

1 Violet Class Timetable Term 2 Week 3

Monday 11th May

Morning

9am Learning Begins (5 minutes)

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

Good morning. Visit 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.

Word Sorts (Approximately 20 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.

Sentence-a-day (Approximately 15 minutes)

Watch the YouTube video *What is an Adjective?* by Jack Hartmann to learn what adjectives are and why they are used.

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

If you can't access the link, adjectives are words that describe a noun.

Example:

noun: apple **adjective:** red
red apple.

Choose 3 adjective word cards.

Choose an adjective to describe the noun. Pick one card and use it in a full sentence. Make sure your adjective is in front of the noun when writing your full sentence.

Example: The brick house was far away.

the ___ boy

the ___ dog

the ___ man

the ___ girl

the ___ mouse

the ___ car

the ___ house

the ___ school

the ___ boat

the ___ cat

the ___ lady

the ___ plane

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.

Writing (Approximately 50 minutes)

This lesson has a video that goes with it where Mr Kilpatrick will read and explain the learning to you. Go to the Classwork tab, click the Writing topic folder and open Informative Writing for Monday 11th May.

Watch the Octonauts: Creature Report- Whale Sharks video on YouTube.

https://www.youtube.com/watch?v=VOC0wB0_M6E After watching, discuss the following questions with an adult or friends. *What type of words are used in the creature report? *Why do you think Captain Barnacle uses these types of words? If you do not have access to this video, skip this step as it will be further explored in the slides below.

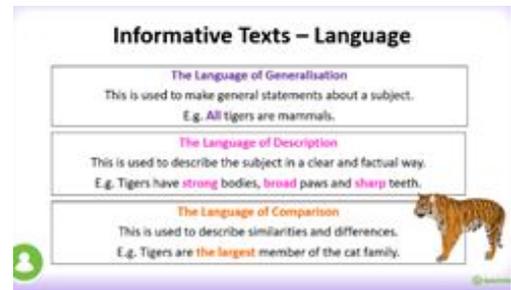
Look at slide 20 from the Teach Starter powerpoint 'Exploring Information Texts'. This slide talks about the language that is used in information reports and informative writing.

Generalisations is when we assume ALL the subjects share the same fact. **Description** is when we use adjectives to describe what the animal or subject looks like in a factual way. Using words like 'cute' and 'beautiful' are not used as they are opinions.

Comparison is when you describe things that may be the same or different between animals or subjects. Rewatch the octonauts video and see if you can now identify some words that generalise, describe and compare. If you do not have access, skip this step.

Using the *slide Informative Language Activity*, read the information or listen to Mr Kilpatrick read this to you. See if you can highlight or note down which words or statements are used to generalise, describe and compare. Once you have done this, continue to watch Mr Kilpatrick's video that goes through and demonstrates how to do this, check your answers with Mr Kilpatrick. If you don't have access to the video, see the screenshot that shows the answers.

Choose between the following animals: a frilled neck lizard, a bear or a camel. Use the language of generalization, the language of description and the language of comparison to write some words to describe the animal. You may need to ask an adult for some assistance or research your animal. I am happy if you can write three sentences.

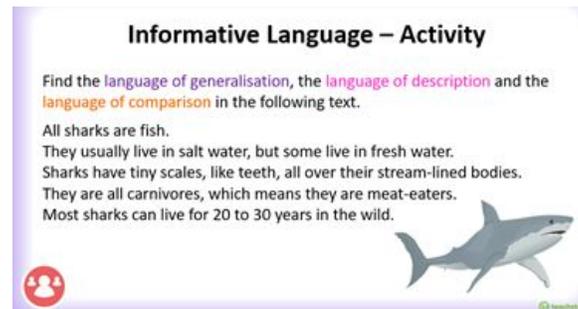


Informative Texts – Language

The Language of Generalisation
This is used to make general statements about a subject.
E.g. All tigers are mammals.

The Language of Description
This is used to describe the subject in a clear and factual way.
E.g. Tigers have **strong** bodies, **broad** paws and **sharp** teeth.

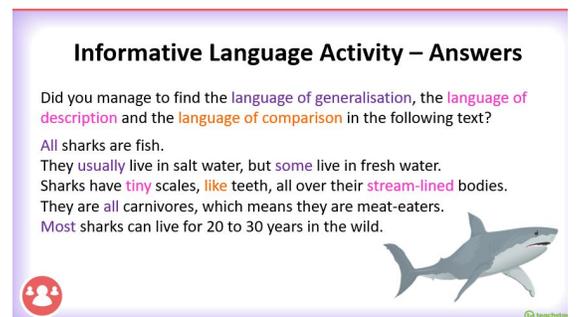
The Language of Comparison
This is used to describe similarities and differences.
E.g. Tigers are **the largest** member of the cat family.



Informative Language – Activity

Find the **language of generalisation**, the **language of description** and the **language of comparison** in the following text.

All sharks are fish.
They usually live in salt water, but some live in fresh water.
Sharks have tiny scales, like teeth, all over their stream-lined bodies.
They are all carnivores, which means they are meat-eaters.
Most sharks can live for 20 to 30 years in the wild.



Informative Language Activity – Answers

Did you manage to find the **language of generalisation**, the **language of description** and the **language of comparison** in the following text?

All sharks are fish.
They **usually** live in salt water, but **some** live in fresh water.
Sharks have **tiny** scales, **like** teeth, all over their **stream-lined** bodies.
They are **all** carnivores, which means they are meat-eaters.
Most sharks can live for 20 to 30 years in the wild.



Upload your work in a google doc. Use this link to type your three sentences and submit your work.
<https://docs.google.com/document/d/1nNSZt9hdC43FaX6bxeUR82ncy9bmbSjy03PhaoKZlQc/edit> or go to Google Classroom, go to the Classwork tab. Click the Writing Topic Folder and open the Informative Writing Activity to access the google doc.

Break

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

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/>

Mathematics

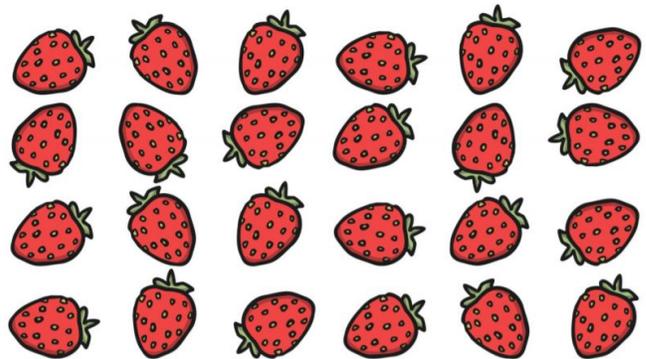
Daily number sense (10 minutes)

Look at the strawberries →

- How many strawberries are there?
- How can you count them? 2's, 3's, 4's, 5's, 10's?
- How many **equal groups** can you split these strawberries into?

(Note: **equal groups** means each group has the same number of things in it)

- Is there more than one way of splitting the strawberries into equal groups? What are they?
- How could you share these strawberries among 4 people so that everyone got the same amount of strawberries?



Problem of the day (Approximately 5 minutes-10 Minutes)

Solve the problem →

(Note: each child in this problem has two feet)

- What number sentence(s) could you write for this problem?
- What would be a quicker way to count all the children's toes than counting one toe at a time?

How many toes are there altogether between 5 children?



Data (Approximately 40 minutes)

I am learning to read and understand data displays involving tally marks.

Data is another way of saying pieces of information.

Collecting data

We collect data for many reasons. It helps us to answer questions on things we want to know more about.

For example, you may want to find out your friend's or family's favourite activities. You may also want to find out how many hours your friends spend doing these activities each week.



When you collect data, you need to find ways of recording the information. You can use tally marks, objects, words and symbols when we are counting and recording the information that we collect.

You are going to learn how to record information by drawing tally marks. These help you to keep track of what you are counting in an organised way.

Tally marks are drawn in groups of 5. Point to the tally marks opposite.

The first four marks are straight up and down, or vertical, with the fifth mark crossing on an angle through the first four. This makes it clear to see a group of 5 and makes counting the total number easier because we can count the groups of fives using skip counting.

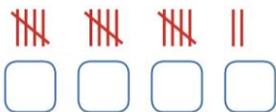


These tally marks to the right show 5 groups of 5 tally marks and 2 left over.



The total number of tally marks is 27.

- Count the groups of tally marks by skip counting in fives from zero. Count forward by ones for any tally marks left over. Write the numbers in the empty boxes to show the skip counting by fives and then the total number of tally marks.



Data that has been gathered and recorded can be displayed in a **graph** or **table** to make it clear to understand. We can show the data using **objects**, **pictures** or **symbols**. Let's look at an example.

Mr Wise wanted to run a sports club during one lunchtime every week at his school. Before starting the club, he wanted to collect information to see which ball games the students in his class preferred. The **table** below shows the data Mr Wise collected.

Sport	Tally	Total
		3
	 	9
	 	7
	 	12

1) Point to the rows in the first column in turn as you say:

Mr Wise wanted to know the most popular ball games out of basketball, soccer, handball and baseball.

- Which ball game was most popular?
- Which ball game was least popular?
- How many more students like baseball than soccer?
(This can be a trick, you need to know **how many students like soccer** _____ and then **how many more like baseball?** - Your answer above is the difference.)
- Which games were less popular than soccer?
- How many students are in Mr Wise's class?

If you have internet access watch the video to practise what you have just learned, the information is not essential if you do not have internet access.

<https://drive.google.com/file/d/1FSzEtYOS5jTHTdQQ0ix44Gy6fborUByT/view?usp=sharing>

Break

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

Afternoon	<p>1:45 Learning Begins</p> <p>Tri Reading (Approximately 5-10 minutes)</p> <p>Listen to an adult read you a story or listen to a story online https://www.storylineonline.net/</p> <p>Topic Talks (Approximately 5 minutes)</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.</p> <p>Geography (Approximately 45 minutes)</p> <p>Investigating the local weather</p> <p>You will be weather forecasters and observers throughout the rest of the unit. Today is an introduction to how you will do this in the following weeks.</p> <p>Watch the video about weather forecasting or have a family member support you to read the transcript in the Geography folder in the Classwork tab. It may be helpful to read through the questions below.</p> <p>https://www.abc.net.au/btn/classroom/weather-forecasting/10539756</p> <ol style="list-style-type: none">1. How do people rely on weather forecasts? Give examples.2. What is a meteorologist?3. What does a barometer measure?4. How accurate do the weather forecasters think they are?5. What do you now know about weather forecasting that you didn't know before watching the BtN story? <p>Today you will forecast the weather of yesterday from memory. You will then forecast the weather from today. Finally you will predict the weather for yesterday on the worksheet provided below.</p>
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Weather Forecast

What was weather like yesterday? What is the weather like today? Can you predict what the weather will look like tomorrow? Use the boxes below to draw what the weather looks like outside.

Yesterday

Today

Tomorrow

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Explain why the weather will be that way tomorrow.

Good afternoon and well done!

1 Violet Class Timetable Term 2 Week 3

Tuesday 12th May

****If you see Mrs Jennings on a Tuesday, go to Google Classroom, open the topic folder called Mrs Jennings to complete the work she has set for you.**

Morning

9am Learning Begins (5 minutes)

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

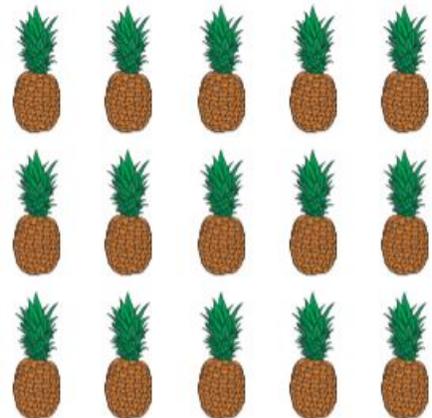
Good morning. Visit www.starfall.com and access the calendar. Listen to the days of the week and complete the date. If you don't have internet access, ask an adult for a calendar and look at today's date.

Mathematics

Daily number sense (Approximately 5 minutes)

Look at this array of pineapples →

- How many pineapples are there?
- How can you count them? 2's, 3's, 5's, 10's?
- Can you split them into **equal groups**?
- How many are in each group?
- How many different ways can you split them into equal groups?
- Can you split this group into equal halves (so that each half has the same number of pineapples)? Why? Why not?



Problem of the day (Approximately 10 minutes)

Solve the problem →

- What number sentence(s) could you write for this problem?
- What would be a quick way to count the total number of lengths?
- How many lengths would they have swum if they swam 4 lengths each?

In a relay race, 4 children swim 2 lengths each. How many lengths did the children swim altogether?

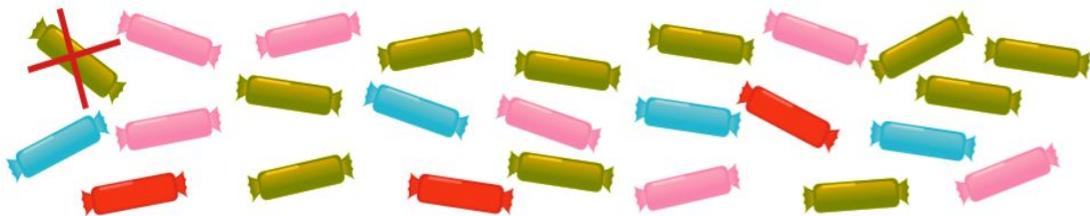


- What if they swam 8 lengths each?
- What if instead of 4 children, there were 6 children?

Data (40 min)

I am learning to gather and track what has been counted using tally marks, numbers and symbols

Jo bought a bag of lollies. She emptied the bag to find out how many there are of each colour. The lollies were red, pink, green and blue.
 Help Jo to display the information. Use tally marks to help count the number of lollies. Cross each lolly as you make a tally mark for it. The first one has been done for you. Then count the tally marks and write the number of each lolly.



Lollies	Tally marks	Number
		
		
		
		

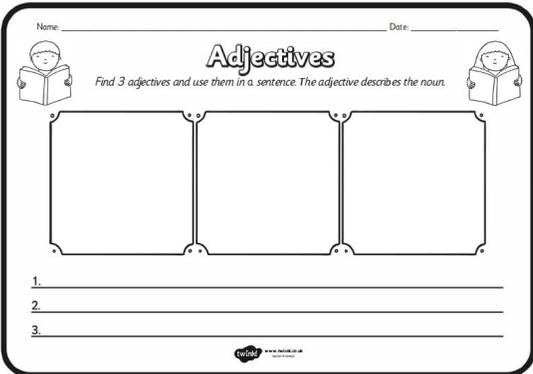
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<https://www.youtube.com/watch?v=RQDmO1cTdE> * optional video about making graphs

2) Draw circles to make a picture graph which matches your tally marks in the table on the previous page. One circle will represent one lolly. The red lollies have been done for you.

   				
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	<p>3) Make up your own question (or questions) to ask about the data and picture graph provided. You might use words like: most, least, more, less, how many, altogether. If you are unsure, look at yesterday's questions and use similar questions about today's topic. Include both your questions and answers and share it on our Google Classroom.</p> <p>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. <i>You do not need to submit any photos or evidence of this.</i></p> <p>Computers with Miss Lin (Approximately 60 minutes) See Miss Lin's assignment.</p>
Break	11:00-11:30: Make sure you have recess and play (no screens
Middle	<p>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/</p> <p>Word Sorts (Approximately 20 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.</p> <p>Reading (Approximately 40 minutes) During your reading today we are going to use the <i>Super Six Reading Strategy-Monitoring</i>. We are monitoring reading fluently. Reading fluently is when you read words automatically with a smooth rhythm. You do not read word by word or like a robot. To help build fluency, you read the same texts over and over again. The first time you read a story, it will be slow and sometimes sounding like a robot because there might be new words you have to decode. The second time should be more fluent and smoother when you read it. Everytime you read it, it should sound more fluent. Fluent IS NOT being FAST! Fluency is important to help us understand what we are reading. Watch the link to help you understand about fluency. https://www.youtube.com/watch?v=ogi7ANK49wk Practise reading fluency when reading a sunshine online reader. Read it multiple times and see how your fluency improves. Make sure you pause at commas and full stops to help with the fluent rhythm you are trying to build.</p>

	<p>Go to Sunshine online readers. https://www.sunshineonline.com.au/subPupil.php Choose a book at your reading level. If you don't know your reading level, go to Google Classroom. Go to the Classwork tab at the top of the screen, click Reading Levels Topic Folder. Your level will be here. It is a number between 1-30. The username and password to access sunshine online is the same. It is rydalmere. After logging in, choose either 1, 2 or 3, depending on your reading level number. Choose a story at your level and read the story. After the story is finished, complete the activities. Post to our stream in Google Classroom the name of the book you have read.</p> <p>Sentence-a-day (Approximately 15 minutes) An adjective is a describing word. It is used to describe a noun. Choose a noun and then choose an adjective to describe it. Draw a picture and use the adjective and noun in a sentence. Do two more of these. Use the worksheet called Adjectives Worksheet. It is located in the Classwork tab, click the sentence a day topic folder and open Adjectives for Tuesday 12th May. If you can not access this, use the screenshot to assist you in using your own piece of paper at home.</p> 
<p>Break</p>	<p>1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)</p>
<p>Afternoon</p>	<p>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/</p> <p>Topic Talks (Approximately 5 minutes) 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.</p> <p>Creative Arts- Dance(Approximately 45 minutes) Today we are focussing on exploring actions of a puppet. You can listen to Mr Kilpatrick's video to guide you through today's dance lesson or go through it yourself. To watch the video, Go to Google Classroom, go to the Classwork tab located at the top of</p>

your screen and open the Creative Arts topic folder. Open Move like a Puppet for Tuesday 13th May.

Warm Up (5 minutes)

Make a magical bubble. This bubble is very special so we don't want to pop it. Wiggle your fingers, stand up and move your fingers around yourself to make a bubble. Walk or jog around the room, but do not bump into anyone else or any furniture as this will pop your bubble. You can skip, side gallop and jump in your bubble. If you have others playing with you, play a game of freeze. Have an adult or friend call out freeze and you must stop still in your bubble.



Learning to Move Like a Puppet (20 minutes)

1. Look at the picture of the puppet. Can you see the strings that are attached to it? Watch the youtube link <https://www.youtube.com/watch?v=viNk2u0t-kM> to see some marionette puppets move. If you do not have access to this link, look at the picture and visualize the puppet moving as someone pulls its strings.
2. Travel around the room pretending to be a puppet.
3. Imagine you have strings holding you up and when the string is pulled, a particular body part will lift up. Travel around the space, when an adult calls out a body part, lift that body part as high as possible eg legs, arms, elbows, knees, bottom. When the adult says freeze, freeze in a puppet shape.
4. Imagine you are a puppet sitting on a shelf and you suddenly wake up and stand up in 4 jerky movements. ***Head lifts up *Arms lift up *Get onto your feet but slouched over *Straighten up tall**
5. Travel like a puppet, focus on your knees being bent, arms dangling and when the adult claps, you must slouch over like the strings of the puppet have been relaxed.

Puppet Dance (20 minutes)

Use all the movements you have been practising to make a puppet dance. You can follow these steps.

1. Start sitting, pretending you are on a shelf and get up in four movements.
2. Travel around the room, when the adult claps slouch over. Do this three times. If you don't have an adult with you, you can clap yourself.
3. Slowly travel back to the starting position on the shelf.
4. In 4 movements bring your body back to sitting.
5. Finish in the shape of a sitting puppet.

Practise doing this sequence and try to add music. You might like to try the song from Toy Story "You've got a friend in me". Click the link to hear the song and practise

dancing using the 5 steps above. <https://www.youtube.com/watch?v=Zy4uiiy0qgA> Or you can choose another song you like.

If you are interested, watch this youtube link of some dancers pretending to be puppets. <https://www.youtube.com/watch?v=eGrTOM8sZYg>

Good afternoon!

1 Violet Class Timetable Term 2 Week 3

Wednesday 13th May

Morning

9am Learning Begins (5 minutes)

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

Good morning. Visit 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.

Sentence-a-day (Approximately 15 minutes)

Read the sentences and identify the noun. Underline the noun. Then identify the adjectives that are used to describe this noun. Circle the nouns. If you can not read the sentences, listen to Mr Kilpatrick read these to you. The video and worksheet are both located in the Classwork tab, click the Sentence a day topic folder and open Adjectives for Wednesday 13th May.

1. The mouldy, broken house stood on a hill.
2. The moaning and creaking noise continued.
3. The cold, damp grass ruined my shoes.
4. The well-worn steps went on forever.
5. The off-white, rotten door squeaked loudly.
6. A large, dark rain cloud hung over the house.

Reading (Approximately 40 minutes)

This is the same as yesterday's lesson. Reread the same book from yesterday and choose a new book to practise reading fluently.

During your reading today we are going to use the *Super Six Reading Strategy- Monitoring*. We are monitoring reading fluently. Reading fluently is when you read words automatically with a smooth rhythm. You do not read word by word or like a robot. To help build fluency, you read the same texts over and over again. The first time you read a story, it will be slow and sometimes sounding like a robot because there might be new words you have to decode. The second time should be more fluent and smoother when you read it. Everytime you read it, it should sound more fluent. **Fluent IS NOT being FAST!** Fluency is important to help us understand what we are reading.

Go to Sunshine online readers. <https://www.sunshineonline.com.au/subPupil.php> Choose a book at your reading level. If you don't know your reading level, go to Google Classroom. Go to the Classwork tab at the top of the screen, click Reading Levels Topic Folder. Your level will be here. It is a number between 1-30. The username and password to access sunshine online is the same. It is **rydalmer**. After logging in, choose either 1, 2 or 3,

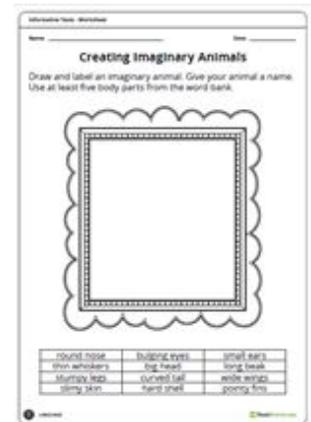
depending on your reading level number. Choose a story at your level and read the story. After the story is finished, complete the activities. Post to our stream in Google Classroom the name of the book you have read.

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.

Writing (Approximately 25 minutes)

Listen to Mr Kilpatrick's video where she describes an animal and you listen and draw it. Go to the Classwork tab, click on the Writing Topic folder for Tuesday 12th May and open the video. Compare your drawing with Mr Kilpatrick's drawing. Listen to the video to discuss with Mr Kilpatrick what could have made this description better. If you do not have access to Mr Kilpatrick's video's, ask an adult to read this description to you or you can read it yourself. ***This animal has a body. Its body is covered in fur. It has a tail. It has four legs and four feet. It has two ears and eyes. It has a nose and whiskers.*** Draw what you have just read on a piece of paper. Ask someone else at home to do



the same. Discuss the following questions with a friend at school or with an adult. Do both of your drawings look the same? Why do you think they look so different? What words might need to be added to the description to make it easier to draw the animal? You are correct! This sentence is missing lots of descriptive language. Listen to Mr Kilpatrick's video again, where she reads a new description full of descriptive language and draw your animal again. If you do not have access to this video, read the description below or get an adult to read it to you. Ask an adult or family member to draw the same animal with you so you can compare your drawings. ***This animal has a tiny, egg-shaped body. It is smaller than a rat. Its body is covered in short, soft fur. It has a long tail, about the same length as a human's finger. It has four short legs and four tiny feet. It has two, leaf-shaped ears and small eyes. It has a pink, pointed nose and long whiskers.*** Discuss the following questions with an adult or friend at school: Do your drawings look more similar this time? Why do you think this is? What words in the second description make it easier to draw the animal? Go to the Classwork tab, open the Writing folder and open the creating an imaginary animal PDF. Use this worksheet to create your own imaginary animal and use the words from the word bank to label your drawing. Remember your animal doesn't have to be real. It can have features from different animals. Once you have completed your drawing, use it to complete the worksheet where you will use comparative language to describe your animal. If you can't read it, listen to Mr Kilpatrick read this worksheet to you.

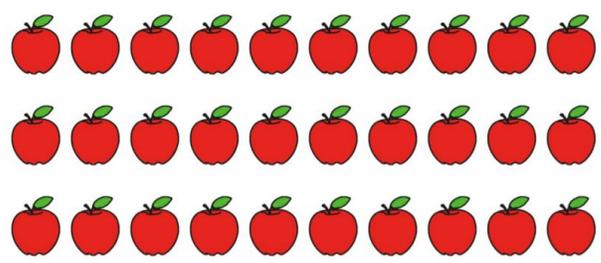
Break 11:00-11:30: Make sure you have recess and play (no screens)

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/>

Mathematics
Daily number sense (Approximately 10 minutes)

- Look at this array of apples →
- How many apples are there?
 - How can you count them? 2's, 3's, 5's, 10's?
 - Can you split them into **equal groups**?
 - How many are in each group?
 - How many different ways can you split them into equal groups?
 - Can you split this group into equal halves (so that each half has the same number of apples)? How?



Problem of the day (Approximately 5-10 minutes)

- Solve the problem →
- How many equal groups are there?
 - What number sentence(s) could you write for this problem?
 - What would be a quick way to count the total number of books?

My bookcase has 10 shelves and 10 books on each shelf. How many books are on my bookcase?

Maths (Approximately 40 minutes)

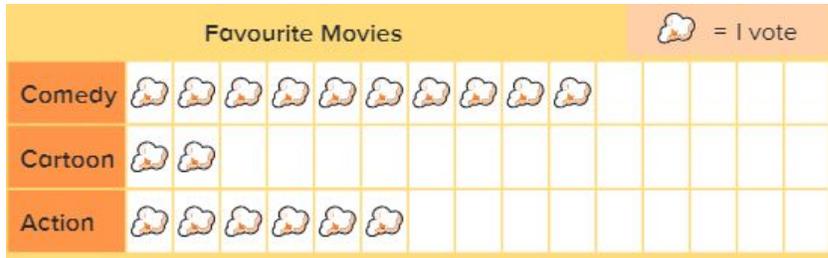
I am learning to interpret and display information in picture graphs

- 1) Mina collected data on how many students in her class had lost their front teeth and how many front teeth they had lost. She recorded her data using a **table** and **tally marks**..

Number of Front Teeth Lost			
Number of teeth	0	1	2
Number of students			

- How many students have lost no front teeth?
- How many students have lost **at least** one front tooth?
- What is the difference between students who have lost no front teeth and students who have lost one front tooth? (Hint: when we are finding the **difference** we are **subtracting**. Starting with the larger number and taking away the same number to find the difference.)
- How many students were asked about the number of teeth they lost?
- More students have lost two front teeth than one front tooth? True or false?
- Half as many students have lost no front teeth as students who have lost one front tooth? True or false?

2) Hannah asked the students in her class to vote for their favourite type of movie. She created this **picture graph** to display her data.



- What does each picture of popcorn stand for?
- Why did Hannah draw popcorn?
- What other pictures could she have drawn?
- How many students voted for each type of movie?
- What was the most popular type of movie? How do you know?
- What was the least popular type of movie? How do you know?

3) Mason asked his classmates what kind of pets they have at home. He recorded his data in the table below.

Cat	Dog	Fish	Other	No pet
Angel, Ari, Toby, Mei, Rukshana, Jack, Olivia, Max	Kim, Tayla, Noah, Carmen, Chris, Connor, Max	Ben, Tayla, Zach, Leon	Katie, Leon, Max	Israt, Mason,, Nicky, Daisy, Raul, Melody

4) Create a **picture graph** using Mason's data. Go to the Maths folder in the Classwork tab, and find the picture graph. Print it off and fill it in. If you don't have access to a printer, create your own using a picture of the graph below.

1 Violet Class Timetable Term 2 Week 3

Thursday 14th May

Morning

9am Learning Begins (5 minutes)

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

Good morning. Visit 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.

Sentence-a-day (Approximately 15 minutes)

Adjectives are words that describe nouns. Can you complete the challenge? Use the adjective alphabet worksheet to guide you in thinking of adjectives that begin with each letter of the alphabet. This worksheet is located in the Classwork tab, click on the Sentence a day topic folder and open Adjectives for Thursday 14th May. You can use the screenshot below to support you if you do not have access to the folder. You might need help from an adult. Try to complete as many as you can. If you need help, post on Google Classroom and ask your classmates for any ideas.

Adjective Alphabet

Adjectives are describing words that are used to add more detail to nouns.
Can you think of an adjective for every letter of the alphabet?

a is for _____	n is for _____
b is for _____	o is for _____
c is for _____	p is for _____
d is for _____	q is for _____
e is for _____	r is for _____
f is for _____	s is for _____
g is for _____	t is for _____
h is for _____	u is for _____
i is for _____	v is for _____
j is for _____	w is for _____
k is for _____	x is for _____
l is for _____	y is for _____
m is for _____	z is for _____

Word Sorts (Approximately 20 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.

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/>

Geography (Approximately 55 minutes)

Starting from today you will track the weather for the next few weeks. Each morning as a part of the calendar routine you will continue to look at the weather.

You will need to think about the types of weather that we might experience at certain times of the year and what weather you predict will happen in the future.

Each morning look out your window and decide if it is cloudy, sunny, rainy, snowy, windy or foggy. Colour the graph where on that day it matches. Can it rain and be sunny on the same day? Once you have coloured in the graph go to the weather zone website and see what the temperature is today. Does the temperature stay the same for the whole day? If you do not have internet access at some point during the day ask a family member if you can watch the weather forecast on the news to see today's temperature.

<https://www.weatherzone.com.au/nsw/sydney/sydney>

<https://www.youtube.com/watch?v=TotB6fCAgGg>

We will practise this together today. Print the graph or make your own like in the sample below. Look out the window and colour the graph

<http://shared.confessionsofahomeschooler.com/calendar/WeatherGraph.pdf>

Weather Graph: _____
(Month / Year)

25							
24							
23							
22							
21							
20							
19							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							


www.confessionsofahomeschooler.com

Place all your work in the geography classwork folder.

Break

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

Middle

11:30 Learning Begins
Tri reading (5-10 minutes)

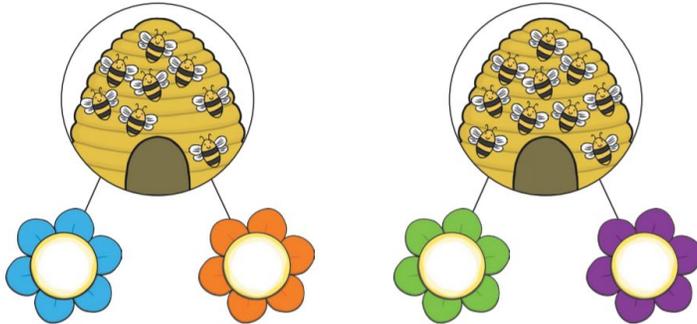
Listen to an adult read you a story or listen to a story online <https://www.storylineonline.net/>

Mathematics

Daily number sense (Approximately 5 minutes)

Can you halve the bees in each of the hives into two equal groups?

What other numbers of bees could be halved? How do you know?



Problem of the day (Approximately 10 minutes)

Solve the problem →

Draw a picture of all the children.

- How many equal groups are there?
- What number sentence(s) could you write for this problem?
- What would be a quick way to count the total number of children?
- How many children would there be if there were 8 groups?
- How many if there were, 10 groups?

4 groups of children go on a school trip.
There are 10 children in each group.
How many children go on the trip?



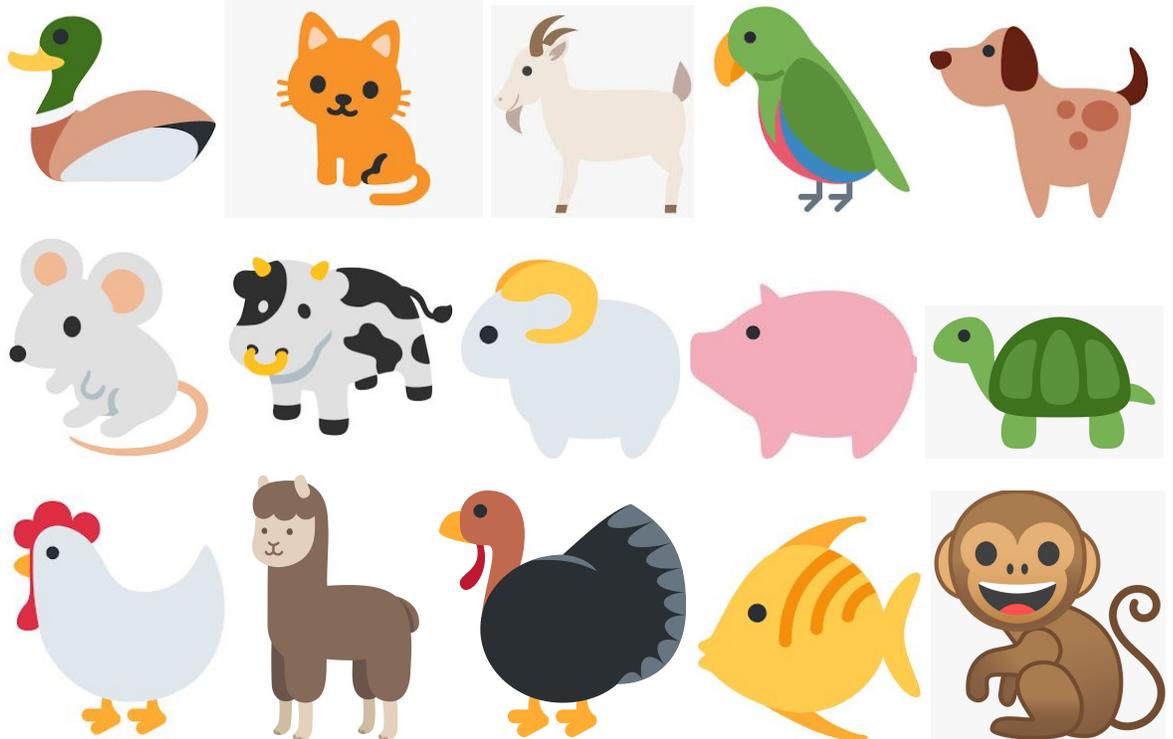
Data

Concrete materials or pictures of objects as symbols to create data displays where one object or picture represents one data value (Approximately 40 minutes)

We can show **data** in lots of different ways. How we organise and display data changes depending on what things we want to show or what question we are trying to answer..

- 1) Look at the collection of animals below. Can you think of a way to sort them into groups based on their features or type?

- 2) Go to the Maths folder in the Classwork tab. Print and cut out the animal pictures and sort them into groups using a grid. Your grid may be between 2 and 6 squares. If you don't have access to a printer, draw your own animal pictures and grids.
- 3) **Label** and **explain** how you sorted your animals (e.g. feathers, fur). What things or features did you use to sort them?
- 4) How many are in each group?
- 5) What does your data display tell you about this collection of animals? (e.g. 'There are more farm animals than pets')
- 6) How many different ways can you sort the animals? Do you think it will change the number of animals in each group? Why? Why not?
- 7) Sort your animals into different groups. What features did you use this time?



Grid example:

- 8) Think about toys or other items you might have at home. How can you group them? Can you an item be grouped by two features?

- 9) Use chalk, string, tape or other materials to create a grid for the groups. If you are at school, you can draw your grid or use one of the templates in the Maths folder in the Classwork tab in Google Classroom.
- 10) Think about how you want to organise your display.



The display in this picture has toys sorted by **two features** (1) Type (Dolls and Bears) and (2) Size (Large, Medium, Small).



You might like to think of your own features to sort your items by, or you may use these ones.

- 11) Label your groups (e.g. with Post-It notes or scrap paper, or if you are drawing, label label the columns and rows of your grid by writing them)
- 12) Count and label how many objects are in each group.
- 13) What **two things** does your data display tell you about your toys?
 For example, the data display above tells us there are more large bears than small dolls in this collection
- 14) If you like, take a photo and upload it to our Google Classroom stream.

Break	1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)
Afternoon	<p>1:45 Learning Begins</p> <p>Tri reading (5-10 minutes)</p> <p>Listen to an adult read you a story or listen to a story online https://www.storylineonline.net/</p> <p>1:55 Topic Talks (Approximately 5 minutes)</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.</p>

2:00 Sport (Approximately 45 minutes) -

Warm up:- 10-15min Warm Up (8 minutes)

Get your muscles warmed up by doing a warm up with Joe and Alfie. Click the link <https://www.youtube.com/watch?v=EXt2jLRlaf8> or follow the screenshots on Friday's timetable and instructions if you don't have access. Do each warm up for 30 seconds then have a 30 seconds rest. Follow the numbers on the screenshots. Do the exercise as many times as you can in the 30 seconds.

Main Game:- Shooting Hoops with a Basketball / Sock ball

In this activity you will need a ball or if you don't have a ball or you are playing this game inside make a ball by rolling up socks. You will also need a washing basket or bucket that will fit the ball.

- 1) Throw the ball as far as you can and run to the ball/sock, pick it up and run back. Continue this at least 10 times and see if you can throw it further each time. Now try throwing with your opposite arm. Repeat this 10 times. Did you throw it as far?
- 2) Place the washing basket/ bucket on the ground and throw the ball in, try and move further away each time. If you miss, keep it the same distance away until you get the ball in.
- 3) Place the basket/bucket on a higher (safe) surface e.g. The outdoor table/ chair. Now see if you can throw the ball in. Move further away if it is too easy and move it closer if it is too hard.

Extension Game:- Try throwing the ball/sock when you're facing the other way. Did you still get it in? If you have a ball you can bounce it into the basket/bucket.

What are some other ways you could aim the ball or sock into the basket/bucket? Give them a try now.

Cool Down:- Hold each pose for 30 seconds.

Good afternoon!



1 Violet Class Timetable Term 2 Week 3

Friday 15th May

Morning

9am Learning Begins (5 minutes)

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

Good morning. Visit 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.

Handwriting (Approximately 15 minutes)

We are learning how to write and form the clockwise letter 'n' using NSW Foundation Font Handwriting. Watch the following link to assist how to form and write the letter 'n' <https://www.youtube.com/watch?v=3690CZExMhw> . 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 15th 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 'n' 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 n: new, nasty, near, pen, moon, bin. *Upload a photo of your work.*

Word Sorts (Approximately 15 minutes)

Glue your word sorts on a piece of paper showing your groups. Post a photo of this onto Google Classroom and explain your groupings. You will get new word sorts on Monday.

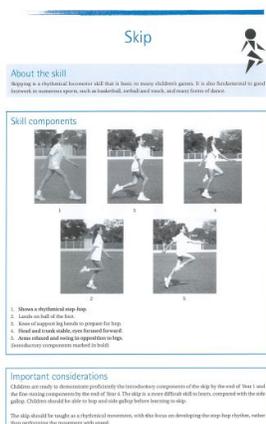
Sport (Approximately 50-60minutes)

Warm Up (8 minutes)

Get your muscles warmed up by doing a warm up with Joe and Alfie. Click the link <https://www.youtube.com/watch?v=EXt2jLRlaf8> or follow the screenshots and instructions if you don't have access. Do each warm up for 30 seconds then have a 30 seconds rest. Follow the numbers on the screenshots. Do the exercise as many times as you can in the 30 seconds.



Fundamental Movement Skill Focus- Skip (5 minutes)



Go to Google Classroom. Go to the Classwork tab, open the Sport topic folder and open the Skip video. If you do not have access to this video, read the screen shot about the skip.

Skipping with your family (15 minutes)

Hold hands facing a family member and skip around in an open space. You might like to put some of your favourite music on so that you can try and skip to the rhythm. Take turns to call out the number of skips 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 and skip along the lines. Make sure you leave space between each other. 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

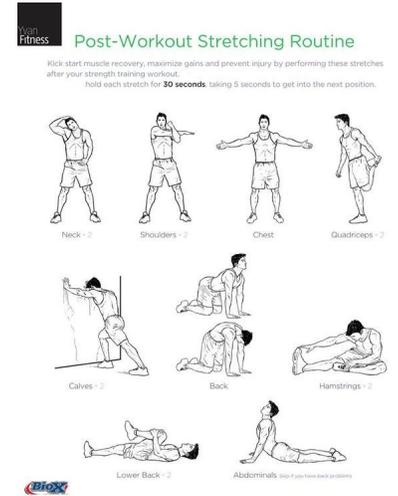
switch your position so you are facing in the other direction. Continue to skip along the lines you have created.

‘North, South, East and West’ (Approximately 10 minutes)

Show children where north, south, east and west are in relation to the play area. You might like to draw with chalk on the ground these directions or use post it notes to mark the directions and place them in the correct area. One person calls out a direction and the children move to that direction by skipping.

Cool Down (Approximately 10 minutes)

Hold each pose for 30 seconds.



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/> 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.

Sentence-a-day (Approximately 15 minutes)

Go to the Classroom tab. Click on the Exit Slip topic folder. Open Adjectives for Friday 15th May. Complete the google form as an assessment of your understanding about Adjectives. Or you can click this link to take you directly to the form.

Which words are adjectives in this sentence? The big, black cat jumped off the wooden fence. Type in the adjectives below.

Long answer text

Which words are adjectives in this sentence? The beanstalk is green and tall. Type in the adjectives below.

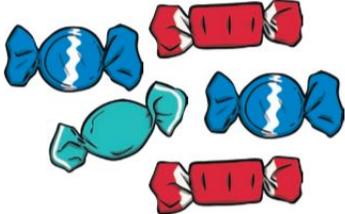
Long answer text

Which words are adjectives in this sentence? I love my fluffy and soft pillow. Type in the adjectives below.

Long answer text

https://docs.google.com/forms/d/1XlqtFAEkjQDVEUCZIDFvJQAeR4cr83fD8Qjn_hkFPIg/edit

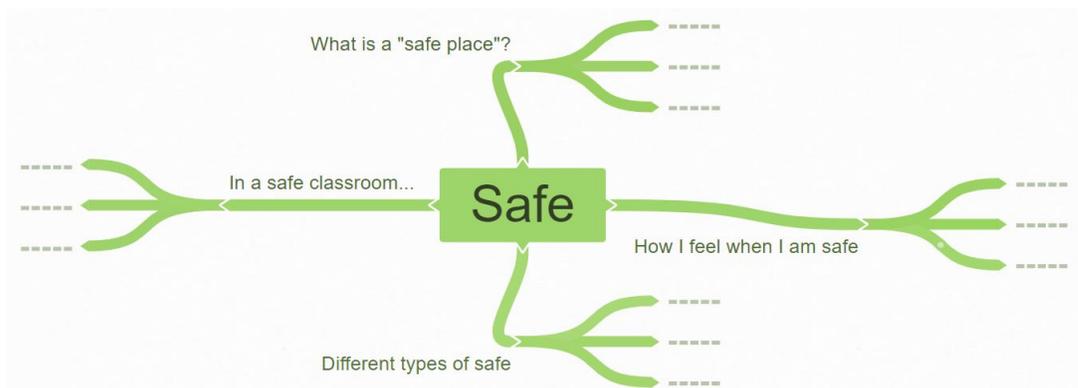
Do not get an adult to help you with this, however an adult can read the questions to you. If you have no one to read to you, listen to Mr Kilpatrick read the exit slip to you. This is located in the same location as the form. If you do not have access to google forms, fill in this form and get an adult to check your work. Upload a picture only if you can't access the google form.

Break	11:00-11:30: Make sure you have recess and play (no screens)
Middle	<p>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/</p> <p>Mathematics Daily number sense (Approximately 5 minutes) Find 16 objects (e.g. toys, counters, pencils). Split them into equal groups. What equal groups can you make?</p> <ul style="list-style-type: none"> - ___ groups of ___ - ___ groups of ___ - ___ groups of ___ <p>Can you find a number pattern with your groups?</p> <p>Problem of the day (Approximately 10 minutes) Solve the problem \longrightarrow Draw a picture of the packets and the sweets inside.</p> <div data-bbox="954 940 1523 1293" style="border: 1px solid black; padding: 5px;"> <p>I buy 8 packets of sweets. There are 5 sweets in each packet. How many sweets do I have?</p>  </div> <ul style="list-style-type: none"> • How many equal groups are there? • What number sentence(s) could you write for this problem? • What would be a quick way to count the total number of sweets? • What would the total number of sweets be, if there were 4 sweets in each packet? • If there were 10? <p>Data (Approximately 45 minutes) <i>I am learning to pose a question and gather, collect, record and display data to answer my question</i> Today you will be gathering data using your own research question.</p> <ol style="list-style-type: none"> 1) First, you will need a question. Think about some of the questions we have looked at this week: <ul style="list-style-type: none"> • What is the most popular ball game in 1M? • What is the most popular type of movie in Hannah’s class? • What kinds of pets do students have in Mason’s class? 2) Next, think about how you gather or collect your data? <ul style="list-style-type: none"> • Are you going to ask people?

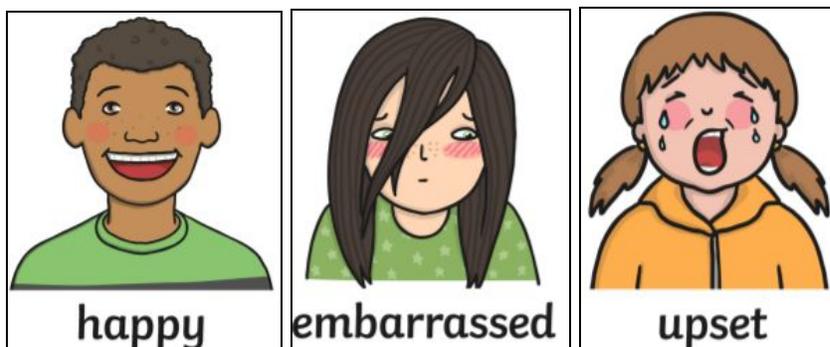
	<ul style="list-style-type: none"> • Are you going to gather objects? <p>3) Now, think about how you will record your data. You might want to use tally marks (see Monday), another type of symbol (x, ✓, o), names (see Wednesday) or objects (see Thursday). If you are learning from home and you need to ask people your question, ask mum, dad or a carer to help you collect your data from family and friends (e.g. via a text). If you are at school, ask students and teachers around you.</p> <p>4) Decide how you will display your data.</p> <ul style="list-style-type: none"> • Will you use a picture graph? • Will you use a grid? <p>5) Write 2-3 statements about your data. For example:</p> <ul style="list-style-type: none"> • The most popular type of pizza in my family is <u>Hawaiian</u>. • The least popular type of pizza in my family is <u>cheese</u>. • More people liked <u>pepperoni</u> than <u>cheese</u>. <p>6) Share your data display with the class on our Google Classroom Stream</p>
Break	1:00-1:45: Lunch. Make sure you have lunch and play outside (no screens)
Afternoon	<p>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/</p> <p>Topic Talks (Approximately 5 minutes) 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.</p> <p>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/</p> <p>Personal Development, Health and Physical Education (PDHPE) (Approximately 60 minutes) Today we are starting our Personal Development, Health and Physical Education (or PDHPE) subject. PDHPE is all about giving you the knowledge, understanding and skills to make healthy and safe choices. This term we will be learning about looking after ourselves by staying safe.</p> <p>1) Let's start by thinking about what makes our classroom a safe place.</p>

2) **Brainstorm** some answers to the following questions by discussing your ideas with someone else. If you are at school, discuss your ideas with other students and/or a teacher. If you're at home, discuss with a family member. You might want to create a **mindmap** (such as the one below) to organise your thoughts. A template of the mind map is available in the PDHPE folder in the Classwork tab. Alternatively, you can choose to discuss, write and/or draw your ideas.

- What does it mean for somewhere to be a safe place?
- How do you feel when you are safe?
- What are the different types of safe?
- What does a safe classroom look like?



- 3) Can you think of a time or times when you have felt unsafe? What were they?
- 4) When we are feeling an emotion, our bodies tell us. For example, when we are happy, our bodies can tell us by smiling and laughing. When we are embarrassed, our cheeks might blush and our eyes might avoid looking at people. If we are feeling upset, our bodies can tell us by making us cry or frown.



- 5) A lot of the time, our body tells us when something is unsafe. We can call these our **early warning signs**.
- 6) Can you think of some ways your body tells you that you feel unsafe? Discuss with a friend or family member.

7) Our bodies are very good at telling us when we are feeling unsafe, so it's important to pay attention to our early warning signs. Here are some of the early warning signs we might not feel safe. →

8) What are some signs our body might tell us when we feel safe?

9) Although our bodies are excellent at telling us when we **feel** unsafe, sometimes we might need to **think** about whether something we are doing is safe. In these situations we need to think about whether we are making safe **choices**. What are some of the things our teachers, parents and/or caregivers tell us about how to be safe? For example, are there things they tell us about how to be safe in the classroom ? At home? At the pool? Near roads?

10) Look at each of the 9 pictures below. Discuss with a friend or family member whether you think the situation in the picture is a safe or unsafe situation. Explain why. If it's unsafe, how could you make it safer?





11) What are some ways we can remind ourselves to make the safe choices when we are at school? Can you think of a saying that might help people remember how to be safe at school?

Additional Resources:

- *Safety School - My Body Clues*
<https://www.youtube.com/watch?v=puHY4GAHZCg&list=PLRoEFk089eetsoPvx9bqsP3-8MSzvQW7E>
- *My Body: What I Say Goes! (Feelings)*
<https://www.youtube.com/watch?v=E6KXMXDZFGg>
(0:00 to 6:08min)

Congratulations, you have completed a whole week of online learning.

Enjoy the weekend:)

