

Kearns PS Online Learning – Stage 2

Daily Lessons



Monday

Student resources



English

Student resources



Task A - Independent reading

Independent reading

Read a book from EPIC or Reading eggs

[ABC Reading Eggs | Where Children Learn to Read Online](#)

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

When finished, discuss the following questions with an adult:

- What the text was about?
- Who were the characters?
- What happened?
- Did anything interesting happen?



Task b - Spelling

Learning Intention: I am learning strategies to spell unknown words.

Success Criteria: I will be successful when I can use a range of strategies to spell familiar and some unfamiliar words.

Spelling Revising the oi sound

Write down your spelling words from the list below in your books. The last column has the challenge words.

Look, Say, Cover, Write and Check (**LSCWC**) your spelling list words.

coil	foil	soil
boil	spoil	Spoilt
poison	avoid	noise
moisture	ointment	avoidable

Task b - Spelling Activities

Spelling

Revising the **oi** sound

Search for 5 **oi** words that are longer than 5 letters long.

- Rainbow write the words
- Put a minimum of 3 words into a sentence (complex/compound)
- Create word blocks for the 5 longest words.
- What is the longest **oi** word you can find?

Reading- Learning Intention and Success Criteria

In this activity we are going to be focusing on 'predicting' as a reading strategy. A text is something that we can read and understand. Even though this text is an image we still need to understand it.

Learning Intention:

We are able to:

- **analyse the image**
- **predict what will happen by using the image**
- **answers the questions and relate it to our own experiences.**

Success Criteria:

We will be successful if we:

- **analyse the image and formulate answers based on the image**
- **connect the image with own experiences - text to self**

Task C Reading - upload on google docs

In this activity we are going to be focusing on 'predicting' as a reading strategy. A text is something that we can read and understand.

Even though this text is an image we still need to understand it.

Think about what is happening in this image and answer the following questions:

1. Are the students looking for something?
What could it be?
2. What have the students found?
3. Do you think they know each other?

Your turn to be creative and answer the questions.

1. What do you think will happen next?
2. How do you think students feel?
3. Have you ever found something strange?
4. What was it?



Writing - Learning Intention and Success Criteria

Learning Intention:

We are learning to write an information report about Australia.

Today we will be writing a body paragraph for our information report on Australia's location.

Success Criteria:

We will be successful if we are:

- able to write a paragraph on australia's location.
- using a topic sentence for the paragraph
- providing details about the topic sentence
- using the correct punctuation - capital letters, commas, and full stops

Task D Writing

Information Report

We are learning to write an information report about Australia.

Today we will be writing a **body paragraph** for our information report on Australia's location.

Remember:

Body paragraphs deal with different aspects of the description.

* Each paragraph begins with a **topic sentence** highlighting the focus of the paragraph

* The rest of the paragraph provides **details** or development on the main idea



Writing

Please read the information

Here is a body paragraph on the LOCATION of the Great Barrier Reef.

The **first sentence** is a topic sentence highlighting the focus (location) of the paragraph.

The **following sentences** provide more details about the main idea such as the number of coral reefs and the size of the reef.

The Great Barrier Reef is the world's largest coral reef. It is one of the most complex natural ecosystems on the planet.

The Great Barrier Reef is close to the coast of Queensland, Australia. It consists of nearly 3000 coral reefs and over 900 islands. As a result, it stretches a distance of 2300 kilometres (1400 miles). Due to its size, the reef is able to be viewed from space.

The Great Barrier Reef is home to 14 000 different plant and animal species including many that are endangered. Some of these organisms include whales, sea turtles, birds and coral. Because of this, the reef is a popular tourist destination. Over two million people visit the reef every year.

If the reef is not protected, it may deteriorate. The health of the reef is already at risk due to environmental factors such as climate change. Other threats to the wellbeing of the reef include water pollution, increased coastal development and illegal fishing.

Due to its incredible beauty, the Great Barrier Reef has been named one of the Seven Wonders of the Natural World.



Writing -

Read carefully to answer the following question on the next slide.

Read through the information on Australia's location.

Australia is one of the largest countries in the world, but it is also the smallest continent. Located south of Asia, Australia lies between the Indian Ocean and the Pacific Ocean. Off the southeastern coast is the island of [Tasmania](#). Along the northeastern coast is the world's largest coral reef, the [Great Barrier Reef](#).

Australia is an island country in the Southern hemisphere and belongs to Oceania/Australia. Australia is also the driest inhabited continent of the world.

Did you know that Australia is the largest country in the Southern hemisphere and the largest country without land borders.

Australia is the sixth largest country in the world.

The country is divided into six states (Southern Australia, Western Australia, New South Wales, Queensland, Victoria and Tasmania) and two self-governing territories: Northern Territory and Australian Capital Territory.



Writing

Information Report

Use the information on the previous slide to write a paragraph about Australia's location in your own words.

Remember we need to have a **topic sentence** to introduce the focus of your paragraph (Australia's location) and supporting sentences to explain the focus in greater detail.



Break 1-

Believer

Watch: Believer

Respond: Follow and dance along to GoNoodle's 'Believer' dance video!



Mathematics

Student resources

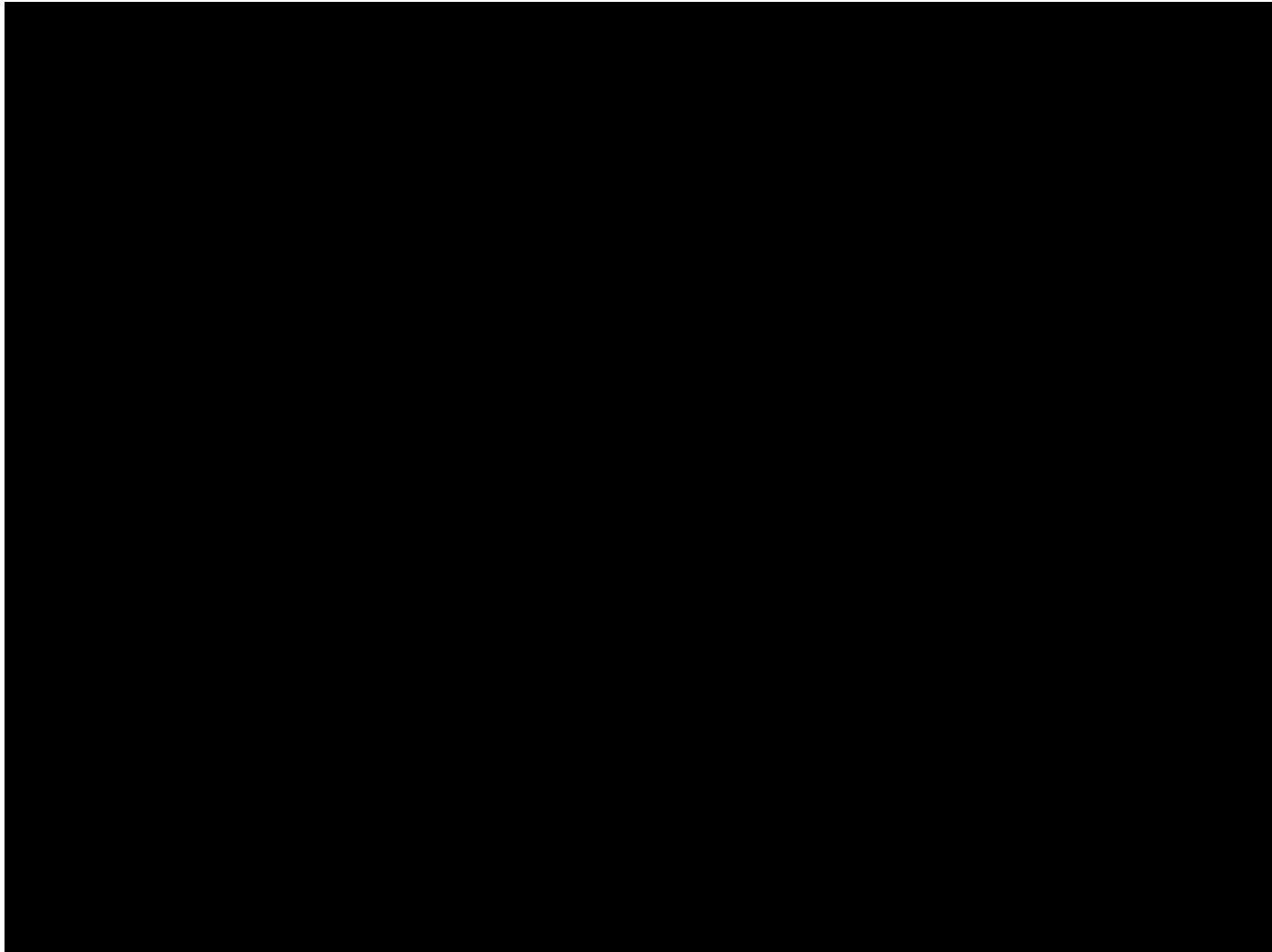
Activity a

Practice your $\times 5$ tables and $\div 5$ on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

<https://www.topmarks.co.uk/maths-games/hit-the-button>



Watch the video on our Maths lesson today on Addition split strategy



Number Talk

CLICK and LISTEN

Can you make total of

36

with **6, 2, 9, 5, 2 and 3**

Addition Split Strategy

Learning Intention

We are going to learn to use the split strategy with addition.

Success Criteria

- able to use the split strategy with single and double digit numbers.
- able to split the numbers into tens and ones place value
- able to apply the strategy successfully and solve the problem

Activity b Addition Split Strategy

When we use the Split Strategy to add the numbers below, we split the numbers into tens and ones. So **46** becomes four tens (**40**) and six ones(**6**), and **33** becomes three tens (**30**) and three ones (**3**)

First add the tens, secondly add the ones. Then add them together to get your answer,

$$\begin{array}{r}
 \begin{array}{ccc}
 \mathbf{46} & + & \mathbf{33} \\
 \swarrow \quad \searrow & & \swarrow \quad \searrow \\
 \mathbf{40} + \mathbf{6} & + & \mathbf{30} + \mathbf{3} \\
 \mathbf{40} + \mathbf{30} + \mathbf{6} + \mathbf{3} \\
 \mathbf{70} + \mathbf{9} \\
 \mathbf{79}
 \end{array}
 \end{array}$$

Split Strategy

The numbers in the equation are 'split' into tens and ones and added separately and then they are put back together.

$$\begin{array}{c}
 56 + 33 = \\
 \swarrow \quad \searrow \quad \swarrow \quad \searrow \\
 50 \quad 6 \quad 30 \quad 3
 \end{array}$$

$$50 + 30 = 80$$

$$6 + 3 = 9$$

$$80 + 9 = 89$$

Complete the following addition problems using the split strategy. Remember to show your working out.

a) $37 + 42 =$	d) $45 + 63 =$
b) $72 + 36 =$	e) $62 + 46 =$
c) $66 + 45 =$	f) $74 + 35 =$

Activity b Addition Split Strategy **upload on Google Doc**

Complete the following number sentences using the Split strategy. Show your workings.

Follow these steps: 1. Split the numbers 2. Add the tens 3. Add the ones
4. Add them together

Find the sum.

1. $28 + 10 =$ _____

2. $22 + 44 =$ _____

3. $51 + 19 =$ _____

4. $70 + 18 =$ _____

5. $60 + 12 =$ _____

6. $29 + 66 =$ _____

Activity b Addition Split Strategy **Extension**

Complete the following number sentences using the Split strategy. Show your workings.

Follow these steps: 1. Split the numbers 2. Add the tens 3. Add the ones
4. Add them together

a) $100 + 40 =$

b) $150 + 40 =$

c) $168 + 30 =$

d) $342 + 167 =$

e) $2497 + 1201 =$



PE

Student resources

Monday

PE

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

<https://players.brightcove.net/85e8501d-2141-4024-95f0-ddaf71a9a91d>



Break 2 -

Play a game with someone in your family. For example - Uno, Cards, Snakes and Ladders.

Have Fun!



Science

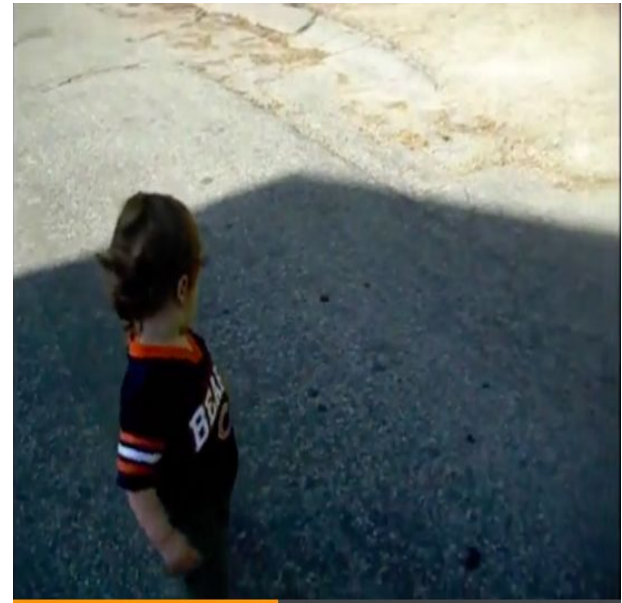
Student resources

What happens when we block light?

Look at the boy below and think about the following questions



Why can we see the boys shadow?



Why can we not see the boys shadow?



As light shines, a shadow is a dark outline that appears on the other side of a solid object.



Light rays travel in straight lines. Shadows are cast when light hits an opaque (solid) object.



Any source of light can cause a shadow.



Transparent things, like water and glass, do not cast a shadow.



What happens when we block light?

In your workbook

Draw and label something that casts a shadow

Draw and label something that does not cast a shadow

What happens when we block light?

Let's play a game of 'Mystery Shadows'!

You are going to see a picture with a shadow, and you need to guess what object or thing is casting that shadow! Can you think how each shadow is created?

Answer the questions along the way with a family member or write them in your workbook. NO CHEATING!



What am I?



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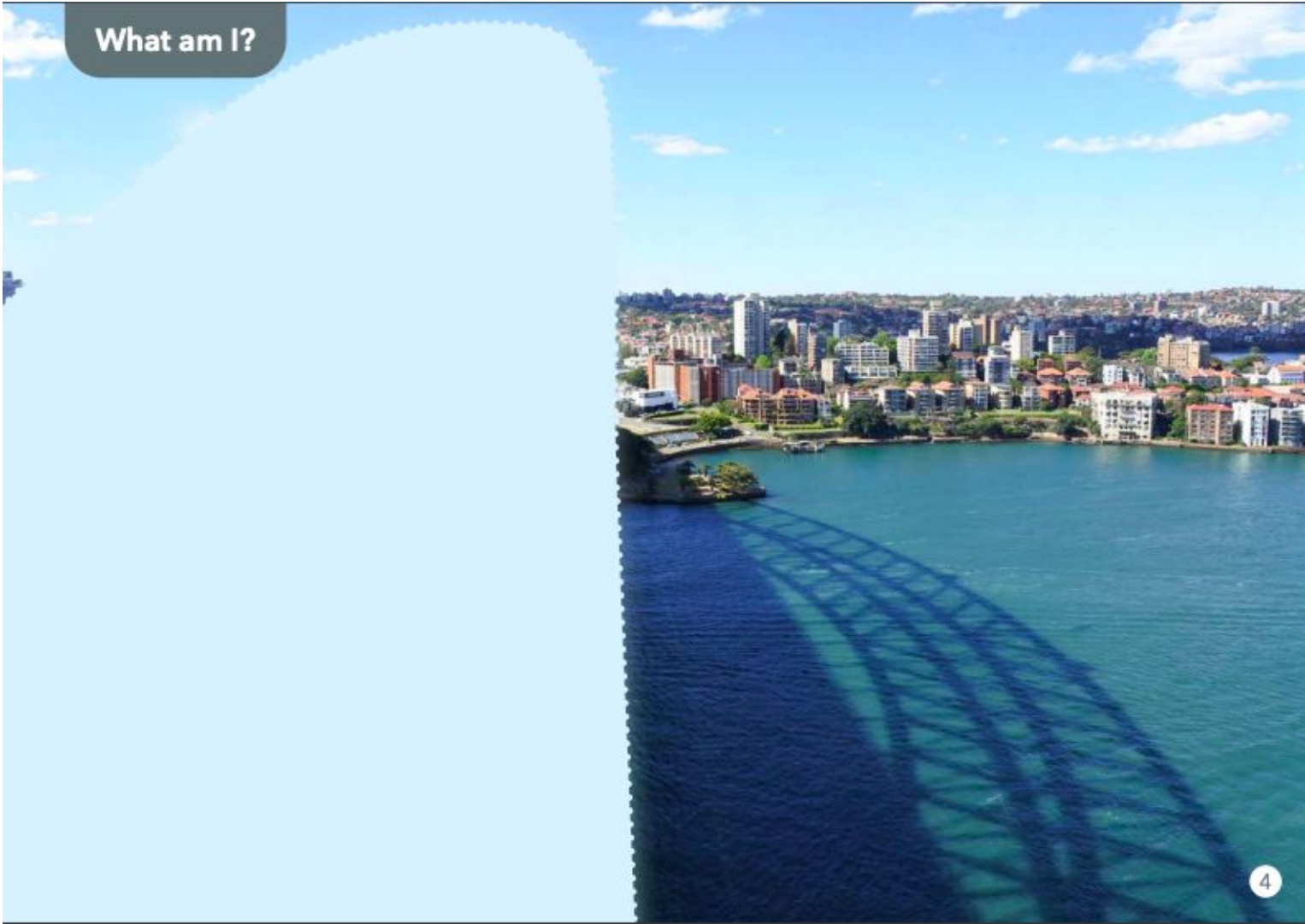
2



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3

What am I?





Why will
this shadow
move?

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5



What am I?



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7



What am I?



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9



What am I?





© Inquisitive Pty Ltd

11

What am I?



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12





What am I?

Does this shadow purr or bark?





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What happens when we block light

What are the key things to remember?

Light travels in:

- A. Zig Zags
- B. Straight lines
- C. Curved Lines

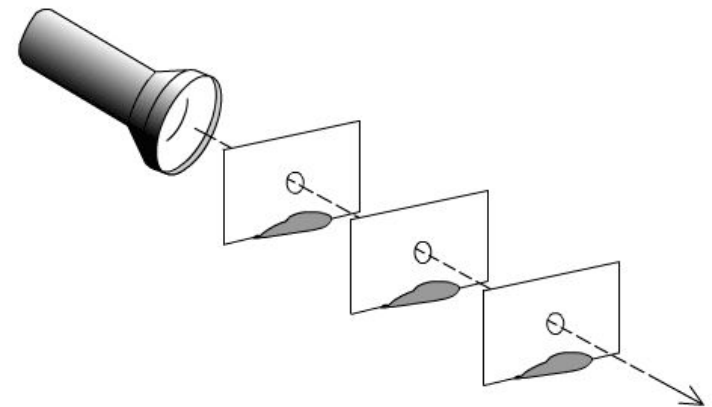
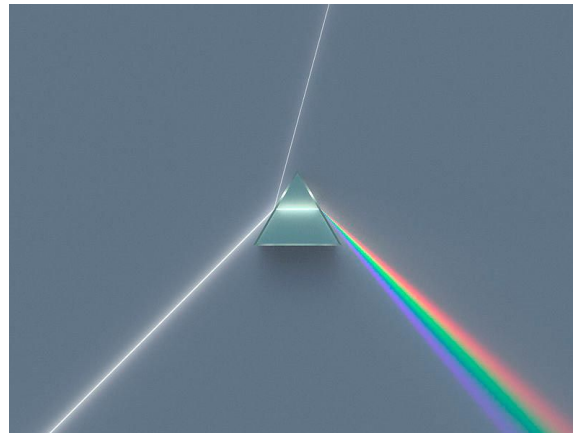


What happens when we block light

What are the key things

Light travels in:

- A. Zig Zags
- B. **Straight lines**
- C. Curved Lines



What happens when we block light

What are the key things to remember?

What happens when light hits a solid/ opaque object?

- A. Creates a shadow
- B. Shines through it



What happens when we block light

What are the key things to remember?

What happens when light hits a solid/ opaque object?

- A. **Creates a shadow**
- B. Shines through it



Light is being blocked by the object, so no light can go behind it. This is why we have shadows

What happens when we block light

What are the key things to remember?

What happens when light hits a transparent/see-through object?

- A. Creates a shadow
- B. Shines through it

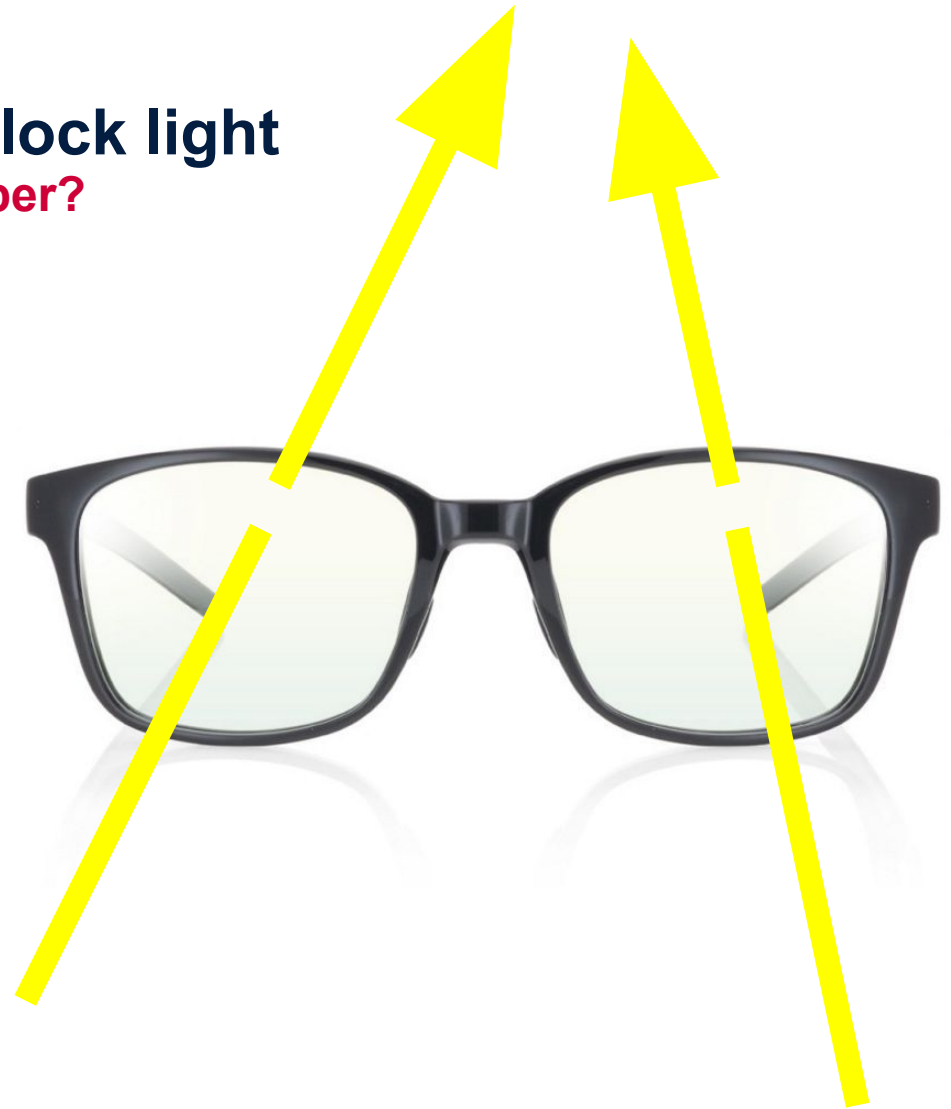


What happens when we block light

What are the key things to remember?

What happens when light hits a transparent/see-through object?

- A. Creates a shadow
- B. **Shines through it**



Light goes through transparent objects, like glasses. That's why you can see through them when you read!



Reflection

End of Day

Reflection for Monday's lessons

Complete this in your exercise book. You can take a photo and upload to Google Classroom. We love reading your reflections.

Ms Naidu, Miss Fernance and Mrs Nagan.

Reflection Points:

- 1 thing you liked and why
- 1 thing you found hard
- 1 thing you'd like more of

Kearns PS Online Learning – Stage 2

Daily Lessons



Tuesday

Student resources



English

Student resources



Task A - Independent reading

Independent reading

Read a book from EPIC or Reading eggs

[ABC Reading Eggs | Where Children Learn to Read Online](#)

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

When finished, discuss the following questions with an adult:

- What the text was about?
- Who were the characters?
- What happened?
- Did anything interesting happen?



Task b - Spelling

Learning Intention: I am learning strategies to spell unknown words.

Success Criteria: I will be successful when I can use a range of strategies to spell familiar and some unfamiliar words.

Spelling Revising the oi sound

Practice writing your spelling words from Monday.

Look, Say, Cover, Write, Check (LSCWC) your spelling list words.

coil	foil	soil
boil	spoil	Spoilt
poison	avoid	noise
moisture	ointment	avoidable

Task b- Spelling

Spelling Activities

Alphabetical Order

1. Write down 4 of your spelling words from your list
2. Underline the first letter of each word with a coloured pencil.
3. Write your 4 words in alphabetical order

Plurals Spelling Rule

For **nouns** (things) that end in a consonant letter and a **y**, drop the **y** and add “**ies**”.

Example puppy puppies

sky skies

Change these words to plurals: **cherry, pony, story, berry, lady, baby, ferry**

Reading - Learning Intention and Success Criteria

Learning Intention:

In this activity we are going to be focusing on 'questioning' as a reading strategy.

Success Criteria:

I will be successful if I am:

- able to read and understand the question
- able to answer the question in relation to the text.

Task C - Reading

In this activity we are going to be focusing on 'questioning' as a reading strategy. Look at the text and carefully read before answering the questions on the next slide.

1. What is the purpose of this text?
Inform, entertain or persuade.
2. What is the main language spoken in Australia? What could be the other languages spoken?
3. Multicultural means there are lots of different cultures. Why do think this might be?
4. What does the seven pointed star represent?
5. In your own words describe the Australian flag.
6. Australia is connected to England, what symbol is used to represent this?

Australia

Classification

The Aboriginal and Torres Strait Islander Peoples were the first people to live in Australia. The main language that is spoken within Australia, is English. Australia is a very multicultural country, with people from different countries living here.



Flag

The Australian flag is blue, white and red. There are six stars on the flag. Five of the stars make up the Southern Cross. The Southern Cross is a symbol of Australia being found in the Southern Hemisphere. The seven-pointed star represents the different states and territories of Australia. In the top left-hand corner of the flag is the Union Jack. This symbolises Australia's connection to England and their rules.

Writing - Learning Intention and Success Criteria

Learning Intention:

We are learning to:

write an information report about Australia. Today we will be writing a body paragraph for our information report on Australia's climate.

Success Criteria:

We will be successful if we are:

- able to write a paragraph on australia's location.
- using s topic sentence for the paragraph
- providing details in relation to the topic sentence
- using appropriate punctuation - Capital letters, commas, and full stops

Task D- Writing - upload on Google Doc



1. Write down some facts that you can remember about Australia from yesterday's lesson.

Writing **upload on google docs**

Information on Climate in Australia

Due to the size of Australia, the country experiences several different climate zones. The northern section of Australia has a more tropical influenced climate, hot and humid in the summer, and cold and dry in the winter, while the southern parts are cooler with mild summers and cool, sometimes rainy winters.

The seasons are the opposite of those in the Northern Hemisphere. When it's summer in the north, it's winter south of the equator. December and January are the hottest months in Australia, July and August the coldest.

2. Use the following words, write a paragraph about the climate in Australia.

different climate zones

hot and humid in the summer

cold and dry in the winter

Opposite season to the Northern Hemisphere

December to February is summer; March to

May is autumn; June to August is winter; and

September to November is spring.

Break 1 - Roar

Watch: Roar

Respond: Follow and dance along to GoNoodle's 'Roar' dance video!



Mathematics

Student resources

Activity a

Practice your $\times 3$ tables and $\div 3$ on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

<https://www.topmarks.co.uk/maths-games/hit-the-button>



Addition Split Strategy

Learning Intention

We are going to learn to use the split strategy with addition.

Success Criteria

- able to use the split strategy with single and double digit numbers.
- able to split the numbers into tens and ones place value
- able to apply the strategy successfully and solve the problem

Activity b Split Strategy [upload on Google Doc](#)

Learning Intention and Success Criteria: I am learning to add numbers mentally using the Split Strategy.

When adding large numbers in our heads, it can be easier to split one of the numbers into parts and add each part separately.

$$57 + 46 \begin{cases} 40 \\ 6 \end{cases} \longrightarrow 57 + 40 = 97 \longrightarrow 97 + 6 = 103$$

Practise adding tens to these numbers:

+	10	50	20	30	60
21					
48					

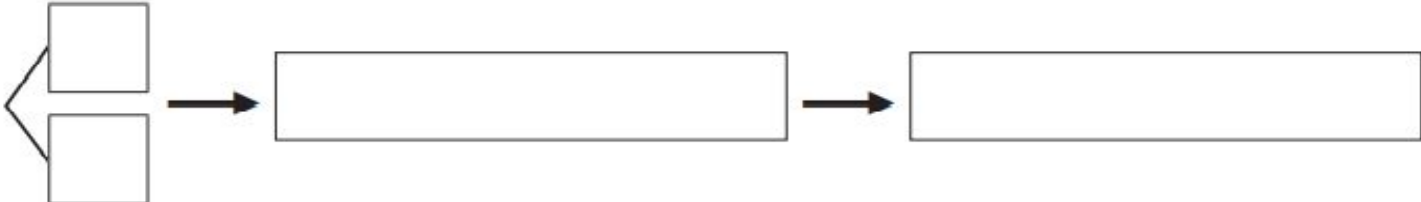


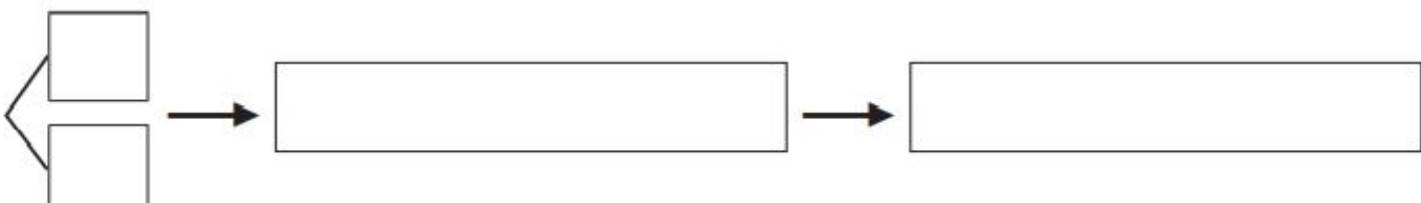
Activity b Split Strategy

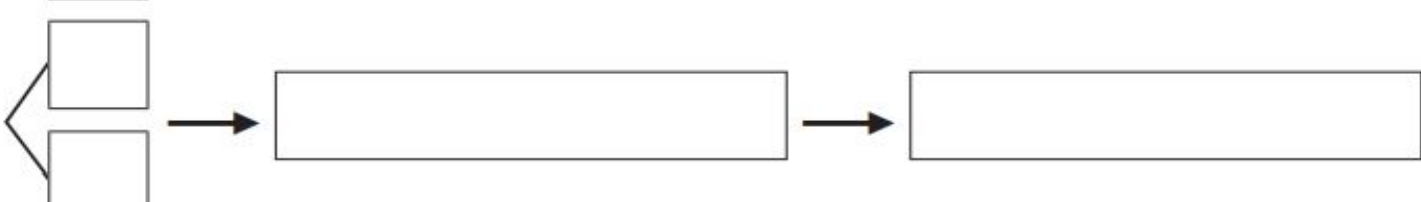
upload on Google Doc

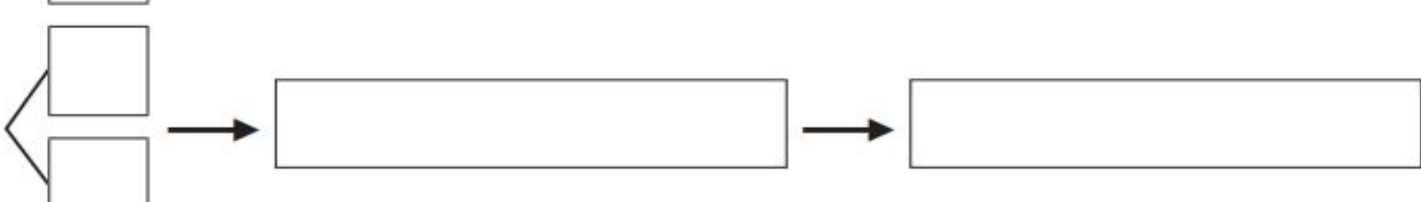
Complete the number sentences below and show your working.

Use the split strategy with these problems:

a $38 + 34$ 

b $29 + 28$ 

c $75 + 14$ 

d $94 + 17$ 





Activity b Split Strategy **Extension**

Complete the number sentences below and show your working.

1. $125 + 53 =$

2. $254 + 123 =$

3. $527 + 312 =$

4. $3544 + 344 =$



Break 2 -

Watch today's episode of BTN with your family. Have a discussion with the people around you about the issues raised.

[Click here for BTN](#)



Geography

Australia's Natural Locations



It's a Big Wide World Out There

Last week we looked at countries and continents and where these are located.

This week's adventure we are going to be looking at some of the natural wonders of the world, what they are and where they are.

Take your time and read through the information





There are seven natural wonders of the world. In your workbook write down the continents each natural wonder belongs to. Use an atlas or Google Maps to help you

Victoria Falls
Zambia/
Zimbabwe

Great Barrier Reef
Australia

Harbour of Rio de Janeiro
Brazil

Paricutin volcano
Mexico

Northern Lights
Alaska

Grand Canyon
Arizona, USA

Mount Everest
Nepal



Imagine there is now only room for six wonders on the list. Using the listed websites, read about each one and record facts you find interesting in your workbook.

On the next slide you will complete the PMI chart below for the one you think should definitely stay on the list.



Victoria Falls

Mount Everest

Grand Canyon

Northern Lights

Great Barrier Reef

Harbour of Rio de Janeiro

Paricutin Volcano

The natural wonder that I think must stay on the list is _ because _____.



Plus (positives)	Minus (negatives)	Interesting Facts



Share this to your Google Classroom





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There is a lot of adventures that come with understanding the World and all the amazing features and places it holds. Every part of the Earth is unique and different, and it is important we know this.

If you are feeling creative perhaps you can create your own world map with some of the different places you know about.

Mrs Gveric would love to see any pictures you create, and you can share these through Google Drive

Rebecca.taylor6@education.nsw.gov.au



Reflection

End of Day

Reflection for Monday's lessons

Complete this in your exercise book. You can take a photo and upload to Google Classroom. We love reading your reflections.

Ms Naidu, Miss Fernance and Mrs Nagan.

Reflection Points:

- 1 thing you liked and why
- 1 thing you found hard
- 1 thing you'd like more of



Kearns PS Online Learning – Stage 2

Daily Lessons



Wednesday

Student resources



English

Student resources



Task A - Independent reading

Independent reading

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[ABC Reading Eggs | Where Children Learn to Read Online](#)

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Who were the characters?

What happened?

Did anything interesting happen?



Task b - Spelling

Learning Intention: I am learning strategies to spell unknown words.

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Spelling Revising the **oi** sound

Practice writing your spelling words from Monday.

Look, Say, Cover, Write, Check (LSCWC) your spelling list words.

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boil	spoil	Spoilt
poison	avoid	noise
moisture	ointment	avoidable

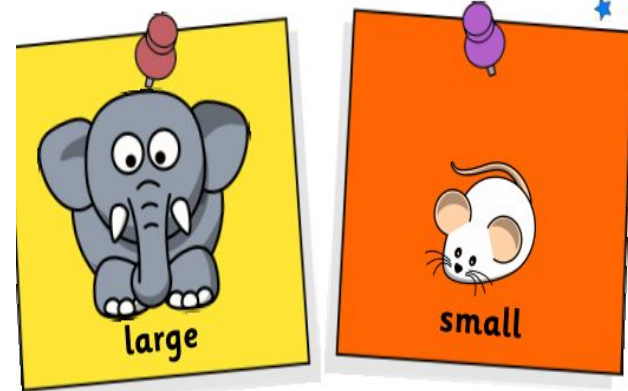
Task B - spelling

Antonyms are two words that have opposite meanings.

Write down the word that has the opposite meaning.

1. _____ whisper
2. _____ solution
3. _____ sell
4. _____ happy
5. _____ bluntness
6. _____ spring
7. _____ penalty
8. _____ obscure

Examples:



- | | | | |
|-----------|------------|----------|------------|
| A. sign | B. problem | C. point | D. buy |
| E. autumn | F. shout | G. price | H. worried |

Writing - Learning Intention and Success Criteria

Learning Intention:

In this reading activity we are going to be focusing on 'monitoring' as a reading strategy.

The goal of any text is to create meaning. Without meaning, a text is nothing more than words on page!

Monitoring as a comprehension strategy can help us understand a text as we are reading.

Success Criteria:

- Is able to understand if the text is making sense?
- Is able to understand how the students are feeling as they are reading the text?
- -is able to understand the words in the text.
- Is able to relate the text to self.

Task B - Reading



In this activity we are going to be focusing on ‘**monitoring**’ as a reading strategy. The goal of any text is to create meaning. Without meaning, a text is nothing more than words on page!

Monitoring as a comprehension strategy can help us understand a text as we are reading.

Monitoring means you are aware of your thoughts while reading, and understanding the words on the page.

While you are reading the following text, ask yourself:

-Is this making sense?

-How am I feeling as I am reading?

-Do I know what all the words mean?

-What part of the text was the most interesting?

Reading - Monitoring



Coll is an island just off the coast of Scotland. It is known for its beautiful, sandy beaches and it is a favourite place to holiday for people who love peace and quiet and enjoy nature. You can get to Coll by ferry once per day or by plane on Mondays and Wednesdays, but bad weather sometimes means that ferries and planes are cancelled. There are only two main roads on the Isle of Coll and they do not have street lights at night. As there are only around 195 people living on the Isle of Coll, the roads are not very busy; lots of people get around by walking or cycling and there are no buses or trains on the island.

While reading, write about the these four questions:

1. Is this making sense and why is it making sense?
1. Do I know what all the words mean?
1. Highlight all the words that doesn't make sense and search it up in a dictionary.
[Free On-Line English Dictionary | Thesaurus | Children's, Intermediate Dictionary | Wordsmyth](#)
1. What part of the text was the most interesting?

Writing - Learning Intention and Success Criteria

Information Reports

Learning Intention:

We are learning to write an information report about Australia.

Today we will be writing an opening statement for our information report on Australia's environment

Success Criteria:

I am

- able to locate the technical words in the text.
- able to find meaning of the technical words.
- able to use the technical words and construct an opening statement in their own words.
- able to use the correct punctuation including, paragraphs, capital letters and correct sentence structure

Task D- Writing

Information Report - Australia's Environment



INFORMATION REPORT

Title

Names the thing.

Classification

Tells what the thing is.

Description

Tells what the thing has.
Tells what it looks like.

Location

Tells where the thing
lives or is found.

Dynamics

Tells what the thing
can do.

Conclusion

What you think about the
thing. (optional)

Writing - Australia's Environment

Information Report - Read the information below

There is no single climate in Australia. The country is huge. Climate depends heavily on location.

In the center of the country is the outback. Conditions are very hot and dry. Some areas may not receive rain for years. At the other extreme, the northeast coast can be very rainy. Snow is rare in most parts of the country. It can

mostly be seen on the highest mountain peaks. Southern areas of Australia are most comfortable.

Bushfires are common in Australia. Drought can make them more likely. In 2009, the Black Saturday fires killed 173 people. It was the biggest loss of life due to fire in the country's history. In wet seasons, dry regions may be impacted by dangerous flash floods. Australia's coasts are also at risk of cyclones.

Writing - upload on google doc

Australia's Environment

1. List 5 facts about Australia's environment after reading the information on the previous slide.
1. Highlight the technical words in the text. (Remember technical words that are specifically used in the topic area.)
2. Find meanings for the technical words.
1. Re- write the opening statement in your own words.

Break 1 -

Saved By The Bell

Watch: Saved By The Bell

Respond: Follow and dance along to GoNoodle's 'Saved By The Bell' dance video.



Mathematics

Student resources

Activity a

Practice your Doubles and Halves on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

<https://www.topmarks.co.uk/maths-games/hit-the-button>



Activity b Addition Word Problems using the Split Strategy

Learning Intention:

I am learning to solve addition word problems using the Split Strategy.

Success Criteria:

I am able to split numbers into tens and ones.

I am able to apply the Split strategy to solve word problems.

Activity b Split Strategy

upload on Google Doc

Solve these word problems using the Split Strategy. Show your working.

Charlie and his father, an engineer, decided to build a treehouse in their backyard.

1. In order to start constructing the house, Charlie and his father needed to gather some wood from the forest. If they initially have 15 extra planks of wood in the house and Charlie and his father got 10 planks of wood each, how many pieces of wood do they have in total?
2. While building the house, Charlie noticed that they were running out of nails, so he told his father he is going to buy some. If they still have 9 nails left and Charlie bought 2 boxes of nails, the big one containing 55 nails and the small one containing 31, how many nails will they have?



Activity b Split Strategy **Extension**

Complete the number sentences below using the Split Strategy and show your working.

1. Jenny tosses a coin. She tosses 75 heads and 22 tails. How many times did Jenny toss the coin?
2. Mary bakes 76 cookies and Charlotte bakes 45. How many cookies did they bake altogether?
3. Tim counts 126 fish in one pond and 52 fish in another pond. How many fish are there in both ponds altogether?
4. Issa plants 156 flowers in one field and 38 in another field. How many flowers did Issa plant?
5. Alli has 223 Lego blocks, his sister buys him 134 more. How many Lego blocks does Alli have altogether?





PDHPE

Student resources

Wednesday

<https://vimeo.com/417925358>

NSW GOVERNMENT

GetActive @Home

Share

Kicking

Year 3 to Year 6

23:08

vimeo

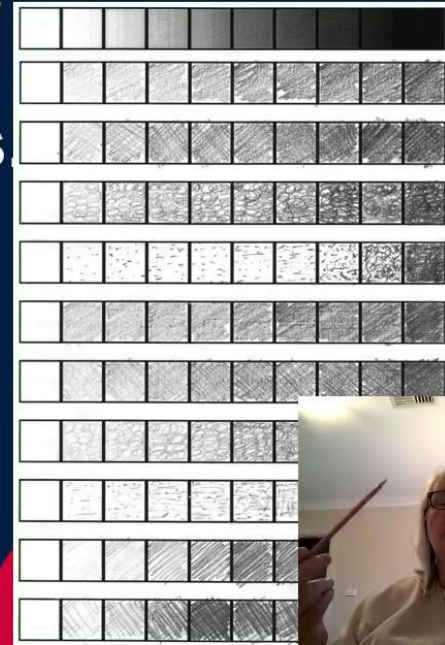
Break 2 -

Call a friend or family member (with your parents permission) and catch up with them via technology/phone.

Art Lesson

Pencils

Some lead pencils can be light or dark, this is dependant on how hard or soft the lead is. We usually use a HB (hard black) as a writing pencil. Various shades of grey-black can be made with different pencils.





Reflection

End of Day

Reflection for Monday's lessons

Complete this in your exercise book. You can take a photo and upload to Google Classroom. We love reading your reflections.

Ms Naidu, Miss Fernance and Mrs Nagan.

Reflection Points:

- 1 thing you liked and why
- 1 thing you found hard
- 1 thing you'd like more of

Kearns PS Online Learning – Stage 2

Daily Lessons



Thursday



English

Student resources



Task A - Independent reading

Independent reading

Read a book from EPIC or Reading eggs

[ABC Reading Eggs | Where Children Learn to Read Online](#)

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

When finished, discuss the following questions with an adult:

What was the text about?

Who were the characters?

What happened?

Did anything interesting happen?



Task b - Spelling

Learning Intention: I am learning strategies to spell unknown words.

Success Criteria: I will be successful if I can use a range of strategies to spell familiar and some unfamiliar words.

Spelling Revising the **oi** sound

Write down your spelling words from the list below in your books. The last column has the challenge words.

Look, Say, Cover, Write and Check (**LSCWC**) your spelling list words.

coil	foil	soil
boil	spoil	Spoilt
poison	avoid	noise
moisture	ointment	avoidable



Task B - Spelling Activities

Silly Story

Write a Silly Story (one paragraph) using all of the words from your Spelling list.

Underline your spelling words.

Write the singular and plural words in the correct columns.

foot	child	ox	woman	men
tooth	goose	teeth	person	cacti
oxen	die	children	man	people
dice	feet	geese	cactus	women

Singular	Plural
foot	feet



Reading- Learning Intention and Success Criteria

Visualising

Learning Intention:

In this reading activity we are going to be focusing on 'visualising' as a reading strategy.

Success Criteria:

We will be successful if we are:

able to visualise by creating an image in our mind while reading that reflects the characters, events, topics or information in the text.

Task C - Reading

In this activity we are going to be focusing on **'visualising'** as a reading strategy.

Visualising means creating an image in your mind while reading that reflects the characters, events, topics or information in the text.

Read the following text.

The Desert

The cracked earth was dry beneath the hot and blazing sun. The sand dunes, yellow as shimmering gold, rolled gently into the distance. A dusty smell drifted through the air. The gentle pattering of rain had not been heard for many years. A collection of rocks – some large, some small – sat lifelessly on the hot desert floor. Above them, white wispy clouds made patterns across the bright blue sky.

- 1. What a strange and lonely landscape is this?**
- 1. Could life even survive in such a place like this?**
- 1. Draw the image you had made, whilst reading the text.**

Writing - Learning Intention and Success Criteria

Learning Intention:

We are learning to write an information report about Australia. Today we will be writing an opening statement for our information report on the Sydney Harbour Bridge.

Success Criteria:

We will be successful if we are:

- able listen and list down the technical words from the video.
- able to list down facts about the sydney harbour bridge.
- able to use the technical words and facts to write an opening statement
- using correct punctuation including, paragraphs, capital letters and correct sentence structure

Listen to Mrs Nagan's lesson about Information Reports

Task D- writing

Australia's Natural Landmark - Read the information below.

The Three Sisters is the Blue Mountains' most spectacular landmark located at Echo Point Katoomba.

The Three Sisters is essentially an unusual rock formation representing three sisters who according to Aboriginal legend were turned to stone. The Three Sisters were formed by land **erosion** around 200 million years ago during the **Triassic period** when the **sandstone** of the Blue Mountains was eroded over time by wind, rain and rivers, causing the cliffs surrounding the Jamison Valley to be slowly broken up.

When the Blue Mountains were covered in seawater, the ocean carried large amounts of **sediment** that gradually sunk to the floor.



- List 5 facts about The Three Sisters



Task D - Writing -

Australian Landmarks- Read the information about landmark's

Landmarks Landmarks are objects or features of a landscape or town that is easily recognised from a distance.

Natural Landmarks A natural landmark is one that has formed naturally without human interactions for example the Great Barrier Reef.

Built Landmarks Built landmarks are structures built by humans that are unique such as the Eiffel Tower or the Sydney Opera House.



Task D- writing

Australia's Natural Landmark - Read the information below.

The Three Sisters is the Blue Mountains' most spectacular landmark located at Echo Point Katoomba.

The Three Sisters is essentially an unusual rock formation representing three sisters who according to Aboriginal legend were turned to stone. The Three Sisters were formed by land erosion around 200 million years ago during the Triassic period when the sandstone of the Blue Mountains was eroded over time by wind, rain and rivers, causing the cliffs surrounding the Jamison Valley to be slowly broken up.

When the Blue Mountains were covered in seawater, the ocean carried large amounts of sediment that gradually sunk to the floor.



- List 5 facts about The Three Sisters

Task D- writing

Australia's Built Landmark - Sydney Harbour Bridge

The Sydney Harbour Bridge is instantly a recognisable symbol of Australia, also known as the 'Coathanger' by locals.

The construction of Sydney Harbour Bridge began on 28th July 1923, using the labour of 1400 workers and was completed eight years later. The arch of the bridge can rise or fall by as much as 18 centimetres due to heating and cooling caused by varying temperatures.



Task D - Writing **upload on Google Doc**

Listen and watch information on the Sydney Harbour Bridge



<https://www.youtube.com/watch?v=Jy5cZ-IO0Eg>

1. List 6 facts about Sydney Harbour Bridge.
1. What did you find interesting about the Sydney Harbour Bridge?
1. Write an opening statement for the Sydney Harbour Bridge.

Break 1 -

Footloose

Watch: Footloose

Respond: Follow and dance along to GoNoodle's 'Footloose' video!



Mathematics

Student resources

Activity A

Practice your $\times 11$ tables and $\div 11$ on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

<https://www.topmarks.co.uk/maths-games/hit-the-button>



Chance - Learning Intention and Success Criteria

Learning Intention:

- To list all possible combinations in a chance situation.

Success Criteria:

We will be successful if :

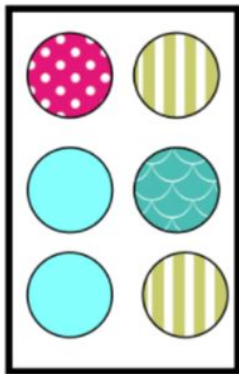
- I can **identify** all possible outcomes in a chance situation.
- I can **list** all possible combinations in a chance situation.

Chance - Listing Possible Outcomes

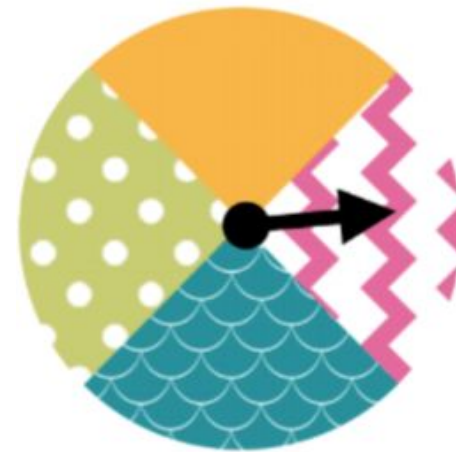
Last week we learnt about listing all of the possible outcomes in a chance situation.

Possible outcomes are all the possible results of an event or chance experiment that can happen.

Examples:



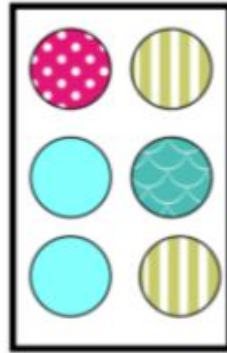
In this box of marbles, if 1 marble were pulled out without looking the possible outcomes would be: dots, stripes, solid, or scales.







In this spinner, if spun 1 time the possible outcomes would be: dots, zig-zags, solid or scales.





Chance - Listing Possible Combinations

Do the possible outcomes change if the scenario involves more than one item being pulled out?



In this box of marbles, if 2 marbles were pulled out without looking, the possible outcomes would be:

1. Dots and Stripes 
2. Dots and Solid 
3. Dots and Scales 
4. Stripes and Stripes 

5. Stripes and Solids 
6. Stripes and Scales 
7. Solid and Scales 
8. Solid and Solid 

Chance - Listing Possible Combinations

If two coins were flipped, what are all the possible combinations?



1. One coin heads, one coin tails.



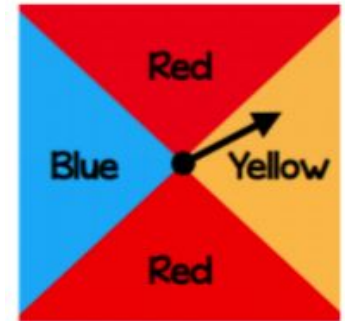
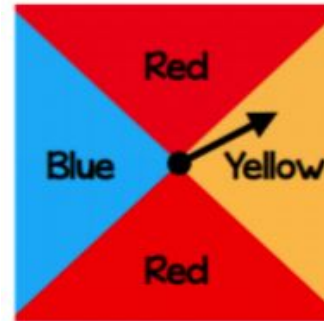
1. Both coins heads.



1. Both coins tails.



If two of these spinners are spun at the same time, what are all the possible outcomes?



1. One red and one blue.
2. Two reds.
3. One red and one yellow.
4. One blue and one yellow.
5. Two blues.
6. Two yellows.

Chance - Listing Possible Combinations

Combinations are all the possible outcomes of two or more choices in a given scenario.

The Ice Cream Dairy has four flavours of ice cream: Vanilla, Chocolate, Strawberry and Cookies and Cream.



Vanilla



Chocolate



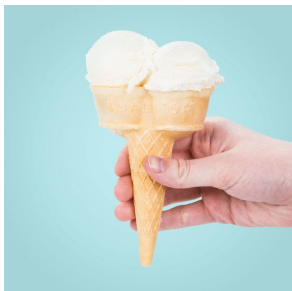
Strawberry



Cookies

And Cream

How many different cones can you buy that have two different flavours side by side in the cone?
The possible combinations here are the two different flavours I can have side by side in the cone!



Chance - Listing Possible Combinations

There are six possible combinations. I could have....

1. Vanilla and Chocolate.



4. Chocolate and Strawberry.



1. Vanilla and Strawberry.



5. Chocolate and Cookies and Cream.



1. Vanilla and Cookies and Cream.



6. Strawberry and Cookies and Cream.



Activity B: Chance - Listing Possible Combinations with Marbles - upload google docs

There are four different coloured marbles in a bag: a red marble, a yellow marble, a blue marble, and a green marble.



If you were to pull out two marbles without looking, what are all of the possible combinations?

Clue: There are six possible combinations.

- 1.
- 2.
- 3.
- 4.
- 5.
- 136.

Activity C: Listing Possible Outcomes with Shirts and Ties

Using the shirts and ties, answer the questions.

Shirts:



Ties:



1. Choose only **2 shirts and 2 ties**. What are the possible shirt and tie combinations you can make?
2. Choose only **3 shirts and 2 ties**. What are the possible shirt and tie combinations you can make?
3. Choose only **4 shirts and 2 ties**. What are the possible shirt and tie combinations you can make?
4. Choose only **3 shirts and 2 ties**. What are the possible shirt and tie combinations you can make?
5. Choose only **4 shirts and 3 ties**. What are the possible shirt and tie combinations you can make?
6. Choose only **4 shirts and 4 ties**. What are the possible shirt and tie combinations you can make?

Activity C: Listing Possible Combinations with Shirts and Ties

upload google docs

Reflection:

1. What strategies or methods did you use to work out the different possible combinations?
1. What number of shirts and ties had the highest amount of possible combinations?
1. What number of shirts and ties had the least amount of possible combinations?
1. Look carefully at the number of shirts and ties compared to the number of combinations.
What pattern do you notice?

Break 2 -

Go for a walk with your family. Take some time to breathe in the fresh air and enjoy the surroundings.



PDH - Nutrition





We are learning to make healthy snack choices when packing our lunch and buying from the school canteen.



Why do we need food?

Food keeps us healthy and help us grow.

Food gives us energy to be able to do things during the day.

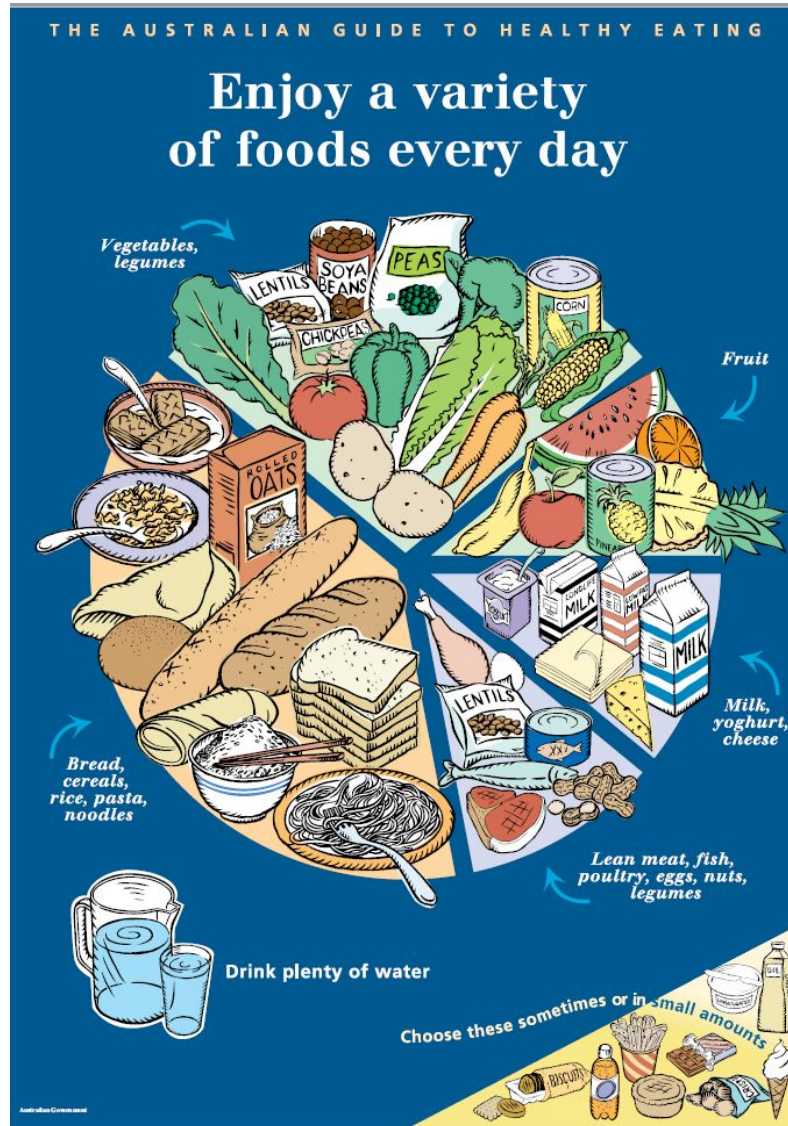
Without proper nutrition, your body can't survive.



When you eat a balanced diet, your body obtains the fuel and nutrients it needs to function properly.

Look at the Australian Guide to Healthy Eating

The food from the Five Food Groups are everyday foods.



The sometimes foods contain a high amount of sugar, fat and salt

Sometimes Food

Sometimes foods are not bad, but they are not something our body needs to be healthy. Eating too much of them may have consequences. They are not for everyday.



Watch this [video](#) that explains the difference between *everyday* and *sometimes* food.



Making Healthy Food Choices - Part 1

Look at the two morning tea options below. On a piece of paper write down which is the healthier choice and why. Think about which option includes *ALL everyday* foods in the list. Refer back to the Australian Guide to Healthy Eating slide to help you - all the foods in your choice should be found there.

Morning Tea 1	Morning Tea 2
Vegetable sticks	Packet of chips
Cheese slices	Grapes
Hummous (chickpea) dip	Lemonade
Water	

Making Healthy Food Choices - Part 2

Below is the Kearns Canteen Menu. Write down 5 healthy lunch choices. Do not include *sometimes* food (high in sugar, salt or fat) on the list eg. chicken nuggets are high in salt and fat. Refer back to the Australian Guide to Healthy Eating slide to help you.

HOT FOOD		
2 MIN NOODLES		\$ 2.50
CHICKEN BURGER	(H)	\$ 3.50
With lettuce & Mayo		
CHICKEN BURGER & SALAD	(H)	\$ 4.00
MCKEARN'S BURGER	(H)	\$ 3.50
With Cheese & BBQ Sauce		
MCKEARN'S BURGER & SALAD	(H)	\$ 4.00
LARGE PIE	(H)	\$ 3.00
CHICKEN CHIPPIS (3)	(H)	\$ 1.50
CHICKEN NUGGETS (3)	(H)	\$ 1.50
FISH FINGERS (3)	(H)	\$ 1.50
PIZZA		
CHEESE (if slice cheese)	(H)	\$ 2.00
HAM & CHEESE		\$ 2.00
HAM CHEESE & PINEAPPLE		\$ 3.00
LASAGNE	(H/V)	\$ 4.00
MAC & CHEESE	(H/V)	\$ 4.00
SPAGHETTI	(H/V)	\$ 4.00
CORN ON THE COB		\$ 0.80

COLD FOOD		
VEGEMITE SANDWICH		\$ 2.00
JAM SANDWICH		\$ 2.00
CHEESE SANDWICH	(H)	\$ 2.50
EGG SANDWICH		\$ 2.50
HAM/CHICKEN SANDWICH		\$ 3.50
SALAD SANDWICH		\$ 3.50
HAM & CHEESE SANDWICH		\$ 4.00
CHICKEN, LETTUCE & MAYO		\$ 4.00
SALAD BOWL		\$ 3.50
SALAD BOWL WITH MEAT		\$ 4.50

Test your knowledge of *Healthy Eating* by playing this **Kahoot!** Please type in your first name and the first letter of last name. All students in Stage 2 will be versing each other in this challenge. The results will be published in your Google Classroom tomorrow morning.
[Press here to play.](#)



Reflection: Discuss with an adult what you learnt about how to make healthy snack choices. What changes will you make when packing your lunch or buying from the school canteen?





Reflection

End of Day

Reflection for Monday's lessons

Complete this in your exercise book. You can take a photo and upload to Google Classroom. We love reading your reflections.

Ms Naidu, Miss Fernance and Mrs Nagan.

Reflection Points:

- 1 thing you liked and why
- 1 thing you found hard
- 1 thing you'd like more of

Kearns PS Online Learning – Stage 2

Daily Lessons



Friday

Student resources



English

Student resources



Task A - Independent reading

Independent reading

Read a book from EPIC or Reading eggs

[ABC Reading Eggs | Where Children Learn to Read Online](#)

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

When finished, discuss the following questions with an adult:

What was the text about?

Who were the characters?

What happened?

Did anything interesting happen?



Task b - Spelling

Learning Intention: I am learning strategies to spell unknown words.

Success Criteria: I will be successful when I can use a range of strategies to spell familiar and some unfamiliar words

Spelling Revising the oi sound

Write down your spelling words from the list below in your books. The last column has the challenge words.

Look, Say, Cover, Write and Check (LSCWC) your spelling list words.

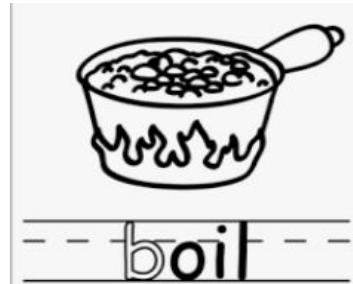
coil	foil	soil
boil	spoil	Spoilt
poison	avoid	noise
moisture	ointment	avoidable



Task b Spelling Activities

Picture Perfect

Write down each spelling word and draw a picture to represent each word.



Get a parent or a family member to test you on your spelling words.

How did you go?



Writing - Learning Intention and Success Criteria

Summarising

Learning Intention:

In this activity we are going to be focusing on 'summarising' as a reading strategy.

Success Criteria I am able to:

- retell the story in my own words by looking at the image.
- formulate the answers by thinking about the image, and the meaning behind the image.

Task C - Reading - **upload on google doc**

In this activity we are going to be focusing on **'summarising'** as a reading strategy. Remember summarising is retelling the story in your own words. Look at the image.

1. Who are the main characters?
1. Where does the story take place?
1. What is happening in the image?
1. When might this be happening?
1. Write one sentence that is summarising
What is happening in the image.



Writing - Learning Intention and Success Criteria

Learning Intention:

- Write using correct posture and technique for handwriting.
- Formulate the letters correctly using correct pencil grip.

Success Criteria I am able to:

- copy the text correctly using cursive writing and correct letter formation.
- Hold the pencil correctly and write using the correct posture.

Task D - Handwriting

In google docs on the handwriting paper you must copy the poem “Whiz Kids” by Jill McDougall in **cursive writing**.

Once you have finished, draw a picture to illustrate what you think the poem means.

*The poem “Whiz Kids” by Jill McDougall
on the next slide.*

Make sure:

1. You tilt your book
2. Sharpen your pencil
3. Keep you back nice and straight
4. Keep your feet planted on the ground

Whiz Kids

poem by Jill McDougall
illustrated by Amy Golbach

Kate's the quickest in our class
At working fractions out,
Wayne's a whiz at Mental Maths—
He doesn't mess about.



Tran's a turbo-jet on skates,
But Polly owns the pool,
She swims the 100 metres
Like a fish on rocket fuel.



Sam's a super sprinter,
Always first across the line,
Jess is quick to say, 'Well done,'
And give the thumbs-up sign.

Chen's a champ at cleaning up,
He empties every bin!
Emmy's quickest with a joke,
And William's quick to grin.

But I'm the chilled-out, laid-back type,
I like to take things slow,
But when Ms Mark says, 'Class dismissed!'
Well! You should see me go!



Break 1 -

Better When I'm Dancing

Watch: Better When I'm Dancing

Respond: Follow and dance along to GoNoodle's 'Better When I'm Dancing' video!



Mathematics

Student resources

Activity A

Practice your x10 tables and $\div 10$ on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

<https://www.topmarks.co.uk/maths-games/hit-the-button>



Chance - Learning Intention and Success Criteria

Learning Intention:

- To predict the number of times each outcome should occur in a chance experiment.
- To carry out a chance experiment.
- To compare the predicted and actual results.

Success Criteria I am able to:

- **predict** the number of times each outcome should occur in a chance experiment.
- carry out a chance experiment.
- compare the **predicted** and **actual** results of a chance experiment.

Chance Experiment - Modelled Example

I used a spinner to investigate a chance experiment.

What possible outcomes can occur when the spinner is spun once?

The possible outcomes are blue or yellow.

The spinner can only land on either blue or yellow.



What is the likelihood of the spinner landing on blue on any one spin?

It is equally likely that the outcome will be blue because blue and yellow are the same size on the spinner. They have the same likelihood of occurring. There is an equal chance that the spinner will land on blue and that the spinner will land on yellow.

Predict: How many times do you expect the spinner to land on blue and yellow if we spun the spinner 10 times?

I would expect the spinner to land on blue and yellow the same amount of times because they are equally likely. I think the spinner will land on blue 5 times and on yellow 5 times.

Chance Experiment - Modelled Example

Spinner Results for 10 Spins:

	Tally	Total
Landed on Blue		7
Landed on Yellow		3

Did the expected result (prediction) and the actual result match?

No, I predicted that the spinner would land on blue and yellow the same amount of times. The actual results showed that the spinner landed on blue 7 times and the spinner landed on yellow 3 times.

Questions to think about:

Did landing on blue in the previous spin increase the likelihood of landing on blue in the next spin?

Which outcome, landing on blue or landing on yellow is more likely?

If I did the experiment again, would I get the same results? Why or why not?

Activity B: Chance Experiment [upload on google doc](#)

Coin Flip Investigation

Your turn! This time you are going to carry out a chance experiment using a coin. Before you start, answer the questions.



1. What outcomes can occur when a coin is tossed once?
1. What is the likelihood (or chance) of tossing 'tails' on any one toss?
1. Predict: How many 'tails' and 'heads' do you expect there to be if we tossed a coin 10 times?

Activity B: Chance Experiment -upload on google doc

Coin Flip Investigation

Aim: Flip one coin 10 times and record each flip as a tally mark.

Equipment you will need:

1 x coin
pencil and paper OR google doc to record results

Instructions:

1. Flip the coin.
2. Record the result as a tally mark whether the coin landed on 'heads' or 'tails' in the correct space in the table below.
3. Repeat steps 1 and 2 nine more times (so that you have flipped the coin 10 times).

Coin Flip Results for 10 Tosses:

	Tally	Total
Landed on Heads		
Landed on Tails		

Activity B: Chance Experiment -upload on google doc

4. Did your expected result (prediction) and actual result match?
5. Did tossing 'tails' on the previous toss increase the likelihood (or chance) of tossing 'tails' on the next toss? Why or why not?
6. Which outcome, 'heads' or 'tails' is more likely?
7. If we did the experiment again, would we get the same results? Why or why not?

Activity B: Chance Experiment **Upload on google doc**

You are now going to repeat the experiment but for **20 flips**.

8. Predict: How many 'tails' and 'heads' do you expect there to be if we tossed a coin 20 times?

Flip one coin 20 times and record each flip as a tally mark in the table below.

Coin Flip Results for 20 Flips

	Tally	Total
Landed on Heads		
Landed on Tails		

9. Was your prediction correct? Why or why not?

10. If you were to complete this chance experiment again for 40 flips, do you think the results would be the same? Why or why not?

11. If you flipped 'heads' five times and 'tails' fifteen times, does this mean that tails will also have the larger number of flips next time you complete this activity? Why or why not?

Activity C - Open Ended Chance Experiment

This time, conduct your own chance experiment for a situation of your choice! Below is a list of chance experiments that you can use, or you can test out your own ideas. Remember to predict what you think will happen, record your results, and then compare your predicted and actual results!

Possible Ideas:

- Roll a dice 20 times and record your results.
- Create a spinner, or use an online option, and record what colours you spin.
- Place a collection of different items in a bag, mix them up and pick one out, replacing the item each time.
- Play rock, paper, scissors with a friend and record whether rock, paper, or scissors won each game.
- Draw cards from a shuffled deck and record what you get.
- Flip one or two coins and record the results.



Break 2 -

With your parents permission, get cooking in the kitchen. For example cupcakes or a sandwich.



PDHPE/Dance

Student resources

DANCE

Watch the [Dance](#) to learn some dance moves - click on the word video not the picture





Reflection

End of Day

Reflection for Monday's lessons

Complete this in your exercise book. You can take a photo and upload to Google Classroom. We love reading your reflections.

Ms Naidu, Miss Fernance and Mrs Nagan.

Reflection Points:

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- 1 thing you found hard
- 1 thing you'd like more of

