

What's for Dinner?

I was so hungry! I walked through the front door and yelled, "What's for dinner?"

"Your favourite!" Mum replied.

"Great," I mumbled grumpily. That means it could be anything!

I stomped across the sitting room and into the kitchen. Mum was slowly unpacking the groceries. "What's this?" I asked.

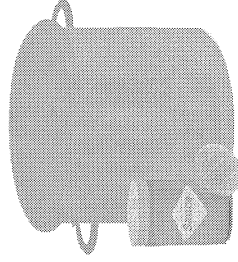
"It's for your dinner," Mum responded.

She pulled out some spaghetti, then some mince. In the other bag was a jar of sauce, onions, tomatoes and some green herbs. "What's this called?" I asked, holding up the bunch of leaves.

"Basil," Mum replied with a smile. "It makes everything taste so much better!"

I went to my room to get changed. As I was getting out of my training gear, I could smell a delicious aroma coming from Mum's cooking. My stomach began to rumble. I quickly finished getting changed and ran back into the kitchen.

Dinner was finally ready. To my surprise, Mum really did make my favourite!



What's for Dinner?

1. As I was getting out of my training gear...

What might the main character have been training for?

Why do you think this?

2. Who might the main character be?

Why do you think this?

3. Predict who lives in the house.

Why do you think this?

4. What do you think Mum cooked for dinner?

Give three reasons to support your answer.

CRAZY CREATIVE CHALLENGE

Create a menu of your favourite dinner.

Include drinks, entrée, the main and desserts.

Name _____

Date _____

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Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Sort</p> <p>Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out</p> <p>For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words</p> <p>On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective</p> <p>Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary</p> <p>Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels</p> <p>Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration</p> <p>Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart</p> <p>Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time</p> <p>Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out</p> <p>Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search</p> <p>Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero</p> <p>Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo</p> <p>Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words</p> <p>Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker</p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

Spelling Lists

List 1

the red
to where
and jump
a away
I here
you help
it make
in yellow
said two
for play
up run
look find
is three
go funny
we
little
down
can
see
not
one
my
me
big
come
blue

List 2

he now
was no
that came
she ride
on into
they good
but want
at too
with pretty
all four
there saw
out well
be ran
have brown
am eat
do who
did new
what must
so black
get white
like soon
this our
will ate
yes say
went under
are please

List 3

of think
his let
had going
him walk
her again
some may
as stop
then fly
could round
when give
were once
them open
ask has
an live
over thank
just
from
any
how
know
put
take
every
old
by
after

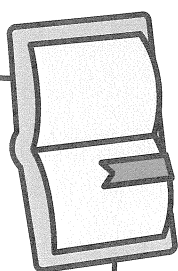
List 4

would gave
very us
your buy
its those
around use
don't fast
right pull
green both
their sit
call which
sleep read
five why
wash found
or because
before best
been upon
off these
cold sing
tell wish
work many
first
does
goes
write
always
made

List 5

if cut
long kind
about fall
got carry
six small
never own
seven show
eight hot
today far
myself draw
much clean
keep grow
try together
start shall
ten laugh
bring
drink
only
better
hold
warm
full
done
light
pick
hurt

BOOK REVIEW



TITLE: _____

AUTHOR: _____

GENRE: _____

TIME ERA: _____

LOCATION: _____

MAIN CHARACTERS: _____

Favourite Character:

Gender: _____

Age: _____

Close Relationships: _____

Explain why this character is your favourite:

Book summary:

Favourite part:

Name _____

Date _____

What is a Sentence?

Use colours to match a sentence beginning (the first column of boxes) with a sentence ending (the second column of boxes). Make a meaningful sentence.

The rabbit that is hopping
around the yard

around the horse track.

The bunch of red roses

in their bee hives.

The lion is roaring

is in a purple vase.

Bees make honey

is brown and white.

The little white kitten was
waiting patiently

in the cage.

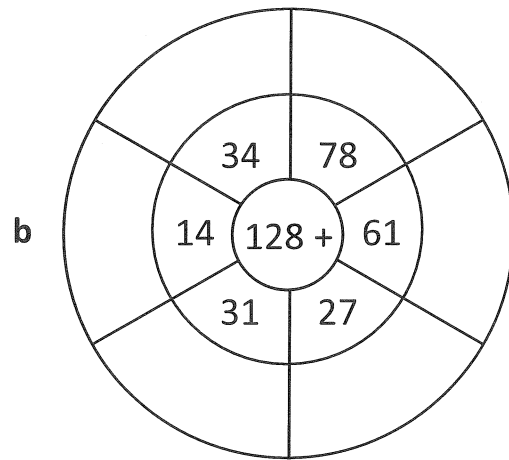
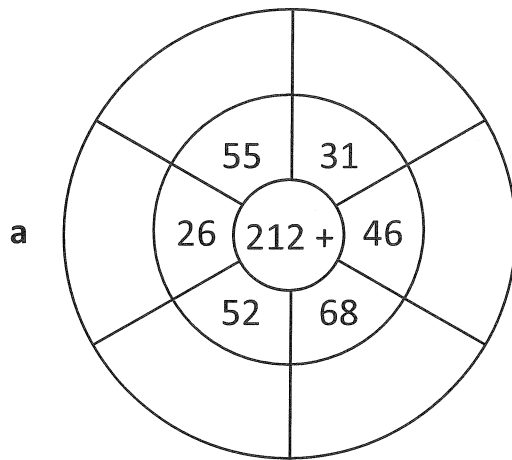
The horse galloped

by its food bowl.

Write your own sentence. Make sure your sentence has a subject and a verb.

Addition mental strategies – applying the split strategy

1 Complete these addition wheels with the split strategy:



The split strategy is useful when adding three 2 digit numbers.

Try adding tens, then the units and recording it this way:

$$61 + 43 + 44 = 14 \text{ tens} + 8 \text{ units} = 140 + 8 = 148$$

2 Record these place value amounts:

a 8 tens =

b 17 tens =

c 15 tens =

d 5 units =

e 12 tens =

f 16 units =

3 At circus school, a competition was held to see who could stay on a unicycle the longest. The time was recorded in seconds. Using the split strategy, add up each person's time. The first one has been done for you.

	Names	Time in seconds	Working	Total in seconds
a	Lizzie	22, 14, 3	<i>3 tens + 9 units</i>	39
b	Dan	23, 4, 11		
c	Lily	21, 6, 14		
d	Jo	20, 8, 12		
e	Julio	4, 22, 12		



The winner is: _____

Name: _____

Date: _____

Texting Words

1	2 abc	3 def
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4 ghi	5 jkl	6 mno
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7 pqrs	8 tuv	9 wxyz
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T e x t i n g
 $8+3+9+8+4+6+4 = 42$
