

Monday Week 6 – Stage 1

Student activity resources



English

Student resources

Monday- Capital Letters

Learning Intention: To understand when to use a capital letter in my writing

Success Criteria:

- I can use a capital letter at the start of a sentence
- I can use a capital letter for a proper noun

Task a

Activity- Grammar



Capital letters

A sentence always begins with a capital letter.



We are going outside to play.

My teacher is kind.

Task a

Activity- Grammar

Rewrite the following sentences from both slides in your book or on a google document. Remember sentences need to start with a capital letter. There may be some other words that need a capital letter, too, such as proper nouns (a noun that names a particular person, place or thing)

Upload your work to Google Classroom.

1. the sun set slowly as I walked away
2. i can see a mouse in there
3. we will go to the park
4. tom and i will play with sally
5. i will draw a picture of a clown
6. we will go to the movies on saturday

Task a

Activity- Grammar

Rewrite these sentences in your book or on a google document.

Remember sentences need to start with a capital letter. Keep an eye out for any proper nouns! They will need a capital letter, too.

Upload your work to Google Classroom.

1. we are going to the city on sunday with sally
2. my family went to london and rome for a holiday
3. i think either italy or france will win the world cup

Task a

Activity- Grammar

Now it's your turn. Put the following words into sentences. Remember sentences need to start with a capital letter. There may be some other words that need a capital letter too, such as proper nouns. **Upload your work to Google**

Classroom.

animal

pet

teacher

outside

inside

school

Ss

Task b- Information Report

Watch the clip below about Tasmanian Devils. What interesting facts did you find out?

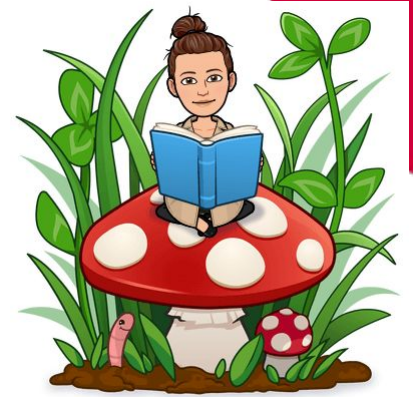
Brainstorm your ideas in your work book.

<https://www.youtube.com/watch?v=kL0t3fZy9r0&t=2s>



Task C

Independent Reading



***Complete an activity on Reading Eggs
Read a book from your PM Readers***

Read to self or to an adult. Try reading aloud and using expression.

Write in your book-

Title-

Author-

Who were the characters in the book?

What happened?

What was the most interesting part?

Check your work

Have you completed all the following activities?



Check your work

Check you have completed all these tasks

- Task a - Grammar- 2 activities
- Task b – Information Report clip and activity
- Task c – Independent Reading
- Reading Eggs
- PM Readers

Reflection

What is something new that I have learned today in English?

Brain Break

Play a game of scissors paper rock





Mathematics

Chance



Warm Up: What is the number before and after the following numbers?

Challenge: Can you think of the numbers before and after the four digit numbers?

Hundreds Chart

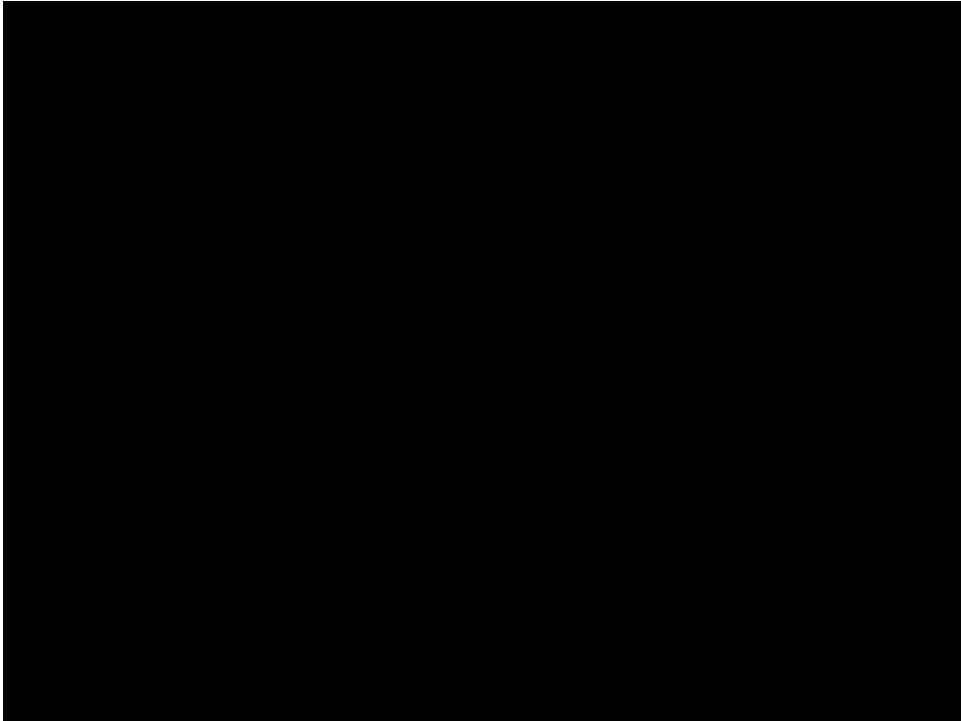
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

18 56 24 39 2 54 67 77 99
 60 32 71 10 88 90 21 12 34

457 102 127 543 657 452 777 231
 536 118 324 576 999 874 234 972

Challenge

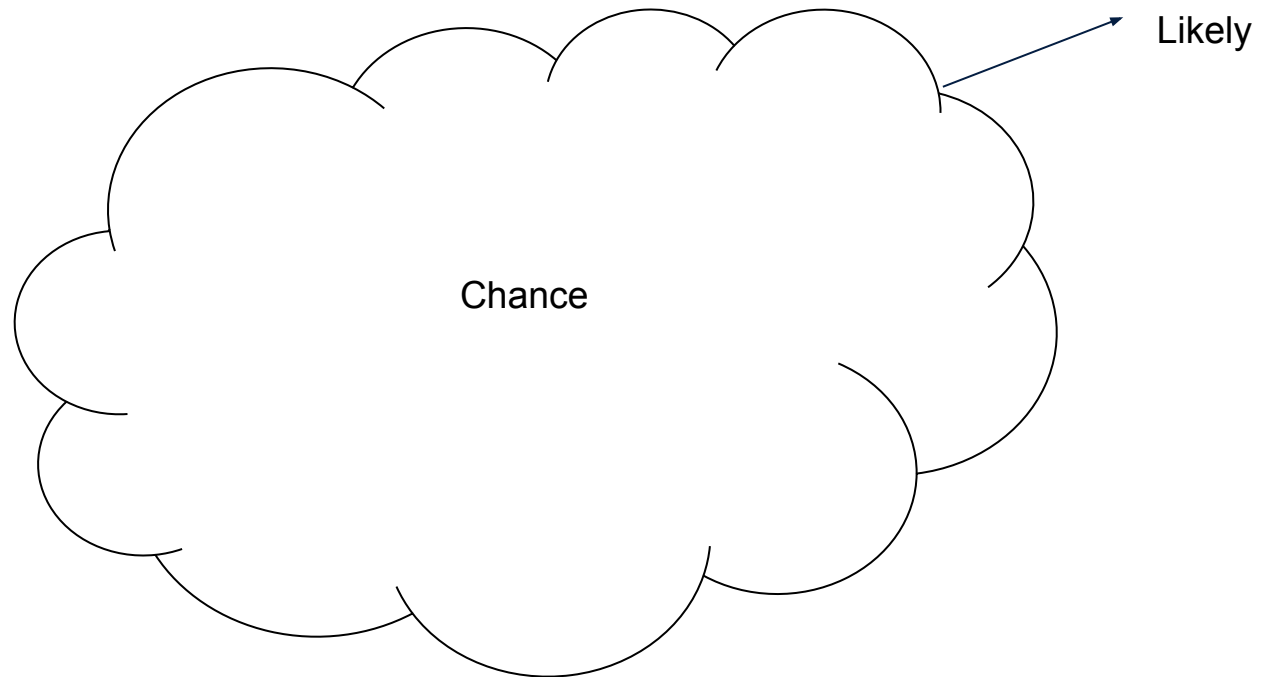
1234 4732 5647 2378 4267 9864 7536
 6543 9773 6754 7853 9876 6534 3333
 7953 8789 2999 3452 4536



Please watch the following video.

Chance - What is Chance?

Brainstorm everything you know about chance. Record your thinking and upload your thinking onto Google Classroom.



Chance

Learning Intention: To recognise and describe the chance of everyday events

Success Criteria:

I will be successful by:

- using the words ‘likely’ and ‘unlikely’ and ‘certain’ and ‘uncertain’ to describe an event
- recognising that some events might or might not happen
- explaining why one result is more likely than another
- identifying the the possible outcomes of a chance experiment



Chance - What is Chance?

Chance is how likely something is to happen. View the following video by clicking on the link below.

<https://video.link/w/NLf5c>



The Language of Chance

There are different words we can use to describe the chance of something happening

If something will definitely happen, we say it is certain.

If something might happen, we say it is uncertain.

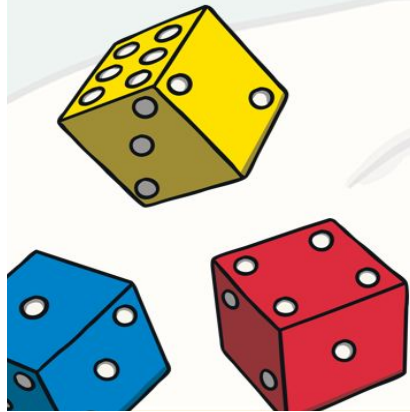
If something definitely can't happen, we say it is impossible.

Certain and impossible are the opposites of each other. There are lots of possibilities in between.

The Language of Chance

Some things **will** happen.

e.g. Picking a red marble from a jar of red marbles.



Some things **might** happen.

e.g. It might snow this winter.



Some things **won't** happen.

e.g. Rolling a 7 with a 6-sided dice.

The Language of Chance

Choose the best multiple choice answer to answer this question.

What is the chance pigs will fly?



- A. It will happen (certain)
- B. It might happen (uncertain)
- C. It won't happen (impossible)

The Language of Chance

Choose the best multiple choice answer to answer this question.

What is the chance you will go to school on Christmas day?



- A. It will happen (certain)
- B. It might happen (uncertain)
- C. It won't happen (impossible)

The Language of Chance

Choose the best multiple choice answer to answer this question.

What is the chance you will be one year older next year?



- A. It will happen (certain)
- B. It might happen (uncertain)
- C. It won't happen (impossible)

The Language of Chance

Choose the best multiple choice answer to answer this question.

What is the chance you will read a story tonight?



- A. It will happen (certain)
- B. It might happen (uncertain)
- C. It won't happen (impossible)

The Language of Chance

Choose the best multiple choice answer to answer this question.

What is the chance your teacher will swim the whole way around the world?



- A. It will happen (certain)
- B. It might happen (uncertain)
- C. It won't happen (impossible)

The Language of Chance

Choose the best multiple choice answer to answer this question.

What is the chance it will rain next week?

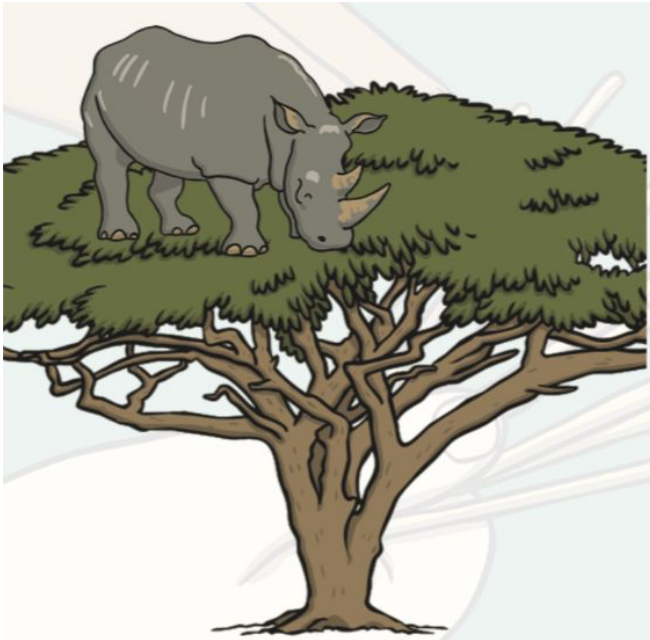


- A. It will happen (certain)
- B. It might happen (uncertain)
- C. It won't happen (impossible)

The Language of Chance

Choose the best multiple choice answer to answer this question.

What is the chance a rhinoceros will climb a tree?



- A. It will happen (certain)
- B. It might happen (uncertain)
- C. It won't happen (impossible)

The Language of Chance

Using your knowledge of chance and think of something for the following questions. **Write your answers on the Google Doc.**

At home today, what is something you ...

are certain will happen?	are uncertain will happen?	think is impossible to happen?

Reflection



What was something that was new that you learnt today?

Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>





PE

Forehand and backhand strike

Follow the link below to watch the episode and join in the striking fun with Sam and Victor.

[GetActive@Home-Episode](#)



Forehand and backhand strike challenges

GetActive@Home

Episode 3 - Forehand & backhand strike

Stage 1

Challenges

Perform the following striking activities with a balloon.

- Using the open palm and back of the hand to practise forehand and backhand striking.
- With a partner, practise forehand and backhand striking to each other while catching the balloon in between each strike.

Mega Challenge

- With a partner, set up a pretend net with two or more markers. Practise forehand and backhand striking to each other continuously without catching the balloon.

Creative Challenge

- Move the body any way you can while forehand and backhand striking the balloon to your partner.

Other variations

With a partner try:

- performing a body weight resistance movement in between striking the balloon eg. squat or tuck jump.
- using a balloon each and strike to each other at the same time.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD1-4 performs movement skills in a variety of sequences and situations.

PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences.

Sample questions

Where do you look when striking? (Laser eyes)

How do you move to make striking easier? (Move feet)

What do we say to make striking easier? (Teaching cues)

Teaching cues

Stand side on to the target.

Striking arm back then forward (smiley arm).

Step forward (step over the creek).

Toss and strike the balloon.

Equipment

Balloon and two field markers or similar.

Brain Break

Draw a funny croissant
Use the link below to get started

<https://video.link/w/uvq5c>





Monday Science

How do we measure sound?

LOUD or soft?

Sound is made by objects shaking, or vibrating. If something vibrates a little, it will make a quiet sound. If something vibrates a lot, then it will be louder.

Some sounds are so loud they hurt our ears. Some sounds are so soft we can hardly hear them.



Tapping your finger gently on the table will make a *soft* sound




Knocking hard with your hand on the table will make a **loud** sound

How do we measure sound?






LOUD or soft?






We are going to play a game of Sort the Sounds, where we guess what sounds are the softest to the loudest. You can think of each sound, or find the sounds, and order them in your workbook.

Reset 

Sort the Sounds

info
Sort the sounds below from softest to loudest.





softest Check **loudest**

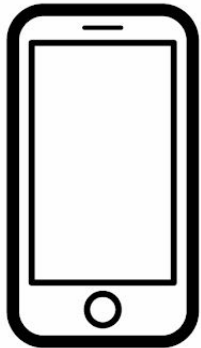
If you would like to play this game online, go to <http://inq.co/class/29xf> and put in the code 2745

How do we measure sound?

LOUD or soft?

We measure how loud or soft a sound is by its volume. Often we can control the **volume**.

Can you think of where you have seen or heard the word volume before? Look at the pictures for clues



How do we measure sound?

LOUD or soft?

You can find volume on most electronic items that can make sound. You can control the sound by using a remote control, buttons, touchscreens or turning knobs.



What do these symbols mean?



How do we measure sound?

LOUD or soft?

Experiment!

You will need:

- A plastic bottle or a few plastic bottles
- Dry pasta
- Rice
- Water
- Oats/ similar texture
- A camera to record a video

If you have one bottle, fill it with each item, and shake it. Record its sound, and then change to the next item. If you have many bottles, fill each bottle with one item, and then compare their sounds.

Can you order the bottles/sounds from the softest to the loudest?

You can either take a photo or video of the experiment, or write your observations in your workbook.



Tuesday Week 6 – Stage 1

Student activity resources



English

Student resources

Synonyms

Learning Intention: To understand that a synonym means a word that has the same or similar meaning.

Success Criteria:

- I can give an example of a different word that has the same meaning
- I can identify interesting words
- I can use interesting words to improve my writing

Task a

Vocabulary

Synonyms

Synonyms are words that have the same meaning, or almost the same meaning.

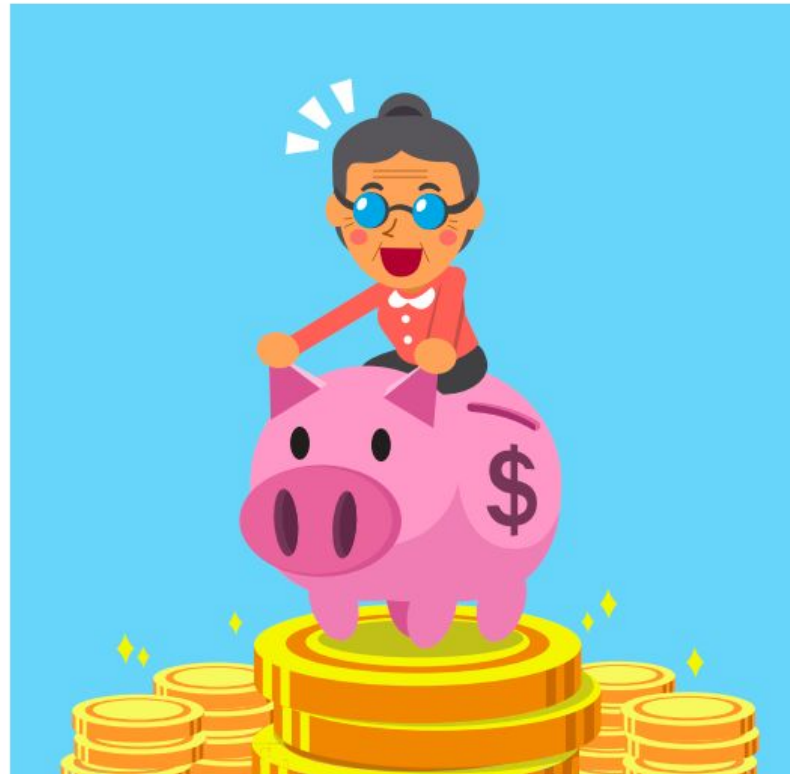
A synonym for 'rich' would be:
affluent, wealthy, well off or prosperous.

She is very rich.

She is very affluent.

She is very well off.

She is very prosperous.



Task a

Vocabulary

Using the words below, can you think of some more words that have the same meaning (synonyms). Write these words into your workbook.

Word wall: Synonyms

angry - mad, furious ...

big - large, huge ...

fast - quick, rapid ...

look - gaze, see ...

happy - pleased, delighted ...

sad - unhappy, miserable ...



Information Report

Learning Intention- To be able to locate important information in a text or video.

Success Criteria

- I can find information that will help me understand the topic

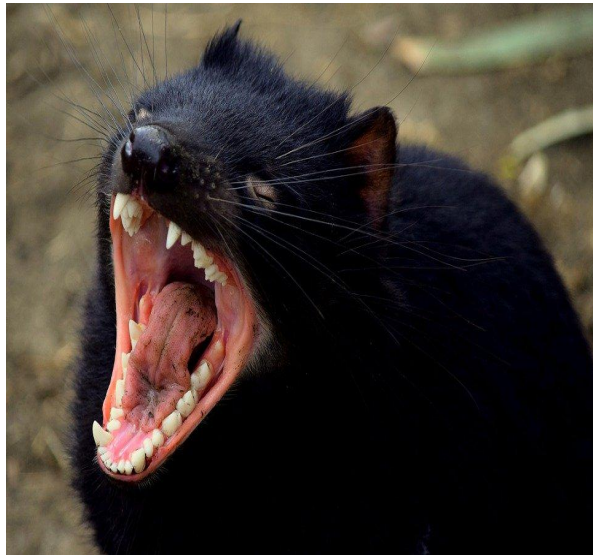
Task b- Writing

Information Report



Watch the link below about Tasmanian Devils. Watch carefully as you will be using this information to complete the activity. You can take notes as you watch.

<https://www.yout-ube.com/watch?v=ZpFtRT1hPrs>



Task b- Writing

Information Report



After watching the clip on Tasmanian Devils. Can you find the following information about this animal?

What animal group does a Tasmanian Devil belong to?(Classification)

Where in Australia do Tasmanian Devils live? (Habitat)

Describe their home.

What do Tasmanian Devils eat? (Diet)

What do they look like? (Appearance)

Who are their predators? (Who hunts them)

An interesting fact.

Draw a picture of a Tasmanian Devil

Upload your work to Google Classroom

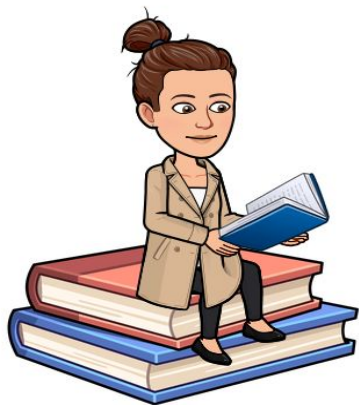


Task c

Reading Response

Complete an activity on Reading Eggs

Read a book on PM Readers



Check your work

Have you completed all the following activities?



- a) Grammar
- b) Writing- Information Report video and activity
- c) Reading Eggs
- d) PM Reader

Need help? Remember to ask your teacher!

Reflection

Can I give an example of a synonym?

What is an interesting fact that I learned about Tasmanian Devils?

Brain Break

All about me

Create and build a name out of materials that represent you!

Examples of how you can create your name:

Use lego or boxes if you love to build. Use a football, soccer ball, basketball, cricket bat if your favourite sport is one of those. Use crayons or paint if you love to be artistic.

The possibilities are endless! Have fun with this project.

An example is on the next slide.

Brain Break

All about me Example

You can upload a photo onto Google Classroom once your creation is complete





Mathematics

Chance

Student resources

Warm Up: Problem solving

Solve the following word problems



Thomas loves birds. He has a large bird aviary at his house. Thomas has 7 blue birds, 3 red birds, 2 white birds and 1 peacock. How many birds does Thomas have in his aviary?



Warm Up: Problem solving

Solve the following word problems



Jill and Lachlan collect trading cards. Jill has 12 trading cards. Lachlan has 34 trading cards. How many more trading cards does Lachlan have than Jill?

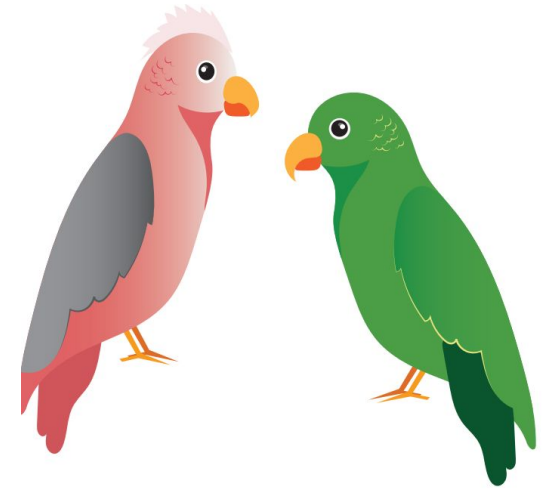




Warm Up: Problem solving - Challenge

Solve the following word problems

There were 41 birds in a tree. Some birds flew away. Now, there are 29 birds in the tree. How many birds flew away?



Chance

Learning Intention: To recognise and describe the chance of everyday events

Success Criteria:

I will be successful by:

- using the words 'likely' and 'unlikely' and 'certain' and 'uncertain' to describe an event
- recognising that some events might or might not happen
- explaining why one result is more likely than another
- identifying the the possible outcomes of a chance experiment



Chance

View the following video to find out more about chance. Click on the link below.

<https://video.link/w/rug5c>

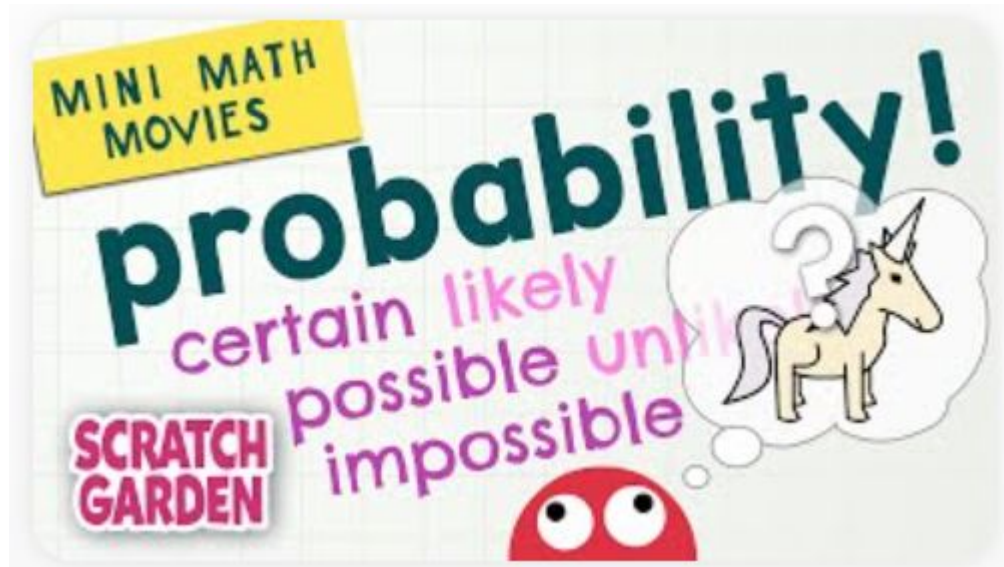


Chance

Finding the possibility of an event.

Watch the following video and follow along with the activities that are included in the clip.

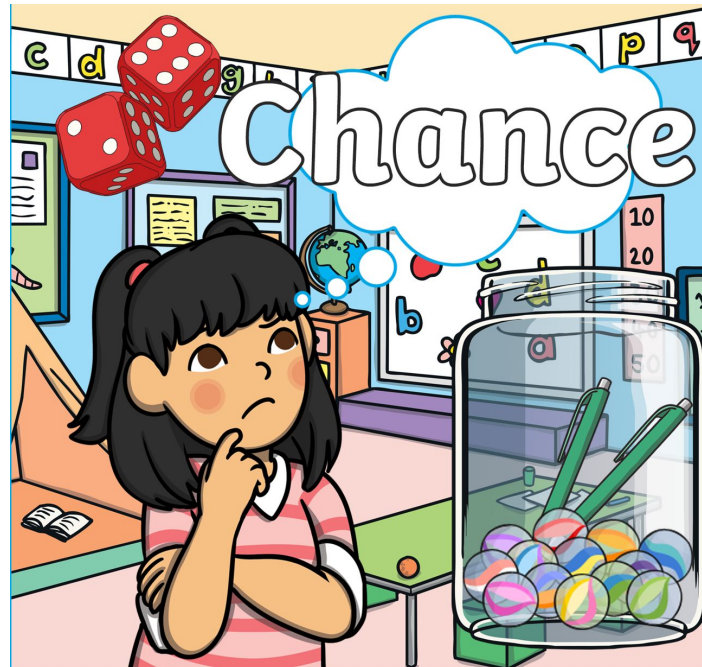
<https://video.link/w/8Xj5>



Chance

Read the following questions and decide what the likelihood of the event could be by choosing the correct word to describe the chance of each occurring.

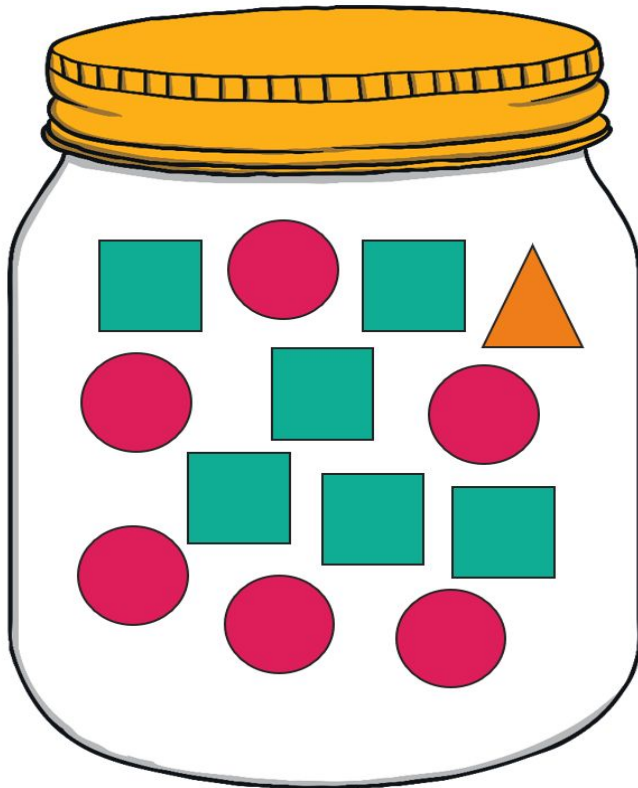
Please upload your answers onto the Google Doc.



Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose an **orange triangle** from the jar?



Likely

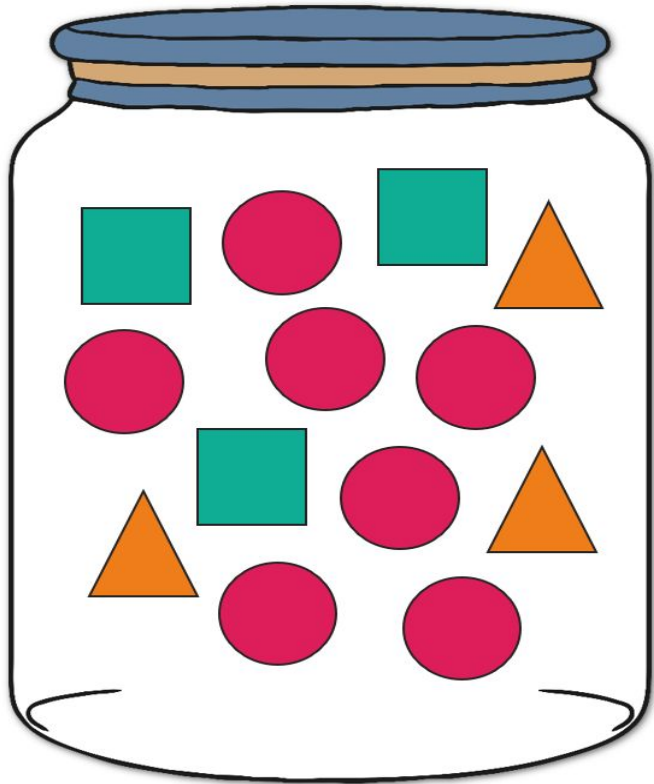
Impossible

Unlikely

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a **red circle** from the jar?



Likely

Impossible

Certain



Monday Science

How do we measure sound?

LOUD or soft?

Sound is made by objects shaking, or vibrating. If something vibrates a little, it will make a quiet sound. If something vibrates a lot, then it will be louder.

Some sounds are so loud they hurt our ears. Some sounds are so soft we can hardly hear them.



Tapping your finger gently on the table will make a *soft* sound









Knocking hard with your hand on the table will make a **loud** sound






How do we measure sound?

LOUD or soft?

We are going to play a game of Sort the Sounds, where we guess what sounds are the softest to the loudest. You can think of each sound, or find the sounds, and order them in your workbook.

Reset  **Sort the Sounds** info
Sort the sounds below from softest to loudest.

softest **Check** **loudest**

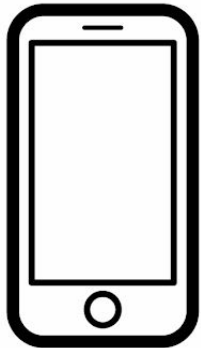
If you would like to play this game online, go to <http://inq.co/class/29xf> and put in the code 2745

How do we measure sound?

LOUD or soft?

We measure how loud or soft a sound is by its volume. Often we can control the **volume**.

Can you think of where you have seen or heard the word volume before? Look at the pictures for clues



How do we measure sound?

LOUD or soft?

You can find volume on most electronic items that can make sound. You can control the sound by using a remote control, buttons, touchscreens or turning knobs.



What do these symbols mean?



How do we measure sound?

LOUD or soft?

Experiment!

You will need:

- A plastic bottle or a few plastic bottles
- Dry pasta
- Rice
- Water
- Oats/ similar texture
- A camera to record a video

If you have one bottle, fill it with each item, and shake it. Record its sound, and then change to the next item. If you have many bottles, fill each bottle with one item, and then compare their sounds.

Can you order the bottles/sounds from the softest to the loudest?

You can either take a photo or video of the experiment, or write your observations in your workbook.



Tuesday Week 6 – Stage 1

Student activity resources



English

Student resources

Synonyms

Learning Intention: To understand that a synonym means a word that has the same or similar meaning.

Success Criteria:

- I can give an example of a different word that has the same meaning
- I can identify interesting words
- I can use interesting words to improve my writing

Task a

Vocabulary

Synonyms

Synonyms are words that have the same meaning, or almost the same meaning.

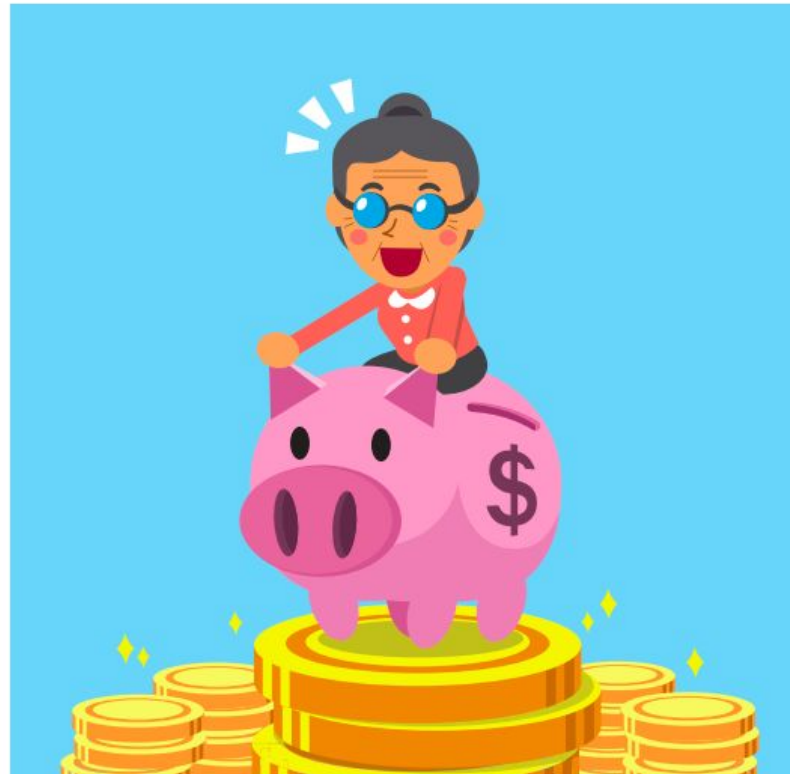
A synonym for 'rich' would be:
affluent, wealthy, well off or prosperous.

She is very rich.

She is very affluent.

She is very well off.

She is very prosperous.



Task a

Vocabulary

Using the words below, can you think of some more words that have the same meaning (synonyms). Write these words into your workbook.

Word wall: Synonyms

angry - mad, furious ...

big - large, huge ...

fast - quick, rapid ...

look - gaze, see ...

happy - pleased, delighted ...

sad - unhappy, miserable ...



Information Report

Learning Intention- To be able to locate important information in a text or video.

Success Criteria

- I can find information that will help me understand the topic

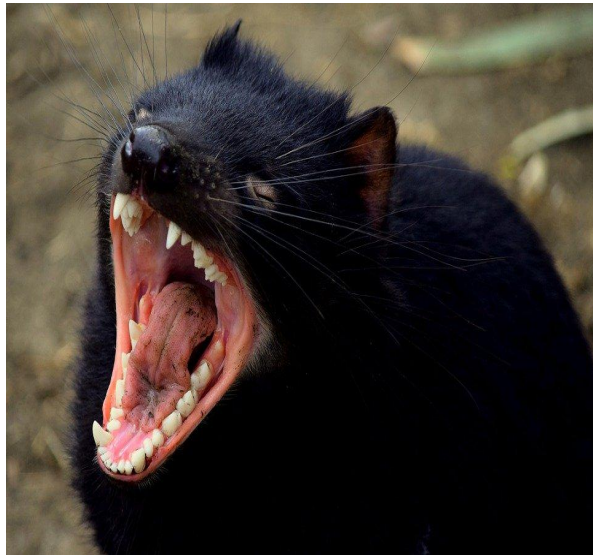
Task b- Writing

Information Report



Watch the link below about Tasmanian Devils. Watch carefully as you will be using this information to complete the activity. You can take notes as you watch.

<https://www.yout-ube.com/watch?v=ZpFtRT1hPrs>



Task b- Writing

Information Report



After watching the clip on Tasmanian Devils. Can you find the following information about this animal?

What animal group does a Tasmanian Devil belong to?(Classification)

Where in Australia do Tasmanian Devils live? (Habitat)

Describe their home.

What do Tasmanian Devils eat? (Diet)

What do they look like? (Appearance)

Who are their predators? (Who hunts them)

An interesting fact.

Draw a picture of a Tasmanian Devil

Upload your work to Google Classroom

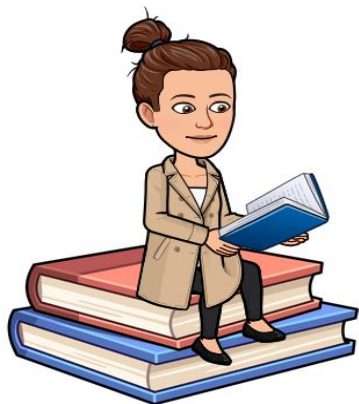


Task c

Reading Response

Complete an activity on Reading Eggs

Read a book on PM Readers



Check your work

Have you completed all the following activities?



- a) Grammar
- b) Writing- Information Report video and activity
- c) Reading Eggs
- d) PM Reader

Need help? Remember to ask your teacher!

Reflection

Can I give an example of a synonym?

What is an interesting fact that I learned about Tasmanian Devils?

Brain Break

All about me

Create and build a name out of materials that represent you!

Examples of how you can create your name:

Use lego or boxes if you love to build. Use a football, soccer ball, basketball, cricket bat if your favourite sport is one of those. Use crayons or paint if you love to be artistic.

The possibilities are endless! Have fun with this project.

An example is on the next slide.

Brain Break

All about me Example

You can upload a photo onto Google Classroom once your creation is complete





Mathematics

Chance

Student resources

Warm Up: Problem solving

Solve the following word problems



Thomas loves birds. He has a large bird aviary at his house. Thomas has 7 blue birds, 3 red birds, 2 white birds and 1 peacock. How many birds does Thomas have in his aviary?



Warm Up: Problem solving

Solve the following word problems



Jill and Lachlan collect trading cards. Jill has 12 trading cards. Lachlan has 34 trading cards. How many more trading cards does Lachlan have than Jill?





Warm Up: Problem solving - Challenge

Solve the following word problems

There were 41 birds in a tree. Some birds flew away. Now, there are 29 birds in the tree. How many birds flew away?



Chance

Learning Intention: To recognise and describe the chance of everyday events

Success Criteria:

I will be successful by:

- using the words 'likely' and 'unlikely' and 'certain' and 'uncertain' to describe an event
- recognising that some events might or might not happen
- explaining why one result is more likely than another
- identifying the the possible outcomes of a chance experiment



Chance

View the following video to find out more about chance. Click on the link below.

<https://video.link/w/rug5c>

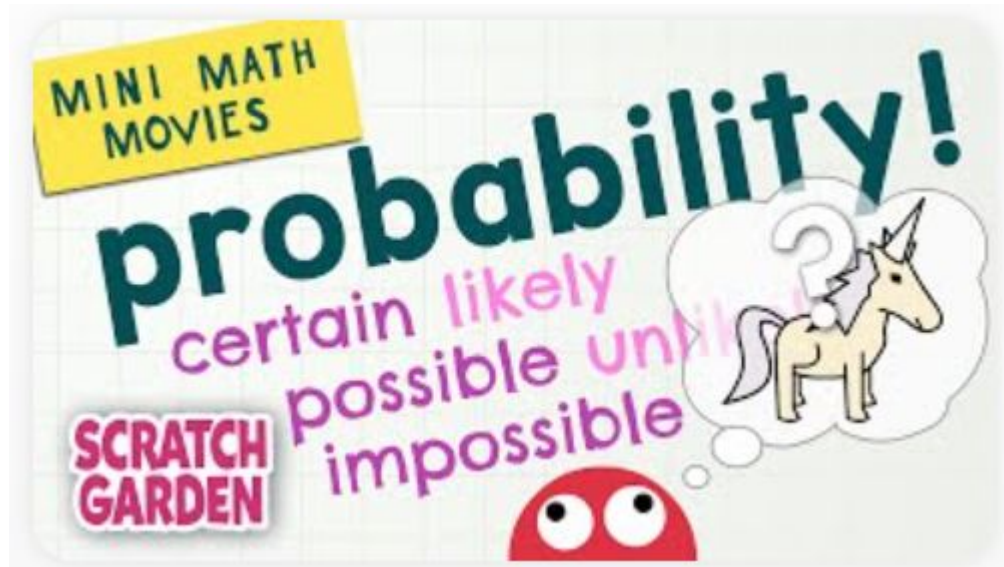


Chance

Finding the possibility of an event.

Watch the following video and follow along with the activities that are included in the clip.

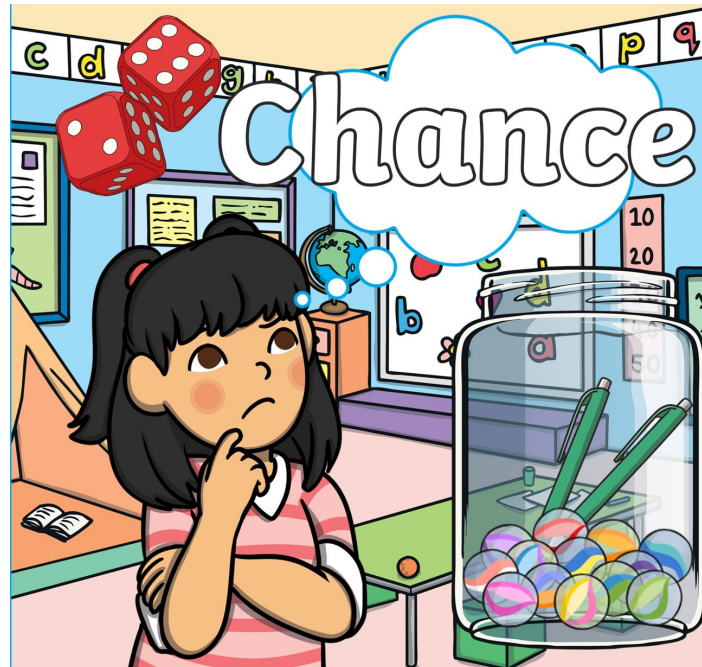
<https://video.link/w/8Xj5>



Chance

Read the following questions and decide what the likelihood of the event could be by choosing the correct word to describe the chance of each occurring.

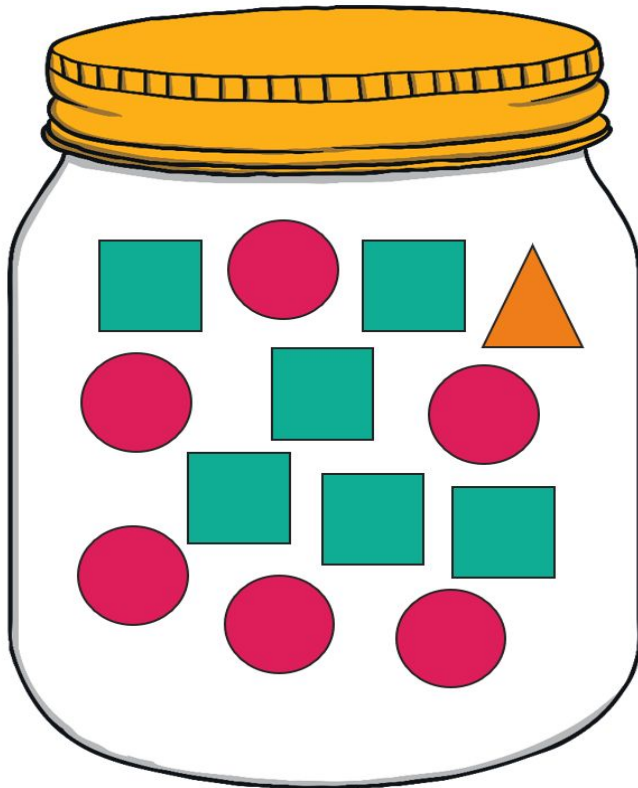
Please upload your answers onto the Google Doc.



Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose an **orange triangle** from the jar?



Likely

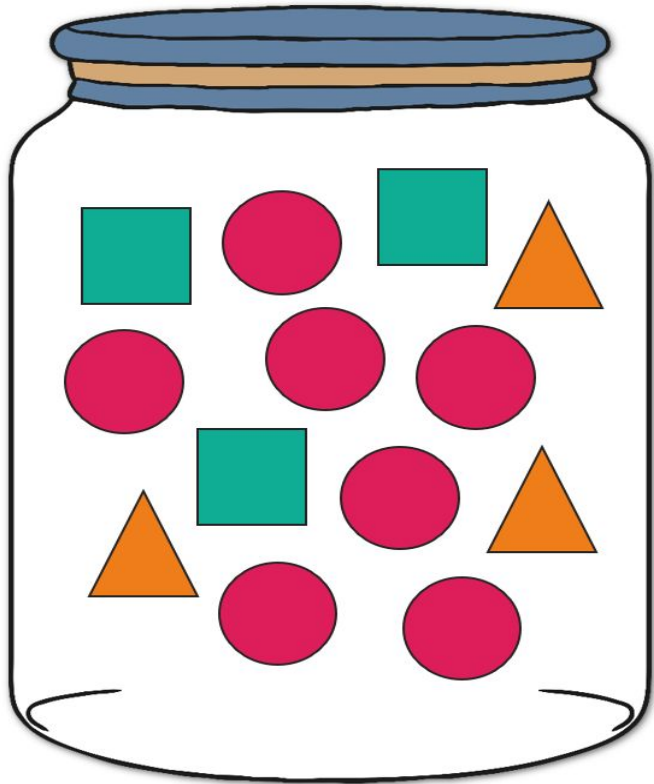
Impossible

Unlikely

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a **red circle** from the jar?



Likely

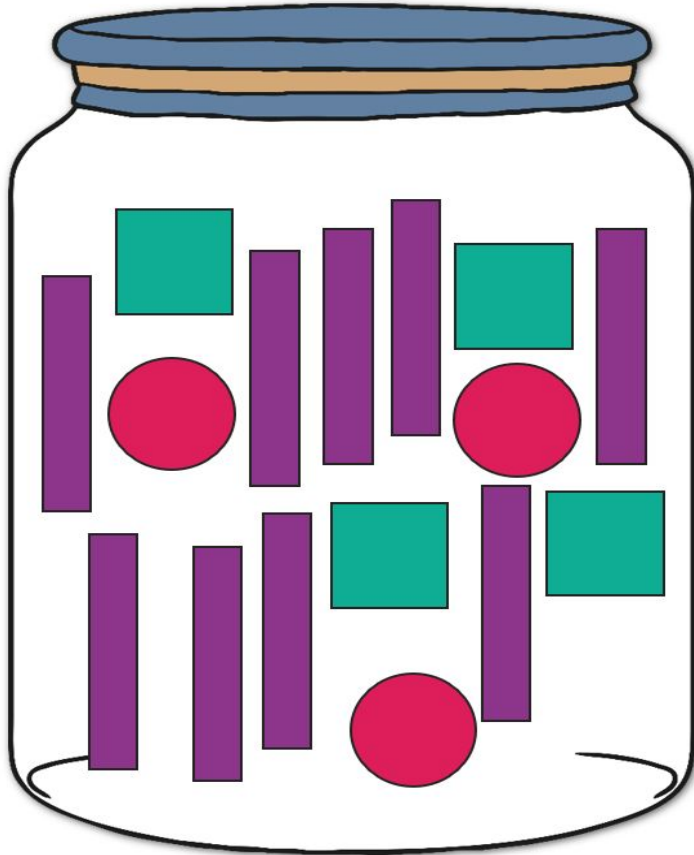
Impossible

Certain

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a purple rectangle from the jar?



Likely

Impossible

Certain

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a circle from the jar?



Likely

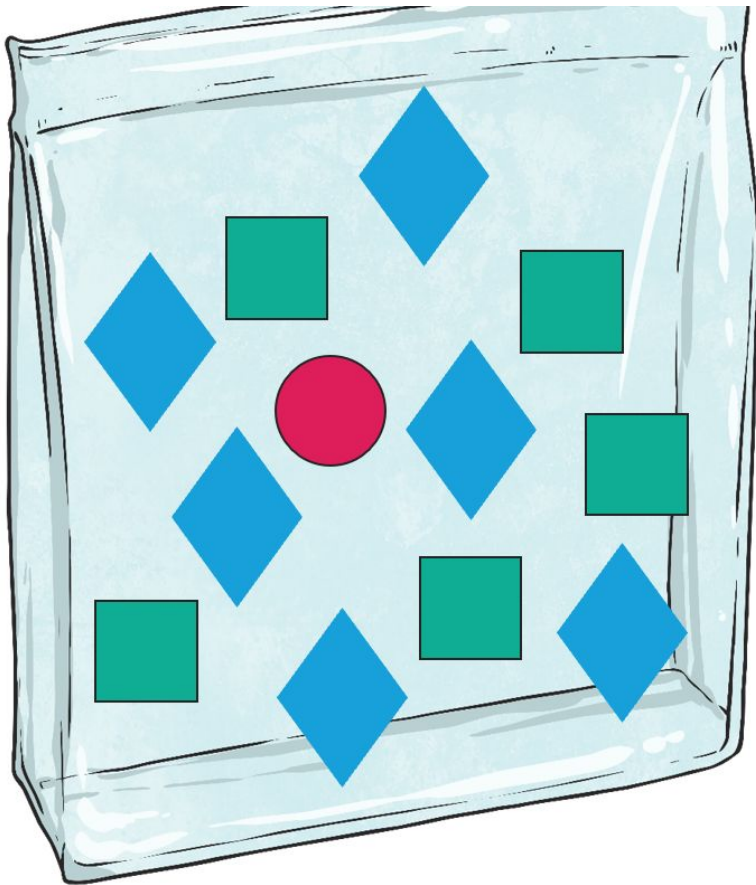
Impossible

Certain

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a circle from the jar?



Likely

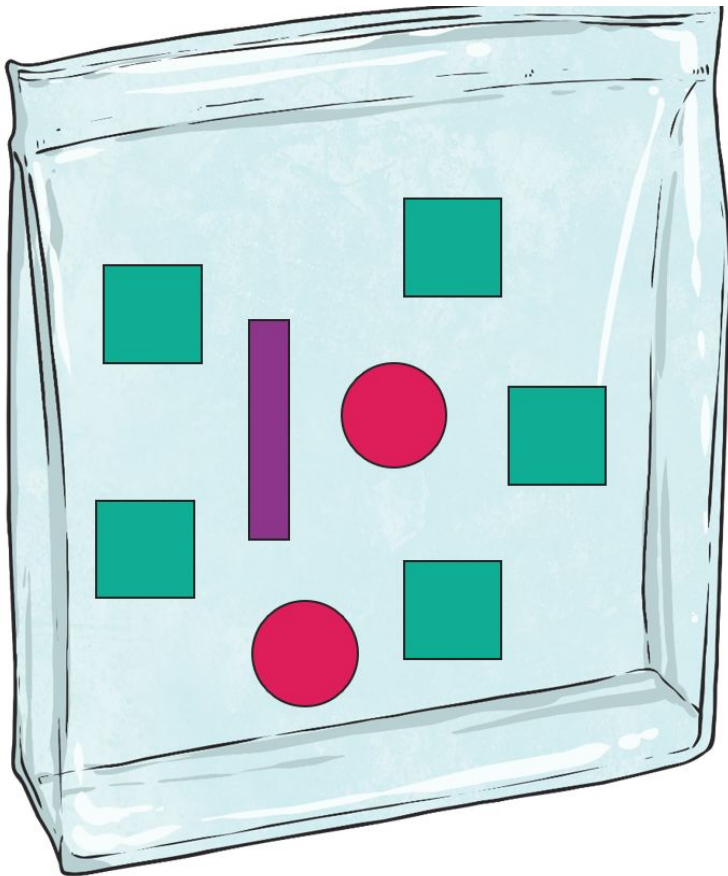
Unlikely

Certain

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a **green square** from the jar?



Likely

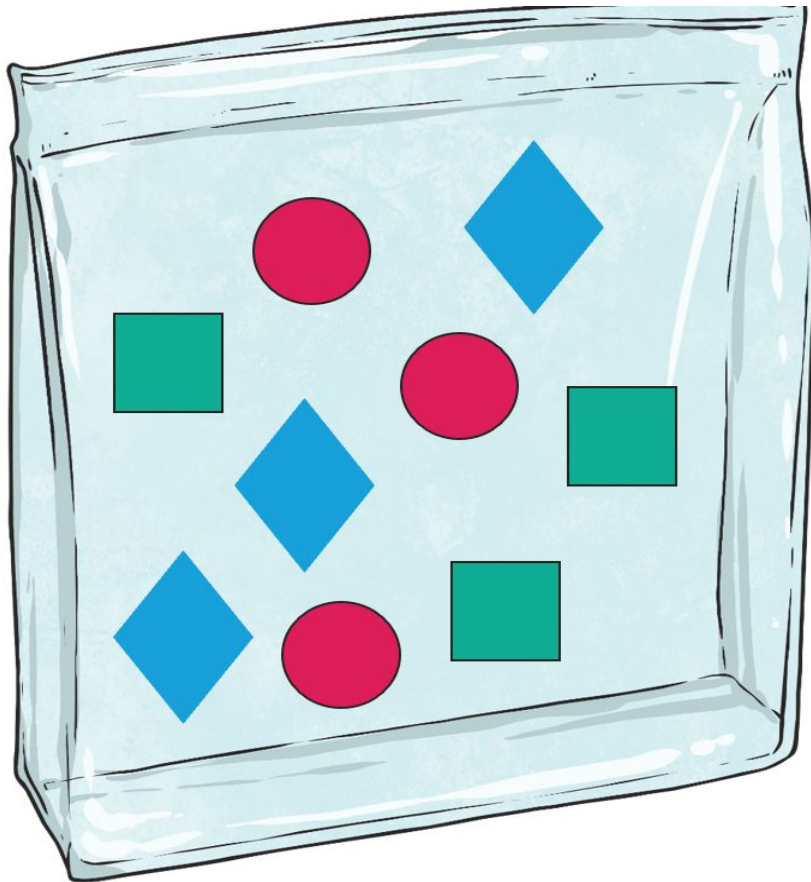
Unlikely

Impossible

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose an **orange circle** from the jar?



Likely

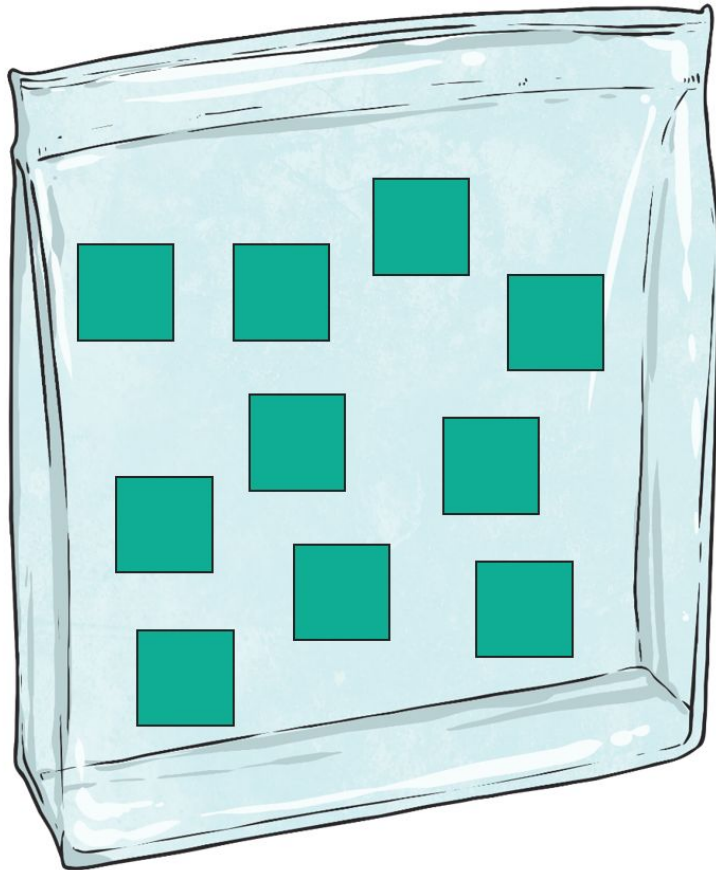
Unlikely

Impossible

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a **green square** from the jar?



Likely

Certain

Impossible

Reflection



Think of one thing that might happen today?

Think of one thing that will definitely not happen today?

Think of one thing that will definitely happen today?

Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



Brain Break



See how long you can skip for using a skipping rope. Record how long you skipped for.





Geography

Student resources

How do places get their names?



The song 'I've Been Everywhere' was recorded a long time ago. Listen to the song and remember as many places as you can



<https://www.inquisitive.com/video/852-i-ve-been-everywhere>

Have a look now at the map and questions

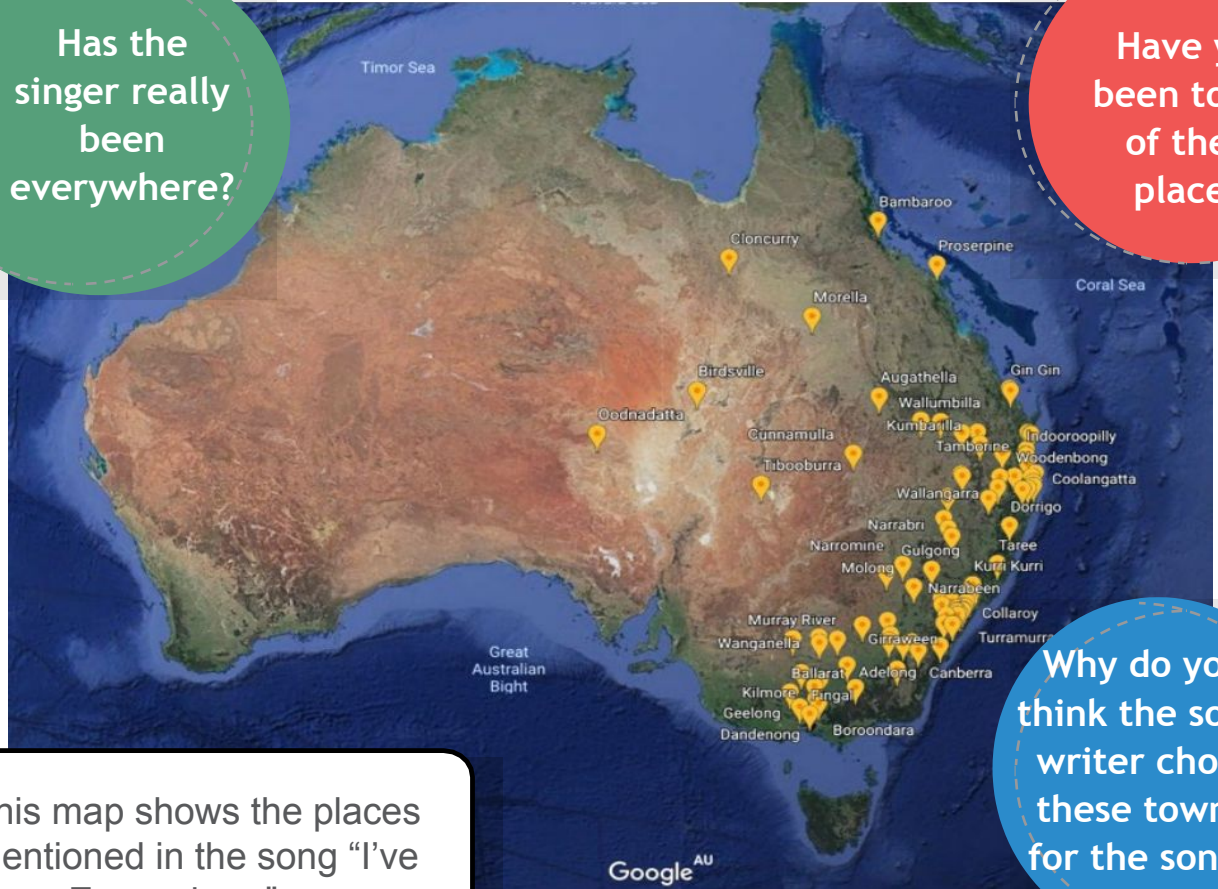


This map shows the places mentioned in the song "I've Been Everywhere".

Has the singer really been everywhere?

Have you been to any of these places?

Why do you think the song writer chose these towns for the song?





Many Australian place names come from the languages of the Aboriginal Peoples.



Match these places to the meaning of their name.



Place	Meaning	Picture
Canberra	meeting place (Ngunnawal)	
Parramatta	eel waters (Darug)	
Oodnadatta	Mulga blossom – a Mulga is a small tree which grows in the outback. (Arrente)	
Dandenong	lofty mountains (Woiwurrung)	



Some places are named after famous people.

See if you can match the names to the portraits of the people.

Tell someone why you matched the ones you did.

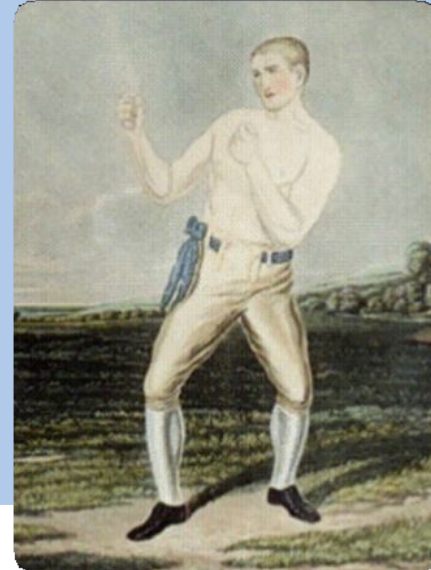


Bendigo (Victoria) – named after William Abednego, a famous boxer.

Elizabeth Town (Tasmania) – named after a queen

Hervey Bay (Queensland) – named after Augustus John Hervey, a Royal Navy Officer.

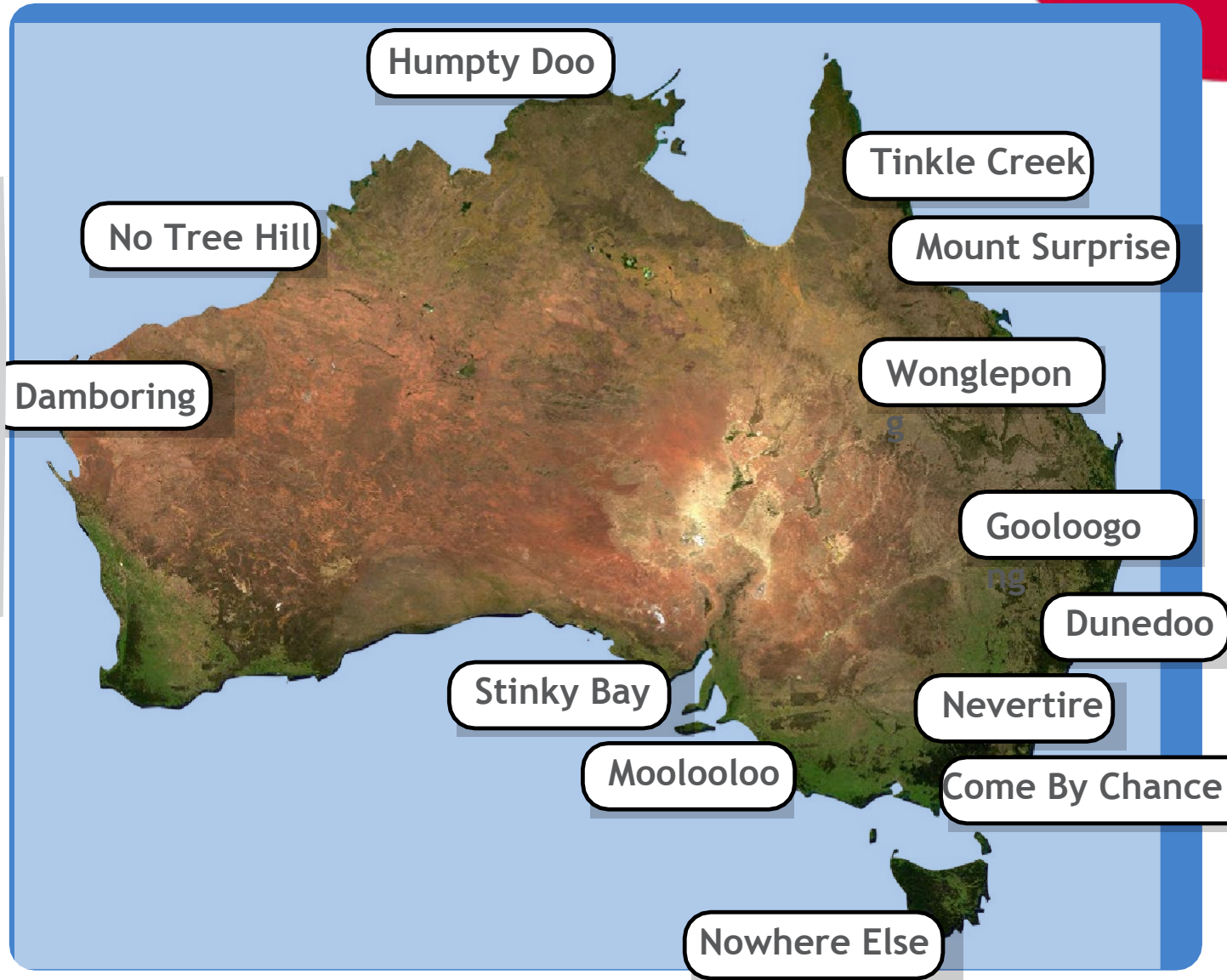
Alice Springs (Northern Territory) – named after Alice, the wife of Sir Charles Todd.





Choose at least six place names from the map and make up your own song. This can be any type of song you want to make.

Video this and send it to your teacher.





Sometimes places are named after the natural feature they are near.
Draw what you think these places would look like in your workbook.

White Cliffs	Kangaroo Valley	Broken Hill
Great Sandy Desert	Blue Lake	Black Mountain



You have all been working so hard.

We are so proud of you for the work you are doing every day.

Give yourself a big pat on the back.

See you next week



[This Photo](#) by Unknown
Author is licensed under [CC](#)
[BY-SA-NC](#)

Tuesday Week 6 – Stage 1

Student activity resources



English

Student resources

Synonyms

Learning Intention: To understand that a synonym means a word that has the same or similar meaning.

Success Criteria:

- I can give an example of a different word that has the same meaning
- I can identify interesting words
- I can use interesting words to improve my writing

Task a

Vocabulary

Synonyms

Synonyms are words that have the same meaning, or almost the same meaning.

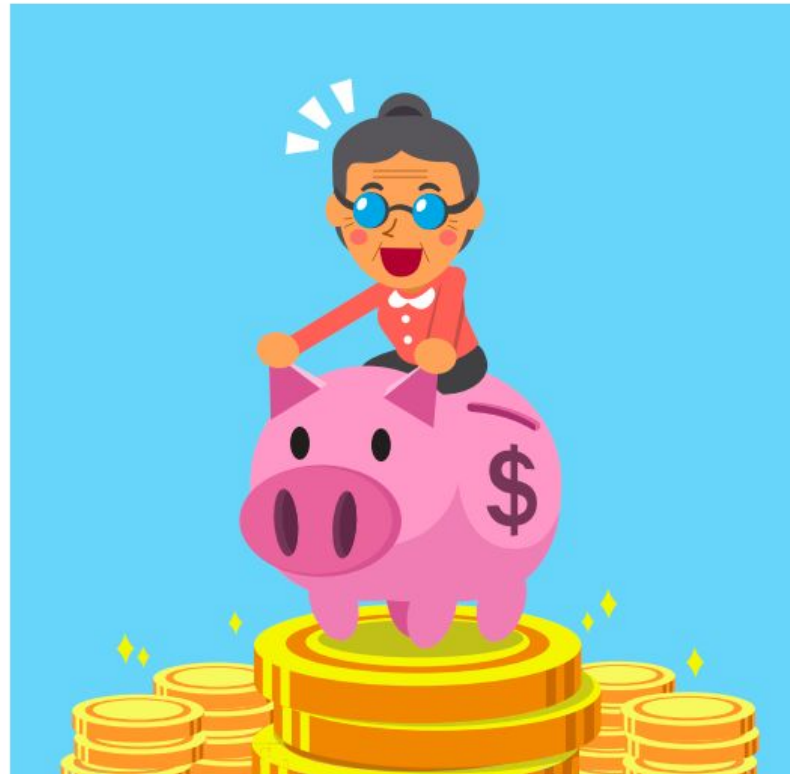
A synonym for 'rich' would be:
affluent, wealthy, well off or prosperous.

She is very rich.

She is very affluent.

She is very well off.

She is very prosperous.



Task a

Vocabulary

Using the words below, can you think of some more words that have the same meaning (synonyms). Write these words into your workbook.

Word wall: Synonyms

angry - mad, furious ...

big - large, huge ...

fast - quick, rapid ...

look - gaze, see ...

happy - pleased, delighted ...

sad - unhappy, miserable ...



Information Report

Learning Intention- To be able to locate important information in a text or video.

Success Criteria

- I can find information that will help me understand the topic

You can use the links below for your research:

[Tasmanian Devil Facts for Kids](#)

[Fun facts about Tasmanian devils](#)



Task b- Writing

Information Report

Do some research and find the following information about this animal?

What animal group does a Tasmanian Devil belong to?(Classification)

Where in Australia do Tasmanian Devils live? (Habitat)

Describe their home.

What do Tasmanian Devils eat? (Diet)

What do they look like? (Appearance)

Who are their predators? (Who hunts them)

An interesting fact.

Draw a picture of a Tasmanian Devil

Upload your work to Google Classroom

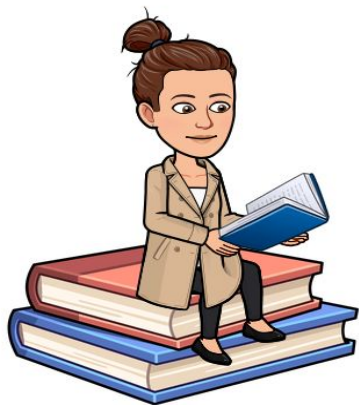


Task c

Reading Response

Complete an activity on Reading Eggs

Read a book on PM Readers



Check your work

Have you completed all the following activities?



- a) Grammar
- b) Writing- Information Report video and activity
- c) Reading Eggs
- d) PM Reader

Need help? Remember to ask your teacher!

Reflection

Can I give an example of a synonym?

What is an interesting fact that I learned about Tasmanian Devils?

Brain Break

All about me

Create and build a name out of materials that represent you!

Examples of how you can create your name:

Use lego or boxes if you love to build. Use a football, soccer ball, basketball, cricket bat if your favourite sport is one of those. Use crayons or paint if you love to be artistic.

The possibilities are endless! Have fun with this project.

An example is on the next slide.

Brain Break

All about me Example

You can upload a photo onto Google Classroom once your creation is complete





Mathematics

Chance

Student resources

Warm Up: Problem solving

Solve the following word problems



Thomas loves birds. He has a large bird aviary at his house. Thomas has 7 blue birds, 3 red birds, 2 white birds and 1 peacock. How many birds does Thomas have in his aviary?



Warm Up: Problem solving

Solve the following word problems



Jill and Lachlan collect trading cards. Jill has 12 trading cards. Lachlan has 34 trading cards. How many more trading cards does Lachlan have than Jill?





Warm Up: Problem solving - Challenge

Solve the following word problems

There were 41 birds in a tree. Some birds flew away. Now, there are 29 birds in the tree. How many birds flew away?



Chance

Learning Intention: To recognise and describe the chance of everyday events

Success Criteria:

I will be successful by:

- using the words 'likely' and 'unlikely' and 'certain' and 'uncertain' to describe an event
- recognising that some events might or might not happen
- explaining why one result is more likely than another
- identifying the the possible outcomes of a chance experiment



Chance

View the following video to find out more about chance. Click on the link below.

<https://video.link/w/rug5c>

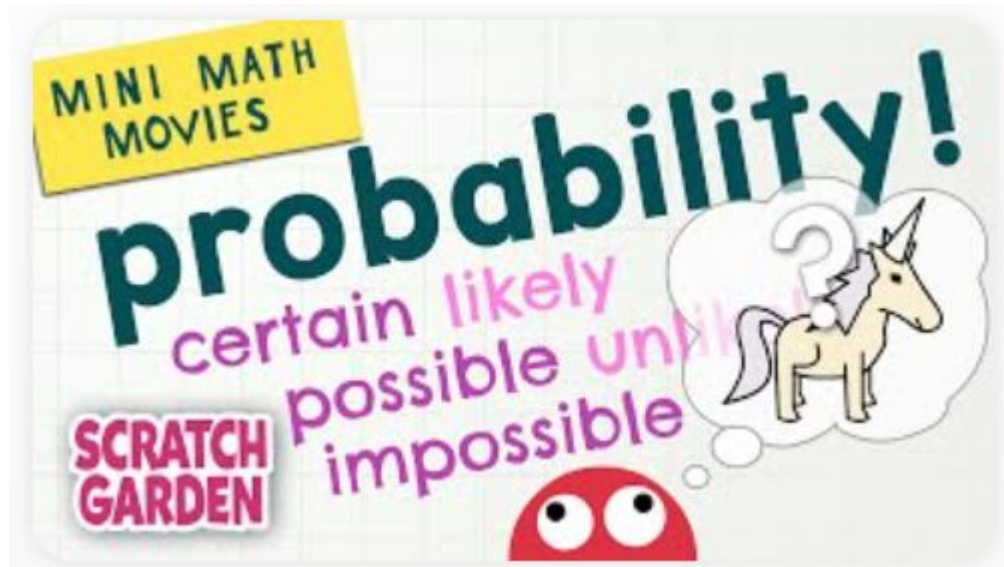


Chance

Finding the possibility of an event.

Watch the following video and follow along with the activities that are included in the clip.

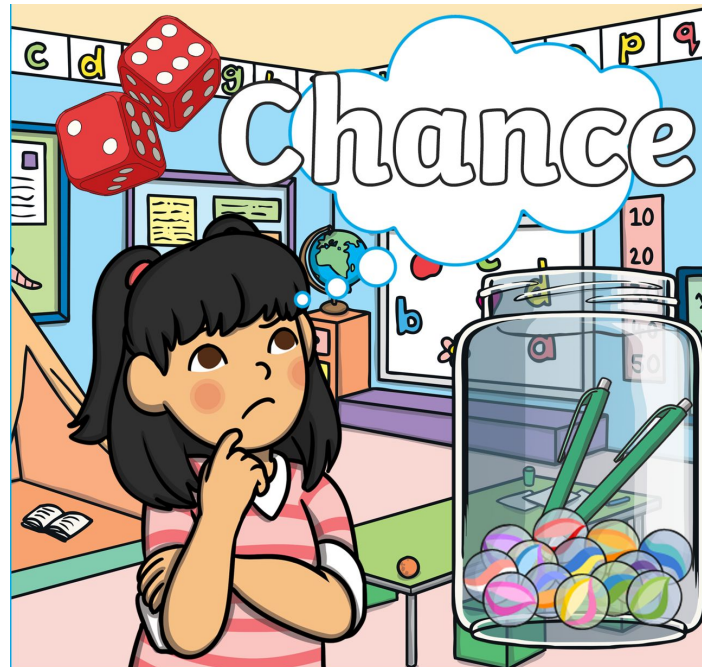
<https://video.link/w/8Xj5>



Chance

Read the following questions and decide what the likelihood of the event could be by choosing the correct word to describe the chance of each occurring.

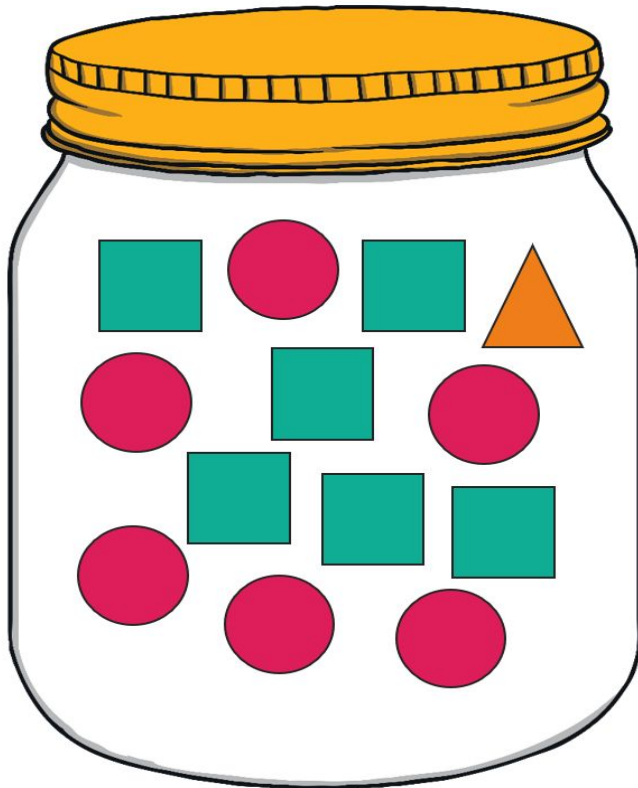
Please upload your answers onto the Google Doc.



Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose an **orange triangle** from the jar?



Likely

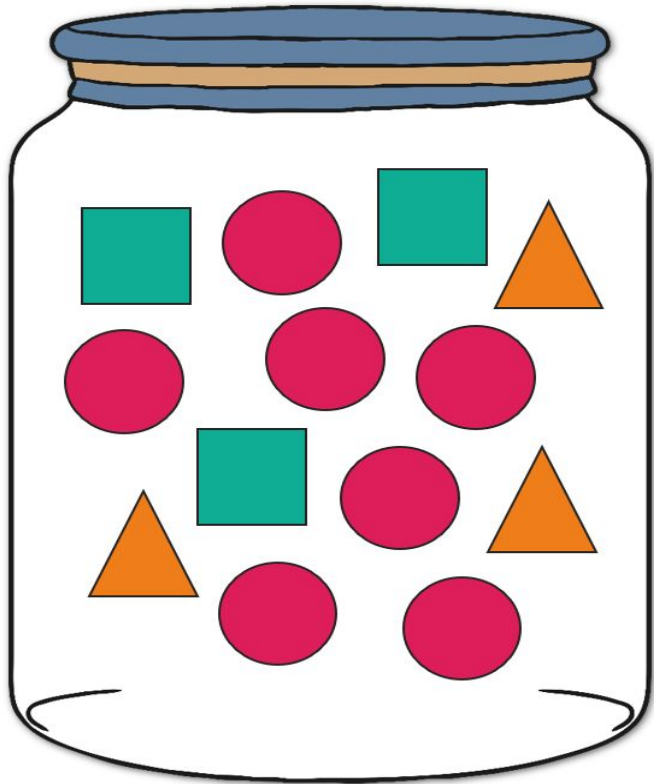
Impossible

Unlikely

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a **red circle** from the jar?



Likely

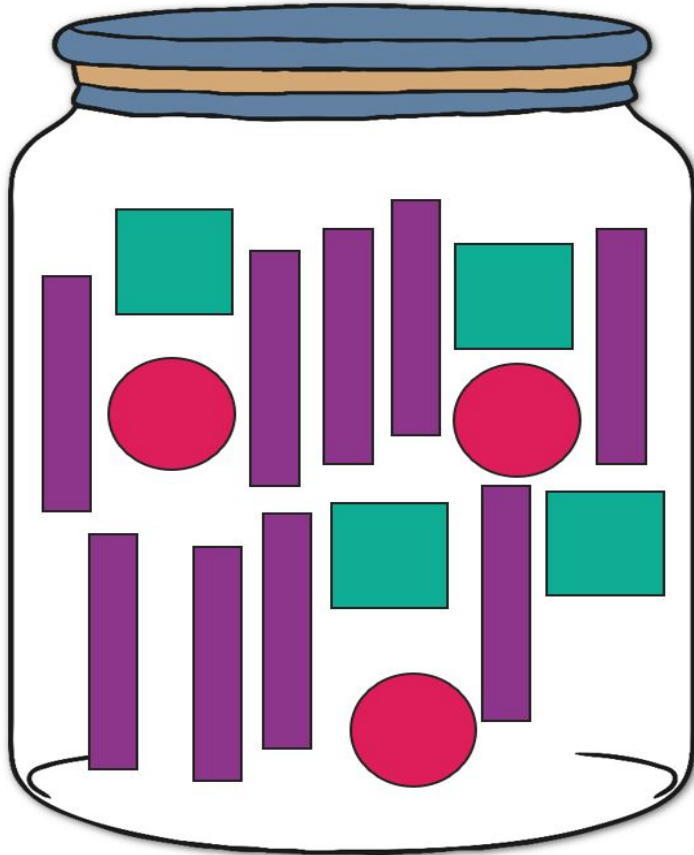
Impossible

Certain

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a **purple rectangle** from the jar?



Likely

Impossible

Certain

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a circle from the jar?



Likely

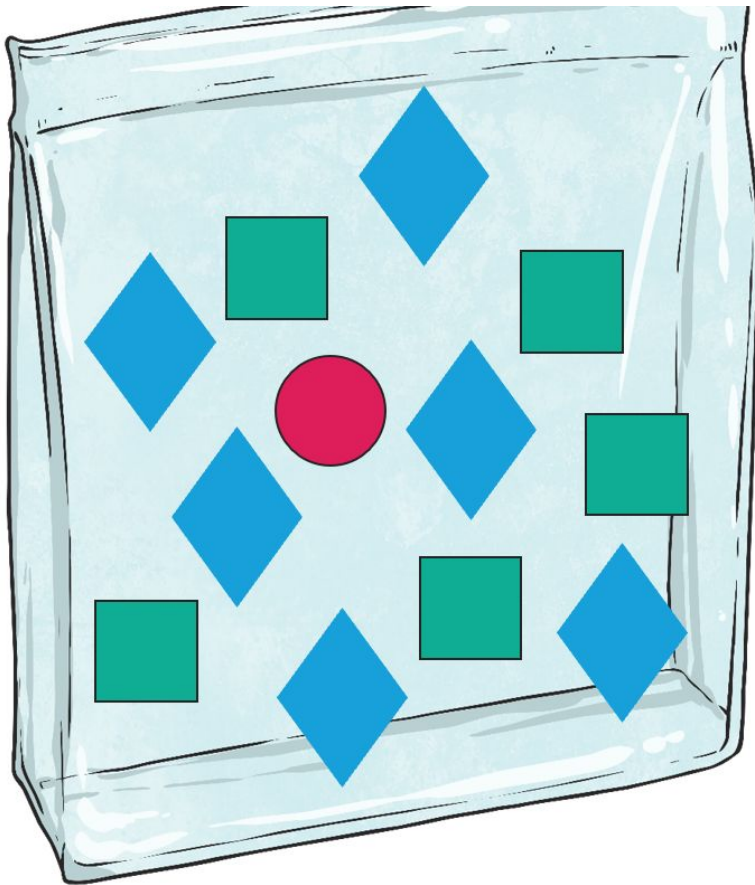
Impossible

Certain

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a circle from the jar?



Likely

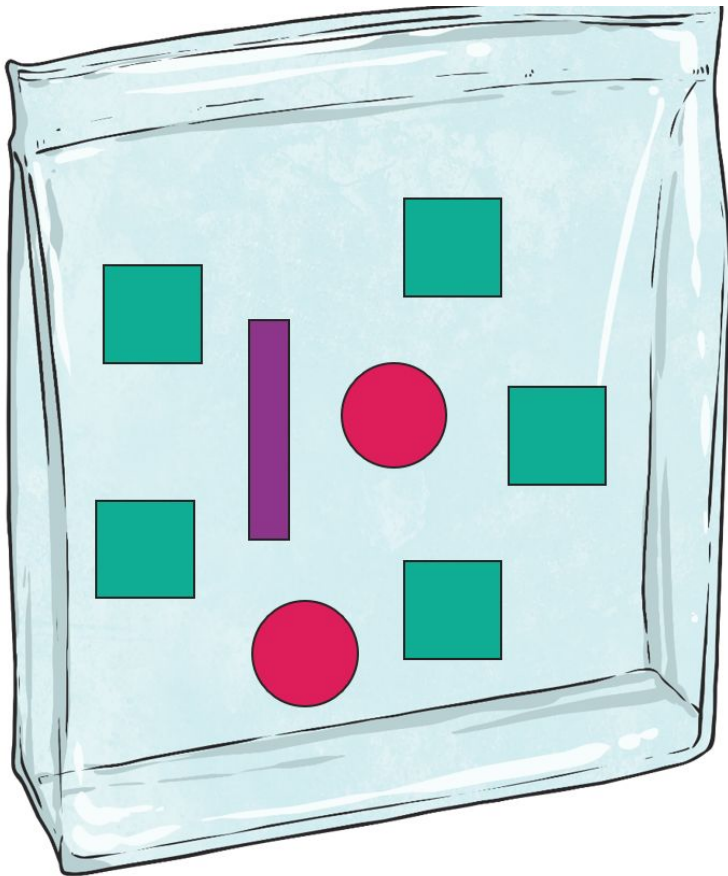
Unlikely

Certain

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a **green square** from the jar?



Likely

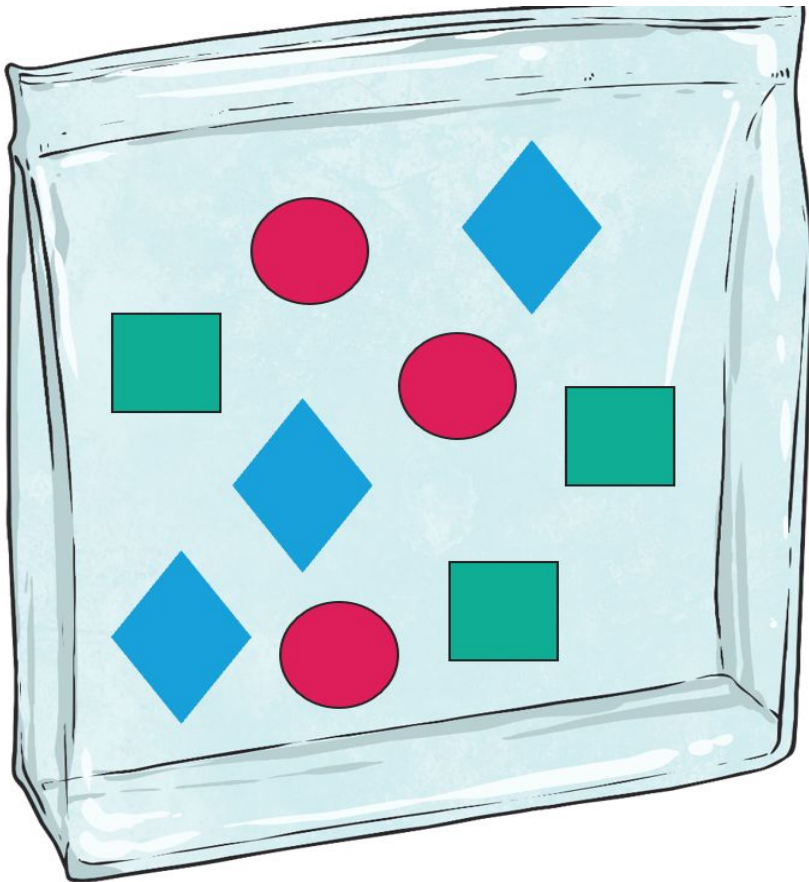
Unlikely

Impossible

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose an **orange circle** from the jar?



Likely

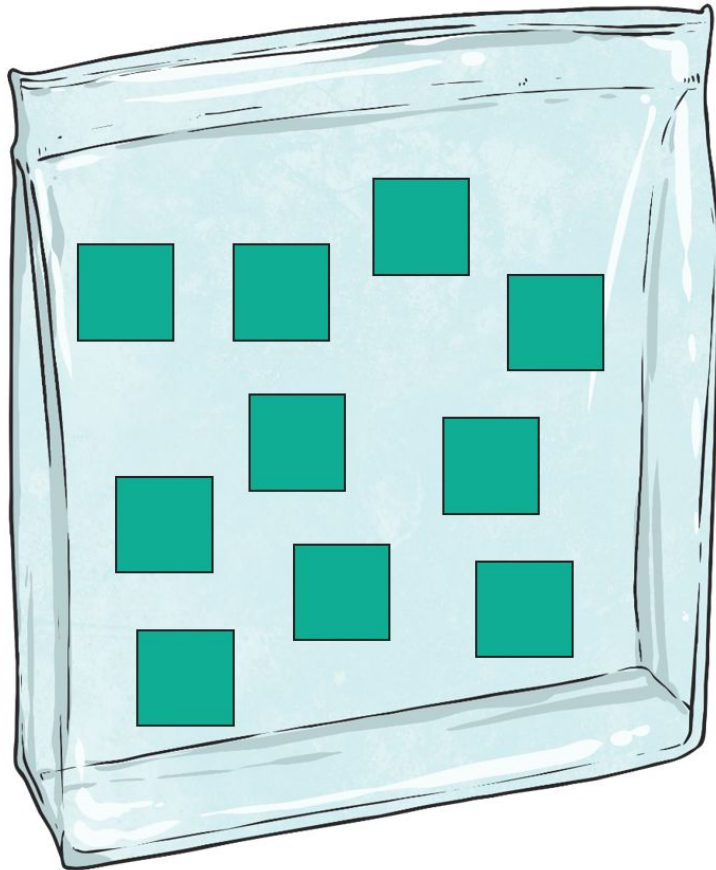
Unlikely

Impossible

Chance

Read the following question and decide what the likelihood of the event could be by choosing the correct word to describe the chance.

What is the chance you will choose a **green square** from the jar?



Likely

Certain

Impossible

Reflection



Think of one thing that might happen today?

Think of one thing that will definitely not happen today?

Think of one thing that will definitely happen today?

Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



Brain Break



See how long you can skip for using a skipping rope. Record how long you skipped for.





Geography

Student resources

How do places get their names?



The song 'I've Been Everywhere' was recorded a long time ago. Listen to the song and remember as many places as you can



<https://www.inquisitive.com/video/852-i-ve-been-everywhere>

Have a look now at the map and questions

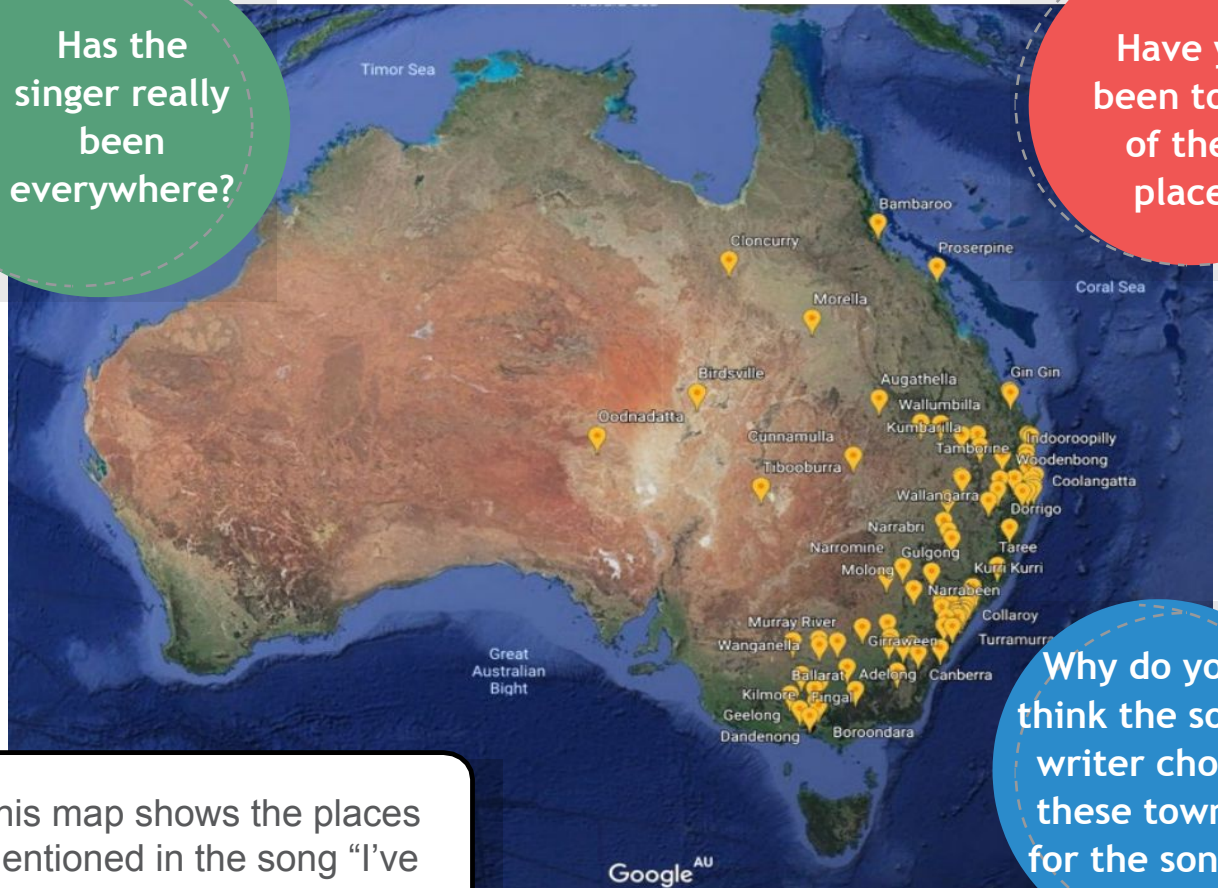


This map shows the places mentioned in the song "I've Been Everywhere".

Has the singer really been everywhere?

Have you been to any of these places?

Why do you think the song writer chose these towns for the song?





Many Australian place names come from the languages of the Aboriginal Peoples.



Match these places to the meaning of their name.



Place	Meaning	Picture
Canberra	meeting place (Ngunnawal)	
Parramatta	eel waters (Darug)	
Oodnadatta	Mulga blossom – a Mulga is a small tree which grows in the outback. (Arrente)	
Dandenong	lofty mountains (Woiwurrung)	



Some places are named after famous people.

See if you can match the names to the portraits of the people.

Tell someone why you matched the ones you did.

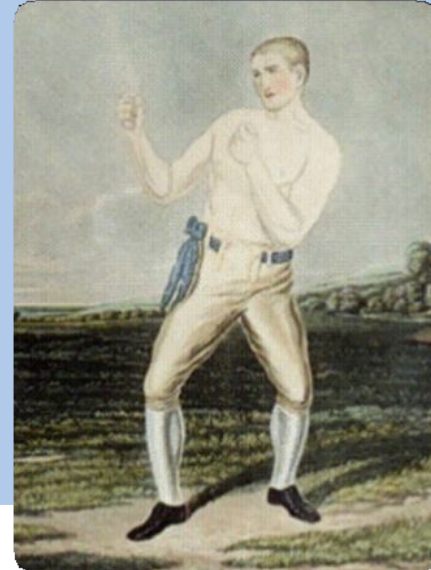


Bendigo (Victoria) – named after William Abednego, a famous boxer.

Elizabeth Town (Tasmania) – named after a queen

Hervey Bay (Queensland) – named after Augustus John Hervey, a Royal Navy Officer.

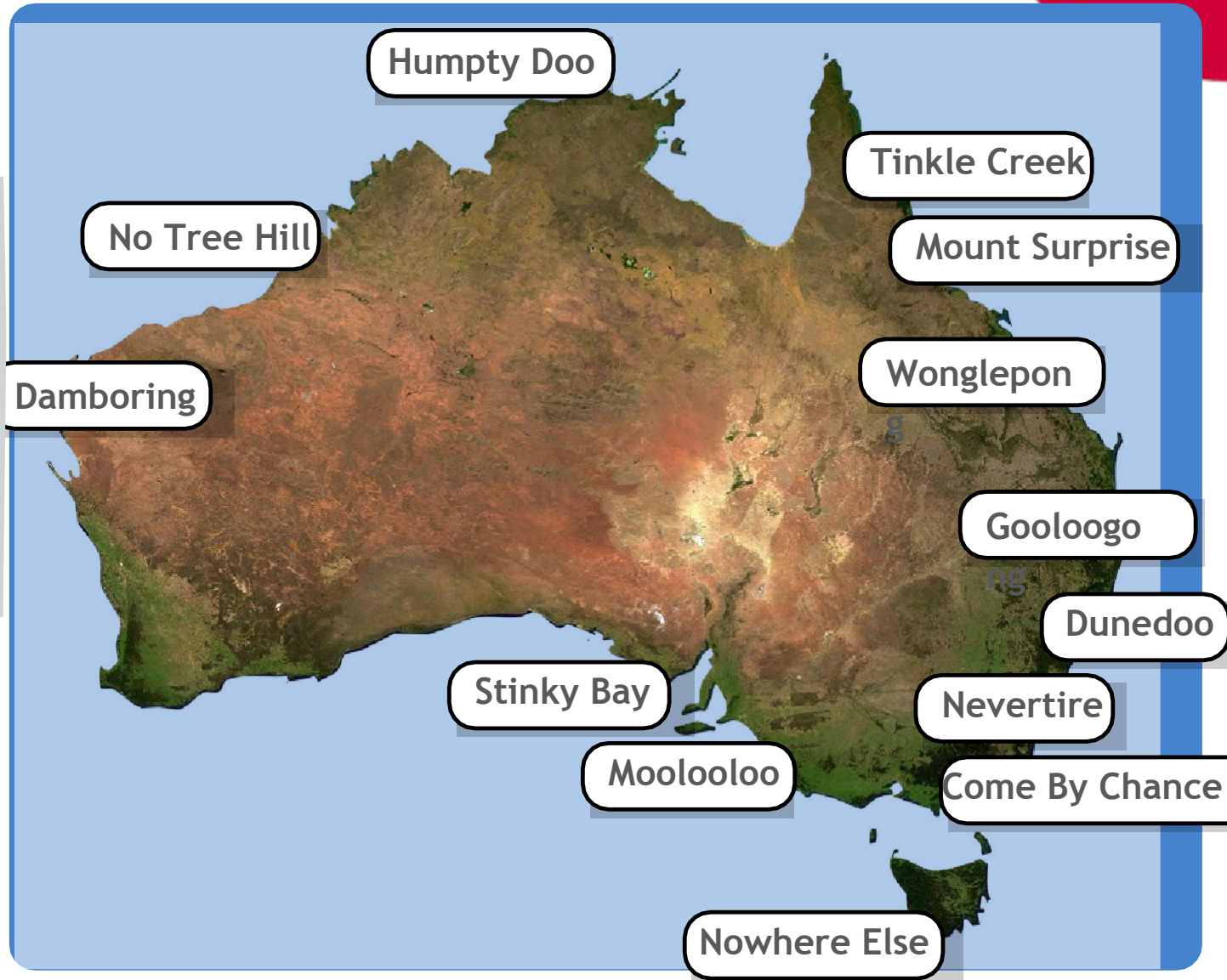
Alice Springs (Northern Territory) – named after Alice, the wife of Sir Charles Todd.





Choose at least six place names from the map and make up your own song. This can be any type of song you want to make.

Video this and send it to your teacher.





Sometimes places are named after the natural feature they are near.
Draw what you think these places would look like in your workbook.

White Cliffs	Kangaroo Valley	Broken Hill
Great Sandy Desert	Blue Lake	Black Mountain



You have all been working so hard.

We are so proud of you for the work you are doing every day.

Give yourself a big pat on the back.

See you next week



[This Photo](#) by Unknown
Author is licensed under [CC](#)
[BY-SA-NC](#)



Wednesday

Student resources

Synonyms

Learning Intention: To understand that a synonym means a word that has the same or similar meaning.

Success Criteria:

- I can give an example of a different word that has the same meaning
- I know that some words are more interesting than others
- I can use interesting words to improve my writing

Task a

Vocabulary



Watch the short clip about synonyms

<https://www.yout-ube.com/watch?v=fUOlVcN7tcw>

Complete your work in your work book or on a google doc and **upload to Google Classroom**

Write two synonyms for each word

Good _____

Old _____

Hard _____

Boring _____

Quick _____

Beautiful _____

Can you write some interesting sentences with the new words you found?

Information Report

Learning Intention- To be able to locate important information in a text or video.

Success Criteria

- I can find information that will help me understand the topic.

Task b- Writing

Information Report



Watch the clips to find out information about the Bottlenose Dolphin

https://www.yout-ube.com/watch?v=VjMn_dVCJyA

<https://www.yout-ube.com/watch?v=45F2kH144zY>



Task b

Writing

After watching both clips about the Bottlenose Dolphin, fill out the information boxes below. Classification (animal group), Habitat (lives), Diet (eats), Appearance (looks like), Predators (what hunts them) and Interesting facts. Complete this table on a google document or in your work book.

Bottlenose Dolphins



Classification	Habitat	Diet
Appearance	Predators	Interesting Fact

Task c

Independent Reading

Complete an activity on Reading Eggs

Read to self or to an adult. Try reading aloud and using expression.

Tell an adult-

Who were the characters in the book?

What happened?

What was the most interesting part?



Check your work

Have you completed all the following activities?



- a) Grammar- clip and activity
- b) Writing- clip and activity
- c) Independent Reading
- d) Reading Eggs
- e) PM Readers

Need help? Remember to ask your teacher!

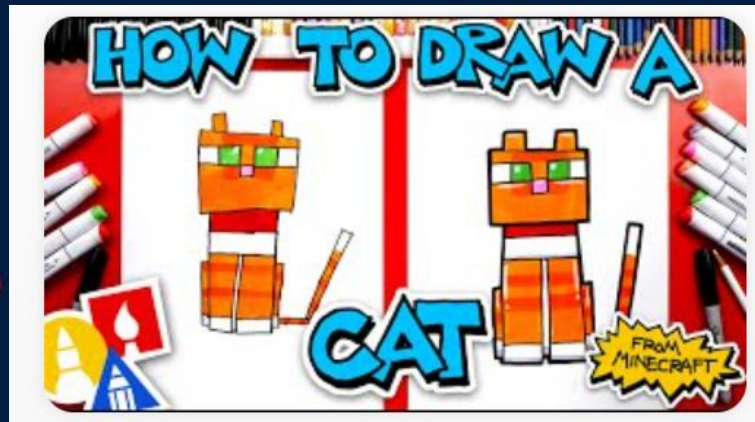
Reflection

What is something important that I found out about Bottlenose Dolphins?

Brain Break

Draw a minecraft cat.
Use the link below.

<https://video.link/w/vwg5c>





Mathematics

Chance

Warm Up: Problem Solving

Solve the following word problems.



Aunt Bertie has a pond in her garden. Yesterday, I found 34 frogs by the pond. Today, there are only 18 left. How many frogs hopped away?



Warm Up: Problem Solving

Solve the following problem.



Josephine is playing with some number cards. She wants to make a sum which adds to the number 12. She only wants to use 3 cards. List some possible ways that Josephine could do this.

1

2

3

4

5

6

7

8

9

Chance

Learning Intention: To recognise and describe the chance of everyday events

Success Criteria:

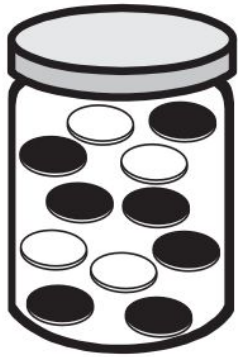
I will be successful by:

- using the words 'likely' and 'unlikely' and 'certain' and 'uncertain' to describe an event
- recognising that some events might or might not happen
- explaining why one result is more likely than another
- identifying the the possible outcomes of a chance experiment



Chance - likelihood

Look at the jars below and answer yes or no to the questions. Please **upload your answers onto the Google doc.**



Is it possible to pull out a white counter? _____

Is it possible to pull out a black counter? _____

Is it possible to pull out a frog? _____



Zoe says it is impossible to pull out a black heart. Is she right? _____

Otis says it is impossible to pull out a red heart. Is he right? _____

Daz says it is certain he will pull out a white heart. Is he right? _____

Chance

Look at the bag and answer the questions. Please **upload your answers onto the Google doc.**



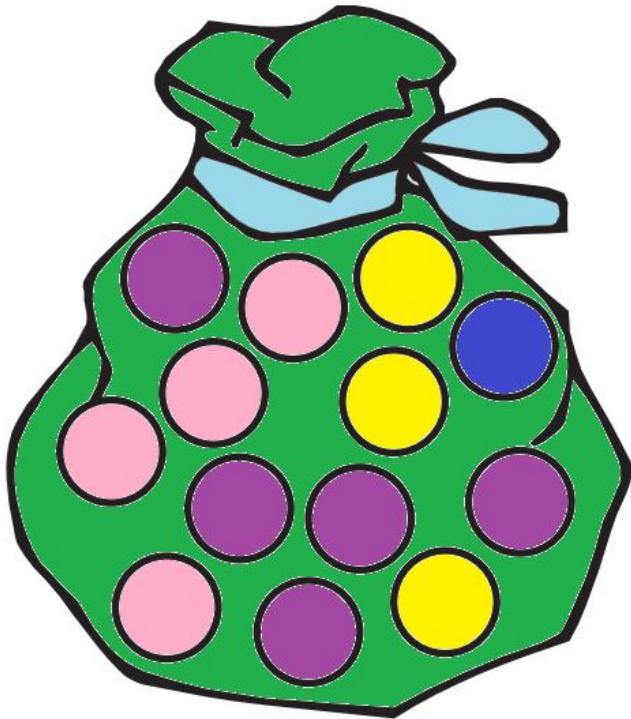
What is the colour counter you **most likely** to pull out of the bag? Why?

What is the colour counter you **least likely** to pull out of the bag? Why?

How would you describe pulling out an orange counter from the bag?

Chance

Look at the bag and answer the questions. Please **upload your answers onto the Google doc.**



What is the colour counter you **most likely** to pull out of the bag? Why?

What is the colour counter you **least likely** to pull out of the bag? Why?

How would you describe pulling out a yellow counter from the bag?

Reflection



What is one new thing you learnt about chance?

What is something you still need help with?

Please upload your answers onto the Google Doc.



Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>





PE

Skipping

Follow the link below to watch the episode and join in the skipping fun with Michelle and Teresa.

[GetActive@HomeEpisode](#)



Skipping challenges

GetActive@Home

Episode 1 - Skipping

Stage 1

Challenges

- Without a skipping rope - Perform a skipping motion with both feet together. Bounce feet on the ground once, then double bounce, then jump from side to side.
- Standing up or on the ground, make the following letters with your body - T, P, X, I. Then balance on one leg with your other leg extended out backwards and your arms out to the side.
- With a skipping rope - Complete each of the movements.

Mega Challenges

- With a skipping rope - Skip with both feet together and rotate the rope once then stop. Rotate the rope twice then stop. Continue this pattern to try and reach a count of ten.

Other variations

With a partner try:

- making different skipping combinations
- try making different and guess each others' body shapes
- go slower or faster make it easier or harder.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD1-4 performs movement skills in a variety of sequences and situations.

PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences.

Sample questions

Where do you look when skipping? (Technical)

How do you move to make skipping easier? (Tactical)

What do we say to make skipping easier? (Reinforce)

Teaching cues

Tuck elbows in.

Rotate the arms.

Bounce feet.

Eyes ahead.

Equipment

Skipping rope or similar.

Brain Break

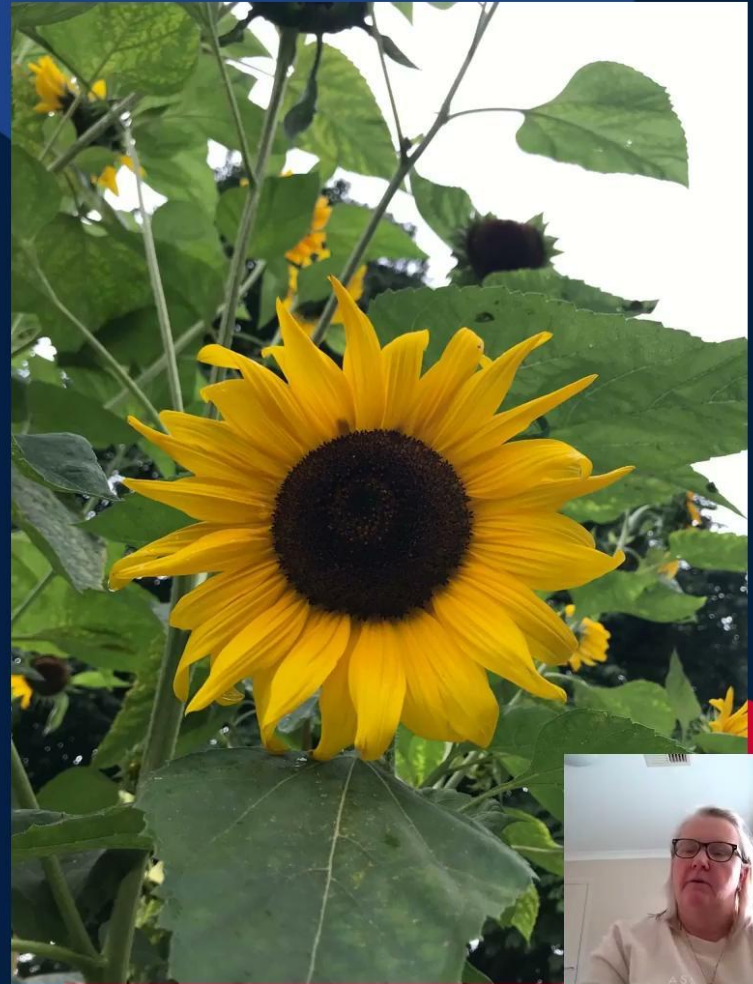


See how long you can skip for using a skipping rope. Can you beat your time from yesterday?



Kearns PS Online Learning Creative and Practical Arts – Stage 1

Obviously an artist would not create a piece like we have done but they need to try and show the detail of the object (known as the still life) that they are creating.



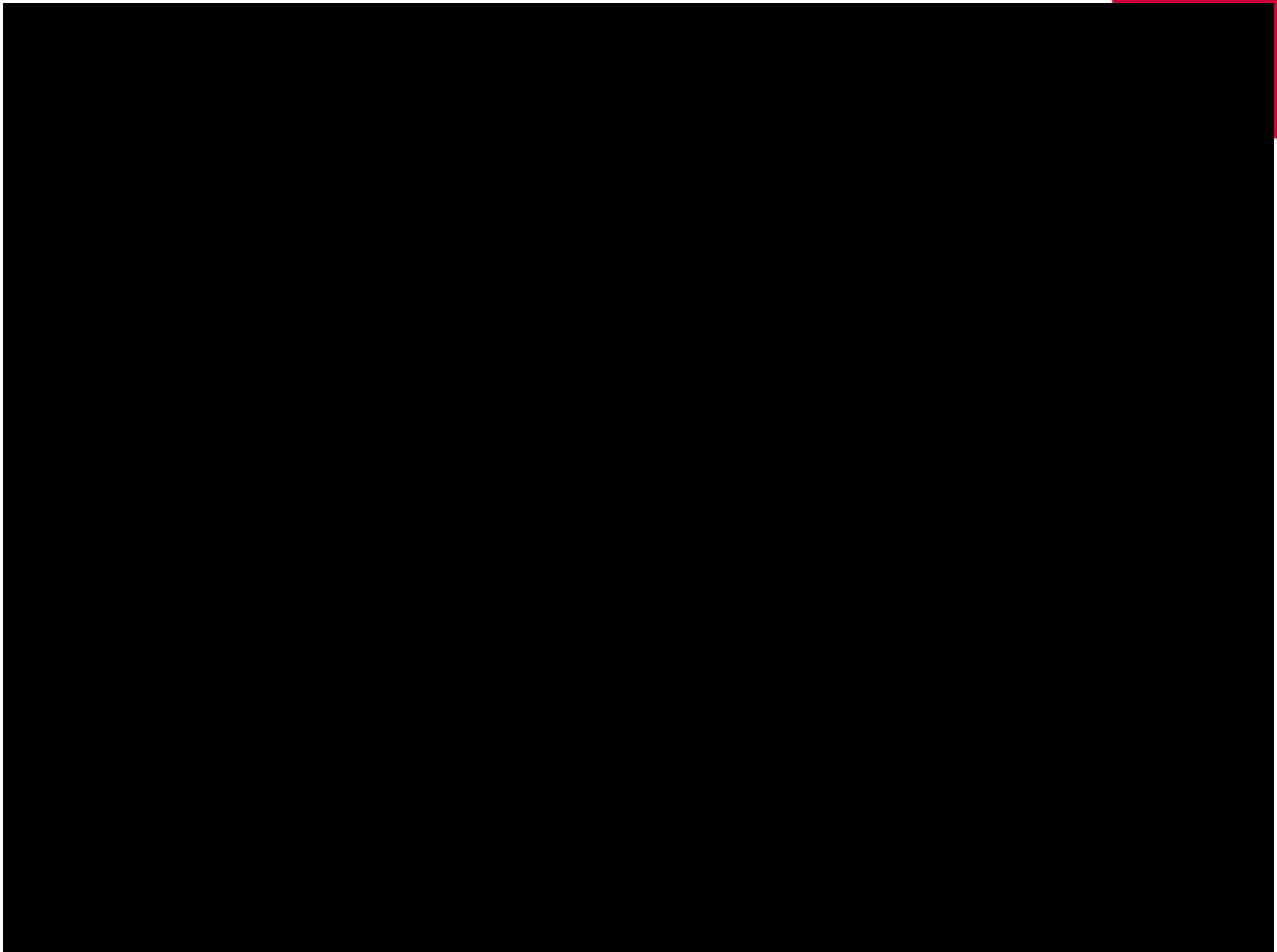
Thursday Week 6 - Stage 1

Student activity resources



English

Student resources



Information Report

Learning Intention- To be able to locate important information in a text or video.

Success Criteria

- I can find information that will help me understand the topic.

Task a

Reading Response

Read the Information Report about 'Australian Marsupials' and answer the questions on the next slide.

Australian Marsupials

Marsupials are animals that have a pouch for their babies. Many marsupials live in Australia.



Marsupial babies are called joeys. They are tiny when they are born then develop in the pouch.



Kangaroos and wallabies carry joeys in their pouches until they are six to nine months old. Koalas carry their joeys on their backs when they are too big for their pouch.



Possums and wombats have pouches too. The wombat's pouch opens backwards so babies don't get dirt on them when mum is digging.



So many marsupials live in Australia and they all have pouches!

Task a

Reading Response

Complete the sentences and the question on a google document or in your work book. Write your answers and draw picture of these animals. **Upload to Google Classroom.**

Write a word that will make sense in the sentence.

- 1) Marsupials are animals that have a _____ for their babies.
- 2) Marsupial babies are called _____.
- 3) The babies are _____ when they are born.
- 4) Wombats have a pouch that opens _____.
- 5) Koala joeys ride on their mother's _____ when they are too big for the pouch.

Where do you think these marsupials sleep?

kangaroo



koala



wombat



possum



Task b

Spelling

How many words can you find in

Marsupial

For example, I can see Mars, lap, is.



Task d

Independent Reading

Complete an activity on Reading Eggs and PM Readers

Read to self or to an adult. Try reading aloud and using expression.

Tell an adult-

Who were the characters in the book?

What happened?

What was the most interesting part?



Check your work

Have you completed all the following activities?



- a) Reading Response
- b) Spelling
- c) Reading Eggs
- d) PM Readers

Need help? Remember to ask your teacher!

Reflection

Do I know how to find important information in a text?

Brain Break

Take a break and go outside
and enjoy the sunshine





Mathematics

Chance

Student resources

Warm Up: Number Talks - Target Numbers



How many different ways can you make 100 using the numbers in light blue...

Remember: You can turn the one-digit number into a two-digit number. For example 5 and 0 can be 50

Number Talks: Making Numbers

Make 100 using:

5	0	7
8	4	2

Remember: You can use addition and subtraction operations and you can add or subtract as many numbers as you like. For example: $50 + 42 + 8 = 100$

Challenge: Can you come up with more than 10 different ways to represent this number using the numbers listed?

Chance

Learning Intention: To recognise and describe the chance of everyday events

Success Criteria:

I will be successful by:

- using the words 'likely' and 'unlikely' and 'certain' and 'uncertain' to describe an event
- recognising that some events might or might not happen
- explaining why one result is more likely than another
- identifying the the possible outcomes of a chance experiment



Chance Experiment - Heads or tails

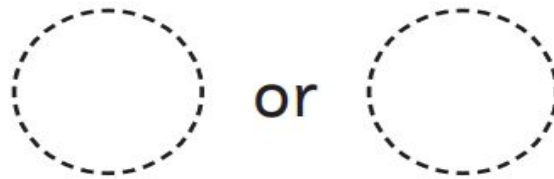


What you need:

- One coin

Think about these questions:

- What are the possible outcomes of tossing a coin?



- Which outcome do you think is more likely?

What to do:

1. Draw a table in your book, like below.

Heads	Tails
Total	Total

2. Toss a coin 20 times and record the results in the table using tally marks ().

After completing the game, discuss the following questions based on your results

- **Which outcome was tossed the most?**
- **Why do you think the other outcome didn't occur as much?**
- **Do you think you would get the same outcome if you played another round?**

Challenge: If you are up for a challenge, play the game again and see whether your thinking was correct.

Upload your work onto the Google Doc.

Reflection



What did you learn about chance today?

Brain Break



See how long you can skip for using a skipping rope. Can you beat your time from yesterday?





PDH - Safety





Staying Safe Online

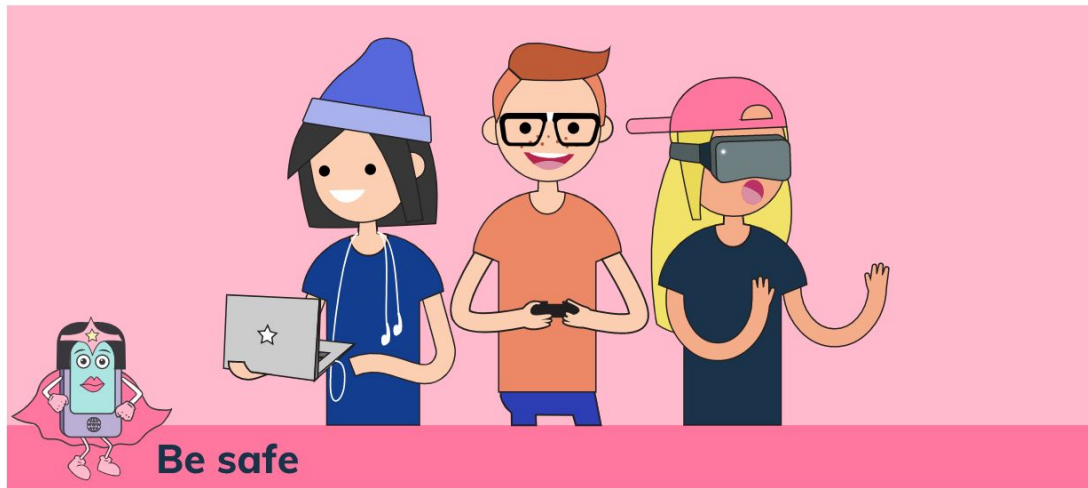
We are learning to recognise safe decisions when online and accessing the internet.

We will learn what information should not be shared online.



Staying Safe Online

Being safe online

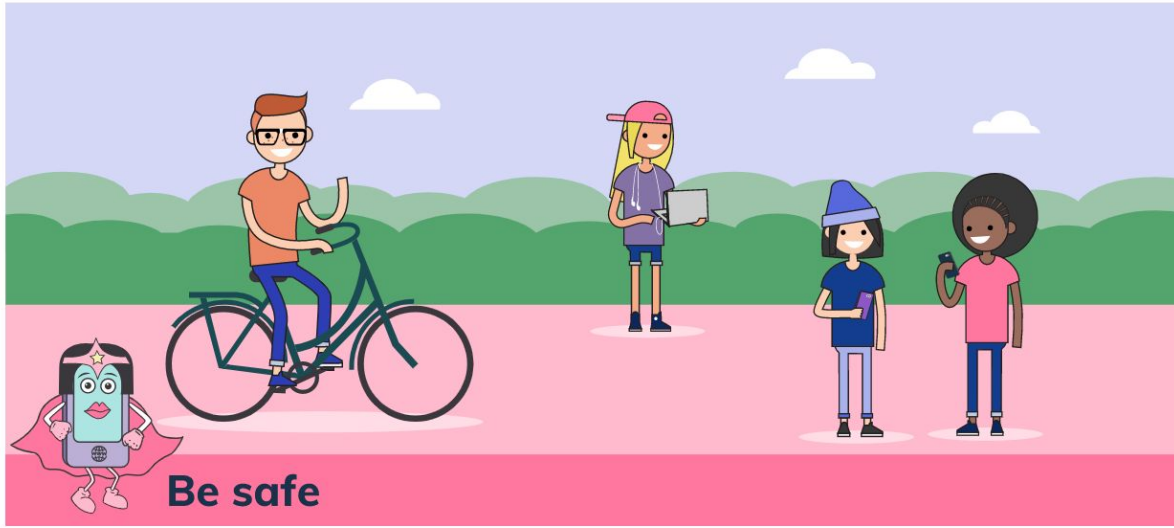


The online world is an awesome place

Talking to friends, playing games and watching videos can
be so much fun!

Staying Safe Online

Being safe online

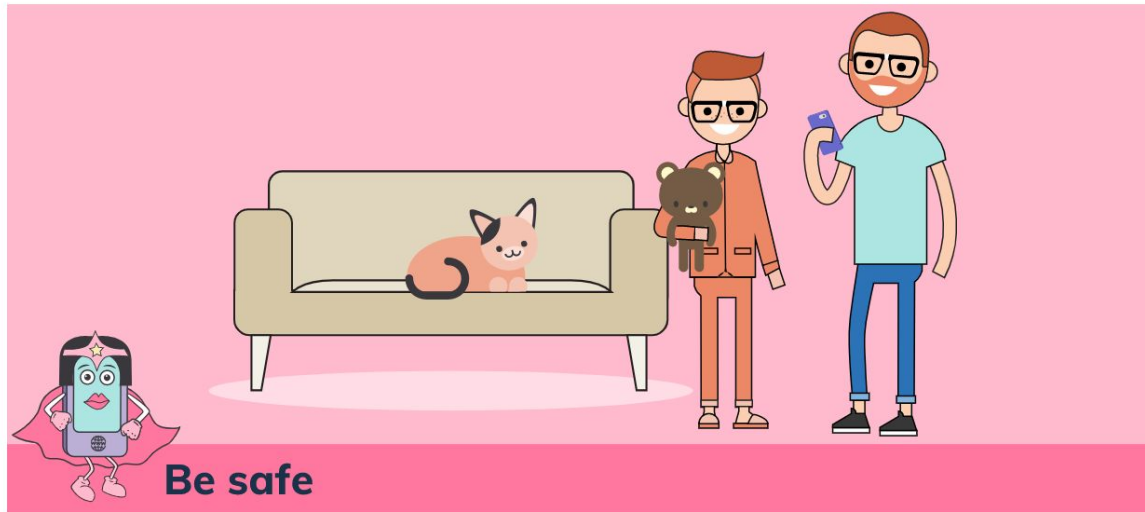


Stay safe

Going online is like learning to ride a bike. There are some things you need to do so you can stay safe and have fun.

Staying Safe Online

Being safe online



Remember

When you explore any place, you need to stay safe. This goes for when you are online too. Explore together with an adult and ask for help.

Hector's World

Hector and his friends live under the sea in Silicon Deep. They are learning how to protect their personal information and use computers and mobile phones safely. Watch the video by clicking [here](#) and think about -

- what information Ranjeet was going to send
- why Kui said not to share the information
- what Hector's suggestion was.



Hector's World

The information Ranjeet was going to send was his full name, address and email.

Kui said not to share the information because the people that view his information may not be his true friends.

Hector's suggestion was to just use his first name or a nickname.



Staying Safe Online - look at this poster for some reminders.

Internet Safety

If you are ever unsure about anything online, always ask your parents or a teacher for help.

Take care when visiting websites. Be careful about giving out your personal information!

Keep your passwords safe and never let anyone use your login details.

Have fun, but remember to stay internet safe!



Safety Questions - Discuss with an adult

What is personal information?

Any information about yourself including your name, where you live, telephone numbers, your birthday, where you go to school or photographs of yourself.



Safety Questions - Discuss with an adult

If a friend asks for my password what should I do?

Keep it a secret





Safety Questions - Discuss with an adult

If I'm playing a game online, and one of the players ask for my address, what should I do?

Do not tell them your address. Tell an adult you trust (parent/carer/teacher) what has happened





To stay safe online we need to remember NOT to share our personal information.

Your personal information may include your:

- full name
- address
- phone numbers
- which school you go to
- date of birth
- email address
- usernames and passwords for online accounts or email accounts
- parent or carer's bank or credit card details
- photos that show where you live or your school uniform.

Test your knowledge of staying safe online by playing this Kahoot. You will need to know what information is personal (information that isn't safe to share) and what information can be safely shared online. Please type in your first name and the first letter of last name. All students in Stage 1 will be versing each other in this challenge. The results will be published in your Google Classroom tomorrow morning.

[Press here to p](#)





Staying Safe Online

Reflection: Discuss with an adult what you learnt today about staying safe online. What information will you not share with others on the internet?



Friday Week 6 – Stage 1

Student activity resources



English

Student resources

Information Report

Learning Intention- To be able to locate important information in a text or video.

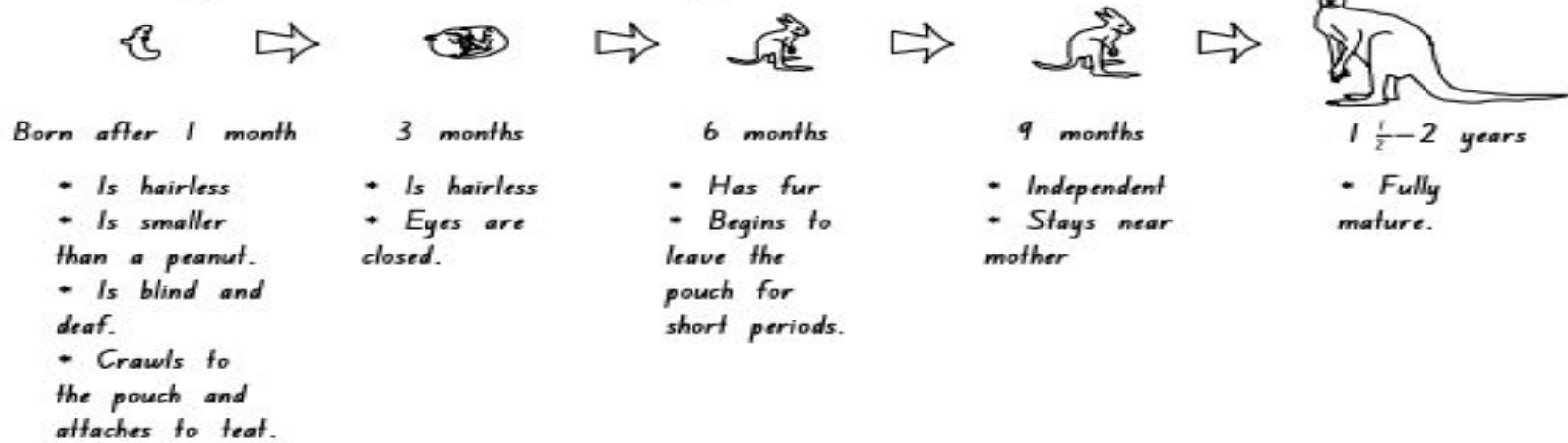
Success Criteria

- I can find information that will help me understand the topic

Task a

Reading Response

Life Cycle of The Red Kangaroo



Answer the questions.

1) By what age has the joey developed hair?

2) At what age do joeys begin to spend some time outside the pouch?

3) By what age has the joey left the pouch permanently?

Task b

Writing- Research

Your task is to find the life cycle of an animal or plant.

Draw what happens in each stage. Add colour to your diagram.

Extension- Write about what happens in each stage of the life cycle.

Upload your life cycle to Google Classroom

Let's be creative!



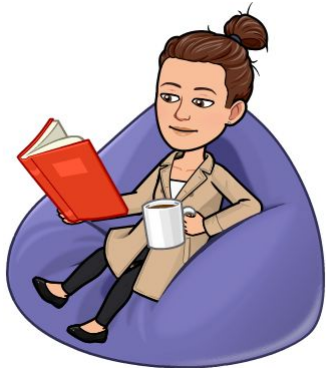
Task c

Independent Reading

Complete an activity on Reading Eggs

Choice 1- Read to self or to an adult. Try reading aloud and using expression.

Choice 2- Listen to a story read by a teacher on the stream



Task c

Book Report

Write a Book Review about the book you have read or the book you have listened to and answer the questions in your work book.

Name of book

Author

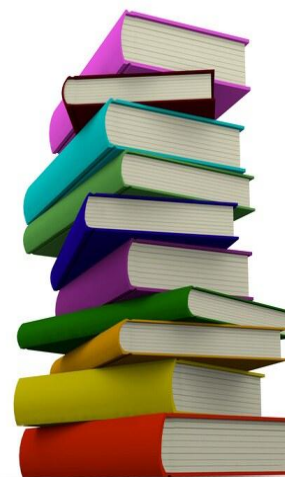
Illustrator

Characters in the book

What was the book about?

What was your favourite part of the book

Did you enjoy the book?



Check your work

Have you completed all the following activities?



- a) Reading response
- b) Writing - research
- c) Independent reading and book report
- d) Reading Eggs
- e) PM Readers

Need help? Remember to ask your teacher!

Reflection

Can I describe what a life cycle is?

Can I give an example of a life cycle?

Brain Break

Take a break and have a picnic outside and enjoy the sunshine!





Mathematics

Chance

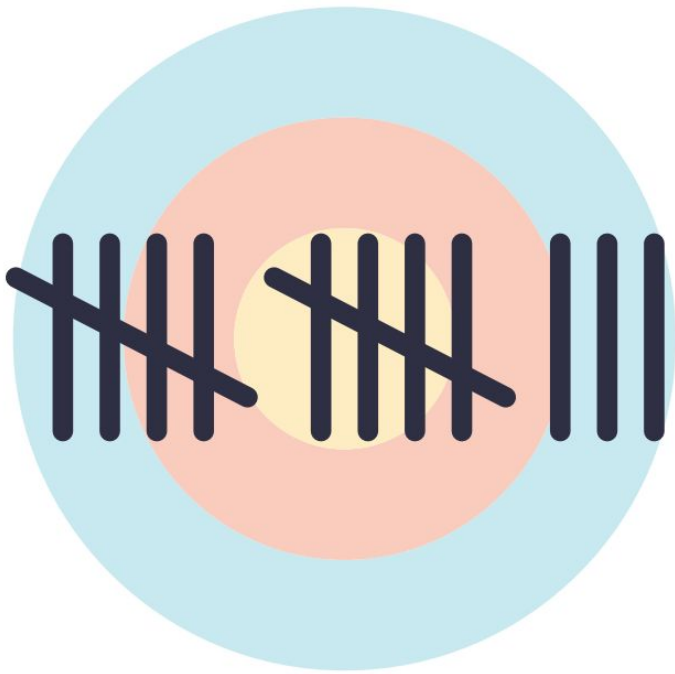
Student Resources

Warm Up: Number Talks - Target Number



Look at the number and discuss the following questions.

Number Talks: Target Number



Number Talks: Target Number

Specific questions to ask include:

- What are some other ways to represent this number?
- What are some numbers greater than this?
- What are some numbers less than this?
- What is one more than this number?
How do you know?
- What is one less than this number?
How do you know?
- What is ten more than this number?
How do you know?
- What is ten less than this number?
How do you know?
- If this is the answer, what could be the question?

Chance

Learning Intention: To recognise and describe the chance of everyday events

Success Criteria:

I will be successful by:

- using the words 'likely' and 'unlikely' and 'certain' and 'uncertain' to describe an event
- recognising that some events might or might not happen
- explaining why one result is more likely than another
- identifying the the possible outcomes of a chance experiment



Chance Experiment - Dice Rolling

What you need:

- Two dice (if you don't have any dice at home, you can use this link <https://nrich.maths.org/6717> to an interactive dice website.

What to do:

1. Draw a table like below in your book.

2	3	4	5	6	7	8	9	10	11	12

2. Roll the two dice
3. Add the two numbers together and use a tally mark to record your result in the table you have drawn.
4. Continue to roll the dice another 19 times and record your results in your table.
5. Answer the following questions on the next slide, based on your results.

Chance Experiment - Dice Rolling continued

Questions

1. Which outcome was most likely to be rolled? Why?
2. Which outcome was the least likely to to be rolled? Why?

Reflection



Using everything that you have learned this week about chance, can you explain what chance is in your own words?

Upload your answer onto the Google Doc

Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



Brain Break

See how long you can skip
for using a skipping rope.
Can you beat the teachers?



PDHPE

Student Resources

Fit Futures

Watch the following video and join in with Fit Futures.

Link is below

[Dance Stage 1 - Week 4](#)

