

# Kearns PS Online Learning – Stage 3

Tuesday Week 1

good morning



good morning





# English

Student resources

# Spelling

## Learning Intention

We are learning to spell new words so we can read and write fluently.

## Success Criteria

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

- Use less common prefixes and suffixes
- Spell multisyllabic words with more difficult letter patterns
- Use spelling rules and knowledge to spell new words

# Spelling



Click here to listen to the instructions

   sound "ay" e.g. <b>day</b>	 sound "eer" e.g. <b>cheer</b>	 sound "n" (ending) e.g. list' <b>n</b>
they prey steak great <b>eight</b> weight	rear smear fearless disappear endearing nuclear	cotton dragon talon prison horizon abandon

- a) Copy the list words out into three columns as above. Write the sound (**in bold**) in a different colour, or underline it.

# Grammar Punctuation and Vocabulary

## Learning Intention

I am learning to understand how synonyms and antonyms operate in everyday language

## Success Criteria

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

- Identify synonyms and antonyms for a given word.
- Create synonyms and antonyms for a given word.



# Grammar Punctuation and Vocabulary

## Synonyms and Antonyms

Click here [to watch the synonym and antonym video](#)

Task: Draw up the table in your workbook or create a table on docs.

- Write a synonym and antonym from the word bank for each word.

**EXTENSION:** Write a synonym or antonym of your own (not from the list) for each or some of the words.

Synonym: a word that has the same or similar meaning as another word.

Antonym: a word that has the opposite meaning of another word.

### Word Bank

sad	tough	alert	easy
spooky	delicate	huge	end
soft	slow	first	calming
small	bumpy	joyful	
drowsy	difficult	fast	

Word	Synonym	Antonym
big		
beginning		
happy		
quick		
simple		
rough		
sleepy		
strong		
scary		

# Viewing and Responding

## Learning Intention

We are learning to identify key ideas and information from visual texts, so we can communicate effectively for a variety of audiences and purposes.

## Success Criteria

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

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



# Viewing and Responding



[Episode BTN Click Here](#)

Click here to  
listen to the  
instructions

The episode will be available at 10am today

Choose **2** stories that interested you the most. For each story you will need to:

- **Write a 3-2-1 response in your exercise book.**

**Write 3 things you learnt, 2 questions you have and one opinion that you have.**

We are looking for interesting responses about 2 stories.



**Everyone needs to log on and do some Reading Eggspress activities every week. The teachers will be checking to see who is completing activities.**

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here



Click here to hear instructions

# Break 1

Lie on your back outside and close your eyes so you can use all of your senses except for sight.

Notice the feel of the air, the feel of the ground, the sounds that surround you and any smells that are present.





# Mathematics

Student resources

## Warm Up

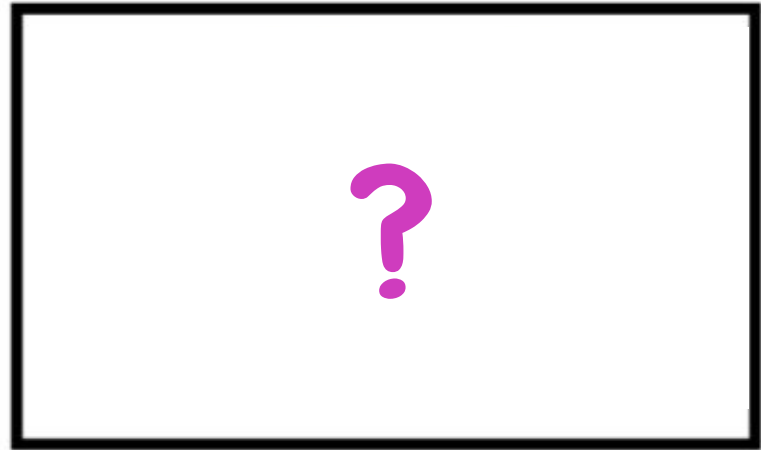


# Guess the NUMBER

I am a two digit  
number

My first digit is  $3 + 5$

My second digit is  $7 - 6$



What number am I?

# Fractions



## Learning Intention

We are learning to add and subtract fractions with the same denominators.

## Success Criteria

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

- add and subtract fractions with like denominators
- I can use a fraction wall or diagram to show fractions



# REVISION

How many slices of pizza does Amelia have?



How many slices of pizza does Kamil have?  
have?

How many slices do they have altogether?

How many slices do they have altogether?

3  
slices

+

2  
slices

=

5  
slices





How would the calculation change if we used fractions instead of slices?

How many slices of pizza does Amelia have?



How many slices of pizza does Kamil have?

What fraction of a pizza do they have altogether?

What fraction of a pizza do they have altogether?

$$\frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$



# Revision of Fractions



- A fraction is a part of a whole. It is that simple!
- The top number is called the numerator. This tells you how many pieces of the whole you have.
- The bottom number is called the denominator.
- This tells you how many pieces make up the whole.
- The line in the middle of the fraction is called the fraction bar, or the vinculum.



one piece out of  
three

1 ← numerator



3 ← denominator

# Adding and Subtracting Like Fractions

- Fractions are alike if their denominators are the same.
- To add or subtract like fractions, follow these steps:

- 1) Add or subtract the numerators.
- 2) Place the answer above the denominator.
- 3) Simplify the fraction if it is possible to do so.



Let's take a look at three different examples of addition and subtraction involving like fractions.



# Adding Like Fractions – Example 1

Add the numerators →  $\frac{2}{5} + \frac{2}{5} = \frac{4}{5}$  ← Do not add the denominators



# Subtracting Like Fractions – Example 2

Subtract the  
numerators

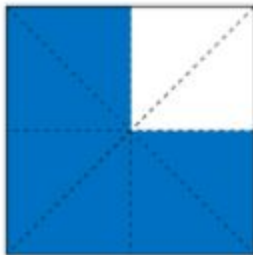
$$\frac{6}{8} - \frac{2}{8} = \frac{4}{8}$$

Do not subtract  
the denominators

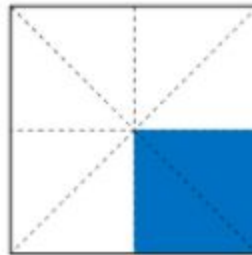


$$\frac{4}{8} = \frac{1}{2}$$

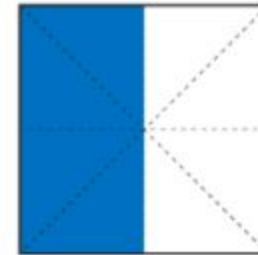
Simplify the  
fraction



-



=



# Adding Like Fractions – Example 3

Add the  
numerators

$$\frac{3}{4} + \frac{3}{4} = \frac{6}{4}$$

Do not add the  
denominators

$$\frac{6}{4} = 1 \frac{2}{4}$$

Convert to a  
mixed numeral

$$= 1 \frac{1}{2}$$

Simplify the  
fraction



# Mathematics Activity 1

Complete the following questions in your exercise book. When you have completed this, take a picture of your work and upload it to Tuesday W1 T4 Day Plan on Google Classroom.

$$1) \frac{6}{12} + \frac{5}{12} =$$

$$2) \frac{5}{9} - \frac{4}{9} =$$

$$3) \frac{3}{10} + \frac{5}{10} =$$

$$4) \frac{7}{8} - \frac{3}{8} =$$

$$5) \frac{11}{16} + \frac{7}{16} =$$

$$6) \frac{5}{6} - \frac{3}{6} =$$

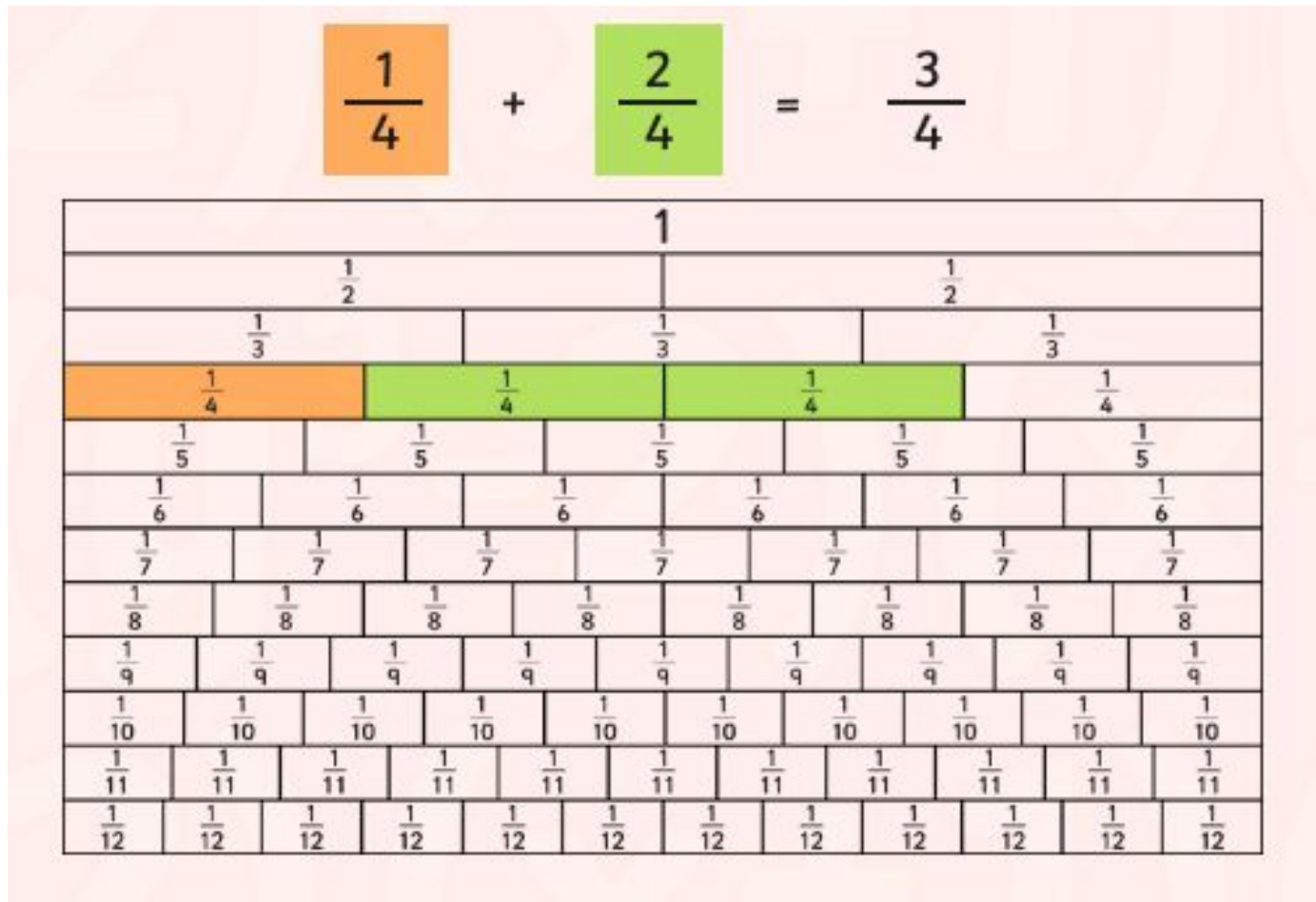






## Mathematics Activity 1 continued...

When you have answered each of the questions in the previous slide, show your calculations on a fraction wall. First you must make your own fraction wall in your exercise book.



## Mathematics Activity 2

Complete an activity on Mathletics.



## Break 2

**Have a rest in a comfortable spot outdoors with some relaxing music playing.**



# Week 1

## Geography

# Papua New Guinea

## Facts

- **Papua New Guinea** is Australia's closest neighbour.
- In fact, at their closest point they are only four kilometres apart!
- Papua New Guinea is located to the **north** of Australia.
- It is part of the **Oceania** region.





# Papua New Guinea

## Facts

- For many years, Papua New Guinea was ruled by Great Britain and Germany.
- After the Second World War, Papua New Guinea was administered by Australia until it became an independent country in 1975.



## Did You Know?

A Spanish explorer called the country New Guinea because he thought the people looked similar to the inhabitants of Guinea on the west coast of Africa!

# Papua New Guinea

## Facts

- The three main languages spoken in Papua New Guinea are Tok Pisin, Hiri Motu and English.
- English is the language used in schools.



### Some Handy Tok Pisin Phrases

Hai – Hello

Welkam – Welcome

Husat nem bilong yu? – What is your name?

Nem bilong mi emi – My name is

Yu stap gut? – How are you?

Mi stap gut – I'm fine

Gutbai - Goodbye

Discuss with a sibling or adult:

Why do you think there are so many languages spoken in Papua New Guinea?

# Vegetation

## Papua New Guinea



- Papua New Guinea has a variety of forest types ranging from **savannah woodlands, swamps and mangroves** to **lowland rainforests, hill forests and montane forests**.
- Extensive areas of grasslands are found in the highlands and in the south-west.
- Mangrove forests fringe large parts of the coast and form very extensive stands along the Gulf of Papua.





# Native Animals

## Papua New Guinea



The country's pristine rainforest is home to many rare species of birds and insects, including the world's largest butterfly, the Queen Alexandra Birdwing found in Oro Province. The wingspan of this giant insect reaches up to 30cm.

### **Birdlife**

There are about 700 species of birds, including parrots, pigeons, hornbills (kokomos), cassowaries (PNG's largest bird), cockatoos and kingfishers, but the country is best known for its brilliantly coloured birds of paradise. Thirty-eight of the 43 known species are found here, including the rare blue and raggiana varieties, enticing birdwatchers from around the world.

### **Wildlife**

Native mammals include bats and marsupials such as tree kangaroos, forest wallabies, echidnas (spiny anteaters) and bandicoots, as well as dolphins, whales and dugongs (sea cows).

# Landscape

## Papua New Guinea



- New Guinea is the world's second-largest island, and with an area of 785,753 km<sup>2</sup>, the largest island in the Southern Hemisphere.
- Located in Melanesia in the southwestern Pacific Ocean, it is separated by the 150 km wide Torres Strait from Australia.
- Papua New Guinea is located on the volcanic Ring of Fire. As a result, the country has several active volcanoes and experiences earthquakes and tsunamis.



# Climate/Weather

## Papua New Guinea

- Papua New Guinea has a **hot, humid tropical climate** which is experienced all year round.
- The country experiences two distinctive seasons: wet (December – March) and dry (June – September).
- Temperatures are cooler in the highlands and it can even snow in the very high mountains.
- **Average maximum temperature** 30°C to 32°C
- **Average minimum temperature** 22°C to 24°C



**Discuss with a sibling or adult:  
How is Australia's climate different or similar to Papua New Guinea?**

# People

## Papua New Guinea



- The indigenous peoples of New Guinea, commonly called Papuans, are **Melanesians**.
- Traditionally, Melanesia was made of two different types of people, the Papuans (the first to arrive to Melanesia) and Austronesians (who arrived much later).





# Cultural Traditions

## Facts

- Papua New Guinea is one of the least explored countries in the world, both culturally and geographically.
- If you were to visit Papua New Guinea, you would witness festivals, such as the Goroka Show held in September.
- Tribes from across the Highlands come wearing their own unique traditional dress, which might include elaborate feather headdresses, grass or bead skirts, shell and horn necklaces and very colourful face and body paint, plus traditional weapons.



## Asaro Mudmen (see pictures ---->)

- Mudmen are a tradition of the Asaro tribe. They wear traditional mud masks with unusual features like very long ears or sideways mouths.
- The tradition comes from an ancient legend that tells of how the local people scared away an enemy tribe by emerging from the river covered in mud and pretending to be spirits.



# Housing

## Papua New Guinea

- Most Papua New Guineans live in villages.
- Check out this website for more information on housing in Papua New Guinea [Housing in Papua New Guinea](#).



# Education

## Papua New Guinea

- The first school in Papua New Guinea was established in 1873 by English missionaries.
- It is **tuition-free** and attendance is not compulsory.
- With a literacy rate of 64.2%, Papua New Guinea has the lowest literacy rate in Oceania.



# Flag

## Papua New Guinea



With a sibling or adult, answer the following questions in your exercise book:

1. *What symbols have been used?*
2. *What colours are used?*
3. *How is it similar to the Australian flag?*

Using your inference skills, answer the following questions in your exercise book:

4. *What do you think the symbols represent?*
5. *What do you think the colours represent?*



Move to the next slide to learn about the flag of Papua New Guinea.



# Flag

## Papua New Guinea

- The flag of Papua New Guinea was adopted on 1 July 1971.
- In the hoist, it depicts the Southern Cross; in the fly, a raggiana bird-of-paradise is silhouetted.
- The design was chosen through a nationwide design competition in early 1971.
- The winning designer was Susan Karike, who was 15 at the time.

Susan Karike



# Task 1

You must now reflect on today's learning by writing a summary of each area explored. Create a table in your exercise book like the one below and fill in the boxes next to each topic with at least 2 sentences (the first one has been done for you). If you have forgotten, go back through the powerpoint and re-read each topics information.

## Papua New Guinea

	Summary of what I have learnt
<u>Natural features</u> <b>Vegetation</b>	<ul style="list-style-type: none"> <li>- Lots of mangroves surrounding the coast of the island</li> <li>- Forests and swamps are found all over the island</li> </ul>
<b>Native animals</b>	
<b>Landscape</b>	
<b>Climate / weather</b>	
<u>Human features</u> <b>People</b>	
<b>Cultural traditions</b>	
<b>Housing</b>	
<b>Education</b>	
<b>Flag</b>	

When you have finished, take a picture of your work and upload it to Tuesday W1 Day Plan.





# Reflection

End of Day



## **Reflection for today- This is a compulsory task.**

Complete this in your exercise book. You can take a photo and upload to Google Classroom Tuesday W1. You can also write your reflections in the personal messages section of the daily task. We love reading your reflections. Mrs Freney and Mrs Roda.

### **Reflection Points:**

- 1 thing you liked and why
- Was today too easy, just right or too hard.
- Was anything tricky today? If yes what was it?



# Kearns PS Online Learning – Stage 3

Wednesday Week 1





# English

Student resources



# NRL LEAGUE STARS INSPIRE - RESILIENCE

## Workshop 1- Resilience



### You will learn about:

- Healthy practices, behaviours and attitudes
- Resilience strategies for dealing with disappointments, setbacks and challenging situations
- Safe practices and risks associated with unsafe behaviours
- The benefits arising from establishing a healthy lifestyle



### You will learn to:

- Evaluate the risks and consequences of different lifestyle choices
- Develop and maintain a healthy lifestyle
- Use strategies to manage difficult or challenging situations, and act in safe ways

### **Task:** [Click here to watch the League Stars Inspire Resilience Video](#)

- Answer the questions on the following page in your exercise book.

# Answer the questions in your exercise book.



## RESILIENCE

Activity Worksheet


### Help Reggie become Resilient

Hi, my name is Reggie Resilience

How can Reggie respond when he is facing challenges?  
Example: Try-Learn-Grow

Write down some people who can be on Reggie's support team  
Example: Mum-Dad-Teammates-Teachers

Create a saying he can use to help inspire him through low times  
Example: A setback is just an opportunity for a comeback







## Listening and Responding

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

**You do not need to do a 3-2-1 response today.**

Squiz Kids is an **optional** task today.

SQUIZ  
KIDS

The logo for Squiz Kids, featuring the word 'SQUIZ' in black and 'KIDS' in blue. A yellow headphones icon is positioned over the letter 'S' in 'KIDS'.

# Spelling

## Learning Intention

We are learning to spell new words so we can read and write fluently.

## Success Criteria

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

- Use less common prefixes and suffixes
- Spell multisyllabic words with more difficult letter patterns
- Use spelling rules and knowledge to spell new words



Click here to hear instructions

# Spelling

Continue from your Tuesday spelling activity. You do not need to create the spelling table again. Complete the activities in your exercise book.

   sound "ay" e.g. day	 sound "eer" e.g. cheer	 sound "n" (ending) e.g. list'n
they prey steak great eight weight	rear smear fearless disappear endearing nuclear	cotton dragon talon prison horizon abandon

b) Put any ten list words into sentences

c) Write one more word that could go in each column. Eg, melon

# Reading and Viewing/ Writing and Representing

## Learning Intention

I am learning to make personal connections to different topics

## Success Criteria

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

- Complete an Y-chart about a topic using looks like, sounds like feels like.

# Reading and Viewing/ Writing and Representing

## Gratitude

[Click here for Mrs Freney's video lesson](#)

[Click here to watch Kid President](#)

### TASK:

- You will need to open the Gratitude document found in Wednesday W1 Daily Plan in Google Classroom.
- Type your responses directly into the document.
- Turn in the slide when you have completed the task.

**WHAT IS GRATITUDE?**

What does the word *gratitude* mean?  
Type here

Complete the Y chart:

Looks like  
Type here

GRATITUDE

Type here

Type here

Sounds like

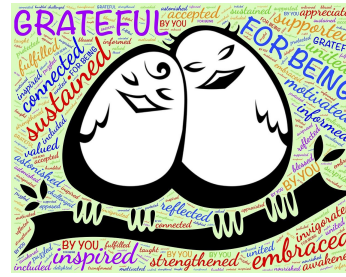
Feels like

Explain why is it important that we are *grateful* in our lives.  
Type here

You will find the above document in Google Classroom.

# Reading and Viewing

## Gratitude



### Task:

- Read the poem Gratitude by Melody Beattie.

Answer these questions in your exercise book or create a doc.

- How does this poem make you feel? Why?
- Can you make any connections when reading the poem? What are they?
- Write one thing you are grateful for on the [Stage 3 Gratitude Jamboard](#).

**Don't forget to write your name.**

*Gratitude* unlocks the fullness  
of life. It turns what we have  
into enough, and more.  
It turns denial into acceptance,  
chaos to order, confusion to clarity.  
It can turn a meal into a feast,  
a house into a home,  
a stranger into a friend.  
Gratitude makes sense of our past,  
brings peace for today and  
creates a vision for tomorrow.

*Melody Beattie*



Click here to hear instructions

## Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here



# Break 1

At the same time of every day, think of one thing to be thankful for.







# Mathematics

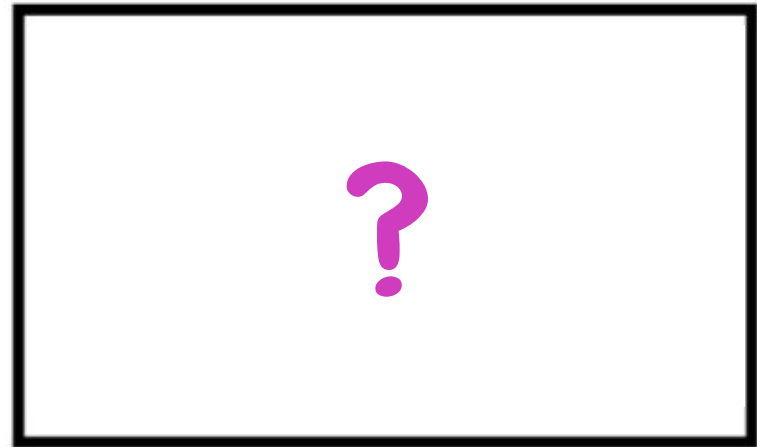
Student resources

## Warm Up 1

Guess the

NUMBER

I am a two digit number  
Both of my digits are odd  
My digits add to make 8  
You can skip count by  
5's to reach this number



What number am I?

## Warm Up 2

# Kahoot

## Warm up #2

Click the link below to play the  
Fractions FUN Kahoot.

[https://kahoot.it/challenge/05744877?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0\\_1631576454598](https://kahoot.it/challenge/05744877?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1631576454598)

Game PIN: **05744877**

# Kahoot!

# Fractions

## Learning Intention

We are learning to add and subtract fractions.



## Success Criteria

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

- name all the different types of fractions
- add fractions to a whole number
- subtract fractions from a whole number

# Fractions

Fractions come in many shapes and sizes.

They can be:

- proper
- improper
- mixed
- equivalent



$\frac{3}{5}$	$2\frac{3}{5}$	$\frac{5}{3}$
Proper fraction	Mixed fraction	Improper fraction
Types of fractions		

## **Watch:**

[Improper Fractions and Mixed Numbers by Shmoop](#)

# Proper

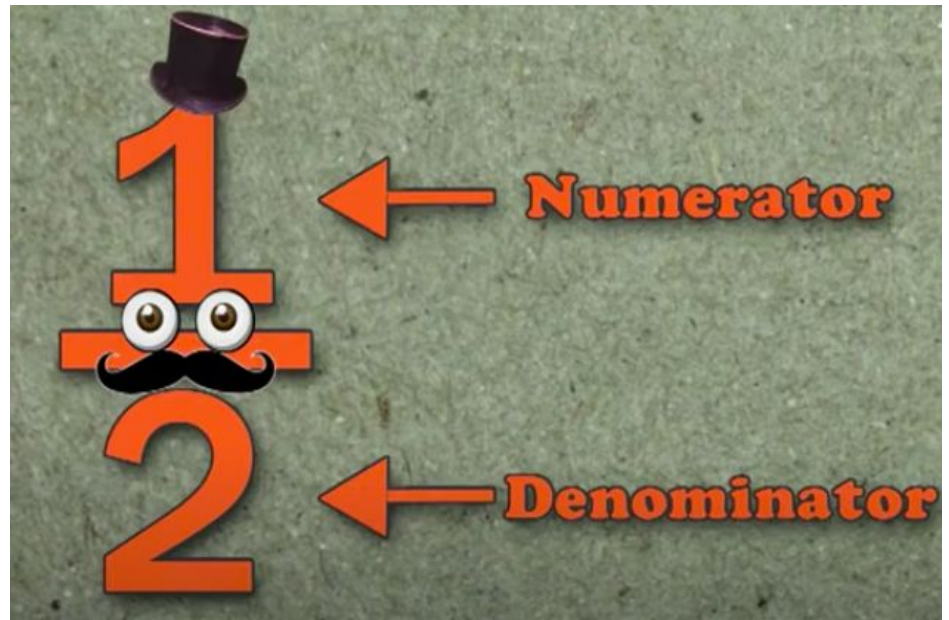


Proper fractions have a numerator smaller than the denominator.

$$\frac{2}{3}, \frac{4}{9}, \frac{3}{10}, \frac{5}{7}$$



Examples of proper fractions





# Improper Fractions

- Improper fractions are fractions with a larger numerator than denominator.
- They are greater than one.
- They are improper as they are bigger than one.



## Did you know?

- We can change them into mixed numbers by dividing the denominator by the numerator.

$$\frac{3}{2} \quad \frac{6}{3} \quad \frac{5}{5} \quad \frac{40}{16}$$

Improper fractions



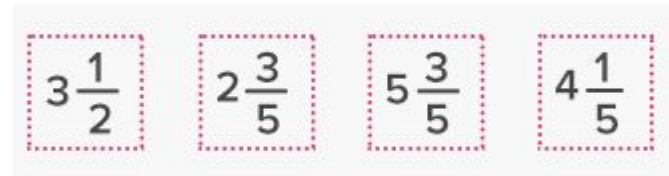
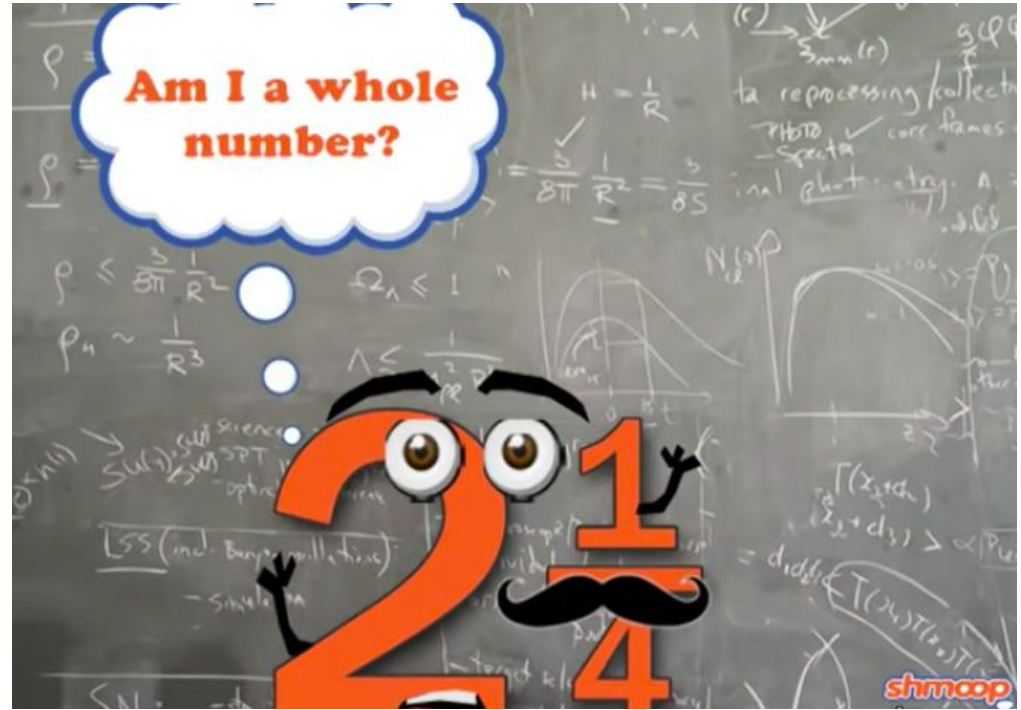
# Mixed numbers

- Mixed numbers are a combination of whole numbers and fractions

## Did you know?

- We can change them into improper fractions (like the slide before) by multiplying the denominator in the fraction by the whole number on the left.
- We then add the answer to the numerator on the mixed fraction.

(watch the youtube clip to see this in action) [Change a Mixed Number to an Improper Fraction](#) Examples ---->



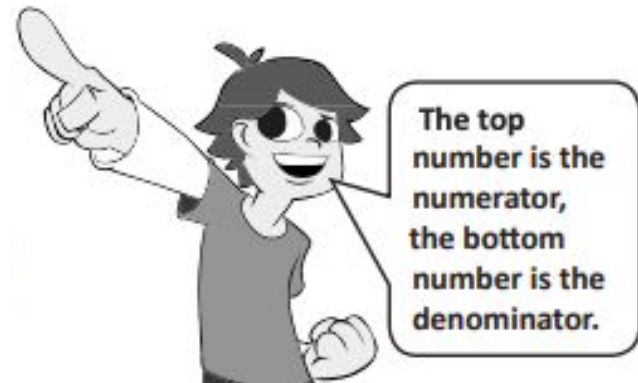
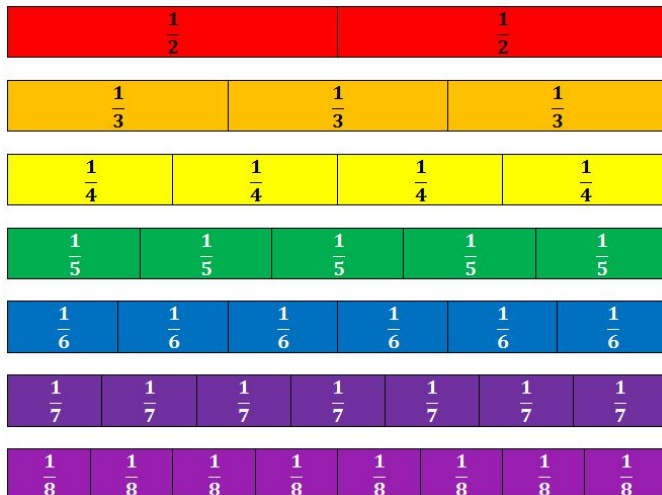


# Fractions Lesson



In today's lesson we are going to learn how to add fractions to whole numbers, and subtract fractions from whole numbers.

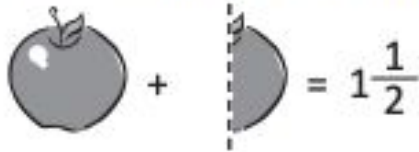
There is no doubt that fractions can be tricky. Please do not panic, if you are stuck make sure to post on the stream and you will receive help!



# Adding Fractions to a Whole Number



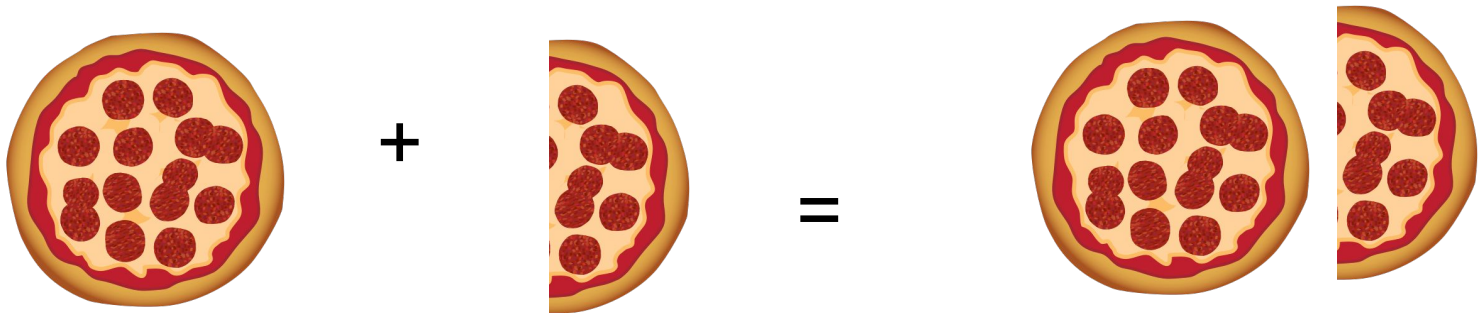
Adding fractions to whole numbers is a simple process.



$$1 + \frac{1}{2} = 1\frac{1}{2}$$

## Example:

I ate a whole pizza, and my friend ate  $\frac{1}{2}$  of her pizza. How much pizza did we eat in total:



$$1 + \frac{1}{2} = 1\frac{1}{2}$$

# Activity 1 - Adding Fractions to a Whole Number

Complete the following questions in your exercise book. When you have completed this, take a picture of your work and upload it to Wednesday W1 T4 Day Plan on Google Classroom.



Add these fractions and whole numbers:

a  $2 + \frac{1}{2} = \square \frac{\square}{\square}$

b  $4 + \frac{1}{3} = \square \frac{\square}{\square}$

c  $3 + \frac{3}{4} = \square \frac{\square}{\square}$

d  $\frac{1}{2} + 5 = \square \frac{\square}{\square}$

e  $\frac{2}{3} + 4 = \square \frac{\square}{\square}$

f  $\frac{4}{7} + 9 = \square \frac{\square}{\square}$

g  $\frac{1}{2} + \square = 6\frac{1}{2}$

h  $\square + \frac{2}{3} = 2\frac{2}{3}$

i  $\frac{1}{5} + \square \frac{\square}{\square} = 2\frac{3}{5}$

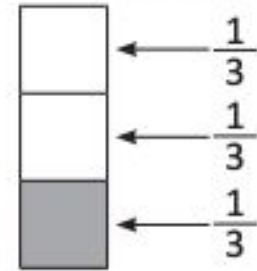
# Subtracting Fractions From a Whole Number

How do we subtract fractions from a whole? We rename the wholes to make it simpler.

Look at the problem  $1 - \frac{1}{3}$ .

How many  $\frac{1}{3}$  are in 1 whole? There are  $\frac{3}{3}$  in a whole.


Now the problem is easier:  $\frac{3}{3} - \frac{1}{3} = \frac{2}{3}$





## Activity 2 - Subtracting Fractions From a Whole Number


Complete the following questions in your exercise book. When you have completed this, take a picture of your work and upload it to Wednesday W1 T4 Day Plan on Google Classroom.


Rename the wholes as fractions and use the diagrams to help you solve these problems:


a  $1 - \frac{2}{5} =$    
 $=$

b  $2 - \frac{1}{3} =$    
 $=$

c  $1 - \frac{1}{4} =$    
 $=$

d  $2 - \frac{3}{4} =$    
 $=$

e  $1 - \frac{3}{8} =$    
 $=$

f  $2 - \frac{1}{4} =$    
 $=$

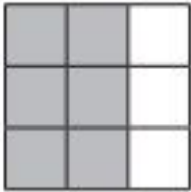


# Fast Finisher

Complete the following questions in your exercise book. When you have completed this, take a picture of your work and upload it to Wednesday W1 T4 Day Plan on Google Classroom.

Are these statements true or false?

a



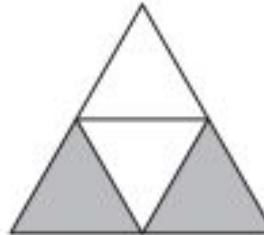
$\frac{6}{9}$  is shaded

b



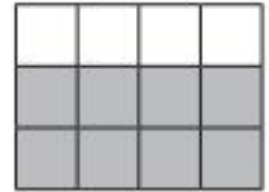
$\frac{1}{4}$  is shaded

c



$\frac{1}{3}$  is shaded

d



$\frac{7}{12}$  is shaded





# PDHPE

## Student resources

# PD/H/PE

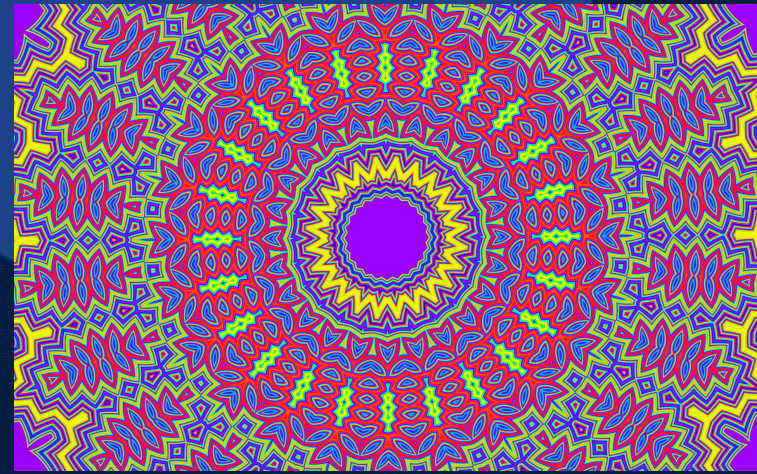
## Taekwondo Activity:

The aim of this lesson is to get some physical exercise and participate in physical activity from another culture. Try out the Korean martial art of taekwondo by joining in with this online tutorial.

[Click here for the Taekwondo Online Class](#)

When you have finished, do some research to find out 5 facts about Taekwondo.





## Break 2

Watch [4K Visuals - Kaleidoscope - Sample 308](#) and pause the clip when you see an image you like. Using pencil, sketch what you see. You can add colour, or keep it in black and white.



# Creative Arts Wednesday Week 1 Pop Art

# Investigate and Create Pop Art- Take a photo and upload to Google Classroom

**Peter Blake**

**Romero Britto**

**Andy Warhol**



What you could use: blank paper, markers or paint, scissors, glue, a ruler, old magazines, etc. You may wish to spend longer than one hour on this task – in this case it could be completed over more than one session. It is up to you.

**Activity:** Have a look at artworks from these 3 ‘Pop Art’ artists:

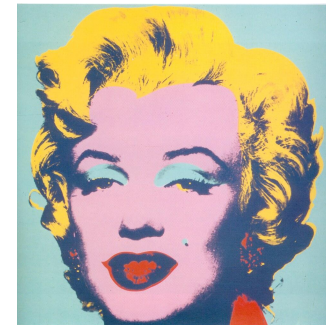
Peter Blake, Romero Britto and Andy Warhol. (If you do a Google Image search you will find many examples of their work).



Peter Blake



Romero Britto



Andy Warhol

# Create your own Pop Art



Discuss with an adult

- Identify and list 3 similarities that you can see across the work of all three artists.
- Identify 1 distinct trait of each artist's work – that is, the way in which it is most different to the others.

## Create your own Pop Art

- **Choose one of these artists and create your own original image inspired by their art.**
- **Take a photo of your art and upload to Google Classroom.**



# Reflection

End of Day



## **Reflection for today- This is a compulsory task.**

Complete this in your exercise book. You can take a photo and upload to Google Classroom. You can also write your reflections in the personal messages section of the daily task. We love reading your reflections.

Mrs Freney and Mrs Roda.

### **Reflection Points:**

- 1 thing you liked and why
- Was today too easy, just right or too hard.
- Was anything tricky today? If yes what was it?



good morning

good morning



# Kearns PS Online Learning – Stage 3

Thursday Week 1



# English

Student resources



# Listening and Responding

## Learning Intention

We are learning to identify key ideas and information from spoken texts, so we can communicate effectively for a variety of audiences and purposes.

## Success Criteria

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

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

## Listening and Responding



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

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

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

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



# Spelling

## Learning Intention

We are learning to spell new words so we can read and write fluently.

## Success Criteria

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

- Use less common prefixes and suffixes
- Spell multisyllabic words with more difficult letter patterns
- Use spelling rules and knowledge to spell new words



Click here to hear instructions

# Spelling

Continue from your Wednesday spelling activity. You do not need to create the spelling table again. Complete the activities in your exercise book.

   sound "ay" e.g. day	 sound "eer" e.g. cheer	 sound "n" (ending) e.g. list'n
they prey steak great eight weight	rear smear fearless disappear endearing nuclear	cotton dragon talon prison horizon abandon

d) Copy these words and write their opposite (*antonym*) from the list:

predator, front, scared, appear.

e) Fill in the correct "ay" sound for these words. (Choose from *ay, ai, a-e, a, ey, ea, ei.*)

av \_\_ lable, r \_\_ dius, concentr \_\_ t \_\_, disarr \_\_, c \_\_ pable, v \_\_ n,  
n \_\_ ghbour, unbr \_\_ kable, ob \_\_, v \_\_ gue.

# Grammar Punctuation and Vocabulary

## Learning Intention

I am learning to understand how synonyms and antonyms operate in everyday language

## Success Criteria

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

- Identify and suggest synonyms and antonyms for different words.

# Grammar Punctuation and Vocabulary



**Task:** Write the sentences in your exercise book. You need to decide to use a synonym or an antonym so that the story makes sense. The first one is an example.

1. Read the text and replace the underlined words with either a suitable synonym or antonym.

"Excuse me waiter but this soup is excellent!"  Harvey snorted. The waiter re-arranged his face into a smile and turned to regard the delightful  Harvey, who was smirking cockily  at his friends.

"I can assure you, young man, that the soup is quite stale,"  he said calmly.

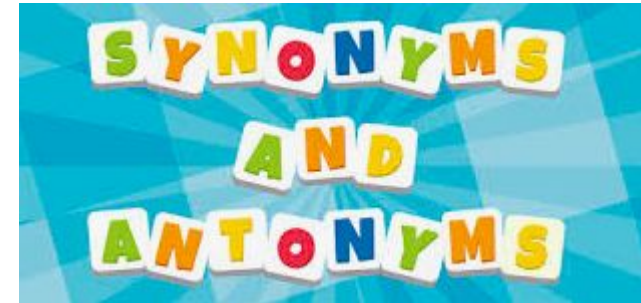
"Perhaps," Harvey grinned  "But it still tastes divine!"

With a smile  the waiter scooped up the bowl of soup and placed it on his silver tray.

"I shall replace it at once,"  he said through clenched teeth. When he had gone Harvey leant back in his chair feeling smug

"Told you I'd get another bowl," he laughed  "This is possibly the worst  soup I've ever tasted."

Harvey's friends shifted around happily  in their seats feeling very embarrassed  about Harvey's behaviour.



Synonym	Antonym
A word or phrase that has the same or exact meaning as another word or phrase. ✓	A word or phrase that has the opposite meaning as another word or phrase. ✗
Big → Huge	Big → Small
Smart → Intelligent	Tall → Short
Alike → Same	Fast → Slow
Small → Tiny	Early → Late
Begin → Start	Old → Young
Rich → Wealthy	Always → Never
Scared → Afraid	Loud → Quiet

# Reading and Viewing/ Speaking and Listening

## Showing Gratitude



Click here to watch [The Science of Gratitude](#) informative video. The video tells us that showing gratitude can improve our overall well being. After watching the video:

- Talk to an adult about how showing gratitude can improve our health.
- What else did you learn?
- How could you show gratitude?



Click here to watch [Gratitude short story animation](#)

In the short animation the man was unhappy. He didn't help others or show kindness. But something changed when the old lady showed gratitude for him helping her across the road.

- In your exercise book write a paragraph about how the man's life changed when he showed kindness to others. Upload this paragraph to Google Classroom.

# Break 1

Lie comfortably on your back on the floor. Move your attention around your body by tensing and clenching your muscles and then relaxing them. Hunch your shoulders, then let them go.

Make your hands into fists then tighten the muscles in your arms before relaxing them. Continue to move around your body repeating this process.







# Mathematics

Student resources

# Watch

NSW Department of Education

## Warm Up 2

### Kahoot

#### Warm up #2

**Guess the** **NUMBER**  
**Kahoot!**

Click the link below to play the Adding and Subtracting Fractions Kahoot.


I am a two digit number  
I am an even number  
My digits added make 3

<https://kahoot.it/challenge/08297548?challenge-id=4ccbcc64-2d54-4a6f-8d17-721305962013&7097>

553 If you skip count by 2, I will be the 6<sup>th</sup> number  
Game PIN: **08297548**

?

What number am I?



## Warm Up 1

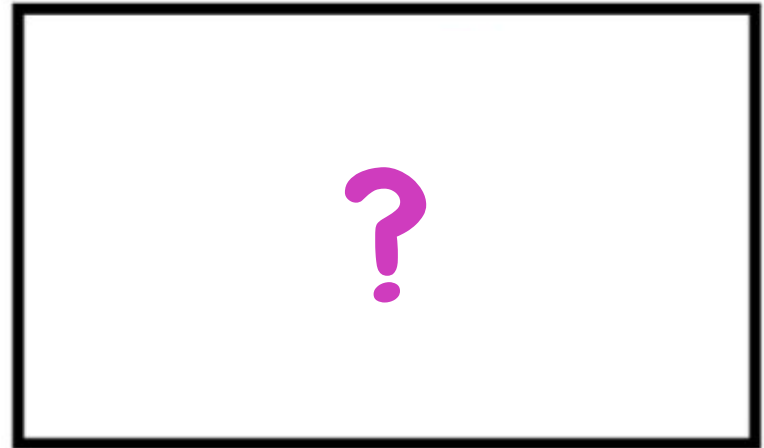
# Guess the NUMBER

I am a two digit number

I am an even number

My digits added make 3

If you skip count by 2, I  
will be the 6<sup>th</sup> number



What number am I?

## Warm Up 2

# Kahoot

## Warm up #2

Click the link below to play the Adding and Subtracting Fractions Kahoot.

[https://kahoot.it/challenge/08297548?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0\\_1631517097553](https://kahoot.it/challenge/08297548?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1631517097553)

Game PIN: **08297548**

# Kahoot!

# Fractions

## Learning Intention

We are learning to add and subtract fractions with different denominators.

## Success Criteria

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

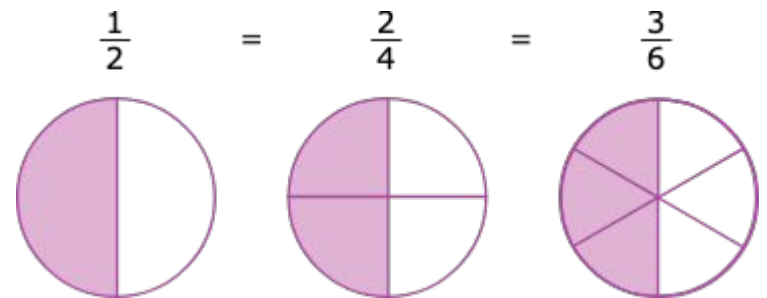
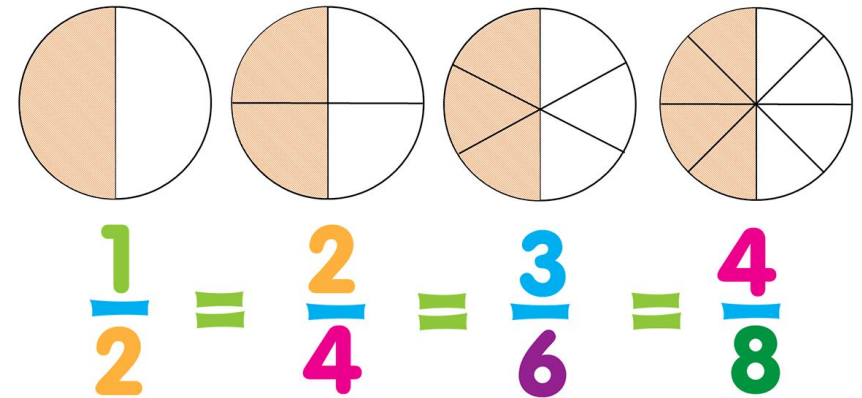
- identify and convert fractions into equivalent fractions
- add and subtract fractions with different denominators

# What are equivalent fractions?

Equivalent fractions are **two or more fractions that are all equal but look different.**

Equivalent fractions can be defined as fractions that may have different numerators and denominators but they represent the same value.

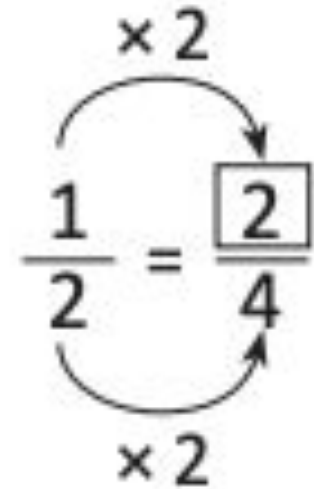
These are all examples of equivalent fractions ----->



# How do I find equivalent fractions?

## Watch: [Finding Equivalent Fractions Using Multiplication](#)

To find equivalent fractions without drawing diagrams we use the numerators and denominators to guide us. Imagine your share of a cake is half. It is too big to pick up so you cut your half into halves. You now have 2 quarters of the cake. You have doubled the number of parts (the denominator) and by doing this you have doubled the number of parts (the numerator). This method can be used to find all equivalent fractions.

$$\frac{1}{2} = \frac{2}{4}$$


# Activity 1

Complete the following questions in your exercise book. When you have completed this, take a picture of your work and upload it to Thursday W1 T4 Day Plan on Google Classroom.

Use the clues to help you make the equivalent fractions:

a  $\frac{1}{3} = \frac{\square}{12}$

b  $\frac{1}{2} = \frac{3}{\square}$

c  $\frac{2}{3} = \frac{\square}{9}$

d  $\frac{3}{8} = \frac{\square}{40}$

e  $\frac{1}{3} = \frac{\square}{9}$

f  $\frac{1}{4} = \frac{\square}{8}$

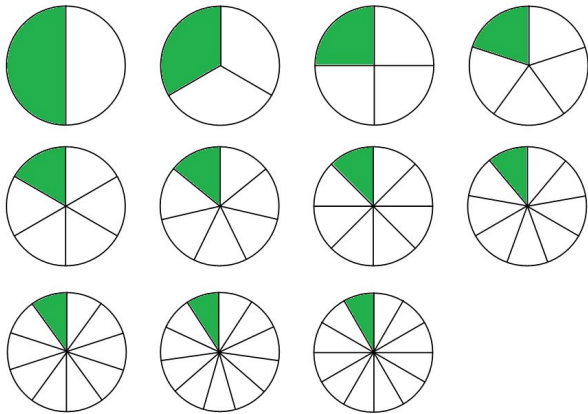
g  $\frac{3}{4} = \frac{15}{\square}$

h  $\frac{2}{4} = \frac{\square}{2}$



## Where to next?

Now that we have learnt how to find equivalent fractions, we are going to look at how to add fractions with different denominators. These are called unlike fractions.



# Watch

## Adding Fractions with Different Denominators

$\frac{1}{4} + \frac{1}{2} =$

$\frac{1}{4} \quad \frac{2}{4}$

# Adding and Subtracting Unlike Fractions

- Fractions are unlike if their denominators are different.
- To add or subtract unlike fractions, follow these steps:
  - 1) Find a common denominator for the fractions, using the lowest common multiple.
  - 2) Make equivalent fractions using the new denominator, remembering to change the numerator if necessary.
  - 3) Add or subtract the numerators and place the answer above the common denominator.
  - 4) Simplify the fraction if it is possible to do so.

Let's take a look at three different examples of addition and subtraction involving unlike fractions.

# Adding Unlike Fractions – Example 1

Denominators are different →

$$\frac{1}{6} + \frac{2 \times 2}{3 \times 2} = \frac{1}{6} + \frac{4}{6}$$

← Denominators are the same

Create an equivalent fraction ↗

$$= \frac{5}{6}$$

If the denominators are not the same, then you have to use equivalent fractions which do have a common denominator. To add fractions with unlike denominators, **rename the fractions with a common denominator**. Then add them together.

# Subtracting Unlike Fractions – Example 2

Denominators are different

Create an equivalent fraction

$$\frac{12}{16} - \frac{1}{4} \times 4 = \frac{12}{16} - \frac{4}{16}$$

Denominators are the same

$$\frac{8}{16} = \frac{1}{2}$$

Simplify the fraction

# Adding Unlike Fractions – Example 3

Denominators are different →

$$\frac{8}{15} + \frac{2}{3} \overset{\text{Create an equivalent fraction}}{\times 5} = \frac{8}{15} + \frac{10}{15}$$

Denominators are the same ←

$$\frac{18}{15} = 1 \frac{3}{15}$$

Convert to a mixed numeral ←

$$= 1 \frac{1}{5}$$

Simplify the fraction ←

## Activity 2

Complete the following questions in your exercise book. When you have completed this, take a picture of your work and upload it to Thursday W1 T4 Day Plan on Google Classroom.

Times the top and bottom by three to make both denominators 12. Then you can add the numerators together

$$1. \frac{4}{12} + \frac{1}{4} = \frac{4}{12} + \frac{3}{12} = \frac{7}{12}$$

$$2. \frac{3}{10} + \frac{1}{5} =$$

$$3. \frac{3}{16} + \frac{7}{8} =$$

## Activity 2 continued...

Complete the following questions in your exercise book. When you have completed this, take a picture of your work and upload it to Thursday W1 T4 Day Plan on Google Classroom.

4.  $\frac{8}{9} - \frac{1}{3} =$

5.  $\frac{6}{8} - \frac{1}{2} =$

6.  $\frac{5}{6} - \frac{1}{3} =$



## Break 2

Gather up some cardboard boxes, stack them up and create cool slow motion videos of you crashing into them.



# PDH - Health





We are learning to evaluate the reliability of health information and messages from different sources.

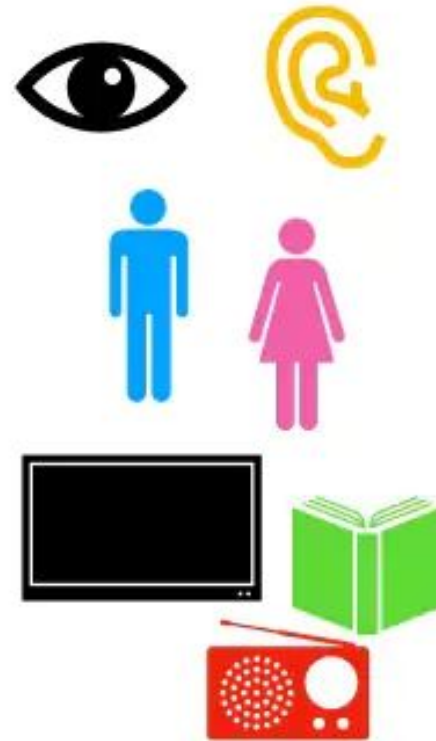


# Where do we get health information from?



# Where can we find Information?

- Your own senses
- The people around you
- Television
- Radio
- Newspapers
- Magazines & journals
- Internet
- Books

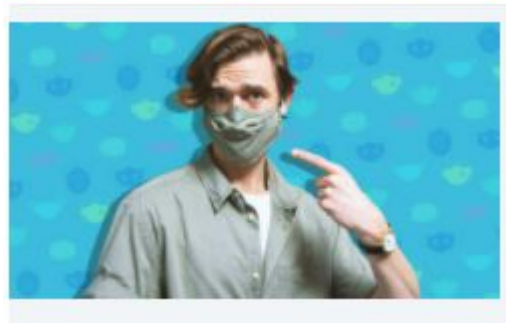


# Here are some health messages that you may have seen.



**View the following two clips and think about the message of each one. Your Kahoot will also be on these clips.**

[Wearing Face Masks - Classroom - BTN \(abc.net.au\)](https://www.abc.net.au/classroom/2020/05/11/wearing-face-masks-classroom/)



<https://video.link/w/J8O8c>





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

- Who made the clips? BTN is produced by the ABC (Australian Broadcasting Commission which is funded by the government) and Peekaboo Kidz is a Youtube Channel designed to educate kids.
- What were the similarities and differences of the two clips?
- What type of language is used? Do they want to persuade, inform or entertain us? How do you know?
- Is the information reliable?

You may choose to record your information in a table or discuss with an adult.





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





# Think about why this is a reliable source of information



The poster is created by a NSW Government agency. It provides simple instructions to support effective handwashing techniques. Handwashing is an example of healthy hygiene and one way to manage the spread of germs.

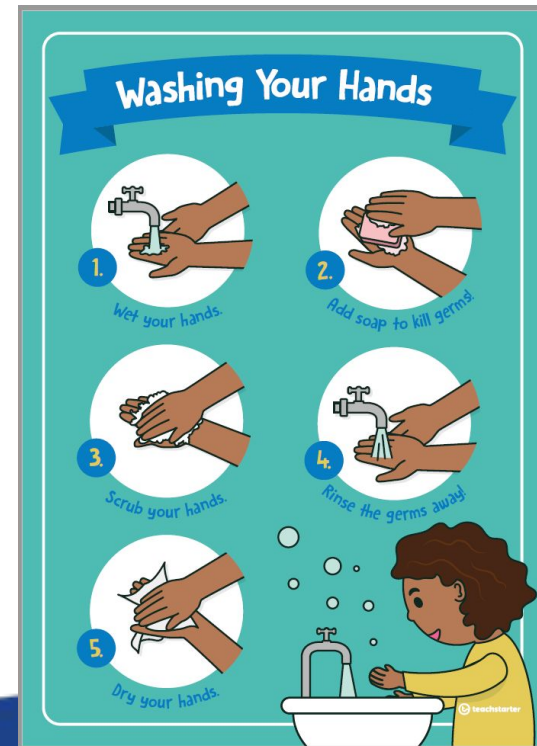


# Task: Create a resource for the school community

Choose a group in the school community - parents, a particular year group (eg Kindergarten students), school visitors, etc.

Make a poster, short video, song, poem, artwork or another creative way to communicate to them the steps of effective handwashing.

Here are some resources that will help you - <https://video.link/w/ELO8c>



Reflection: Discuss with an adult what you learnt about how you will know if a source is reliable. What are some ways you can test if the information is accurate?



**"If it's on the  
Internet,  
it must be true!"**



# Reflection

End of Day



## **Reflection for today- This is a compulsory task.**

Complete this in your exercise book. You can take a photo and upload to Google Classroom. You can also write your reflections in the personal messages section of the daily task. We love reading your reflections.

Mrs Freney and Mrs Roda.

### **Reflection Points:**

- 1 thing you liked and why
- Was today too easy, just right or too hard.
- Was anything tricky today? If yes what was it?



# Kearns PS Online Learning – Stage 3

Friday Week 1





# English

Student resources



# Listening and Responding

## Learning Intention

We are learning to identify key ideas and information from spoken texts, so we can communicate effectively for a variety of audiences and purposes.

## Success Criteria

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

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

## Listening and Responding



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

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

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

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

SQUIZ  
KIDS



# Spelling

## Learning Intention

We are learning to spell new words so we can read and write fluently.

## Success Criteria

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

- use less common prefixes and suffixes
- spell multisyllabic words with more difficult letter patterns
- use spelling rules and knowledge to spell new words

# Spelling

Continue from your Thursday spelling activity. You do not need to create the spelling table again. Complete the activities in your exercise book.

   sound "ay" e.g. day	 sound "eer" e.g. cheer	 sound "n" (ending) e.g. list'n
they prey steak great eight weight	rear smear fearless disappear endearing nuclear	cotton dragon talon prison horizon abandon

- g) The 'n' ending can sometimes be spelt as "ain" as in *mountain*, or "ian" as in *magician*. Add the correct ending to each of these words.

barg \_\_, cert \_\_, amphib \_\_, venet \_\_, Russ \_\_,  
fount \_\_, porcel \_\_, mortic \_\_.

- h) Make two smaller words out of each of these words: **disappear**, **endearing**, **abandon** and **nuclear**. (You can use the letters more than once and in any order.)

# Writing and Representing

## Learning Intention

I am learning to write an informative text to explain my thoughts and ideas.

## Success Criteria

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

- Plan and draft an informative text explaining my best day ever.images and sound appropriate to purpose and audience.
- Use interesting language to express my thoughts.



## Writing and Representing

### What would you do on your best day ever?

How are you feeling at the moment with the restrictions we have lived with to minimise the spread of Covid? Some restrictions are starting to ease. Are there lots of things that you can't wait to do when we come out of lockdown?

#### **TASK:**

Write about what you would do on “the best day ever” if you could go wherever you wanted, do whatever you wanted and see whatever you wanted.

Write this in your exercise book and take a photo or create a doc and upload to Google Classroom.



# Reading and Viewing

## Reading Eggspress Assignment



Click here to access [Reading Eggspress](#)

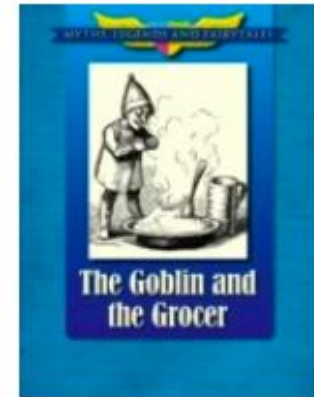
Task- You will work through the assignment **Comprehension Lesson 165** based on the text **The Goblin and the Grocer**

This is a **compulsory task**.

Your teachers will be checking your work on Reading Eggspress at the end of the day.

Have fun learning!

Mrs Freney, Mrs Roda and Mrs Nagan



Lesson 165 - The Goblin and the Grocer

# Break 1

Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.







# Mathematics

Student resources

## Warm Up 1

# Guess the NUMBER

I am a two digit number

Both of my digits are even

My digits are the same

My digits added together make 8



What number am I?

## Warm Up 2

# Kahoot

## Warm up #2

Click the link below to play the  
Reading time: Half past, quarter  
to/past, o'clock Kahoot.

[https://kahoot.it/challenge/06106841?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0\\_1631577304008](https://kahoot.it/challenge/06106841?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1631577304008)

Game PIN: **06106841**

# Kahoot!

# Time

## Learning Intention

We are learning to interpret and use timetables

## Success Criteria

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

- prepare my own detailed daily plan while learning from home
- include 24 hour time when detailing each task



## Estimation Activity - Can you estimate how long these activities will take?

In your exercise book, copy the below table, write your estimation for each task, then perform the tasks. Make sure to time yourself completing them. The first one is an example. Upload a picture of your work to Friday W1 on GC.

Activity	Estimation	Time
example - Make a drink	1 minute	1 minute 30 seconds
Brush teeth		
Make the bed		
Power walk around the whole house		
On a piece of paper use your memory to write the name of every student in your class: 5/6R - 24 students 5/6F - 24 students 4/5N - 23 students		

# Daily Schedule

- A daily schedule is a list of tasks that need to be completed.
- It helps us to stay on track throughout the day and at the end of the day we can look back at all the things we have achieved.
- When creating a daily schedule it is important to keep in mind the estimated time each activity takes before putting it on the list.
- The times that go along with each activity can be in 12 or 24 hour time.





# Task 1

Complete in your exercise book and upload to Friday W1 on GC.

Take a look at the following schedule. Answer these questions.

1. between what times are electronics not allowed?
2. how long is academic time?
3. how long is quiet time?

**Challenge:**

- how much time is between wake up time and bedtime?

Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed, put PJ's in laundry
9:00-10:00	Morning walk	Family walk with the dog Yoga if it's raining
10:00-11:00	Academic time	NO ELECTRONICS Sudoku books, flash cards, study guide, Journal
11:00-12:00	Creative time	Legos, magnetiles, drawing, crafting, play music, cook or bake, etc
12:00	Lunch	
12:30PM	Chore time	A- wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops. C - Wipe both bathrooms - sinks and toilets
1:00-2:30	Quiet time	Reading, puzzles, nap
2:30-4:00	Academic time	ELECTRONICS OK Ipad games, Prodigy, Educational show
4:00-5:00	Afternoon fresh air	Bikes, Walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	Kid showers x3
8:00	Bedtime	All kids
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight

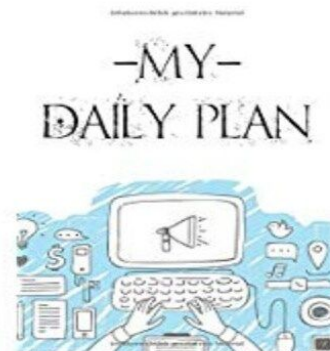


## Task 2

**Complete in the google docs provided on GC or in your exercise book. If you had completed the task in your exercise book, take a picture and upload it to Google Classroom.**

In the doc shared to you on GC, I have created my own daily plan when working from home. I have included the time I started the task and provided both 12 and 24 hour time.

Your task for today is to create your own daily plan! Make sure to include every detail, from brushing your teeth, to making your bed!





## **Break 2**

**Play a card game.**



# PD/H/PE

## Dance



# Dance Home Learning Program

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

[Click here for the dance link](#)



# Reflection

End of Day



## **Reflection for today- This is a compulsory task.**

Complete this in your exercise book. You can take a photo and upload to Google Classroom. You can also write your reflections in the personal messages section of the daily task. We love reading your reflections.

Mrs Freney and Mrs Roda.

### **Reflection Points:**

- 1 thing you liked and why
- Was today too easy, just right or too hard.
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