

Kearns PS Online Learning – Stage 3

Monday

Week 3, Term 4



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

This is a compulsory task. Each student must complete the activity.

TASK:

- Choose the story that interested you the most today.
- On the Google Classroom stream write a sentence about the story.
- Write a sentence about why you thought it was interesting.



Reading and Viewing

Learning Intention

I am learning to read, enjoy and comprehend a text for extended periods of time

Success Criteria

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

- Choose a text that interests me
- Read uninterrupted for 20 minutes
- Summarise the main events in what I have read



Reading Response- Stamina Reading

- It is important that you read for at least 20 minutes every day.

Find a comfortable spot without distractions and spend 20 minutes reading a text of your choice. You can choose your own book or a book from Epic Books. Set a timer for 20 minutes.



[Click here for access to EPIC](#)

- Create a table in your exercise book and record what you have read each day. Take a photo of your completed table and upload it to Google Classroom on **Thursday**.

Day/Week	Book Title/ Author	Time Reading	Response/ Summary
Mon W2		20 min	2-3 sentences
Tue W2			
Wed W2			
Thur W2			

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

Draw up the table and write your list words in your exercise book

<div> <div>ar</div> <div>sound "r" (ending) e.g. wat^r</div> </div>	<div> <div>st</div> <div>sc</div> <div>sound "s" e.g. thi^s</div> </div>	<div> <div>v</div> <div>sound "v" e.g. ver^y</div> </div>
sugar ar collar ar similar ar regular ar caterpill ar famili ar	gl ist en fast en jost le sc ene mus cl e sc issors	level vo l ume fe v er sav v age adv v ance univ v erse

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

Reading and Viewing

Learning Intention

I am learning to identify the purpose of reading and writing different types of texts.

Success Criteria

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

- Recognise the purpose of the factual recount
- Identify the 5Ws who, what, where, when and why when reading the factual recount



Reading and Viewing

Task- Read the factual recount about Max's Wendish heritage over the next three slides.

My Wendish Heritage

by Max Bartsch



Imagine boarding a ship which is heading on a dangerous voyage to a strange world 16,000 km away. That is exactly what my Wendish great-great-grandparents did 170 years ago. My ancestors lived at a time in Prussia (now Germany), when they were not allowed to practise their Lutheran religion. To escape from persecution, a group of Wends accepted an offer from the government of the colony of South Australia to start a new life in a land that was very different to Europe.

The *Washington* from Hamburg, carrying the hopeful Wends, set a turbulent course to Brazil. After a few days of buying more supplies in Rio de Janeiro, (especially much needed oranges), the ship was steered further south. It was so cold that it snowed and the crew was constantly on the lookout for Antarctic icebergs. Gale force winds forced passengers to stay below decks for weeks on end. The crowded conditions and poor food took its terrible toll. Before long, some of the children and older people became ill and died at sea.



Reading and Viewing

The voyage took 10 weeks. My ancestors, Hannah and Christian, must have been so happy to disembark on Australian soil at Port Misery in 1846. Within days, they travelled in their carts with other Wendish settlers to the hills outside Adelaide. The migrants then set up farming communities to grow vegetable crops for the colony. Hannah and Christian managed to buy 40 acres to grow wheat, but the harshness of the climate eventually took hold. Years of mice and snail plagues and drought, finally broke their spirit. Christian went off to work in the salt mines on the Pink Lakes to support his new family.



Port Misery, South Australia 1846



Reading and Viewing

In the months that followed, a big decision was made. Several Wendish families would go east to Albury in New South Wales to make a fresh start. With their oxen carts loaded with all their belongings, Hannah and Christian travelled with their cattle along the River Murray for 1000 km. One night their dairy cows, frightened by dingoes, escaped into the bush, but local indigenous people helped to track them down.

In 1862, my great-great-great grandparents settled on the rolling plains near Jindera to grow wheat. They raised 6 healthy children and lived long enough to see Australian Federation in 1901. Their faith and determination have been a great inspiration to all who have followed in their footsteps, including me.





Reading and Viewing

Task: Make sure you have carefully read the factual recount My Wendish Heritage. Answer the questions in your exercise book. Take a photo and upload to Google Classroom.

1. The introduction to the factual recount My Wendish Heritage orientates the reader by giving information using the 5Ws. Complete the table below using information from the first paragraph.

Who?	
What?	
When?	
Where?	
Why?	

2. What do you think the author's purpose was when writing this factual recount about his ancestors?
3. Ask an adult about people from your own family heritage. Did you find out anything interesting about their lives? Have a discussion about your family background.



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



PE

Student resources

PD/H/PE Soccer Skills



This activity requires two participants

If you do not have a soccer ball, any round ball be fine.

Bottles or cans will work as “witch’s hats” and you can draw your “goals” on to a fence or wall.

Activity: Spend 10 minutes on each of these 3 soccer skills –

1. Passing and receiving – kick your ball back and forth from partner to partner. When passing you should focus on accuracy in your passes and experimenting with striking higher on the ball to keep it on the ground and lower on the ball to pass it through the air. When receiving, concentrate on cushioning the impact of the ball with your foot or body (not your hands) so that it lands close to your feet, giving you control of the ball.
2. Dribbling – set up a line of witch’s hats with a couple of metres between each one. Take turns dribbling the ball as you weave in and out of the witch’s hats. Try to keep the ball as close to you as possible.
3. Shooting and Goal Keeping – one person shoots for goal, concentrating on kicking the ball with accuracy and speed. The other person must attempt to stop the ball from going into the goals, using any part of their body they can. Once they have the ball they should punt it back to the shooter by dropping it from their hands and striking it with their dominant foot as the ball falls. The shooter must gain control of the ball, dribble and shoot again.

Swap roles after 5 minutes.

Break 1

Screen-Free Mindfulness Challenge Cards

Cloud Clues

Go outside and lie on your back, looking up at the sky. Watch the clouds carefully. What shapes can you see? How are they moving?





Mathematics

Student resources

Warm Up 1



Guess the NUMBER

I am a two digit number
Both of my digits are odd
I am less than 20
My second digit is 7

A large empty rectangular box with a black border, containing a large green question mark.

What number am I?

Mathletics

Warm up #2

Warm Up 2



Warm up by completing an assigned activity on Mathletics.

Mathletics

<https://www.mathletics.com/au/>

Data



Learning Intention

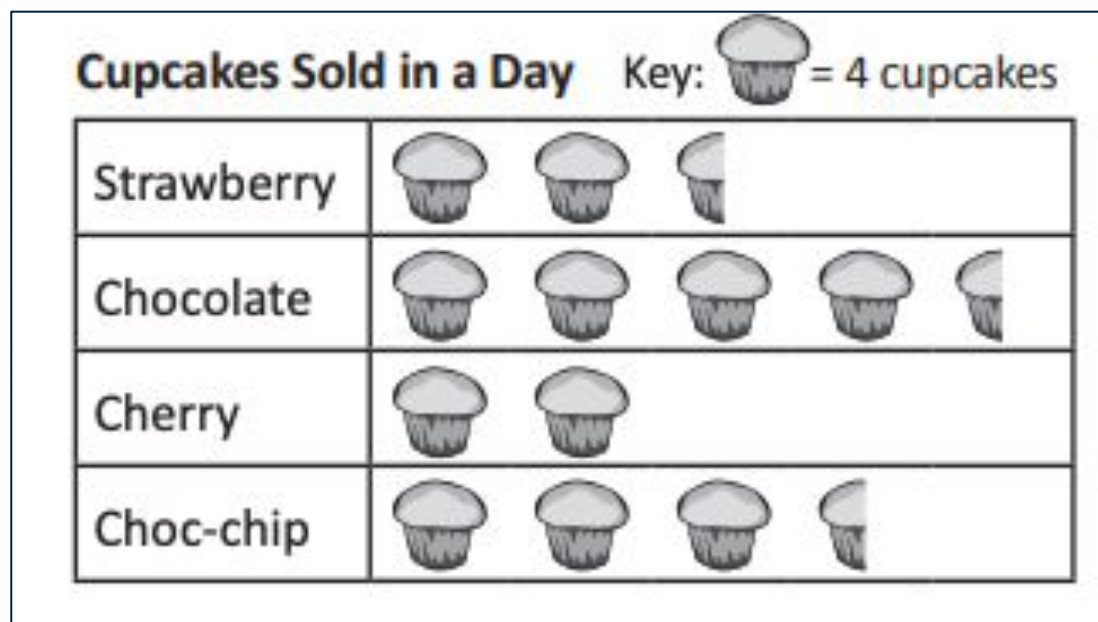
We are learning to construct displays, including column graphs, dot plots and tables and interpret data presented in these graphs.

Success Criteria

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

- justify the use of picture graphs
- create a picture graph using data provided
- analyse and interpret data presented in picture graphs

Picture Graphs



Picture graphs are used to display large amounts of data. A symbol is chosen to represent a specific amount. Picture graphs have a title that tells us what data has been collected, category labels and a key to show the value of the symbol.

How many chocolate cupcakes were sold?

$$4 + 4 + 4 + 4 + 2 = 18$$

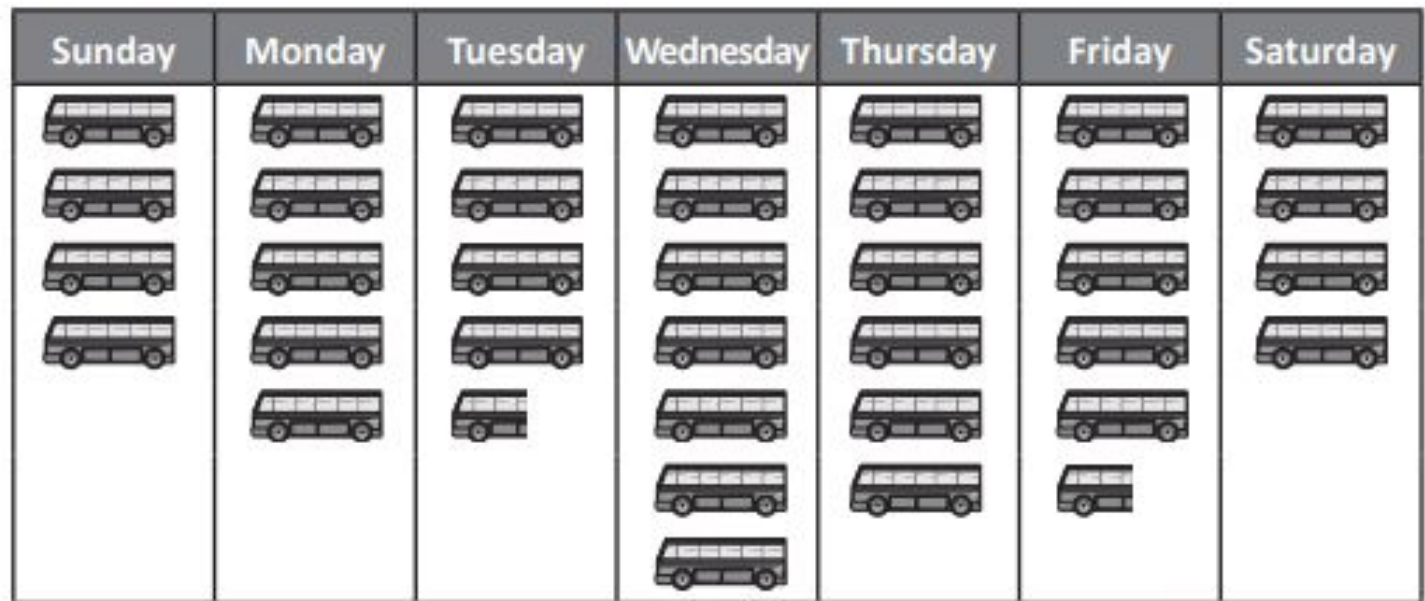




Activity 1

Use this picture graph to answer the questions on the next slide. Complete in your exercise book, take a picture and upload to Google Classroom (GC).

At the bus terminal buses arrive and depart at regular intervals. This picture graph shows the number of buses that departed the bus terminal in one week. Use the graph and the key to answer the following:



Key:  = 10 buses

Click to the next slide to find the questions.

Activity 1 continued...

Use the picture graph from the previous slide to answer these questions.

a On which day did 55 buses depart?

b Which is the terminal's busiest day?

c How many buses depart on this day?

d How many buses leave on Tuesday?

e How many more buses depart
on Friday than Saturday?

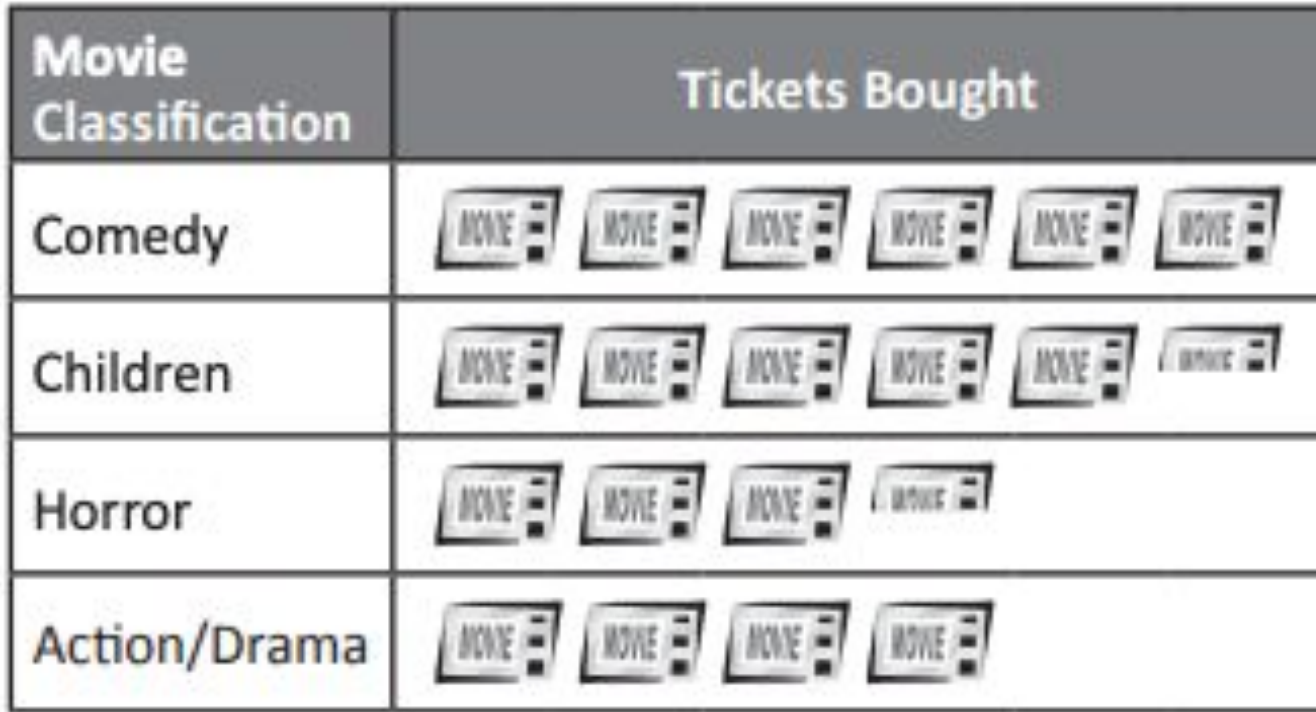





Activity 2

Use this picture graph to answer the questions on the next slide. Complete in your exercise book, take a picture and upload to Google Classroom.

This graph shows the numbers of tickets bought at the local cinema.



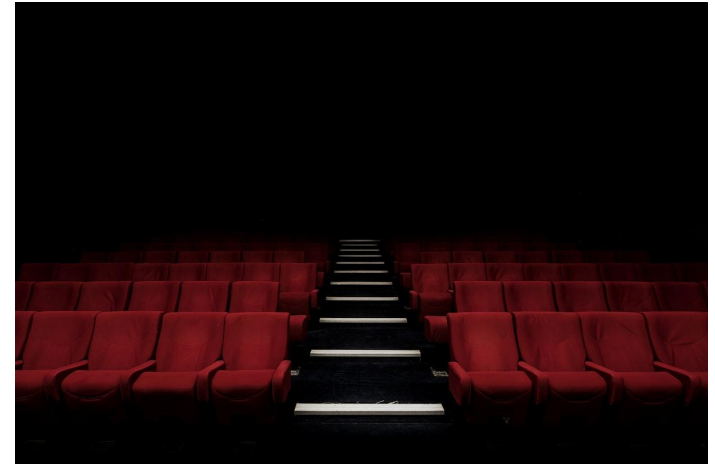
Key:  = 100 tickets

Activity 2 continued...

Answer the following questions using the picture graph on the previous slide.

- a How many tickets were bought for Comedy and Children movies?

- b What was the total amount of tickets bought?





Activity 3

Use this picture graph to answer the questions on the next slide. Complete in your exercise book, take a picture and upload to Google Classroom.

5F put on their own version of “So You Think You Can Dance”. Use the graph and key to answer the following:

Ticket Sales


Key:  = 20 tickets





Questions

Answer the following questions using the picture graph on the previous slide.

a How many tickets does each  represent?

b How many tickets were sold in Week 1?

c How many tickets were sold in Week 5?

d In which week were the most tickets sold?

e How many tickets were sold that week?

f During which two weeks were the same number of tickets sold?

g How many more tickets were sold in Week 3 than Week 1?

h How many tickets were sold during the entire sales period?

Extra Challenge

Use the ticket sales picture graph to answer these questions. Complete in your exercise book and upload to GC when you are completed. This is not a compulsory task.

In a scandal that rocked the school, it was found that ticket sales data were fudged. The maximum attendees for any one week was actually 60.

a How many tickets does each symbol now represent?

b How many tickets were really sold during the entire sales period?



Break 2

Summer is coming! Learn how to draw a summer surf bus!

<https://www.youtube.com/watch?v=rKZFVwd0Bnk>



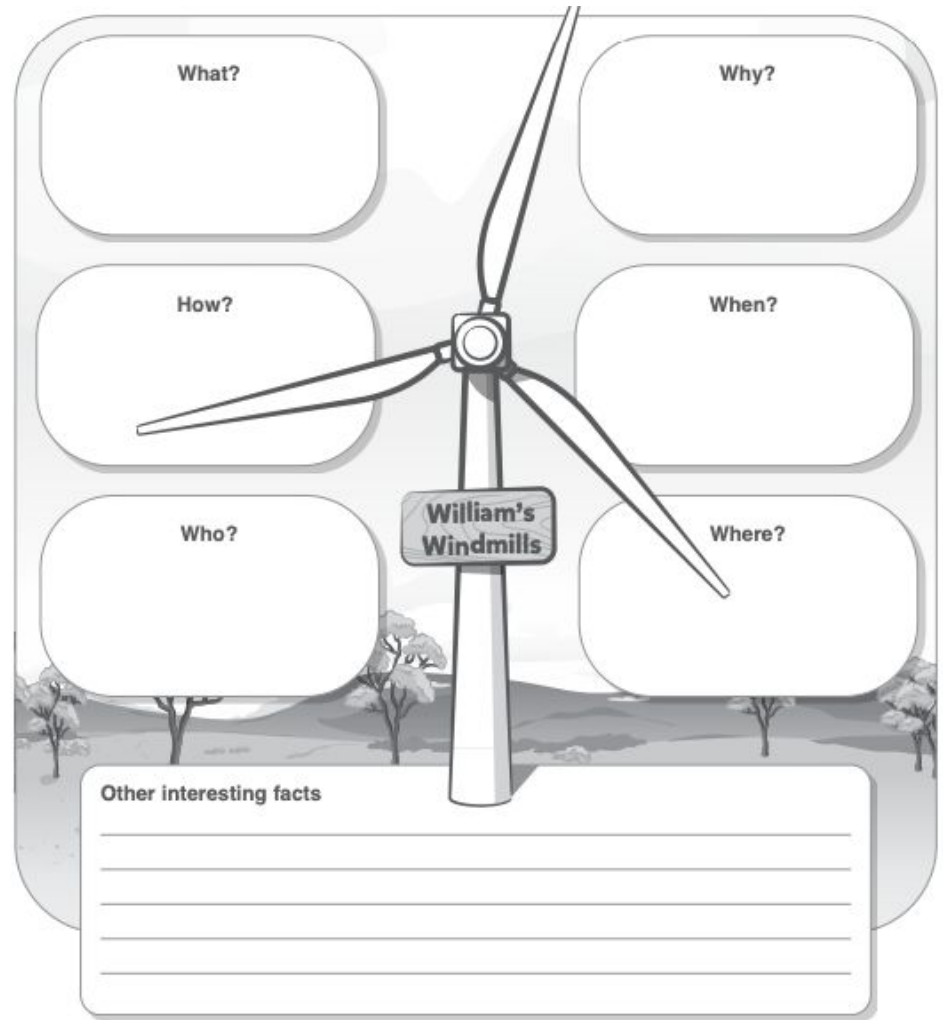
Monday Science

Energy

Why is electricity so important?

Watch this video about how a man creates his own electricity and do the mind map in your workbook

<https://online.clickview.com.au/share/embed?sharecode=a34b1fb6>

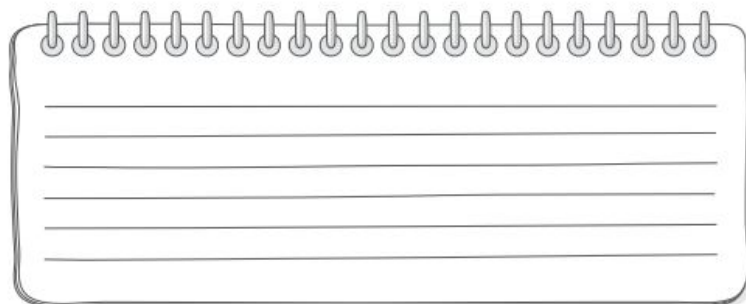


William's windmill transformed (changed) the energy of the wind into electrical energy (electricity), that could power a pump. Energy is the ability to do work, without energy nothing can happen. Electricity is the most important form of energy we use on a daily basis.

Think List all the machines, appliances or devices you use every day that use electricity. They might plug in or use batteries.

Pair Compare your list with a partner. Add to your list if necessary.

Share Share your list with the class, again adding to it if necessary.



Highlight six of the machines, appliances or devices from your list in Question 6. Using the ranking ladder, write the one you believe to be the most important for everyday life at the top, then the next most important ones down the ladder in order.

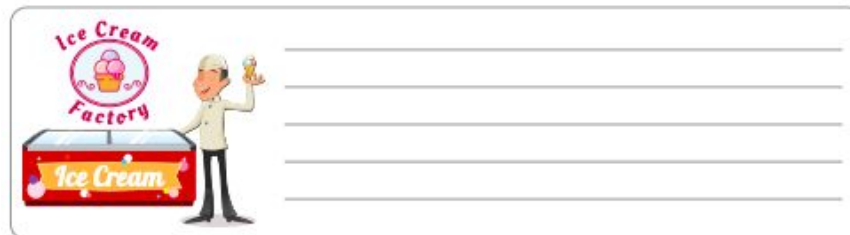


Electricity is not only essential for powering our houses, but also our cities. Sometimes a suburb, or even an entire city might experience a 'blackout' – a loss of electricity supply. Describe the effect of a blackout on each of the following people.

A parent with a trolley full of groceries at a supermarket checkout.



The owner of an ice cream factory.



A delivery driver wanting to fill up at a petrol station.



A surgeon in an operating theatre.





Reflection

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

Tuesday

Week 3, Term 4



English

Student resources

Reading and Viewing

Learning Intention

I am learning to read, enjoy and comprehend a text for extended periods of time

Success Criteria

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

- Choose a book that interests me
- Read uninterrupted for 20 minutes
- Summarise the main events in what I have read



Reading Response- Stamina Reading

- It is important that you read for at least 20 minutes every day.

Find a comfortable spot without distractions and spend 20 minutes reading a text of your choice. You can choose your own book

or a book from Epic Books. Set a timer for 20 minutes to complete your read.



[Click here for access to EPIC](#)

- Yesterday you created the table in exercise book. For Tuesday, record what you have read today. You only need to take a photo of your completed table and upload it to Google Classroom on Thursday.

Day/Week	Book Title/ Author	Time Reading	Response/ Summary
Mon W2		20 min	2-3 sentences
Tue W2			
Wed W2			
Thur W2			

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

 sound "r" (ending) e.g. wat ^r	  sound "s" e.g. this	 sound "v" e.g. ver ^y
sugar collar similar regular caterpillar familiar	glisten fasten jostle scene muscle scissors	level volume fever savage advance universe

1. Write your list words in your exercise book.
2. Use a dictionary (or use the online link if you don't have one) and write the definitions of the following words.
 - a. glisten
 - b. jostle
 - c. savage
3. Write a sentence for each dictionary word (glisten, jostle and savage).

[Cambridge online dictionary link](#)

Reading and Viewing

Learning Intention

I am learning to recognise cause and effect in an informative text

Success Criteria

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

- Understand how one event can cause or effect another
- Identify cause and effect scenarios in a factual recount

Reading and Viewing

Task- Re-read the factual recount about Max's Wendish heritage over the next three slides.

My Wendish Heritage

by Max Bartsch



Imagine boarding a ship which is heading on a dangerous voyage to a strange world 16,000 km away. That is exactly what my Wendish great-great-grandparents did 170 years ago. My ancestors lived at a time in Prussia (now Germany), when they were not allowed to practise their Lutheran religion. To escape from persecution, a group of Wends accepted an offer from the government of the colony of South Australia to start a new life in a land that was very different to Europe.

The *Washington* from Hamburg, carrying the hopeful Wends, set a turbulent course to Brazil. After a few days of buying more supplies in Rio de Janeiro, (especially much needed oranges), the ship was steered further south. It was so cold that it snowed and the crew was constantly on the lookout for Antarctic icebergs. Gale force winds forced passengers to stay below decks for weeks on end. The crowded conditions and poor food took its terrible toll. Before long, some of the children and older people became ill and died at sea.

Reading and Viewing

The voyage took 10 weeks. My ancestors, Hannah and Christian, must have been so happy to disembark on Australian soil at Port Misery in 1846. Within days, they travelled in their carts with other Wendish settlers to the hills outside Adelaide. The migrants then set up farming communities to grow vegetable crops for the colony. Hannah and Christian managed to buy 40 acres to grow wheat, but the harshness of the climate eventually took hold. Years of mice and snail plagues and drought, finally broke their spirit. Christian went off to work in the salt mines on the Pink Lakes to support his new family.



Port Misery, South Australia 1846

Reading and Viewing

In the months that followed, a big decision was made. Several Wendish families would go east to Albury in New South Wales to make a fresh start. With their oxen carts loaded with all their belongings, Hannah and Christian travelled with their cattle along the River Murray for 1000 km. One night their dairy cows, frightened by dingoes, escaped into the bush, but local indigenous people helped to track them down.

In 1862, my great-great-great grandparents settled on the rolling plains near Jindera to grow wheat. They raised 6 healthy children and lived long enough to see Australian Federation in 1901. Their faith and determination have been a great inspiration to all who have followed in their footsteps, including me.





Reading and Viewing

1. Cause and Effect- Where one event makes something else happen.
Find 2 events in the factual recount where one event causes something else to happen. The first is an example. Write your cause and effect in your exercise book.

Plagues and drought took hold of the land.	→	Christian went off to work in the salt mines.
	→	
	→	

Viewing and Responding



[Episode BTN Click Here](#)

The episode will be available at 10am today

- Choose one story that interested you the most
- On the Google Classroom stream ask 3 questions about the story.
- See if your classmates can answer your questions.

???

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

Break 1

Screen-Free Mindfulness Challenge Cards

Breathe

Take some time to concentrate on your breathing. Sit cross-legged on the floor, or on a chair with your feet on the ground. Close your eyes. Take a deep breath in through your nose (for a count of six) and imagine that you are smelling a lovely scented flower. As you breathe out through your mouth, try to make the breath last as long as you can. Repeat this five times.





Mathematics

Student resources

Warm Up 1

Guess the NUMBER

I am a two digit number

I am an even number

My digits are 'friends of 10'

My second digit is $4 + 4$



What number am I?



Warm Up 2

Mathletics

Warm up #2

Warm up by completing an assigned activity on Mathletics.

Mathletics



<https://www.mathletics.com/au/>



Data

Learning Intention

We are learning to construct displays, including column graphs, dot plots and tables and interpret data presented in these graphs.

Success Criteria

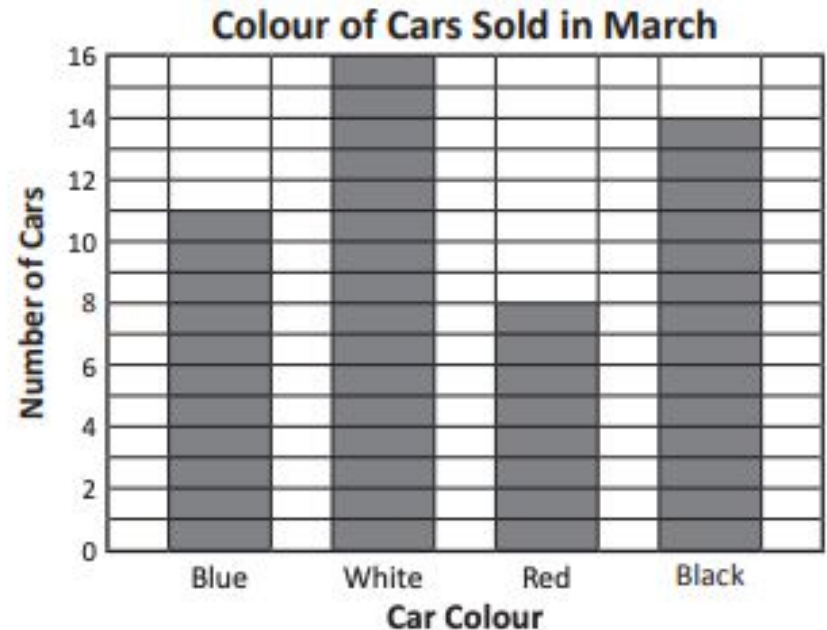
By the end of this lesson I will be able to:

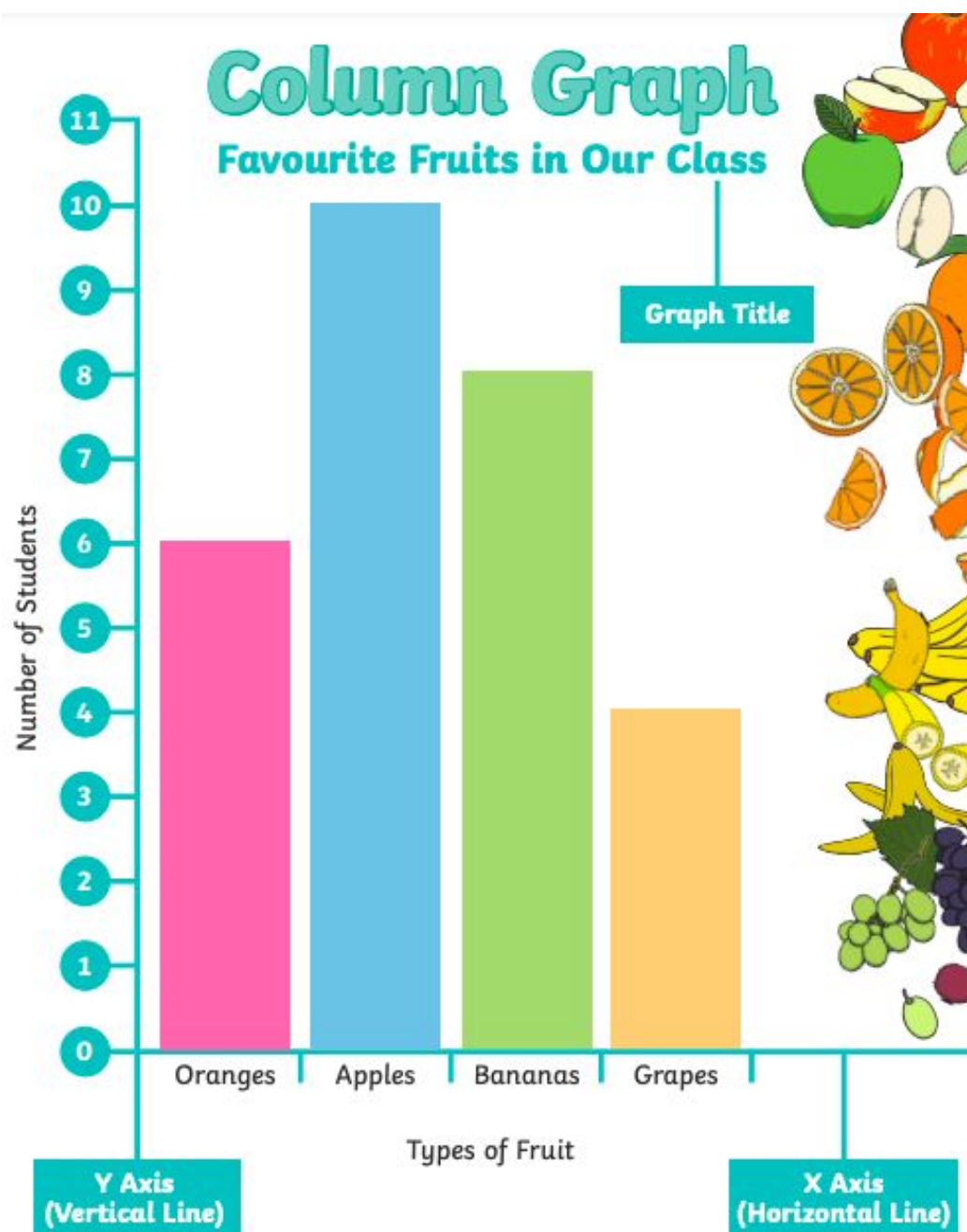
- justify the use of a column graph
- create a column graph using data provided
- analyse and interpret data presented in column graphs

Column Graphs (also known as a bar graph)

We often use column graphs when we want to compare data. All column graphs have a title and each axis is labelled.

From this we can quickly see that 16 white cars were sold in March and that this was the most popular colour choice.



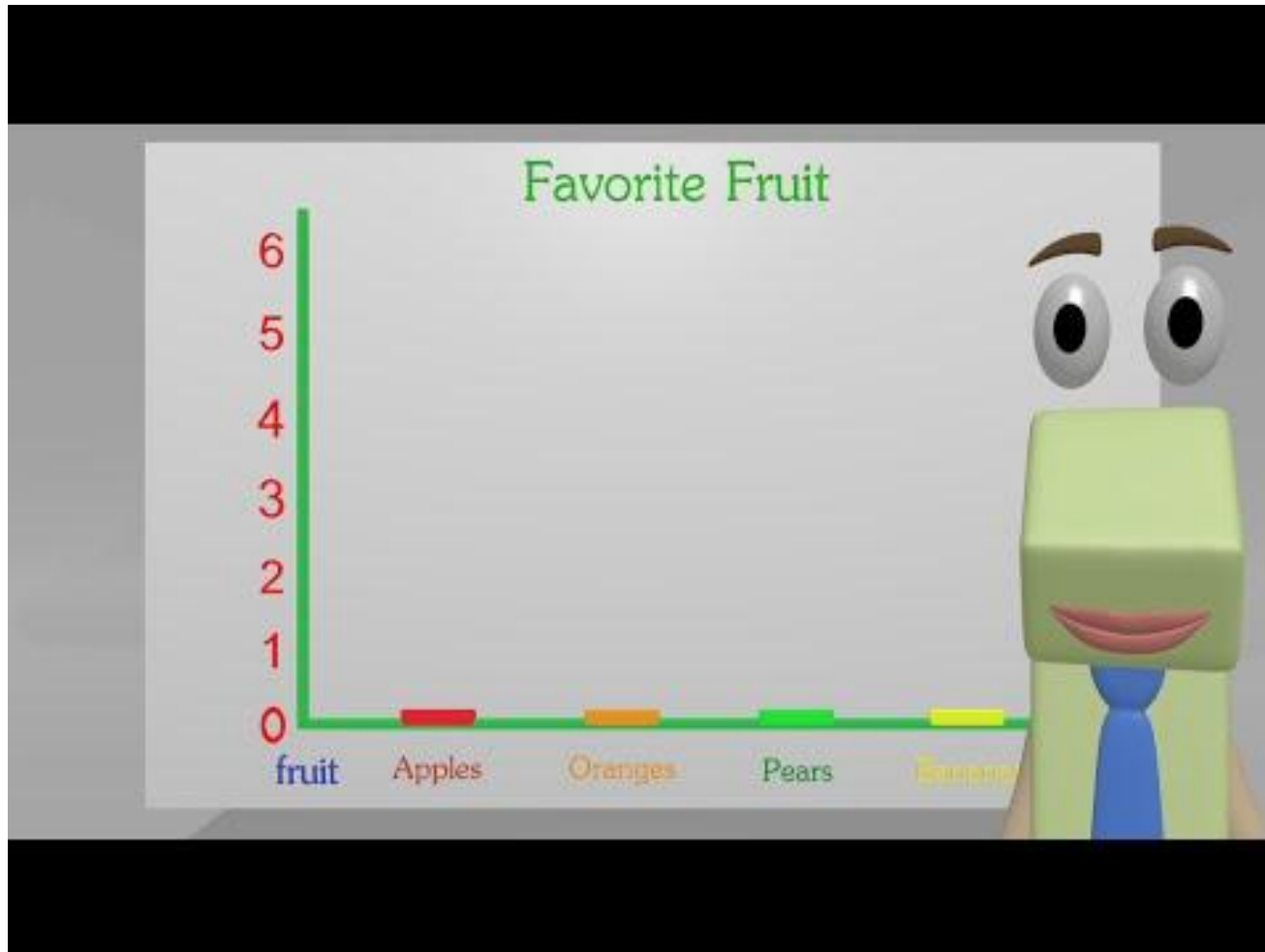


A column graph display information in towers so that you can easily compare the information.



Watch

If you would like to learn more about column graphs, watch the below video.





Activity 1

Answer the questions in your exercise book, take a picture and upload to GC.

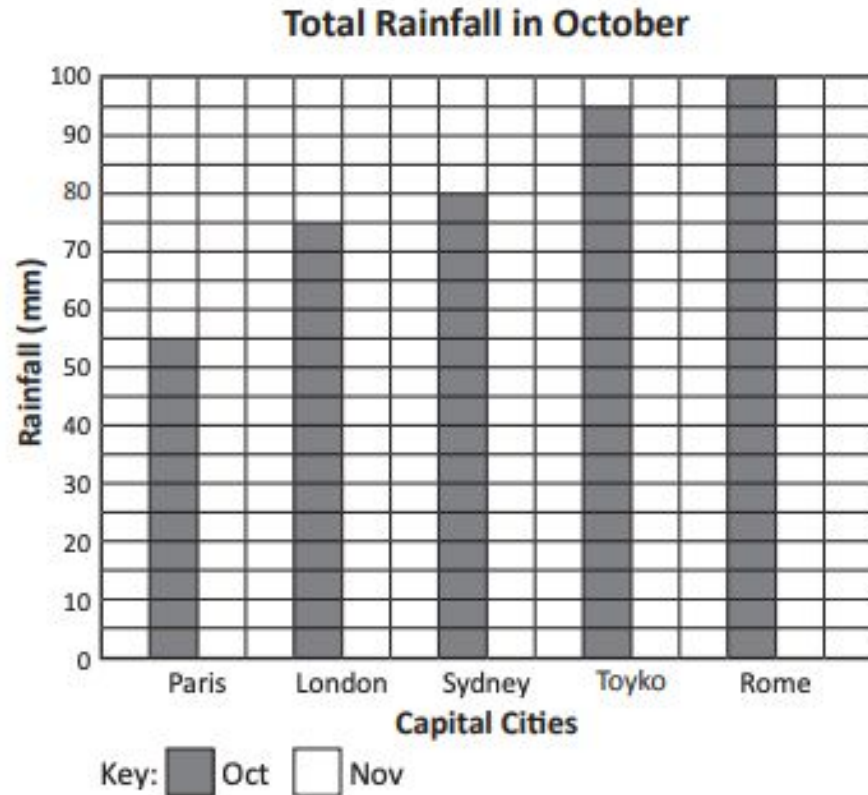
Answer the questions about this column graph:

- a Which city had the highest rainfall in October?

- b What was this city's rainfall?

- c Which cities had a rainfall between 70 mm and 90 mm?

- d How many more millimetres of rain did Rome have than Paris?





Activity 1 continued...

This extra information relates to the graph on the previous slide.

Below are the November figures for the same cities. Add them to the graph (above). Think first how best to do this:

Paris 65 mm

London 40 mm

Sydney 95 mm

Tokyo 60 mm

Rome 30 mm

a Will you use the same colour columns?

b Will you need to change anything else on the graph?

Draw the graph from the previous slide making sure to include the November figures.

PLEASE USE A RULER



- ☐ Name your graph and both axes
- ☐ Label each column
- ☐ Select and label an appropriate scale



REMEMBER

Activity 2

Create your own column graph using the information provided.

The after care kids are staging a mutiny. They are over watching the same DVDs and making popcorn every day and want to do something new and exciting on Wednesdays. This table shows the activities they'd prefer.

- a Help them present a case to the principal by completing the column graph:

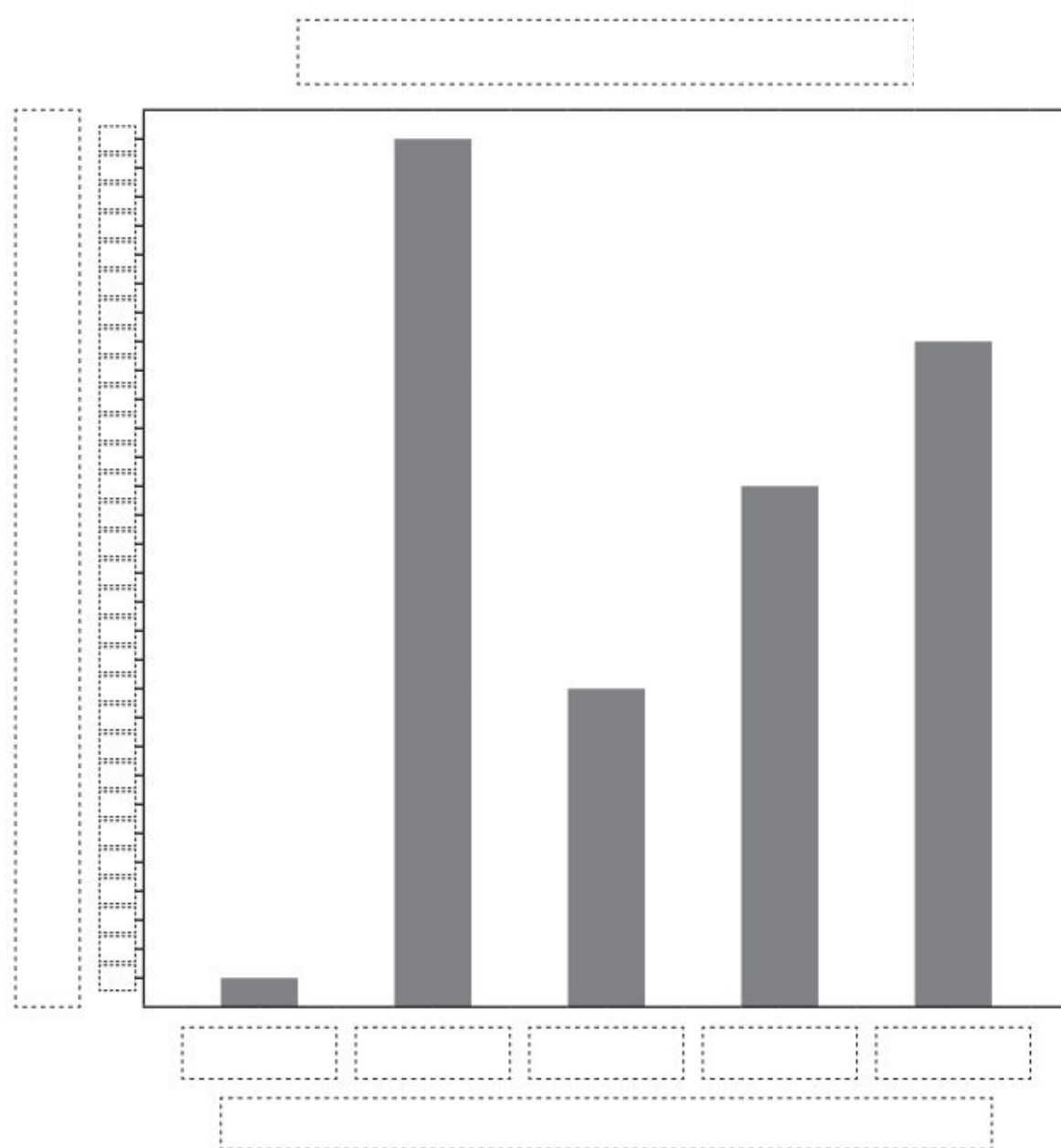
Activity	Number of Students
No change	1
Swimming	30
Art	11
Football	18
Dancing	23

USE A RULER

USE A RULER

Activity 2 continued

Create your own column graph using the information provided on the previous slide. A draft/empty column graph has been made for you to copy if you need extra help. Complete this in your exercise book, take a picture and upload it to GC.



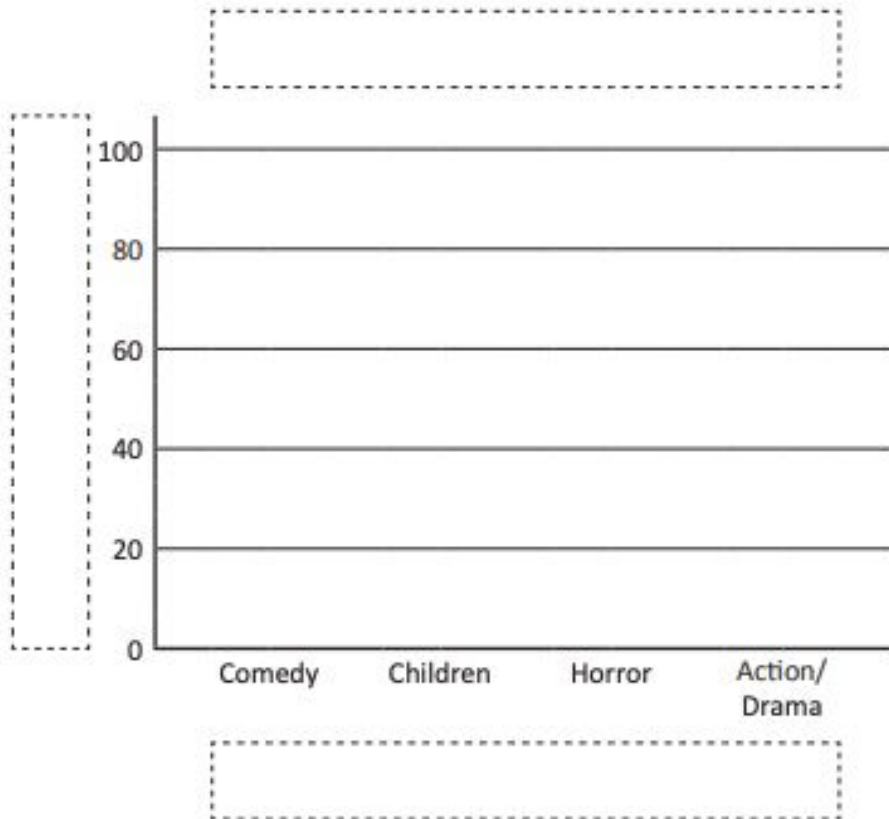


Fast Finisher

Complete in your exercise book and upload to GC when you are completed. This is not a compulsory task.

The same information can be represented in different graphs.

a Design a column graph to represent the data shown in this picture graph.



Type of Movie	Ticket Sales
Comedy	
Children	
Horror	
Action/Drama	

Key: = 20 tickets

- ☐ Name your graph
- ☐ Label both axes
- ☐ Select and label an appropriate scale
- ☐ Label each column



REMEMBER

Break 2

Today, we're learning how to draw a McLaren 720s front view! Follow along with us. All you need is a marker or pencil to draw with, paper, and coloring supplies!

https://www.youtube.com/watch?v=QJ_F9tZctA0



Geography

Student resources

Take a look at the following slides...

View Sources 3 to 10 that show different aspects of the natural and human features of Papua New Guinea from 1849 to the present day. You do not need to click any of the links on the slides, but they are there in case you would like to do some more reading or investigating.

Source 3: Image from The Voyage of the HMS Rattlesnake 1849.

Full collection:

https://digital.sl.nsw.gov.au/delivery/DeliveryManagerServlet?embedded=true&toolbar=false&dps_pid=FL3175580



Source 4: Ellis Silas collection 1922–1924. In 1922 Ellis Silas travelled to the Trobriand Islands in Papua New Guinea where he lived and painted for 2 years. Collection of his Papua New Guinea paintings: [Ellis Silas in Papua New Guinea: an artist's view](https://digital.sl.nsw.gov.au/delivery/DeliveryManagerServlet?dps_pid=FL9196018&embedded=true&toolbar=false)



https://digital.sl.nsw.gov.au/delivery/DeliveryManagerServlet?dps_pid=FL9196018&embedded=true&toolbar=false

Source 5: Stills from the film 'Assault on Salamaua' by Damien Parer, 1943.

During the Pacific War, Australian soldiers fought against the Japanese Imperial Army in the battlefields of Papua New Guinea. Parer captured the action for the Department of Information.

http://digital.sl.nsw.gov.au/delivery/DeliveryManagerServlet?dps_pid=FL706992&embedded=true&toolbar=false



Source 6: Male Marqui de Ragi's Bird of Paradise, female on the left, by John Gould (1804-1881) in *The Birds of New Guinea and the Adjacent Papuan Islands*.

https://digital.sl.nsw.gov.au/delivery/DeliveryManagerServlet?embedded=true&toolbar=false&dps_pid=FL9197989



Source 7: Western Province, 2011. An Australian doctor working for Australian Doctors International arrives into a remote village. Delivery and accessibility to health services is difficult with few roads and river and air travel being expensive. A temporary medical clinic will be established and people will get access to medical care.

Photo:
Australian
Doctors
International,
with permission






Source 8: Remote village in the highlands of Papua New Guinea, 2011. The climate is characterised as having high temperatures and high humidity with high rainfall. In the highlands annual rainfall varies between 2 000 and 5 000mm.



Photo:
Australian
Doctors
International,
with permission

Task 1

Use the Google Doc shared to you on google classroom called 'PAPUA NEW GUINEA SOURCE ANALYSIS Lesson 3' for your geography activity today.

PAPUA NEW GUINEA SOURCE ANALYSIS					
Source	Date and maker	Natural features	Human features and / or story	What message does the author wish to convey in the image?	Does the source help you understand more about PNG? Why/ why not
					
					
					



Reflection

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

Wednesday

Week 3, Term 4



English

Student resources



NRL LEAGUE STARS INSPIRE - Gratitude

Workshop 3- Gratitude



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 lesson on Gratitude](#)

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

Draw and complete the Gratitude Ball in your Exercise Book



Listening and Responding

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

Squiz Kids is an **optional** task 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



Spelling

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

<div>ar</div> <div>sound "r" (ending) e.g. wat'r</div>	<div>st sc</div> <div>sound "s" e.g. this</div>	<div>v</div> <div>sound "v" e.g. very</div>
sugar collar similar regular caterpillar familiar	glisten fasten jostle scene muscle scissors	level volume fever savage advance universe

- c) Using as many of the list words as you can, write a sentence that makes sense.
- d) What are the two silent letters in the "s" sound list words? Write the following words out and circle the silent letter in each:

answer, receipt, psychology, young, knowledge, autumn, doubt,
effervescent, discipline.

Reading and Viewing

Learning Intention

I am learning to read, enjoy and comprehend a text for extended periods of time

Success Criteria

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

- Choose a text that interests me
- Read uninterrupted for 20 minutes
- Summarise the main events in what I have read

Reading Response- Stamina Reading

- It is important that you read for at least 20 minutes every day.

Find a comfortable spot without distractions and spend 20 minutes reading a text of your choice. You can choose your own book or a book from Epic Books. Set a timer for 20 minutes.



[Click here for access to EPIC](#)

- Using the table in your exercise book that you created on Monday, record what you have read today. Remember, you will take a photo and upload your completed table on Thursday.

Day/Week	Book Title/ Author	Time Reading	Response/ Summary
Mon W2		20 min	2-3 sentences
Tue W2		20 min	
Wed W2		20min	
Thur W2			

Comprehension

Learning Intention

I am learning to identify the purpose of texts

Success Criteria

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

- Identify the ideas and points of view in a text
- Identify the varying purposes of 3 different persuasive texts.

Reading and Viewing

[Click here to view the lesson with Mrs Freney](#)

TASK 1: Read all 3 persuasive texts.

The purpose of a persuasive text is not only to persuade people that a certain point of view is valid; it is also to **inform, inspire, enrage and encourage**.

A. Introduction of speech given by Prime Minister Billy Hughes, Sept. 1916.

Nearly three hundred thousand men have enlisted. Why should some take on their shoulders the burden that belongs to all? If life be such a sacred thing that no government or no individual has a right to lay hands upon it, why should these three hundred thousand be chosen to die, that we may live, untouched, allowing the roll and thunder of battle to pass over us undisturbed? This war must be brought home to every man and woman in this great Commonwealth of Australia. If voluntaryism fails, the war will fail. The interests at issue are too great. Australia must do her part. It may be that voluntaryism will save us; but if it does not, then we must still be saved.

B. Advertisement



Want nails to show off?
try NUTRINAIL PLUS
**easy to apply *100% natural*
MONEY BACK GUARANTEE
**not tested on animals*

C. Extract from business magazine editorial

CYBERSPACE NO-NOS

Social networking has millions of Australians sharing everything from baby photos to favourite books to charitable causes. Yes, we are a generous bunch. But are we over-sharing? There are a handful of personal details that should stay that way, no matter what assurances are given by Facebook, Twitter, Instagram and dozens of similar sites. If you're not looking to be Ned Kellied by crooks – cyber or otherwise – there are 770,000 good reasons not to reveal so much. That's the same number of Australians who fell victim to cybercrimes last year. You don't want to become part of that statistic, do you?

This risk-taking also applies to rash Facebook postings or tweets that have been the undoing of many a well-intentioned sharer. People losing their jobs, having their life insurance cancelled or being dumped by partners is not that uncommon, so what should you never do or say or post on any networking site? Now, here's the Top 5 no-nos.

TASK 2: What do you think are the purposes of each persuasive text? Create the table below and write the purposes of each text in the columns. **inform, inspire, enrage and encourage. It can be more than one.**

Text A: Speech	Text B: Advertisement	Text C: Editorial
Purpose/s:	Purpose/s:	Purpose/s:

Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here



Break 1

Screen-Free Mindfulness Challenge Cards

Breathe

Take some time to concentrate on your breathing. Sit cross-legged on the floor, or on a chair with your feet on the ground. Close your eyes. Take a deep breath in through your nose (for a count of six) and imagine that you are smelling a lovely scented flower. As you breathe out through your mouth, try to make the breath last as long as you can. Repeat this five times.



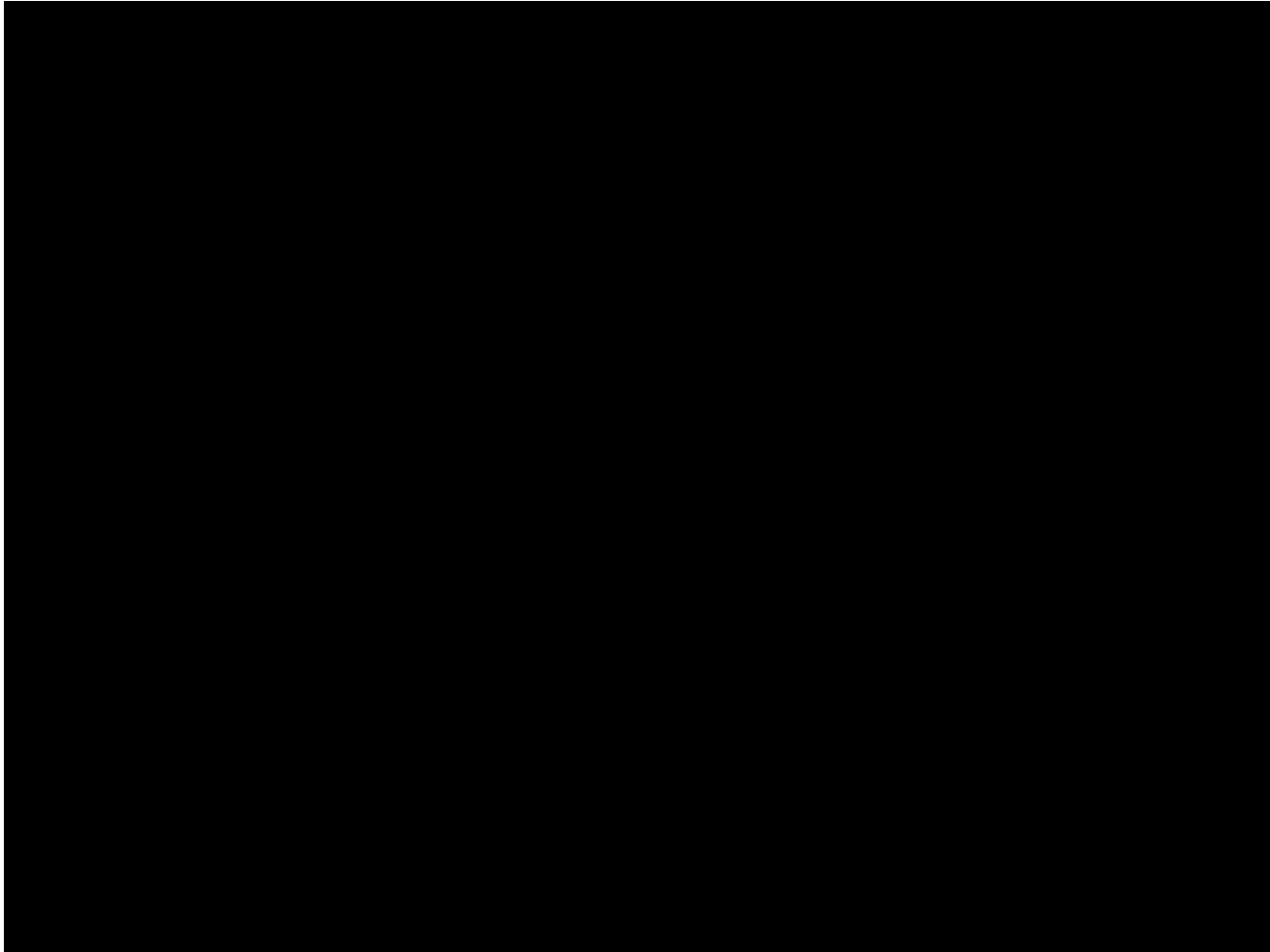


Mathematics

Student resources

Watch

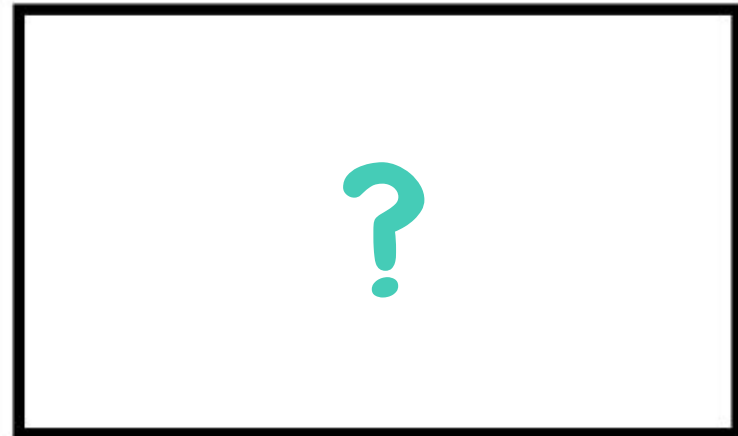
Before starting your work today, please watch the below video.



Warm Up 1

Guess the NUMBER

I am a two digit number
Both of my digits are odd
My number is in the 30's
My first digit, *plus* the
second digit = 12



What number am I?



Warm Up 2

Kahoot

Click the link below to play the
Graphs Kahoot.

https://kahoot.it/challenge/06935818?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1633918213485

Game PIN: **06935818**

Kahoot!





Data

Learning Intention

We are learning to construct displays, including column graphs, dot plots and tables and interpret data presented in these graphs.

Success Criteria

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

- justify the use of pie charts
- create a pie chart using data provided
- analyse and interpret data presented in pie charts

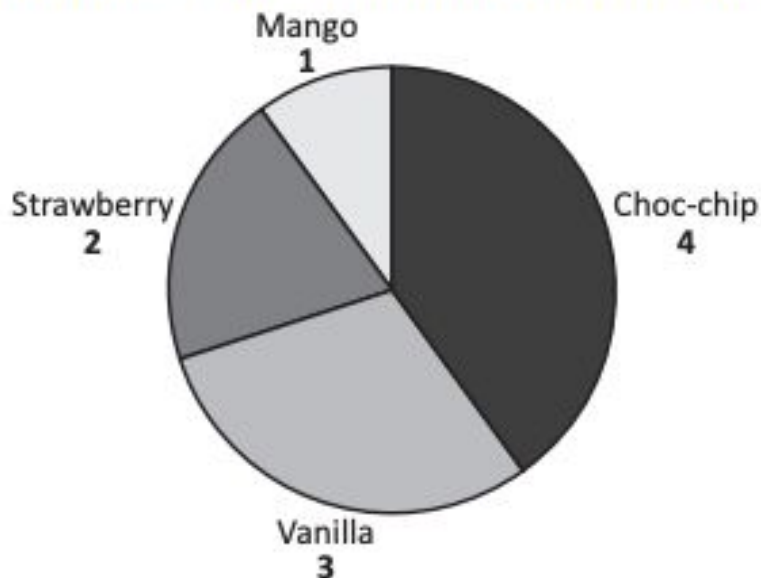


Pie Chart (also known as a sector graph)

A pie chart, also known as a sector graph, shows data as parts of a whole. The circle represents the total amount while the segments are the parts. When we compare the parts to the whole, we're looking at proportion. This is often written as a fraction.

This pie chart shows the favourite ice cream flavours of 10 people.

Favourite ice cream flavours of 10 people



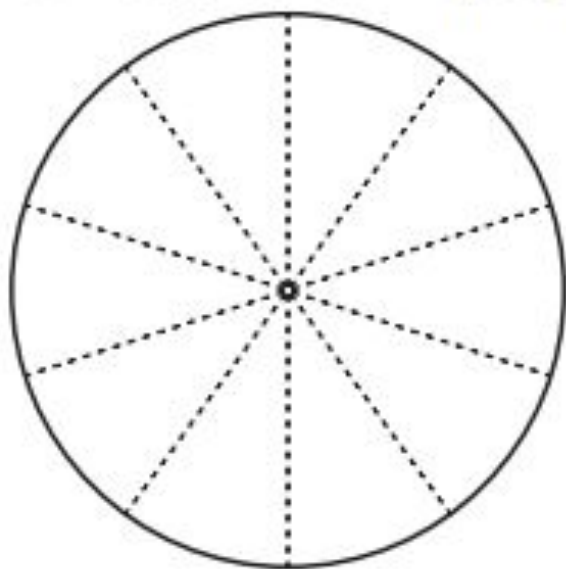
The table below summarises the information displayed on this graph.

Category	Amount	Fraction
Vanilla	3	$\frac{3}{10}$
Strawberry	2	$\frac{2}{10}$
Mango	1	$\frac{1}{10}$
Choc-chip	4	$\frac{4}{10}$
Total	10	$\frac{10}{10}$

Activity 1

In your exercise book draw this pie chart. Colour and label according to the information in the table. Take a picture and upload it to GC when you are finished:

Favourite colours of 10 people



Category	Amount	Fraction
Red	3	
Blue	2	
Yellow	5	
Total		





Activity 2

Complete the following questions in your exercise book. You do not need to write out each question, just write your answer. Take a picture and upload it to GC when you are finished.

A group of students was surveyed to find out what they spend their pocket money on. This pie chart shows the results. Circle True or False next to each statement.

- a More than half the students surveyed spent their money on a mobile phone.

True / False

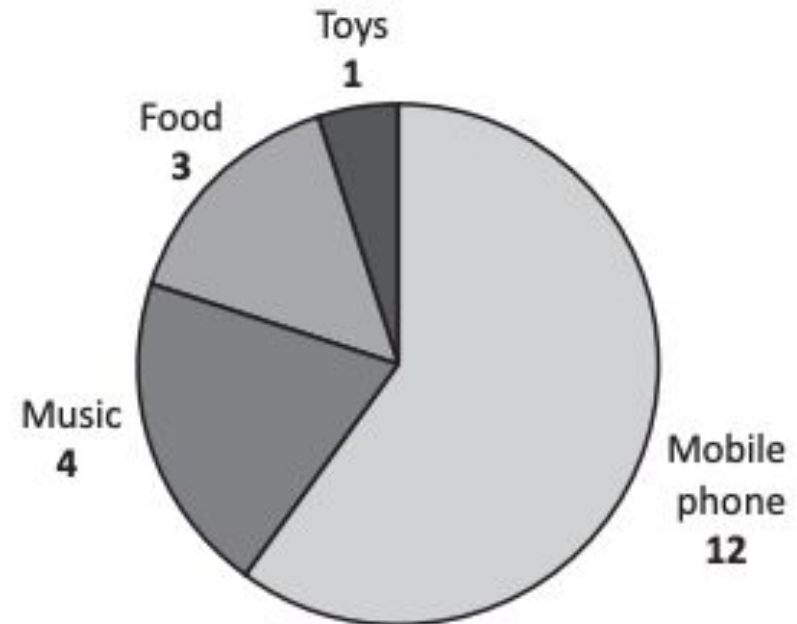
- b $\frac{4}{20}$ surveyed spent their money on food.

True / False

- c 20 students were surveyed in total.

True / False

What do students spend their pocket money on?





Activity 3

Complete in your exercise book, take a picture and upload to GC.

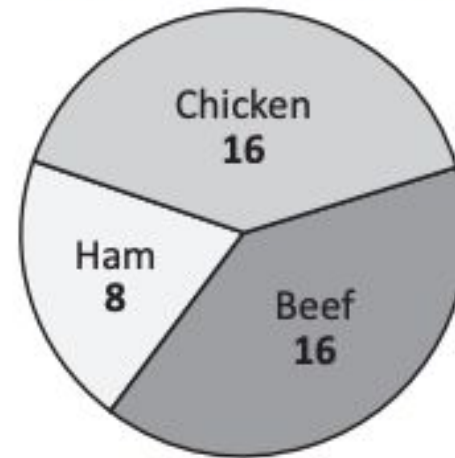
5F and 5H were planning a pizza party and conducted a survey of favourite toppings. This pie chart shows the results.



- a Complete the summary table if there are 40 students altogether.

Category	Amount	Fraction
Chicken		
Ham		
Beef		
Total	40	$\frac{10}{10}$

Pizza Topping Survey



- b Their teacher said they could order 10 pizzas. How many of each flavour should they get?

Chicken Ham Beef

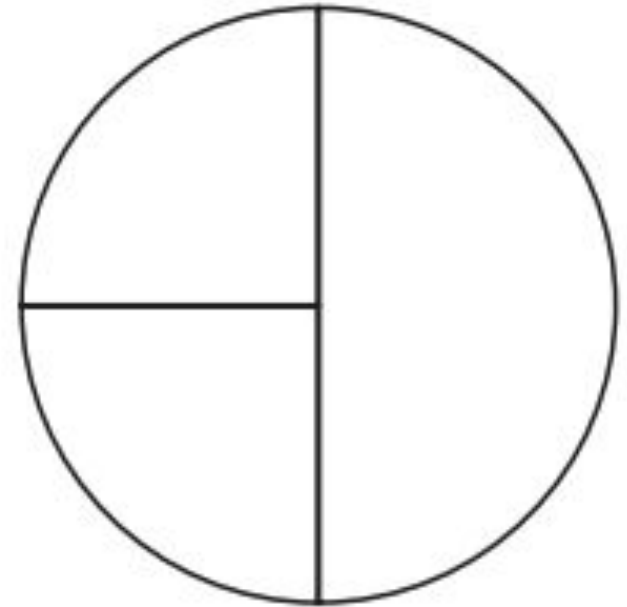


Activity 4

Complete in your exercise book, take a picture and upload to GC. You can make this graph up completely, there is no need to survey people.

The total amount that this graph is representing is 40.
What could this be about? Give this pie chart a title and describe it by completing the table below:

Category	Amount	Fraction
Total		





PE

Student resources

PD/H/PE

Funny Races



This activity is for the whole family to join in. Use whatever equipment you have available.

Activity: In your yard (or in your home if necessary), set out two markers between 10-15 metres apart (depending on how much space you have) – this will be your racing area.

Then use the equipment you have to decide on a series of different tasks that can be completed while you race back and forth across your racing area.

Examples: balancing an egg or a ping pong ball on a spoon without letting it drop; balancing a bean bag on your head; jumping with your legs inside a sack or an old pillow case; carrying one cup of water at a time back and forth until you have filled up a bucket; etc.

Do each race on its own to see who in your family is quickest.

Try having a huge mega race where you do all of the activities one after the other until you have completed them all.

Take a photo and upload to Google Classroom

Break 2

Learn how to draw a realistic cat! When you finish following along with us, try drawing another cat but with a different fur pattern.

https://www.youtube.com/watch?v=IY7Hy_6jWmU



Creative Arts

Wednesday Week 3

Warm and Cool Colour Art



Warm and Cool Colour Art

You will need:

- a blank sheet of white paper
- set of markers, crayons, pencils or paint.



Colours can be grouped into ‘**warm**’ colours and ‘**cool**’ colours. Warm colours are those that make us think of sunshine, fire, heat, etc. and cool colours make us think of ice, water, grass, etc.

[Click here to watch the video on warm and cool colours](#)

Sort your set of markers, crayons or pencils into two groups – warm colours and cool colours.

Warm and Cool Colour Art Examples

Task:

Create a drawing that has two parts – a section coloured with only warm colours and a section coloured with only cool colours. For eg, You could draw a beach at sunset with the sky containing only warm colours and the ocean containing only cool colours; or you could draw a snake using only warm colours with a jungle background in cool colours.

Take a photo of your artwork and upload to Google Classroom

Examples:





Reflection

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

Thursday

Week 3, Term 4



English

Student resources

Listening and Responding



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

- Choose the story that interested you the most today.
- Draw a picture that represents this story.
- Take a picture and upload it to Google Classroom.

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 **WEDNESDAY** spelling activity. You do not need to create the spelling table again. Complete the activities in your exercise book.

<div> <div>ar</div> <div> sound "r" (ending) e.g. wat'r </div> </div>	<div> <div>st</div> <div>sc</div> <div> sound "s" e.g. this </div> </div>	<div> <div>v</div> <div> sound "v" e.g. very </div> </div>
sugar collar similar regular caterpillar familiar	glisten fasten jostle scene muscle scissors	level volume fever savage advance universe

h) The "y" (or "yoo") sound can be made with a "y" (your), "i" (soldier), "u" (use) and "ue" (continue). Write the correct letter blend for these words:

can __ on, __ oghurt, mill __ on, __ nion,
d __ ty, disp __ te, tiss __ , on __ on.



Reading and Viewing

Reading Eggspress Assignment

Click here to access [Reading Eggspress](#)

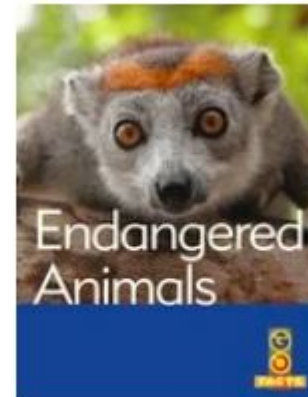
Task- You will work through the assignment **Comprehension Lesson 167** based on the text **Endangered Animals**

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 167 - Endangered Animals

Reading and Viewing

Learning Intention

I am learning to read, enjoy and comprehend a text for extended periods of time

Success Criteria

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

- Choose a text that interests me
- Read uninterrupted for 20 minutes
- Summarise the main events in what I have read



Reading Response- Stamina Reading

- It is important that you read for at least 20 minutes every day.

Find a comfortable spot without distractions and spend 20 minutes

reading Endangered Animals on [Reading Eggspress](#) Set a timer for 20 minutes.

- Using the table in your exercise book that you created on Monday, record what you have read today. Remember to take a picture of your table and **upload with your work today on Google Classroom.**

Day/Week	Book Title/ Author	Time Reading	Response/ Summary
Mon W2		20 min	2-3 sentences
Tue W2		20 min	
Wed W2		20min	
Thur W2			

Break 1

Screen-Free Mindfulness Challenge Cards

Musical Drawing

Play some calming classical music.
As you listen to it, draw the pictures
that come into your mind on
some paper.





Mathematics

Student resources

Warm Up 1

No Title]

Guess the NUMBER

I am a two digit number

Both of my digits are even

My first and second digits
are the same

The sum of my digits is 12



What number am I?



Warm Up 2

Kahoot

Warm up #2

Click the link below to play the
Charts Kahoot.

https://kahoot.it/challenge/04568838?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1633918282059

Game PIN: **04568838**



Kahoot!

Data



Learning Intention

We are learning to construct displays, including column graphs, dot plots and tables and interpret data presented in these graphs.

Success Criteria

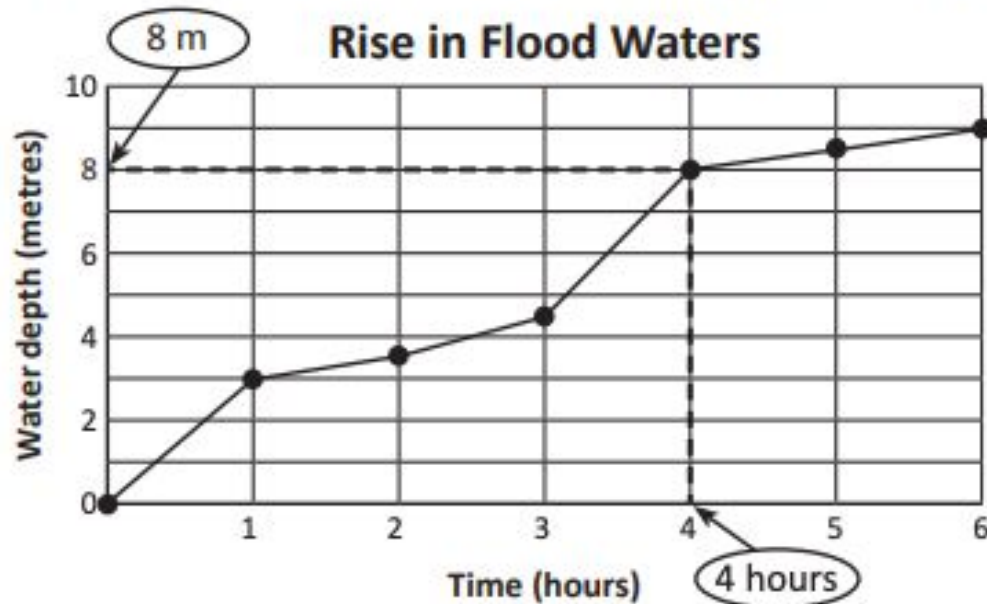
By the end of this lesson I will be able to:

- justify the use of line graphs
- create a line graph using data provided
- analyse and interpret data presented in line graphs

Line Graph

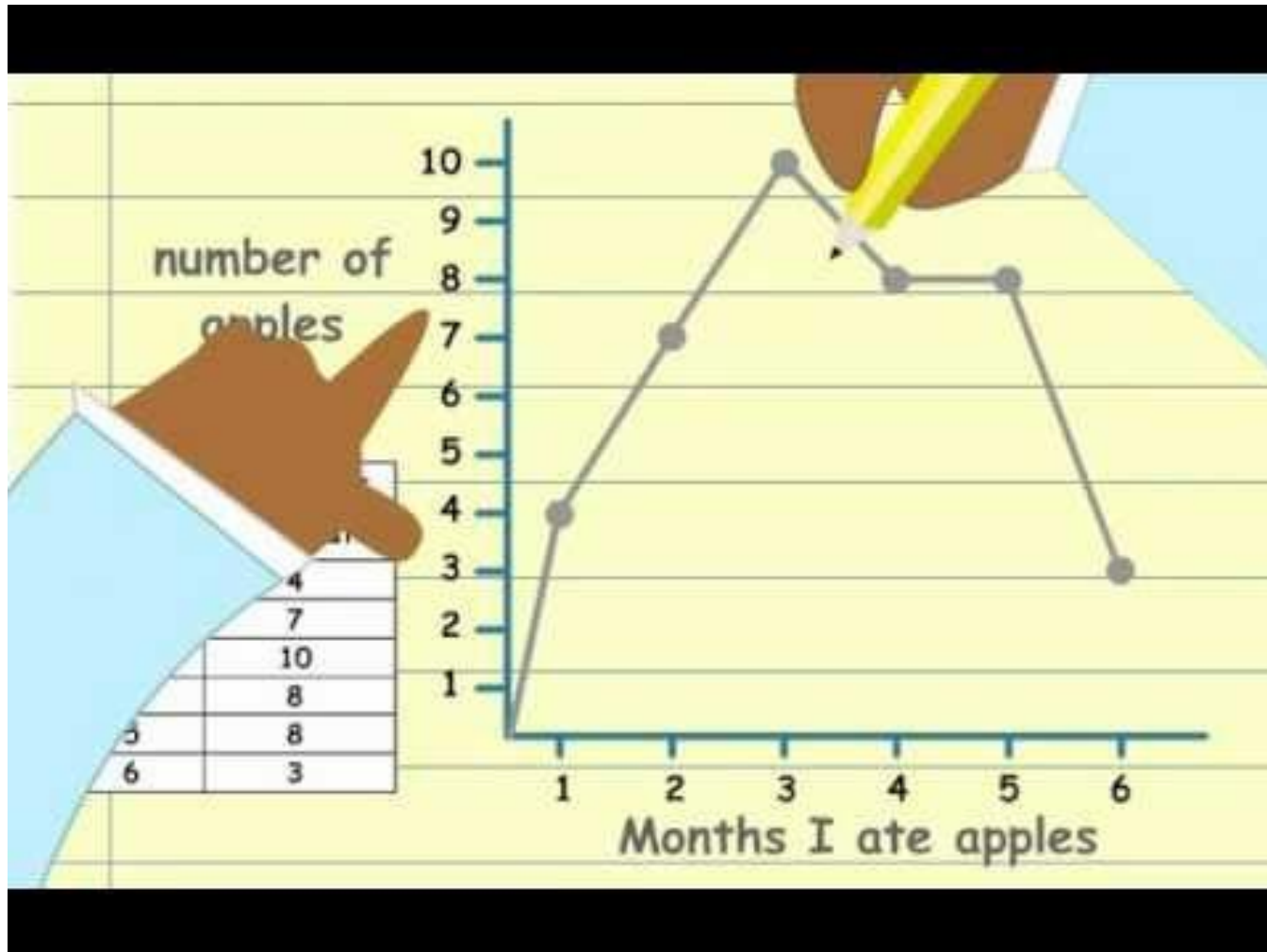
Line graphs show how something changes over time in relation to something else. In this topic, we'll look at different examples of line graphs. Look at the line graph below. See how the more time passed, the higher the water got?

In which hour was the water 8 metres deep? Look below for how we read this information:



Watch

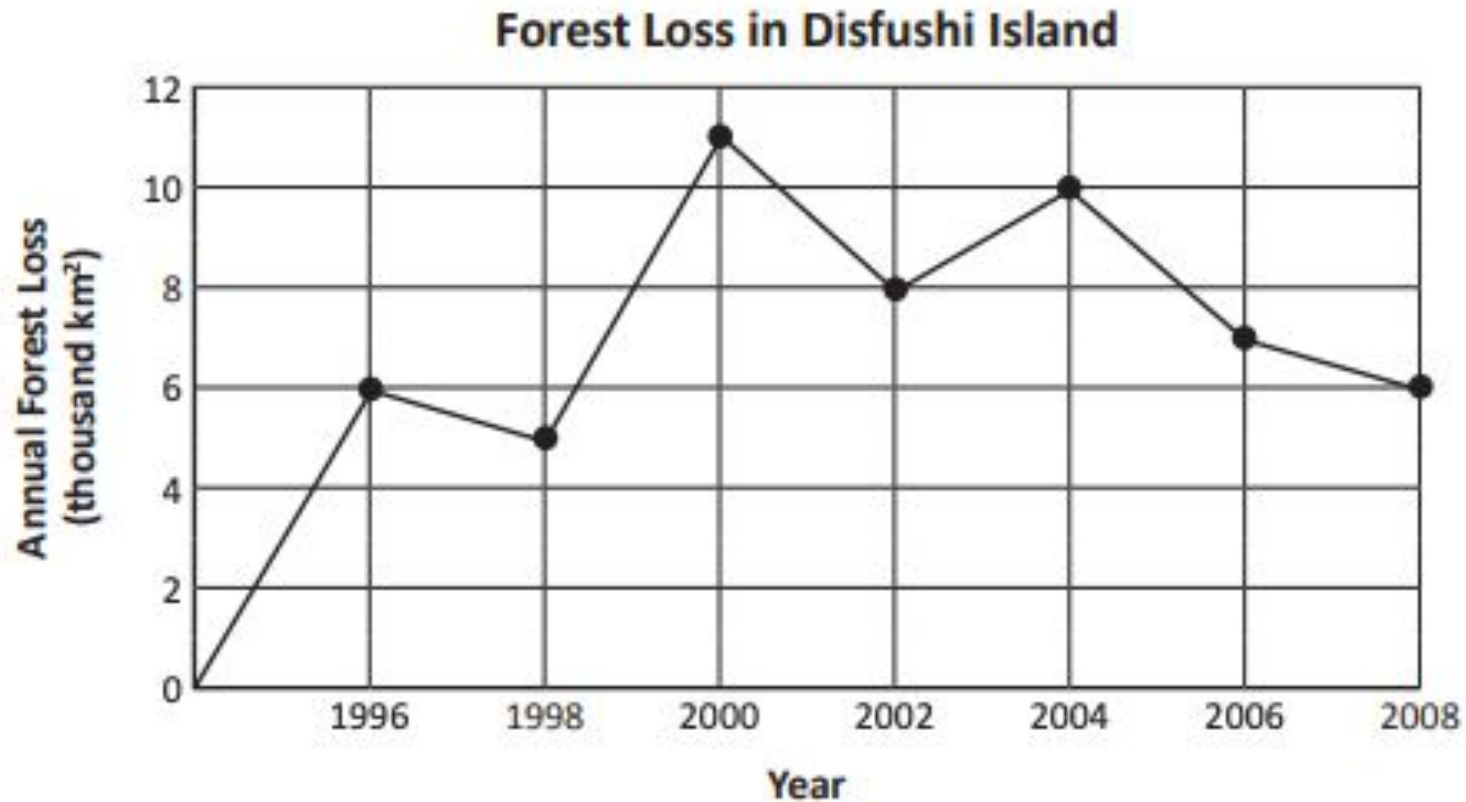
Watch this clip to learn more about line graphs.





Activity 1

Take a look at the line graph below, answer the questions on the next slide that relate to this graph.



Activity 1 continued...

Answer the questions in your exercise book, take a picture and upload to GC.



a How many square kilometres of forest was lost in 1996?

b How many square kilometres of forest was lost in 2000?

c In which year were 7 000 square kilometres of forest lost?

d How much more forest was lost in 2000 than in 2008?

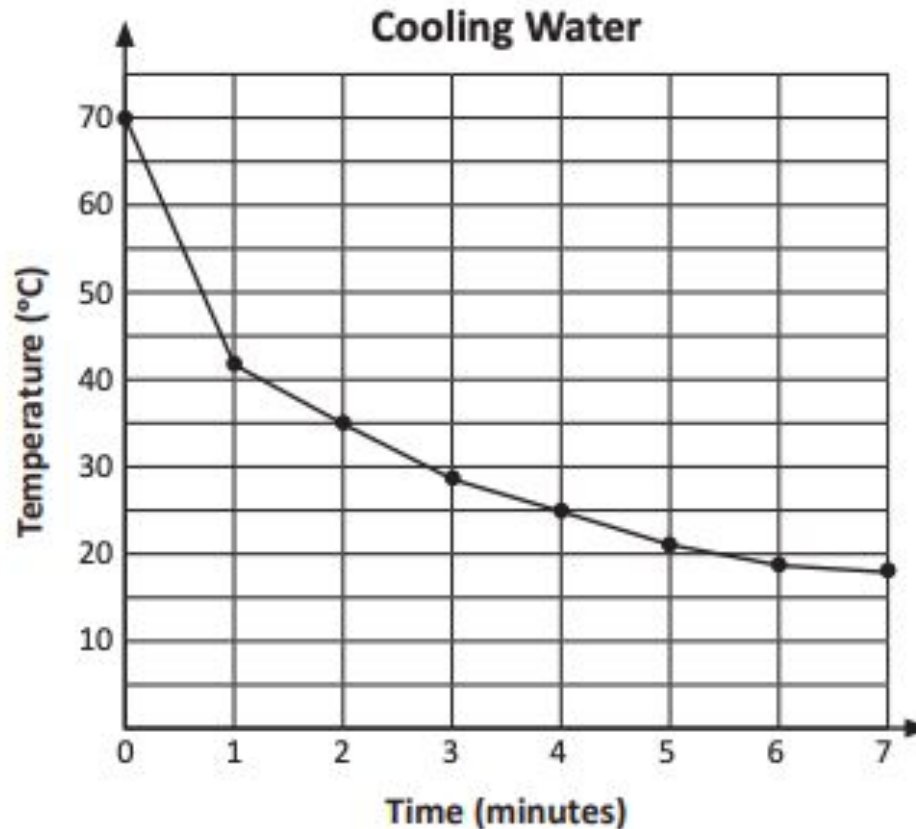
e Use the graph to estimate the forest loss in 1999.

f Use the graph to estimate the forest loss in 2003.

Activity 2

Polly and her friend Molly were practising reading a thermometer for homework. They boiled water in a kettle and then took turns measuring the temperature every minute as it cooled down. To make this more interesting, they made it a guessing game.

Look at the graph and answer the questions to see how they went:





Activity 2 continued...

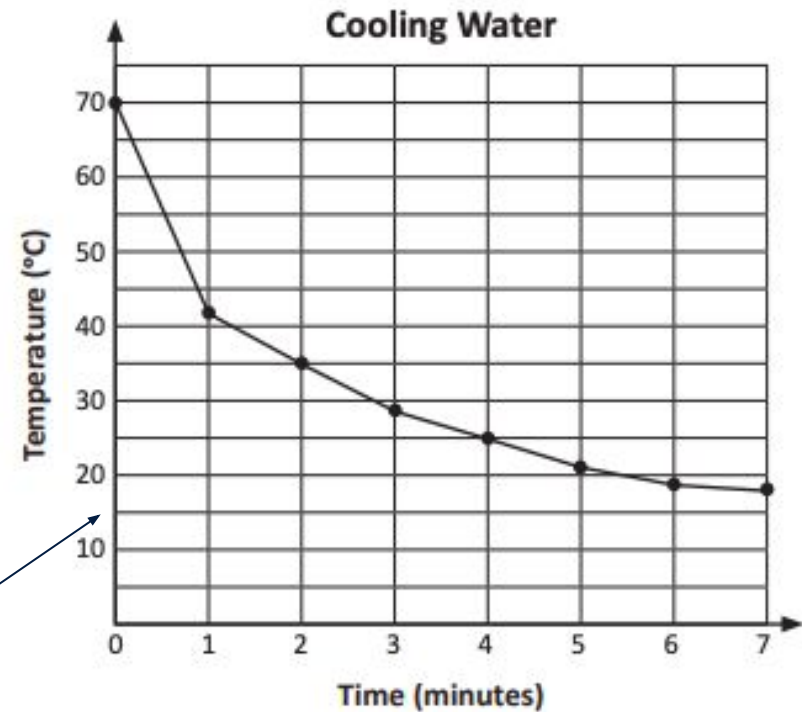
Answer the following questions using the graph. Take a picture and upload to GC when you are completed.

- a Polly guessed that after 1 minute the temperature would be 46°C . Was she right?

- b Molly guessed that after 2 minutes the temperature would be 34°C . Was she right?

Look closely at the graph they made showing the temperature of the water in the kettle.

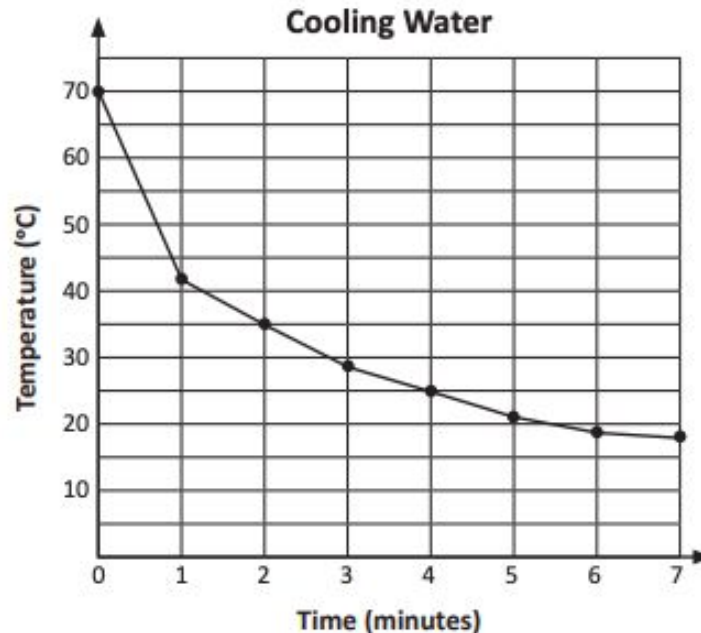
- c What is the value of each small division on the temperature axis?



Activity 2 continued...

Answer the following questions using the graph. Take a picture and upload to GC when you are completed.

- d By how much did the water cool down between 2 minutes and 4 minutes?
- e How long did the water take to cool to 19°C ?





Constructing a Line Graph

Let's see how to build a line graph from a data table.

This data shows the rate of filling a fish tank with water.

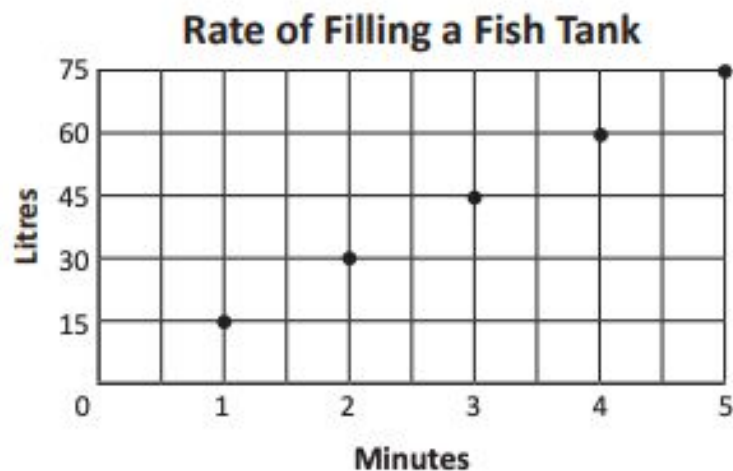
Minutes	1	2	3	4	5
Litres	15	30	45	60	75



Usually,
we join the
dots, but
sometimes
we don't.

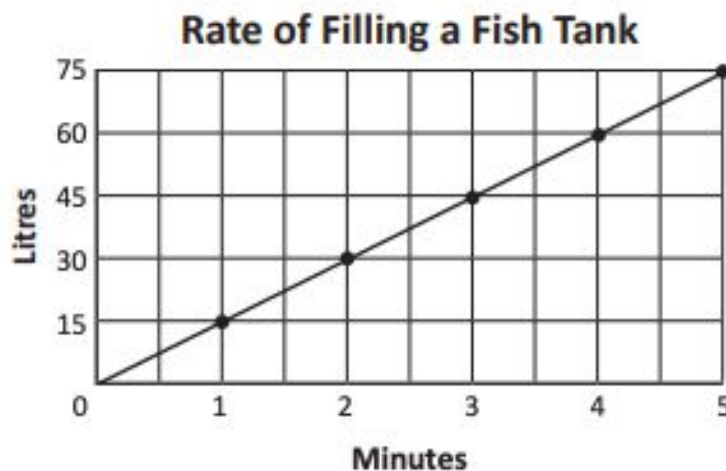
Step 1

Carefully plot the data from the table.



Step 2

Join the points with straight lines.



Practise drawing this in your exercise book. Follow the above steps. Take a picture and upload it to GC.

Activity 1



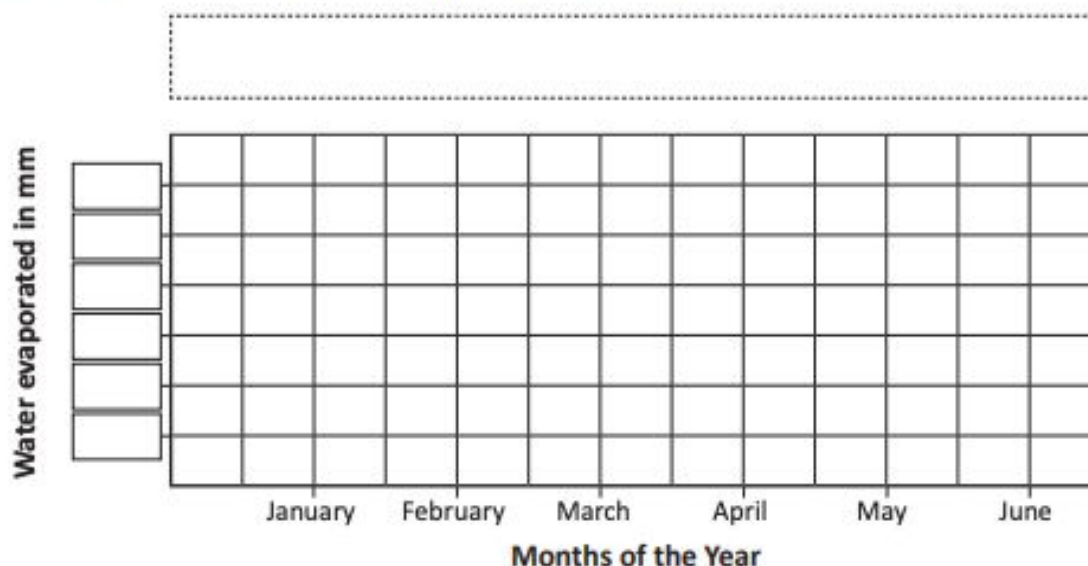
Complete in your exercise book, take a picture and upload to GC.

The average rate that water evaporates from an indoor swimming pool is 6 mm a month.

a Complete this table to show how much water will evaporate over 6 months:

Millimetres	6					
Month	January	February	March	April	May	June

b Label the vertical axis with an appropriate scale, then plot the points and join the points with a ruler. What else do you need to add to make this graph complete?





Activity 2

Complete in your exercise book, take a picture and upload to GC when you are completed.

A car uses 8 litres of petrol for every 50 km travelled.

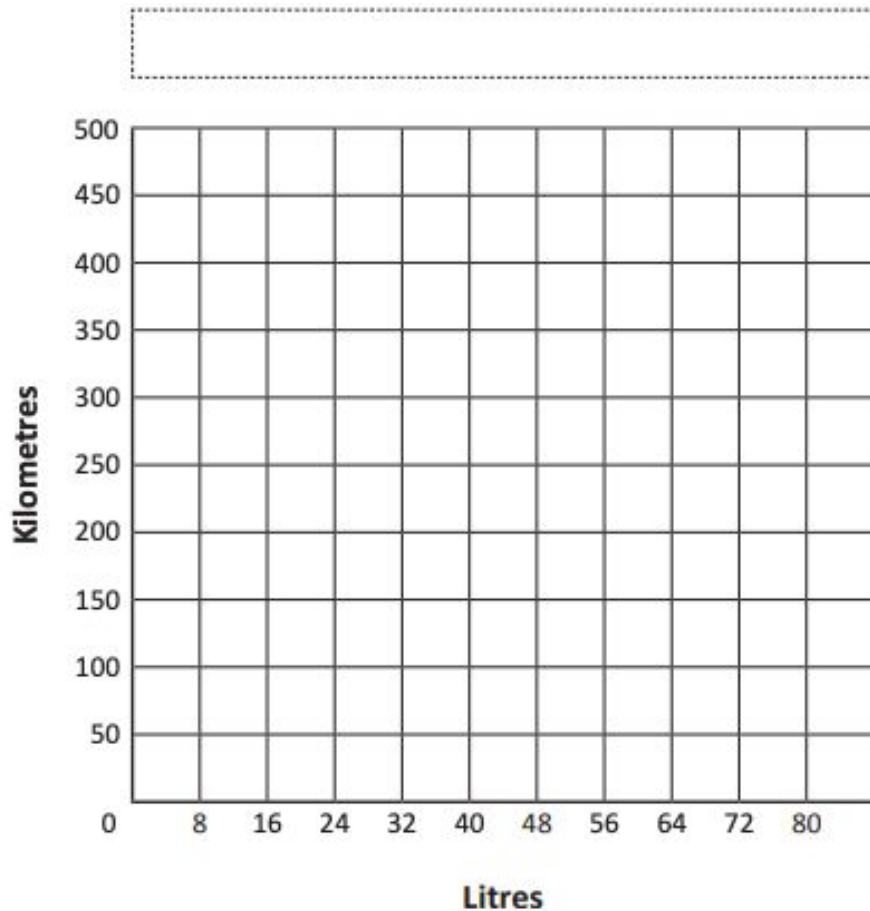
a Complete this table to show how much petrol is needed for a journey:

Litres	8	16	24	32	40	48	56	64	72	80
Kilometres	50									



Activity 2 continued...

Draw this line graph in your exercise book using the information on the previous slide.
Take a picture and upload to GC when you are completed.





Fast Finisher

Complete in your exercise book and upload to GC when you are completed.

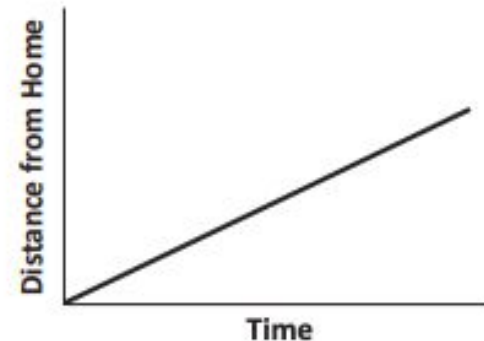
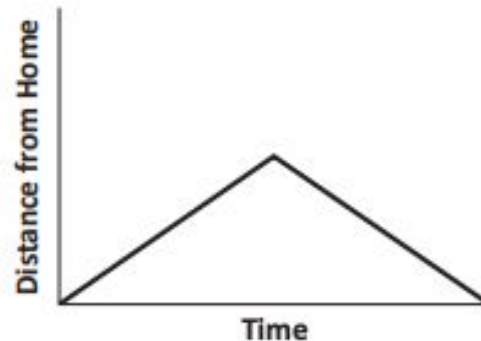
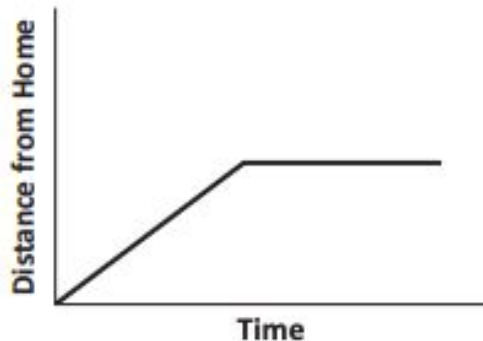
This is not a compulsory task.

Connect each travel graph to the matching statement with a line.

I was on my way to school when I felt sick, so I turned around and went home again.

On the way to the shops we stopped to get petrol.

We travelled at the same speed, not stopping until we got there.



Break 2

Today we're going to draw my favorite dog, we're learning how to draw a husky!

<https://www.youtube.com/watch?v=isPyXNT88Sg>



PDH - Health



We are learning how to say no if offered alcohol or cigarettes.



Why do people choose to smoke or drink alcohol?

- As an attempt to cope with stress and anxiety
- To fit in with others - peer pressure
- Curiosity - to experiment



Why People Choose to Smoke.

- Peer pressure or poor role modelling is often the main cause of why people choose to smoke. When they start smoking a cigarette they will get addicted from all the chemical's inside. Although their are advertising and rules to help reduce the amount of people smoking, people still choose to.



Alcohol

- What are some reasons why people choose to drink?
 - Curious Peer Pressure Addicted
 - Like the taste Celebrations Relax
 - Relieve stress Religion
 - Like the effects Escape problems
 - To socialize more easily

Watch the following BTN clip on E-Cigarettes. Watch closely as some of the questions in the Kahoot will be on this.

[E-Cigarette Warning - Classroom - BTN \(abc.net.au\)](http://abc.net.au)



When we are faced with a tricky situation, and someone is asking us to try a cigarette or alcohol, we can try the following -

- avoid the situation in the first place
- say 'no' in a polite, firm voice
- ask them to stop doing what they are doing in a polite, firm voice
- make a joke
- tell an adult or a friend
- run away or go to another room
- ignore the person
- say your Mum or Dad will ground you if you do this thing
- change the subject
- give a reason why you can't do it just right now – delay things
- plan ahead
- say you feel sick
- hang out with other friends.



Here are some 'helpful thoughts' you can use when you are feeling pressured to do something you don't want to do-

- ⦿ I don't need to do this to be cool.
- ⦿ If they don't like me because I don't do this, then they're not real friends.
- ⦿ I want to stay healthy to play sport.
- ⦿ I don't want to upset Mum or Dad.
- ⦿ I might do something embarrassing.
- ⦿ I could do something that will hurt me or others.
- ⦿ What they are suggesting is illegal.
- ⦿ I could get into trouble.



Watch the clip below to learn about using refusal skills

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



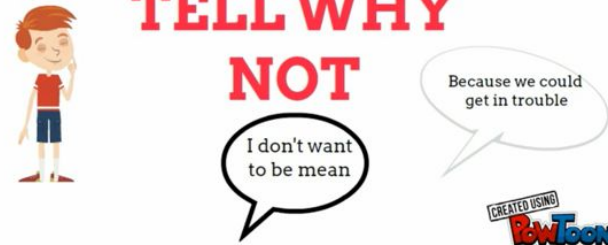
These are 4 simple steps you can use -



STEP 1:
SAY NO!



STEP 2
TELL WHY
NOT



STEP 3
Offer Another
Suggestion



STEP 4
PROMPTLY
LEAVE



Use the following strategy when you are faced with a tricky situation - don't feel pressured to do something that you know isn't the right thing to do.



S.T.O.P!

- S - Say No
- T - Tell them Why
- O - Offer Another Suggestion
- P - Promptly Leave



Test your knowledge of *E-Cigarette warnings and Refusal Skills* 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.



Kearns PS Online Learning – Stage 3

Wednesday

Week 3, Term 4



English

Student resources



NRL LEAGUE STARS INSPIRE - Gratitude

Workshop 3- Gratitude



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 lesson on Gratitude](#)

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

Draw and complete the Gratitude Ball in your Exercise Book



Listening and Responding

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

Squiz Kids is an **optional** task 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



Spelling

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

<div>ar</div> <div>sound "r" (ending) e.g. wat'r</div>	<div>st sc</div> <div>sound "s" e.g. this</div>	<div>v</div> <div>sound "v" e.g. very</div>
sugar collar similar regular caterpillar familiar	glisten fasten jostle scene muscle scissors	level volume fever savage advance universe

- c) Using as many of the list words as you can, write a sentence that makes sense.
- d) What are the two silent letters in the "s" sound list words? Write the following words out and circle the silent letter in each:

answer, receipt, psychology, young, knowledge, autumn, doubt,
effervescent, discipline.

Reading and Viewing

Learning Intention

I am learning to read, enjoy and comprehend a text for extended periods of time

Success Criteria

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

- Choose a text that interests me
- Read uninterrupted for 20 minutes
- Summarise the main events in what I have read

Reading Response- Stamina Reading

- It is important that you read for at least 20 minutes every day.

Find a comfortable spot without distractions and spend 20 minutes reading a text of your choice. You can choose your own book or a book from Epic Books. Set a timer for 20 minutes.



[Click here for access to EPIC](#)

- Using the table in your exercise book that you created on Monday, record what you have read today. Remember, you will take a photo and upload your completed table on Thursday.

Day/Week	Book Title/ Author	Time Reading	Response/ Summary
Mon W2		20 min	2-3 sentences
Tue W2		20 min	
Wed W2		20min	
Thur W2			

Comprehension

Learning Intention

I am learning to identify the purpose of texts

Success Criteria

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

- Identify the ideas and points of view in a text
- Identify the varying purposes of 3 different persuasive texts.

Reading and Viewing

[Click here to view the lesson with Mrs Freney](#)

TASK 1: Read all 3 persuasive texts.

The purpose of a persuasive text is not only to persuade people that a certain point of view is valid; it is also to **inform, inspire, enrage and encourage**.

A. Introduction of speech given by Prime Minister Billy Hughes, Sept. 1916.

Nearly three hundred thousand men have enlisted. Why should some take on their shoulders the burden that belongs to all? If life be such a sacred thing that no government or no individual has a right to lay hands upon it, why should these three hundred thousand be chosen to die, that we may live, untouched, allowing the roll and thunder of battle to pass over us undisturbed? This war must be brought home to every man and woman in this great Commonwealth of Australia. If voluntaryism fails, the war will fail. The interests at issue are too great. Australia must do her part. It may be that voluntaryism will save us; but if it does not, then we must still be saved.

B. Advertisement



Want nails to show off?
try NUTRINAIL PLUS
**easy to apply *100% natural*
MONEY BACK GUARANTEE
**not tested on animals*

C. Extract from business magazine editorial

CYBERSPACE NO-NOS

Social networking has millions of Australians sharing everything from baby photos to favourite books to charitable causes. Yes, we are a generous bunch. But are we over-sharing? There are a handful of personal details that should stay that way, no matter what assurances are given by Facebook, Twitter, Instagram and dozens of similar sites. If you're not looking to be Ned Kellied by crooks – cyber or otherwise – there are 770,000 good reasons not to reveal so much. That's the same number of Australians who fell victim to cybercrimes last year. You don't want to become part of that statistic, do you?

This risk-taking also applies to rash Facebook postings or tweets that have been the undoing of many a well-intentioned sharer. People losing their jobs, having their life insurance cancelled or being dumped by partners is not that uncommon, so what should you never do or say or post on any networking site? Now, here's the Top 5 no-nos.

TASK 2: What do you think are the purposes of each persuasive text? Create the table below and write the purposes of each text in the columns. **inform, inspire, enrage and encourage. It can be more than one.**

Text A: Speech	Text B: Advertisement	Text C: Editorial
Purpose/s:	Purpose/s:	Purpose/s:

Fast Finisher

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here



Break 1

Screen-Free Mindfulness Challenge Cards

Breathe

Take some time to concentrate on your breathing. Sit cross-legged on the floor, or on a chair with your feet on the ground. Close your eyes. Take a deep breath in through your nose (for a count of six) and imagine that you are smelling a lovely scented flower. As you breathe out through your mouth, try to make the breath last as long as you can. Repeat this five times.



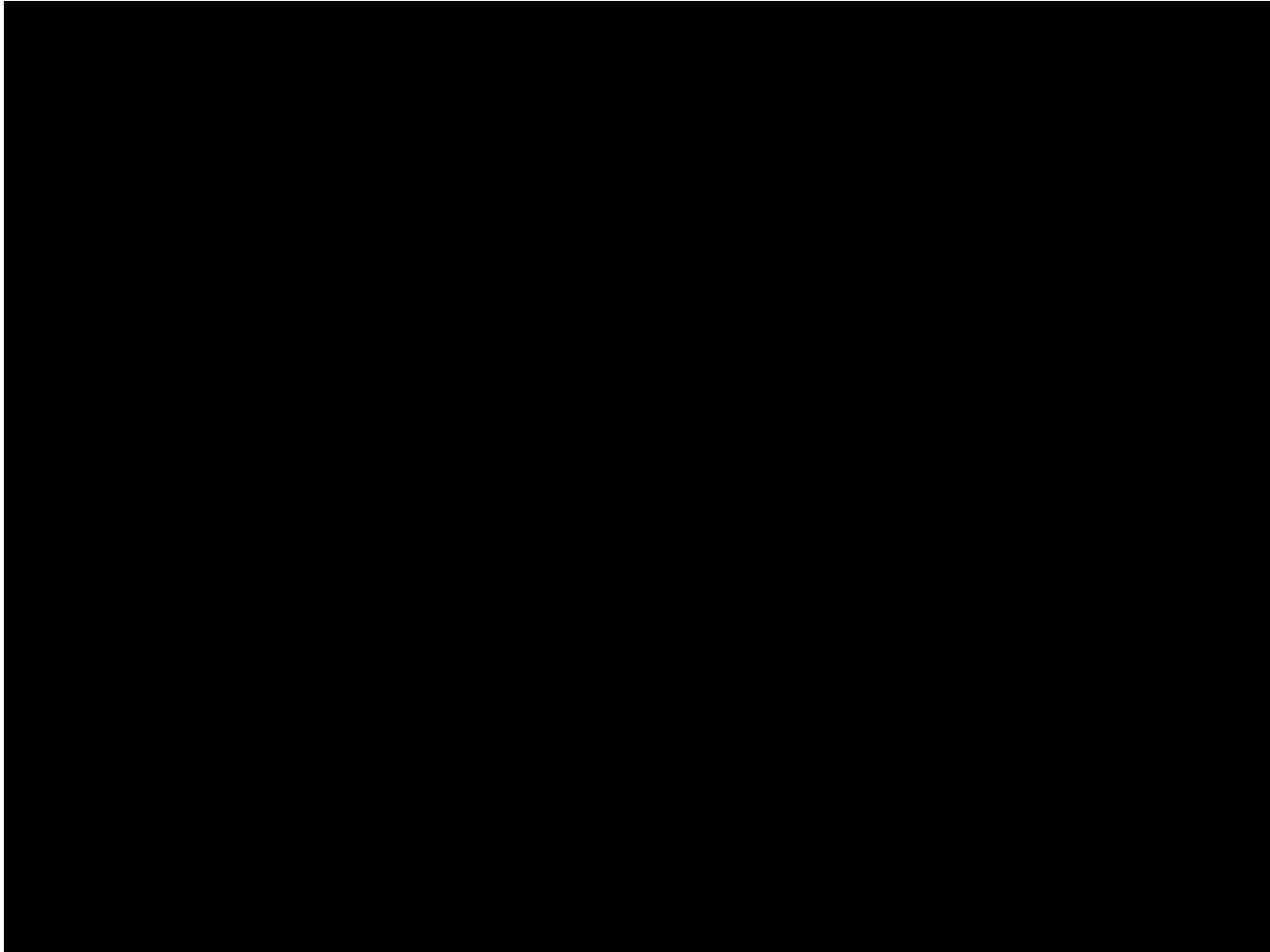


Mathematics

Student resources

Watch

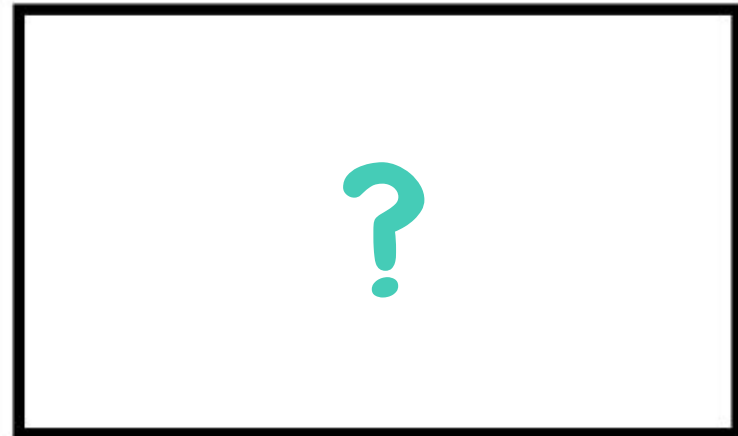
Before starting your work today, please watch the below video.



Warm Up 1

Guess the NUMBER

I am a two digit number
Both of my digits are odd
My number is in the 30's
My first digit, *plus* the
second digit = 12



What number am I?



Warm Up 2

Kahoot

Click the link below to play the
Graphs Kahoot.

https://kahoot.it/challenge/06935818?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1633918213485

Game PIN: **06935818**

Kahoot!





Data

Learning Intention

We are learning to construct displays, including column graphs, dot plots and tables and interpret data presented in these graphs.

Success Criteria

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

- justify the use of pie charts
- create a pie chart using data provided
- analyse and interpret data presented in pie charts

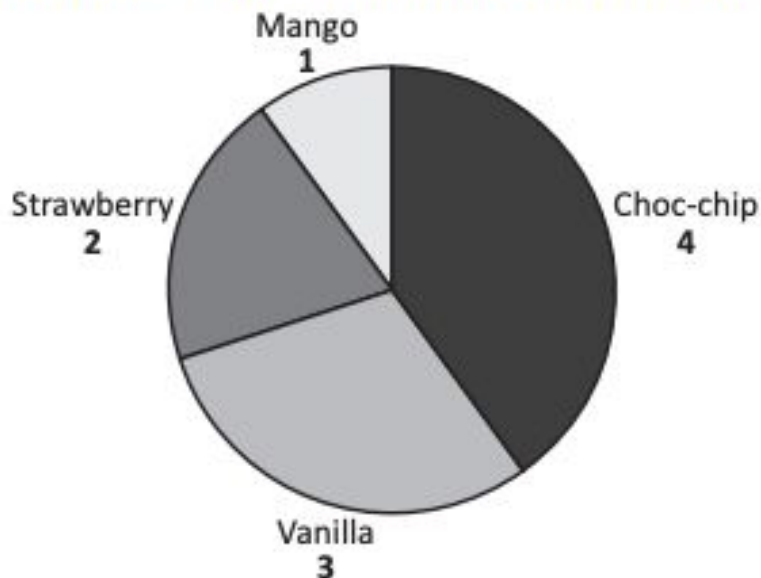


Pie Chart (also known as a sector graph)

A pie chart, also known as a sector graph, shows data as parts of a whole. The circle represents the total amount while the segments are the parts. When we compare the parts to the whole, we're looking at proportion. This is often written as a fraction.

This pie chart shows the favourite ice cream flavours of 10 people.

Favourite ice cream flavours of 10 people



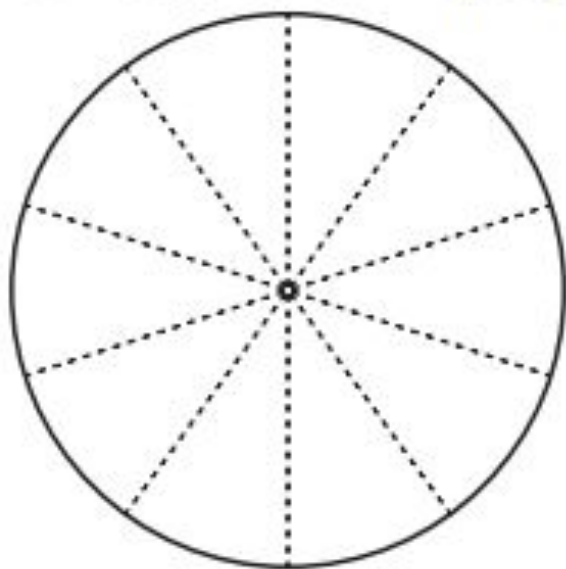
The table below summarises the information displayed on this graph.

Category	Amount	Fraction
Vanilla	3	$\frac{3}{10}$
Strawberry	2	$\frac{2}{10}$
Mango	1	$\frac{1}{10}$
Choc-chip	4	$\frac{4}{10}$
Total	10	$\frac{10}{10}$

Activity 1

In your exercise book draw this pie chart. Colour and label according to the information in the table. Take a picture and upload it to GC when you are finished:

Favourite colours of 10 people



Category	Amount	Fraction
Red	3	
Blue	2	
Yellow	5	
Total		





Activity 2

Complete the following questions in your exercise book. You do not need to write out each question, just write your answer. Take a picture and upload it to GC when you are finished.

A group of students was surveyed to find out what they spend their pocket money on. This pie chart shows the results. Circle True or False next to each statement.

- a More than half the students surveyed spent their money on a mobile phone.

True / False

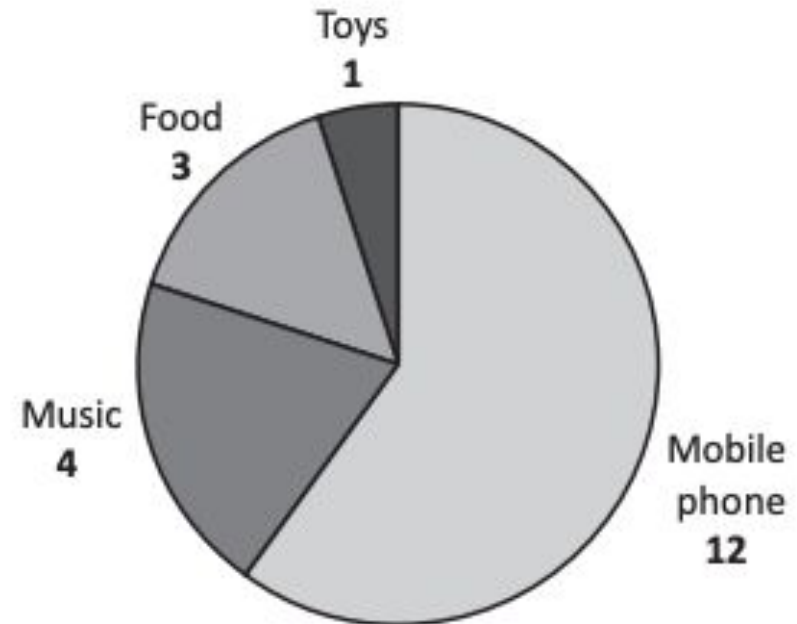
- b $\frac{4}{20}$ surveyed spent their money on food.

True / False

- c 20 students were surveyed in total.

True / False

What do students spend their pocket money on?





Activity 3

Complete in your exercise book, take a picture and upload to GC.

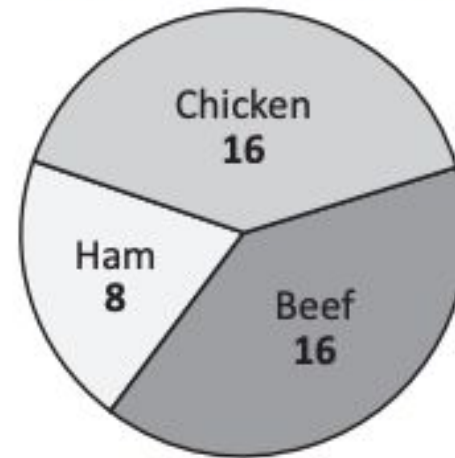
5F and 5H were planning a pizza party and conducted a survey of favourite toppings. This pie chart shows the results.



- a Complete the summary table if there are 40 students altogether.

Category	Amount	Fraction
Chicken		
Ham		
Beef		
Total	40	$\frac{10}{10}$

Pizza Topping Survey



- b Their teacher said they could order 10 pizzas. How many of each flavour should they get?

Chicken Ham Beef

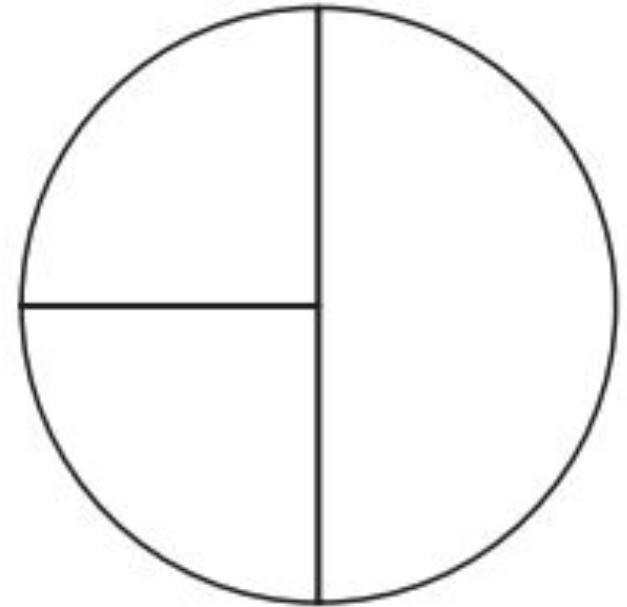


Activity 4

Complete in your exercise book, take a picture and upload to GC. You can make this graph up completely, there is no need to survey people.

The total amount that this graph is representing is 40.
What could this be about? Give this pie chart a title and describe it by completing the table below:

Category	Amount	Fraction
Total		





PE

Student resources

PD/H/PE

Funny Races



This activity is for the whole family to join in. Use whatever equipment you have available.

Activity: In your yard (or in your home if necessary), set out two markers between 10-15 metres apart (depending on how much space you have) – this will be your racing area.

Then use the equipment you have to decide on a series of different tasks that can be completed while you race back and forth across your racing area.

Examples: balancing an egg or a ping pong ball on a spoon without letting it drop; balancing a bean bag on your head; jumping with your legs inside a sack or an old pillow case; carrying one cup of water at a time back and forth until you have filled up a bucket; etc.

Do each race on its own to see who in your family is quickest.

Try having a huge mega race where you do all of the activities one after the other until you have completed them all.

Take a photo and upload to Google Classroom

Break 2

Learn how to draw a realistic cat! When you finish following along with us, try drawing another cat but with a different fur pattern.

https://www.youtube.com/watch?v=IY7Hy_6jWmU



Creative Arts Wednesday Week 3 Warm and Cool Colour Art



Warm and Cool Colour Art

You will need:

- a blank sheet of white paper
- set of markers, crayons, pencils or paint.



Colours can be grouped into ‘**warm**’ colours and ‘**cool**’ colours. Warm colours are those that make us think of sunshine, fire, heat, etc. and cool colours make us think of ice, water, grass, etc.

[Click here to watch the video on warm and cool colours](#)

Sort your set of markers, crayons or pencils into two groups – warm colours and cool colours.

Warm and Cool Colour Art Examples

Task:

Create a drawing that has two parts – a section coloured with only warm colours and a section coloured with only cool colours. For eg, You could draw a beach at sunset with the sky containing only warm colours and the ocean containing only cool colours; or you could draw a snake using only warm colours with a jungle background in cool colours.

Take a photo of your artwork and upload to Google Classroom

Examples:





Reflection

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?

Task: Design a sticker to encourage others to say no to either alcohol or cigarettes. Be creative!



Reflection: Discuss with an adult some strategies you learnt today about how to say no to alcohol and cigarettes. How can you apply that to other times you may feel pressured by others to do something that you don't want to do?

say no	tell why not	promptly leave
		
<p>hannah is trying to make lili smoke in the girls bathroom at school</p>	<p>lili is telling hannah she dosnt want to smoke because its not healthy and she needs to get to class. But hannah is trying to convince lili and saying no one will find out.</p>	<p>lili desides that she needs to get out of there so she just leaves. Hannah is mad that she wont smoke and mad that she left</p>

Create your own at Storyboard That





Reflection



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 W1





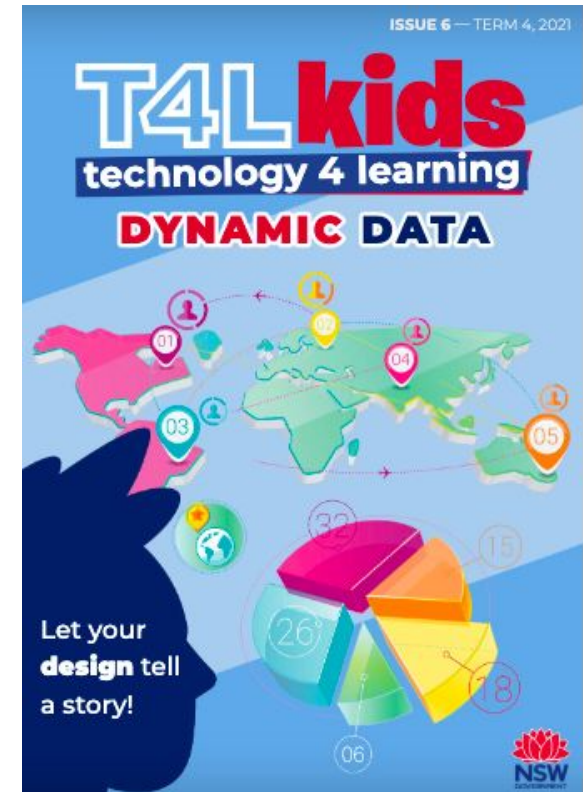
English

Student resources

English

Instructions:

1. Read the T4L kids Magazine (13 pages)
2. Answer the following questions in your exercise book:
 - a. What type of text is this magazine?
 - b. What was something interesting you read?
 - c. What was something that you are excited to try?
3. When you have answered the above question, turn to page 6 in the magazine and explore some of the links on this page. You may choose to complete a data investigation of your own.



Break 1

Screen-Free Mindfulness Challenge Cards

At the Beach

Lie on the floor, in a position that is comfortable for you. Close your eyes and imagine you are lying on a beach on a warm day. As you breathe in, imagine the waves gently lapping your feet. As you breathe out, picture the waves retreating back to the sea. Do this for five minutes.



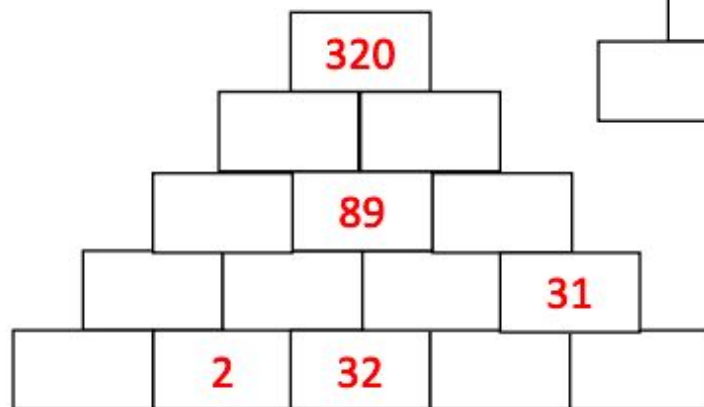
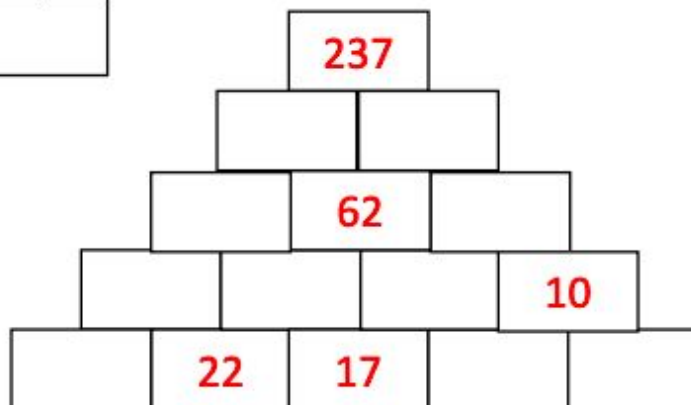
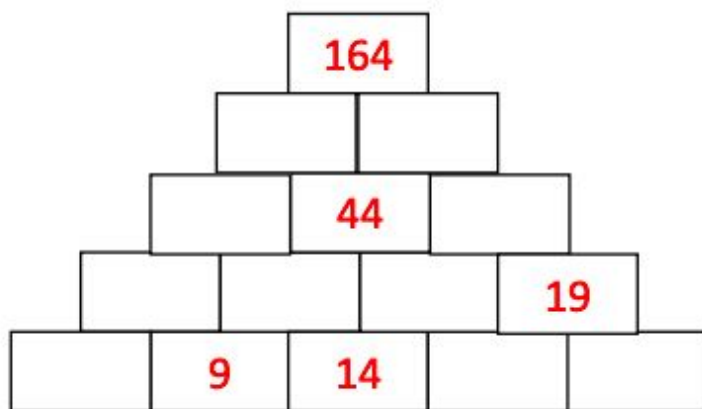


Mathematics

Student resources

Maths Addition Pyramids

In these pyramids, each number is the sum of the two blocks it is sitting on. Use addition and subtraction to help you fill in the missing numbers.



Break 2

Play a card game.



Well-being activities

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.

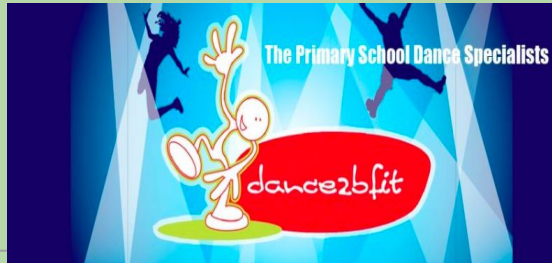
We would like you to limit your screen time today and encourage you to go outside, play and spend time doing something you enjoy. Take some time to refresh, look after yourself and *smile!*

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

Dance 2 B Fit

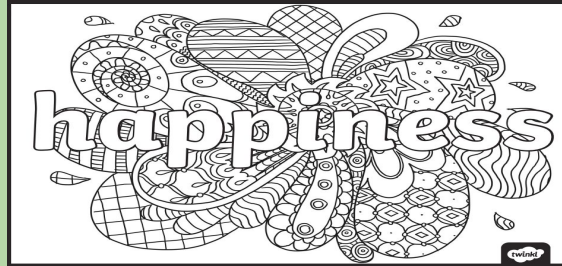
Join your teacher and classmates for some fun dancing!

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?



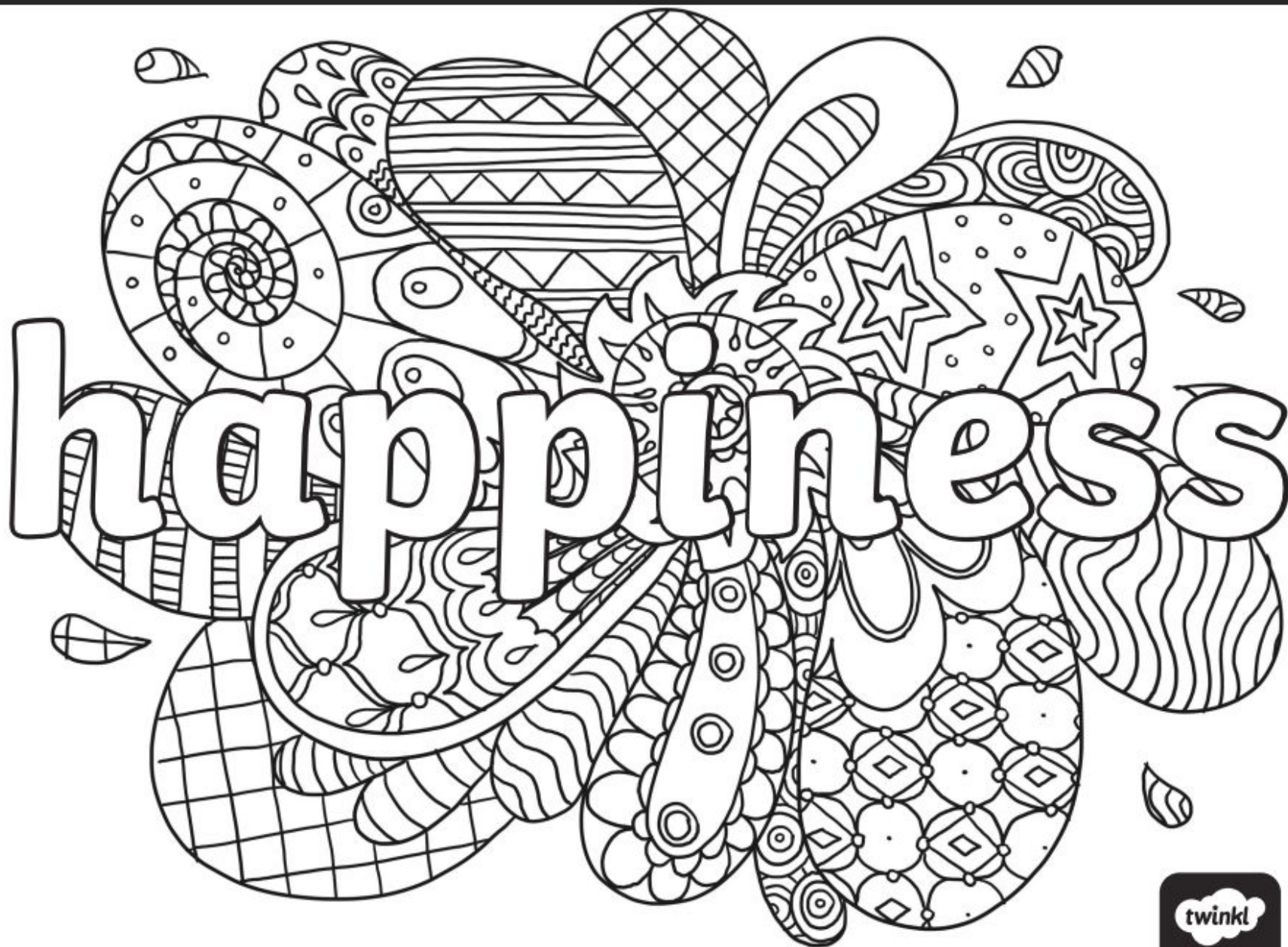
Read a book outside or play a board game with your family.



Dance 2 B Fit time: 10.15 to 10.55 **Zoom link:**

<https://us05web.zoom.us/j/89389905298?pwd=U05TL2xzSzNMbUFuZXIxWENsY2NUZz09>

Meeting ID: 893 8990 5298 **Passcode:** 5678



twinkl

