

**Monday**  
**19<sup>th</sup> of July 2021**

The image shows a spiral-bound notebook with a white cover and lined pages. The notebook is set against a green background with a subtle pattern. The text 'Monday 19<sup>th</sup> of July 2021' is written in a bold, red, sans-serif font. There are yellow underlines under '19<sup>th</sup>' and '2021'. A yellow sticky note is attached to the top left, and another yellow sticky note is attached to the bottom left. On the right side, there are two horizontal bars, one orange and one yellow. The notebook has a silver spiral binding on the left side.

Here starts  
the lesson!

# Table of Contents!



## Morning session

Reading, English & writing, Spelling

## Middle session

Math



## Afternoon session

Geography

## Fun Fact

Did you know it is impossible for most people to lick their elbow! Try it!

## Reading - My favourite season

In persuasive texts authors try to convince their readers to think or act in a certain way.

A persuasive text always states the author's opinion. An opinion is what they think or feel about something or someone.

1. Read the text carefully.
2. Answer the questions on the worksheet.



LG:  
I can recognise persuasive texts when reading

- SC:
- I can identify high modality words authors use
  - I can identify opinions in my reading texts

## My Favourite Season

Summer is the **best** season. I **love** blue, sunny skies. I **love** running barefoot on soft sand. I **love** long holidays that seem to go on forever. There are many reasons to love summer.

There are so many **great** things to do in summer. You can play outside on long, sunny days and stay up later. When I think of summer, I think of swimming and splashing in the waves. I think of camping out and staring at the stars on warm nights.

Just think of the **wonderful** sounds, tastes and smells of summer. Close your eyes and imagine the cicadas buzzing in the trees. Don't you just **love** the smell of fresh rain after an afternoon storm on a very hot day? Just thinking about ice cream cones and juicy mangoes and watermelons makes me hungry!

Everyone seems happier in the summer. You **must** agree that summer is the **best** time of the year.



## Lessons 9-10

# My Favourite Season

1. What is the opinion of the author?

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2. In the first paragraph, what word does the author repeat that shows strong feelings about summer?

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3. The author tells us there are many great things to do in summer (second paragraph). List three (3) of these.

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4. The author talks about the sounds, tastes and smells of summer. What sound of summer does the author like?

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What summer smell does the author like?

---

What summer tastes does the author like?

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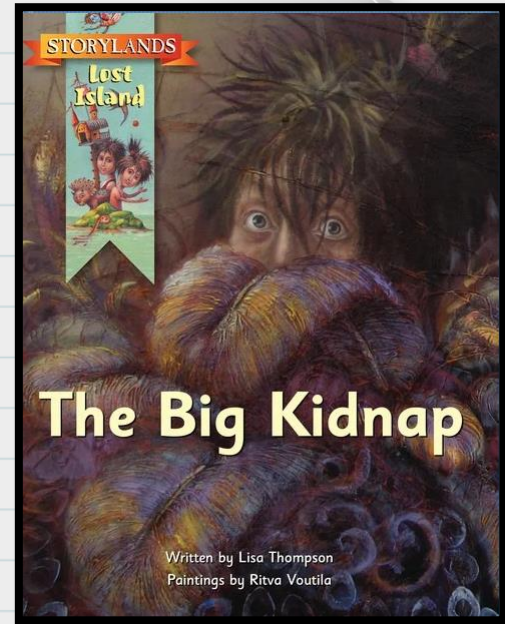


## Reading Eggs

Sign into Reading Eggs. You have been assigned a digital book to read called The Big Kidnap.

Have a look at the cover of the book and answer these questions in your workbook.

1. What do you see on the cover?
2. Which characters might we meet in this book?
3. Who could be the kidnapper?
4. In the title, which word is the adjective?





# Brain Break

Have a break and do some  
dancing to Body Boogie  
Dance

<https://www.youtube.com/watch?v=cZeM18fPbvI>

# Spelling - adding 'ing' to verbs

We can add 'ing' to verbs (action words) to make it an action that is happening now.

watch + ing = watching

When we add 'ing' to a verb that ends in 'e', we have to remove the 'e' before adding 'ing'.

take  
tak~~e~~ + ing = taking

Complete the worksheet.

Write the number and the answer only in your workbook.

LG: I can use common spelling rules to spell familiar words  
SC: I can add 'ing' correctly to verbs ending in a 'bossy e'

**Instructions:** Add 'ing' to the verbs and then choose the correct words to complete the sentences.

Add 'ing': watch \_\_\_\_\_ jump \_\_\_\_\_ sleep \_\_\_\_\_ work \_\_\_\_\_

1. We are \_\_\_\_\_ on the trampoline.
2. My teacher is happy that we are \_\_\_\_\_ hard today.
3. My sister is \_\_\_\_\_ in her nice soft bed.
4. I am \_\_\_\_\_ a funny show with my family.

**Instructions:** Add 'ing' to the 'bossy e' words by crossing out the 'e' and adding 'ing'. Write the words on the lines and then write sentences using the words.  
Remember, when words have a 'bossy e', we need to drop the 'e', then add 'ing'.

take + ing \_\_\_\_\_



smile + ing \_\_\_\_\_



hope + ing \_\_\_\_\_



**Instructions:** Read each sentence. Circle the word that has been spelled incorrectly. Write the word correctly on the line.

1. I am writing a letter to my friend. \_\_\_\_\_
2. Dad is making our dinner tonight. \_\_\_\_\_
3. Stop pokeing your sister! \_\_\_\_\_
4. Mum is driveing to the shops. \_\_\_\_\_

**Take a break! Eat some fresh fruit  
or vegetables. Don't forget to take  
a sip of refreshing water!**

Which planet  
has a beautiful  
name and is the  
second one from  
the Sun

?



# Math - Chance

Number of the Day: 51

1. Write it words
2. Add 1
3. Take away 1
4. Plus 10
5. Minus 10
6. Odd or even
7. Draw it in Base Ten Blocks



hundreds



tens



ones

## Activity:

**Chance** is the Possibility of an event happening.

Words such as these are used;

**Likely**-we are pretty sure This will happen

**Unlikely**-we are almost certain this event will not happen

**Impossible**-we know the event definitely will not happen

**Equal chance**-we know there is an equal chance of the event happening

LG: Describe the possible outcomes of everyday activities  
SC: I can use words such as 'likely' and 'impossible' to describe the possibility of events happening

# Activity

Watch this video on [chance](#)

[https://www.youtube.com/watch?v=1Cmx\\_bAUxVE](https://www.youtube.com/watch?v=1Cmx_bAUxVE)

Complete the worksheet 'Chance Jars' where you predict the probability (chance) of picking out a particular shape from a jar.



## Chance Jars



1. What is the chance you will choose a square?

\_\_\_\_\_



2. What is the chance you will choose a triangle?

\_\_\_\_\_

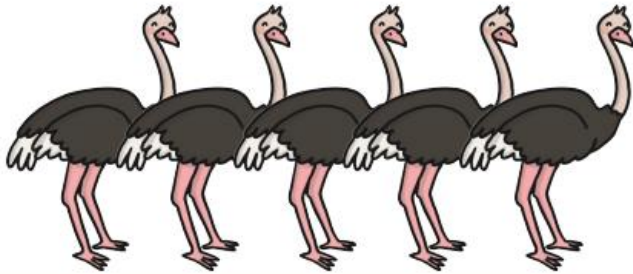


3. What is the chance you will choose a circle?

\_\_\_\_\_

## Word Problem

1. 7 ostriches run through the desert.  
They join a group of 9 ostriches  
How many are there now?



## Working Out

Read the word problem carefully to decide what operation (+, -, X, ./.) is needed.

Write your working out process and your answer in your workbook.

**Take a break! Go outside and  
play a game!**

Fun Fact: A  
crocodile  
cannot stick  
its tongue  
out.

# Geography - Natural and Human Features

The environment are the things around us. Some things are formed by nature (natural) and some things are made by humans.

LG: I can observe features within my environment.

SC: I can recognise and describe natural and human features

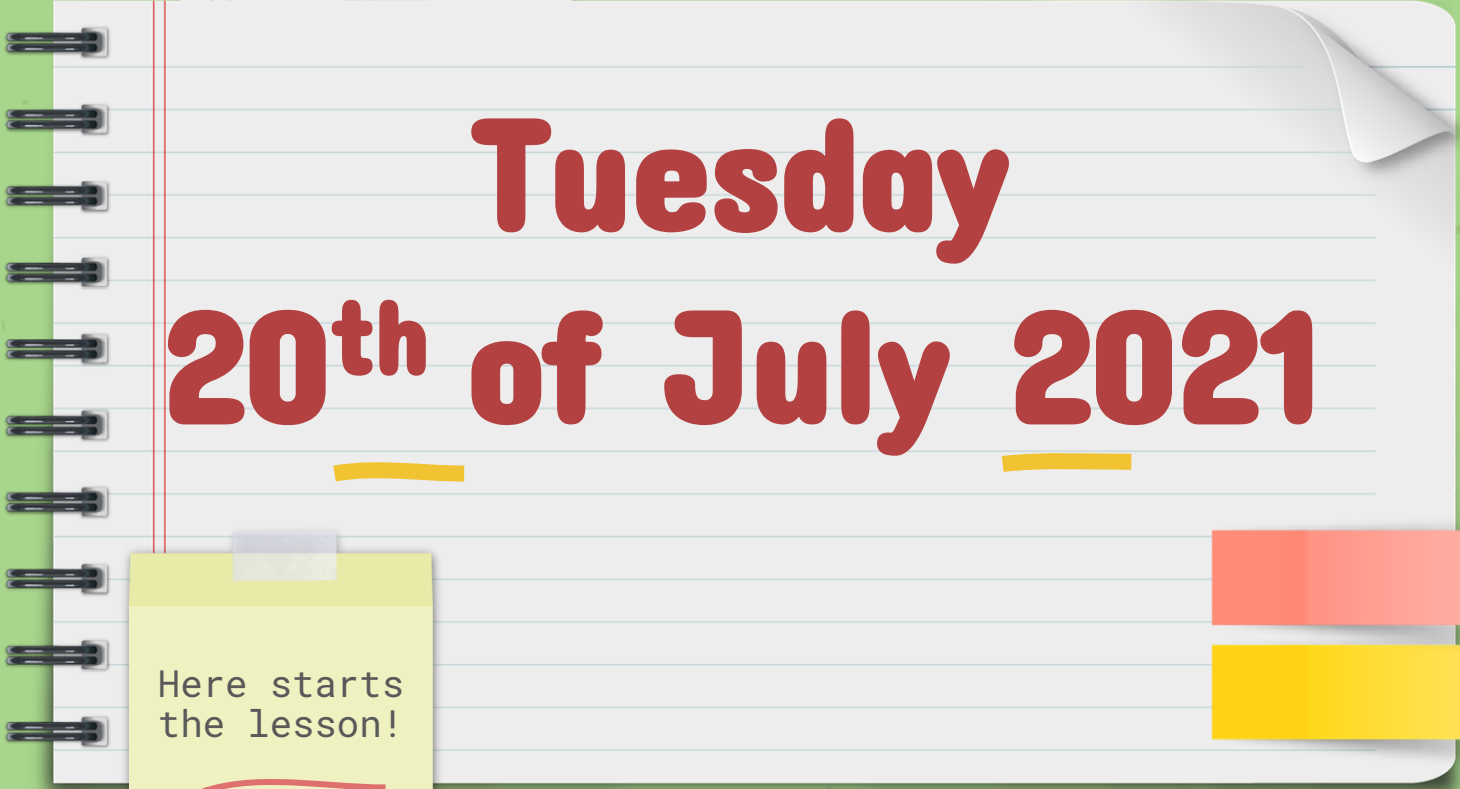


Study this image and write 3 things that are natural and 3 things that are made by humans in your workbook.



Search your home address and see if you can find natural and human features in your neighbourhood.

<https://earth.google.com>



**Tuesday**  
**20<sup>th</sup> of July 2021**

The image shows a spiral-bound notebook with a white cover and a green background. The notebook is open to a page with horizontal lines. The text "Tuesday" and "20<sup>th</sup> of July 2021" is written in a bold, red, sans-serif font. The "20<sup>th</sup>" has a yellow underline, and "2021" has a yellow underline. There are two yellow horizontal bars below the underlines. The notebook has a silver spiral binding on the left side. There are several small, torn pieces of paper and sticky notes scattered around the notebook. One yellow sticky note is at the top, and another is at the bottom left. There are also two rectangular blocks of color, one orange and one yellow, on the right side of the notebook page.

Here starts  
the lesson!

# Table of Contents!



## Morning session

Reading, English &  
writing, Grammar

## Middle session

Math



## Afternoon session

Science

## Fun Fact

A prawn's heart is in  
its head.

## Reading - My favourite season

We enjoy reading when we understand the story elements. Story elements are;

**Characters**-the people or creatures that the story is about

**Setting**-where the story takes place

**Problem**-what went wrong in the story

**Solution**-how the problem got fixed

### Activity

1. Read the text carefully.
2. Answer the comprehension questions on the worksheet.

## My Favourite Season

Summer is the **best** season. I **love** blue, sunny skies. I **love** running barefoot on soft sand. I **love** long holidays that seem to go on forever. There are many reasons to love summer.

There are so many **great** things to do in summer. You can play outside on long, sunny days and stay up later. When I think of summer, I think of swimming and splashing in the waves. I think of camping out and staring at the stars on warm nights.

Just think of the **wonderful** sounds, tastes and smells of summer. Close your eyes and imagine the cicadas buzzing in the trees. Don't you just **love** the smell of fresh rain after an afternoon storm on a very hot day? Just thinking about ice cream cones and juicy mangoes and watermelons makes me hungry!

Everyone seems happier in the summer. You **must** agree that summer is the **best** time of the year.

LG: I can enjoy and understand the texts I read  
SC: I can identify the characters, problem and solution of narratives



5. The purpose of the text is

Shade the correct answer.

to tell us that winter is too cold.

to tell us why summer is the best season.

to tell us to go to the beach.

6. What are some things that you like to do in summer?

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7. Draw a picture of a summer day.





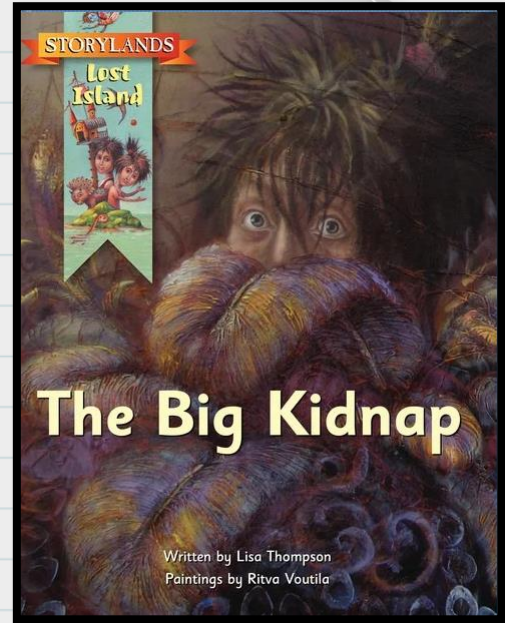
## Reading Eggs

Sign into Reading Eggs.

Read the assigned book The Big Kidnap.

Answer the following questions (next page) in your workbook.

Write only the number and answer.



# Narratives

Read *The Big Kidnap*.  
Summarise what happened.

Title:



In the beginning:

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---

The problem was:

---

---

The resolution was:

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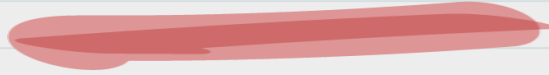
In the end:

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# Brain Break



Have a break and do some  
dancing to The Funky  
Monkey Dance

<https://www.youtube.com/watch?v=EoGcLb0E0dc>

# Grammar - adjectives

Adjectives are words that describe nouns (person, place or thing).

Adjectives make sentences more interesting and allow the reader to see what the author wants them to see in their mind.

My **tiny** dog has **blue** eyes and **fluffy** skin.

Look around your house and find your favourite object or pet.

Write 5 adjectives to describe your object or pet. Use your workbook.

LG: I can write complete sentences

- SC:
- I can describe what an adjective is
  - I can use an adjective correctly in a sentence



**Take a break! Eat some fresh fruit  
or vegetables. Don't forget to take  
a sip of refreshing water!**

Which planet in  
our solar  
system is made  
entirely out of  
gas?

?

# Math - Chance

Number of the Day: 62

1. Write it words
2. Add 1
3. Take away 1
4. Plus 10
5. Minus 10
6. Odd or even
7. Draw it in Base Ten Blocks



hundreds



tens



ones

## Info:

**Chance** is the possibility of an event happening.

Words such as these are used;

**Likely**-we are pretty sure  
This will happen

**Unlikely**-we are almost certain  
this event will not happen

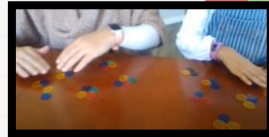
**Impossible**-we know the event  
definitely will not happen

**Equal** chance-we know there is an  
equal chance of the event  
happening

Watch Mrs Tredoux teach you about  
making even groups

<https://www.youtube.com/watch?v=SAK4yaNC-i4>

LG: Describe the possible outcomes of everyday activities  
SC: I can use words such as 'likely' and 'impossible' to describe the possibility of events happening



# Activity

Watch this video on probability

<https://www.youtube.com/watch?v=7XuNVV1D98g>

Complete the worksheet 'What's the Chances?' where you predict the chances of an event happening and explaining why.

## What's the Chance?

What is the chance of these events occurring? Explain if the event will happen, might happen or won't happen.



I will fly to school in a space ship.

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It will snow at school today.

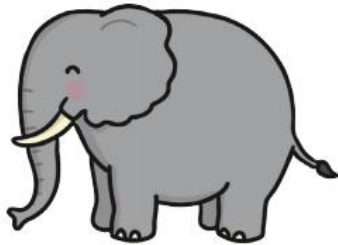
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## Word Problem

2. A herd of 11 elephants joins up with another herd of 5.  
How many elephants are there now?



## Working Out

Read the word problem carefully to decide what operation (+, -, X, ./.) is needed.

Write your working out process and answer in your workbook.

**Take a break! Go outside and  
play a game!**

Almonds  
are a  
member of  
the peach  
family.

# Science - Material World



**Materials** are the substance that make up something.

For example, pencils are made from wood and cans are made from metal.

## Activity 1:

1. Pick three things in your house.
2. Write their names and what materials you think each is made from.

LG: I can experiment with materials to see what happens when they are mixed together

SC: I can describe what happens to materials before and after they are mixed together

## Materials Experiment:

You will need cornflour and water

1. Scoop 1 tablespoon of corn flour and 1 tablespoon of water onto separate cups.
2. Write 1 prediction about what the materials will look, feel and smell like if you mix them together.  
**I predict that...**
4. Mix them together.
5. Write what the mixture looks, feels and smells like now.  
**The mixture looks like...It feels like...The mixture smells like...**
6. Was your prediction correct or incorrect and why? Write about this in your workbook.

7. Take a picture and load it on class Dojo so I can see!





**Wednesday**  
**21st of July 2021**

Here starts  
the lesson!

# Table of Contents!



## Morning session

Reading, English & writing, Spelling

## Middle session

Math



## Afternoon session

Creative Arts-Drama

## Fun Fact

The "sixth sick sheik's sixth sheep's sick" is believed to be the toughest tongue twister in the English language.

# Reading - The Barking Dog

1. Read the text carefully.

2. Answer the comprehension questions on the worksheet.

LG: I can enjoy and understand the texts read  
SC: I can recount the events in a story in their correct order



## Lessons 13-14 The Barking Dog

1. Circle the five (5) adjectives in these sentences.

*He has big, brown eyes and floppy, fluffy ears. Barney is a loyal friend.*

2. What was the problem with Barney?

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3. How does Mr Flack feel about his neighbours?

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4. Why was Mr Flack worried about Barney?

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5. What was Mr Flack's idea?

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---

---

6. Why was Barney excited when he saw Mr Flack holding his lead?

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## The Barking Dog

### Part 1

#### Barney, the dog

Everybody loves Barney. He has big, brown eyes and floppy, fluffy ears. Barney is a loyal friend. He wags his tail and holds out his paw to say hello. Barney is a great family dog.

There is just one problem. When everyone leaves for work and school in the mornings, Barney starts barking. Barney has plenty of shade, water to drink and toys to play with, but he does not like to be alone. Poor Barney!

#### Mr Flack, the neighbour

Mr Flack lives next door to Barney and the family. Mr Flack used to be a teacher and now he is retired. He likes his neighbours very much.

There is just one problem. Barney barks during the day when the family are out. Mr Flack loves dogs, and he worries that Barney is lonely.

Mr Flack thinks he may be able to solve this problem. He has an idea ...



## The Barking Dog

### Part 2

#### Mr Flack's plan

"We love your idea, Mr Flack!" said the family. "We didn't know that Barney was barking so much. We are sorry if he has bothered you. It is very kind of you to help us."

Mr Flack said, "I hope my plan works. Let's start tomorrow."

The next day at 10 o'clock in the morning, Mr Flack opened his neighbour's gate. When Barney saw his lead in Mr Flack's hand, he wagged his tail and leapt with excitement.

*Later that day ...*

"We had a great time," Mr Flack told the family when they came home. "Barney ran around the dog park and made some new friends. Tomorrow, we plan to walk to the creek."

"Thank you so much, Mr Flack," said the family. "We are very happy that Barney won't be lonely anymore."

"This is a good way for me to keep fit, too," said Mr Flack. "We are all winners!"





## Reading Eggs

Sign into Reading Eggs.

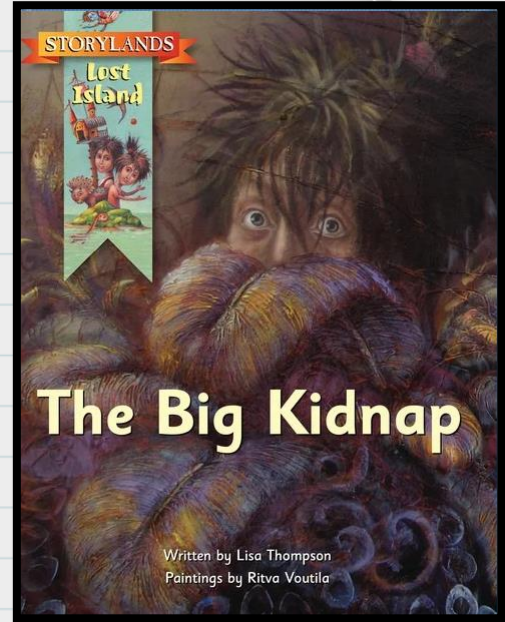
Read the assigned book The Big Kidnap.

Answer the following questions (next page) in your workbook.

Write only the number and the sentence.

For example,

1. Pebble would not go to bed.







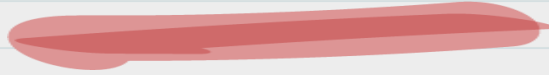
# Beginnings and endings

Match the beginning and ending of each sentence.

p2 Pebble would not	deep into the jungle.
p8 Rex tried to get Pebble to go to bed	a plan.
p8 Pebble ran	“Let me go! Let me go!”
p8 Everybody could hear her but	to the top of a hill.
p10 Together the came up with	go to bed.
p12 They caught Pebble	lots of wonderful dreams.
p12 Pebble screeched,	nobody could find her.
p14 The dinosaurs carried her	singing sleepy songs.
p18 Tickles took Pebble to	or else!
p18 Tickles left her on	in a big net.
p20 Leo sat in a tree	a soft bed of feathers.
p22 That night, everyone had	the other side of the island.



# Brain Break



Have a break and do some  
dancing to *The Floor is  
Lava* Dance

<https://www.youtube.com/watch?v=OLRYxEV7bsI>

## Spelling - adding 'ing' to verbs that end with a bossy 'e'

Sometimes there is a spelling rule we need to know to help us spell.

When we add the suffix 'ing' to a bossy 'e' word, we drop the 'e' before adding 'ing'.

bake + ing = baking

Activity:

Complete the spelling worksheet.

Write the number and answer or sentence only.

LG: I can use common spelling rules to spell familiar words  
SC: I can add 'ing' correctly to verbs ending in a bossy 'e'

**Instructions:** Add 'ing' to the word in the brackets and write it on the line. Think about whether you need to just add 'ing' to the verb or whether you need to drop the 'e' before you add 'ing'. Write your **own** sentence with the 'ing' verb on the line below.

**Remember:**

- ▶ We add 'ing' to verbs to show that someone is in the middle of doing something.
- ▶ For 'bossy e' words, we drop the 'e' and add 'ing' (e.g., smile + ing = smiling).

1. My mum is \_\_\_\_\_ me with my homework. (*help*)



2. I am \_\_\_\_\_ a card for my friend's birthday. (*make*)



3. My brother is \_\_\_\_\_ his bike to the park. (*ride*)



4. They are \_\_\_\_\_ to the beach. (*drive*)



5. I am \_\_\_\_\_ for the book on the top shelf. (*reach*)



6. We are \_\_\_\_\_ and catching the ball. (*throw*)



7. She is \_\_\_\_\_ to get a prize. (*hope*)



8. I am \_\_\_\_\_ my work into my book. (*paste*)



**Take a break! Eat some fresh fruit  
or vegetables. Don't forget to take  
a sip of refreshing water!**

How many  
legs does a  
spider have?

?

# Math - Chance

Number of the Day: 365

1. Write it words
2. Add 1
3. Take away 1
4. Plus 10
5. Minus 10
6. Odd or even
7. Draw it in Base Ten Blocks



hundreds



tens



ones

## Information:

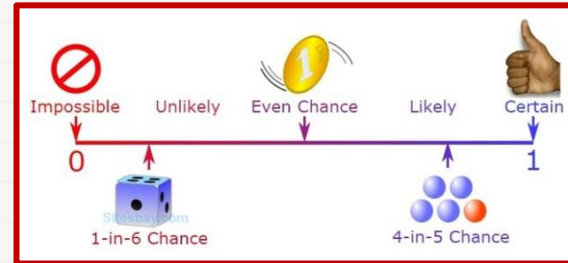
More words that help us describe the chance of an event happening is;

certain: will definitely Happen

uncertain: we're not sure it will happen

We use these words to describe whether a situation or event is definitely (certain) or not likely (uncertain) to happen.

LG: Describe the possible outcomes of everyday activities  
SC: I can use words such as 'likely' and 'impossible' to describe the possibility of events happening



# Activity

Watch this video on probability

<https://www.youtube.com/watch?v=7ZEyZJm3sLk>

Probability

Use the chance words to complete this worksheet

## Jelly Bean Chance

Here is a packet of different coloured jelly beans.



1. How many jelly beans are there altogether?  
\_\_\_\_\_

2. How many of each colour jelly bean are there?

Blue = \_\_\_\_\_

Pink = \_\_\_\_\_

Yellow = \_\_\_\_\_

Green = \_\_\_\_\_

Orange = \_\_\_\_\_

3. Which colour jelly bean are you most likely to pull out?  
\_\_\_\_\_

4. Which colour jelly bean are you least likely to pull out?  
\_\_\_\_\_

5. What is the chance of pulling out a black jelly bean?

high chance    low chance    even chance    no chance /impossible

## Word Problem

4. 14 meerkats are foraging for food.  
An eagle flies over and 7 run away.  
How many are left?



## Working Out

Read the word problem carefully to decide what operation (+, -, X, ./.) is needed.

Write your working out process and answer in your workbook.



**Take a break! Go outside and  
play a game!**

Most people  
fall asleep in  
seven  
minutes.

# Creative Arts - Drama



The word **drama** comes from a Greek word which means 'to act'.

LG: I can explore elements of drama in acting

SC: I can experiment with tableaux to create interesting poses and short impromptu drama

**Tableaux** (pronounced like tab-low) is a type of acting where the actor freezes like a statue.

Watch this video

<https://www.youtube.com/watch?v=YfNm1Y1-t5k&t=7s>

to learn about the four different parts you need to know about tableaux.

Try making your own tableaux then take a photo (or draw yourself in your tableaux) then load it onto ClassDojo.

Have fun!





**Thursday**  
**22nd of July 2021**

Here starts  
the lesson!

# Table of Contents!



## Morning session

Reading, Writing and  
Reading Eggs, Grammar

## Middle session

Math



## Afternoon session

Personal Health and  
Development

## Fun Fact

A shark is the only  
known fish that can  
blink with both eyes.

# Reading - The Barking Dog

1. Read the text carefully.

2. Answer the comprehension questions on the worksheet.

Write only the number and answer. Draw the illustration in your workbook.

LG: I can enjoy and understand the texts read  
SC: I can recount the events in a story in their correct order



7. Number the events of Part 2 in order from 1 to 4. We have done the first one for you.

- Mr Flack takes Barney to the dog park.
- 1 Mr Flack tells Barney's family his plan.
- The family thank Mr Flack for helping Barney.
- Mr Flack opens the gate at 10am.

8. Write a paragraph describing Mr Flack's walk to the creek with Barney. What do they see and do?

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9. Draw a picture of Barney and Mr Flack at the creek.

## The Barking Dog

### Part 1

#### Barney, the dog

Everybody loves Barney. He has big, brown eyes and floppy, fluffy ears. Barney is a loyal friend. He wags his tail and holds out his paw to say hello. Barney is a great family dog.

There is just one problem. When everyone leaves for work and school in the mornings, Barney starts barking. Barney has plenty of shade, water to drink and toys to play with, but he does not like to be alone. Poor Barney!

#### Mr Flack, the neighbour

Mr Flack lives next door to Barney and the family. Mr Flack used to be a teacher and now he is retired. He likes his neighbours very much.

There is just one problem. Barney barks during the day when the family are out. Mr Flack loves dogs, and he worries that Barney is lonely.

Mr Flack thinks he may be able to solve this problem. He has an idea ...



## The Barking Dog

### Part 2

#### Mr Flack's plan

"We love your idea, Mr Flack!" said the family. "We didn't know that Barney was barking so much. We are sorry if he has bothered you. It is very kind of you to help us."

Mr Flack said, "I hope my plan works. Let's start tomorrow."

The next day at 10 o'clock in the morning, Mr Flack opened his neighbour's gate. When Barney saw his lead in Mr Flack's hand, he wagged his tail and leapt with excitement.

*Later that day ...*

"We had a great time," Mr Flack told the family when they came home. "Barney ran around the dog park and made some new friends. Tomorrow, we plan to walk to the creek."

"Thank you so much, Mr Flack," said the family. "We are very happy that Barney won't be lonely anymore."

"This is a good way for me to keep fit, too," said Mr Flack. "We are all winners!"





## Reading Eggs

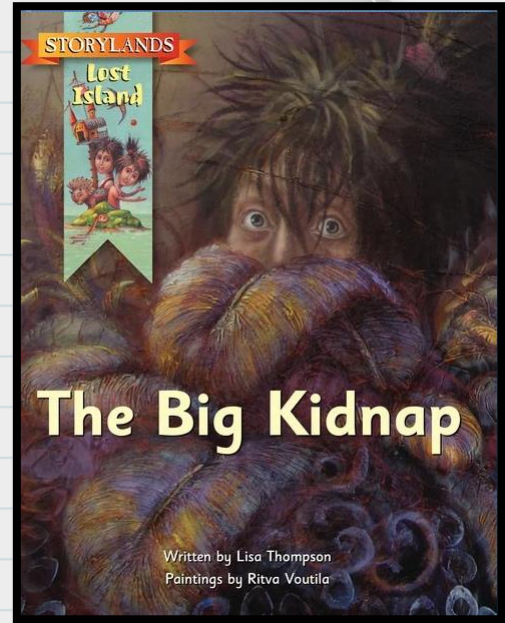
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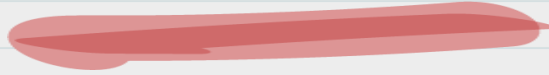
Write only the number and the answer.

1. Why was everyone tired and grumpy?
2. How do you try to get to sleep?
3. What does 'or else!' mean?





# Brain Break



Have a break and do some dancing to *I can move my body like anything* Dance

<https://www.youtube.com/watch?v=oLaJ4jyKBUY>



# Grammar - adjectives

Adjectives are words that describe nouns (person, place or thing).

Adjectives make sentences more interesting and allow the reader to see what the author wants them to see in their mind.

My **tiny** dog has **blue** eyes and **fluffy** skin.

Pick 3 adjectives from the 5 that you wrote on Tuesday.

Write a complete sentence for each word.

You must use 7 or more words for each sentence.



LG: I can write complete sentences  
SC:  
• I can describe what an adjective is  
• I can use an adjective correctly in a sentence

**Take a break! Eat some fresh fruit  
or vegetables. Don't forget to take  
a sip of refreshing water!**

What type of  
fish is  
Nemo?

?

# Math - Chance

Number of the Day: 492

1. Write it words
2. Add 1
3. Take away 1
4. Plus 10
5. Minus 10
6. Odd or even
7. Draw it in Base Ten Blocks



hundreds



tens



ones

## Information:

Words that we use to talk about chance are;

**Certain** will DEFINITELY happen

**Likely** for things that we are pretty sure will happen

**Unlikely** for things we are almost certain will not happen

**Uncertain** we're not sure that it will happen

**Impossible** for events we know definitely WILL NOT happen

**Even chance** when there is an equal probability for an event to take place.

LG: Describe the possible outcomes of everyday activities  
SC: I can use words such as 'likely' and 'impossible' to describe the possibility of events happening

# Activity

Watch this video on chance

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



Complete the Chance worksheet.

Use your chance words to say how likely these statements are to happen.

**Chance**

1. Look at these statements. What words could you use to say how likely they are to happen? Write down as many as you can.

Statements	Likelihood Vocabulary
The principal will come to school tomorrow.	
It will get dark tonight.	
Your classmates will turn into fish.	
Your friend will be a train driver when he's a grown-up.	
If I roll a die, I will get an odd number.	
Humans will travel to Mars in a rocket.	
The supermarket will give away all their electronic games tomorrow.	
When I get home, Mum will tell me we are going to McDonalds for dinner.	

2. Now look at the words you thought of. Can you write them on this line

## Word Problem

5. 13 vultures are sitting in a tree. 5 more fly down to join them.  
How many vultures are in the tree?



## Working Out

Read the word problem carefully to decide what operation (+, -, X, ./.) is needed.

Write your working out process and answer in your workbook.

**Take a break! Go outside and  
play a game!**

The giant  
squid has the  
largest eyes  
in the world.

# PDH - Being me, being you

**LG:** I can describe my strengths and achievements and how these contribute to my personal identity.

**SC:** I can recognise characteristics that make me both similar and different to others



Did you know that there's only one of you in the entire universe?

Yup!

What you are good at and what you do well makes up who you are. Your experiences throughout life help make you the person you are.

There are many things about you that are great and can help you and those around you during life.

Take time to really think about what you are good at.

# PDH - Being me, being you



**LG:** I can describe my strengths and achievements and how these contribute to my personal identity.

**SC:** I can recognise characteristics that make me both similar and different to others

Fill your paper hand with words and pictures that are all about you. Draw or write something you are good at or have the ability to do well.

Some idea could include;

1. reading
2. dancing
3. singing
4. drawing
5. art
6. construction like Lego
7. sport
8. maths
9. cooking
10. looking after a family member
11. playing with your friends and family

Colour in the hand with your favourite colour. Put your name on the wrist.





**Friday**  
**23rd of July 2021**

Here starts  
the lesson!

# Table of Contents!



## Morning session

Reading, writing and  
Reading Eggs,  
Handwriting

## Middle session

Math



## Afternoon session

Creative Arts – Visual  
Arts

## Fun Fact

Tigers have striped  
skin, not just  
striped fur.

# Reading - Pet Day

1. Read the text carefully.
2. Answer the comprehension questions on the worksheet.

Write only the number and answer.

LG: I can enjoy and understand the persuasive texts I read  
SC: I can recognise the reasons given to support an opinion



## Pet Day



Would you like to read to a puppy, sing to a ladybug and count to 100 with a rabbit?

**Of course** you would! That is why we **should** have Pet Day once a year. Let me tell you why I **believe** that bringing our pets to school is a **great** idea.

We **all love** animals, and our pets make us happy. Imagine how much fun we would have on Pet Day.

Our pets teach us many things. On Pet Day, we can learn more about what animals look like, where they sleep, what they eat and how they play.

Pets bring us together. When you speak to others about their pets, you can make new friends.

If you **love** animals, you **must** join me in asking for Pet Day once a year.

If you **love** learning, Pet Day is for you.

If you **love** talking about animals, say YES to Pet Day.



## Lessons 11-12 Pet Day

1. What is the author's opinion?

● Shade the correct answer.

- We should not bring our pets to school.
- We should all have a pet.
- We should have Pet Day once a year.

2. Why does the author start the text with a question?

● Shade the correct answer.

- to check if we know about animals
- to make us think about the topic
- to tell us what to do

3. What word does the author repeat to show strong feelings about Pet Day?

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4. List other words in the text that show the author's strong opinion.

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5. The author tells us that pets teach us many things. What reasons does the author give for this statement?

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# Reading Eggs

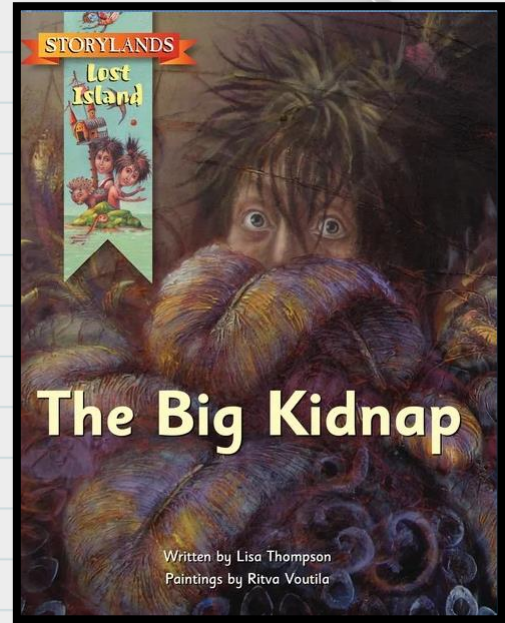
Sign into Reading Eggs.

Read the assigned book The Big Kidnap.

Answer the following questions (next page) in your workbook.

Write only the number and the answer.

1. What would you have done to make Pebble go to bed and stay quiet?
2. Have you ever been annoyed by someone who would not stay quiet at bedtime?
3. What did you do about it?
4. Try and draw the illustration on the last page. Draw a background using gold and brown colours. Try to draw the glow of the moon and bright star.





# Brain Break

Have a break and do some dancing to *You got to get up to get down* Dance

<https://www.youtube.com/watch?v=GMNShIa7jqM>

# Handwriting

Complete the handwriting sheet.

1. Trace the sentence
2. Copy the sentence using the guide
3. Write the sentence on your own.

LG: I can write clearly and on the correct lines

SC:

- I can form my letters correctly
- I can write my letters on the appropriate lines

## NAIDOC Week Year 2 Handwriting Sheets

Trace the sentence, copy the sentence using the guides and then write the sentence on your own.

I enjoy learning about Indigenous peoples and their cultures.

I enjoy learning about Indigenous peoples and their cultures.

I

**Take a break! Eat some fresh fruit  
or vegetables. Don't forget to take  
a sip of refreshing water!**

How many  
days are in  
a year?

?



# Math - Chance

Number of the Day: 421

1. Write it words
2. Add 1
3. Take away 1
4. Plus 10
5. Minus 10
6. Odd or even
7. Draw it in Base Ten Blocks



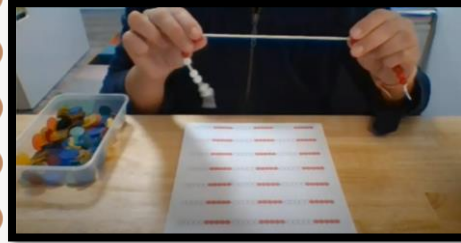
hundreds



tens



ones



LG: Describe the possible outcomes of everyday activities  
SC: I can use words such as 'likely' and 'impossible' to describe the possibility of events happening

Practice counting by 2s with our very own Principal, Mrs Tredoux.

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

See if you can use marbles, small pasta or small cars to count by 2s!

# Activity













Watch this video on chance again

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



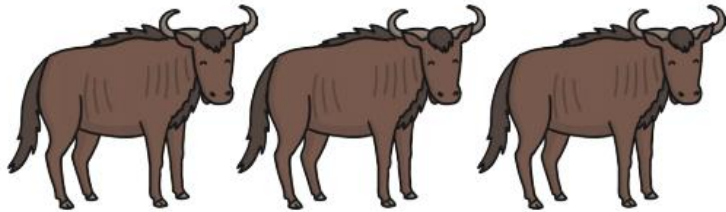
Complete the Chance worksheet.

Cut and paste the pictures into the correct columns (impossible, unlikely, likely and certain)

<p>It will snow tomorrow.</p> 	<p>I will drive a car tonight.</p> 	<p>I will eat something today.</p> 	<p>I will watch TV tonight.</p> 
<p>The supermarket will give away all their lollies tomorrow.</p> 	<p>I won't have a birthday next year.</p> 	<p>I will be famous one day.</p> 	<p>I will see a dragon in the playground this week.</p> 
<p>I will fly with my own wings next week.</p> 	<p>I will go to the Moon one day.</p> 	<p>It will be dark tonight.</p> 	<p>My teacher will turn into a mermaid if they get wet.</p> 

## Word Problem

6. 20 wildebeest are grazing. 12 get scared and run away.  
How many wildebeest are left?



## Working Out

Read the word problem carefully to decide what operation (+, -, X, ./.) is needed.

Write your working out process and answer in your workbook.

**Take a break! Go outside and  
play a game!**

Like  
fingerprints,  
everyone's  
tongue print is  
different.

# Creative Arts - Visual Arts

LG: I can experiment with lines to create drawings of my environment.

SC: I can use different lines and shades of colour to reflect my environment

Watch then follow the instructions to draw an illustration of a landscape.

<https://www.youtube.com/watch?v=1I0jk00njxM&t=3s>

