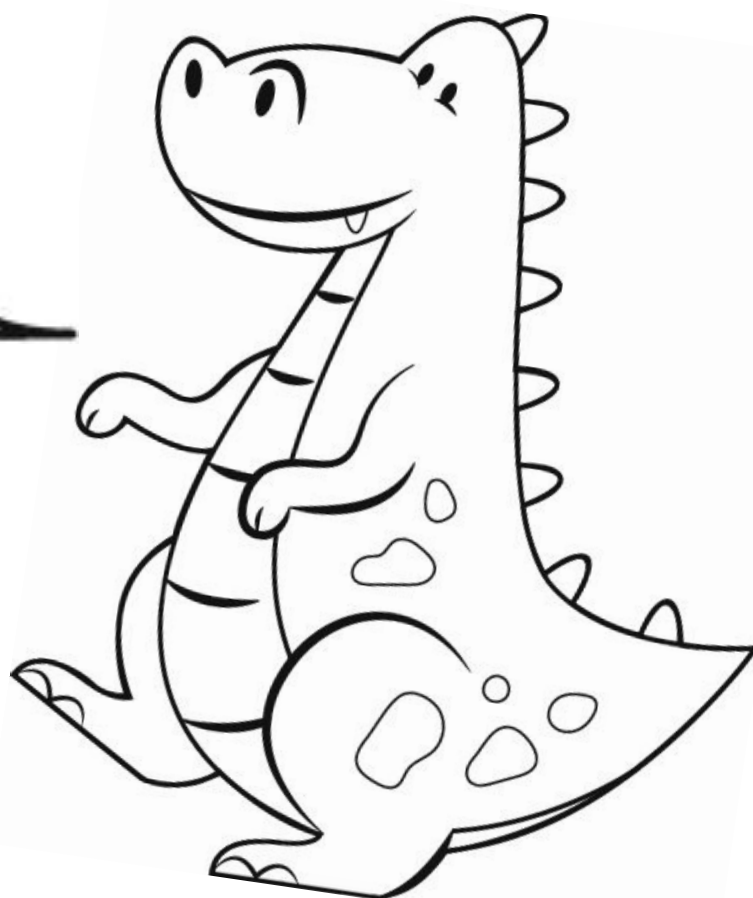


FLEXIBLE LEARNING PACK



NAME: _____






































ACT
Government

Education

PACK 1

Colour in activities when complete

Reading	  Reading Response <i>Use senses to respond to a text.</i>	  Reading Response <i>Explain preferences for different aspects of texts.</i>	  Rhyming Words <i>Manipulate sound combinations that rhyme.</i>	  Reading Response <i>Give reasons for personal opinions.</i>	  Reading Response <i>Respond to the illustrations in a text.</i>
Writing	 Colour Poem <i>Use figurative language to create a poem.</i>	 Planning and Writing <i>Use your imagination to create a text.</i>	  Rhyming Sentences <i>Write sentences using rhythmic sound patterns.</i>	 Book Review <i>Explain aspects of texts that influence personal preference.</i>	  Book Cover Design <i>Use features of text organisation.</i>
Maths	   Three-Digit Numbers <i>Create numbers using dice and then order them.</i>	 Number Sequences <i>Skip counting by 2s, 3s and 5s.</i>	  Measuring <i>Use an informal measuring method using your thumb.</i>	 Graph it - 2D Shapes <i>Collecting and representing data on 2D shapes.</i>	  Roll, Add and Double <i>Practise addition.</i>
Inquiry	  Push & Pull <i>Sort images that use push and pull.</i>	  Material Hunt <i>Explore different uses of materials.</i>	  Design a toy <i>Design a toy that moves by push/pull.</i>	  Inventions <i>Make observations about objects and how they affect people's lives.</i>	 Now and Then <i>Compare objects from the past and present.</i>



Reading/listening to a book



Writing



Drawing



Dice

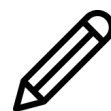


Counters



Cutting & Glueing

Reading Response



Use a book you've read or one you've listened to.

What can you hear, see, feel, or smell as you read or listened to the story?

What does this story make you think or wonder about?

Students respond personally to texts.

Colour Poem



Use words and sentences to describe your favourite colour and make connections to your senses.

COLOUR
(green)

SMELLS LIKE
(sweet spring)



TASTES LIKE
(mushy, grainy
peas)



SOUNDS LIKE
(summer breezes
through the trees)

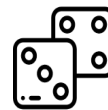
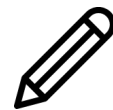


FEELS LIKE
(sharp, pokey
grass)



Students create texts using language features such as figurative language to make their writing interesting.

3-Digit Numbers : Part 1



Numbers Rolled	Number Made	H Hundreds	T Tens	O Ones
	234	2	3	4

Students recognise, represent and order numbers to at least 1000.

3-Digit Numbers : Part 2



1. Write the numbers you made in Part 1 into the boxes below.
2. Cut them out.
3. Order the numbers from lowest to highest.
4. Order the numbers from highest to lowest and glue them on a new sheet of paper.

Students recognise, represent and order numbers to at least 1000.

Push and Pull – Part 1



1. Cut out the images below.
2. Sort the images by thinking about which objects use push or pull to make them move.
3. Get ready to glue them onto the next page.



Students describe changes to objects.

Push and Pull – Part 2



1. Glue the images you sorted in Part 1 onto the space below to present what you discovered.
2. Add some labels to help explain your thinking.

Students describe changes to objects and represent observations and ideas to others.

Reading Response



Use a book you've read or one you've listened to.
Finish these sentences.

The part of the story I find most interesting was ...

I like it because...

The setting of this story is important because...

**I think another setting the story could take place
would be....**

Students explain preferences for different aspects of texts.

Planning and Writing



Write your own own story. Plan on this page and write on a separate page. Think about:

1. Who will be the main characters?
2. Where will it be set?
3. What key events will happen?

Beginning

Middle

End

Students create imaginative texts.

Number Sequences



1. Practise counting by 2s, 3s and 5s (this is called skip counting). Refer to a number chart for revision if required.
2. Use the following suggestions as a starting point for counting practice.

Skip counting by 2s

- Start counting forwards by 2s from 8, 32.
- Start counting backwards by twos from 68, 202.

Skip counting by 3s

- Start counting forwards by 3s from 6, 36, 62.
- Start counting backwards by 3s from 25, 36, 99.

Skip counting by 5s

- Start counting forwards by fives from 15, 110.
- Start counting backwards by fives from 95, 350.

Finish the pattern:

- 7, 9, 11, 13, 15, _____
- 110, 108, 106, 104, 102, _____
- 265, 262, 259, 256, 253, _____
- 68, 78, 88, 98, 108, _____

Make your own counting number pattern.

Students recognise increasing and decreasing number sequences involving 2s, 3s and 5s.

Material Hunt



1. Think about the different materials around your school (for example, glass, wood, brick, metal, plastic).
2. List places and/or objects where certain materials are used. Try to include as many as you can.
3. Write and/or draw your explanation for why you think these materials have been used.

Material	Places	Why you think these materials have been used?
Glass	Windows Doors	Glass is clear which means you can see through it.

Students identify that certain materials and resources have different uses. Children communicate their ideas to others through text and labelled drawings.

Rhyming Words



1. Find 10 words in a book/s and write each word in one of the boxes below.
2. Write at least one word that rhymes with each word that you have written down.

NOTE: Some words might sound the same but are represented by different letter combinations and patterns. For example, 'you' and 'too', 'girl' and 'curl'.

My word	Rhyming word

Students listen for and manipulate sound combinations and rhythmic sound patterns.

Rhyming Sentences



Write your own rhyming sentences with pictures to match.

Example 1. Mem Fox uses rhyme in her book *I'm Australian Too*:

*My parents come from China-
they think Australia's great.
Now we live in Canberra
and call out, 'G'day mate!'*

Example 2. Andy Griffiths also uses rhyme in his book *The cat on the mat is flat*:

*The cat sat.
The cat sat on the mat.
The cat sat on the mat
and as it sat
it saw a rat.*

Students listen for and manipulate sound combinations and rhythmic sound patterns.

Measuring : Part 1



1. Find up to 10 objects to measure that are longer than your thumb.
2. Measure the number of thumb lengths of each object and write/draw the object and it's thumb measurement in numbers in the boxes below.
3. Try to measure accurately by avoiding gaps and overlaps between your thumb measurements.

TIP: Have your thumb length ways from the tip of your thumb to the top knuckle.

Students order objects using informal units..

Measuring : Part 2



1. Cut the boxes out from Measuring - Part 1.
2. Order the numbers for the objects you measured from lowest to highest and glue in the space below.

Students order objects using informal units.

Design a Toy



1. Design a toy that uses push and/or pull to make it move.
2. In the space below list the materials you will need and why you chose them.
3. On a separate piece of paper use a labelled drawing to record your ideas and design.
4. Think of a name for your toy.

Students create designed solutions.

Reading Response



Use a book you've read or one you've listened to.

Did the author keep you interested? How or why?

Would you read other books by this author? Why or why not?

If you could change one part of the story, what would it be?

Students make personal responses to texts and give reasons for their opinions.

Book Review



You are writing a book review for a website like Goodreads or a personal blog.






1. Give a brief summary of the book.
2. Pick out the most important aspects of the book.
3. Praise & Critique: Write about why you found it great or why you found it disappointing.
4. Recommendation: Who do you think would enjoy this book?
5. Give it a star rating.

Students express personal preference for different texts and identify aspects of texts that influence personal preference.

Graph It – 2D Shapes



Think about all the 2D shapes in and around the classroom and school. Record your findings in the graph.

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
					

The **most** common shape is _____.

The **least** common shape is _____.



Explain why this might be on a separate page.

Students collect, organise and represent data to make a simple graph.

Inventions – Why?



1. Think about why some of the objects you use everyday were invented.
2. Respond to the following questions by drawing and/or writing in the space below.

Invention	Why do you think it was invented?	How do you use it?
Mobile Phone 		
Computer 		
You choose:		

Students make observations about objects and think about how they affect people's lives.

Reading Response



Use a book you've read or one you've listened to.

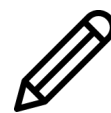
What is your favourite illustration? Why did you choose it?

Could you picture what was happening if there was no illustration? Explain your response.

How important are the illustrations in this book? What is the role of illustrations in conveying the meaning of the story?

Students identify how illustrations communicate meaning in texts.

Book Cover Design

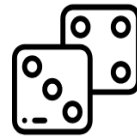
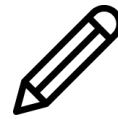


Design a new book cover for a book. Remember to include the name of the book, the author and the illustrator.

Write a short blurb - a short description of the book to impress and attract readers. Use another piece of paper if you need it.

Students use some features of text organisation.

Roll, Add and Double



1. Roll three dice.
2. Write the addition sentence and the sum.
3. Double the number.
4. Double the number again.







Addition sentence	Sum	Double	Double again
$5+1+2 =$	8	16	32

Students perform simple addition calculations using a range of strategies.

Now and Then



- Below are some inventions from the past that we still use today but the technology has changed.
- Think about how the following objects are the same and different to what you use today.
- Record your responses below.

Now	Then	Same	Different
Mobile Phone 	Telephone - used for making phone calls. 		
Computer 	Typewriter - used for producing documents. One copy only. 		
Wireless earphones 	Radio - for listening to music, news and radio shows. 		
You choose:			

Students compare objects from the past with those from the present and consider how the changes in technology has affected people's lives.

