Monday
16th of August
2021

Term 3
Week 6

Daily Schedule

Time	Activities
Morning Session 9am-10:50am	Reading English & Writing Spelling
Break: 10:50am-11:30am	
Middle Session 11:30am-1:25pm	Math
Break: 1:25am-2:00pm	
Afternoon Session 2:00pm-3:00pm	Geography

Fun Fact

Kangaroos can not walk backwards.

Reading - The Lost Ring

Task:

Read the text and answer the questions on the next page.

If you are a fast finisher, log into Reading Eggs and complete
Fast Phonics.

LG:
I understand and enjoy reading narratives

SC:
- I can identify characters, problems and solutions in imaginative texts.

Lessons 29-30
The Lost Ring

1. Who are the characters in *The Lost Ring*?

2. Why does Scarlett want to take her ring to school?

3. What problem does Scarlett have on her way home?

4. Where did Kitty Cat look for Scarlett's ring?

5. Where did Chloe Cockatoo look for Scarlett's ring?

6. Why wouldn't Kitty Cat let Sammy Snail look for Scarlett's ring?

The Lost Ring

NARRATOR 1	NARRATOR 2	SCARLETT
KITTY CAT	CHLOE COCKATOO	SAMMY SNAIL

NARRATOR 1 It's Scarlett's birthday and she is very excited about her present. It is a beautiful ring with a silver band and a pink heart.

NARRATOR 2 Scarlett wants to take her ring to school, but her mother has told her **not** to do this.

Any questions?

SCARLETT I want to show my new ring to all my friends. I know I shouldn't take it to school, but if I hide it in my pocket, no one will know.

NARRATOR 1 Silly Scarlett! She took her ring to school today to show her friends. Now Scarlett is on her way home from school.

Any questions?

SCARLETT Oh no! Where is my ring? I wish I hadn't taken my precious ring to school. Now I've lost it and it's my own fault.

NARRATOR 2 Poor Scarlett! Perhaps her good friends, Kitty Cat, Chloe Cockatoo and Sammy Snail can help.
Here comes Kitty Cat now ...

Any questions?

KITTY CAT Hello Scarlett. Why are you so sad today?

SCARLETT Oh Kitty Cat! I've lost my new pink heart ring.
I can't find it anywhere.

KITTY CAT Don't worry, Scarlett. Your friends will help you look for it.
I can run very fast and I'm sure I can find your ring.

CHLOE COCKATOO I can fly higher than the trees, so it will be easy for me to spot it.

SAMMY SNAIL Let me help too.

KITTY CAT Sammy, you are too small and slow. You cannot run or fly.
You can stay in the garden and wait for us.

NARRATOR 1 The animal friends looked for Scarlett's ring.
Kitty Cat ran along fences and windowsills, but she didn't see it.
Chloe Cockatoo flew all over town, calling and screeching, but she couldn't find it.

NARRATOR 2 I will give you a clue about lost things. We often find them close to home.

Any questions?

KITTY CAT We are sorry, Scarlett. We looked everywhere, but we couldn't find your ring.

CHLOE COCKATOO Wait! Look at Sammy Snail. What is he carrying?

SCARLETT It's my ring!

CHLOE COCKATOO Where did you find it, Sammy?

SAMMY SNAIL It was lying under a leaf in the garden. I saw it as I crawled along.

KITTY CAT Well done, Sammy. Slow and small has won the day.

SCARLETT Thank you, Sammy. I am so happy to have my ring back.
You have all been very kind to me.

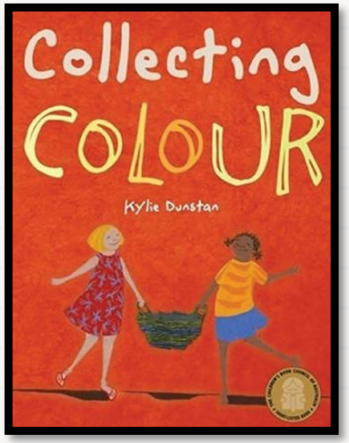
NARRATOR 1 Scarlett is lucky to have good friends to help her.

NARRATOR 2 Scarlett's ring is safe at home again.

Any questions?

English and Writing - Collecting Colour

Task 1:
Have a look at the book cover below and write a prediction about what you think this book might be about.
I think that this book is about…



LG: I can write complete sentences that make sense
SC:
I can use capital letters, full stops and correct spelling

Watch and listen to the story at

https://www.youtube.com/watch?v=17T3L4q9MlQ

Task 2:
1.Who were the main characters?
2.What were they collecting? Why?
3.What did Olive and Rose make?

Task 3:
Draw a picture of your favourite part.

Brain Break

Have a break and move while dancing to Hip Hop Fast.

https://www.youtube.com/watch?v=2008_XXiWFY

Spelling – doubling the final consonant + ing

We are going to learn a new spelling rule this week.

If a base word has a short vowel sound and ends with a consonant, we need to double the consonant before adding 'ing'.

fit + ing = fitting

Task:
Complete the worksheet to practice adding 'ing' correctly

LG: I can use common spelling rules to spell familiar words
SC: I can add 'ing' to base words correctly

Think: Does the word end in a short vowel sound plus one consonant? Then double the final consonant and add 'ing'.

Instructions: Add 'ing' to the words in the brackets to complete the sentences. Read each sentence. Rewrite the sentences in your exercise book.

1. I am _____ a scarf. *(knit)*
2. Jake was _____ his cat. *(hug)*
3. We are _____ like rabbits. *(hop)*
4. Alex was talking and it was _____ me from doing my work. *(stop)*
5. My teacher is _____ a trip to the zoo. *(plan)*

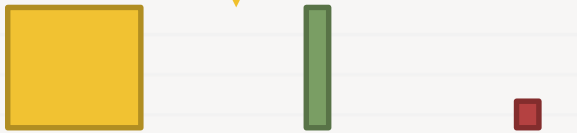
Instructions: Circle the word that is spelled correctly. Write the word on the line. Choose two words and write each word in a sentence in your exercise book.

fighting	fightting	_____
scanning	scaning	_____
scrubing	scrubbing	_____
shredding	shreding	_____
actting	acting	_____

Number of the Day

Number of the Day: 87

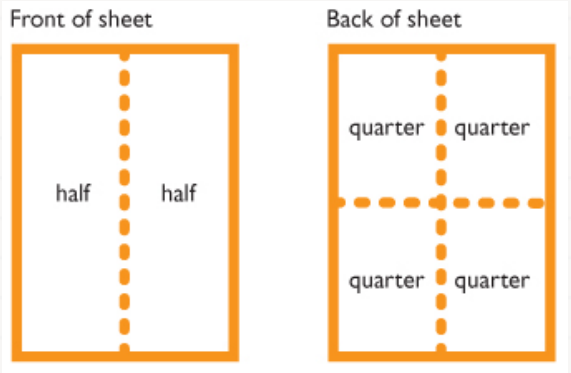
1. Write it words
2. Add 7
3. Take away 8
4. Plus 20
5. Minus 30
6. Odd or even
7. Draw it in Base Ten Blocks



hundreds tens ones

Activity

Using a sheet of A4 paper, fold the sheet in half to show two halves, then label the parts of the halves by name (half) and notation (1/2). Repeat this step with two more sheets of paper to represent quarter (1/4) and eighths (1/8). Look at my example below



For each one, discuss whether the parts are equal, why/why not? How do we know this?

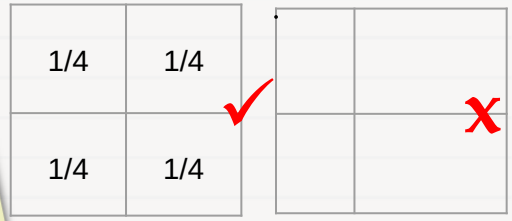
Fractions and Decimals

Watch this video on **Fractions and Decimals** to better understand what a fraction is and the fraction notations (symbols) used to represent a half (1/2), a quarter (1/4) and an eighth (1/8).

https://www.youtube.com/watch?v=KbYFW38XzK8

LG: Recognise and interpret common uses of halves, quarters and eighths of shapes and collections.
SC: I can use concrete materials to model a half, a quarter or an eighth of a whole object.
I can use fraction notations to represent a fraction.

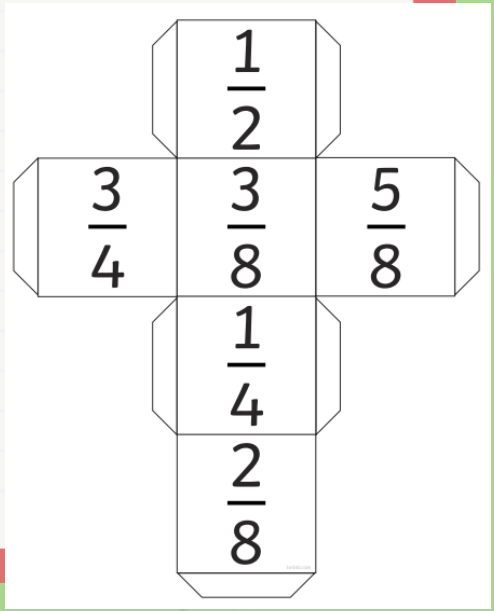
Remember, a fraction is ONE PART of a whole and each part is an EQUAL piece, for example,



Activity

On an sheet of A4 paper, write each one of these fractions, then you flip a card to determine which fraction you will colour in. Continue this until you have coloured all of the fraction representations on the next page. Don't forget to shuffle the cards around!

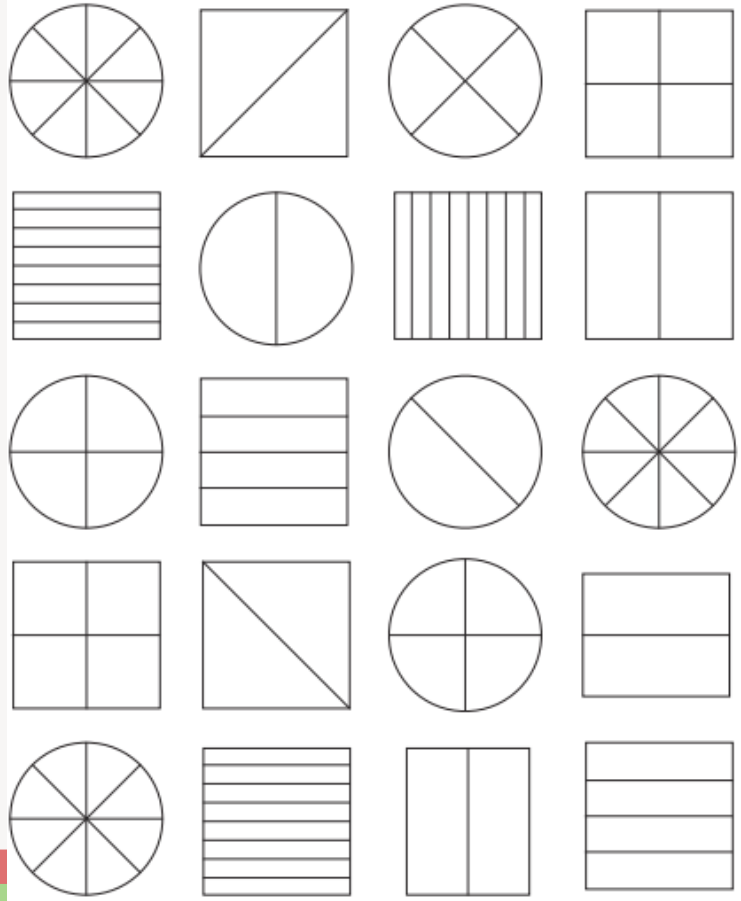
Remember, if you flip 1/8, you need to look for the image with 8 parts (or pieces) and colour ONE part of the 8; if you flip 2/4, find the image with 4 parts and only colour TWO parts.



Roll a Fraction

Roll the dice and colour the fraction.

If playing with 2 players, the first person to get 5 in a row wins!



Word Problem

Has the chocolate been shared fairly? If not, how would you make it fair?

twinkl.co.uk

Geography - Natural and Human Features

This week we are going to look at 'Weather' - this is what the sky and the air outside are like, such as cold and cloudy. The weather includes wind, rain and effects in the sky like rainbows, flashes of lightning, and sunsets.

Your task this week is to observe the weather everyday and record the information into the chart on the following page. Include as much detail as possible.

Remember, you can find the temperature for the day using a 'thermometer' OR weather aps on a electronic device! Post these on ClassDojo on Friday.

LG: investigate the weather and seasons of places

SC: I can record and describe the daily and seasonal weather patterns of a familiar place

	Weather description (For example, sunny/cloudy/windy)	Temperature	Rain
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Tuesday 17th of August 2021

Term 3
Week 6

Daily Schedule

Time	Activities
Morning Session 9am-10:50am	Reading Eggs English & Writing Grammar
Break: 10:50am-11:30am	
Middle Session 11:30am-1:25pm	Math
Break: 1:25am-2:00pm	
Afternoon Session 2:00pm-3:00pm	Science

Fun Fact

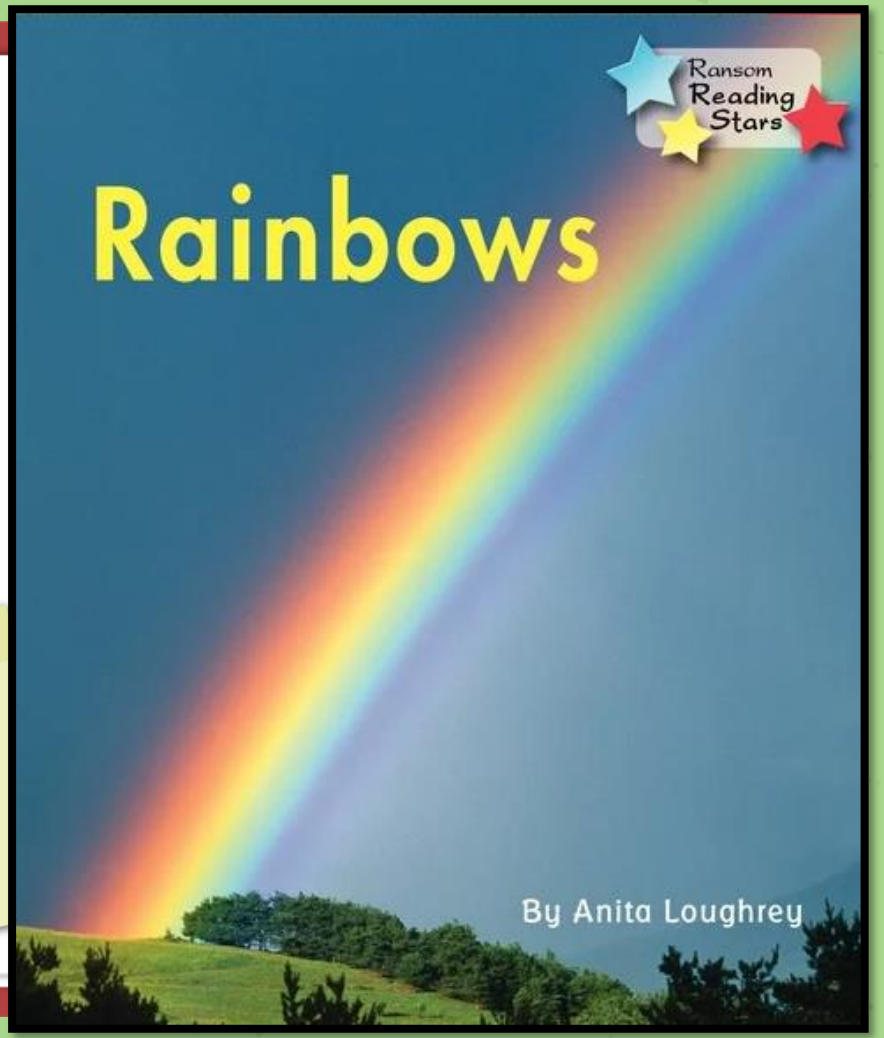
Cats are not able to taste anything that is sweet.

Reading Eggs - Rainbows

Log into Reading Eggs and read the book Rainbows.

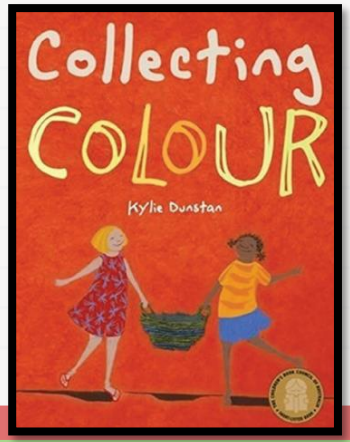
When you are finished take the Quiz. The quiz has 10 questions.

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



English and Writing - Collecting Colour

Task 1:
Have a look at the book cover below and write a prediction about what you think this book might be about.
I think that this book is about…because…



Watch and listen to the story at

https://www.youtube.com/watch?v=-gQuyIhS8Us&t=49s

Interesting words:
'pesky' means annoying or causing trouble

'occasionally' means every now and then, not all the time

'scanning' means looking quickly but carefully over an area to find something or someone in particular

Task 2:

1.Why might a tired mother describe her kids as pesky?

2.Why should we only eat lollies occasionally?

3.Why might a lifesaver scan the water at the beach?

Task 3:

Draw the main characters weaving their baskets.

Don't forget to add the small but important details such as the pandanus trees in background, the pink berries and roots for pink and yellow dye and the river.

Details make a picture so much more interesting to look at!

LG: I can write complete sentences that make sense
SC:
I can use vivid words in my writing to engage my audience

Brain Break

Have a break and do yoga with Hello Sun Fun.

https://www.youtube.com/watch?v=trJ0JlBN8c4

Grammar - Noun groups review

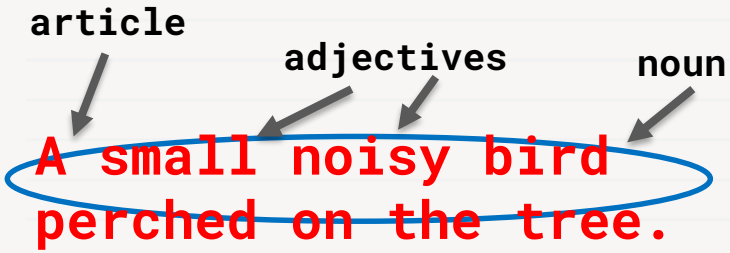
A great writer uses lots of descriptions to help their audience see the story they are telling in their imaginations.

Understanding what a noun group is helps a write create descriptive stories full of imagery (vivid mental pictures).

Watch and read

WHAT ARE NOUN GROUPS?

https://www.youtube.com/watch?v=ZvCWriRT94U



Task 1:
Complete the worksheet to learn about noun groups

LG: I can describe a noun group
SC:
- I can recognise an article, adjective and noun

Noun groups

Instructions:
- Read the sentences. The nouns are underlined. Circle the noun groups. The number of noun groups to find is listed after each sentence. The first two noun groups have been circled for you.

1. Blue whales are huge. *(1)*
2. An eagle soars high in the blue sky. *(2)*
3. The curious children pushed the heavy door. *(2)*
4. Small babies like to sleep with a snuggly blanket. *(2)*
5. The tree was covered in sparkling lights. *(2)*
6. The cunning pirate went looking for the mysterious treasure buried in the sand. *(3)*

Instructions: Look at the picture and write a sentence to describe it, using two noun groups. Circle the noun groups you used. You can include adjectives in your noun groups if you like (e.g., The soft, white polar bears ...; The cheeky baby bear ...).

_____

_____

_____

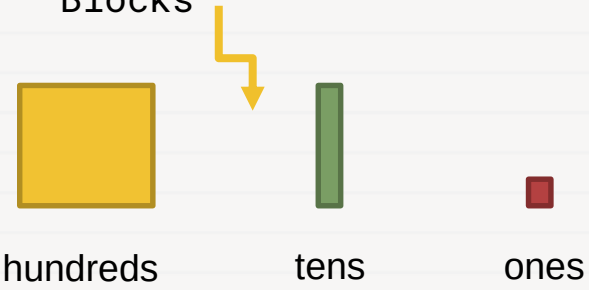
_____

_____

Number of the Day

Number of the Day: 199

1. Write it words
2. Add 8
3. Take away 5
4. Plus 30
5. Minus 50
6. Odd or even
7. Draw it in Base Ten Blocks



Activity

Using an A4 sheet of paper, cut out circles to represent cupcakes or cookies. Then use these to workout how you would solve these questions:

If we wanted to share 4 (or 6) cupcakes between 2 people, how could we do it? Use the paper circles to model the strategies you would follow.

If we wanted to share 3 (or 5) cupcakes between 2 people, how could we do it? Use the paper circles to model the strategies you would follow.

Remember to take pictures of your work and upload them to ClassDojo for me to see!

Fractions and Decimals

Today we are learning that fractions are smaller parts that make up a whole, or 1. Watch this video to better understand this idea.

youtube.com/watch?v=362JVVvgYPE

Remember, if you cut a pizza in half, it does not mean you have 2 whole pizzas, it means you have two PARTS of a whole.

The more parts you cut, the smaller the parts will be because you are sharing with more people. Therefore, 1/8 is SMALLER than 1/4 because there are 8 people eating the pizza.

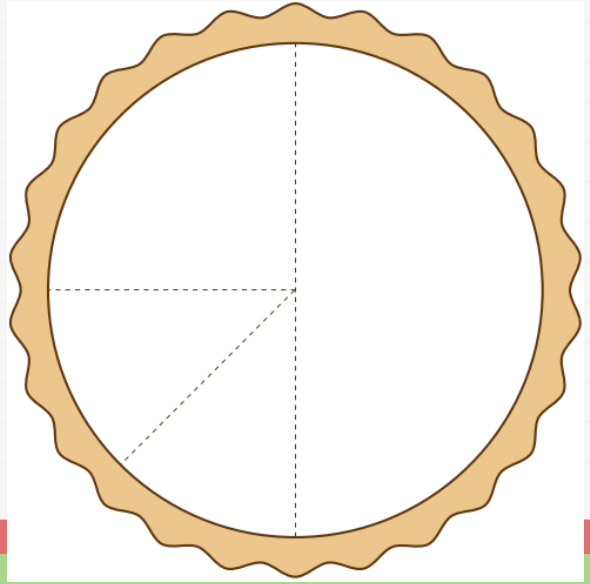
LG: Recognise that fractions refer to equal parts of a whole

SC: I can recognise when objects and shapes have been shared into halves, quarters or eighths.
I can represent halves, quarters and eighths as part of a whole.

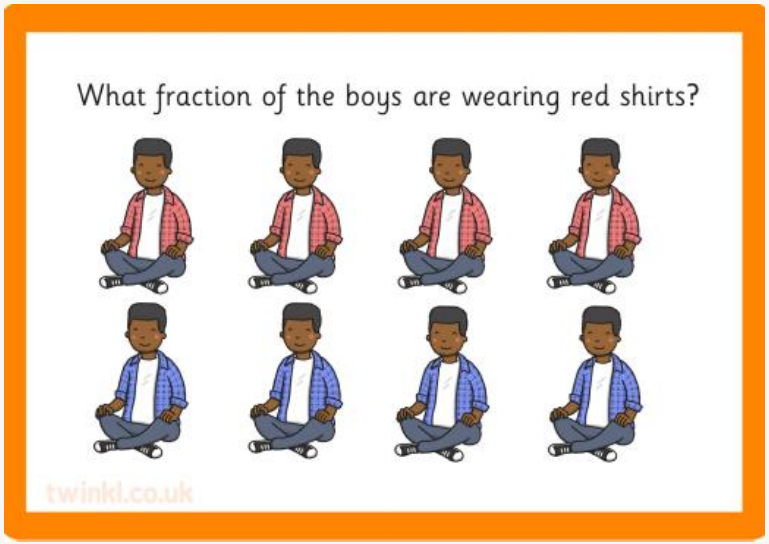
Fruit Pie Fractions

Use different colours to **draw** the following pie fillings – use the dotted lines to help you

- yellow custard to the whole pie
- blue blueberries to 1/2 of the pie
- green apple to 1/4 of the pie
- red cherries to 1/8 of the pie
- orange peach to 1/8 of the pie.



Word Problem



Working Out

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

Write your working out process and answer in your workbook.

Science - Material World
Face Masks

When designing an object, scientists often do tests to find the best materials to use that would suit the purpose of the object.

Watch the video to see how scientists did the tests to find the best material for face masks.

https://www.youtube.com/watch?v=DNeYfUTA11s

BEFORE viewing the video, answer these questions:

1. Which do you think will be most effective no mask, cloth (1 layer), cloth (2 layers) or surgical mask? Why?
2. I wonder…

AFTER watching, answer these questions:

1. Was your prediction correct? If not, which mask was the most effective?
2. What did you see happen?
3. How do you feel about the Importance of masks now that you have watched the test?

LG: Understand that different materials can be combined for a particular purpose
SC: I can evaluate a product by assessing its materials for a purpose
I can assess if a product meets its purpose

Wednesday 18th of August 2021

Term 3
Week 6

Daily Schedule

Time	Activities
Morning Session 9am-10:50am	Reading English & Writing Spelling
Break: 10:50am-11:30am	
Middle Session 11:30am-1:25pm	Math
Break: 1:25am-2:00pm	
Afternoon Session 2:00pm-3:00pm	Creative Art - Drama

Fun Fact

Sea Lions have rhythm. They are the only animal able to clap to a beat.

Reading - The Lost Ring

Task 1:

Read the text and answer the questions on the next page.

If you are a fast finisher, log into Reading Eggs and complete
Fast Phonics.

LG:
I can visualise the stories I read
SC
I can see pictures or a movie in my head when I am reading

7. How did Sammy Snail solve the problem?

_____

_____

8. Draw the six characters in the story.

Narrator 1	Narrator 2
Scarlett	Kitty Cat
Chloe Cockatoo	Sammy Snail

The Lost Ring

NARRATOR 1	NARRATOR 2	SCARLETT
KITTY CAT	CHLOE COCKATOO	SAMMY SNAIL

NARRATOR 1 It's Scarlett's birthday and she is very excited about her present. It is a beautiful ring with a silver band and a pink heart.

NARRATOR 2 Scarlett wants to take her ring to school, but her mother has told her **not** to do this.

Any questions?

SCARLETT I want to show my new ring to all my friends. I know I shouldn't take it to school, but if I hide it in my pocket, no one will know.

NARRATOR 1 Silly Scarlett! She took her ring to school today to show her friends. Now Scarlett is on her way home from school.

Any questions?

SCARLETT Oh no! Where is my ring? I wish I hadn't taken my precious ring to school. Now I've lost it and it's my own fault.

NARRATOR 2 Poor Scarlett! Perhaps her good friends, Kitty Cat, Chloe Cockatoo and Sammy Snail can help.
Here comes Kitty Cat now ...

Any questions?

KITTY CAT Hello Scarlett. Why are you so sad today?

SCARLETT Oh Kitty Cat! I've lost my new pink heart ring.
I can't find it anywhere.

KITTY CAT Don't worry, Scarlett. Your friends will help you look for it.
I can run very fast and I'm sure I can find your ring.

CHLOE COCKATOO I can fly higher than the trees, so it will be easy for me to spot it.

SAMMY SNAIL Let me help too.

KITTY CAT Sammy, you are too small and slow. You cannot run or fly.
You can stay in the garden and wait for us.

NARRATOR 1 The animal friends looked for Scarlett's ring.
Kitty Cat ran along fences and windowsills, but she didn't see it.
Chloe Cockatoo flew all over town, calling and screeching, but she couldn't find it.

NARRATOR 2 I will give you a clue about lost things. We often find them close to home.

Any questions?

KITTY CAT We are sorry, Scarlett. We looked everywhere, but we couldn't find your ring.

CHLOE COCKATOO Wait! Look at Sammy Snail. What is he carrying?

SCARLETT It's my ring!

CHLOE COCKATOO Where did you find it, Sammy?

SAMMY SNAIL It was lying under a leaf in the garden. I saw it as I crawled along.

KITTY CAT Well done, Sammy. Slow and small has won the day.

SCARLETT Thank you, Sammy. I am so happy to have my ring back.
You have all been very kind to me.

NARRATOR 1 Scarlett is lucky to have good friends to help her.

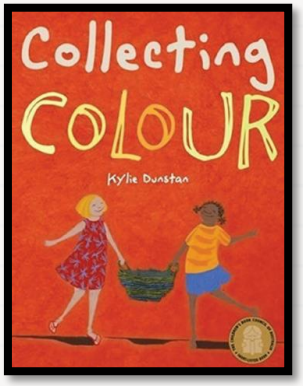
NARRATOR 2 Scarlett's ring is safe at home again.

Any questions?

English and Writing - Collecting Colour

Watch and listen to the story at

https://www.youtube.com/watch?v=17T3L4q9MlQ



Task 1:

Summarise by using the ladder template to fill in six major events in the story.

LG: I can write complete sentences that make sense

SC:
I can use capital letters, full stops and correct spelling

6.What do Rose and Olive do for three days? Finish

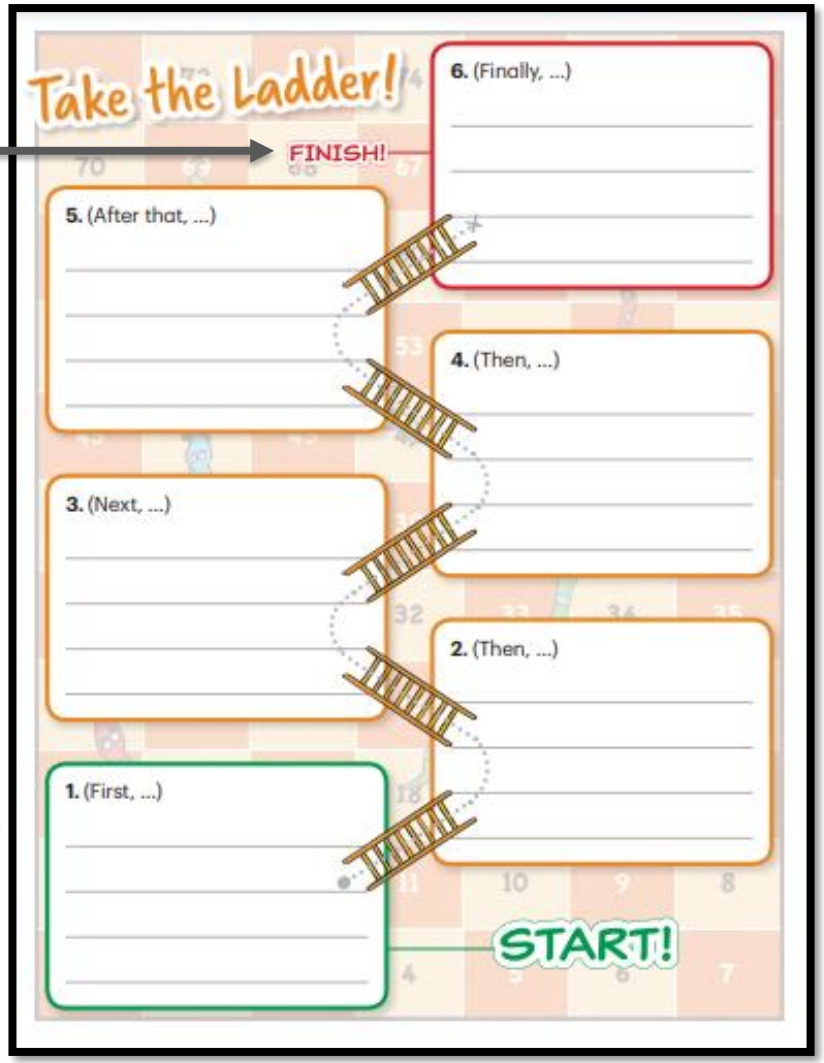
5.What happens at night?

4.What do they do with the plants when they get home?

3.What do they do at midday?

2.When they have found leaves and bark, what do they do next?

1.What do Rose and Olive do first when they go out with Rose's mum? Start



Brain Break

Have a break and have a go with dancing and making music with Body Percussion.

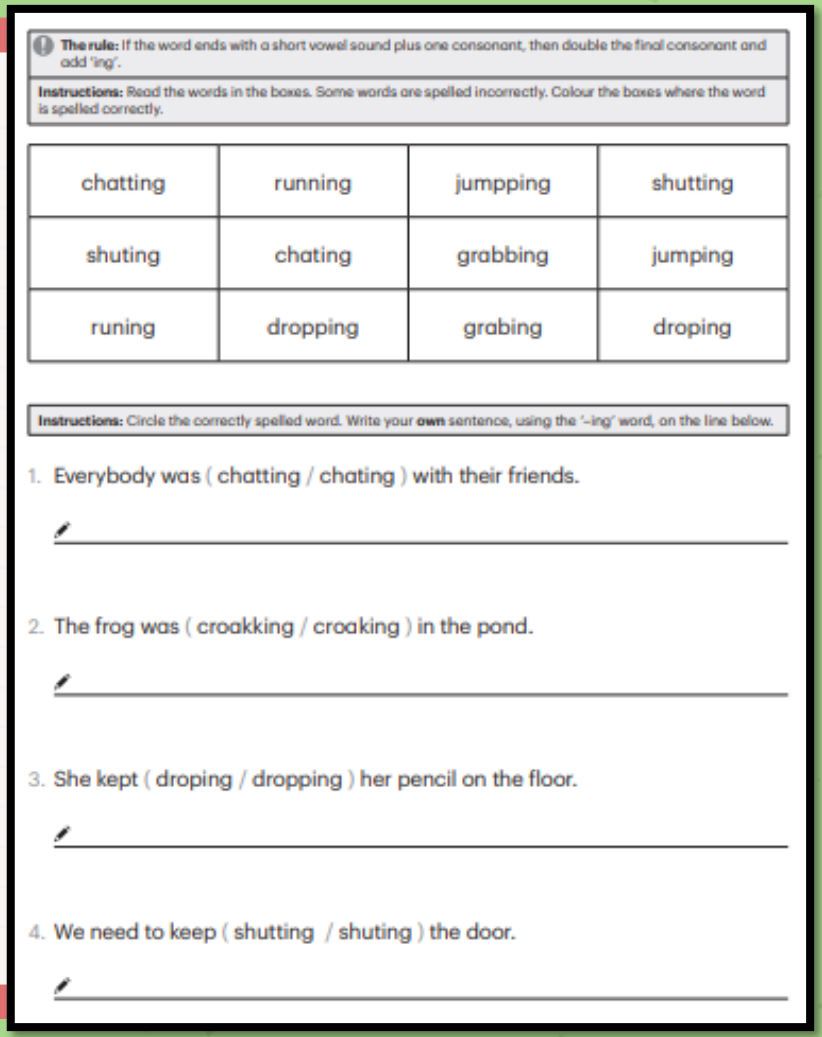
https://www.youtube.com/watch?v=sW2DY10pgrI

Spelling - doubling the final consonant + ing

When adding ‘ing’ to the end of a word that has a short vowel before a consonant, you have to double the consonant.

LG: I can use common spelling rules to spell familiar words
SC: I double the last consonant before adding ‘ing when appropriate

Task:
Complete the worksheet to practice when to correctly double a consonant before adding ‘ing’.



The rule: If the word ends with a short vowel sound plus one consonant, then double the final consonant and add ‘ing’.

Instructions: Read the words in the boxes. Some words are spelled incorrectly. Colour the boxes where the word is spelled correctly.

chatting	running	jumpping	shutting
shuting	chating	grabbing	jumping
runing	dropping	grabing	droping

Instructions: Circle the correctly spelled word. Write your **own** sentence, using the ‘-ing’ word, on the line below.

1. Everybody was (chatting / chating) with their friends.

2. The frog was (croakking / croaking) in the pond.

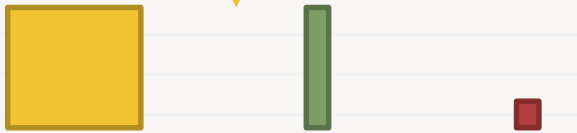
3. She kept (droping / dropping) her pencil on the floor.

4. We need to keep (shutting / shuting) the door.

Number of the Day

Number of the Day: 235

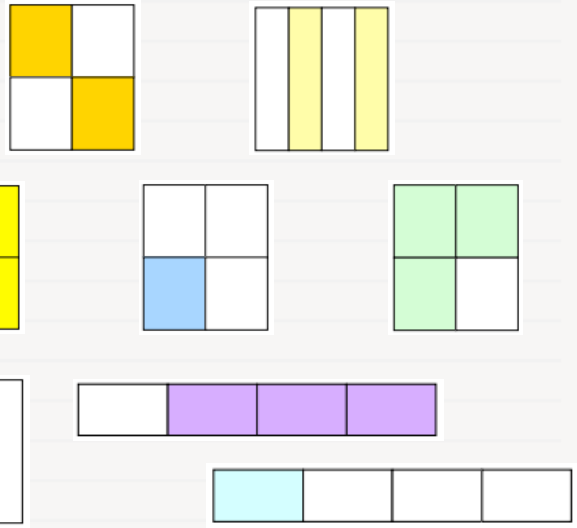
1. Write it words
2. Add 9
3. Take away 8
4. Plus 15
5. Minus 40
6. Odd or even
7. Draw it in Base Ten Blocks



hundreds tens ones

Activity

Looking at the shapes below, decide if the shaded part of each shape shows **one half**, **less than one half** or **more than one half.**



Fractions and Decimals

Watch the video below to learn about all the parts of a fraction and how we represent a fraction in a shape.

https://www.youtube.com/watch?v=bEPZD24LmZY

Remember, the number on the bottom is how many parts altogether, while the number on top is how many you have (or are coloured in).

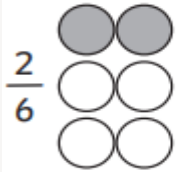
$$\frac{3}{5}$$ ← numerator ← denominator

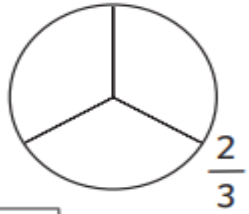
LG: Record equal parts of whole objects and shapes, and the relationship of the parts to the whole, using pictures and the fraction notation

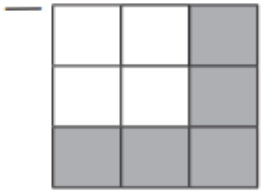
SC: I can show equal parts. I can use fraction notation for 1/2,1/4 and 1/8.

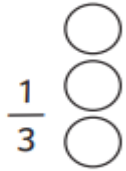
Colour and Label Fractions

Colour and label correctly:
The first has been done for you.









Word Problem

Which of these shapes are ½ green?

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Working Out

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

Write your working out process and answer in your workbook.

Creative Arts - Shadow Puppets

This week we will be making 'shadow puppets'. Watch the video

https://www.youtube.com/watch?v=Kz8wP2RYy64

Then try it yourself!

Remember to make the appropriate sound effects too as this helps the viewer identify what puppet you are creating.

Things you will need:

- White wall
- A lamp or torch (mobile phone torches will work)
- Both hands free – this means you will have to set the lamp/torch up
- An iPad or mobile phone to record your shadow puppets

Don't forget to post your videos on ClassDojo for me to see!

LG: Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice.

SC: I can develop dramatic situations in the drama forms of improvisation, movement, mime and storytelling.

Thursday 19th of August 2021

Term 3
Week 6

Daily Schedule

Time	Activities
Morning Session 9am-10:50am	Reading Eggs English & Writing Tricky Words Grammar
Break: 10:50am-11:30am	
Middle Session 11:30am-1:25pm	Math
Break: 1:25am-2:00pm	
Afternoon Session 2:00pm-3:00pm	Personal Health and Development (PDH)

Fun Fact

Applesauce was the first food eaten in space by astronauts.

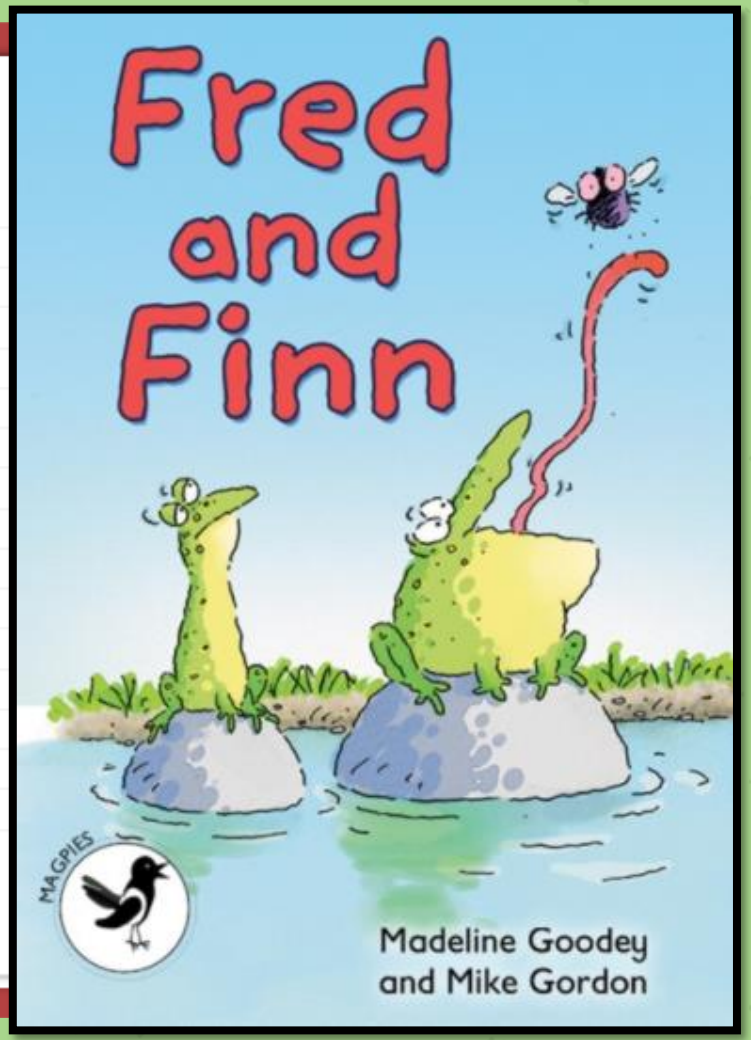
Reading Eggs - Fred and Finn

Log into Reading Eggs and read the book Fred and Finn.

When you are finished take the Quiz. The quiz has 10 questions.

Reading eggs

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



English and Writing - Sebastian's Roller Skates

Task:

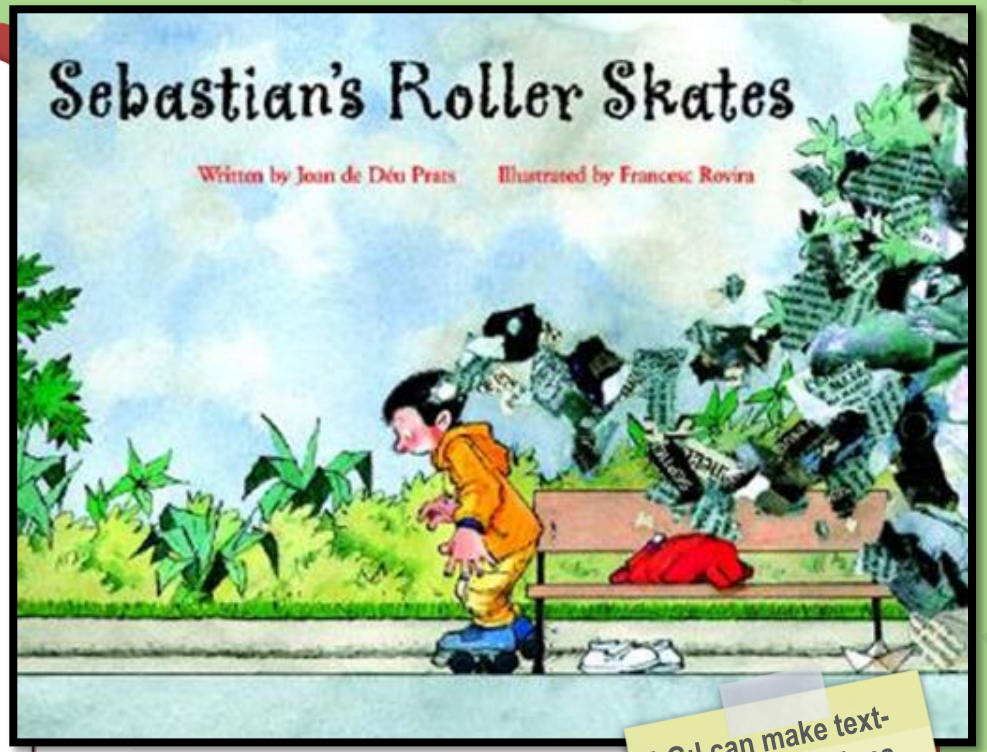
1. What does 'courage' mean?
2. Give an example of someone you know who shows courage?

Watch and listen to ***Sebastian's Roller Skates***.

https://www.youtube.com/watch?v=L2s6NHeV740&t=222s

Task:

Write about the time you learned to ride skates or ride a bike.



LG:I can make text-to-self connections

SC

I can see similarities between characters' experiences and mine

Brain Break

Have a break and do some yoga with Rainbow of Confidence.

https://www.youtube.com/watch?v=CYQJdn8gapw

Tricky Words

LG: I can spell three common but tricky words

SC:
- I can recognise tricky words in my reading
- I can use tricky words correctly in my writing

The tricky words we are reviewing this week are;

already
their
they

Task 1:
Use letter names to practice spelling each word. Close your eyes and air spell each word three times.

Task 2:
Complete the worksheet to practice your tricky words.

1. Fill in the missing letters.

already	___ ___ready	alr___ ___dy	al___ ___ ___ ___y
their	th___ ___r	___ ___eir	th___ ___ ___
they	___ ___ey	th___y	th___ ___

2. Use each word in your own sentence. Circle the word in the sentence.

already: _____

their: _____

they: _____

3. Read the tricky word at the start of each row. Colour the boxes with the matching tricky word spelled correctly in each row.

already	already	alredy	allready	already	already
their	thir	their	there	their	ther

4. Choose a colour for each tricky word. Circle each tricky word with the colour you have chosen.

already their they

Oscar and Joe are already eight years old. Their birthday was in the holidays. They had a big party and invited all of their friends.

5. Trace and say the letters in each word.

already they their

1. **Fill in the missing letters.**

already	___ ___ready	alr___ ___dy	al___ ___ ___ ___y
their	th___ ___r	___ ___eir	th___ ___ ___
they	___ ___ey	th___y	th___ ___

2. **Use each word in your own sentence. Circle the word in the sentence.**

already: _____

their: _____

they: _____

3. **Read the tricky word at the start of each row. Colour the boxes with the matching tricky word spelled correctly in each row.**

already	already	alredy	allready	already	already
their	thir	their	there	their	ther

4. **Choose a colour for each tricky word. Circle each tricky word with the colour you have chosen.**

already their they

Oscar and Joe are already eight years old. Their birthday was in the holidays. They had a big party and invited all of their friends.

5. **Trace and say the letters in each word.**

already they their

Grammar - Noun groups

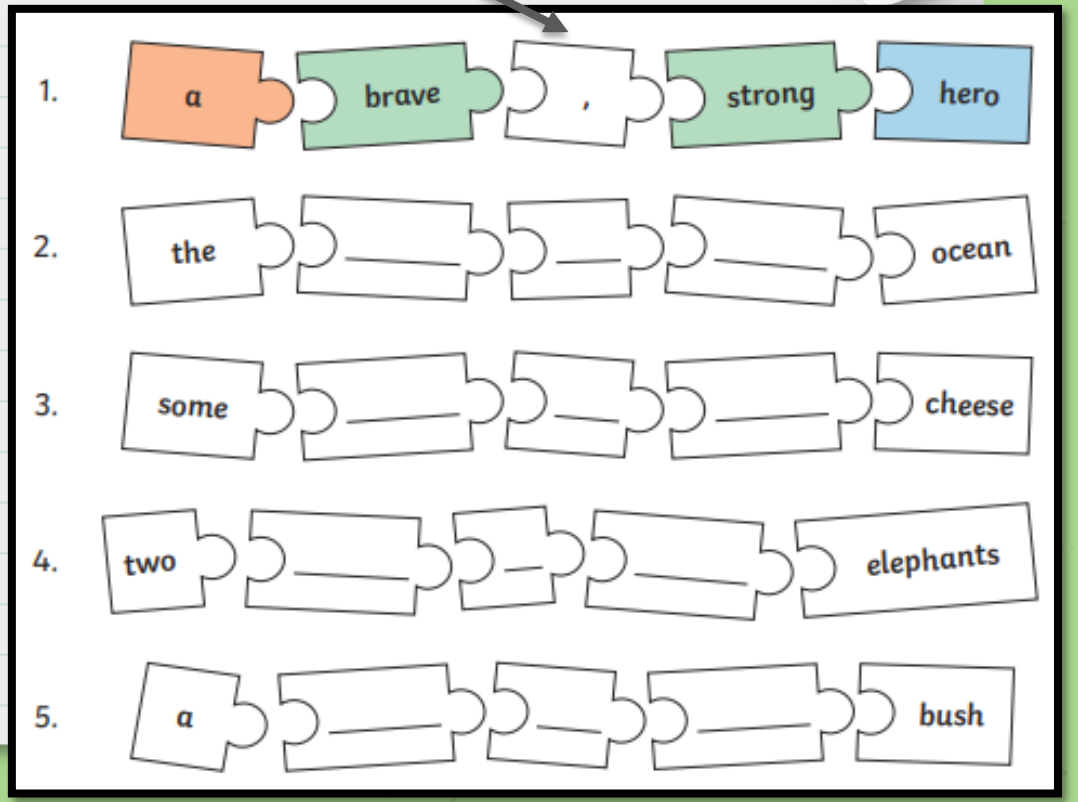
Fill in the missing Jigsaw puzzle pieces with 2 adjectives to describe the nouns. Don't forget that a comma is needed between the two adjectives.

Nouns groups give more descriptions about a noun.

LG: I can write complete sentences

SC:

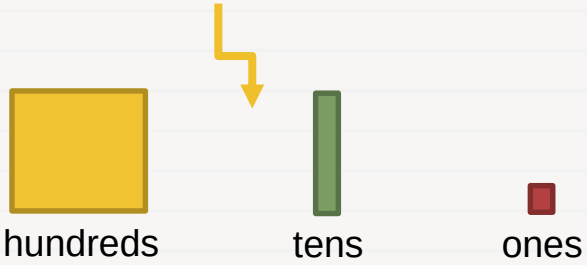
- I can describe what an adjective is
- I can use an adjective correctly in a sentence



Number of the Day

Number of the Day: 359

1. Write it words
2. Add 11
3. Take away 8
4. Plus 40
5. Minus 50
6. Odd or even
7. Draw it in Base Ten Blocks

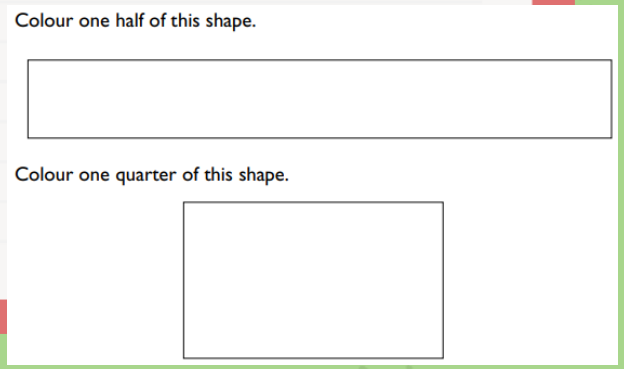


Activity

Using A4 paper, cut out different sized round fruits, such as oranges or apples, into halves, quarters and eighths.

You then select the pieces that are needed to remake the fruit and describe the steps you followed to remake the fruit using the terms ‘halves’ and ‘quarters’.

Then move to completing the task below using a strip of paper and an A4 sheet of paper.



Fractions and Decimals

Watch the video below to learn about how we colour shapes to represent a given fraction.

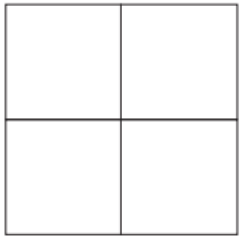
https://www.youtube.com/watch?v=-ILzlD2VZXs

LG: Recognise when a collection has been shared into halves, quarters or eighths

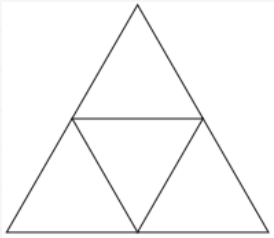
SC: I can represent a given fraction by shading parts of a shape.
I can understand that 1/2, 1/4 and 1/8 are parts of a whole.

Remember, you can choose to divide the shape up into equal parts OR you can colour one part out of the denominator, for example, if I am shading 1/4, I would colour 1 every 4 squares.

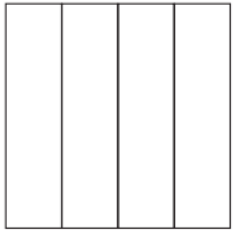
Colour the shapes according to the fractions given.



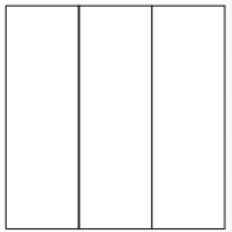
1/2 red
1/2 blue



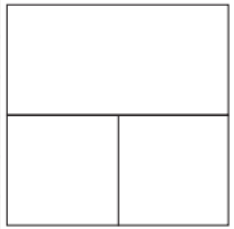
3/4 blue
1/4 Yellow



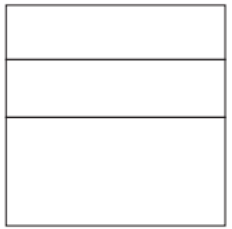
1/4 red
1/4 blue
1/2 green



2/3 blue
1/3 green



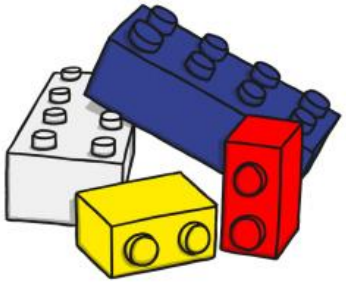
2/3 green
1/3 red



1/4 green
1/4 blue
1/2 red

Word Problem

Frances builds a house out of bricks. She uses 16 bricks. ¼ of the bricks are red. How many red bricks does she use?



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Working Out

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

Write your working out process and answer in your workbook.

PDH - Acrostic Poem

Image a world where we were all the same, sounds boring, doesn't it? To celebrate our differences, we are going to write an acrostic poem to highlight all the wonderful things about OURSELVES!

Watch the video on how to write an acrostic poem

https://www.youtube.com/watch?v=plsv1nc66DM

LG: Describe their own and others' strengths and achievements and identify how these contribute to personal identity

SC: I can recognise characteristics that make me both similar and different to others. I can identify personal features that shape my identity

Remember, each sentence must tell the reader something YOU!

Also, the first word of each line MUST begin with the letter that spells your name, look at my example on the next page.

Teachers educating students for over 40 years

Resilient when faced with challenges

Eager to learn and grow!

Great teachers and wonderful students

Endeavor is the moto we follow

Attending school every day ready to learn

Respectful, safe, learners at Tregear PS!

Friday
20th of August
2021

Term 3
Week 6

Daily Schedule

Time	Activities
Morning Session 9am-10:50am	Reading Eggs English & Writing Handwriting
Break: 10:50am-11:30am	
Middle Session 11:30am-1:25pm	Math
Break: 1:25am-2:00pm	
Afternoon Session 2:00pm-3:00pm	Creative Arts - Visual Arts

Fun Fact

Snails take the longest naps with some lasting as long as three years.

Reading - Party on the Ice

Task:

Read the text and answer the questions on the next page.

If you are a fast finisher, log into Reading Eggs and complete
Fast Phonics.

LG:
I understand and enjoy reading narratives

SC:
- I can identify characters, problems and solutions in imaginative texts.

PARTY ON THE ICE

Archer was invited to Jack's ice-skating party. The party started at 2 o'clock on Saturday afternoon. Archer wore thick socks and a warm jumper, even though it was hot outside.

Most of the children had been ice-skating before and skated into the middle of the rink. Soon, they were gliding and turning in wide circles. Archer suddenly felt very nervous about trying something he had never done before. He was afraid of falling on the ice.

Jack's dad helped Archer to get started. He showed him how to put on his skates and how to move on the ice. Archer took a few wobbly steps onto the ice rink. It was hard to keep his balance, so he clung to the side rail to stop himself from falling.

Slowly, Archer moved away from the edge of the rink and smiled as he skated by himself. Even falling over was fun. Now Archer wants to have his own ice-skating party.

Lesson 38

Inferring: Party on the Ice

Finding details

1. **Who** is the main character in the story? _____
2. **Who** is having the party? _____
3. **When** did Archer go to the party? _____
4. **Who** helped Archer put on his skates? _____
5. **How** did Archer stop himself from falling over?

   _____

Sequence

6. Number these events in order from 1 to 3

   ☐ Jack's dad helped Archer

   ☐ Archer skated by himself

   ☐ Archer was invited to Jack's party

Inferring

Archer took a few **wobbly** steps onto the ice. It was hard to keep his balance, so he **clung** to the side rail to stop himself from falling.

7. What does **wobbly** mean?

   ○ moving from side to side ○ loud and hard ○ jumping

8. What does **clung** mean?

   ○ fell ○ pushed ○ held on tightly

English and Writing - A Bad Case of Stripes

Watch and listen to this story at

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

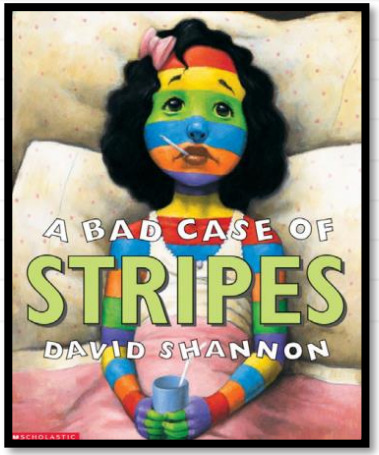
Task 1:

If you had a bad case of something, what would it be? A bad case of pizza? A bad case of bananas, fish or polka dots? Draw a picture of this and send a picture of it to ClassDojo.

Task 2:

Camilla's classmates called her names and made fun of her. Write a persuasive paragraph to convince the class not to tease Camilla.

***Don't forget to use reasons to support your opinion.



LG:I can make text-to-self connections SC

I can see similarities between characters' experiences and mine

Brain Break

Have a break and do some dancing to Skip-a-Dee-Doo Dance

https://www.youtube.com/watch?v=CbzP4LEh3Es

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

Kindness Handwriting Sentences Year 2

I can show kindness when I use polite manners.

Trace, write the sentence using the guide, then write the sentence on your own.

I can show kindness when I use polite manners.

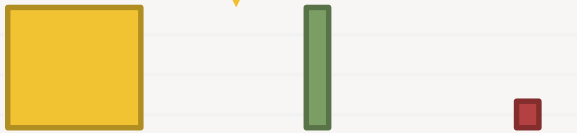
I can show kindness when I use polite manners.

I

Number of the Day

Number of the Day: 436

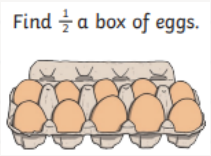
1. Write it words
2. Add 6
3. Take away 7
4. Plus 35
5. Minus 26
6. Odd or even
7. Draw it in Base Ten Blocks

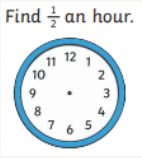


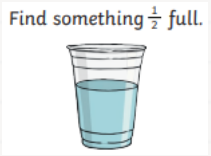
hundreds tens ones

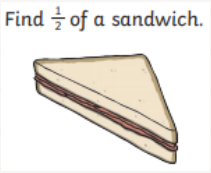
Activity

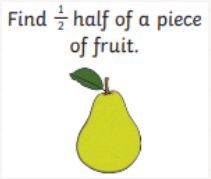
We know that 1/2 is on of 2 equal part that make 1 whole. Your challenge is to find as many halves around the house and either list them, or take a photo of them and upload them to ClassDojo. Some examples could include:

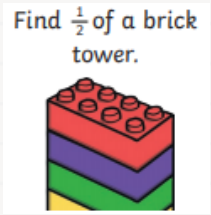


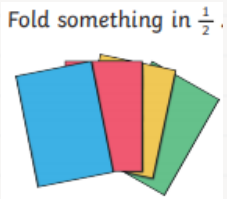


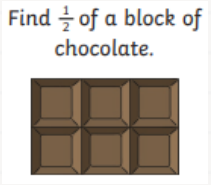












Fractions and Decimals

Watch the video below to learn about how we find fractions using objects. Then move to completing the worksheet on the next page.

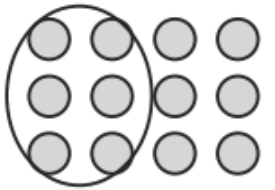
https://www.youtube.com/watch?v=orI0oL9_q9c

Remember, the denominator (the number on the bottom of the fraction) tells us HOW MANY equal groups you need to make. The 'of _' tells us how many circles you draw altogether.

LG: record equal parts of a collection, and the relationship of the parts to the whole, using pictures and the fraction notation

SC: I can recognise when a collection has been shared into halves or quarters. I can describe equal parts of a collection of objects

$\frac{1}{2}$ of 12 = 6



ow it's your turn!

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

$\frac{1}{4}$ of 12 =

$\frac{1}{4}$ of 24 =

$\frac{1}{4}$ of 20 =

$\frac{1}{2}$ of 14 =

$\frac{1}{2}$ of 18 =

$\frac{1}{4}$ of 32 =

$\frac{1}{2}$ of 24 =

Word Problem

A farmer has 12 animals. ¼ of them are goats. How many goats does he have?

twinkl.co.uk

Working Out

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

Write your working out process and answer in your workbook.

Creative Arts

LG: Makes artworks in a particular way about experiences of real and imaginary things.

SC: I can investigate details of objects, places and spaces and other living things.
I can follow directions to create artworks

Visual Arts

To celebrate the end of the 2020 Olympics AND all the medals Australia has won, we will be drawing a gold medal.

https://www.youtube.com/watch?v=X_kxH8ukVCM