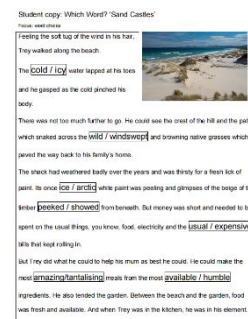
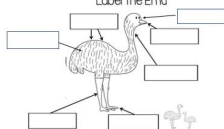


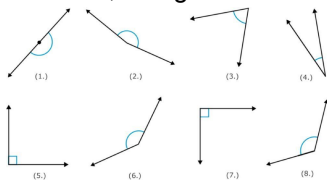



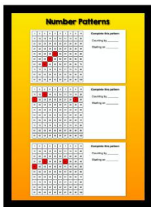



# Framework for Learning from Home, T4 Week 2, Year 3 2021


	Monday 11 <sup>th</sup> October	Tuesday 12 <sup>th</sup> October	Wednesday 13 <sup>th</sup> October	Thursday 14 <sup>th</sup> October	Friday 15 <sup>th</sup> October
9-9:20am	Zoom Roll Call Lesson Overview	Zoom Roll Call Lesson Overview	Zoom Roll Call Lesson Overview	Zoom Roll Call Lesson Overview	Zoom Roll Call Lesson Overview
	Zoom Guided Reading	Zoom Guided Reading Library Zoom	Zoom Guided Reading	Zoom Guided Reading	Zoom Guided Reading
Session 1	English	English	English	English	English
	<b>Spelling:</b> Sound Focus oo, ew, ue, u_e u 1. Copy your spelling words in your workbook. 2. Select 5 spelling words and write 3 clues for each, eg. Supermarket 1) It is a shop, 2) you can buy your weekly groceries there, 3) you usually use a trolley when shopping at this place. 3. Complete Sound Waves Unit 29 (Due on Friday).	<b>Reading:</b> Last week you read the "Three Billy Goats Fluff", this week you will be reading the original version of the story. 1. Listen to the traditional version of the story <a href="http://www.viewpure.com/aiy3a1v9Q2E?start=0&amp;end=0">http://www.viewpure.com/aiy3a1v9Q2E?start=0&amp;end=0</a> 2. The storyteller uses lots of expression and changes her voice to suit the action and the characters who are speaking.	<b>Reading:</b> 1. Listen again to the traditional version of "The Three Billy Goats Gruff" <a href="http://www.viewpure.com/aiy3a1v9Q2E?start=0&amp;end=0">http://www.viewpure.com/aiy3a1v9Q2E?start=0&amp;end=0</a> 2. Think about the different versions that you have heard. Think about what happens in the story and how these events trigger memories. Today, you are going to make connections. USE THESE SENTENCE STARTERS TO WRITE FIVE CONNECTIONS IN YOUR WORKBOOK OR USE NOTE.	<b>Reading:</b> You have read the story called "The Three Billy Goats Fluff" and "The Story of the Three Billy Goats Gruff" Authors like to change stories a bit and this one is called, "The True Story of the Three Billy Goats Gruff" by David Reynolds. Some people call these Fractured Fairy Tales. In this version, the troll is the good guy which is different to the other versions. This story is read by a teacher all the way over on the other side of the world in Newfoundland. This story was written by David Reynolds when he was a	<b>Reading:</b> Read 'Sand Castles' and highlight or circle the word you think is more suited for the sentence.  Was that the appropriate word? Why? Do you have a better word to suggest?

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	<p>Soundwaves: Select a game to play that will further help you learn your sounds and spelling words. Login: <a href="http://www.soundwaveskids.com.au">www.soundwaveskids.com.au</a></p> <p>Access code: moss583</p>	<p>Slides 1 and 2 : READ THE STORY ON THE TEMPLATE A FEW TIMES AND THEN READ IT ALOUD TO YOUR TEACHER BY CLICKING ONTO THE MICROPHONE. Make sure that you read with expression and change your voice to suit the characters and the action. 3. Complete the comprehension on Slide 3. Write answers to questions 2 and 6 in sentences.</p>	<p>When the Troll in the True Story jumps in to rescue the goat, it reminds me of when..... I understand how the goat feels frightened of the troll. Once..... When.... The setting reminds me of ..... When the goat fell into the water, this reminds me of... When the goats try to not wake up the troll, it reminds me of when... When the Three Billy Goats Fluff ask their mum for advice, it reminds me of.....</p> <p><b>Questions to help you remember:</b> Have you ever fallen into the water? Have you ever tiptoed around the house? Did you help someone? Did someone help you? Have you ever felt frightened? Have you ever visited a similar place? Crossed an old bridge? Have you asked mum or dad for advice? Have you tried knitting?</p>	<p>young boy.</p> <p>1. Listen to this version of the story: <a href="https://problematicpress.com/tag/the-true-story-of-the-three-billy-goats-gruff-the-trolls-side-of-the-story/">https://problematicpress.com/tag/the-true-story-of-the-three-billy-goats-gruff-the-trolls-side-of-the-story/</a></p> <p>2. After reading this story complete the Venn Diagram in the attached template to show similarities and differences of two of the stories. On one side, you need to have all the points that relate to the traditional story and on the other side all the points that relate to the fractured tale. In the middle are the points that relate to both. You need to unjumble the ideas and you can add your own points too if you wish.</p>	<p>Fill in your answers on the following sheet. If you are unsure of what a word means, look it up in the dictionary.</p> <table><tr><th>Word 1</th><th>Word 2</th><th>Which word is more appropriate and why? Do you have another suggestion?</th></tr><tr><td>old</td><td>up</td><td></td></tr><tr><td>up</td><td>untouched</td><td></td></tr><tr><td>in</td><td>weak</td><td></td></tr><tr><td>ached</td><td>shaved</td><td></td></tr><tr><td>usual</td><td>expensive</td><td></td></tr><tr><td>staring</td><td>advance</td><td></td></tr><tr><td>possible</td><td>humble</td><td></td></tr></table>	Word 1	Word 2	Which word is more appropriate and why? Do you have another suggestion?	old	up		up	untouched		in	weak		ached	shaved		usual	expensive		staring	advance		possible	humble	
Word 1	Word 2	Which word is more appropriate and why? Do you have another suggestion?																											
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	<p><b>English: Grammar</b></p> <p><b>Types of Nouns</b></p> <p>Read the information card that tells us about four types of nouns and some examples of each type. COMMON, PROPER, COLLECTIVE and ABSTRACT NOUNS The second slide is the Sorting Game activity. You are asked to sort the list of nouns into the groups where they belong. Write each word neatly in your workbook setting out your work like the the second slide shows.</p> <div><div><div>Common</div><div>The name given to a non-specific person or thing: student, teacher, man, woman, animal, dinosaur, meat, cheese...</div></div><div><div>Proper</div><div>Refers to a specific person or thing and requires a capital letter: Paul, Queen's, August, Shakespeare, Christmas, Peet Mentor...</div></div></div> <div><div>Collective</div><div>Used for a collection of people or things: university, organisation, army, family, library, flock...</div></div> <div><div>Types of Noun</div></div> <div><div>Abstract</div><div>Describes a concept, feeling or emotion: ability, hunger, anger, happiness, consideration, freedom, ability, intelligence, thought, purpose, belief...</div></div> <p><b>Public Speaking:</b></p> <p>What is the best game in the world? You have <b>one minute</b> to persuade your teacher and classmates that they should all play your favourite game with you. Explain why you think it is so good and why they would enjoy it</p>	<p><b>Writing: Description Planning</b></p> <p>A description is a type of writing that creates a clear picture of what a person, place or object looks like. A variety of adjectives are used to achieve this clear picture.</p> <ol style="list-style-type: none"><li>1. Identify the body parts of the emu (Box B).</li><li>2. Use 2 adjectives (Box A) to describe each body part.</li><li>3. Label the picture of the emu.</li><li>4. Write 3 sentences using the adjectives and nouns.</li></ol> <div><p>Labelling: Description of an Emu</p><p>Select 2 describing words in Box A (for your own words) and the body part from Box B to label the Emu. eg, An emu has small round eyes.</p><div></div><div><table><tr><th>Box A - Adjectives</th><th>Box B - Body Parts (Nouns)</th></tr><tr><td>small</td><td>eye</td></tr><tr><td>large</td><td>feet</td></tr><tr><td>round</td><td>claw</td></tr><tr><td>mouth</td><td>powerful</td></tr><tr><td>slimy</td><td>short</td></tr><tr><td>brown</td><td>strong</td></tr><tr><td>strong</td><td>thick</td></tr><tr><td>triangular shaped</td><td>sharp</td></tr><tr><td>painty</td><td>large</td></tr><tr><td>large</td><td>tiny</td></tr><tr><td>large</td><td>dark</td></tr></table></div><p>Write 3 sentences using your adjectives and nouns. eg, An emu has small round eyes.</p><ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol></div> <td><p><b>English: Vocabulary</b></p><table><tr><th></th><th>Meaning</th><th>Sentence</th><th>Word Building</th></tr><tr><td>change</td><td>To alter, swap, replace or make different.</td><td>The way people care for the land has over time.</td><td>change changed changing unchanged</td></tr><tr><td>environment</td><td>The natural world, surroundings, earth, sea and sky around us.</td><td>People must take care of the environment.</td><td>environment environmental environments environmentally</td></tr><tr><td>value</td><td>The price, usefulness or worth of someone or something or a place.</td><td>Every part of our planet has great value to all living things.</td><td>value values valuable</td></tr><tr><td>purpose</td><td>The point, idea, goal or target for something, someone or group of people.</td><td>People use the land for many different things.</td><td>purpose purposes purposeful purposefully</td></tr></table><p>Geography This term you will need to know these words and what they mean. Look at the page of information for these words:</p><p>change - environment - purpose - value.</p><p>Look at the ways the words are used, &amp; how to build onto each word.</p><p>Learn about the meanings. Choose the correct form of each word and finish each sentence with the correct form of the words.</p></td> <td><p><b>Writing:</b></p><p>When writing a descriptive text, we start with an opening statement. If we are describing an animal, then we usually start to describe the animal's head and work our way down to their feet and tail.</p><ol style="list-style-type: none"><li>1. For this lesson, you will need your labelled picture of the emu from Tuesday's lesson.</li><li>2. Complete the cloze text by writing the adjectives to create a description of an emu.</li></ol><div><p>Description- Emu</p><p>Use the adjectives from your labelled picture of the emu (Tuesday's Lesson) to complete this cloze passage.</p><p>Guess Statement</p><p>An emu is a large native bird of Australia.</p><p>Description</p><p>It has a small head with _____ eyes and a _____ beak. An emu's neck is _____ and _____. Its body is _____ with _____ feathers and _____ wings. An emu has _____ legs with _____ feet and _____ claws.</p><div></div></div><p><b>CHALLENGE ACTIVITY:</b></p><p>Use the animal from your Tuesday Challenge Activity and write your own description. Remember to</p></td> <td><p><b>PDHPE</b></p><p>Mr Nurse's strength challenge!</p><p>See if you are up to the challenge:</p><p>20 push ups, 20 crunches, 20 star jumps 20 squats.</p><p>Remember to keep your back straight during the push ups and touch the floor with your fingers while keeping a straight back when you are doing your squats.</p><p>If you want a challenge see if you can bump it up to 30 each.</p><p>Good luck, don't forget to stretch and drink lots of water!</p></td>	Box A - Adjectives	Box B - Body Parts (Nouns)	small	eye	large	feet	round	claw	mouth	powerful	slimy	short	brown	strong	strong	thick	triangular shaped	sharp	painty	large	large	tiny	large	dark	<p><b>English: Vocabulary</b></p> <table><tr><th></th><th>Meaning</th><th>Sentence</th><th>Word Building</th></tr><tr><td>change</td><td>To alter, swap, replace or make different.</td><td>The way people care for the land has over time.</td><td>change changed changing unchanged</td></tr><tr><td>environment</td><td>The natural world, surroundings, earth, sea and sky around us.</td><td>People must take care of the environment.</td><td>environment environmental environments environmentally</td></tr><tr><td>value</td><td>The price, usefulness or worth of someone or something or a place.</td><td>Every part of our planet has great value to all living things.</td><td>value values valuable</td></tr><tr><td>purpose</td><td>The point, idea, goal or target for something, someone or group of people.</td><td>People use the land for many different things.</td><td>purpose purposes purposeful purposefully</td></tr></table> <p>Geography This term you will need to know these words and what they mean. 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People use the land for many different things.	purpose purposes purposeful purposefully	<p><b>Writing:</b></p> <p>When writing a descriptive text, we start with an opening statement. If we are describing an animal, then we usually start to describe the animal's head and work our way down to their feet and tail.</p> <ol style="list-style-type: none"><li>1. For this lesson, you will need your labelled picture of the emu from Tuesday's lesson.</li><li>2. Complete the cloze text by writing the adjectives to create a description of an emu.</li></ol> <div><p>Description- Emu</p><p>Use the adjectives from your labelled picture of the emu (Tuesday's Lesson) to complete this cloze passage.</p><p>Guess Statement</p><p>An emu is a large native bird of Australia.</p><p>Description</p><p>It has a small head with _____ eyes and a _____ beak. An emu's neck is _____ and _____. Its body is _____ with _____ feathers and _____ wings. An emu has _____ legs with _____ feet and _____ claws.</p><div></div></div> <p><b>CHALLENGE ACTIVITY:</b></p> <p>Use the animal from your Tuesday Challenge Activity and write your own description. Remember to</p>	<p><b>PDHPE</b></p> <p>Mr Nurse's strength challenge!</p> <p>See if you are up to the challenge:</p> <p>20 push ups, 20 crunches, 20 star jumps 20 squats.</p> <p>Remember to keep your back straight during the push ups and touch the floor with your fingers while keeping a straight back when you are doing your squats.</p> <p>If you want a challenge see if you can bump it up to 30 each.</p> <p>Good luck, don't forget to stretch and drink lots of water!</p>
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	too. Record your speech as a video or audio file and upload it to Seesaw. The most persuasive speaker gets to play their game with the class when we get back to school!	<b>CHALLENGE ACTIVITY:</b> Select an Australian animal of your own, eg. Koala, kangaroo, platypus, etc. You can either draw it or find a picture/clipart from the internet. Label this animal using interesting adjectives. Try not to use the same adjective more than once!		start each sentence in a different way. Do not always start each sentence with: It has....	
<b>Brain Break</b>	Break (30 min) Eat and Play	Break (30 min) Eat and Play	Break (30 min) and Play	Break (30 min) and Play	Break (30 min) Eat and Play
<b>Session 2</b>	<b>Mathematics</b>	<b>Mathematics</b>	<b>PDHPE</b>	<b>Mathematics</b>	<b>Mathematics</b>
	<b>Patterns &amp; Algebra</b> MA2-8NA  Watch the instructional video on Seesaw (if you can). Then complete the following worksheet, which you will find at the end of this booklet.	<b>Patterns &amp; Algebra</b> MA2-8NA Number patterns can <i>increase</i> (get bigger) or <i>decrease</i> (get smaller). 5, 10, 15, 20 ... is an <i>increasing</i> pattern. 10, 9, 8, 7, 6, 5 ... is a <i>decreasing</i> pattern. Some patterns are all odd numbers, some are all even, and some <i>alternate</i> between odd and even, e.g.: 3, 6, 9, 12, 15 ... (odd, even, odd,	<b>PDHPE - Road Safety</b> <b>We will be returning to school soon and it's important to be mindful of distractions when travelling on and around roads.</b>  Think about what kinds of distractions might be around on you near the road.  Have you ever been distracted. How did you become distracted?	<b>Angles</b> MA2-16MG Identify each angle type. Label each angle: right, obtuse, straight or acute.  <a href="http://www.imathskids.com.au">www.imathskids.com.au</a> <b>Access Code: nine026</b>	<b>Angles</b> MA2-16MG Use a ruler to write your name using lines. Try to identify as many angles that you can in your name  <a href="http://www.imathskids.com.au">www.imathskids.com.au</a> <b>Access Code: nine026</b>

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	 <p>Optional maths games:  <a href="http://www.imathskids.com.au">www.imathskids.com.au</a>  <u>u</u> Access Code: nine026</p>	<p>even, odd ...)            Complete the worksheet at the end of this booklet.</p> 	<p>What were the consequences of being distracted?</p> <p>Look at the grid and the list of distractions then answer the questions in the columns about these distractions around roads.</p> 		
<b>Brain Break</b>	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play	Break (1 hour) Eat and Play
<b>Session 3</b>	<b>Language</b>	<b>Science</b>	<b>Wellbeing Wednesday</b>	<b>Geography</b>	<b>Creative Arts</b>
		<p>Brainstorm all the different digital systems you can see around your home.</p>  <p>Match the digital systems with their purpose            Optional-Complete the word search</p>	<p>Meditation We are going to focus on our sense of hearing and touch. Go out side in a safe space like a your backyard or a balcony. Make yourself comfortable and close your eyes. Breathe in and out slowly. With your eyes closed listen and focus on the sounds around you. What do you hear? Where are they coming from. What kind of sounds are they, high low? Keep your eyes closed. Next focus on what you can feel Can you feel the wind,</p>	<p>The importance of natural vegetation and natural resources to people</p> <ol style="list-style-type: none"> <li>1. Watch the Video: Survivor As you watch the video, think about what people need to be able to survive.</li> <li>2. Watch the video again and in your workbook or on paper record what natural resources or man-made resources are needed to survive on the island.</li> </ol> <p>My example: plants, fruit,</p>	<p>Go into your garden, or with an adult, a park or the beach and collect some natural treasures: - things like leaves, sticks, petals, shells, stones and so on. Make sure you aren't picking up anything dangerous.</p> <p>Use your treasures to create a piece of art. - It could be flat like a picture or more like a sculpture - you can choose. - A couple of ideas are attached, but you can</p>

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			<p>the sun? If you have bare feet, what can you feel through your feet? Slowly open your eyes and think about what you could sense without seeing it. What kind of things did you notice with your eyes closed?</p>	<p>vegetables, animals, map, tools, timber, fibre- ropes, tools etc.</p> <p>Can you think of some other resources? One major resource that wasn't included in the video was water.</p> <p>Perhaps the competitors will find that on the island, Plants not only provide food, but they also provide ingredients to make medicines, oil, soap and fibres e.g. cotton. Animals provide us with food and materials e.g. leather, wool. Trees provide us with timber for building or timber can be used to make fires.</p> <p>3. Other resources are mined from the earth. People mine the earth for natural resources to support them in everyday life. Watch this short clip:  <a href="https://www.inquisitive.com/video/68-mine-truck">https://www.inquisitive.com/video/68-mine-truck</a></p> <p>What do you think? What do you wonder?</p> <p>What do we do with these resources? Gold, gas, copper, aluminium, iron ore, coal, oil and diamonds. Coal</p>	<p>make something very different to those if you want to.</p>

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				<p>is used to produce electricity. Iron ore is used to make steel. Different metals can be used to make tools.</p> <p>4. How do people use the natural environment in everyday life? Go to the template and match the resource with their uses. Write in the correct usage. Answers are provided to help you. Try to complete the activity without looking first.</p>	

**For some of the activities you may need your parents help. Show each completed activity to your parents to check.**

## YEAR 2 Spelling List

Extension List			
<ul style="list-style-type: none"><li>• argue</li><li>• canoe</li><li>• choose</li><li>• computer</li><li>• during</li></ul>	<ul style="list-style-type: none"><li>• fortune</li><li>• fruit</li><li>• goose</li><li>• group</li><li>• jewel</li></ul>	<ul style="list-style-type: none"><li>• juice</li><li>• loose</li><li>• mood</li><li>• nephew</li><li>• rescue</li></ul>	<ul style="list-style-type: none"><li>• smooth</li><li>• spoon</li><li>• suit</li><li>• through</li><li>• Tuesday</li></ul>



## YEAR 3 Spelling List

<ul style="list-style-type: none"> <li>• two</li> <li>• doing</li> <li>• room</li> <li>• moon</li> <li>• blue</li> <li>• true</li> <li>• few</li> </ul>	<ul style="list-style-type: none"> <li>• knew</li> <li>• move</li> <li>• use</li> <li>• afternoon</li> <li>• flew</li> <li>• drew</li> </ul>	<ul style="list-style-type: none"> <li>• threw</li> <li>• spoon</li> <li>• roof</li> <li>• rule</li> <li>• cube</li> <li>• who's</li> </ul>	<ul style="list-style-type: none"> <li>• whose</li> <li>• fruit</li> <li>• beautiful</li> <li>• through</li> <li>• Tuesday</li> <li>• supermarket</li> </ul>
<ul style="list-style-type: none"> <li>• argue</li> <li>• canoe</li> <li>• cartoon</li> <li>• choose</li> <li>• eucalyptus</li> </ul>	<ul style="list-style-type: none"> <li>• fortune</li> <li>• influence</li> <li>• juicy</li> <li>• loose</li> <li>• nuisance</li> </ul>	<ul style="list-style-type: none"> <li>• pollution</li> <li>• queue</li> <li>• rescue</li> <li>• Suit</li> <li>• superhuman</li> </ul>	<ul style="list-style-type: none"> <li>• supervisor</li> <li>• toothache</li> <li>• truth</li> <li>• university</li> <li>• usually</li> </ul>



oo ew ue u\_e u

boot  
glue

screw  
flute

ruler

## List Words

too	soon	few	blue
two	food	new	true
you	moon	knew	tube
who	room	flew	June
doing	school	use	cube

## Letters Words


- 1 **Underline** the letter or letters for oo ew ue u\_e u in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- 2 Find June's new blue boots. Colour parts with oo ew ue u\_e u words **blue**. Colour parts with other words **yellow**.
- 
- 3 Write **oo** in the spaces. Join each word to its clue. ★ We sometimes write **oo** for oo ew ue u\_e u, as in **boot**.
- |           |   |   |                   |
|-----------|---|---|-------------------|
| b _ _ t   | • | • | white and round   |
| s _ _ n   | • | • | a type of shoe    |
| m _ _ n   | • | • | in a little while |
| f _ _ d   | • | • | midday            |
| n _ _ n   | • | • | lots of children  |
| r _ _ m   | • | • | you eat it        |
| sch _ _ l | • | • | part of a house   |

- 4 Write **u\_e** in the spaces. Join each word to its clue.
- ★ We sometimes write **u\_e** for oo ew ue u\_e u as in **flute** /f/l/oo/t/, or for **yoo** as in **cube** /c/y/oo/b/.

r _ _ d _ _	•	•	a month
J _ _ n _ _	•	•	bad manners
c _ _ b _ _	•	•	a solid shape

t _ _ b _ _	•	•	musical notes
t _ _ n _ _	•	•	very big
h _ _ g _ _	•	•	holds toothpaste

**5 Read** the words in the box. **Write** a word from the box for each clue.

★ We sometimes write **ew** for  as in **screw** /s/c/r/oo/, or for **yoo** as in **new** /n/y/oo/.

new knew  
few drew  
flew grew  
blew threw

not old \_\_\_\_\_ went on a plane \_\_\_\_\_  
not many \_\_\_\_\_ tossed a ball \_\_\_\_\_  
did draw \_\_\_\_\_ became bigger \_\_\_\_\_  
did know \_\_\_\_\_ the wind ... \_\_\_\_\_

**6 Read** the words in the box. **Write** a word from the box for each clue.

★ We sometimes write **ue** for  as in **glue** /g/l/oo/, or for **yoo** as in **rescue** /r/e/s/c/y/oo/.

blue glue  
clue rescue  
true Tuesday

not a lie \_\_\_\_\_ sticky stuff \_\_\_\_\_  
a colour \_\_\_\_\_ a day \_\_\_\_\_  
a hint \_\_\_\_\_ to save \_\_\_\_\_

**7 Finish** the words by writing the letter or letters for .

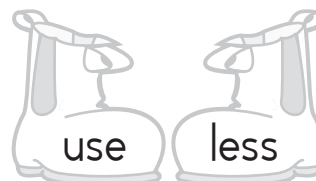
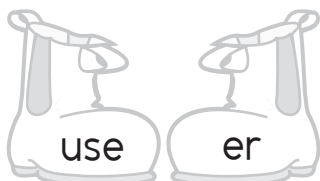
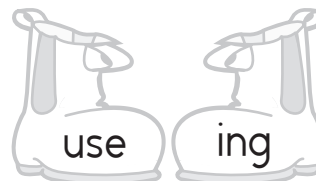
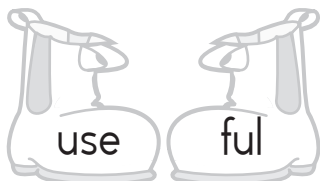
Use **oo**, **ue**, **o**, **u\_e** or **ew**. **Write** one of these words for each picture.

t\_\_\_\_\_ wh\_\_\_\_\_ r\_\_\_\_\_m fl\_\_\_\_\_ t\_\_\_\_\_b\_\_\_\_\_  
t\_\_\_\_\_ tr\_\_\_\_\_ f\_\_\_\_\_d gl\_\_\_\_\_ J\_\_\_\_\_n\_\_\_\_\_



**8 Add** the word in the first boot to the suffix in the second boot to make a new word. **Write** the word on the line. **Watch** your spelling!

➡ Go to Helpful Hints **2b**, **6** and **18**.



# Unit 29



oo ew ue u\_e u

boot screw glue flute ruler

## List Words

two \_\_\_\_\_  
doing \_\_\_\_\_  
room \_\_\_\_\_  
moon \_\_\_\_\_  
blue \_\_\_\_\_  
true \_\_\_\_\_  
few \_\_\_\_\_  
knew \_\_\_\_\_  
move \_\_\_\_\_  
use \_\_\_\_\_  
afternoon \_\_\_\_\_  
flew \_\_\_\_\_  
drew \_\_\_\_\_  
threw \_\_\_\_\_  
spoon \_\_\_\_\_  
roof \_\_\_\_\_  
rule \_\_\_\_\_  
cube \_\_\_\_\_  
who's \_\_\_\_\_  
whose \_\_\_\_\_  
fruit \_\_\_\_\_  
beautiful \_\_\_\_\_  
through \_\_\_\_\_  
Tuesday \_\_\_\_\_  
supermarket \_\_\_\_\_

## Grapheme Chart

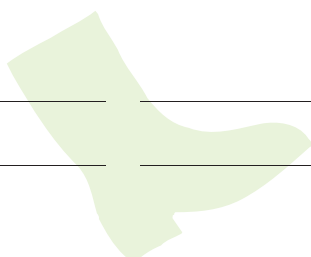
letters	words

1 Circle the letters that represent in the List Words.

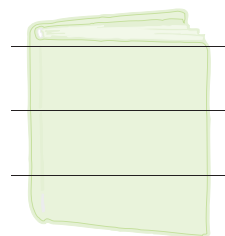
2 Write any other letters that can represent on the Grapheme Chart.  
Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Write the words on the boot. Write the words on the book.



moon hook  
cook spoon  
good room  
roof foot



5 Circle the words where letters **ew**, **u\_e** and **ue** represent **yoo**.

★ Letters **ew**, **u\_e**, **ue** can represent as in *screw*, *flute* and *glue*.  
Letters **ew**, **u\_e**, **ue** can also represent **yoo** as in *new*, *cube* and *Tuesday*.

drew few new rule cube use blue glue cue  
threw knew flew rude tube cute due clue true

6 Unjumble the letters to make **ew**, **u\_e** and **ue** words to match the clues.

did throw rewh \_\_\_\_\_ opposite of old wen \_\_\_\_\_  
did know wenk \_\_\_\_\_ opposite of many efw \_\_\_\_\_  
a month enuJ \_\_\_\_\_ a solid shape becu \_\_\_\_\_  
very large geuh \_\_\_\_\_ save someone csuree \_\_\_\_\_  
a colour belu \_\_\_\_\_ opposite of false erut \_\_\_\_\_  
use a ruler urle \_\_\_\_\_ day of the week yuedsTa \_\_\_\_\_

7 Find a List Word where –

**ui** represents \_\_\_\_\_

**wo** represents \_\_\_\_\_

**eau** represents **yoo** \_\_\_\_\_



## 8 Finish the sentences with the homophones.

Go to Helpful Hint 13.

The wind \_\_\_\_\_ my \_\_\_\_\_ hat off my head. (blue, blew)  
 We \_\_\_\_\_ you had bought a \_\_\_\_\_ car. (new, knew)  
 \_\_\_\_\_ fruit is this? \_\_\_\_\_ going to eat it? (Who's, Whose)  
 She \_\_\_\_\_ the ball \_\_\_\_\_ the window. (through, threw)

## 9 Write the past tense of the verbs (doing words) in the brackets to complete the sentences.

Go to Helpful Hint 8.

Yesterday I \_\_\_\_\_ a plane. (fly) Yesterday I \_\_\_\_\_ bubbles. (blow)  
 Yesterday I \_\_\_\_\_ a boot. (draw) Yesterday my plant \_\_\_\_\_. (grow)  
 Yesterday I \_\_\_\_\_ a ball. (throw) Yesterday I \_\_\_\_\_ the rule. (know)  
 Yesterday I \_\_\_\_\_ a spoon. (use) Yesterday I \_\_\_\_\_ a cube. (move)

## 10 Write a word from the box to match each meaning.

The prefix **super** can mean *over* or *above*. For example, **superman** means *a man with powers above others*.

supermarket  
superhuman  
superheat  
supernatural  
superpower

a large self service store \_\_\_\_\_

above what is natural \_\_\_\_\_

to heat above boiling point \_\_\_\_\_

a very powerful nation \_\_\_\_\_

having greater powers than man \_\_\_\_\_

## Challenge

Which sound wins?

Put **X** on the **oo u** words.

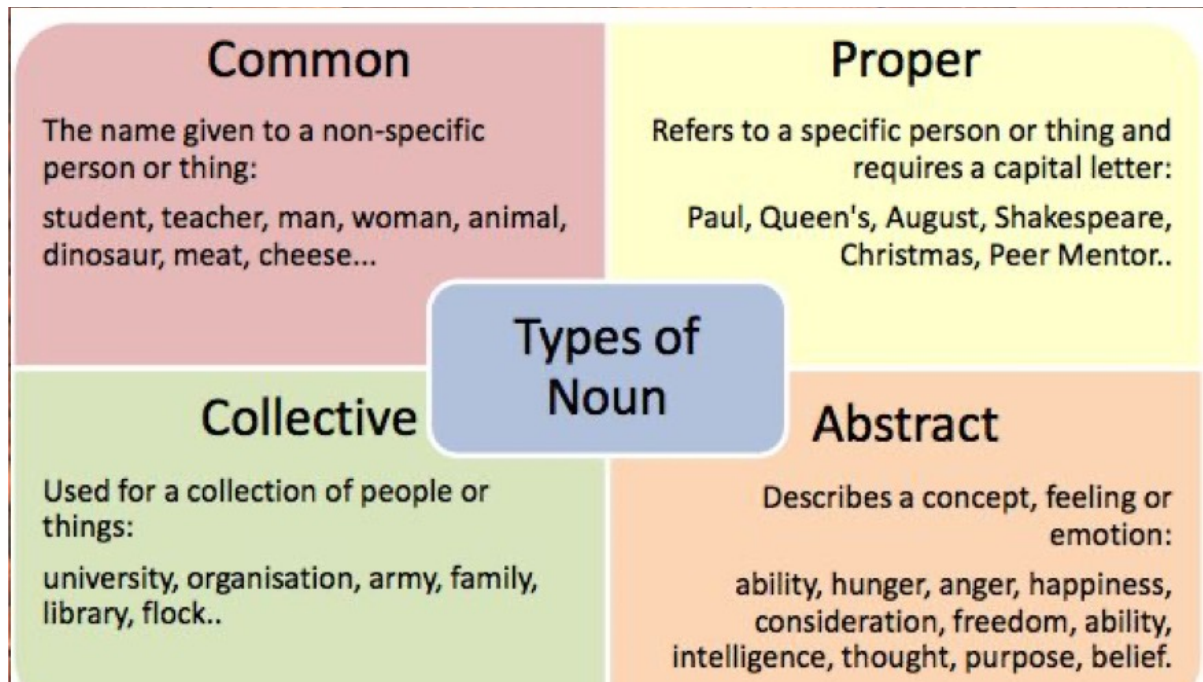
Put **O** on the **oo ew ue u\_e u** words.

The winner will have 3 in a row.



look	moon	roof	book	boot	wood	stood	hoot	groom
room	took	boot	soon	June	true	foot	book	broom
spoon	good	shook	root	push	pull	shoot	crook	noon

Winner is \_\_\_\_\_. Winner is \_\_\_\_\_. Winner is \_\_\_\_\_.



## Sorting Game

In your work book, write each word under the type of Noun it is.

Set out your page like this:

Common Noun	Proper Noun	Collective Noun	Abstract Noun
e.g. dog			

Word List:

apple, Mr Steed, Hurstville, school of children, herd of cows, happiness, flock of birds, sadness, table, Kevin, book, surprise

# The Three Billy Goats Gruff

Once upon a time there lived three Billy Goats Gruff. They lived in a valley in the hills. One day, they saw a field of sweet, green grass over a bridge on the other side of the valley. They decided to go.



There was only one bridge across the river and underneath there lived a terrible, grumpy troll. He never let anyone cross and he always gobbled them up for his breakfast. The three goats made a plan.

The smallest Billy Goat Gruff was the first to get to the bridge. Trip-trap, trip-trap went his hooves as he walked across the bridge.

“Who’s that trip-trapping over my bridge?” growled the troll.

“It’s only me, the little Billy Goat Gruff,” said the goat.

“Then I’m going to eat you up!” roared the troll.

“Don’t eat me, I’m much too little,” said the smallest Billy Goat Gruff. “My brother is coming after me and he is much bigger.”

“Hmm, then I will wait for him,” grunted the troll.



Next, the medium-sized Billy Goat Gruff came over the bridge. Trip-trap, trip-trap went his hooves as he walked across the bridge.

"Who's that trip-trapping over my bridge?" growled the troll.

"It's only me, the medium-sized Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.

"Don't eat me, I'm much too little," said the medium-sized Billy Goat Gruff. "My brother is coming after me and he is much bigger."

"Hmm, then I will wait for him," grunted the troll.

Soon, the biggest Billy Goat Gruff came over the bridge. Trip-trap, trip-trap went his hooves as he walked across the bridge.

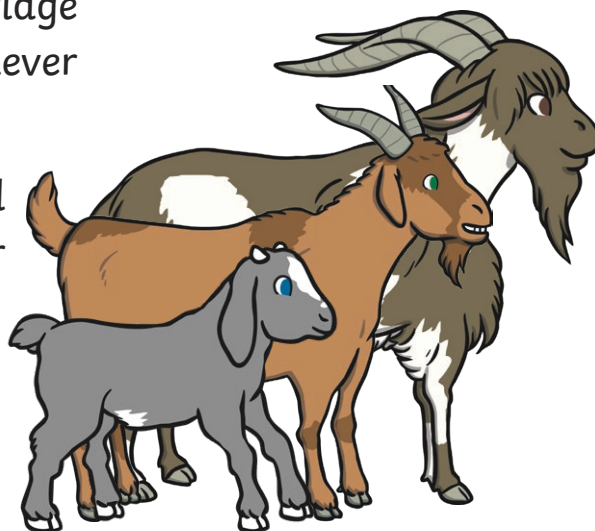
"Who's that trip-trapping over my bridge?" growled the troll.

"It's me, big Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.

"Oh no you won't!" shouted the biggest Billy Goat Gruff. He lowered his horns and charged at the troll. Smack! He butted him right over the edge of the bridge into the river. Splash! He was never seen again.

The big Billy Goat Gruff joined his brothers. They found their field of sweet, green grass and ate until they were full.





# The Three Billy Goats Gruff Questions

1. Where did the three Billy Goats Gruff live? Tick **one**.

- ☐ in a small, quiet town  
☐ down the lane  
☐ in a valley, in the hills

2. Why did the goats want to cross the bridge?

---

3. Fill in the missing words.

There was only one \_\_\_\_\_ across the river and underneath there \_\_\_\_\_ a terrible, grumpy troll. He never let anyone cross and he always \_\_\_\_\_ them up for his \_\_\_\_\_.

4. **Find** and **copy** one phrase that the troll repeats in the story.

---

5. Number the events below to show the order in which they happen in the story.

	They found their field of sweet, green grass and ate until they were full.
	"It's only me, the little Billy Goat Gruff," said the goat.
1	He lowered his horns and charged at the troll. Smack!
	The three goats made a plan.
	"Don't eat me, I'm much too little," said the medium-sized Billy Goat Gruff.

6. Do you think the story has a happy ending for all the characters?

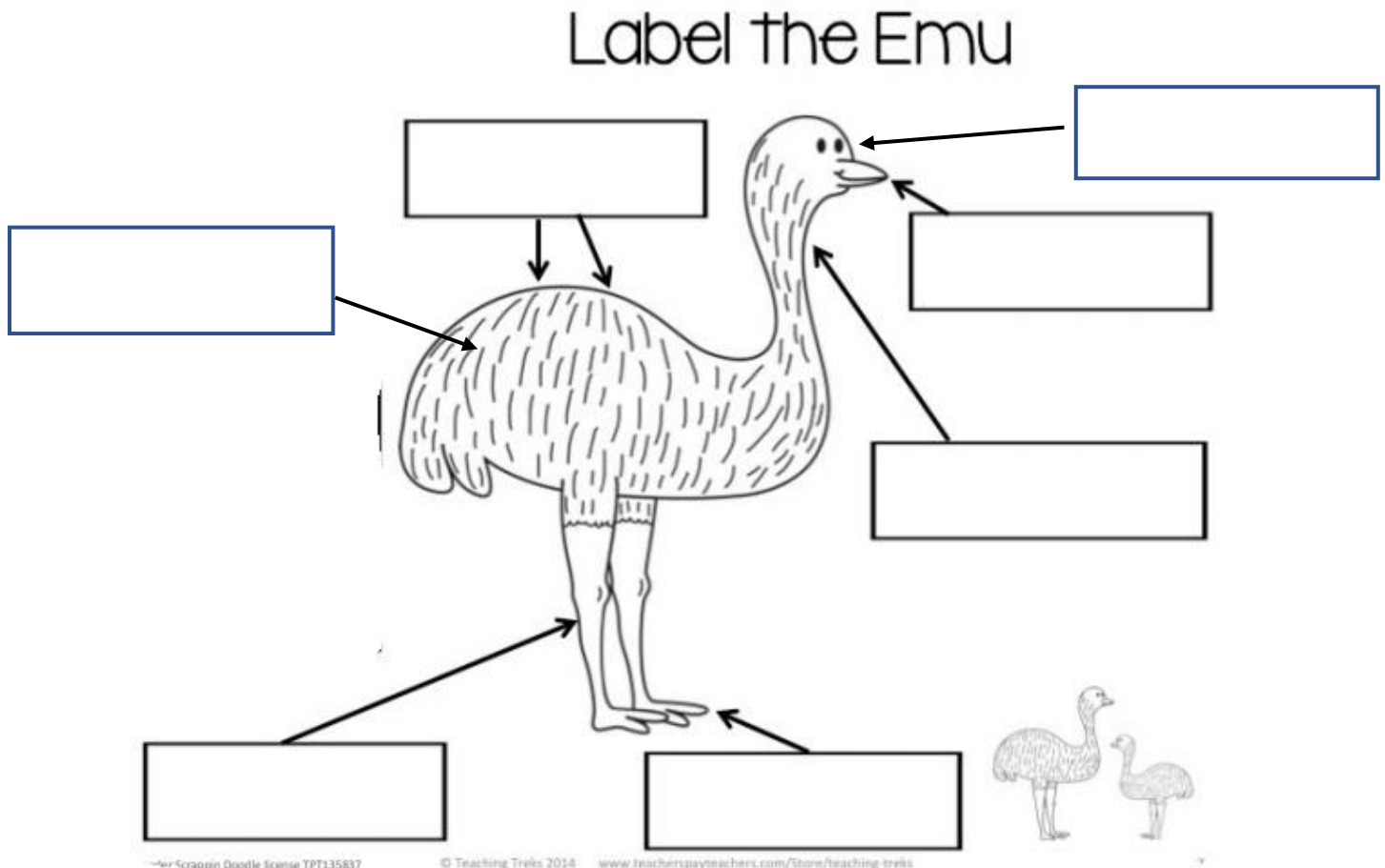
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## Labelling- Description of an Emu

Select 2 describing words in Box A (or your own words) and the body part from Box B to label the Emu, eg. small round eyes.



Box A- Adjectives			Box B- Body Parts (Nouns)		
small	round	long	eyes	feet	claws
large	smooth	powerful	beak	legs	feathers
skinny	short	grey	neck	body	wings
brown	strong	thick			
triangular shaped		sharp			
pointy	large	tiny			
huge	dark				

Write 3 sentences using your adjectives and nouns, eg. An emu has small round eyes.

- 1.
- 2.
- 3.

## Description- Emu

Use the adjectives from your labelled picture of the emu (Tuesday's Lesson) to complete this cloze passage.

### Opening Statement

An emu is a large native bird of Australia.

### Description

It has a small head with \_\_\_\_\_  
eyes and a \_\_\_\_\_,  
beak. An emu's neck is \_\_\_\_\_ and  
\_\_\_\_\_. Its body is \_\_\_\_\_  
with \_\_\_\_\_,  
feathers and \_\_\_\_\_ wings. An emu has  
\_\_\_\_\_, \_\_\_\_\_ legs with  
\_\_\_\_\_ feet and \_\_\_\_\_, claws.



## Student copy: Which Word? 'Sand Castles'

Focus: word choice



Feeling the soft tug of the wind in his hair,  
Trey walked along the beach.

The cold / icy water lapped at his toes and he gasped as the cold pinched his body.

There was not too much further to go. He could see the crest of the hill and the path which snaked across the wild / windswept and browning native grasses which paved the way back to his family's home.

The shack had weathered badly over the years and was thirsty for a fresh lick of paint. Its once ice / arctic white paint was peeling and glimpses of the beige of the timber peeked / showed from beneath. But money was short and needed to be spent on the usual things, you know, food, electricity and the usual / expensive bills that kept rolling in.

But Trey did what he could to help his mum as best he could. He could make the most amazing/tantalising meals from the most available / humble ingredients. He also tended the garden. Between the beach and the garden, food was fresh and available. And when Trey was in the kitchen, he was in his element.

## Which word?

Word 1	Word 2	Which word is more appropriate and why? Do you have another suggestion?
cold	icy	
wild	windswept	
ice	arctic	
peeked	showed	
usual	expensive	
amazing	delicious	
available	humble	

	<u>Meaning</u>	<u>Sentence</u> Finish each sentence.	<u>Word</u> <u>Building</u>
change	To alter, swap, replace make different.	The way people care for the land has _____ over time.	change changed changing unchanged
environ- ment	The natural world, surroundings, earth, sea and sky around us.	People must take care of the _____.	environment environmental environments environmentally
value	The price, usefulness or worth of someone or something or a place.	Every part of our planet has great _____ to all living things.	value values valued valuable
purpose	The point, idea, goal or target for something, someone or group of people.	People use the land for many different _____.	purpose purposes purposeful purposefully

Resources	Used for.....
Fruit trees	
Plants such as aloe vera	
Wheat	flour, bread, pasta
Olive Tree	olives, cooking oil, soap
Cotton bush	
Balsa Trees, trees	timber, firewood, paper
water	
Gold	
Oil	fuel
Coal	
Iron Ore	steel
Diamonds	jewellery
Gas	
Copper	coins, wires, pipes
Aluminium	

Fruit trees	fruit, juice
Plants such as aloe vera	gel for sunburn
Wheat	flour, bread, pasta
Olive Tree	olives, cooking oil, soap
Cotton bush	clothes, towels, sheets
Balsa Trees, trees	timber, firewood, paper
water	drinks, washing, hydro-power
Gold	jewellery
Oil	fuel
Coal	electricity, fuel for burning
Iron Ore	steel
Diamonds	jewellery
Gas	cooking, heating, electricity
Copper	coins, wires, pipes
Aluminium	cans, foil, planes



### DIGITAL SYSTEMS WORD SEARCH

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

HARDWARE  
SOFTWARE  
KEYBOARD  
INTERNET  
CONSOLE  
MONITOR  
DEVICE  
SCREEN  
MOUSE  
LOGIN  
IPAD  
CPU



### Road Safety Grid

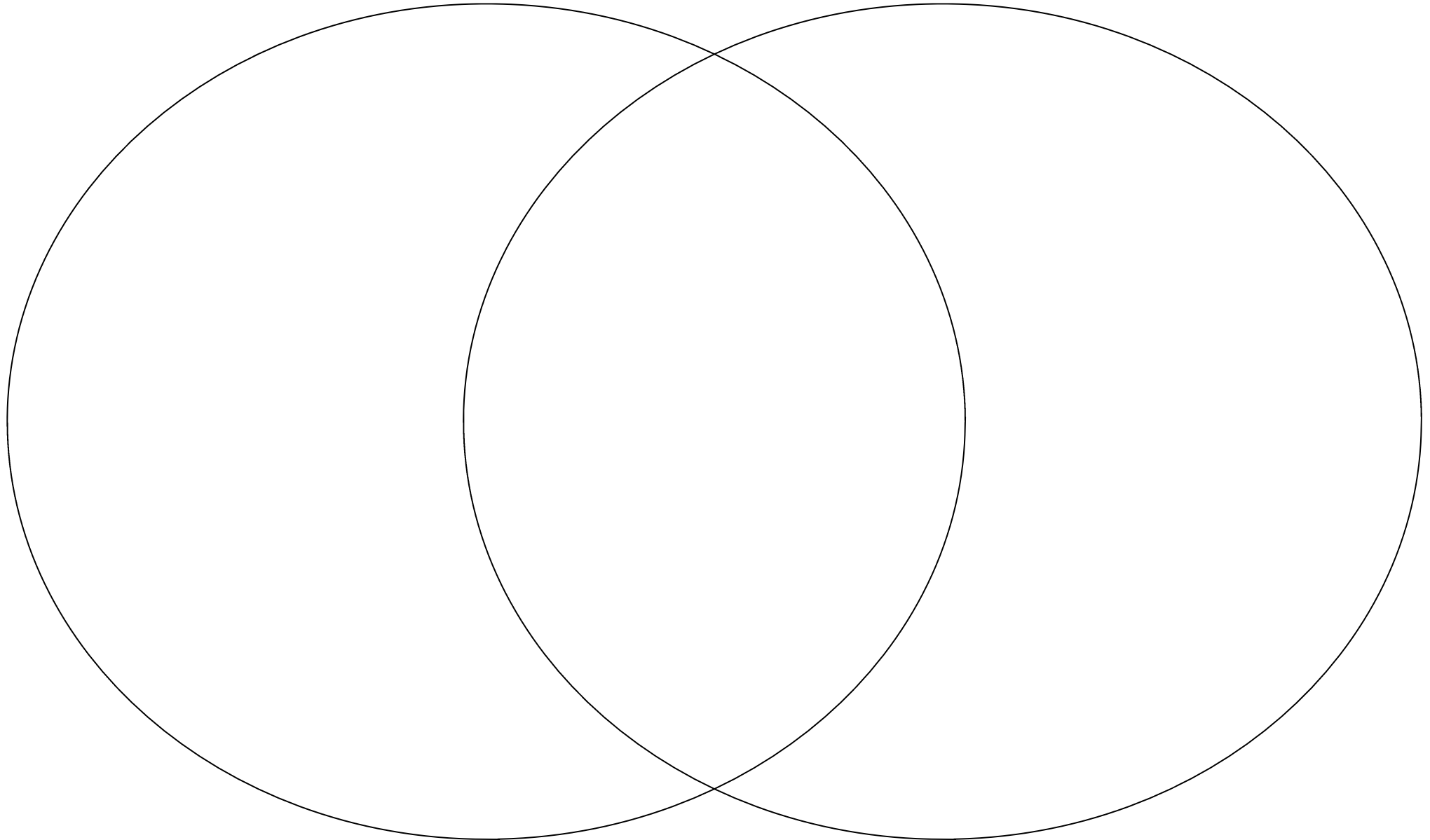
Distractions	How could this distraction affect what you do?	Possible consequences
smartphones, iPods, tablets		
Music players with headphones		
Sports equipment		
Talking with friends		
Can you think of any other distractions? Enter them here:		

2 way Venn diagram

name:

date:

Topic



# Number Patterns

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

**Complete this pattern**

Counting by \_\_\_\_\_

Starting on \_\_\_\_\_

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

**Complete this pattern**

Counting by \_\_\_\_\_

Starting on \_\_\_\_\_

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

**Complete this pattern**

Counting by \_\_\_\_\_

Starting on \_\_\_\_\_

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

**Count by 4s, starting on 2**

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

**Count by 5s, starting on 3**

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

**Count by 7s, starting on 1**

## DESCRIBING NUMBER PATTERNS

## TASK 1

## Complete the number patterns

Fill in the missing numbers. Describe each pattern using the word **increasing** or **decreasing**.

1 11, 13, 15, 17, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

2 65, \_\_\_\_\_, 75, 80, 85, \_\_\_\_\_

\_\_\_\_\_

3 150, 141, 132, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

4 349, 339, \_\_\_\_\_, \_\_\_\_\_, 309, \_\_\_\_\_

\_\_\_\_\_

5 \_\_\_\_\_, 260, 254, \_\_\_\_\_, \_\_\_\_\_, 236

\_\_\_\_\_

6 64, \_\_\_\_\_, \_\_\_\_\_, 73, \_\_\_\_\_, 79

\_\_\_\_\_

## TASK 2

## Odd or even?

Make each pattern and then state whether the numbers in the pattern are all odd, all even or alternate between odd and even.

- 1 Start with an **even** number and then add 4 to make each new term.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

- 2 Start with an **odd** number and then add 6 to make each new term.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

- 3 Start with an **even** number and then add 5 to make each new term.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

- 4 Start with an **odd** number and then add 3 to make each new term.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

Week 2 Thursday 14th-Angles

Label each angle

