

Kearns PS Online Learning – Stage 3

Monday

Week 2, 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

or sound "r" (ending) e.g. wat'r	c sound "s" e.g. this	u sound "w" e.g. with
major minor survivor competitor radiator spectator	circle century certain celebrate ceiling cemetery	Equator language aquatic persuade question iguana

- a) Copy the list words out into three columns as above. Write the sound (**in bold**) in a different colour, or underline it.
- b) 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 informative, persuasive and imaginative texts.
- Sort text types according to their purpose.

Text Structure and Organisation- Purpose

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

Draw the table in your exercise book. Place the different types of texts under the correct headings in the table below. There might be text types that can be placed under more than one category. Read the purpose of each text type to help you.

novel	advertisement	comic strip	news article	song lyrics
rules and regulations	speech	film script	recipe	short story
school textbook	letter to the editor	travel guide	poem	essay
blog	report	recount of events	user manual	music review

Imaginative	Informative	Persuasive
The main purpose of an imaginative text is to entertain the reader with its originality, new views on the world and creative use of language.	The main purpose of an informative text is to give a reader information in a direct way through an explanation, description, procedure, analysis, etc.	The main purpose of a persuasive text is to convince a reader to share the author's point of view supported by evidence and arguments.
Examples:	Examples:	Examples:



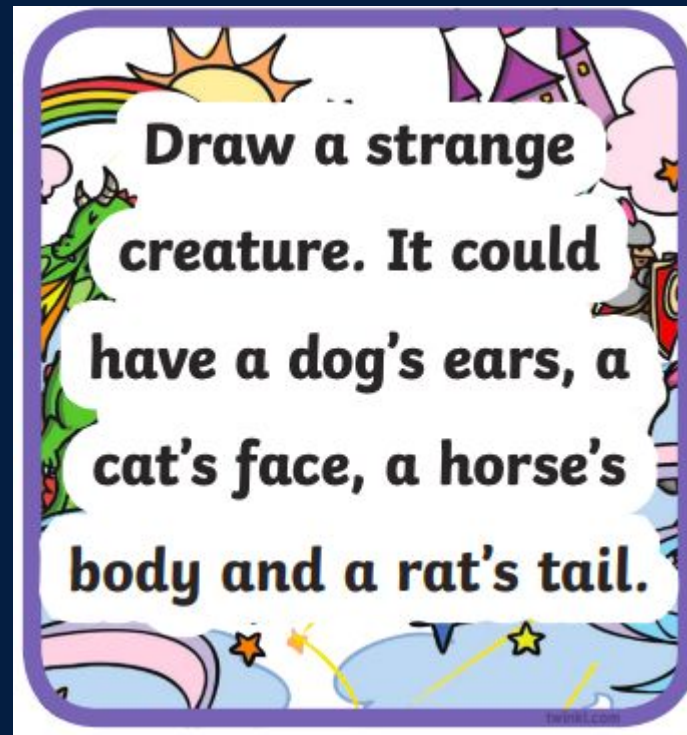
Everyone needs to log on and do some Reading Eggspress activities every week. The teachers will be checking to see who is completing activities.

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here



Break 1





Mathematics

Student resources

Warm Up 1

Guess the NUMBER

I am a two digit number

I am an odd number

My digits are 'friends of 10'

My first digit is 7



What number am I?

Warm Up 2

Kahoot

Warm up #2

Click the link below to play the
'Clocks - What Time is it?' Kahoot.

https://kahoot.it/challenge/04034858?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1633399080500

Game PIN: **04034858**

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:

- use timetables to prepare a simple travel itinerary

What is an itinerary?

Have you ever been on a holiday? Well if you have, your parents would have put together a travel itinerary before departing.

A travel itinerary is a schedule of events relating to planned travel, generally including destinations to be visited at specified times and means of transportation to move between those destinations.

Here is an example of a travel itinerary for a person travelling for work. ----->



Travel Itinerary

Start Date - End Date
Sunday, January 13, 2019 -
Saturday, January 19, 2019

Full Name: Ramon Cornwell
Purpose of Travel: Business Travel

Departing of Flight

Date	Depart Time	Airline	Confirm Code
January 13, 2019	6:30 AM	Qatar Airways	#A452TY68
Departure	Gate	Arrive Time	
New York	A28	8:40 AM	

Car Rental

Company	Pick Up Time	Location of Pick Up	Drop Off Time
Excellence Car Rental	January 13, 2019	Potsdamer Platz	January 18, 2019
Location of Drop Off Time			
Potsdamer Platz			

Hotel

Hotel Name	Room	Check In Date	Check Out Date
Hilton Hotel	568	January 13, 2019	January 19, 2019
Address			
Brandenburgische Street 31 Konradshöhe, Berlin, 13505			





Example

Below is an example of a travel itinerary for 5 day holiday.



TRAVEL ITINERARY

TRIP DURATION: 5 DAYS

DAYS	1	2	3	4	5
 DESTINATION	Welton Hotel (Room 2209)	The Atrium Event Centre	The Atrium Event Centre	The Axewell	The Axewell
 EAT	The Garrison, Winchester Pub, Ali Khan's	Lunch & Dinner Provided	The Haluman Magic Show	Julianna's, Mario Italian, The Hot Wok	The Captain's Mark, Jackson Astor, Spring Rolls
 LEISURE	Jazz Festival Monero	Yak-Yak Comedy Club	Yak-Yak Comedy Club	The Networkers Marketing Event	The Networkers Marketing Event
 TRANSPORTATION	Transport, Hotel Cab	Public Transport, Cab	Public Transport, Cab	Public Transport, Cab	Public Transport, Cab

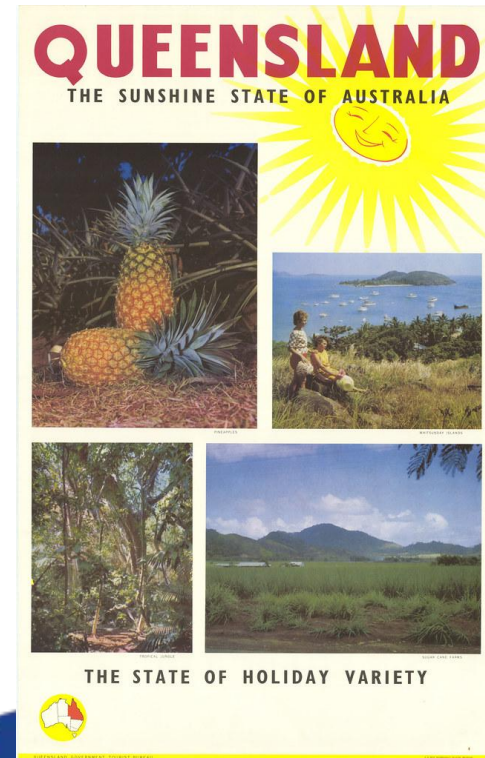


Travel Itinerary Project

It is now your turn. You will be creating your own **simple** travel itinerary for a 5 day holiday to Queensland. This is a project which means it will take you some time to complete. You will have until Wednesday to complete this.

You need to include the following information:

- Dates
- Flights
- Accommodation
- Transportation
- Activities (e.g. Theme Parks)





Travel Itinerary Project

You will be given a Google doc with all the information you need for this project, like the image below. **It will be shared to you on Google Classroom as a separate assignment called Travel Itinerary Project.**

Make sure to take your time with this as it is a project, do not to click turn in until the due date which is Wednesday.



Gold Coast Dream Holiday

24 hour time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 6:00 - 11:00					
Midday 11:00 - 13:00					
Afternoon 13:00 - 16:00					
Evening 16:00- 21:00					



PE

Student resources



PD/H/PE Steal the Treasure

- This is a game for 2 or more players. You could play with a sibling or an adult at home.
- You will require as many balls as possible, a hoop or towel each and a timer.

Activity:

- The aim of this activity is to practise throwing, kicking and hand/foot dribbling skills.
- In an outdoor area, place all balls in the centre of the space (these are the treasure) and the hoops or towels evenly around the outside edge of the space.
- The hoops or towels will be the home bases – each player should have their own one.
- Set a timer for 5 minutes.
- Each player must try to get as much treasure as possible to their home base, first by taking treasure from the centre pile and then by stealing treasure from their opponents' home bases.
- You may only steal one piece of treasure at a time and it must be at your home base before you take another piece.
- Players must not guard their treasure.

There are 3 variations of this game to play:

1. You must pick up the ball, run with it and place it at your home base.
2. You must only throw or dribble the ball with your hands to get it to your home base.
3. You must only kick or dribble the ball with your feet to get it to your home base. The player with the most treasure when the timer goes off wins.

Break 2

Scavenger Hunt

- Find something that starts with the first letter of your name
- See if you can find more than 1 thing.
- Set a timer for a real challenge.



Science

Student resources

Energy

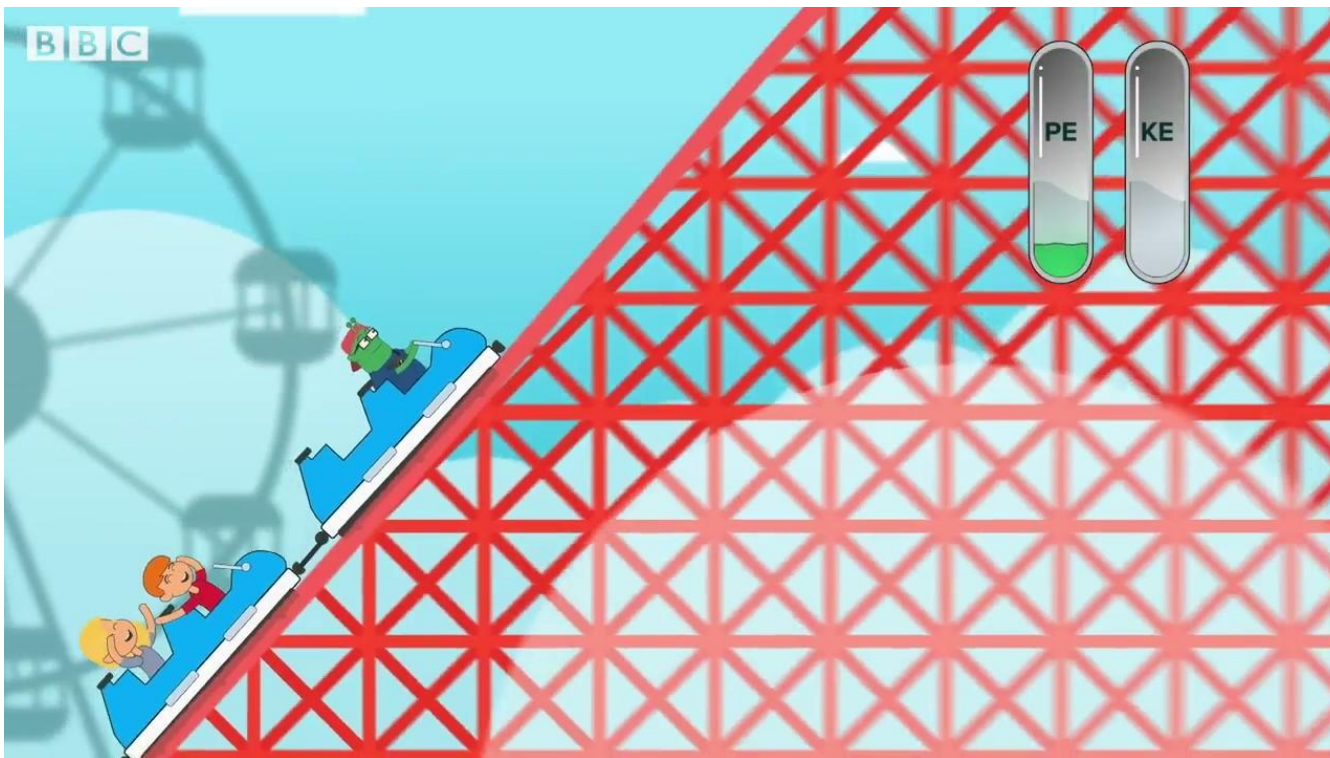
What are the different types of energy, and how do they change?

Think about this: a rollercoaster has no engine to drive it around the track. How does it go so fast?



Energy

How a rollercoaster works



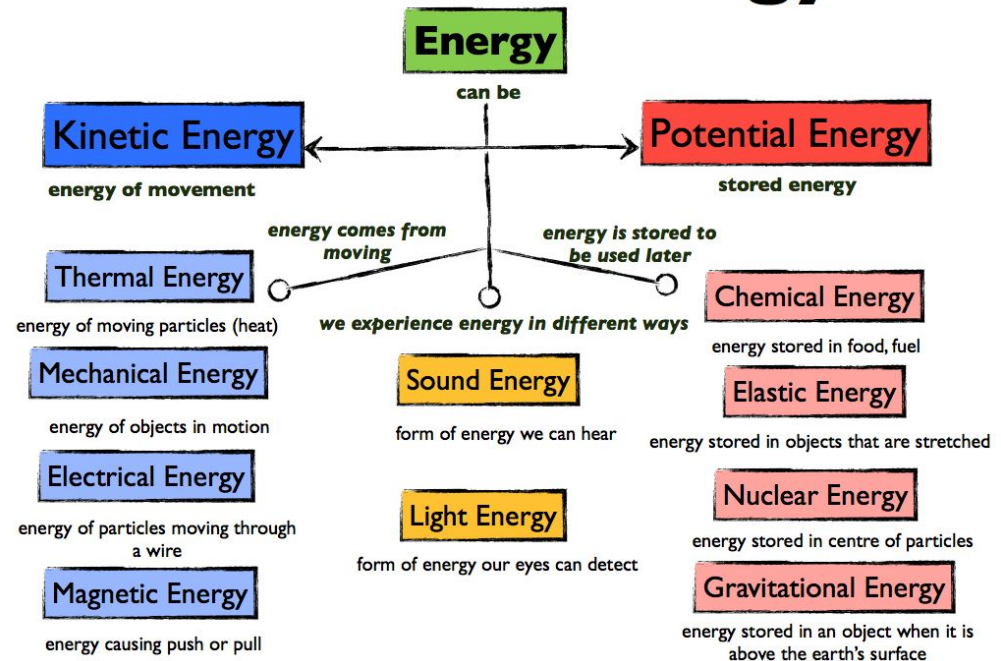
Energy

Rollercoasters use Potential and Kinetic energy to move. There are many different types of energy

Kinetic energy is movement, whenever you move you are creating kinetic energy.

Potential energy is when energy isn't used right now, but could be used later. Think of a battery, if it's not plugged into something, no energy is being used, but it has the potential to use energy if it is plugged in.

Forms of Energy

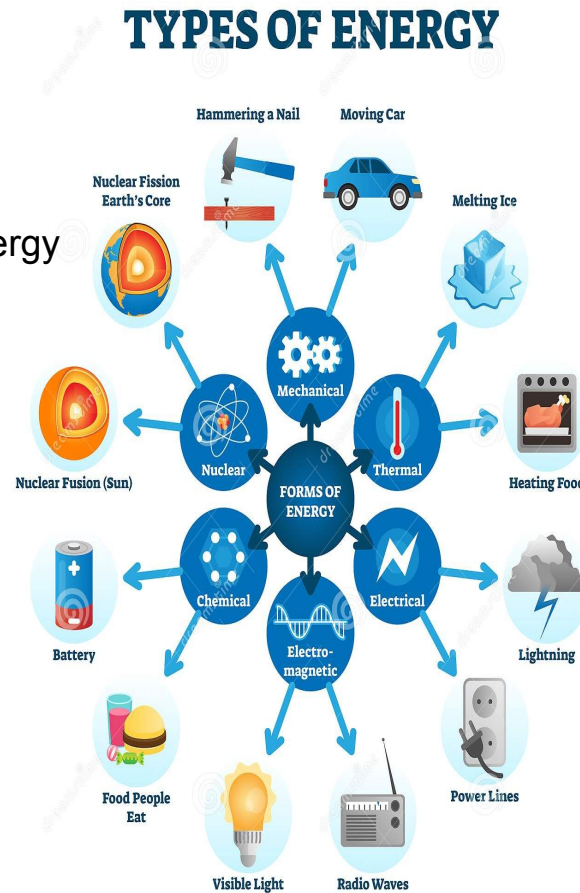


Energy

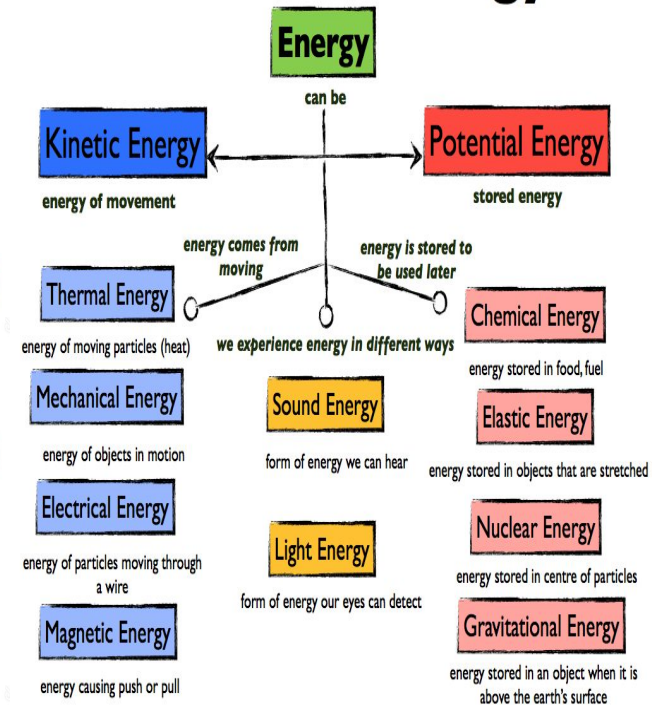
All the time, we have different types of energy being used

Main types of energy:

- kinetic energy
- potential energy
- electrical energy
- gravitational potential energy
- sound
- heat/ thermal
- chemical energy
- light
- nuclear energy
- elastic potential energy
- magnetic energy
- mechanical energy



Forms of Energy



Energy

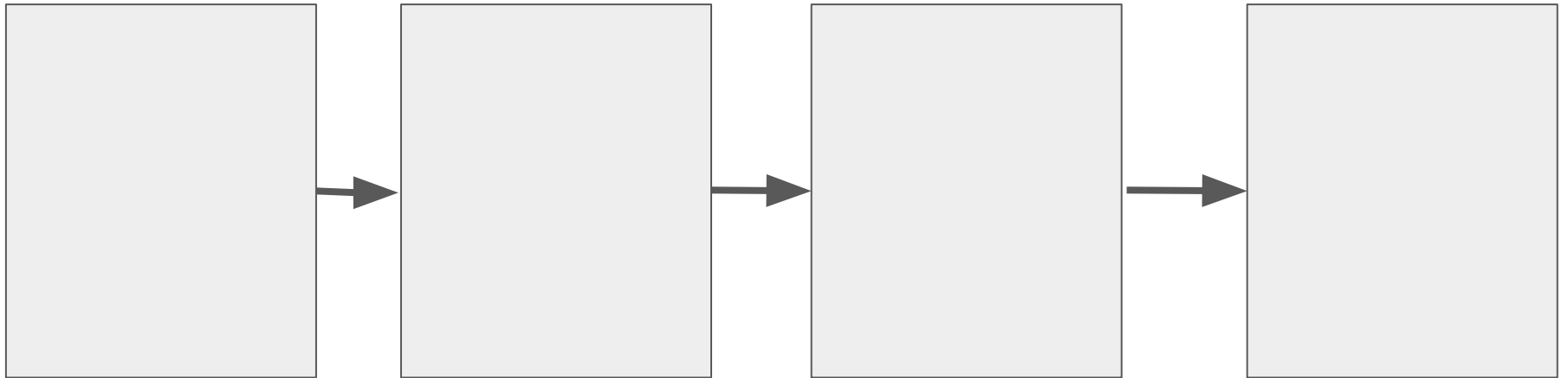
What energy does a Rube Goldberg machine use?

A Rube Goldberg machine is a contraption or device which uses many different types of energy and forces e.g. a dropping ball or crashing dominoes. The machine shows how energy can be transferred from one object to another.



Energy

Choose a sequence of objects that appear together in the video at a certain point. Describe the 'chain reaction' that sets one object, then the next, and the next, in motion. Draw and label them in your workbook



Energy

Can you look around your house and find different objects that use different types of energy? What kinds of energy do they need, and what energy do they create?

- a** What kind of energy do they need to start working? (Think about: Do they need to be wound up, or lifted up, or switched on?) Write it down in the 'Initial Energy' column in the table below.
- b** What kind (or kinds) of energy is the Initial Energy turned into? (Think about: Does it move? Make noise? Get hot?) Write it down in the 'Final Energy' column.

Object	Initial Energy How does it start working?	Final Energy What does it then do?
e.g. Light Bulb	Electrical	Light and Heat

In your workbook, answer questions **a** and **b**. Think about a television: you need electricity to start it working, and then it creates light and sound energy for you to watch and listen. What else can you find?



Energy

In the link below, special swings use their kinetic energy to create electrical energy to charge people's phones.

Watch this [link](#) and discuss with your family: should all train stations in Australia use this technology?





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

Tuesday

Week 2, 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 "w" e.g. with
major minor survivor competitor radiator spectator	circle century certain celebrate ceiling cemetery	Equator language aquatic persuade question iguana

c) The 'ry ending of words can be made with "ary" (January), "ery" (cemetery), "ory" (satisfactory), "ury" (century) or "ry" (chemistry).

Add the correct ending to these words:

mis __ , inj __ , territ __ , scen __ , sal __ , vocabul __ , lux __ ,
 ancest __ , rival __ , vict __ , the __ , imagin __ .

[Cambridge online dictionary link](#)

Comprehending

Learning Intention

I am learning to understand how texts vary in purpose

Success Criteria

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

- Identify the features of texts
- Identify language features in a text



Informative Texts

Task 1: Read extracts taken from 3 informative texts. What title would you give A, B and C?

A.

I agree to abide by the following ICT partnership agreement whilst using ICT at Maddens Creek Primary School. I also understand that any breach of the terms of the agreement, may result in a ban from using ICT equipment or other services.

I will:

- only access the network with my own login and password, which I will maintain secret (if I suspect someone knows my password, I will apply to have it changed at the earliest opportunity);
- only use ICT equipment for appropriate school and homework;
- only e-mail people I know, or who a member of staff has approved (any messages that I send will be respectful and responsible).

B.

Water is a valuable and limited natural resource and one that needs to be used sensibly. Before water restrictions were introduced in 2008, watering the garden made up 70% of water usage in some households. Water regulations brought it home that we cannot afford to be so extravagant with water and that gardens need to be managed in a more sustainable way.

C.

If a picture paints a thousand words, then an animated GIF would probably paint the Sydney Harbour Bridge! GIFs are awesome. They're the flipbooks of the internet and can communicate thoughts and feelings that people can't often find the words to express. GIFs can show off the pranks of your cute pets and friends, make interesting art or simply serve to give people a good laugh. So, are you ready to paint a million words?

Step 1: Find a video sequence with which you want to make a GIF. You will have so many to choose from, but try to pick a clip that's not too long because a longer video generally means a much larger file size.

- Task 2:**
- Write the descriptions below in your exercise book.
 - Write text A, B or C that fits the descriptions. Each description could apply to more than one extract.

Descriptions
1. Would be most likely found on a web page.
2. Uses formal language.
3. Uses facts rather than opinions to present ideas.
4. Uses technical terms relevant to the subject matter.
5. Includes a general statement to introduce the topic.
6. Contains cause and effect relationships.
7. Uses present tense verbs in opening sentences.

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:

- Use information to formulate questions.



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.

???

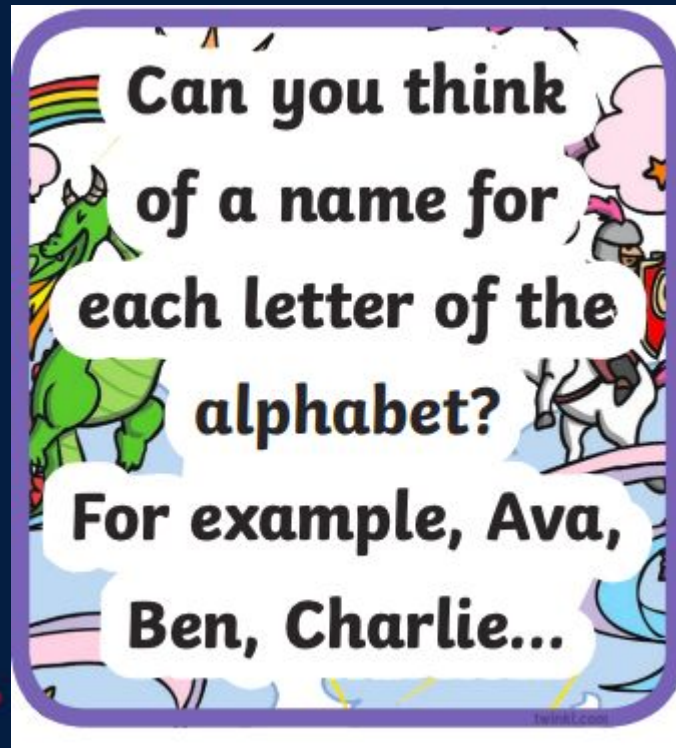
Everyone needs to log on and do some Reading Eggspress activities every week. The teachers will be checking to see who is completing activities.

Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here



Break 1





Mathematics

Student resources

Warm Up 1

Guess the NUMBER

I am a two digit number

I am an odd number

My second digit is zero

I am half of 100



What number am I?

Warm Up 2

Kahoot

Warm up #2

Click the link below to play the
24 hour time Kahoot.

https://kahoot.it/challenge/04480710?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1633400273230

Game PIN: **04480710**

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:

- use timetables to prepare a simple travel itinerary

Travel Itinerary Project

Continue working on your travel itinerary project. If you have lost the document you were working on, go into Classwork on Google Classroom and click on the Travel Itinerary Project assignment. Here you you will find the document that you were working on yesterday. Do not forget to **include the following information:**

- Dates
- Flights
- Accommodation
- Transportation
- Activities (e.g. Theme Parks)



Make sure not to click turn in until the due date which is tomorrow.

Break 2

5, 4, 3, 2, 1:

Complete the following movements as a movement break. Repeat 5 times for a real challenge!

5 - Star Jumps!

4 - Toe Touches!

3 - High Knees!

2 - Squats!

1 - Push Up!



Geography

Student resources

Natural Features of Papua new Guinea



- Much of Papua New Guinea remains undeveloped and its natural landscapes relatively untouched.
- Large numbers of birds, mammals, reptiles, fish, amphibians and invertebrates thrive.
- It is thought by scientists that many species are yet to be discovered due to the difficulties of reaching isolated and remote areas.



Natural Features of Papua new Guinea

- Travellers throughout history have studied, photographed and painted the natural features of these islands.
- The Voyage of the Rattlesnake, the paintings by John Gould and Ellis Silas present the islands' natural features as well as the traditional lives of the people with feelings of awe, wonder and respect.



Painting by by John Gould (1804-1881) of a Raggiana Bird of Paradise a native bird of Papua New Guinea.

Papua New Guinea Today



- Today Papua New Guinea is a developing country that has some of the worst human development indicators in health, education and GNI (living standards).
- As Australia's closest neighbour it is in our best interests to help Papua New Guinea develop and prosper into the future.
- Our two nations are connected through foreign investment and trade, aid and are working towards agreement on environmental and sustainability issues.

Papua New Guinea Today

- It is important that **you** as students become aware of the issues facing development in Papua New Guinea without judging or creating stereotypes.
- By exploring our connections and understanding how this influences our perceptions, we promote positive values and develop global citizenship.





Why do you think...

Why do you think Australia is often called the ‘lucky country’?

Discuss this with a sibling or adult.



Did you know...

Did you know that 80% of Papua New Guinea's people live in rural areas with few or no facilities of modern life.





Task 1

Today you are going to watch two videos. When you have finished watching each video you are to answer the following questions.

1. *What organisation has made each video?*
2. *Who is the audience of each video?*
3. *What information is presented in each video?*
4. *What language is used to describe the people and issues of Papua New Guinea? Is it persuasive? Does it alter your perceptions?*
5. *How does each video make you feel?*
6. *How would a young person of Papua New Guinea feel after watching each video?*

Watch - click the link

Source 1: ABC TV Behind the News – PNG Independence [PNG Independence - Classroom - BTN](#)



Watch - click the link

Source 2: World Vision country profile and health scenario

[School Resources | Papua New Guinea profile](#)

Papua New Guinea

A COUNTRY
PROFILE



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.

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Reflection Points:

- 1 thing you liked and why
- Was today too easy, just right or too hard.
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Kearns PS Online Learning – Stage 3

Wednesday

Week 2, Term 4



Day

Student resources



English

Student resources



NRL LEAGUE STARS INSPIRE - RESILIENCE

Workshop 2- Support



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 video on support.](#)

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

Who can you go to for support?

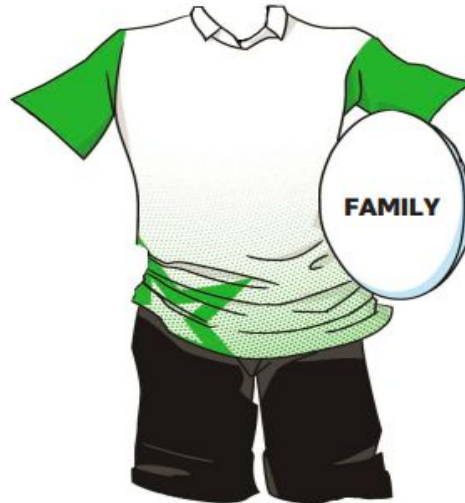
Task:

Step 1: Draw the three jerseys in your exercise book. Take a photo and upload to Google Classroom.

Step 2: Write the name and draw the face of someone who you can go to for support in your school, family or community.

Step 3: Write examples on the jersey showing why that person is a good support. Eg. caring or is a good listener.

Step 4: Take some time to thank the people you have listed for their support to you.



Name: _____

Name: _____

Name: _____

Listening and Responding



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

Squiz Kids is an **optional** task 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 Tuesday spelling activity. You do not need to create the spelling table again. Complete the activities in your exercise book.

or sound "r" (ending) e.g. wat'r	c sound "s" e.g. this	u sound "w" e.g. with
major minor survivor competitor radiator spectator	circle century certain celebrate ceiling cemetery	Equator language aquatic persuade question iguana

Write the dictionary meanings for the following words

- radiator
- century
- equator
- persuade

<https://dictionary.cambridge.org/>

Reading and Viewing

Learning Intention

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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
- Recognise technical language in a text

Text Structure: Informative Texts

People enjoy reading film reviews in newspapers and on websites about the latest movie releases. Read this film review and the annotations about its structure.

Title of the film is given and some background information.

Transfixers: The Droth Attack (G)

Last week I sat in the Cineplex waiting to see *Transfixers: The Droth Attack*. I had no idea that the movie was the inspiration for a newly-launched range of interactive toys – 20 million of which have been sold worldwide. Nor was I expecting the fantastic atmosphere in the cinema generated by what seemed like a 1000 over-excited tweenagers. Even I couldn't wait for the attack to begin.

Lights down and it was all action. Shot using a variety of state-of-the-art CG special effects, *Transfixers* is gorgeous, grand and loud. Really loud. This big budget movie with its big budget cast had the kids and their adult guardians on the edges of their seats from the moment the Droth leader (played brilliantly by John Halbeck) crash lands in the Hollywood Hills to his final face-off with the hero bots (the predictable Vita Wells and the surprisingly tough Zack Ealing). The battle between bad and bots is accompanied by a booming musical score written and performed by *The Dazed Doppelgangers*.

Describes plot and actors briefly. No ending revealed.

Mentions the target audience and hints at own expectations of the film.

Advice given to reader whether to see film or give it a miss.

Provides the reader with positive and negative aspects of the film.

I don't have a great desire to run off to buy my own Transfixer dolls, but I can vouch for this movie's magnetic attraction for young science-fiction fans. Veteran Cameron Grant doesn't talk down to his young audience, nor does he batter them with bad language. The futuristic landscape of Los Angeles becomes a perfect playground to show off Rosalind Roman's artistic direction. Well worth the popcorn and perhaps a sequel, but for those with sensitive ears – bring plugs.

*Rating: **** Nationwide release: December 5th
Reviewed by Marina Monaro*





Judges the value of the film. Mentions strong points.



Structure of a Film Review

A good film review has a number of purposes. The film review *Transfixers: The Droth Attack* informs, describes, analyses and advises.

Task 1: In your exercise book, give examples from the review on the previous page.

 informs:	_____ _____ _____
 describes:	_____ _____ _____
 analyses:	_____ _____ _____
 advises:	_____ _____ _____



Task 2:

Answer the following questions in your exercise book. Answer using full sentence answers.

1. What does the reviewer believe are the film's positive points?
2. Film reviews include vocabulary and expressions related to film-making. Identify technical words/phrases used in the review.

Eg. 'state of the art CG special effects'

Fast Finisher

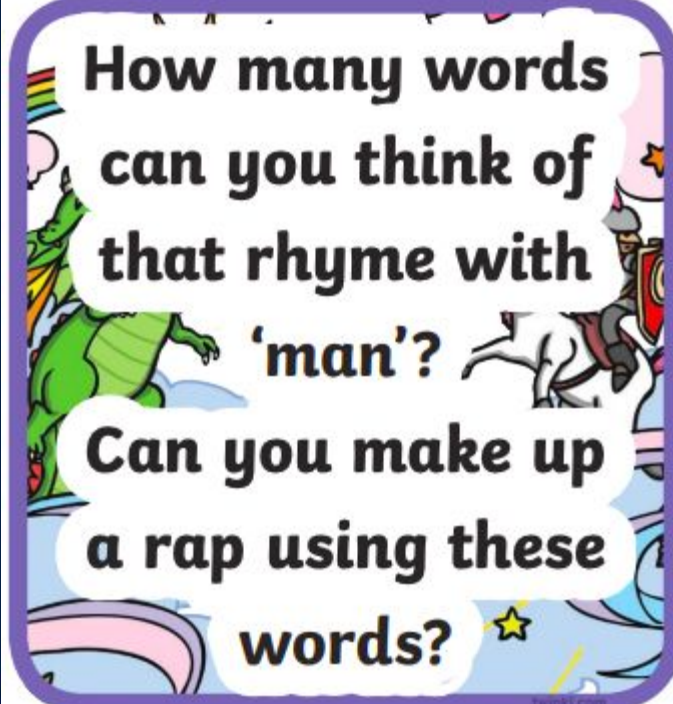


Complete a Reading Eggspress Task.

[Reading Eggspress](#) - Click here



Break 1



**How many words
can you think of
that rhyme with
'man'?**

**Can you make up
a rap using these
words? ★**

twinkl.com



Mathematics

Student resources

Warm Up 1

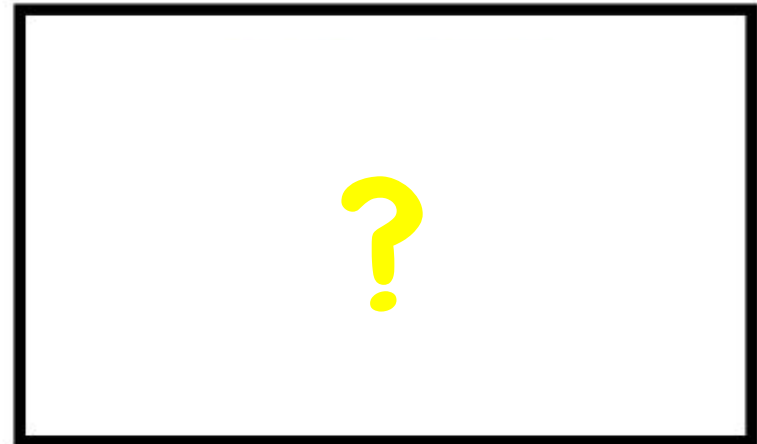
Guess the NUMBER

I am a two digit number

I am an odd number

My second digit is 3

My first digit, is my second digit doubled



What number am I?

Warm Up 2

Kahoot

Warm up #2

Click the link below

https://kahoot.it/challenge/09383208?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1633486371408

Game PIN: **09383208**

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:

- use timetables to prepare a simple travel itinerary

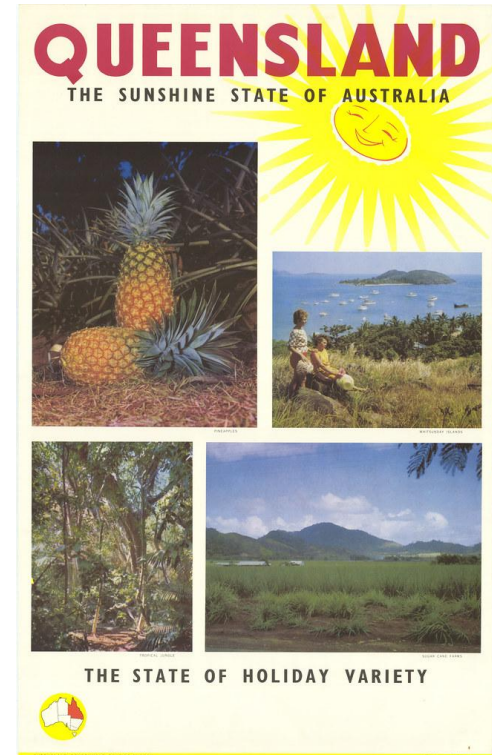
Travel Itinerary Project

Today is your last day to work on your travel itinerary for your dream holiday to Queensland. Do not forget to **include the following information:**

- Dates
- Flights
- Accommodation
- Transportation
- Activities (e.g. Theme Parks)



When you have completed, make sure to click turn in!





PE

Student resources

Athletics Carnival

Note to Parents/Guardians: Please supervise to ensure activities your children set up are safe.

Activity:

The aim of this activity is to be active and practise movement skills.

- It is unlikely you will have all of the usual equipment that would be available at a real athletics carnival so today you will invent 3 new athletics events to compete in using equipment you have available.

- Create a jumping event, inspired by long jump, high jump or triple jump.

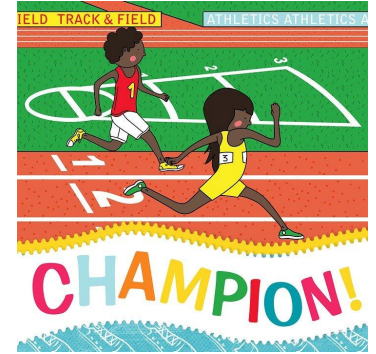
For eg, jumping over a pile of cushions, adding a cushion at a time to see who can jump over the most.

- Create a throwing event, inspired by discus and shot put.

For eg, 'putting' a potato and measuring to see who can get it the furthest.

- Create a running event inspired by the relay.

For eg, run a lap of the backyard ending at a tub full of hats, after each lap change hats until you have run a lap wearing each hat.



Time the event to see who is fastest.
Measure any distances to work out the winner
You could even have your own medal ceremony
Extension: Interview the competitors

Break 2

Take a break and work on your growth mindset by watching the following cosmic kids clip.

https://www.youtube.com/watch?v=hK30_qcOfMc&t=8s



Creative Arts Wednesday Week 2

Comic Book Word Pop Art

Comic Book Word Pop Art

Create your own word pop art



This activity connects to the Pop Art lesson in Week 1

What you will need:

- blank white paper or brightly coloured paper if available.
- brightly coloured markers and could also incorporate coloured paper if available.

Have you ever read a comic book? You may have noticed the way they often include word art to show sounds and actions, like this: It is an effect usually used for words known as onomatopoeias – words that sound the same as the sound they are describing. Some examples are: crash, sizzle, drip, bang, etc.

[Click here for how to draw comic book pop art](#)



Task:

Choose an onomatopoeia word and create an artwork that captures that word, in the style you might see it in a comic book. Take a photo 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?



Kearns PS Online Learning – Stage 3

Week 2, Term 4



Day

Student resources



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

or sound "r" (ending) e.g. wa r	c sound "s" e.g. thi s	u sound "w" e.g. wi th
ma jo r mi no r survi vo r competi to r radiat o r spectat o r	ci rc le centu ry ce rt ain celebrat e ce il ing cemete ry	Equat o r languag e aquat ic persuad e quest io n igu an a

Task: Complete the table and fill in the correct words under each heading.

NOUN	VERB	ADJECTIVE	ADVERB
persuasion	persuade	persuasive	persuasively
competitor	compete	competitive	competitively
		talkative	
	embarrass		entertainingly



Reading and Viewing

Reading Eggspress Assignment



Click here to access [Reading Eggspress](#)

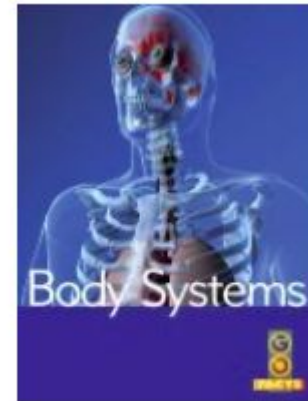
Task- You will work through the assignment **Comprehension Lesson 166** based on the text **Body Systems**

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 166 - Body Systems

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

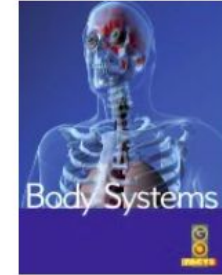


Reading Response- Stamina Reading

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

Find a comfortable spot without distractions and spend 20 minutes

reading *Body Systems* on [Reading Eggspress](#) Set a timer for 20 minutes

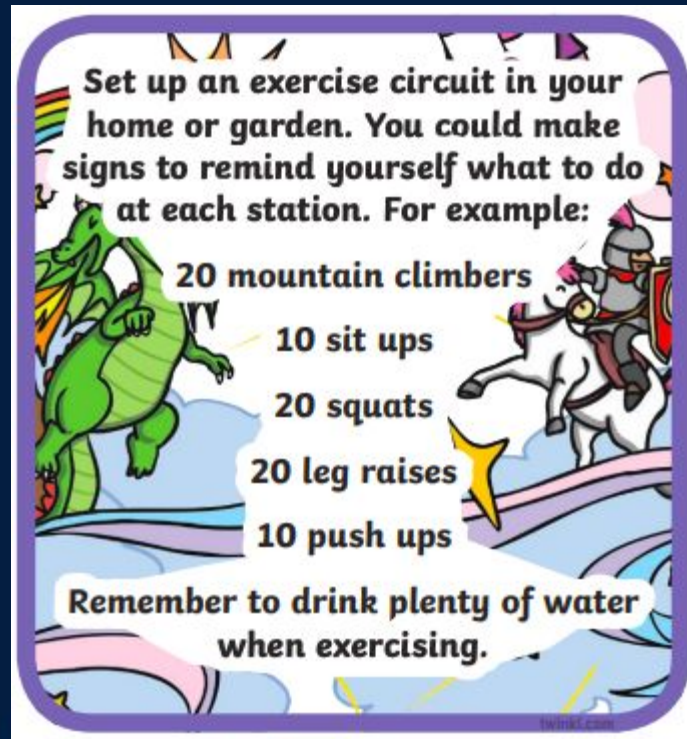


Lesson 166 - Body Systems

- 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



Set up an exercise circuit in your home or garden. You could make signs to remind yourself what to do at each station. For example:

- 20 mountain climbers
- 10 sit ups
- 20 squats
- 20 leg raises
- 10 push ups

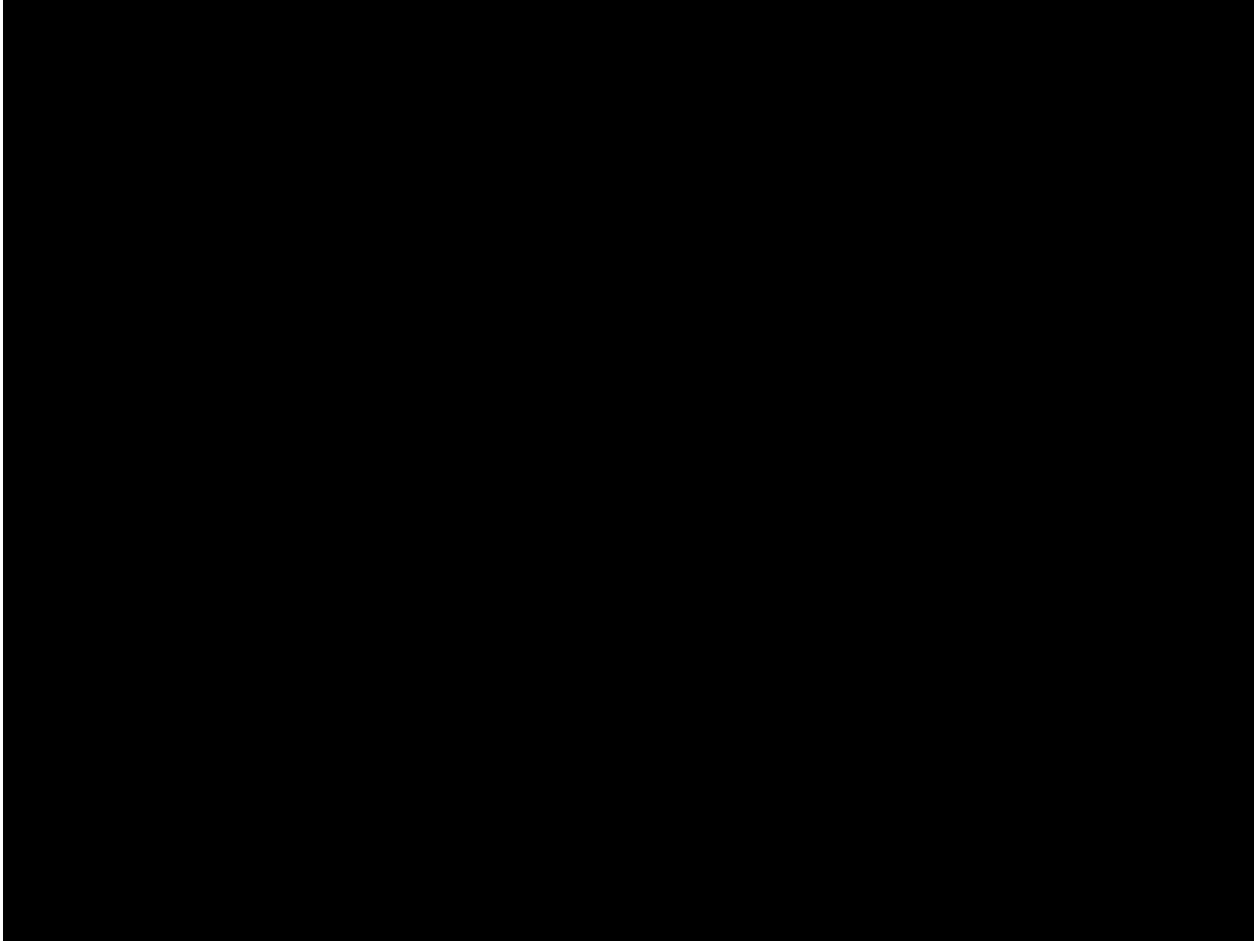
Remember to drink plenty of water when exercising.



Mathematics

Student resources

Watch Before Starting...



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



What number am I?

Warm Up 2

Kahoot

Warm up #2

Click the link below to play the
Fractions Simple Equivalent
Fractions (MATH) Kahoot.

[https://kahoot.it/challenge/05333858
?challenge-id=4ccbcc64-2d54-4a6f-
8df7-47fa3d5e96c0_1633484500383](https://kahoot.it/challenge/05333858?challenge-id=4ccbcc64-2d54-4a6f-8df7-47fa3d5e96c0_1633484500383)

Game PIN: **05333858**

Kahoot!

Fractions

Learning Intention

We are learning to find equivalent fractions.

Success Criteria

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

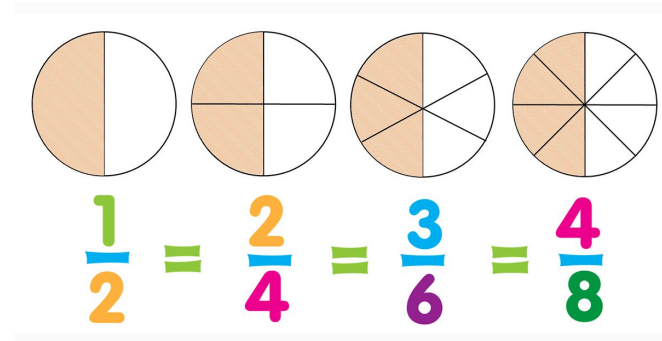
- identify and convert fractions into equivalent fractions



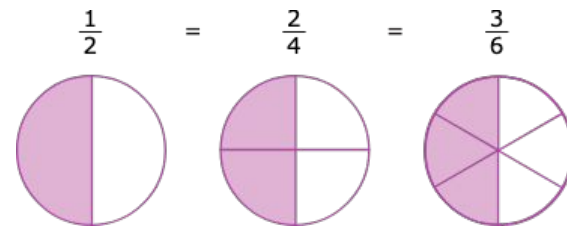


What are equivalent fractions?

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

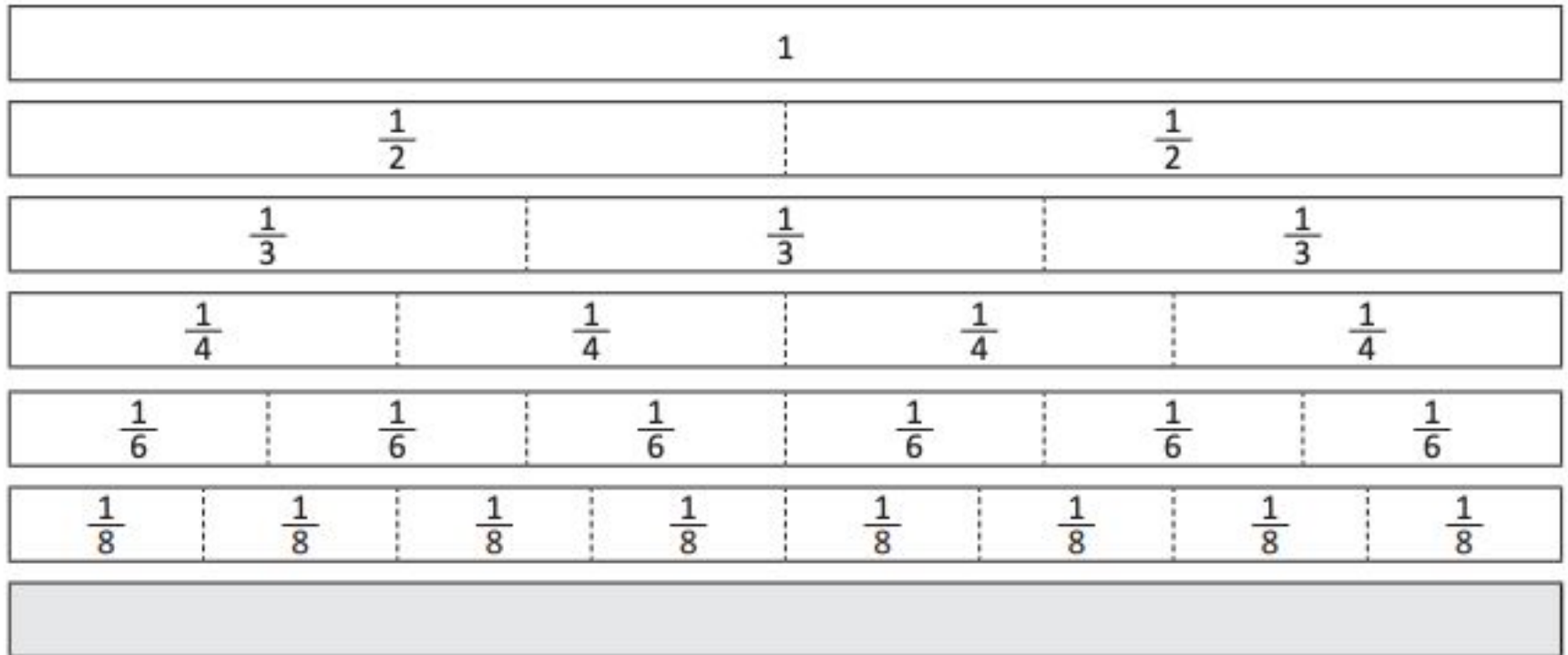


Equivalent fractions can be defined as fractions that may have different numerators and denominators but they represent the same value.



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

Equivalent fractions have the same value but they have different denominators.
This means they have been divided into a different number of parts.



Equivalent Fractions

These fractions are really the same:

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

Why are they the same? Because when you multiply or divide **both** the top and bottom by the same number, the fraction keeps its value.

The rule to remember is:

*"Change the bottom using multiply or divide,
And the same to the top must be applied"*

Equivalent Fractions

Here is why those fractions are really the same:

$$\begin{array}{c} \times 2 \quad \times 2 \\ \curvearrowright \quad \curvearrowright \\ \frac{1}{2} = \frac{2}{4} = \frac{4}{8} \\ \curvearrowleft \quad \curvearrowleft \\ \times 2 \quad \times 2 \end{array}$$

And visually it looks like this:



How do I find equivalent fractions?



- We need to know our equivalent fractions so we can change our fractions before adding and subtracting
- We can use **multiplication** to help find equivalent fractions e.g. $1/2 = 2/4$
- $1/2$ is also equivalent to $3/6$, $5/10$, $6/12$, $7/14$...

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

The diagram illustrates the conversion of the fraction 1/2 to 2/4. A curved arrow points from the denominator 2 to the denominator 4, labeled with "x 2". Another curved arrow points from the numerator 1 to the numerator 2, also labeled with "x 2". The number 2 in the numerator of the second fraction is enclosed in a square box.

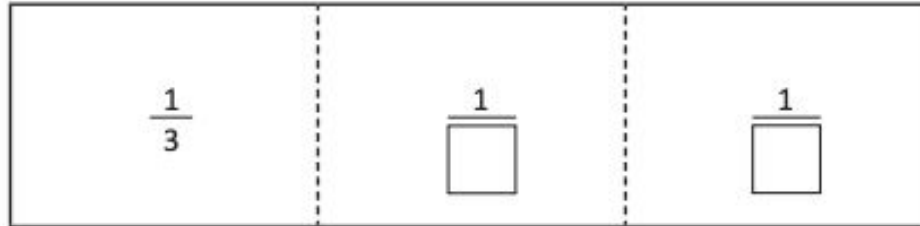
Now try it yourself, write as many
equivalent fractions of $\frac{1}{3}$ as you can
in 20 seconds.

Activity 1

When you have completed this paper activity, take a picture and upload it to Thursday Week 2 Daily Plan on Google Classroom!

Do this folding paper activity to help you understand how equivalent fractions work:

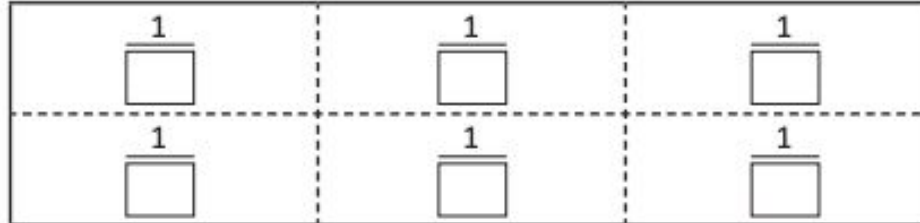
- a You'll need a separate rectangular piece of paper similar to the one below. Fold it into 3 equal parts and then unfold it. Label each section with its fraction here:



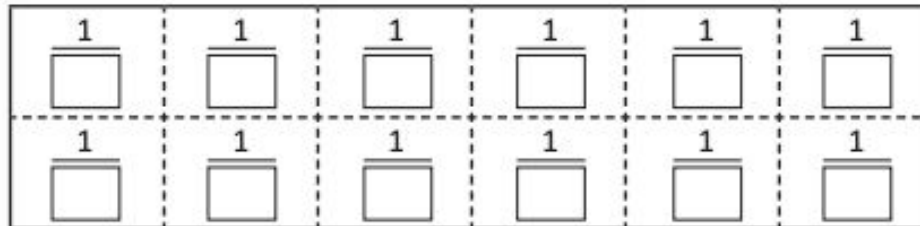
Remember the bottom number tells us how many parts there are in the whole.



- b Refold your paper into thirds and fold the thirds into halves. Unfold the paper. What fraction does each of the new sections represent? Label them here:



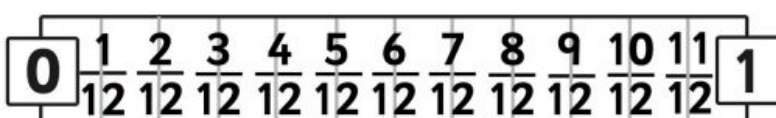
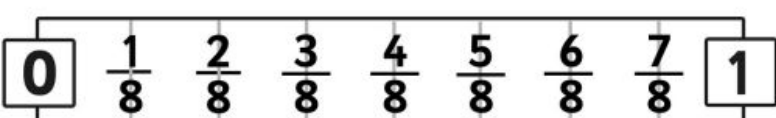
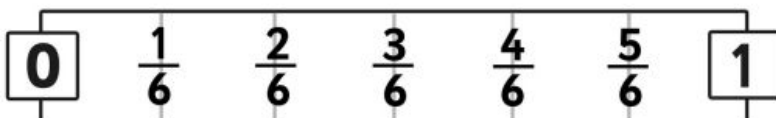
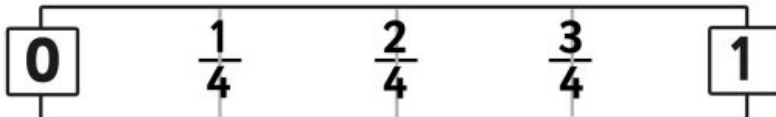
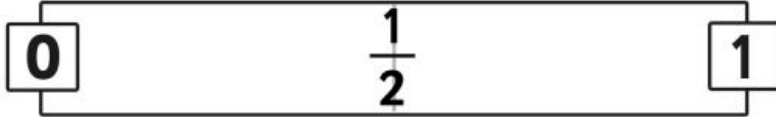
- c Fold the paper back again and fold it in half once more. Unfold it and label the fractions here:



Activity 2

Complete this in your exercise book, take a picture and upload it to thursday Week 2 Daily Plan.

Using the fraction lines on the left, work out the equivalent fractions:



$$1) \frac{1}{2} = \frac{\quad}{6} \quad 2) \frac{1}{4} = \frac{\quad}{8} \quad 3) \frac{9}{12} = \frac{\quad}{4}$$

$$4) \frac{3}{4} = \frac{\quad}{12} \quad 5) \frac{6}{8} = \frac{\quad}{4} \quad 6) \frac{4}{12} = \frac{\quad}{6}$$

$$7) \frac{1}{6} = \frac{\quad}{12} \quad 8) \frac{3}{6} = \frac{\quad}{4} \quad 9) \frac{2}{3} = \frac{\quad}{6}$$

$$10) \frac{10}{12} = \frac{\quad}{6} \quad 11) \frac{9}{12} = \frac{\quad}{4} \quad 12) \frac{4}{6} = \frac{\quad}{12}$$

Extension

Only complete this page if you found the last two slides easy. When you have finished, take a picture and upload it to 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 $\frac{1}{3} = \frac{\square}{9}$

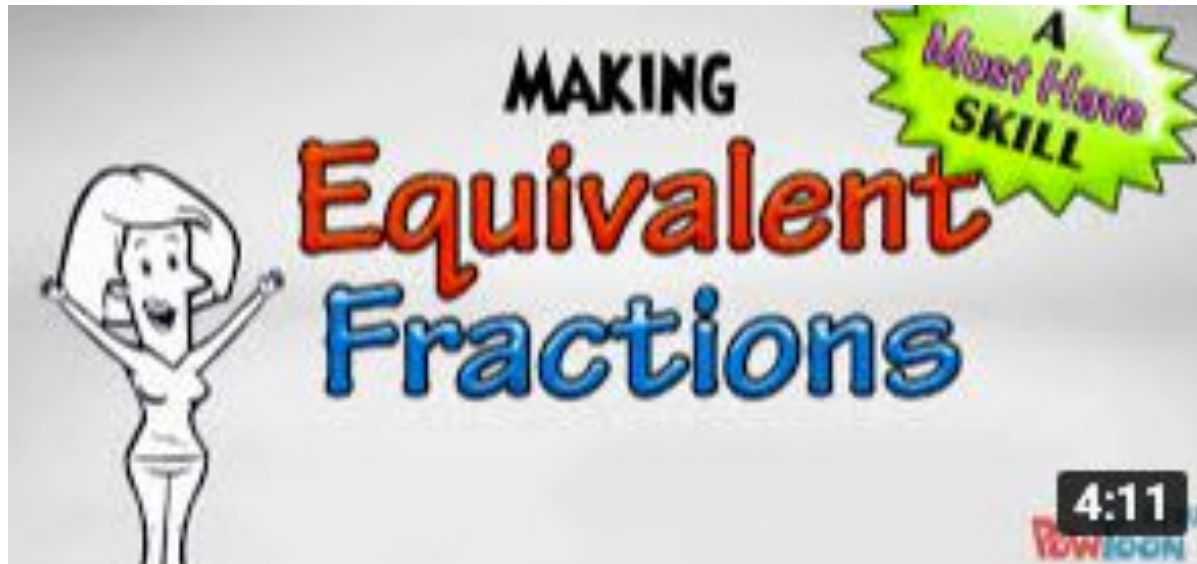
f $\frac{1}{4} = \frac{\square}{8}$

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

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

If you still need some more help with finding equivalent fractions watch this...

[Equivalent Fractions](#)



Break 2

Do absolutely nothing for 2 minutes. Sitting still and quietly will help boost your creativity and problem-solving, put you in tune with your thoughts and feelings, allow your brains to rest and restore, reduce stress and allow your body to rest!



PDH - Health



We are learning what the effects of alcohol are on the body by looking at reliable sources of information.



Finding reliable health information

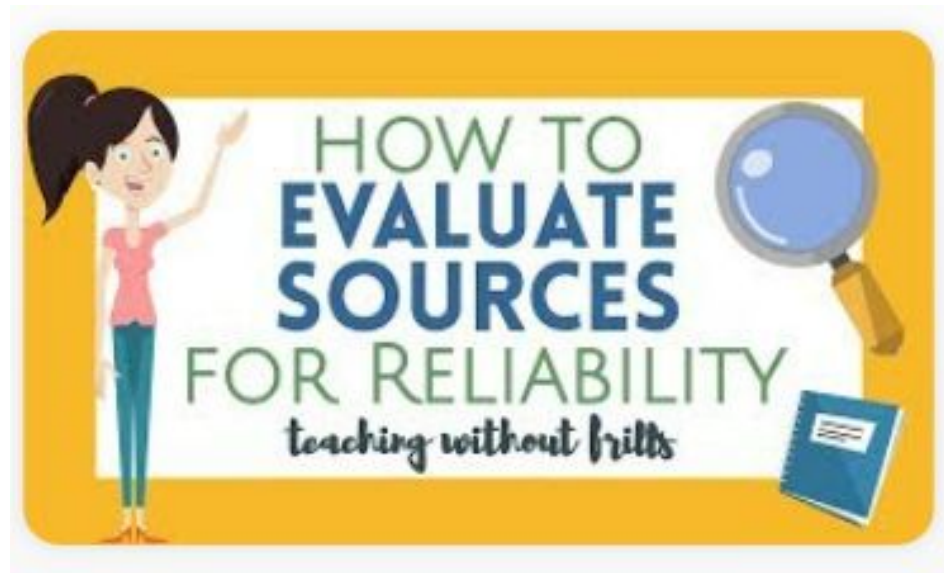


- You can find reliable health information at your doctor's surgery, pharmacies and community health centres.
- Beware of medical information provided by organisations trying to sell a particular product or service – information written to sell products or services is not medical advice.
- Some online health information is reliable.
- Check who is providing the information and what they do to make sure it is accurate.
- Facebook, online forums and chatrooms are not necessarily places for reliable medical information.

Watch the clip below to learn more about checking if a source of information is reliable.



<https://video.link/w/m3BCc>



Here are some health messages about alcohol that are also biased - can you guess which one was on a website promoting fit bodies for women?

Effects of Alcohol



HOW ALCOHOL AFFECTS YOUR PROGRESS

Adds empty calories (no nutrients, not filling)

Reduces performance & recovery

Lowers inhibitions around food

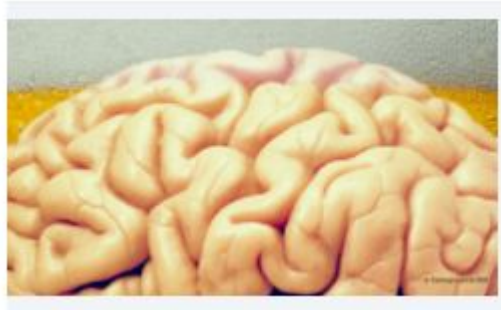
Negatively impacts hormones & gut health

Increases appetite

Disrupts sleep

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

[Alcohol Damage - Classroom - BTN \(abc.net.au\)](#)



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



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 Ask, Listen, Learn was developed by Responsibility.org, a national not-for-profit organization dedicated to leading the fight to eliminate drunk driving and underage drinking.
- 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?



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



Task: Create a poster about the short and long term effects of alcohol on the body.

Think of the information from the two clips. Here are some additional resources that will help you.

[How alcohol affects your body - Better Health Channel](#)

[What are the effects of alcohol? | Australian Government Department of Health](#)

[How alcohol affects your health | healthdirect](#)



Reflection: Discuss with an adult what you learnt about the short and long term effects of alcohol on the body.





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, Mrs Roda and Mrs Nagan.

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

Wellbeing Friday



Friday

Student resources

Friday Week 2



Day

Friday

Happy Wellbeing Day!

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

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



*Remember to check in on
Google Classroom*

Wellbeing Day Term 4 Week 2

Dance 2 B Fit

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



Showtime!

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



You're super!

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



Become a Musician!

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



Get Building!

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



Be a Super Helper!

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



Dance 2 B Fit time: __: __ a.m. **Zoom link:** <https://us05web.zoom.us/j/89389905298?pwd=U05TL2xzSzMbUFuZXIxWENsY2NUZz09>

10:15-10:55

Meeting ID: 893 8990 5298 Passcode: 5678

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

