

Monday Week 2 – Stage 1

Student activity resources



English

Student resources

Task a- Spelling

Learning Intention: I can use the 'ir' sound to help me spell words.

Success Criteria:

- I know what sound 'ir' makes
- I can spell words with the 'ir' sound





Task a

Can you fill in the blanks to make 'ir' words? E.g bird. **Upload to google classroom.**

b ___ d
d ___ t
g ___ l
sh ___ t
th ___ d
sk ___ t
s ___
sw ___ l
th ___ ty

f ___ st
th ___ sty
st ___
c ___ cle
f ___ m
b ___ thday

Write these words into your work book.

You will be practising these words each day.

Choose 5 words and put each word in a sentence.



Task b

Learning Intention: To understand that a persuasive text is to convince the reader to agree with their opinion.

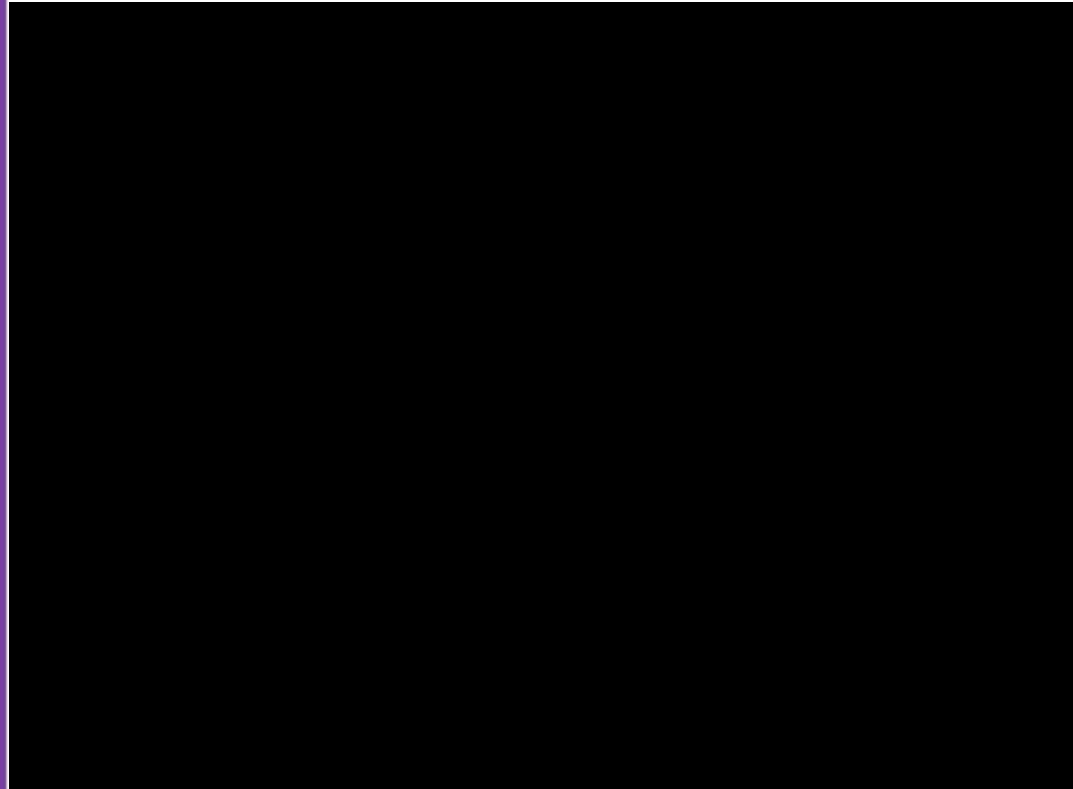
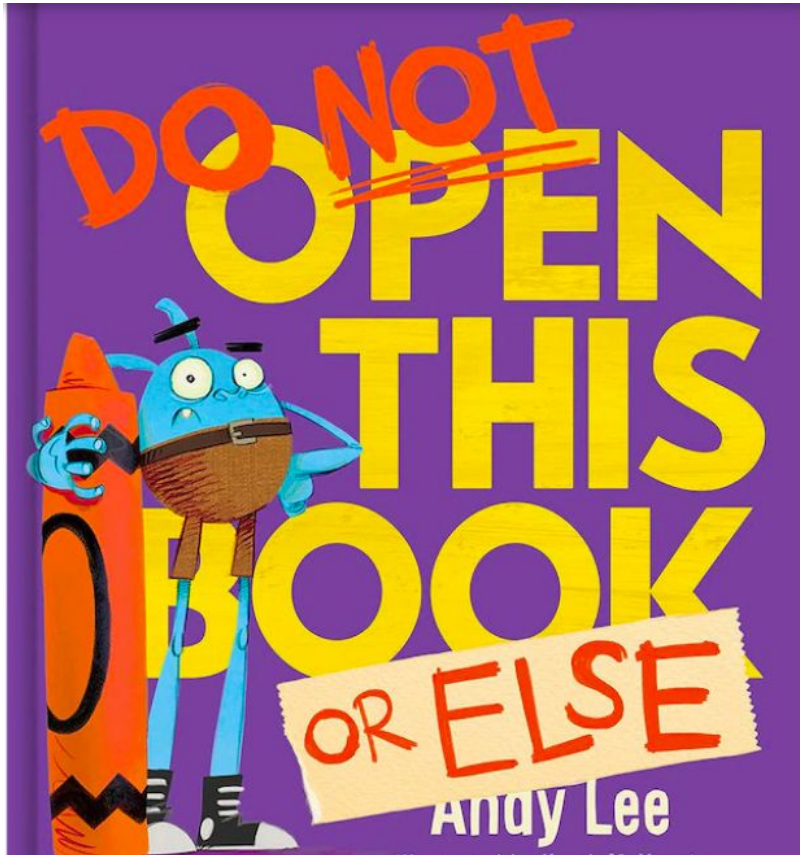
Success Criteria

- I can give an example of a persuasive text
- I can try to persuade someone to agree with me

Task b

Reading Response

Listen to the story 'Do Not Open This Book or Else' by Andy Lee, read by Mrs Matthews. Complete the activity on the next slide and **upload to google classroom.**





Task b- Activity

List some ways the character Whiz tried to stop you reading the book.

1.

2.

3.



What reason would you give to try and convince someone not to turn the page?



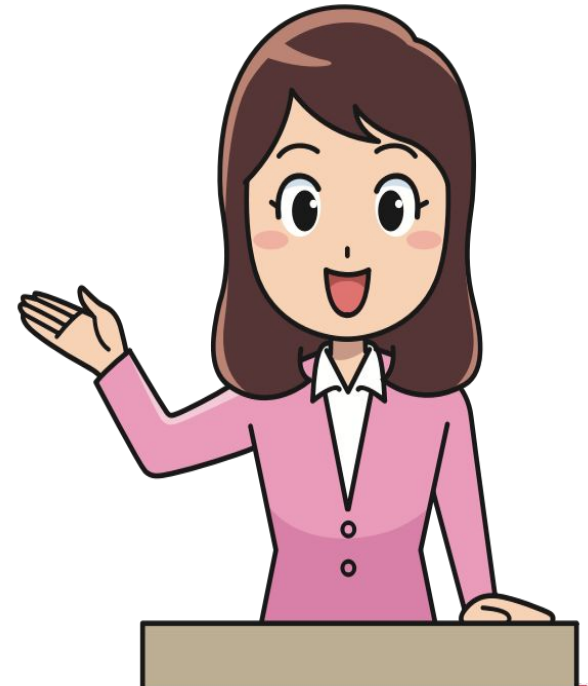
Task c- Speaking and Listening

Today you are going to practice speaking in front of an audience! Maybe you can speak in front of a family member or maybe some of your favourite teddy bears!

Try to talk for 1 minute about something you enjoy doing or your favourite toy.

1. Write your speech on a piece of paper
2. Stand still and tall
3. Use eye contact
4. Speak in a loud, clear voice.

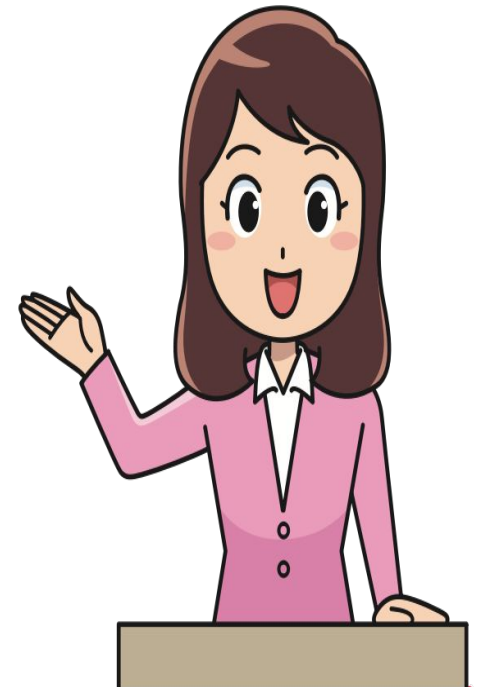
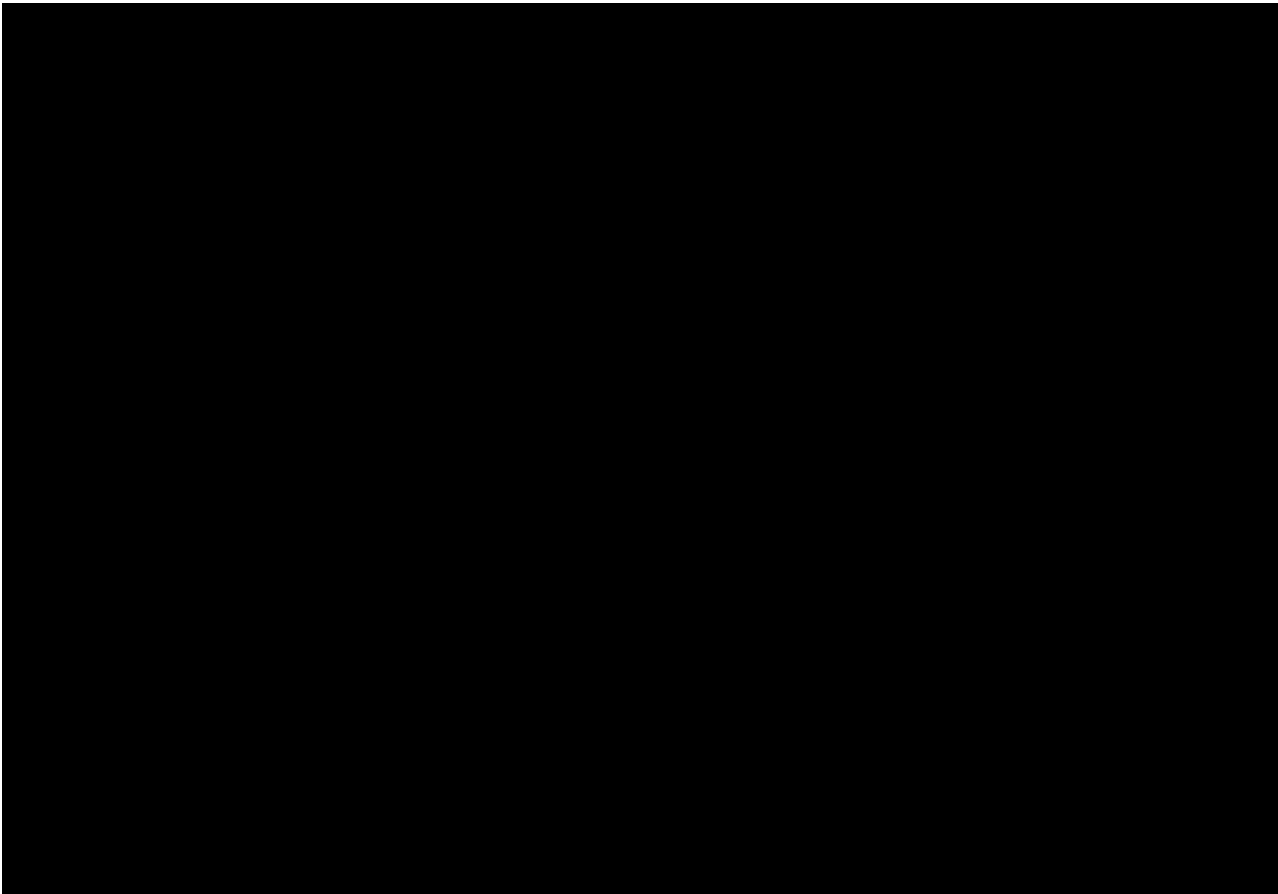
Watch the video on the next slide of Mrs Matthews for a good and bad example.



Task c- Speaking and Listening



Watch the video of Mrs Matthews for a good and bad example.



Task d

Reading



Complete an activity on Reading Eggs

Record yourself reading a book from your PM Readers



Check your work

Have you completed all the following activities?



Check your work

Check you have completed all these tasks

- Task a - Spelling
 - Task b – Reading Response
 - Task c- Speaking and Listening
-
- Reading Eggs
 - PM Readers

Reflection

Can I think of any other words with the 'ir' sound?

Brain Break

Watch and follow the steps on how to make a simple origami butterfly.





Mathematics

Data

Warm Up: Number Talk



What do you know about the number 35?

35

For example: 3 tens and 5 ones

Data



Learning Intention: To gather, organise and display data.

Success Criteria:

I will be successful by:

- using tally marks to record information
- representing data with objects and drawings using picture graphs
- interpreting information presented in data displays
- creating questions based on the information gathered









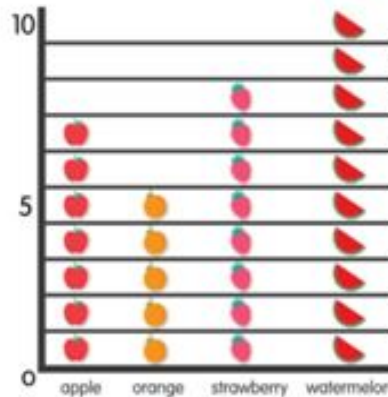
Data

WHAT DOES DATA MEAN?

Teach **THIS**

Data is a collection of information gathered by observation, measurements or questioning.

	Fruit	Tally
	apple	
	orange	
	strawberry	
	watermelon	



- The most favourite 
- The second favourite 
- The third favourite 
- The fourth favourite 

Data helps us to organise information so we can understand it better!



Data

LET'S COLLECT SOME DATA

Teach THIS

We can collect data by asking **questions** about **COMMON TOPICS**.

What is the most popular ice-cream flavour in our class?

What is the most popular sport in our school?

What pets do our class mates have?

What birds live in our school environment?

How do students at Summerville School get to school?

What is the most popular musical instrument in our school?

Can you think of any other **common topics** we could collect data about?

Data

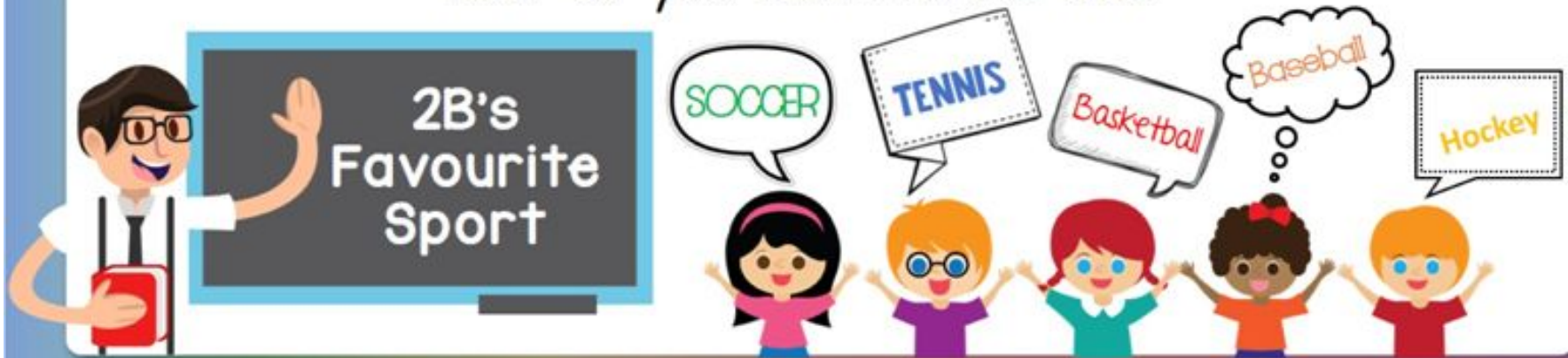


LET'S COLLECT SOME DATA

Teach THIS

2B wanted to find out what sport was the **most popular** in their class. They are going to use this data for their sport time this year. The teacher started recording each student's favourite sport.

How do you think he did this?





Data

TALLY MARKS AND TABLES

Teach THIS

That's right.... tally marks! Tally marks are a great way to record information when collecting data. It is an **organised** and **easy** way to keep count!



The teacher created a **table** with the data topic and the sports each student could vote for.



Soccer	
Tennis	
Basketball	
Football	
Hockey	

The teacher asked each student to vote for one sport they love.

Then, he recorded each one as a **tally mark**.

Data - Activity



You will need:

- 1 6-sided die

(interactive dice <https://nrich.maths.org/6717>)

What to do:

1. In your workbooks or on the Google doc, draw the following table.

Die number	Tally	Total
1		
2		
3		
4		
5		
6		

1. Roll the die 20 times. After each roll add a tally mark. You should have twenty tally marks all up.
2. Answer the following questions on the next slide.



Data - Activity

Answer the following questions:

1. What was the number that was rolled the most?
2. What was the number that was rolled the least?
3. How many times did you roll a 3?
4. What was the total amount of times you rolled a 4 and 5?

Please upload your work to Google Classroom.

Reflection



Explain what data is in your own words.



Mathletics

Complete an activity on Mathletics

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



Check your work

Have you completed the following activities?

- a) Warm up activity - Number Talks
- b) Data activity - upload your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break

Click on the link and learn how to draw Vaporeon.

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





Science

What makes things move?

How does the train get out of the tunnel?

Things can't move by themselves. The way to start something moving is to give it a push or a pull.

Watch the video below and think about how the train got out of the tunnel

<https://online.clickview.com.au/share/embed?sharecode=e4ad412e>



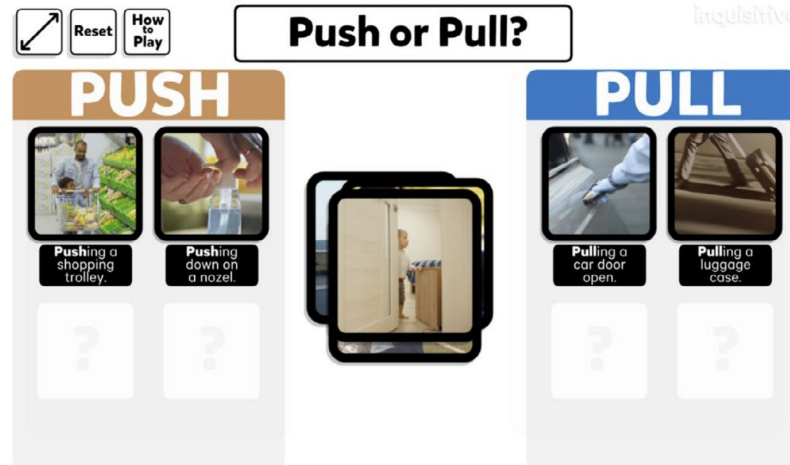
What makes things move?

Push or Pull?

Pushes and pulls are called forces. Something that is sitting still will stay still unless a force makes it move.

Click on the link below and enter the code 2745 to play a game!

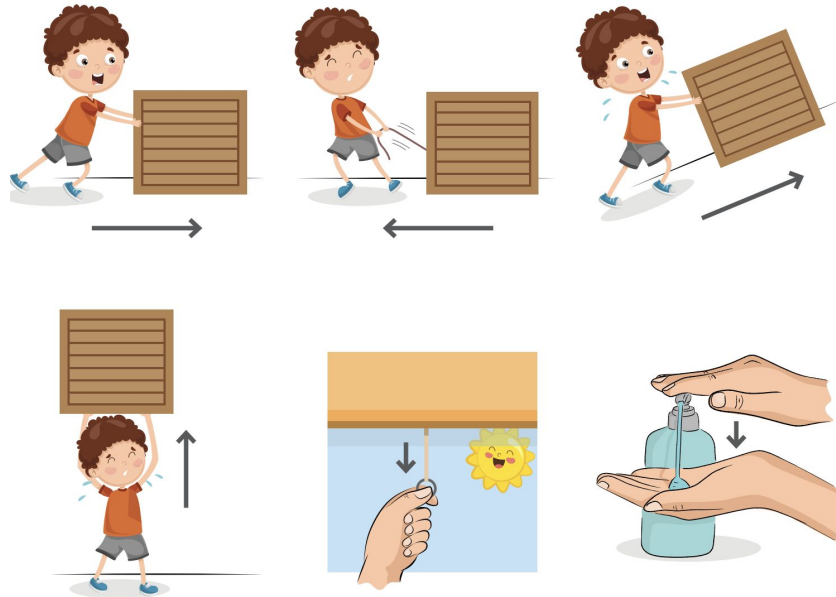
<http://inq.co/class/29xf>



What makes things move?

Push or Pull?

Forces can move things in many directions. We can use arrows to show the direction of a force.

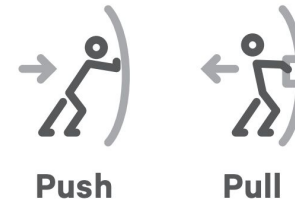


What makes things move?

Complete this activity in your workbook

You are going to investigate how things move:

- choose four things to investigate
- use a force to make each one move
- draw each one and put an arrow for the direction of the force you used to move it
- write if it is a push or a pull.



1 <hr/>	2 <hr/>	3 <hr/>	4 <hr/>
---	---	---	---

Tuesday Term 4 Week 2 – Stage 1

Student activity resources



English

Student resources

Task a- Spelling

Learning Intention: I can use the 'ir' sound to help me spell words.

Success Criteria:

- I know what sound 'ir' makes
- I can spell words with the 'ir' sound



Task a

Unjumble these 'ir' words.

trish

irgl

bdri

leccir

ris

trid

krist

frist

dhtir

ilrws

fmir

yadirthb

itsr

tirhty

tirhsty



Task b- Writing

Learning Intention: To convince the audience to agree with my opinion.

Success Criteria

- I can try to persuade someone to agree with me
- I can give reasons for my opinion



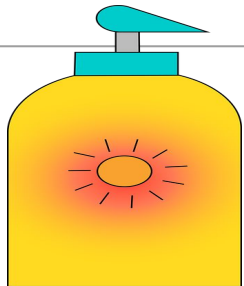


Task b

Writing Activity

I want to go to the beach! Can you persuade me to take the following items? Why should I take them? Give me some reasons why I need sunscreen, a hat, sunglasses and a t-shirt. **Upload to Google Classroom.**

Sunscreen	Hat	Sunglasses	T-shirt





Task C Reading Response

What Is Minecraft?

Minecraft is a popular video game. Players can build with different types of blocks in digital, 3D worlds.

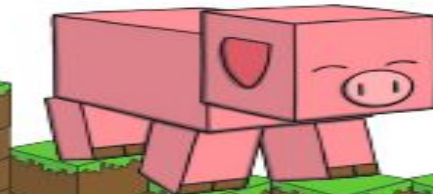
There are two ways to play Minecraft:
Survival and **Creative**.

Survival Mode	Creative Mode
<ul style="list-style-type: none">• Players need to find their own building supplies.• Players need to find food.• Players interact with mobs which are block-shaped creatures that move.	<ul style="list-style-type: none">• Players are given all the supplies they need.• Players do not need to find or eat food.

To play Minecraft you will need:

- a computer or another digital device
- an online account (players aged 12 or under will need to have a parent make the account for them)

Don't forget, you should always ask a parent before going online, even to play games like Minecraft!



Task C Reading Response



Answer the following questions in your work book.

1. Select the best definition for Minecraft

- Minecraft is an online game.
- Minecraft is a popular video game in which players use blocks to create and build digital, 3D worlds.
- Minecraft is a fun game that can be played on a computer.



2. What do you need to play Minecraft?

3. Which Minecraft mode would you prefer to play? Explain your answer.

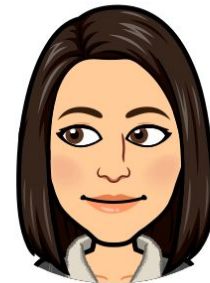
4. What are mobs? Write your answer and then draw an example of what a mob might look like in your work book.

Task d

Reading

Complete an activity on Reading Eggs

Read a book on PM Readers



Check your work

Have you completed all the following activities?



- a) Spelling
- b) Writing
- c) Reading Response
- d) Reading Eggs
- e) PM Reader

Need help? Remember to ask your teacher!

Reflection

Do I know what the word persuade means?

Brain Break



Online dice if required.

<https://www.online-stopwatch.com/chance-games/roll-a-dice/>



Mathematics

Data

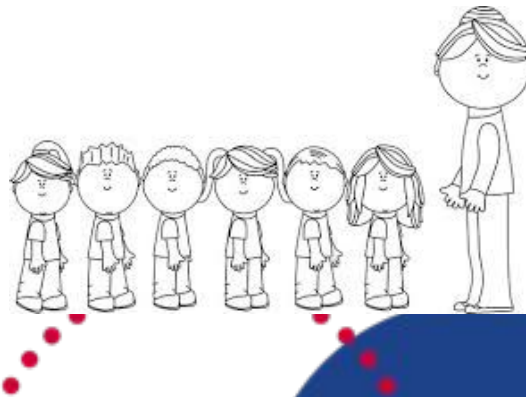


Warm Up: Problem Solving

1. Dean came 5th in a 100m race. His friend Paul finished one in front of him. What position did Paul finish in?



2. The class lines up to go to lunch. Peter is 14th in line, James is 15th in line and Leah is two behind James. What position is Leah in?





Data

Learning Intention: To gather, organise and display data.

Success Criteria:

I will be successful by:

- using tally marks to record information
- representing data with objects and drawings using picture graphs
- interpreting information presented in data displays
- creating questions based on the information gathered





Data - Creating a picture graph

CREATING PICTURE GRAPHS

Teach THIS

2B's Favourite Sport

Numbers 1-10 increasing to show the number of votes.

THINK: Do you think the numbers need to go higher than 10 for this picture graph?
Why or why not?

Sport names to shows the different sport choices

Number of student votes

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
	Soccer	Tennis	Basketball	Football	Hockey

Sports



Data - Creating a picture graph

CREATING PICTURE GRAPHS

Teach THIS

- We can easily transfer data collected from the table and tally marks to a vertical picture graph.

2B's Favourite Sport		
Soccer		10
Tennis		7
Basketball		4
Football		1
Hockey		3

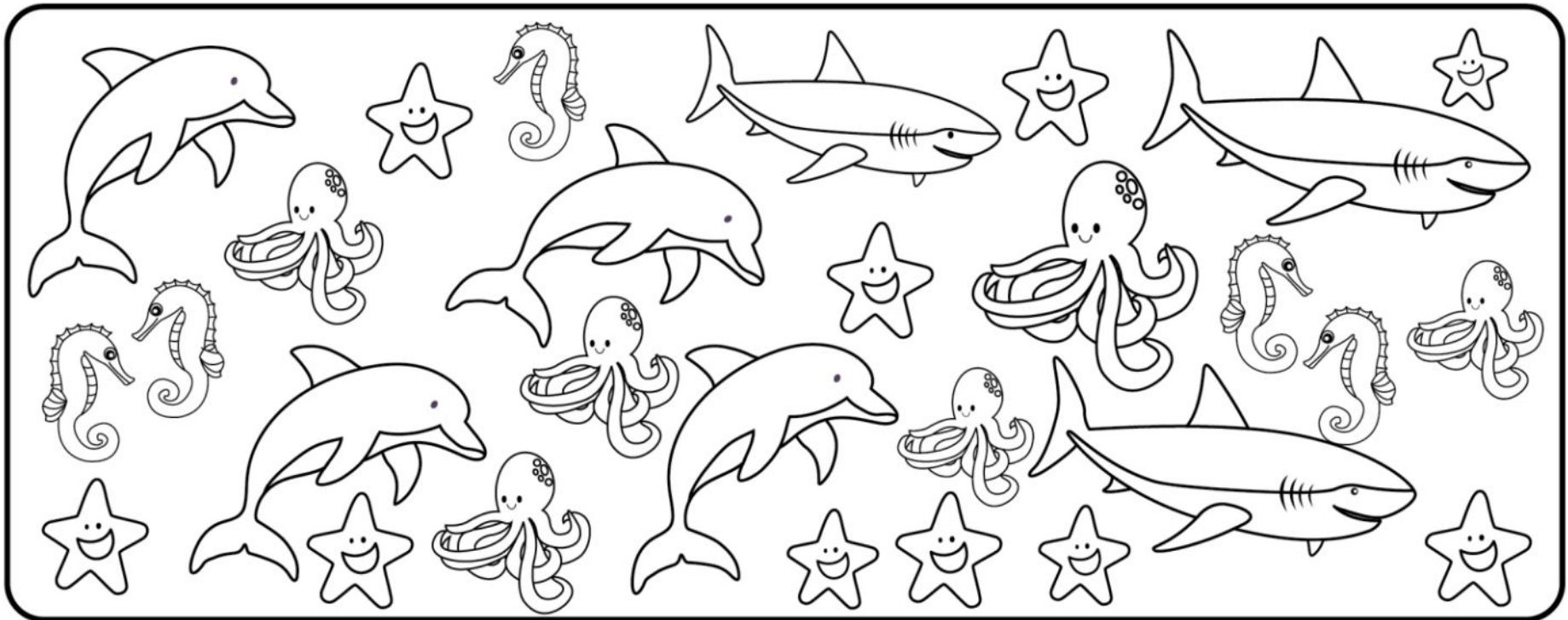




Data - Activity



Look at the picture below and create a table to tally the sea animals you see.



Using your information gathered in your table, create a picture graph. Remember to go back over the examples if you need too.



Data - Activity

Answer the following questions on the sea animals:

1. What animal did you see the most of?
2. What animal did you see the least of?
3. How many dolphins did you see?
4. What two animals did you see the same amount of?
5. How many sea animals were there in total?

Reflection



Why do you think we use tally marks to record the information?



Mathletics

Complete an activity on Mathletics

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



Check your work

Have you completed all the following activities?

- a) Warm up activity - Word Problem
- b) Data activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break

Click on the link and follow the dance moves to 'Can't Stop the Feeling!'.

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





Geography Week 2

What can affect our visits to places?

<https://www.inquisitive.com/video/1051-distance-education>

Watch the video about children who live in Queensland that live a long way from school.



Why do some children do their school lessons at home?

How do the children get together with their friends?

Some children live such a long distance from a school that they can't go there every day.

They do their schooling in a different way.

What can affect our visits to places?



Compare your life to Felicity's in the table below.

	Felicity	Me
Distance from school	400 km	
Lessons	Talks to teachers on a computer and sees them twice a year.	
Shopping	Once a month but has vegetables, milk and meat on the farm.	
Holidays	Once a year in the wet season.	
Weather	Creek floods when it rains, stays at home.	
Friends	Five hours away.	

What can affect our visits to places?



Imagine if you lived here!

How would that affect the way you lived?

Discuss with an adult the following:-

How would you get to school?

Where would you get your food and water?

Where would you put your rubbish?

How would the weather affect the way you live here?



Wednesday Term 4 Week 2 – Stage 1

Student activity resources



Wednesday

Student resources

Task a

Learning Intention: I can use the 'ir' sound to help me spell words.

Success Criteria:

- I know what sound 'ir' makes
- I can spell words with the 'ir' sound



Task a

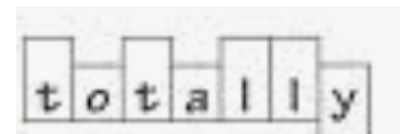
Spelling



bird
dirt
girl
shirt
third
skirt
circle
swirl
sir
thirty

first
stir
firm
thirsty
birthday

- **Rainbow** write the words
- Find a minimum of **3** words in the dictionary
- Create word blocks for **5** words.
- Draw a picture next to each word if you can



Task b- Writing

Learning Intention: To convince the audience to agree with my opinion.

Success Criteria

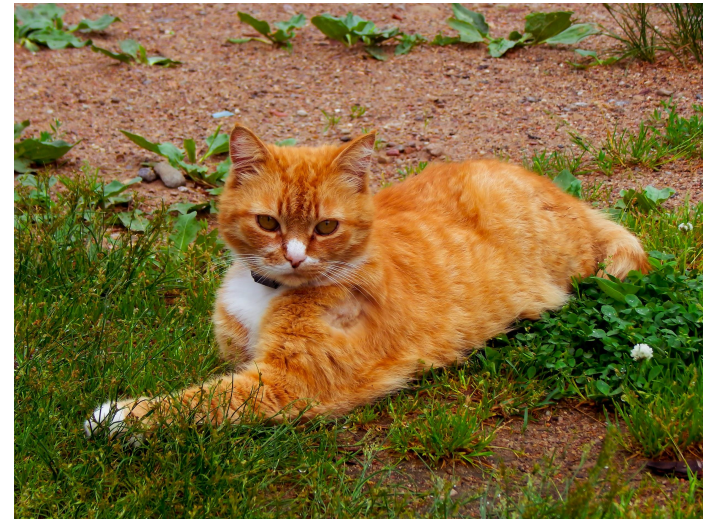
- I can try to persuade someone to agree with me
- I can give reasons for my opinion

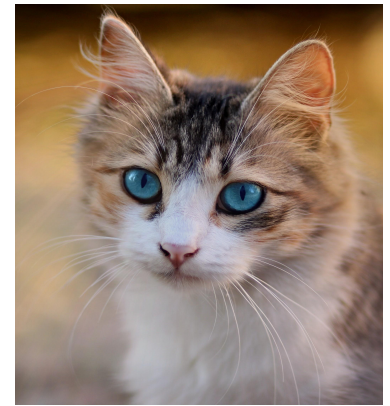


Task b

Watch the short clip about caring for cats

<https://www.youtube.com/watch?v=IKR6FPerXes>





Task b

Writing

Cats Make the Best Pets.

Do you agree or disagree with this statement? Write some reasons why you think cats would make good pets and reasons why you think cats would not make good pets. **Upload to google classroom.**

Reasons For	Reasons Against



Task c

Independent Reading

Complete an activity on Reading Eggs

Read to yourself or to an adult. Try reading aloud and using expression.

Tell an adult:

Who were the characters in the book?

What happened?

What was the most interesting part?



Check your work

Have you completed all the following activities?



- a) Spelling
- b) Writing- Persuasive
- c) Independent Reading
- d) Reading Eggs
- e) PM Readers

Need help? Remember to ask your teacher!

Reflection

What are some facts I learned about cats?

Brain Break

Watch and follow the steps on how to make a simple origami dog.

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





Mathematics

Data



GUESS the NUMBER

I am a two digit number

Both of my digits are even

My digits are the same

My digits added together
make 8

What number am I?



Data

Learning Intention: To gather, organise and display data.

Success Criteria:

I will be successful by:

- using tally marks to record information
- representing data with objects and drawings using picture graphs
- interpreting information presented in data displays
- creating questions based on the information gathered

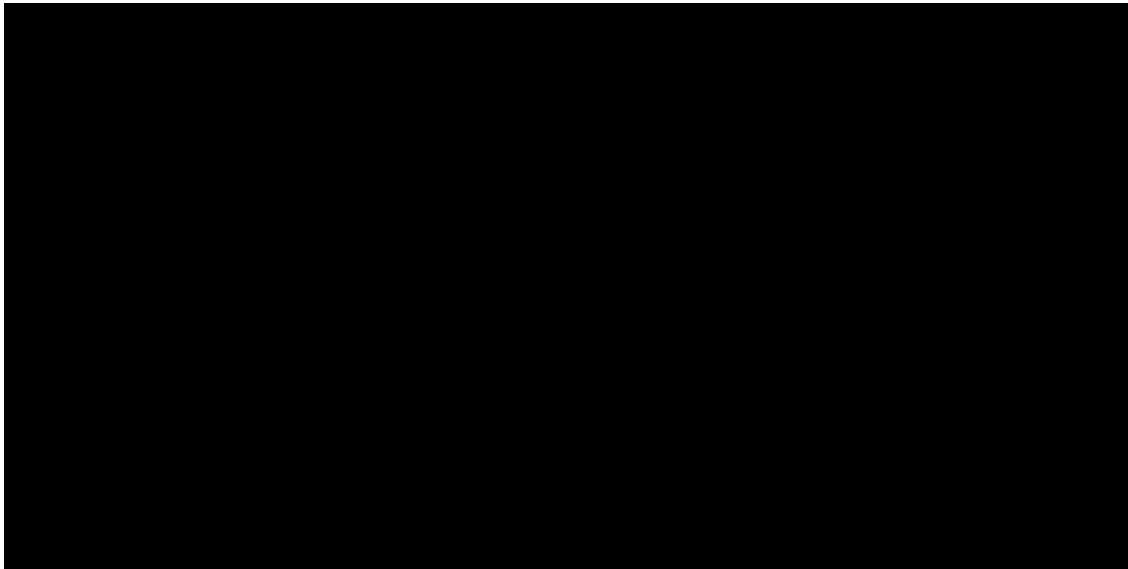




Data - M&M Activity

In this activity, you will need a packet of M&Ms (or something that you have a lot of like lego, coloured pencils etc).

Please watch the following video.



Please answer the following questions after you have completed the above activity.

1. Which colour had the most amount?
2. Which colour had the least amount?
3. What was the total amount?

Think of two other questions that you could ask based on the information gathered.

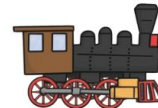
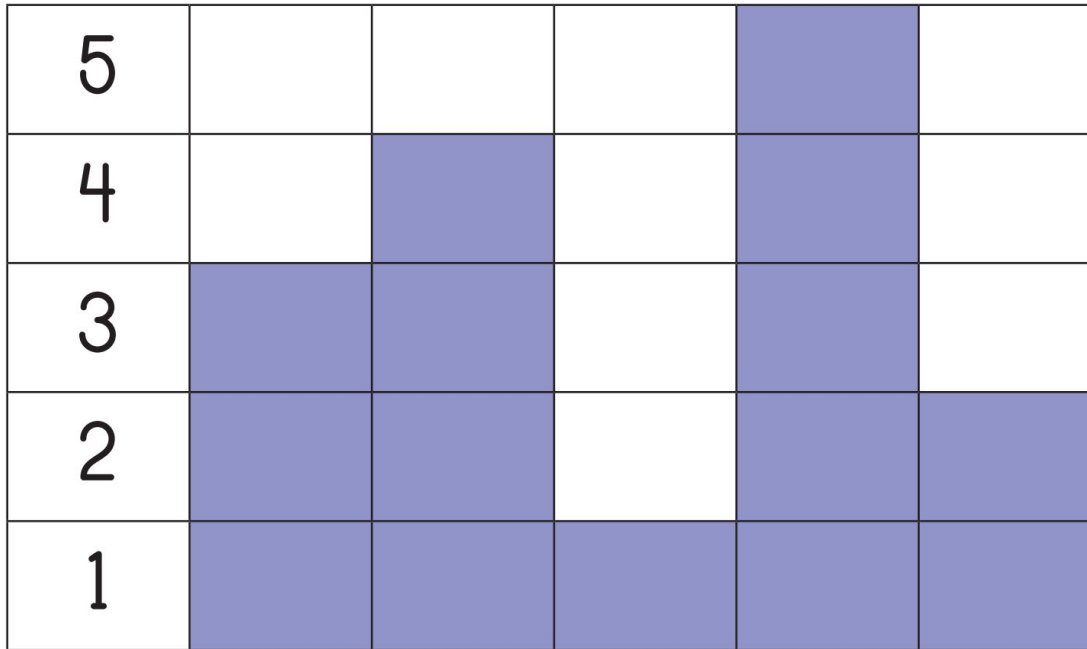
Upload your work to Google Classroom



Reflection



What do you notice about the graph below?





Mathletics

Complete an activity on Mathletics

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



Check your work

Have you completed all the following activities?

- a) Warm up activity - Guess the Number
- b) Data activity - upload your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break

Create an obstacle course with things around your home.





Creative Arts

Drama

Elements of DRAMA



Drama

Learning Intention: To explore the use of space through the element of movement.

Success Criteria:

I will be successful by:

- using my body in different spaces



Elements of Drama

Watch the video, then create a poster of all the elements.

[The Elements of Drama - Ms. Murphy - YouTube \(youtube-nocookie.com\)](https://www.youtube.com/watch?v=K2m1000E000)



We can explore positive space around by walking around the room.

- Try walking in these ways.
- Can you think of other ways to walk?

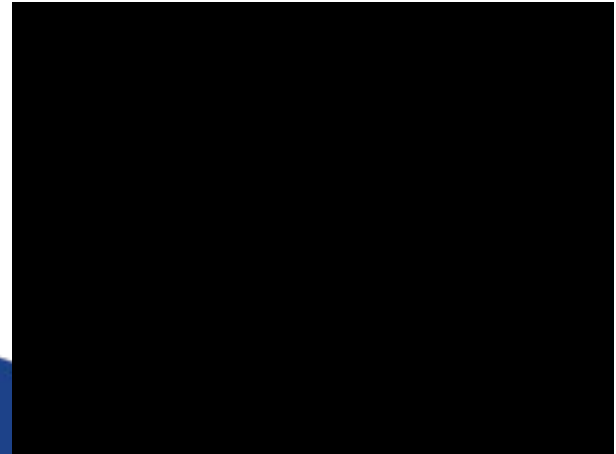
zig zag

sideways

curved

meandering

straight



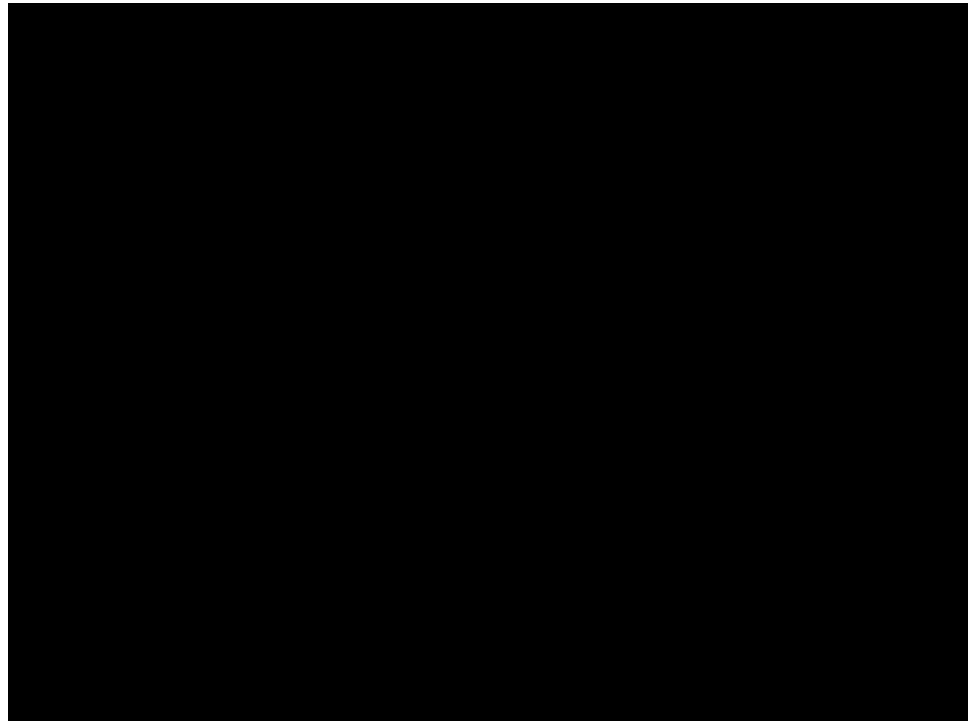
Watch the clip, Ministry of Silly Walks

https://www.youtube-nocookie.com/embed/eCLp7zodUil?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=eCLp7zodUil



What dynamics did you use in your silly walk video? E.g. fast, slow, floaty

Develop and record yourself doing your own silly walk pattern.



Thursday Term 4 Week 2 - Stage 1

Student activity resources



English

Student resources

Task a

Learning Intention: I can use the 'ir' sound to help me spell words.

Success Criteria:

- I know what sound 'ir' makes
- I can spell words with the 'ir' sound



Task a



Spelling Test

Listen to Mrs Matthews read out the 'ir' spelling words. Write your spelling words in your book and ask an adult to check.

Upload your results to Google Classroom.



Task b- Handwriting



Learning Intention- To be able to form the correct letter shapes in my writing.

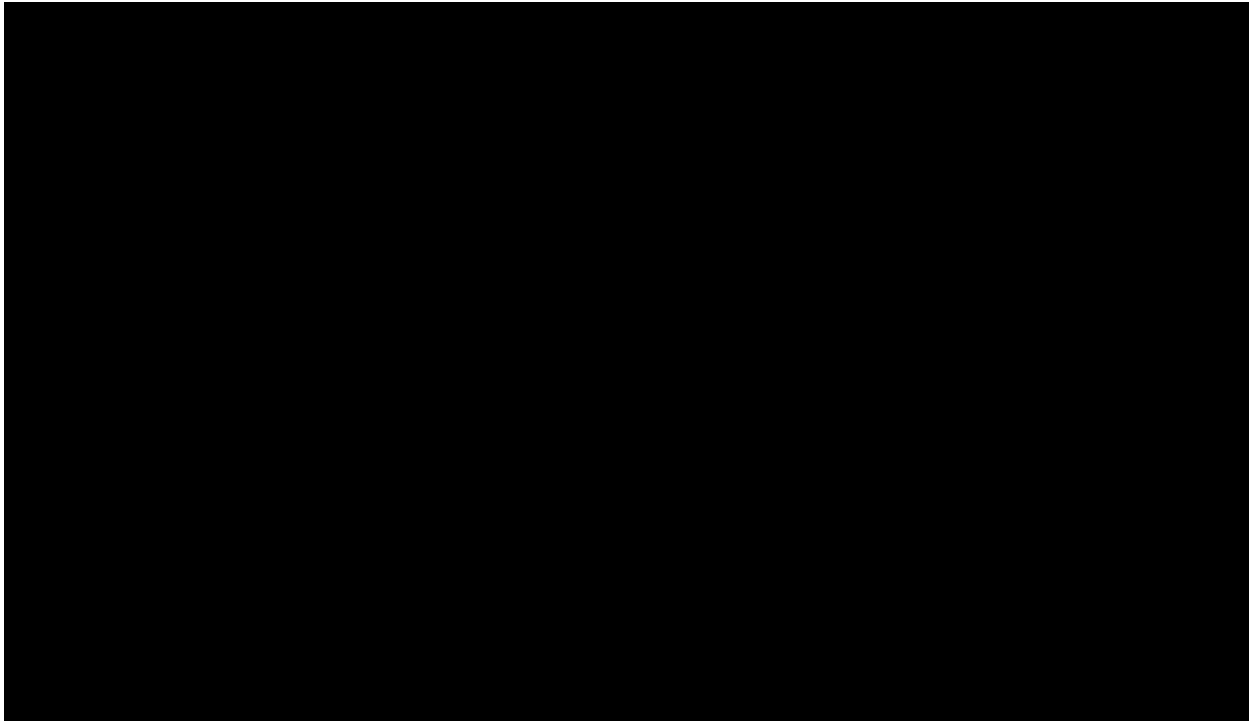
Success Criteria

- I can write the letters ir correctly
- I can write the capital letter R correctly

Task b

Handwriting

Watch the video lesson and complete the handwriting activity in your workbook.



Task c



Creative Writing

Write a story about this picture and **upload to google classroom.**

When you have finished your writing check that you have:

- Capital letters at the start of a sentence
- Full stops at the end of a sentence
- Used adjectives



Task d

Independent Reading



Complete an activity on Reading Eggs and PM Readers

Read to yourself or to an adult. Try reading aloud and using expression.

Tell an adult:

Who were the characters in the book?

What happened?

What was the most interesting part?



Check your work

Have you completed all the following activities?



- a) Spelling
- b) Handwriting
- c) Creative Writing
- d) Independent Reading
- e) PM Readers
- f) Reading Eggs

Need help? Remember to ask your teacher!

Reflection

What is something new that I have learned this week? What do I need to improve on?

Brain Break

Take a break and go outside
and enjoy the sunshine





Mathematics

Data



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?



Data

Learning Intention: To gather, organise and display data.

Success Criteria:

I will be successful by:

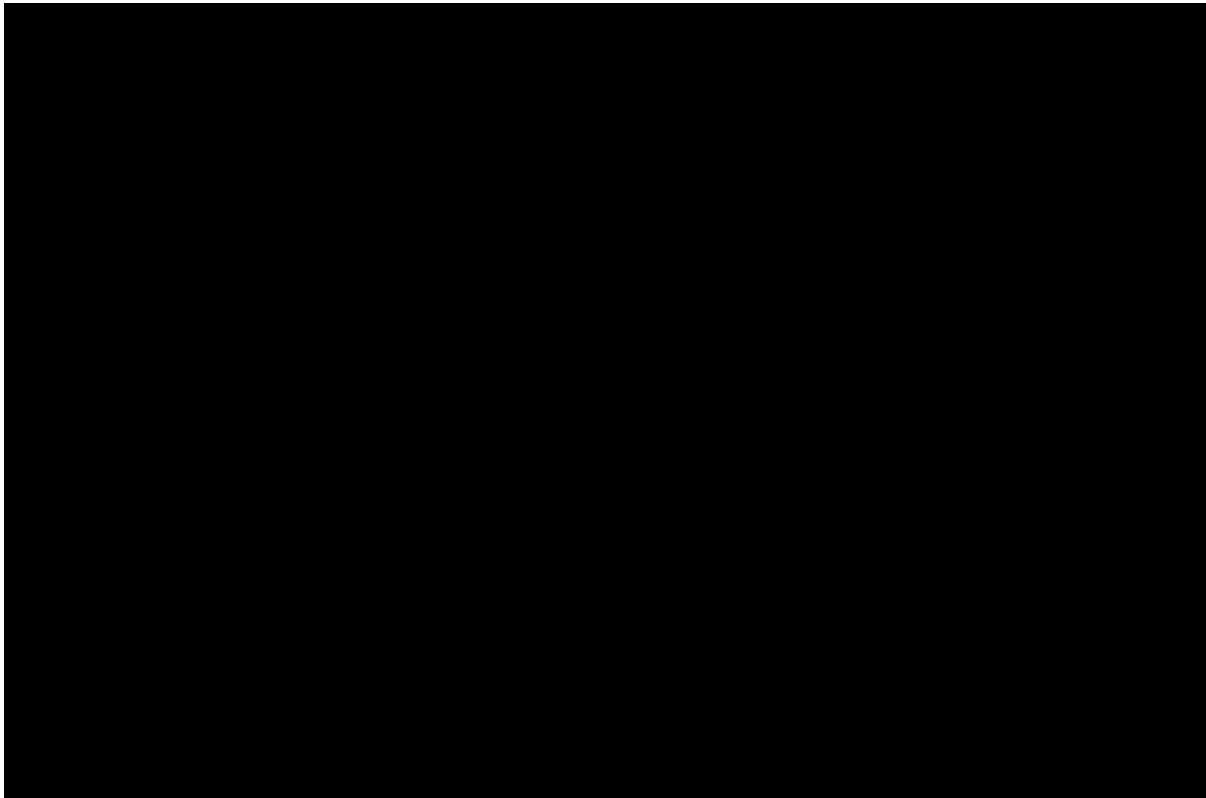
- using tally marks to record information
- representing data with objects and drawings using picture graphs
- interpreting information presented in data displays
- creating questions based on the information gathered





Data - We're going on a shape hunt activity

Please watch the following video.



Upload your work to Google Classroom

Reflection



What is something new that you learnt today?



Mathletics

Complete an activity on Mathletics

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



Check your work

Have you completed all the following activities?

- a) Warm up activity - Guess the number
- b) Data activity - uploaded your work to Google Classroom
- c) Reflection
- d) Completed an activity on Mathletics

Need help? Remember to ask your teacher!

Brain Break

You have 30 seconds to act out what you have done so far today - starting with waking up. You need to do this silently and see if anyone can guess what you did.



PDH - Safety



We are learning to keep safe around medicines and not to share food and personal items with others.



Watch the following video to learn about being safe around medicine.

<https://video.link/w/1xb9c>



Medicine should never be shared.

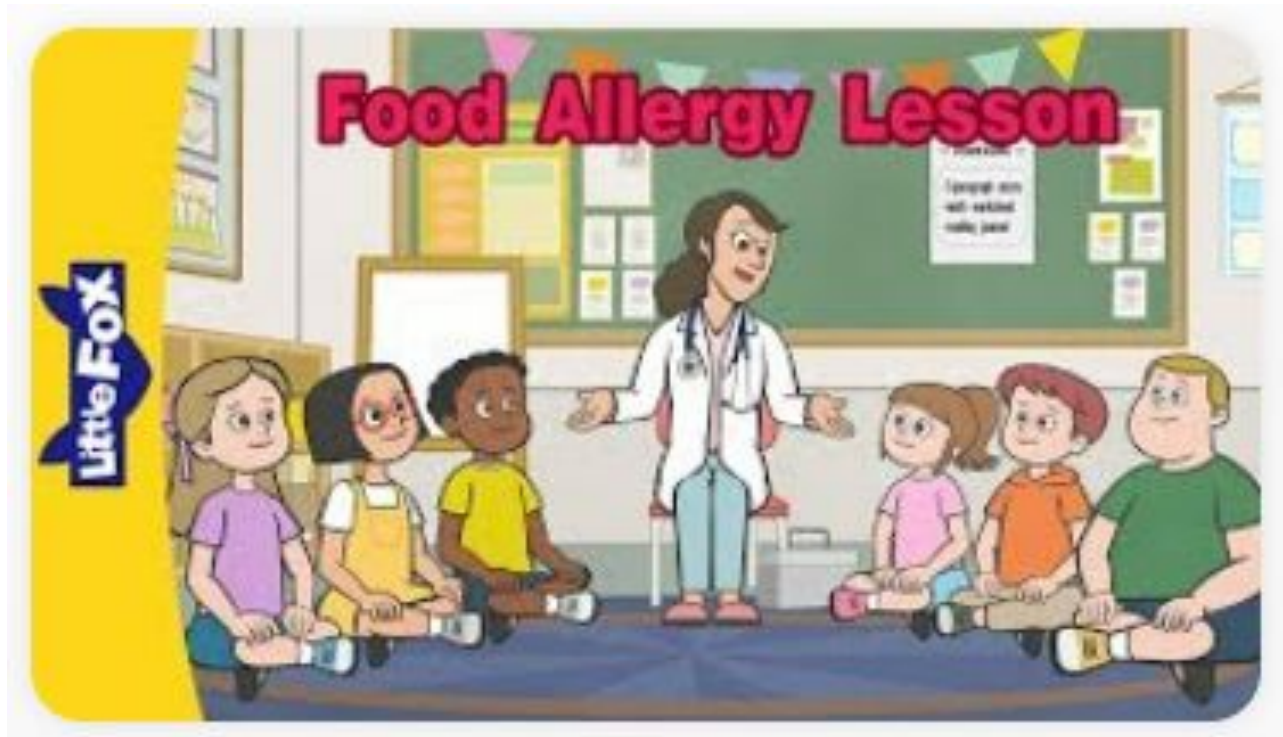


We are going to look at the reasons why we shouldn't share food and personal items with others at school.



Some students may have allergies. Watch the following video to learn about food allergies.

<https://video.link/w/7pA9c>



It is important that we don't share our food with others - this includes sharing chips and snacks at school.



Watch the following video to learn about germs.

<https://video.link/w/buA9c>



It is important that we don't share the following personal items with others, as this is a way that germs can be spread.



It is important that when we are at home we have healthy practices around food.



Proper Food Hygiene

It is really important that we develop proper food hygiene practices when preparing food to eat.

Poor food hygiene can result in illness, known as **food poisoning**.

There are some simple steps that everyone can take to ensure the food we prepare is safe for consumption.



It is important that when we are at home we have healthy practices around food.



This includes -

Washing fruit and vegetables before eating them.

Checking that the food hasn't expired - check the use by date.

Preparing food on clean surfaces.

Don't use the same chopping board for raw meat and vegetables.

Keep cooked leftovers in the fridge.

It is important to ensure hands are always clean when touching food. We also need to clean items that have been touched by others to ensure they have no germs.



Washing Your Hands

Remember to Wash Your Hands After:

- Coughing or sneezing
- Handling a mobile phone or device (these devices can be covered in bacteria)
- Wiping your hands with an unclean cloth
- Handling raw meat
- Being in contact with pets or animals
- Going to the toilet
- Being in contact with waste bins





Test your knowledge of *Personal Safety* 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: Design a safety poster to show that medicines, food and personal items should not be shared with others.



www.cdc.gov/mrsa



Reflection:

Discuss with an adult what you learnt about how to keep safe around medicines and the importance of not sharing food and personal items.





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*

*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.



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: 8:55 a.m. **Zoom link:** <https://us05web.zoom.us/j/84533901543?pwd=ZGswV1JtRVIUTXhKK0Rvcnh3em05dz09>
Meeting ID: 845 3390 1543 Passcode: 5678