NSW Department of Education

Kearns PS Online Learning – Stage 2

Daily Lessons

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Monday

Week 3

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English

Student resources

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Task A - Independent reading

Click here to listen to the instructions

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 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

Click here to listen to the instructions

Spelling Revising the **ir** 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.

swirl	birth	first
circuit	confirm	thirsty
squirm	quirky	birthday
thirteen	circumstance	circumnavigate

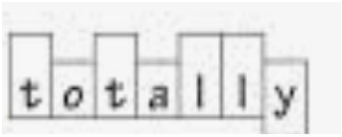
Spelling Activities

Spelling

Revising the **ir** sound

Search for 5 **ir** 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 **ir** 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.

Click here to listen to the instructions

Reading - Predicting

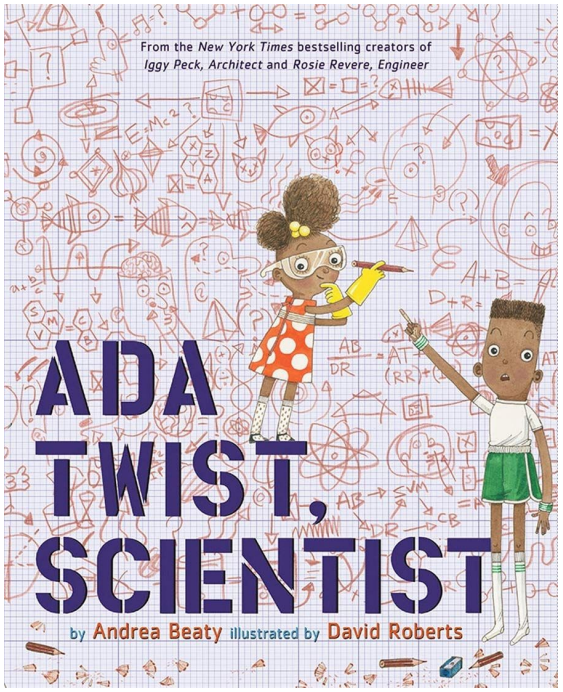
'Ada Twist, Scientist' *by Andrea Beaty*

We can use clues from the images and 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 word scientist may mean?
2. Find the meaning for scientist in the dictionary and write the meaning.
3. Look at the cover of the book and predict the story.

- What do you think the story will be about?
- Who could be the characters in the book?
- What big events will happen in the story?
- What do you think the little girl is doing?
- Predict what could happen in the middle and at the end of the story.



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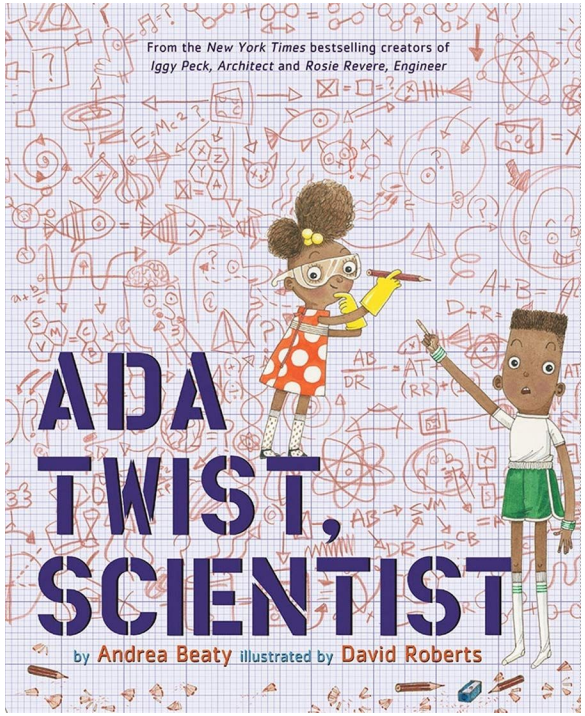
Reading- Listen to Miss Fernance read the book

Listen to Miss Fernance read the story-

'Ada Twist, Scientist' *by Andrea Beaty*

Click here to listen to the instructions



Epic - Books for Kids (getepic.com)

Ada Twist, Scientist by Andrea Beaty

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upload on google docs

Click here to listen to the instructions

Reading - Predicting

'Ada Twist, Scientist' *by Andrea Beaty*

1. What parts of the prediction of the story were you right about?

1. Who are the characters in the story?

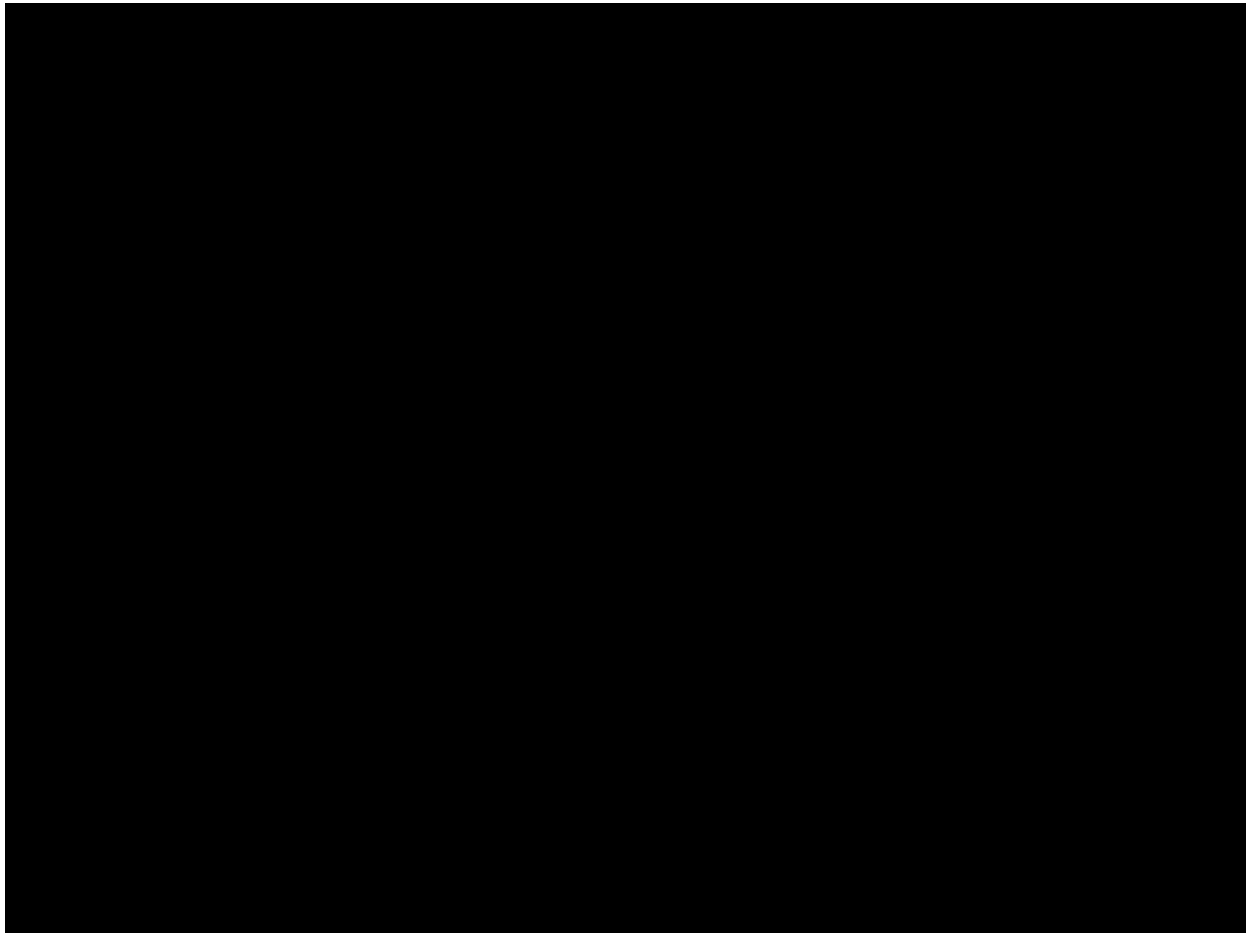
1. Where does the story take place?

1. What big events happened in the story?

1. What was the little girl doing on the front cover?

1. What is a hypothesis?

Watch the video to learn about writing Procedures



Writing - Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention:

I am learning to :

- write a procedure on how to make pancakes
- write step by step instructions in my procedure

Success Criteria:

I will be successful if my steps :-

- tell me what to do
- start with an action verb
- are numbered
- follow a sequence

Task D Writing Procedure

Write a procedure on how to make Pancakes.

Complete the title and missing parts of the Equipment list.

Hint read the directions on the next slide to see what equipment is needed.

Title:

Ingredients	Equipment
1 cup of self-raising flour	----------
1 tablespoon of sugar	Wooden spoon
1 egg, lightly beaten	whisk
¾ cup of milk	----------
50 g butter, melted	----------

Click here to listen to the instructions

Task D Writing Procedure

Write a procedure to make Pancakes.

Add action verbs to your steps. Hint: Action verbs are doing words like mix, pour or whisk

Method:

1. --------- your hands with soap and then gather all the ingredients.
2. ---------- the flour and sugar in a mixing bowl.
3. ---------- in the egg.
4. ---------- in the milk a little at a time until the batter is smooth and lump free.
5. ---------- the pan on medium heat.
6. ---------- butter over the cooking surface.
7. Pour ¼ of a cup of the pancake mixture into the middle of the pan.
8. ----------the pancake over when large bubbles form on the surface.
9. ----------until lightly golden on the other side

Break 1 -

“Up and Moving”

Watch: ‘Up and Moving’
Respond: Watch and follow along to Go Noodle’s ‘Up and Moving’ mindfulness exercise to practice getting your mind and body moving.

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Mathematics

Student resources

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Mathletics

Click here to listen to the instructions

Complete an activity on Mathletics for 20 minutes

Decimals

Click here to listen to the instructions

Learning Intention

We are going to learn to use decimal notation to express whole numbers and tenths as decimals.

Success Criteria

- I can recognise the decimal shown by the model.
- I can apply decimal notation correctly to express whole numbers and tenths as decimals.
- I can convert fractions to decimals.

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Decimals

Watch the video to learn about decimals.

Decimals In Everyday Life

Click here to listen to the instructions

Decimal numbers are all around us. They are so common in our everyday lives that we may not even realise when we are using them!

Decimal numbers are seen in:

- amounts of money
- temperatures
- distances
- masses
- times

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What are Decimals?

Click here to listen to the instructions

A decimal number is another way of writing a number which contains a fraction.

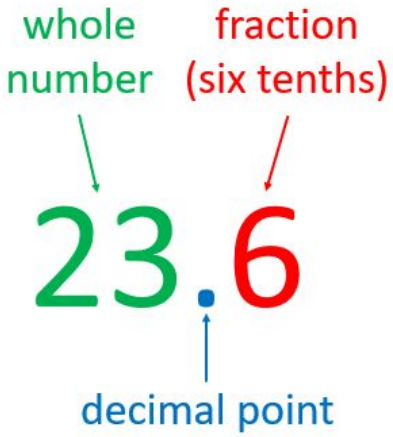
Decimal numbers may be less than or greater than 1.0.

Decimals are used to write a number that is **not whole**. Decimal numbers are 'in between' numbers - they are in between whole numbers.

Decimals help us to be more precise.

The decimal point is used to separate the whole numbers from the fractions.

It is always placed between the units column and the tenths column.



Decimals

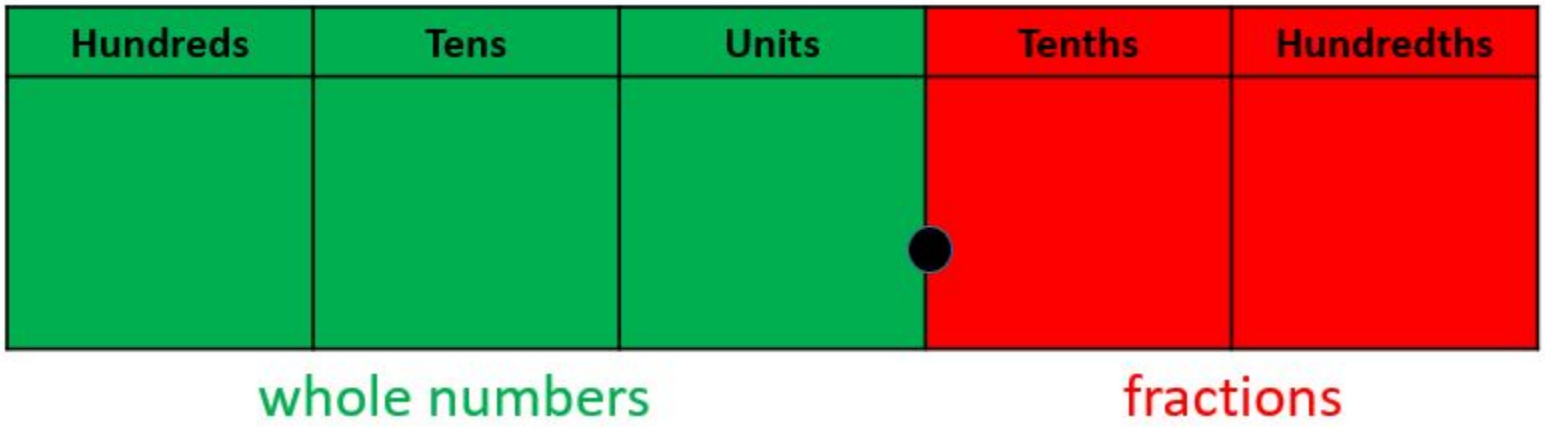
Click here to listen to the instructions

When writing decimal numbers, each digit holds a place.

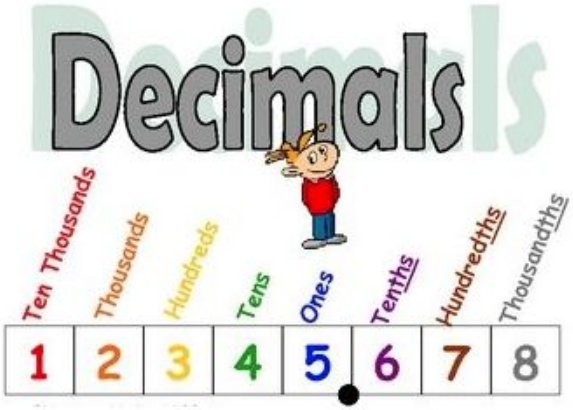
This place (or position) represents the value of that digit within the number.

If there are any whole numbers in the decimal, these belong on the **left-hand side** of the decimal place.

Any fractions, or parts of a whole, belong on the **right-hand side** of the decimal place.



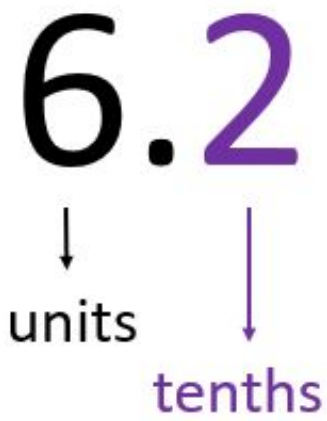
Decimals

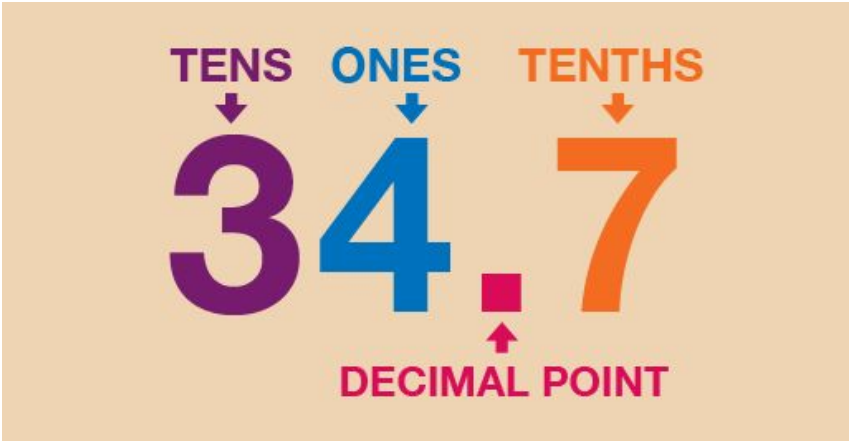


Click here to listen to the instructions

The first column on the right-hand side of the decimal point is the tenths column.

The tenths column is ten times smaller than the units column.



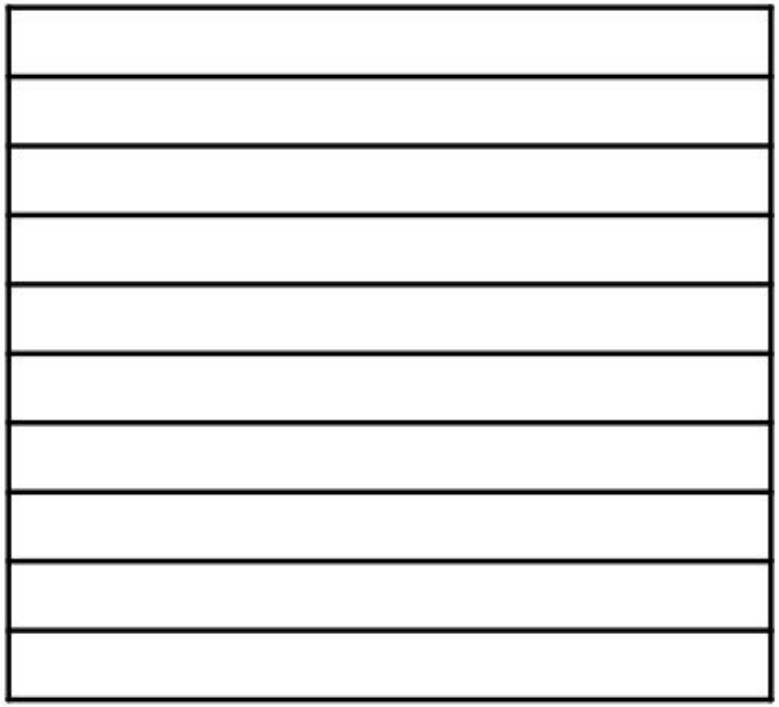


Decimal Square
0.1 to 10

0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1
1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2
2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3
3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4
4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	5
5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	6
6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	7
7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	8
8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	9
9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	10

Writing Fractions as Decimals

Click here to listen to the instructions



This square represents **one whole**.

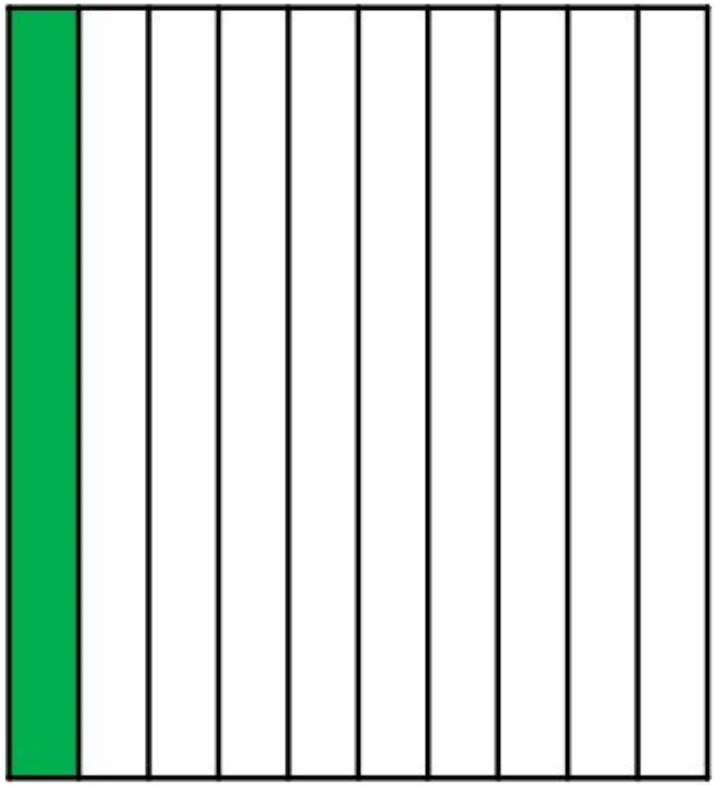
The whole has been divided into ten equal parts.

Another way of saying this is that the square has been divided into ten-tenths.

$\frac{10}{10}$ = 1 whole

Writing Fractions as Decimals

Click here to listen to the instructions



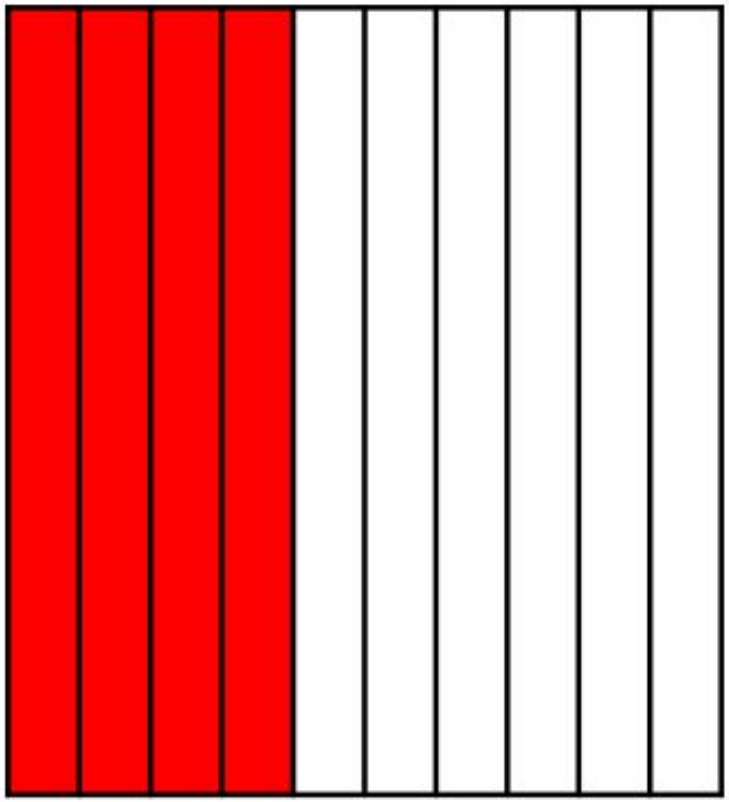
The coloured section represents **one-tenth** of the whole square.

As a ***fraction***, this is written as $\frac{1}{10}$

As a ***decimal***, this is written as **0.1**.

Click here to listen to the instructions

Writing Fractions as Decimals



The coloured section represents **four-tenths** of the whole square.

As a ***fraction***, this is written as $\frac{4}{10}$

As a ***decimal***, this is written as **0.4**.

upload on google docs

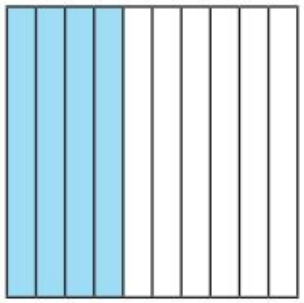
Click here to listen to the instructions

Activity B:

All the squares below have been separated into ten equal parts.

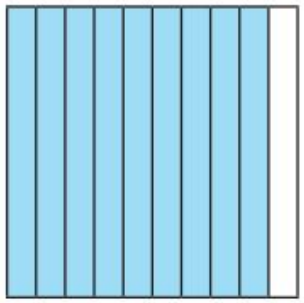
Each part is 1/10. To write this as a decimal you could write 0.1.

For all the squares below, write the fraction shaded as both a fraction and a decimal.

1. 

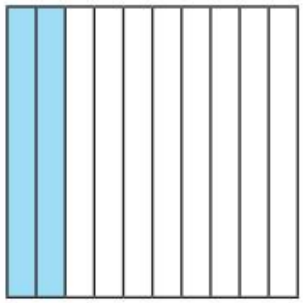
Fraction: _____

Decimal: _____

2. 

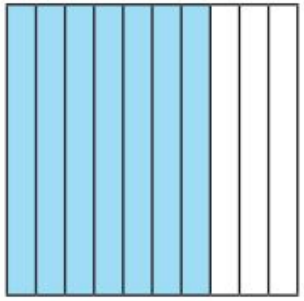
Fraction: _____

Decimal: _____

3. 

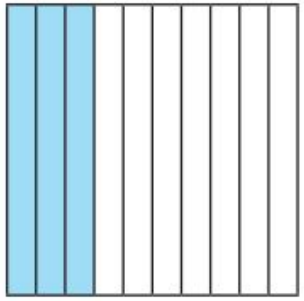
Fraction: _____

Decimal: _____

4. 

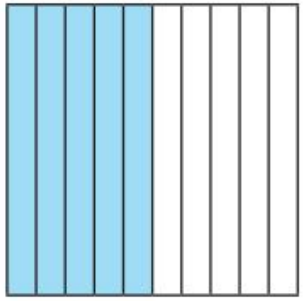
Fraction: _____

Decimal: _____

5. 

Fraction: _____

Decimal: _____

6. 

Fraction: _____

Decimal: _____

Activity C:

Click here to listen to the instructions

Convert the following fractions **into decimals.**

For example $\frac{1}{10}$ **would be written as 0.1.**

1. $\frac{7}{10}$ = _____

2. $\frac{4}{10}$ = _____

3. $\frac{6}{10}$ = _____

4. $\frac{3}{10}$ = _____

5. $\frac{9}{10}$ = _____

6. $\frac{5}{10}$ = _____

7. $\frac{2}{10}$ = _____

8. $\frac{8}{10}$ = _____

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Activity C: Extension

Click here to listen to the instructions

Convert the following fractions **into decimals.**

1. $4\frac{8}{10} =$ _____

2. $2\frac{7}{10} =$ _____

3. $6\frac{7}{10} =$ _____

4. $1\frac{2}{10} =$ _____

5. $3\frac{6}{10} =$ _____

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PE

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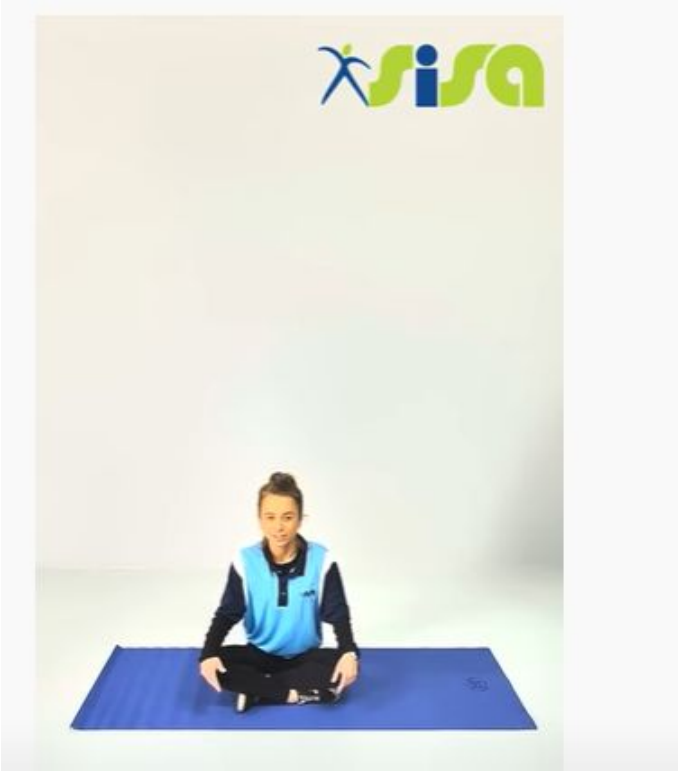
PD

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

SISA Fundamental Movement Skills Lesson



Break 2 -

Stars in Arabana

Watch: ‘Stars in Arabana’
Respond: Listen to the ABC Little Yarn to learn about and listen to Country.

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Monday

Science

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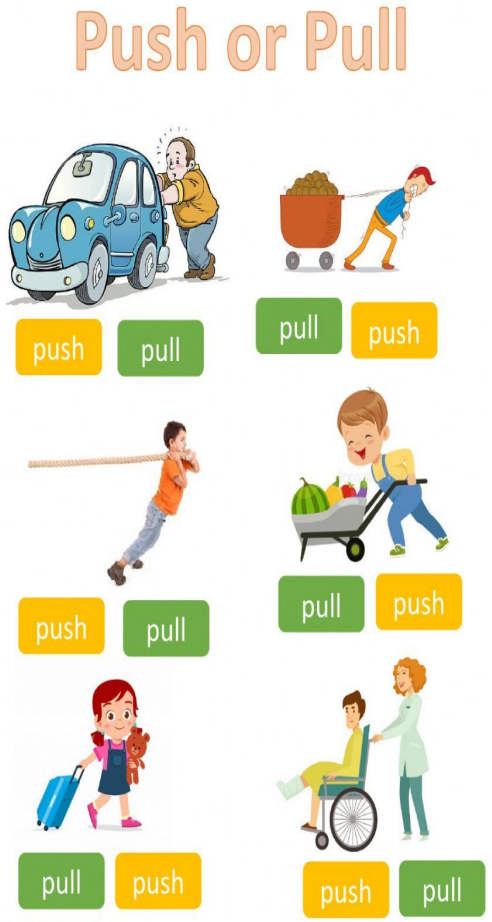
Forces

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?



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.

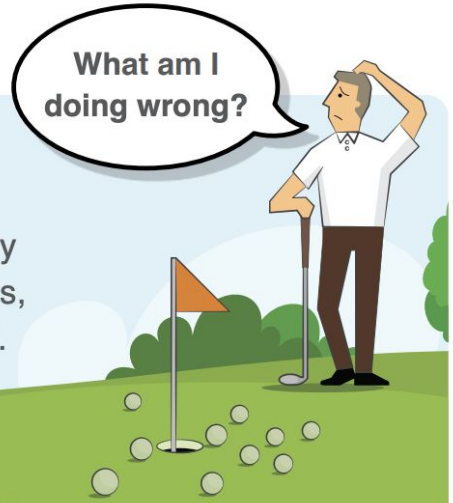
What forces are happening?	Are they all contact (touch) forces?

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 and Mrs Nagan.

Reflection Points:

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

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Kearns PS Online Learning – Stage 2

Daily Lessons

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Tuesday

Student resources

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English

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Task A - Independent reading

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Independent reading

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ABC Reading Eggs | Where Children Learn to Read Online

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Spelling

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Task b - Spelling

Click here to listen to the instructions

Spelling Revising the **ir** 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.

swirl	birth	first
circuit	confirm	thirsty
squirm	quirky	birthday
thirteen	circumstance	circumnavigate

Spelling/Grammar

Verbs

A verb (doing verb) shows that an action is happening.

For example: They jump up and down on the trampoline.

Charlotte and Atalia dance on Thursdays and Saturdays.

Selena throws the ball and Marie catches the ball.

Issa eats his lunch and Eldeen drinks his juice.

Task b Spelling/Grammar

Choose the correct verb

1. Fill in the verbs.
2. a The seagulls _____ loudly.
3. b The prisoner _____ from jail.
4. c Amelia's mother _____ her hair.
5. d Raeesah _____ rubbish in the bin.
6. e Adem _____ the paper into a ball.
7. f The customer _____ the shopkeeper.
8. g My dog _____ his tail.

escapes
crumples
pays
wags
brushes
puts
squawk

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Reading- Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention

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

Success Criteria:

We will be successful if we:

- Can answer the question and understand the text.
- Connect the text to ourselves by using our prior knowledge and experiences.

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Click here to listen to the instructions

Reading - Making Connections

'Ada Twist, Scientist' *by Andrea Beaty*

Today we are focusing on 'making connections' as a comprehension strategy.

Making connections is using what you know to understand what you are reading.

Good readers make connections to better understand the text.

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

- What do I already know about this topic?
- Does this remind me of something?
- Has something like this ever happened to me or someone I know?
- Is this story similar to another story I have read?
- How is this similar to things that happen in the real world?

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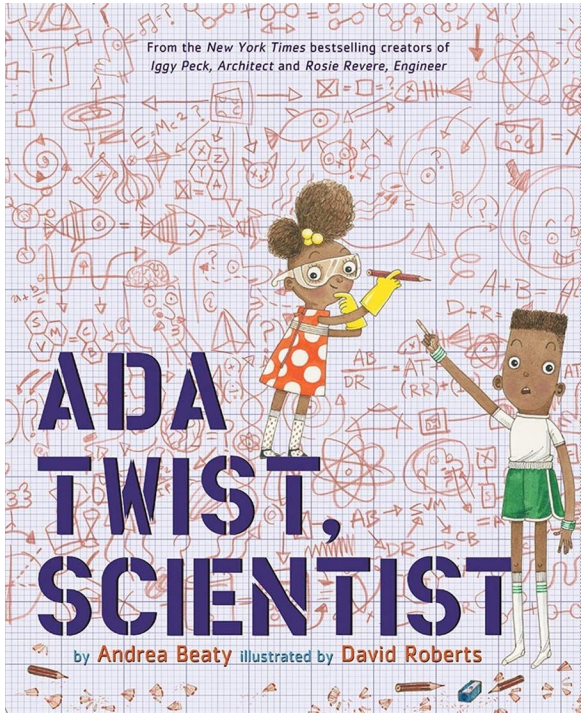
Reading- Listen to Miss Fernance read the book

Listen to Miss Fernance read the story-

'Ada Twist, Scientist' *by Andrea Beaty*

Click here to listen to the instructions



Epic - Books for Kids (getepic.com)

Ada Twist, Scientist by Andrea Beaty

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TEXT TO SELF CONNECTION

You are connecting the story to your own life, experiences, and feelings.

- This reminds me of . . .
- I understand how the character feels because . . .
- The setting makes me think about another place . . .
- I experienced this myself . . .

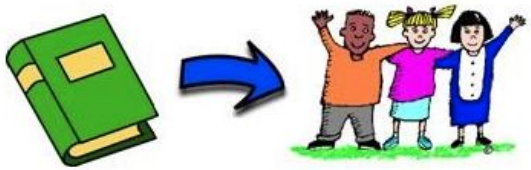
Click here to listen to the instructions

Reading - Connecting Text to Self

'Ada Twist, Scientist' *by Andrea Beaty*

After reading Ada Twist, Scientist by Andrea Beaty, answer the following questions to make connections between the text and yourself.

1. What does the story remind you of from your own life?
2. How is Ada Twist similar to you?
3. How is Ada Twist different to you?
4. Ada Twist was very curious from the time she was born. Have you ever been curious about something? What were you curious about?
5. Ada Twist performs experiments to test her hypotheses. Have you ever performed an experiment? What happened in your experiment?



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Writing - Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention:

I am learning to :

- write a procedure on how to make a milkshake
- use the correct structure in my procedure

Success Criteria:

I will be successful if I :-

- write a title that tells the reader the aim of my procedure
- Include my materials and equipment
- Start my directions with an action verb
- Include steps that follow a sequence

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Task D Writing

How to Make a Strawberry Milkshake

Aim: To make a delicious strawberry milkshake treat

Ingredients
Milk
Ice cream
Whipped cream
Strawberries

Equipment
Blender
Measuring cup
Glass and straw
Ice cream scoop

Method:

1. Pour 1 cup of cold milk into the blender.
2. Add 2 scoops of ice-cream to the blender.
3. Add 1/3 cup strawberries to the blender.
4. Blend your ingredients for 1 minute.
5. Pour your milkshake into a tall glass and insert your straw.
6. Add a swirl of whipped cream and a strawberry to the top.

You can enjoy your milkshake as a sweet treat and add your favourite toppings or sprinkles.

upload on google docs

Click here to listen to the instructions

Task D Writing

How to Make a Strawberry Milkshake

Answer the questions below:

1. What is this procedure about?
2. List the ingredients and equipment needed to make the milkshake?
3. How many steps are there in this procedure?
4. What types of words are used at the beginning of each step? (e.g. noun, verb, adjective)

Your next task is to write your own procedure for making a milkshake that you like to drink.

Design your ultimate milkshake. What flavour is it?
What toppings would you add? Draw a picture with labels.
Give your milkshake an exciting name that would make people want to try it.

Break 1-

‘Twist and Turn’

Watch: ‘Twist and Turn’
Respond: Watch and follow along to Go Noodle’s ‘Twist and Turn’ mindfulness exercise to practice twisting and turning your body to release negative emotions.

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Mathematics

Student resources

NSW GOVERNMENT

Mathletics

Click here to listen to the instructions

Complete an activity on Mathletics for 20 minutes

Decimals

Click here to listen to the instructions

Learning Intention

We are going to learn to use decimal notation to express whole numbers, tenths and hundredths as decimals.

Success Criteria

- I can recognise the decimal shown by the model.
- I can apply decimal notation correctly to express whole numbers, tenths and hundredths as decimals.
- I can convert fractions to decimals.

Decimals In Everyday Life

Click here to listen to the instructions

Decimal numbers are all around us. They are so common in our everyday lives that we may not even realise when we are using them!

Decimal numbers are seen in:

- amounts of money
- temperatures
- distances
- masses
- times

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What are Decimals?

Click here to listen to the instructions

A decimal number is another way of writing a number which contains a fraction.

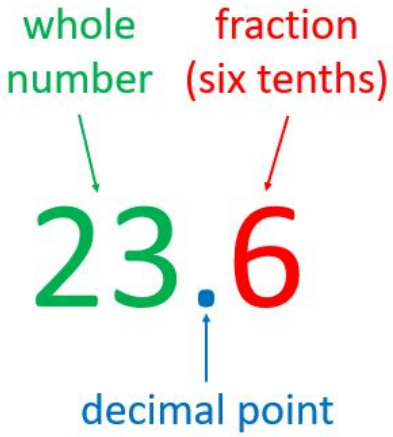
Decimal numbers may be less than or greater than 1.0.

Decimals are used to write a number that is **not whole**. Decimal numbers are 'in between' numbers - they are in between whole numbers.

Decimals help us to be more precise.

The decimal point is used to separate the whole numbers from the fractions.

It is always placed between the units column and the tenths column.



Decimals

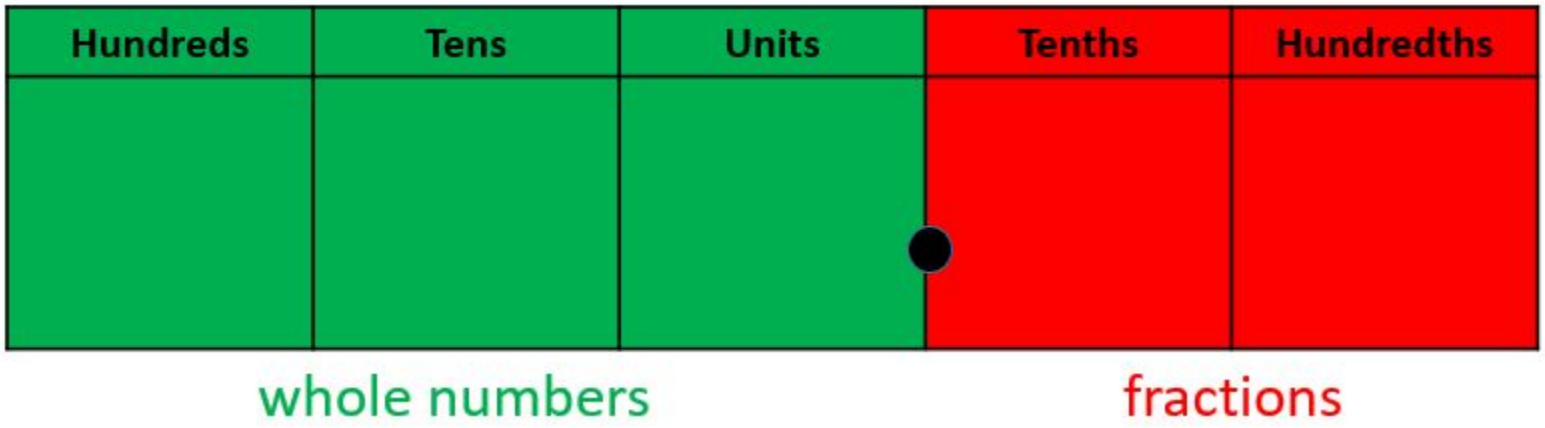
Click here to listen to the instructions

When writing decimal numbers, each digit holds a place.

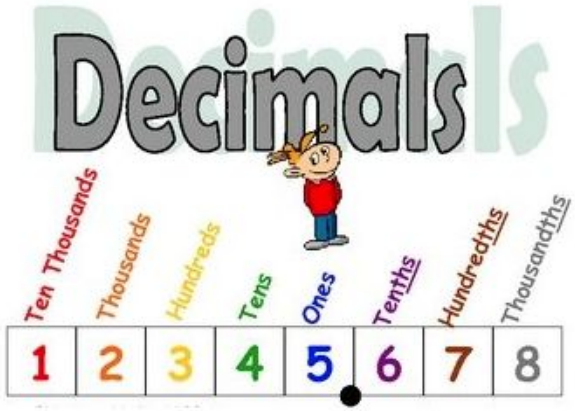
This place (or position) represents the value of that digit within the number.

If there are any whole numbers in the decimal, these belong on the **left-hand side** of the decimal place.

Any fractions, or parts of a whole, belong on the **right-hand side** of the decimal place.



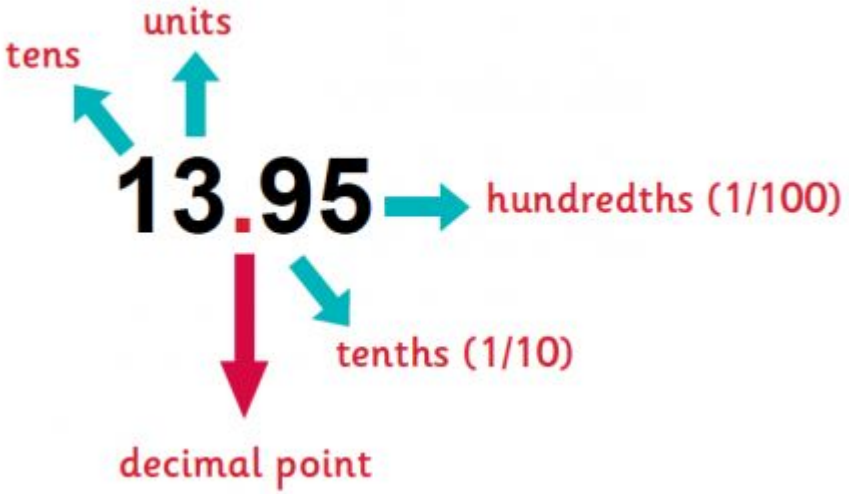
Decimals



Click here to listen to the instructions

The second column on the right-hand side of the decimal point is the hundredths column.

The hundredths column is ten times smaller than the tenths column.



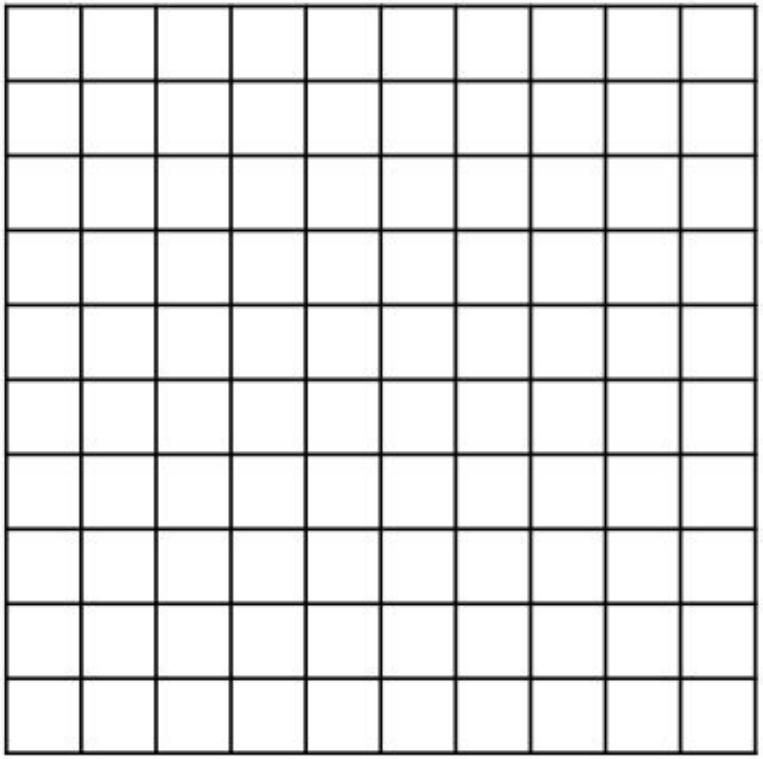
Decimal Square

0.01 to 1

0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09	0.1
0.11	0.12	0.13	0.14	0.15	0.16	0.17	0.18	0.19	0.20
0.21	0.22	0.23	0.24	0.25	0.26	0.27	0.28	0.29	0.30
0.31	0.32	0.33	0.34	0.35	0.36	0.37	0.38	0.39	0.40
0.41	0.42	0.43	0.44	0.45	0.46	0.47	0.48	0.49	0.50
0.51	0.52	0.53	0.54	0.55	0.56	0.57	0.58	0.59	0.60
0.61	0.62	0.63	0.64	0.65	0.66	0.67	0.68	0.69	0.70
0.71	0.72	0.73	0.74	0.75	0.76	0.77	0.78	0.79	0.80
0.81	0.82	0.83	0.84	0.85	0.86	0.87	0.88	0.89	0.90
0.91	0.92	0.93	0.94	0.95	0.96	0.97	0.98	0.99	1

Writing Fractions as Decimals

Click here to listen to the instructions



This square represents **one whole**.

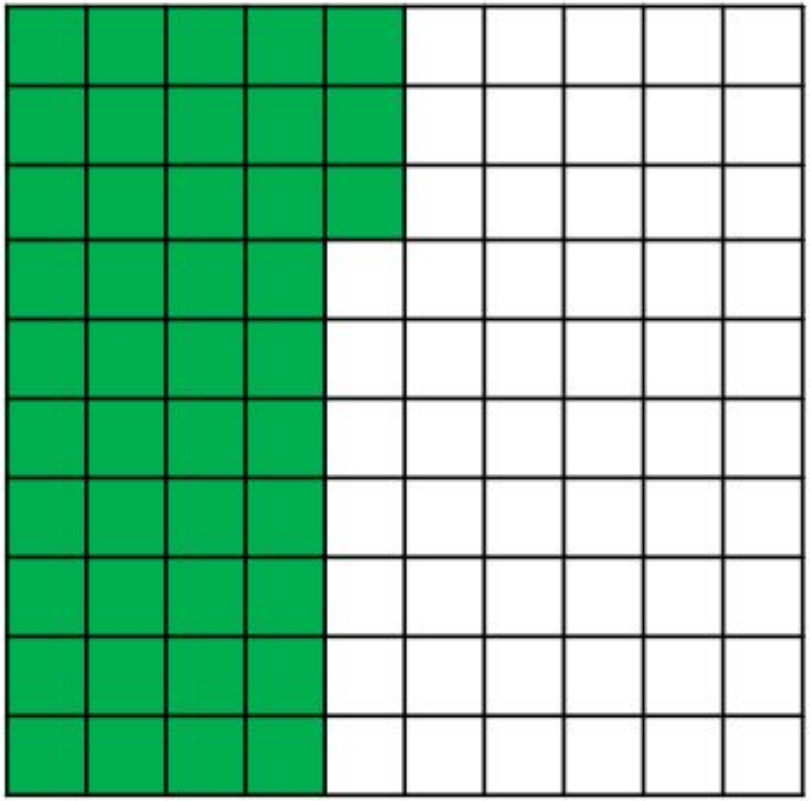
The whole has been divided into one hundred equal parts.

Another way of saying this is that the square has been divided into one hundred-hundredths.

$$\frac{100}{100} = 1 \text{ whole}$$

Click here to listen to the instructions

Writing Fractions as Decimals



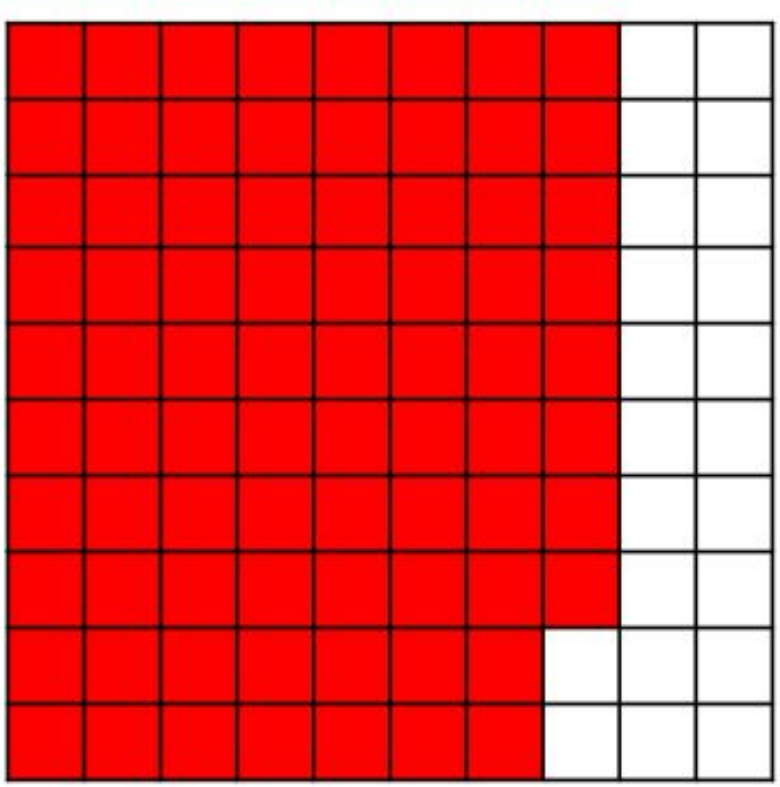
The coloured section represents **forty-three hundredths** of the whole square.

As a fraction, this is written as $\frac{43}{100}$

As a decimal, this is written as **0.43**.

Click here to listen to the instructions

Writing Fractions as Decimals



The coloured section represents **seventy-eight hundredths** of the whole square.

As a fraction, this is written as $\frac{78}{100}$

As a decimal, this is written as **0.78**.

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upload on google docs

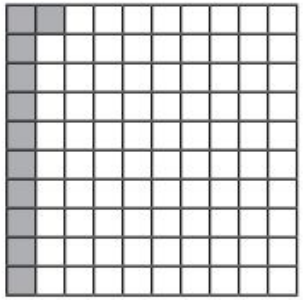
Click here to listen to the instructions

Activity B:

All the squares below have been separated into 100 equal parts.

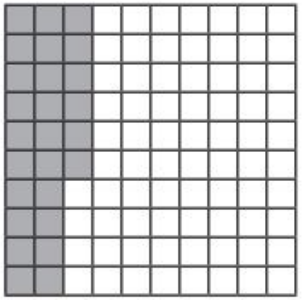
Each part is 1/100. To write this as a decimal you would write 0.01.

For all the squares below, write the fraction shaded as both a fraction and a decimal.

1. 

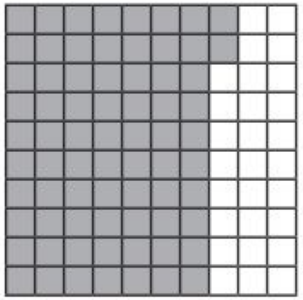
Fraction: $\frac{11}{100}$

Decimal: **0.11**

2. 

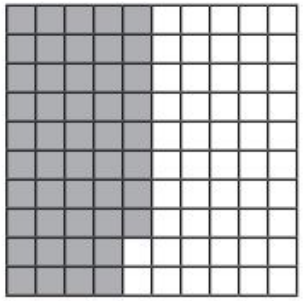
Fraction: _____

Decimal: _____

3. 

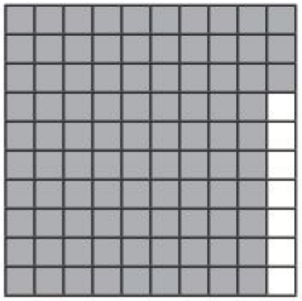
Fraction: _____

Decimal: _____

4. 

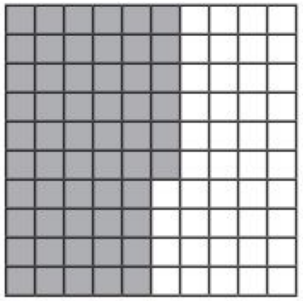
Fraction: _____

Decimal: _____

5. 

Fraction: _____

Decimal: _____

6. 

Fraction: _____

Decimal: _____

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Activity C:

Click here to listen to the instructions

Convert the following fractions **into decimals.**

1. $\frac{15}{100}$ = _____

2. $\frac{29}{100}$ = _____

3. $\frac{96}{100}$ = _____

4. $\frac{58}{100}$ = _____

5. $\frac{65}{100}$ = _____

6. $\frac{94}{100}$ = _____

7. $\frac{39}{100}$ = _____

8. $\frac{67}{100}$ = _____

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Activity C: Extension

Click here to listen to the instructions

Convert the following fractions **into decimals.**

1. $8\frac{19}{100} =$ _____

2. $6\frac{37}{100} =$ _____

3. $2\frac{17}{100} =$ _____

4. $9\frac{61}{100} =$ _____

5. $6\frac{26}{100} =$ _____

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Break 2 -

‘Whale in Noongar’

Watch: ‘Whale in Noongar’
Respond: Listen to the ABC Little Yarn to learn about and listen to Country.

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Geography Stage 2

Term 4 Week 3

Key inquiry question: How do people's feelings about places influence their views about the protection of places?

NSW GOVERNMENT

Australia's Natural and Man-Made Features

Key inquiry question: How do people's feelings about places influence their views about the protection of places?

Click here to listen to the instructions

Watch the video: 'Australia's Got Talent'

Australia's Natural and Man-Made Features

Answer the questions on the video 'Australia's Got Talent'

1 What places were in this video? (The pictures below are a clue)
2 What was the purpose of this video?
3 Have you been to any of these places?
4 Can you suggest other places in Australia that could have been featured in the video? (My example is the Daintree Rainforest because it is part of the largest area of tropical rainforest in Australia)

Australia's Natural and Man-Made Features

Answer the questions on the video 'Australia's Got Talent'

5. Why are these places important?
6 Why do people value them?
7. Would it be harder to replace a Natural or Man-made feature? Why?
8. Does everyone always agree on whether a places is important or not? Give examples.

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 and Mrs Nagan.

Reflection Points:

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

Decimal Square
0.1 to 10

0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1
1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2
2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	3
3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	4
4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	5
5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	6
6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	7
7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	8
8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	9
9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	10

Decimal Square

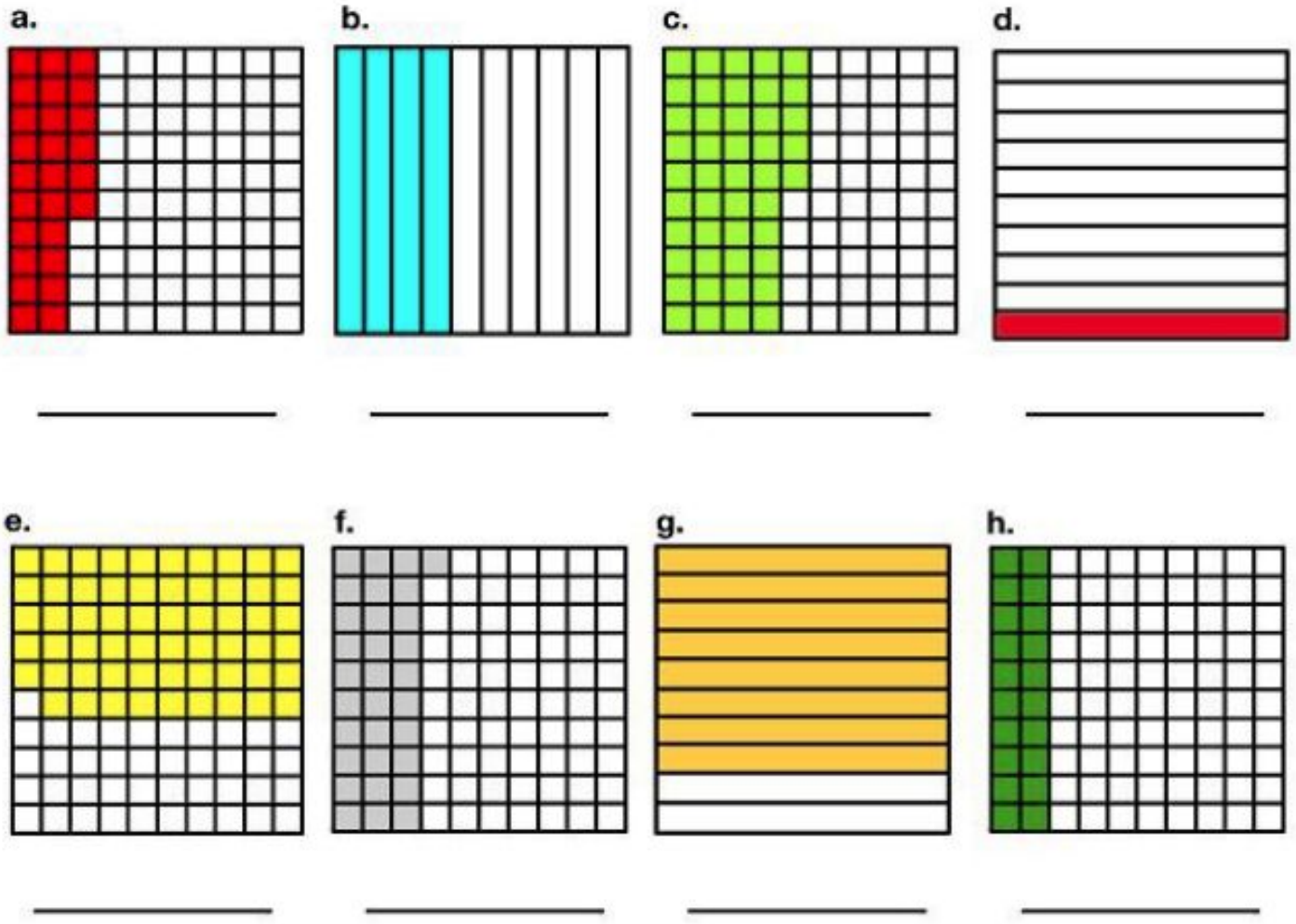
0.01 to 1

0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09	0.1
0.11	0.12	0.13	0.14	0.15	0.16	0.17	0.18	0.19	0.20
0.21	0.22	0.23	0.24	0.25	0.26	0.27	0.28	0.29	0.30
0.31	0.32	0.33	0.34	0.35	0.36	0.37	0.38	0.39	0.40
0.41	0.42	0.43	0.44	0.45	0.46	0.47	0.48	0.49	0.50
0.51	0.52	0.53	0.54	0.55	0.56	0.57	0.58	0.59	0.60
0.61	0.62	0.63	0.64	0.65	0.66	0.67	0.68	0.69	0.70
0.71	0.72	0.73	0.74	0.75	0.76	0.77	0.78	0.79	0.80
0.81	0.82	0.83	0.84	0.85	0.86	0.87	0.88	0.89	0.90
0.91	0.92	0.93	0.94	0.95	0.96	0.97	0.98	0.99	1

Activity B:

Click here to listen to the instructions

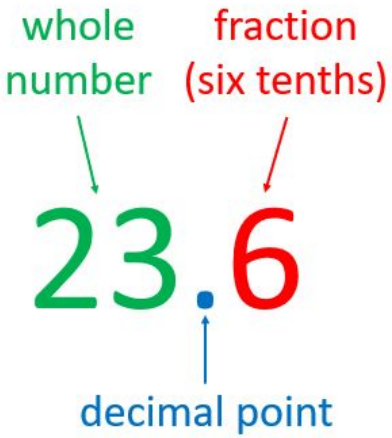
Write the **decimal** and the **fraction** of each shaded part.



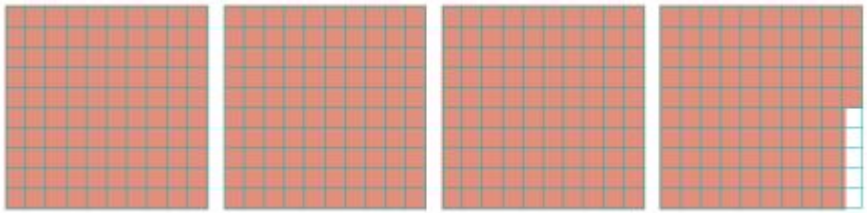
Decimals

Click here to listen to the instructions

Decimals can be made up of whole numbers and fractions.



The example below shows the decimal 3.95.



3	.	9	5
Units		Tenths	Hundredths

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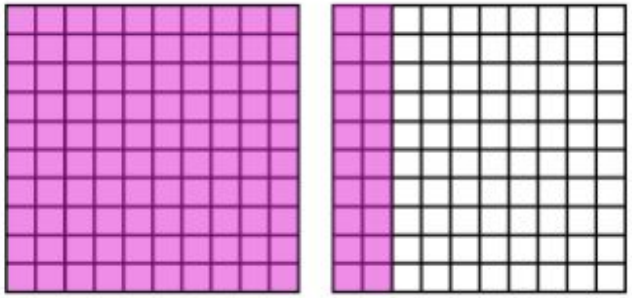
upload on google docs

Click here to listen to the instructions

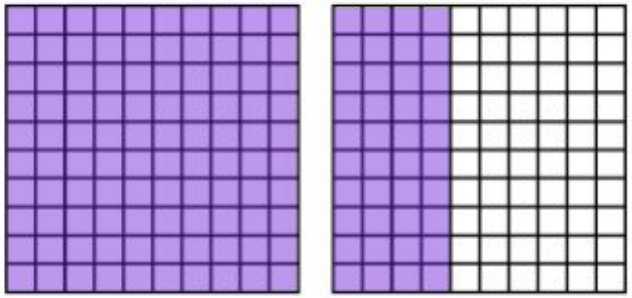
Activity C:

Write the decimal shown by the model.

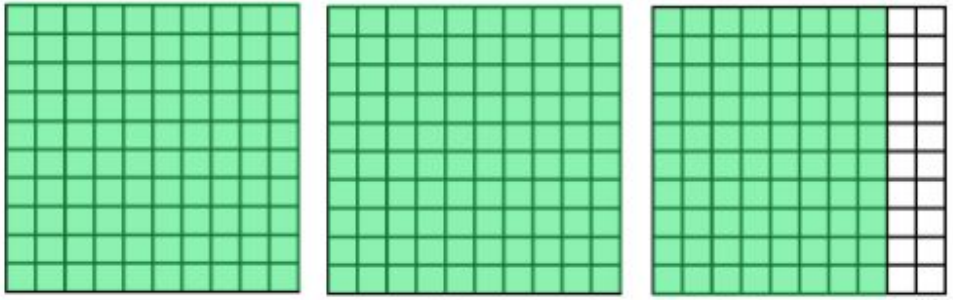
1.



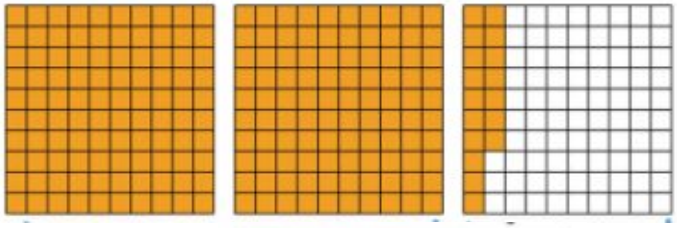
2.



3.



Example:



Ones		Tenths	Hundredths
2	.	1	7

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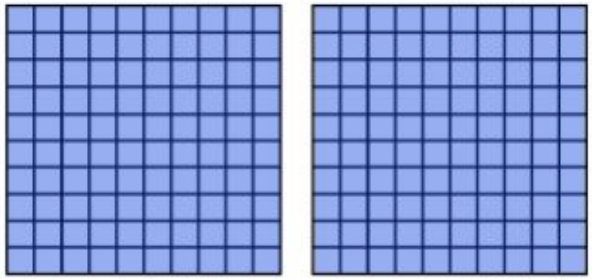
upload on google docs

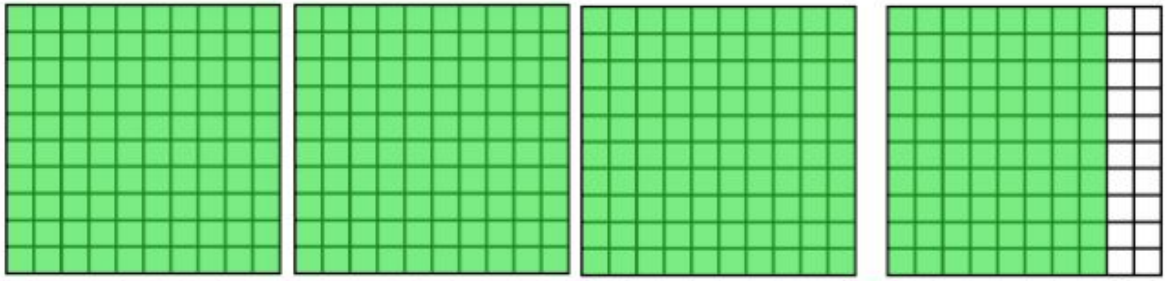
Activity C:

Write the decimal shown by the model.

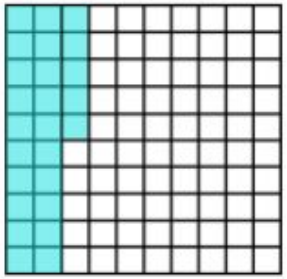
4.



5.



6.



Activity C: Extension

Click here to listen to the instructions

Convert the following fractions **into decimals.**

1. $6\frac{66}{100} =$ _____

2. $8\frac{44}{100} =$ _____

3. $2\frac{7}{10} =$ _____

4. $7\frac{88}{100} =$ _____

5. $9\frac{6}{10} =$ _____

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PDHPE

Student resources

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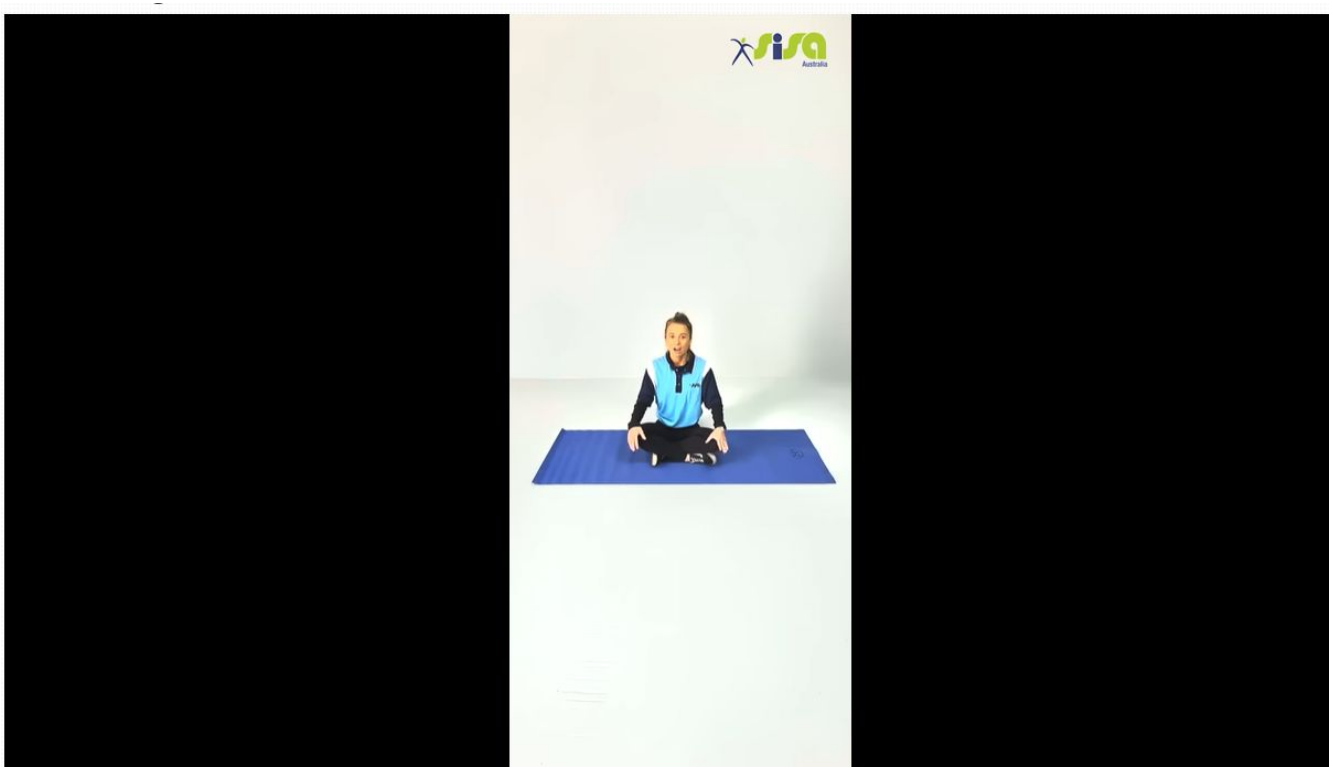
Wednesday

SISA Yoga Lesson 2 (video.link)



Break 2 -

Moon in Yugambeh

Watch: ‘Moon in Yugambeh’
Respond: Listen to the ABC Little Yarn to learn about and listen to Country.

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Kearns PS Online Learning Creative and Practical Arts Stage

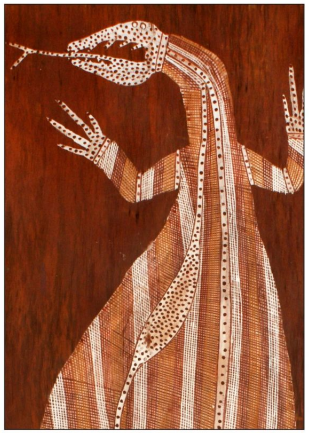
Week 3

NSW GOVERNMENT

Click here to listen to the instructions

Bark Paintings

Aboriginal bark paintings are the artworks created on the inside of a strip of bark by Aboriginal peoples.



Bark paintings often show images of human figures, animals, spirit beings, ceremonial designs and the Dreamtime.

Aboriginal bark paintings were originally created for use in tribal ceremonies and rituals, and were usually thrown away afterwards.

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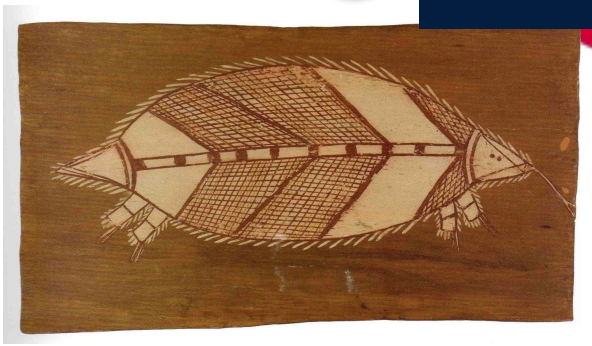
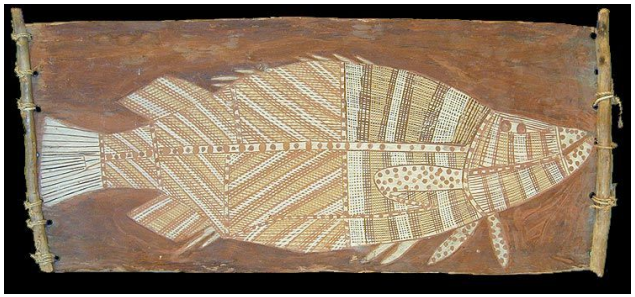
Bark Paintings

Click here to listen to the instructions

Bark paintings show aspects of Aboriginal life.



They enable Aboriginal peoples to share traditional stories and important information, similar to how books are used today.

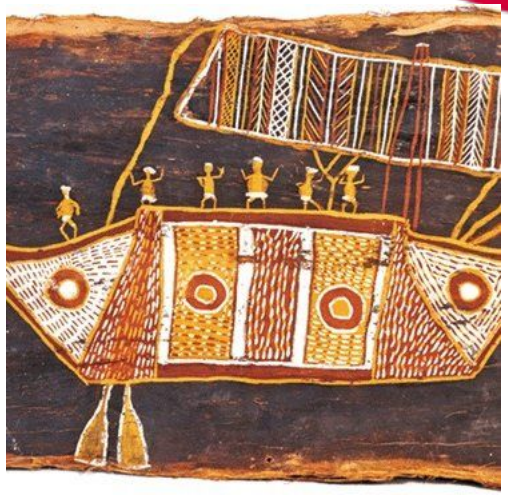


Bark paintings are also a significant part of most Aboriginal ceremonies, often showing a group's totem.

Bark Paintings

Click here to listen to the instructions

The process of making a bark painting begins with choosing a suitable stringybark eucalyptus tree.



After finding a section of bark that does not contain knots and termite damage, cuts are made to the top and bottom and after some encouragement by tugging and prying, a hollow open cylinder of bark is removed.

The bark sheet is trimmed and laid over a fire to dry out any moisture.

The bark is then flattened to the ground with feet and held down with heavy weights to ensure that it does not curl or warp.

Bark Paintings Examples

The images below are examples of different Aboriginal bark paintings.

Bark Painting Activity

Click here to listen to the instructions

Create a pattern or design on bark.

Collect a piece of bark or a stick from your backyard or local park.

Paint or draw your pattern onto the bark or stick.

Share your pattern and its meaning.

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 and Mrs Nagan.

Reflection Points:

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

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Kearns PS Online Learning – Stage 2

Daily Lessons

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Thursday

Student resources

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English

Student resources

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Task A - Independent reading

Click here to listen to the instructions

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

Click here to listen to the instructions

Spelling Revising the **ir** 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.

swirl	birth	first
circuit	confirm	thirsty
squirm	quirky	birthday
thirteen	circumstance	circumnavigate

Task b Spelling Activities

Picture Perfect

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

bird

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

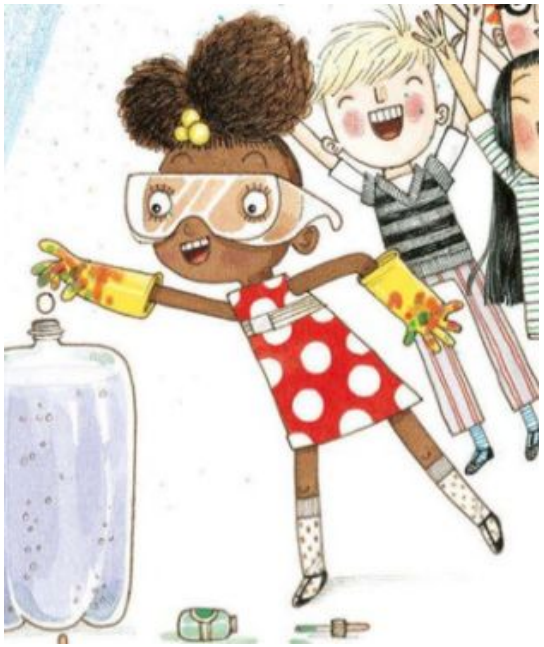
How did you go?

Click here to listen to the instructions

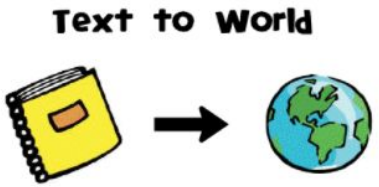
Reading- Learning Intention and Success Criteria

Learning Intention

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

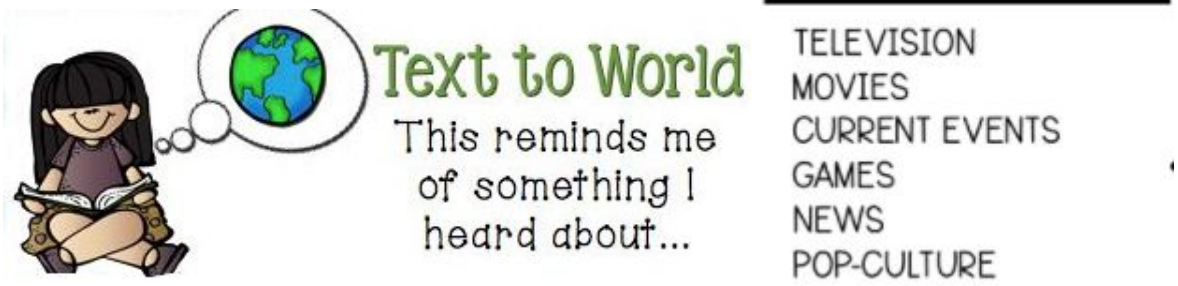


Success Criteria:



We will be successful if we:

- Can answer the question and understand the text.
- Connect the text to the world around us.



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Click here to listen to the instructions

Reading - Making Connections

'Ada Twist, Scientist' *by Andrea Beaty*

Today we are focusing on 'making connections' as a comprehension strategy.

Making connections is using what you know to understand what you are reading.

Good readers make connections to better understand the text.

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

- What do I already know about this topic?
- Does this remind me of something?
- Has something like this ever happened to me or someone I know?
- Is this story similar to another story I have read?
- How is this similar to things that happen in the real world?

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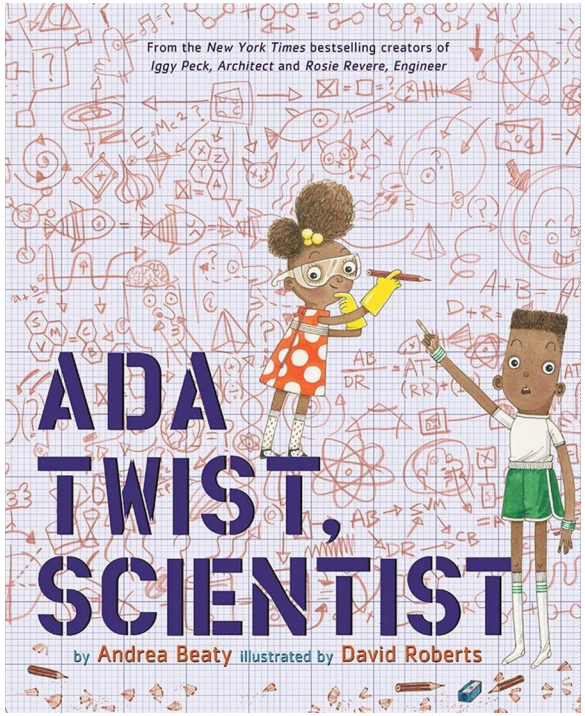
Reading- Listen to Miss Fernance read the book

Listen to Miss Fernance read the story-

'Ada Twist, Scientist' *by Andrea Beaty*

Click here to listen to the instructions



Epic - Books for Kids (getepic.com)

Ada Twist, Scientist by Andrea Beaty

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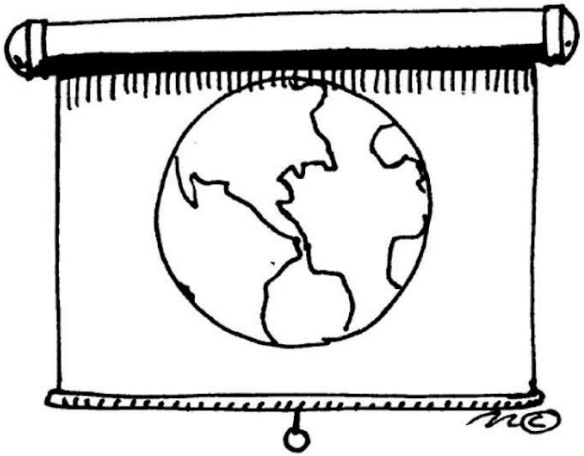
TEXT TO WORLD CONNECTION

You are connecting the story to world history and events.



- This happened in real life . . .
- This is like something I heard on the news . . .
- This happened when . . .
- This story is similar to . . .

Click here to listen to the instructions

Reading - Connecting Text to World

'Ada Twist, Scientist' *by Andrea Beaty*

After reading Ada Twist, Scientist by Andrea Beaty, answer the following questions to make connections between the text and the world.

1. What does Ada Twist, Scientist remind you of in the real world?
2. How is this text similar to things that happen in the real world?
3. How is this text different from things that happen in the real world?
4. Ada Twist is a very curious girl who performs experiments to test a hypothesis. Have you seen this in a movie or TV show?

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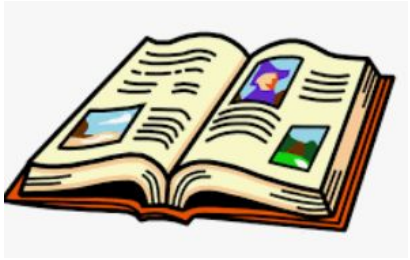
Writing - Learning Intention and Success Criteria

Click here to listen to the instructions

Learning Intention:

We are learning to :

- write a procedure on how to write a recipe for a good book



Success Criteria:

I will be successful if I :-

- write a title
- Include my materials
- start my directions with an action verb
- include steps that follow a sequence

Task D Writing

Example of a Recipe for a Good Book

Aim: Follow this recipe for a good Science Fiction Book

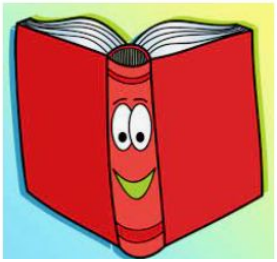
Ingredients you will need:

2 Out of this world settings (planets) 1 teaspoon of funny

2 Well developed characters A pinch of surprises

1 cup of plot 2 tablespoons of excitement

½ cup of pretty pictures



Directions:

1, Whisk the Out of this world settings with the 2 well developed characters

2. Mix in the cup of plot and add the ½ cup of pretty pictures

3. Pour in 2 tablespoons of excitement

4. Finally sprinkle with a teaspoon of excitement and pinch of surprises

Conclusion: Enjoy reading your book on a rainy day.

upload on google docs

Task D Writing

You task today is to write your own Recipe for a Good Book

Click here to listen to the instructions

Example on how to set out your work

Title

Aim:

Materials

Method

1. First, take your

Conclusion

Break 1 -
Victorious

Watch: ‘Victorious’
Respond: Watch and follow along to Go Noodle’s ‘Victorious’ mindfulness exercise to learn to growth strength and confidence from inside yourself.

NSW Department of Education

Mathematics

Student resources

NSW GOVERNMENT

Mathletics

Click here to listen to the instructions

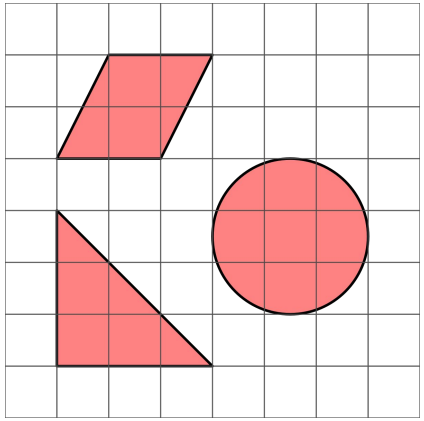
Complete an activity on Mathletics for 20 minutes

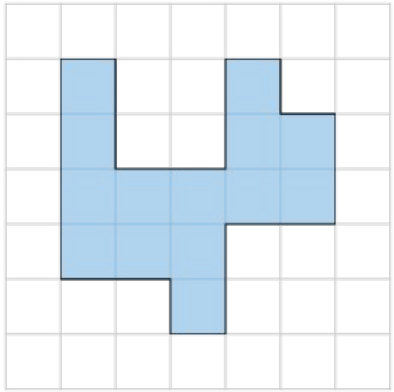
Area

Click here to listen to the instructions

Learning Intention

We are going to learn to use the square centimetre as a unit to measure area.





Success Criteria

- I can use the square centimetre as a unit to measure area.
- I can count the number of centimetre squares to determine the area of shapes.
- I can record area using the abbreviation for square centimetres (**cm^2**).

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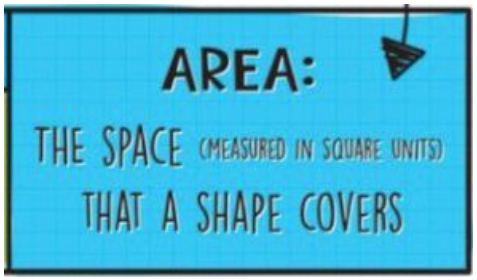
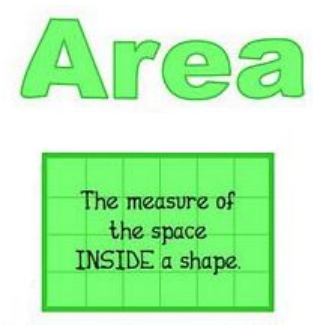
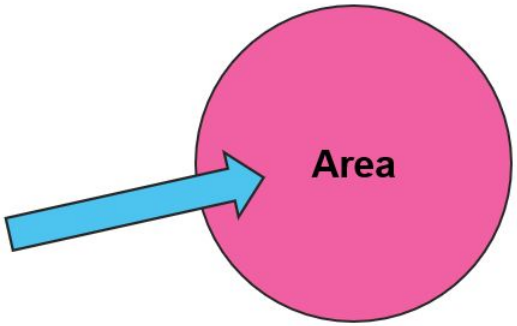
What is Area?



Click here to listen to the instructions

Area is the amount of space inside a 2D shape.





Area is measured in square units such as square centimetres.

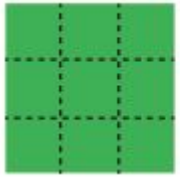
A square centimetre is a square with sides measuring 1 cm in length.

It has an area of one centimetre squared (1 **cm²**).

We record square centimetres with the abbreviation **cm²**

NSW GOVERNMENT

Area

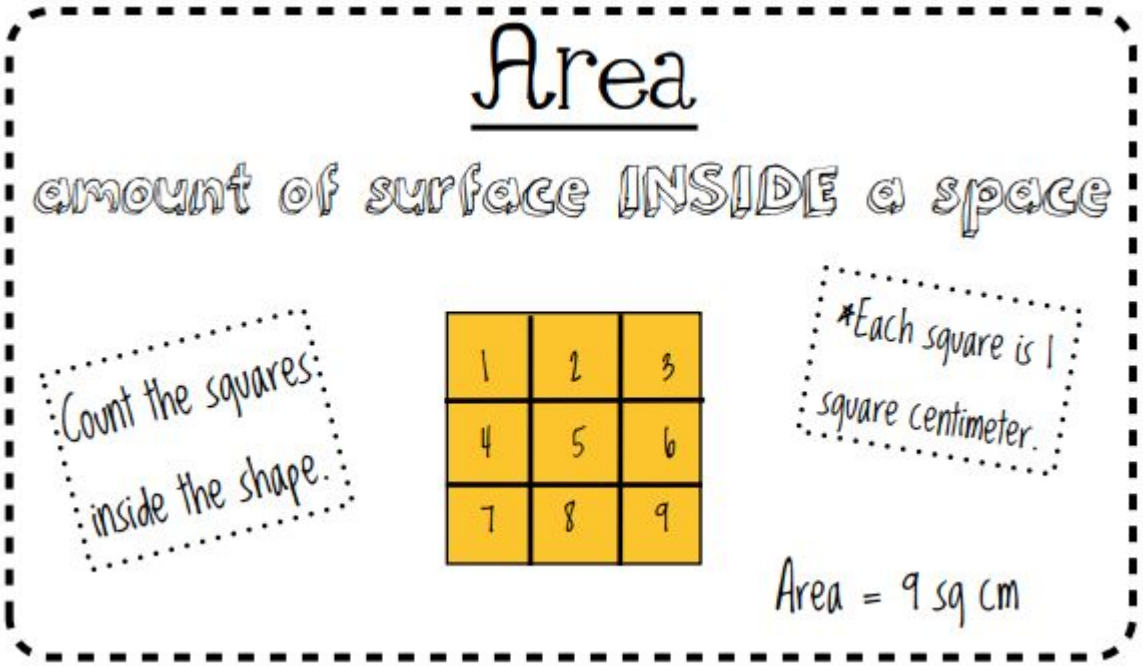


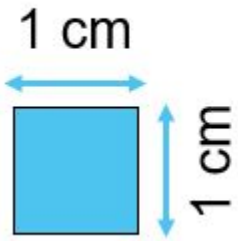
AREA

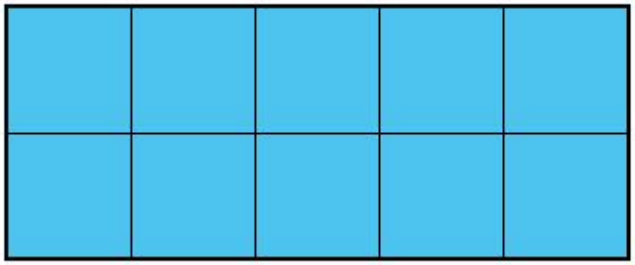
The amount of space inside a shape

Click here to listen to the instructions

We can measure the area of a 2D shape by counting how many centimetre squares fit inside it.

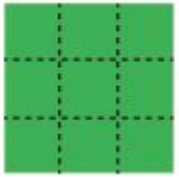






The area of this rectangle is 10 square centimetres.

Activity B:



AREA

The amount of space inside a shape

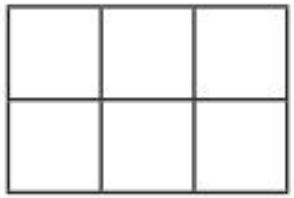
Click here to listen to the instructions

Count the number of squares to find the area of each shape.

Remember to write the unit of measurement **cm^2 at the end of your answer!**

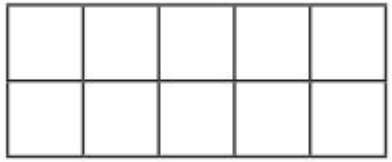
The first one has been done for you.

1.



Area = 6 cm^2

2.



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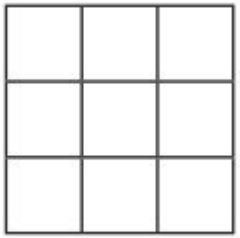

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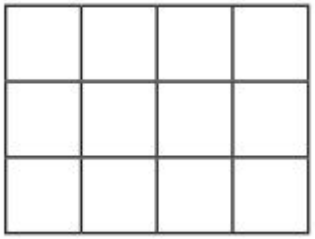

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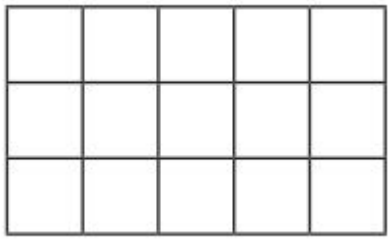

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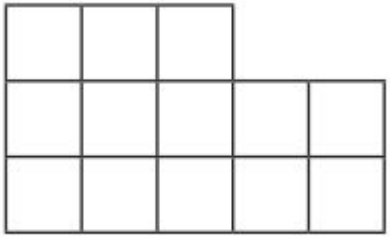

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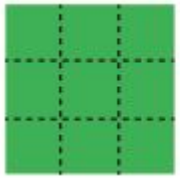
Activity C: upload on google docs



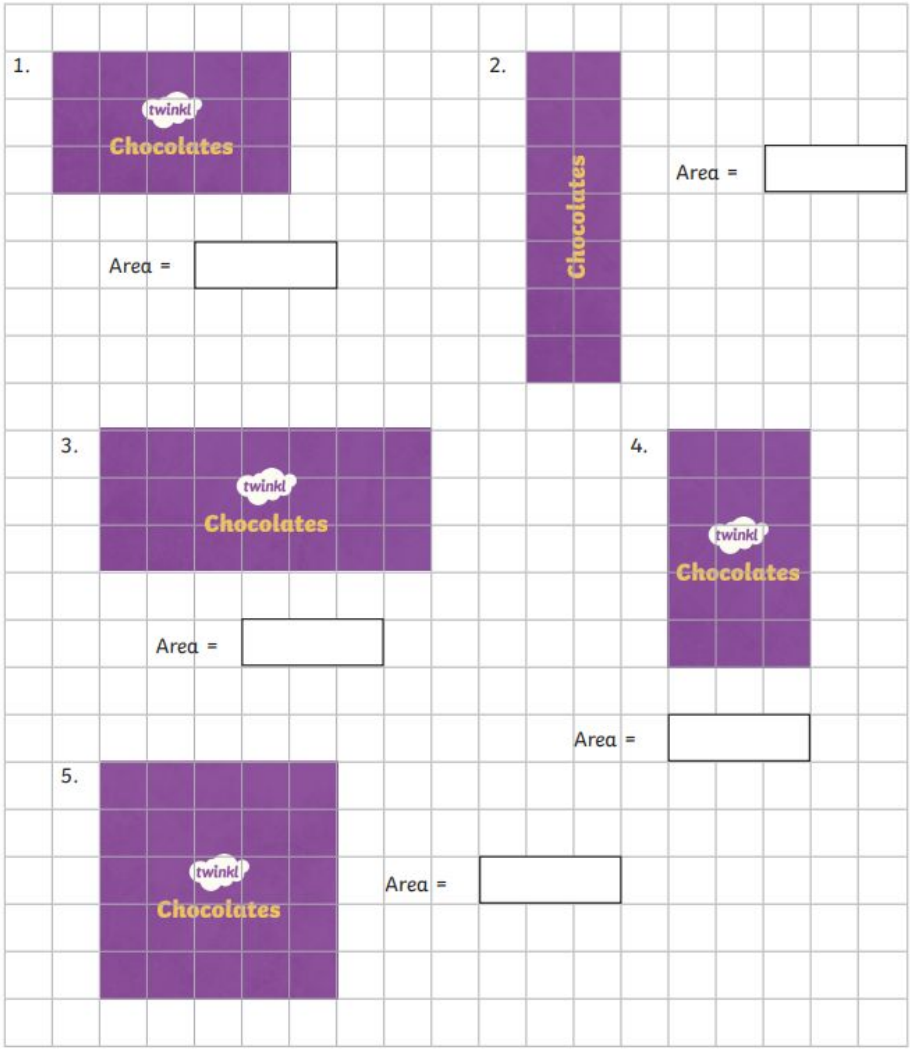
AREA

The amount of space inside a shape

Click here to listen to the instructions

Count the number of squares to find the area of each chocolate box.

Remember to write the unit of measurement **cm^2 at the end of your answer!**



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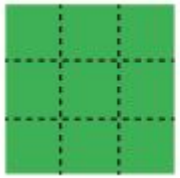
Activity C: Extension



AREA

The amount of space inside a shape

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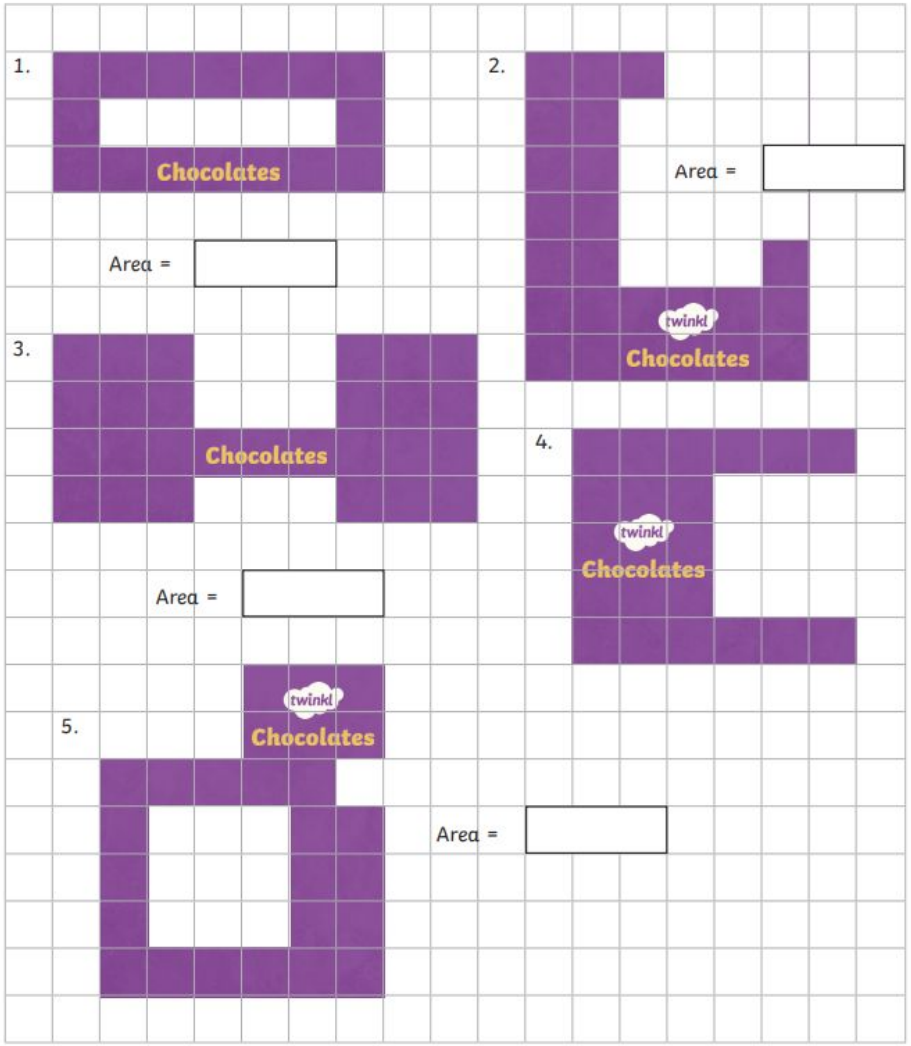

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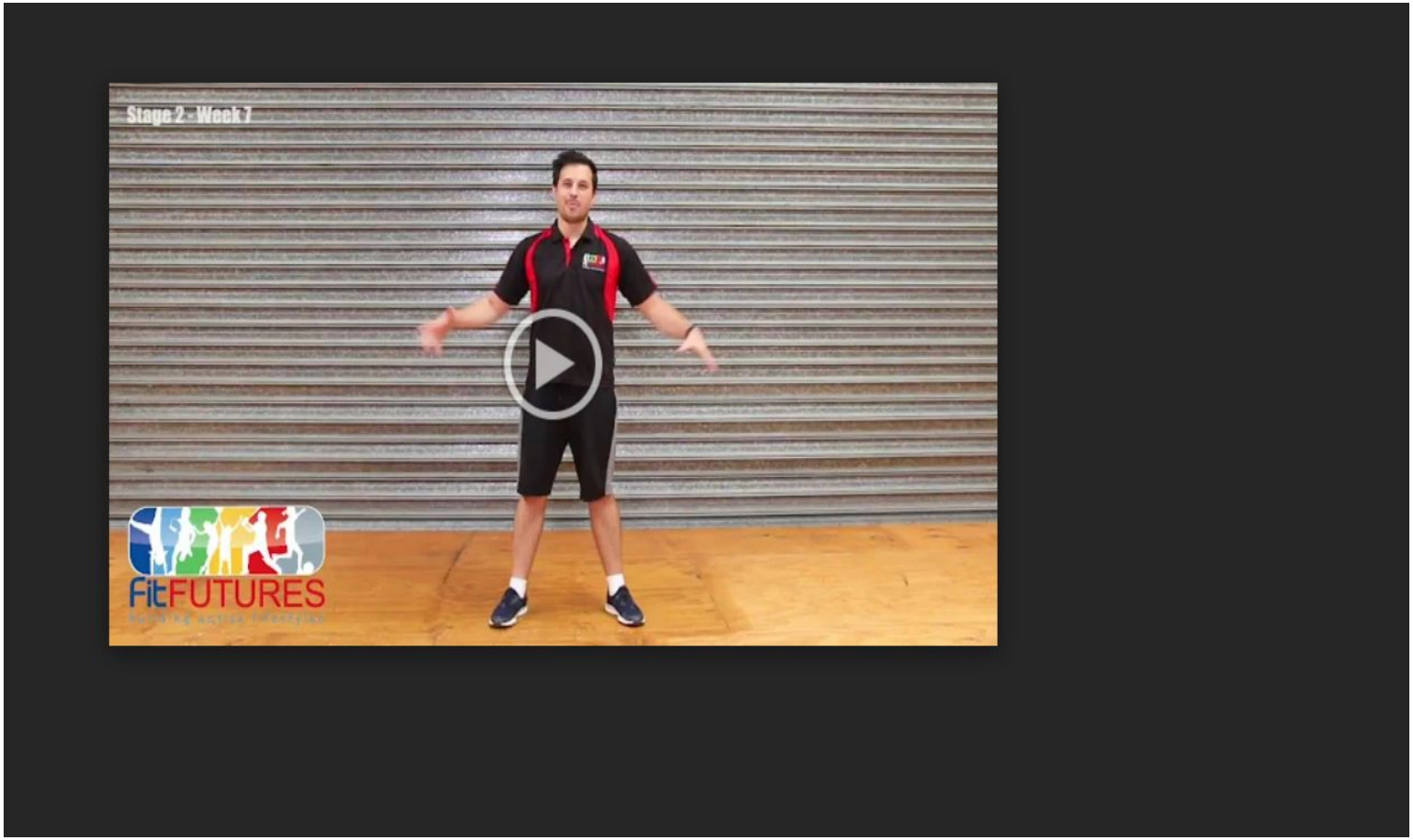
Break 2 -

Shoes in Gamilaraay

Watch: ‘Shoes in Gamilaraay’
Respond: Listen to the ABC Little Yarn to learn about and listen to Country.

Dance Lesson Stage 2



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PDH - Health

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We are learning about helpful and harmful drugs so that we can make informed decisions.

What is a drug?

"A drug is any substance which, when taken into the body, alters its function physically or psychologically, excluding food, water and oxygen".

World Health Organisation (WHO)

Drugs are chemicals that change the way a person's body works.

Some drugs, like medicines, alcohol and tobacco are legal, but many drugs are illegal.

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View the following clip to learn about medicine.

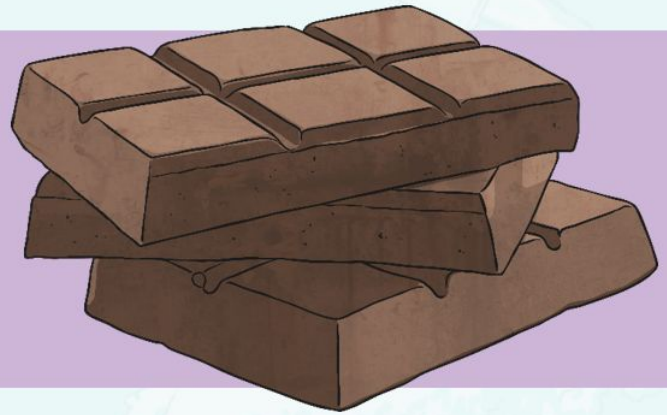
https://video.link/w/sWQDc

The following substances contain drugs - some are helpful and some are harmful

Caffeine

Caffeine is found in lots of everyday food and drinks, for example:

- Coffee
- Soft drinks
- Chocolate



It can even be advertised in some drinks or tablets to help boost your energy! However, while it can make you more alert for a short time, it can also increase your heart rate, increase your blood sugar level, cause headaches, dizziness and interrupt sleep patterns.

The following substances contain drugs - some are helpful and some are harmful

Prescribed Drugs

Prescribed drugs are drugs which require a prescription from a medical professional.

- Asthma Inhalers
- Penicillin
- Diclofenac

Can you name any others?

The following substances contain drugs - some are helpful and some are harmful

Over the Counter Medicines

Unlike prescription medicines, over the counter medicines can be bought in supermarkets or pharmacies without medical advice.

- Cough syrup
- Congestion relief
- Flu Relief medicine

Can you name any more?

The following substances contain drugs - some are helpful and some are harmful

Cigarettes and Alcohol

- Nicotine and alcohol are both socially acceptable drugs meaning they are legal. However, there are some scientists who believe that they are just as dangerous as illegal drugs. Alongside many other dangerous side effects.
- Smoking can damage your lungs.
- Drinking alcohol can damage your liver.

View the following clip to learn more about caffeine.

Caffeine Culture - Classroom - BTN (abc.net.au)

What is caffeine?

It's a chemical that's found naturally in a whole heap of plants.

And you'll find it in things like coffee and tea, chocolate, soft drinks and energy drinks.

It's a stimulant, so when it gets into our nerves it makes us feel more alert and helps people to stay awake for longer!

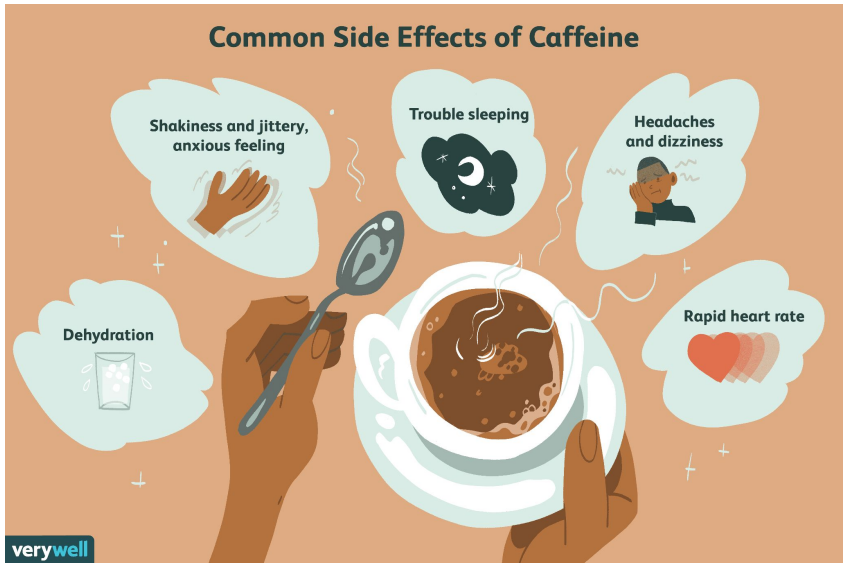
Caffeine can also be taken in a tablet which can be bought in shops.

The Effects of Caffeine

It can have a bad effect on our bodies and even cause health problems.

When caffeine goes into our body and our blood, it can make us feel more awake and our heart beats faster.

And too much of the stuff can make you feel restless, give you headaches and you might find it hard to sleep!



How much caffeine does food and drink contain?

Drink or product	Size or amount	Caffeine content
Tea	150 ml	30-100 mg
Cocoa or hot chocolate	150 ml	30-60 mg
Coffee – instant	150 ml	60-100 mg
Coffee – percolated	150 ml	100-150 mg
Coffee – decaffeinated	150 ml	2-4 mg
Cola drink like Coke	250 ml	40-50 mg
Diet cola drink like Diet Coke	250 ml	40-50 mg
Diet Coke caffeine free	250 ml	2 mg
Chocolate milk drink like Choc Milk	250 ml	2-7 mg
Energy drink like Red Bull	250 ml	80 mg
Dark chocolate bar	55 g	50 mg
Milk chocolate bar	55 g	3-20 mg

No more than 80mg a day is recommended for a 10 year old.

Test your knowledge of *Drug Education* 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: Complete the caffeine survey - https://forms.gle/hSKro33Hb1f1JieV8

Fill in the table of helpful and harmful drugs on your Google Doc or upload picture in Google Classroom.

HELPFUL AND HARMFUL DRUGS

In which group do you think these drugs belong? Categorise the drugs below.

chocolate bar
hay fever tablets
asthma puffers
wine
headache tablets
beer
tea
Coca Cola
cough medicine
cigarettes
coffee

Helpful drugs	*Harmful drugs*	*Helpful and Harmful (both)*

Reflection: Discuss with an adult what you learnt about helpful and harmful drugs and the food and drinks that contain caffeine. Were you surprised with how much caffeine you have in a day?

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 and Mrs Nagan.

Reflection Points:

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

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Kearns PS Online Learning – Stage 2

Friday Week 3

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Friday

Student resources

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English

Student resources

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Click here to listen to the instructons

Reading- Learning Intention and Success Criteria

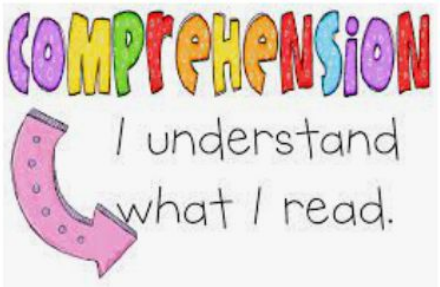
Learning Intention

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

Success Criteria:

We will be successful if we:

- Can answer the questions and understand the text.
- Look for information to answer questions to help build understanding.



Click here to listen to the instructions

Reading Comprehension

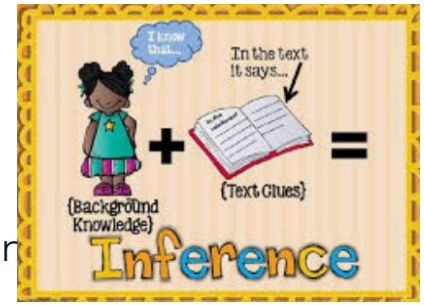
Making Inferences

You can figure out something that was not explained in the text by **using the clues** in the text and your **background knowledge**.

Example:

The sun's light began to filter into the kitchen just as Peter began to sip his first coffee of the day.

Question: What part of the day is it?



1.Using the clues in the text:

The clues are the sun's light began to filter into the kitchen and it is Peter's first coffee of the day.

2.Using my background knowledge

Most people drink their first cup of coffee in the morning and the sun rises in the morning.

Answer: It is the morning.

upload on google docs

Reading Comprehension

Read the passage and answer the questions

Crack! Thunder struck and rain poured. Timmy stared blankly out the window, trying to contain his emotions that raged like the weather. Dropping his kite from his hand, Timmy broke out in full sobs. His mother comforted him, “There, there, Timmy. We’ll find something else to do.” She began to unpack the picnic basket and offered him a sandwich.

1. How did Timmy feel?
2. How do you know?
3. What was mum planning on doing today?
4. Find evidence from the text to support your answer.

Reading Comprehension

Read the passage and answer the questions

Grasslands

Grasslands are environments in which grass is the main plant, rather than shrubs or trees.

Grasslands need 25 to 100 centimeters of rain each year. If they get less than this, they turn into deserts. If grasslands get much more rain, lots of trees grow and they become forests.

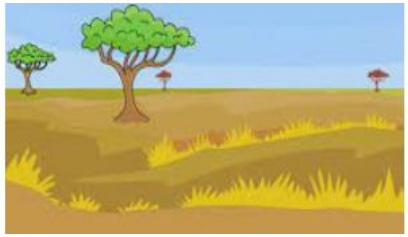
There are two main types of grassland — savannas (also called tropical grasslands)

upload on google docs

Reading Comprehension

Read the passage and answer the questions

1. How are deserts formed?
2 .What happens to the environment when too little rain falls?
3. What is the effect on the environment when it rains a lot?
4.What type of environment do we get when an area receives between 25 to 100 centimeters of rain a year?



NSW Department of Education

Mathematics

Student resources

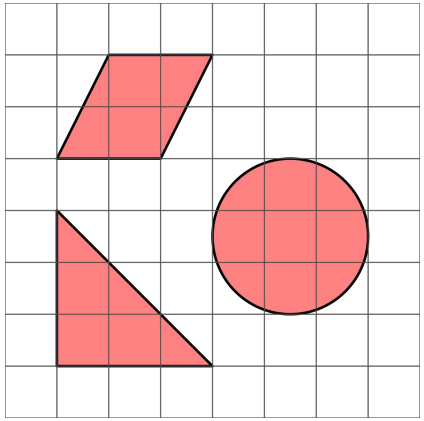
NSW GOVERNMENT

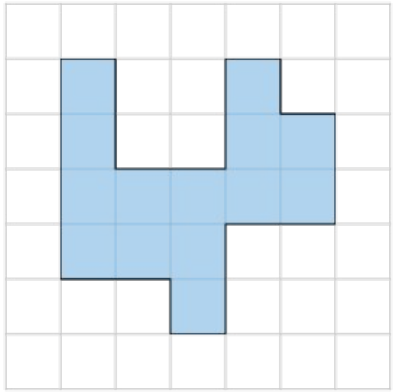
Area

Click here to listen to the instructions

Learning Intention

We are going to learn to use the square centimetre as a unit to measure area.





Success Criteria

- I can use the square centimetre as a unit to measure area.
- I can count the number of centimetre squares to determine the area of shapes.
- I can record area using the abbreviation for square centimetres (**cm^2**).
- I can compare the areas of different shapes.

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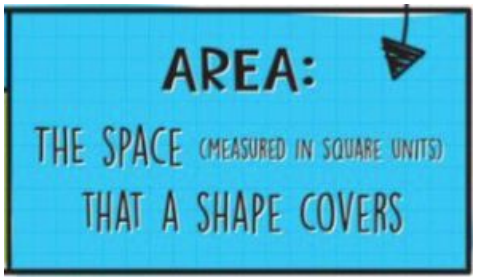
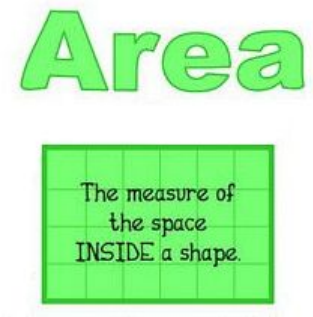
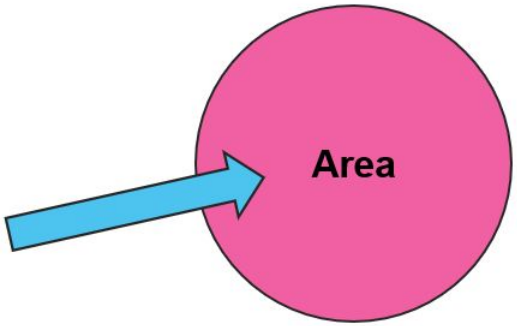
What is Area?



Click here to listen to the instructions

Area is the amount of space inside a 2D shape.





Area is measured in square units such as square centimetres.

A square centimetre is a square with sides measuring 1 cm in length.

It has an area of one centimetre squared (1 **cm²**).

We record square centimetres with the abbreviation **cm²**

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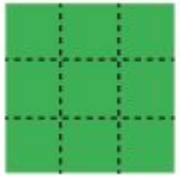
Area

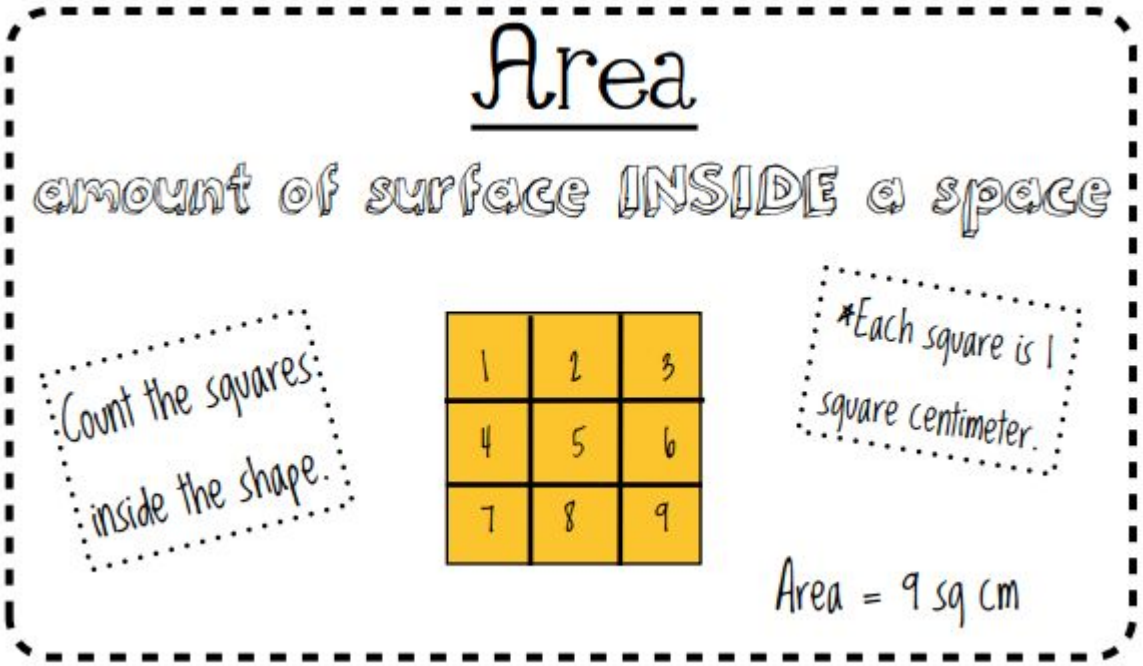


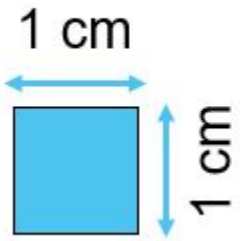
AREA

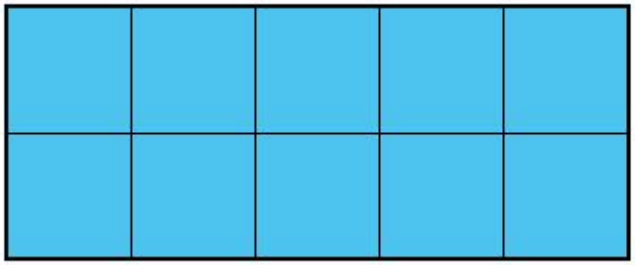
The amount of space inside a shape

Click here to listen to the instructions

We can measure the area of a 2D shape by counting how many centimetre squares fit inside it.







The area of this rectangle is 10 square centimetres.

upload on google docs

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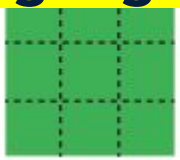
Activity



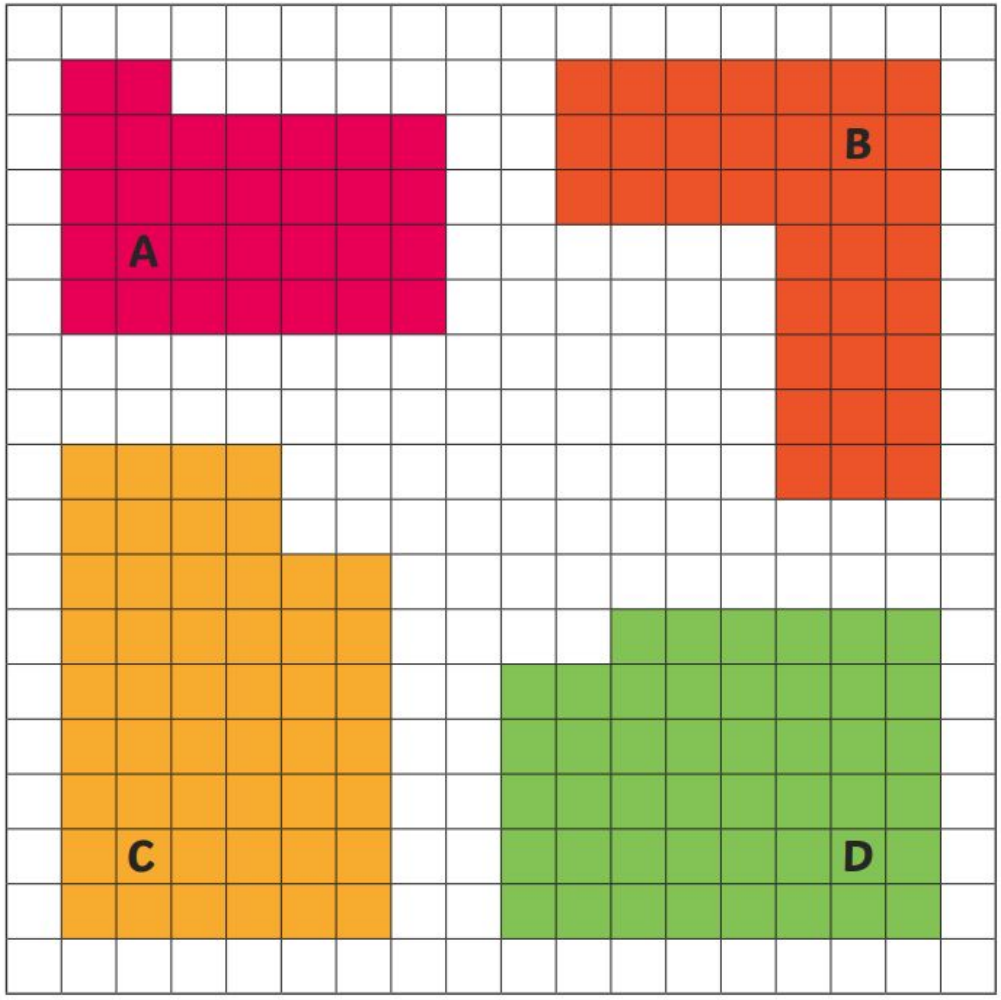
AREA

The amount of space inside a shape

Click here to listen to the instructions

Calculate the area of each of the following shapes and answer the questions.

Each square = 1 cm^2



1. Measure and record the area of each shape.
2. What is the area of Shape A?
3. What is the area of Shape D?
4. Does Shape A cover more or less squares than Shape D?
5. What shape has the largest area?
6. What shape has the smallest area?

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AREA

The amount of space inside a shape

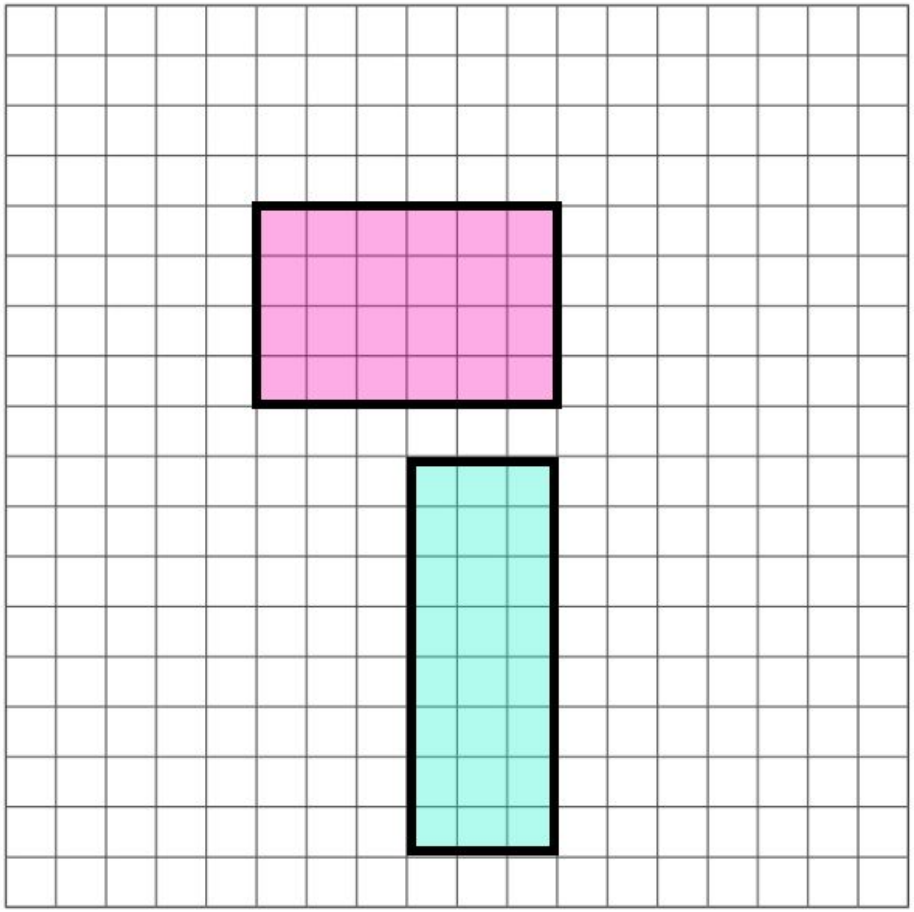
Click here to listen to the instructions

Activity

On the grid paper, draw as many shapes as possible that have an area of

24 cm²

For example:



How many more shapes can you draw?

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Friday Week 3

Day

Friday

Happy Wellbeing Day!

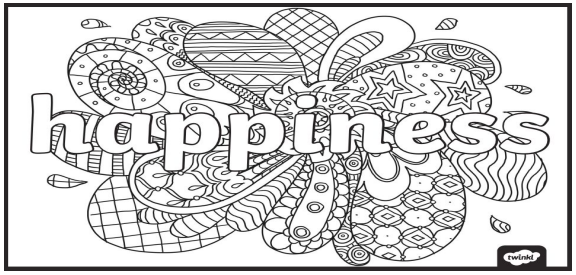
Wellbeing means being healthy, hopeful and comfortable. Learning is a part of good wellbeing, but sometimes it's good to take a break. Today I will not be posting or marking any work. You will still need to check in and upload a picture of you completing one activity from the grid on the next slide.

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*!

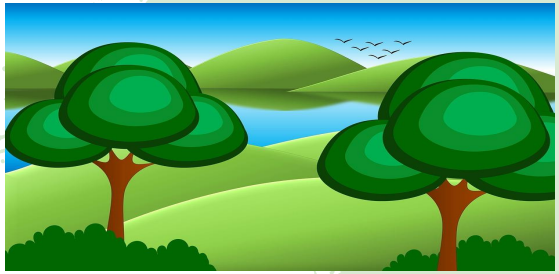

Remember to check in on
Google Classroom

Dance 2 B Fit
Join your teacher and classmates for some fun dancing!
The time and zoom link can be found below this table.

Mindfulness Colouring
Relax with some colouring. Use coloured pencils, textas or crayons. Print off the picture on the next slide or do your own.

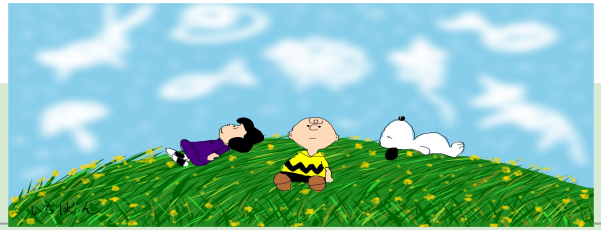


Nature Walk
Ask an adult if you can go for a walk together. Daily fresh air and exercise help improve your mood!



Nature Collage
Collect some leaves, flowers, pebbles and dirt from your garden to make a nature collage.

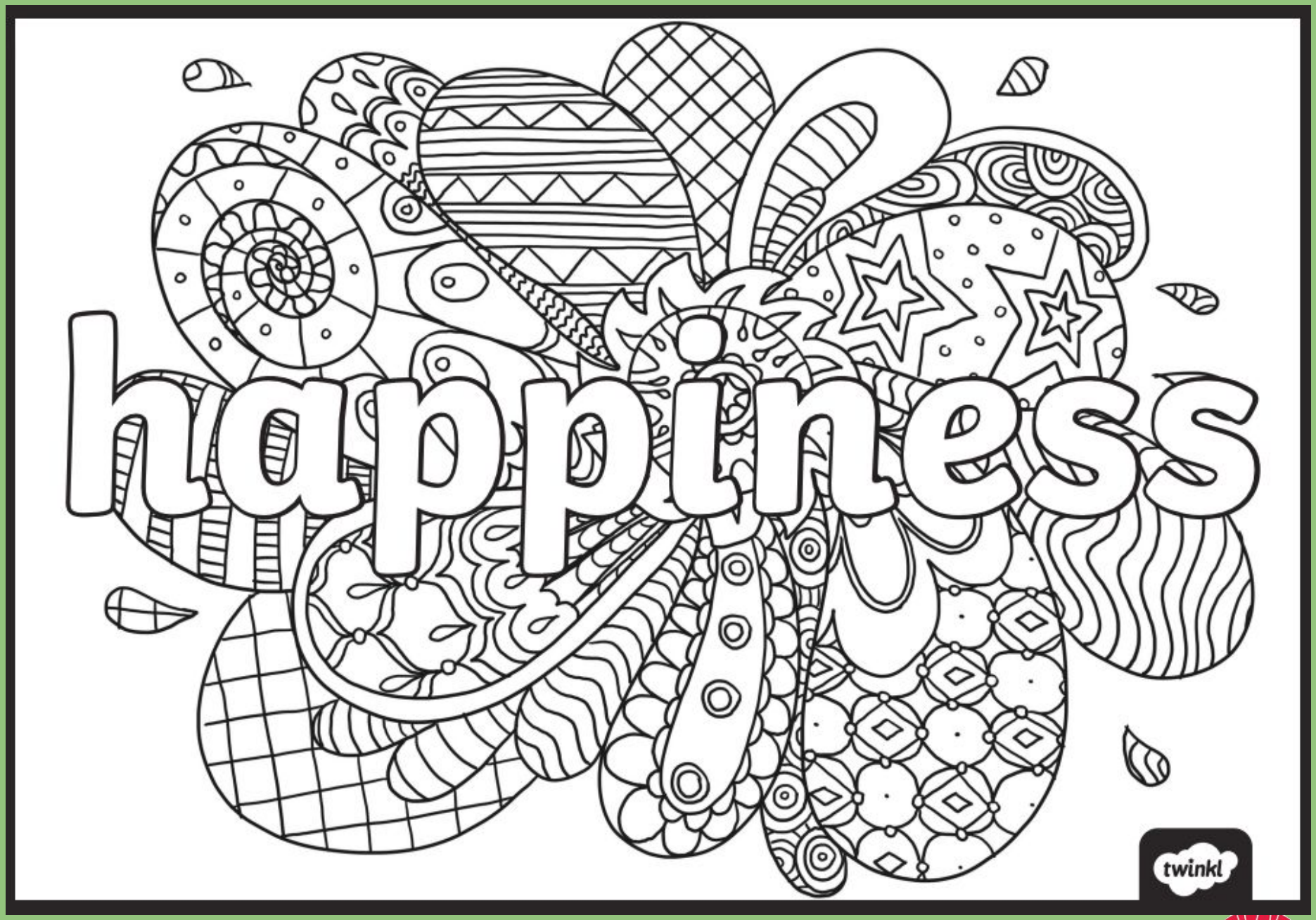
Listen and Look
Go outside and lay on the grass. Look up at the clouds. What shapes can you see?
Close your eyes and listen to the sounds around you. What can you hear?



Read a book outside or play a board game with your family.

Dance 2 B Fit time: 9:35am
Zoom link: https://us05web.zoom.us/j/86339578399?pwd=bVJKbHhFTzNBbmY1QmFNV3FlQU1WQT09

Meeting ID: 863 3957 8399 Passcode: 5678



Upload photos and videos of your Wellbeing activities to Google Classroom

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