

## Set 3

### Day 2

#### SeeSaw

#### FAMILY MORNING FITNESS

Build and Destroy

Please see provided attachment for instructions

#### LITERACY

**Daily Reading** – Each morning have your child read a book to you of their choice.

#### **Reading - Comprehension - Tia's Tantrum**

"Tia's Tantrum" worksheet allows students to make connections with the text. **Making connections** is a reading comprehension strategy that helps students find meaning in a text by connecting it to their background knowledge. Read the text "Tia's Tantrum" to answer 7 comprehension questions. Answers have been provided.

#### **Spelling - High Frequency Words List 23 -**

Please use the 'Look, Say, Cover, Write, Check' worksheet provided on Monday to write your list words into the SECOND column.

#### **Spelling Activity – Spelling Bee**

Using your spelling words, write the word, definition and sentences on the Spelling Bee Word Cards. Use cards to test a family member to see if they spell the word and tell you the definition.

#### BREAK

#### LITERACY Writing-

#### **Punctuation: Capital letters and full stops**

Sentences start with a capital letter. Sentences end with a full stop. Proper nouns (names of people and places) also begin with a capital letter. Read the sentences and write each one with a full stop and capital letter in the right places.

#### BREAK

#### MINDFULNESS CHOICES [www.smilingmind.com.au](http://www.smilingmind.com.au)

Journal Writing and Colouring (Sheets have been provided).

#### NUMERACY

**Times Tables** - Please practise your 5 times tables. This can be done on paper or saying it out loud.

**Mental Maths** - Solve Tuesday of the Mental Maths. Answers have been provided.

**Place Value Activity** – Reading and writing numbers.

This worksheet is revision of Monday's place value activity. Write the 5-digit numbers in words and numerals. For example, 73 802= numerals. Seventy-three thousand, eight hundred and two= words. **iPad** - Once you have completed the worksheet, you may use Prodigy and/or Matific.

#### BREAK

#### ART

As you will remember from previous art lessons, the colour wheel can be divided in half with the warm colours on one side and the cool colours on the other. The colour wheel is labelled with the cool and warm colours.

#### BEDTIME STORY

Choose a book you could read with your child and/or family before bed ☺

**PRACTICE YOUR THROWING WITH A GAME OF BUILD AND DESTROY**

**HOW TO PLAY**

**Build a tower in your house or backyard in a place that is safe to throw.**

**You can use things like boxes, toys, pillows, and cushions.**

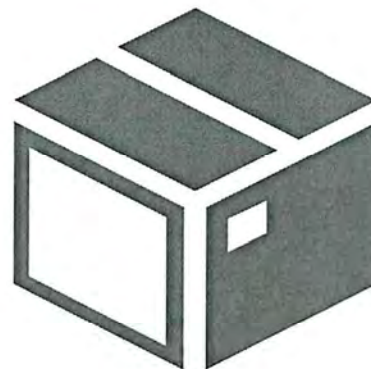
**Stand a few metres back and throw balls at the tower, trying to knock it down.**

**Count the number of throws it takes to knock it down!**



**HOW MANY THROWS DID IT TAKE  
TO KNOCK DOWN YOUR TOWER?**

**Write it on the box**



**HOW GOOD WERE YOU AT THROWING?**

**Colour the stars**



**How did this challenge make you feel?**

**Colour the face**



**Ready: Stand side on like a surfer**



**Aim: Make a muscle arm**



**Point non-throwing arm at target**



**Fire: Step with non-throwing side foot and throw**

# TIA'S TANTRUM

"Get out!" Tia screamed at her little sister, Tessa. "I'm sick of you always coming into my room and going through my things. I wish you'd never been born! Go away and just leave me alone, will you!"

Tessa's lower lip trembled. Her eyes glassed over. Her mouth drooped. A few seconds later, tears were flowing uncontrollably down her four-year old face. She rushed from the room, leaving Tia standing in the midst of the mess she had created.

Tia was fuming. She looked around the natural disaster zone that was once her bedroom. Dresses laid strewn across the floor in all directions. Her make-up, lids removed and discarded, lay in a mess on her bedside table. Her necklaces and bracelets had been flung into all corners of the room. Her special art pencils, now blunt from his sister's careless usage, lay blunt on her desk. What had she done to deserve such treatment? Didn't Tessa understand that this stuff was important? Didn't she care?

At that moment, Tia's mother came into the bedroom. "Before you say a single thing," Tia said, "Look. Just look. This is what she did. And this. And this! I'm sick of her using my things. She wrecks them and breaks them. It's not fair. I just need her to leave my stuff alone!"

Tia's mother smiled gently. She took her daughter by the hand and sat her down on the bed. "Tia, my darling, you do understand why Tessa likes to come into your room and use your things, don't you?"

"Of course I do!" cried Tia. "She loves annoying me!"

Tia's mother chuckled. "No, my darling. She doesn't love annoying you. She just loves you. She adores you. That's why she comes into your room and uses your things. She wants to be like her big sister."

"She does? Really?" Tia was surprised. She'd never thought of anyone wanting to be like her before. Suddenly, she felt terrible for being so angry. "Mum? Can you ask Tessa to come back? Maybe she'd like to listen to some music with me. I think I need to give her a hug, too."

Tia's mother smiled. "Of course I'll ask her," she said. "And I'm sure she'll be happy to come."

Name \_\_\_\_\_ Date \_\_\_\_\_

## Comprehension Questions

- 1) What made Tia so angry? How do you know she was angry? Give examples from the text.

---

---

---

---

---

---

- 2) Describe a time you were so angry that you screamed at your brother, sister or friend?

---

---

---

---

---

---

- 3) How do you think Tessa felt after Tia's tantrum? Use examples from the text to support your answer.

---

---

---

---

---

---

- 4) Explain why Tessa goes in and plays with Tia's things in her bedroom. Why do you think she enjoys it?

---

---

---

---

---

---

Name \_\_\_\_\_ Date \_\_\_\_\_

- 5) *She looked around the natural disaster zone that was once her bedroom.* Explain why the author has used the term natural disaster zone.

---

---

---

---

---

---

- 6) Predict what you think will happen when Tessa comes back into Tia's bedroom? Why do you think this?

---

---

---

---

---

---

- 7) Why was Tia surprised?

---

---

---

---

---

---

## Answers

- 1) **What made Tia so angry? How do you know she was angry? Give examples from the text.**

Her little sister Tessa. Tessa came into Tia's bedroom and messed up her room.

- 2) **Describe a time you were so angry that you screamed at your brother, sister or friend?**

Answers will vary.

- 3) **How do you think Tessa felt after Tia's tantrum? Use examples from the text to support your answer.**

Sad. Tessa's lower lip trembled. Her eyes glassed over. Her mouth drooped. A few seconds later, tears were flowing uncontrollably down her four-year old face

- 4) **Explain why Tessa goes in and plays with Tia's things in her bedroom. Why do you think she enjoys it?**

Because she wants to be like her big sister. She enjoys playing with all of her big girl stuff.

- 5) ***She looked around the natural disaster zone that was once her bedroom.* Explain why the author has used the term natural disaster zone.**

A natural disaster often leaves debris all over the community. This is what Tia's bedroom looks like with stuff all over the floor.

- 6) **Predict what you think will happen when Tessa comes back into Tia's bedroom? Why do you think this?**

Answers may vary. Tia is going to give Tessa a hug and listen to some music and they will play together nicely.

- 7) **Why was Tia surprised?**

She was surprised that her little sister wanted to be like her. She didn't understand that this was the reason she kept coming into her bedroom.

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

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

# Spelling Bee

<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>

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

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

# Spelling Bee

<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>

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

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

# Spelling Bee

<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Word: _____</p> <p>Definition:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence:</p> <p>_____</p> <p>_____</p> <p>_____</p>

# Full Stops and Capital Letters

Remember

- Sentences start with a capital letter.
- Sentences end with a full stop.
- Names start with a capital letter.



Read these sentences. Write each one yourself with a full stop and capital letters in the right places.

1. mark and carl got wet in the rain

---

2. the man gets up at six in the morning

---

3. jill has fair hair but jack has dark hair

---

4. jim has six big coins

---

5. i can hear an owl hoot at night

---

6. nan is sitting in the chair

---

7. bow down to the king and queen

---

8. gurdeep had a chat with his dad

---

your very  
sincerely

[illegible]This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the right side, there is a vertical margin line, creating a narrow right margin. The paper appears to be from a notebook or a standard ruled document.



**Dream**

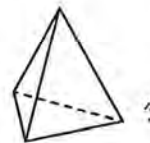
**Explore**

**Discover**

## Week 2 - Questions

Tuesday

1.  $95 + 25 = \underline{\hspace{2cm}}$
2.  $14 - 9 = \underline{\hspace{2cm}}$
3.  $32 - 3 = \underline{\hspace{2cm}}$
4.  $5 \times 4 = \underline{\hspace{2cm}}$
5.  $90 \div 10 = \underline{\hspace{2cm}}$
6. Write 6613 in words:
7. Complete this counting pattern:  
58, 63, 68, 73,       ,       ,
8. If 75 buses are parked, 52 are silver and the rest are red, how many are red?
9. Share 21 oranges between 7 children.
10. \$1.00 + 5 cents + 10 cents =
11. \$2.00 + \$1.00 + \$1.00 =
12. How many minutes from 12 am to 7 pm?
13. What digital time does the clock show?
14. What is the name of this 3D object?
15. Which star has the lowest chance of being selected? Black or white?



# Answers

Tuesday

1. 120
2. 5
3. 29
4. 20
5. 9
6. Six thousand, six hundred and thirteen
7. 58, 63, 68, 73, 78, 83, 88
8. 23 buses are red.
9. 3 oranges each.
10. \$1.15
11. \$4.00
12. 420 minutes
13. The clock shows: 6:48
14. Triangle-based pyramid
15. White



# Unit 1 Lesson 1: Reading and writing numbers

## More Practice

1. Write the numerals.

a)

T Th	Th	H	T	O
3	5	4	8	2

b)

T Th	Th	H	T	O
6	7	0	1	7

2. Write the numerals.

a) fifty-three thousand, two hundred and seventeen \_\_\_\_\_

b) eighty thousand, nine hundred and four \_\_\_\_\_

c) thirty-four thousand and sixty \_\_\_\_\_

3. Write the numerals in words.

a) 22 511 \_\_\_\_\_

b) 40 378 \_\_\_\_\_

c) 19 090 \_\_\_\_\_

## Warm & Cool Landscape

Learning Intention:

*Using warm and colours in artwork.*

As you will remember from previous art lessons, the colour wheel can be divided in half with the warm colours on one side and the cool colours on the other. The colour wheel is labelled with the cool and warm colours.

This week you will need

- *Colour Wheel*
- *Colour pencils, crayons or paint*
- *White paper*

What you do:

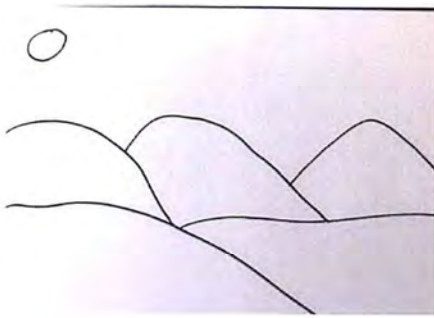
- Follow the Drawing Guidelines on the next page to draw your landscape.
- It doesn't have to be exactly the same but needs a **foreground**, **midground** and **background**.
- Colour the foreground and midground using **cool** colours (hills and ground)
- Colour the background using **warm** colours. (sky)
- Take a photo of your finished landscape and upload it on Seesaw.

If you have internet, watch this video about warm and cool colours again.

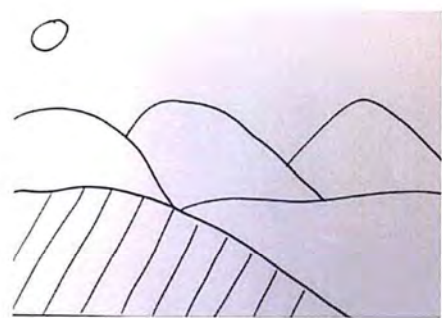
<https://www.youtube.com/watch?v=w6K08wrI9dA>



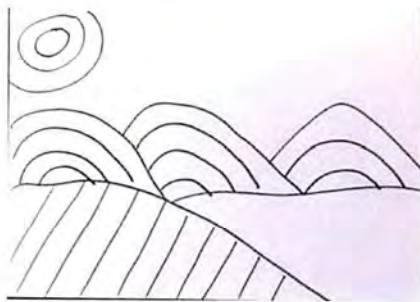
# Drawing Guidelines



Step 1



Step 2



Step 3



Step 4

Here are some examples.

Remember your work doesn't have to be exactly the same. You are the artist!

