

Kearns PS Online Learning – Stage 2

Daily Lessons



Monday

Week 2



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 **oa** sound

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

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

The last 2 columns have the challenge words. Look, Say, Cover, Write and Check (**LSCWC**) your spelling list words.

soap	groan	toast
throat	coast	roast
raincoat	upload	charcoal
cockroach	encroach	approach

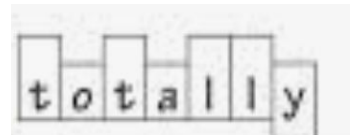
Spelling Activities

Spelling

Revising the **oa** sound

Search for 5 **oa** 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 **oa** 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.

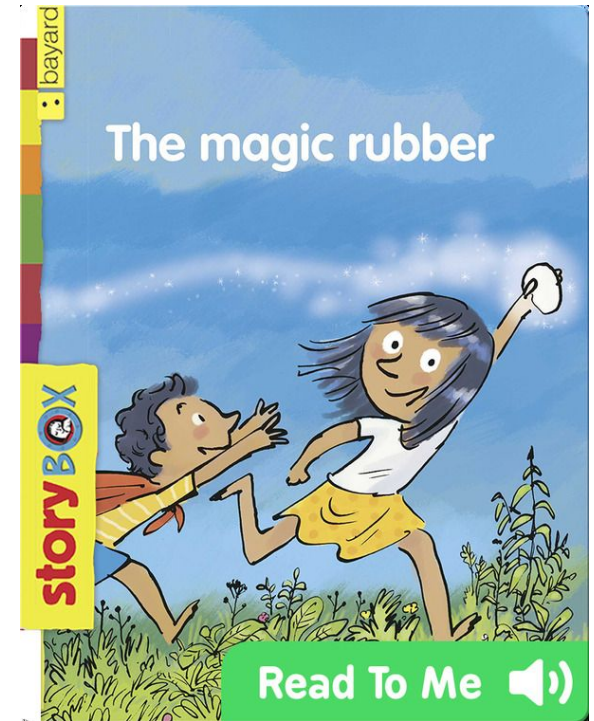


Reading - Predicting

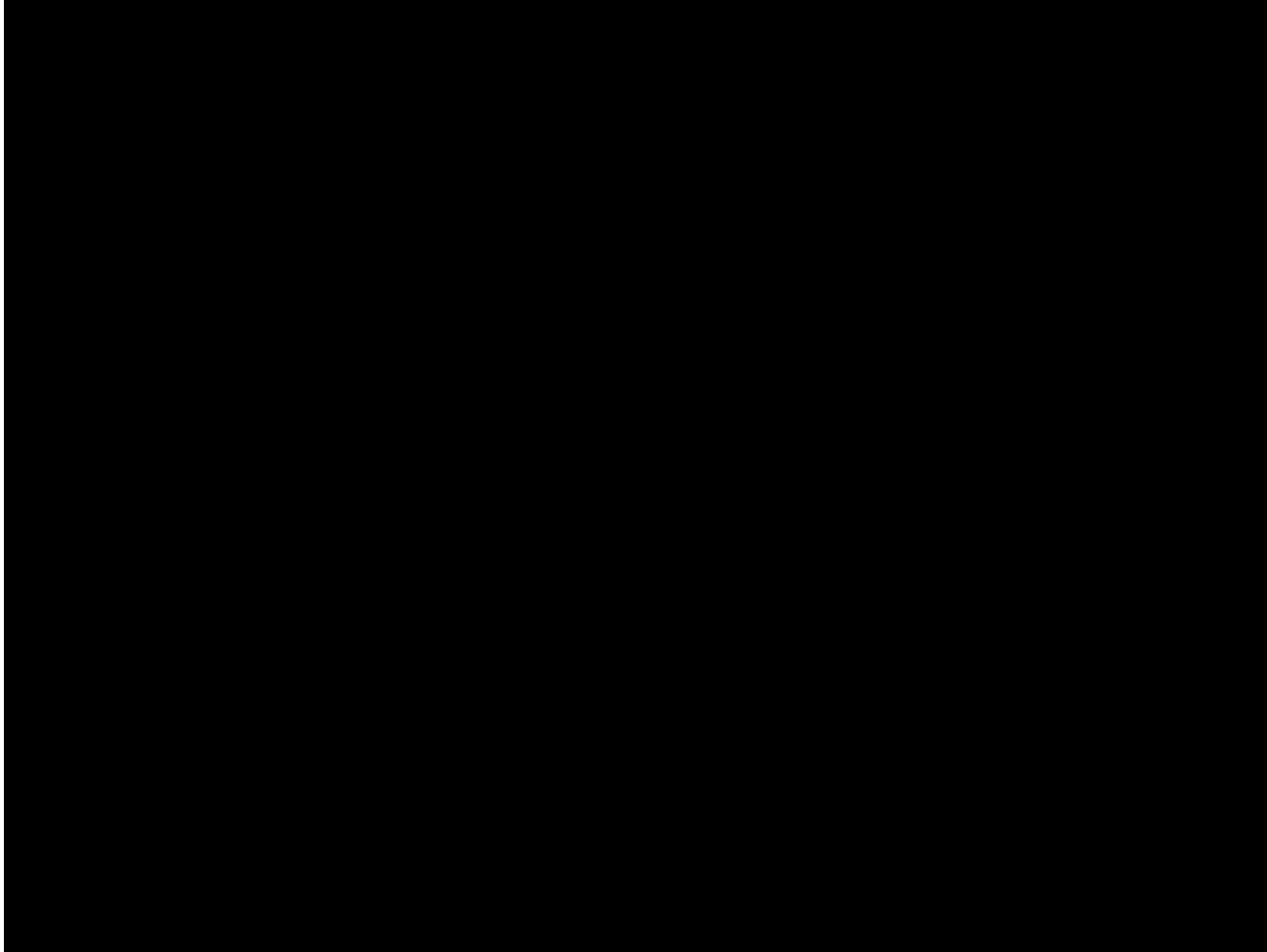
'The Magic Rubber' by Catherine Leblanc

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

1. What are you picturing might happen in the book?
2. What do you think the story will be about?
3. Who could be the characters in the book?
4. What big events will happen in the story?
5. What is the girl holding in her hand?
6. Predict what could happen in the middle and at the end of the story.



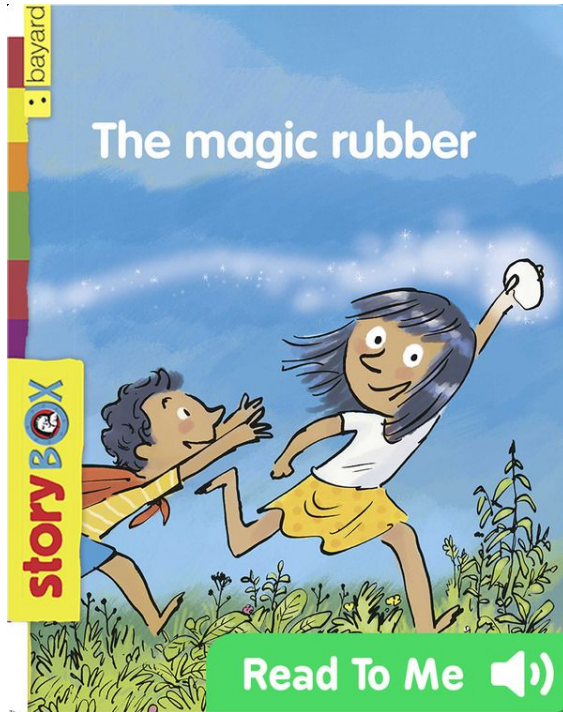
Reading- Listen to Miss Fernance read the book



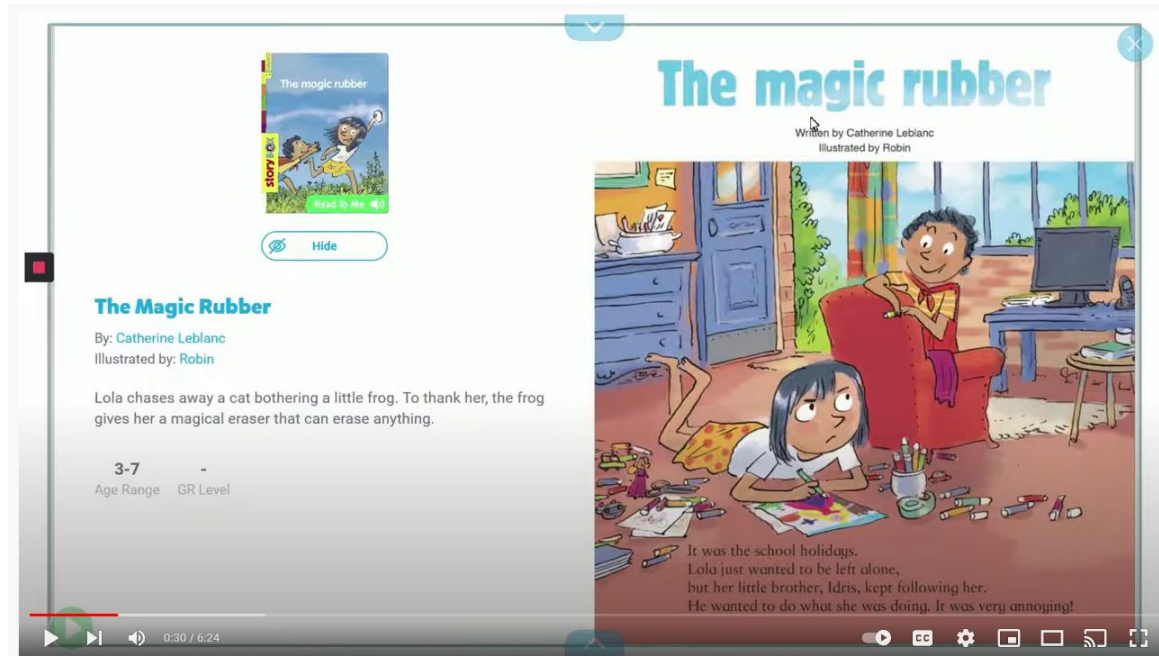
Listen to Miss Fernance read the story- 'The Magic Rubber' by Catherine Leblanc



Click here to listen to the instructions



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



[The Magic Rubber/Children's Stories](https://www.getepic.com)



Reading - Predicting

'The Magic Rubber' by Catherine Leblanc

After reading 'The Magic Rubber', answer the following questions.

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. What was the girl holding in her hand?

1. What was magical about the rubber?



Watch the video to learn about writing Procedures

Procedur^e

How to Brush Your Teeth

Materials

- Toothbrush
- Toothpaste
- Water

Method

1. Squeeze some toothpaste on the toothbrush.
2. Put your toothbrush under some water.
3. Brush your teeth thoroughly for three minutes.
4. Rinse your mouth and the toothbrush with water.



Click here to listen to the instructions

Writing - Learning Intention and Success Criteria

Learning Intention:

We are learning :

- to write a procedure
- the purpose of a Procedural text

Success Criteria:

We will be successful if we are able to:-

- understand how we use procedures
- write a title that tells the reader the aim of a procedure





Click here to
listen to the
instructions

Task D Writing

Procedure

What is a Procedural Text?

A procedural text instructs your audience on how to complete a specific task.

Generally, they either teach us **how to do something**, or they teach us **how to make something**.

We want the reader to be able to follow the instructions and do the task on their own!





Click here to listen to the instructions

Task D Writing

What are some types of Procedure Texts?

A. Recipes

Examples

How to bake a chocolate cake

How to make slime

Write 3 Procedure Titles for Recipes

- 1.
- 2.
- 3.





Click here to listen to the instructions

Task D Writing

What are some types of Procedure Texts?

B. Instructions

Examples

How to care for your pet

How to ride a bike

Write 3 Procedure Titles for Instructions

- 1.
- 2.
- 3.



Task D Writing

What are some types of Procedure Texts?

C. Rules for a Game

Examples

How to make a pass in soccer

How to play Snakes and Ladders

Write 3 Procedure Titles for Rules of a game

- 1.
- 2.
- 3.



Break 1 - “Crocodile in Batjamalh”

Watch: ‘Crocodile in Batjamalh’

Respond: Listen to the ABC Little Yarn to learn about and listen to Country.



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

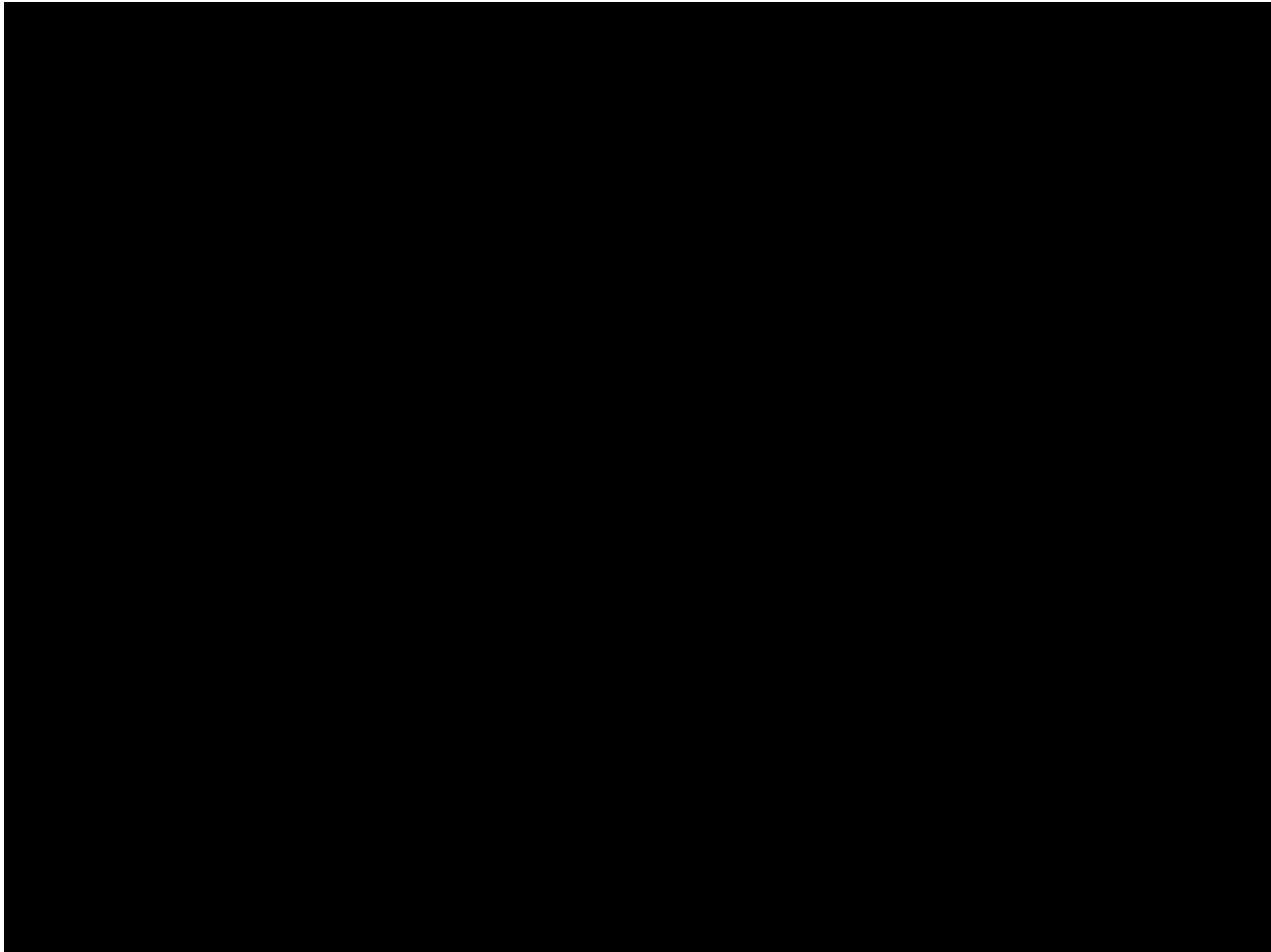
We are going to learn to use halving and repeated halving to solve division problems.

Success Criteria

- I can use halving to divide by 2.
- I can use repeated halving to divide by 4.
- I can divide a two-digit number by a one-digit number.

Division - Halving and Repeated Halving

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

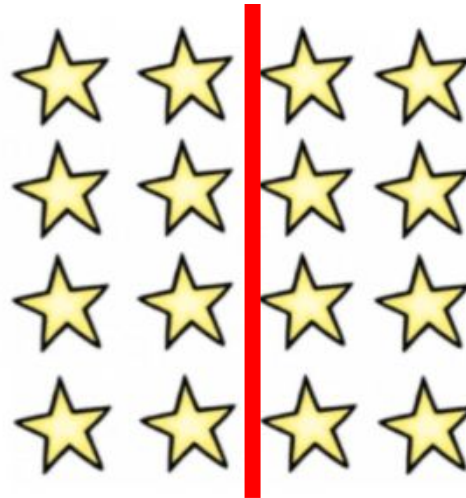




Click here to listen to the instructions

Division - Halving and Repeated Halving

We can use halving to divide numbers by 2 ($\div 2$).



Half of 16 is 8

$$16 \div 2 = 8$$

We can use repeated halving to divide numbers by 4 ($\div 4$) by splitting our half in half again.



Half of 8 is 4

$$8 \div 2 = 4$$

So $16 \div 4 = 4$

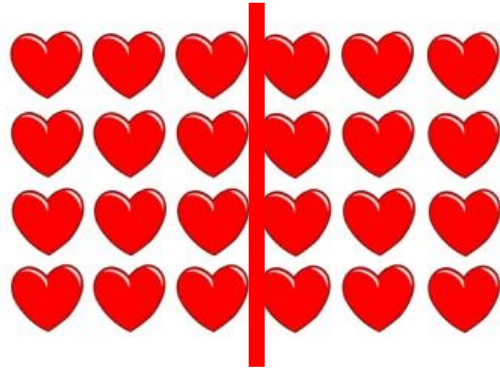


Click here to listen to the instructions

Example

Solve $24 \div 4 = ?$

Step 1: Split 24 in half. Divide 24 by 2 ($24 \div 2$).

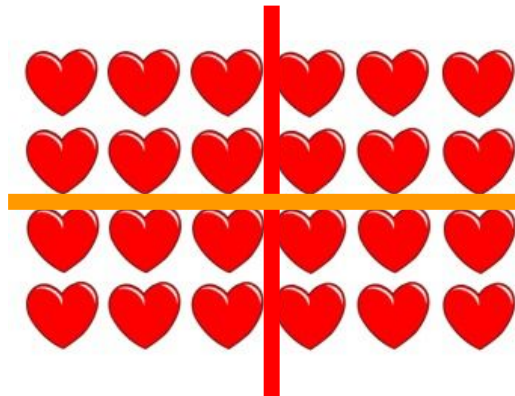


Half of 24 is 12

$$24 \div 2 = 12$$

Step 2: Split 12 in half. Divide 12 by 2 ($12 \div 2$).

Divide by 2 again.



Half of 12 is 6

$$12 \div 2 = 6$$

So $24 \div 4 = 6$.

Division Strategies

Halving

Sometimes you can use halving to divide into 2s, 4s and 8s.

$$120 \div 2 = 60$$

We can use this to divide by 4 by halving twice.

$$120 \div 2 = 60$$

then

$$60 \div 2 = 30$$

so

$$120 \div 4 = 30$$

Division

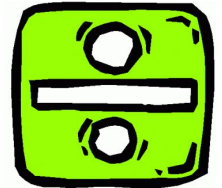


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Activity B:

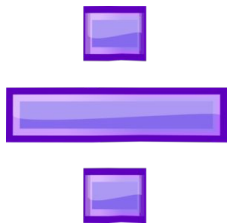
Use halving and repeated halving to complete the table.

Halving to Divide by 4



Halve the starting number each time to divide the starting number by 4.

Starting Number	Halve ($\div 2$)	Halve again ($\div 4$)
12	6	3
16		
48		
32		
72		
88		
24		
60		
56		
64		
96		



Activity C:



Click here to listen to the instructions

Use halving and repeated halving to solve the following division problems.

Division of 2-Digit Numbers

1. $24 \div 2 =$

2. $88 \div 4 =$

3. $76 \div 4 =$

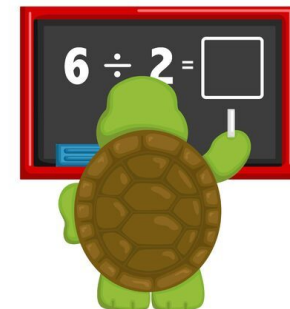
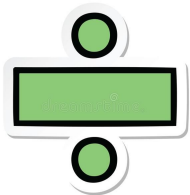
4. $80 \div 4 =$

5. $92 \div 4 =$

6. $96 \div 4 =$

7. $46 \div 2 =$

8. $56 \div 4 =$



Activity C: Extension



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

Use halving and repeated halving to solve the following division problems.

1. $108 \div 4 = ?$

1. $120 \div 4 = ?$

1. $156 \div 4 = ?$

1. $112 \div 4 = ?$

1. $140 \div 4 = ?$



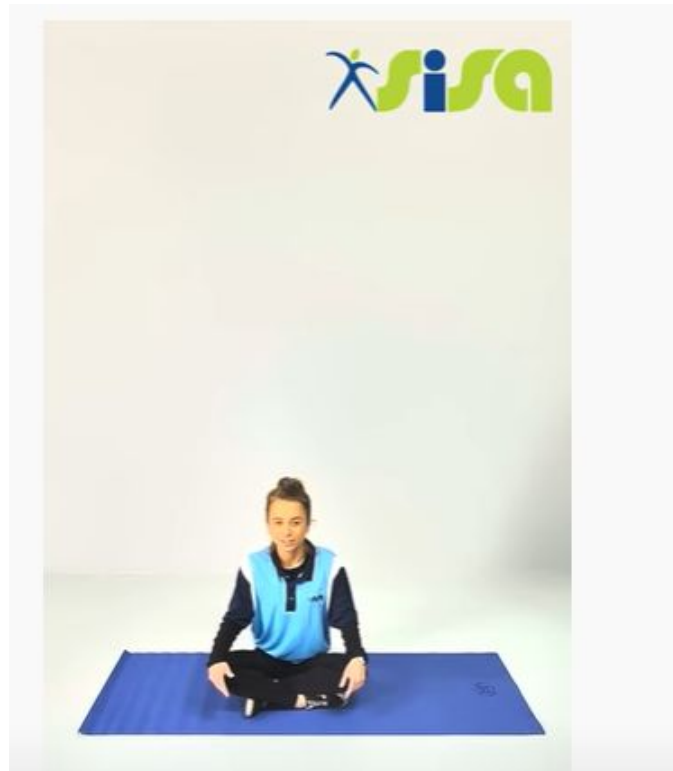
PE

Student resources

PD

(click on the link) <https://youtu.be/6G4q1-AGBX0>

SISA Fundamental Movement Skills Lesson



Break 2 - Be Kind to Yourself

Watch: 'Be Kind to Yourself'

Respond: Watch and follow along to Go Noodle's 'Be Kind to Yourself' to give yourself some loving kindness.



Monday Science

Forces

Force is either a push or a pull which gets something moving or keeps things still.

Think about what forces are being used on these objects?

Push or Pull



push

pull



pull

push



push

pull



pull

push



pull

push



push

pull

Forces

Any sport you play requires you to use a force. Think about what force you will need to use for each sport and write it in your workbook.



Rowing



Archery



Football

Forces



Rowing

Rowing mainly requires you to **pull** the oars (the sticks) to move you through the water. You also need to **push** the oars away to get them back into position.



Archery

Archery requires you to **pull** back the string of the bow to help shoot your arrow.



Football

Kicking a football uses a **push** force, with your foot pushing the ball to make it move

Forces

Explore this [link](#) and then answer the questions in the Kahoot!

Kahoot Game:

https://kahoot.it/challenge/07481822?challenge-id=f68aeef8-df66-43c4-a49d-b098dd0c9a89_1631694500711

Game Pin: 07481822

Forces

Push or Pull?

All forces are either a push or a pull. A strike, flick or kick can push an object; a tug or stretch can pull something. Any living or non-living thing can apply a force to another thing.

Look at the images and answer the questions in your workbook.

What forces are happening?



Are they all contact (touch) forces?



Label the forces happening in each image, add arrows to show the **direction** of the force. There may be more than one arrow. Arrows can be straight or curved.

Science fact! The stretched strings on a tennis racket cause tension which pushes a ball out. **Tension** is a type of contact force used in many things, like an elastic band being pulled. Can you think of more examples?

A force makes things move. The strength of a force can affect the distance an object moves.

What happens when you hit a ball too powerfully or flick a marble too lightly? When playing sports, controlling the force you apply is very important.



For something to start moving, one force is stronger than the other. When two forces are the same strength but act in an opposite direction, they are called **balanced forces**. When an object is still, or moving at the same speed, the forces acting on it are balanced.





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.

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



Tuesday

Student resources



English

Student resources



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Task A - Independent reading

Independent reading

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Spelling

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Task b - Spelling

Spelling Revising the **oa** sound

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throat	coast	roast
raincoat	upload	charcoal
cockroach	encroach	approach

Task b Spelling/Grammar Quotation Marks

Quotation Marks are also called Speech marks

The main job of speech marks is to show what someone says in direct speech. Speech marks are placed before and after words that are spoken aloud.

Example:

“ I like ice-cream,” said Monique

“I like ice cream,” said Amelia, “and I can’t get enough.”

Task b Spelling/Grammar Quotation Marks

Add quotation marks and punctuation to complete the following sentences

1. Why did you do that? Rainah asked
2. The sports fan yelled The Wallabies have won the game!
3. I'm going to the beach this morning Jenny said
4. "I like that car said Sienna but I don't like the colour.



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 'visualising' as a reading strategy.

We are able to:

- Create an image in our mind while reading the text.
- Answer the questions and relate it to our own experiences.

Success Criteria:

We will be successful if we:

- Pay attention to the words the author uses.
- Uses the author's words to create a movie in our mind of what is happening.
- Answer the questions and relate it to our own experiences.





Reading - Visualising

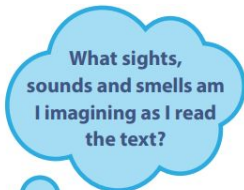
'The Magic Rubber' by Catherine Leblanc

Today we are focusing on 'visualising' as a comprehension strategy.

Visualising means creating an image in your mind while reading that reflects the characters, events, topics or information in the text.

While you are reading, ask yourself the following questions to help you make visualisations about the text:

- What is the author describing?
- Which words from the text can help me draw a picture in my mind?
- What does the character see?
- What does the character feel?
- What does the character hear?
- What does the character smell?



HOW TO *Visualize*

READ ACTIVELY

Pay careful attention to the words the author uses in the text.

VISUALIZE

Use the author's words to create a movie in your mind of what is happening in the text.

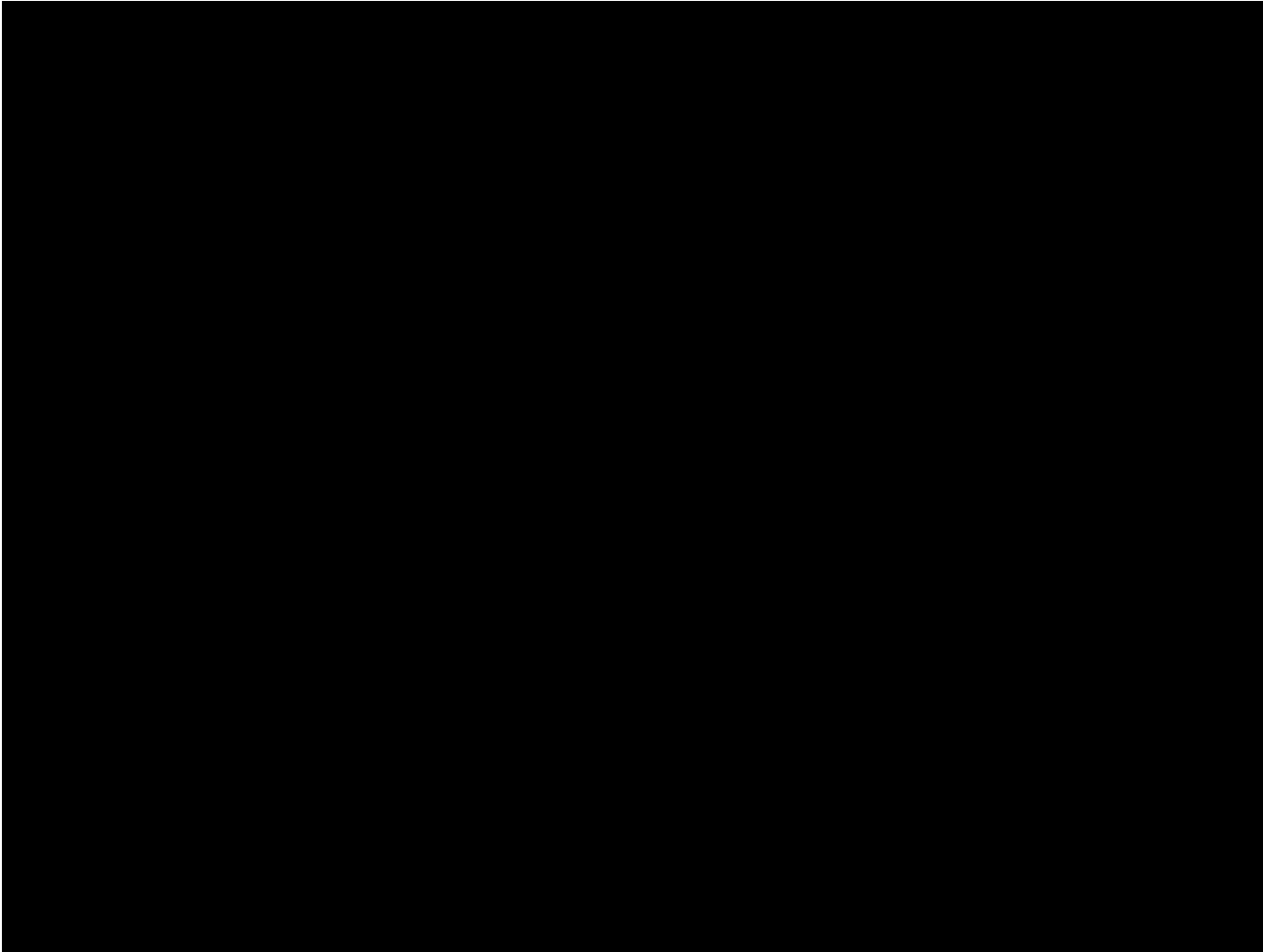


SKETCH

Create a quick visualization sketch of important parts of the text.

Reading- Listen to Miss Fernance read the book

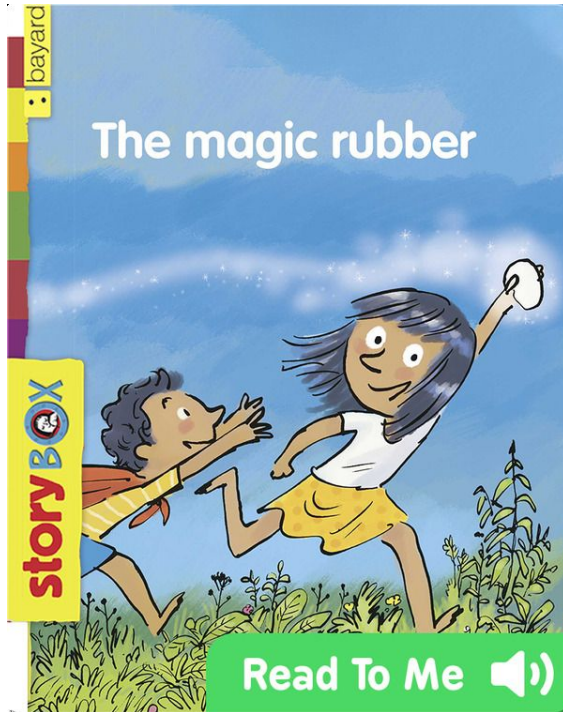
Pause several times throughout today's reading to visualise.



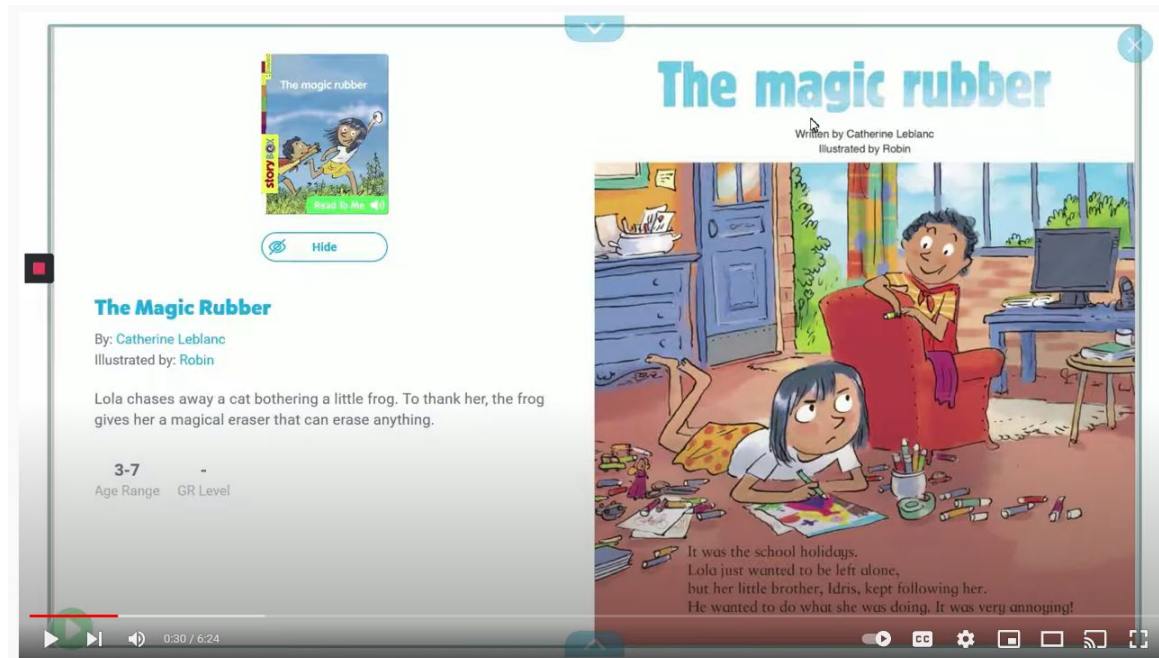
Listen to Miss Fernance read the story- 'The Magic Rubber' by Catherine Leblanc



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



[The Magic Rubber/Children's Stories](https://www.getepic.com)



Reading - Visualising

'The Magic Rubber' by Catherine Leblanc

After reading 'The Magic Rubber', choose a part of the story that was the most important or interesting to you.

Re-read that part again and focus on what is happening.

1. Describe the part of the story that you have chosen.
2. What do you see?
3. What do you hear?
4. What do you feel?
5. Draw and colour your visualisation.
6. What words did the author use to help you create a picture of the story?
7. How did your drawing help you better understand the story?





Click here to listen to the instructions

Writing - Learning Intention and Success Criteria

Learning Intention:

We are learning to :

- write a Procedure
- write a list of the materials that you will use in your procedure

Success Criteria:

We will be successful if we are able to write a list of :-

- the equipment needed (for example a plate and knife)
- ingredients required to complete the task (for example 2 slices of bread, jam and butter)





Click here to listen to the instructions

Task D Writing

Procedure

What materials do we need?

A procedural text instructs us on **how to do something**, or **how to make something**.

It is important to list **what you will need** before explaining the steps on how to make or do something.

Make a list of all the items and equipment needed to complete the procedure successfully.

This section may also be titled Materials, Ingredients, Items Needed or What you will need.

How to Make a Jam Sandwich

What you need:



Bread



Butter



Knife



Jam



Click here to
listen to the
instructions

Task D Writing

Procedure

What materials do we need?

Think about all the things you would need to make a cheese sandwich:

Equipment

Knife

plate

Ingredients

2 slices of bread

butter

2 slices of tomato

1 slice of cheese

1 leaf of lettuce





Click here to listen to the instructions

Task D Writing

Write down what materials are needed for the following procedures

Think about what you will need to complete the activity.
Be specific especially if you are writing a recipe.
Include any special utensils or tools.

1. Growing a sunflower seed
2. Making your favourite sandwich
3. Playing a game of your own choice
4. Washing the car

Example: How to grow a tomato seed

Equipment and Materials

1 plastic pot or soil patch

Spade

Tomato seed

Soil

Water

Watering can



Break 1- 'Spiderweb in Yawuru'

Watch: 'Spiderweb in Yawuru'

Respond: Listen to the ABC Little Yarn to learn about and listen to Country.



Mathematics

Student resources

Mathletics



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Complete an activity on Mathletics for 20 minutes



Division - Halving and Repeated Halving



Click here to listen to the instructions

Learning Intention

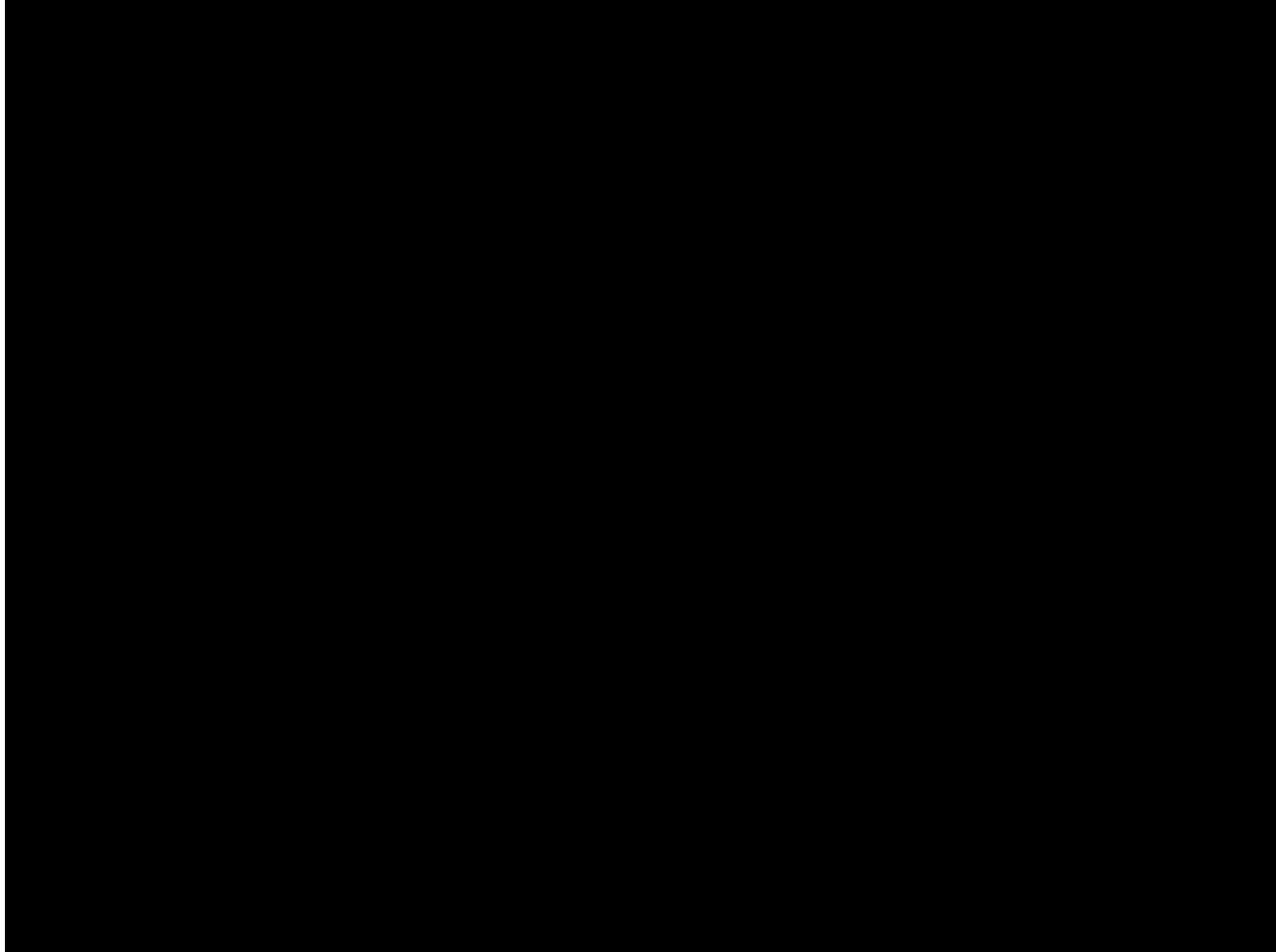
We are going to learn to use halving and repeated halving to solve division problems.

Success Criteria

- I can use halving to divide by 2.
- I can use repeated halving to divide by 4.
- I can use repeated halving to divide by 8.
- I can divide a two-digit number by a one-digit number.

Division - Halving and Repeated Halving

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





Click here to listen to the instructions

Division - Halving and Repeated Halving

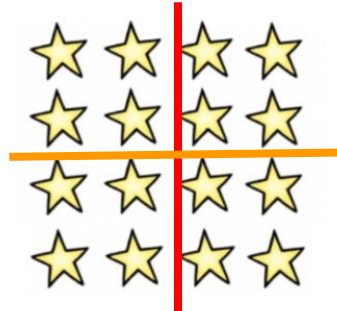
We can use halving to divide numbers by 2 ($\div 2$).



Half of 16 is 8

$$16 \div 2 = 8$$

We can use repeated halving to divide numbers by 4 ($\div 4$) by splitting our half in half again.



Half of 8 is 4

$$8 \div 2 = 4$$

We can use repeated halving to divide numbers by 8 ($\div 8$) by splitting our number in half again.



Half of 4 is 2

$$4 \div 2 = 2$$

So $16 \div 8 = 2$

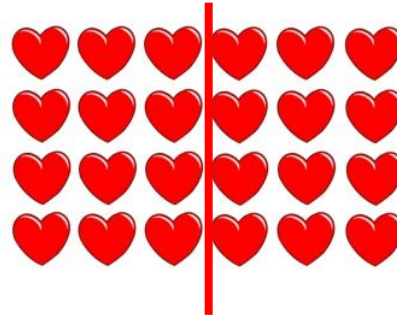


Click here to listen to the instructions

Example

Solve $24 \div 8 = ?$

Step 1: Split 24 in half. Divide 24 by 2 ($24 \div 2$).

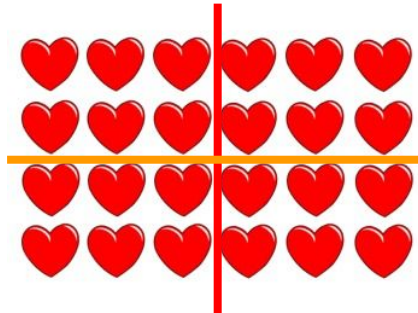


Half of 24 is 12

$$24 \div 2 = 12$$

Step 2: Split 12 in half. Divide 12 by 2 ($12 \div 2$).

Divide by 2 again.

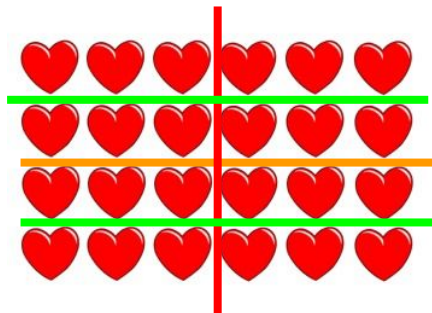


Half of 12 is 6

$$12 \div 2 = 6$$

Step 3: Split 6 in half. Divide 6 by 2 ($6 \div 2$).

Divide by 2 again.



Half of 6 is 3

$$6 \div 2 = 3$$

So $24 \div 8 = 3$

Division Strategies

Halving

Sometimes you can use halving to divide into 2s, 4s and 8s.

$$120 \div 2 = 60$$

We can use this to divide by 4 by halving twice.

$$120 \div 2 = 60$$

then

$$60 \div 2 = 30$$

so

$$120 \div 4 = 30$$

We can use this to divide by 8 by halving three times.

$$120 \div 2 = 60$$

then

$$60 \div 2 = 30$$

then

$$30 \div 2 = 15$$

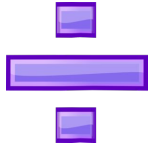
so

$$120 \div 8 = 15$$

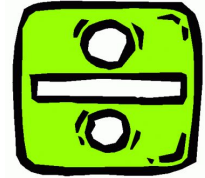


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Activity B: Halving and Repeated Halving



Halving to Divide by 8



Halve the starting number each time to divide the starting number by 8.

Starting Number	Halve ($\div 2$)	Halve again ($\div 4$)	Halve again ($\div 8$)
16	8	4	2
32			
24			
80			
56			
96			
72			
88			
48			
64			
40			



Click here to listen to the instructions

Activity C:

Use halving and repeated halving to solve the following division problems.

Division of 2-Digit Numbers

1. $24 \div 8 =$ _____

5. $16 \div 8 =$ _____

2. $40 \div 8 =$ _____

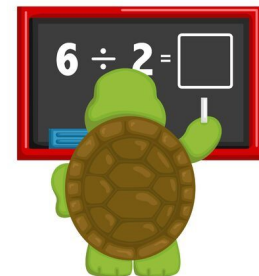
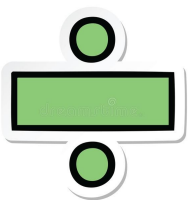
6. $48 \div 8 =$ _____

3. $36 \div 4 =$ _____

7. $32 \div 8 =$ _____

4. $72 \div 8 =$ _____

8. $20 \div 4 =$ _____



Activity C: **Extension**



Click here to
listen to the
instructions

Use halving and repeated halving to solve the following division problems.

1. $120 \div 8 = ?$

2. $104 \div 8 = ?$

3. $168 \div 8 = ?$

4. $144 \div 8 = ?$

5. $112 \div 8 = ?$

Break 2 - Tune In To Your World

Watch: 'Tune In To Your World'

Respond: Watch and follow along to Go Noodle's 'Tune In To Your World' to learn to turn out the unnecessary noise and tune it to yourself.

Geography Stage 2

Term 4 Week 2

Sustainability



The Greenhouse effect and Global Warming

KEY INQUIRY QUESTION

How can people use places and environments more sustainably?

Watch the video: What is the Greenhouse Effect



Click here to listen to the instructions



What is Sustainable Living?



Click here to listen to the instructions

Sustainable living is:

- using less of the world's natural resources
- maintaining the earth's resources for future generations
- recycling and reusing materials such as glass, metal and plastic whenever possible
- using renewable forms of energy, such as solar energy
- renewing natural resources by replanting trees and protecting endangered wildlife



Reducing human impact – Sustainability

How can we help conserve the Earth's resources?

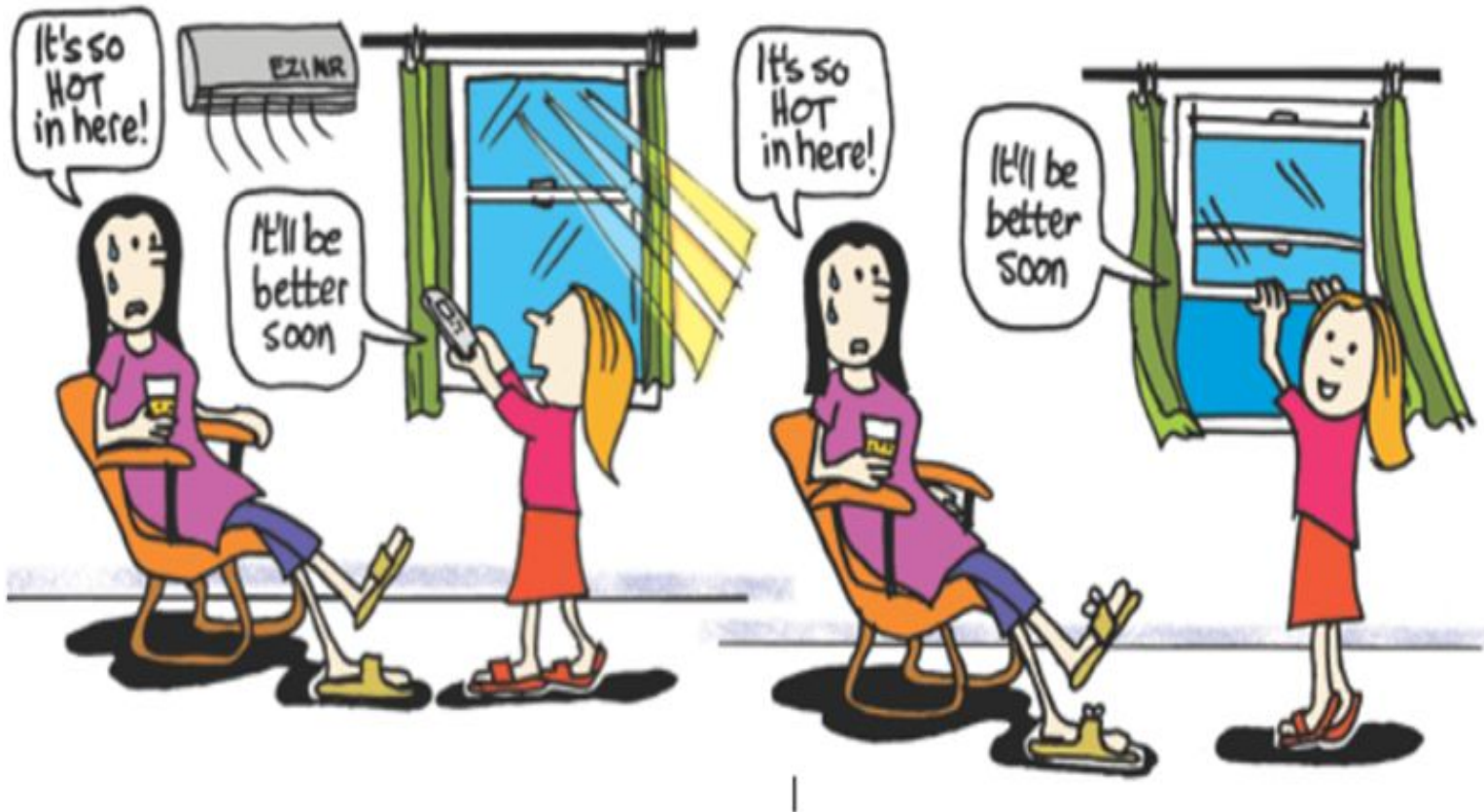
View the cartoons to spot ways in which to save energy and cut greenhouse emissions.



Reducing human impact – Sustainability

How can we help conserve the Earth's resources?

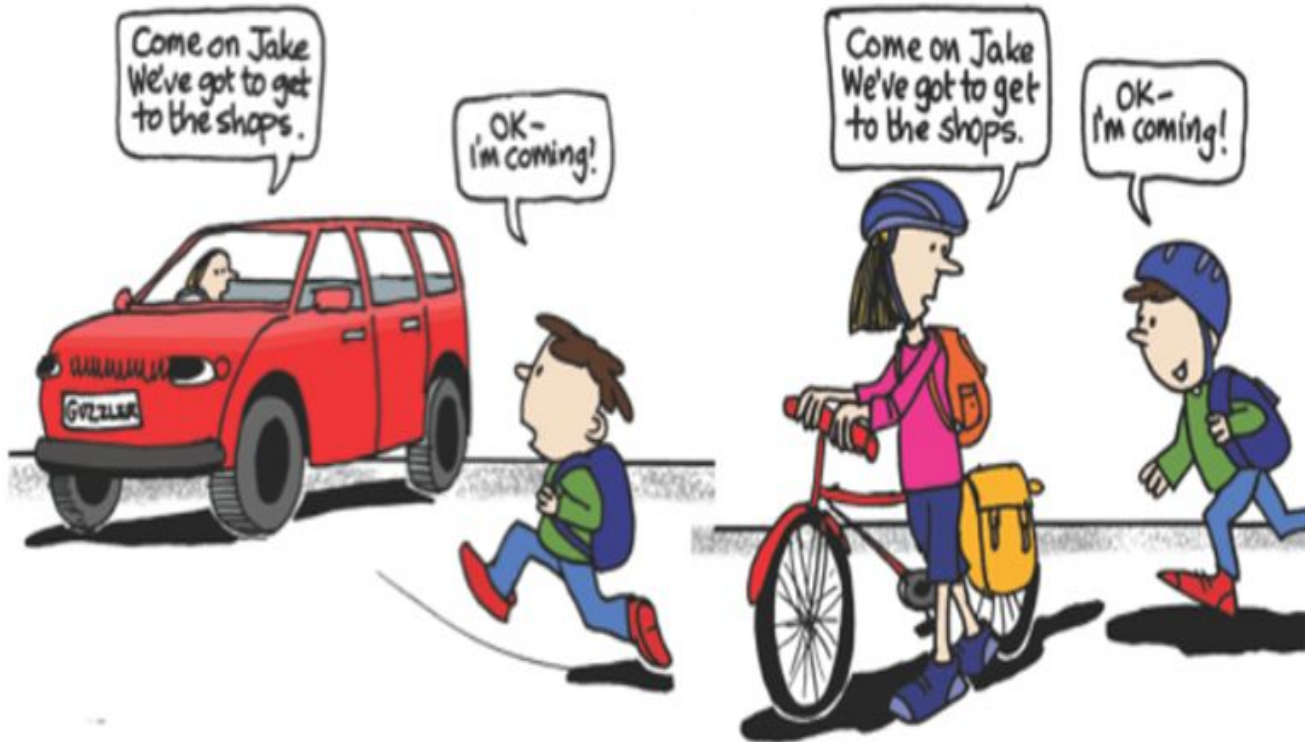
View the cartoons to spot ways in which to save energy and cut greenhouse emissions.



Reducing human impact – Sustainability

How can we help conserve the Earth's resources?

View the cartoons to spot ways in which to save energy and cut greenhouse emissions.



Reducing human impact – Sustainability

How can we help conserve the Earth's resources?



Click here to listen to the instructions

After viewing the cartoon pictures on the last 3 slides, complete the table below list some ways you can help to cut down Greenhouse gas in the home.

Household item	Energy saving
Hairdryer	Let hair dry naturally



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?

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 **oa** sound

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

The last 2 columns have the challenge words. Look, Say, Cover,

Write and Check (**LSCWC**) your spelling list words.

soap	groan	toast
throat	coast	roast
raincoat	upload	charcoal
cockroach	encroach	approach



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 'visualising' as a reading strategy.

We are able to:

- Create an image in our mind while reading the text.
- Answer the questions and relate it to our own experiences.

Success Criteria:

We will be successful if we:

- Pay attention to the words the author uses.
- Uses the author's words to create a movie in our mind of what is happening.
- Answer the questions and relate it to our own experiences.





Reading - Visualising

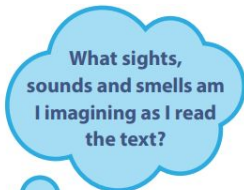
'The Magic Rubber' by Catherine Leblanc

Today we are focusing on 'visualising' as a comprehension strategy.

Visualising means creating an image in your mind while reading that reflects the characters, events, topics or information in the text.

While you are reading, ask yourself the following questions to help you make visualisations about the text:

- What is the author describing?
- Which words from the text can help me draw a picture in my mind?
- What does the character see?
- What does the character feel?
- What does the character hear?
- What does the character smell?



HOW TO *Visualize*

READ ACTIVELY

Pay careful attention to the words the author uses in the text.

VISUALIZE

Use the author's words to create a movie in your mind of what is happening in the text.

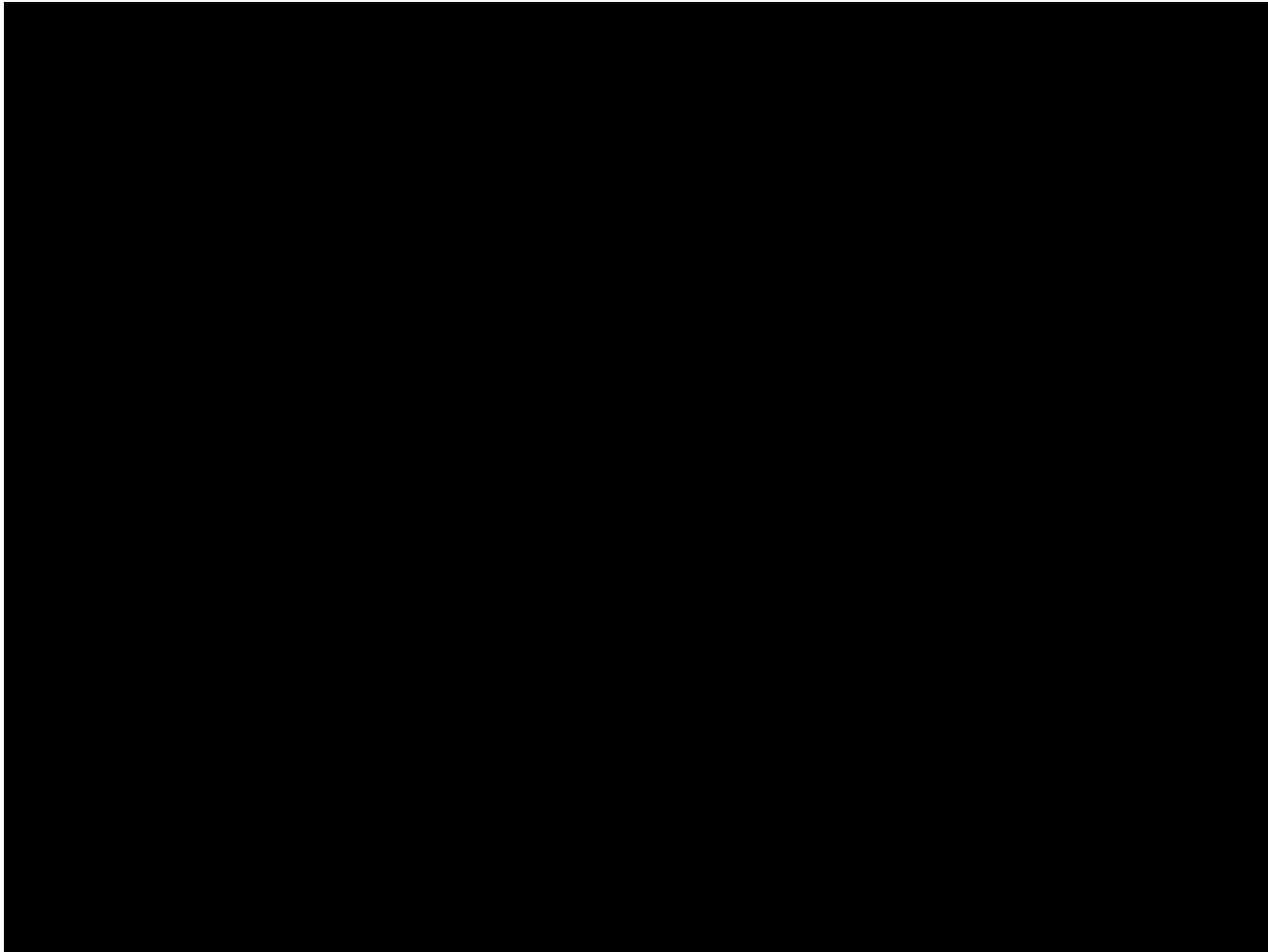


SKETCH

Create a quick visualization sketch of important parts of the text.

Reading- Listen to Miss Fernance read the book

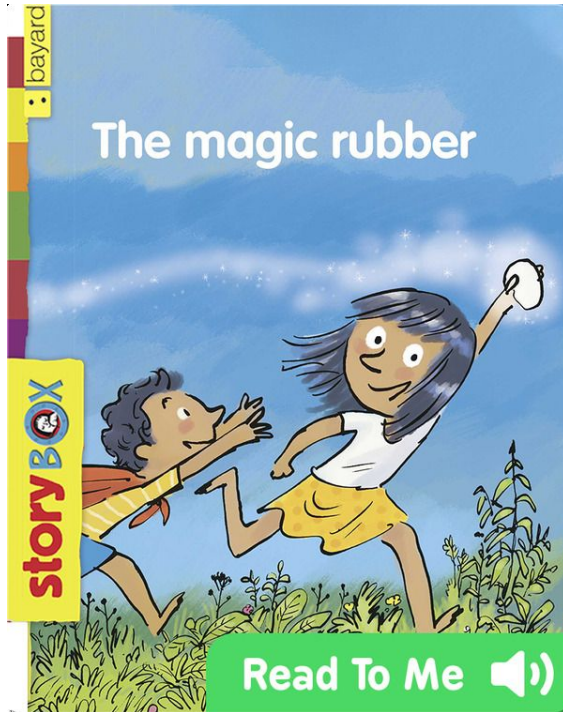
Pause several times throughout today's reading to visualise.



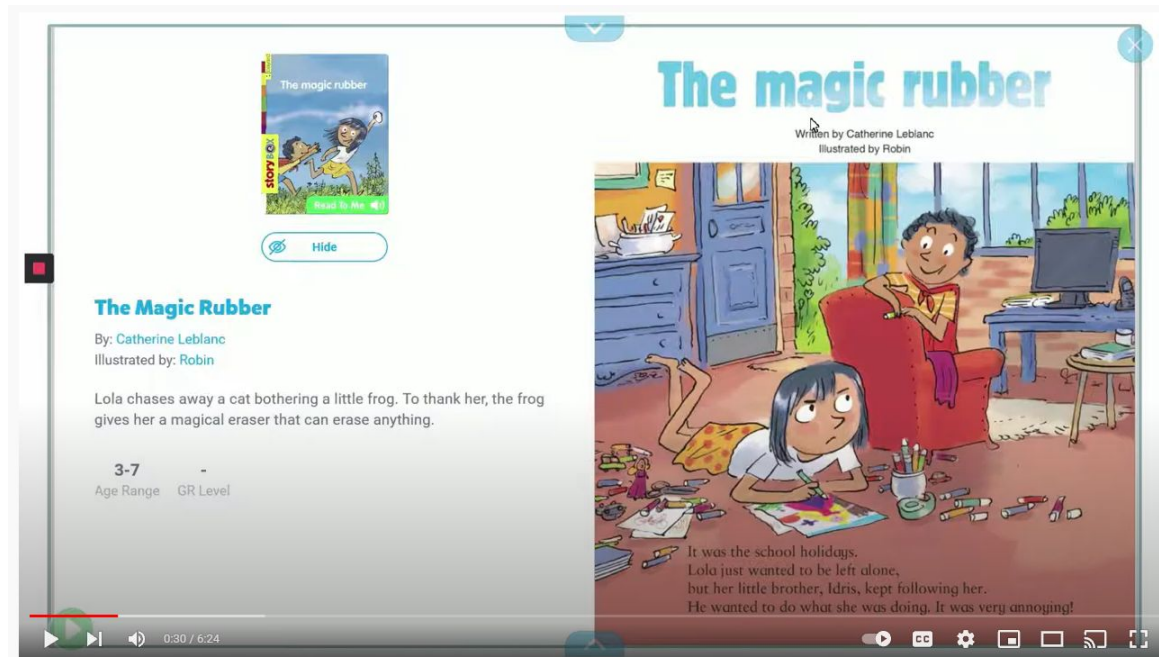
Listen to Miss Fernance read the story- 'The Magic Rubber' by Catherine Leblanc



Click here to
listen to the
instructions



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



[The Magic Rubber/Children's Stories](https://www.getepic.com)



Reading - Visualising Objects

'The Magic Rubber' by Catherine Leblanc

In the story 'The Magic Rubber', the frog gives Lola a magical rubber.

1. What does the rubber look like?
2. What does the rubber feel like?
3. What does the rubber smell like?
4. What can you hear when the rubber is being used to erase an object?
5. What words did the author use to create a picture in your head of the rubber?
6. What would you do if you had a magical rubber?





Click here to listen to the instructions

Writing - Learning Intention and Success Criteria

Learning Intention:

We are learning to :

- write a procedure
- write step by step instructions in my procedure



Success Criteria:

I will be successful if my steps :-

- tell me what to do
- start with a time connective and/ or action verb
- are numbered
- follow a sequence



Click here to
listen to the
instructions

Task D Writing

Procedure

Method or Directions

The method or directions in a procedure are written in steps which clearly explain:

- **What needs to be done**
- **How it needs to be done**
- **In what order should things be done**

Keep your instructions short, sharp and to the point.



Task D Writing

Procedure: Example of steps

How to tie shoelaces

Directions

1. First, take an end of the shoelace in each hand.
2. Then, thread one lace over the other and pull tight.
3. Next, make a loop with one of the laces.
4. Now, wrap the other lace around the loop.
5. Finally, pull the shoelace through the hole to form another loop and tighten.





Click here to listen to the instructions

Task D Writing - Procedure

Write down the directions explaining how to wash your hands

1. Number your step-by-step instructions
2. Include time connective and verbs (doing words)
3. Steps should be in the right order and
4. Steps should tell me what to do
5. Include a heading



Break 1 - Saltwater in Yawuru

Watch: 'Saltwater in Yawuru'

Respond: Listen to the ABC Little Yarn to learn about and listen to Country.



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 to use the inverse relationship of multiplication and division to solve division problems.

Success Criteria

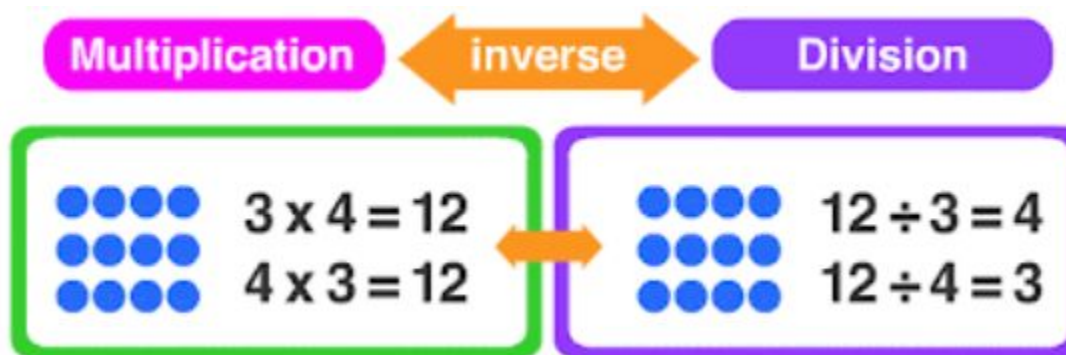
- I can use multiplication facts to solve division problems.
- I can divide a two-digit number by a one-digit number.



Division - Inverse

Multiplication and division are inverse operations. This means that they are **opposites** and “undo” each other.

All multiplication sentences can be rewritten as division sentences.



This means that we can use multiplication facts to solve division problems.

Multiplication is the opposite of division.

Example: $2 \times 3 = 6$

$6 \div 3 = 2$



Division - Inverse

We can see this inverse relationship with an array.



Click here to listen to the instructions



Three groups of 4 makes 12.

$$3 \times 4 = 12$$

$$3 \times 4 = 12$$

Number of groups

Number in each group

Total number



12 divided into three groups has 4 in each group.

$$12 \div 3 = 4$$

$$12 \div 3 = 4$$

Total number

Number of groups

Number in each group

Division Strategies

Inverse

Use multiplication tables to work out a division question.

$$72 \div 8 = ?$$

You can work this out by knowing...

$$9 \times 8 = 72$$

So using the inverse, we know that...

$$72 \div 8 = 9$$

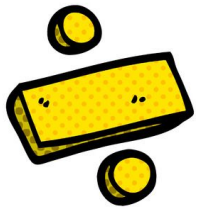
Division



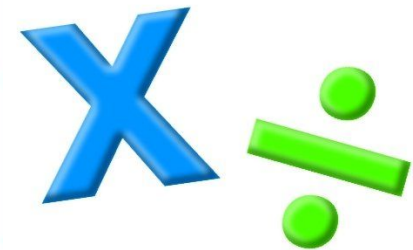
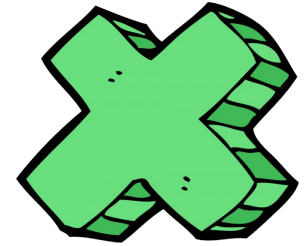
Click here to listen to the instructions

Activity B:

Use multiplication facts to solve the following division problems.



Since $5 \times 4 = 20$ then $20 \div 5 = \underline{\quad}$	Since $6 \times 10 = 60$ then $60 \div 6 = \underline{\quad}$
Since $6 \times 7 = 42$ then $42 \div 6 = \underline{\quad}$	Since $2 \times 7 = 14$ then $14 \div 2 = \underline{\quad}$
Since $3 \times 4 = 12$ then $12 \div 4 = \underline{\quad}$	Since $4 \times 4 = 16$ then $16 \div 4 = \underline{\quad}$
Since $4 \times 6 = 24$ then $24 \div 4 = \underline{\quad}$	Since $9 \times 1 = 9$ then $9 \div 9 = \underline{\quad}$
Since $6 \times 3 = 18$ then $18 \div 6 = \underline{\quad}$	Since $8 \times 5 = 40$ then $40 \div 8 = \underline{\quad}$
Since $3 \times 9 = 27$ then $27 \div 3 = \underline{\quad}$	Since $5 \times 7 = 35$ then $35 \div 7 = \underline{\quad}$



Division

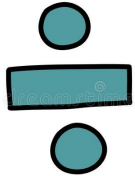


Click here to listen to the instructions

Activity C:

Solve the multiplication facts to solve the following division problems.

e.g. $5 \times 3 = 15 \rightarrow \underline{15 \div 5 = 3}$



- a) $3 \times 8 = \square \rightarrow \underline{\square \div \square = \square}$
- b) $7 \times 4 = \square \rightarrow \underline{\square \div \square = \square}$
- c) $5 \times 9 = \square \rightarrow \underline{\square \div \square = \square}$
- d) $6 \times 7 = \square \rightarrow \underline{\square \div \square = \square}$
- e) $9 \times 8 = \square \rightarrow \underline{\square \div \square = \square}$



Division

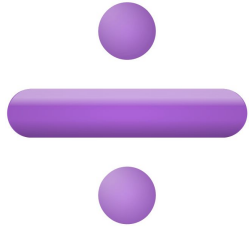


Click here to listen to the instructions

Activity C: Extension

Use multiplication facts to solve the following division problems.

Remember to show your working out!



To solve $42 \div 7$ think $7 \times \underline{\quad} = 42$?



Division of 2-Digit Numbers

1. $42 \div 7 = \underline{\quad}$

5. $72 \div 9 = \underline{\quad}$

2. $56 \div 8 = \underline{\quad}$

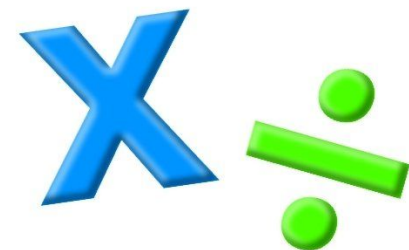
6. $48 \div 6 = \underline{\quad}$

3. $25 \div 5 = \underline{\quad}$

7. $24 \div 3 = \underline{\quad}$

4. $50 \div 10 = \underline{\quad}$

8. $28 \div 7 = \underline{\quad}$





PDHPE

Student resources

Wednesday

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



Break 2 - Have Compassion

Watch: 'Have Compassion'

Respond: Watch and follow along to Go Noodle's 'Have Compassion' to practice showing compassion to others.

Kearns PS Online Learning Creative and Practical Arts Stage

Week 2

Aboriginal Rock Art



Click here to listen to the instructions

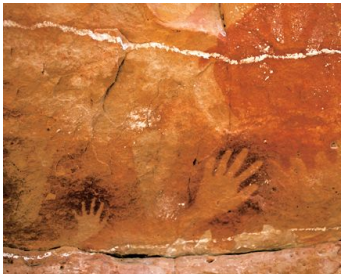
Aboriginal rock art are the artworks created on rock surfaces by Aboriginal people.



Rock art is the oldest form of Aboriginal art and includes paintings, engravings, carvings, and stencilling on rocks in shelters and caves.

Aboriginal rock art provides a record of Australian Aboriginal life over thousands of years.

Rock art is still very relevant to local Aboriginal people. It shows objects they still use, animals they still hunt and activities they still do.



Aboriginal Rock Carvings



Click here to listen to the instructions



Some of the first forms of rock art were carvings, known as petroglyphs.

These carvings were made through the abrasion of rock surfaces using hard objects.

Parts of the rock were removed through pecking, hammering or abrading to leave a mark or impression.

Holes were pegged along an outline then connected together to create an image.



Aboriginal Rock Paintings



Click here to listen to the instructions



Other forms of rock art are rock drawings or paintings, known as pictographs.



Pictographs were made by applying pigments to the rock. **Drawings** used dry colours, such as charcoal, clay, chalk and ochre.



Paintings used pigments and water to create a paste which was applied using their fingers or with brushes made from chewed sticks or hair.



Sometimes **stencils** were created by blowing the colour from their mouth over an outline.

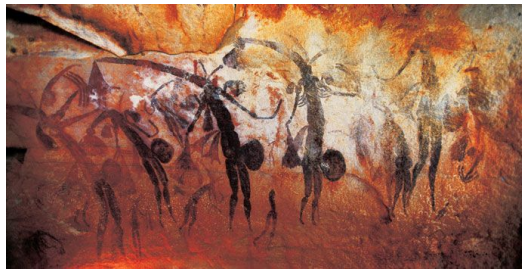


Rock Art Examples

The images below are examples of different Aboriginal rock art.



Rock Art Today



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

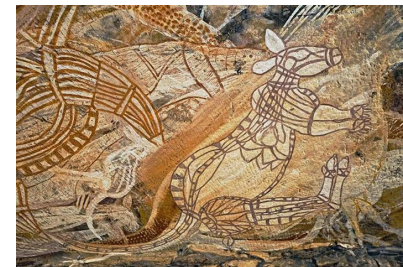
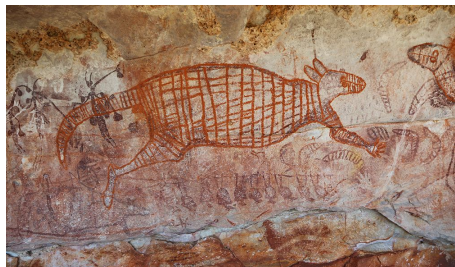


Rock art places are an important link for Aboriginal people today with their culture and their past.

Today in Australia, many Aboriginal rock art sites are at risk from permanent damage and need protecting.

Some of these risks come from increased tourism, bushfires, erosion, feral animals, mining, commercial developments, rising rivers, floods and modern graffiti.

We can help protect rock art by respecting the wishes of the Aboriginal peoples and following their rules when visiting their sacred rock art sites.



Rock Art Activity



Click here to listen to the instructions

Create a pattern of your choice on a rock.

Collect a rock from your backyard or local park.

Rinse and dry the rocks to remove any powdery residue.

Draw your pattern or design onto the rock using paint, pencils or coloured markers.

Share your pattern or design and its meaning.

Reflection

What did you find difficult or challenging about trying to paint or draw on a rock?





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



Click here to listen to the instructions

Task b - Spelling

Spelling Revising the **oa** sound

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

The last 2 columns have the challenge words. Look, Say, Cover,

Write and Check (**LSCWC**) your spelling list words.

soap	groan	toast
throat	coast	roast
raincoat	upload	charcoal
cockroach	encroach	approach



Task b Spelling Activities

Picture Perfect

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

raincoat



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

How did you go?





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 'visualising' as a reading strategy.

We are able to:

- Create an image in our mind while reading the text.
- Answer the questions and relate it to our own experiences.

Success Criteria:

We will be successful if we:

- Pay attention to the words the author uses.
- Uses the author's words to create a movie in our mind of what is happening.
- Answer the questions and relate it to our own experiences.





Reading - Visualising

'The Magic Rubber' by Catherine Leblanc

Today we are focusing on 'visualising' as a comprehension strategy.

Visualising means creating an image in your mind while reading that reflects the characters, events, topics or information in the text.

While you are reading, ask yourself the following questions to help you make visualisations about the text:

- What is the author describing?
- Which words from the text can help me draw a picture in my mind?
- What does the character see?
- What does the character feel?
- What does the character hear?
- What does the character smell?

What sights,
sounds and smells am
I imagining as I read
the text?



HOW TO *Visualize*

READ ACTIVELY

Pay careful attention to the words the author uses in the text.

VISUALIZE

Use the author's words to create a movie in your mind of what is happening in the text.

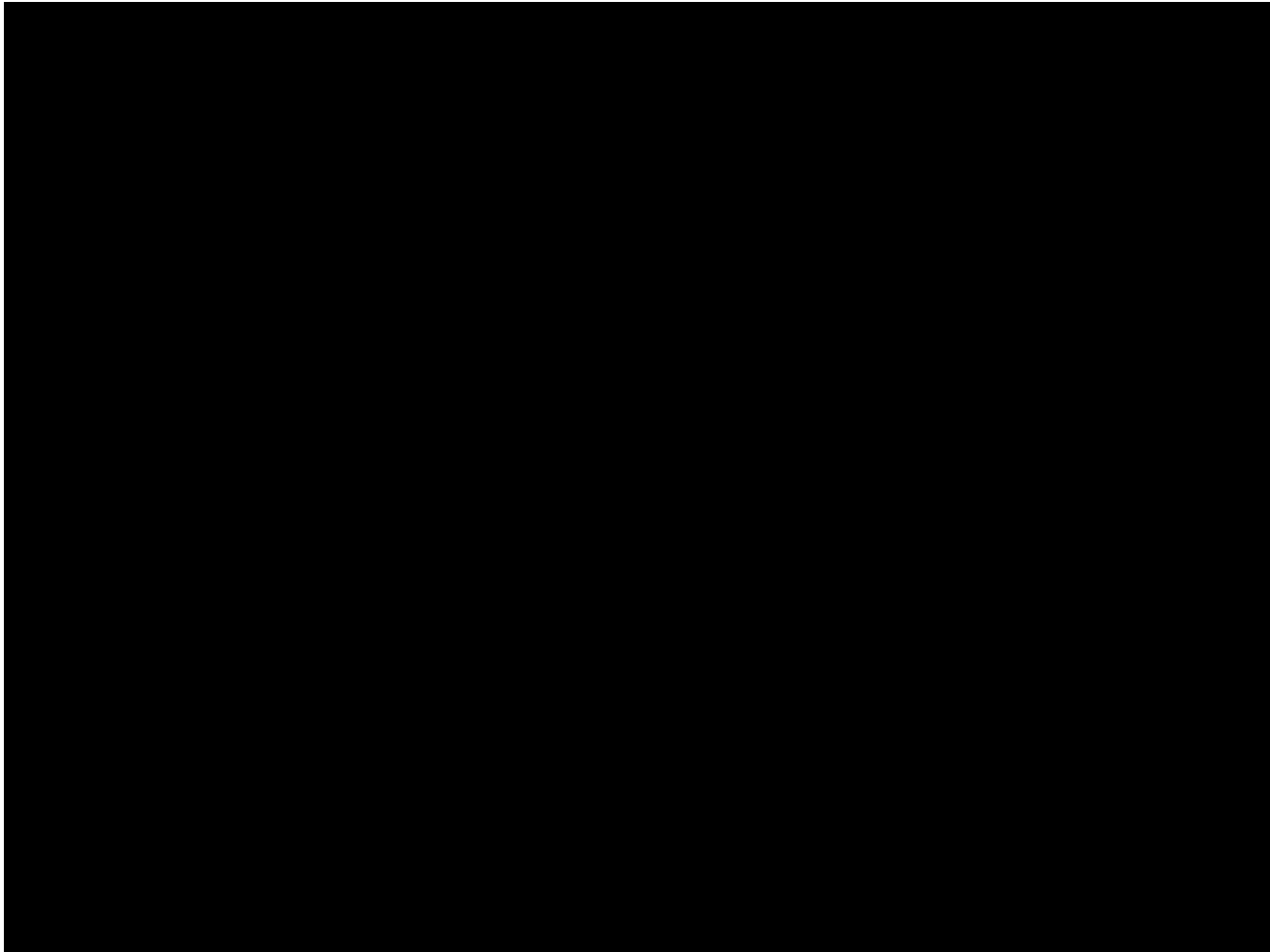


SKETCH

Create a quick visualization sketch of important parts of the text.

Reading- Listen to Miss Fernance read the book

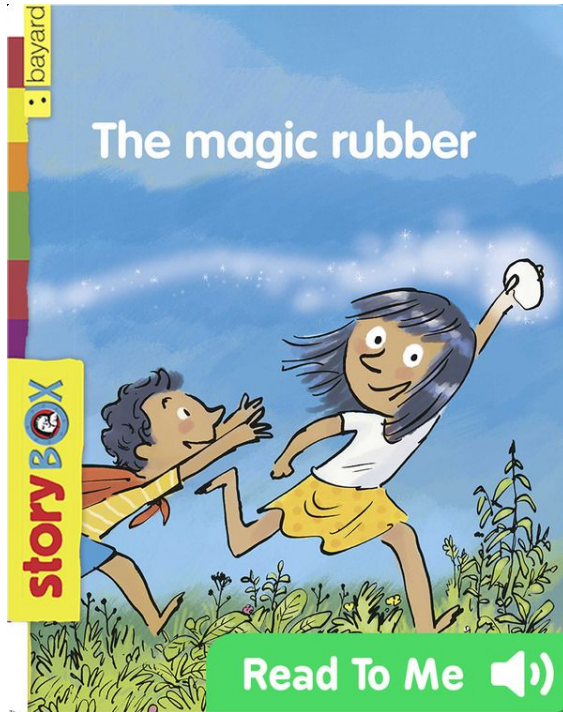
Pause several times throughout today's reading to visualise.



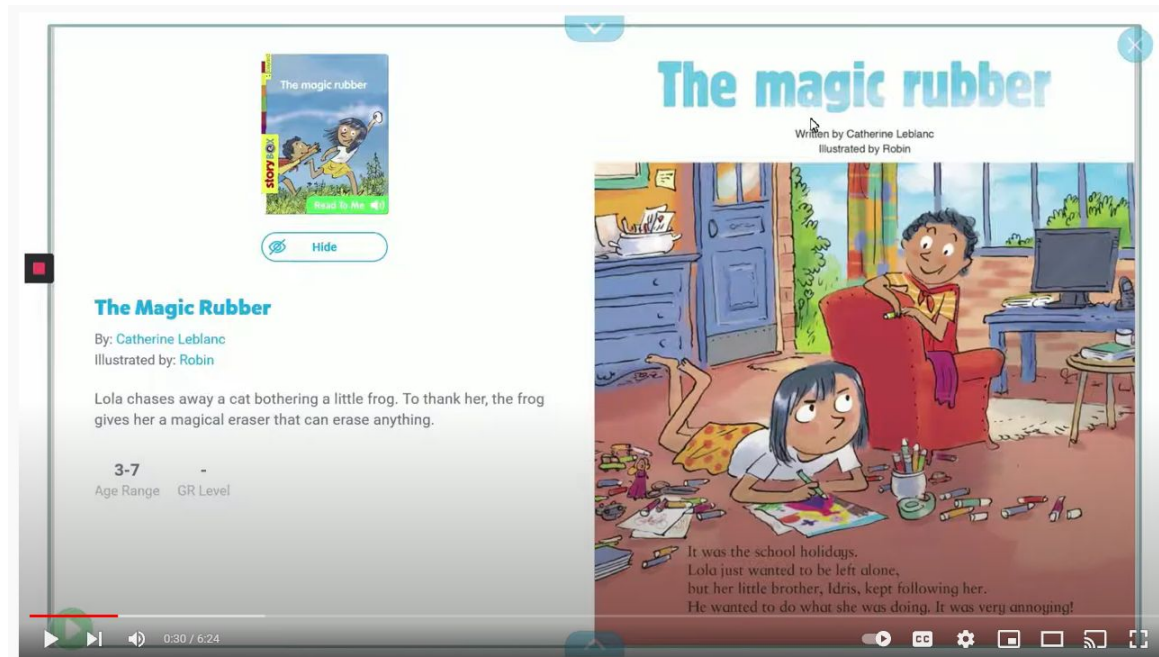
Listen to Miss Fernance read the story- 'The Magic Rubber' by Catherine Leblanc



Click here to listen to the instructions



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



[The Magic Rubber/Children's Stories](https://www.getepic.com)



Reading - Visualising

'The Magic Rubber' by Catherine Leblanc

After you have read 'The Magic Rubber' by Catherine Leblanc, answer the following questions.

1. What was the last part of the story that you read?
2. What happened at the end of the book?
3. What do you picture will happen next?
4. Make a drawing of your prediction to help you predict what will happen next.
5. Write about your prediction.





Click here to listen to the instructions

Writing - Learning Intention and Success Criteria

Learning Intention:

We are learning to :

- write a procedure on how to plant sunflowers



Success Criteria:

I will be successful if I :-

- write a title
- Include my materials and equipment
- Start my directions with a time connective and/ or action verb
- My steps follow a sequence



Click here to
listen to the
instructions

Task D Writing

Procedure

Write a procedure on how to plant sunflowers

Please include:

- a Title for your procedure
- Materials or equipment that you need
- Step by step instructions



Task D Writing

Example on how to set out your work

How to grow a tomato plant

Aim:

To grow a tomato plant successfully

Equipment and Materials

1 plastic pot or soil patch, Spade, Tomato seeds, Soil, Water, Watering can

Method

1. First, take your pot and scoop up some soil into it with your spade.
2. Next, make a hole in the centre of your pot in the soil using your finger
3. Then, place your tomato seed into the hole you have created
4. After that ,.....



Break 1 - **Rain in Tiwi**

Watch: 'Rain in Tiwi'

Respond: Listen to the ABC Little Yarn to learn about and listen to Country.



Mathematics

Student resources

Mathletics



Click here to listen to the instructions

Complete an activity on Mathletics for 20 minutes



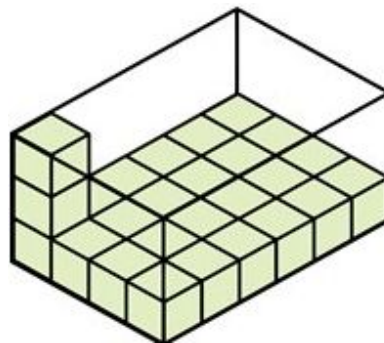
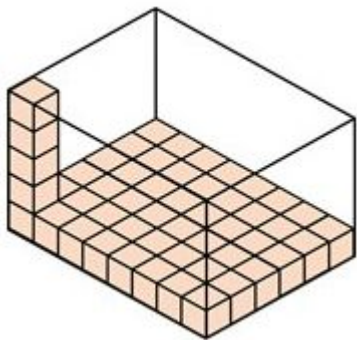
Volume



Click here to listen to the instructions

Learning Intention

We are going to learn to use the cubic centimetre as a unit to measure volumes.



Success Criteria

- I can use the cubic centimetre as a unit to measure volumes.
- I can count the number of cubic centimetre blocks to determine the volume of objects.
- I can record volumes using the abbreviation for cubic centimetres (cm^3).

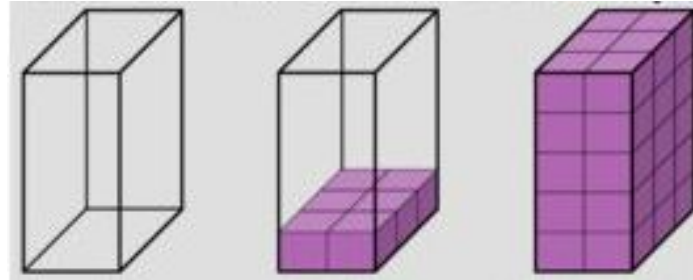
What is Volume?



Click here to listen to the instructions

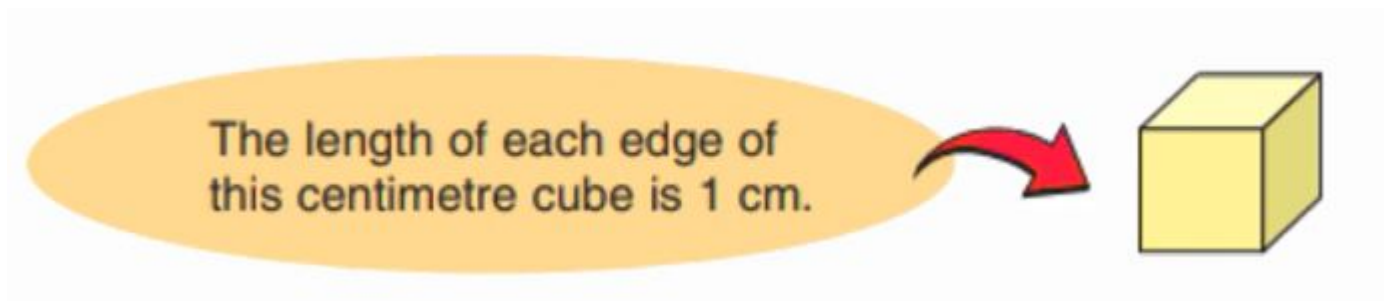


Volume is the amount of space a 3D object takes up.



We can use cubic centimetres to measure volume.

A centimetre cube has a volume of one cubic centimetre (1 cm^3).



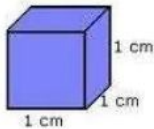
We record cubic centimetres with the abbreviation **cm³**.



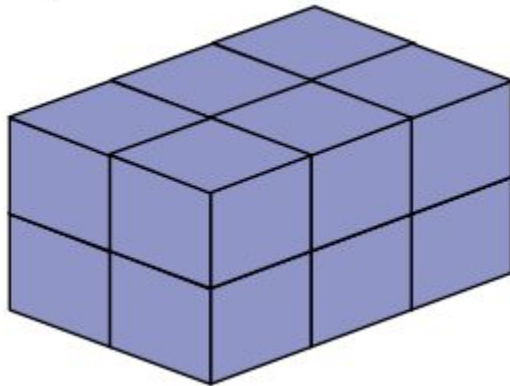
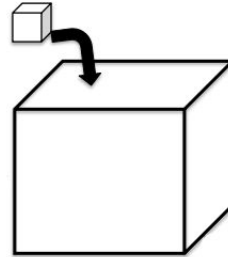
Click here to listen to the instructions

Volume

We can measure the volume of a 3D object by counting how many centimetre cubes fit inside it.



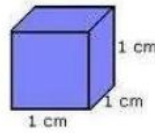
Cubic centimeter
(cm³)



This 3D object has a volume of 12 cubic centimeters (12 cm³) because 12 centimetre cubes fit inside it!

Volume = 12 cm³

Remember to count the centimetre cubes that you cannot see!



Cubic centimeter
(cm³)



**Click here to
listen to the
instructions**

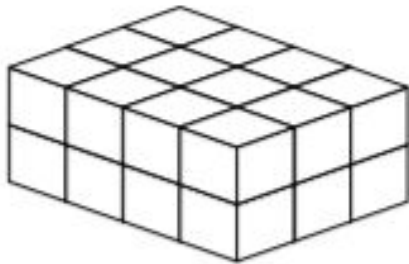
Activity B:

Count the cubes and find the volume of each object.

Remember to write the unit of measurement **cm³** at the end of your **answer!**

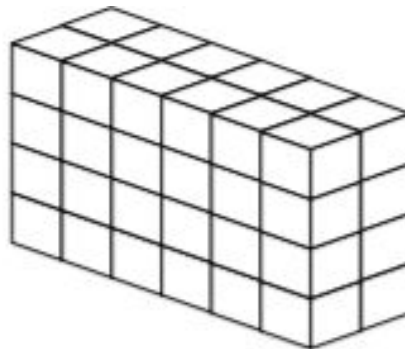
The first one has been done for you.

1.

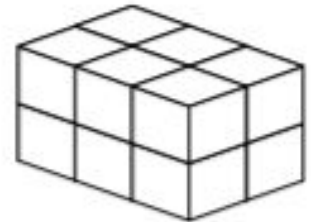


Volume = 24 cm³

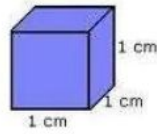
2.



3.



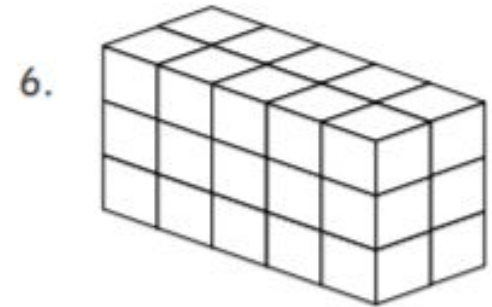
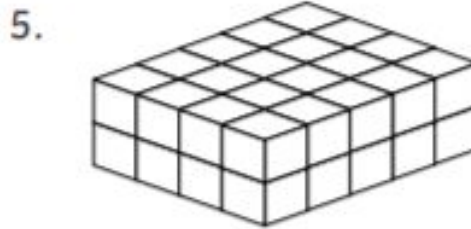
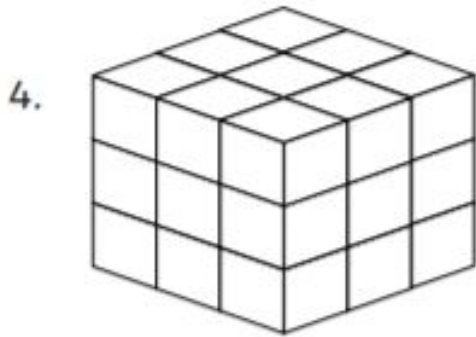
**Remember to count
the centimetre cubes
that you cannot see!**

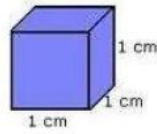


Activity B:

Cubic centimeter
(cm³)

Count the cubes and find the volume of each object.



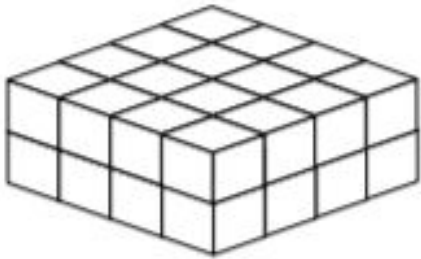


Activity B:

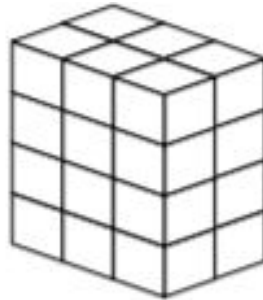
Cubic centimeter
(cm³)

Count the cubes and find the volume of each object.

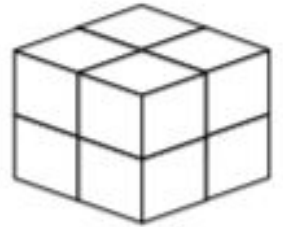
7.

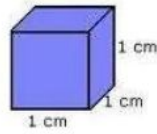


8.



9.



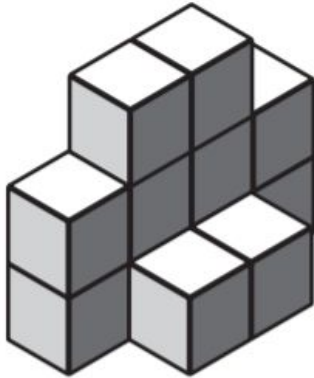


Click here to listen to the instructions

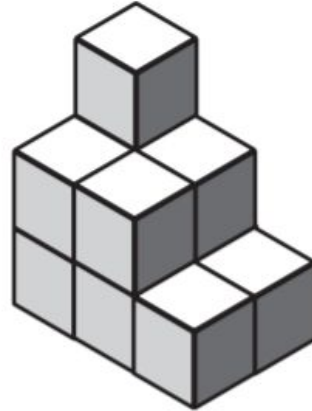
Activity B: Extension **Cubic centimeter** (cm³)

Count the cubes and find the volume of each object.

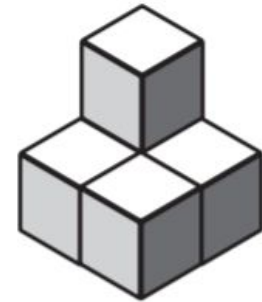
1.



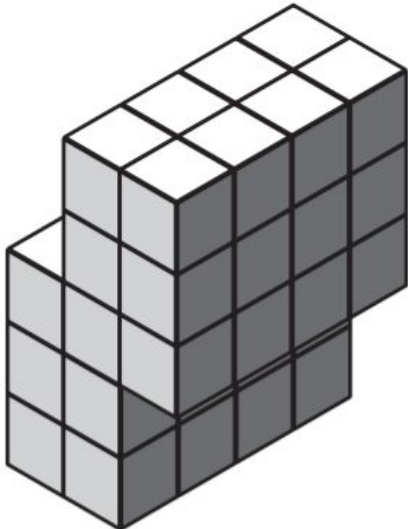
2.



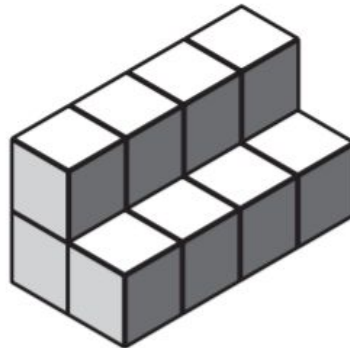
3.



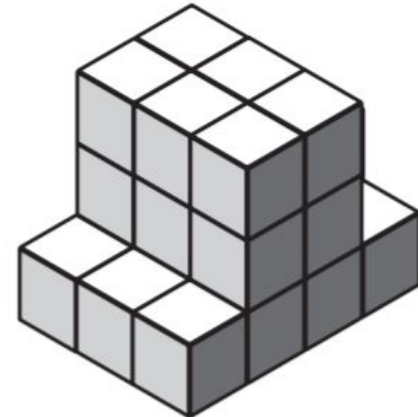
4.



5.



6.

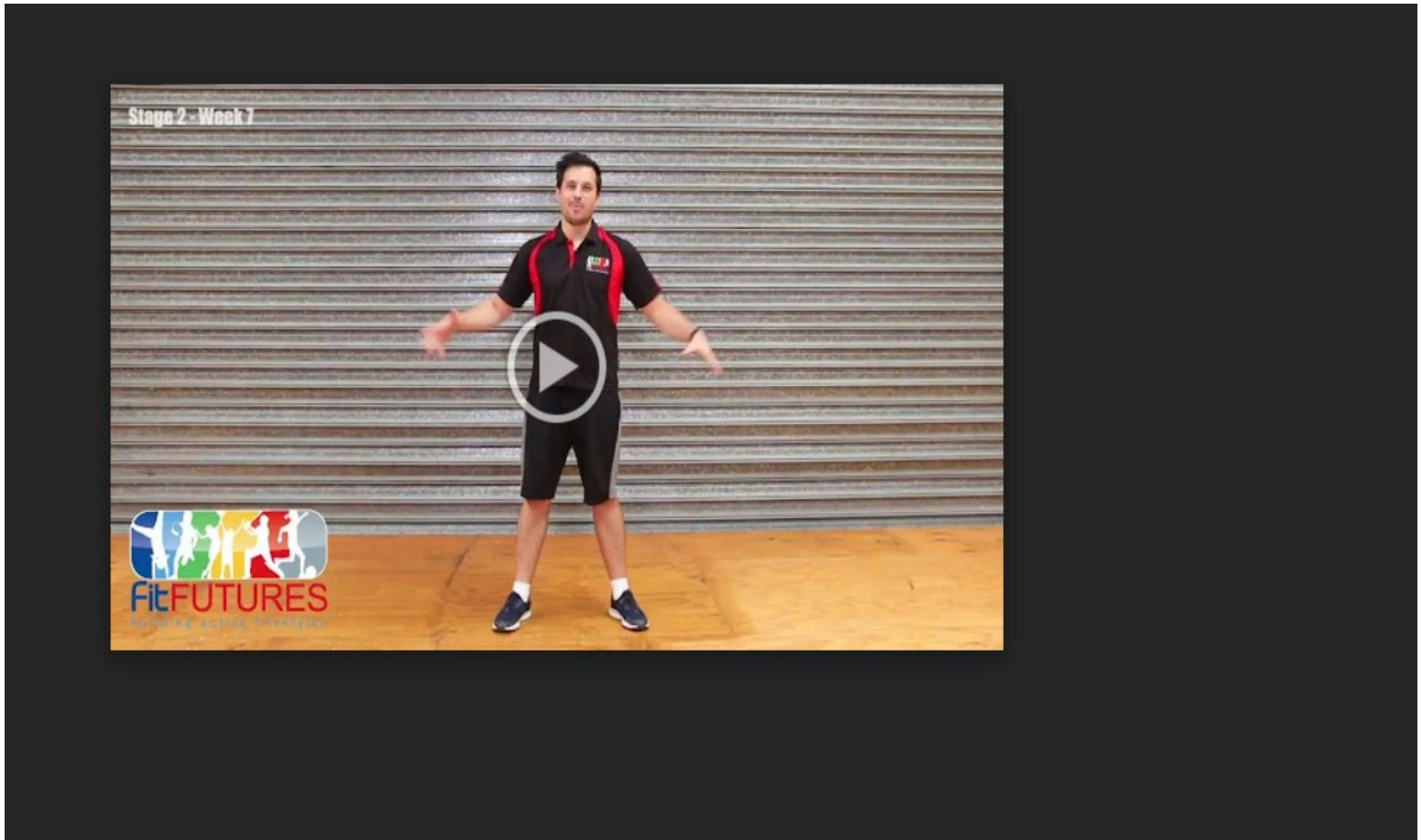


Break 2 - Relieve Anxiety

Watch: 'Relieve Anxiety'

Respond: Watch and follow along to Go Noodle's 'Relieve Anxiety' to practice breathing to relieve stress and anxiety.

Dance Lesson Stage 2





PDH - Health





We are learning to identify medical conditions to help influence our choices and behaviours.



What are some common medical conditions?

Asthma

What is Asthma?

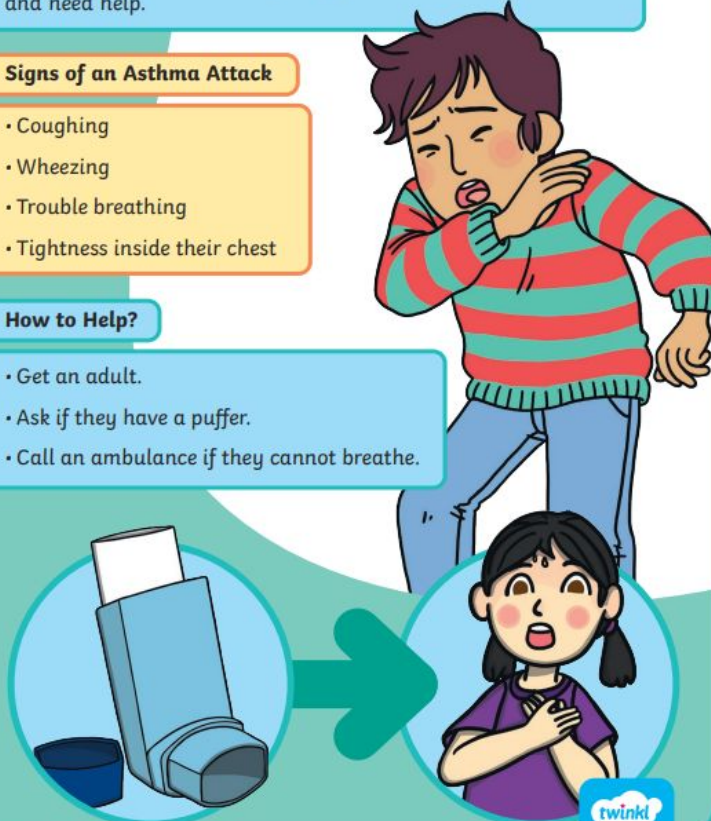
People who have asthma have sensitive airways. When something triggers their asthma, their airways narrow and they have trouble breathing. They can have an asthma attack and need help.

Signs of an Asthma Attack

- Coughing
- Wheezing
- Trouble breathing
- Tightness inside their chest

How to Help?

- Get an adult.
- Ask if they have a puffer.
- Call an ambulance if they cannot breathe.



The illustration shows a boy in a red and green striped sweater looking distressed, holding his chest with one hand. Below him, a girl in a purple shirt is shown using a blue inhaler. A large green arrow points from the inhaler to the girl, indicating the use of the device. The Twinkl logo is visible in the bottom right corner of the illustration.



What are some common medical conditions?

Anaphylaxis

What is Anaphylaxis?



Anaphylaxis is a severe allergy reaction to something.

Signs of Anaphylaxis

- Swelling of the face and tongue
- Breathing difficulties
- Hives/rashes
- Coughing
- Fainting
- Floppy body

How to Help?

- Send for help.
- Get an adult.
- Call an ambulance.
- Use an epipen.
- Use their medication if they have some.





What are some common medical conditions?

Diabetes

What is Diabetes?



Diabetes is too much glucose in the blood. The body cannot produce enough insulin.

Signs of a Diabetes Emergency

High Sugar Level	Low Sugar Levels
<ul style="list-style-type: none">• Thirsty• Tired• Hot/dry skin	<ul style="list-style-type: none">• Weak/shaking• Lack of concentration• Sweaty• Irritability• Headache• Numbness around lips and fingers• Dizziness• Hunger

How to Help?

- Call for help from an adult.
- If you are ever unsure whether it's too high or too low, give them sugar, such as jellybeans or soft drink.
- Offer water.
- Get them to check their sugar levels.
- Offer them their medication if they have some.
- Call an ambulance if needed.





What are some common medical conditions?

Epilepsy

What is Epilepsy?




Epilepsy is a disease of the brain. When there is a temporary electrical disruption in the brain, people can have a seizure.

Signs of an Epileptic Seizure

- Falling to the ground and jerking
- Stiffen and lay rigid for a moment
- Look pale and have blue lips
- Have lots of saliva coming out their mouth

How to Help?

- Get an adult to help.
- Move things around them so they don't hurt themselves.
- Time the seizure.
- Call an ambulance if the seizure lasts more than 5 minutes or they injure themselves in the process.





View the following clip to learn more about food allergies.

[Food Allergy Week - Classroom - BTN \(abc.net.au\)](http://abc.net.au)



1 in 20 children in Australia have a food allergy. These are the most common - cows milk, soy, egg, fish, shellfish, wheat and nuts. The reactions they have to these foods can be life threatening.



EpiPens are used if someone is having a severe allergic reaction to something they have eaten or come into contact with such as bee stings and latex. It is important that if someone has anaphylaxis they always have one of these near them.



It is important that at school we do not share food as it may be unsafe for some children to eat. If we know someone has anaphylaxis to a particular food, we need to be careful around that person as even being near the food can cause an allergic reaction.



View the following clip to learn more about diabetes

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



Discussion Time



Discuss with a member of your family different choices people with these medical conditions may make as a result of their condition.

E.g a diabetic may not eat many lollies at a party, a chronic asthmatic may choose to not run the school cross country, someone with anaphylaxis may not want to play over near the flowered bushes because of the bees.

What can we do to support these people to help combat these hurdles?



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



Task: A student in your class has anaphylaxis and they are allergic to nuts. The class are planning an end of year party and some people are bringing in food. What are some things your class will need to do to make sure the party is safe for everyone? Think about what labels need to be on foods, how food is going to be served, what plates and cutlery will there be, how the party is set up and is there access to first aid (an EpiPen) if needed?



Reflection: Discuss with an adult what you learnt about different medical conditions and how we can help keep others safe by not sharing food and learning what helps them to stay healthy.





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

Wellbeing Friday



Friday

Student resources

Friday Week 2



Day

Friday

Happy Wellbeing Day!

Wellbeing means being healthy, hopeful and comfortable. Learning is a part of good wellbeing, but sometimes it's good to take a break. Today I will not be posting or marking any work. You will still need to check in and upload a picture of you completing one activity from the grid on the next slide.

We would like you to limit your screen time today and encourage you to go outside, play and spend time doing something you enjoy. Take some time to refresh, look after yourself and *smile!*



*Remember to check in on
Google Classroom*

Wellbeing Day Term 4 Week 2

Dance 2 B Fit

Join your teacher and classmates for some fun dancing!
The time and zoom link can be found below this table.



Showtime!

Read these 3 names.
Elastigirl, Batman, Superman.
Find a family member and act out these 3 superheroes. See if they can guess who you are!



You're super!

Draw yourself as a superhero. Think about what your special power could be. What is your weakness? Tell a family member a story about your superhero.



Become a Musician!

Find some items around your home that you could use as a musical instrument (bowls, pans, cans, plastic packets, cups). Make your superhero theme song.



Get Building!

Pretend that you are a superhero. You are going to need a Superhero HQ (Headquarters). Use items from your home (cardboard boxes, couch cushions, blankets) to make one.



Be a Super Helper!

Superheroes help people. Think about your superpowers. Can you use your super speed to help your family do the dishes? Can you use your super strength to carry the dirty clothes to the washing machine? How can you use your superpowers to help your family?



Dance 2 B Fit time: __: __ a.m. **Zoom link:** <https://us05web.zoom.us/j/86339578399?pwd=bVJKbHhFTzNBbmY1QmFNV3FIQU1WQT09>

*Upload photos and videos of your
Wellbeing activities to Google
Classroom*

