



Barramurra
Public School

Learning from Home Package

Week 4 Term 3

STAGE ONE



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Home Learning Matrix

Monday Activities

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Wednesday Activities




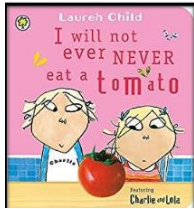





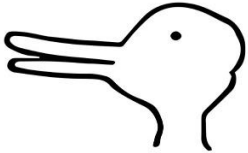
Thursday Activities




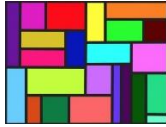
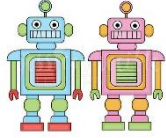

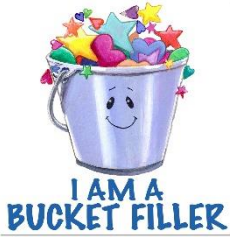



Friday Activities

Home Learning Matrix - Term 3 Week 4

Stage 1

Activities can be completed digitally on the Seesaw app or as a hard copy and uploaded as an image to Seesaw

	Monday	Tuesday	Wacky Wednesday	Thursday	Friday
Good Morning	Answer the question given by your teacher on Seesaw and say good morning!	Answer the question given by your teacher on Seesaw and say good morning!	Answer the question given by your teacher on Seesaw and say good morning!	Answer the question given by your teacher on Seesaw and say good morning!	Answer the question given by your teacher on Seesaw and say good morning!
Reading	<p>Reading – Fluency</p>  <p>Online: Log on to your PM reading account. Read a book from your bookshelf.</p> <p>or</p> <p>Offline: Read a book of your choice</p> <p>then</p> <p>Complete your daily reading activity on Seesaw or in your booklet.</p>	<p>Shared Reading</p>  <p>Log in to SeeSaw to watch Miss Fedda read the book 'Do Not Open This Book, Again!'</p> <p>Complete the activity on Seesaw or in your booklet</p>	<p>Reading</p>  <p>Online: Log on to your PM reading account. Read a book from your bookshelf.</p> <p>or</p> <p>Offline: Read a book of your choice</p> <p>then</p> <p>Complete your daily reading activity on Seesaw or in your booklet</p>	<p>Shared Reading</p>  <p>Log in to SeeSaw to watch Miss Fedda read the book 'I Will Not Ever Eat a Tomato'</p> <p>Complete the activity on Seesaw or in your booklet</p>	<p>Shared Reading</p>  <p>Log in to SeeSaw to watch Miss Fedda read a snippet of the book 'Matilda'</p> <p>Complete the activity on Seesaw or in your booklet</p>
Writing	<p>Persuasive Texts Speech Writing</p>  <p>Complete the activity on Seesaw or in your booklet.</p>	<p>Persuasive Texts Speech Writing</p>  <p>Complete the activity on Seesaw or in your booklet</p>	<p>Persuasive Texts Speech Writing</p>  <p>Complete the activity on Seesaw or in your booklet</p>	<p>Persuasive Texts Speech Writing</p>  <p>Complete the activity on Seesaw or in your booklet</p>	<p>Persuasive Texts Fun Friday - Duck Rabbit</p>  <p>Complete the activity on Seesaw or in your booklet.</p>

	Monday (cont.)	Tuesday (cont.)	Wacky Wednesday	Thursday (cont.)	Friday (cont.)
Maths	<p>Maths Tessellations and Area</p>  <p>Complete the activity on Seesaw or in your booklet.</p>	<p>Maths Making and Using Informal Units</p>  <p>Follow along with the recorded lesson on Seesaw</p>	<p>Maths Area Investigations</p>  <p>Complete the activity on Seesaw or in your booklet</p>	<p>Maths Calculating Area</p>  <p>Complete the activity on Seesaw or in your booklet</p>	<p>Maths Calculating Area</p>  <p>Complete the activity on Seesaw or in your booklet</p>
Other KLAs	<p>Geography Locating Australia</p>  <p>Complete the activity on Seesaw or in your booklet.</p>	<p>PD/H/PE Kindness</p>  <p>Complete the activity on Seesaw or in your booklet.</p>	<p>Science Constellations</p>  <p>Complete the activity on Seesaw or in your booklet.</p>	<p>Sport - Become an Olympian</p>  <p>Complete the activity on Seesaw or in your booklet.</p>	<p>CAPA - Make your own Olympic torch</p>  <p>Complete the activity on Seesaw or in your booklet.</p>
Additional Optional Activities	<p style="text-align: center;">Learning Warm Ups Complete the number of the day and word of the day templates on Seesaw or hard copy and submit when complete</p> <p style="text-align: center;">Reading Eggs/Fast Phonics (Online English) Log on to Reading Eggs and complete the tasks set by your teacher! Your teacher will be able to see when these have been completed. You can also explore and play when you have done any assigned tasks.</p> <p style="text-align: center;">Prodigy (Online Maths) Log on to Prodigy and complete the tasks set by your teacher! Your teacher will be able to see when these have been completed. You can also explore and play when you have done any assigned tasks.</p> <p style="text-align: center;">Outdoor Physical Activity and Play Teachers will post some ideas for things you can do each day on Seesaw. You could post a picture or video of yourself getting out and getting active.</p> <p style="text-align: center;">Department of Education - Learning from Home Resources https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</p>				

MONDAY

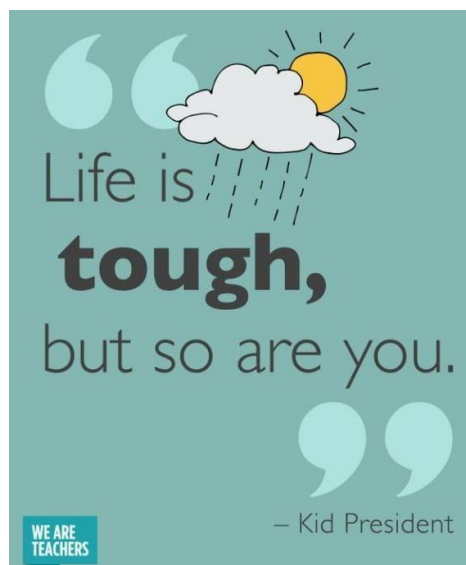
What's Planned Today?

Reading

Writing

Maths

Geography



Fluency

Paying attention to punctuation.

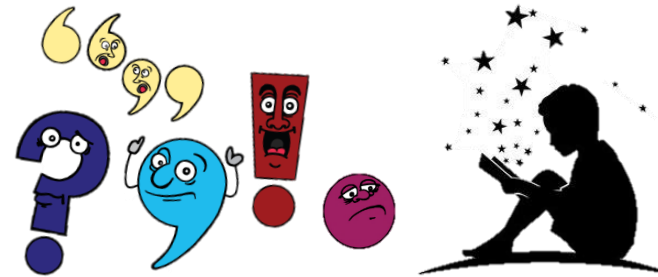
We use punctuation to help us read fluently and to have a clearer understanding of the meaning of sentences.

Some examples of punctuation are a full stop (.), comma (,), exclamation mark (!), question mark (?), ellipsis (...) and quotation/speech marks (“ ”).

Your task today is to practice

- pausing at commas by taking a short breath
- pausing at full stops by taking a longer breath
- changing your voice to sound like the characters when you see quotation/speech marks

Your teachers want to hear your amazing reading too! Take a photo of 2 pages in your book and post them on Seesaw. Make sure you voice record yourself reading those pages for your teacher to hear.



Success Criteria (tick the box when you have completed each goal)

- I pause at commas by taking a short breath
- I pause at full stops by taking a longer breath
- I change my voice to sound like the characters when I see quotation/speech marks

SPEECH WRITING – WEEK 4 - MONDAY

You are going to be learning how to write a speech for a public speaking competition. You will be presenting your speech by video to the class and the winner will get to present to the whole school! You will be able to choose one of the following topics to do your speech on

1. **My best friend** OR
2. **My family is important to me**

Our first lesson is to brainstorm ideas for our speech.

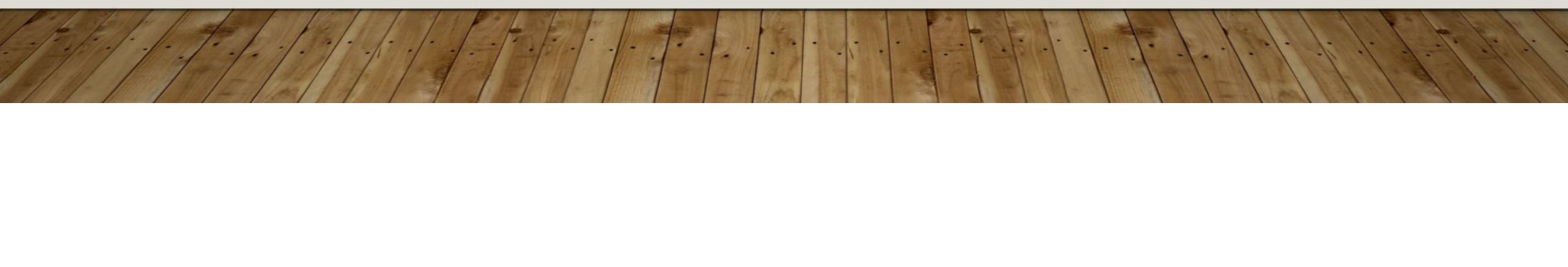
You are going to write five things about the topic **my best friend** below

-
1. _____
 2. _____
 3. _____
 4. _____
 5. _____



SPEECH WRITING – WEEK 4 - MONDAY

Below are some examples of what you might come up with when you are brainstorming **my best friend**.

-
1. My best friend plays with me at lunch time.
 2. My best friend cheers me up when I am sad.
 3. They take me to the sick bay when I am sick.
 4. They help me with my work.
 5. They cheer me on at sport.
- 

Learning Intention

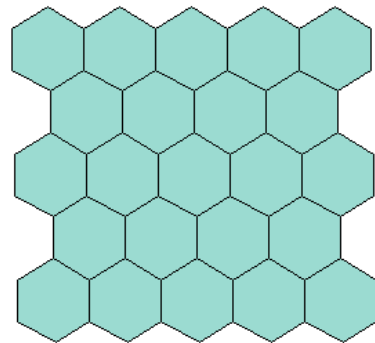
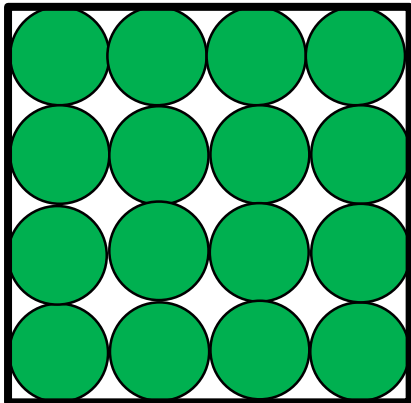
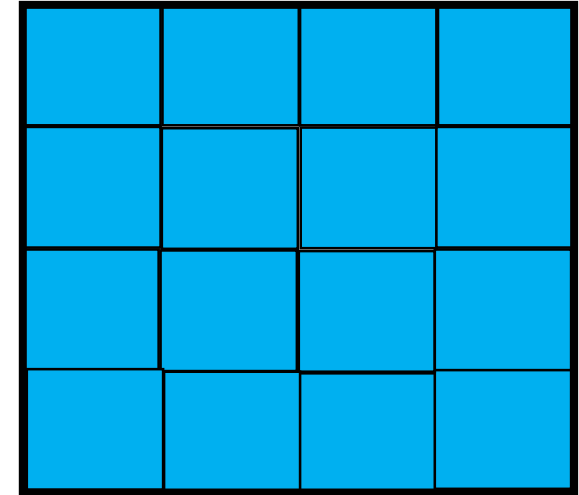
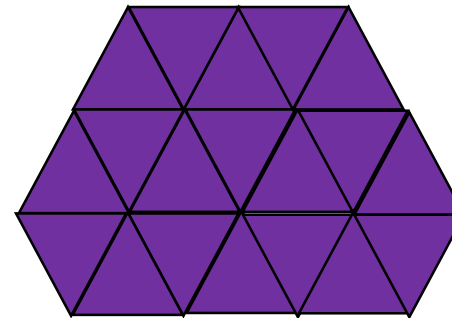
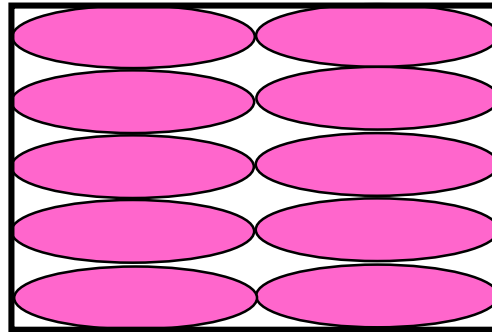
To identify shapes that tessellate and can be used to measure area

Success Criteria

- I can identify tessellating patterns of shapes
- I can identify the best unit to use to measure the area

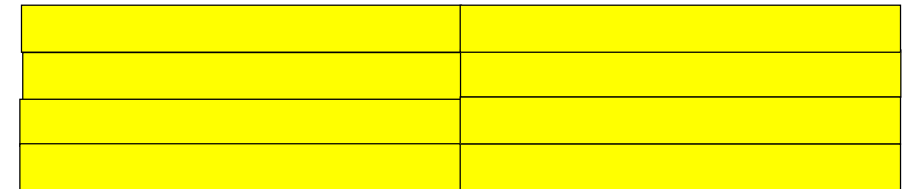
When we are finding the area of a shape or surface we are measuring the space on the surface of a 2D shape. We can do this using informal units. It is important when we are finding the area that we are not leaving any gaps and that the unit we are using is not overlapping! This is called tessellation.

Can you circle the patterns below that tessellate? Only circle the patterns that leave NO GAPS.



Which shape do you think is the best to use for measuring area?

Which shape is the worst to use for measuring area?



Learning Intention

To identify shapes that tessellate and can be used to measure area

Success Criteria

I can identify tessellating patterns of shapes

I can identify the best unit to use to measure the area

It is important to choose the right informal unit to measure area. You don't want to be using a tiny unit to measure a really really big space and you don't want to use an informal unit that is bigger than the space you are trying to measure!

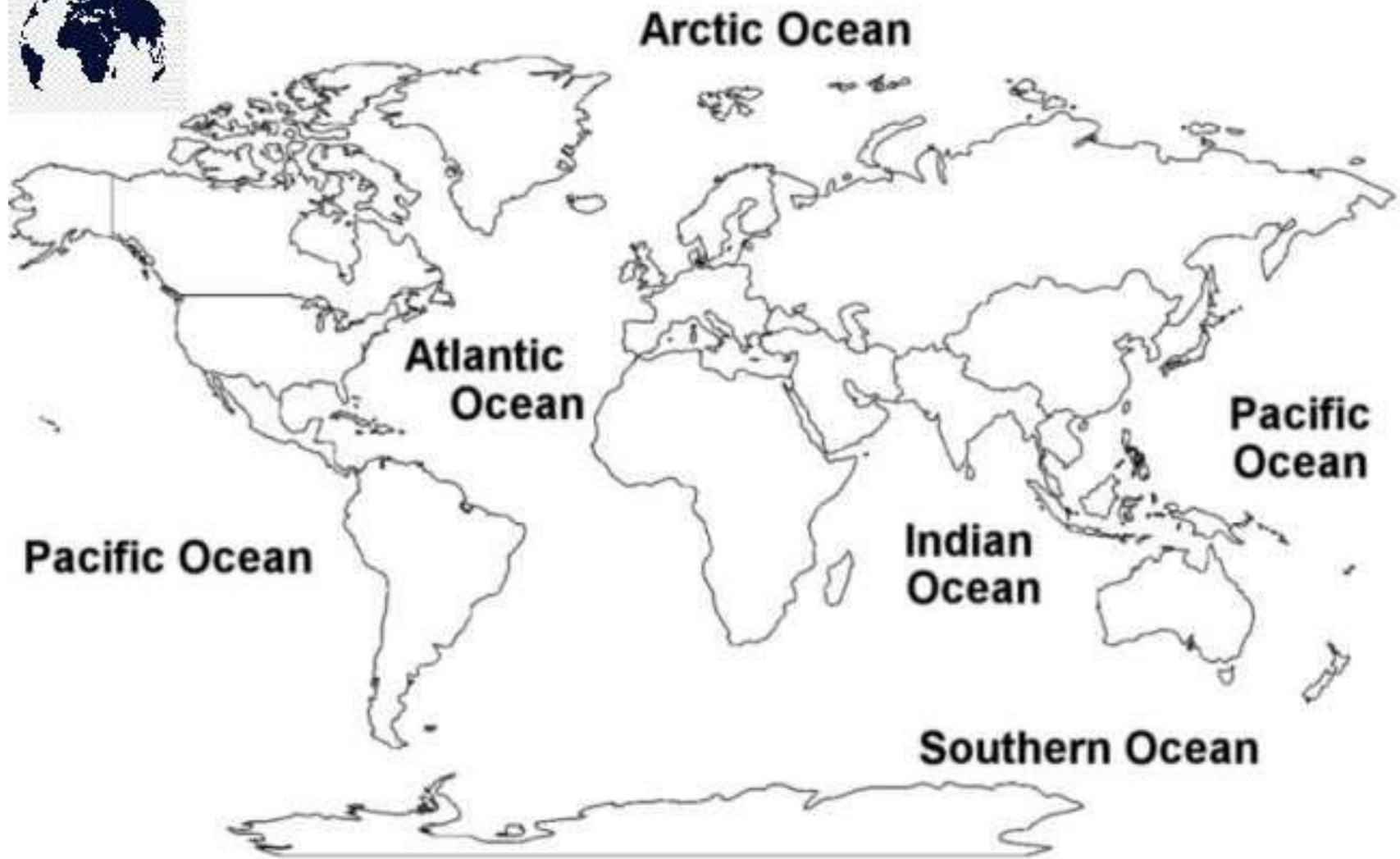
Tick the box for the most appropriate informal unit to measure the area of the following things.

	Post it Note	A4 piece of paper	Large picnic blanket
1. A football field			
2. The top of your dining table			
3. The screen of your Mum or Dad's phone			
4. Your mattress			
5. A matchbox			
6. The classroom floor			

Geography — Locating Australia

Activity Steps:

1. Use a world map — (atlas, globe, Google Earth etc) to help you answer the following questions and complete the map on the next page. A link to Google Earth is here [Google Earth](#)
2. Colour Australia in yellow and label it.
3. Colour New Zealand in green and label it.
4. Colour Antarctica in blue and label it.
5. Find another country near Australia and label it.
6. Name two oceans that are next to Australia 1. _____ 2. _____
7. Look for another country in the world that you would like to go to. Name the country and explain why you would like to go there.



Arctic Ocean

Atlantic Ocean

Pacific Ocean

Indian Ocean

Pacific Ocean

Southern Ocean

TUESDAY

What's Planned Today?

Reading

Writing

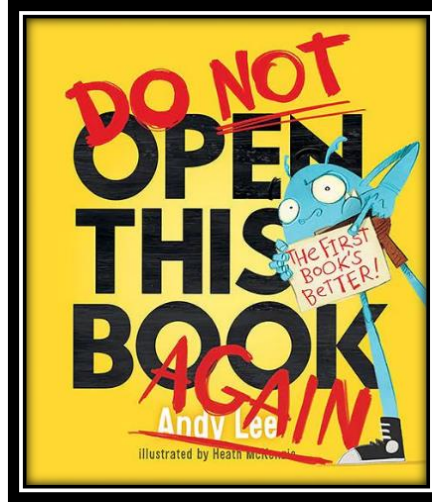
Maths

PD/H/PE

*you don't need
a cape to be a
hero. you just
need to care.*
KID PRESIDENT

Term 3 Week 4 – Reading

Do this activity **BEFORE**
watching Miss Fedda read
Do Not Open This Book Again
on Seesaw.

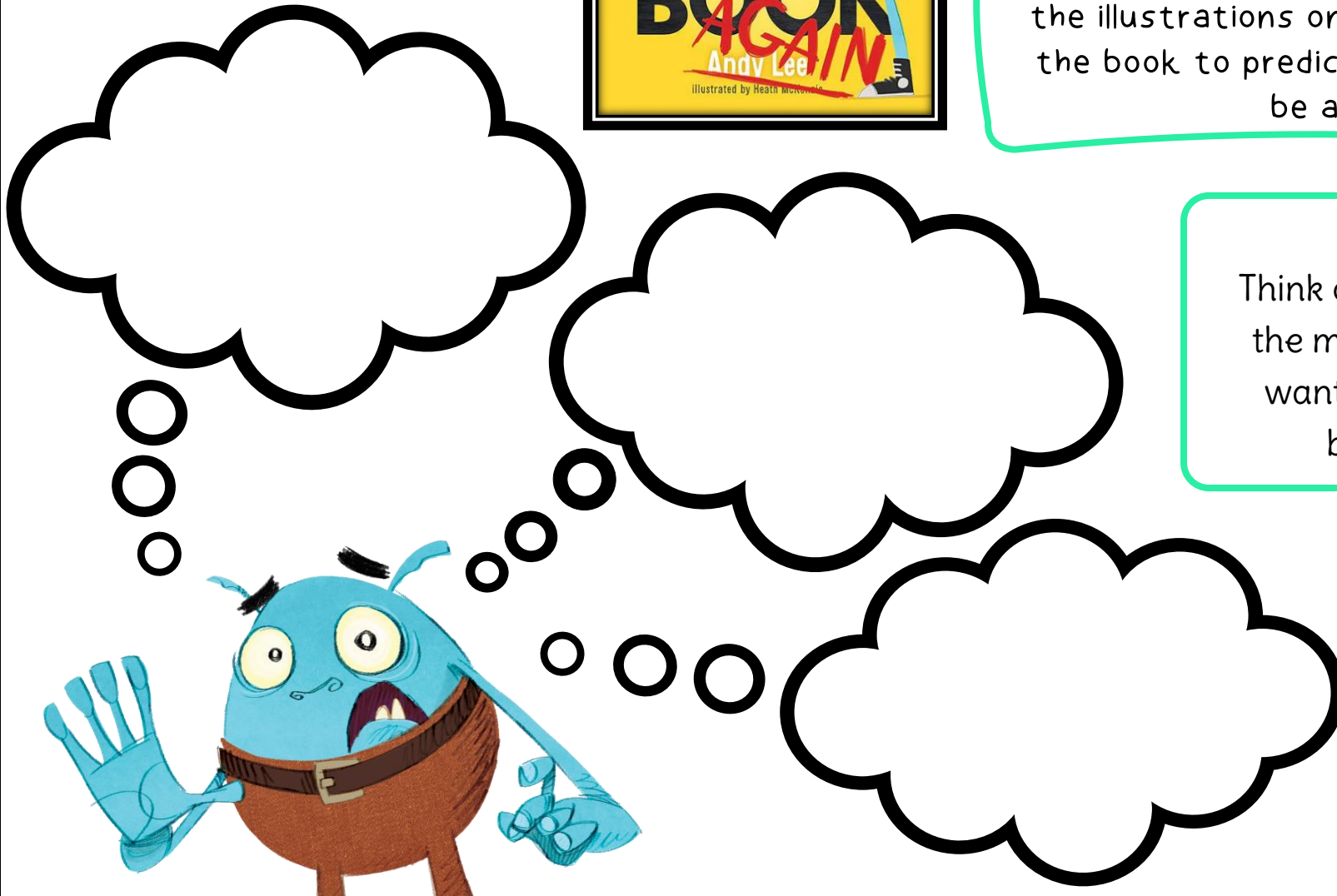


Predicting

Predicting is when we think about what will happen next using clues from the text. You can use the title and the illustrations on the front cover of the book to predict what the text will be about.

Your task:

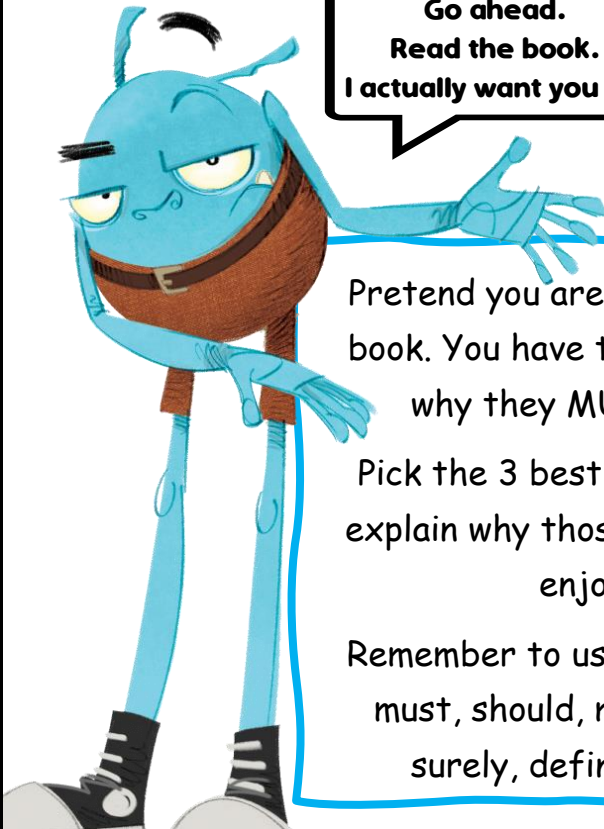
Think of 3 reasons why the monster does not want us to open the book again?



Summarising

Summarising is when we take the most important ideas from a text, and we say or write them in our own words.

Go ahead.
Read the book.
I actually want you to.



Pretend you are a new character in the book. You have to convince the readers why they **MUST** read the book.

Pick the 3 best pages of the book and explain why those pages will make them enjoy the book.

Remember to use persuasive words like must, should, might, will, absolutely, surely, definitely and certainly.

1.

2.

3.

SPEECH WRITING – WEEK 4 - TUESDAY

Today you are going to be brainstorming some ideas for the second topic you might choose **my family is important to me**

You are going to write five things about the topic **my family is important to me** below

-
1. _____
 2. _____
 3. _____
 4. _____
 5. _____



SPEECH WRITING – WEEK 4 - TUESDAY

Below are some examples of what you might come up with when you are brainstorming **my family is important to me**.

-
1. My family keeps me safe.
 2. My family love me.
 3. I like to spend time with them.
 4. They are always there for me.
 5. They help me.

Maths Week 4 - Area

Tuesday - Making informal units and learning to measure area

Learning Intention

To make and use our own informal units

Success Criteria

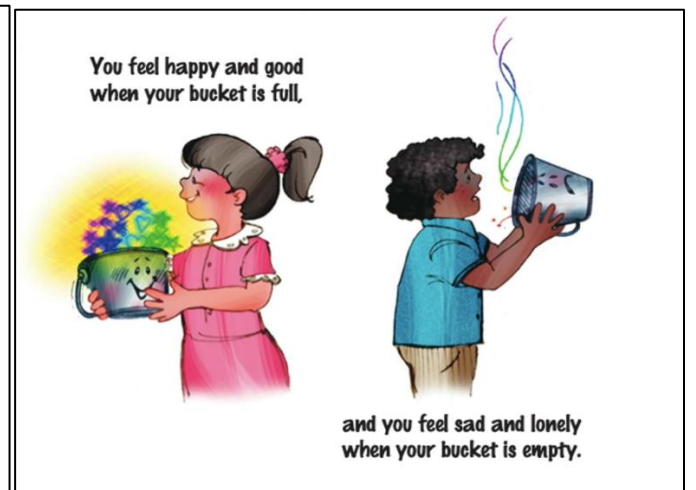
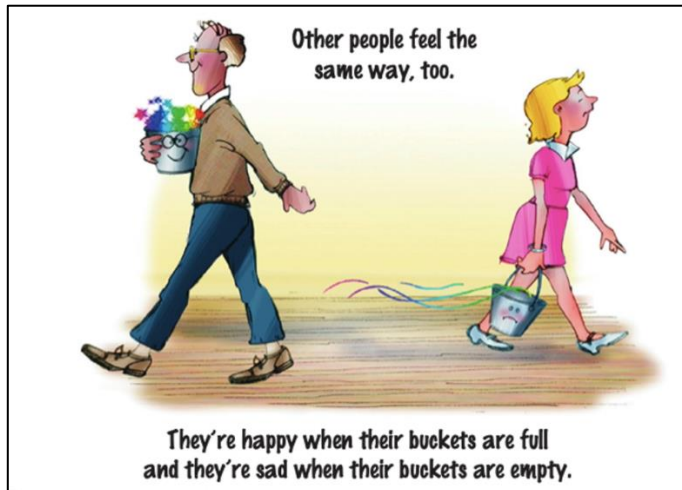
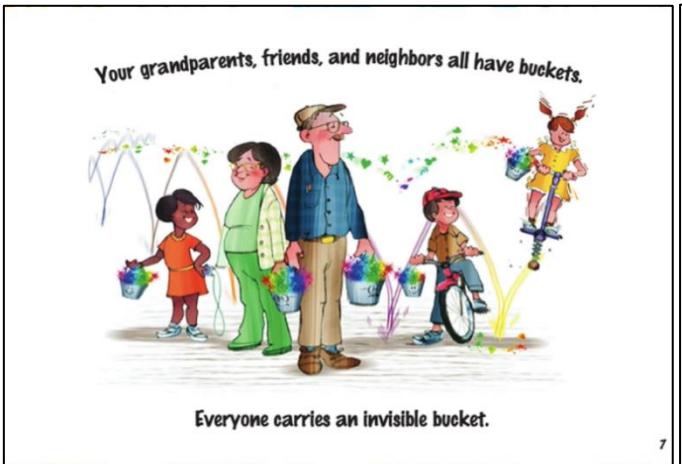
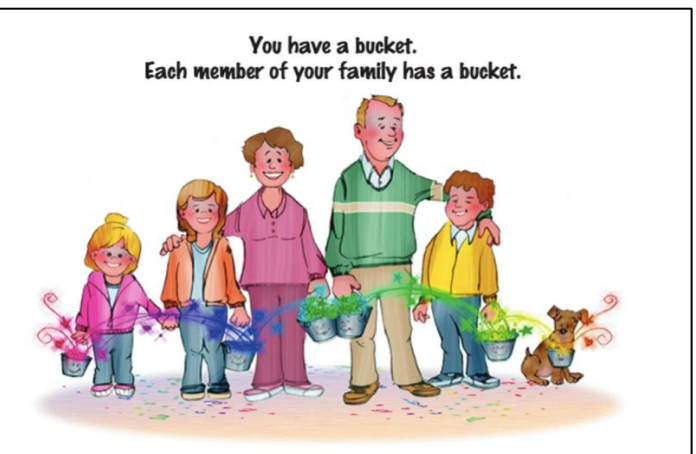
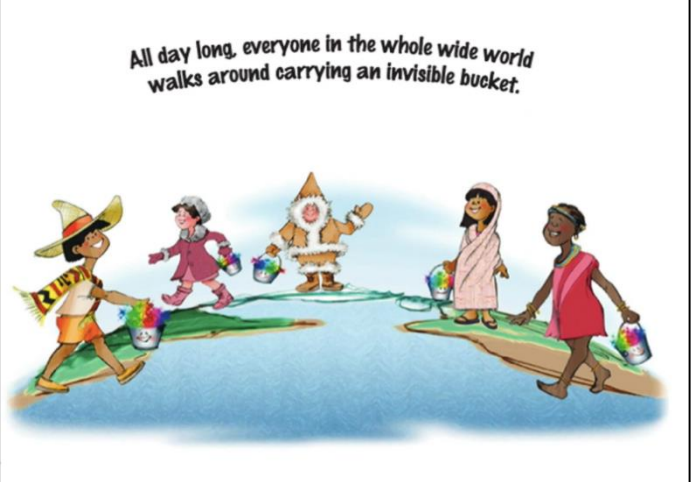
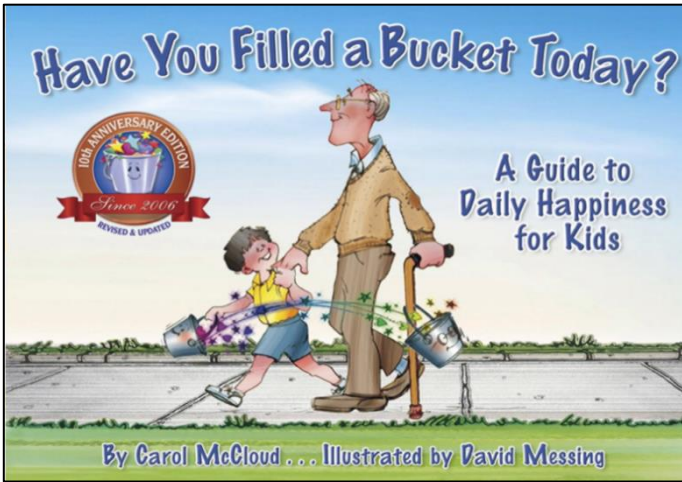
- I can follow the steps to make my own informal units
- I can measure area correctly with no gaps or overlaps

This lesson has been recorded and is available on SeeSaw. If you cannot access Seesaw please contact your child's teacher for access to an alternate link. There is no writing involved in today's lesson, it is all hands on.

Prior to starting this lesson your child will require:

- 2x pieces of A4 paper. These do not have to be blank and can be recycled junk mail etc
- 1 pair of scissors
- 1 rectangular item roughly the size of an A3 piece of paper. This may be a large book, a newspaper, a gift bag, a placemat etc
- A flat surface where they can see the lesson video

How can I be a Bucket Filler?



It's great to have a full bucket and this is how it works . . .



Other people can fill your bucket and you can fill theirs.
You can fill your own bucket, too.
So, how do you fill a bucket?

You fill a bucket when you show love to someone, when you say or do something kind, or even when you give someone a smile.



That's being a bucket filler.

A bucket filler is a loving, caring person who says and does nice things to make others feel special.

When you treat others with kindness and respect, you fill their bucket.



But, you can also dip into a bucket and take out some good feelings. You dip into a bucket when you make fun of someone, when you say or do mean things, or even when you ignore someone.



That's bucket dipping.

Bullying is bucket dipping.



When you hurt others, you dip into their bucket.
You will dip into your own bucket, too.

Many people who dip have an empty bucket. They may think they can fill their own bucket by dipping into someone else's . . . but that will never work.



You never fill your own bucket when you dip into someone else's.

But guess what?
When you fill someone's bucket,
you fill your own bucket, too!



You feel good when you help others feel good.

All day long, we are either filling up or dipping into each other's buckets by what we say and what we do.



Try to fill a bucket and see what happens.

You love your mom and dad. Why not tell them you love them?
You can even tell them why.



Your caring words will fill their buckets with joy.

Watch for smiles to light up their faces. You will feel like smiling, too.
A smile is a good clue that you have filled a bucket.



If you practice, you'll become a great bucket filler.



Just remember that everyone carries an invisible bucket,
and think of what you can say or do to fill it.

Here are some ideas for you.
You could smile and say "Hi!" to the bus driver.



He has a bucket, too.



You could invite the new kid at school to play with you.

You could write a thank-you note to your teacher.



You could tell your grandpa that you
like spending time with him.



There are many ways
to fill a bucket.

Bucket filling is fun and easy to do.
It doesn't matter how young or old you are.
It doesn't cost money.
It doesn't take much time.



And remember, when you fill someone else's bucket,
you fill your own bucket, too.

When you're a bucket filler, you make your home, your school,
and your neighborhood better places for all.



Bucket filling makes everyone feel good.

So, why not decide to be a bucket filler today and every day?
Just start each day by saying to yourself,



"I'm going to do something
to fill someone's
bucket today."



"Yes, I did!" That's the life of a bucket filler...



And, at the end of each day, ask yourself,
"Did I fill a bucket today?"



And that's YOU!



Bucket Fillers and Bucket Dippers

After you have read the book, sort the actions into the Bucket Filler or Bucket Dipper columns.

**Bucket
Fillers**



**Bucket
Dippers**



sharing

yelling

listen to others

lie

leaving someone out

invite others to play

putting things away

say please and thank you

using kind words

helping others

hurting others

interrupting

using mean words

taking turns

do not share

ignoring someone

WEDNESDAY

What's Planned Today?

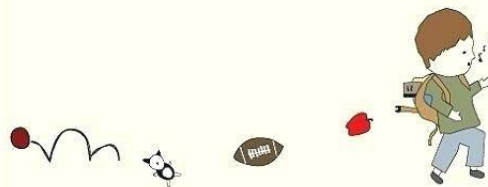
Reading

Writing

Maths

Science

You don't have
to be perfect
to be amazing.



Fluency

Reading with expression is when you read like a storyteller. Make sure your voice changes as you read, so you don't sound like a robot!



Your task today is to find a soft toy (like a teddy) which you can read to. Place your toy near you when you read. Remember that you need to read like a storyteller. Storytellers read with expression to make the story more interesting.

Your teachers want to hear your amazing reading too!

Take a photo of 2 pages in your book and post them on Seesaw. Make sure you voice record yourself reading those pages for your teacher to hear.

Success Criteria (tick the box when you have completed each goal)

- I can read fluently by practising reading tricky words
- I change my voice as I read to make my voice sound interesting

SPEECH WRITING – WEEK 4 - WEDNESDAY

It is now time to begin writing your speech.

There are three ways that you can begin writing your speech. You can begin with a story, statement or question.

- **Story**– must be relevant to the speech as a whole
- **Statement** – should be interesting and thought provoking (makes you think)
- **Question** – must be answered at some point in the speech

You need to think carefully and choose one of these to begin your speech with. Write a draft for the beginning of your speech below



SPEECH WRITING – WEEK 4 - WEDNESDAY

Below are some examples of what you might come up with when you are writing the beginning of your speech.

My Best Friend

Statement - A best friend is the most important relationship a kid can have

Question - Do you find it hard to choose who your best friend is? *You need to make sure you answer this question in the speech*

Story - When I was six years old, I met a person who would become the greatest friend I have ever had

My Family Is Important To Me

Statement - Family is the most important thing in the world

Question - Did you know that my family were all born overseas? *You need to make sure you answer this question in the speech*

Story - My father is from South Africa and my mother is from the other side of the world, New Zealand



Maths Week 4 - Area

Wednesday - Area Investigations

Learning Intention

To build our skills in measuring area

Success Criteria

- I can measure the area of different 2D spaces/shapes in my house using an informal unit
- I can write down my measurements in the table
- I can compare the area of different spaces/shapes

Using your informal paper units you made yesterday and remembering all of the tips and tricks you learnt, you are going to measure the area of the following items in your house and choose 2 of your own to do!

Remember: **NO gaps or overlaps!**

Item to measure	Total Area
The seat of a chair	paper units
Your iPad or Laptop screen	paper units
Your favourite book	paper units
The dining table	paper units
The side of a tissue box	paper units
Your choice:	paper units
Your choice:	paper units



Science Week 4

The Night Sky - Constellations

Read the pages of the book below and complete the activity on the next page

Let's explore!

A constellation is a group of stars that can look like a person, animal or object.

Let's explore some constellations we can see in the sky.

© Inquisitive Pty Ltd 1

Lyra

The Lyra is a constellation that looks like a lyre, an old musical instrument.

Can you see the shape of the lyre?

© Inquisitive Pty Ltd 2

Southern Cross

The Southern Cross is made of five stars in the shape of a cross.

© Inquisitive Pty Ltd 3

Orion

The Orion is also called the hunter because it looks like a warrior.

Can you see the shape of the warrior?

© Inquisitive Pty Ltd 4

What can you see?

There are many other constellations. What shapes can you see?

Can you see a mouse or a lion?

Can you see a scorpion spider or a flower?

© Inquisitive Pty Ltd 5

Did you guess it?

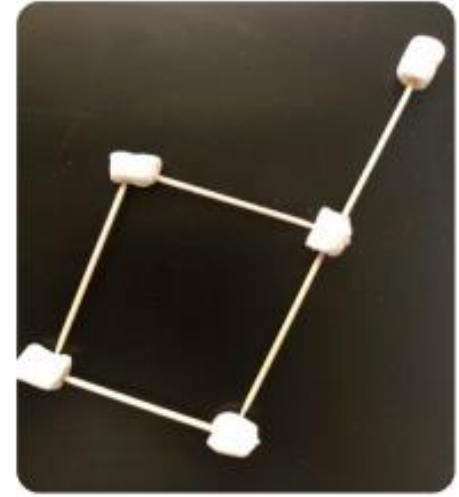
Leo constellation - Lion

Scorpius constellation - Scorpion

© Inquisitive Pty Ltd 6

- 7 This is a model of the Lyra constellation. It is made with toothpicks and mini marshmallows.

Create your own star constellation. Draw your design below and give it a name.



A large, empty rectangular box with rounded corners, intended for drawing a star constellation model.

Name of my star constellation:

- 8 Make a model of your star constellation.

You could use play dough, marshmallows, blue tac or even balls of bread to create your model with toothpicks or pencils. Post your model to seesaw.



THURSDAY

What's Planned Today?

Reading

Writing

Maths

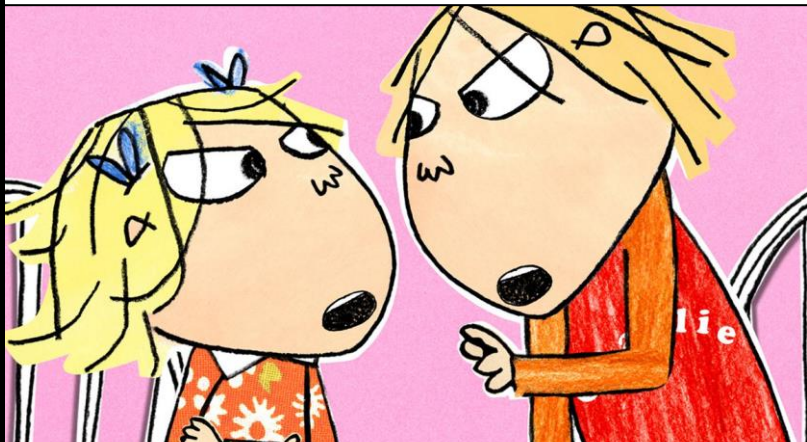
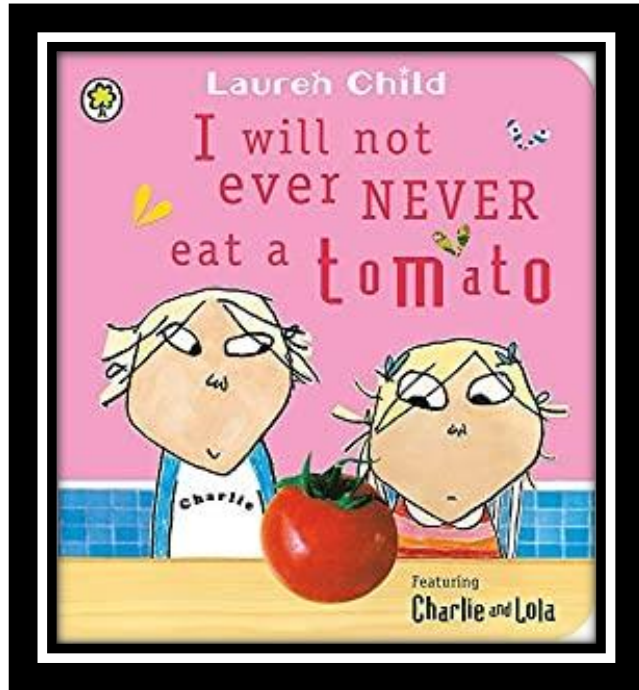
Sport

KID
YOU'LL MOVE
MOUNTAINS,



Term 3 Week 4 – Reading

Persuasive Texts



Do this activity **AFTER** watching Miss Fedda read 'I will not ever never eat a tomato' on Seesaw.

Oh no! Charlie needs your help to convince Lola to eat her fruit break! No matter what Charlie says Lola won't eat what is in her lunch box.

Help Charlie to come up with some reasons why Lola should eat each piece of fruit in her lunchbox.

Be creative and remember to use some persuasive words like must, should, might, will, absolutely, surely, definitely and certainly.

Persuasive Texts

Help Charlie to come up with some reasons why Lola should eat each piece of fruit in her lunchbox.



A large orange-outlined speech bubble structure is positioned between the girl and the boy. The girl, Lola, is on the left, looking surprised with a small 'w' on her mouth. A banana and two orange slices are floating near her. The boy, Charlie, is on the right, also looking surprised with a small 'w' on his mouth. He is wearing a white t-shirt with 'CHARLIE' written on it in orange letters. The speech bubble structure consists of several connected rectangular boxes with pointed ends, creating a path from Lola to Charlie.

SPEECH WRITING – WEEK 4 – THURSDAY

It is now time to look at how the rest of your speech will be set out.

Some of the ways you can set out your speech are below.

These are called methods.

S.C.G Self: relate the topic to your own experiences (beginning) **Community or Country:** talk about the topic in a bigger context (middle) **Global:** talk about the topic as it relates to the world (ending)

P.I.N. Positive: commence with a positive thought (beginning) **Interesting:** develop your positive thought into something interesting (middle) **Negative:** conclude with something that is negative about your topic (ending)

P.P.F. Past: begin with your topic in the past (beginning) **Present:** develop this topic into what happens now (middle) **Future:** use your imagination to talk about what may occur with your topic in the future (ending)



SPEECH WRITING – WEEK 4 – THURSDAY

Draw a line to match the method used with the examples.

My best friend goes to school with me.

I have another best friend who plays soccer with me

If my best friend moved overseas, I would still communicate with them through video chat and writing emails.

I met my best friend when I was 6

I don't get to see my best friend as he lives on the other side of the city

We are planning to go on a big holiday with our families once the lockdown is lifted

My family makes me feel so happy and safe

My family were all born overseas

We sometimes argue but we always make up

PPF

Past: begin with your topic in the past (beginning)

Present: develop this topic into what happens now (middle)

Future: use your imagination to talk about what may occur with your topic in the future (ending)

PIN

Positive: commence with a positive thought (beginning)

Interesting: develop your positive thought into something interesting (middle)

Negative: conclude with something that is negative about your topic (ending)

SCG

Self: relate the topic to your own experiences (beginning)

Community or Country: talk about the topic in a bigger context (middle)

Global: talk about the topic as it relates to the world (ending)

Maths Week 4 - Area

Thursday - Calculating Area

Learning Intention

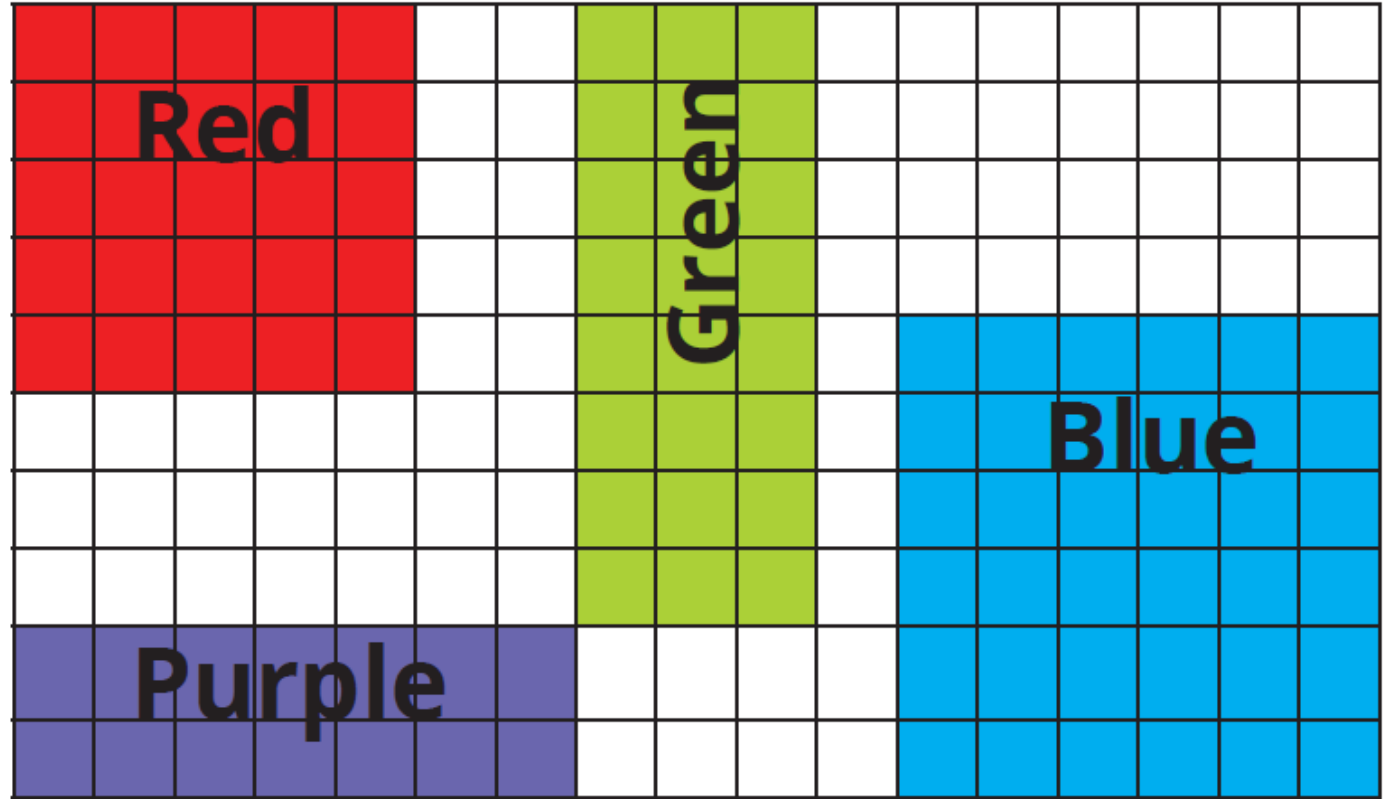
To calculate the area of different sized shapes using small squares as informal units

Success Criteria

- I can count the squares to find the area of the shapes
- I can draw a shape with an area of 6 squares

1. How many squares cover the red shape _____
shape _____
2. How many squares cover the green shape _____
3. How many squares cover the blue shape _____
4. How many squares cover the purple shape _____

Use this picture to answer the questions



5. Which shape has the smallest area _____
6. Which Shape has the biggest area _____
7. Draw an orange shape on the grid that has an area of 6 squares.

TIME TO GET ACTIVE!

On the following cards you will find some exercises you will need to complete. Have a look at how many times or how long you need to do each one. See if someone at home can help time you and also take a photo or video of you to upload. You will need a timer for this activity.

Hurdles

Run along and jump imaginary hurdles as you go.

Do this for 30 seconds and have a 20 second break. Repeat 4 times.



Olympic Games Movement Cards

Weightlifting

Hold a stick over your head with two hands and do as many squats as you can. Bonus points for making it look really heavy!

Pump it above your head 10 times. Have a 30 second break. Repeat 4 times.



Olympic Games Movement Cards

Boxing

Shadow box for one minute! This means to punch the air up high, in the middle and down low.

Have a 30 second break. Repeat 4 times.



100 Metre Sprint

Run as fast as you can from one point to another (it doesn't have to be 100 metres).

Do this for 30 seconds and have a 20 second break. Repeat 4 times.



FRIDAY

What's Planned Today?

Reading

Writing

Maths

Creative Arts

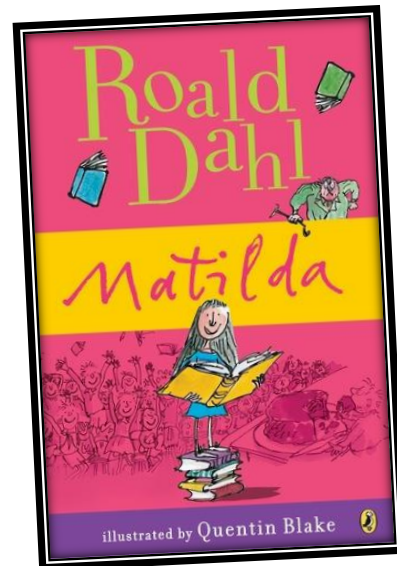


Listen to the instructions **BEFORE** listening to Miss Fedda read a description from the book Matilda on Seesaw.

Term 3 Week 4 – Reading

Visualising

Visualising is when we create a picture in our minds as we read. We use what we know to help us make these images. These pictures help us to understand what we are reading.



ATTENTION LEARNERS!

This book has NO pictures!

The author, Roald Dahl, needs YOUR help to illustrate a picture which matches his description of the character, Miss Trunchbull.

You will need to listen to Miss Fedda read the passage from the book called, Matilda and imagine what Miss Trunchbull would look like.

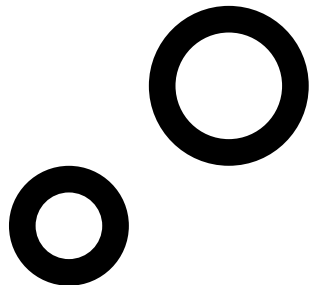
Make sure you listen to the clues that the Roald Dahl has given you through his descriptions. Then draw what how you imagined Miss Trunchbull.

When you are done, voice record to describe to the author how you visualised Miss Trunchbull and explain what you drew.

Complete this page **AFTER** listening to Miss Fedda read a description from the book Matilda on Seesaw.

Term 3 Week 4 – Reading

Visualising



Some key words
from the
description of
Miss Trunchbull

Draw a picture of Miss Trunchbull here.



When finished take a photo and post it on Seesaw. Then click on the voice record button to explain your drawing.

What's Your Opinion?

Opinions are thoughts or feelings about a situation or idea.
For example...



Dogs are the best animals to keep as pets.



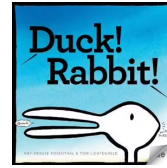
Football is the most enjoyable sport to play.



Snow is the best weather for outside play.



© seesawstarter



<https://safeshare.tv/watch?v=36AqMX5uua4>

After listening to the story, you need to decide what you think the animal is - a duck or a rabbit. Once you have decided, fill in EITHER the duck OR rabbit writing template with 3 reasons convincing me which animal it is. Draw a picture of your chosen animal on the back of this sheet and upload a photo of your template and drawing to Seesaw.

RABBIT!

I think it is a RABBIT! It's a RABBIT because...

Three vertical rectangular boxes for writing reasons.

That's why it's a RABBIT!

Quick! Sketch a RABBIT!

DUCK!

I think it is a DUCK! It's a DUCK because...

Three vertical rectangular boxes for writing reasons.

That's why it's a DUCK!

Quick! Sketch a DUCK!

Maths Week 4 - Area

Friday - Calculating Area Challenge

Learning Intention

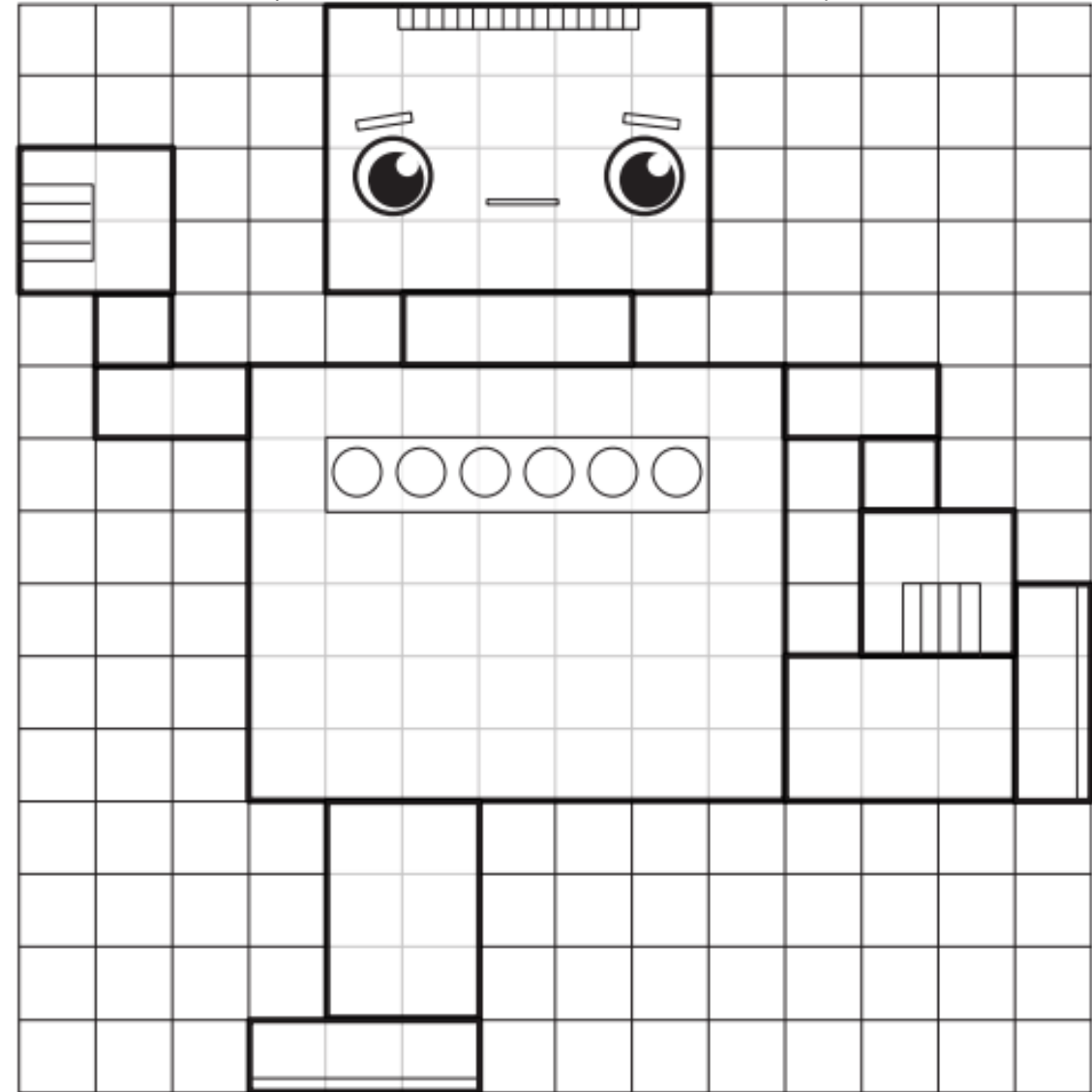
To calculate the area of different sized shapes using small squares as informal units

Success Criteria

I can count the number of squares to find the area of different parts of the robot

- How many squares cover the head of the robot? _____
- How many squares cover the body of the robot? _____
- How many squares cover both the legs and feet? _____
- How many squares cover both the arms and hands? _____
- Which part of the robot has the smallest area? _____
- Which part of the robot has the largest area? _____

Use this picture to answer the questions



CREATE YOUR OWN OLYMPIC TORCH!

Using items from around your home, create your own Olympic torch. You may like to use red and orange pieces of clothing, foil, leaves from outside - the possibilities are endless. Be super creative! The torch does not have to be held - it could also be laid flat. Take a photo and upload it to Seesaw.






MONDAY

WORD OF THE DAY

Number of vowels	How many syllables	In fancy handwriting
Smaller words	happiness	Write the word in rainbow colours
In a pyramid word	In a sentence	Draw it

MONDAY NUMBER OF THE DAY

1 before 10 before	Odd or Even?	Write in words
1 after 10 after	<p>Choose your difficulty level</p> <p> 33  222 4444 </p>	Expanded eg $100+50+6=56$
Addition (+) Number sentence	Subtraction Number (-) sentence	Draw with Hundreds, Tens and Ones




TUESDAY

WORD OF THE DAY

Number of vowels	How many syllables	In fancy handwriting
Smaller words	together	Write the word in rainbow colours
In a pyramid word	In a sentence	Draw it

TUESDAY

NUMBER OF THE DAY

1 before 10 before	Odd or Even?	Write in words
1 after 10 after	<p>Choose your difficulty level</p> <p>44 </p> <p> 333</p> <p>2222 </p>	Expanded eg $100+50+6=56$
Addition (+) Number sentence	Subtraction Number (-) sentence	Draw with Hundreds, Tens and Ones




WEDNESDAY

WORD OF THE DAY

Number of vowels	How many syllables	In fancy handwriting
Write the word in rainbow colours	house	Words that rhyme
In a pyramid word	In a sentence	Draw it

WEDNESDAY

NUMBER OF THE DAY

1 before 10 before	Odd or Even?	Write in words
1 after 10 after	<p>Choose your difficulty level</p> <p>66  777  5555 </p>	Expanded eg $100+50+6=56$
Addition (+) Number sentence	Subtraction Number (-) sentence	Draw with Hundreds, Tens and Ones




THURSDAY

WORD OF THE DAY

Number of vowels	How many syllables	In fancy handwriting
Smaller words	addition	Write the word in rainbow colours
In a pyramid word	In a sentence	Draw it

THURSDAY

NUMBER OF THE DAY

1 before 10 before	Odd or Even?	Write in words
1 after 10 after	<p>Choose your difficulty level</p> <p>99 </p> <p> III</p> <p>3333 </p>	Expanded eg $100+50+6=56$
Addition (+) Number sentence	Subtraction Number (-) sentence	Draw with Hundreds, Tens and Ones




FRIDAY

WORD OF THE DAY

Number of vowels	How many syllables	Write the word in rainbow colours
Smaller words	zoom	Words that rhyme
In a pyramid word	In a sentence	Draw it

FRIDAY

NUMBER OF THE DAY

1 before 10 before	Odd or Even?	Write in words
1 after 10 after	<p>Choose your difficulty level</p> <p>77 </p> <p> 888</p> <p>5555 </p>	Expanded eg $100+50+6=56$
Addition (+) Number sentence	Subtraction Number (-) sentence	Draw with Hundreds, Tens and Ones

WORD SEARCH

OLYMPICS

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

GOLD
SILVER
BRONZE

RINGS
TORCH
WREATH

FLAGS
HOST
MEDAL

WORD SEARCH

OLYMPICS

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

PENTATHLON
PODIUM
CEREMONY
CHAMPION
STADIUM
TRIATHLON
FINALIST

CAULDRON
JAVELIN
ARCHERY
KARATE
GYMNASTICS
WEIGHTLIFTING
EQUESTRIAN

BADMINTON
CANOEING
BASKETBALL
ACROBATICS
BICYCLE
TRAMPOLINE