NAME:



Education

PACK 2

Colour in activities when complete

Reading response	Story 3-2-1 Write a personal response to a text.	Setting Study Describe the setting from a text.	Character Inferences Use a text/ illustrations to make inferences about a character's feelings.	Vocabulary Building Unpack two new or interesting words from a text.	Book Comparison Compare two texts.
Writing	Greeting Card Make a card for a friend/family member.	Lost Pet Poster Create a poster about a lost pet.	Persuade Me Write a letter convincing your parents to buy a pet.	Narrative Planner Plan the details of a narrative with the theme of 'pets'.	Pet Narrative Write a short story using the information from the narrative planner.
Maths	Roll and Subtract Use dice to create subtraction sentences.	Pet Patterns Identify and create patterns.	Pet Bingo Play BINGO in pairs or individually, using dice.	Graph It - Pets Graph students' pets.	Race from 100 Use dice and subtraction to race from 100, in pairs.
Inquiry Pets	All About My Pet! Write about a real or imagined pet.	Pet Habitats Design a habitat for a pet.	Pet Care Guide Create a guide on how to look after your pet.	Choice Board - Pets Choose an activity/ies to further explore pets.	Pet Portrait Puzzle Create a pet portrait puzzle



Reading/listening to a book Writing





Drawing



Dice



Counters



Cutting & Glueing

Story 3-2-1



Write or draw 3 things you liked about the story.				
	: 			
Write or draw 2 things you would change about the story.				
W ri	te or draw 1 thing	you would	tell the author	

Students make connections to texts and give reasons for personal preferences.

Greeting Gard





Make a greeting card for a friend or family member who you think would love to receive a card from you. It could be for a birthday, a 'get well' message or a 'just to say hello'. Cut along the dotted lines and decorate the front cover. Use another sheet of paper if you need it.

	L
	Dear
	From,

Students create short texts that show emerging use of appropriate text structure, grammar, punctuation, word choice, spelling and illustrations.

Roll and Subtract







- 1. Roll two dice.
- 2. Draw the dice rolled. You'll need to put the largest number first.
- 3. Write the number sentence and the answer in the correct columns.

••••	5 -1=	4

Students carry out simple subtractions using counting strategies.

All About My Pettl





Choose a real or imagined pet to write about.

My pet is a					
My pet's name is 					
My pet is years old.					
My pet likes to eat	This is my pet!				
My pet likes to	My pet likes to				
My pet is special because					
I love my pet because					

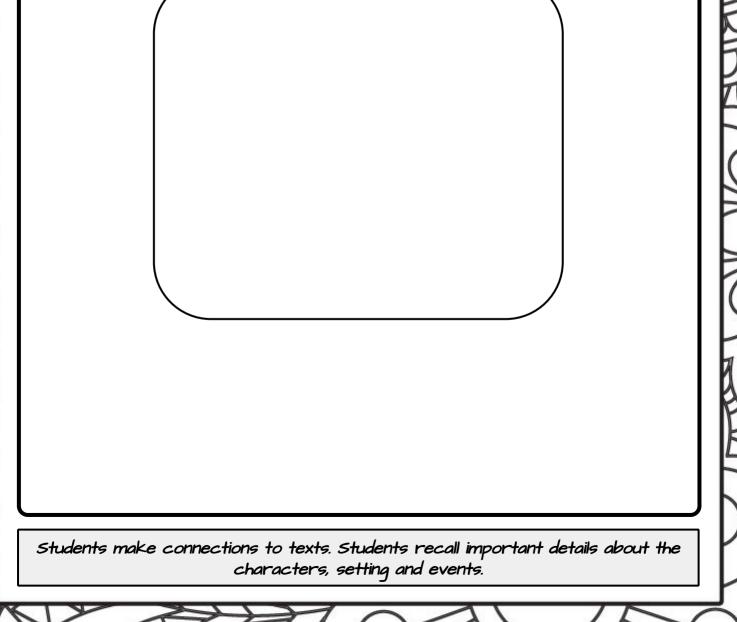
Students describe living things and their external features.

Setting Study





Draw a picture of the setting from the story in the middle square. Write descriptions of the setting around the picture. For example, forrest, spooky, a long time ago, where the witch lives.



Lost Pet Poster





Imagine you have lost your (real or imagined) pet. Create a poster describing your pet so that you can find them.

LOSTI				
	Pet's name:			
	Type of animal:			
Des	scription			
	Please call	if found.		

Students create short texts that show emerging use of appropriate text structure, grammar, punctuation, word choice, spelling and illustrations.

Pet Patterns





Identify the patterns in the first three boxes and continue them. Then create your own pet patterns in the last two boxes.

	Q.		**)						
2 Cats	3	Dog	S	2 Ca	its				
1 Cat	2 C	ats	3	Dogs	4 D	ogs			
Mouse	Bi	rd		Fish	Мо	use	Bird		

Students identify, continue and create simple patterns involving numbers and objects.

Pet Habitates





Based on the animal you wrote about in your *All About My Pet* work, design a habitat (or home) to suit your pet. Think about their needs, interests, likes/dislikes, and size as you draw and label the new home for your pet.

Students record design ideas using labelled drawings. Students recognise living things live in different places where their needs are met.

Character Inferences







Choose a character from the story. Think of three feelings that the character felt during the story and how you knew they were feeling that way. Did the text say it or did the illustrations show it?

Feeling #1:	Evidence from the text/illustrations:
Feeling #2:	Evidence from the text/illustrations:
Feeling #3:	Evidence from the text/illustrations:

Students use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts by drawing on growing knowledge of context, text structures and language features.

Persuade Me





Write a short persuasive text to convince your parents to buy you your dream pet.

Dear
I think we should get a pet
Reason #1: First of all, it would be great because
Reason #2: Another reason is,
Reason #3: Lastly, even though you might be worried about
you don't have to worry because
That is why I believe it would be a good idea to get a
From,

Students create short informative texts that show emerging use of appropriate text structure, grammar, punctuation, word choice, spelling and illustrations.

Pet Bingo





Playing by yourself, or with a partner, take turns to roll the dice and place a counter on the number/animal combination you roll. To get BINGO, you need five animals in a row (up, down or diagonally).

4				Į,
	T.			
Ţ,		Free Space		2)
	2		T.	
		Į,		
1. Do	g	2. Cat	3. F	ish
4. Ra	bbit	5. Bird	6. Tu	urtle

Students quickly recognise number patterns on a dice (subitise).

Pet Gare Guide







You are going on a holiday and need your friend to take care of your pet while you are away. Write a pet care guide that gives instructions on how your friend can look after your pet until you get back.

Pet's Name:	
Pet type:	
Feedtimes a day	<i>'</i> .
Food type:	
Give fresh water	Picture of my pet
Exercise or play	Cleaning and hygiene
★ My pet likes:	Medicine/ Health Problems •••••••••••••••••••••••••••••••••••
If there are any problems, call	me on

Students recognise living things have different needs and how to meet these needs.

Vocabulary Building









Choose two new or interesting words from the story to write and draw about.

New/ Interesting word:	What the word means:
The word in a sentence:	A picture of the word:
New/Interesting word:	What the word means:
The word in a sentence:	A picture of the word:

Students use comprehension strategies to build knowledge about the topic of the text and to learn new vocabulary.

Narradive Planner





Use the template to help you plan a narrative that you will write next time. The narrative should include the theme of 'Pets'.

Title:							
Setting When:	:	Characters ho:					
Complication - what goes wrong?							
<u>Beginning</u>	Middle	Ending					
Resolution - how d	o they solve/o	vercome the problem?					

Students create short imaginative texts that show emerging use of appropriate text structure, grammar, punctuation, word choice, spelling and illustrations.

Graph It - Pets





Ask your classmates what pet they have at home. Record their answers in the graph.

10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
	Dog	Cat	Fish	Bird	Rabbit	Other	No Pets
	The most popular pet is						

Students collect data by asking questions. Students draw simple data displays and make simple inferences.

The <u>least</u> popular pet is _____

Choice Board - Pets







Choose an activity from the grid below to demonstrate more of your understanding about pets, their features and their needs. If you finish an activity, choose another.

Write a poem (acrostic, shape, traditional) about your pet. Make up a game to play with your pet. Write the instructions to your game and add a picture so that you could teach others.

Imagine your pet is a superhero. Create a short book or comic about your superhero pet's adventures.











Design and make an information poster about a type of animal. Include information about food, habitats, a labelled diagram and any other interesting facts.



Come up with 8 pet themed yoga poses to teach your classmates. Write or draw the eight poses on a small poster.





Using materials available in the classroom (glue, scrap paper, textas, magazines etc.) create a collage picture of a pet.





Students make choices about their learning.

Book Comparison





Choose two books that you have read recently to compare. Draw a picture of each book and write its title underneath. Think about and then write about what similarities they have and what differences they have and which is your favourite.

Book 1	Book 2				
<u>Similarities</u>					
<u>Differences</u>					
My favourite of the two books was because					

Students retell important details from a text including characters, setting and events.

Students make connections to and between texts and give reasons for personal preferences.

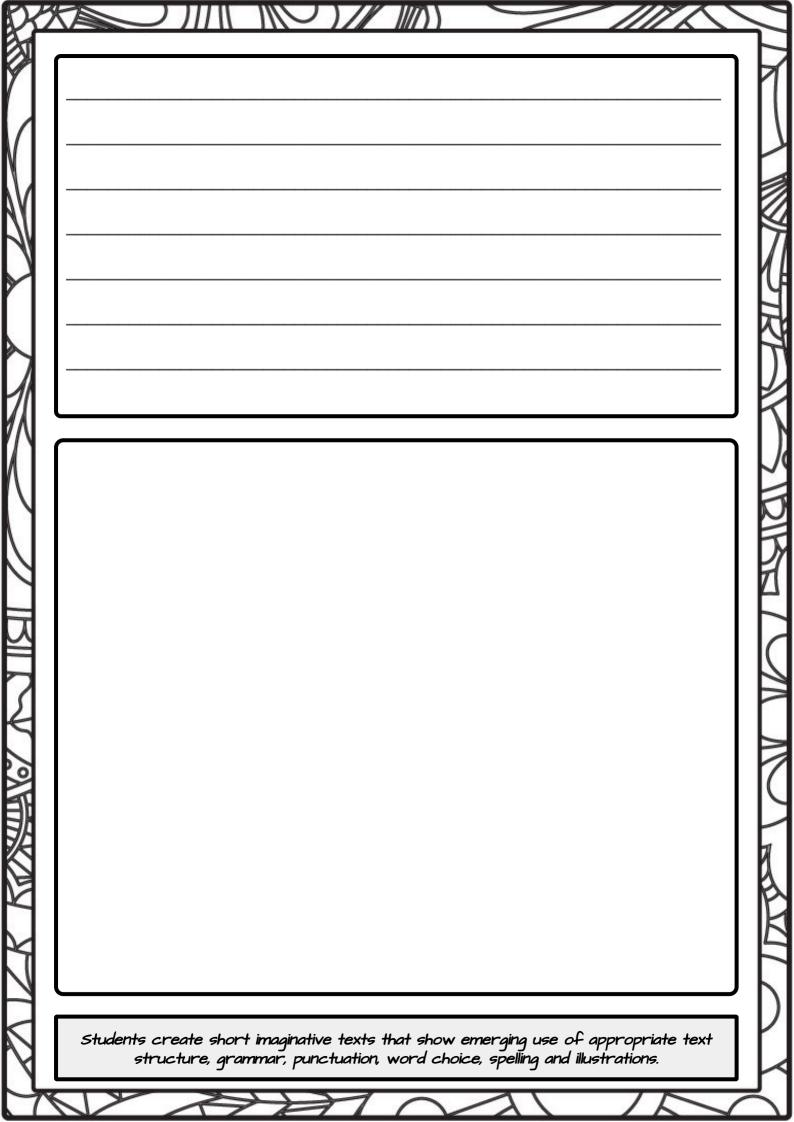
श्यिक्तमान्य रिक्





- 1. Write a short story using the narrative planner you created previously.
- 2. Give your narrative a title. Write your story on the lines.
- 3. Draw a picture to illustrate your story.

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Race from 100







Take it in turns to roll the dice. Each time you roll, count backwards on your hundreds chart, starting at 100, colouring in the numbers you've counted. The first person to reach 1 is the winner.

Player I				Player 2					
1	2	3	4	5	1	2	3	4	5
6	7	8	9	10	6	7	8	9	10
11	12	13	14	15	11	12	13	14	15
16	17	18	19	20	16	17	18	19	20
21	22	23	24	25	21	22	23	24	25
26	27	28	29	30	26	27	28	29	30
31	32	33	34	35	31	32	33	34	35
36	37	38	39	40	36	37	38	39	40
41	42	43	44	45	41	42	43	44	45
46	47	48	49	50	46	47	48	49	50
51	52	53	54	55	51	52	53	54	55
56	57	58	59	60	56	57	58	59	60
61	62	63	64	65	61	62	63	64	65
66	67	68	69	70	66	67	68	69	70
71	72	73	74	75	71	72	73	74	75
76	77	78	79	80	76	77	78	79	80
81	82	83	84	85	81	82	83	84	85
86	87	88	89	90	86	87	88	89	90
91	92	93	94	95	91	92	93	94	95
96	97	98	99	100	96	97	98	99	100

Students carry out simple subtractions using counting strategies.

Pet Portroit Puzzales





- 1. Using the materials available in your classroom (textas, crayons, pencils), draw and colour in a portrait of your pet.
- 2. Carefully cut out the pieces and ask a classmate to put your puzzle back together.

Students make artworks in different forms, using different techniques and processes.

