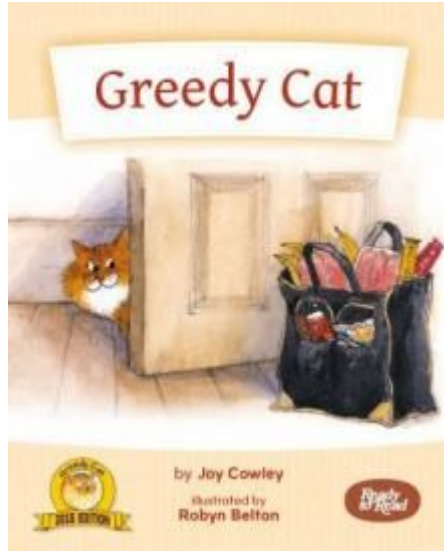


Kia Ora koutou and welcome to another week of home learning, I do hope you are all safe and well in your bubble. I am considering doing a zoom catch-up depending on numbers able to join, if this is something you are interested in please get in touch with me via phone or email.
Ngā Mihi Whaea Stephanie



PUKEKOHE

READING



Tap on the book it will bring up a link that will lead you to the book. Then tap on text so you can now read the book.

What are some other words that we could use to describe Greedy Cat?

What makes you think that?

Did Mum do the right thing?

Will Greedy Cat stop taking food out of her bag?

Can you think of other ways to stop him from sneaking food?

READING



Tap on the book it will bring up a link that will lead you to the book. Then tap on text so you can now read the book.

What sort of food is munchy and crunchy?

Describe what is your favourite food for lunch?

What did Monster have for lunch?

What did the children have for lunch?

What do we like to have for lunch?

WRITING

Learning Intention: I am learning to identify some features in a factual recount.

Success Criteria: I will know I have achieved this when I have

- identified the orientation
- recorded the events in chronological order
- identified the concluding comments that described the outcome



A FACTUAL RECOUNT IS WRITTEN IN THREE PARTS

Orientation Information is written answering **what** event is the recount about? **Where** did this happen? **When** did this happen? **Who** are the characters?

Body The events are identified and described in Chronological order.

Conclusion Summarising comments are written about the events or to describe the result.

WRITING



USE IN YOUR WRITING

VERB PHRASES - Helps the reader visualise what is happening and gives your story an impact.

“The rain was bucketing down” - Raining very heavily

“Rivering in”- A lot of water pouring in

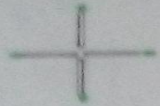
“Huddled together”- Staying close for comfort

STRONG VERBS - Instead of the wind blew you would write the wind *whipped*, the wind *thrashed*, or the wind *battered*.

MATHS

○ Draw the missing shape.
Finish the rule.

1.



4 sticks



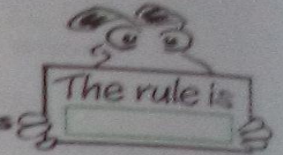
6 sticks



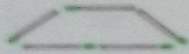
8 sticks

?

10 sticks



2.



5 sticks



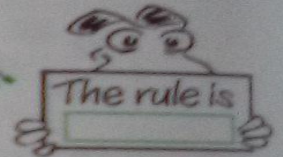
7 sticks

?

9 sticks



11 sticks



3.



3 sticks



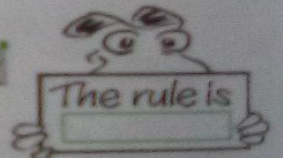
6 sticks

?

9 sticks



12 sticks



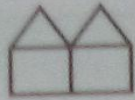
MATHS

Draw the missing shape.

1.



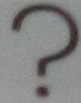
Shape 1



Shape 2



Shape 3

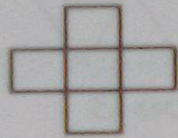


Shape 4

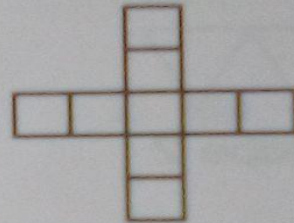
2.



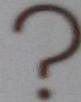
Shape 1



Shape 2



Shape 3

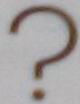


Shape 4

3.



Shape 1



Shape 2



Shape 3



Shape 4

SPELLING

Spelling List 3

about	be	go	into	our
after	because	going	just	out
all	came	have	like	said
are	day	her	mum	some
as	down	his	not	were
back	get	home	one	with

Spelling List 4

again	do	next	people	time
an	first	night	put	took
around	food	no	ran	two
big	from	now	saw	us
by	good	off	school	very
can	has	old	see	what
come	him	only	started	well
could	house	or	their	will
dad	if	other	them	would
did	little	over	this	your

SPELLING

Spelling List 5

am	door	last	once	through
another	everyone	left	play	told
away	family	long	really	too
bed	five	looked	room	walked
been	found	made	something	want
before	friend	man	still	way
best	fun	more	thing	where
brother	heard	morning	think	which
called	here	name	thought	who
car	know	never	three	year

THINGS TO DO

1. Spell your words aloud as you star jump – one jump for each letter.
2. Write each word with your finger in a sand or salt tray.
3. Spell aloud and clap for each letter of your words.
4. Play Hangman choosing the word to guess from your list of words.