

1/2 Sapphire Class Timetable Term 2 Week 4

Monday 18th May

Morning

9am Learning Begins (5 minutes)

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

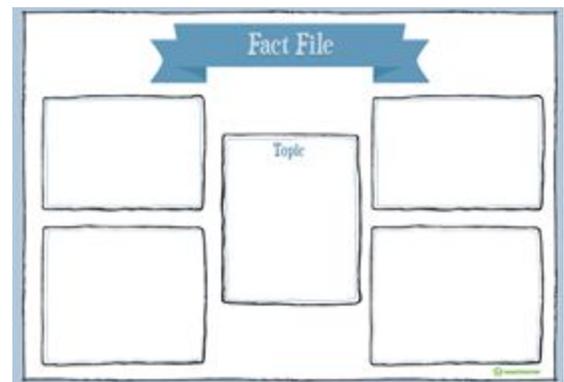
Good morning. Visit www.starfall.com and access the calendar. Listen to the days of the week and complete the date. If you don't have internet access, ask an adult for a calendar and look at today's date. Remember to check the weather and add it to your graph for geography. *You **do not** need to submit any photos or evidence of this.*

Word Sorts (Approximately 40 minutes)

Go to Google Classroom. Click on the Classwork tab and go to the Word Sort Folder. Read your words from your word sort. If you have a printer, print these words out and cut them out. If you don't have a printer, create your own word cards. Make sure you copy the words correctly. Keep these words for the next two weeks. Place them into an envelope or plastic bag to keep safe. **Do not glue them until you are asked as you will need these cards for two weeks.** Read the word sort rules that are in your Word Sort Folder on Google Classroom. Sort your words according to the rule. Beware– you might find oddballs. Oddballs are words that don't fit the rule. *You **do not** need to submit any photos or evidence of this.*

Writing (Approximately 50 minutes)

You can watch Mrs Martell's video that will guide you through this lesson. To watch this video, go to Google Classroom, go to the Classwork tab, click the Writing Topic Folder and open the Informative Writing folder for Monday 18th May and open the video. If you can't access the video, keep reading below. So far we have learnt that informative texts contain facts about a particular topic, follow a specific structure and have specific language features. We are now going to write an information report about an animal, based on facts gathered from an informative video clip. We are going to use this scaffold to help us write dot points in each box. To find this scaffold, go to the Classwork tab, open the Writing topic folder and open the Informative Writing for Monday 18th May. Open the Fact File-Animal. If you can't access this, use paper at home to copy these headings so you can sort your information.



Watch the video *Amazing Animals- Gorillas* on YouTube. The first time watch it without stopping or taking any notes. Click the link to watch the video.

<https://www.youtube.com/watch?v=rHhSCO5-3Pg> Watch the video again, stopping it

whenever you need to. Try to add some dot points or drawings into the fact file worksheet. You can watch the video as many times as you need to, remember dot points are not full sentences. If you don't have access to the video, you have a short text that you can read below to find the information you need to add to your fact file. Once you have some information into your fact file, use the writing scaffold below called Informative Texts- Scaffold. This is when you use your fact file with dot points to create a short information report about Gorilla's. Turn each dot point into full sentences. The Classification in this information report is the name of the family that Gorilla's belong to. Watch the video and it is written at the end!

A copy of this gorilla text will be printed in your student packs (if you receive a pack). A copy is in your writing topic folder, in case the video link above does not work for you.

Informative Texts - Worksheet

Name _____ Date _____

Informative Texts - Scaffold

Title	
Classification	
Fact 1	
Fact 2	
Fact 3	
Concluding Sentence	



Where do Gorillas live?

Gorillas live in Central Africa. There are two main species of gorilla, the Eastern Gorilla and the Western Gorilla. The Western Gorilla lives in Western [Africa](#) in countries such as Cameroon, the Congo, the Central African Republic, and Gabon. The Eastern Gorilla lives in Eastern African countries such as Uganda and Rwanda.

Gorillas live in a range of habitats from swamps to forests. There are lowland gorillas which live in bamboo forests, swamps and lowland forests. There are also mountain gorillas which live in forests in the mountains.

What do they eat?

Gorillas are mostly herbivores and eat plants. The plants they eat include leaves, stems pith, fruit, and bamboo. Sometimes they will eat insects, especially ants. A [full grown](#) adult male will eat around 50 pounds of food in a day.

How big to they get?

Gorillas are the largest species of primates. The males are often twice as big as the females. The males grow to around 5 ½ feet tall and weigh around 400 pounds. The females grow to 4 ½ feet tall and weigh around 200 pounds.

Gorillas have long arms, even longer than their legs! They use their long arms to "knuckle-walk". This is where they use the knuckles on their hands to walk on all fours.

They are mostly covered with brown hair. Gorillas from different areas may have different coloured hair. For example, the western gorilla has the lightest hair and the mountain gorilla has the darkest. The western lowland gorilla can also have [copper](#) hair and red coloured forehead. When male gorillas get older their hair turns white on their back. These older males are called Silverback gorillas.

Are they endangered?

Yes, gorillas are endangered. Recently the Ebola Virus killed a number of them. This disease, coupled with people hunting gorillas, has put both species further in danger of extinction.

Fun Facts About Gorillas

- Gorillas have hands and feet like humans including opposable thumbs and big toes.
- Some gorillas in captivity have learned to use sign language to communicate with humans.
- Gorillas live in small groups called troops or bands. In each troop there is one dominant male Silverback, some female gorillas, and their offspring.
- Gorillas live around 35 years. They can live longer, up to 50 years, in captivity.
- They sleep at night in nests. Baby gorillas will stay in their mother's nests until they are around 2 ½ years old.
- Gorillas are generally calm and passive [animals](#), however, the Silverback will defend his troop if he feels threatened.
- They are highly intelligent and have now been observed using tools in the wild.

<https://www.ducksters.com/animals/gorilla.php>

Sentence-a-day (Approximately 15 minutes)

Watch the YouTube video by Kids Academy- *Punctuation for Kids: Period, Exclamation Mark, Question Mark/English Grammar*. Go through the video to see when the different types of punctuation marks are used. A period is a full stop.

<https://www.youtube.com/watch?v=mPnSYcxkiKU>. If you can't access this video, below is a recap of the main idea of the video.

A full stop is used at the end of a sentence to show it has ended. A full stop is used after a statement. A question mark is used at the end of a sentence to show that a person has asked something that needs a reply. An exclamation mark is used at the end of a sentence to show strong emotion.

Read the Question Mark, Exclamation Mark and Full Stop worksheet. If you can't read this, ask an adult to help you read or listen to Mrs Martelli read it out. To locate this worksheet and video go to the Classwork tab, click the Sentence a day topic folder and open the Exclamation Marks for Monday 18th May or open the video. Fill in the missing punctuation marks or watch Mrs Martell's video to listen and check if you are correct. Upload a photo of this work to the Google Classroom.

★ Question Mark, Exclamation Mark or Full Stop?

Cut and paste a question mark, exclamation mark or full stop in the box to finish off the sentence correctly.

a) Do you like cake 

b) Look out 

c) Dad is mowing the lawn 

d) Would you like to play with me 

e) Well done Riley 

f) Sam went down the slide 

© Mrs Martelli

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

Break

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

Middle

11:30 Learning Begins

Tri reading (Approximately 10-15 minutes)

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

Maths (Approximately 60 minutes)

Daily number sense (Approximately 10 minutes)

Turn these numbers into **ordinal** numbers (for example, 33 into 33rd), then draw lines to connect the cars with ribbon. Use a different colour pencil for each of your lines.

1	95
3	13
4	88
50	105
22	100



Problem of the day (Approximately 5 minutes)

*Baa Baa Black Sheep, have you any wool?
 Yes sir, yes sir, three bags full
 One for the master and one for the dame
 And one for the little boy who lives down the lane.*

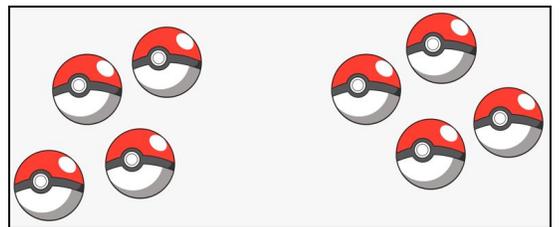


- How many bags of wool would there be if there were 5 sheep and each sheep produces 3 bags?
- Show this using a diagram / drawing
- Write one or more different number sentences showing this.

Year 1 STUDENTS ONLY Multiplication (Approximately 40 minutes)

I'm learning to recognise equal groups of objects

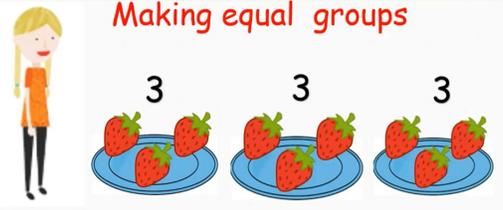
- 1) Look at these Poké Balls.
 - What do you notice?
 - How many **groups** are there?
 - How many balls are **in each group**?
 - What is the **total**? How do you know?
 - Can you think of a number sentence to match this picture?



Last week in our daily number sense we looked at some arrays of objects (e.g. fruit) and whether we could split them up into **equal groups** (in other words, groups that have the same number of objects in them). We could do this because each row (or each column) had the same number of fruits in them. You will learn this week that recognising equal groups can help us understand when we can solve a problem using multiplication.

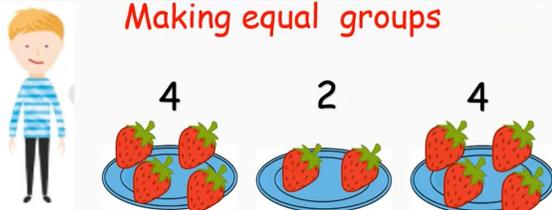
Watch the following video: <https://www.youtube.com/watch?v=450YCFK4Df4>. If you don't have access, the main slides are provided below.

Making equal groups



There are 3 strawberries on each plate.
The strawberries are in **equal** groups.

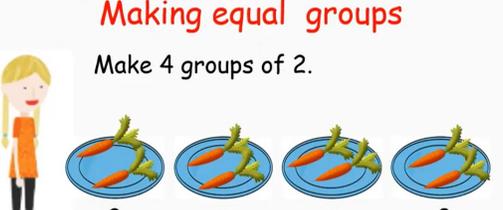
Making equal groups



The strawberries are in **unequal** groups.

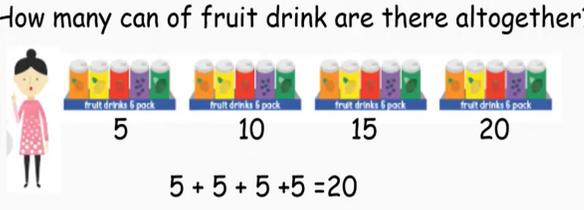
Making equal groups

Make 4 groups of 2.



How many carrots are there altogether?

How many can of fruit drink are there altogether?

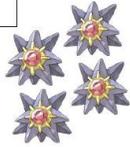


$5 + 5 + 5 + 5 = 20$
4 groups of 5 = 20

- Go to the Maths folder in the Classwork tab and find the worksheet 'PokeMaths - Equal or Unequal groups'. Circle or on a separate sheet of paper write whether the pokemon are in equal or unequal groups.

PokéMaths – Equal or Unequal groups

Look at the flocks of Pokémon. Which are in **equal** groups and which are in **unequal** groups?

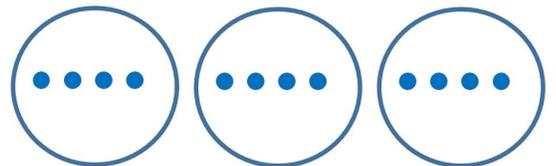
- Equal or unequal?
 
- Equal or unequal?
 

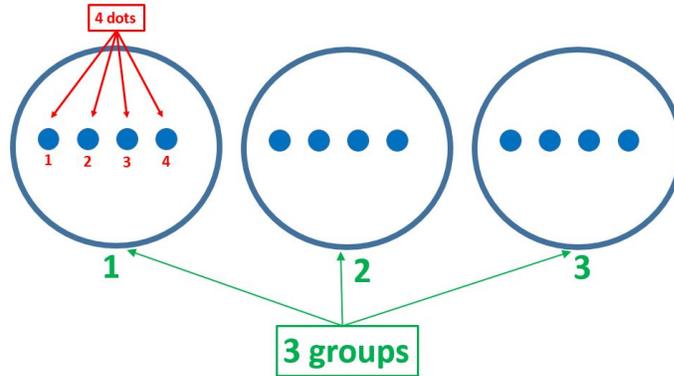
- Do you think it's important to have equal groups when we multiply? Why? Why not?

I'm learning to describe a collection of objects as groups and the number of objects with a group

- Here is a picture of equal groups.
 - How many groups are there?
 - How many dots are in each group?

In the picture above there are **3 groups** of **4 dots**.





- 5) Watch the video 'Recognising groups'
<https://www.youtube.com/watch?v=KpqUZsg7QPs> (optional)
- 6) Go to the Maths folder in the Classwork tab and complete the worksheet 'Groups and number in groups'.
- Can you find a quick way to count all the items for each picture rather than counting them one by one? (Hint: try skip counting)

Name _____

Groups and number within groups

There are _____ groups of _____ pencils.
 There are _____ pencils altogether.

There are _____ groups of _____ flowers.
 There are _____ flowers altogether.

YEAR 2 STUDENTS ONLY Multiplication (Approximately 40 minutes)

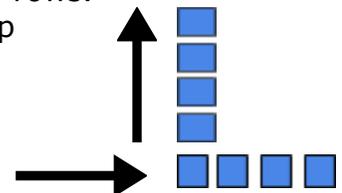
I am learning to model multiplication as equal groups and place objects into an array.

Using Arrays to Explore Numbers

An array is formed by arranging a set of objects into rows and columns. Each column must contain the same number of objects as the other columns, and each row must have the same number as the other rows.

Columns are **vertical**, they run from bottom to top

Rows are **horizontal**, they run from left to right.



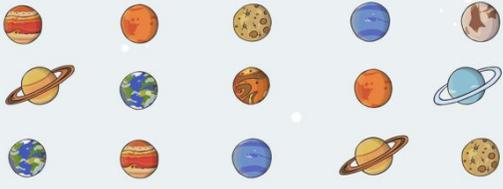
The following array, consisting of four columns and three rows, could be used to represent the number sentences below.

	$3 \times 4 = 12$ 3 groups of 4 $4 \times 3 = 12$ 4 groups of 3 $3 + 3 + 3 + 3 = 12$ $4 + 4 + 4 = 12$
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To have more of an understanding of how to use an array to solve multiplication problems follow this link to the slide show or go to the maths classwork tab for Amazing Array [Amazing Array slide 18th May](#) or see some of the relevant slides in the images below.

What Is an Array?

When pictures or objects are put into columns and rows, it is called an array. They can help us to count objects more efficiently.



$3 \times 5 = ?$

How Many Stars Are There?

Remember: You don't need to count every star. For this one you could count in 5s!

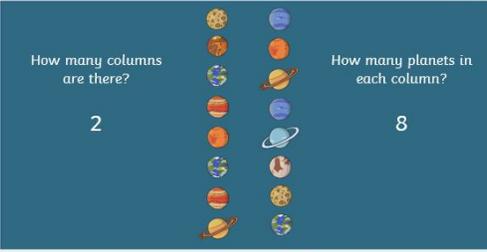


$5 \times 5 = ?$

How Many Planets Are There?

How many columns are there? How many planets in each column?

2 8



$2 \times 8 = ?$

Can You Use an Array to Answer This Question?

There are 5 astronauts in the spaceship. They each had 4 books. How many books were on board the spaceship altogether?



It doesn't matter which way around you make the array - the answer is the same!

You can complete the following number sentence activities on a piece of paper or print out the timetable and write the missing numbers in.

Cupcake tray array

Here is example of a real-life array.



How many rows are there?

How many columns are there?

How many cupcakes are there altogether?

Complete the facts below by writing the missing numbers.

rows of =

columns of =

Windows array

These windows are an example of a real-life array.

How many rows are there?

How many columns are there?

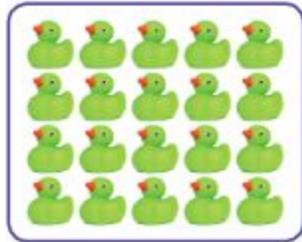
How many windows are there altogether?

Complete the facts below by writing the missing numbers.



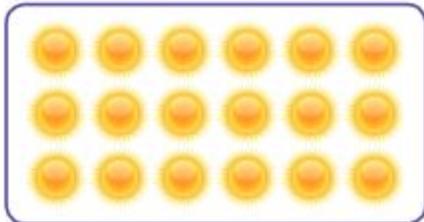
rows of =

columns of =



rows of =

columns of =

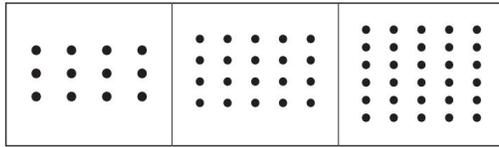


rows of =

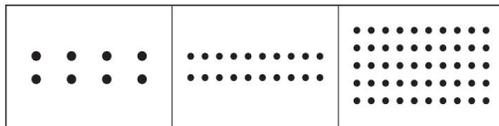
columns of =

We can also write number sentences using the symbol X instead of rows of and columns of. You can practise this in the next worksheet.

Write two multiplication sentences for each array.



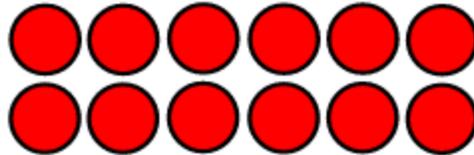
3 x 4 = 12		
4 x 3 = 12		



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Go to the maths classwork tab or follow this link to print off a copy of the [arrays worksheet Monday 18th May](#) arrays worksheet Monday 18th May or make your own copy and take a photo to add to the class stream.

Now you can make your **own number sentences** using the arrays below showing **how many in total** and **how many items in each row and column**. You may use the term 'groups of' or 'columns/ rows of' or the symbol 'X' to multiply.



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/ <i>You do not need to submit any photos or evidence of this.</i></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. You can upload your video if you would like, this is optional.</p> <p>Computers with Miss Lin (Approximately 60 minutes)</p> <p>See Miss Lin's assignment.</p> <p style="text-align: center;"><i>Good afternoon. Well done!</i></p>
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1/2 Sapphire Class Timetable Term 2 Week 4

Tuesday 19th May

****If you see Mrs Jennings on a Tuesday, go to Google Classroom, open the topic folder called EAL/D support- 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. Remember to check the weather and add it to your graph for geography. *You **do not** need to submit any photos or evidence of this.*

Word Sorts (Approximately 20 minutes)

Sort your word sorts into groups. Explain to someone at home/school why you have sorted your words this way. Have an adult check them. If you like, upload a photo of how you sorted your words to Google Classroom.

Reading (Approximately 40 minutes)

Go to the Classwork tab. Click the Reading topic folder on the left hand side. Open the Reading Group Week 4. In this folder, there is a google doc with your name on it. Open this google doc and the book you need to read and the activities that you need to complete for Tuesday and Wednesday are listed here. Once you read the name of your book, go to Wushka to get the book <https://wushka.com.au/login/>. Type in your username (which is the Wushka file) and our class password is 12s. Once you have read the story, complete the quiz and activities that follow. Type your predictions onto the google doc and attach any photos here. Turn in your assignment. If you are not sure how to turn in your work, click here to see the tutorial

https://drive.google.com/file/d/1ouvON_nJaBgay3Rf3VKxSR2jHXW4GbVx/view or go to the tutorial topic folder.

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

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

Sentence-a-day (Approximately 15 minutes)

Using the picture as a stimulus, write a sentence that ends in a full stop, an exclamation mark and a question mark from. Use some spare paper at home to complete this. You **do not** need to submit any photos or evidence of this.

Using the picture, write a sentence that ends in a full stop, an exclamation mark and a question mark.

Full stop: _____

Exclamation mark: _____

Question mark: _____



Reading using the Monitoring Strategy (Approximately 25 minutes)

Watch Mrs Martell's video to teach you how to use the Coding Strategy to help us monitor our reading and become reflective readers. The video and resources for this lesson are located in Google Classroom. Go to the Classwork tab at the top of your screen, click the Reading topic folder and open Reading for Tuesday 19th

Coding Strategy

+ = This is new information to me.

* = I already knew this.

?? = I have a question about this.

! = Wow! This is interesting.

Bondi Beach Facts



Bondi Beach is prominent for its great crystal blue water, as well as its surf. It is a modern, popular, and trendy coastal beach. Bondi has several cafes and restaurants that look out over the beach and makes a great place to stay and visit. Bondi Beach is the beach for all seasons.

ETYMOLOGY

- ★ "Bondi" is an Aboriginal word that signifies "water breaking over rocks" or "noise of water breaking over rocks."
- ★ Bondi also refers to a place where a fight using "boondi" sticks happened.
- ★ "Boondi" in that case means fighting sticks.

May.

Read the text, *Bondi Beach Facts* and as you read, use the codes to code the text with some symbols. Read the symbols above to make sure you know what they mean. You can print this text out and use a pencil to write your codes on the worksheet, or you can use this screenshot to write your symbols on.

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

Middle

11:30 Learning Begins

Tri reading (Approximately 10-15 minutes)
 Listen to an adult read you a story or listen to a story online <https://www.storylineonline.net/>
 You **do not** need to submit any photos or evidence of this.

Maths (Approximately 60 minutes)

Daily number sense (Approximately 5 minutes)
 A digit is the symbol we use to represent numbers. The digits are 0,1,2,3,4,5,6,7,8,9.
 Three-digit numbers (like 459) are made up of three digits. Each of the digits in these numbers is written in a place. So, 4 is in the hundreds place, 5 is in the tens place and 9 is in the ones place.

Hundreds (H)	Tens (T)	Ones (O)
4	5	9

Write all the numbers **less than 100** that have a 2 in the **ones** place.

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____,

If you skip count between these numbers, what number are you skip counting by?
 Write all the numbers **less than 100** that have an 8 in the **tens** place.

_____, _____, _____, _____, _____, _____, _____, _____, _____, _____,

What do you notice about these numbers with an 8 in the tens place? How many are there?

Problem of the day (Approximately 10 minutes)

- Could you group the lollies to solve this problem? How?
- Draw a picture to show your grouping?
- How many groups are there?
- How many in each group?

Challenge 6:
 Sally had 10 friends coming to her party.
 She wanted them all to have 4 lollies to take home.
 How many lollies does she need to buy at the shop?



Multiplication Year 1 STUDENTS ONLY (40 min)

I'm learning to represent a collection of objects as groups and the number of objects in a group

Yesterday, we practised identifying equal groups. Today we are learning to make or represent equal groups of objects.

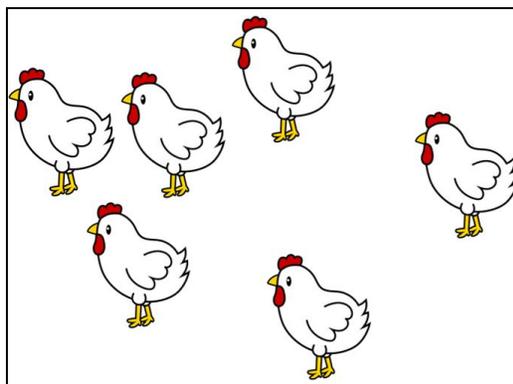
- 1) Go to the Maths folder in the Classwork tab and find the worksheet *Continuing Equal groups*. In these pictures, complete the pictures so that each group has the same number of objects as the first group. Count the number of groups and the number of objects in each group then count the total number of objects. On the second page, complete the groups according to the instructions.
 - What do you notice about 5 groups of 4 and 4 groups of 5?
 - What about 4 groups 6 and 6 groups of 4?
- 2) Now you're going to make your own groups of objects. To do this you need to make sure you have:
 - the same number of objects in each of your groups
 - groups that are separated from one another
 - the correct number of groups
 - the correct number of objects in each group.

Use counters (e.g. Lego, pegs, pencils) to create for the following groups. If you don't have counters, draw your groups on a piece of paper. If you are drawing, feel free to make the objects anything you like (e.g. '3 groups of 10 unicorns').

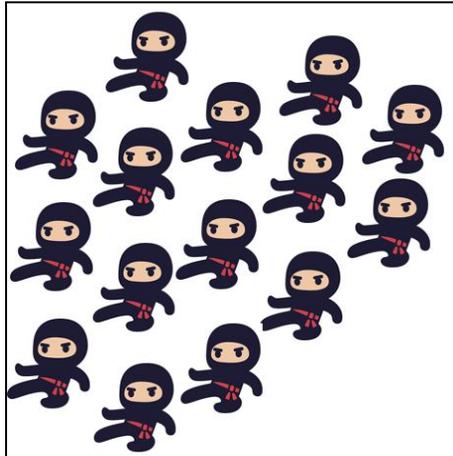
- 3 groups of 10
 - 5 groups of 2
 - 5 groups of 5
- 3) What ways can you group these things into equal groups? Is there more than one way? Write or draw your groups. If you are writing, make sure you write the number of groups and the number in each group (e.g. 7 groups of 10)

a. 6 chickens

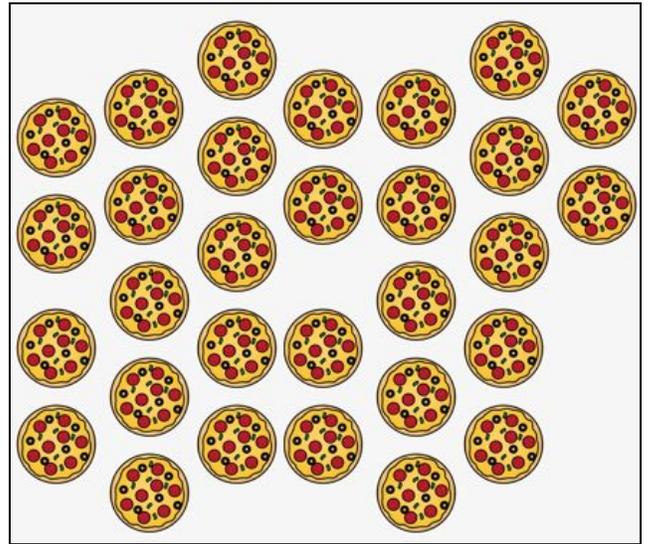
b. 12 frogs



c. 15 ninja



d. 30 pizzas

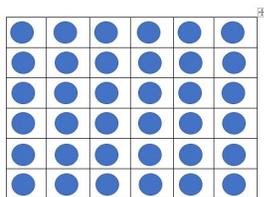


- Do you think there are some numbers that cannot be grouped into equal group? What are some of these numbers?
- Can even numbers (2, 4, 6...) always be grouped into equal groups? How do you know?
- What about odd numbers (1, 3, 5...)?

YEAR 2 STUDENTS ONLY Multiplication (Approximately 40 minutes)

I am learning to model multiplication as equal groups and place objects into an array.

You will need counters for today's lesson, you can go to the maths classwork tab and print out your own counters or you can make your own sheet like the slide below and cut it up or you can use something else from home e.g. blocks, ooshies, buttons etc.



Go for a walk around your house or school and see if you can find arrays in your environment. Take a photo and then draw a number sentence to match, use groups of, multiplication symbol \times or rows of or columns of. Find at least 3 items but you might find many more. Some examples of arrays you might find could be; drawers, tiles, lego, bricks, photo frame with many photos inside.



4 rows of 5 = 20
5 groups of 4 = 20
5 columns of 4 = 20
 $4 \times 5 = 20$

Open the Arrays slide following this link [Tuesday 19th slides 5](#) or going to the maths class material in the google classroom (open the slide in a new window to see the animation) or if you do not have access look at the slides pictured below. What is the difference between the two slides? Is one easier to count? Why?



Watch the [Arrays Video 19th May](#) by following this link. If you do not have internet access you can skip this step.

Take out 25 counters of your choice and place them in equal rows and columns. Take a photo or draw a picture of the array. Write a number sentence to match. Are there any other ways to arrange the counters? Repeat the above steps.

Try this with different numbers 30, 21, 40, 36.

Break

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

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

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. You can upload your video if you would like, this is optional.

Creative Arts- Dance (Approximately 40 minutes)

Click the link and click on Lesson One: Ocean Song Warm-Up Dance. This warm up dance takes place under the sea. The warm up is gentle and will get you thinking about life on and under the water.

<https://create.artslive.com/explore/dance-your-socks-off/school-of-fish/lessons>. Play the video and watch it. Learn the moves with the students by following the teacher. Practise this as many times as you can. When you feel like you know the dance, click the Audio Track-Ocean Song to play the audio only and see if you can remember the dance sequence.



Learning Focus

- Students discuss the value of warming up and follow a dance movement sequence.

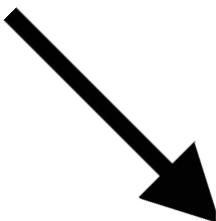
Lesson Plan - Ocean Warm-Up Dance



▶ 0:00 / 3:01



[Audio Track - Ocean Song](#)



If you can't access the video, follow these steps to learn the dance. Choose a song you like to learn these dance moves.

Good afternoon!

Dance steps: introduction

- 4 × rows (forward and back)
- look to the sky
- big yawn.

Dance steps: first section

- jump up and down, and move side to side
- wavy arms (hula) right and wavy arms (hula) left
- repeat.

Dance steps: second section

- twist to the right, twist to the left
- swoop and look right, swoop and look left
- walk round in circle (in any direction)
- point you and point me
- repeat.

Dance steps: bridge

- 8 × claps in any direction.

Put it all together

- introduction
- first section
- second section
- bridge
- introduction
- first section
- second section
- first section
- second section
- end with all students taking a bow.

Perform the dance with accompaniment from the *Ocean Song* audio track.

1/2 Sapphire Class Timetable Term 2 Week 4

Wednesday 20th May

****If you see Mrs Jennings on a Wednesday, go to Google Classroom, open the topic folder called EAL/D support- 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. Remember to check the weather and add it to your graph for geography. *You do not need to submit any photos or evidence of this.*

Sentence-a-day (Approximately 15 minutes)

Write 2 sentences that uses an exclamation mark at the end. Remember, exclamation marks are used to show strong emotions.

Reading (Approximately 40 minutes)

Go to the Classwork tab. Click the Reading topic folder on the left hand side. Open the Reading Group Week 4. In this folder, there is a google doc with your name on it. Open this google doc and the book you need to read and the activities that you need to complete for Tuesday and Wednesday are listed here. Once you read the name of your book, go to Wushka to get the book <https://wushka.com.au/login/>. Type in your username (which is the Wushka file) and our class password is 12s. Once you have read the story, complete the quiz and activities that follow. Type your predictions onto the google doc and attach any photos here. Turn in your assignment. If you are not sure how to turn in your work, click here to see the tutorial

https://drive.google.com/file/d/1ouvON_nJaBgay3Rf3VKxSR2jHXW4GbVx/view

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

Visit go noodle GoNoodle: Home for a brain break or go play outside. Listen to Mrs Green's story All Through the Year by going to google classroom and open the geography class tab and open the video. If you can't access the internet, ask someone at home to read you a story. Have a piece of fruit. *You do not need to submit any photos or evidence of this.*

Geography (Approximately 45 minutes)

We are going to research about a place called Thredbo. Today we are going to look at Winter time at Thredbo. Watch the video on the seasons in Australia and Mrs Green's reading of the story *All Through the Year* if you haven't already.

<https://www.youtube.com/watch?v=TotB6fCAgGg> If you do not have internet access you can talk to a partner about the seasons to help you with today's lesson.

Write your answers on a piece of paper and take a photo and upload it to the geography class tab in the 'Thredbo assignment' or write it in your own google doc that is assigned to you in the geography class tab 'Thredbo in the Winter'. If you do not have internet access keep your work for next week's geography lesson.

- 1) When is Thredbo's ski season?
- 1) What activities can you do there in Winter? *Draw a picture and label.*
- 2) What is the National Park called where Thredbo is located?
- 3) How do you think Thredbo village would need to be cared for in Winter time? Why?
(With a family member, partner or on the google classroom, brainstorm some ideas and discuss how you think Thredbo village would need to be taken care of during Winter.)
- 4) What weather does Thredbo rely on in Winter? Why?
- 5) How could the weather affect the activities available in winter time.

You can watch the video clips and read the handout and / or use the information and pictures below to support your thinking and help you to answer the above questions.

-Thredbo in winter video <https://www.youtube.com/watch?v=hKcnaHgCyPo>

-Thredbo information to read you may need an adult to help you or go to Mrs Green's video reading through today's lesson on the google class stream.

. https://kids.kiddle.co/Thredbo,_New_South_Wales

Find Thredbo on the map



<https://www.thredbo.com.au/activities/skiing-snowboarding/>



Terrain Parks

Thredbo Parks boasts a variety of Terrain Parks catering for all abilities of skiers and boarders. From frothy first timers to experienced park rats, our huge fleet of features has you covered. As well as jumps of all sizes you'll find fun boxes, tubes, rails, bonks and other assorted jibs. Terrain Park fun for everyone!



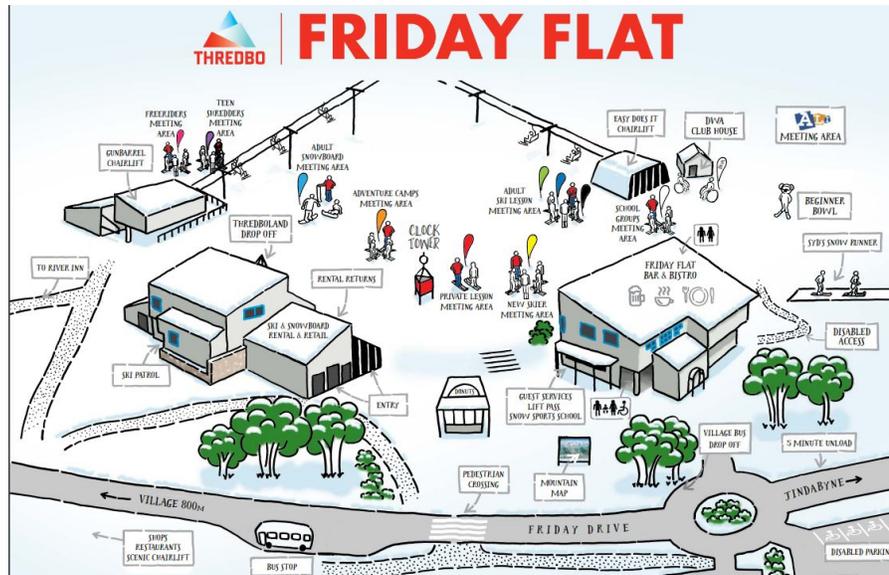
Kids & Family

Thredbo is the perfect destination for an unforgettable family holiday. With runs to suit every age and ability, world class ski and snowboard lessons and programs, family friendly events and activities plus a great range of convenient accommodation options.



Night Skiing & Snowboarding

Enjoy the magic of skiing with your friends and family under the night sky on Thursday nights in Thredbo.



Break

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

Middle

11:30 Learning Begins

Tri reading (5-10 minutes)

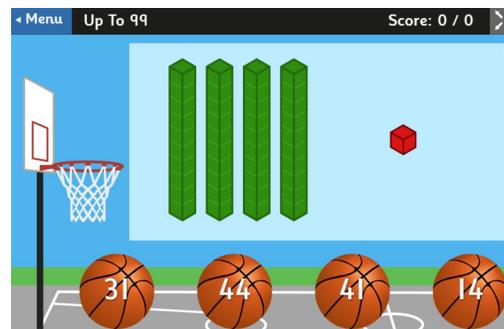
Listen to an adult read you a story or listen to a story online <https://www.storylineonline.net/>
You **do not** need to submit any photos or evidence of this.

Maths (approximately 60 minutes)

Daily number sense (Approximately 10 minutes)

Play the game Place Value Basketball by clicking on the link below. Choose game mode: 'numbers up to 99'. Select the number on basketball that matches the blocks displayed on the screen. Remember the **green** blocks represent **tens** and the **red** blocks represent **ones**.

For an added challenge, you might want to try numbers up to 999. If you can't access this game screenshots are available in the Maths folder in the Classwork tab for you to practice.



<https://www.topmarks.co.uk/learning-to-count/place-value-basketball>

Problem of the day (Approximately 10 minutes)

Solve the problem

- How could you draw the groups and number of objects in groups for this problem?
- How many groups are there?
- How many in each group?
- How could drawing a picture help you solve this problem?

3 girls had found 4 purple flowers.

How many flowers is that altogether?



YEAR 1 STUDENTS ONLY Multiplication (Approximately 40 minutes)

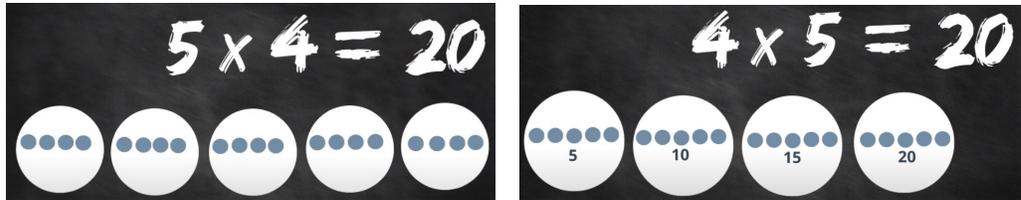
I'm learning to use the equal groups strategy for multiplication

Over the last two days, you have been learning how to recognise and make equal groups. We can use equal groups as a strategy (or way) to solve multiplication problems. When we multiply, we are combining equal groups. For example, 3×4 is the same as combining 3 groups of 4. We can replace the multiplication symbol (\times) with the words 'groups of' or 'rows of':

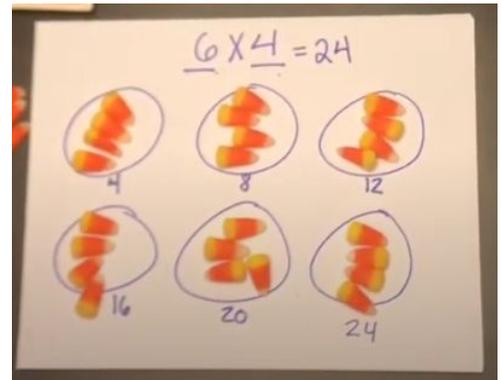
$$3 \times 4 = 3 \text{ groups of } 4 = 12$$

$$3 \times 4 = 3 \text{ rows of } 4 = 12$$

- 1) Watch the videos *Multiplication Equal Groups Strategy* (<https://www.youtube.com/watch?v=j5r8C390Gql>) and *Ways to Solve Multiplication Problems Making Equal Groups* (<https://www.youtube.com/watch?v=PjLQeGojpCw>). If you don't have access, screenshots of the main ideas are below.



With the equal groups strategy, we make one of the numbers in the number sentence the **number of groups** and the other number the **number of objects in each group**. Then we count the total number of objects to get our answer. It can help to keep count by writing the number you're up to under the groups. →



Like turnaround facts in addition, when we multiply, the order of the numbers doesn't matter, the answer will still be the same. Both 5×4 and 4×5 equal 20. So as long as one number is the number of groups and the other is the number of objects in each group, you will get the same answer.

- 2) With counters or drawings use the equal groups strategy to solve the following number sentences:

$$4 \times 5 =$$

$$12 \times 2 =$$

$$3 \times 7 =$$

$$10 \times 4 =$$

$$2 \times 9 =$$

$$1 \times 7 =$$

- 3) The equal groups strategy is just one strategy we will learn to do for multiplication. You might already know the **repeated addition strategy** for multiplication. The repeated addition strategy is very similar to the equal groups strategy as we are combining the same amounts. For example:

$$4 \times 3 = 3 + 3 + 3 + 3 \quad \text{and} \quad 4 \times 3 = 4 + 4 + 4$$

- 4) Complete the worksheet 'Equal Groups Smoothies' in the Maths folder in the Classwork tab.

Name: _____ Date: _____

Equal Groups Smoothies

Max and Sana are buying lots of fruit to make smoothies. Look at the arrays of fruit on the left, then fill in the blanks on the right to find out how much of each they will buy.

$+$ $+$ $+$ $=$ _____
 $6 \times 3 =$ _____

$+$ $6 =$ _____
 $\times =$ _____

$+$ $+$ $+$ $= 15$
 $\times =$ _____

$+$ $+$ $+$ $=$ _____
 $\times =$ _____

$4 \times = 24$

Maths YEAR 2 STUDENTS ONLY (Approximately 40 minutes)

I am learning to identify objects in groups and place objects into an array.

Go to Google Classroom stream or go to the Classwork tab, click the Maths topic folder and open the Maths Year 2 for Wednesday 20th May and watch Mrs Green's video explaining today's lesson.

Open the Arrays slide following this link [Wednesday 20th May Arrays](#) or going to the maths class material in the google classroom (open the slide in a new window to see the animation) or if you do not have access look at the slides pictured below. What is the difference between the two slides? Is one easier to count? Why?

Count the Marbles!

Can you count the marbles?

Are the marbles easier to count now? Has the number of marbles changed?

Why are they easier to count?

Count the Marbles!

What is the same about what you can see now? What is different?

1/2 Sapphire Class Timetable Term 2 Week 4

Thursday 21st 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. Remember to check the weather and add it to your graph for geography. *You do not need to submit any photos or evidence of this.*

Sentence-a-day (Approximately 15 minutes)

Read the sentences and identify which punctuation mark you need at the end. Do you need a question mark ? an exclamation mark ! or a full stop. Listen to Mrs Martelli read the sentences to you. Go to the Classwork tab, click on the Sentence-a-day topic folder and open Exclamation Marks for Thursday 21st May and open Mrs Martell's video. Have a piece of paper ready to record your punctuation marks. If you can't access the video, read the sentences with an adult or by yourself and add in the punctuation that belongs at the end of the sentences. Submit a photo of your work to Google Classroom.

Word Sorts (Approximately 20 minutes)

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

Word Sort Games

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

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

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

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

What is your name

My name is Max

Where are you

I am at the zoo

Be careful

Can you see the lion

I see the lion

Run away now

I am fine

Stop it right now

Geography (Approximately 45 minutes)

Today we are going to look at Summer time at Thredbo. You can watch the video clips and read the handout and / or use the pictures below to support your thinking and help you to answer the following questions.

Write your answers on a piece of paper and take a photo and upload it to the geography class tab in the 'Thredbo assignment' or write it in your own google doc that is assigned to you in the geography class tab 'Thredbo in the Summer'. If you do not have internet access keep your work for next week's geography lesson.

- 1) When do you think Thredbo's Summer season would be?
- 2) What activities can you do there in Summer? *Draw a picture and label.*
- 3) How do you think Thredbo village would need to be cared for in the Summertime? Why?

(With a family member, partner or on the google classroom, brainstorm some ideas and discuss how you think Thredbo village would need to be taken care of during Summer.)

- 4) How could the weather affect the activities available in Summer time?
- 5) What would be your favourite time of year to visit Thredbo? Give reasons why?

If you have internet access you can follow the link to see more summer activities and a video about Thredbo in the Summertime. If you do not have access, skip to the pictures below to help you.

<https://www.thredbo.com.au/activities/?category=summer>

<https://www.thredbo.com.au/summer/>



Hiking

Experience the natural beauty of Australia's highest mountains in summer as you walk and hike some incredible alpine trails. Enjoy a guided walk with one of our experienced guides or pick up a trail map and walk at your own pace.



Summer Scenic Chairlift

In Thredbo a chairlift is open 365 days a year. The ride offers spectacular views across the Thredbo Valley and the High Country and from the top you are at the closest access point to Mt Kosciuszko!





Abseiling

The superb granite tors above Thredbo are a spectacular place to have a go at this exciting sport. Qualified instructors will show you the ropes and ensure that your experience is not only fun, but safe.



Golf

Enjoy a round of golf on Australia's highest golf course. Thredbo's superb 9 hole course runs alongside the Thredbo River and offers outstanding playing conditions in fresh mountain air with beautiful views of the Snowy Mountains.



Fly Fishing

Wet a line and try your luck at fly-fishing. The Thredbo River is filled with wild tasty trout just waiting to be caught. Learn to cast like a pro with Craig Daly from Clearwater Fly Fishing Guides.



Yoga & Wellness Mountain Retreats

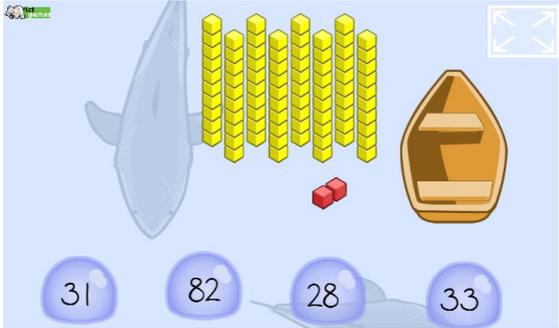
The Yoga & Wellness Mountain Retreats will see you flee the busyness of everyday and the distractions of the daily grind and immerse you in the great outdoors where you can refresh, recharge and reconnect.



Alpine Bobsled

TEMPORARILY CLOSED Enjoy the family friendly 700m bobsled track as it twists and turns its way down the mountain whilst you control the speed with a brake on your sled. Thredbo's bobsled track is located just a short from Valley Terminal along the Merritts Nature Track.

Break	11:00-11:30: Make sure you have recess and play (no screens)
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Middle	<p>11:30 Learning Begins</p> <p>Tri reading (5-10 minutes) Listen to an adult read you a story or listen to a story online https://www.storylineonline.net/ <i>You do not need to submit any photos or evidence of this.</i></p> <p>Maths (Approximately 60 min)</p> <p>Daily number sense (Approximately 5 minutes)</p> <p>Play the game <i>Shark Numbers</i>: http://www.ictgames.com/sharkNumbers/mobile/index.html.</p> <p>Choose game mode 'numbers up to 99'. Select the two-digit number that matches the number represented by the blocks. Be careful to select the correct number or the sharks will take a bite out of your boat!</p> <p>For an extra challenge try the game mode 'numbers up to 999'!</p> <div style="text-align: center;">  </div> <p>Problem of the day (Approximately 10 minutes) 5 cats eat 3 meals a day. How many meals would they eat over 5 days?</p> <ul style="list-style-type: none"> • What strategy could you use to solve this problem? (Hint: this problem might be easier if you split it into two multiplication problems) <div style="text-align: center;">  </div> <p>Maths YEAR 1 students Only Multiplication (Approximately 40 minutes) <i>I'm learning to count the number of objects in a collection using skip counting</i></p> <p>In Week 10 and Week 11 (Term 1) we learned skip-counting by 2's, 5's and 10's. You might already be able to skip count by some numbers. Skip counting is very useful when we are counting a large number of things because it can be a lot quicker than counting by 1's. Today we are going to focus on skip counting by 2's, 5's and 10's. Before we count objects using skip counting, we need to know how to skip count.</p> <ol style="list-style-type: none"> 1) You might like to watch these videos, if you feel like you need more practice skip counting (optional): <ul style="list-style-type: none"> • Skip counting by 2's, 5's and 10's: https://www.youtube.com/watch?v=wcxaDBbOR5U • Dancing by 2's: https://www.youtube.com/watch?v=OCxvNtrcDI8
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If you have

- Exercise by 5's: <https://www.youtube.com/watch?v=amxVL9KUmq8>
- Counting by 10's song: https://www.youtube.com/watch?v=-gmEe0-_ex8

- 2) With a family member or partner count to 100 by 2's, 5' and 10's. One person says the number then the other person says the number in the sequence. Person A: "10", Person B: "20". Alternatively, use a stopwatch to see who can skip count the quickest: <https://www.online-stopwatch.com/>
- 3) Write the number sequences below and fill in the missing numbers:
- 10, __, 30, __, __, 70, __, __, 100.
 - 15, __, __, __, __, 35, 40, __, __, __, 60.
 - __, 16, 18, __, 22, __, __, __, 30 __, __.
 - 75, __, __, __, __, __.
 - 58, __, __, 62, __, 66, __, __.
- 4) Skip-counting is very useful when we are counting the total number of objects using the **equal groups strategy for multiplication**. This is because each group has the same number of objects in it. For example, if we have 7 x 5 or 7 groups of 5 we can skip count by 5's.

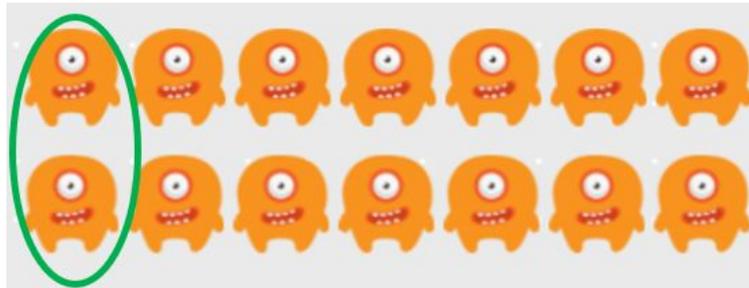
7 groups of 5 5, 10, 15, 20, 25, 30, 35
7 Fives
 $5 + 5 + 5 + 5 + 5 + 5 + 5 = 35$

- 5) Find the 'Skip Counting a Collection' worksheet in the Maths folder in the Classwork tab. How could you skip count these collections using 2's, 5's and/or 10's?

Hint:

You might be able to skip count some collections using more than one number, for example using either 5's or 10's).

Also, If you see a collection where the objects are in pairs, you can always skip-count them by 2. For example, in the collection of monsters below, there are 2 rows of the same number and the monsters can be put in pairs (or 2's).



- 6) Find 3 collections of objects (e.g. counters) in your house or classroom that you can skip count. Make sure you split them into equal groups first.
- What if you can't neatly skip count the objects in your group (in other words, you have some left over)?
 - Could you still use skip counting?
 - Is there another way you can count these objects, other than by 1's?

Maths YEAR 2 STUDENTS ONLY (Approximately 40 minutes)

I am learning to model the commutative property of multiplication

Go to the Google Classroom to see Mrs Green's video explaining today's lesson on the stream or you can go to the Classwork tab, click the Maths topic folder and open the Maths Year 2 for Thursday 21st May. If you don't have access continue reading.

Commutative means to switch or turn around. We have done this before with addition and turn around facts. Today we are going to practise doing this with multiplication using arrays.

The Commutative Law

The Commutative Law says that when you add or multiply numbers, you get the same answer if you swap the numbers round.

$$\begin{array}{c}
 \text{6 red dots} + \text{3 blue dots} = \text{3 blue dots} + \text{6 red dots} \\
 6 + 3 = 9 = 3 + 6
 \end{array}$$

$$\begin{array}{c}
 \text{4 rows of 2 red dots} = \text{2 columns of 4 red dots} \\
 4 \times 2 = 8 = 2 \times 4
 \end{array}$$



Look at the multiplication model in the Commutative Law slide

We can switch our multiplication facts
And get the same answer

For Example:

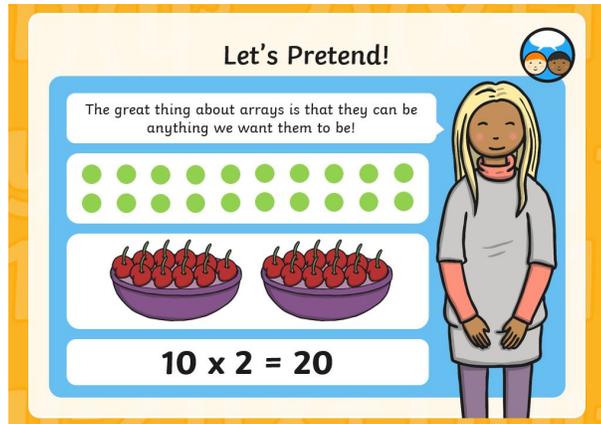
4 rows of 2 columns = 8

2 columns of 4 rows = 8

Follow the link to learn a new song about turn around multiplication facts

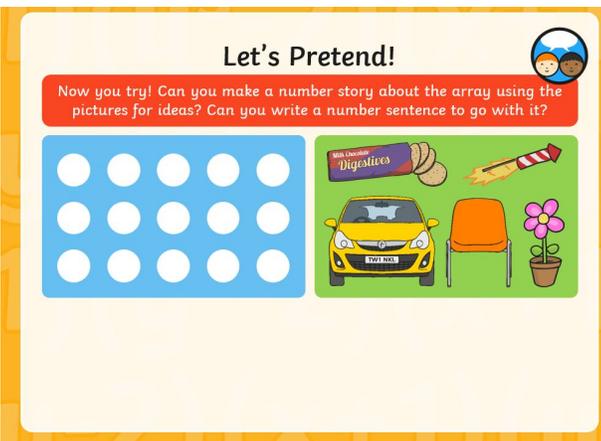
<https://www.youtube.com/watch?v=V87-t0EnqBk> If you do not have access move onto the next activity.

Open the Arrays slide following this link [Thursday 21st May Arrays Presentation](#) or going to the maths class material in the google classroom or if you do not have access look at the slides pictured below.



Use a Deck of cards with numbers 1- 10, Ace = 1, (If you do not have cards write the numbers 1-10 twice on a piece of paper and cut them out).

Take two cards from the pile and turn them over for example



- Write a number sentence
- Make/Draw an array
- Show how many rows
- Show how many columns
- Draw a picture story to match
- Switch the facts e.g. $2 \times 10 = 20$
- $10 \times 2 = 20$

*Repeat 3 or more times and take a photo of your work and upload to the google classroom.

Follow the link to play the array game <https://www.education.com/game/candy-shop/>

If you do not have access it is not essential.

Break

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

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

1:55 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. *You can upload your video if you would like, this is optional.*

2:00 DanceFever Multisport (Approximately 30-45 minutes) -

Today you have the first lesson of DanceFever Multisport online. Follow the instructions below. More information will be given to you in Google Classroom.

1. Today we will be doing our DanceFever Multisport lesson. This term we will be focusing on athletics.
2. Log on to your DanceFever Portal:
https://www.dancefeveronline.com/users/sign_in
3. Click on the Athletics course.
4. Watch the video for this week's lesson, remember to follow what the DanceFever teachers are saying!

If you would like to do extra fitness today or during the week, try our activities below. This is optional.

Warm Up (10-15 minutes)

Today we will do dances to warm up. Click the links to do the Hokey Pokey, Macarena, Chicken Dance, Awesome Rainbow and Pop See Ko 2.0.

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

<https://www.youtube.com/watch?v=MApP7TYPYcc>

<https://www.youtube.com/watch?v=npp1z32idrc>

<https://www.youtube.com/watch?v=tbPGvZDNoY0>

<https://www.youtube.com/watch?v=Pwn4beja1QE>

If you don't have access to the links, do the dances you know or go play outside for 15 minutes, remember to keep moving for this time.

Main Game: Indoor Obstacle Course

Make your own obstacle course

Here are some ideas for your course that you could put in any order: This example is for inside but if you have a space outside on the grass you can use different outside toys and objects. You can also have a look at Thomas's obstacle courses for some great ideas in the google stream.

- Put down pillows or couch cushions and **jump over** one to the next space. Climb over ottomans. Crawl Under chairs/tables
- Put down a skipping rope or masking tape to walk along **balancing** carefully.
- **Crawling** through tunnels made from blankets or sheets hung over chairs and couches.
- Have different coloured/shaped paper and label with movements along the way. e.g. **20 star jumps, 20 high knees, 4 frog jumps** etc.
- **Toss** 5 sock snowballs into laundry baskets.
- **Bear walk** or **duck waddle** around tables

Extension Game: Try starting the obstacle course from the other direction, walk backwards or beat the clock and time yourself and try to get faster each time.

Cool Down:- Cool Down with Cosmic Yoga (Approximately 10 minutes)

Click the link to do some yoga to cool down.

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

If you can't access the link, do the yoga poses. Hold each pose for 10 seconds and repeat the poses two times.

Good afternoon!



1/2 Sapphire Class Timetable Term 2 Week 4

Friday 22nd 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. *You do not need to submit any photos or evidence of this.*

Handwriting (Approximately 15 minutes)

We are learning how to write and form the clockwise letter 'r' using NSW Foundation Font Handwriting. Watch the following link to assist how to form and write the letter 'r' <https://www.youtube.com/watch?v=3tosPHV0Uro>. 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 for Friday 22nd 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 'r' 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 r: roll, real, rain, or, bird, hear.

Upload a photo of your work.

Sport (Approximately 50-60 minutes)

Warm Up (10-15 minutes)

Today we will do dances to warm up. Click the links to do the Hokey Pokey, Macarena, Chicken Dance, Awesome Rainbow and Pop See Ko 2.0.

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

<https://www.youtube.com/watch?v=MApP7TYPYcc>

<https://www.youtube.com/watch?v=npp1z32idrc>

<https://www.youtube.com/watch?v=tbPGvZDNoY0>

<https://www.youtube.com/watch?v=Pwn4beja1QE>

If you don't have access to the links, do the dances you know or go play outside for 15 minutes, remember to keep moving for this time.

Fundamental Movement Skill Focus:

The Dodge (5 minutes)

Go to the Classwork tab, open the Sport



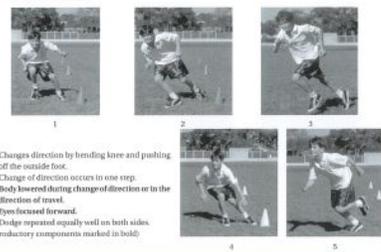
Dodge



About the skill

The dodge is a locomotor skill that involves a high degree of balance and stability. It is an extension of the side gallop and sprint run and incorporates dynamic, fluid and coordinated movement to change direction. It is common to many playground games and activities and is an important skill in the majority of team sports.

Skill components



1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. Body lowered during change of direction or in the direction of travel.
4. Eyes focused forward.
5. Dodge repeated equally well on both sides. (Introductory components marked in bold)

Some important considerations

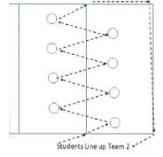
Children are ready to demonstrate proficiently the introductory components of the dodge by the end of Year 2 and the fine-tuning components by the end of Year 5. Students need to perform this skill at speed in order to be able to demonstrate components.

Note locomotor movements, such as bending, twisting, turning and swaying, are all good lead-up activities for the dodge. Children should practice dodging on both sides initially, although it is not unusual for them to be more proficient on one side. When reaching the dodge, get students to specifically attempt to dodge markers as opposed to running around them. Touching markers with the outside foot can also assist in the development of this skill.

Students will be more successful at dodging if they are given opportunities to experiment with their base of support. Students can vary their base of support by changing their foot positions from close together to wide apart. When changing direction, they should lower their body weight (centre of gravity), and push off the outside foot.

topic folder and open the Dodge video. If you do not have access to this, read the dodge sheet for the main focus points when completing the dodge.

Practising the Dodge (20 minutes)



1. Arrange markers, witches hats, toys or bricks in a zig-zag pattern. Try and dodge each marker. Try to get the outside of your foot touching the marker.
2. Place marks on the ground with chalk or masking tape. Run to the mark and place your foot on the mark. Using that foot, dodge on that foot and run towards another mark.
- 3.

Visualise a paddock full of prickles. This can be played like follow the leader or by yourself. The first person imagines prickles everywhere and comes up with a plan to dodge through the prickles. The person behind you copies their path. Swap leaders and repeat the activity, creating different dodging patterns through the paddock. Remember to bend your knees and push off on your outside foot when changing directions. If you are playing by yourself, make a few paths through the prickly bushes, making sure you use the skill of dodging to get through.

4. Play a game of dodgeball. You will need at least another person to play this game. One person uses a ball and tries to throw the ball to the other person and hit them below the knees. The person trying to miss the ball will try and dodge the ball and not get hit. If you get hit by the ball, swap roles.

Cool Down with Cosmic Yoga (Approximately 10 minutes)

Click the link to do some yoga to cool down.

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

If you can't access the link, do the yoga poses. Hold each pose for 10 seconds and repeat the poses two times.

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



Word Sorts (Approximately 15-30 minutes)

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

Sentence-a-day (Approximately 15 minutes)

Exit Ticket

Name: _____ Date: _____

Full stop or exclamation mark?

- 1. I saw Daniel Radcliffe in a film last night What a brilliant actor he is
- 2. "Help " shouted the boy
- 3. The wolf looked at Little Red Riding Hood "What big ears you have " she said nervously
- 4. Bang The fireworks exploded in the air
- 5. The woman gave some money to charity How generous she is

Go to Google Classroom. Go to the Classroom tab. Click on the Exit Slip topic folder. Open Exclamation Marks for Friday 22nd May. Mrs Martelli has

a video to explain this to you. Complete the exit slip. **Do not** get an adult to help you with this, however an adult can read the questions to you. This is located in the same location as the exit slip. If you do not have access to the exit slip folder, fill in the screenshot and upload a photo of your work to google classroom. If you can't upload a photo, get an adult to check your work.

Break

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

Middle

11:30 Learning Begins

Tri reading (5-10 minutes)

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

Maths (Approximately 60 minutes)

Daily number sense (Approximately 10 minutes)

Write the two-digit numbers based on the clues:

- I have 2 in the tens place and 5 in the ones place
- I have four ones and three tens
- I have 9 in the ones place and 2 in the tens place

- I have 7 ones and 7 tens
- I have 6 in the tens place and 0 in the ones place

Challenge:

- I have 1 in the ones place, five in the tens place and 4 in the hundreds place
- I have 16 ones
- I have 10 tens (Hint: don't forget to write a digit in the ones place)

Problem of the day (Approximately 5 minutes)

What is the sum of these two numbers?

22 ones and 1 ten and 5 ones

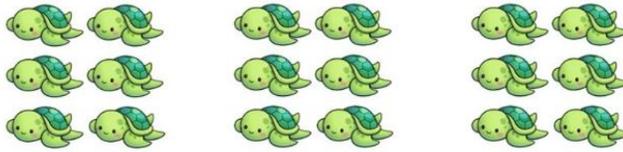
(Hints: when we are finding the sum, we are adding. If you are unsure, you might want to draw pictures of tens blocks or using the interactive blocks to help you)

<https://www.coolmath4kids.com/manipulatives/base-ten-blocks>

YEAR 1 Only Multiplication (Approximately 40 minutes)

- 1) Fill in the Multiplication **Exit Slip** which you can find in the Exit Slips folder in the Classwork tab or click this link https://docs.google.com/forms/d/1Xi7_D9gNfiGqeRHdc0HwTeLP28JbfXep2rNGrs_EkQ/edit?usp=forms_home&ths=true . Please make sure you answer the questions on your own. If you need an adult to read you the questions, that's absolutely fine. Alternatively, Mrs Martelli has recorded a video where she reads the questions aloud.
A photo of each part of the exit slip is attached if you have a take home pack this will be in the pack for you to complete..

3. Select the correct description of this picture



6 groups of 3

3 groups of 6

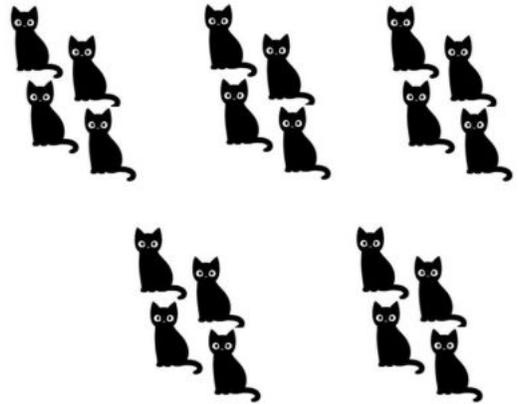
2. These objects are:



in equal groups

not in equal groups

4. Which number sentence would fit this picture?



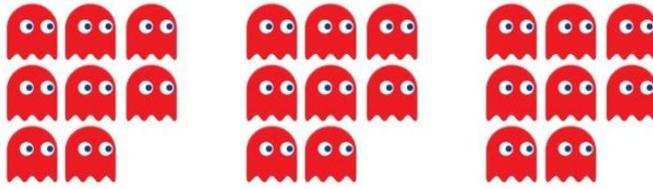
5 groups of 4

5×4

$4 + 4 + 4 + 4 + 4$

All of the above

5. This collection can be skip counted by...



- 2's
- 5's
- 10's
- All of the above

2) Complete the table below. You can draw your equal groups on a separate piece of paper. **Product** is the answer to a multiplication problem. It means the total number; however in maths we use the word **total** when we are talking about the answer to an addition problem (although you may have seen with the repeated addition and equal groups strategies, addition and multiplication are closely related).

Number sentence	Words	Repeated addition	Drawing	Product
3 x 7	___ groups of ___			
5 x 7				
2 x 8				
3 x 11				
4 x 4				

Maths YEAR 2 STUDENTS ONLY Multiplication (Approximately 40 minutes)

I am learning to model equal groups through arrays and show the commutative property of multiplication

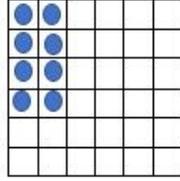
Assessment- (Make sure you are not assisted to complete the Y2 Multiplication EXIT SLIP You can access the exit slip by clicking this link

<https://classroom.google.com/u/0/w/NTA4NDQyOTA3Mjha/tc/NjM1NzQ5MzUyMDIa> or go to or go to Google Classroom, click on the Classwork tab, open the Exit Slip Topic Folder and open the Y2 Maths Exit Slip for Friday 22nd May. Print out the worksheet or use the screenshots below to write on and upload a photo to google classroom.

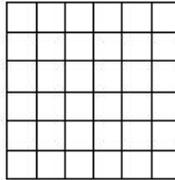
Year 2 Exit Slip Multiplication and Division

I am learning to model multiplication as equal groups by forming arrays and identifying commutative properties.

- 1) Write 2 number sentences to match the array below.

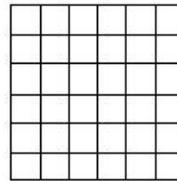
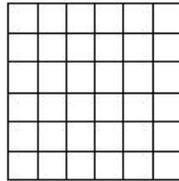


- 2) a) Draw an array and complete the following number sentence 7 rows of 3 = _____



- b) Write a turnaround fact to match the number sentence _____ = _____

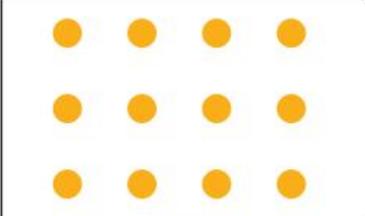
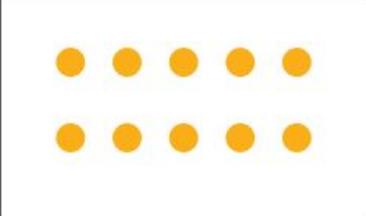
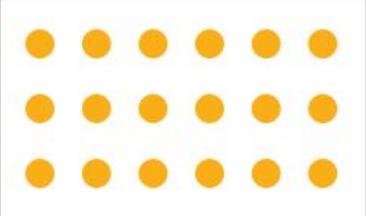
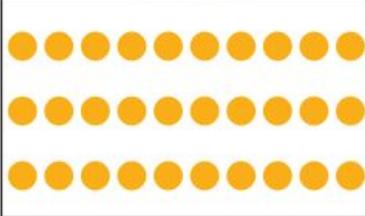
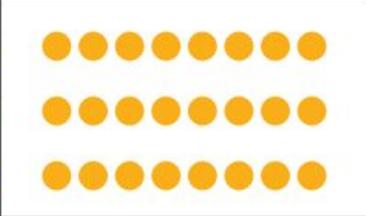
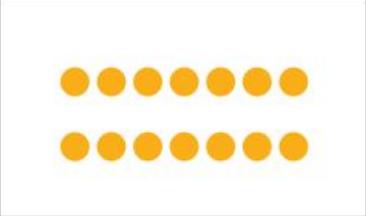
- 3) Make 2 different arrays of 24 using the grid below and write the number sentence to match below.



Complete the tasks below

Array for Maths!

Write two multiplication sentences for each of these arrays. The first one has been done for you.

		
$4 \times 3 = 12$		
$3 \times 4 = 12$		
		

Follow the link to play the array game, you will need to use flash for this game.

http://www.learnalberta.ca/content/me3us/flash/lessonLauncher.html?lesson=lessons/08/m3_08_00_x.swf

If you cannot play this game Use 2 dice and roll them and make an array using counters. Write a number sentence and turn your array around and make another number sentence for example 12 rows of 2 = 24 or 2 rows of 12 = 24



Break

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

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

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. *You can upload your video if you would like, this is optional.*

PDHPE (Approximately 60 minutes)

I am learning about how my choices have consequences

Last week, we looked at how our bodies can tell us when we feel unsafe, although we also need to think about whether we are making **choices** or decisions that will keep us safe. For example, we know that crossing a busy road at a pedestrian crossing and holding a parent or carer's hand is much safer choice than crossing by ourselves away from a crossing.



We also started thinking about some of the things our parents, carers and teachers tell us about safety and how to be safe. Sometimes these things can take the form of **rules**. We can make a choice to follow or disobey rules. Both choices can have either positive (good) or negative (bad) outcomes.

- 1) Listen to the fairytale *Little Red Riding Hood* (an imaginative text)
<https://www.youtube.com/watch?v=0W86K1jBJFI>
- 2) What were the 3 rules that Little Red Riding Hood's mother told her to follow?
Discuss with a family member or partner.



3) Why do you think her mother told her to follow these rules?

4) What happened when she didn't follow them?

Not following rules that are meant to keep us safe can have negative **consequences**. In other words, it can mean we end up getting hurt or in a dangerous situation. For example, Little Red Riding Hood didn't follow the three rules that her mother told her: go straight to Grandma's, don't waste time on the way and don't talk to strangers. The consequence was that she and her grandma were gobbled up by the wolf (luckily, they were saved by the woodsman). The same applies in real life. When we don't follow rules meant to keep us safe we can get into trouble.

5) Can you think of some rules we have that are meant to keep us safe at school?

6) With a family member or partner, choose one or more of the rules below and act out what might happen if you didn't follow the rule. Pretend you have broken the rule (remember: it's just pretend, so don't actually break the rule!). What were the negative consequences?

- a) *We play in-bounds*
- b) *We walk in the classroom*
- c) *We keep our hands to ourselves*

7) Discuss with a family member or partner, 3 choices **you** can make to stay safe and healthy this year (e.g. *I can....*). These don't have to be limited to following rules.

8) Draw and label these choices on a piece of paper. Share these on our Google classroom stream.

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

Enjoy the weekend:)

AIR HUGS!



Mrs Martelli



Mrs Green