



**St James' Primary School**  
**MUSWELLBROOK**

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Skellatar Stock Route MUSWELLBROOK NSW 2333  
P (02) 6543 3094 E [admin@muswellbrook.catholic.edu.au](mailto:admin@muswellbrook.catholic.edu.au) ABN 79 469 343 054

**1G – MISS BELETICH**

**1M - MRS BALLARD**

**LEARNING FROM  
HOME**

**MONDAY 16 AUGUST  
TO**

**FRIDAY 20 AUGUST**

**Week 6: Literacy/ InitialLit**

Complete the following activities over Week 6.

**VERBS (Revision):**

- ★ *Learning intention: I will identify common verbs.*
- ★ *Success criteria: Follow the instructions on the worksheets to identify and illustrate the verbs.*
- Watch and listen to the **Lesson 28 Verbs PowerPoint**.

Throughout the day ...

Choose a couple of activities from the list below to provide extra practice during the day. Vary the activities to maximise engagement.

- ▶ Revise the definition of a verb (an action word) and draw attention to the verbs in sentences from the storybook or reader that is being read.
- ▶ Practise the Verb Poem using different verbs, e.g., jump, hop, wave.
- ▶ As you give instructions during the day, ask children to identify the verb in your instruction, e.g., grab your writing books, read this word.
- ▶ Play Verb Charades where children do an action and other children guess the verb.

- **Activity:** Complete Worksheet a and b - Verbs.

**Verb Poem:**

Verbs, verbs are action words.

If you're doing something, use a... **VERB!**

Swim, swim, swim's a verb,

Run, run, run's a verb.

Action words, action words.

What are they called? They're called... **VERBS!**

**'ee' (tree) and 'ea' (leaf) (Revision):**

- ★ *Learning intention: I will use the digraphs 'ee' and 'ea' to spell words.*
- ★ *Success criteria: Follow the instructions on the worksheet to complete the correct spelling of each word.*
- Watch and listen to the **Lesson 30 'ee' (tree) and 'ea' (leaf) PowerPoint**.
- **Activity:** Complete Worksheet a - ee' (tree) and 'ea' (leaf).
  - *Learning intention: I will use the digraphs 'ee' and 'ea' to spell words.*
  - *Success criteria: Follow the instructions on the worksheet to complete the correct spelling of each word.*

### Throughout the day ...

Choose a couple of activities from the list below to provide extra practice during the day. Vary the activities to maximise engagement.

- ▶ Find words on posters, around the school, from books that have 'ee' or 'ea' making the /ē/ sound. Create a class list of these words that can be added to over time.

- ▶ Clap the syllables in the following words: chim/pan/zee, cheese/bur/ger, treat, breeze, sneeze, be/tween, thir/teen, coff/ee.

- Handwriting: Complete 'ee' and 'ea' handwriting sheets.

### WRITING: The Rainbow Fish

★ *Learning intention:* I can identify the traits of the Rainbow Fish

★ *Success criteria:* Identify the appearance, personality, feelings and actions of the Rainbow Fish

Character description and personality traits activity:

- Watch the YouTube reading of the story The Rainbow Fish <https://youtu.be/r9mryuEkkKc>
- Here are some questions you could ask your child after they watch the above YouTube clip:
  - How would you describe what the Rainbow Fish looks like?
  - How would you describe what the Rainbow Fish is like as a character? Does he change?
  - What feelings does the Rainbow Fish feel during the story? Do his feelings change?
- Use the **Character Profile** template and complete it about The Rainbow Fish.

### OPTIONAL/ ADDITIONAL ACTIVITIES:

- Practise reading your Tricky Words and/or Word Walls.
- Practise saying the sounds of the digraphs and trigraphs using the Sound Cards.
- Spend time completing activities Lexia.
- Choose 5 sight words and write a Super Sentence including each word.  
*Note: A Super Sentence needs to have a capital letter to start, a full stop (or correct ending punctuation to finish), spaces between all of the words and check - 'does it make sense?'*

## Week 6: Mathematics

### FOCUS: DIVISION

★ **Learning Intention:** *I will be able to model division by sharing a collection of objects equally into a given number of groups to determine the number in each group*

★ **Success criteria:**

★ *Model division by sharing a collection of objects into groups of given size to determine the number of groups.*

★ *Describe the part left over when a collection cannot be distributed equally using the given group size.*

### Activities:

- View the story "The Doorbell rang" on YouTube  
<https://www.youtube.com/watch?v=BXtu90JnDkM>. Students to use 12 objects (pegs, lego bricks, magnets, etc) to represent the total number of cookies that mum made. Pause the video each time the doorbell rings and have students share the number of cookies between the guests that had arrived by placing their objects into equal groups.
- Discuss what is important about dividing collections into groups ie: that they must be even.
- Discuss what happens if you cannot make an equal group (we have a "remainder" - e.g. if we have 7 lollies and divide it into 2 equal groups, we will have 3 in each group with 1 left over).

### Work through the following worksheets over the week:

1. Division - sharing
2. Serve It Up!
3. Division - remainders

### OPTIONAL/ ADDITIONAL ACTIVITIES:

- **Card Game:** "Up and Down": each player is dealt four cards face up. The remaining cards are placed in a pile in the middle. The aim of the game is to be the first player to arrange the numbers in either ascending or descending order. They do not have to be consecutive order it could be 2, 5, 6, 9. Cards cannot be rearranged-only exchanged.
- Draw pictures to represent the following number sentences:  $10+8=18$ ;  $30-10=20$ ,  $24+6=30$ .
- Practise skip counting by 2s, 5s and 10s.
- Spend time completing activities on Matific.

## Week 6: Other KLA Activities

### Religion:

- Think about times and places people pray together. Examples: at Mass, at school, in class, as a family. When people pray together it called communal prayer. Students illustrate an example of a time for communal prayer that they have experienced.
- Students use the 'Y-chart' to show what prayer 'Sounds' like, 'Feels' like and 'Looks' like for them. This can be completed using words and illustrations.

### Science:

- Fill out the weather chart. Record what the weather is like each day in Muswellbrook, Tokyo and a place of your choice.
- Answer the following questions:
  - Which place was the hottest?
  - Which place was the coldest?
  - Why are the temperatures different?
  - What would you wear in each place today?
  - What outdoor activities could you participate in?

**Instructions:** Read each word in the box. Find all the verbs and circle. Remember, verbs tell us what someone is doing. Write a sentence using each verb in your exercise book.

run      dog      leg      blink      swim  
sing      play      ball      sprint      fox  
tray      your      kick      hit

**Instructions:** Read the sentences below. Underline the verbs and draw a picture.

*I swim in the pool.*



*The kids play at school.*



*The boy sits on the bench.*





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

**Instructions:** Read the words. Decide which words are nouns and which words are verbs. Write the words in the correct column.

books      skip      man      hop  
dig      yell      egg      run      ball  
snail      frog      jog      handbag

Nouns	Verbs

**Instructions:** Write 'ee' or 'ea' to complete each word. Write the word and draw a picture.

	Write the word 	Draw a picture 
tr__	_____	
b__	_____	
f__t	_____	
qu__n	_____	
b__ch	_____	
l__f	_____	





tree

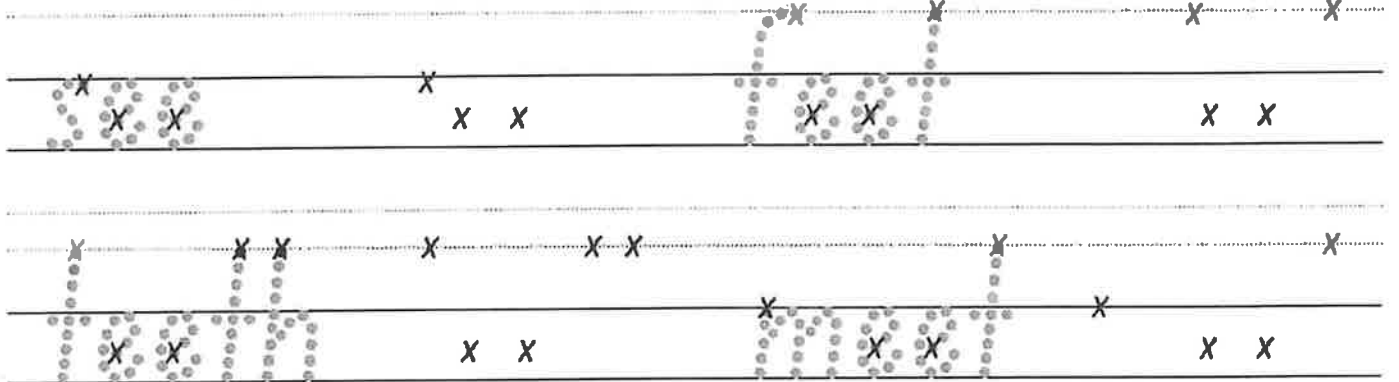
Trace



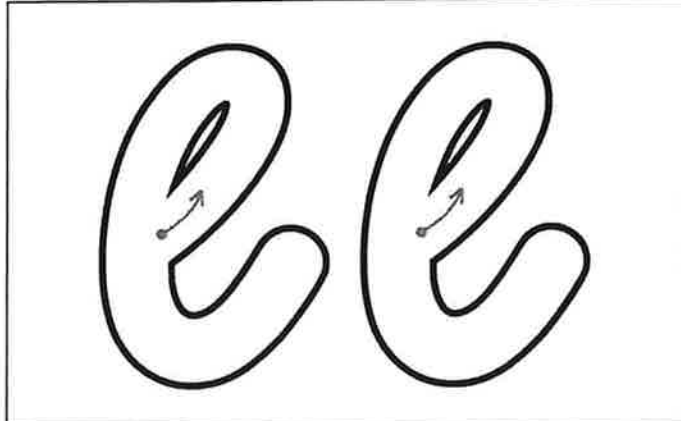
Write



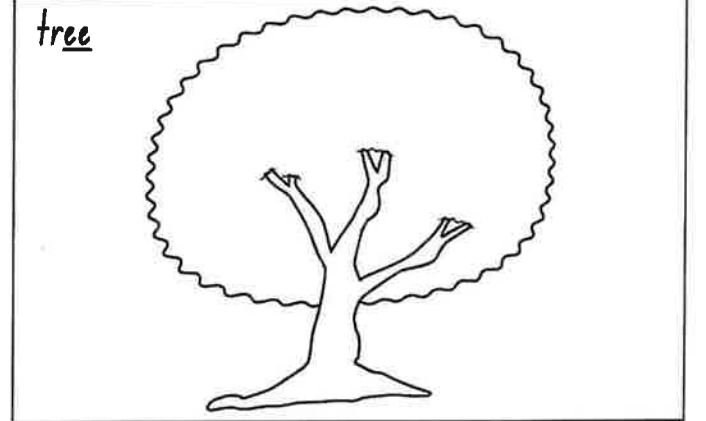
Trace and write



Rainbow Letters



Colour






leaf

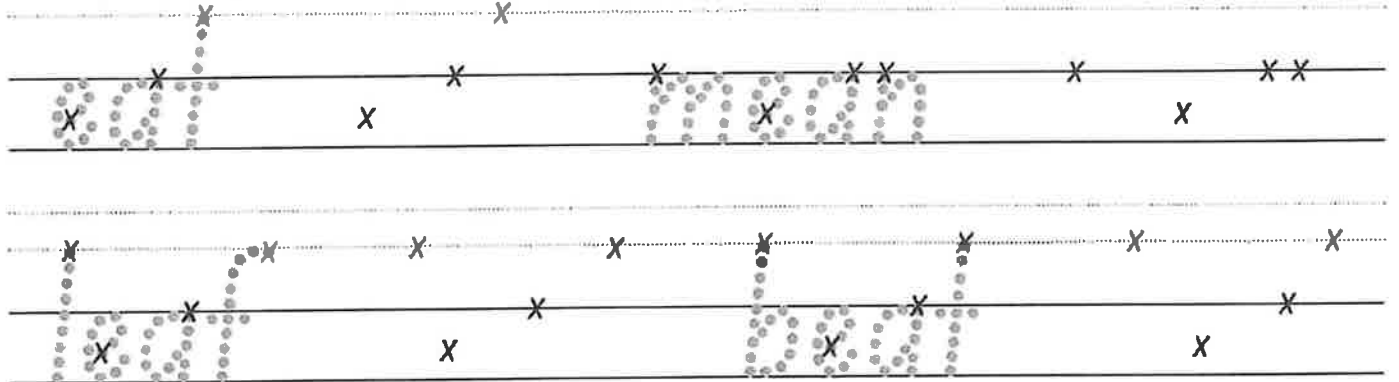
Trace 



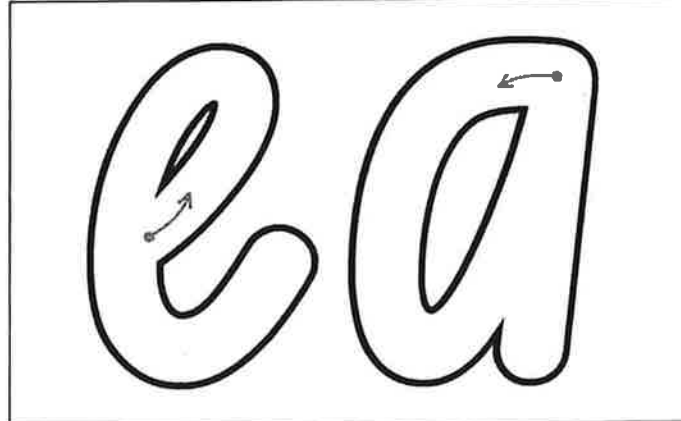
Write 



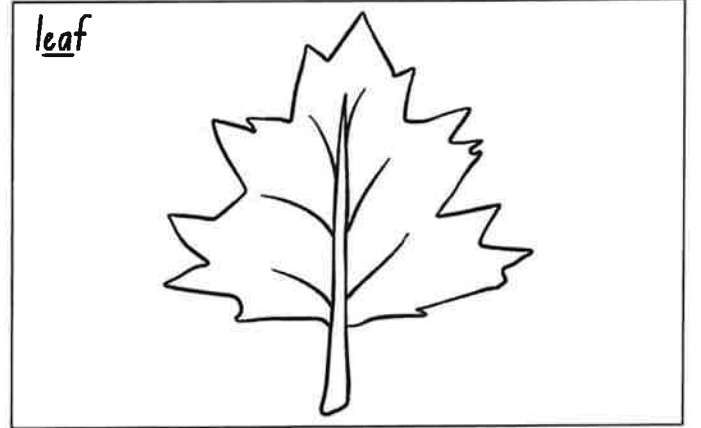
Trace and write 



Rainbow Letters 



Colour 



# Character Profile

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Appearance

Personality

Feelings

Actions

Activity 1: Reading and spelling tricky words  
Steps 6 – 9

Initial-1

says

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MuLiLi

Activity 1: Reading and spelling tricky words  
Final review for reading – Set 4-5  
Step 11

Initial-1

love

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MuLiLi

Activity 1: Reading and spelling tricky words  
Step 10

Initial-1

love

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MuLiLi

Initial-1

were

© Muelin Pty Ltd

MuLiLi

Initial-1

over

© Muelin Pty Ltd

MuLiLi

Initial-1

where

© Muelin Pty Ltd

MuLiLi

friend

your

who

over

saw

school

Initials-1  
*says*  
© MultiLit Pty Ltd MultiLit

Initials-1  
*many*  
© MultiLit Pty Ltd MultiLit

Initials-1  
*any*  
© MultiLit Pty Ltd MultiLit

Initials-1  
*what*  
© MultiLit Pty Ltd MultiLit

Initials-1  
*again*  
© MultiLit Pty Ltd MultiLit

Initials-1  
*home*  
© MultiLit Pty Ltd MultiLit

**Activity 2: Reading and spelling tricky words**  
Final review for reading – Set 4  
Step 10

*saw*

Initial 1-1  
© Mulla Pty Ltd  
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*there*

Initial 1-1  
© Mulla Pty Ltd  
MullaLit

*again*

Initial 1-1  
© Mulla Pty Ltd  
MullaLit

*were*

Initial 1-1  
© Mulla Pty Ltd  
MullaLit

*said*

Initial 1-1  
© Mulla Pty Ltd  
MullaLit

*school*

Initial 1-1  
© Mulla Pty Ltd  
MullaLit

IntBaLR-1  
*want*  
© MultiLit Pty Ltd MultiLit

IntBaLR-1  
*home*  
© MultiLit Pty Ltd MultiLit

IntBaLR-1  
*friend*  
© MultiLit Pty Ltd MultiLit

IntBaLR-1  
*your*  
© MultiLit Pty Ltd MultiLit



Initial LR-1

Activity 1: Review  
Letter-sound correspondence  
Step 1

igh



light

© Mulla Pty Ltd Multilit

Initial LR-1

ai




rain

© Mulla Pty Ltd Multilit

Initial LR-1

y



cry

© Mulla Pty Ltd Multilit

Initial LR-1

ea



leaf

© Mulla Pty Ltd Multilit

Initial LR-1

oa



boat

© Mulla Pty Ltd Multilit

Initial LR-1

th

thumb



thumb

© Mulla Pty Ltd Multilit

Initials-1

ow

snow



© MultiLit Pty Ltd MultiLit

Initials-1

ay



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Initials-1

sh




© MultiLit Pty Ltd MultiLit

Initials-1

oo


moon



© MultiLit Pty Ltd MultiLit

Initials-1


ee



© MultiLit Pty Ltd MultiLit

Initials-1

oa



© MultiLit Pty Ltd MultiLit

IntBaLi-1

ea



leaf

© M. A. L. P. U. S. M. U. L. I. T. I.

MuLiLi

IntBaLi-1

th

thumb



thumb

© M. A. L. P. U. S. M. U. L. I. T. I.

MuLiLi

# Division – sharing (partition)

When we share things into groups evenly, every group has the same number. This means they are **equal**.

Here are **6** cupcakes.



Here are **3** children.

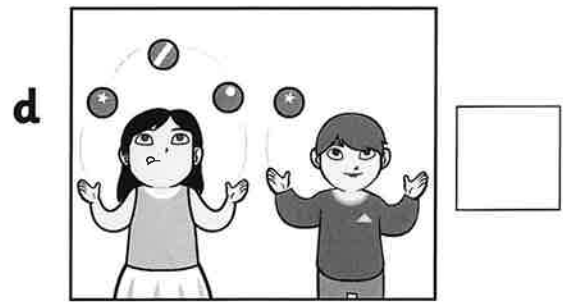
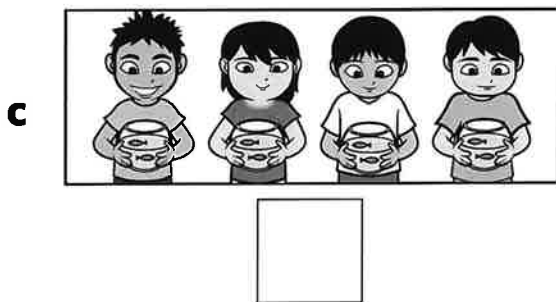
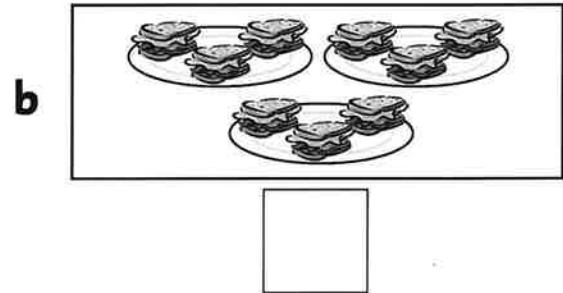
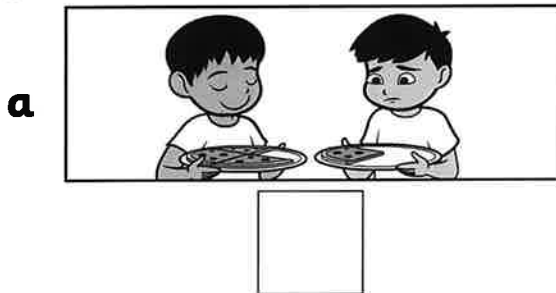


If we share the cakes out evenly, every child gets 2 cupcakes. Yum!



We call these **fair shares** because they are equal.

1 Look at these shares. Are they fair? ✓ the fair shares.  
 ✗ the ones that are not fair.

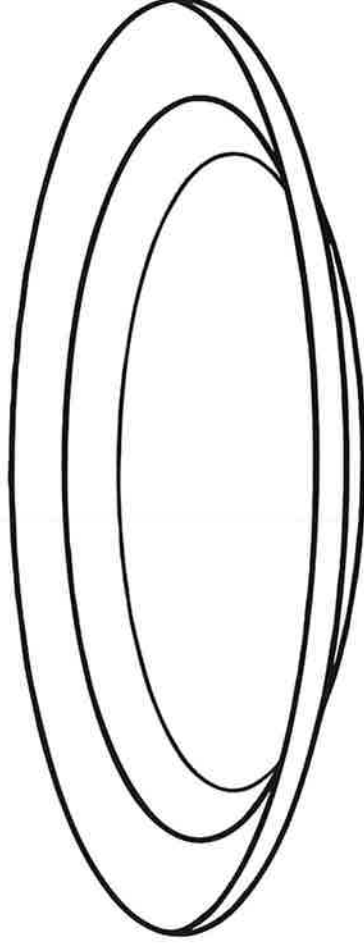
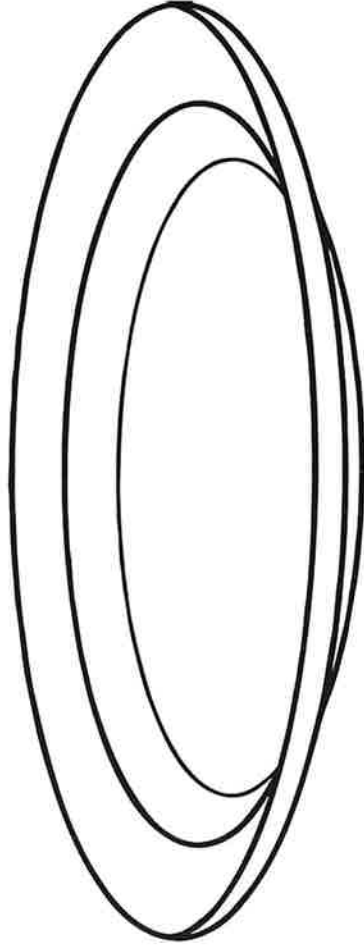
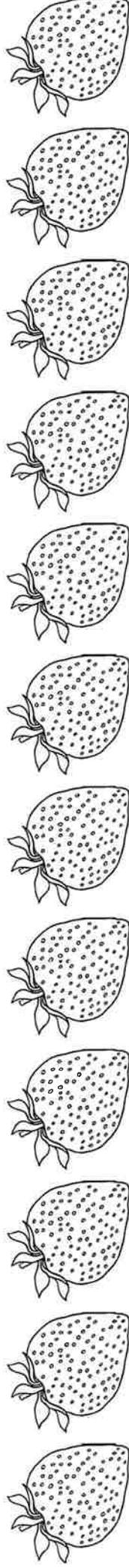
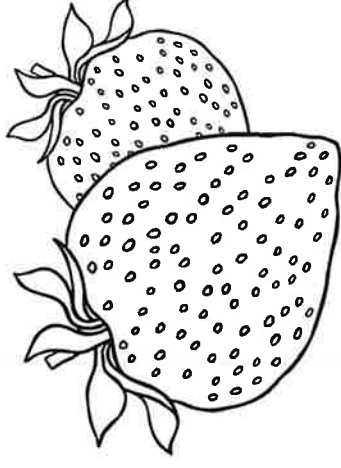


2 Draw some flowers in the pots so that all the pots are **equal**. This means they have the same number of flowers.



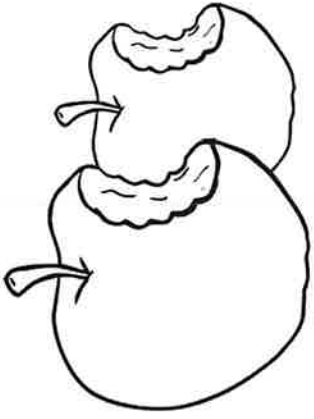
# Serve it Up!

Can you share the strawberries equally between the two plates?  
Cut the strawberries out and stick them on the plates.

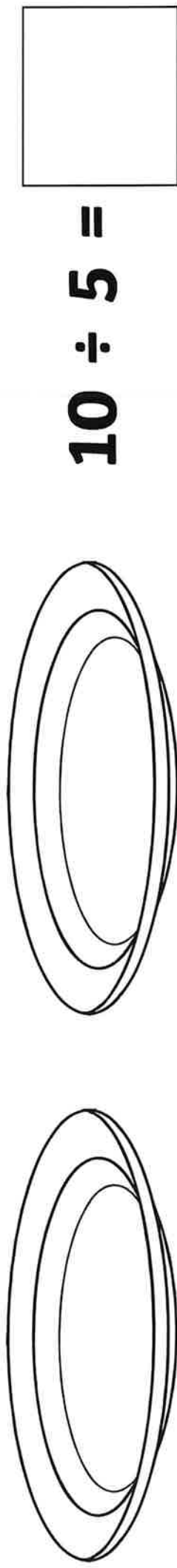
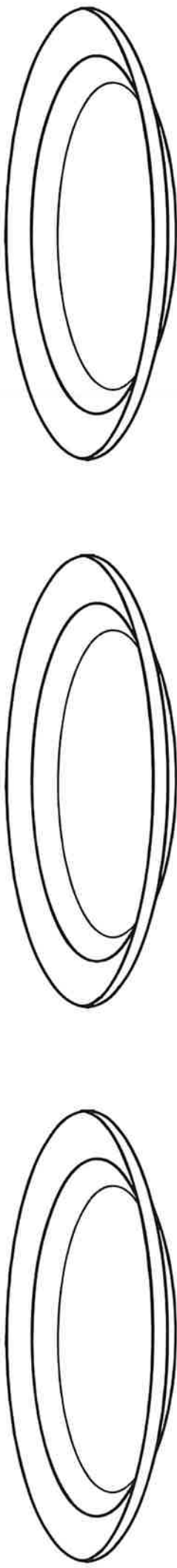
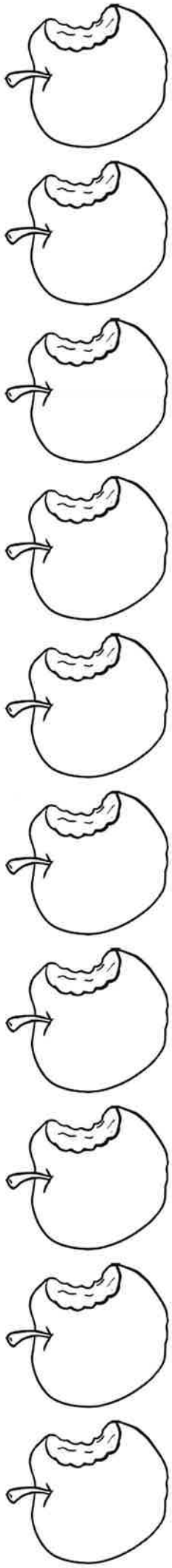


$$12 \div 2 =$$

Serve it Up!



Can you share the apples equally between the five plates?  
Cut the apples out and stick them on the plates.



## Division – remainders

Sometimes we have leftovers when we try to make fair shares.

Here are **8** cupcakes.



Here are **3** children.



When we share them out, we can give 2  to each .

The shares are fair.



But we have

**2 left over.**



**1** Use counters or draw pictures to work out whether we can make fair shares without leftovers.

**a** Share 5  between 2 . Can we make fair shares?

**b** 7  go on a . They sit in pairs. Does everyone have a partner?

# Y Chart



Feels like

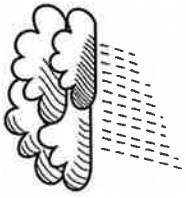


Sounds like



Looks like





Raining



overcast



sunny



windy

	Monday	Tuesday	Wednesday	Thursday	Friday
Muswellbrook	Maximum: Minimum: Weather Conditions:	Maximum: Minimum: Weather Conditions:	Maximum: Minimum: Weather Conditions:	Maximum: Minimum: Weather Conditions:	Maximum: Minimum: Weather Conditions:
Tokyo	Maximum: Minimum: Weather Conditions:	Maximum: Minimum: Weather Conditions:	Maximum: Minimum: Weather Conditions:	Maximum: Minimum: Weather Conditions:	Maximum: Minimum: Weather Conditions: