

Kearns PS Online Learning – Stage 2

Daily Lessons



Monday

Student resources



English

Student resources



Task A - Independent reading

Independent reading

Your teacher or adult will select a text for you to read.

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 Activity

Complete the following Spelling Task

Adding -s or -es to words ending in O

You can either add an -s or -es to words ending in O or sometimes they're spelled either way.

a. If a word ends in a vowel- a,e,i,o,u and O then we usually add -s.
For example **radio/radios, stereo/stereos, video/videos**

b. If a words ends in a consonant and O then we sometimes add -s or -es.

For example: kilo/kilos, zero/zeros, piano/pianos, photo/photos

OR hero/heroes, potato/potatoes, volcano/volcanoes, tomato/tomato

Spelling

Complete the plurals of the spelling words in the following table

NOUNS - PLURALS WITH O



Change these nouns into plurals:	Change these nouns into plurals:	Change these plurals into singulars:
radio _____	hero _____	studios _____
video _____	domino _____	volcanoes _____
piano _____	tomato _____	echoes _____
jumbo _____	potato _____	pianos _____
expo _____	torpedo _____	radios _____
avocado _____	echo _____	kangaroos _____
kangaroo _____	volcano _____	zoos _____
photo _____	tornado _____	potatoes _____
studio _____	buffalo _____	dominoes _____
solo _____	mosquito _____	videos _____

1. Change these nouns into plurals and write a sentence:

potato, tomato, avocado: _____

kangaroo, buffalo, mosquito, zoo: _____

volcano, echo: _____

piano, solo, studio: _____

Task C - Reading

Comprehension

Read the information and answer the questions.

What is the largest Australian state?

What is the smallest Australian State?

What is the capital city of NSW?



Activity D

Writing: This term we will be learning how to write an information report.

Next week you will write an information report on Australia.

What is an information report?

An information report is a factual text, which means it has information so that the reader learns about a topic. The topic can be a thing, for example a horse, or a class of things, like animals. The thing does not need to be living. You might learn about cars, for example.

An information report:

- uses facts to explain something
- gives details about a topic
- does not contain personal views

What is the purpose of an information report?

Information reports generally describe an entire class of things, whether natural or constructed: mammals, the planets, rocks, plants, computers, countries of the region, transport, and so on.

Where might you see an information report?

In a factual text - encyclopedia, on the internet, in a textbook, listening/watching a documentary

Writing - Vocabulary

Today we will be looking at 'technical vocabulary'

What is technical vocabulary?

Technical vocabulary are specific words that are used when talking about a certain topic.

For example, when describing an Saturn, you would use words such as gas giant, rocky,

Task D. 1 [upload to Google Doc](#)

Here is an information report on 'The Great Barrier Reef'.

See if you can find 6 technical words from the information report.

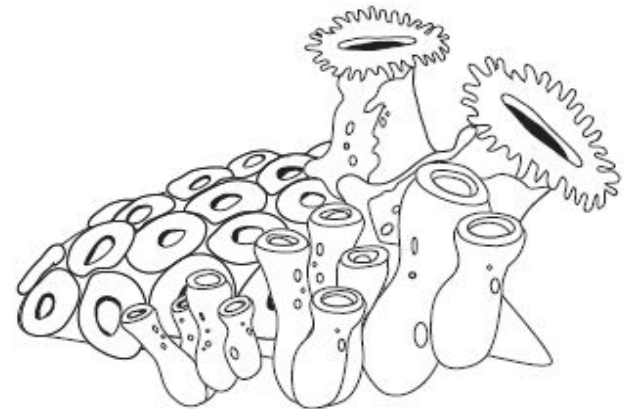
The Great Barrier Reef is the world's largest coral reef. It is one of the most complex natural ecosystems on the planet.

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

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

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

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



Break 1-

Sense Your Surroundings

Watch: Sense Your Surroundings

Respond: Take a moment to sense your surroundings - what can you see, hear, feel, taste, and smell?



Mathematics

Student resources

Activity a

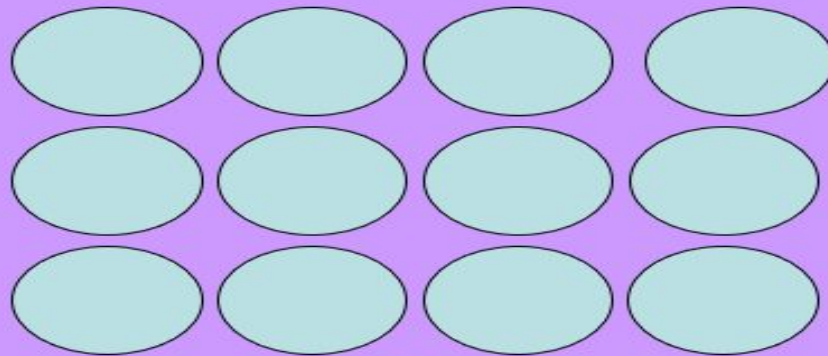
Practice your $\times 8$ tables and $\div 8$ on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

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



Activity b Multiplication-Arrays

Today we will be learning to use an array to assist us in solving multiplication problems.
The rows and columns can be multiplied in the array below to give us the answer



What number sentences could you write to go with this array?

$$3 \times 4 = 12$$

$$4 \times 3 = 12$$

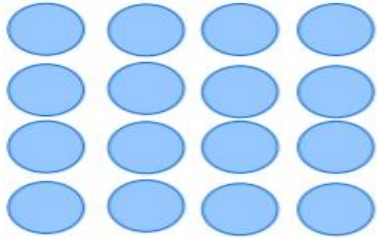
$$4 + 4 + 4 = 12$$

$$3 + 3 + 3 + 3 = 12$$

Activity b

Please submit this task in your Google Doc.

Write a multiplication equation to find the number of shapes



$$\square \times \square = \square$$



$$\square \times \square = \square$$



$$\square \times \square = \square$$



$$\square \times \square = \square$$



$$\square \times \square = \square$$



$$\square \times \square = \square$$

Activity c - Multiplication-Arrays

Please submit this task in your Google Doc

We often see arrays in real life. Can you think of other examples and write down their multiplication equations.

$$3 \times 3 = 9$$





PE

Student resources

Monday

Hopping

Follow the link below to watch the episode and join in the hopping fun.

<https://players.brightcove.net/c4609e79-0a23-495f-b055-c055c4e2d74a>





NSW School Sport Unit – Get active @ home

Balancing act

Time: 20 minutes

Activity

Individual/partner/group

- Players balance various objects to see which shapes are easiest to balance.
- Players use different body parts to balance the objects, such as palm or back of their hand, or their knee, foot, elbow, chin, or forehead.

Safety

- When balancing objects on the head, the safest places are the chin or the forehead.
- Objects balanced on the nose can slip and fall into the eye.
- Players should not run around while balancing objects.



© 2019 Sport Australia

Equipment

- Various balancing objects, such as:
 - balancing poles (made from rolled up newspaper and sticky tape)
 - feathers (easier)
 - shoes
 - plastic chairs
 - baseball caps
 - broom handles (harder).



Activity variations

- Change the object shape, size or weight.
- Try walking or lying down and getting back up again while trying to balance the object.
- Players 'jump' the balancing object from one body part to another (e.g. one hand to the other).
- Players work in pairs to pass balanced objects to each other using the 'jump' method.
- See who can walk the furthest distance balancing each object.
- Challenge a partner to see who can balance an object for the longest period of time.

Adapted from Sport Australia, 2019, Playing for life [Balancing act](#)

Break 2 -

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

Have Fun!



Science with Mr T

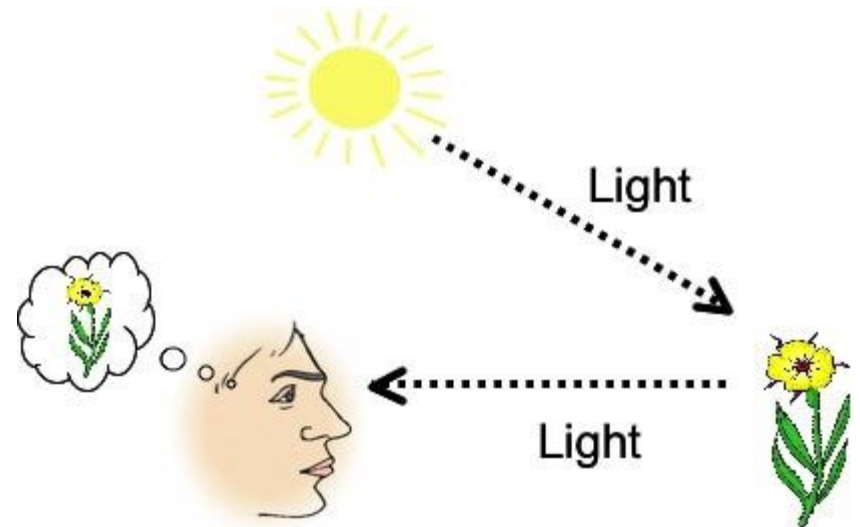
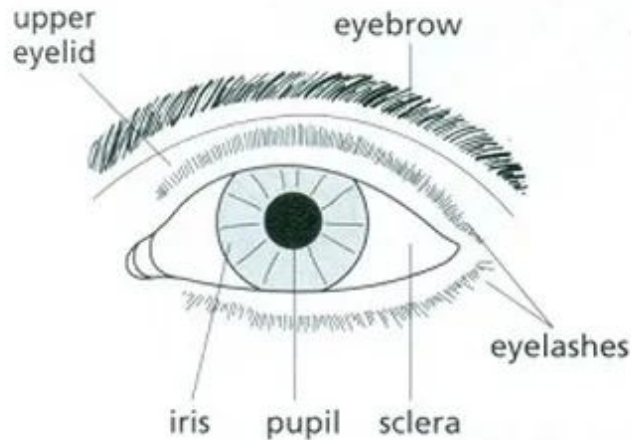
Student resources

How do we see things?

Our eyes take in light. Without light, we see darkness.

When light shines or bounces off objects around us, it goes into our eyes through our pupils (covered holes in the middle of our eyes).

The brain then works out what we are seeing



Light

How do we see things?

Light is energy that we can see. We need light to live. It gives us day and night, colours and stars.
Our eyes let in light, but they do not produce (create) light.
Something that produces light is called a light source.

True or false?

Electricity cannot produce light.



The Moon produces its own light.



Some living things can produce light.



Most of the light we see comes from hot objects.



light-bulb



sun



torch



fire



fairy lights



lightening



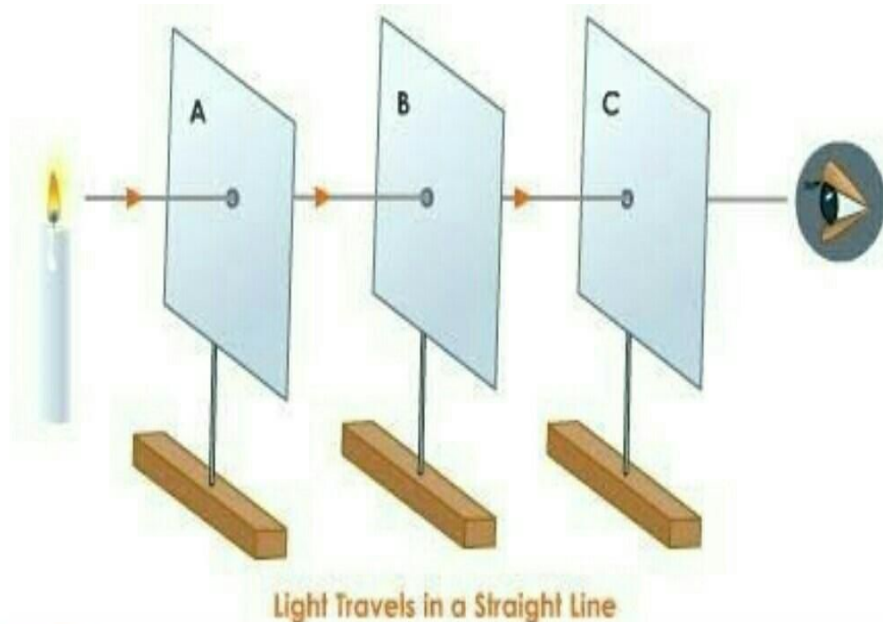
traffic lights

Light Sources

Light

How do we see things?

Light always travels in straight lines (rays) and bounces off most objects around us. A smooth, shiny surface bounces light back in the same pattern, creating a reflection.



How do we see things?

With your partner investigate reflections.

You will need: 1 piece of smooth foil.



Look at the shiny side of the smooth foil. What can you see?

Study these images. Describe the surfaces creating these reflections.



Predict what will happen to your reflection if you crumple the foil and make its surface bumpy?

Observe what happens when you crumple the foil, then open it up again. Look down. Can you still see your reflection?

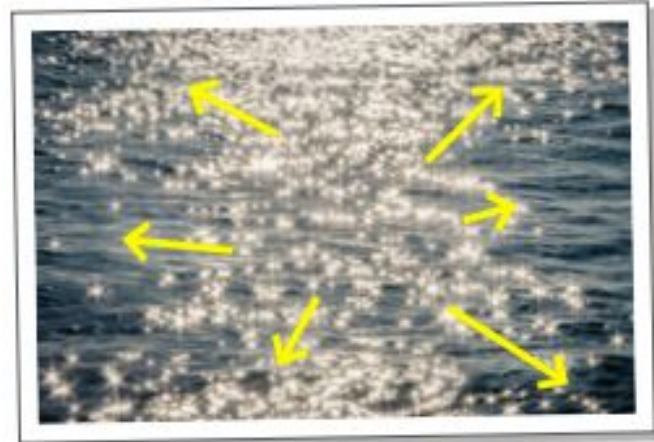


Explain to your partner what has happened and why you think this happened.

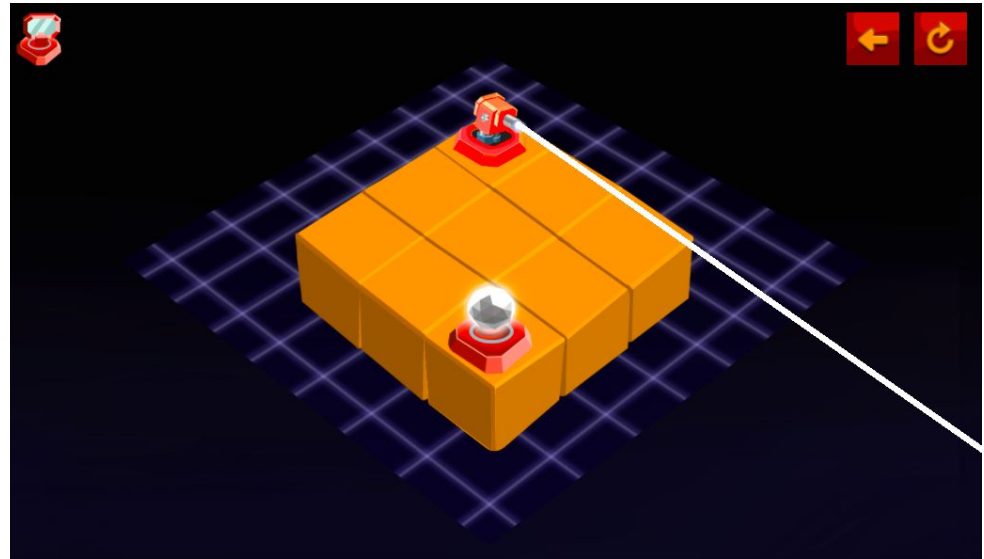
Science fact

When a surface is not smooth (like the crumpled foil), light rays bounce off it in different directions and angles.

The ripples on the sea scatter the sun's light rays, making it sparkle.



Follow this link and see if you can reflect light to a prism in a game called “Light Rays”
https://www.mathplayground.com/logic_light_rays.html



Where would you place the mirror to reflect the light?



Tuesday

Student resources



English

Student resources



Task A - Independent reading

Independent reading

Your teacher or adult will select a text for you to read.

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

Please submit this task in your Google Doc.

Homonyms are words that sound the same but have different meanings.

Show your understanding of these words:

their, there and they're

Where, wear, we're

witch, which—.

What are the different meanings of these homonyms.

Show your understanding by writing them into a sentences.

Activity C - Reading

Today we will be looking at Australia

Australia at a Glance

Population in 2018: 24,598,900

Area: 2,969,907 square miles (7,692,024 sq km)

Capital: Canberra

Largest Cities: Sydney, Melbourne, Brisbane, Perth, Adelaide

Flag:



National Language: English

Currency: Australian Dollar

What people who live in Australia are called: Australians or Aussies

Where in the World?

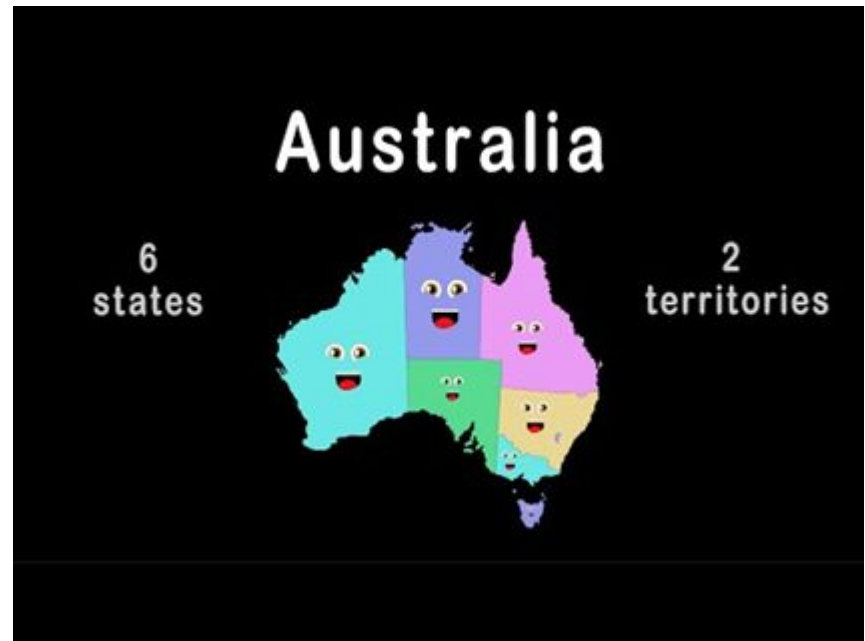


Reading

Australia is an island continent and the **world's sixth largest country** (7 682 300 square kilometres). Lying between the Indian and Pacific oceans, the country is approximately 4000 km from east to west and 3200 km from north to south, with a coastline 36 735 km long.

Make a list of facts about Australia that you have learnt from reading those 2 slides.

<http://www.youtube.com/watch?v=Utb4gruKItM>



Activity D - Writing

INFORMATION REPORT

Title	Names the thing.
Classification	Tells what the thing is.
Description	Tells what the thing has. Tells what it looks like.
Location	Tells where the thing lives or is found.
Dynamics	Tells what the thing can do.
Conclusion	What you think about the thing. (optional)

What are information reports and why do we write them?

Information reports are written to classify and describe factual information about a certain topic or theme. We can write information reports on animals, cities, history, sport, people, companies and many more topics.

Writing -

Australia, the smallest continent lying between the Pacific and Indian oceans in the Southern Hemisphere. Australia's capital is Canberra, located in the southeast between Sydney and Melbourne.

Answer the following question in FULL SENTENCES by looking back at the slide. What **two oceans** does Australia lie between?



Break 1 - Feel the Flow

Watch: Feel the Flow

Respond: Practice 'Feeling the Flow' with an activity you enjoy.



Mathematics

Student resources

Activity a

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

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





Activity a Multiplication Algorithms

Look at the example of a short multiplication algorithm:

Step 1 - We multiply the 2 by 3 and get 6

Step 2 - We multiply the 10 by 3 to get 30

	1	2
x		3
	3	6

Now look at the next example using trading or regrouping

Use either of these methods to answer the questions in the next slide.

$$\begin{array}{r}
 38 \\
 \times 4 \\
 \hline
 2
 \end{array}$$

Multiply the ones first.

$$4 \times 8 = 32$$

Write 2 in the ones place and regroup the 3 tens to the tens column.

$$\begin{array}{r}
 38 \\
 \times 4 \\
 \hline
 52
 \end{array}$$

Then multiply the tens, adding the 3 regrouped tens.

$$4 \times 3 + 3 = 15$$

Write 5 in the tens place and regroup the 1 hundred.

"The easy way"

$$\begin{array}{r}
 63 \\
 \times 4 \\
 \hline
 12 \\
 + 240 \\
 \hline
 252
 \end{array}$$

In the "easy way," we multiply in parts, and the adding is done separately.





Activity a Multiplication Algorithms Please submit this task in your Google Doc.

Find the product.

$$\begin{array}{r} 1. \quad 44 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 35 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 91 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 19 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 77 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 33 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 227 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 264 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 710 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 9,479 \\ \times 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 8,460 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 1,201 \\ \times 5 \\ \hline \\ \hline \end{array}$$

Break 2 -

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

[Click here for BTN](#)



Geography

Australia's Natural Locations

Geography



Last week we looked at some of the natural features that make up Australia.

This week we are going to start looking at what makes up the big wide world we live in.

So put on your explorer's hat as we look at the different features of the world, we call home.



What are the other continents and countries of the world?



What is the big wide world like?

1. How many countries do you think there are in the world?

- Take a guess _____
- How could you find out the answer _____

2. Use a dictionary to find the meaning of:

(<https://www.collinsdictionary.com/>)

- Country _____
- Continent _____

3. Watch the following video

<https://www.inquisitive.com/video/64-nations-of-the-world>

- Write down as many countries that you can remember from the video. Think of ones you hadn't heard of before.

Using an atlas

<https://www.worldatlas.com/atlas/world.htm>

See if you can find the 7 continents and 5 oceans and what they are called. Write it down, or you can use the map to help.

If you are feeling extra adventurous, see if you can find out

1. Which continent has the most countries?
2. Which place is both a continent and a country?
3. Which continent is Australia's neighbour?



World MAP Continent AND Ocean Labelling





Good Luck Explorers.

See you for next
week's adventures.



Wednesday

Student resources



English

Student resources



Task A - Independent reading

Independent reading

Your teacher or adult will select a text for you to read.

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

When finished, discuss the following questions with an adult:

What was the text about?

Who were the characters?

What happened?

Did anything interesting happen?



Task B - Spelling



Create a table to fill in the correct comparative adjectives. Think of some words of your own

Positive	Comparative	Superlative
Fast	Faster	fastest
	Cleverer	
Old		
Funny		
easy		

Task C



Today we are going to focus on understanding the two three sections of your information report.

Think What do you think the following categories are about?

1. Natural and built landmarks
2. Native flora and fauna

Click on the following links to learn more about natural and built landmarks

Natural

<http://www.australianlandmarks.com.au/lists/australian-landmarks-?top-10-list>

Built

<https://www.getepic.com/app/read/45389>

Task C.1

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

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

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

What do you think natural landmarks are?

What do you think built landmarks are?

Task C.2 Reading

Flora = The plants of a particular region, habitat or geological period

Fauna = The animals of a particular region, habitat or geological period

Click on the following links to learn more about native flora and fauna

Flora

<https://www.wwffaustralia.com/about-australias-flora--fauna.html>

Fauna

<https://www.australia.com/en/facts-and-planning/about-australia/?australias-plants.html>

1. **What do you think flora are?**
2. **What do you think fauna are?**

Task D.1 - Writing

Writing upload on google docs

Read the information about Australia Day and answer the questions

Australia Day is the official National Day of Australia. Celebrated annually on 26 January, it marks the anniversary of the 1788 arrival of the First Fleet of British Ships at Port Jackson, New South Wales, and the raising of the Flag of Great Britain at Sydney Cove by Governor Arthur Phillip. In present-day Australia, celebrations reflect the diverse society and landscape of the nation, and are marked by community and family events, reflections on Australian history, official community awards, and citizenship ceremonies welcoming new members of the Australian community.

List 3 interesting facts about Australia Day

Read the information about Australian Customs (traditions) and answer the questions

Sporting events are big attractions in Australia. One of the most popular sports is called **Australian Rules Football**. This game has some rules that are similar to American football and soccer. Teams across the country compete for the chance to play in the final match held in September. Australia is a large island, which means all of its borders are coastline. Therefore, many residents enjoy water activities like swimming, surfing, and water skiing. Beach volleyball is a favorite activity as well.

What is something people do in Australia but not in other countries?

Break 1 - Happy Hearts

Watch: Happy Hearts

Respond: Tell yourself three positive things that you like about yourself.



Mathematics

Student resources

Activity a

Practice your Doubles up to 50 on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

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



Activity b- Solve the Multiplication word problems [Upload on google docs](#)

Mona is having a party at her house to celebrate her birthday. She invited some friends and family.

1. Mona prepared rainbow-colored cupcakes for dessert. If she made one box of cupcakes for each of the 7 colors of the rainbow and each box has 6 cupcakes, how many cupcakes did Mona prepare in total?
2. Her mom also baked some cookies. If she baked 5 pans of cookies for 30 minutes each and there are 8 cookies per pan, how many cookies did her mom bake?
3. They planned to serve some cold drinks as well. If they make 9 pitchers of drinks and each pitcher can fill 6 glasses, how many glasses of drinks are they preparing?





Activity b- Solve the Multiplication word problems [Upload on google docs](#)

4) A baseball team has 9 players. In a tournament, there are 5 teams. How many players in total?



5) Tyger uses brick which are 4cm tall to build a tower. His final tower is 6 bricks high. How many cm tall is it?

6) There are 50 pieces in a jigsaw puzzle. How many pieces in 4 puzzles?





PDHPE

Student resources

Wednesday

Advanced throwing

Follow the link below to watch the episode and join in the throwing fun with Adam and Elissa.

Getactive@home

<https://players.brightcove.net/63e8eb94-9f59-4648-a1fa-dcd70e05901b>



Break 2 -

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

Kearns PS Online Learning Creative and Practical Arts – Stage 2

Week 5 - Created by Mrs Nott

Insects & Dragons





Learning Intention: We are learning to look closely at texture, pattern, line and colour in art.



shutterstock.com - 1221517129

Activity 1:



Let's look closely at this insect. We can see many different body parts.

Activity 2:

On the Google Form, in the box Activity 2, do a rough sketch trying to show the different body parts of this insect.

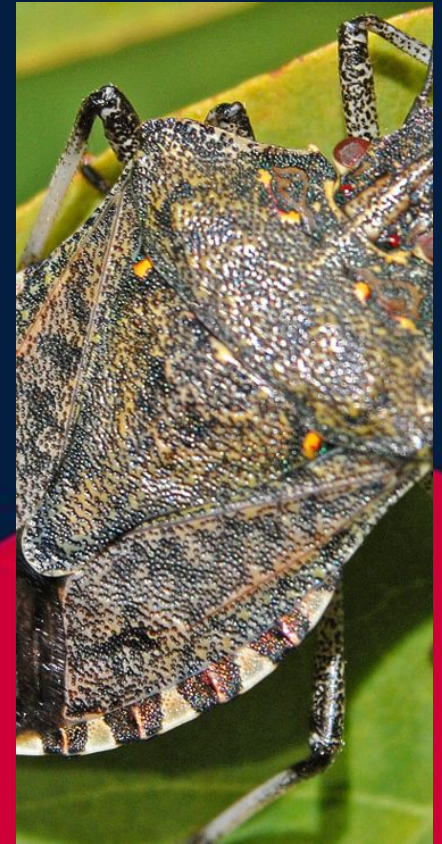
Activity 3:

Let's look closely at this insect that has been cropped. *Texture* is how something feels. What words could you use to describe the texture of the back of this insect?



Activity 4:

On the Google Form, in the box Activity 4, write 4 words that come to mind about the texture of this insect's back.



Activity 5:

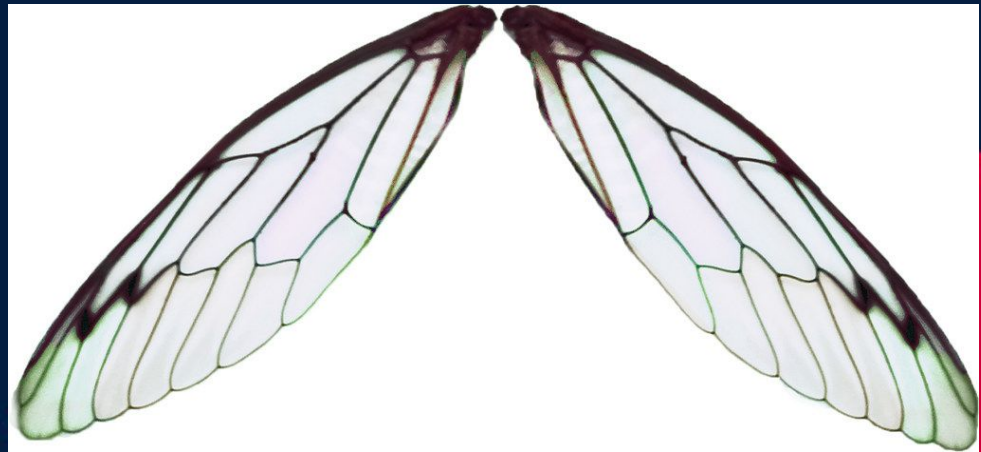


Let's look closely at the wings of this insect.
Line shows the detail.
What kinds of lines can we see on these wings?
(a larger view is on the next slide)



Activity 6:

On the Google Form, in the box Activity 6, try and fill the box with a line pattern similar to the wing of the cicada.



Activity 7:

What colour!....in art *colour* is a tool that often makes our artwork more appealing. We can see **MANY** colours on this insect.(a larger view is on the next slide)





Activity 8:

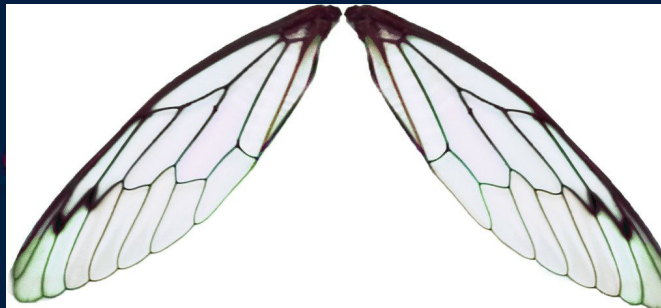
On the Google Form, in the box Activity 8, list as many colours that you can see on this insect.





So to recap.....

Today we have talked about *parts*, *texture*, *line* and *colour* that we have been able to see in the pictures of insects that we have looked at. Next lesson we will do some sketching of our own and make some curious creations.





Thursday

Student resources



English

Student resources



Task A - Independent reading

Independent reading

Your teacher or adult will select a text for you to read.

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

When finished, discuss the following questions with an adult:

What was the text about?

Who were the characters?

What happened?

Did anything interesting happen?





Task B - Spelling

Edit the following passage. Find 3 spelling mistakes. Add 3 capital letters, 2 full stops and 1 question mark.

“i hate cheese sandwiches!” Nate cried as he opened his lunch box

“What do you have today” he asked taylor desprately.

“Peanut butter,” Taylor replied.

“want to go halves?” he asked Nate forcefully



Task C - Reading - upload on google docs

Today we are going to focus on 'predicting' as a reading strategy. Even though this is an image, it can still tell a story.

Think about what types of predictions you could come up with when looking at this picture. Answer the following questions.

What might the story be about.

Look at the picture. What is the boy looking at?

Where may he have come from?

What might he be looking for?

Question time! This is where you can be creative

What could the noise be that was heard under the bed?

What could he see under the bed?

What will happen next?

How did he feel when he heard the noise?

How did he feel when he looked under the bed?

What time of the day do you think it is?

Have you ever been frightened of anything?

Why do you think things seem more frightening at night?



Task D - Writing

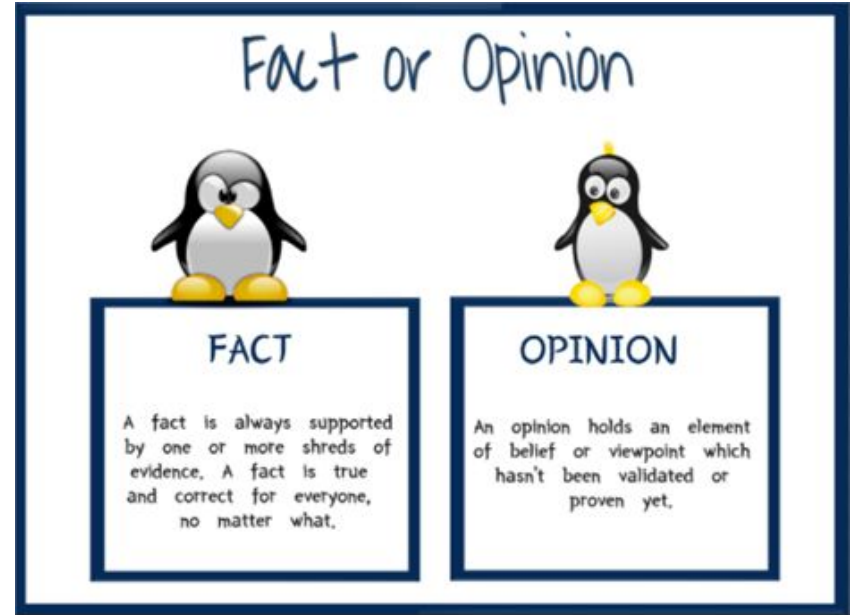
Fact or opinion

Today we will be looking at statements to decide whether something is a fact or opinion and provide justifications.

Fact or opinion

Fact: Something that is supported with evidence. It is true for everyone no matter what.

Opinion: Something that you think or believe. It may be different for different people.



Task D Writing

Look at the following sentences and decide whether they are a fact or opinion and justify your answer. I have shown you an example under here.

Look at the following sentences and decide whether they are a fact or opinion and justify your answer. I have shown you an example under here.

Elephants have trunks.



This is a fact. All elephants have trunks because they need them to breathe and use them to pick up their food.

Birds are beautiful animals.



This is an opinion. Some people love birds and think that they are beautiful. However, some people don't think that and are even scared of them!

Task D.1 continued

Complete the following slides like the example above (you may even do some research like I did to find out that elephants use their trunks to collect food.

School is fun.

Lions have a mane.

**The ocean is full of
different kinds of animals.**

Break 1 -

Build A Mind Team

Watch: Build a Mind Team

Respond: Who is on your 'Mind Team'? Who are the people in your life that love and support you?



Mathematics

Student resources

Activity A

Practice your x11 tables and $\div 11$ on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

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

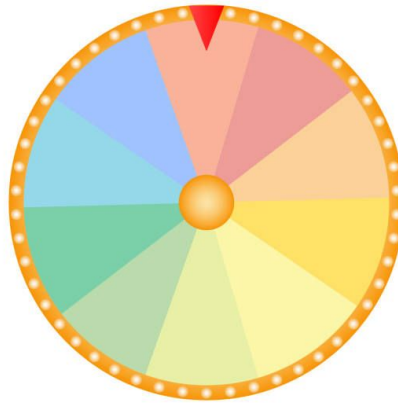
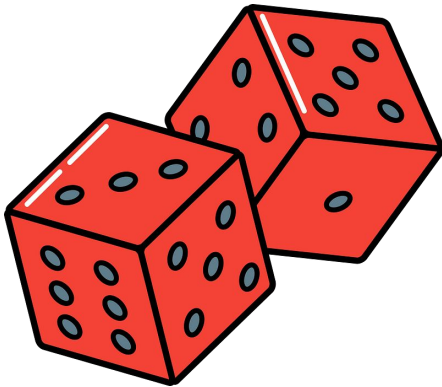


Activity B - Chance

Today we are learning about chance.

Chance describes how likely it is that an event will happen.

On the next few slides we will explore certain vocabulary to describe the probability or chance that a situation is going to happen.

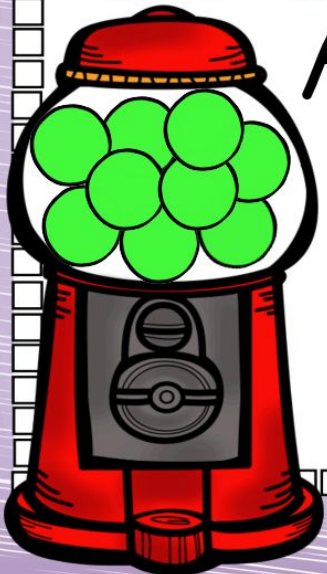


Activity B - Chance

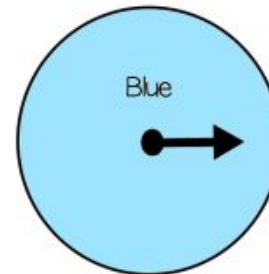
Certain: An event that is sure to happen.

CERTAIN
An event will
definitely
happen

It is certain you will get a
green gumball.



It is certain that I
will get a cupcake
with blue frosting
and sprinkles.



It is certain that the
outcome will be blue

It is certain that the
spinner will land on blue
because it is the only
possible outcome! There
are no other colours!



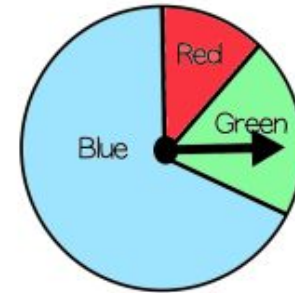
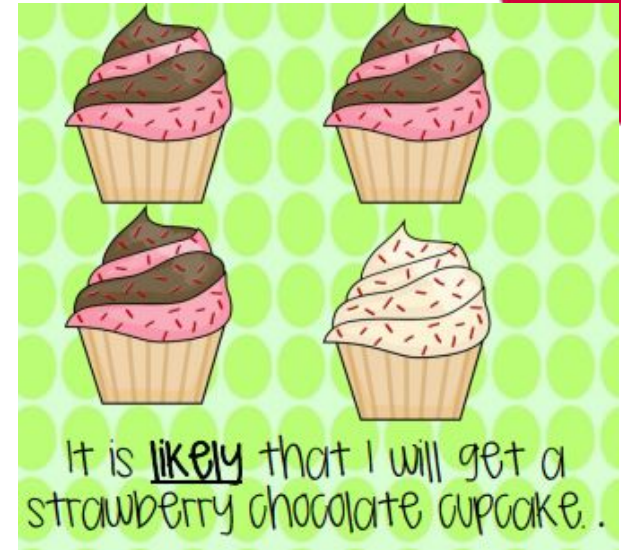
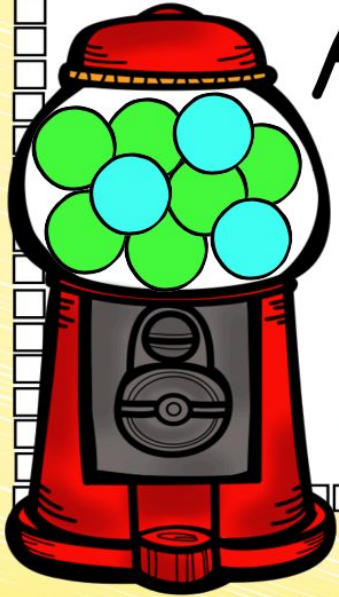
Activity B - Chance

Likely: An event that will probably happen.

LIKELY

An event will probably happen

It is likely that you will get a green gumball.



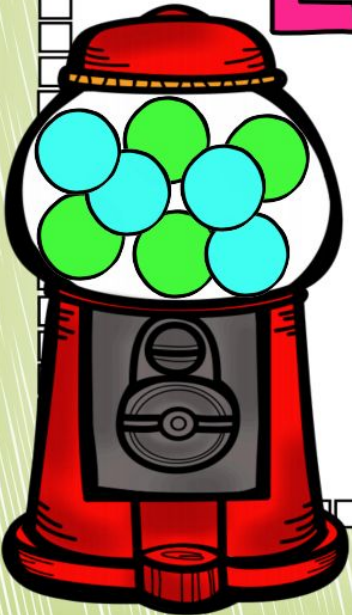
It is likely that the spinner will land on blue because it is the largest colour! The spinner might still land on other colours.

It is likely the outcome will be blue



Activity B - Chance

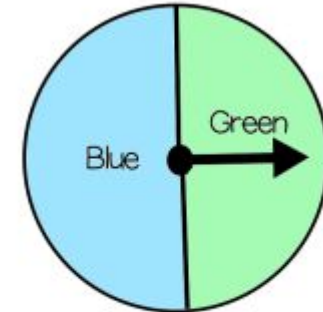
Equally Likely: An event that has an equal chance of happening or not happening.



EQUALLY LIKELY

An event that has an equal chance of happening or not happening.

It is equally likely that you will get a green gumball.



It is equally likely the outcome will be blue

It is equally likely that the spinner will land on blue because green and blue are the same size! There is an equal chance the spinner will not land on blue.

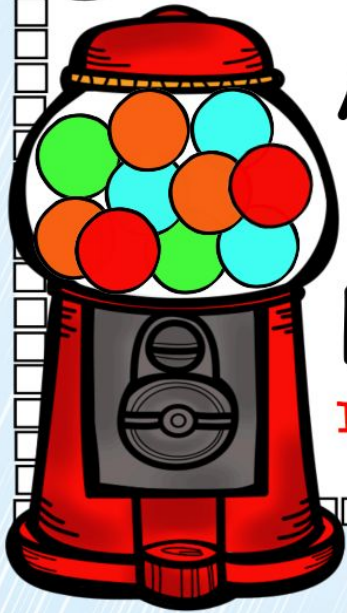


Activity B - Chance

Unlikely: An event that is not likely to happen.

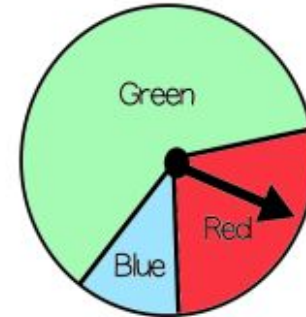


UNLIKELY



An event will probably NOT happen.

It is unlikely that you will get a green gumball.



It is unlikely the outcome will be blue.

It is unlikely that the spinner will land on blue because blue is the smallest colour!



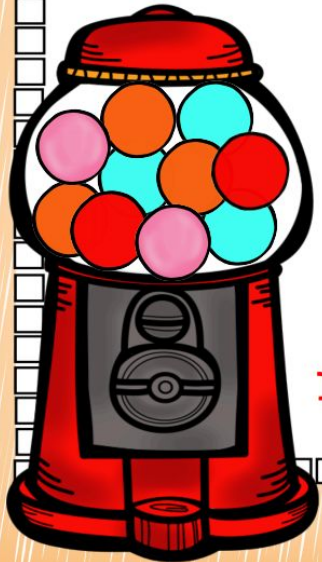
Activity B - Chance

Impossible: An event that cannot happen.

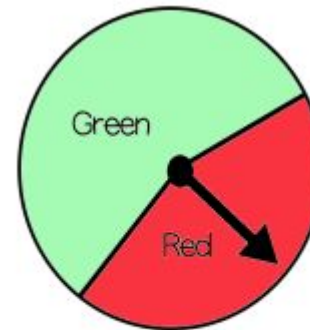


IMPOSSIBLE

An event will NOT happen.



It is impossible to get a green gumball.




It is impossible for the spinner to land on blue because blue is not a possible outcome. There is no blue on the spinner!


It is impossible for the outcome to be blue.




Activity B - Chance

Describe the probability of each event as certain, likely, equally likely, unlikely, or impossible.

1.  What is the probability of getting a purple gumball?





2.  What is the probability of getting an orange gumball?

3.  What is the probability of getting a red gumball?

4.  What is the probability of getting a green gumball?

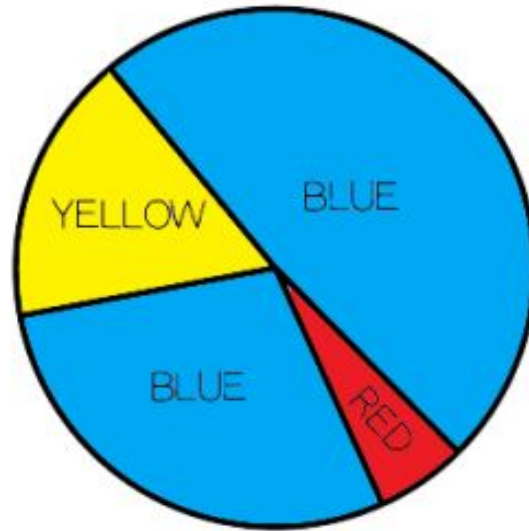
Activity B - Chance

Describe the probability of each event as certain, likely, equally likely, unlikely, or impossible.

<p>5.</p>  <p>What is the probability of getting a yellow gumball?</p>	<p>6.</p>  <p>What is the probability of getting a red gumball?</p>
<p>7.</p>  <p>What is the probability of getting a green, yellow, or orange gumball?</p>	<p>8.</p>  <p>What is the probability of getting a light blue gumball?</p>

Activity C - Chance

Upload on Google Docs



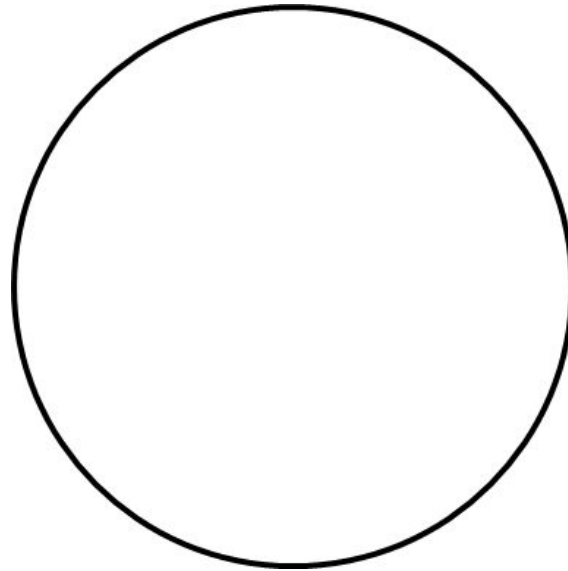
Use the spinner above and your probability vocabulary to describe the probability of each event happening.

1. What is the probability of getting blue?
2. What is the probability of getting blue, yellow, or red?
3. What is the probability of getting purple?
4. What is the probability of getting red?
5. What is the probability of getting blue or yellow?



Activity C - Chance

Upload on Google Docs



Design or draw a spinner that shows the following:

1. **Likely** to land on red.
2. **Unlikely** to land on green.
3. **Equally likely** to land on yellow and blue.
4. **Certain** to land on yellow, red, blue, or green.
5. What is one colour that will be **impossible** for your spinner to land on?



Break 2 -

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



PDH - Nutrition

with Miss Strode



What is good nutrition?

Good nutrition means your body gets all the nutrients, vitamins, and minerals it needs to work its best.

There are different food groups that we eat from. We are going to look at them carefully today. Watch this [video](#) to learn about the 5 food groups.



Fruit and Vegetables

Fruit and vegetables are a good source of vitamins and minerals. They help to maintain healthy digestion. Vitamins and minerals help to keep your body healthy, to grow and repair and help to fight infections. Fruit and vegetables taste delicious and there's a wide variety to choose from.





Bread, Rice, Potatoes & Pasta

Starchy foods are a good source of energy and the main source of a range of nutrients in our diet.





Milk and Dairy Products

Milk and dairy products are great sources of protein and calcium. Our bodies need protein to work properly and to grow or repair themselves. Calcium helps to keep our bones and teeth strong.

The calcium in dairy foods is particularly good for us because our bodies absorb it easily.





Meat, Fish, Eggs and Beans

These products are a good source of protein, vitamins and minerals in your diet.

These foods help the body to grow and repair itself and keep hair, skin, muscles and nails strong.



Foods and Drinks high in Fats and Sugars

These foods provide the body with energy, warmth and insulation around vital organs.

Too much fat in your diet can raise cholesterol, which increases the risk of heart disease.

A small amount of fat is an essential part of a healthy, balanced diet.



Test your knowledge of the five food groups by playing this Kahoot. Please type in your first name and the first letter of last name. All students in Stage 2 will be versing each other in this challenge. The results will be published in your Google Classroom tomorrow morning.

[Press here to play](#)





What food does the body require to be healthy?

To eat a healthy diet:

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







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





Play the following game by clicking [here](#)

MUTE



Welcome to the MyPlate Match Game

Test what you know about the food groups.

START GAME



EAT WELL GUIDE

Use the guide to help you achieve a healthy, balanced diet.



Activity: Design a Poster

Choose **one** group from the 'Eat Well Guide' on the previous slide -

- vegetables
- fruit
- breads and cereals
- milk and dairy products
- meat, fish, egg and beans

Design a poster to encourage the school community to eat that food group.

The poster should include a catchy phrase, slogan or a food joke to promote it.





Friday

Student resources



English

Student resources



Task A - Independent reading

Independent reading

Your teacher or adult will select a text for you to read.

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

When finished, discuss the following questions with an adult:

What was the text about?

Who were the characters?

What happened?

Did anything interesting happen?





Task B - Spelling

Edit the following passage. Find 3 spelling mistakes. Add 3 capital letters, 2 full stops and 1 exclamation mark.

ben went rushhing into the vet with his black and wite cat
“i think Twinkles is sick” he creid as he swang open the front
door.

The vet walked up to ben and took Twinkles
“Let me have a look at him,” she said.



Task C- Reading

Prediction [upload on google Docs](#)



- Where does the tunnel lead?
- What is the source of the light?
- Do you think the rabbit will go through?
- Has it been through before?
- How did it find out about the tunnel?
- Would you go through it?
- Write the rest of the story.

Task D - Handwriting

In your workbooks on google docs you must copy the poem “A Thief in the Bush” by Sandi Wooton in **cursive writing**.

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

Make sure:

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

The poem “A Thief in the Bush” by Sandi Wooton is on the next slide.

A Thief in the Bush

poem by Sandi Wooton | illustrated by David Legge

At our camp things disappear:
drink bottle lids, Eve's comb last year.
This month, my toothbrush, shell and strings.
Today, a pair of Mum's earrings.
Our grandpa said, 'It's my belief,
that in the bush there is a thief!'

We ducked past branches, behind trees,
ploughed through bushes, crawled on knees.
We searched every patch of ground.
But not one clue was ever found.

Back at camp, Eve said, 'That's weird.
Now my feather's disappeared!'
And Nanna cried, 'My knitting tool!'
Then suddenly, I found a clue.

'Nan's knitting yarn. A single thread.
It's just the clue we need,' I said.

We followed it between the trees,
ploughed through bushes, crawled on knees.
Twigs snapped and bushes poked us.
We tramped on without much fuss.
Soon I knew that we were near.
I whispered, 'What is hidden here?'

Shells and feathers, Mum's earrings ...
a bower full of missing things.
And then I spied a trembling leaf.
Behind a bush I found the thief!



Break 1 -

The Mind Jar

Watch: The Mind Jar

Respond: Practice calming your mind by taking a moment to let your thoughts settle.



Mathematics

Student resources

Activity A

Practice your $\times 12$ tables and $\div 12$ on [Hit the Button](https://www.topmarks.co.uk/maths-games/hit-the-button) for 10 minutes.

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





Activity B - Chance Recap

Recap! Fill in the blanks to explain the probability vocabulary words using the word bank.

1. **Certain:** An event that will _____ happen.
2. **Likely:** An event that will _____ happen.
3. **Equally Likely:** An event that has an _____ _____ of happening or not happening.
4. **Unlikely:** An event that will _____ _____ happen.
5. **Impossible:** An event that will _____ happen.

Word Bank

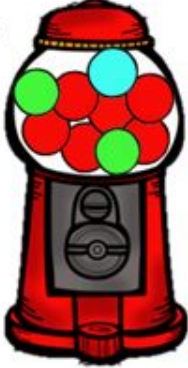



equal chance	not	definitely	probably not
		probably	





Activity B - Chance Recap

Describe the probability of each event as certain, likely, not likely, equally likely, or impossible.

<p>1.  What is the probability of getting a red gumball?</p>	<p>2.  What is the probability of getting a green gumball?</p>
<p>3.  What is the probability of getting a purple gumball?</p>	<p>4.  What is the probability of getting a yellow gumball?</p>





Activity B - Chance Recap

Describe the probability of each event as certain, likely, not likely, equally likely, or impossible.

5.



What is the probability of getting a pink gumball?

6.



What is the probability of getting a red gumball?

7.



What is the probability of getting an orange gumball?

8.



What is the probability of getting a light blue gumball?



Activity B - Chance Recap

Describe the probability of each event as certain, likely, equally likely, unlikely, or impossible.

9. The sun will rise tomorrow morning.
10. You will have two birthdays this year.
11. You will go to the moon for lunch.
12. You will win the lottery.
13. You will get an odd or even number when you roll a die.
14. You will play outside today.
15. You will eat pizza everyday for dinner.
16. You will be colder in June than it will be in January.
17. It will snow today.
18. If you flip a coin, it will land on heads.

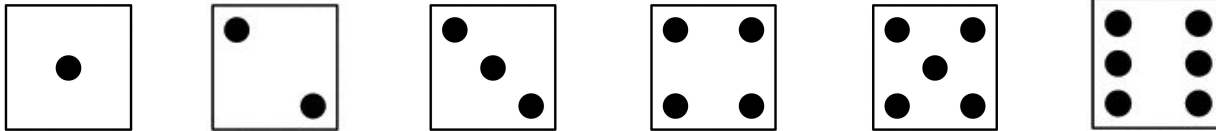
Come up with 5 events that would be: certain, likely, equally likely, unlikely, and impossible.



Activity C - Listing Possible Outcomes

An **outcome** is any possible result of an event or chance experiment.

When you roll a die, there are six possible outcomes: rolling a 1, 2, 3, 4, 5 or 6.



When you flip a coin, there are two possible outcomes: landing on heads or tails.



Activity C - Listing Possible Outcomes

I bought a tray of six cupcakes. There were two strawberry cupcakes, three chocolate cupcakes and one vanilla cupcake. If I wanted to only take **two** cupcakes to school, what are all the possible outcomes? The possible outcomes here are the two possible flavours that I could take to school!



Activity C - Listing Possible Outcomes

I could have...

1. Two strawberry cupcakes.



2. One strawberry and one chocolate cupcake.



3. One strawberry and one vanilla cupcake.



4. Two chocolate cupcakes.



5. One chocolate and one vanilla cupcake.



Activity C - Listing Possible Outcomes

1. Your turn! You go to the movies and have enough money to buy **ONE** drink and **ONE** snack. What are all the possible outcomes that you could buy?



Menu Board



Snacks

Popcorn



Lollies



Drinks

Water



Juice



Soft Drink



Activity C - Listing Possible Outcomes

2. Your turn! You woke up this morning and have to get dressed. You have to decide on **ONE** top and **ONE** bottom to wear. What are all the possible outcomes that you could wear?

What's In My Closet?

Tops

T-Shirt



Jumper



Jacket



Bottoms

Shorts



Jeans



Long Pants



Activity C - Listing Possible Outcomes

3. Your turn! You go to get ice cream at an ice cream shop. You get to pick **ONE** ice cream flavour and **ONE** topping. What are all the possible outcomes that you could pick?



Menu Board



Ice Cream

Vanilla



Strawberry

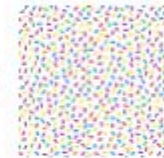


Chocolate



Toppings

Sprinkles



M&M's



Oreo



Marshmallows



Break 2 -

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



PDHPE/Dance

Student resources

DANCE

<https://drive.google.com/file/d/1DX-NXcl1p0wJDtzaxHA14w0UwU0WuY5d/view?usp=sharing>



