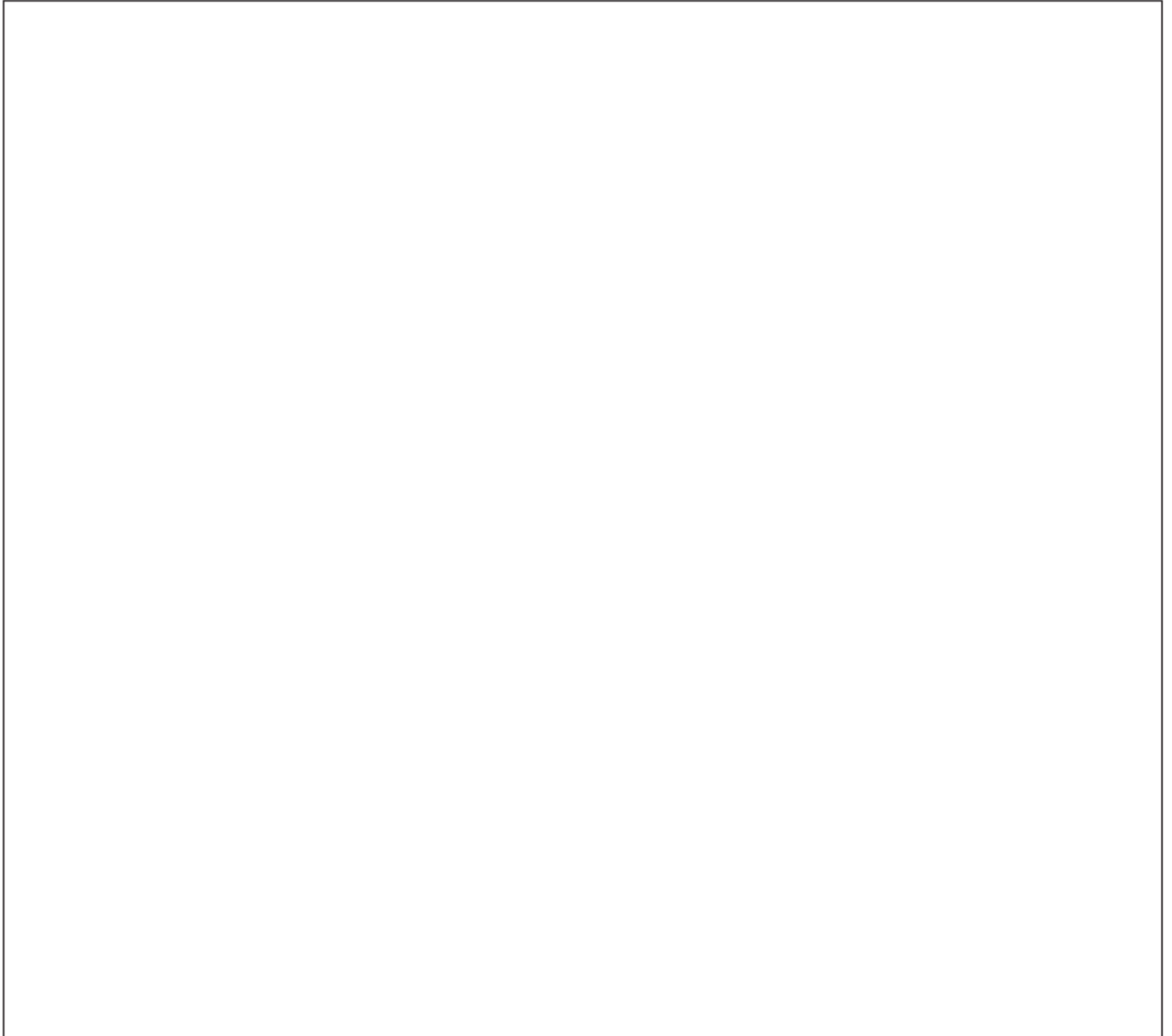
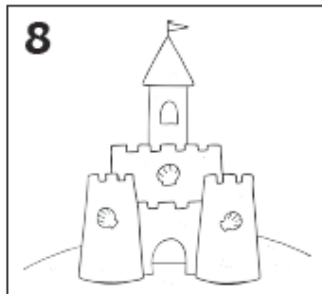
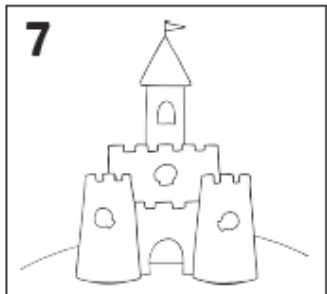
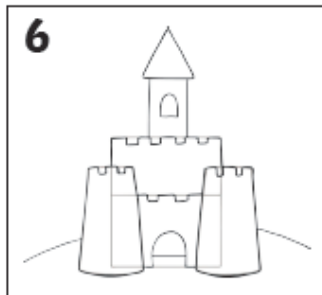
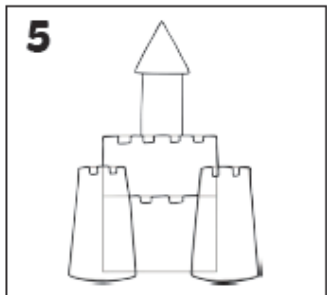
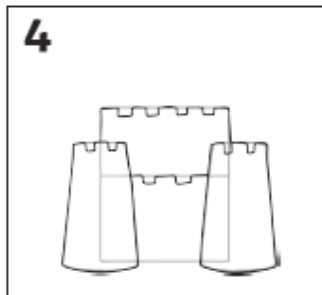
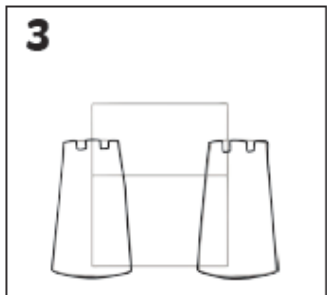
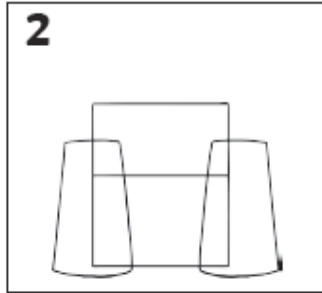
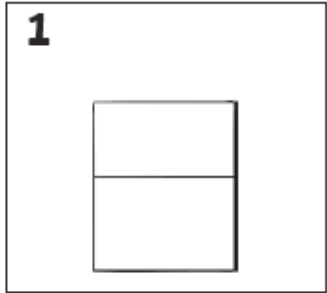
# Visual Arts

WALT: Follow a sequence of instructions to complete a drawing of a familiar object or animal

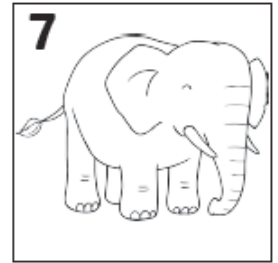
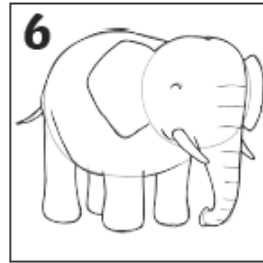
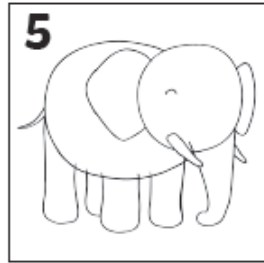
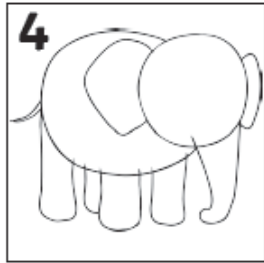
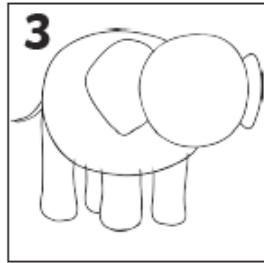
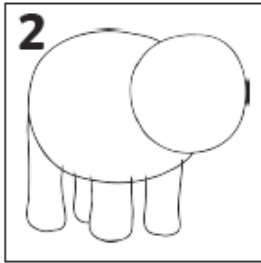
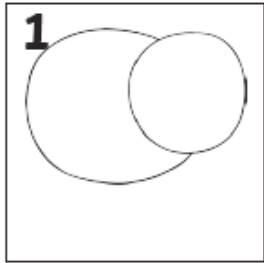
Success criteria:

I can produce a drawing that looks similar to the example given on each page

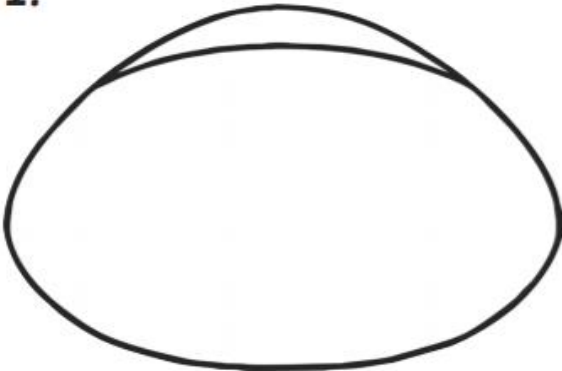
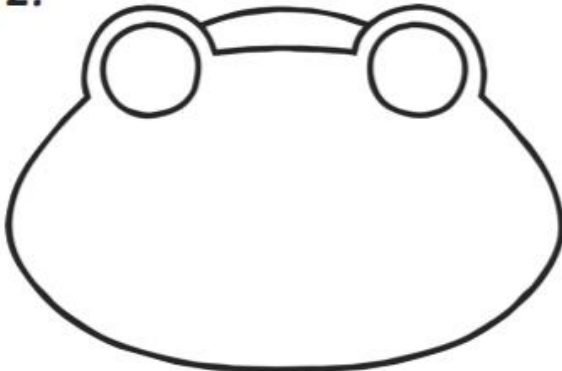
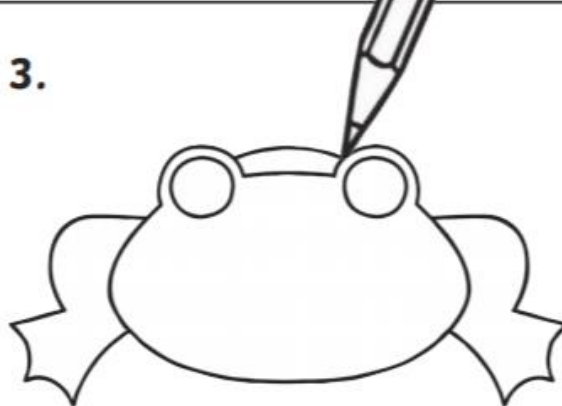



# How to Draw a Sandcastle

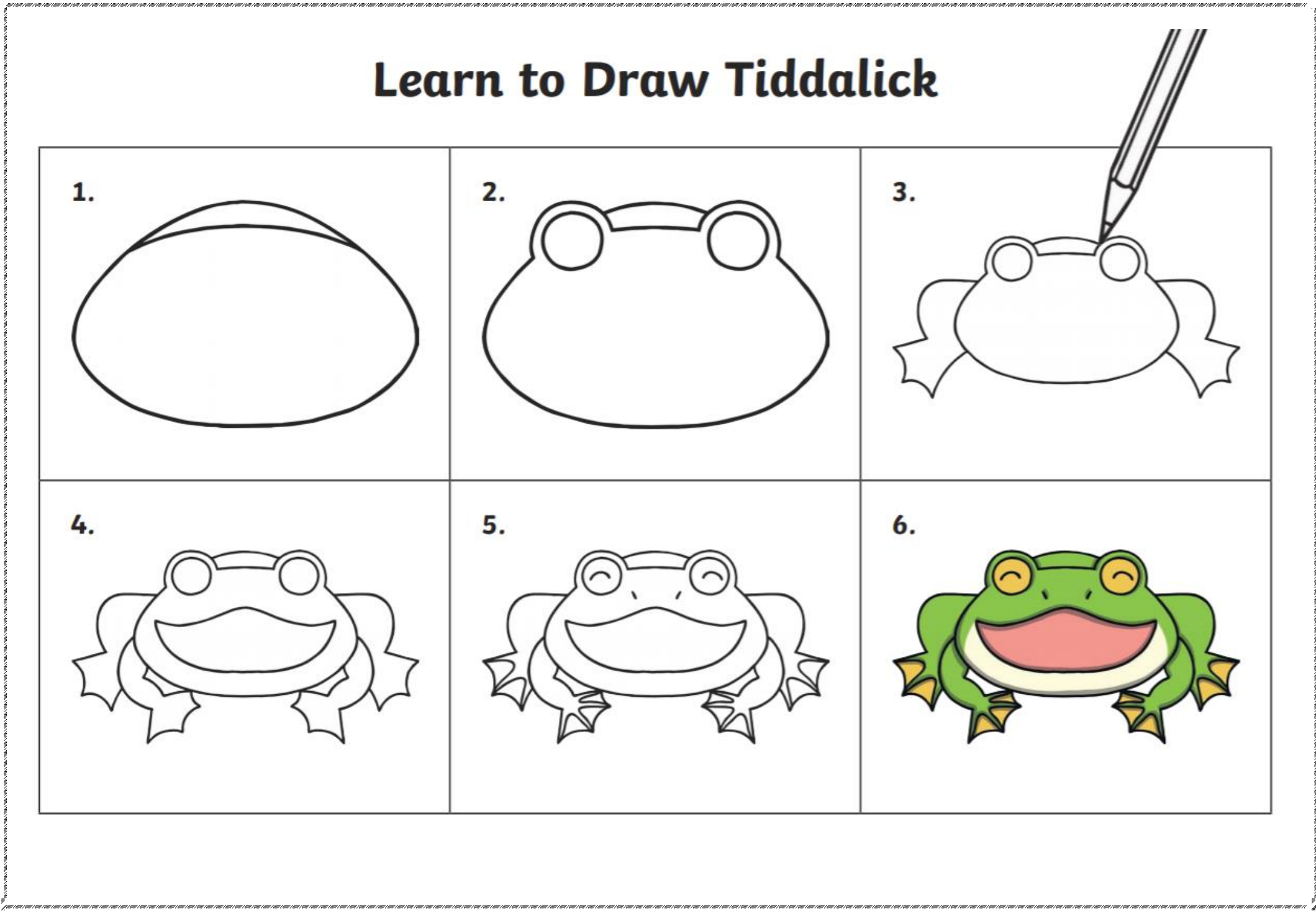


# How to Draw an Elephant



# Learn to Draw Tiddalick

<p>1.</p> 	<p>2.</p> 	<p>3.</p> 
<p>4.</p> 	<p>5.</p> 	<p>6.</p> 





Steps to make your Mother's Day card.

Please keep referring to the **success criteria** picture...

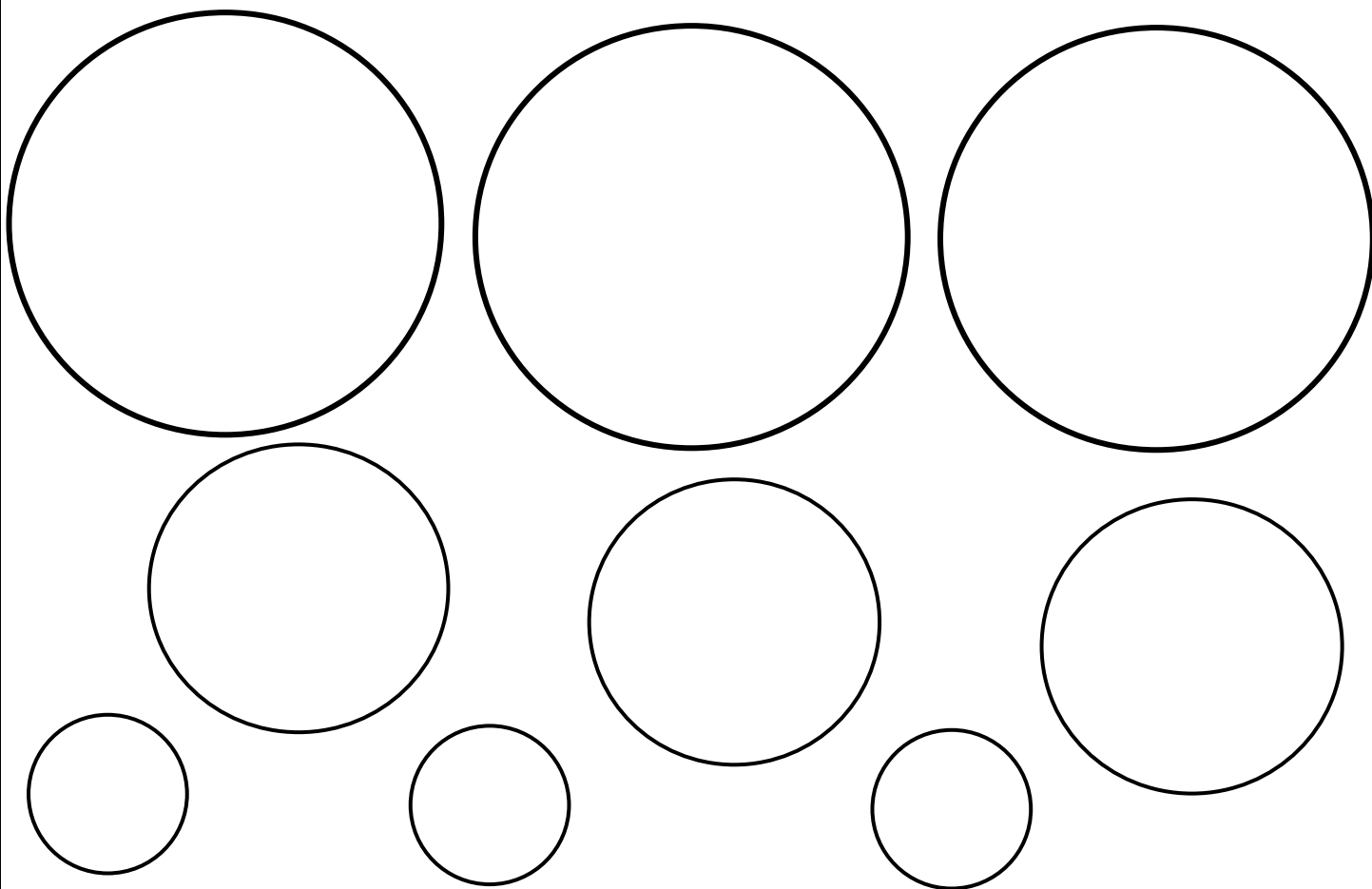
1. Colour in all circles with anything you like - textas, coloured pencils, crayons or paint.
2. Cut them all out and place them on top of each other and glue. Big one first, then middle sized one & finally the small one in the centre.
3. If your mum has buttons, you could glue a button right in the middle or a smaller circle of newspaper or magazine to be the stigma.
4. Draw in the long stems and put some leaves on ... make sure they are not straight.
5. Cut out the Happy Mother's Day sign and stick on the bottom.
6. Glue the 'Made with love by (add your name) on the back down the bottom.
7. You can write something lovely inside, for example:

Dear Mum,

Thank you for everything you do for me. I love you very much.

Hugs and kisses,

from \_\_\_\_\_



Happy Mother's Day 

Made with love by  \_\_\_\_\_



# Thursday

**Week 1**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Eggs Reading and comprehension: The Runaway Ball	Page 1
9.30 to 10	Writing	My Trip in a Time Machine writing continued...	Page 2
10 to 10.30	Spelling	Writing spelling words into compound sentences	Page 3
10.30 to 11	Handwriting	Exit Flicks	Page 4
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Read a calendar	Page 5
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Kicking	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Science	Mrs Pepper's Science Lesson	Page 6, 7, 8
2.30 to 3			

# Reading Comprehension: The Runaway Ball

**Directions:** Read the story below. Then answer the questions.



## The Runaway Ball

"Tied game!" Mike shouted to his friends. "It's 3-3!"

Mike's kickball team played kickball in the neighborhood every Friday night. The game was held on a street that ended in a big hill. Not many cars traveled on this street, so it was perfect for the kids to play their game.

The pitcher rolled the ball to Mike. He patiently waited for the perfect moment to strike. The ball bounced slowly in his direction until it was finally in the right spot. Mike pulled back his leg and kicked as hard as he could. The ball flew high in the air. The kids on the other team watched as the ball sailed over their heads.

Mike sprinted to first base. He watched as the other team's players tried to chase the ball. He rounded first, passed second base, flew past third base, and reached home plate. Mike grinned and jumped up and down, but he stopped short and looked around. No one else, not even his team, was cheering for him. What was going on?

Then, Mike noticed that all the kids were running down the hill. They were chasing Mike's fly ball that turned into a homerun. He quickly joined his friends as they tried to retrieve the ball.

"This stinks," April said. "The ball went down the sewer and we can't reach it. I guess this means our game is over and we all have to go home."

The kids brainstormed and tried to solve their problem. Each player reached an arm down into the sewer to see if the ball could be reached. No one had any luck, though. Sandy went to get a baseball bat from her house, but that didn't help. Jerry and Denise got a broom and a mop from their house, but neither tool worked.

Just then, an older neighbor came outside. He noticed that the kids were trying to solve the problem of getting the ball out of the sewer. He walked up to the kids and asked if they needed help. The kids had never spoken to him before because he mostly stayed in his house.

The old man went into his garage. He returned to the sewer with a garden tool that had a long handle. He handed the tool over to Mike.

"Well, son," he said. "It looks like you're the right person for the job. You kicked this ball, so you need to bring it back."

Mike got down on all fours. He was able to reach the ball. He carefully moved the tool and the ball at the same time until it was back in his hands. Success!

"Thank you so much, sir," Mike said to the old man. "You really saved the day!"

1. **Who** kicked the ball that went down the hill into the sewer?
2. **What** household items did not work as the kids tried to retrieve the kickball?
3. **When** did the kids play kickball each week?
4. **Where** was the kickball game played?
5. **Why** was Mike responsible for getting the ball out of the sewer?
6. **How** did Mike feel after he scored a homerun for his team?



# Writing task



Lessons 3 and 4 - complete over two sessions

WALT: Write an entertaining narrative

Success Criteria:

- I can plan and edit my writing
- I can write a narrative about a specific theme or topic
- I can use correct punctuation
- I include an orientation, a complication, a sequence of events and a resolution

## My trip in a time machine

Imagine you have discovered a time machine that can take you forwards or backwards in time. Write an imaginative text about the trip you make in the time machine. What year would you visit? What happens to you there? Who or what would you meet?



**Lesson 4 WALT: Use spelling words in context.**

**Success Criteria - I can:**

- Choose 4 spelling words to write in compound sentences.
- Understand the term 'compound sentence' - a compound sentence is two simple sentences joined by a conjunction. Eg: I made a cake because it is my mum's birthday.
- Use correct punctuation when writing sentences.

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Make the exit flicks on  
a, d, h, i, k, l, m, n, t and u  
smooth and gentle like this *a*,  
not pointy like this *a*.

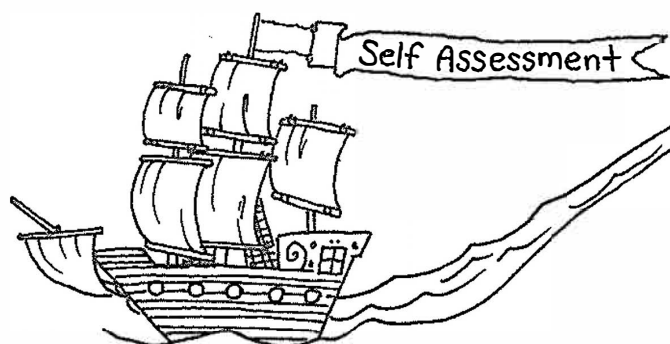


Here are some kinds of pirate treasures. Trace, then copy.

silver emeralds weapons gold

wine velvet spices silk rubies

pieces of eight sapphires



Tick the letters that have  
smooth exit flicks. Circle  
your best one.



# We are learning to read a calendar

Answer the questions according to the calendar.

March						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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	1	2	3	4

1. The bill is due on the first Friday of March. What is the due date of the bill?  
\_\_\_\_\_
2. Emma forgot to pay the bill on time. She paid the bill when it was three days overdue. When did she pay the bill?  
\_\_\_\_\_
3. What is the date of the last Monday of March?  
\_\_\_\_\_
4. Which day of the week is March 29th?  
\_\_\_\_\_
5. Which day of the week is March 14th?  
\_\_\_\_\_
6. How many days are there in March?  
\_\_\_\_\_

Answer the questions according to the calendar.

SEPTEMBER						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1. Sean's birthday is on the second Saturday of September. What is the date of his birthday?  
\_\_\_\_\_
2. Sean's mum's birthday is five days after his birthday. Which day of the week is his mum's birthday?  
\_\_\_\_\_
3. They are going to have a birthday party on the Sunday between their birthdays. What is the date for the party?  
\_\_\_\_\_
4. Which day of the week is September 30th?  
\_\_\_\_\_
5. Which day of the week is September 22nd?  
\_\_\_\_\_
6. How many days in September?  
\_\_\_\_\_

# Sunflower Plant Life Cycle

Sunflowers are a type of flowering plant. There are around 60 different types of sunflower! They can be yellow, dark red and orange.

1



## What happens during the first stage?

### Seed and Germinating Seed

The seed is planted in soil or compost in spring.  
The seeds have a hard coat.  
They are black and white striped or just black.  
The seed begins to sprout roots after 1-2 weeks.

2



## What happens during the second stage?

### Seedling and Shoot

A seedling grows and a few leaves appear on the stem.  
Roots grow underground.

3



## What happens during the third stage?

### Bud and Bloom

The plant grows taller and stronger, towards the sun.  
After 30 days, the bud forms.  
The flower head opens.  
After around 90 days, the sunflower will be fully grown.

4

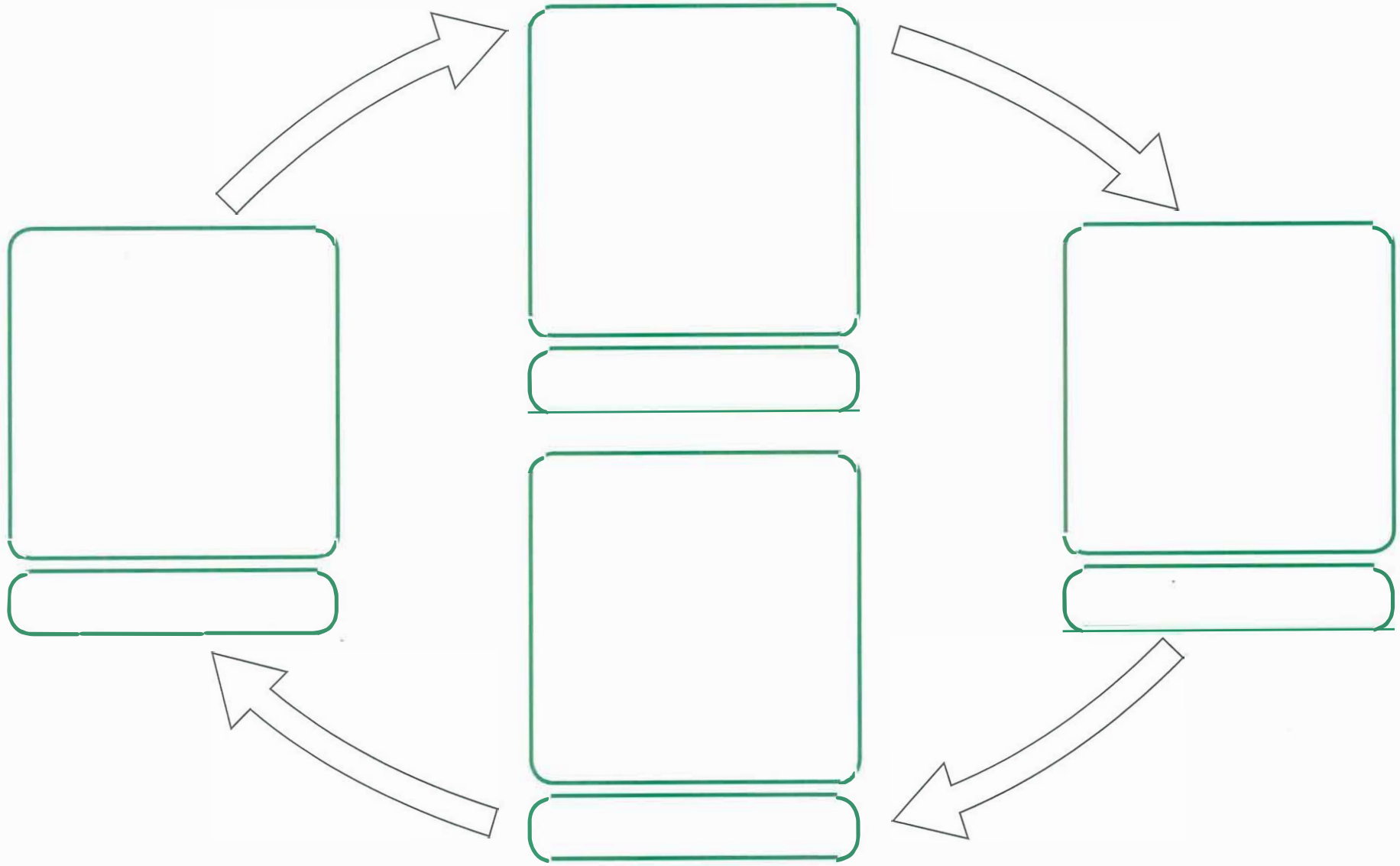


## What happens during the fourth stage?

### Wilt and Regrowth

The flower petals will start to wilt and the plant dies.  
The flower shrivels and the seeds from its head fall.  
Some of the seeds settle in the ground and begin the new sunflower's life cycle.

# Life Cycle of a Bean

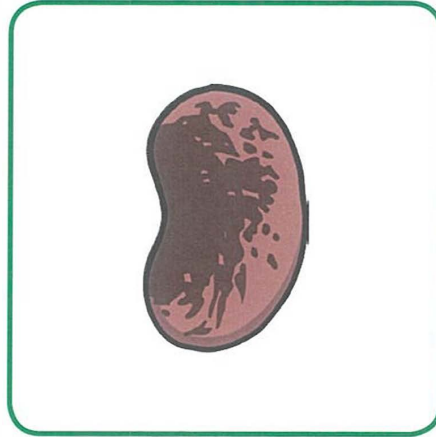
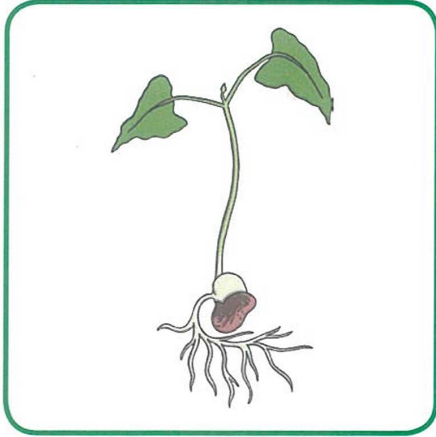
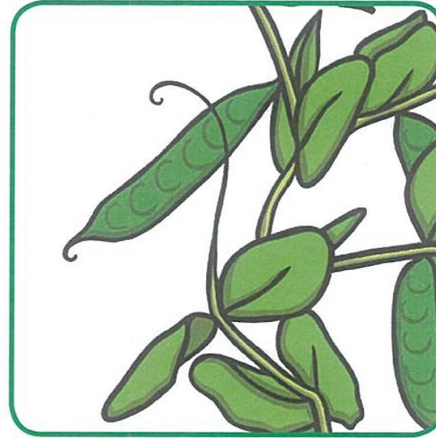
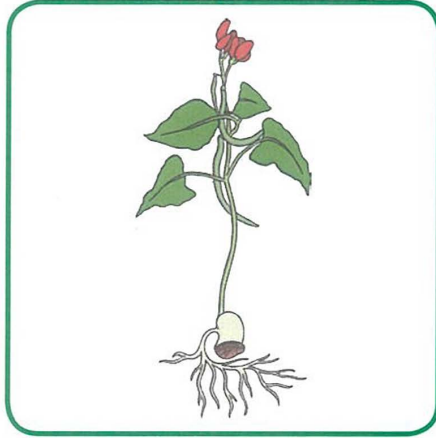


bean pod

bean plant

bean flower

bean





# Friday

**Week 1**

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Reading Eggs. Reading and comprehension: How to make a Sandwich	Page 1 & 2
9.30 to 10	Writing	New writing prompt: Swooping Seagull	Page 3
10 to 10.30	Spelling	Spelling test	Page 4
10.30 to 11	Handwriting	Exit Flicks	Page 5
11 to 11.30	<b>Recess Break</b>		
11.30 to 12	Mathematics	Calculating time	Page 6
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Dancing	
1 to 2	<b>Lunch Break</b>		
2 to 2.30	Aboriginal Language and Culture	Mrs Walters' Lesson	Page 7
2.30 to 3	Virtual Assembly		

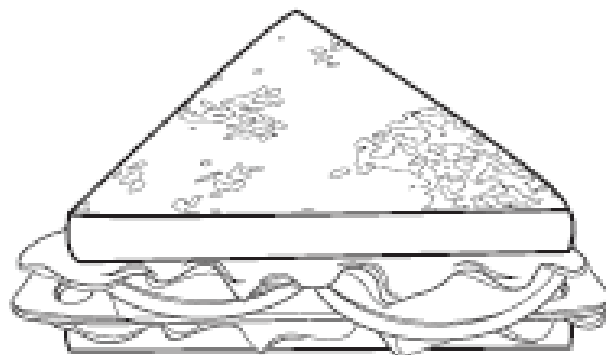
**HOW TO**

**MAKE A**

**Sandwich**

### **You will need:**

2 slices of bread  
1 slice of ham  
Butter or margarine  
Slices of tomato  
1 slice of cheese  
Lettuce  
Plate  
Knife



### **Method:**

- 1) Before you start preparing food, you must first wash your hands with soap and clean your workspace.
- 2) Gather together the ingredients and utensils you will need to make your sandwich.
- 3) Spread the margarine or butter on one side of both slices of bread.
- 4) Put the ham, tomato, cheese and lettuce on the buttered side of one of the slices of bread.
- 5) Place the second slice of bread on the top of your sandwich.
- 6) Cut the sandwich in half.
- 7) Put your sandwich on a plate and eat it. Yum!



# Comprehension Questions

1) What is this procedure about?

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2) List the things you will need.

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3) How many steps are there in this procedure?

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4) List the seven words used at the beginning of each step.

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5) What types of words are these? (e.g. noun, verb, adjective)

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6) What would happen if you forgot to complete step 5 of the method?

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# Writing task



Lessons 5 and 6 - complete over two sessions

WALT: Write an entertaining narrative

Success Criteria:

- I can plan and edit my writing
- I can write a narrative about a specific theme or topic
- I can use correct punctuation
- I include an orientation, a complication, a sequence of events and a resolution

## Swooping Seagull

A seagull has just swooped down to steal food from a man walking near the beach. Write a narrative about this incident. You can write from either the point of view of the seagull or the man.



## Lesson 5 WALT: Test our spelling knowledge.

### Success Criteria - I can:

- Use learnt spelling strategies to spell familiar words;
  - Decoding
  - Base words / prefix / suffix
  - Chunking
- Listen to someone **say** the word and then I **write** the word.

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## Exits



The exits on *v*'s and *w*'s are a bit different. They make a little dip from a top point.

top point



little dip



Rewrite the passage below. Add exit flicks to the letters that need them.

Pirates are thieves who sail the seas looking for vessels to steal from.

They hold up the ship's crew using guns, knives and other weapons. They steal whatever treasures are on board.

Handwriting practice lines consisting of multiple sets of horizontal lines with a dashed midline for letter height guidance.

# We are learning to calculate time word problems

Read the word problems below and answer in the space provided.



Darcy started making finger puppets at 4 o'clock. Three hours later she finished them. What time was it when she finished?

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Tamara waited for the train to arrive at 6 o'clock. The train was delayed for 4 hours. What time did the train finally arrive?

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The musician started her practice routine at 10 o'clock and finished five hours later. What time did she finish?

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The businessman walked into the meeting room at 7 o'clock. Two hours later he took his lunch break for one hour. After that, he continued the meeting for two more hours. What time did the meeting finish?

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The bakery opens at 9 o'clock. If it stays open for 8 hours, what time does it close?

Read the word problems below and answer in the space provided.

The aquarium is the favourite place of all the kids in town!

1. The aquarium opens at 10 o'clock in the morning and closes at 8:30 in the evening. How many hours is it open?
2. The dolphins do performances every four hours. They did one show at 11:00. At what time is the next dolphin show?
3. Kids can pat starfish at the starfish exhibit everyday at 11 o'clock in the morning. The patting session will last for one and a half hours. When is the patting session done?
4. A special tour was scheduled to start at 5 o'clock in the afternoon but started a half an hour late. If the tour ended at half past seven in the evening, how long did the tour last?
5. The ticketing office stops selling tickets half an hour before the closing time of the aquarium. At what time does the ticketing office close?

In the space below, write your own time related word problems.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_



# *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 mp3*
- *Research what is an Acknowledgement of Country*
- *Write your own Acknowledgement of Country and email a video of you presenting it*