

Monday Week 5 – Stage 1

Student activity resources



English

Student resources

Common and Proper Nouns

Learning Intention: To understand the difference between a common noun and a proper noun.

Success Criteria:

- I can give an example of a common noun
- I can give an example of a proper noun
- I can describe the difference between a common noun and a proper noun.

Monday

Task a- Grammar

Is it a Common Noun or A Proper Noun?

Watch the link below and complete the activity on the next slide.

<https://www.youtube.com/watch?v=8WY4hhpJVDk>





Task b

Activity

Sort the words under the heading of Common Noun or Proper Noun in your book or on a google doc.

Kearns, chair, pencil, Sally, Macarthur Square, grass, bird, Ms Phillips, Australia, beach, Monday, book

Common Noun

Proper Noun

Can you add your own words to the list?

Upload your answers to Google Classroom

Task

Reading Response



What is an Informative text?

Look at the following images and discuss with an adult-
Which one do you think is giving you information?

Which one is telling a story? Give reasons for your choice.

INCLUSIVE COST

With first-class rail and reserved seats	With second-class rail and reserved seats
£13-13-0	£11-11-0

CHRISTMAS TOUR ONLY

£14-3-6	£12-1-6
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(If sleeping berths required—first-class only—19/- extra with wrap)

ARRIVAL IN SYDNEY

When you arrive in Sydney, watch for the Representatives of the New South Wales Government Tourist Bureau. Please remain at your seat until you are advised by this Representative. A car will be available for your transfer to Wallingford Mansions. Food and drink are provided for reception. The driver will pay the driver's fee. A second couple is included in your fare for the return trip.

SYDNEY FERRIES TICKET

This ticket, which is valid for 7 days, provides transport by all Sydney ferries with the exception of the Manly Ferry Co. Ltd. which is a special regular ferry trip may be made to Manly Bay, Cremorne, Petersham, Circular Quay, Taronga Zoo Park and Linn Park. Linn Park Ferry, City of Sydney's Ferry, may be reached by ferry from No. 1 Ferry, Circular Quay; the Taronga Zoo Park (including the Zoo) by ferry from No. 1 Ferry, Circular Quay; and the Manly Ferry from No. 1 Ferry, Circular Quay. The morning trip leaves Circular Quay at 8.15 a.m. on Tuesdays and Thursdays and the evening covers the picturesque reaches of the Lane Cove and Petersham Rivers. The afternoon trip leaves at 2.15 p.m. on Tuesdays and Thursdays and covers the route between the rocks and bays of the busy Middle Harbour.

HANS CHRISTIAN ANDERSEN'S
FAIRY TALES

WITH
ILLUSTRATIONS BY HANS TEGNER

Roald Dahl
The BFG

illustrated by Quentin Blake

NEWS

Task C

Independent Reading



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

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

Write 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 - Grammar video and activity
- Task b – Reading Response
- Task c – Independent Reading
- Reading Eggs
- PM Readers

Brain Break

Can you find the following things in your backyard?

NATURE SCAVENGER HUNT



<input type="checkbox"/>		Flower	<input type="checkbox"/>		Butterfly
<input type="checkbox"/>		Water	<input type="checkbox"/>		Grass
<input type="checkbox"/>		Tree	<input type="checkbox"/>		Green Leaf
<input type="checkbox"/>		Spiderweb	<input type="checkbox"/>		Brown Leaf
<input type="checkbox"/>		Bug	<input type="checkbox"/>		Ant
<input type="checkbox"/>		Rocks	<input type="checkbox"/>		Fern
<input type="checkbox"/>		Bird	<input type="checkbox"/>		Cloud
<input type="checkbox"/>		Tree Bark	<input type="checkbox"/>		Sand or Dirt



Mathematics

Position

Student resources

Warm Up - Practise skip counting by 2's, 5's, 10's.

Challenge: Try and start at a different number other than 2, 5, 10. For example: 3, 5, 7, 9 - I'm still skip counting by 2s.

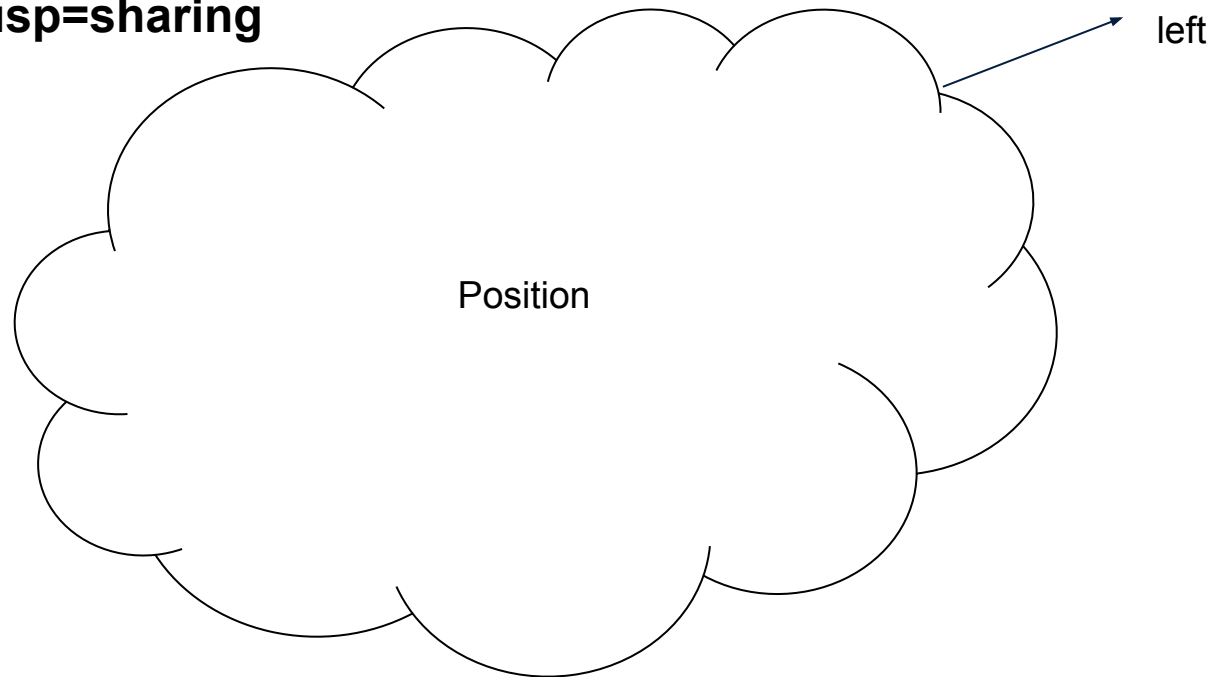
Hundreds Chart

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

Position - What is position?

Brainstorm everything you know about position by using the Jamboard link below.

https://jamboard.google.com/d/1WXUbxln8Nt3mv6tRkw_uvJJhacgH2GaMX3ybuAbe3eA/edit?usp=sharing



If you are using a tablet/Pad, you may need to download the Jamboard app onto your device.

Position

Learning Intention: To describe a position using positional language.

Success Criteria:

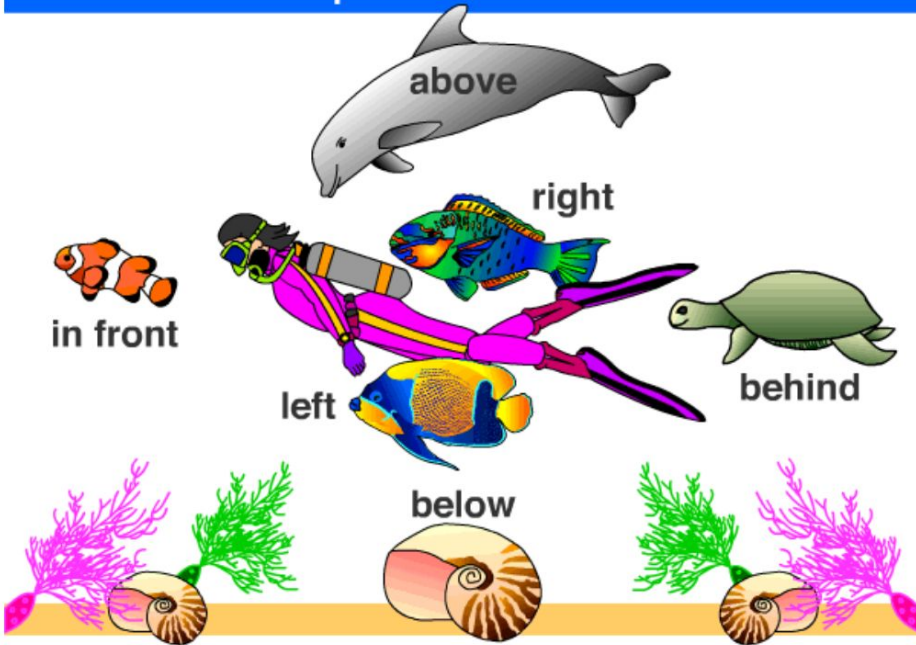
I will be successful by:

- using the terms left and right
- giving and following directions to reach a specific location
- describing a path to reach a location
- drawing a map and providing instructions to get to a location

Position

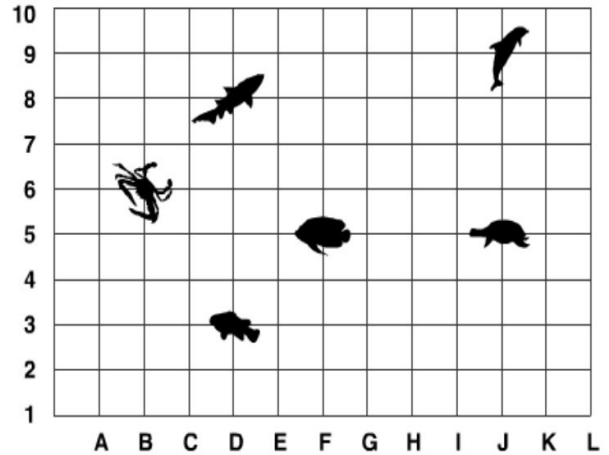
Position is the comparison of where something is related to another object. Position can be described in words or by using coordinates. For example:







position words



The dolphin is **above** the diver.
 The shell is **below** the diver.
 The clownfish is **in front** of the diver.
 The turtle is **behind** the diver.
 The angelfish is to the **left** of the diver.
 The parrotfish is to the **right** of the diver.
 The diver is **between** the fish.

coordinates

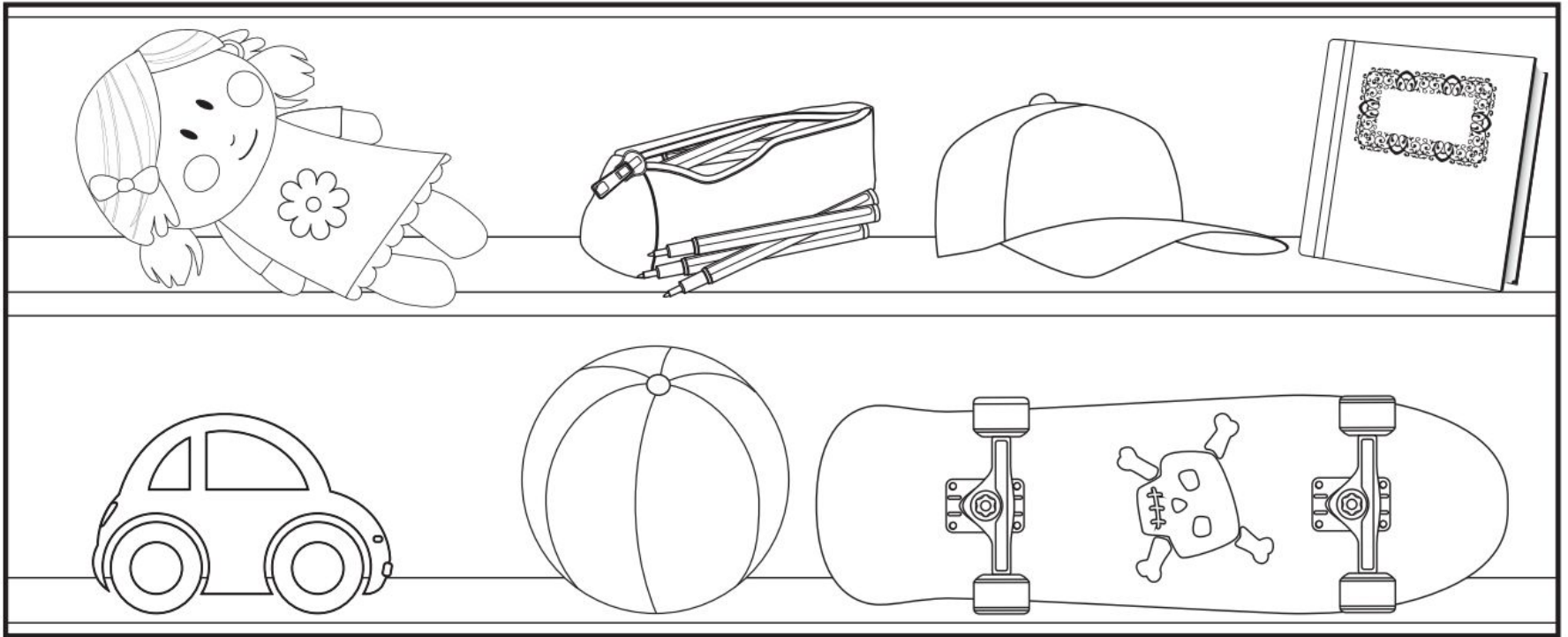


-  J9
-  D8
-  B6
-  J5
-  F5
-  D3

Position

Look at the picture below and answer the questions on the next slide **in the Google Doc.**

Use the bookshelf to answer the following.



Position

a) Which object is on the top shelf, in between the hat and the doll?

b) Which object is on the bottom shelf, on the right?

c) Describe the position of the hat.

d) Describe the position of the book.

Position

Look around you and describe the position of what you can see. Try and use the words left and right.

For example:



Humpty is on top of the container.
Bear is next to Humpty.

Mathletics

Complete an activity on Mathletics

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





PE

Hand and racquet control

Follow the link below to watch the episode and join in the striking fun with Sam and Victor.

[GetActive@Home-Episode](#)



Hand and racquet control challenges

GetActive@Home

Episode 1 - Hand & racquet control

Stage 1

Challenges

- Tap the ball or socks using the palm and back of the hand.
- Tap the ball using both sides of a racquet, thong or plastic dish with a handle.

Mega Challenges

- Tap the ball or socks using the hand, a thong or a plastic dish while running on the spot.
- Tap the ball on a racquet, allowing it to bounce once on the ground and in between each tap.
- Creative challenge - Tap the ball or socks using the hand, a thong or a plastic dish while standing or hopping on one leg.
- Tap the ball on the racquet while continuously kneeling down and standing up.

Other variations

With a partner try:

- Balance the ball on the hand or racquet while moving around.
- Tapping combinations back and forth with a partner.
- Use a bigger soft ball to make it easier.



Suggested PDHPE Outcomes

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

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

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

Sample questions

Where do you look when tapping? (Technical)

How do you move to make tapping easier? (Tactical)

What do we say to make tapping easier? (Reinforce)

Teaching cues

Flat hand or racquet face.

Laser eyes on the ball.

Try to tap lightly.

Move your feet to track the ball.

Equipment

Ball or rolled up socks, bat or racquet.

Brain Break

Play a game of silent ball with your family.



Science

Student resources

Sound

Where does sound come from?

Sound is a type of energy that comes from **sound sources**. Sound sources are all around us. Some are made by **nature** and some are made by **people**.

Can you think of some sounds inside and outside of your house that are made by nature and humans?



Which sound sources are made by people?



Which sound sources are made by nature?

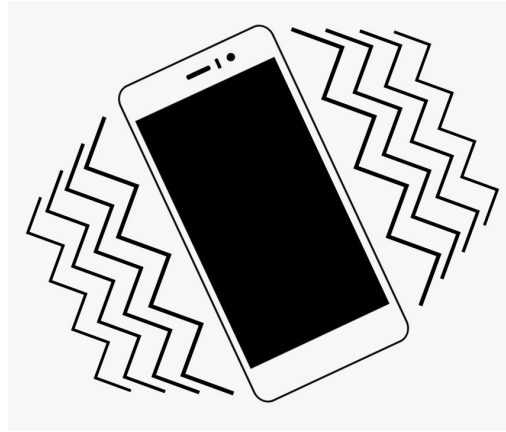


Sound

Where does sound come from

A sound is made when something moves quickly up and down or side to side. We say it **vibrates**.

Things can be made to vibrate in different ways like **shaking**, **hitting**, **scrapping** and **blowing**.



This phone is vibrating when it rings

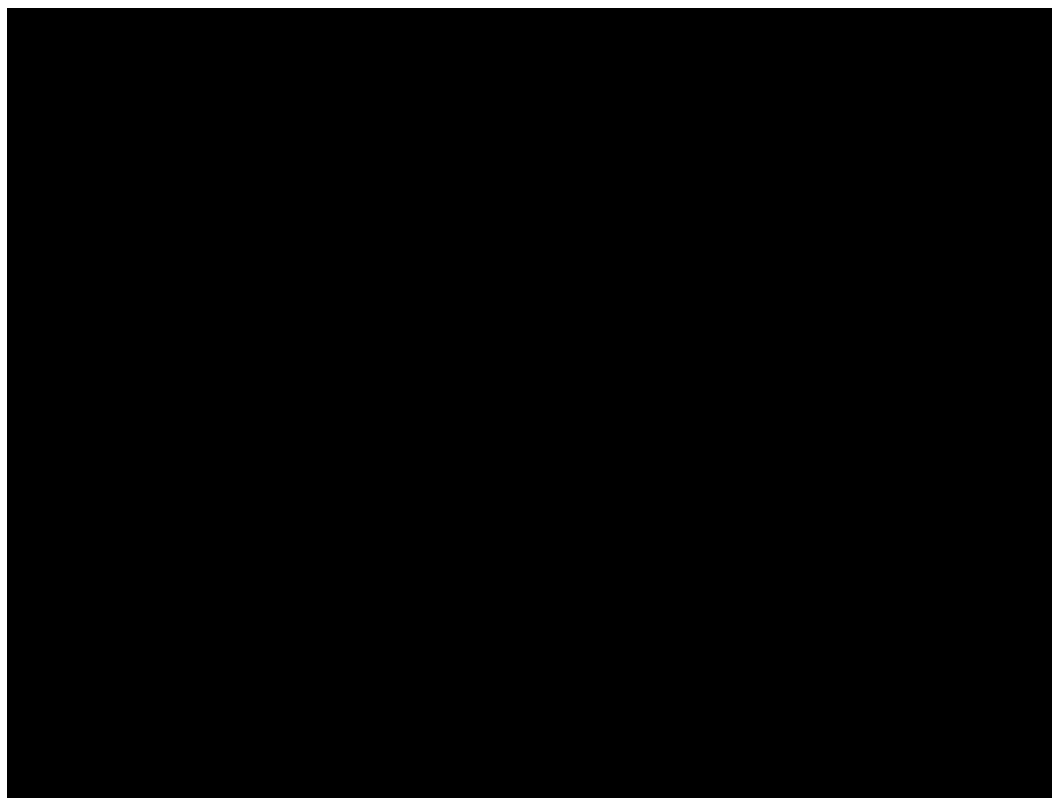


This man's whole body is vibrating from the jackhammer



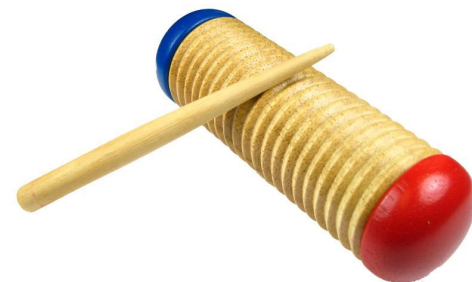
Sound

What sounds are being made from shaking, scraping and hitting?



Sound

Can you sort which instruments are made by hitting, scraping or shaking?



Sound

Can you sort which instruments are made by hitting, scraping or shaking?



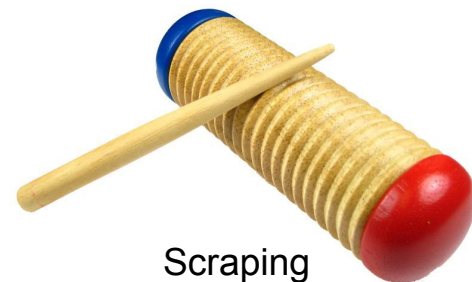
Shaking



Hitting



Hitting



Scraping



Shaking

Sound

Some sounds are made by blowing into something

CLARINET



OBOE



FLUTE



SAXOPHONE



BASSOON



Didgeridoo



Harmonica



Sound

Can you find or make sounds by scraping, hitting, blowing or shaking? Can you write in your workbook what you used?

Scraping	Hitting	Blowing	Shaking



Tuesday Week 5 – Stage 1

Student activity resources



English

Student resources

Common and Proper Nouns

Learning Intention: To understand the difference between a common noun and a proper noun.

Success Criteria:

- I can give an example of a common noun
- I can give an example of a proper noun
- I can describe the difference between a common noun and a proper noun.

Task a

Grammar Upload to Google Classroom



Write the sentences into your book or type into a google document and circle or underline the nouns.

Circle all the nouns (There may be more than one)

Mary likes to skip.

That is a beautiful tree.

The red apples are delicious.

My brother and sister are playing.

Peter is wearing blue socks.

We were in the park flying a kite.

I like hiking in the mountains.

My dog is my friend.

Julia bought a beautiful dress.



Task b

Informative texts and Reading



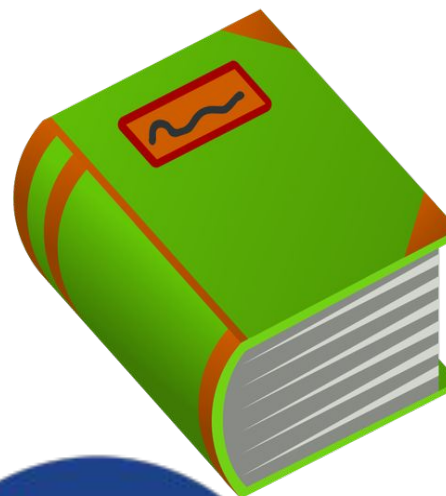
Watch the link below about the differences between Imaginative texts and Informative texts.

<https://www.yout-ube.com/watch?v=VgaPiCX2oeE>

Find a factual book at home or on PM Readers and read it to yourself or to an adult.

What is the name of your factual book?

What is your factual book about?



Task c

Reading Response



Complete an activity on Reading Eggs

Read a book on PM Readers

Draw a picture from the factual book you have read today and write the title of your book. You may wish to upload to Google Classroom (optional)



Check your work

Have you completed all the following activities?



- a) Grammar
- b) Informative text video
- c) Independent Reading and picture
- d) Reading Eggs
- e) PM Reader

Need help? Remember to ask your teacher!

Brain Break

Sing along to your favourite
music.



Mathematics

Position

Student resources

Warm Up: Number Talks - Target Numbers

Look at the number and discuss the following questions with a family member.

Number Talks: Target Number

A target graphic with three concentric circles. The innermost circle is yellow and contains the number 19. The middle circle is light orange, and the outermost circle is light blue.

19

Number Talks: Target Number

Specific questions to ask include:

- What are some other ways to represent this number?
- What are some numbers greater than this?
- What are some numbers less than this?
- What is one more than this number?
How do you know?
- What is one less than this number?
How do you know?
- What is ten more than this number?
How do you know?
- What is ten less than this number?
How do you know?
- If this is the answer, what could be the question?

Position

Learning Intention: To describe a position using positional language.

Success Criteria:

I will be successful by:

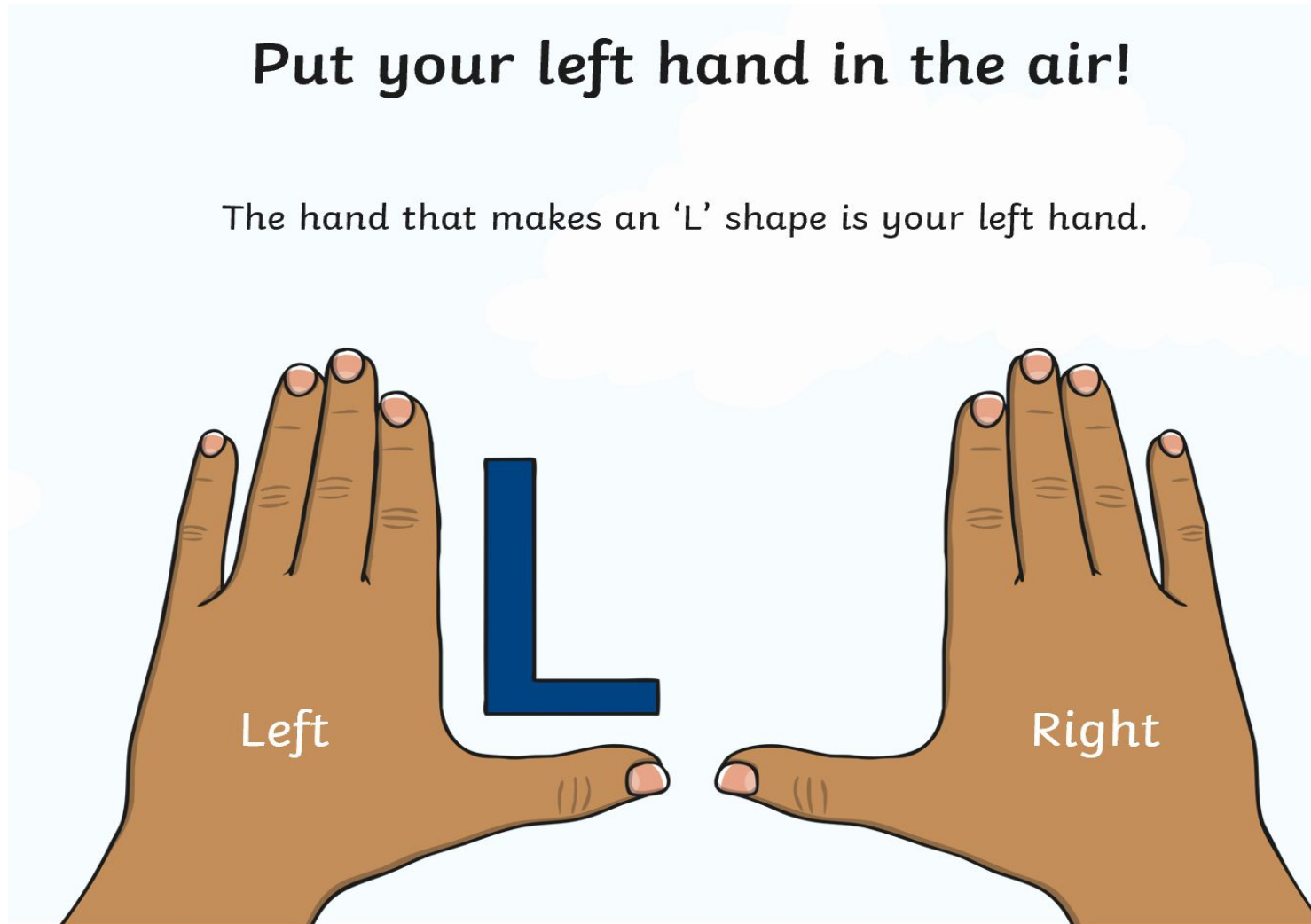
- using the terms left and right
- giving and following directions to reach a specific location
- describing a path to reach a location
- drawing a map and providing instructions to get to a location

Position

Left or Right

Put your left hand in the air!

The hand that makes an 'L' shape is your left hand.

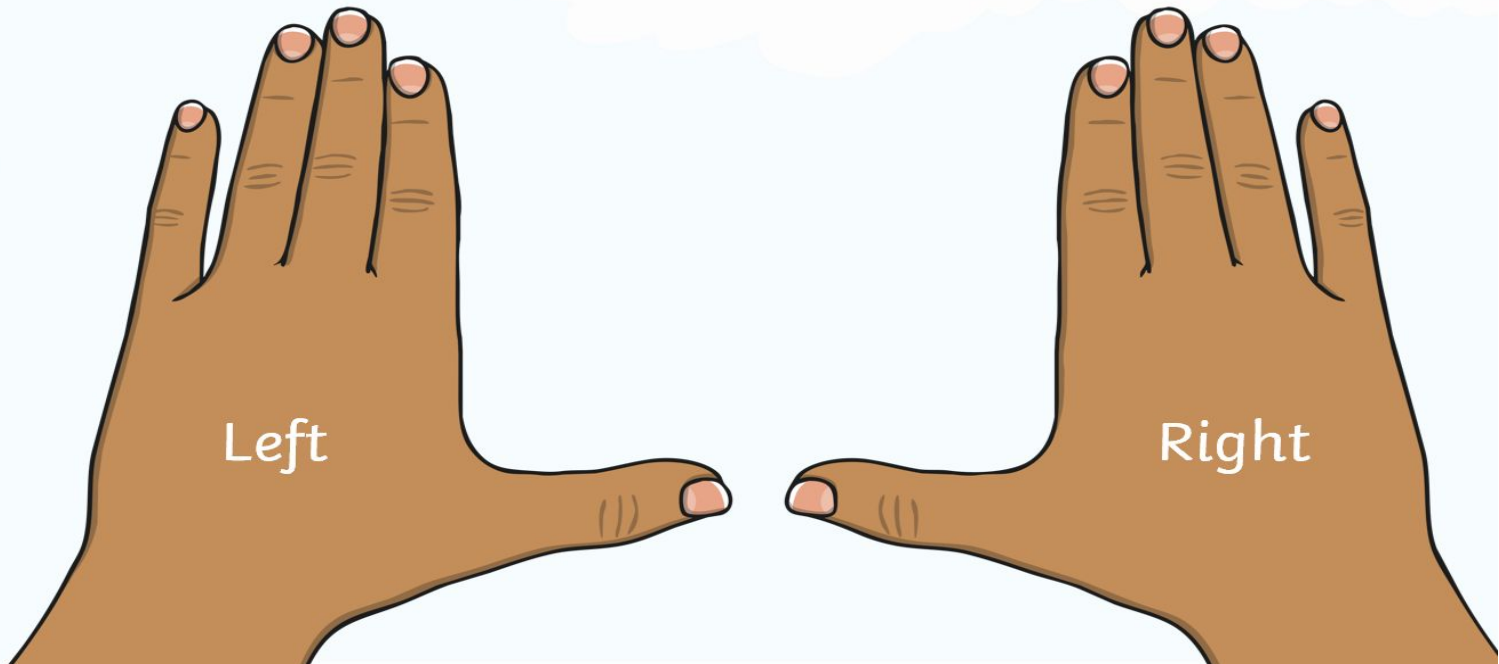


Position

Left or Right

Put your right hand in the air!

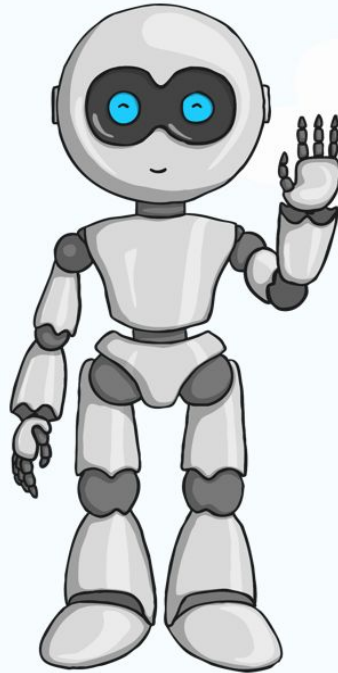
The hand that does not make an 'L' shape is your right hand.



Position

Left or Right

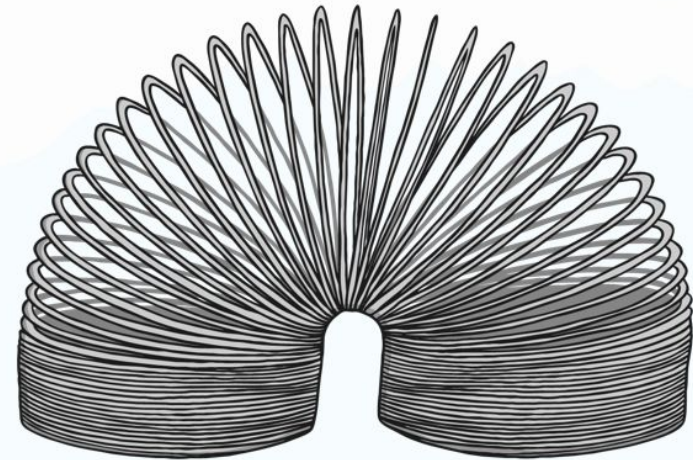
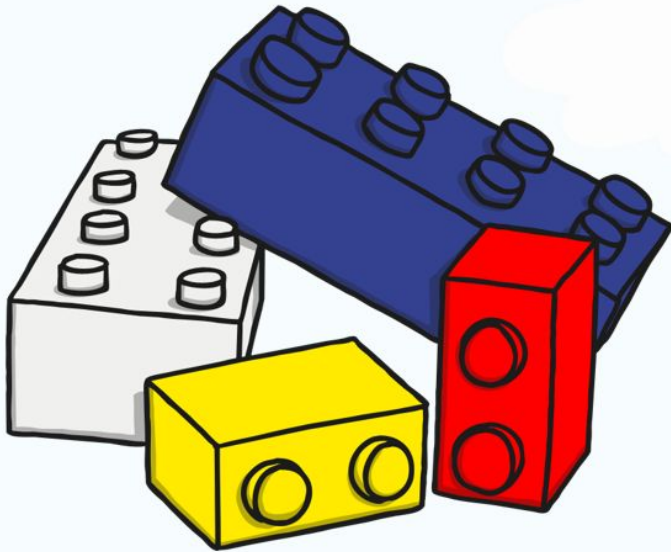
Which toy is on the left?



Position

Left or Right

Which toy is on the right?





Position

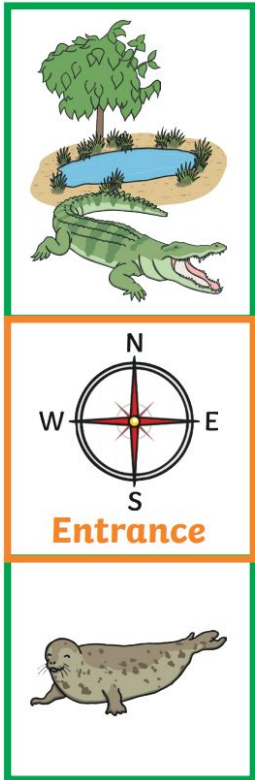
Bee-Bot wants to buy some meat. How should he get to the butcher's from the Kiosk?

Bee-Bot wants to buy some meat.
How should he get to the Butcher's?



Position - Zoo Map

Look at the map of the zoo and follow the instructions to find animals and locations on the map.



Bird Street

Bear Cove

Monkey Crescent

Ocean Way

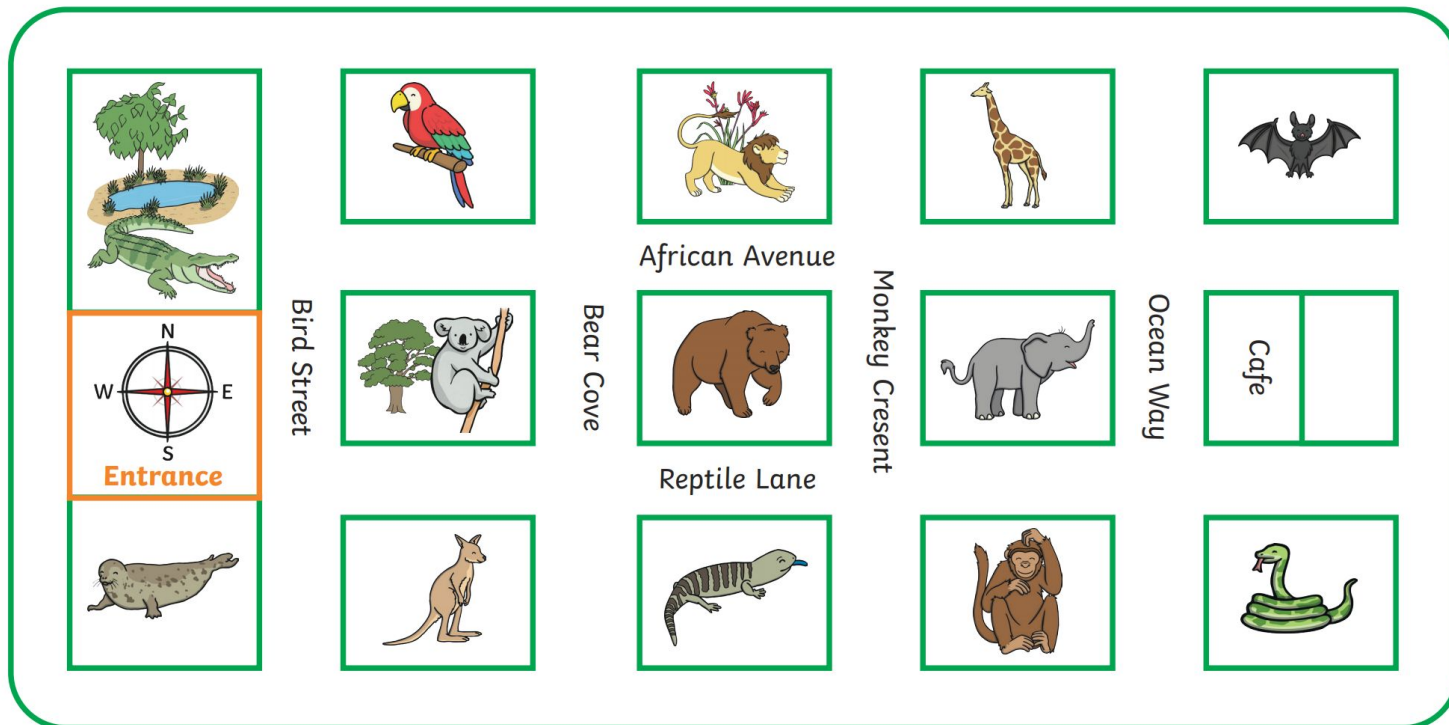
African Avenue

Reptile Lane

Position - Zoo Map Questions - Upload your answers to your Google Doc.

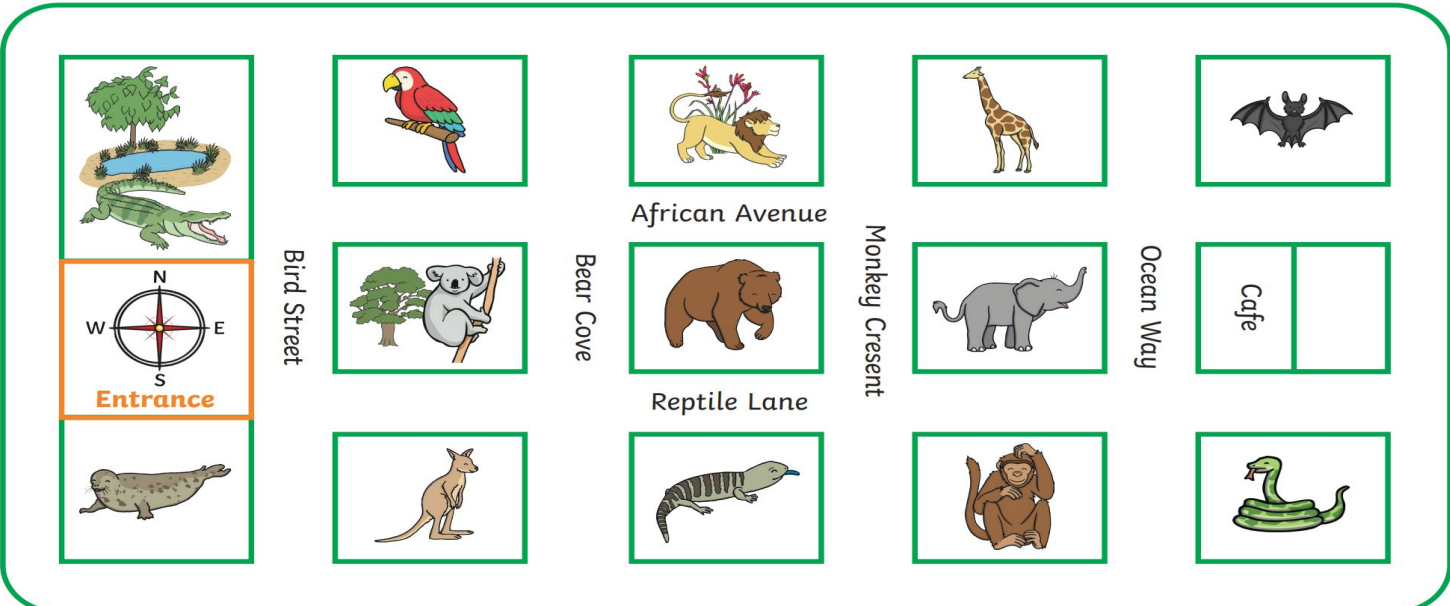
1. Start at the entrance of the zoo. Go straight down Reptile Lane and take the second right on Monkey Crescent. Face the animal enclosure on your left-hand side. Which animal enclosure can you see?

2. Start at the entrance. Turn left onto Bird Street, then turn right onto African Avenue. Take the third right-hand turn onto Ocean way and face the enclosure that is opposite the Café. Which animal enclosure can you see?



Position - Zoo Map Questions **Upload your answers to your Google Doc.**

3. Start at the giraffes and head down African Avenue. Turn left on Bear Cove and keep going straight through Reptile Lane. Turn to your right side. Which animal enclosure can you see?
4. Start at the Cafe. Head along Ocean Way. Then right right on Reptile Lane. Follow the street all the way to Bird Street. Turn left and face down. Which animal enclosure can you see?
5. Write 4 your own directions starting from any location to find an animal in the zoo.



Mathletics

Complete an activity on Mathletics

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



Brain Break



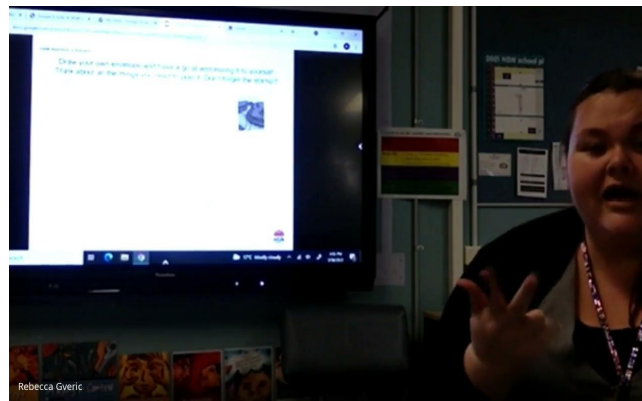
See how long you can skip for using a skipping rope. Record how long you skipped for.





Geography

Student resources



Hi Boys and Girls,

Mrs Gveric here. Please watch my video explaining your Geography work for this week.

Over the next few weeks, we will be looking at Australian Places.

This week is all about Finding Places.

Have a think about all the pictures and discuss with someone in your house your ideas.

Take a closer look
at the pictures.



These things are all
used for the same
purpose. Every
house and
apartment will have
one but they don't
all look the same.

Talk about what you
think they might be.



All over the world, letters and parcels are delivered to people's houses and apartments. Sometimes the postal delivery person's job can be difficult. Have a think about the postman's questions and discuss with someone at home.

Watch the video <https://www.inquisitive.com/video/846-mailbox-menace>

Then discuss the post man's questions with a family member



What do you think would be the good things about my job?

What do you think would be the bad things about my job?

What would make a letter impossible to deliver?

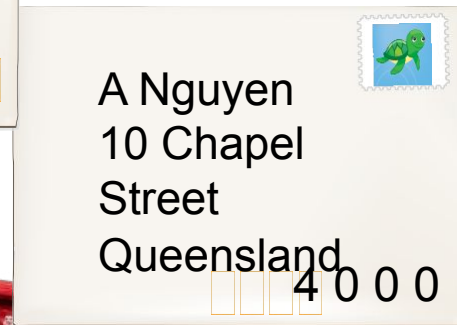
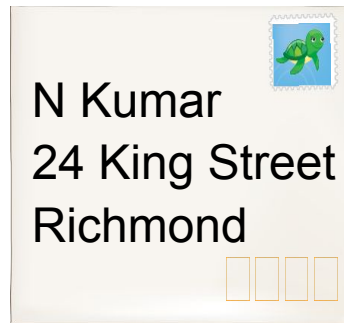
Posting a letter seems easy, you must write the address on the envelope and put it in the post box.

But a lot happens to the letter after you post it and before the other person receives it.

Watch the video 'The journey of a letter'

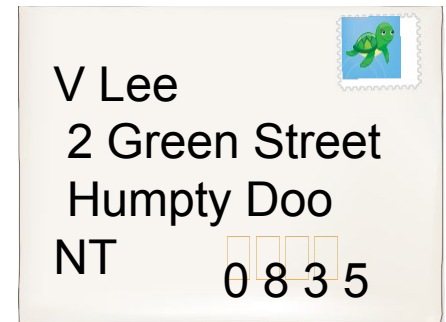
<https://www.inquisitive.com/video/847-the-journey-of-a-letter>

Then decide which of these letters would be delivered easily



A letter needs:

- ★ a person's name
- ★ a house or unit number
- ★ a street name
- ★ a suburb or town
- ★ a state
- ★ a postcode



Each part of an address is important because it gives different information about a place.

Try and find the places these pizzas need to be delivered to. What problems would there be in delivering the pizzas?



The house with no grass.



The house with the white car in the driveway



The house with the solar panels.



The house with a swimming pool



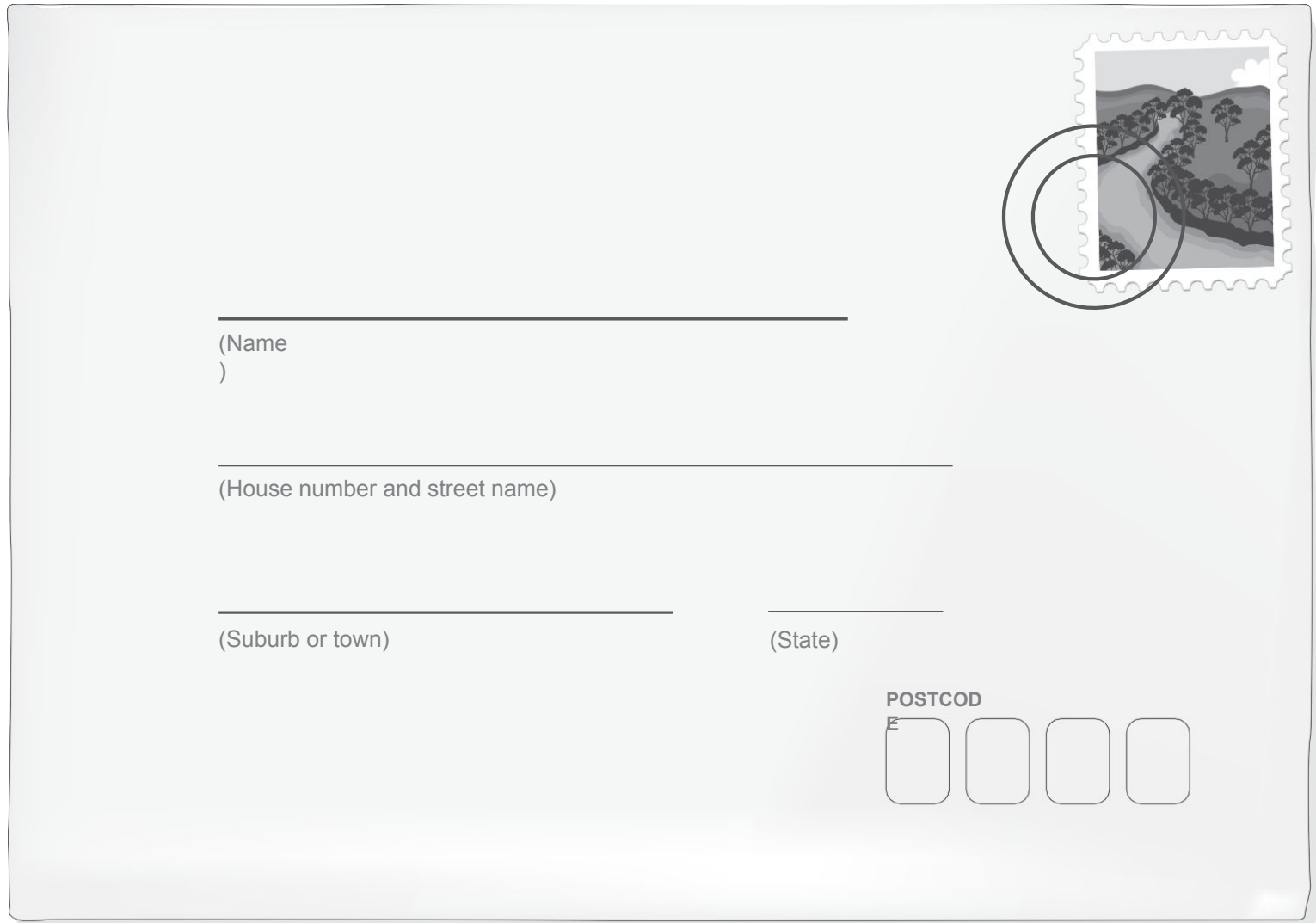
The house with a spikey plant



The house with no trees



Draw your own envelope and have a go at addressing it to yourself.
Think about all the things you need to post it. Don't forget the stamp!!!



The image shows a template for drawing an envelope. It features a large rectangular area with a light gray background and a thin black border. In the top right corner, there is a postage stamp with a scalloped edge, depicting a landscape with trees and hills. Two overlapping circles are drawn over the stamp, representing a postmark. Below the stamp, there are four horizontal lines for an address, each with a label in parentheses below it: (Name), (House number and street name), (Suburb or town), and (State). To the right of the (State) label, there is a label 'POSTCOD' above four empty rectangular boxes for the postal code.

(Name
)

(House number and street name)

(Suburb or town) (State)

POSTCOD
E

Places can be personal, local, state or national. Have a go at putting the names of places in the correct place.

Australia

park

school

shops

Victoria

bedroom

New South Wales

backyard

Western Australia

family kitchen

New Zealand

United States of America

India

New South Wales

Personal

Local

State

National

bathroom

library

Queensland

China

Wednesday Week 5 – Stage 1

Student activity resources



Wednesday

Student resources

Common and Proper Nouns

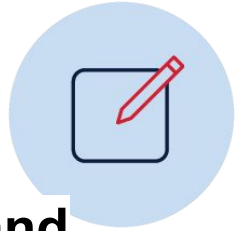
Learning Intention: To understand the difference between a common noun and a proper noun.

Success Criteria:

- I can give an example of a common noun
- I can give an example of a proper noun
- I can describe the difference between a common noun and a proper noun.

Task a

Grammar



Watch the new clip about common nouns and proper nouns and complete the activity on the next slide.

<https://www.yout-ube.com/watch?v=gQsZr8yrsno>



Task a

Grammar



Complete the sentences in your work book. Choose the noun.

Select the noun and complete the sentence

Give the ball to _____ . (Harry, running, red)

I can see a yellow _____ . (climbing, butterfly, wet)

The children caught the _____ to school. (bus, drive, jump)

Will you pick me some _____ ? (windy, flowers, dry)

Our family went to the _____ . (raining, zoo, dreary)

Task b

Writing

Read the Fact Sheet about Koalas on the next slide.



Koala

Koalas are native to Australia. People still incorrectly refer to koalas as 'koala bears'. They are actually marsupials and are closely related to the wombat and kangaroo.

Koalas have sharp claws which they use to help them climb trees. They have five digits on each front paw, with two of them acting like thumbs.

This helps them to hold firmly onto the branches and to grip their food. Their back paws are used as grooming paws.

A baby koala is called a 'joey'. Joeys live in their mother's pouch for around six months and will remain with them for another six months or so afterwards. An adult koala can eat about half a kilogram to one kilogram of leaves each night. Koalas are mostly nocturnal, which means they are awake at night and asleep during the day. Koalas sleep a lot during the day because they require a lot of energy to digest the toxic, low-nutrient diet that they eat. Sleeping is the best way to conserve their energy.

However, sleeping in the tops of tall eucalyptus trees all day isn't always safe. Koala population numbers, right across Australia, have been devastated due to the 2019-2020 Black Summer bushfires. Tens of thousands are estimated to have been lost in this tragedy, causing many wildlife conservation groups to call for koalas to be officially listed as an endangered species.



Did you know...?

Koalas sleep for around 18-20 hours a day.

Task b

Information Report

After you have read the fact sheet find any **unfamiliar words**.

Write these words in your book and find the definition in a **dictionary** or on **google**.

1.

2.

3.

4.

5.

Upload your definitions to Google Classroom

Task c

Independent Reading

Complete an activity on Reading Eggs

Read to self 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?

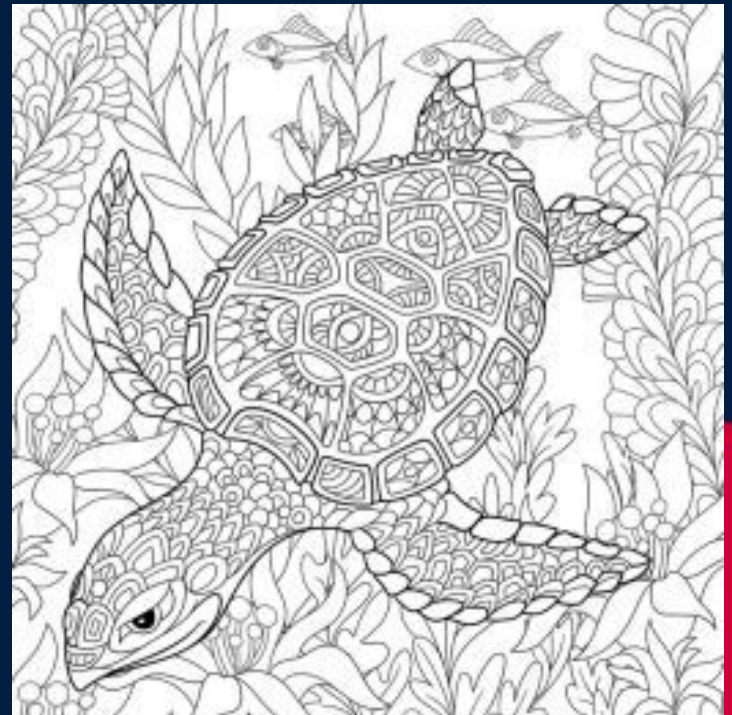
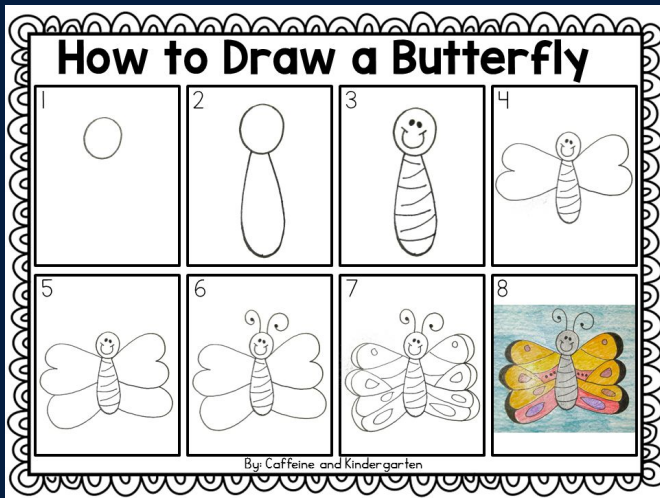


- a) Grammar- clip and activity
- b) Read and response- Informative text and dictionary
- c) Independent Reading
- d) Reading Eggs
- e) PM Readers

Need help? Remember to ask your teacher!

Brain Break

Draw or colour in a picture.





Mathematics

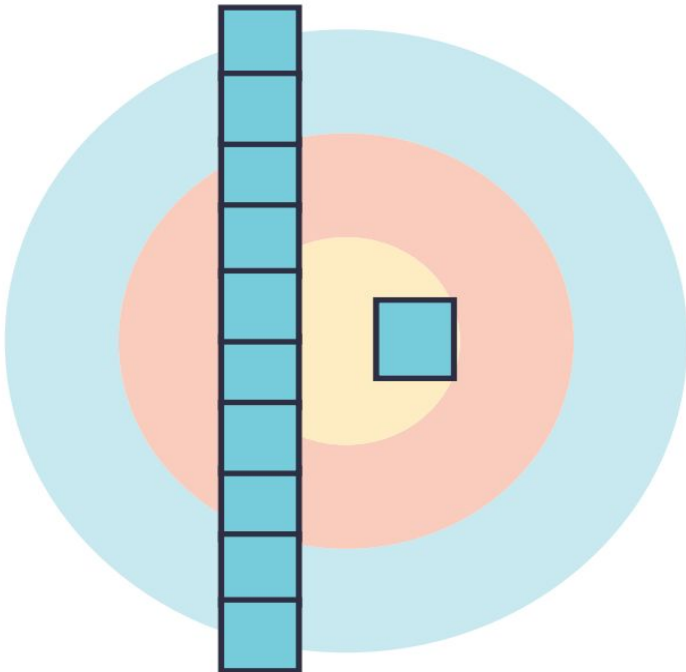
Position

Student resources

Number Talks - Target Numbers

Look at the number and discuss the following questions with a family member.

Number Talks: Target Number



Number Talks: Target Number

Specific questions to ask include:

- What are some other ways to represent this number?
- What are some numbers greater than this?
- What are some numbers less than this?
- What is one more than this number?
How do you know?
- What is one less than this number?
How do you know?
- What is ten more than this number?
How do you know?
- What is ten less than this number?
How do you know?
- If this is the answer, what could be the question?

Position

Learning Intention: To describe a position using positional language.

Success Criteria:

I will be successful by:

- using the terms left and right
- giving and following directions to reach a specific location
- describing a path to reach a location
- drawing a map and providing instructions to get to a location

Position - Where is the parrot

Describe the location of the parrot, using positional language.



Position - Where is the parrot

Describe the location of the parrot, using positional language.



Position - Where is the parrot

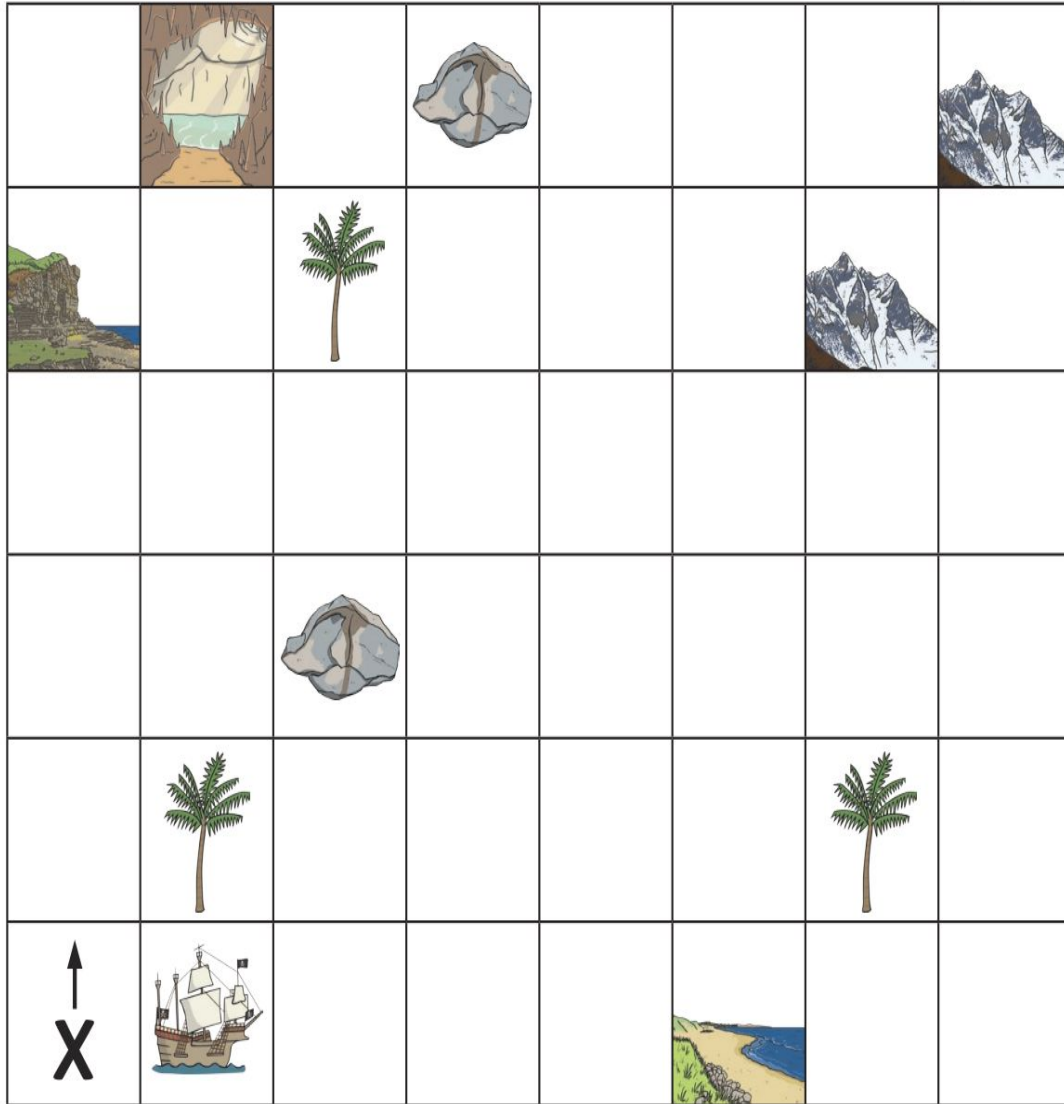
Describe the location of the parrot, using positional language.



Treasure Map



Help Pirate Pete find his way to the buried treasure, by following the instructions on the map.



Start at X.

Move 2 squares forward. Turn right.

Move 1 square forward. Turn left.

Move 1 square forward. Turn right.

Move 3 squares forward. Turn left.

Move 2 squares forward. Turn right.

Move 2 squares forward. Draw a treasure chest on the map.



Parrot wants to get home to the boat. How should he get there?

Write down the directions for parrot. You may want to come up with different ways parrot can get there. **Upload your directions to Google Classroom.**



Here is an example for you. Parrot should fly straight for one square. Turn right and fly down four squares to the boat.

Parrot wants to find the treasure. How should he get there?

Write down the directions for parrot. You may want to come up with different ways parrot can get there. **Upload your directions to Google Classroom.**



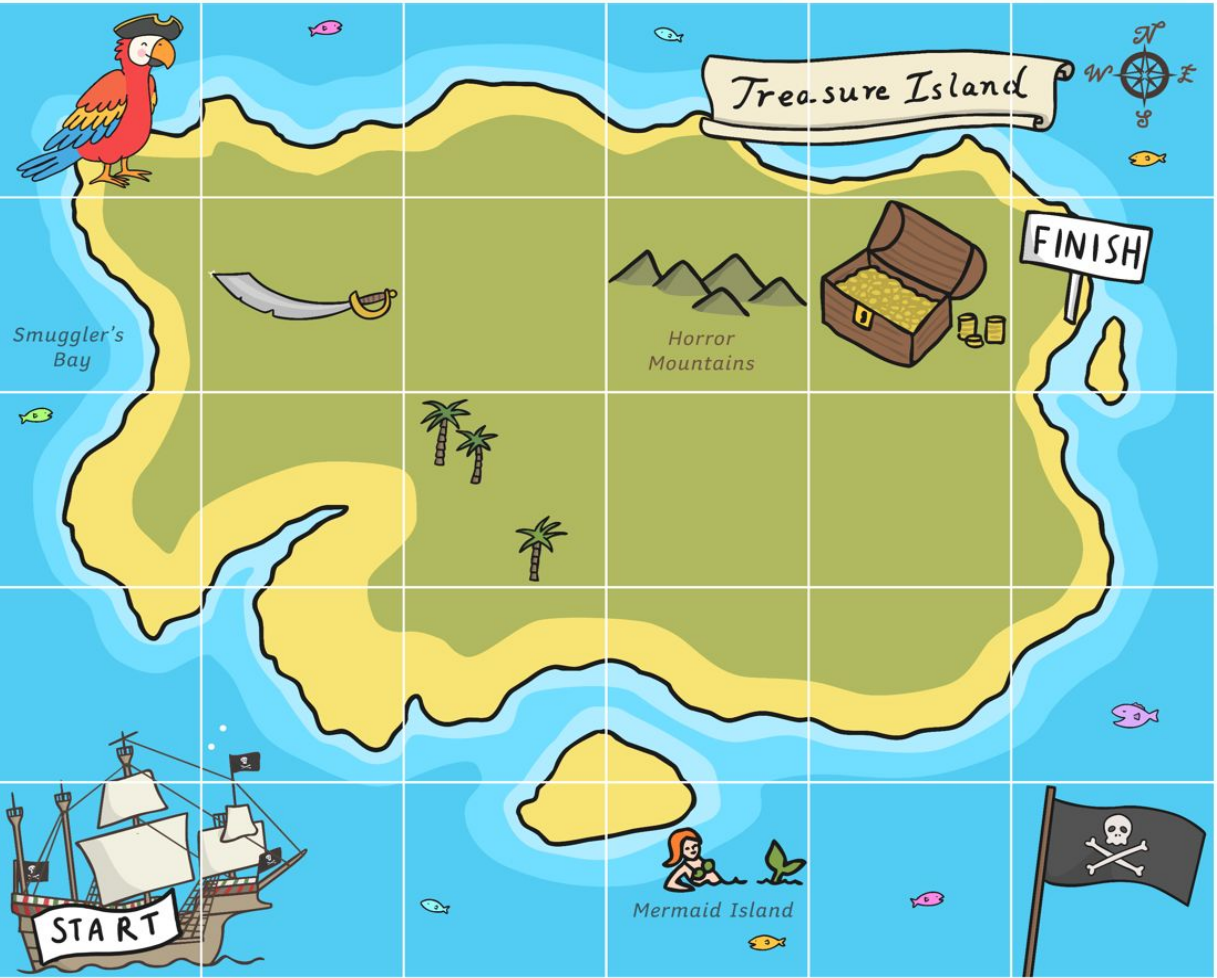
Parrot wants to visit the mermaid at Mermaid Island. How should he get there?

Write down the directions for parrot. You may want to come up with different ways parrot can get there. **Upload your directions to Google Classroom.**



Choose a location on the map for parrot to visit. Write down the directions to get to the location.

Upload your directions to Google Classroom.



Mathletics

Complete an activity on Mathletics

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





PE

Forehand and backhand strike

Follow the link below to watch the episode and join in the striking fun with Sam and Victor.

[GetActive@HomeEpisode](#)



GetActive@Home

Episode 2 - Forehand & backhand strike

Stage 1

Challenges

Perform the following striking activities with a ball or similar.

- Using the open palm and back of the hand, tap the ball in an alternate sequence.
- Using the palm of the hand or a racquet, make a forehand strike at the ball towards a set target.

Mega Challenge

- Using the palm of the hand or a racquet, make a backhand strike at the ball towards a set target.
- Repeat both sequences at varying distances set from the target.

Creative Challenge

- Move the body any way you can while forehand and backhand striking the ball at the target.

Other variations

With a partner try:

- choosing different starting positions for the ball before striking at the target
- tossing the ball and allowing a bounce before striking at the target
- striking the ball to each other using forehand and backhand combinations.



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

Where do you look when striking? (Technical)

How do you move to make striking easier? (Tactical)

What do we say to make striking easier? (Reinforce)

Teaching cues

Stand side on to the target.

Striking arm back then forward (smiley arm).

Step forward (step over the creek).

Follow through.

Equipment

Racquet (optional), ball, bean bag or rolled up pair of socks.

Brain Break



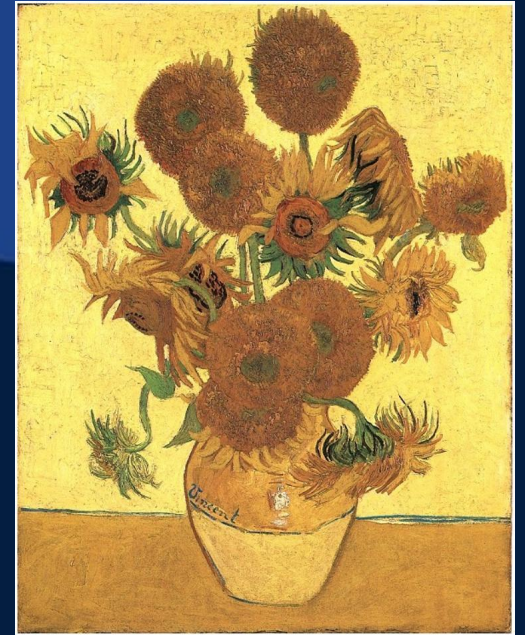
See how long you can skip for using a skipping rope. Can you beat your time from yesterday?



Kearns PS Online Learning Creative and Practical Arts – Stage 1

Week 5 - Created by Mrs Nott

The Vase of Flowers



Learning Intention: We are learning to appreciate how artists use different techniques to create artworks

Success criteria

I can:

- share my opinion about different artworks
- predict what tools artists may have used to create their artworks

Look carefully at Van Gogh's artwork known as *Sunflowers*

Reflect on these questions:

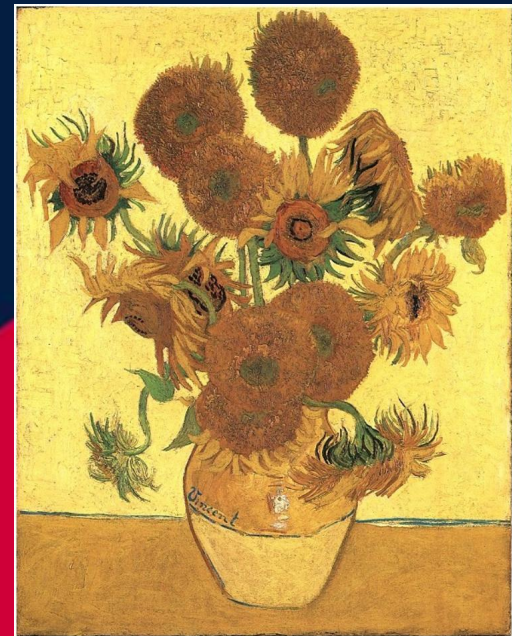
How has the artist made the painting interesting?

How has the artist shown that every flower is different?

What art tools has the artist used to create this artwork?

How does the background make the artwork better?

A larger picture of Sunflowers is on the next slide





Now we are going to do the same thing
with Preston's *Still Life*

Reflect on these questions:

How has the artist made the painting
interesting?

How has the artist shown that every
flower is different?

What art tools has the artist used to
create this artwork?

How does the background make the artwork
better?

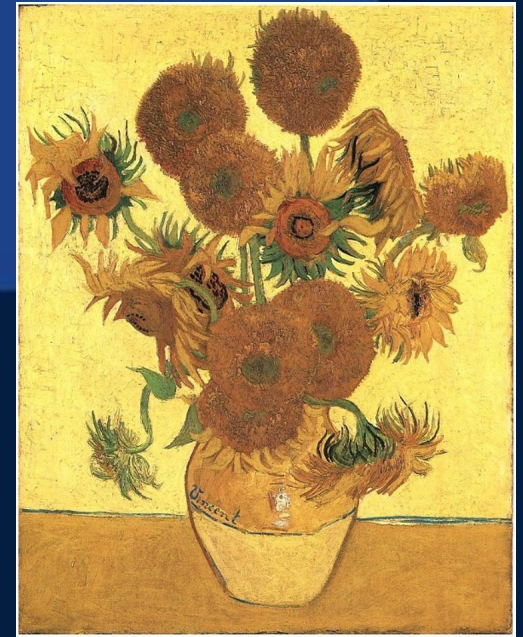


*A larger picture of Still Life is on the next
slide*



This week we have looked at the ways that two artists have both looked at flowers but have quite different artistic styles.

Which one do you prefer? Why?



Thursday Week 5 - Stage 1

Student activity resources



English

Student resources

Task a

Reading Response



Read the Information Report about 'Dinosaurs' and answer the questions on the next slide.

Long ago dinosaurs lived on the earth.

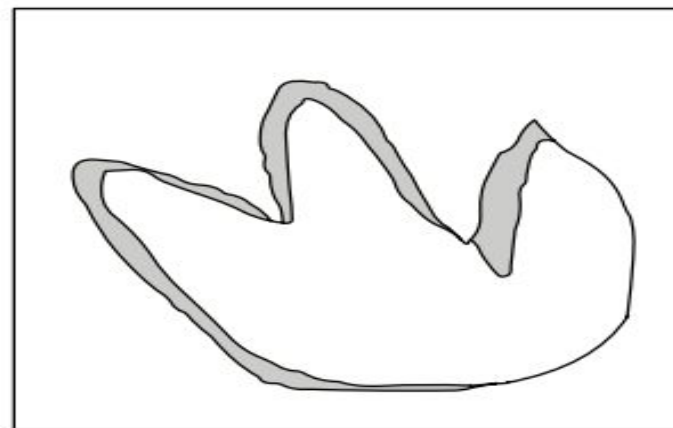
They were very very big. Look at these big footprints!

Some had long necks and tails. Some had sharp teeth and claws. Some ate plants. Some hunted other animals.

But they are not around today. All that is left is their bones.

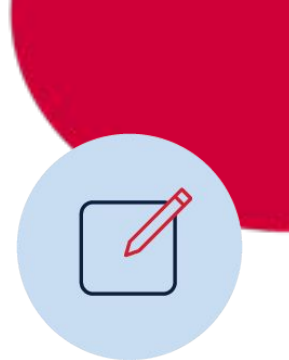
Paleontologists dig the earth to find dinosaur bones and fossils. They make copies of the bones and put them together in the museum so we can imagine what they were like millions of years ago.

Dinosaurs



Task a

Reading Response



1) What do paleontologists do? _____

2) Where do they find dinosaurs today? _____

3) Are the dinosaur skeletons we see in museums the real bones?

4) What did the dinosaurs with sharp teeth and claws eat?



Task b

Spelling

How many words can you find in

Paleontologist

For example, I can see - log, on, pale.



Task c

Writing

Read the fact sheet about Koalas again.

Using the following words, write some information about Koalas in sentences or paragraphs. Write in full sentences and be informative!

E.g. Koalas are native to Australia and live in Eucalyptus Gum Trees.

nocturnal population pouch

Upload to google classroom

Koala

Koalas are native to Australia. People still incorrectly refer to koalas as 'koala bears'. They are actually marsupials and are closely related to the wombat and kangaroo.



Koalas have sharp claws which they use to help them climb trees. They have five digits on each front paw, with two of them acting like thumbs.

This helps them to hold firmly onto the branches and to grip their food. Their back paws are used as grooming paws.



A baby koala is called a 'joey'. Joeys live in their mother's pouch for around six months and will remain with them for another six months or so afterwards. An adult koala can eat about half a kilogram to one kilogram of leaves each night. Koalas are mostly nocturnal, which means they are awake at night and asleep during the day. Koalas sleep a lot during the day because they require a lot of energy to digest the toxic, low-nutrient diet that they eat. Sleeping is the best way to conserve their energy.

However, sleeping in the tops of tall eucalyptus trees all day isn't always safe. Koala population numbers, right across Australia, have been devastated due to the 2019-2020 Black Summer bushfires. Tens of thousands are estimated to have been lost in this tragedy, causing many wildlife conservation groups to call for koalas to be officially listed as an endangered species.

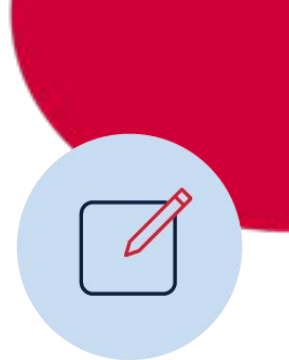


Did you know...?

Koalas sleep for around 18-20 hours a day.

Task d

Independent Reading



Complete an activity on Reading Eggs and PM Readers

Read to self 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) Writing
- d) Reading Eggs
- e) PM Readers

Need help? Remember to ask your teacher!

Brain Break

Play a game of Balloon Volleyball. All that you need is a balloon and a partner (you can play this on your own too). You need to make sure the balloon does not touch the floor. Have fun playing!





Mathematics

Position

Student resources

Word Problem

Solve the following word problem.

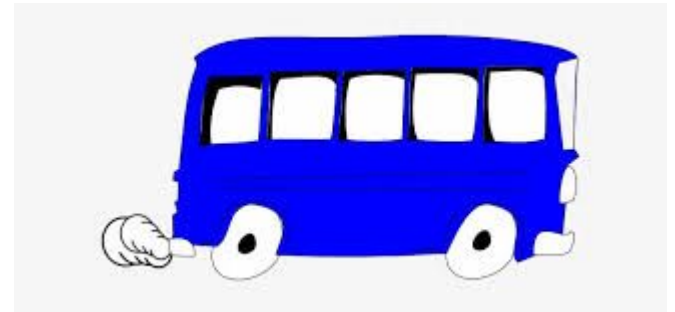


Annie counted 15 birds on her walk in the park. Her brother Tim counted 21 birds. How many more birds did Tim count than Annie?



Word Problem

Solve the following word problem.



The bus makes 3 stops on the way to town. At the first stop, 2 people get on the bus. At the second stop, 5 people get on the bus. At the final stop, 4 people get on the bus. The bus then drives to town. How many people are on the bus when it arrives in town?



Word Problem

Solve the following word problem.



Mr. Craig ran a gardening club at school. Last year, he had 32 children join the club. This year, he had 41 children join the club. How many more children joined the club this year than last year?



Position

Learning Intention: To describe a position using positional language.

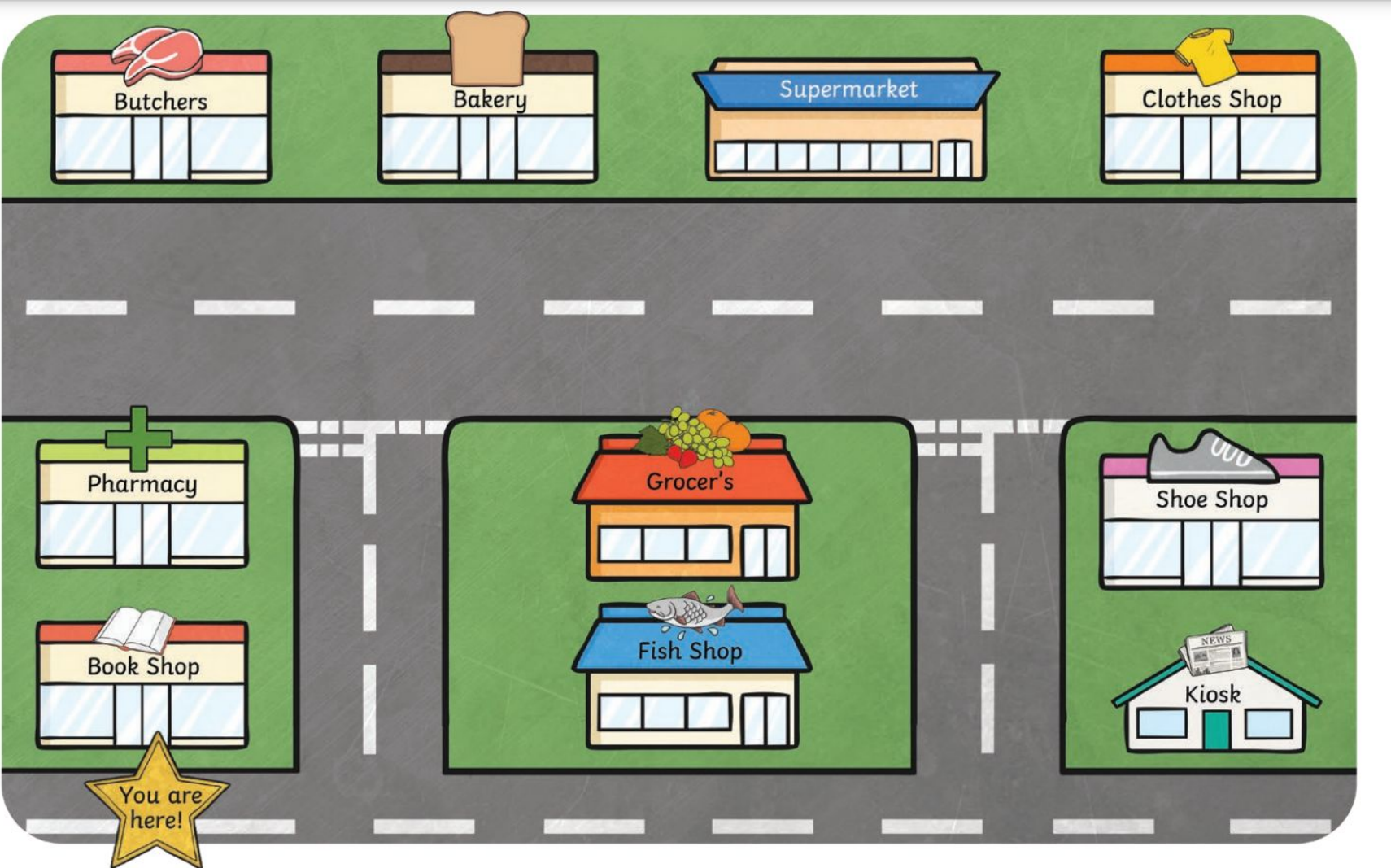
Success Criteria:

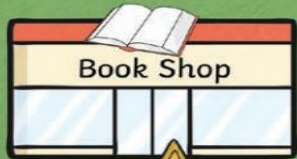
I will be successful by:

- using the terms left and right
- giving and following directions to reach a specific location
- describing a path to reach a location
- drawing a map and providing instructions to get to a location

Position - Directions in the City

Please write your answers in your workbook. The questions are on the following slide.





1. Write the missing directions to get to the right shops. How do you get to...?

- The butchers: Go straight ahead. Take the first left. Turn left. It's on the right.
- The bakery: Go straight ahead. _____
- The grocer's: _____
- The pharmacy: _____
- The kiosk: _____
- The supermarket: _____

2. Choose a shop and write the directions. Your partner has to work out where you're going!

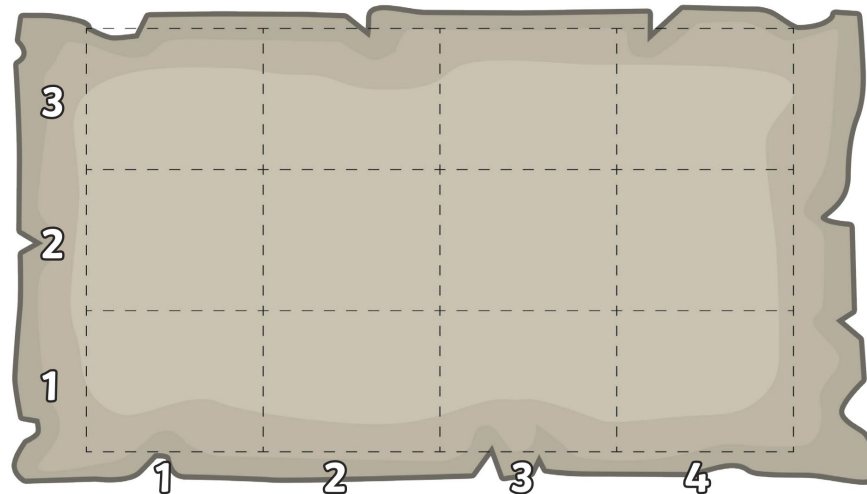
Position - Making a Treasure Map

Hide some treasure in a location. This can be in your house or in your backyard. Create a map. Remember to use an X to mark where the treasure is. While creating this map, think about the key features - for example trees, seats, tables and include them in your map.

Once you have created your map, write the directions on how to find the treasure.

Optional - Have someone in your family follow the directions and see if they can find the treasure based on your steps.

Put an X where the treasure is buried.



Please upload a photo of your map to Google Classroom

Mathletics

Complete an activity on Mathletics

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



Brain Break



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





PDH - Nutrition

with Miss Strode





The Five Food Groups

[Click here](#) to watch a video to learn about fruits, vegetables, grains, proteins, and dairy foods! The video also tells us about the important nutrients that each food group gives us.





What food does the body require to be healthy?

To eat a healthy diet:

- 1.** Eat enough foods from each of the five food groups every day.
- 2.** Choose different varieties of foods from within each of the five food groups from day to day, week to week and at different times of the year.

Eat plenty of plant foods (bread, cereal, rice, pasta, noodles, vegetables, legumes and fruit), moderate amounts of animal foods (milk, yoghurt, cheese, meat, fish, poultry and eggs) and small amounts of the extra foods as well as margarine and oils.
- 3.**
- 4.** Drink plenty of water.



Test your knowledge of the five food groups by playing this Kahoot. Please type in your first name and the first letter of last name. All students in Stage 1 will be versing each other in this challenge. The results will be published in your Google Classroom tomorrow morning.

[Press here to play](#)



This is what a healthy plate looks like

MY PLATE

Use this guide to help you find a healthy eating style.

Don't forget physical activity.



Choose low-fat or fat-free milk or yogurt.

Limit salt and sugar.



Choose water instead of sugary drinks.

Activity: Design a Poster

Design a poster to encourage the school community to bring a healthy lunch to school from all the five food groups.



Friday Week 5 – Stage 1

Student activity resources



English

Student resources

Task a

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 b

Reading Response

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

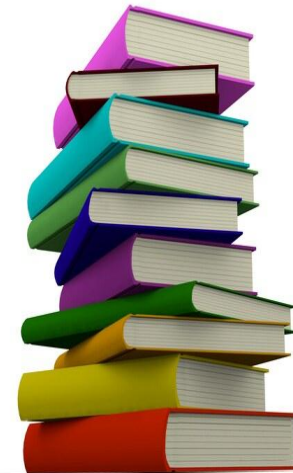
Illustrator

Characters in the book

What was the book about?

What was your favourite part of the book

Did you enjoy the book?



Task c

Writing



Upload your answers from the next two slides to Google

Classroom

WHAT DO YOU THINK?

What do you think happened to all the dinosaurs?

Which animals alive today look most like the dinosaurs?

Task c

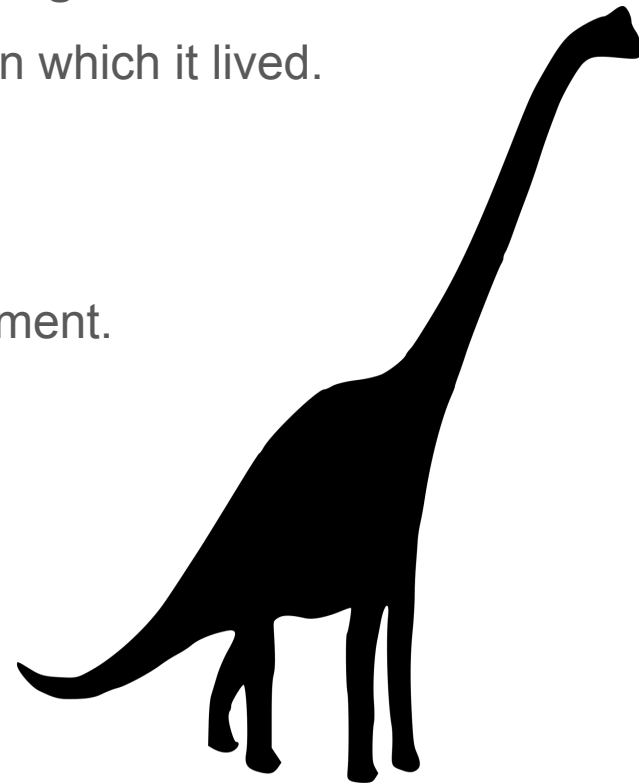
Writing Continued

Why did the brachiosaurus have such a long neck?

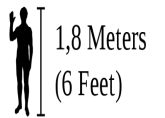
Draw a brachiosaurus and the environment in which it lived.

What animal today has a long neck?

Draw a picture of that animal and its environment.



25 Meters (82 Feet)



Check your work

Have you completed all the following activities?



- a) Independent Reading
- b) Reading Response
- c) Writing - 2 slides
- d) Reading Eggs
- e) PM Readers

Need help? Remember to ask your teacher!

Brain Break

Take a break and go outside
and enjoy the sunshine!



Mathematics

Position

Student Resources

Warm Up - Skip counting

Watch the following clips and practise your skip counting.



Skip counting by 2s -
<https://video.link/w/BEN4c>



Skip counting by 5s -
<https://video.link/w/FEN4c>



Skip counting by 10s -
<https://video.link/w/GEN4c>

If you would like to challenge yourself...



Skip counting by 9s
<https://video.link/w/cFN4c>



Skip counting by 3's
<https://video.link/w/yFN4c>



Skip counting by 4's
<https://video.link/w/1FN4c>

Position

Learning Intention: To describe a position using positional language.

Success Criteria:

I will be successful by:

- using the terms left and right
- giving and following directions to reach a specific location
- describing a path to reach a location
- Drawing a map and providing instructions to get to a location

Creating a map of the school

In your book or on a piece of paper, draw a map of the school. Remember to include all the buildings, the back gate, the front gate, the toilets and the places that you play.



This is a birdseye view of the school.

Creating a map of the school

A new student has arrived at school and doesn't know where to go. Use your map that you have drawn and help our new student out.



Write instructions on how to get to:

- the hill from the library
- the office from the hall
- the library from the canteen
- the toilets from the hill

Upload your instructions to 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.
Can you beat the teachers?



PDHPE

Student Resources

Fit Futures

Watch the following video and join in with Fit Futures.

Link is below

[Dance Stage 1 - Week 3](#)

