NSW Department of Education

Kearns PS Online Learning – Stage 2

Daily Lessons

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Monday

Student resources

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English

Student resources

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Task A - Independent reading

Click here to listen to the instructions

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?

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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 **oy** 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.

soy	coy	enjoy
loyal	royal	oyster
voyage	destroy	convoy
employment	flamboyant	gargoyle

Task b - Spelling Activities

Spelling

Revising the **oy** sound

Search for 5 **oy** 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 **oy** word you can find?

Click here to listen to the instructions

Reading- Learning Intention and Success Criteria

In this activity we are going to be focusing on listing some facts about Japan and answering comprehension question about Japan.

Learning Intention:

We are able to:

- Listen and read the book
- List facts about Japan
- Answer the questions about Japan.

Success Criteria - if I:

- Can list facts about Japan
- Can answer the question and understand the text.

Task C Reading - Japan

Pre - reading

Click here to listen to the instructions

First list some facts that you already know about the country Japan.

Click on the picture for the get epic link.

https://www.getepic.com/book/53986825/japan?utm_source=t2t&utm_medium=link&utm_campaign=content&share=18917999124

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Click here to listen to the instructions

Reading Comprehension about Japan
upload google doc

1. What are Japan's four largest islands?
2. What is the capital city of Japan?
3. What language do people in Japan speak?
4. What is a manga?
5. List some examples of comics that are popular in Japan.
6. What other things did you learn about Japan from reading the book?

Writing - Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention:

We are learning to write an information report about an Australian animal.
Today we will be writing an **Introduction** for our information report.

Success Criteria:

We will be successful if we are able to:

- use the technical words and facts to write an introduction
- write in the present tense
- provide a short description of our animal

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Task D Writing

Information Report

Click here to listen to the instructions

We are writing an introduction about Koalas.
Our introduction:-

- may include a definition for example, The Koala is a native animal of Australia.
- needs to capture the reader's interest, so use some interesting facts
- may include a classification for example Koalas are Marsupials

Task D Writing

Example

Click here to listen to the instructions

Koalas

Introduction

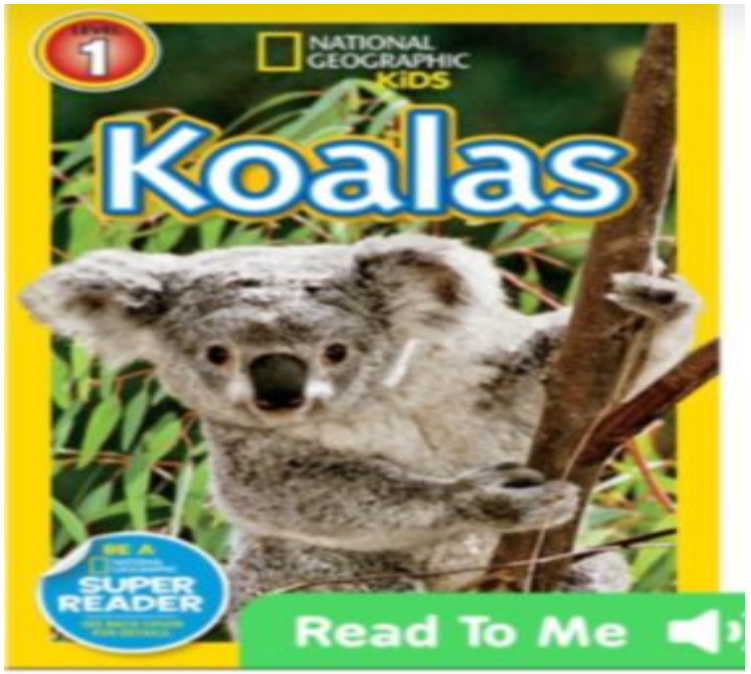
Koalas are small, furry mammals that are native to Australia. They live in small groups on Eucalyptus trees. Koala's are classified as Marsupials because the female has a pouch to carry her baby. The name Koala comes from an aboriginal word meaning, "no drink".

Now write your own introduction on Koalas.

You can get your facts from books on Epic, See next slide.

- https://www.getepic.com/app/read/43453

- https://www.getepic.com/app/read/43779



Break 1-

Help Others

Watch: Help Others

Respond: Take a moment to set an intention to help someone today.

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Mathematics

Student resources

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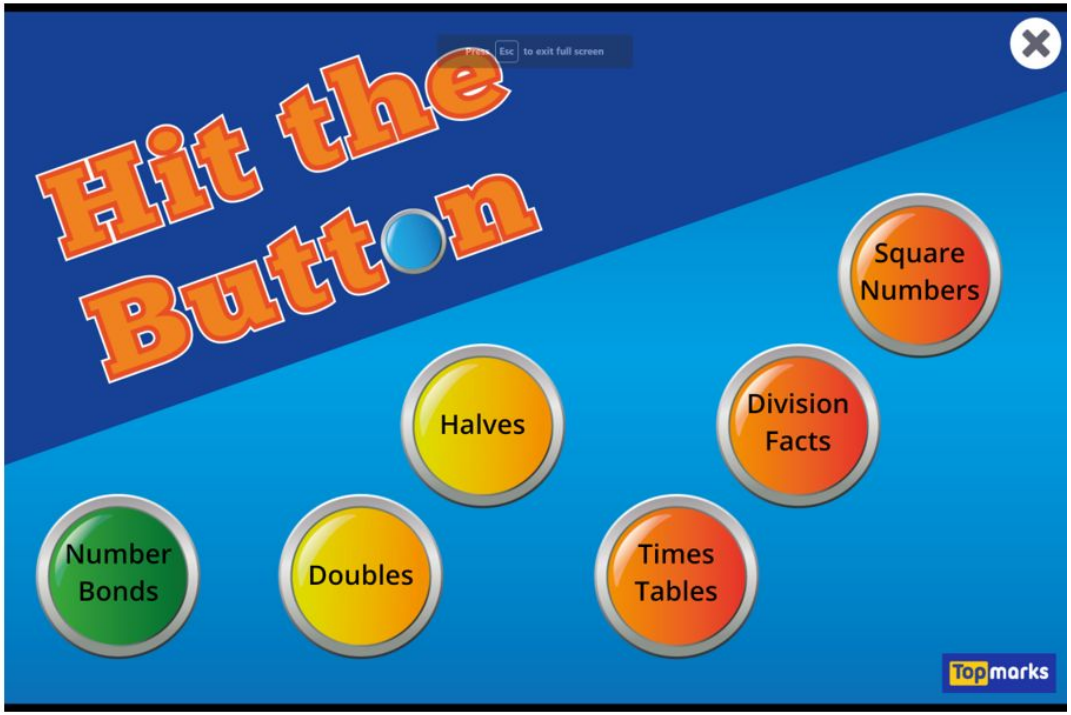
Activity Warm Up

Practice your x4 tables and ÷ 4 on Hit the Button for 10 minutes.

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



Mathletics

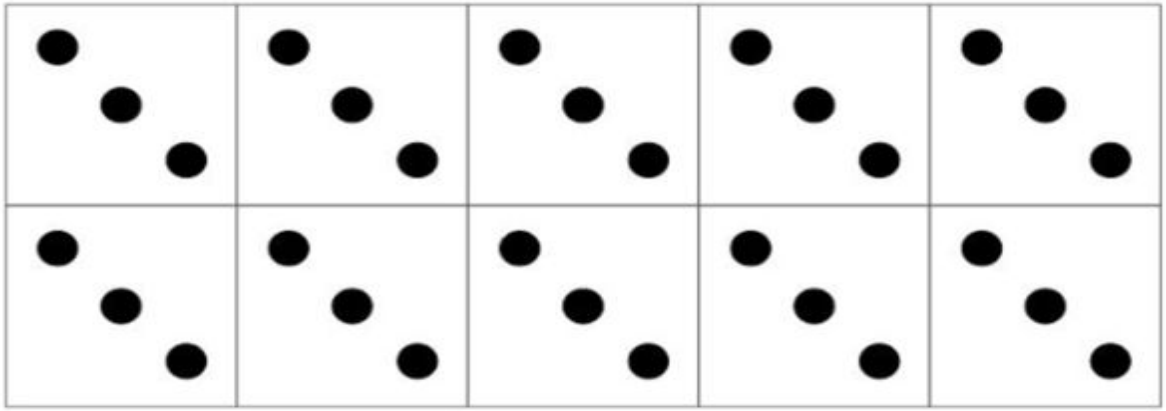
Click here to listen to the instructions

Complete an activity on Mathletics for 20 minutes

Number Talks

How many dots can you see?

Click here to listen to the instructions



What strategies can you use?

Subtraction Split Strategy

Learning Intention

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

Success Criteria

- I am able to use the split strategy with single and double digit numbers.
- I am able to split the numbers into tens and ones place value.
- I am able to apply the strategy successfully and solve the problem.
- I can show my working out when using the split strategy.

Subtraction Split Strategy - video

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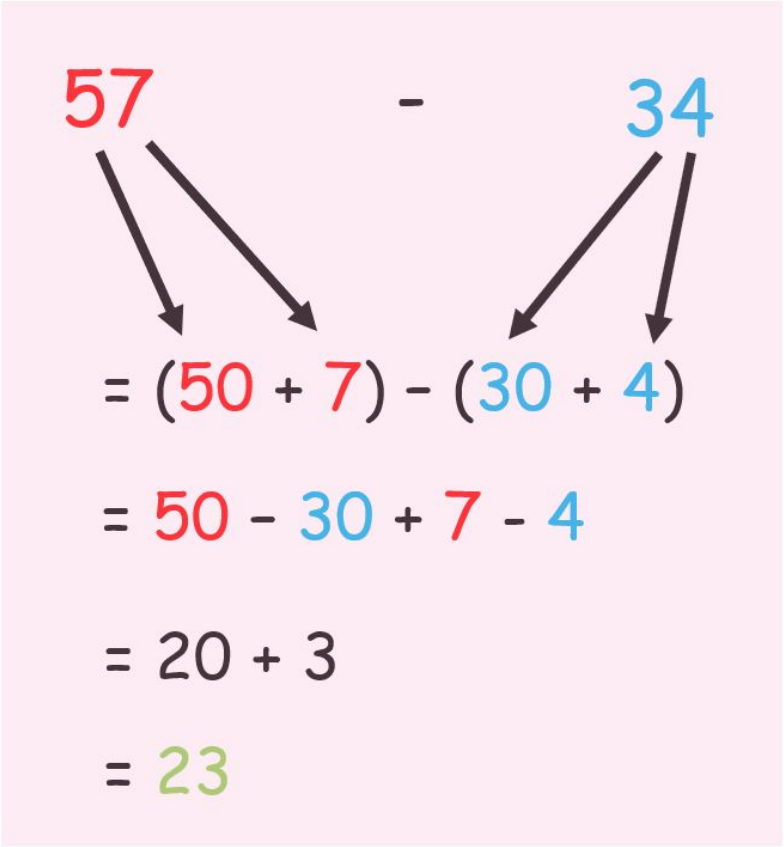
TENS	ONES
	1
	1
10	1
10	1
10	1
10	1
10	1
5	7

TENS	ONES
	1
10	1
10	1
10	1
3	4

Subtraction Split Strategy

When we use the Split Strategy to subtract the numbers below, we split the numbers into tens and ones. So **57** becomes five tens (**50**) and seven ones (**7**), and **34** becomes three tens (**30**) and four ones (**4**).

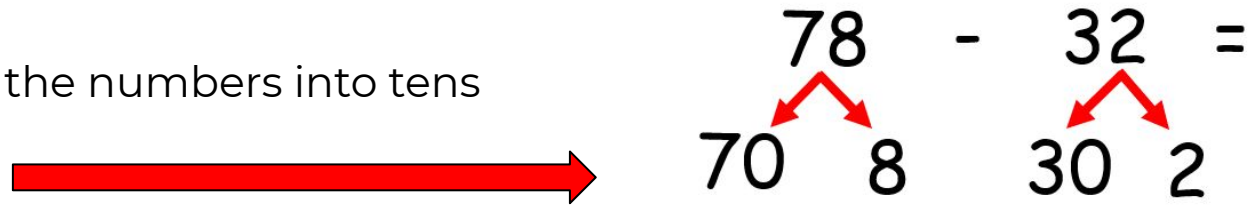
First subtract the tens, secondly subtract the ones. Then add them together to get your final answer.



Subtraction Split Strategy

The numbers in the equation are ‘split’ into tens and ones and subtracted separately and then they are put back together.

Step 1. Split the numbers into tens and ones.



Step 2. Subtract the tens. 70 - 30 = 40

Step 3. Subtract the ones. 8 - 2 = 6

Step 4. Put them back together. 40 + 6 = 46

Split Strategy Subtraction

Show how you got your answer using the split strategy. The first one has been done for you.

upload to google docs

a) 56 - 33 =

50 - 30 = 20

6 - 3 = 3

20 + 3 = 23

56 - 33 = **23**

b) 49 – 27 =

___ – ___ = ___

___ – ___ = ___

___ + ___ = ___

49 – 27 = ___

c) 35 – 14 =

___ – ___ = ___

___ – ___ = ___

___ + ___ = ___

35 – 14 = ___

d) 58 – 23 =

___ – ___ = ___

___ – ___ = ___

___ + ___ = ___

58 – 23 = ___

e) 66 – 43 =

___ – ___ = ___

___ – ___ = ___

___ + ___ = ___

66 – 43 = ___

f) 29 – 18 =

___ – ___ = ___

___ – ___ = ___

___ + ___ = ___

29 – 18 = ___

Activity B - Subtraction Split Strategy - upload to google docs

Complete the following number sentences using the Split Strategy. Show your working out.

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

Find the difference.

1. 77 – 44 = _____

2. 81 – 41 = _____

3. 97 – 62 = _____

4. 87 – 34 = _____

5. 58 – 55 = _____

6. 94 – 82 = _____

Activity B - Subtraction Split Strategy Extension

Complete the following number sentences using the Split Strategy. Show your working out.

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

Find the difference.

1. 79 - 32 = _____

2. 87 - 63 = _____

3. 144 - 113 = _____

4. 239 - 127 = _____

5. 346 - 222 = _____

6. 397 - 144 = _____

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PE

Student resources

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PD: SISA Fundamental Movement Skills Lesson

(click on the link)SISA Fitness Lesson

Break 2 -

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

Have Fun!

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Science

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What can electricity do?

What do these words mean? Find their definitions on dictionary.com

electricity charge static current

generate convert sustainable

solar hydro power wind battery

What can electricity do?

Watch the below video. How did the ‘ghosts’ move?

What can electricity do?

Static electricity

Electricity is making the paper ghosts dance. Electrical energy, like all types of energy, makes things happen. When the balloon was rubbed against the person's hair, it was 'charged' with electricity. This type of electricity stays in one place and is called static electricity.

Can you make your own dancing ghosts? You will need a balloon, paper towels, sticky tape and scissors.

What can electricity do?

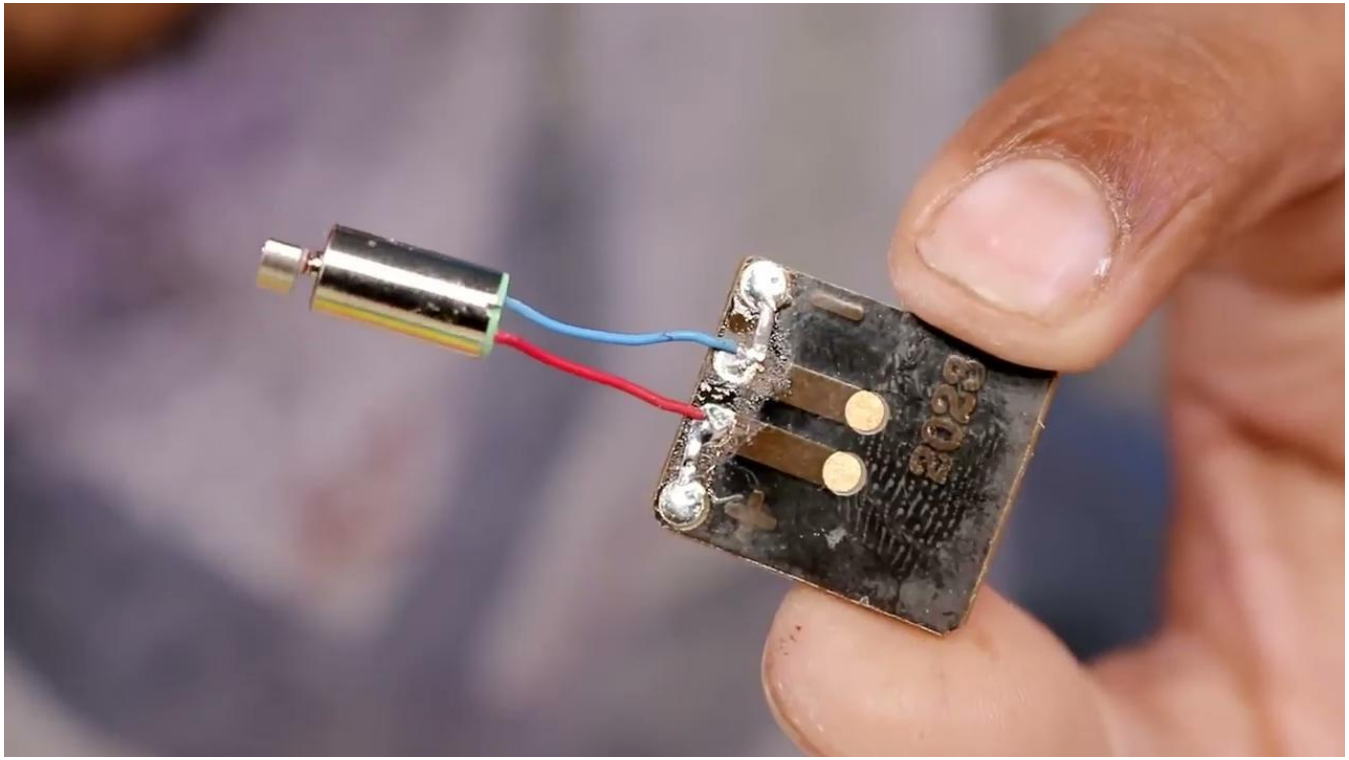
Using a different type of electricity

People have known about static electricity for thousands of years, but it is a type of electricity that is hard to capture and use. Around 150 years ago, scientists discovered that electricity can be generated (made) in other ways and that this new type of electricity could move. We call this current electricity. Current electricity is the energy we use to power many machines in our world; from the fast trains we ride, to the smartwatches we wear

What items in your house can you find that use electricity? See how many you can find in 1 minute!

What can electricity do?

Watch the below video. What is happening?



What can electricity do?

Solar Power

What happened? The critter moved because it was powered by solar energy. The solar panel took in light energy from the sun and torch. The light energy was then converted (changed) into electricity, making the motor move the critter. When the sunlight was blocked, no electricity was made and the critter stopped moving.

Study the images below and label what else can be powered by solar electricity.

What can electricity do?

How to make electrical energy

Solar Electricity is generated by using light energy, it is one way electricity is made. To generate electrical energy, another kind of energy must be used. Watch the links below to see how we can turn one form of energy into another.

Coal https://online.clickview.com.au/share/embed?sharecode=20423927

Wind https://online.clickview.com.au/share/embed?sharecode=dee02e83

Hydro https://online.clickview.com.au/share/embed?sharecode=7d3b46c

Battery https://online.clickview.com.au/share/embed?sharecode=c2712d29

What can electricity do?

Look at the image below

Some ways of generating electricity, like the burning of coal, are harmful to the environment; they use resources that cannot be used again and can cause pollution. Other ways are less harmful; they are called sustainable sources of electricity. Sustainable electricity is made from resources that we can use again and again. They also cause less pollution in the atmosphere.

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Reflection

End of Day

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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

Subtraction Split Strategy

Learning Intention

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

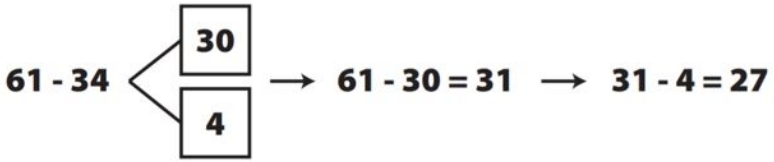
Success Criteria

- I am able to use the split strategy with single and double digit numbers.
- I am able to split the numbers into tens and ones place value.
- I am able to apply the strategy successfully and solve the problem.
- I can show my working out when using the split strategy.

Subtraction Split Strategy

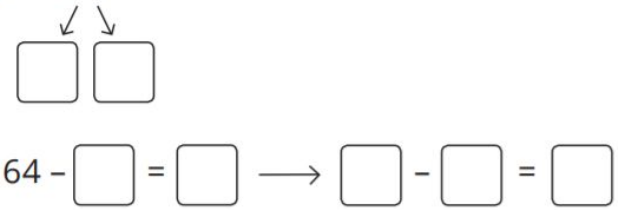
When subtracting large numbers in our heads it can be easier to split the number to be subtracted into parts and work with each part separately.

61 - 34 = 27

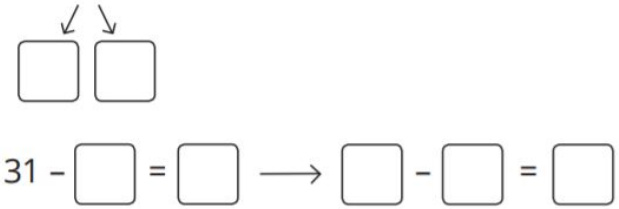


Split Strategy

a) 64 – 26



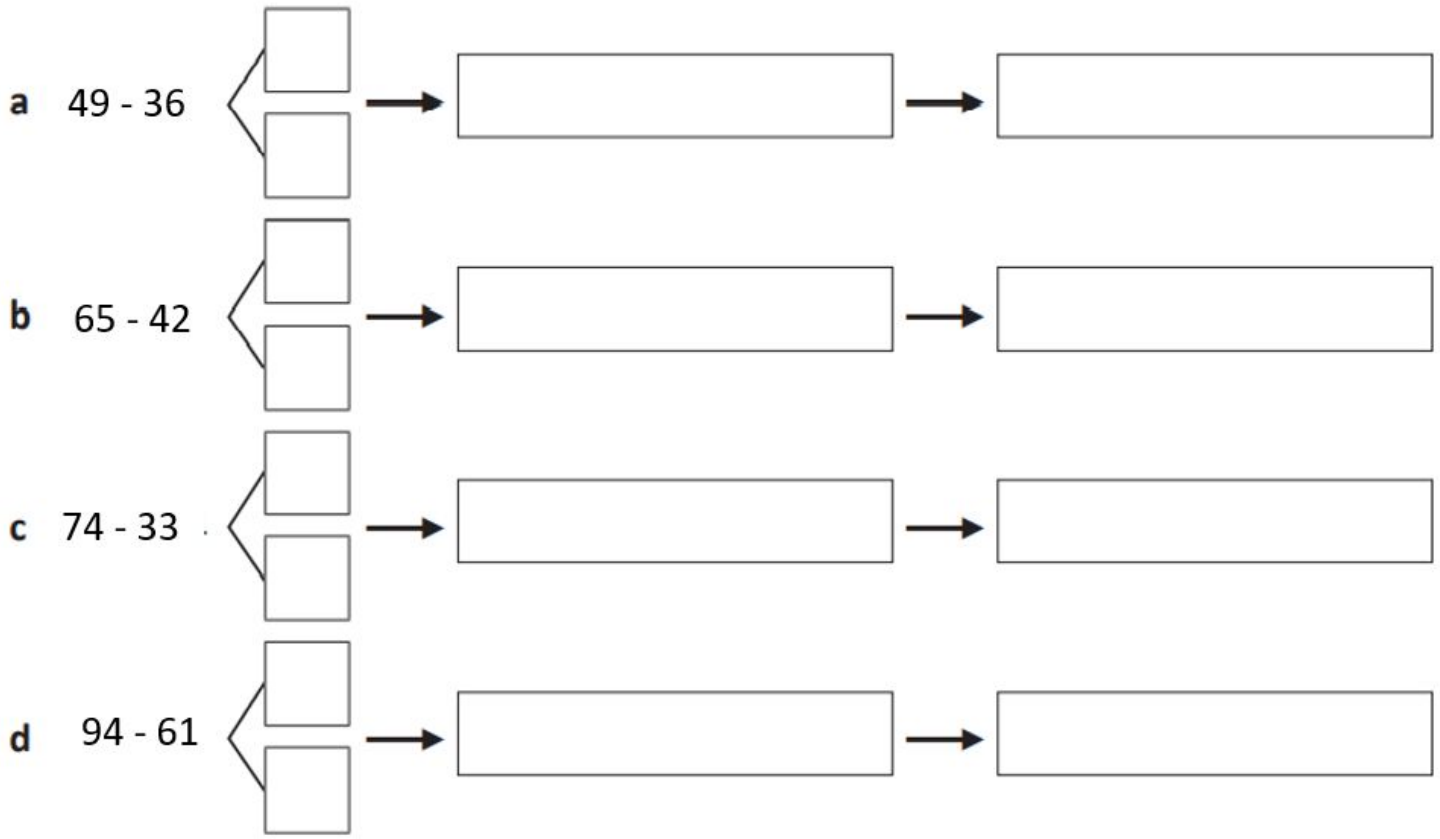
b) 31 – 19



Activity B - Subtraction Split Strategy - upload google docs

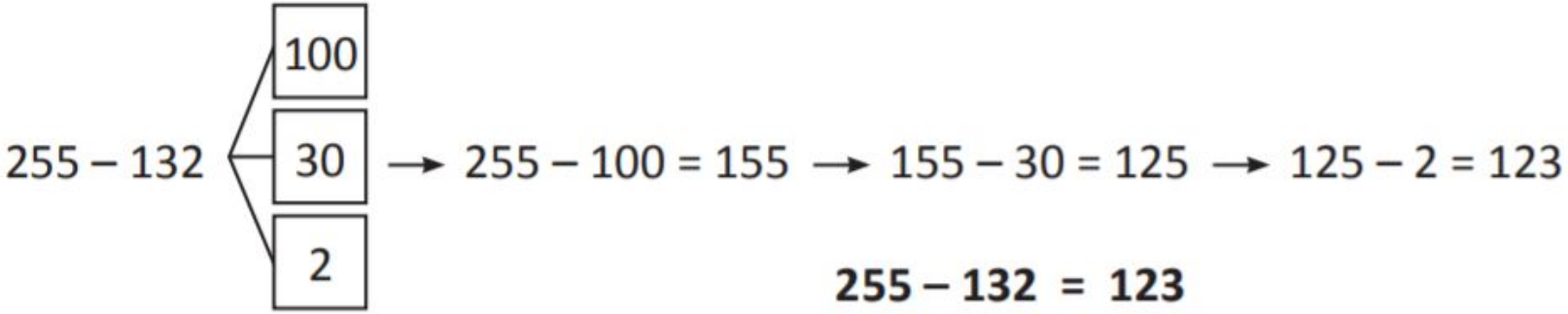
Complete the number sentences below and show your working.

Use the split strategy with these problems:



Activity B - Subtraction Split Strategy Extension

When subtracting large numbers in our heads it can be easier to split the number to be subtracted into parts and work with each part separately.



Complete the number sentences below and show your working.

1. **189 - 54 =**
2. **243 - 142 =**
3. **684 - 321 =**
4. **2996 - 581 =**

Break 2 -

U Can’t Touch This

Follow and dance along to Go Noodle’s ‘U Can’t Touch This’

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Geography

Different Environments

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What are the natural features of China?

Click here to listen to the instructions

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Asia is a neighbouring continent of Australia. China is the second largest country in Asia. It has the largest population in the world. It is about the same size as Australia. China has many natural features, inland and near the ocean.

Click here to listen to the instructions

This Photo by Unknown Author is licensed under CC BY

Read the eBook: **Natural Features of China**.

Then choose one of the places in the book and create your own mind map about it, see the next slide for a guide on how to complete a mind map.

Click here to listen to the instructions

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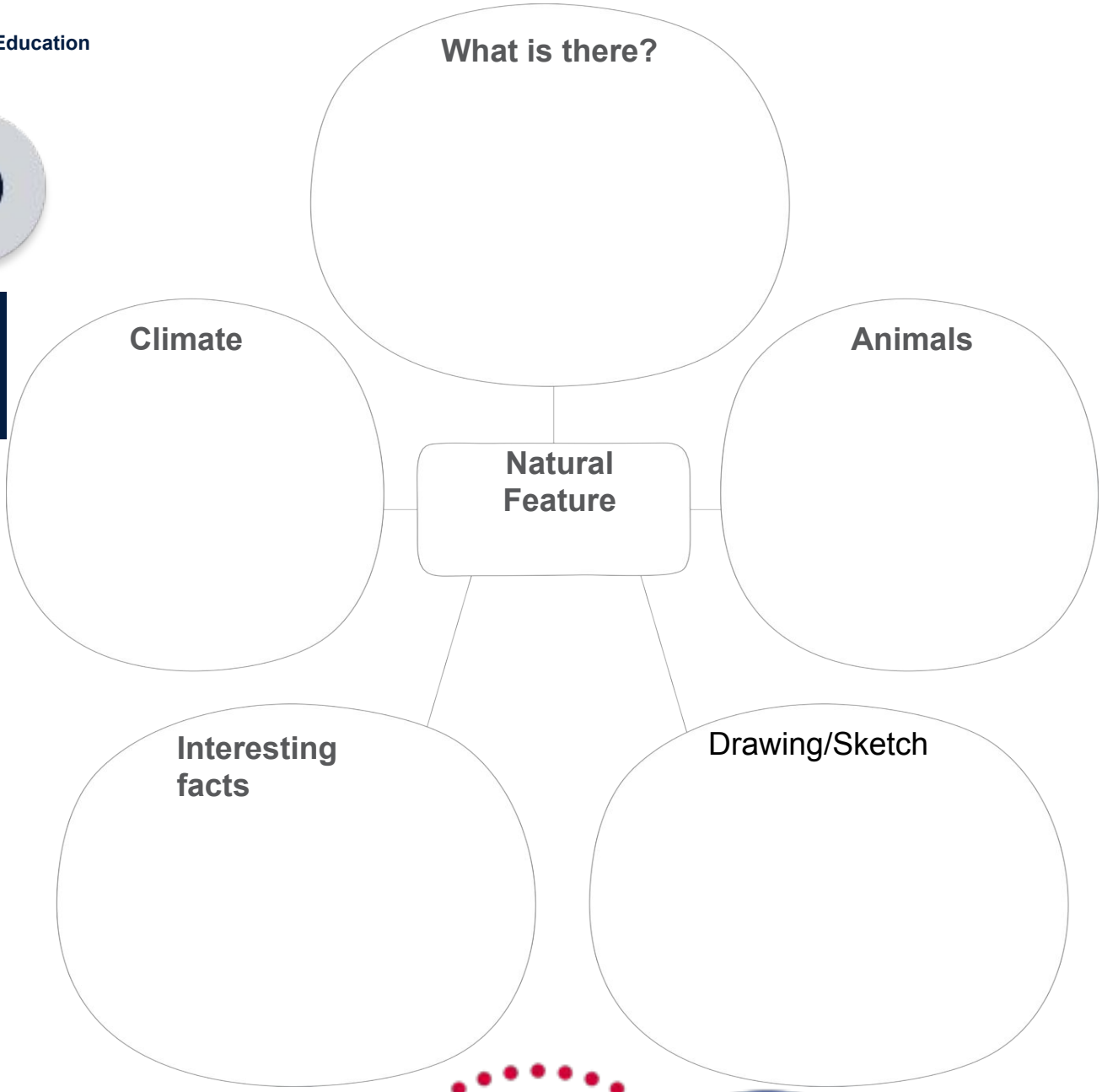
Click here to listen to the instructions



Watch the video: **Mount Everest.**

Click here to listen to the instructions

Use the eBook from the previous slide or do your own research to find answers to t questions. Upload to google classroom

a Which Chinese natural feature is in the video?
b What words would you use to describe it?
c How many meters above sea level is it? _____
d What vegetation grows there? _____
e What animals live there? _____
f Has anyone ever climbed to the top? _____
g This place is also known as the biggest junkyard on earth. Why might this be? _____
_____

Mount Kosciuszko is the highest mountain in Australia. It is located in southern NSW, in the Kosciuszko National Park.

Find the answers to the following questions and upload to your google classroom

a) How many meters above sea level is it?
b) What vegetation grows there?
c) What animals live there?
d) Who was the first person to climb it?

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Click here to listen to the instructions

Congratulations on another great week of work.

See you next week.

Mrs Gveric.

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Reflection

End of Day

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Kearns PS Online Learning – Stage 2

Daily Lessons

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Wednesday

Student resources

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English

Student resources

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Task A - Independent reading

Click here to listen to the instructions

Independent reading

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ABC Reading Eggs | Where Children Learn to Read Online

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Task b - Spelling

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Spelling Revising the **oy** sound

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

soy	coy	enjoy
loyal	royal	oyster
voyage	destroy	convoy
employment	flamboyant	gargoyle

Task b Spelling/Grammar Irregular Verbs (Tense)

In each sentence, circle the word that is incorrect. Write it correctly.

1. Ryan finded his missing toy. _____
2. Yesterday a bee stinged me! _____
3. I holded my mum's hand to cross the road._____
4. We all standed up to sing and clap. _____
5. The bird flied low, right over my head. _____
6. We leaved for home after visiting our cousins. _____
7. Jasmin meeted her friends at the shop. _____

Reading- Learning Intention and Success Criteria

In this activity we are going to be listening and reading a story fictional book and comprehension questions based on the book.

Learning Intention:

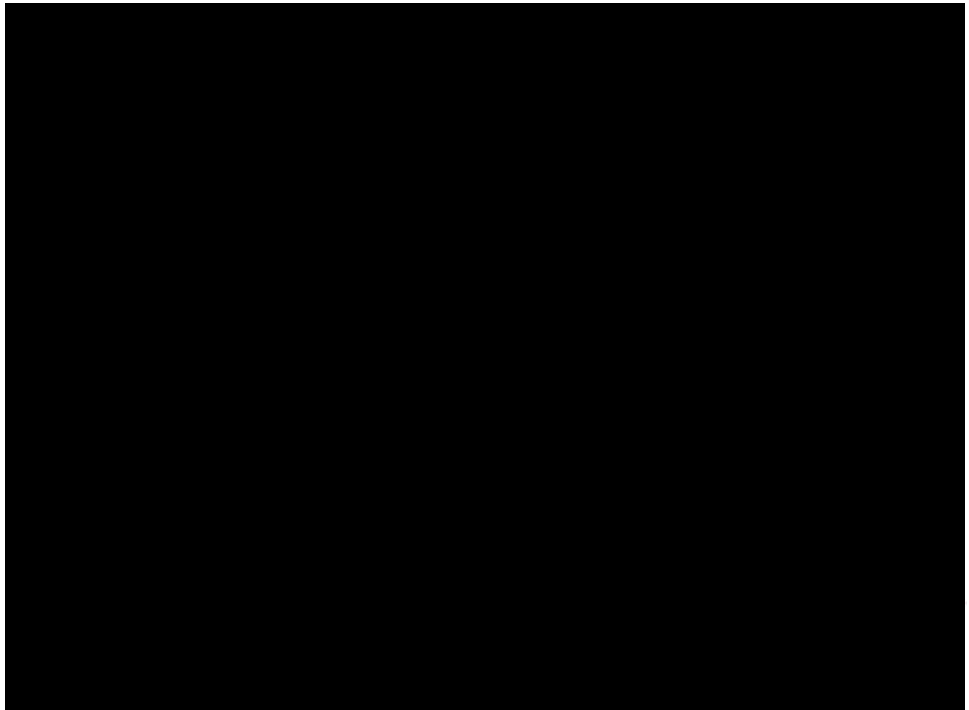
We are able to:

- Listen and read the book
- Predict unfamiliar words
- Match unfamiliar words with the text to find the meaning

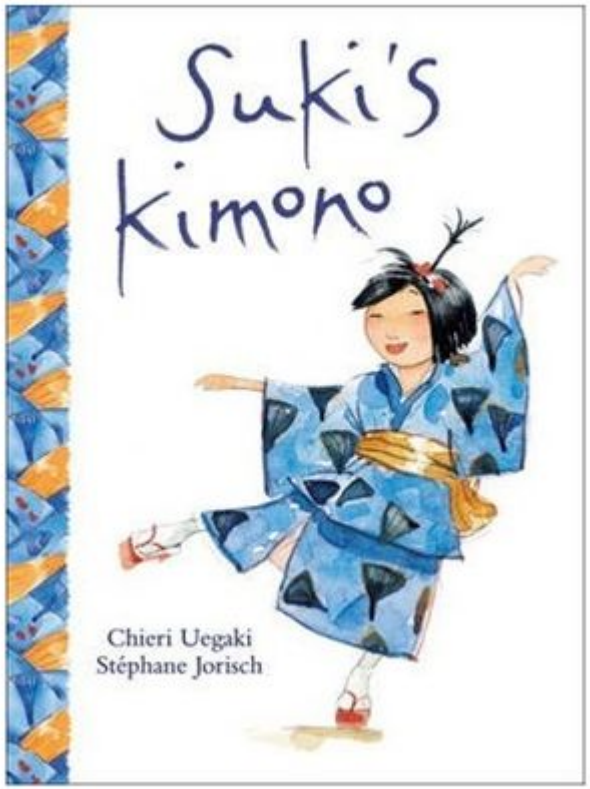
Success Criteria:

We will be successful if I:

- Can predict the meaning of unfamiliar words using the clues within the text.



Task - Reading

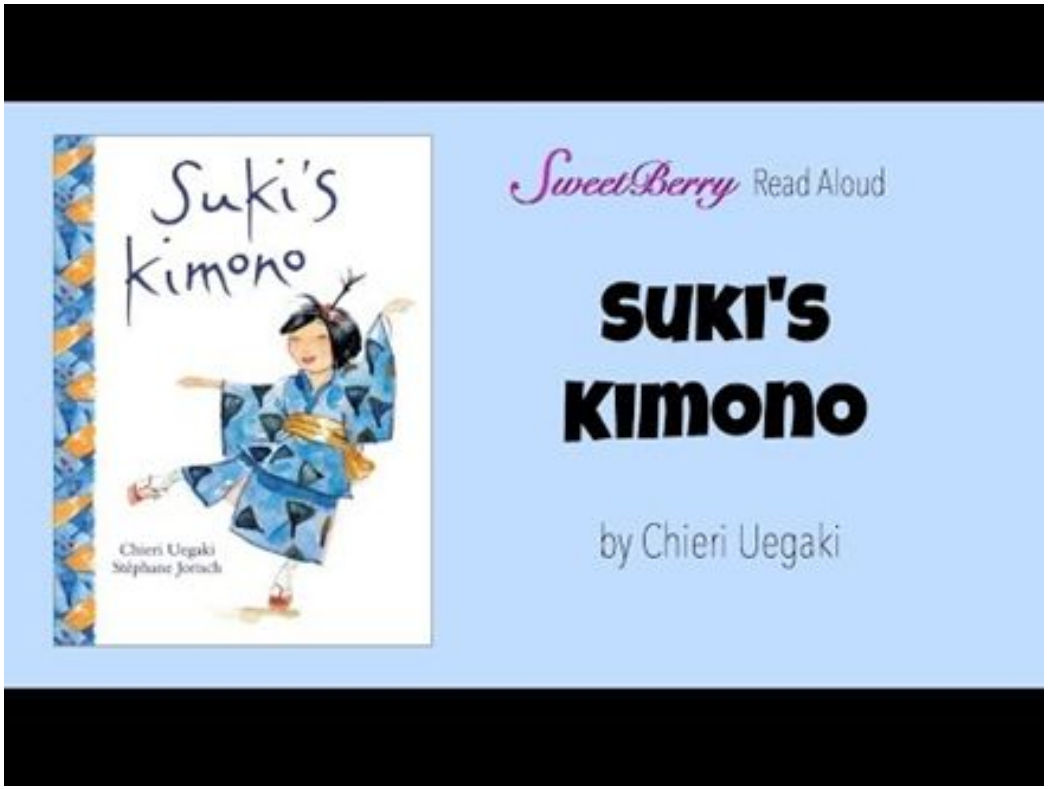


login to Get Epic to read the book.

https://www.getepic.com/app/read/6288

Reading

You can view the story here http://www.youtube.com/watch?v=xrXsFs5KpLQ



Reading - Vocabulary

“She brought me my kimono and my geta.” Suki raised her foot to show the teacher her wooden clog.

Predict the meaning of

kimono -

geta -

Before they left the festival, Suki and her obachan stopped at the souvenir stand.

Predict the meaning of

obachan -

Reading - Check your answers

Geta - a Japanese wooden clog for outdoor wear.

Obi - a broad sash worn around the waist of a Japanese kimono.

Obachan - Japanese word for "grandmother."

Writing - Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention:

We are learning to:

- write an information report
- write a **conclusion** for our information report.

Success Criteria:

We will be successful if we are able to:-

- write in the present tense
- summarise important points for the conclusion

Task D Writing

Information Report

Click here to listen to the instructions

You will write a conclusion about Koalas.
Think about what you want the reader to remember.
Our conclusion:-

- includes a repeat of our main ideas in a simple or summarised form
- ends with a parting thought, this could be a statement to make people think, a hope or wish
- does not include any new information.

Task D Writing

Information Report

Click here to listen to the instructions

Here are some phrases you could use to write your conclusion.

To summarise, koalas.....

In conclusion, koalas.....

Overall, koalas.....

As you can see koalas.....

In summary, koalas.....

Task D Writing

An example of a conclusion

Click here to listen to the instructions

To summarise, koalas rely on eucalyptus trees for their habitat and food. There are many threats to their survival, but the largest threat is due to the loss of their habitat caused by bushfires, drought and land clearing. I hope that koala numbers increase soon so that they do not become endangered.

Now, write your own conclusion.
Tomorrow we will be putting all the parts of the information report together.

Break 1 -

Find Joy

Watch: Find Joy
Respond: Take a moment to find joy in something around you.

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Mathematics

Student resources

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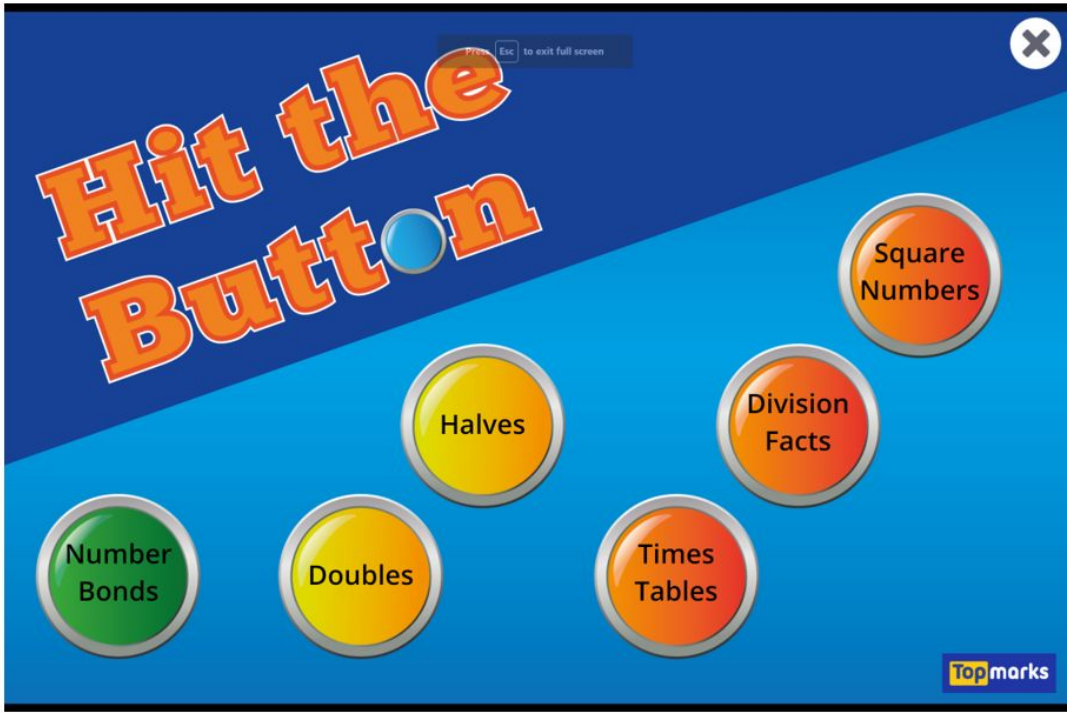
Activity A

Practice your Doubles and Halves on Hit the Button for 10 minutes.

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



Click here to listen to the instructions

Complete an activity on Mathletics for 20 minutes

Number Fluency:

Write out your 12 times tables as quick as you can!

1 x 12 =	2 x 12 =	3 x 12 =	4 x 12 =	5 x 12 =	6 x 12 =
7 x 12 =	8 x 12 =	9 x 12 =	10 x 12 =	11 x 12 =	12 x 12 =

Use a timer to record how quick you can do them.

Subtraction Jump Strategy

Learning Intention

We are going to learn to use the jump strategy with subtraction.

Success Criteria

- I am able to use the jump strategy with single and double digit numbers.
- I am able to jump in tens and ones to arrive at the answer.
- I am able to apply the strategy successfully and solve the problem.
- I can show my working out when using the jump strategy.

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Subtraction Jump Strategy Video

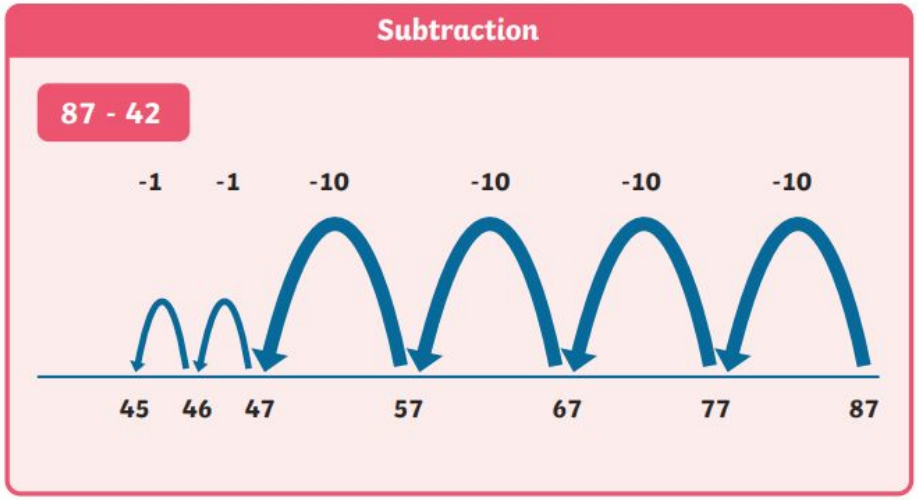
Subtraction Jump Strategy

The Jump Strategy is when you use a number line to jump in tens and ones to arrive at the answer.

When we use the Jump Strategy to subtract the numbers below, we draw a number line and write the highest number (**87**) at the end. We then split the smaller number into tens and ones. So 42 becomes four tens (**40**) and two ones (**2**).

First subtract the tens (**40**). We are going to jump backwards by ten 4 times.

Then subtract the ones (**2**). We are going to jump backwards by one 2 times.



Jump Strategy - Subtraction

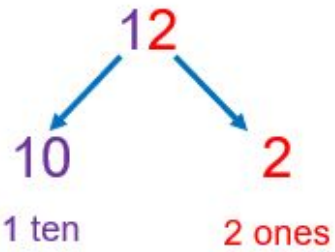
31 - 12 =

Step 1:

Draw and write the largest number (31) on the right side of the number line.

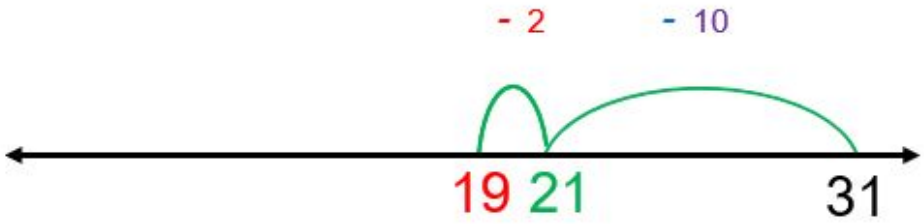
Step 2:

Split 12 into tens and ones. E.g. There is 1 ten and 2 ones.



Step 3:

Going back to the number line, show a jump of minus 10 first, then a jump of minus 2.



Jump Strategy - Subtraction

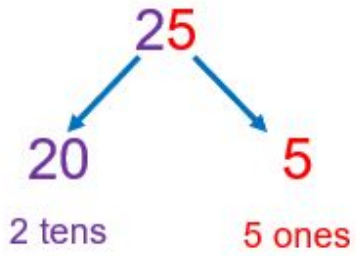
32 - 25 =

Step 1:

Draw and write the largest number (32) on the right side of the number line.

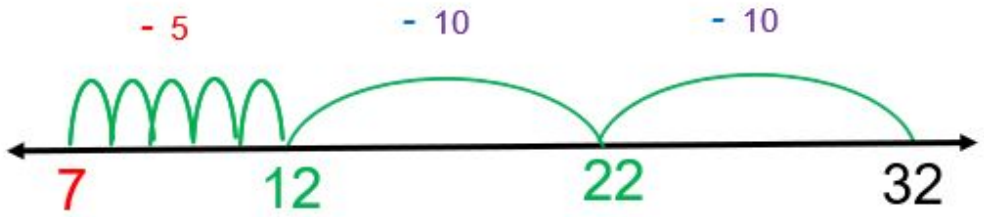
Step 2:

Split 25 into tens and ones. E.g. There are 2 tens and 5 ones.



Step 3:

Going back to the number line, show two jumps of minus 10 first, then a jump of minus 5.

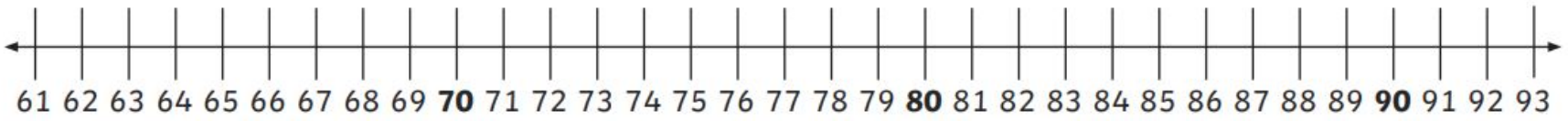


Activity B - Subtraction Jump Strategy upload google docs

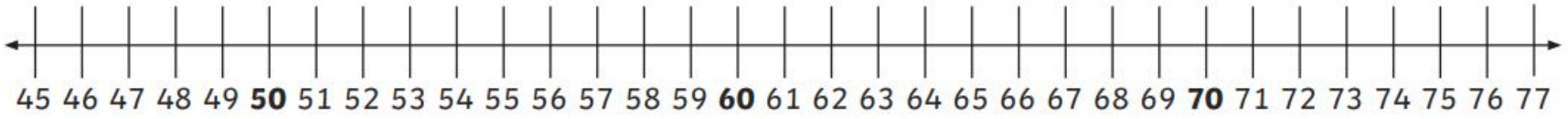
Jump Strategy Subtraction

Use the jump strategy to find the answer to each question.

1. 93 - 32 =

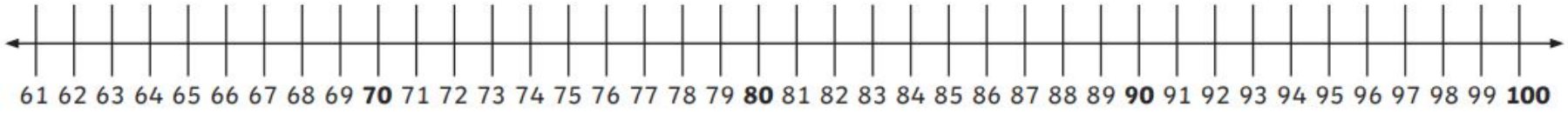


2. 77 - 26 =

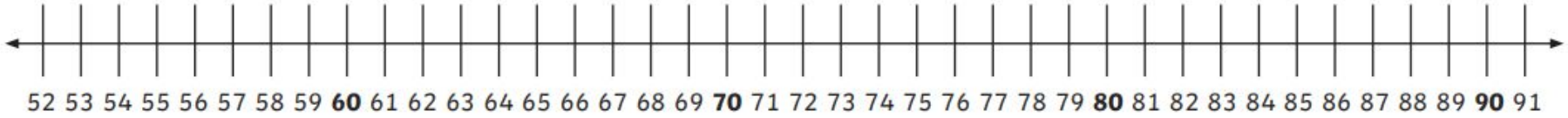


Activity B - Subtraction Jump Strategy upload google docs

3. 100 - 38 =



4. 91 - 24 =



Activity B - Subtraction Jump Strategy upload google docs

Jump Strategy Subtraction

Use the jump strategy to find the answer to each question.

5. 73 - 54 =

6. 80 - 44 =

Activity B - Subtraction Jump Strategy upload google docs

7. 110 - 66 =

8. 96 - 23 =

Activity B - Subtraction Jump Strategy Extension upload google docs

Jump Strategy Subtraction

Use the jump strategy to find the answer to each question.

1. 143 - 61 =

2. 99 - 73 =

3. 157 - 81 =

Activity B - Subtraction Jump Strategy Extension upload google docs

4. 116 - 47 =

5. 162 - 54 =

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PDHPE

Student resources

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Wednesday

SISA Dance Lesson - Stage 2 and Stage 3 - YouTube

Break 2 -

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

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Kearns PS Online Learning
Creative and Practical Arts – Stage 2

Week 7 -

NSW GOVERNMENT

Learning Intention

We are learning to manipulate some artistic techniques to show how mealworms become beetles.

Success Criteria

I can:

- see 8 steps in the change cycle
- stop and sketch each stage using techniques previously explored

Meal Worms to Beetles.

Watch this video.

Now, let's get prepared to create!

In your workbook or on a piece of paper, draw 6 boxes, just like mine below with the heading as shown (make sure you take a full page).

1.Larva to pupa	2. Pupa stage	3. Hatching
4. Wriggling out	5. Beetle	6. Fully hatched

For Box 1 - Larva to pupa

Watch the video from the start to 0.23secs.

In the box, draw what you can see. Focus in on the lines and patterns that you can see at each stage.

1.Larva to pupa	2. Pupa stage	3. Hatching
4. Wriggling out	5. Beetle	6. Fully hatched

For Box 2 - Pupa Stage

Watch the video from 0.23secs to 0.31secs.

In the box, draw what you can see. Focus in on the lines that are seen.

1.Larva to pupa	2. Pupa stage	3. Hatching
4. Wriggling out	5. Beetle	6. Fully hatched

Keep going with the other boxes with the following timings.

Box 3 - Hatching 0.31secs - 0.48secs

Box 4 - Wriggling out 0.48secs - 0.59secs

Box 5 - Beetle - 0.59secs - 1.12secs

Box 6 - Fully hatched 1.12secs - end

1.Larva to pupa	2. Pupa stage	3. Hatching
4. Wriggling out	5. Beetle	6. Fully hatched

Now add any finishing touches you want to your work, remember to show any lines and patterns you can see

1.Larva to pupa	2. Pupa stage	3. Hatching
4. Wriggling out	5. Beetle	6. Fully hatched

To recap.....

- We have looked at how a beetle hatches in nature
- From an artistic perspective we can see how nature changes the appearance of things at different stages, lines and textures change and develop as the beetle did.
- I hope you have had fun exploring art this way this week.

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Reflection

End of Day

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Reflection for Wednesday'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

Click here to listen to the instructions

Complete an activity on Mathletics for 20 minutes

Number Talks

The answer is:

What might be the question?

Challenge:
Can you think of ten possible questions

2D Shapes

Click here to listen to the instructions

Learning Intention

We are going to learn about the features of 2D shapes.

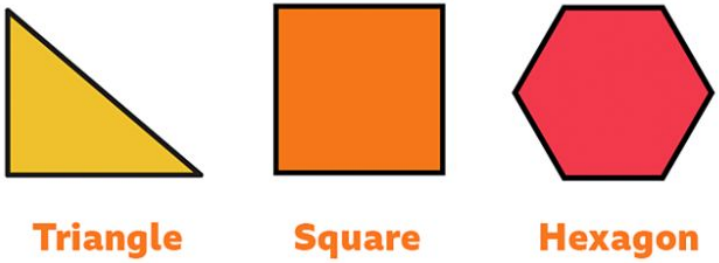
Success Criteria

- I can name 2D shapes based on how many sides they have.
- I can name 2D shapes based on how many vertices they have.

2D Shapes

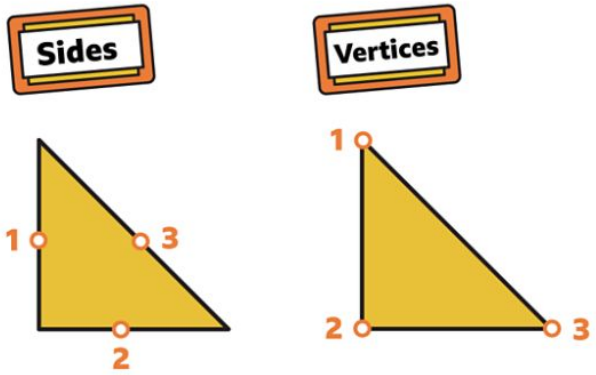
Here are three 2D Shapes. What features do they have?

Click here to listen to the instructions



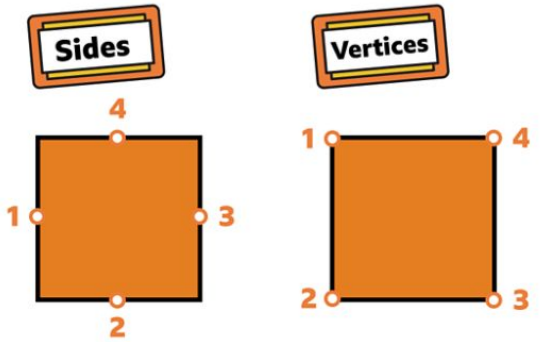
2D Shapes have **sides** and **vertices** - a vertex is a point where two or more lines meet

Triangle



The triangle has 3 sides and 3 vertices.

Square

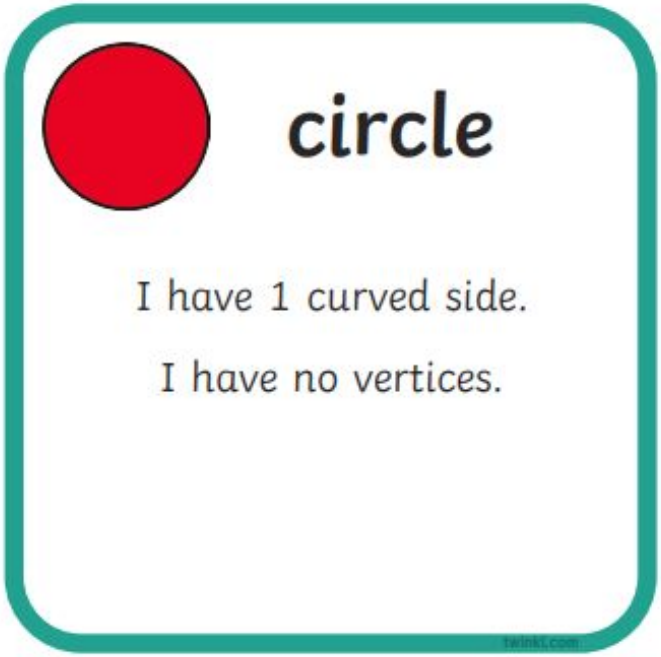


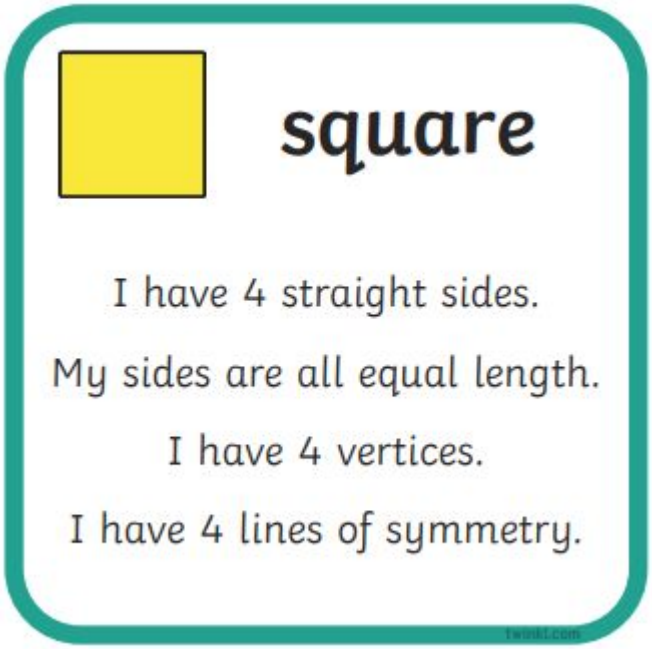
The square has 4 sides and 4 vertices.

Click here to listen to the instructions

2D Shape Features

Today we will be learning about 2D shapes. Carefully read the descriptions on the following slides to learn about the features of each 2D shape.





2D Shape Features

Click here to listen to the instructions

triangle

I have 3 straight sides.

I have 3 vertices.

I have 3 lines of symmetry.

rectangle

I have 4 straight sides.

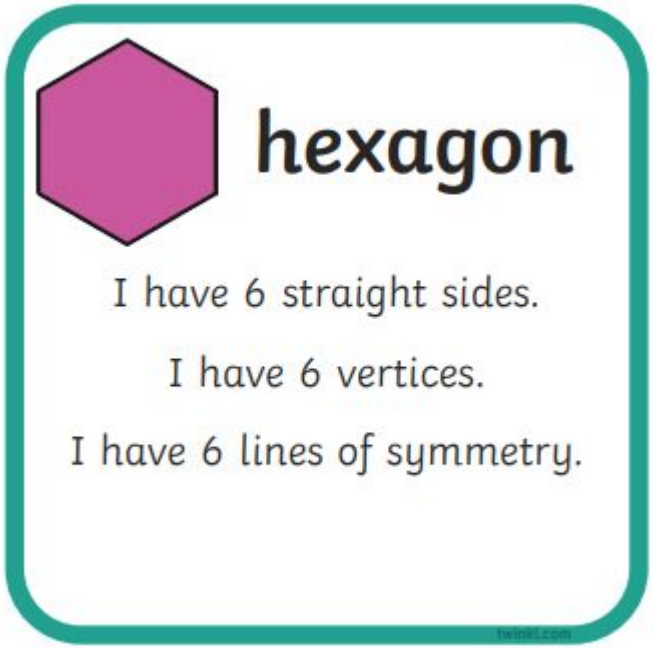
I have 2 shorter sides the same length and 2 longer sides the same length.

I have 4 vertices.

I have 2 lines of symmetry.

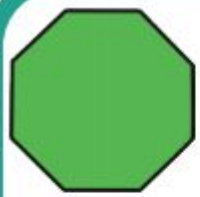
2D Shape Features

Click here to listen to the instructions



2D Shape Features

Click here to listen to the instructions

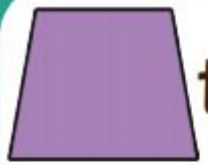


octagon

I have 8 straight sides.

I have 8 vertices.

I have 8 lines of symmetry.



trapezium

I have 4 straight sides.

I have 4 vertices.

I have 1 line of symmetry.

2D Shape Features

Click here to listen to the instructions

rhombus

I have 4 straight sides.

My sides are all equal length.

I have 4 vertices.

I have 2 lines of symmetry.

parallelogram

I have 4 straight sides.

I have 2 shorter sides the same length and 2 longer sides the same length.

I have 4 vertices.

I have no lines of symmetry.

kite

I have 4 straight sides.

I have 2 shorter sides the same length and 2 longer sides the same length.

I have 4 vertices.

I have 1 line of symmetry.

Activity B - 2D Shapes Features Table Upload on google docs

Click here to listen to the instructions

Look carefully at the features of these 2D shapes. Write your results in the table.

2D Shape	Name	Total Number of Sides	Number of Straight Sides	Number of Curved Sides	Number of Vertices

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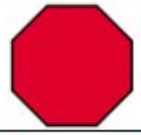
Activity B - 2D Shapes Features Table Upload on google docs

Look carefully at the features of these 2D shapes. Write your results in the table.

2D Shape	Name	Total Number of Sides	Number of Straight Sides	Number of Curved Sides	Number of Vertices
					

Activity C - 2D Shapes around the Home

Click here to listen to the instructions

Can you be a detective and find the following 2D shapes around your home? When you find the shape, name and draw the item and describe its features.

Shape	Item Found at Home
Square	
Triangle	
Circle	
Rectangle	
Pentagon	

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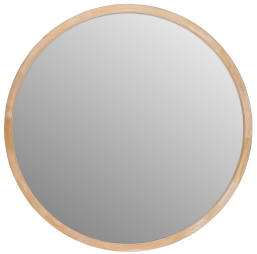
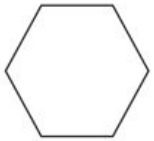
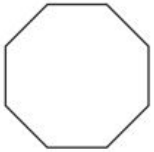
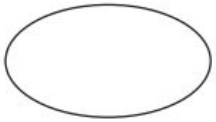
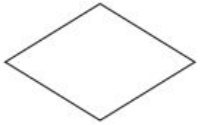
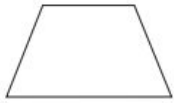
Activity C - 2D Shapes around the Home



Shape	Item Found at Home
Hexagon 	
Octagon 	
Oval 	
Rhombus 	
Trapezium 	
Parallelogram	

Break 2 -

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

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PE

Student resources

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PDH - Nutrition

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We are learning to recognise healthy practices that prevent lifestyle disease.

What healthy habits can we develop?

This video follows Maya as she learns how to create healthy habits involving her diet, sleep, physical activity, spending less time on her devices, and the value in finding a balance. Watch carefully as some facts will be in the Kahoot

Click here to view.

Healthy Habits to help prevent lifestyle disease

1. Have a healthy diet -
   - eat lots of vegetables, legumes and grains
   - drink plenty of water
   - lean meats, dairy, fruit and nuts in moderate amounts
   - limit sugary and fatty foods and drinks

Healthy Habits to help prevent lifestyle disease

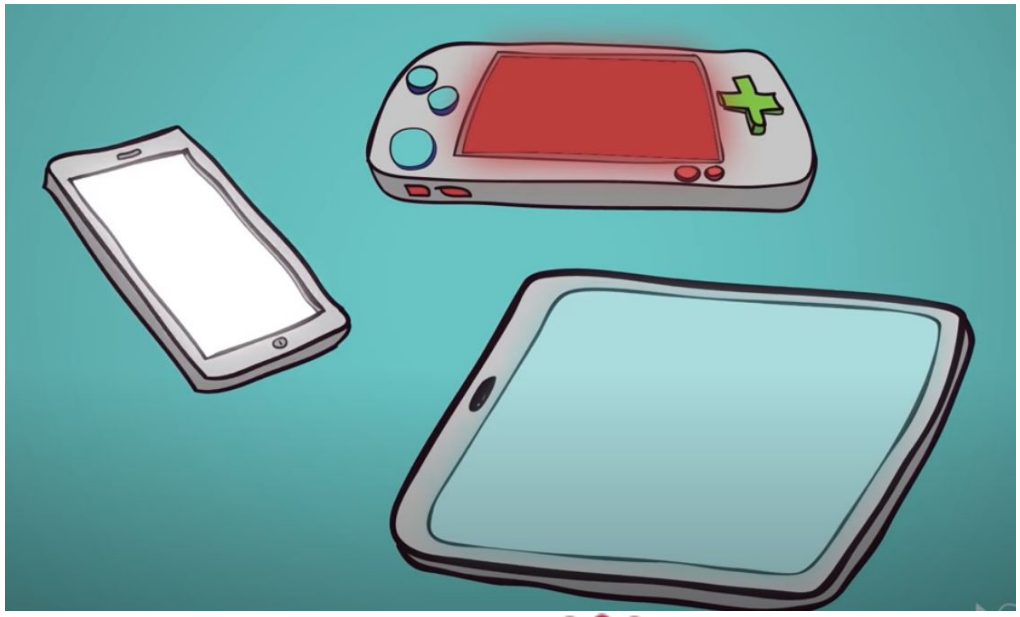
2. Be physically active -
   - Children should be active for at least 60 minutes a day
   - Activities can include riding a bike, walking the dog and playing in the park

Healthy Habits to help prevent lifestyle disease

3. Get lots of sleep -
   - This helps to restore, repair and rebuild our bodies
   - Children need at least 10 hours of sleep a night

Healthy Habits to help prevent lifestyle disease

4. Limit screen time
   - Keep devices out of the bedroom to get a good night's sleep
   - Minimise screen time to do other activities



Test your knowledge of *Healthy Habits* by playing this **Kahoot.** Please type in your first name and the first letter of last name. The results will be published in your Google Classroom tomorrow morning.
Press here to play.

Activity: Design a Poster

Choose one of the healthy habits and design a poster to encourage the school community to partake in that habit.

Reflection: Discuss with an adult what you learnt about making healthy habits. What changes will you make today?

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Reflection

End of Day

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Reflection for Thursday'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

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Kearns PS Online Learning – Stage 2

Daily Lessons

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Friday

Student resources

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English

Student resources

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Task A - Independent reading

Click here to listen to the instructions

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 **oy** 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.

soy	coy	enjoy
loyal	royal	oyster
voyage	destroy	convoy
employment	flamboyant	gargoyle

Task b Spelling Activities

Picture Perfect

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

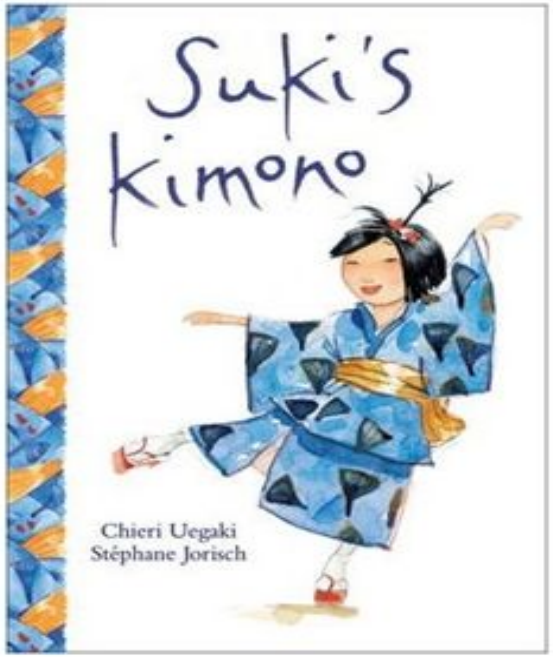
Royal

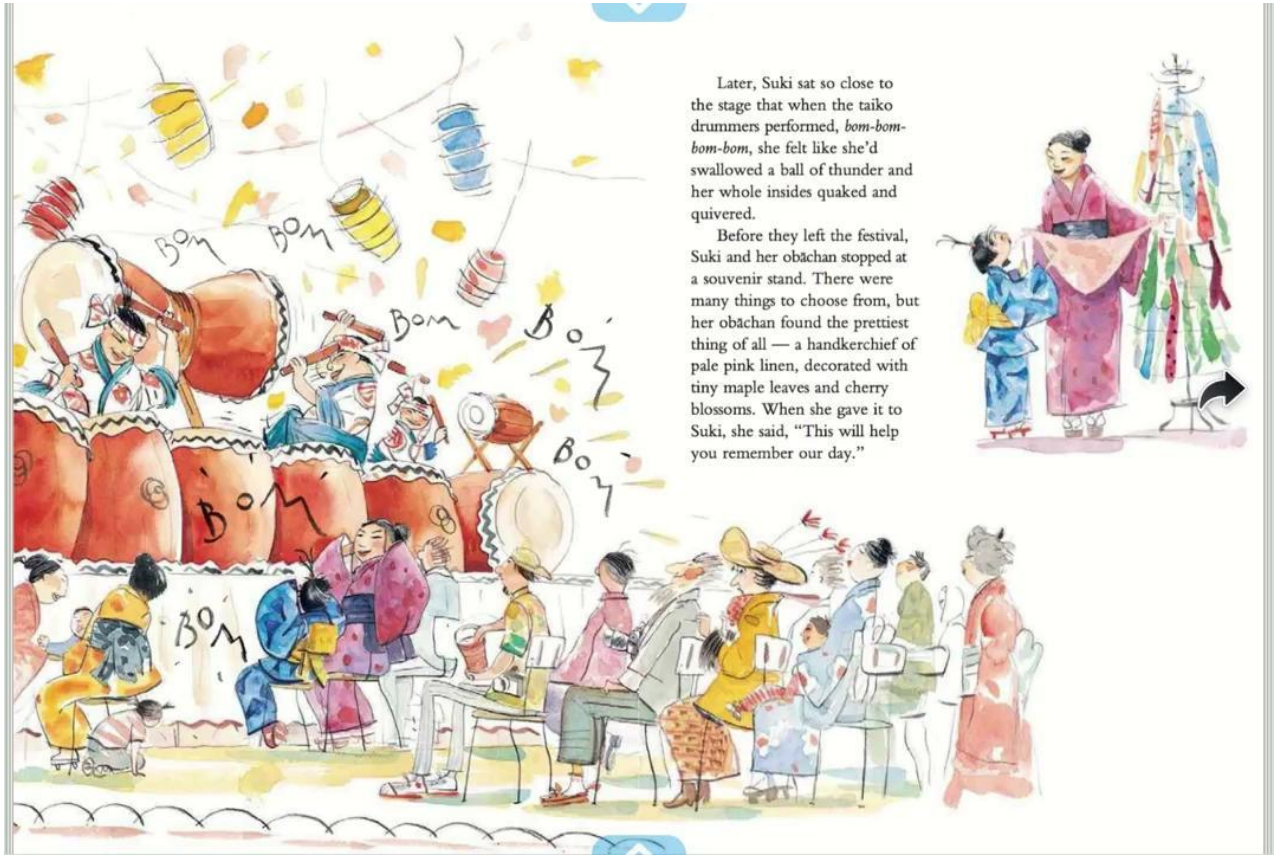
Get a parent or a family member to test you on your spelling words.

How did you go?

Task C - Reading

Login to Epic to read the book. https://w6288ww.getepic.com/app/read/





Reading Comprehension - Suki's Kimono

Click here to listen to the instructions

1. What activities did Suki do at the festival?
2. What do you know about Japanese festivals?
3. What happened at school when Suki wore her kimono? Why is that?
4. Why do you think Suki didn't care what the students at school thought of her?
5. What kind of questions would you ask Suki about Japan?

Task D- Handwriting upload google docs

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 “What are they” by Val Nuebecker 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

What Are They?

poem by Val Neubecker | illustrated by Cheryl Orsini

A mystery. Can you guess what these items are?

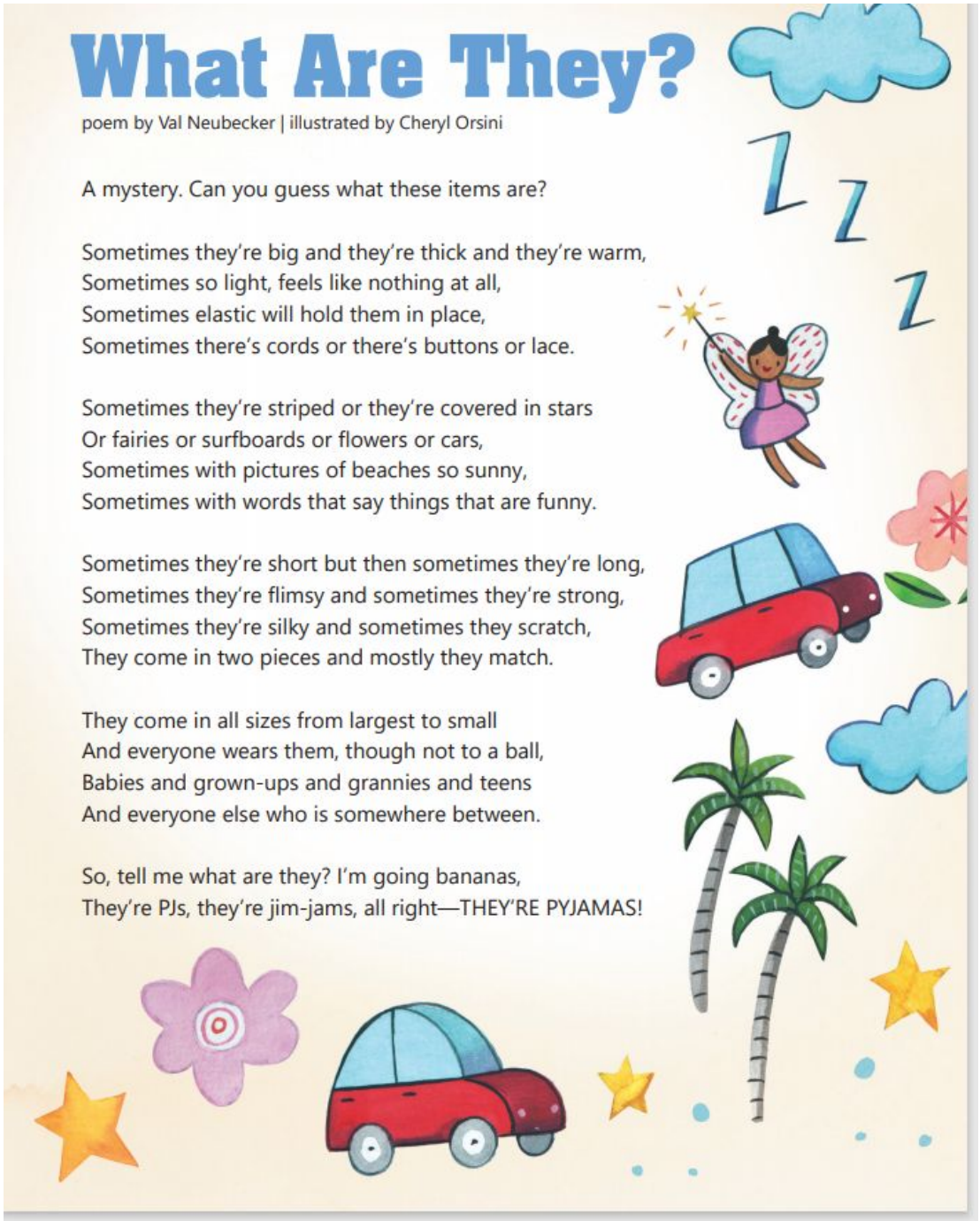
Sometimes they're big and they're thick and they're warm,
Sometimes so light, feels like nothing at all,
Sometimes elastic will hold them in place,
Sometimes there's cords or there's buttons or lace.

Sometimes they're striped or they're covered in stars
Or fairies or surfboards or flowers or cars,
Sometimes with pictures of beaches so sunny,
Sometimes with words that say things that are funny.

Sometimes they're short but then sometimes they're long,
Sometimes they're flimsy and sometimes they're strong,
Sometimes they're silky and sometimes they scratch,
They come in two pieces and mostly they match.

They come in all sizes from largest to small
And everyone wears them, though not to a ball,
Babies and grown-ups and grannies and teens
And everyone else who is somewhere between.

So, tell me what are they? I'm going bananas,
They're PJs, they're jim-jams, all right—THEY'RE PYJAMAS!



Break 1 -

Rest Well

Watch: Rest Well
Respond: Take a moment to set an intention to rest well tonight.

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Mathematics

Student resources

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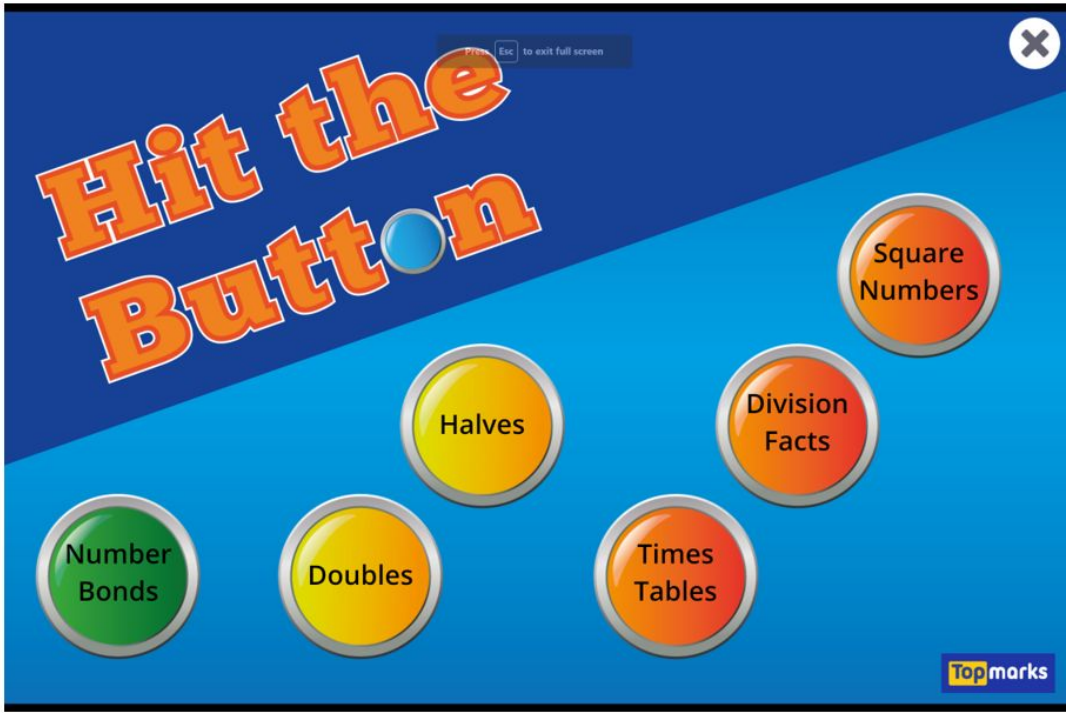
Activity A

Practice your x8 tables and ÷ 8 on Hit the Button for 10 minutes.

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



Click here to listen to the instructions

Complete an activity on Mathletics for 20 minutes

Number Talks

How many ways can you make the number:

Click here to listen to the instructions

(Use addition, multiplication and subtraction)

2D Shapes

Click here to listen to the instructions

Learning Intention

We are going to learn about the features of 2D shapes.

Success Criteria

- I can name 2D shapes based on how many sides they have.
- I can name 2D shapes based on how many vertices they have.
- I can determine the number of pairs of parallel sides in a shape.

Activity B - What Am I?

Use the riddles below to identify and draw the 2D Shapes.

Click here to listen to the instructions

2D and 3D Shape Riddles Challenge Cards 1.

What Am I?

I am a 2D shape.

I have five sides.

I have five vertices.

All of my sides are straight.

2D and 3D Shape Riddles Challenge Cards 2.

What Am I?

I am a 2D shape.

I have six sides.

I have six vertices.

All of my sides are straight.

2D and 3D Shape Riddles Challenge Cards 3.

What Am I?

I am a 2D shape.

I have one side.

My only side is curved.

I do not have any vertices.

2D and 3D Shape Riddles Challenge Cards 4.

What Am I?

I am a 2D shape.

I have eight sides.

I have eight vertices.

All of my sides are straight.

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Activity B - What Am I?

Use the riddles below to identify and draw the 2D Shapes.

2D and 3D Shape Riddles Challenge Cards 5.

What Am I?

I am a 2D shape.

I have three sides.

I have three vertices.

2D and 3D Shape Riddles Challenge Cards 6.

What Am I?

I am a 2D shape.

I have four sides.

I have four equal corners.

All four sides are the same length.

2D and 3D Shape Riddles Challenge Cards 7.

What Am I?

I am a 2D shape.

I have four sides.

I have four equal vertices.

My opposite sides are parallel and the same length.

Click here to listen to the instructions

2D Shapes and Parallel Lines

We can also describe the features of a 2D shape using parallel lines.

Parallel lines are are always the **same distance from each other** and can **never meet**. They can be any length and go in any direction.

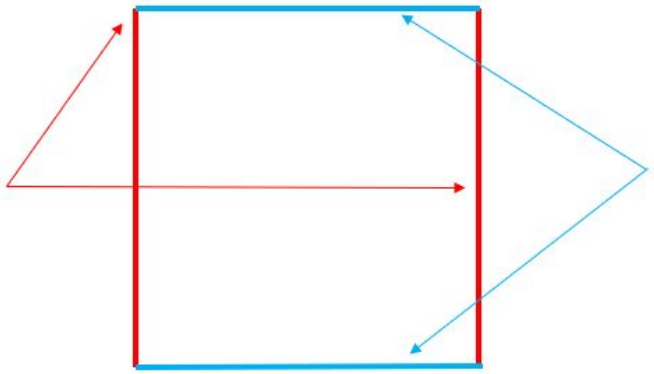
2D Shapes and Parallel Lines

Click here to listen to the instructions

Shapes can have parallel lines.

Look at this **square**.

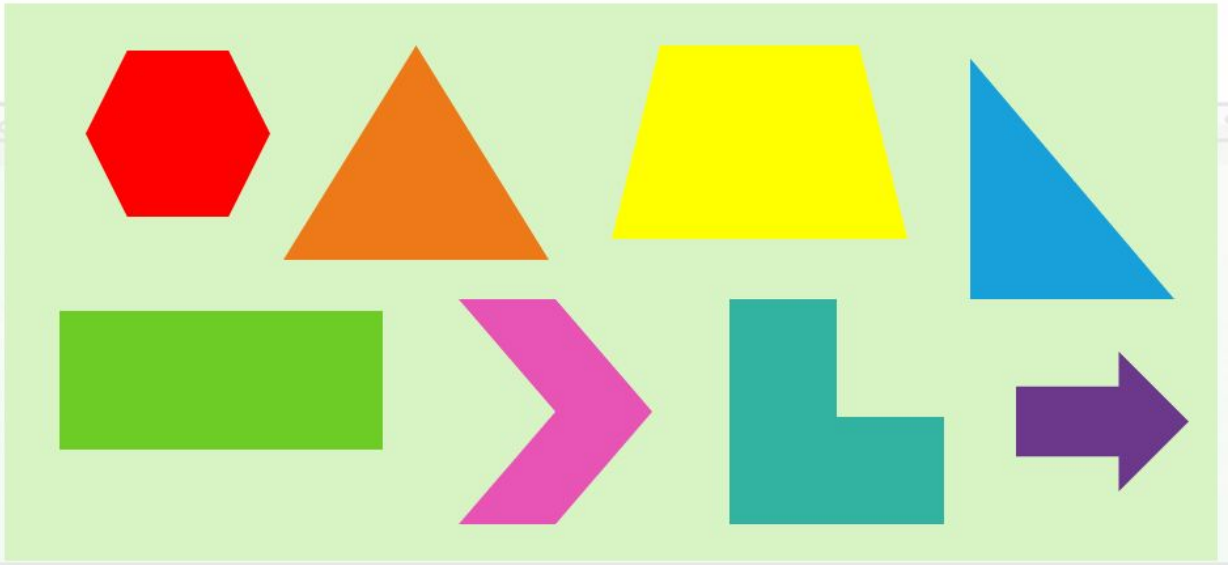
These 2 lines are parallel.



These 2 lines are parallel.

A square has **2 sets of parallel lines.**

How many <u>pairs</u> of parallel sides can you see in each shape below?



Activity B - 2D Shapes and Parallel Lines

How many pairs of parallel sides do each of the shapes below have?

Click here to listen to the instructions

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.
11.	

Activity C - 2D Shapes and Parallel Lines upload google docs

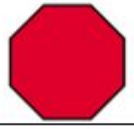
Click here to listen to the instructions

Look carefully at the features of these 2D shapes. Write your results in the table.

2D Shape	Name	Total Number of Sides	Number of Straight Sides	Number of Curved Sides	Number of Vertices	Number of Pairs of Parallel Sides

Activity C - 2D Shapes and Parallel Lines upload google docs

Look carefully at the features of these 2D shapes. Write your results in

2D Shape	Name	Total Number of Sides	Number of Straight Sides	Number of Curved Sides	Number of Vertices	Number of Pairs of Parallel Sides
						

Break 2 -

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

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PDHPE/Dance

Student resources

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DANCE

Watch the Video to learn some dance moves - Dance Stage 2 -Dance Stage 2 -

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Reflection

End of Day

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Reflection for Friday'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

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