

Monday 4 May 2020

Morning

**9am Learning Begins (5 minutes)****Don't forget to mark your attendance in Google Classroom.**

Welcome to another fun week of online learning. What day is it? Click on [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.

Click the Classwork tab. Look in the Maths Folder. Print off the blank template for the month. If you are not on the internet draw your own blank calendar for May 2020. Fill in the dates for the days of the week. On your calendar you can put on our class birthdays for May: William 21st, Sasha 26th and Abdulla 30th. Find out the dates for Mother's day and the end of Ramadan. Write them on your calendar.

**Spelling and Word Sorts (Approximately 45 minutes)**

Go to Google Classroom. Go to the Word Sorts Folder in Google Classroom in the Classwork tab. Locate the Spelling Folder. Click on the Spelling folder and open the spelling document for your group. 1. Write out your words Look /Cover/ Write /Check and complete the two activities for the day.

**Word Sorts** (Continue working with word sort from Week 1)**PINK GROUP**

In week 2 you will be continuing to sort your word sorts into groups that end in 'un' 'ut' and 'ug' ut as in nut, ug as in rug and un as in sun. Here is a clip for you to use as an explanation before you start. <https://www.youtube.com/watch?v=2OXaMO9OPb0>

**RED GROUP**

In week 2 you will be continuing to sort your word sorts into groups that begin with the consonant blends 'pl' as in plus(+), 'bl' as in block and 'sl' as in slide. Here is a clip for you to use as an explanation before you start. [https://www.youtube.com/watch?v=VKUI\\_Fx1AaI&t=45s](https://www.youtube.com/watch?v=VKUI_Fx1AaI&t=45s)

**YELLOW GROUP 1**

In week 2, you will be continuing to investigate the short vowel sound E (CVC and CVVC ea) and the long vowel sound E (CVVC ea/ee). This sort is called the 'devil' sort because 'ea' can have a short e sound and a long e sound. Here are two clips for you to use as an explanation before you start. <https://www.youtube.com/watch?v=I37QCofyMpE> and <https://www.youtube.com/watch?v=HJqctbwFDEE>

**YELLOW GROUP 2**

In week 2, you will be continuing to investigate the different spelling patterns to make the long l and o sound. This week the words all end with two consonants after the verb. VCC. Watch out for the word **wind**. This word is a homograph. Homographs are words that are spelt the same way but have a different pronunciation. For example: Short i sound - The **wind** blew the leaves off the tree. OR Long l sound - I had to **wind** the rope around the pole. Here is a clip for you to use as an explanation before you start. <https://www.youtube.com/watch?v=K-1TahXb6Q>

**GREEN GROUP**

In week 2, you will be continuing to investigate the different spelling patterns or the /or/ sound. This week we are learning to spell /or/ using the spelling patterns ore/ aw/oar. Practise remembering what each ending looks like so you can apply it when spelling new words. Look out for the two oddball words. In your words sort folder, I have made a video to use as an explanation before you start. There is a copy of the complete word sorts to check your sort. Look out for the oddballs. (Oddballs are words that don't fit the rule).

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

Visit Go Noodle [GoNoodle: Home](http://GoNoodle: Home) for a brain break or go play outside. Visit Storyline Online <https://www.storylineonline.net/> or Vooks <https://watch.vooks.com/browse> 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 and a drink.

Monday 4 May 2020

Morning

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

**Proper Nouns:** A proper noun names a particular or special person, place or thing. All proper nouns begin with a capital letter. Remember to use a capital for the first letter in all parts of the special name. **Read and rewrite each sentence, using the missing capital letters.**

1. He gave the book to jack.
2. My favourite cereal is coco pops.
3. The lego box is empty.
4. kate and my sister are best friends.
5. His older brother goes to cumberland high school.

If you are not on the internet, activity sheets are in the Take Home Learning Packs.

**Sakchyam and Abideen go to the EAL/D folder or Milad your folder for your activity sheet.**

**Reading (30 minutes)**

This week in reading we will be focusing on just one book. Click on the folder Wushka Reading in Classwork. Click the link for the Wushka reading books. Click on the book for your reading group.

This week we reading the book:-	<b>Watermelons Who Is the Robot?</b>	<b>Strawberries Its Not Fair</b>	<b>Pineapples Walter's Worries</b>
<b>Oranges There's a Boy Under</b>	<b>Limes Go, Annie, Go!</b>	<b>Blueberries Dinosaur Dig</b>	<b>Grapes A Close Call</b>

**Read the story and complete the Super Six Strategy - Predicting**

- Look at the title and the first picture. Make a prediction about what you think the story will be about. **I predict that . . . . .**
- Read the first part of the story and stop. What do you think will happen next in the story? Explain your prediction using examples from the story.  
**I predict .....this will happen because . . . . .**  
Draw your prediction in a comic strip.
- Predict how the main character may be feeling through the story. Give reasons to support your predictions.

**I think (character's name) was feeling .....at the beginning of the story because...**

**In the middle of the story (character's name) will be feeling ..... because...**

**At the end of the story (character's name) will be feeling ..... because.....**

You can type your work in the google Super Six Reading Work Document. Don't forget to write the name of the book you read. If you are not on the internet, activity sheets are in the Take Home Learning Packs.

**Abideen and Milad you can complete your activity page in your Take Home Learning**

Break

11:00-11:30: Make sure you have recess and play

Middle

**Tri Reading (10 minutes)**

Listen to an adult read you a story or listen to a story online <https://www.storylineonline.net/> or [Vooks](https://watch.vooks.com/browse). <https://watch.vooks.com/browse>.

Monday 4 May 2020

Middle

**Mathematics (60 minutes)**

**Overview.** This week in Mathematics, Year 2 will be revising the jump strategy and Year 3 will be learning to model and apply the commutative property of multiplication.

Click on the folder Maths in Google Classroom in the Classwork to find your workbook and resources for the week. If you are not on the internet, I have printed off a paper workbook for you to complete in your Take Home Learning Pack.

Each day you are to complete the 3 activities. For example:-

1. **Number Sense Task: Year 2** Skip counting by 2's and represent three-digit numbers using objects, pictures, words and numerals.

**Year 3:**

2. **The Problem of the Day**

**Year 2:** How many wheels would 6 motorbikes have?

**Year 3:** A pack of pens contains 6 pens. How many pens in 5 packs?

3. **The Daily Maths Tasks:**

**Maths Task:**

**Year 2** Click on the Classwork tab at the top of the screen. Click on the Maths folder.

Open the Jump Strategy PowerPoint for Monday 4 May. (This PowerPoint reviews how to complete addition and subtraction problems using the jump strategy and gives some multiple choice questions for you to complete. If you can't access, please see the printed slides in your Learning Pack. Complete the Addition Jump strategy activity sheet.

**Year 3** Click on the Classwork tab at the top of the screen. Click on the Maths folder. Open the link to the video 'Solve Multiplication Problems: Using the Commutative Property' for Monday 4 May. [https://learnzillion.com/lesson\\_plans/6492-solve-multiplication-problems-using-commutative-property/](https://learnzillion.com/lesson_plans/6492-solve-multiplication-problems-using-commutative-property/) Click on the direct instruction video. Complete the worksheet drawing arrays to demonstrate the commutative property.

Break

1:00-1:45: Lunch. Make sure you have lunch. Go outside and play.

Afternoon

1:45 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/> or **Vooks**. <https://watch.vooks.com/browse>

**Topic Talks:** Look in our google classroom stream to see the videos of todays topic talks.

**Geography (60 minutes)** This term in Geography we will be studying the unit: Features of Places - How they are Similar and Different?

This week well will be investigating the map of Australia. Key Inquiry Question: What can we learn about the map of Australia? Read the information page about Australia - States and Territories.

1. Use the information to complete your own map of Australia.
2. Look closely at all the places and images on the coloured map of Australia.
3. Be a detective. Read the questions. Can you find all the places listed on the map?



Tuesday 5 May 2020

Morning

**9am Learning Begins (5 minutes)**

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

What day is it? Click on [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

**Spelling and Word Sorts (Approximately 30 minutes)**

Go to Google Classroom. Click on the Spelling folder and open the spelling document for your group. Complete the 2 activities for Wednesday.

**Activity 1.** Write out your words Look / Cover/ Write / Check and complete the two activities for the day.

**Activity 2.** 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. If you need to, refer back to the videos you watched yesterday to have the words sort explained to you again.

**Sentence-a-day (Approximately 20 minutes) Proper Nouns**

Write a proper noun (the name of the person, place or thing) for each common noun in the squares. Remember to use capital letters. Write four sentences using the proper nouns you wrote.

cat <b>Tigger</b>	girl	dog	store	boy	game	sporting team
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For example **Cat –Tigger Question- My cat Tigger, likes to come and sit near my laptop when I am working.**

If you are not on the internet, activity sheets are in the Take Home Learning Packs.

**Reading (30 minutes)**

Click on the folder Wushka Reading in Classwork. Click the link for the Wushka reading books.

This week we reading the book:-	<b>Watermelons Who Is the Robot?</b>	<b>Strawberries Its Not Fair</b>	<b>Pineapples Walter's Worries</b>
<b>Oranges There's a Boy Under</b>	<b>Limes Go, Annie, Go!</b>	<b>Blueberries Dinosaur Dig</b>	<b>Grapes A Close Call</b>

**Read the story and complete the Super Six Strategy– Making Connections.**

Make a text to self or text to text or a text to world connection. Write about how you have connected to the story.

- Does the story remind me of something you have read?
- Has something like this ever happened to me?
- How am I the same or different to the characters in the book?
- Do I know someone like the character in the story?

**For example:**

This story reminds me of a holiday I had at the beach. Ellie the main character, stayed with her grandparents and went out fishing and played games on the beach just like I did in the Christmas holidays. Or This has the same problem as the character in the other story. Make sure you write the name of the characters and the titles of the books you made your connection to.

You can put your work in the Making Connections Worksheet In the folder. If you are not on the internet, activity sheet is in the Take Home Learning Pack.

**Abideen and Milad you can complete your activity page in your Take Home Learning Packs.**

**Read the story and complete the Super Six Strategy– Making Connections.**

Make a **text-to-self** or **text-to-text** or a **text-to-world** connection. Write about how you have connected to the story.

Does the story remind me of something you have read? How am I the same or different to the characters in the book? Do I know someone like the character in the story?

**Text-to-Self** This story reminds me of a holiday I had at the beach. The main character Ellie stayed with her grandparents and went out fishing and played games on the beach just like I did in the Christmas holidays.

**Text-to-Text** This story reminds me of a problem the character Ellie had in the story *Walter's Worries*. They both were afraid of \_\_\_\_\_ (Make sure you write the name of the characters and the titles of the books you made your connection to).

**Text-to-World** This story reminds me of someone I saw on a television show.

How does it make you feel? How does it make you feel? How does it make you feel?

How does it make you feel? How does it make you feel? How does it make you feel?

**Tuesday 5 May 2020**

<b>Morning</b>	<p><b>Fruit break/Brain Break/Tri-reading (Approximately 15 minutes)</b> Visit Go Noodle <a href="https://www.gonoodle.com/">GoNoodle: Home</a> for a brain break or go play outside. Visit Storyline Online <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> or Vooks <a href="https://watch.vooks.com/browse">https://watch.vooks.com/browse</a> 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 and a drink.</p> <p><b>Grammar Activity (Approximately 30 minutes )</b> In Google Classroom, go to the Grammar folder in the Classwork tab. Locate the Grammar activity page. Complete the activity page in the google document or write them in a workbook.</p>
<b>Break</b>	<b>11:00-11:30: Make sure you have recess and play</b>
<b>Middle</b>	<p><b>Tri Reading (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> or Vooks. <a href="https://watch.vooks.com/browse">https://watch.vooks.com/browse</a></p> <p><b>Technology with Miss Lin (60 minutes)</b> In Google Classroom, go to the Science and Technology folder in the Classwork tab. Click on Miss Lin's assignment for the week.</p> <p><b>Handwriting (20 minutes)</b> Click on the folder Handwriting in Google Classroom in the Classwork to find your handwriting practice page for this week. Letter Hh.</p>
<b>Break</b>	<b>1:00-1:45: Lunch</b>
<b>Afternoon</b>	<p><b>1:45 Learning Begins</b> <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> or <b>Vooks</b>. <a href="https://watch.vooks.com/browse">https://watch.vooks.com/browse</a> <b>Topic Talks:</b> Look in our google classroom stream to see the videos of todays topic talks.</p> <p><b>Mathematics (60 minutes)</b> Click on the folder Maths in Google Classroom in the Classwork to find your workbook and resources for the week. If you are not on the internet, I have printed off a paper workbook for you to complete in your Take Home Learning Pack. Each day you are to complete the 3 activities. For example:- 1.<b>Number Sense Task: Year 2:</b> Multiply by 2's grid and writing three-digit numbers in expanded form E.g. 397= 300+90+7 <b>Year 3:</b>Arrange four-digits in ascending and descending order . 2.<b>The Problem of the Day</b> <b>Year 2:</b> If 2 taxis arrive at the party at the same time, each carrying 5 passengers, how many people arrive at once? <b>Year 3:</b>A paperclip is made from 10cm of wire. How much wire would I need for 6 paperclips? 3.<b>The Daily Maths Tasks:</b> <b>Year 2:</b> Addition jump strategy worksheet. <b>Year 3:</b> Dice Game:Roll the dice to get your two factors. Fill in the missing numbers in the 'Roll' column on the recording page in your workbook. Multiply the factors to find the product. Use the commutative property to fill in the turn around fact in the opposite column. If you don't have a dice you could use a virtual dice. Click the link to roll a virtual dice. <a href="https://dice.virtuworld.net/">https://dice.virtuworld.net/</a> For this activity use: Number of sides: 6 and Number of dice: 1</p>

Wednesday 6 May 2020

**Morning**

**9am Learning Begins (5 minutes)**

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

What day is it? Click on [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.

**Spelling and Word Sorts (Approximately 30 minutes)**

Go to Google Classroom. Click on the Spelling folder and open the spelling document for your group. Complete the 2 activities for Wednesday.

**Activity 1.** Write out your words Look / Cover/ Write / Check and complete the two activities for the day.

**Activity 2.** 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. If you need to, refer back to the videos you watched yesterday to have the words sort explained to you again.

**Sentence-a-day (Approximately 20 minutes)**

Write a sentence using these proper nouns.

**David, Peter, Parramatta** For example: **David and Peter went to Parramatta Park to ride their bikes.**

1. Mum, James, Dr Smith
2. Aisha, Thursday, Macquarie Shopping Centre
3. January, Dream World, Alisha
4. Mrs Aldred, Rydalmere Public School, English

Write your four sentences in the Sentence-a-day work document. Remember to use a full stop at the end of your sentences. If you are not on the internet, activity sheets are in the Take Home Learning Packs. The Sentence-a-day work document can be found in the folder.

**Reading (30 minutes)**

Click on the folder Wushka Reading in Classwork. Click the link for the Wushka reading books.

This week we reading the book:-	<b>Watermelons</b> <b>Who Is the Robot?</b>	<b>Strawberries</b> <b>Its Not Fair</b>	<b>Pineapples</b> <b>Walter's Worries</b>
<b>Oranges</b> <b>There's a Boy Under the Bed</b>	<b>Limes</b> <b>Go, Annie, Go!</b>	<b>Blueberries</b> <b>Dinosaur Dig</b>	<b>Grapes</b> <b>A Close Call</b>

**Complete the Super Six Strategy-Summarising**

Summarise the part of the story you have read in **your own words**.

What were the **key events** that happened in your story?

Try to put the events in the right order:

**beginning, middle and end.**

**What was the complication - (what went wrong)?**

**Who solved it? How did the story end?**

Complete **The Summarising a Story** worksheet

in the folder.If you are not on the internet, activity sheet is in the Take Home Learning Pack.

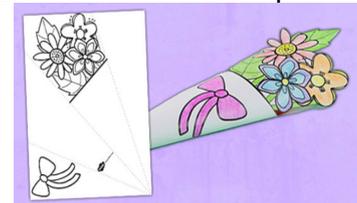
**Abideen and Milad you can complete your activity page in your Take Home Learning Packs.**

*Summarising the Story*

<p><b>Title</b> What was the title of the story?</p>	<p><b>Who</b> Who were the main characters in the story?</p>
<p><b>Wanted</b> What did the main character want?</p>	<p><b>Problem</b> What was the problem in the story?</p>
<p><b>So</b> How did the main character try to solve the problem?</p>	<p><b>Then</b> How was problem solved? How did the story end?</p>

Wednesday 6 May 2020

<b>Break</b>	<b>Fruit break/Brain Break/Tri-reading (Approximately 15 minutes)</b> Visit Go Noodle <a href="https://www.gonoodle.com/">GoNoodle: Home</a> for a brain break or go play outside. Visit Storyline Online <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> or Vooks <a href="https://watch.vooks.com/browse">https://watch.vooks.com/browse</a> 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 and a drink.
<b>Morning</b>	<b>Writing (Approximately 45 minutes )</b> Last term we learnt about how to write an Imaginative texts - narratives. This term we are learning about Informative writing. <b>Informative writing is when we write about real information.</b> Read through the PowerPoint called 'Imaginative and Informative Texts' located in the Classwork tab in the Writing topic folder. Reading the two texts 'The Cautious Caterpillar' and the informative Fact Cards- Caterpillars and Butterflies located in the PowerPoint. Was all of the text purely imaginative (everything was made up by the author) or was there some real facts about caterpillars mentioned in the story? Complete the worksheet in the folder called Imagined or Real? Write what parts of the text are real and what parts are imagined under the headings <b>imaginative and Informative.</b>
<b>Break</b>	<b>11:00-11:30: Make sure you have recess and play</b>
<b>Middle</b>	<b>Mathematics (60 minutes)</b> Click on the folder Maths in Google Classroom in the Classwork to find your workbook and resources for the week. If you are not on the internet I have printed off a paper workbook for you to complete in your Take Home Learning Pack. Today you are to complete the following three activities. <b>1.Number Sense Task :-</b> <b>Year 2:</b> Arranging three-digit numbers in ascending order. <b>Year 3:</b> Writing 4-digit numbers in expanded notation. 4563= 4 thousands, 5 hundreds 6 tens and 3 ones. <b>2.The Problem of the Day</b> <b>Year 2:</b> Sam has 6 packets of biscuits. Each packet has 10 biscuits in it. How many biscuits are there altogether? <b>Year 3:</b> A multipack bag of crisps holds 6 packets. How many packs of crisps in 6 multipacks? <b>3.The Daily Maths Tasks:</b> <b>Year 2:</b> Jump strategy addition practise page. <b>Year 3:</b> Multiplication 3x tables using arrays. Write the number facts and turn around facts using the commutative property . <b>Tri Reading (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> or <b>Vooks.</b> <a href="https://watch.vooks.com/browse">https://watch.vooks.com/browse</a> .
<b>Break</b>	<b>1:00-1:45: Lunch.</b>
<b>Afternoon</b>	<b>1:45 Learning Begins</b> <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> or <b>Vooks.</b> <a href="https://watch.vooks.com/browse">https://watch.vooks.com/browse</a> <b>Topic Talks:</b> Look in our google classroom stream to see the videos of today's topic talks. <b>Visual Arts- (Approximately 60 minutes)</b> This Sunday is Mother's day. This week we are going to make a card and a bouquet of flowers for your mum. Open the Classwork tab and open the Creative Arts folder. Print the templates for the card and the flower. <b>Bouquet of Flowers-</b> Colour the flowers and then follow the directions on how to fold the flowers into a bouquet. Cut out the flowers and leaves at the top of the card.

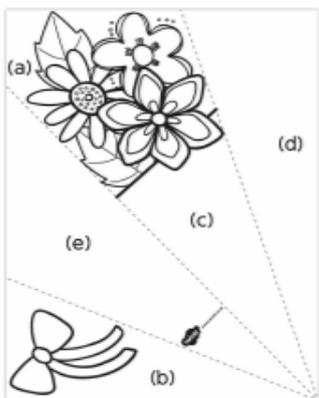
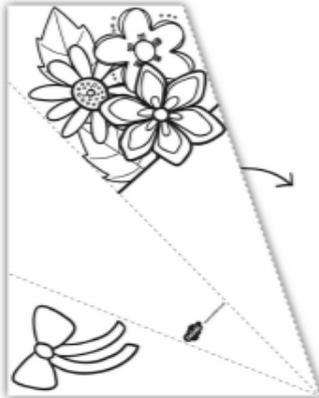
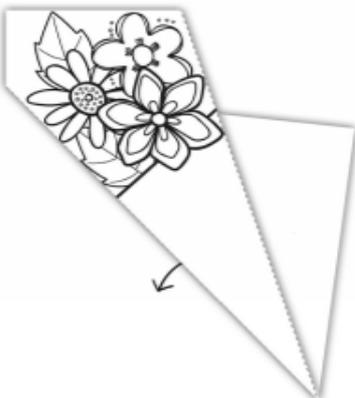


Afternoon

Visual Arts- (Approximately 60 minutes)

# Mother's Day Paper Flower Bouquet

## Instructions

<p><b>1.</b></p>  <p>Colour in the flowers and the bow section labelled (a) and (b). You don't need to colour section (c).</p>	<p><b>2.</b></p>  <p>Fold back section d along the dotted line.</p>
<p><b>3.</b></p>  <p>Fold Section (e) behind section (c) so that you can see the back of section (b) on the right hand side.</p>	<p><b>4.</b></p>  <p>Cut out around the top of the flowers and leaves.</p> <p>Finally fold section (b) over so that the bow is at the front of the bouquet.</p>

### Mother's Day Card

1. Colour the card.
2. Fold in half along the dotted line.
3. Cut out the card on the solid line.



Thursday 7 May 2020

Morning

**9am Learning Begins (5 minutes)****Don't forget to mark your attendance in Google Classroom.**

What day is it? Click on [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.

**Spelling and Word Sorts (Approximately 20 minutes)**

Go to Google Classroom. Click on the Spelling folder and open the spelling document for your group. Complete the 2 activities for Thursday.

**Activity 1.** Write out your words Look / Cover/ Write / Check and complete the 2 activities for the day.

**Activity 2.** Complete your word sorts and glue your word sorts onto a piece of paper. Take a photo and post on our google classroom. Go to the completed word sort in the Spelling folder to check your work.

**Sentence-a-day (Approximately 10 minutes)**

Write a question using these common nouns:

**For example: spaghetti, hamburger, salad Question - Would you like to have spaghetti and salad or a hamburger and salad for lunch?**

1. bananas, mango, pears
2. dogs, cats, goldfish
3. pencils, scissors, glue
4. swings, seesaw, monkey bars

Write your four questions in the Sentence-a-day work document. Remember to use question marks at the end of your sentences. If you are not on the internet, activity sheets are in the Take Home Learning Packs.

**Reading (40 minutes)**

Click on the folder Wushka Reading in Classwork. Click the link for the Wushka reading books.

This week we reading the book:-	<b>Watermelons Who Is the Robot?</b>	<b>Strawberries Its Not Fair</b>	<b>Pineapples Walter's Worries</b>
<b>Oranges There's a Boy Under the Bed</b>	<b>Limes Go, Annie, Go!</b>	<b>Blueberries Dinosaur Dig</b>	<b>Grapes A Close Call</b>

**1. Read and at the end complete the quiz..**

**2. Complete the Super Six Strategy - Monitoring**

As you read think about:-

Does this make sense?

Does this sound right?

Does this look right?

Should you reread this passage?

Does it make sense now?

Does what you have read make sense with what the text is about?

Find **5 words** you **don't know the meaning of** in the story so far or **5 interesting words**.

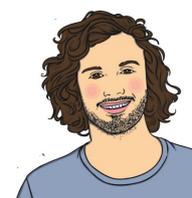
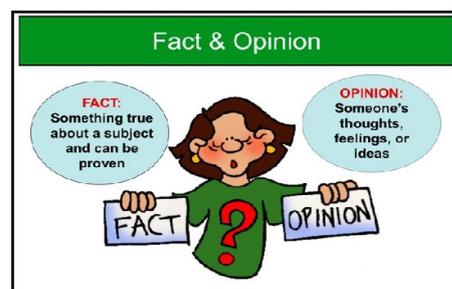
Write the words and the meaning. Ask a family member or use an online dictionary.

You can type your work in the google Super Six Reading Work Document. Don't forget to write the name of the book you read. If you are not on the internet, activity sheets are in the Take Home Learning Packs.

**Abideen and Milad you can complete your activity page in your Take Home Learning Packs.**

Thursday 7 May 2020

Break	<b>Fruit break/Brain Break/Tri-reading (Approximately 10 minutes)</b> Visit go noodle <a href="https://www.gonoodle.com/">GoNoodle: Home</a> for a brain break or go play outside. Visit storyline online <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> or Vooks <a href="https://watch.vooks.com/browse">https://watch.vooks.com/browse</a> 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 and a drink.
Morning	<b>Writing (Approximately 30 minutes )</b> In todays lesson we are going to learn about the difference between <b>facts and opinions</b> . Watch the YouTube video : <b>Fact or Opinion for Kids</b> <a href="https://www.youtube.com/watch?v=DwdDCIWP6i4">https://www.youtube.com/watch?v=DwdDCIWP6i4</a> find out more about facts and opinions. Go to the Classwork tab, click on the Writing folder and open the worksheet called Facts and Opinions - Caterpillars. Read the statements. Cut them out and sort them under the headings Facts and Opinions. Open and complete the Exit Ticket document. Watch the video to hear Mrs Aldred read it to you. If you are not on the internet, the activity sheet is in the Take Home Learning Pack.
Break	<b>11:00-11:30: Make sure you have recess and play</b>
Middle	<b>Mathematics (60 minutes)</b> Click on the folder Maths in Google Classroom in the Classwork to find your workbook and resources for the week. If you are not on the internet I have printed off a paper workbook for you to complete in your Take Home Learning Pack. Today you are to complete the following three activities. <b>1. Number Sense Task :-</b> <b>Year 2:</b> Arranging three-digit numbers in ascending order. <b>Year 3:</b> Represent four digits numbers using base10 blocks. <b>2. The Problem of the Day</b> <b>Year 2:</b> While playing a dice game, Robert manages to throw sixteen 5's in a row. How many did he score altogether? <b>Year 3:</b> Sally runs for 3 kilometres each day. How far will she run in 2 weeks? <b>3. The Daily Maths Tasks:</b> <b>Year 2:</b> Complete subtraction jump strategy tasks. <b>Year 3:</b> Practise using the commutative property using the three and five times tables. <b>Tri Reading (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> or <b>Vooks</b> . <a href="https://watch.vooks.com/browse">https://watch.vooks.com/browse</a>
Break	<b>1:00-1:45: Lunch</b>
Afternoon	<b>1:45 Learning Begins</b> <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> or <b>Vooks</b> . <a href="https://watch.vooks.com/browse">https://watch.vooks.com/browse</a> <b>Topic Talks:</b> Look in our google classroom stream to see the videos of todays topic talks. <b>PDHPE- Fitness</b> <b>Fitness- Don't let your fitness drop- join in for another session with Joe Wicks</b> <a href="https://www.youtube.com/watch?v=SbFqQarDM50&amp;t=210s">https://www.youtube.com/watch?v=SbFqQarDM50&amp;t=210s</a> What about some more Zumba this week? <a href="https://www.youtube.com/watch?v=UYXd8REhSvA">https://www.youtube.com/watch?v=UYXd8REhSvA</a> Or you can: Go for a walk      Go for a bike ride Play handball with a parent or sibling.



Thursday 7 May 2020

**Afternoon PDHPE- Fitness**

Each week I have been choosing a Joe Wicks PE workout video for you to complete. Many of you have told me how much fun you are having completing the fitness tasks. For those of you who are unable to watch them, I have included these cards that shows you the exercises demonstrated by Joe in the workout videos. Each exercise is performed for 40 seconds, with a 20-second rest in-between.

**Joe Wicks: 5-Minute Move Workout 1****Marching on the Spot**

1. Stand with your feet hip-width apart.
2. Lift one foot and then the other.
3. Stay on the same spot.
4. Lift your knees up high, keeping your back straight.
5. Pump your arms as well.

**Joe Wicks: 5-Minute Move Workout 1****Squat**

1. Start with your feet a bit wider than your shoulders.
2. Squat down as if you're sitting into a chair.
3. Stand up tall again.
4. Keep a straight back.

**Joe Wicks: 5-Minute Move Workout 1****Low Sprint Shuffle**

1. Crouch your body down.
2. Run quickly on the spot.
3. Pump your arms.
4. Turn to the middle and the side.
5. Make sure you have fast feet.

**Joe Wicks: 5-Minute Move Workout 1****Climb the Rope**

1. Pretend to climb a rope!
2. Reach your hands above your head one at a time and pull the rope down.
3. Lift your knees high and climb on the spot.

**Joe Wicks: 5-Minute Move Workout 1****Star Jumps**

1. Start with your feet close together.
2. Jump and land with your feet wide apart.
3. Stretch your arms out above your head.
4. Jump your feet in and your arms down.



Friday 8 May 2020

Morning

**9 am Learning Begins (5 minutes)****Don't forget to mark your attendance in Google Classroom.**

What day is it? Click on [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.

**Sport Approximately 50-60 minutes****Warm Up- What's Your Name? (10-15 minutes)**

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.

**Fundamental Movement Skill:-**

We are learning the fundamental movement skill called 'Side Gallop'. Go to the Classwork tab on the top of your screen, click the Sport folder and click on the document called Side Gallop for Friday 8th May. Open the video to watch how this skill is performed. There is a word document available for more teaching points of this skill. If you do not have internet read the document in the Learning Pack.

**Side Galloping with your family (15 minutes)**

Hold hands facing a family member and side gallop around in an open space. Practice side galloping in both directions. You might like to put some of your 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 seconds. If the pose only uses one leg repeat the pose with your other leg.

**Fit activity for kids  
what's your name?**

SPELL OUT YOUR FULL NAME AND COMPLETE THE ACTIVITY LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A FAVORITE CHARACTER'S NAME OR A FAMILY MEMBER'S NAME.

- |   |  |
|---|--|
| <b>A</b> jump up & down 10 times                      | <b>N</b> pick up a ball without using your hands                   |
| <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  |

**Side gallop****About the skill**

The side gallop or side 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 softball, basketball, touch and racquet sports. It is also used extensively in dance.

**Skill components**

1. Smooth rhythmic 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 proficiently 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.

**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



Friday 8 May 2020

**Morning**

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

Visit go noodle [GoNoodle: Home](https://www.gonoodle.com/) for a brain break or go play outside. Visit storyline online <https://www.storylineonline.net/> or Vooks <https://watch.vooks.com/browse> 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 and a drink.

**Spelling 15 minutes**

**Activity 1.** Go to the Word Sorts Folder in Google Classroom in the Classwork tab. Click the file called Word Games. Choose an activity to do with your word sorts today.

**Activity 2 .** Test yourself to see how many words you can spell correctly without looking at the list or have a family member test you on your words.

**Reading. (Approximately 20 minutes ) Your Choice of Reading Book**

Click on the folder Reading in Google Classroom in the Classwork tab. Click the link for the Sunshine Online link <https://www.sunshineonline.com.au/> . The username and password to access sunshine online is the same. It is **rydalmere**. Choose either 1, 2 or 3, depending on your reading level number. Choose a story at your level. Listen to the story. After the story is finished, complete the activities. Post to our stream in Google Classroom the name of the book you read.

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

Today you are going to complete a newspaper article about your Mum. Read the list of words in the check list and tick the adjectives that describe your Mum. In the box draw a picture of your mum with your family. Complete the following sentences on the sheet.

My mum is amazing! She is \_\_\_\_\_. Use one of the adjectives you have ticked.

When she \_\_\_\_\_ it makes me so happy. (Choose an activity that mum does for you.)

I love spending time with her, especially when we are \_\_\_\_\_ together. (Choose an activity that you do with your Mum. Eg reading, cooking, singing, dancing)

She is brilliant at \_\_\_\_\_. (Choose an activity you think she likes doing and does well. She is the best Mum ever!" **PLEASE NOTE: You will have to print a copy of this worksheet. Or you can copy and make your own on a piece of paper.**

<b>Mum Times</b>	
Special Edition	
<b>Mum Checklist</b> Funny <input type="checkbox"/> Caring <input type="checkbox"/> Brave <input type="checkbox"/> Cool <input type="checkbox"/> Crafty <input type="checkbox"/> Happy <input type="checkbox"/> Smiley <input type="checkbox"/> Brilliant <input type="checkbox"/> Wise <input type="checkbox"/> Trustworthy <input type="checkbox"/> Considerate <input type="checkbox"/> Loving <input type="checkbox"/> Cuddly <input type="checkbox"/> Beautiful <input type="checkbox"/> Silly <input type="checkbox"/> Thoughtful <input type="checkbox"/> Smart <input type="checkbox"/> Awesome <input type="checkbox"/>	<p style="text-align: center;"><b>World's Best Mum</b></p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <p><small>The winning mum and her family (Draw a picture of you and your mum)</small></p> <p><small>When asked about this prize, her child said:</small></p> <p><small>"My mum is amazing! She is _____ it makes me so happy.</small></p> <p><small>I love spending time with her, especially doing _____</small></p> <p><small>She is brilliant at _____</small></p> <p><small>She really is the best mum ever!</small></p>

**Tri Reading (10 minutes)**

Listen to an adult read you a story or listen to a story online <https://www.storylineonline.net/> or [Vooks. https://watch.vooks.com/browse.](https://watch.vooks.com/browse)

**Break**

**11:00-11:30: Make sure you have recess and play**

**Middle**

**Science with Miss Lin (60 minutes)**

See Miss Lin's assignment

**Handwriting (Approximately 20 minutes)**

Open the Classwork tab. Open the Handwriting Folder print off the handwriting sheet.

Practice writing the letter h and copy the sentence

*h h h h h h h h h h*

*Hh Hh Hh Hh Hh Hh Hh*

*Harry the horse has hundreds of hats.*

Can you think of a good writing pattern for



Friday 8 May 2020

**Handwriting Year 3**

This term we are learning to add exits to our letters. Exit flicks help you to get from one letter to another when you start to join letters. **Letters that finish at a line can be given a little exit flick.** Click on the Classwork tab. Open the Handwriting Folder print off the handwriting sheet. Practise writing the letters a, d and h and copy the words.

**Tri Reading (10 minutes)**

Listen to an adult read you a story or listen to a story online <https://www.storylineonline.net/> or [Vooks](https://watch.vooks.com/browse). <https://watch.vooks.com/browse>.

Break

1:00-1:45: Lunch

Afternoon

**1:45 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/>

**Topic Talks:** Look in our google classroom stream to see the videos of todays topic talks.

**Mathematics (60 minutes)**

Click on the folder Maths in Google Classroom in the Classwork to find your workbook and resources for the week. If you are not on the internet I have printed off a paper workbook for you to complete in your Take Home Learning Pack.

Today you are to complete the following three activities.

**1. Number Sense Task:**

**Year 2** Skip counting by 5's and adding different assortments of coins.

**Year 3** Times tables practise.

**2. The Problem of the Day**

**Year 2:** A machine making sweets puts 10 in each packet. If the machine produced 200 sweets, how many packets can it fill?

**Year 3:** Mum made 29 cupcakes and needs to put them in boxes. Each cake box holds 6 cupcakes. How many boxes will she need?

**3. The Daily Maths Tasks:**

**Year 2** Complete addition and subtraction jump strategy tasks.

**Year 3:** Practise using the commutative property using the four and ten times tables.



Great job everyone!

Have a great weekend.