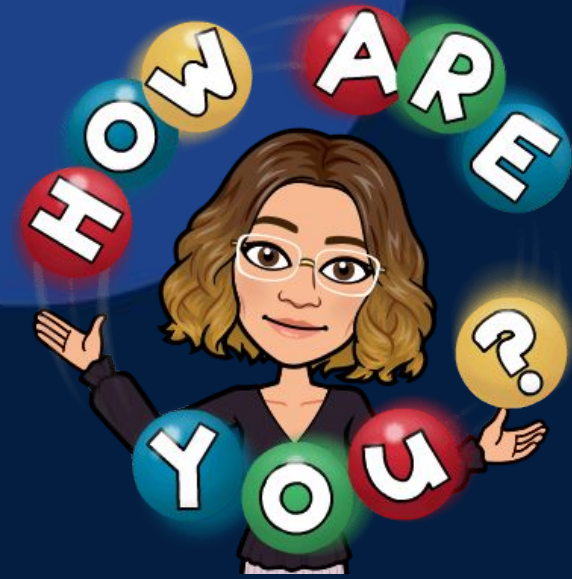


Kearns PS Online Learning – Stage 3

Daily Lessons



GOOD MORNING!



Monday

- Draw a picture of your family and friends.
- If you have pets, you can draw them too.
- Put your picture on your desk or where you are doing your learning to remind you of who you care about and who cares for you.



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

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 20-30 minutes
- Summarise the main events in what I have read
- Make connections to what I have read



Reading Response

Click here to listen to the instructions

Find a comfortable spot without distractions and spend 20-30 minutes reading a novel of your choice. You can choose your own novel or a novel from Epic Books. Set a timer for 20-30 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 novel today.
- Can you make any connections with another text or something in your life?



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

Learning Intention

I am learning to plan and draft a persuasive text using rhetorical questions

Success Criteria

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

- Recognise a rhetorical question
- Write a rhetorical question
- Understand how rhetorical questions are used when writing persuasively
- Write a hotel review using rhetorical questions to persuade the reader



Click here to
listen to the
instructions

Writing - Rhetorical Questions

- Rhetorical questions are questions where a response is not expected.
- They are a language choice that writers (or speakers) use to try to emphasise their point or gain agreement.
- They are often used in persuasive texts.
- Here is an example, with the rhetorical question underlined:

For some reason our parents think we should help out with chores at home. Don't they realise that we are already busy enough? There is little time left over for hobbies and interests once we have completed our homework. We should not be expected to do chores as well!

- The writer does not expect you to answer their question, there is an assumption that you will agree with them.
- Watch this video to learn more about rhetorical questions
- [**Rhetorical Questions: How to include them in your writing**](#)

Writing - Rhetorical Questions- Hotel Review



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

Here is a negative hotel review.

Write all the rhetorical questions you see in your exercise book.

REVIEW

We recently stayed at the Country View Inn and do not recommend this accommodation. Firstly, the place was filthy! The bedsheets were stained, there was a horrible smell throughout the room and the floor was unclean. Does this hotel not own a vacuum cleaner? Next was the poor service. When we arrived the office was closed. We had to ring the buzzer and wait for 15 minutes for the manager to show up. Are you kidding me? Who wants to wait around for 15 minutes after such a long drive? When the manager did finally arrive he was unapologetic and couldn't find our room key. Hopeless! Don't even get me started on the food... We ordered room service and when it finally arrived it was cold and unappetising. How hard is it to deliver a bowl of chips while they're still hot and crunchy? Very hard, apparently. And the prices on the menu were outrageous. Do they think money grows on trees? Do you like staying at clean, friendly hotels with good food? Yes? Then do not stay here.



Writing - Rhetorical Questions

You can use the attached doc in your classwork or write a review in your exercise book, take a photo and upload to Monday W7 on Google Classroom.

Task:

- Write a hotel review of your own including some rhetorical questions.
- Your review will be of the Ocean Beach Family Resort and may be positive or negative.





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



Spelling

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

Click here to listen to the instructions

 sound "m" e.g. m ilk	 sound "g" e.g. g rog	  sound "sh" e.g. sh op
climb limb bomb plumber womb tombstone	stagger shaggy wriggle snuggle smuggle aggravate	chef quiche brochure musician vicious financial

- Copy the list words out into three columns as above. Write the sound (**in bold**) in a different colour, or underline it.
- Put any ten list words into sentences.
- Write the list words that are *synonyms* (similar in meaning) for **gravestone**, **cook**, **annoy**, **scale**, **cuddle** and **pamphlet**.



Click here to hear instructions

Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here

Break 1

Get up and groove and do a brain break dance party. Take a quick dance break with the people in your household, or even have a dance-off (singing along is also highly recommended).



Mathematics

Student resources

Watch Before Starting Mathematics

Capacity

What is capacity??

The amount that something can hold.

Volume is the amount of space a 3D shape takes up.
Usually it means volume, such as millilitres (ml).

Example: This glass has a capacity of 300 ml (but is actually holding only 150 ml).

Here's something to help you remember, when you see mL, the L stands for liquid.



Volume and Capacity

Learning Intention

I am learning to measure volume and capacity using metric units.

Success Criteria

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

- determine the difference between volume and capacity
- converting measurements between mL and L
- select and use appropriate units to measure the capacities of a variety of containers

Warm Up

There are two choices for your warm up today. Warm up 1 and Challenge. You can choose which one you do! Set a timer for 10 minutes and complete your warmup.

Warm up 1
<https://au.splashlearn.com/division-games>
Click the link and scroll down to the Divide by 10 Activity

Challenge
[Interactive Math Lesson | Multiplying and Dividing Whole Numbers by 10, 100, and 1,000](#)



Divide by 10

Practice divisions facts for 10. You should target knowing these facts by memory in this year.

Play Now

iKnowIt Multiplying and Dividing Whole Numbers by 10, 100, and 1,000 Login

Find the quotient.

$$25,000 \div 1,000 = \square$$

Progress: 0/15
Score: 0

Hint Submit

Volume

What is volume?

Volume is the amount of space a 3D shape takes up.

volume

**the amount of
space something
takes up**

Capacity

What is capacity?

The amount that something can hold.

Usually it means volume, such as millilitres (ml) or litres (l)

Example: This glass has a capacity of 300 ml (but is actually holding only 150 ml)

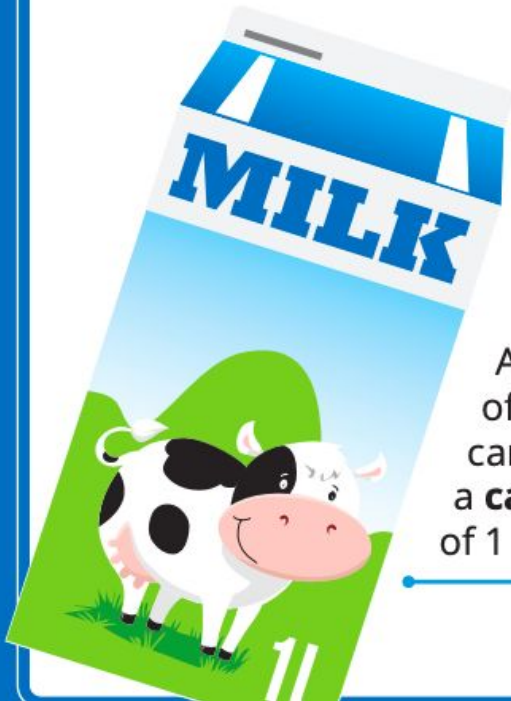


What's the difference between volume and capacity?

Capacity vs Volume

Capacity is the amount of liquid a container can hold.

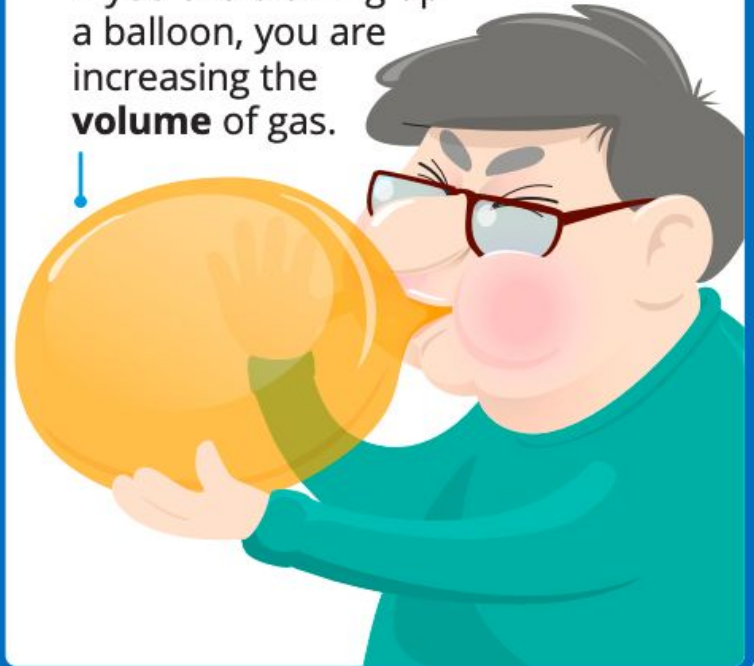
We measure the **capacity** of anything which can hold something else.



A carton of milk can have a **capacity** of 1 litre.

Volume is how much space an object takes up. It includes solids, liquids and gases.

If you are blowing up a balloon, you are increasing the **volume** of gas.



Read

Volume and Capacity - Millilitres and Litres

Capacity refers to the amount a container can hold and is usually associated with liquid.

1 000 millilitres = 1 Litre

1 000 mL = 1 L

milli in latin = 1000th

Watch [Milliliters and Liters](#) to learn more about Volume and Capacity.

Read

When we convert:

millilitres to litres we	\div	by	1 000
litres to millilitres we	\times	by	1 000

Task 1

Complete this in your exercise book. Write these amounts in litres:

Example: 1000 mL = 1L

a 2000 mL =

b 8000mL =

c 6000mL =

d 5000 mL =

Task 2

Complete this in your exercise book. Convert these amounts to millilitres:

Example: 2 L = 2000 mL

a 8L

=

c 9L

=

e 5L

=

b 2L

=

d 6L

=

f 10L

=

Task 3

Which unit would you use for measuring the capacity of each of these objects? Complete this in your exercise book.

Write L for litres or mL for millilitres:



a 2 _____



b 5 _____



c 1 _____



d 300 _____



e 4 _____



f 250 _____

Task 4

Draw these jugs and colour the quantities shown below. Complete this in your exercise book.



a half a litre



b $\frac{1}{4}$ of a litre



c $\frac{3}{4}$ of a litre



d 900 mL

Task

Complete an activity on Mathletics.





PDHPE

Student resources

Monday

Hopping

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

[GetActive@Home – Episode](#)



Break 2

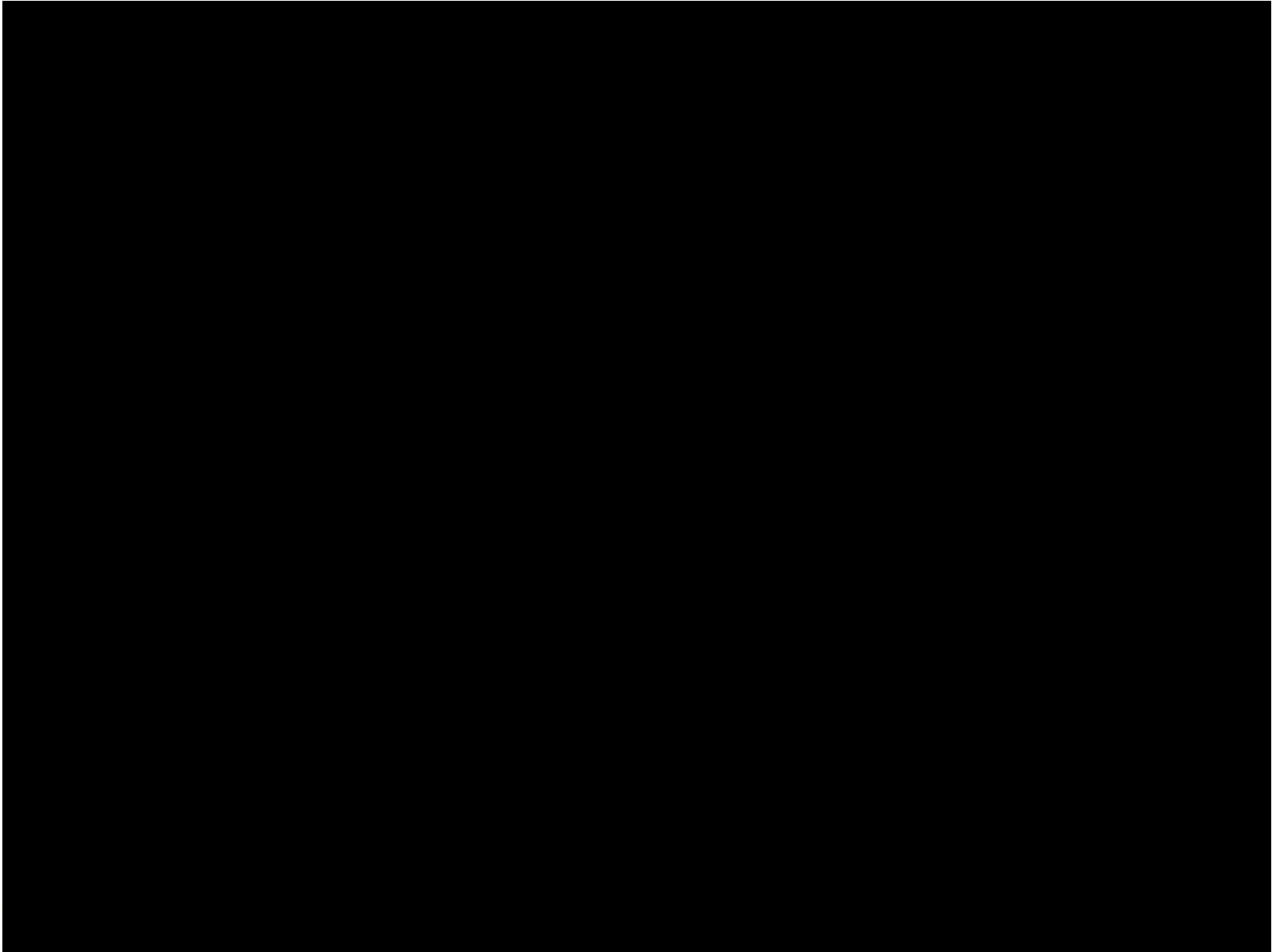
Toe Tapping

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.



Science



Why do some things float?

How can a 6,000kg elephant float?



Why do some things float?

Can you find what these words mean? You can write them in your workbook

1. Float
2. Sink
3. Buoyancy
4. Density
5. Displace

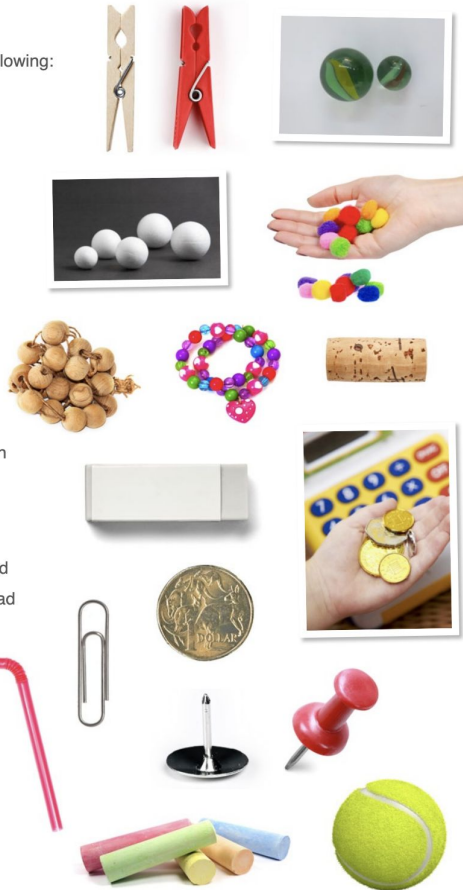
Why do some things float?

Experiment time!

INVESTIGATION QUESTION 2

You will need at least six of the following:

- a wooden peg
- a plastic peg
- a small glass marble
- a large glass marble
- a small polystyrene ball (e.g. bean bag filling)
- a craft pom pom
- a wooden bead
- a plastic bead
- a cork
- an eraser
- a 'play money' coin
- a real coin (same denomination as the play coin)
- a piece of drinking straw
- a paperclip
- a drawing pin with a metal head
- a drawing pin with a plastic head
- a piece of chalk
- a tennis ball
- a container of water.



2 Investigation 1: Floaters and sinkers

Step 1: Collect some of the materials listed on page 2. Predict which ones will sink and which ones will float in water by writing them into the appropriate column in the table.

Floaters	Not Sure	Sinkers

Step 2: Test your predictions by placing each object in the water and observing what happens. Record your results by circling the 'floaters' in your table in one colour, and the 'sinkers' in another colour.

Step 3: With a partner, discuss your results. Do the floaters (or sinkers) have something in common? Did any results surprise you?

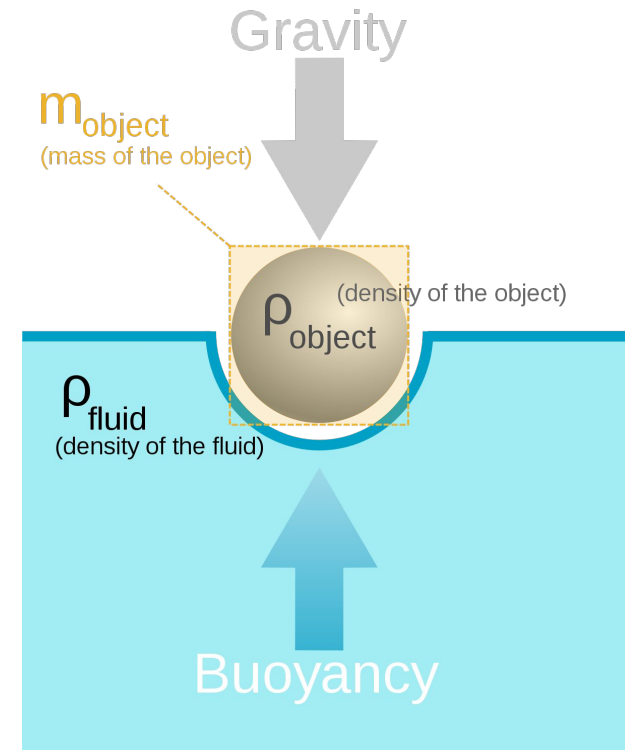
3 From your results to Investigation 1, choose a floater and a sinker that are about the same shape and size. Hold one in each hand and compare them. Why do you think that one floats and one sinks?

Why do some things float?

What forces help to float?

We know about gravity and air resistance as forces that affect how we move. When it comes to water, a force called **Buoyancy** comes into play.

Buoyancy is what causes objects to float, and depends on the density of an object compared to water. If the object is less dense than water, it will float. If it is more dense than water, it will sink. The weight or mass of an object will not affect buoyancy

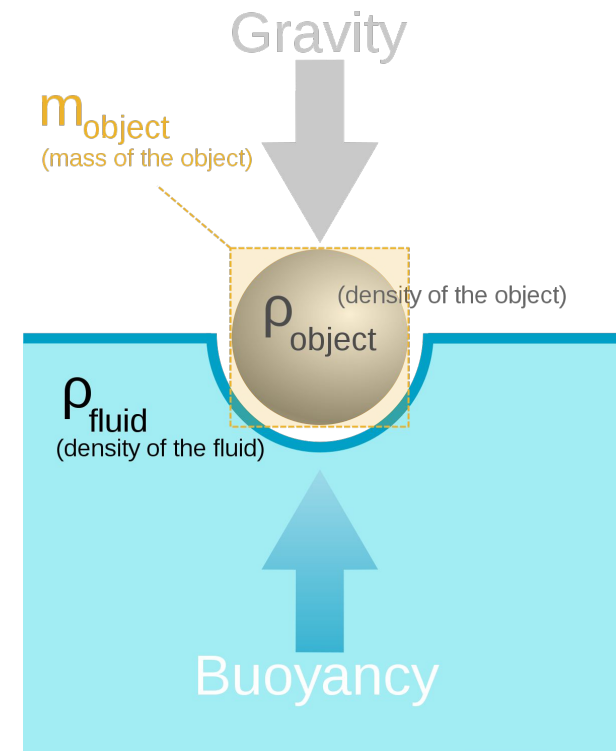


Why do some things float?

What forces help to float?

When an object is placed in water, it pushes the water underneath it down and out to the sides. (You might have noticed this in the bath – when you sit down, the water level goes up). The water that has been displaced (pushed out of the way) pushes back up on the object. This force of this water pushing up on the object is called buoyancy. If the upward buoyancy force is equal to the force of gravity pulling the object downward – the object will float. If the buoyancy force is less than gravity – the object will sink.

In the image on the right, the ball is pushing the water out to the sides, but the water wants to move back to where it was, which pushes the ball back up, making it float.



Why do some things float?

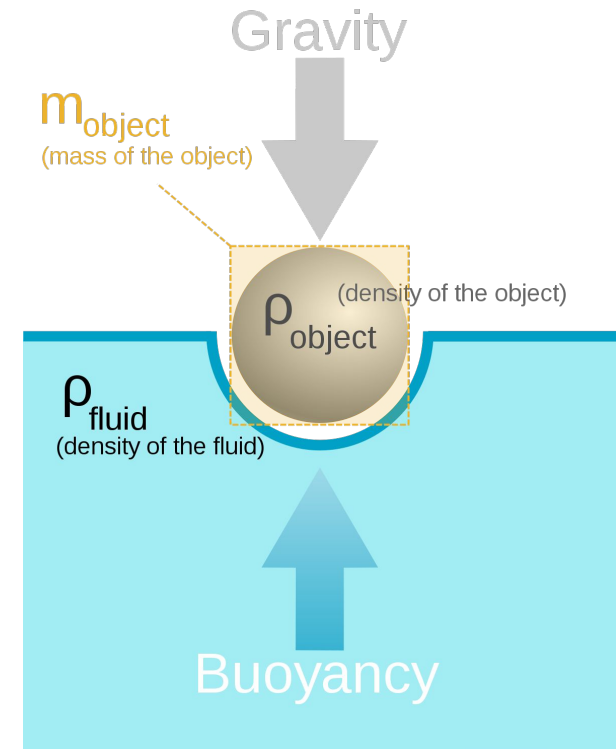
What forces help to float?



Look at the elephant swimming. As it sunk into the water, the water was pushed to the sides, displacing the water. The water wants to move back to where it was, so it pushes the elephant back up to the surface of the water, helping it to float.



The cargo ship is A LOT bigger (220,000,000kg!), yet it floats by using the same forces as the elephant.





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

Today, for a warm-up, we're going to explore our senses.

- First, notice 5 things that you can see.
- Second, notice 4 things you can feel.
- Third, notice 3 things that you can hear.
- Fourth, notice 2 things you can smell.
- Finally, notice 1 thing you can taste.





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

Listen

[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.





Reading and Writing

Click here to
listen to the
instructions

Learning Intention

We are learning to interpret information bias in a text

Success Criteria

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

- Identify the negative point of view in a text
- Write an opposite/positive point of view
- Recognise personal bias in a piece of writing



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

Perspective - Point of View

Read the review from yesterday below.

We recently stayed at the Country View Inn and **do not recommend** this accommodation.

Firstly, the place was filthy! The bedsheets were stained, there was a horrible smell throughout the room and the floor was unclean. Does this hotel not own a vacuum cleaner?

Next was the poor service. When we arrived the office was closed. We had to ring the buzzer and wait for 15 minutes for the manager to show up. Are you kidding me? Who wants to wait around for 15 minutes after such a long drive? When the manager did finally arrive he was unapologetic and couldn't find our room key. Hopeless!

Don't even get me started on the food... We ordered room service and when it finally arrived it was cold and unappetising. How hard is it to deliver a bowl of chips while they're still hot and crunchy? Very hard, apparently. And the prices on the menu were outrageous. Do they think money grows on trees?

Do you like staying at clean, friendly hotels with good food? Yes? Then do not stay here.

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

Negative and Positive Point of View

Create a table in your exercise book to complete the activity. When you are finished, take a picture and upload it to Tuesday W7 on Google Classroom.

Task: After reading the negative review on the previous slide, fill in the table with the negative review. Then write an alternative positive review of the same issue. The first two have been done for you.

Negative Point of View	Positive Point of View
The hotel was filthy	The hotel was pristine and clean
The bedsheets were stained	The bedsheets were crisp and white
There was a horrible smell throughout the room.	



Reading and Responding

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

Learning Intention

We are learning to think critically about the reliability of information

Success Criteria

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

- Identify different perspectives and points of view
- Use the SAFE methods to check if information is reliable
- Interpret information from a variety of sources eg interviews, brochures, advertisements and encyclopedias.



English

Examining the Reliability of Information

Click here to
listen to the
instructions

Learn how to think critically about the reliability of information from different sources by tracking down a black panther in this activity called “Riddle of the black panther:

- **Make sure you take photos of the Black Panther when you enter the task.**
- **Will you be able to use the SAFE test to find the Black Panther?**

[Click here for the Riddle of the Black Panther Online Task](#)

Extension

Reliability of Information - SAFE Test

Play safe! Use the SAFE test!

To check if information is reliable, ask yourself these questions.

Select each letter to find out more.

S

Source

Does this evidence come from a **reliable source** (photograph, article, person or Internet site)? How do I know it's reliable?

A

Attitude

Does this evidence express a **positive attitude** or a **negative attitude**? How can I tell? A strong positive or negative attitude may mean the **source** is **biased** and not completely reliable.

F

Facts or assertions

Does this evidence provides facts or make **assertions**? Assertions aren't as **reliable** as facts.

E

Emotions

Does this evidence express any strong feelings? If so, what are they? Expressing strong emotions may mean the **source** is **biased** and not completely **reliable**.

Answer these questions in your exercise book.

Did you find the Black Panther?

1. Who or what was a reliable source when you were researching the Black Panther?
2. Using information from the **SAFE** test to explain why was this person or source reliable?



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

Spelling -

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

mb sound "m" e.g. milk	gg sound "g" e.g. frog	c ch sound "sh" e.g. shop
climb limb bomb plumber womb tombstone	stagger shaggy wriggle snuggle smuggle aggravate	chef quiche brochure musician vicious financial

- d) "Ch" can be pronounced as "sh" (chef), "ch" (chicken), "k" (school). "C" can be "sh" (musician), "ch" (ancient), "k" (security), "s" (cent), "x" or "ks" (accept) or silent (scent). Write these words out and then write the sound the "c" or "ch" makes, e.g. chef (sh):

concrete, chemicals, vaccine, celery, decent, machete, associate, charity, ascending, launch, discipline, frantic, cello.

- e) Using as many of the list words as you can, write a sentence that makes sense. (Keep a record of how many you use and try to beat it next time!)



Click here to hear instructions

Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here

Break 1

See how many scenarios you can act out in 3 minutes. Set a timer for 3 minutes and try and act out the following scenarios.

Act like:

- *You're driving a car*
- *You're blowing bubbles*
- *A bee is flying around you*
- *You just met your favorite singer*



Mathematics

Student resources

Volume and Capacity



Click here to
listen to the
instructions

Learning Intention

I am learning to measure volume and capacity using metric units.

Success Criteria

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

- determine the difference between volume and capacity
- converting measurements between mL and L
- select and use appropriate units to measure the capacities of a variety of containers

Click here to
listen to the
instructions



Warm Up

Capacity Scavenger Hunt - Collect these objects and take a photo of them. Upload this to Google Classroom Tuesday W7.

Find 3 objects around your house that's capacity would be measured in mL.

For example a shampoo bottle.

- 1.
- 2.
- 3.

Find 3 objects around your house that's capacity would be measured in L.

For example a mopping bucket.

- 1.
- 2.
- 3.



Volume

What is volume?

Click here to
listen to the
instructions

Volume is the amount of space a 3D shape takes up.

volume

the amount of
space something
takes up



Capacity

What is capacity?

The amount that something can hold.

Usually it means volume, such as millilitres (ml) or litres (l)

Example: This glass has a capacity of 300 ml (but is actually holding only 150 ml)



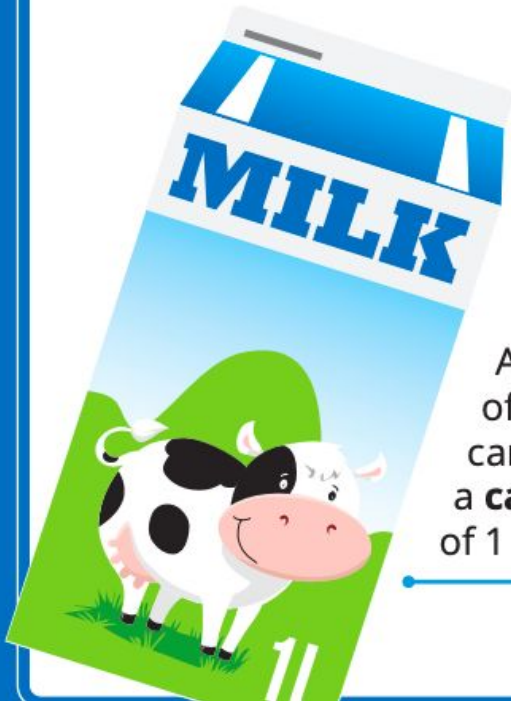
[Click here to listen to the instructions](#)

What's the difference between volume and capacity?

Capacity vs Volume

Capacity is the amount of liquid a container can hold.

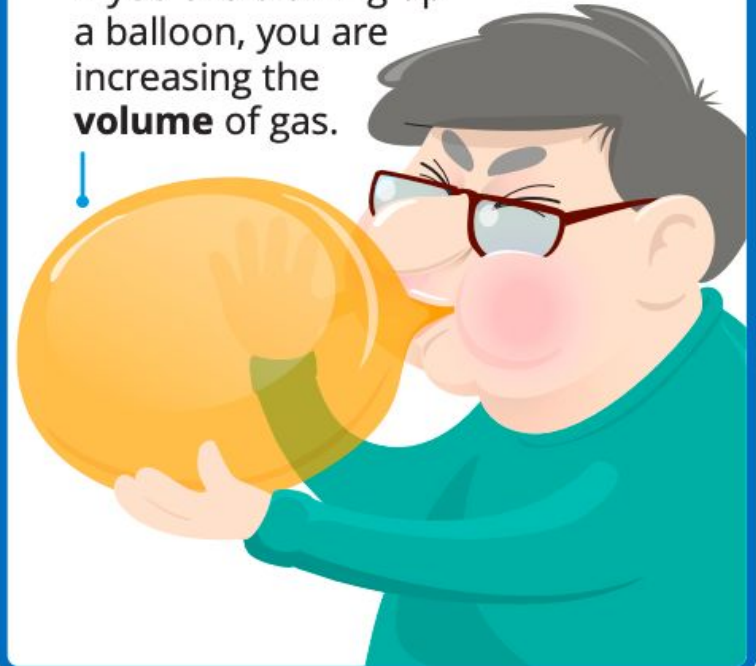
We measure the **capacity** of anything which can hold something else.



A carton of milk can have a **capacity** of 1 litre.

Volume is how much space an object takes up. It includes solids, liquids and gases.

If you are blowing up a balloon, you are increasing the **volume** of gas.





Read

Volume and Capacity - Millilitres and Litres

Click here to listen to the instructions

Capacity refers to the amount a container can hold and is usually associated with liquid.

1 000 millilitres = 1 Litre

1 000 mL = 1 L

milli in latin = 1000th

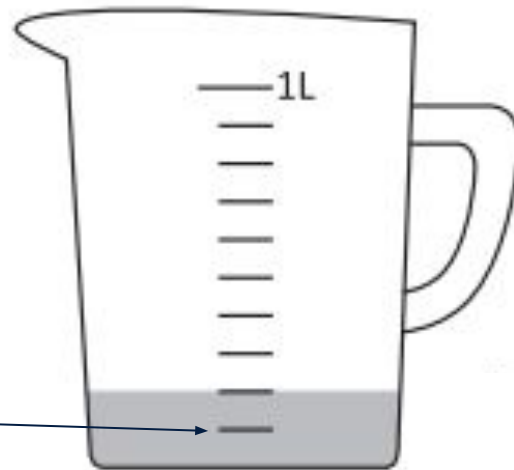
Watch [Milliliters and Liters](#) to learn more about Volume and Capacity.



Task 1

Complete in your exercise book. Answer these problems to do with mixing drinks:

- a Tyler has poured cordial syrup into this jug. How much water will he add to make 1 L of cordial drink?



Each dash
represents
100 mL

Remember:
there are
1000
millilitres in a
Litre.

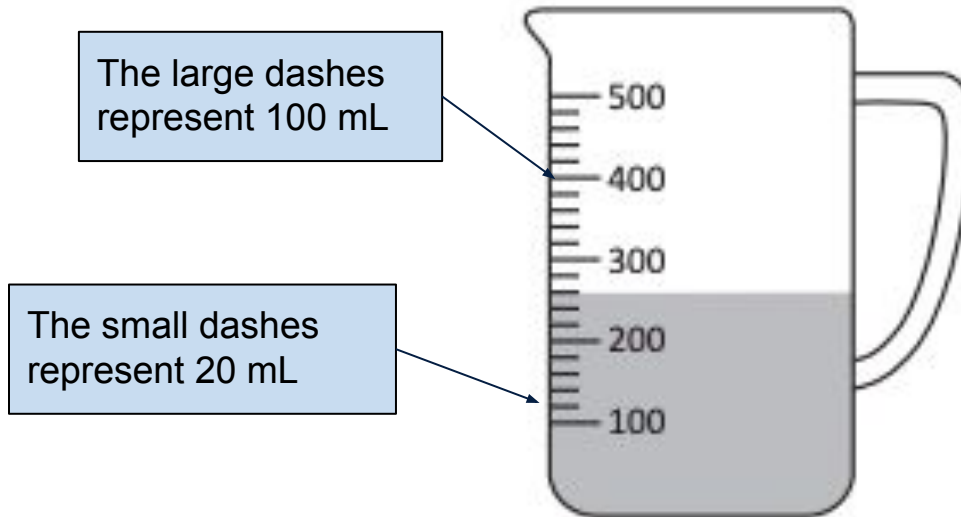


Task 1 b

Complete in your exercise book.

Click here to listen to the instructions

b. This jug contains some lemonade. Lucy pours another 80 mL of lemonade. What is the new amount of liquid in the jug?



The capacity of this jug is 500 mL.

Task 2

Look at the pictures and answer the questions on the next slide.



50 mL



600 mL



300 mL



1 L



5 mL



200 mL



Task 2 continued...

Look at the pictures on the previous slide and answer the questions in your exercise book:

- | | True or False |
|---|----------------------|
| a. The mug holds the same amount of liquid as six full medicine cups. | <input type="text"/> |
| b. The medicine cup holds 10 times more liquid than the teaspoon. | <input type="text"/> |
| c. The water bottle holds half as much as the juice bottle. | <input type="text"/> |
| d. The juice bottle holds the same amount of liquid as four tea cups. | <input type="text"/> |

Task 2 continued...

Look at the pictures on the previous slide and answer the questions in your exercise book:

- | | True or False |
|----|--|
| e. | The tea cup needs to be filled 3 times to equal a full water bottle. <input type="text"/> |
| f. | More than 2 L of liquid is needed to fill the water bottle three times. <input type="text"/> |
| g. | The mug holds half as much as the water bottle. <input type="text"/> |
| h. | The tea cup holds one tenth the amount the juice bottle holds. <input type="text"/> |



Click here to hear instructions

Extension

Complete an activity on Mathletics.



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.



Geography





Employment and Lifestyle - Asia





The Asian continent is the largest consumer of rice in the world. There are more than 200 million rice farms across Asia. Rice growing sustains many of the poorer rural areas in Asia, employing millions of people each year. The Asian climate and landscape are well suited to rice growing so practices and processes have been well established over many years.

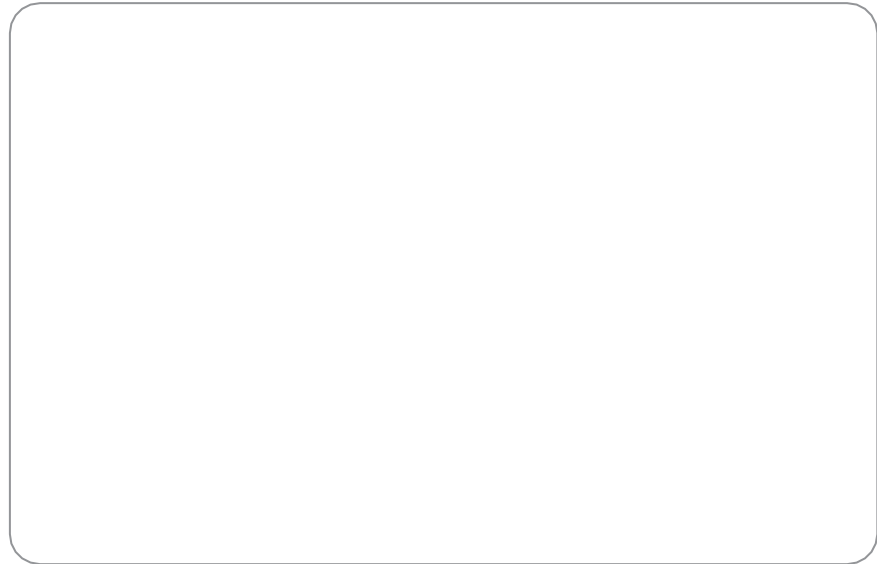
Research Rice Paddy Art.

This video may help you get started.

<https://www.youtube.com/watch?v=08c-t0eggU0>

Choose your favourite rice paddy art image, then sketch and label it with the types of rice used and where it is located.

Share your image with Mrs Gveric



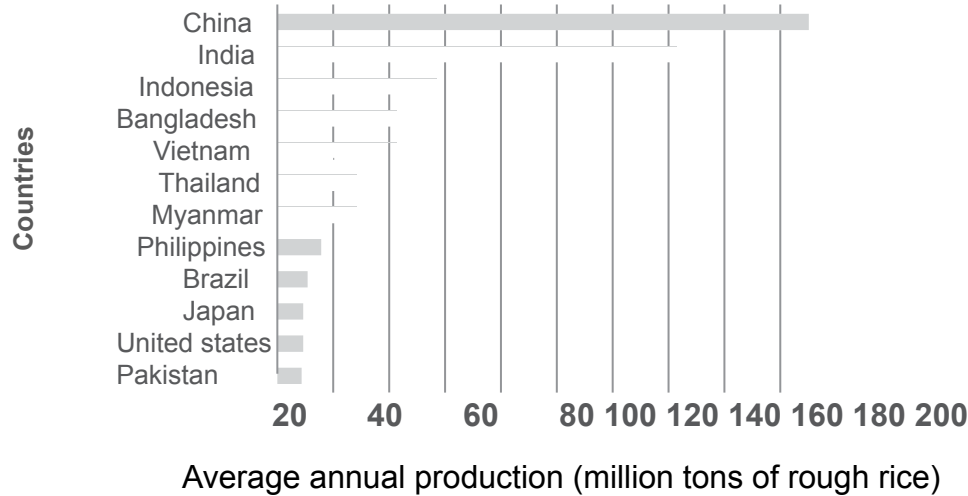


Rice Growing

Interpret the information in the graphs about rice growing and consumption in Asia to decide if the following statements are **true or false**.

- India produces more rice than China. _____
- Bangladesh produces more rice than Japan and the Philippines combined. _____
- Asia produces most of the world's rice. _____
- More than 800 million tonnes of rice is grown each year by the leading producers. _____

Write a true or false statement for the graph **share it with Mrs Gveric**





There are some unique and interesting jobs in Asia. Research each one and write a short explanation about what they do. Which job would you do and why?

Share with Mrs Gveric

Grasshopper salesman



Swiftlet birds nest collector



Pearl diver



Once you have finished, you can put the tasks together and send it as one document.

We have been exploring countries of the Asia region for the last few weeks. We have also been looking at the diversity of the world's people from other countries. It is important to explore, understand and reflect upon similarities, differences and the importance of intercultural understanding. We may live in different countries, but in many ways our lives, culture and experience is shared around the world.



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.

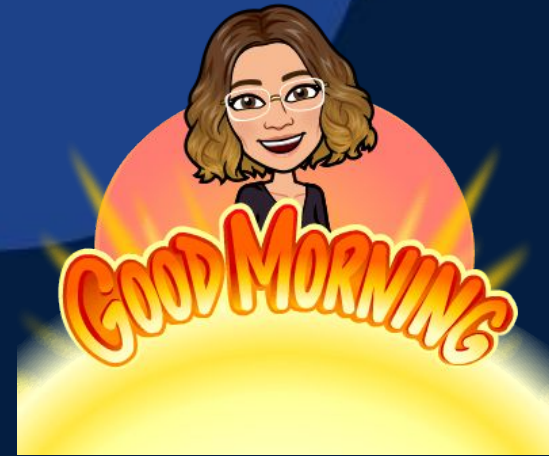
Mrs Freney and Mrs Roda.

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



Wednesday

For today's warm up, write down 5 ways you can look after yourself in your exercise book.

For example:

1. Eat healthy
2. Exercise
3. Meditate
4. Brush my teeth
5. Keep in touch with friends





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

Listen

[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.





[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 20-30 minutes
- Summarise the main events in what I have read
- Pose questions about the author's intent



Reading Response

Find a comfortable spot without distractions and spend 20-30 minutes reading a novel of your choice. You can choose your own novel or a novel from Epic Books. Set a timer for 20-30 minutes.

[Click here for access to EPIC](#)

Click here to listen to the instructions



Activity: In your exercise book

Write the title and author of your book

- Write a one paragraph summary of what you read in your novel today.
- What do you predict might happen next?



Grammar, Punctuation and Vocabulary.

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

Learning Intention

We are learning to use commas correctly in our writing

Success Criteria

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

- edit writing by inserting commas correctly to separate items
- Create a piece of writing using commas when separating items (words, phrases or numbers) in a series
- finish my list with and before the last item



Grammar, Punctuation and Vocabulary

Click here to listen to the instructions

Commas to the Rescue

Rewrite the following sentences with commas.

Here is an example:

For my holiday I will need a beach towel and several pairs of shorts and some sunglasses.

For my holiday I will need a beach **towel, several** pairs of shorts and some sunglasses.

At the zoo we saw white polar bears and impressive lions and stripy tigers and cheeky monkeys.

Winter is cold and dark and wet, but people enjoy Christmas and warm fires and hot chocolate.

The bike was new and red and shiny and fast. It had a light which was bright and clear.

Fruit comes from all over the world but apples and pears and strawberries are also grown in the UK.

My favourite things to eat are pick and mix sweets and bread and butter and cheese and onion crisps.

Watch Before Starting This Task

The image shows a Google Slides presentation titled "English Video Lesson" with a menu bar including File, Edit, View, Insert, Format, Slide, Arrange, Tools, Add-ons, and Help. The current slide displays the text "NSW Department of Education" above a photograph of a modern hotel room. A video feed of Mrs Freney is visible in the bottom right corner of the presentation window. The interface includes a slide navigation pane on the left, a toolbar at the top, and a status bar at the bottom.



Writing

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

Learning Intention

We are learning to write a formal email

Success Criteria

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

- Use an appropriate greeting and sign off
- Use professional and respectful language
- State the reason for the email
- Clearly write relevant information
- Use commas when creating a list in a sentence



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

Spelling

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

mb sound "m" e.g. milk	gg sound "g" e.g. frog	c ch sound "sh" e.g. shop
climb limb bomb plumber womb tombstone	stagger shaggy wriggle snuggle smuggle aggravate	chef quiche brochure musician vicious financial

- f) Imagine you are creating a crossword. Choose five list words and write clues for each.
- g) Write words that rhyme with: **climb**, **limb**, **stagger** and **wriggle**.
(Note: The spelling can be different.)



Click here to hear instructions

Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here

Break 1

Get the body moving, while also helping you relax and practice mindfulness. Yoga can be a huge stress reliever, so join in when you can!

[Rainbow Yoga](#) 🌈 [Yoga For All Ages!](#) 🌈 [Yoga With Adriene](#)



Mathematics

Student resources

Volume and Capacity



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

Learning Intention

I am learning to choose appropriate units of measurement for volume and capacity

Success Criteria

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

- measure the volumes of square and rectangular prisms by packing them with cubic-centimetre blocks

Warm Up

Set a timer for 10 minutes and warm up by clicking the link to the game below.

[Volume Game - Early Geometry Math](#)

[Game for kids](#)



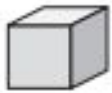


Read

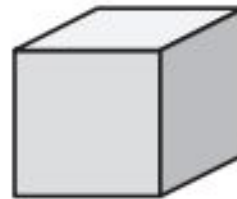
Volume and capacity - cubic centimeters and cubic metres

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

Volume is the amount of space occupied by an object or substance.
Commonly used volume measurements are the cubic centimetre and the cubic metre.



One cubic centimetre is 1 cm long,
1 cm wide and 1 cm high. The
symbol we use for cubic cm is cm^3 .
 $1 \text{ cm} \times 1 \text{ cm} \times 1 \text{ cm} = 1 \text{ cm}^3$



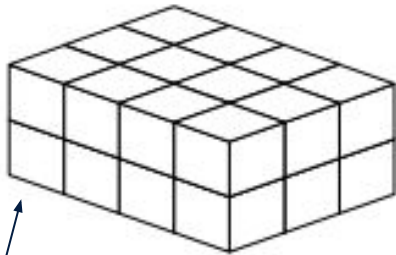
One cubic metre is 1 m long,
1 m wide and 1 m high. The
symbol we use is m^3 .
 $1 \text{ m} \times 1 \text{ m} \times 1 \text{ m} = 1 \text{ m}^3$



Task 1 - Cubic Centimetre

What is the volume of these 3D objects? Write your answers in your exercise book. Do not forget the unit of measurement cm^3 at the end of your answer. The first one has been done for you.

1.

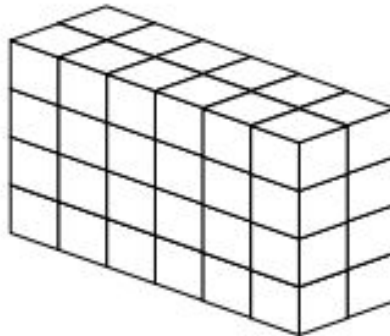


volume =

24

 cm^3

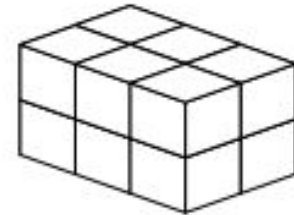
2.



volume =

 cm^3

3.



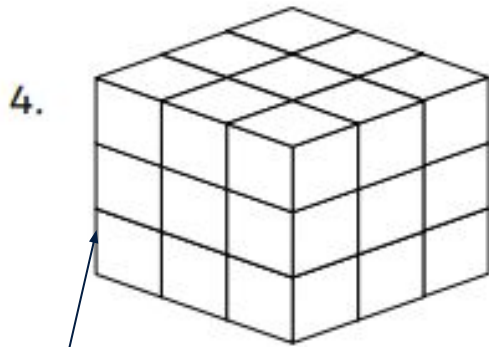
volume =

 cm^3

Count the cubes inside the 3D object to work out the volume. Don't be fooled by the ones you cannot see.

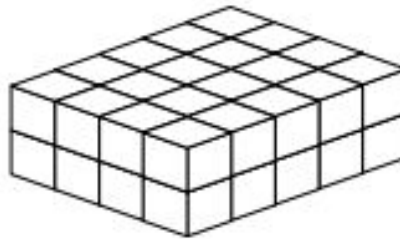
Task 1 Continued - Cubic Centimetre

What is the volume of these 3D objects? Write your answers in your exercise book. Do not forget the unit of measurement cm^3 at the end of your answer. The first one has been done for you.



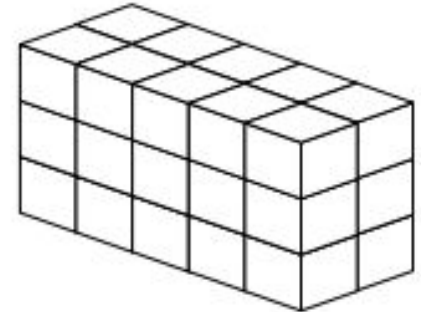
volume = cm^3

5.



volume = cm^3

6.



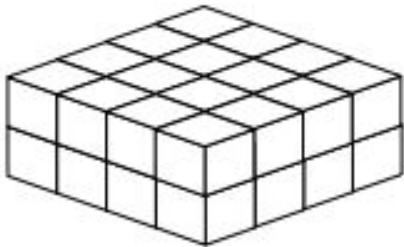
volume = cm^3

Count the cubes inside the 3D object to work out the volume. Don't be fooled by the ones you cannot see.

Task 1 Continued - Cubic Centimetre

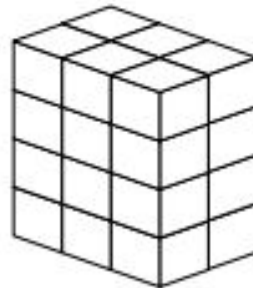
What is the volume of these 3D objects? Write your answers in your exercise book. Do not forget the unit of measurement cm^3 at the end of your answer. The first one has been done for you.

7.



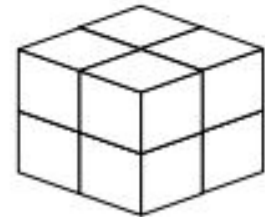
volume = cm^3

8.



volume = cm^3

9.



volume = cm^3

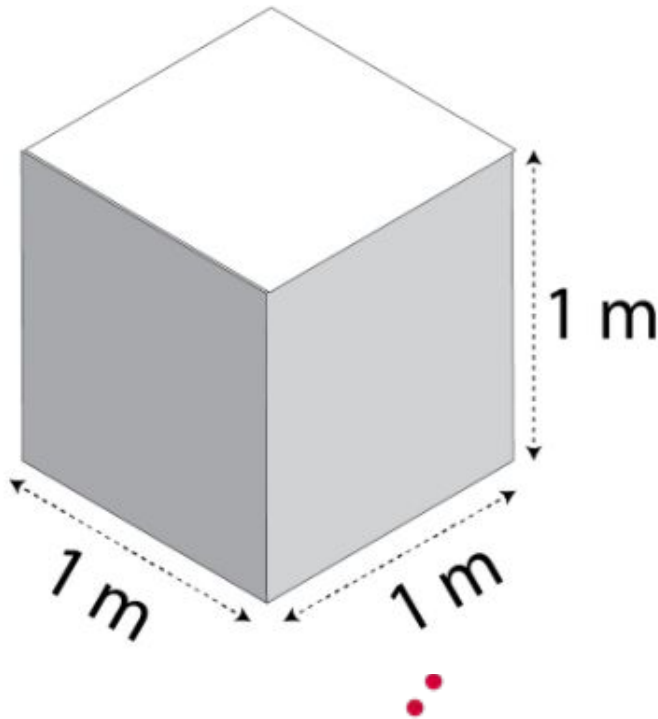
Count the cubes inside the 3D object to work out the volume. Don't be fooled by the ones you cannot see.



Task 2 - Cubic Metres

Answer this question in your exercise book. Choose the correct answer.

This cube is 1 m long, 1 m wide and 1 m tall. What's the volume of the cube?



a.

1 cubic millimeter

b.

1 cubic centimeter

c.

1 cubic meter

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



Task 2 - Cubic Metres

Answer this question in your exercise book. Choose the correct answer.

Jack is 5 years old. He is 1 m tall.

Jack is standing next to a box that's in the shape of a cube. How much space does the box occupy?



a. 1 cubic meter

b. 2 cubic meters

c. 3 cubic meters

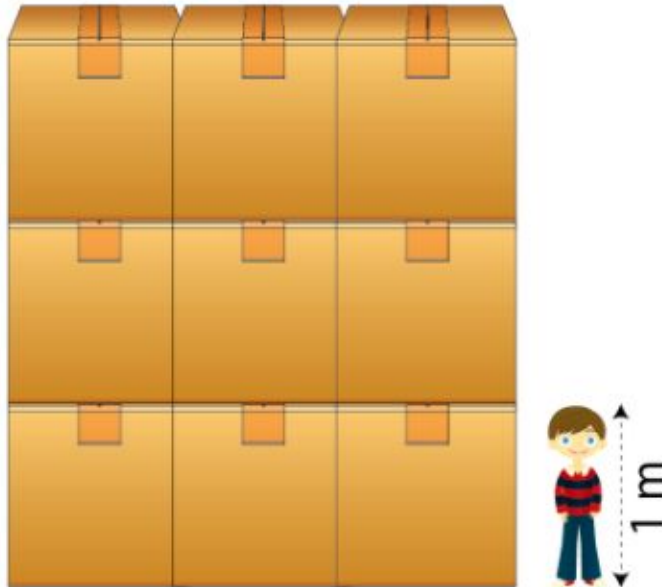
Click here to
listen to the
instructions



Task 2 - Cubic Metres

Answer this question in your exercise book. Choose the correct answer.

Each box is in the shape of a cube.
In cubic meters, what's the total volume of
the stack?



_____ m³



Click here to hear instructions

Extension

Complete an activity on Mathletics.





PDHPE

Student resources

Wednesday

Dancing

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

[GetActive@Home – Episode](#)



Break 2

Jump Skip Counting

1. Stand up.
2. Ask children to count by twos, fives, tens while jumping with each count.
3. Ask children to spell out their name whilst jumping.

Extra challenge: ask children to practise spelling other words. Each time they spell a new word ask them to use a different action.

Skipping, hopping.



CAPA

Watch

NSW Department of Education

Pretty Polly Mine

- The arrow shows the horizon, you may ask what does that mean?





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

For today's warm up, write down three things you are grateful for and why.





English

Student resources



Listening and Responding

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

Learning Intention

We are learning to identify and summarise 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

Listen

[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.





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

Reading

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 20-30 minutes
- Summarise the main events in what I have read
- Predict what might happen next in the story



Reading Response

Click here to listen to the instructions

Find a comfortable spot without distractions and spend 20-30 minutes reading a novel of your choice. You can choose your own novel or a novel from Epic Books. Set a timer for 20-30 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 novel today
- Did you predict correctly yesterday?
- What do you predict might happen next?



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

Grammar, Punctuation and Vocabulary.

Learning Intention

We are learning to use commas to separate clauses

Success Criteria

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

- Edit a text to show the correct use of commas to separate clauses
- Write a paragraph using commas to separate clauses
- Understand the uses of commas to separate clauses when writing a paragraph



Grammar, Punctuation and Vocabulary

Using commas to separate clauses. Complete this in your exercise book, take a picture and upload your work to Thursday W7 on Google Classroom.

Watch the following video to learn how to use commas to separate clauses.

[Click here for how to use a comma](#)

Task: Write the below paragraph in your exercise book. Edit the paragraph to show the correct use of commas. It is **IMPORTANT** that you watch the video **FIRST**.

In Term 3 2021 lots of children are learning from home. Even though this is a challenge for many families they are approaching the situation with positivity. Students are keeping in touch with their friends online and doing the same with their teachers. It is an unusual and unexpected way of doing things but it won't be this way forever.



Extension

Using commas to separate clauses

Click here to
listen to the
instructions

Write some sentences of your own containing apostrophes to show possession and commas to separate clauses.

Example: Although Mrs Roda's jacket was old and rugged, it still kept her warm and cosy.



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 the rule 'i before e except after c' to spell new words
- Spell multisyllabic words with more difficult letter patterns

Spelling Rule - i before e except after c

For some words containing a long “e” sound, use “ie” but change to “ei” if the long “e” sound follows a “c”. But be aware that there are many exceptions! Watch the clip to learn more: [i before e rule](#)

Add the correct spelling then write the word and its meaning:

sh __ k	_____	_____
caff __ ne	_____	_____
cod __ ne	_____	_____
w __ rd	_____	_____
prot __ n	_____	_____
s __ ze	_____	_____
s __ zure	_____	_____
sk __ n	_____	_____
sp __ cies	_____	_____
__ ther	_____	_____
n __ ther	_____	_____

If you do not have a dictionary, you can use this link to an online dictionary <https://www.dictionary.com/>

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> stuffed bear |  | <input type="checkbox"/> flashlight |  |
| <input type="checkbox"/> paper airplane |  | <input type="checkbox"/> mug or cup |  |
| <input type="checkbox"/> random sock |  | <input type="checkbox"/> keys |  |
| <input type="checkbox"/> sunglasses |  | <input type="checkbox"/> alarm clock |  |
| <input type="checkbox"/> book |  | <input type="checkbox"/> measuring tape |  |
| <input type="checkbox"/> crayon |  | <input type="checkbox"/> ball of any sort |  |
| <input type="checkbox"/> toy truck |  | <input type="checkbox"/> scarf |  |
| <input type="checkbox"/> potted plant |  | <input type="checkbox"/> building blocks |  |
| <input type="checkbox"/> ruler |  | <input type="checkbox"/> baby doll |  |
| <input type="checkbox"/> toothpaste |  | <input type="checkbox"/> salt and pepper |  |

Break 1

See if you can find the items on the list Set a timer and see how quick you are!



Mathematics

Student resources



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

Length and Measurement

Learning Intention

I am learning to select and choose appropriate units of measurement for length.

Success Criteria

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

- Choose appropriate units of measurement for length
- Convert between common metric units of length
- Solve problems involving the comparison of lengths using appropriate units

Warm Up

Set a timer for 10 minutes and warm up by clicking the link to the game below.

Metric Units Pairs

When you click the link above, you can choose any activity from the Metric Units Home Screen.

Remember:

$$1 \text{ km} = 1\,000 \text{ m}$$

$$1 \text{ m} = 0.001 \text{ km}$$

$$100 \text{ m} = 0.1 \text{ km}$$

Metric Units Pairs Game

Metric Units

Which Metric Units activity would you like to begin with? There are five to choose from.

Click a blue button to begin.

Metric Units Matching

Metric Units Multiple Choice

Metric Units Tug of War

Metric Units Snap Game



Read

Units of Length - metres to kilometres

Click here to listen to the instructions

Which units of measurement do we already know about?

$$1 \text{ km} = 1\,000 \text{ m}$$

$$1 \text{ m} = 0.001 \text{ km}$$

$$100 \text{ m} = 0.1 \text{ km}$$



To convert from km to m, multiply by 1 000. To convert from m to km, divide by 1 000.

Watch this video for some extra help with this concept.

[Converting Lengths \(Meters and Kilometres\)](#)



Task 1

Complete in your exercise books. Would you use metres or kilometres to measure the following lengths? The first one has been done for you.

a Driveway

b Distance from Melbourne to Sydney

c Height of your house

d A marathon race

e Distance from Earth to the Moon

f Distance around the school oval





Task 2

Complete in your exercise book. Write these lengths in kilometres. Remember there are 1000 metres in 1 kilometer. The first one is done for you.

a 2 000 m = km

b 5 000 m = km

c 8 000 m = km

d 1 500 m = km

e 3 645 m = km

f 1 747 m = km



Task 3

Complete in your exercise book. Write these lengths in metres. Remember 1 kilometer = 1000 meters. The first one has been done for you.

a 3 km = m

b 7 km = m

c 4 km = m

d 0.5 km = m

e 3.7 km = m

f 8.2 km = m

Click here to listen to the instructions



Task 4

Complete in your exercise book. There are clues next to each question to help you.

Which is shorter. Write in your exercise book.

Remember
2km is = to
2000 m

a 2 km or 2 220 m

b 0.58 km or 600 m

Remember
0.58 km is = to
580 m

Which is longer. Write in your exercise book.

Remember
300 km is = to
300 000 m

a 300 km or 2 500 m

b 0.85 km or 800 m

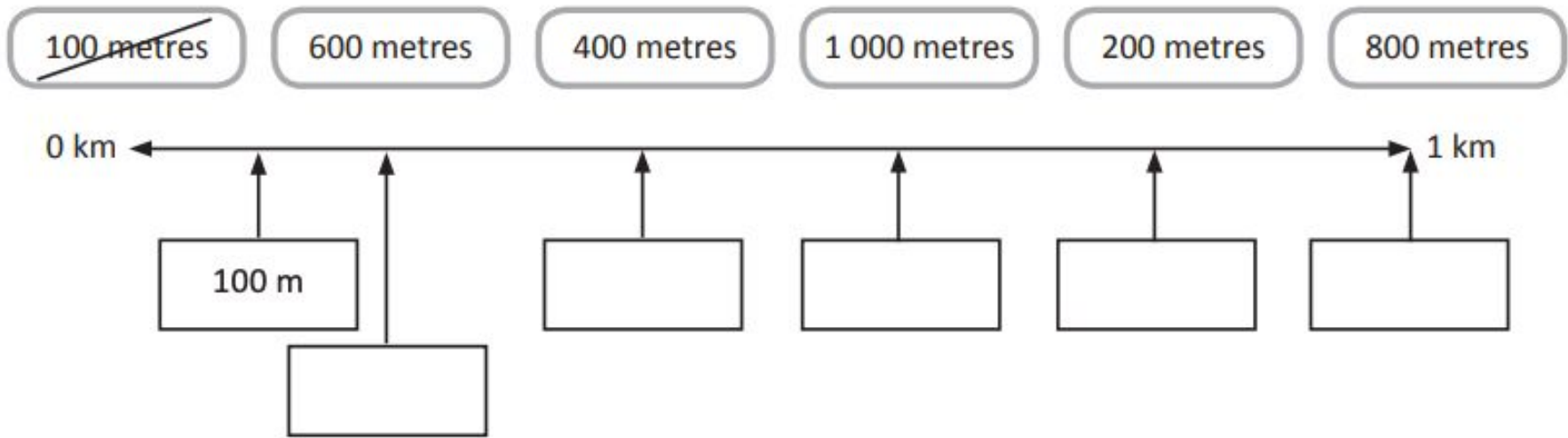
Remember
0.85km is =
to 850m

Click here to listen to the instructions



Task 5

Complete this activity in your exercise book. You must draw a number line just like in the picture and place the measurements in their correct order. The first one has been done for you.





[Click here to hear instructions](#)

Extension

Complete an activity on Mathletics.



Break 2

Move and Freeze

Participate in the following Youtube clip:

<https://www.youtube.com/watch?v=388Q44ReOWE>



PDH - Nutrition



How the traditional Aboriginal diet has changed over time

In today's PDH lesson we will be learning about the traditional Aboriginal diet and how it has changed over time.

We will be watching a video to learn more about traditional bush tucker and reading some information on the slides.

We will test our understanding by playing a Kahoot and by comparing a traditional Aboriginal diet to a modern one.

Although diet varied widely depending on season and location, the traditional diet of Aboriginal and Torres Strait Islander people included many healthy plant and animal foods.

Most bush foods are low in **saturated fat** and high in **fibre**. Foods eaten traditionally include:

- seasonal fruits
- nuts
- roots
- vegetables
- wild meats and game
- fish and other seafood



Using Natural Resources

Men were the hunters. They were clever in their food collection, as they would only source food in their own land area and only hunt specific animals in each season.

Women gathered other food types, including insects, fruit, root vegetables, berries and nuts.

They were able to live healthy lives with an abundance of food and natural resources for living, by ensuring the maintenance of the natural resources was kept.



Watch the video to learn more about the traditional Aboriginal Diet

Eating Bush Tucker in Kakadu

Click [here](#) to watch, Watch closely as there will be some questions in your Kahoot.



Impact of European Settlement

Since the colonisation of Australia by Europeans, Aboriginal and Torres Strait Islanders Peoples relationships with the land have changed.

In some areas of Australia, they continue to maintain their knowledge and management of the environment, as well as their spiritual and cultural connectedness with their country.

During settlement, Europeans bought the land without recognising the traditional owners of the land.

During the 1970s land, sea and custodial rights laws were introduced, which allowed Aboriginal and Torres Strait Islander Peoples access to their traditional lands.



What did this mean for the diets of Aboriginal and Torres Strait Islander Peoples?

- The loss of land and land clearance.
- Introduction of non-native animals such as sheep, cows, rabbits.
- Introduction of non-native plants.
- Introduction of sugar, fats and processed foods.



What did this mean for the diets of Aboriginal and Torres Strait Islander Peoples?

- Like most Australians, modern eating habits for a large percentage of Indigenous Australians are now low in fruits and vegetables but high in processed or extra foods and drinks such as biscuits, cakes, chips, lollies, take away foods and sweetened drinks.



Activity: Test your knowledge of the Aboriginal Diet - Now and Then by playing this Kahoot. The results will be published in your Google Classroom tomorrow morning.
[Press here to play.](#)



Task: Draw a table as below and compare the traditional Aboriginal diet with a modern one thinking about what you have learnt today.

Traditional Aboriginal Diet	Modern Aboriginal Diet
Seasonal Fruit	Canned fruit

Reflection: Discuss with an adult what you learnt today about how the Aboriginal diet has changed over time. What could you learn from the traditional Aboriginal diet and how can you make your diet more healthy by including less processed foods?





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



HAVE A NICE DAY

Kearns PS Online Learning – Stage 3

Daily Lessons



Friday

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



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

Listen

[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.





[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 20-30 minutes
- Summarise the main events in what I have read
- Pose questions about the author's intent

Click here to
listen to the
instructions



Reading Response

Find a comfortable spot without distractions and spend 20-30 minutes reading a novel of your choice. You can choose your own novel or a novel from Epic Books. Set a timer for 20-30 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 novel today.
- If you could ask the author 3 questions about the text, what would they be?



Thinking Imaginatively and Creatively

Learning Intention

We are learning to practise verbal presentation skills for a specific purpose and audience.

Success Criteria

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

- Choose vocabulary and vocal effects
- Use appropriate voice, tone, pitch and pace
- Create a presentation of the weekly news from my house aimed at the appropriate audience
- Entertain an audience to hold their attention



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



News From Our Place

This activity should take you 1 hour to complete. Please do not rush.

You will need a filming device. The use of props and costumes is optional but definitely adds to the fun.

Activity:

Think about what has been happening at your house during the past week. Choose 3 things that have happened to turn into reports for a news program called “News from Our Place.” Even if not much exciting is happening, do your best to turn the events into exciting news items.

For eg, if your house has become super messy with everybody trying to work at home, you could turn that into a **weather report** about a hurricane.

Your **sports report** could include commentary about an amazing trick performed on the trampoline.

You might decide to **interview** your sibling about the great achievement of completing their school work before lunchtime. **Be creative.**

Make a basic plan of what you will include in your news program and then have someone film you presenting your news. When you are presenting, try to sound like a real news presenter by using formal language, giving precise details, avoiding ‘ums’ and ‘ahs’ and adding expression where appropriate. Add in props and costumes to make it extra fun if you like. Watch your news report back and critique your performance. Upload your news report to Friday W5 Daily Plan.



[Click here to hear instructions](#)

Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here

Break 1

Help out around the house. Ask a parent or carer if there is anything you can help with. Make sure you have made your bed and washed your dishes. If there is nothing to do, organise a drawer in your room.



Mathematics

Student resources



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

Length and Measurement

Learning Intention

I am learning to select and choose appropriate units of measurement for length.

Success Criteria

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

- Choose appropriate units of measurement for length
- Convert between common metric units of length
- Solve problems involving the comparison of lengths using appropriate units

Warm Up

Conversion Song

- ★ Have some fun by learning the Metric System Conversions Song | Measurement by NUMBEROCK

[Metric System Conversions Song | Measurement by NUMBEROCK](#)



Read

Converting Lengths

Click here to listen to the instructions

Which units of measurement do we already know about?

$$1 \text{ km} = 1\,000 \text{ m}$$

$$1 \text{ m} = 0.001 \text{ km}$$

$$100 \text{ m} = 0.1 \text{ km}$$



To convert from km to m, multiply by 1 000. To convert from m to km, divide by 1 000.

Watch this video for some extra help with this concept.

[Converting Lengths \(Meters and Kilometres\)](#)

Click here to listen to the instructions



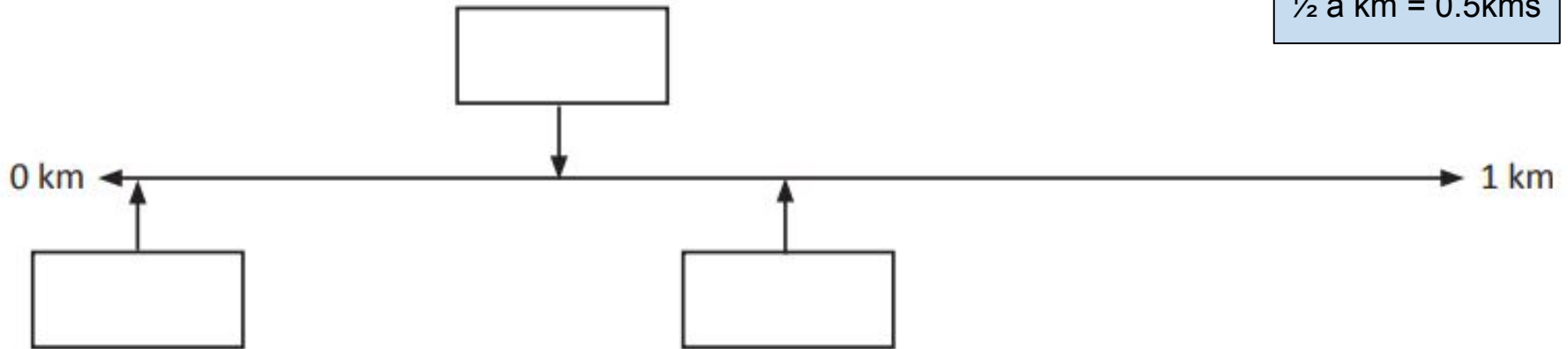
Task 1

Draw the image below and fill in the boxes to answer this question. Complete this in your exercise book.

20 metres = 0.02kms

Abdul walked 0.4 of a kilometre, Sara walked 20 metres and Kaitlyn walked half a kilometre. Write their names in the boxes below to show how far each of them walked.

$\frac{1}{2}$ a km = 0.5kms



If you convert all of these measurements into kilometers, it is easier to work out where to plot each person.

Click here to listen to the instructions

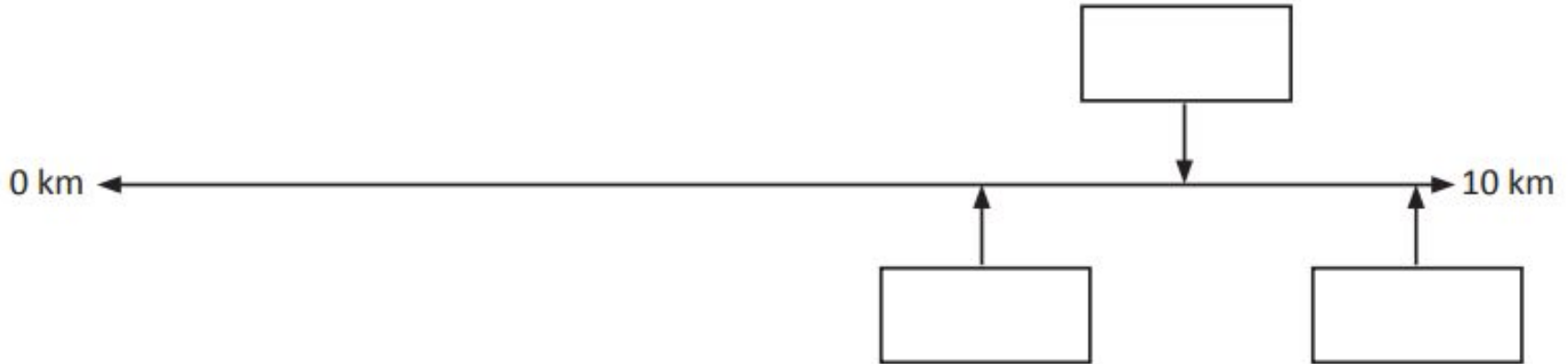


Task 2

Draw the image below and fill in the boxes to answer this question. Complete this in your exercise book.

8000 m = how many kms?

In a 10 km fun run event, Omar stopped after $6\frac{1}{2}$ km, Peter stopped after 8 000 m and Heidi stopped 10 m before the end. Write their names in the boxes below to show how far each of them ran.



Make sure to read the question. It asks you to plot the names of the runners in order from the runner who stopped first, second and third before the finish line.



Task 3

Draw the image below and fill in the boxes to answer this question. Complete this in your exercise book.

Leng walked 250 m to the bus stop, and then rode the bus for 3 km to the beach. When she arrived at the beach she went for a 4 km jog by the sea.

How many **metres** did she travel altogether?

$$\boxed{0.25} \text{ km} + \boxed{3} \text{ km} + \boxed{4} \text{ km} = \boxed{} \text{ m}$$

I have to convert here!



REMEMBER



Click here to
listen to the
instructions

Task 4

Word Problems

1. If there are 60 brochures in a stack and each of them are 8 mm thick, how high is the stack?
2. A plank of wood is 5 m long. If 150 cm is sawn off, how much is left?
3. How many 20 mm pieces of gold wire can be cut from 1 m?





Click here to hear instructions

Extension

Complete an activity on Mathletics.



Break 2

Numbers and Alphabet

1. Stand up. Using your index finger write a large “A” in the air out in front of you and at the same time say out loud the number “1”.
2. Now write a large “B” in the air out in front of you and at the same time say out loud the number “2”.
3. Continue writing the letters in the air and saying the numbers out loud as you move through the alphabet.

Extra challenge: use your non-dominant hand and repeat.



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](#)



Reflection

End of Day

Reflection for Friday'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

