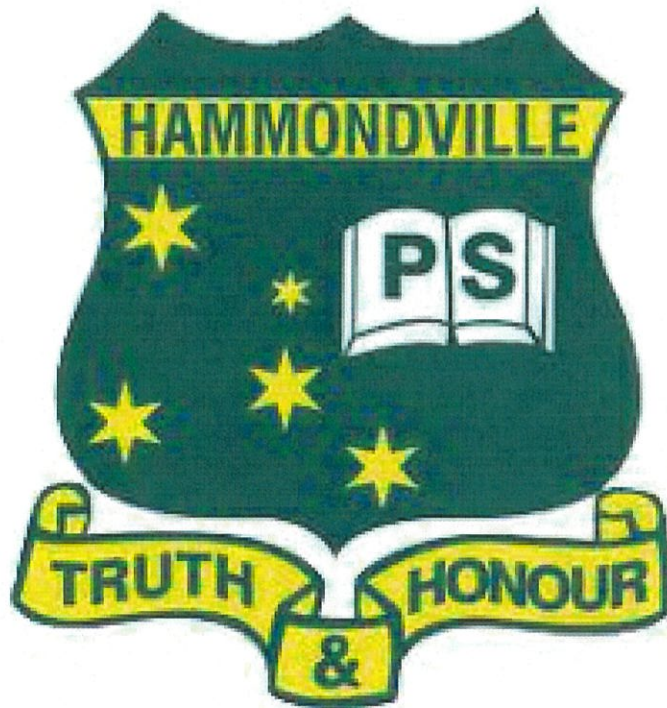


Hammondville PS

Stage 1



Remote Learning Workbook

Term 3 Week 4 2021



Name: _____


HAND ON MATHS

<p style="text-align: center;">Money</p> <p>Using different coins, make up these amounts</p> <p>\$1.50, 80c, \$3.20, 45c, \$2.65, 60c, \$1.40, 25c.</p>	<p style="text-align: center;">Greater than, Less than</p> <p>Roll a dice to create sets of two-digit & three-digit numbers. Record if they are Greater than, Less than or Equal to.</p>	<p style="text-align: center;">Data</p> <p>Record the different types of fruit and vegetables you have at home. Use tally marks to show how many of each you have.</p>	<p style="text-align: center;">Mass</p> <p>Gather 6 different items from around your house and line them up from lightest to heaviest. Draw your findings.</p>
<p style="text-align: center;">3D space</p> <p>Find 10 - 15 different objects around your house. Using labels, name the 3D shape. <i>eg. a can of drink is a cylinder</i></p>	<p style="text-align: center;">Fractions - halves</p> <p>Make a poster (on A4 paper), demonstrating items around the house, cut in half. <i>eg. a sandwich cut in half, an orange cut in half.</i></p>	<p style="text-align: center;">Addition</p> <p>Create your own addition problems using snacks, toys or lego blocks. <i>eg. 5 tiny teddies + 2 tiny teddies =</i></p>	<p style="text-align: center;">Subtraction</p> <p>Use plastic cups and a ball or a rolled up pair of socks to play subtraction bowling. Set up cups like bowling pins. Roll the ball and subtract the number of pins you knock down.</p>
<p style="text-align: center;">Friends of 10</p> <p>Write down all of your friends of 10 in order</p> <p>$0 + 10 = 10$ $1 + 9 = 10$</p>	<p style="text-align: center;">Friends of 20</p> <p>Write down all of your friends of 20 in order</p> <p>$0 + 20 = 20$ $1 + 19 = 20$</p>	<p style="text-align: center;">Before & After</p> <p>Using cards or a dice, create two-digit & three-digit numbers, then record the number that comes before and after.</p> <p style="text-align: center;">33 34 35</p>	<p style="text-align: center;">Doubles</p> <p>Write down all of the doubles</p> <p style="text-align: center;">from $1 + 1 =$, up to $30 + 30 =$</p>
<p style="text-align: center;">Counting</p> <ul style="list-style-type: none"> • Count up to 100 • Count backwards from 50 • Count up to 60 • Count backwards from 40 	<p style="text-align: center;">Time</p> <p>How many can you do in 1 minute??</p> <ul style="list-style-type: none"> • Jumping jacks • Push ups • Toe touches • squats 	<p style="text-align: center;">Patterns</p> <p>Create patterns using:</p> <ul style="list-style-type: none"> • Numbers • Pictures • Colours • Shapes 	<p style="text-align: center;">Skip Counting</p> <ul style="list-style-type: none"> • Count up by 2s, 5s and 10s up to 100. • Count backwards by 2s, 5s and 10s from 100. • Can you skip count by 3s up to 60?
<p style="text-align: center;">Time</p> <p>Make a timeline of your day. What time do you wake up, eat breakfast, play outside, watch TV, go to sleep etc..?</p>	<p style="text-align: center;">Money</p> <p>Have your parents place a handful of coins into a bowl. Using a spoon, scoop out some coins and add them up.</p>	<p style="text-align: center;">Multiplication</p> <p>Using coins, blocks or toys, make equal groups of, and record your findings. <i>eg. 3 groups of 5 lego blocks = 15 blocks.</i></p>	<p style="text-align: center;">Division</p> <p>Share your snacks, toys or blocks amongst your family. Make sure everyone gets an equal amount.</p>

Stage 1 PDHPE Fitness Grid

Complete one fun fitness activity from the grid each day. Have fun, keep fit and keep your body moving!

<p>Go Noodle.</p> <p>Ask an adult to log on to www.gonoodle.com and pop it up on your tablet or tv screen. Do some of the free dancing and moving activities.</p>	<p>Go for a walk.</p> <p>Take a 20-30 minute walk around your local area.</p> <p>If you have some bush nearby take a nature walk. See if you can collect some interesting objects along the way.</p>	<p>Ball kicking.</p> <p>Kick a ball back and forwards with a partner.</p> <p>Put out some cones or markers out and see if you can run and kick the ball around the markers.</p> <p>If you have a small goal you can practice kicking some goals.</p> <p>Kick a ball against a wall.</p> 	<p>Circuit.</p> <p>Create a circuit in your backyard or find a grass area. Use cones and hoops if you have them otherwise improvise with any objects from home.</p> <p>You could include some sit ups, push ups, runs and jumps.</p>	<p>Sprints.</p> <p>Go to your local park or use your backyard. Do some sprints. Warm up your engine, get your knees moving andgo!</p> <p>You could race someone or time yourself.</p> 
<p>Word jumping.</p> <p>Using chalk draw some circles on the footpath or driveway. Write your spelling or sight words in them. Jump from circle to circle like a frog. Call out your words as you go.</p>  <p>Fitness and word work done!</p>	<p>Stair runs.</p> <p>Run up and down your stairs.</p> <p>See how many times you can do this in 5 minutes.</p> 	<p>YouTube Just Dance</p> <p>https://www.youtube.com/results?search_query=just+dance</p> <p>Just dance!</p>	<p>Pop, pop, pop.</p> <p>Blow some bubbles for your child to run around and pop.</p>	<p>Yoga.</p> <p>Play some music and do the 'Yoga Poses for Kids'</p> 

<p>Scavenger Hunt.</p> <p>Have an indoor or outdoor scavenger hunt.</p> <p>You will need an adult to hide some clues in different places. Race from clue to clue. Each clue leads to the next one and finally you get the treat or toy at the end!</p> <p>Add some fitness into each clue e.g. do 5 star jumps then race to the next clue in the letterbox.</p>	<p>Skipping or Jumping.</p> <p>Play some music and do some skipping. Try straight jump forwards, backwards, double bounce, running skip, side to side and then ...for a challenge create your own jump!</p> <p>If you haven't got a rope just jump and skip to some music.</p>	<p>Baby Shark Dance.</p> <p>Sing and dance to this song on you tube. You won't be able to get the song out of your head all day!</p> <p>https://www.youtube.com/watch?v=XqZsoesa55w</p>	<p>Gross Motor Obstacle Course.</p> <p>Incorporate hopscotch, circles for jumping, a swirly line to follow, a spot to do 10-star jumps, a spot to sing the alphabet while patting your head and whatever else you can think of.</p>	<p>Dancing.</p> <p>Play some fun dance music and dance.</p> <p>You may like to have a dance off with your family. Who has the best dance move?</p>
<p>Animal Fun.</p> <p>Find some space. A family member calls out an animal name and you have to move like it.</p> <p>Turtle – move slowly</p> <p>Leopard – move fast</p> <p>Octopus – shake your whole body</p> <p>Flamingo – stand on one leg</p> <p>Kangaroo – bounce</p> <p>Snail – crouch and move</p> <p>Bird – stretch arms out and 'fly' around</p>	<p>Running.</p> <p>Run three laps around your house.</p> 	<p>Cosmic Kids Yoga session.</p> <p>Complete a free yoga and mindfulness adventure with Cosmic Kids Yoga. 'Squish the fish', Frozen and Pokemon are some favourites!</p> <p>https://www.youtube.com/user/CosmicKidsYoga</p>	<p>Hopscotch.</p> <p>Using chalk draw a hopscotch grid onto the concrete. Play a game of hopscotch. If you have a brother or sister they can play with you.</p>	<p>Balloon catch.</p> <p>Blow up a balloon and practice throwing and catching it. See how long you can keep the balloon in the air.</p> <p>Play a fun game of volleyball with your balloon.</p>

Write a <wh> word and draw a picture in each whale.



Action: Blow onto your open hand, as if you are the wind, and say *wh, wh, wh.*

Spelling List

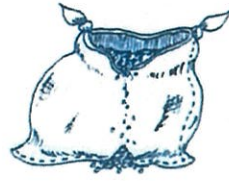
the /k/ sound: <k> or <ck>

Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.

1. hoo _
2. for _
3. ba _ _
4. bri _ _
5. de _ _
6. flo _ _
7. stru _ _
8. ba _ _ pa _ _
9. nineteen
10. twenty



duck
duk



sack
sak



forck
fork



sharck
shark



oack
oak



chick
chik

nineteen (19)

n _ n _ t _ _ n

_ i _ e _ e e _

n i _ _ t _ _ n

twenty (20)

t w _ n _ y

t _ e _ t _

_ w _ _ t _



neck
nek



boock
book



rocket
roket



bicke
bike



black
blak



cacke
cake

Underline the verbs in these sentences in red.
Then rewrite the sentences in the past tense.

1. I zip up my coat.
Yesterday, _____

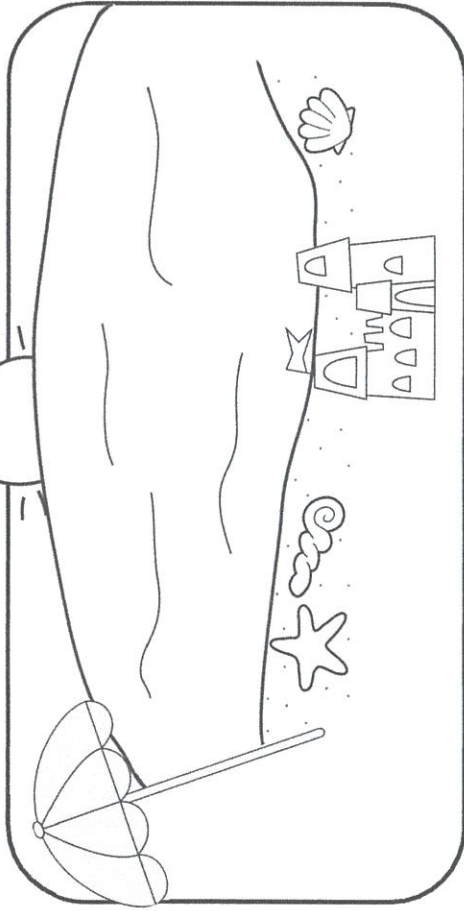
2. He talks to his friend.
Last week, _____



The Beach

Name: _____

Date: _____



I jumped out of the car and ran to the sand as soon as we got to the beach. The sand was hot under my feet.

I could see the shiny blue water and I couldn't wait to jump in.

Mum and Dad got the towels from the car and when they were ready we ran to the water.

On my way, I ran over a little boy's sandcastle and knocked it down. The little boy cried and Mum got mad at me. I felt sad. I didn't mean to make the boy cry!

Soon I was thinking of the water again. I ran off and jumped in the cool blue waves!

I saw some seagulls and chased them, barking and wagging my tail. This was the best day ever!

1. Who was telling this story?

2. What clues told you this?

3. Where was the family going in the story?

4. Why did the little boy cry?

5. Did the character mean to knock down the sandcastle? How do you know?

6. How did it make the main character feel?

7. What words were used to describe the waves?

8. How was the character feeling at the end of the story?

9. Write about your favourite time you went to the beach. What things did you do?

10. What other activities, besides going to the beach, do you think this character would like?

In the picture, draw the main character from the story!

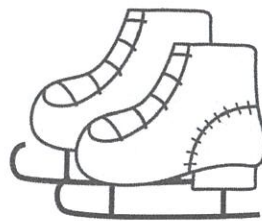
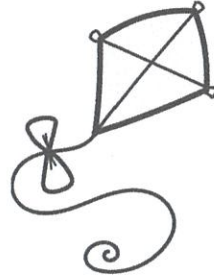
Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q. 2, 3, 4, 6, 7, Inferring - Q. 1, 5, 8, 10

Connecting - Q. 9

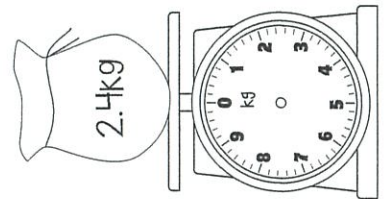
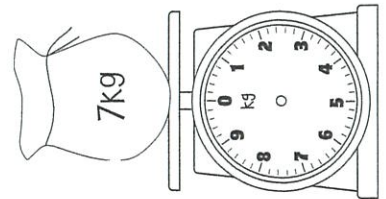
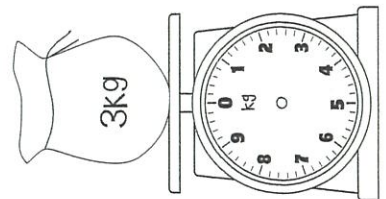
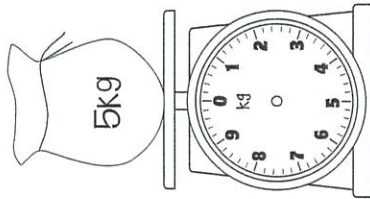
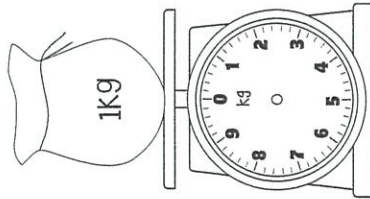
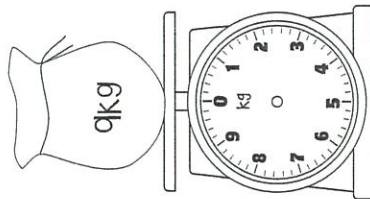
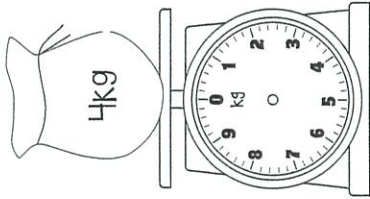
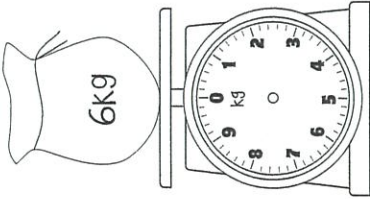
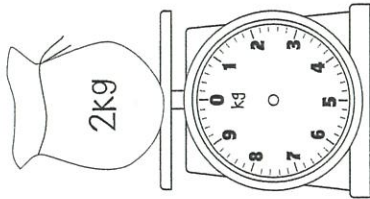
WHAT IS LIGHTER?

Draw an item that weighs less than the item pictured.



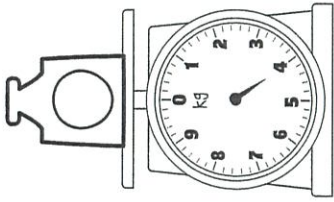
DRAW THE POINTER

Draw the pointer of each pointer to show how much each bag weights.

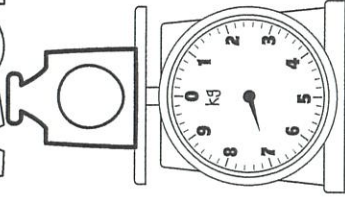


Measuring Weight

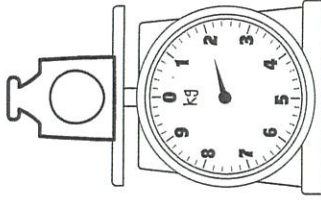
-kilograms



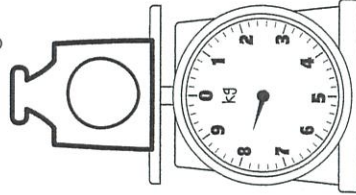
kg



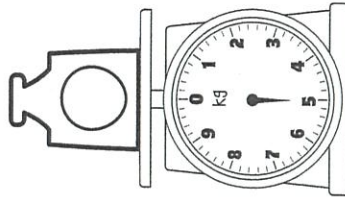
kg



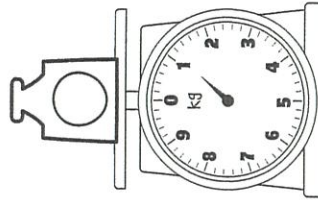
kg



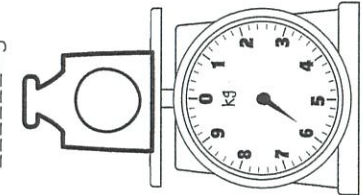
kg



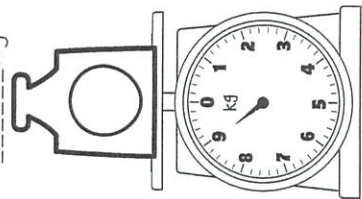
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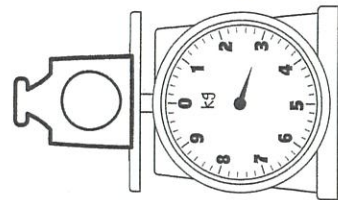
kg



kg



kg

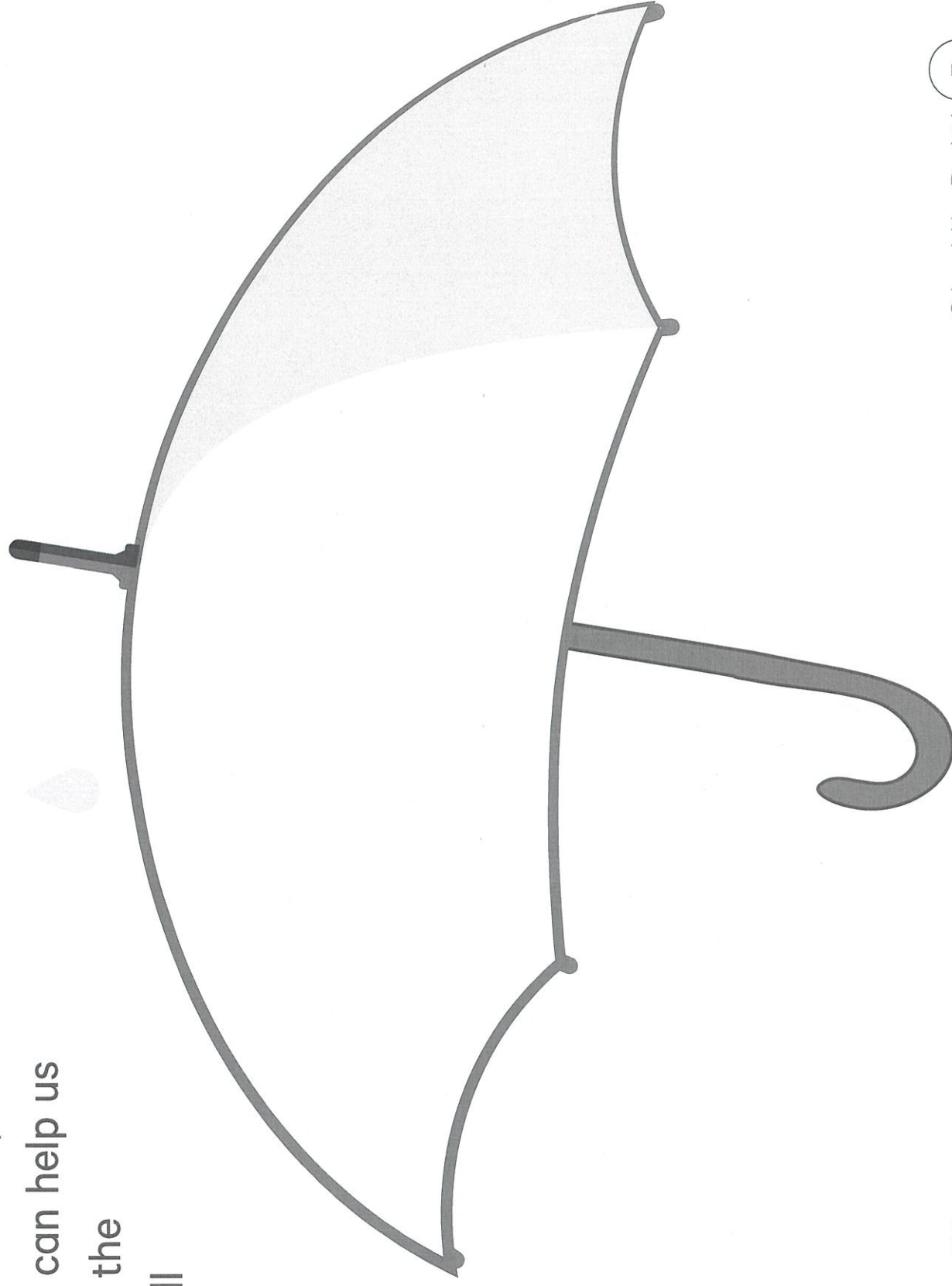


kg

Monday 42 w 4



10 Inside the umbrella, write or draw things that can help us know what the weather will be like.



Week 4 Spelling Lists

Year 1	Year 2
satin	hook
rent	fork
twitch	back
whisker	brick
whack	deck
wheel	flock
whine	struck
whatever	backpack
what	nineteen
who	twenty



Week 5 Spelling Lists


Year 1	Year 2
bump	drip
stint	plug
skip	third
dismay	winter
archway	bird
playpen	over
doorway	hurt
weekday	butterfly
why	thirty
where	forty

Tuesday wk4 yr-1

Sight Word Page



Practice reading and spelling the sight word in many ways. Write a sentence with the word.


 <h1>what</h1>	 <p>what wut what what what whut</p>
<p>B u i i d</p>	
<p>Trace</p> <h1>what</h1>	<p>Spell</p> <hr/>

 Write a sentence with the word.

Sight Word Page

Practice reading and spelling the sight word in many ways. Write a sentence with the word.




 <h1>who</h1>	 <p>ho who who who who hwo</p>
<p>B u i i d</p>	
<p>Trace</p> <h1>who</h1>	<p>Spell</p> <hr/>

 Write a sentence with the word.

Tuesday - Tricky words Year 2 wk4

Sight Word Page




Practice reading and spelling the sight word in many ways. Write a sentence with the word.

 Read	nineteen	 Find	nineteen nineteen nineteen nineteen
B U I L D			
Trace		 Spell	
nineteen		_____ _____ _____	

 Write a sentence with the word.

Sight Word Page

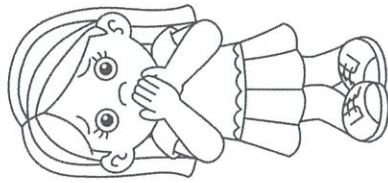
Practice reading and spelling the sight word in many ways. Write a sentence with the word.

 Read	twenty	 Find	twenty twenty twenty twenty
B U I L D			
Trace		 Spell	
twenty		_____ _____ _____	

 Write a sentence with the word.

Lost

Name: _____
Date: _____



"Hold my hand" said Mum as we walked into the shop.
She checked her list and we got a basket.
First Mum got carrots and a lettuce.
Next she got some apples and pears.
As she reached for an apple one fell from the stack and onto the floor.
I let go of Mum's hand and bent down to get it as it rolled under the table.
I was about to stand up when I saw something shiny. A \$2 coin! I crawled further under the table to get it. When I stood back up, Mum was no where to be seen!
"Oh no!" I thought. "Where is she?"

1. Who did the girl go to the shop with?
2. Write 4 things that were on Mum's list.
3. Write 3 other things you think might have been on Mum's list.
4. How did the girl get lost?
5. How do you think the girl is feeling? Why do you think this?
5. Where do you think her mum is?
6. What do you think the girl will do next?
7. Explain a time when you have been lost. How did you feel?
8. What should you do if you get lost at the shops?

In the picture, draw where the girl is standing in the shops. Add the girls mum to the picture. How do you think Mum is feeling?

Student answers comprehension questions based on

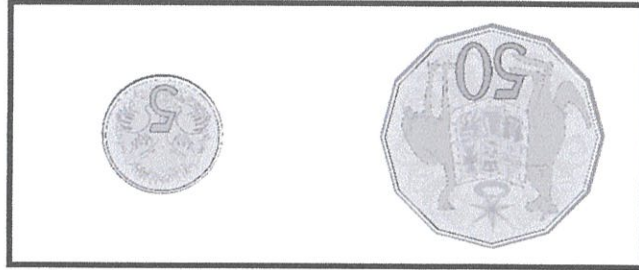
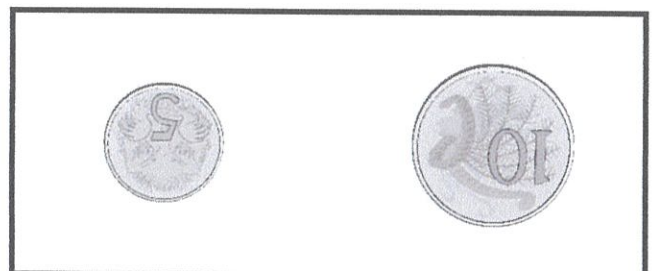
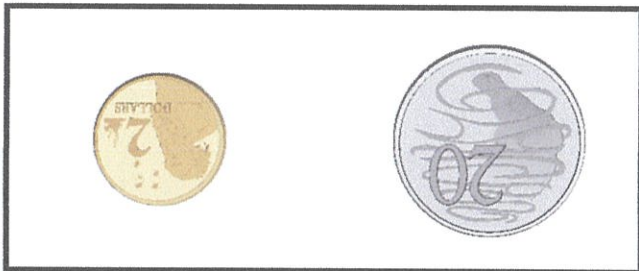
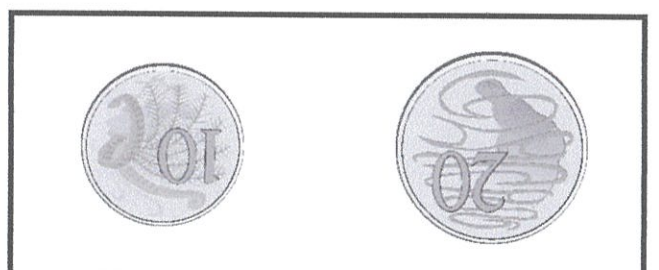
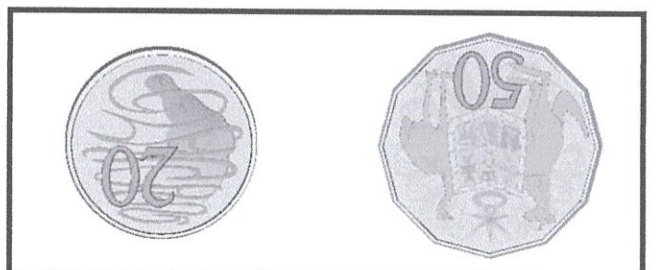
- Directly stated information within the text - (Literal) Q. 1, 2, 4,
- Inferring - Q. 3, 5,
- Connecting - Q. 7, 8
- Predicting - Q. 6,

Tuesday 11 Feb 4

MONEY

Name:

In each box, colour the coin that is worth more.





Name _____

Coin Features

Use the word bank below to fill in the missing words. Then colour in the coins the correct colour.

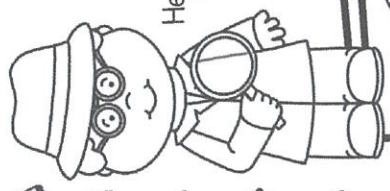
dodecagon echidna platypus lyrebird
 kangaroos Aboriginal Australian


1.		Five cents is a round and silver coloured coin. It has an e _____.
2.		Ten cents is a round and silver coloured coin. It has a l _____.
3.		Twenty cents is a round and silver coloured coin. It has a p _____.
4.		Fifty cents is a d _____ shape and silver coloured coin. It has the A _____ Coat of Arms.
5.		One dollar is a round and gold coloured coin. It has five k _____.
6.		Two dollars is a round and gold coloured coin. It has an A _____ tribal elder, the Southern Cross and native grass trees.

Name _____

Coin Detective

Help the detective identify the coins by writing their value in the boxes. Then use a gold and grey pencil to colour them in.



<p>Watch and listen to the Book Week Notable story below https://youtu.be/CumjpwCQgK8 Draw your perfect day. Add in some items in the story that are made up of shapes. Examples: circles – sunglasses Triangle – sail on a boat Square – esky Rectangle - towel</p>	<p>Watch the book online https://youtu.be/XZu9ltg6xEo Create a picture of a shaggy dog. Add some fleas jumping in the air so it looks like the one in the book!</p> 	<p>Design a poster about your favourite book. Make sure you show us your favourite part and put some describing words on your poster. Make the pictures large, colourful and bright. It also has to have the Title and Author on it somewhere.</p>																		
<p>Create a poster for Book Week 2021. The theme is 'Old worlds, New worlds, Other worlds'. Make sure you represent something from each world in your design. Make it colourful!</p>	<p>Watch the story below We Love you Magoo! https://youtu.be/LAAyEdGsxAQ?t=78 You are now the author! You are going to write a new ending to this story. It might be that the family gives him a different present, they give him a bed inside or they take him for a drive?? Add a picture to show your new ending.</p>	<p>If you had to choose a world to live in.... which would it be and why? Old world (knights, castles no phones or computer!) New world (modern day and beyond with all the technology) Other world (somewhere in the universe) Write reason why you would like to live there and add a drawing</p>																		
<p>Use the following words and create a find a word:</p> <table border="0"> <tr> <td>imagination</td> <td>adventure</td> </tr> <tr> <td>narrative</td> <td>fairytales</td> </tr> <tr> <td>villains</td> <td>fantasy</td> </tr> <tr> <td>Fiction</td> <td>heroes</td> </tr> <tr> <td>Author</td> <td>book</td> </tr> <tr> <td>Plot</td> <td>setting</td> </tr> <tr> <td>Stories</td> <td>creative</td> </tr> <tr> <td>Week</td> <td>characters</td> </tr> <tr> <td>Exploration</td> <td>worlds</td> </tr> </table> <ul style="list-style-type: none"> • Make a grid of 10 x0 squares • List your words at the bottom of your page • Write the words in the grid – all over the place-1 letter in each square. • Fill the rest of the grid with random letters 	imagination	adventure	narrative	fairytales	villains	fantasy	Fiction	heroes	Author	book	Plot	setting	Stories	creative	Week	characters	Exploration	worlds	<p>Relax and read outside in the sunshine, must read for at least 15 minutes! Talk to another person in your house and tell them about what you are reading. Keep a record of what you are reading so we can celebrate !</p>	<p>After watching the book week book Your birthday was the best! https://youtu.be/Y87ucX6X2GQ Draw 4 pictures to retell the story. Make sure they are in order of first, second, third and fourth. Add a sentence to the picture telling us what it's about.</p>
imagination	adventure																			
narrative	fairytales																			
villains	fantasy																			
Fiction	heroes																			
Author	book																			
Plot	setting																			
Stories	creative																			
Week	characters																			
Exploration	worlds																			

Choose 1 or 2 activities each week. Keep all your work so Mrs Stanley can see them!

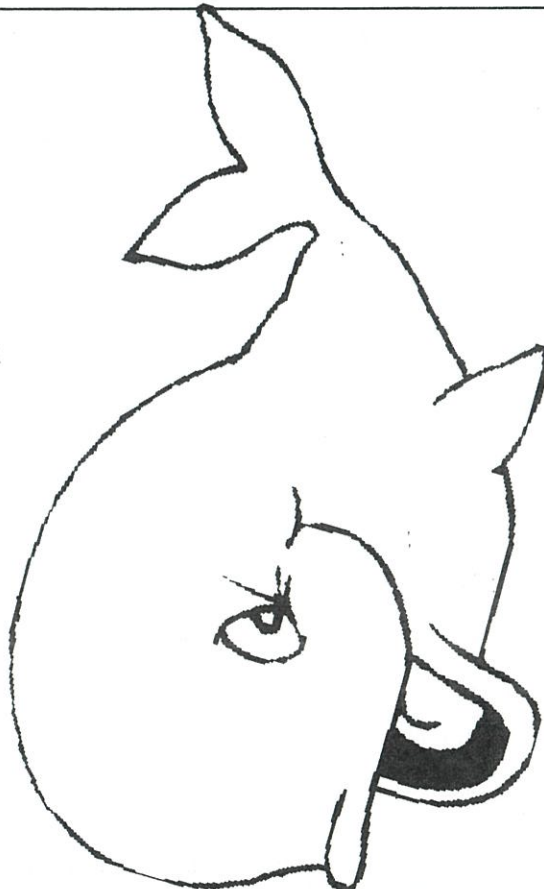
List words

satin rent twitch whatever whisker whack
wheel whine what who

Unscramble the following list words.

tchtwi _____ reevawht _____
hawck _____ thaw _____
atsin _____ wehel _____
netr _____ skierwh _____
inewh _____ hwo _____

Write your list words in the whale.



List words

sunset relax whisker whirlwind whistle
whisky whiplash what who

Unscramble the following list words.

wskhiy _____ lapiwsh _____
snutse _____ thaw _____
whiwrind _____ linektw _____
hstiweel _____ therewh _____
ralxe _____ hwo _____

Write your list words in the whale.



List Words

hook fork back brick deck
flock struck backpack nineteen twenty

Unjumble the following list words.

olkfc _____

rcikb _____

ohko _____

rsktuc _____

einntnee _____

bkca _____

kedc _____

ytnewt _____

rofk _____

ckckaapb _____

Find the meaning of the following list words:

1. back: _____

2. brick: _____

3. deck: _____

4. flock: _____

5. struck: _____

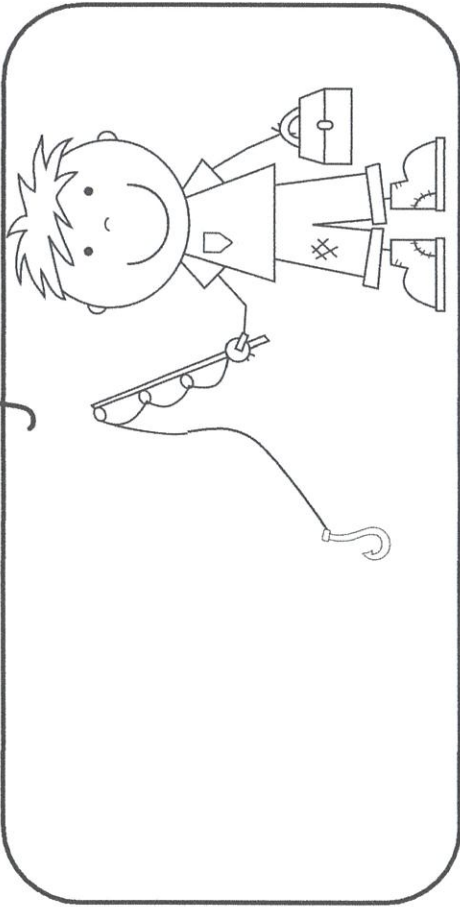
6. backpack: _____

7. nineteen: _____

8. twenty: _____

Gone Fishing

Name: _____
Date: _____



It was still dark when we got to the river.
 We got our rods, bait and buckets out of the car and found a good spot on the jetty.
 Dad helped me put bait on my hook and I cast my line into the water.
 I reeled my line in slowly while I waited to feel a bite.
 Then, I felt a tug on my line. I had a bite! I began to reel it in as fast as I could.
 As I lifted my catch out of the water it felt big and heavy. I was excited to see what was on the end of my hook!
 My smile faded when I saw it wasn't a fish, it was a...

1. What time of day did they go fishing? How do you know?

2. Write the first 3 main events that happened in the story.

First, _____

Then, _____

Next, _____

3. How did the boy know he had caught something?

4. What words did he use to describe what was on his hook?

5. Do you think this boy had been fishing before? Why do you think this?

6. What do you think the boy caught? Why?

7. Write about a time when you have been fishing:

In the picture, draw what you think was on the end of the hook!

Student answers comprehension questions based on:

- Directly stated information within the text - (Literal) Q. 1,
- Connecting - Q. 7
- Inferring - Q. 1, 3, 5,
- Predicting - Q. 6

Name: _____

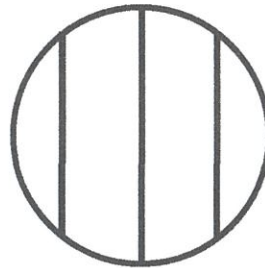
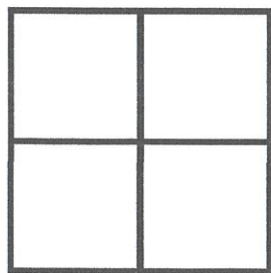
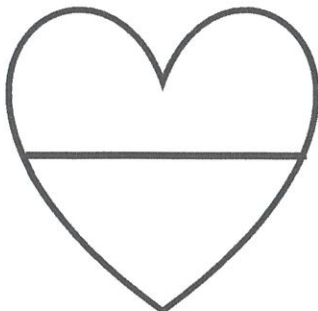
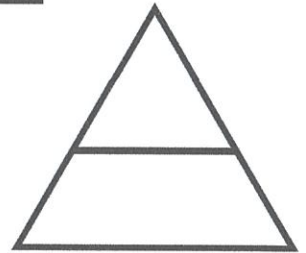
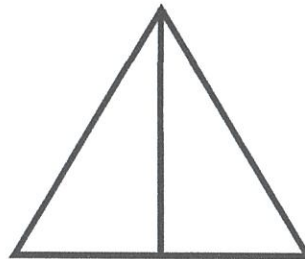
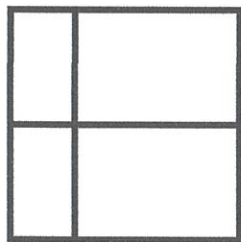
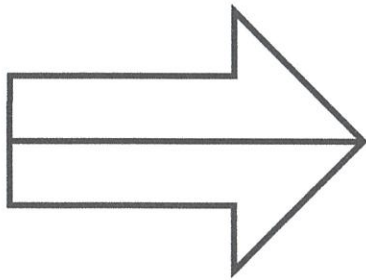
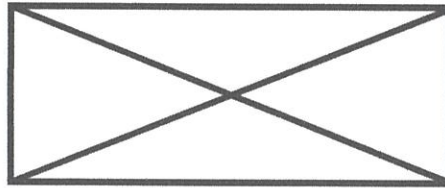
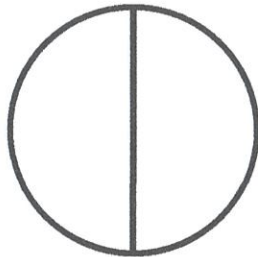
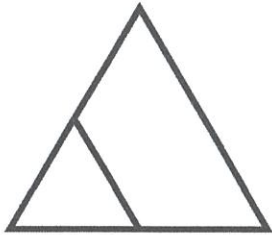
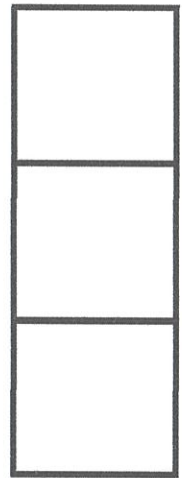
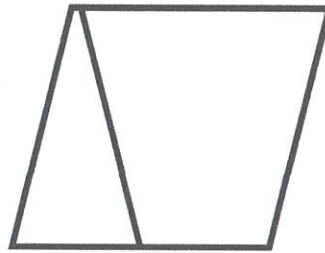
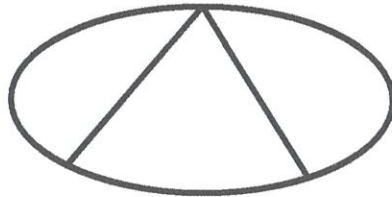
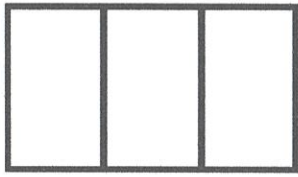
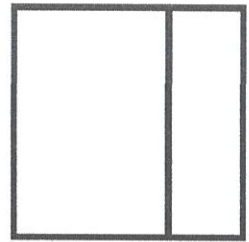
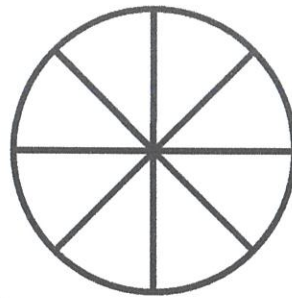
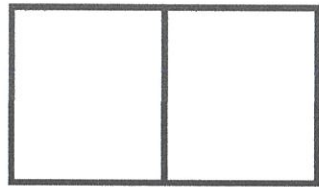
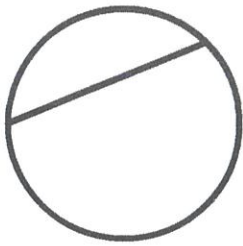
Equal Shares



equal



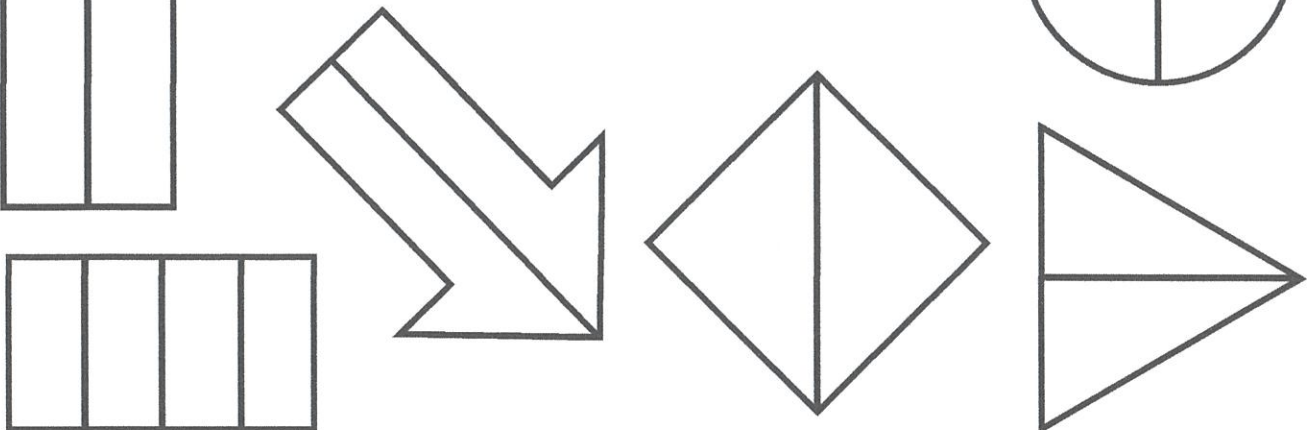
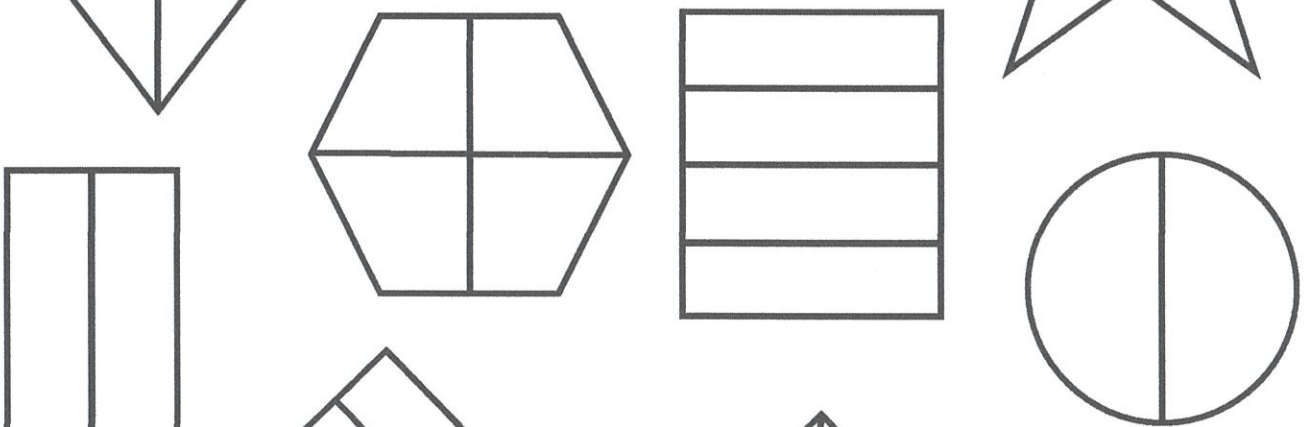
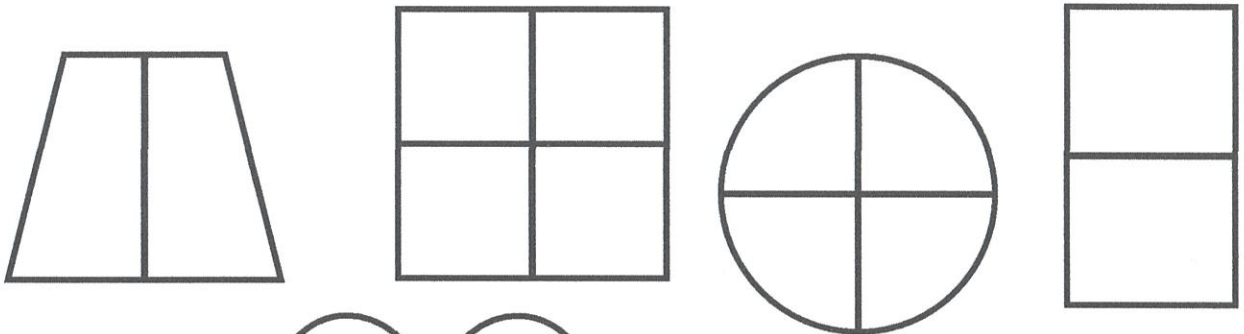
unequal



Name: _____

Halves or Quarters

 halves  quarters





8

Draw the important stages of growth for humans on the lifeline.



Draw the important stages of growth for ducks on the lifeline.

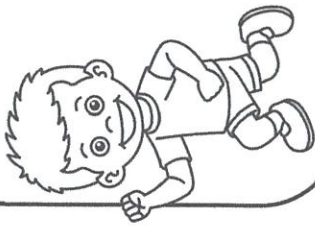


What is the same about a human's lifeline and a duck's lifeline?

The Big Race

Name: _____

Date: _____

2nd1st3rd

For weeks I trained for the big race.

I ran two laps of the oval every day. Dad said I was getting much faster.

On Friday, the big day was here! I ate a healthy breakfast of 2 eggs on toast and a berry smoothie.

At school everyone was excited!

When it was my turn to run I lined up at the starting line and waited for Miss Green to start the race.

"3, 2, 1, GO!" she yelled.

I ran as fast as I could, but my friend Josh ran past me and crossed the finish line first.

I felt sad. I really wanted to win. Then I remembered, second place isn't bad!

1. What was the boy training for?

2. How did he train?

3. Why do you think the boy ate a healthy breakfast?

4. Do you think the boy thought he was going to win? Why do you think this?

5. Who started the race?

6. Who won the race?

7. Do you think the boy should be disappointed with his race? Why do you think this?

8. Do you think he will do anything differently next year?

9. Have you ever had a running race? Describe how you felt before and after.

In the picture, draw and label the boy and his friend Josh on the podium.

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q: 1, 5, 6

Inferring - Q: 2, 3, 4, 7, 8, 9

Connecting - Q: 10

Name: _____

WEIGHT

When we measure **weight** we measure how **heavy** or how **light** something is.

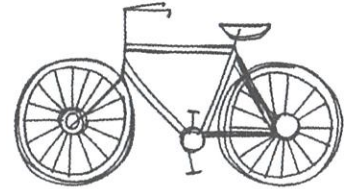
We measure in units called: (colour the correct ones)

centimetres	grams	tonnes	kilometres
kilograms	litres	metres	millilitres

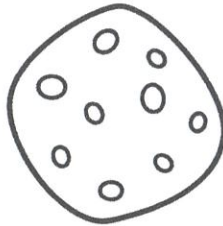
Next to each of these items, colour the unit of measurement that would be used.



















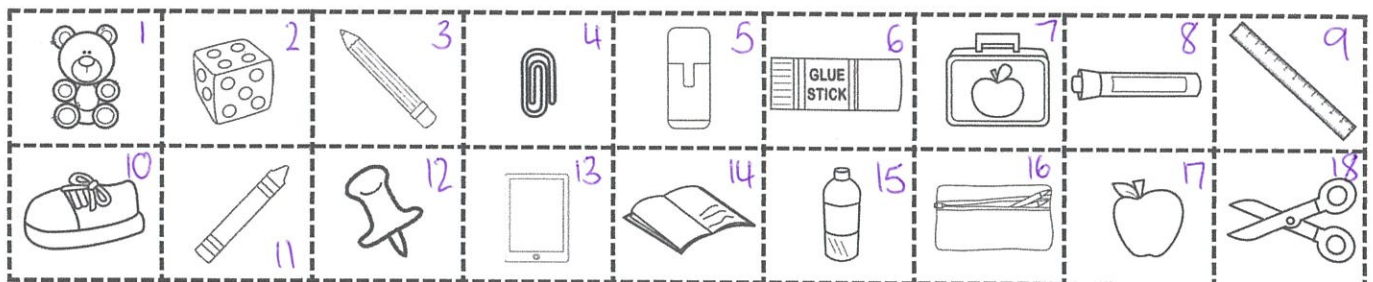
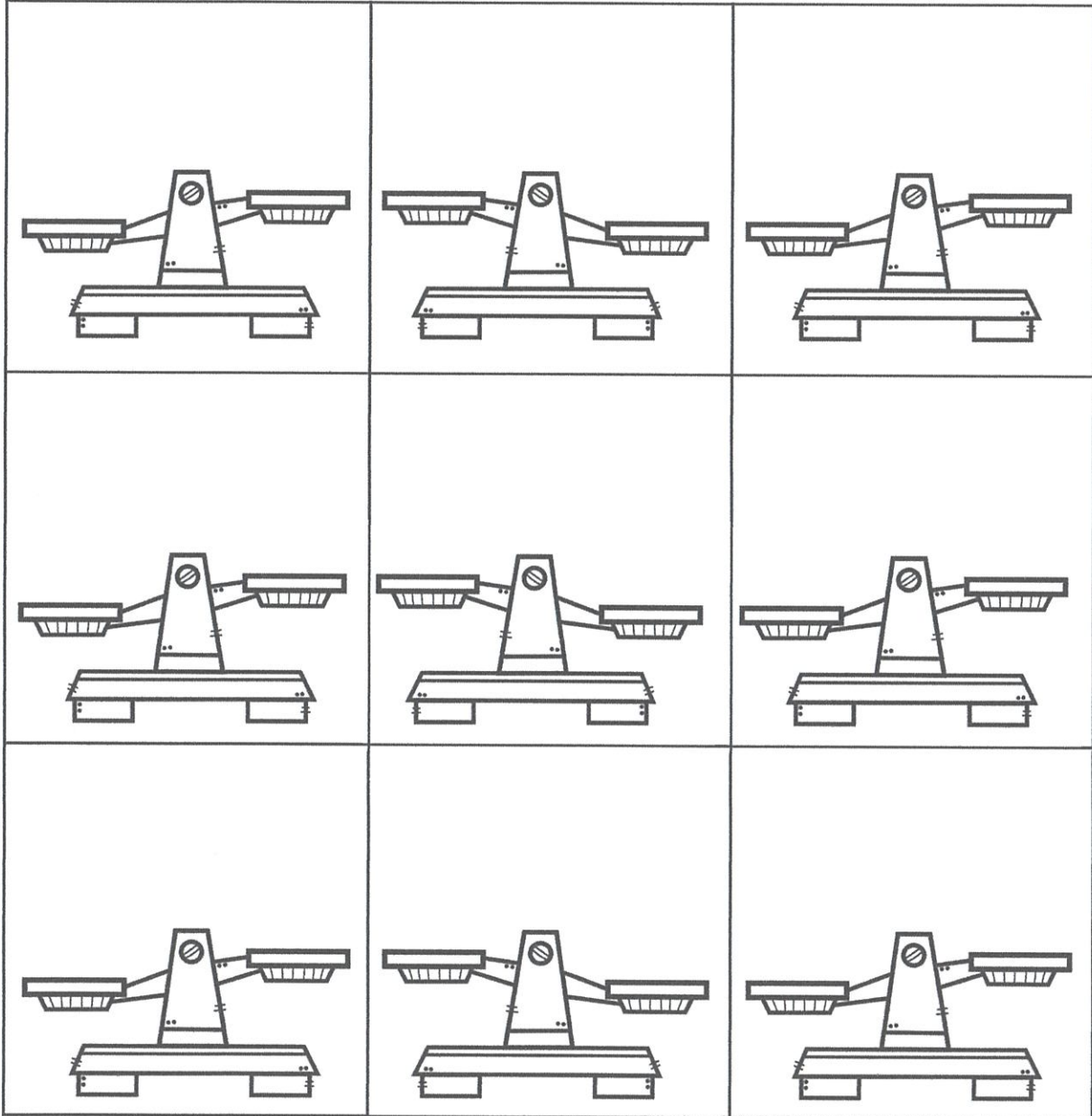
© Janquard.com

grams	grams	kilograms	kilograms	kilograms
kilograms	grams	grams	grams	

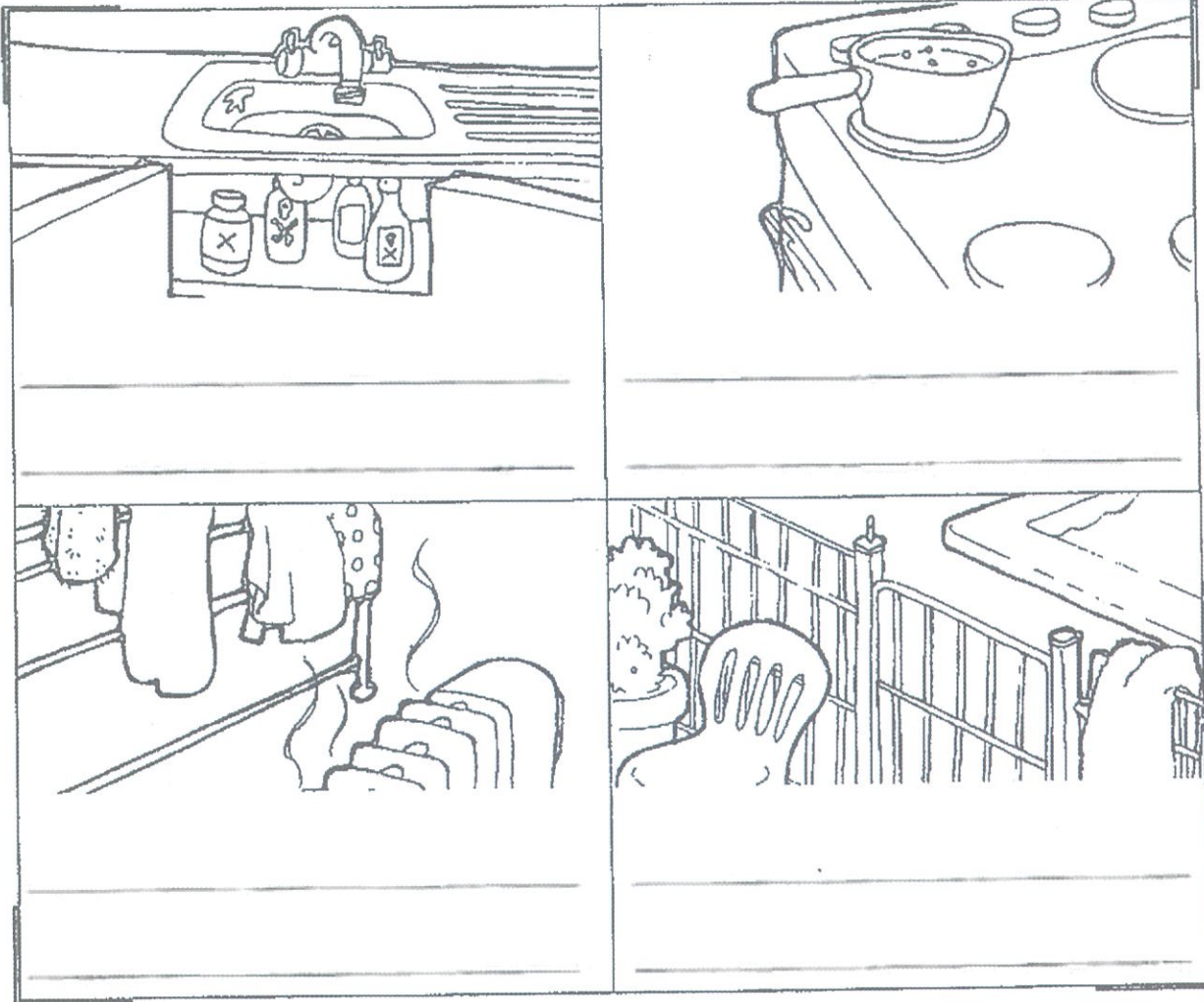
Name: _____

COMPARING WEIGHT

COMPARE THE WEIGHT OF THE CLASSROOM OBJECTS BELOW. CHOOSE TWO OBJECTS AT A TIME TO COMPARE.



1 Write how these things can be dangerous if not used properly.



2 If there was an emergency, what number would you call?

--	--	--

3 For what emergencies might you call ...

the fire service? _____

the police service? _____

an ambulance? _____

Lesson Five: Triple Zero Heroes

Worksheet: My Phone Number and Address



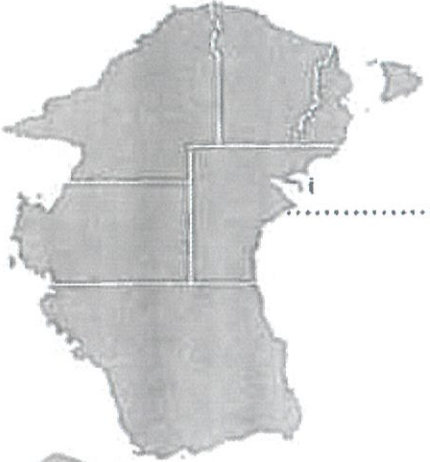
HOUSE NUMBER
.....



STREET
.....



TOWN OR
SUBURB
.....



STATE
.....



PHONE NUMBER
.....

Future

Past Yesterday		Future Tomorrow
I _____	I cook	I _____
I _____	I listen	I _____
I _____	I skate	I _____
I _____	I walk	I _____

Write some sentences about what you did yesterday.

Write some sentences about what you will do tomorrow.

A sentence must have a verb.
Underline the verbs in your sentences in red.



Action (Future): Point to the front.

Proofreading Sentences

Proofread these sentences. Write out the correct spelling above each misspelt word. Then add in the missing punctuation.

1. Dolphins and wales live in the sea.



2. I saw some sheap with there lambs on the hillsid.

3. it was mie berthday party



4. The dog ait the duc.

5. i wet camping with my muther father sister
brother granma and grampa

6. Could I have a drinck pleas askt meg.

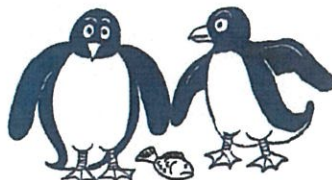
7. Whot is your naim sed the litle gerl.



8. Ouch i hit my thum wiv the hamer.

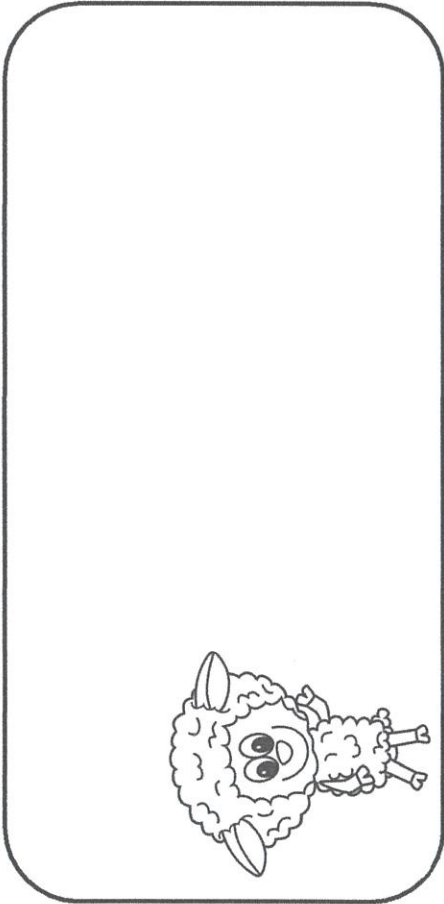
9. their are three yung Berds in the nest in are tree.

10. at the zoo we sau jiraffes elefants penguins and
aardvarks.



Name: _____
Date: _____

Uncle Mick's Farm



It was a long drive to Uncle Mick's farm. After 2 hours we were there.

When we got there, Rex came running to the car barking and wagging his tail.

"Let's go see the sheep" said Uncle Mick. We all jumped on the motorbike.

When we got to the sheep yard, the gate was open and a trail of footprints lead to the grain shed.

"Not again!" said Uncle Mick. "Those cheeky sheep!"

We rode the motorbike to the shed where Uncle Mick kept his wheat.

"Oh no" said Uncle Mick as he opened the barn door.

1. How long did it take to get to the farm?

2. Why was Rex barking and wagging his tail?

3. Name 2 animals that were in the story.

4. Where were they going on the motorbike?

5. What was the problem in the story?

6. How did the sheep get out?

7. What do you think the sheep were doing in the shed?

8. Was this the first time the sheep had escaped? How do you know?

9. What do you think Uncle Mick saw when he opened the barn door?

10. What other animals do you think Uncle Mick had on his farm?

In the picture, draw Uncle Mick and Rex

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q: 1, 3, 4, 6,

Predicting - Q: 9

Inferring - Q: 2, 3, 7, 8, 10

Friday WR4

Let's count

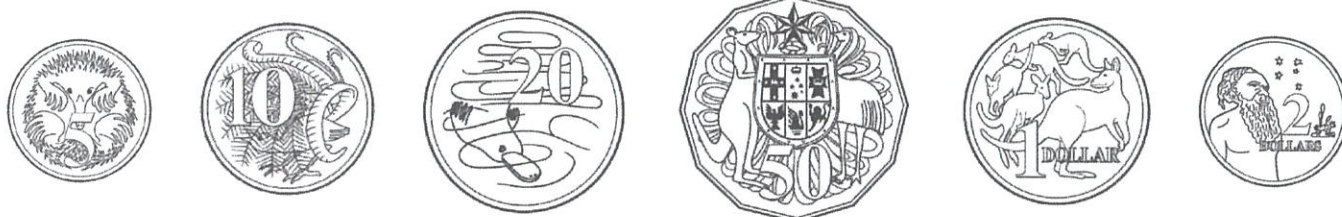


Name _____







Ten Cents

10c 10c 10c

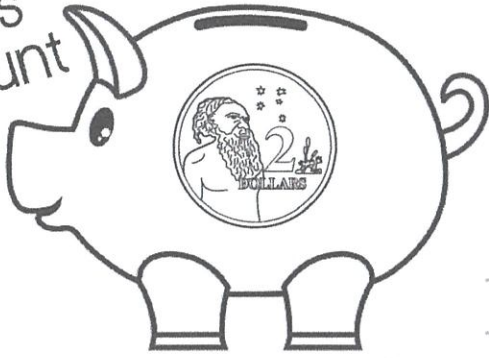
1. Circle the ten cent coin below.



2. Count the ten cent coins by 10s and write the total amount in the box.

<p>a.</p>  <div style="border: 1px dashed black; width: 100px; height: 80px; display: inline-block; vertical-align: middle; text-align: right; padding-right: 5px;">c</div>	<p>d.</p>  <div style="border: 1px dashed black; width: 100px; height: 80px; display: inline-block; vertical-align: middle; text-align: right; padding-right: 5px;">c</div>
<p>b.</p>  <div style="border: 1px dashed black; width: 100px; height: 80px; display: inline-block; vertical-align: middle; text-align: right; padding-right: 5px;">c</div>	<p>e.</p>  <div style="border: 1px dashed black; width: 100px; height: 80px; display: inline-block; vertical-align: middle; text-align: right; padding-right: 5px;">c</div>
<p>c.</p>  <div style="border: 1px dashed black; width: 100px; height: 80px; display: inline-block; vertical-align: middle; text-align: right; padding-right: 5px;">c</div>	<p>f.</p>  <div style="border: 1px dashed black; width: 100px; height: 80px; display: inline-block; vertical-align: middle; text-align: right; padding-right: 5px;">c</div>

Let's count

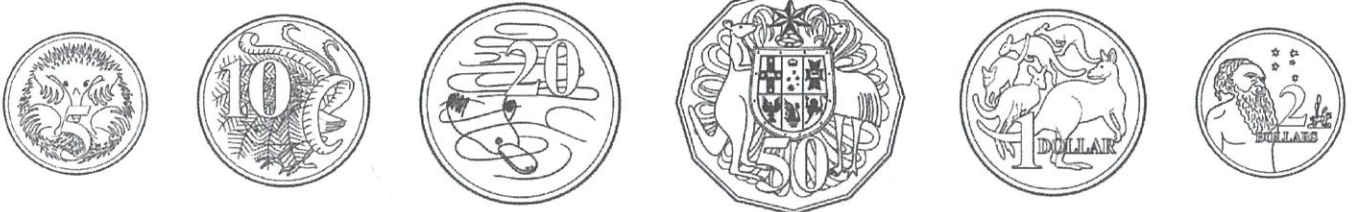


Name _____





Two Dollars

\$2 \$2 \$2 \$2


1. Circle the two dollar coin below.



2. Count the two dollar coins by 2s and write the total amount in the box.

<p>a.</p>  <div style="border: 1px dashed black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin-left: 20px;">\$</div>	<p>c.</p>  <div style="border: 1px dashed black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin-left: 20px;">\$</div>
<p>b.</p>  <div style="border: 1px dashed black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin-left: 20px;">\$</div>	<p>d.</p>  <div style="border: 1px dashed black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center; margin-left: 20px;">\$</div>

3. Colour in two other ways to make one dollar.

<p>a.</p> 
<p>b.</p> 