

# *Year 1 Home Learning Booklet*



*Term 3 Week 10*

Hello 1-2,

Just want to start off by saying how proud I am of you all. Thank you for working so hard, you are doing incredible with your home learning. I have appreciated getting your home learning booklets back and have been busy marking them all.

It was great to see everyone who was able to make it onto our zoom catch up. Hopefully I will get to see more of you next week. A message will go out to your parents with details on the zoom meeting date and time.

This is the last week of home learning before the 2 week school holidays. I hope you all stay safe and have a happy holiday.

If you have any questions, please call the school and I will get back to you as soon as I can 😊

Miss Perry

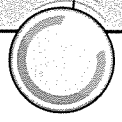
# Unit 28



y



yoyo



## List Words

|      |         |      |       |
|------|---------|------|-------|
| yap  | yells   | yoyo | you   |
| yet  | yelled  | year | your  |
| yes  | yelling | yard | yolk  |
| yell | yellow  | yawn | yabby |

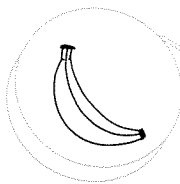
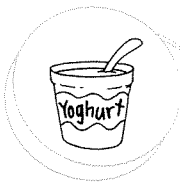
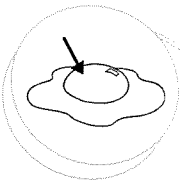
## Letters

## Words

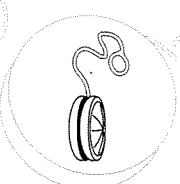
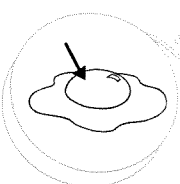
|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

1 **Underline** the letter or letters for  in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Colour** the yoyo if you hear  in the picture name.



3 **Count** the sounds in each picture name. **Write** this number in the yoyo string loop. **Join** the words to the pictures.



yabby

yolk

yoghurt

yoyo

yawn

4 **Write** List Words to match these clues.

This is a colour.

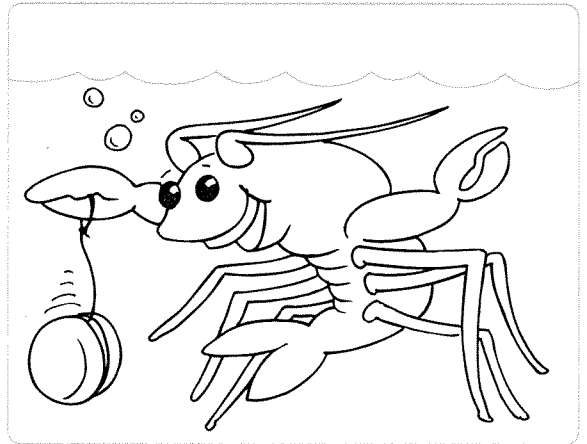
This word is the opposite of no.

This is space outside, around a house.

This word has ear in it.

- 5 Write y or Y in the spaces.  
Read the sentences. Colour the picture.

\_\_\_olly is a \_\_\_abby.  
\_\_\_olly has a \_\_\_o\_\_\_o.



- 6 Write y in the words in the boxes. Finish the sentences with these words.

\_\_\_ell  
\_\_\_ells  
\_\_\_elled  
\_\_\_elling

Someone is \_\_\_\_\_.

Did you \_\_\_\_\_ in the yard?

I \_\_\_\_\_ out to my friend.

He \_\_\_\_\_ if he sees a yabby.

\_\_\_ou  
\_\_\_our

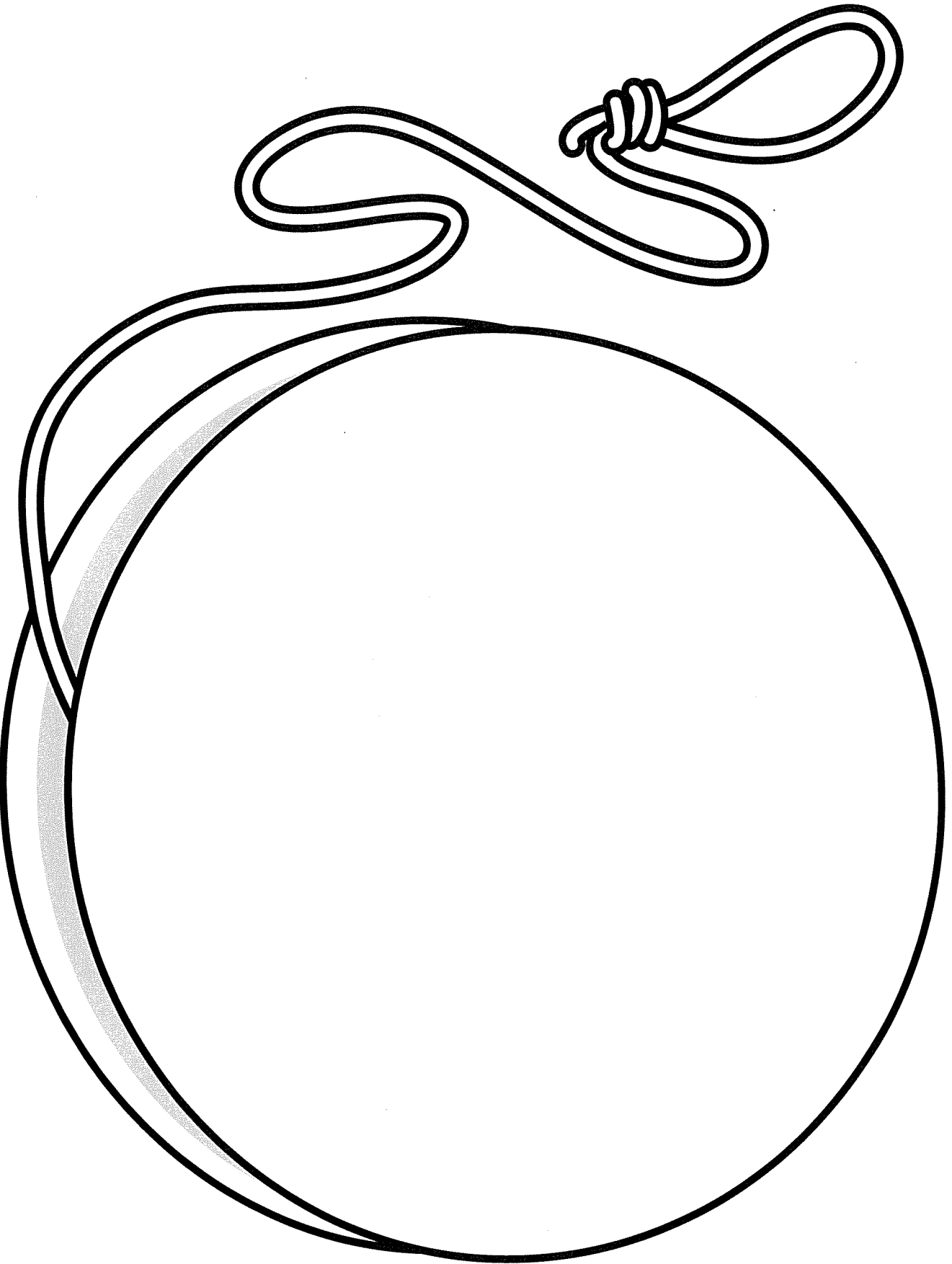
\_\_\_\_\_ yoyo is yellow.

Can \_\_\_\_\_ use the yoyo?

- 7 Count the sounds in the words. Write the letter or letters for each sound in a separate box. The first one is done for you.

|      |   |   |    |
|------|---|---|----|
| yell | y | e | ll |
| yet  |   |   |    |
| you  |   |   |    |

|      |  |  |  |
|------|--|--|--|
| yap  |  |  |  |
| yawn |  |  |  |
| yard |  |  |  |



|        |  |  |  |  |  |  |  |  |  |  |
|--------|--|--|--|--|--|--|--|--|--|--|
| yes    |  |  |  |  |  |  |  |  |  |  |
| yet    |  |  |  |  |  |  |  |  |  |  |
| you    |  |  |  |  |  |  |  |  |  |  |
| your   |  |  |  |  |  |  |  |  |  |  |
| you're |  |  |  |  |  |  |  |  |  |  |
| year   |  |  |  |  |  |  |  |  |  |  |
| yard   |  |  |  |  |  |  |  |  |  |  |
| yellow |  |  |  |  |  |  |  |  |  |  |
| yucky  |  |  |  |  |  |  |  |  |  |  |
| yummy  |  |  |  |  |  |  |  |  |  |  |
| few    |  |  |  |  |  |  |  |  |  |  |
| knew   |  |  |  |  |  |  |  |  |  |  |
| new    |  |  |  |  |  |  |  |  |  |  |
| use    |  |  |  |  |  |  |  |  |  |  |
| used   |  |  |  |  |  |  |  |  |  |  |
| cube   |  |  |  |  |  |  |  |  |  |  |
| tube   |  |  |  |  |  |  |  |  |  |  |
| cute   |  |  |  |  |  |  |  |  |  |  |
| you'll |  |  |  |  |  |  |  |  |  |  |
| you've |  |  |  |  |  |  |  |  |  |  |

beautiful

computer

duty

huge

million

musical

nephew

pupil

rescue

stew

tune

usual

yacht

yawn

yearly

yeast

yoghurt

young

yourself

youth

yes  
yet  
you  
your  
you're  
year  
yard  
yellow  
yucky  
yummy

few  
knew  
new  
use  
used  
cube  
tube  
cute  
you'll  
you've

**BLM T1    Bingo**

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |

2 🐛 GM93

you are

2 🐛 GM93

you're

2 🐛 GM93

you will

2 🐛 GM93

you'll

2 🐛 GM93

you have

2 🐛 GM93

you've

2 🐛 GM93

we are

2 🐛 GM93

we're

2 🐛 GM93

they are

2 🐛 GM93

they're

2 🐛 GM93

we have

2 🐛 GM93

we've

2 🐛 GM94

did not

2 🐛 GM94

didn't

2 🐛 GM94

I have

2 🐛 GM94

I've

2 🐛 GM94

they have

2 🐛 GM94

they've

2 🐛 GM94

were not

2 🐛 GM94

weren't

2 🐛 GM94

was not

2 🐛 GM94

wasn't

2 🐛 GM94

are not

2 🐛 GM94

aren't

|              |                   |              |                    |
|--------------|-------------------|--------------|--------------------|
| 2 GM95<br>y  | 2 GM95<br>____es  | 2 GM95<br>ar | 2 GM95<br>y____d   |
| 2 GM95<br>y  | 2 GM95<br>____ou  | 2 GM95<br>ll | 2 GM95<br>ye____ow |
| 2 GM95<br>y  | 2 GM95<br>____our | 2 GM95<br>ck | 2 GM95<br>yu____y  |
| 2 GM95<br>y  | 2 GM95<br>____ear | 2 GM95<br>mm | 2 GM95<br>yu____y  |
| 2 GM95<br>n  | 2 GM95<br>____ew  | 2 GM95<br>t  | 2 GM95<br>ye____   |
| 2 GM95<br>kn | 2 GM95<br>____ew  | 2 GM95<br>re | 2 GM95<br>you'____ |

|                |                      |                |                       |
|----------------|----------------------|----------------|-----------------------|
| 2 🐛 GM96<br>n  | 2 🐛 GM96<br>_____ew  | 2 🐛 GM96<br>c  | 2 🐛 GM96<br>_____ute  |
| 2 🐛 GM96<br>kn | 2 🐛 GM96<br>_____ew  | 2 🐛 GM96<br>y  | 2 🐛 GM96<br>_____ear  |
| 2 🐛 GM96<br>f  | 2 🐛 GM96<br>_____ew  | 2 🐛 GM96<br>d  | 2 🐛 GM96<br>use_____  |
| 2 🐛 GM96<br>u  | 2 🐛 GM96<br>_____se  | 2 🐛 GM96<br>ll | 2 🐛 GM96<br>you'_____ |
| 2 🐛 GM96<br>t  | 2 🐛 GM96<br>_____ube | 2 🐛 GM96<br>ve | 2 🐛 GM96<br>you'_____ |
| 2 🐛 GM96<br>c  | 2 🐛 GM96<br>_____ube | 2 🐛 GM96<br>re | 2 🐛 GM96<br>you'_____ |

What does it mean?

What does it sound like?

What other words rhyme? (word families)

If I know \_\_\_\_\_ then I can make \_\_\_\_\_.

How many syllables?

How many letters?

What do we know about  
this word?  
**yesterday**

What are other words that begin with the  
same sound?

Can we put it in a sentence?

# Daily Rhyming

If I know...

grew

Then I know...

What does it mean?

What does it sound like?

What other words rhyme? (word families)

If I know \_\_\_\_\_ then I can make \_\_\_\_\_.

How many syllables?

How many letters?

What do we know about this word?

What are other words that begin with the same sound?

yucky

Can we put it in a sentence?

# *Daily Rhyming*

*If I know...*

*Sad*

*Then I know...*

What does it mean?

What does it sound like?

What other words rhyme? (word families)

If I know \_\_\_\_\_ then I can make \_\_\_\_\_.

How many syllables?

How many letters?

What do we know about this word?

What are other words that begin with the same sound?

timid

Can we put it in a sentence?

# Daily Rhyming

If I know...

happy

Then I know...

What does it mean?

What does it sound like?

What other words rhyme? (word families)

If I know \_\_\_\_\_ then I can make \_\_\_\_\_.

How many syllables?

How many letters?

What do we know about this word?

What are other words that begin with the same sound?

Cry

Can we put it in a sentence?

# Daily Rhyming

If I know...

yummy

Then I know...

What does it mean?

What does it sound like?

What other words rhyme? (word families)

If I know \_\_\_\_\_ then I can make \_\_\_\_\_.

How many syllables?

How many letters?

What do we know about  
this word?

What are other words that begin with the  
same sound?

*Cube*

Can we put it in a sentence?

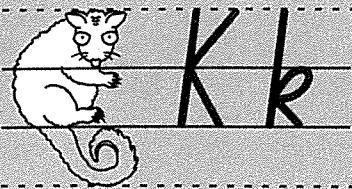
# Daily Rhyming

If I know...

yard

Then I know...

top  
body



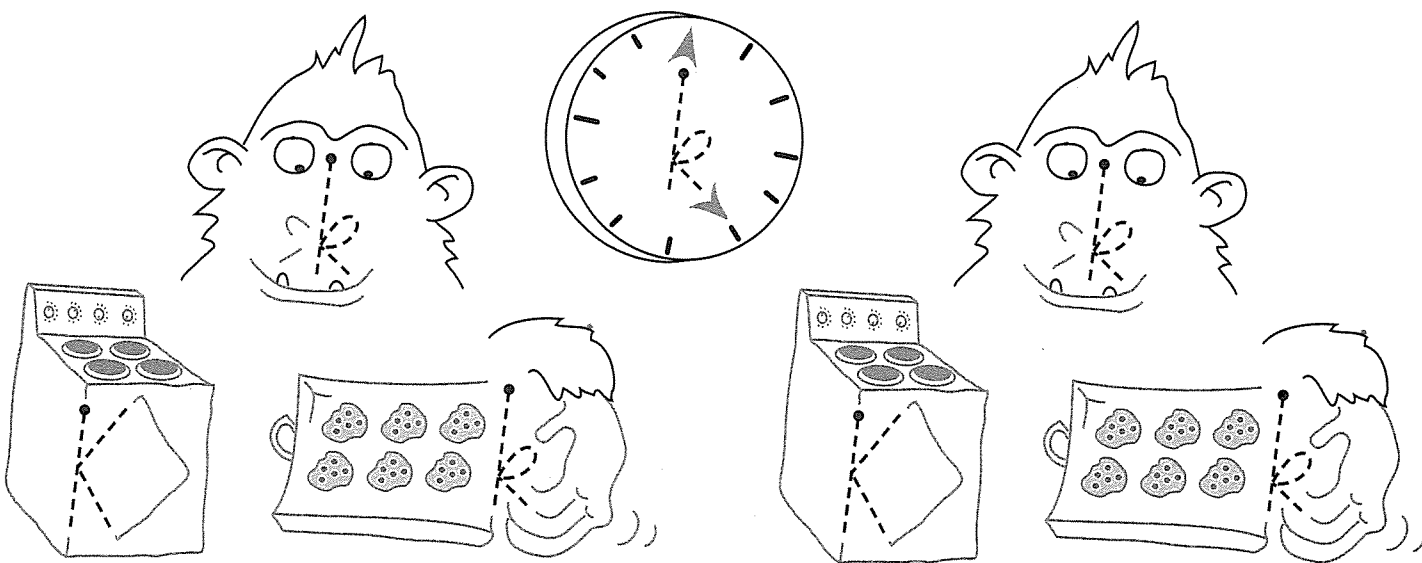
Kk

Kk

Kk

K K K k k k

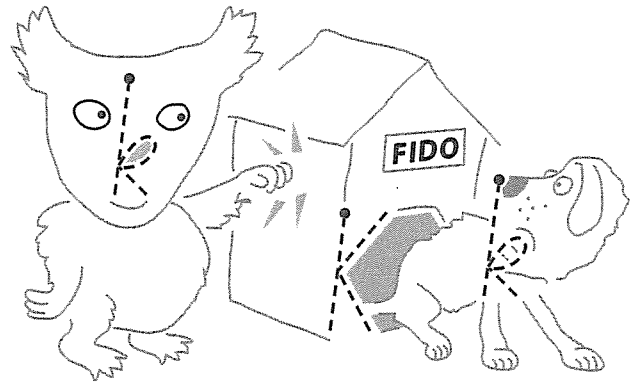
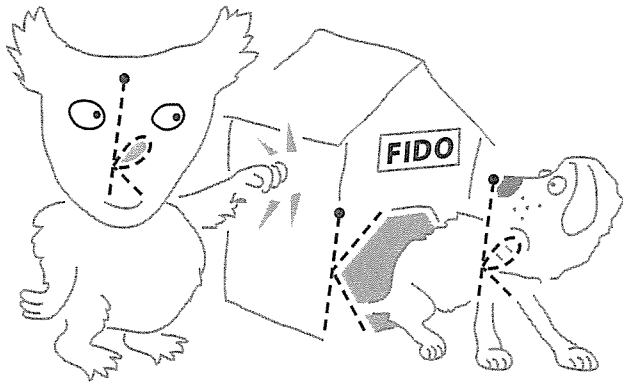
K K K k k k



King Kong baked sticky

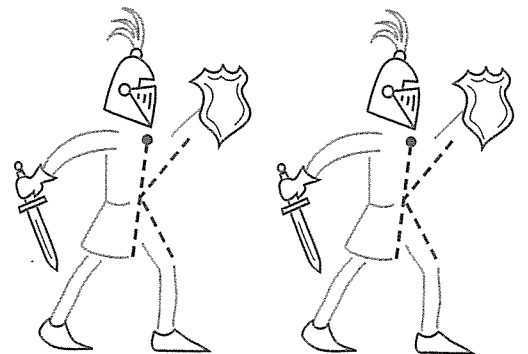
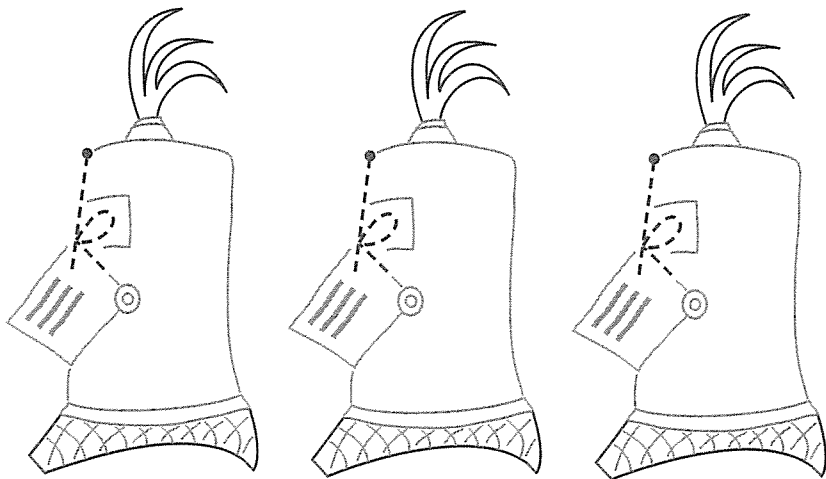
cookies in the kitchen.

rooaa, knocking, kennel.



Kenneth the rooky knight

clinked and creaked.



## Narrative Writing

EXAMPLE



### Orientation: Who, What, Where, When?

Beep! Beep! Beep! My alarm was blaring at 6am on Sunday. I groaned as I rolled out of bed, I just want to sleep in! I am not a morning person at all and it is my turn to help my Dad with the chores around the farm. I quickly got dressed and ran outside as I knew if I was late my Dad would be extremely

### Complication— Problem

Dad already had the quad bikes ready to go. I hurriedly jumped onto my quad and took off thinking the sooner I do all this the sooner I can go back to bed for a nap. I heard Dad call out to me, but I couldn't hear him over the roar of my bike's engine. I turned my head to look at him, but that was the biggest mistake I could have made. By turning my head, I missed seeing the massive pot hole that I ended up hitting.

## Narrative Writing

### Series of Events. 1, 2, 3

It was like it was slow motion, I could feel what was happening to me but there was nothing I could do to stop or control it. As the quad bike started to flip I tensed and my whole body turned as stiff as a board, but I refused to let go of the handle bars. The bike was on top of me and I couldn't move, I didn't know what to do to help my situation. All I could think to do was let out the biggest scream to my Dad for help and then I started to shake and tremble with fear. I didn't want to be hurt or have ruined the quad.

### Resolution— Did the problem get fixed?

I saw in the corner of my eye my Dad jump off his quad and come running to me. I kept repeating over and over again how sorry I am, I didn't want to make him behind on his chores or have to now spend a lot of money to fix the quad. My Dad turned the quad off and kept reiterating that he didn't care about the bike, he just kept asking if I was hurt anywhere, if I could move my fingers and my toes. After he was sure I was telling the truth and I was not in any pain he used all of his strength to flip the quad enough for me to crawl away and then flipped it all the way over, it was like he had Hulk strength. Once the bike was upright he came over to me and gave me the biggest hug and kiss on top of my head. All I can say is I'm glad I was wearing my safety gear.

*Narrative Writing*  
Now it's your turn!



*Orientation: Who, What, Where, When?*

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*Complication— Problem*

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## Narrative Writing

*Series of Events. 1, 2, 3*

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*Resolution— Did the problem get fixed?*

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### **We Edit Our Writing Using CUPS!**



C- is for Capital Letters



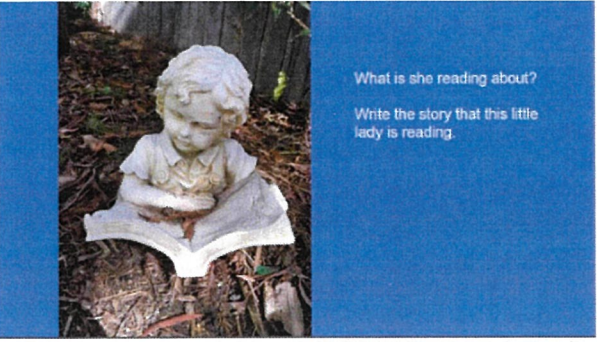
U- is for Understanding



P- is for Punctuation



S- is for Spelling



What is she reading about?  
Write the story that this little lady is reading.

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

This image shows a blank sheet of white paper with horizontal ruling lines. In the top-left corner, there is a small, rectangular inset photograph. The photo depicts a close-up of a person's face, which appears to be partially obscured or covered by some material, possibly a mask or a piece of fabric. The background of the photo is dark and indistinct.

# NOUN

Name of a person,  
place, animal  
or thing.

## PERSON

girl



boy



lady



## PLACE

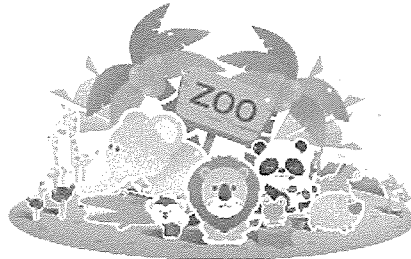
school



home

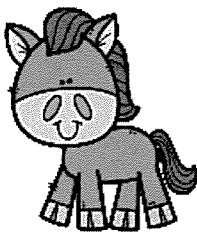


zoo



## ANIMAL

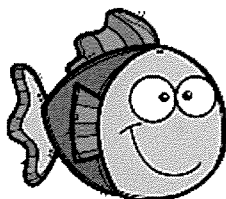
horse



bee

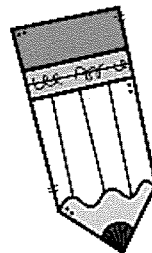


fish

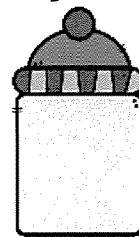


## THING

pencil



jar



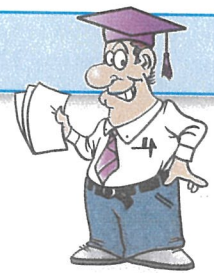
cupcake



# Unit 1

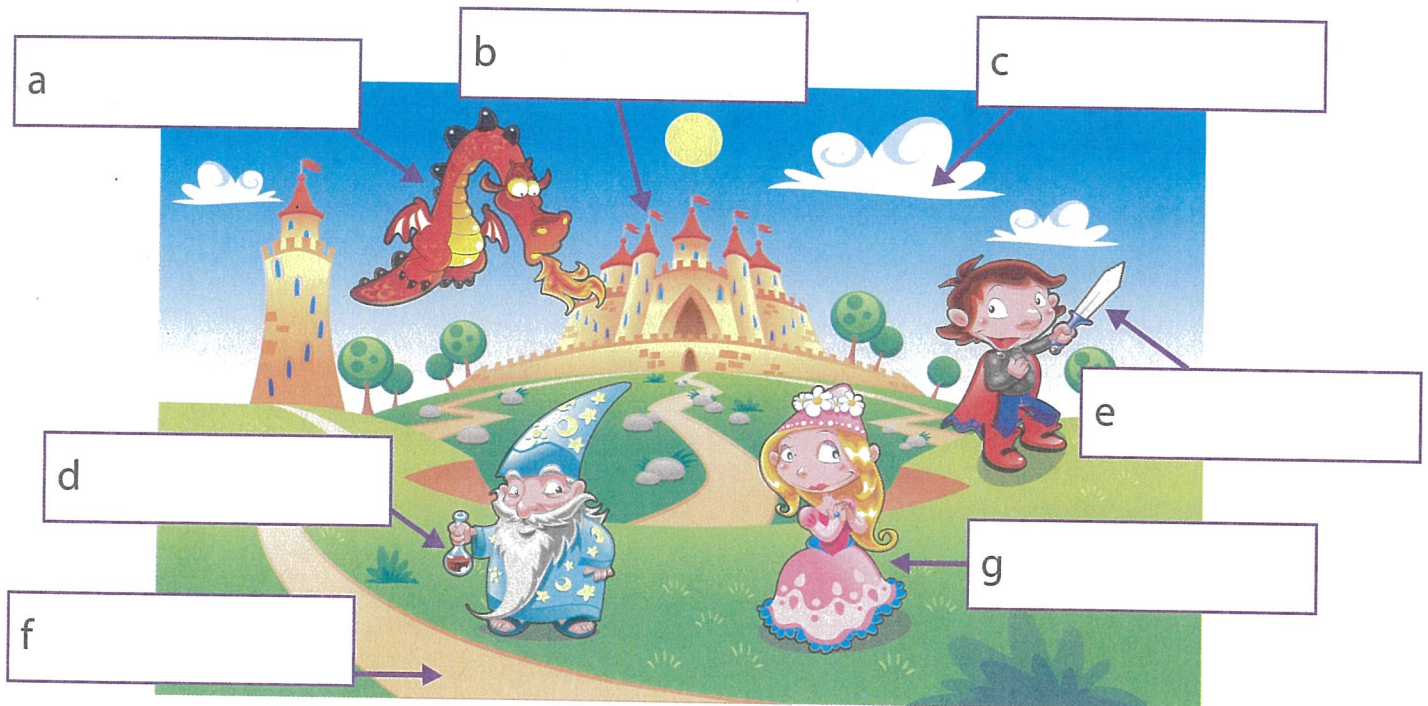
# Common Nouns

Common nouns name ordinary people, places or things.



dragon      castle      path      girl  
sword      bottle      cloud

1 Use the nouns in the box above to label the picture.

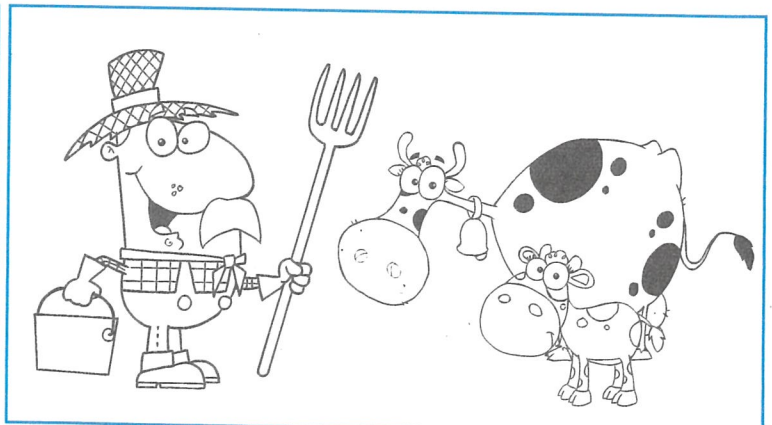


2 Circle the other nouns you can see in the picture.

boat      grass      stones      trees      fish      clock  
tower      sun      man      fire      ducks

3 Colour the nouns in this picture.

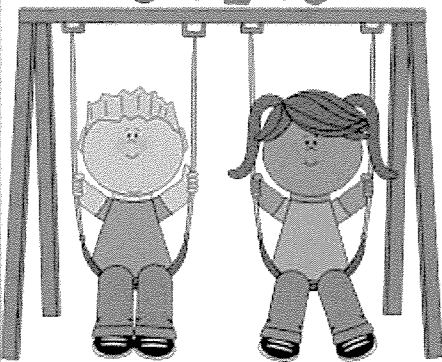
- Colour the hat yellow.
- Colour the bucket grey.
- Colour the fork red.
- Colour the calf brown.
- Colour the cow's bell yellow.



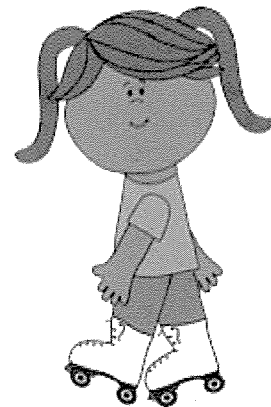
# VERBS

A verb is an  
ACTION word

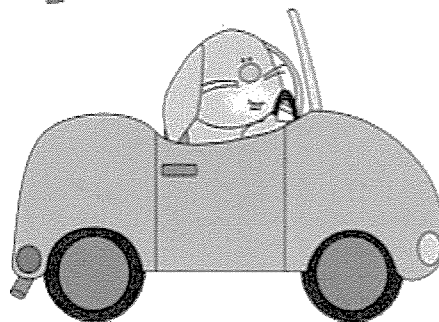
SWING



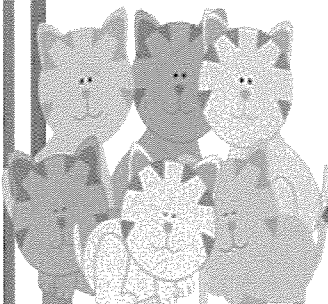
SKATE



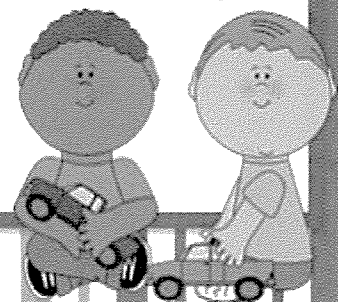
DRIVE



SNUGGLE



PLAY



# Unit 7

# Verbs

Verbs are doing words.

They tell us what action people or things are doing.

For example: Jenny **ainted** a picture.



kicks

jumps

cries

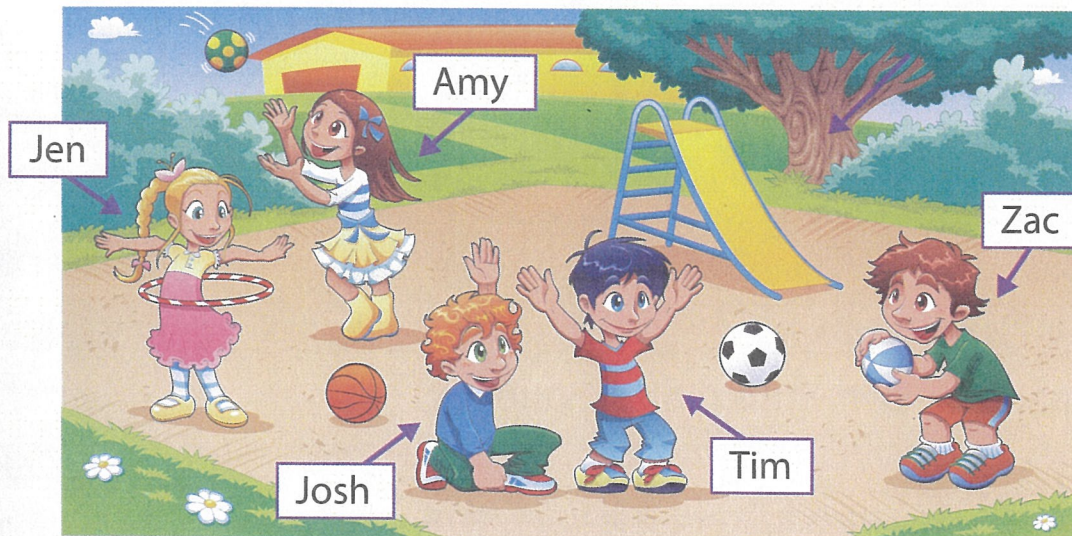
1 Use the verbs in the box above to label the pictures.



a

b

c



wears

twirls

catches

holds

2 Look at the picture and words above to answer these questions.

a Jen \_\_\_\_\_ her hoop.

b Amy \_\_\_\_\_ the ball.

c Josh \_\_\_\_\_ a blue shirt.

d Zac \_\_\_\_\_ a ball.

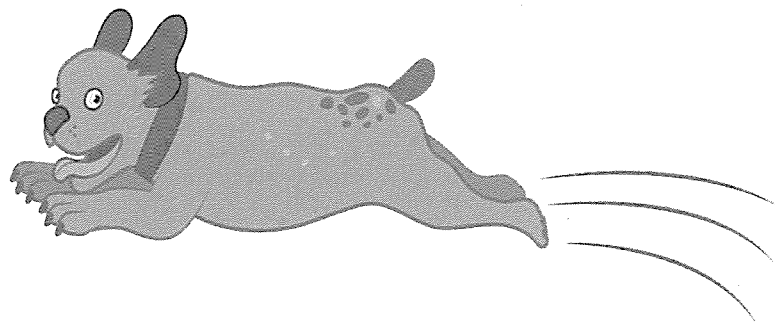
3 What is Tim doing? Write it in your own words.

Tim \_\_\_\_\_

# Adverb

An adverb is a word used to tell more about a verb, and it almost always answers the questions

**how, when, where, how often  
or in what way.**



The big dog is  
running **quickly.**



# Adverbs

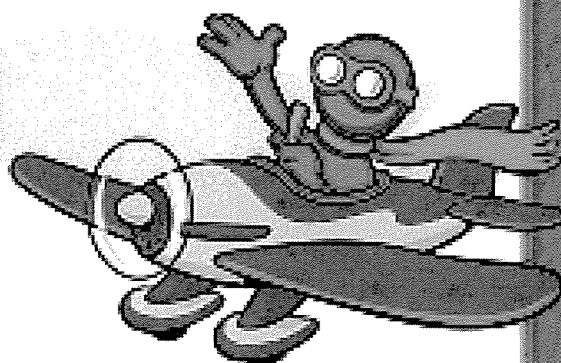
An adverb modifies a verb, adjective, or another adverb.

## How



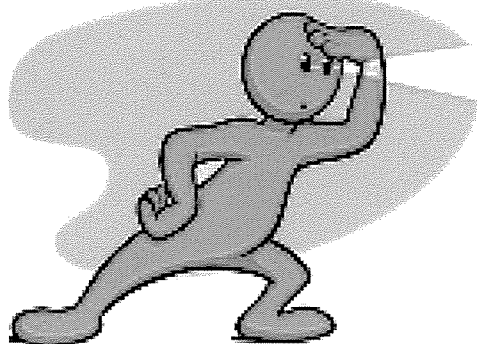
He drives carefully.  
How does he drive?

## When



She flew the plane yesterday.  
When did she fly the plane?

## Where



I looked everywhere.  
Where did I look?

## How much



The baby drank nearly all the milk.  
How much did the baby drink?

Adverbs tell us: how, when, where, and how much.

# Unit 20

# Adverbs

Adverbs tell us more about verbs.

Adverbs can tell us how. Adverbs often end in **ly**.

For example: Daniel ran **quickly**. → How did Daniel run? **Quickly**.



1 Add **ly** to make adverbs.

a quick \_\_\_\_\_

d mean \_\_\_\_\_

b slow \_\_\_\_\_

e sad \_\_\_\_\_

c swift \_\_\_\_\_

f sudden \_\_\_\_\_

2 Match the adjective to the adverb.

- a proud
- b awful
- c quick
- d sudden
- e glum

- glumly
- awfully
- quickly
- suddenly
- proudly



The hero **quickly** flew away.

3 Shade the adverbs ending in **ly**.

|          |           |          |
|----------|-----------|----------|
| silently | grimly    | dinosaur |
| pencil   | sadly     | neatly   |
| boat     | milkshake | tape     |

4 Use the code to find the adverb.

|    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|
| a  | b  | c  | d  | e  | f  | g  |
| 26 | 25 | 24 | 23 | 22 | 21 | 20 |
| h  | i  | j  | k  | l  | m  | n  |
| 19 | 18 | 17 | 16 | 15 | 14 | 13 |
| o  | p  | q  | r  | s  | t  | u  |
| 12 | 11 | 10 | 9  | 8  | 7  | 6  |
| v  | w  | x  | y  | z  |    |    |
| 5  | 4  | 3  | 2  | 1  |    |    |

21, 18, 9, 8, 7, 15, 2

8, 22, 24, 12, 13, 23, 15, 2

15, 26, 8, 7, 15, 2

# Sentence Pyramid

1. Start with a noun

The dog.

2. Add an adjective

The fluffy brown and white dog.

3. Add a verb

The fluffy brown and white dog ate.

4. Add an adverb (how)

The fluffy brown and white dog ate loudly.

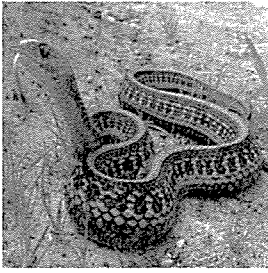
5. Add more adverbs (when, where or how much)

The fluffy brown and white dog ate all of their dinner loudly from their bowl.

6. Can you substitute any words with other vocabulary?

The fluffy brown and white dog scoffed down all of their dinner loudly from their bowl.





Monday

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Tuesday

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Wednesday

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Thursday

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Friday

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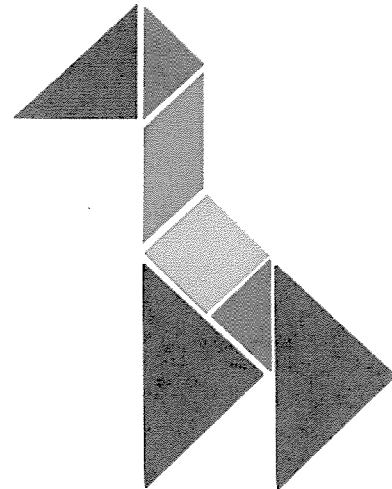
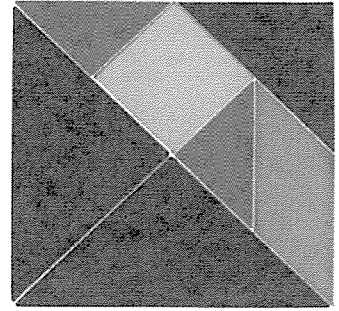
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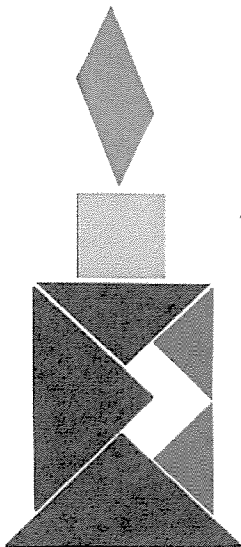
# Tangrams

A tangram is a Chinese puzzle that is thousands of years old. It is made up of seven separate pieces (5 triangles, 1 square and 1 parallelogram). When they are put together correctly they form a square. The pieces can also be moved around to make pictures. Many Australian children throughout the years have enjoyed this ancient game.

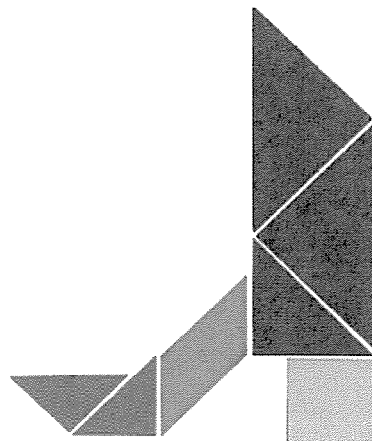
It is fun to try to give names to tangram pictures.



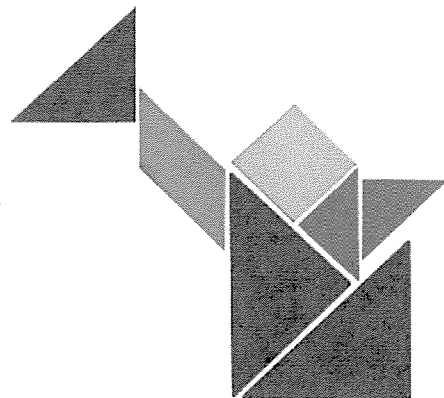
Horse



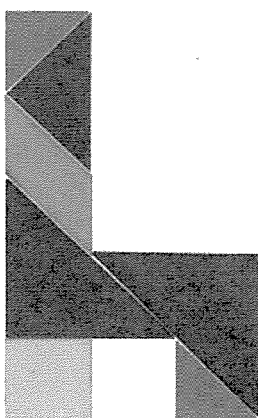
Candle



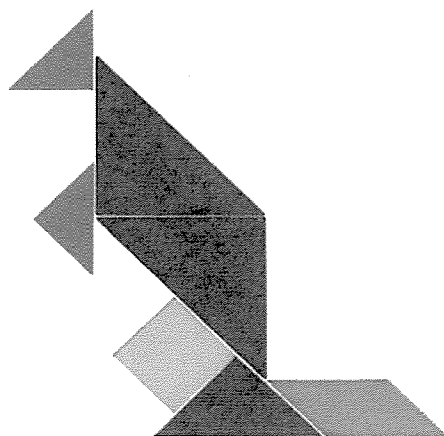
Boot



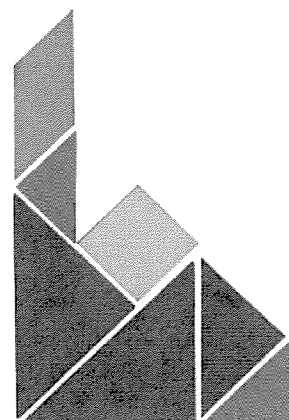
Watering can



Chair



Kangaroo



Factory

Read *Tangrams* on page 5 of the magazine,  
then answer questions 13 to 16.

13 What is a tangram?

- ☐ a trick
- ☐ a circle
- ☐ a puzzle
- ☐ a drawing

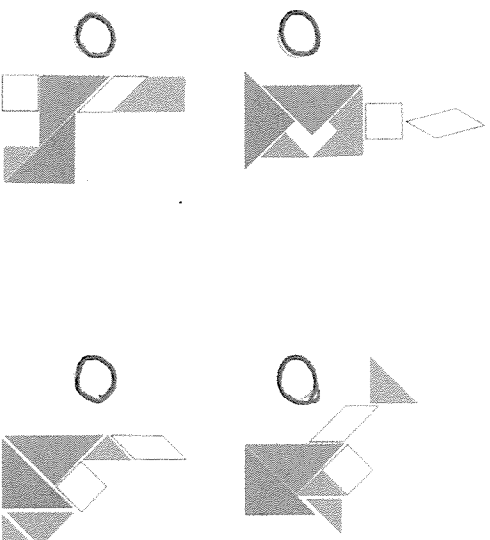
14 Tangrams are made up of

- ☐ 1 triangle, 5 squares and 1 parallelogram
- ☐ 7 triangles, 1 square and 1 parallelogram
- ☐ 5 triangles, 1 square and 1 parallelogram
- ☐ 1 triangle, 1 square and 5 parallelograms

15 Who invented tangrams?

- ☐ children
- ☐ teachers
- ☐ the Chinese
- ☐ an Australian

16 Which of the following tangram pictures shows a factory?



## Level 3 Book 18: The BMX Contest

Words: 145

Sounds: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, b, h, f, l, j, v, w, x, y, z

Sight words: the, was, his, to, of, as

### BMX Bikes

Focus questions to pose

Teacher: Do you have a bike or have you been riding on a bike before?

Teacher: What sort of bike do you have or have you had a ride on?

Teacher: Have you heard of a BMX bike before? Can you describe what they are like?

### Background information to share

B, M and X are the letters that are put together as a short way of saying bicycle motocross. Bicycle motocross is a cycling sport where people perform on or race BMX bikes. The racing and stunts are done on dirt tracks or tracks made especially for racing. Often these tracks have ramps and bumps so the riders can do stunts or perform tricks. There are a few different types of BMX bikes. Some have a light frame and just one gear, designed for racing. Others have a heavier frame and smoother tyres for tricks, or special handlebars for performing stunts.

Sight words:

|     |     |     |
|-----|-----|-----|
| the | was | his |
| to  | of  | as  |



The sun was up. The track was set. It had bends, bumps, ramps and mud.



Dan got his red helmet. Pat got his black helmet. Dan had red pants. Pat had black pants.



Dan got on his BMX. Pat got on his BMX. Dan and Pat went to the top of the ramp.



“Get, set, go!” yells the man. Dan  
sped off on the track. Pat’s BMX spun  
in the dust and mud.



To win the contest, Dan and Pat had  
to sprint to the end of the track.



Dan held on as his BMX did a jump  
on the bump. It was the best jump!



Pat held on as his BMX did a skid at  
the bend. It was the best skid!



Pat and Dan had to sprint to the end.  
The BMX contest was the best fun.  
Pat and Dan had big grins.

Did you understand what you read?

1. What did Dan and Pat have to do to win the contest?
2. What did Dan do on his bike that was really good?
3. What did Pat do on his bike that was really good?
4. Why do you think Dan and Pat were wearing helmets?

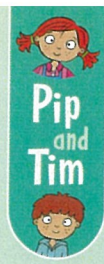
Let's learn a new word:

sprint

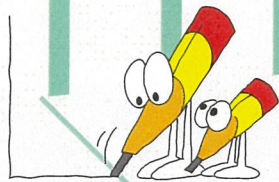
If you sprint, you do something at a very, very fast pace.  
Look back in the story. What did Dan and Pat use to sprint on?

Which sentence is correct?

We watched the turtle sprint to the edge of the water.  
The children in the race had to sprint to the end of the track.



# The Best Stuff



Little Learners Love Literacy®

**Berys Dixon**  
**Danielle McDonald**

Mum sent Pip and Tim to the shop.

“Get me some carrots, ten plums,  
six spuds and a box of mints,”  
she said.



“Here is the list. Go to Big Bill’s  
shop. He sells the best stuff.”

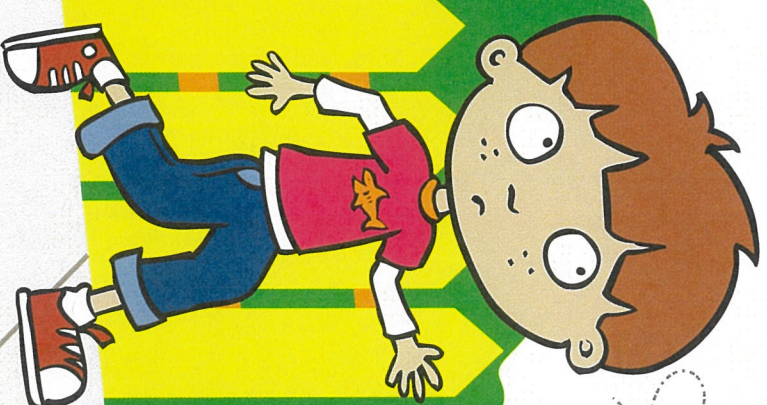


Pip and Tim ran up the hill to  
the shop. Tim held on to the list.

All of a sudden, a big gust of wind  
swept the list out of Tim's hand!



He saw it spin



up  
up  
up

and drift down  
on to the  
tram tracks.

"Oh no! I have lost the list.  
Mum will be cross."



"No stress.  
We can still do it."

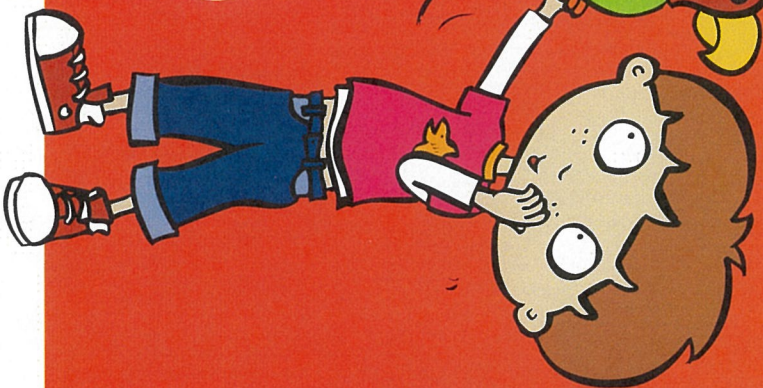


Pip and Tim went into Big Bill's  
shop and he put all the stuff  
into a big box.



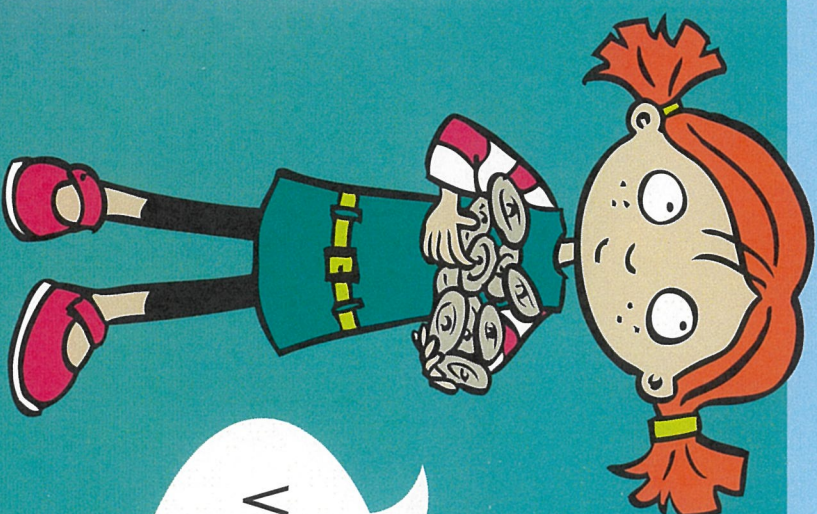
Back home, Mum said,

Did you get  
me some carrots?



Ummm, we got  
you a parrot.

Did you get  
ten plums?

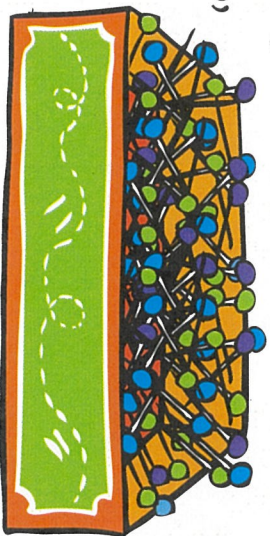


We got ten plums.

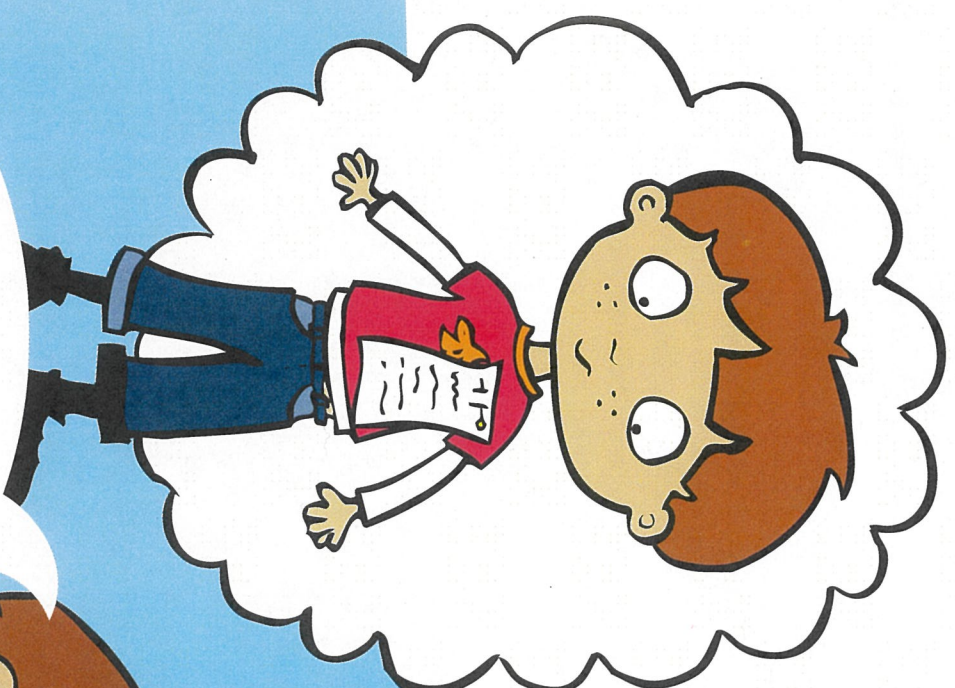
"Did you get me six spuds and a box of mints?" said Mum.



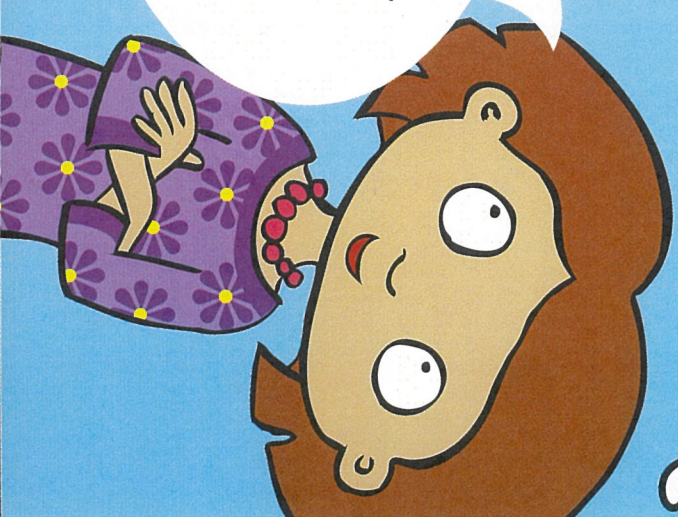
"We got you six slugs and a box of pins."



Was Mum  
cross?  
No, she just  
had to grin.



Next time, we will  
have to stick the  
list on with a pin!



# Speed words

sent

wind

hand

next

tram

spin

stuff

next

back

spuds

plugs

drift

tracks

stress

mints

cross

swept

stick

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Written by Berys Dixon and Maureen Pollard  
Illustrations and layout by Danielle McDonald

Printed in China

|       |
|-------|
| Words |
| 187   |



# Magpie Attack

Level 5  
5



## Level 4 Book 14: The Camping Trip

Words: 312

Sounds: s, a, t, p, i, n, m, d, g (girl), o, c (cat), k, ck, e, u, r, b, h, f, l, j, v, w, x, y, z, sh, ch, th (them), th (thin), qu, ng, wh, ph, g (gem), c (city)

**Cloze Reading:** Gives the children the opportunity to hear fluent reading and to practise tracking and decoding at a fast rate to keep the reading flowing.

Teacher: I will read the passage. Track with your eyes, finger or tracker. If I stop reading, you need to quickly decode and say the word so I can keep reading fluently.

Teacher note: Stop before the underlined words to allow the children to read these words. Try to keep the flow of the passage at a steady reading rate.

Kim spots a man with a bad habit. The man runs and drops his junk on the track. Junk must go in the bin. The man has a bad habit!

Nan spots a kid with a bad habit. The kid picks a scab on his leg. The kid's leg is yuck! The kid has a bad habit.

Stan spots a bub with a bad habit. The bub sucks her hand. The bub must suck the milk. The bub has a bad habit.

Sight words:

|    |     |     |    |
|----|-----|-----|----|
| to | the | was | of |
| he | his | go  |    |



Nip, Vincent and Axel had to help stack the bags in the big, red bus. Then Miss Trix told them to get in the bus and sit next to a pal. The bus was set to travel to the camping spot.



The camping spot was at the top of a big hill. The six cabins had a bunk bed with lots of blankets, a shelf with a lamp and a spot to hang things up.



The sun was up. Nip, Vincent and Axel got a dish of golden crumpets with jam. Miss Trix told them to fill up the cup with cold milk.



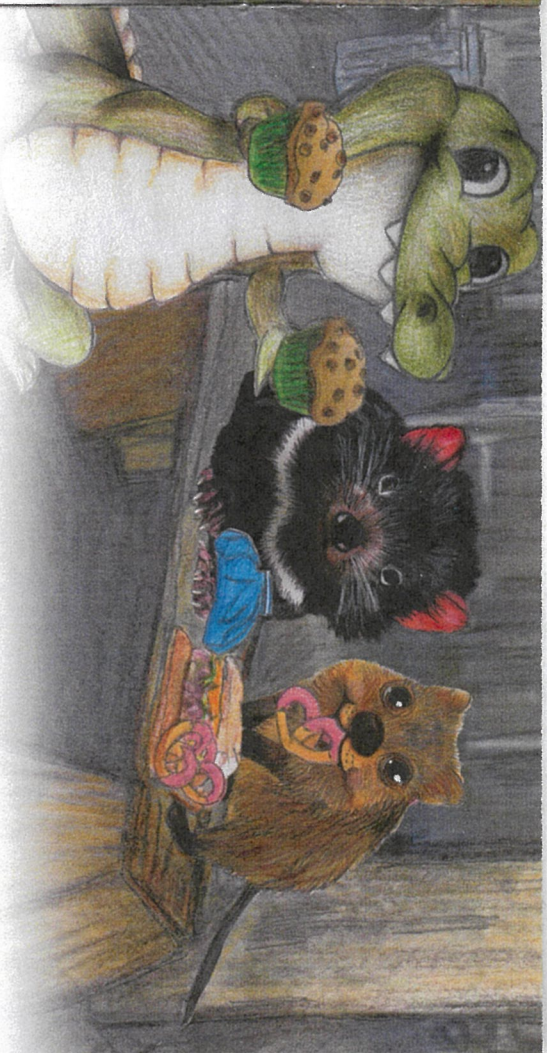
Nip got a fishing rod and fishing bag. He went with Josh and his pals to the pond. Nip did not grin when he had to pick up the squid from the bucket to fish with.



Vincent had a drink and snack in his backpack. He set off to go on a trek with Alex and his pals. The track had lots of bends and rocks. It was difficult to get to the top of the hill. Vincent was puffing and panting.



Axel got his cap and a net. He set off to go and trap bugs and insects with Max and his pals. Axel bent to trap a bug that was sitting on a plant. Just then an insect stung him on the leg. He kept running, yelling and rubbing his leg.



Axel's leg stung. Max got a cold pack and told him to hold it on the sting. Axel had to limp back to the camp. He sat with Nip and Vincent on the bench back at the camp to snack on muffins, pretzels and ham rolls.



When the sun set, Axel, Vincent and Nip sat to sing camp songs, sip mugs of hot milk and snack on the pink snacks stuck on the ends of sticks.

Did you understand what you read?

1. Where were Nip, Vincent and Axel going? How did they get there?
2. What activity did Vincent do at the camp? How did he feel after doing this activity?
3. What happened to Axel?
4. Why do you think Max got Axel a cold pack?

Let's learn a new word:

limp

If you walk with a limp, you cannot walk properly. This is usually because of an injury.

Look back in the story to find who hurt their leg and walked with a limp.

Which sentence is correct?

The boy had to limp to the office after he kicked his toe on the brick wall.

The soldiers marched in perfect lines with a limp during the parade.

# The BMX Contest



Decodable Readers  
*Australia*

Level 3  
18



# EXAMPLE

**EVEN** or ODD

Today's  
number is...

**56**

Tally Marks

|||| | |||| | |||| | ||||  
|||| | |||| | |||| | ||||  
|||| | |||| |

Place Value

| Tens     | Ones     |
|----------|----------|
| <b>5</b> | <b>6</b> |

Word Form  
**fifty-six**

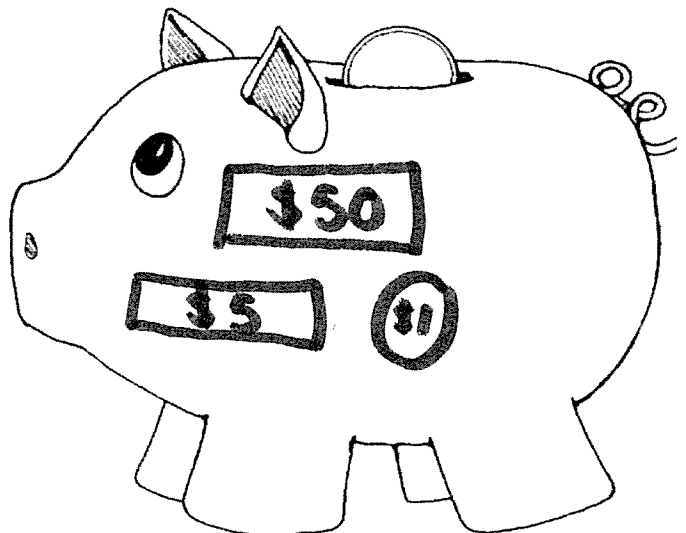
Expanded Form

$$\boxed{50} + \boxed{6} = \boxed{56}$$

More and Less

|          |            |
|----------|------------|
| 1 more   | <b>57</b>  |
| 1 less   | <b>55</b>  |
| 10 more  | <b>66</b>  |
| 10 less  | <b>46</b>  |
| 100 more | <b>156</b> |

Show  
with  
money



Forwards and Backwards

Forwards by 1 **56** , **57** , **58** , **59** , **60**

Backwards by 1 **56** , **55** , **54** , **53** , **52**

Forwards by 10 **56** , **66** , **76** , **86** , **96**

Backwards by 10 **56** , **46** , **36** , **26** , **16**

Today's  
number is...

15

EVEN or ODD

Tally Marks

Place Value

| Tens | Ones |
|------|------|
|      |      |

Word Form

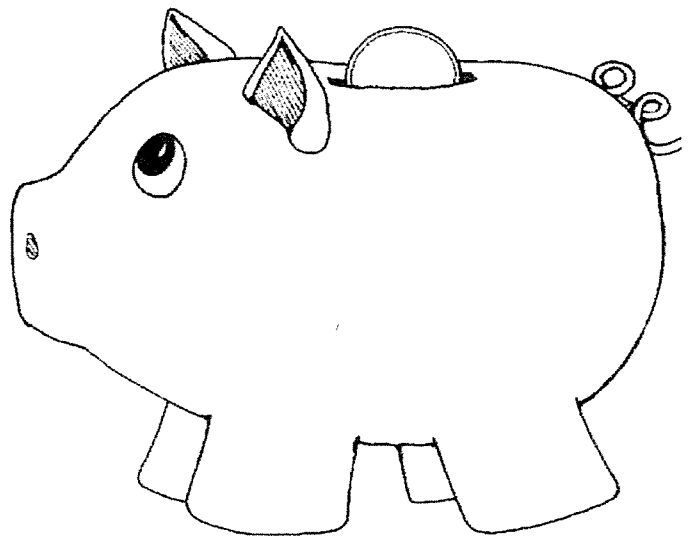
Expanded Form

$$\square + \square = \square$$

More and Less

|          |  |
|----------|--|
| 1 more   |  |
| 1 less   |  |
| 10 more  |  |
| 10 less  |  |
| 100 more |  |

Show  
with  
money



Forwards and Backwards

Forwards by 1 \_\_\_\_\_

Backwards by 1 \_\_\_\_\_

Forwards by 10 \_\_\_\_\_

~~Backwards by 10~~ \_\_\_\_\_

Today's  
number is...

22

EVEN or ODD

Tally Marks

Place Value

| Tens | Ones |
|------|------|
|      |      |

Word Form

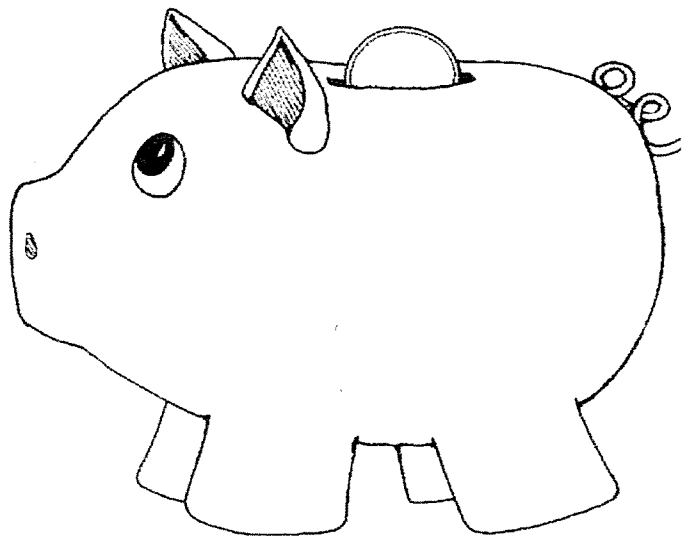
Expanded Form

$$\square + \square = \square$$

More and Less

|          |  |
|----------|--|
| 1 more   |  |
| 1 less   |  |
| 10 more  |  |
| 10 less  |  |
| 100 more |  |

Show  
with  
money



Forwards and Backwards

Forwards by 1 \_\_\_\_\_

Backwards by 1 \_\_\_\_\_

Forwards by 10 \_\_\_\_\_

~~Backwards by 10~~ \_\_\_\_\_

Today's  
number is...

38

EVEN or ODD

Tally Marks

Place Value

| Tens | Ones |
|------|------|
|      |      |

Word Form

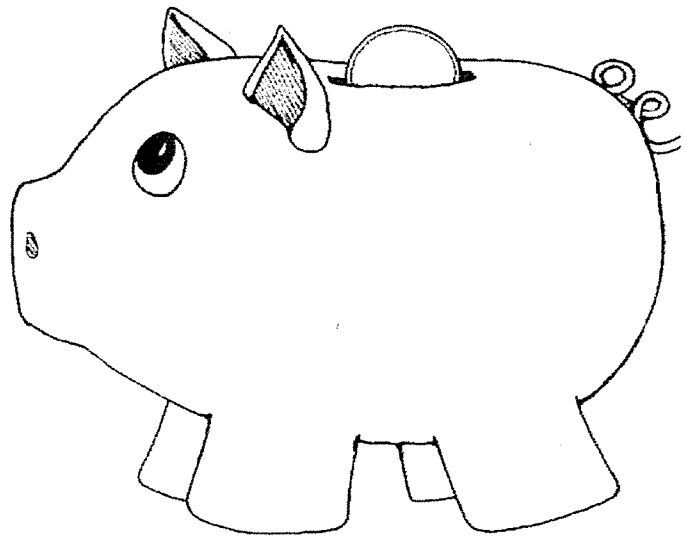
Expanded Form

$$\square + \square = \square$$

More and Less

|          |  |
|----------|--|
| 1 more   |  |
| 1 less   |  |
| 10 more  |  |
| 10 less  |  |
| 100 more |  |

Show  
with  
money



Forwards and Backwards

Forwards by 1 \_\_\_\_\_

Backwards by 1 \_\_\_\_\_

Forwards by 10 \_\_\_\_\_

Backwards by 10 \_\_\_\_\_



Today's  
number is...

45

EVEN or ODD

Tally Marks

Place Value

| Tens | Ones |
|------|------|
|      |      |

Word Form

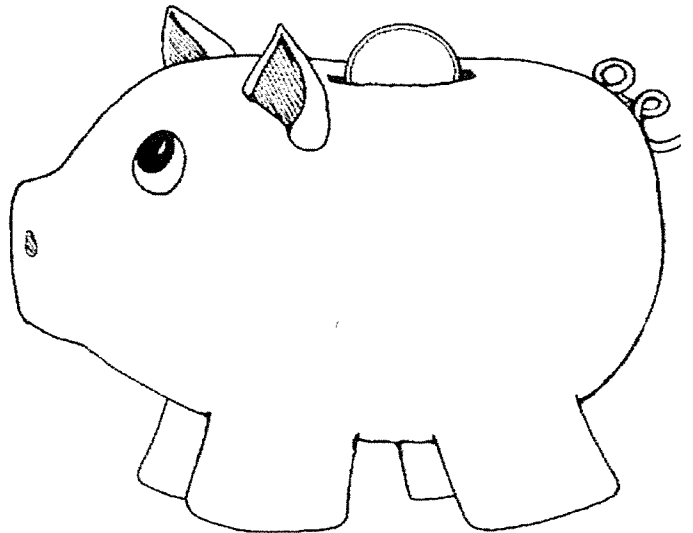
Expanded Form

$$\square + \square = \square$$

More and Less

|          |  |
|----------|--|
| 1 more   |  |
| 1 less   |  |
| 10 more  |  |
| 10 less  |  |
| 100 more |  |

Show  
with  
money



Forwards and Backwards

Forwards by 1 \_\_\_\_\_

Backwards by 1 \_\_\_\_\_

Forwards by 10 \_\_\_\_\_

Backwards by 10 \_\_\_\_\_

Today's  
number is...

89

EVEN or ODD

Tally Marks

Place Value

| Tens | Ones |
|------|------|
|      |      |

Word Form

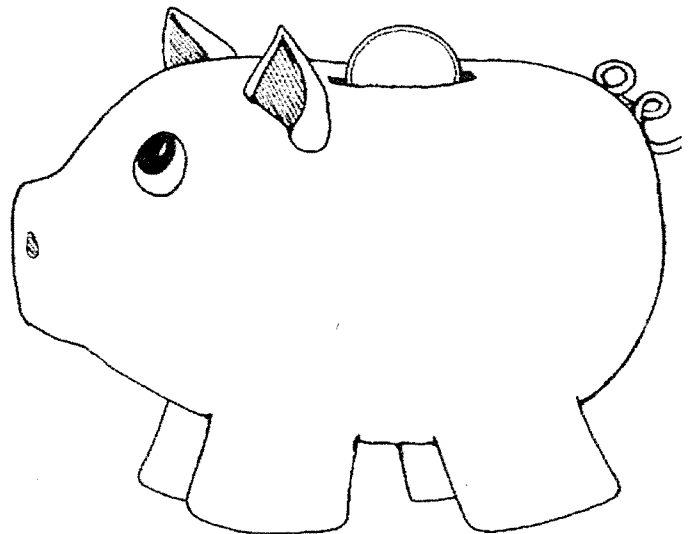
Expanded Form

$$\square + \square = \square$$

More and Less

|          |  |
|----------|--|
| 1 more   |  |
| 1 less   |  |
| 10 more  |  |
| 10 less  |  |
| 100 more |  |

Show  
with  
money



Forwards and Backwards

Forwards by 1 \_\_\_\_\_

Backwards by 1 \_\_\_\_\_

Forwards by 10 \_\_\_\_\_

Backwards by 10 \_\_\_\_\_

# FAST MATHS (Practise and see how you go in 5 minutes)

| A      | B     | C     | D      |
|--------|-------|-------|--------|
| 7+3=   | 9+4=  | 10-4= | 6+5=   |
| 8-6=   | 5+10= | 20+3= | 10-6=  |
| 12+2=  | 5-1=  | 6+4=  | 8+4=   |
| 9+9=   | 9-9=  | 12-2= | 15+5=  |
| 4+4=   | 20-5= | 12+7= | 30+10= |
| 20-9=  | 7+4=  | 8+9=  | 9-6=   |
| 3+10=  | 4+8=  | 8-4=  | 10-7=  |
| 9+9=   | 10-9= | 12+2= | 15+6=  |
| 6+7=   | 12-6= | 10-3= | 12+4=  |
| 8+8=   | 8-8=  | 9+10= | 20-3=  |
| Total= |       |       |        |

| A      | B     | C     | D      |
|--------|-------|-------|--------|
| 7+3=   | 9+4=  | 10-4= | 6+5=   |
| 8-6=   | 5+10= | 20+3= | 10-6=  |
| 12+2=  | 5-1=  | 6+4=  | 8+4=   |
| 9+9=   | 9-9=  | 12-2= | 15+5=  |
| 4+4=   | 20-5= | 12+7= | 30+10= |
| 20-9=  | 7+4=  | 8+9=  | 9-6=   |
| 3+10=  | 4+8=  | 8-4=  | 10-7=  |
| 9+9=   | 10-9= | 12+2= | 15+6=  |
| 6+7=   | 12-6= | 10-3= | 12+4=  |
| 8+8=   | 8-8=  | 9+10= | 20-3=  |
| Total= |       |       |        |

| A      | B     | C     | D      |
|--------|-------|-------|--------|
| 7+3=   | 9+4=  | 10-4= | 6+5=   |
| 8-6=   | 5+10= | 20+3= | 10-6=  |
| 12+2=  | 5-1=  | 6+4=  | 8+4=   |
| 9+9=   | 9-9=  | 12-2= | 15+5=  |
| 4+4=   | 20-5= | 12+7= | 30+10= |
| 20-9=  | 7+4=  | 8+9=  | 9-6=   |
| 3+10=  | 4+8=  | 8-4=  | 10-7=  |
| 9+9=   | 10-9= | 12+2= | 15+6=  |
| 6+7=   | 12-6= | 10-3= | 12+4=  |
| 8+8=   | 8-8=  | 9+10= | 20-3=  |
| Total= |       |       |        |

| A      | B     | C     | D      |
|--------|-------|-------|--------|
| 7+3=   | 9+4=  | 10-4= | 6+5=   |
| 8-6=   | 5+10= | 20+3= | 10-6=  |
| 12+2=  | 5-1=  | 6+4=  | 8+4=   |
| 9+9=   | 9-9=  | 12-2= | 15+5=  |
| 4+4=   | 20-5= | 12+7= | 30+10= |
| 20-9=  | 7+4=  | 8+9=  | 9-6=   |
| 3+10=  | 4+8=  | 8-4=  | 10-7=  |
| 9+9=   | 10-9= | 12+2= | 15+6=  |
| 6+7=   | 12-6= | 10-3= | 12+4=  |
| 8+8=   | 8-8=  | 9+10= | 20-3=  |
| Total= |       |       |        |

# VOCABULARY

## CARDINAL

means quantity.

How many is  
there in total?



## ORDINAL means

position. What  
order are they  
in?

**1 DO** WHAT IS IT?

AN ORDINAL NUMBER IS A NUMBER THAT TELLS THE  
POSITION OF SOMETHING.

1<sup>ST</sup>, 2<sup>ND</sup>, 3<sup>RD</sup>, 4<sup>TH</sup>, 5<sup>TH</sup>...

OR

FIRST, SECOND, THIRD, FOURTH, FIFTH...

**1 DO** WHAT IS IT?

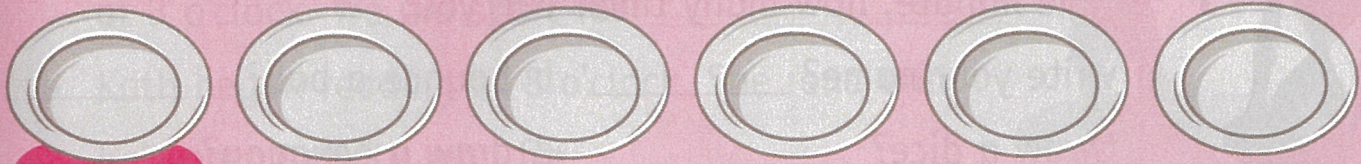
A CARDINAL NUMBER IS A NUMBER THAT TELLS US  
HOW MANY THERE IS OF SOMETHING

18 IN A RACE, 15 CUPCAKES, 5 ANIMALS

Eighteen, fifteen, five

# Ordinal numbers

a Draw an apple on the 5th plate.



first

b Draw a cake on the 3rd plate.

2 Show the order. Write 1st, 2nd, 3rd, 4th, 5th.

a








b








c








**Challenge!** Draw your own 5 pictures to show how something grows or changes.

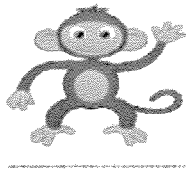
Answer all questions.

**Section A: Ordinal and Cardinal Numbers (1 pt. each)**

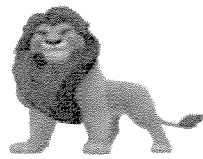
(1) Use the pictures below to answer the following questions.



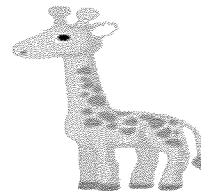
zebra



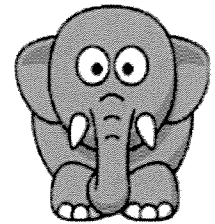
monkey



lion



giraffe



elephant

- (a) Who is second in line? \_\_\_\_\_
- (b) Which animal is fourth in line? \_\_\_\_\_
- (c) In which position is the lion? \_\_\_\_\_
- (d) How many animals come before the elephant? \_\_\_\_\_
- (e) How many animals are after the lion? \_\_\_\_\_

**Section B: Place Value (1pt. each)**

(2) What is the **value** of the underlined digit in?

(a) 563 \_\_\_\_\_

(b) 1,769 \_\_\_\_\_

(c) 782 \_\_\_\_\_

(d) 45 \_\_\_\_\_

# ORDINAL AND CARDINAL NUMBERS

Find spellings of the ordinal numbers listed on the right and write the words in spaces provide

1<sup>st</sup> = First

2<sup>nd</sup> \_\_\_\_\_

3<sup>rd</sup> \_\_\_\_\_

4<sup>th</sup> \_\_\_\_\_

5<sup>th</sup> \_\_\_\_\_

6<sup>th</sup> \_\_\_\_\_

7<sup>th</sup> \_\_\_\_\_

8<sup>th</sup> \_\_\_\_\_

9<sup>th</sup> \_\_\_\_\_

10<sup>th</sup> \_\_\_\_\_

20<sup>th</sup> \_\_\_\_\_

21<sup>st</sup> \_\_\_\_\_

22<sup>nd</sup> \_\_\_\_\_

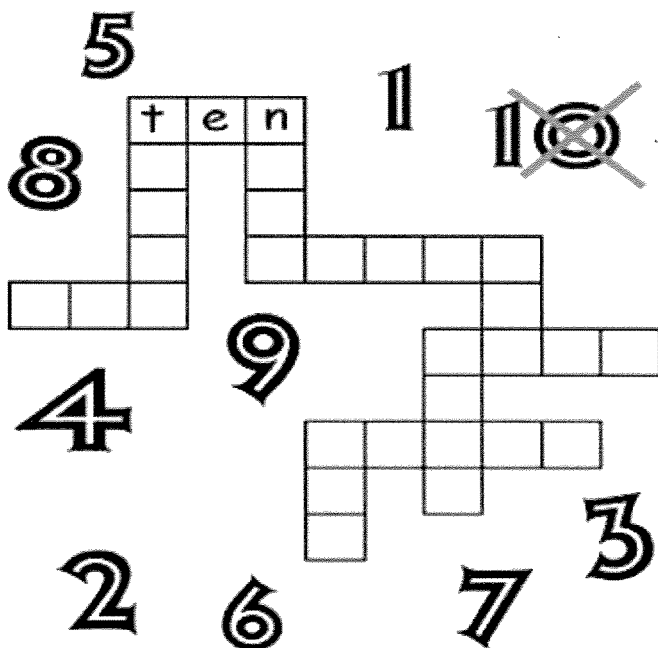
30<sup>th</sup> \_\_\_\_\_

31<sup>st</sup> \_\_\_\_\_

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

## NUMBER CROSSWORD

Write the NAMES of the numbers to complete the crossword.  
We've done one to start you off.



## Whole Number: Ordinal Numbers

Label the position each person is in the race above their head



What position is:

The **green** car is coming \_\_\_\_\_

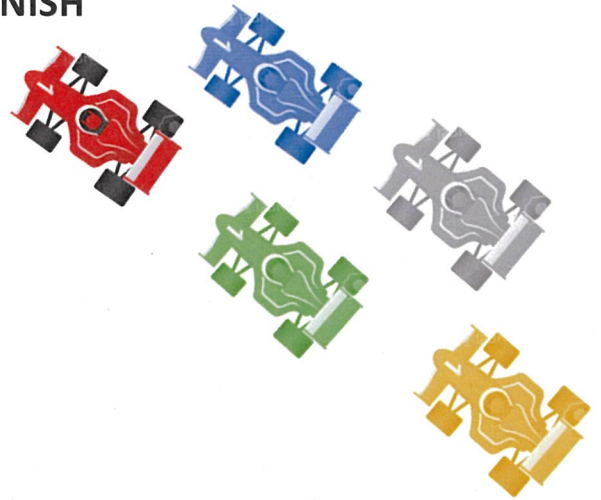
The **grey** car is coming \_\_\_\_\_

The **yellow** car is coming \_\_\_\_\_

The **red** car is coming \_\_\_\_\_

The **blue** car is coming \_\_\_\_\_

FINISH



Use the calendar to identify the days and dates in May

What is the last Saturday in May?

\_\_\_\_\_

What day is the eleventh (11<sup>th</sup>)  
of May?

\_\_\_\_\_

What is the last date in May?

\_\_\_\_\_

What is the twenty-sixth (26<sup>th</sup>)  
of May?

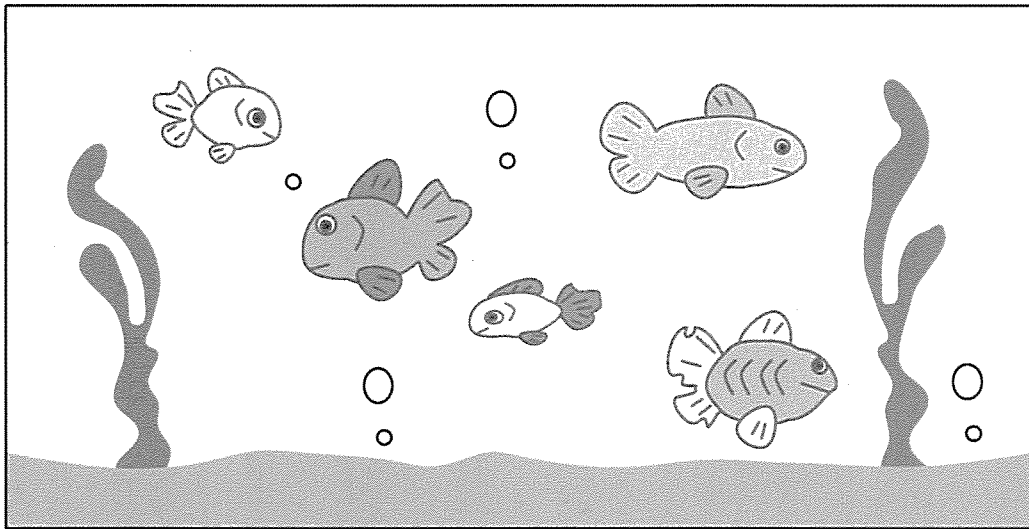
\_\_\_\_\_

## May 2021

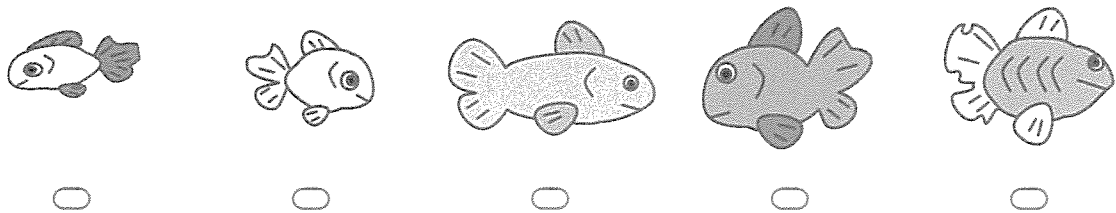
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
|        |        |         |           |          |        | 1        |
| 2      | 3      | 4       | 5         | 6        | 7      | 8        |
| 9      | 10     | 11      | 12        | 13       | 14     | 15       |
| 16     | 17     | 18      | 19        | 20       | 21     | 22       |
| 23     | 24     | 25      | 26        | 27       | 28     | 29       |
| 30     | 31     |         |           |          |        |          |

[www.a-printable-calendar.com](http://www.a-printable-calendar.com)

Jan drew this picture of a fish tank.

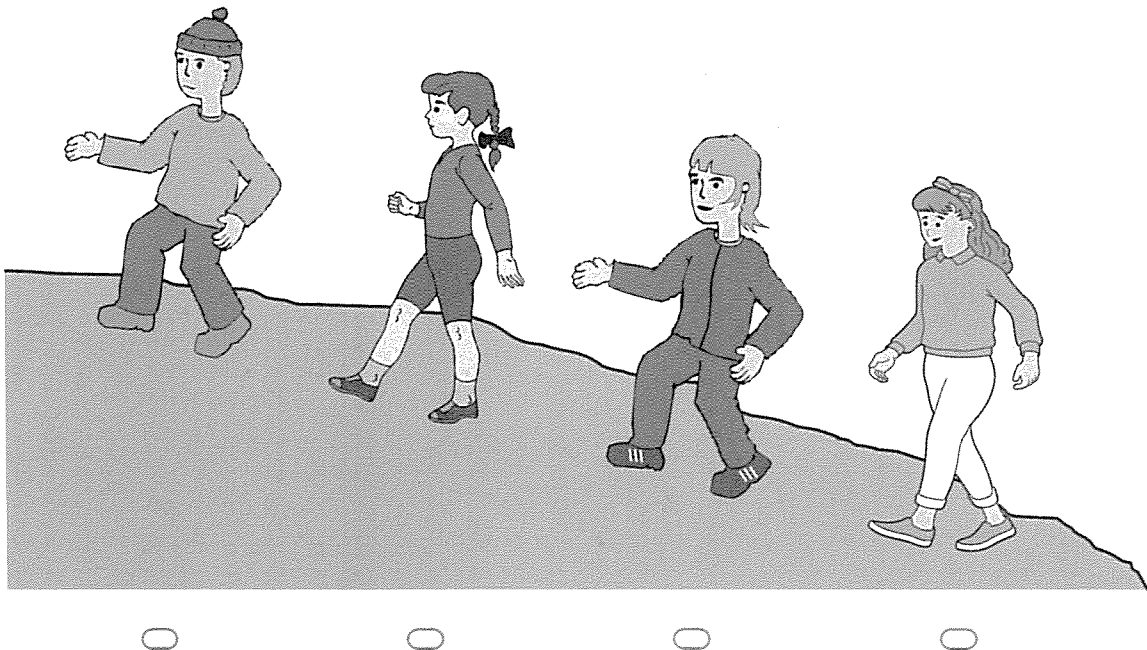


Which fish is second from the bottom of the tank?



Four children are walking up a hill.

Who is second from the top?



# Geography

\* Design a poster of why Australia is the best country in the world.

# PD/H

Take this time to do something that makes you happy.

E.g. Colouring in

Reading

Playing with pets

Yoga

\* Create a journal entry about what you did and how you felt.

## WK 10 Science with Mrs Watt

Hello everyone,

I hope you are all going well. I am missing seeing you! For the last week, I have set another Whole School Engineering Challenge and some other hands on fun with an experiment and/or food design.

### **Engineering Challenge 2: Build a bridge**

The aim is to build a bridge that spans 50cm over a pretend river. The bridge can be built out of whatever you have at home. Some ideas are; Duplo, Lego, blocks, cardboard, skewers, paddle pop sticks, sticky tape etc. To test how strong your bridge is, you need to see how much weight it can handle (it's load bearing capacity). To test this, put books on your bridge one at a time and see how many it can hold before it breaks!



Remember take a photo of your bridge with you in it to and email it to [janet.watt@det.nsw.edu.au](mailto:janet.watt@det.nsw.edu.au)



For those of you that love experiments try the “How to Grow a Rainbow Science Experiment”

For those of you who like cooking and creating, why not cook or prepare some food with a space theme.



Kind Regards, Mrs Watt 😊

### What To Do:

1. Cut the kitchen roll into the shape of a rainbow.
2. At each end, use the felt-tip pens to colour a rainbow about 2cm up from the bottom. Remember the order of the colours: red, orange, yellow, green, blue, indigo, violet.
3. Attach the paperclip to the top of the rainbow and tie a piece of thread to it. This will allow you to hold your rainbow.
4. Add water to the two bowls.
5. Hold the rainbow with both ends slightly submerged into each bowl of water and watch your rainbow grow.

