

# 1/2 Sapphire Class Timetable Term 2 Week 2

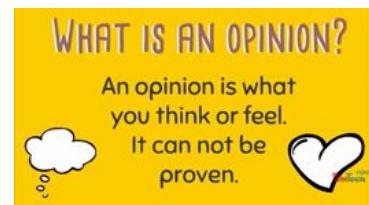
Monday 4th May

Morning	<p><b>9am Learning Begins (5 minutes)</b></p> <p><b>Don't forget to mark your attendance in Google Classroom.</b></p> <p>Good morning. Visit <a href="http://www.starfall.com">www.starfall.com</a> and access the calendar. Listen to the days of the week and complete the date. If you don't have internet access, ask an adult for a calendar and look at today's date. <i>You do not need to submit any photos or evidence of this.</i></p> <p><b>Word Sorts (Approximately 40 minutes)</b></p> <p>Go to Google Classroom. Click on the Classwork tab and go to the Word Sort Folder. Read your words from your word sort. If you have a printer, print these words out and cut them out. If you don't have a printer, create your own word cards. Make sure you copy the words correctly. Keep these words for the next two weeks. Place them into an envelope or plastic bag to keep safe. <b>Do not glue them until you are asked as you will need these cards for two weeks.</b> Read the word sort rules that are in your Word Sort Folder on Google Classroom. Sort your words according to the rule. Beware— you might find oddballs. Oddballs are words that don't fit the rule. <i>You do not need to submit any photos or evidence of this.</i></p> <p><b>Writing (Approximately 50 minutes)</b></p> <p>You can do this writing lesson by listening to Mrs Martelli's video or you can read it yourself below. If you want to access the video, go to the Classwork tab, click the Writing topic folder and open Informative Writing for Monday 4th May. Open Mrs Martelli's video.</p> <p>Read the following sentences: <i>Mrs Martelli has brown eyes. Mrs Martelli has x-ray vision.</i> Which sentence is make-believe (imaginary) and which is real (factual)? Explain why it is real. Do you think it is possible to write an imaginary text and an informative text about the same topic? Discuss with an adult or friend at school. Read the story The very hungry caterpillar or alternatively click the link to watch an animation.</p> <p><a href="https://www.youtube.com/watch?v=75NQK-Sm1YY">https://www.youtube.com/watch?v=75NQK-Sm1YY</a> Is this text fiction or non-fiction? Why?</p> <p>Remember imaginary texts tell stories about make-believe events and their purpose is to entertain us. Watch the following link 'Life of a Butterfly'</p> <p><a href="https://www.youtube.com/watch?v=dM71jKNuk-M">https://www.youtube.com/watch?v=dM71jKNuk-M</a> Is this text fiction or non-fiction? Why and how do you know? If you can't access these texts, skip the stories and read the slides following. Remember that informative texts provide us with facts about real things and are intended to inform us. Using Slide 7 from the Teachstarter powerpoint, Exploring Informative Texts, read the following about facts. Read each statement below the picture. Are these</p>
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facts always true? Will they ever change? Can it be proven or is something you feel or think?

Discuss that facts are real statements of information. Opinions are not the same as facts; therefore they are not included in informative writing. Watch the following link to further explore the difference between facts and opinions.

[https://www.youtube.com/watch?v=Flyt5pEcE\\_g](https://www.youtube.com/watch?v=Flyt5pEcE_g). If you do not have access, read the screenshots below about opinions.



Using your knowledge of facts and opinions and caterpillars, sort the statements into fact and opinion. Go to the Classwork tab, click on the Writing topic folder and click Informative writing for Monday 4th May. Open the Fact and Opinion Sorting Activity. If you do not have access, use the screenshots to sort the statements into the correct heading.

Label the statements with a F for fact or an O for opinion. Upload a photo of your work to the google classroom.

Facts and Opinions - Caterpillars

Name _____	Date _____
Facts and Opinions - Caterpillars	
Facts	Opinions
_____	

Caterpillars

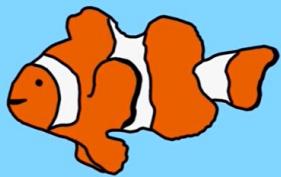
Cut out the facts and opinions about caterpillars. Paste each sentence under the correct heading on the next page.

Caterpillars like salami more than apples.	Caterpillars come from eggs.
Caterpillars build cocoons.	All butterflies are beautiful.
Caterpillars eat leaves.	Caterpillars are greedy insects.
Caterpillars like sunny days.	Caterpillars turn into butterflies.

### Sentence-a-day (Approximately 15 minutes)

What is the difference between common nouns and proper nouns? Last week we learnt that common nouns are the names given to people, places and things. **Example girl, park, book** are all examples of common nouns. Proper nouns are the special names given to people, places and things and they always begin with capital letters. **For example: Emma, Opera House, Doritos.** Watch the youtube video 'Common and Proper Nouns' to

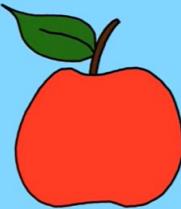
understand this in more detail. <https://www.youtube.com/watch?v=bmZA90W53Rk>. If you can't access the video, read the screenshots below.



Common Noun:  
'fish'



Common Noun:  
'tree'



Common Noun:  
'apple'

Proper Noun:  
'Royal Gala'

Go to the Classwork tab. Go to the Sentence a day topic folder. Open the document called Using Capital Letter worksheet. Read the words and use the pictures to help you. Identify which words should be proper nouns, that is which words should begin with a capital letter and tick the boxes. Choose one of the proper nouns and use it in a sentence. Write your sentence and circle the proper noun. Upload a copy of your worksheet to the google classroom.

### Fruit break/Brain Break/Tri-reading (Approximately 15 minutes)

Visit go noodle [GoNoodle: Home](#) for a brain break or go play outside. Visit storyline online <https://www.storylineonline.net/> to hear a book being read to you. If you can't access the internet, ask someone at home to read you a story. Have a piece of fruit. You **do not** need to submit any photos or evidence of this.

### Using Capital Letters

Tick the boxes if you think the word needs a capital letter:

<input type="checkbox"/> table	<input type="checkbox"/> australia	<input type="checkbox"/> fruit
<input type="checkbox"/> dog	<input type="checkbox"/> melissa	<input type="checkbox"/> pacific ocean
<input type="checkbox"/> fast food	<input type="checkbox"/> sydney	<input type="checkbox"/> kangaroo
<input type="checkbox"/> flowers	<input type="checkbox"/> christmas	<input type="checkbox"/> january
<input type="checkbox"/> crayons	<input type="checkbox"/> lunch	<input type="checkbox"/> chinese food

twinkl

visit twinkl.com

Break

11:00-11:30: Make sure you have recess and play (no screens)

<p><b>Middle</b></p>	<p><b>11:30 Learning Begins</b></p> <p><b>Tri reading (Approximately 10-15 minutes)</b></p> <p>Listen to an adult read you a story or listen to a story online <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a>. You <i>do not</i> need to submit any photos or evidence of this.</p> <p><b>Maths (Approximately 60 minutes)</b></p> <p><b>Daily number sense (10 minutes)</b></p> <p>Click the link to play the game: <a href="https://www.abcyah.com/games/base_ten_fun">https://www.abcyah.com/games/base_ten_fun</a>. Select the game mode 'read &amp; make'. To challenge yourself, you might want to try the other game modes by clicking on the menu button. <b>Please note:</b> if you are using a tablet this site will not work. You can use this site <a href="https://www.roomrecess.com/mobile/BaseTenBlocks/play.html">https://www.roomrecess.com/mobile/BaseTenBlocks/play.html</a> instead.</p> <p>If you don't have access. Make the numbers using counters, blocks, Lego or drawings. Make sure you group your tens (e.g. 22 below has 2 tens and 1 ones). 8, 20, 45, 17, 53. So, for example, <b>22</b> would have <b>2 tens</b> and <b>2 ones</b>.</p> <p><b>Problem of the Day (Approximately 5 - 10 minutes)</b></p> <ul style="list-style-type: none"> <li>Can you think of a two-digit number that has more tens than ones? What is the number?</li> <li>Show how you know your number is correct.</li> <li>You might want to use tens and ones blocks: <a href="https://apps.mathlearningcenter.org/number-pieces/">https://apps.mathlearningcenter.org/number-pieces/</a></li> <li>Can you think of other two-digit numbers that have more tens than ones?</li> <li>Can you find a pattern with your numbers?</li> </ul> <p><b>Generalise and investigate the effect of adding zero to a number (25-30 min)</b></p> <ol style="list-style-type: none"> <li>Look at this number sentence:  <math>9 + 0 = \underline{\hspace{2cm}}</math> <ul style="list-style-type: none"> <li>What is the total?</li> <li>Is the total more, less or the same?</li> <li>How could you draw this number sentence using pictures?</li> </ul> </li> <li>Look at these two number sentences:  <math>7 + 0 = 7</math>  <math>7 + 0 = 70</math> <ul style="list-style-type: none"> <li>What number are we adding to seven?</li> <li>Which one of these is correct?</li> <li>How do you know?</li> </ul> </li> </ol>
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- Are they both correct?
  - Why? Why not?
- 3) What happens when we add zero to a number? Can you think of a rule?
- 4) Watch the videos:
- <https://www.youtube.com/watch?v=UGXp5GjgjfQ>
- <https://www.youtube.com/watch?v=x6J-iLVuL4>
- Was your rule the same or different to the one in the video?  
A rule might be: 'Adding zero to a number does not change the number'
- 5) Complete these number sentences below:
- $0 + 9 = \underline{\hspace{1cm}}$
  - $27 + 0 = \underline{\hspace{1cm}}$
  - $100 + 0 = \underline{\hspace{1cm}}$
  - $5 + 1 + 0 = \underline{\hspace{1cm}}$
  - $4 + 4 + 0 = \underline{\hspace{1cm}}$
  - $10 + 0 + 3 = \underline{\hspace{1cm}}$
  - $0 + 0 = \underline{\hspace{1cm}}$

### Year 2 \* optional activity year 1 – Jump strategy (approximately 15-20 min)

The jump strategy is one strategy (another word for 'a way') we can use to add or subtract numbers. We sometimes call it a **mental strategy**. 'Mental' means we can do it in our head. To do this properly, you need to be able to count forward by 10's and 1's.

<https://www.youtube.com/watch?v=wOEdfVs8Z8k>

In the following activities, think about how many 10's are in each number you are adding and it will help you workout how many jumps you will need to make.

## JUMP STRATEGY

The jump strategy is when you use a number line to jump in tens and ones to arrive at the answer.

$34 + 25 = 59$

A horizontal number line with arrows pointing to the right. Four boxes labeled 34, 44, 54, and 59 are placed below the line. Above the line, three curved arrows point from left to right between the boxes. The first arrow is labeled '+10', the second is also '+10', and the third is '+5'.

Let's practise together. You can follow the steps below on your own or by watching the matching video for today's jump strategy. If you want to access the video, go to the

Classwork tab, click the Maths topic folder and open the ***Jump strategy Video for Monday 4th May.***

- 10 more than 70 = \_\_\_\_\_

\* To do this on the empty number line we need to start with the bigger number. See below

(This number line does not have any numbers that are an equal distance apart. It is called an empty number line and is used in a similar way to a number line with the numbers marked on it. To use an empty number line you mark on it the numbers that are needed)



Now you try:

- 40 more than 10
- 

- 20 more than 70
- 

- 30 more than 50
- 

**Break**

**1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)**

Afternoon	<p><b>1:45 Learning Begins</b></p> <p><b>Tri Reading (Approximately 5-10 minutes)</b></p> <p>Listen to an adult read you a story or listen to a story online <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> <i>You do not need to submit any photos or evidence of this.</i></p> <p><b>Topic Talks (Approximately 5 minutes)</b></p> <p>Record your topic talk and upload to our Google Classroom in our stream. Students might like to give 2 stars or a wish. Remember to keep your feedback respectful. If you do not have internet access, complete your topic talk to someone at home/school. Ask someone to give you feedback in the format of 2 stars and a wish. Explain this process to the adult or friend listening to your topic talk. You can upload your video if you would like, this is optional.</p> <p><b>Computers with Miss Lin (Approximately 60 minutes)</b></p> <p>See Miss Lin's assignment.</p> <p style="text-align: center;"><b><i>Good afternoon. Well done!</i></b></p>
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# 1/2 Sapphire Class Timetable Term 2 Week 2

Tuesday 5th May

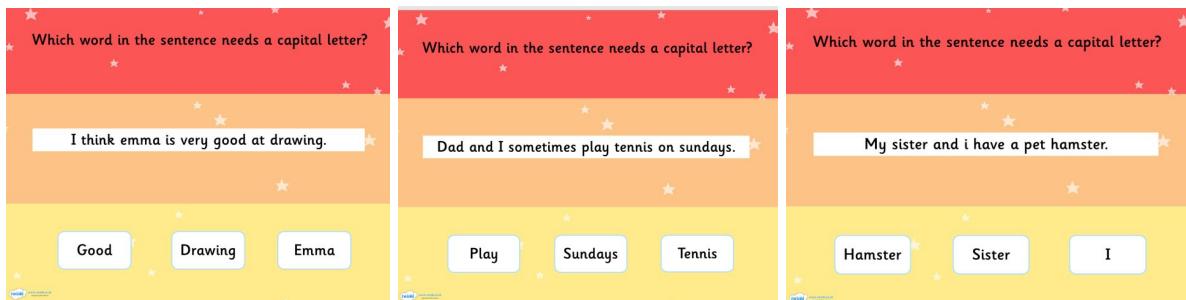
Morning	<p><b>9am Learning Begins (5 minutes)</b></p> <p><b>Don't forget to mark your attendance in Google Classroom.</b></p> <p>Good morning. Visit <a href="http://www.starfall.com">www.starfall.com</a> and access the calendar. Listen to the days of the week and complete the date. If you don't have internet access, ask an adult for a calendar and look at today's date. <i>You do not need to submit any photos or evidence of this.</i></p> <p><b>Word Sorts (Approximately 20 minutes)</b></p> <p>Sort your word sorts into groups. Explain to someone at home/school why you have sorted your words this way. Have an adult check them. If you like, upload a photo of how you sorted your words to Google Classroom.</p> <p><b>Reading with a focus on QUESTIONING- Read all instructions before reading your book (Approximately 40 minutes)</b></p> <p>Questioning is a strategy we use while we are reading to help us understand more of the text. It helps us with our comprehension. Today you will be asking questions before, during and after reading.</p> <p>Go to the Classwork tab. Click and open the topic folder on the left hand side called Wushka. Wushka is an online reading program. You have been placed into your reading groups, just like school. Type in your username (which is the Wushka file) and our class password is 12s. Pick a story as there will be a few choices. Once you have read the story, complete the quiz and activities that follow. Post on our Google Classroom stream which book you read and what it was about.</p> <p><b>QUESTIONING BEFORE READING</b></p> <p>Looking at the cover of your story, ask a question about the story. Remember you know nothing about the story. Make sure you start with a question word. Record your question down on paper. Begin to read your book.</p> <p><b>QUESTIONING DURING READING</b></p> <p>Stop reading the book at about half way through your story. Stop and think about what you have read. Now ask another question. Write it down.</p> <p><b>QUESTIONING AFTER READING</b></p> <p>After you have read the whole story, ask another question. Write your question down. Upload a photo of your three questions. Were the questions you asked before and during reading answered as you read more of the book?</p>
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## Fruit break/Brain Break/Tri-reading (Approximately 15 minutes)

Visit go noodle [GoNoodle: Home](#) for a brain break or go play outside. Visit storyline online <https://www.storylineonline.net/> to hear a book being read to you. If you can't access the internet, ask someone at home to read you a story. Have a piece of fruit. *You do not need to submit any photos or evidence of this.*

## Sentence-a-day (Approximately 15 minutes)

Can you remember what proper nouns are? If you can't, then go back to yesterday's sentence a day on the timetable and look at the slides. Look at the following screenshots. In each sentence, there is a proper noun that is missing a capital letter. Circle the incorrect proper noun and then circle the correct answer.



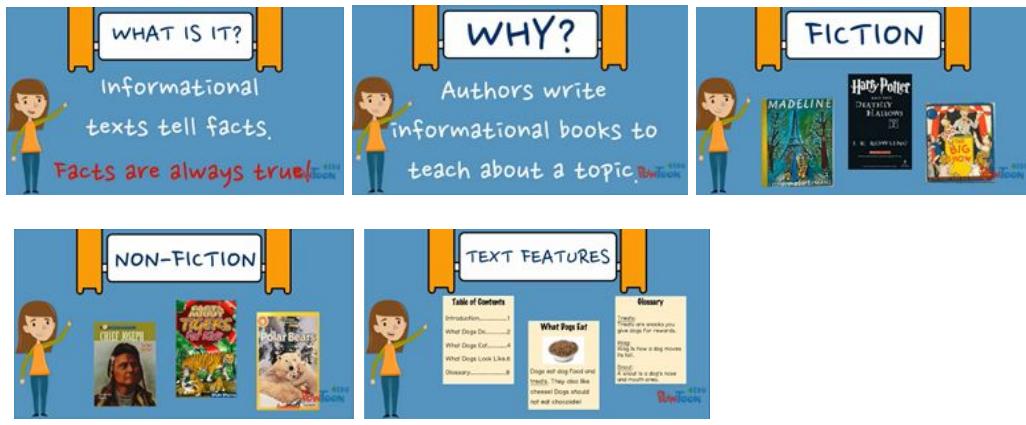
Choose your own proper noun and write it in a sentence. Here is a reminder of what proper nouns are.



*You do not need to submit any photos or evidence of this.*

## Writing (Approximately 25 minutes)

Watch the Informational Writing For Kids video on youtube by clicking the link. [https://youtube.com/watch?v=DN4d76QP\\_MA](https://youtube.com/watch?v=DN4d76QP_MA) If you do not have access, read the screenshots below:



Informational texts have features such as a table of contents, Headings and a Glossary. These features help the reader understand where the information is located and explain technical words. Information reports have a structure to follow when writing. You begin with a general classification. A classification includes what are you going to describe, what group does it belong to. After that you have 3 facts. Each fact has a heading and then you describe the fact. Conclude (end) the information report with an interesting fact about the subject. Here is an example of how an information report about an Elephant might look like.

Choose one of the following animals from the slide below to create your own information reports. To locate the writing activity worksheets, go to the Classwork tab, click the Writing topic folder and open the Information Report Structure Sorting Activity for Tuesday 5th May. Choose the animal you would like to do. Read the statements that relate to your animal and cut and paste them under the correct headings. If you don't have access to this folder, complete the penguin worksheet and use the screenshots below to help you sort the information. Upload a photo of your work to Google Classroom.

You can open Mrs Martell's video and she will go through this writing activity with you. Go to the classwork tab, click the Writing topic folder and open the Information Report Structure Sorting Activity and open the video.



**Information Report – Structure**

**General Classification**  
What are you going to describe? What group does it belong to?

**Fact 1**  
Describe one aspect of the subject using facts.

**Fact 2**  
Describe one aspect of the subject using facts.

**Fact 3**  
Describe one aspect of the subject using facts.

**Concluding Sentence**  
Conclude with an interesting fact about the subject.



**Information Report – Elephants**

**General Classification**  
All elephants are mammals, like humans.

**Fact 1: Habitat**  
They usually live in grasslands, in Africa and Asia.

**Fact 2: Appearance**  
Elephants have bulky bodies, large ears and a long trunk.

**Fact 3: Diet**  
They are herbivores, which means they survive on plants.

**Concluding Sentence**  
Most elephants can live for 50 to 70 years.



**Information Texts – Worksheet**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Penguins**

Cut out the facts about penguins. Paste the facts under the correct heading on the next page.

flightless bird	black and white
in or near water	underwater selenite
fish	cold climates
multiple layers of feathers	warm-blooded animal

**Information Texts – Worksheet**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Penguins**

What is it?	What does it look like?
Where does it live?	What does it eat?

**Break**

**11:00-11:30: Make sure you have recess and play (no screens)**

**Middle**

**11:30 Learning Begins**

**Tri reading (Approximately 10-15 minutes)**

Listen to an adult read you a story or listen to a story online <https://www.storylineonline.net/>  
You **do not** need to submit any photos or evidence of this.

**Maths (Approximately 60 minutes)**

**Daily number sense (Approximately 10 minutes)**

Click the link to play the game Grouping and Grazing. In this game, you need to group the cows into groups of ten. Then click 'Select' and use the cursor to select the group of ten.

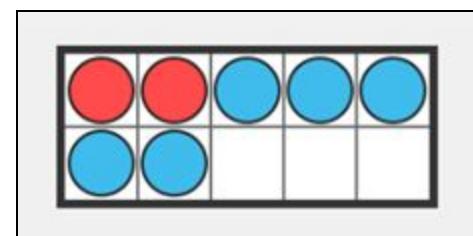
Then click 'Group'. A UFO should carry the cows to the paddock over the ditch. Once you have grouped all the cows into tens, select the leftover cows and drag them over the ditch.

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Grouping-and-Grazing/>. If you don't have access, find large number of small objects (e.g. Lego pieces) and group them into tens and ones, then write the number of objects.

**Problem of the day (Approximately 5 minutes)**

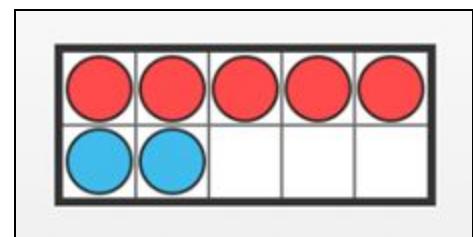
What number is 5 more than 40? What number is 5 less? How do you know?

**Use concrete materials to model the commutative property of addition (Approximately 20-30 minutes)**



Harris has **2 red** Smarties. Ethan gives him **5 blue** Smarties. How many Smarties does Harris now have in total?

Can you write a number sentence?



Lasya has **5 red** Smarties. Sophie gives her **2 blue** Smarties. How many Smarties does Lasya have in total?

Can you write a number sentence?

Who has more Smarties now? Harris or Lasya?

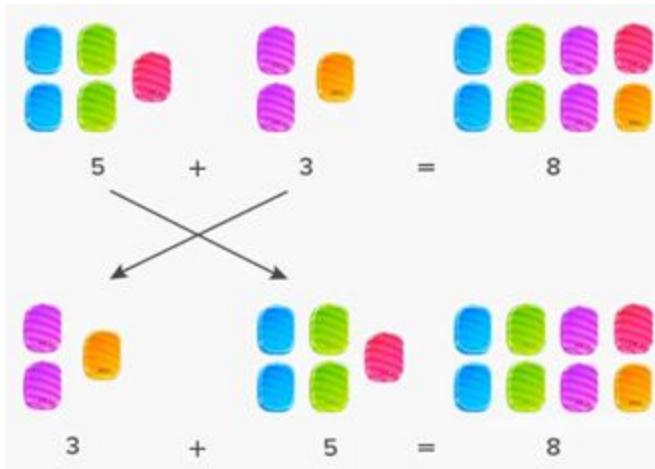
- 1) Your two number sentences should be:  $2 + 5 = 7$  and  $5 + 2 = 7$

- What do you notice about the total?
- Could you write  $2 + 5 = 5 + 2$ ? Why? Why not?
- Could you write  $5 + 2 = 2 + 5$ ? Remember the equals sign (=) can mean 'the answer' when it is to the right of a number sentence ( $4 + 1 = 5$ , with 5 being the answer). It can also mean 'the same as' when it joins two number sentences (e.g.  $3 + 1 = 2 + 2$ ).

$5 + 2 = 7$ , so does  $2 + 5$ . We can call these **turnaround facts**. That's because even though the numbers we are adding switch places, the total (7) stays the same.

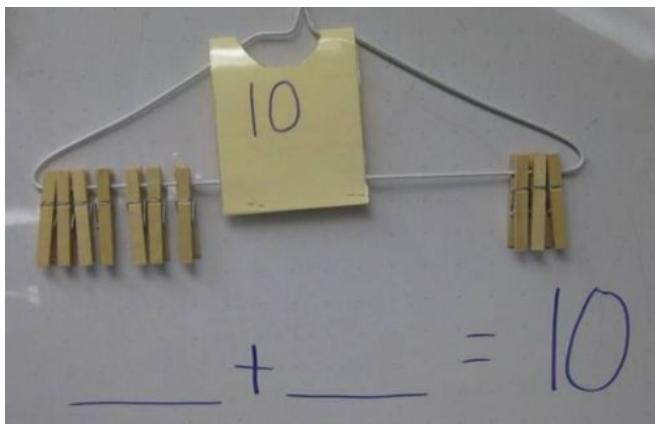
- 2) Look at the pictures and number sentences below.

- Does the total change if the 5 is added before the 3? Why? Why not?



- 3) Find a coat hanger and 20 pegs.

- 4) Create a coat hanger number sentence maker (like in the picture below).

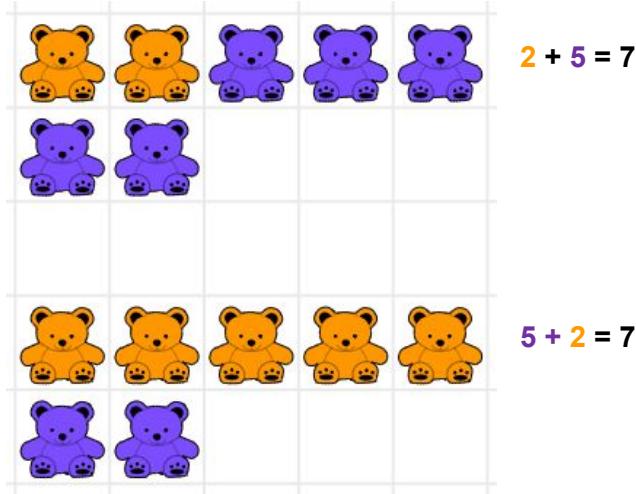


- Can you think of a number sentence to match this picture?
- Can you think of a **turnaround fact** for this number sentence?
- What would the turnaround fact look like on the coat hanger?

- 5) Use your coat hanger number sentence maker to show the following number sentences, their sum **AND** their turnaround facts:

- $4 + 5 = \underline{\quad}$
- $6 + 7 = \underline{\quad}$
- $13 + 3 = \underline{\quad}$
- $11 + 9 = \underline{\quad}$
- $5 + 15 = \underline{\quad}$

- 6) Now make your own **five** turnaround facts using counters (e.g. lego, toys, straws). You might like to use this interactive bear counter site:  
<https://toytheater.com/bear-counters/>



- 7) Look at this number sentence:  $3 + 5 + 8 = 16$

- Can you think of a turnaround fact for this number sentence?
- Would this number sentence have more than one turnaround fact?
- If so, how many would it have?
- What would they be?

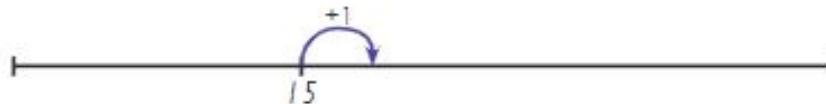
**Year 2 \* optional activity year 1 – Jump strategy (approximately 15-20 min)**

You are going to continue to be learning about the jump strategy. The jump strategy uses jumps on a number line to add and take away. Today you will be using the jump strategy to solve adding number sentences.

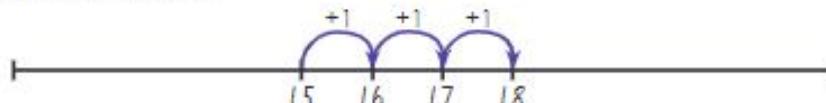
**Step 1:** Mark the number line and write the first number. If you are solving an adding problem, place the number towards the left end of the number line. If you are solving a take away number sentence, place the number towards the right end of the number line.



**Step 2:** Make jump of a chosen size and label the jump. For this number sentence the jump is one as one is being added to fifteen. You write +1 above the jump to show the size of the jump. If you are solving an adding problem, you jump forwards on the number line. If you are solving a take away number sentence, jump backwards on the number line.



**Step 3:** Mark and write the number that the jump lands on. Repeat the jump showing the number you are adding on.



Use the steps above to practise using the empty number lines here.

$12 + 4 = \underline{\hspace{2cm}}$



$16 + 3 = \underline{\hspace{2cm}}$



$19 + 5 = \underline{\hspace{2cm}}$

**It can be hard to count by 10's off the decade but that is what we need to do to use the jump strategy. Let's practise. 2, 12, 22, 32, 42, 52, 62.**

Now you try:

- 5, \_\_, \_\_, \_\_, 45.
- 13, \_\_, \_\_, \_\_, \_\_, 63.
- 28, \_\_, \_\_, \_\_, \_\_, 78.

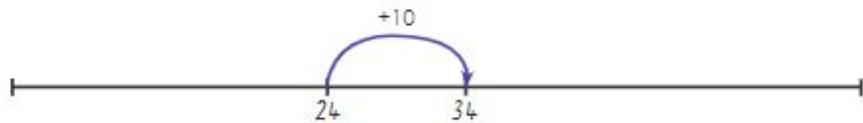
Let's look at how to use the jump strategy on an empty number line and count by 10's and 1's..

The steps below show how to find the answer to the number sentence  $24 + 12 = \underline{\hspace{2cm}}$ .  
The answer is the last number you land on.

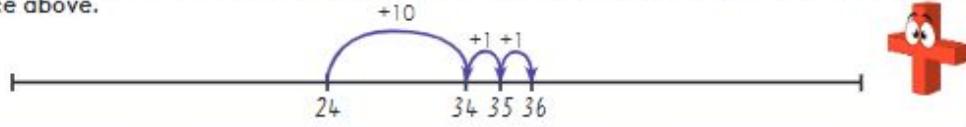
**Step 1:** Mark and write the larger number on the number line. As  $24 + 12$  is an adding number sentence, the number 24 is placed towards the left end of the number line.



**Step 2:** Jump forwards the groups of ten. Look at the number 12 to see how many groups of ten are in the number. There is one group of ten in the number twelve so jump forward one jump of ten. Mark and write the number that the jump lands on. Label the jump +10 so you know the size of the jump.



**Step 3:** Jump forwards the ones. Look at the number 12 to see how many ones are in the number. There are two ones in the number 12 so jump forwards two jumps of one. Mark and write the numbers that the jumps land on. The last number you land on is the answer. Write the answer in the number sentence above.



**Now you try:**

$14 + 13 = \underline{\hspace{2cm}}$



$27 + 22 = \underline{\hspace{2cm}}$



$36 + 32 = \underline{\hspace{2cm}}$



<b>Break</b>	<b>1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)</b>
<b>Afternoon</b>	<p><b>1:45 Learning Begins</b></p> <p><b>Tri reading (5-10 minutes)</b></p> <p>You are going to listen to a story in Creative Arts today (see below). This can be your tri-reading. If you do not have internet access, get an adult to read you a story or informative book during.</p> <p><b>Topic Talks (Approximately 5 minutes)</b></p> <p>Record your topic talk and upload to our Google Classroom in our stream. Students might like to give 2 stars or a wish. Remember to keep your feedback respectful. If you do not have internet access, complete your topic talk to someone at home/school. Ask someone to give you feedback in the format of 2 stars and a wish. Explain this process to the adult or friend listening to your topic talk. You can upload your video if you would like, this is optional.</p> <p><b>Creative Arts- Dance (Approximately 40 minutes)</b></p> <p>Listen to the story Magic Beach by Alison Lester (this can also be your tri-reading). <a href="https://www.youtube.com/watch?v=kjxHu0uATfg">https://www.youtube.com/watch?v=kjxHu0uATfg</a> If you can't access this link, then skip this part. Today's dance lesson will be about using your body in different ways to pretend you are at the beach. This involves no words, just moving your body to tell a story about a day at the beach. Close your eyes and visualise that you are at a beach. Imagine the fun things you might do on a day's outing to the beach. If you are having trouble thinking of what you would do, ask someone at home and share your ideas.</p> <p><b>Arriving at the beach</b></p> <p>Imagine you just arrived at the beach, what do you do first? Ideas: set up your spot on the</p>

beach by laying out your towels, chair, beach umbrella and play equipment. Put your sunscreen on. Think about all the things you do at the beach. Using your body, create a sequence of movements that shows you pretending you just arrived at the beach and are getting yourself ready.

### **Playing at the beach**

Next think about how you play at the beach. Do you build things with sand, play sports on the sand, do you explore different ways to move on the sand, such as galloping, jumping or hopping from foot to foot, do you go swimming in the water, do you dive under the waves? Use your body to show how you play at the beach.

### **Riding a Wave**

Now pretend you are riding a wave. Lay on your stomach with a pretend surfboard under you. Pretend to paddle using your arms. Explore how to push yourself into a crouch position and then stand up and pretend to ride your surfboard. Use your body to show you are keeping balance. A big wave comes crashing down on you and you collapse. Explore ways to safely collapse into the water. Get back on your board by repeating the above steps.

### **Relaxing on the beach**

Now that you have mastered surfing, get your surfboard out of the water and rest and relax on the sand. How do you relax on the sand- do you put your sunglasses on and lie down, do you sit on a chair under the umbrella or do you wrap a towel around you and eat?

### **Putting it altogether**

Using all the above scenarios, put it altogether to create movement sequences or a dance. This dance should include you telling a story through movement about a day at the beach. Start when you arrive at the beach, playing at the beach, riding a wave and then relaxing. Try to use facial expressions, different speeds and movements on different levels. You can choose some music to have on while you are doing this. Try to make your moves go with the rhythm and beat of the music. Here are some links to song songs that you might like to use that line with the beach/surfing.. Alternatively you can choose any song.

Surfin' USA by the Beach Boys <https://www.youtube.com/watch?v=KcZn05qxVgg>

Wipe Out by The Surfaris <https://www.youtube.com/watch?v=dBURLdhmmZ8>

Surf rider by The Lively Ones <https://www.youtube.com/watch?v=ImZsuEH-IIU>

Once you have practised your dance routine, perform it to your family. *If you would like to share it on our google classroom, that is optional.*

**Good afternoon!**

# 1/2 Sapphire Class Timetable Term 2 Week 2

Wednesday 6th May

Morning

## 9am Learning Begins (5 minutes)

**Don't forget to mark your attendance in Google Classroom.**

Good morning. Visit [www.starfall.com](http://www.starfall.com) and access the calendar. Listen to the days of the week and complete the date. If you don't have internet access, ask an adult for a calendar and look at today's date. *You do not need to submit any photos or evidence of this.*

## Sentence-a-day (Approximately 15 minutes)

*All common nouns have a proper noun. That means all nouns will have a special name that makes them different from other nouns.* For example: **Noun: book / Proper Noun: EJ Spy- The Test.** The proper noun is a specific name of a book, there is only one type of this book which is why it is in capital letters.

Brainstorm with a thinking partner a proper noun to match a noun. Work through the worksheet and record the proper nouns next to the nouns. Choose one pairing from your worksheet (a common noun and a proper noun) and use it in a sentence. For example: I watched a **movie** and it was called **Angry Birds** and I really enjoyed it.

### **Common noun- movie   Proper noun: Angry Birds**

Go to the Classwork tab. Click on Sentence a day topic folder. Open Common and Proper noun Worksheet for Wednesday 6th May. Print this worksheet or use the screenshot above to record your proper nouns. Upload a photo of your work.

## Reading with a focus on QUESTIONING (Approximately 40 minutes)

Go to the Classwork tab. Click and open the topic folder on the left hand side called Wushka. Wushka is an online reading program. You have been placed into your reading groups, just like school. Type in your username (which is the Wushka file) and our class password is 12s. Pick a story as there will be a few choices. Once you have read the story, complete the quiz and activities that follow. Post on our Google Classroom stream which book you read and what it was about.

## QUESTIONING BEFORE READING (repeat of yesterday's lesson using a different book)

Looking at the cover of your story, ask a question about the story. Remember you know nothing about the story. Make sure you start with a question word. Record your question down on paper. Begin to read your book.

## QUESTIONING DURING READING

Stop reading the book at about half way through your story. Stop and think about what you

### Common and Proper Nouns

**Common nouns** name a person, place, or thing. They do not begin with a capital letter.  
**Proper nouns** name a specific person, place, or thing. They always begin with a capital letter.

 Directions: Write a proper noun to go with each common noun.

Common Noun	Proper Noun
truck	Ford
restaurant	
park	
girl	
teacher	
school	
store	
movie	
boy	
dog	
river	
cartoon	

have read. Now ask another question. Write it down.

### QUESTIONING AFTER READING

After you have read the whole story, ask another question. Write your question down.

Upload a photo of your three questions. Were the questions you asked before and during reading answered as you read more of the book?

### Fruit break/Brain Break/Tri-reading (Approximately 15 minutes)

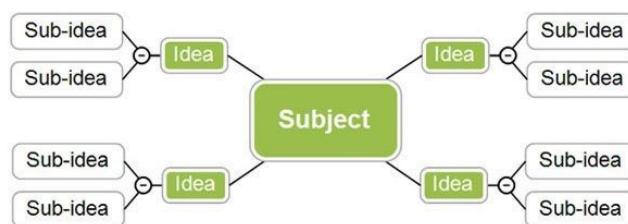
Visit go noodle [GoNoodle: Home](#) for a brain break or go play outside. Visit storyline online <https://www.storylineonline.net/> to hear a book being read to you. If you can't access the internet, ask someone at home to read you a story. Have a piece of fruit. *You do not need to submit any photos or evidence of this.*

### Geography (Approximately 45 minutes)

#### Caring for places we use (You will need your picture of your favourite place)

- Look at the picture of your favourite place with a partner/ family member and brainstorm how they might need to look after these places so that other students or family members can continue to use them.
- Read through the poster "Step up to clean up", created for the Clean Up Australia Day organisation (Click on the classwork tab, click on the geography tab and open the poster). Discuss what the organisation does and talk about the Clean Up Australia Day event. Include discussion about why people care for places and spaces, so they remain clean, healthy and safe.
- Brainstorm with a family member or a partner and write on a mind map how people care for places that they use as well as some of the reasons that people need to care for places that they use. For example, classrooms need to be cleaned and tidied at the end of each day so that they remain safe and healthy places to learn. Gardens, playgrounds and parks need to be cleaned and grass kept mown so that they remain clean and healthy places to play. Sometimes playground equipment needs to be fixed, replaced or painted so that it works properly and looks nice.

#### What is a Mind Map?



A mind map is an easy way to brainstorm thoughts easily without worrying about order and structure. It allows you to visually structure your ideas to help with sorting and recall.



### STEP UP TO CLEAN UP

Embargoed to 12:01am Friday, 8 November 2019

Clean Up Australia Day calls for 700,000 volunteers to Step Up in 2020

Volunteer registrations for Clean Up Australia Day 2020 opened today with an appeal to Australians to step up on Sunday 1 March, to reduce the amount of waste in the environment.

Clean Up Australia Chairman Pip Kiernan said Australia creates 2.5 million tonnes of plastic waste each year\*. Only 12% of this is recycled with the rest ending up in our parks, roadsides, bush, waterways, oceans or in landfill as rubbish.

"We are calling on Australians to step up to clean up, and join us on Sunday 1 March to collect as much of this waste as we can before it causes harm," Ms Kiernan said.



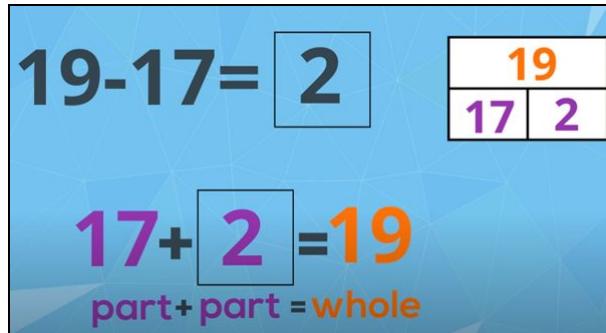
<b>Break</b>	<b>11:00-11:30: Make sure you have recess and play (no screens)</b>				
<b>Middle</b>	<p><b>11:30 Learning Begins</b></p> <p><b>Tri reading (5-10 minutes)</b> Listen to an adult read you a story or listen to a story online <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> <i>You do not need to submit any photos or evidence of this.</i></p> <p><b>Maths (approximately 60 minutes)</b></p> <p><b>Daily number sense (Approximately 10 minutes)</b></p> <p>Click the link below to practise splitting numbers and collections of things in tens. For example, the number 70 can be split into 7 groups of 10 as it is made up of 7 tens.</p> <table border="1"> <thead> <tr> <th>Tens (T)</th> <th>Ones (O)</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0</td> </tr> </tbody> </table> <p><a href="https://www.khanacademy.org/math/early-math/cc-early-math-place-value-topic/cc-early-math-tens/e/groups-of-tens">https://www.khanacademy.org/math/early-math/cc-early-math-place-value-topic/cc-early-math-tens/e/groups-of-tens</a></p> <p><b>Problem of the day (Approximately 5-10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Could 36 be made up of 2 tens and 16 ones? Why? Who not?</li> <li>• Use blocks or counters to show your thinking: <a href="https://www.coolmath4kids.com/manipulatives/base-ten-blocks">https://www.coolmath4kids.com/manipulatives/base-ten-blocks</a></li> <li>• Can you think of other combinations of tens and ones that make 36?</li> </ul> <p><b>Relate addition and subtraction facts for numbers to at least 20 (Approximately 25-35 minutes)</b></p> <ol style="list-style-type: none"> <li>1) Look at the picture of the egg carton.<ul style="list-style-type: none"> <li>• How many eggs are in the carton?</li> <li>• How many eggs are missing?</li> <li>• What is the total number of eggs that this egg carton could hold?</li> <li>• This morning the carton was full. Can you write a number sentence to describe what has happened to the total number of eggs in the carton?</li> <li>• How many eggs would you need to add to fill the carton? Can you write a number sentence to describe that?</li> <li>• What do you notice about the numbers in your number sentence?</li> </ul></li> </ol> 	Tens (T)	Ones (O)	7	0
Tens (T)	Ones (O)				
7	0				

Did you know addition and subtraction are related? In the picture above, if I add 5 more eggs, I have 12 eggs ( $7 + 5 = 12$ ). If I subtract 5 eggs, I am back to 7 eggs ( $12 - 5 = 7$ ). The numbers in my number sentence are still the same, except they have moved places in the number sentence.

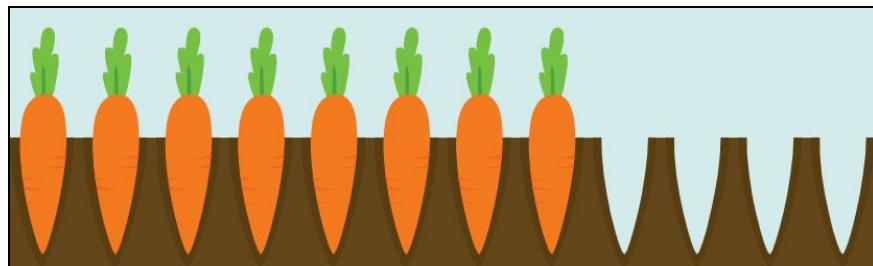
- 2) Yesterday, we looked at **turnaround facts**.  $5 + 7 = 12$ , and  $7 + 5 = 12$ . So,  $5 + 7 = 7 + 5$ . Another way of thinking about this is that **two parts** (5 and 7) equal a **whole** (12). No matter the order numbers are added, they will still make the same whole.

Now, watch the video to see how this can help us with subtraction:

<https://www.youtube.com/watch?v=aK3FKEZJKec>



- 3) Look at the picture below.



- 12 carrots were growing and some were taken in the middle of the night. How many carrots are missing? What is the whole (or total)? What are the parts?
- 4) Complete these number facts (->) using your knowledge of parts and whole.

	$\_ + \_ = 5$	$\_ + 2 = 7$
$\_ + 1 = 5$	$2 + \_ = 7$	$7 - 2 = \_$
$5 - 1 = \_$	$7 - \_ = 2$	
$5 - \_ = 1$		

- 5) Write four related number facts for each of the pictures below.

<b>a. 7 dots in total</b> 	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
<b>b. 6 dots in total</b> 	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
<b>c. 8 dots in total</b> 	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$
<b>d. 11 dots in total</b> 	$\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$ $\underline{\quad} + \underline{\quad} = \underline{\quad}$ $\underline{\quad} - \underline{\quad} = \underline{\quad}$

**Year 2 \*optional for year 1 – Jump strategy (approximately 15-20 min)**

You have learned how to jump forward on a number line to add two digit numbers. Now we are going to take away 2 digit numbers on the number line.

Which way do you think we need to jump? \_\_\_\_\_

When we use the jump strategy on empty number lines to solve take away problems we have to **jump back**.

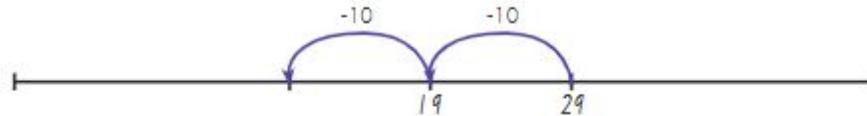
The steps below show how to use the jump strategy to solve the number sentence

$$29 - 24 = \underline{\quad} .$$

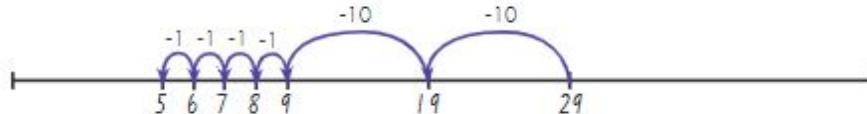
Step 1: Mark and write the larger number on the number line. As  $29 - 24$  is a take away number sentence, the number 29 is placed towards the right end of the number line.



Step 2: Jump backwards the groups of ten. Look at the number 24 to see how many groups of ten are in the number. There are two groups of ten in the number 24, so make two jumps of 10 backwards. Mark and write the numbers that the jumps land on. Label the jumps  $-10$  so you know the size of the jump.



Step 3: Jump backwards the ones. Look at the number 24 to see how many ones are in the number. There are four ones in the number 24 so you will make four jumps of one. Mark and write the numbers that the jumps land on. The last number you land on is the answer. Write the answer in the number sentence above.



Let's practise together on an empty number line. You can follow the steps below on your own or by watching the matching video for today's jump strategy. If you want to access the video, go to the Classwork tab, click the Maths topic folder and open the **Jump strategy Video for Wednesday 6th May**.

$$65 - 20 = \underline{\hspace{2cm}}$$



Now see if you can find the answers to the number sentences below.

$19 - 11 = \underline{\quad}$



—

$38 - 25 = \underline{\quad}$

—

$47 - 33 = \underline{\quad}$

—

18

<b>Break</b>	<b>1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)</b>
<b>Afternoon</b>	<p><b>1:45 Learning Begins</b></p> <p><b>Tri reading (5-10 minutes)</b></p> <p>Listen to an adult read you a story or listen to a story online <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> <i>You do not need to submit any photos or evidence of this.</i></p> <p><b>Topic Talks (Approximately 5 minutes)</b></p> <p>Record your topic talk and upload to our Google Classroom in our stream. Students might like to give 2 stars or a wish. Remember to keep your feedback respectful. If you do not have internet access, complete your topic talk to someone at home/school. Ask someone to give you feedback in the format of 2 stars and a wish. Explain this process to the adult or friend listening to your topic talk. <i>You can upload your video if you would like, this is optional.</i></p> <p><b>Science with Miss Lin (Approximately 60 minutes)</b></p> <p>See Miss Lin's assignment.</p> <p style="text-align: center;"><b><i>Good afternoon!</i></b></p>

# 1/2 Sapphire Class Timetable Term 2 Week 2

Thursday 7th May

Morning

## 9am Learning Begins (5 minutes)

**Don't forget to mark your attendance in Google Classroom.**

Good morning. Visit [www.starfall.com](http://www.starfall.com) and access the calendar. Listen to the days of the week and complete the date. If you don't have internet access, ask an adult for a calendar and look at today's date. *You do not need to submit any photos or evidence of this.*

## Sentence-a-day (Approximately 15 minutes)

Sort the words into common and proper nouns. Explain to an adult or friend why you are sorting your words this way. Go to the Classwork tab. Click the Sentence a day topic folder. Open the Common and Proper Nouns Sorting Activity for Thursday 7th May. Print the worksheets or draw your own on scrap paper. Once you have finished, ask an adult to check your work. *You do not need to submit any photos or evidence of this.*

Common Nouns and Proper Nouns - Sorting Task — Worksheet

Name _____	Date _____
<b>Common Nouns and Proper Nouns - Sorting Task</b>	
Common Nouns - the names of people, places or things.	Proper Nouns - the names of specific people, places and things.
<small>(Make sure a family member is watching if you are on the front of the house!)</small>	

Common Nouns and Proper Nouns - Sorting Task — Worksheet

Name _____	Date _____		
<b>Common Nouns and Proper Nouns - Sorting Task</b>			
Cut out the pictures and sort them into common nouns and proper nouns. Glue the pictures into the correct column on the table.			
			
butterfly	Australia	dog	dinosaur
			
May	banana	Mrs. Thomas	farmer
			
Sarah	octopus	Crunch Time	Professor Moody
			
Barbie	Tyrannosaurus	milk	school

## Word Sorts (Approximately 20 minutes)

Sort your word sorts into groups. Complete one of the word sort games. *Upload a photo of your work.*

## Word Sort Games

<b>Outside</b> Sort and write your words on the pavement using chalk or water on your finger! <small>(Make sure a family member is watching if you are on the front of the house!)</small>	<b>Speedy Sorts</b> Time yourself sorting/writing your words. Try and beat your time or vs a family member or friend!	<b>Rainbow Definitions</b> Write your words in rainbow colours! Choose 3 words to define using a dictionary!	<b>Crazy Sentences</b> Use your words to make crazy sentences! Make it as funny or crazy as you can! <small>E.g. word-cat The cat slipped to school in a pink dress.</small>
<b>Blind Sorts</b> Ask a family member/friend to read your word sort out while you write them into the correct group without looking!	<b>Spelling Test</b> Ask a family member/friend to test you on your word sorts!	<b>Find It</b> Create your own find a word with words from your word sort! Pass it onto a family member/friend to complete.	<b>Word Jumble</b> Ask a family member/friend to jumble 6 chosen words for you to put back together. <small>E.g. chilos - school</small>
<b>Fancy Writing</b> Write your word sorts in fancy writing. Use red for your vowel sounds and blue for your consonants! <small>E.g. CATCH LATE BAWL</small>	<b>Match</b> Make doubles of your words and play a game of match with a family member/friend. As you pick up a word have a go at spelling it with your eyes closed!	<b>Word Hunt</b> Ask a family member/friend to hide your word sorts carefully. Once you find your words have a go at spelling them. Each correct word is a point! Try and get full points every time!	<b>Secret Code</b> Write your words in secret code using numbers for a family member/friend to work out. Use alphabetical order to number each letter. <small>E.g. 1=a 2=b 3=c 4=d 5=e 412 makes dab</small>

### Fruit break/Brain Break/Tri-reading (Approximately 15 minutes)

Listen to an adult read you a story or listen to a story online

<https://www.freechildrenstories.com/> You **do not** need to submit any photos or evidence of this.

### Geography (Approximately 55 minutes)

Planning to Care for places we use

- Today you are going to create a care plan for your favourite place or space. To do this, you will use information from your T-chart and your picture to create a maintenance task list of all the things that need to be done to care for your favourite place. In the task list, include the ways you can care for and look after your favourite place so that it remains clean and safe, and so that others can enjoy the place or space too.
- It would be great to do this with a partner or small group (even with a class peer online), or with a family member or as we are in isolation, it can be done on your own. You need to create a list of jobs or tasks that need to be done to keep your space clean and safe. Think about the order of your list and which tasks need to be done first. For example, when cleaning up a playground, garden, or park, it would be better to remove rubbish before the grass is mowed, otherwise the lawn mower would shred the rubbish and spread it – making more mess and it would be harder to clean up.
- Place your task list in order from first to last. You could act out the jobs that you do and video or draw pictures in order like in a comic strip. **Place all your work in the geography classwork folder or on the class stream.**

**Break**      **11:00-11:30: Make sure you have recess and play (no screens)**

**Middle**      **11:30 Learning Begins**  
**Tri reading (5-10 minutes)**  
Listen to an adult read you a story or listen to a story online <https://www.storylineonline.net/> You **do not** need to submit any photos or evidence of this.

### Maths

#### Daily number sense (Approximately 10 minutes)

Play the game ‘Wishball: Tens’:



<https://education.abc.net.au/home#!/media/1387761/wishball-tens>.

In this game you need to reach the target number by adding and/or subtracting numbers using ones and tens. Click the spinner ball which will randomly give you a number (e.g. 5). You need to decide whether to add or subtract 5 ones (5) or 5 tens (50) to get to your target number. Try to get to your target number with the least amount of turns. So, if your target number was 52, adding 5 tens (50) would get you closer to 50 than adding 5 ones (which would get you to 5).

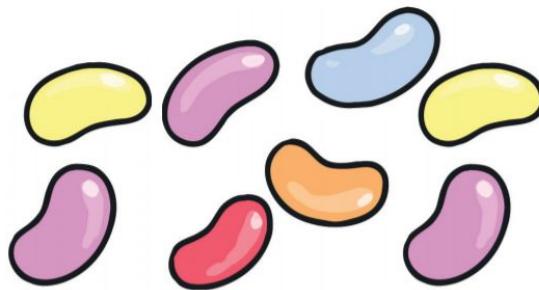
If you don't have access, roll a dice to get to the target numbers below. Remember you can add or subtract.

Target numbers: **65, 32, 46.**

You might want to draw a vertical number line to help you keep track of your progress.

### Problem of the day (Approximately 10 minutes)

If you had 20 jelly beans and you have eaten 6 of them, how many would you have left?

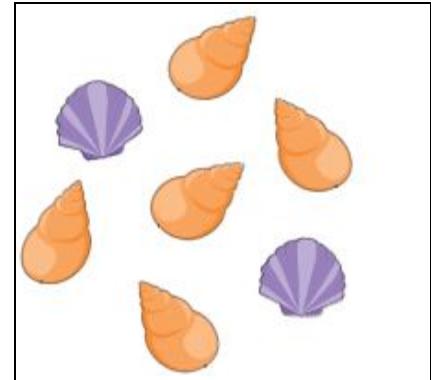


How many would you have if someone then gave you 10 more?

Then you ate 3?

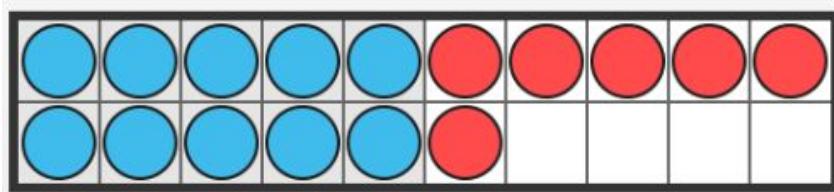
### Relating addition and subtraction facts for numbers to 20 (Approximately 30 minutes)

- 1) Look at the picture of the shells.
  - What do you notice?
  - What is the total number of shells?
  - What addition number sentences can you write for this picture? (Don't forget turnaround facts).
- 2) Look at the picture of the fish (below).
  - What do you notice?
  - What is the total number of shells?



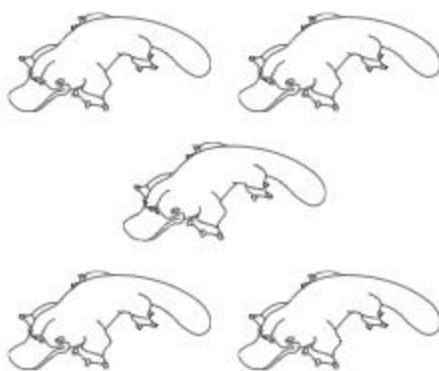
- What addition number sentences can you write for this picture?
- What **subtraction** number sentences could you write for each of these pictures. (Don't forget turnaround facts).

3) Look at the picture of the counters below.



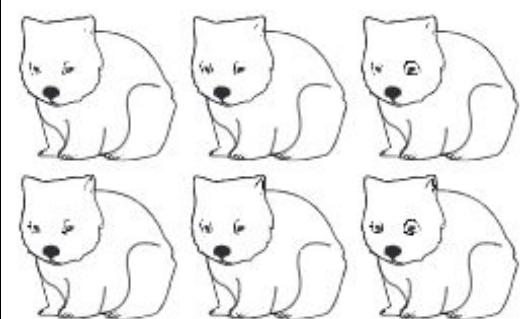
- What addition fact matches this picture?
  - What is the turnaround fact?
  - What subtraction fact matches this picture?
  - What is a related subtraction fact? (Note: A subtraction fact does not have a turnaround fact. Instead, it has a **related fact**. This is because in subtraction number sentences, the order of the numbers matter.  $5 - 3 = 2$  is true but  $3 - 5 = 2$  is not true.)
- 4) Colour the animals (below) to show two groups. Then write an addition fact and a subtraction fact to match each picture. If you need more room, feel free to draw and colour your own pictures.

a.



	$+$		$=$
	$-$		$=$

b.



	$+$		$=$
	$-$		$=$

- 5) Colour the animals (below) to show two groups. Then write two addition facts and a subtraction facts to match each picture. If you need more room, feel free to draw and colour your own pictures.

a.

<input type="text"/>	<input type="text"/>	<input type="text"/>
$+$		$=$
<input type="text"/>	<input type="text"/>	<input type="text"/>
$+$		$=$

<input type="text"/>	<input type="text"/>	<input type="text"/>
$-$		$=$
<input type="text"/>	<input type="text"/>	<input type="text"/>
$-$		$=$

b.

<input type="text"/>	<input type="text"/>	<input type="text"/>
$+$		$=$
<input type="text"/>	<input type="text"/>	<input type="text"/>
$+$		$=$

<input type="text"/>	<input type="text"/>	<input type="text"/>
$-$		$=$
<input type="text"/>	<input type="text"/>	<input type="text"/>
$-$		$=$

Draw or create (with counters, blocks etc) your own addition and number facts. Share these in our Google classroom.

### **Year 2 \* optional for year 1 – Jump strategy (approximately 15-20 min)**

Now that you know how to use a number line to do the jump strategy you are going to play a game and practise what you have learned on your own. In the maths classwork you will find Dominoes with numbers from 1-50, you can print these out or you can make your own number combinations at home. You might even like to use higher 2 digit numbers. There is also a file with an empty number line you can print or you can make your own.

#### **Addition Dominoes.**

- Turn all of the dominoes over upside down and then take turns with a partner or if on your own choose any domino.
- Write the number sentence  $21 + 18 =$  \_\_\_\_\_
- Use a number line to calculate and write each number sentence

21      18



- Repeat this at least 5 times and take a photo of your work and upload to the stream

<b>Break</b>	<b>1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)</b>																								
<b>Afternoon</b>	<p><b>1:45 Learning Begins</b></p> <p><b>Tri reading (5-10 minutes)</b> Listen to an adult read you a story or listen to a story online <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> <i>You do not need to submit any photos or evidence of this.</i></p> <p><b>1:55 Topic Talks (Approximately 5 minutes)</b> Record your topic talk and upload to our Google Classroom in our stream. Students might like to give 2 stars or a wish. Remember to keep your feedback respectful. If you do not have internet access, complete your topic talk to someone at home/school. Ask someone to give you feedback in the format of 2 stars and a wish. Explain this process to the adult or friend listening to your topic talk. <i>You can upload your video if you would like, this is optional.</i></p> <p><b>2:00 Sport (Approximately 45 minutes) -</b></p> <p><b>Warm up:- 10-15min</b></p> <p>Find each letter of your name and do each exercise to match, you can also do your middle and last name or choose new words or friend's names. You can do one word and have a 30 second break and start a new word. (Click on the classwork tab, click on the sport tab and open the Term 2 week 2 sport warm up)</p>  <div style="position: absolute; top: 340px; left: 600px;">  <table border="0"> <tbody> <tr> <td><b>B</b> spin around in a circle 5 times</td> <td><b>O</b> walk backwards 50 steps and skip back</td> </tr> <tr> <td><b>C</b> hop on one foot 5 times</td> <td><b>P</b> walk sideways 20 steps and hop back</td> </tr> <tr> <td><b>D</b> run to the nearest door and run back</td> <td><b>Q</b> crawl like a crab for a count of 10</td> </tr> <tr> <td><b>E</b> walk like a bear for a count of 5</td> <td><b>R</b> walk like a bear for a count of 5</td> </tr> <tr> <td><b>F</b> do 3 cartwheels</td> <td><b>S</b> bend down and touch your toes 20 times</td> </tr> <tr> <td><b>G</b> do 10 jumping jacks</td> <td><b>T</b> pretend to pedal a bike with your hands for a count of 17</td> </tr> <tr> <td><b>H</b> hop like a frog 8 times</td> <td><b>U</b> roll a ball using only your head</td> </tr> <tr> <td><b>I</b> balance on your left foot for a count of 10</td> <td><b>V</b> flap your arms like a bird 25 times</td> </tr> <tr> <td><b>J</b> balance on your right foot for a count of 10</td> <td><b>W</b> pretend to ride a horse for a count of 15</td> </tr> <tr> <td><b>K</b> march like a toy soldier for a count of 12</td> <td><b>X</b> try and touch the clouds for a count of 15</td> </tr> <tr> <td><b>L</b> pretend to jump rope for a count of 20</td> <td><b>Y</b> walk on your knees for a count of 10</td> </tr> <tr> <td><b>M</b> do 3 somersaults</td> <td><b>Z</b> do 10 push-ups</td> </tr> </tbody> </table> </div> <p><b>Main Game:- <u>Bowling</u>:</b> Set up your bowling "lane" with some tape and use plastic bottles or cups for pins. Use any type of ball to bowl, attempting to knock down as many pins as possible. Keep track of the score, or simply aim to knock them all down in one turn. Create a plastic cup pyramid to up the fun-factor even more.</p> <p><b>Extension Game:- <u>Ping Pong Ball Catch</u>:</b> Use the plastic cups and a few ping pong balls (or any small object that will fit in the cup) and toss the ball up and catch it in the cup. Start with your right hand and then swap to your left. If you have a partner or family member you can throw the ball to each other and try and catch it in the cup. Start out close together and then keep taking a step backwards to increase the challenge.</p>	<b>B</b> spin around in a circle 5 times	<b>O</b> walk backwards 50 steps and skip back	<b>C</b> hop on one foot 5 times	<b>P</b> walk sideways 20 steps and hop back	<b>D</b> run to the nearest door and run back	<b>Q</b> crawl like a crab for a count of 10	<b>E</b> walk like a bear for a count of 5	<b>R</b> walk like a bear for a count of 5	<b>F</b> do 3 cartwheels	<b>S</b> bend down and touch your toes 20 times	<b>G</b> do 10 jumping jacks	<b>T</b> pretend to pedal a bike with your hands for a count of 17	<b>H</b> hop like a frog 8 times	<b>U</b> roll a ball using only your head	<b>I</b> balance on your left foot for a count of 10	<b>V</b> flap your arms like a bird 25 times	<b>J</b> balance on your right foot for a count of 10	<b>W</b> pretend to ride a horse for a count of 15	<b>K</b> march like a toy soldier for a count of 12	<b>X</b> try and touch the clouds for a count of 15	<b>L</b> pretend to jump rope for a count of 20	<b>Y</b> walk on your knees for a count of 10	<b>M</b> do 3 somersaults	<b>Z</b> do 10 push-ups
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**Cool Down:-**

Finish with some yoga poses, hold each pose for 30 sec if you can and rotate. If it only uses one leg, swap to the other leg as well.

(Click on the classwork tab, click on the sport tab and open the Term 2 week 2 sport cool down) *You do not need to submit any photos or evidence of this.*

**Good afternoon!**

**CALM DOWN YOGA for kids**

I am strong.  
WARRIOR 2 POSE



I am kind.  
TREE POSE



I am brave.  
CHAIR POSE



I am friendly.  
DOWNWARD-FACING DOG POSE



I am wise.  
HERO POSE

© Kids Yoga Stories

# 1/2 Sapphire Class Timetable Term 2 Week 2

Friday 8th May

Morning	<p><b>9am Learning Begins (5 minutes)</b></p> <p><b>Don't forget to mark your attendance in Google Classroom.</b></p> <p>Good morning. Visit <a href="http://www.starfall.com">www.starfall.com</a> and access the calendar. Listen to the days of the week and complete the date. If you don't have internet access, ask an adult for a calendar and look at today's date. <i>You do not need to submit any photos or evidence of this.</i></p> <p><b>Handwriting (Approximately 15 minutes)</b></p> <p>We are learning how to write and form the clockwise letter 'm' using NSW Foundation Font Handwriting. Watch the following link to assist how to form and write the letter 'm'</p> <p><a href="https://www.youtube.com/watch?v=H3KM-riG280">https://www.youtube.com/watch?v=H3KM-riG280</a> . If you are watching the link, copy the letters and words that the video instructs. Have a piece of paper ready or go to the Classwork tab, click on the Handwriting topic folder and open the Handwriting Guidelines for Friday 8th May to print handwriting paper with guidelines. There are some handwriting sheets in this folder as well. These worksheets are optional, you can use any paper you have at home. If you do not have access to the video, practise forming the letter 'm' on a whiteboard, chalk board, with your finger in the air, use your finger to write on someone's back at home or use chalk outside on the concrete or on paper. Practise writing the following words that have the letter m: Mum, miss, mop, home, came, worm. <i>Upload a photo of your work.</i></p> <p><b>Sport (Approximately 60minutes)</b></p> <p><b>Warm Up (10-15 minutes)</b></p> <p>For warm up, we are repeating Thursdays lesson. Find each letter of your name and do each exercise to match, you can also do your middle and last name or choose new words or friend's names. You can do one word and have a 30 second break and start a new word.</p> <p>Go back to Thursday to see the instructions.</p> <p><b>Fundamental Movement Skill Focus-</b></p> <p><b>The Side Gallop (5 minutes)</b></p> <p>Go to the Classwork tab, open the Sport topic folder and open the Side Gallop video. If you do not have access to this, read below for the main focus points when completing the side gallop.</p> <p><b>Side Galloping with your family (15 minutes)</b></p> <p>Hold hands facing a family member and side gallop around in an open space. Practise side galloping in both directions. You might like to put some of your</p>
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## Side gallop

About the skill

The side gallop or slide is a unique locomotor movement skill in that the individual is moving sideways while the body and sometimes eyes are facing forwards. It is a basic locomotor pattern used in many sports and games, such as football, basketball, touch and netball sports. It is also used extensively in canoeing.

Skill components

1. Side step forward movement.
2. Brief period where both feet are off the ground.
3. Weight on the balls of the feet.
4. Hips and shoulders point to the front.
5. Head stable, eyes focused forward or in the direction of travel.  
(Introductory components marked in bold)



## Important considerations

Children are ready to demonstrate proficiency the introductory components of the side gallop by the end of Year 1 and the fine-tuning components by the end of Year 4. Children are generally able to side gallop before they can skip. In the side gallop, the same leg is always leading, whereas the skip involves a change of lead legs with every step-hop sequence.

The side gallop should be taught as a rhythmic movement rather than as a speed movement.

favourite music on so that you can try and side gallop to the rhythm. Take turns to call out the number of side gallops and directions i.e. “three right, four left, one left, five right” etc. Try and do the same but put something on your head to balance like a bean bag, a pillow or a soft toy.

### **Follow the leader (15 minutes)**

Use chalk to draw lines outside on the ground. If you do not have chalk or can't draw lines, just go up and down the footpath, or up and down your hallway. Try to involve as many people in your family as you can. Line up in a line. Turn your body sideways and side gallop along the lines. When the leader yells change or someone blows a whistle, the leader goes to the end of the line and the second person becomes the leader. If you are playing by yourself, yell ‘change’ and switch your position so you are facing in the other direction. Continue to side gallop along the lines you have created.

### **Cool Down (Approximately 10 minutes)**

Finish with some yoga poses, hold each pose for 30 sec if you can and rotate. If it only uses one leg, swap to the other leg as well. See yesterday's yoga poses. *You do not need to submit any photos or evidence of this.*

### **Fruit break/Brain Break/Tri-reading (Approximately 15 minutes)**

Visit go noodle [GoNoodle: Home](#) for a brain break or go play outside. Visit storyline online <https://www.storylineonline.net/> to hear a book being read to you. If you can't access the internet, ask someone at home to read you a story. Have a piece of fruit. *You do not need to submit any photos or evidence of this.*

### **Word Sorts (Approximately 15-30 minutes)**

Go to the Word Sorts Folder in Google Classroom in the Classwork tab. Locate the file called Word Sort Games. Choose an activity to do with your word sorts today. Let me know which activity you did today. See the word sort game activities on yesterday's timetable.

### **Sentence-a-day (Approximately 15 minutes)**

Go to the Classroom tab. Click on the Exit Slip topic folder. Open Nouns and Proper Nouns for Friday 8th May. Complete the google form as an assessment of your understanding about Proper and Common nouns. **Do not** get an adult to help you with this, however an adult can read the questions to you. If you have no one to read to you, listen to Mrs Martelli read the exit slip to you. This is located in the same location as the form. If you do not have access to google forms, fill in this form and get an adult to check your work. Upload a picture only if you can't access the google form.

What is a proper noun?

- the name of a person, place or thing
- an action
- the specific name of a person, place or thing

Which of the following is an example of a proper noun?

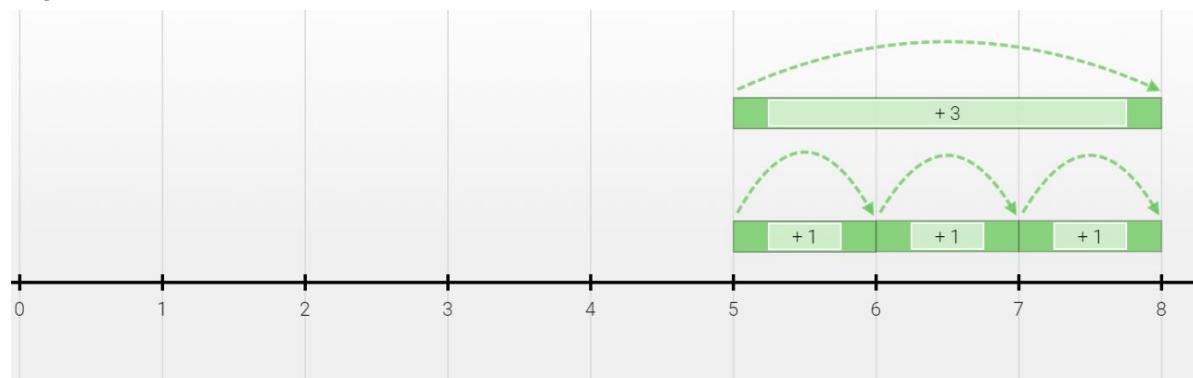
- dog
- book
- Sydney

Write a sentence that includes a proper noun. Type the proper noun after the sentence.

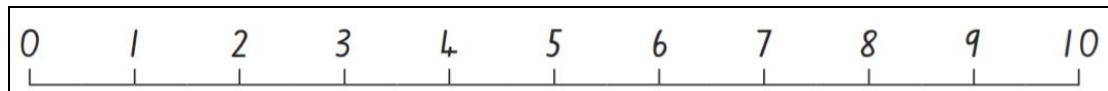
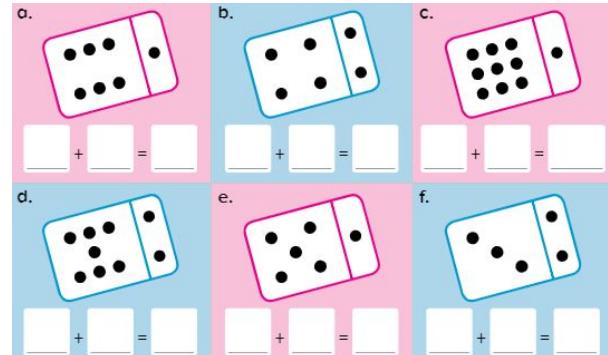
Long answer text

<b>Break</b>	<b>11:00-11:30: Make sure you have recess and play (no screens)</b>
<b>Middle</b>	<p><b>11:30 Learning Begins</b></p> <p><b>Tri reading (5-10 minutes)</b> Listen to an adult read you a story or listen to a story online <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> <i>You do not need to submit any photos or evidence of this.</i></p> <p><b>Maths (Approximately 60 minutes)</b></p> <p><b>Daily number sense (Approximately 5 minutes)</b> Make the number <b>47</b> using counters.</p> <ul style="list-style-type: none"> <li>• How many different combinations of tens and ones can make?</li> </ul> <p>Write your different combinations.</p> <p><b>Hint:</b> as we saw on Tuesday, we can split 36 into:</p> <ul style="list-style-type: none"> <li>• 3 tens and 6 ones</li> <li>• 2 tens and 16 ones</li> <li>• 1 ten and 26 ones</li> <li>• 0 tens and 36 ones</li> </ul> <p><b>Problems of the day (Approximately 5-10 minutes)</b> On Wednesday, 15 people caught the bus. This was 5 more than Monday and 3 less than Tuesday.</p> <ul style="list-style-type: none"> <li>• How many people caught the bus on Monday?</li> <li>• How many people caught the bus on Tuesday?</li> <li>• Can you write number sentences to show how you solved these problems?</li> </ul> <p><b>Use and record a range of mental strategies to solve addition and subtraction problems involving one- and two-digit numbers (approximately 30 min)</b> This year we are going to learn some more strategies (another word for ‘plan’) to add and subtract numbers. These will be <b>mental strategies</b>. ‘Mental’ means we can do it in our head without the need for calculators or counters.</p> <p>One mental addition strategy that you will most likely have learned is the ‘<b>counting on strategy</b>’. When we use the counting on strategy we start with the larger number in our head and count forwards by the smaller number. We do this because it is quicker and easier. So, for the number sentence <math>3 + 5 = \underline{\hspace{2cm}}</math>, we would start with 5 because it is the</p>

larger number and count forwards 3.



- 1) Use the counting on strategy to add the two numbers on the dominoes to find the total. You can use the number line below if you need. Make sure you write your number sentence demonstrating the counting on strategy (with the larger number).



- 2) Go to the Maths folder in the Classwork tab and find the 'Counting on: Addition to 20' Powerpoint. To play the game, you will need to click 'Slide Show' and 'view from beginning'. Click on the slides to progress and click on the blue circle with the question mark (?) to reveal the answer. If you don't have access, the slides are provided below.

## Counting On Addition to 20



There are 6 children at the party already.

Can you count how many children will be at the party altogether?

An interactive addition slide. It shows a red door with the number 6 inside a blue circle. Next to it is a plus sign (+). Below the door are the numbers 0 through 20. To the right of the plus sign is a group of five children. After the children is an equals sign (=). To the right of the equals sign is a question mark (?) inside a blue circle.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

There are 7 children at the party already.

Can you count how many children will be at the party altogether?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

There are 9 children at the party already.

Can you count how many children will be at the party altogether?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

There are 8 children at the party already.

Can you count how many children will be at the party altogether?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

There are 10 children at the party already.

Can you count how many children will be at the party altogether?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

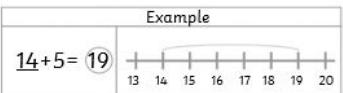
- 3) Go to the Maths folder in the Classwork tab and find the 'Addition to 20 with a number line' worksheet. Add the two numbers together using the counting on strategy. If you don't have access, a copy of the worksheet is here.



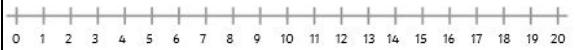
- 4) What strategy could you use to quickly add these numbers? Hint: Don't forget your skip counting by 10's.

- $23 + 10 =$  \_\_\_\_\_
- $45 + 20 =$  \_\_\_\_\_
- $20 + 35 =$  \_\_\_\_\_
- $59 + 40 =$  \_\_\_\_\_
- $71 + 30 =$  \_\_\_\_\_

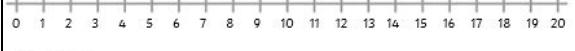
#### Addition to 20 with a number line



$$10 + 7 =$$



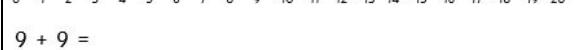
$$12 + 5 =$$



$$11 + 2 =$$



$$6 + 8 =$$



$$9 + 9 =$$



$$8 + 10 =$$



$$5 + 12 =$$



$$13 + 7 =$$



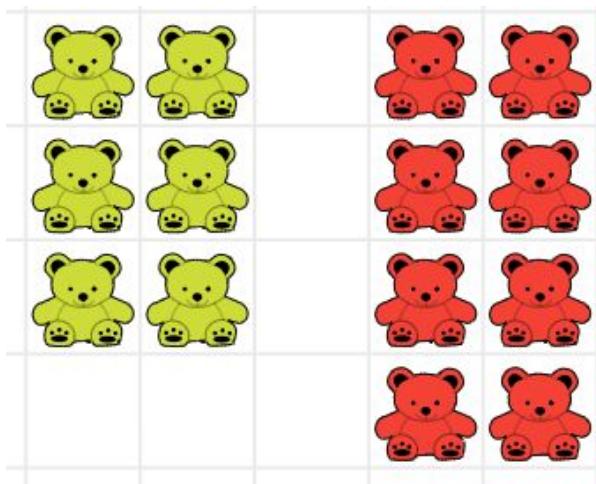
5) Try adding these numbers without using a number line:

- $22 + 5 = \underline{\hspace{2cm}}$
- $43 + 3 = \underline{\hspace{2cm}}$
- $54 + 4 = \underline{\hspace{2cm}}$
- $1 + 73 = \underline{\hspace{2cm}}$
- $7 + 62 = \underline{\hspace{2cm}}$

**Hint: Don't forget to start with the larger number.**

6) **EXIT SLIP:** Go to the Maths folder in the Classwork tab and find the Exit Slip (*Term 2 Week 2: Turnaround and related facts*). Submit your answer using the Google form. If you don't have access, the exit slip is provided below.

- Write two addition turnaround facts for the picture below.
- Write two subtraction related facts for the picture below.



#### **Year 2 \* optional for year 1 – Jump strategy (approximately 20-25 min)**

You will use yesterday's dominoes with the numbers from 1-50 to solve subtraction number sentences.

##### **Subtraction Dominoes.**

- Turn all of the dominoes over upside down and then take turns with a partner or if on your own choose any domino.
- Write the number sentence starting with the larger number
- $36 - 13 = \underline{\hspace{2cm}}$
- Use a number line to calculate and write each number sentence

36	13
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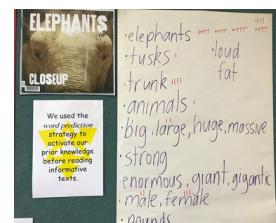
- Repeat this at least 3 times **and take a photo of your work and upload to the stream.**

	<p><b>Year 2 / *optional year 1 EXIT SLIP:</b> Go to the Maths folder in the Classwork tab and find the Exit Slip assigned to you (<i>Term 2 Week 2: Jump Strategy</i>). You can print it out or make your own and take a photo of your work and upload it to the stream. If you don't have access, the exit slip is provided below.</p> <div style="border: 1px solid blue; border-radius: 15px; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p style="text-align: center;"><b><u>Exit slip - Jump Strategy</u></b></p> <p>1) <b>Addition +</b></p> <ul style="list-style-type: none"> <li>- Write a number sentence to add the numbers 24 and 12 below</li> <li>- _____</li> <li>- Show how you use the jump strategy to complete the number sentence</li> </ul> <hr/> <p>2) <b>Subtraction -</b></p> <ul style="list-style-type: none"> <li>- Write a number sentence to take away the numbers 17 from 53</li> <li>- _____</li> <li>- Use the jump strategy to complete the number sentence.</li> </ul> <hr/> </div>
<b>Break</b>	<b>1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)</b>
<b>Afternoon</b>	<p><b>1:45 Learning Begins</b></p> <p><b>Tri reading (5-10 minutes)</b></p> <p>Listen to an adult read you a story or listen to a story online <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> You <b>do not</b> need to submit any photos or evidence of this.</p> <p><b>Topic Talks (Approximately 5 minutes)</b></p> <p>Record your topic talk and upload to our Google Classroom in our stream. Students might like to give 2 stars or a wish. Remember to keep your feedback respectful. If you do not have internet access, complete your topic talk to someone at home/school. Ask someone to give you feedback on the format of two stars and a wish. Explain this process to the adult or friend listening to your topic talk. <i>You can upload your video if you would like, this is optional.</i></p>

## Reading- Word Predictions (Approximately 30 minutes)

Watch Mrs Martelli's video to guide you through this part of your learning. Go to the Classwork tab, click the Reading topic folder and open Word Predictions Video for Friday 8th May. Mrs Martelli will teach you how to use your predicting skills using the word prediction strategy. This strategy is used to prepare our thinking and to use our prior knowledge to work out what the text we read might be about. It prepares our brain for reading and helps the reader make connections even before you read anything. You will also need a text. It is located in the same folder as the video (or you can use the screenshots below). **If you do not have access to the video, you can use the steps below to complete the activity.**

1. Look at the cover of the book- predict on a piece of paper what WORDS you might find inside this book. Don't worry too much about your spelling, just make sure you can read your writing. Make a list of these words.
2. The next page is the Contents page. This gives you more information about what will be in the book. It is an informative book as it has a contents page. Read this page.
3. We are going to only read the following sections: *Exploring the Past* and *On the Land*. Predict what words you might find in these chapters. Add these words to your list. Remember you are only writing words, not sentences. This is what your word predictions might look like.
4. Read the 2 pages and look at the words you predicted. Everytime you see any of the words you predicted, tally mark and keep count of how many times it appears in the book. Here is an example of what your word predictions could look like. I have a book about elephants. I predicted words and I used tally marks to record how many times I read these words in the book.



Read the text and keep a tally.

**Exploring the past**

Imagine going on a safari 100 million years ago. What did the earth look like then? What animals would you find?

Which animals lived on the land? Get a closer look on pages 4–13.

Which creatures swam in the sea? Dive to pages 14–17 to find out more.

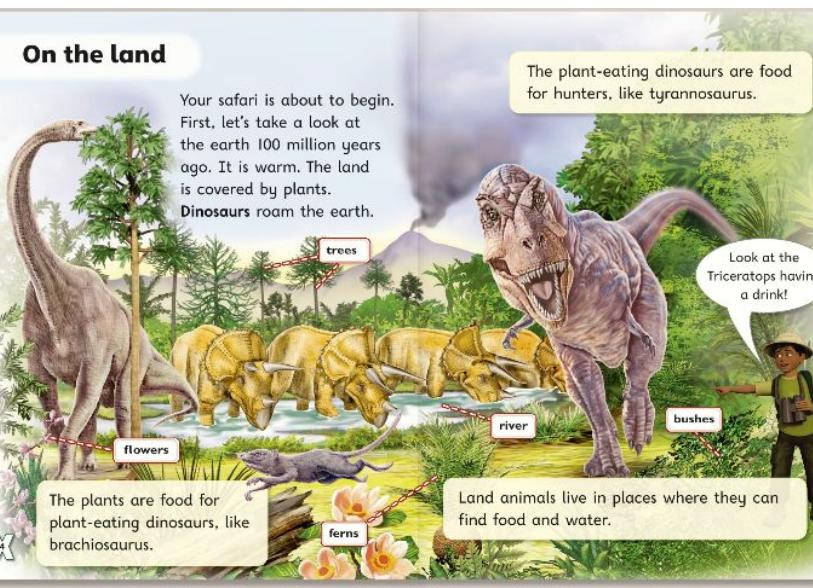
**On the Land**

Did any animals fly through the air? Find out on pages 18–21.

Grab some binoculars and let's go on safari!

An ammonite fossil.

We know which animals lived in the past by looking at fossils. These are animal bones and shells that have turned to stone.



Remember it doesn't matter if your words are not there, you might have words similar to the word in the book. For example: you might predict the word 'big' might be in the book and the book only had the word 'large'. That is okay- both words mean the same thing.

5. Retell an adult or a friend in a few words what the two pages you read were about in the book called *Dinosaur Safari* or upload a video of you retelling the main idea or type the main idea on a google doc.

**Congratulations, you have completed a whole week of online learning.  
Enjoy the weekend:)**



Mrs Martelli



Mrs Green

