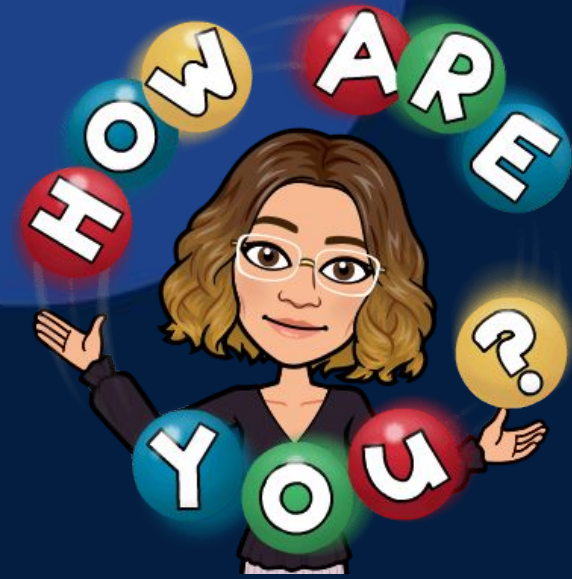


Kearns PS Online Learning – Stage 3

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 am learning to understanding how personification is used in language

Success Criteria

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

- understand, interpret and experiment with personification
- select appropriate language when using personification.

Reading and Viewing- Character

Personification



Click here to listen to the instructions

Personification is a type of figurative language where non-human things are given human qualities.

Examples

- The sun happily greeted everyone when it woke up in the morning.
- The flowers begged for water
- The delicious smell of cookies pulled me into the kitchen
- The computer complained that it had too many tabs open.

Watch the following video to understand more about personification.

[Click here for the Personification Video](#)





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



Personification

Complete the following activity in your exercise book and upload to Google Classroom.

Write the definition below

Personification is a type of figurative language where non-human things are given human qualities.

Task- Draw this table or in your book or create a doc.

Read the sentence. Identify what is being personified. Then identify the human trait, action or quality that is used. The first one is done for you.

Sentence	What is being personified?	Identify the human trait, action or quality that is used.
The city I live in never sleeps.	The city	Sleep
My pencil raced across the page.		
The bad news hit me harder than expected		
The alarm clock screamed in my ear.		
The bushfire quickly swallowed up everything in its path.		



Click here to
listen to the
instructions

Writing and Representing

Personification

Task A - Choose a verb to complete the sentences that will make it into an example of personification. Complete in your exercise book or on a doc. The first one is an example.

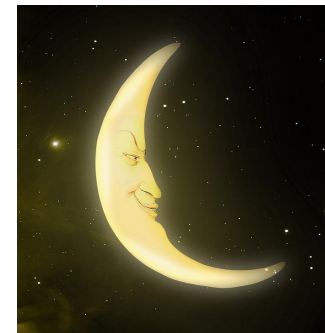
1. The door **yawned** as it slowly swung open.
2. The lightning _____ across the sky.
3. The waves _____ at my feet.
4. The man in the moon _____ at me.

Task B- Use the pair of words below to create a sentence that uses personification.

1. Flowers, danced

The flowers danced in the sunlight on a bright Summer day.

1. backpack, groaned
2. moon, watched
3. tyres, screamed
4. paintbrush, glided



Extension- Write 4 more sentences using personification.



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

ai sound "ay" e.g. day	tch sound "ch" e.g. rich	a sound "o" e.g. stop
afraid failure complain straight Adelaide entertain	fetch stitch hatch switch scratch stretch	wasp squash wallaby quarrel quality quantity

- 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

Fitness/Wellness

[Click here for your](#)
[8 minute dice](#)
[fitness break.](#)

You will need:

- a dice
- Space to exercise
- Your runners/joggers
- Ask your family to join in too

Roll the Dice Fitness?

- Roll the dice and see what number you land on.
- When the slide changes you will discover what exercise you will get to do!
- Do the exercise that matches the number you rolled on your die.





Mathematics

Student resources



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

Length

Learning Intention

We are learning to use maps and scales to measure the distance between places.

Success Criteria

By the end of this lesson I will:

- Know what a scale on a map is and how to use it
- Measure distances on a map using the scale
- Convert distances measured into larger scaled measurements

Warm up

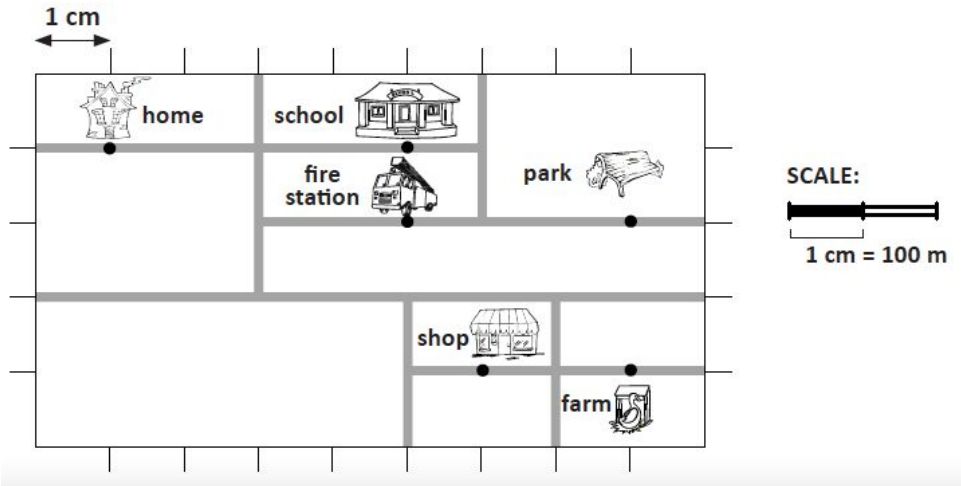
Length

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



Recap - Scale

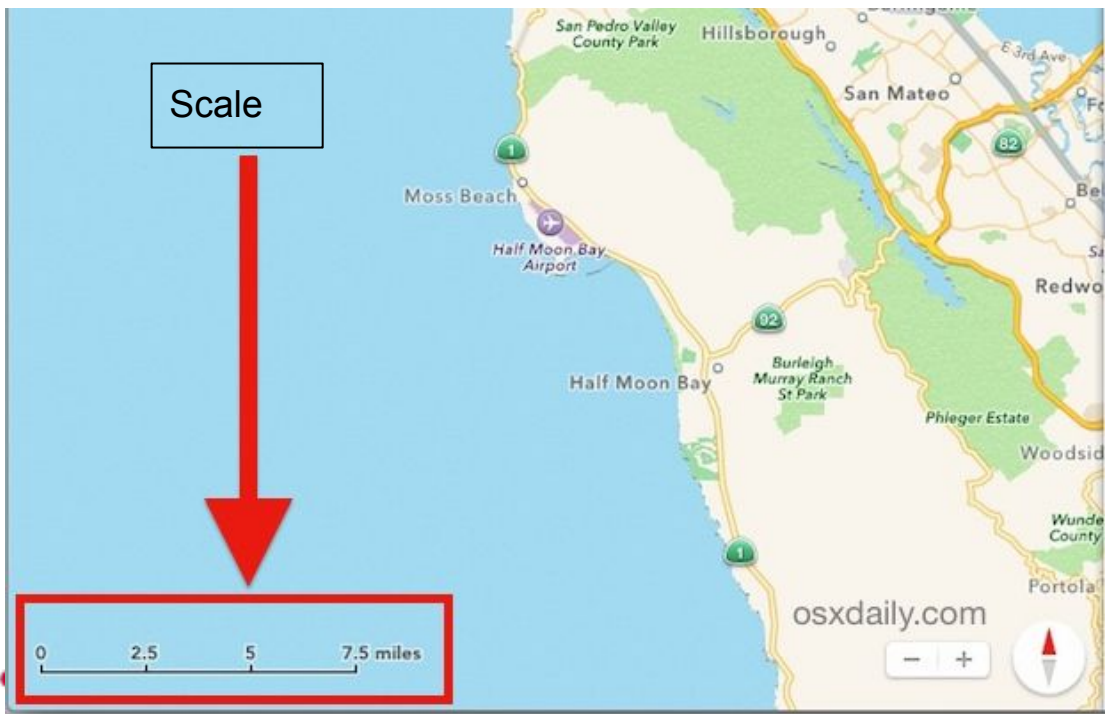
[Click here to listen to the instructions](#)



Scale is used to show long distances on a map. This makes it easier for us to translate distance on a map to distance in the real world.



Scale



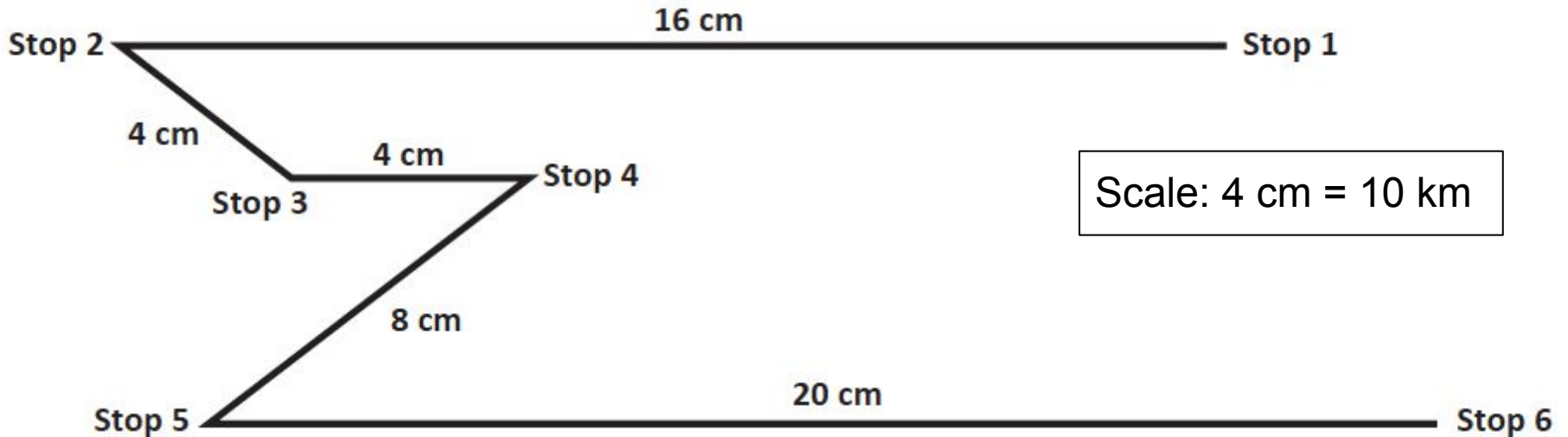


[Click here to listen to the instructions](#)



Map- Scale

This is a map of a train route. It's scale is showing you that 4cm on the map is equal to 10km in real life.



Click here to
listen to the
instructions



Mathematics Activity 1

Complete in your exercise book, take a picture and upload it to the Google Classroom Friday W8 Daily Plan.

Use the map on the last slide to answer these questions.

a What is the distance from Stop 1 to Stop 2?

km

b What is the distance from Stop 4 to Stop 5?

km

c What is the distance from Stop 2 to Stop 5?

km

d What is the total distance of this train route?

km



Mathematics Activity 2

Complete in your exercise book, take a picture and upload it to the Google Classroom Friday W8 Daily Plan.

Click here to listen to the instructions

Create your own map of a train route using this scale $3 \text{ cm} = 12\text{km}$.

Use the following names of NSW train stops in your map:

Macarthur
Campbelltown
Leumeah
Minto
Casula
Liverpool





Extension

Click here to
listen to the
instructions

Complete the following tables in your exercise book. The first one has been done for you.

Complete this table using a scale of $1 \text{ cm} = 3 \text{ cm}$:

Scale length in cm	2	5	15	4	6	9	10	8	12	7
True length in cm	6cm									

Complete this table using a scale of $1 \text{ cm} = 6 \text{ m}$:

Scale length in cm	5	10	15	7	12	9	11	2	8	6
True length in m	30m									



PDHPE

Student resources

Monday

Laces kick

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

[GetActive@Home – Episode](#)



Break 2

Go for a walk with your parent or carer. Reflect on the day by talking about your most and least favourite part of the day.



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.

ai sound "ay" e.g. day	tch sound "ch" e.g. rich	a sound "o" e.g. stop
afraid failure complain straight Adelaide entertain	fetch stitch hatch switch scratch stretch	wasp squash wallaby quarrel quality quantity

b) Put any ten list words into sentences.

c) A noun is the name of a place, thing or person. Write all of the list words that can be classified as nouns.

Reading and Viewing/ Writing and Representing

Learning Intention

I am learning to understanding how personification is used in language

Success Criteria

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

- understand, interpret and experiment with personification
- select appropriate language when using personification.



Click here to listen to the instructions

Reading and Viewing- Character

Personification

Personification is a type of figurative language where non-human things are given human qualities.

Read the poem, 'Rodent Rodeo' from The School Magazine.

[Click here for the poem and Youtube link](#)

Draw a picture of the rat in your exercise book.

Describe the features that are human like, using adjectives and descriptive language. Eg Cowboy shirt.

How has the author personified the rat?



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 26 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.



Click here to hear instructions

Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here





Mathematics

Student resources

Break 1

Fitness/Wellness

[Click here for Deal or No Deal Fitness](#)

You will need

- A space to exercise
- Runners or Joggers

You could also:

- Ask a family member to join you.

Deal or No Deal

- A dance move or exercise will pop up while you are resting. You have to decide if you want to do that dance move or exercise .
- If your answer is "YES, DEAL!" that means you are taking the deal and will do that move when the next slide pops up and your 30 seconds of exercise starts.
- If you do NOT want to do the dance move or exercise then another choice will pop up when it is time to exercise. That is called NO DEAL!
- The No Deal dance move or exercise will be your move for the 30 seconds of exercise.
- What will you decide? Be HONEST and HAVE FUN!



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

Length

Learning Intention

We are learning to estimate lengths and distances using an appropriate unit and checking by measuring

Success Criteria

By the end of this lesson I will:

- know what estimation is
- estimate distances between places
- check that my estimations are correct or close

Warm up

Length

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

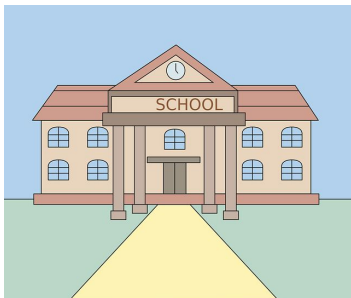




Estimation

When we are estimating, we are making an educated guess based off information we already know. When asked to estimate the distance from your home to school, if you lived opposite your school you might estimate 50m because you know what 1m looks like (100cm).

But if you live in the next suburb over (much further away) from your school, you might estimate the distance from home to school is 3 km because you know what 1km looks like (1000m).



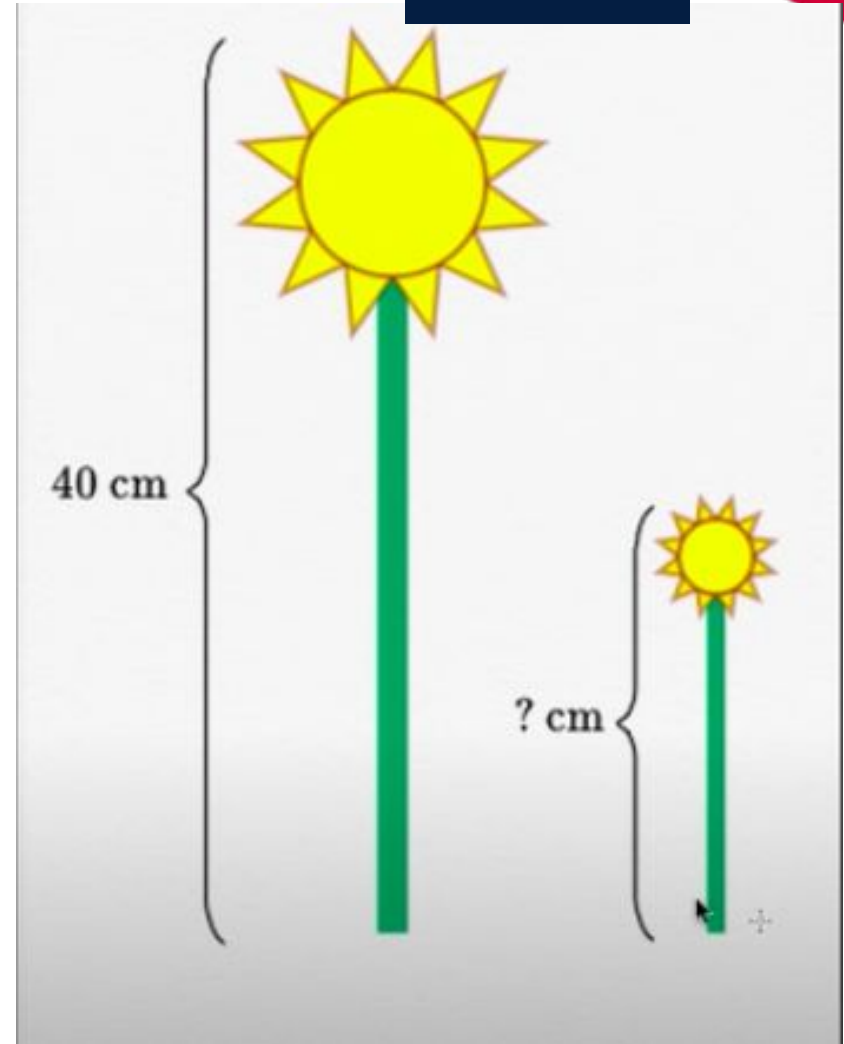
[Click here to listen to the instructions](#)



Estimation

Sometimes, when you are asked to estimate, you are given some information to help you. For example, look at this image. Can you estimate the length of the flower?

We can see that the big flower is 40 cm in height. The small flower is about half the size of the big flower, so I am going to make an estimation and say that the small flower is 20cm. **Do you agree?** Discuss this with a parent or sibling.



Click here to
listen to the
instructions



Estimation Activity 1

Can you estimate the distances? Complete in your exercise book, take a picture and upload to Tuesday W9 on Google Classroom.

Estimate the distance between:

- your home and Kearns Public School

- NSW and QLD

- your home and your best friends house

- your home and local shopping centre.

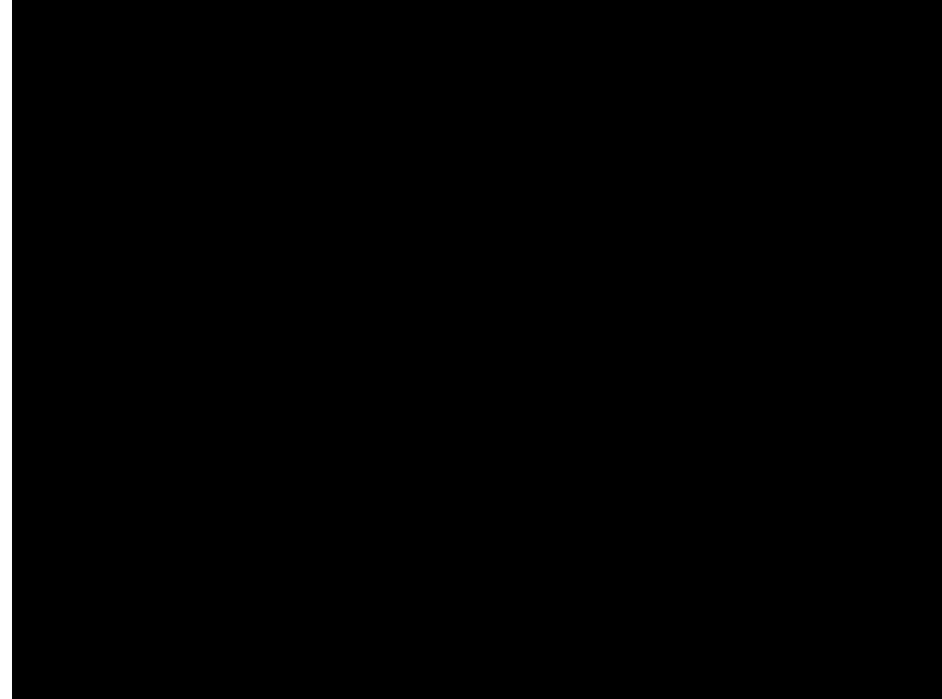
Click here to
listen to the
instructions



Estimation Activity 1 Continued

When you have completed your estimations...

Check if your estimation is correct by using the Google Maps website to check the exact distances. I have inserted a screen recording of how to do this using the address of Kearns Public School.



Click here for [Google Maps](#)



Estimation Activity 2

Complete in your exercise book.

- Can you estimate the distance between where you are sitting and 5 different household objects?
- Create a table, like the one below, and once you have estimated, check if you are correct by using a tape measure, ruler or your own form of measuring device.
- Finally, comment yes or no whether you were close in estimation.

Object	Estimation	Measurement	Was your estimation close?
Xbox	15m	13m	Yes
Toaster	1m	11m	No
School bag	90cm	1m	Yes

Break 2

Toe Tapping

This is done with a partner

1. Stand up and face your partner.
2. Both you and your partner put out your right leg and tap your feet together 1 time and say "1" out loud.
3. Tap your left feet together 3 times and say "3" out loud.
4. Tap your right feet together 2 times and say "2" out loud.
5. Continue the 1,3, 2 tow tapping pattern alternating feet.
6. Time how fast you can go.



Geography



The World's Cultural Diversity

Hi Stage 3,
Welcome to
Week 9
Geography.
Mrs Gveric





What are some of the different cultures of the World?





1.  [Watch the video: **What does the world have for breakfast?**](#)

2. Jot down some of the similarities and differences between breakfasts around the world.

Similarities	Differences

3. What other rituals and customs do people around the world share?



To find out more about different cultures, conducting a geographical inquiry is a useful approach. A geographical inquiry should be guided by writing geographical questions. These questions can include queries about places, spaces, environments, people and sustainability. Inquiries should use geographical tools such as maps, graphs, multimedia, GPS systems, photographs and web tools.

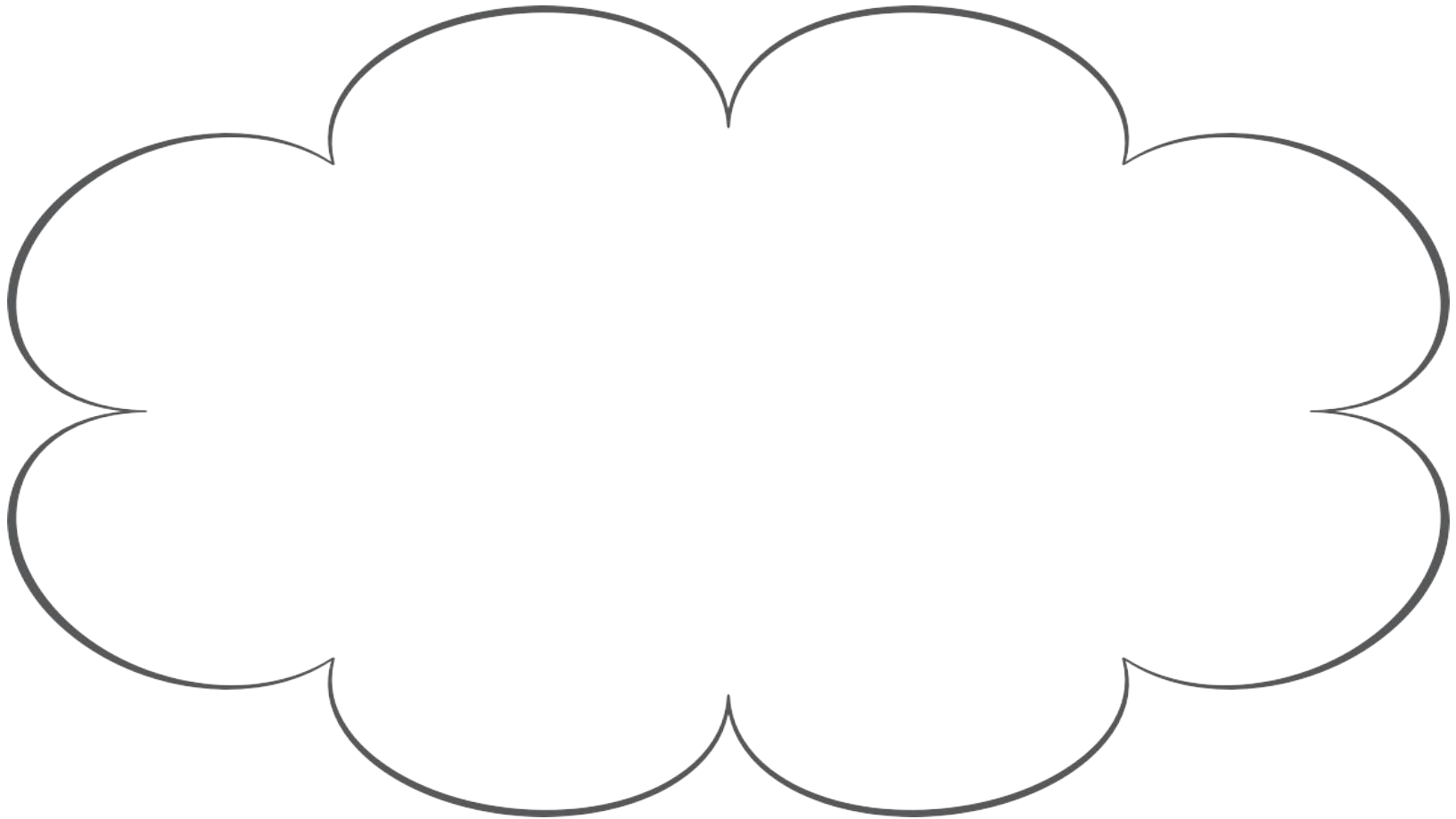
[▶ Watch the video of the USA Groundhog Day tradition. Conduct your own geographical inquiry about this or one of the other unique cultural traditions listed below. Use the outline on the following page to write your questions and the information you find.](#)

- Running of the Bulls, Spain
- Monkey Buffet, Thailand
- Holi Festival, India
- Greek firework battle





What I discovered:





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
afraid failure complain straight Adelaide entertain	fetch stitch hatch switch scratch stretch	wasp squash wallaby quarrel quality quantity

- d) Proper nouns are names of people or places that require capital letters, e.g. *Adelaide, Prince William*. Write three other places and three other names that you can think of that are proper nouns.
- e) Which list words rhyme with **moral**, **spade**, **slosh**, **debate** and **suede**?
 (Note: The spelling can be different.)

Reading and Viewing/ Writing and Representing

Learning Intention

I am learning to understanding how personification is used in language

Success Criteria

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

- understand, interpret and experiment with personification
- select appropriate language when using personification.



Click here to
listen to the
instructions

Reading and Viewing- Character

Personification

Personification is a type of figurative language where non-human things are given human qualities.

Task: Match the object to the human quality to complete the sentence. Write the sentences in your exercise book.

Object		Human Quality
The candle flame		nodded in the wind.
The chocolate cake in the fridge		crept into the classroom.
The party		danced in the dark.
The wallflowers		sang a lonely song.
Along with the teacher, silence		was calling her name.
The wind		died as soon as he left.



Click here to listen to the instructions

Writing and Responding- Character

Personification- Upload to Google Classroom Wednesday W9

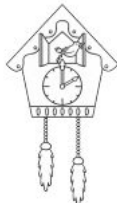

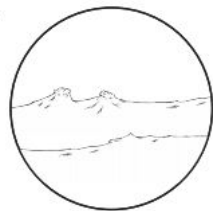
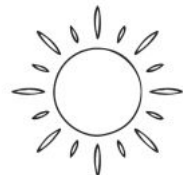


Task 1: Complete in your exercise book.

Use a picture and choose a verb to create your own sentence using personification to describe an object. Use the best verb to create the image that you want to put in the reader's mind.

For example:

The Summer sun hugged the meadow.

You will need to create a sentence using personification for each picture and verb.

	sang		watched	
	hugged	yelled	screeched	
	smiled		swallowed	

Task 2: Write 4 sentences of your own using personification and more than one verb that will put an image in the reader's mind.

For example:

The tiny boat danced wildly in the waves as the sails pleaded for calm.



Click here to hear instructions

Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here



Break 1

Fitness/Wellness

[Click here for Joke Fitness](#)

You will need:

- Space to exercise
- Your runners/joggers
- A sense of humour

Joke Fitness

- You will have 10 seconds to rest and hear the next joke question.
- You will get a surprise exercise for 30 seconds.
- After 15 seconds I will give you the answer to the joke.
Keep exercising until the next question comes up!



Mathematics

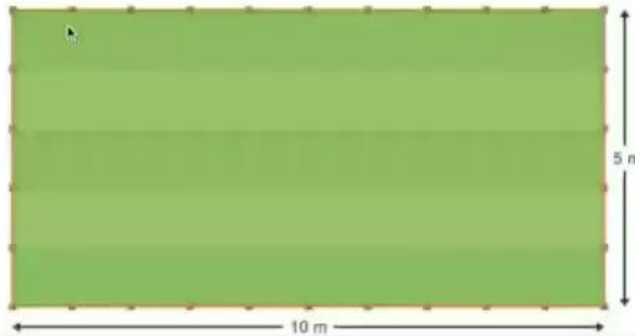
Student resources

Watch

Perimeter

Calculating the perimeter...

Sometimes, not all measurements on a 2D shape will be shown. For example in the image below, you are only given the length and width of two sides of the rectangle and the other two sides are blank. This means that the opposite side of each dimension is identical unless the questions tells you otherwise. The width is 5m on each side and the length is 10m on each side.



[Click here to hear instructions](#)





[Click here to hear instructions](#)

Length

Learning Intention

We are learning to calculate the perimeters of two dimensional shapes using familiar metric units

Success Criteria

By the end of this lesson I will:

- know that perimeters of 2D shapes can be found by finding the sum of (adding together) the side lengths
- calculate perimeters of common 2D shapes, including squares, rectangles, triangles and regular polygons with more than four sides

Warm up

Length

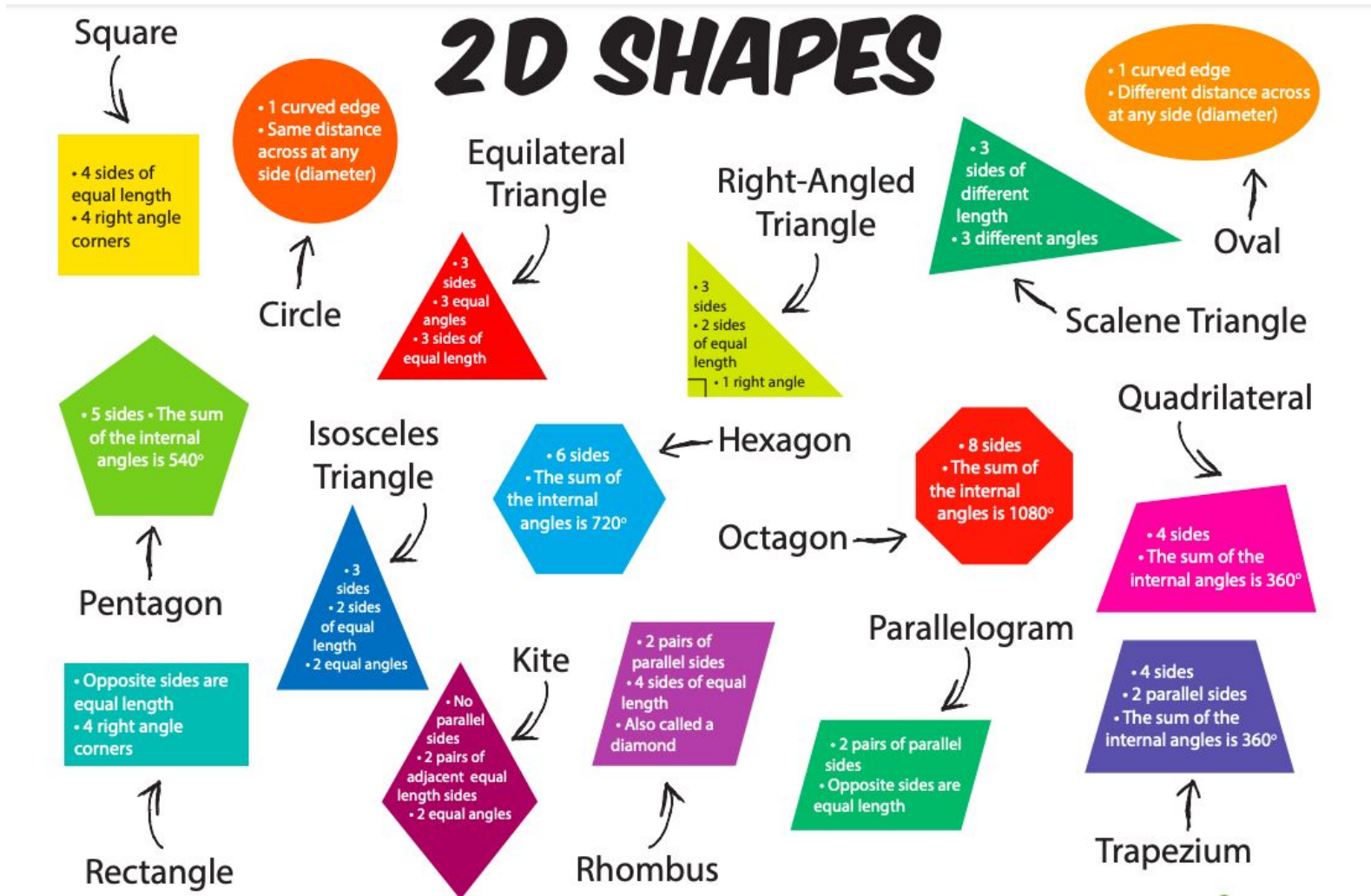
Set a timer for 10 minutes, log into Mathletics and complete 1 assigned activity.





First, let's look at common 2D shapes

Below is a poster of common 2D shapes. It is important to know these shapes before looking at perimeter.





Ask yourself this question...

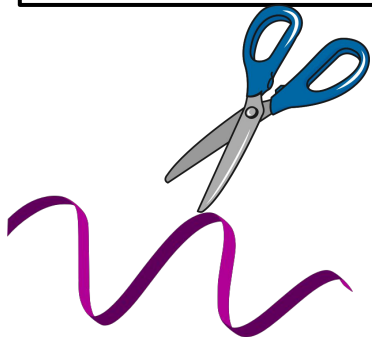
[Click here to hear instructions](#)

Say you need to put a ribbon border around a picture.

How would you decide how long the ribbon needs to be?

One way would be to measure each side and add them together.

The sum of all the sides together is called the perimeter.





[Click here to hear instructions](#)

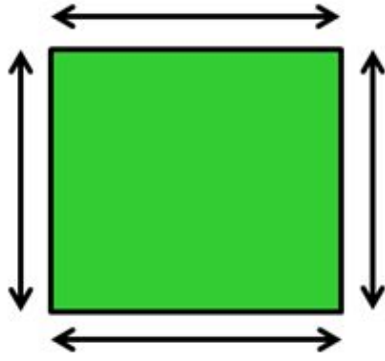
Perimeter

What is perimeter?

Perimeter is the continuous line forming the boundary of a closed 2D shape.

What is Perimeter?

The perimeter is the distance all the way around the outside of a 2D shape.



The diagram shows a green square with four double-headed arrows pointing outwards from each side, representing the measurement of the perimeter.



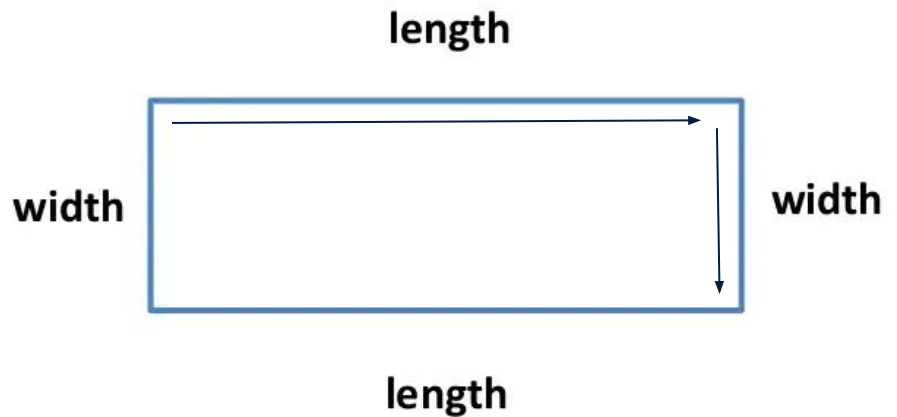


[Click here to hear instructions](#)

Perimeter

Calculating the perimeter...

When calculating the perimeter of **rectangles**, for example, you must first identify the dimensions, which are the length and the width. See picture ----->



The length and the width are usually the same on opposite sides with shapes like these.

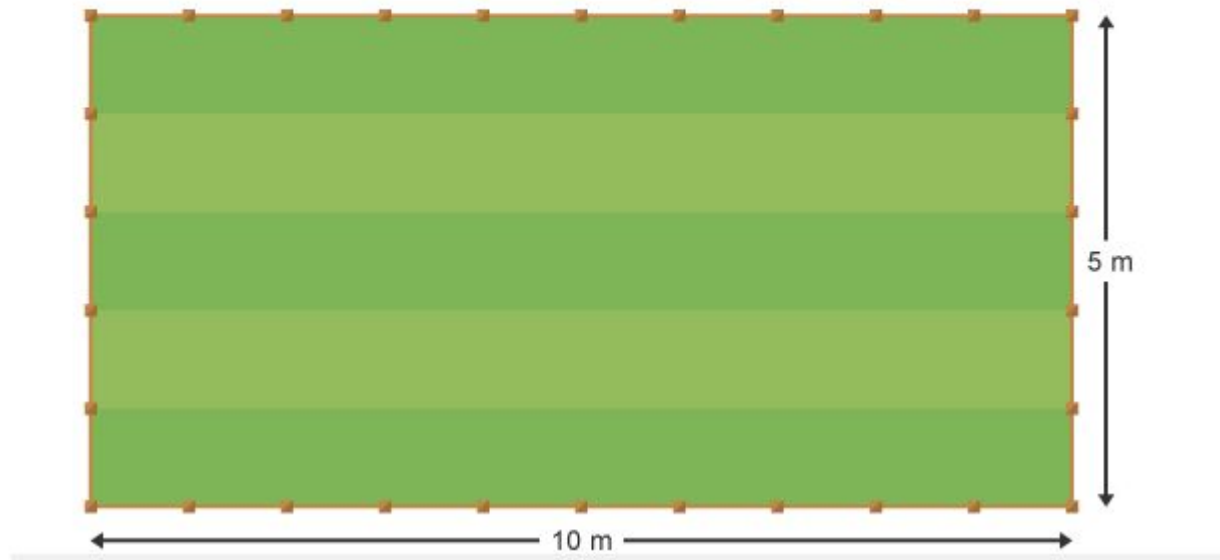


[Click here to hear instructions](#)

Perimeter

Calculating the perimeter...

Sometimes, not all measurements on a 2D shape will be shown. For example in the image below, you are only given the length and width of two sides of the rectangle and the other two sides are blank. This means that the opposite side of each dimension is identical unless the questions tells you otherwise. The width is 5m on each side and the length is 10m on each side.

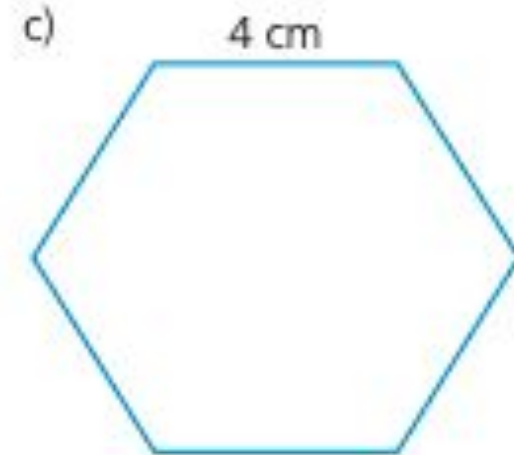


[Click here to hear instructions](#)

Perimeter

Calculating the perimeter of a common 2D shape.

Take a look at this hexagon (6 sided 2D shape). We are only given the measurement of one side, 4cm. This image is telling us that all six sides are 4cm. If the questions asks you to find the perimeter of this 2D shape, you will need to find the sum of each side and you will find the perimeter of this shape!



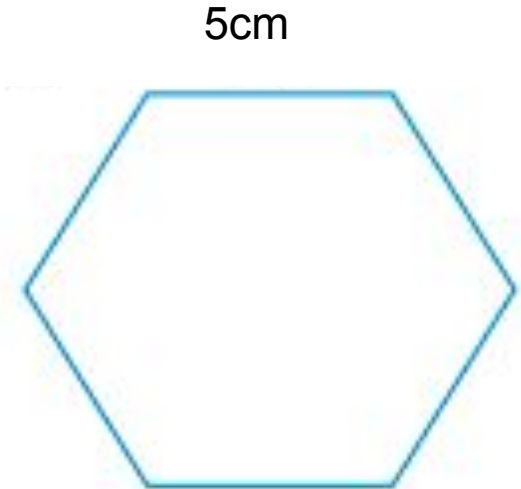
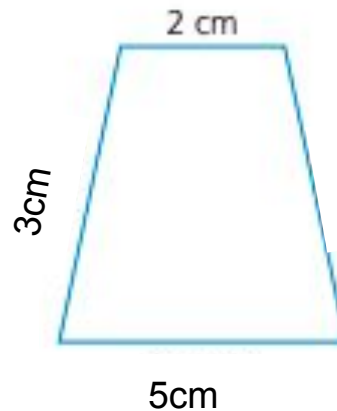


Mathematics Activity 1

Can you calculate the perimeter of these 2D Shapes?

Complete this in your exercise book and upload it to Google Classroom

Wednesday W9.



Remember
perimeter means
adding all the sides
together.

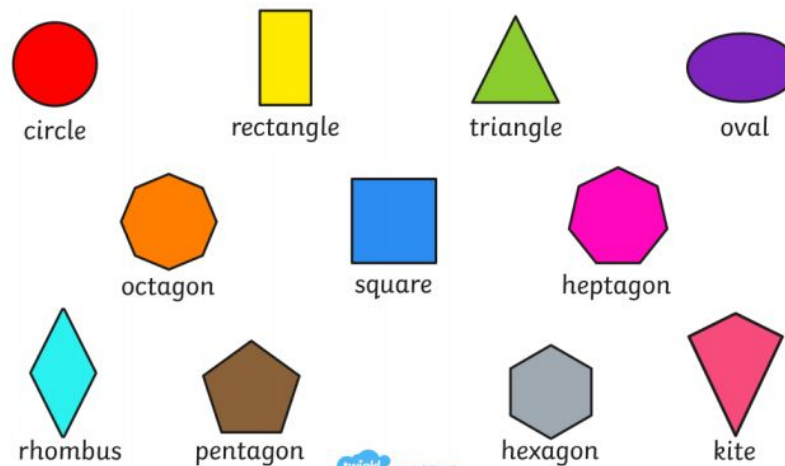
Click here to hear instructions



Mathematics Activity 2

Word Problem. Complete this activity in your exercise book, take a picture and upload it to Wednesday W9.

Can you draw a regular 2D shape with a perimeter of 20cm?





PDHPE

Student resources

Day 2

Foot skills and dribbling

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

[GetActive@Home – Episode](#)



Break 2

Energy Yawn Yawning helps re-energise the brain.

1. Massage the muscles around the junction of your jaw.
2. Let your bottom jaw drop and open your mouth to yawn.
3. Thinking about yawning and watching others yawn will help you yawn.
4. Try to yawn deeply 6 times.



CAPA

Kearns PS Online Learning Creative and Practical Arts Stage 3

Week 9

Learning Intention

We are learning to identify two artistic techniques in a Sidney Nolan piece.

Success Criteria

I can:

- Identify foreground, middle ground and background
- Draw a piece of artwork that has clear foreground, middleground and background that show the horizon
- Use the technique of distortion to individualise artwork

Ned Kelly Series.



Ned Kelly Series.



Watch this clip to learn more about the Ned Kelly series of Artworks that hang in our National Art Gallery in Canberra.

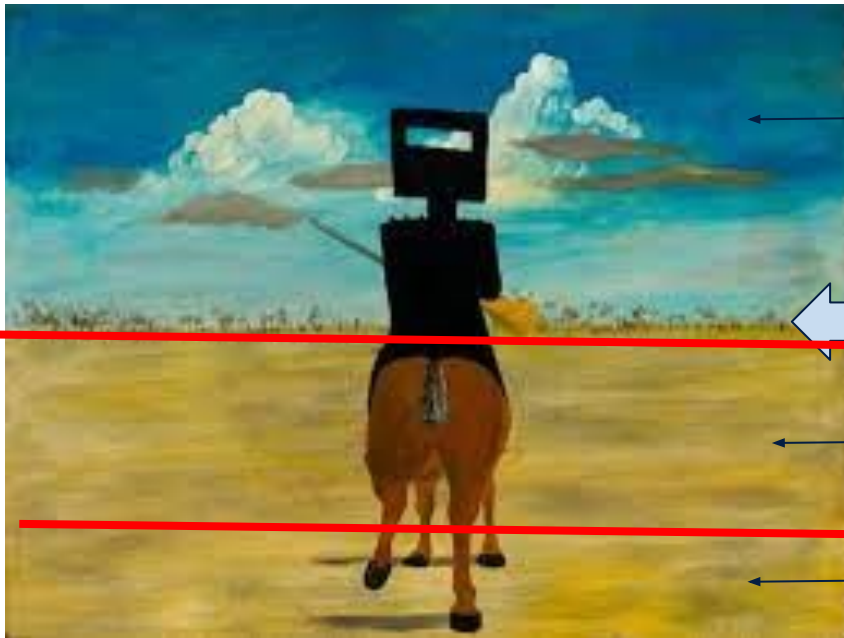
<https://www.youtube.com/watch?v=VCtnUteuN18>



A time in history.

- Ned Kelly was an infamous bushranger in Victoria around 1878-1880.
- He was recognised for his simple suit of armour with a small-ish space for him to see.
- Sidney Nolan's depiction of the Ned Kelly story was made between 1946 and 1947, post WWII in Australia.
- The collection is a historical summary of the events presented in a real life way.
- This connects to Julian Ashton and his depiction of the Goldrush as visual summaries of Australian history of its time.

Showing the artistic techniques



Background

The **horizon** is clearly shown in this artwork. It emphasises the flat, bleached yellow landscape of Australia. The trees clearly define the horizon.

Middleground

Foreground

Distortion is not really shown as clearly in this piece as it was in *Pretty Polly's Mine*.

Have a go for yourself?

Try and create one of your own Sidney Nolan's artwork from the Ned Kelly series. Upload it to your Google Classroom.



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, with the word 'SQUIZ' in black and 'KIDS' in blue. A yellow headphones icon 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.

ai sound "ay" e.g. day	tch sound "ch" e.g. rich	a sound "o" e.g. stop
afraid failure complain straight Adelaide entertain	fetch stitch hatch switch scratch stretch	wasp squash wallaby quarrel quality quantity

h) Here are some clues for other 'a' as in 'swap' words not in the list. Write the words.

- I sometimes sprinkle pepper and s_____ on my food.
- To keep safe I have to w_____ my hands.
- I can crouch down or I can squ_____.
- My dog's fur is starting to m_____.

Reading and Viewing/Writing and Representing

Learning Intention

I am learning to understand, interpret and experiment with sound devices when reading and writing poetry.

Success Criteria

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

- Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification in an acrostic poem
- Identify the relationship between words, sounds, imagery and language patterns in acrostic poems.
- Write an acrostic poem using sound devices

Reading and Representing

Acrostic Poetry

[Click here to watch the video lesson with Mrs Freney](#)

An acrostic is a poem in which the first letter of each line spells out a word, message or the alphabet. Each line must start with the first letter of the spelling of a word.

Interrupted

It snuck up unexpectedly
None of us prepared
The virus stopped us in our tracks
Everything went silent
Right now we're
Rushing nowhere
United in isolation
Plans all put on hold for now
Tick tock, tick tock, time passes by
Empy places wait for us to
Descend on them again

Answer the following questions in your exercise book

1. What do you think the poem is about?
2. Can you find any examples of personification in the poem? Write the lines where you can identify personification.
3. What do you think the mood of the poem is?
4. Does the mood change in the poem? Explain your thinking.

Writing and Representing



Click here to listen to the instructions

Acrostic Poem

Task: This is a highlighted task. Upload to Google Classroom Wednesday W9.

Create an **acrostic poem** that contains careful language choices to capture the events and feelings of this unique time in history.

Choose an appropriate keyword to build your acrostic poem upon.

You may choose any word that relates to the world's or your personal situation at the moment, but here are some suggestions:

isolation change hopeful togetherness lonely uncertain action positive future family

Write your word vertically down the left side of your page, then use these letters to begin each line of your poem.

Eg **FAMILY**

Forever together

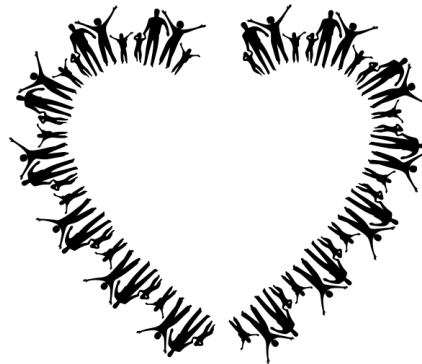
Again and again

My life is like a merry-go-round

Inside we are hibernating bears

Light is at the end of the tunnel

You will all get through this together



Extension:

Film yourself reading your acrostic poem and upload it to Google Classroom.

Break 1

Fitness/Wellness

[Click here for Dice Fitness](#)

- a dice
- Space to exercise
- Your runners/joggers
- Ask your family if they would like to join in too

Roll the Dice Fitness?

- Roll the dice and see what number you land on.
- When the slide changes you will discover what exercise you will get to do!
- Do the exercise that matches the number you rolled on your die.



DIRECTIONS:

YOU WILL HAVE 10 SECONDS TO ROLL YOUR DIE. EACH ROUND, YOU PERFORM THE EXERCISE THAT MATCHES THE NUMBER THAT YOU ROLL. EACH ROUND THERE WILL BE DIFFERENT EXERCISES. WORK HARD AND HAVE FUN!



Mathematics

Student resources



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

Length

Learning Intention

We are learning to calculate the perimeters of two dimensional shapes using familiar metric units

Success Criteria

By the end of this lesson I will:

- know that perimeters of 2D shapes can be found by finding the sum of (adding together) the side lengths
- calculate perimeters of common 2D shapes
- recognise that rectangles with the same perimeter may have different dimensions

Warm up

Length

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

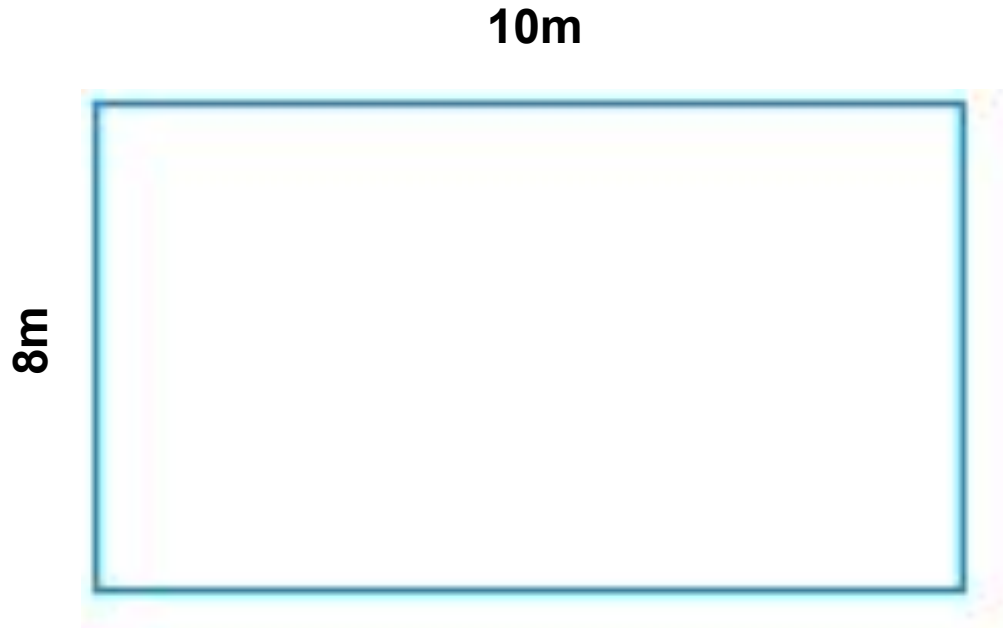


[Click here to listen to the instructions](#)



What is the perimeter?

Calculate the perimeter of this 2D shape. Remember, when all the dimensions are not shown, the length and the width are the same on both sides so use the opposite sides measurement. Complete in your exercise book.



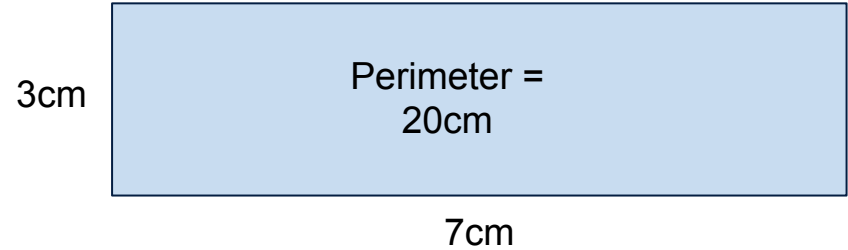


Perimeter

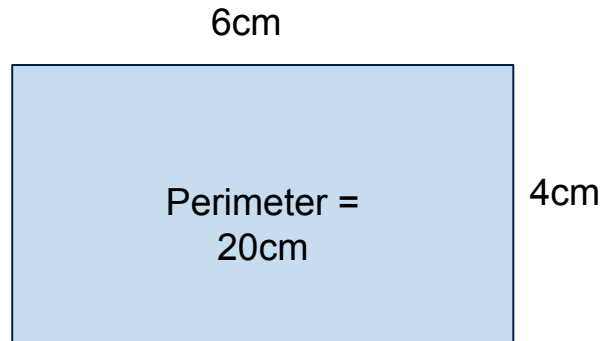
Same perimeter, different dimensions.

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

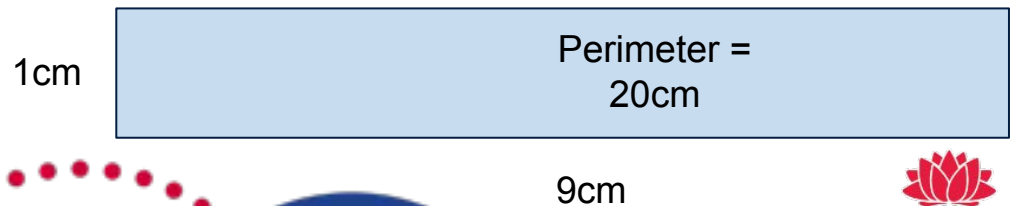
Today we will be looking at different rectangles with the same perimeter.



Shapes can have the same perimeter, but have different dimensions and look different! This is similar to our volume lesson where we learnt how different 3D shapes can have the same volume.



Every rectangle on this slide has a perimeter of 20cm but all have different dimensions (length and width).





Mathematics Activity 1

Complete in your exercise book, take a picture and upload to it to Thursday
W9 on Google Classroom.

How many rectangles can you draw with a perimeter of 32cm?

Steps:

1. Think about what numbers you can add together to make 32
2. Use a ruler to draw your rectangles and label the dimensions (length and width)
3. Remember, we are drawing rectangles. The length must be the same measurement on both sides and the width measurements must be the same on both sides, just like on the previous slides examples.





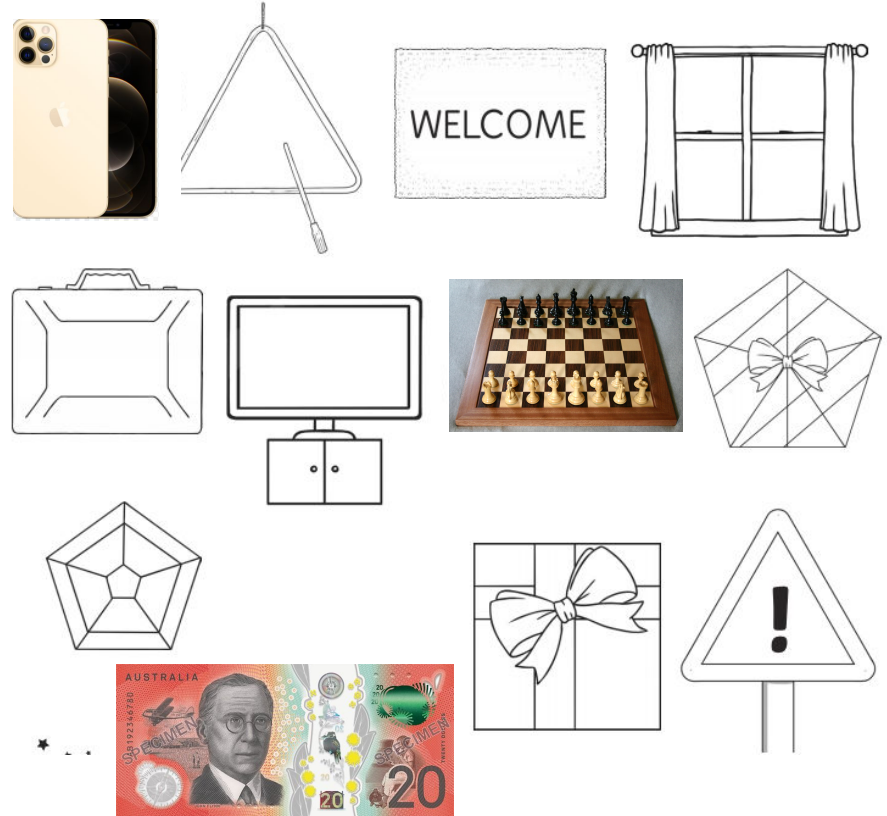
Mathematics Activity 2

Complete in your exercise book.

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

For this activity, you will be going on a perimeter scavenger hunt in your home!

You need to find as many 2D shapes in your home and then calculate their perimeters by measuring their length and width and adding all sides together!





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 to be safe online.



What does online mean?

Online means when you use

- the internet
- phone apps
- games
- social media





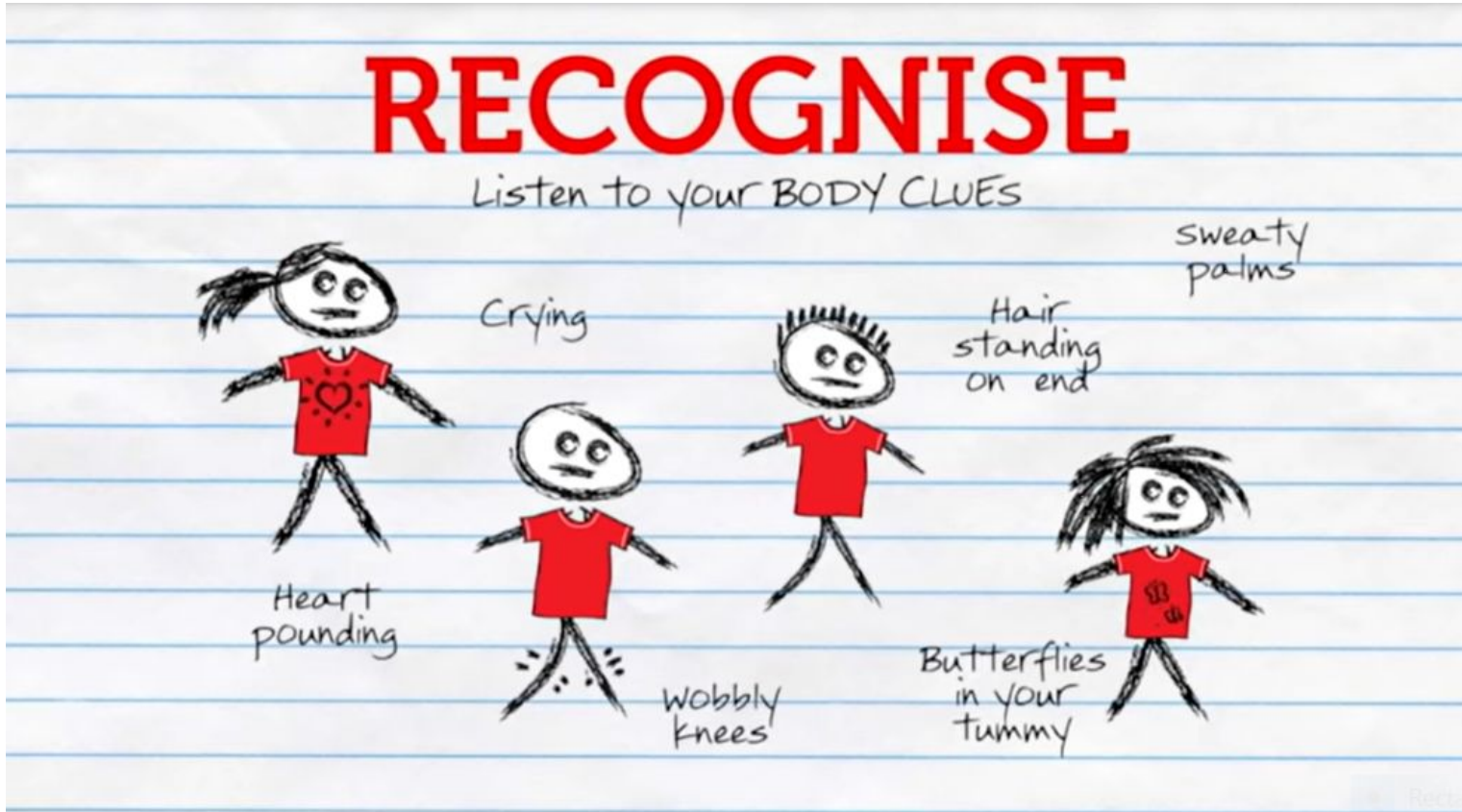
Staying safe online

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.

<https://video.link/w/KMY6c>



Staying safe online





Staying safe online

**Never Accept
A Friend of a Friend**

**Don't Give Out
Personal Details**





Staying safe online

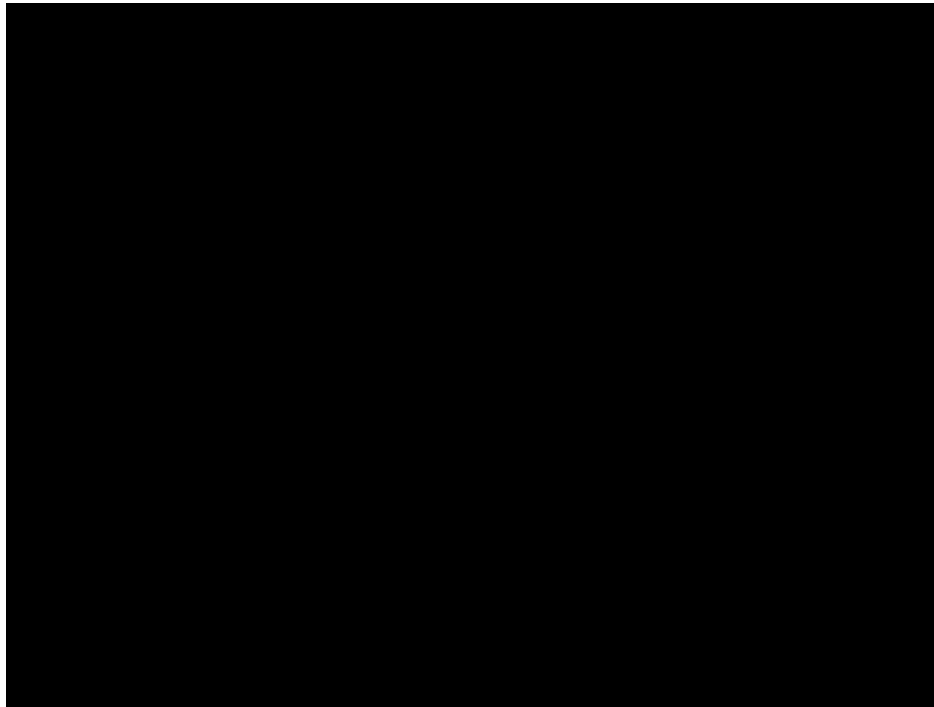
**Always Think About
The Information
You Are Giving Out**





Staying safe online

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





Staying safe online

Click below to explore the eSafety kids website

[Kids | eSafety Commissioner](#)

eSafetykids





Cyberbullying

Watch the video to learn about cyberbullying and to learn how to be a positive bystander if someone is being bullied.

Click here to watch the video - <https://video.link/w/44Z6c>





Cyberbullying - Important Reminders



- Report the bullying to someone you trust straight away—like a parent, sibling, uncle or aunt, teacher or friend.
- Don't join in—don't comment on posts, images or videos that could hurt others.
- And remember, always support your friends online and offline.





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. Never share personal information about myself online.

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



ZIP IT

Keep your personal stuff private and think about what you say and do online.



BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.



FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.



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.

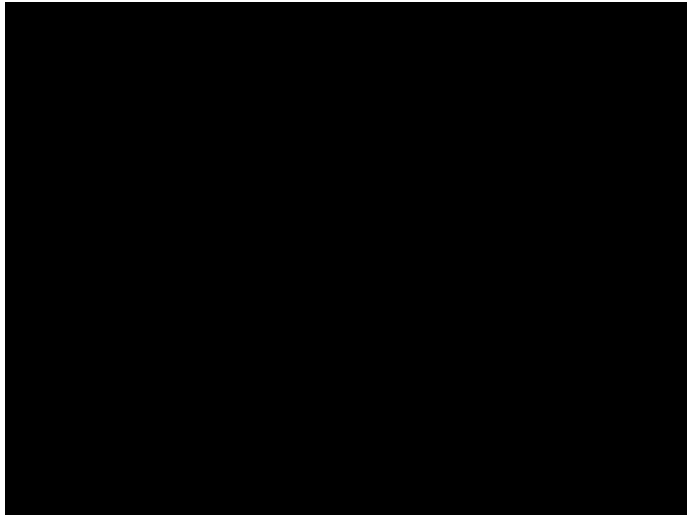
Mrs Freney and Mrs Roda.

Reflection Points:

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

Friday Week 8 Wellbeing Day

Watch



A person is shown from the chest up, holding a lit sparkler. The sparkler is bright and glowing, with many sparks flying out. The person is wearing a grey, textured sweater. The background is a dark, solid color. The text is overlaid on the lower half of the image.

**Don't forget to
check in on
Google
Classroom**

Wellbeing Day Week 9

STEM: Can you build the tallest card tower?

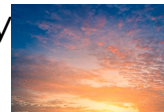


Act of Kindness:



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

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



Fitness Challenge:

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



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



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



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



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



Theme: Spring

