

Resources

Year F



Writing

Snow White and the Seven Dwarfs

Once upon a time, there lived a princess named Snow White. She was very charming. Her hair was as black as coal and her lips were as red as a rose.



Snow White's stepmother, the Queen, was very mean and she disliked lots of people. The Queen had a magical mirror and she asked it, "Mirror, mirror, on the wall, who is the fairest one of all?" Every day, the mirror had the same reply. It said, "You are the fairest of them all."

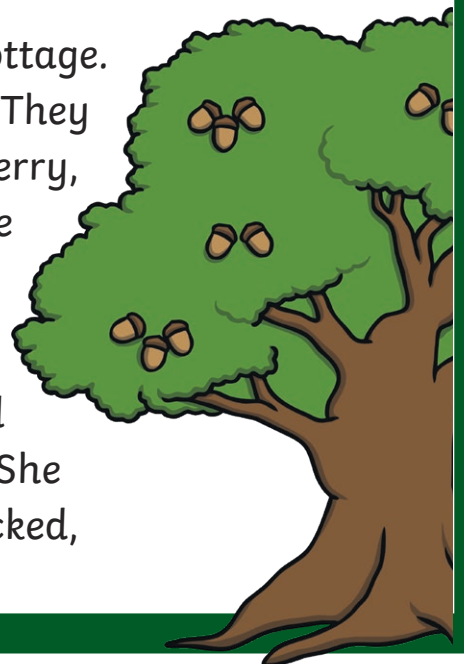


One day, the magic mirror told the Queen that Snow White was the fairest in the land. This made the Queen very jealous! The Queen told her royal huntsman to take Snow White into the forest and force her to leave the kingdom.

The huntsman took Snow White into the forest but he did not want to hurt her. He warned her about the Queen so Snow White ran away. The huntsman lied to the Queen and said that he had removed Snow White.

Deep in the forest, Snow White discovered a cottage. She soon learnt that seven dwarfs lived there. They introduced themselves as Dozy, Grouchy, Merry, Prof, Silly, Sniffy and Blushfall. Snow White felt very safe with the dwarfs so she decided to stay with them.

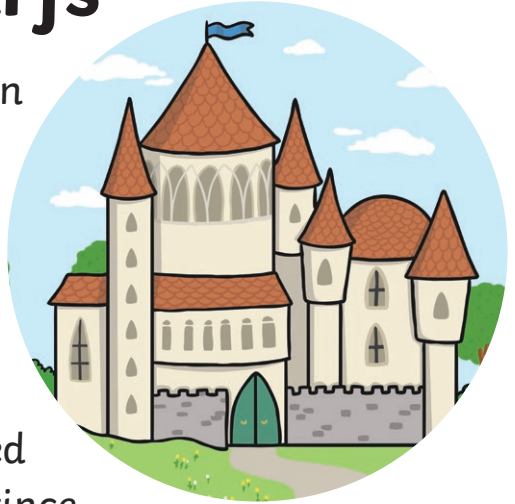
The Queen soon discovered the huntsman had lied and that Snow White was still alive. She drank a potion that changed her into a wicked,



Snow White and the Seven Dwarfs

old lady and she poisoned an apple. When Snow White took a bite of the apple, she fell fast asleep. The dwarfs were very upset. They lay Snow White on a bed in the forest.

One day, a brave prince rode into the forest. He saw Snow White, knelt down and kissed her. His kiss woke Snow White up. The prince and Snow White travelled to the prince's kingdom and they lived happily ever after.



Problem and Solution with Raz

(continued from where Raz ended up in the lake and the fairies tried to help him)

Raz tried to kick his legs but they felt very heavy. His wings felt like they had turned to wood! One by one the fairies grew so tired they had to return to the lake's edge. Only the fairy by his ear was able to hold on, and she whispered, "My name is Lily. Help is coming, Dragon, keep your head up!" Raz tried to stay up but he just kept sinking and the next thing he knew his head had gone right under the water!

Raz thought his life was over when, all of a sudden, he felt something firm under his feet. He thought he had must have sunk all the way to the bottom of the lake, but instead he started to rise up. He rose up out of the water and then to his amazement he was hurtling towards the bank. He felt like a speed boat! He came to an abrupt stop as he hit the shore and was flung up onto the bank. His nostrils were full of sand. Raz lay in a heap, confused and shaken.

Lily buzzed by Raz's ear. "Are you ok?" she asked. Raz blew sand out of his nose and took a deep breath. "Thank you, Lily, I think I am. What happened?"

"Help came" said Lily. "Look!"

Raz looked across the water where Lily was pointing. There, floating on his back, was a huge dark green creature. He had a white belly and yellow and orange stripes on his neck!

As Raz watched the creature blew a fountain of water out of his mouth up into the air. It rained down on Raz and the

fairies. The fairies squealed and scattered, shouting, "More Winston, more!" The creature laughed, and came up to the bank to spray them again.

"Hello, Rainbow Dragon" said Winston. "What is your name?"

"I am Raz. Thank you for saving me. What kind of creature are you?"

"I am a Water Dragon," said Winston. "I am glad I was able to help you"

Gobi came forward. "I am so sorry, Raz!"

Raz smiled at Gobi. "I know it was an accident", he said. Gobi rushed up to Raz and hugged his clawed foot, with a big grin on his little goblin face.

Raz and the Enchanted Forest Worksheet

Problem

Solution

Who Am I?

Clue 1.

Clue 2.

Clue 3.

Clue 4.

Week 9. Writing – Friday

Learning Intent - I can make new words by changing the onset and using the same rime.

Fill in the table to make some different words using the 'og' rime/ chunk at the end.

Make a second list using the 'op' rime/ chunk at the end.

Don't forget to always change the first sound. Keep the chunk at the end and then read the whole word so you will know what the word is. You might like to illustrate some of your words.

[illegible]

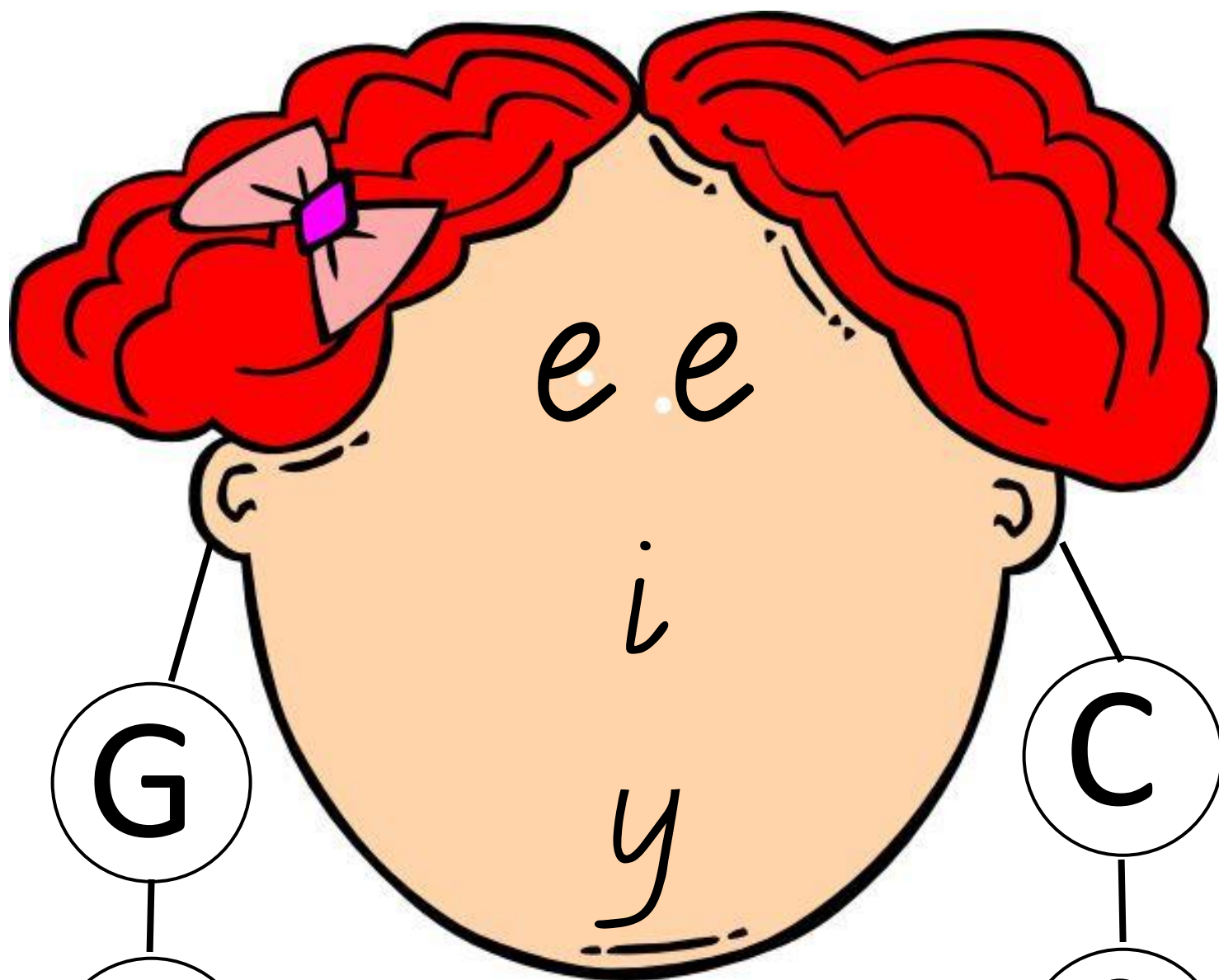


Reading & MSL

(Spelling)

Monday 7th -Finding **Red Flag Words** in your reader book or favourite picture book. Choose 4 words and tally mark every time you spot one.

Gentle Cindy



when g & c
are followed by an e, i or y

g makes the sound /j/
c makes the sound /s/

Cut & Paste Initial Hard & Soft c

Hard c

/k/



Soft c

/s/



Think about it:

What do you notice about the words that have a hard *c* sound?

What do you notice about the words that have a soft *c* sound?



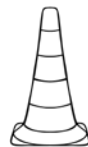
cake



cider



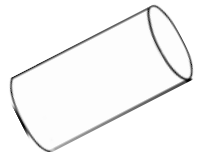
city



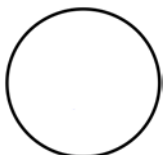
cone



cat



cylinder



circle



cow



coat



celery



cereal



cart

Tuesday Reading

Reading Comprehension Card #1

What kind of day was it at the beginning of the story?

Reading Comprehension Card #5

How did moose think he could cheer the bear up?

Reading Comprehension Card #2

Name the main characters in the story.

Reading Comprehension Card #6

How did lion think he could cheer the bear up?

Reading Comprehension Card #3

Where was the bear sleeping?

Reading Comprehension Card #7

What did sheep think had happened to his friends inside of the cave?

Reading Comprehension Card #4

How did zebra think he could cheer the bear up?

Reading Comprehension Card #8

What was it that the bear really wanted?

Name _____ Date _____

Reading Comprehension

The Very
Cranky Bear

On the lines below write down what each animal suggested to help the cranky bear.

Zebra

mOose

lion

Sheep

Cut & Paste Initial Hard & Soft g

Hard g
/g/

Tuesday MSL



Soft g
/j/



Think about it:

What do you notice about the words that have a hard *g* sound?

What do you notice about the words that have a soft *g* sound?



giant



goat



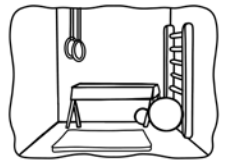
germs



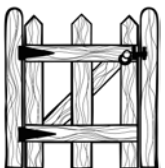
gerbil



guitar



gym



gate



gem



gum



goose



giraffe



game

The Runaway Hug

Put in the missing words.

brothers	Lucy	baby	back
kiss	borrow	hug	door

Lucy wanted a _____. Mummy said it was her last one, but Lucy could _____ it. Lucy took the hug and gave it to Daddy who gave it _____ to her. Lucy gave her _____ a hug. They grumbled and hugged Lucy back. Lily the _____ gave her back a peanut-buttery hug. Annie the dog took the hug and ran straight out the _____. Lucy was sad but Annie jumped on her and gave her back the hug. _____ got into bed and gave the last hug back to Mummy. Mummy gave her a _____. She had plenty of those.

The Runaway Hug

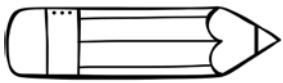
Illustrate the Parts of the Story

The boys playing

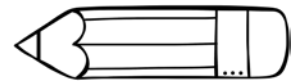
Lily and Lucy

Lucy chasing the dog.

Bedtime for Lucy



Sort & Write It!



Write the words from the word bank as either hard or soft *c*. Watch out for oddballs!



Hard c (k)



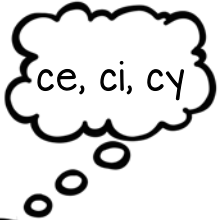
Soft c (s)

Handwriting practice lines for Hard c (k). Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows in total.

Handwriting practice lines for Soft c (s). Each row consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 rows in total.

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Word Bank



Think about
this rhyme
for soft *c*.

center	cake	cement	cow	cereal
carpet	cart	chew	city	cylinder
chin	circle	coat	chart	cone

OPTION 1: Reading, editing and writing practice CCVC Dictation Passage 4: The Crab's Plan

Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____ Date _____

Task 1: Reading Practice Optional: Time each reading.	Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:			
	<input type="checkbox"/> Once Reading 1 <input type="text"/> seconds	<input type="checkbox"/> Twice Reading 2 <input type="text"/> seconds	<input type="checkbox"/> Three Times Reading 3 <input type="text"/> seconds	<input type="checkbox"/> Four Times Reading 4 <input type="text"/> seconds

The Crab's Plan

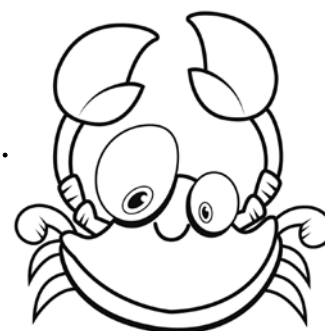
The crab had a plan to get wet.

The crab went for a swim.

Swish, swish, the crab got wet.

Splish, splash, the crab went for a swim.

The crab swam and swam. That was a good plan. The crab had fun.



Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
(b) Label the words with a consonant blend at the beginning.

OPTION 1: Reading, editing and writing practice
CVC Dictation Passage 2: The Man Tom

Select from the range of activities below. Select the activities that specifically match the needs of the students.

Name _____ Date _____

Task 1: Reading Practice

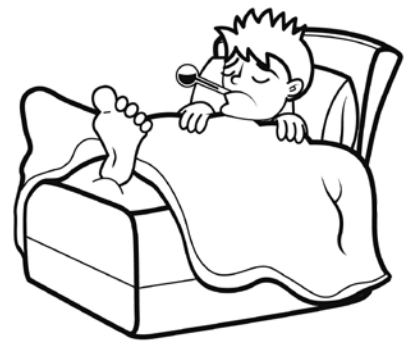
Repeated reading of short passages has been shown to improve rates of reading, reading accuracy and fluency. This passage was read:

Optional: Time each reading.

<input type="checkbox"/> Once	<input type="checkbox"/> Twice	<input type="checkbox"/> Three Times	<input type="checkbox"/> Four Times
Reading 1 <input type="text"/> seconds	Reading 2 <input type="text"/> seconds	Reading 3 <input type="text"/> seconds	Reading 4 <input type="text"/> seconds

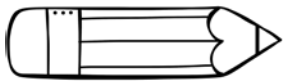
The Man Tom

Tom was in bed.
Tom had a nap.
Tom got up. Tom
went for a run.
Tom was hot and red.



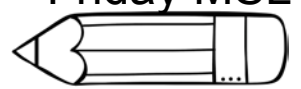
Task 2: Reading Comprehension

- (a) Illustrate as many aspects of the passage as possible.
(b) Label the CVC words.



Sort & Write It!

Friday MSL



Write the words from the word bank as either hard or soft *g*. Watch out for oddballs!

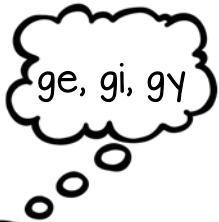


Hard g (g)



Soft g (j)

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Think about
this rhyme
for soft *g*.

Word Bank

goose

gym

gate

guitar

gift

germs

girl

gold

gerbil

giant

giraffe

game

gear

gel

guess



Maths

Adding 3 numbers together using different strategies.

Try Counting on from the largest, add doubles first, Friends of 10, known facts. Circle the two numbers that you can add together easily first.

L.I – I can use counting strategies to solve problems.

↓ ↓

$$5 + 2 + 5 = \dots\dots$$

$$6 + 4 + 3 = \dots\dots$$

$$8 + 1 + 2 = \dots\dots$$

$$4 + 4 + 8 = \dots\dots$$

$$2 + 3 + 3 = \dots\dots$$

$$9 + 1 + 4 = \dots\dots$$

$$3 + 4 + 5 = \dots\dots$$

$$1 + 1 + 5 = \dots\dots$$

$$3 + 5 + 2 = \dots\dots$$

$$7 + 0 + 7 = \dots\dots$$

Adding on from the largest number.

L.I. – I can use counting strategies to solve problems.

Circle the largest number and count on the smaller number to find the total.

$$13 + 6 =$$

$$11 + 5 =$$

$$5 + 16 =$$

$$4 + 17 =$$

$$13 + 4 =$$

$$15 + 11 =$$

$$12 + 7 =$$

$$16 + 8 =$$

$$9 + 14 =$$

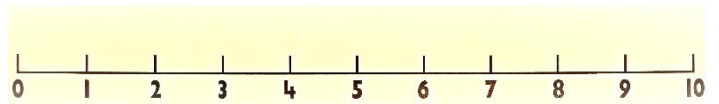
$$13 + 19 =$$

L.I.: I can solve subtraction problems by using a number line.

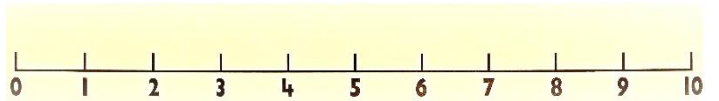
$$10 - 4 = 6$$



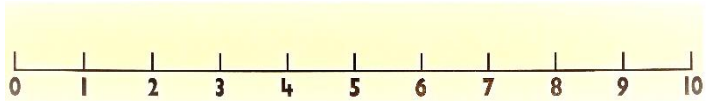
$$5 - 4 =$$



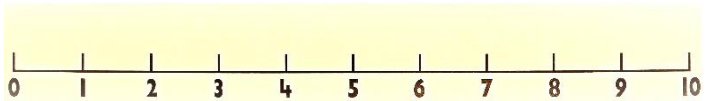
$$6 - 2 =$$



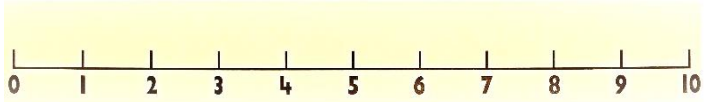
$$9 - 6 =$$



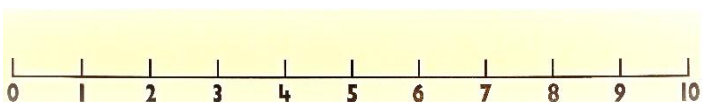
$$7 - 3 =$$



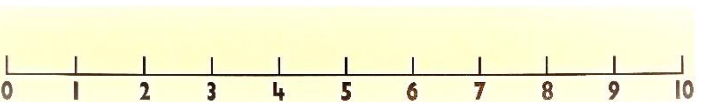
$$8 - 3 =$$



$$4 - 4 =$$



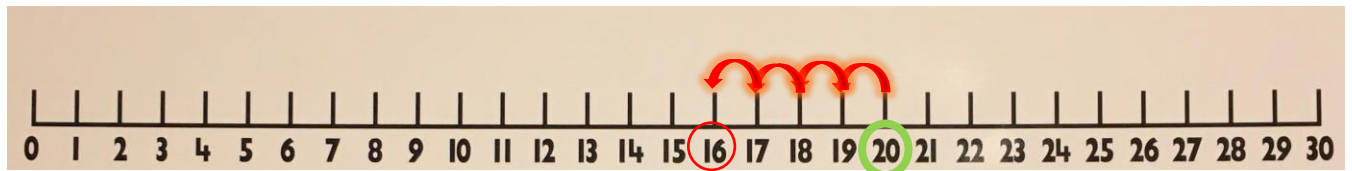
$$7 - 5 =$$



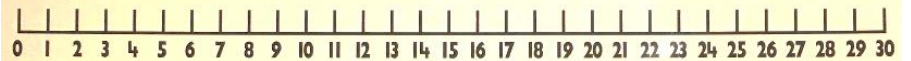
For more of a challenge -

L.I.: I can solve subtraction problems from numbers to 20 by using a number line.

$$20 - 4 = 16$$



$$15 - 4 =$$



$$16 - 12 =$$



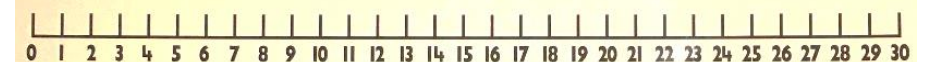
$$19 - 6 =$$



$$17 - 11 =$$



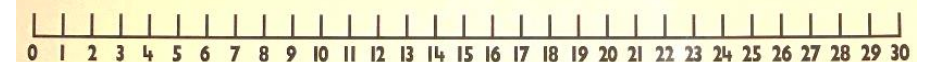
$$18 - 3 =$$



$$14 - 4 =$$



$$17 - 15 =$$



Friday Maths



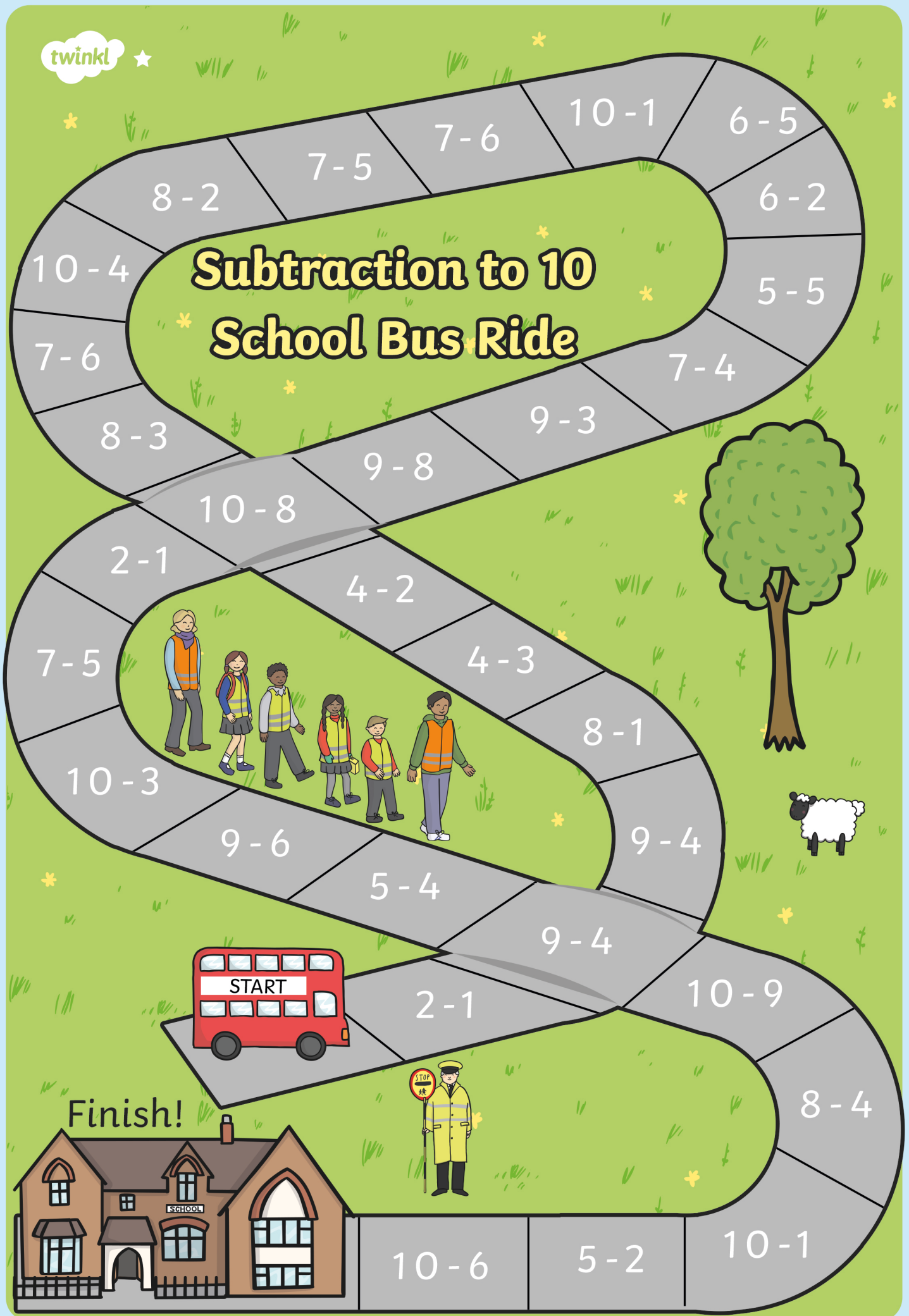
Practise your subtraction skills by playing the Subtraction School Bus Ride Board Game!

Take it in turns to roll the dice to move your player piece (find objects around the house). When you land on a subtraction sum, work out the answer using concrete materials, or drawing, or counting backwards. If you get it right you can stay on that square. If you don't you move backwards as many squares as the subtraction sum!

The first player to reach school wins.

Subtraction to 10

School Bus Ride



Subtraction to 20

School Bus Ride

$12-2$

$13-5$

$7-6$

$16-1$

$13-5$

$18-2$

$15-3$

$14-4$

$11-1$

$9-8$

$17-8$

$12-8$

$12-3$

$7-6$

$14-5$

$9-2$

$13-2$

$2-1$

$20-1$

$8-4$

$10-1$

$5-2$

$14-6$

Finish!

START



Subtraction to 20

School Bus Ride

$10-3$

$12-7$

$13-7$

$15-9$

$19-8$

$14-9$

$19-15$

$16-7$

$17-5$

$18-5$

$17-8$

$12-8$

$12-3$

$15-8$

$14-5$

$13-4$

$14-6$

$20-12$

$13-8$

$15-7$

$17-9$

$11-7$

$20-8$

$11-6$

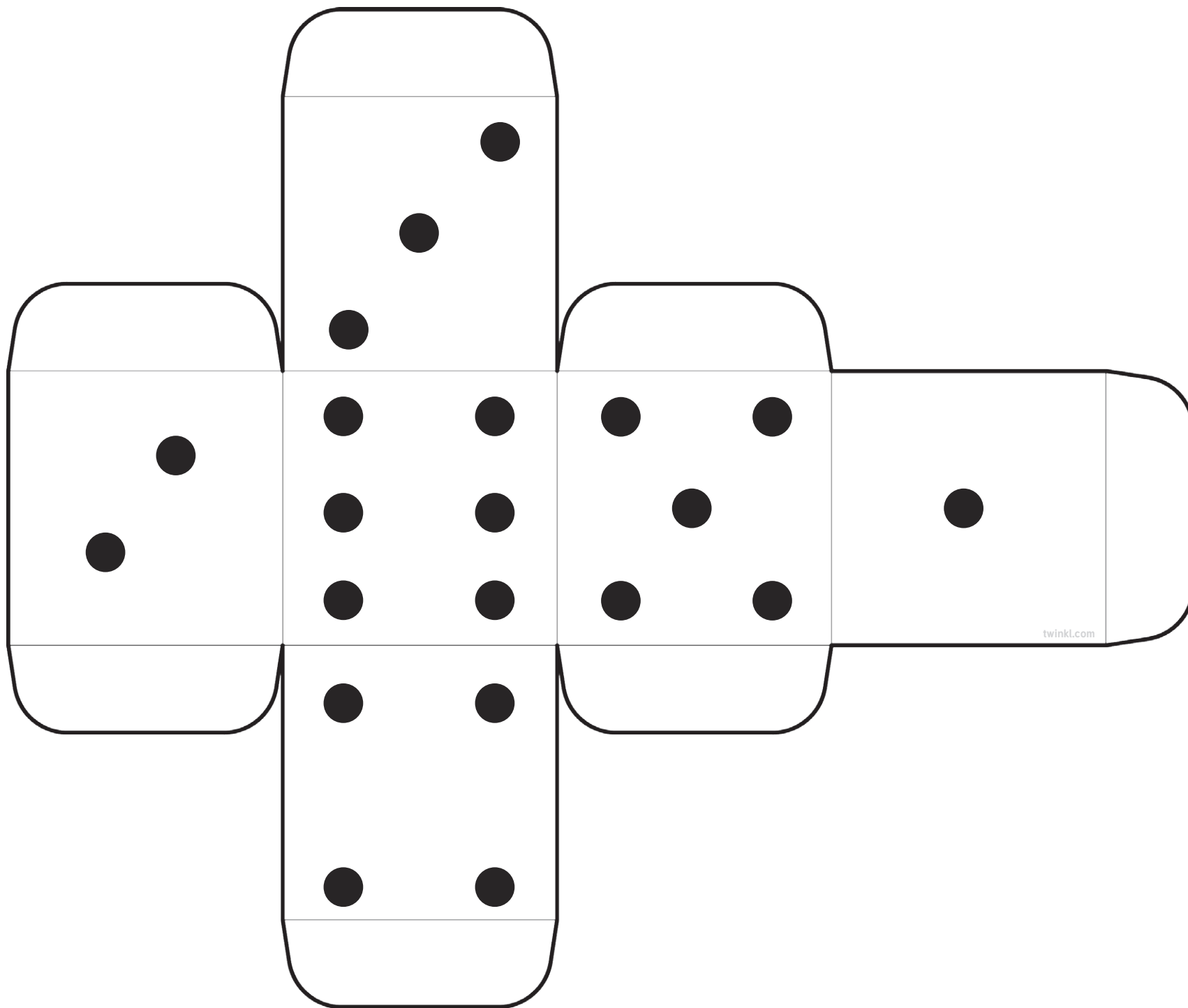
$20-11$

$14-5$



Finish!







Specialist

Foundation PHYSICAL EDUCATION

DODGING

This week we are working on the movement skill- Dodging.

EQUIPMENT NEEDED

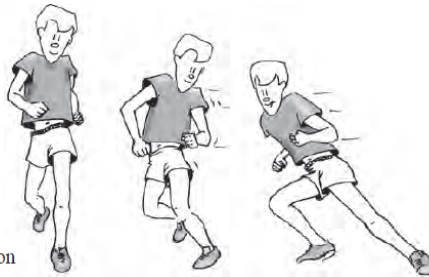
- Markers that students can dodge around (e.g. empty bottles, jumpers, toys etc.)
- Material (e.g. t-shirt, tee towel) to tuck into waistband of pants
- Objects to use as treasure (e.g. balls, toys, clothing etc.)

Below are some tips that students should attempt to follow in performing the dodging skill

DODGING

Performance Criteria

1. Eyes focused in direction of travel throughout the dodge
2. Change direction by pushing off outside foot
3. Body lowered during change of direction
4. Change of direction occurs in one step
5. Dodge repeated from right to left, left to right, and so on



MARKER DODGE

- Students lined up behind a marker.
- They jog towards another marker about 10metres in front. As they reach the marker, they must make a quick change of direction to either the right or left of the marker. Ensure they push off from one foot.
- Repeat the same activity but signal to the students whether they need to change direction to the left or right.

ZIG ZAG RUN

- Students stay behind the marker where they started for the last activity.
- They dodge around the markers set up in a straight line. Ensure they keep their body low, they push off on outside foot and change direction in one-step (many will incorrectly use several steps).
- First time through they jog slowly. After 1-2 turns, they can try dodging as quickly as possible.
- Variation- place the markers in a zig-zag formation. They must run from marker to marker touching each as they push off on their outside foot (foot closest to the marker).

SHADOW

- Student finds partner to play with and they stand one behind the other.
- On the "go" signal the front partner "dodger" walks in general space, making quick changes of direction. The other partner is the "shadow" and tries to follow as closely as possible to the dodger without touching him or her.
- On the 'stop signal' (called by another helper or one of the partners if necessary) both partners freeze. If the shadow can take one-step and touch the dodger, then the two partners change roles. Try while jogging.
- Variation- if it is a sunny day and the partner's bodies create a shadow play the same game but with one partner trying given the task of stomping on the shadow created by the other partner who is trying to avoid this happening by moving and dodging around. Swap roles after 10 seconds or when the shadow is stomped.

TAIL SNATCH

- Played with two or may players
- Each player tucks a "tail" (e.g. a t-shirt or material) into the waistband of their pants so it dangles down.
- On go, the aim is to steal the tail of the others while protecting your own
- If the steal a tail, they tuck it into their own waistband
- Anyone that loses a tail tries to steal it back.
- I suggest that when a tail is stolen, that student is safe for five seconds or can go to a safe zone to tuck the tail in in before the game continues
- You cannot hold onto your tail to prevent it being stolen or knock the hands away of the other player/s try to steal the tail.
- Whoever has the most tails wins!

TREASURE HUNT!

- Scatters small objects around the yard with a bucket (treasure chest in the middle)
- On the signal "go" the student must run and collect one object at a time and place it in the treasure chest (bucket)
- They must only collect one piece of treasure at a time and continue until they have collected all of the treasure. Time how long it takes and repeat trying to beat the score

Variation- a second player is the guard of the treasure scattered in the yard.

- Set up a 2 metre safe zone around the treasure chest where the student cannot be tagged by the guard
- Now the player must try to retrieve the treasure without being tagged by the guard.
- If tagged the student must drop any treasure they have and do five star jumps before they can return to their treasure chest and continue.
- Swap the student roles after a designated period of time or when all treasure has been retrieved.



PAPER BAG MONSTER









