

Monday Week 10 – Stage 1

Student activity resources



English

Student resources



Task a- Adjectives

Learning Intention: To be able to use adjectives to describe a noun.

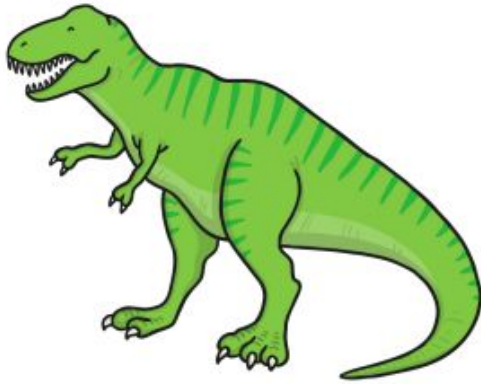
Success Criteria:

- I know that an adjective is a describing word
- I can give an example of an adjective
- I can use adjectives to describe a noun



Task a

An **adjective** is a word that describes a noun or a pronoun.



fierce
dinosaur



delicious
cake



beautiful
butterfly



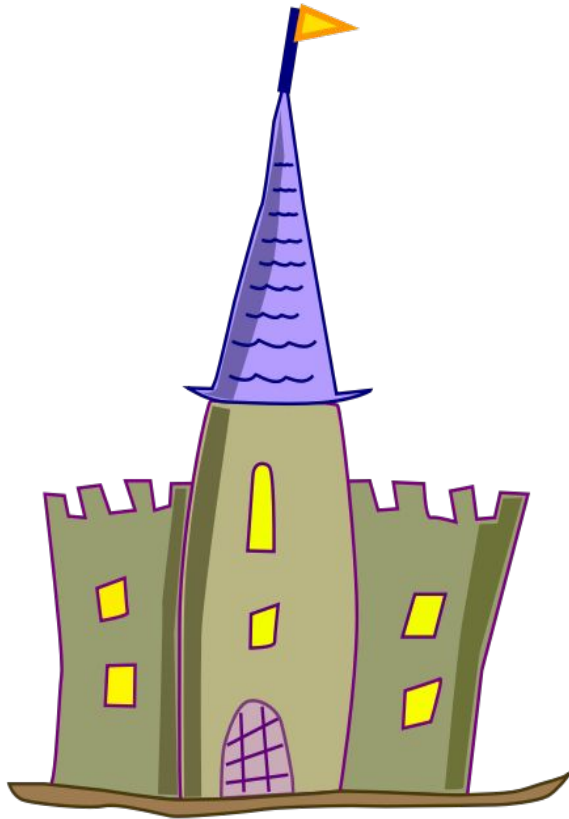
powerful
witch

Task a

Activity- Adjectives

Watch the short clip about adjectives.

<https://www.youtube.com/watch?v=IT-G4c2-CHU>





Task a- Activity

Can you use adjectives to describe this tiger? Draw a picture of a tiger and write some adjectives. **Upload your work to Google Classroom**

A central photograph of a tiger in a grassy field, surrounded by six empty rectangular boxes for writing adjectives. The tiger is orange with black stripes, walking towards the left. The boxes are arranged in a circle around the central image, connected by thin lines. The boxes are intended for students to write adjectives describing the tiger.



Task b

Learning Intention: I know the letter 'y' can make the long 'i' vowel sound.

Success Criteria

- I know that some words ending in 'y' can make the long 'i' vowel sound
- I can give examples of these words

Task b

Spelling Activity



The word **cry** has the long 'i' vowel sound

The word **why** has the long 'i' vowel sound

The word **sty** has the long 'i' vowel sound

Brainstorm some other words that end in 'y' and have the long 'i' vowel sound.

Write your words in your workbook.

Upload to Google Classroom



Task c

Animal Research

Choose an animal to research. You can use the template below or write your research in your work book. You will need this information for tomorrow's lesson.

Name of the animal: _____

Scientific classification (circle one):

amphibian	bird	fish
reptile	mammal	insect

Aboriginal name: _____

Size: _____

Average weight: _____

It is covered in (circle one):

fur	feathers	scales	skin
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Diet: _____

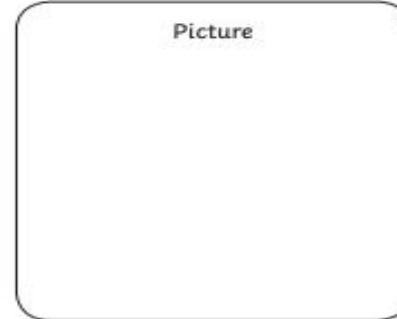
It gets its food by _____

Lifespan: _____

Habitat: _____

Interesting facts: _____

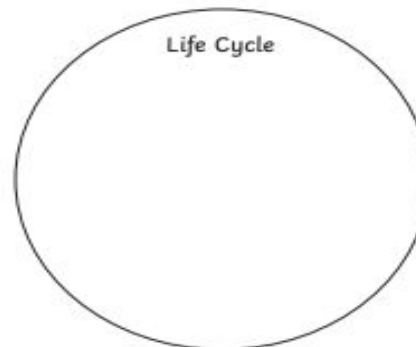
Picture



Where Is It Found?



Life Cycle



Task d

Reading



Complete an activity on Reading Eggs

Read a book from your PM Readers



Check your work

Have you completed all the following activities?



Check your work

Check you have completed all these tasks

- Task a - Grammar
- Task b – Spelling
- Task c – Animal Research
- Reading Eggs
- PM Readers

Reflection

Do I know what an adjective is? Can I give some examples to an adult?

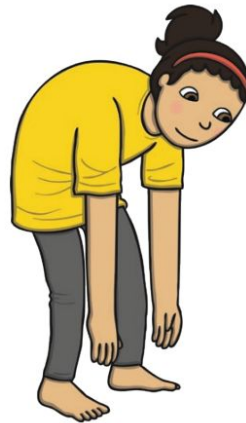
Brain Break

5 star jumps



twinkl.com

10 toe touches



twinkl.com

10 twists



twinkl.com



Mathematics

Time



Warm Up: Number Talks

How many different ways can you make the number 15

15

For example: 3 groups of 5



Time

Learning Intention: To read time on a clock

Success Criteria:

I will be successful by:

- telling the time to the half hour on analogue and digital clocks
- telling the time to the quarter hour
- using the language 'half past', 'quarter past' and 'quarter to' to tell the time

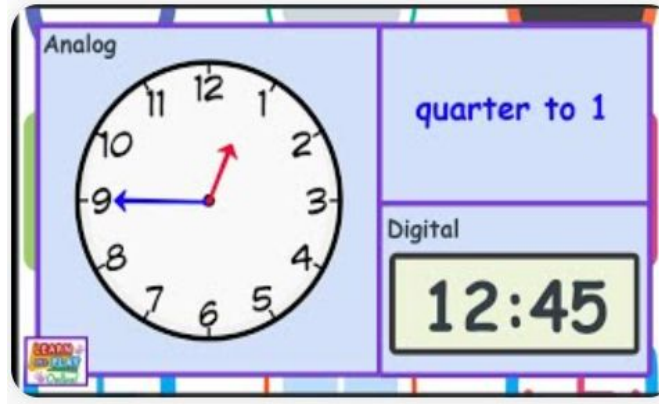


Time



Watch the following video on quarter to

<https://video.link/w/z8Z6c>





Time

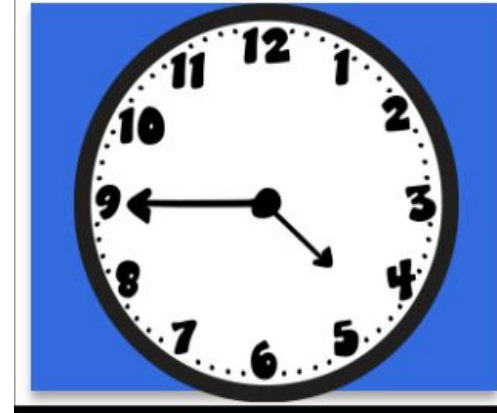
Please watch the following video.





Time - Reading the time on a clock

Can you read these analogue times and write the times on a digital clock and as a word? Upload your work to Google Classroom.



Reflection



Activity: Test your knowledge of time by playing this **Kahoot**. Please type in your first name and the first letter of last name. [Click here](#) to begin.





Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



Check your work

Have you completed the following activities?

- a) Warm up activity - Number Talks
- b) Time activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

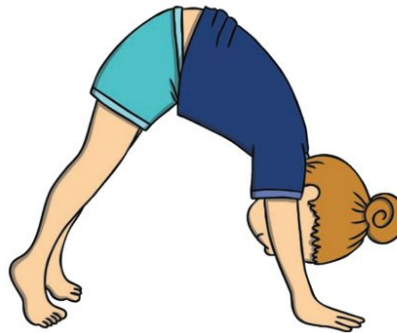
Brain Break

crab walk



twinkl.com

bear walk



twinkl.com

10 jumps



twinkl.com



Science

End of Term Kahoot!

You have done such a great job that we are going to do a quiz!

Click on the link below and enter the game pin. Good luck!

https://kahoot.it/challenge/09920368?challenge-id=f68aeef8-df66-43c4-a49d-b098dd0c9a89_1631083246210

Game Pin: 09920368

Tuesday Week 10 – Stage 1

Student activity resources



English

Student resources



Task a

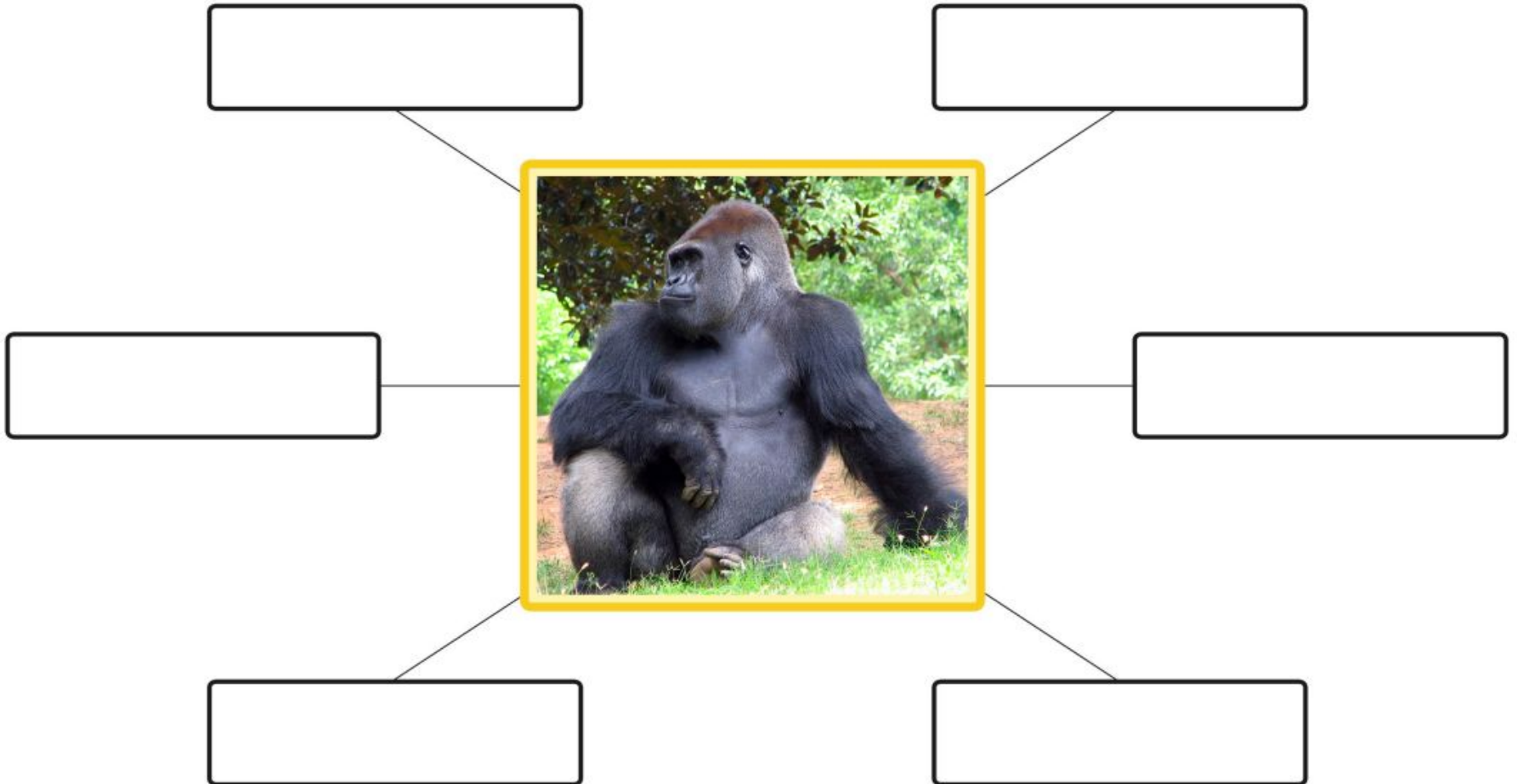
Learning Intention: To be able to use adjectives to describe a noun.

Success Criteria:

- I know that an adjective is a describing word
- I can give an example of an adjective
- I can use adjectives to describe a noun

Task a

Use adjectives to describe the gorilla.





Task b

Grammar Activity

Write these sentences in your work book or on a google document and underline the adjectives in the sentence. [Upload to Google Classroom](#)

Did you see her enter the small room?

We will exit out the blue door.

I am going fishing early in an old boat.

We are too late to catch the fast train.

It was a large empty room.

The brown jug was full.

It was a cool crisp morning.

It will be a warm sunny day.

Write a sentence to describe your friend using adjectives.



Learning Intention: I know the letter ‘y’ can make the long ‘i’ vowel sound.

Success Criteria

- I know that some words ending in ‘y’ can make the long ‘i’ vowel sound
- I can give examples of these words

Task c- Spelling

Put these words into alphabetical order

- Cry
- By
- Try
- Fly
- Buy

Put these words into a sentence

- Spy _____
- Sty _____
- Sky _____
- Why _____
- Shy _____

Upload your work to Google Classroom

Task c



Information Text

Continue your research on an animal of your choice. You will need this information for tomorrow's lesson. This template can help you or you can write your own facts.

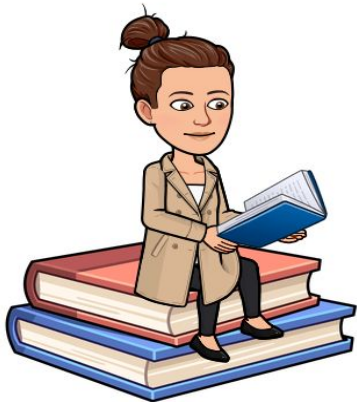
Classification (animal group)	Diet (what do they eat?)	Habitat (where do they live?)
Appearance (what do they look like?)	Predators (what animal hunts them?)	Interesting Facts

Task d

Reading Response

Complete an activity on Reading Eggs

Read a book on PM Readers



Check your work

Have you completed all the following activities?



- a) Grammar
- b) Spelling
- c) Animal Research
- d) Reading Eggs
- e) PM Reader

Need help? Remember to ask your teacher!

Reflection

What else would I like to know about my animal?

Brain Break

**Push up
against the
wall or floor**



Touch toes



**Elbow
to knee**





Mathematics

Volume and Capacity

Warm Up: Estimation



Using a cup of pasta, estimate the amount of pasta in the cup. Once you have estimated the amount, you can confirm your estimation by counting the pasta in the cup.

Please keep your pasta as you will be using them throughout the week.



Volume and Capacity



Learning Intention: To estimate, measure, record and compare volumes and capacities.

Success Criteria:

I will be successful by:

- using informal units to estimate and measure the volume and capacity of objects
- comparing the volume and capacity of different size objects





Volume and Capacity - What is Volume and Capacity?

Capacity is the amount of liquid a container can hold.

Volume is how much space an object takes up.



Please watch the following video by clicking on the link below

<https://video.link/w/iaP7c>

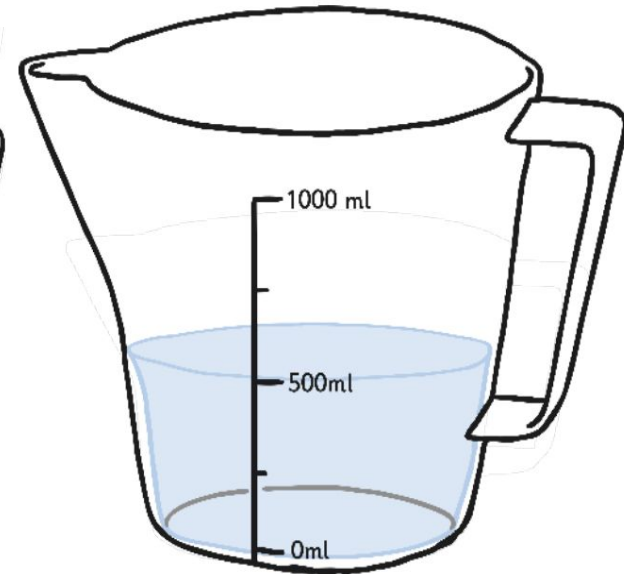
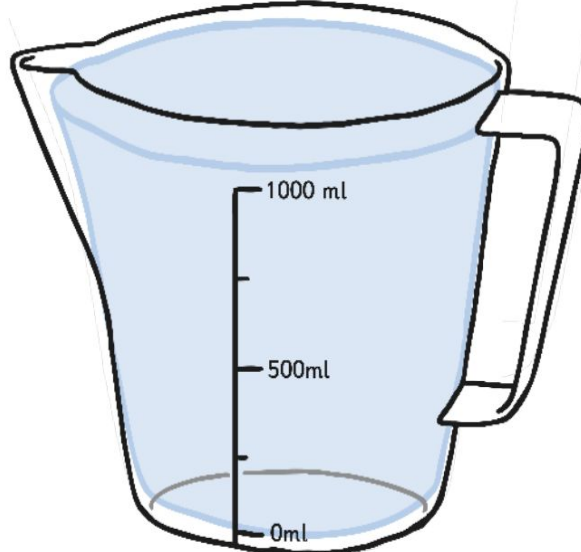
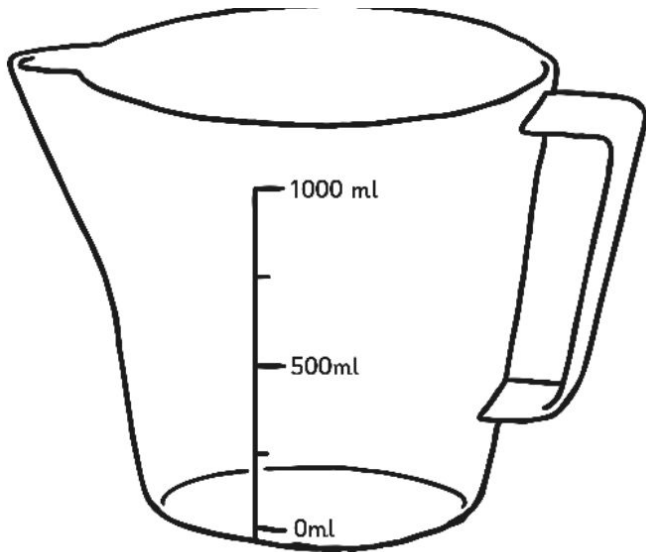




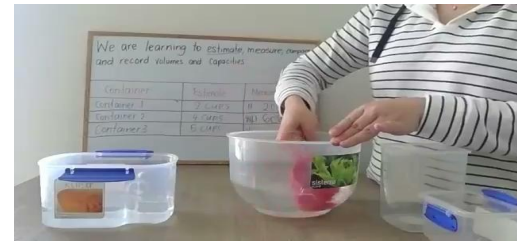
Volume and Capacity

How full is the cup?

What do you notice about these measuring cups? Have a discussion with an adult about what you have notice.



Volume and Capacity



Investigate the capacity of three containers that you have at home.

What you need

- Three containers (clear plastic containers will work better for this activity)
- Measuring cup (1 cup) - if you don't have this any cup will do.
- Water
- Outdoors environment or a surface that can get wet.

What to do



1. Draw the following table in your book

Container	Estimate	Measure
Container 1		
Container 2		
Container 3		

2. Estimate and order the containers from the container that will hold the most water to the container that will hold the least.
3. Fill the measuring cup with water and begin to fill your first container (continue to fill your measuring cup with water until the first container is filled).
4. Make sure you keep count of how many cups filled your first container.
5. Continue steps for the next two containers.
6. Order the containers from the most to least



Volume and Capacity

Investigate the capacity of three containers that you have at home.

After you have completed your investigation, answer the following questions:

- Was your estimation correct? Why or why not?
- What held the most water? Why do you think this is so?
- Was there anything you had to change or fix in the investigation? Why?

Please upload your work on Google Classroom

Reflection



What is volume and capacity?



Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



Check your work

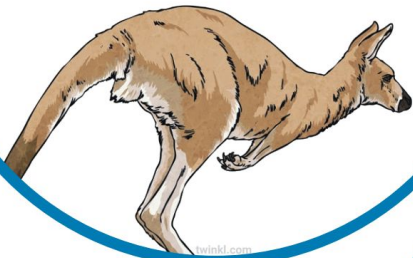
Have you completed all the following activities?

- a) Warm up activity - Estimation
- b) Volume and Capacity activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break

**Jump like
a kangaroo**



**Wiggle like
a spider**



**Jog on
the spot**





Geography



Geography Assessment

Geography With Mrs Gveric

- Finding Places
- Names of Place
- Suburbs
- Our World
- The Land Down Under

Please type in your first name and the first letter of last name.

[Click to play](#)

Game PIN: **07574005**



Wednesday Week 10 – Stage 1

Student activity resources



Wednesday

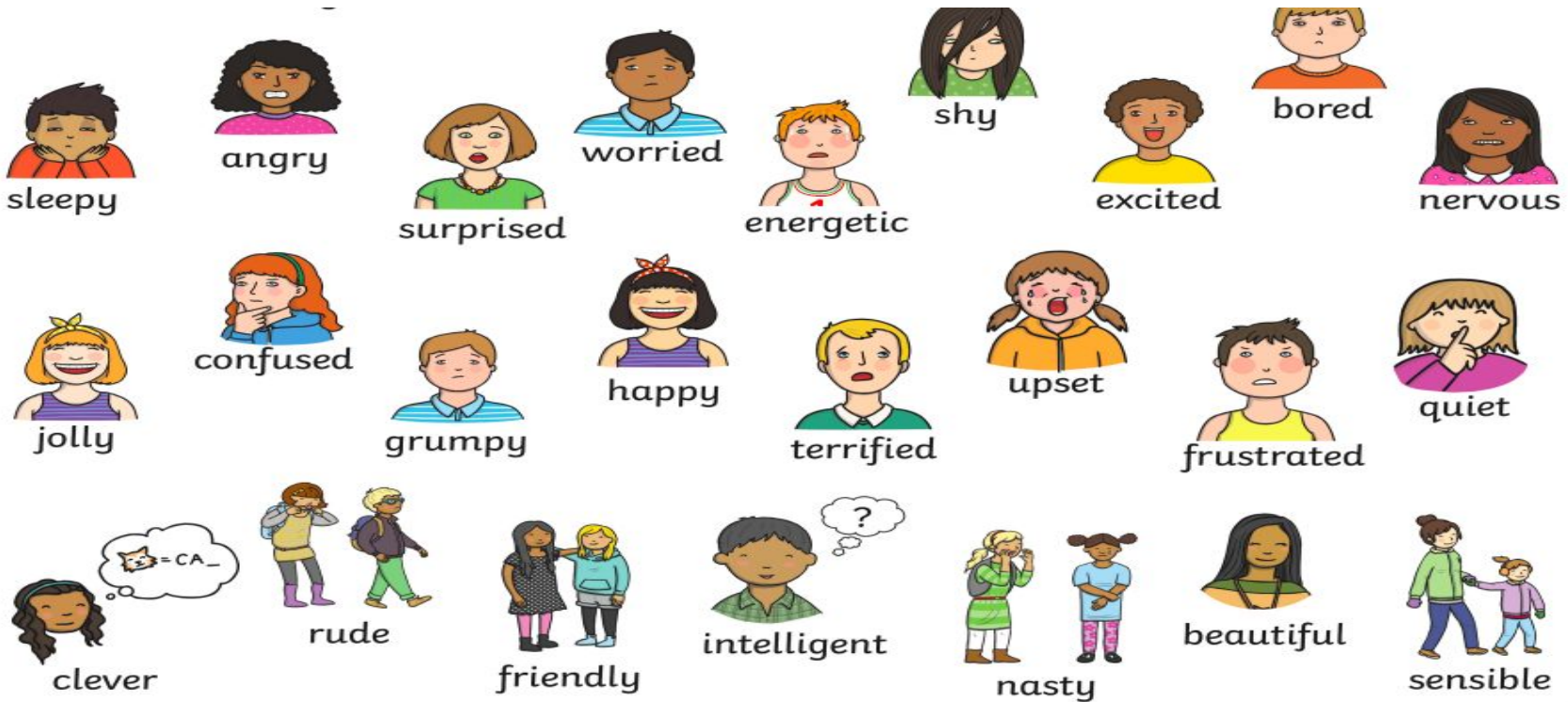
Student resources



Task a

Grammar- Adjectives

Here are some example of adjectives. **Optional Google Classroom** activity- Take photos, draw pictures or make a video of yourself pulling faces to describe yourself being **happy**, **sad**, **angry**, **bored**, **scared** and **surprised**.





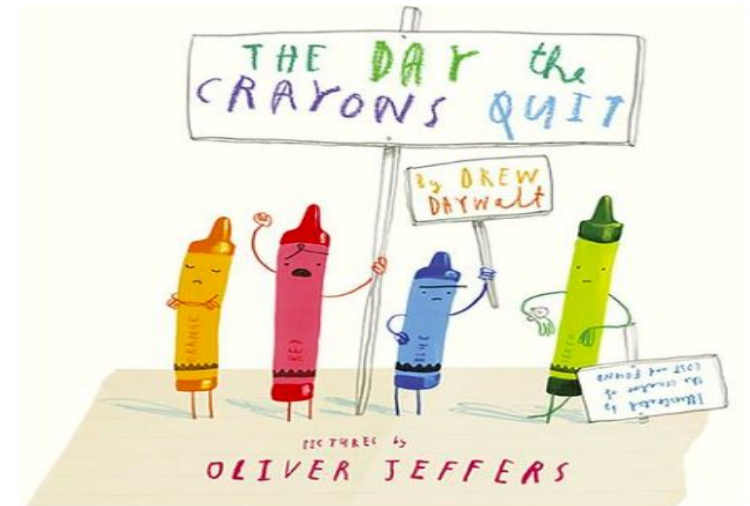
Task b

Modelled Read

Listen to Mrs Matthews read 'The Day the Crayons Quit'. Listen out for her 'Think Alouds' while she is reading. Do you think aloud when you read your books?

Activity:

Draw a picture of an animal habitat using different colours. E.g. A tree with purple leaves or a red giraffe.





Information Text

Learning Intention- To create a factual poster about an animal

Success Criteria

- My poster will have important information about my animal
- My poster will have pictures of my animal

Task c

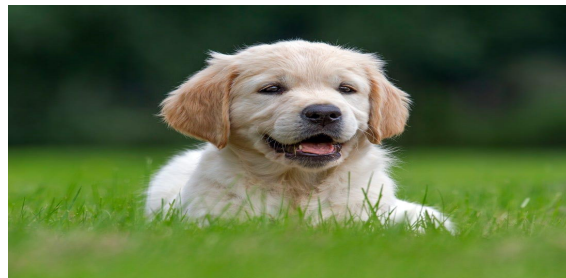
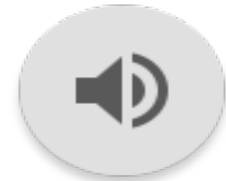
Information Text

Research



This week you did some research on an animal of your choice. Present all the information that you found from this week and present it on a **Factual Poster**. Find or draw some pictures of your animal and be creative!

Upload your poster to Google Classroom.



Task d

Independent Reading

Complete an activity on Reading Eggs

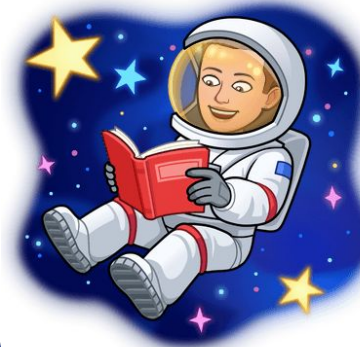
Read to yourself or to an adult. Try reading aloud and using expression.

Tell an adult:

Who were the characters in the book?

What happened?

What was the most interesting part?



Check your work

Have you completed all the following activities?



- a) Grammar
- b) Modelled Read
- c) Writing- Factual Poster
- d) Independent Reading
- e) Reading Eggs
- f) PM Readers

Need help? Remember to ask your teacher!

Reflection

When I read a book to myself today did I think of questions in my head?

Brain Break

10 leg raises



twinkl.com

10 arm circles



twinkl.com

10 hops



twinkl.com



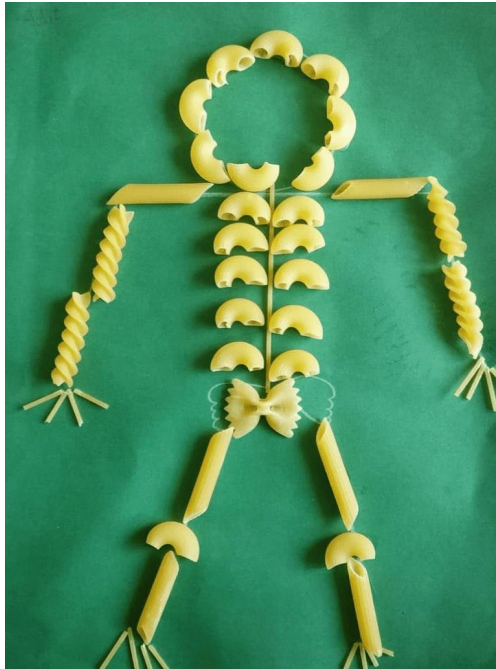
Mathematics

Volume and Capacity



Warm Up:

Using your pasta from yesterday, can you create a symmetrical picture?





Volume and Capacity

Learning Intention: To estimate, measure, record and compare volumes and capacities.

Success Criteria:

I will be successful by:

- using informal units to estimate and measure the volume and capacity of objects
- comparing the volume and capacity of different size objects



Volume - Displacement



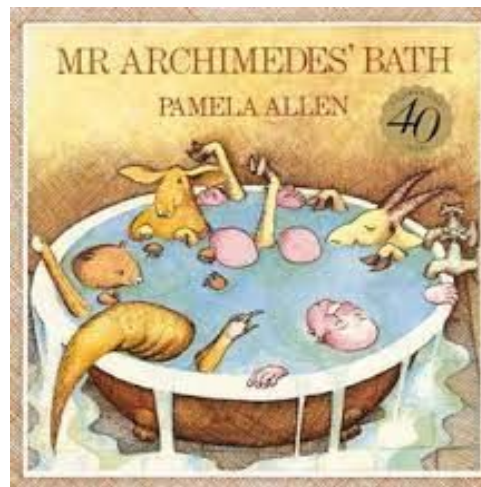
What is displacement?

Displacement is the amount of water that rises when an object is placed in a container or the thing that is holding the water. Displacement occurs when the water is pushed away to make room for the object.

Listen to the following story by clicking on the link.



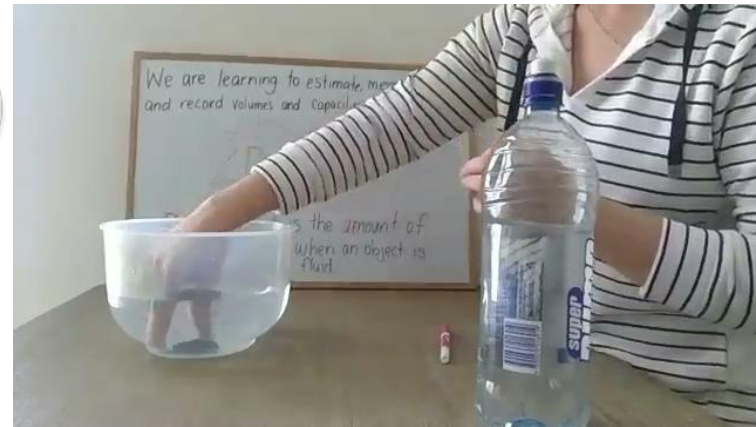
<https://video.link/w/YsV7c>



Discuss the following questions:

- Does the water seem to rise when you get into the bath at home?
- What was causing the displacement of the bathwater in the book?

Volume - Displacement Activity



What do you need

- A large container
- Water
- Something heavy
- A whiteboard marker to mark level of water and displacement
- An outdoor environment or a surface that can get wet

How to complete the activity



1. Fill a large clear container halfway with water
2. Using the marker, mark where the water comes up to
3. Gently drop the heavy object into the water and observe what happens to the water level (you can mark the water level with your marker)
4. Remove the heavy object from the water and observe what happens

Discuss the following questions:

- Why did you gently drop the heavy object into the water?
- How much do you think the water level rose?
- What would happen if you dropped a heavier object in the water?



Upload your work to Google Classroom.

Reflection



Explain in your own words, what displacement is?



Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



Check your work

Have you completed all the following activities?

- a) Warm up activity - Symmetrical picture
- b) Volume and Capacity activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

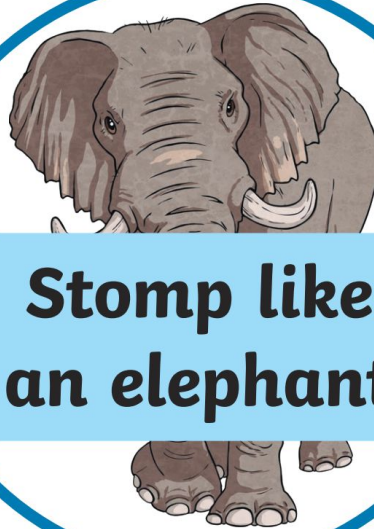
Brain Break

Hop like
a frog



twinkl.com

Stomp like
an elephant



twinkl.com

Flutter like
a butterfly



twinkl.com



PDHPE

Fit Futures

Watch the following video and join in with Fit Futures.

Link is below

[Dance Stage 1 - Week 6](#)



Kearns PS Online Learning Creative and Practical Arts Stage 1

Week 10



End of Term Kahoot!

You have done such a great job that we are going to do a quiz!

Click on the link below and enter the game pin. Good luck!

https://kahoot.it/challenge/05699536?challenge-id=6e194a7c-48c0-4cba-9b63-491cc620a175_1631087856447

Pin: 05699536

Thursday Week 10 - Stage 1

Student activity resources



English

Student resources

Task a



Learning Intention- To be able to form the correct letter shapes in my writing.

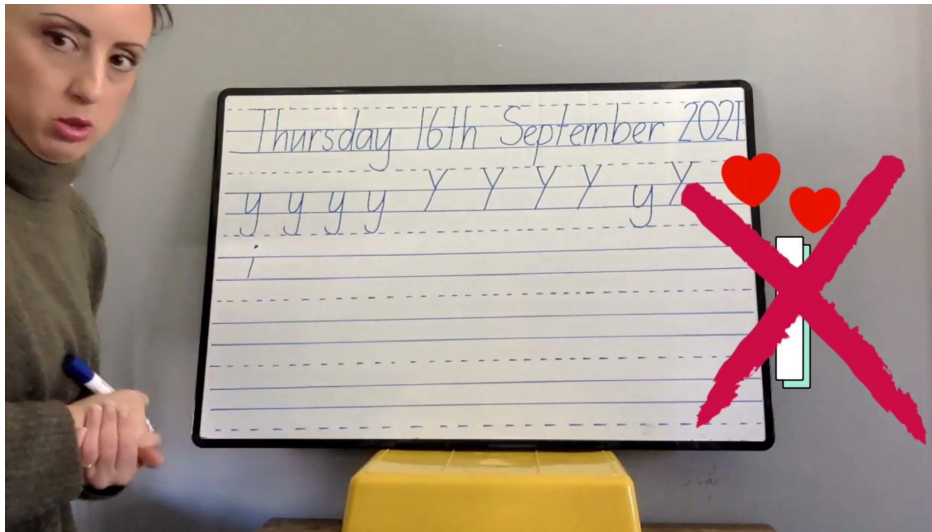
Success Criteria

- I can write the long letter **y** correctly
- I can write the letter **i** correctly
- I can write the capital letter **Y** correctly
- I can write the capital letter **I** correctly

Task a

Handwriting

Write your handwriting in your workbook or the lined paper provided and **upload to Google Classroom.**



Task b

Kahoot

Test your knowledge of adjectives!

Click on the link.

Please type in your first name and the initial of your last name.

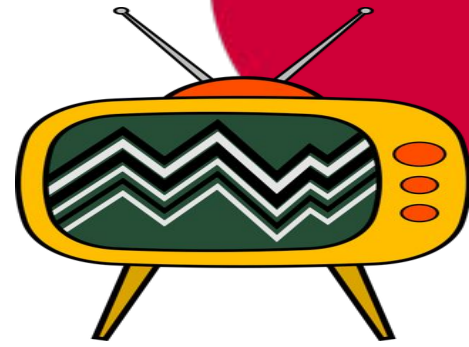
https://kahoot.it/challenge/07353007?challenge-id=8b2745b4-8a8d-4954-b71d-bd3e1df4b5ee_1630972693757



Pin- 07353007

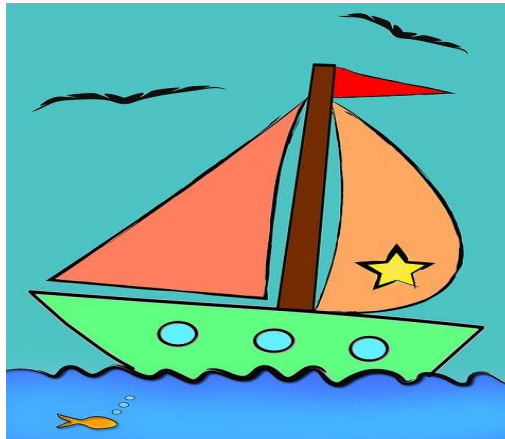
Task c

Writing



It is nearly the holidays! Write about the things you would like to do or are planning to do in the school holidays. It could be bike rides or walks. Or it could be playing board games or watching movies with your family.

Then include a paragraph about what you wish you could do! It can be anything! Maybe you wish you could fly to the moon. Maybe you wish you could travel to Queensland. Maybe you wish you could sail across the world! Use your imagination!



Task d

Independent Reading



Complete an activity on Reading Eggs and PM Readers

Read to yourself or to an adult. Try reading aloud and using expression.

Tell an adult:

Who were the characters in the book?

What happened?

What was the most interesting part?



Check your work

Have you completed all the following activities?



- a) Handwriting
- b) Grammar Kahoot
- c) Writing
- d) Independent reading
- e) PM Readers
- f) Reading Eggs

Need help? Remember to ask your teacher!

Reflection

What is something new that I have learned this week? What do I need to improve on?

Brain Break

Take a break and go outside
and enjoy the sunshine





Mathematics

Volume and Capacity

Warm Up: Fast Maths



Solve the following addition problems as quick as you can.

$2 + 8 =$

$4 + 2 =$

$6 + 2 =$

$8 + 2 =$

$3 + 2 =$

$1 + 2 =$

$6 + 2 =$

$2 + 4 =$

$5 + 2 =$

$1 + 2 =$



$6 + 2 =$

$2 + 7 =$

$6 + 2 =$

$1 + 2 =$

$9 + 2 =$

$4 + 2 =$

$5 + 2 =$

$2 + 4 =$

$8 + 2 =$

$3 + 2 =$



Volume and Capacity

Learning Intention: To estimate, measure, record and compare volumes and capacities.

Success Criteria:

I will be successful by:

- using informal units to estimate and measure the volume and capacity of objects
- comparing the volume and capacity of different size objects

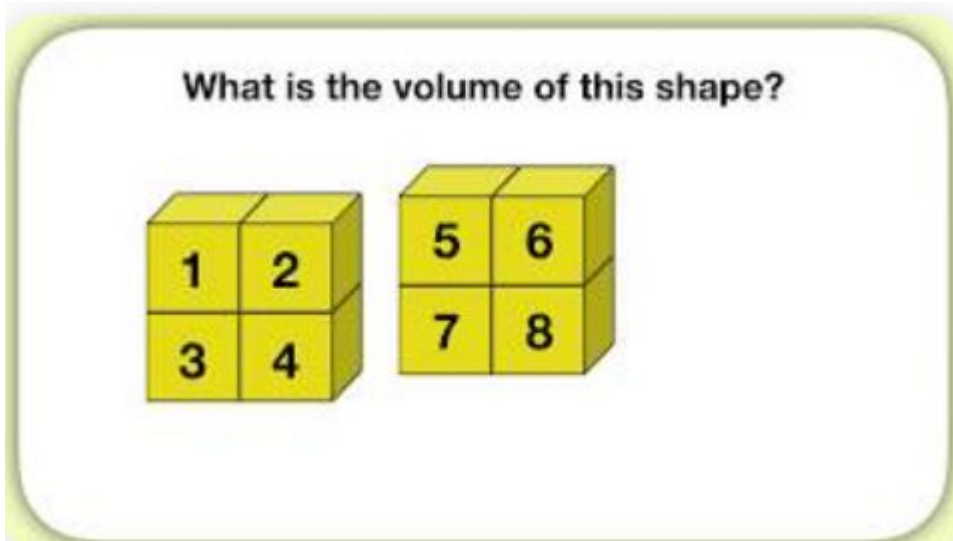




Volume

What is the volume of the following shapes? Please watch the following video

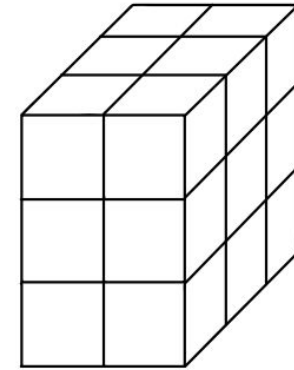
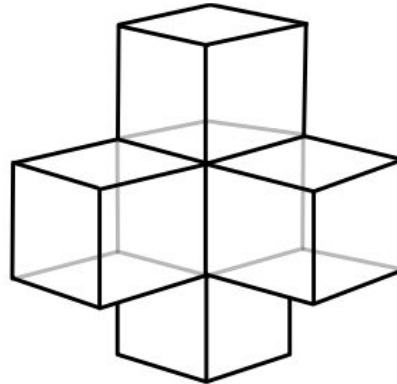
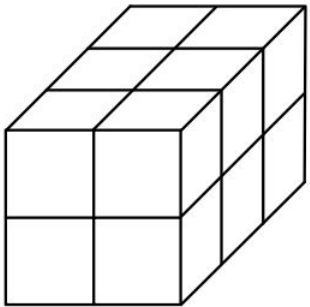
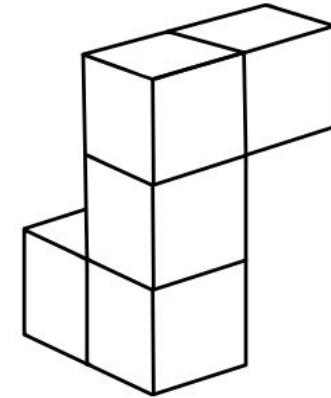
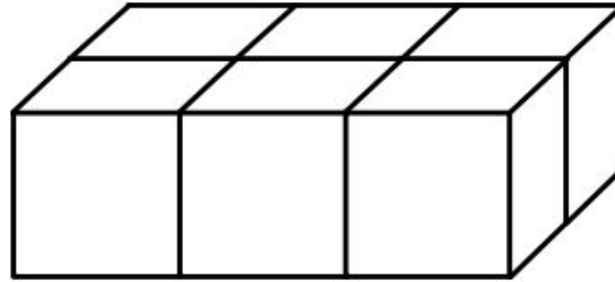
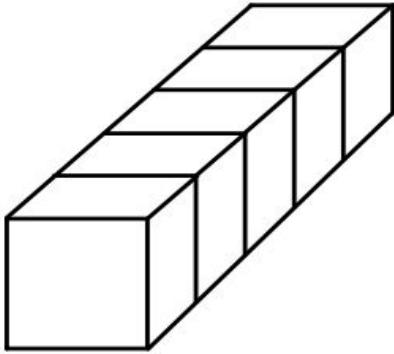
<https://video.link/w/0ug8c>





Volume

What is the volume of the following shapes? Be careful there might be some blocks you can not see! **Please upload your work to Google Classroom.**



Answer the following questions:

1. Which shape has the biggest volume?
2. Which shape has the smallest volume?
3. Which shapes have the same volume?
854. Which shape's volume was the hardest to measure and why?





Volume - Extension

Click on the link below and play the volume game.

https://www.mathplayground.com/cube_perspective.html





Reflection

Activity: Test your knowledge of Volume and Capacity by playing this **Kahoot**. Please type in your first name and the first letter of last name. [Click here](#) to begin.



Game PIN: **07704697**

Check your work

Have you completed all the following activities?

- a) Warm up activity - Fast Maths
- b) Volume and Capacity activity - uploaded your work to Google Classroom
- c) Reflection

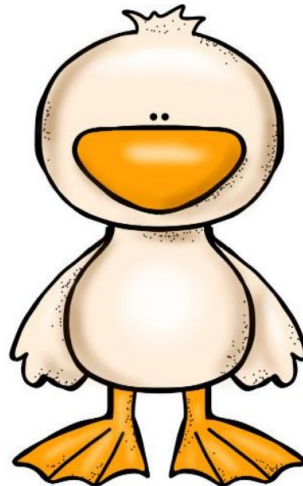
Need help? Remember to ask your teacher!

Brain Break

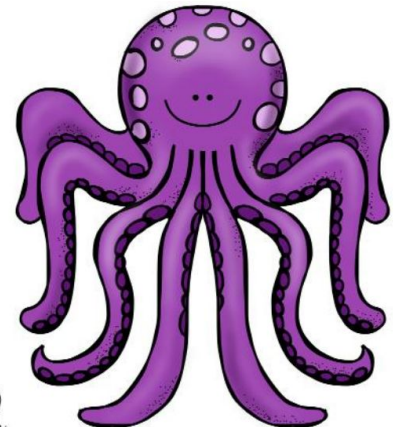
STRETCH like
a giraffe



WADDLE like
a duck



dance like
an octopus





PDH - Safety





Staying Safe when in and around water.

We are learning to stay safe at the pool and at the beach.

We will learn that we always need an adult to supervise us in the water.

We will learn that at the beach we always swim between the flags.





Watch the video to learn how to be safe in the pool





Staying Safe in The Pool

Pool Safety

Take care of each other when playing in the pool.

Be careful when diving into the pool!



Playing in the pool is fun! Remember to only go swimming when an adult is present.

Water makes things slippery! Never run within the pool area.



Safety Questions - Discuss with an adult

The wet tiles around pools are slippery.

What should you always do?



walk because
you could slip





Safety Questions - Discuss with an adult

How should you act near a pool?



sensibly





Safety Questions - Discuss with an adult

Why must you always be supervised when swimming?



if you experience trouble there is someone there to help you





Safety Questions - Discuss with an adult

When should you go swimming?



when there is
someone to
supervise you





Watch the video to learn how to stay safe at the beach



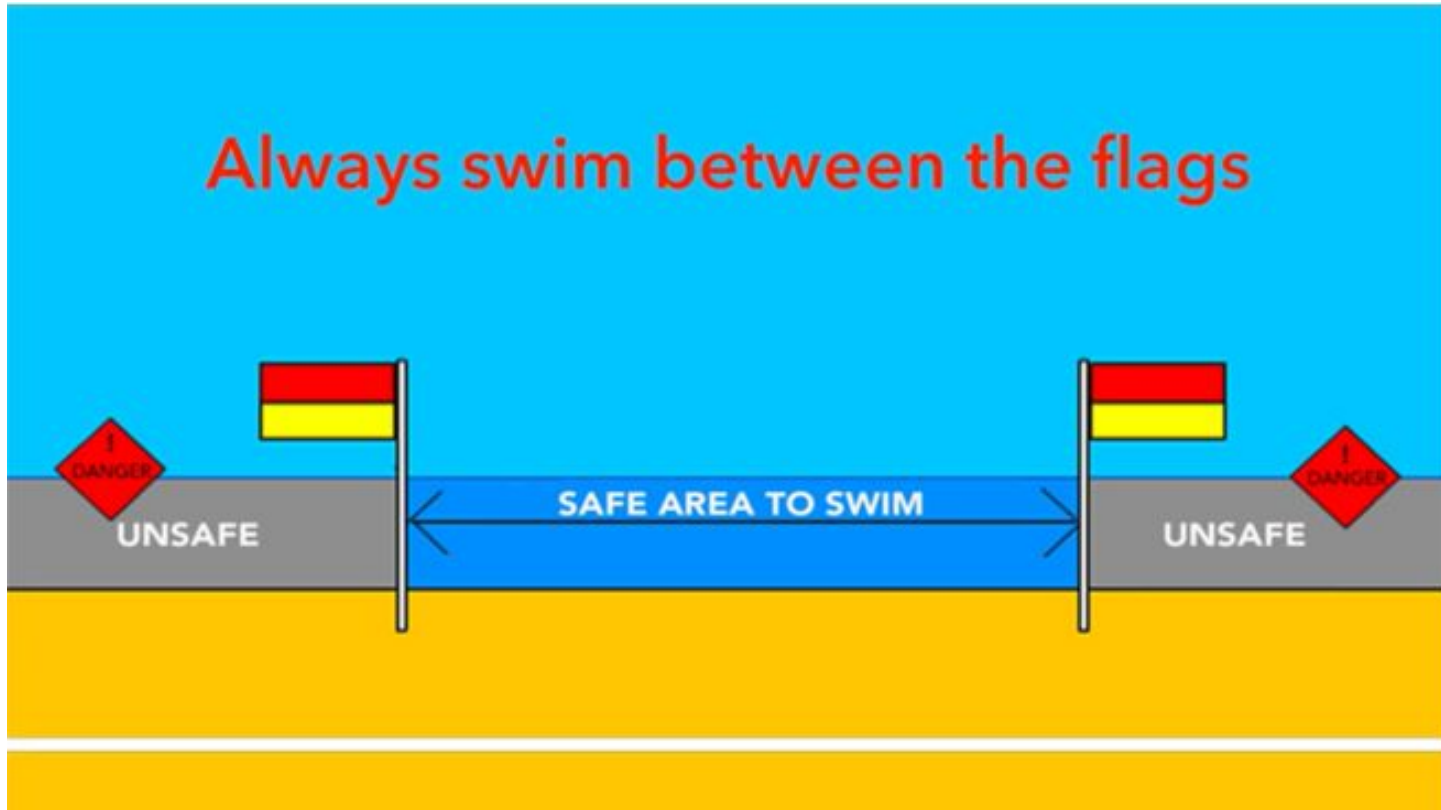
STAY SAFE

- > Obey signs
- > Swim at patrolled beaches
- > Never swim alone





Staying Safe at the Beach



Staying Safe at the Beach





Staying Safe at the Beach



STAY SAFE

- > Obey signs
- > Swim at patrolled beaches
- > Never swim alone





Activity: Test your knowledge of water safety by playing this **Kahoot!** Please type in your first name and the first letter of last name. The results will be published in your Google Classroom. [Click here to play](#)



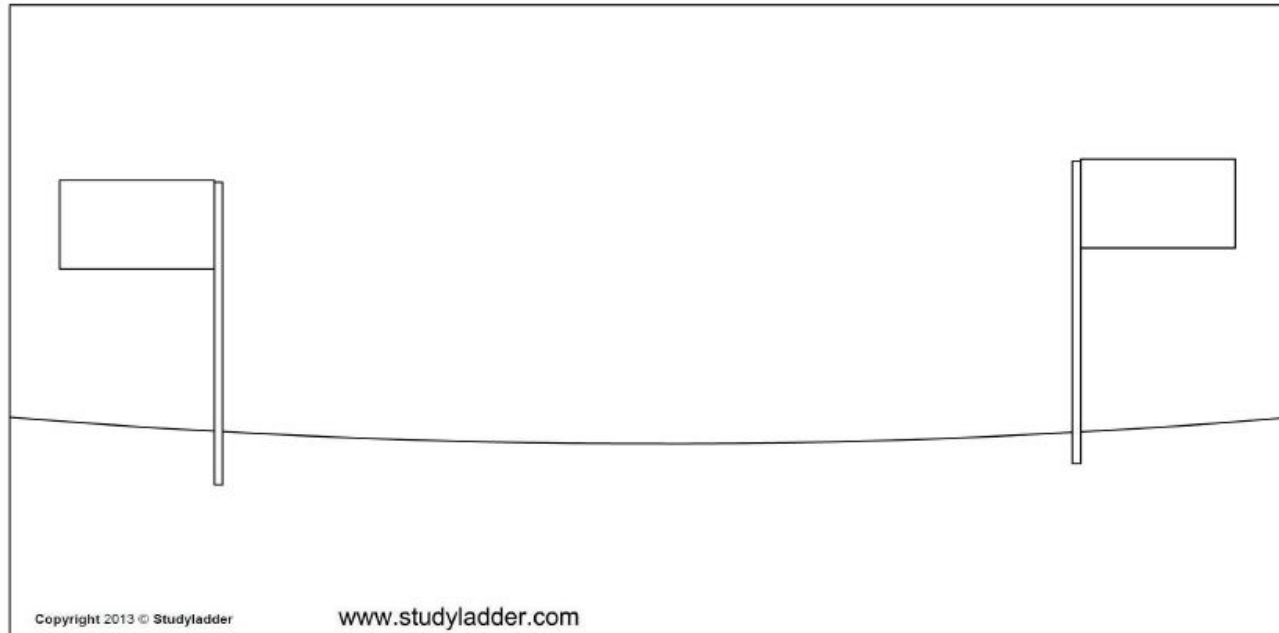


Activity:

Swim Between the Flags

Draw a beach scene with:

1. People eating lunch on the sand.
2. Children playing on the sand.
3. People swimming safely between the flags.





Staying safe when in and around water

Reflection: Discuss with an adult one thing you learnt today about how you can stay safe around water in the pool or at the beach.



Kearns PS Online Learning – Stage 1

Daily Lessons



Friday

Student resources

Friday Week 10



Day

Friday

Happy Wellbeing Day!

Wellbeing means being healthy, hopeful and comfortable. Learning is a part of good wellbeing, but sometimes it's good to take a break. Today I will not be posting or marking any work. You will still need to check in and upload a picture of you completing one activity from the grid on the next slide.

We would like you to limit your screen time today and encourage you to go outside, play and spend time doing something you enjoy. Take some time to refresh, look after yourself and *smile!*



*Remember to check in on
Google Classroom*

Wellbeing Day Week 10

Design: a pirate character or cartoon with items you have around your house.

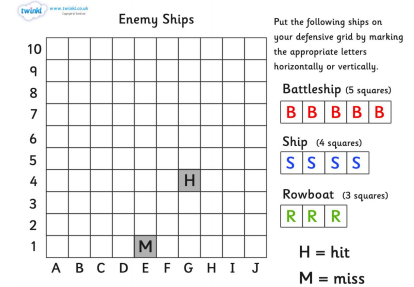


Create: a pirate hat from recycled materials around your house..



Read: a pirate story.
 Click on the following links
 "Pirates Love Underpants" By Claire Freedman and Ben Cort
<https://video.link/w/Xvg7c>
 "Pirate Penguins" By Frank Rogers
<https://video.link/w/qwg7c>
 "Five Minutes to Bed!" By Richard Dungworth and Sharon Harmer
<https://video.link/w/Nwg7c>
 "Teatime for Pirates" By Richard Dungworth and Sharon Harmer
<https://video.link/w/yxg7c>

Design: a pirate game board that you can play with your family.



Build: your own pirate ship using materials you have at home. This could include a cardboard box, paper and sticky tape.



Make: a find-a-word using pirate words. You can find a template [here](#), or create one in your book



Get Active: Create a dance routine to one of your favourite songs. You might want to include some pirate moves to keep with the theme.



Cook: With the help of an adult, make a snack that a pirate would enjoy while sailing on the sea.



Theme: Talk Like a Pirate

*Upload photos and videos of your
Wellbeing activities to Google
Classroom*

