

Supporting Students at home K6S & K6M (Week 11)

Monday 6/4/2020		Tuesday 7/4/2020		Wednesday 8/4/2020		Thursday 9/4/2020		Friday 10/4/2020	
Morning	<p>English Soundwaves Getting Started Unit & Revision</p> <ul style="list-style-type: none">Complete 1-2 pages of revision sheets;Complete 2 Activities from your Soundwaves Booklet;Log in to Soundwaves and complete segmenting tool for list words and 2 games. <p>Reading Log in to Reading Eggs and read one (1) short story book about an Australian Animal from the Library and complete the comprehension questions.</p> <p>Writing K6M – Write one sentence using your list words. K6S –Write one or more sentences that describe your Australian animal.</p>	<p>English Soundwaves Getting Started Unit & Revision</p> <ul style="list-style-type: none">Complete 1-2 pages of revision sheets;Complete 2 Activities from your Soundwaves Booklet;Log in to Soundwaves and complete segmenting tool for list words and 2 games. <p>Reading Log in to Reading Eggs and read a book at your independent reading level. K6S – Read Animal Antics Tufty needs a new home and then complete comprehension questions.</p> <p>Writing K6M – Write one sentence about your favourite Australian animal. K6S – Write a list of all the different animals Tufty met in the story.</p>	<p>English Soundwaves Getting Started Unit & Revision</p> <ul style="list-style-type: none">Complete 1-2 pages of revision sheets;Complete 2 Activities from your Soundwaves Booklet;Log in to Soundwaves and complete segmenting tool for list words and 2 games. <p>Reading Log in to Reading Eggs and read Bilby's Burrow, then complete comprehension questions.</p> <p>Writing K6M – Write about the animals Bilby met in the story. K6S – Imagine that Bilby had to deliver Easter eggs to all these animals and write a story about it. You can handwrite or use google docs. (complete this over the next three days)</p>	<p>English Soundwaves Getting Started Unit & Revision</p> <ul style="list-style-type: none">Complete 1-2 pages of revision sheets;Complete 2 Activities from your Soundwaves Booklet;Log in to Soundwaves and complete segmenting tool for list words and 2 games. <p>Reading Log in to Reading Eggs and reread Bilby's Burrow.</p> <p>Writing K6M – Imagine that Bilby had to deliver Easter eggs to all these animals and write a story about it. (complete this today and tomorrow) K6S – Continue working on your story</p>	<p>English Soundwaves Getting Started Unit & Revision</p> <ul style="list-style-type: none">Complete 1-2 pages of revision sheets;Complete 2 Activities from your Soundwaves Booklet;Log in to Soundwaves and complete segmenting tool for list words and 2 games. <p>Reading Log in to Reading Eggs and complete a level in your program.</p> <p>Writing K6M – Continue working on your story K6S – Continue working on your story</p>	Break			
	<p>Mathematics Number:</p> <ul style="list-style-type: none">Complete Worksheet from Maths Plus.Log into “Hit the Button” and complete Number Bonds. <p>K6M – Log in to Studyladder and complete set tasks. K6S – Log in to Studyladder and complete set tasks.</p>	<p>Mathematics Number:</p> <ul style="list-style-type: none">Complete Worksheet from Maths Plus.Log into “Hit the Button” and complete times tables drills. <p>K6M – Log in to Studyladder and complete set tasks. K6S – Complete Maths Plus worksheets.</p>	<p>Mathematics Number:</p> <ul style="list-style-type: none">Log in to Studyladder and complete set tasks.Log into “Hit the Button” and complete doubles drills. <p>K6M – Log in to Studyladder and complete set tasks. K6S – Complete Maths Plus worksheets.</p>	<p>Mathematics Number:</p> <ul style="list-style-type: none">Complete Worksheet from Maths Plus.Log into “Hit the Button” and complete Number Bonds.Log in to Studyladder and complete set tasks.	<p>Mathematics Number:</p> <ul style="list-style-type: none">Complete Worksheet from Maths Plus.Log into “Hit the Button” and complete times tables drills.Log in to Studyladder and complete set tasks.	Break			

Monday 6/4/2020		Tuesday 7/4/2020	Wednesday 8/4/2020	Thursday 9/4/2020	Friday 10/4/2020
Afternoon	Creative Arts Enjoy your Easter craft activity pack.	Science Sequencing Life Cycle worksheet.	PDHPE Play the Fitness Bingo game with someone and your family and see how well you can perform challenges like star-jumps, crunches, and jumping forwards and backwards.	Creative Arts Enjoy your Easter craft activity pack.	PDHPE Complete the Healthy Foods Word search. Play the Fitness Bingo game with someone and your family and see how well you can perform challenges like star-jumps, crunches, and jumping forwards and backwards.

Unit 1

Getting Started

Teacher's Notes

Activity 1

Discuss with students that words are made up of sounds.
Have students identify the initial sound in their names.

Identify the initial sound in the animals' names in Activity 1.

Have students identify the final sound of each animal name.

Students complete Activity 1.

After completing Activity 1 have students identify pairs of animals that start with the same sound excluding those starting with **k c q ck x ch**.

Activity 2

Ask students to look at the large sound box in Activity 2.
Discuss and explain:

- the icon is the picture that represents the sound (phoneme)
- the letters show different ways to write the sound in a word (graphemes)
- the other pictures and words are examples of words with these graphemes.


Activity 3

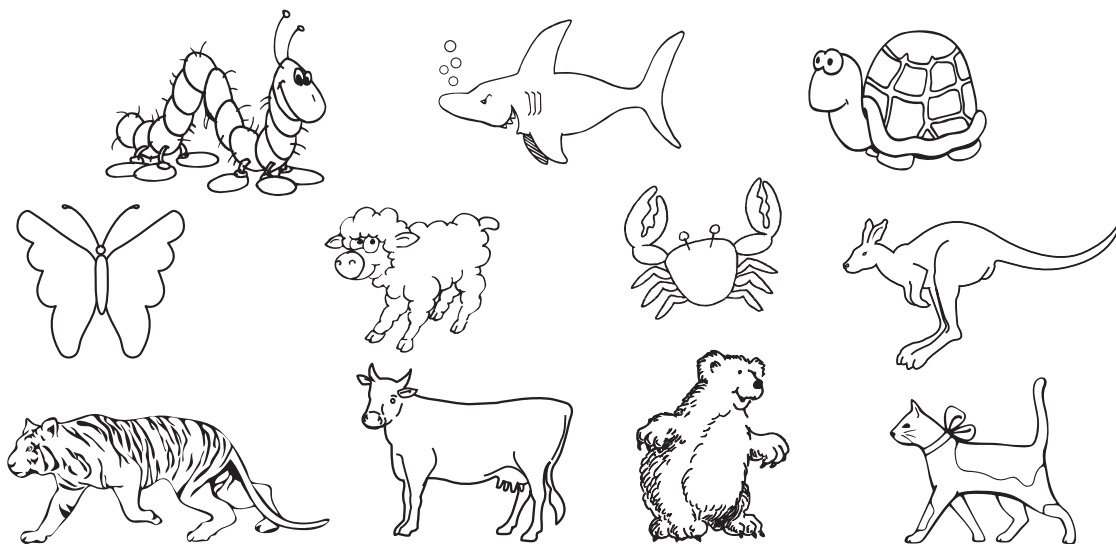
Have students identify the sound for each sound box in Activity 3 by:

- saying the icon name
- saying the sound represented by the first grapheme in the sound box.



With students, turn to other pages in the book and identify the sounds represented by other sound boxes.

Using the *Sound Waves Teaching Charts* or *Student Charts*, have the students identify the sound for each sound box on the chart.

- 1 What is the sound at the start of ?
Colour all of the animals that start with this sound.



- 2 In Sound Waves we use sound boxes to represent the sounds.

Large Sound Box			Small Sound Box
	g gg	girl egg	 g gg
↑ icon	graphemes (spelling choices)	examples of words with these graphemes	

- 3 Say the sound for these sound boxes.

	f ff ph	fish cliff phone	 t tt
	ar a	star glass	 oa o_e ow o

4 Say the sounds for these blend boxes.

Match the boxes to the pictures.

br

cl

dr



5 Say the name of the picture. Write a stroke on the line for each sound in the name.



6 Write these words in the boxes. Write the letter or letters for each sound in one box.

car

--	--

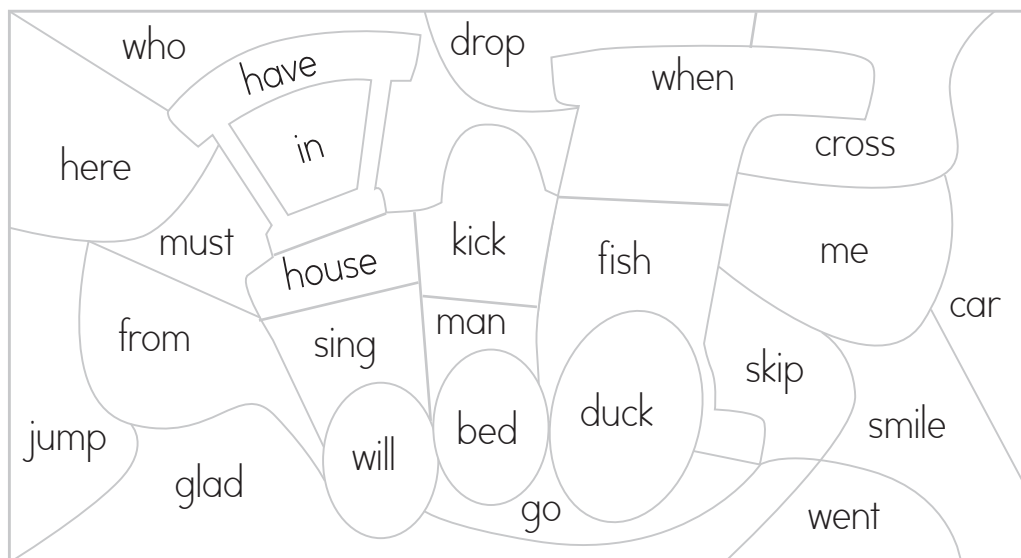
boat

--	--	--	--

truck

--	--	--	--

7 Colour the shape yellow if the word has 3 sounds. Colour the shape blue if the word doesn't have 3 sounds.



Look at these symbols. Read the information beside each symbol.

★ **Hint** – Here is some useful information to help you with the activity.

➡ **Help** – Go to the Helpful Hints for help with the activity.

⚙️ **New information** – Your teacher will help you with this before you work on the activity.

Teacher's Notes

Activity 4

These boxes are used to represent a blend of two sounds.

Have students identify the blends in Activity 4.

Next, turn to page 20 and find two boxes like these. Identify the blend for each.

Students complete Activity 4.

Activity 5

Say the picture names in Activity 5 with students. Segment the names into sounds, for example /c/ar/, /b/oa/t/, /t/r/i/n/. With students, write a stroke for each sound as they say it, for example /c/ar/, II.

Next have students segment their own names into sounds.

Activity 6

Discuss with students:

- when we write words we use a letter or letters to represent each sound
- these are called graphemes
- a grapheme can have 1, 2, 3 or even 4 letters.
- if a word has 3 sounds it will have 3 graphemes. (There are a few exceptions like fox – 4 sounds but 3 graphemes.)

Discuss the number of sounds in car, boat and train. With students write the words in the boxes writing one grapheme in each box.

Activity 7

Read the instructions for Activity 7 with students.

Have students:

- segment and count the number of sounds in each word, for example have – 3. Have students hold up a finger for each sound.
- Complete Activity 7 by counting the number of sounds in each word and writing this number under the word.

Colour the 3 sound words yellow and the others blue.

bell

rub

grab

bend

best

brick

bring

brush

broom

broke

black

block

blue

blew

blow

rubbed

grabbed

grabbing

bubble

brother

flag

glad

trap

snap

crab

sand

pack

bank

sang

lamp

stand

crash

drank

plant

stamp

than

thank

catch

dance

family



call

cry

cross

clap

clean

week

ask

asked

act

could

clock

black

truck

stick

school

next

sixty

queen

quick

squeak

well

send

then

egg

less

left

help

dress

spent

friend

seven

eleven

twenty

twelve

second

said

many

head

read

bread

land

held

bend

lend

friend

do

does

did

done

doing

drop

drum

dry

dried

dream

found

round

second

skidded

nodded

pick

ship

fish

swim

still

list

ring

kick

pink

live

thick

thing

drink

which

fifty

pretty

river

quickly

finish

winter

frog

frill

from

fresh

friend

find

five

off

cliff

stiff

fly

flat

flew

flow

flower

family

shift

after

phone

photo

rock

stop

frog

spot

drop

cost

cross

gone

long

along

was

wash

want

what

clock

body

across

often

pocket

holiday

go

ago

goes

going

gone

glad

game

gave

gate

give

green

grow

good

bigger

biggest

again

begin

wiggle

begged

begging

Name _____

Date _____

Connecting Addition and Subtraction (A)

- ① Create a fact family using the numbers in the boxes.

10		
6		4
_____ + _____ = _____		
_____ + _____ = _____		
_____ - _____ = _____		
_____ - _____ = _____		

16		
10		6
_____ + _____ = _____		
_____ + _____ = _____		
_____ - _____ = _____		
_____ - _____ = _____		

15		
8		7
_____ + _____ = _____		
_____ + _____ = _____		
_____ - _____ = _____		
_____ - _____ = _____		

17		
8		9
_____ + _____ = _____		
_____ + _____ = _____		
_____ - _____ = _____		
_____ - _____ = _____		

- ② Answer the addition and subtraction number sentences and then draw a line to match them up.

a) $12 + 4 =$ _____

$11 + 4 =$ _____

b) $15 - 4 =$ _____

$20 - 5 =$ _____

c) $17 + 3 =$ _____

$16 - 4 =$ _____

d) $15 + 5 =$ _____

$20 - 3 =$ _____



Name _____

Date _____

Connecting Addition and Subtraction (B)

① Solve these word problems.

On one side of the street there are 14 houses and on the other side there are 8 houses.
How many houses are in the street?

Number sentence:

Wendy had 16 coloured pencils in her pencil case. She gave 4 away to her friends. How many coloured pencils does she have left?

Number sentence:

Erin's chickens laid 5 eggs on Monday, 5 eggs on Tuesday and 8 eggs on Wednesday. How many eggs did they lay altogether?

Number sentence:

② Create a fact family using the numbers in the roof of each house.

		13			
6				7	
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>	
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>	

		21			
9				12	
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>	
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>	
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>	



Name _____

Date _____

Addition and Subtraction Problems (A)

- ① Complete the addition number sentences by using counting on as a strategy.

$$\boxed{15} + \boxed{3} = \boxed{}$$

$$\boxed{11} + \boxed{4} = \boxed{}$$

$$\boxed{10} + \boxed{2} = \boxed{}$$

$$\boxed{9} + \boxed{1} = \boxed{}$$

$$\boxed{18} + \boxed{3} = \boxed{}$$

$$\boxed{14} + \boxed{3} = \boxed{}$$

$$\boxed{16} + \boxed{0} = \boxed{}$$

$$\boxed{7} + \boxed{2} = \boxed{}$$

$$\boxed{20} + \boxed{1} = \boxed{}$$

$$\boxed{17} + \boxed{0} = \boxed{}$$

- ② Complete the subtraction number sentences by using counting back as a strategy.

$$\boxed{20} - \boxed{3} = \boxed{}$$

$$\boxed{19} - \boxed{2} = \boxed{}$$

$$\boxed{18} - \boxed{3} = \boxed{}$$

$$\boxed{11} - \boxed{3} = \boxed{}$$

$$\boxed{16} - \boxed{0} = \boxed{}$$

$$\boxed{10} - \boxed{1} = \boxed{}$$

$$\boxed{15} - \boxed{2} = \boxed{}$$

$$\boxed{22} - \boxed{2} = \boxed{}$$

$$\boxed{12} - \boxed{3} = \boxed{}$$

$$\boxed{14} - \boxed{3} = \boxed{}$$



Name _____

Date _____

Addition and Subtraction Problems (B)

- ① Complete the addition number sentences by using counting on as a strategy.

$$\boxed{12} + \boxed{5} = \boxed{}$$

$$\boxed{16} + \boxed{4} = \boxed{}$$

$$\boxed{8} + \boxed{4} = \boxed{}$$

$$\boxed{9} + \boxed{3} = \boxed{}$$

$$\boxed{17} + \boxed{3} = \boxed{}$$

$$\boxed{6} + \boxed{6} = \boxed{}$$

$$\boxed{15} + \boxed{6} = \boxed{}$$

$$\boxed{13} + \boxed{6} = \boxed{}$$

$$\boxed{21} + \boxed{3} = \boxed{}$$

$$\boxed{22} + \boxed{4} = \boxed{}$$

- ② Complete the subtraction number sentences by using counting back as a strategy.

$$\boxed{15} - \boxed{5} = \boxed{}$$

$$\boxed{21} - \boxed{2} = \boxed{}$$

$$\boxed{10} - \boxed{3} = \boxed{}$$

$$\boxed{9} - \boxed{0} = \boxed{}$$

$$\boxed{14} - \boxed{5} = \boxed{}$$

$$\boxed{11} - \boxed{1} = \boxed{}$$

$$\boxed{18} - \boxed{2} = \boxed{}$$

$$\boxed{25} - \boxed{5} = \boxed{}$$

$$\boxed{16} - \boxed{3} = \boxed{}$$

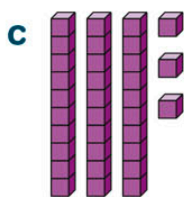
$$\boxed{23} - \boxed{6} = \boxed{}$$



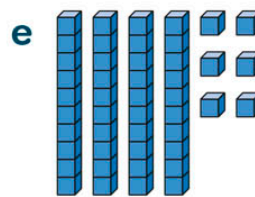
- 4 Complete the number expander and number boxes for each set of Base 10 materials.



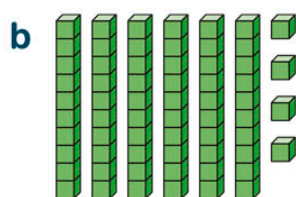
	tens	ones	
--	------	------	--



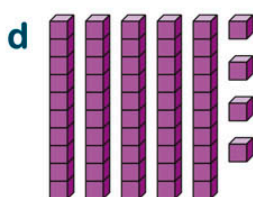
	tens	ones	
--	------	------	--



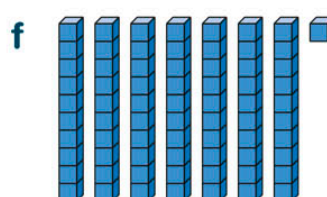
	tens	ones	
--	------	------	--



	tens	ones	
--	------	------	--



	tens	ones	
--	------	------	--



	tens	ones	
--	------	------	--

- 5 Write the number that is one more than:

a 24

c 35

e 27

g 67

b 54

d 63

f 72

h 74

- 6 Write the number that is one less than:

a 23

c 38

e 67

g 89

b 62

d 79

f 82

h 56

- 7 Order the numbers from smallest to largest.
























a	28	72	27	49	
b	35	38	23	64	
c	43	51	66	21	
d	26	63	47	29	
e	99	72	41	28	
f	69	96	74	47	

45 comes
before 54.



Repeated addition

- 1 Use skip counting to find the total number of objects in each group.
The first one has been started for you.

a		3	e		3
		6			
					
b		4			
			f		5
c		2			
					
					
					
d		5	g		4
					
					
					

2 4, 6, 8, 10 ...



- 2 Use skip counting to describe the groups.



3

6

3 Complete the skip-counting patterns to find the total number in each group.

a

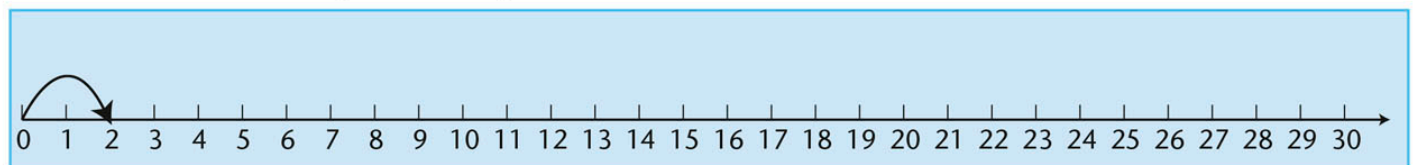
b

c

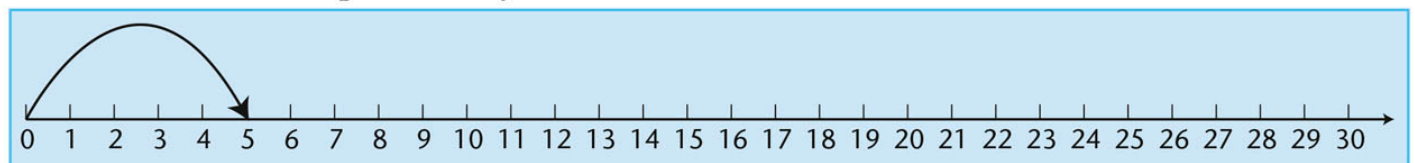
d

4 Show how you can skip count on the number lines.

a Start at 0 and skip count by twos.



b Start at 0 and skip count by fives.

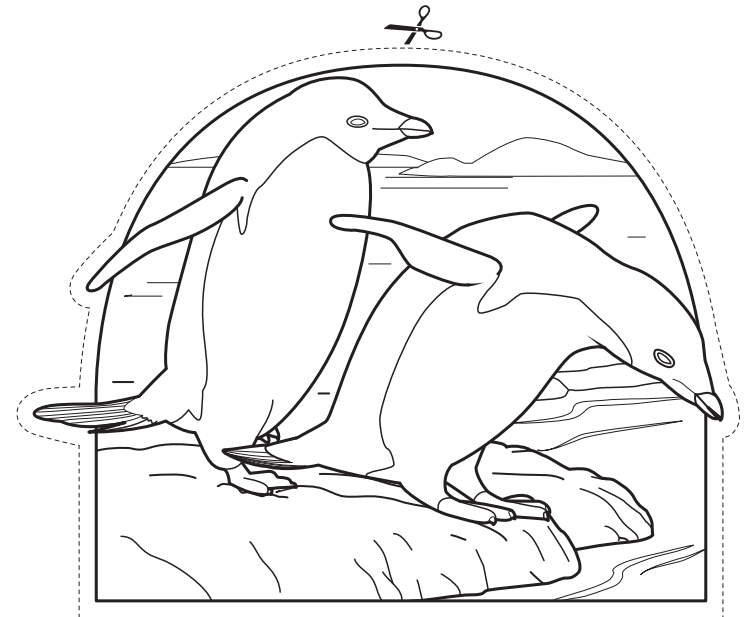
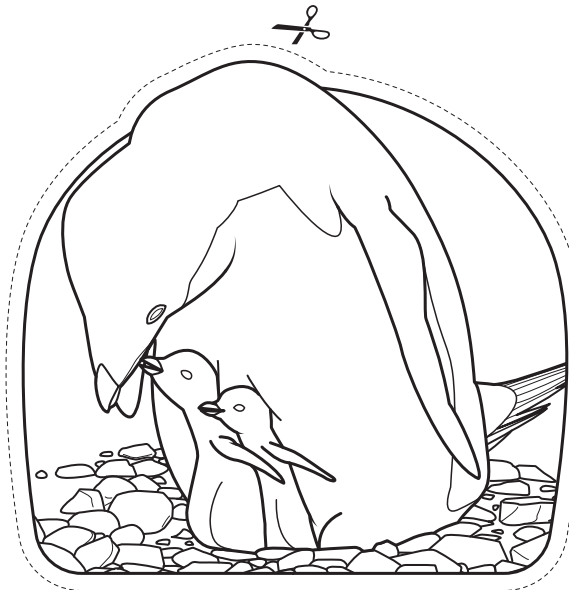


Name _____

Date _____

Sequencing Life Cycles

Cut out the pictures below. Paste them into the correct life cycle template (in the correct order).

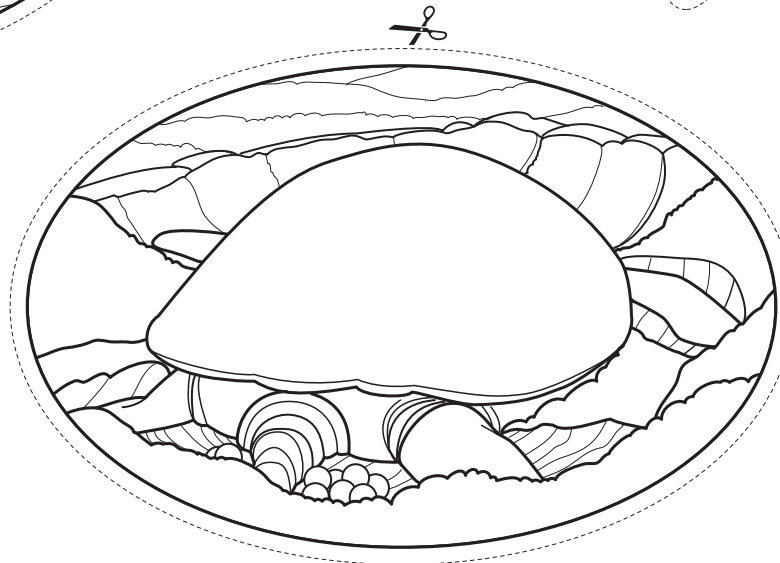
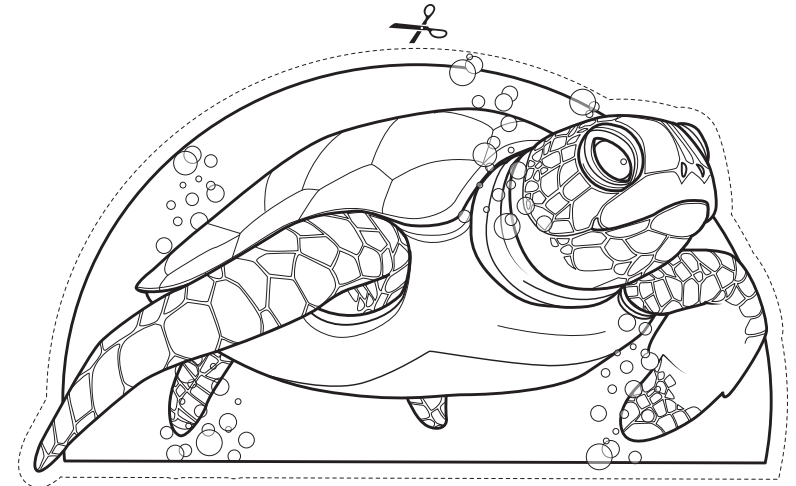
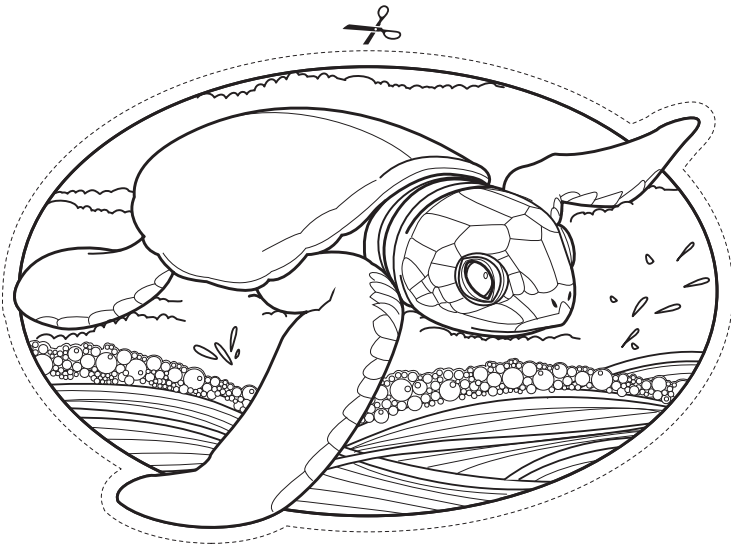


Name _____

Date _____

Sequencing Life Cycles

Cut out the pictures below. Paste them into the correct life cycle template (in the correct order).



Name _____

Date _____



Paste image here.



Paste image here.



Paste image here.

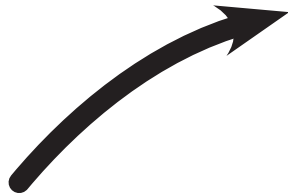
The Life Cycle of an **Adélie Penguin**



Name _____

Date _____

Paste image here.



Paste image here.

A large, empty rectangular box with a thin black border, intended for pasting an image of a sea turtle at the top stage of its life cycle.

Paste image here.

A large, empty rectangular box with a thin black border, intended for pasting an image of a sea turtle at the bottom-left stage of its life cycle.

The Life Cycle of a **Sea Turtle**

A large, empty rectangular box with a thin black border, intended for pasting an image of a sea turtle at the bottom-right stage of its life cycle.

Name _____

Date _____

Sequencing Life Cycles

Cut out the sentences below. Paste the turtle descriptions underneath the matching picture on the turtle life cycle template (in the correct order). Do the same with the penguin descriptions.

Hatchlings crawl to the sand's surface and head to the ocean.

Mother penguin lays two eggs in a nest. The mother and father take turns looking after the eggs and hunting for food.

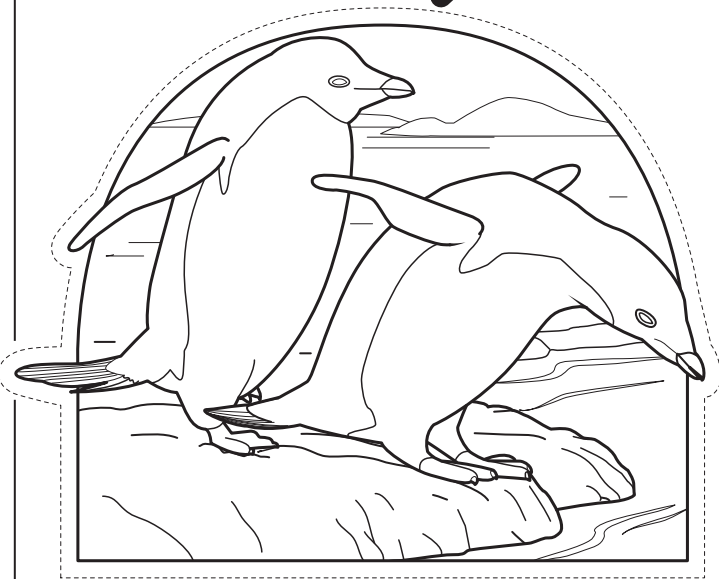
The chicks hatch. They have downy feathers.

Turtles spend many years swimming and living in oceans.

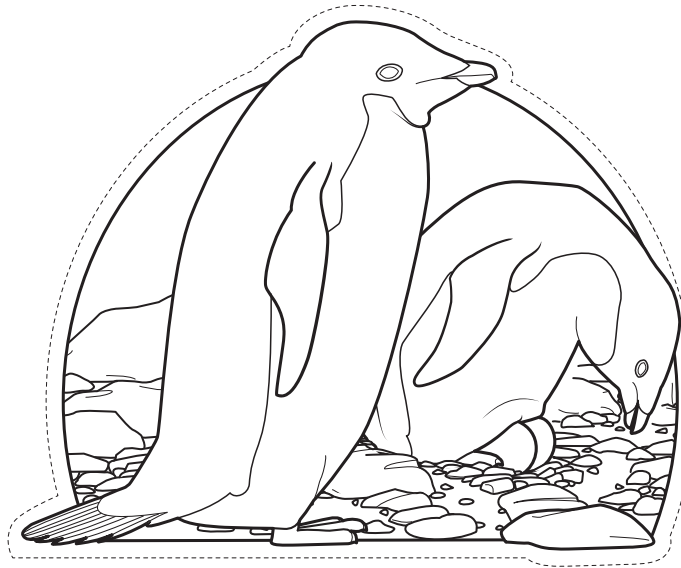
The adult turtle lays many eggs on a nesting beach.

Chicks grow quickly. They are able to swim on their own in about nine weeks.

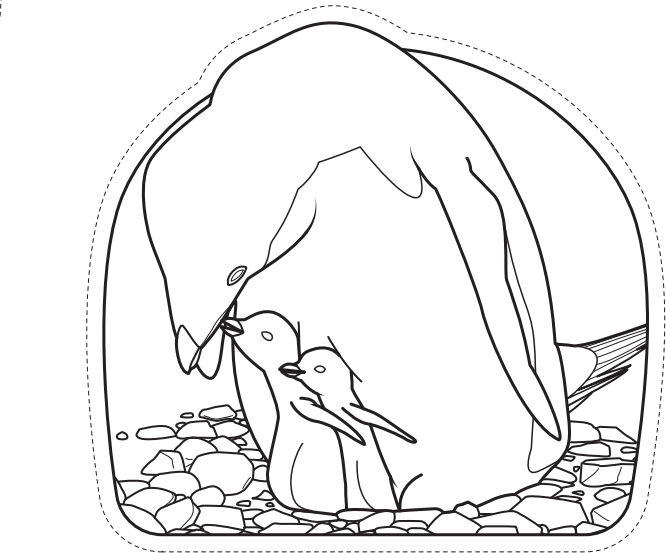




Chicks grow quickly. They are able to swim on their own in about nine weeks.



Mother penguin lays two eggs in a nest. The mother and father take turns looking after the eggs and hunting for food.



The chicks hatch. They have downy feathers.

The Life Cycle of an Adélie Penguin



