

Monday Week 7 – Stage 1

Student activity resources



English

Student resources

Monday- Spelling

Learning Intention: Learn to double the final consonant before adding **ed** or **ing** if it is preceded by a vowel.

Success Criteria:

- I can explain the spelling rule
- I can spell words correctly when I add **ed** or **ing**

Task a

Activity- Spelling



Double the final consonant before adding **ed** or **ing** if it is preceded by a vowel.

E.g. hop  hopping. Double the **p** before adding **ing**

Double the consonant before adding **ing** to the following words.

slip

sit

swim

chat

plan

stop

rub

shop

Upload your work to Google Classroom



Task a

Activity- Spelling

Add **ed** to make the **past tense** of these words. Don't forget to double the final consonant.

E.g. hop  hopped

clap

grab

stop

skip

drag

trot

jump

wink

Upload your work to Google Classroom

Information Report

Learning Intention- To be able to locate important information in a text or video.

Success Criteria

- I can find information that will help me understand the topic.

Task b

Activity- Writing

Watch the video for information about the **platypus** and complete the table on the next slide. You can also read the information on the next slide.

<https://www.yout-ube.com/watch?v=-3x1rQ90wGM>

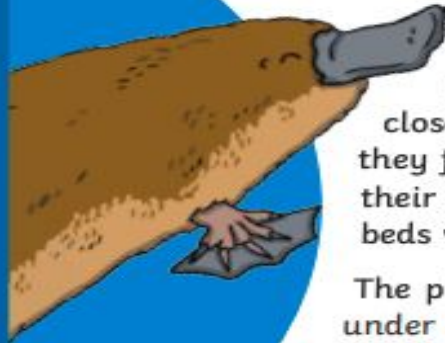


Platypus

The platypus is a semi-aquatic mammal found in small rivers and streams in Queensland, New South Wales, ACT, Victoria, South Australia and Tasmania.



It is duck-billed, has a beaver-like tail, has otter-like fur and webbed feet. Platypus are monotremes, which means they lay eggs instead of giving birth.



Platypus are nocturnal, which means they come out at night or at twilight to feed. They close their eyes and ears when under water. When they feed on worms, insects and crayfish, they use their sense of electroreception and dig up the river beds with their bills.

The platypus is an excellent swimmer. It can stay under water for around 30 seconds before coming up for air. The average length of a male platypus is 50cm and the average length of a female is 43cm. They can weigh between 1 and 2.4kg. Their predators include snakes, water rats, hawks, owls, eagles and sometimes crocodiles.

Did you know...?

The platypus has been used as a mascot for national events in Australia and is featured on the Australian 20 cent coin.



Task a

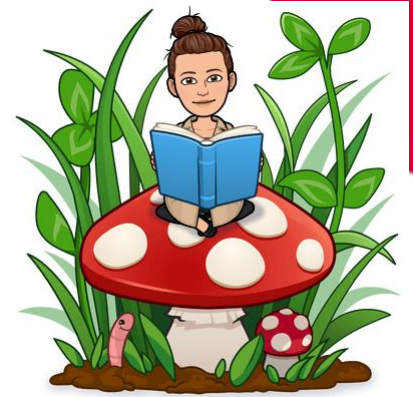
Activity- Writing

After watching the videos and reading the information about the platypus complete the table with the information you have just discovered.

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

Task C

Independent Reading



***Complete an activity on Reading Eggs
Read a book from your PM Readers***

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

Record in your book

Title-

Author-

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?



Check your work

Check you have completed all these tasks

- Task a - Spelling
- Task b – Writing - video and activity
- Task c – Independent Reading
- Reading Eggs
- PM Readers

Reflection

What is something new that I have learned today in English?

Brain Break

Play a game of 'I Spy'





Mathematics

Money



Warm Up: What is the number 10 more and 10 less for the following numbers?

Challenge: What is number 10 more and 10 less for the following four digit numbers?

18 56 24 39 22 54 67 77 99
60 32 71 10 88 90 21 12 34

457 102 127 543 657 452 777 231
536 118 324 576 999 874 234 972

Challenge
1234 4732 5647 2378 4267 9864 7536
6543 9773 6754 7853 9876 6534 3333
7953 8789 2999 3452 4536

Hundreds Chart

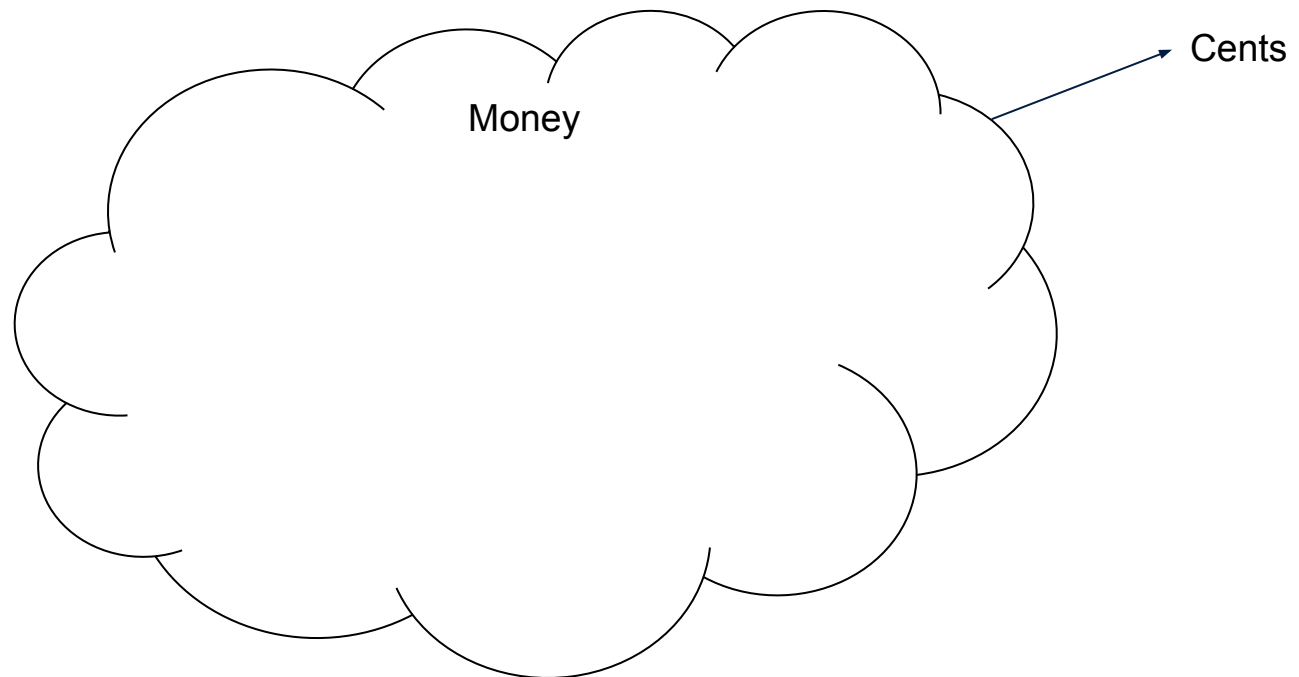
| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



Money - What do you know about money?

Brainstorm everything you know about money. Record your ideas in your book and upload your thinking onto Google Classroom or on the following Jam board

https://jamboard.google.com/d/1cgoLAUY9xqZu34yVPhK_FHaMdSX9T2UINbVDcbEiJuo/viewer?f=0





Money

Learning Intention: To recognise, describe and order coins and notes according to their value

Success Criteria:

I will be successful by:

- recognising and matching coins and notes
- identifying where money is used
- finding the equal amount of money using a combinations of coins and notes





Money - Where do we use money?

Discuss the following questions with a family member

- Why do we need money?
- What do we use money for?
- Where do we use money?





Australian Money

In Australia, we have coins and notes that make up our currency. Currency means our system of money.



Click on the link and watch the following video.

<https://video.link/w/3o75c>





Money - Activity

Sort the following Australian coins and notes in order from the lowest value to the highest value. You will need to draw the coins and notes in your workbooks. **Take a picture and upload it onto Google Classroom.**





Money - Heads or Tails

Heads of a coin

On the heads side of each Australian coin there is a picture of Queen Elizabeth II. It also has the words 'Elizabeth II', 'Australia' and the year in which the coin was made.





Money - Heads or Tails

Tails of a coin

On the tails side of each coin there is an image of something uniquely Australian. The tails side also has a number stamped on it to tell us the value of the coin.





Money Value

Click on the following link and play the matching money game. You can start at level 1 then continue through the levels until it gets too hard.

[ASIC: Money match](#)

In this game you're going to match money cards. First, choose a level.

The screenshot shows a game interface with a yellow header containing the text "In this game you're going to match money cards. First, choose a level." and a speaker icon. Below the header, there are four blue rounded rectangular buttons stacked vertically, each representing a game level. The background of the interface is decorated with various Australian banknotes and coins, including a 10-dollar note, a 20-dollar note, a 50-cent coin, and a 1-dollar coin.

- Level 1**
Matching coins (6 cards)
- Level 2**
Matching coins (12 cards)
- Level 3**
Matching coins and notes
- Level 4**
Matching values

Reflection



Which coin or note is the smallest amount of money?

Which coin or note is the largest amount of money?

Mathletics

Complete an activity on Mathletics

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





PE

Hopping

Follow the link below to watch the episode and join in the hopping fun with Michelle and Theresa.

[GetActive@Home-Episode](#)



Hopping challenges

GetActive@Home

Week 4 - Episode 8

Stage 1

Challenges

Perform the following movement activities changing every 5-10 seconds.

- Running on the spot (fast, slow, high knees).
- V-sits.
- Jumping, quarter turns, half turns.

Mega Challenge

- Using a combination of small and big hops create the outline of letters or shapes on the ground.
- Hop between two markers carrying a piece of equipment or object from one marker to the other.

Creative Challenge

- Combine movements from the first challenge with hopping movements.

Other variations

With a partner try:

- hopping on the spot while another person completes 10 throws of a ball then change roles
- set up a hopscotch court on the ground using chalk
- skip with a skipping rope only using a hop.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD1-4 performs movement skills in a variety of sequences and situations.

PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences.

Sample questions

How do you use your arms to hop higher? (Technical)

How do you land safely? (Tactical)

Why do we put our arms out to the side? (Reinforce)

Teaching cues

Stand on one leg arms out to the side, weight forward (rocket ready).

Bend knee slightly and spring up (rocket explode). Land with knee bent (rocket land).

Equipment

5 small items (small soft toy or bean bags), a marker such as a witches hat or shoe.

Brain Break

Stretch your legs and go for a walk around your house.





Science

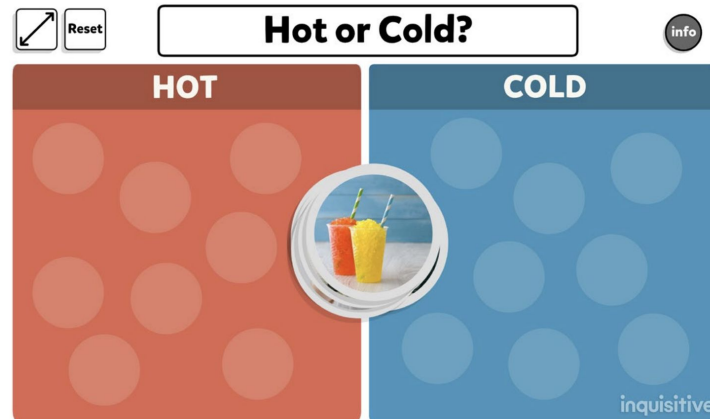
Student resources

Why do things feel hot or cold?

There are many things, both natural and made by people, that are hot and cold.

What things can you find around the house that are hot or cold?

After you look for hot or cold things in your house, have a go at this activity (<http://inq.co/class/29xf> code: 2745) called 'Hot or Cold?'



Why do things feel hot or cold?

When something is hot it gives off heat. We can use our senses to feel if things are hot or cold.

Look at the image of the fire. Think about:

What would you see?

What would you smell?

What would you hear?

What would you feel?



Why do things feel hot or cold?

When something is hot it has a lot of heat energy. We use this heat energy in many different ways.

Look at the images on the right. How is heat energy being used in each picture?



Why do things feel hot or cold?

Heat energy likes to move. That's why hot things, like hot chips get colder. Cold things, like ice-blocks get warmer and melt.

Watch the video of the snowman, and in your workbook, describe what happened in your workbook?



Why do things feel hot or cold?

Experiment time! You'll need a chocolate frog (or chocolate), paper plate and some sun!

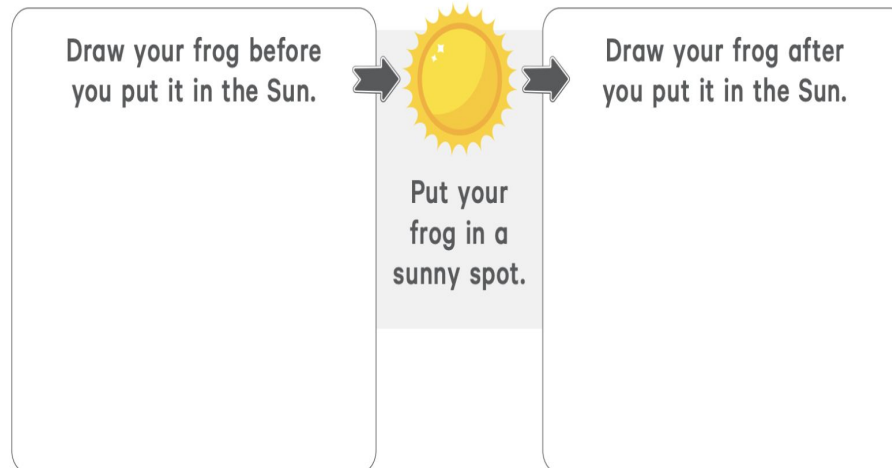
How can we make something warmer?

We can use the Sun to make something warmer.

Predict What do you think would happen to a chocolate frog if you left it in the hot Sun?

I think it will _____

Observe



Evaluate Use your senses to explain the changes in the chocolate frog.

What did it look like? _____

What did it smell like? _____

What did it feel like? _____

Anything else? _____

Explain what happened to your chocolate frog.

| |
|--|
| |
| |
| |

Was your prediction right? _____





Choose one of the words in your box to name your town or suburb

Example

Name: Marvel Town

My town or suburb

Make a list of words for your town or suburb. Make sure you have famous people, Aboriginal words and words about nature.

Example

- Spiderman
- Iron Man
- Mula (Aboriginal for man)
- Hero
- Moral
- Universe
- Moral

My words



Some places are famous because they have big things built in the town. Use the websites to research some of Australia's big icons.

Design a big thing to represent your place.

Upload this onto your Google Classroom. Don't forget to include the name of your town.

A large, empty rounded rectangle with a thin black border, intended for students to draw a 'big thing' that represents their place.



You have all been working so hard.

We are so proud of you for the work you are doing every day.

Give yourself a big pat on the back.

See you next week



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Wednesday Week 7 – Stage 1

Student activity resources



Wednesday

Student resources

Rhyme

Learning Intention: To understand that for a word to rhyme it needs to have the same end sound.

Success Criteria:

- I can give an example of words that rhyme
- I can use rhyming words in my writing

Task a

Rhyme



Complete the following sentences with a rhyming word. Make sure your word rhymes with the word that is underlined.

I think it's great that you lost some _____.

The big hungry bear stole a fat juicy _____.

Jill took her _____ and put it in her pocket.

The frog and the _____ went for a _____.

Can you walk and _____ at the same time?

I'll know the time when I hear the clock _____.

My friend Fred is working in the _____.

Upload your work to Google Classroom

Handwriting

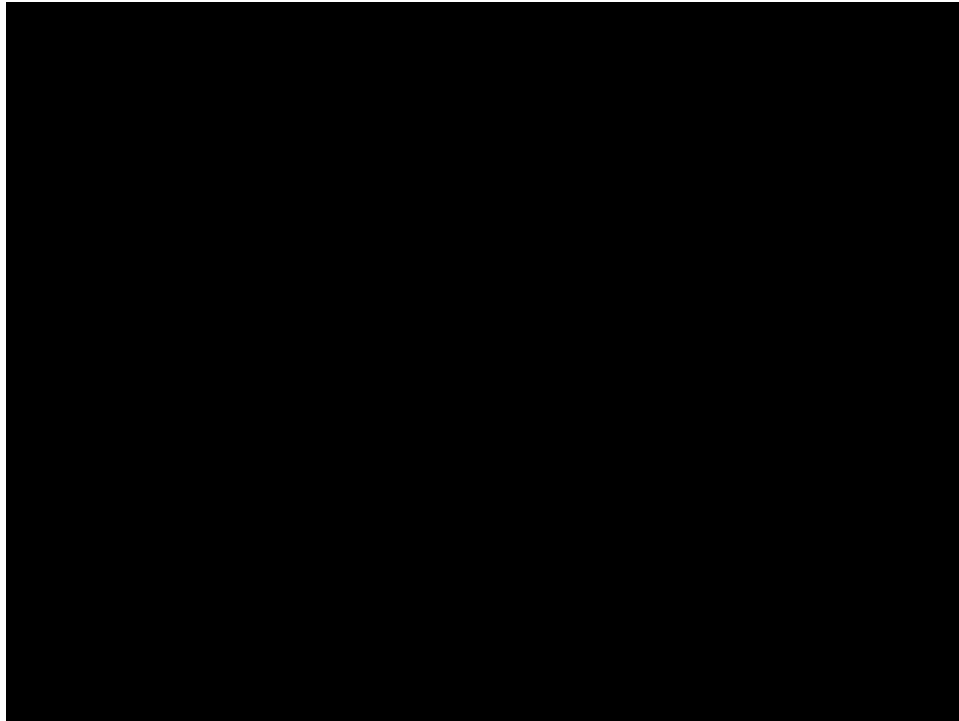
Learning Intention- To be able to form the correct letter shapes in my writing.

Success Criteria

- I can write the tall letter b correctly
- I can write the long letter p correctly
- I can write the capital letter B correctly
- I can write the capital letter P correctly

Handwriting

Video Lesson



Task c

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) Rhyme
- b) Handwriting
- c) Independent Reading
- d) Reading Eggs
- e) PM Readers

Need help? Remember to ask your teacher!

Reflection

Can I think of other ways I can practise my handwriting? E.g Write in the sand with my finger.

Are there other letters that I need to practise to improve my handwriting?

Brain Break

Draw or colour in a picture.





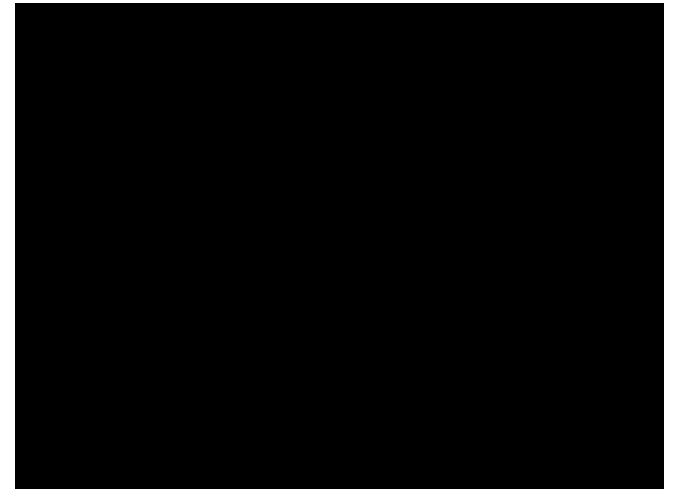
Mathematics

Money

Warm Up: Number talks

What do you know about this total amount of money?

Press play on the video to find out what to do.



Warm Up: Number talks

What do you know about this total amount of money?





Money

Learning Intention: To recognise, describe and order coins and notes according to their value

Success Criteria:

I will be successful by:

- recognising and matching coins and notes
- identifying where money is used
- finding the equal amount of money using a combinations of coins and notes





Money

Click on the following link and view the following video.

<https://video.link/w/Fo75c>





Money - skip counting money

Skip count by 5s, 10s to find the total amounts of money each student has. Remember to write cents (c) after each amount. Upload your answers to Google Classroom.

Mohammed has

Millie has

Marcus has



Money - skip counting money

Skip count by 5s, 10s to find the total amounts of money each student has. Remember to write cents (c) after each amount. Upload your answers to Google Classroom.



Mara has



Mickey has



Mia has



Money - skip counting money

How much money? Use your skip counting skills to find the total amount.
Upload your answers to Google Classroom.

a

Four 20-cent coins are shown in two rows of two. A red rectangular box is provided for the answer.

b

Twelve 20-cent coins are shown in three rows of four. A red rectangular box is provided for the answer.

c

Five 50-cent coins are shown in two rows: three in the top row and two in the bottom row. A red rectangular box is provided for the answer.

d

Five 20-cent coins are shown in two rows: two in the top row and three in the bottom row. A red rectangular box is provided for the answer.

Reflection



How much money do I have?



Mathletics

Complete an activity on Mathletics

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





PE

Dancing

Follow the link below to watch the episode and join in the dancing fun with Michelle and Teresa.

[GetActive@HomeEpisode](#)



Dancing challenges

GetActive@Home

Episode 3 - Dancing

Stage 1

Challenges

- Start an omelette - March on the spot, hands in then out (add the eggs).
 - Step from one foot to the other, wave hands in the air (add the cheese).
 - Heel tap alternate feet, turn around (add the tomatoes).
 - Step to the side, scoop hands out and around (gather the spinach).
- Prepare the omelette, add the following movements:
 - Hands in/out then around (whisk the eggs).
 - Hands up high then move back and forth (grate the cheese).
 - Double clap of the hands (dice the tomatoes).
 - Add a bounce to the step when 'gathering the spinach'.

Mega Challenges

- Make the omelette - Change the speed by calling: 'sleep in Sunday' (slow), 'all day breakfast' (medium), 'on the go' (fast).
- Create a new move such as: punch your hands in and out (add the chilli), step forward and twist a leg inwards (smash the avocado).

Other variations

With a partner try:

- making different movement combinations
- add a piece of sports equipment to the movement sequence
- go slower or faster make it easier or harder.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD1-4 performs movement skills in a variety of sequences and situations.

PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences.

Sample questions

In what order do I perform each movement?

What are the teaching cues for each movement?

How does the music influence how I move?

Teaching cues

Whisk the eggs.
Grate the cheese.
Chop the tomatoes.
Gather the spinach.

Equipment

A variety of music across a range of tempos.

Brain Break



See how long you can skip for using a skipping rope. Can you beat your time from yesterday?



Kearns PS Online Learning Creative and Practical Arts Stage 1

Week 7



Learning Intention

We are learning to see flowers are different shapes, sizes and colours.

Success Criteria

I can:

- look closely at flowers and see differences in them.
- create a flower or bunch of flowers using collage.

Here are some pretty vases of real flowers



Which is your favourite and why?

We can see that no two vases are exactly the same.

These are some things that make them different.

colour
shape
size
height
number

Collage is a technique used by artists to create art, they tear or cut paper to use and arrange it by gluing onto a page



Go for a hunt to find some coloured paper around your house.

Here are some suggestions....

- Magazines
- Wrapping paper
- Coloured paper
- Newspaper
- White paper and pencils or textas to make your own

- Your job now is to get a blank piece of paper or a page in your workbook.
- You are going to create a flower or vase of flowers by tearing or cutting (make sure you check with an adult before you cut) paper to make your artwork



(NB I couldn't find any brown coloured paper at home so I coloured a piece of white paper with pencils)

- Arrange your cut paper on a blank piece of paper or in your workbook.
- Upload a photo of your work to your Google Classroom



Thursday Week 7 - Stage 1

Student activity resources



English

Student resources

Information Report

Learning Intention- To be able to locate important information in a text or video.

Success Criteria

- I can find information that will help me understand the topic.

Task a

Reading Response



Read the Information Report about 'Road Safety' and answer the questions on the next slide

Road Safety.

Let's learn to cross the road safely. Cars move very quickly. You need to cross the road in a safe place. A pedestrian crossing is a safe place to cross the road. First stand at the kerb. You need to be sure the drivers can see you. Check the road in both directions to see that the cars are stopping for you. Some drivers might not see you. Do not cross until you are sure they will stop. Walk sensibly across the road. There is no need to run. Always hold an adult's hand if you are younger than ten. Roads near schools can be very busy when there are lots of children about. So road safety controllers sometimes help children cross the busy roads. Remember, if you use crossings properly you can keep yourself safe!

Task a

Reading Response

Complete the questions in your work book.

What is a pedestrian?

What do you do after stopping at the kerb?

Name some safe places to cross the road

Why are roads near schools often busy?

Why should you walk and never run across the road?

Why do you think children under 10 years of age should hold hands with an adult when crossing the road?



Task b

Vocabulary Upload your answers to Google Classroom

Name 5 things



... that **smell** nice!

Name 5 things



... that **feel** soft!

Name 5 things



... that **sound** nice!

Name 5 things



... that are **blue**!

Name 5 things



... that are **red**!

Name 5 things



... that are **green**!

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) Reading Response
- b) Spelling
- c) Reading Eggs
- d) PM Readers

Need help? Remember to ask your teacher!

Reflection

Can I think of ways to safely cross the road?

Brain Break

Take a break and go outside
and enjoy the sunshine





Mathematics

Money



Warm Up: Number talks

What do you know about this total amount of money?





Money

Learning Intention: To recognise, describe and order coins and notes according to their value

Success Criteria:

I will be successful by:

- recognising and matching coins and notes
- identifying where money is used
- finding the equal amount of money using a combinations of coins and notes





Money

View the following video on counting Australian coins.

<https://video.link/w/No75c>



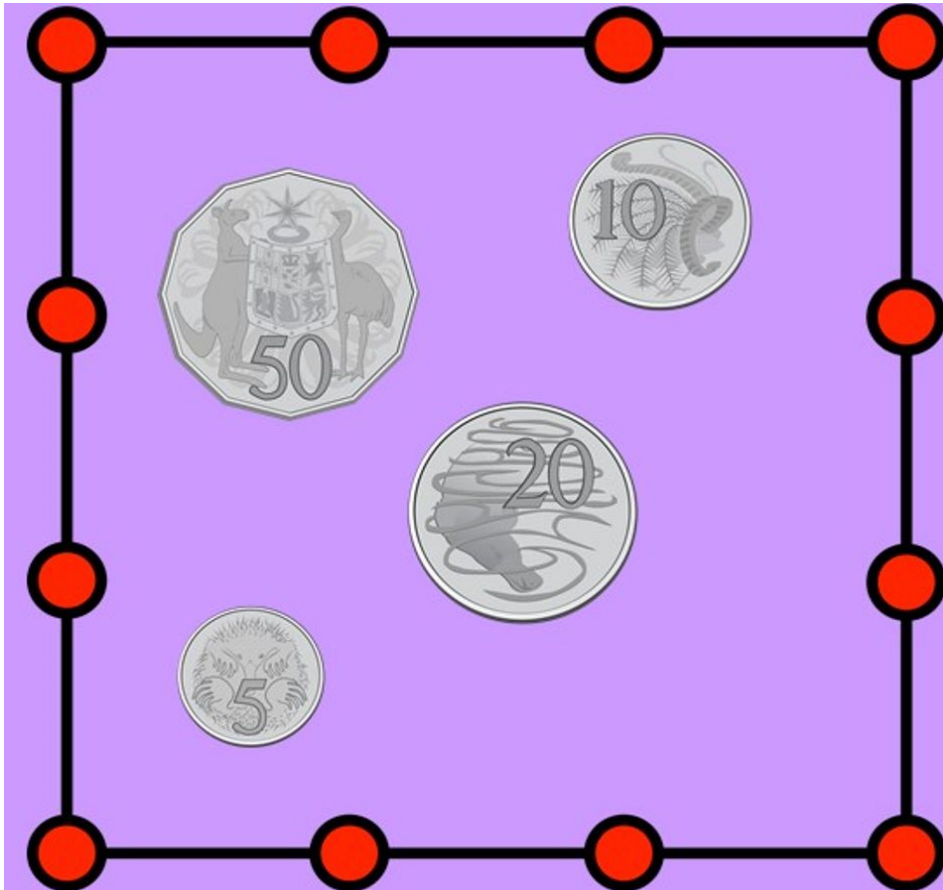


Money - adding money together

On the next few slides, you will see a group of coins. You need to add the coins together and record your answers in your workbook or on the Google doc. Make sure you **upload your answers to Google Classroom.**

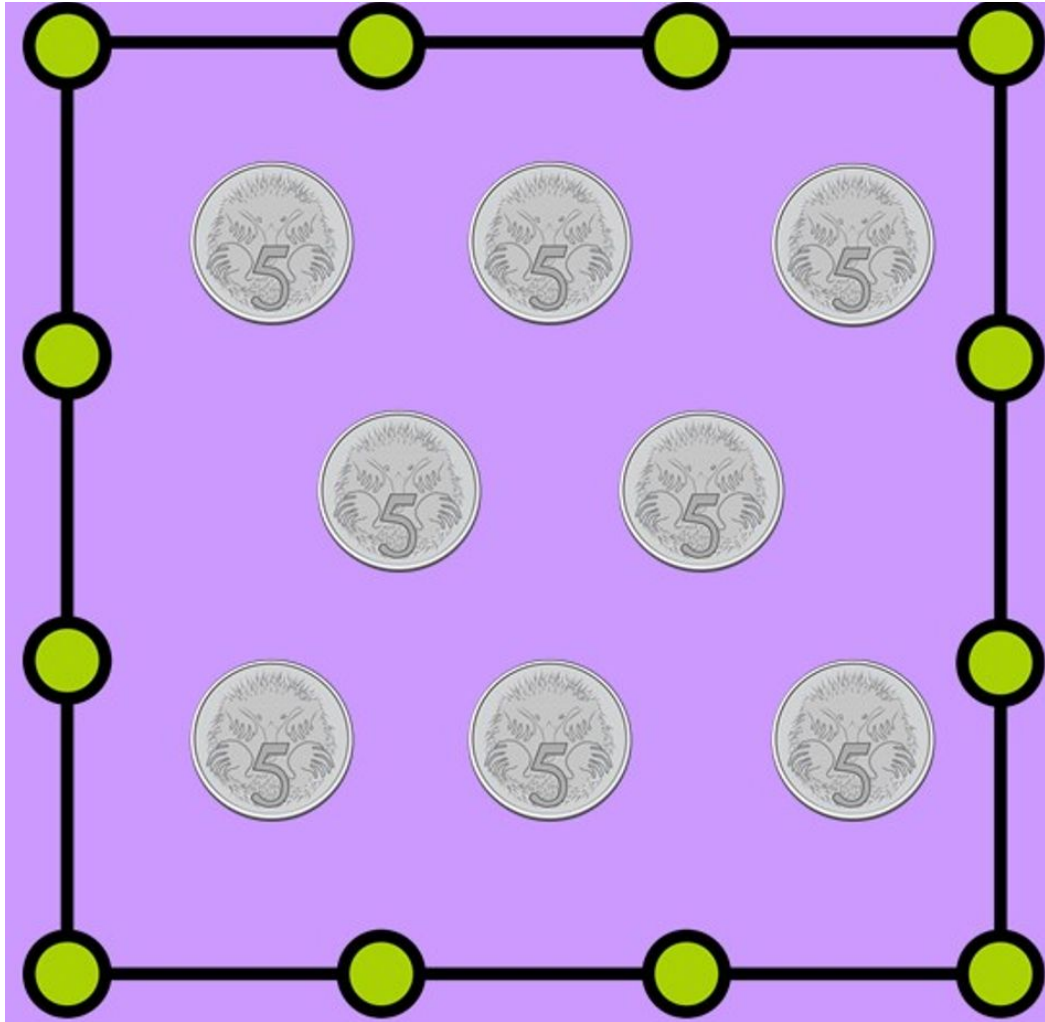


How much money is shown?



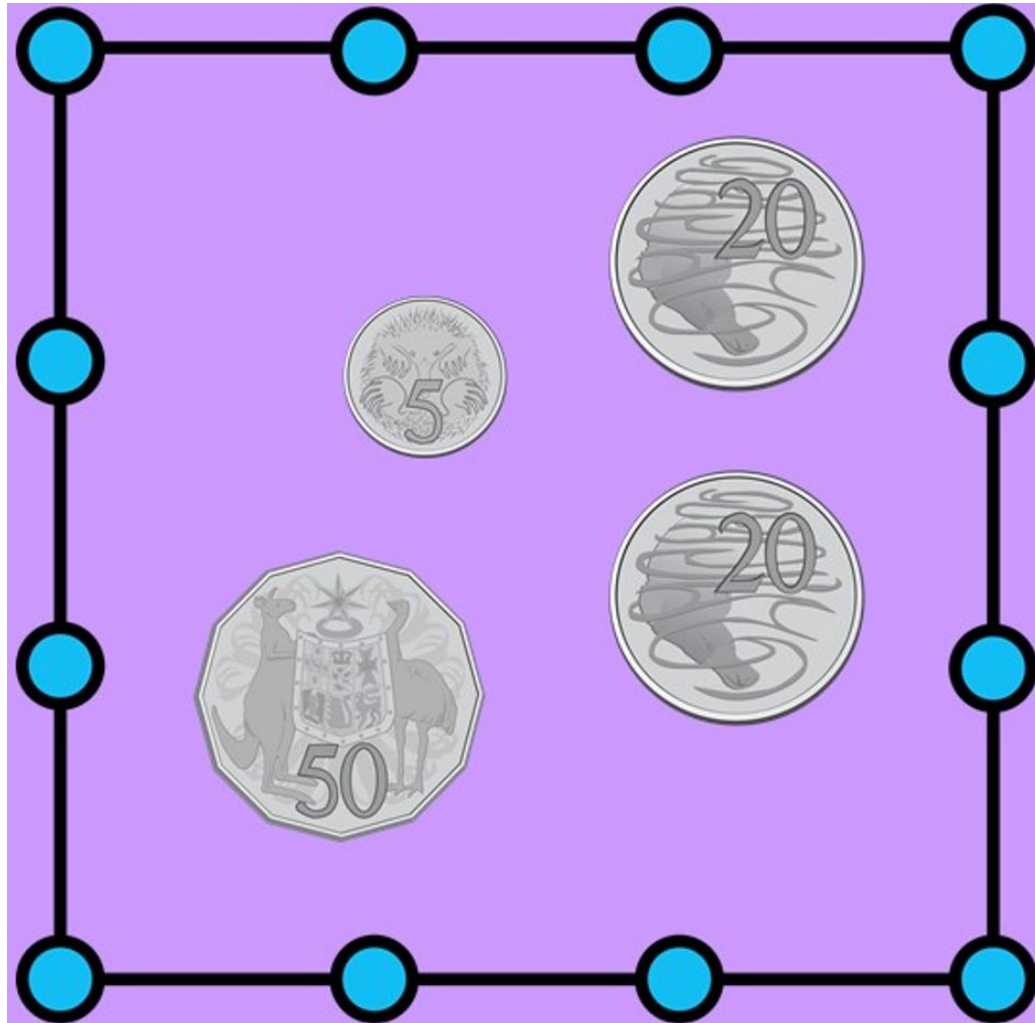


How much money is shown?



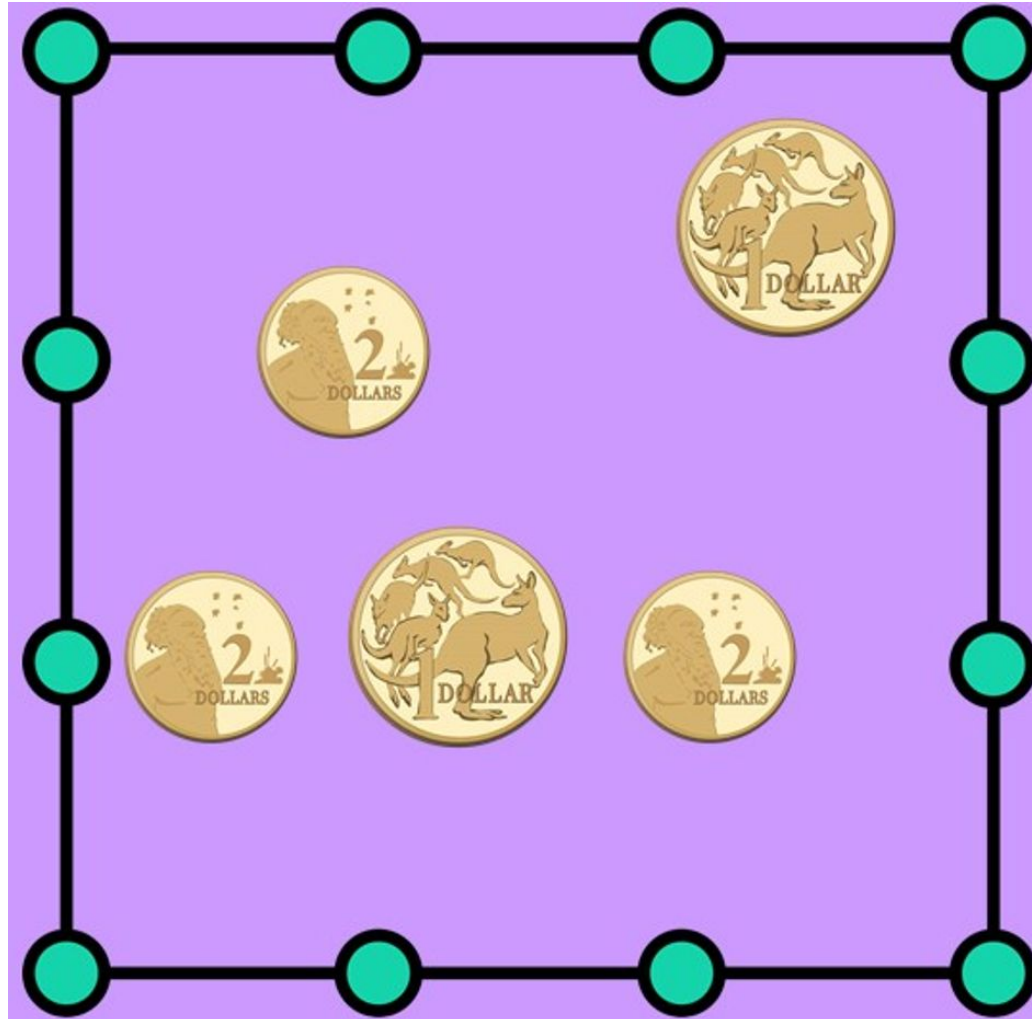


How much money is shown?



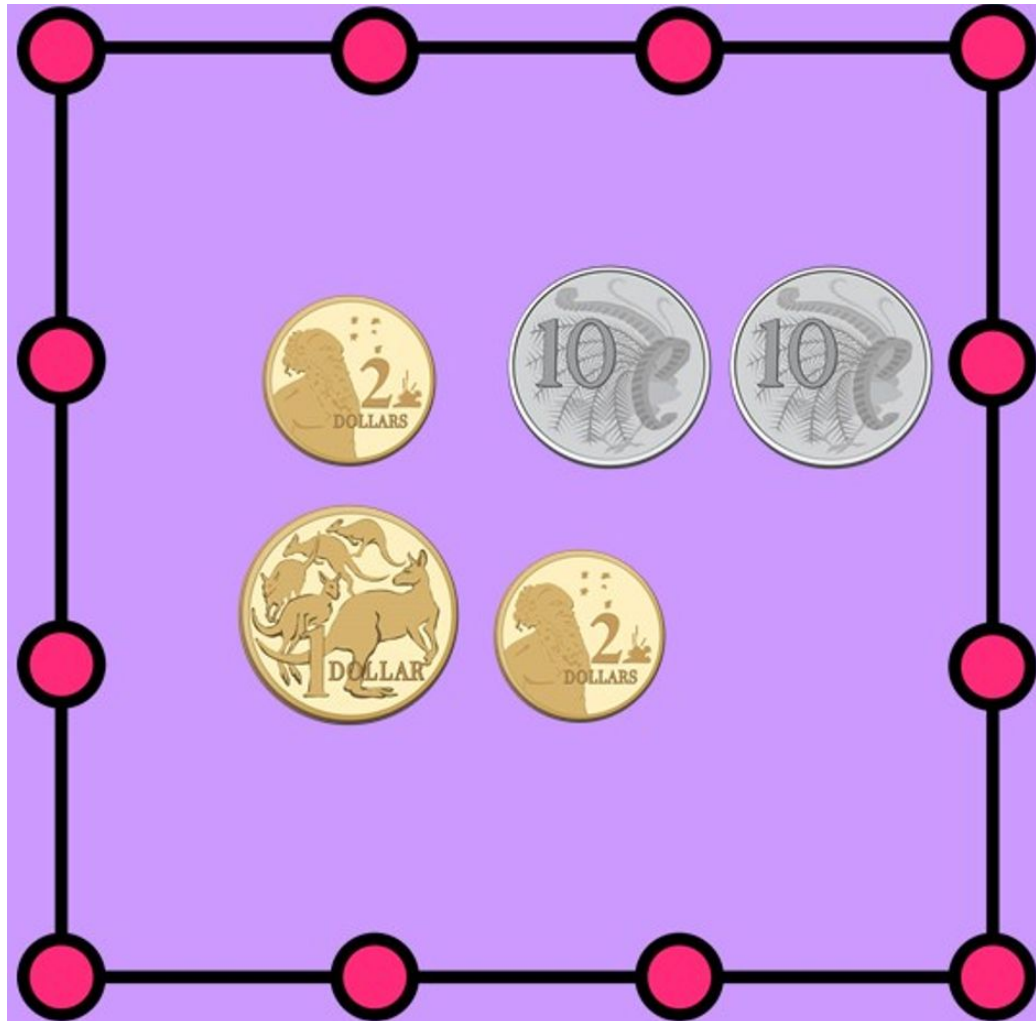


How much money is shown?



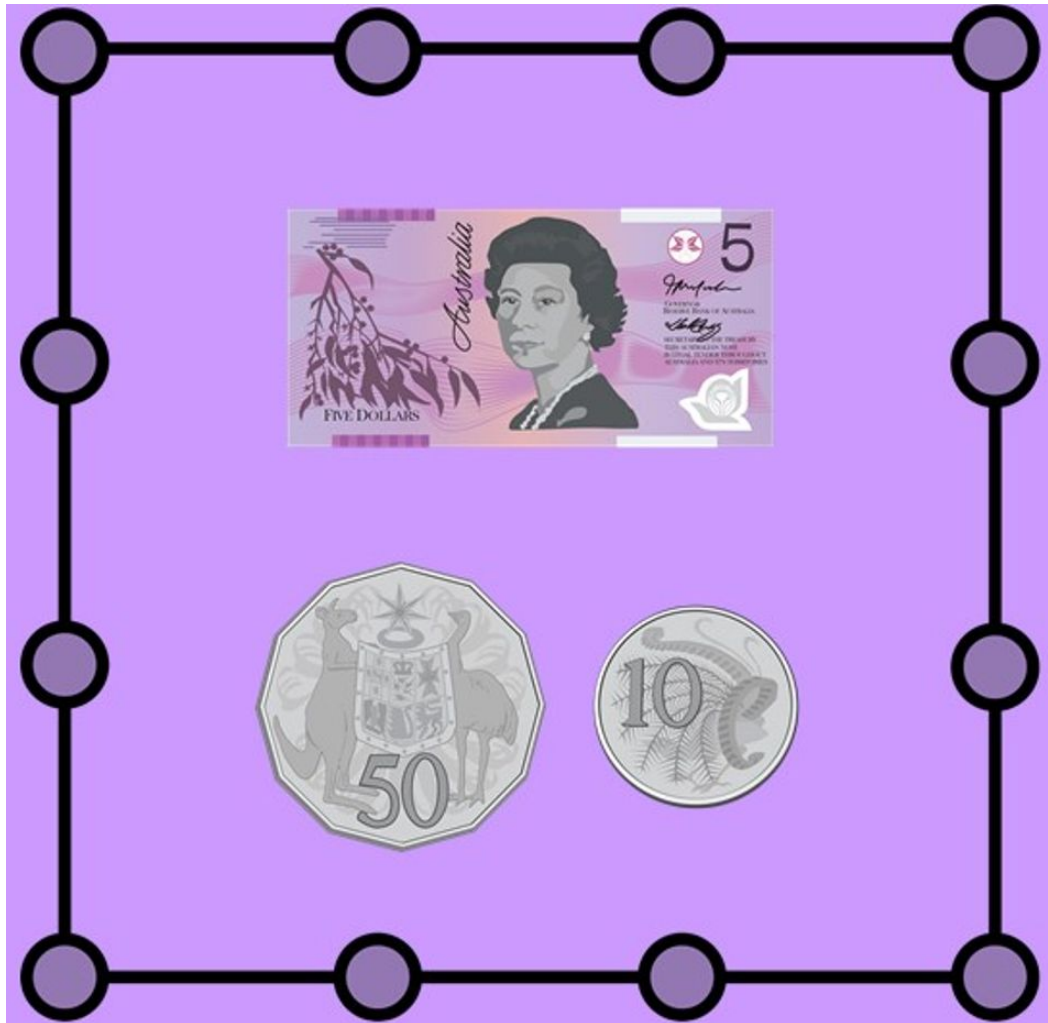


How much money is shown?



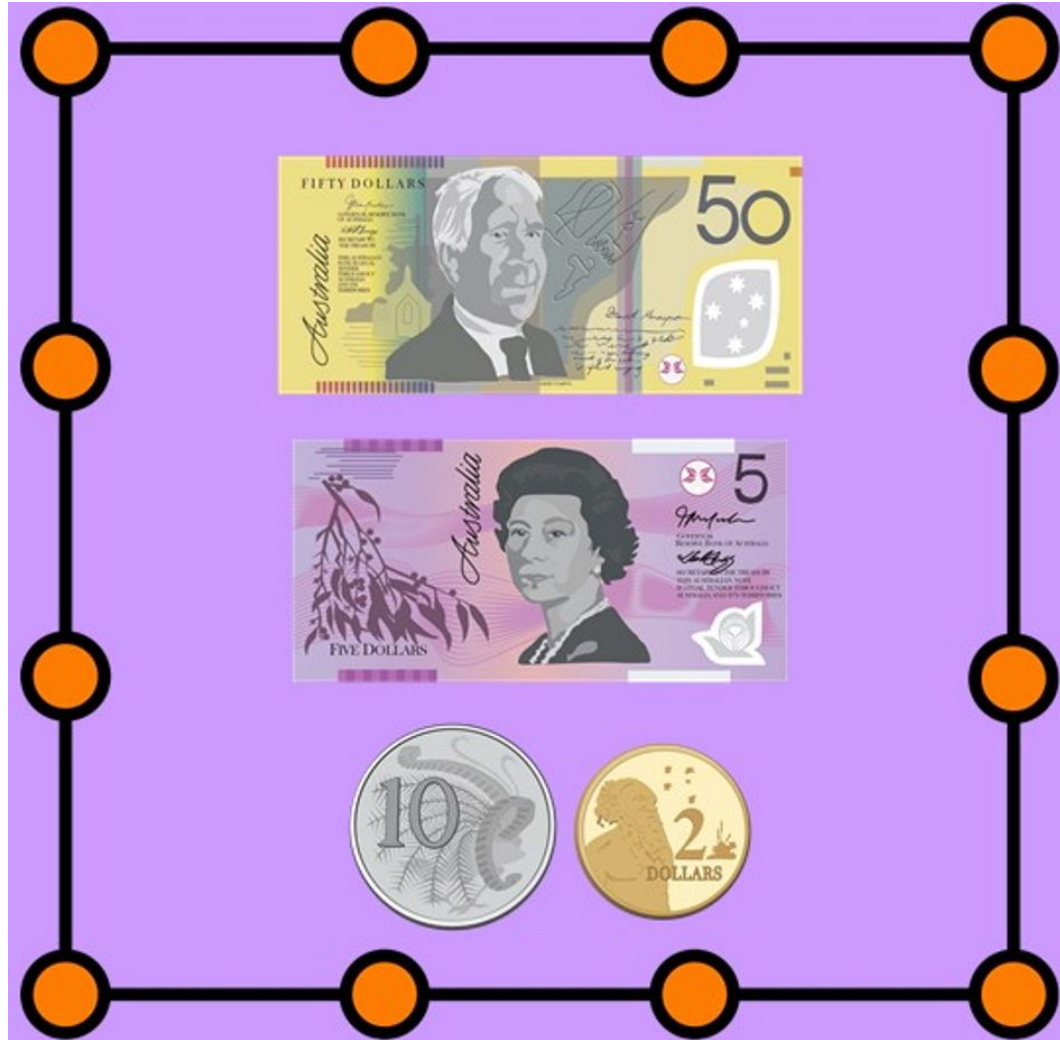


How much money is shown?



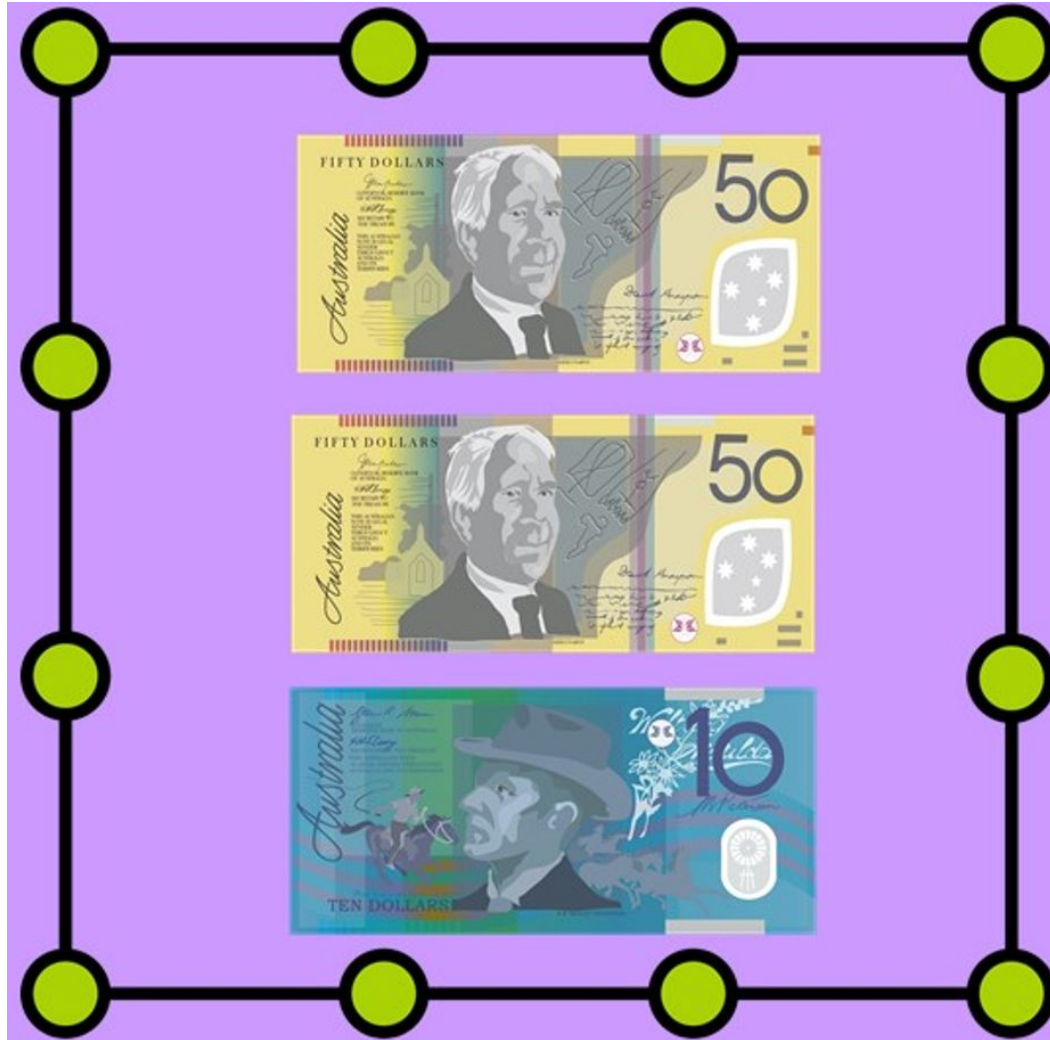


Challenge - How much money is shown?



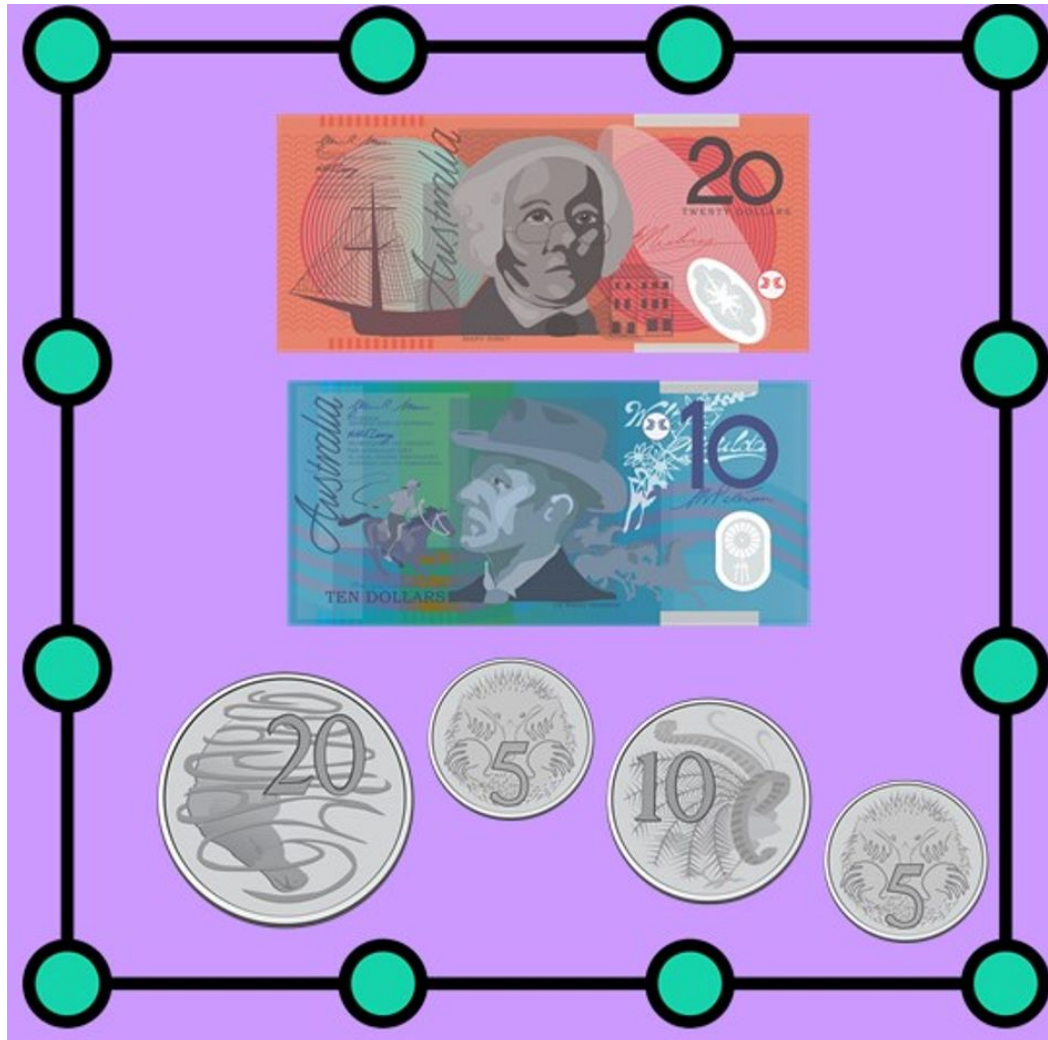


Challenge - How much money is shown?





Challenge - How much money is shown?



Brain Break



See how long you can skip
for using a skipping rope.
Can you beat your time
from yesterday?





PDH - Safety



Staying Safe when Travelling

We are learning to recognise safe decisions when travelling

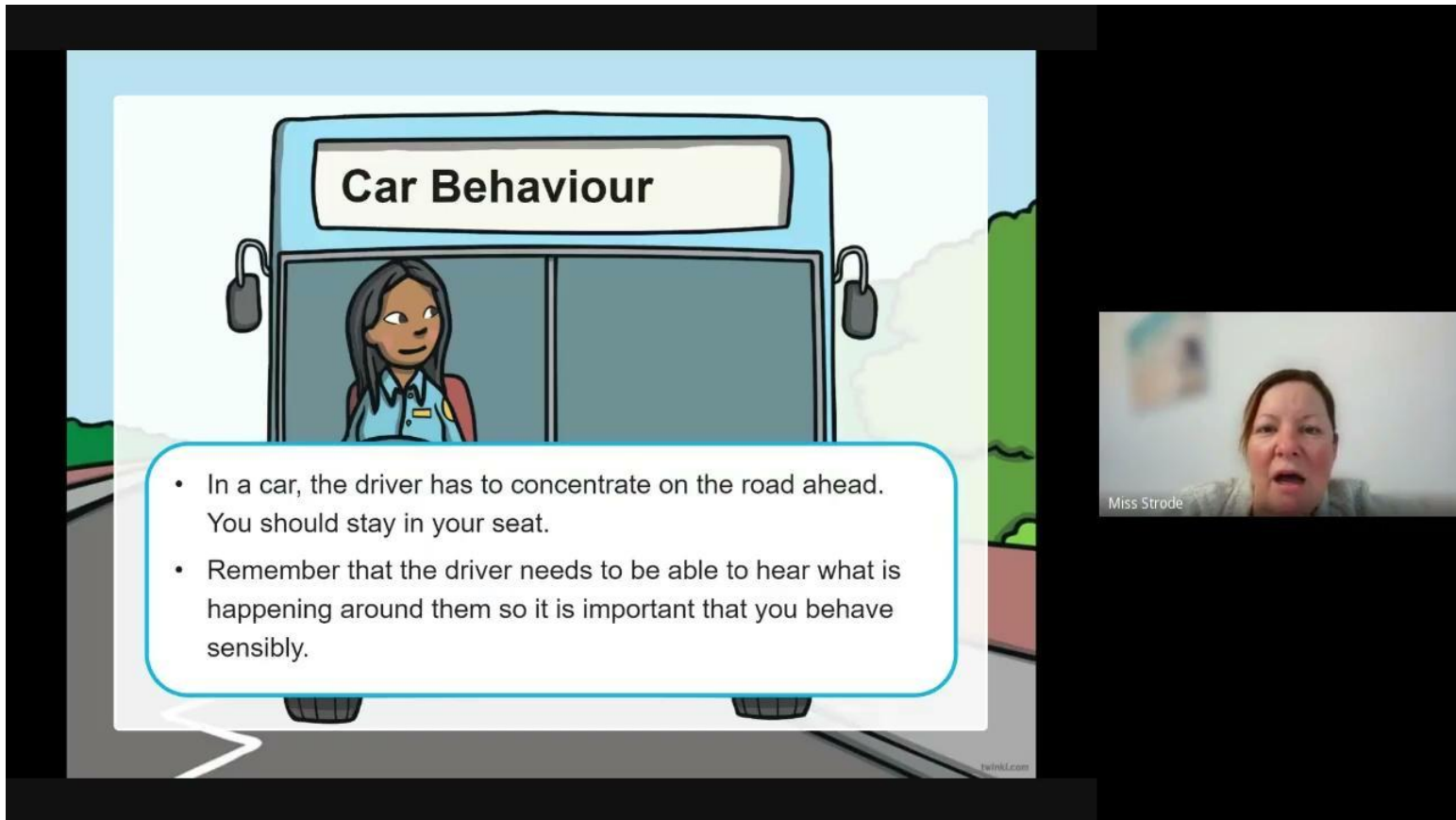
We will learn that we always wear a seatbelt.

We will learn how to behave safely when we are a passenger.



Staying Safe when Travelling

Watch the video below



The video player displays a cartoon illustration of a blue car with a driver. A sign above the car reads "Car Behaviour". A text box in the foreground contains the following text:

- In a car, the driver has to concentrate on the road ahead. You should stay in your seat.
- Remember that the driver needs to be able to hear what is happening around them so it is important that you behave sensibly.

To the right of the main illustration is a small video feed of a woman, identified as "Miss Strode", who appears to be speaking.



Staying Safe when Travelling

Watch the following video to learn more about being a safe passenger.

Click [here](#) to watch - you can stop watching at 2 minutes.





To be safe we need to remember to -

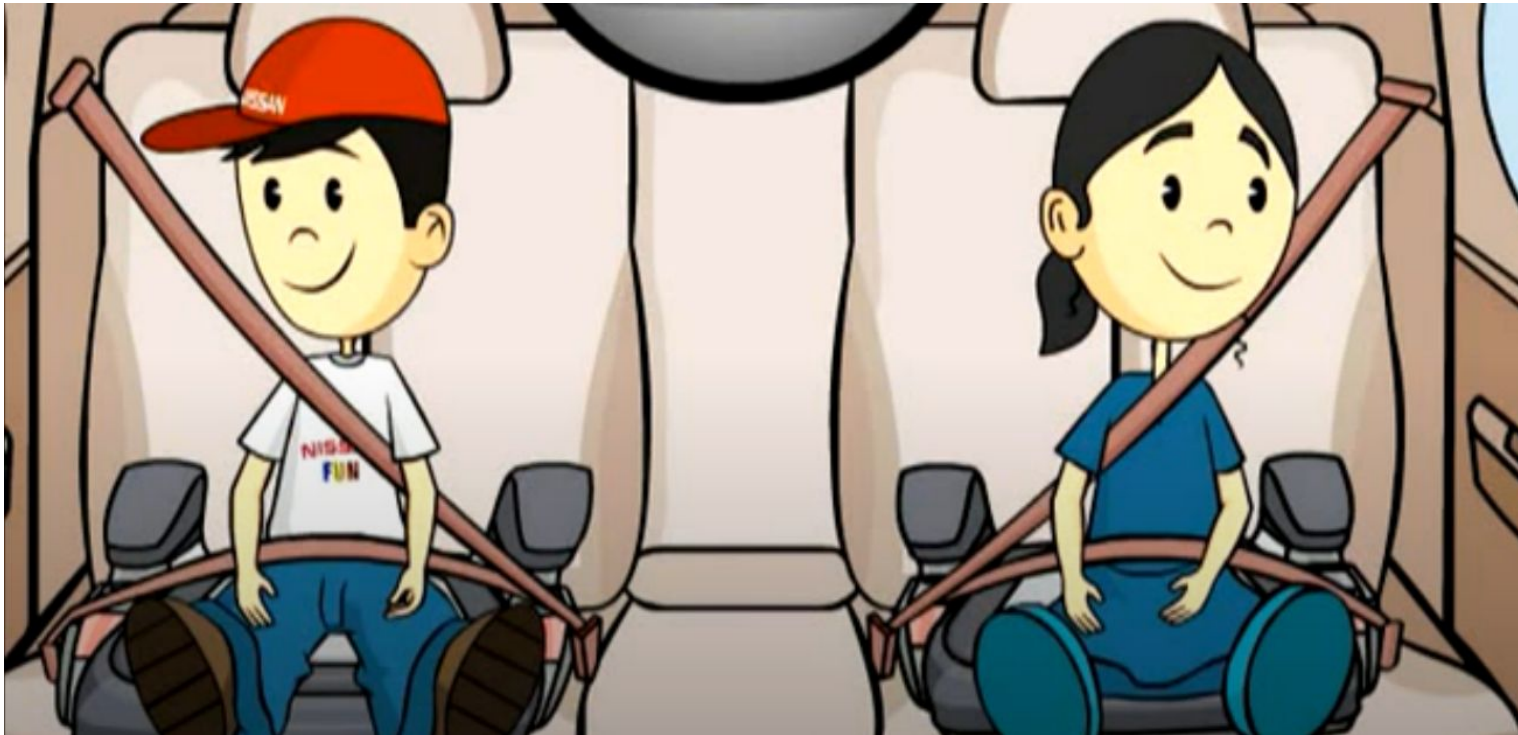
1. Always get in and out of the car on the pavement side.





To be safe we need to remember to -

2. Always wear a seatbelt and make sure an adult checks that it has been fitted properly.



To be safe we need to remember to -

3. Keep quiet and not distract the driver.





To be safe we need to remember to -

4. Keep our arms and head inside the car. This boy is NOT being safe.





To be safe we need to remember to -

5. Always sit in the back and don't share your seatbelt with anyone else.





Staying Safe when Travelling

Watch the video below to see WHY it is important to **click clack front and back** on every trip

The screenshot displays a web browser window with an interactive educational video. The video shows a cartoon child sitting in a car seat. A checklist overlay on the left side of the video lists the following items: bones, organs, skin, clothes, and seatbelt. The 'seatbelt' item is highlighted in yellow. Below the video, a text box says: "We're ready to buckle up safely. Now press on the seatbelt." To the right of the video is a video call window showing a woman labeled "Miss Strode". The browser's address bar shows a URL from "www.safetytow.com.au".





Staying Safe when Travelling

Your turn to play - click the link below -

[Activities | Safety Town](#)

Go to the activity Everybody Buckle Up (see picture below)



EVERYBODY BUCKLE UP

Click clack front and back. To keep safe on every trip, we always need to buckle up. Why is it so important to sit in a child car seat or ...

PASSENGER



Activity: Test your knowledge of passenger 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 tomorrow morning.
[Click here to play.](#)





Optional Activity: Design a Poster

Make a poster about being a safe passenger - include at least one important safety rule you have learnt.





Staying Safe when Travelling

Reflection: Discuss with an adult what you learnt today about staying safe when travelling. What will you remember to do when you are a passenger in a car?



Friday Week 7 – Stage 1

Student activity resources



English

Student resources

Information Report

Learning Intention- To understand the difference between fact and opinion.

Success Criteria

- I can decide if information is fact or opinion.

Task a

Reading Response

Write the sentence and answer in your workbook.

Fact and Opinion

Facts tell us about things that have been proven to be true.

Opinions tell us what someone believes.

Read each sentence carefully to decide if it is a fact or an opinion. Write either, 'Fact' or 'Opinion' next to each sentence on the line provided.

Ice-cream is made with milk.

Dogs are the perfect pet for all families.

Caterpillars turn into butterflies and moths.

Pizza is the most delicious food.

The beach is the best place to be in summer.

Ice melts when left out of the freezer.

Task b

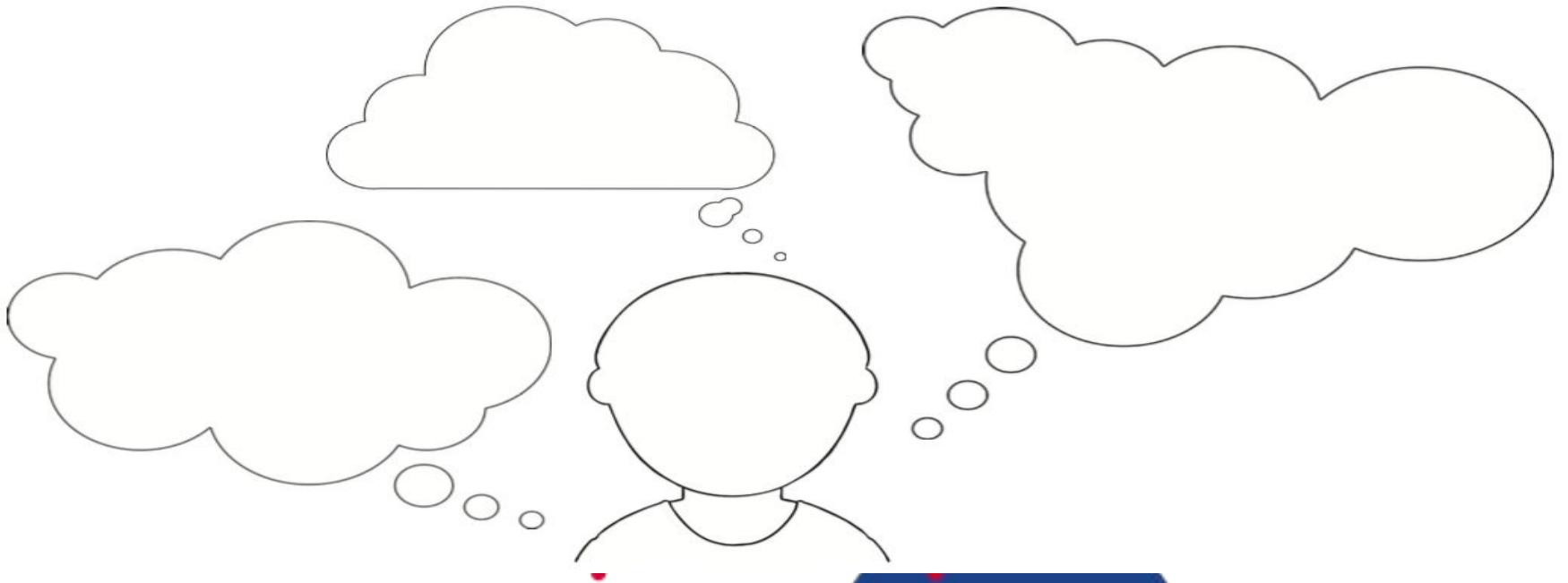
Writing

What makes you happy? Draw some thought bubbles in your work book to help you think of things that make you happy.

Write a short paragraph about all the things that make you happy and draw some pictures to go with your writing. **Upload your work to Google Classroom.**

Things That Make Me Happy

What makes you happy? Have a think and talk about your ideas with a grown-up and your friends. Draw an idea into each thought bubble – you can draw a smiley, happy picture of you too!

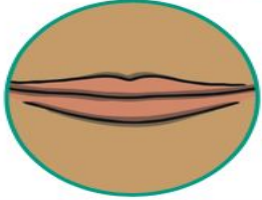


Task c

Vocabulary

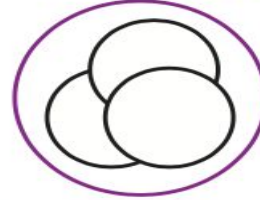
Write 5 words for each. Remember to listen to the sounds to help spell your words.

Name **5** things



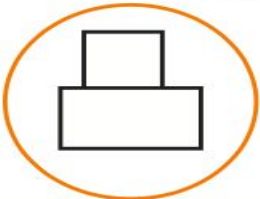
... that taste **sweet!**

Name **5** things



... that are **circular!**

Name **5** things



... that are **rectangular!**

Name **5** things



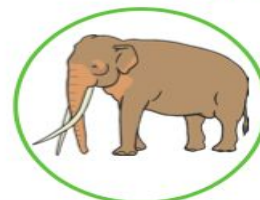
... that are **triangular!**

Name **5** things



... that are **small!**

Name **5** things



... that are **big!**

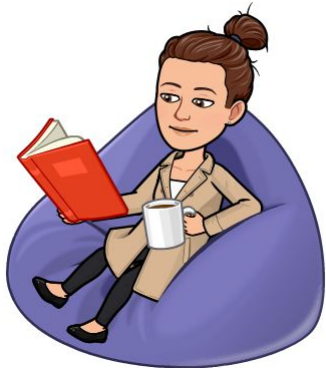
Task c

Independent Reading

Complete an activity on Reading Eggs

Choice 1- Read to self or to an adult. Try reading aloud and using expression.

Choice 2- Listen to a story read by a teacher on the stream



Task d

Book Report

Write a Book Review about the book you have read or the book you have listened to and answer the questions in your work book.

Name of book

Author

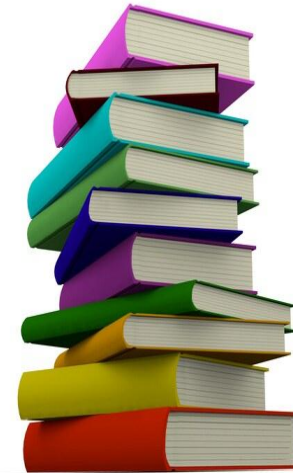
Illustrator

Characters in the book

What was the book about?

What was your favourite part of the book

Did you enjoy the book?



Check your work

Have you completed all the following activities?



- a) Reading response
- b) Writing
- c) Spelling
- d) Independent reading and book report
- e) Reading Eggs
- f) PM Readers

Need help? Remember to ask your teacher!

Brain Break

Take a break and have a picnic outside and enjoy the sunshine!





Mathematics

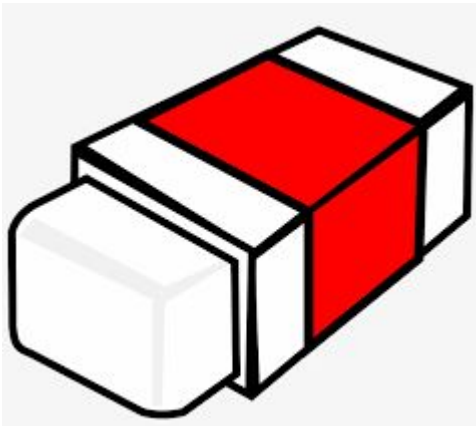
Money



Warm Up: Problem Solving

Solve the following problem

Janet buys a pen for 50c and a rubber for 25c. How much money did she spend?





Warm Up: Problem Solving

Challenge - solve the following problem

Every year, Bella's school holds a disco. In the first year, the disco raised \$150.00 for the school. In the second year, the school raised \$180.00. This year, the disco raised \$210.00. How much money has the school disco raised in the last 3 years





Money

Learning Intention: To recognise, describe and order coins and notes according to their value

Success Criteria:

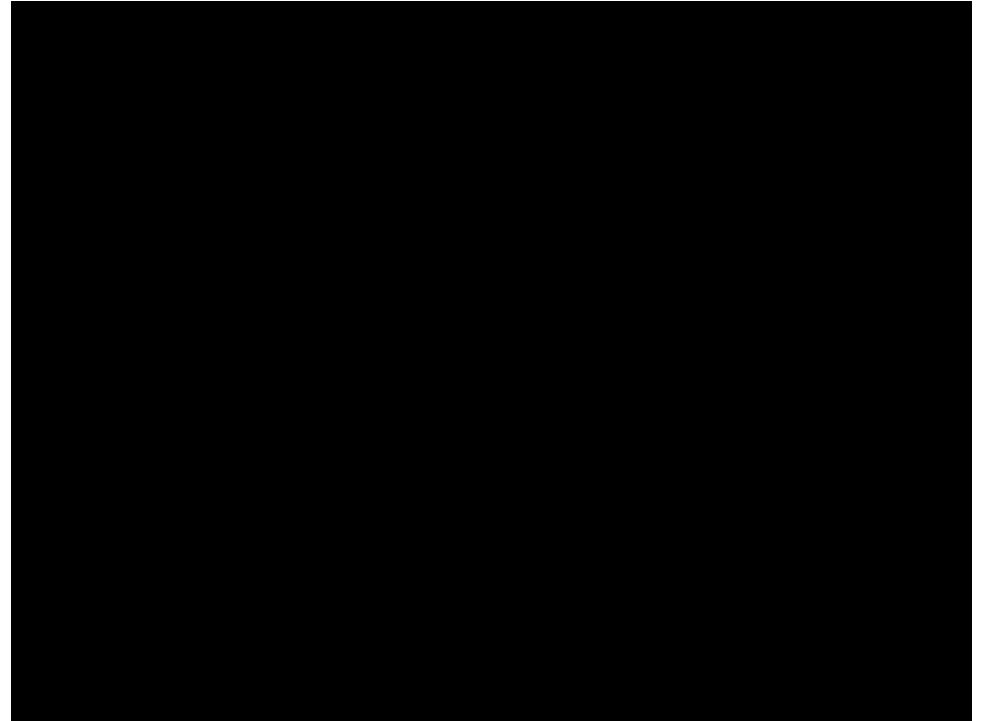
I will be successful by:

- recognising and matching coins and notes
- identifying where money is used
- finding the equal amount of money using a combinations of coins and notes



Money - Make the Total

If my milk and bread costs \$5.60, how can I pay for it?

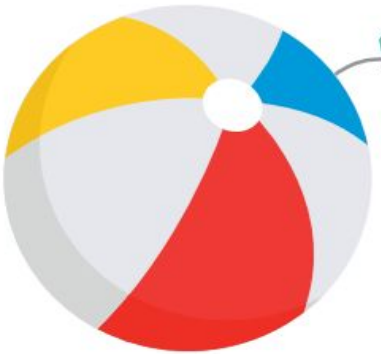


Press play to view the video



Money - Make the Total

If the beachball costs \$2.75, how can I pay for it? Can you think of two different ways to make its total using coins?



Method 1

Method 2

Draw the coins or write the coins in your book and **upload your work to Google classroom**



Money - Make the Total

If the teddy bear costs \$4.95, how can I pay for it? Can you think of two different ways to make its total using coins?



Method 1

Method 2

Draw the coins or write the coins in your book.



Money - Make the Total

If the car costs \$56.15, how can I pay for it? Can you think of two different ways to make its total using coins and notes?



Method 1

Method 2

Reflection



Using everything that you have learnt about money this week, what is something you still need help with?

Upload your answer onto the Google Doc

Mathletics

Complete an activity on Mathletics

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



Brain Break

See how long you can skip for using a skipping rope.





PDHPE

Fit Futures

Watch the following video and join in with Fit Futures.

Link is below

[Dance Stage 1 - Week 5](#)

