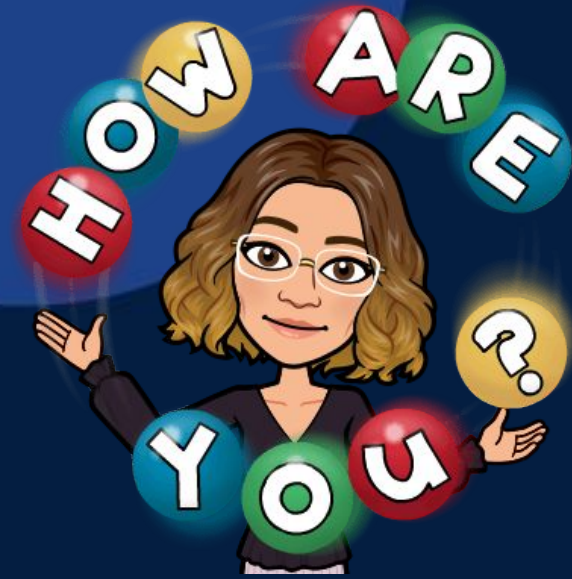


Kearns PS Online Learning – Stage 3

Daily Lessons



GOOD MORNING!



Monday

Warm up: close your eyes and count to 20. When you are counting, for every even number breath in, and every odd number breath out.





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.





[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
- Make connections to what I have read



Reading Response

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



Reading and Viewing/ Writing and Representing

Learning Intention

I am learning to recognise the development of character when reading and writing

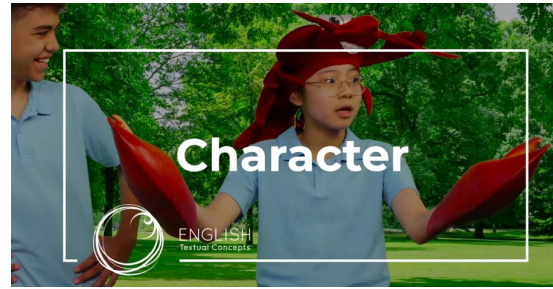
Success Criteria

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

- identify the ways in which character development creates interest for the reader or viewer
- make connections between my own experiences and those of characters and events represented in texts

Reading and Viewing- Character

Watch the video below about character.



[Click Here For the Character Video](#)

Answer the following questions in a doc or in your exercise book. Read the questions below before and after you watch the video. You may need to rewatch the video and take notes.

The answers to the questions are in the video.

1. What is character?
2. What do characters need to have?
3. Why is it important to have characters in texts?
4. What traits does a character need in order to drive or influence the actions in a narrative?



Writing and Representing- Character

Connection to Characters

In the video the boy connected with the lobster because he found it hard to make friends as well.

Think of a character that you have connected with in a visual or written text (movie, book, TV show, song, poem etc.).

In your exercise book write a paragraph about the character that you connect with and why. In your paragraph you need to:

- explain why you have connected with that character by identifying the character's goals, strengths and weaknesses, what problem they are trying to solve and what made them relatable.
- describe the appearance, behaviour, personality of the character you connect with.



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

lm m sound "m" e.g. milk	gh gu sound "g" e.g. frog	s sh sound "sh" e.g. shop
balm balmy salmon combine capsicum ambulance	ghost gherkin yoghurt guest guitar disguise	sugar mansion suspension mission obsession confession

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



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

Volume



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

Learning Intention

We are learning to calculate the volumes of rectangular prisms in cubic centimetres and cubic metres

Success Criteria

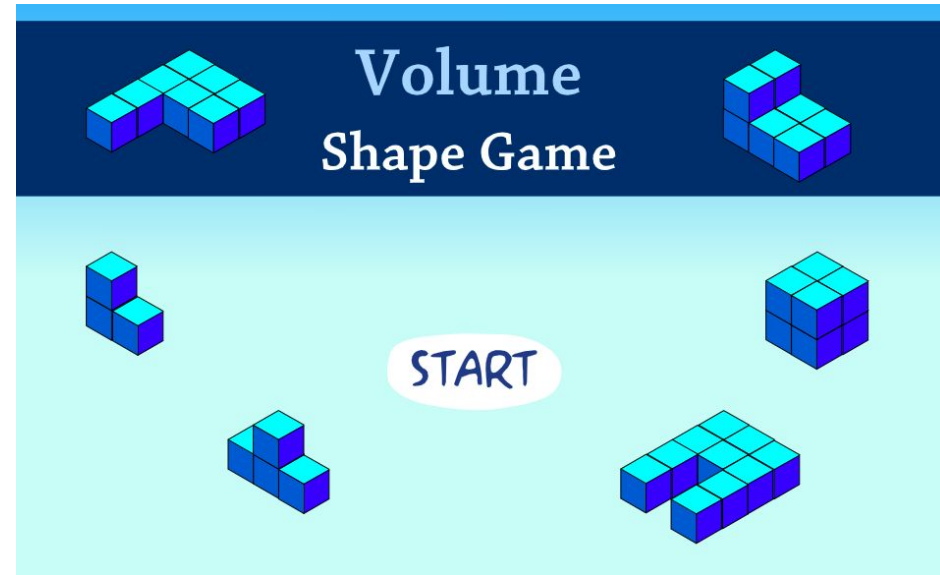
By the end of this lesson I will be able to:

- identify the length, width and height of objects
- find the volume of rectangular prisms by multiplying the length, width and height
- ensure to include cm^3 or m^3 where needed
- record my findings in a table

Warm up

Volume

Set a timer for 10 minutes and play the [Volume Game - Early Geometry Math Game for kids](#) to warm up game.

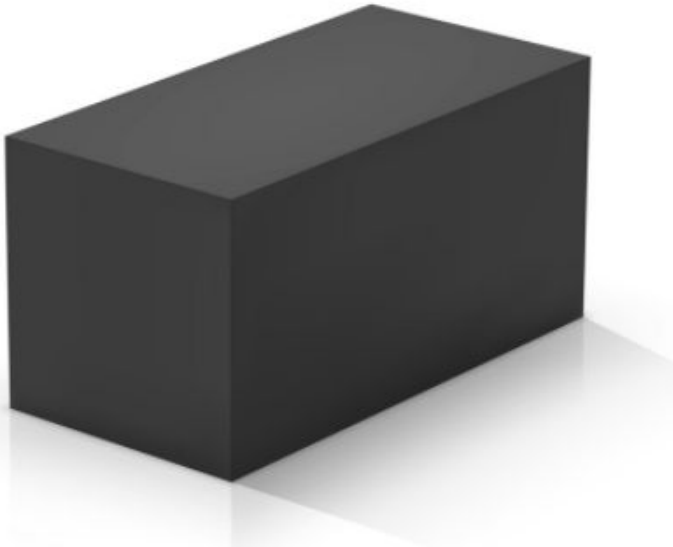


Volume

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



Question: How do we find the volume of objects that look like this rectangular prism? There are no cubes for us to count!



Watch this clip to answer the question

How to find the volume of rectangular prisms...



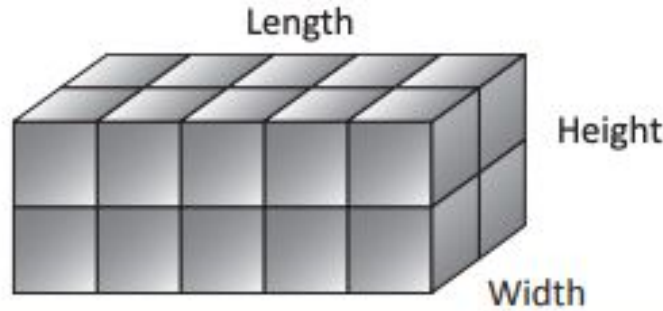
[Find The Volume in a Rectangular Prism](#)



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

Volume

Finding the volume of objects.



$$l \times w \times h = v$$
$$5 \times 2 \times 2 = 20 \text{ cm}^3$$

To find the volume of an object without counting each cube, we can multiply the length by the width by the height. Go to the next slide for examples.

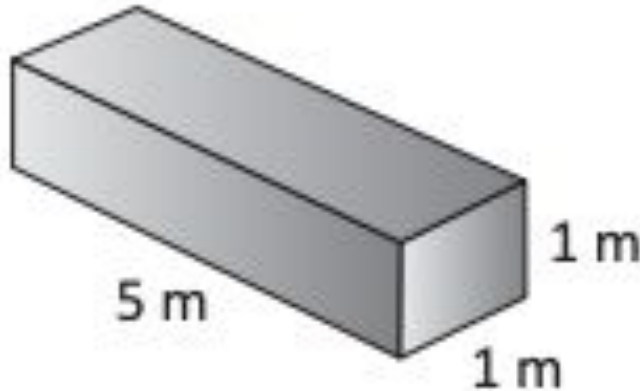




Volume

Finding the volume of objects.

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



To find the volume of this object you need to multiply the length, the width and the height.

$$5 \times 1 \times 1 =$$

First multiply $5 \times 1 = 5$

Second you multiply $5 \times 1 = 5$

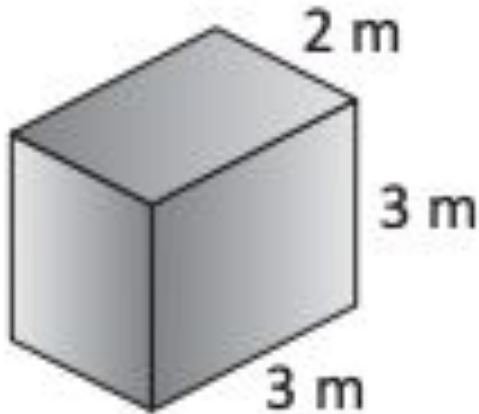
The volume of this object is 5m^3



Click here to listen to the instructions

Volume

Finding the volume of objects.



To find the volume of this object you need to multiply the length, the width and the height.

$$2 \times 3 \times 3 =$$

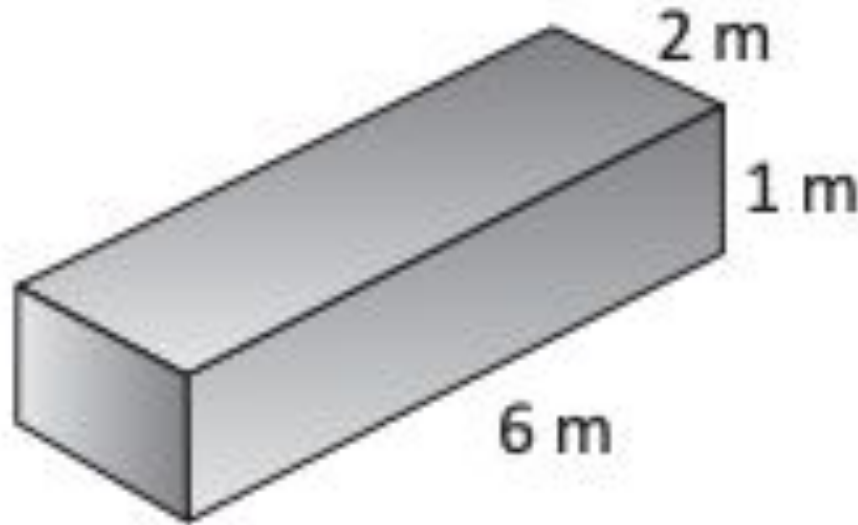
First multiply $2 \times 3 = 6$

Second you multiply $6 \times 3 = 18$

The volume of this object is 18m^3

Can you find the volume of this object?

Write your answer in your exercise book, take a picture and upload it to the Google Classroom Monday W8 Daily Plan.



$$\underline{\quad} \times \underline{\quad} \times = \underline{\quad} \text{ m}^3$$



Mathematics Activity

Volume

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

Find 3- 5 objects around your house that are rectangular prisms, use a ruler or tape measure to measure their length, width and height and then work out their volume. You can use a calculator to multiply the numbers together if you cannot do it in your head. Make sure to use cm^3 or m^3 depending on the size of the object. For example you would use cm to measure a box of cornflakes, but you would use m to measure a cubby house.



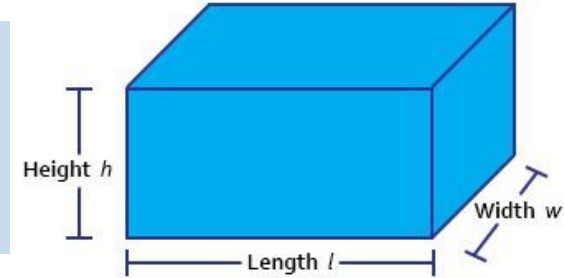


Mathematics Activity

Write your answer in your exercise book, take a picture and upload it to the Google Classroom Monday W8 Daily Plan.

Classroom Monday W8 Daily Plan.

Create a table in your exercise book and write the dimensions of your objects in there. Your table should look like the one below.



Object	Length	Width	Height	Volume
Box of cereal	20cm	5cm	30cm	300cm ³



Fast Finisher

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

Complete an activity on Mathletics.





PDHPE

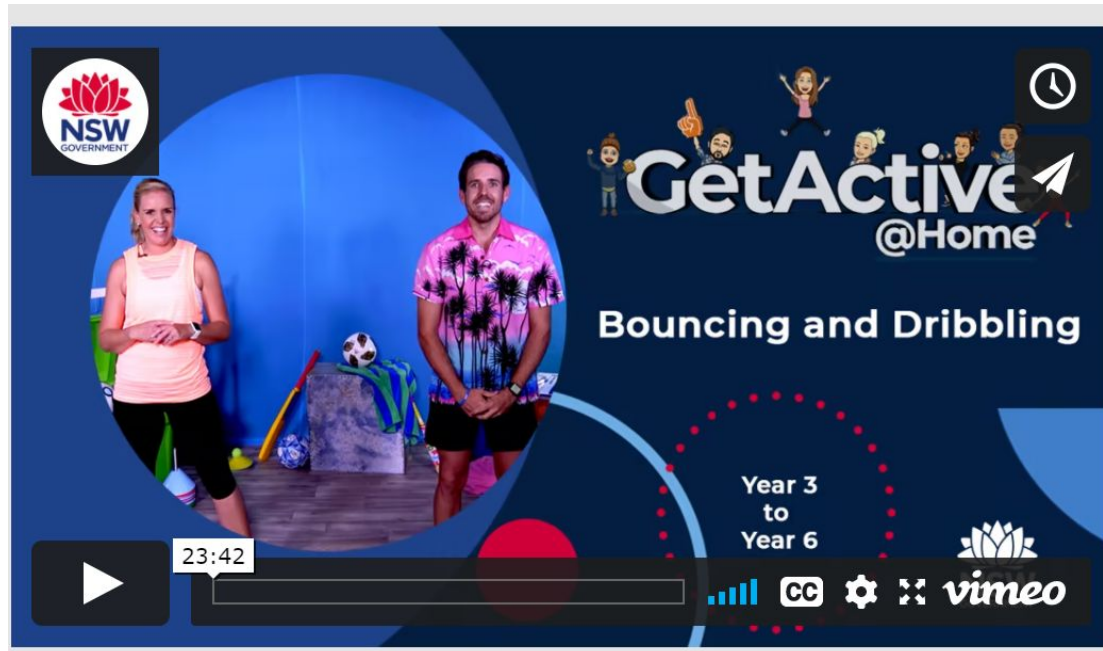
Student resources

Monday Week 8

Bouncing and ball control

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

[GetActive@Home – Episode](#)

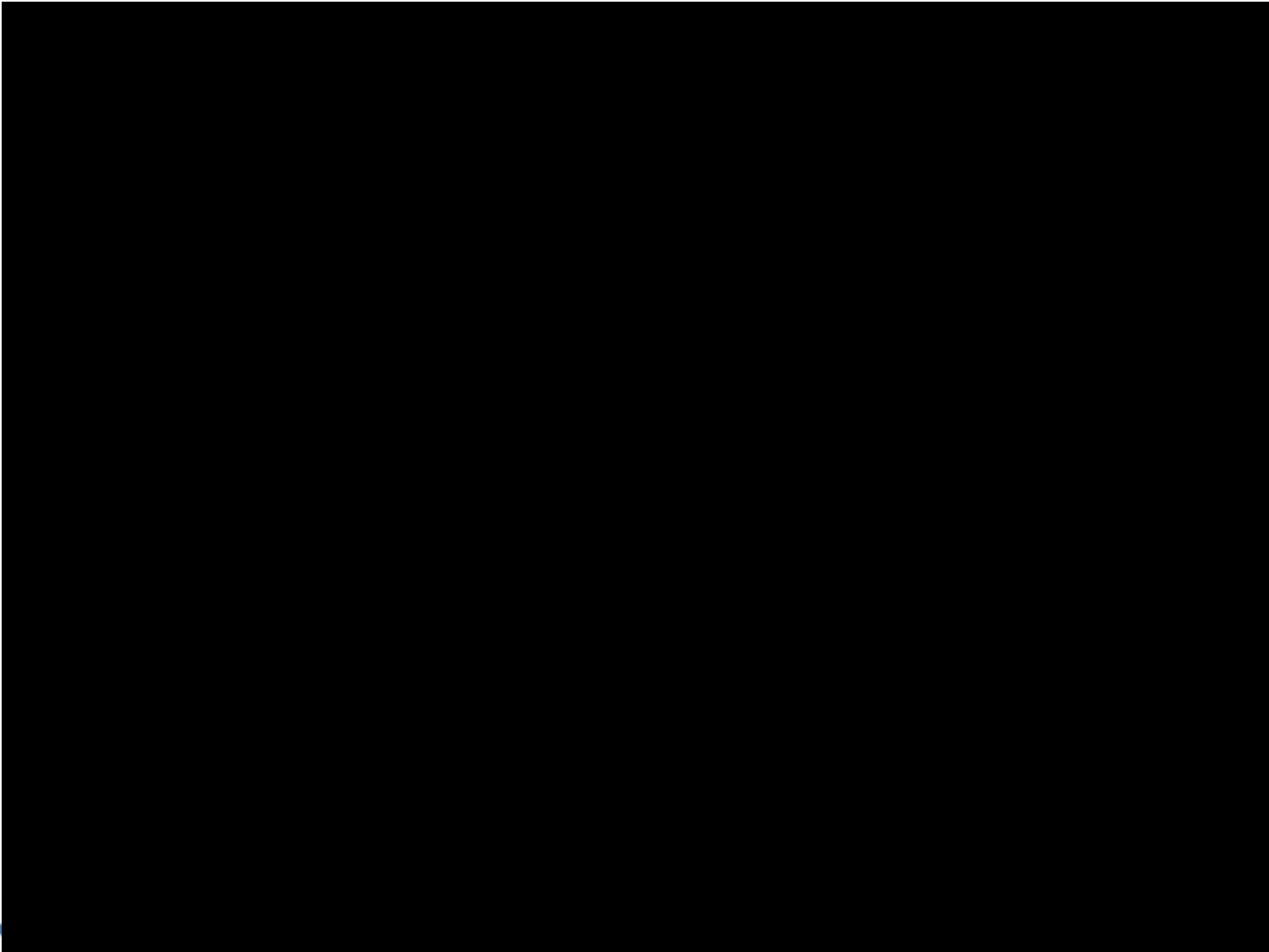


Break 2

Help around the house with some daily chores. Clean your room, make your bed and tidy the kitchen. Ask a parent or carer if they need help with anything.



Science



Tension and elasticity

What do these things have in common?



Tension and elasticity

They all use tension, which means they are being stretched tight, and have an elastic force, which means that they go back instantly to their original shape after being stretched or compressed



Tension and Elasticity

Longbow

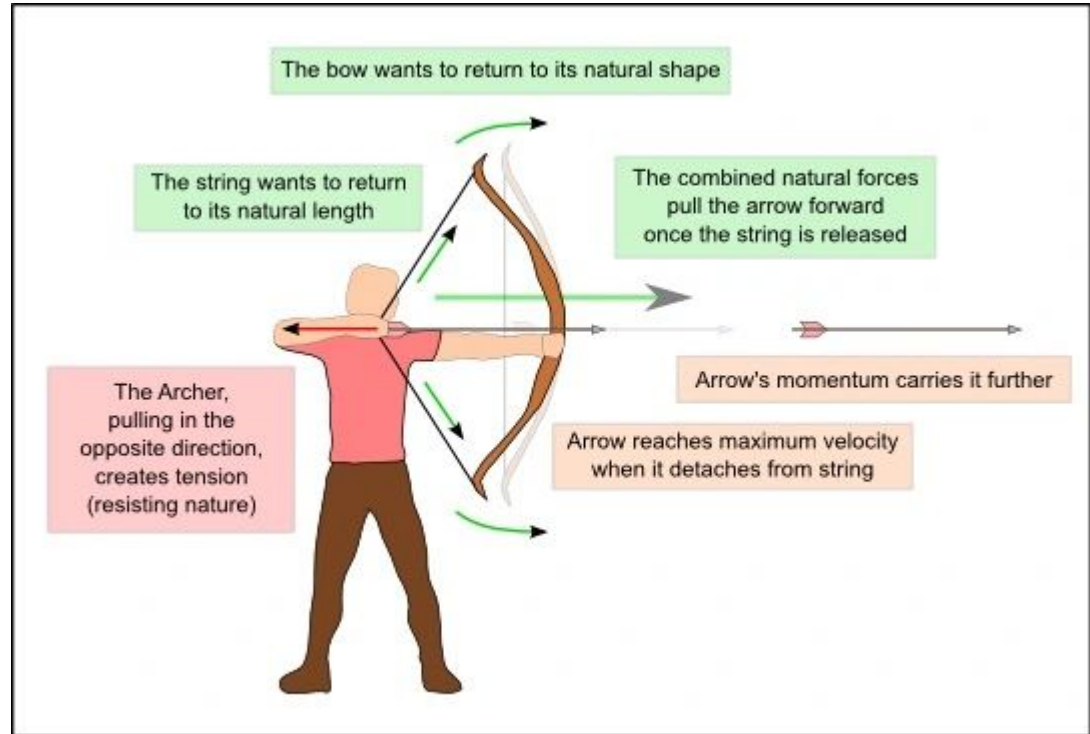
The longbow was a deadly weapon on the battlefields of medieval Europe. A good archer could fire an arrow at a speed of 50 metres per second. Where does the force needed to produce this speed come from? Think about where the tension would be, and how the elastic force would affect the arrow.



The bow and arrow works because of the tension created when you pull the string back.

As you pull the string back, the string does not actually stretch, the bow changes shape.

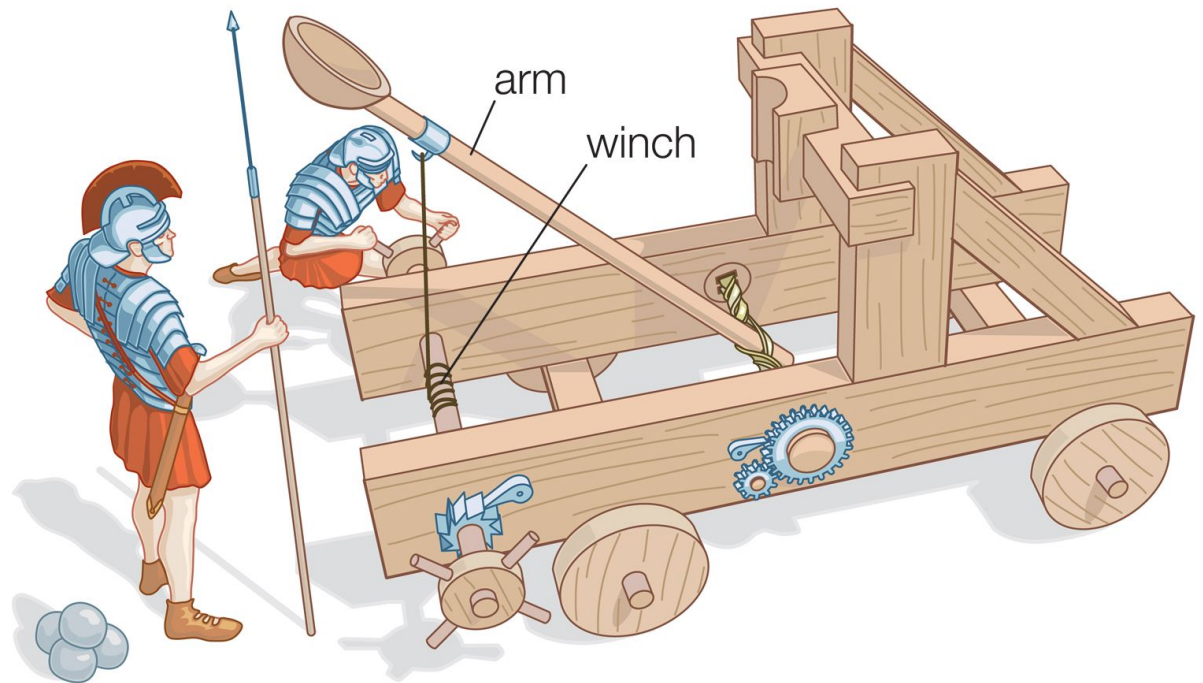
Because the bow wants to go back to its normal shape, it will have elastic energy when released. This will cause the string to pull forward, with the shape of the arrow cutting through the air with low air resistance.



Tension and Elasticity

Catapult

Catapults were a more advanced weapon in medieval times. Where do you think the tension is? And how would an elastic force fire a stone?



© 2010 Encyclopædia Britannica, Inc.

Tension and Elasticity

Catapult

Watch the video and see how tension and elasticity is used to launch projectiles from a catapult. If you would like to try and make your own, please work with an adult.



Tension and Elasticity

Catapult

Tension is the pulling force that can be transferred along the length of a rope or cable when it is pulled tight. The catapult was used in medieval battles to launch large rocks at castle walls. The rock was placed in the spoon-shaped 'bucket' on the end of the arm, and the rope on the end was wound down around an axle. This put both the rope and the wood 'under tension'. When the rope was released, the arm shot upwards, launching the rock before being stopped by the crossbar

Do the following activity in your workbook, and then research about the five historical types of catapults: **the mangonel** (the catapult we have been looking at), **onager**, **ballista** and **trebuchet**. You can think about the following questions to help you:

What are the main differences between them?
What part of the world were they created in?
Did they all have the same purpose?

Label each of the following photos as either 'tension force' (a rope or cable being pulled) or 'elastic force' (something being stretched or compressed and then regaining its shape).



E.

F.



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

Kearns PS Online Learning – Stage 3

Daily Lessons

good morning



good morning



Tuesday

Warm up: create a timetable for your day today. Try and follow this for the day and make sure to take your breaks!





English

Student resources



Watch

Watch this video before starting the lesson.

Click here to listen to the instructions

[Click here to view the Tuesday English Lesson](#)





Reading and Viewing/ Writing and Representing

Learning Intention

I am learning to recognise the development of character when reading and writing

Success Criteria

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

- identify the ways in which character development creates interest for the reader or viewer
- Write a profile of a fictional character using clues



English

Character Clues

Click here to listen to the instructions

This activity is most fun with two participants – you could ask a parent or your siblings.

Activity:

1. Write 4 clues about characters from well-known books, movies or TV programs.
2. Try to choose characters that you know your partner will have heard of.
3. In your exercise book write down 4 clues about your character.
4. Complete for 5 characters.
5. Read your clues one at a time to your partner to see if they can guess who the character is.

Example:

1. Kind to everyone
2. Ate a poison apple
3. Friends with small people
4. The fairest of them all

ANSWER: Snow White



When writing your character clues Think about

- their personality
- What they look like
- What happens to them/
problem they face
- family/friends/setting



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



Spelling -

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

  sound "m" e.g. milk	  sound "g" e.g. frog	  sound "sh" e.g. shop
balm balmy salmon combine capsicum ambulance	ghost gherkin yoghurt guest guitar disguise	sugar mansion suspension mission obsession confession

- c) Write the homophone of "guest" in a sentence.
- d) The plural and singular of salmon is the same word, e.g. 1 salmon, 20 salmon. Here are clues for other words where the plural is the same as the singular word.
 - Santa has these.
 - Some farmers have lots of them.
 - Another fish very similar to salmon.
 - Very dangerous fish found in South America.

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



Click here to listen to the instructions

[Episode 25 BTN Click Here](#)

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](#)

Volume

Learning Intention

We are learning to calculate the volumes of rectangular prisms in cubic centimetres and cubic metres

Success Criteria

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

- Identify the length, width and height of rectangular prisms.
- Find the volume of rectangular prisms by multiplying the length, width and height.
- Ensure to include cm^3 or m^3 where needed.

Warm up

Volume

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





Volume

Click here to listen to the instructions

When we are measuring the volume of objects we either use cm^3 or m^3 . If we are measuring the volume of our classroom, we would use m^3 because we would not use cm to measure each dimension (length, width and height) as they are too large.



If we were measuring the volume of a box of cereal, we would use cm^3 as the dimensions are small.





Click here to listen to the instructions

Volume and Capacity

Complete this in your exercise book.

Would you measure the volume of these objects in the given units? If not, suggest a better choice:

a swimming pool – cm^3 No, I would use m^3

b brick – cm^3 _____

c suitcase – cm^3 _____

d restaurant – cm^3 _____

e pencil case – cm^3 _____

f lunch box – cm^3 _____

g remote control – cm^3 _____

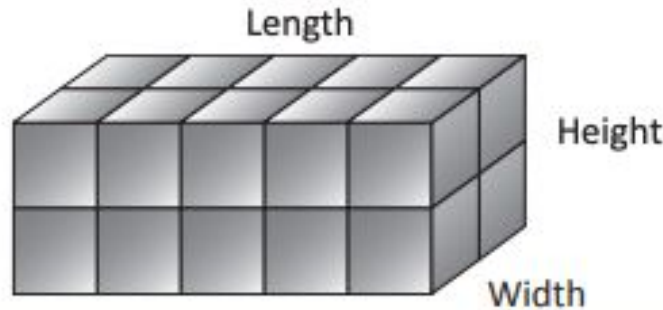
h classroom – cm^3 _____



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

Volume

Remember...



$$l \times w \times h = v$$
$$5 \times 2 \times 2 = 20 \text{ cm}^3$$

To find the volume of an object without counting each cube, we can multiply the length by the width by the height. Go to the next slide for examples.



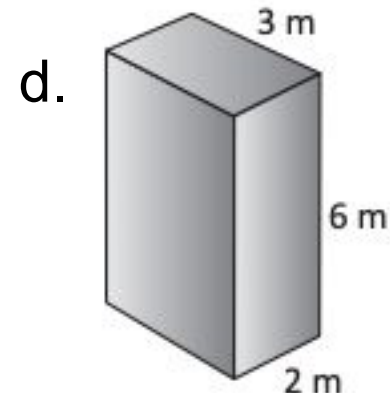
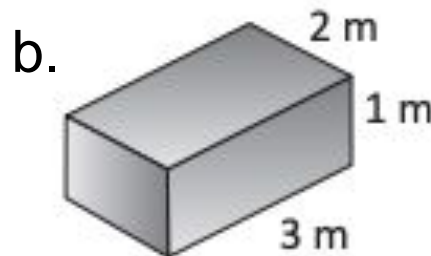
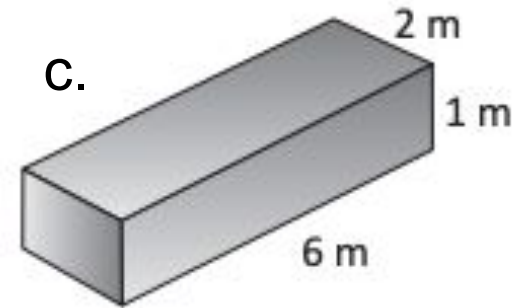
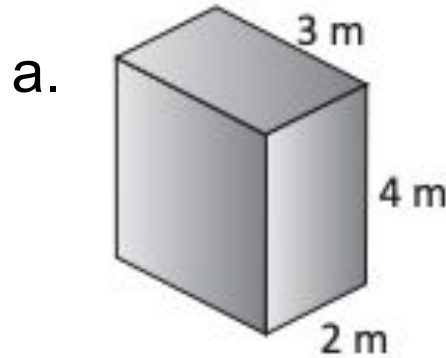
Click here to
listen to the
instructions



Mathematics Activity

Write your answers in your exercise book, take a picture and upload it to the Google Classroom Tuesday W8 Daily Plan.

Can you find the volume of the following shapes?



Break 2

Go for a nature walk with a parent or guardian. As you walk, pay attention to the lifting and falling of your feet. Notice the movement in your legs and body. And if you find your thoughts wandering, bring them back to the sensation of your movement.



Geography





The World's Cultural Diversity – Who are the world's Indigenous people?





Watch the video about the uncontacted Amazon tribe

1. What do you wonder about the lives of the people in the video? _____

2. The people in the video are true indigenous peoples. What do you think makes them indigenous? _____

3. Using words and phrases from the collage below, write your own definition for indigenous peoples





There are approximately 370 million indigenous peoples in the world. They live in all regions of the globe and represent more than 5 000 different groups. Each indigenous culture is significant to the area they inhabit and has a unique culture. As indigenous peoples have survived in their territory for many thousands of years, modern cultures can learn from the ways they interact with the environment around them.

Match the indigenous peoples' groups with a country or area they originate from:

Maori

Inuit

Aboriginal and Torres
Strait Islander peoples

The Sami people

Orang Asli

Ainu

American Indian

Moken

The USA

Malaysia

Japan

Canada

Northern Europe

Australia

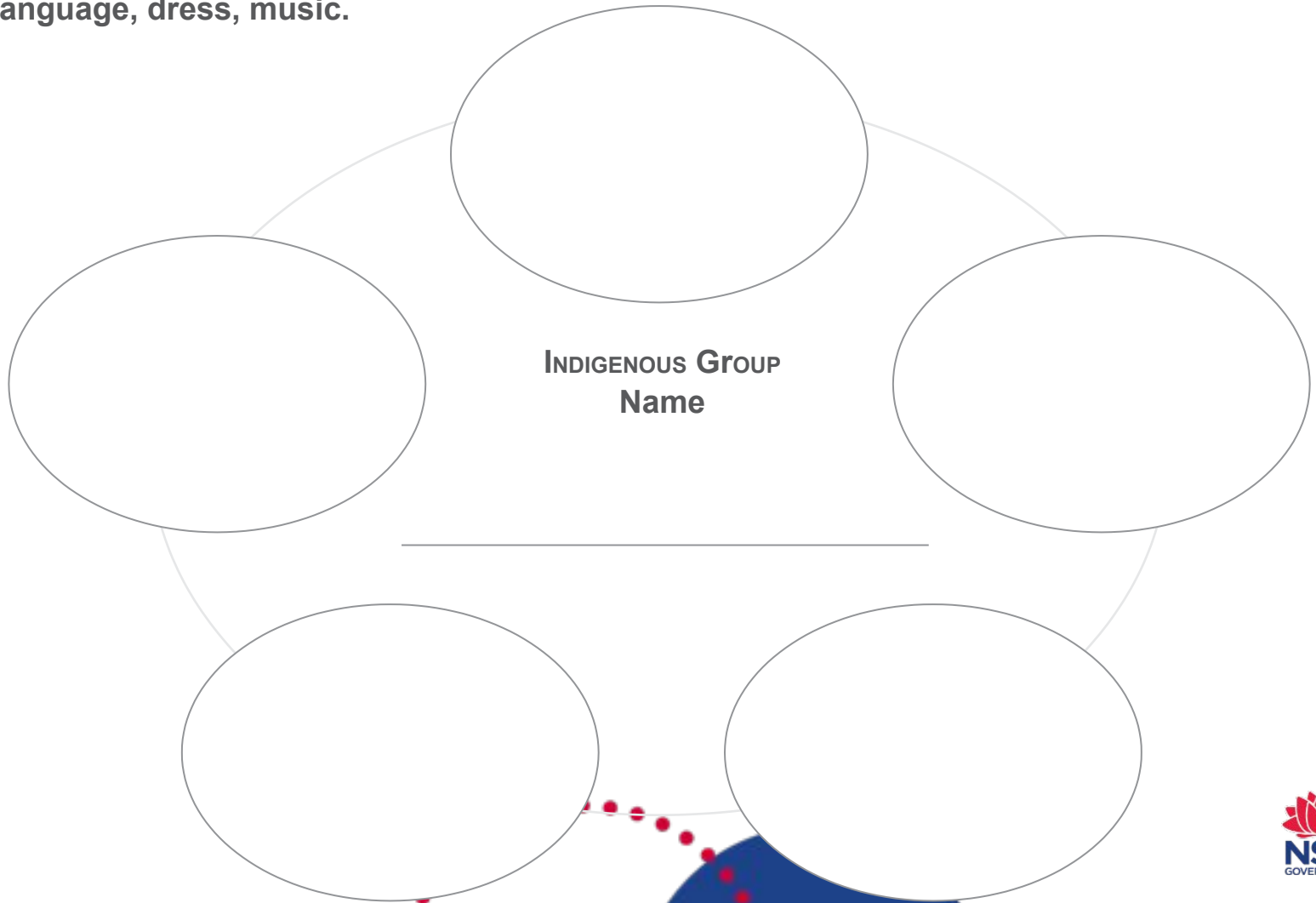
New Zealand

Thailand



Using the websites provided, conduct your own research into one of the indigenous groups from the previous slide.

Complete a mind map below with your information about one indigenous group. Include details such as customs, beliefs, history, social organisation, language, dress, music.





Reflection

End of Day

Reflection for Tuesday's lessons

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

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

- 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



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

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.



Reading and Viewing/Writing and Representing

Learning Intention

I am learning that characters can be simple or complex

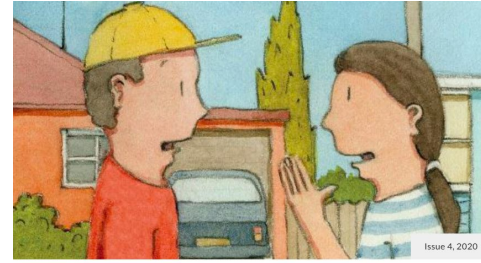
Success Criteria

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

- Identify the ways in which character development creates interest for the reader
- Understand more about characters in texts.
- Describe why characters are simple or complex
- Make inferences about the characters and meaning of the text

Reading and Representing

The Most Boring Street in the World



The Most Boring Street in the World
story by Bill Nagelkerke, illustrated by Toby Riddle

Characters can be simple with one or two important characteristics or complex with detailed description of their features and personality.

Simple characters remain unchanged throughout the story and more complex characters can develop and change as a result of events.

[Click here to read The Most Boring Street in the World](#)

Read the Most Boring Street in the World and think about the characters in the story.

Answer the following question in your exercise book.

Are the characters complex or simple? How do you know this?

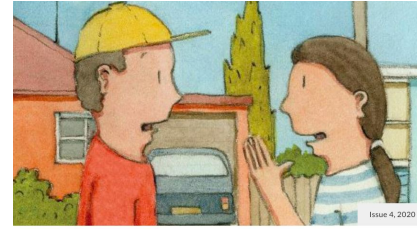
Eg. I believe that the characters are simple because..... or

I believe that the characters are complex because.....

Click here to
listen to the
instructions

Writing and Representing

The Most Boring Street in the World



The Most Boring Street in the World
story by Bill Nagelkerke, illustrated by Toby Riddle

You are the reporter.

In your exercise book write the heading **Interview Questions**

Think of **5 questions** to ask the characters Jade and Austin. It may help to read or listen to the text again.

You are to write the questions and the responses to the interview questions from both the characters of Austin and Jade.

For example:

Question: *Austin, why did you think that your street was the most boring street in the world?*

Answer: *Well, I just didn't think there was anything exciting that happened around here. I didn't think there was anything to do because we didn't have a mall, any buses or a skate park. But, I was so wrong because Jade told me all the pirate ship and the lost treasure that we are going to search for tomorrow.*

Take a photo and upload it to Google Classroom

Click here to
listen to the
instructions





Spelling

Learning Intention

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

Success Criteria

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

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

Spelling

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

lm m sound "m" e.g. milk	gh gu sound "g" e.g. frog	s sh sound "sh" e.g. shop
balm	ghost	sugar
balmy	gherkin	mansion
salmon	yoghurt	suspension
combine	guest	mission
capsicum	guitar	obsession
ambulance	disguise	confession

- e) Sometimes "ss" makes a "sh" sound (*pressure*) and sometimes it makes an "s" sound (*confess*). Divide these words into two columns using "sh" and "s" as headings:

assess, missile, session, stressful, recession, recess, concession,
possess, assurance, pressure, classic, procession.



Click here to hear instructions



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

Volume

Learning Intention

We are learning to calculate the volumes of rectangular prisms in cubic centimetres and cubic metres

Success Criteria

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

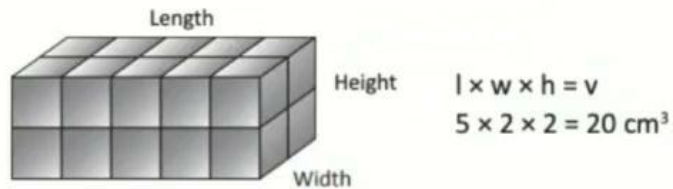
- recognise that rectangular prisms with the same volume may have different dimensions
- draw and label rectangular prisms that have the same volumes but different dimensions

Watch

Watch the video before starting the lesson...

Volume

Remember...



To find the volume of an object without counting each cube, we can multiply the length by the width by the height. Go to the next slide for examples.



Warm up

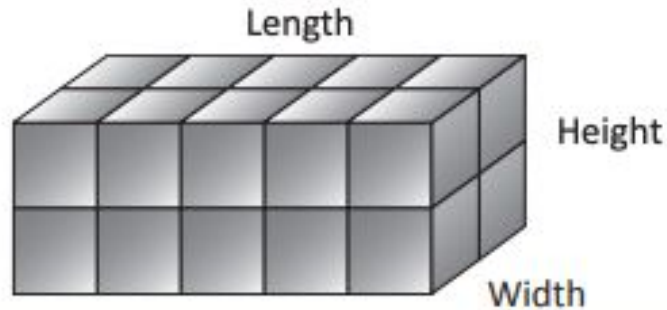
Volume

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



Volume

Remember...



$$l \times w \times h = v$$

$$5 \times 2 \times 2 = 20 \text{ cm}^3$$

To find the volume of an object without counting each cube, we can multiply the length by the width by the height. Go to the next slide for examples.

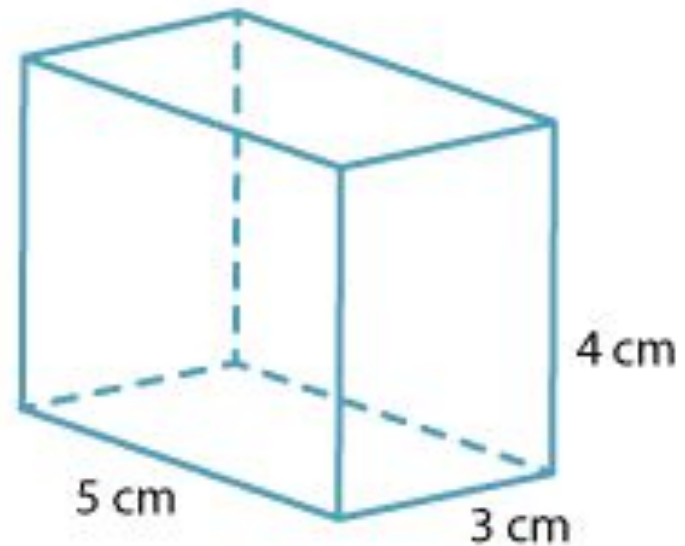
Volume

Length x Width x Height

The volume of this rectangular prism is

60cm^3 because

$$5 \times 3 \times 4 = 60$$



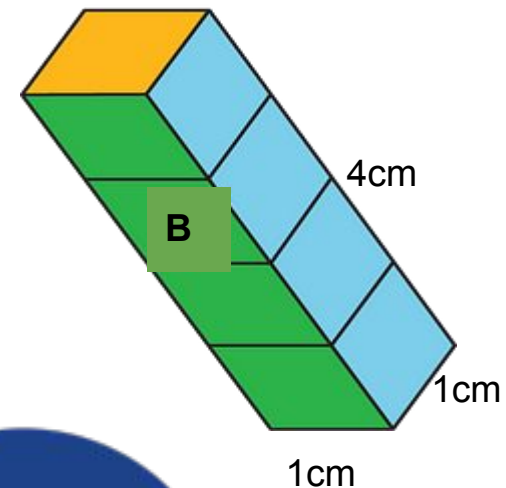
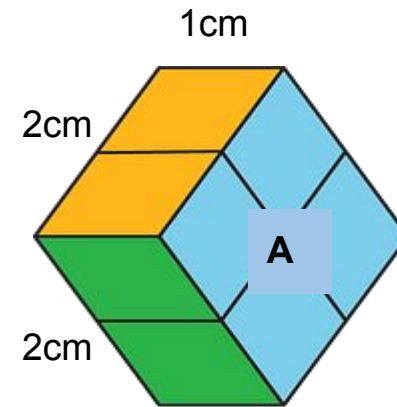
Volume

Did you know...

Objects can look different but still have the same volume.

Did you know that these two 3D objects have the same volume.

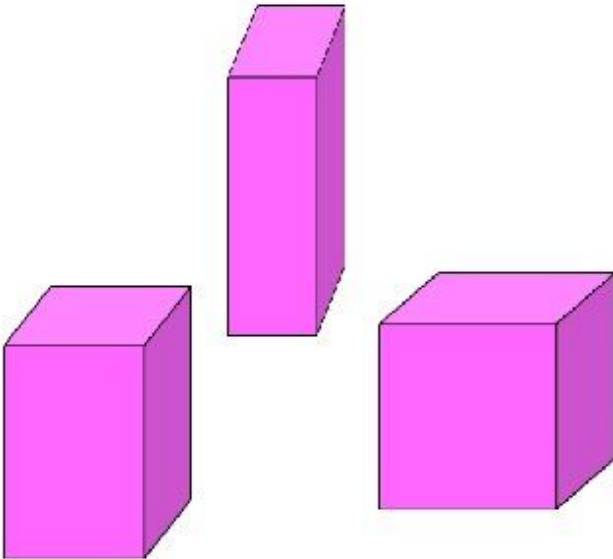
Test it out for yourself, multiply the length, width and height of object A and B and see if their volume is the same.



Volume

Question

How many different rectangular prisms have the volume of 36cm^3 ?



Mathematics Activity

Objects with the same volume but are different shapes.

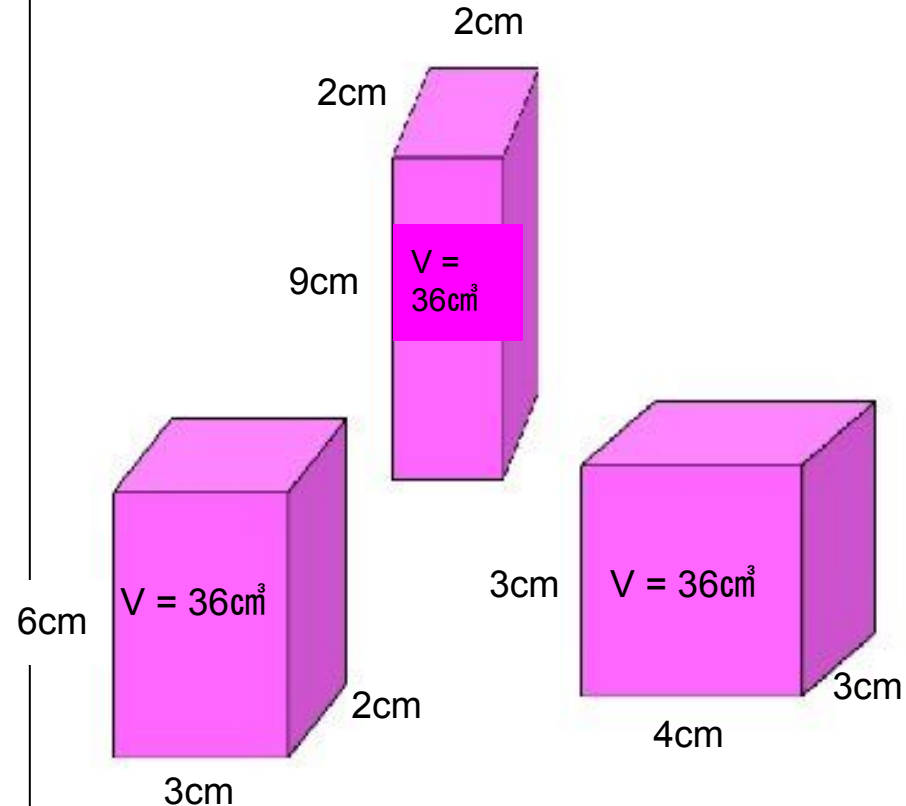
1. When finding the volume of objects, you need to multiply the **length x width x height**.
2. So what three numbers can be multiplied to make 36?
3. **First we need to think, what are the factors of 36?**

Factors of 36:

1
36
2
18
3
12
4
9
6

For example:

1. $3 \times 2 \times 6 = 36$
2. $9 \times 2 \times 2 = 36$
3. $4 \times 3 \times 3 = 36$



Mathematics Activity 1

Complete in your exercise book, take a picture and upload it to the Google Classroom

Wednesday W8 Daily Plan.

Now it is your turn. What three numbers can be multiplied to make 24? First think about what are

the factors of 24:

Factors of 24:

1. $\underline{\quad} \times \underline{\quad} \times \underline{\quad} = 24$

2. $\underline{\quad} \times \underline{\quad} \times \underline{\quad} = 24$

3. $\underline{\quad} \times \underline{\quad} \times \underline{\quad} = 24$

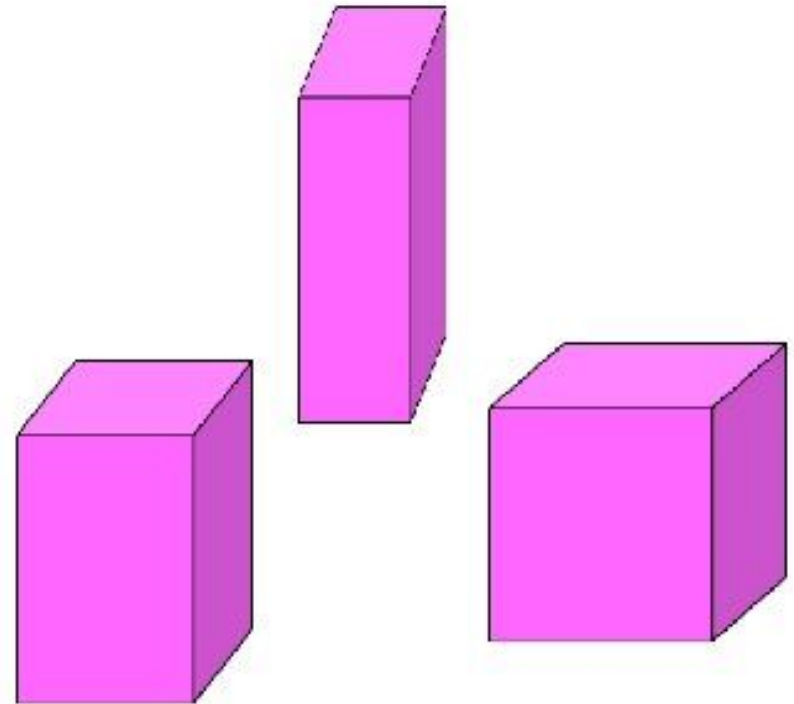
Mathematics Activity 2

Complete in your exercise book, take a picture and upload it to the Google Classroom

Wednesday W8 Daily Plan.

Can you label these rectangular prisms so that they **all** have a volume of 24cm^3 ?

Draw these rectangular prisms in your exercise book and label them.





PDHPE

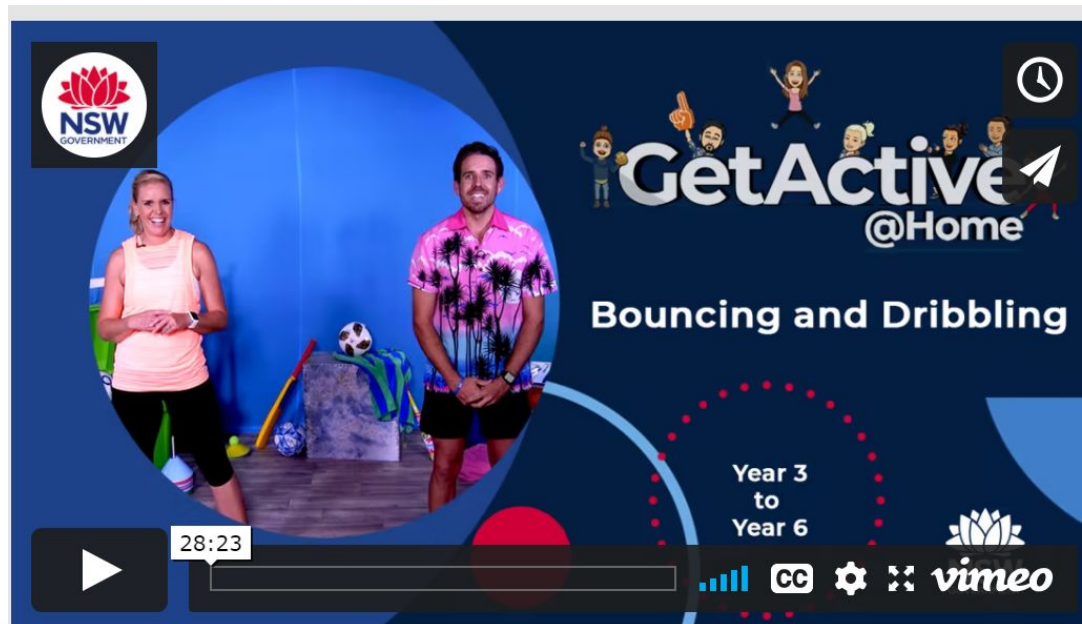
Student resources

Wednesday Week 8

Bouncing and dribbling

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

[GetActive@Home – Episode](#)



Break 2

In your exercise book, write a journal of how you are feeling today. You can write about things you are excited about, things you enjoyed today or things that you are grateful for.

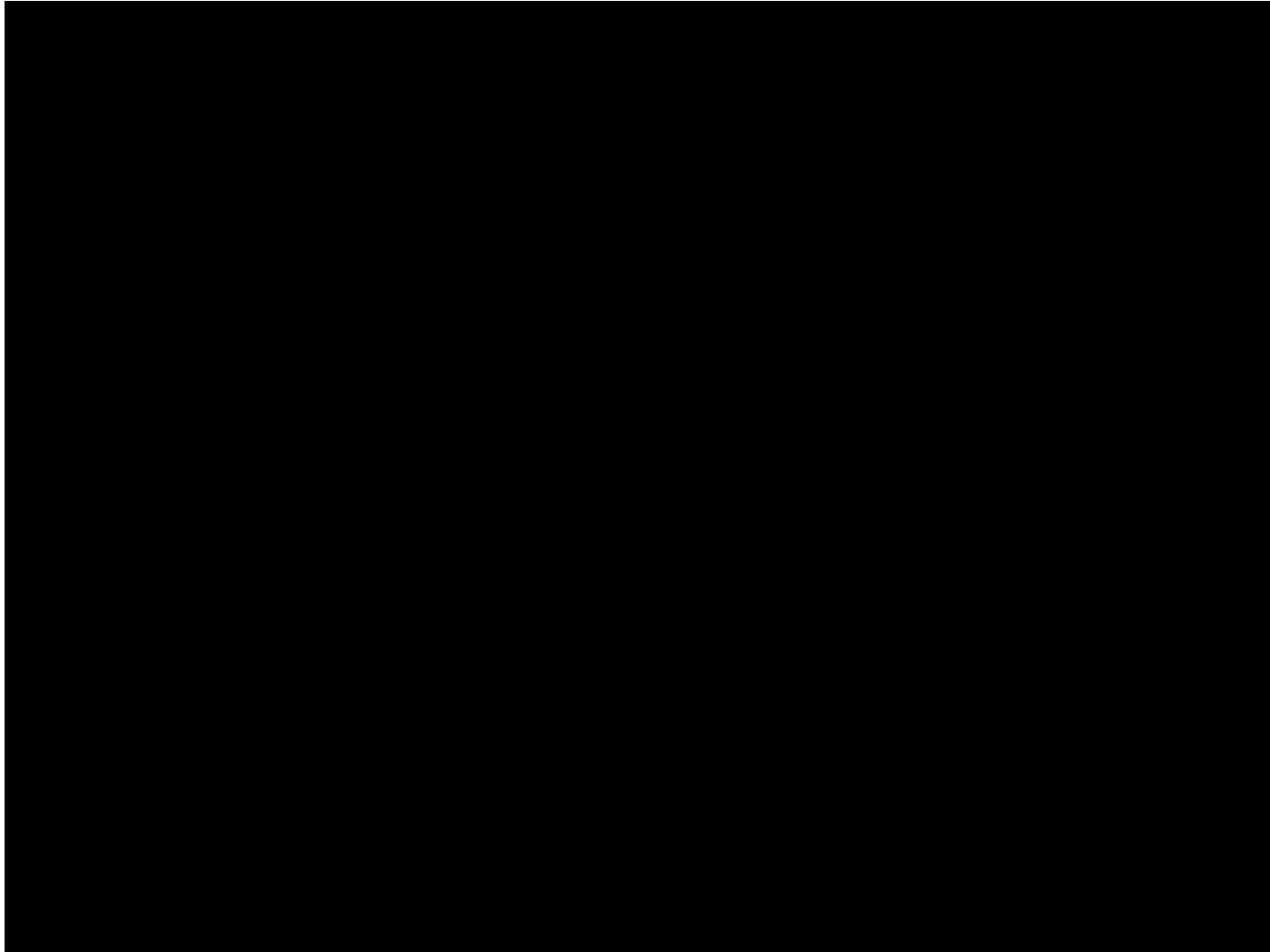


CAPA

Kearns PS Online Learning Creative and Practical Arts Stage 3

Week 8





Learning Intention

We are learning to create a piece of art incorporating two artistic techniques

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

Let's recap.



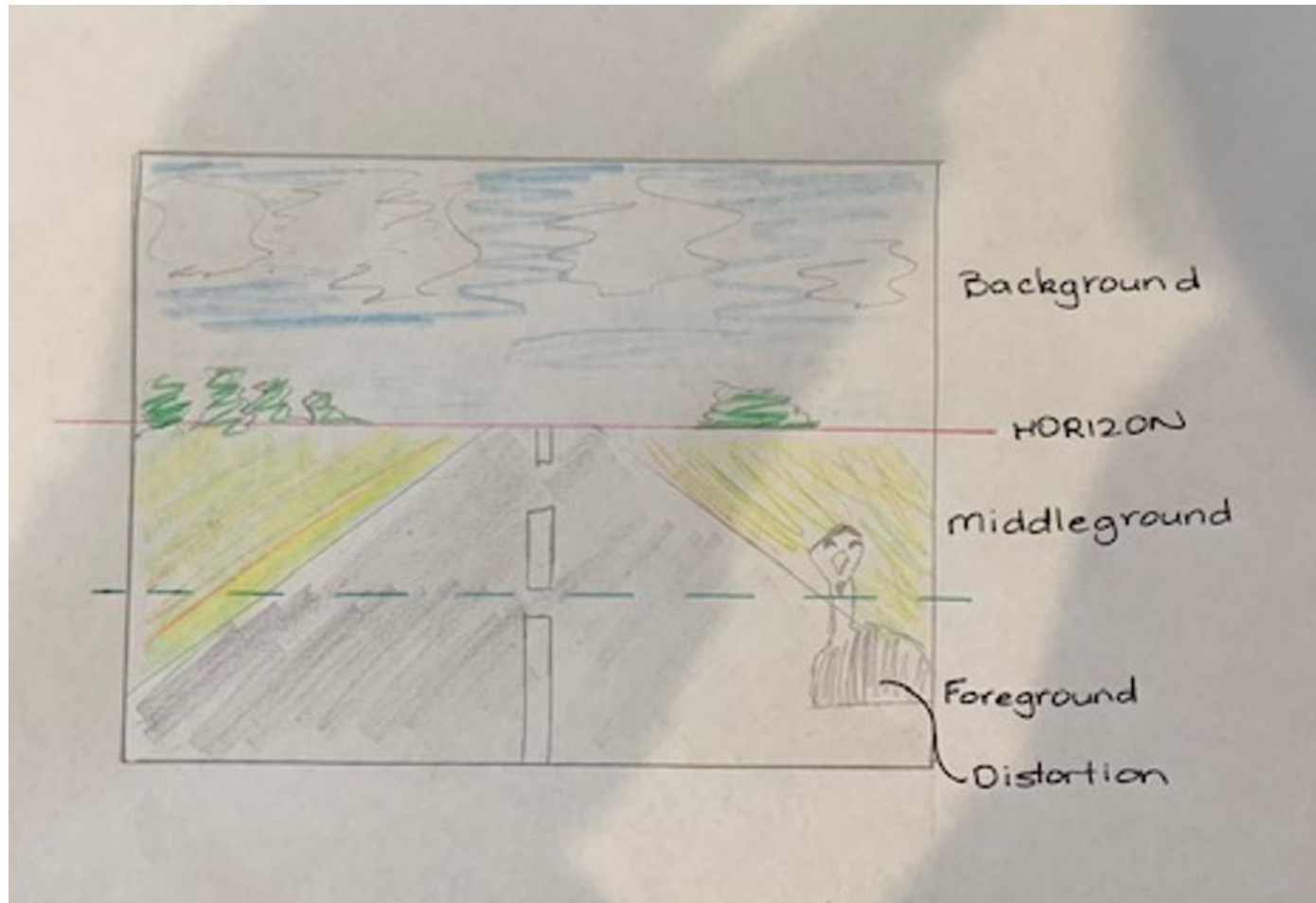
Your turn.



Adding Distortion



So are you ready to see Mrs
Nott's version?



Now it's your turn.

Please upload your work
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

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 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.





[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



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

Reading and Viewing/Writing and Representing

Learning Intention

I am learning that characters have the power to change and influence each other.

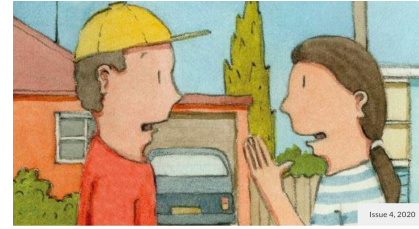
Success Criteria

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

- Understand that characters may change as a result of event
- Write a letter from the perspective of a character

Reading and Representing

The Most Boring Street in the World



The Most Boring Street in the World
story by Bill Nagelkerke, illustrated by Toby Riddle

1. Read The Most Boring Street in the World again.
2. I suggest you read the questions on the next slide and take some notes when you read again.

[Click here to read The Most Boring Street in the World](#)

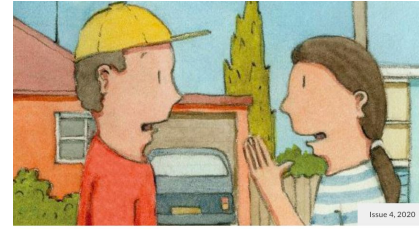
- Perspective is a point of view. It can be an attitude toward something or how a person or character sees something.
- Influence is how a person or character can have an effect or change the behaviour or perspective of another.



Click here to
listen to the
instructions

Reading and Representing

The Most Boring Street in the World



The Most Boring Street in the World
story by Bill Nagelkerke, illustrated by Toby Riddle

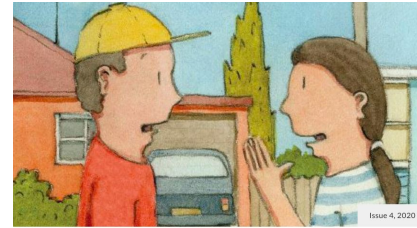
Answer the following questions in your exercise book. Use the heading **Perspective and Influence**. Use full sentence answers.

1. Which character in the text showed they could influence another character?
2. How was Jade able to change Austin's perspective of the boring street?
3. How do you know that Austin's perspective has changed?
What evidence is there of this?

Writing and Representing

The Most Boring Street in the World

Upload this task to Google Classroom



The Most Boring Street in the World
story by Bill Nagelkerke, illustrated by Toby Riddle

Click here to
listen to the
instructions



Task: In the story Austin's perspective about his street changed because Jade told him the story about the Pirate Ship called The Meteor and the lost treasure.

Write a letter from Austin to Jade, expressing his gratitude and outlining how his perspective of the street has changed due to her actions.

You could include how life was so boring before they met, how excited he is to search for the treasure, what they might do when they find the treasure etc.

For example

Dear Jade,

I am so excited about the story you told me today. I haven't told a soul. Not even my parents. I might have told my dog Pepper but she won't tell anyone. She could probably help with the digging

I can't wait for tomorrow when we become rich,

Austin



Mathematics

Student resources

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!



[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

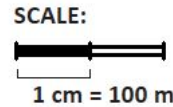
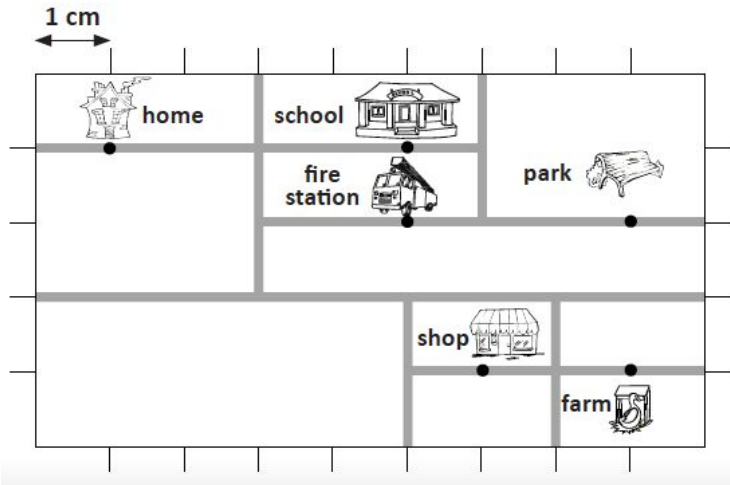
Length

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

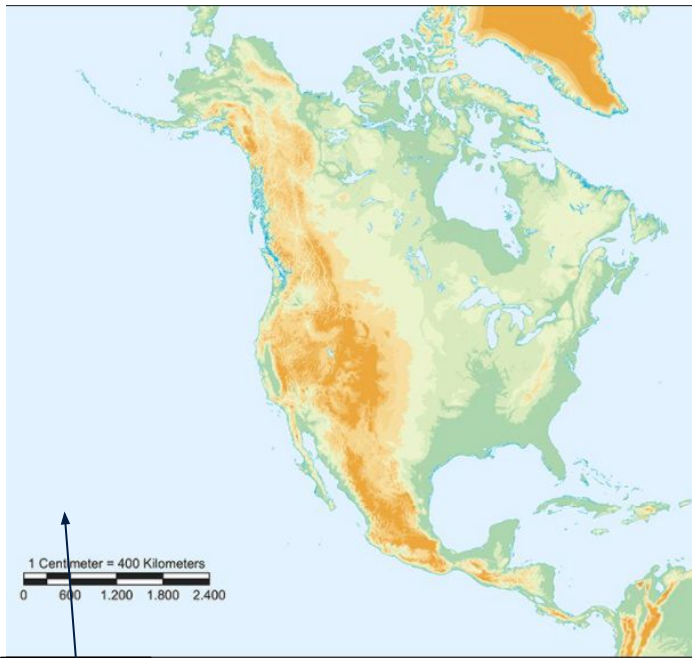


Scale

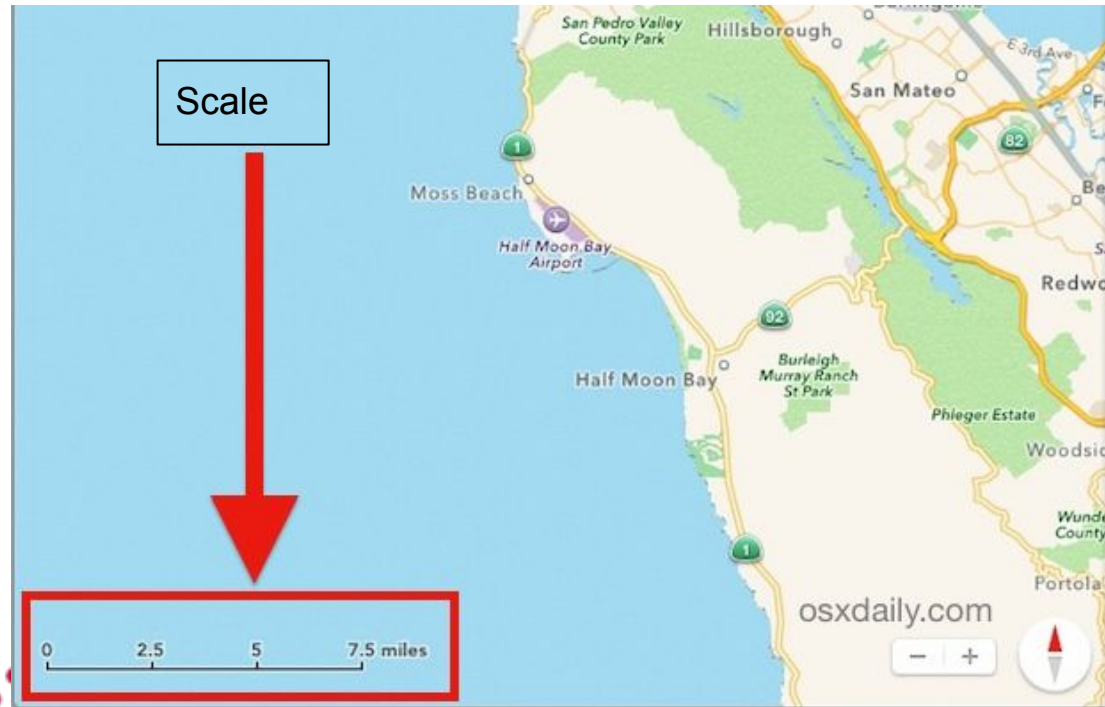
[Click here to listen to the instructions](#)



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

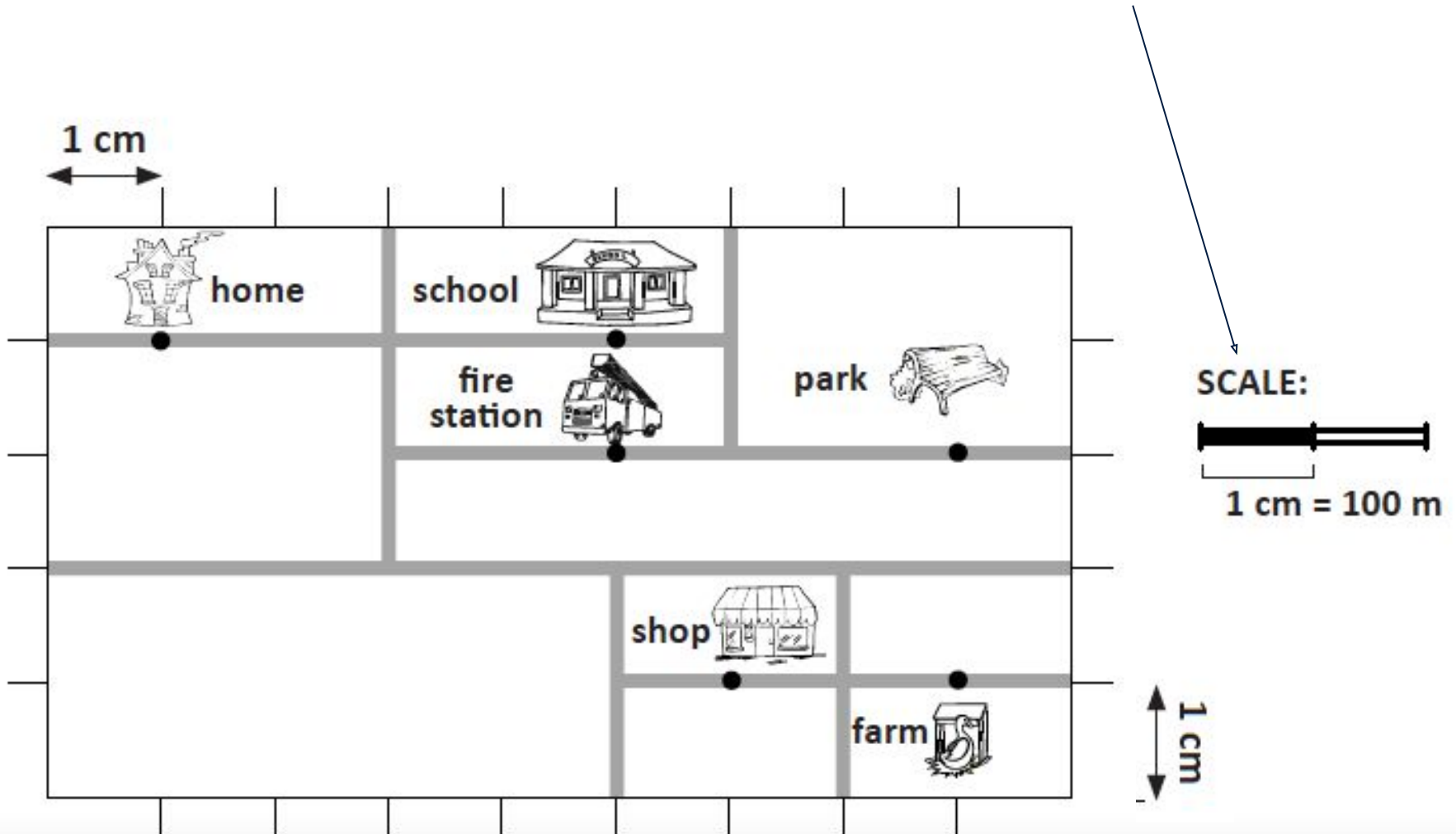




[Click here to listen to the instructions](#)

Scale

This map's scale is showing you that 1 cm on the map is equal to 100m in real life.



Click here to
listen to the
instructions



Mathematics Activity

Complete in your exercise book, take a picture and upload it to the Google Classroom

Thursday W8 Daily Plan.

What is the shortest distance by road from:

a home to school?

400 m

b home to the park?

m

c the fire station to the shop?

m

d the school to the farm?

m

e home to the shop?

m

Use the map on the last slide to answer the following questions. The first one has been done for you.



Extension

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

If you finish early and would like a challenge answer the following questions which relate to the map on the previous slide.

Now, suppose the scale is $1 \text{ cm} = 1 \text{ km}$. What is the shortest distance by road from:

a the fire station to the park?

b the park to home?

c home to the shop?

Break 2

Have a dance party. Put on some loud music, dim the lights and dance along to your favourite songs! If you have a torch you can use this to add to the fun!



PDH - Nutrition





We are learning to adopt practices that help maintain a healthy lifestyle



What healthy habits can we develop?

This video follows Maya as she learns how to create healthy habits involving her diet, sleep, physical activity, spending less time on her devices, and the value in finding a balance. Watch carefully as some facts will be in the Kahoot

Click [here](#) to view.





Healthy Habits to a Healthier You

1. Have a healthy diet -
 - eat lots of vegetables, legumes and grains
 - drink plenty of water
 - lean meats, dairy, fruit and nuts in moderate amounts
 - limit sugary and fatty foods and drinks





Healthy Habits to a Healthier You

2. Be physically active -

- Children should be active for at least 60 minutes a day
- Activities can include riding a bike, walking the dog and playing in the park

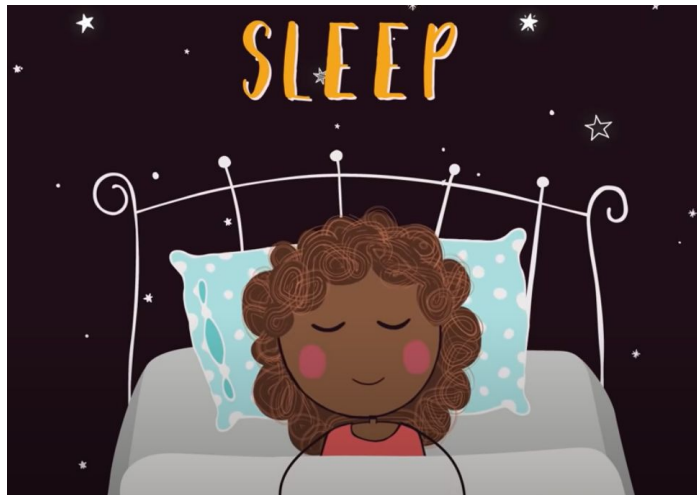




Healthy Habits to a Healthier You

3. Get lots of sleep -

- This helps to restore, repair and rebuild our bodies
- Children need at least 10 hours of sleep a night





Healthy Habits to a Healthier You

4. Limit screen time

- Keep devices out of the bedroom to get a good night's sleep
- Minimise screen time to do other activities



Are you active enough?

Watch this video to learn more about the importance of being physically active every day.

Click [here](#) to watch



Benefits of Daily Exercise



1. INCREASED ENERGY

2. FOCUS AT SCHOOL



3. BOOSTED METABOLISM

4. BETTER MOOD



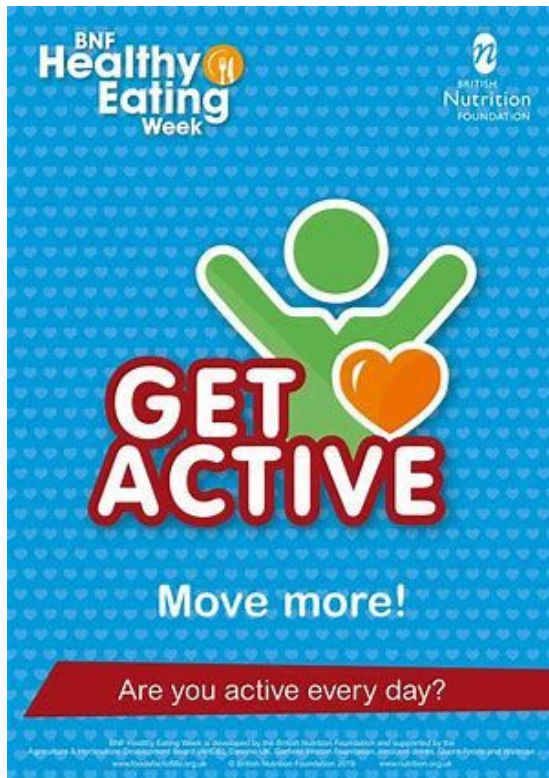
5. BETTER SLEEP

Test your knowledge of *Healthy Habits* 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 tomorrow morning. Press [here](#) to play.



Activity: Design a Poster

Choose one of the following healthy habits (increased physical activity or reduced screen time) and design a poster to encourage the school community to partake in that habit.



Reflection: Discuss with an adult what you learnt about making healthy habits. What changes will you make today so you can be more physically active and limit screen time?





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 8

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



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



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



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



Secret talent: Show us your secret talent.



Art: [Dish soap painting](#)



or

[Mo Willems Drawing Guide](#)



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



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





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

