

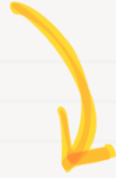
# Monday

# 6<sup>th</sup> of September

# 2021

Term 3  
Week 9

# 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

The First Nations people of Australia is the oldest living culture in the world.



# 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 describe the main idea in a text  
SC  
I can use clues such as titles, pictures and repeated words.

## 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 3

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.

**What is the main idea?**  Shade the correct answer

- Lighthouse keepers climb a lot of steps.
- Lighthouses are dangerous.
- Lighthouse keepers look after lighthouses.

### Paragraph 4

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.

**What is the main idea?**  Shade the correct answer

- Lighthouses have automatic lights.
- There are not many lighthouse keepers anymore.
- There are lots of lighthouse keepers around the world.

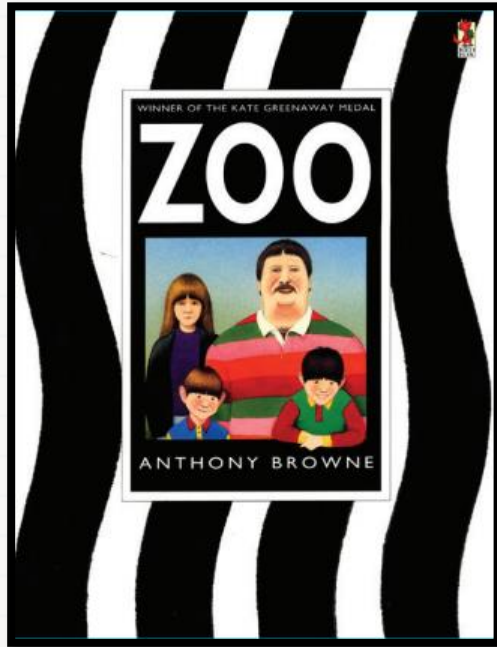
### Paragraph 5

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

**What is the main idea?**  Shade the correct answer

- Many people visit old lighthouses.
- Lighthouses are beautiful.
- Lighthouses are landmarks.

# English and Writing - Zoo



LG: I can make connections with the texts I read  
SC:  
I can find similarities between characters and events and my experiences

## Task 1:

1. Have you been to a zoo?
2. What was your favourite part?

## Task 2:

Watch and listen to *Zoo by Anthony Browne - Give Us A Story!* at

<https://www.youtube.com/watch?v=T07u0AggVsg>

## Task 3:

3. What point do you think the author was trying to make?



# Brain Break

Have a break and dance  
with **SISA Dance Lesson -  
Early Stage 1 and Stage  
1**.

[https://www.youtube.com/  
watch?v=qQeq9ryQUa4](https://www.youtube.com/watch?v=qQeq9ryQUa4)

# Spelling - Words ending in the suffix 'ful'

Remember the **base word** is the main part of the word.

The **suffix** is the letters you add to the end of a word.

We are going to learn how to change the meaning of words by adding the suffix '**ful**'.

play + ful = playful

When I add 'ful' to 'play', I change the word to mean 'likes playing a lot'

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



**Note:** The suffix 'ful' means 'full of' or 'a lot'.

**Instructions:** Complete the word sums by writing the whole word. Read the word.

care + ful = \_\_\_\_\_ thank + ful = \_\_\_\_\_

pain + ful = \_\_\_\_\_ help + ful = \_\_\_\_\_

use + ful = \_\_\_\_\_ cheer + ful = \_\_\_\_\_

hurt + ful = \_\_\_\_\_ rest + ful = \_\_\_\_\_

**Instructions:** Use the words above to complete the sentences below.

1. The boy likes to help. He is very \_\_\_\_\_.
2. Gumboots are very \_\_\_\_\_ on rainy days.
3. You must be \_\_\_\_\_ when you cross the road.
4. She didn't do much on her holiday. It was very \_\_\_\_\_.
5. I am \_\_\_\_\_ for my warm bed on a cold night.
6. That girl is always happy. She is very \_\_\_\_\_.

**Instructions:** Write the words that match the clues below. The first one has been done for you.

full of hope = \_\_\_\_\_ hopeful \_\_\_\_\_ full of play = \_\_\_\_\_

full of joy = \_\_\_\_\_ full of power = \_\_\_\_\_



# Number of the Day

Number of the Day: 68

1. Write it words
2. Times by 2
3. Half it
4. Plus 20
5. Minus 30
6. Odd or even
7. Draw it in Base Ten Blocks



hundreds



tens



ones

# Activity

Use paddle pop, straws or pencils to make these 2D shapes - use playdough or blu-tack to stick the corners together. Once you complete them, write down how many edges and corners you can see in each shape.

Popstick 2D Shapes Challenge Cards

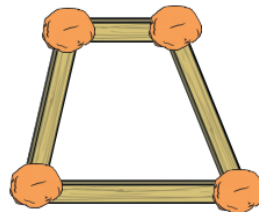
Rectangle



\_\_\_ Edges  
\_\_\_ Corners

Popstick 2D Shapes Challenge Cards

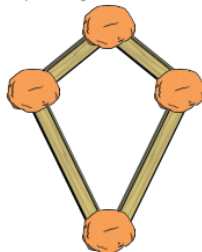
Trapezium



\_\_\_ Edges  
\_\_\_ Corners

Popstick 2D Shapes Challenge Cards

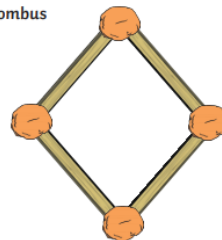
Kite



\_\_\_ Edges  
\_\_\_ Corners

Popstick 2D Shapes Challenge Cards

Rhombus



\_\_\_ Edges  
\_\_\_ Corners

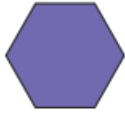
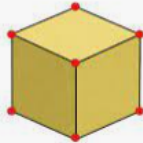
# 2D Shapes

Watch the video to learn about what a 2D shape is and the names and properties (features) of common 2D shapes.

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

Then move on to completing the worksheet by matching the shapes to the correct description by drawing the shape in the correct box.

**Remember**, a 'vertex' or 'vertices' (plural) is a point where two lines meet.



6 straight sides

6 vertices

This 2D shape is a \_\_\_\_\_

3 straight sides

3 vertices

This 2D shape is a \_\_\_\_\_

No straight sides

No vertices

This 2D shape is a \_\_\_\_\_

4 straight sides

4 vertices

This 2D shape is a \_\_\_\_\_

4 straight sides all the same length

4 vertices

This 2D shape is a \_\_\_\_\_

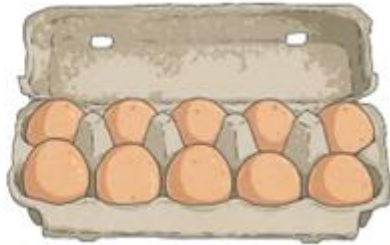
**LG:** Manipulate, compare and describe features of two-dimensional shapes

**SC:** I can describe features of two-dimensional shapes using the terms 'side' and 'vertex'  
I can match the shape to suit the description

## Word Problem

A small egg weighs 33 grams.

How much would 3 small eggs weigh?



## 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

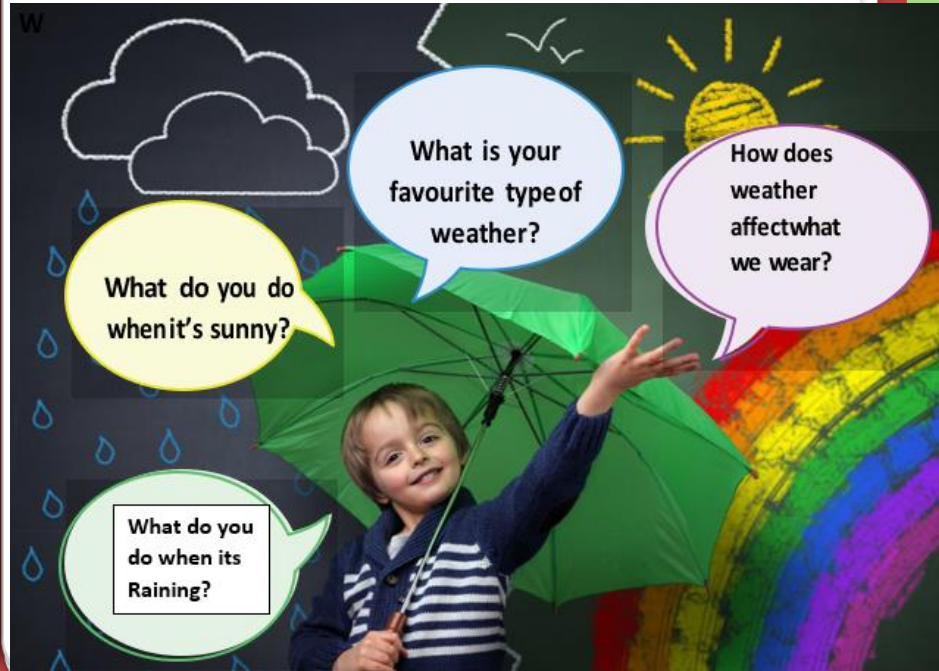
Rain is part of the weather. The weather is what happens outside every day.

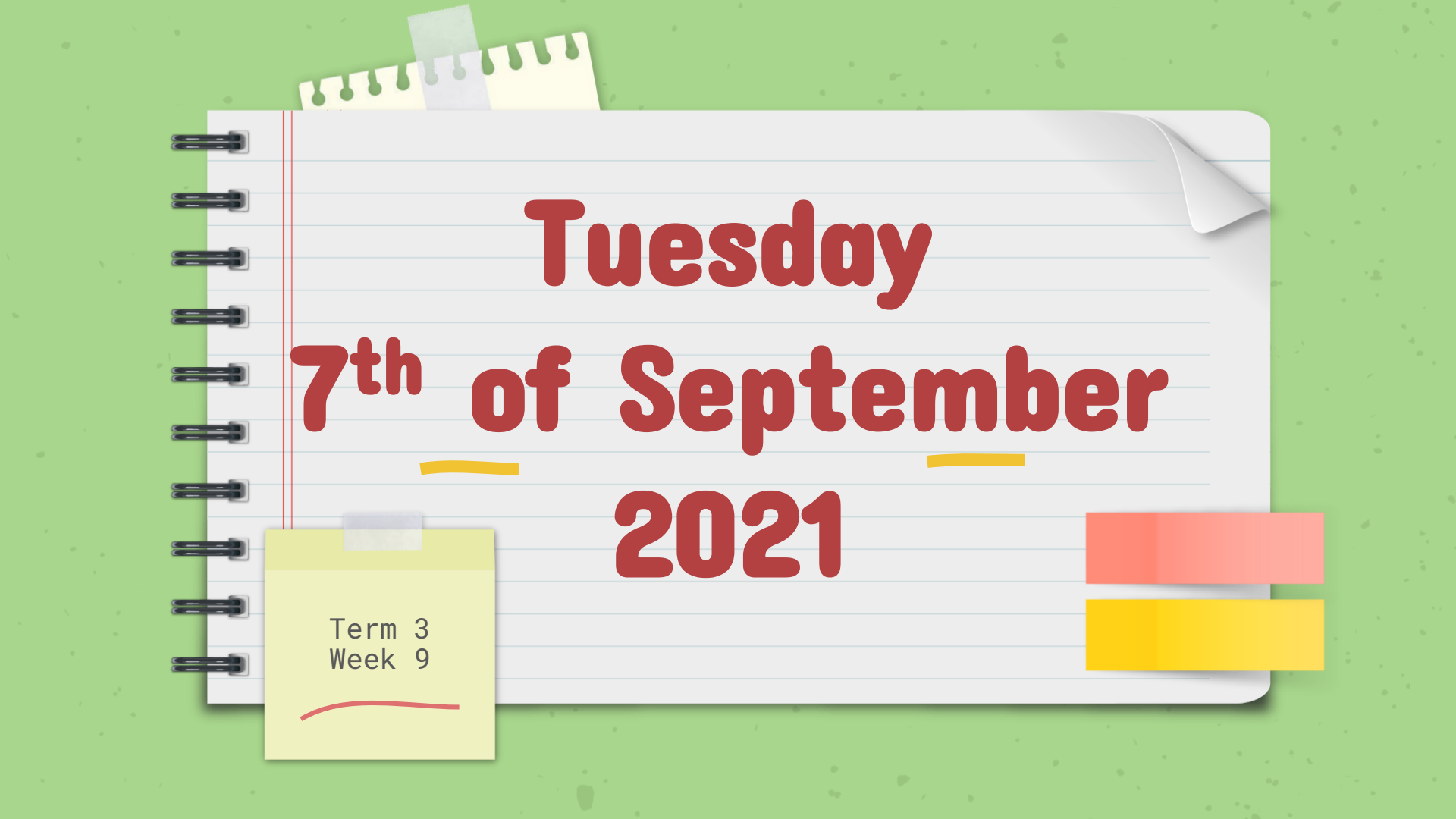
It can be sunny, windy, rainy, hot or cold. Knowing about the weather is important for the farmers who grow our food.

It also helps people to plan what to wear and what to do every day.

**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

Answer the following questions in your textbooks under these headings...





**Tuesday**  
**7<sup>th</sup> of September**  
**2021**

The image features a spiral-bound notebook with a white page and blue horizontal lines. The notebook is set against a green background with a subtle pattern. The text 'Tuesday 7<sup>th</sup> of September 2021' is written in a large, bold, red font. There are yellow underlines under '7<sup>th</sup>' and 'September'. 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.

Term 3  
Week 9

# 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

More than 250  
Australian Indigenous  
languages exist



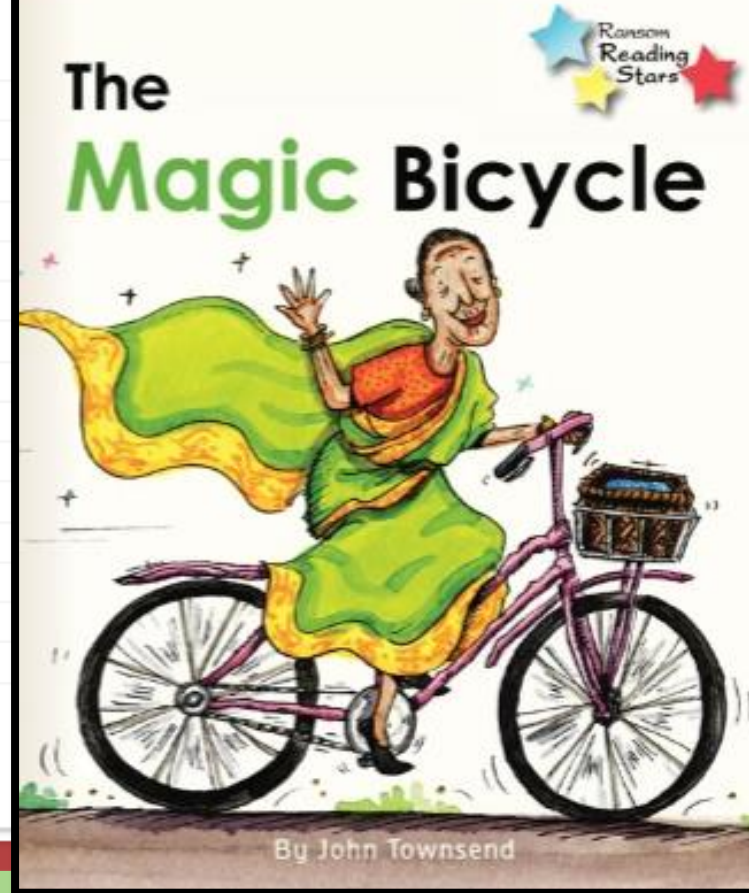
# Reading Eggs - The Magic Bicycles

Log into Reading Eggs and read the text *The Magic Bicycle*.

Take the quiz at the end.



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



# English and Writing - Zoo

## Vivid Words:

'masses' means: a large number or amount of something.

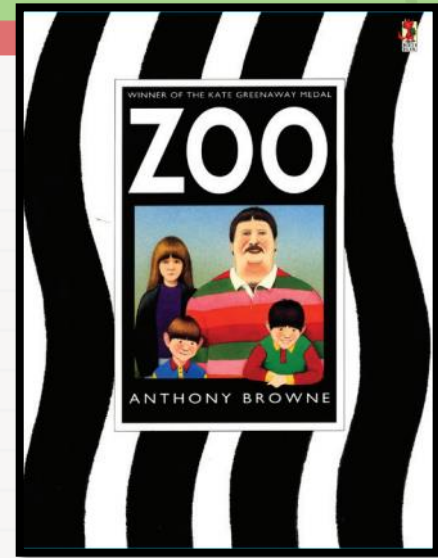
'snarled' means: growled angrily with teeth showing; something said in a cranky, harsh voice.

'impersonation' means: pretending to be somebody else

LG: I can make connections with the texts I read

SC:

I can find similarities between characters and events and my experiences



## Task 1:

1. Let's think of some times we might see masses of something?
2. Why might a dog or other animal snarl?
3. If you could choose, which book or movie character would you like to impersonate? Why?





# Brain Break

Have a break and move to  
***SISA Aerobics Lesson -  
Early Stage 1 and Stage  
1.***

[https://www.youtube.com/watch?v=iM04txHN\\_3E](https://www.youtube.com/watch?v=iM04txHN_3E)

# Grammar - Verbs

A **verb** is a doing or action word.

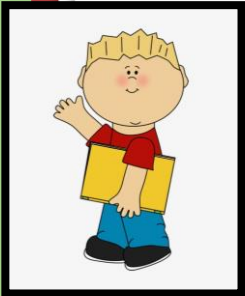
## Task 1:

Act these words out.

wave, dance, hide, jump, spin

## Task 2:

Complete the worksheet to learn more about verbs.



## Verbs

Instructions: Read the sentences. Circle the verbs. Write the verb on the line. Then sort the verbs into **moving** and **saying** verbs in the table below.

1. Anna threw the ball. \_\_\_\_\_
2. I whispered a secret to Seth. \_\_\_\_\_
3. The fish swam to the rock. \_\_\_\_\_
4. "Silence!" shouted the king. \_\_\_\_\_

Moving verbs	Saying verbs
_____	_____
_____	_____
_____	_____

Instructions: Read the sentences. Circle the **feeling** or **thinking** verb (e.g., loves, knows) in each sentence. Write the verb on the line.

1. My sister loves chocolate cake. \_\_\_\_\_
2. Dan wonders if it will rain. \_\_\_\_\_
3. Mel wants an apple. \_\_\_\_\_
4. Jed knows all about dinosaurs. \_\_\_\_\_
5. Polly hates stormy days. \_\_\_\_\_

Instructions: Look at the picture and write two sentences about what is happening. Circle the verbs that you used.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Number of the Day

Number of the Day: 132

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



hundreds



tens

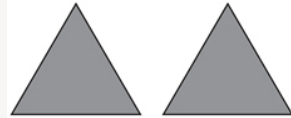


ones

# Activity

You will be given 2 identical (same) shapes which you will use to create a new 2D shape with. Look at my example below...

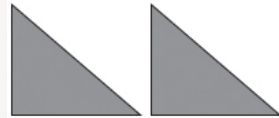
2 equilateral triangles



Rhombus



Your turn!



Challenge - Make a new shape by putting the four above shapes.

# 2D Shapes


Watch the video to learn more about how we can identify 2D shapes within our everyday environment.

<https://www.youtube.com/watch?v=Y5F1WI8rpUM>

**LG:** Identify and name shapes embedded in pictures, designs and the environment.

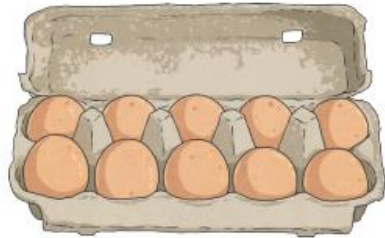
**SC:** I can identify and name the shapes around my environment.  
I can match the item to the shape.

Can you be a detective and find the following 2D shapes around your home? Once you find them, draw them in the appropriate box – the square has already been done for you!

Shape	Item Found at Home
Square	
Triangle	
Circle	
Rectangle	
Pentagon	

## Word Problem

A large egg weighs roughly 60 grams.  
How much would 4 large eggs weigh?



## 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

We will be making playdough and looking at how we can manipulate (use and move) it.

## You will need:

- 1 cup of flour
- 1/2 cup of salt
- 1/2 cup of water
- Food colouring

## Method:

1. Add the flour and salt to a large bowl.
2. Add the water in slowly while mixing. Once combined, knead the dough - if its too sticky add some flour, if too dry, add more water.


**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

3. Add 5-10 drops of food colouring, then knead the dough to mix the colour in.

Once completed, play with the dough, make different shapes, objects and think about the different ways we use this material. Then answer these questions:

- What ways did you manipulate (use and move) the playdough?
- How did the ingredients in the playdough help you to manipulate it? For example, if it were too sticky or dry, would you be able to use it?





**Wednesday**  
**8th of September**  
**2021**

The image features a spiral-bound notebook with a white cover and lined pages, set against a green background. The text 'Wednesday 8th of September 2021' is written in a large, bold, red font. There are several decorative elements: a yellow sticky note at the top left, a yellow sticky note at the bottom left with the text 'Term 3' and 'Week 9', and two horizontal bars (one orange, one yellow) on the right side. The notebook has a silver spiral binding on the left edge.

Term 3  
Week 9

# 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 - Visual Arts



## Fun Fact

Australian English borrows more than 400 words from Aboriginal languages





## Reading - Cyclones

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.

**Task:**  
Read the text and answer the questions.

LG:  
I can describe the main idea in a text  
SC  
I can use clues such as titles, pictures and repeated words.

## 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?

# Cyclones

## What is a cyclone?

A cyclone is a powerful spinning storm with strong winds and heavy rains. Cyclones form over warm oceans. Warm air rises, making clouds and storms with swirling winds. Cyclones are also called hurricanes and typhoons.

## The 'eye' of the storm

The 'eye' of the storm is the calm area in the middle of the cyclone. In the 'eye' or round centre, there are light winds and clearer skies. There are wild storms all around the 'eye' so the calmer weather does not last long.

## Dangers of cyclones

Cyclones are very dangerous. Heavy rains and high winds can destroy things. They can cause flooding and huge waves. Sometimes, they blow the roofs off houses and damage trees and farms.

## The worst cyclone in Australia

The worst cyclone in Australia was cyclone Tracy in Darwin in 1974. It destroyed many buildings, cars and planes. Most people had to leave Darwin to stay in other parts of Australia until the city was rebuilt.

# Cyclones

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

## What is a cyclone?

A cyclone is a powerful, spinning storm with strong winds and heavy rains. Cyclones form over warm oceans. Warm air rises, making clouds and storms with swirling winds. Cyclones are also called hurricanes and typhoons.

### What is the main idea?

- Shade the correct answer
- Cyclones form over warm oceans.
- Cyclones are powerful storms with strong winds and heavy rains.
- Cyclones are also called typhoons.

## The 'eye' of the storm

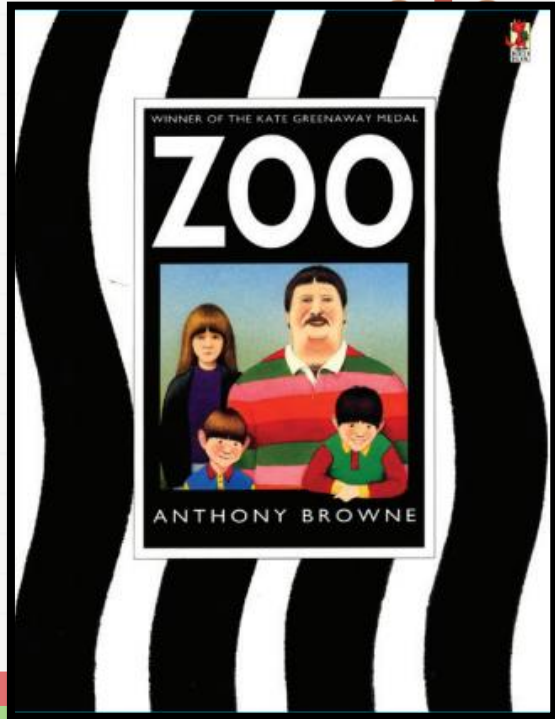
The 'eye' of the storm is the calm area in the middle of the cyclone. In the 'eye' or round centre, there are light winds and clearer skies. There are wild storms all around the 'eye' so the calmer weather does not last long.

### What is the main idea?

- Shade the correct answer
- The calm middle of the cyclone is called the 'eye'.
- There are strong winds around the 'eye'.
- Clear skies do not last long.

# English and Writing - Zoo

**Task 1:**  
Write a persuasive text to state then support your opinion.



LG: I can describe the main events in a text  
SC: I can use main words and illustrations to summary

## Should animals be kept in zoos?



- Yes, animals **should** be kept in zoos.
- No, animals **should not** be kept in zoos.



(Firstly,) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



(Secondly,) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



(Thirdly,) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Brain Break

Have a break and have a go  
at dancing **SISA Aerobics**  
**Lesson - Early Stage 1**  
**and Stage 1.**

[https://www.youtube.com/watch?v=iM04txHN\\_3E](https://www.youtube.com/watch?v=iM04txHN_3E)

## Spelling - Words ending in the suffix 'ful'

Remember the **base word** is the main part of the word.

The **suffix** is the letters you add to the end of a word.

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

We are going to learn how to change the meaning of words by adding the suffix 'ful'.

hope + ful = hopeful

When I add 'ful' to 'hope', I change the word to mean 'full of hope'



**Note:** The suffix 'ful' means 'full of' or 'a lot'.

**Instructions:** Complete the word sums by writing the whole word. Read the word.

forget + ful = \_\_\_\_\_ doubt + ful = \_\_\_\_\_

colour + ful = \_\_\_\_\_ power + ful = \_\_\_\_\_

thought + ful = \_\_\_\_\_ meaning + ful = \_\_\_\_\_

wonder + ful = \_\_\_\_\_ peace + ful = \_\_\_\_\_

**Instructions:** Use the words above to complete the sentences below.

1. We had a lovely time at the picnic. It was \_\_\_\_\_.

2. He can't remember anything! He is really \_\_\_\_\_.

3. There was no noise outside. It was nice and \_\_\_\_\_.

4. The artist's work was bright and \_\_\_\_\_.

5. The \_\_\_\_\_ car zoomed along the race track.

6. My mum is always looking after people. She is very \_\_\_\_\_.

**Instructions:** Write the words that match the clues below. The first one has been done for you.

full of fear = \_\_\_\_\_ fearful \_\_\_\_\_ a full spoon = \_\_\_\_\_

full of truth = \_\_\_\_\_ full of grace = \_\_\_\_\_

# Number of the Day

Number of the Day: 254

1. Write it words
2. Double it
3. Half it
4. Plus 15
5. Minus 40
6. Odd or even
7. Draw it in Base Ten Blocks



hundreds



tens





ones

# Activity

We will look at 'symmetrical' shapes, these are shapes that you can fold in half and have two identical (same) sides. With some shapes, we can fold them several times and still have two identical sides.

Draw and cut out a square and rectangle, then fold the shape in half to create identical halves, if so, see how many times you can do this. Then fill in the grid below.

Shape	Does it Have Symmetry? Yes or No	How Many Lines of Symmetry?
1. 		
2. 		

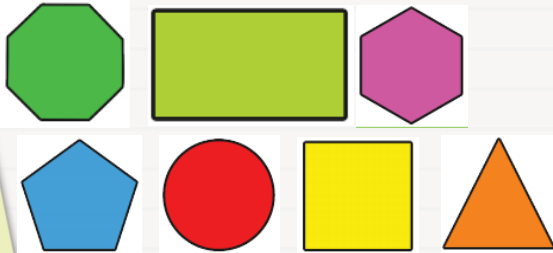


# 2D Shapes

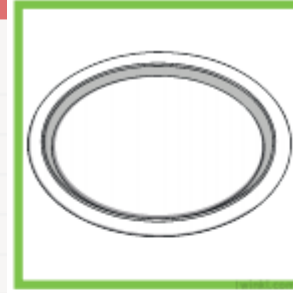
Watch the video to learn about how we sort shapes based on their attributes (features).

[https://www.youtube.com/watch?v=Ux\\_kLd7qAcY](https://www.youtube.com/watch?v=Ux_kLd7qAcY)

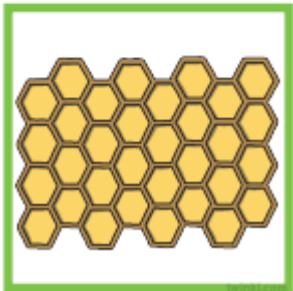
Draw 7 columns for each of the following shapes...



Choose 12 images on the next 3 pages and place them in the column that represents its shape.



**LG:** Sort two-dimensional shapes by a given attribute  
**SC:** I can categorise shapes based on their features  
I can explain the attribute used when sorting two-dimensional shapes



## Word Problem

What three coins could Lola use to make 65c?



## 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 - Finger Puppet

This week we are going to make our very own finger puppets and then create a show using these.

Watch the video below to learn how to make easy and simple finger puppets.

<https://www.youtube.com/watch?v=Vhz5WHr9d6E>



Once you have made the puppets, you will then create a little story where you will use these puppets.

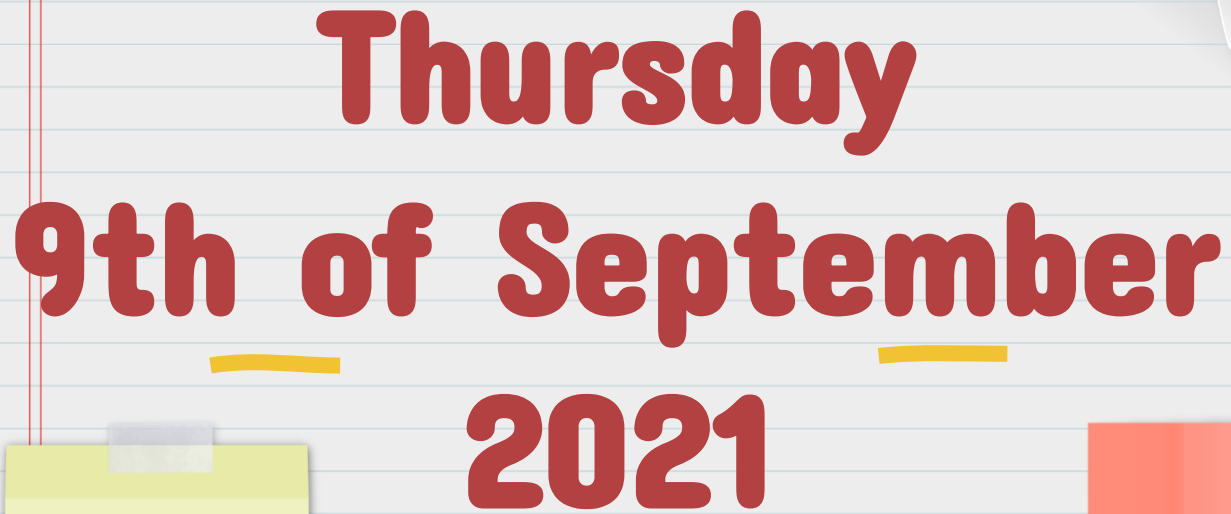
In your story you must have:

- Dialogue (conversation between characters speak)
- At least 2 characters involved
- A complication - problem
- A resolution - solve the problem

Record your story and post it 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 movement, mime and storytelling.



**Thursday**  
**9th of September**  
**2021**



Term 3  
Week 9



# Daily Schedule



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

When it comes to death, members of some cultures refrain from mentioning the name of, or viewing images of deceased persons as a sign of respect to the person as well to their grieving family.



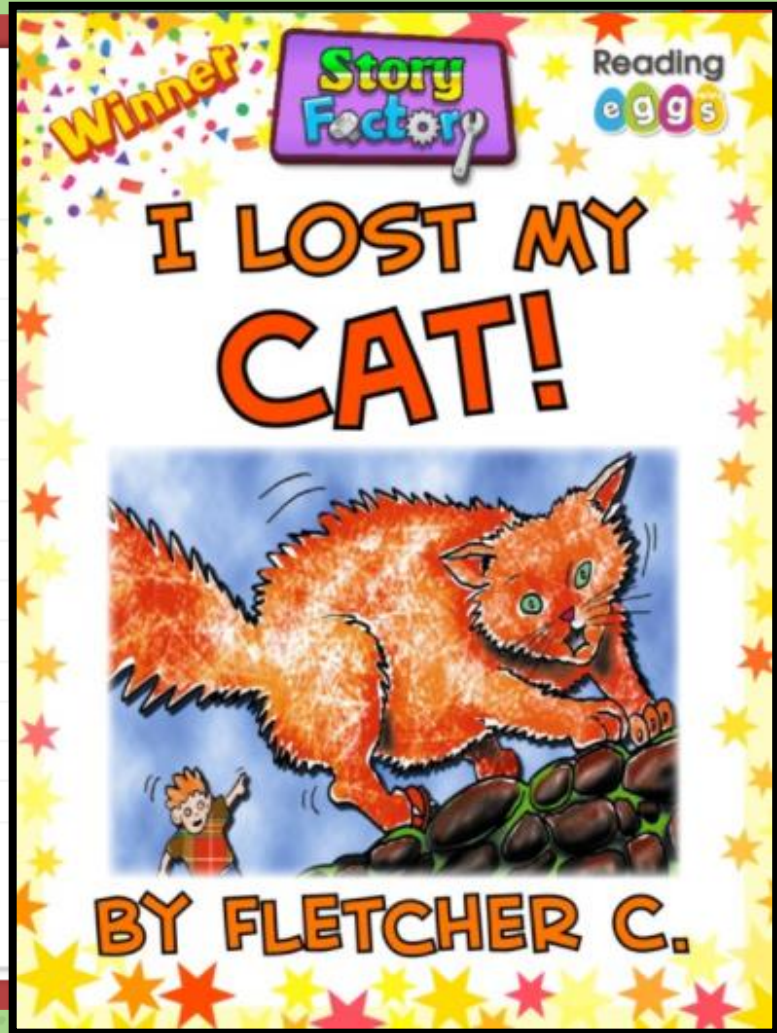
# Reading Eggs - I Lost My Cat

Log into Reading Eggs and read the text *I Lost My Cat*.

Take the quiz at the end of the book.



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



## English and Writing - Enemy Pie

Watch and listen to *Enemy Pie* read by *Camryn Manheim* here.

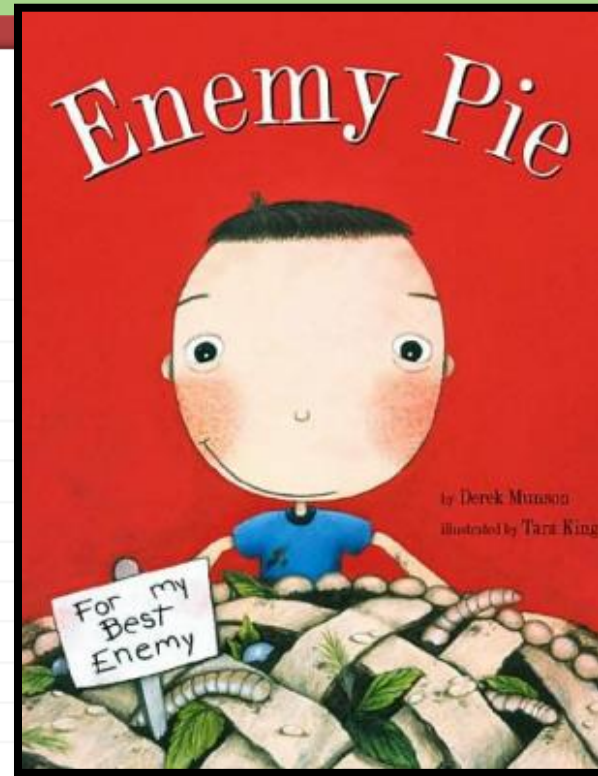
[https://www.youtube.com/watch?v=b\\_I9NgXKtC8](https://www.youtube.com/watch?v=b_I9NgXKtC8)

### Task 1:

1. What might an enemy do?
2. What did Jeremy learn about his enemy?
3. If there was a Friend Pie, what would you put in it?

### Task 2:

Create a Friendship Word Web using <https://wordart.com/create>  
Download it and send it to your teacher on ClassDojo.



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. **SISA Yoga**  
**Lesson.**

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

# Tricky Words

The tricky words we are reviewing this week are;

across, mother, brother



## Task 1:

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

## Task 2:

Complete the worksheet to practice learning about the tricky word.

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

1. Trace and say the letters in each word.

across mother brother

2. Write 'mother' twice. Circle 'o' in each word.

mother \_\_\_\_\_

3. Write 'brother' twice. Circle 'o' in each word.

brother \_\_\_\_\_

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

across	across	already	across	cross	across
mother	mother	moth	muther	mother	woman
brother	bother	brother	bought	brother	both

5. Circle the letters in the correct order to spell each word. Say the letters out loud as you circle.

across:	u a c l t r i u o t h s s w y f o
mother:	r e h m o b t h a k i e p r s g
brother:	b t e r a y o t s h v c e n m r

6. Circle the correct spelling of the word and write it in the blank.

1. Where is your \_\_\_\_\_? ( mother / mothor / muther )
2. Did you walk safely \_\_\_\_\_ the road? ( acros / across )
3. My \_\_\_\_\_ and I are the same size.  
( bother / brother / bruther )

# Number of the Day

Number of the Day: 368

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



hundreds



tens



ones

# Activity - Who am I?

I have one edge.  
I have no vertices.  
My edge is one long curve.  
You might see me as a clock.

I have three edges.  
I have three vertices.  
My edges can be the same or different in length.  
You might see me as a pizza slice.

I have five edges.  
I have five vertices.  
You might see me as a house.

I have four edges.  
I have four vertices.  
My sides are usually two different lengths.  
You might see me as a piece of paper.

# Irregular 2D Shapes

Watch the video to learn more about irregular 2D shapes and their attributes (features).

<https://www.youtube.com/watch?v=RgWKM-e9fWQ>

**Remember**, the attributes of shapes are:

**Triangle** - 3 sides

**Quadrilateral** - 4 sides

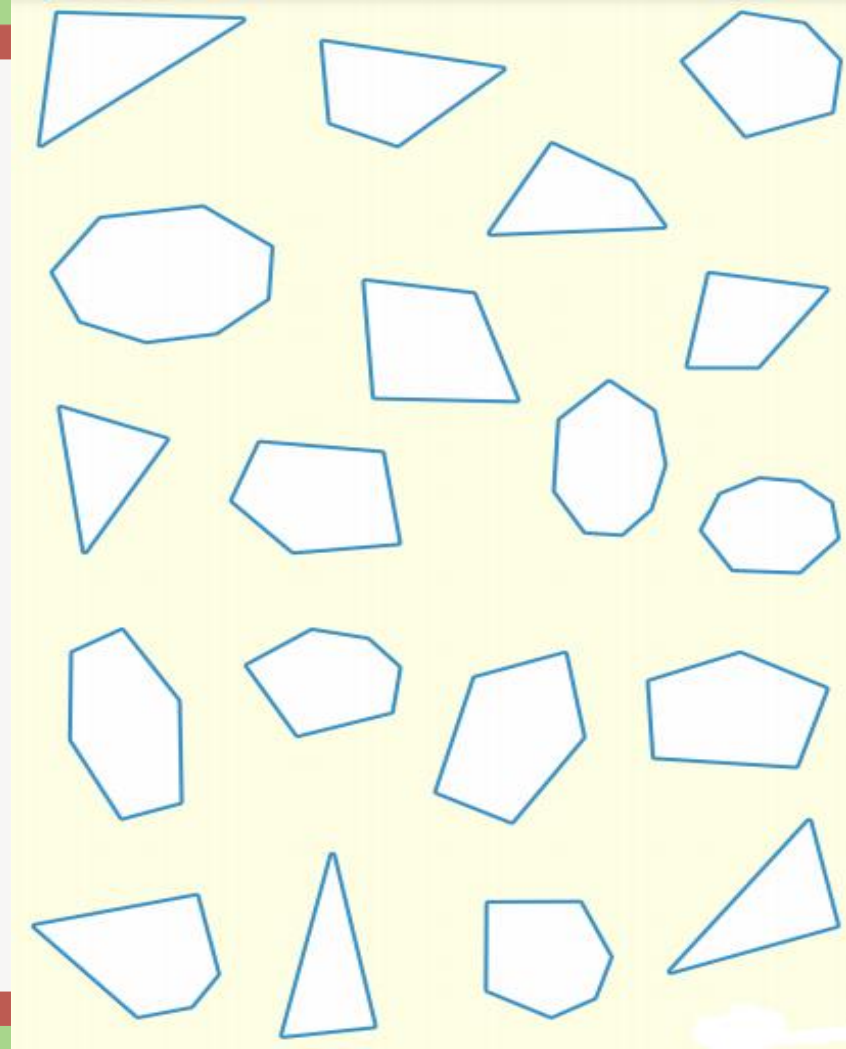
**Pentagon** - 5 sides

**Hexagon** - 6 sides

**Octagon** - 8 sides

Draw 5 columns (one for each of the names above) and sort the shapes into the column based on their attributes.

**LG:** Identify and name two-dimensional shapes presented in different orientations according to their number of sides  
**SC:** I can identify the name of the irregular shape based on its sides. I can use the formal name to label the shape.

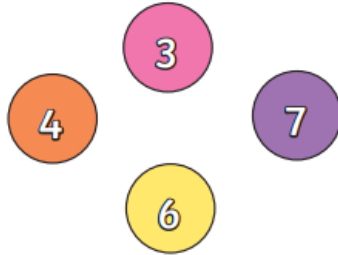


# Word Problem

## Sum Counters Challenge

Use these number counters to make these totals:

- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16



What other totals can you make from these numbers?

# Working Out

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

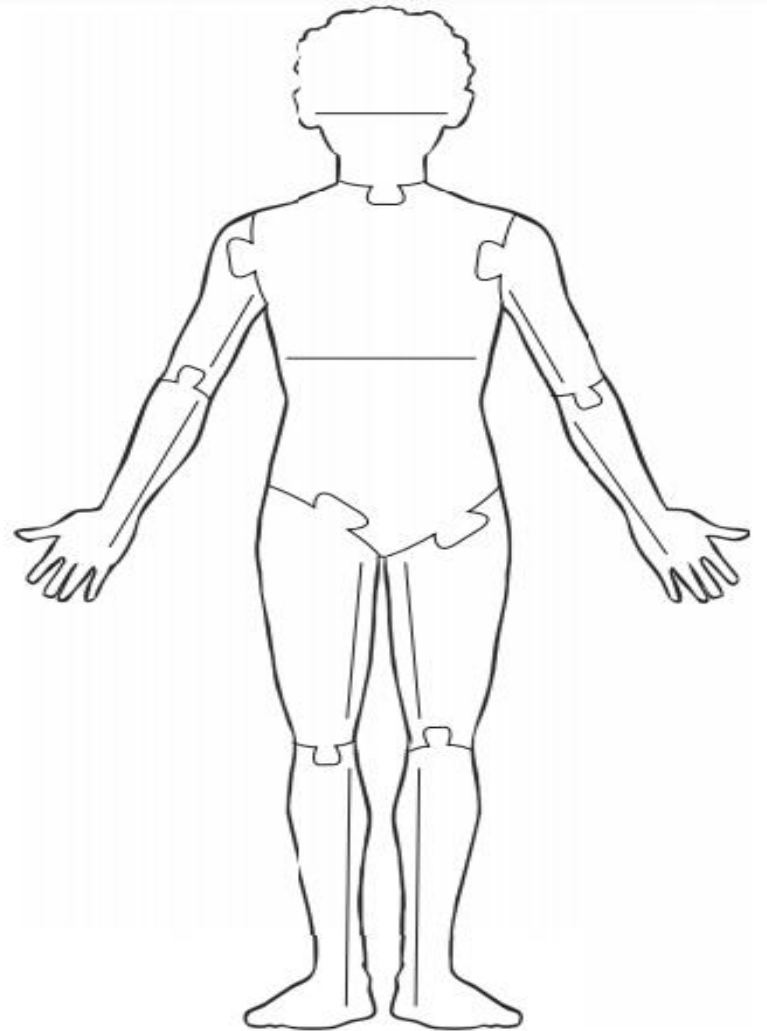
Write your working out process and answer in your workbook.

# PDH - Emotions

Watch the video on different types of emotions then complete the worksheet.

Our <https://www.youtube.com/watch?v=jetoWe1JJJk>


In each part of the human jigsaw, write an emotion that you have experienced and what may have caused you to feel that emotion. Then colour the jigsaw in.



**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.





**Friday**  
**10th of September**  
**2021**

Term 3  
Week 9

# 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

Dream time refers to the Indigenous understanding of the world's creation. Aboriginal people do not put humans on a level higher than nature.





# Reading - What's That Noise?

## Task:

Read the text then  
write a summary.

LG:

I can summarise the texts I  
read

SC

I can use main words, titles  
and paragraph beginnings to  
write my own summaries

What is summarising?

A summary tells us the **most important information** in the text.

A summary is written in your **own words**.

A summary is **much shorter** than  
the whole text.



## What's That Noise?

Josh had just finished his dinner and was reading his favourite book when he heard a strange noise. He looked out of his window, but he couldn't see anything in the dark.

"What was that?" he whispered. Josh felt a little bit scared, but he wanted to know where the noise was coming from. He grabbed his torch and went outside to investigate.

Josh walked around his backyard, shining his torch into bushes and trees. He thought he saw two little bright dots in the trees. Josh wondered what they were, but when he shone the torch at the tree again, the bright dots were gone.



Josh had an idea. He turned off his torch, stood very still and listened carefully. He heard the noise again. In the moonlight, he saw a possum sitting on the back fence staring back at him. Mystery solved!

## What's That Noise? Summary Plan

<b>When</b> is the story happening?	<b>Who</b> is the main character?	<b>Where</b> is the story happening?
<b>What</b> was the problem?		<b>How</b> was the problem solved?

### Write your summary

Add extra words and punctuation to make complete sentences.

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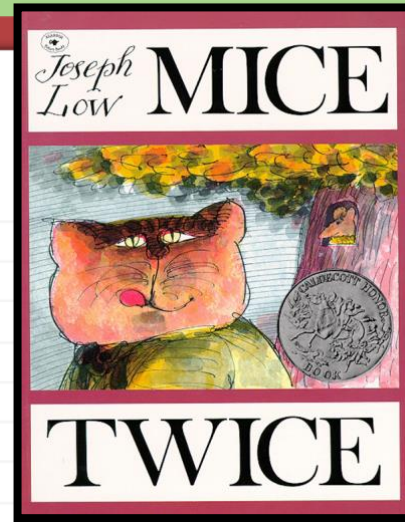
# English and Writing - Mice Twice

Watch and listen to *Mice Twice* read by Ty Burrell at;

<https://www.youtube.com/watch?v=UczxQze0lMc>

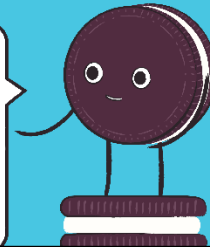
## Task 1:

Write a persuasive paragraph about whether you think Cat will ever bother Mouse again? Don't forget to use the OREO paragraph to organise your writing.



## - Writing a - Persuasive Paragraph

- O** - State your **opinion** clearly.
- R** - Back up your opinion with a **reason**.
- E** - Give an **example** or fact to support your opinion.
- O** - Restate your **opinion**.



LG: I can create persuasive texts  
SG - I can use reasons and examples to support my opinions



# Brain Break

Have a break and do some dancing to **SISA Dance Lesson - Early Stage 1 and Stage 1.**

<https://www.youtube.com/watch?v=qQeq9ryQUa4>

Complete the handwriting sheet.

1. Trace the sentence 2 times
2. Write the sentence on your own.

## Kindness Handwriting Sentences Year 2

I can show kindness when I help my sister ride her bike.

## Handwriting

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

I can show kindness when I help my sister ride her bike.

I can show kindness when I help my sister ride her bike.

I

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

# Number of the Day

Number of the Day: 458

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



hundreds



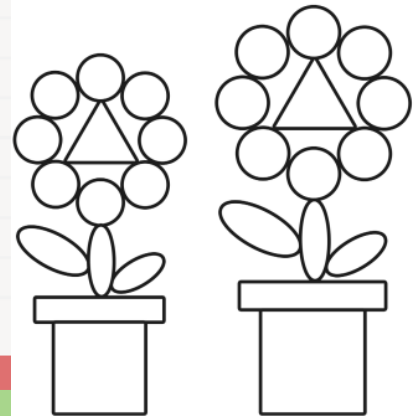
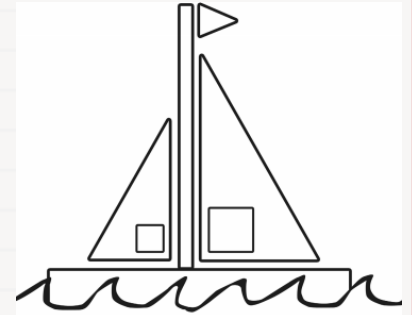
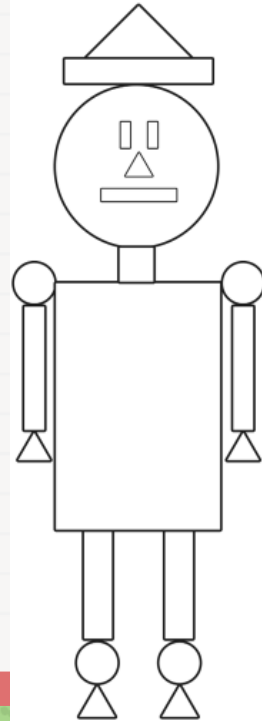
tens



ones

# Activity

Write down all the different 2D shapes you can see in each of the following images...



# Vertices, Sides and Curves

Watch this video to learn about identifying the vertices, sides and curves of a 2D shape.







<https://www.youtube.com/watch?v=swyFM814iaI>

**LG:** Manipulate, compare and describe features of two-dimensional shapes, including triangles, quadrilaterals, pentagons, hexagons and octagons.  
**SC:** I can state the number of sides, vertex and curves of 2D shapes.  
I can name the 2D shapes based on their features.

**Task:** Look carefully at the properties of the 2D shapes on the next page and write your results in the table.

**Remember,** to recall the name of the shapes, look at the number of sides the shape has.

# 2D Shape Properties

2D Shape	Number of Sides	Number of Edges	Number of Curves	Name of Shape
				
				
				
				
				
				



## Word Problem

### Number Card Totals Challenge

Choose 3 different cards with a total of 12. This can be done in 10 different ways. See if you can record all 10 ways.

Choose 4 different cards with a total of 12. How many ways can this be done?

Choose 5 different cards with a total of 12. How many ways can this be done?



## 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



# Visual Arts

To celebrate the end of the 2021 Tokyo Paralympics, we are going to draw a person sitting in a wheelchair.

[https://www.youtube.com/watch?v=E8na\\_qgRBfg](https://www.youtube.com/watch?v=E8na_qgRBfg)

**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