

Monday Term 4 Week 3 – Stage 1

Student activity resources



English

Student resources



Task a- Spelling

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

Success Criteria:

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

Task a

Can you fill in the blanks to make 'qu' words? E.g queen.

__ __ ick
__ __ iz
__ __ ill
__ __ een
__ __ iet
__ __ ack
__ __ arry
s __ __ are
a __ __ a

s __ __ id
s __ __ ash
s __ __ ad
s __ __ eak
s __ __ eal
__ __ estion



Write these words into your work book.

You will be practising these words each day.

Choose 4 words and find the meaning in the dictionary (or google)



Task b

Learning Intention: To understand that the purpose of a persuasive text is to convince the reader to agree with the writer's 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 ‘**Don’t Let the Pigeon Drive the Bus**’ written and illustrated by Mo Willems.

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

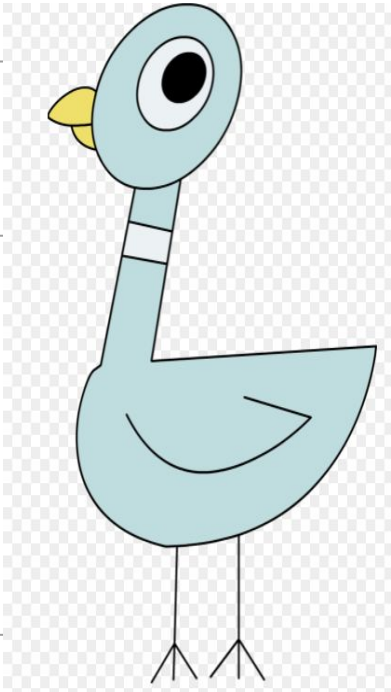


Task b- Activity



1. Do you think the pigeon should drive the bus?
2. List three reasons why you think this.

Reason 1	Reason 2	Reason 3



1. List the reasons the pigeon gave to try and persuade the reader to let him drive the bus

Upload your work to google classroom

Task c- Speaking and Listening



I am excited to return to school!

Try to talk for 1 minute about why you are excited to return to school.

Remember to:

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.

Record your 1 minute speech and **upload to google classroom.**



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 ‘qu’ sound?

Brain Break

Watch the following video on how to draw a back to school backpack.

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





Mathematics

Multiplication



Warm Up: Number Talk

What do you know about the number 99?

99

For example: 99 is an odd number



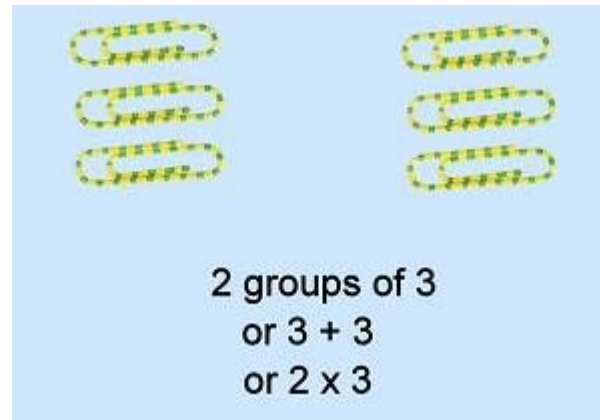
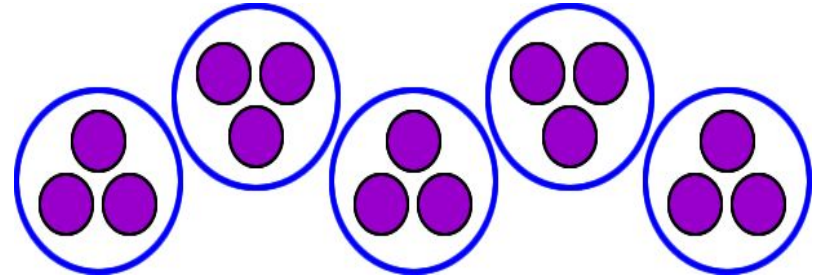
Multiplication

Learning Intention: To use a range of mental strategies and concrete materials for multiplication.

Success Criteria:

I will be successful by:

- skipping counting
- forming equal groups and arrays
- recognising multiplication as repeated addition

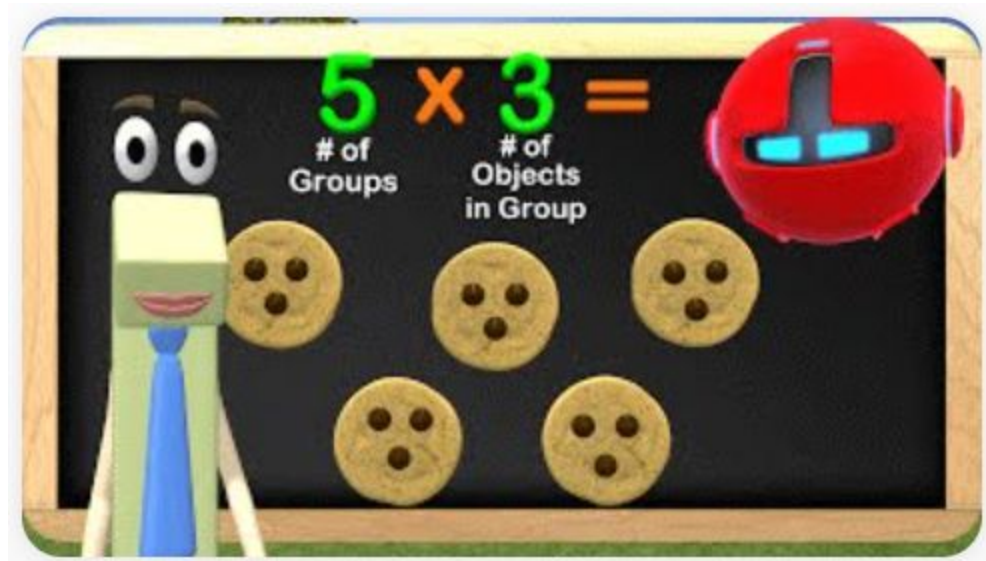




Multiplication - What is it?

What do you know about multiplication? Have a discussion with a family member telling them what you know.

Watch the following video
<https://video.link/w/RTWDc>





Groups of ...

Let's recap what groups of... are.

Please watch the following video

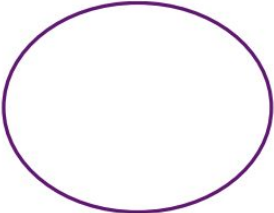
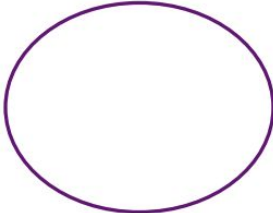
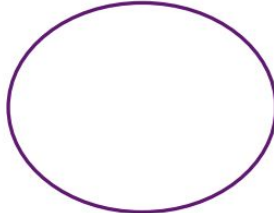
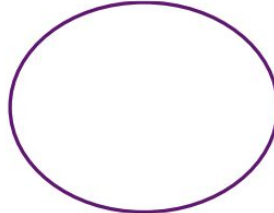
<https://video.link/w/CAXDc>





Groups of ... - Making Equal Groups Activity

Making Equal Groups

3 groups of 4	2 groups of 5	4 groups of 2	5 groups of 3
How many altogether?	How many altogether?	How many altogether?	How many altogether?
			

You can build the groups to help you solve the answer.

Please upload your work to Google Classroom.

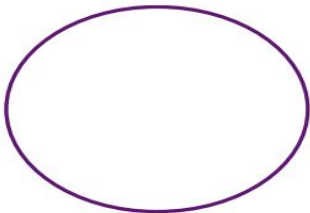


Groups of ... - Making Equal Groups Activity

Making Equal Groups

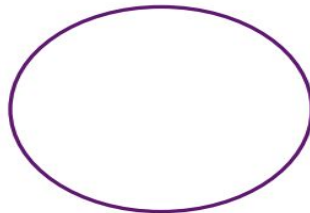
4
groups of
10

$$4 \times 10 =$$



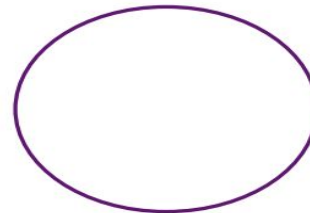
3
groups of
7

$$3 \times 7 =$$



2
groups of
9

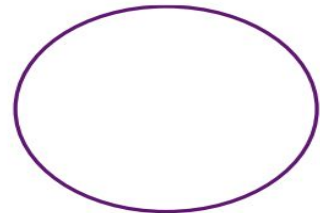
$$2 \times 9 =$$



Choose your own!

groups of

$$____ \times ____ =$$



You can build the groups to help you solve the answer.

Please upload your work to Google Classroom.



Groups of ... - Making Equal Groups Activity (Optional)

Making Equal Groups

Choose your own!

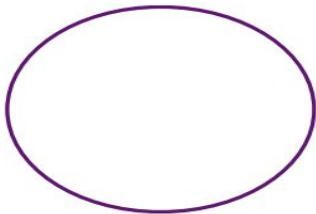
Choose your own!

Choose your own!

Choose your own!

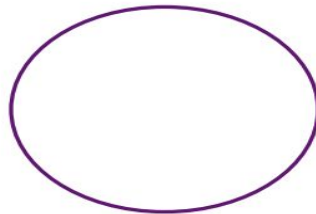
groups of

=



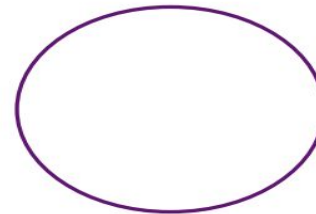
groups of

=



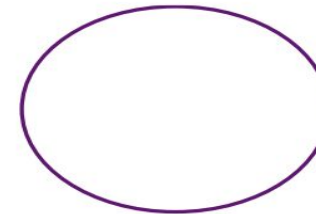
groups of

=



groups of

=



You can build the groups to help you solve the answer.

Please 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 the following activities?

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

Need help? Remember to ask your teacher!

Brain Break

5,4,3,2,1

To play 5,4,3,2,1, simply choose 5 different movements for yourself to do. Then, have a family member call out the 5 movements to you. Once completed repeat the same movements in descending order.

For example:

5 Star Jumps!

4 Toe Touches!

3 High Knees!

2 Squats!

1 Leap!





Science

Forces

What happens when we change a force?

These rocks are called Karlu Karlu, or the Devil's Marbles.

They were formed millions of years ago.

What forces do you think could move them?



Forces

What happens when we change a force?

Forces can be weak or strong. How far you can push something depends on how much force you use.

Look at the pictures then talk about which force would be most successful in moving the rock.



Forces

What happens when we change a force?

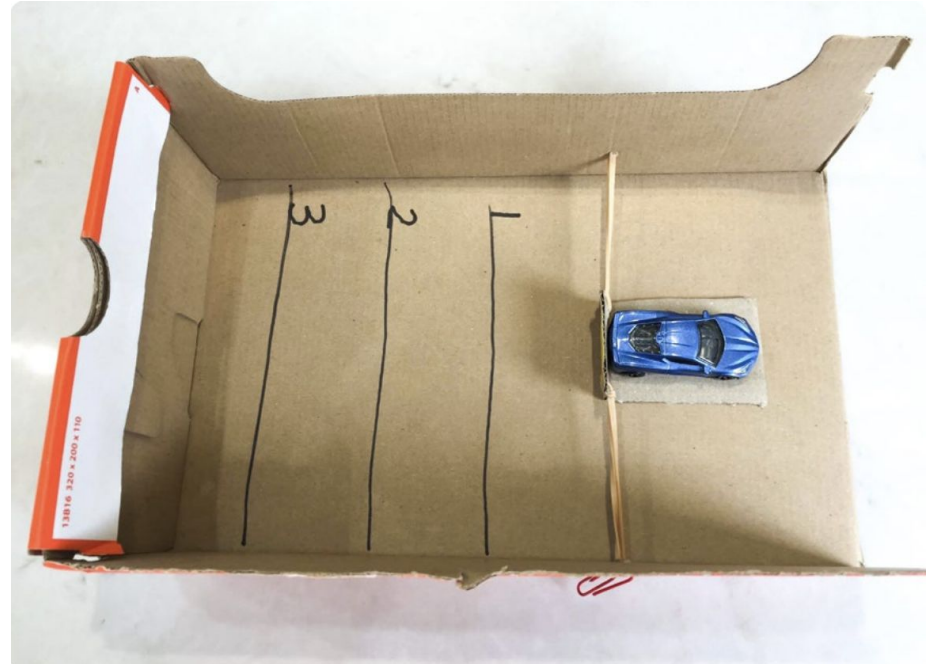
You are going to investigate what happens when we change the strength of a force.

Equipment needed:

- 1 toy car/ small ball/ something that can roll
- 1 launcher (Rubber band, as seen in picture)

Aim: To find out what happens to a toy car when a force is made stronger.

Predict: When the force is made stronger, I think the car will

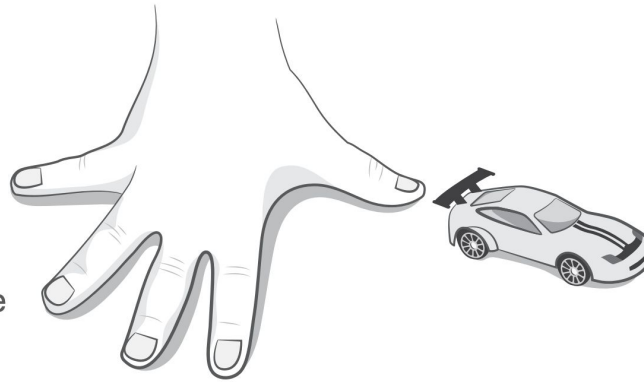


Forces

What happens when we change a force?

Observe:

1. Put your car in the toy car launcher.
2. Pull it back to level 1.
3. Let the car go.
4. Use hand spans to measure how far it went.
5. Record your results.
6. Repeat steps 2–5 for level 2 and 3.



Force	Distance travelled	
Level 1	Number of hand spans	
Level 2	Number of hand spans	
Level 3	Number of hand spans	

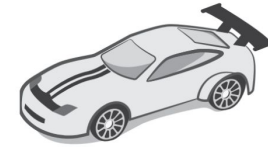
Forces

What happens when we change a force?



Explain:

What did you see?



What do you think?



What do you wonder?

Was your prediction correct?



Tuesday Term 4 Week 3 – Stage 1

Student activity resources



English

Student resources



Task a- Spelling

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

Success Criteria:

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

Task a- Spelling

Write out your list words neatly in your work book.
Write sentences for **10** of your words.

quick
quiz
quill
queen
quiet
quack
quarry
square
aqua
squid

squash
squad
squeak
squeal
question



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

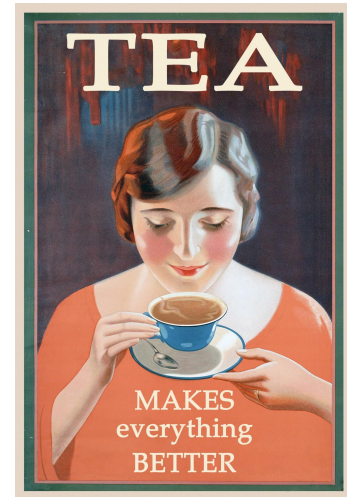
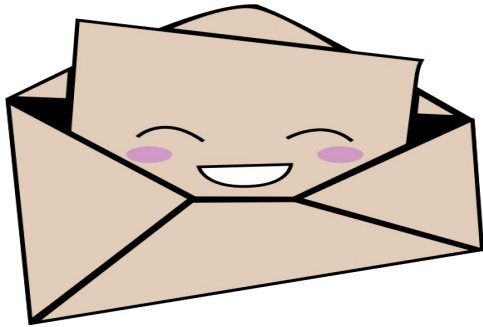


What is a Persuasive Text?

What does it look like?

Watch the video to find out and complete the activity on the next slide.

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



Task b-Writing

Book Review

Choose either:

- Your favourite book
- A book from PM Readers



Did you enjoy the book?

Would you recommend this book to others?

Write a book review in your work book and **upload to google classroom.**

Book Review

Book Title: _____	Who would you recommend the book to? Why?
Author: _____	
Fiction or Non-fiction: _____	
What is the book about?	
Book Illustration	
	Rating: ★ ★ ★ ★ ★
	What ages and interests is this book suitable for? Why?



Task C Reading Response

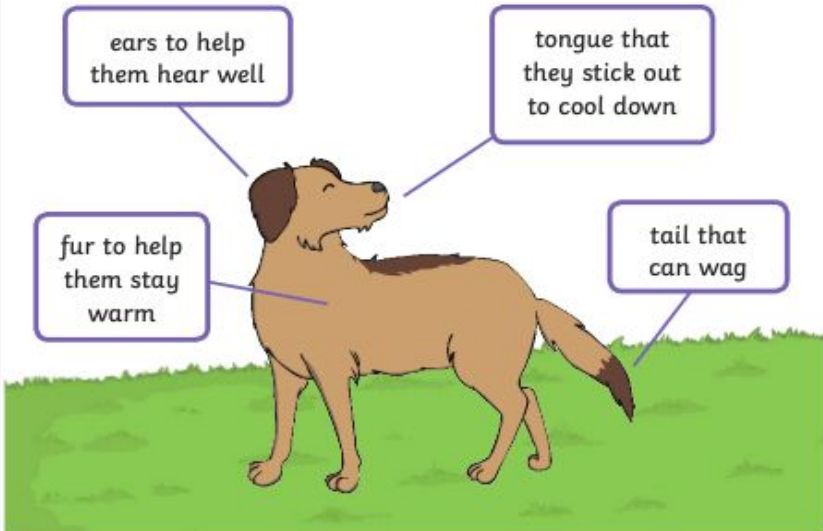
Taking Care of a Dog



Dogs are a very popular pet to have. It is estimated that there are over 8 million in the United Kingdom. Dogs can be great pets if they are cared for correctly. They love attention and to play and be stroked. Also, they like to be with people and look forward to seeing you.

What Does a Dog Look Like?

Dogs vary in size. Some are big like a Great Dane and some can be very small like a Yorkshire terrier. When dogs are happy, they can be seen wagging their tails. When they are hot, they often pant and stick out their tongue to cool down.



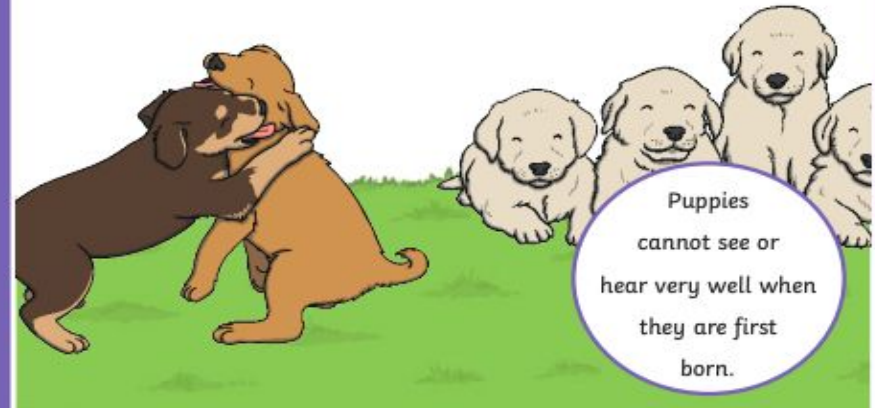
Taking Care of a Dog

What Does a Dog Need?

Owning a dog is extremely rewarding and can be fun but it is also a big responsibility. Dogs need to be fed the right kinds of food and must avoid others such as chocolate, which would make them ill. Owners must also ensure their dog has a comfortable place to sleep. Exercise is vital to help dogs stay healthy and daily walks are essential. Always ensure your dog stays safe by keeping them on a lead in public places.

What Are Baby Dogs Called?

Baby dogs are called puppies and they are born in a litter. This means that three, four or more puppies are born at one time. From birth, they drink milk from their mum. They have to be about four weeks old before they start to eat solid food.



Task C Reading Response



Write your answers in complete sentences.

Answer the following questions in your work book.

1. Which body part does a dog **not** have?
 - feathers
 - fur
 - paws
2. What do you call a group of puppies when they are born?
 - a pack
 - a herd
 - A litter
3. How do dogs cool themselves down?
4. Why is having a dog a responsibility?
5. How can a dog be kept safe in a public place?
6. Why do you think dogs are such a popular pet?

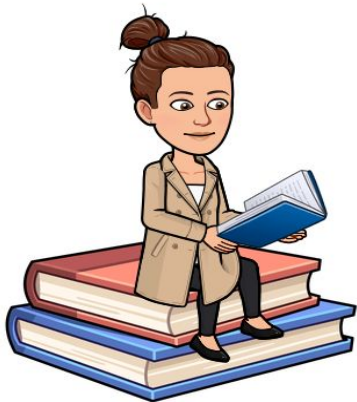
Draw a dog in your work book.

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

Can I think of where I might see a persuasive text?

Brain Break

Click on the link and watch the 'Number Blocks' video on multiplication.

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





Mathematics

Multiplication

Warm Up: Problem Solving



1. Fred the fruiterer had 48 oranges available to sell. He decided to pack them in bags. He placed 8 oranges into each bag. How many bags of oranges did he have to sell?



Extension Question



1. Sandra purchased 3 packets of muffins. Each pack contained 4 muffins. How many muffins did Sandra purchase?





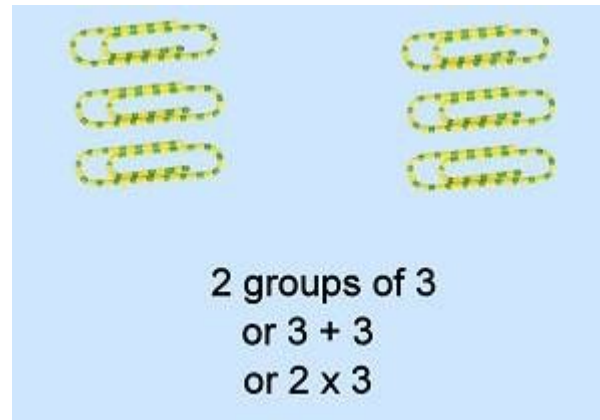
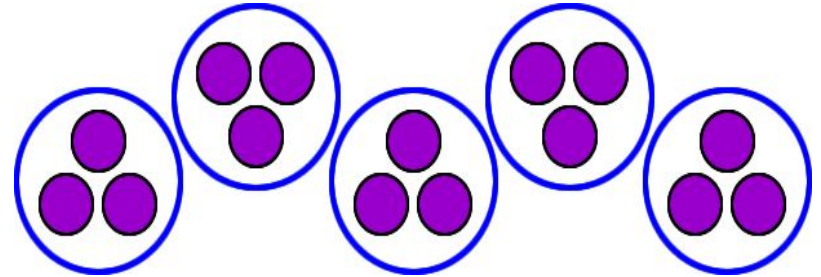
Multiplication

Learning Intention: To use a range of mental strategies and concrete materials for multiplication.

Success Criteria:

I will be successful by:

- skipping counting
- forming equal groups and arrays
- recognising multiplication as repeated addition









Repeated Addition


Repeated addition is the process of repeatedly adding the same number.
For example:


$2 + 2 + 2 + 2 + 2 = 10$
which may be read as
2 five times or 2 times 5 ... $2 \times 5 = 10$
or 5 lots of 2 ... $5 \times 2 = 10$

 **examples** 


 $2 + 2 + 2 + 2 = 8$ so $2 \times 4 = 8$ or $4 \times 2 = 8$


 $3 + 3 + 3 = 9$ so $3 \times 3 = 9$


 $4 + 4 + 4 = 12$ so $4 \times 3 = 12$ or $3 \times 4 = 12$


 $5 + 5 + 5 + 5 = 20$ so $5 \times 4 = 20$ or $4 \times 5 = 20$



Repeated Addition

Please watch the following video on repeated addition.

<https://video.link/w/0QXDc>

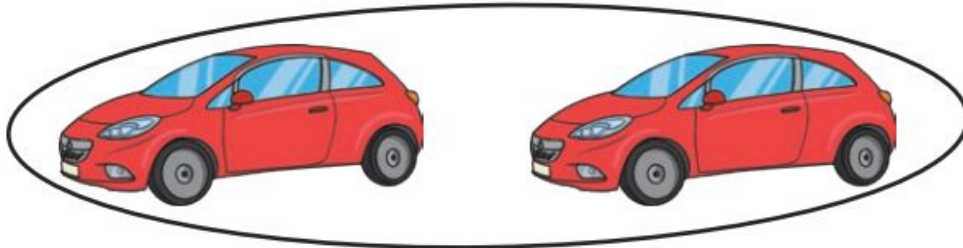
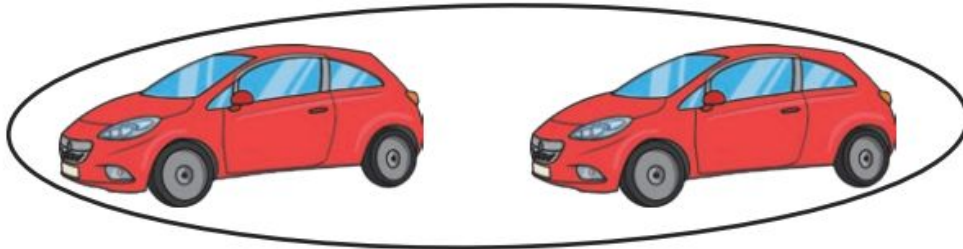
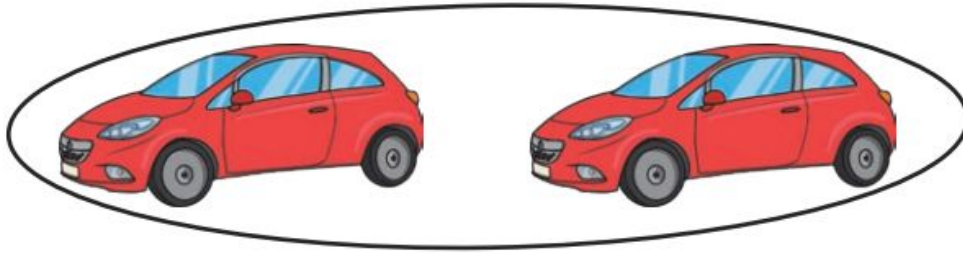


Repeated Addition - Activity



Write the groups of, the repeated addition and a multiplication number sentences for each picture on the next slides.

Example:











3 groups of 2 = 6
















$2 + 2 + 2 = 6$

$3 \times 2 = 6$

Repeated Addition - Activity

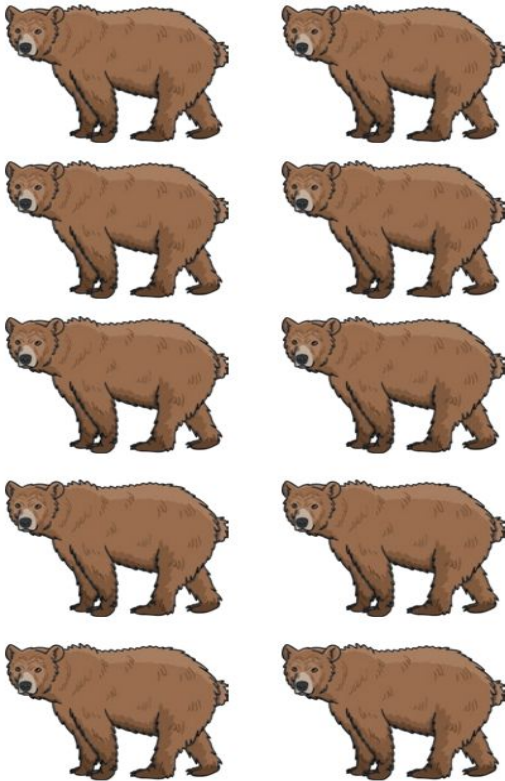
Write the groups of, the repeated addition and a multiplication number sentences for each picture.

		_____ groups of _____ chocolates.
		_____ + _____ + _____ + _____ =
		_____ chocolates.
		_____ x _____ = _____ chocolates.

_____ groups of _____ bananas.
_____ + _____ + _____ = _____ bananas.
_____ x _____ = _____ bananas.
    
    
    

Repeated Addition - Activity

Write the groups of, the repeated addition and a multiplication number sentences for each picture.



_____ groups of _____ bears.
_____ + _____ + _____ + _____ + _____ +
_____ = _____ bears.
_____ x _____ = _____ bears.

Create your own repeated addition picture and answers.

Upload your thinking to Google Classroom



Reflection



What is repeated addition?

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





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 Problems
- b) Multiplication activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break

Watch the following Cosmic Kids Yoga clip and follow the moves.

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



Geography Week 3





How has technology made it easier to visit places?

<https://www.inquisitive.com/video/1055-history-of-aviation>

Watch the video about the history of aviation and discuss with an adult how planes have changed over time.



Technology has made it easier to visit other places.

Today, people can travel to just about anywhere in the world.

Technology has made travel by plane cheaper and faster.



How has technology made it easier to visit places?

Look at the chart showing the oldest and newest Qantas routes to London. Let's look at the differences.

How long did it take to fly to London in 1947?
How long did it take in 2018?



How has technology made it easier to visit places?



Technology has changed what we pack.

Years ago, most people travelled overseas by ship. They needed a lot of luggage.

Today, on a plane, luggage needs to be lightweight.

List 4 ways these bags are different.



How has technology made it easier to visit places?

What do you think is the most difficult place in the world to visit?

Why do you think that?



Draw some technology that might make it easier to visit.



Wednesday Term 4 Week 3 – Stage 1

Student activity resources



Wednesday

Student resources



Task a

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

Success Criteria:

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

Task a

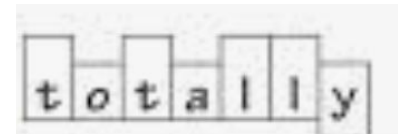
Spelling



quick
quiz
quill
queen
quiet
quack
quarry
square
aqua
squid

squash
squad
squeak
squeal
question

- **Rainbow** write the words
- Create word blocks for **5** words.
- Draw a picture next to each word if you can



Upload to google classroom

Task b

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

Weekends Should be Three Days Long.

Do you agree or disagree with this statement? Write some reasons **for and against** why you think weekends should be three days long. **Upload to google classroom.**





Reasons For	Reasons Against

Task c

Scavenger Hunt



 <h1>Our Literacy Walk</h1> <p>Check off the items as they are found.</p> 	
	Find something that rhymes with bee .
	Find an object that begins with the /c/ sound . (<i>candy</i>)
	Find something that has two syllables. (<i>sidewalk</i>)
	Find a letter S . (<i>stop sign</i>)
	Find an object that ends with the /t/ sound . (<i>hat</i>)
	Find something that rhymes with jar .
	Find something that has three syllables. (<i>basketball</i>)
	Find a letter O . (<i>on a license plate</i>)
	Name an object you see. Now name three more words that begin with the same beginning sound as the object. (<i>dog, dip, dock, dragon</i>)
	Find something that rhymes with mouse .
	Find something that has one syllable. (<i>bug</i>)

Task d

Independent Reading

Complete an activity on Reading Eggs

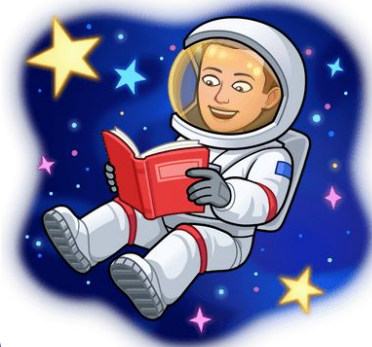
Read to yourself or to an adult. Try reading aloud and using expression.

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) Literacy Scavenger Hunt
- d) Reading Eggs
- e) PM Readers

Need help? Remember to ask your teacher!

Reflection

Have I done my best work today? How could I improve?

Brain Break

Watch and follow the steps on how to draw the 'Best Teacher Ever Folding Surprise'.

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





Mathematics

Multiplication



Warm Up: Word Problems

1. Grandma has a beautiful rose garden. In her garden, she has 5 rows of rose bushes. There are 6 rose bushes in each row. How many rose bushes does she have altogether?



Extension Question

1. Daisy had 6 trays of dog bones with 3 bones on each. How many bones does Daisy have altogether?





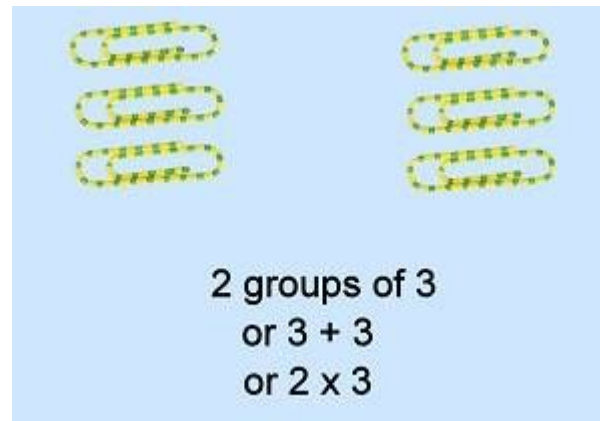
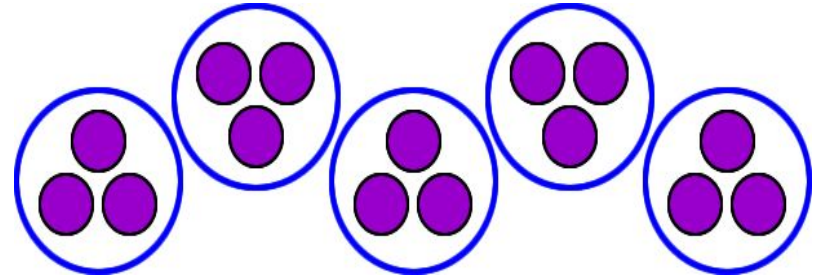
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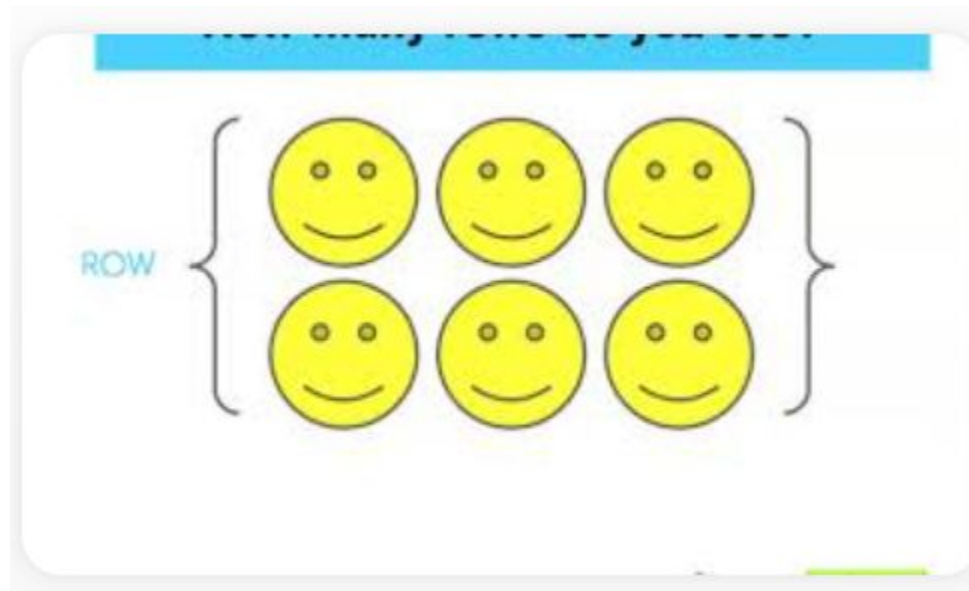




Arrays - What is an array

An array is an arrangement of objects, pictures, or numbers in columns and rows. They help us to count objects more efficiently.

Please watch the following video
<https://video.link/w/JtXDc>





Array - Can you make the following arrays?

In your workbooks or on the Google Doc, create the following arrays by reading each question.

1. 5 groups of 4 =	2. 8 groups of 2 =
3. 6 groups of 3 =	4. 3 groups of 7 =
5. 9 groups of 4 =	6. 8 groups of 10 =

Please upload your work to Google Classroom.



Array - Activity - Can you make the following arrays?

Please watch the following video



Can you use an array to answer this question?



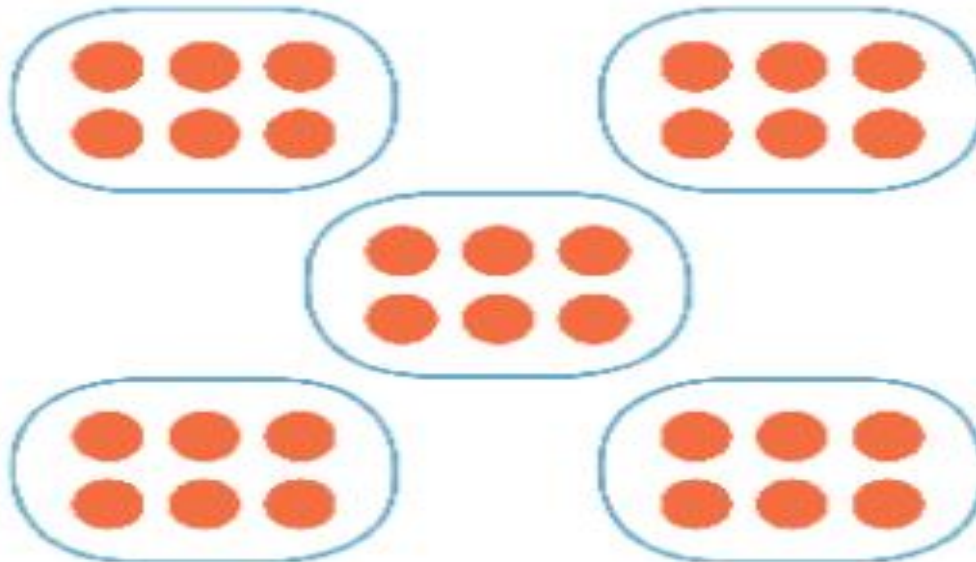
1. There are 5 astronauts in the spaceship. They each had 4 books. How many books were on board the spaceship altogether?
2. There are 10 aliens on the planet Mac. Each alien has 6 robots. How many robots are there altogether?
3. There are 2 astronauts on board the International Space Station (ISS) every month. How many astronauts will have been on the ISS after 6 months?

Please upload your work to Google Classroom.

Reflection



What is this image showing? Explain your reasoning





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) Multiplication activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

Brain Break

Take a break and have a picnic outside and enjoy the sunshine!





Creative Arts

Drama

Drama

Learning Intention: To explore the role of non verbal interactions in a variety of dramatic situations.

Success Criteria:

I will be successful by:

- using my body and facial expressions to communicate emotions through the elements of drama.

Facial expressions



Here are a few examples of how emotions can be expressed through facial expressions:

- ❖ Happiness
- ❖ Sadness
- ❖ Anger
- ❖ Surprise
- ❖ Disgust
- ❖ Fear
- ❖ Confusion
- ❖ Excitement
- ❖ Bored



Body language

Watch the video on body language. Do you think it's possible to tell how a person is feeling just by observing them?



Please watch the following clip

https://www.youtube-nocookie.com/embed/0m8FTYsp0wg?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=0m8FTYsp0wg



Mirror Mirror

Watch the video on how to play the Mirror Game

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



Optional Activity

Draw different facial expressions on the character.



Optional Activity

Draw different facial expressions on the character



Optional Activity

Draw different facial expressions on the character



Thursday Term 4 Week 3 - Stage 1

Student activity resources



English

Student resources



Task a

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

Success Criteria:

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

Task a



Spelling Test

Listen to Mrs Matthews read out the 'qu' 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 when writing.

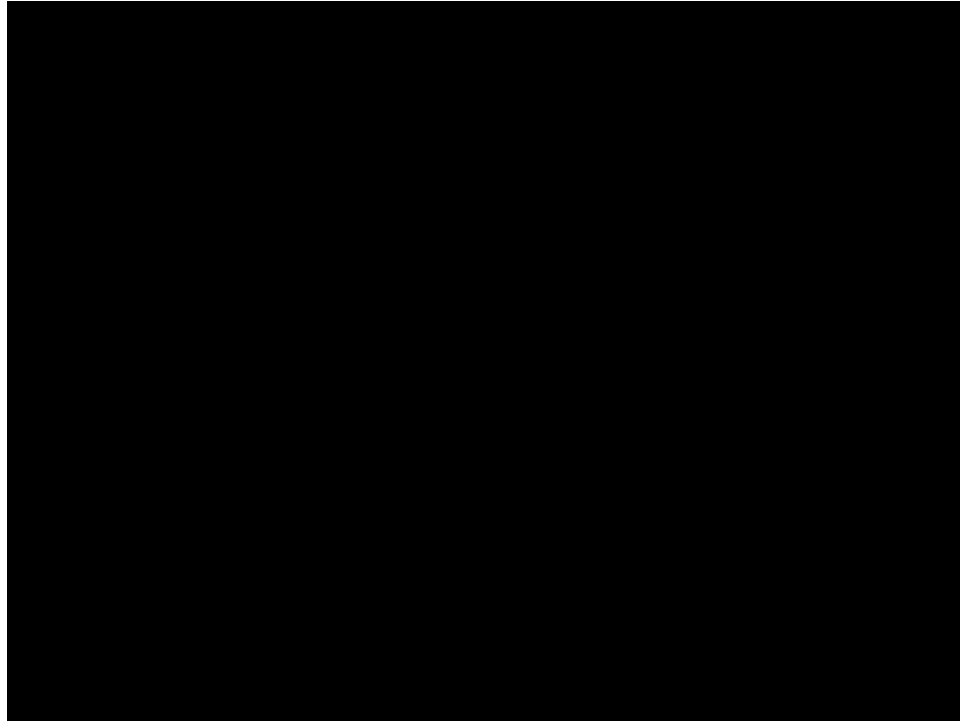
Success Criteria

- I can write the letters qu correctly
- I can write the capital letters Q and U correctly

Task b

Handwriting

Watch the video lesson and complete the handwriting activity in your workbook and **upload to google classroom.**



Task c



Creative Writing

Write a story about one of these pictures.

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

Reading



Bookshelf Scavenger Hunt

Can you find:

- a book with 100 or more pages?
- a book with an animal main character?
- a book about science?
- a book with no words?
- a book with words in another language?
- a book about sports?
- a book that has been made into a movie?
- a book that rhymes?
- a book you can't wait to read?
- a book about history?
- a book you have read more than once?
- a book by your favorite author?



Choose one of these great books and **READ**

Check your work

Have you completed all the following activities?



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



Need help? Remember to ask your teacher!

Reflection

What is something new that I have learned this week?

Brain Break

Take a break and go outside
and enjoy the sunshine





Mathematics

Multiplication



Warm Up: Word Problems

1. Jenna's family are on a picnic. She has brought along some apples and bananas. There are 9 more apples than bananas. If there are 15 pieces of fruit altogether, how many pieces of each fruit did Jenna bring on the picnic?



Extension Question

1. Toby bought 4 packets of ice-cream. Each packet had 5 ice-creams in it. How many ice-creams does Toby have in total?





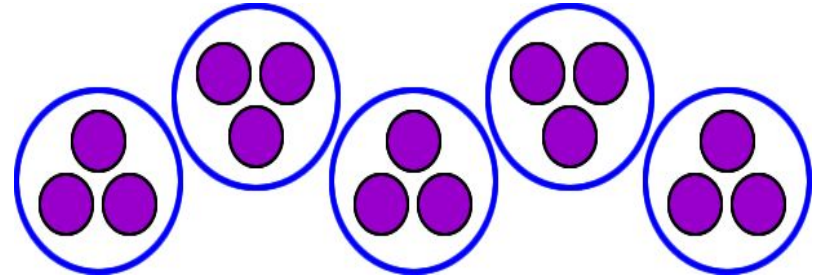
Multiplication

Learning Intention: To use a range of mental strategies and concrete materials for multiplication.

Success Criteria:

I will be successful by:

- skipping counting
- forming equal groups and arrays
- recognising multiplication as repeated addition



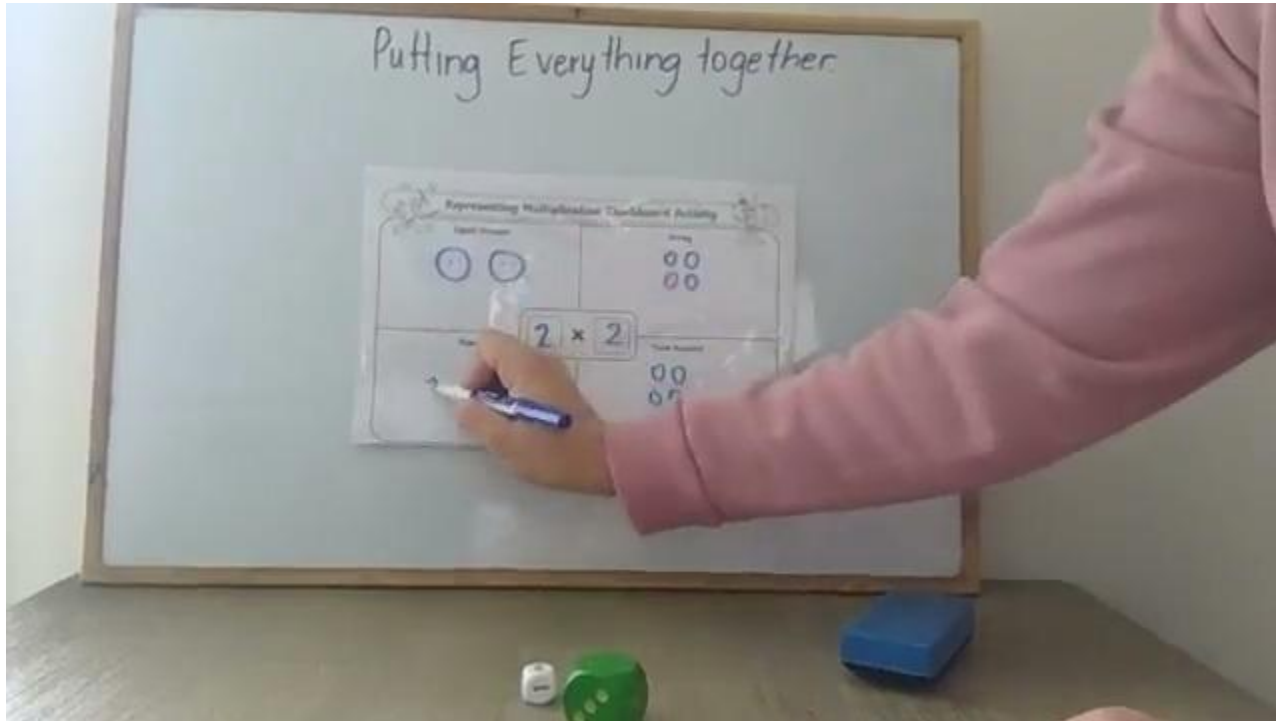
2 groups of 3
or $3 + 3$
or 2×3



Multiplication - Putting it all together.

For this activity, you will need two dice.

Please watch the following video to find out what your activity is.





Upload your work to Google Classroom



Multiplication - Putting it all together.

Multiplication Thinkboard

Representing Multiplication Thinkboard Activity



Equal Groups

Array

Repeated × **Turn Around**

Upload your work to Google Classroom

Reflection



What is your understanding of multiplication?



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) Multiplication activity - uploaded your work to Google Classroom
- c) Reflection
- d) Completed an activity on Mathletics

Need help? Remember to ask your teacher!

Brain Break

Have a Dance Party

Choose a fun song, turn it up loud and hit the remote learning dance floor.

Need some dance move suggestions? Try the twist, the running man, the robot, vogueing, the sprinkler, the moonwalk, steps side-to-side, flossing, disco arms, Gangnam style... Okay we'll stop now! Or follow along to this [dance moves for kids video](#).



PDH - Health





We are learning to make good choices so that we stay healthy.



What healthy habits can we develop?



This video follows Maya as she learns how to create healthy habits involving her diet, sleep, physical activity, spending less time on her devices, and the value in finding a balance. Watch carefully as some facts will be in the Kahoot.

Click [here](#) to view.



Healthy Habits to help prevent lifestyle disease

1. Have a healthy diet -
 - eat lots of vegetables, legumes and grains
 - drink plenty of water
 - lean meats, dairy, fruit and nuts in moderate amounts
 - limit sugary and fatty foods and drinks





Healthy Habits to help prevent lifestyle disease

2. Be physically active -

- Children should be active for at least 60 minutes a day
- Activities can include riding a bike, walking the dog and playing in the park

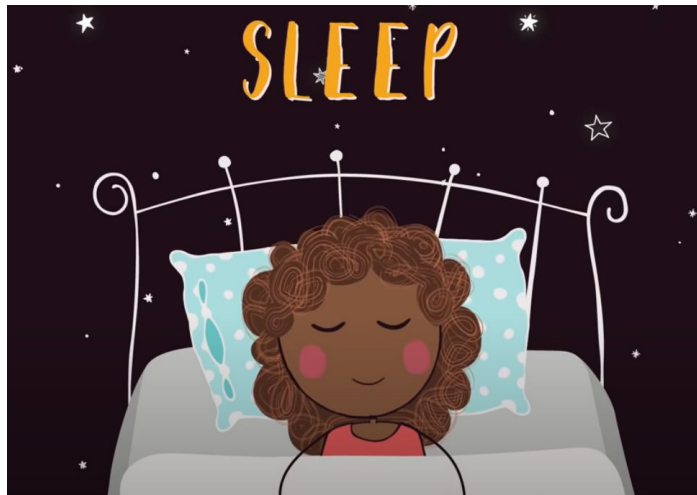




Healthy Habits to help prevent lifestyle disease

3. Get lots of sleep -

- This helps to restore, repair and rebuild our bodies
- Children need at least 10 hours of sleep a night

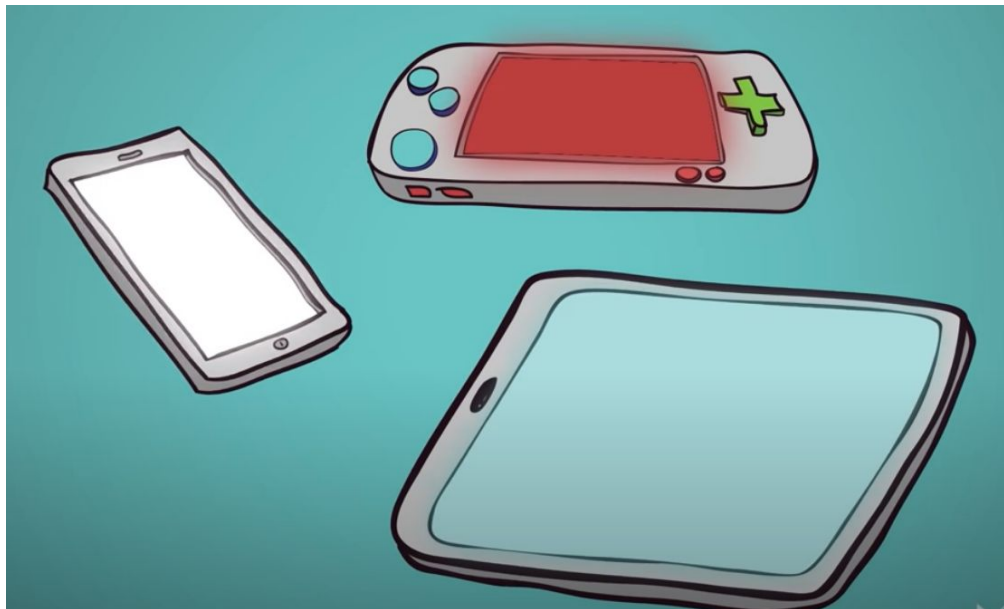




Healthy Habits to help prevent lifestyle disease

4. Limit screen time

- Keep devices out of the bedroom to get a good night's sleep
- Minimise screen time to do other activities



Making choices - watch the following clip to see what happens when a person makes poor choices in their diet and doesn't get enough physical activity.

<https://video.link/w/jj9Dc>



Factors that can stop us making healthy choices -

- Allowing friends or family to influence us to make bad decisions
- Spending too long in front of the tv or on devices
- Being influenced by advertisements
- Leaving things to the last minute which may mean we stay up too late
- Not spending time planning healthy meals



Test your knowledge of *Healthy Habits* 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 tomorrow morning.

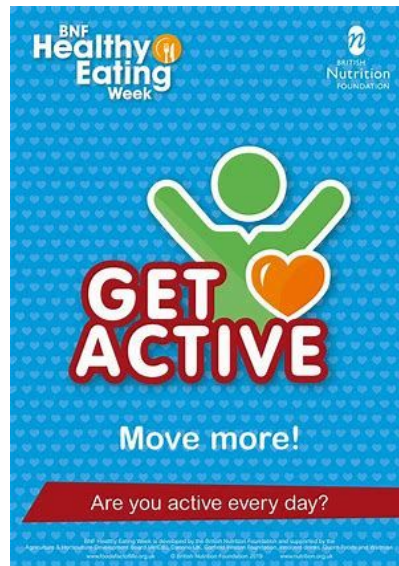
Press [here](#) to play.





Activity: Design a Poster

Choose one of these healthy habits and design a poster to encourage others to take part in it.



Reflection: Discuss with an adult what you learnt about creating healthy habits. What changes will you make today?



Kearns PS Online Learning – Stage 1

Daily Lessons



Friday

Student resources



English

Student resources

Task

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 a- Writing

Watch the video about two Australian school children that live in the city and the country.

<https://www.yout-ube.com/watch?v=vuAUa8zTMe4>

Discuss:

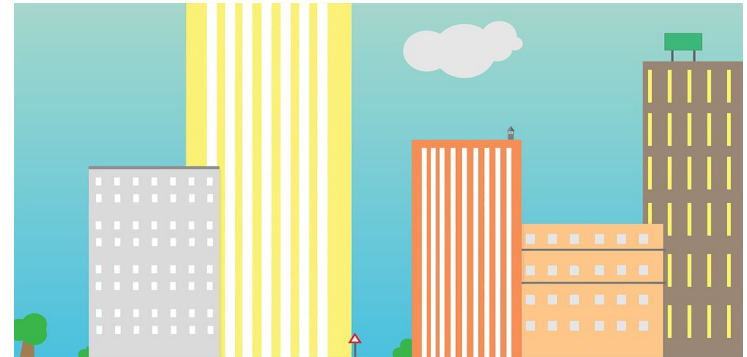
Which place would you prefer to live?

What did you like about living in the city?

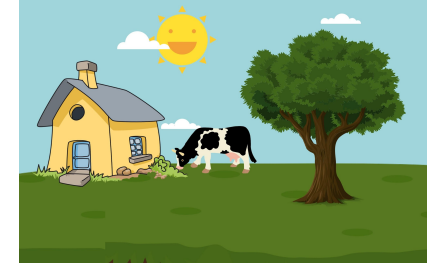
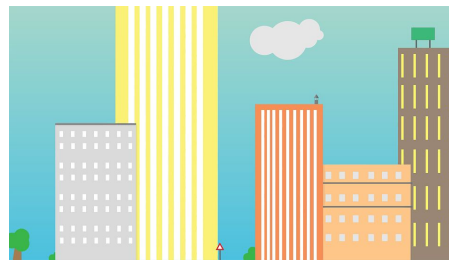
What did you like about living in the country?

Optional story- City Mouse versus Country Mouse

<https://www.yout-ube.com/watch?v=Gd0FGjsokKI>



Task b- Writing



Living in the City

Write some reasons **for and against** living in the city.

Upload to google classroom.

Reasons For Living in the City	Reasons Against Living in the City



Mathematics

Multiplication



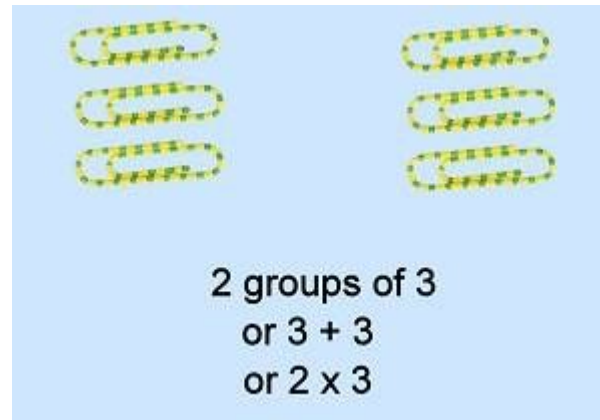
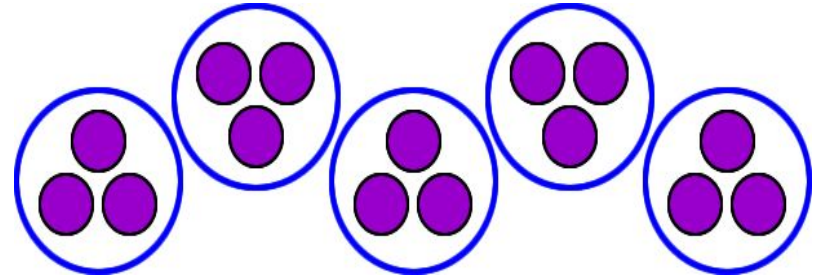
Multiplication

Learning Intention: To use a range of mental strategies and concrete materials for multiplication.

Success Criteria:

I will be successful by:

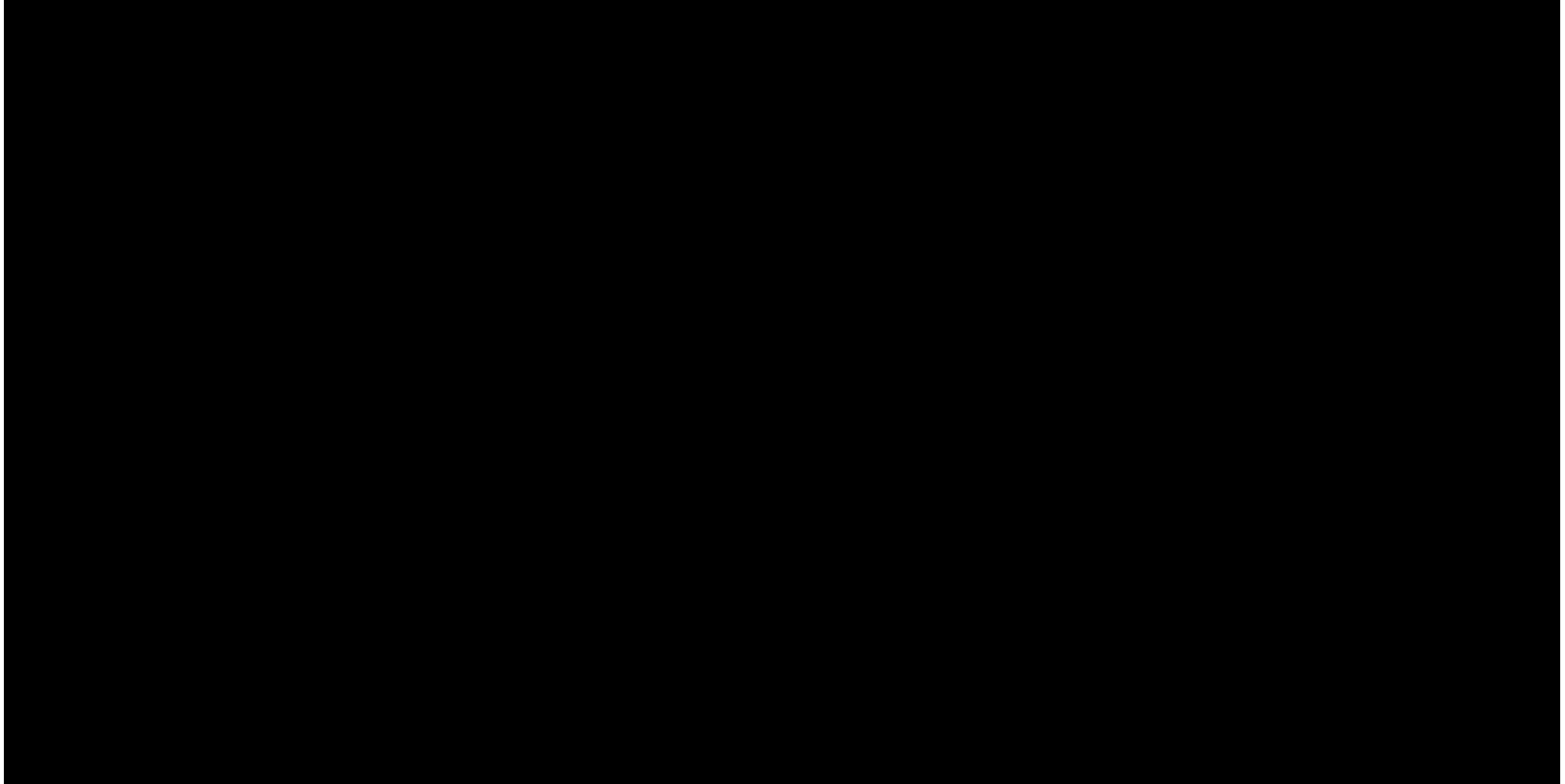
- skipping counting
- forming equal groups and arrays
- recognising multiplication as repeated addition



Multiplication - Word Problems



Farmyard Chaos!
Please watch the following video.

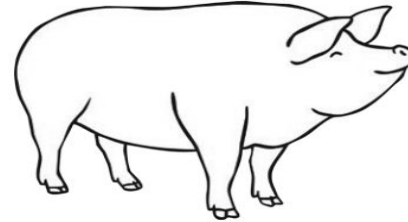
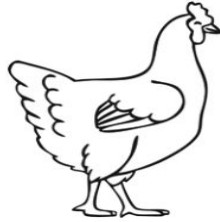


Multiplication - Word Problems



Farmyard Chaos!

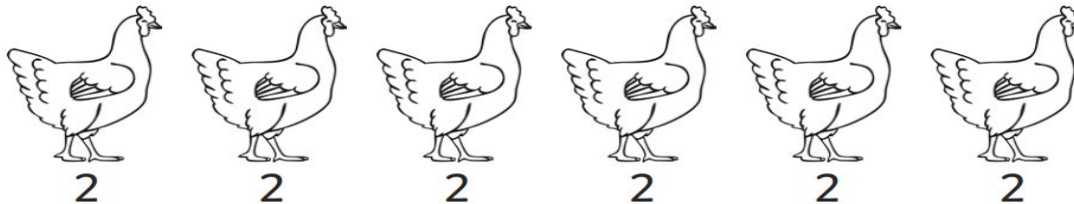
Farmer Giles has lots of animals on his farm. He has lots of chickens and pigs.



One morning, he looked outside his window. It was a foggy morning and he couldn't see the animals on the hillside. He could only see 12 legs! He didn't know which animals he was looking at.

Can you help Farmer Giles work out which animals he might be looking at?

Example:



Each chicken has 2 legs. $6 \times 2 = 12$

Which other combinations of legs can you find?

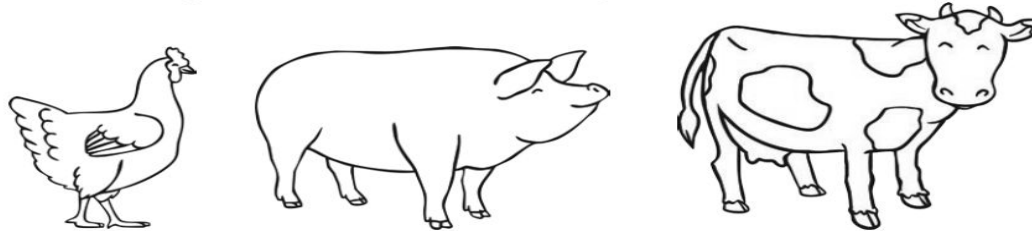
Upload your work to Google Classroom

Multiplication - Word Problems **Extension**



Farmyard Chaos!

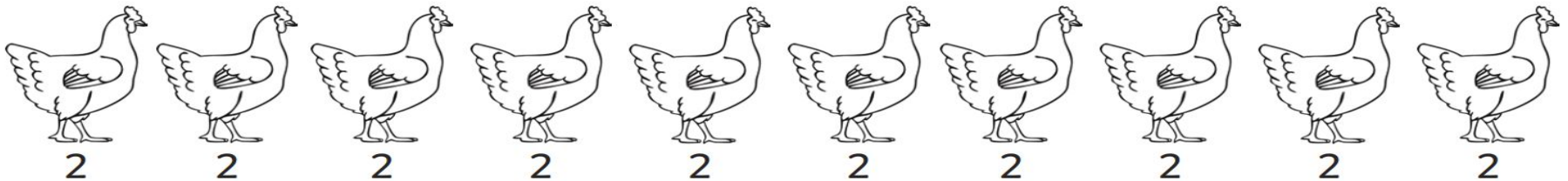
Farmer Giles has lots of animals on his farm. He has lots of chickens, pigs and cows.



One morning, he looked outside his window. It was a foggy morning and he couldn't see the animals on the hillside. He could only see 20 legs! He didn't know which animals he was looking at.

Can you help Farmer Giles work out which animals he might be looking at?

Example:



Each chicken has 2 legs. $10 \times 2 = 20$

Which other combinations of legs can you find?

Upload your work to Google Classroom

Reflection



What is something you still need to work on?

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.

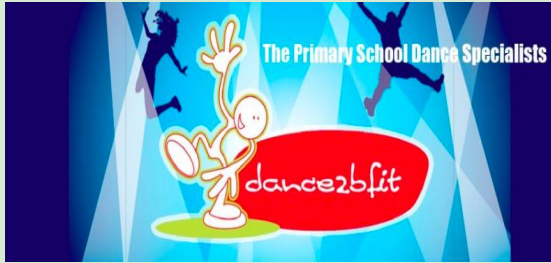
We would like you to limit your screen time today and encourage you to go outside, play and spend time doing something you enjoy. Take some time to refresh, look after yourself and *smile!*

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

Dance 2 B Fit

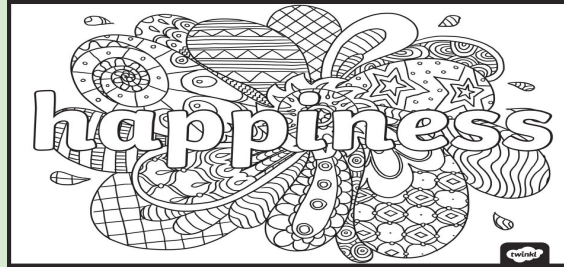
Join your teacher and classmates for some fun dancing!

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: 8:55 a.m. **Zoom link:** <https://us05web.zoom.us/j/84533901543?pwd=ZGswV1JtRVlUTXhKK0Rvcnh3em05dz09>

Meeting ID: 845 3390 1543 Passcode: 5678

