

**3-6 Green**  
**Remote learning pack**  
**Term 3 Week 5, 2021**



# *Badge Criteria-Remote Learning*

To achieve any badge

- Listen to others when they are speaking
- Be responsible for my belongings and for school property
- Behave in a manner that allows others to learn
- Make positive choices with all adults and all students in all settings
- Be safe in all settings










To achieve **Bronze** or **Silver**

- and 'Have a go' and attempt remote learning tasks daily

To achieve **Gold**

- and Demonstrate a high level of application to most remote learning tasks

### 3-6 Green remote learning timetable – Term 3, Week 5

TERM 3 WEEK 5	Monday 9 <sup>th</sup> August	Tuesday 10 <sup>th</sup> August	Wednesday 11 <sup>th</sup> August	Thursday 12 <sup>th</sup> August	Friday 13 <sup>th</sup> August
<p><b>Morning routine</b></p>  <p><b>Remember:</b></p> <p>Links to songs and videos are on the 3-6 Green remote learning page on the school website</p> <p><a href="https://lethbridpkp.schools.nsw.gov.au/">https://lethbridpkp.schools.nsw.gov.au/</a></p>	<p>Good morning 3-6 Green!</p> <p><b>- Sing the songs:</b></p> <ul style="list-style-type: none"> <li>* Good Morning Song for Kids</li> <li>* Phonics Song 2</li> </ul> <p><b>- What zone are you in today?</b></p> <p>Are you in the green, blue, yellow or red zone?</p> <p><b>- What is the date today?</b></p> <p>Look at the calendar (go to the page with the <b>August</b> calendar).</p> <p>What is the day? ____</p> <p>What is the date? ____</p> <p>What is the month? ____</p> <p>What is the year? ____</p> <p>Say aloud: today is ____ (name of day), the ____ (date) of ____ (month) ____ (year).</p> <p><b>- What is the weather today?</b></p> <p>Is it sunny, cloudy, rainy, foggy, stormy, hot or cold?</p> <p><b>- Sight words practise:</b></p> <ul style="list-style-type: none"> <li>* Oxford Sight Words – Green Words 41-50</li> <li>* Oxford Sight Words – Blue Words 51-60</li> </ul>	<p>Good morning 3-6 Green!</p> <p><b>- Sing the songs:</b></p> <ul style="list-style-type: none"> <li>* Good Morning Song for Kids</li> <li>* Opposites Song</li> </ul> <p><b>- What zone are you in today?</b></p> <p>Are you in the green, blue, yellow or red zone?</p> <p><b>- What is the date today?</b></p> <p>Look at the calendar (go to the page with the <b>August</b> calendar).</p> <p>What is the day? ____</p> <p>What is the date? ____</p> <p>What is the month? ____</p> <p>What is the year? ____</p> <p>Say aloud: today is ____ (name of day), the ____ (date) of ____ (month) ____ (year).</p> <p><b>- What is the weather today?</b></p> <p>Is it sunny, cloudy, rainy, foggy, stormy, hot or cold?</p> <p><b>- Sight words practise:</b></p> <ul style="list-style-type: none"> <li>* Oxford Sight Words – Green Words 41-50</li> <li>* Oxford Sight Words – Blue Words 51-60</li> </ul>	<p>Good morning 3-6 Green!</p> <p><b>- Sing the songs:</b></p> <ul style="list-style-type: none"> <li>* Good Morning Song for Kids</li> <li>* Phonics Song 2</li> </ul> <p><b>- What zone are you in today?</b></p> <p>Are you in the green, blue, yellow or red zone?</p> <p><b>- What is the date today?</b></p> <p>Look at the calendar (go to the page with the <b>August</b> calendar).</p> <p>What is the day? ____</p> <p>What is the date? ____</p> <p>What is the month? ____</p> <p>What is the year? ____</p> <p>Say aloud: today is ____ (name of day), the ____ (date) of ____ (month) ____ (year).</p> <p><b>- What is the weather today?</b></p> <p>Is it sunny, cloudy, rainy, foggy, stormy, hot or cold?</p> <p><b>- Sight words practise:</b></p> <ul style="list-style-type: none"> <li>* Oxford Sight Words – Green Words 41-50</li> <li>* Oxford Sight Words – Blue Words 51-60</li> </ul>	<p>Good morning 3-6 Green!</p> <p><b>- Sing the songs:</b></p> <ul style="list-style-type: none"> <li>* Good Morning Song for Kids</li> <li>* Opposites Song</li> </ul> <p><b>- What zone are you in today?</b></p> <p>Are you in the green, blue, yellow or red zone?</p> <p><b>- What is the date today?</b></p> <p>Look at the calendar (go to the page with the <b>August</b> calendar).</p> <p>What is the day? ____</p> <p>What is the date? ____</p> <p>What is the month? ____</p> <p>What is the year? ____</p> <p>Say aloud: today is ____ (name of day), the ____ (date) of ____ (month) ____ (year).</p> <p><b>- What is the weather today?</b></p> <p>Is it sunny, cloudy, rainy, foggy, stormy, hot or cold?</p> <p><b>- Sight words practise:</b></p> <ul style="list-style-type: none"> <li>* Oxford Sight Words – Green Words 41-50</li> <li>* Oxford Sight Words – Blue Words 51-60</li> </ul>	<p>Good morning 3-6 Green!</p> <p><b>- Sing the songs:</b></p> <ul style="list-style-type: none"> <li>* Good Morning Song for Kids</li> <li>* Phonics Song 2</li> </ul> <p><b>- What zone are you in today?</b></p> <p>Are you in the green, blue, yellow or red zone?</p> <p><b>- What is the date today?</b></p> <p>Look at the calendar (go to the page with the <b>August</b> calendar).</p> <p>What is the day? ____</p> <p>What is the date? ____</p> <p>What is the month? ____</p> <p>What is the year? ____</p> <p>Say aloud: today is ____ (name of day), the ____ (date) of ____ (month) ____ (year).</p> <p><b>- What is the weather today?</b></p> <p>Is it sunny, cloudy, rainy, foggy, stormy, hot or cold?</p> <p><b>- Sight words practise:</b></p> <ul style="list-style-type: none"> <li>* Oxford Sight Words – Green Words 41-50</li> <li>* Oxford Sight Words – Blue Words 51-60</li> </ul>
<p><b>English – reading</b></p> 	<p><b>Wushka:</b></p> <p>Click the Wushka app on your iPad or sign into the Wushka website on your device. Go to <a href="https://wushka.com.au">https://wushka.com.au</a></p> <p>Choose and read <b>ONE (1)</b> of the books assigned to you.</p> 	<p><b>EpicBooks:</b></p> <p>Sign into the EpicBooks website on your device. Go to <a href="http://www.getepic.com/students">www.getepic.com/students</a></p> <p>The class code to sign in is <b>ric1039</b>. Read your choice of book for 10 minutes.</p> 	<p><b>Wushka:</b></p> <p>Sign into the Wushka website on your device or click the Wushka app on your iPad. Go to <a href="https://wushka.com.au">https://wushka.com.au</a></p> <p>Choose <b>ONE (1)</b> of the books allocated to you.</p> 	<p><b>EpicBooks:</b></p> <p>Sign into the EpicBooks website on your device. Go to <a href="http://www.getepic.com/students">www.getepic.com/students</a></p> <p>The class code to sign in is <b>ric1039</b>. Read your choice of book for 10 minutes.</p> 	<p><b>Wushka:</b></p> <p>Sign into the Wushka website on your device or click the Wushka app on your iPad. Go to <a href="https://wushka.com.au">https://wushka.com.au</a></p> <p>Choose <b>ONE (1)</b> of the books allocated to you.</p> 

## English – spelling



### Spelling words:



Get your **word sort** last week.  
Get your **spelling list** from last week.


Go to the **school website** and find your **word work video** from Mrs Moon:

- \* Word work – Hunter
- \* Word work – Sarah
- \* Word work – April
- \* Word work – Alex, Caitlynn, Stanley, Mia, Ben, Kaelum and Ethan
- \* Word work – Jonathan, Shayleigh and Daniel
- \* Word work – Chloe
- \* Word work – TJ and Scott


Listen to Mrs Moon read the words. Watch Mrs Moon cut up her words and sort them.

### Your turn –


1) Sort your words and take a photo for Seesaw  

2) Use the letter tiles to build your words – Magnetic Spelling 



3) Read your words 

### Boggle:

Go to the page called **BOGGLE – Tuesday**. How many words can you make? Write them. Take a  and post it on Seesaw.



A	R	A	S
T	A	Y	T
I	I	Qu	H
S	E	V	G

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- \* Word work – Jonathan, Shayleigh and Daniel
- \* Word work – Chloe
- \* Word work – TJ and Scott


Listen to Mrs Moon read the words. Watch Mrs Moon cut up her words and sort them.

### Your turn –


1) Sort your words and take a photo for Seesaw  

2) Write your words on Seesaw – Scratch Art Spelling 



3) Read your words 

### Boggle:

Go to the page called **BOGGLE – Thursday**. How many words can you make? Write them. Take a  and post it on Seesaw.



U	N	Y	L
A	S	R	I
O	L	H	C
P	R	T	H

### Spelling words:


Get your **word sort** last week.  
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Listen to Mrs Moon read the words. Watch Mrs Moon cut up her words and sort them.





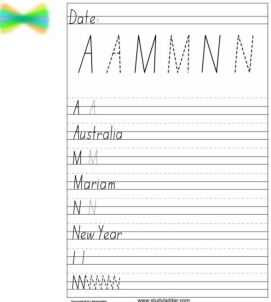












### Your turn –




1) Read your words 







2) Sort your words like Mrs Moon and take a photo for Seesaw  

3) Write your words on the lined paper and take a photo for Seesaw 



<p>English – handwriting</p> 	<p><b>Letters x and z:</b> Go to the <b>school website</b>. Find the video called <b>handwriting - letters x and z</b>. Watch Miss Lamas carefully trace and write the letters.</p> <p>Go to the <b>x and z handwriting</b> page. Practise tracing and writing the letters. Then move onto the sentence and numbers. Remember to sit straight, keep your flat feet on the floor and take a break when your hand is feeling tired. Take a  and post it on Seesaw.</p> 	<p><b>Letters A, M and N:</b> Go to the <b>school website</b>. Find the video called <b>handwriting - letters A, M and N</b>. Watch Miss Lamas trace and write the letters.</p> <p>Go to the <b>A, M and N handwriting</b> page. Practise tracing and writing the letters. Then move onto the words. Remember to sit straight, keep your flat feet on the floor and take a break when your hand is feeling tired. Take a  and post it on Seesaw.</p> 	<p><b>Letters E, F and H:</b> Go to the <b>school website</b>. Find the video called <b>handwriting - letters E, H and H</b>. Watch Miss Lamas carefully trace and write the letters.</p> <p>Go to the <b>E, H and H handwriting</b> page. Practise tracing and writing the letters. Then move onto the words. Remember to sit straight, keep your flat feet on the floor and take a break when your hand is feeling tired. Take a  and post it on Seesaw.</p> 	<p><b>Letters I, T and J:</b> Go to the <b>school website</b>. Find the video called <b>handwriting - letters I, T and J</b>. Watch Miss Lamas carefully trace and write the letters.</p> <p>Go to the <b>I, T and J handwriting</b> page. Practise tracing and writing the letters. Then move onto the words. Remember to sit straight, keep your flat feet on the floor and take a break when your hand is feeling tired. Take a  and post it on Seesaw.</p> 	<p><b>Letters C and G:</b> Go to the <b>school website</b>. Find the video called <b>handwriting – letters C and G</b>. Watch Miss Lamas carefully trace and write the letters.</p> <p>Go to the <b>C and G handwriting</b> page. Practise tracing and writing the letters. Then move onto the words. Remember to sit straight, keep your flat feet on the floor and take a break when your hand is feeling tired. Take a  and post it on Seesaw.</p> 
<p>Brain break</p> 	<p>Go to the <b>school website</b>. Choose <b>TWO (2)</b> Go Noodle videos to get your heart pumping!</p> 	<p>Go to the <b>school website</b>. Choose <b>TWO (2)</b> Go Noodle videos to get your heart pumping!</p> 	<p>Go to the <b>school website</b>. Choose <b>TWO (2)</b> Go Noodle videos to get your heart pumping!</p> 	<p>Go to the <b>school website</b>. Choose <b>TWO (2)</b> Go Noodle videos to get your heart pumping!</p> 	<p>Go to the <b>school website</b>. Choose <b>TWO (2)</b> Go Noodle videos to get your heart pumping!</p> 
<p>English – writing</p> 	<p><b>Roll a silly sentence:</b> Go to the <b>school website</b>. Watch the video called <b>roll a silly sentence</b>. Watch how Mrs Moon builds her sentence.</p>	<p><b>Independent writing:</b> Go to the <b>school website</b>. Watch the video called <b>how to use voice to text</b>.</p>	<p><b>Roll a silly sentence:</b> Go to the <b>school website</b>. Watch the video called <b>roll a silly sentence</b>. Watch how Mrs Moon builds her sentence.</p>	<p><b>Independent writing:</b> Go to the <b>school website</b>. Watch the video called <b>how to use voice to text</b>.</p>	<p><b>Roll a silly sentence:</b> Go to the <b>school website</b>. Watch the video called <b>roll a silly sentence</b>. Watch how Mrs Moon builds her sentence.</p>

Go to the page called **Roll a Silly Sentence**. Roll the dice in your pack and use the numbers to help you  build your sentence. Write 5 sentences on the lined paper. E.g. I rolled the numbers 1, 6, 6 and 3. My sentence is: The princess mixed a potion in the carriage last month. Take a  and post it on Seesaw. 

Roll a Silly Sentence <small>choice page #10</small>			
Who:	What:	Where:	When:
	The princess	kissed a frog	in the castle of the party
	A knight	fell down	in the garden 2,000 years ago
	The prince	climbed a hill	in the stable last month
	The queen	went to the ball	in the throne room last year
	The king	fell asleep	in the dungeon on Christmas
	The wizard	mixed a potion	in the carriage on Valentine's Day

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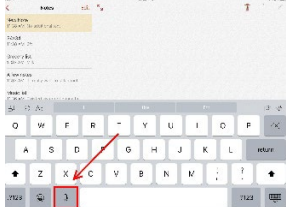
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1) Use **voice to text** on your iPad to record your sentence.   
 2) Copy your sentence and write it on the lined paper.

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

Hunter, Sarah, April, Alex:  
**What did you do on the weekend?**  
 Record and write **2 sentences**.

Chloe, Stanley, Mia, Ethan, Ben, Kaelum, Shayleigh, Scott and Caitlynn:  
**What did you do on the weekend?**  
 Record and write **3 sentences**.

TJ, Jonathan and Daniel:  
**What did you do on the weekend?**  
 Record and write **4 sentences**.  
 Use joining words like 'and' and 'because'.

Go to the **school website**. Watch the video called **self-assessing my writing**. Check your work just like Miss

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


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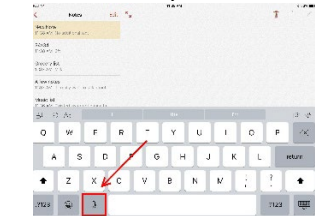
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Go to the **school website**. Watch the video called **self-assessing my writing**. Check your work just like Miss

1) Go to the page called **Roll a Silly Sentence**. Roll the dice in your pack and use the numbers to help you  build your sentence. Write 5 sentences on the lined paper. E.g. I rolled the numbers 1, 6, 6 and 3. My sentence is: The princess mixed a potion in the carriage last month. Take a  and post it on Seesaw. 



2) Look at the picture. What can you see? What is happening? Think about who, what, when and where to describe the picture.



Writing - Thursday  
 Write about what you can see in this picture (think about who, what, when, where)

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


















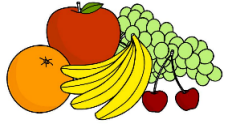





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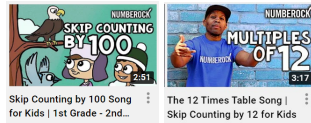
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		<p>Lamas. Do you have a capital letter, finger space and full stop?</p> <p>Take a  and post it on Seesaw. </p>		<p>Lamas. Do you have a capital letter, finger space and full stop?</p> <p>Take a  and post it on Seesaw. </p>											
<p><b>English – sight words</b></p> 	<p><b>Sight words:</b> Get your <b>sight words</b> from last week.</p> <p>Go to the <b>school website</b> and find your <b>sight words video</b> from Mrs Moon.</p> <p>Listen to Mrs Moon reading the words and say them with her. Listen to Mrs Moon saying her word in a sentence.</p> <p><b>Type it, read it, write it</b> </p>  <p>1) Type your sight words  <b>T</b> 2) Read your words  3) Write your words </p>	<p><b>Online sight word game:</b> Click on your <b>sight word game</b> link in Seesaw. </p> <p>Hunter, Sarah, April, Chloe, Stanley, Mia, Ethan, Ben, Caitlynn, Kaelum and Shayleigh:</p> <p><b>Balloon pop</b></p>  <p>Scott, Alex, TJ, Jonathan and Daniel:</p> <p><b>Missing word</b></p> <p>0:08 &lt; 1 of 10 &gt;</p> <p>friends saw together</p> <p>She <input type="text"/> the two <input type="text"/> <input type="text"/> today.</p> <p>Submit Answers</p> <p>Sight Word Review 1</p>	<p><b>Sight words:</b> Get your <b>sight words</b> from last week.</p> <p>Go to the <b>school website</b> and find your <b>sight words video</b> from Mrs Moon.</p> <p>Listen to Mrs Moon reading the words and say them with her. Listen to Mrs Moon saying her word in a sentence.</p> <p><b>Sight words writing</b></p> <p>1) Read your words  2) Write your words in a sentence and take a photo for Seesaw. </p> 	<p><b>Online sight word game:</b> Click on your <b>sight word game</b> link in Seesaw. </p> <p>Hunter, Sarah, April, Chloe, Stanley, Mia, Ethan, Ben, Caitlynn. Kaelum and Shayleigh:</p> <p><b>Snowball fight</b></p>  <p>Scott, Alex, TJ, Jonathan and Daniel:</p> <p><b>Sight word sentences</b></p> <p>0:19 &lt; 1 of 15 &gt;</p> <p>you could play</p> <p>I <input type="text"/> in the patch of grass.</p> <p>Submit Answers</p>	<p><b>Sight words:</b> Get your <b>sight words</b> from last week.</p> <p>Go to the <b>school website</b> and find your <b>sight words video</b> from Mrs Moon.</p> <p>Listen to Mrs Moon reading the words and say them with her. Listen to Mrs Moon saying her word in a sentence.</p> <p><b>Write, type and read</b> </p> <table border="1" data-bbox="1809 790 2101 1013"> <tr> <td>Write your sight words.</td> <td>Type your sight words.</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>1) Write your sight words  2) Type your words <b>T</b> 3) Read your words </p>	Write your sight words.	Type your sight words.								
Write your sight words.	Type your sight words.														
<p><b>Crunch and Sip</b></p> 	<p>Eat fruit or vegetables. Drink a cup of water. Choose a story from Storyline Online to listen to as you eat.</p> 	<p>Eat fruit or vegetables. Drink a cup of water. Listen to Mrs Moon read a story on Seesaw.</p> 	<p>Eat fruit or vegetables. Drink a cup of water. Choose a story from Storyline Online to listen to as you eat.</p> 	<p>Eat fruit or vegetables. Drink a cup of water. Listen to Mrs Moon read a story on Seesaw.</p> 	<p>Eat fruit or vegetables. Drink a cup of water. Choose a story from Storyline Online to listen to as you eat.</p> 										


**Mathematics - number**



**Go to the school website.**  
Choose **ONE (1) Numberock video** to sing along to:  
**Skip counting by 100 song** or **12 times tables song**




**Go to the school website.**  
Watch the video called **rolling the smallest number**. Watch Miss Lamas play the game before you play with someone.

Grab your **two dice**  from your pack. Choose someone to play with. Roll the dice and arrange the numbers to make the smallest number possible. Record your number on the paper called **rolling the smallest number game - Monday**. It is your partner's turn now. Who made the smallest number? Circle it. That player gets a point.

ROLLING THE BIGGEST NUMBER GAME - Monday

Player 1	Player 2

Take a  and post it on Seesaw. 

**Number warm up:**  
Log onto **Mathletics**  and play Live Mathletics. Practise your friends of ten by racing other people. **Play for 10 minutes.**



**Whole number:**  
Hunter, April, Mia, Ethan, Shayleigh, Caitlynn, Sarah, Alex, Stanley:

Go to the worksheet called **numbers to 20 – numerals and words**. Cut up and mix the cards. Match the numbers to their words.

Numbers to 20 – numerals and words

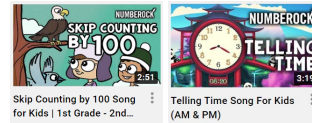
1 Cut out the words and numbers. Mix them up and then join the number to the right word. Glue the pairs into your Maths book.

elev	11	sixteen	16
twelve	12	17	seventeen
13	thirteen	eighteen	18
14	fourteen	19	nineteen
fifteen	15	twenty	20


Numbers  
Copyright © 2010

Take a  and post it on Seesaw. 

**Go to the school website.**  
Choose **ONE (1) Numberock video** to sing along to:  
**Skip counting by 100 song** or **Telling time song**




**Go to the school website.**  
Watch the video called **rolling the smallest number**. Watch Miss Lamas play the game before you play with someone.

Grab your **two dice**  from your pack. Choose someone to play with. Roll the dice and arrange the numbers to make the smallest number possible. Record your number on the paper called **rolling the smallest number game - Wednesday**. It is your partner's turn now. Who made the smallest number? Circle it. That player gets a point.

ROLLING THE BIGGEST NUMBER GAME - Monday

Player 1	Player 2

Take a  and post it on Seesaw. 

**Number warm up:**  
Log onto **Mathletics**  and play Live Mathletics. Practise your friends of ten by racing other people. **Play for 10 minutes.**



**Before and after numbers:**  
Hunter, April, Mia, Ethan, Shayleigh, Caitlynn, Sarah, Alex, Stanley:

Go to the worksheet called **numbers to 20 – location and order**. Practise your before and after numbers. Use your 120 chart if you need help.


Numbers to 20 – location and order

1 Write the numbers that come before and after.


a  3  b  7

c  12  d  15

2 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than  more than

3 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than  more than


Numbers  
Copyright © 2010

Take a  and post it on Seesaw. 

**Go to the school website.**  
Choose **ONE (1) Numberock video** to sing along to:  
**Telling time song** or **12 times tables song**



**Go to the school website.**  
Watch the video called **rolling the smallest number**. Watch Miss Lamas play the game before you play with someone.

Grab your **two dice**  from your pack. Choose someone to play with. Roll the dice and arrange the numbers to make the smallest number possible. Record your number on the paper called **rolling the smallest number game - Monday**. It is your partner's turn now. Who made the smallest number? Circle it. That player gets a point.

ROLLING THE BIGGEST NUMBER GAME - Monday

Player 1	Player 2

Take a  and post it on Seesaw. 



**Whole number:**  
Daniel, Chloe, Ben, Kaelum,  
Scott, TJ, Jonathan:

Go to the worksheet called **numbers to 999 – matching numerals to words**. Cut up and mix the cards. Match the numbers to their words.

Numbers to 999 – matching numerals to words

You will need: a partner

**What to do:**  
Finish writing the matching numbers. Cut out the boxes, mix them up and turn them face down. Take turns choosing 2 cards to turn over. If they match, you keep them. Who can collect the most points?

four hundred and ninety six	496
three hundred and twenty three	323
seven hundred and seven	
five hundred and thirty five	
seven hundred and seventy	
two hundred	
eight hundred and seven	
six hundred and ninety eight	
six hundred and eighty nine	

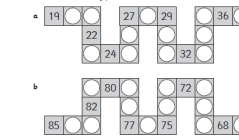
Take a and post it on Seesaw.

**Before and after numbers:**  
Daniel, Chloe, Ben, Kaelum,  
Scott, TJ, Jonathan:

Go to the worksheet called **numbers to 999 – 2-digit revision**. Practise your before and after numbers. Solve the riddles. Use your 120 chart if you need help.

Numbers to 999 – 2 digit revision

1 Continue the counting patterns.



2 What number am I?

a I am more than 22.  
I am less than 24.  
I am

b I am less than 74.  
I am more than 70.  
I am an even number.  
I am

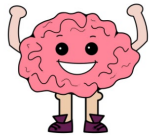
c I am a 2 digit number  
with a 2 in the tens place.  
I am odd.  
I have a 5 in me.  
I am

d I have a 3 in the ones  
place.  
I am less than 40 and  
more than 30.  
I am

Take a and post it on Seesaw.

### Brain break

BRAIN BREAKS



Go to the **school website**.  
Choose **TWO (2)** Go Noodle  
videos to get your heart  
pumping!

**GoNoodle**

Go to the **school website**.  
Choose **TWO (2)** Go Noodle  
videos to get your heart  
pumping!

**GoNoodle**

Go to the **school website**.  
Choose **TWO (2)** Go Noodle  
videos to get your heart  
pumping!

**GoNoodle**

Go to the **school website**.  
Choose **TWO (2)** Go Noodle  
videos to get your heart  
pumping!

**GoNoodle**

Go to the **school website**.  
Choose **TWO (2)** Go Noodle  
videos to get your heart  
pumping!

**GoNoodle**

### Mathematics – Measurement



**Length:**  
Go to the **school website**.  
Watch the video called  
**centimetres**.

Watch Miss Lamas explain  
what a centimetre is and how

**Position:**  
Hunter, April, Mia, Ethan,  
Shayleigh, Caitlynn, Sarah,  
Alex, Ben, Kaelum, Stanley:

Go to the page called **position**  
– **following directions**.  
Complete the worksheet.

**Length:**  
Click on the maths game link  
in Seesaw. Play the   
game **measuring in**  
**centimetres**. Use the on-  
screen ruler to accurately  
measure the length of  
objects. **Play for 15 minutes.**

**Position:**  
Hunter, April, Mia, Ethan,  
Shayleigh, Caitlynn, Sarah,  
Alex, Ben, Kaelum, Stanley:

Go to the page called **create a**  
**grid map**. Complete the  
worksheet.

**Length:**  
Hunter, April, Mia, Ethan,  
Shayleigh, Caitlynn, Sarah,  
Alex, Ben, Stanley:

Go to the **school website**.  
Watch the video called  
**centimetres**.

she uses a ruler to measure objects.

Hunter, April, Mia, Ethan, Shayleigh, Caitlynn, Sarah, Alex, Ben, Stanley:

Go to the worksheet called **length – centimetres**.

Complete the worksheet. Use the on-page ruler to become familiar with cm and to measure lines.

Length – centimetres

When we measure with rulers we are measuring the cm spaces between the numbers. The numbers count the spaces.

1 How many cm long is each arrow?

a cm

b cm

c cm

Look at a ruler. The numbers start a little bit past where the actual ruler starts and end a little bit before where the ruler ends. We measure from the 0, not from the start of the ruler.

2  the person who has ruled accurately.

6 cm

5 1/2 cm

Take a and post it on Seesaw.

Daniel, Chloe, Scott, TJ, Jonathan, Kaelum:

Go to the worksheet called **units of length – centimetres**. Use your ruler to measure lengths and to complete the worksheet.

Position – following directions

1 A group of four friends live in the same neighbourhood. Each family face shows where someone lives.

Colour the faces according to where each person lives:

- Libby lives on Whitley Crescent. Colour this face green.
- Max lives on Johnson Street. Colour this face blue.
- Emily lives on Harrier Road. Colour this face red.
- Adam lives on the corner of Rosebud Road and Blossom Street. Colour this face orange.

2 Look carefully at the map and answer the questions:

- Adam crosses over Blossom Street, walks down Rosebud Road and turns left into Fig Tree Street. If he keeps walking he ends up on \_\_\_\_\_.
- Emily walks to the end of her street and turns left into Sunny Avenue and then right into \_\_\_\_\_.
- Max walks to the end of his street and turns left into Sunny Avenue, then right into Harrier Road and left into Phillip Road and left again at Blossom Street. Who is he visiting? \_\_\_\_\_.
- There is a shorter way he could have walked. Write him some directions below: \_\_\_\_\_.

Take a and post it on Seesaw.

Daniel, Chloe, Scott, TJ, Jonathan:  
Go to the page called **position – grids and coordinates**. Complete the worksheet.

Position – grids and coordinates

Maps are often set up in a grid with letters and numbers down the sides. We use these letters and numbers to pinpoint a particular part of the map. Letters always go before numbers.

1 Here is a map of a holiday camping ground. What is at:

- A1 \_\_\_\_\_
- A3 \_\_\_\_\_
- C2 \_\_\_\_\_
- D1 \_\_\_\_\_

2 This map is missing some places. Draw them in:

- A lake that covers A4 and B4.
- Swings at A2.
- Jet skis at C4.
- A shed at D4.
- Trees that cover C3 and D3.

3 Practise using grid coordinates by following these instructions:

- Write an even number in A1.
- Write the first letter of your name in D2.
- In C4, draw a 2D shape that has more than 4 sides.
- In B2, write a number that is divisible by 3.
- In D4, write your age.
- Write the answer to  $6 \times 4$  in C1.
- List all the blank grid spaces. Remember that 4 is letter then number.

Take a and post it on Seesaw.

Practise in full units, e.g. 1 cm:  
Select level 1.

Practise in full and half units, e.g. 1.5cm:  
Select level 2.

Measure to the nearest centimetre

Score: 1/1

cm

11cm 9cm 8cm 10cm

name: \_\_\_\_\_

Create a grid map

Draw at (D7)...(G6)...(H3)...(D2) to show towns.

Draw at (H7)...(B4)...(C2) to show parks.

Draw at (C6)...(E3)...(H5) to show libraries.

Draw at (E5) to show a hospital.

Draw at (J2)...(A6) to show sailing clubs.

Take a and post it on Seesaw.

Daniel, Chloe, Scott, TJ, Jonathan:  
Go to the page called **creating a grid map**. Complete the worksheet.

Creating a Grid Map

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

Create your own symbols and add:

- house icon: Add towns at F2, C2, D5 and E7
- hospital icon: a hospital
- train icon: Place train stations at C6 and D2
- school icon: a school
- airplane icon: Put an airport at F4
- lighthouse icon: a lighthouse near the coast
- mountain icon: Add mountain ranges from B4 to D4
- boat icon: an area for fishing

Take a and post it on Seesaw.

Watch Miss Lamas explain what a centimetre is and how she uses a ruler to measure objects.

Go to the worksheet called **length – centimetres**. Use your ruler to measure the length of your foot. Compare your foot length with other people in your family.

Length – centimetres

You will need: a partner a ruler a pen your feet

What to do:  
Take off one shoe and sock and stand in the box below. Ask your partner to trace around your foot with a pencil. Measure the length of your foot with a ruler to the nearest cm.

My foot is \_\_\_\_\_ cm long.

What to do next:  
Find 5 partners. Compare and order your feet, standing in line from shortest foot to longest foot.

Take a and post it on Seesaw.

Daniel, Chloe, Scott, TJ, Jonathan, Kaelum:

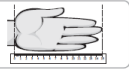
Go to the **school website**. Watch the video called **rounding to the nearest centimetre**.

Watch Miss Lamas demonstrate how to round off to the nearest centimetre.

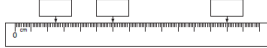
Go to the worksheets called **measuring centimetres**.

Units of length – centimetres

We use centimetres to measure smaller units of length.  
There are 100 centimetres in a metre.  
100 cm = 1 m



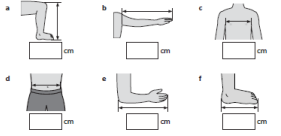
1 Record the lengths shown on this ruler in each box:





2 Use a ruler to draw the following lines. Start at the dot.

- a 7 cm
- b 8 cm
- c 11 cm
- d 3 cm

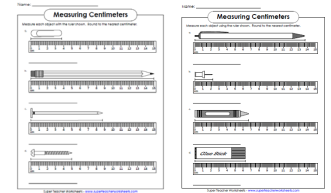
3 Measure these parts of your body with a piece of string. Lay the string beside a metre ruler to work out the correct measurement for each.



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
Measurements Copyright © 2014 Learning

Take a  and post it on Seesaw. 

Complete both worksheets.  
Round up or down to the nearest centimetre.



Take a  and post it on Seesaw. 

Geography with Ms Dalton



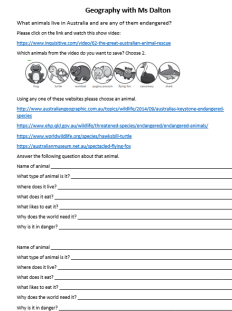
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Go to the page called **Geography with Ms Dalton.**

Go to the **school website.**  
Watch **Ms Dalton's video.**

Click on the links on Seesaw to help you with your internet research.

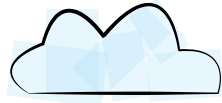
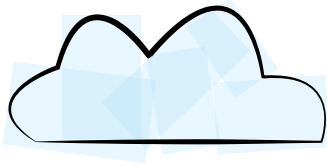


Complete the worksheet.

Take a  and post it on Seesaw. 

N/A

N/A



# August

2021

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Weekend	2 Hunter's birthday	3	4	5	6	7 Weekend
8 Weekend	9	10	11	12	13	14 Weekend
15 Weekend	16	17	18	19	20	21 Weekend
22 Weekend	23	24	25	26	27 Miss Lamas' birthday	28 Weekend
29 Weekend	30	31	1	2	3	4

## BOGGLE – Tuesday

A	R	A	S
T	A	Y	T
I	I	Qu	H
S	E	V	G

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**BOGGLE – Thursday**

U	N	Y	L
A	S	R	I
O	L	H	C
P	R	T	H

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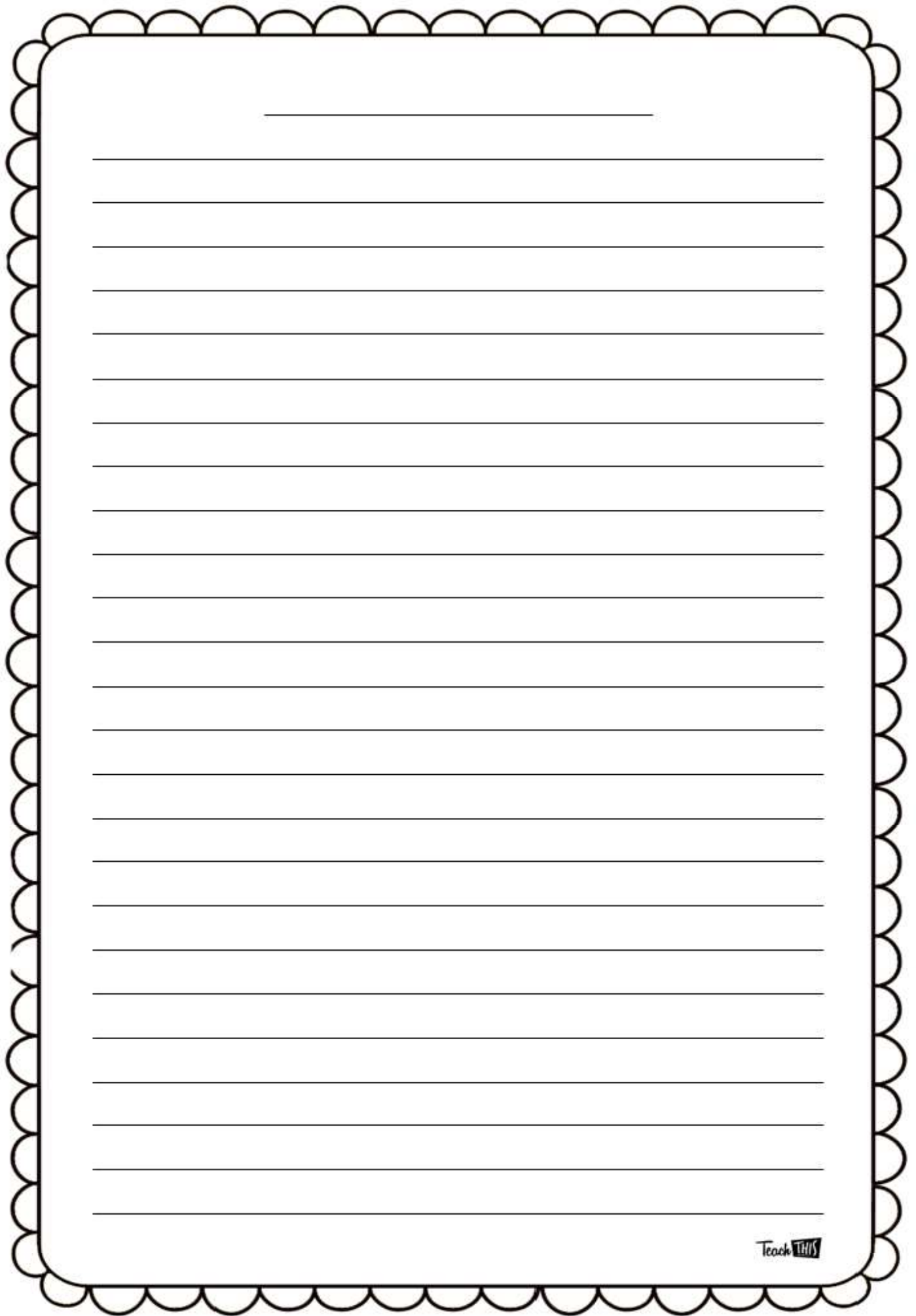
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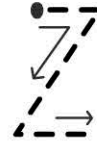
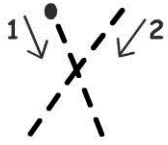
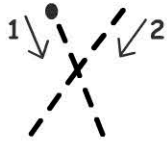
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Date:



X X

Z Z

box box

zoom zoom

foxes foxes

The foxes zoomed by the box.

The

74 74



Date:

A A M M N N

A A

Australia

M M

Mariam

N N

New Year

N N

N N N N N N

Date:

E E F F H H

E E

Egypt

F F

Florence

H H

Hawaii

H H

H H H H

Date:

I I T T J J

I I

India

T T

Terry

J J

Jamaica

|||||

M M M

Date:

C C C G G G

C C

China

Canada

G G

Graham

Grace

eee.

oo oo oo

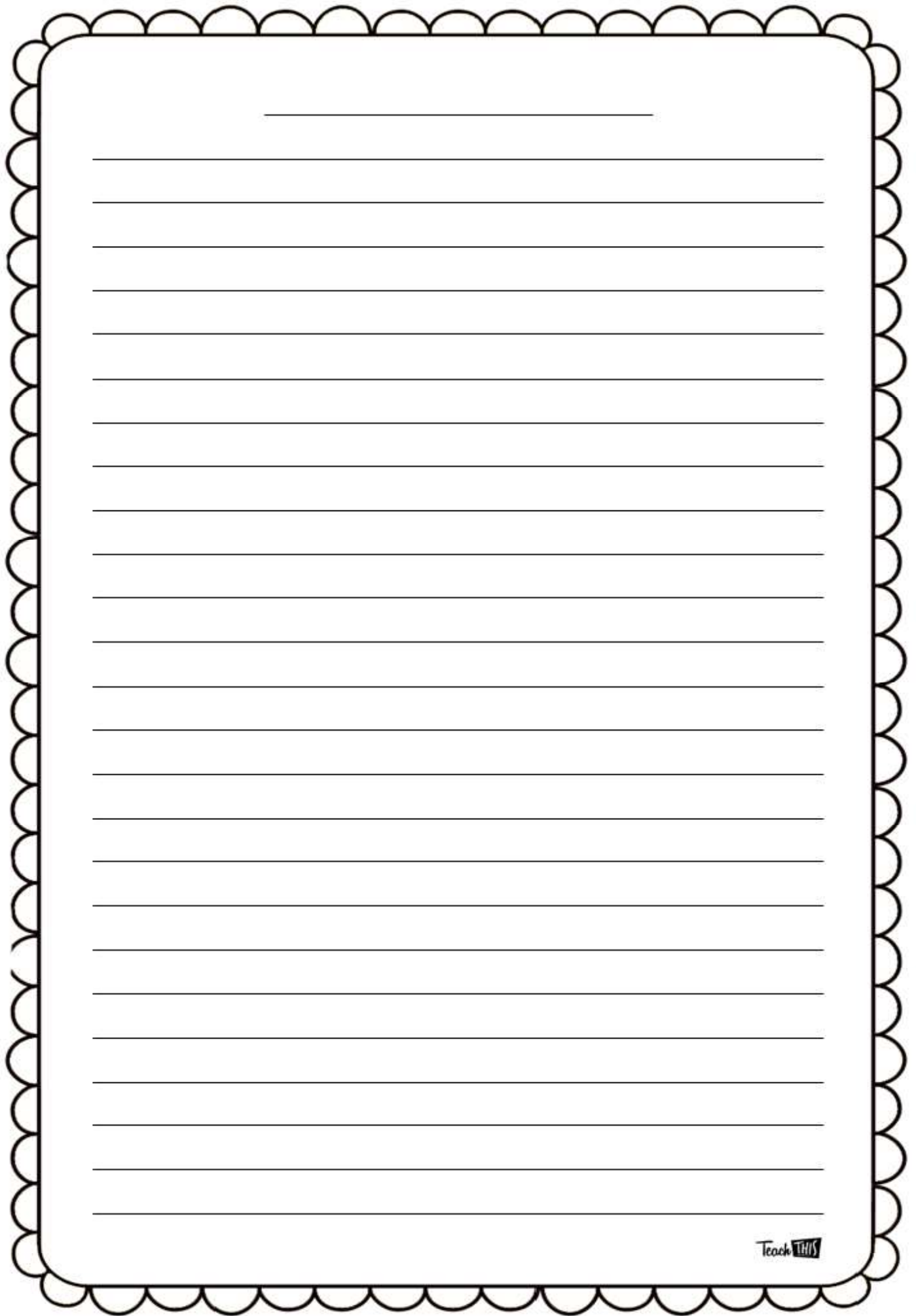


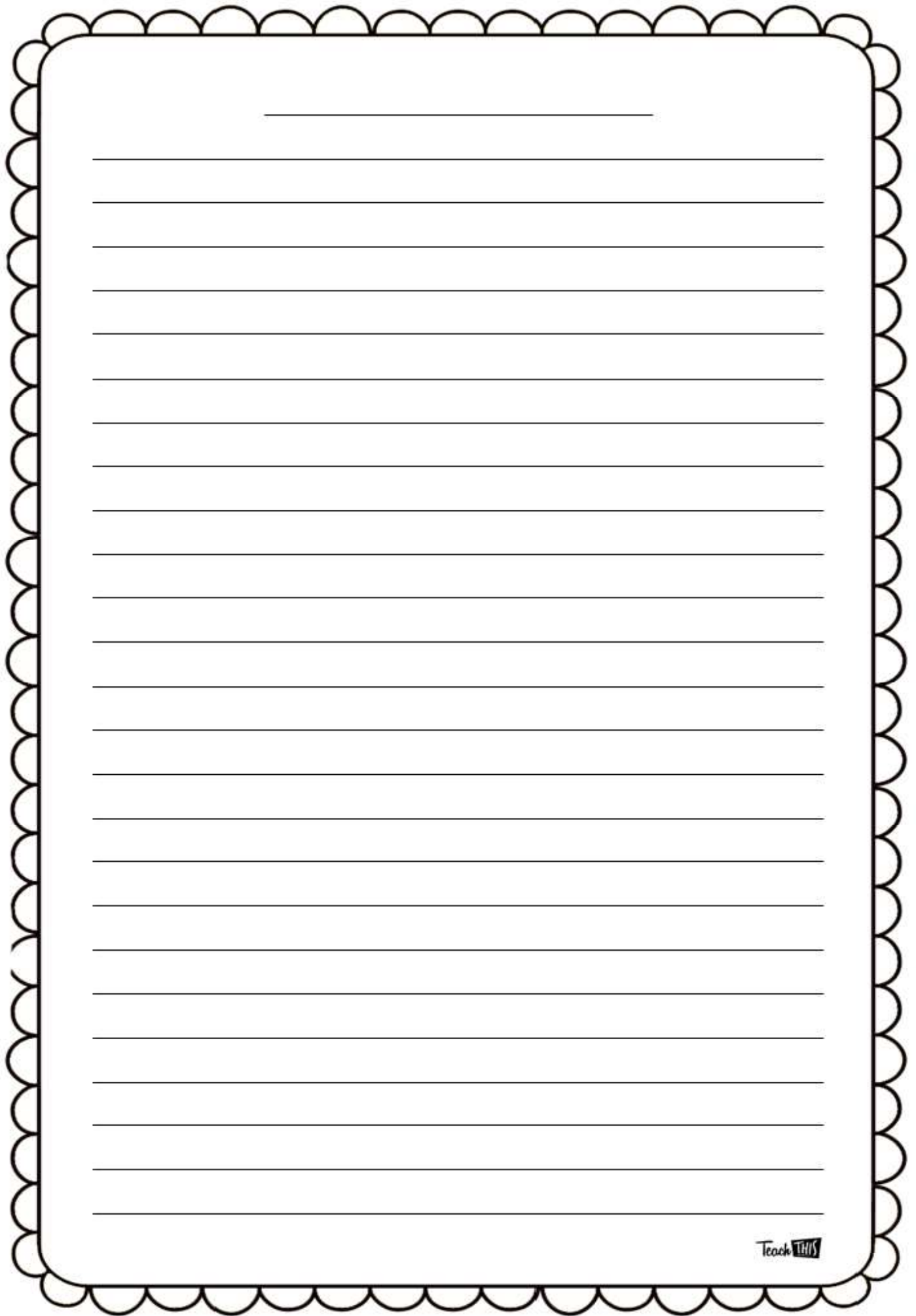
# Roll a Silly Sentence

choice page #10

	Who:	What:	Where:	When:
	The princess	kissed a frog	in the castle	at the party.
	A knight	fell down	in the garden	2,000 years ago.
	The prince	climbed a hill	in the stable	last month.
	The queen	went to the ball	in the throne room	last year.
	The king	fell asleep	in the dungeon	on Christmas.
	The wizard	mixed a potion	in the carriage	on Valentines Day.

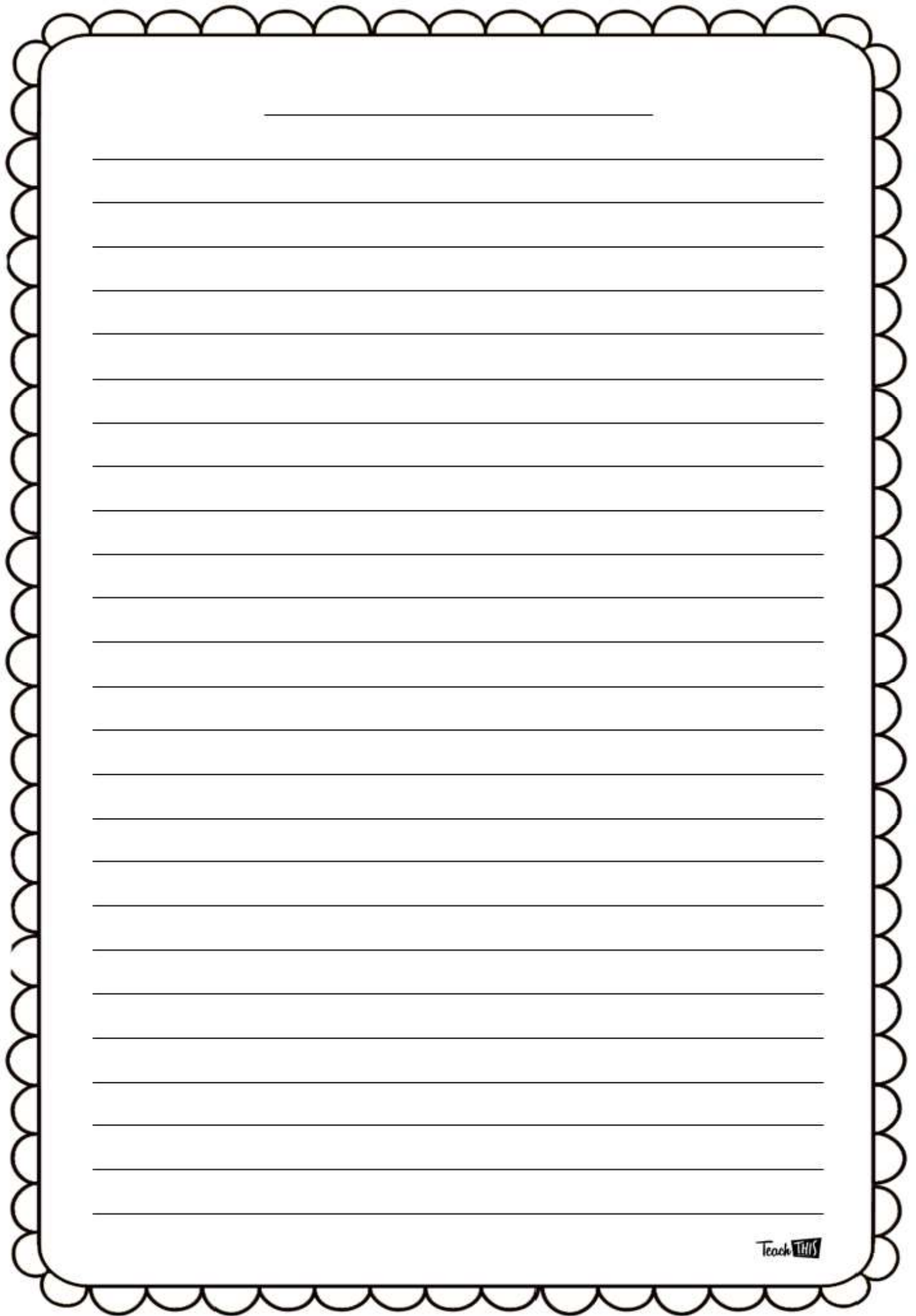












**Writing – Thursday**



Write about what you can see in this picture (think about **who, what, when, where**)

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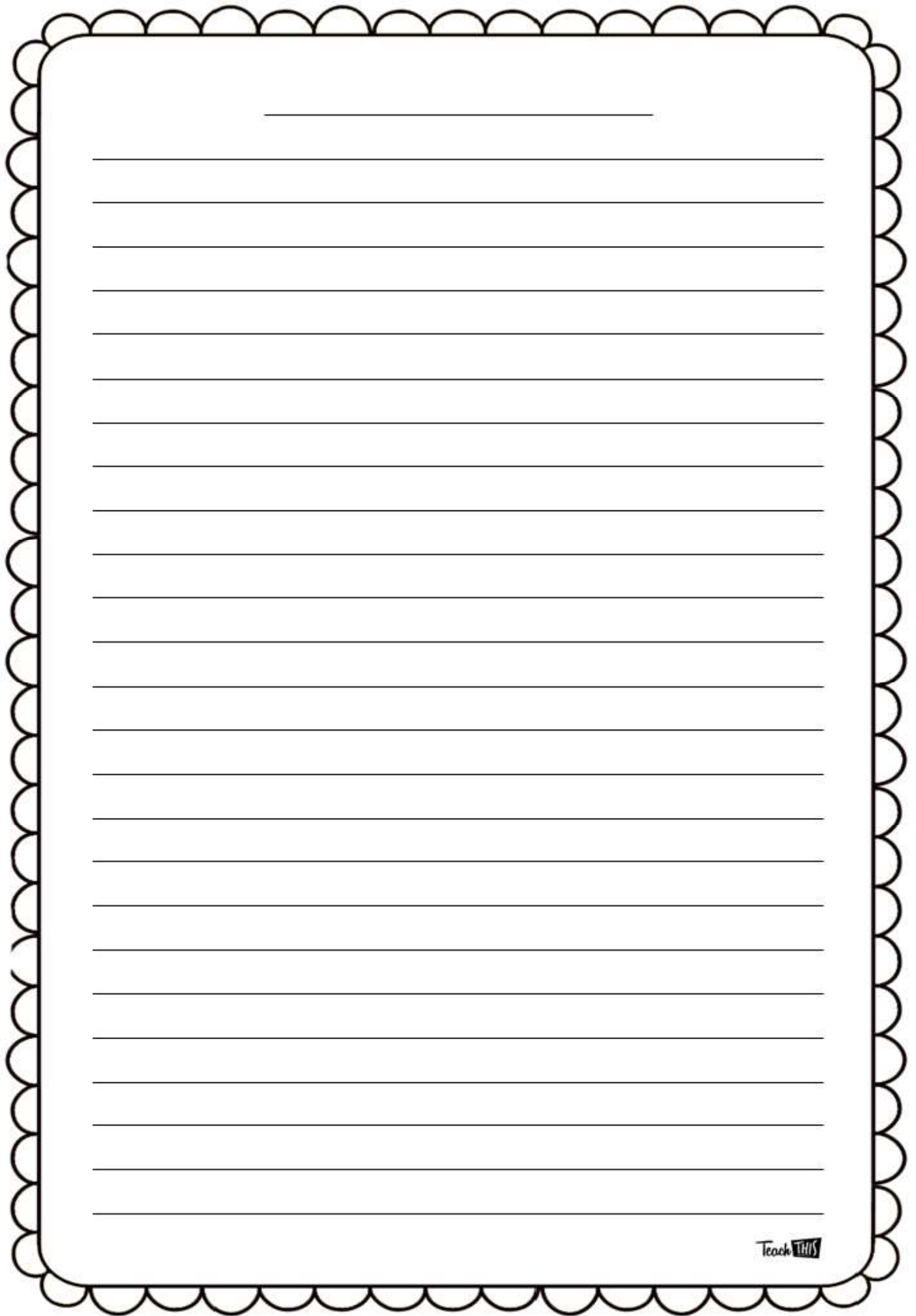
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## ROLLING THE SMALLEST NUMBER GAME – Monday

Player 1	Player 2
_____	_____



## ROLLING THE SMALLEST NUMBER GAME – Friday

Player 1	Player 2
_____	_____

# Numbers to 20 – numerals and words

1 Cut out the words and numbers. Mix them up and then join the number to the right word. Glue the pairs into your Maths book.



eleven 11

sixteen 16

twelve 12

17 seventeen

13 thirteen

eighteen 18

14 fourteen

19 nineteen

fifteen 15

twenty 20

# Numbers to 999 – matching numerals to words

You will need:  a partner



## What to do:

Finish writing the matching numbers. Cut out the boxes, mix them up and turn them face down. Take turns choosing 2 cards to turn over. If they match, you keep them. Who can collect the most pairs?

four hundred and ninety six	496
three hundred and twenty three	323
seven hundred and seven	
five hundred and thirty five	
seven hundred and seventy	
two hundred	
eight hundred and seven	
six hundred and ninety eight	
six hundred and eighty nine	



# Numbers to 20 – location and order

1 Write the numbers that come before and after.

a

		3		
--	--	---	--	--

b

		7		
--	--	---	--	--

c

	12			
--	----	--	--	--

d

		15		
--	--	----	--	--

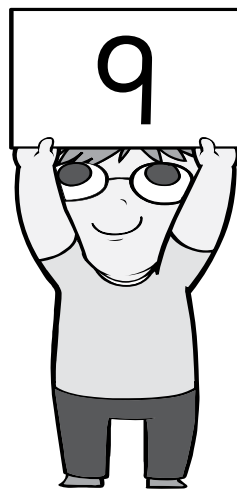
2 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than

---

---

---



more than

---

---

---

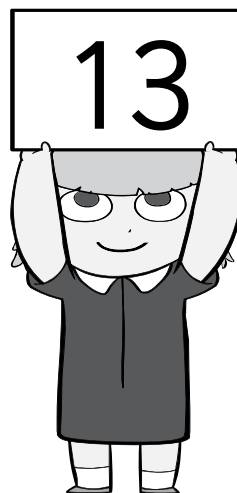
3 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than

---

---

---



more than

---

---

---

# Numbers to 999 – 2 digit revision

1 Continue the counting patterns.

**a**

19	<input type="text"/>	<input type="text"/>	27	<input type="text"/>	29	<input type="text"/>	36	<input type="text"/>
		22	<input type="text"/>		<input type="text"/>	<input type="text"/>		
		<input type="text"/>	24	<input type="text"/>	<input type="text"/>	32	<input type="text"/>	

**b**

	<input type="text"/>	80	<input type="text"/>	<input type="text"/>	72	<input type="text"/>	
		82	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
85	<input type="text"/>	<input type="text"/>	77	<input type="text"/>	75	<input type="text"/>	
						68	<input type="text"/>

2 What number am I?

**a**

I am more than 22.  
I am less than 24.  
I am

**b**

I am less than 74.  
I am more than 70.  
I am an even number.  
I am

**c**

I am a 2 digit number  
with a 2 in the tens place.  
I am odd.  
I have a 5 in me.  
I am

**d**

I have a 3 in the ones  
place.  
I am less than 40 and  
more than 30.  
I am

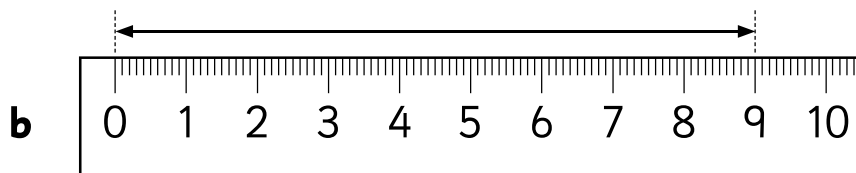
# Length – centimetres

When we measure with rulers we are measuring the cm **spaces** between the numbers. The numbers count the spaces.

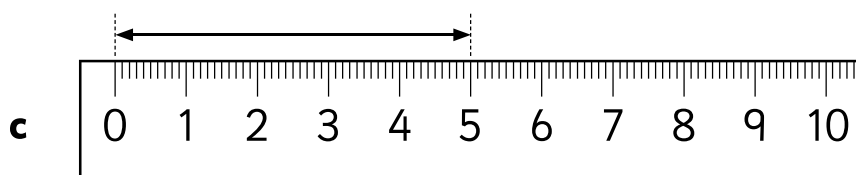
1 How many cm long is each arrow?



cm



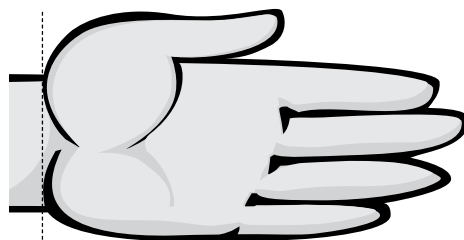
cm



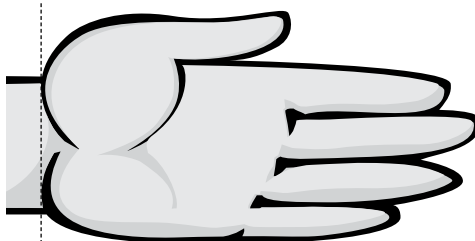
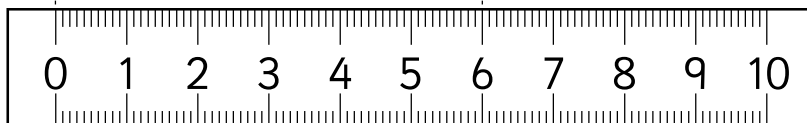
cm

Look at a ruler. The numbers start a little bit past where the actual ruler starts and end a little bit before where the ruler ends. We measure from the 0, not from the start of the ruler.

2  the person who has ruled accurately.



6 cm



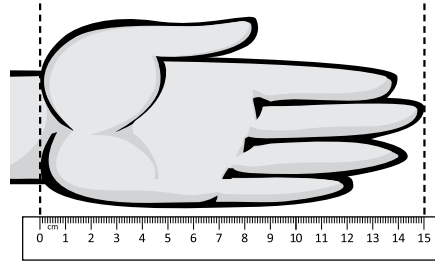
$5\frac{1}{2}$  cm

# Units of length – centimetres

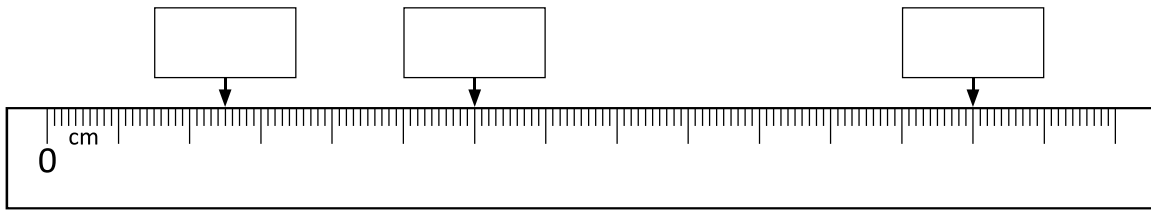
We use centimetres to measure smaller units of length.

There are 100 centimetres in a metre.

$$100 \text{ cm} = 1 \text{ m}$$



1 Record the lengths shown on this ruler in each box:



2 Use a ruler to draw the following lines. Start at the dot.

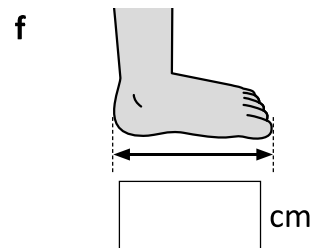
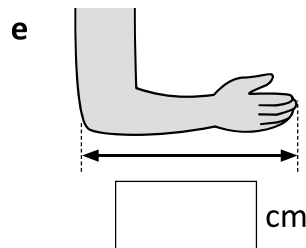
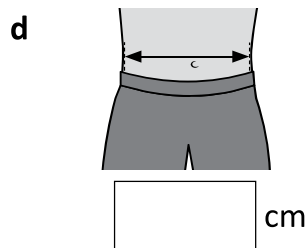
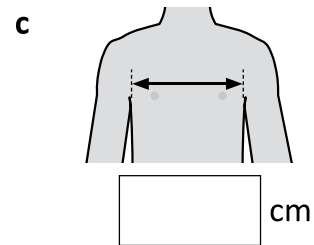
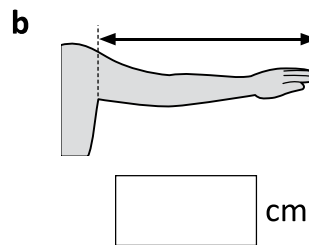
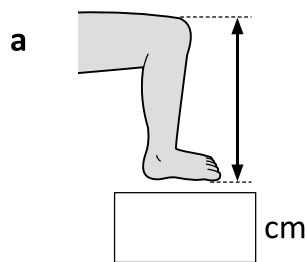
a 7 cm •

b 8 cm •

c 11 cm •

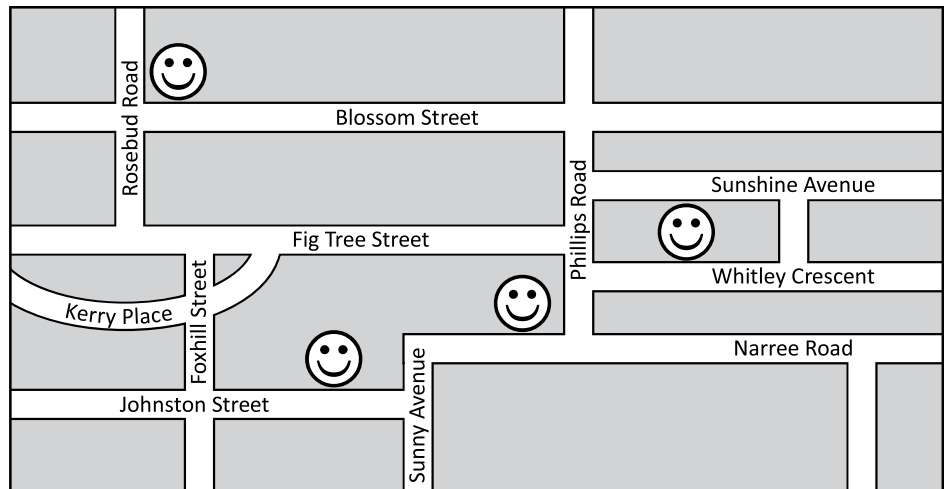
d 3 cm •

3 Measure these parts of your body with a piece of string. Lay the string beside a metre ruler to work out the correct measurement for each.



# Position – following directions

- 3** A group of four friends live in the same neighbourhood. Each smiley face shows where someone lives.



**Colour the faces according to where each person lives:**

- a** Libby lives on Whitley Crescent. Colour this face green.
- b** Max lives on Johnstons Street. Colour this face blue.
- c** Emily lives on Narree Road. Colour this face red.
- d** Adam lives on the corner of Rosebud Road and Blossom Street. Colour this face orange.

- 4** Look carefully at the map and answer the questions:

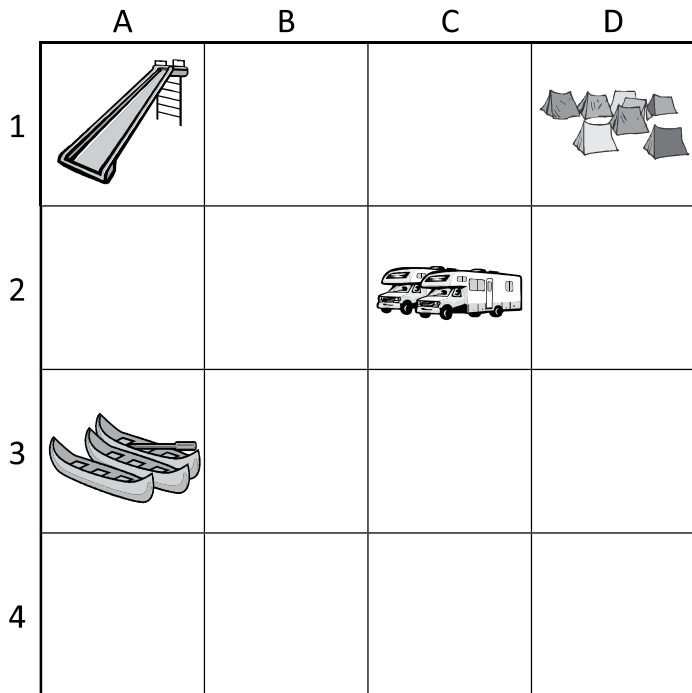
- a** Adam crosses over Blossom Street, walks down Rosebud Road and turns left into Fig Tree Street. If he keeps walking he ends up on \_\_\_\_\_
- b** Emily walks to the end of her street and turns left into Sunny Avenue and then right into \_\_\_\_\_
- c** Max walks to the end of his street and turns left into Sunny Avenue, then right into Narree Road and left into Phillips Road and left again at Blossom Street. Who is he visiting? \_\_\_\_\_
- d** There is a shorter way he could have walked. Write him some directions below:

# Position – grids and coordinates

Maps are often set up in a grid with letters and numbers down the sides. We use these letters and numbers to pinpoint a particular part of the map. Letters always go before numbers.

**1** Here is a map of a holiday camping ground. What is at:

- a A1 \_\_\_\_\_
- b A3 \_\_\_\_\_
- c C2 \_\_\_\_\_
- d D1 \_\_\_\_\_

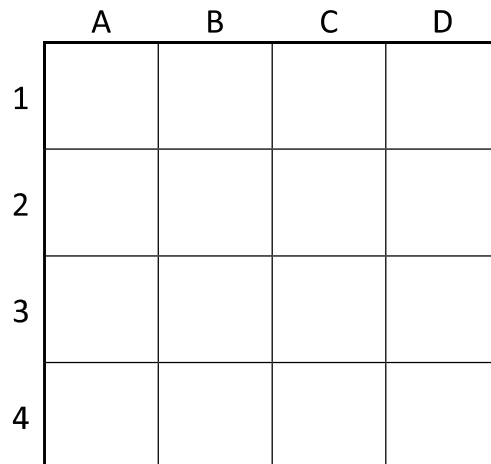


**2** This map is missing some places. Draw them in:

- a A lake that covers A4 and B4.
- b Swings at A2.
- c Jet skis at C4.
- d A shed at D4.
- e Trees that cover C3 and D3.

**3** Practise using grid coordinates by following these instructions:


- a Write an even number in A1.
- b Write the first letter of your name in D2.
- c In C4, draw a 2D shape that has more than 4 sides.
- d In B2, write a number that is divisible by 3.
- e In D4, write your age.
- f Write the answer to  $6 \times 4$  in C1.
- g List all the blank grid spaces. Remember that it is letter then number.




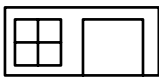

---


name:


## Create a grid map

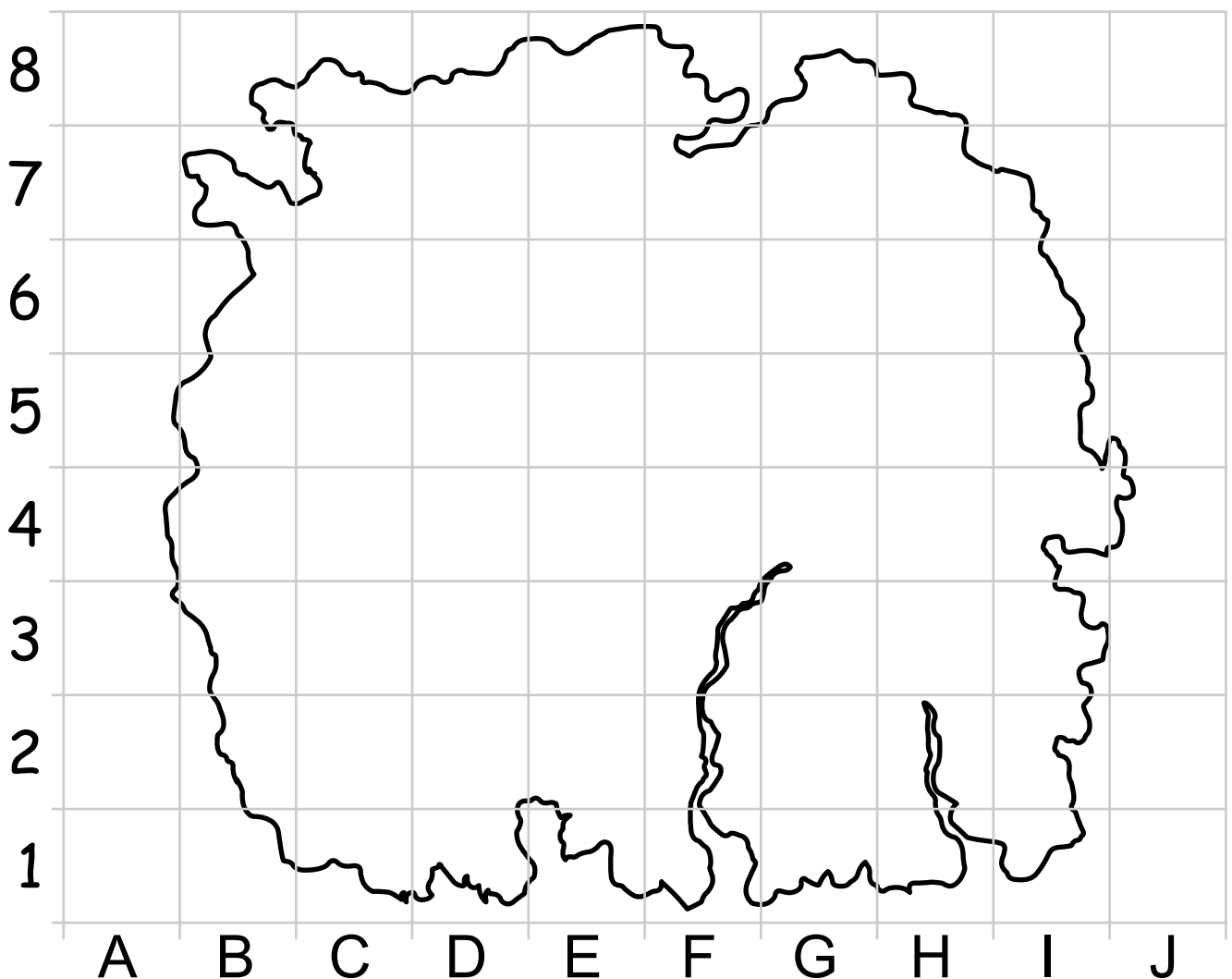
Draw  at (D7)...(G6)...(H3)...(D2) to show towns.

Draw  at (H7)...(B4)...(C2) to show parks.

Draw  at (C6)...(E3)...(H5) to show libraries.

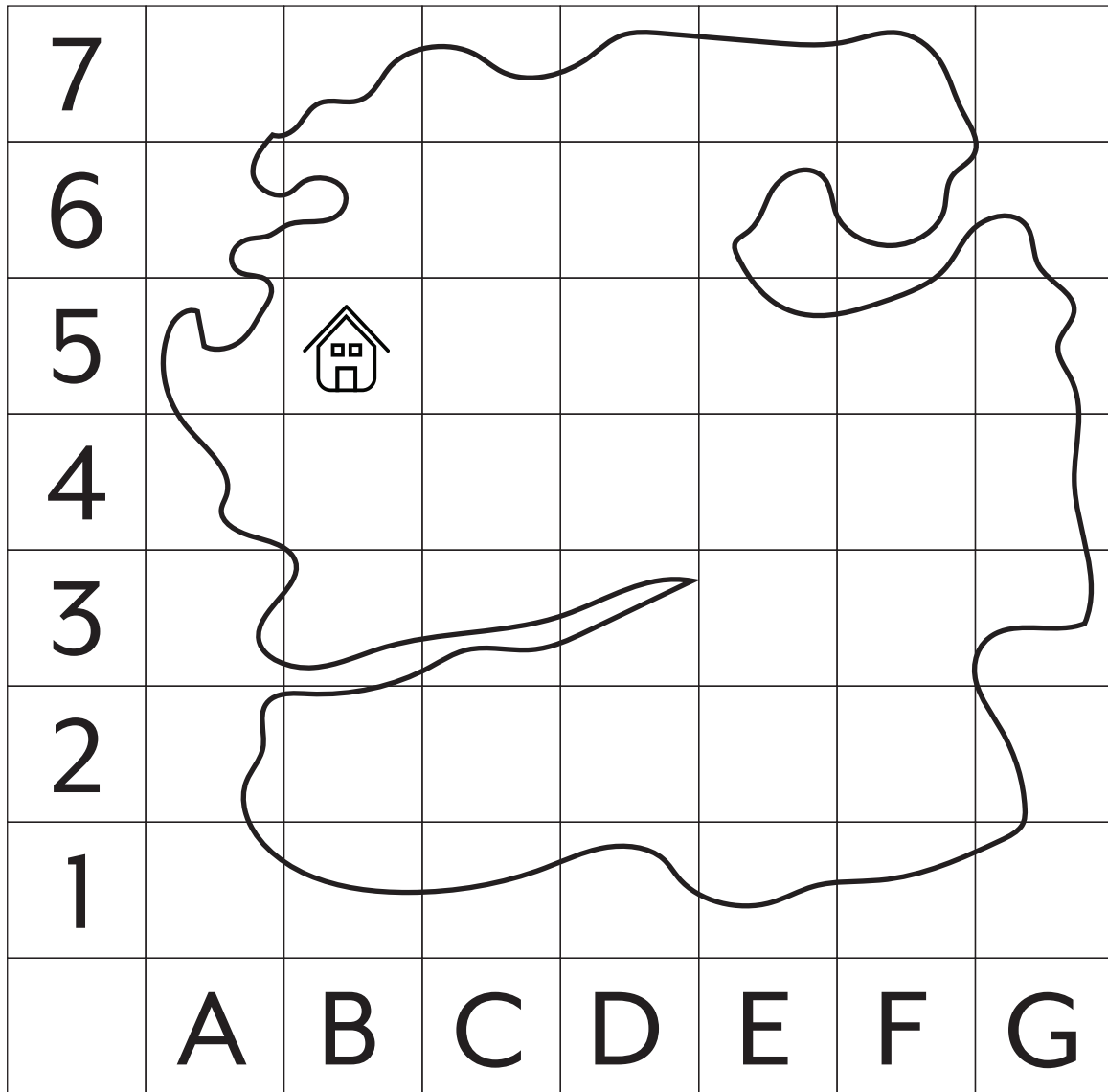
Draw  at (E5) to show a hospital.

Draw  at (J2)...(A6) to show sailing clubs.



# Creating a Grid Map

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



Add towns at F2, C2, D5 and E7



Place train stations at C6 and D2



Put an airport at F4



Add mountain ranges from B4 to D4

Create your own symbols and add:

a hospital

a school

a lighthouse near the coast

an area for fishing



# Length – centimetres

**You will need:**  a partner  a ruler  a pencil  your foot

## What to do:

Take off one shoe and sock and stand in the box below. Ask your partner to trace around your foot with a pencil. Measure the length of your foot with a ruler to the nearest cm.



My foot is  cm long.

---

## What to do next:

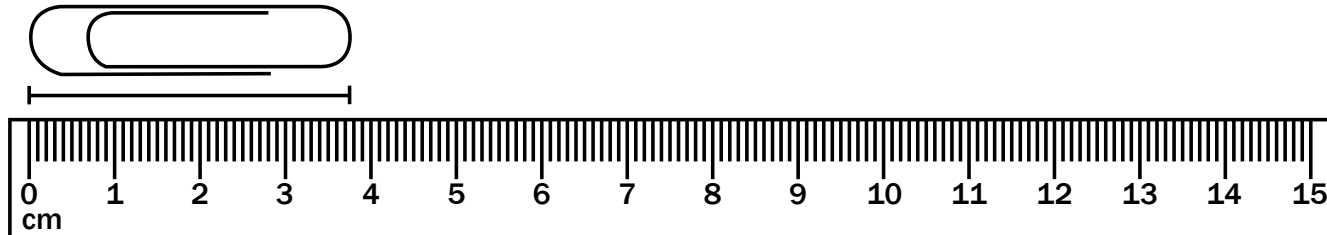
Find 5 partners. Compare and order your feet, standing in line from shortest foot to longest foot.

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

# Measuring Centimeters

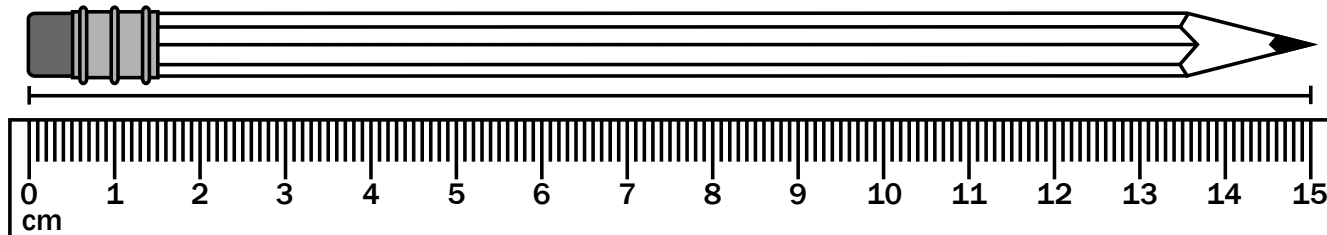
Measure each object with the ruler shown. Round to the nearest centimeter.

a.



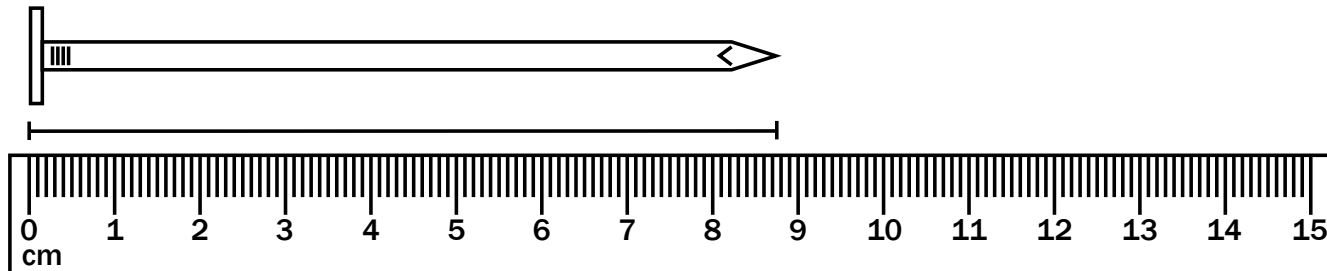
\_\_\_\_\_

b.



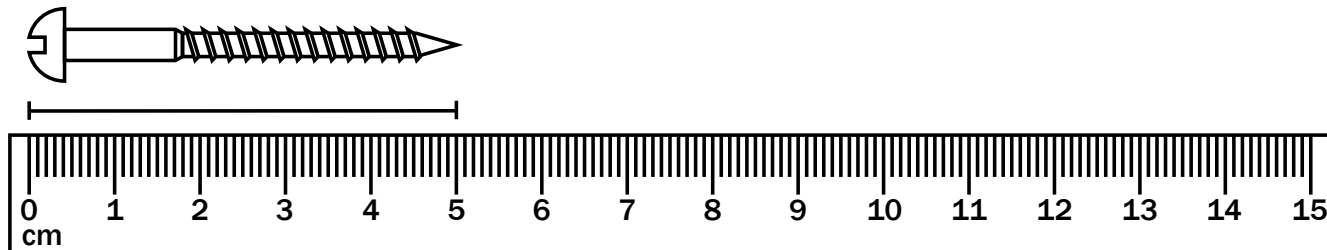
\_\_\_\_\_

c.



\_\_\_\_\_

d.



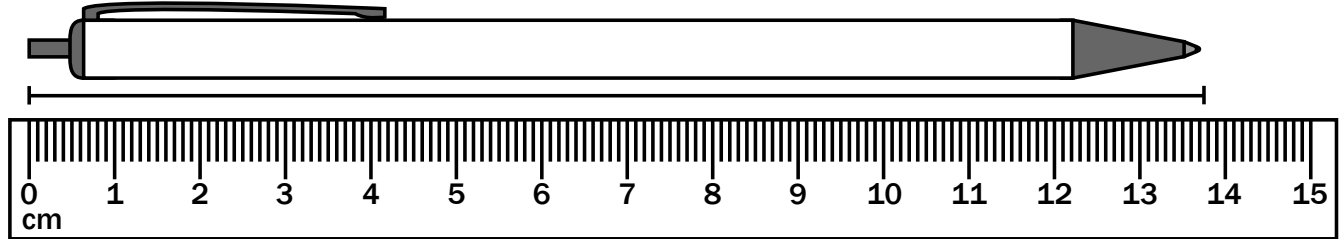
\_\_\_\_\_

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

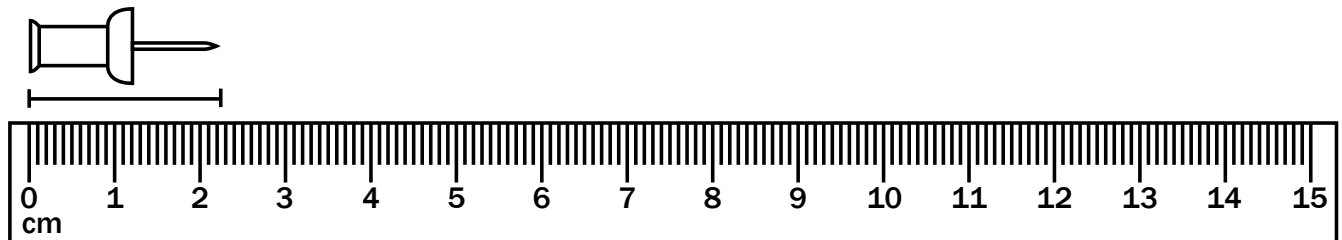
# Measuring Centimeters

Measure each object using the ruler shown. Round to the nearest centimeter.

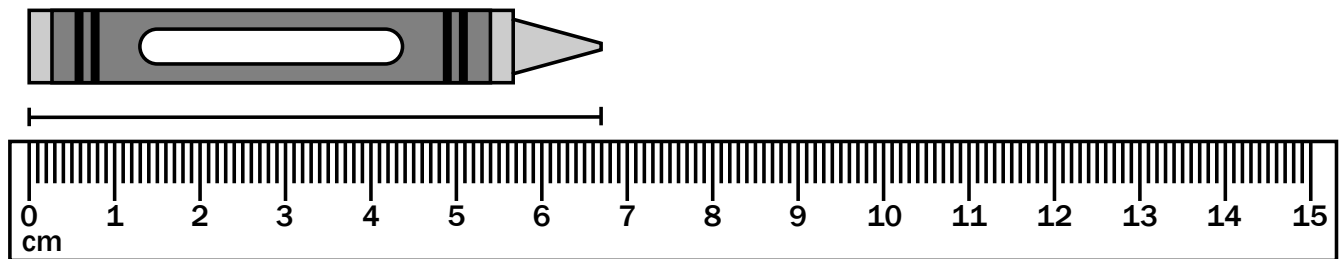
a.



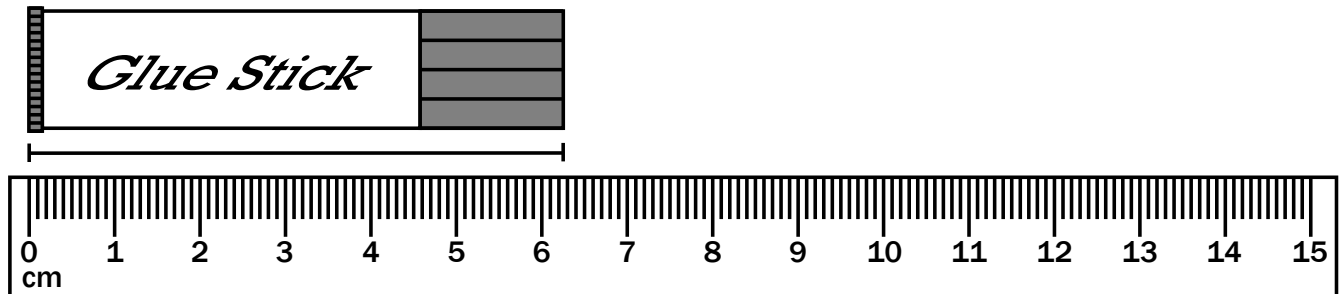
b.



c.



d.



# Geography with Ms Dalton

What animals live in Australia and are any of them endangered?

Please click on the link and watch this show video:

<https://www.inquisitive.com/video/62-the-great-australian-animal-rescue>

Which animals from the video do you want to save? Choose 2.



Using any one of these websites please choose an animal.

<http://www.australiangeographic.com.au/topics/wildlife/2014/09/australias-keystone-endangered-species>

<https://www.ehp.qld.gov.au/wildlife/threatened-species/endangered/endangered-animals/>

<https://www.worldwildlife.org/species/hawksbill-turtle>

<https://australianmuseum.net.au/spectacled-flying-fox>

Answer the following question about that animal.

Name of animal \_\_\_\_\_

What type of animal is it? \_\_\_\_\_

Where does it live? \_\_\_\_\_

What does it eat? \_\_\_\_\_

What likes to eat it? \_\_\_\_\_

Why does the world need it? \_\_\_\_\_

Why is it in danger? \_\_\_\_\_

Name of animal \_\_\_\_\_

What type of animal is it? \_\_\_\_\_

Where does it live? \_\_\_\_\_

What does it eat? \_\_\_\_\_

What likes to eat it? \_\_\_\_\_

Why does the world need it? \_\_\_\_\_

Why is it in danger? \_\_\_\_\_