

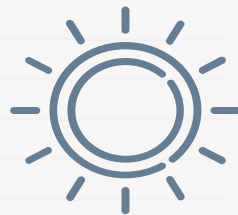
**Monday**  
**30th of August**  
**2021**

Term 3  
Week 8

# 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 - Koalas

1616L2-2

Comprehension Poster 8

## Main Idea

The **main idea** is what the paragraph or text is mostly about.



### How do we find the main idea?

**Hint 1:** Look at the title and pictures

**Hint 2:** Read the first and last sentence

**Hint 3:** Look for repeated words

**Ask yourself:** What is the one main idea that all the details are about?

LG:  
I can recognise the main idea in a text

- SC:
- I can use important clues to identify the main idea in texts

Read the text *Koalas* carefully.

### Task 1:

Write 2 words that are repeated often in the passage.

### Task 2:

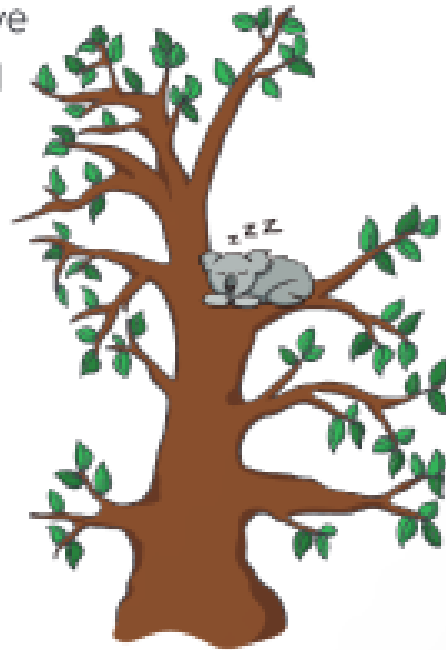
Write 2 smaller details that give more information about the main idea.

### Task 3:

Write a sentence that tells the main idea in the text.

# Koalas

The koala is one of the sleepest animals on the planet. Koalas sleep much more than we do. Koalas live in gum trees and feed on gum leaves. Gum leaves do not give koalas much energy so they need to sleep for most of the day.

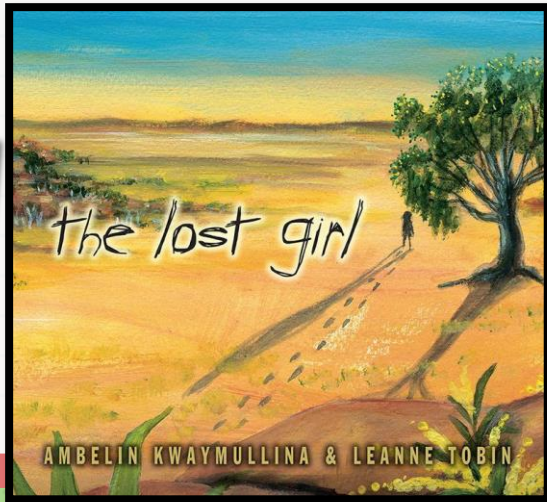


# English and Writing - The Lost Girl

## Task 1:

Look at the book cover below  
and write a prediction.

I predict that this book is  
about...because...



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 Lost Girl* by Ambelin Kwaymullina and Leanne Tobin (Read-Aloud) at

<https://www.youtube.com/watch?v=G6UcLA01epM>

## Task 2:

1. How did the girl get lost?
2. Why did the girl start following the crow?
3. How did the girl's 'mother' help her?

## Task 3:

Draw a picture of the girl eating bush tucker in the bush.



# Brain Break

Have a break and  
exercise with *5 Minute  
Move | Kids Workout 1 |  
The Body Coach TV.*

[https://www.youtube.com/  
watch?v=d3LPrhI0v-w](https://www.youtube.com/watch?v=d3LPrhI0v-w)

# Spelling - 'ing' rule

We are going to revise the spelling rules that help us spell the words with the suffix 'ing'.

## 1<sup>st</sup> rule-

If the word ends with a bossy 'e' drop the 'e' before adding 'ing'.

make + ing = making

**Note:** If the word ends with a short vowel sound plus one consonant, then double the final consonant and add 'ing'.

**Instructions:** Read the words. Underline the short vowel, then double the final consonant and add 'ing'. Write the word.

step → \_\_\_\_\_ stepping \_\_\_\_\_ shrug → \_\_\_\_\_

trip → \_\_\_\_\_ snap → \_\_\_\_\_

skid → \_\_\_\_\_ tug → \_\_\_\_\_

shop → \_\_\_\_\_ quit → \_\_\_\_\_

**Instructions:** Read the words in the box below. Does the word end with a short vowel plus one consonant? Circle **yes** or **no**. Add 'ing' to each word and write it in the last column. Write each '-ing' word in a sentence in your exercise book.

Word	Does it end with a short vowel plus one consonant? (circle)		Add -ing and write the word. (remember the doubling rule)
win	yes	no	winning
play	yes	no	
wag	yes	no	
hum	yes	no	
dream	yes	no	
stop	yes	no	
twist	yes	no	

iliar

ing' to  
rectly

# Number of the Day

Number of the Day: 72

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

Blocks



hundreds



tens

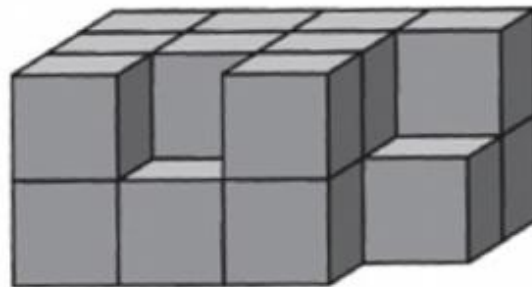


ones

# Activity

Using concrete materials such as blocks, build three-dimensional(3D) structures, for example, a house, tower or cube. Then answer these:

- How many blocks were used to produce these 3D structures?
- How many blocks are missing from the structure below?





# Volume and Capacity

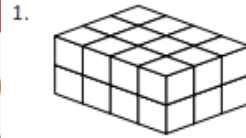
Watch the video to learn about measuring volume of an object. Then move to find the volume of the shapes in the worksheet on the next page.

<https://www.youtube.com/watch?v=6Ur0w4FXR8>

**LG:** Measure the volume of an object with uniform informal units and counting the number of units used.

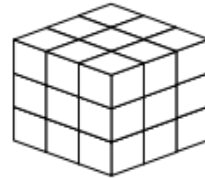
**SC:** I can calculate the volume of an object to compare it against others I can record the volume using informal units

**Remember,** we use the objects in the front to help us count the blocks behind that we cannot see.



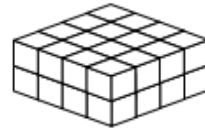
volume:

\_\_\_\_\_



volume:

\_\_\_\_\_



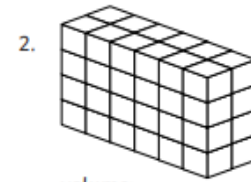
volume:

\_\_\_\_\_



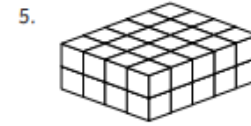
volume:

\_\_\_\_\_



volume:

\_\_\_\_\_



volume:

\_\_\_\_\_



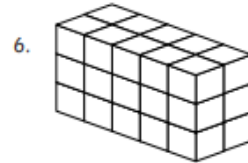
volume:

\_\_\_\_\_



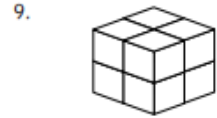
volume:

\_\_\_\_\_



volume:

\_\_\_\_\_



volume:

\_\_\_\_\_

## Word Problem

### Capacity Challenges

#### Challenge 1

Janine needs to fill a bucket with 2 litres (2000ml) of water. She has bottles which hold the following amounts:

200ml, 250ml, 500ml, 750ml

Give two different ways that Janine can fill the bucket (you may use each container more than once).



## Working Out

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

Write your working out process and answer in your workbook.

# Geography - Weather

Watch the video below and learn about how weather affects us. The movie to complete the worksheet on the next page.

<https://www.youtube.com/watch?v=Tfzpus0ppjs>

Task: Draw a picture in each box showing the weather feature named.

**Remember** to include any things in a place which the 'weather feature' might have affected.

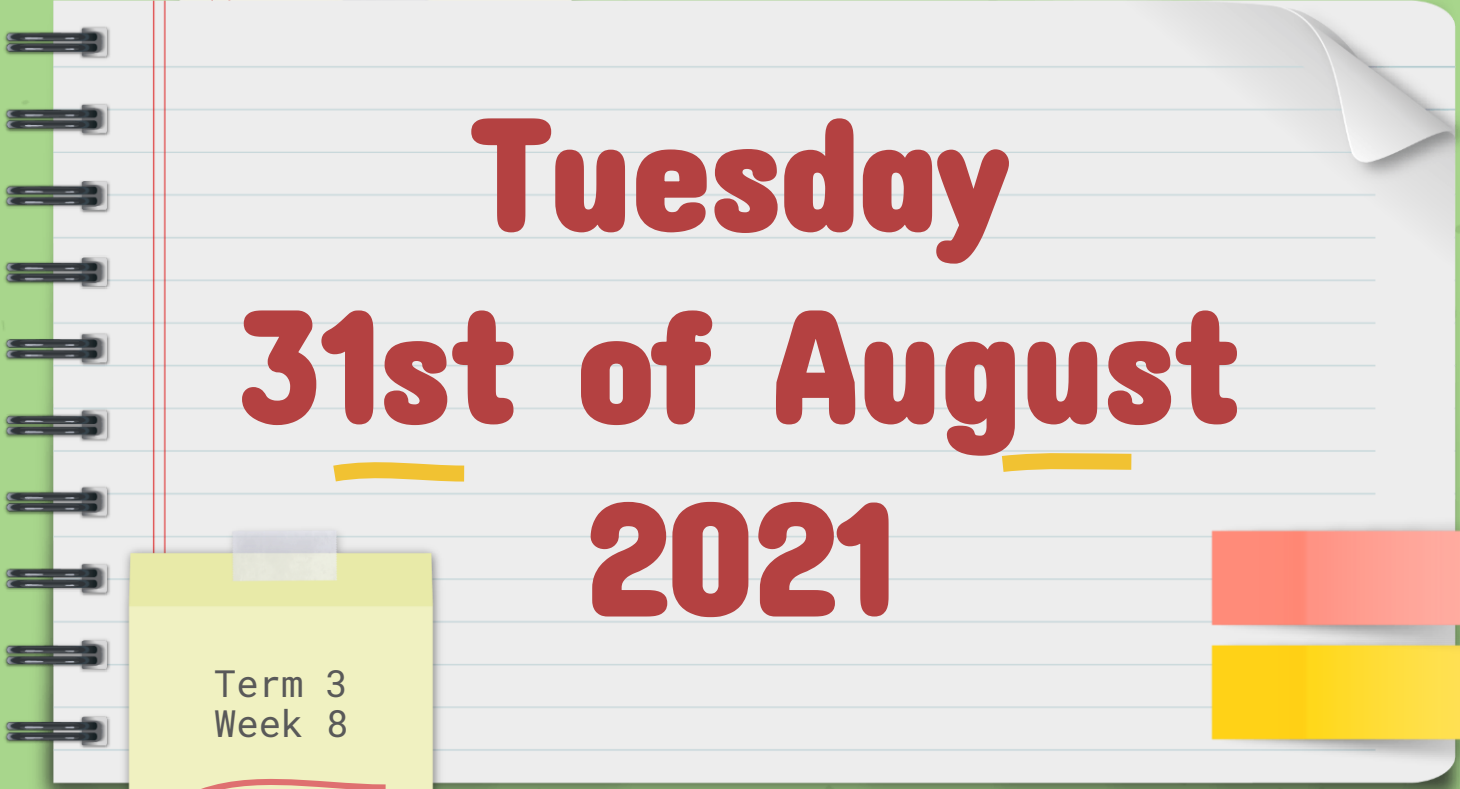
**LG:** Investigate the weather and seasons of places.  
**SC:** I can discuss how weather can affect places and activities. I can illustrate my understanding to match a given weather

Heavy rain

Thunderstorm with lightning

Very hot day

Strong winds



**Tuesday**  
**31st of August**  
**2021**



Term 3  
Week 8

# 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

The Bahamas once had an underground Post Office.



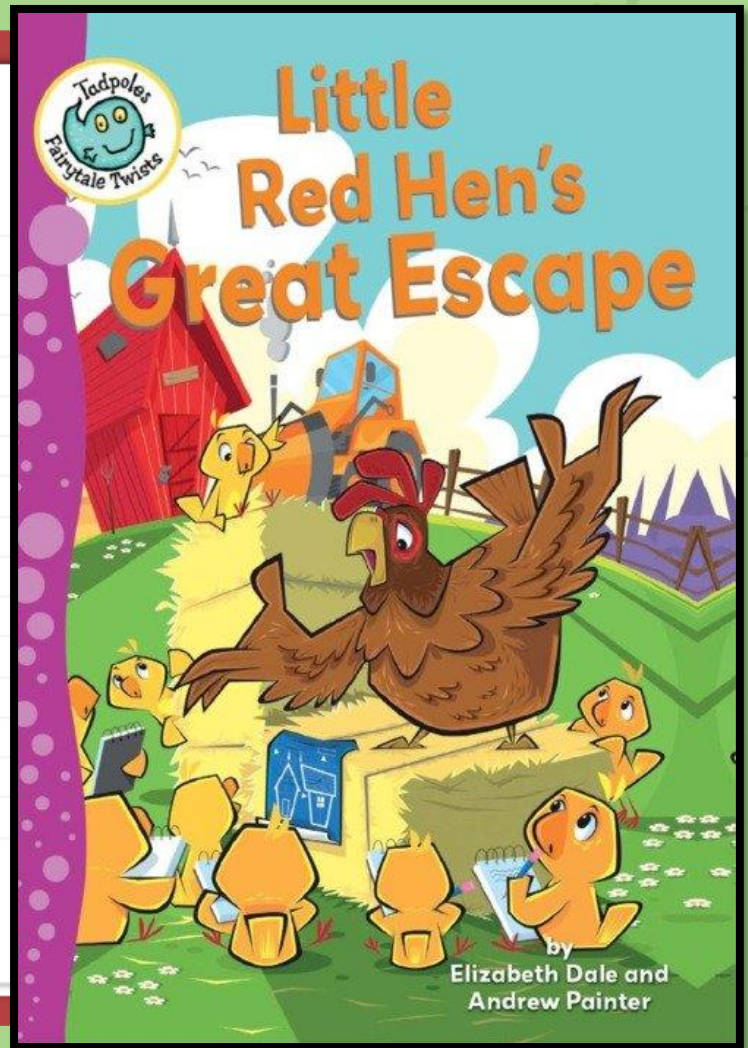
# Reading Eggs - Little Red Hen's Great Escape

Log into Reading Eggs and read the fiction text *Little Red Hen's Great Escape*.

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



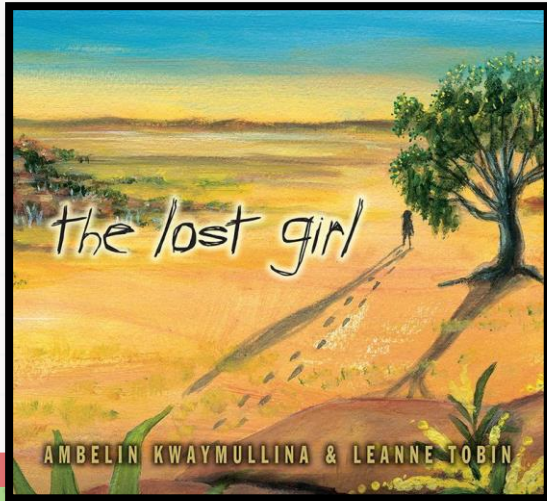
LG:I can enjoy and understand the texts I read  
SC:I can identify the characters, problem and solution of narratives



# English and Writing - The Lost Girl

Watch and listen to *The Lost Girl* by Ambelin Kwaymullina and Leanne Tobin (Read-Aloud) at

<https://www.youtube.com/watch?v=G6UcLA01epM>



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



Let's learn about some of the vivid words in this text.

**huddle**: crouch down, stay close together

**glow**: warm, soft light



**foolish**: being silly, not sensible



## Task 1:

1. Why might a sports coach make the team huddle before a game?

2. Name 3 things that might glow?

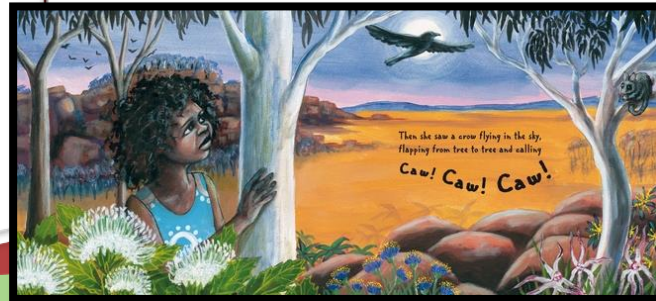
3. Why would it be foolish to swim outside the flags at a beach?

## Task 2:

1. Why did the girl huddle inside the rock?

2. How do you think the sight of the glowing fires made the girl feel?

3. People were happy to see the girl but why did they also growl at her?



**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 move to  
*Popcorn and the Pirates*  
| *A Cosmic Kids Yoga*  
*Adventure.*

[https://www.youtube.com/watch?v=T\\_0P5grVoyg](https://www.youtube.com/watch?v=T_0P5grVoyg)

# Grammar - Review

**common noun**-person, place or thing that does not start with a capital letter

doctor, beach, stars



**proper noun**-nouns that are names such as

Michael, Australia



**pronoun**-a word that takes the place of a noun such as

me, you, her, they

**adjectives**-words that describes a noun

noisy children



**noun groups**-small words, adjectives and nouns that make a sentence complete.

I saw an tall tree.



## Task 1:

Complete the worksheet to review common nouns, proper nouns, pronouns, adjectives and noun groups

LG: I can recognise main speech parts in sentences

- SC:
- I can describe what a noun, pronouns, adjectives and noun groups

## Word Hunt!

### Playing Basketball With My Brother

I like to play basketball with my little brother, Gareth. Every Saturday, we grab an old, orange basketball from my cupboard then head to the Park Road Courts. When we arrive, he likes to chat with the other friendly kids. I like to stand on the line and practise shooting awesome goals.



Find	Write
Underline the common nouns in red	Write the common nouns
Circle the proper nouns in red	Write the proper nouns
Underline the pronouns in blue	Write the pronouns
Circle the adjectives in green	Write the adjectives
Circle one noun group in blue.	Write the noun group

# Number of the Day

Number of the Day: 158

1. Write it words
2. Double it
3. Half it
4. Plus 30
5. Minus 50
6. Odd or even
7. Draw it in Base Ten Blocks



hundreds



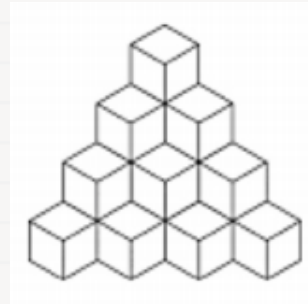
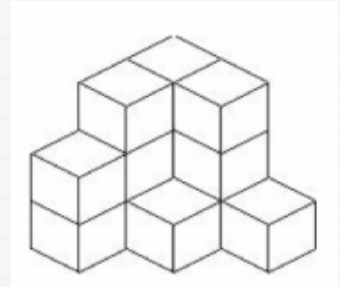
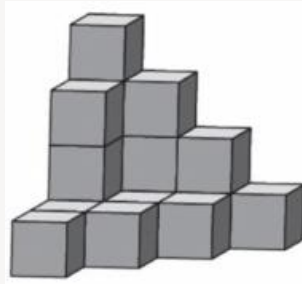
tens



ones

# Activity

How many cubes were used to create these structures?



# Volume and Capacity

Watch the video to learn more about volume with liquids, then move to completing the worksheet on the following page.

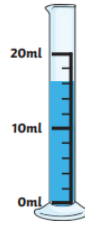
<https://www.youtube.com/watch?v=GKCE8ohIBqE>

**LG:** Record capacities by referring to the number and type of uniform informal unit used.

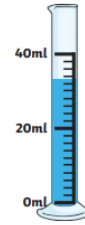
**SC:** I can work out the capacity of an object by reading the measurement. I can record the capacity using the unit used.

**Remember,** volume represents the amount of liquid (or how much spaces the liquid takes up) in a container.

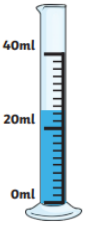
**Measuring Volume:** How much water is in each jug?



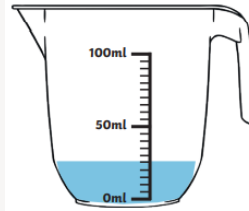
1. \_\_\_\_\_ ml



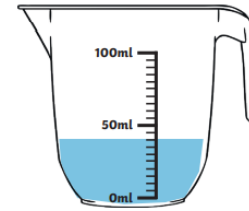
2. \_\_\_\_\_ ml



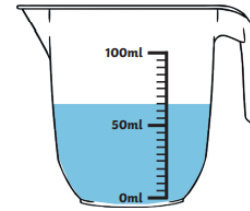
3. \_\_\_\_\_ ml



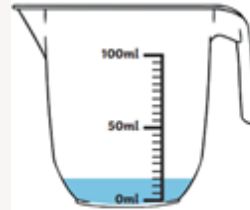
4. \_\_\_\_\_ ml



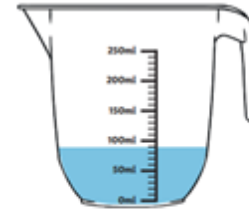
5. \_\_\_\_\_ ml



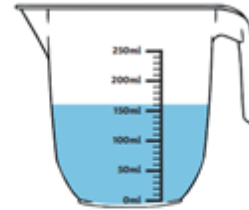
6. \_\_\_\_\_ ml



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_

## Word Problem

Capacity Challenges

Challenge 2

Lucien needs to fill a bucket with 1 litre 500ml (1500ml). He has containers which hold the following amounts:

100ml, 200ml, 250ml, 300ml.

Give two different ways that Lucien can fill the bucket (you may use each container more than once).



## 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

The government can use the information from scientists to make rules about the best materials for a face mask. People who make the masks must then follow the rules. The requirements of a face mask are on the next page.

**Your task:** Imagine you are a product tester – Look closely at a face mask (you might need to pull one apart) then draw and explain each piece's purpose.

**Remember** to label each part before drawing and explaining it.

**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

## What a face mask should have



Section	Material type	Why
<b>Outer layer</b>	Water resistant fabric	To stop a virus in water droplets
<b>Middle layer</b>	A filter fabric	To stop smaller droplets that get through the first layer
<b>Inner layer</b>	Soft and absorbent fabric	To absorb moisture from your own mouth and keep you comfortable
<b>Ear loops</b>	Elastic or string	To keep the mask tight on your face

**Important:** Make sure the materials do not have holes in them and that you wear the mask properly.



**Wednesday**  
**1<sup>st</sup> of September**  
**2021**

Term 3  
Week 8



# 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

South Africa's Giant Bullfrogs sometimes attacks lions.



# Reading - Swimming, Dogs, Fruit

We will be focusing on finding out what the main idea is in our reading.

The *hints* on this poster is what we do when finding the main idea in texts.

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

## Main Idea

The **main idea** is what the paragraph or text is mostly about.



### How do we find the main idea?

**Hint 1:** Look at the title and pictures

**Hint 2:** Read the first and last sentence

**Hint 3:** Look for repeated words

**Ask yourself:** What is the one main idea that all the details are about?

## Swimming

Tess loves to swim every day during the summer holidays. She swims with her friends in the big pool near her house. On weekends, Dad takes Tess to the ocean pool at the beach. Tess loves swimming and playing in the cool water.



## Dogs

Did you know that dogs are the most popular pet in Australia? There are good reasons for this. Dogs are friendly and loyal. They love to walk and play, and help to keep us fit and healthy. They are great fun!



## Fruit

Do you have a favourite fruit? Andy loves oranges the best. He loves their bright colour and sweet juice. Andy likes apples and bananas too, but he always chooses oranges first.



## Task 1

Read each text carefully. Pay attention to the punctuation and read at an appropriate pace.

## Task 2:

Write a sentence that tells the main idea for each of the three texts.

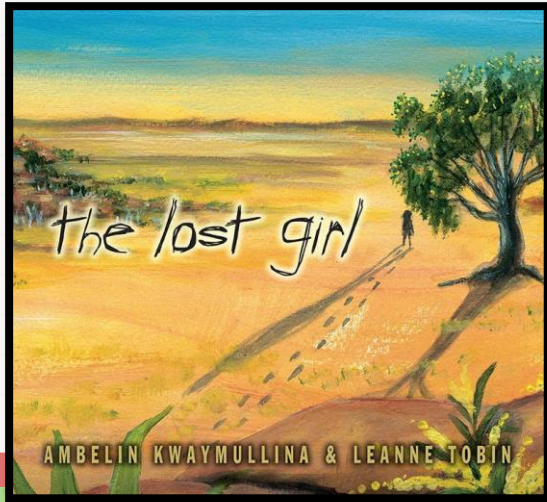
## Hints:

- Look at the title and pictures
- Read the first and last sentence
- Look for repeated words
- What is the ONE idea that all the details talk about?

# English and Writing - The Lost Girl

Watch and listen to *The Lost Girl* by Ambelin Kwaymullina and Leanne Tobin (Read-Aloud) at

<https://www.youtube.com/watch?v=G6UcLA01epM>



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

## Task:

Fill in *My Story Plan* to summarise the story.

Write a sentence to answer the question for each box.

The **characters** are the people, animals or creatures the story is about.

The **setting** is where the story takes place.

# My Story Plan

## Characters

Example:

- me

## Setting

- mountain

**Beginning** (Describe the characters and setting)

- sunny day, full of energy

**Middle** (What is the problem?)

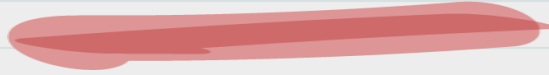
- signpost missing, lost, frightened

**End** (How is the problem solved?)

- rescued by hiker



# Brain Break



Have a break and have a go  
with dancing and making  
music with ***BOP Kids - Best  
Day Of My Life (Dance  
Along)***.

<https://www.youtube.com/watch?v=sNog54ovi8Q>

# Spelling - 'ing' rule

We are going to revise the spelling rules that help us spell the words with the suffix 'ing'.

**2<sup>nd</sup> rule** - Words with a short vowel and one consonant at the end, I need to double the consonant before adding 'ing'.

sit + ing = sitting

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

Think about what you know about adding 'ing':

- ▶ With bossy 'e' words, we drop the 'e' and add 'ing'.
- ▶ When a word ends with a short vowel sound plus one consonant, we double the final consonant and add 'ing'.

Instructions: Read the sentences below and circle the correct spelling. Write your **own** sentence, using the '-ing' word, on the line below.

1. The children were ( jogging / jogging ) back to their classroom.



2. I can't wait to go ( camping / campping ) with my family.



3. Emma was ( hiding / hiding ) behind the water tank.



4. Tony has a ( swimming / swiming ) lesson on Saturday.



5. I am ( hoping / hopping ) that tomorrow will be a sunny day.



6. What happened at the ( begining / beginning ) of the story?



7. My grandfather was ( speaking / speakking ) very loudly.



# Number of the Day

Number of the Day: 211

1. Write it words
2. Double it
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

The shapes below use to look like a cube (image 1) – count the number of missing blocks in images 2 and 3 to make it a cube again.

Image 1

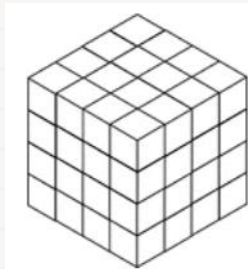


Image 2

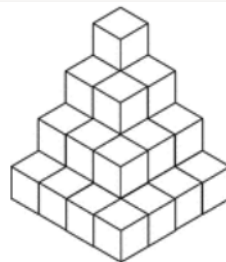
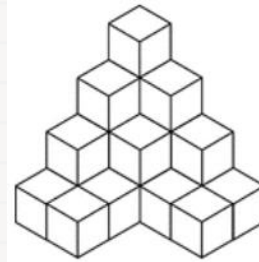


Image 3





# Volume and Capacity

Watch the video to learn about how we sort determine the volume of an object with liquid inside, and categorise them into 'full', 'half-full' or 'empty'.

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

**LG:** Compare the capacities of two or more containers using appropriate uniform informal units

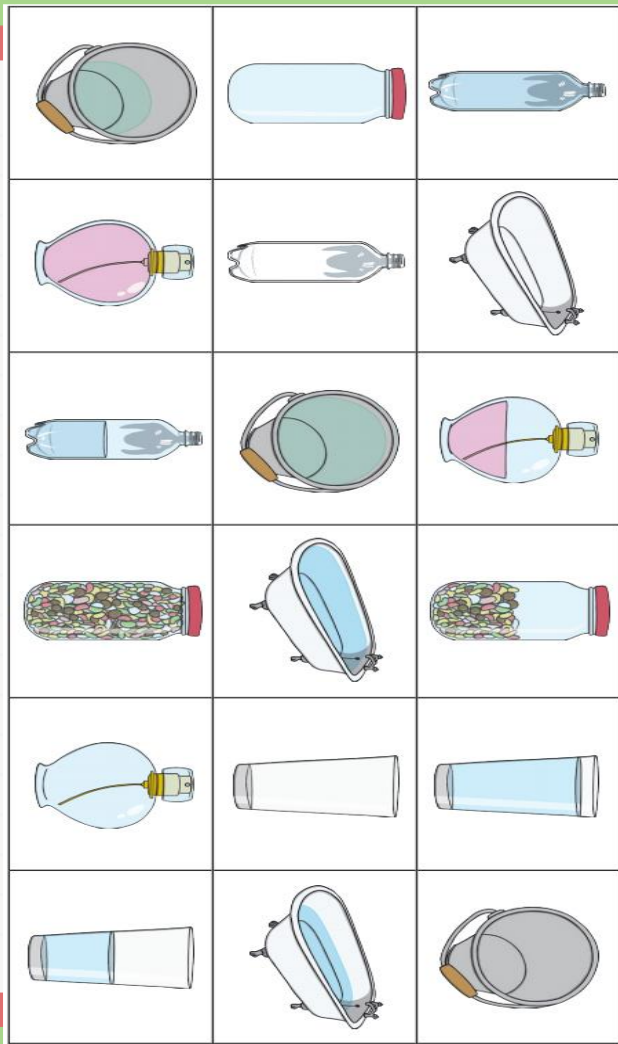
**SC:** I can look at different containers and compare their capacities  
I can order the containers according to their capacity

**Activity:** Sort out the images into the columns based on their capacity.

empty

half-full

full



# Word Problem

## Capacity Challenges

### Challenge 3

Siobhan needs to fill a bucket with 2 litres 500ml (2500ml). She has containers which hold the following amounts:

250ml, 300ml, 500ml, 750ml

Give two different ways that Siobhan can fill the bucket (you may use each container more than once).



# Creative Arts - Drama

This week we are going to combine the previous lessons by practicing our drama skills using our **five senses**.

Before we begin, we will refresh our understanding of our five senses by watching

<https://www.youtube.com/watch?v=q1xNuU7gaAQ>

Then you will act out the following scenarios.

**Remember** to take photos of yourself and post them to ClassDojo for me to see and HAVE FUN!!!

**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 movement, mime and storytelling.

## TOUCH

- A hot stove
- Icicles
- Sharp tacks
- Velvet

## TASTE

- A sour lemon
- Their favourite candy
- Spinach

## HEAR


- A gentle wind
- Underwater sounds
- A whistle

## SEE

- A car coming far away and towards you
- A giant
- An ant
- A big black spider

## SMELL

- Freshly baked bread
- A skunk
- Perfume
- Onions



**Thursday**  
**2<sup>nd</sup> of September**  
**2021**



Term 3  
Week 8

# Daily Schedule



Time	Activities
Morning Session 9am-10:50am	Reading Eggs English & Writing Tricky Words Spelling
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

You can compete in an underwater mountain bike race in Wales, United Kingdom.



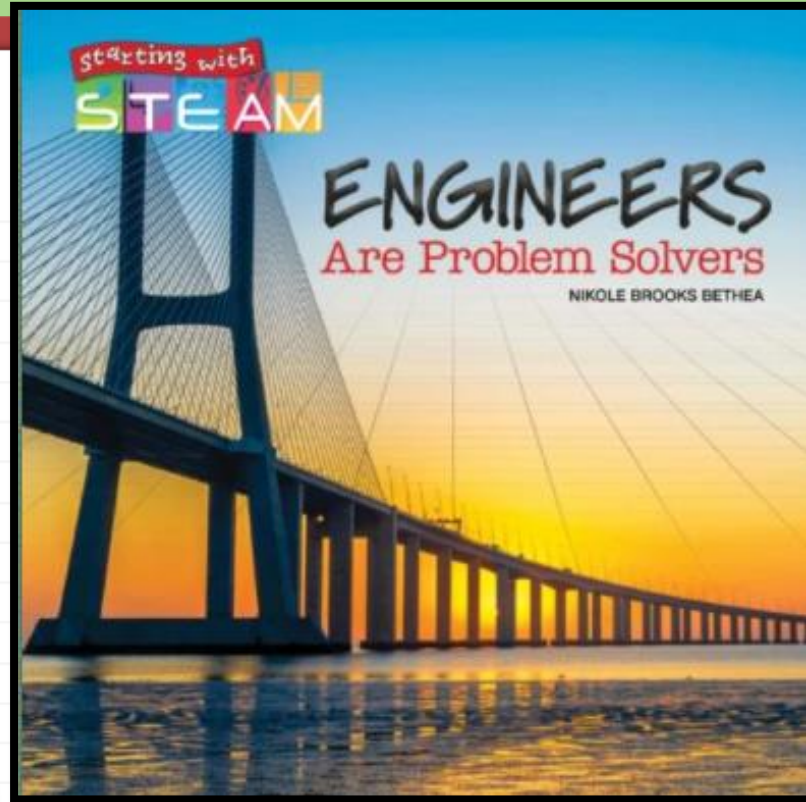
# Reading Eggs - Engineers are Problem Solvers

Log into Reading Eggs and read the non-fiction text *Engineers are Problem Solvers*.

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



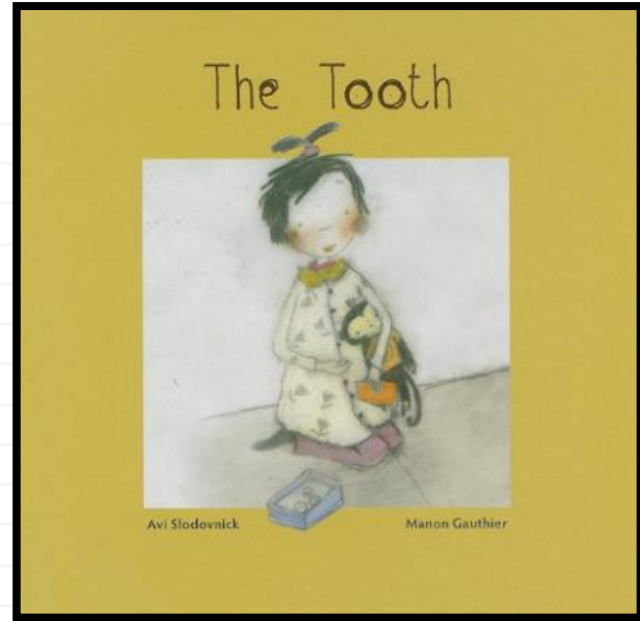
## English and Writing - The Tooth

Watch and listen to *The Tooth* read by Annette Bening here.

<https://www.youtube.com/watch?v=TZyBGZY6560>

### Task 1:

1. Why did Marissa give the homeless man her tooth?
2. What are some things you think a homeless person might need for survival?
3. Why is it important to be kind to others?



LG: I can make text-to-self connections  
SC  
I can see similarities between characters' experiences and mine

# English and Writing - The Tooth

You can tell what a character is like by the things they do, say and think. This is called the character's personality.

Think about what kind of person Marissa is like and fill in the table below.

Word to describe Marissa (kind, scared, talkative, noisy, calm, compassionate, angry, etc)	What did Marissa do, say or think to make you think this. (Give evidence to support your answer in the first column)	How you have shown this character trait in your life? (What text-to-self can you make?)
1. Sweet tooth	She eats a lot of lollies a lot and now has a toothache	I also love to eat lollies but I try to eat it only sometimes.
2.		
3.		





# Brain Break

Have a break and do some  
yoga with *Active 8 Minute  
Workout Featuring Izzy |  
The Body Coach TV.*

<https://www.youtube.com/watch?v=YIB2SJnBHBQ>

# Tricky Words

The tricky words we are reviewing this week are;

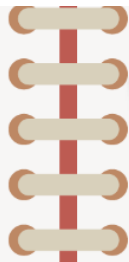
across

## Task 1:

Use letter names to practice spelling the word. Close your eyes and air spell 'across' three times.

## Task 2:

How many 'across' words are there in this word search?



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

S	S	O	R	C	A	C	S	O	S
A	R	A	S	S	O	R	C	A	O
C	S	C	S	R	C	O	A	C	S
R	S	S	O	R	C	A	S	R	S
O	C	O	R	A	R	S	C	O	O
S	R	A	C	C	S	A	O	S	R
S	S	O	A	C	R	O	S	S	C
O	A	C	R	O	S	S	R	O	A

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.

<b>already</b>	already	alredy	allready	already	already
<b>their</b>	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

# Spelling - Review

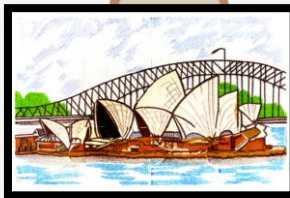
We will be reviewing:

**noun** – a person, place or thing

For example, Dean-Lyle, Sydney and desk

**base word** – the main part of a word

For example, a word that doesn't have a prefix or suffix such as cake



**prefix** – when we add letters or words to the *beginning* of a base word

For example, unsafe

**suffix** – when we add letters or words to the *end* of a base word

For example, walking



LG: I can use common spelling rules to spell familiar words  
SC: I can recognise base words, a prefix and suffix

**Instructions:** Add the suffix to the base word. Write the word on the line. Read the word. Write a sentence for each word in your exercise book.

cupcake	+	s	=	_____
speak	+	ing	=	_____
teach	+	er	=	_____
draw	+	ing	=	_____
paint	+	s	=	_____

**Instructions:** Read each word. Write the base word and suffix.

Word	=	Base word	+	Suffix
helper	-		+	
marking	-		+	
books	-		+	
fighting	-		+	

**Instructions:** Add the prefix 'un' to the words below. Read the words. Copy the words into your exercise book.

\_\_\_lucky    \_\_\_clear    \_\_\_safe    \_\_\_fair    \_\_\_well  
\_\_\_do    \_\_\_happy    \_\_\_lock    \_\_\_tidy    \_\_\_tie

# Number of the Day

Number of the Day: 377

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



hundreds



tens



ones

# Activity

Label the bottles based on their capacity.

full	nearly full	empty	nearly empty	half full
------	-------------	-------	--------------	-----------



Draw the line to represent the water level



half full



nearly full



nearly empty



full

# Volume and Capacity

Watch the video to learn more about 'which holds more' when working with capacity of an object.

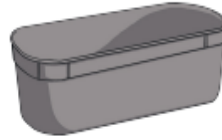
<https://www.youtube.com/watch?v=4wzIsTzSLe4>

Looking at the size of the objects, write if you think the first has 'more than' OR 'less than' capacity compared to the second object.

**Remember**, you need to look at the height and width of the shape.

**LG:** Estimate volumes of containers by referring to the number and type of uniform informal unit use

**SC:** I can predict the larger capacity of two objects. I can use 'more than' or 'less than' to record my prediction.



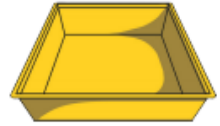
The ice cream tub holds \_\_\_\_\_



the plastic cup.



The bucket holds \_\_\_\_\_



the book tray.



The plastic cup holds \_\_\_\_\_



the water bottle.



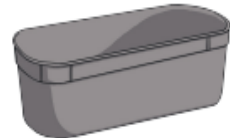
The bowl holds \_\_\_\_\_



the pencil tin.



The book tray holds \_\_\_\_\_



the ice cream tub.

## Word Problem

Capacity Challenge Cards

Conor needs to take 4ml of medicine, 3 times each day. How much medicine will he take in a week?



## 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 - Emotions

Watch Why Do We Lose Control of Our Emotions? that explains how our brain works when it comes to our emotions and how we react to situations.

<https://www.youtube.com/watch?v=3bKuoH8CkFc>



## Task:

Write what emotions you might feel first when you are dealing with a difficult problem in the 'first response' space.

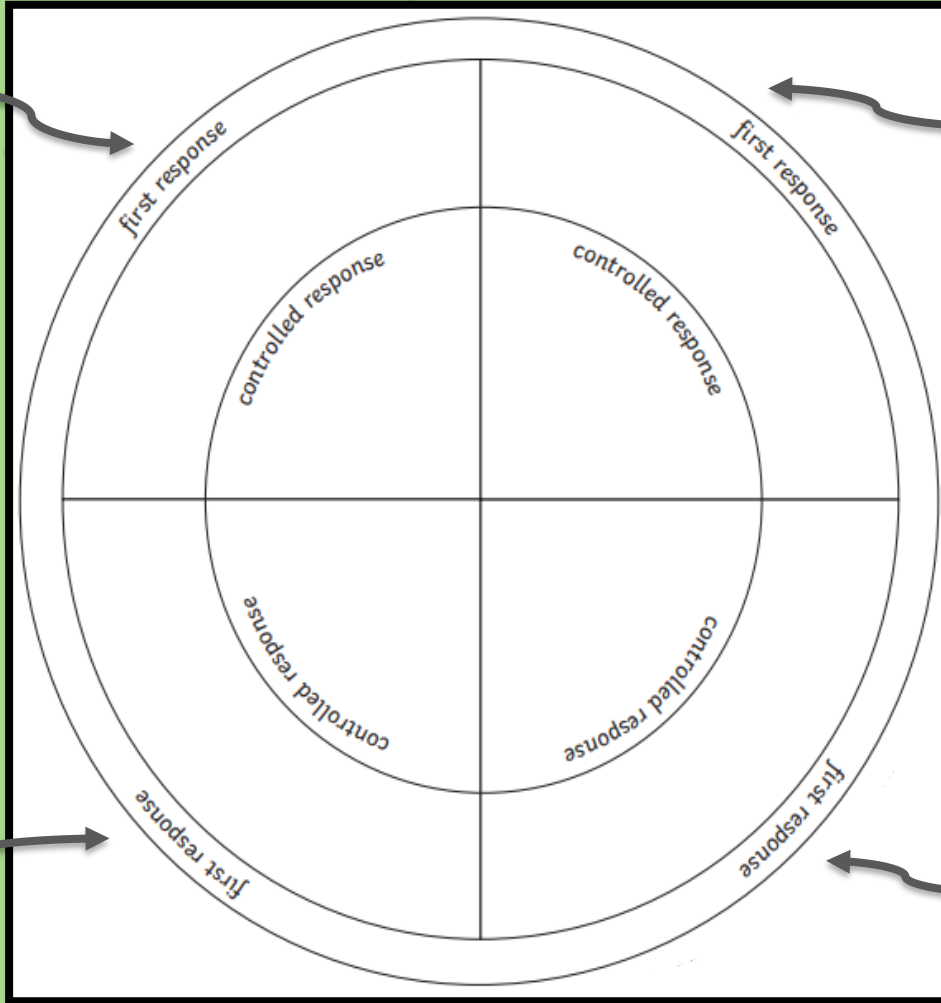
For example, angry, upset, surprised, disappointed, sad, lonely, scared, etc

Now think about and write how you would act if you took your time to THINK about your actions in the 'controlled response' space.

For example, walk away, take deep breaths, speak to a trusted adult, problem solve, take some quiet time, etc

**LG:** Identify and practise physical and emotional responses that account for their own and others' feelings  
**SC:** I can recognise own emotions and show positive ways to respond to different situations. I can identify the difference between negative and positive responses to emotions.

You can't find your backpack in the bag room for the second time this week.



You made a mistake in your math task and you really wanted to get all your work correct.

Your best friend doesn't want to play with you today.

Your little sister broke your favourite toy.



**Friday**  
**3<sup>rd</sup> of September**  
**2021**

Term 3  
Week 8

# 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

In Japan you can buy a watermelon in the shape of a pyramid.



# Reading - Lighthouses

We will be focusing on finding out what the main idea is in our reading.

The *hints* on this poster is what we do when finding the main idea in texts.

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

## Main Idea

The **main idea** is what the paragraph or text is mostly about.



### How do we find the main idea?

**Hint 1:** Look at the title and pictures

**Hint 2:** Read the first and last sentence

**Hint 3:** Look for repeated words

**Ask yourself:** What is the one main idea that all the details are about?



# LIGHTHOUSES

A lighthouse is a tower with a bright light. The light guides ships as they sail near the coast. It warns sailors of dangers so they do not crash into rocks and reefs.

Lighthouses have changed over time. In ancient times, people built fires on hilltops so that boats and ships could find the shore. Later, lighthouses used candles, lanterns and then electric lights to warn sailors. New inventions meant that lights became brighter.

A lighthouse keeper is a person who looks after a lighthouse. In the past, lighthouse keepers climbed hundreds of steps each night to turn on the lights. They also cleaned the lights and the windows, and worked very hard. Although their lives could be lonely and dangerous, many lighthouse keepers loved the outdoor life.

There are no more lighthouse keepers in Australia and only a few left in the world. Today, most lighthouses do not need people because they have machines that can turn the lights on automatically.

Many people visit old lighthouses. Lighthouses are beautiful landmarks and a reminder of life in the past.

## Lighthouses

**Instructions:** Read each paragraph. Choose the main idea. Highlight or underline two details in each paragraph.

### Paragraph 1

A lighthouse is a tower with a bright light. The light guides ships as they sail near the coast. It warns sailors of dangers so they do not crash into rocks and reefs.

#### What is the main idea?

- Shade the correct answer
- Lighthouses are very tall.
  - Ships sail near the coast.
  - Lighthouse lights keep ships and sailors safe.

### Paragraph 2

Lighthouses have changed over time. In ancient times, people built fires on hilltops so that boats and ships could find the shore. Later, lighthouses used candles, lanterns and then electric lights to warn sailors. New inventions meant that lights became brighter.

#### What is the main idea?

- Shade the correct answer
- Lighthouses are better than candles
  - Lighthouses have changed over time.
  - Lighthouse lights are brighter now.

# English and Writing - Guji Guji

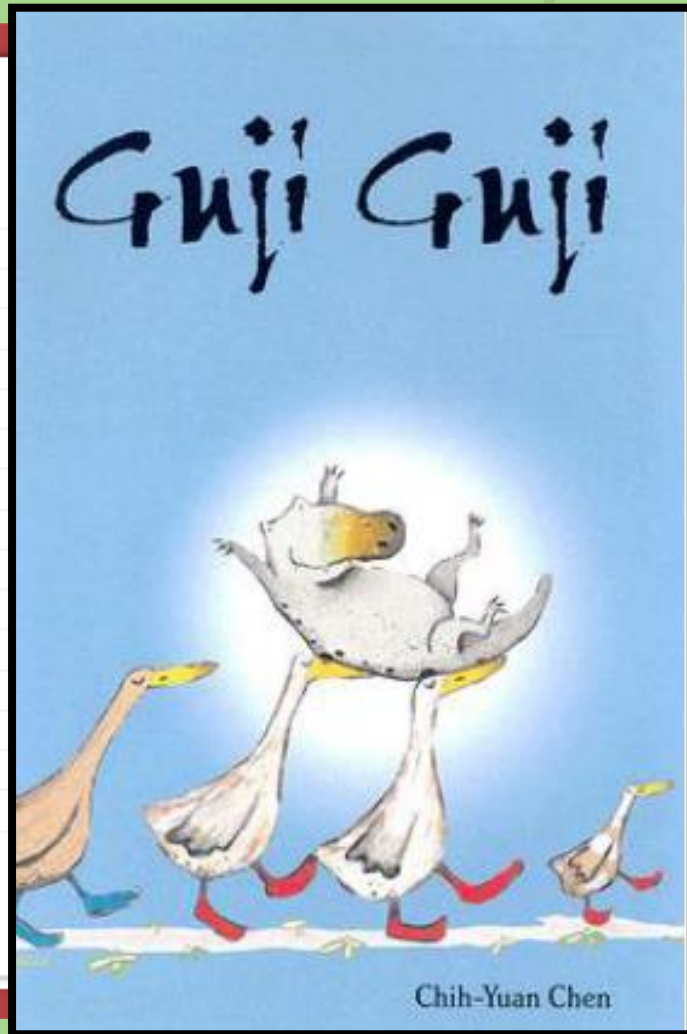
Watch and listen to *Guji Guji* read by Robert Guillaume at;

<https://www.youtube.com/watch?v=gIQhxayNX1o&t=1s>

## Task 1:

1. What do you know about ducks?
2. What do you know about crocodiles?
3. Do you think a crocodile could live with a duck family? Why or why not?
4. Is it ever ok to trick somebody?

LG: I can make text-to-self connections  
SC  
I can see similarities between characters' experiences and mine



# English and Writing – Guji Guji

Write the end of the sentence to describe why Mother duck named her chicks their names.

1. Mother duck named Crayon because

-----

2. Mother duck named Zebra because

-----

3. Mother duck named Moonlight because

-----

4. Mother duck named Guji Guji because

-----





# Brain Break

Have a break and do some dancing to **KIDZ BOP Kids** - **Old Town Road (Dance Along)** [KIDZ BOP 40].

<https://www.youtube.com/watch?v=-0Xn4kd8xqY>

# 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 take turns when playing a game.**

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

I can show kindness when I take turns when playing a game.

I can show kindness when I take turns when playing a game.

I

# Number of the Day

Number of the Day: 416

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



hundreds



tens



ones

# Activity

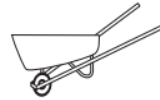
Circle the object below with the smallest capacity



cup



bucket



wheelbarrow



spoon



jug

Number the objects below in descending order - (1) for the largest capacity to (4) for the smallest capacity.



pool



jug



cup



bin

# Volume and Capacity

Watch this video to learn about how we measure the capacity of different objects using non-standard units (without measuring cups or scales).

<https://www.youtube.com/watch?v=MSV0m9vrrw0>

Your turn! Find the objects on the next page at home and use a handful of the same object (water, counters, marbles or pegs) to fill them, then count how many were needed to fill the whole object.

**Remember**, you need to write the capacity and unit used beneath the image.

**LG:** Use uniform informal units to measure the capacities of containers by counting the number of objects needed to fill it.  
**SC:** I can experiment to find the capacity of an object.  
I can use various non standard items to measure the capacity.  
I can record the capacity of an object.



The cup has a capacity of



The bowl has a capacity of

The \_\_\_\_\_ has a larger capacity because it holds more.



The teacup has a capacity of



The jar has a capacity of

## Word Problem

Capacity Challenge Cards

A swimming pool holds 7900l of water. If 3980l are drained out, how much water remains in the pool?



## 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 last week's Book Week, we are going to be drawing a stack of books and pencils with Kids Art Hub

<https://www.youtube.com/watch?v=kdS8CoXXVAg>

