

# Learning From Home 2021 Term 3 Week 3

Stage 1  
Wed - Fri

Use this table to practise typing your sight words.

| Type/write<br>your word. | Practise 1 | Practise 2 | Practise 3 |
|--------------------------|------------|------------|------------|
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |



dress

girl

yellow

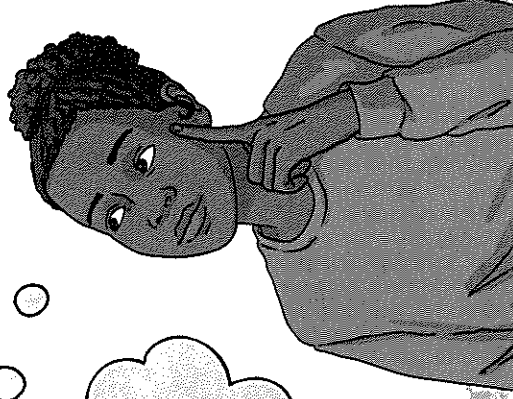
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Let's come up with some ideas together:

Descriptive Words For Appearance



## Your Character's Appearance

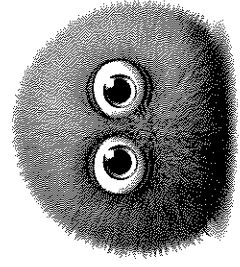
Is there something unique about your character's appearance?

What is their eye, skin and hair colour?

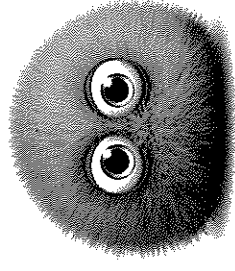
Tall or short. Fat or thin?

Big or small nose?

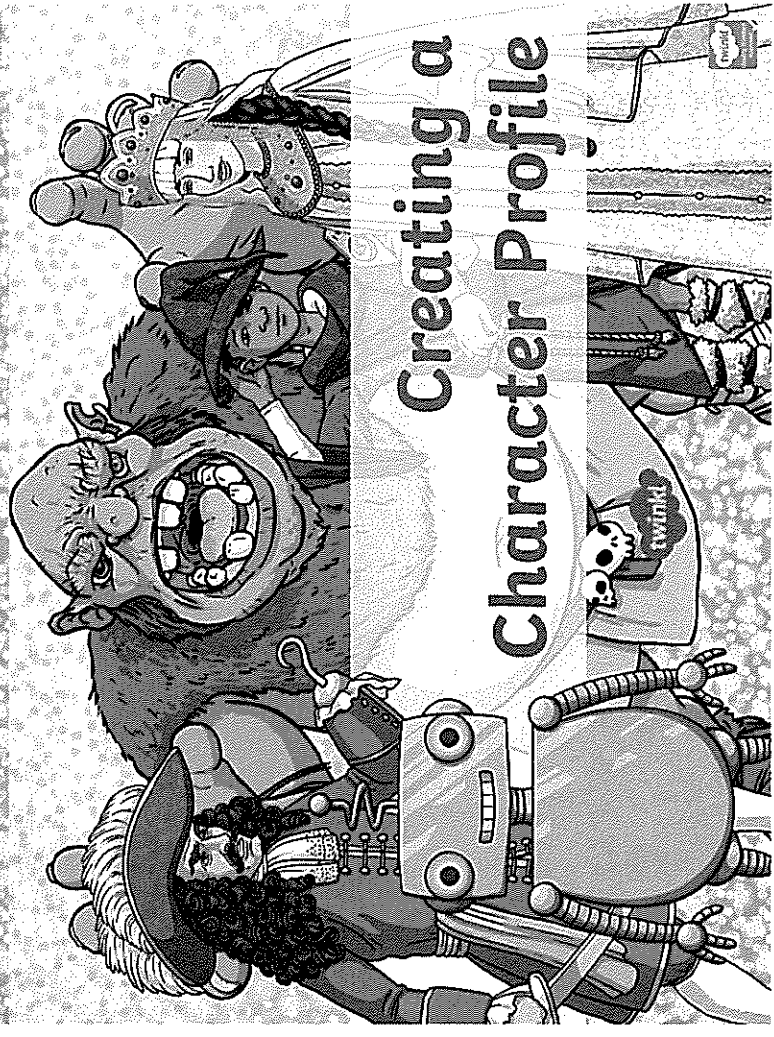
Use your worksheets to write down ideas for descriptive words for the appearance of your character.

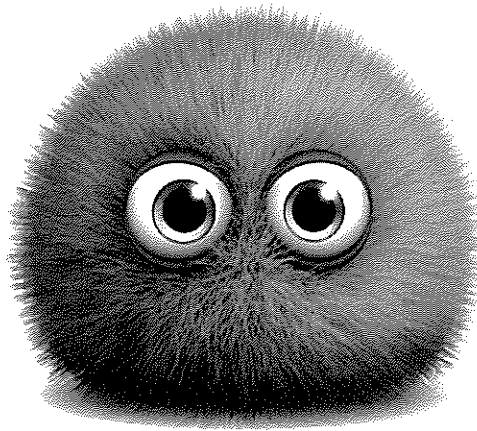


Create a character profile for this character. Consider these questions and use your worksheets to write down your ideas.



## Creating a Character Profile





Write a description of this character. You can call it whatever you like. Think about what they are like on the inside and the outside. Is it a girl or a boy? What is their personality like? What would be their problem in the story?

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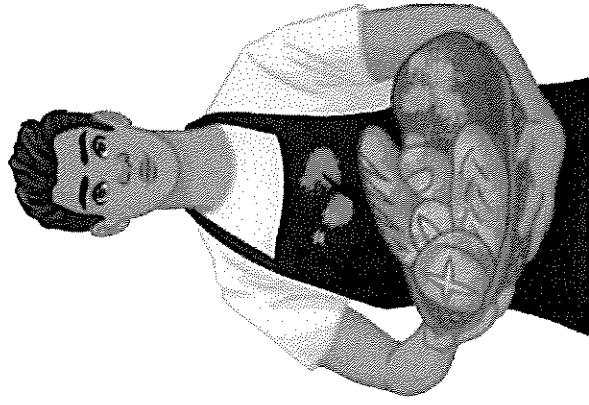
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cake



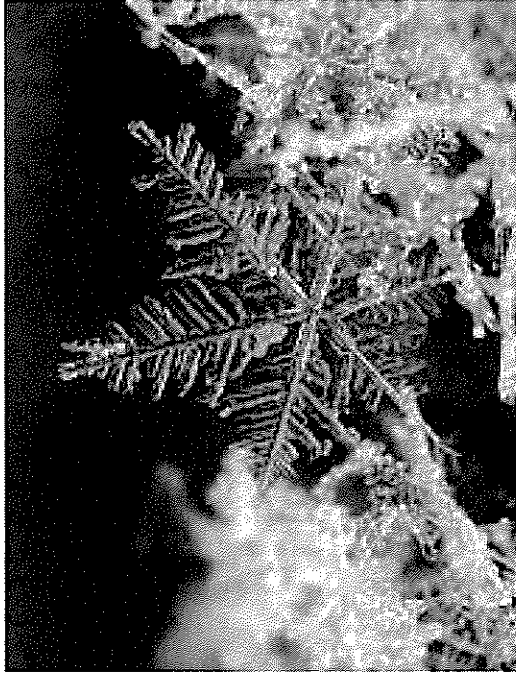
rake



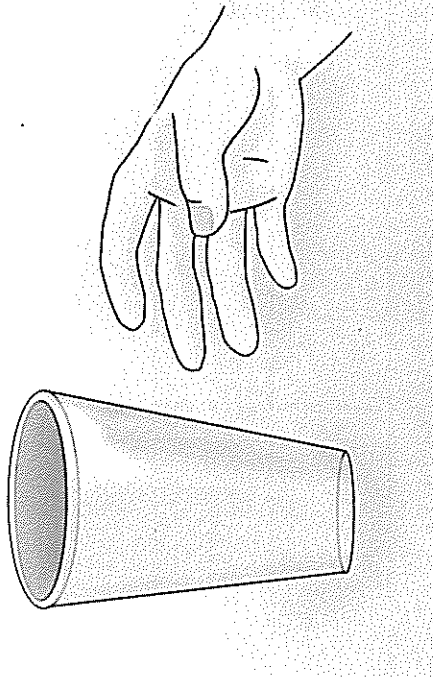
bake



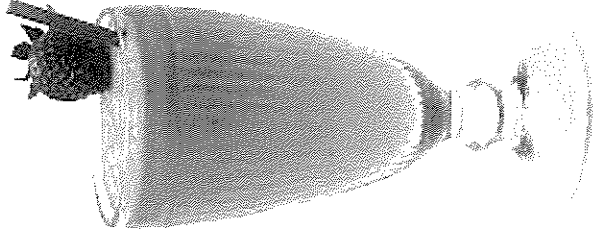
take



shake



flake



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

# My ake Words

See the snow

\_\_\_\_\_

That ring is a

\_\_\_\_\_

Where is my

\_\_\_\_\_

I ate the

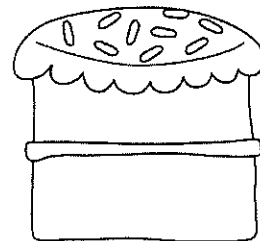
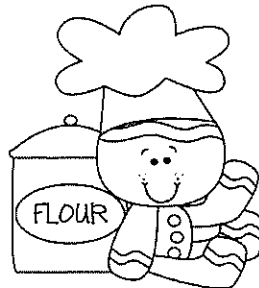
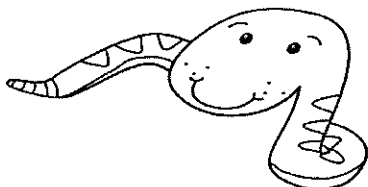
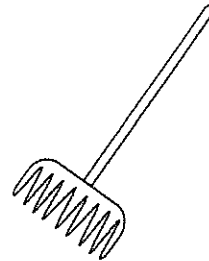
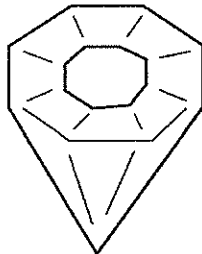
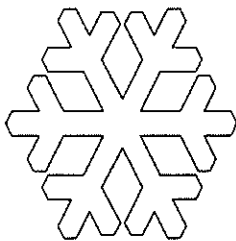
\_\_\_\_\_

I know how to

\_\_\_\_\_

I see a long

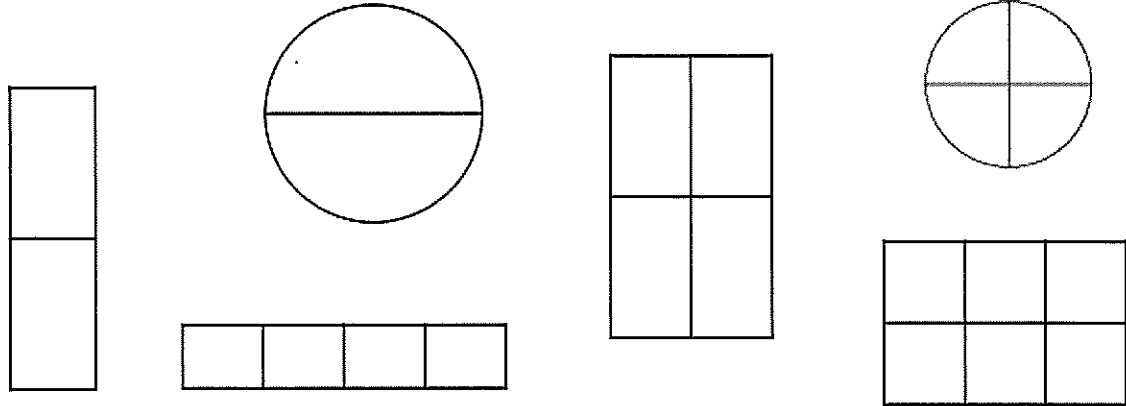
\_\_\_\_\_



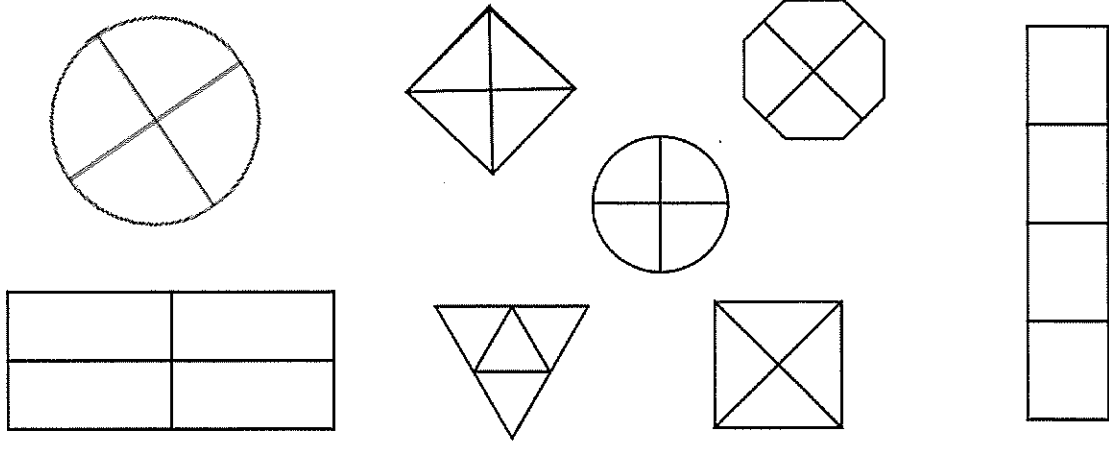


# L.O: To colour in fractions of a shape

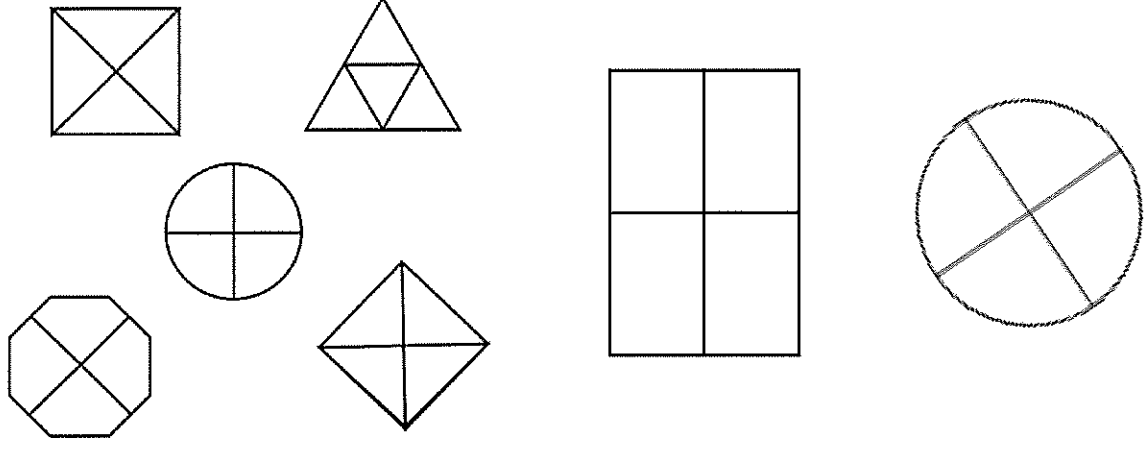
Colour in  $\frac{1}{2}$



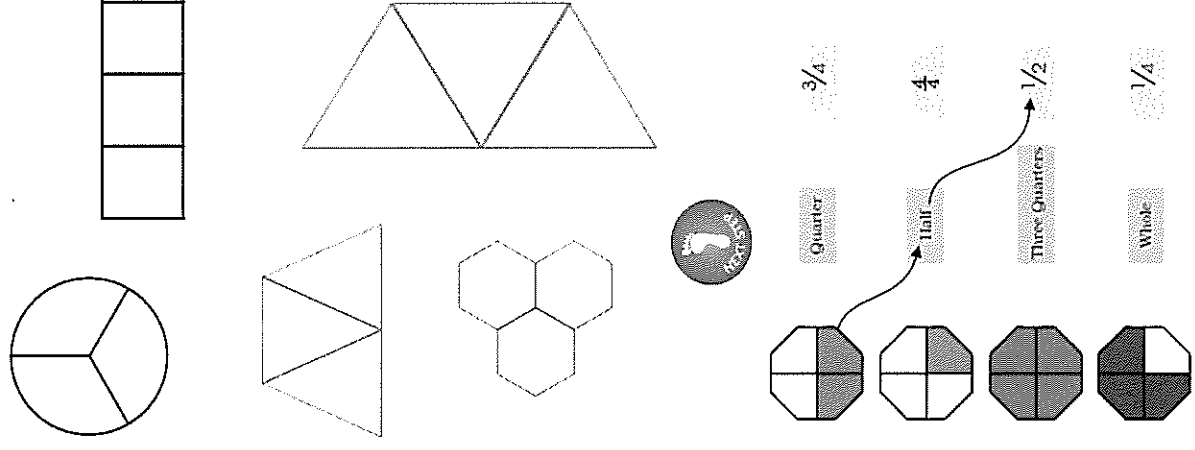
Colour in  $\frac{1}{4}$



Colour in  $\frac{3}{4}$



Colour in  $\frac{1}{3}$

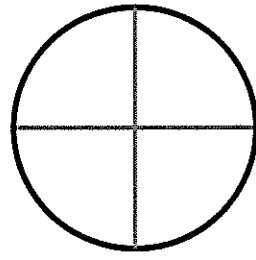


Name: \_\_\_\_\_

Independent / Some adult support / A lot of adult support

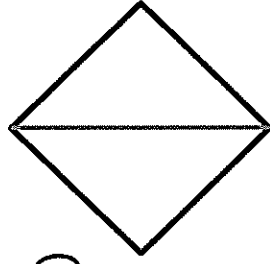
Date: \_\_\_\_\_

# Shade fractions of shapes



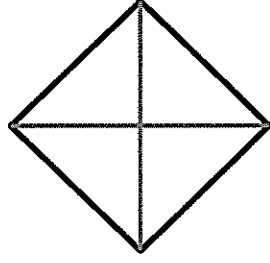
1)

$$\frac{1}{4}$$



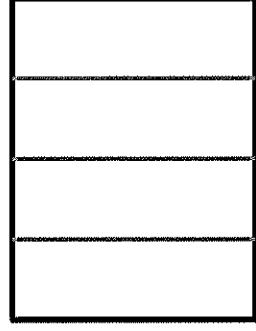
2)

$$\frac{1}{2}$$



3)

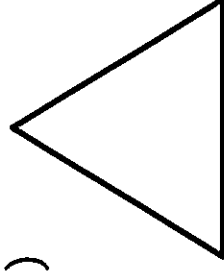
$$\frac{2}{4}$$



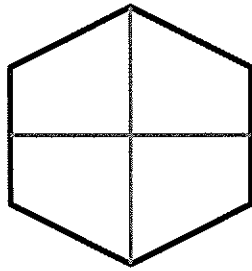
4)

$$\frac{3}{4}$$

5)



$$\frac{1}{1}$$



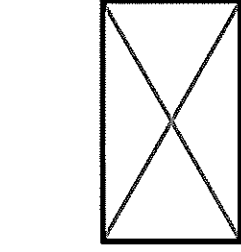
6)

Three quarters



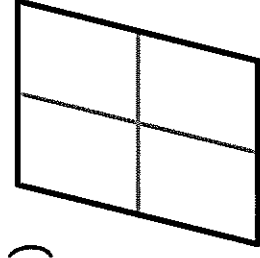
7)

A whole



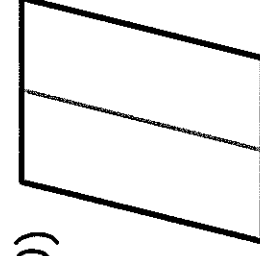
8)

One quarter



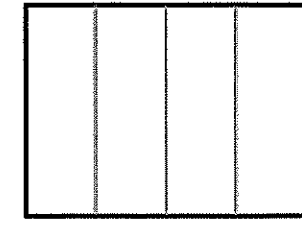
9)

Two quarters



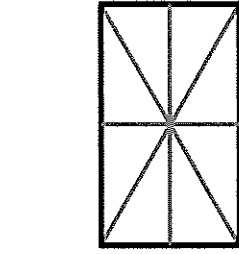
10)

A half



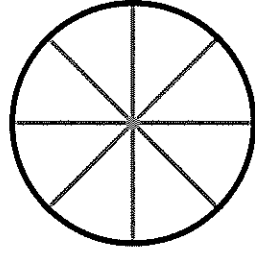
11)

$$\frac{1}{2}$$



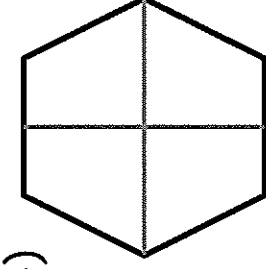
12)

$$\frac{1}{4}$$



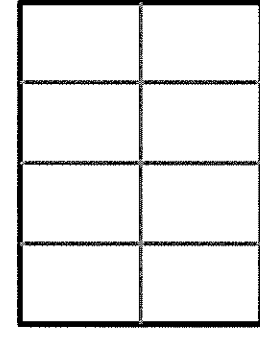
13)

$$\frac{3}{4}$$



14)

Two halves



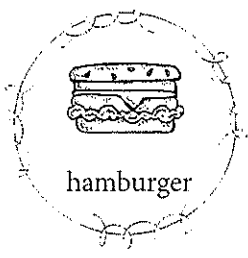
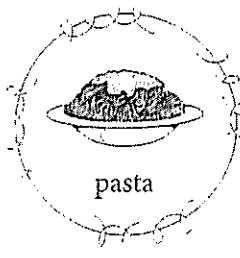
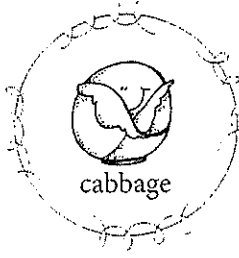
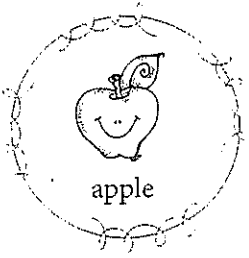
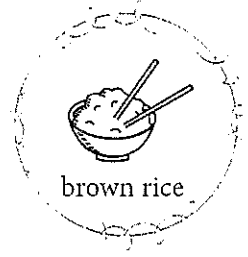
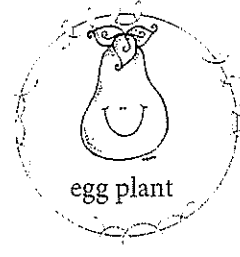
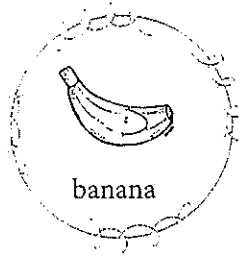
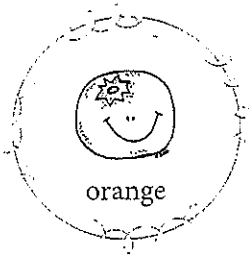
15)

Four quarters

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

Date: \_\_\_\_\_

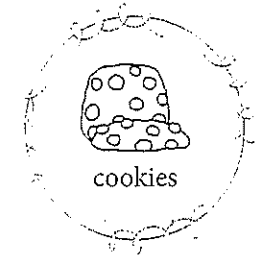
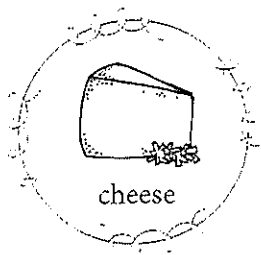
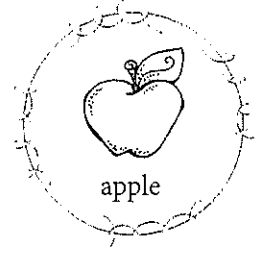
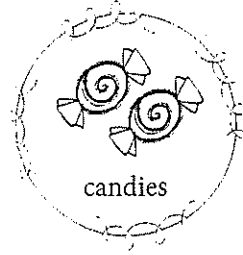
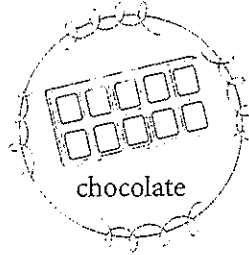
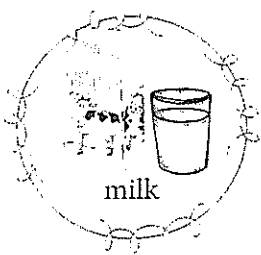
Color only the healthier foods!



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

Date: \_\_\_\_\_

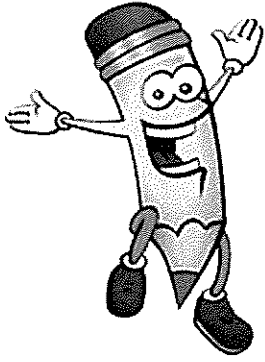
Color only the foods which help us have healthy teeth!



Thursday

Use this table to practise typing your sight words.

| Type/write<br>your word. | Practise 1 | Practise 2 | Practise 3 |
|--------------------------|------------|------------|------------|
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |



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

# Word Families: Missing Letters

The ake Word Family

Print the correct letters in the spaces for each word.

1.

|   |   |   |   |
|---|---|---|---|
| b |   |   | e |
|   | a |   | e |
| b |   | k |   |
| b | a |   |   |

4.

|   |   |   |   |
|---|---|---|---|
|   | a |   | e |
|   | a | k |   |
|   | a | k |   |
| l | a |   |   |

2.

|   |   |   |   |
|---|---|---|---|
| c |   |   | e |
|   | a | k |   |
| c |   | k |   |
|   |   | k | e |

5.

|   |   |   |   |
|---|---|---|---|
| m |   | k |   |
| m |   | k |   |
|   | a | k |   |
|   |   | k | e |

3.

|   |   |   |   |
|---|---|---|---|
|   | a | k |   |
|   |   | k | e |
| f |   |   | e |
|   | a |   | e |

6.

|   |   |   |   |
|---|---|---|---|
| r |   |   | e |
|   |   | k | e |
| r |   | k |   |
| r | a |   |   |



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

# Find the Words That Rhyme with Make

Find the hidden words. The words are horizontal, vertical, or diagonal.

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

1.cake

4.fake

7.make

10.flake

2.lake

5.wake

8.rake

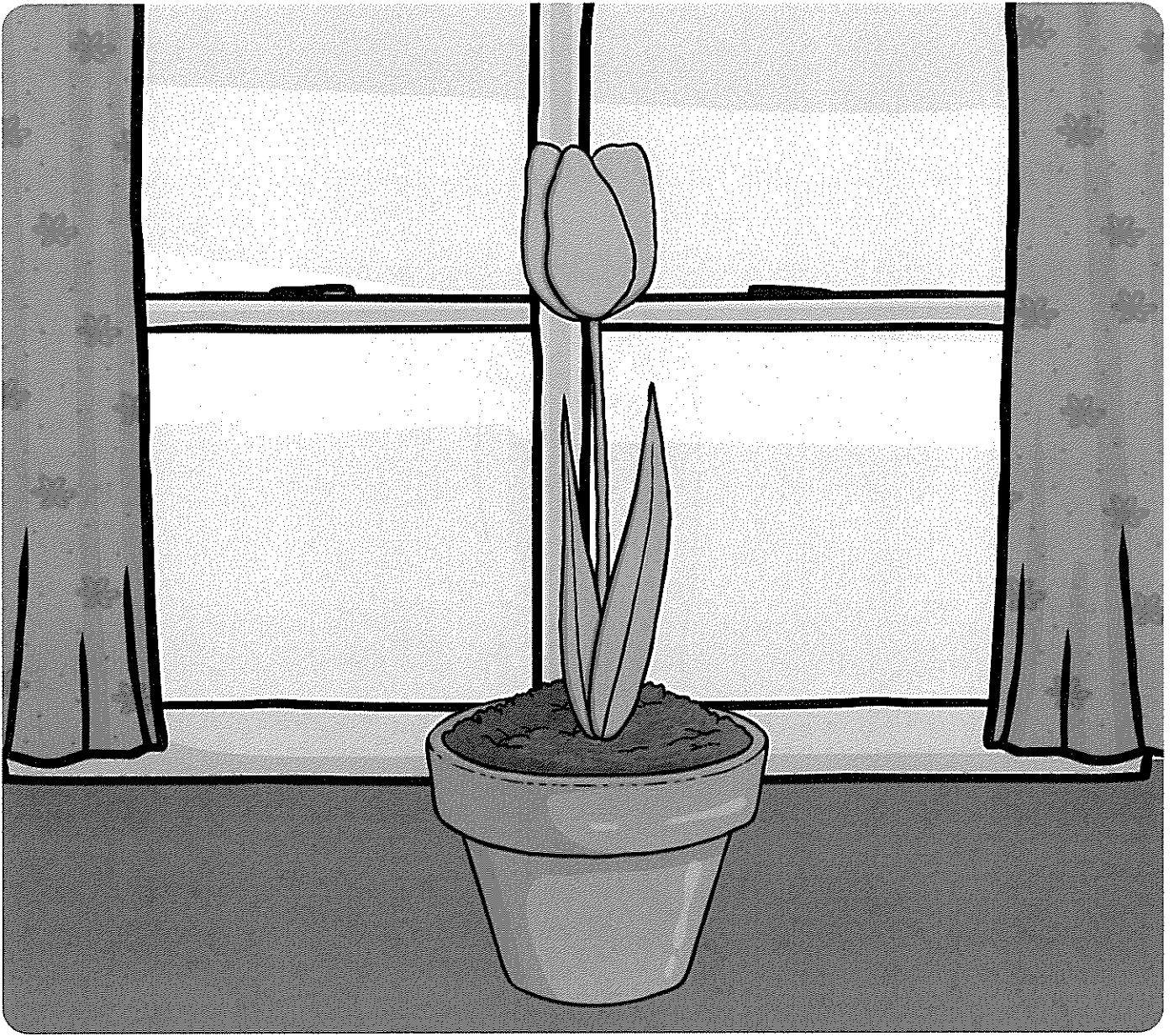
11.stake

3.bake

6.snake

9.shake

12.take



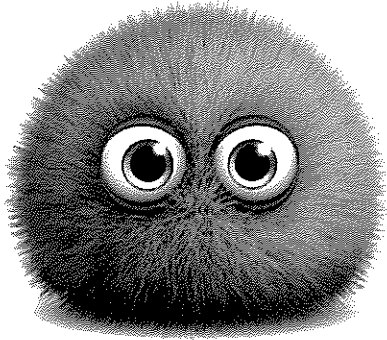
petals

pink

flower



## Conflict and resolution.



This week you have practised creating your character and setting. Today, you are introduced to the bad guy. Think about what problem this bad guy may create. Who is he? What does he want? How will your main character solve the problem?

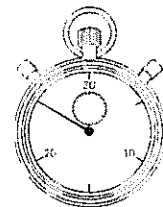
Below, write down what the problem is and how you are going to solve it.

Write your response here:

# Beat the Clock

Score:

Time:



| X  | 10 | 2 | 0 | 5 | 3 |
|----|----|---|---|---|---|
| 4  |    |   |   |   |   |
| 2  |    |   |   |   |   |
| 6  |    |   |   |   |   |
| 12 |    |   |   |   |   |
| 3  |    |   |   |   |   |
| 7  |    |   |   |   |   |
| 1  |    |   |   |   |   |
| 5  |    |   |   |   |   |
| 11 |    |   |   |   |   |
| 10 |    |   |   |   |   |
| 9  |    |   |   |   |   |
| 8  |    |   |   |   |   |



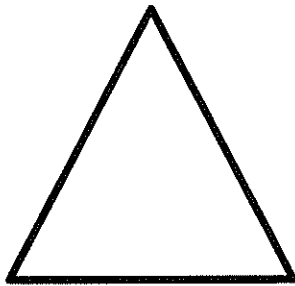
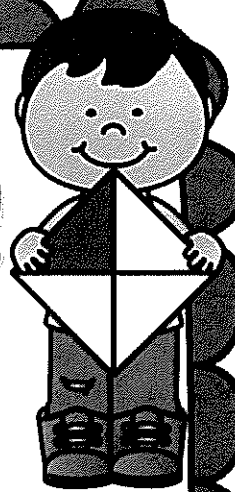
visit [twinkl.com](https://www.twinkl.com)



Name \_\_\_\_\_

# Draw Equal Parts!

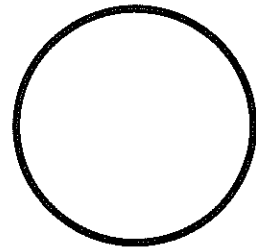
Divide the shapes into equal parts.



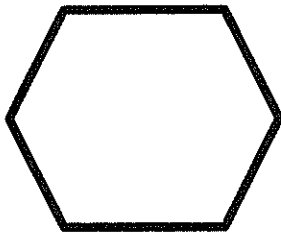
halves



fourths



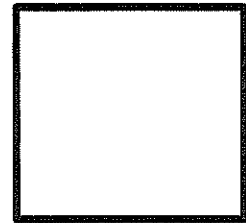
thirds



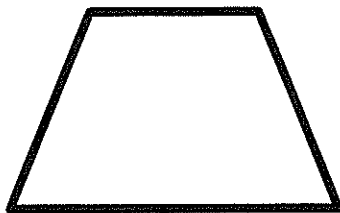
halves



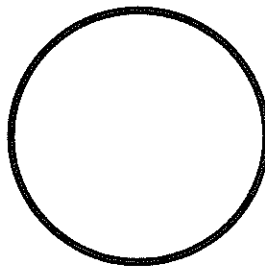
thirds



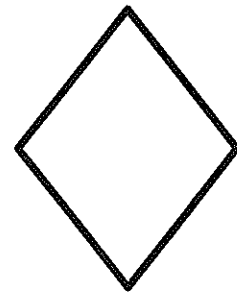
fourths



thirds



fourths



halves

# Hand and racquet control challenges

## GetActive@Home

### Episode 1 - Hand & racquet control

Stage 1

#### Challenges

- Tap the ball or socks using the palm and back of the hand.
- Tap the ball using both sides of a racquet, thong or plastic dish with a handle.

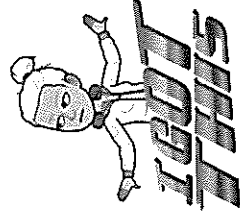
#### Mega Challenges

- Tap the ball or socks using the hand, a thong or a plastic dish while running on the spot.
- Tap the ball on a racquet, allowing it to bounce once on the ground and in between each tap.
- Creative challenge - Tap the ball or socks using the hand, a thong or a plastic dish while standing or hopping on one leg.
- Tap the ball on the racquet while continuously kneeling down and standing up.

#### Other variations

With a partner try:

- Balance the ball on the hand or racquet while moving around.
- Tapping combinations back and forth with a partner.
- Use a bigger soft ball to make it easier.



#### Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

**PD1-4** performs movement skills in a variety of sequences and situations.

**PD1-11** incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences.

#### Sample questions

- Where do you look when tapping? (Technical)
- How do you move to make tapping easier? (Tactical)
- What do we say to make tapping easier? (Reinforce)

#### Teaching cues

- Flat hand or racquet face.
- Laser eyes on the ball.
- Try to tap lightly.
- Move your feet to track the ball.

#### Equipment

Ball or rolled up socks, bat or racquet.

Friday

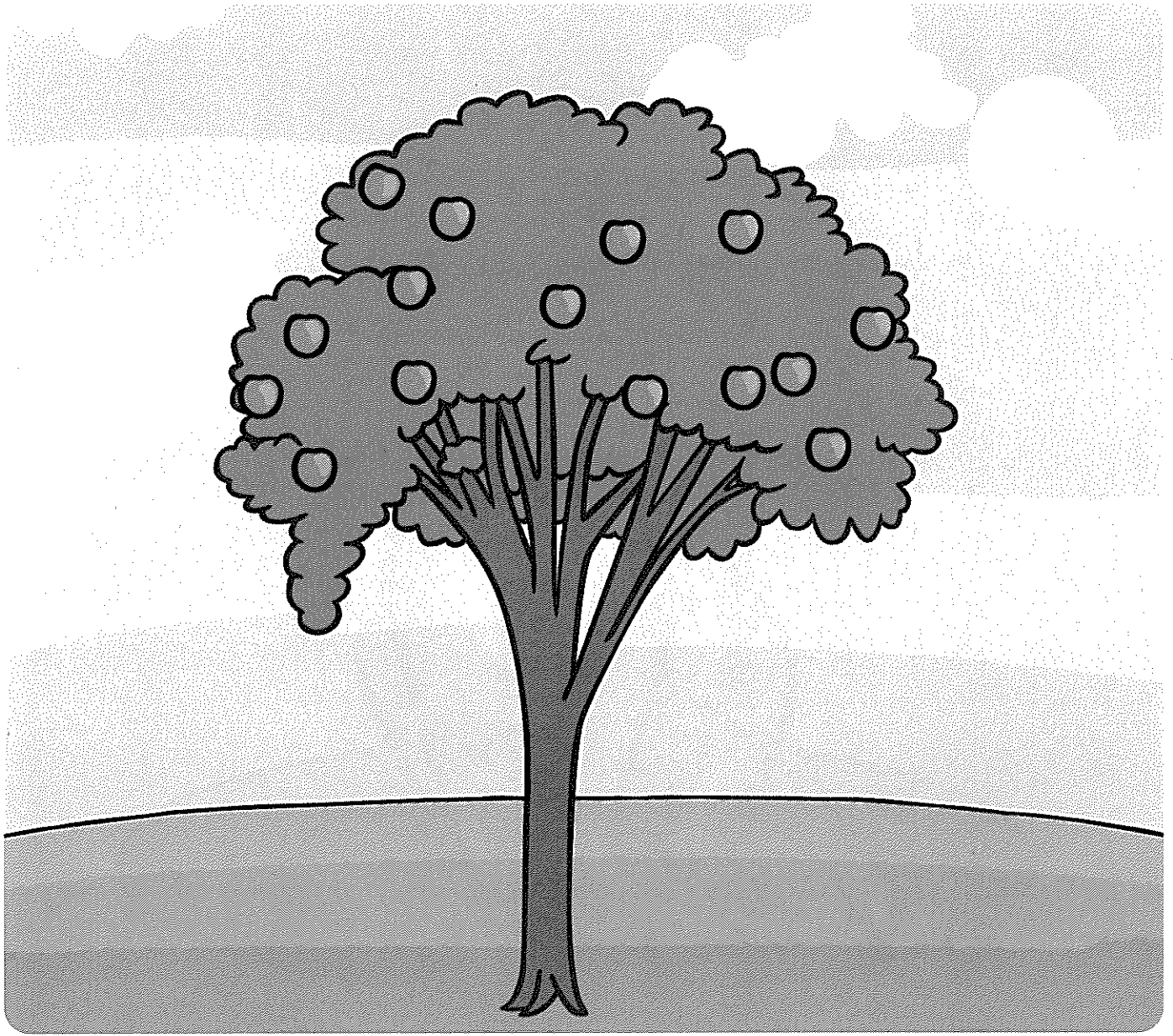
Use this table to practise typing your sight words.

| Type/write<br>your word. | Practise 1 | Practise 2 | Practise 3 |
|--------------------------|------------|------------|------------|
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |
|                          |            |            |            |

# Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

|       | look | say | cover | write | check | correction |
|-------|------|-----|-------|-------|-------|------------|
| toy   |      |     |       |       |       |            |
| boy   |      |     |       |       |       |            |
| joy   |      |     |       |       |       |            |
| soil  |      |     |       |       |       |            |
| foil  |      |     |       |       |       |            |
| toil  |      |     |       |       |       |            |
| rake  |      |     |       |       |       |            |
| sake  |      |     |       |       |       |            |
| make  |      |     |       |       |       |            |
| cake  |      |     |       |       |       |            |
| brake |      |     |       |       |       |            |
| take  |      |     |       |       |       |            |
| flake |      |     |       |       |       |            |
| awake |      |     |       |       |       |            |



tree

apples

red

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### **Basic Script Writing.**

*Using your character description and setting from this week. Create a short script. Think about the problem and the resolution that we looked at yesterday. Write a brief sentence describing the scene (you do not need to write a whole story). Next, think about what the characters will say to each other and create some sentences of dialogue. You could draw a picture and write what the characters are saying underneath. If you would prefer, do this on a piece of paper at home and then send a photo to your teacher. Your pictures and speech must show what the problem is and how it is solved.*

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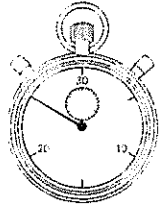
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# Beat the Clock

Score:

Time:



| X  | 10 | 5 | 2 | 0 | 1 |
|----|----|---|---|---|---|
| 12 |    |   |   |   |   |
| 6  |    |   |   |   |   |
| 2  |    |   |   |   |   |
| 4  |    |   |   |   |   |
| 1  |    |   |   |   |   |
| 3  |    |   |   |   |   |
| 7  |    |   |   |   |   |
| 11 |    |   |   |   |   |
| 9  |    |   |   |   |   |
| 5  |    |   |   |   |   |
| 10 |    |   |   |   |   |
| 8  |    |   |   |   |   |

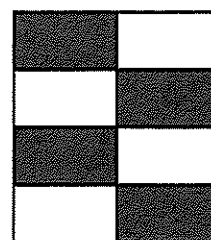
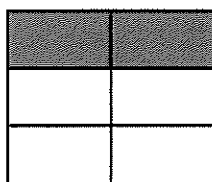


visit [twinkl.com](https://www.twinkl.com)

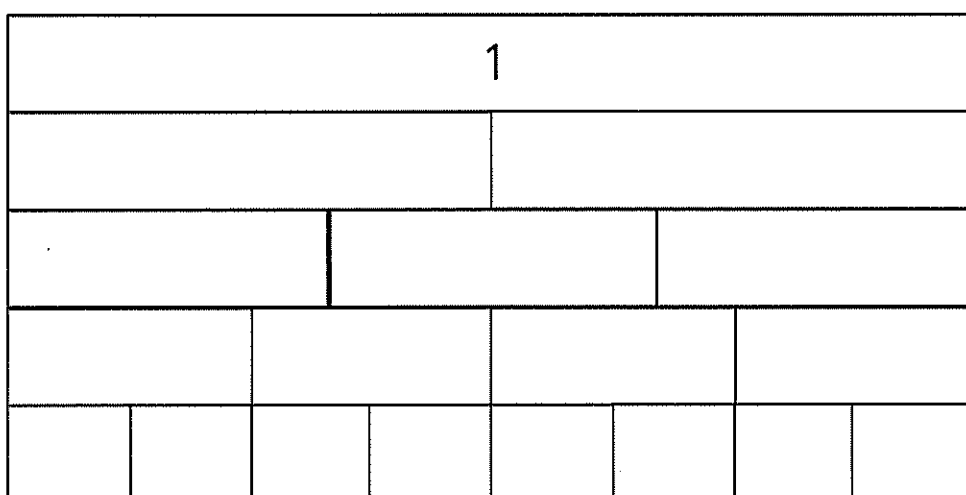




What fraction has been shaded in?



Complete the fraction wall.

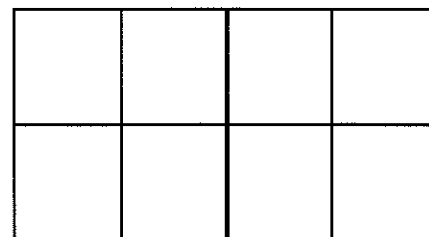
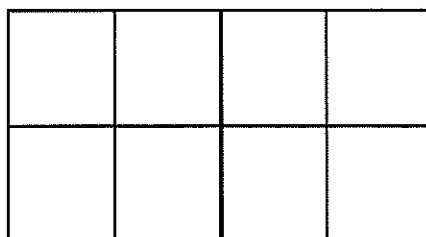
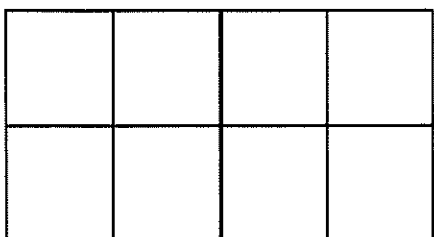
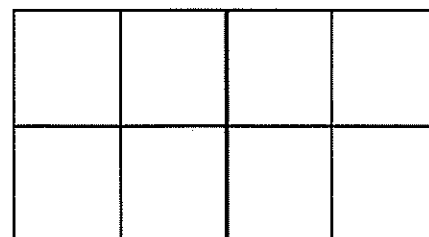
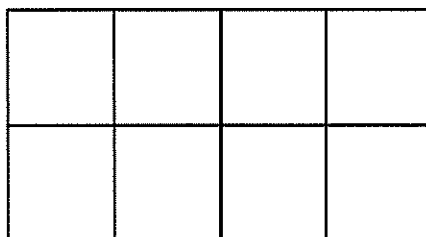
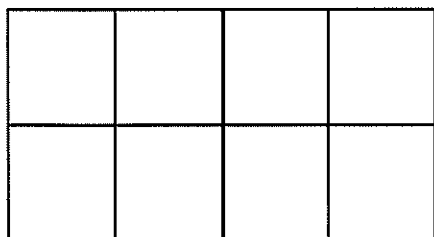


Master the Curriculum



Can you find  $\frac{1}{2}$  of this shape? Find different combinations.

$\frac{1}{2}$



# Chicken challenge

Use shapes to create your own artwork!

## What you will need:

- paper to draw on
- scrap paper with different colours and textures
- pencils, textas, crayons or paints
- glue stick
- materials to add detail to your artwork:  
feathers, leaves, or ribbon, leaves, grass, pasta,  
anything you can find around the home - be  
creative!

## Look around!

Look around the room you are in.

How many shapes can you find?

Shapes: arrow, circle, heart, star, square, triangle, diamond and rectangle.

## Explore how shapes are used in art!

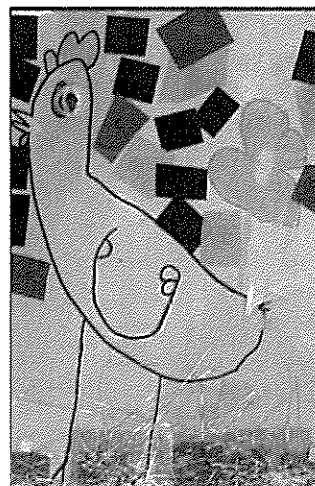
Look at this 2019 Operation Art artwork by Kindergarten student, Oliver Rossington, titled 'Chicken'.

What shapes do you see?

## Create!

Create your own chicken artwork

Using simple shapes like circles, triangles, rectangles, ovals, squares and diamonds, create your own chicken drawing.



Colour in your drawing. You might like to use coloured pencils, crayons, textas or paint.

You could also use leaves, feathers, ribbon or other craft supplies you have to add texture to your artwork.