

# Kearns PS Online Learning – Stage 2

Daily Lessons



# Tuesday

Student resources



# English

Student resources



Click here to  
listen to the  
instructions

# Task A - Independent reading

## Independent reading

Read a book from EPIC or Reading eggs

[ABC Reading Eggs | Where Children Learn to Read Online](#)

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

When finished, discuss the following questions with an adult:

- What the text was about?
- Who were the characters?
- What happened?
- Did anything interesting happen?

## Task b Spelling

**Learning Intention:** I am learning strategies to spell unknown words.

**Success Criteria:** I will be successful when I can use a range of strategies to spell familiar and some unfamiliar words



Click here to listen to the instructions

## Task b - Spelling

**Spelling** Revising the **ck** sound

Write down your spelling words from the list below in your books.

The last column has the challenge words.

Look, Say, Cover, Write and Check (**LSCWC**) your spelling list words.

clock	shock	truck
brick	snack	pocket
jacket	chicken	rocket
crackers	gimmick	knackered

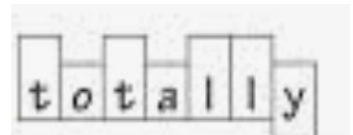
# Spelling Activities

## Spelling

Revising the **ck** sound

Search for 5 **ck** words that are longer than 5 letters.

- **Rainbow** write the words
- Put a minimum of **3** words into a sentence (complex/compound)
- Create word blocks for the **5** longest words.
- What is the longest **ck** word you can find?







Click here to listen to the instructions

# Reading - Learning Intention and Success Criteria

## Learning Intention:

In this activity we are going to be focusing on comprehension and 'predicting' as a reading strategy.

We are able to:

- Analyse the front cover of the book and predict what will happen by using the image.
- Answer the questions and relate it to our own experiences.

## Success Criteria:

We will be successful if we:

- Analyse the image in the front cover and formulate answers based on the image.
- Connect the image with own experiences - text to self.







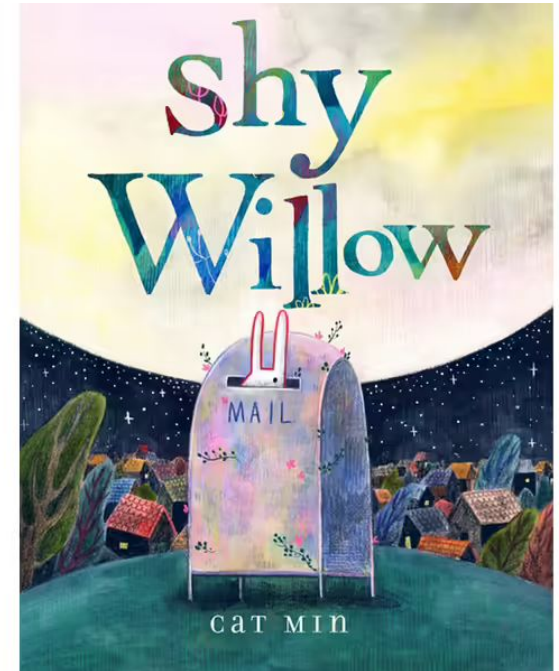
# Reading - Predicting using Graphics

## 'Shy Willow' by Cat Min

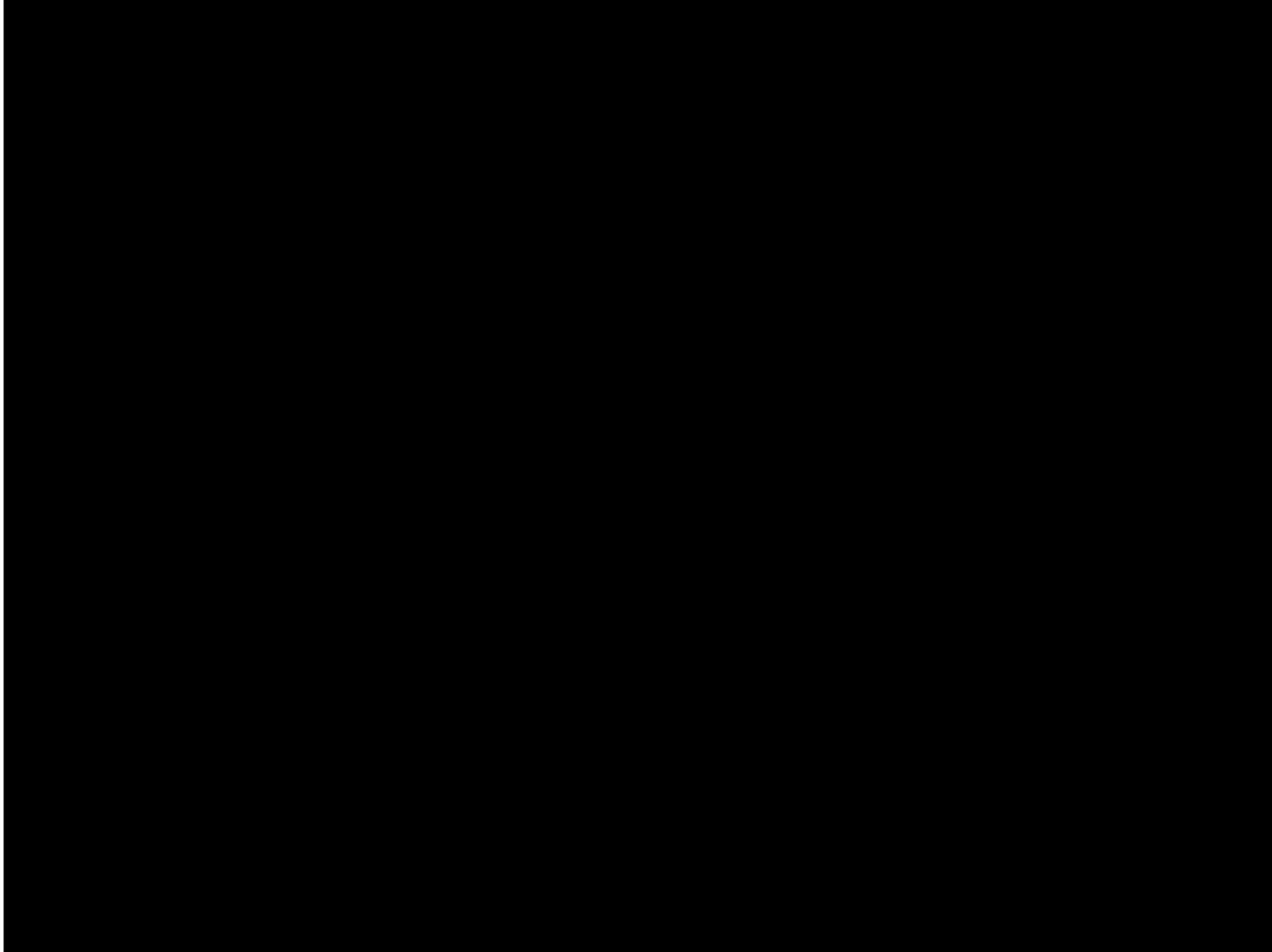
We can use clues from the graphics and images of the text to predict what we will read, see and hear.

Look at the front cover of the book and predict the story.

1. What do you think the story will be about?
2. Who could be the characters in the book?
3. What big events will happen in the story?
4. Why is there a mailbox on the front cover?
5. Predict what could happen in the middle and at the end of the story.



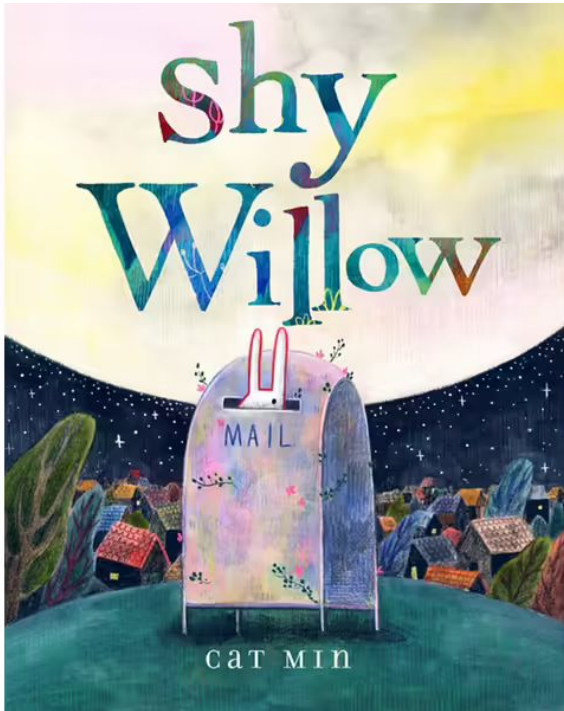
# Reading- Listen to Miss Fernance read the book



# Listen to Miss Fernance read the story- 'Shy Willow' by Cat Min



Click here to  
listen to the  
instructions



[Epic - Books for Kids \(getepic.com\)](http://getepic.com)



[Shy Willow, a read aloud book about shyness, empathy, bravery, and friendship - and a daring bunny!](#)



# Reading - Prediction

## 'Shy Willow' by Cat Min

1. What parts of the prediction of the story were you right about?
1. Who are the characters in the story?
1. Where does the story take place?
1. What big events happened in the story?
1. Why was there a mailbox on the front cover?





# Writing Recounts - Learning Intention and Success Criteria

## Learning Intention:

- We are learning to write a Recount about our School Holidays.
- We will be learning to write an **Orientation** (Introduction) for our Recount.

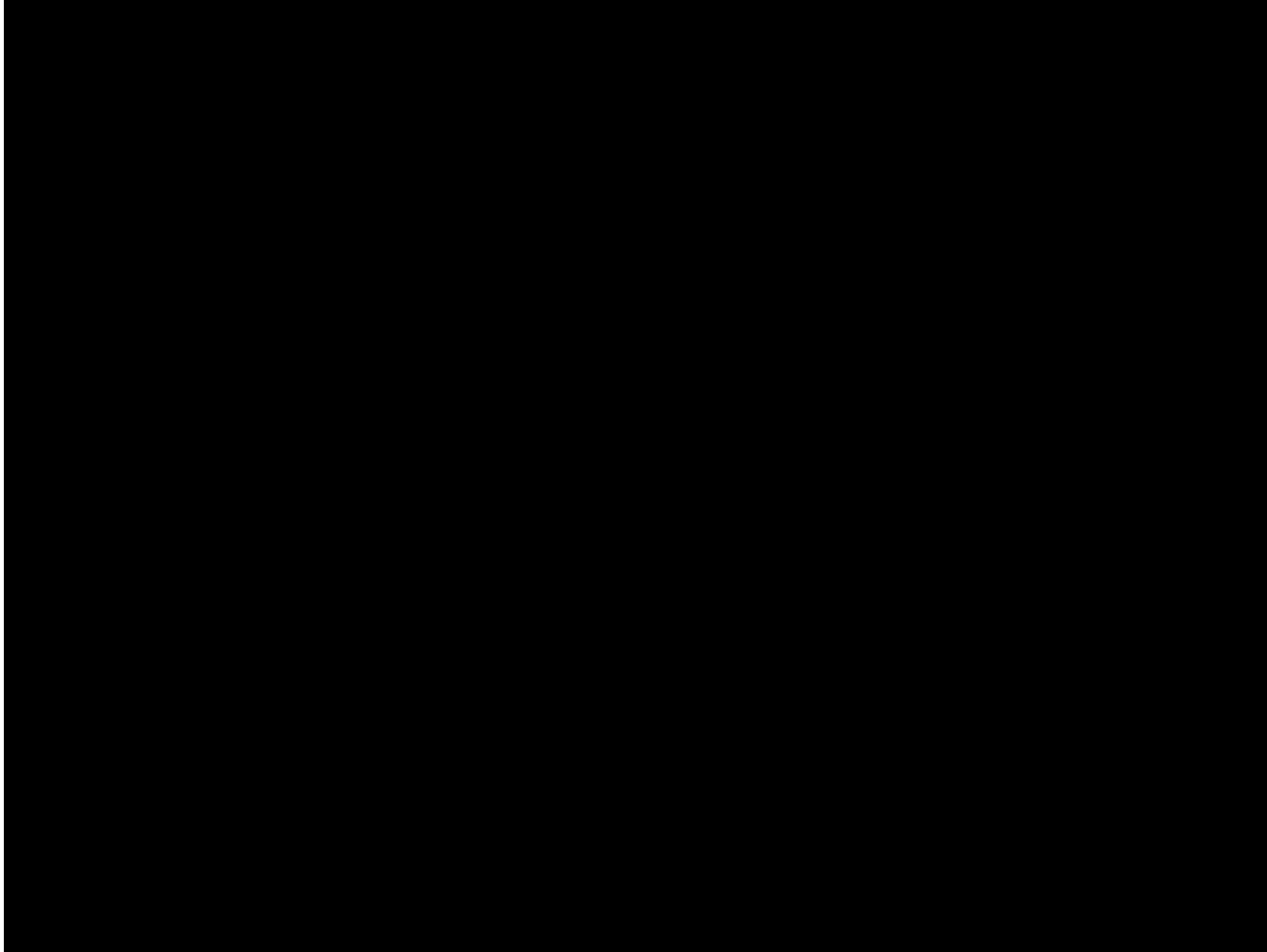
## Success Criteria:

We will be successful if we are able to:-

- write an introduction and include (When, Who, Where What and Why)
- write in the past tense



## Watch the video to learn about writing Recounts





# Task D Writing

## Recount

**We are writing an introduction about our school holidays.**

Our introduction:-

- will set the scene and include a short description of our topic and answer: Who, What, When Where and Why about the event
- needs to capture the reader's interest, so use your senses in the description
- needs to be written in the past tense







## Task D Writing

### Example

#### My School Holidays

#### Introduction

One fantastic Spring morning on the last day of the School Holidays, my family and I went on a picnic to the Botanical Gardens. We decided on a picnic because we wanted to enjoy the wonderful weather outdoors and also view the beautiful Spring flowers that were in bloom.

**Now write an own introduction for the Recount about your School Holidays.**



## Break 1 -

### “Best Day of My Life”

**Watch:** ‘KIDZ BOP Kids: “Best Day of My Life”’

**Respond:** Follow and dance along to Go Noodle’s ‘KIDZ BOP Kids: “Best Day of My Life”’.



# Mathematics

Student resources

# Mathletics



Click here to  
listen to the  
instructions

**Complete an activity on Mathletics for 20 minutes**





Click here to  
listen to the  
instructions

# Division - Grouping with Arrays

## Learning Intention

We are going to learn to use different strategies to solve division.

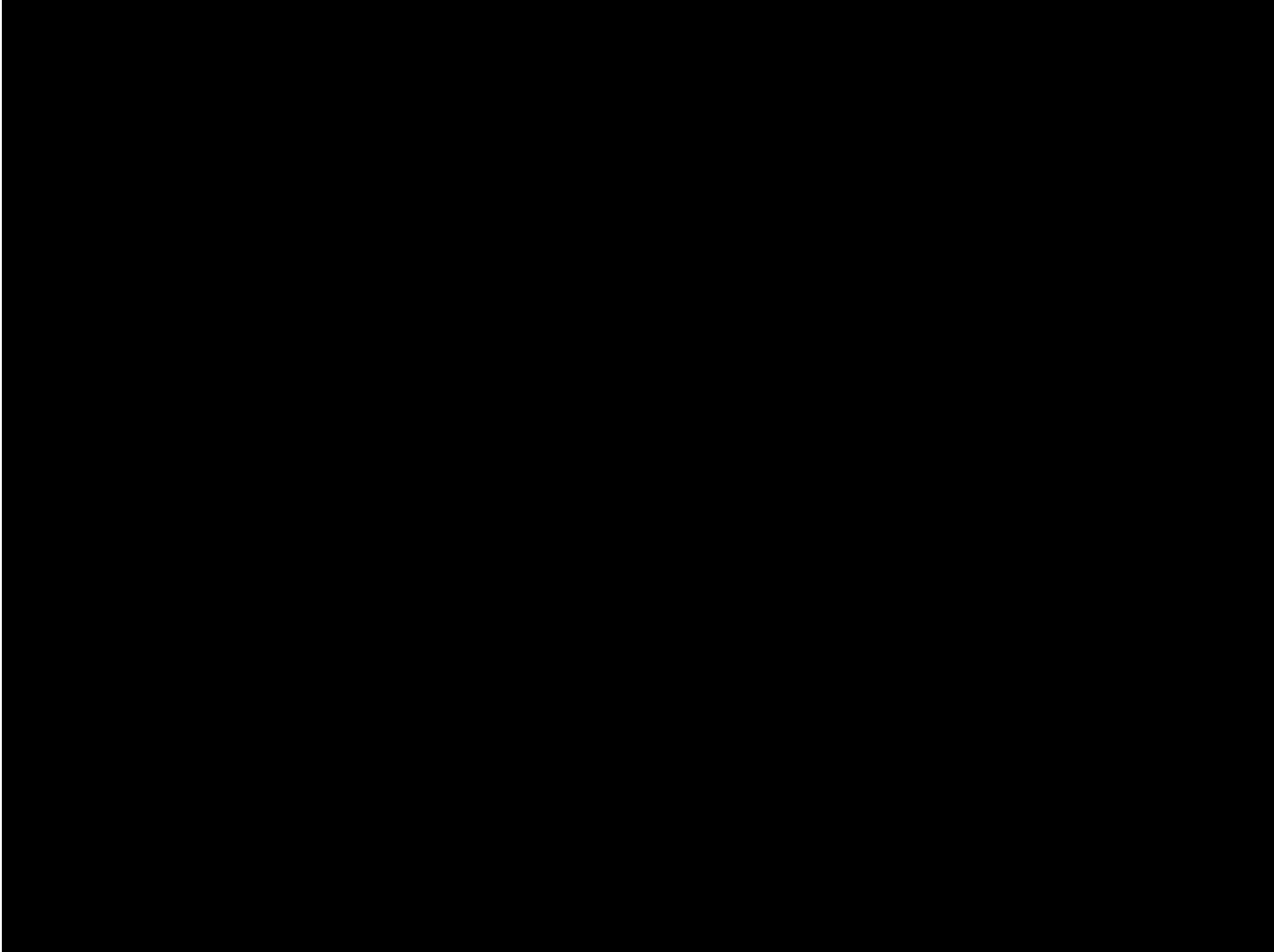
Today we are focusing on solving division problems by using an array.

## Success Criteria

- I can solve division problems of two-digit numbers.
- I can solve division problems using arrays.
- I can divide things into equal groups to solve division equations.

# Division - Grouping with Arrays

Watch the video to learn about using grouping with arrays to solve division problems.





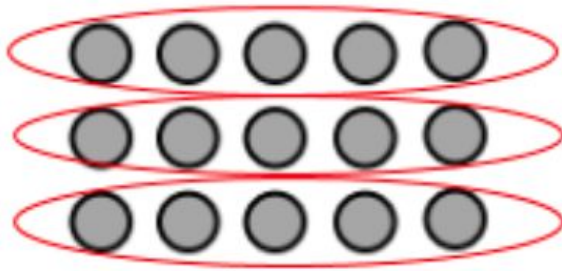
Click here to  
listen to the  
instructions

# Division - Grouping with Arrays

Today we will be learning how to use an array to assist us in solving division problems.

An array is formed by arranging a set of objects into rows and columns. Each column must contain the same number of objects as the other columns, and each row must have the same number as the other rows.

The arrays below can be divided into equal groups to give us the answer.

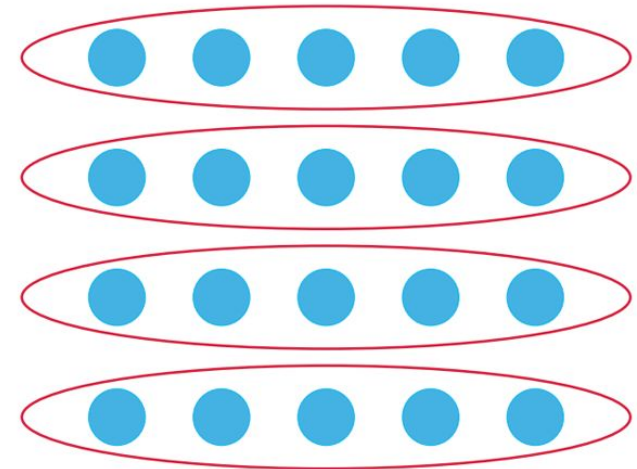


$$15 \div 3 = 5$$

Total  
number

Number  
of groups

Number in  
each group



$$20 \div 4 = 5$$

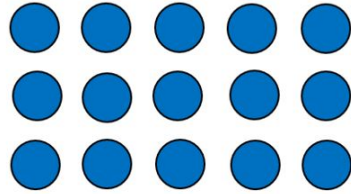




Click here to listen to the instructions

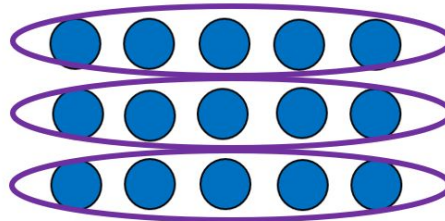
$$15 \div 3 = 5$$

Total number of items altogether



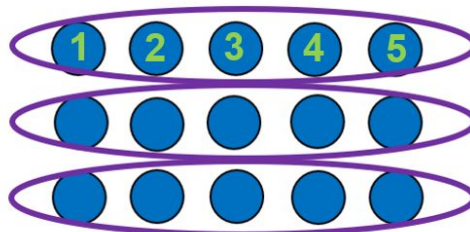
$$15 \div 3 = 5$$

Number of equal groups



$$15 \div 3 = 5$$

Number in each group



# Division - Grouping with Arrays



Click here to listen to the instructions

**Step 1:** Draw an array of the total number of objects.

**Step 2:** Arrange the total number of objects into the number of equal groups you want to divide by.

**Step 3:** Count the number of objects in each group to find the answer.

**Example:**  $10 \div 2 = ?$



**Step 1:** Draw an array of 10 objects.

**Step 2:** Arrange the 10 objects into 2 equal groups.

**Step 3:** Count how many are in each group.

$$10 \div 2 = 5$$

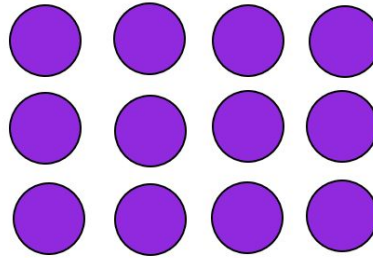
# Division - Grouping with Arrays

$$12 \div 3 = ?$$

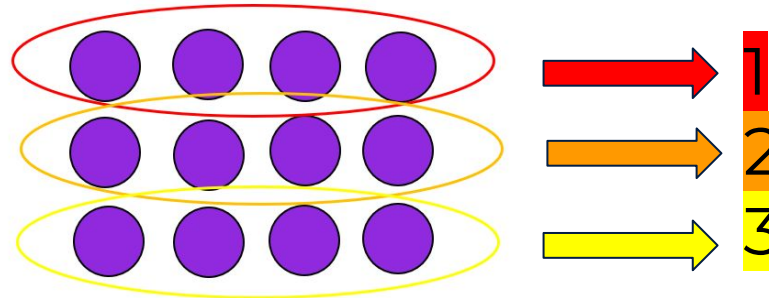


Click here to listen to the instructions

**Step 1:** Make an array of 12 objects.

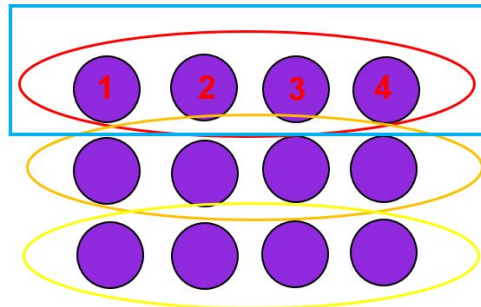


**Step 2:** Arrange the 12 items into 3 equal groups.



**Step 3:** Count how many are in each group.

$$12 \div 3 = 4.$$

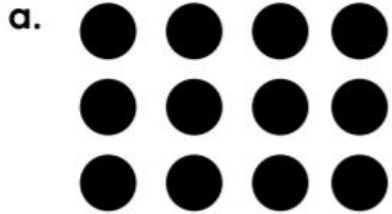




Click here to listen to the instructions

# Activity B: Division - Arrays

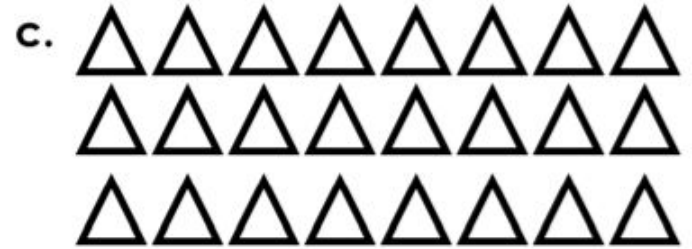
Write a division fact shown by each array.



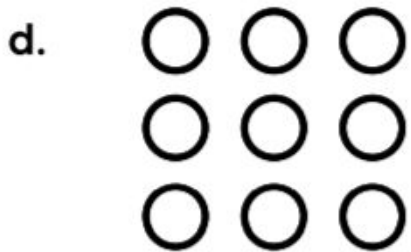
$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



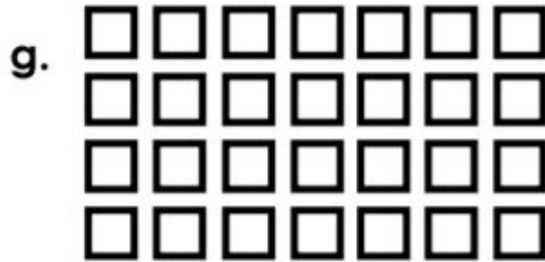
$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

# Activity B: Division - Arrays

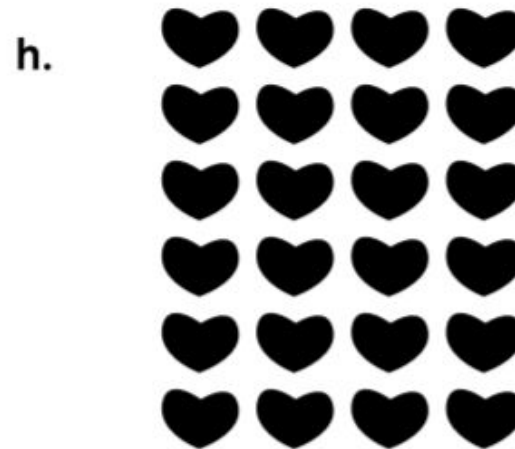
Write a division fact shown by each array.



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



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

# Activity C: Division - Arrays



Click here to listen to the instructions

Draw an array to solve each of the division problems.

1.  $28 \div 7 = ?$

1.  $16 \div 4 = ?$

1.  $12 \div 4 = ?$

1.  $20 \div 5 = ?$

1.  $35 \div 7 = ?$

1.  $24 \div 8 = ?$

1.  $27 \div 3 = ?$

# Activity C: Division - Arrays **Extension**

Draw an array to solve each of the division problems.

1.  $49 \div 7 = ?$

1.  $56 \div 8 = ?$

1.  $64 \div 8 = ?$

1.  $42 \div 6 = ?$

1.  $50 \div 5 = ?$

1.  $45 \div 9 = ?$



## Break 2 - Australian Alps

**Watch:** 'Australian Alps'

**Respond:** Close your eyes and listen to the ABC soundwalk and picture the sounds that you can hear.

# Geography Stage 2

Term 4 Week 1



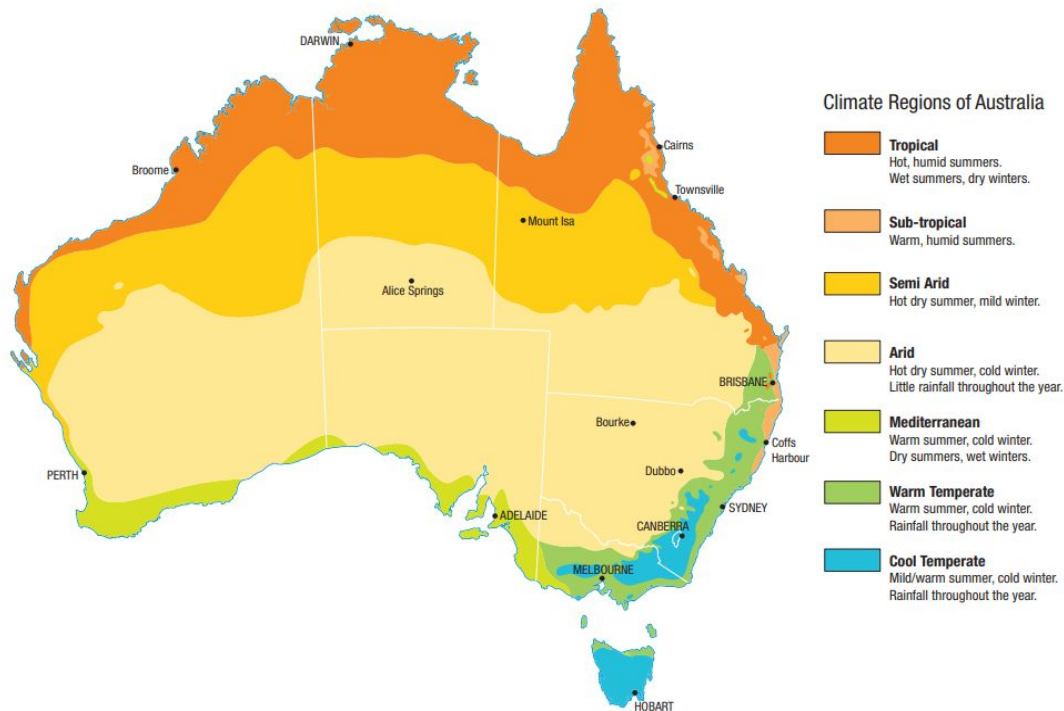


We are learning about climate and weather.

## Australia's climate

Australia has several different climate zones across the country. The southern parts are cooler with mild summers and rainy winters. The northern section of Australia has a more tropical climate, hot and humid in the summer, and dry in the winter.

### Climate types of Australia



# What is the difference between weather and climate?

## Weather

Weather is only temporary like a rainstorm or hot day that happens over a few hours, days or weeks.



## Climate

Climate is the average weather conditions in a place over a very long time maybe 30 years or more.



# What is the difference between weather and climate?

Watch the video: The difference between weather and climate





# What's the difference between weather and climate?

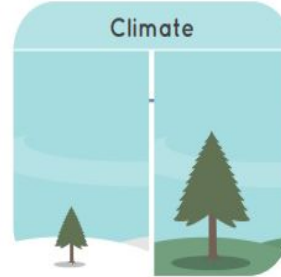


Take a look outside your window. Is it hot and sunny? Is it cloudy and rainy? Is there snow on the ground? When you look out the window, you're seeing what the weather is like today.



Weather is only temporary. For example, a blizzard can turn into a flood after just a few warm spring days.

Climate, on the other hand, is more than just a few warm or cool days. Climate describes the typical weather conditions in an entire region for a very long time—30 years or more.



Keeping an eye on changing weather can help us plan ahead.



We know that if thunderclouds are forming overhead, it's probably a good idea to stay inside.



But it's important to keep an eye on changes to Earth's climate too. And NASA has observed that Earth is getting warmer.



Keeping track of Earth's sea level is one way that we can know how quickly the climate is changing.



As Earth's climate warms, ice in Antarctica and Greenland is melting. This causes the level of the oceans to rise.



NASA satellites can measure sea level rise from space.



They can also track changes in the climate by measuring the clouds. We know that changes in the number, size or location of clouds could be caused by a change in Earth's climate

NASA satellites are always orbiting Earth, looking down at our oceans and clouds. And they monitor Earth's climate in other ways too.



It's important to keep an eye on our planet and all the ways that it's changing. Right now, it's the only one we've got!



**List some differences between weather and climate?**  
**Complete the table to list the differences between weather and climate. The first one is done for you.**

Weather	Climate
Weather conditions over a few hours, days or weeks.	Weather conditions in a place over a very long time.





# What is climate change?



## A Guide to Climate Change for Kids

National Aeronautics and Space Administration



Have you heard your parents or people in videos talking about climate change? Ever wondered what it is and why we care about it so much? NASA scientists have been studying Earth's climate for more than 40 years. We used what we've learned in that time to answer some of your biggest questions below!

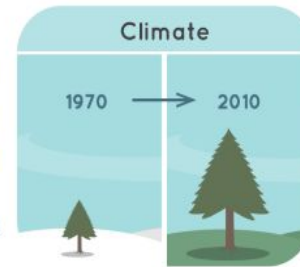
### What is the difference between weather and climate?

The main difference is time. Weather is only temporary. For example, a blizzard can turn into a flood after just a few warm spring days. Climate, on the other hand, is more than just a few warm or cool days. Climate describes the typical weather conditions in an entire region for a very long time — 30 years or more.



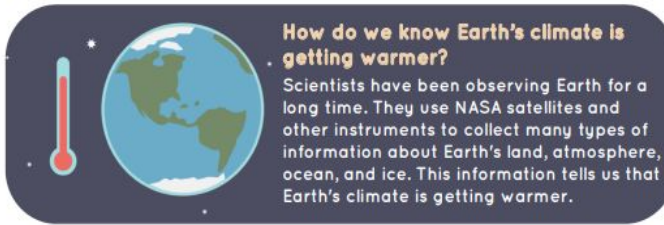
### What is climate change?

Climate change describes a change in the typical weather for a region — such as high and low temperatures and amount of rainfall — over a long period of time. Scientists have observed that, overall, Earth is warming. In fact, many of the warmest years on record have happened in the past 20 years. This rise in global temperature is sometimes called global warming.



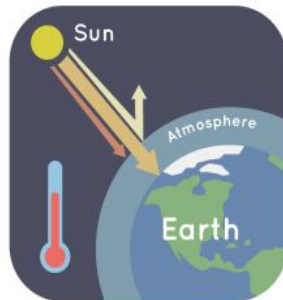
### How do we know Earth's climate is getting warmer?

Scientists have been observing Earth for a long time. They use NASA satellites and other instruments to collect many types of information about Earth's land, atmosphere, ocean, and ice. This information tells us that Earth's climate is getting warmer.



### Why is Earth warming?

Some of the gases in Earth's atmosphere trap heat from the Sun — like the glass roof and walls of a greenhouse. These greenhouse gases keep Earth warm enough to live on. But human activities, such as the destruction of forests and burning fossil fuels, create extra greenhouse gases. This traps even more of the Sun's heat, leading to a warmer Earth.



### What does carbon have to do with it?

Carbon is in all living things on Earth. As plants and animals die, they get buried in the ground. After enough years, these squished underground remains can turn into fossil fuels, such as coal and oil. When we burn those fuels, the carbon that was in the ground goes into the air as a gas called carbon dioxide, or CO<sub>2</sub>. Plants and trees can absorb some of this extra carbon dioxide. But a lot of it stays in the atmosphere as a greenhouse gas that warms up the planet.



# What is climate change?

## Has the climate ever changed before?

Yes, but this time is different. Over millions of years, Earth's climate has warmed up and cooled down many times. In the past, Earth often warmed up when the Sun was very active. But nowadays, we can carefully measure the Sun's activity. We know Earth is warming now, even when the Sun is less active. Today, the planet is warming much faster than it has over human history.



## How are scientists studying climate change?

Scientists study Earth's climate using lots of tools on the ground, in the air, and in space. For example, NASA satellites are orbiting Earth all the time. They measure carbon dioxide in the atmosphere. They monitor melting ice and measure rising seas and many other things, too. This information helps scientists learn more about Earth's changing climate.



## It doesn't feel hotter where I live. Why does climate change matter?

The average air temperatures near Earth's surface have gone up about 2 degrees Fahrenheit in the last century. A couple of degrees over a hundred years may not seem like much. However, this change can have big impacts on the health of Earth's plants and animals.



## What can I do?

Climate change seems big, but it's something that we can learn about and work on together! NASA's scientists are studying and monitoring climate change — and there are a few ways you can help them learn more.



## What does climate change do to the ocean?

As Earth warms, NASA has observed that sea levels are rising. This is partly due to melting ice. Glaciers and ice sheets are large masses of ice that sit on the land. As our planet warms, this ice melts and flows into the oceans. More water in the oceans makes sea level higher. Also, water expands as it gets warmer. So, warm water takes up more room in our oceans — making sea levels higher.



The properties of ocean water are also changing. One change is called ocean acidification and it can be harmful for plants and animals. Scientists have observed that the ocean is becoming more acidic as its water absorbs carbon dioxide from the atmosphere.

**Learn.** Have more questions about climate change? Read, play, and watch more about it on the NASA Climate Kids website: [climatekids.nasa.gov](http://climatekids.nasa.gov)

**Do.** Want to collect real data for climate scientists? Check out these NASA citizen science projects to see how you can contribute to what we know about our planet: [science.nasa.gov/citizenscience](http://science.nasa.gov/citizenscience)

Some examples include:

- Globe Observer
- Community Snow Observations
- Air Quality Citizen Science



## What is climate change?

**Climate change (or global warming), is the process of our planet heating up.**

Human actions have changed the Earth's surface for thousands of years. People build dams and mines and clear land to grow food and build their homes.



In your own words:

1. Describe Climate Change
1. Explain some causes of climate change?
1. How can people use places and environments more sustainably?







# Reflection

End of Day

## Reflection for Tuesday's lessons

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

Ms Naidu, Miss Fernance and Mrs Nagan.

### 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 2

Daily Lessons



# Wednesday

Student resources





# English

Student resources





Click here to  
listen to the  
instructions

# Task A - Independent reading

## Independent reading

Read a book from EPIC or Reading eggs

[ABC Reading Eggs | Where Children Learn to Read Online](#)

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

When finished, discuss the following questions with an adult:

- What the text was about?
- Who were the characters?
- What happened?
- Did anything interesting happen?

## Task b Spelling

**Learning Intention:** I am learning strategies to spell unknown words.

**Success Criteria:** I will be successful when I can use a range of strategies to spell familiar and some unfamiliar words



## Task b - Spelling

**Spelling** Revising the **ck** sound

Write down your spelling words from the list below in your books.

The last column has the challenge words.

Look, Say, Cover, Write and Check (**LSCWC**) your spelling list words.

clock	shock	truck
brick	snack	pocket
jacket	chicken	rocket
crackers	gimmick	knackered



Click here to listen to the instructions

# Reading - Learning Intention and Success Criteria

## Learning Intention:

In this activity we are going to be focusing on comprehension and 'predicting' as a reading strategy.

We are able to:

- Analyse the front cover of the book and predict what will happen by using the written text.
- Answer the questions and relate it to our own experiences.

## Success Criteria:

We will be successful if we:

- Analyse the image in the front cover and formulate answers based on the written text.
- Connect the image with own experiences - text to self.





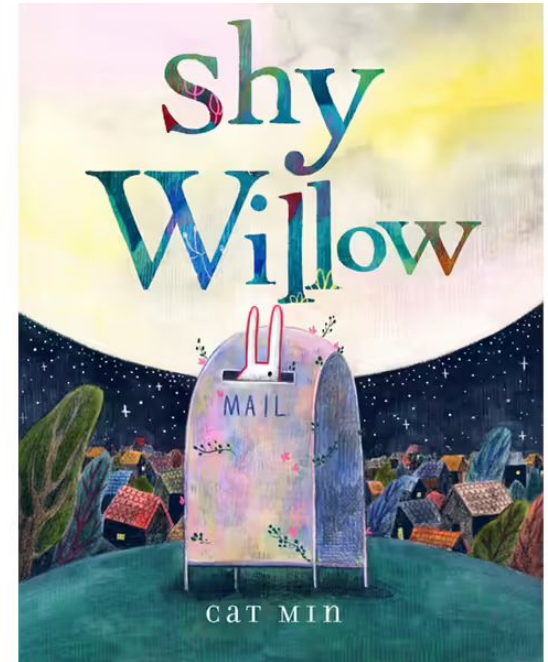
# Reading - Predicting using Text

## 'Shy Willow' by Cat Min

We can use clues from the written text to predict what we will read, see and hear.

Look at the title, author and blurb of the book.

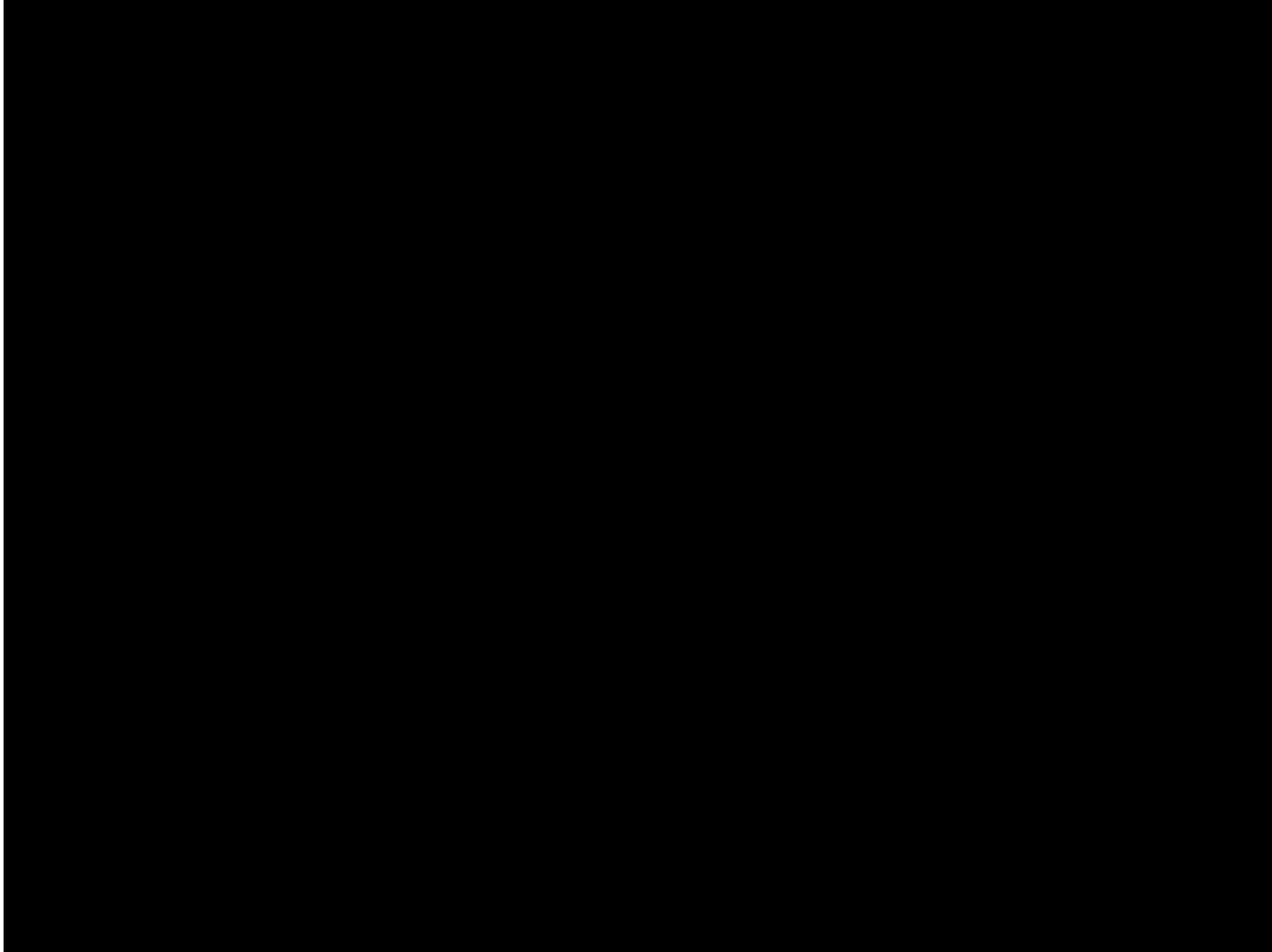
1. What do you think the word shy may mean?
2. Find the meaning for shy in the dictionary and write the meaning.
3. Who is the author of the book?
4. Do you know any other books by this author? What are they about?
5. Read the blurb for 'Shy Willow'. What do you think will happen in the story?



### **Shy Willow**

Willow's home is a mailbox, and she'd rather stay put. When a letter is accidentally dropped in, will she have the courage to deliver it?

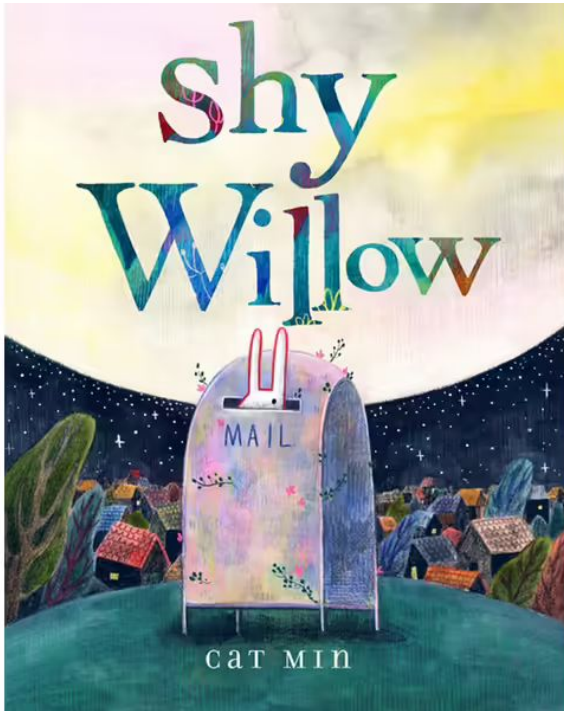
# Reading- Listen to Miss Fernance read the book



# Listen to Miss Fernance read the story- 'Shy Willow' by Cat Min



Click here to  
listen to the  
instructions



[Epic - Books for Kids \(getepic.com\)](http://getepic.com)



[Shy Willow, a read aloud book about shyness, empathy, bravery, and friendship - and a daring bunny!](#)



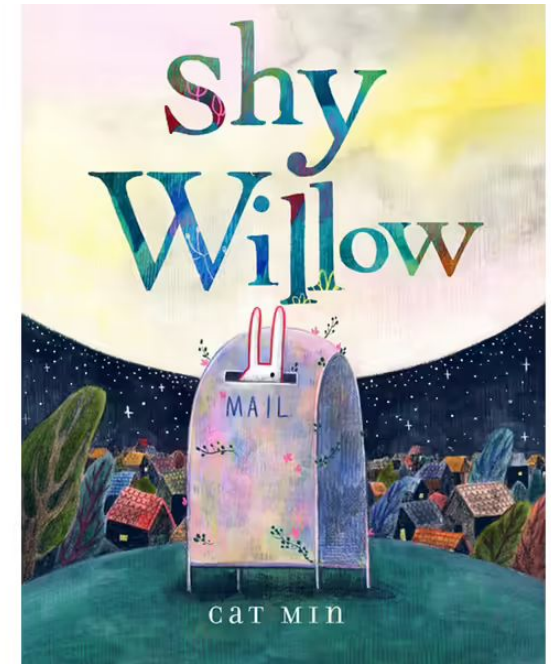


# Reading - Predicting using Text

## 'Shy Willow' by Cat Min

After reading the book, answer the following questions.

1. Were there any words in the text that you did not know the meaning of?
2. What were they?
3. How did you figure out the meanings of these words? What strategies did you use?
4. Were there any images that helped you understand these unfamiliar words?
5. Look up the definition of each unknown word in the dictionary and write their meaning.







Click here to listen to the instructions

# Writing - Learning Intention and Success Criteria

## Learning Intention:

- We are learning to write a Recount about our School Holidays.
- We will be learning to write a sequence of Events for the body of our Recount.

## Success Criteria:

We will be successful if we are able to:-

- write the sequence of Events in order that they happened
- use time connectives (first, then, afterwards, next)
- write in the past tense
- use our senses in our description





Click here to  
listen to the  
instructions

# Task D Writing

## Recount

### The body of your Recount should include:

- events in order of how they happened
- connectives to sequence the events (meanwhile, afterwards, next, finally ...)
- a new paragraph for each event
- Write in the First person (I, we, me) or the Third person (she, he, they)
- write the most important parts, and use my senses in my description to entertain the reader?



# Writing

This is an example of how to set out the body of your Recount.

When we arrived at the park, we searched for a for a good picnic spot, and we were soon settled underneath a large Eucalyptus tree with lots of shade. Next, we set out all our delicious food and cold drinks on the blanket and indulged in our feast.

After our sumptuous lunch, we decided to look at the beautiful native spring blossoms. The breathtaking colours and fragrant scents of the flowers accompanied by the melodious birdsong added a magical quality to our afternoon.

Meanwhile, lots of other families were also coming into the park, and there were sounds of laughter and chatting all around. After a while, we packed up our belonging and went for a walk around the pond. We got too close to some ducks, and they chased us, quacking loudly. I then spotted a turtle basking in the sun, on a rock and spent some time watching it until it dove back into the water. Finally, exhausted but happy after our long day, we made our way back to our car and drove home.

**Your task today is to write the body of your recount.**



## Break 1 -

### “Old Town Road”

**Watch:** ‘KIDZ BOP Kids: “Old Town Road”’

**Respond:** Follow and dance along to Go Noodle’s ‘KIDZ BOP Kids: “Old Town Road”’.



# Mathematics

Student resources

# Mathletics



Click here to listen to the instructions

**Complete an activity on Mathletics for 20 minutes**





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

# Division - Repeated Subtraction

## Learning Intention

We are going to learn to use different strategies to solve division.

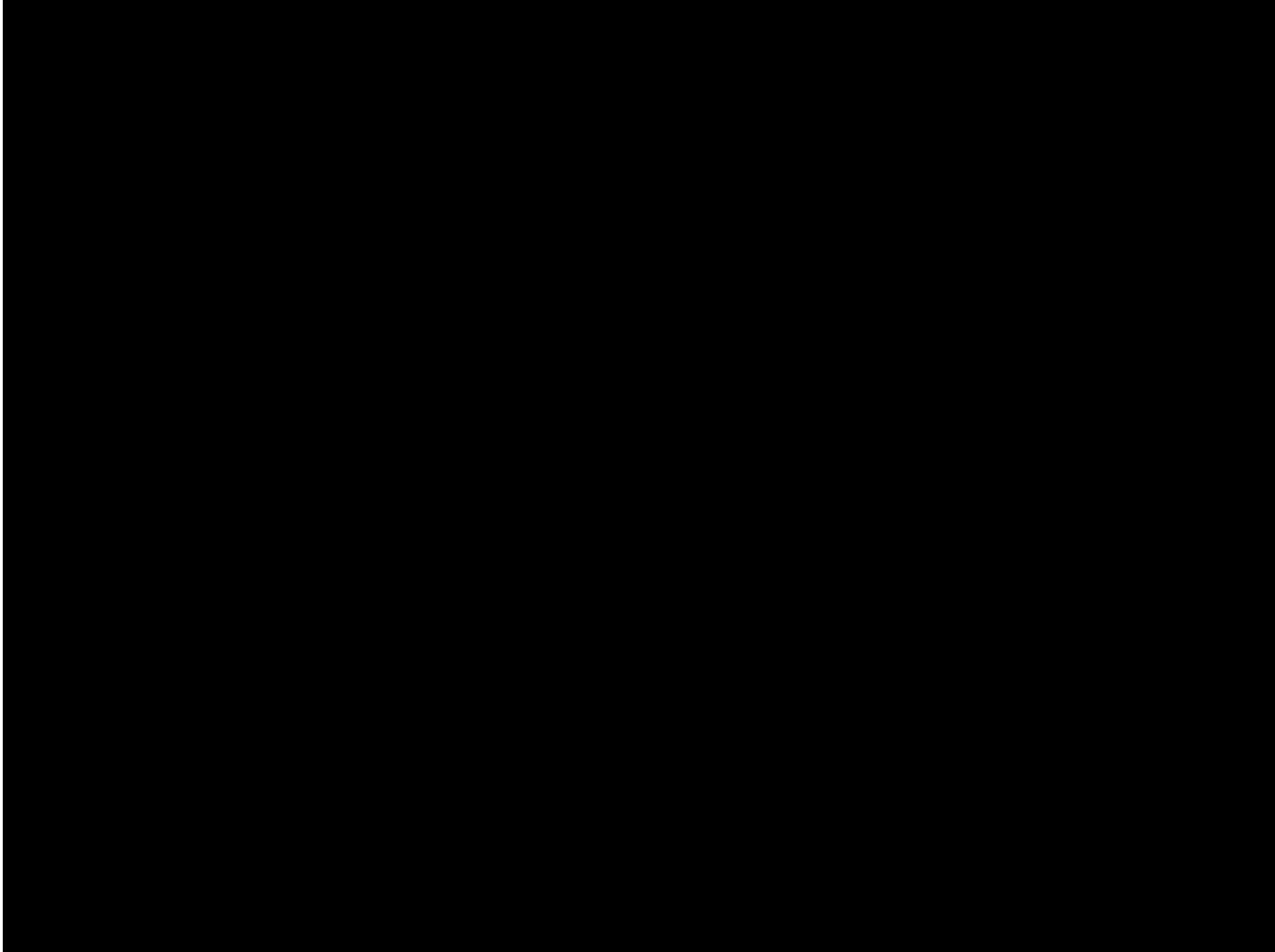
Today we are focusing on solving division problems by using repeated subtraction.

## Success Criteria

- I can use an empty number line to record repeated subtraction.
- I can solve division problems by starting with the larger number.
- I can solve division problems by taking away the smaller number until I get to zero.
- I can solve division problems by counting how many times I took the smaller number away.

# Division - Repeated Subtraction

Watch the video to learn about using repeated subtraction to solve division problems.





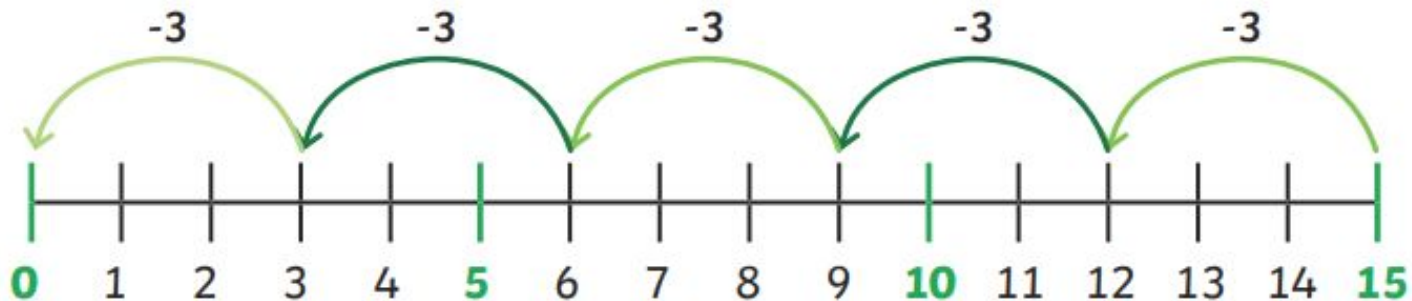
# Division - Repeated Subtraction



Click here to  
listen to the  
instructions

Today we will be learning to solve division problems using repeated subtraction.  
You can use repeated subtraction to see how many times a smaller number goes into a bigger one.

$$15 \div 3 = ?$$



The number of times you can take 3 from 15 is 5.

$$15 - 3 - 3 - 3 - 3 - 3 = 0$$

$$15 \div 3 = 5$$

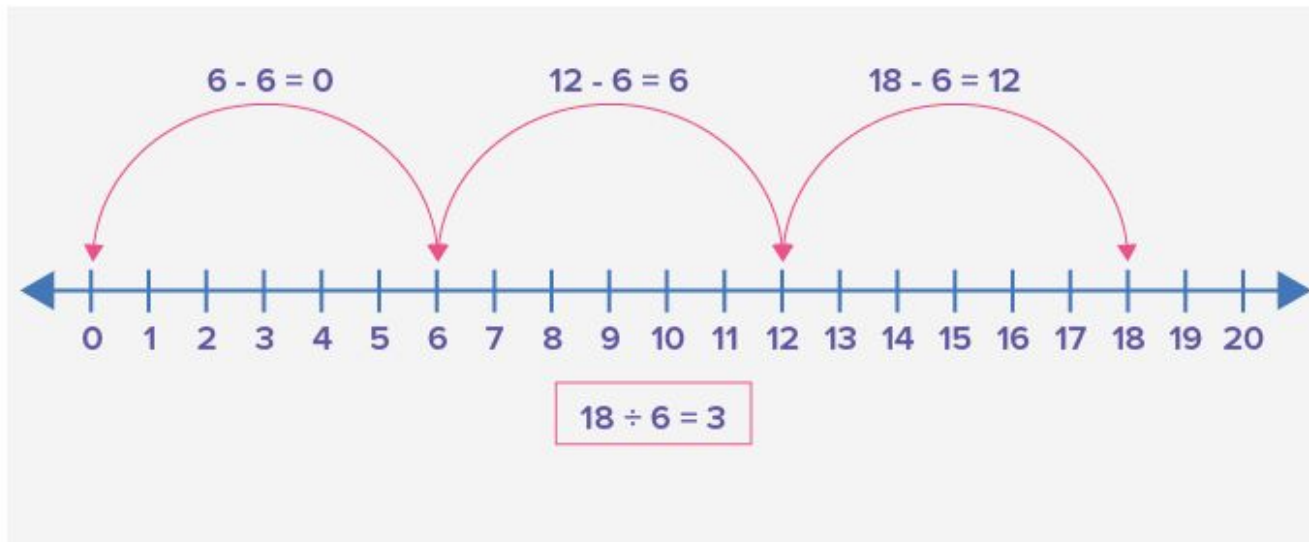


# Division - Repeated Subtraction

Repeated subtraction jumps back from the bigger number until you get to zero or a smaller number.

**Repeated** subtraction means we are doing the same thing over and over again.

We are **taking away the same number** each time until we get to zero.



$$18 - 6 = 12 \quad \rightarrow \quad 12 - 6 = 6 \quad \rightarrow \quad 6 - 6 = 0$$

or

$$18 \div 6 = 3$$

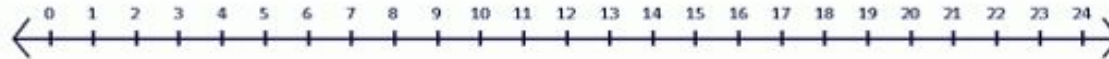
$$24 \div 8 = 3$$



Click here to listen to the instructions

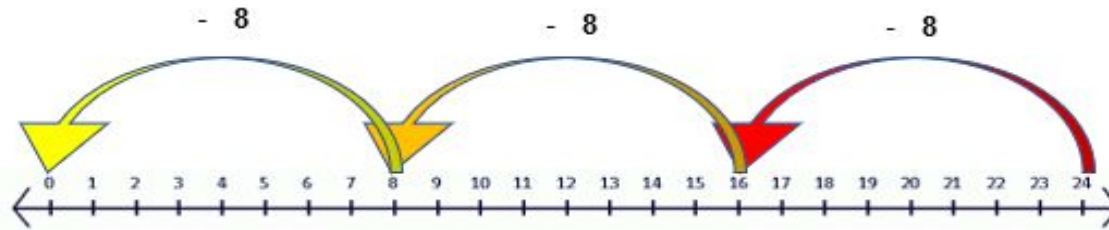
**Step 1:**

Draw and write the largest number (24) on the right side of the number line.



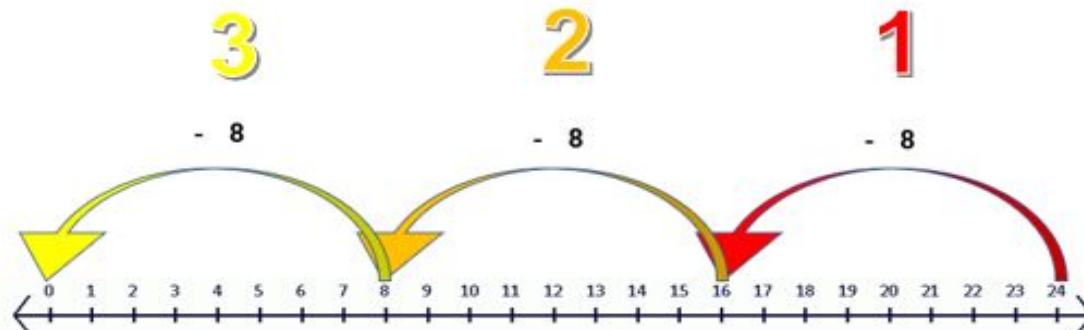
**Step 2:**

Start at 24 and count back by 8 until you get to zero.



**Step 3:**

Count how many times you subtracted 8.





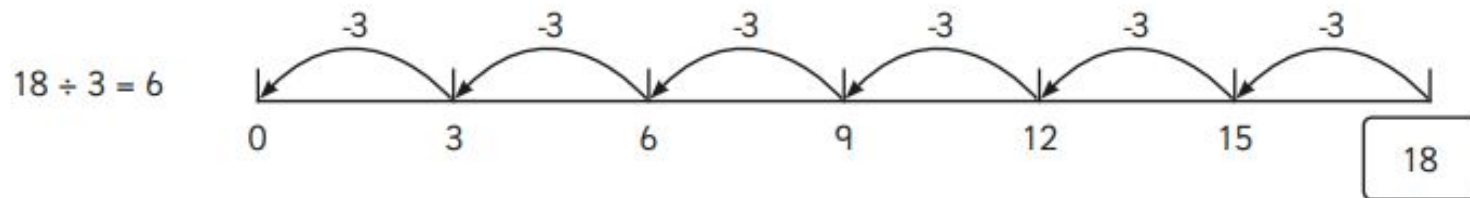
# Division - Repeated Subtraction

**Step 1:** Start with the larger number.

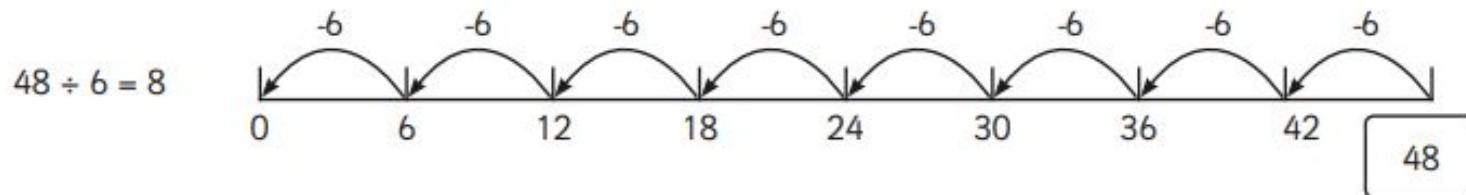
**Step 2:** Take away the smaller number until you reach zero.

**Step 3:** Count how many times you took the smaller number away.

## Example 1:



## Example 2:





Click here to listen to the instructions

# Activity B: Division - Repeated Subtraction

Solve the division problems using repeated subtraction.

1.  $12 \div 4 =$

2.  $32 \div 4 =$

3.  $48 \div 4 =$

4.  $54 \div 6 =$

5.  $28 \div 7 =$

# Activity B: Division - Repeated Subtraction



Click here to listen to the instructions

## Extension

Solve the division problems using repeated subtraction.

1.  $108 \div 9 =$  \_\_\_\_\_

2.  $91 \div 7 =$  \_\_\_\_\_

3.  $64 \div 8 =$  \_\_\_\_\_

4.  $88 \div 4 =$  \_\_\_\_\_



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

# Activity C: Division - Repeated Subtraction

Solve the division problems using repeated subtraction.

1.  $18 \div 3 =$

2.  $12 \div 3 =$

3.  $18 \div 6 =$

4.  $48 \div 4 =$

5.  $39 \div 3 =$





# PDHPE

## Student resources

# Wednesday

[SISA Yoga Lesson 2 \(video.link\)](#)



## Break 2 -

### Uluru - Northern Territory

**Watch:** 'Uluru - Northern Territory'

**Respond:** Close your eyes and listen to the ABC soundwalk and picture the sounds that you can hear.

# Kearns PS Online Learning Creative and Practical Arts Stage

## Week 1

# Aboriginal Art Background



**Aboriginal Art is art that is created by Aboriginal peoples.**

Aboriginal Art originated in Australia and is one of the oldest art forms in the world. The earliest forms of Aboriginal art were created using natural materials from the land such as painting on cave walls, rocks, and leaves, wood carving and sand sculpting.

The colours used in most original Aboriginal artworks are brown, black, red, yellow and orange. These are the colours that could all be made using natural resources.

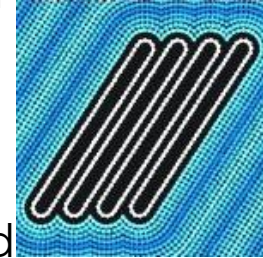




# Aboriginal Art Symbols



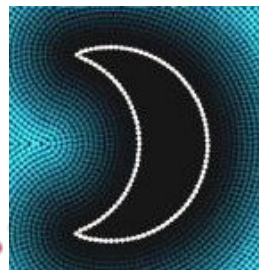
Australian Aboriginal people have no written language of their own. Their history and culture is often passed down through art, story telling, dances and songs.



Aboriginal Art is centred on storytelling - it is used to share and pass on stories and knowledge of the land, events and beliefs of the Aboriginal people through symbols. Indigenous peoples use different symbols in their artworks to resemble significant people, animals, places and events.



Symbols are used to help tell a story and pass on vital information and knowledge to preserve and continue the Aboriginal culture and traditions.





# Aboriginal Art Purposes

Aboriginal and Torres Strait Islander people have a very deep connection to the landscape and natural world. Their art sometimes tell us about the Dreamtime - the creation stories and spiritual beliefs of the Aboriginal people. The Dreamtime tells of the beginning of the world including the ancient beings who once walked this land and shaped the earth.

Sometimes their artworks are maps showing important landmarks and the presence of different things, objects or animals that existed around them. They can tell the story of the people who lived there, their way of life, or be clues for survival. Other times, their artworks show individual stories and their experiences.





# Aboriginal Art Symbols

You can use a key to decipher the recurring symbols in Aboriginal artwork. Of course, the meanings can vary between different artists and tribes.

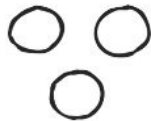
## Aboriginal and Torres Strait Islander Peoples Symbols in Artwork Word Mat



boomerang



bush berry



ants, fruits,  
flowers or eggs



campfire



digging or  
clapping sticks



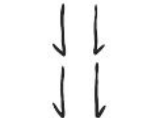
emu



human tracks



hunting  
boomerang



kangaroo  
tracks



meeting place



moving  
kangaroo  
tracks



people sitting



sandhill  
or cloud



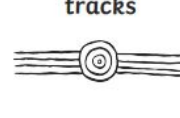
snake



spear



star



resting place



person



emu tracks



goanna tracks



animal tracks



rain



witchetty grub



waterholes  
connected by  
running water



# Common Aboriginal Art Symbols

**Animals:** Animals are usually represented by the tracks they leave in the dirt or sand.



**People:** The U-shape that is left on the earth after someone sits cross-legged has come to represent a person.



# Common Aboriginal Art Symbols



**Meeting Places:** A circle or set of concentric circles usually symbolise places where people come together such as a meeting place, fireplace, campsite, or a waterhole.



**Tracks:** Parallel lines linking circles symbolise the journey route people take between a series of locations. Wavy lines represent water running between two sites.



# Aboriginal Art Symbols



Look at the artwork by Michael Jalpajarri Wayne.

## Response:

1. What Aboriginal art symbols can you see in the artwork?
2. What do these symbols mean?
3. What do you think this artwork is trying to show?



# Aboriginal Art Activity



**Create an artwork that represents a significant person, animal, place and/or event in your life.**

Refer to the Indigenous Australian Aboriginal symbols to create your own set of symbols.

Using your own symbols, create an artwork that represents a significant person, place and/or event in your life. You must create an artwork that tells a story only using symbols.

Once you have finished, share and discuss the meaning of your artwork and the symbols you have created.







# Reflection

End of Day

## Reflection for Wednesday's lessons

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

Ms Naidu, Miss Fernance and Mrs Nagan.

### 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 2

Daily Lessons



# Thursday

Student resources



# English

Student resources



Click here to  
listen to the  
instructions

# Task A - Independent reading

[Read a book from EPIC or Reading eggs](#)

[ABC Reading Eggs | Where Children Learn to Read Online](#)

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

When finished, discuss the following questions with an adult:

- What the text was about?
- Who were the characters?
- What happened?
- Did anything interesting happen?

## Task b - Spelling

### Writing - Learning Intention and Success Criteria

**Learning Intention:** I am learning strategies to spell unknown words.

**Success Criteria:** I will be successful when I can use a range of strategies to spell familiar and some unfamiliar words



## Task b - Spelling

**Spelling** Revising the **ck** sound

Write down your spelling words from the list below in your books.

The last column has the challenge words.

Look, Say, Cover, Write and Check (LSCWC) your spelling list words.

clock	shock	truck
brick	snack	pocket
jacket	chicken	rocket
crackers	gimmick	knackered



Click here to listen to the instructions

# Reading - Learning Intention and Success Criteria

## Learning Intention:

In this activity we are going to be focusing on comprehension and 'predicting' as a reading strategy.

We are able to:

- Analyse the front cover of the book and predict what will happen by using the image, text features, and our experiences.
- Answer the questions and relate it to our own experiences.

## Success Criteria:

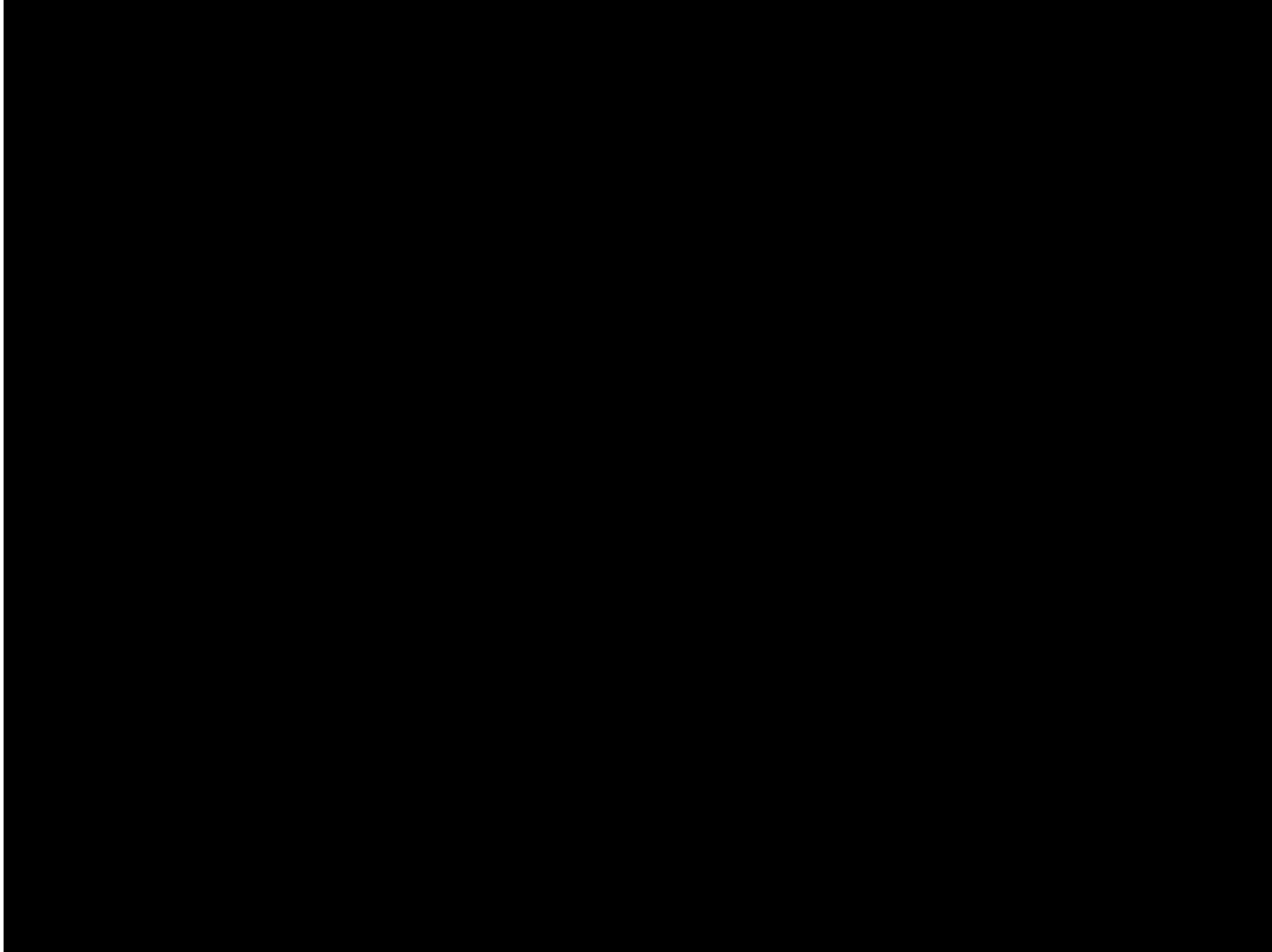
We will be successful if we:

- Analyse the image in the front cover and formulate answers based on the image and written text.
- Connect the image with own experiences - text to self.





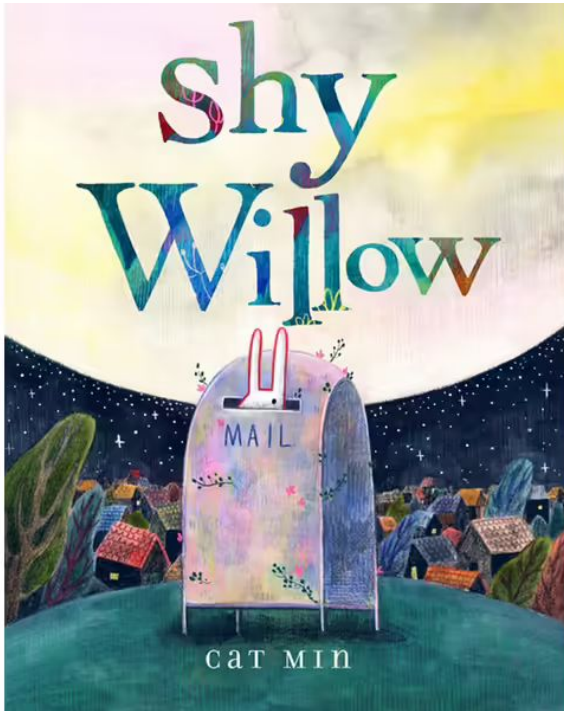
# Reading- Listen to Miss Fernance read the book



# Listen to Miss Fernance read the story- 'Shy Willow' by Cat Min



Click here to  
listen to the  
instructions



[Epic - Books for Kids \(getepic.com\)](http://getepic.com)



[Shy Willow, a read aloud book about shyness, empathy, bravery, and friendship - and a daring bunny!](#)



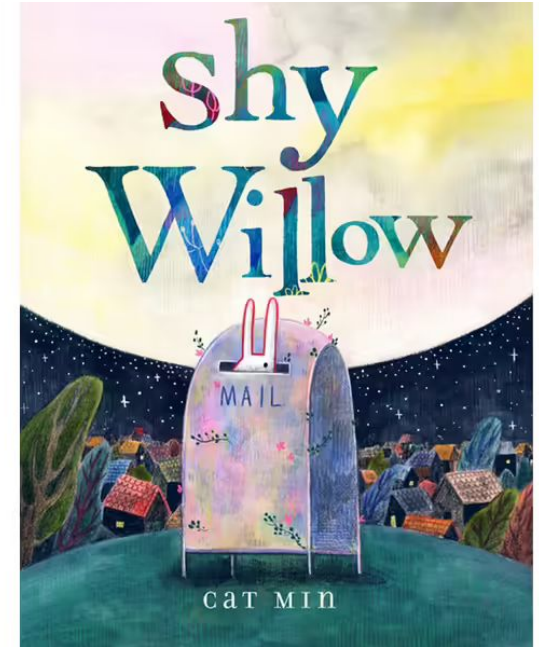
# Reading - Predicting using Experiences

## 'Shy Willow' by Cat Min

We can use clues from the images, written text, and our own experiences to predict what we will read, see and hear.

Look at the front cover of the book and predict the story using your experiences.

1. There is a mailbox on the front cover of the book. Where have you seen a mailbox?
2. Have you ever used a mailbox before? What are they used for?
3. What letters have you sent before and who were they to?
4. Have you ever received a letter? How did you feel?
5. Why might Willow live in an abandoned mailbox? What can we use to send letters now instead?





# Writing - Learning Intention and Success Criteria

## Learning Intention:

- We are learning to write a Recount about our School Holidays.
- We will be learning to write a conclusion for our Recount.

## Success Criteria:

We will be successful if we are able to:-

- Conclude our writing with a personal connection
- write in the past tense



# Task D Writing

## Recount

You will write a conclusion for your Recount.

**Think about what you want the reader to remember.**

Our conclusion:-

- Links back to the introduction
- Ends with a personal connection or feeling about the event





## Task D Writing-Recounts

### An example of a conclusion

The highlights of my visit to the Botanical Gardens were the breathtaking views of the surrounding landscape and the wonderful weather. I had a fantastic day and enjoyed spending time with my family.

**Now, write your own conclusion.**



## Break 1 - “Fight Song”

**Watch:** ‘KIDZ BOP Kids: “Fight Song”’

**Respond:** Follow and dance along to Go Noodle’s ‘KIDZ BOP Kids: “Fight Song”’.





# Mathematics

Student resources

# Mathletics



Click here to  
listen to the  
instructions

**Complete an activity on Mathletics for 20 minutes**



# Division



Click here to listen to the instructions

## Learning Intention

We are going to learn different strategies to solve division problems.

## Success Criteria

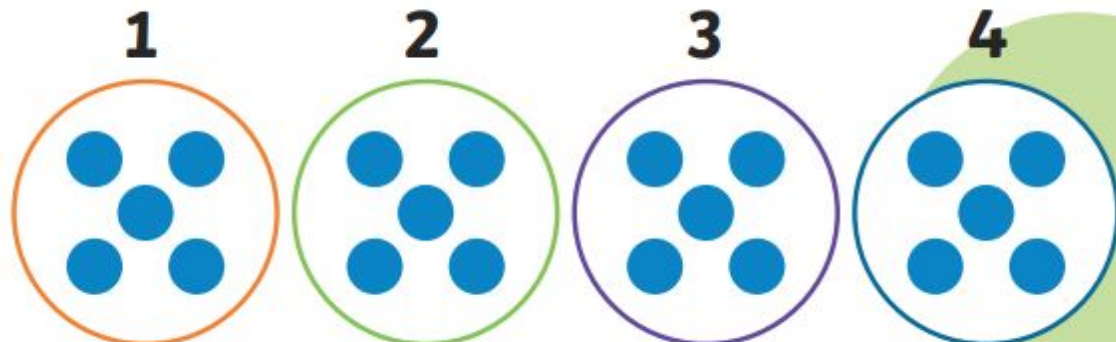
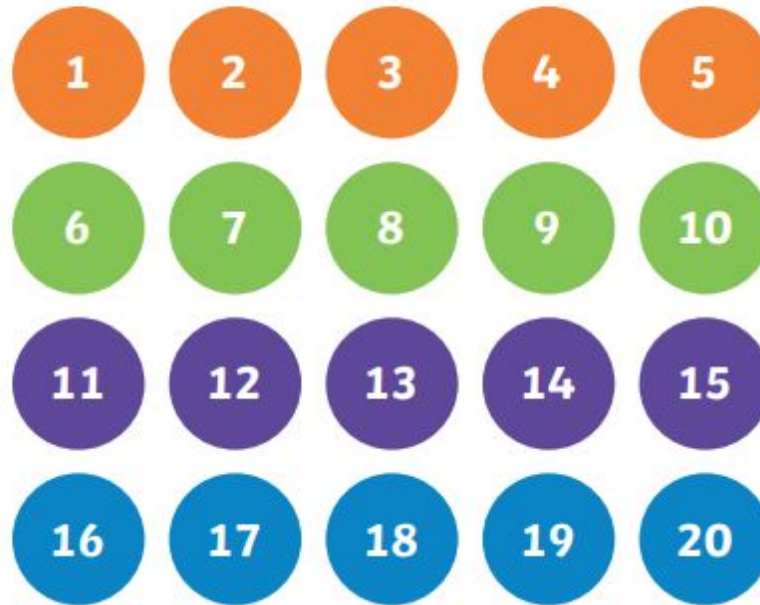
- I can solve division problems of two-digit numbers.
- I can solve division problems using grouping with arrays.
- I can solve division problems using repeated subtraction.

## Division Strategies

# Grouping

$$20 \div 5 = ?$$

20 divided by 5 gives 4 groups.



Grouping using arrays.

# Division - Grouping with Arrays



Click here to listen to the instructions

**Step 1:** Draw an array of the total number of objects.

**Step 2:** Arrange the total number of objects into the number of equal groups you want to divide by.

**Step 3:** Count the number of objects in each group to find the answer.

**Example:**  $10 \div 2 = ?$



**Step 1:** Draw a group of 10 objects.

**Step 2:** Arrange the 10 objects into 2 equal groups.

**Step 3:** Count how many are in each group.

$$10 \div 2 = 5$$

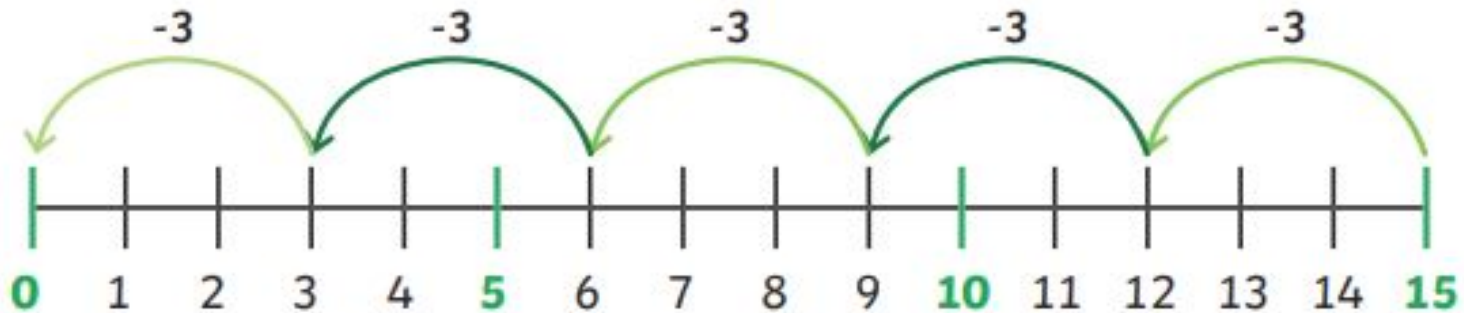


## Division Strategies

# Repeated Subtraction

You can use repeated subtraction to see how many times a smaller number goes into a bigger one.

$$15 \div 3 = ?$$



The number of times you can take 3 from 15 is 5.

$$15 - 3 - 3 - 3 - 3 - 3 = 0$$

$$15 \div 3 = 5$$





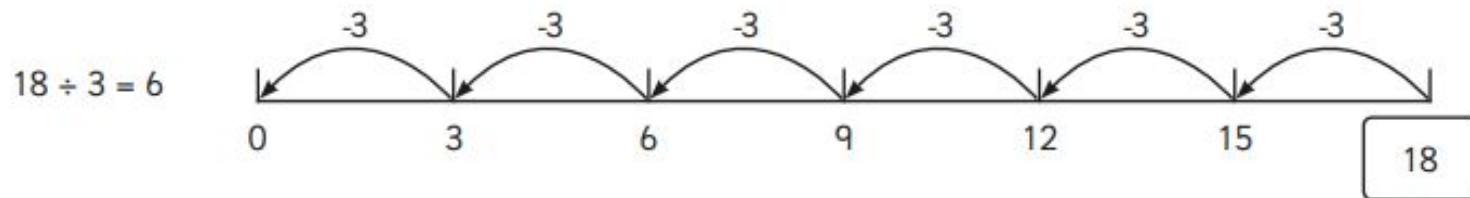
# Division - Repeated Subtraction

**Step 1:** Start with the larger number.

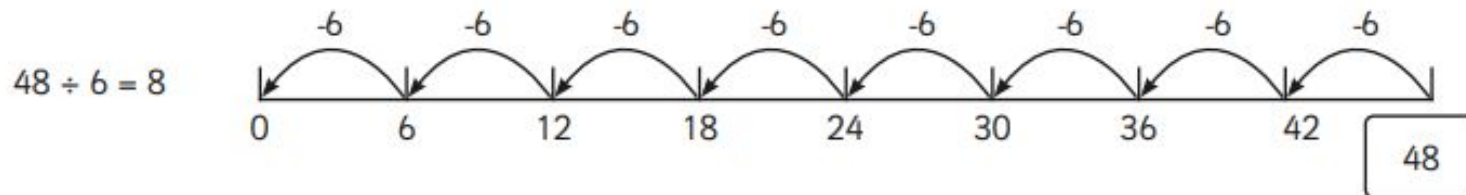
**Step 2:** Take away the smaller number until you reach zero.

**Step 3:** Count how many times you took the smaller number away.

## Example 1:



## Example 2:





Click here to listen to the instructions

## Activity B: Division

Solve the following division problems using a division strategy.

1.  $24 \div 6 = ?$

2.  $30 \div 6 = ?$

3.  $42 \div 7 = ?$

4.  $30 \div 5 = ?$

5.  $52 \div 4 = ?$

6.  $28 \div 4 = ?$



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

# Activity C: Division Word Problems

Solve the following division word problems.

1. Judy has 21 pencils and seven bags. If she puts the same number of pencils in each bag, how many pencils will be in each bag?
2. Jason is inviting 7 friends to a party. He has 42 cookies. How many cookies will each friend get?
3. Kelly has 18 eggs stored in boxes. If there are 3 boxes, how many eggs must go in each box?
4. Jesse has 45 toys and 5 boxes. If he puts the same number of toys in each box, how many toys will be in each box?
5. The school is planning a field trip. There are 30 students and 5 seats on each school bus. How many buses are needed to take the trip?
6. Wendy has 36 books. She has a bookshelf with 6 shelves on it. If Wendy puts the same number of books on each shelf, how many will be on each shelf?



Click here to  
listen to the  
instructions

# Activity C: Division Word Problems **Extension**

Solve the following division word problems.

1. Oliver removed 56 marbles from his marble box and put them in 8 equal groups. How many marbles were in each group?
2. Amelia sent an equal number of text messages each day for one week. At the end of the week, she had sent 49 messages. How many messages did she send each day?
3. A crate holds 72 bottles. How many packs of 6 bottles will be in each crate?
4. A photographer prints 96 photographs to arrange in an album. Each page will contain 8 photographs. How many pages will be used?
5. There are 68 tennis balls in a tub. The tennis balls are organised into sets of four tennis balls. How many sets will there be?
6. Video games cost \$5 each. How many can you buy with \$156?

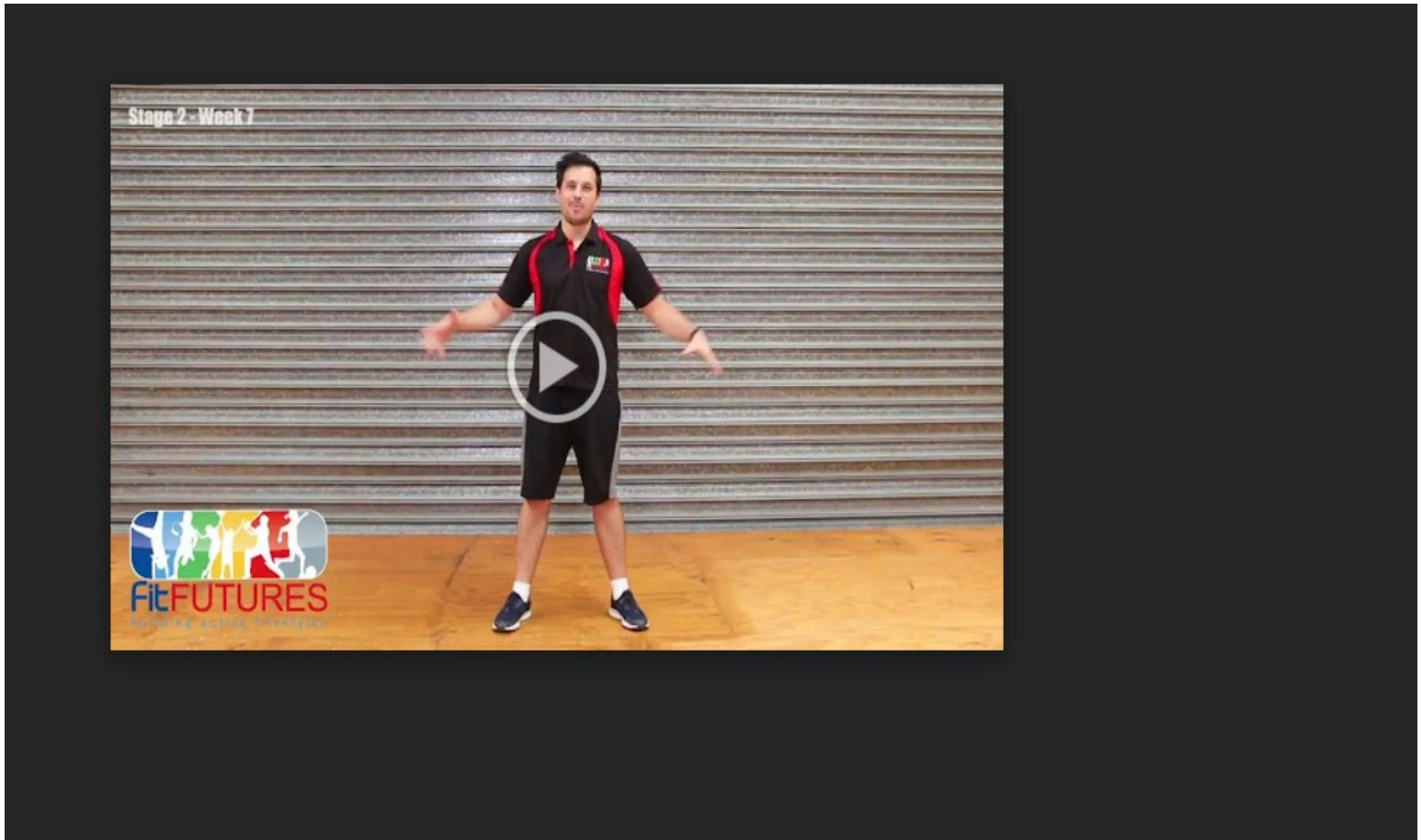
## Break 2 -

### Australian Rockpools - South Australia

**Watch:** 'Australian Rockpools - South Australia'

**Respond:** Close your eyes and listen to the ABC soundwalk and picture the sounds that you can hear.

## Dance Lesson Stage 2







# PDH - Health





We are learning that multimedia health information and messages influence our choices and behaviours.





# What is healthy hygiene?

<p><b>BRUSH YOUR TEETHS</b></p> <p>At least twice a day after waking up in the morning and before going to bed at night</p> 	<p><b>WASH YOUR HAIR</b></p> <p>Wash your hairs often keep it neat and tidy by brushing and styling as often as you can</p> 	<p><b>WASH YOUR HANDS</b></p> <ul style="list-style-type: none"><li>• After going to toilet</li><li>• Before and after eating</li><li>• Playing with animals</li><li>• After brushing hairs</li><li>• After playing outside</li></ul> 
<p><b>WE KNOW OUR</b></p>		
<p><b>PERSONAL HYGIENE</b></p>		
<p><b>TAKE A SHOWER</b></p> <p>Take a bath or shower at least once a day. Change your underwear daily</p> 	<p><b>CHANGE YOUR CLOTHES</b></p> <p>Wear neat and clean clothes everyday, change your clothes when dirty or wet</p> 	<p><b>CLIP YOUR NAILS</b></p> <p>Keep your nails short and clean at all times</p> 





# Why good hygiene is important ?

Maintaining personal hygiene is necessary for many reasons; personal, social, health, psychological or simply as a way of life. Keeping a good standard of hygiene helps to prevent the development and spread of infections, illnesses and bad odours.



Washing stinky feet



Using antiperspirant deodorants

**View the following clips about COVID variants and wearing face masks. The Kahoot will be on these videos.**

[COVID Variants - Classroom - BTN \(abc.net.au\)](#)



[Wearing Face Masks - Classroom - BTN \(abc.net.au\)](#)



## After viewing the two clips think of the following -

- What were the key messages in the videos?
- How do you feel after watching the videos?
- Why do you think you feel like this?

You may choose to write down your responses or discuss with an adult.







# Thinking Time -

What are some different factors which influence the way you feel and the decisions you make?





Test your knowledge of *Staying Safe during COVID* by playing this **Kahoot!** Please type in your first name and the first letter of last name. The results will be published in your Google Classroom.  
Press [here](#) to play.



# It is important to access accurate information when making decisions about personal health.



The poster provides simple instructions to support effective handwashing techniques. Handwashing is an example of healthy hygiene and one way to manage the spread of germs.



# Task: Create a song or rap

Can you create a song or rap that incorporates the steps of handwashing? The song or rap should be at least 20 seconds long and incorporate the information from NSW Health.



Reflection: Discuss with an adult what you learnt about how you will use accurate information to help you practise healthy life choices.







# 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.

Ms Naidu, Miss Fernance and Mrs Nagan.

### 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 2

Daily Lessons



# Friday

Student resources



Click here to  
listen to the  
instructions

# Task A - Independent reading

[Read a book from EPIC or Reading eggs](#)

[ABC Reading Eggs | Where Children Learn to Read Online](#)

Remember everything you have been taught by your teacher when reading, including fluency (smooth reading) and expression.

When finished, discuss the following questions with an adult:

- What the text was about?
- Who were the characters?
- What happened?
- Did anything interesting happen?

## Task b - Spelling

### Writing - Learning Intention and Success Criteria

**Learning Intention:** I am learning strategies to spell unknown words.

**Success Criteria:** I will be successful if I can use a range of strategies to spell familiar and some unfamiliar words



Click here to  
listen to the  
instructions

## Task b - Spelling

**Spelling** Revising the **ck** sound

Write down your spelling words from the list below in your books.

The last column has the challenge words.

Look, Say, Cover, Write and Check (**LSCWC**) your spelling list words.

clock	shock	truck
brick	snack	pocket
jacket	chicken	rocket
crackers	gimmick	knackered





## Task b Spelling Activities

### Picture Perfect

Write down each spelling word and draw a picture to represent each word.

truck



Get a parent or a family member to test you on your spelling words.

How did you go?





# Reading - Learning Intention and Success Criteria

## Learning Intention:

In this activity we are going to be focusing on comprehension and 'predicting' as a reading strategy.

We are able to:

- Analyse the last page of the book and predict what will happen by using the image.
- Answer the questions and relate it to our own experiences.

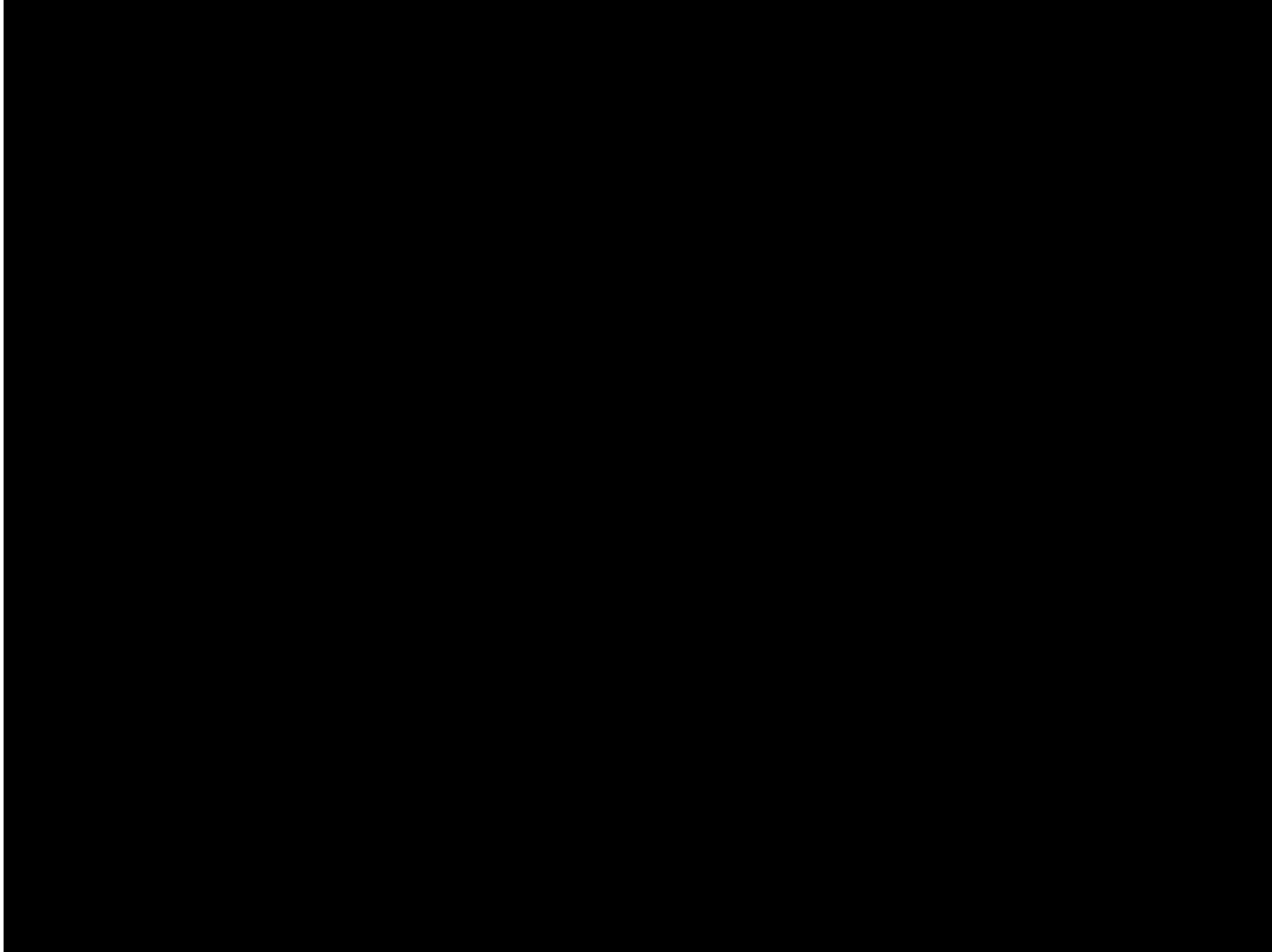
## Success Criteria:

We will be successful if we:

- Analyse the image on the last page and formulate answers based on the image.
- Connect the image with own experiences - text to self.



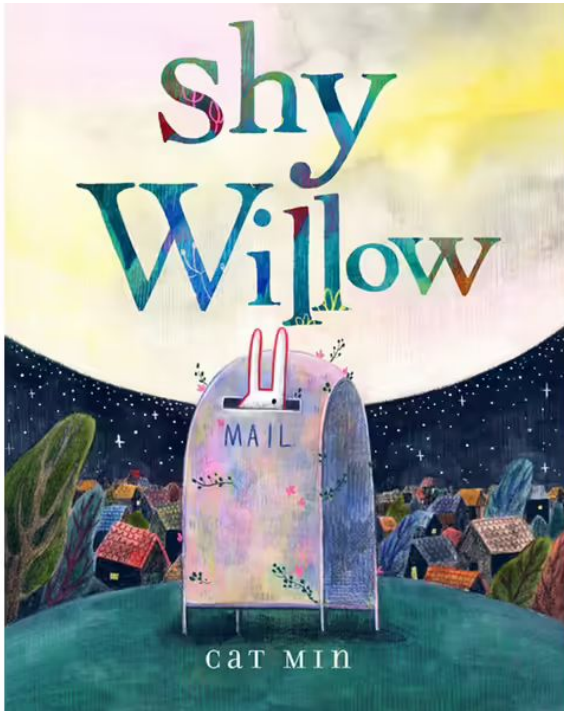
# Reading- Listen to Miss Fernance read the book



# Listen to Miss Fernance read the story- 'Shy Willow' by Cat Min



Click here to  
listen to the  
instructions



[Epic - Books for Kids \(getepic.com\)](http://getepic.com)



[Shy Willow, a read aloud book about shyness, empathy, bravery, and friendship - and a daring bunny!](#)



# Reading - Predicting using Graphics

## 'Shy Willow' by Cat Min

Look at the last page of the book.



1. What can you see?
2. What is happening in the image?
3. What do you think Willow and Theo may be doing?
4. What do you think Willow will be like now after delivering the letter to the moon? Will she still like staying inside the abandoned mailbox? Why or why not?
5. Do you think Willow and Theo are friends? Why or why not?
6. How do you think Willow feels?
7. What do you think will happen next?

# Writing - Learning Intention and Success Criteria

## Learning Intention:

Write using correct posture and technique for handwriting.

Formulate the letters correctly using correct pencil grip.

## Success Criteria I am able to:

copy the text correctly using cursive writing and correct letter formation.

Hold the pencil correctly and write using the correct posture.





# Task D - Handwriting

In google docs on the handwriting paper you must copy the text on the next slide with **cursive writing**.

Once you have finished, draw a picture to illustrate what you think the text means.

## Make sure:

1. You tilt your book
2. Sharpen your pencil
3. Keep you back nice and straight
4. Keep your feet planted on the ground

## CHECK YOUR CHILD'S HANDWRITING POSITION

BODY POSTURE



ARM POSITION



PENCIL GRIP



# Back to School

Read the following paragraph about back to school.

In Australia, students return to school at the end of January or the beginning of February. Commencing a new school year can be both a nervous and exciting time. Sometimes, students begin at a new school and are nervous about making new friends or knowing what to do. Schools are a great place to form new friendships and there are always friendly faces to help you find your way around and know the routines.

The first day of school can be a nervous experience even for students who stay at the same school. Sometimes, meeting a new teacher or new students can cause butterflies.

The first day of school is an exciting time. It's a time to meet new people, such as your teacher and new students, learn new things and take on new responsibilities. Beginning a new school year is a perfect time to set goals for yourself, both academic and non-academic. Whatever you want to get out of your school year, with a positive attitude, you can do it!

## Break 1 -

### “Whoomp! There It Is”

**Watch:** ‘KIDZ BOP Kids: “Whoomp! There It is”’

**Respond:** Follow and dance along to Go Noodle’s ‘KIDZ BOP Kids: “Whoomp! There It Is”’.





# Mathematics

Student resources

# Mathletics



Click here to listen to the instructions

**Complete an activity on Mathletics for 20 minutes**





Click here to  
listen to the  
instructions

Number of the Day is **75**

1. 15 more?
2. 12 less?
3. Next even number?
4. Next odd number?
5. Number in words?
6. Double the number?
7. Divide by 10?
8. How many more to make 100?
9. Add 31?



# 3D Objects



Click here to  
listen to the  
instructions

## Learning Intention

We are going to learn to identify 3D objects in a variety of contexts.

## Success Criteria

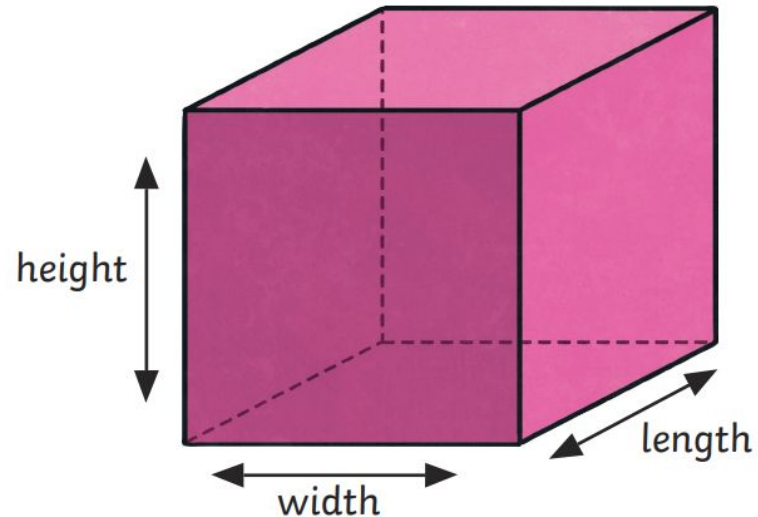
- I can successfully identify a prism.
- I can successfully identify a pyramid.
- I can successfully identify a cylinder.
- I can successfully identify a cone.
- I can successfully identify a sphere.



# What Are 3D Objects?

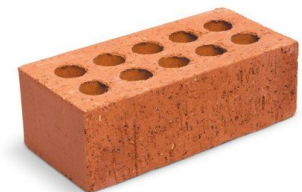
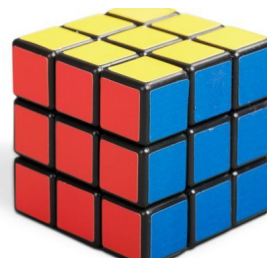
3D Objects have three measurements: height, length and width.

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



These are objects that take up space.

This means that we can touch and feel them.

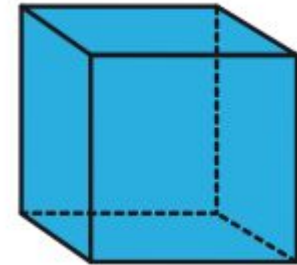
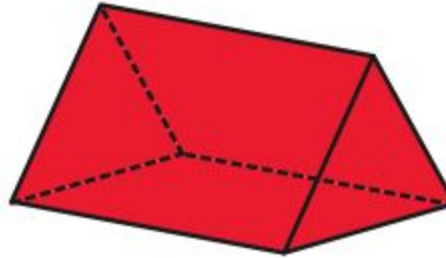
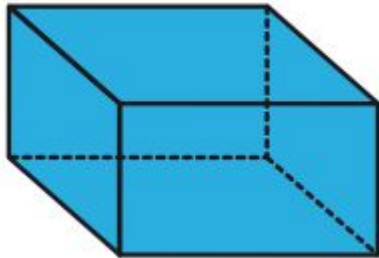




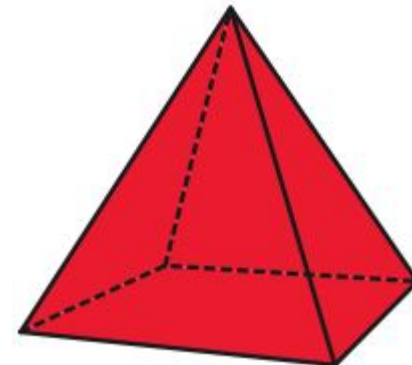
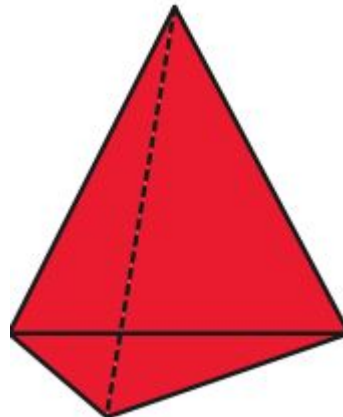
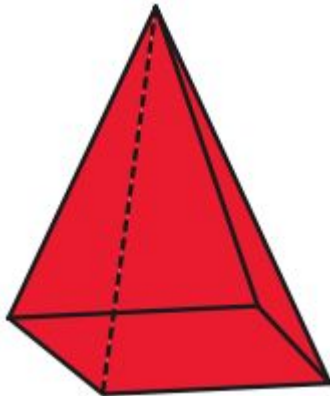
Click here to listen to the instructions

# 3D Objects

**Prisms** have **two bases** that are the same shape and size. All the other faces are **rectangular**.



**Pyramids** have only **one base** and all the other faces are **triangular**.

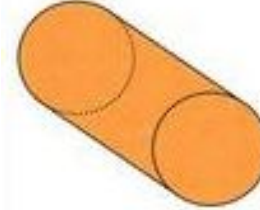
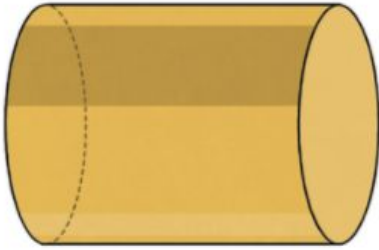




Click here to listen to the instructions

# 3D Objects

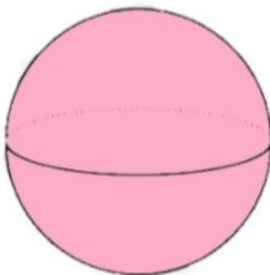
**Cylinders** have **two bases** that are **circular**.



**Cones** have a **circular base** that is joined to one point called the **vertex**.



**Spheres** are solid **round** objects.





# Activity B: 3D Objects in the Environment

Michelle loves to travel and send postcards to her friends.  
Identify and name the 3D object shown in each postcard.

1. Greetings from Italy



2. Greetings from Australia



3. Greetings from Egypt



4. Greetings from England



5. Greetings from USA



6. Greetings from Portugal







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

# Activity C: 3D Models

Make a model of a city using cardboard cartons, toilet rolls, empty boxes and bottles and other craft material. Take a photo or draw and label your model using the names of 3D objects.





## Break 2 -

### Australian Waterfalls - Springbrook Mountain in Gold Coast Hinterland

**Watch:** 'Australian Waterfalls - Springbrook Mountain in Gold Coast Hinterland'

**Respond:** Close your eyes and listen to the ABC soundwalk and picture the sounds that you can hear.



# PDHPE/Dance

Student resources

# DANCE



**FitFUTURES**  
building active lifestyles

Watch the Video to learn some dance moves - [Dance Lesson 6](#)







# 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.

Ms Naidu, Miss Fernance and Mrs Nagan.

### Reflection Points:

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

