

Cowra PS Stage 1 "At Home" Learning Pack

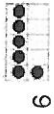

Term 2 Week 3



You will not need access to a digital device to complete the following activities. You will need help from a parent/carer.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
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| Morning Session – Literacy | | | | | |
| 15 mins | <p>Movement Challenge Look at the "Movement Mat" and decide which activities you will do each day. You need to do at least 3 per day. Complete your first one now as a warm up for your day and colour in the square when you have finished.</p> | <p>Movement Mat Look at the "Movement Mat" and decide which activities you will do each day. You need to do at least 3 per day. Complete your first one now as a warm up for your day and colour in the square when you have finished.</p> | <p>Movement Challenge Look at the "Movement Mat" and decide which activities you will do each day. You need to do at least 3 per day. Complete your first one now as a warm up for your day and colour in the square when you have finished.</p> | <p>Movement Challenge Look at the "Movement Mat" and decide which activities you will do each day. You need to do at least 3 per day. Complete your first one now as a warm up for your day and colour in the square when you have finished.</p> | <p>Movement Challenge Look at the "Movement Mat" and decide which activities you will do each day. You need to do at least 3 per day. Complete your first one now as a warm up for your day and colour in the square when you have finished.</p> |
| Phonics | <p><u>long 'oo' eg. moon</u></p> | <p><u>long 'oo' eg. moon</u></p> | <p><u>short 'oo' eg. book</u></p> | <p><u>short 'oo' eg. book</u></p> | <p><u>revision- long and short 'oo'</u></p> |
| <p>Everyone please view the Phonics Week 3 Powerpoint on GOOGLE CLASSROOM</p> <p>1.. Practise your phonics using the flash cards you made last week. IDEAS: - how fast can you flick through them calling out each sound OR</p> | | | | | |
| <p>Complete the <u>sound sort worksheet</u>. Cut out the pictures and say the words aloud. Listen carefully to each word and identify</p> | | | | | |

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| | <p>- lay them flat on the ground and call them out as you jump over them OR</p> <p>- write these with chalk on concrete and hopscotch through them OR</p> <p>- have someone call these out while you write them down in rainbow colours OR</p> <p>- stick them onto the floor and bounce a ball onto each one as you say them</p> <p>2. Phonics Worksheet: See the attached explicit phonics worksheet instructions for each digraph (long and short 'oo')</p> <p>3. Can Do (Optional):</p> <ul style="list-style-type: none"> • Use some of the traffic light list words (below) to blend the words aloud or write them with their buttons underneath. (eg. grooming = g-r-oo-m-i-ng or unhook = u-n-h-oo-k) • Phonic hunt: See if you can find any other words with the phonic of the day when you are reading a book. Maybe you can write these into your book or make a graffiti wall sheet of words | <p>what phonic group the picture belongs and sort these into the correct group.</p> <p>Can Do for Marking: attempt to write the word underneath each picture.</p> <p>Can Do:</p> <ul style="list-style-type: none"> • Get an adult to choose some list words you looked at this week to see if you can spell or blend these out aloud. (eg. Moon = m-oo-n). • Use your phonic flash cards to flip through and think of a word for each sound. |
| Traffic Light Words | | |
| Green | long 'oo' | short 'oo' |
| Orange | too, zoom, cool, boot, food, loot, moon, root | wood, good, book, cook, cool, wool, took, foot |
| Red | groom, shoot, broom, scoop, bloom, swoop | shook, stood, brook, crook, spoon |
| | baboon, grooming, smooth, kangaroo, moonlight | unhook, wooden, mistook, cooking, swoosh |
| Revision | | |

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| <p>Reading: Look at the back cover of "The Rainbow Bear" (worksheet) and read the information about the story with a grown up. Make some predictions about the story; (what we can guess about the story by looking at the back cover?)</p> <p>Discuss the information provided about the story. What does it tell us about the Rainbow Bear and his family? Where do you think this story takes place? What do you think will happen? 'I think..... because....'</p> <p>View the Read To video on Google Classroom – "The Rainbow Bear" by Stephen Michael King</p> <p>[Read to Video "The Rainbow Bear" Mrs Duncan]</p> <p>Discuss the story and the relationship between the characters. How did Bear feel about his coat changing overnight? What do you think is</p> | <p>Reading and Writing: Watch the Modelled Writing Video [Modelled Writing Number 1 - "The Rainbow Bear" by Mrs Edridge]</p> <p>Think about the kind of words that are used to describe the Bear and what he does. Verbs are action or doing words and adverbs describe a verb. eg: splashed (verb) loudly (adverb)</p> <p>Students colour and cut out 4 small Bears from worksheet 2, glue them into their work book and label each one with a different verb and adverb. For example - 'deeply diving', 'loudly snoring'...</p> | <p>Reading and Writing: Watch the Modelled Writing Video Number 2 - "The Rainbow Bear" by Mrs Eldridge.</p> <p>Think about ideas and words that can make simple sentences more interesting. For example what can we add to the sentence: 'The Rainbow Bear dived into the ocean.' to make it more interesting for the reader?</p> <p>When we include verbs and adverbs in our writing, we add interest for the reader.</p> <p>'The colourful Rainbow Bear dived quickly into the ocean, blowing huge bubbles and loudly splashing.'</p> <p>* MUST DO FOR MARKING:</p> <p>Students will write one or more sentences (including verbs and adverbs) which describe Rainbow Bear's activities. You could use the words diving, sliding, tickling etc</p> | <p>Reading and Writing: Find one fact about Polar Bears and upload it to your Google Classroom page.</p> <p>Reading comprehension: The Emperor Penguin</p> <p>Penguins also live on the ice just like polar bears.. Look at the text 'The Emperor Penguin' (There are two worksheets choose the worksheet best suited to your child)</p> <p>*Make some predictions about the text. 'I think this is about.... because.. I think this is an (imaginative/persuasive/informative) text because....'</p> <p>*Read the text by yourself or have an adult read it to you. Was your prediction correct? What was different or the same? *Discuss something you learnt from this information *complete the comprehension questions matching the levelled text you chose or have an adult help you by</p> | <p>Reading</p> <p>Choose a book that you own or a book from online or even a text from a newspaper/magazine/cook book. Use your prediction skills to make a prediction about the text you have chosen.</p> <p>* 'I think this is about.... because...' 'I predict that it is an imaginative/persuasive/informative text because....'</p> <p>'I imagine.... because....'</p> <p>*Read the text or have an adult read it to you. Were your predictions correct? What was different or the same?</p> <p>Writing:</p> <p>Write a note to someone special who you live with telling them about the games you love to play together with them.</p> |
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| | <p>happening? Why was he a different colour each day? How did he figure out what was happening? What kind of Dad do you think he is?</p> <p>Colour worksheet 1 and On the back of the Bear picture, write a comment about what kind of parent you think the Rainbow Bear is? <i>Why?</i></p> | | | <p>reading the questions to you so that you can answer them.</p> | |
| Break | | | | | |
| Middle – Mathematics | | | | | |
| | <p>Watch Number Talk video 1 on Google Classroom</p> <p>Use 10-frame and counters (or similar) consider the following part-part-whole activities as seen in video.</p> <p>Make the first 10-frame of  6</p> <p>Using your model to help you, write all the ways in which that number can be made in your workbook. eg</p> | <p>Watch Number Talk video 2 on Google Classroom</p> <p>Using the worksheet with little ten-frames, cut them out for the following activity</p> <p>You will need to find ten-frames that have 5 dots on the top row. Now choose any 2 of these ten-frames and place them side by side for an addition activity.</p> <p><i>In the first example</i></p> | <p>Watch Addition Lesson video on Google Classroom</p> <p>We are making number sentences today using the ten-frame to model for us.</p> <p>We will MAKE the number sentence using our large ten-frames on Worksheet 2 (you can cut these out to make it easier)</p>  | <p>Geometry and Measurement:</p> <p>Roll a dice and use that number to build a 2D shape with that amount of sides using paddle pop sticks or pegs. Eg: roll a 4 and build a square.</p> <p>Look at each flat shape and now count how many vertices (corners) each shape has. Draw these in your workbook in groups according to their sides</p> <p>Complete the 2D shape</p> | <p>Geometry and Measurement:</p> <p>Measure the length of your table, fridge, doorway, bed, lounge and chair using your handspan.</p> <p>Count the total of end-to-end handspans and record and draw the total of the longest and shortest items in your house in your workbook. Remember when measuring not to leave any gaps.</p> |

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| <p>0+1=6 1+5=6 2+4=6 etc</p> <p>Do the same for the following 10-frame models</p>  <p>Can you write a sentence or two about how you might know that you have found all the number sentences for that total. (clue; look for patterns).</p> <p>Can Do -- try with 2 tens frames and write number sentences up to 20</p> |  <p>Top row Double 5 is 10 or 5+5 is 10 Bottom row 1+3=4 Put together 10+4=</p> <p>Renaming</p> <p>One 10 and 4 more is 14</p> <p>Glue three of your own examples using the cut outs from the worksheet and show how you use doubles to find your answers.</p> <p>After this, draw diagrams of your doubles to 10 in your workbook. eg</p> <p>●+●=●● double 1 is 2</p> <p>●●+●●=●●●● double 2 is 4 etc</p> <p>I notice that.....</p> | <p>We will WRITE the number sentence IN NUMERALS</p> <p>6+8=14</p> <p>We will WRITE the number sentence IN WORDS</p> <p>six plus eight equals fourteen</p> <p>We will DESCRIBE the number sentence using the word MORE</p> <p>6 more than 8 is 14</p> <p>*MUST DO FOR MARKING:</p> <p>Using the above example do the same in your workbook. You may choose which number sentence you make for the totals of 11, 16 and 19.</p> <p>Take a photo of your work and upload it to your Google classroom or email it to your teacher.</p> | <p>properties table.</p> |
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Break

Afternoon – Other Key Learning Areas (KLAs)

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| <p>40 mins</p> | <p>Personal Development & Health</p> <p><i>Topic: Being Safe Outdoors</i></p> <ul style="list-style-type: none"> • Think about the different activities you do outdoors. (e.g. crossing the road, riding your bike, catching a bus, playing a game) • How do we keep ourselves safe when we are outdoors? • Think about each outdoor activity. Write and illustrate how you can be safe doing each activity. | <p>History</p> <p>Cowra Railway Station Have you ever visited the Cowra Railway Station? Do you know where it is?</p> <p>Read the information and construct a timeline using key dates and information in your work book.</p> <p>* Significant Sites of Cowra <i>Billy was busy last term visiting significant sites around Cowra. Each week, fill in the new site you have learnt about. Billy has visited some extra sites to trick you!</i></p> | <p>Science</p> <p>Creative Cooking</p> <p>**NOTE FOR PARENTS: This lesson involves a hands-on experiment. Your child will require access to the following materials:</p> <ul style="list-style-type: none"> - Icing sugar - Cocoa powder - Puffed rice (rice bubbles) - Mixing bowl - Tablespoon - Mixing spoon • Look at the 'Crazy Cooking' worksheet. <p>Read through the 3 experiments.</p> <ul style="list-style-type: none"> • Ask someone to show you how to accurately measure using a tablespoon. • Complete the 3 mixtures one at a time. After each mixture, draw a diagram | <p>Creative Arts</p> <p><i>Parents to watch with children if possible, pointing out animal and human movements and sounds.</i></p> <p>Link for Movie https://www.youtube.com/watch?v=JyL4MTN-xjK8</p> <p>Parent participation necessary</p> <ul style="list-style-type: none"> - Teach children the FREEZE command. Ensure that it is immediate and maintained. - Now work in pairs. - children mime a clown juggling/freeze. - children make a loud, fake clown laugh/ freeze - children roar like a lion/freeze - children strut like lion and combine roar. - Repeat with other animals. <p>Body shapes https://www.youtube.com/watch?v=zm80eILBct</p> |
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| | | | <p>showing what the mixture looks like in the bowl.</p> <ul style="list-style-type: none"> ● MUST DO FOR MARKING: Label your diagram with a description of what it looks like (colour, texture) | <p>k Parent needs to pause the youtube often, to allow drawing time. Children to draw the gorilla and to be aware of its body shape and how this affects its movements.</p> <p>Facial expressions Children sit in pairs, facing each other. Posing as clowns, one child will make a facial expression, then the other child will mirror this, swap roles. Children will mirror a clown crying, laughing, eating hot food, being extremely cold and shivering.</p> | |
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links to Useful Websites –

ABCYA <https://www.abcya.com/>

Storyline Online <https://www.storylineonline.net/>

Go Noodle <https://www.gonoodle.com/>

Phonics Hero <https://www.phonicshero.com/>

ABC Education <https://education.abc.net.au/home#!/home>

TED Ed <https://ed.ted.com/>

Staff Email accounts:

Mrs Gibson: nerida.gibson1@det.nsw.edu.au

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Miss V: Katherine.vanBallekom2@det.nsw.edu.au

Mrs Berry: sharni.berry@det.nsw.edu.au






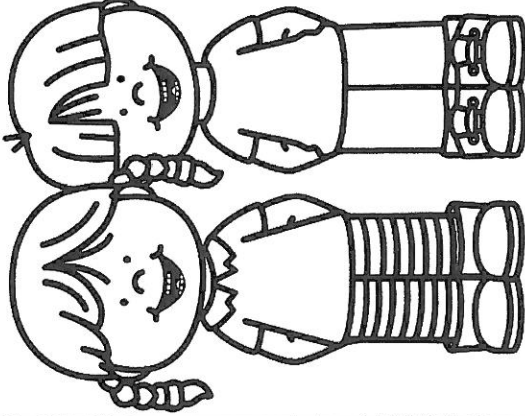














Mrs Montgomery: mel.montgomery@det.nsw.edu.au

Mrs Galea: Olivia.galea7@det.nsw.edu.au

Mrs Partridge: Amanda.griffith2@det.nsw.edu.au

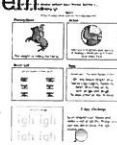
Mrs Duncan: Shavaughn.duncan@det.nsw.edu.au

Movement Mat: Pick a Challenge & Move

| | | | | | | | | | | |
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| <p>Let's drive. Pretend you are driving. You can drive fast. You can drive slowly. You can take a sharp corner and put on the brakes.</p>  | <p>Let's leap! Can you leap on one foot? Let's try the other foot. Leap with both feet like a frog. Can you take little and big leaps like a rabbit?</p>  | <p>Let's go to the farm! Have an adult call out a farm animal. You will act out the animal. Don't forget to make the matching sound!</p>  | <p>Let's fly! Use a piece of paper to create a paper airplane. Throw the plane and chase after it each time to catch up to it.</p>  | <p>Let's grow! You will practice growing like a flower. Start small and then grow, grow, bloom into a big flower.</p>  | <h2>Let's Move!</h2>  | | <p>Let's crawl. Using items in your house, make your own tunnel or cave. Take a stuffed animal through the tunnel or cave.</p>  | <p>Let's jump! Jump high 10 times. Jump low 10 times. Try 10 jumping jacks. Can you do it again?</p>  | <p>Let's hop! Pretend you are hopping over or maybe through mud puddles. Make sure you hit all the big and muddy puddles.</p>  | <p>Let's stop and go. We will play "Red light, Green light." An adult will yell out "Green light" for us to move until we hear "Red light."</p>  |
| <p>Let's imagine! Pretend you are a superhero. Act out your favorite superhero around the house.</p>  | <p>Let's stomp! Pretend you are a dinosaur. Take big steps as you stomp around the house. Chomp, chomp, CHOMPI!</p>  | <p>Let's use our toes! Place little items on the floor, like marbles, blocks, or crayons. Use your toes to pick up the items.</p>  | <p>Let's go to the zoo! Have an adult call out a zoo animal. You will act out the animal. Don't forget to make the matching sound!</p>  | <p>Let's slither! Get down on the ground and slither around back and forth. You can slither slowly, or you can slither quickly.</p>  | <p>Let's row! Put down a towel or blanket as your boat. Practice rowing long strides. You will row back and forth on both sides.</p>  | <p>Let's clean up! Help pick up an area in your home as quickly as you can. If you go quick enough, then you get to do two or three rooms!</p>  | <p>Let's drum! Can you make a drum from items in your house? Let's keep beat on the drum. 1, 2, bang! 1, 2, bang!</p>  | <p>Let's sweep! Practice the motion by helping sweep a room in your home. You can help sweep, sweep, sweep!</p>  | <p>Let's crab walk! Crab walk around your house. Try to crab walk slowly and crab walk quickly.</p>  | |

Explicit Phonics Worksheet Instructions

The purpose of these activities below is to build students' abilities to decode words by explicitly practising one phonic (sound) per day and revising other phonics they have already learnt (revision flashcards provided as an attached worksheet). Repetition of the activities below with each phonic aims to build a deep understanding of the sounds. A worksheet is provided for each phonic (sound) to follow the steps with optional/extension activities if you feel your child is interested/capable as 'can do' activities. Some list words are provided and we also encourage your child to think of others related to the phonic of the day by noticing others in the world around them.



1. Use the phonics **worksheet** attached to follow the steps to learning your 'Phonic of the day'.

- read our **learning intention** for the activity at the top of the worksheet. This is what your child will be learning for the day.

**A trigraph is a sound which has three letters,
today we are learning igh**

Watch

<https://www.youtube.com/watch?v=0QwrkowsKk>

-**watch the video clip** on the phonic sheet; *if accessible*

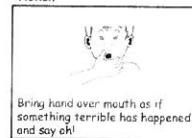
Picture/Read



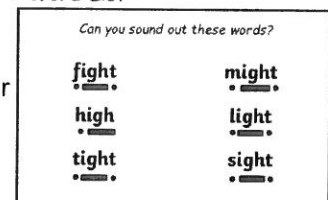
-**worksheet 'Picture/Read'**: Read the sentence and underline the words with the phonic focus.

- **worksheet 'action'**: say the sound and do the matching action. eg: 'oa' bringing your hand over your mouth as if something terrible has happened and saying oh.

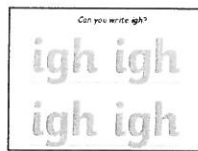
Action



-**worksheet word list**: blend aloud the list words using the dots and lines to guide you. A button (dot) represents a single phoneme (sound) and a line represents each digraph (sounds with 2 letters). These help us to blend (sound) out the word. eg. rain= r-ai-n, train= t-r-ai-n. Do this for each of the words on the sheet as if you are slowly stretching out a piece of bubble gum. Then put the word back together by saying it as one 'rain'. **Word List**



-**worksheet write**: write the sound of the day. Trace the letters or maybe create your own page full of the sound of the day.



-**worksheet sentence challenge**: Make sure your sentence has a capital letter, full stop and some interesting adjectives. Maybe your sentence could be a compound sentence joining two ideas together.

Sentence Challenge

Write a sentence with the word **light** in it.

Worksheet 'I spy challenge': What can you find around your house that has the sound of the day in it? Maybe you would like to write all of these down, blend these out aloud, play eye spy with an adult or go on a hunt. Good luck!

I Spy Challenge

Look around your house and make a list of all the things you can see which have the 'igh' sound.



Most importantly don't forget to have fun learning your phonics each day! 😊

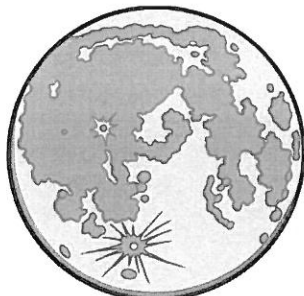
PHONICS MONDAY & TUESDAY WK 3

A digraph is a sound which has two letters, today we are learning oo (long)

Watch

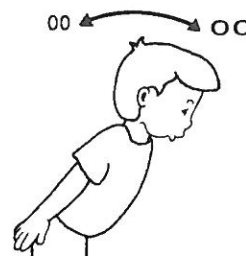
<https://www.youtube.com/watch?v=1mWqsLR3faA>

Picture/Read



You can see the moon at night.

Action



Move head back and forth as if it is the cuckoo in a cuckoo clock, saying u oo, u oo (short and long oo).

Word List

Can you sound out these words?

moon
• — •

hoof
• — •

roof
• — •

zoo
• —

soon
• — •

zoom
• — •

Song

(To the tune of 'I See The Moon'.)

I see the moon,
The bright moon sees
me, oo - in the dark
night,
It shines right down on
me.

Can you write oo?

oo oo oo

oo oo oo

I Spy Challenge

Look around your house and make a list of all the things you can see which have the long 'oo' sound in them.



Sentence Challenge

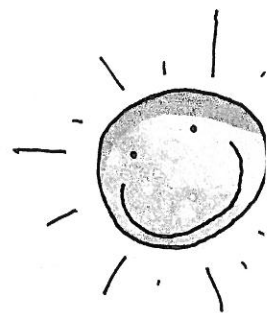
Write a sentence with the word zoo in it.



PHONICS WK3

| Traffic Light Words | | |
|----------------------------|--|---|
| | MONDAY & TUESDAY long 'oo' | WEDNESDAY & THURSDAY short 'oo' |
| Green | too, zoom, cool, boot, food, loot, moon, root | wood, good, book, cook, cool, wool, took, foot |
| Orange | groom, shoot, broom, scoop, bloom, swoop | shook, stood, brook, crook, spoon |
| Red | baboon, grooming, smooth, kangaroo, moonlight | unhook, wooden, mistook, cooking, swoosh |

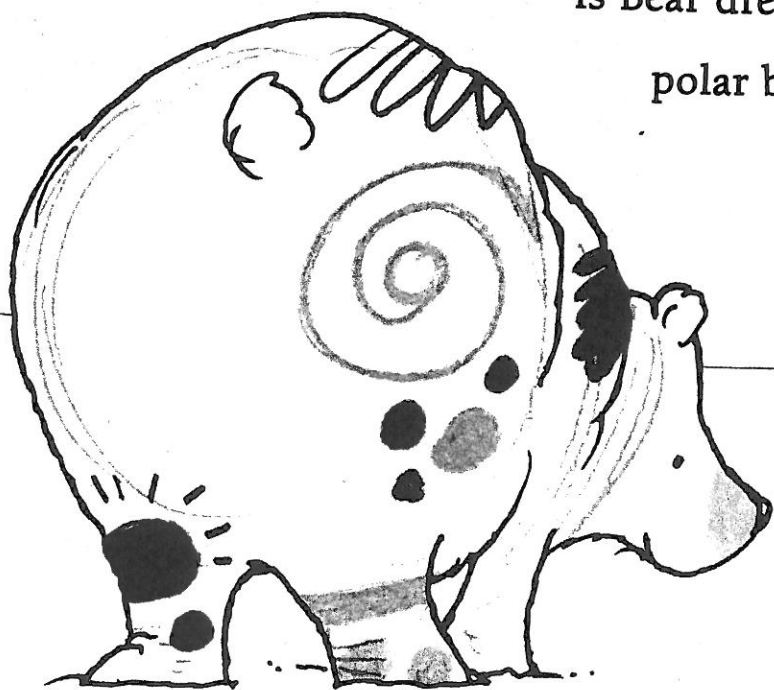
Bear likes to dive into the deep blue ocean,
blowing bubbles and turning somersaults.



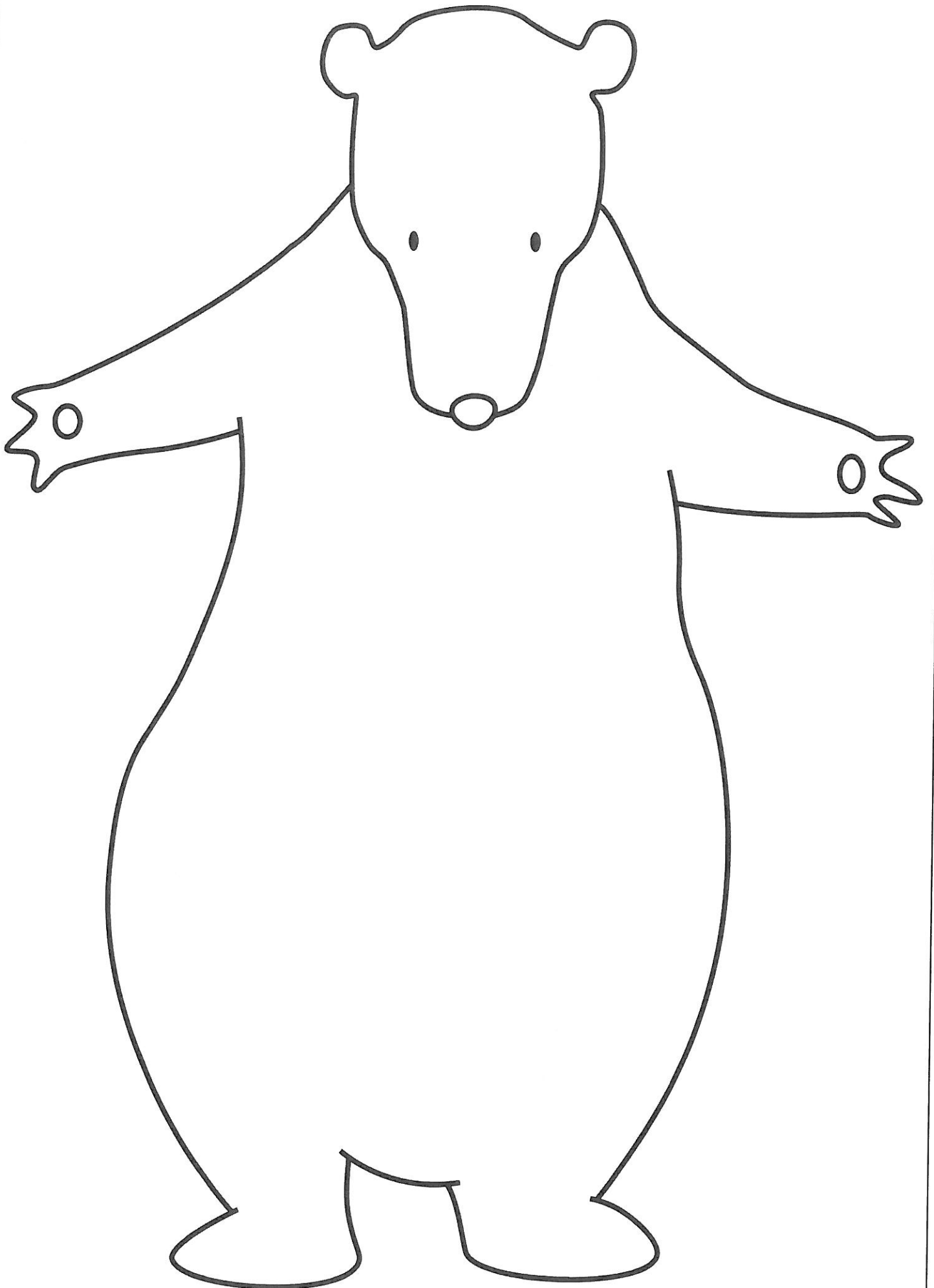
He wakes with the sun and sleeps with the moon.

One morning, Bear is shocked to discover that his coat has changed.

Is Bear dreaming? Or are two cheeky
polar bear cubs responsible?



MONDAY READING WORKSHEET 1 Wk 3



Print on A3 paper

Tens frames

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P.D.H : Week 3.

MONDAY

Being Safe Outdoors

Think about each activity. Write and illustrate a way that you can stay safe while doing each activity.

Catching a bus



Crossing a road



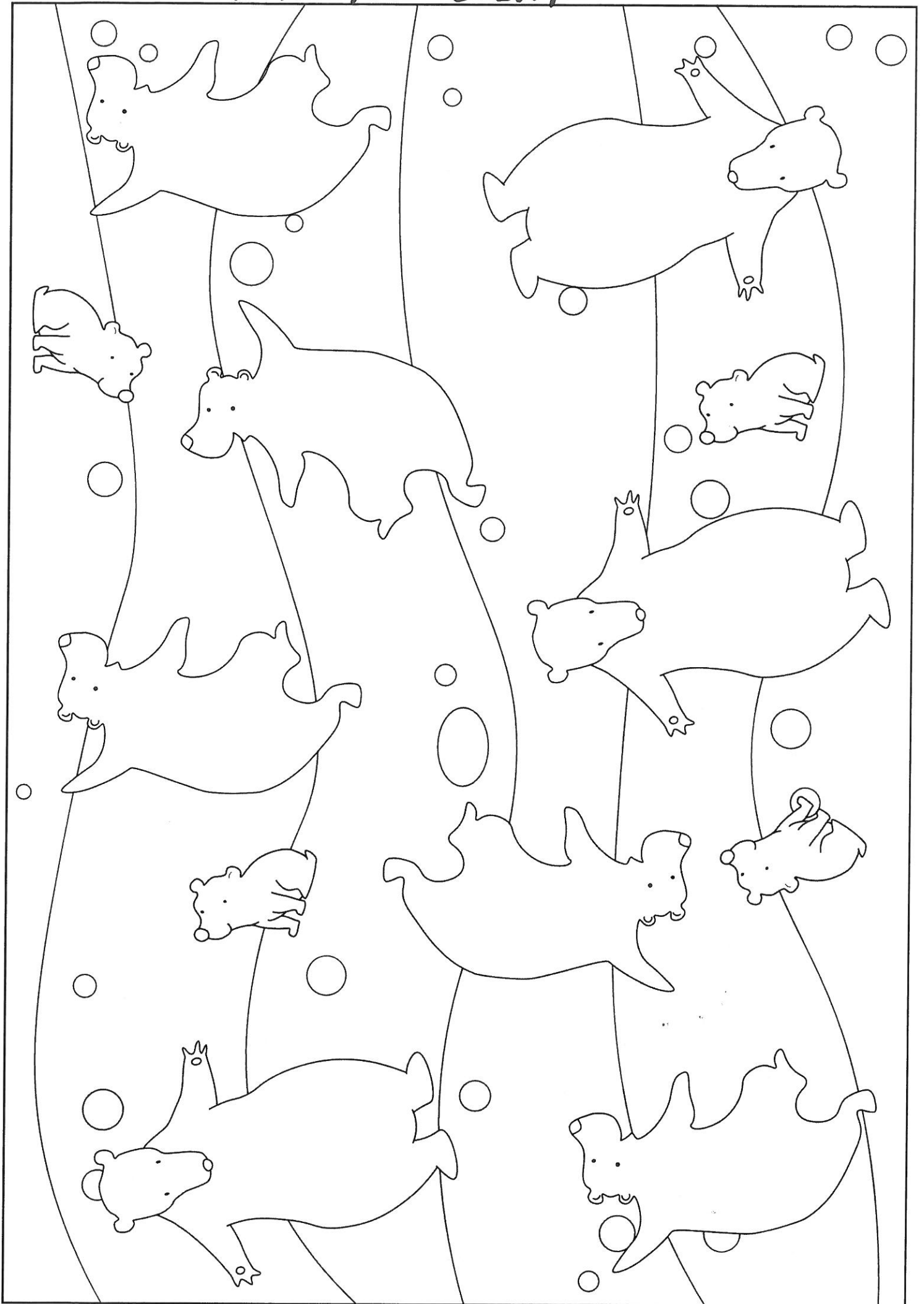
Swimming at the pool



Riding your bike



WRITING ACTIVITY - TUESDAY



MATHS TUESDAY WK 3

NSW Department of Education

Adding ten Frames with 5 on top

Audience: K-2



For students:

Using ten frames that have 5 on the top row, choose any two and place them side by side.
Using your knowledge of double 5 on the top row, add the two 5's in the top row by doubling.
Then add the bottom row.
Then rename the number.

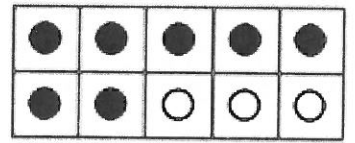
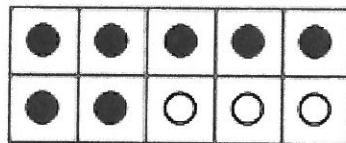
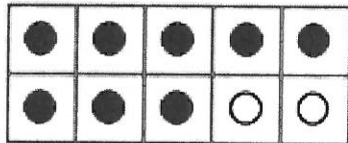
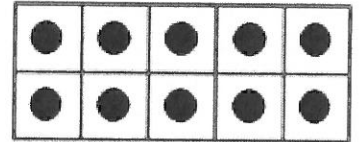
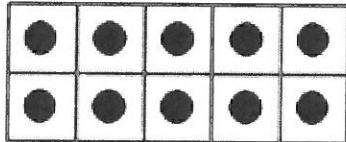
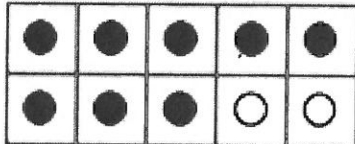
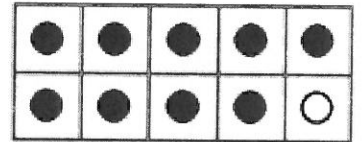
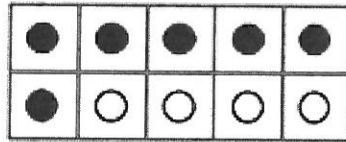
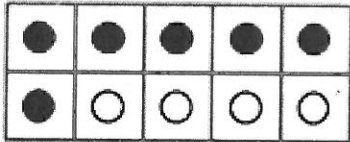
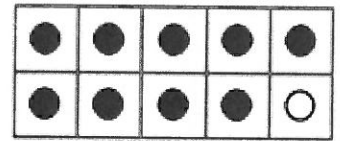
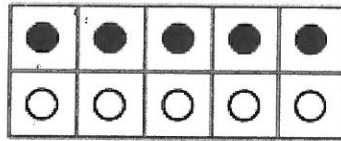
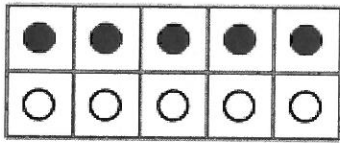
In the first example, the top row would be double 5, so 10
The bottom row is 4, therefore, renaming 10 and 4 is 14.

For parents:

Encourage your child to add the ten frames by adding the top and bottom separately and then rename the number.

Over time your child should learn that double 5 is ten and understand that ten and some more makes teen numbers.

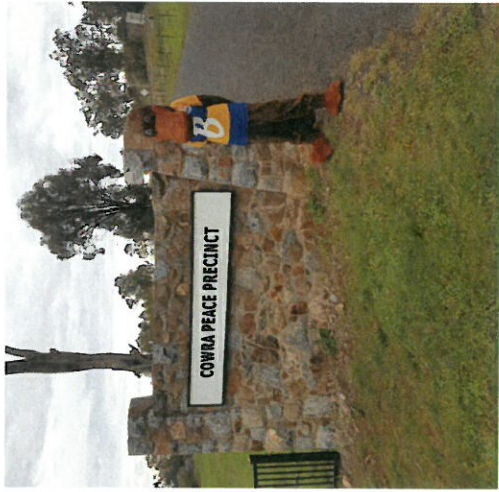
MATHS TUESDAY



HISTORY TUESDAY WZ'S

Significant Sites of Cowra

Look how busy Billy has been! Maybe there are some places he has forgotten to visit! Remember to fill in each week and hand in Week 10



Cowra Railway Station

26 March 1885 - The railway from Murrumburrah to Young was opened.

May 1886 – The railway line from Young completed as far as the West Cowra Station. The railway bridge over the Lachlan wasn't completed until the next year and, after testing, trains were permitted to run into the Cowra station.

2nd November 1886 - The section of railway from Young to Cowra was handed over. The railway bridge over the Lachlan wasn't completed at this time.

5th June 1887 - The Cowra Railway Bridge opened.

June 1887 – The present railway station was opened in Cowra, but the link to Blayney wasn't open at that time.

13 February 1888 - The railway line from Blayney to Young via Cowra was officially opened.

10th October 1897 - Cowra Locomotive Depot (original engine shed) was destroyed by fire.

25 November 1988 – The station closed.

In 2009- The Lachlan River Railway Bridge was still capable of handling the heaviest loads on the Blayney – Demondrille Line.

September 2009 – The last train left the station.

Present - Parts of the station and the locomotive depot are currently used for the Lachlan Valley Railway.

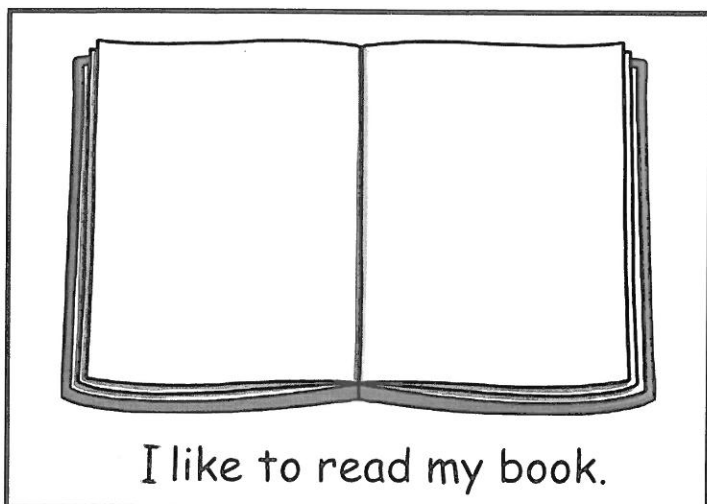
PHONICS WEDNESDAY & THURSDAY

A digraph is a sound which has two letters, today we are learning oo (short)

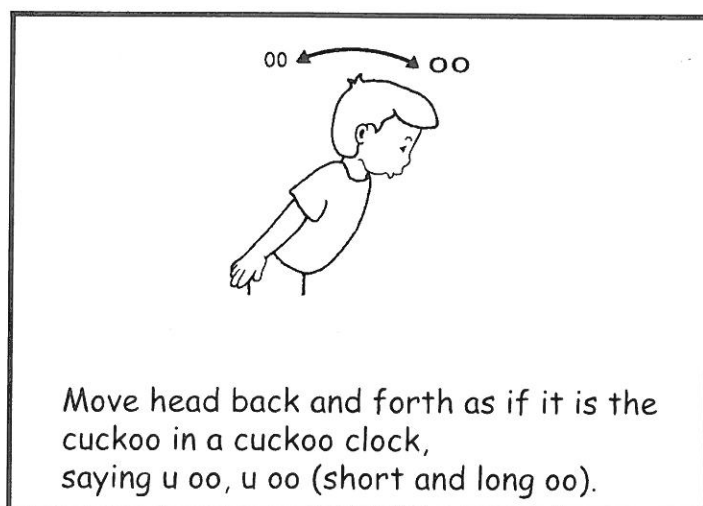
Watch

<https://www.youtube.com/watch?v=1mWqsLR3faA>

Picture/Read



Action



Word List

Can you sound out these words?

shook

cook

hood

wool

good

took

Song

(To the tune of 'Skye Boat Song'.)

Choose me a book,
I'll read it to you.
oo - oo - it's time to rest.
Just close your eyes,
Get ready to sleep.
oo - oo - books are the
best.

Can you write oo?

oo oo oo

oo oo oo

I Spy Challenge

Look around your house and make a list of all the things you can see which have the short 'oo' sound in them.



Sentence Challenge

Write a sentence with the word cook in it.



Crazy cooking

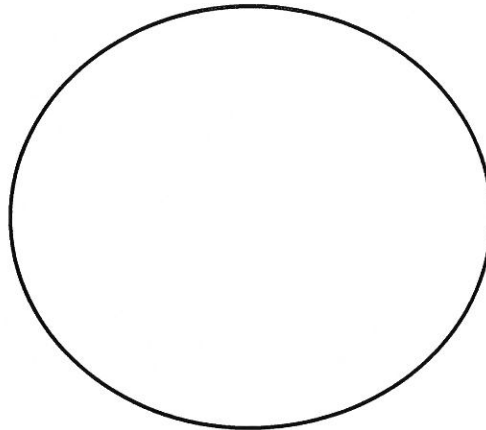
Team members: _____ Date: _____

Mix together

1 tablespoon each of



Mixture 1

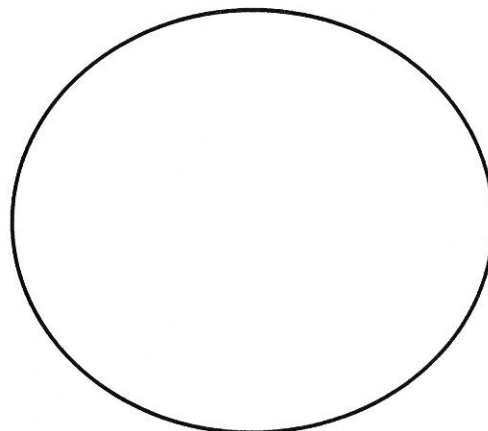


Mix together

1 tablespoon each of



Mixture 3

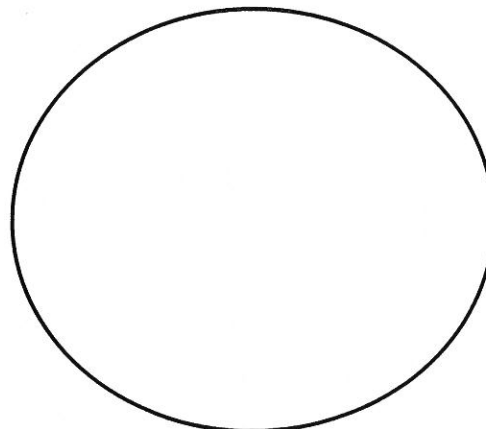


Mix together

1 tablespoon each of



Mixture 3

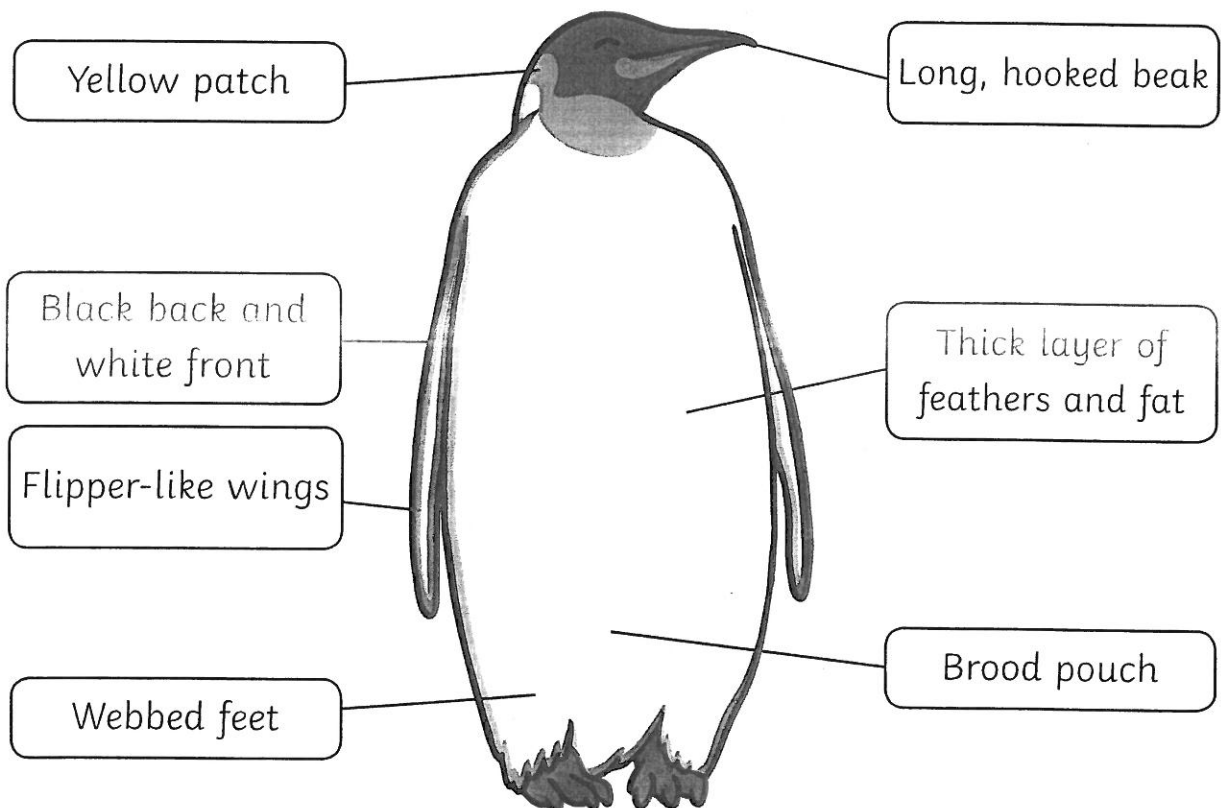


The emperor penguin is the largest penguin in the world. Penguins are birds but they cannot fly. They use their wings to help them swim.

Habitat

They live in Antarctica and it is very cold. Emperor penguins live together in a big group (a colony) so that they can keep warm.

Body



Did you know...?

- The female lays an egg and passes it to the male. He keeps it warm all winter in his brood pouch.
- Adults can grow up to 130cm.
- They can swim underwater for up to 22 minutes.

1. Which of these is true about the emperor penguin? Tick **one**.
 - the largest animal in the world
 - the largest penguin in the world
 - the smallest penguin in the world
2. What is their habitat like? Tick **one**.
 - It is very cold.
 - It is very warm.
 - It has a yellow patch.
3. What is a big group of penguins called? Tick **one**.
 - a brood pouch
 - a habitat
 - a colony
4. Look at the **Did You Know...?** section. What does the female do with the egg? Tick **one**.
 - She keeps it warm all winter in her brood pouch.
 - She passes it to the male.
 - She has webbed feet.
5. How long can emperor penguins swim underwater? Tick **one**.
 - for up to 22 minutes
 - for up to 22 days
 - for up to 130cm

The emperor penguin is the largest of the 17 species of penguin. Although penguins are birds, they cannot fly. Instead, their flipper-like wings and webbed feet make them superb swimmers, outstanding divers and skilled at catching fish.

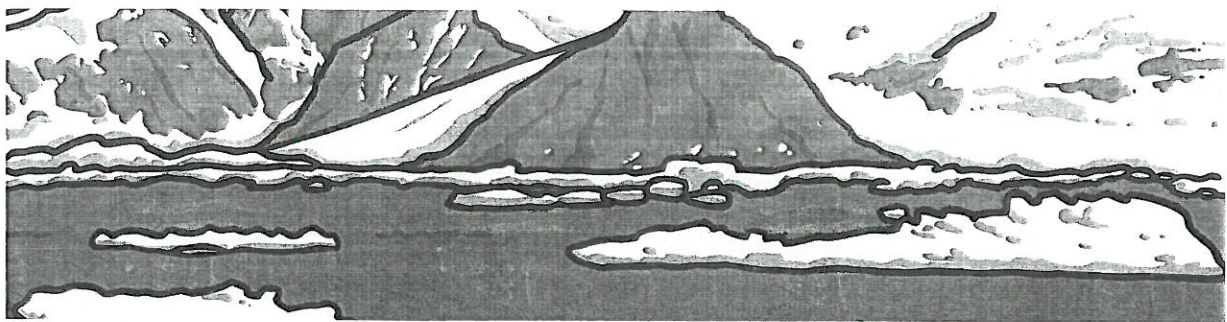
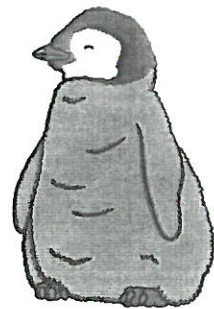
Habitat

Emperor penguins have adapted well to their extreme habitat. They are only found in Antarctica, the coldest place on Earth. They live in a huge group called a colony. To keep them warm in cold weather, they have a thick layer of insulation, made up of feathers (plumage) and fat. However, this makes it hard for them to move quickly on land. If the weather is bitterly cold, emperor penguins group together in a huddle.



Did You Know...?

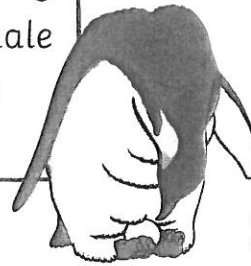
- It is a long, slow walk inland across the ice to the colony. Emperor penguins can waddle up to 120km (75 miles).
- The male penguin protects his egg from gale-force winds and extremely cold temperatures. In all this time, he eats nothing.
- Climate change is sadly a big threat to colonies of emperor penguins.



Life Cycle

Egg Laying

1 The female lays one egg in May. It uses up a lot of her energy. She carefully passes it to the male and returns to the ocean.



Incubation and Hatching

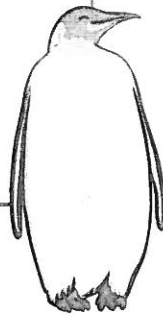
2 The male keeps the egg warm through the winter in his brood pouch on top of his feet. In July, the female returns from hunting to feed the chick food from her tummy.



Breeding

5 The young penguins return when they are about five years old.

In April, the penguins find a mate.



Fledging

4 By December, the sea ice has melted and the chicks leave the colony (fledge) and waddle along the ice to the sea.



Moulting

3 The chicks lose their soft, fluffy, down feathers and grow sleek, waterproof ones. This is called moulting.

1. The emperor penguin is... Tick **one**.

- not a large penguin
- the biggest of all the penguins
- the smallest species of penguin

2. Look at the **Habitat** section. Put ticks in the table to show which sentences are true and which ones are false.

| Sentence | True | False |
|---|------|-------|
| Emperor penguins live all over the earth. | | |
| They live alone. | | |
| They live in a colony. | | |
| Their insulation keeps them warm. | | |

3. Fill in the missing word.

The male penguin protects his egg from gale-force winds and extremely cold temperatures. In all this time, he eats _____.

4. Look at the **Life Cycle** section. What happens during moulting?

5. **The female lays one egg in May... and returns to the ocean.**

Why does she return to the ocean? Give two reasons.

- 1. _____
- 2. _____

6. How do penguins move differently on ice compared to the sea?

Use examples from the text.

Stage 1

Week 3 Thursday



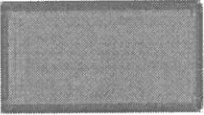
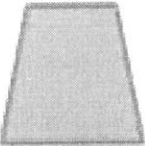
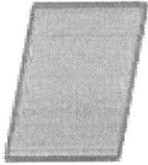

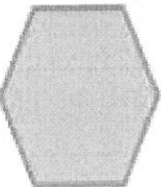
Name: _____

Class: _____

2D Shape Properties Table

Look carefully at the properties of these 2D shapes.

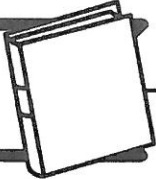
Independently write your results in the table. Return to the school for marking.


| Shape | Name | Number of Sides | Number of Vertices |
|---|---------------|-----------------|--------------------|
|  | | | |
|  | | | |
|  | | | |
|  | Trapezoid | | |
|  | Parallelogram | | |
|  | Pentagon | | |
|  | | | |

Name: _____



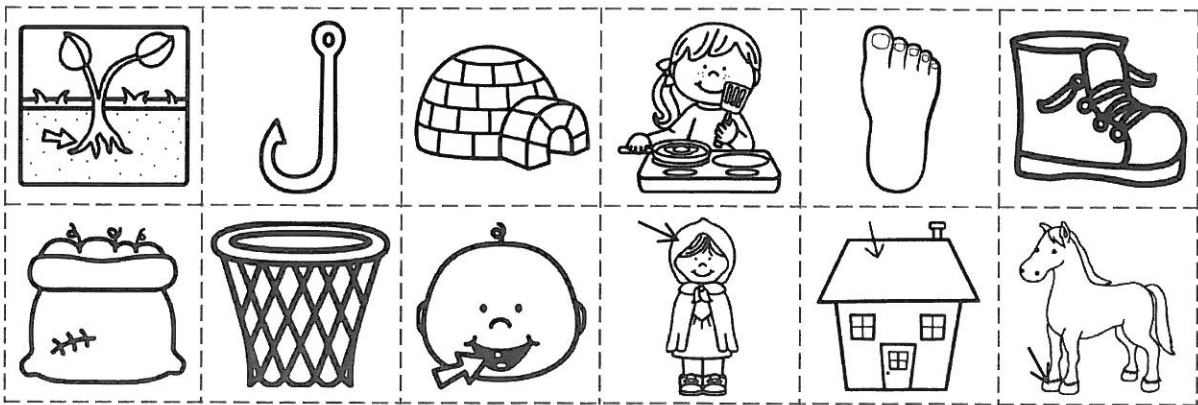
Sound Sort

'oo' as in 

'oo' as in 

Large empty rectangular box for writing words starting with 'oo' as in 'book'.

Large empty rectangular box for writing words starting with 'oo' as in 'moon'.



May 2020

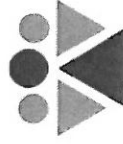
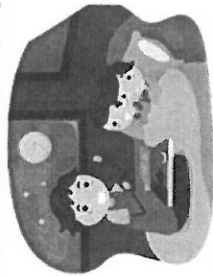
Theme of the Month: Mindfulness

Spend time this month creating mindful moments for you, your child (ren) and your family...

and emotional

MAKE SOCIAL ^ LEARNING STICK TODAY

one day at a time.



(C) MakeSocialLearningStick.com

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|--|--|---|--|---|
| <p>3 Before going to bed, write down three things that went well.</p> | <p>4 Pause before saying something negative today, and decide if your comment is really necessary.</p> | <p>5 Before going to bed, lie down with your child and scan your bodies for any stress or tension and release it.</p> | <p>6 Plan for extra time to savor a cup of coffee or tea. Make it a full sense experience - feel, taste, and smell!</p> | <p>7 Go for a 10-minute walk today with your child. Notice your surroundings and feel your feet on the ground.</p> | <p>1 Wake up five minutes before usual and stay in bed to count your breaths before you start your day.</p> | <p>2 Lie down with your child, put a book on each of your bellies, and watch your book go up and down.</p> |
| <p>10 With your child, rub your hands together until they are warm. Place them over your closed eyes and breathe in and out.</p> | <p>11 Have a mindful meal today. Sit alone with no distractions and focus on the smells, textures, and taste of your food.</p> | <p>12 Find 5 minutes during your day to place your hand on your belly and say, "I am breathing in, I am breathing out."</p> | <p>13 Observe your negative self-talk and focus on saying kind things to yourself today.</p> | <p>14 Sit or look outside with your child and notice three things that you see and two sounds that you hear.</p> | <p>8 Start your family meal with appreciations and compliments.</p> | <p>9 Take a 5-minute stretch break with your child today.</p> |
| <p>17 Put on your favorite song with your child and listen to one of the instruments for the full song.</p> | <p>18 With your child, focus on your breathing and try to notice the pause between the inhale and exhale.</p> | <p>19 Start a family gratitude journal.</p> | <p>20 Put a chocolate chip in your mouth and do not chew. Notice the sensations as it melts in your mouth.</p> | <p>21 Notice five sensations in your body right now.</p> | <p>15 Listen to your child with full attention and without judgement.</p> | <p>16 Make up a breathing strategy with your child. Teach the rest of the family.</p> |
| <p>24 Before you start your day, write down two intentions for the day.</p> | <p>25 Send love to someone you care about today and have your child do the same.</p> | <p>26 Send love to yourself today and have your child do the same.</p> | <p>27 Step outside or open a window and notice the clouds go by or wind on your skin.</p> | <p>28 Rather than texting someone today, give them a call.</p> | <p>22 Eat a meal with your non-dominant hand.</p> | <p>23 Light a candle and watch the flame flicker for 5 minutes.</p> |
| <p>30/31 Pick your favorite mindfulness activity and have gratitude for the time and motivation to</p> | <p>29 As a family, come up with positive statements or affirmations to say to yourself and each other.</p> | <p>28 Rather than texting someone today, give them a call.</p> | <p>29 As a family, come up with positive statements or affirmations to say to yourself and each other.</p> | <p>29 As a family, come up with positive statements or affirmations to say to yourself and each other.</p> | <p>30/31 Pick your favorite mindfulness activity and have gratitude for the time and motivation to</p> | <p>30/31 Pick your favorite mindfulness activity and have gratitude for the time and motivation to</p> |