

High Frequency Words Wordsearch

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

my
like
this
out
had
have

there
her
went
be
up
what

High Frequency Words Wordsearch

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

little

mum

one

not

them

some

then

no

were

go

do

as

High Frequency Words Wordsearch

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

when
into
down
look
see
come

very
dad
will
big
looked
me

High Frequency Words Wordsearch



just
now
oh
about
him
back

Mr
came
from
get
children
got

High Frequency Words Wordsearch

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

people
could
your
day
their
house

put
made
old
by
too
time

Name: _____

Date: _____

spl



splash

split _____ split _____

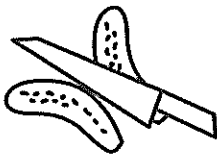
splatter _____ splatter _____

splash _____ splash _____

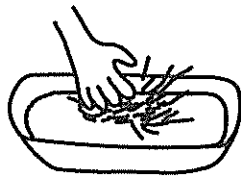
splint _____ splint _____

splinter _____ splinter _____

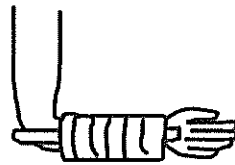
____it



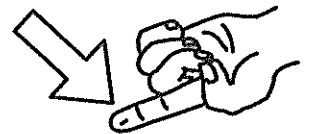
____ash



____int



____inter



Write these "scr" words in sentences:

splatter _____

splutter _____

split _____

splash _____

Add endings to these "spl" words:

splash _____

splatter _____

splurge _____

splinter _____

Write the list words in alphabetical order:

Name: _____

Date: _____

SCR



screw

scrub _____ scrub _____

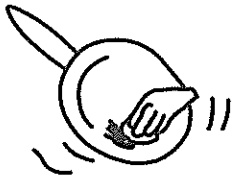
scrape _____ scrape _____

scrap _____ scrap _____

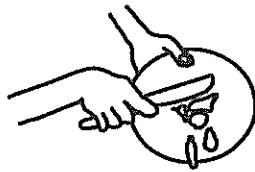
scratch _____ scratch _____

screw _____ screw _____

_____ub



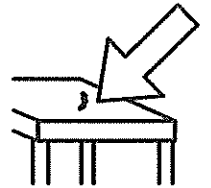
_____ape



_____ap



_____atch



Write these "scr" words in sentences:

scratch _____

scrub _____

scrape _____

screw _____

Use the clues to write more "scr" words:

A loud high pitched noise. _____

A yell made by human or animal. _____

Thin, lacking muscle bulk. _____

A panel of mesh that keeps out insects. _____

Meaningless marks and lines. _____

Write the list words in alphabetical order:

Name: _____

Date: _____

str



straws

straw _____ straw _____

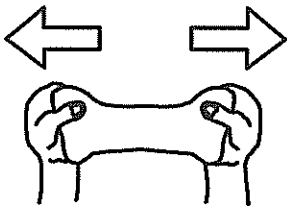
stray _____ stray _____

stream _____ strap _____

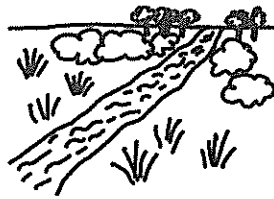
strong _____ strong _____

stretch _____ stretch _____

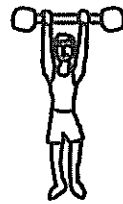
____ etch



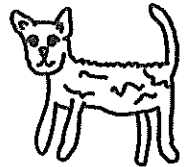
____ eam



____ ong



____ ay



Write these "str" words in sentences:

stretch _____

strong _____

stray _____

stream _____

Add endings to these "str" words:

stretch _____

strap _____

stray _____

struggle _____

Read and draw:

To have tears streaming down one's face.

Name: _____

Date: _____

squ



squid

squid _____

squid _____

squash _____

squash _____

squad _____

squad _____

squeak _____

squeak _____

squeal _____

squeal _____

___ash



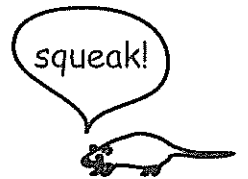
___ad



___eal



___eak



Write these "squ" words in sentences:

stretch _____

strong _____

stray _____

stream _____

Match the nouns to their "squ" actions:

seagulls worm eyes fingers parrot mud

squirm _____ squabble _____

squeeze _____ squelch _____

squint _____ squawk _____

Write the list words in alphabetical order:

Activity Grid

**bl, cl, fl, gl,
pl, sl**

Spelling Words

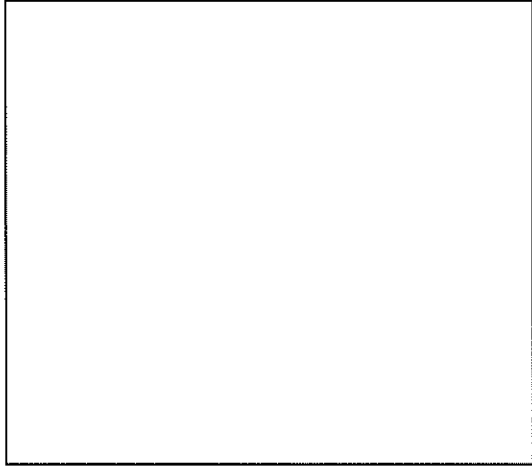
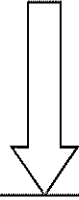
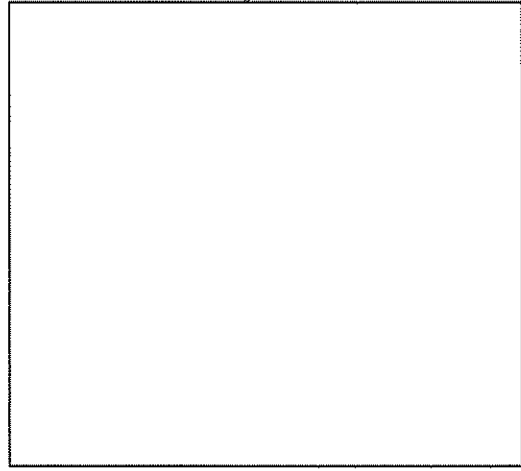
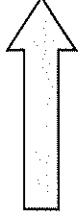
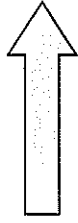
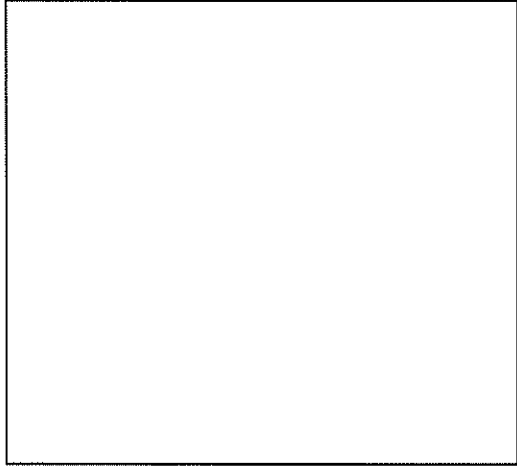
1. block
2. clock
3. flag
4. glass
5. plant
6. slide
7. plum
8. fly
9. glove
10. sleep

Extension

1. clown
2. flower
3. please
4. blanket
5. planet

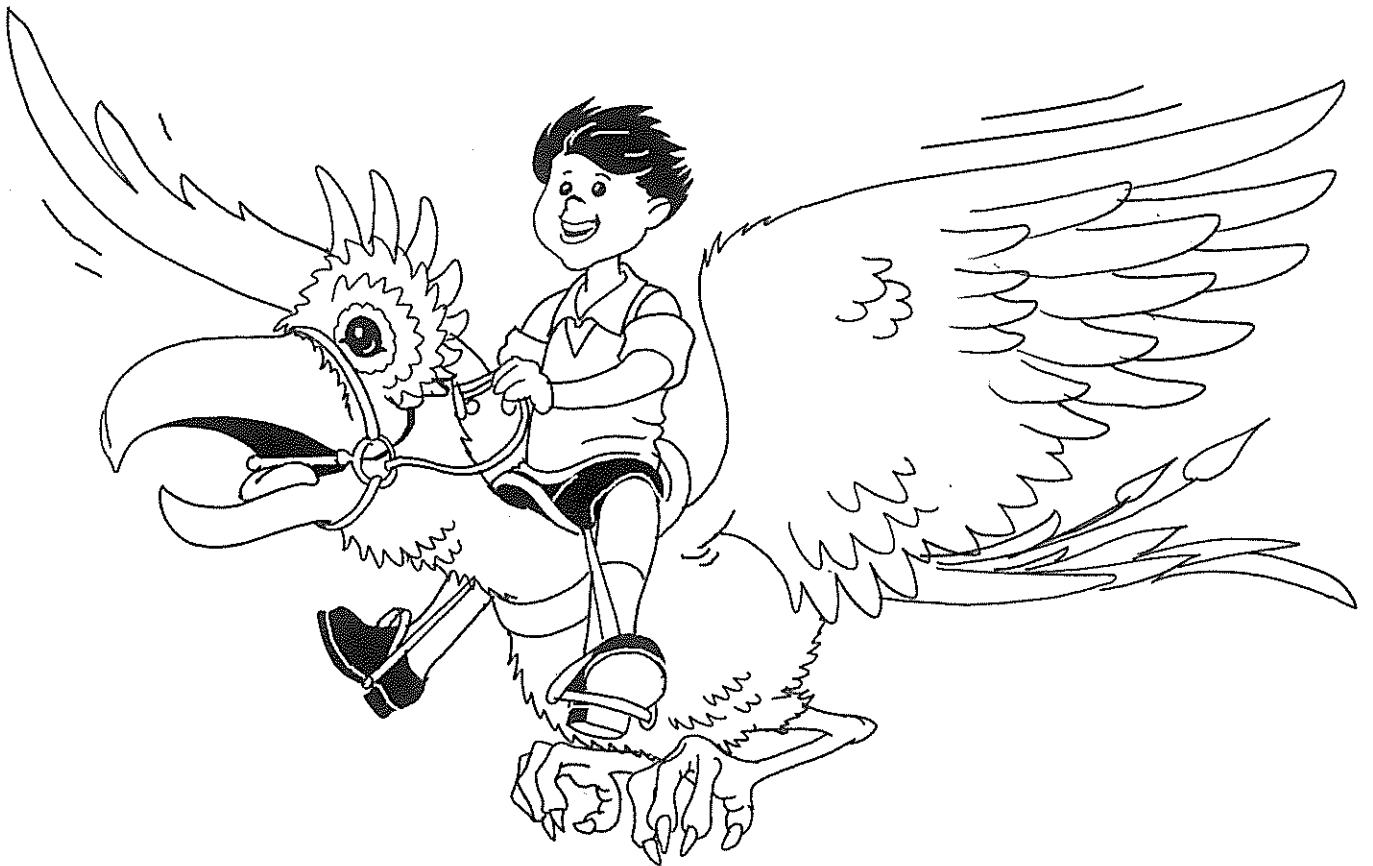
Sort your spelling words into their blend groups (bl,cl,fl,gl,pl,sl).	Write out each of your spelling words in rainbow colours.
Using a container of water and a paintbrush, paint each of your spelling words on some concrete.	Search through books to find your spelling words. Use tally marks to record how many times you find each word.
Jumble up the letters of your spelling words. Give them to a partner to unjumble.	Write as many words as you can that rhyme with each of your spelling words.
Use glue to write out each spelling word. Sprinkle glitter over the glue.	Write out your spelling words and draw matching pictures on flash cards. Play a game of memory or snap with a partner.
Write out each of your spelling words using dots.	Use chalk to write out your spelling words on concrete.

Draw pictures to show the journey of a character in your book.



The Magical Bird

Here is a picture of an amazing magical bird, which can carry you anywhere you would like to go.



Task

Your task is to write a story telling where the bird takes you.

Name _____ Date _____

The Magical Bird

What does the magical bird look like?



Where do you go?



How do you feel?



How does your story end? How do you get home?

What was your favourite part of yesterday?



Write a thank you card to someone.



Which season are you most grateful for and why?



What is your favourite activity to do?



Write about a time you were able to help someone.



What is one special skill you have that you feel proud of?



What is your favourite day of the week and why?



Write about your favourite place outdoors.



Write about your favourite place indoors.



What is one of your happiest memories?



Think of one person in your family and write about why you are so grateful for them.



What do you love most about yourself and why?



Write about your favourite time of day.



Who is someone that inspires you?



What is the best thing about where you live?



Write about a challenge you've overcome.



What is something you are looking forward to?



When was the last time you felt really sad? What is something good that came out of that feeling?



What have you created that makes you feel proud?



Write about an opportunity you've had to learn something new.



Describe your favourite taste and how it makes you feel.



What do you love most about your body?



Describe your favourite celebration.



What is one thing you can't stop thinking about?



What is a big change in the world that you'd like to make?



Write a list of your five favourite places and why you are grateful for them.



What is a talent that you have used today?



Write about the last time someone made you laugh.



Write about the last time someone made you smile.



What is something or someone who makes you feel safe?



How are you able to help people in need?



What mistake are you grateful for?



List five ways you can share happiness with others today.



What hobbies or activities would you miss if you were unable to do them?



Think about someone in your life who can be hard to get along with. Write down one quality about them that you are grateful for.



What part of your morning routine are you most grateful for?



Write about a time someone helped you when you were hurt.



What is your favourite way to move your body?



What is your least favourite time of year? Think of three reasons to be grateful for that time of year.



Think about someone you see every day. What is it about that person that you are most grateful for?



Think about what life was like one year ago. Write five reasons you are grateful for your experiences since then.



What is your favourite natural element: earth, air, fire or water? Why?



What is your favourite colour and why?



What is your favorite of the five senses: taste, sight, touch, sound or smell? Why are you grateful for this sense?



Write about three items that you own and feel grateful for.



*How do your family and friends help
to make your life happy?*



*What is something you did today that
you'd love to do every day?*



*How would you rate today from 1 to 10?
Why are you grateful for today?*



What is your favourite word right now? Why?

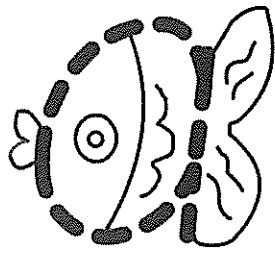


*What part of your evening routine are
you most grateful for?*

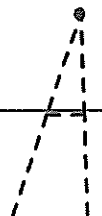
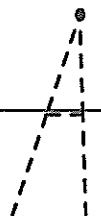
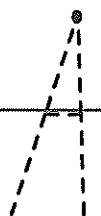
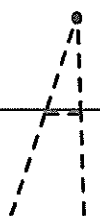
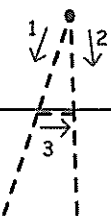


a

A

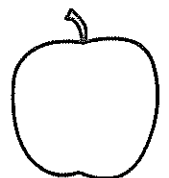


My name is:



apple

apple

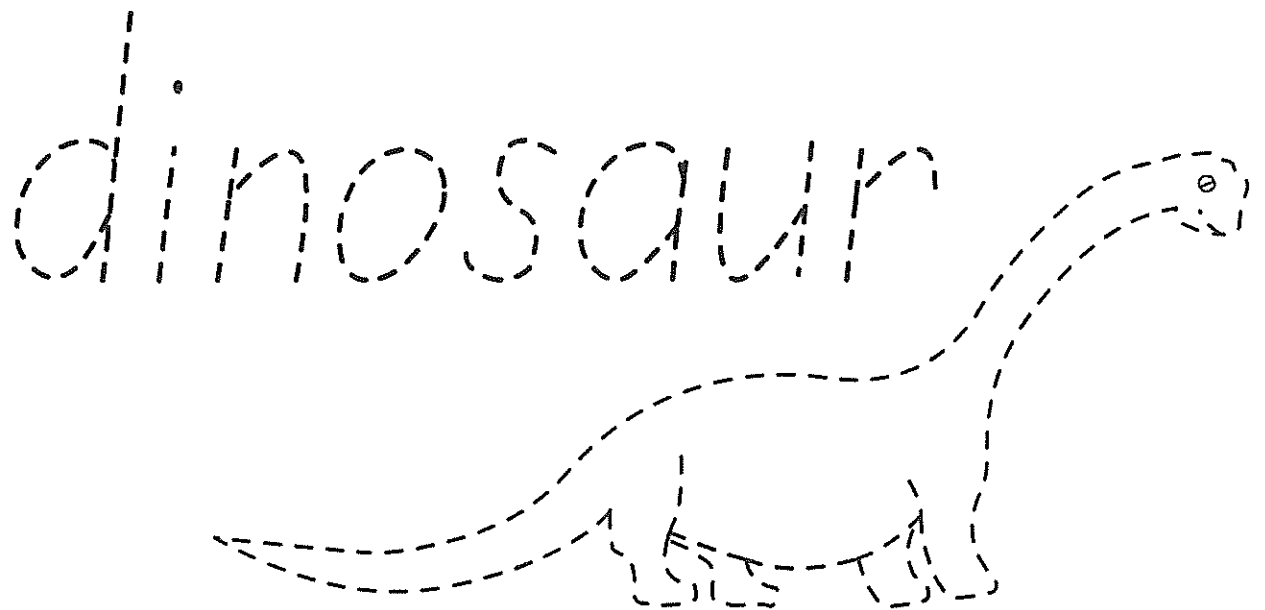
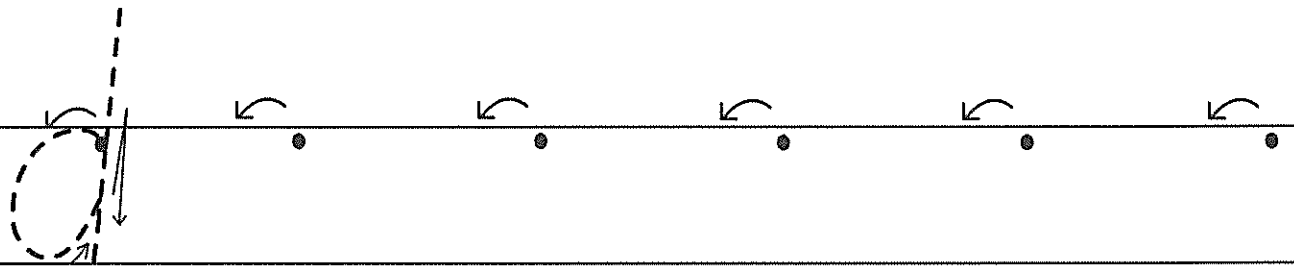
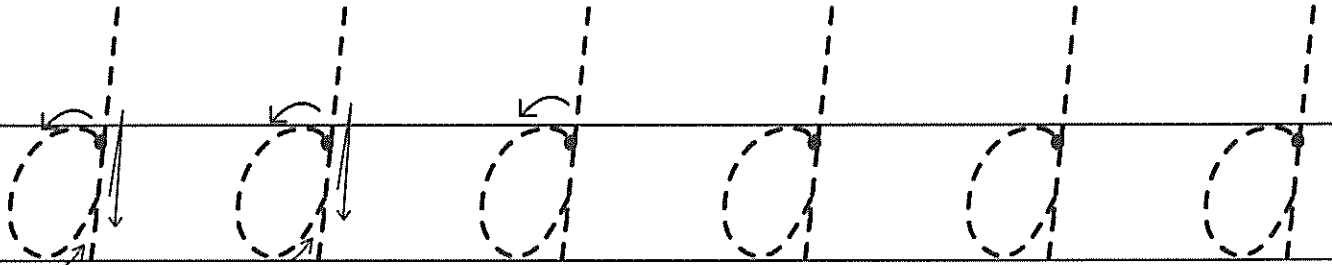


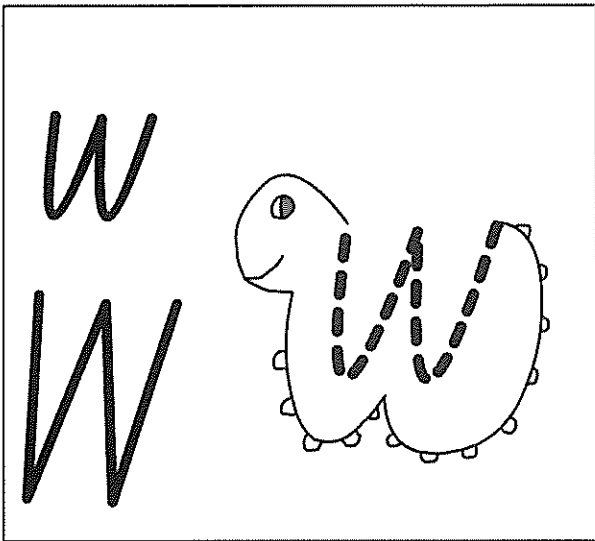
d

D

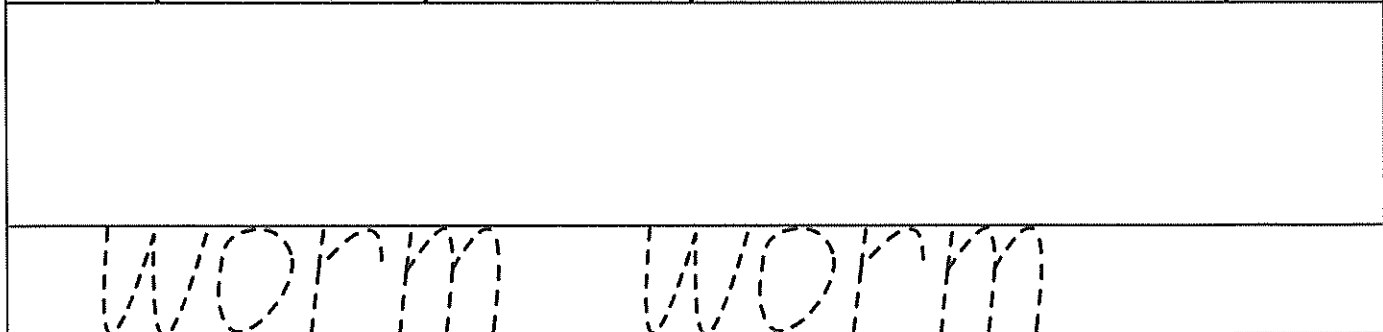
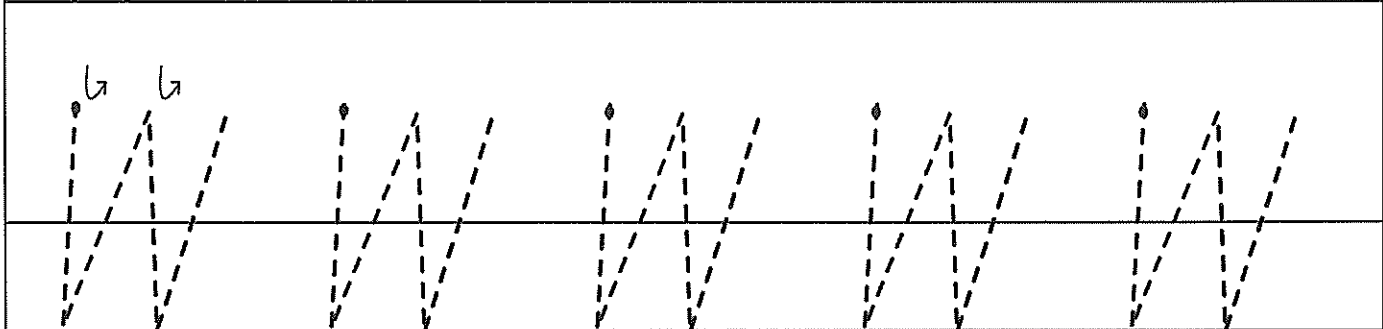
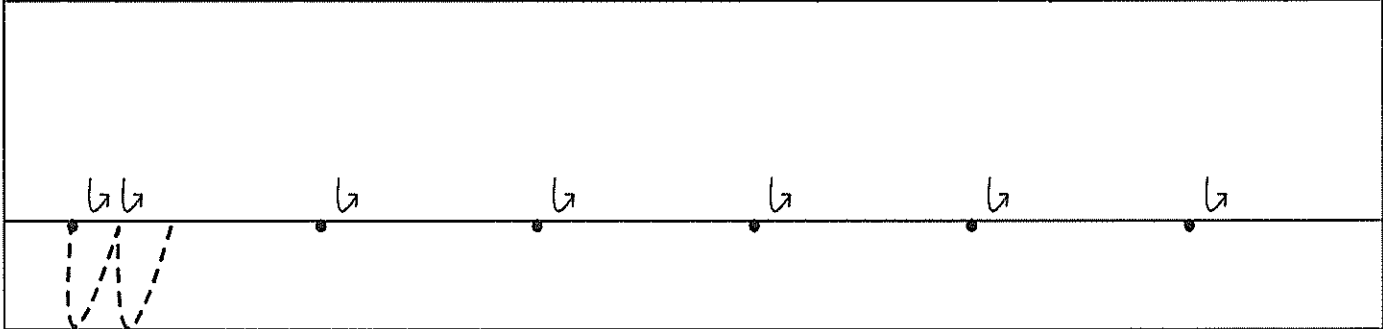
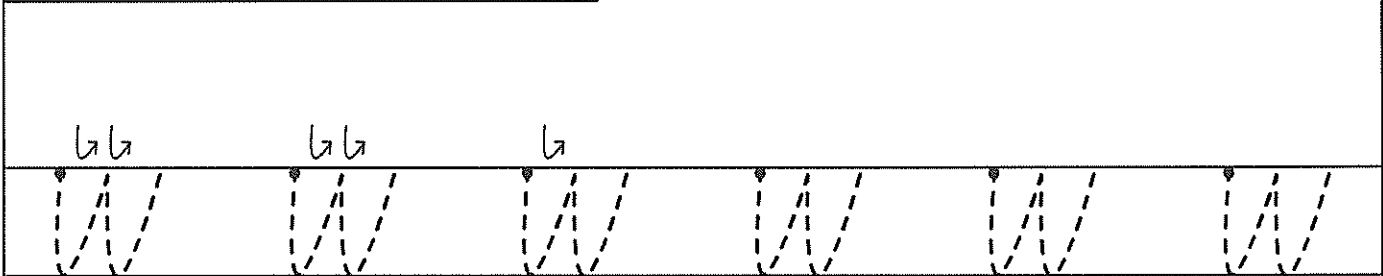


My name is:





My name is:

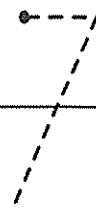
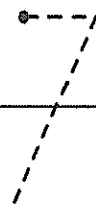
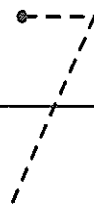
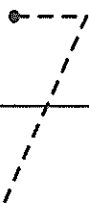
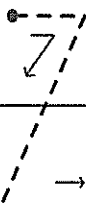
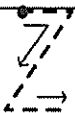
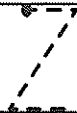
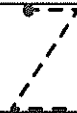
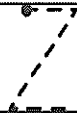
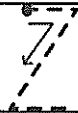
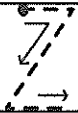
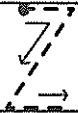


Z



My name is:

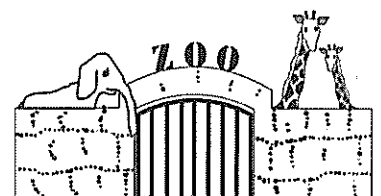
Z



ZOO

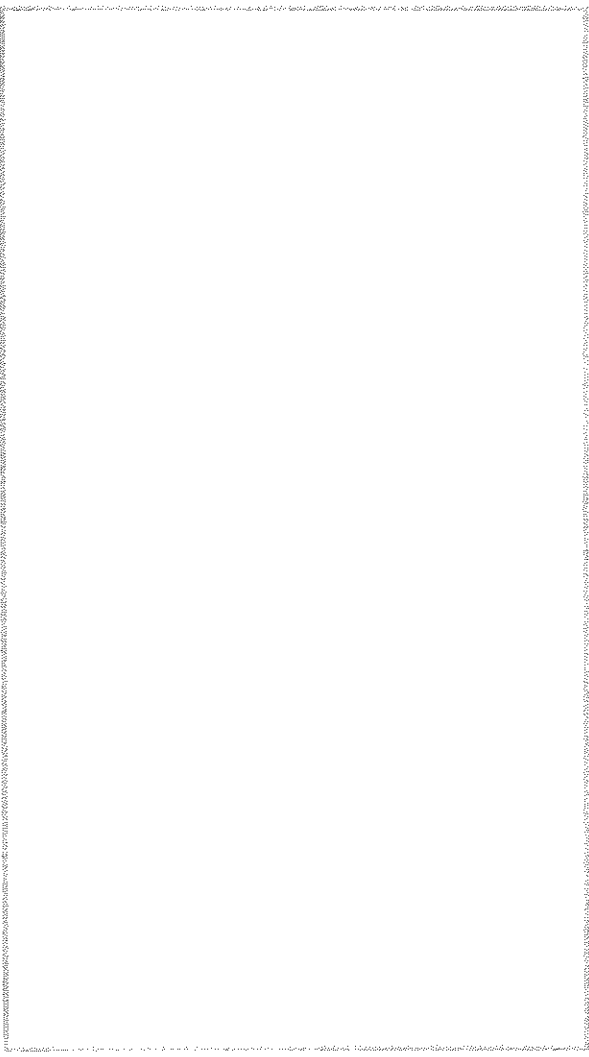
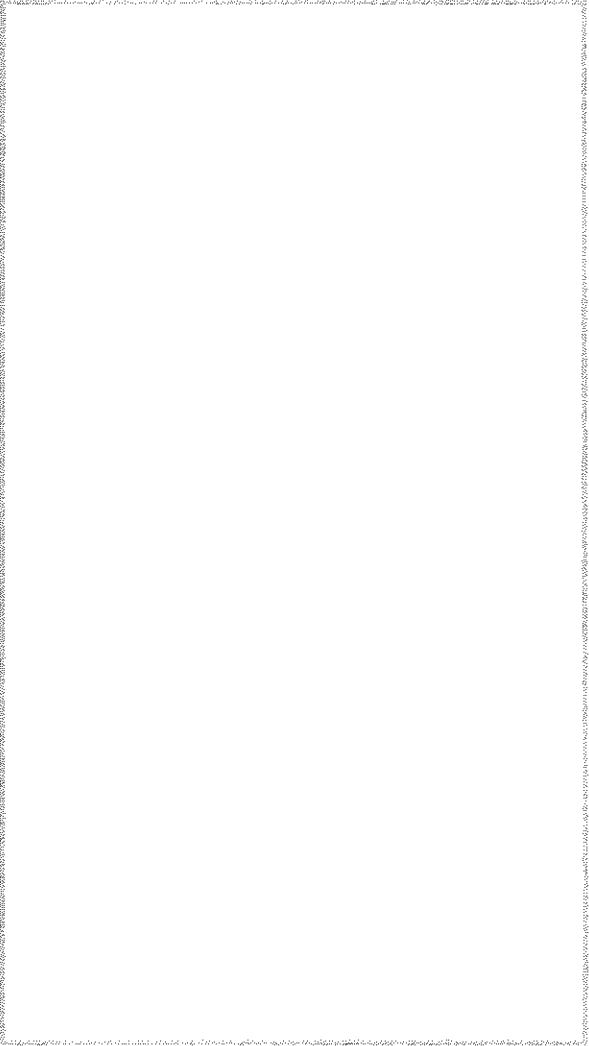
ZOO

ZOO



Title:

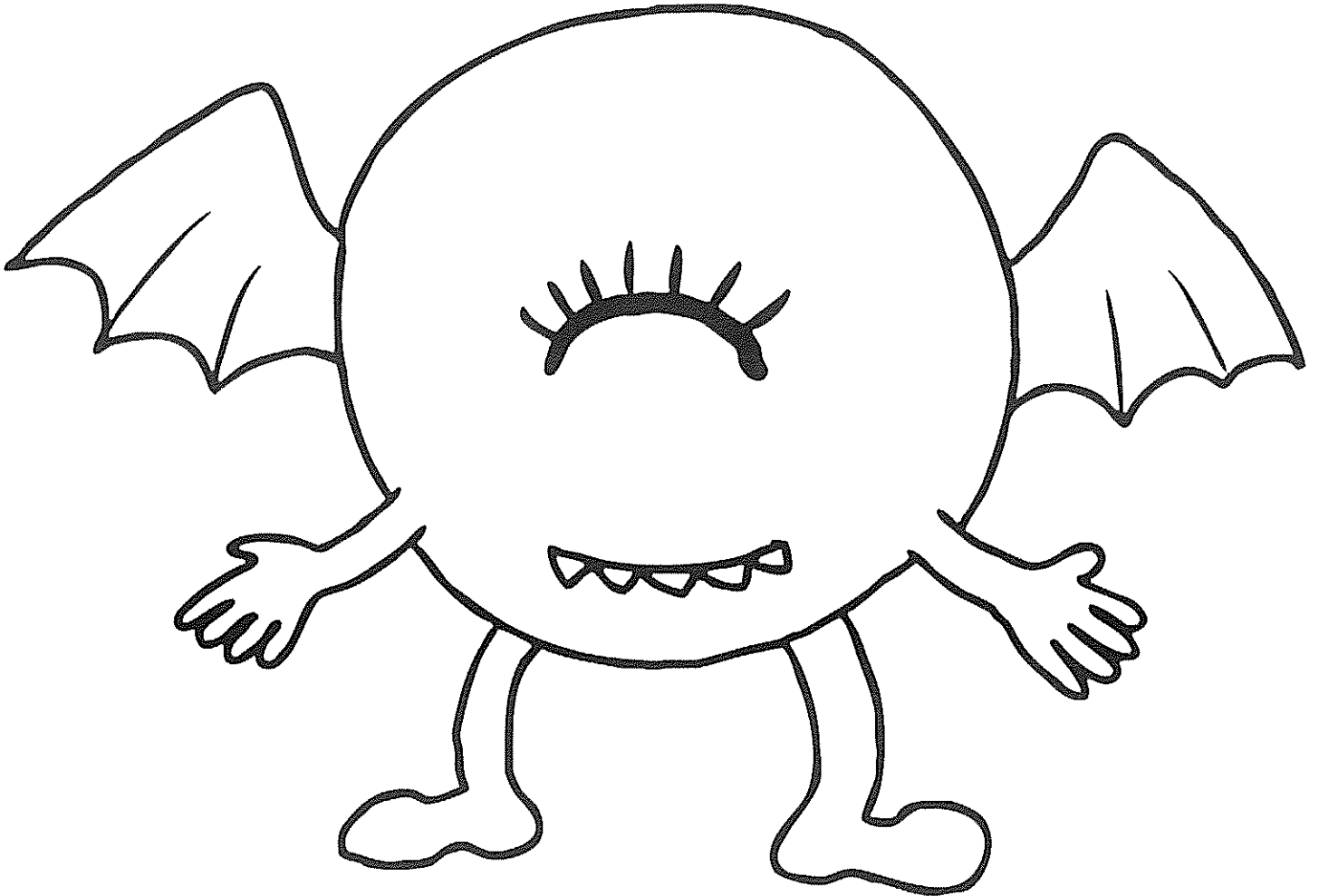
Page:



Reading Comprehension

Three Key Words

Read the sentence and colour the picture.

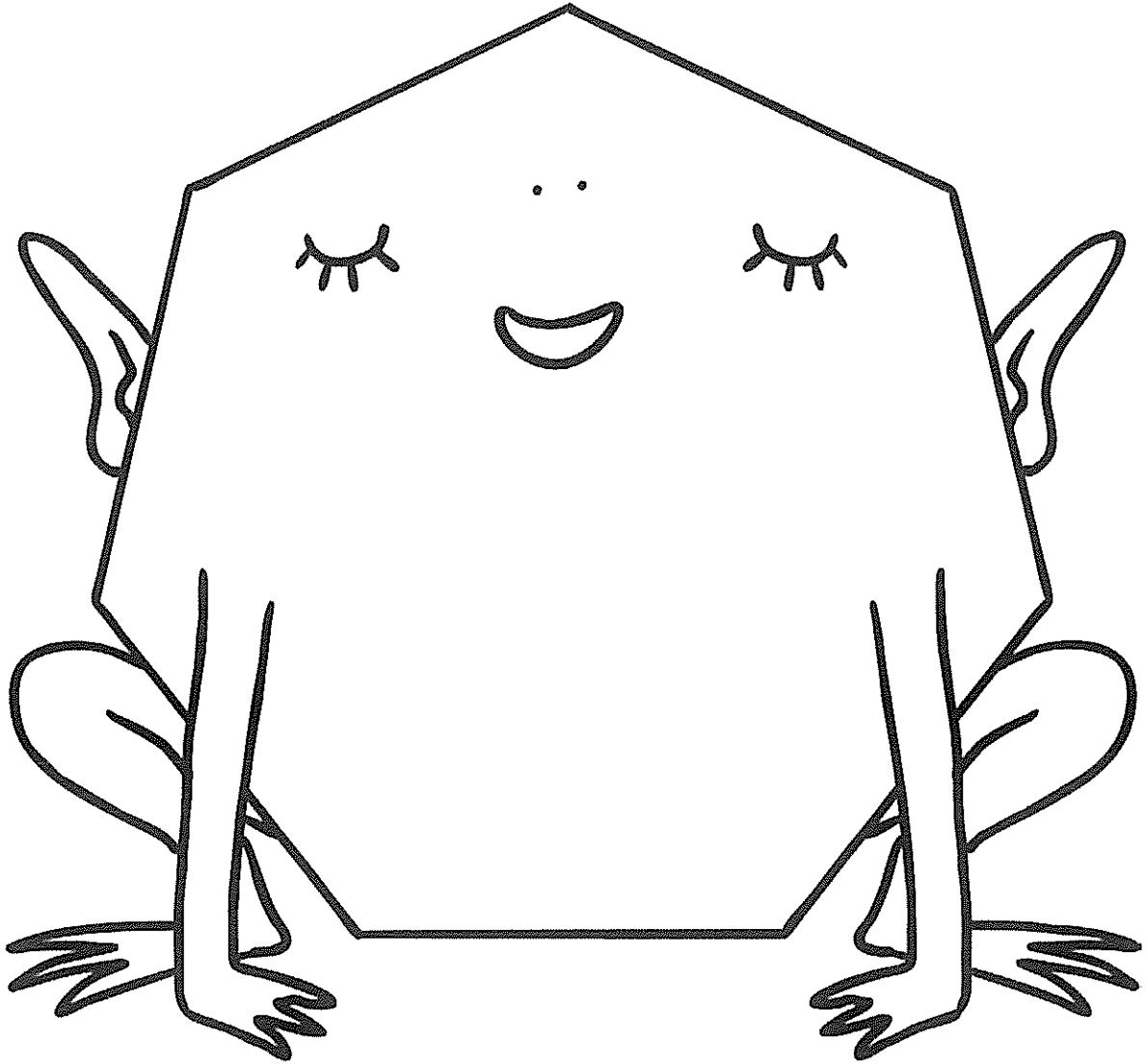


1. My left arm is yellow.
2. My right leg is orange.
3. My wings are purple and green.
4. My right arm is blue.
5. My left leg is green.
6. My body is red and black.

Reading Comprehension

Three Key Words

Read the sentence and colour the picture.



1. My left arm is pink.
2. My body has red spots.
3. My right arm is purple.
4. My ears have green spots.
5. My left leg is blue.
6. My right leg is yellow.

Reading Comprehension

Three Key Words

Read the sentence and colour the picture.



1. My skirt is pink and green.
2. My t-shirt has black spots.
3. My sunglasses are green and pink.
4. My hat has blue stripes.
5. My bucket is red and blue.
6. My spade has red stripes.

Reading Comprehension

Three Key Words

Read the sentence and colour the picture.

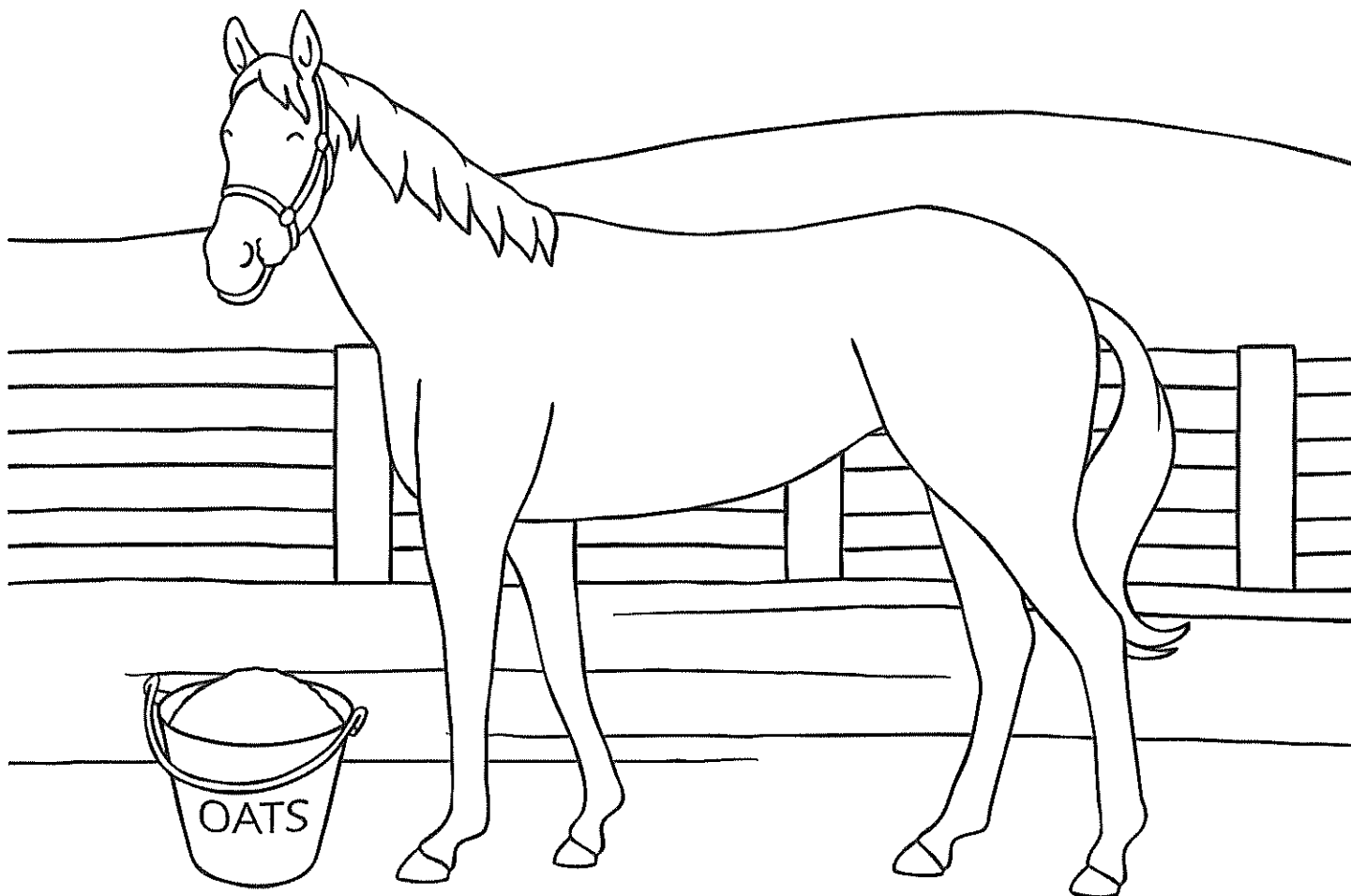


1. My shorts have green spots.
2. My t-shirt is green and blue.
3. My hat is yellow and blue.
4. My beach ball is purple and blue.
5. My sunglasses are black and white.
6. I am next to a yellow flower.

Reading Comprehension

Three Key Words

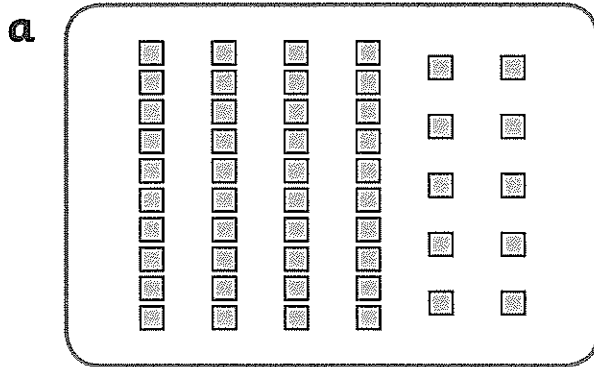
Read the sentence and colour the picture.



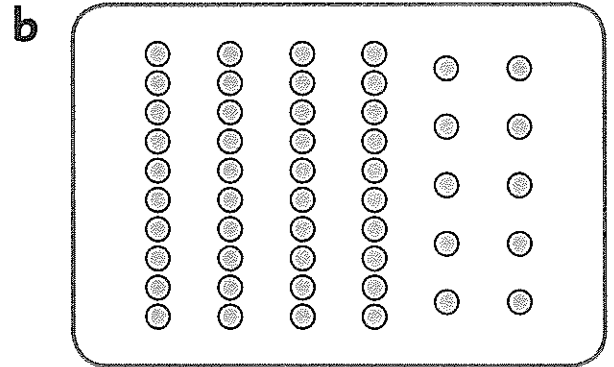
1. My front legs are black.
2. My back legs are brown.
3. My mane and tail are brown.
4. My body has black stripes.
5. The grass is green and yellow.
6. My hooves have ginger spots.

Numbers to 50 – matching numbers and amounts

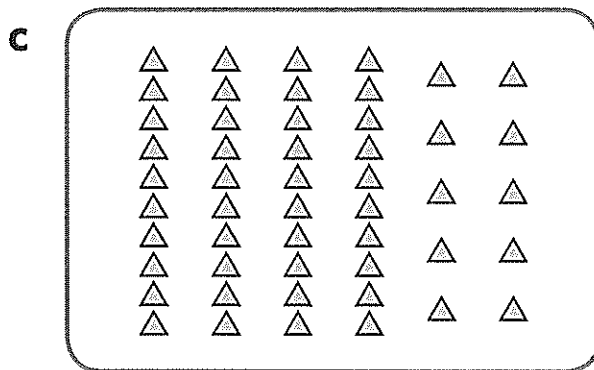
1 Circle the shapes to match the number.



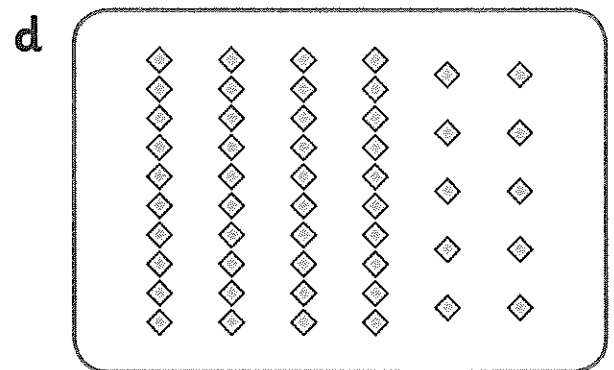
23



31



40



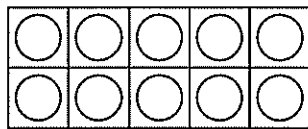
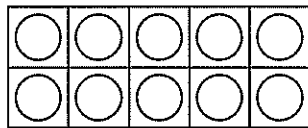
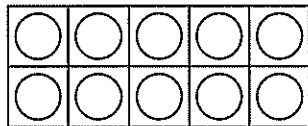
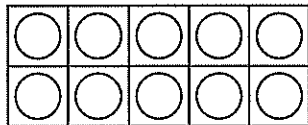
48

2 Draw 29 triangles. What is the best way to draw them so it is easy for someone else to count them?

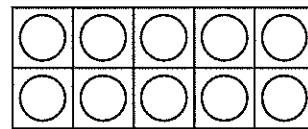
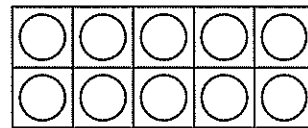
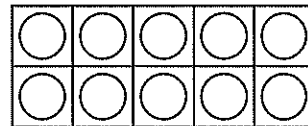
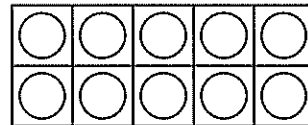
Place value to 99 – comparing and sequencing

More than means bigger. **Less than** means smaller.

- 1 Max says 23 is more than 32. Is he right? Colour the tens frames to help you decide. Write **Yes** or **No**.

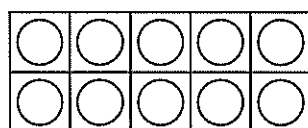
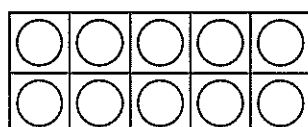
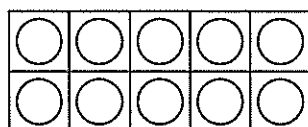
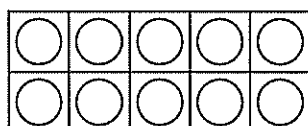


23

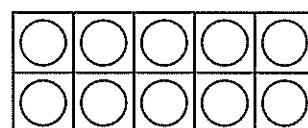
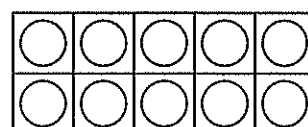
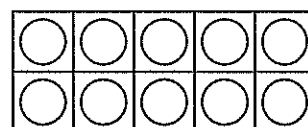
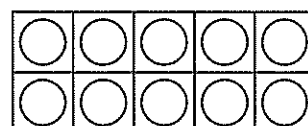


32

- 2 Now he says 12 is less than 21. Is he right? Colour the tens frames to help you decide. Write **Yes** or **No**.




12



21

Numbers to 50 – counting backwards

You will need:  a partner  a big outside space

What to do:

Fill in the backwards chart. You will use this to help with your counting.

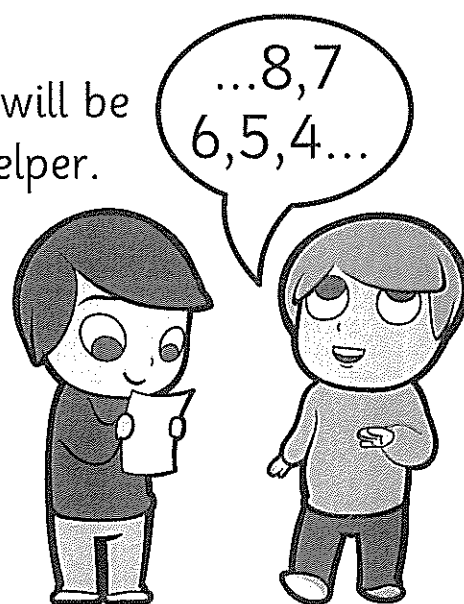
50	49	48			45		43		41
40			37			34			
	29			26			23		21
20		18			15			12	
	9			6					

What to do next:

Go outside with your partner. One of you will be the walker and the other one will be the helper.

Walk backwards slowly and count from 50 to zero. The helper holds this chart and gives clues. They also make sure the walker stays safe and doesn't walk into a tree!

Swap jobs.



Try: Now try counting back in 10s, 2s or 5s.

Numbers to 50 – location and order (bridging decades)

1 What numbers come next?

a

37	38						
----	----	--	--	--	--	--	--

b

25	26	27					
----	----	----	--	--	--	--	--

c

17							
----	--	--	--	--	--	--	--

2 What numbers come before?

a

					41	42
--	--	--	--	--	----	----

b

			20			23
--	--	--	----	--	--	----

c

					33	34
--	--	--	--	--	----	----

3 What is another word that means **before**? What is another word that means **next**? Can you think of any more?

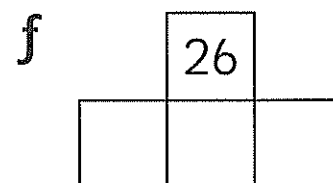
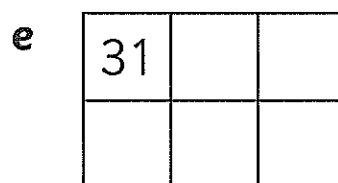
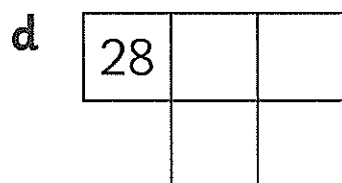
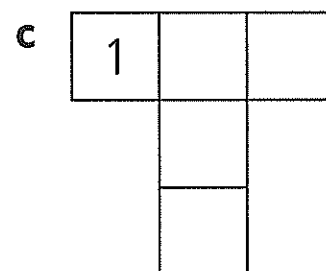
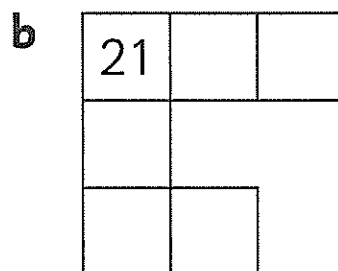
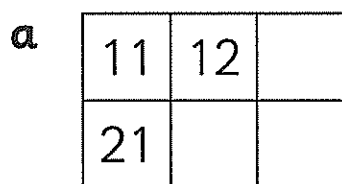
before

next

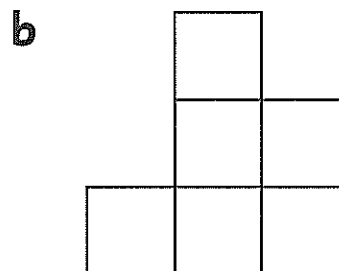
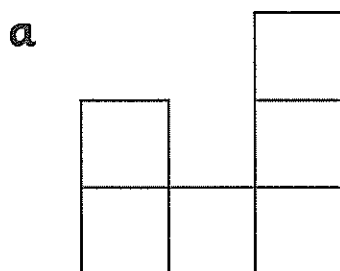
Numbers to 50 – location and order

1 Use the 50 chart to fill in the missing numbers on the puzzle pieces.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



2 What numbers could go on these puzzle pieces?



Numbers to 100 – numerals and words

1 Which is the right number for the words? Colour the right one.

twenty three

23

32

forty six

64

46

seventy nine

97

79

forty five

45

54

eighty six

68

86

Say the word
out loud.
That gives you
a clue.



2 Practise writing these number words.

Look

Trace

Write

60

sixty

sixty

70

seventy

seventy

80

eighty

eighty

90

ninety



ninety

100


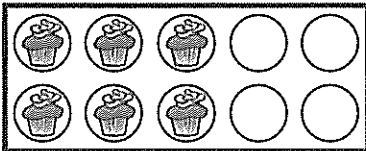
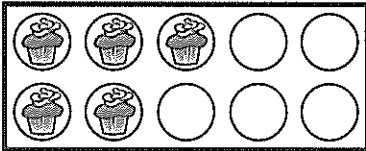
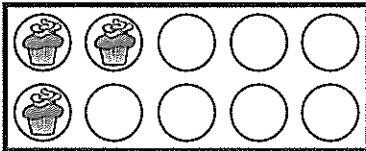
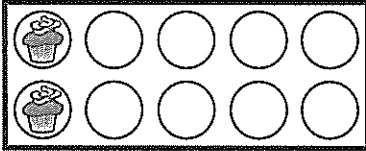

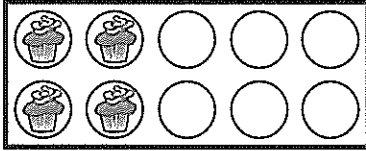
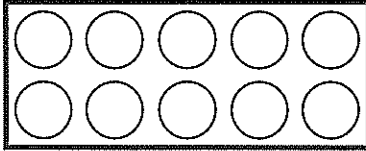
one hundred

one hundred

Subtraction – facts to 10

1 Bessie Baker baked lots of  and made trays of 10. Marvin Muncher helped himself to the trays! Use a strategy of your choice to find how many  Marvin stole from each tray. Write the subtraction number fact.



<p>a</p>  <p>$10 - \boxed{2} = \boxed{8}$</p>	<p>b</p>  <p>$10 - \boxed{} = \boxed{}$</p>
<p>c</p>  <p>$10 - \boxed{} = \boxed{}$</p>	<p>d</p>  <p>$10 - \boxed{} = \boxed{}$</p>
<p>e</p>  <p>$10 - \boxed{} = \boxed{}$</p>	<p>f</p>  <p>$10 - \boxed{} = \boxed{}$</p>
<p>g</p>  <p>$10 - \boxed{} = \boxed{}$</p>	<p>h</p>  <p>$10 - \boxed{} = \boxed{}$</p>

Ordering Coins

Cut and paste the Australian coins below and arrange them from smallest value to largest value in the boxes.

--	--	--	--	--

Smallest value

Largest value



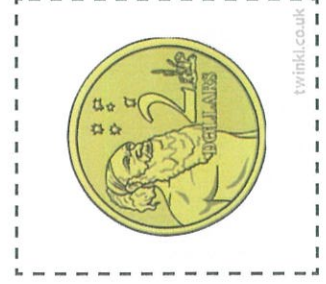
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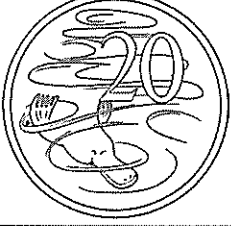












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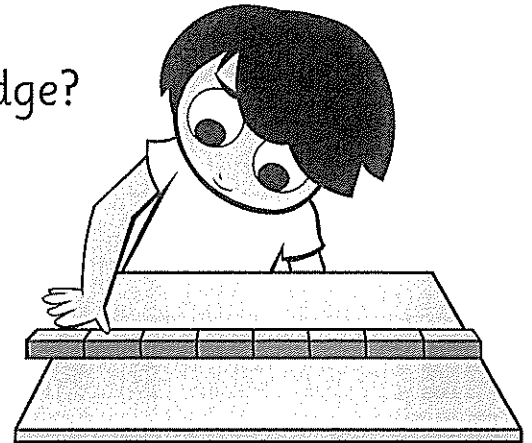
Adding Coins Activity Sheet

	$+$		$=$	
	$+$		$=$	
	$+$		$=$	
	$+$		$=$	
	$+$		$=$	
	$+$		$=$	
	$+$		$=$	

Length – measure with common units

Sometimes when we measure, we have parts left over. We have to decide how to describe these parts.

- 1 Look at the picture. How would you describe the part hanging over the edge?



- 2 How did other people describe it? Make a list of all the ways you could describe it.

- 3 Measure 3 things with blocks. Record the measurements in the boxes. If there are leftovers, describe them.

--

--

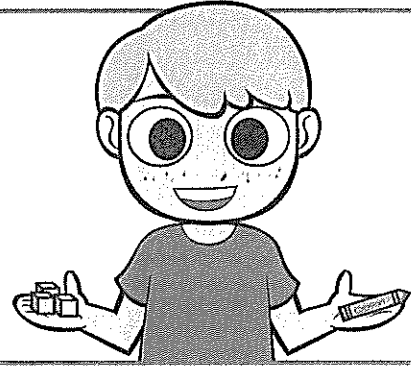
--

Mass – measure by hefting

We can also use our hands to compare masses.

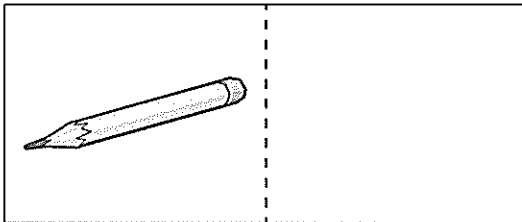
Things with more mass feel heavier.

We call this 'hefting'.



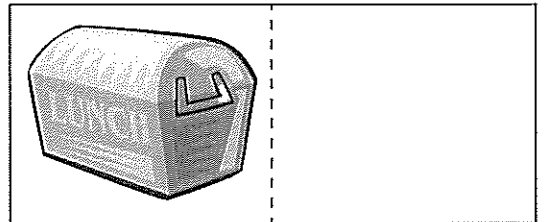
- 1 Heft classroom objects in your hands to find something that has more mass. Draw it.

a



more mass

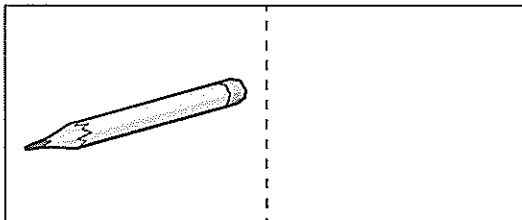
b



more mass

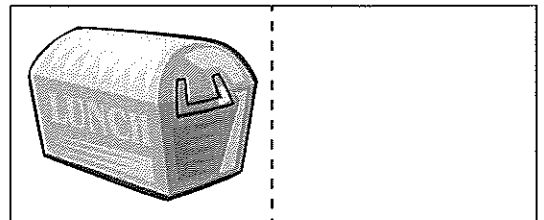
- 2 Heft classroom objects in your hands to find something that has less mass. Draw it.

a



less mass

b

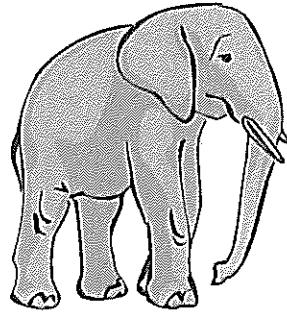


less mass

- 3 How do you know that something has more or less mass when you measure like this? What tells you?

Mass – size

When we say something is big we usually mean it is tall **and** wide. We would say an elephant is big. Would you say a flagpole is big? Why or why not?



1 Draw 3 things you think are big.

--	--	--

2 Draw 3 things you think are small.

--	--	--

3 Show your pictures to a friend. Do they agree? Can you both be right?

Mass – size and mass relationship

Are big things always heavy? Are small things always light?

1 Draw some things you think are:

big and heavy

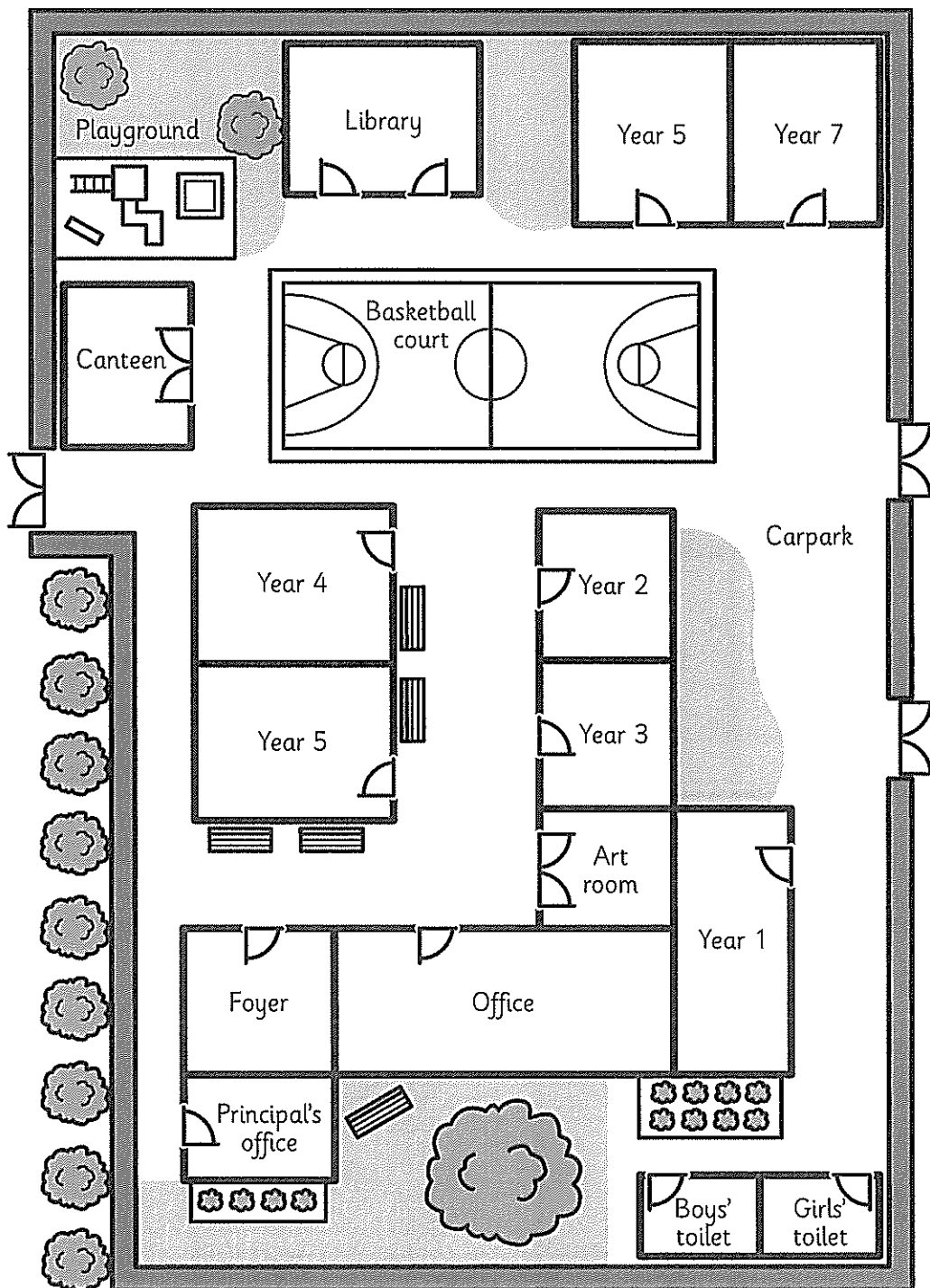
big and light

small and heavy

small and light

Position – paths and directions

- 1 Show 1 way from the library to the Year 1 classroom.
Explain your way to someone.



- 2 Show 2 different ways from the library to the Year 1 classroom.

Sorting Energy

Cut, sort and paste the pictures onto the table.













light energy	sound energy	heat energy












1. Which things can produce sound, heat and light energy?

2. Compare your answers with a friend. Are their answers the same as yours?
Discuss with them where you decided to place each item.

More Energy!

Can you think of some more items that would fit under the headings?
Go ahead and add them in!

 <p>recorder</p>	 <p>lightning</p>	 <p>megaphone</p>	 <p>fire</p>
 <p>candle</p>	 <p>lamp</p>	 <p>radio</p>	 <p>barbecue</p>
 <p>trumpet</p>	 <p>bird chirp</p>	 <p>hairdryer</p>	 <p>oven</p>

 <p>recorder</p>	 <p>lightning</p>	 <p>megaphone</p>	 <p>fire</p>
 <p>candle</p>	 <p>lamp</p>	 <p>radio</p>	 <p>barbecue</p>
 <p>trumpet</p>	 <p>bird chirp</p>	 <p>hairdryer</p>	 <p>oven</p>

Balloon Rocket - Experiment

Goal

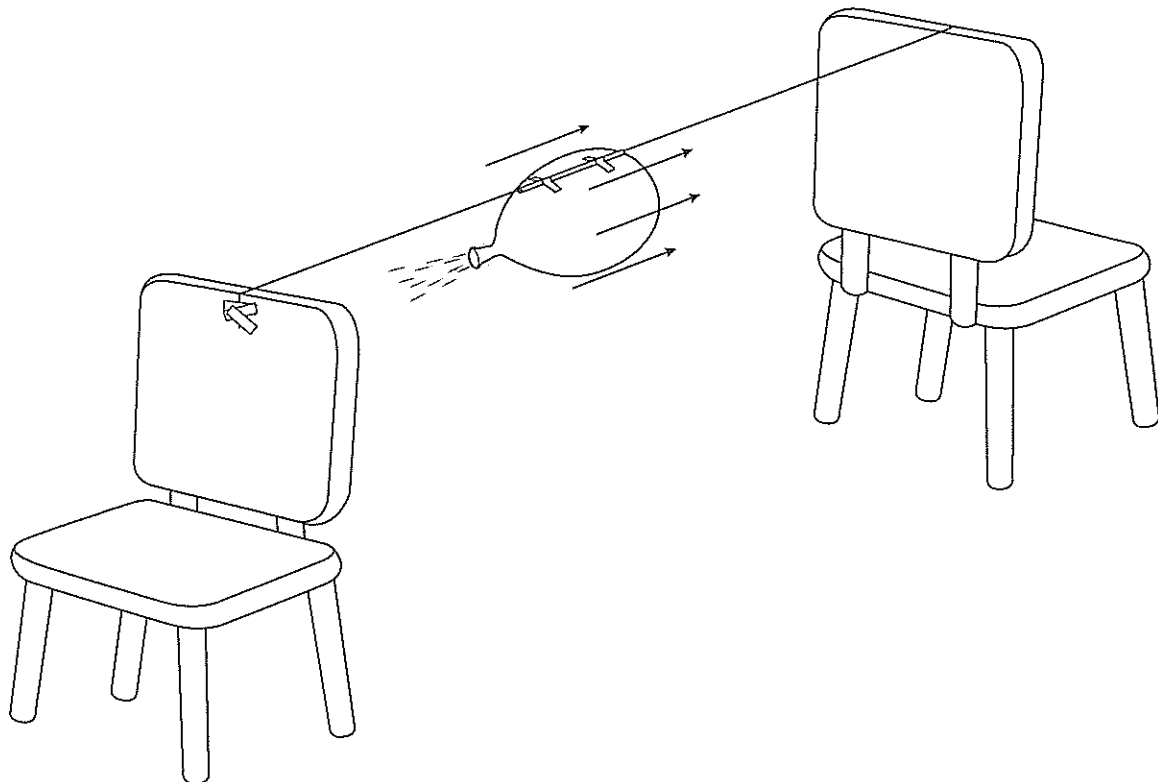
In this experiment, you will investigate how energy can make things move.

Materials

- 1 balloon
- 1 drinking straw
- 1 ball of string
- Adhesive tape
- 2 chairs

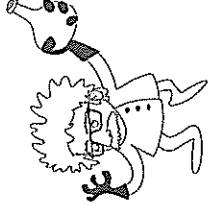
Steps

1. Tape one end of the piece of string to a chair.
2. Put the other end of the string through the straw.
3. Pull the string tight and tape it to another chair (at least 4 big steps from the first chair).
4. Blow up the balloon, but don't tie the end in a knot. Keep hold of the end of the balloon.
5. Tape the balloon to the straw.
6. Let go of the balloon.
7. Record your observations.

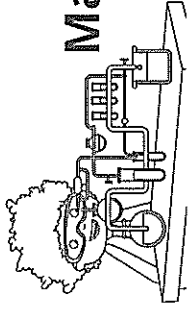


Name _____

Date _____



Making Science Predictions



Draw a picture of all the materials **before** the experiment.

Draw a picture of what you predict will happen **during** the experiment.

Draw a picture of what you predict will happen **after** the experiment.

A large empty rectangular box for drawing materials before the experiment. A small arrow points from the top center of this box to the top center of the middle box.A large empty rectangular box for drawing predictions during the experiment. A small arrow points from the top center of this box to the top center of the right box.A large empty rectangular box for drawing predictions after the experiment.

Bend it! Stretch it! Squash it!

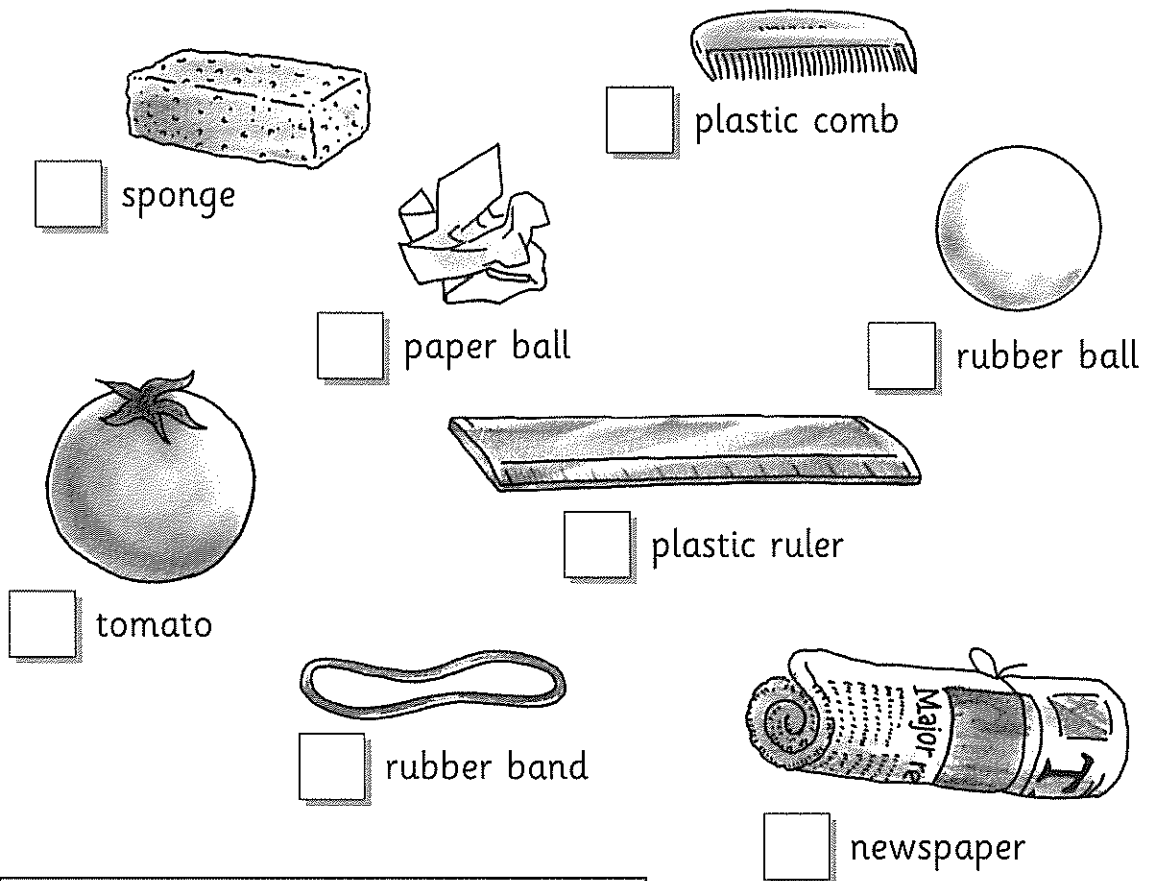


Observations

Some things you can squash; some things you can bend; some things you can stretch; and some things you can twist. When you let them go, some things go back to their original shape.

Science activity

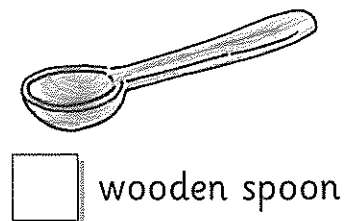
Color in all things that you can bend. Place a check mark (✓) by things you can squash. Place an (X) by things that you can stretch, but will then go back to the shape they were before.



Science exploration

⚠ Take extra care - ask an adult to supervise you.

Describe all the properties of a rubber band.



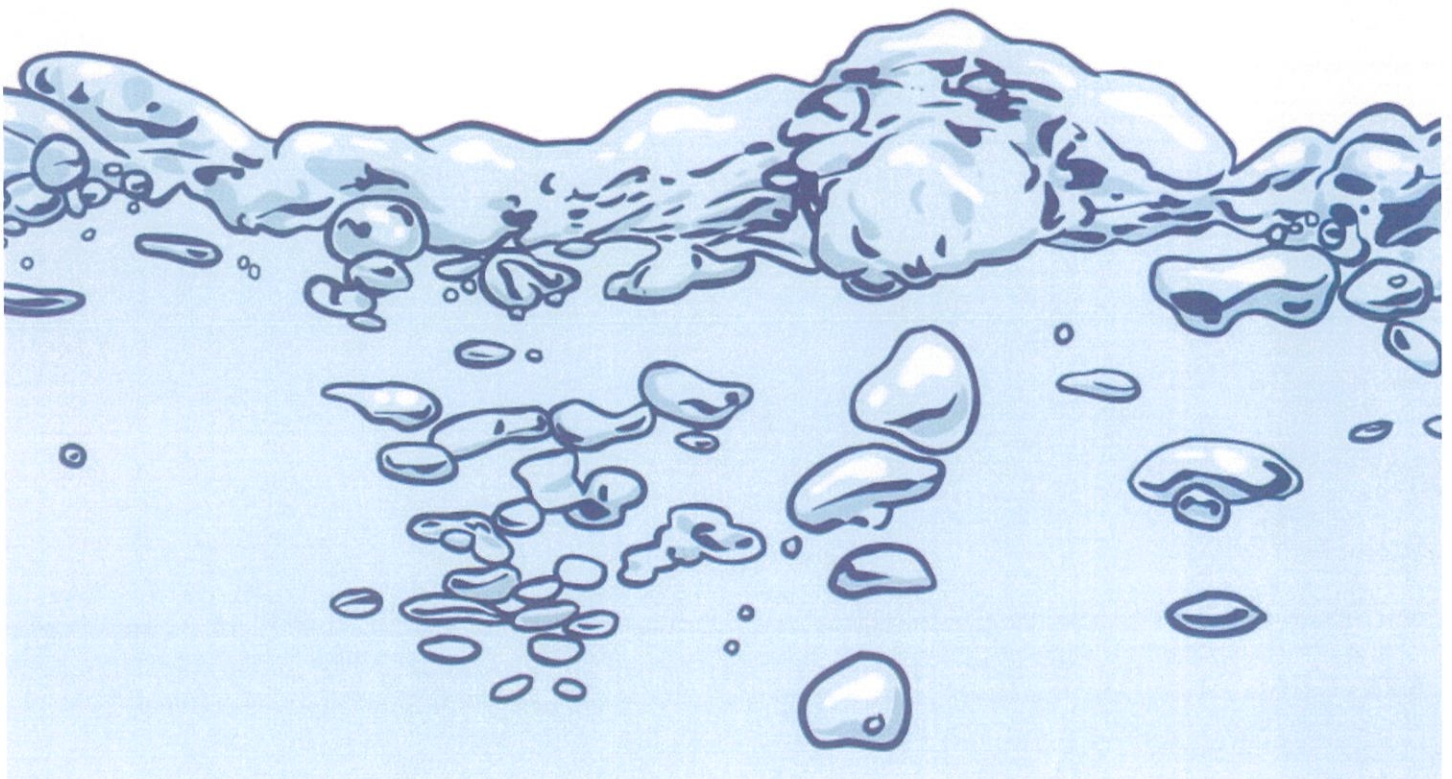
Heat Energy

You will need:

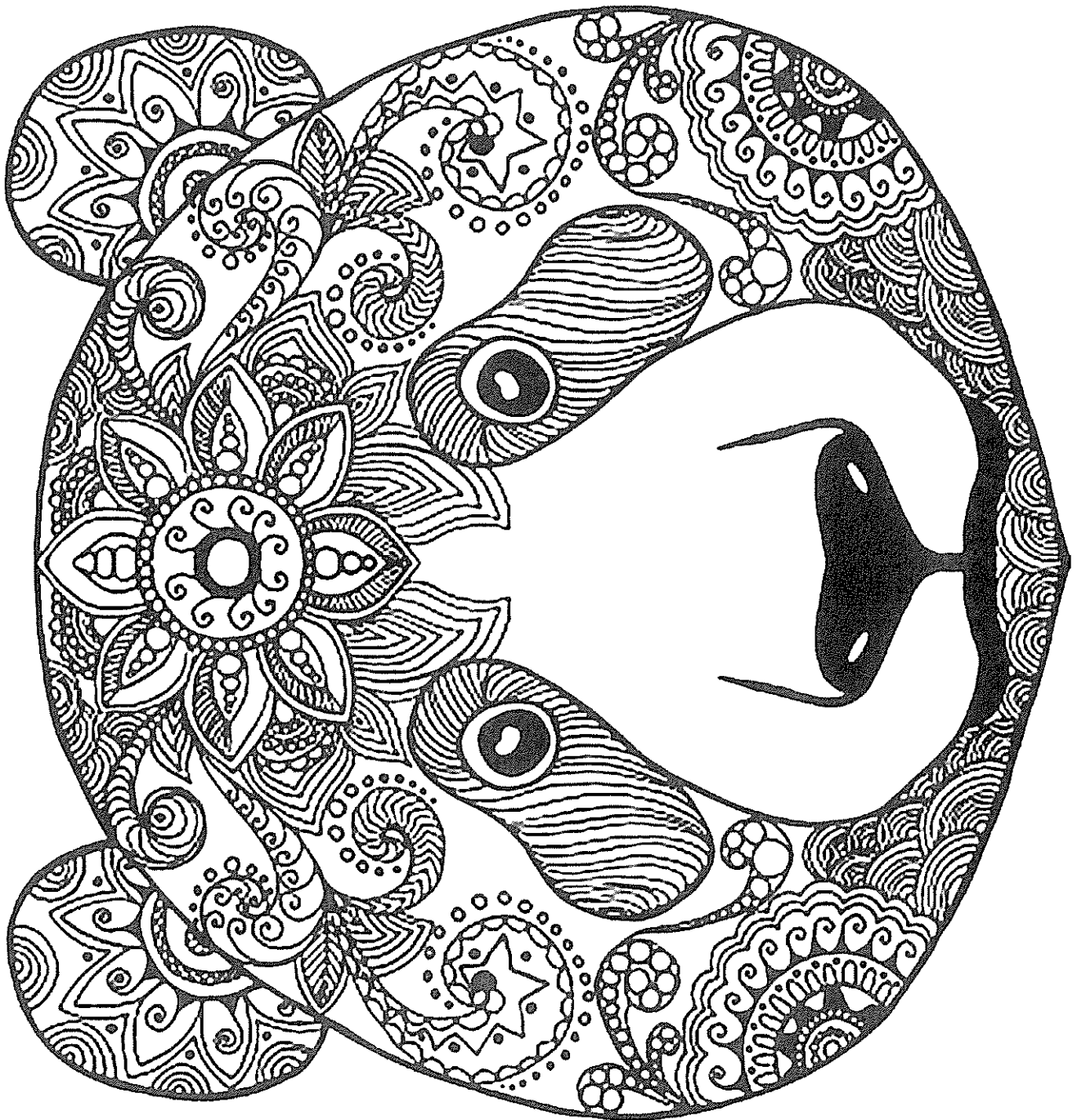
- food colouring
- clear container of cold water
- clear container of warm water

Instructions

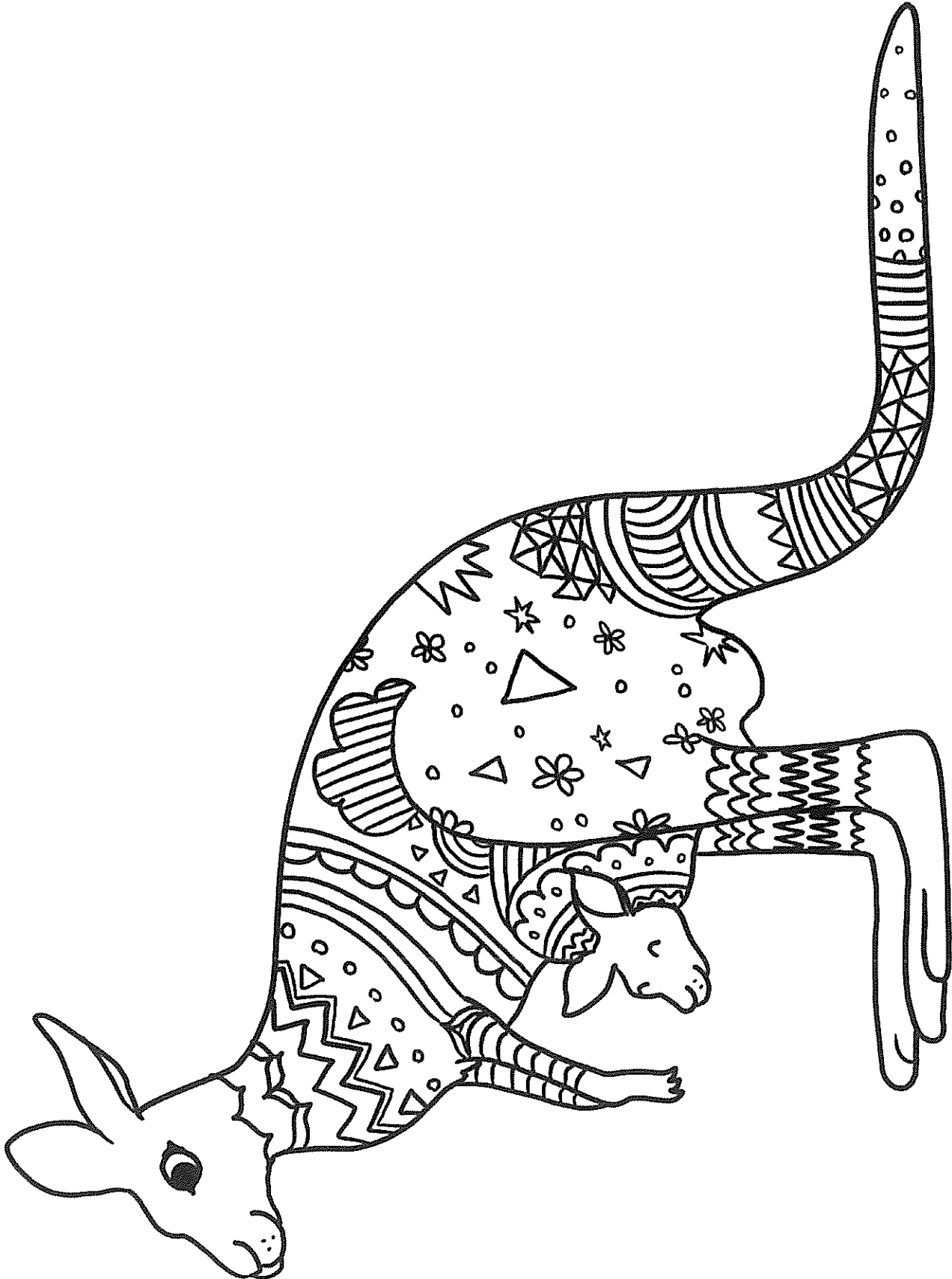
1. Feel the water temperature in each container.
2. Place a drop of food colouring into the centre of each container of water.
3. Observe how the food colouring moves in the water. Make suggestions about what you see happening and why.

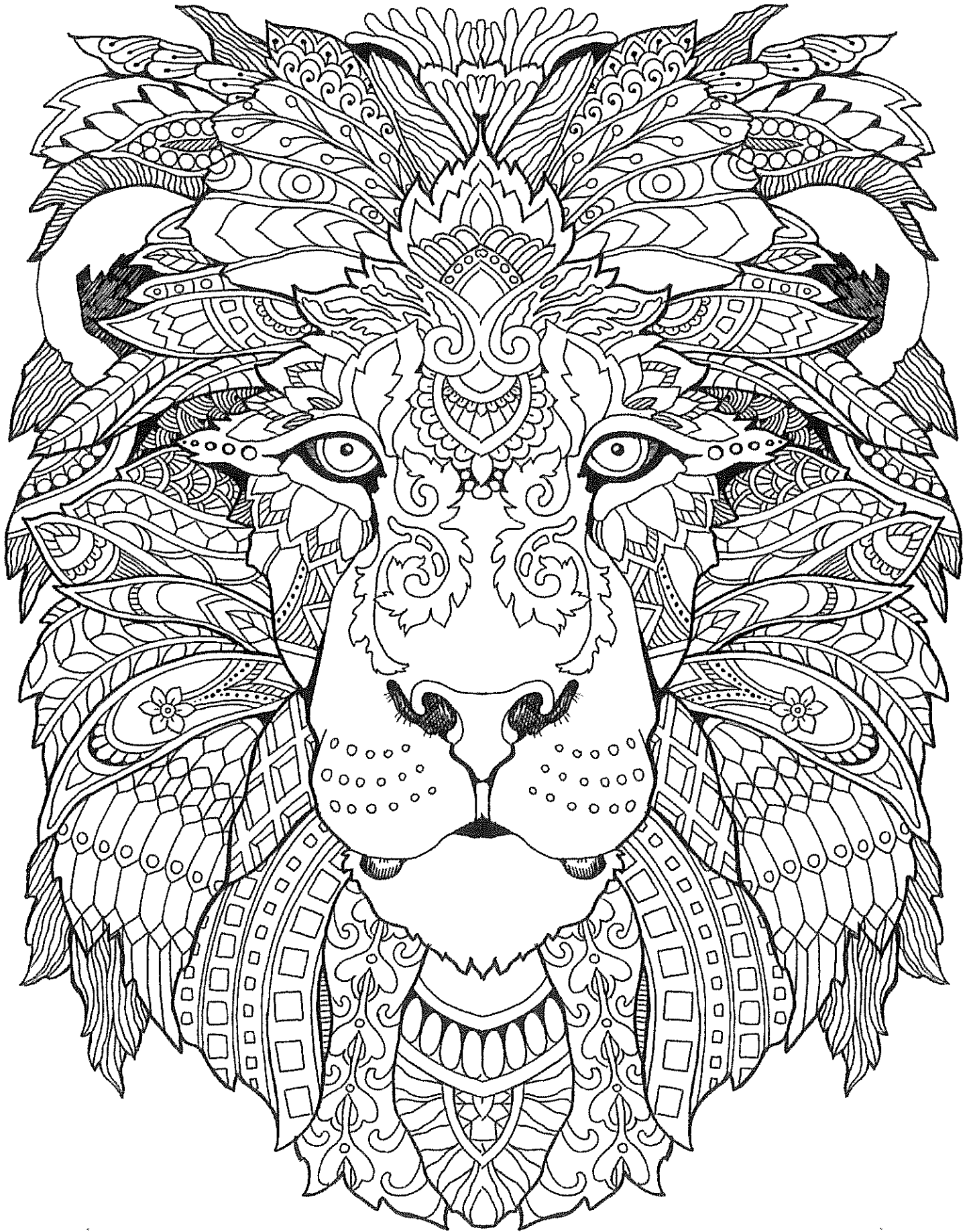


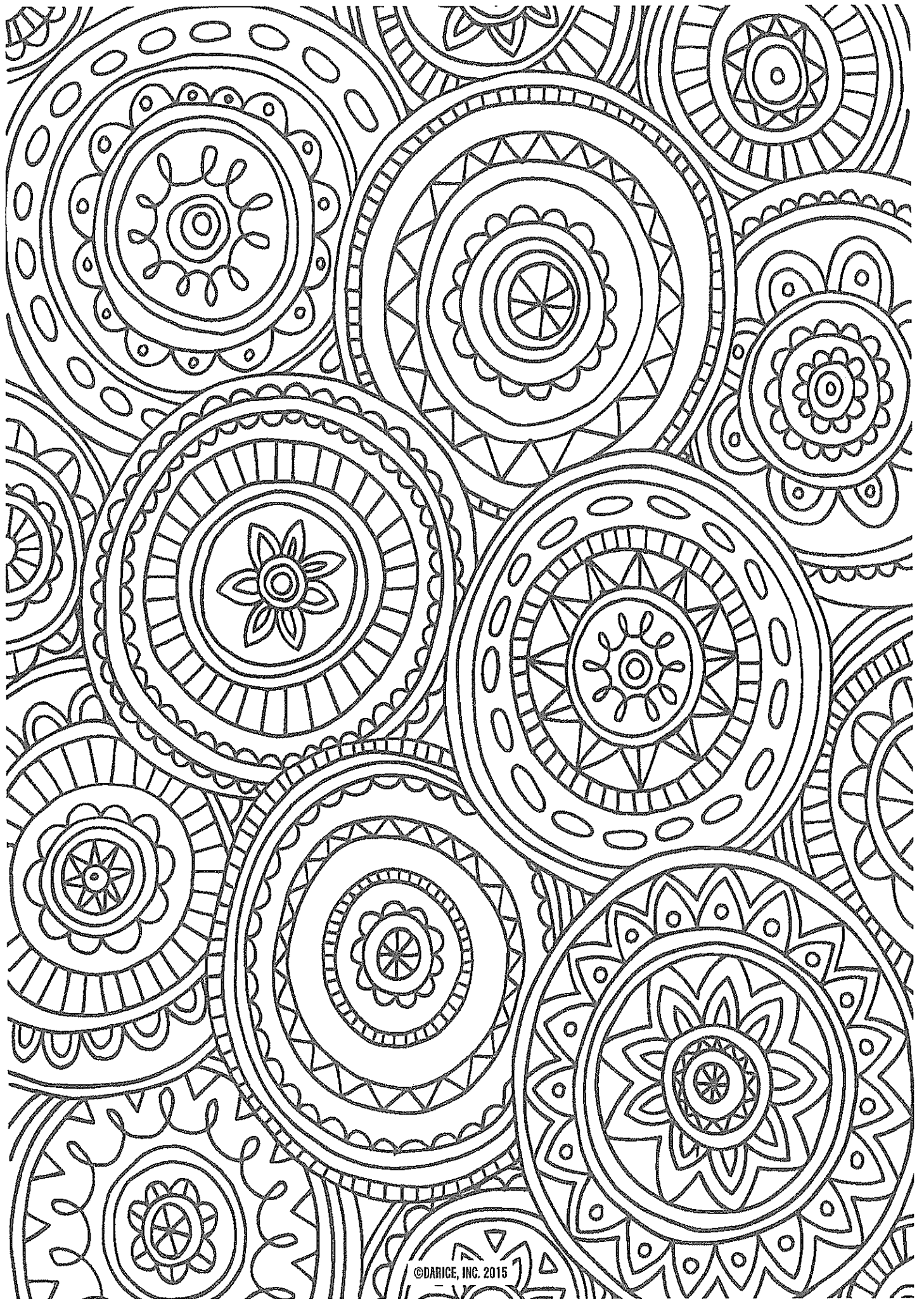


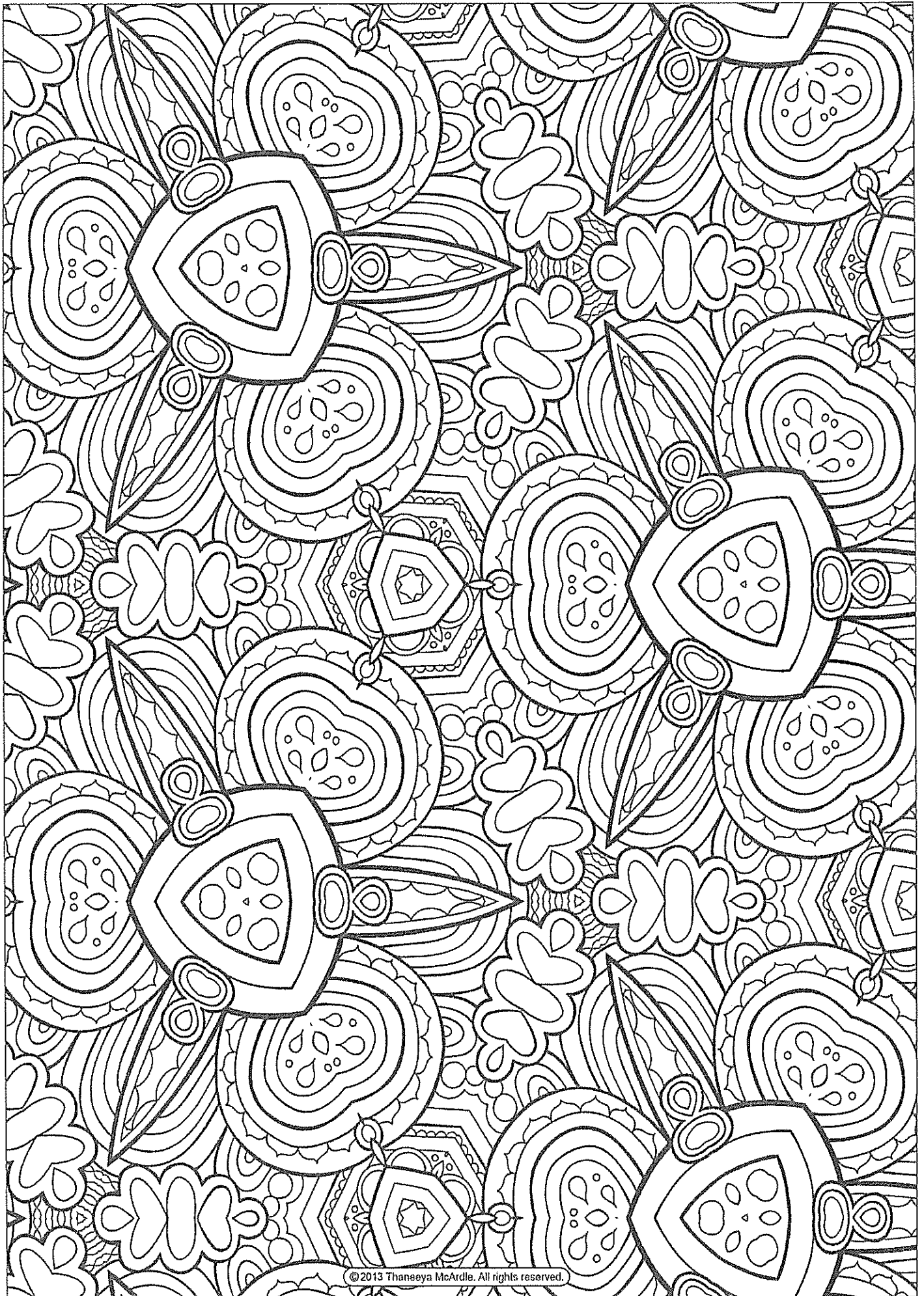












what's FIT activity for kids your name!

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

A jump up & down 10 times

N pick up a ball without using your hands

B spin around in a circle 5 times

O walk backwards 50 steps and skip back

C hop on one foot 5 times

P walk sideways 20 steps and hop back

D run to the nearest door and run back

Q crawl like a crab for a count of 10

E walk like a bear for a count of 5

R walk like a bear for a count of 5

F do 3 cartwheels

S bend down and touch your toes 20 times

G do 10 jumping jacks

T pretend to pedal a bike with your hands for a count of 17

H hop like a frog 8 times

U roll a ball using only your head

I balance on your left foot for a count of 10

V flap your arms like a bird 25 times

J balance on your right foot for a count of 10

W pretend to ride a horse for a count of 15

K march like a toy soldier for a count of 12

X try and touch the clouds for a count of 15

L pretend to jump rope for a count of 20

Y walk on your knees for a count of 10

M do 3 somersaults

Z do 10 push-ups

MY GARDEN GROWS

Task

Experiment with organic shapes to create a lovely garden scene.

Materials

Acrylic paint
Cartridge paper
(to paint on)
Scissors
Glue
A paintbrush
Coloured cover paper (to glue the shapes on)



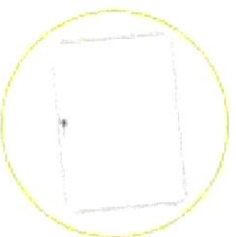
Procedure

1. Imagine you are sitting in a beautiful garden. Think about the organic shapes you would see around you. Organic shapes usually have some curves and may be difficult to put a name to.
2. Think about which colours remind you of a garden and choose two of these. You will use one colour for the shapes you make and a different colour for the paper to glue them on. You will be painting the paper to cut the shapes from.
3. Using your chosen colour, paint the cartridge paper.
4. Allow your page to dry.
5. Begin cutting organic shapes from your painted paper.
6. Arrange the shapes on your coloured paper. You may decide to move them around a few times until you are happy with where they are placed.
7. Once you are happy with your design, glue the shapes on one at a time.

Kandinsky Circle Painting



You will need...



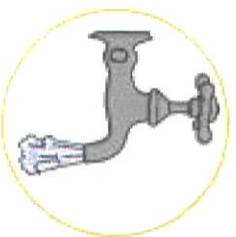
A3 painting template



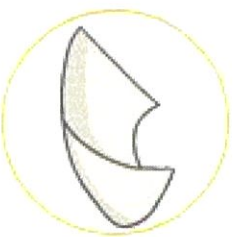
Paint in lots of colours



Brushes



Water



A rag

1. Experiment with mixing colours together. Use white to make them lighter, and black to make them darker. Practice until you have lots of colours that you like.
2. In each square of your template, paint a dot. Use a different colour for each one.
3. Remember: Swish, wipe and blot!
4. Round each dot, paint a circle in a different colour.
5. Round each circle, paint an even bigger circle in a new colour.
6. Finally, fill in any white space you have left in each square in another colour.



Task 2: Games past and present

Which games did children play in the past?

Do children still play these games now?

Sort the games into the columns

IN THE PAST	IN THE PRESENT	PAST AND PRESENT