



Gunnedah South Public School



Home Learning Booklet

Week 1



Year 4





Monday

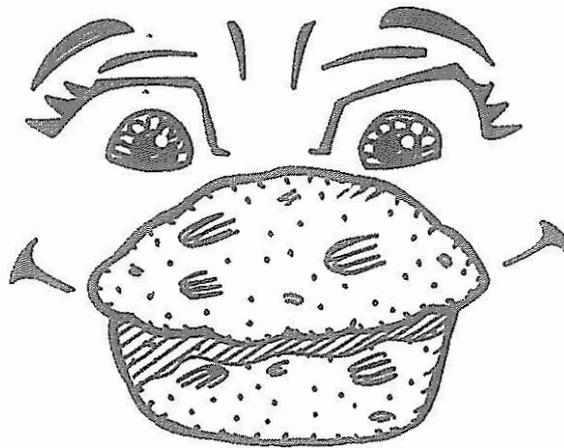
Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud. View and comprehend a procedure. Reading Eggs.	Pages 1 and 2
9.30 to 10	Writing	Describe a perfect place for a possum to live.	Page 3
10 to 10.30	Spelling	Use and write 'ed' and 'ing' words correctly	Pages 4, 5, 6 and 7
10.30 to 11	Handwriting	Form letters correctly	Pages 8 and 9
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Read and comprehend a calendar and timetable	Pages 10 and 11
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Relay races	
1 to 2	Lunch Break		
2 to 2.30	PBL	Wellbeing	Page 12
2.30 to 3	PDHPE	What is our identity?	Pages 13, 14 and 15

Banana Chocolate-chip Muffins

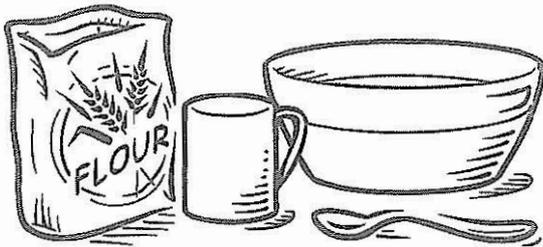
Ingredients

- 1½ cups of self-raising flour
- ½ teaspoon of cinnamon
- ¼ teaspoon of bicarbonate of soda
- ½ cup of chocolate bits
- ½ cup of brown sugar
- 1 banana (the riper the better)
- ¼ cup of vegetable oil
- ¾ cup of milk
- 1 egg

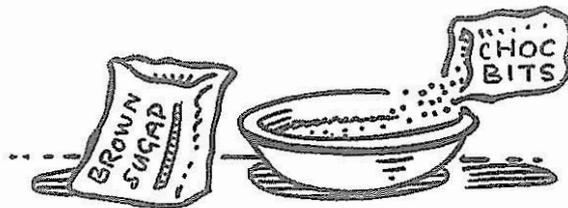


Method

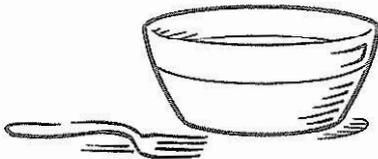
Step 1 Sift the flour, cinnamon and bicarbonate of soda into a bowl.



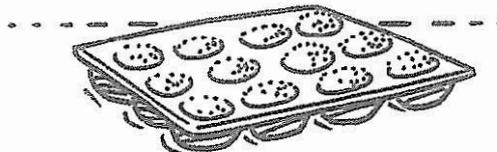
Step 2 Add the chocolate bits and the brown sugar.



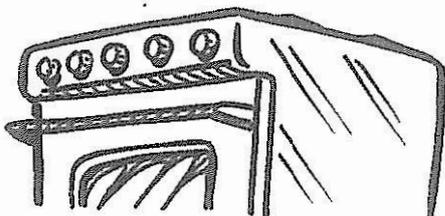
Step 3 Mash the banana with a fork. Add the oil, milk and egg and mix together. Stir this mixture gently into the dry ingredients.



Step 4 Lightly grease the muffin tray with butter. Fill the muffin tray with the mixture.



Step 5 Bake in a moderate oven for 20-25 minutes (180°C).



Step 6 Remove from the oven. Allow to cool before removing from tin. Great for play lunch or a snack after school.



Note: Cooking should be done under adult supervision.

Making Banana Chocolate-chip Muffins.

① How much cinnamon is used in this recipe?

② What type of flour is used in the recipe?

③ Which ingredients are sifted?

④ What are the dry ingredients?

⑤ What is mixed with the mashed banana?

⑥ Why do you need to grease the muffin tray?

⑦ How long do the muffins take to bake?

⑧ At what temperature do you need to set the oven?

⑨ Why would you allow the muffins to cool before removing them from the tray?

⑩ See if you can list eight different pieces of equipment you would need to make this recipe.

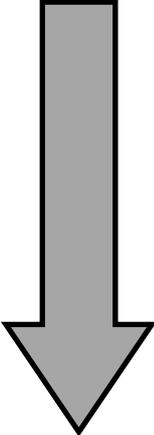
Moving on 

Find a recipe in a newspaper or magazine. Cut it out and paste it onto a sheet of paper. Underneath the recipe write one question about the recipe. Collate the grade's recipes to make a Grade Recipe Book. Also, have a go at making Banana Chocolate-chip Muffins.



SPELLING WEEK ONE TERM TWO

WALT: Use and right -ed and -ing correctly in spelling.

	ttle		Rule of the week!
none	bottle	hop	
opposite	throttle	rub	
kilometre	little	shrug	
feature	settle	trim	
straight	rattle	level	
should've			

If a word ends in a short vowel consonant like run and hop, then we **DOUBLE** the last letter **BEFORE** adding 'ed' or 'ing'

A link to follow for more
instructions!

<https://youtu.be/tsQcGZreUPw>

If a word ends in a short vowel
consonant
like run and hop, then we
double the last letter

Before adding 'ed' or 'ing'

↳ except we don't double 'x' or 'w'

Vowels and Consonants

a b c d e f g h i j k l m n o p q r s t u v w x y z

Add the Suffix 'ed'

hop ➤ hopped

Add the Suffix 'ing'

hop ➤ hopping

Exceptions to the Rule

Words Ending in 'x' or 'w'

fix = **fixing**

mix = **mixed**

fax = **faxing**

Irregular Verbs

dig = **dug** (not digged)

run = **ran** (not ranned)

WALT: to complete a vocabulary sprint for the word **kilometre**

Definition

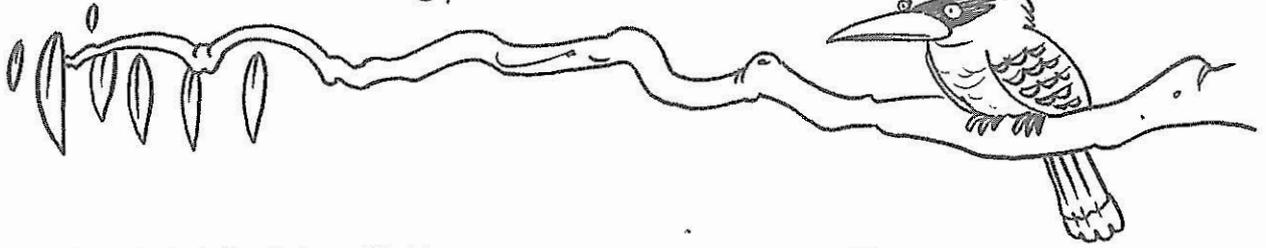
Sentence

Synonyms/Antonyms

Draw a picture

un,dis, mis **Prefixes/Suffixes** s,ed, ing, ful, ly

Copy these animal names. Then link the capital letter to any matching lower case letters in that word, like this: Elephant.



Aardvark Blackbuck Cicada

Dodo Eagleray Firefish

Grayling Hammerhead Ibis

Jujula Kookaburra Llama

Mamba Nankeen Night Heron

Octopus Porpoise Quongquong

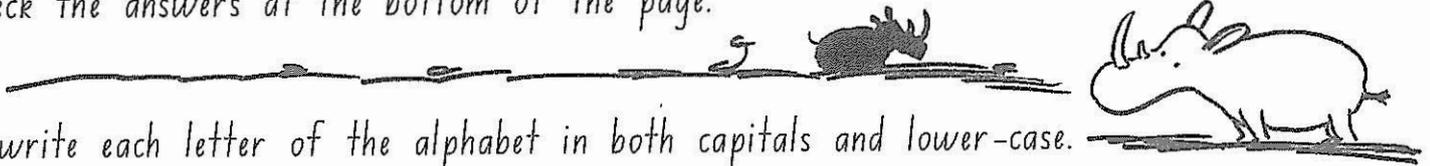
Rhinoceros Starfish Tarantula

Urdu Velvet Worm Waxwing

Xenex Yellow-eyed Penguin

Zimbabwe Girdled Lizard

Some of the animal names are made up. Circle the ones you think aren't real. Then check the answers at the bottom of the page.



Rewrite each letter of the alphabet in both capitals and lower-case.

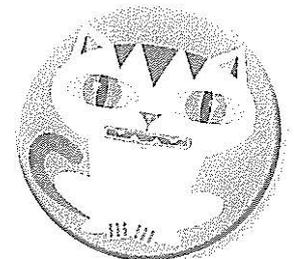


Calendar

April						
Su	M	T	W	Th	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		

May						
Su	M	T	W	Th	F	S
4		5				
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

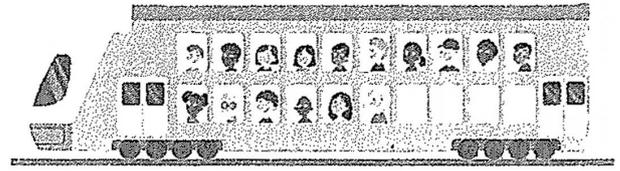
- How many days in:
 - April? _____
 - May? _____
- What do the letters stand for?
 - Su _____
 - M _____
 - T _____
 - W _____
 - Th _____
 - F _____
 - S _____
- What day is:
 - 3rd April? _____
 - 20th April? _____
 - 12th April? _____
 - 1st May? _____
 - 13th May? _____
 - 28th May? _____
- What is the date of:
 - the last Friday in April? _____
 - the first Saturday in May? _____
 - the second Sunday in April? _____
 - the third Monday in May? _____
- How many:
 - Saturdays in April? _____
 - Tuesdays in May? _____
- What day:
 - was the last day in May? _____
 - will be the first day of June? _____



REDFERN TO BONDI JUNCTION

Early afternoon trains

Redfern	12:20 pm	12:50 pm	1:20 pm
Central	12:22 pm	12:52 pm	1:22 pm
Town Hall	12:26 pm	12:56 pm	1:26 pm
Martin Place	12:30 pm	1:00 pm	1:30 pm
Kings Cross	12:33 pm	1:03 pm	1:33 pm
Edgecliff	12:35 pm	1:05 pm	1:35 pm
Bondi Junction	12:38 pm	1:08 pm	1:38 pm



13 Interpret the timetable.

- What time does the 12:20 pm train from Redfern arrive at Bondi Junction? _____
- What time does the 12:50 pm train from Redfern arrive at Edgecliff?
- What time does the 1:20 pm train from Redfern arrive at Martin Place?
- What time does the 12:50 pm train from Redfern arrive at Town Hall?

14 How long does it take the trains to travel from:

- Redfern to Central
- Redfern to Town Hall
- Central to Martin Place
- Edgecliff to Bondi Junction

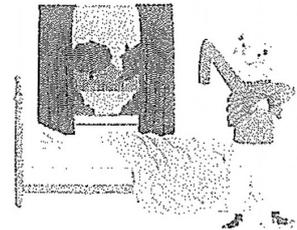
15 If you caught the 12:50 pm from Redfern, where would you be at these times?

- 1:05 pm _____
- 12:56 pm _____
- 1:00 pm _____

16 How long is it between trains from Redfern? _____

17 Record the time when you do these things. Use digital time.

Get out of bed	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/>
Have breakfast	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/>
Arrive at school	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/>
Start first lesson	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/>
Start recess	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/>
Finish recess	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/>
Start lunch	<input type="text"/> <input type="text"/> : <input type="text"/> <input type="text"/>





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 Walk, Walk, Walk Safe Hands and Feet Right place, Right time Follow Instructions	RESPECTFUL Care, Care, Care Use Manners Actively Listen Be Cooperative Be Proud	LEARNER Try, Try, Try Stay Motivated Show Confidence Be Reflective
ALL AREAS			
TEAMS PLAYGROUND	<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

PDHPE- Week 1

WALT: Understand what our identity is.

1. Define what identity is. (You may like to research this)

2. What is our identity? Describe yourself and your identity? Why is this your identity?

3. What influences our identity? What makes us who we are? This could be our friends, family or sports.

4. Describe the factors that contribute to Aboriginal and Torres Strait Islander identity? You may like to think of the different places that we all live Eg. The bush and

rural communities. This could be an opportunity to research on the computer.

5. Challenging our identity. Think of a time that you have been challenged. Define what a challenge is. How do these challenges strengthen us? Did we use persistence to assist us with getting through the challenge? Do you believe that this will strengthen our identity?



Tuesday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud. View and comprehend a play. Reading Eggs.	Pages 1 and 2
9.30 to 10	Writing	Describe an adventure	Pages 3 and 4
10 to 10.30	Spelling	Spelling rule: use a dictionary to locate meaning of words	Pages 5, 6 and 7
10.30 to 11	Handwriting	Form letters correctly	Pages 8 and 9
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Convert between units of time	Pages 10 and 11
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Relay races	
1 to 2	Lunch Break		
2 to 2.30	Geography	Are we there yet?	Pages 12, 13 and 14
2.30 to 3			

Mac and Dad

- Mac:** It's about time you helped me in the garden.
- Dad:** But it's a lovely day.
- Mac:** These are the days you're supposed to be out in the garden!
- Dad:** I'll only help you if I can rest for the rest of the day.
- Mac:** At least that's something you're good at. You get plenty of practice. Come on, let's get started. Now we need to do the leeks.
- Dad:** I'll just put some holes in the bottom of the watering can.
- Mac:** No, we have to plant the leek seedlings. Why do I bother? What did you do with the corn?
- Dad:** I put some plaster on it. The doctor says my foot should be as good as new.
- Mac:** Not that corn! The sweet corn! The sweet corn! Is there a stake over there?
- Dad:** I wish there was. I'm hungry.
- Mac:** Look, when I say stake, I don't mean steak, I mean stake.
- Dad:** Oh, I see. When you say stake, you don't mean steak, you mean stake.
- Mac:** That's right.
- Dad:** And you reckon I'm silly!
- Mac:** That thing. That's a stake.
- Dad:** Oh, that?
- Mac:** Now I'll hold it and you get the hammer.
- Dad:** The hammer. (*picks up hammer*)
- Mac:** Now when I nod my head you hit it.
- Dad:** Hit it? You want me to hit it?
- Mac:** That's right.
- Dad:** Poor fellow.
- Mac:** Ready – now! What are you doing?
- Dad:** You told me to hit your head when you nodded it.
- Mac:** The stake! You hit the stake – not me! I give up. Here, put on this old coat and hat and stand there against the stake with your arms out, and don't move. That's one way you can rest.
- Dad:** I suppose so, but what a funny way to rest.
- Mac:** It's about all you're good for. See you later.



Who is it (Mac or Dad) who ...

- ① ... didn't want to do the gardening? _____
- ② ... held the stake? _____
- ③ ... needed the leek seedlings? _____
- ④ ... gave the other person an old hat and coat?

- ⑤ ... held the hammer? _____
- ⑥ ... wanted to put holes in the bottom of the watering can? _____
- ⑦ ... said "When I nod my head you hit it"? _____
- ⑧ ... thought the corn was the one on his foot? _____
- ⑨ ... thought the other one was silly? _____
- ⑩ ... thought that lovely days were the best time for gardening? _____



Wordsearch

You will find the answers to these clues hidden in the wordsearch (look across and down):

- ① you hit nails with it
- ② a kind of meat
- ③ how you feel when you want food
- ④ a place to grow things
- ⑤ your brain is in it
- ⑥ a vegetable that is sweet
- ⑦ a name for father
- ⑧ a thing used for watering
- ⑨ something you put on a corn on your foot

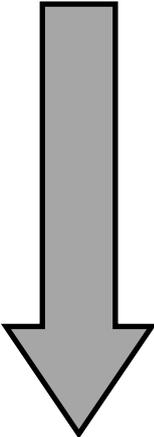
P	N	P	H	U	N	G	R	Y
L	O	D	G	W	F	A	S	G
A	H	A	M	M	E	R	T	C
S	E	D	T	Q	I	D	E	A
T	A	R	Z	F	U	E	A	N
E	D	Z	C	O	R	N	K	R
R	L	P	O	D	O	E	B	L

Moving on

Find a partner and act out *Mac and Dad*. Ask your teacher if you can put on this play for your grade or another grade. Rehearse the play with your partner so that you can both remember what to say without looking at the script.

SPELLING WEEK ONE TERM TWO

WALT: Use and write -ed and -ing correctly in spelling.

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opposite	throttle	rub	
kilometre	little	shrug	
feature	settle	trim	
straight	rattle	level	
should've			

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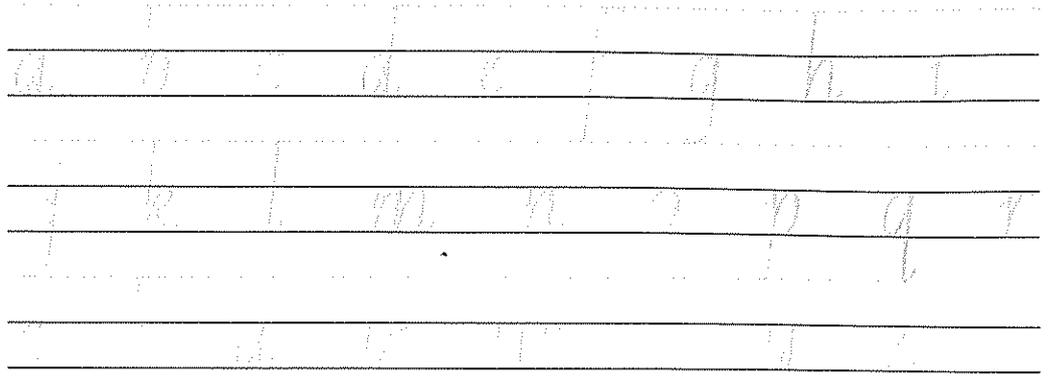
A link to follow for more
instructions!

<https://youtu.be/tsQcGZreUPw>

☆ Revision – Exits and entries



Trace, then copy the alphabet with all its entries and exits.



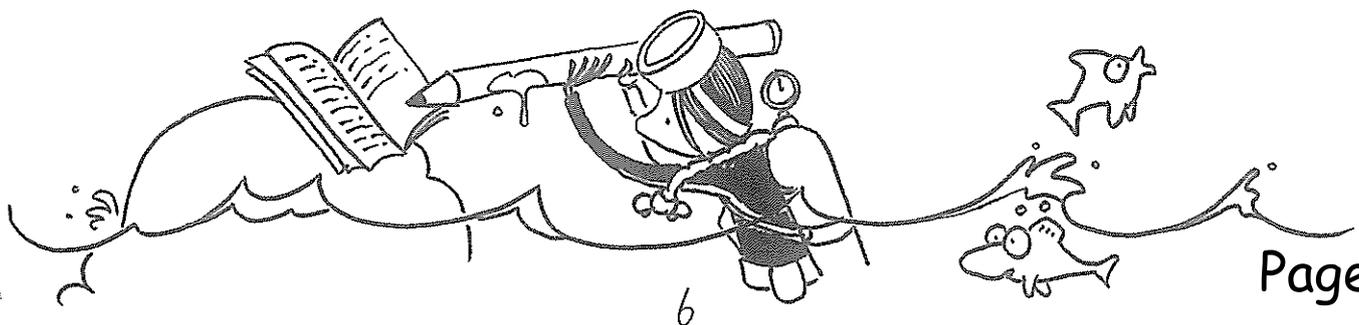
Copy.

In my book I will be doing

quite a lot of writing to

practise cursive script, using

correct entries, exits and joins.



A diagonal join goes from one letter's exit flick UP to meet the next letter.



Trace and copy.

the to do on in he in ka

in the the go in the in

under the the the mine know

watch the girl up under

up empty the every keep

around again mind chimney

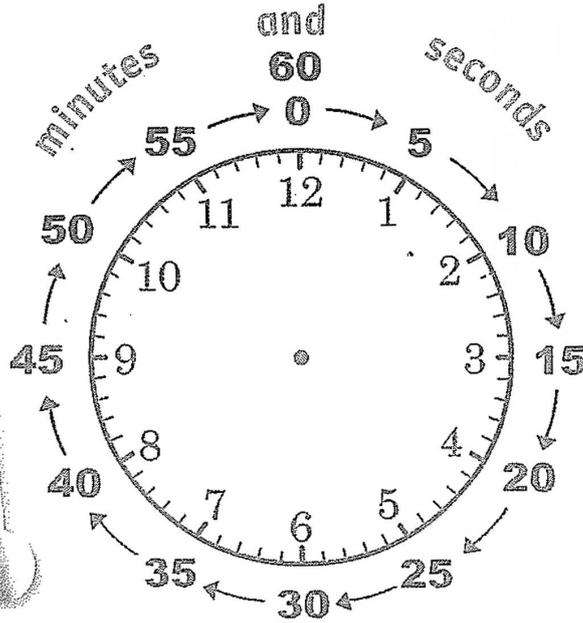
Seconds



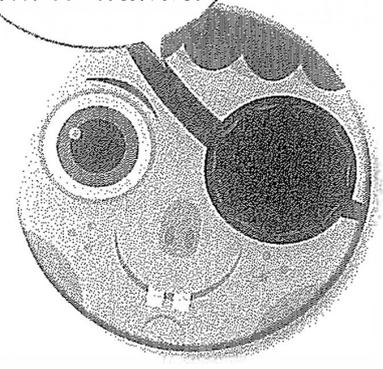
Units of time

Clock hands
 Short hand – hours
 Long hand – minutes
 Thin hand – seconds

60 seconds = 1 minute
 60 minutes = 1 hour
 24 hours = 1 day
 7 days = 1 week



Sometimes a clock has three hands.



- Use your pencil as a hand on the clock to show where the second hand will be at:
 a 10 seconds. b 40 seconds. c 20 seconds. d 5 seconds. e 55 seconds.
- Use two pencils to show:
 a 5 min 30 sec. b 30 min 15 sec. c 50 min 20 sec.
 d 10 min 45 sec. e 40 min 10 sec. f 35 min 50 sec.
- How many minutes?
 a 60 seconds _____ b 120 seconds _____ c 600 seconds _____
- How many hours?
 a 60 minutes _____ b 180 minutes _____ c 600 minutes _____
- How many days?
 a 24 hours _____ b 48 hours _____ c 240 hours _____

Use a table

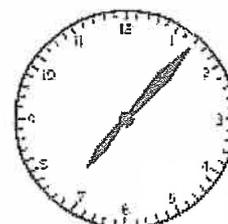
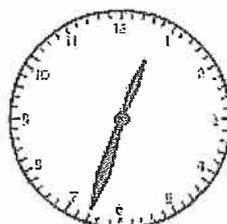
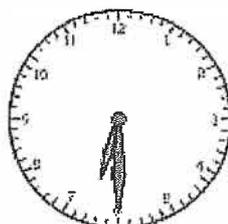
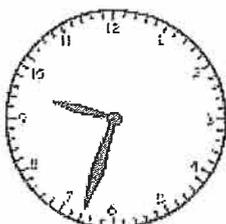
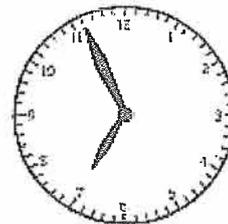
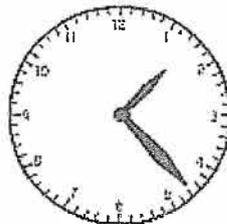
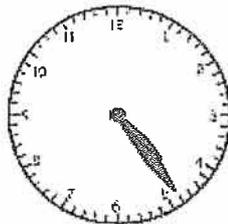
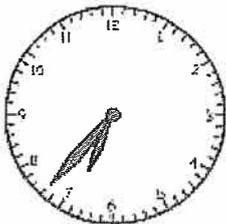
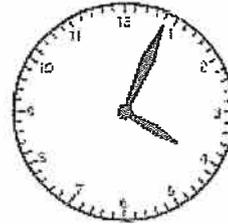
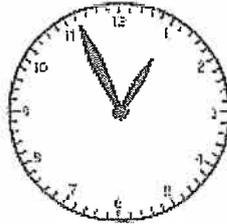
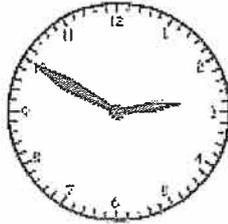
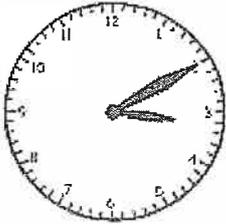
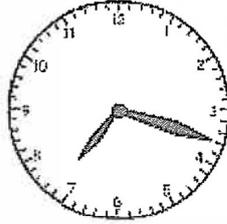
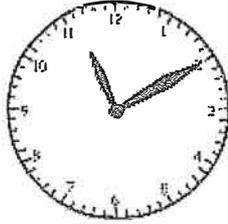
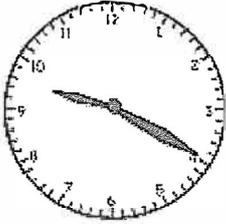
Days	Hours	Minutes	Seconds
1	24	1440	
2	48	2880	
3	72	4320	
4	96	5760	

- Use a calculator to complete the seconds column.
- How many days in 259 200 seconds? _____
- How many hours in 86 400 seconds? _____

Time

Name: _____

Reading analog time & recording in words, (1 min intervals)



Lesson 1: Resource Sheet 1 Graces journey around Australia



Lesson 1: Worksheet 1





Wednesday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud. View and comprehend a poem. Reading Eggs.	Pages 1 and 2
9.30 to 10	Writing	Describe a scene	Pages 3 and 4
10 to 10.30	Spelling	Write a paragraph that includes spelling words	Pages 5 and 6
10.30 to 11	Handwriting	Form letters correctly	Pages 7 and 8
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Convert units of time	Pages 9 and 10
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Relay races	
1 to 2	Lunch Break		
2 to 2.30	CAPA	Mother's Day Cards	Page 6
2.30 to 3		Drama with Miss Christie	

New Nursery Rhymes

Ding dong dell
Pussy's in the well
Who put him in?
I don't know, but the RSPCA will be after him.

Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
And Jill didn't even know he was a king!

Three blind mice, three blind mice
See how they run, see how they run
They all ran after the farmer's wife
She cut off their tails with a carving knife
And that's the end of their tale.

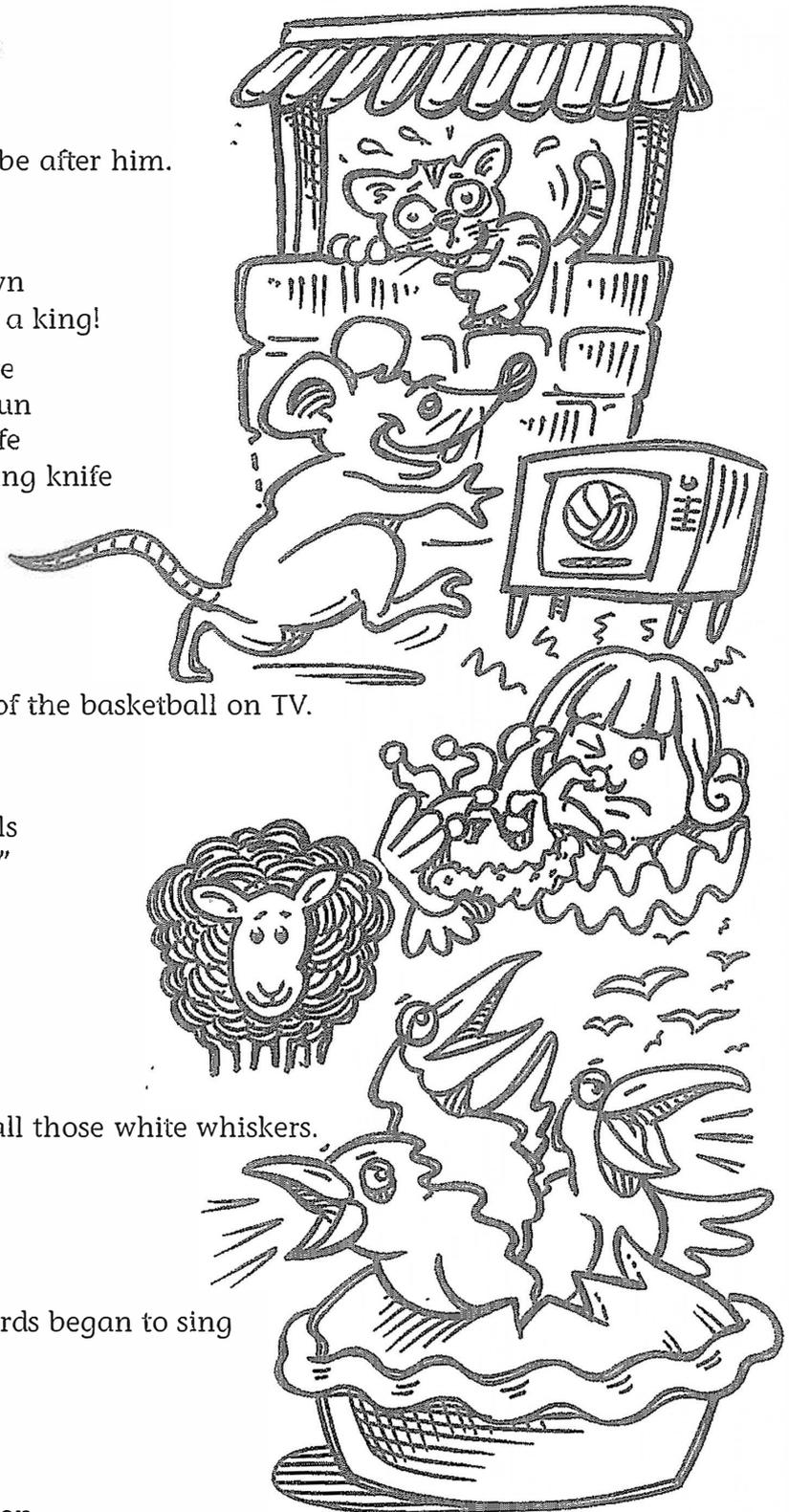
Hickory dickory dock
The mouse ran up the clock
The clock struck ten
The mouse ran down
Because it was time for the start of the basketball on TV.

Mary, Mary, quite contrary,
How does your garden grow?
"With silver bells and cockle shells
And plenty of Smith's Grow Plus."

Baa, baa black sheep,
Have you any wool?
Yes sir, yes sir
Three bags full.
One for the master
And one for the dame,
And one for Santa who's sick of all those white whiskers.

Sing a song of sixpence
A pocket full of rye
Four and twenty blackbirds
Baked in a pie
When the pie was opened, the birds began to sing
'Rock Around the Fairy Ring'.

Diddle, diddle dumpling
My son John
Went to bed with his britches on
One shoe off and the other shoe on
Wouldn't you think at sixteen he'd know how to get into his PJs?



Draw a tick to show whether these sentences are true or false.

- ① Mary's garden grows better with Smith's Grow Plus.
- ② The blackbirds sang a song of sixpence.
- ③ The three blind mice don't watch basketball on TV.
- ④ John put on his pyjamas by himself.
- ⑤ Jill was a queen.
- ⑥ Santa wants black whiskers.
- ⑦ We know who put pussy in the well.
- ⑧ The farmer cut off the tails of the mice.
- ⑨ John has only one shoe.
- ⑩ There are 24 blackbirds in the pie.

T F

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Name these New Nursery Rhyme characters.

- ⑪ Who wants black whiskers? _____
- ⑫ Who wants to know how to get ready to go to sleep? _____
- ⑬ Who was a member of the royal family? _____
- ⑭ Who knew the game started at 10 o'clock? _____
- ⑮ Which characters liked singing rock 'n' roll? _____



Moving on

- a Make up five more true or false questions about the New Nursery Rhymes. Pass them to a classmate to mark them true or false.
- b Now try making up your own New Nursery Rhymes. Start with the usual words, then add an ending that will surprise readers.

Writing- Lesson 3

Write an imaginative text with this image. There is a start provided for you. Remember your punctuation and capital letters.



WALT: Describe the scene in the image using onomatopoeia.

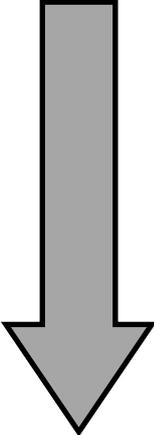
Success Criteria:

- * The horses' hooves clip-clopped on the gravel path, as Cinderella whooshed through the air.
- **The wheels of the coach crunched on the stony ground.
- *** Edit your work for capital letters and correct punctuation when you have finished using a coloured pen or pencil.

"You shall go to the ball!" proclaimed the fairy godmother. With a click of her fingers and a swish of her wand, the magic happened, and Cinderella disappeared off into the night on the adventure of a lifetime...

SPELLING WEEK ONE TERM TWO

WALT: Use and right -ed and -ing correctly in spelling.

	ttle		Rule of the week!
none	bottle	hop	
opposite	throttle	rub	
kilometre	little	shrug	
feature	settle	trim	
straight	rattle	level	
should've			

If a word ends in a short vowel consonant like run and hop, then we **DOUBLE** the last letter **BEFORE** adding 'ed' or 'ing'

A link to follow for more
instructions!

<https://youtu.be/tsQcGZreUPw>

★ Revision – Horizontal joins

f o r v w x

These letters finish near the top body line. They join to the next letter with a horizontal line.

The horizontal join from o r v w and x has a little dip. The horizontal join from f goes straight across.

Trace, then copy.

oy ou om on ol op or ov ow

vl vm vn vp vr vs vt vx

wi wn xp xv xv | f | f | f |

Now trace these words.

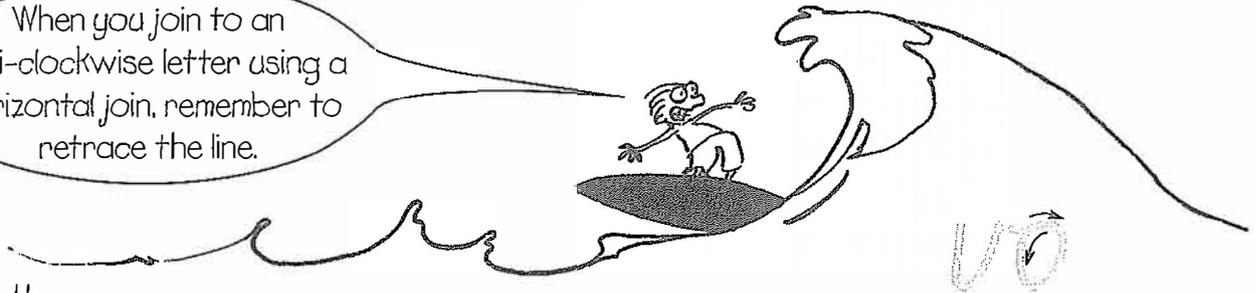
boy some trip burn curve

vixen win why exit expose

fix free fright puffy fun

☆ Revision – Horizontal joins to anti-clockwise letters

When you join to an anti-clockwise letter using a horizontal join, remember to retrace the line.



Trace, then copy.

ou ou ou ou ou ou ocean

ru ru ru ru ru ru rouser

ru ru ru ru ru rouser

ur ur ur ur ur crowd

xu xu xu xu xu exit

fa fa fa fa fa forward

12 Complete and learn these facts.

a	60 seconds =	<input type="text"/>
b	60 minutes =	<input type="text"/>
c	24 hours =	<input type="text"/>
d	7 days =	<input type="text"/>
e	2 weeks =	<input type="text"/>

f	52 weeks =	<input type="text"/>
g	12 months =	<input type="text"/>
h	365 days =	<input type="text"/>
i	366 days =	<input type="text"/>

13 Would you use seconds, minutes, hours, days, weeks, months or years to measure these periods of time?

a	Lunch time	<input type="text"/>	f	Cricket match	<input type="text"/>
b	Football match	<input type="text"/>	g	Your favourite song	<input type="text"/>
c	TV advertisement	<input type="text"/>	h	Spring	<input type="text"/>
d	Christmas holidays	<input type="text"/>	i	Recess	<input type="text"/>
e	Walk 10 metres	<input type="text"/>	j	Your life	<input type="text"/>

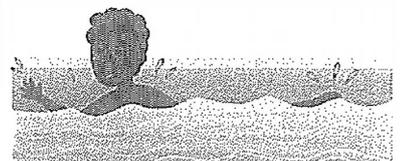
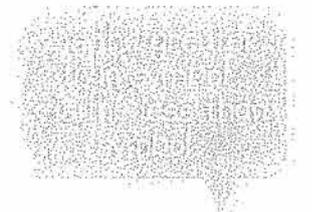
14 Use the greater than or less than symbols to make these sentences true.

a	5 days is <input type="text"/> one week.	e	90 seconds is <input type="text"/> 1 hour.
b	75 minutes is <input type="text"/> 1 hour.	f	13 days is <input type="text"/> 2 weeks.
c	12 hours is <input type="text"/> 1 day.	g	130 minutes is <input type="text"/> 2 hours.
d	59 seconds is <input type="text"/> 1 minute.	h	17 days is <input type="text"/> 2 weeks.

15 Place these swimming times in order for the judges.

10 min 30 sec	10 min 15 sec	10 min 20 sec	10 min 25 sec	10 min 30 sec
		fourth		

Why are there more minutes than hours in a day?



Compare times

1 Write four things that take:

a less than 20 seconds.



b about 10 minutes.



c more than 2 hours.



2 Circle the longer time.

a 14 days

3 weeks

b 1 minute

50 seconds

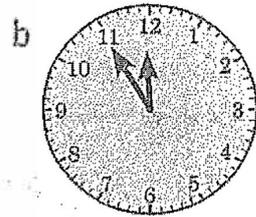
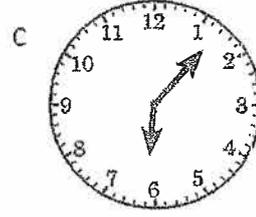
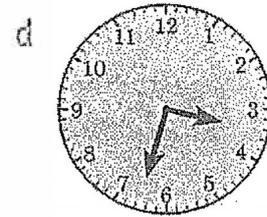
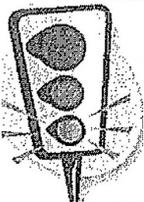
c 5 minutes

100 seconds

d 5 weeks

2 months

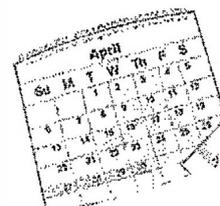
3 Write the digital time.


 :

 :

 :

 :


Challenge! Use a calculator to work out:

a how many hours in April.

b how many seconds in April.



Steps to make your Mother's Day card.

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

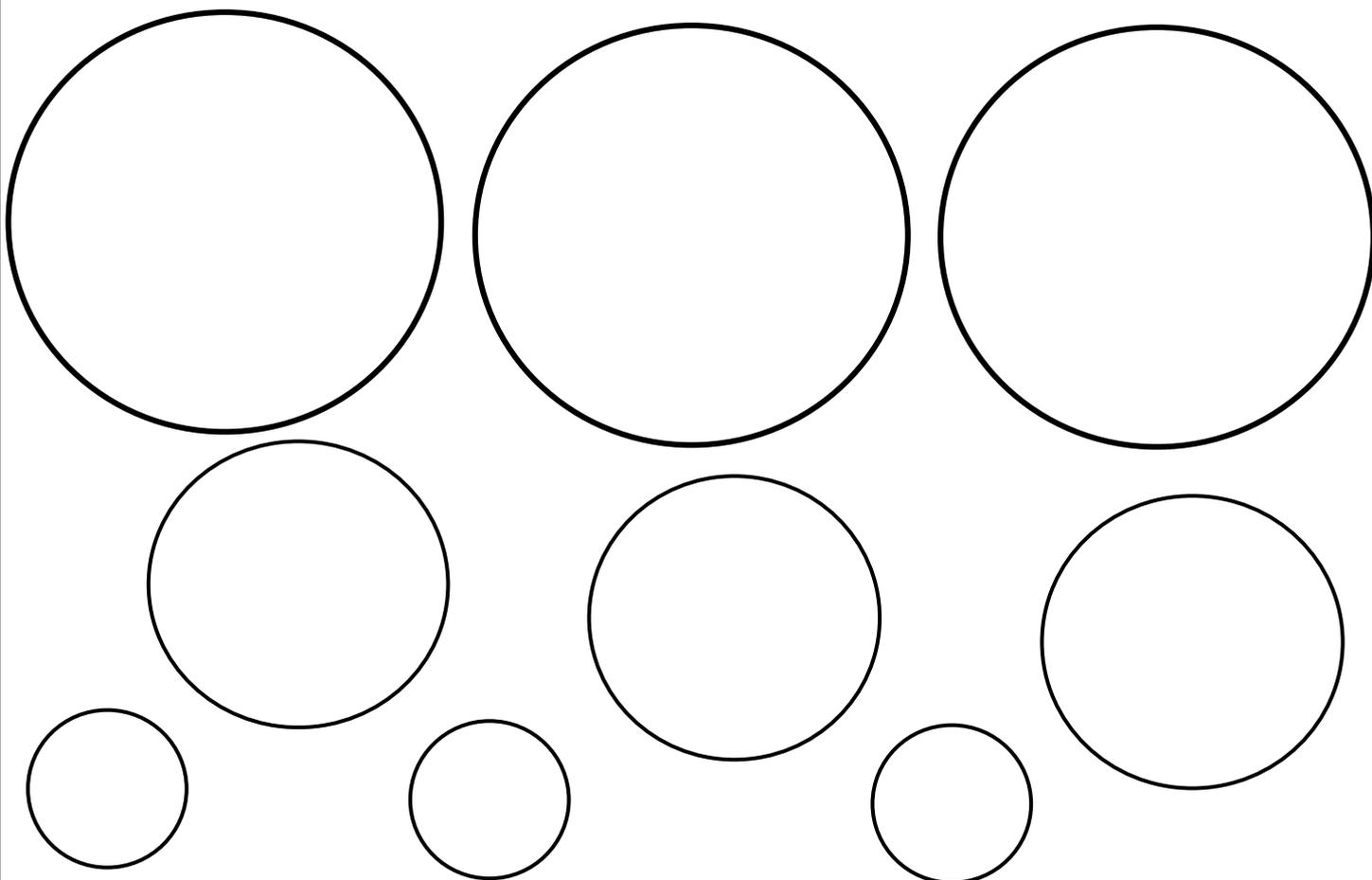
1. Colour in all circles with anything you like - textas, coloured pencils, crayons or paint.
2. Cut them all out and place them on top of each other and glue. Big one first, then middle sized one & finally the small one in the centre.
3. If your mum has buttons, you could glue a button right in the 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  _____



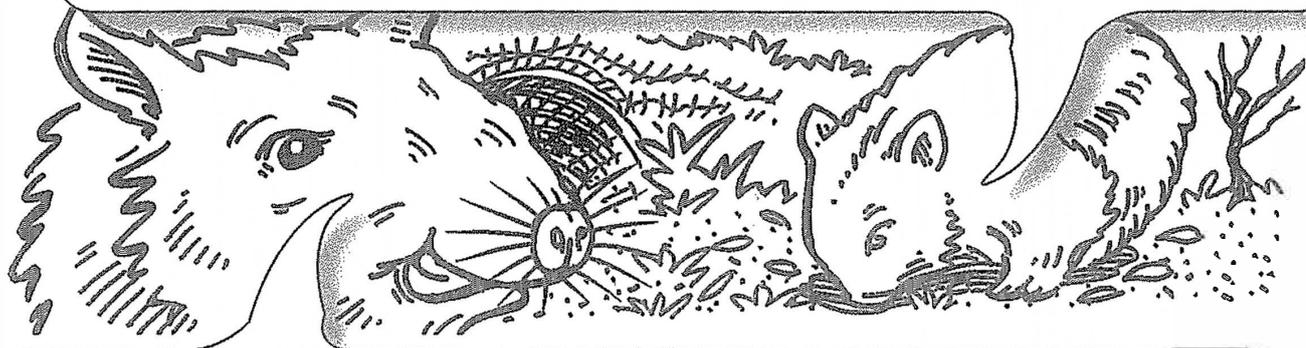
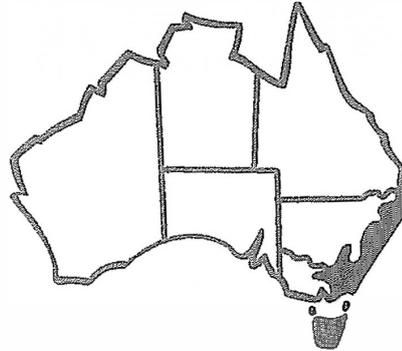
Thursday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud. View and comprehend a factual text. Reading Eggs.	Pages 1 and 2
9.30 to 10	Writing	Use your imagination to answer questions	Pages 3 and 4
10 to 10.30	Spelling	Write spelling words out in alphabetical order	Pages 5 and 6
10.30 to 11	Handwriting	Form letters correctly	Pages 7 and 8
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Read and analyse a clock	Pages 9 and 10
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Relay races	
1 to 2	Lunch Break		
2 to 2.30	Science	Mrs Pepper's Science Lesson	Page 11
2.30 to 3			

Willie and Wally

Hi, my name is Willie the Common Wombat. I am the largest burrowing marsupial in Australia. The shaded areas on the map show where we are found. I have a solid, barrel-shaped body supported by short, stocky legs. Some people call me a 'digging machine' as I use my strong claws to dig a very complex burrow system in which I rest and shelter. I have more than one entrance and my burrow is nearly 12 metres long and two metres deep. I don't have any enemies except dogs and dingoes, and of course cars. If I am chased by an animal, I run into my burrow and wedge my strong back, which has a very thick skin, against the roof to stop the predator getting in. I have even heard of wombats crushing dogs' skulls against the roof of the burrow. Like my cousin, the Hairy-nosed Wombat, the female carries its young in a pouch that opens backwards. Usually the female has one baby each year.

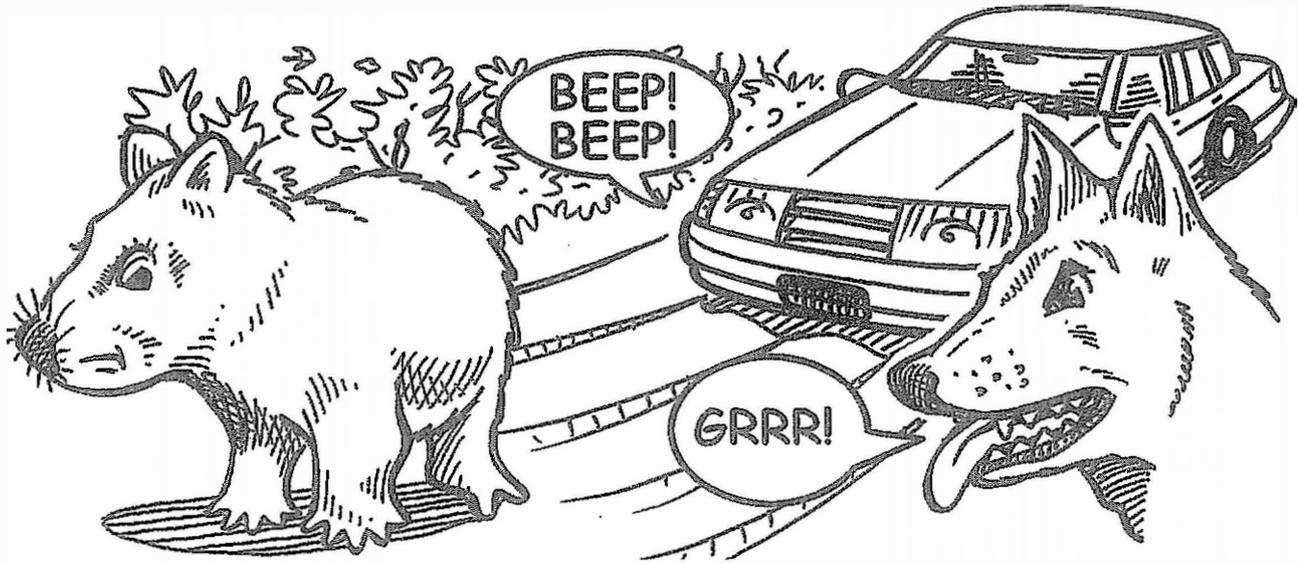


Hi, my name is Wally. I am a Southern Hairy-nosed Wombat. Here is a map showing where we are found. There is also a Northern Hairy-nosed Wombat, but it is nearly extinct. I do not grow as big as my cousin the Common Wombat. He grows to about a metre in length and weighs about 39 kilograms. I only grow to about 90 centimetres and have a maximum weight of 32 kilograms. I have longer, pointed ears and, unlike my cousin, who has very coarse hair, I am covered in beautiful, soft, silky fur. As my name suggests, my nose is covered with short fur. Like my cousin I am herbivorous, which means that I eat plants. I like to eat herbs, shrubs and fungi. I go out at night to find my food and I like to rest during the day, making me a nocturnal creature.



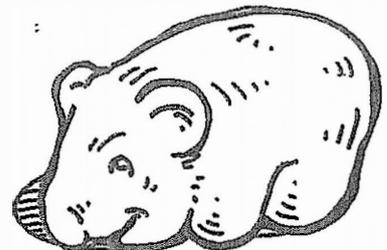
Provide the missing word to complete each statement.

- ① The large Australian marsupial nicknamed the 'digging machine' is the _____.
- ② Wombats use their claws to dig a complex _____ system.
- ③ The Northern Hairy-nosed Wombat, found only in Queensland, is nearly _____.
- ④ Wombats eat plants. Therefore they are _____ creatures.
- ⑤ The pouch on a wombat faces _____.
- ⑥ Creatures that are active at night are _____ creatures.
- ⑦ Animals that have a pouch are called _____.
- ⑧ Dingoes, dogs and cars are _____ of the wombat.
- ⑨ List three differences between the Common and the Hairy-nosed Wombats.



Moving on

Using plasticine, playdough or clay, make a model of a wombat.
Also make an information card to go with it.



Writing- Lesson 4

Answer the following questions in regards to the image. Be sure to use your imagination.



WALT: Utilise your imagination to answer questions regarding the image.

Success Criteria:

- Answer the questions in full sentences.
- Use nouns, verbs, adjectives to describe.

1. Why are the bird's eyes open so wide?

2. How are a wasp's eyes different to a bird's?

3. Which creature do you think is fastest?

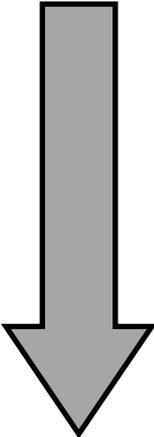
4. Which creature would you rather be?

5. Why do you think wasps are yellow?

6. Why do you think birds' beaks are often curved?

SPELLING WEEK ONE TERM TWO

WALT: Use and right -ed and -ing correctly in spelling.

	ttle		Rule of the week!
none	bottle	hop	
opposite	throttle	rub	
kilometre	little	shrug	
feature	settle	trim	
straight	rattle	level	
should've			

If a word ends in a short vowel consonant like run and hop, then we **DOUBLE** the last letter **BEFORE** adding 'ed' or 'ing'

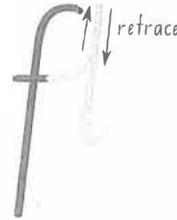
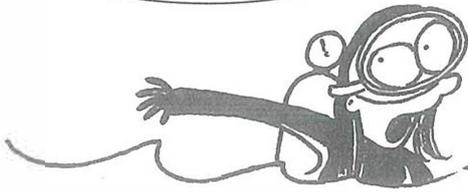
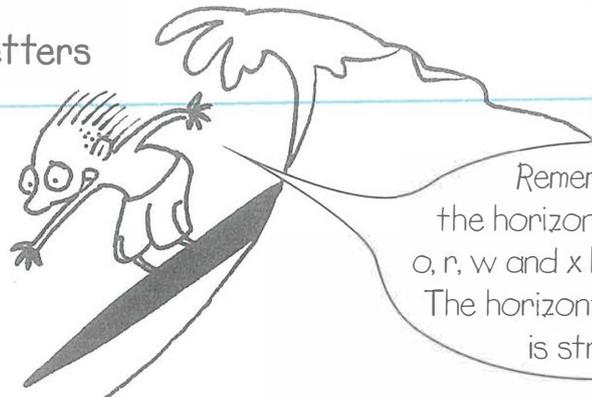
A link to follow for more
instructions!

<https://youtu.be/tsQcGZreUPw>

☆ Revision – Horizontal joins to tall letters

Go from the horizontal join right to the top of the tall letter. Then retrace a little as you come back down.

Remember – the horizontal join from o, r, w and x has a little dip. The horizontal join from f is straight.



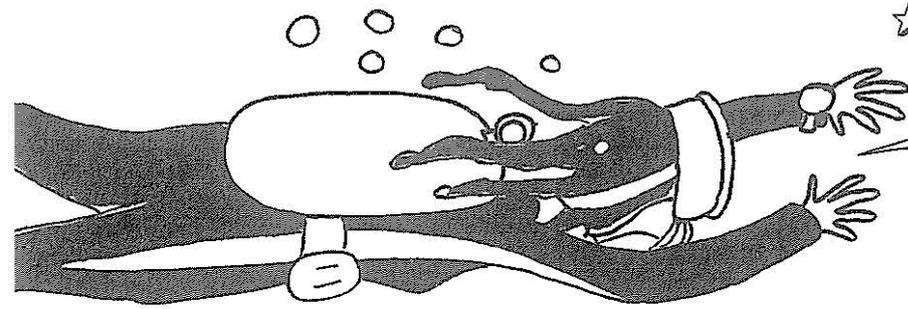
Trace and copy.

of ob ol of ol ik ol of ob

urk urk urk xl xl xl ll ll

Trace. Underline the horizontal joins to tall letters.

When it's hot, going surfing helps me to cool off. I was pretty awkward when I started surfing, but I got better with lots of extra practice. Sometimes it feels like flying!



These letters don't join to the letter after them.

b g j p s y

Copy these letter pairs. Then trace and copy the words.

ja jam ji jim jo job

ba baby be best bu bus

ga gas go gun gi gift

pa pen pi pin pu push

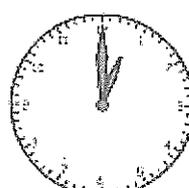
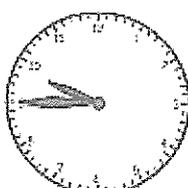
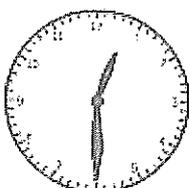
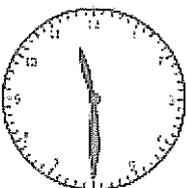
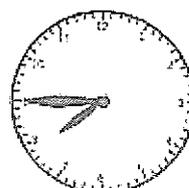
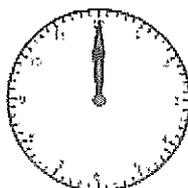
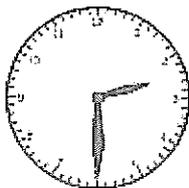
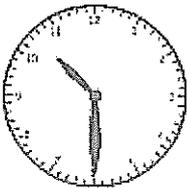
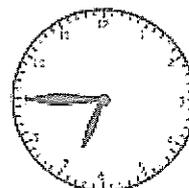
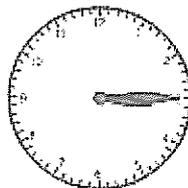
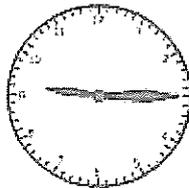
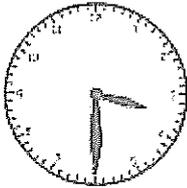
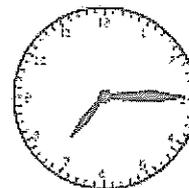
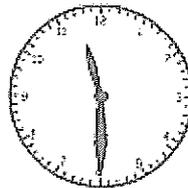
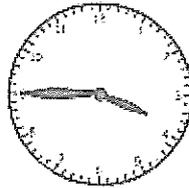
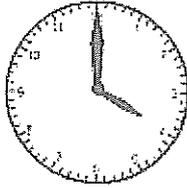
sa saw se see si see

ye yes yi yes yo yes

Time

Name: _____

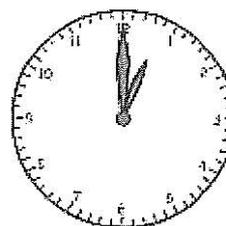
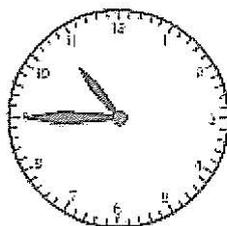
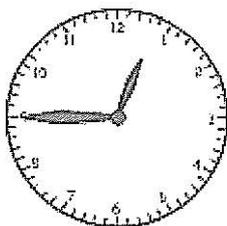
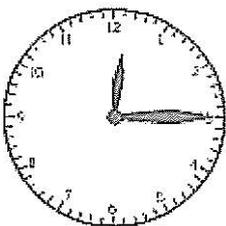
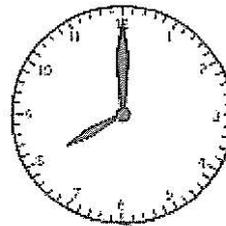
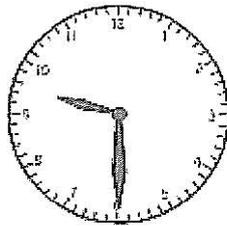
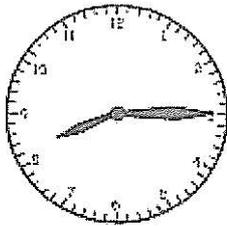
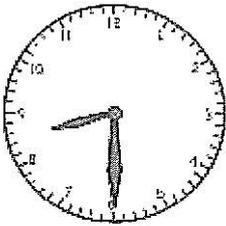
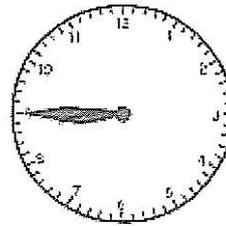
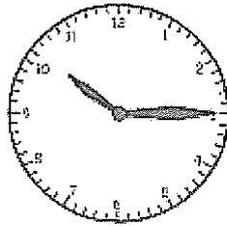
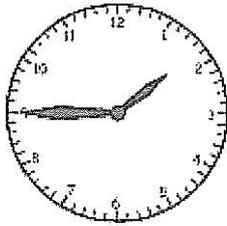
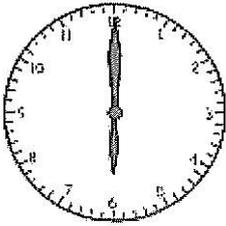
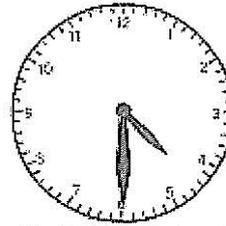
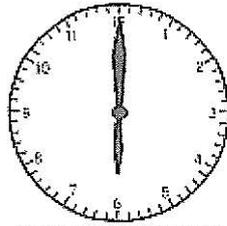
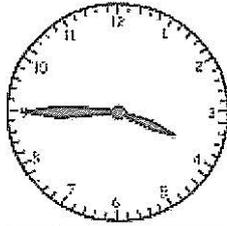
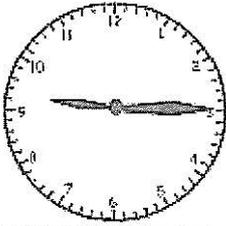
Reading analog time & recording in words. (15 min intervals)



Time

Name: _____

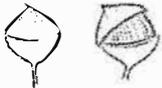
Reading analog time & recording on digital clocks. (15 min intervals)



Is it a eucalypt?

Name: _____ Date: _____

Look for the features described below and mark with a ✓ or ✗ for each feature that you find on each tree. The more ✓ each tree has, then the more likely it is to be a 'gum tree' (eucalypt).

Feature	Tree 1	Tree 2	Tree 3	Tree 4
1. Are the mature leaves shaped like this and hanging downwards? 				
2. Hold a leaf up to the light. Can you see the oil glands (small yellow spots)?				
3. Crush a leaf and smell it. Does it have a 'Eucalyptus oil' smell?				
4. If there are flowers, are the flower buds covered by a 'cap'? 				
5. Are there 'gumnuts' in or under the tree? 				

*Most adult eucalypts have leaves of that shape, but their leaves can also be rounded (especially for young trees). That is why we look for several different clues to identify the tree.

From your collected evidence, which of the four trees do you claim might be eucalypts?



Friday

Week 1

Time	Subject	Lesson Focus	Worksheet
9 to 9.30	Reading	Teacher read aloud. View and comprehend a narrative. Reading Eggs.	Pages 1 and 2
9.30 to 10	Writing	Write a recount	Pages 3, 4 and 5
10 to 10.30	Spelling	Write spelling words into a sentence	Pages 6 and 7
10.30 to 11	Handwriting	Form letters correctly	Pages 8 and 9
11 to 11.30	Recess Break		
11.30 to 12	Mathematics	Convert units of time	Page 10
12 to 12.30	Mathletics		
12.30 to 1	Daily PE	Relay races	
1 to 2	Lunch Break		
2 to 2.30	Aboriginal Language and Culture	Mrs Walters' Lesson	Page 11
2.30 to 3	Virtual Assembly		

Dealing with Pirates

“Crumbs and crayfish!” Uncle Dave exclaimed, as they drew nearer and nearer to the Hen and Chicken Rocks. “There hasn’t been one since 1897, when the *Aurora* went down.”

“It’s Jen Bunn,” Troy told him. “The youngest ever round-the-world sailor.”

They could see Jen Bunn jumping up and down and waving. A parrot was flying over her head and squawking.

Jen shouted something.

“What’s she saying?” Uncle Dave said.

“She’s saying ‘pirates!’,” Tania replied smugly. “I told you so, Uncle Dave, but you wouldn’t listen.”

Uncle Dave was concentrating on getting the *Plucky Pelican* close to the rocks without damaging her. Finally he nosed her into a little cove, and Tania threw Jen the mooring rope.

“Avast!” Long John shouted, “What ‘ave ye done with me shipmates?” He drew out his cutlass and waved it in the air.

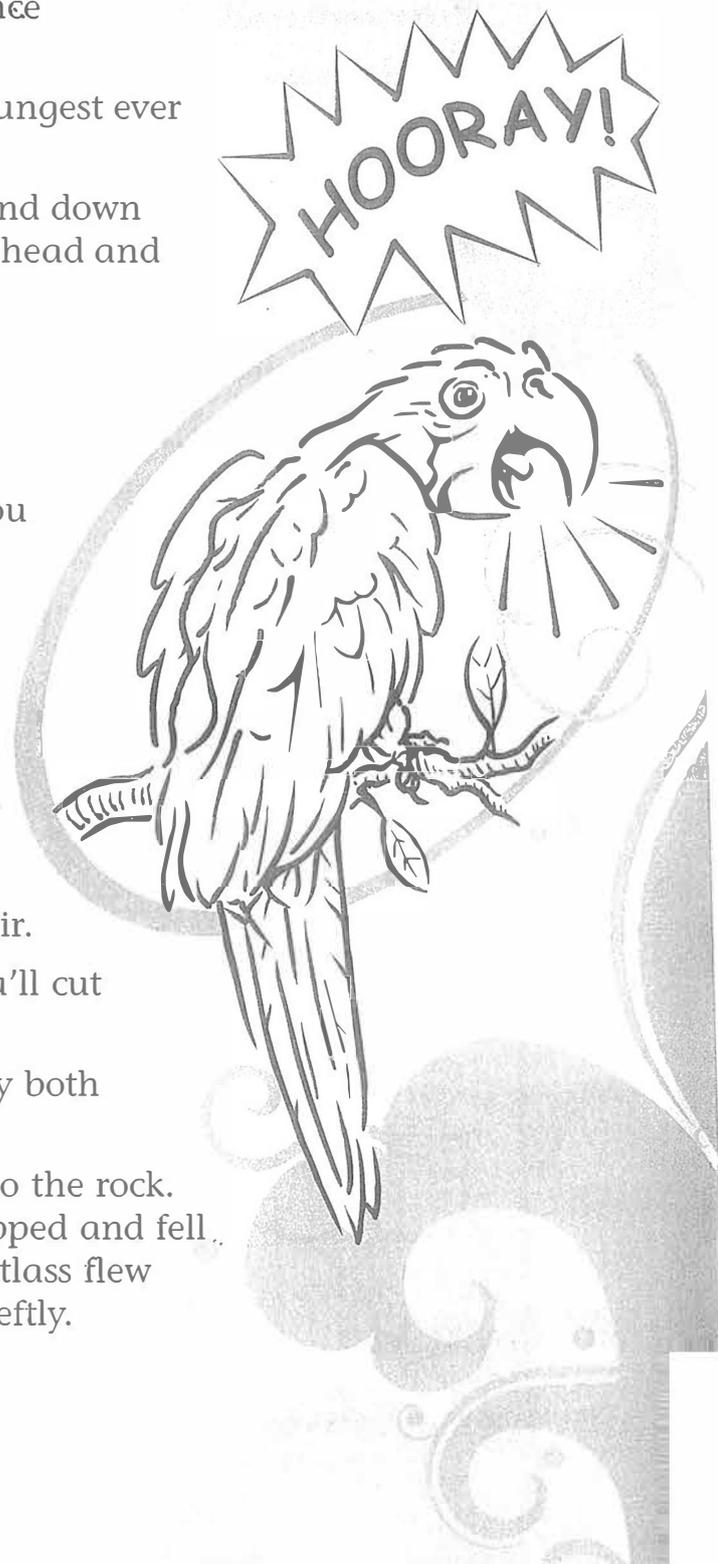
“Put that away,” Uncle Dave said. “You’ll cut someone.”

“Hang on!” Troy said to Tania and they both grabbed the end of the orange rope.

Long John tried to leap from the boat to the rock. The rope around his leg went taut. He slipped and fell into the water with a huge splash. The cutlass flew through the air and Jen Bunn caught it deftly.

“Hooray!” shouted Jen Bunn.

“Hooray!” shouted the parrot.



True or false? Write a T or an F in the box beside each statement.

- ① Jen Bunn is a pirate.
- ② Long John was tied to the boat by a chain.
- ③ The *Plucky Pelican* was damaged on the rocks.
- ④ Pirates used cutlasses for cutting.
- ⑤ The pirates were pleased when Jen caught the cutlass.
- ⑥ The parrot was squawking, "Pirates!"
- ⑦ Uncle Dave was steering the *Plucky Pelican*.
- ⑧ Jen Bunn was the first round-the-world sailor.
- ⑨ Uncle Dave did not believe Jen's pirate story.
- ⑩ Troy and Tania snared Long John with a rope.

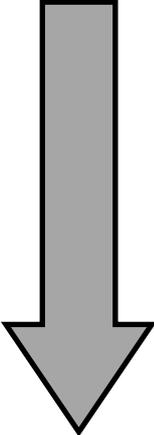


Moving on

Draw a comic strip showing how the children captured Long John.

SPELLING WEEK ONE TERM TWO

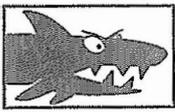
WALT: Use and right -ed and -ing correctly in spelling.

	t tle		Rule of the week!
none	bottle	hop	
opposite	throttle	rub	
kilometre	little	shrug	
feature	settle	trim	
straight	rattle	level	
should've			

If a word ends in a short vowel consonant like run and hop, then we **DOUBLE** the last letter **BEFORE** adding 'ed' or 'ing'

A link to follow for more
instructions!

<https://youtu.be/tsQcGZreUPw>



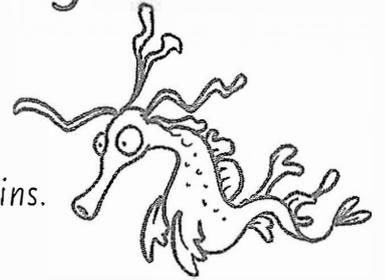
Look at these letter pairs:

mp or al xy fi ac



if lm ox of ng cr

- ★ Circle the letter pairs that would make diagonal joins.
 - ★ Underline the letter pairs that would make horizontal joins.
 - ★ Put a box around the letter pairs that would have drop-in joins.
- Now write the letter pairs in cursive.



Write this sentence in cursive. Then put a mark ' above the drop-in joins. Underline any diagonal joins to tall letters.

These kinds of fish are good

to eat: bonito, anchovy, salmon.

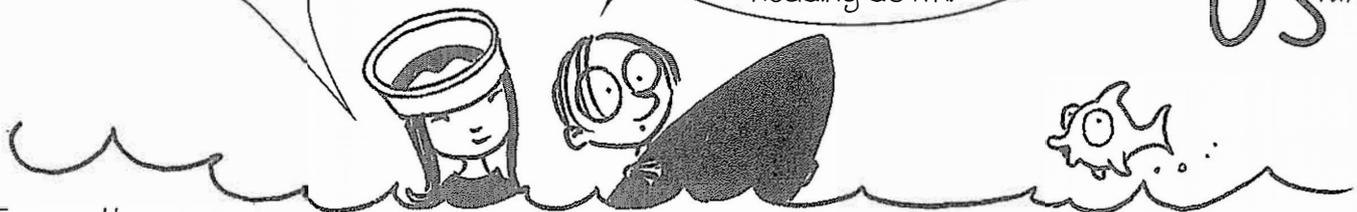
Circle any letter pairs that don't join. Write the sentence in cursive.

Some people just buy oysters.

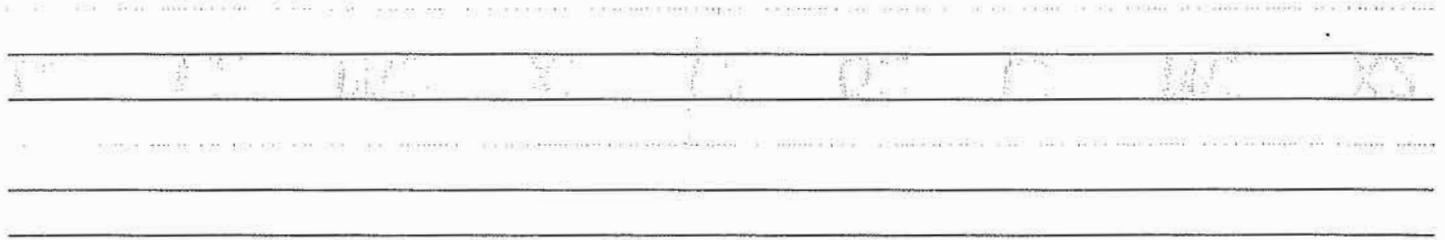
Tricky joins – Joining to s

To make your writing faster, s can be joined from top finishing letters using a horizontal join.

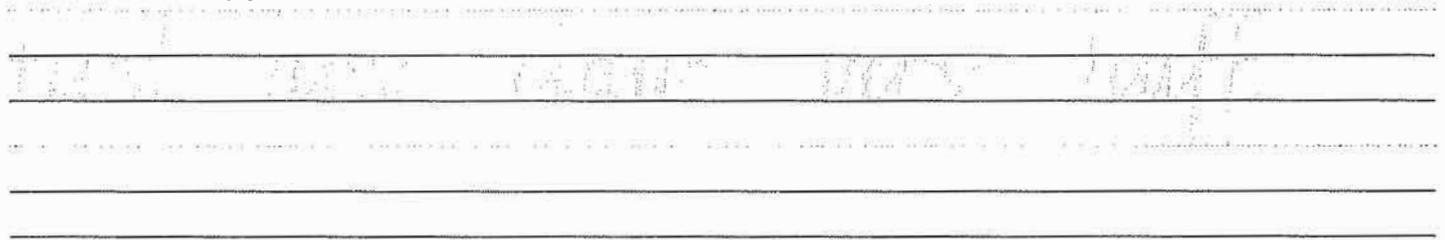
Go right across the top of the s, then retrace the top of the s before heading down.



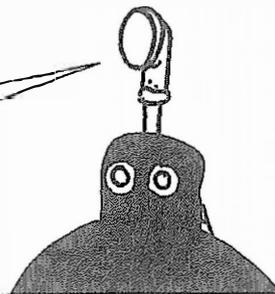
Trace, then copy.



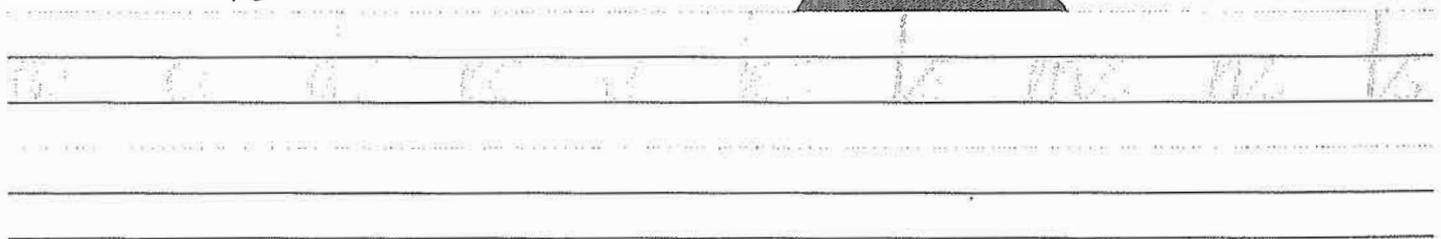
Trace then copy these words.



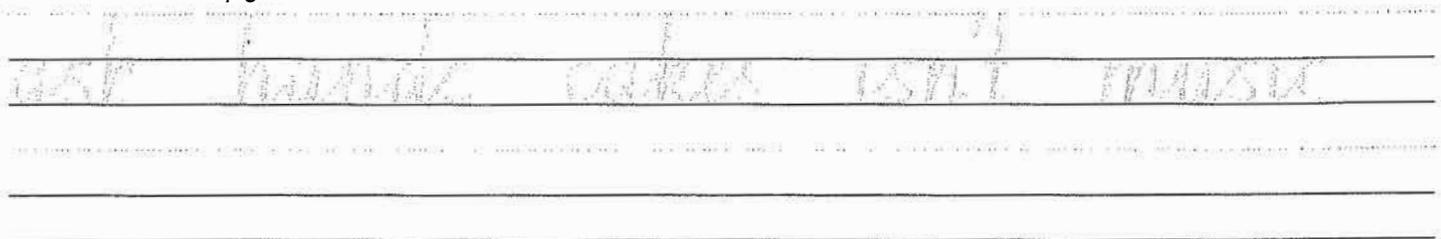
s can be joined to other letters using a diagonal join. Later on you'll learn a tricky new way to join s diagonally. But practise this one for now.



Trace, then copy.



Trace then copy these words.





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*