

Kearns PS Online Learning – Stage 2

Daily Lessons



Monday

Week 8



English

Student resources



Click here to
listen to the
instructions

Task A - Independent reading

Independent reading

Read a book from EPIC or Reading eggs

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

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

When finished, discuss the following questions with an adult:

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

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



[Click here to listen to the instructions](#)

Spelling

Spelling Revising the **gh** 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.

sigh	high	eight
laugh	tough	ghost
enough	naughty	although
yoghurt	distraught	fraught



Click here to listen to the instructions

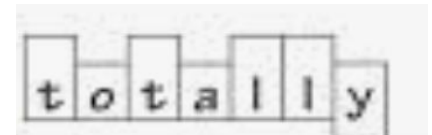
Spelling Activities

Spelling

Revising the **gh** sound

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



Reading- Learning Intention and Success Criteria

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

Learning Intention:

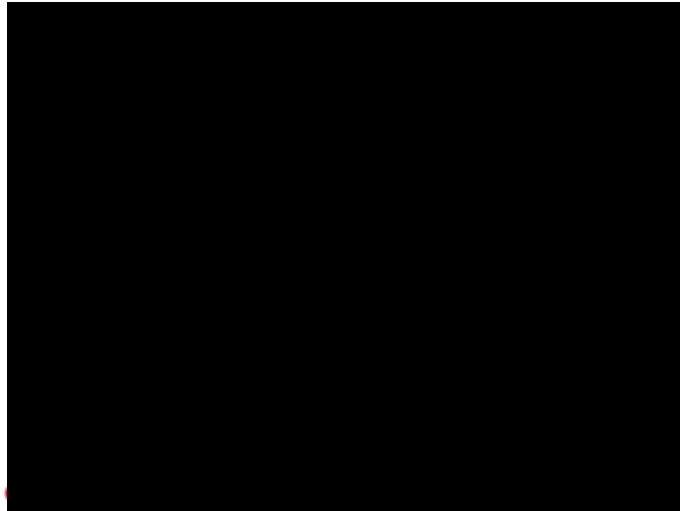
We are able to:

- 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



Reading -

'The Most Magnificent Thing' by *Ashley Spires*

1. What do you think magnificent may mean?
2. Brainstorm a list of synonyms for the word "magnificent"
3. Look at the cover of the book and predict the story.
 - Who are the characters in the book?
 - What is the character pulling behind her?
 - What do you think she will do with the objects?
 - Predict what could happen at the end of the story



Reading- Listen and Read the book



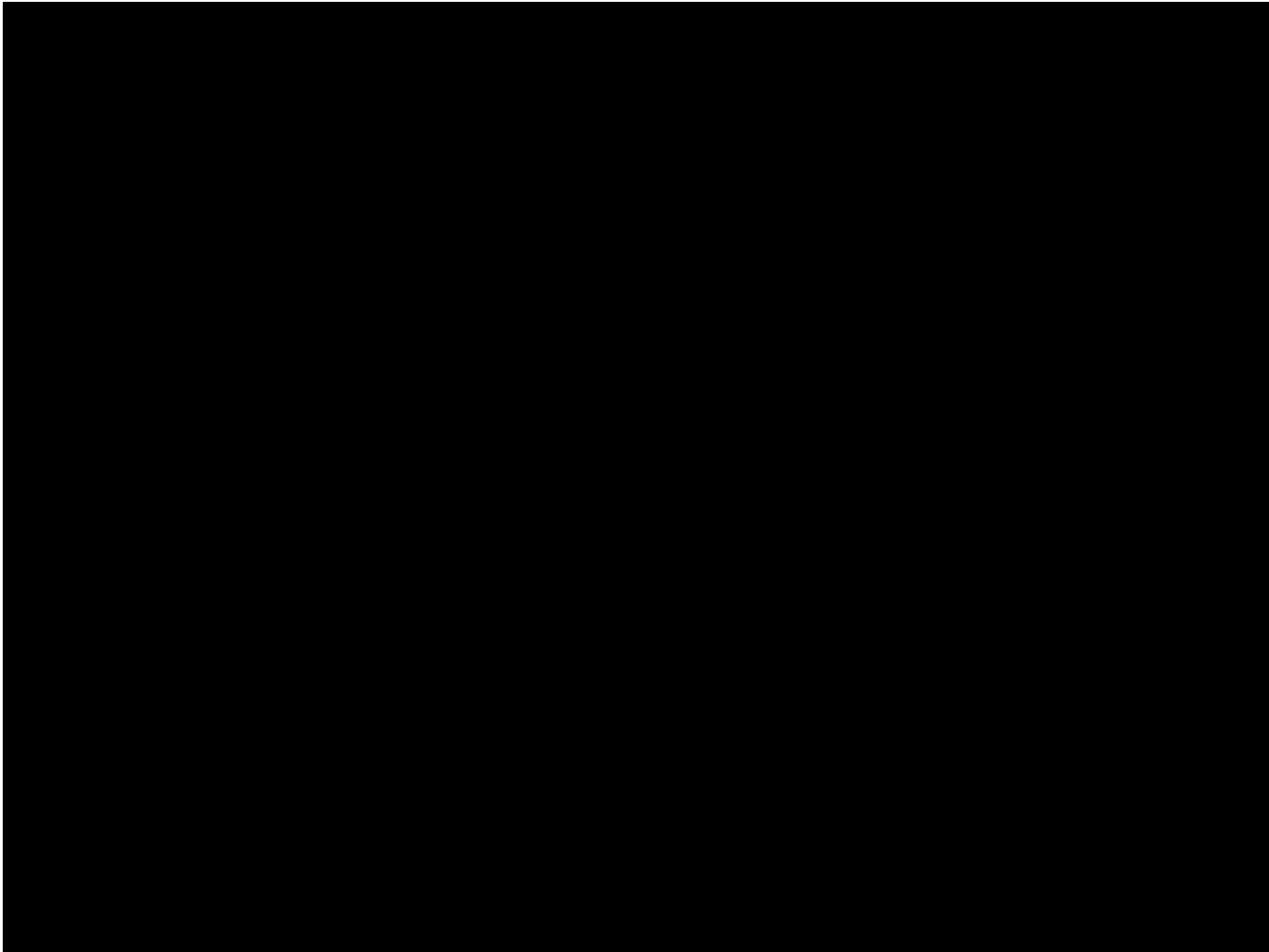
[Epic - Books for Kids \(getepic.com\)](http://getepic.com)



[The Most Magnificent Thing by Ashley Spires : Read-Along - YouTube](#)

Listen to Ms Naidu read the story-

'The Most Magnificent Thing' *by Ashley Spires*



Reading - Prediction - 'The Most Magnificent Thing' by Ashley Spires

- What parts of the prediction of the story were you right about?
- Who are the characters in the story?
- Why did the character have the things in the cart?
- What did she do with the things?
- If you could make the most magnificent thing (not a toy) that could help you – what would it be and how could it help?





Writing - Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention:

- We are learning to write an information report about kangaroos.
- We will be learning to write 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



Click here to listen to the instructions

Writing

Information Report

We are writing an introduction about Kangaroos.

Our introduction:-

- may include a definition for example, the kangaroo is a native animal of Australia.
- needs to capture the reader's interest, so use some interesting facts for example, kangaroos cannot walk backwards.
- may include a classification for example Kangaroos are Marsupials



Writing upload on google docs

Example

Kangaroos Introduction

Did you know that Kangaroos are the largest Marsupials on the planet? They carry their young, called joeys in pouches. There are 65 kangaroo species that are native to Australia, and they live in large groups called mobs. Kangaroos have large, powerful hind legs to make jumps and have been known to leap more than 9m in a single bound.

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



Click here to
listen to the
instructions

Writing

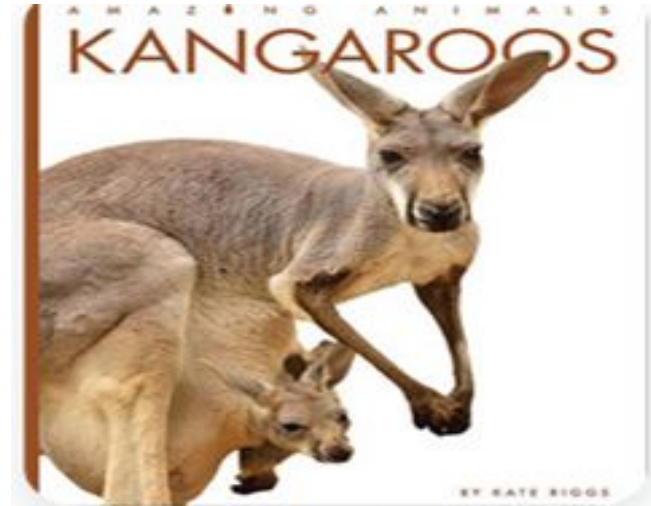
You can find information on Kangaroos on Epic. Below are 2 examples.

<https://www.getepic.com/app/read/57562>



Kangaroos

<https://www.getepic.com/app/read/75872>



Amazing Animals:
Kangaroos

Break 1-

Be A Good Friend

Watch: 'Be A Good Friend'

Respond: Take a moment to set an intention to be a good friend to someone.



Mathematics

Student resources

Activity a

Practice your $\times 6$ tables and $\div 6$ on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

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



Mathletics



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listen to the
instructions

Complete an activity on Mathletics for 20 minutes

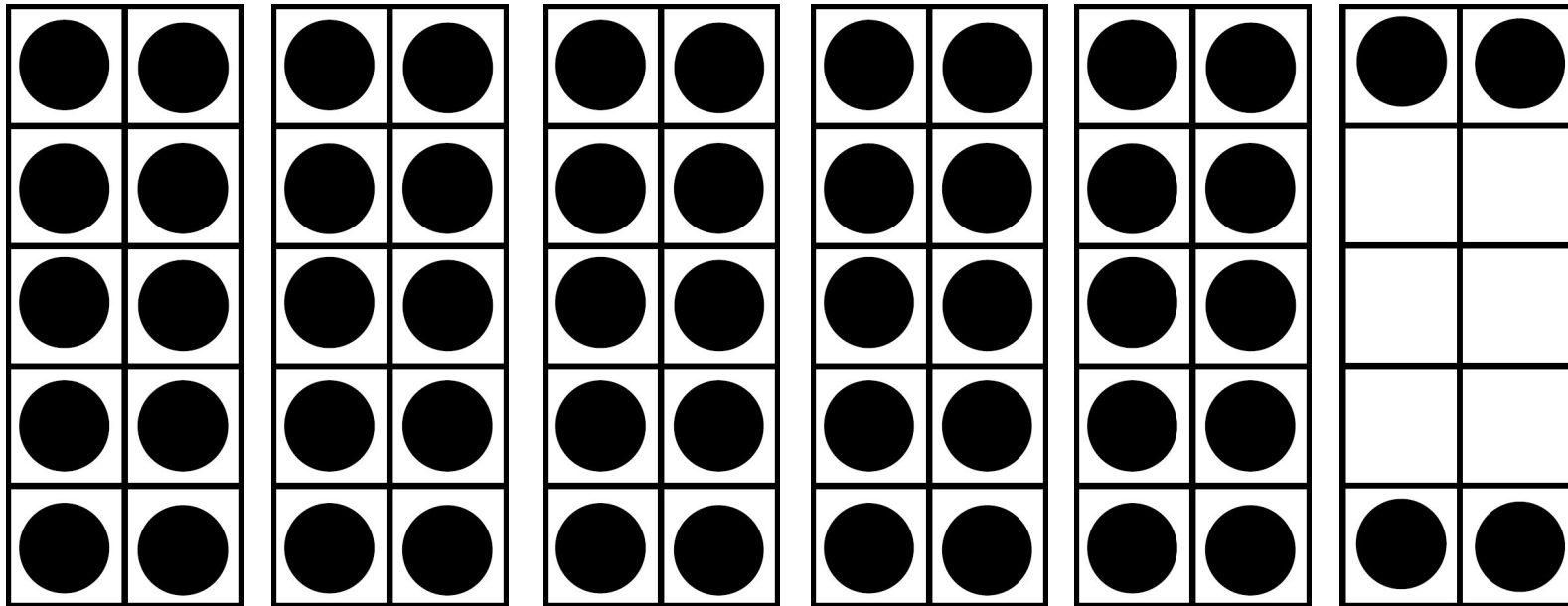




Click here to listen to the instructions

Number Talks

How many dots can you see?
What strategies did you use to figure out the answer?



Algebra - Number Patterns



[Click here to listen to the instructions](#)

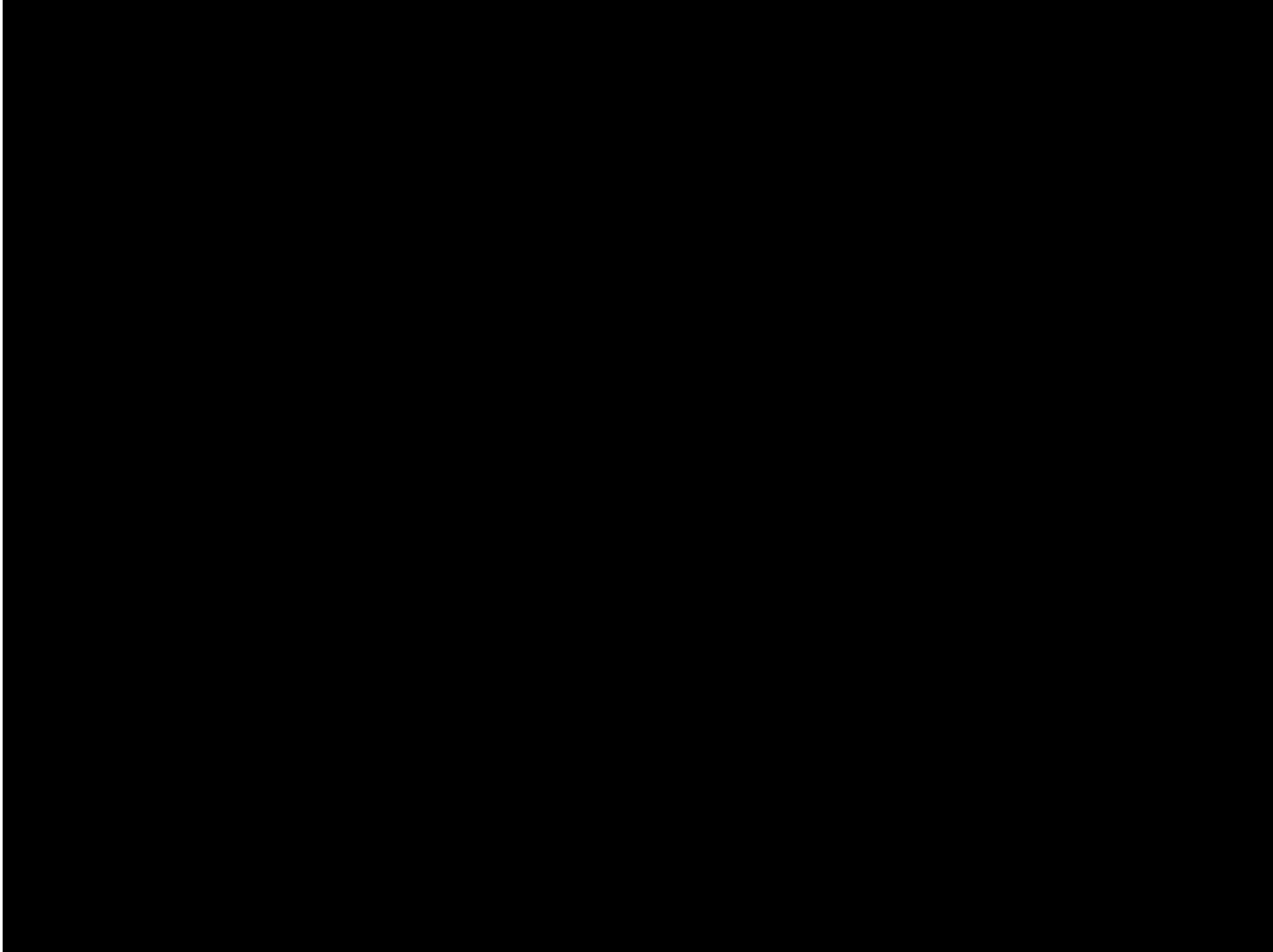
Learning Intention

We are going to learn to recognise and continue increasing number patterns.

Success Criteria

- I understand that number patterns follow rules.
- I can identify an addition number pattern rule.
- I can complete a number pattern based on addition.

Algebra - Number Patterns Video



Algebra - Number Patterns

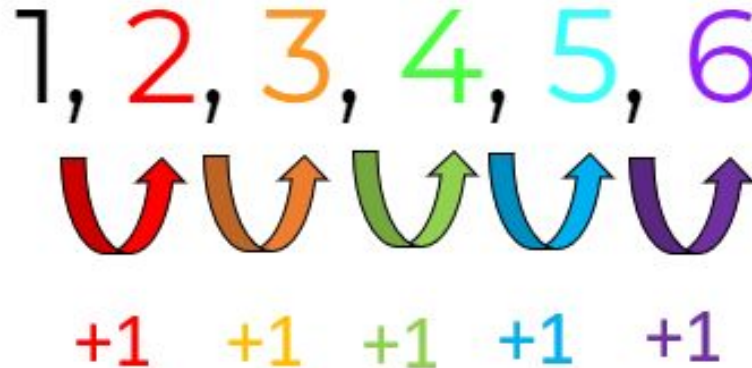
A number pattern is a **sequence of numbers** that follow a **certain rule**.

This is a number pattern:

1, 2, 3, 4, 5, 6

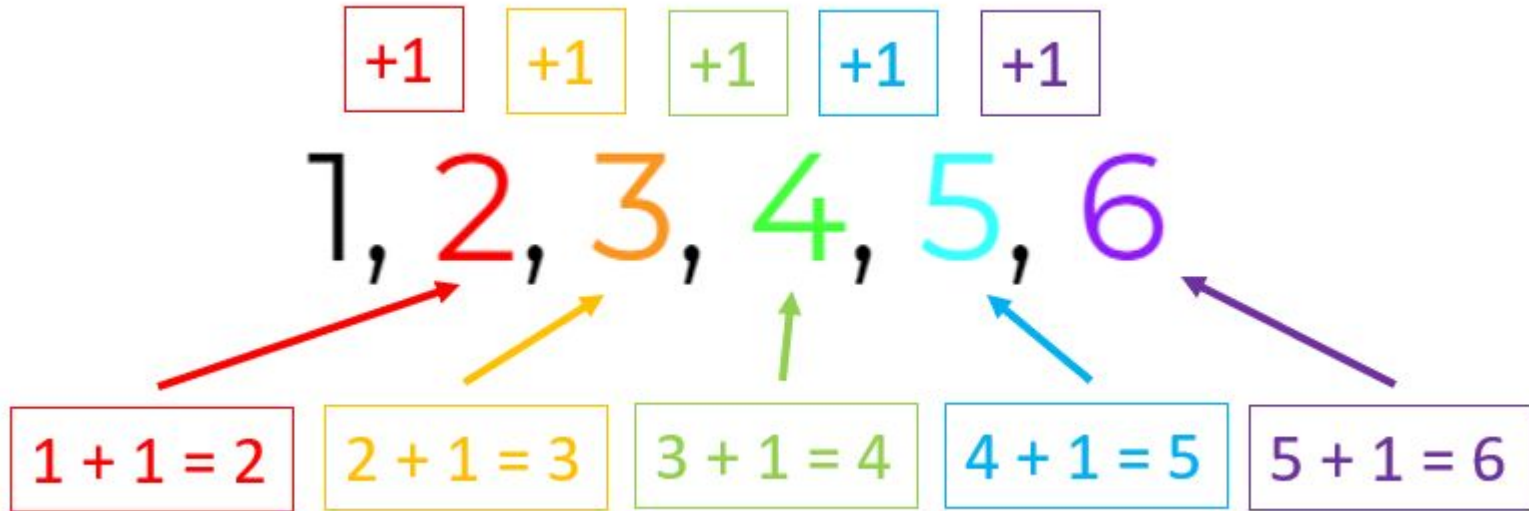
The **rule** is **add 1 each time**. 

The pattern rule tells us what is happening each time.



Algebra - Number Patterns

The **rule** is **add 1 each time**.



What would the **next number** be in this pattern?

$$6 + 1 = 7$$

1, 2, 3, 4, 5, 6, 7

Algebra - Number Patterns

Look at the example below.

5, 10, 15, 20, —, —, —

What is happening each time?

+5 +5 +5

5, 10, 15, 20, —, —, —

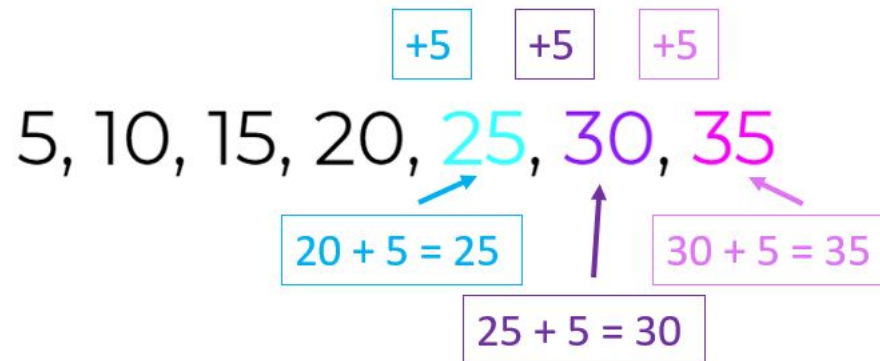


What is the rule?

Add 5.

The numbers are increasing by 5 each time.

What will the next numbers in this pattern be?





Activity B: Algebra - Number Patterns

Use the rule to help you complete the number patterns.

[Click here to listen to the instructions](#)

1. Rule = +4

10, 14, 18, 22, _____, _____, _____.

2. Rule = +6

16, 22, 28, 34, _____, _____, _____.

3. Rule = +2

18, _____, 22, 24, _____, 28, _____.

4. Rule = +10

100, 110, 120, 130, _____, _____, _____.

Activity C: Algebra - Number Patterns [upload google docs](#)



Click here to listen to the instructions

Continue each number sequence and describe each rule, for example:

2, 4, **6**, 8, 10, **12**, **14**, **16** The rule is that the numbers are going up in 2s or +2.

1. 14, 18, 22, _____, _____, _____ Rule: _____

1. 65, _____, 75, 80, _____, _____ Rule: _____

1. 90, _____, 96, 99, _____, _____ Rule: _____

1. 201, 211, 221, _____, _____, _____ Rule: _____

1. 36, 42, _____, 54, _____, _____ Rule: _____

1. 21, 28, _____, _____, 49, _____ Rule: _____

Algebra - Number Patterns **Extension**

Work out what the number pattern rule is for each of these patterns.

Use the rule to help you complete the number patterns.

1. 30, _____, 60, 75, _____, _____ Rule: _____

1. 24, 36, 48, _____, _____, _____ Rule: _____

1. 110, 130, _____, 170, _____, _____ Rule: _____

1. 8, 16, 24, _____, _____, _____ Rule: _____



PE

Student resources

PD

(click on the link) [SISA Aerobics Lesson - Stage 2 and Stage 3 \(video.link\)](#)

SISA Fundamental Movement Skills Lesson



Aerobics Stage 2 and Stage 3

Instructor: Miss Naomi



Break 2 -

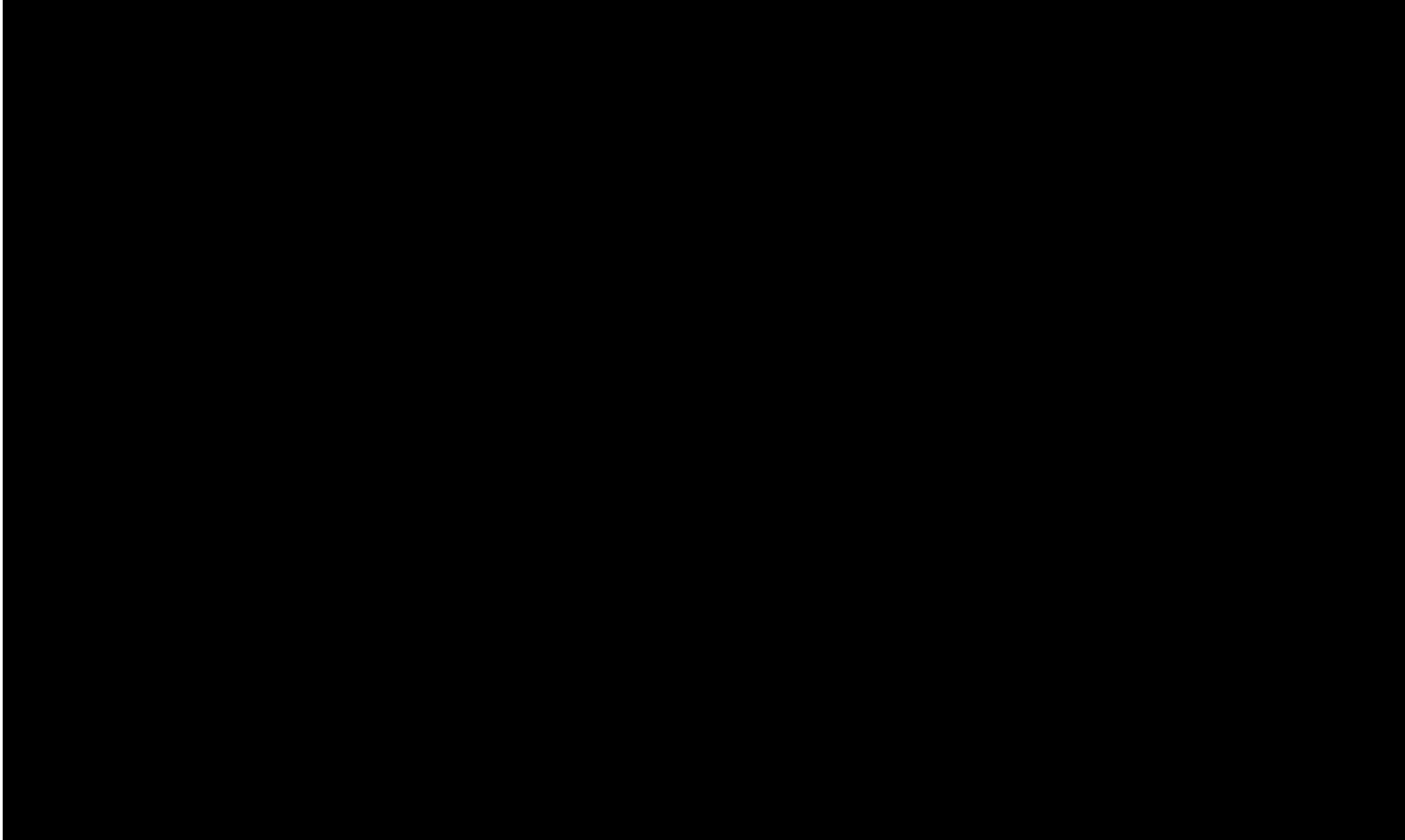
Have a dance party by yourself or with your family. Put on your favourite song and turn it up loud.

Have fun!



Science

Student resources



Digital Technology

How do digital systems share information and instructions?



Computers are made up of many different systems to help it do different jobs, and to make sure that it can work safely.

There are 7 parts to this computer system to help it function. Can you research how each part helps the computer to work?

Write your answers in your workbook

Digital systems

What digital system are you using to work from today?

The digital system you are using today has

many different devices inside or connected

to it to make it work. These are called

peripheral devices. They devices are not

apart of the main parts of the computer.

These can include keyboards, mouse,

speakers, monitors, printers and cameras.

Most of these **peripheral devices** are inside

computers or devices.



Digital systems

What digital system are you using to work from today?

Look at the computer or device you are using.

In your work book, can you list the different peripheral devices that you can use or have?

Think: how can i type in words? How can i choose something to click on? How can i see and hear videos?

Draw and label these in your workbook





Reflection

End of Day

Reflection for Monday's lessons

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

Ms Naidu, Miss Fernance and Mrs Nagan.

Reflection Points:

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

Kearns PS Online Learning – Stage 2

Daily Lessons



Tuesday

Student resources



English

Student resources



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Task A - Independent reading

Independent reading

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

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Spelling

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

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[Click here to listen to the instructions](#)

Task b - Spelling

Spelling Revising the **gh** sound

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

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sigh	high	eight
laugh	tough	ghost
enough	naughty	although
yoghurt	distraught	fraught

Spelling/Grammar

Suffixes – ed with short vowels

When we add **ed** to words with a short vowel sound, we usually double the last **consonant** before adding **ed**.

For example **plan** - **planned**

Underline the spelling mistakes. Write the word correctly.

1. Mum pined the hem of my dress.
2. I croped the picture so it would fit the frame.
3. Instead of walking we skiped to class.
4. The adventurers maped out the course ahead.
5. The horse troted around the paddock.
6. I flipped through the pages of the book.

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 the vocabulary on the meaning of the words. We will also relate back to our understanding and experiences

Success Criteria:

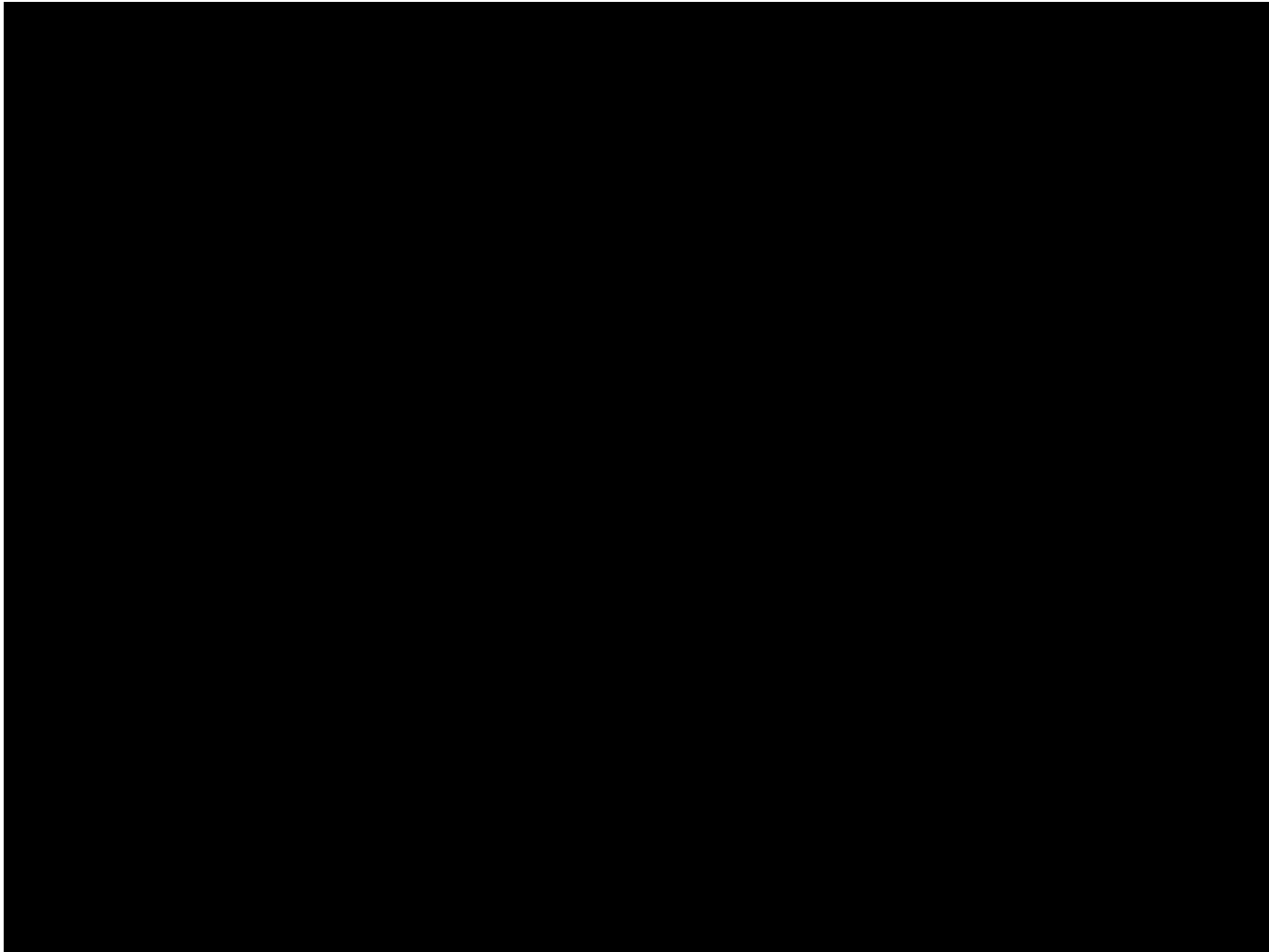
We will be successful if we:

- Find the meaning of the word resilient and non resilient
- Relate it back to our own experiences.



Listen to Ms Naidu read the story -

'The Most Magnificent Thing' by Ashley Spires



Task C - Reading Listen and Read the book



[Epic - Books for Kids \(getepic.com\)](http://getepic.com)



[The Most Magnificent Thing by Ashley Spires : Read-Along - YouTube](#)

Reading - Vocabulary

Resilient and Non Resilient

Use the dictionary to find the meaning of:

resilient -

non-resilient -

1. What does resilient mean in your own words? Can you give me an example of being resilient?
2. What are the resilient and non-resilient behaviours you recognise in the character?



Click here to listen to the instructions





Writing - Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention:

We are learning to:

- write an information report
- write factual paragraphs about kangaroos

Success Criteria:

We will be successful if we are able to:

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





Click here to listen to the instructions

Writing [upload to google docs](#)

Write 3 paragraphs about Kangaroos.
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: Kangaroos

Appearance

Kangaroos have fur coats that are either red, grey or light to dark brown. They are large marsupials and depending on the species can grow to over 2 meters tall and weigh about 90 kilograms. The head is relatively small, and the ears are large and pointed. Kangaroos have short front paws, long rear legs and a large muscular tail. The the female has a pouch to carry her baby which is called a joey.

Movement

Kangaroos use their powerful hind legs and large feet for hopping. They use their tails for balancing and steering. (Add more facts about movement here.)

Interesting Facts

Male kangaroos can sometimes be seen boxing when competing for the attention of a female. Kangaroos represent a popular symbol of Australia, by appearing in coins, stamps, airplanes and the national coat of arms. (Add more facts)



Click here to listen to the instructions



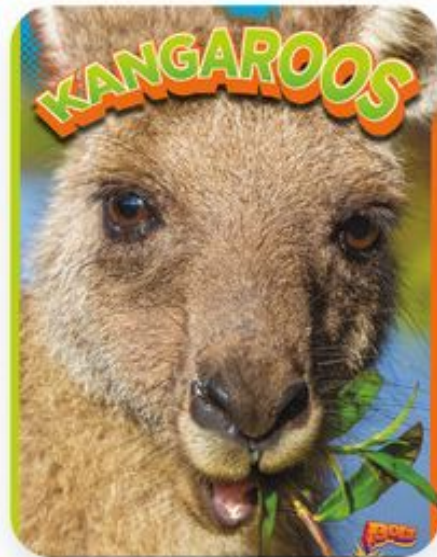
Writing

You can find information about Kangaroos on Epic.

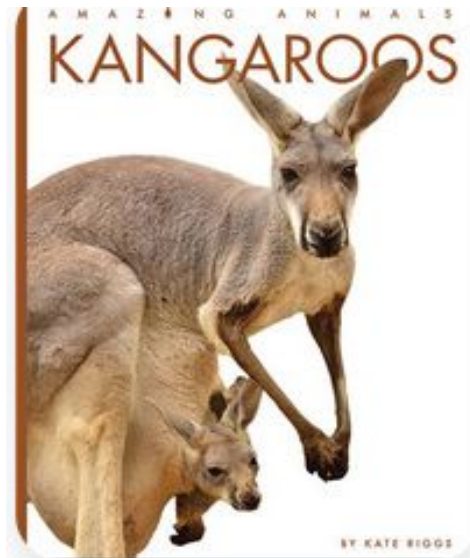
Below are 2 examples.

<https://www.getepic.com/app/read/57562>

<https://www.getepic.com/app/read/75872>



Kangaroos



Amazing Animals:
Kangaroos

Break 1 -

Celebrate the Little Things

Watch: Celebrate the Little Things

Respond: Take a moment to think of one of the little but wonderful things that you have done recently.



Mathematics

Student resources

Activity a

Practice your $\times 7$ tables and $\div 7$ on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

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



Mathletics



Click here to
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Complete an activity on Mathletics for 20 minutes





[Click here to listen to the instructions](#)

Number of the Day is **55**

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?

Algebra - Number Patterns



[Click here to listen to the instructions](#)

Learning Intention

We are going to learn to recognise and continue number patterns that decrease.

Success Criteria

- I understand that number patterns follow rules.
- I can identify a subtraction number pattern rule.
- I can complete a number pattern based on subtraction.

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Algebra - Number Patterns

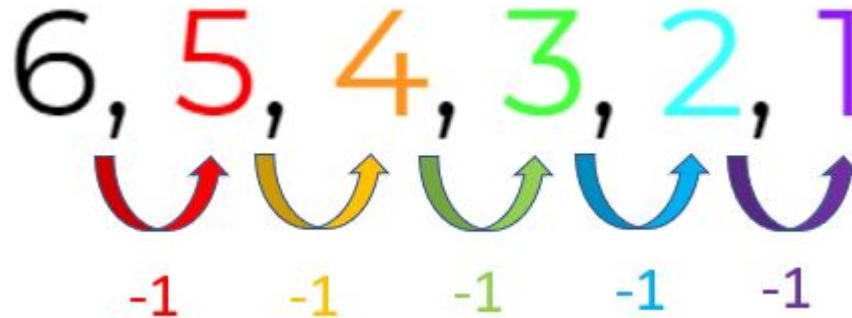
A number pattern is a **sequence of numbers** that follow a **certain rule**.

This is a number pattern:

6, 5, 4, 3, 2, 1

The **rule** is **subtract 1 each time**. →

The pattern rule tells us what is happening each time.

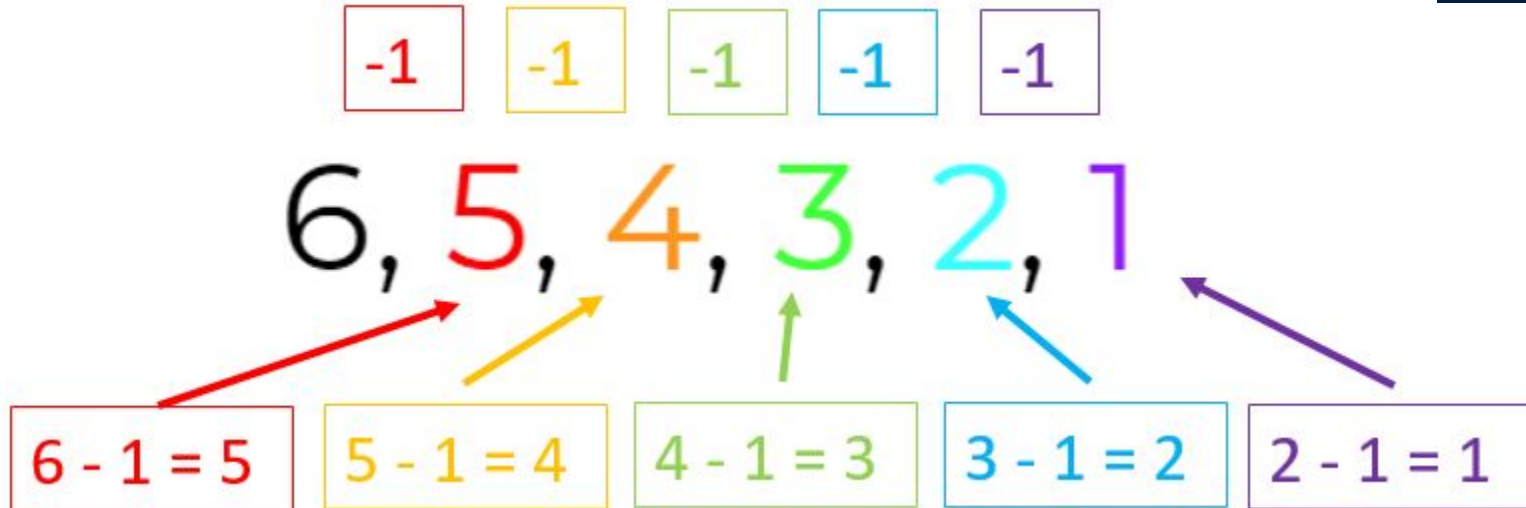




Algebra - Number Patterns

The **rule** is **subtract 1 each time**.

Click here to listen to the instructions



What would the **next number** be in this pattern?

$$1 - 1 = 0$$

6, 5, 4, 3, 2, 1, 0



Algebra - Number Patterns

Look at the example below.

50, 45, 40, 35, —, —, —

[Click here to listen to the instructions](#)

What is happening each time?

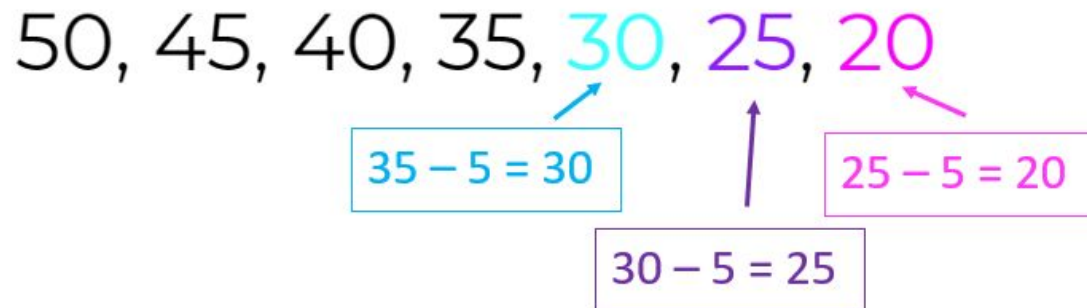


What is the rule?

Subtract 5.

The numbers are decreasing by 5 each time.

What will the next numbers in this pattern be?



Activity B: Algebra - Number Patterns

Use the rule to help you complete the number patterns.

1. Rule = -3

31, 28, _____, 22, _____, _____, 13.

2. Rule = -5

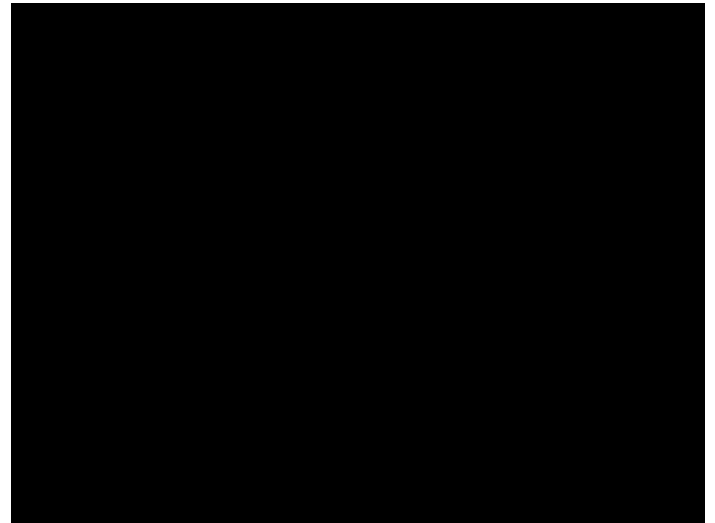
45, 40, 35, 30, _____, _____, _____.

3. Rule = -10

98, 88, 78, 68, _____, _____, _____.

4. Rule = -3

19, 16, _____, 10, _____, _____, 1.





Activity C: Algebra - Number Patterns

Continue the number sentence and describe each rule. For example:

50, 48, 46, 44, 42, 40, 38, 36, 34, 36, 32, 28

What is the rule? -2

Click here to
listen to the
instructions

1. 28, 26, 24, _____, _____, _____ Rule: _____

2. 36, 30, 24, _____, _____, _____ Rule: _____

3. 48, 44, _____, _____, 32, _____ Rule: _____

4. 107, 97, _____, _____, 67, _____ Rule: _____

5. 66, 63, _____, _____, _____, 51 Rule: _____

6. 235, 233, _____, 229, _____, _____ Rule: _____

Algebra - Number Patterns **Extension**

Work out what the number pattern rule is for each of these patterns.

Use the rule to help you complete the number patterns.

1. 99, 90, _____, 72, _____, _____ Rule: _____

2. 150, 145, _____, 135, _____, _____ Rule: _____

3. 77, 66, 55, _____, _____, _____ Rule: _____

4. 249, 244, _____, _____, 229, _____ Rule: _____

Break 2 -

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



Geography

Australia's Natural Locations

SIGNIFICANCE OF ENVIRONMENTS



<https://youtu.be/hmsvAFIY9r0>



WHAT TYPE OF VEGETATION GROWS IN AUSTRALIA?





There are more than 24 thousand types of plants in Australia. Plants are part of the natural vegetation of our country and cover more than 90% of the land.

Have a look at the picture and see if you can recognize any Australian plants or well-known items and emblems.



Write the names of any Australian plants you found.

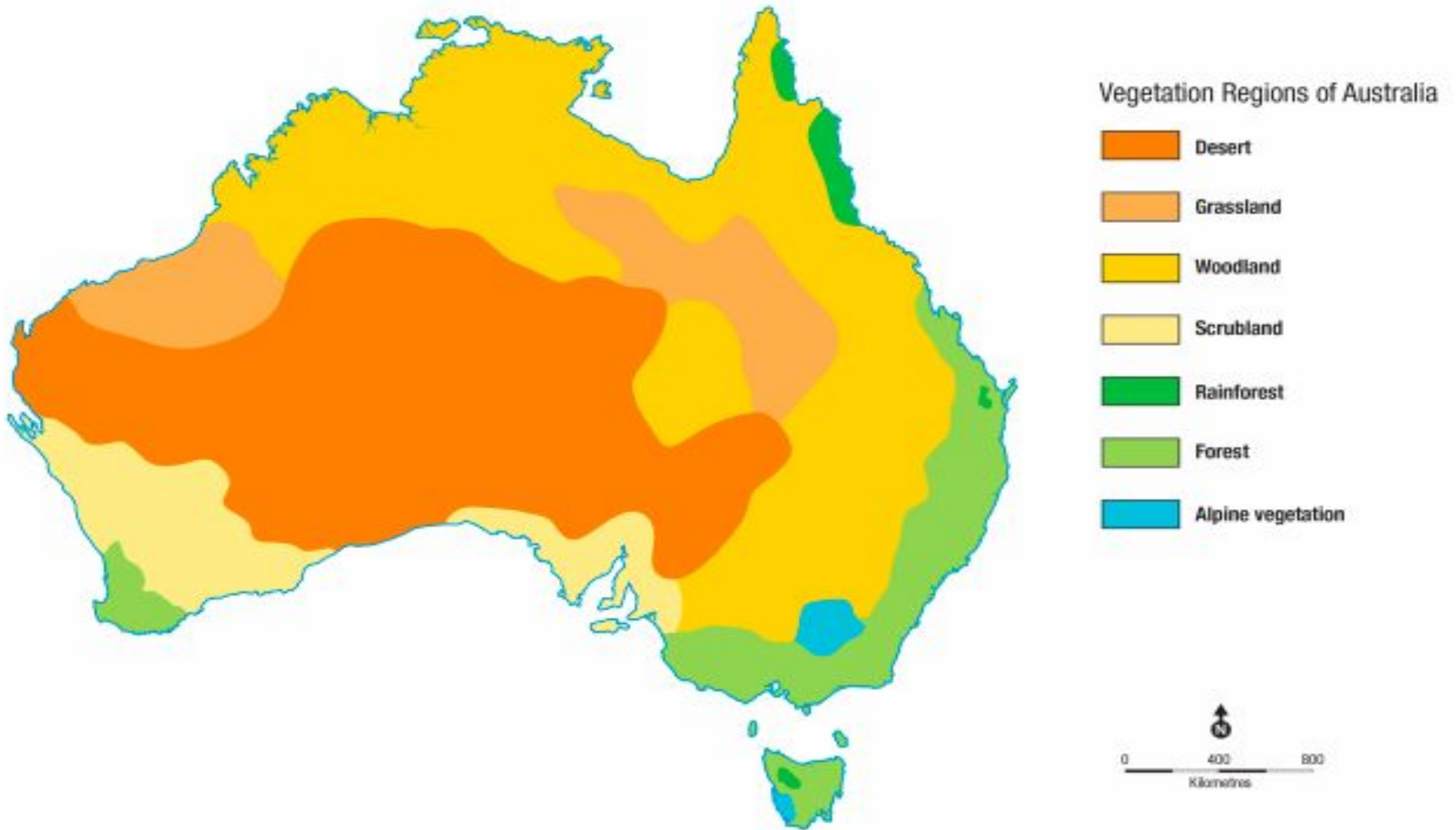


Each state and territory has a floral emblem which represents a popular plant from that area. Find out the names of each floral emblem and write them in their correct place

The image shows a map of Australia with several floral emblems and their names arranged around it. The emblems are: Waratah (top left), Pink Heath (top left), Sturt Desert Pea (top center), Kangaroo Paw (top right), Royal Bluebell (top right), Tasmanian Blue Gum (bottom center), Cooktown Orchid (bottom left), and Sturt Desert Rose (bottom right). The map has several empty rectangular boxes placed in various regions, intended for students to write the names of the floral emblems in their correct locations. A dashed line separates the mainland from Tasmania, which is shown as a separate island to the south.



There are different types of vegetation zones within Australia:





Each natural vegetation zone has different plants and vegetation growing there. The plants are ones that grow well in the climate conditions of that place. Choose two zones and research the main vegetation types that grow there. Complete the information tables below for these.

Vegetation zone:

Climate

:

Types of plants:

Draw the vegetation zone here:

Vegetation zone:

Climate

:

Types of plants:

Draw the vegetation zone here:



Reflection

End of Day

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

Kearns PS Online Learning – Stage 2

Daily Lessons



Wednesday

Student resources



English

Student resources



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Independent reading

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Spelling Revising the **gh** sound

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The last 2 columns have the challenge words.

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sigh	high	eight
laugh	tough	ghost
enough	naughty	although
yoghurt	distraught	fraught

Task b Spelling/Grammar

Plurals – s or es

Add **s** or **es** to turn these words into plurals.

1. answer
2. radish
3. loss
4. ladder
5. kangaroo
6. leash
7. speech
8. balloon

Reading- Learning Intention and Success Criteria



Click here to
listen to the
instructions

Learning Intention

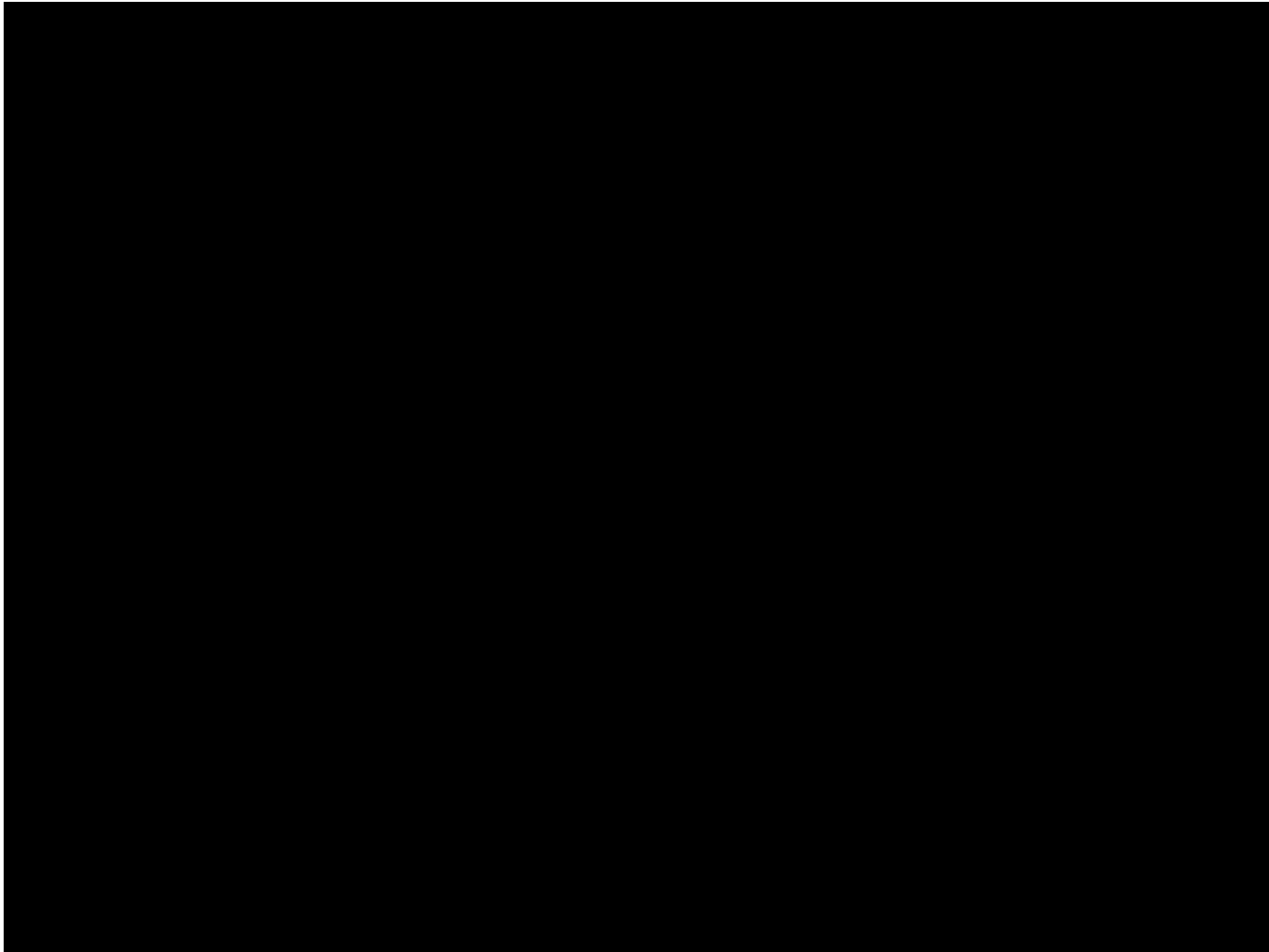
In this activity we are going to be focusing on the vocabulary on the meaning of the words. We will also relate it back to our understanding and experiences.

Success Criteria:

We will be successful if we:

- Understand about resilient behaviour and having growth mindset through questioning and relate it back to our own experiences.

Listen to Ms Naidu read the story - 'The Most Magnificent Thing' by Ashley Spires



Task C - Reading Listen and Read the book



[Epic - Books for Kids \(getepic.com\)](http://getepic.com)



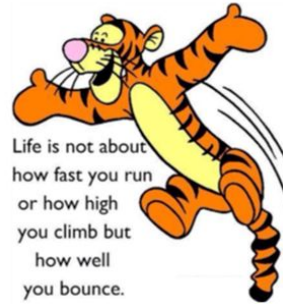
[The Most Magnificent Thing by Ashley Spires : Read-Along - YouTube](#)



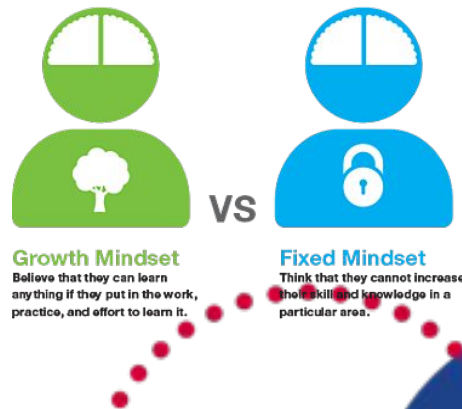
Reading - Questions **upload google docs**

Resilience is what helps us stay healthy in our minds and bounce back during difficult times.

Being able to maintain and improve our mental wellbeing is really important. When we have good mental health, we can form positive relationships, cope with day to day challenges, and reach our



- 1. What have you learnt about being resilience? What can someone do to be resilient?
- 2. Did the character have a growth mindset or a fixed mindset? What did she do and feel when she met a challenge?





Writing - Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention:

We are learning to:

- write an information report about kangaroos
- 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





Click here to
listen to the
instructions

Task D Writing

Information Report

You will write a conclusion about Kangaroos.

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



Writing

Information Report

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

To summarise, kangaroos.....

In conclusion, kangaroos.....

Overall,

As you can see

In summary, kangaroos.....





Click here to listen to the instructions

Writing

An example of a conclusion

Overall, kangaroos are amazing animals that are an iconic symbol of Australia. They are the only large animals that hop as a primary means of locomotion. A well-known fact about kangaroos is that they carry their young in a pouch. Today, many kangaroos face danger due to their vanishing habitat. Farming and industry threaten the survival of some species of kangaroos and marsupials.



Now, write your own conclusion.

Tomorrow we will be putting all the parts of the information report together.



Break 1 -

Make a Small Change

Watch: Make a Small Change

Respond: Take a moment to think about a tiny change that you have made recently.



Mathematics

Student resources

Activity a

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

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



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 **40**

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?

Algebra - Number Patterns



[Click here to listen to the instructions](#)

Learning Intention

We are going to learn to recognise and continue number patterns that increase and decrease.

Success Criteria

- I understand that number patterns follow rules.
- I can identify an addition number pattern rule.
- I can identify a subtraction number pattern rule.
- I can complete a number pattern based on addition or subtraction.



Activity B: Algebra - Number Patterns

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition $+$) or decreasing (subtraction $-$).

Use the rule to help you complete the number patterns.

1.

14	18	22	___	___	___
----	----	----	-----	-----	-----

 Rule: _____

2.

28	26	24	___	___	___
----	----	----	-----	-----	-----

 Rule: _____

3.

65	___	75	80	___	___
----	-----	----	----	-----	-----

 Rule: _____

4.

150	145	___	135	___	___
-----	-----	-----	-----	-----	-----

 Rule: _____

5.

36	30	24	___	___	___
----	----	----	-----	-----	-----

 Rule: _____

6.

90	___	96	99	___	___
----	-----	----	----	-----	-----

 Rule: _____

7.

201	211	221	___	___	___
-----	-----	-----	-----	-----	-----

 Rule: _____

Activity B: Algebra - Number Patterns **Extension**

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

1. **Rule:** _____

2. **Rule:** _____

3. **Rule:** _____

4. **Rule:** _____

5. **Rule:** _____

Activity C: Algebra - Number Patterns

Create your own addition and subtraction number patterns.

Don't forget to write down the rule!



[Click here to listen to the instructions](#)

My addition number pattern rule: _____

My number pattern is:

My subtraction number pattern rule: _____

My number pattern is:



PDHPE

Student resources

Wednesday

[SISA Dance Lesson - Stage 2 and Stage 3 - YouTube](#)



Dance

Stage 2 and Stage 3

Instructor: Miss Naomi

0:00 / 22:23

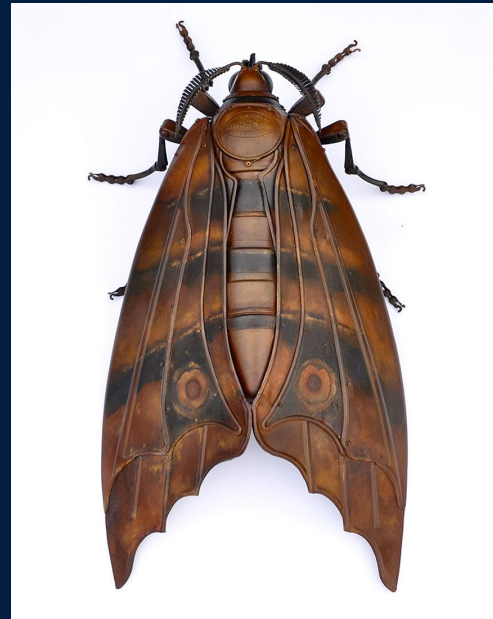


Break 2 -

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

Kearns PS Online Learning Creative and Practical Arts Stage

Week 8



Learning Intention

We are learning about sculpture and manipulating recycled materials to create an insect.

Success Criteria

I can:

- identify features of sculpture
- find recycled materials around the house to create a sculpture

Edouard Martinet

Edouard Martinet was born in France in 1963. He gathers spare parts to make his creations.



Here is some of his work.....



As you can see, he uses some very interesting objects for his creations.

What are some things you can see?



Edouard Martinet has created amazing pieces using objects found in many different places. We know that you don't have many of those objects around the house but you are going to need to look for materials around your house to create a sculpture of your own.

Some suggestions include:

- Paper
- Ribbon
- Clips
- cardboard from boxes

We are trying to create or simulate the movements of insects and other creatures.

Think about how they squirm, flutter, crawl, fly, slither, hop or swim. How can you show these movements? For example light paper (tissue paper or crepe paper) may be good for wings.

How can you try and create your own creature using objects from home?

Go and create!



To recap.....

- Edouard Martinet was a sculptor who used unusual objects to create amazing sculptures of creatures.
- From an artistic perspective we looked at the different movements that creatures make.
- We have tried to create our own sculptures with items from home. Don't forget to upload a picture of your work so Mrs Nott can see you marvellous creations.



Reflection

End of Day

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

Kearns PS Online Learning – Stage 2

Daily Lessons



Thursday

Student resources



English

Student resources



Click here to
listen to the
instructions

Task A - 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

Writing - Learning Intention and Success Criteria

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

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

Task b - Spelling

Spelling Revising the **gh** 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.

sigh	high	eight
laugh	tough	ghost
enough	naughty	although
yoghurt	distraught	fraught

Task b Spelling/Grammar

Collective nouns

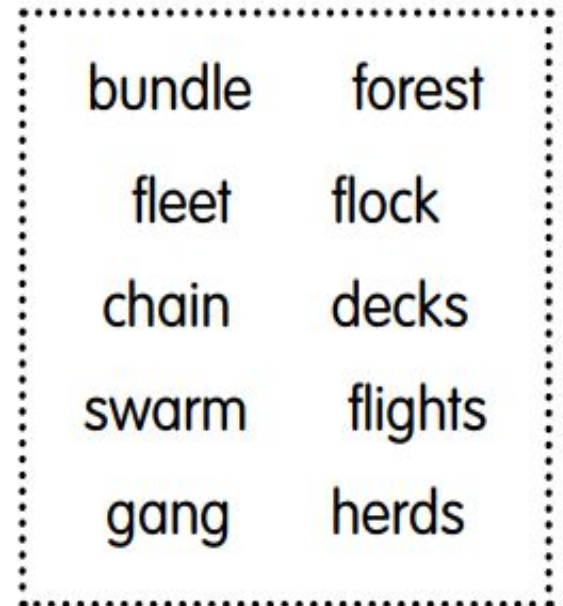
A **collective noun** names a **group** (or **collection**) of **people, places** or **things**.

For example: a **team** of players, a **range** of mountains, an **army** of soldiers.

A **collective noun** can be plural. For example: two **bunches** of grapes or 10 **piles** of rubbish

Complete each phrase with a noun from the box.

- a. a _____ of bees
- b. a _____ of thieves
- c. a _____ of islands
- d. a _____ of sticks
- e. two _____ of cards
- f. a _____ of ships
- g. three _____ of elephants
- h. five _____ of stairs
- i. a _____ of trees
- j. a _____ of birds



Reading- Learning Intention and Success Criteria



Click here to
listen to the
instructions

Learning Intention

In this activity we are going to be creative and make something out of old into new. This activity will help students to understand about resilience, growth mindset and the design process.

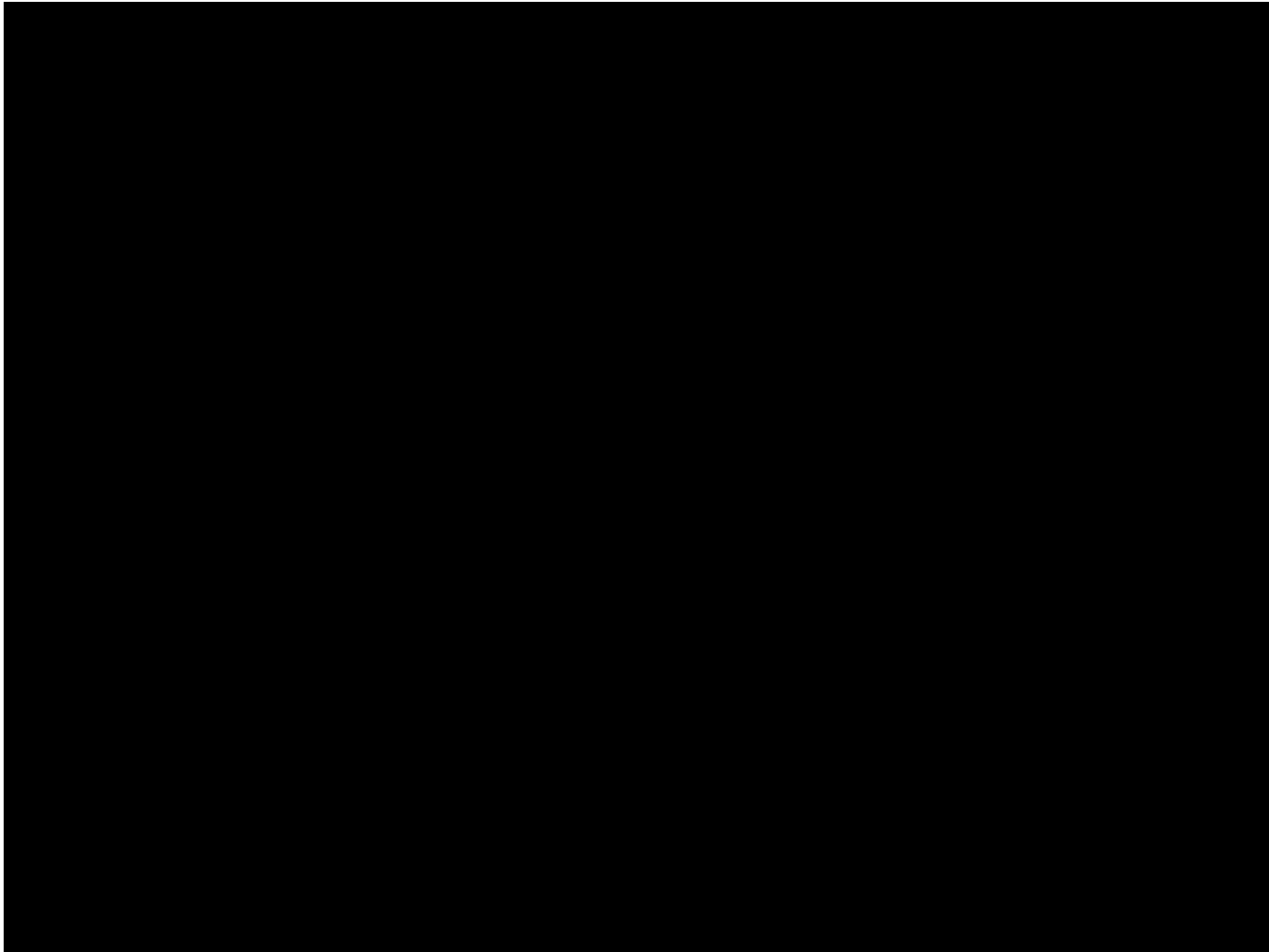
Success Criteria:

We will be successful if we:

Can create an object from old to new and to understand in not to giving up if the process doesn't go to plan to be flexible, resilient and have a growth mindset.

Listen to Ms Naidu read the story-

'The Most Magnificent Thing' by Ashley Spires



Task C - Reading Listen and Read the book



[Epic - Books for Kids \(getepic.com\)](http://getepic.com)



[The Most Magnificent Thing by Ashley Spires : Read-Along - YouTube](#)

Reading-

'The Most Magnificent Thing' by Ashley Spires



Click here to listen to the instructions

Create a Deconstruction/Construction Zone

Bring in old appliances, toys and take-apart tools. Using the parts you are going make something new and creative.



Remember you need to have a growth mindset and be resilient – be flexible, try alternative options, redesign when necessary and, most importantly, never give up.

Take a picture of your design or creative invention.





Click here to listen to the instructions

Reading **upload google docs**

Create a Deconstruction/Construction Zone

'The Most Magnificent Thing' by Ashley Spires

Yesterday you had created and innovation from old to new.

1. Draw your picture of your creation and label the picture.
2. Did you plan your creation?
Why and how?
3. What problems did you face when creating your new creation?
4. After creating your creation, did you change the creation? Why?
5. Do you understand what it means to have a growth mindset and be resilient?



She knows just how it will look.



She knows just how it will work.



Writing

Watch the video to learn more about the Structure of an Information Report.

NSW Department of Education

Task D Writing

You can find information about Kangaroos on Epic. Below are 2 examples.
Example



<https://www.getepic.com/app/read/57562> <https://www.getepic.com/app/read/75873>

Kangaroos
Introduction
Did you know that Kangaroos are the largest Marsupials on the planet? They carry their young called joeys in pouches. There are 65 kangaroo species that are native to Australia, and they live in large groups called mobs. Kangaroos have large, powerful hind legs to make jumps and have been known to leap more than 9m in a single bound.



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

Kangaroos **Amazing Animals: Kangaroos**



Task D - Writing - Learning Intention and Success Criteria

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 fact about the topic
- group the facts into paragraphs
- end with a conclusion
- write in the present tense

Writing

Information Report

Write an information report on Kangaroos using the correct structure.

On Monday, you wrote an **Introduction** on kangaroos.

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

Title: Kangaroos

Introduction

Did you know that Kangaroos are the largest Marsupials on the planet? They carry their young called joeys in pouches. There are 65 kangaroo species that are native to Australia, and they live in large groups called mobs. Kangaroos have large, powerful hind legs to make jumps and have been known to leap more than 9m in a single bound.

Paragraphs

Appearance

Kangaroos have fur coats that are either red, grey or light to dark brown. They are large marsupials and depending on the species can grow to over 2 meters tall and weigh about 90 kilograms. The head is relatively small, and the ears are large and pointed. Kangaroos have short front paws, long rear legs and a large muscular tail. The female has a pouch to carry her baby which is called a joey.

Movement

Kangaroos use their powerful hind legs and large feet for hopping. They use their tails for balancing and steering. (Add more facts about movement here.)

Interesting Facts

Male kangaroos can sometimes be seen boxing when competing for the attention of a female. Kangaroos represent a popular symbol of Australia, by appearing in coins, stamps, airplanes and the national coat of arms. (Add more facts)

Conclusion

Overall, kangaroos are amazing animals that are an iconic symbol of Australia. They are the only large animals that hop as a primary means of locomotion. A well-known fact about kangaroos is that they carry their young in a pouch. Today, many kangaroos face danger due to their vanishing habitat. Farming and industry threaten the survival of some species of kangaroos and marsupials.



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.



Mathematics

Student resources

Activity A

Practice your x8 tables and $\div 8$ on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

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



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 **60**

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 prisms or pyramids.

Success Criteria

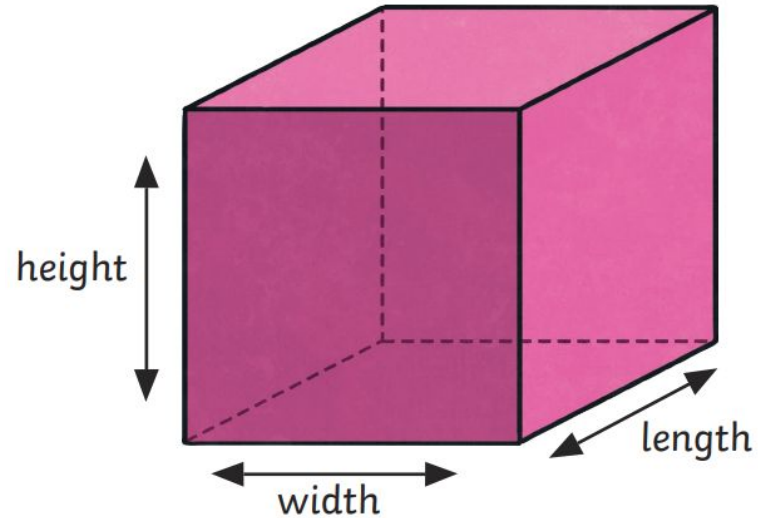
- I can successfully identify a prism.
- I can successfully identify a pyramid.

What Are 3D Objects?



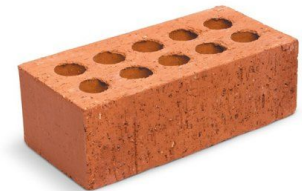
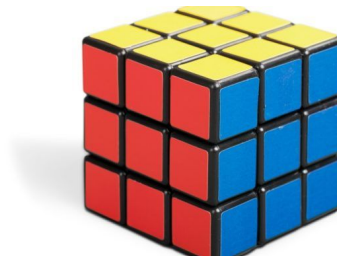
3D Objects have three measurements: height, length and width.

[Click here to listen to the instructions](#)



These are objects that take up space.

This means that we can touch and feel them.





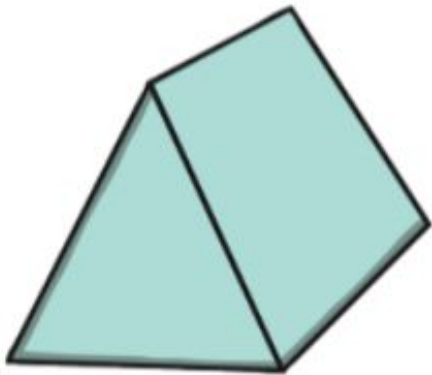
3D Objects - Prisms and Pyramids

There are lots of different types of 3D objects.

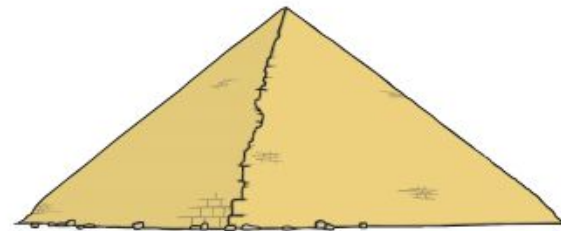
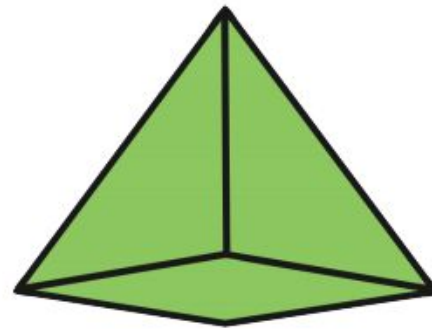
Today we will be learning about **prisms** and **pyramids**.

[Click here to listen to the instructions](#)

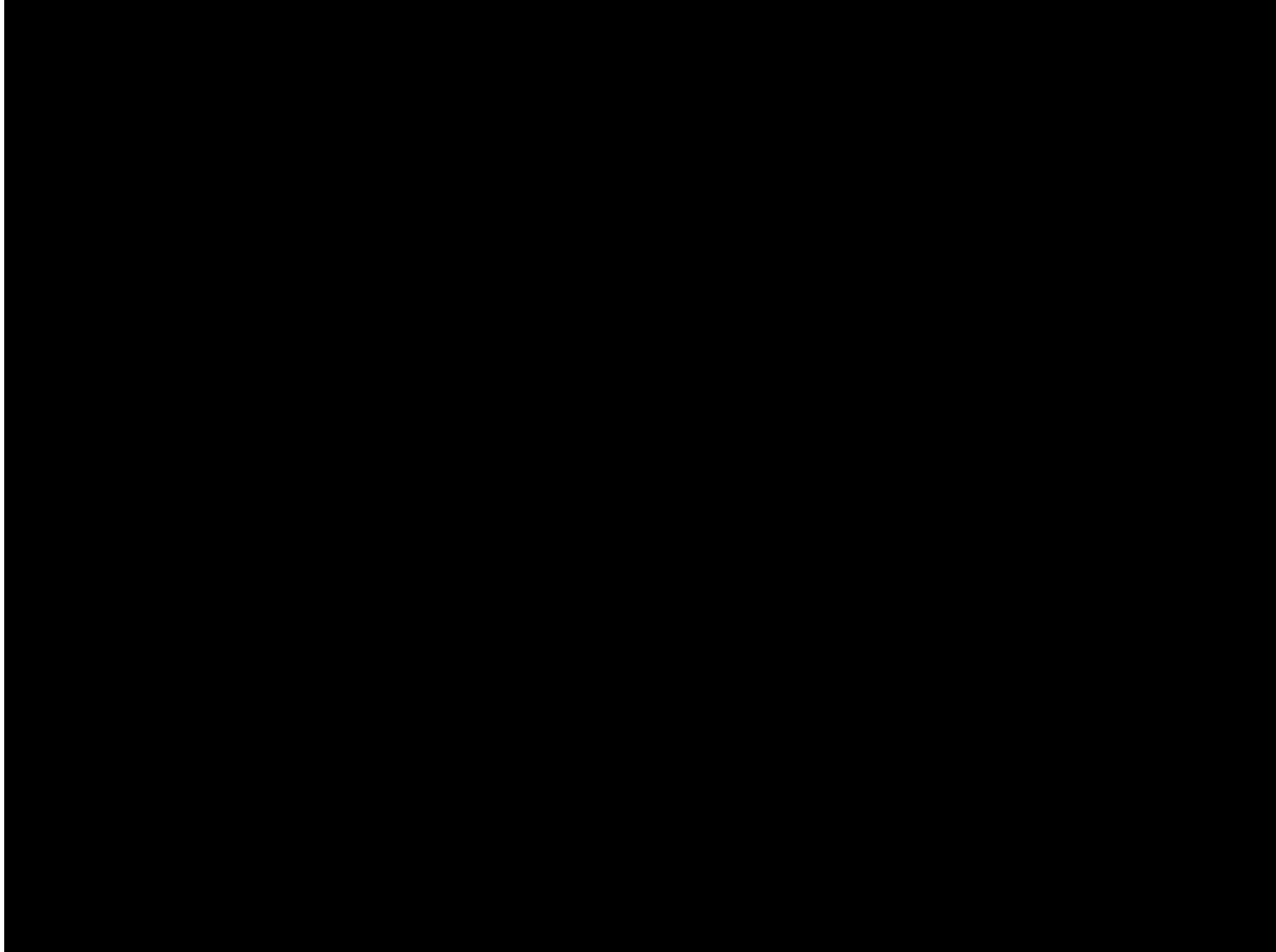
Prism



Pyramid



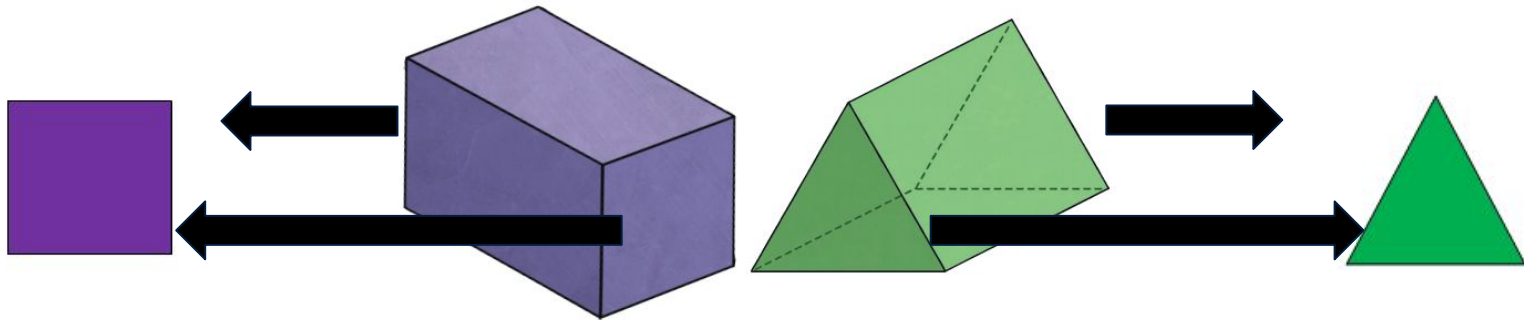
3D Objects - Prisms and Pyramids Video



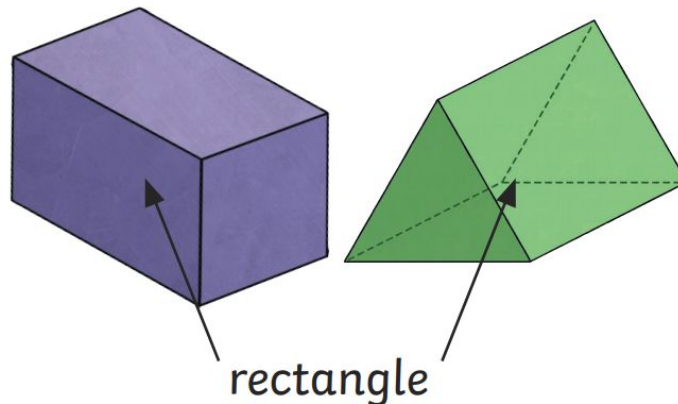
3D Objects - Prisms

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

A prism has two opposite ends that are parallel to each other.

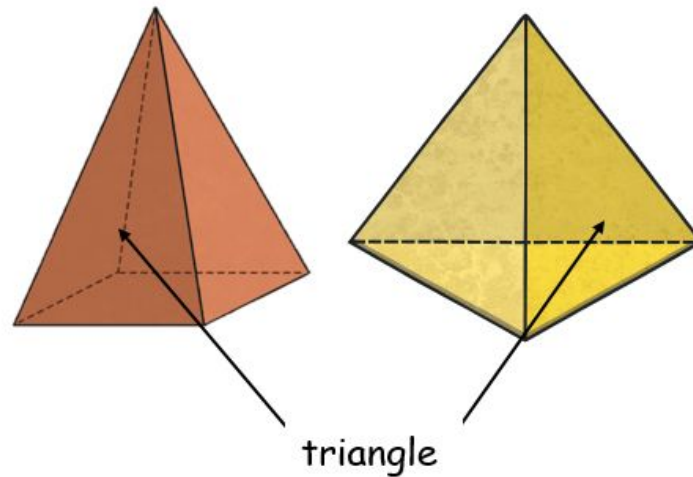


A prism always has **rectangular faces** on the sides.

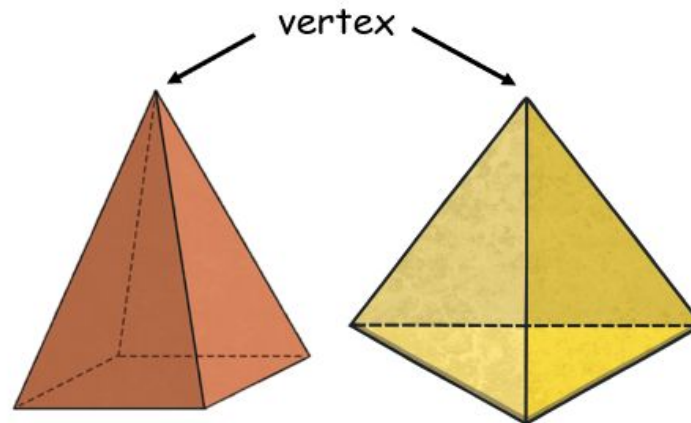


3D Objects - Pyramids

A pyramid has a base and **triangular faces** on the sides.

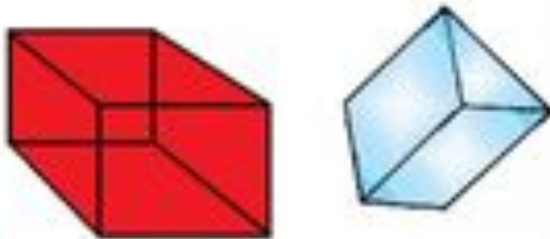


A pyramid has triangular faces on the sides that meet together at one point called a **vertex**.



Prism

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








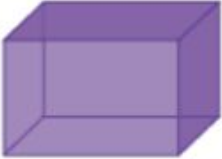


Pyramid

A pyramid has triangular sides which meet at one point called a vertex.



Activity B: Identifying 3D Objects [upload google docs](#)

Identify the 3D objects below as either prisms or pyramids.

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



[Click here to listen to the instructions](#)

[Click here to listen to the instructions](#)



Activity C: 3D Object Scavenger Hunt

We often see prisms and pyramids in real life. Can you think of and find other examples. Remember to write if they are prisms or pyramids!



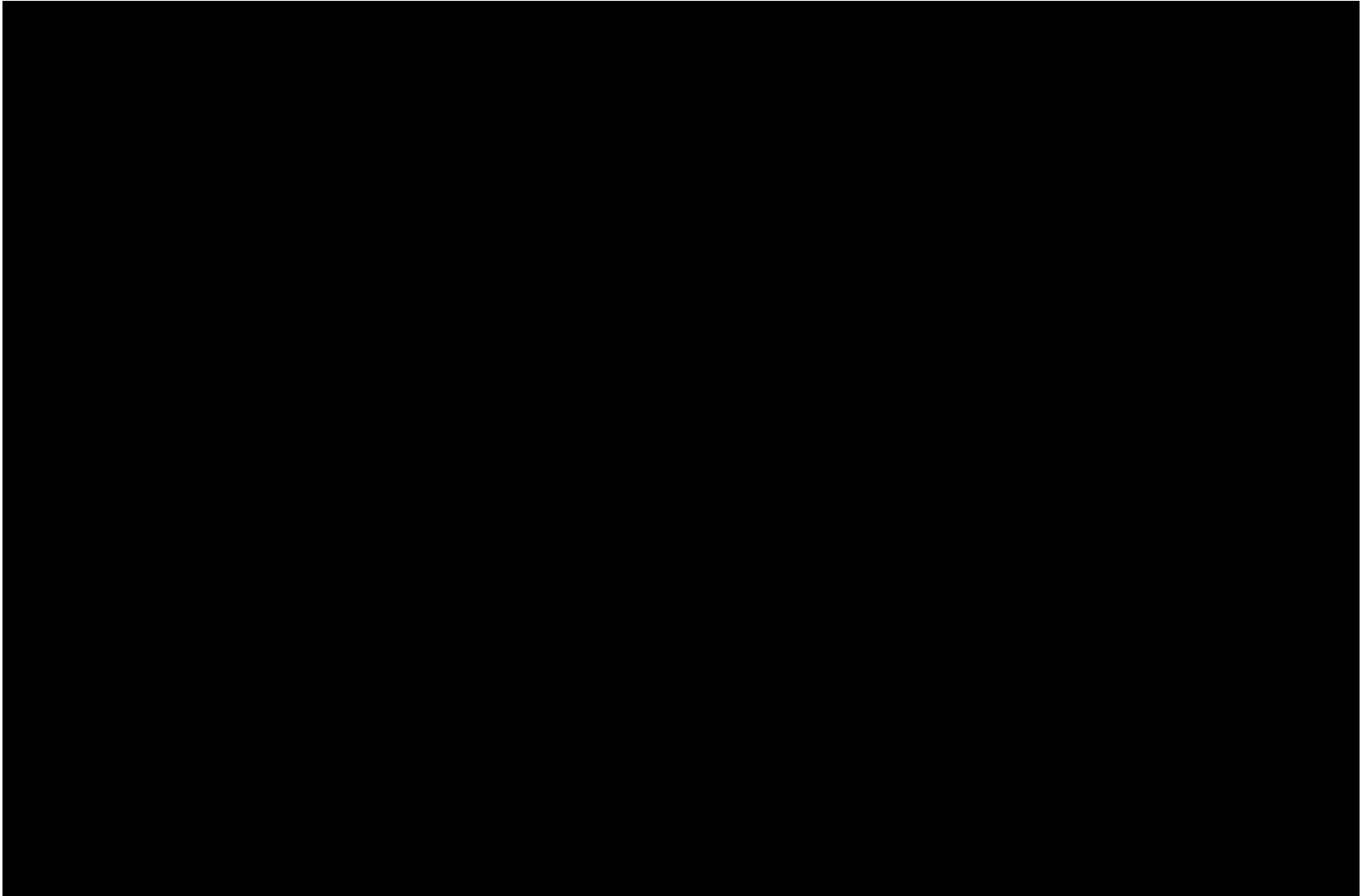
Break 2 -

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



PE

Student resources



We are learning to be safe online.



What does online mean?

Online means when you use

- the internet
- phone apps
- games
- social media





Staying safe online

Watch the video below to learn more about staying safe online. Watch carefully as you'll need to remember some of these facts when playing the Kahoot.

The screenshot shows a presentation slide titled "Privacy" with the following content:

Privacy

You must keep your **personal information** safe online.

Personal information can be your

- address
- phone number
- password.

To keep your personal information safe online you must

- **not** let other people use your accounts
- and
- **not** give out personal information.

At the bottom of the slide, there is a logo for the eSafety Commissioner and the text "Page 3".

On the right side of the slide, there is a video inset showing a woman speaking, with the name "Miss Strode" displayed below her.





Sharing photos online

Watch the video to learn about the risks involved in sharing digital images and how to approach any challenges that may come up.

Click here to watch the video - <https://video.link/w/8x16c>

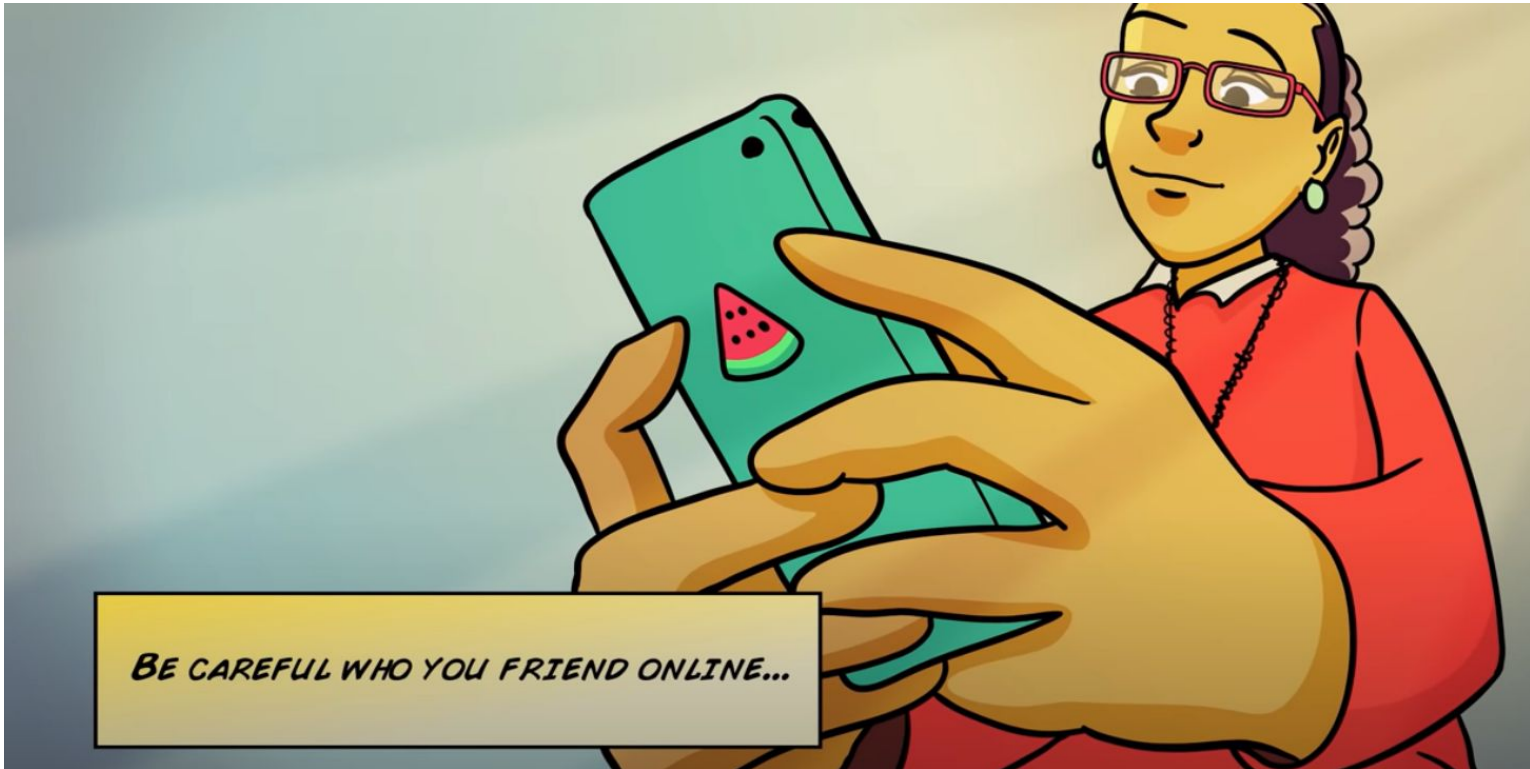




Sharing photos online - Remember



Sharing photos online - Remember



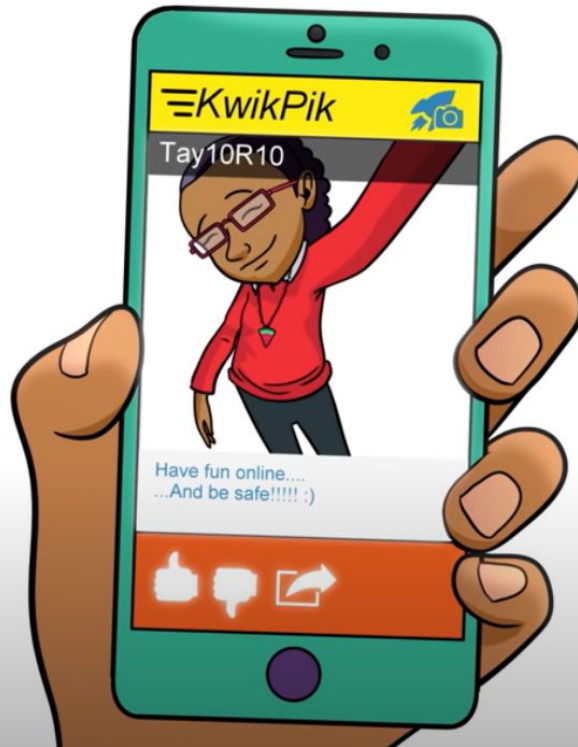
Sharing photos online - Remember





Sharing photos online - Remember

*HAVE FUN
ONLINE...*



*...AND
BE SAFE!*





Test your knowledge of *Online 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: Online Safety Habits

Write down 5 online safety habits that you are going to do. Upload this task on the google doc.

Eg.

1. Only use my first name when going online.

Reflection: Discuss with an adult what you learnt about being safe online.
What changes will you make today?





Reflection

End of Day

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

Kearns PS Online Learning – Stage 2

Daily Lessons

Kearns PS Online Learning – Stage 2

Daily Lessons

Friday Week 8



Day

Listen



Click here to listen to the instructions



Wellbeing Day Week 8



Click here to listen to the instructions

STEM: Can you make a catapult using objects in your house?



Act of kindness: Can you help with 1 chore around the house today?



Design: How many creatures can you create with your crunch & sip?



Fitness challenge: Can you roll over without dropping the shoe?



Secret talent: Show us your secret talent.



Art: [Dish soap painting](#)

or



[Mo Willems Drawing Guide](#)



Play: Play a game with a friend or family member.



Scavenger hunt: How many natural things can you collect while outside?





**Upload your images or
videos onto Google
Classroom**

Happiness

Please
Friday

Health



Positivity

WELLBEING

Mindfulness

Relationships

