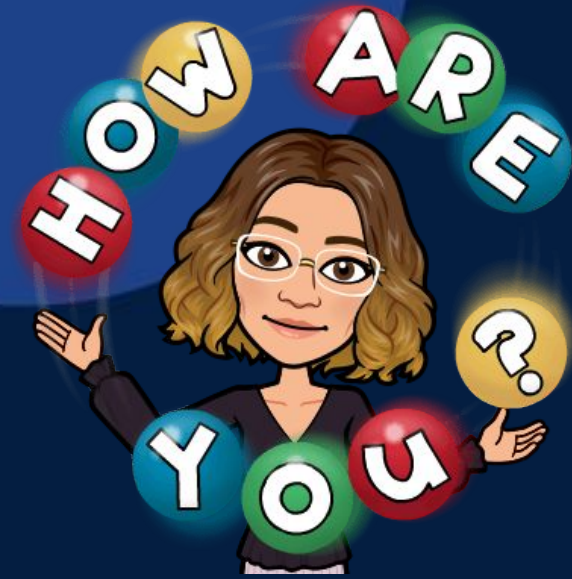


Kearns PS Online Learning – Stage 3

Daily Lessons



GOOD MORNING!



Monday

Warm up: Happy Memories

- Draw a picture to remind you of one of your happiest memories.
- Tonight, at dinner, remind your family about that day and why it was so special.



English

Student resources



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

Listening and Responding

Learning Intention

We are learning to identify key ideas and information from spoken texts, so we can communicate effectively for a variety of audiences and purposes.

Success Criteria

By the end of this lesson I will be able to list:

- 3 things that I learnt
- 2 questions I still have
- 1 opinion I developed after listening to the text



Click here to
listen to the
instructions

Listening and Responding

[Listen to the Squiz Kids Podcast](#) - Click here

Write a 3-2-1 response in the Google Classroom thread.

Write 3 things you learnt, 2 questions you have and one opinion that you have. You can respond to your classmates as well.

This is a compulsory task meaning that we expect a 3-2-1 response from everyone today.

SQUIZ
KIDS



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

Learning Intention

I am learning to read, enjoy and comprehend a text for extended periods of time

Success Criteria

By the end of this lesson I will be able to:

- Choose a novel that interests me
- Read uninterrupted for 20 minutes
- Summarise the main events in what I have read

Reading Response



Click here to listen to the instructions

Find a comfortable spot without distractions and spend 20 minutes reading a text of your choice. You can choose your own book or a book from Epic Books. Set a timer for 20 minutes.

[Click here for access to EPIC](#)



Activity: In your exercise book

Write the title and author of your book

- Write a one paragraph summary of what you read in your book today.

Reading and Viewing/ Writing and Representing

Learning Intention

I will be able to interpret information from Aboriginal art and writing

Success Criteria

By the end of this lesson I will be able to:

- Summarise a text and evaluate the intended message or theme
- Interpret an image that does not contain a formal written text
- Explain why Aboriginal artists might use art to tell their stories

Reading and Viewing/ Speaking and Listening

How does Aboriginal Art Create Meaning?

[Click here to watch- How does Aboriginal art create meaning?](#)



Click here to listen to the instructions

Task: Answer these questions in your exercise book or in a doc

- Have you seen traditional Aboriginal art before?
- Where have you seen traditional Aboriginal art?
- Why do Aboriginal people often use art to tell their stories?

Observe the Aboriginal artwork, The story of Djirt by Narritjin Maymuru, from the Art Gallery of NSW.

[Click here to view the website and find out about 'The story of Djirt'](#)



Reading and Viewing/ Speaking and Listening

The Story of Djirt



Read the interpretation of the artwork The Story of Djirt

A small boy called Djirt found a dead fish on the beach and began to cook it. His father asked him to share the fish but Djirt refused. Then Djirt's father went fishing in a dug-out which is shown twice near the top of the painting, with paddles, woomera and fishing spear. The father caught many fish and began to cook them in a special cooking place shown at the centre of the painting. Djirt asked his father to share the fish, but the father said: "No, this will pay you back".

Djirt was so unhappy with this that he began to weep and wail and slowly changed into a bird and flew to the top of a tree. His father was so upset that he too changed into a bird and flew into the tree to join his son. The two birds are shown at the top of the painting sitting in the tree and the metamorphoses is depicted in the body of the painting.

At the bottom left we see Djirt's mother and aunt digging for yams. The mother has a dilly bag around her neck. Djirt's two uncles are shown at bottom left weaving a dilly bag with bush string.

Harry Messel

Task: in your own words describe the artwork and your interpretation to an adult. Focus on descriptive language and the story the artwork is telling. Discuss the use of symbols.

Extension: Film yourself describing the artwork to an adult and upload to Google Classroom.





Click here to
listen to the
instructions

Spelling

Learning Intention

We are learning to spell new words so we can read and write fluently.

Success Criteria

By the end of this lesson I will be able to:

- Use less common prefixes and suffixes
- Spell multisyllabic words with more difficult letter patterns
- Use spelling rules and knowledge to spell new words



Click here to hear instructions

Spelling

Draw up the table and write your list words in your exercise book

 sound "ay" e.g. day	 sound "ch" e.g. rich	 sound "o" e.g. stop
grate ful stran ge donat e phras e tolerat e indicat e	matur e natur ally signat ure furnit ure featur e literat ure	becaus e fault cauliflow er mould poultr y trou gh

- a) Copy the list words out into three columns as above. Write the sound (**in bold**) in a different colour, or underline it.



Fast Finisher

Click here to hear instructions

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here



Break 1

Take a Brain Break

Get a piece of paper, a pen or pencil and some colouring pencils. Find a comfortable place to sit and then just let your pen or pencil go for a walk on the piece of paper. Let it go wherever it feels like - just let it wander. What patterns have you made? How does your pattern make you feel? Now, colour in your pattern focusing on breathing gently as you work. Really notice the action of colouring - how the pen or pencil feels and what you notice as your pattern comes to life.





Mathematics

Student resources

Warm up

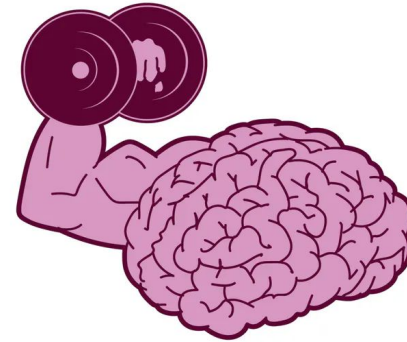
Length

Set a timer for 10 minutes, log into Mathletics and complete 1 assigned activity.





Length



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

Key Concept

Today you are going to show your teacher what you have learnt about length this term. If there is something you do not understand, just give it a try.

This is an assessment so please do this on your own. An adult can help you read the question, but please answer each question on your own.

Write the questions and answers in your exercise books. Take a picture of each page when you are finished and upload it to Monday W10 Day Plan.

If you get something wrong, use your growth mindset to learn from this. Remember we learn through our mistakes!



Question 1

Units for Measuring Length

Click here to listen to the instructions

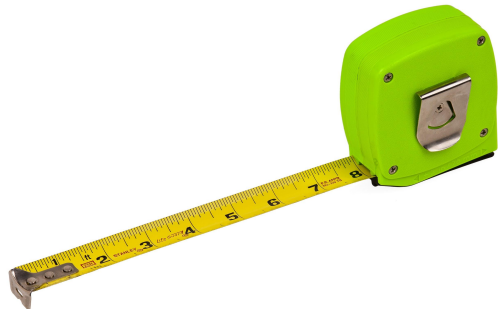
a. List some of the units of measure for length

b. How many mm in 1 cm? _____mm

c. How many cm in 1 m? _____cm

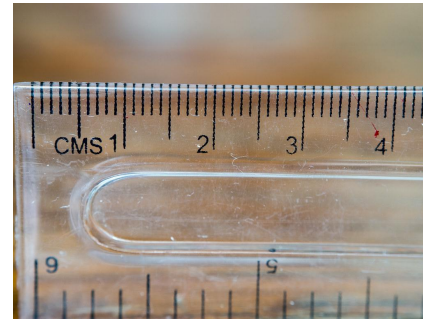
d. How many metres in 1 km? _____m

e. How many metres in 5km? _____m



Question 2

Converting Units of Measurement



Click here to
listen to the
instructions

Convert the following lengths to metres or centimetres:

- a. 5 m = _____ cm
- b. 8 m = _____ cm
- c. 3 km = _____ m
- d. 10 km = _____ m

Challenge - only complete this part if you felt the top section was very easy:

- a. 1.3 m = _____ cm
- b. 6.05 m = _____ cm
- c. 2.075 km = _____ m
- d. 10.19 km = _____ m



Question 3

Problem Solving

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

Show your working out and explain your chosen strategy.

There were three pieces of cut ribbon. The first measured 2000mm, the second measured 800cm and the third measured 2m. What is the total length of the three pieces of ribbon in metres?





Question 3 continued...

Problem Solving

Click here to
listen to the
instructions

Challenge question: only answer this if you found the previous slide's question easy.

There were three pieces of ribbon. The first measured 15mm, the second measured 8.5 cm and the third measured 1.5 m. What is the total length of the three pieces of ribbon in metres?





Click here to listen to the instructions

Question 4

Understanding Perimeter

How do you calculate the **perimeter** of a 2D (2 dimensional) shape?

Tip: if I am asking you to calculate the perimeter of a 2D object, what are the steps you need to take to do this.



This is a 2D shape.

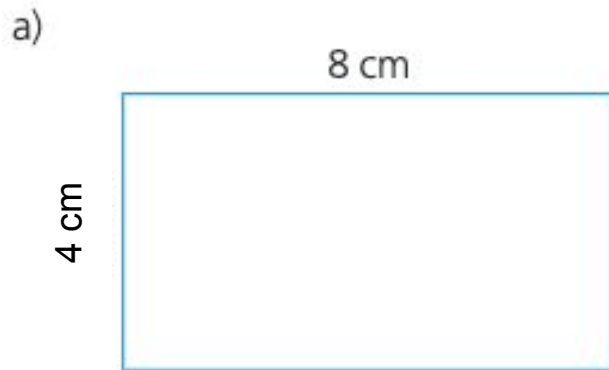


Question 5

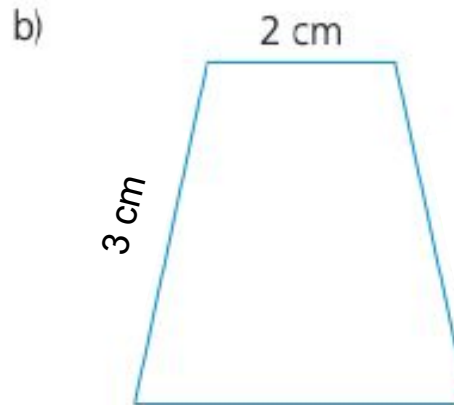
Calculate Perimeter

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

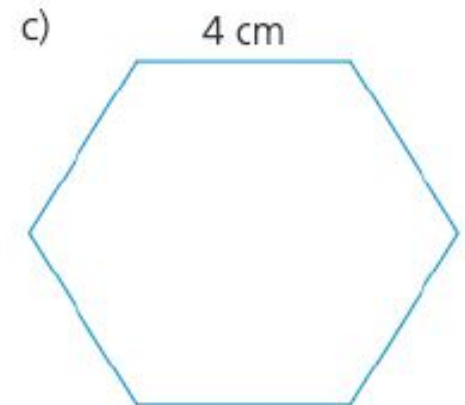
Calculate the perimeter of the following shapes.
(Shapes are not to scale)



Perimeter _____



Perimeter _____



Perimeter _____

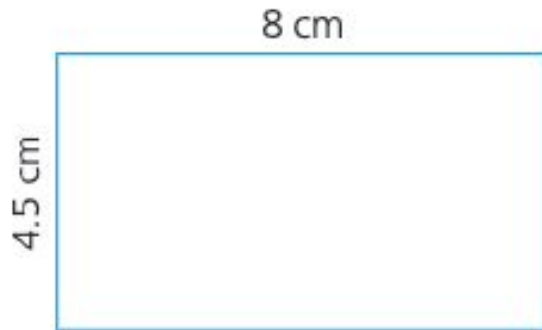


Question 5 continued

Calculate Perimeter Challenge - only complete if the previous slide was easy

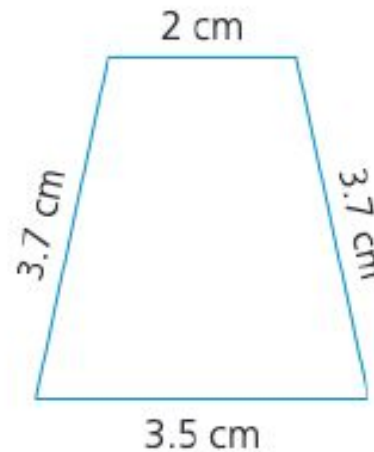
Calculate the perimeter of the following shapes.
(Shapes are not to scale)

a)



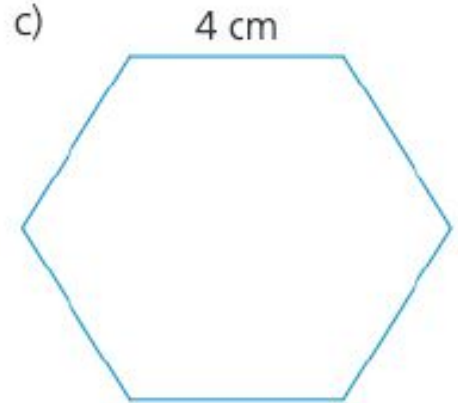
Perimeter _____

b)



Perimeter _____

c)



Perimeter _____

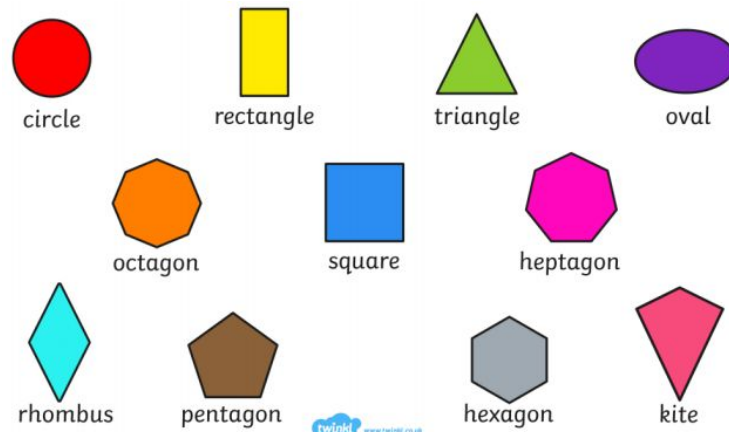


Question 6

Problem Solving

Click here to listen to the instructions

Draw a 2D shape with a perimeter of 20 cm. Label all side lengths. (Diagrams do not need to be drawn to scale)



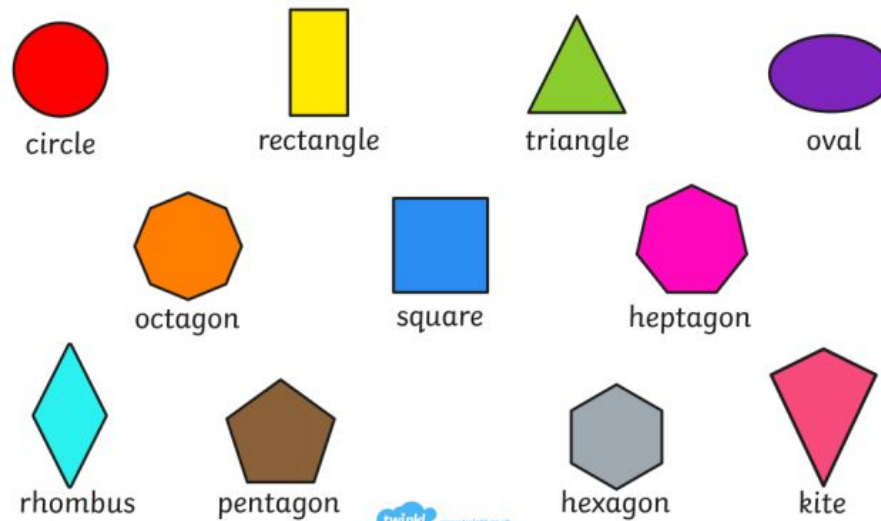
Click here to
listen to the
instructions



Question 6 continued

Problem Solving Challenge - Only complete if you found the previous slide easy

Draw a 2D shape with a perimeter of 36 cm. Label all side lengths. (Diagrams do not need to be drawn to scale)



Click here to
listen to the
instructions



Kahoot

Phew... now that your assessment is over, play a game of Kahoot for fun!

Click the link below to play the Units
of Measurement - Length Kahoot!

https://kahoot.it/challenge/03963710?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1630891775192

Game PIN: **03963710**

Kahoot!



PDHPE

Student resources

Monday

Foot skills and passing

Follow the link below to watch the episode and join in the kicking and passing fun with Teresa and Michele.

[GetActive@Home – Episode](#)



Break 2

Monday

Balancing for Fun

1. Put a paper or plastic plate on your head and walk across the room.
2. Time how long you can keep the plate on your head for.
3. Make it harder by trying to walk on your tippy toes.



Science

Forces Reflection

What have you learned this term?

Below is a link to a google form. You will need to show everything you have learned this term (tell me **everything you know**), and then answer the reflection questions at the end.

I want to thank you so much for all of the hard work and effort you have put into your science this term, you should be proud of yourself :)

https://docs.google.com/forms/d/1zUM3u6x2-s6Cohrr_4wKjFWxwOn_ZQy0Y3ZvXDou4Ik/



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.

Mrs Freney and Mrs Roda.

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 3

Daily Lessons

good morning



good morning



Tuesday

Warm up: Gratitude

Write a response to the following quote. Tell me what you think this means:

miStAkEs
are proof
that you are
TRYING



English

Student resources



Spelling

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

Learning Intention

We are learning to spell new words so we can read and write fluently.

Success Criteria

By the end of this lesson I will be able to:



- Use less common prefixes and suffixes
- Spell multisyllabic words with more difficult letter patterns
- Use spelling rules and knowledge to spell new words



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

Spelling -

Continue from your Monday spelling activity. You do not need to create the spelling table again. Complete the activities in your exercise book.

 sound "ay" e.g. day	 sound "ch" e.g. rich	 sound "o" e.g. stop
grateful strange donate phrase tolerate indicate	mature naturally signature furniture feature literature	because fault cauliflower mould poultry trough

b) put any ten list words into interesting sentences.

Eg, His feet smelt like a mature piece of cheese left out in the sun!



Reading and Viewing/ Writing and Representing

Learning Intention

I am learning to identify the cause and effect in narrative texts.

Success Criteria

By the end of this lesson I will be able to:

- Read a text for a specific purpose
- Identify how one action might cause another
- Use cause and effect to create a piece of writing

Viewing and Responding

Learning Intention

We are learning to identify key ideas and information from visual texts, so we can communicate effectively for a variety of audiences and purposes .

Success Criteria

By the end of this lesson I will be able to list:

- 3 things that I learnt
- 2 questions I still have
- 1 opinion I developed after listening to the text

Viewing and Responding



[Episode 27 BTN Click Here](#)

Click here to
listen to the
instructions

The episode will be available at 10am today

Choose **2** stories that interested you the most. For each story you will need to:

- **Write a 3-2-1 response in your exercise book.**

Write 3 things you learnt, 2 questions you have and one opinion that you have.

We are looking for interesting responses about 2 stories.



Fast Finisher

Click here to hear instructions

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here





Mathematics

Student resources

Break 1

Take a Brain Break

Find a comfortable place to sit or lie down. Breathe in for a count of three and out for a count of five. Do this three times and then, with the next breath you take in, close your eyes if you feel comfortable doing so. As your breathing returns to normal, tense all the muscles in your body as tightly as you can. Hold the squeeze for a count of three. Then, flop and relax your muscles for a count of five. Do this between five and ten times.



Warm up

Length

Set a timer for 10 minutes, log into Mathletics and complete 1 assigned activity.



Multiplication and Division

Key Concept

Today you are going to show your teacher what you have learnt about **multiplication and division** this term. If there is something you do not understand, just give it a try.

This is an assessment so please do this on your own. An adult can help you read the question, but please answer each question on your own.

Write the questions and answers in your exercise books. Take a picture of each page when you are finished and upload it to Tuesday W10 Day Plan.

If you get something wrong, use your growth mindset to learn from this. Remember we learn through our mistakes!

There are
no
failures,
just
discoveries



Click here
to listen to
the
instructions



Question 1

Division - show your working out and explain your strategy

Click here to listen to the instructions

a. $15 \div 5$

b. $126 \div 6$

c. $258 \div 6$

d. $587 \div 6$

e. $5600 \div 10$



Challenge - only answer if you found the above easy:

f. $6874 \div 100$



Question 2

Multiplication - show your working out and explain your strategy

Click here
to listen to
the
instructions

- a. 10×4
- b. $8 \times 6 =$
- c. $673 \times 4 =$
- d. $320 \times 2 =$
- e. 120×8



Challenge - only answer if you found the above questions easy:

- f. $425 \times 36 =$
- g. What is the product of 524 and 40
- h. 273×100



Question 3

Problem Solving - show your working out and explain your chosen strategy.

In a restaurant 6 people can sit around a table. Jack invited 84 people to the restaurant for his birthday. How many tables will Jack need.





Question 3 Continued

Problem Solving - show your working out and explain your chosen strategy.

Fish costs \$15.00 per kilogram (kg) at a local fish market. Jenny purchases 3kg of fish. What is the total cost of the fish that Jenny purchases?





Question 3 Continued

Problem Solving - show your working out and explain your chosen strategy.

There were 86 Smarties in a packet. They were shared equally among 6 people. How many did each person get? And were there any left over?





Question 3 Continued

Problem Solving - show your working out and explain your chosen strategy.

Kylie went to the local deli to buy ham to make sandwiches for her children's lunches. The ham costs \$15.50 per kilogram. Kylie purchases 4 kg of ham. How much is the total cost of the ham?





Question 3 - Challenge - only complete if you found the previous questions easy.

Problem Solving

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

How long would it take to travel 6000 km if the average speed for the trip is 75 km/h?





Question 4

Problem Solving - show your working out and explain your strategy.

Click here
to listen to
the
instructions

I bought five plants for \$9
each and three more for \$12
each. What is the total cost?



Click here
to listen to
the
instructions



Kahoot

Phew... now that your assessment is over, play a game of Kahoot for fun!

**Click the link below to play the -
Multiplication Madness Kahoot!**

https://kahoot.it/challenge/09412132?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1630896068270

Game PIN: **09412132**

Kahoot!

Break 2

Tuesday

Sixes

1. Stand up. Move your right foot in a clockwise circle.
2. Simultaneously write the number 6 in the air with your right pointer finger.
3. Repeat this pattern several times and then switch to the other foot and hand.
4. Try reversing the motions to counter-clockwise and the number 9.
5. Repeat step 5 and spell out your name at the same time.



Geography





Geography Assessment

Geography With Mrs Gveric

- Asia as a Continent
- Geography of Asia
- Employment and Lifestyle
- World's First People
- Different Cultures

Please type in your first name and the first letter of last name.

[Click to play](#)

Game PIN: **07294783**





Reflection

End of Day

Reflection for Tuesday's lessons

Complete this in your exercise book.

- You can complete this in an exercise book and upload the photo to Google Classroom.
- Or you could type the reflection in the private comments section in the Google Classroom Assignment.

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 3

Daily Lessons



Wednesday

Warm up: Mindful Breathing

Practice some mindful breathing. First find a quiet place in your house or outside. Sit with your legs crossed, back up straight and eyes closed. Take 5 slow, deep breaths, focusing on expanding your belly.

Repeat this until you feel focused and ready for the day.



English

Student resources



Listening and Responding

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

Learning Intention

We are learning to identify key ideas and information from spoken texts, so we can communicate effectively for a variety of audiences and purposes .

Success Criteria

By the end of this lesson I will be able to list:

- 3 things that I learnt
- 2 questions I still have
- 1 opinion I developed after listening to the text



Click here to
listen to the
instructions

Listening and Responding

[Listen to the Squiz Kids Podcast](#) - Click here

Write a 3-2-1 response in the Google Classroom thread.

Write 3 things you learnt, 2 questions you have and one opinion that you have. You can respond to your classmates as well.

This is a compulsory task meaning that we expect a 3-2-1 response from everyone today.

SQUIZ
KIDS





Spelling

Learning Intention

We are learning to spell new words so we can read and write fluently.

Success Criteria

By the end of this lesson I will be able to:

- Use less common prefixes and suffixes
- Spell multisyllabic words with more difficult letter patterns
- Use spelling rules and knowledge to spell new words



Click here to hear instructions

Spelling

Continue from your Tuesday spelling activity. You do not need to create the spelling table again. Complete the activities in your exercise book.

 sound "ay" e.g. day	 sound "ch" e.g. rich	 sound "o" e.g. stop
grate ful stran ge donat e phras e tolerat e indicat e	matur e natur ally signatur e furnitur e featur e literatur e	becaus e fault cauliflow er mould poultry trou gh

- c) Some verbs that end in "e" can be changed to nouns by adding "tion" or "ation". The "e" is dropped before the suffix is added, e.g. accuse / accusation. Change these verbs to nouns:

donate, indicate, aggravate, authorise, calculate, declare, investigate, irrigate, lacerate, pollute, separate, vibrate, medicate.

- d) The "ow" sound can be made with "ow" (cauliflower) or "ou" (voucher). Add the correct letters to these words:

p __ erful, t __ er, r __ ndab __ t, acc __ nt, all __ ance, disc __ nt,
 with __ t, dr __ sy, c __ er, surr __ nd.

Writing and Representing

Learning Intention

It will be able to compose an imaginative story that engages the reader

Success Criteria

By the end of this lesson I will be able to:

- Create a character with a specific personality trait in my story
- Compose an imaginative text using a fictional genre
- Compose an imaginative text with a strong orientation to hook the reader.
- Write a one page short story with a clear orientation complication and resolution

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

Writing and Representing-

Write a one page short story

[Click here to watch Mrs Freney's Lesson](#)



[Click here for Google Dice](#)

Task:

Roll a die to determine the details of your narrative and then write an imaginative story to incorporate your results.

1. roll the die to choose your genre.
2. roll the die to choose your setting.
3. the die to choose your main character's trait.
4. List your genre, setting and main character trait.
5. Write your one page story.
6. Illustrate your story
7. Upload to Google Classroom.

	Genre	Setting	Main Character's Predominant Personality Trait
	Mystery	Ancient Egypt	Determination
	Fairy Tale	Mars, Year 2150	Empathy
	Comedy	Colonial Australia	Greed
	Science Fiction	The Jurassic Period	Thrill-seeking
	Adventure	London, Year 2019	Impulsiveness
	Romance	New York, Year 2030	Over confidence



Fast Finisher

Click here to hear instructions

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here



Break 1

Take a Brain Break

Find a comfortable place to sit. Breathe in for a count of three and out for a count of five. Do this three times and then, with the next breath you take in, close your eyes if you feel comfortable doing so. Continue to focus on your breathing for as long as you need until you begin to feel calm, settled and relaxed. If your mind wanders and you start thinking about other things, notice this and then simply come back to focusing on your breath.





Mathematics

Student resources

Warm up

Length

Set a timer for 10 minutes, log into Mathletics and complete 1 assigned activity.



Addition and Subtraction

Key Concept

Today you are going to show your teacher what you have learnt about **addition and subtraction** this term. If there is something you do not understand, just give it a try.

This is an assessment so please do this on your own. An adult can help you read the question, but please answer each question on your own.

Write the questions and answers in your exercise books. Take a picture of each page when you are finished and upload it to Wednesday W10 Day Plan.

If you get something wrong, use your growth mindset to learn from this.
Remember we learn through our mistakes!

MISTAKES
ARE
Proof
THAT YOU
ARE TRYING.



Click here to
listen to the
instructions



Question 1

Addition - show your working out and explain your chosen strategy.

Click here to listen to the instructions

- a. Find the sum of 6587 and 329
- b. Find the total of these three numbers 589, 4026 and 3904



Question 1 continued

Addition - show your working out and explain your chosen strategy.

c. If a computer costs \$1599 and its price was increased by \$350, how much is the new price?





Question 1 Continued

Addition - show your working out and explain your chosen strategy.

Sara buys a car for \$22 590.

She also pays \$1000 for car

insurance and \$500 to

register the car. How much

does Sara pay altogether?





Question 1 - Challenge - only complete if you found the previous questions easy.

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

Addition - show your working out and explain your chosen strategy.

d. Katie had \$2650 in her bank account. After a deposit, her account increased by \$475. How much is in Katie's account now?





Question 1 - Challenge - only complete if you found the previous questions easy.

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

Addition - show your working out and explain your chosen strategy.

e. Billy pays \$350 000 for a apartment, he also needs to pay \$30 000 in taxes and \$4500 in fees. How much does Billy pay all together for the unit?



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

Question 2

Subtraction - show your working out and explain your chosen strategy.

a. Subtract 673 from 8000



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

Question 2 continued

Subtraction - show your working out and explain your chosen strategy.

b. What is the difference between 5500 and 339?

Tip: **Difference** means the amount when you subtract one number from the other.





Click here to listen to the instructions

Question 2 - Challenge - only complete if you found the previous questions easy.

Subtraction - show your working out and explain your chosen strategy.

c. Mariam saved \$30 000 to buy a new car! The basic model costs \$25 999 and she added tinted windows for \$860 and Bluetooth connectivity for \$1375. What is the total cost of the car?

Does she have enough money to buy the car?



Explain your answer.

Click here to
listen to the
instructions



Kahoot

Phew... now that your assessment is over, play a game of Kahoot for fun!

Click the link below to play the
Multi-Digit Addition & Subtraction
Kahoot!

[https://kahoot.it/challenge/02788573
?challenge-id=4ccbcc64-2d54-4a6f-
8df7-47fa3d5e96c0_1630901156624](https://kahoot.it/challenge/02788573?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1630901156624)

Game PIN: **02788573**

Kahoot!



PDHPE

Student resources

PD/H/PE

Create Your Own Fitness Circuit



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

Task:

- Create your own fitness circuit based on movement exercises that require little or no equipment.
- Choose 5 exercises such as squats, lunges, push-ups, sit-ups, star jumps, burpees, skipping, etc.
- Use a timer to time yourself as you complete your fitness circuit.
- Complete 10 of each exercise as quickly as you can (so 50 exercise movements in total) and then rest for 30 seconds.
- Repeat. How many rounds of your circuit can you complete in 30 minutes?
- Think about how you feel immediately after your workout. Then how you feel 15 minutes after your workout and 1 hour later? What does this tell you?

Extension:

- If you enjoy this fitness circuit you could challenge yourself each day to see if you can increase the number of rounds you can complete in 30 minutes and/or see if you can decrease the rest time required between each round.

Break 2

Wednesday

Starfish Breathing

1. Hold left hand out in front, with fingers pointing up to the ceiling.
2. Slowly trace your left hand with your right finger, starting where your hand and wrist meet.
3. As you trace each finger, breathe in as your finger climbs up each finger and breathe out as your finger slides down. Then switch hands.



CAPA

Kearns PS Online Learning Creative and Practical Arts Stage 3

Week 10

End of Term Kahoot!

You have done such a great job that we are going to do a quiz!

Click on the link below and enter the game pin. Good luck!

https://kahoot.it/challenge/02607642?challenge-id=6e194a7c-48c0-4cba-9b63-491cc620a175_1631087348268

Pin: 02607642



Reflection

End of Day

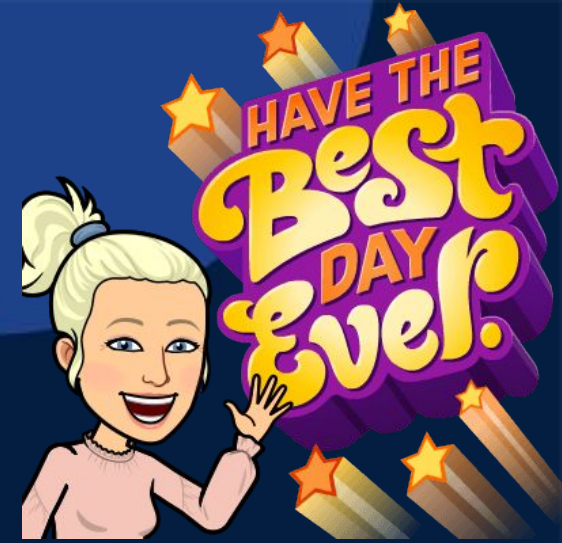
Reflection

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

Mrs Freney and Mrs Roda.

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

Daily Lessons



Thursday

Warm up: get your body moving.

Complete:

- ★ 10 star jumps
- ★ 10 push ups
- ★ 10 high knees
- ★ 10 squats

Repeat 3 times!



English

Student resources



Listening and Responding

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

Learning Intention

We are learning to identify key ideas and information from spoken texts, so we can communicate effectively for a variety of audiences and purposes .

Success Criteria

By the end of this lesson I will be able to list:

- 3 things that I learnt
- 2 questions I still have
- 1 opinion I developed after listening to the text



Click here to
listen to the
instructions

Listening and Responding

[Listen to the Squiz Kids Podcast](#) - Click here

Write a 3-2-1 response in the Google Classroom thread.

Write 3 things you learnt, 2 questions you have and one opinion that you have. You can respond to your classmates as well.

This is a compulsory task meaning that we expect a 3-2-1 response from everyone today.

SQUIZ
KIDS

The logo for Squiz Kids, featuring the word 'SQUIZ' in black and 'KIDS' in blue. A yellow pair of headphones is positioned over the letter 'S' in 'KIDS'.



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

Reading and Viewing

Learning Intention

I am learning to read a text for extended periods of time

Success Criteria

By the end of this lesson I will be able to:

- Choose a novel that interests me
- Read uninterrupted for 20 minutes
- Summarise the main events in what I have read



Click here to
listen to the
instructions

Reading Response

Find a comfortable spot without distractions and spend 20 minutes reading a text of your choice. You can choose your own text or a book from Epic Books. Set a timer for 20 minutes

[Click here for access to EPIC](#)



Activity: In your exercise book
Write the title and author of your book

- Write a one paragraph summary of what you read today.



Spelling

Learning Intention

We are learning to spell new words so we can read and write fluently.

Success Criteria

By the end of this lesson I will be able to:

- Use less common prefixes and suffixes
- Spell multisyllabic words with more difficult letter patterns
- Use spelling rules and knowledge to spell new words



Click here to listen to the instructions

Spelling

Continue from your Tuesday spelling activity. You do not need to create the spelling table again. Complete the activities in your exercise book.

a-e sound "ay" e.g. day	ī sound "ch" e.g. rich	au ou sound "o" e.g. stop
grate ful str ange don ate phr ase tol erate indic ate	mat ure nat urally sign ature furn iture fe ature liter ature	bec ause f ault caul iflower m ould pou ltry tr ough

- e) Here are some clues for other "au" (as in "o") words not in the above list. Write out the clues and the "au" word.
- A safe where people keep valuable things.
 - An attack.
 - These are good on the barbecue.
 - A sale where you bid on the thing you want to buy.

Writing and Representing

Learning Intention

Il will be able to use art and thought bubbles to express my personal perspective

Success Criteria

By the end of this lesson I will be able to:

- Create a piece of art to express my view
- Compose a text using the first person perspect using appropriate pronouns
- Create a text giving my opinion and perspective on a familiar topic



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

Writing and Representing

Be Creative- Make this a work of art and upload to Google Classroom.

Task: On a large piece of paper you are to design a cartoon thought poster. Make it colourful.

In the thought bubbles write about the term that was **learning from home** from your perspective.

These are just ideas but you can add some thoughts of your own.

- The best thing about learning from home.
- The worst thing about learning from home
- Any questions that you have.
- Hopes for next term.
- Something that you have learnt.



Break 1

Take a Brain Break

Go outside or look out of a window. Find a comfortable place to sit and look up at the sky. Take time to really notice what it is like. What is the colour? How does it make you feel? Are there any clouds? If there are, can you see any shapes or pictures within them? Spend as long as you need just watching and noticing until you feel calm, settled and relaxed.





Mathematics

Student resources

Warm up

Length

Set a timer for 10 minutes, log into Mathletics and complete 1 assigned activity.





Click here to
listen to the
instructions

Volume and Capacity

Key Idea

Today you are going to show your teacher what you have learnt about **volume and capacity** this term. If there is something you do not understand, just give it a try.

This is an assessment so please do this on your own. An adult can help you read the question, but please answer each question on your own.

Write the questions and answers in your exercise books. Take a picture of each page when you are finished and upload it to Thursday W10 Day Plan.

If you get something wrong, use your growth mindset to learn from this. Remember we learn through our mistakes!

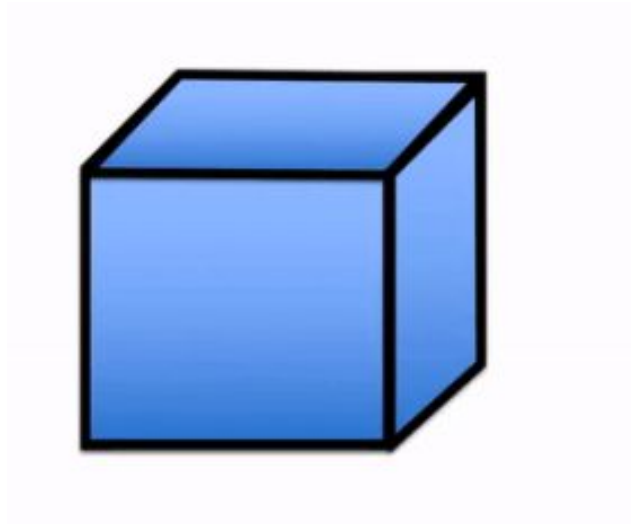


Click here to
listen to the
instructions

Question 1

Unit Structure of Volume

- a. What does volume mean?
- b. List some units of measurement for volume.

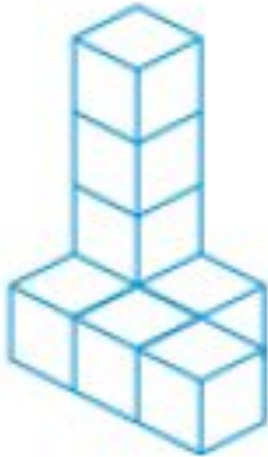


Click here to
listen to the
instructions



Question 2

Calculating Volume - How many cubic centimetres (cm^3) were used to create the following shapes?



a. _____



b. _____



c. _____

Tip: Count the cubes and make sure to include your unit of measurement cm^3 .



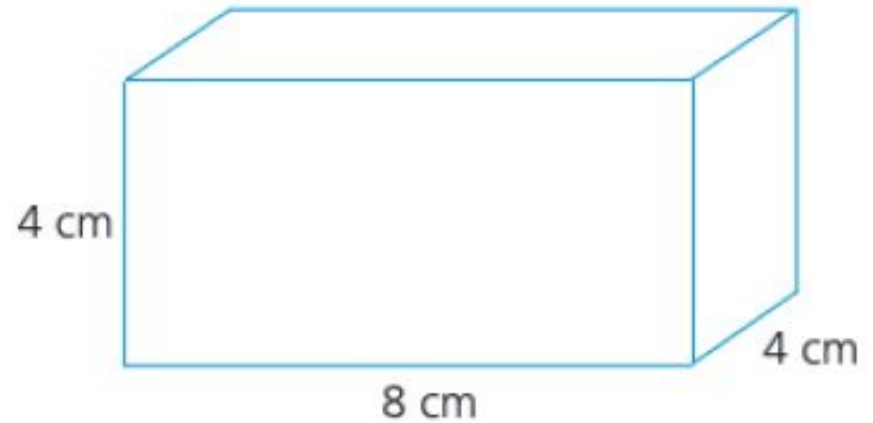
Question 3

Finding Volume

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

What is the volume of this rectangular prism shown?

Explain your working.



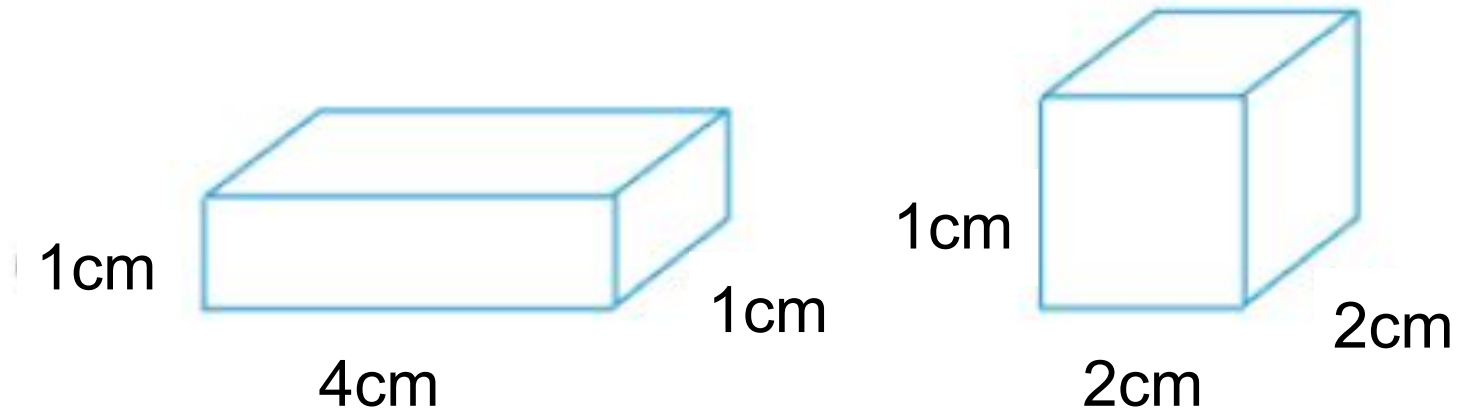


[Click here to listen to the instructions](#)

Question 4

Finding Volume

Explain why both of these 3D objects have the same volume of 4cm^3 ?





Question 5

Unit Structure of Capacity

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

- What does capacity mean?
- List some units of measure for capacity.





Question 6

Capacity

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

What is the measuring capacity of this jug?

- In milliliters?
- In litres?
- A recipe requires you to pour 3 L of water. Explain how you would use this jug to measure that amount of water.





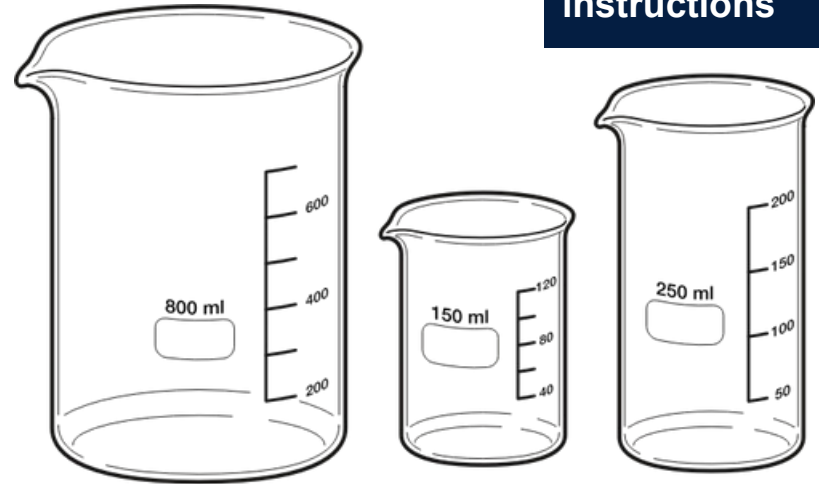
Question 7

Converting Units of Measurement

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

Convert the following to millilitres or litres.

- a. 5 L = _____ mL
- b. 10 L = _____ mL
- c. 7000 mL = _____ L
- d. 5000 mL = _____ L



Challenge - only answer if your found the above easy:

- e. 5.3 L = _____ mL
- f. 10.25 L = _____ mL
- g. 7056 mL = _____ L
- h. 5308 mL = _____ L



Kahoot

Phew... now that your assessment is over, play a game of Kahoot for fun!

Click the link below to play the
Volume and Capacity Kahoot!

https://kahoot.it/challenge/02790685?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1630970000251

Game PIN: **02790685**

Kahoot!



PDHPE - Physical Education

Student resources

Dance Home Learning Program

Click the link and follow along with JROD and his awesome dance moves!

[Click here for the dance lesson](#)

Break 2

Jump Skip Counting

1. Stand up.
2. Count by twos, fives, tens while jumping with each count.
3. Spell out your name whilst jumping.
4. Extra challenge: practise spelling other words. Each time you spell a new word use a different action. Skipping, hopping.



PDH - Safety



We are learning how to be a safe pedestrian and to not allow technology to distract us.



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

We need to remember the FOUR STEPS -

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





Staying safe as a pedestrian

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

[Walk safely - A Different Perspective](#)

[Safe Places to Cross - A Different Perspective](#)

[Bus Safety - A Different Perspective](#)



Staying safe as a pedestrian

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

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



Safety Town

Click on the link below to play the Safety Town activities based on Pedestrian Safety

Activities | Safety Town



SCHOOL'S OUT

Being a safe pedestrian requires a lot of decision making. Find the safest route to your chosen destination, making safe decisions along the way.

PEDESTRIAN



DISTRACTIONS, DISTRACTIONS

Distractions can happen anytime, anywhere. Explore why it's important to pay attention and be aware in road environments.

PEDESTRIAN



SAFETY FIRST

Every road crossing is different. Identify the safest place in each situation for Sprocket to cross the road.

PEDESTRIAN



ON THE ROAD

Crossing the road with friends is easy, right? What would you say if a friend wanted you to cross at an unsafe place?

PEDESTRIAN



AVOID DISTRACTIONS

Concentrate on what's going on around you, where you are going and who you are with. Watch the video with Adam Goodes to find out more.

PEDESTRIAN

Watch the following BTN Clip on the dangers of using technology when crossing roads and as a pedestrian. Click on the link below -

[iPod Inattention - Classroom - BTN \(abc.net.au\)](http://abc.net.au)



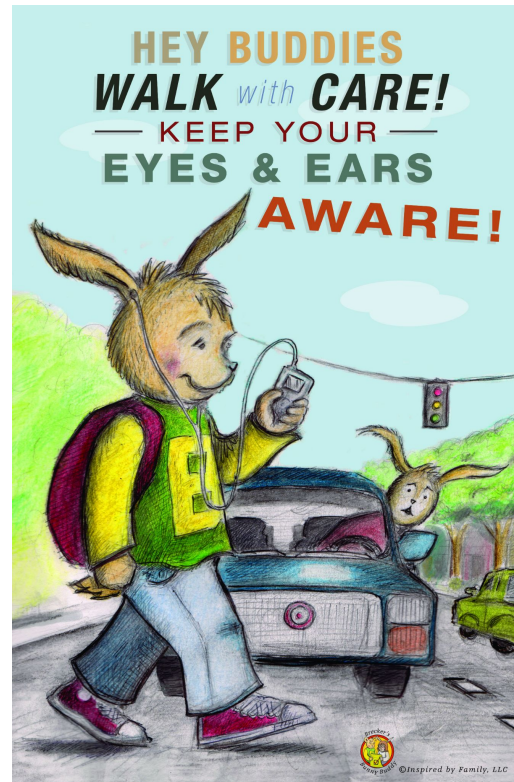


Test your knowledge of *Pedestrian Safety* by playing this **Kahoot!** Please type in your first name and the first letter of last name. The results will be published in your Google Classroom. Press [here](#) to play.

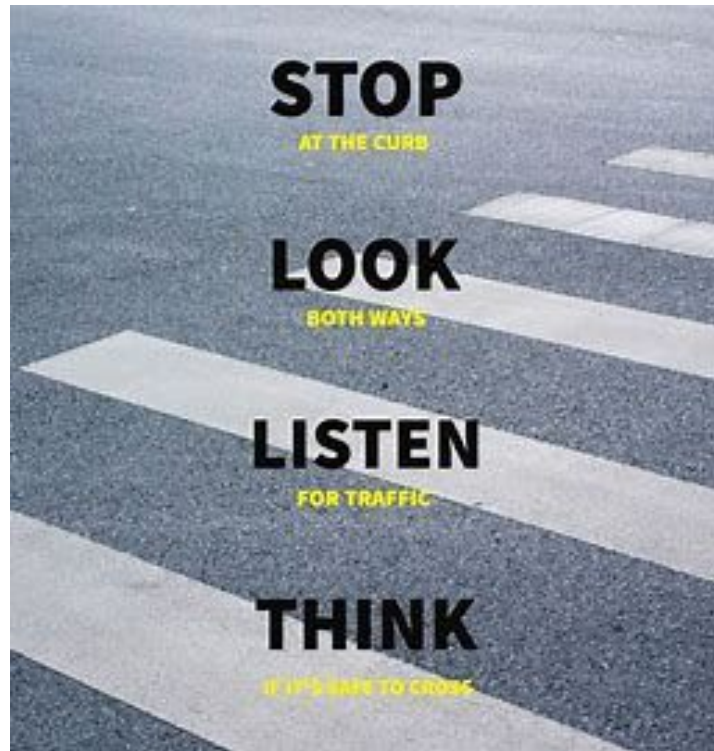


Activity: Pedestrian Safety Poster

Design a poster to show your understanding of pedestrian safety - not being distracted by technology, choosing safe places to cross the road and always stopping, looking, listening and thinking when we are near traffic.



Reflection: Discuss with an adult what you learnt about being a safe pedestrian. 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.

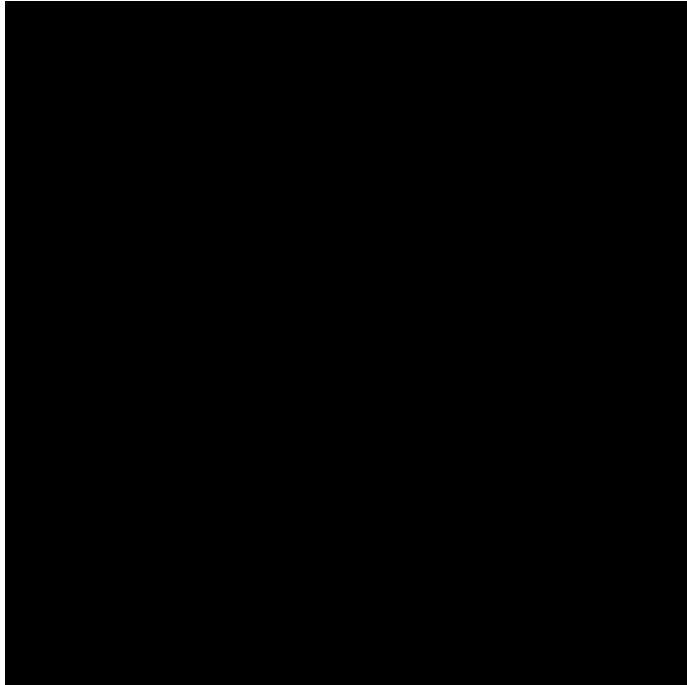
Mrs Freney and Mrs Roda.

Reflection Points:

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

Friday Week 10 Wellbeing Day

Rewatch



Wellbeing Day Week 10

Design: a pirate character or cartoon with items you have around your house.



Create: a pirate hat from recycled materials around your house..



Read: a pirate story. Click on the following links "Pirates Love Underpants" By Claire Freedman and Ben Cort

<https://video.link/w/Xvg7c>

"Pirate Penguins" By Frank Rogers

<https://video.link/w/qwg7c>

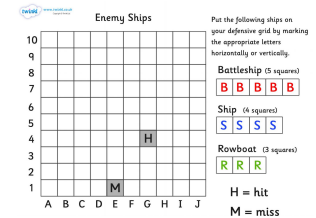
"Five Minutes to Bed!" By Richard Dungworth and Sharon Harmer

<https://video.link/w/Nwg7c>

"Teatime for Pirates" By Richard Dungworth and Sharon Harmer

<https://video.link/w/yxq7c>

Design: a pirate game board that you can play with your family.



Build: your own pirate ship using materials you have at home. This could include a cardboard box, paper, and sticky tape.



Make: a find-a-word using pirate words. You can find a template [here](#), or create one in a notebook.



Get Active: Create a dance routine to one of your favourite songs. You might want to include some pirate moves to keep with the theme.



Cook: With the help of an adult, make a snack that a pirate would enjoy while sailing on their ship.



Theme: Talk Like a Pirate

Don't forget to
check in on
Google
Classroom



Upload your images or
videos onto Google
Classroom

