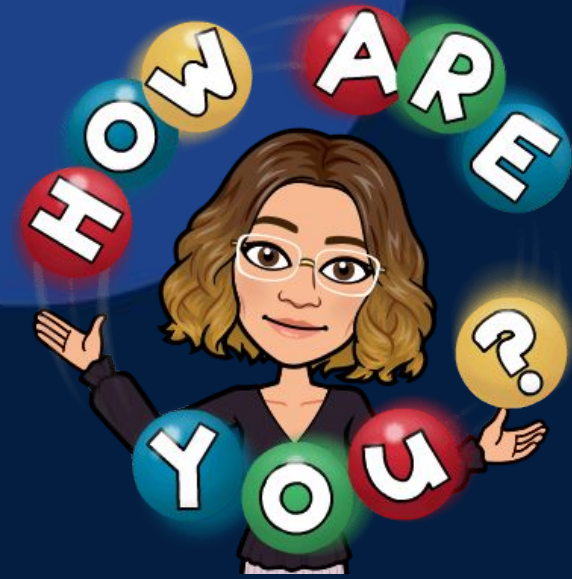


Kearns PS Online Learning – Stage 3

Daily Lessons



GOOD MORNING!



Monday

As a warm-up today,
stretch like a cat.

1. Get on all fours.
2. Stretch out your arms and then stretch your legs.
3. Push back onto your legs.
4. Arch your back for a big long stretch.



English

Student resources

Learning Intention

We are learning to identify key ideas and information from spoken texts.

Purpose

We are learning this so we can communicate effectively for a variety of audiences and purposes

Success Criteria

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

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

Listening and Responding

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

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

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

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

**SQUIZ
KIDS**



Learning Intention

We are learning to identify and explain features of informative texts.

Purpose

We are learning this so we can understand and apply knowledge of language forms and features when composing informative texts.

Success Criteria

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

- the differences between fiction and non-fiction texts
- the main features of informative texts
- how these features help to inform an audience

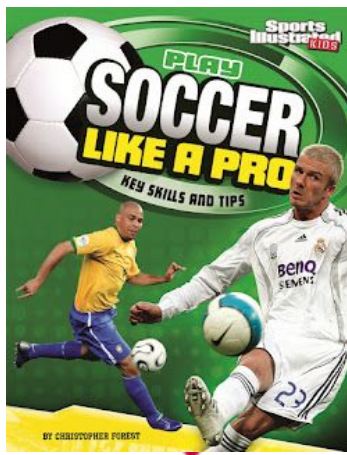
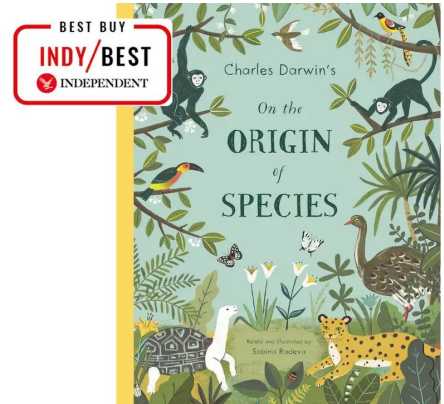
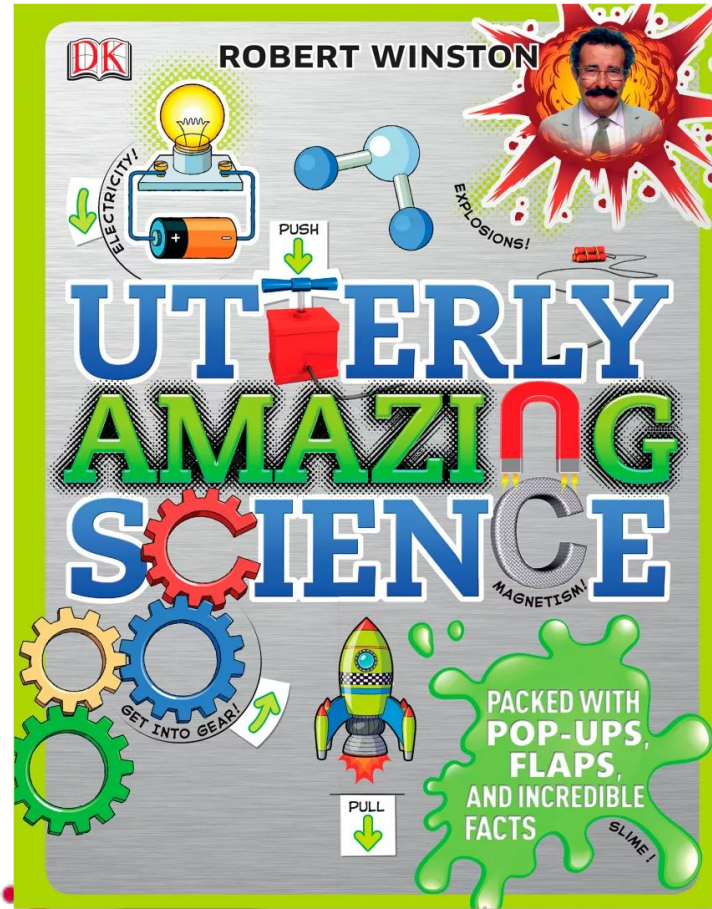
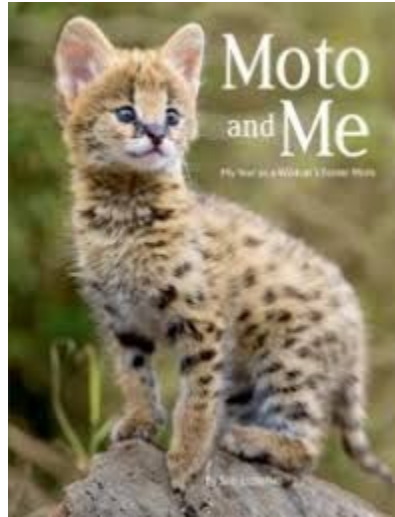
Reading and Viewing

Informative Texts

- Informative texts include factual information.
- They help us to learn things.
- In an informative text, the author includes information about a topic.
- They are structured differently to fiction texts and contain a variety of features designed to make the information easier to find and understand.

Examples of Informative Texts

Can you think of any other informative texts that you have read?



Reading and Viewing

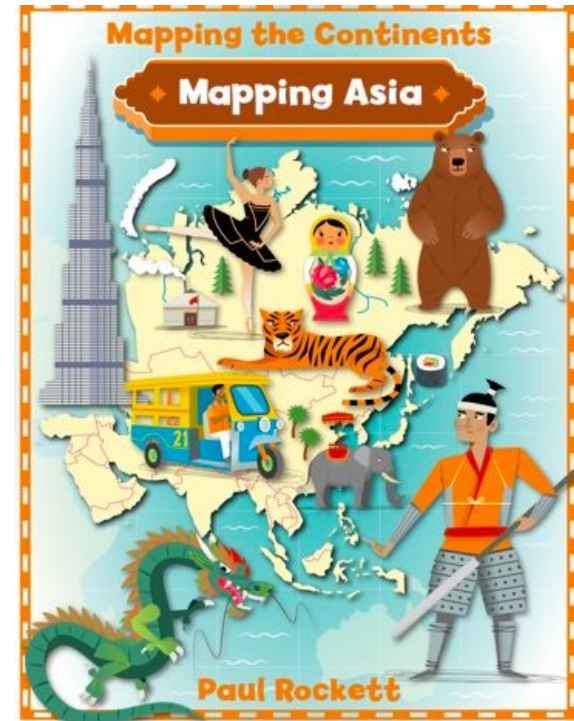
Informative Texts

- Discuss with an adult, or type into a document, the difference between fiction and non-fiction texts.
- **For example:**
 - Non-fiction texts provide facts, whereas fiction texts tell you a made up story.

Reading Task- Click on the link and view the informative text [Epic- Mapping Asia by Paul Rockett](#)

1. Find examples of each of the below text features in the informative texts.
2. As you find each feature, write in your exercise book why you think that feature is helpful in the text.
3. Complete this in your exercise book and upload a picture onto Google Classroom Monday W6.

- | | |
|--|--|
| <input type="checkbox"/> Headings | <input type="checkbox"/> Labelled diagrams |
| <input type="checkbox"/> Sub-headings | <input type="checkbox"/> Contents page |
| <input type="checkbox"/> Photographs | <input type="checkbox"/> Tables and charts |
| <input type="checkbox"/> Realistic illustrations | <input type="checkbox"/> Timelines |
| <input type="checkbox"/> Maps | <input type="checkbox"/> Index |
| <input type="checkbox"/> Bold print or italics | <input type="checkbox"/> Glossary |



Extension

Informative Texts

- Write a simple informative (non-fiction) text about something you know a lot of factual information about.
- Include at least 3 of the text features listed in the previous slide in your text.
- Some topic ideas to get you thinking are: your favourite sport or hobby, space, cars, an animal you like etc.

Learning Intention

We are learning to use comprehension strategies to interpret and analyse fiction texts.

Purpose

We are learning this so we can become confident readers

Success Criteria

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

- Identify the features of my chosen text
- Reflect on the choices of the characters within the text

Reading and Responding

Continue reading your fictional novel or a fictional novel from Epic

- **Find a comfortable spot without distractions and spend 20-30 minutes reading your fictional novel.**
- Choose a character from your novel and spend 15 minutes writing down everything that you know about them.
- This could be in dot points or a mind map.
- Your focus should be on getting down as much information as you can.
- **Write these down in your exercise book.**
- Go to next slide for more information.

epic!

Reading and Responding

Continue reading your novel or a novel from Epic

Try to include the following:

- What they look like
- Where they are in place and time
- Who their family and friends are
- Their personality traits
- Important events from their past
- What they are motivated by (what do they want?)
- How they behave
- What is happening to them in the story

Complete these sentences:

- ◆ I feel _____ towards this character.
- ◆ I think their actions are _____ and driven by _____.
- ◆ I think they act the way they do because _____.
- ◆ I hope they will _____.

Learning Intention

We are learning to spell new words.

Purpose

We are learning this 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 -

Create a 3 column table and complete the activities in your exercise book.

 sound "m" e.g. milk	 sound "g" e.g. frog	 sound "sh" e.g. shop
glimmer grammar immoral immediate communicate commercial	shrug agree goanna beginning regular lagoon	direction mention section creation patient competition

- 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.
- c) Put the word "**patient**" into sentences to show its two meanings.



Fast Finisher

Click here to hear instructions

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here

Break 1

Brain Break Breathing

Bumble Bee Breaths

Open your hands out with the palms facing towards your face. Place your thumbs over your ears and your fingers over your eyes. Close your lips with your teeth slightly apart. Inhale deeply through the nose and breathe in. Count silently 1, 2, 3, 4, 5. Exhale slowly through your mouth and make a humming sound like a bee. Count silently 1, 2, 3, 4, 5. Repeat.





Mathematics

Student resources

Learning Intention

We are learning to divide by 10s, 100s and 1000s

Purpose

We are learning this so we can solve division problems efficiently

Success Criteria

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

- Divide numbers by:
 - 10
 - 100
 - 1000

[Click here view the video about dividing by 10,100 and 1000](#)

Mental division strategies - divide by 10s, 100s and 1 000s

When we divide by 10 we move the number one place value to the right.

When we divide by 100 we move the number two place values to the right.

When we divide by 1 000 we move the number three place values to the right.

Look what happens to 45 000 when we apply these rules:

Ten Thousands	Thousands	Hundreds	Tens	Units	
4	5	0	0	0	
	4	5	0	0	÷ 10
		4	5	0	÷ 100
			4	5	÷ 1 000

Read

Mental division strategies - divide by 10s, 100s and 1 000s

Dividing by 10

When you divide by 10 move the digits one place to the right.

$$210 \div 10 = 21$$

H	T	O
2	1	0
	2	1

Since the digits have moved to the right, the zero also moves place value - it does not just disappear! The zero also moves to the right into the tenths column after the decimal point.

So you could write **21.0**. But since there's nothing to show after the decimal point, we just don't write it.

Read

Mental division strategies - divide by 10s, 100s and 1 000s

Dividing by 100

When you divide by 100, move the digits **two** places to the right.

$$2100 \div 100 = 21$$

Th	H	T	O
2	1	0	0
		2	1

Read

Mental division strategies - divide by 10s, 100s and 1 000s

Dividing by 1000

If you divide by 1000 move the digits **three** places to the right.

$$21,000 \div 1000 = 21$$

TTh	Th	H	T	O
2	1	0	0	0
			2	1

Task 1 -

Draw these tables in your exercise book and divide the numbers by 10, 100 and 1000.

The first one is done for you.

a

T Th	Th	H	T	U
4	5	0	0	0
	4	5	0	0
		4	5	0
			4	5

$\div 10$
 $\div 100$
 $\div 1\ 000$

b

T Th	Th	H	T	U
4	3	0	0	0

$\div 10$
 $\div 100$
 $\div 1\ 000$

c

T Th	Th	H	T	U
8	5	0	0	0

$\div 10$
 $\div 100$
 $\div 1\ 000$

d

T Th	Th	H	T	U
8	8	0	0	0

$\div 10$
 $\div 100$
 $\div 1\ 000$

Task 2 - upload a picture of your work into Monday W6 on Google Classroom

Write the sentences below in your exercise book and match the correct answer (the list of numbers) to the question. The first one has been done for you.

This means $32000 \div 1000$

a What number is one thousand times smaller than 32 000? 9 500

b What number is one hundred times smaller than 32 000? 88

c What number is one hundred times smaller than 95 000? 950

d What number is ten times smaller than 95 000? 880

e What number is one hundred times smaller than 8 800? 320

f What number is ten times smaller than 8 800? 32

Task 3

Complete an activity on Mathletics.





PDHPE

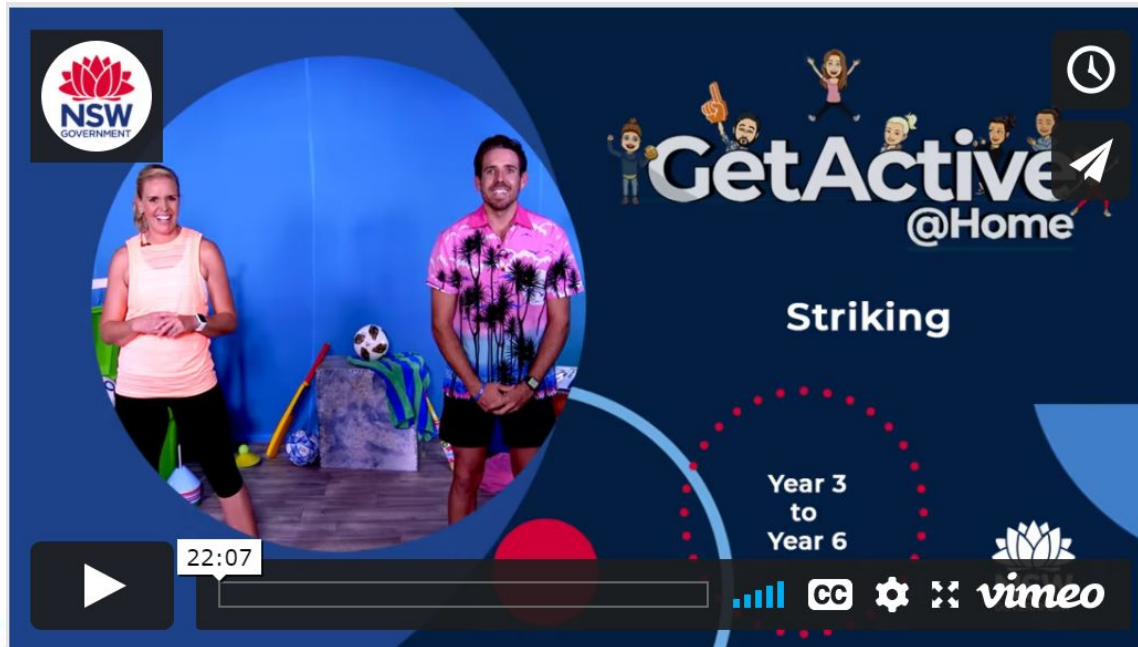
Student resources

Monday PD/H/PE

Forehand and backhand strike

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

[GetActive@Home – Episode](#)



Break 2

Thumb War and Peace

- This is done with a partner.

Thumb War

1. Lock fingers together and then tap alternatively with your thumbs to the chant: "One, two, three, four, I declare a thumb war".
2. Get started with the war. The first person to pin the thumb down for 3 seconds of opponent is the winner.

Thumb Peace

1. Lock your fingers together. Try to work together to outline the numbers 0-9 with your thumbs one at a time.
2. Your thumbs need to work together whilst making each number. You will need to decide who is writing the number forwards and who will write it backwards.



Science

How do we bring astronauts safely back from space?

The image below is a space capsule returning to Earth with three astronauts inside. Why is the capsule glowing orange?



How do we bring astronauts safely back from space?

Two words: *Air Resistance*



In the Earth's atmosphere is air, it is what we breathe. Air is similar to water, except air is “thinner” and a lot easier to move through. Whenever you move, whether you are walking, running, jumping or falling, you have to push through the air. Depending on your size or shape, it could be easier for you to move through the air, or a lot harder.

How do we bring astronauts safely back from space?

Two words: *Air Resistance*

In this image, the capsule is travelling incredible fast towards Earth. It has been travelling through space easily (there is no air to slow it down) but now it is starting to travel into the atmosphere. The air is pushing or resisting against the capsule so hard that it begins to slow it down, but also heats up the air around it. The air around the capsule is about 1649 degrees!

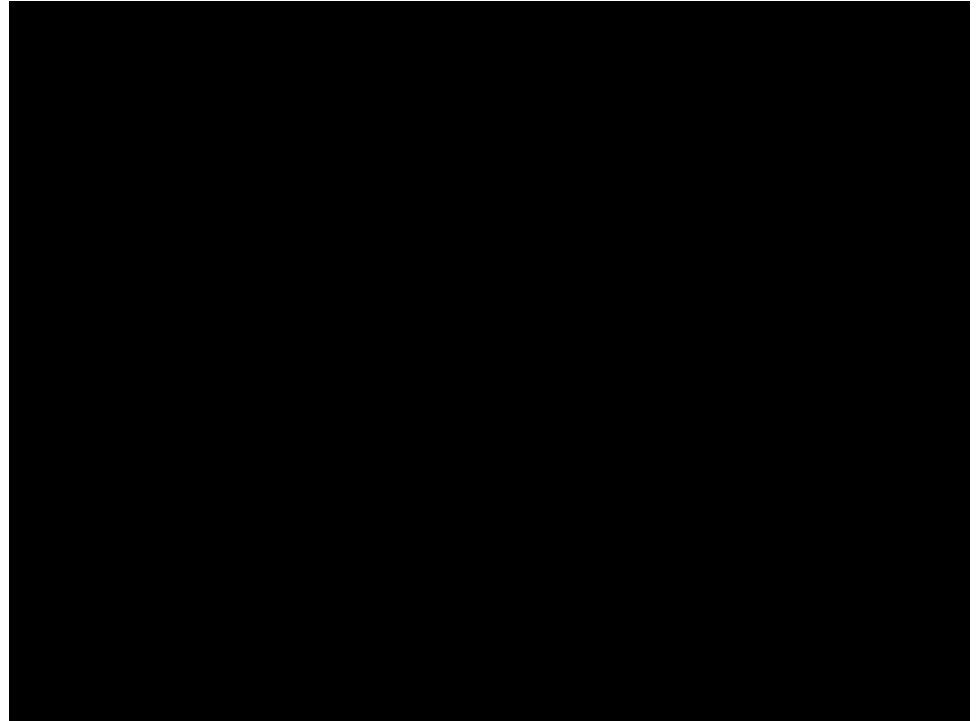


What would happen if there was no air?

How would it affect how things move?

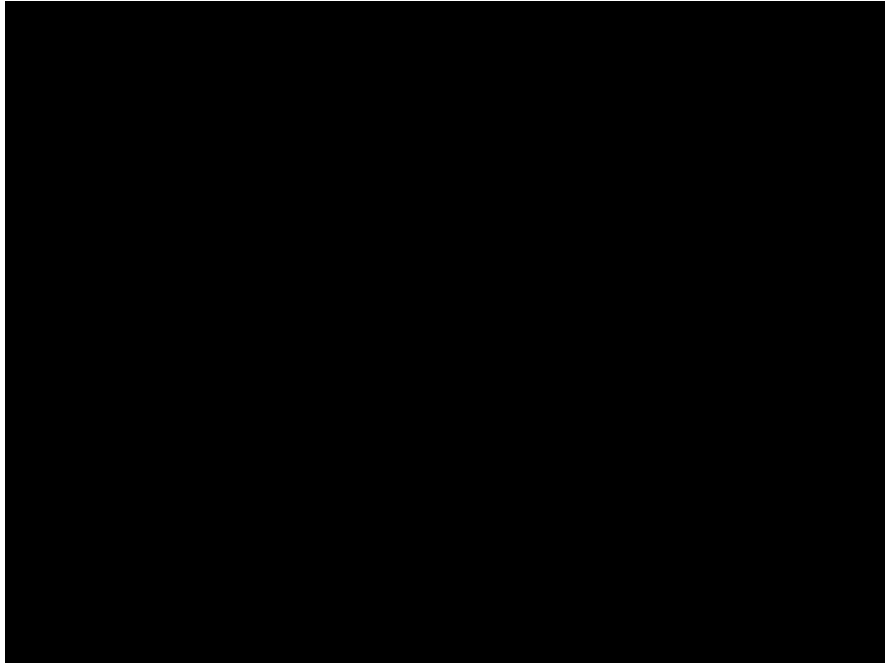
An Italian mathematician named Galileo Galilei (who was born in 1564) predicted that, in a vacuum (no air) all falling objects would fall at the same rate, no matter what their size, shape or mass.

During a moon mission, astronauts thought they test our his theory →



What would happen if there was no air?

NASA decided they would have a go!



NASA decided to do the same experiment as they did on the Moon. This time they dropped a bowling ball and feathers in two different experiments: one with air resistance and one without air resistance.

What would happen if there was no air?

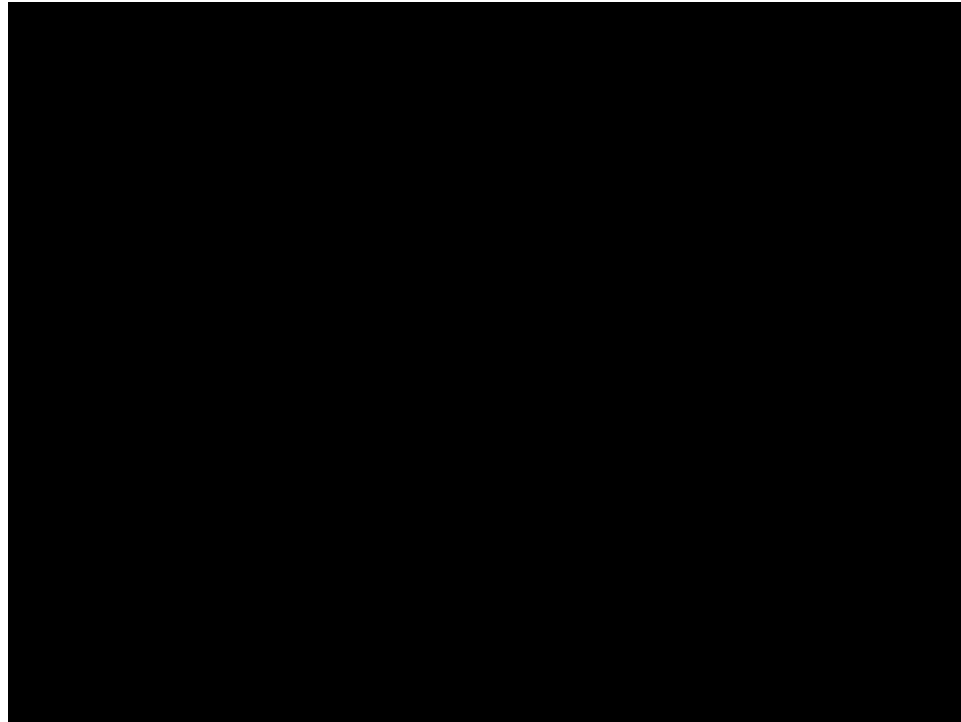
Workbook activity

Answer the following questions in your workbook:

1. In the second video, the experiment is done twice. How did the scientists change things to get different results?
2. Use the results of the second experiment and what you observed in the first video to describe the moon's gravity and atmosphere

Air Resistance: It's A Drag

Read/ watch the video below



Air Resistance

What do fast cars have that slow cars don't?



Fast Cars



Slow Cars



AIR RESISTANCE

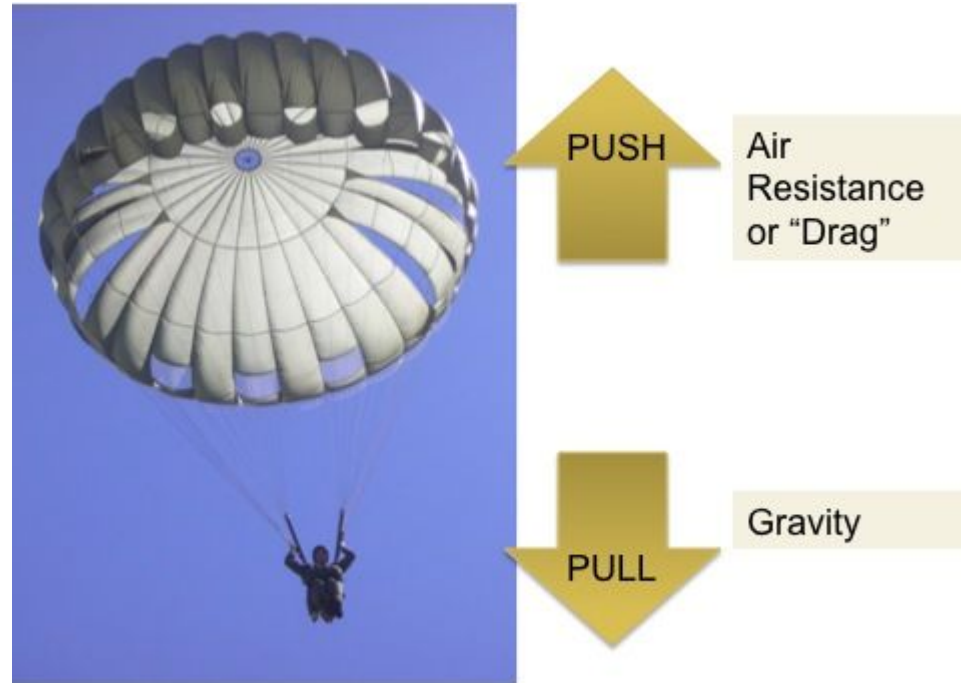
Air resistance, or drag, is the friction between a moving object and the air it is moving through. It slows vehicles down and causes greater fuel consumption. Streamlining helps overcome air resistance.



Air Resistance

Parachutes do the opposite of fast cars!

Parachutes make a large area for air to hit. The cup shape of the parachute helps to trap air so it can cause the skydiver to slow down.



Air Resistance

Workbook Activity

Can you summarise what you have learned about air resistance?

You can either create a poster, slideshow or write in your workbook what you have learned.

Key points to mention:

- What is air resistance and how does it affect objects?
- Is there air resistance in space?
- How do you increase or decrease air resistance



Reflection

End of Day

Reflection for Monday's lessons

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

Mrs Freney and Mrs Roda.

Reflection Points:

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

Kearns PS Online Learning – Stage 3

Daily Lessons



Wednesday

Today for a warm-up, try this breathing exercise.

1. Breathe in for a count of four.
2. Hold your breath for a count of four.
3. Breathe out for a count of four.
4. Hold your breath for a count of four.

You can do this to help yourself calm down and focus at any time.



English

Student resources

Learning Intention

We are learning to identify key ideas and information from spoken texts.

Purpose

We are learning this so we can communicate effectively for a variety of audiences and purposes

Success Criteria

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

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

Listen

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

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

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

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



Learning Intention

We are learning to use comprehension strategies to interpret and analyse informative texts.

Purpose

We are learning this so we can understand and apply knowledge of language forms and features when composing informative texts.

Success Criteria

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

- Organise information to create an informative text.

Reading

Informative Text Structures- Kakadu National Park

Practise presenting non-fiction texts in a clear and user-friendly format by creating an information display about Kakadu using the online activity.

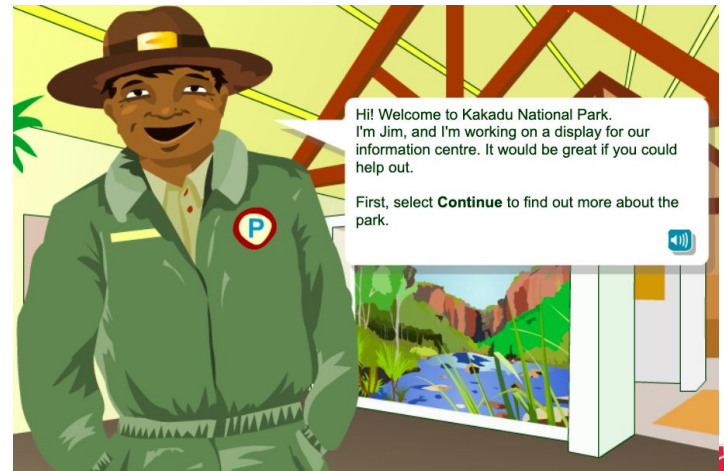
Help Jim to make an information display about Kakadu National Park.

Take a photo of your computer screen and upload to Google Classroom when you have finished the display.

Everything is explained in the online activity.

Have fun!

[Click here to open the activity](#)



Learning Intention

We are learning to create an informative text.

Purpose

We are learning this so we can present information in a different way.

Success Criteria

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

- Create an informative text in the form of a poster
- Include the features of an informative text in my poster

Writing

Informative Texts - Kakadu National Park

Activity:

- You are to create an information text about Kakadu National park, in the form of a poster.
- You can create this using a sheet of paper or create a digital version using the **Wednesday W6 Kakadu Slides attachment** on Google Classroom.
- Include the information about Kakadu National Park that you sorted in the online activity and do some further research to create your poster.

Remember:

- ★ **Use the slides in your Wednesday W6 Daily Tasks** or complete on a piece of paper/cardboard and take a photo to upload.
- ★ **Do not create your own slides and share with us.**

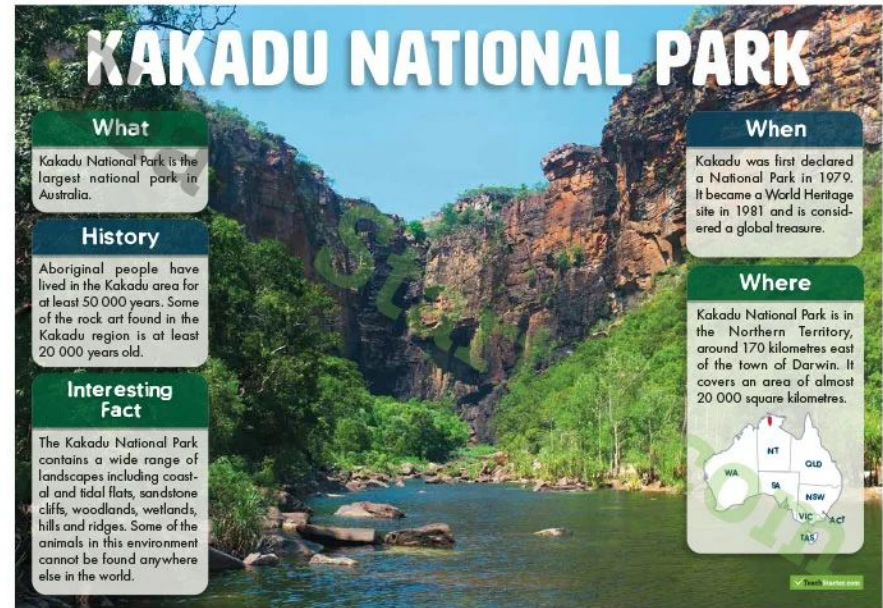
What you need to include in your poster...

Informative Texts- Kakadu National Park

Your poster should include many common informative text (non-fiction) features.

Such as:

- A large main heading
- A minimum of 4 sub-headings followed by a paragraph of text that relates back to the subheading
- A map
- A photograph or realistic illustration
- Use of bold writing to highlight important information or words



example

Learning Intention

We are learning to spell new words.

Purpose

We are learning this 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.

mm sound "m" e.g. milk	g sound "g" e.g. frog	t sound "sh" e.g. shop
glimmer grammar immoral immediate communicate commercial	shrug agree goanna beginning regular lagoon	direction mention section creation patient competition

- g) In which list can all the words be classified as nouns?
- h) Make four smaller words from the letters in **communicate**, **patient** and **beginning**.
- i) Some words ending in a "shun" sound can be spelt with "tion" like *direction*, and with "sion" like *pension*. Put the correct ending to these words:

ten ____, man ____, condi ____, expul ____, deten ____, opposi ____,
transla ____, suspen ____, vibra ____, exten __.



Click here to hear instructions

Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here

Break 1

It's time for a brain break so we can recharge for some more learning!

1. Watch the short clip.
2. Predict what letter you will get up to.
3. Have a go!

<https://drive.google.com/file/d/1GlnDNjN39KGD3kN5fdIMSi4DPsBDUYI4/view>

- Was your prediction correct?



Mathematics

Student resources

Learning Intention

We are learning to divide using the halving strategy.

Purpose

We are learning this so we can solve division problems efficiently

Success Criteria

By the end of this lesson I will be able to solve division problems using the halving strategy by:

- Making sure both numbers are even
- Halving both sides until we get to a division fact I recognise
- Solve the new equation

Warm Up

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

[Neon Bricks Division](#)



Read

Mental Division Strategies - halving strategy

When the two numbers seem too large to work with in our heads, we can halve them till we get to a division fact we recognise. Both numbers must be even for this to work.

$$\begin{aligned}126 \div 14 \\ (\text{half } 126) \div (\text{half } 14) \\ 63 \div 7 = 9\end{aligned}$$

Sometimes we need to keep halving until we reach an easy division fact.

$$144 \div 36 \rightarrow 72 \div 18 \rightarrow 36 \div 9 = 4$$

[Halving Strategy for Division](#)

Watch this video for some extra help with this strategy.

Task 1

Copy the equations below in your exercise book. Keep halving until you get to a fact you can work with. If you can do it in your head, just fill in the last box.

Otherwise, use the lines to help you.

a $216 \div 36 =$ _____ \div _____ $=$ _____ \div _____ $=$

b $196 \div 28 =$ _____ \div _____ $=$ _____ \div _____ $=$

c $224 \div 32 =$ _____ \div _____ $=$ _____ \div _____ $=$

d $168 \div 24 =$ _____ \div _____ $=$ _____ \div _____ $=$

e $144 \div 36 =$ _____ \div _____ $=$ _____ \div _____ $=$

f $288 \div 72 =$ _____ \div _____ $=$ _____ \div _____ $=$

Task 2

Can you solve this division word problem using the halving strategy?

You have an after school job at the local lolly shop, making up the mixed lolly bags. Today, you have to evenly share 288 freckles among 48 bags. How many freckles will you put in each bag. Show each halved sum.

$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \boxed{\hspace{2cm}}$$



[Click here to hear instructions](#)

Extension

Complete an activity on Mathletics.





PDHPE

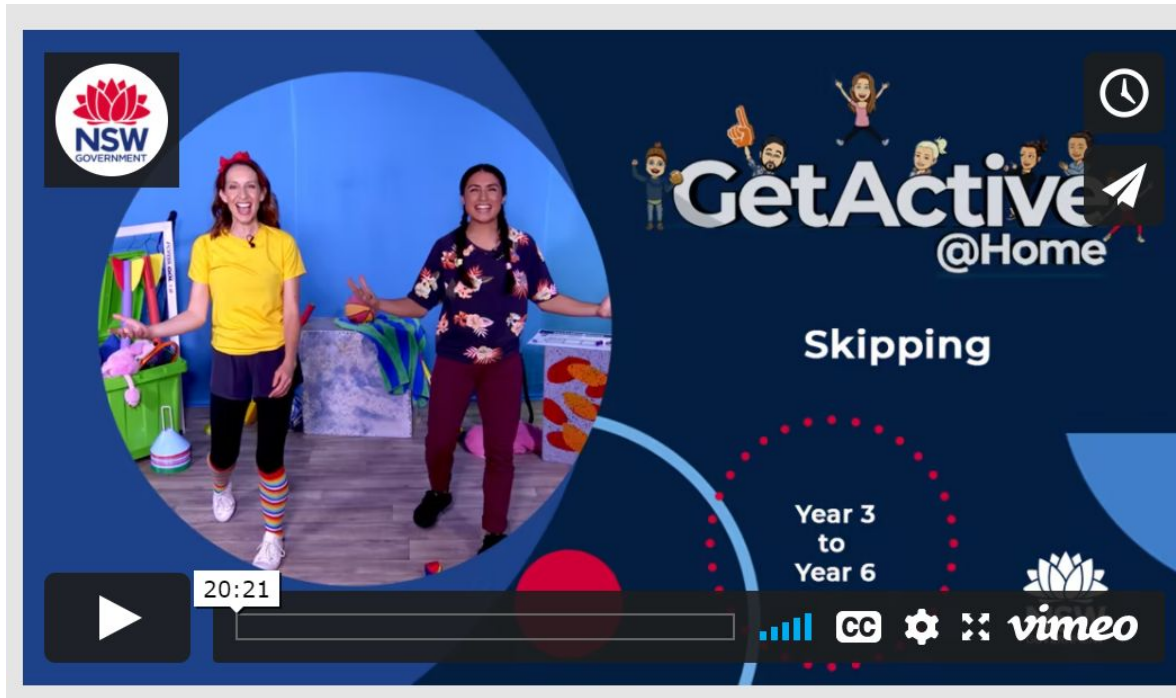
Student resources

Wednesday PD/H/PE

Skipping

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

[GetActive@Home – Episode](#)



Break 2

Gratitude Time

1. On a piece of paper draw a picture or write down 3 things you are grateful for today.
2. Share this with one person in your family or a friend and explain why you have chosen these 3 things.



CAPA

Using a lead pencil, try and sketch one of these tools in your workbook.

Try and show as much detail about the age of the tool as you can.





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 3

Daily Lessons



Thursday

For today's warm-up, you can plan to help someone in your house. You could help make lunch or make your bed.

In your exercise book write down:

- what you plan to do and how that will help someone in your family
- how you think you will feel.



English

Student resources

Learning Intention

We are learning to identify key ideas and information from spoken texts.

Purpose

We are learning this so we can communicate effectively for a variety of audiences and purposes

Success Criteria

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

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



Click here to hear instructions

Listen

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

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

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

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

**SQUIZ
KIDS**

Learning Intention

We are learning to interpret informative texts

Purpose

We are learning this so we can find information when reading

Success Criteria

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

- Interpret an informative text in the form of a diagram

Reading

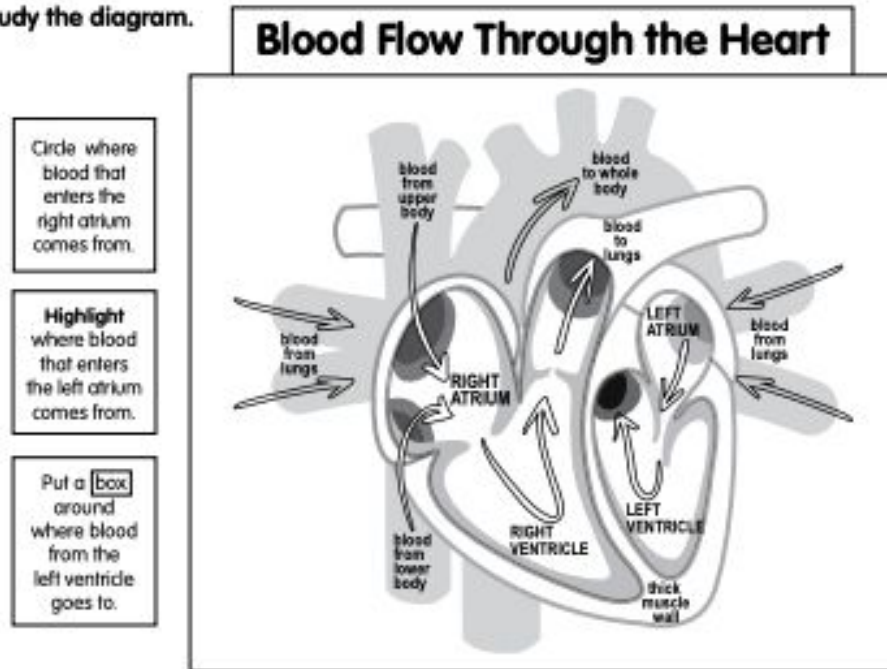
Reading Diagrams

In your exercise book

- Copy and label the diagram of **Blood Flow Through the Heart**
- Follow the instructions in the boxes
- Use the diagram to complete the explanation.
- You will need to copy the explanation and fill in the missing words.
- Write the missing words in a different colour.
- Go to the next slide for the diagram and explanation.

Diagrams and pictures represent information in a visual form. They are often used to explain scientific or technical ideas.

Study the diagram.



Reading Diagrams

- 1 Use the diagram to help you complete the following explanation of how the heart works.
Blood from the body enters the **a** _____, which then contracts. A valve opens to let blood into the **b** _____, which contracts and pumps blood to the lungs. Blood full of oxygen returns from the **c** _____ and enters the **d** _____, which then contracts. A valve opens to let blood into the **e** _____, which contracts and pumps oxygen-filled blood to **f** _____. The heart is protected by **g** _____.

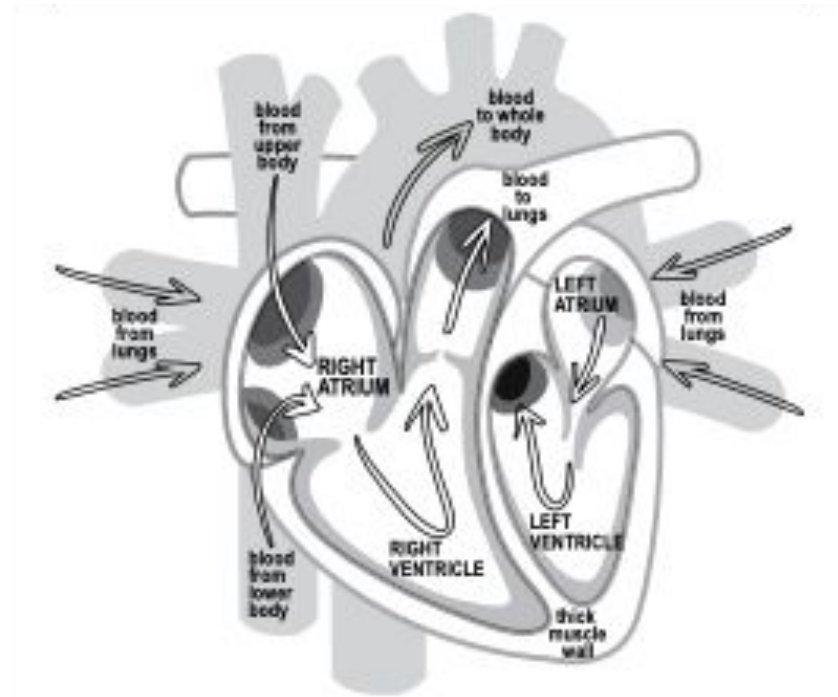
Writing

Reflection

For today's writing lesson, you are to complete the following:

- ❑ **3** facts you've learnt about the heart
- ❑ **2** questions you still have about the heart **e.g. what happens if the left ventricle stops pumping**
- ❑ **1** opinion **e.g. I believe the heart is an amazing muscle.**

Complete this in your exercise book.



Learning Intention

We are learning to spell new words.

Purpose

We are learning this so we can become fluent and confident readers.

Success Criteria

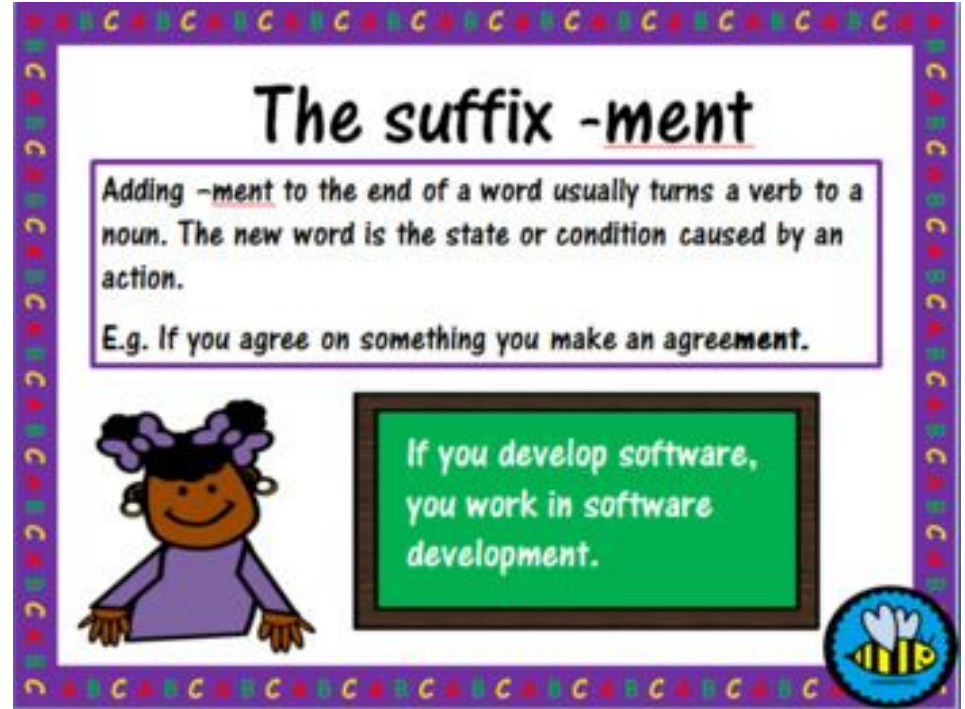
By the end of this lesson I will be able to:

- use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words.

Spelling -

Suffixes- ment




- A suffix is a few letters put at the end of a word to change its meaning.
- Adding 'ment' to the end of a word can change the word from a verb to a noun with a related meaning.
- The new word is the result of the action in the base word.



The suffix -ment

Adding -ment to the end of a word usually turns a verb to a noun. The new word is the state or condition caused by an action.

E.g. If you agree on something you make an agreement.



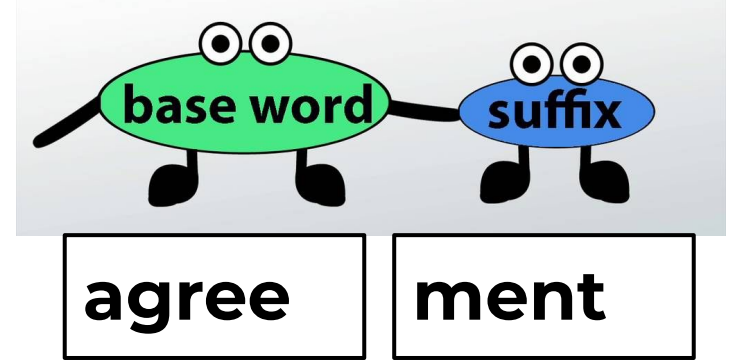
The graphic is enclosed in a decorative border with the letters 'A B C' repeated in a colorful pattern. It features a title, a definition box, an example sentence, an illustration of a girl, a sign with an example sentence, and a small bee logo.

Spelling -

Suffixes- ment

For example:

- If I agree with my mum that she will cook and I will clean up, the result is an agreement.
- If I have a drink of water to refresh myself, the result is that I am in a state of refreshment.



Spelling -

Suffixes- ment

1. In the table below, add the suffix 'ment' and then use the new word in a short sentence.
2. Add four examples of your own.
3. Use the Google Doc named Thursday W6 Spelling, add the suffix 'ment' and then use the new word in a short sentence.

Verb	Resulting Noun	Sentence
achieve	achievement	It was a great achievement to win the gold medal at the Tokyo Olympics.
argue		
replace		
manage		
entertain		
move		



Click here to hear instructions

Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here

Break 1

Brain Break Breathing

Balloon Breaths

Sit comfortably on the floor with your legs crossed in front of you. Imagine that there is a big balloon in your belly. Place your hands over your belly. Take a big deep breath in, sitting up straight, and make your belly puff out as if it was a balloon filling with air. Then slowly exhale like you are letting the air out of a balloon a little at a time. As you let the air out, slowly roll your shoulders and bend forward. Repeat.





Mathematics

Student resources

Learning Intention

We are learning to select and choose appropriate units of measurement for length.

Purpose

We are learning this so we can solve length and measurement problems efficiently.

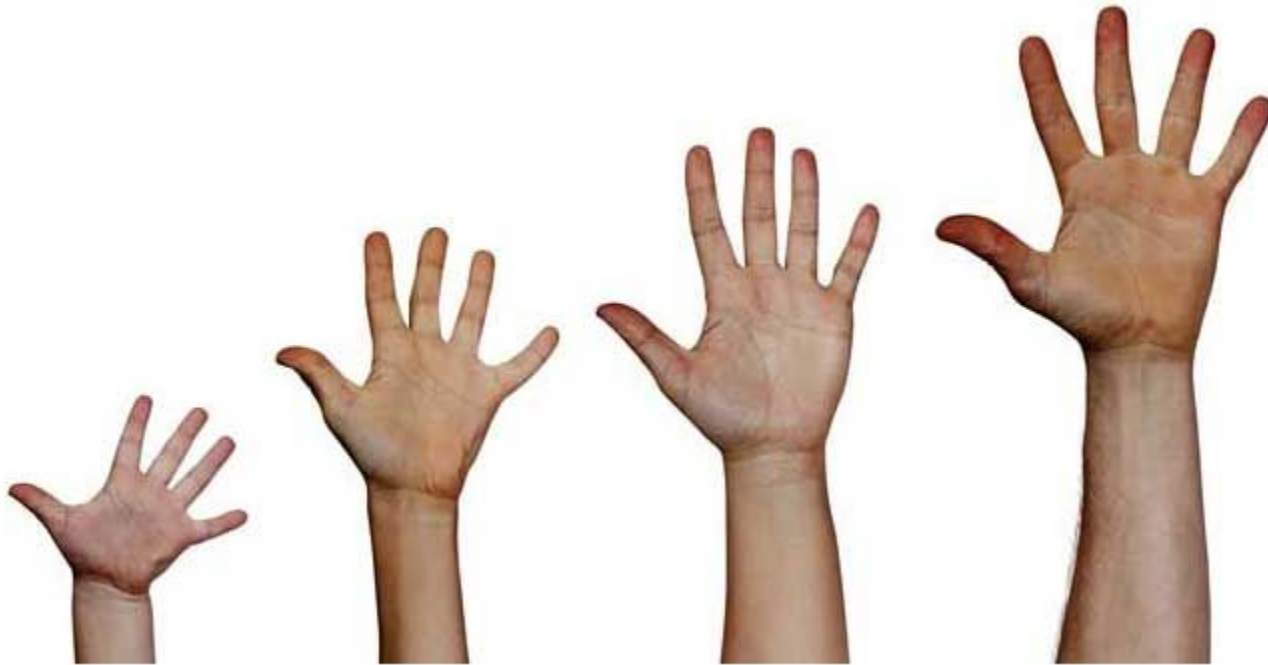
Success Criteria

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

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

Warm Up

Trace your hand and the hands of others in your house. Compare the sizes and order them from smallest to largest. Measure them and see if you are correct.



Read

Units of length - m, cm, mm

These units of measurement are used regularly in everyday life.

$$10 \text{ mm} = 1 \text{ cm}$$

$$100 \text{ cm} = 1 \text{ m}$$

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

It makes sense to say 3 metres instead of 300 centimetres.



THINK

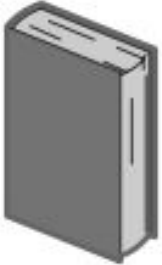
[mm cm m video](#)

Watch this video for some extra help with this concept.

Task 1

Complete in your exercise book. Add mm, cm or m next to the measurement of each item. Remember you wouldn't use cm to measure a car.

a



20 cm

b



14

c



4

d



13

e



2

f



28

If you do not have access to a ruler for this activity, here is a link to an online version
<https://www.piliapp.com/actual-size/cm-ruler/>

Task 2

Draw the below table in your exercise books, estimate the lengths of the listed items and then measure them to see if you are correct. Make sure to include the units of measurement mm, cm or m. Use a tape measure if you have one. Take a photo of your work and upload to your Google Classroom.

	Object	Estimate	Measure
a	Height of a desk		
b	Shoulder to the fingertips		
c	Width of the door		
d	Hand span		
e	Pencil sharpener		
f	Width of a fingernail		
g	A4 paper length		



Click here to hear instructions

Extension

Complete an activity on Mathletics.



Break 2

Calm Down

1. Stand or sit with the right leg crossed over the leg at the ankles.
2. Take your right wrist and cross it over the left wrist.
3. Link your fingers so that the right wrist is on top.
4. Bend the elbow out and gently turn the fingers in toward the body until they rest on the centre of your chest. Stay in this position.
5. Breathe slowly and deeply for 2 minutes.



PDH - Nutrition



PDH Week 6 - Comparing Food Labels

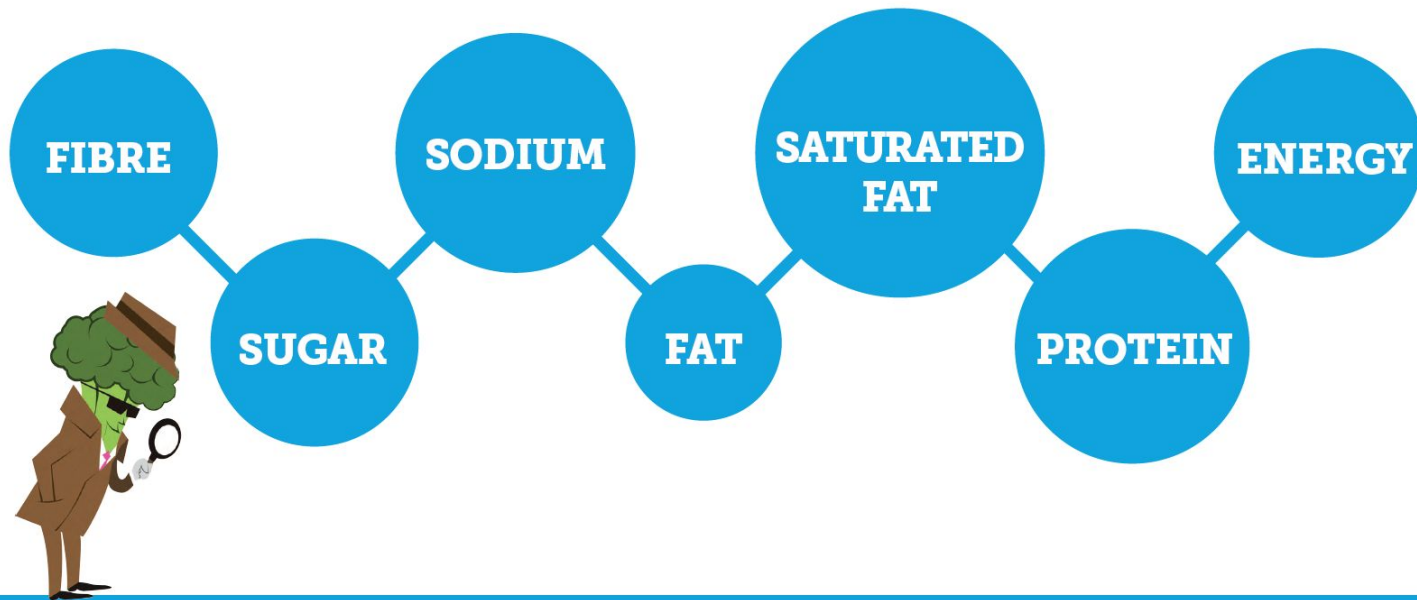
In today's PDH lesson we will be learning to compare food labels to help make better food choices.

We will be watching a video to learn more about food labels and reading some information on the slides.

We will test our understanding by looking at a food label in our cupboard and playing a Kahoot.



By understanding food labels
you will solve the **mystery** of
the product inside



So, let's put packaging under a magnifying glass



Super Sleuth Sam has **five clues** to choosing healthier products

NUTRITIONAL INFORMATION
 Servings per twin pack: 2
 Serving Size 200g

	Quantity Per Serving	Quantity Per 100g
Energy	337kj 81Cal	168kj 40Cal
Protein	8.8g	4.4g
Fat	0.2g	0.1g
Saturated Fat	0.2g	0.1g
Carbohydrate	10.4g	5.2g
Sugars	9.6g	4.8g
Sodium	85mg	42mg

* RECOMMENDED DIETARY INTAKE

Energy
 Use the per 100g (or 100 mls for liquid) column to compare the energy in similar food products.

Sodium
 Is a component of salt. It is found in many foods including both processed and fresh food. Look for less than 400mg per 100g

Carbohydrates
 Includes both starches and sugars in a food.
Sugars
 Look for less than 10g per 100g

Total fat
 This food is low fat

Saturated fat
 Simple rule: the lower the better



Super Sleuth Sam has **five clues** to choosing healthier products

Nutrient*	Clues for choosing healthier products
Total Fat	Healthier choices are 5-10g fat/100g
Saturated Fat	Choose food with the lowest saturated fat
Sugar	Look for less than 10g/100g
Sodium (Salt)	Choose products with the lowest amount of sodium less than 400mg/100g
Fibre	Choose products with 3g/100g or choose the one with the highest amount

Remember, some of the healthiest foods may be unlabelled (e.g. fresh fruit and vegetables, nuts, lentils, beans, fresh meat and fish)



Task: Choose a snack food or breakfast cereal in your cupboard. Use Super Sleuth Sam's Clue Card (previous slide) to help you rate this as a 'sometimes' or 'everyday' food.

Is your package a breakfast or a snack pack?	
Is your food a <i>sometimes</i> or <i>everyday</i> food?	
The amount of Salt (mg per 100g) <i>Is this a healthy or unhealthy level?</i>	
The amount of Sugar (g per 100g) <i>Is this a healthy or unhealthy level?</i>	
The amount of Fat (g per 100g) <i>Is this a healthy or unhealthy level?</i>	

Watch this [video](#) to learn how to read a food label. There will be a Kahoot on this so watch carefully - you may even want to watch it more than once or with a family member.



How To Read A Label

To make healthy options when reading a food label.

Healthier Choices

Choose healthier products which are lower in saturated fat, salt and sugar; and higher in fibre and calcium.

Activity: Test your knowledge of Reading Food Labels by playing this Kahoot. Please type in your first name and the first letter of last name. All students Stage 3 will be versing each other in this challenge. The results will be published in your Google Classroom tomorrow morning.
[Press here to play.](#)



Reflection: Discuss with an adult what you learnt today about comparing food labels to make better food choices. Was the snack food or breakfast cereal you chose for your activity, a *sometimes* food or *everyday* food? Did this surprise you?





Reflection

End of Day

Reflection for Thursday's lessons

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

Mrs Freney and Mrs Roda.

Reflection Points:

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



HAVE A NICE DAY

Kearns PS Online Learning – Stage 3

Daily Lessons



Friday

For today's warm up, we are going to use our senses.

Watch the video and follow the instructions.

[Care and Connect Week
A Monday.mp4](#)





English

Student resources

Learning Intention

We are learning to identify key ideas and information from spoken texts.

Purpose

We are learning this so we can communicate effectively for a variety of audiences and purposes

Success Criteria

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

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

Listen

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

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

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

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

**SQUIZ
KIDS**



Learning Intention

We are learning to interpret informative texts

Purpose

We are learning this so we can find information when reading

Success Criteria

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

- Interpret an informative text in the form of a diagram

Reading- Interpreting Diagrams

In your exercise book. Take a photo and upload to Google Classroom.

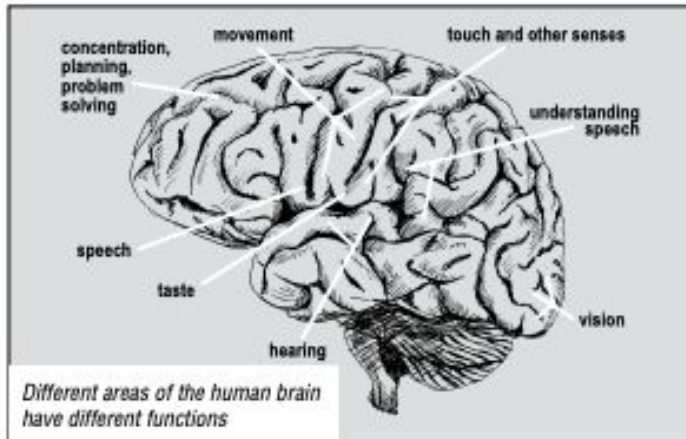
- Copy and label the diagram of the brain.
- Study the diagram and answer the questions relating to the part of the brain you would use for the activities.
- Go to the next slide for the images enlarged

NONFICTION

Reading diagrams

Which part of your brain would you use for the following activities?

Study the diagram.



Highlight the part of the brain that controls our sense of sight.

Colour the part of the brain that helps us focus in class.

Colour the part of the brain that controls our arm and leg muscles.

Highlight the part of the brain that helps us work out what people are saying.

- a playing sport _____

- b watching a movie _____

- c reading a book _____

- d eating an ice-cream _____

- e working on a maths problem _____

- f stroking a cat _____

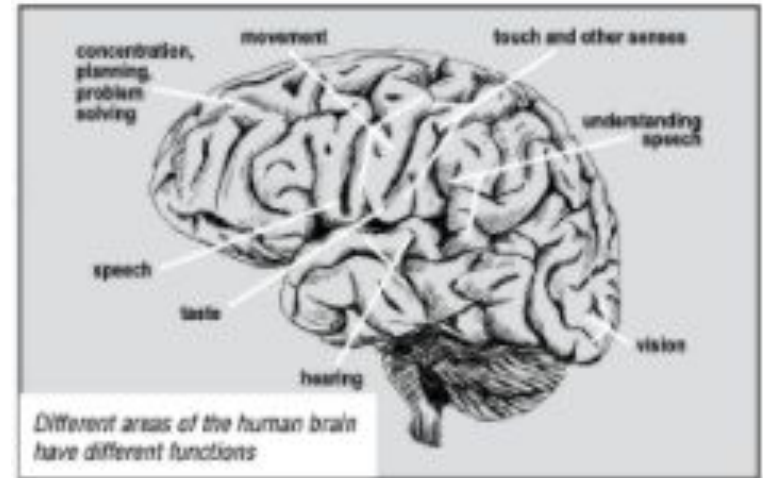
Writing

Reflection

For today's writing lesson, you are to complete the following:

- ❑ **3** facts you've learnt about the brain
- ❑ **2** questions you still have about the brain **e.g. what happens to the brain when you are happy?**
- ❑ **1** opinion **e.g. I believe the brain is interesting because...**

Complete this in your exercise book.



Learning Intention

We are learning to identify how the grammatical category of possessives is signalled by apostrophes.

Purpose

We are learning this so we can compose clear and cohesive texts.

Success Criteria

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

- Identify the appropriate use of apostrophes to show possession
- Produce sentences which include possessive nouns

Punctuation

Watch the following video to learn how to use **apostrophes** to signal **possession**.

[Click Here For How To Use An Apostrophe Video](#)

TASK 1: In your exercise book edit and rewrite the following text to show the correct use of apostrophes for ownership.

It was the end of a long day. Mias mum picked up Mias school bag and swung it over her shoulder as Mia trudged behind her, back to the car. For some annoying reason Mias mum had parked as far as humanly possible away from the gate today. They trekked along the path, past the Smiths house and all the way beyond Mr Jones farm. Finally they reached the car. Mia exhaustedly collapsed into her Mums car and slammed the door shut.

Task 2: Write a paragraph of your choice that includes at least **4 apostrophes** that demonstrate ownership (possessive nouns)





Click here to hear instructions

Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here

Break 1

Brain Break Breathing



Bubble Breaths



Breathe in deeply and form a bubble in your mouth. Your cheeks should be puffed out. Blow your bubble out of your mouth and push it away from you by blowing out hard and strong. Do this slowly and picture your bubble floating away. Keep breathing in and out deeply. Close your eyes and think about where else your bubble could go. Can you blow it far away? Can you blow it to a friend? Imagine your bubble is returning to you. Open your mouth and catch it for next time. Repeat.





Mathematics

Student resources

Maths Fun Activity- The Magical number 3!

Try this out on your family

The Magical number 3

Practise the skills of the four maths operations whilst learning and testing out this number magic trick. Prepare to be amazed!

Next slide...

Activity:

1. Here is a clever number magic trick you can try out on your friends and family.
2. Try it out yourself with four different numbers first to check that it works.
3. In your exercise book show the workings of your test runs. Then memorise the steps and show your magic trick to someone you know.
4. Think of any 1-digit or 2-digit number.
5. Double it.
6. Add 9.
7. Subtract 3.
8. Divide by 2.
9. Subtract the original number.
10. The answer is 3!

Try with a different number eg $9 \text{ doubled} = 18$ add $9 = 27$ subtract $3 = 24$ divide by $2 = 12$ subtract $9 = 3$

Magic!

Watch

Mrs Freney and Mrs Roda's Video Lesson

The screenshot displays a Google Slides presentation titled "Maths Video Lesson W6" with a toolbar at the top. The main slide content is as follows:

NSW Department of Education

Convert Metric Units of Length

(mm, cm, m, km)

$1 \text{ km} = 1,000 \text{ m}$ $1 \text{ m} = 100 \text{ cm}$
 $1 \text{ m} = 1,000 \text{ mm}$ $1 \text{ cm} = 10 \text{ mm}$

1) $3 \text{ m} = \boxed{300} \text{ cm}$ 4) $400 \text{ cm} = \boxed{4} \text{ m}$
2) $10 \text{ m} = \boxed{1000} \text{ mm}$ 5) $50 \text{ mm} = \boxed{5} \text{ cm}$
3) $9 \text{ km} = \boxed{9000} \text{ m}$ 6) $8,000 \text{ mm} = \boxed{8} \text{ m}$

All measurements are based off metre

1 metre = 100cm
mm - milli - 1/1000
cm - centi - 1/100
km - kilo - 1000

On the right side of the interface, a video feed shows Mrs Roda speaking. The interface also includes a sidebar with slide thumbnails and a "Click to add speaker notes" button at the bottom.

Learning Intention

We are learning to select and choose appropriate units of measurement for length.

Purpose

We are learning this so we can solve length and measurement problems efficiently.

Success Criteria

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

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

Warm Up

Measurement scavenger hunt.

You are to use your estimation skills to find items around the house that are the following lengths:

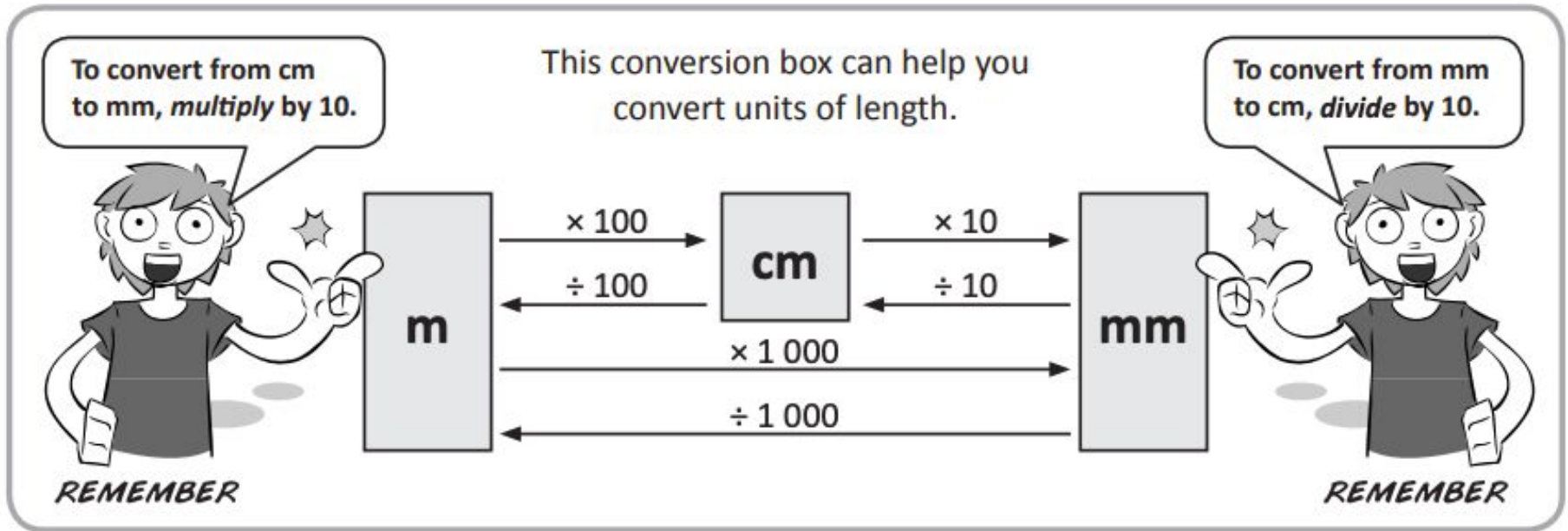
- 1 metre
- 10 cm
- 50 mm
- 15 cm
- 20 mm

Challenge:

- ★ Put them in order from smallest to largest and take a photo.

Read

Units of length - m, cm, mm



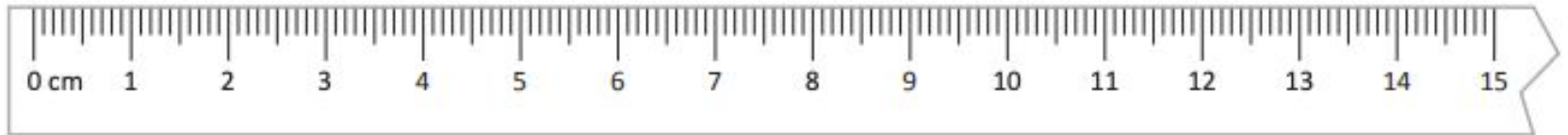
[Converting Measurements](#)

Watch this video for some extra help with this concept.

Task 3

Convert these lengths into millimetres. Complete this in your exercise book.

The first one has been done for you.



a 5 cm = mm

b 3 cm = mm

c 9 cm = mm

d 7 cm = mm

e 11 cm = mm

f 15 cm = mm

Task 4

Convert these lengths into centimetres. Complete this in your exercise book.

The first one has been done for you.

a 50 mm = cm

b 20 mm = cm

c 223 mm = cm

d 15 mm = cm

e 156 mm = cm

f 495 mm = cm

Take a photo and upload to Google Classroom.

Task 5

Convert these lengths into metres. Complete this in your exercise book. The first one has been done for you.

a 300 cm = m

b 500 cm = m

c 250 cm = m

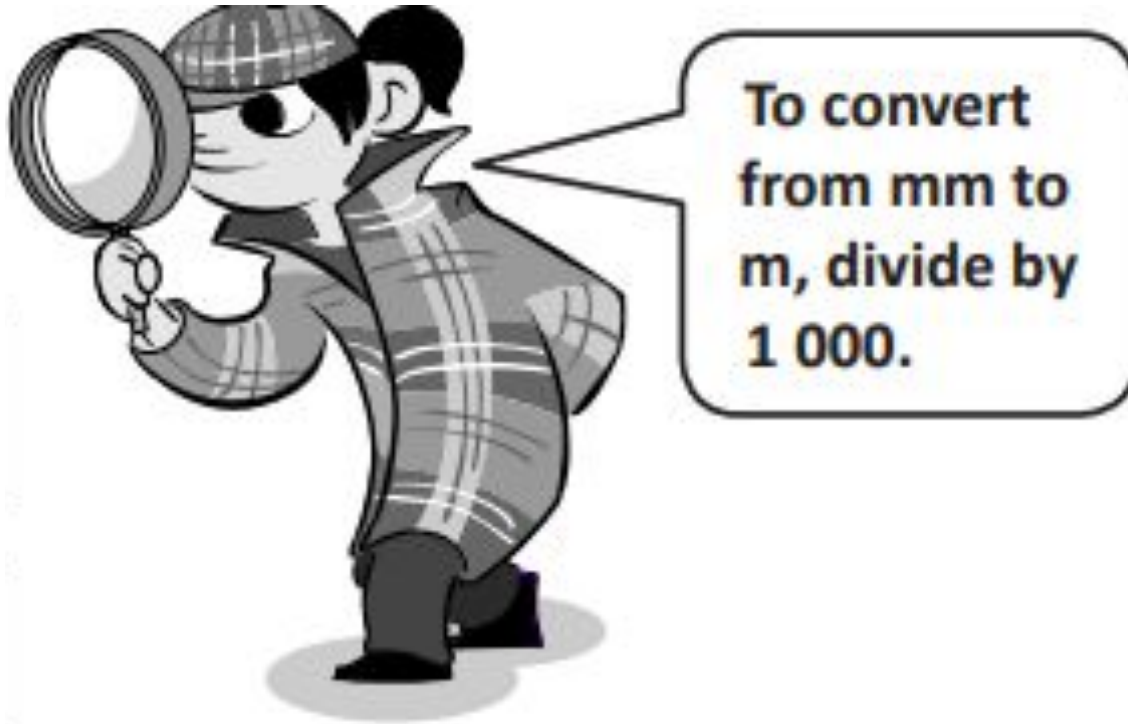
d 900 cm = m

e 2 000 cm = m

f 4 550 cm = m

Task 6

Convert these lengths into metres. Complete this in your exercise book.



DISCOVER

Task 6

Convert these lengths into metres. Complete this in your exercise book. The first one has been done for you.

To convert from mm to m, divide by 1 000.

Convert these lengths to metres:

a 1 000 mm = m

b 5 000 mm = m

c 4 500 mm = m

d 500 mm = m



[Click here to hear instructions](#)

Extension

Complete an activity on Mathletics.



Break 2

Helping with some household tasks such as making your bed, hanging clothes up to dry or washing the dishes.



PDHPE - Physical Education

Student resources

Dance Home Learning Program

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

[Click here for dance lesson 4](#)



Reflection

End of Day

Reflection for Friday's lessons

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

Mrs Freney and Mrs Roda.

Reflection Points:

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