NSW Department of Education

Kearns PS Online Learning – Stage 2

Daily Lessons - Week 9

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Monday

Week 9

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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

Task b - Spelling

Click here to listen to the instructions

Spelling Revising the **ch** sound

Write down your spelling words from the list below in your books. The last 2 columns have the challenge words.

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

cheese	cherry	bench
fetch	lunch	crutches
Teacher	peaches	sandwich
butcher	kitchen	Approachable

Spelling Activities

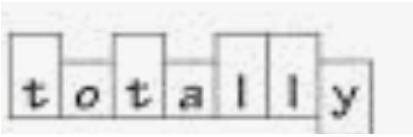
Spelling

Click here to listen to the instructions

Revising the **ch** sound

Search for 5 **ch** 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 **ch** 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.

Click here to listen to the instructions

Learning Intention:

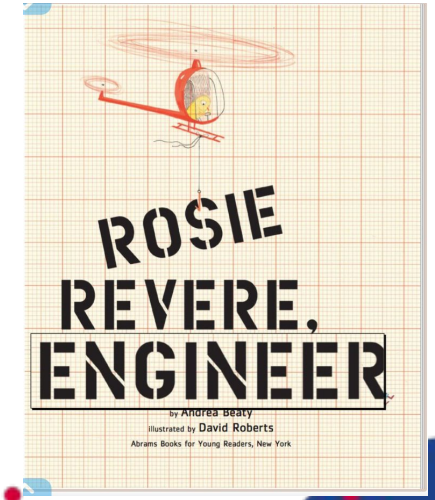
We are able to:

- analyse the front cover of the book and predict what will happen by using the image
- answer the questions and relate it to our own experiences.

Success Criteria:

We will be successful if we:

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

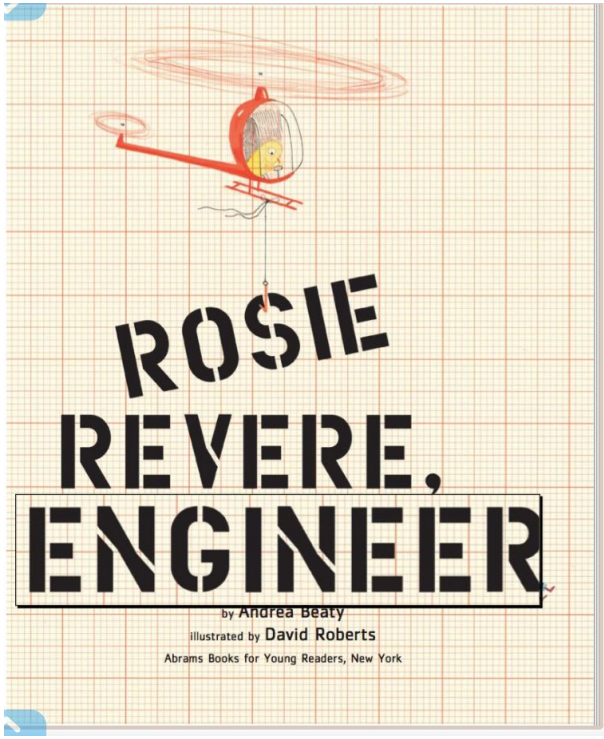


Click here to listen to the instructions

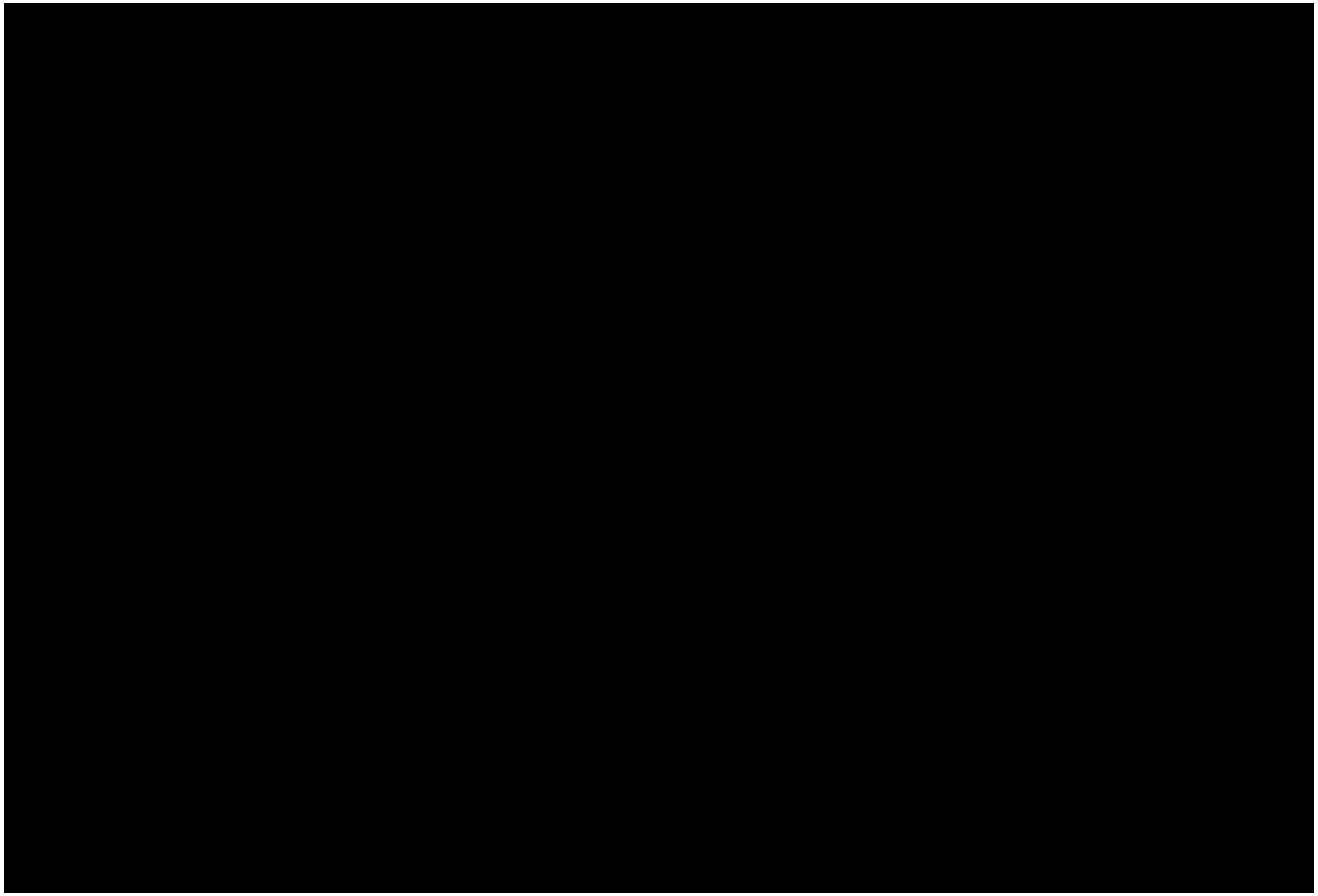
Reading -

‘Rosie Revere ENGINEER’ *by Andrea Beaty and David Roberts*

1. What do you think engineer may mean?
2. Find the meaning for engineer in the dictionary and write the meaning.
3. Look at the cover of the book and predict the story.
   - Who could be the characters in the book?
   - Why is there an helicopter in the front cover?
   - What do you think she will do with the objects?
   - Predict what could happen in the middle and at the end of the story

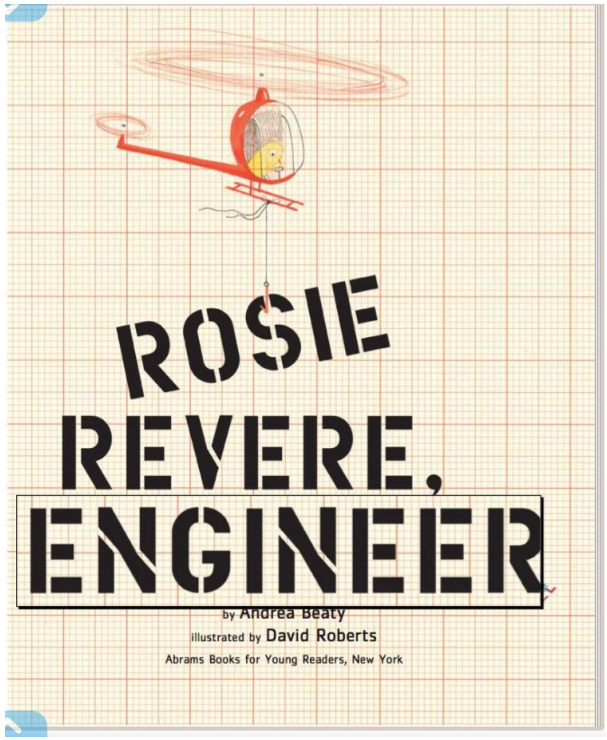


Reading- Listen to Ms Naidu Read the book



Listen to Ms Naidu read the story-

‘Rosie Revere ENGINEER’ *by Andrea Beaty and David Roberts*



Epic - Books for Kids (getepic.com)

Rosie Revere, Engineer (Read Aloud books for children) Andrea Beaty | Storytime Science-Technology - YouTube

Click here to listen to the instructions

Reading - Prediction - upload to google doc

Rosie Revere ENGINEER' *by Andrea Beaty and David Roberts*

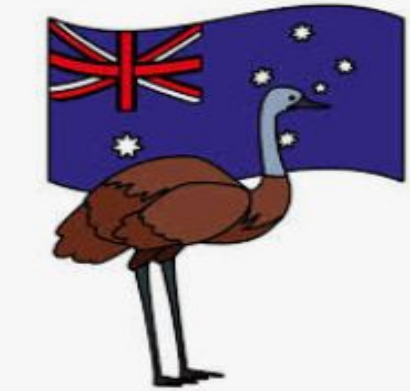
- What parts of the prediction of the story were you right about?
- Who are the characters in the story?
- Why is there an helicopter on the front cover?
- What lesson did Rosie learn?
- If you are an engineer like Rosie -What would you make?

Writing - Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention:

- We are learning to write an information report about emus.
- We will be learning to write an I**ntroduction** for our information



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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Click here to listen to the instructions

Task D Writing

Information Report

We are writing an introduction about Emus.

Our introduction:-

- may include a definition for example, the emu is a native bird of Australia.
- needs to capture the reader's' attention, so use some interesting facts for example:Emus are the largest birds in Australia, or Emus have 2 sets of eyelids.
- may include a classification for example, Emus belong to a group of flightless birds called Ratites.

Click here to listen to the instructions

Task D Writing

Example

Emus

Introduction

The emu is Australia's largest bird, and it is the second largest in the world. Did you know that the male emu is responsible for building the nest and sitting on the eggs to keep them warm, before they hatch? Emus can grow up to two meters in height and travel at incredible speeds. They belong to a group of flightless birds called ratites. Emus are classified as birds because they have feathers and lay eggs.

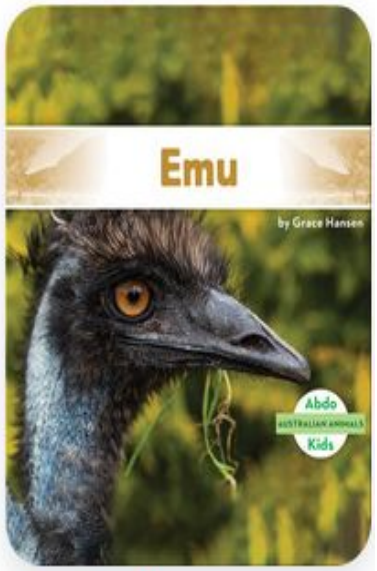
Now write your own introduction on Emus. You can get your facts from books on Epic, See next slide.

Writing

You can find information about Kangaroos on Epic.

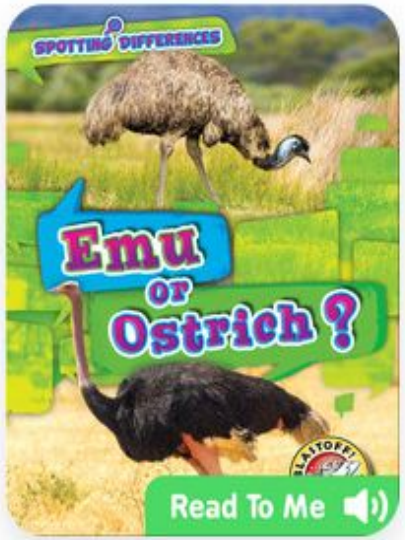
Below are 2 examples.

https://www.getepic.com/app/read/75459



Australian Animals: Emu

https://www.getepic.com/app/read/75028



Spotting Differences: Emu...

Break 1-

Build Patience

Watch: ‘Build Patience’
Respond: Practice strengthening your patience muscle by following along with the exercise.

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Mathematics

Student resources

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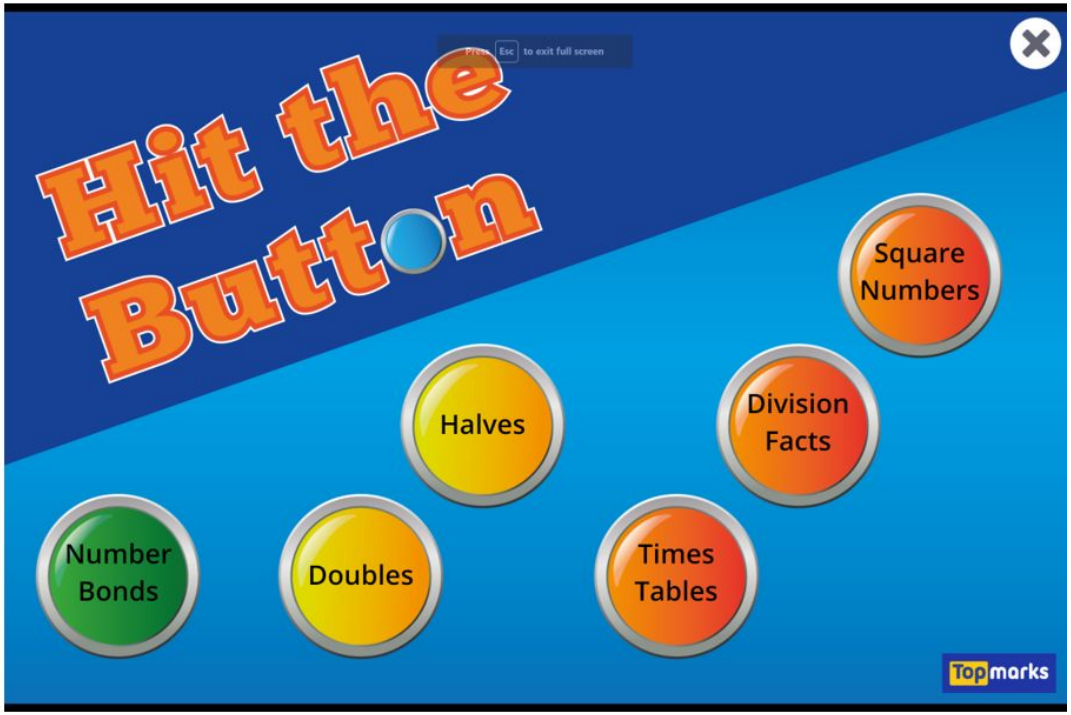
Activity a

Practice your x 3 tables and ÷ 3 on Hit the Button for 10 minutes.

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



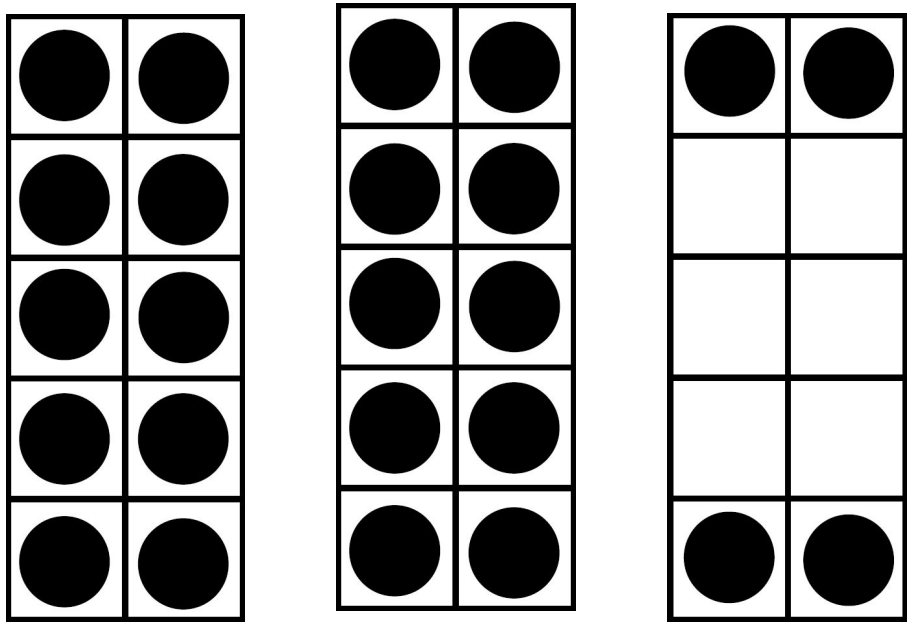
Mathletics

Click here to listen to the instructions

Complete an activity on Mathletics for 20 minutes

Number Talk

Click here to listen to the instructions



Fractions

Click here to listen to the instructions

Learning Intention

We are going to learn to model fractions with denominators of 2, 3, 4, 5 and 8 of whole objects, shapes and collections.

Success Criteria

- I know the denominator is the number of equal parts a whole has been divided into.
- I know the numerator is the number of equal parts that we are focusing on.
- I can model fractions with denominators of 2, 3, 4, 5 and 8.

Click here to listen to the instructions

What Do You Already Know About Fractions?

Jamboard: Brainstorm what you already know about fractions by adding your ideas to the Jamboard: https://jamboard.google.com/d/1HEPrnvvaWmUsnEcCk1moT4PlwAq6uDrFPZ9GZ56tkj4/viewer?f=0

Kahoot: Test your knowledge of what you already know about fractions by completing the Kahoot: https://kahoot.it/challenge/08164593?challenge-id=2010953d-7f15-493d-87fe-a95990199624_1630467061652

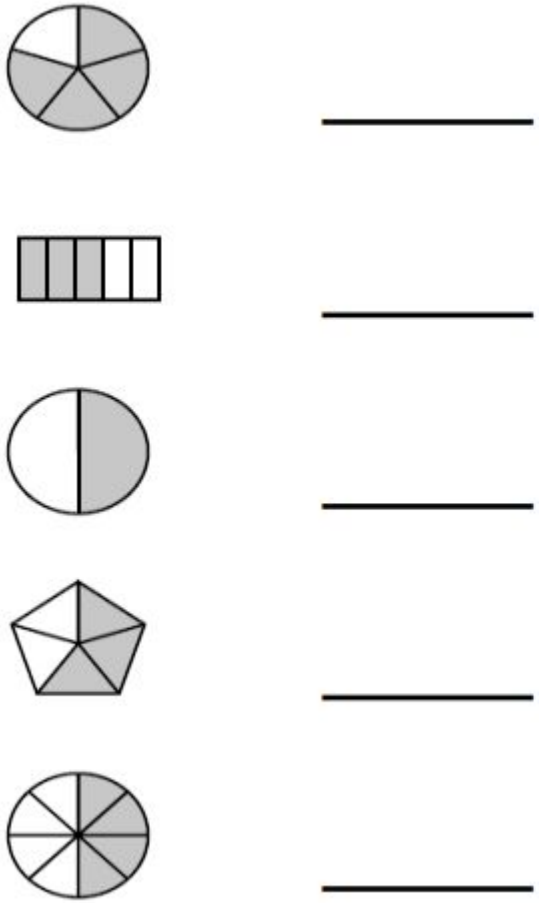
upload to google doc

Click here to listen to the instructions

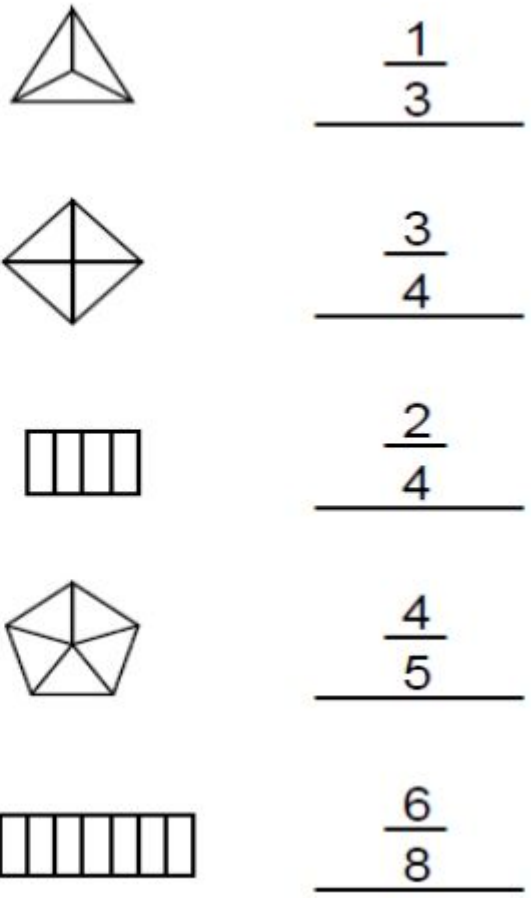
Activity B: What Do You Know About Fractions

Answer the questions below. It does not matter if you get the answer right or wrong, I just want to see what you already know about fractions!

1. What is the fraction of the shaded area?



2. Shade the fraction on each figure.



upload to google doc

Click here to listen to the instructions

Activity B: What Do You Know About Fractions

Answer the questions below. It does not matter if you get the answer right or wrong, I just want to see what you already know about fractions!

3. Circle 2/5 of the stars

Circle 2/3 of the cans

Circle ½ of the ice-creams

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PE

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PD

(click on the link) SISA Yoga Lesson 2

SISA Fundamental Movement Skills Lesson

https://video.link/w/3PA5c

Break 2 -

Have a dance party by yourself or with your family. Put on your favourite song and turn it up loud.

Have fun!

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Science

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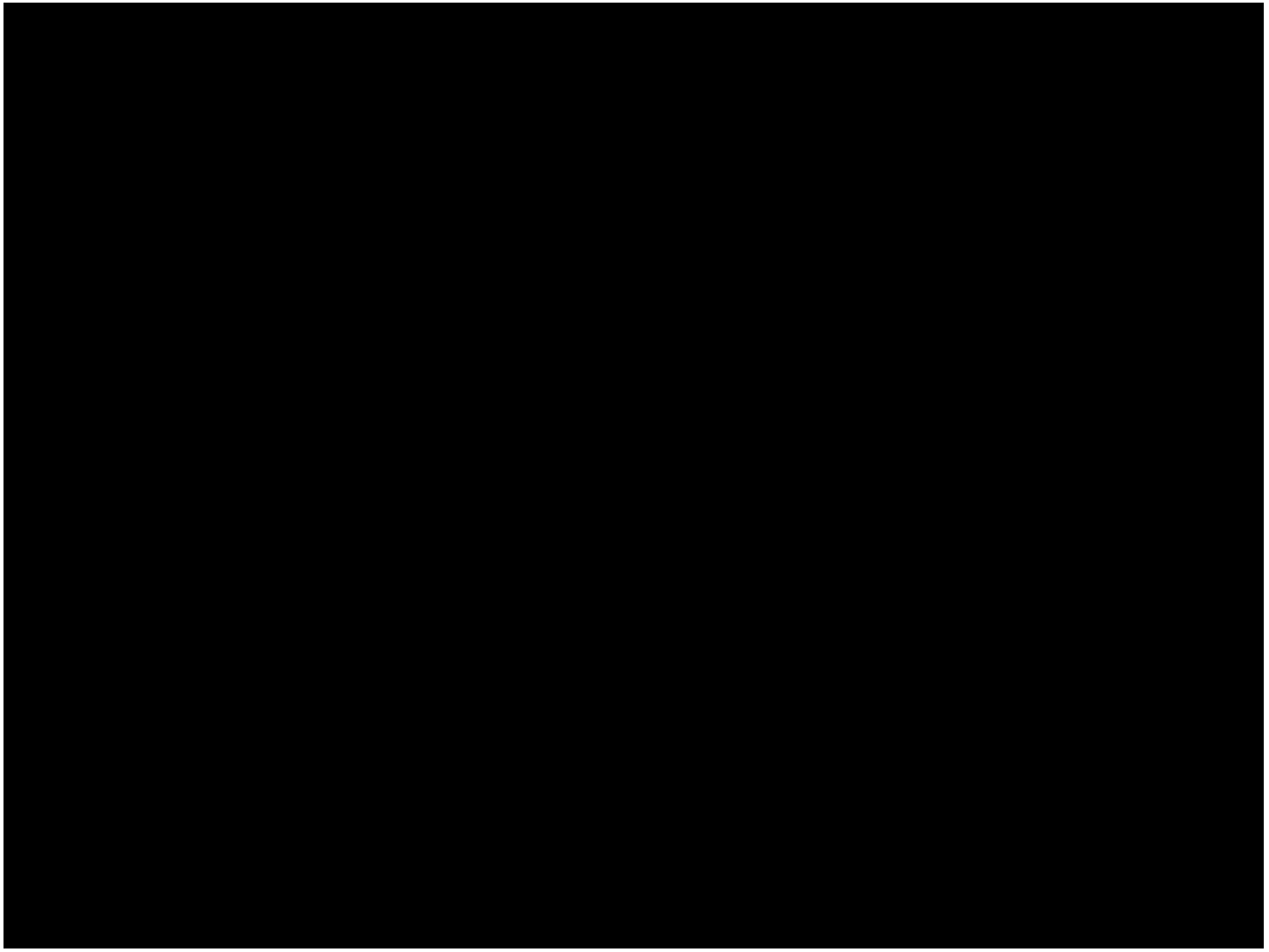


Digital Technology

How do digital systems share information and instructions?

Last lesson, we looked at peripheral systems that connect to our digital systems. This **hardware** is important for us to share, create and interact with different **software**, programs that do a job and help the computer to run.

You use software every time you use a digital system.

Think about the following questions:

Digital Technology

How do digital systems share information and instructions?

What device are you using right now?

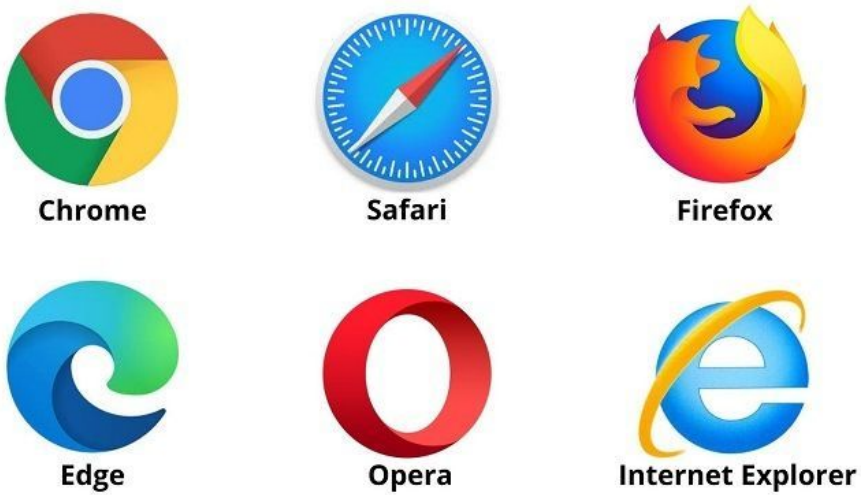
These devices all use a type of software called an “Operating System”, or “OS”.

Microsoft uses Windows, Apple uses MacOS or iOS, Google uses Android, or another system called Linux, which many different companies and people around the world.

Digital Technology

How do digital systems share information and instructions?

How did you get onto the internet?



How did you get onto the internet?

Internet browsers are a software that allows you to access the internet.

There are many different types of internet browsers, with some browsers belonging to different companies.

Over time, some browsers do not work as well with new technologies that develop, and they become useless, or obsolete. Internet Explorer was the most used web browser 20 years ago, but now it cannot function with current internet features. Google Chrome is now the most used browser in the world.


Chrome


Safari


Firefox


Edge


Opera


Internet Explorer

Digital Technology

How do digital systems share information and instructions?

Have you ever seen or used social media?

Have you ever seen or used social media?

Social media is a type of software that allows people to communicate and share information with each other over the internet.

The first social media sites were created around 1996, and were based around instant messaging. In 2003, Myspace was created, and began the social media movement that you see today, inspiring other medias like Skype, Facebook, Youtube, Twitter, Tumblr, Instagram, Snapchat, Vine and Tik Tok.

Digital Technology

How do digital systems share information and instructions?

Complete the following survey (using google software) and see if you can identify the different softwares that you use every day!

https://docs.google.com/forms/d/1CzedZOIsPuGSGXTH_6C-bSHBtwNNvImpGs10ZcpLOqo/

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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

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Kearns PS Online Learning – Stage 2

Daily Lessons

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Tuesday

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English

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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

Task b - Spelling

Click here to listen to the instructions

Spelling Revising the **ch** sound

Write down your spelling words from the list below in your books. The last 2 columns have the challenge words.

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

cheese	cherry	bench
fetch	lunch	crutches
Teacher	peaches	sandwich
butcher	kitchen	Approachable

Task b Spelling/Grammar

Determiners sit in front of a noun to make it clear what the noun refers to.
For example: Pick up your pen and write down these words.

Complete each sentence with a determiner from the box.

these	many
some	
my	their
this	

1. I let him use _____ surfboard.
2. Do _____ books belong to you?
3. They said we could meet at _____ house.
4. I like _____ hat. Which one do you like?
5. _____ dogs can run faster than others.
6. Not _____ people have been to the Moon

Reading- Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention

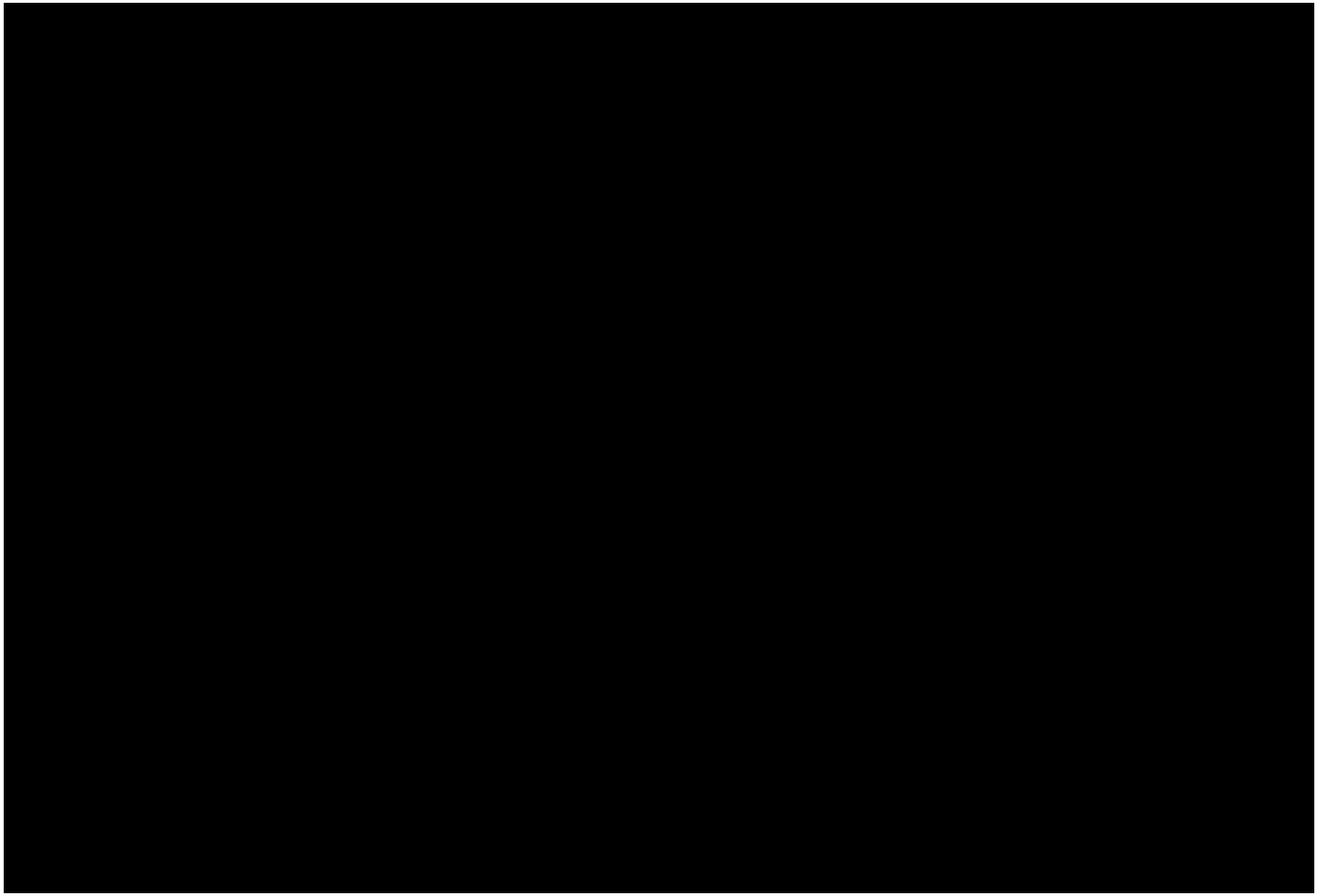
In this activity we are going to be focusing on comprehension and connecting to the text

Success Criteria:

We will be successful if we:

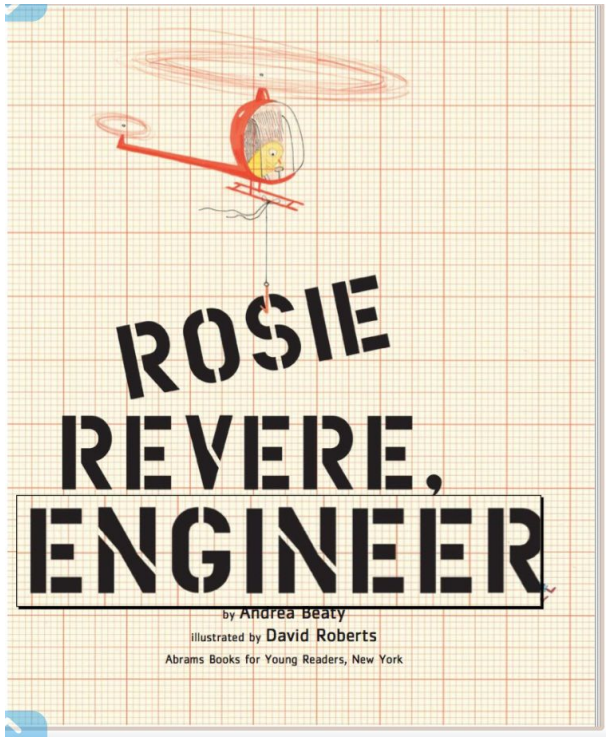
- Can answer the question and understand the text
- Connect text to self and text to world

Reading- Listen to Ms Naidu Read the book



Listen to Ms Naidu read the story-

‘Rosie Revere ENGINEER’ *by Andrea Beaty and David Roberts*



Epic - Books for Kids (getepic.com)

Rosie Revere, Engineer (Read Aloud books for children) Andrea Beaty | Storytime Science-Technology - YouTube

Click here to listen to the instructions

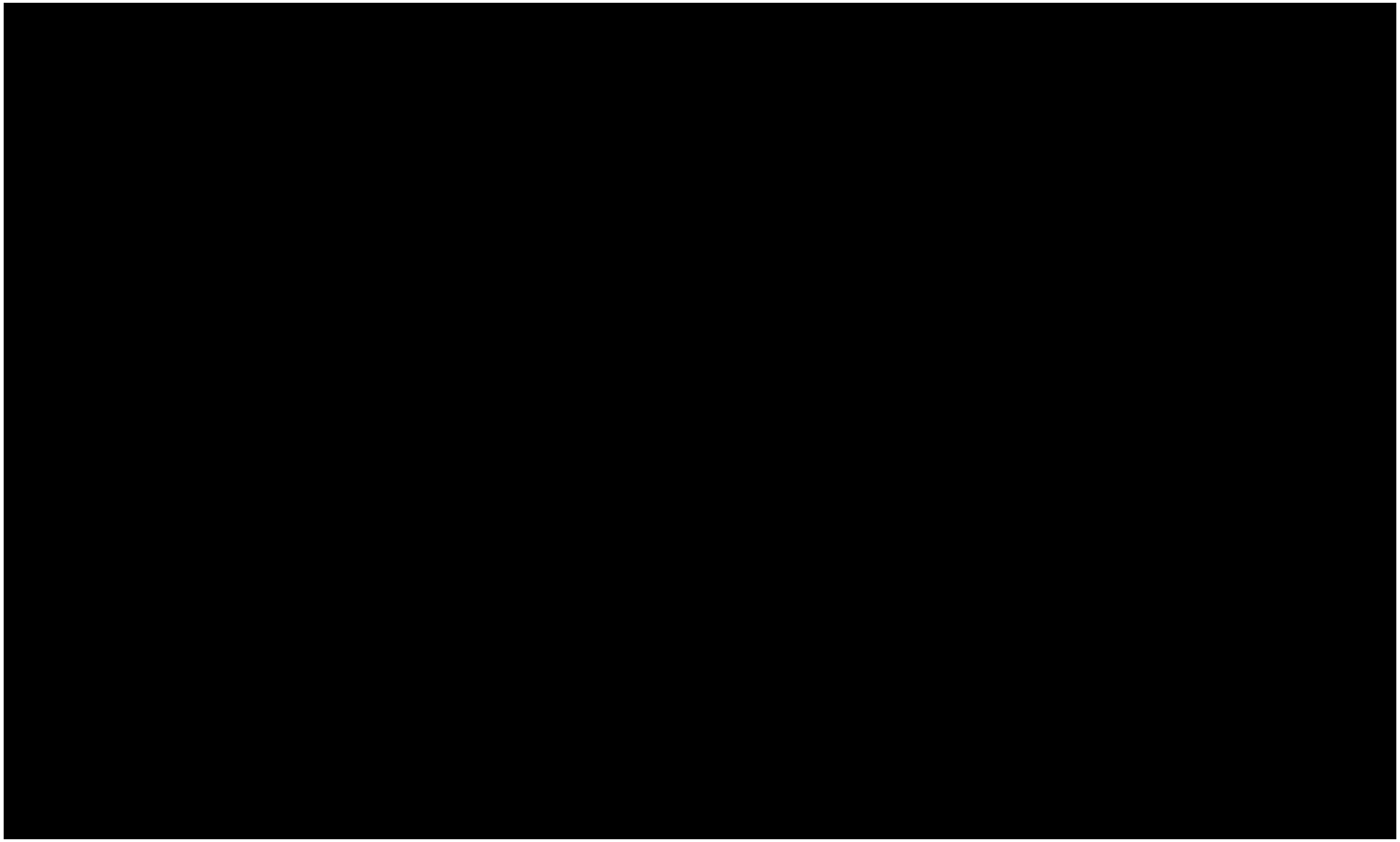
Reading - Comprehension

Rosie Revere ENGINEER' *by Andrea Beaty and David Roberts*

1. Rosie Revere is the main character. What are three interesting things about her?
2. What was Rosie Revere's problem?
3. Was Rosie Revere able to solve her problem? If so, how?
4. The author wrote the story in rhyme. What does this mean?
5. Did you like the rhyming of the story? Why or why not?
6. What was the most interesting part of this story?

Writing

Watch the video to learn more about the technical words and language in an Information Report.



Writing - Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention:

We are learning to:

- write an information report using technical language
- write factual paragraphs about emus

Success Criteria:

We will be successful if we are able to:

- use technical words and language
- write facts about emus
- write in the present tense
- use paragraphs to keep the same ideas together

Writing

Write 3 paragraphs about Emus.
Remember to keep all facts about one feature in the same paragraph.
Do not copy word for word from the text.

Choose 3 from the subheadings below:

Appearance: What does it look like?

Habitat: Where does it live?
Where can it be found?

Food: What / how does it eat?
What does it need to survive?

Movement: How does it move?

Life Cycle: How is it born?
How does it grow?

Other Interesting Facts

Writing

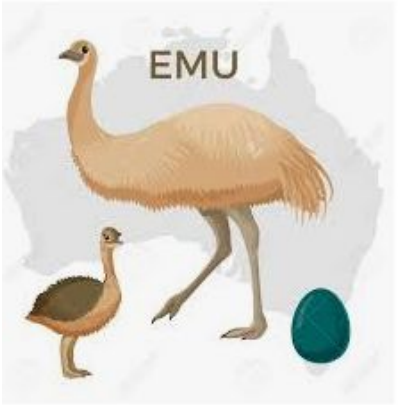
Information Report **Paragraphs**

This is an example of how to set out the information.

Title: Emus

Appearance

Emus have a large oval body shape, a long, thin neck and 2 strong legs with large feet and thick toes which helps them move at incredible speed.. They have soft, fluffy feathers covering their body in black, brown and white. They are large birds and can grow to over 2 meters tall and weigh about 60 kilograms. The head is relatively small, and they have a sharp beak and two sets of eyelids. They use one set of eyelids to keep out the dust while the other is for blinking. Although flightless, emus have small wings about 20 cm long which they use to steer themselves in the right direction and to cool down.



Diet

Emus are omnivores, they eat whatever they can find like plants, flowers and insects like grasshoppers, beetles and grubs. They also swallow smalls stones to help with crushing and digestion of plants and seeds. Emus drink large amounts of water although they only drink once a day. (Add more facts about movement here.)

Habitat

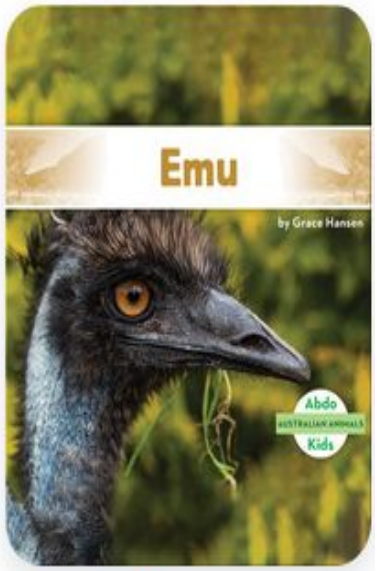
Emus live in different environments all over Australia, both inland and close to the sea. They are mostly commonly found in territories of savannah forest and wooded forest, and least commonly found in densely populated regions and dry areas. Emus are ‘nomadic’. This means they don’t stay in one spot for very long.(Add more facts)

Writing

You can find information about Kangaroos on Epic.

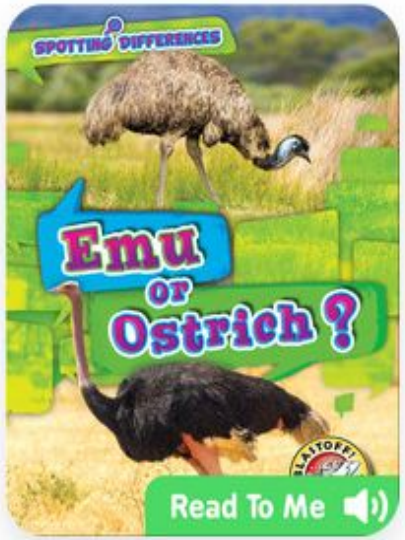
Below are 2 examples.

https://www.getepic.com/app/read/75459



Australian Animals: Emu

https://www.getepic.com/app/read/75028



Spotting Differences: Emu...

Break 1 -

Swirling

Watch: Swirling
Respond: Practice settling your swirling thoughts by following the mindfulness exercise.

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Mathematics

Student resources

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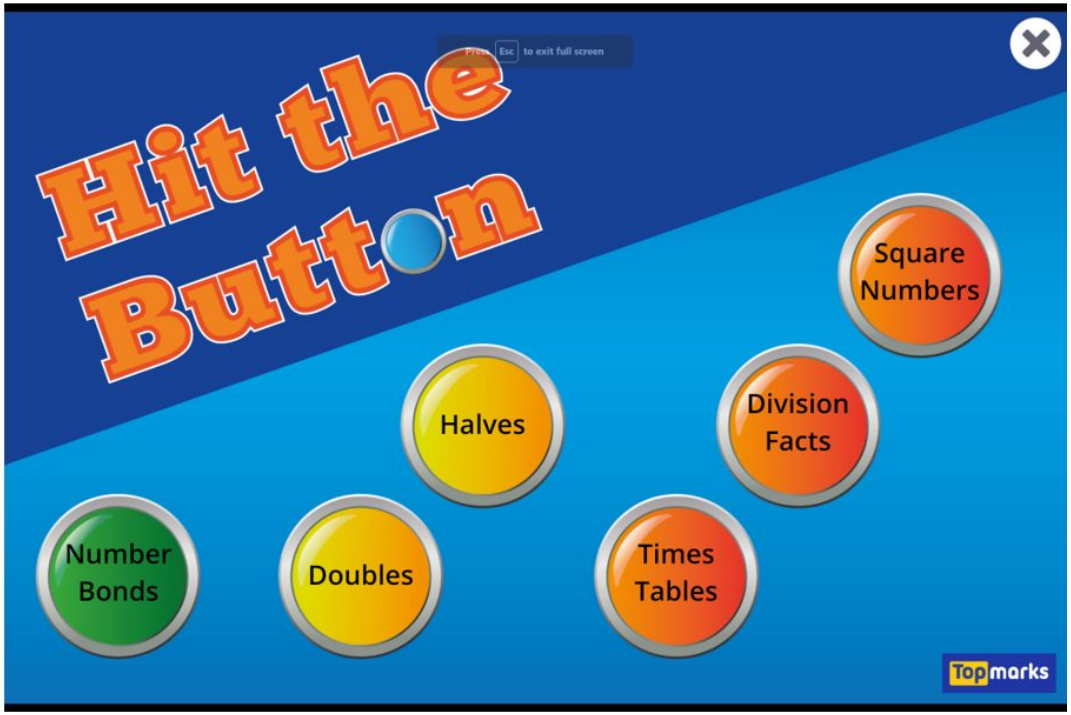
Activity a

Practice your x7 tables and ÷ 7 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

Click here to listen to the instructions

Number of the Day is **25**

1. 15 more?
2. 12 less?
3. Next even number?
4. Next odd number?
5. Number in words?
6. Double the number?
7. Divide by 10?
8. How many more to make 100?
9. Add 31?

Fractions

Click here to listen to the instructions

Learning Intention

We are going to learn to model fractions with denominators of 2, 4 and 8.

Success Criteria

- I can successfully show a fraction with a denominator of 2.
- I can successfully show a fraction with a denominator of 4.
- I can successfully show a fraction with a denominator of 8.
- I know the denominator is the number of equal parts a whole has been divided into.
- I know the numerator is the number of equal fractional parts.

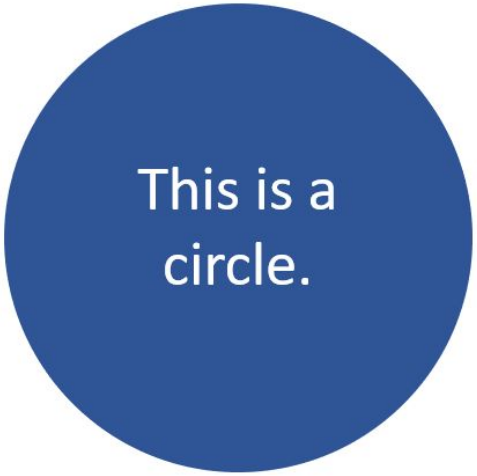
Fractions Video

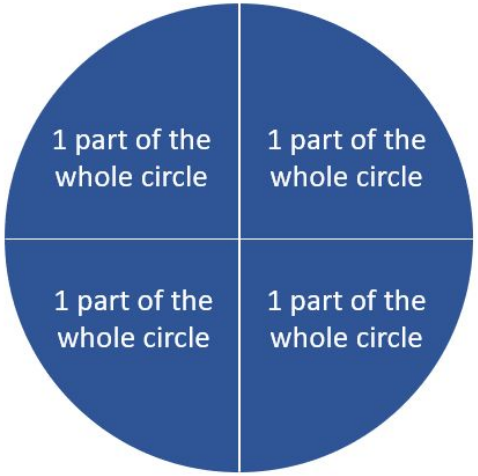
Click here to listen to the instructions

Fractions

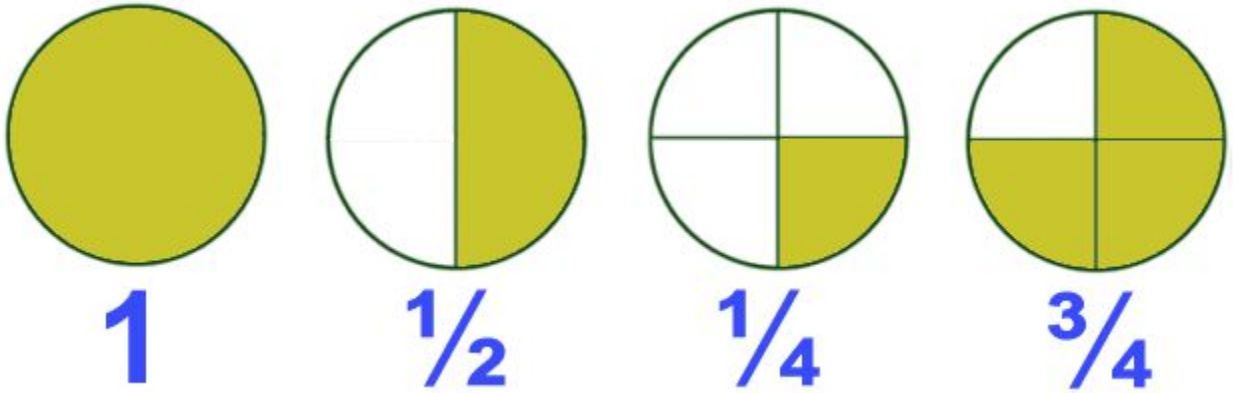
Fractions are **equal parts** of **whole** things.

Fractions are formed when we have a whole that is divided into **equal parts**.





Fractions tell us **how many equal parts** of a whole we have.



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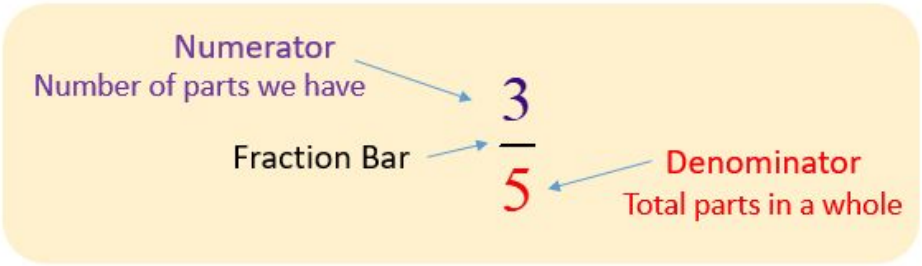
Click here to listen to the instructions

Fractions

Fractions have **two numbers** that are divided by a line.



The number on the top of the line is called the **numerator**.

It tells us **how many equal parts** of the whole we are looking at.

The number below the line is called the **denominator**.

It shows the **total number** of equal parts in a whole.

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Fractions Example

Click here to listen to the instructions

$\frac{1}{2}$ ← Numerator

← Denominator

Here, the shape is divided into 2 equal parts, therefore the denominator is 2.
1 out of 2 parts is shaded, therefore the numerator is 1.

Numerator
(number of parts we have)

$\frac{2}{5}$

Denominator
(total parts in whole)

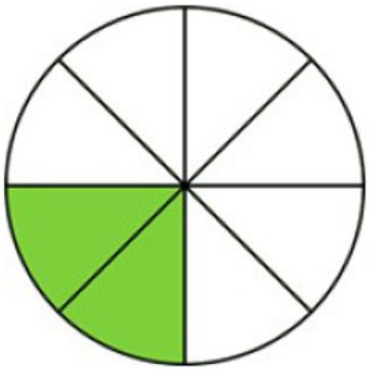
Here, the shape is divided into 5 equal parts, therefore the denominator is 5.
2 out of 5 parts is shaded, therefore the numerator is 2.

Fractions Example

Click here to listen to the instructions

To identify fractions:

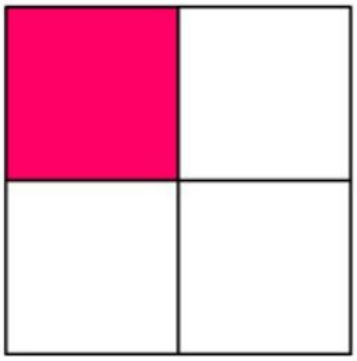
1. Find the **denominator** by counting the number of equal parts the whole is divided into.
2. Find the **numerator** by counting the number of shaded parts.



$\frac{2}{8}$

Two parts of the whole are shaded.

There are a total of eight equal parts.



$\frac{1}{4}$

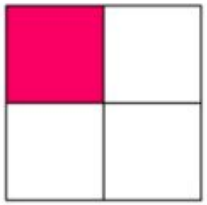
One part of the whole is shaded.

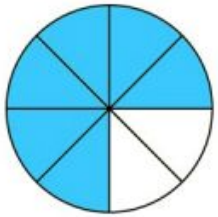
There are a total of four equal parts.

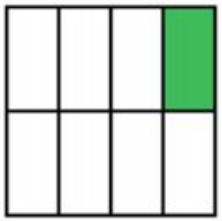
Activity B: Identifying Fractions

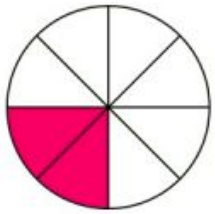
Click here to listen to the instructions

What is the fraction of the shaded area in each shape? **Write** the fraction.

1) 

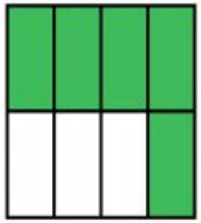
2) 

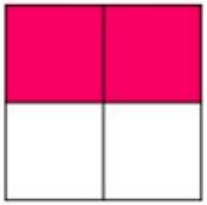
3) 

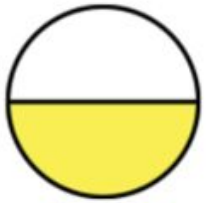
4) 

5) 

6) 

7) 

8) 

9) 

10) 

11) 

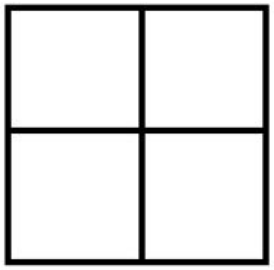
12) 

Fractions Example

Click here to listen to the instructions

To model fractions:

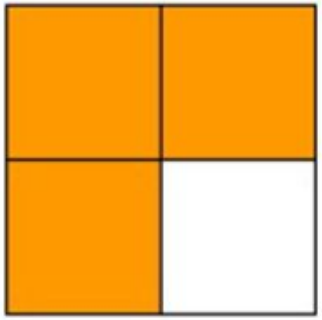
1. The **denominator** tells us how many equal parts to divide the whole into.
2. The **numerator** tells us how many equal parts to shade.

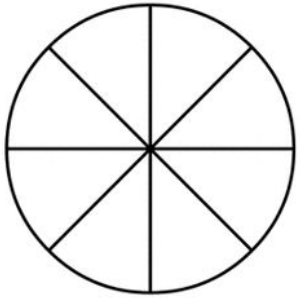


$\frac{3}{4}$

We need to shade three of the equal parts.

The whole needs to be divided into four equal parts.

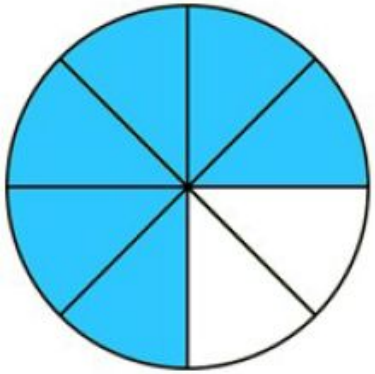




$\frac{6}{8}$

We need to shade six of the equal parts.

The whole needs to be divided into eight equal parts.

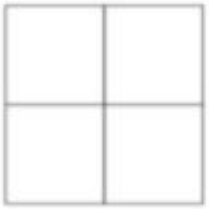


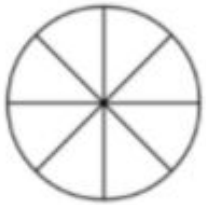
upload to google doc

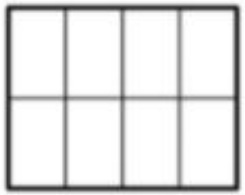
Click here to listen to the instructions

Activity C: Modelling Fractions

Shade or colour the shapes below to show the given fractions.

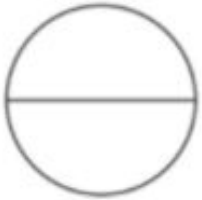
1)  $\frac{1}{4}$

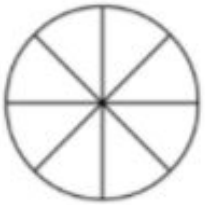
2)  $\frac{3}{8}$

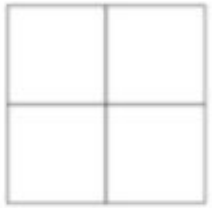
3)  $\frac{1}{8}$

4)  $\frac{2}{4}$

5)  $\frac{1}{2}$

6)  $\frac{1}{2}$

7)  $\frac{7}{8}$

8)  $\frac{3}{4}$

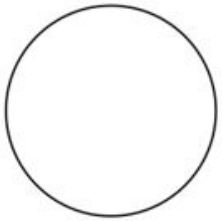
Activity C: Modelling Fractions Extension

Click here to listen to the instructions

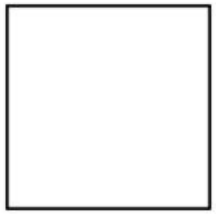
Shade the shapes below to match the given fractions.

1) 

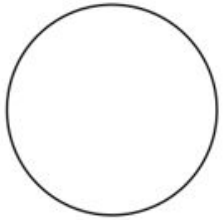
$\frac{5}{8}$

2) 

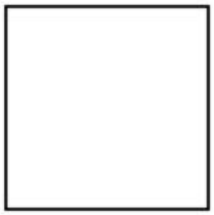
$\frac{1}{4}$

3) 

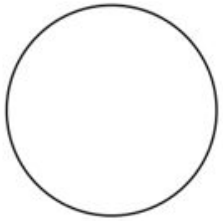
$\frac{3}{4}$

4) 

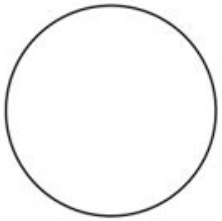
$\frac{1}{2}$

5) 

$\frac{1}{2}$

6) 

$\frac{3}{4}$

7) 

$\frac{3}{8}$

8) 

$\frac{2}{8}$

Break 2 -

Play a game with someone in your family. For example - Scissors, Paper, Rock, Uno, and Jenga.

Have fun!

NSW Department of Education

Geography

Significance of the Environment

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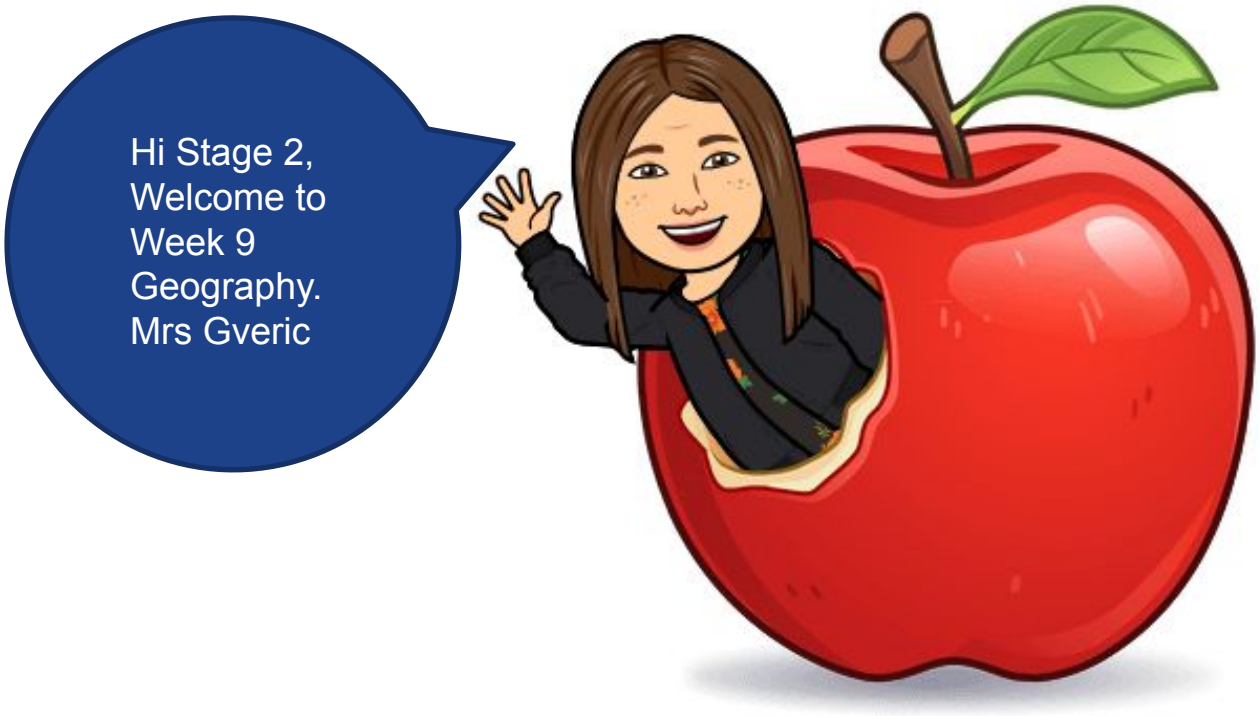
Significance of the Environment



https://video.link/w/N6q7c

What types of animals live in Australia and what can be done to protect them?

What animals live in Australia and are any of them endangered?

1. Watch the video: **The Great Australian Animal Rescue.**

2. Which animal from the video do you want to save?

3. Find out about your chosen endangered animal. Use the websites to help you find answers to the questions below.

What type of animal is it?

Where does it live?

What does it eat?

Name of animal

What likes to eat it?

Why does the world need it?

Why is it in danger?

4. Where does your animal live in Australia. Draw a picture of your animal in its natural environment

5. What could be done to protect and save your animal? Think of 3 things to create your own rescue plan.

?

?

?

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Reflection

End of Day

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Reflection for Tuesday'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

NSW Department of Education

Kearns PS Online Learning – Stage 2

Daily Lessons

NSW GOVERNMENT

NSW Department of Education

Wednesday

Student resources

NSW GOVERNMENT

NSW Department of Education

English

Student resources

NSW GOVERNMENT

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

Task b - Spelling

Click here to listen to the instructions

Spelling Revising the **ch** sound

Write down your spelling words from the list below in your books. The last 2 columns have the challenge words.

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

cheese	cherry	bench
fetch	lunch	crutches
Teacher	peaches	sandwich
butcher	kitchen	Approachable

Task b Spelling/Grammar

Suffixes – ly
For example: obvious - obviously

Add the suffix ly to build the words.

1. final
2. gentle
3. honest
4. prompt
5. sharp
6. personal
7. first

Reading- Learning Intention and Success Criteria

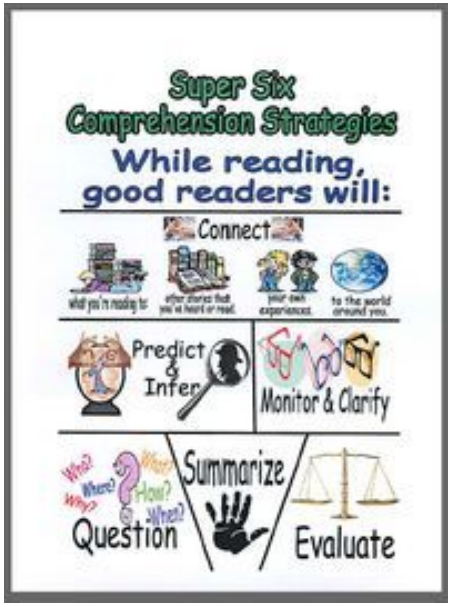
Click here to listen to the instructions

Learning Intention

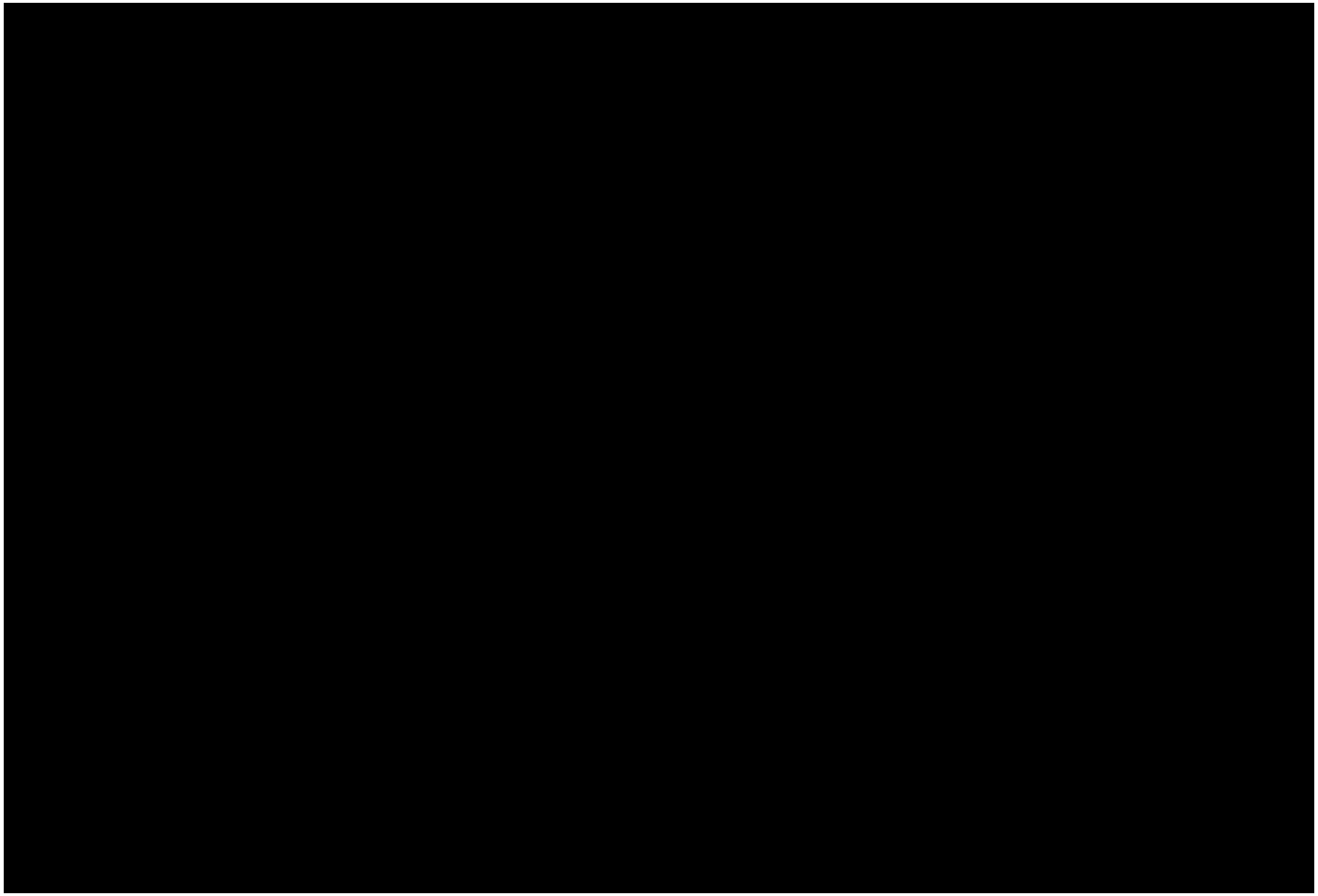
In this activity we are going to be focusing on 'summarising' as a reading strategy.

Success Criteria:

- Learners identify and accumulate the most important ideas and restate them in their own words.
- understanding the sequence of the story

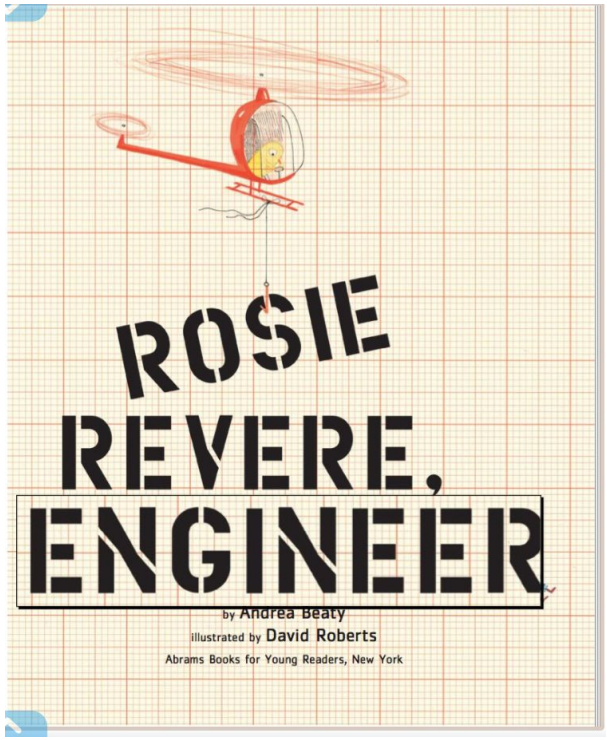


Reading- Listen to Ms Naidu Read the book



Listen to Ms Naidu read the story-

‘Rosie Revere ENGINEER’ *by Andrea Beaty and David Roberts*



Epic - Books for Kids (getepic.com)

Rosie Revere, Engineer (Read Aloud books for children) Andrea Beaty | Storytime Science-Technology - YouTube

Click here to listen to the instructions

Summarising

Once you have read and listened to the book. You need to summarise the information in your own words.

Things to remember when summersing:

Think about the beginning, middle and end of the story

Think about the characters, setting and sequence of events

Think about if you were to tell the story to another person,how would you describe it.

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Writing - Learning Intention and Success Criteria

Information Report

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

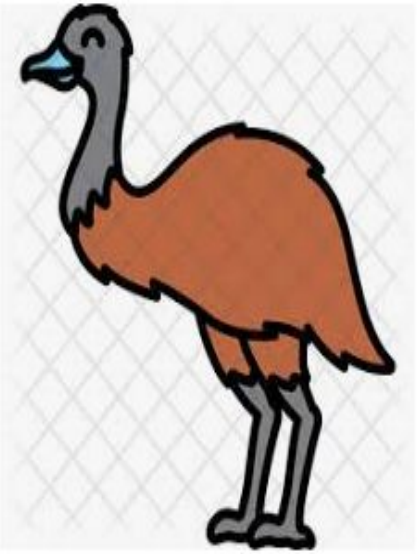
Task D Writing

Information Report

Click here to listen to the instructions

You will write a conclusion about Emus.
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

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

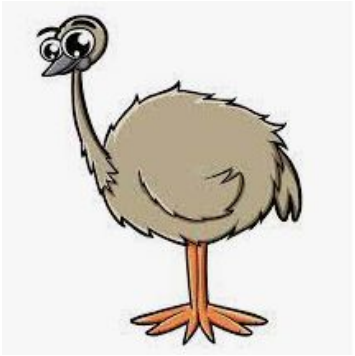
To summarise, emus.....
In conclusion, emus.....
Overall, ...
As you can see .....
In summary, emus.....

Task D Writing

Click here to listen to the instructions

An example of a conclusion

In conclusion, emus are fascinating birds due to their large stature and their ability to run very fast. They are found all over Australia and are instantly recognisable as the tallest native bird. Even though they are flightless, emus still have two small wings which they use to cool themselves down.



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

Break 1 -

Rainbow Breath

Watch: Rainbow Breath

Respond: Practice taking a rainbow breath by following the mindfulness exercise.

NSW Department of Education

Mathematics

Student resources

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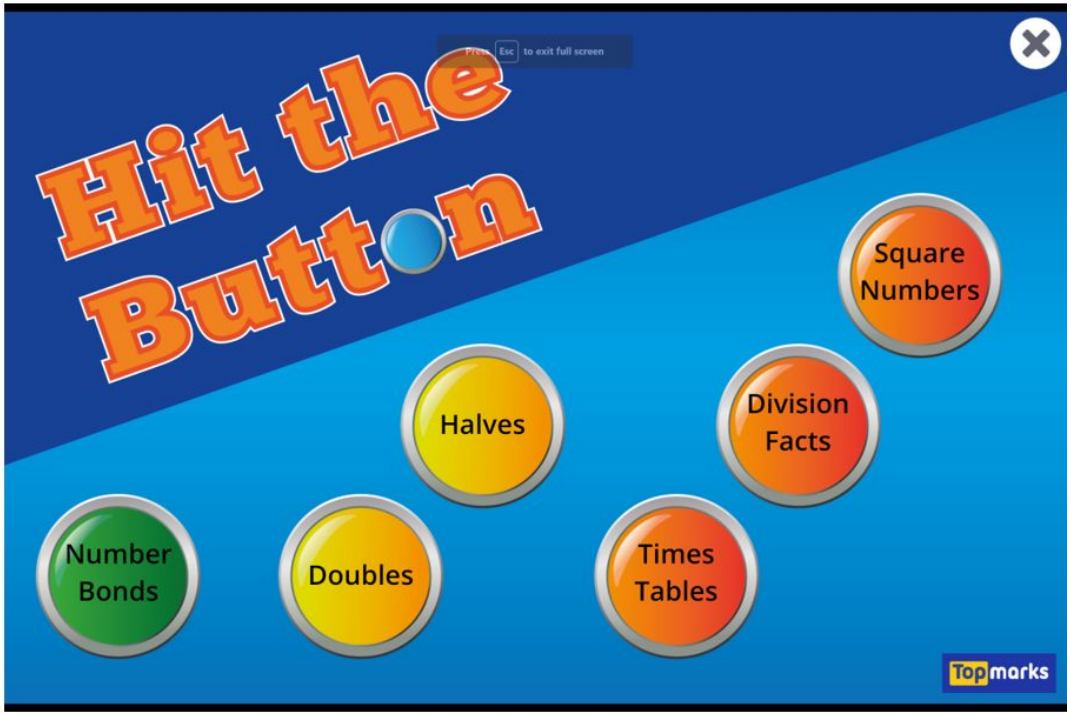
Activity a

Practice your x 12 tables and ÷ 12 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

Click here to listen to the instructions

Number of the Day is **45**

1. 15 more?
2. 12 less?
3. Next even number?
4. Next odd number?
5. Number in words?
6. Double the number?
7. Divide by 10?
8. How many more to make 100?
9. Add 31?

Fractions

Click here to listen to the instructions

Learning Intention

We are going to learn to represent fractions with denominators of 3 and 5.

Success Criteria

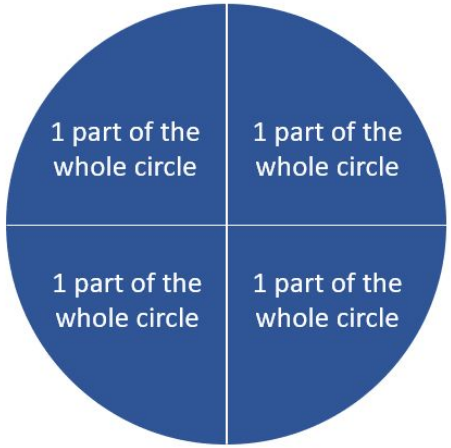
- I can successfully identify and show a fraction with a denominator of 3.
- I can successfully identify and show a fraction with a denominator of 5.
- I know the denominator is the number of equal parts a whole has been divided into.
- I know the numerator is the number of equal fractional parts.

Click here to listen to the instructions

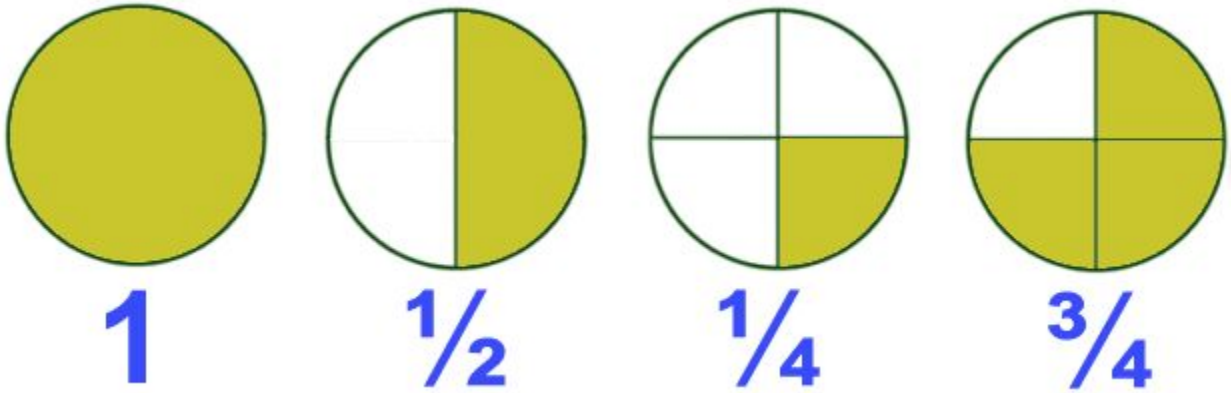
Fractions

Fractions are **equal parts** of **whole** things.

Fractions are formed when we have a whole that is divided into **equal parts**.



Fractions tell us **how many equal parts** of a whole we have.



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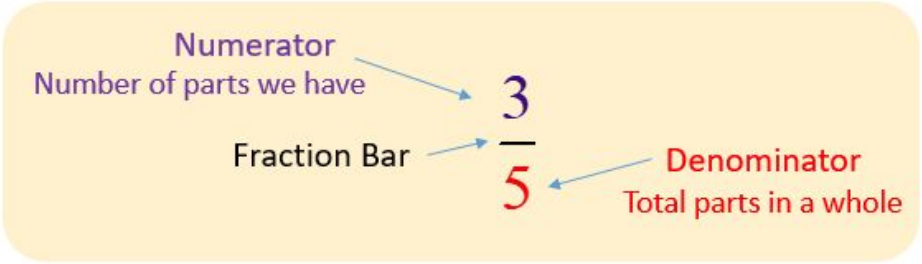
Click here to listen to the instructions

Fractions

Fractions have **two numbers** that are divided by a line.



The number on the top of the line is called the **numerator**.

It tells us **how many equal parts** of the whole we are looking at.

The number below the line is called the **denominator**.

It shows the **total number** of equal parts in a whole.

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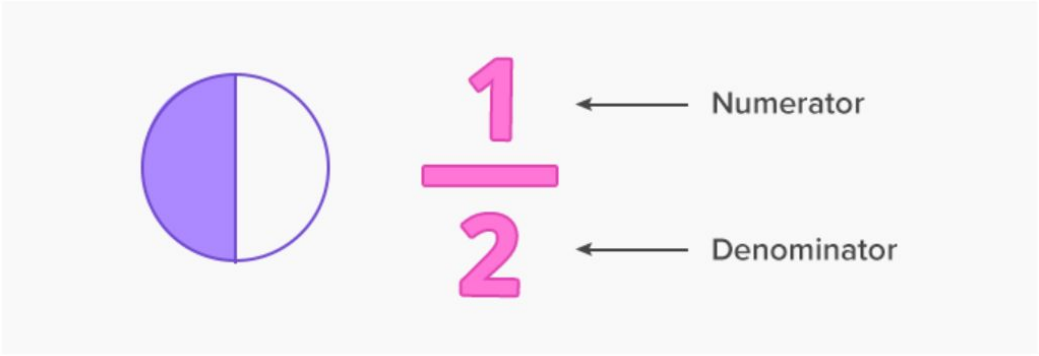
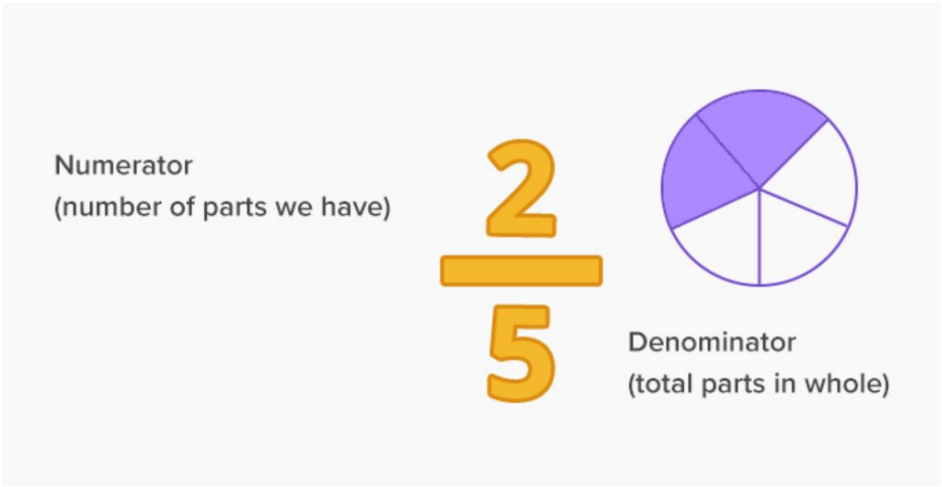
Fractions Example

Click here to listen to the instructions



Here, the shape is divided into 2 equal parts, therefore the denominator is 2.
1 out of 2 parts is shaded, therefore the numerator is 1.



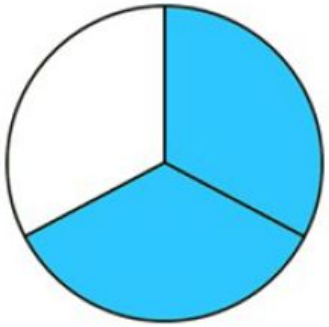
Here, the shape is divided into 5 equal parts, therefore the denominator is 5.
2 out of 5 parts is shaded, therefore the numerator is 2..

Fractions Example

Click here to listen to the instructions

To identify fractions:

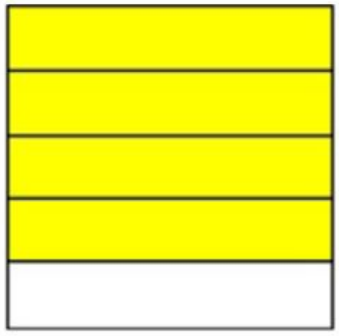
1. Find the **denominator** by counting the number of equal parts the whole is divided into.
2. Find the **numerator** by counting the number of shaded parts.



$\frac{2}{3}$

Two parts of the whole are shaded.

There are a total of three equal parts.



$\frac{4}{5}$

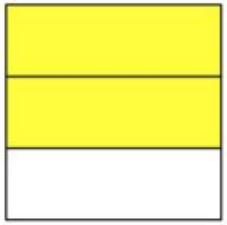
Four parts of the whole are shaded.

There are a total of five equal parts.

Click here to listen to the instructions

Activity B: Identifying Fractions

What is the fraction of the shaded area in each shape? **Write** the fraction.

1) 

2) 

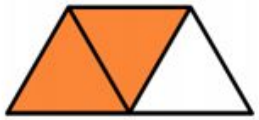
3) 

4) 

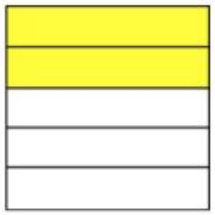
5) 

6) 

7) 

8) 

9) 

10) 

11) 

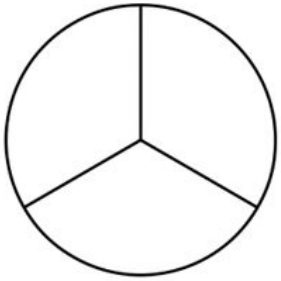
12) 

Fractions Example

Click here to listen to the instructions

To model fractions:

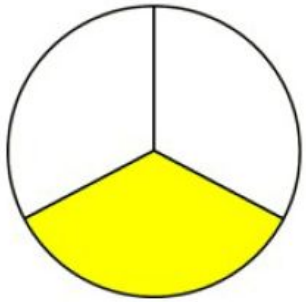
1. The **denominator** tells us how many equal parts to divide the whole into.
2. The **numerator** tells us how many equal parts to shade.

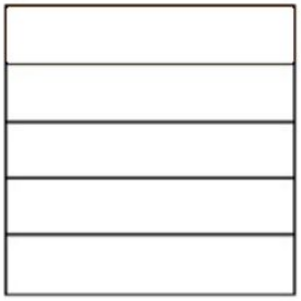


$\frac{1}{3}$

We need to shade one of the equal parts.

The whole needs to be divided into three equal parts.





$\frac{1}{5}$

We need to shade one of the equal parts.

The whole needs to be divided into five equal parts.

upload to google doc

Click here to listen to the instructions

Activity C: Modelling Fractions

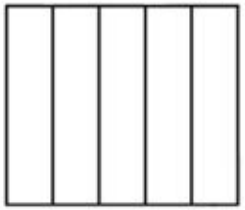
Shade the shapes below to match the given fractions.

1) 

$\frac{1}{3}$

2) 

$\frac{1}{5}$

3) 

$\frac{3}{5}$

4) 

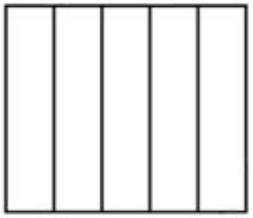
$\frac{2}{3}$

5) 

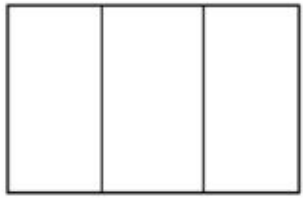
$\frac{4}{5}$

6) 

$\frac{3}{5}$

7) 

$\frac{2}{5}$

8) 

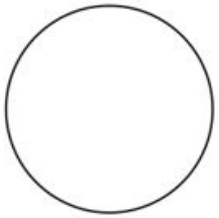
$\frac{2}{3}$

Activity C: Modelling Fractions Extension

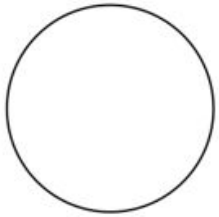
Click here to listen to the instructions

Shade the shapes below to show the given fractions.

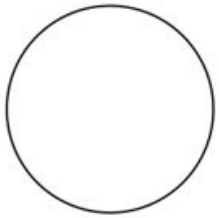
1)  $\frac{2}{3}$

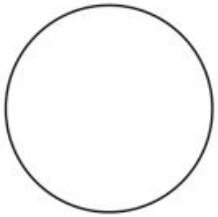
2)  $\frac{1}{5}$

3)  $\frac{3}{5}$

4)  $\frac{1}{3}$

5)  $\frac{4}{5}$

6)  $\frac{3}{5}$

7)  $\frac{2}{3}$

8)  $\frac{1}{3}$

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PDHPE

Student resources

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Wednesday

SISA Dance Lesson - Stage 2 and Stage 3 - YouTube

Break 2 -

Pause and use your senses to take in your surroundings. What can you see, hear, smell, taste and touch?

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Kearns PS Online Learning Creative and Practical Arts Stage

Week 9

NSW GOVERNMENT

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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

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Kearns PS Online Learning – Stage 2

Daily Lessons

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Thursday

Student resources

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English

Student resources

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Task A - Independent reading

Click here to listen to the instructions

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

Writing - Learning Intention and Success Criteria

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

Click here to listen to the instructions

Task b - Spelling

Spelling Revising the **ch** sound

Write down your spelling words from the list below in your books.

The last 2 columns have the challenge words.

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

cheese	cherry	bench
fetch	lunch	crutches
Teacher	peaches	sandwich
butcher	kitchen	Approachable

Task b Spelling/Grammar

Complete the sentences with the words that have a ch sound.

1. I could hear the voice of our _____ _____ across the field. (coach, echo)
2. He could _____ his audience with a single _____. (chord, enchant)
3. I decided to _____ _____ over rock climbing. (archery, choose)
4. The _____ took a _____ of cheese from the fridge. (chef, chunk)

Reading- Learning Intention and Success Criteria

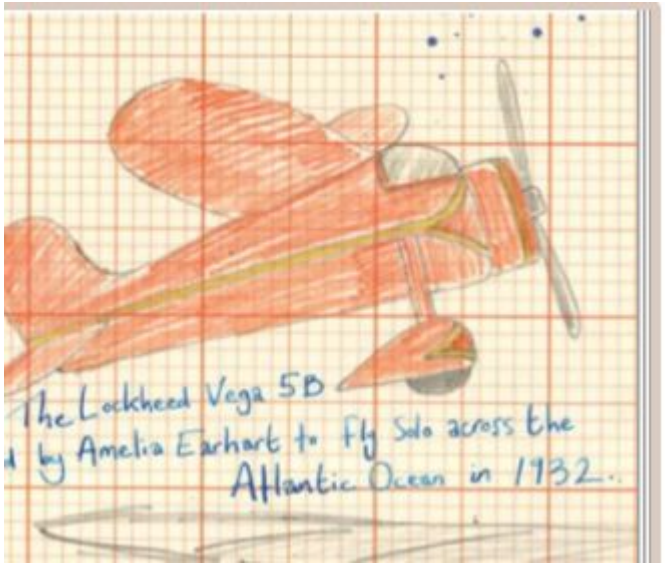
Learning Intention

In the activity, you will research on a famous australian inventor.

Success Criteria:

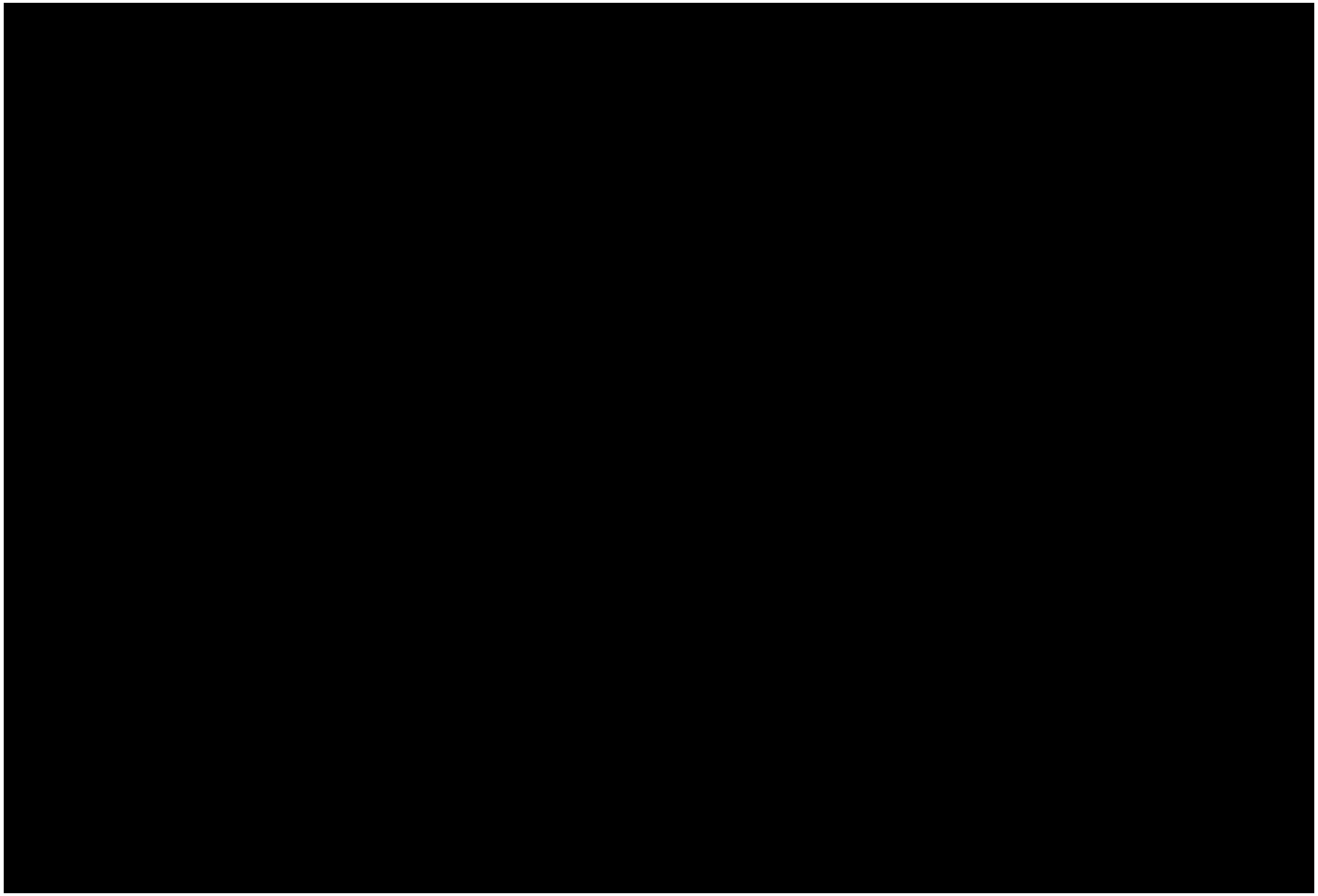
We will be successful if we:

- can research and choose an inventor
- answer the questions on the inventor and the invention created



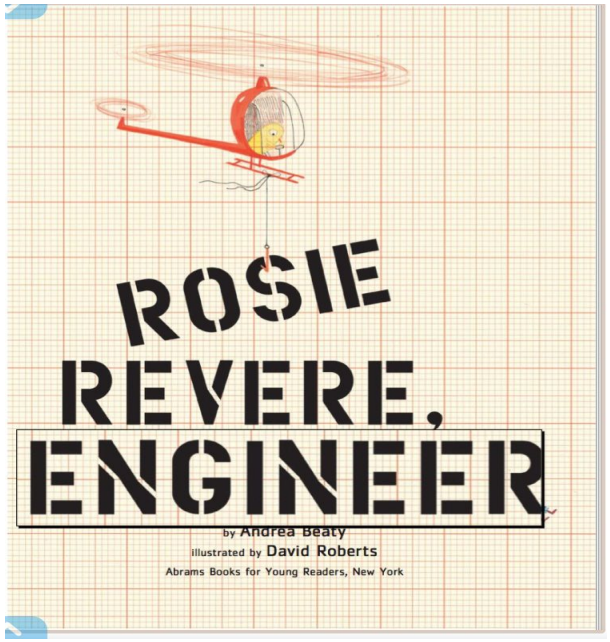
[redacted]

Reading- Listen to Ms Naidu Read the book



Listen to Ms Naidu read the story-

'Rosie Revere ENGINEER' *by Andrea Beaty and David Roberts*

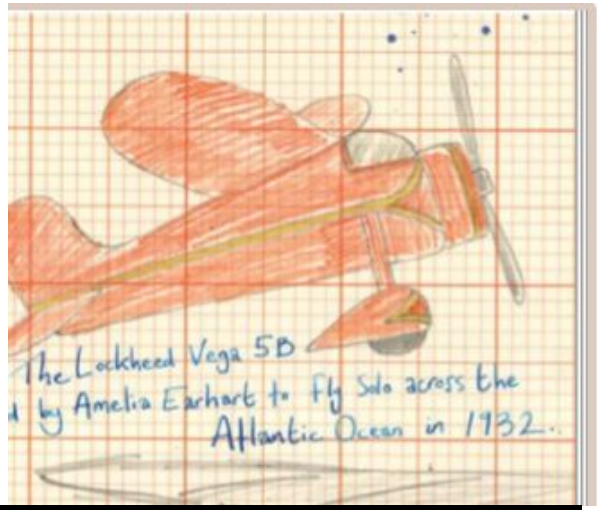


Epic - Books for Kids (getepic.com)

Rosie Revere, Engineer (Read Aloud books for children) Andrea Beaty | Storytime Science-Technology - YouTube

Australian Inventor - upload on google docs

After reading the book - Research on an Australian inventor



Invention:

Inventor:

When was the inventor born?

When did the inventor die?

What are three interesting facts about the inventor?

Why did the inventor create the invention?

How did the inventor create the invention?

Draw a portrait of the inventor.

Writing - Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention:

We are learning to:

- write an information report using the correct structure

Success Criteria:

We will be successful if we are able to:-

- have our topic title as the heading
- begin with an introduction
- write a series of facts about the topic
- group the facts into paragraphs
- end with a conclusion
- write in the present tense

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Writing

Information Report Emus

Click here to listen to the instructions

Write an information report on Emus using the correct structure.

On Monday, you wrote an Introduction on Emus.

On Tuesday, you completed the body of your report containing subheadings, paragraphs and facts.

You completed a conclusion on Wednesday, where you summarised the main ideas.

Today you will put all the parts together to form the correct structure for your information report. (Refer to the example)

Writing

Information Report Structure

Click here to listen to the instructions

Title: Emus

Introduction

The emu is Australia's largest bird, and it is the second largest in the world. Did you know that the male emu is responsible for building the nest and sitting on the eggs to keep them warm before they hatch. Emus can grow up to two meters in height and travel at incredible speeds. They belong to a group of flightless birds called ratites. Emus are classified as birds because they have feathers and lay eggs.

Paragraphs

Appearance

Emus have a large oval body shape, a long, thin neck and 2 strong legs with large feet and thick toes which helps them move at incredible speed. They have soft, fluffy feathers covering their body in black, brown and white. They are large birds and can grow to over 2 meters tall and weigh about 60 kilograms. The head is relatively small, and they have a sharp beak and two sets of eyelids. They use one set of eyelids to keep out the dust while the other is for blinking. Although flightless, emus have small wings about 20 cm long which they use to steer themselves in the right direction and to cool down.

Diet

Emus are omnivores, they eat whatever they can find like plants, flowers and insects like grasshoppers, beetles and grubs. They also swallow smalls stones to help with crushing and digestion of plants and seeds. Emus drink large amounts of water although they only drink once a day. **(Add more facts about diet here)**

Habitat

Emus live in different environments all over Australia, both inland and close to the sea. They are mostly commonly found in territories of savannah forest and wooded forest, and least commonly found in densely populated regions and dry areas. Emus are 'nomadic'. This means they don't stay in one spot for very long. **(Add more facts)**

Conclusion

In conclusion, emus are fascinating birds due to their large stature and their ability to run very fast. They are found all over Australia and are instantly recognisable as the tallest native bird. Even though they are flightless, emus still have two small wings which they use to cool themselves down.

Break 1 -
Make a Wish

Watch: Make a Wish
Respond: Take a moment to make a wish for yourself, a friend, or a stranger and hope that it comes true.

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Mathematics

Student resources

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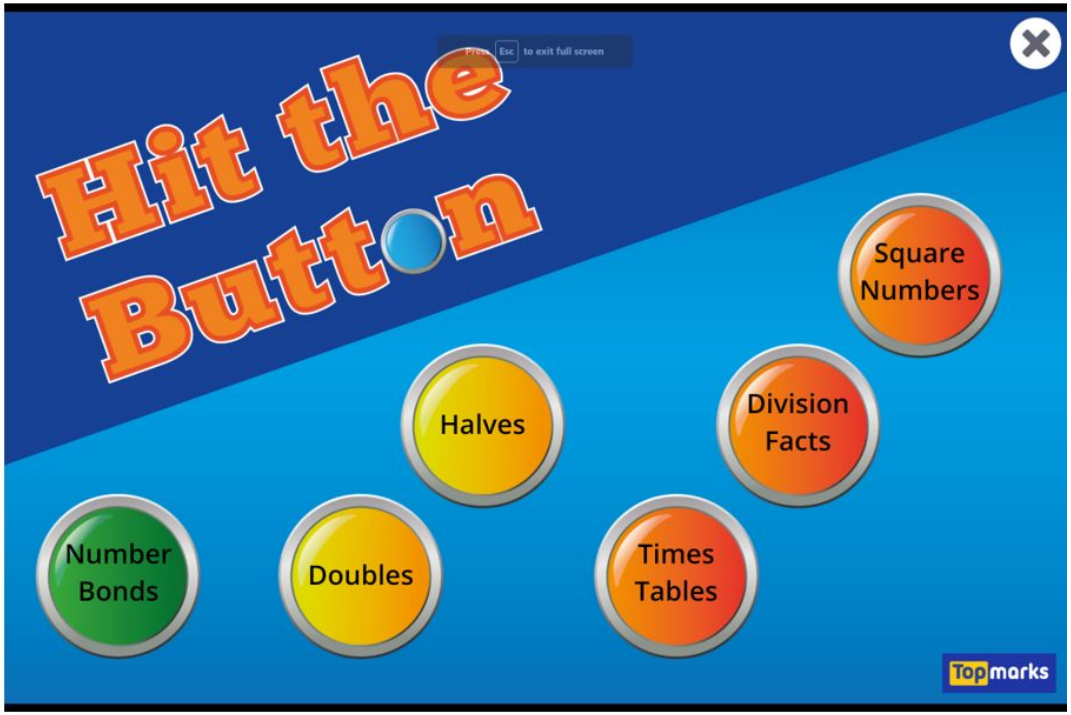
Activity A

Practice your x 9 tables and ÷ 9 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

Click here to listen to the instructions

Number of the Day is **65**

1. 15 more?
2. 12 less?
3. Next even number?
4. Next odd number?
5. Number in words?
6. Double the number?
7. Divide by 10?
8. How many more to make 100?
9. Add 31?

3D Objects

Click here to listen to the instructions

Learning Intention

We are going to learn to identify 3D objects as cylinders, cones, or spheres.

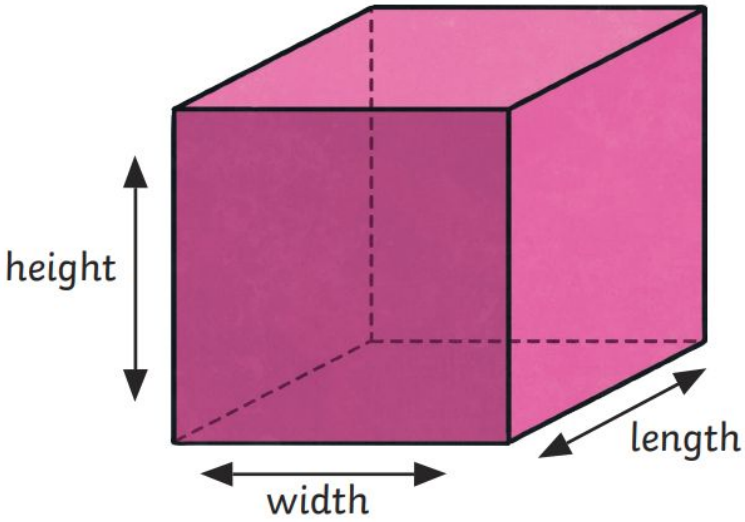
Success Criteria

- I can successfully identify a cylinder.
- I can successfully identify a cone.
- I can successfully identify a sphere.

What Are 3D Objects?

Click here to listen to the instructions

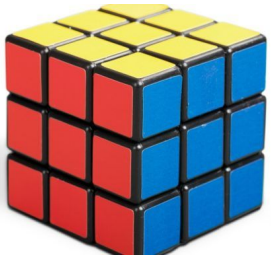
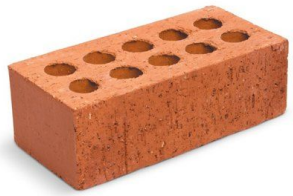
3D Objects have three measurements: height, length and width.



These are objects that take up space.

This means that we can touch and feel them.



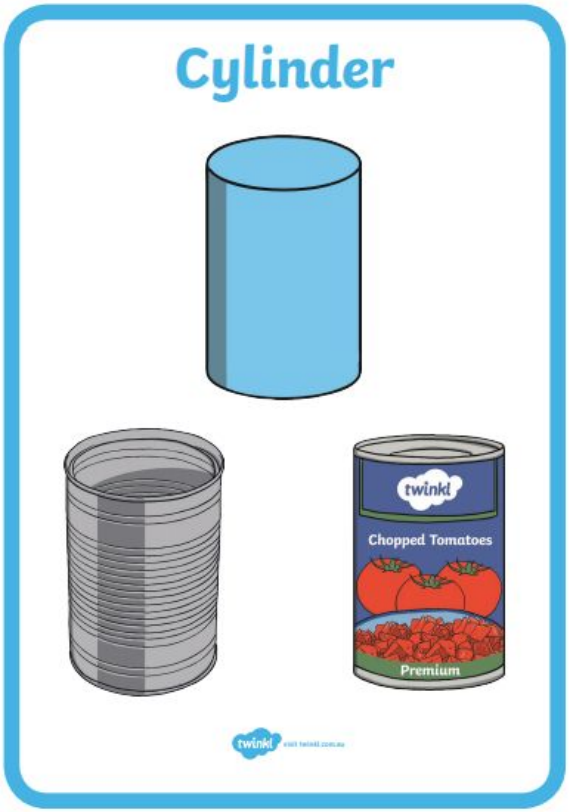



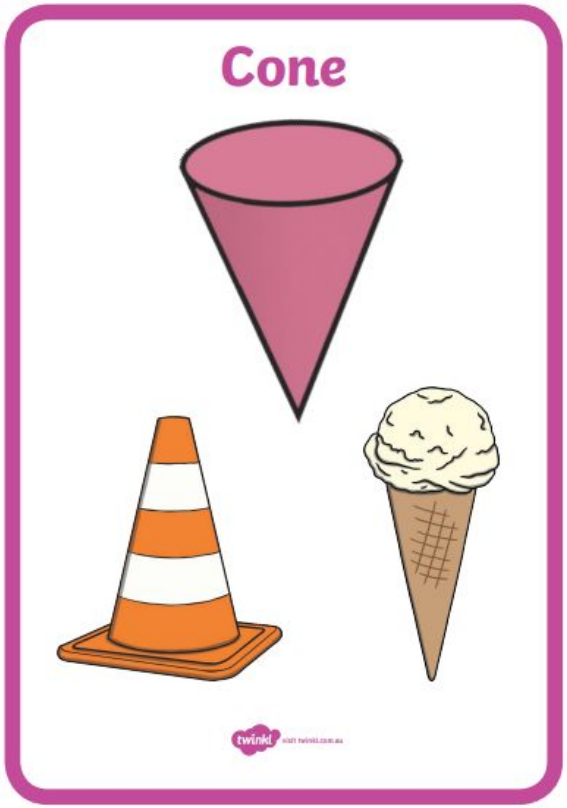
3D Objects - Cylinders, Cones and Spheres

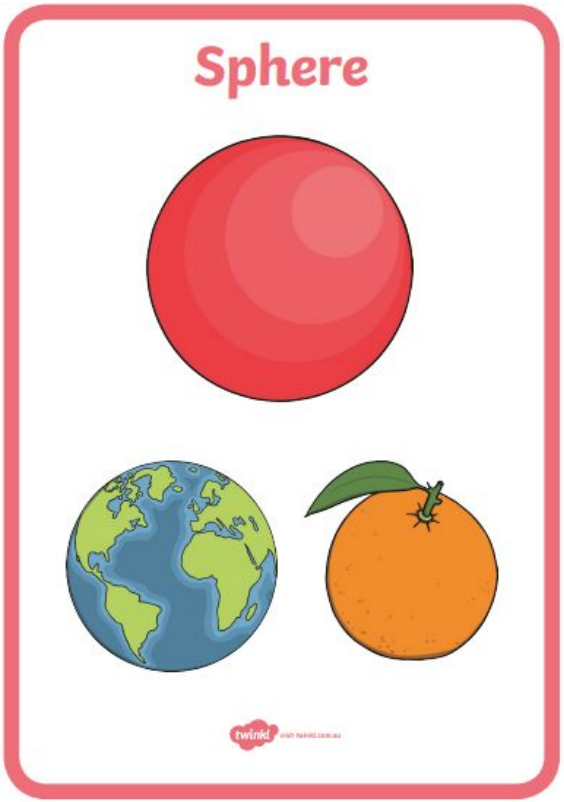
Click here to listen to the instructions

There are lots of different types of 3D objects.

Today we will be learning about **cylinders, cones** and **spheres**.







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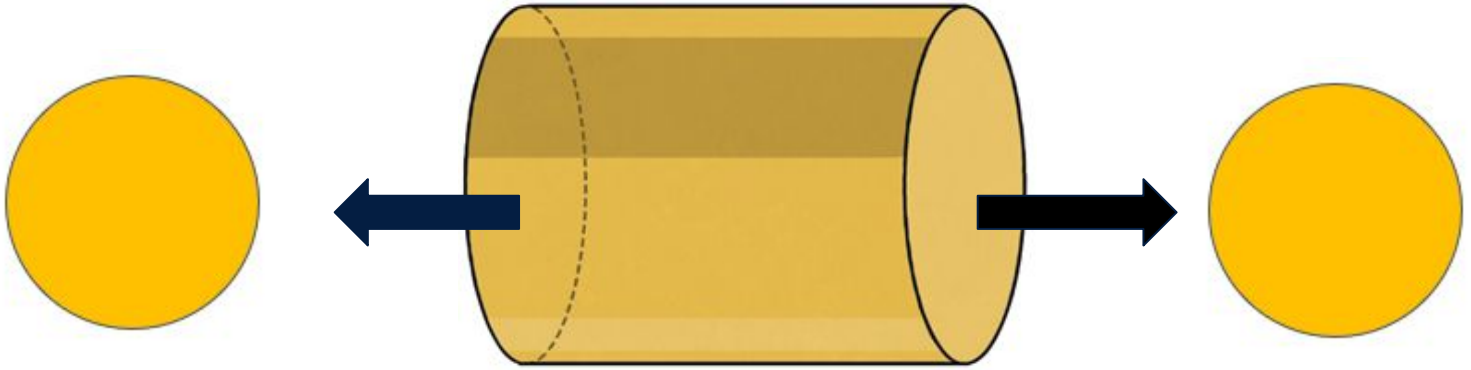
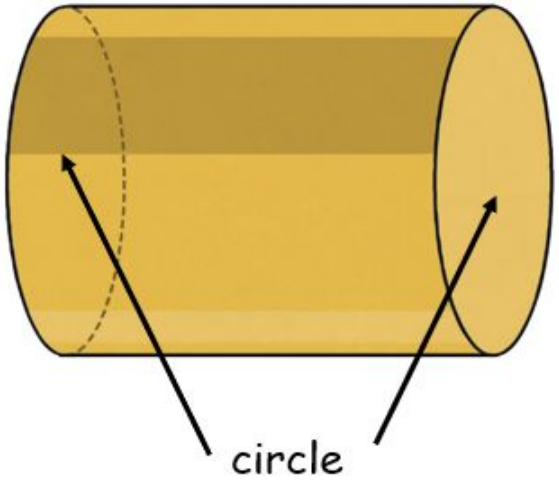
3D Objects - Cylinders, Cones and Spheres Video

3D Objects - Cylinders

A cylinder has two ends that are **exactly the same size and shape**.

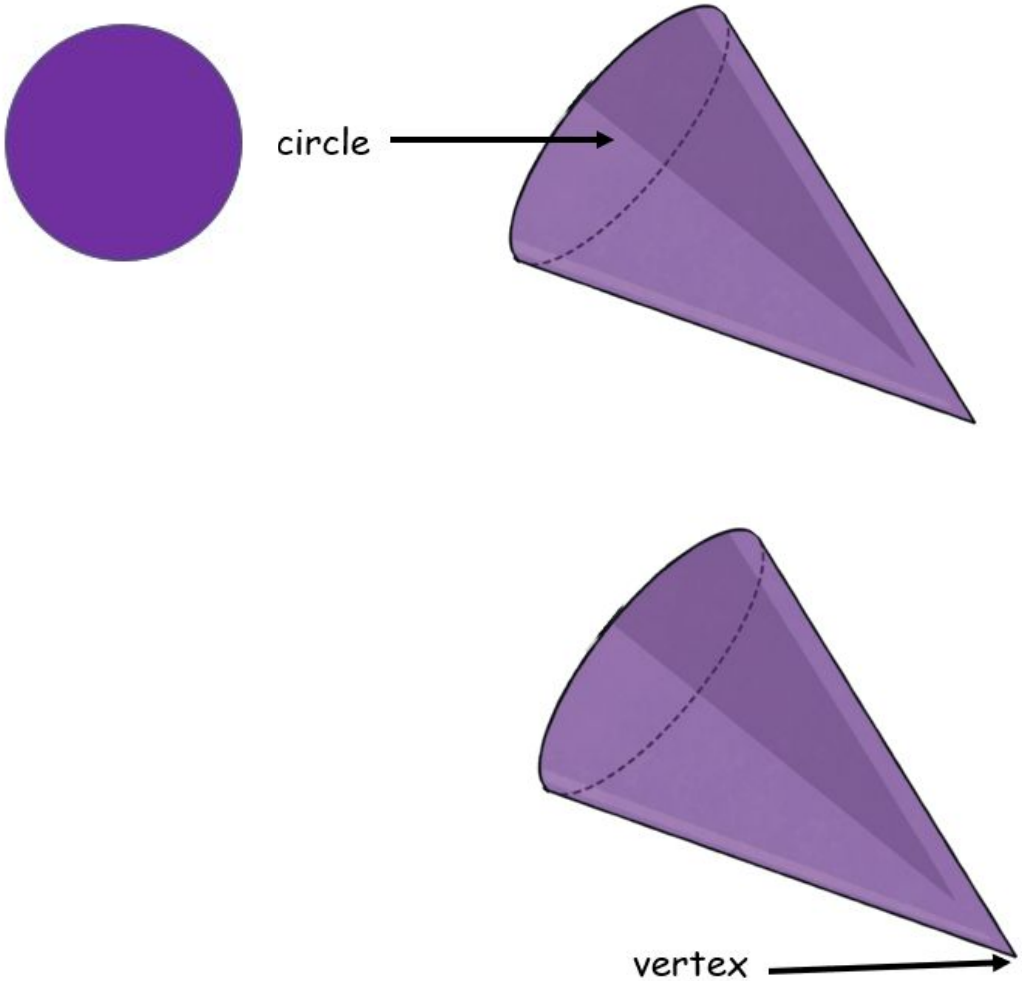


A cylinder has two opposite ends that are **circles**.



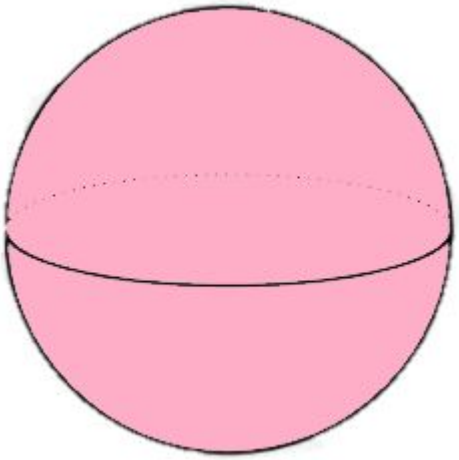
3D Objects - Cones

A cone has a **circular base** that is joined to one point called a **vertex**.

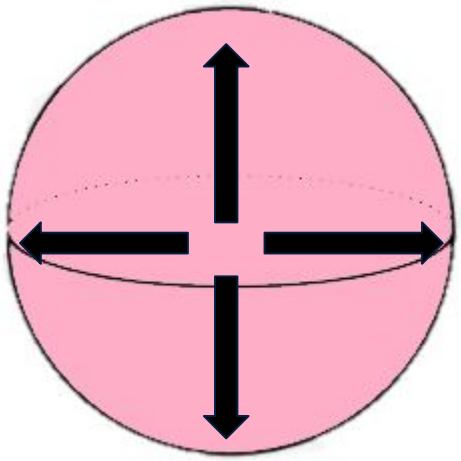


3D Objects - Spheres

A sphere is a **round** solid object.



Every point on the surface of a sphere has the **same distance** from its centre.

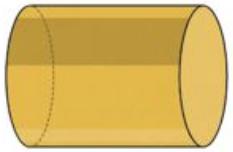
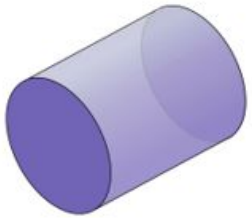


upload to google doc

Click here to listen to the instructions

Activity B: Identifying 3D Objects

Identify the 3D objects below as either cylinder, cones or spheres.

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 

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Activity C: 3D Object Scavenger Hunt

Click here to listen to the instructions

We often see cylinders, cones and spheres in real life. Take a walk with your family or find some objects around the house that are cylinders, cones, or spheres!

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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PDH - Safety

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We are learning how to be a safe pedestrian.

What do we need to remember when crossing the road safely?

We need to remember the FOUR STEPS -

- STOP (one step back from the kerb)
- LOOK (continuously look both ways for potential danger)
- LISTEN (for the sounds of approaching traffic)
- THINK (whether it is safe to cross the road)

Staying safe as a pedestrian

Watch the following clips about pedestrian safety. Click on the links-

Walk safely - A Different Perspective

Safe Places to Cross - A Different Perspective

Bus Safety - A Different Perspective

Staying safe as a pedestrian

After watching the clips on the previous slide, discuss with a family member the following questions -

- What were the safe behaviours and/or environments shown in the clip?
- What were the unsafe behaviours and/or environments shown in the clip?
- What could the characters do to make the situation safer?

Safety Town

Watch the video below to learn how to play the Safety Town game - Pulling It All Together

Safety Town

Click on the link below to play the Safety Town game - Pulling It All Together

Activities | Safety Town

PULLING IT ALL TOGETHER

The road environment is made safer by signs, markings and signals. See if you can make a scene safer by putting the right signs in the right places.

PEDESTRIAN

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

Activity: Cloze Passage - Pedestrian Safety

1) When crossing roads children under 10 years old should always hold an adult's _____.

2) It is safe to cross at a pedestrian _____.

3) It is safe to cross at a traffic _____.

4) Always wait for cars to _____ before crossing a road.

5) Wearing a _____ provides protection when riding a bike.

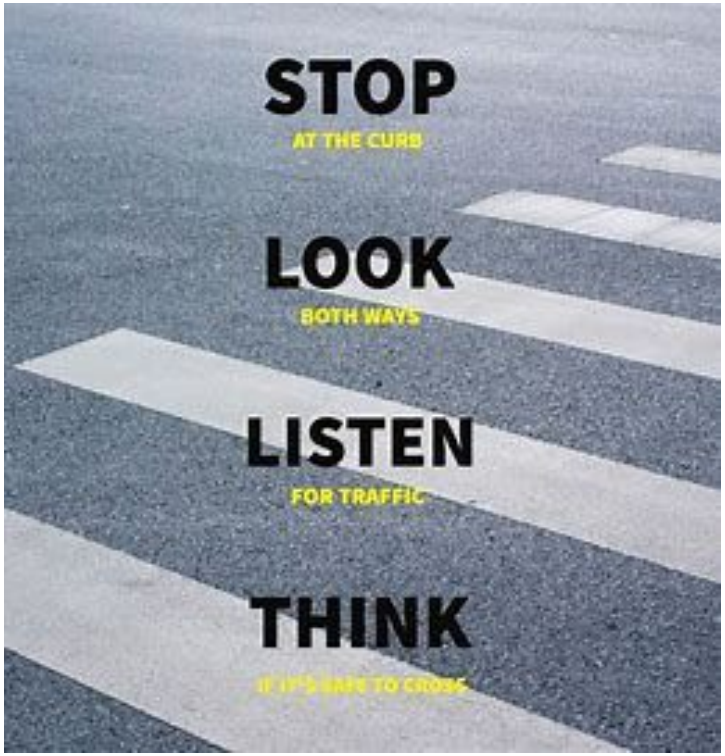
6) _____ both ways before crossing a road.

7) It is _____ to cross near a hill or corner, because the driver may not see you.

crossing	hand	look	lights	unsafe	helmet	stop

Reflection:

Discuss with an adult what you learnt about being a safe pedestrian. 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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Friday Week 9

Day

Friday

Happy Wellbeing Day!

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

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


Remember to check in on
Google Classroom

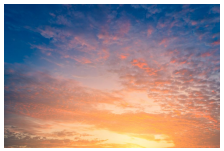
Wellbeing Day Week 9

STEM: Can you build the tallest card tower?

Act of Kindness: 
Create a 'Thank You' card for your parent or carer for supporting you through learning from home.

Thank You

Watch: Go outside and look up into the sky. What do you see? What do you notice? Draw what you can see.



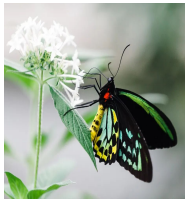
Fitness Challenge:
It's time to get active. Put together a 4 station circuit in your backyard. Each rotation can be 10 minutes long! Make sure to warm up!

Enjoy: It's time for a picnic! Pack some supplies like a blanket, some drinks and snacks and picnic with your family in the backyard.

Art: Bird Watch! Go and sit outside and see if you can spot any birds. If you do, draw it in your journal. If you can't find any, look up your favourite bird in a book or on the internet and draw that.

Play: Take a tennis ball outside and challenge family members to a handball game.

Photography: Using your digital device, take some photos of natural things you find outside. Any flowers, trees, insects or birds?



Theme: Spring

Upload photos and videos of your Wellbeing activities to Google Classroom

Happiness

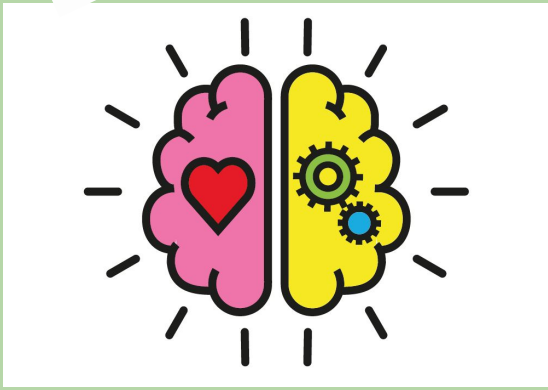
Please
Friday

Health

Positivity

Mindfulness

Relationships



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