

# Year 3/4

## Learning From Home

Please see the attached pages for **Term 4, Week 1** learning tasks. You might also like to visit the websites below for more learning activities. If you have any questions, email your classroom teachers Monday to Friday, 9:00am - 3:30pm



Mrs Laycock's email: [34lteacher@olwkingsbury.catholic.edu.au](mailto:34lteacher@olwkingsbury.catholic.edu.au)

Miss Kent's email: [34kteacher@olwkingsbury.catholic.edu.au](mailto:34kteacher@olwkingsbury.catholic.edu.au)



Practice your maths facts or sounds on OLW YouTube Learning Channel

<https://bit.ly/3DxK93N>



Visit the Student Page for Literacy, Maths & STEM activities

<https://olwschool.weebly.com/>



Khan Academy Master your Maths skills

<https://bit.ly/3kLjqlx>



OAK Academy Literacy & Maths Lessons Online

<https://bit.ly/3ytvEdn>



Online Stories

Username: olwkingsbury  
Password: olwkingsbury

<https://bit.ly/2WCzleb>



STEM activities at home

<https://bit.ly/2WHHBzp>



# Google Meet

Video Instruction: <https://youtu.be/BNNNch5kyhk>

Class meeting times with Miss Kent

**3/4K** 10:30am - 11:00am  
2:30pm - 3:00pm

Class meeting link: [meet.google.com/ntv-ioat-kia](https://meet.google.com/ntv-ioat-kia)

Meeting code for iPad & tablet users: **ntvioatkia**

When prompted to add an account, please sign in using this Google account:

Username: **34k@olwkingsbury.catholic.edu.au**

Password: **34kclass2021**

Class meeting times with Mrs Laycock

**3/4L** 11:00am - 11:30am  
2:30pm - 3:00pm

Class meeting link: [meet.google.com/mqw-wqww-dbf](https://meet.google.com/mqw-wqww-dbf)

Meeting code for iPad & tablet users: **mqwwqwdbf**

When prompted to add an account, please sign in using this Google account:

Username: **34l@olwkingsbury.catholic.edu.au**

Password: **34lclass2021**

# My Daily Schedule

What does your daily routine look like?

You might like to follow the sample schedule below.

Before 9:00 am	Get up. Eat Breakfast. Do some morning stretches or exercises. Play or take your pet for walk.	
9:00am - 10:30am	<b>Literacy Time</b> 	Stamina Reading Literacy IXL Writing Task Spelling & Vocabulary work
10:30am - 11:15am		<b>10:30 - 11:00 Year 3/4K Google Meet</b> <b>11:00 - 11:30 Year 3/4L Google Meet</b> Take a break from the computer and do something relaxing. Example: Art, craft, play or listen to music, dance, cook.
11:15am - 12:00pm	<b>Snack Time</b>	
12:00pm - 1:00pm	<b>Maths Time</b> 	IXL Maths Complete maths tasks set by the teacher. Practice recall of maths facts (times tables and addition facts)
1:00pm - 1:30pm	<b>Lunch time</b>	
1:30pm - 3:30pm	<b>Afternoon tasks</b>	<b>2:30 - 3:00 Year 3/4 Google Meet</b> Religion, Inquiry, ART, Italian, P.E, Futurescapes, Personal interests tasks.
3:30pm - 4:30pm		Board games, puzzles, read, play with pets/toys.

# MONDAY ENGLISH TASKS

**Reading:** 20 Minutes stamina reading (hardcopy book, Lexile or Literacy Pro Online)

**Read:** [Hippopotamuses](#)

**Writing: (Information Texts: Mon-Thurs)**

Using the text from above [Hippopotamuses](#)

Identify the following information:

- Where do they live (specific habitats, countries or continents)
- Diet
- Adaptations/Body features: (something that helps them survive)
- Personality characteristics: (what type of animal are they: calm etc)
- Lifestyle: isolated or live in groups
- Lifecycle



**Spelling: Focus:** /a/ graph and /al/ digraph making the 'ar' sound as in banana and half.  
Choose your 8 words and fill in your Monday column.

**IXL:**

**Year 3: G.1** [Does the adjective tell you what kind or how many?](#)

**Year 4: F.1** [Does the adjective tell you what kind or how many?](#)

# MONDAY MATHS TASKS

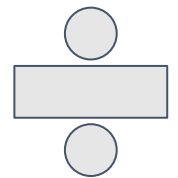
**Focus: Division**

**Warm up:** [Hit the Button - Quick fire maths practise for 6-11 year olds](#)

\*Go to 'Play Game' and click on the 'times tables' button.

**Lesson:** Watch this video to revise strategies that will help you with division:

[Division Strategies](#)



**Task:** Choose a division fact, for example,  $42 \div 7$  or  $24 \div 6$ , etc.

Complete the 'Division Think Board' to work out the answer to your division algorithm.

Use the example think board to help you.

**Challenge:**

\*Would you rather have 3 boxes with 10 biscuits in or 5 boxes with 5 biscuits in?

Explain your reasoning.

\*Would you rather have 4 trays with 5 apples in or 2 trays with 10 apples in? Explain your reasoning.

**IXL:**

**Year 3: H.1** [Divide by 1](#)

**Year 4: E.1** [Division facts to 10](#)

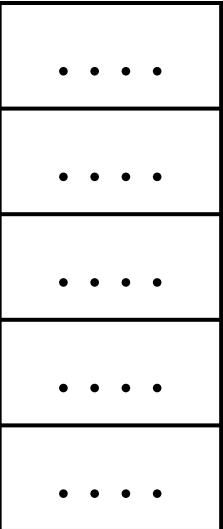
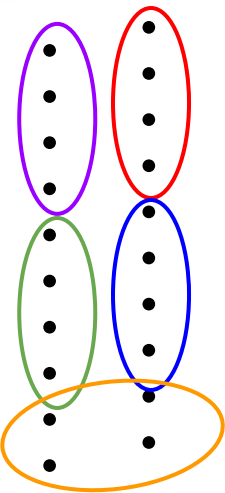
# TERM 4 WEEK 1 SPELLING SHEET

Focus: /a/ graph and /al/ digraph making the 'ar' sound (*banana and half*)

Say the word, Write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
banana				
half				
ask				
grass				
after				
calm				
Orange Spelling Words				
calf				
halves				
raft				
basket				
father				
balm				
Green Spelling Words				
plaster				
calming				
rather				
psalm				
qualm				
halves				

# MONDAY DIVISION THINK BOARD- EXAMPLE

**Division Thinkboard:** In each section, show different ways and strategies to find the answer to a division problem.

<b>Equal Groups</b> 	<b>Sharing</b> 	<b>Number Sentence</b> $20 \div 5 = 4$ <b>20 divided by 4 is</b>
<b>Related Multiplication and Division Facts</b> $20 \div 4 = 5$ $5 \times 4 = 20$ $4 \times 5 = 20$ $40 \times 50 = 200$ $50 \times 40 = 200$ $200 \div 50 = 40$ $200 \div 40 = 50$	<div style="text-align: center;"> <b>Divide</b>  <math display="block">20 \div 5</math> </div> <b>Number Story</b> <p>A class of 20 students were split into 5 groups during a sport lesson. Each group had to complete the egg and spoon race. How many students were in each group?</p>	<b>How I should solve it?</b> <ul style="list-style-type: none"> <li>Modelled it using equal groups</li> <li>Drew it out and used the sharing strategy</li> <li>Used my knowledge of multiplication and division facts.</li> <li>5 times 4 = 20 so 20 shared into 5 groups is 4.</li> </ul>

# DIVISION THINK BOARD

Division Thinkboard: In each section, show different ways and strategies to find the answer to a division problem.

<b>Equal Groups</b>	<b>Sharing</b>	<b>Number Sentence</b>
<b>Related Multiplication and Division Facts</b>	<div><div><div>Divide</div><div><math>\frac{\quad}{\quad} \div \frac{\quad}{\quad}</math></div></div></div>	<b>How I should solve it?</b>
	<b>Number Story</b>	

# TUESDAY ENGLISH TASKS

**Reading:** 20 Minutes stamina reading (hardcopy book, Lexile or Literacy Pro Online)

**Watch:** [Get Epic](#) | [BBC: Barbel Fish and Hippo](#)

List at least 4 key facts from the video about the Barbel Fish and Hippopotamus.

**Writing:** Information Texts: Add this information to Monday hippopotamus' writing to create a more detailed writing piece.

Using the key facts from the video above, write a paragraph on the Barbel Fish and Hippopotamus' relationship and living together in the same habitat.

- Where do they both live?
- What types of food do both animals eat?
- How do they both help each other survive?
- What do you think would happen if the Hippopotamus didn't leave in this habitat?

**Spelling: Focus:** /a/ graph and /al/ digraph making the 'ar' sound as in banana and half.  
Fill in your Tuesday column and your spelling grid with your 8 spelling words.

IXL:

**Year 3: G.2** [Identify the adjective that describes the noun](#)

**Year 4: F.2** [Identify the adjective that describes the noun](#)

# TUESDAY MATHS TASKS

**Focus:** Division

**Warm up:** [Hit the Button - Quick fire maths practise for 6-11 year olds](#)

\*Go to 'Play Game' and click on the 'division' button

**Lesson:** [Multiplication and Division Relationships](#)

**Task:** Complete the Maths Factor Fun activity. Can you see the relationship between multiplication and division?

**Answer this:** Adults can take 5 children each to the cinema in their cars. If 40 children are going to the cinema how many cars are needed to take them?

IXL:

**Year 3: H.2** [Divide by 2](#)

**Year 4: E.2** Division facts to 10: word problems



## The **SMART** Spelling Grid

Name: \_\_\_\_\_

**Write, say, sound, count, write.**

1. Write the word
2. Say the word
3. Sound it out
4. Count the sounds
5. Write the letters, then write the tricky part again

[illegible]

# TUESDAY MATHS FACTOR FUN!

When you read a **division** question, ask yourself a **multiplication** question.

$$20 \div 5 = ?$$

Ask yourself

$$5 \times ? = 20$$

Five multiplied by what, equals 20?

$$30 \div 6 = \underline{\quad} \text{ because } 6 \times \underline{\quad} = 30$$

$$60 \div 10 = \underline{\quad} \text{ because } 10 \times \underline{\quad} = 60$$

$$63 \div 9 = \underline{\quad} \text{ because } 9 \times \underline{\quad} = 63$$

$$49 \div 7 = \underline{\quad} \text{ because } 7 \times \underline{\quad} = 49$$

$$48 \div 12 = \underline{\quad} \text{ because } 12 \times \underline{\quad} = 48$$

Use a times table chart to assist you.  
There is one in your black homework matrix book.

# WEDNESDAY ENGLISH TASKS

**Reading:** 20 Minutes stamina reading (hardcopy book, Lexile or Literacy Pro Online)

Watch: [BBC Earth | Male Hippos fight for dominance](#)

After watching the clip, answer the following questions:

1. Why do the lagoons become problematic?
2. Why is the muddy lagoon considered a death trap for the hippo?
3. How many males are in control of the herd of hippos in the bend of the river? Explain why.
4. What must the new males do in order to mate with a female hippo?

**Writing:** Using the video above write a summary about male hippos fighting for dominance.

- Include information such as why it happens, what are they fighting over and what happens to those who do not win.

## Vocabulary:

-dominant	-drought	-tusks	-territory
-male	-battle	-outcast	-aggression
-Namibia (country)	-fighting	-retreats	
-dry season	-victory	-shallow	

## Definitions:

- Dominance**- having power over others
- Male**- boy or man
- Territory**- a piece of land that one owns or controls.

**Spelling: Focus:** /a/ graph and /al/ digraph making the 'ar' sound as in banana and half.

Fill in your Wednesday column with your 8 spelling words.

IXL:

Year 3: **G.3** [Identify adjectives](#)

Year 4: **F.3** [Identify adjectives](#)

# WEDNESDAY MATHS TASKS

**Focus:** Division with remainders

**Warm up:** [Hit the Button - Quick fire maths practise for 6-11 year olds](#)

\*Go to 'Play Game' and click on the 'doubles' button.

**Lesson:** Watch this video: [Introduction to remainders \(video\)](#)

**Task:**

1. Read this information and complete the practice questions.

[Understanding remainders \(article\)](#)

2. Make a division chatter box with numbers divisible by 3.

IXL:

Year 3: **H.3** [Divide by 3](#)

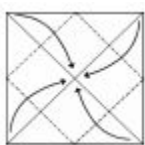
Year 4: **E.3** [Choose numbers with a particular quotient](#)

## Chatterbox Instructions:

1. With the pictures face down, fold both diagonal lines then unfold.
2. Fold all 4 corners into the centre.
3. Turn paper over.
4. Once again, fold all corners into the centre.
5. Fold paper in half and unfold.
6. Fold in half from top to bottom. Do not unfold.
7. Slide thumbs and forefingers under the squares and move the chatterbox back and forth to play.



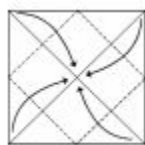
1



2



3



4



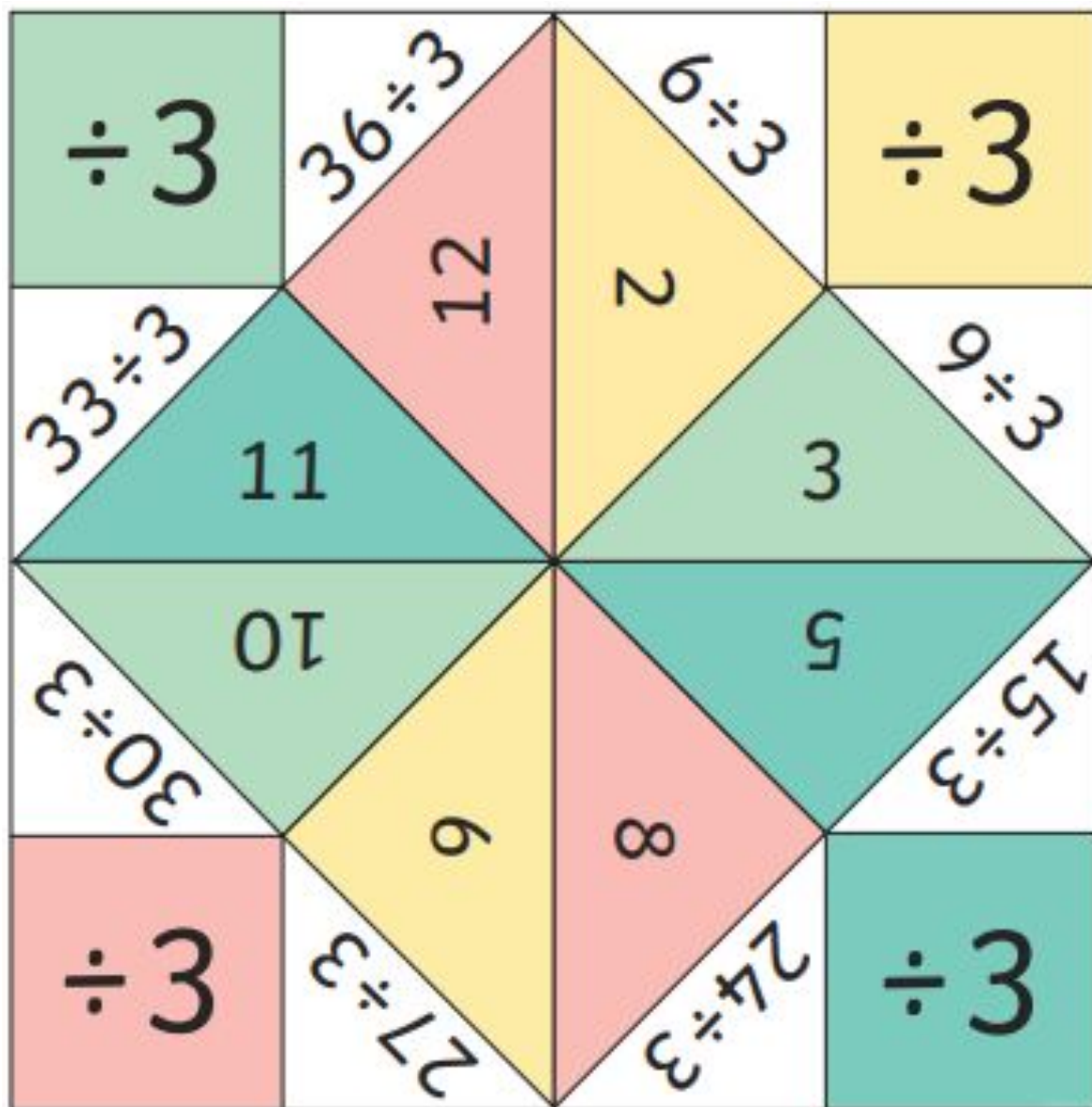
5



6



7



# THURSDAY ENGLISH TASKS

**Reading:** 20 Minutes stamina reading (hardcopy book, Lexile or Literacy Pro Online)

**Read:** [BBC Earth | Do Hippos swim?](#) Read the subtitles to find out the information about hippos.

**Writing:** Using the clip above, write at least 5 interesting facts about hippos.

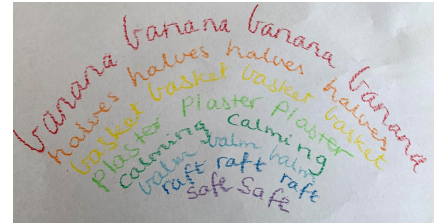
Prompting questions below:

- Do hippos swim?
- How do hippos mark their territory?
- How do hippos get air?
- Where are the baby hippos born?
- How do baby hippos feed?
- What is a hippos closest living relative?

**Spelling: Focus:** /a/ graph and /al/ digraph making the 'ar' sound as in banana and half.

Fill in your Thursday column with your 8 spelling words.

**Task: Rainbow Words:** Create a rainbow using your words. Repeat your words until you have formed an arch. One word per colour.



**IXL:**

**Year 3: G.4** Does the adverb tell you how, when or where?

**Year 4: F.4** Order adjectives

# THURSDAY MATHS TASKS

**Focus:** Division with remainders

**Warm up:** [Hit the Button - Quick fire maths practise for 6-11 year olds](#)

\*Go to 'Play Game' and click on the 'halves' button.

**Lesson:** Watch this video to revise: [Division with Remainders](#)

**Task: 1.** Complete this practice quiz and write down your score in your workbook.

[Interpret remainders \(practice\) | Division](#)

**2.** Complete the division wheels activity.

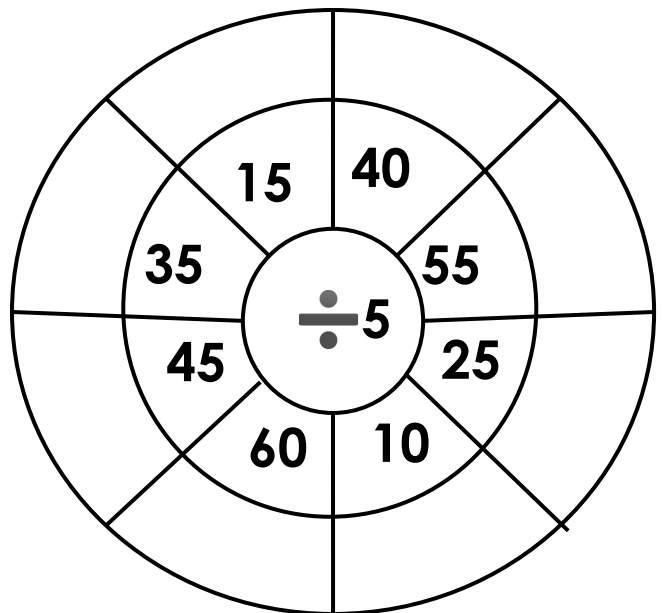
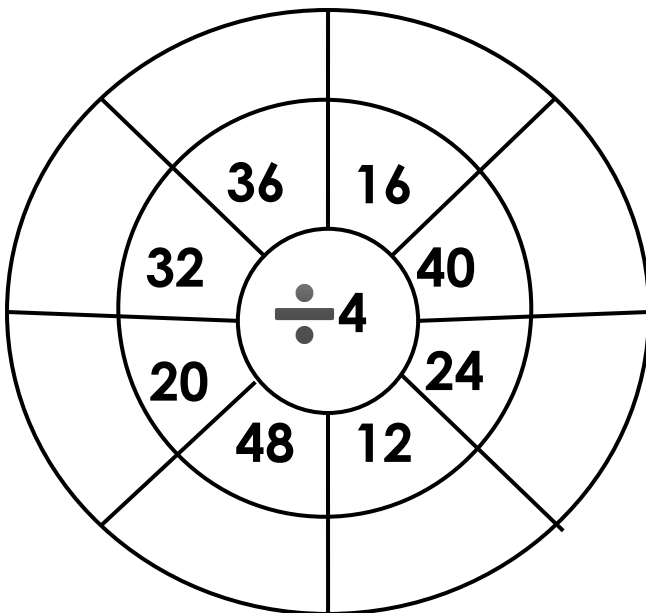
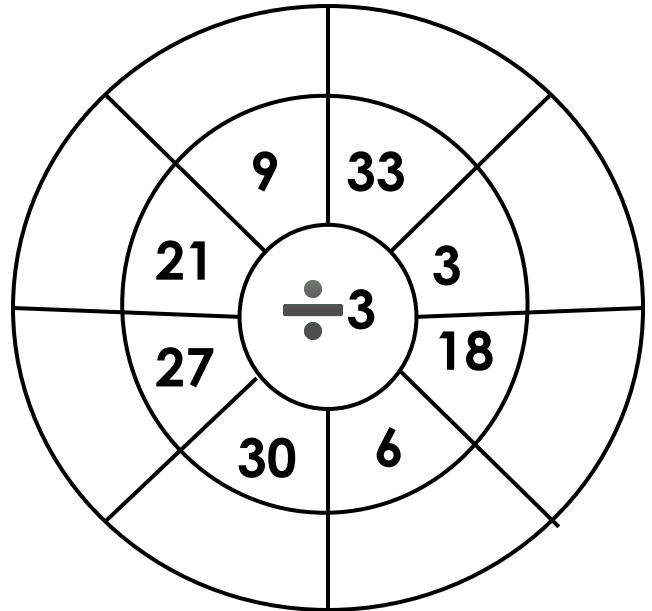
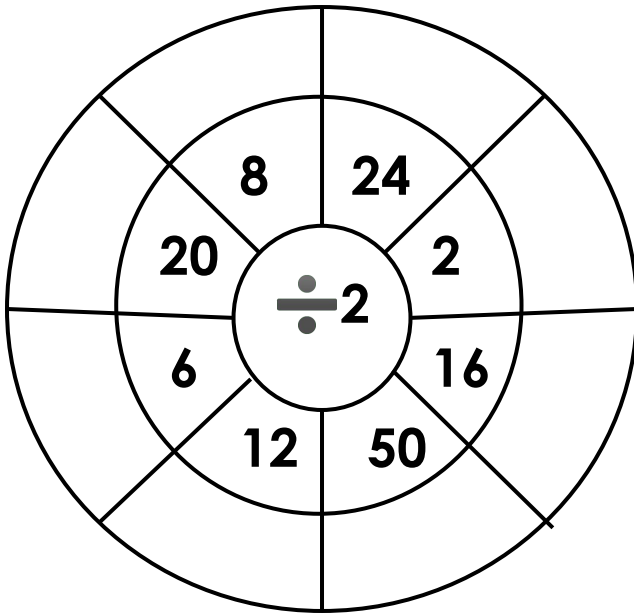
**IXL:**

**Year 3: H.4** Divide by 4

**Year 4: E.4** Division patterns over increasing place values

# Division Wheels

Divide the numbers in the wheel with the middle number. Use your knowledge of multiplication facts to help.



# FRIDAY ENGLISH TASKS

**Reading:** 20 Minutes stamina reading (hardcopy book, Lexile or Literacy Pro Online)

## **Writing: Affirmations:- Positive Self Talk**

Affirmation cards are a great way to introduce the practice of mood-boosting self-talk, guiding you to apply powerful and uplifting statements to yourself as a reminder of the wonderful person you are.

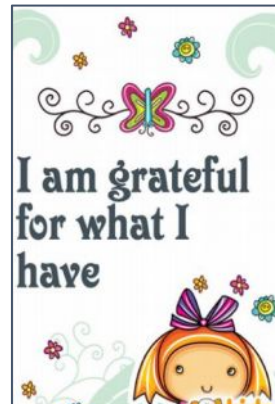
Below is an example of some affirmation cards that can be said daily. They promote positive self talk.

Design your own card using the pre-made affirmations or create your own unique cards using the blank templates.

## **Spelling: Word of the Week- affirmation**

Using the Word slide below, complete a word investigation. Use the slide attached:

- Origin
- Syllable chunks
- Vowel sounds
- Graphs/digraphs/trigraphs
- Word meaning
- Synonyms
- Antonyms
- Use it in a sentence
- Draw what the word means.



**IXL:**

**Year 3: G.5** [Identify adverbs](#)

**Year 4: F.5** [Does the adverb tell you how, when or where?](#)

# FRIDAY MATHS TASKS

**Focus: Division with remainders**

**Warm up:** [Hit the Button - Quick fire maths practise for 6-11 year olds](#)

\*Go to 'Play Game' and click on the 'Square Numbers' button.

**Lesson:** watch this video to revise division with remainders: [Division with remainders](#)

**Task:** Complete the task about division with remainders. Examples have been provided.

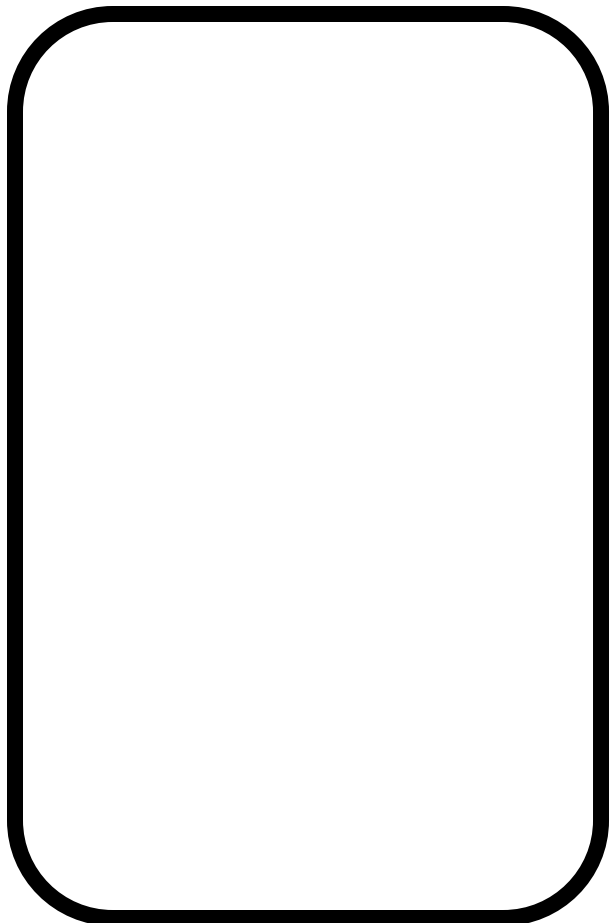
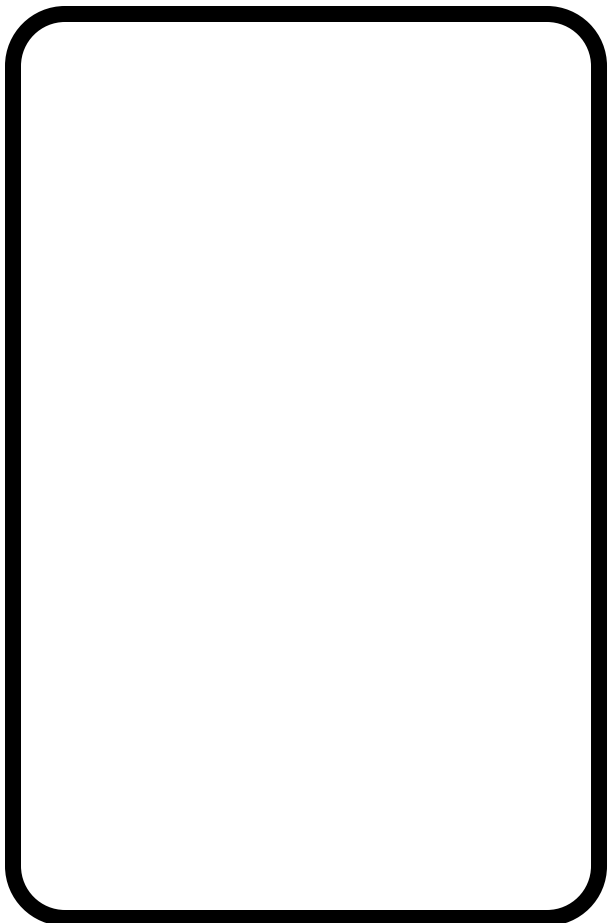
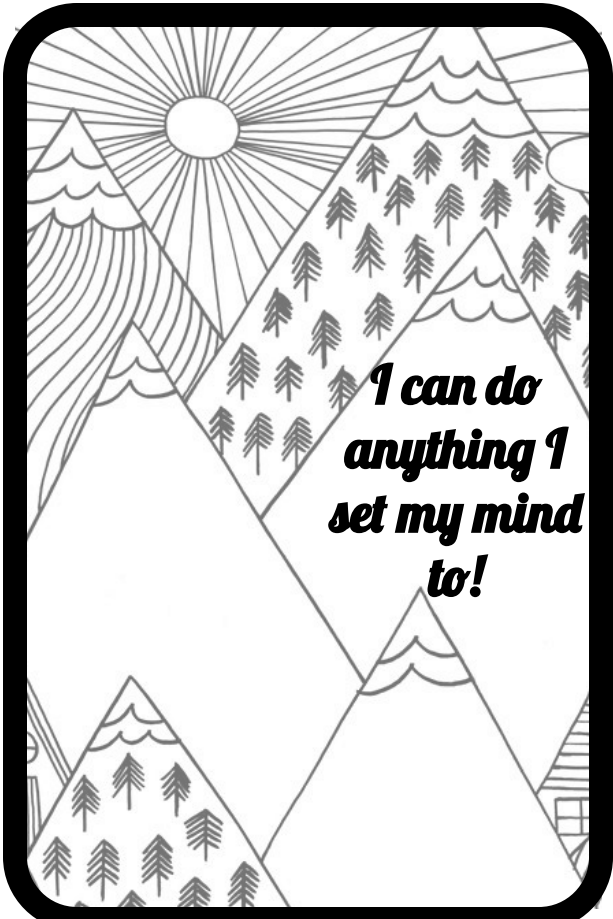
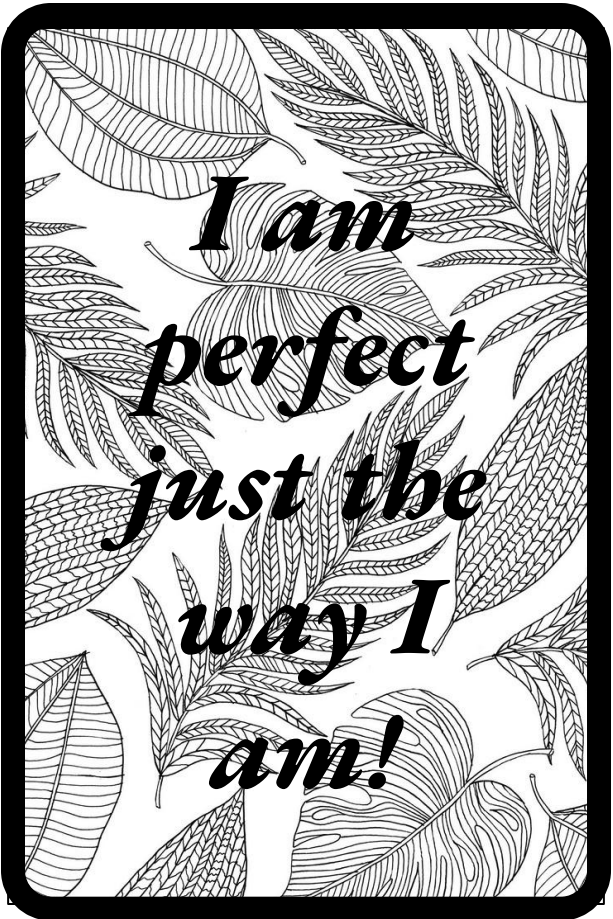
**IXL:**

**Year 3: H.5** [Divide by 5](#)

**Year 4: E.5** [Properties of division](#)



A  
F  
F  
I  
R  
M  
A  
T  
I  
O  
N  
S





# WORD OF THE WEEK

## AFFIRMATION

Syllables: af.fir.ma.tion.

a	ff	ir	m	a	ti	o	n
---	----	----	---	---	----	---	---

**Definition:** practise of positive thinking

**Synonyms:** declaration, announcement

**Antonyms:** denial, refutation

**Etymology:** Latin (affirmare)- to affirm

### Sentence examples:

- The little child constantly looked for affirmations of praise from her parents when she followed the rules.
- I practise affirmations such as 'I can do anything I set my mind to' and 'I am unique and that makes me special' before I go to bed.



# FRIDAY MATHS- DIVISION WITH REMAINDERS

Solve these division problems. Use the example to assist you when solving the problems. All answers will have a remainder.

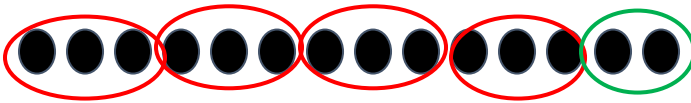
**Example:** r = remainder

$15 \div 4 =$  can be said as 15 divided by 4 or 15 shared between 4.



We can share 15 into groups of 4  
and have 3 groups of 4 with 3 left over  
So  $15 \div 4 = 3 \text{ r } 3$

$14 \div 3 =$  can be said as 14 divided by 3 or 14 shared between 4



We can share 14 into groups of 3 and  
have 4 equal groups of 3 with 2 remaining  
So  $14 \div 3 = 4 \text{ r } 2$

We can also split the 14 into 3 equal groups.

3 equal groups of 4 in each and  
a remainder group of 2

This can be written as  $14 \div 3 = 4 \text{ r } 2$

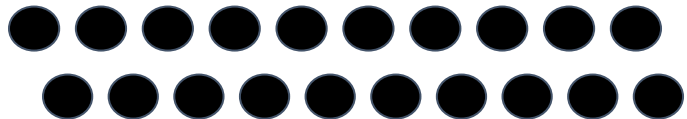
Solve the following division problems using a drawing to assist you.

Draw the solution for questions 4 and 5

1.  $15 \div 2 = \quad \text{r}$



2.  $20 \div 3 = \quad \text{r}$



3.  $9 \div 2 = \quad \text{r}$



4.  $10 \div 3 = \quad \text{r}$

5.  $25 \div 4 = \quad \text{r}$

# AFTERNOON TASK RELIGION

## Parables from the Bible

*A parable is a story from the bible that has a moral or lesson that God wants us to learn and us in our daily lives.*

In this unit we are going to explore stories from the Old and New Testament and reveal the morals and lesson that are within them. The first story is from the Old Testament (before Jesus was born).

The Exodus ( Hebrew for Departure from Egypt) is a story of God testing the people in the wilderness. God put the people in a position where they would need to show their allegiance (trust and faith) to him. All the tests in the wilderness concern either food or drink for the people under Moses' authority. God would not abandon his chosen people – he loved them.

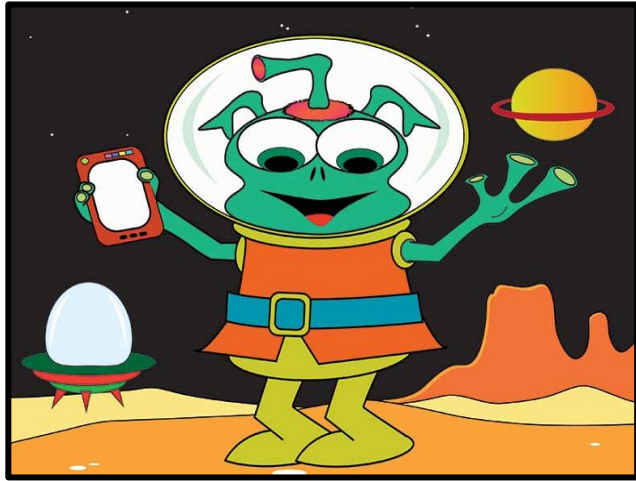
### **Watch:**

- The Prince of Egypt Movie- streaming on Stan (Optional)
- [Gods Story: The Exodus | Wilderness](#)

Create a storyboard that reflects the main parts of the story of the Israelites fleeing from Egypt.

Draw up 4-6 boxes and write a short summary with an image on the key parts of the Exodus.


## Living and Non-Living Things



Otto the alien has landed on Earth and has collected 7 specimens while here.

- Snail shell
- Rock
- Ants
- Wooden chopsticks
- Beetle
- Mushroom
- Daffodil (flower)

### Task:

1. Sort the following 7 specimens into living and nonliving.
2. Draw a scientific drawing of living specimens.

Use these images as guides to help you. Draw it as life like as possible or find a real life illustration online and label the different parts as best as you can.

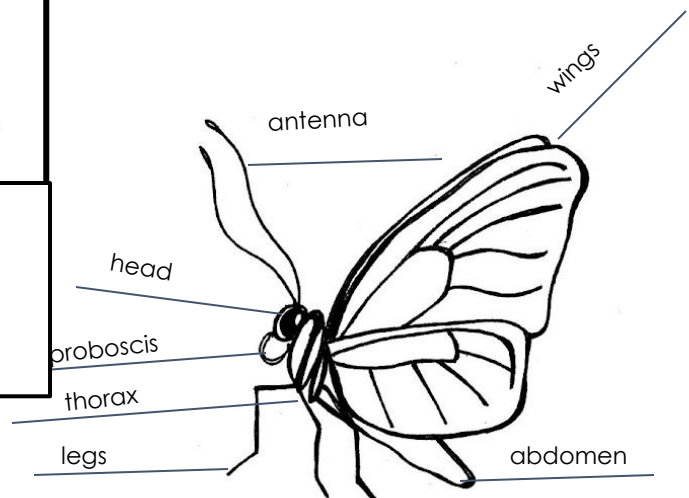
### Scientific Drawing



Things your drawing needs:

- Heading
- Single line drawing- no sketching of shading
- Black and white- no colour
- Labels with straight lines
- Drawing is neat and clear

### Butterfly



# AFTERNOON TASK

# PERSONAL INTERESTS

## Homework: Due Thursday 7th October

IXL homework: complete the IXL tasks for each day.

### 3/4K

- Contract 28.
- Spelling Matrix- **Pyramid Words** ( /a/ & /al/spelling words )  
Write your words adding or subtracting one letter at a time. The result will be a pyramid shape of words.
- Times Tables and fact families practice [OLW Learning channel](#)

### 3/4L

- Contract 28
- Spelling Matrix: **Story Words** ( /a/ & /al/spelling words )  
(Write a short story using all of your words. Underline each word as it is used).
- Times Tables and fact families practice [OLW Learning channel](#)

All logins for passwords are in your diary- Literacy Pro (Lexile), Google Drive (chrome email) Epic, IXL, Coding etc.

### Number Find:

Complete the number find on the 5 times tables facts.

# Multiplication FACT FINDER



Find the 5s multiplication facts.

Colour them in below. The first one has been done for you.

3	5	15	2	5	8	6	5
11	55	10	5	35	5	7	5
5	15	0	10	40	40	12	25
55	7	5	35	50	5	5	0
9	5	35	9	5	45	60	50
4	5	20	40	6	1	5	5
5	11	60	45	5	15	25	60
10	5	50	12	30	8	10	30

Facts I found. Complete the number sentences.

$1 \times 5 = 5$

$5 \times 5 =$

$9 \times 5 =$

$2 \times 5 =$

$6 \times 5 =$

$10 \times 5 =$

$3 \times 5 =$

$7 \times 5 =$

$11 \times 5 =$

$4 \times 5 =$

$8 \times 5 =$

$12 \times 5 =$



# SPECIALIST TASK

# PHYSICAL EDUCATION

## *Street sign Bingo*

A great way to stay active whilst learning from home is to go on a walk with your siblings and your parents or guardian.



It was great to see so many smiling faces in your photos from your nature walk bingo a few weeks ago!  
This street sign bingo can add a little excitement to your journey!

A few ways you can play; (easier to harder)

- Bingo can be achieved by getting x4 images in a row, horizontally or vertically.
- You may also like to play super bingo by trying to find all 16 items! You may like to create your own items if you can't quite complete bingo! Maybe a different road sign or a shop you might pass on your walk.
- You may like to record photos of the items you find.
- You can award points for different images eg. 5 points for the easier items such as a give way or round about sign and 20 points for the harder items such as the kangaroo or road works signs.
- If you or your parents have a fitbit, pedometer, or fitness tracker on their phone, you may also like to record your steps taken on the walk (20 points for 1,000 steps, 50 points for 2,000 steps! You can use your imagination here with a point system!
- You may also like to create your own street sign bingo depending on the area you live in!

Most importantly, have fun and stay active!

***Mrs Van Ballegooy***  
***Physical Education***



# SPECIALIST TASK

# PHYSICAL EDUCATION





# STEM – MATHS INVESTIGATION

## How does the self-assembling cube work?

Watch this short clip to see the self-assembling cube in action:

<https://www.youtube.com/watch?v=cjhlxMiZe9s&t=4s>

**TASK:** Follow the instructions to create this model. Experiment with assembling it and record your observations.

**CHALLENGE:**

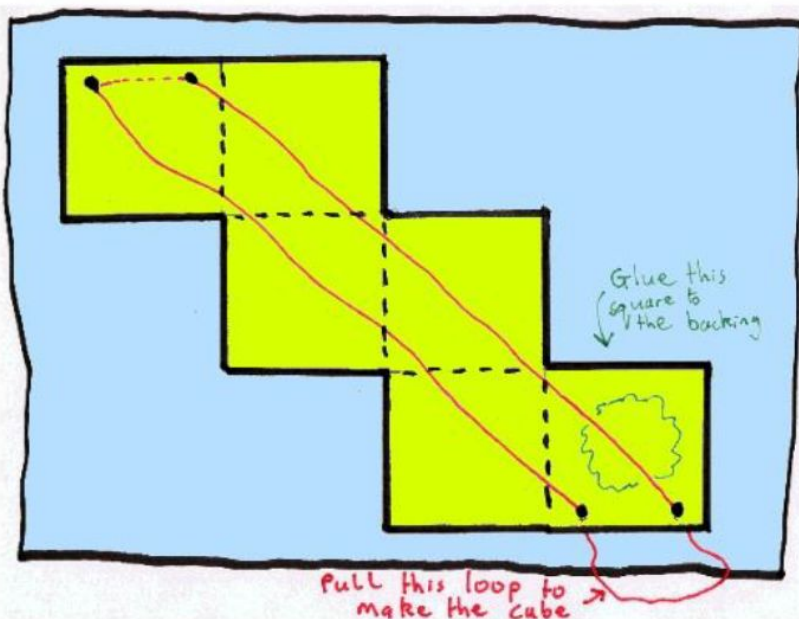
Think about the net for an octahedron. Create a model for a self-assembling octahedron. Prepare the assembly plan so others can make one.

**MATERIALS:**

- 2 x coloured card
- Scissors
- Glue
- Cotton or String

**REAL WORLD:**

What practical applications could there be for self-assembling 3D shapes?

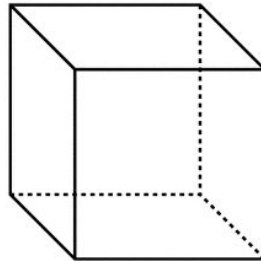


1. Find 2 different coloured pieces of card.
2. Cut out a net for a cube, as shown by the yellow shape.
3. Fold along the dotted lines and repeat the folding back and forth until it is flexible.
4. Make 4 small holes as shown.
5. Thread a loop of cotton or fine string through the holes as shown.
6. Glue the bottom right square to the backing card.
7. Gently pull the string.

# PROMPTS AND SUGGESTIONS

Click on the links to watch the self-assembling shapes in action and download the net templates

If your cube does not self-assemble, use lighter card paper or fold the dotted line bends more so that they are flexible.

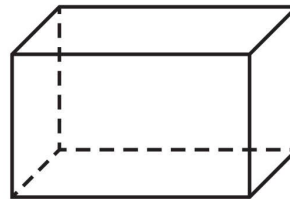


**Cube**

[Video](#)

[Net Template](#)

How important is the positioning of the string?

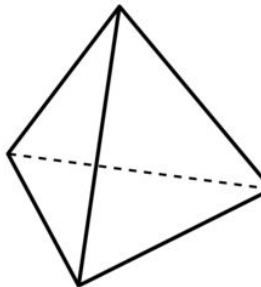


**Cuboid**

[Video](#)

[Net Template](#)

Are there other ways to position the string so that the cube could self-assemble?

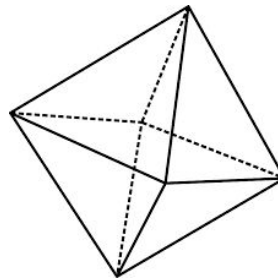


**Tetrahedron**

[Video](#)

[Net Template](#)

Are there other nets for a cube that would work?

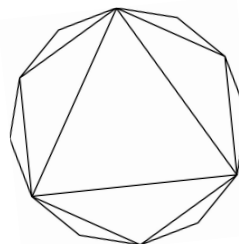


**Octahedron**

[Video](#)

[Net Template](#)

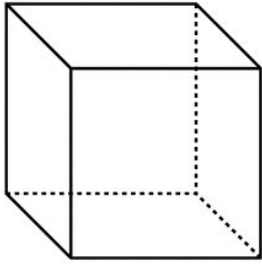
Experiment with nets for other shapes.



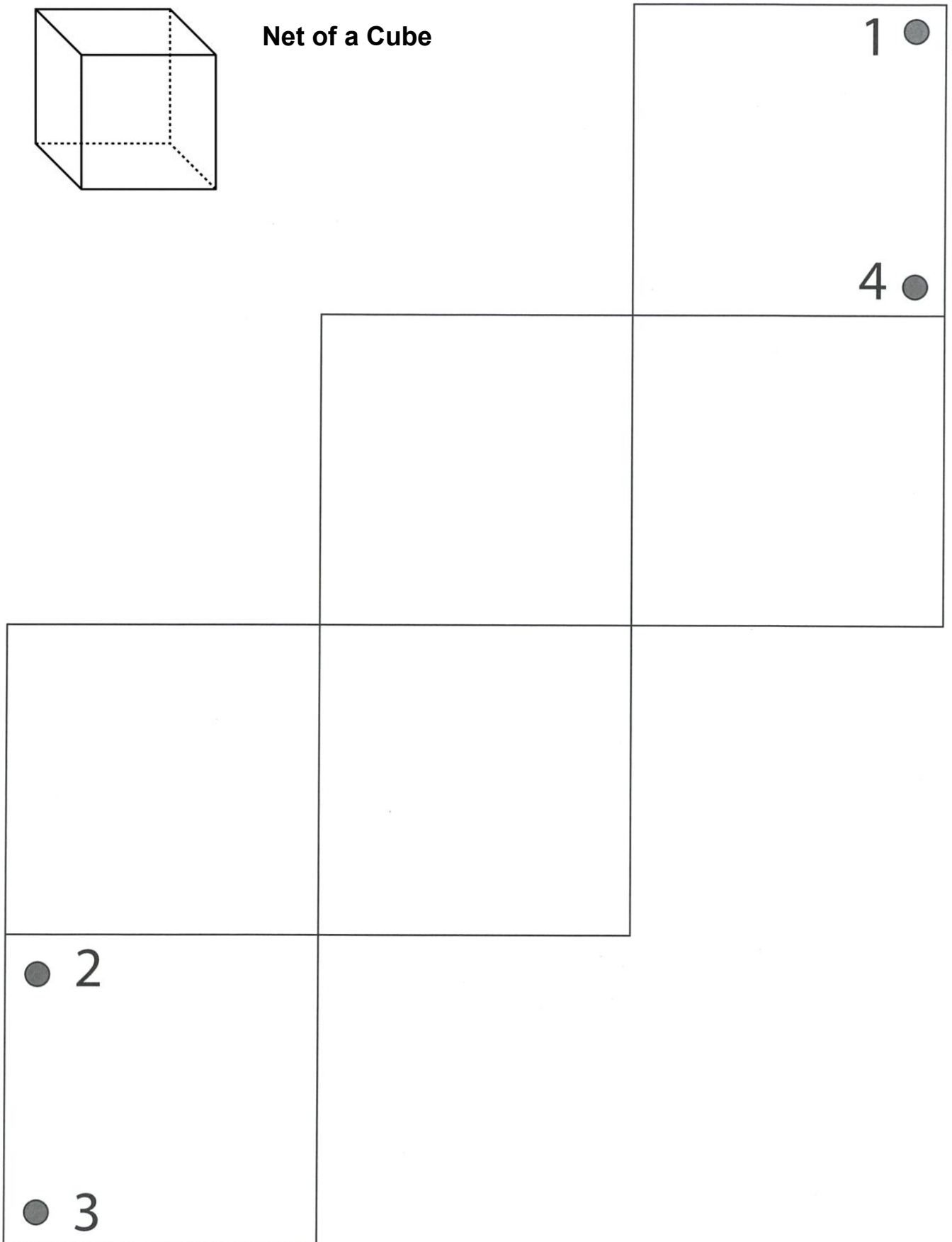
**Dodecahedron**

[Video](#)

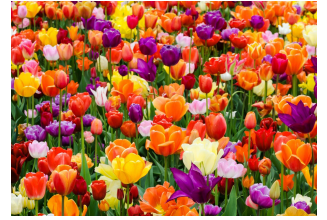
[Net Template](#)



**Net of a Cube**



# SPECIALIST TASK VISUAL ARTS



**Spring time.** Create a drawing of a flower(s) or trees.

Try and go outside in your garden or visit a park and look at the trees and colourful flowers. Collect some flowers or leaves and look carefully at the detail and colour. Or search for pictures of flowers in magazines or the internet and get some ideas for your drawing.

For this lesson you can use any art materials you might have at home. You can draw or paint a flower(s) or trees.

You might like to try making a collage instead.

Using newspaper or coloured paper, tear into small pieces and paste on as a background. Or select colours from magazines to match the colour of your flowers or trees.

Below are video links to see examples of drawing flowers or trees.

[https://www.youtube.com/watch?v=KB\\_RQACWFbg](https://www.youtube.com/watch?v=KB_RQACWFbg)

<https://www.youtube.com/watch?v=ozNI7LXpkxU>

<https://www.youtube.com/watch?v=gExU54kVM0o>

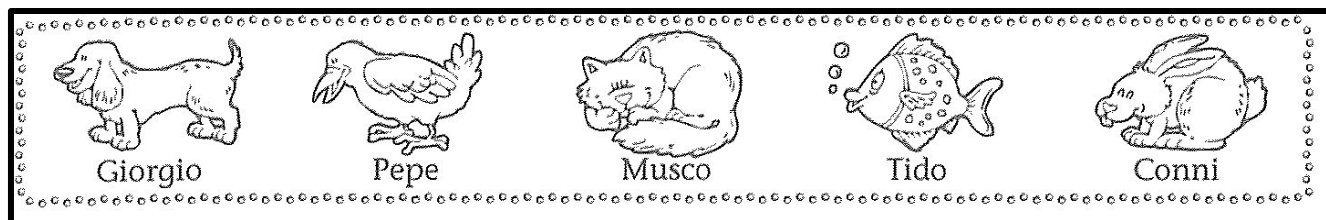


# SPECIALIST TASK

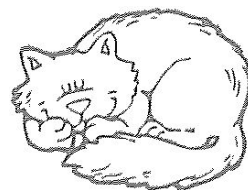
# ITALIAN

Using your knowledge from last term, complete the following 'animale' activity.

**Scrivi il nome - Write the name**



E.g. Il gatto si chiama - The cats name is Musco.



Il gatto si chiama \_\_\_\_\_  
 Il pesce si chiama \_\_\_\_\_  
 Il cane si chiama \_\_\_\_\_  
 L'uccello si chiama \_\_\_\_\_  
 Il coniglio si chiama \_\_\_\_\_

**Vocab list**

Disegnare: draw  
 Leggi: Read  
 Con: with  
 E' : is

**Leggi e disegnare (Read and draw)**

Disegnare Pepe con Musco. Pepe e' nero, Musco e' giallo.	Disegnare Tido con Giorgio. Tido e' marrone. Giorgio e' grigio.
Disegnare Conni con Pepe. Connie e' rosa.	Disegnare Musco con Tido.