

Remote learning Grid – Week 10, Term 3 - Stage 1, Year 2

This grid covers both online and offline options. Activities that are highlighted **yellow** will receive explicit feedback from teachers. If the learning is completed offline, please submit the work via 2 options. Option 1: take photos of work and upload to Seesaw. Option 2: hand in completed work to the teacher at the end of each week via the front office. **Optional activities are highlighted in green.**

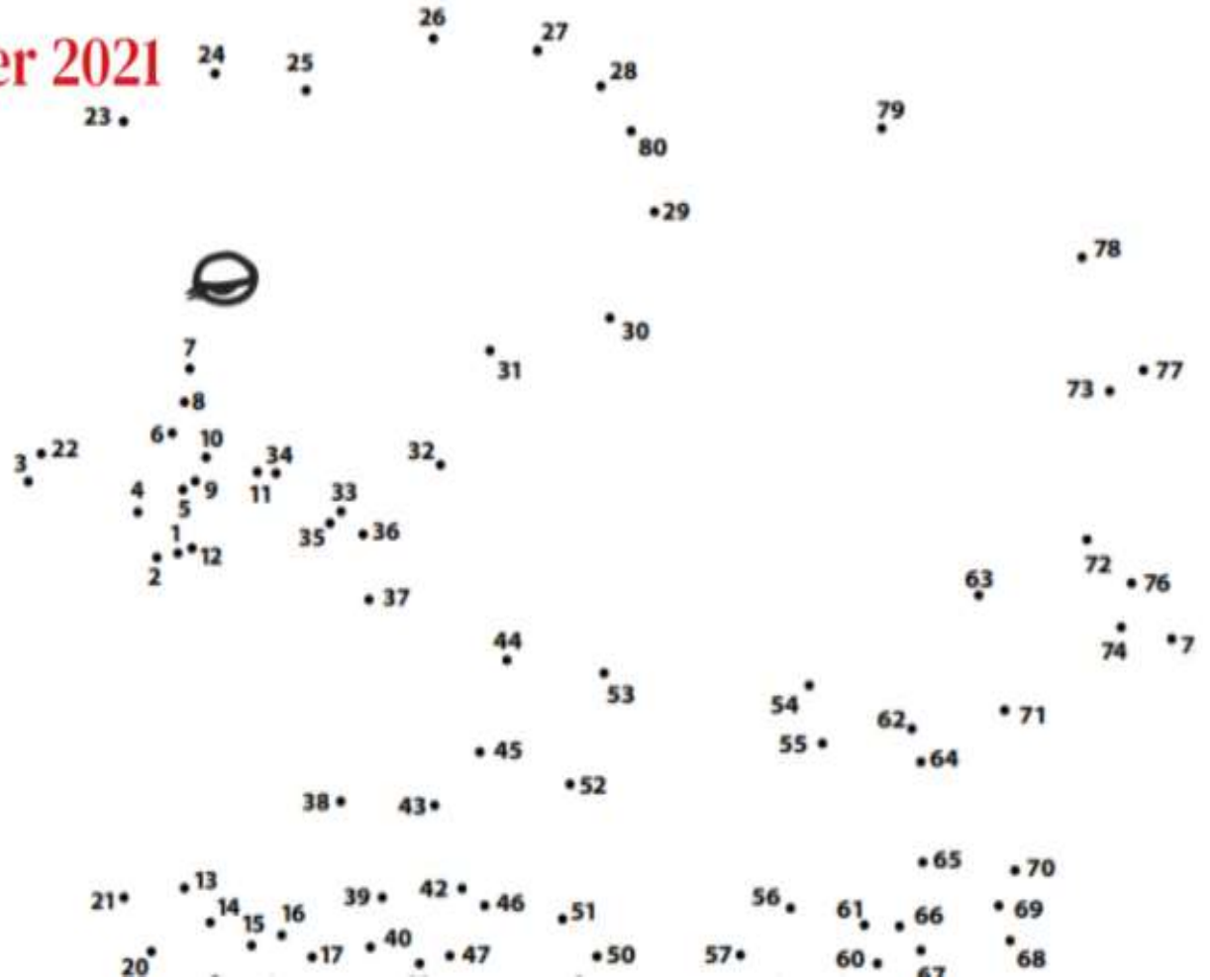
	Monday	Tuesday	Wednesday	Thursday	Friday
M o r n i n g	English				
	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar <i>Editing</i> Complete the activity (See Seesaw or hme pack for more information).</p> <p>Typing club Let's learn to touch type! Visit this website to practise your typing. https://www.typingclub.com/</p> <p>Share Reading Complete activity 3 (see Seesaw or home pack for more information)</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar <i>Editing</i> Complete the activity (See Seesaw or hme pack for more information).</p> <p>Zoom Check-in 11:00- 2H and 2M 11:30-2S</p> <p>Share Reading Complete activity 3 (see Seesaw or home pack for more information)</p> <p>Writing: Roll a Superhero Part 1 Description Writing</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p style="text-align: center;">Wellbeing Wednesday</p> <p style="text-align: center;"><i>Enjoy a screen free day or log in to Seesaw for a choice board of fun activities to keep you busy!</i></p>	<p>Attendance (Seesaw)- Please answer the attendance question. Between 9-9:30am (Activity 1)</p> <p>Spelling and Grammar <i>Editing</i> Complete the activity (See Seesaw or hme pack for more information).</p> <p>Share Reading Complete activity 3 (see Seesaw or home pack for more information)</p> <p>Zoom Check-in: 11:00- 2H and 2M 11:30-2S</p> <p>Writing: Roll a Superhero Part 2 Description Writing</p>	<p>Attendance (Seesaw)- Please answer the attendance question Between 9-9:30am (Activity 1)</p> <p>Catch up on any incomplete tasks that you haven't gotten to this week or term.</p> <p>Pirate Ship STEM CHALLENGE See Seesaw or home pack for information.</p> <p>Typing club Let's learn to touch type! Visit this website to practise your typing. https://www.typingclub.com/.</p> <p>Writing/Reading Fun Listen to the story 'Chip' and create your own Seagull.</p>
	Choose 1 activity from the Wellbeing Grid				
	Break				

teams Mathematics					
M i d d l e	<p>Silent Reading (20minutes)</p> <p>Time Complete the tasks on Time (See Seesaw or hme pack for more information).</p>	<p>Silent Reading (20minutes)</p> <p>Time Complete the tasks on Time (See Seesaw or hme pack for more information).</p>	<p>Silent Reading (20minutes)</p> <p>Wellbeing Wednesday</p> <p><i>Enjoy a screen free day or log in to Seesaw for a choice board of fun activities to keep you busy!</i></p>	<p>Silent Reading (20minutes)</p> <p>Time Complete the tasks on Time (See Seesaw or hme pack for more information).</p> <p>Mathletics: Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> • Time 	<p>Silent Reading (20minutes)</p> <p>Time investigation Complete the tasks on Time (See Seesaw or hme pack for more information).</p> <p>Mathletics: Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> • Time <p>Share Reading- Stem Activity Complete activity 3 (see Seesaw or home pack for more information)</p>
	Choose 1 activity from the Wellbeing Grid				
Break					
A f t e r n o n	<p>Art</p> <p>Complete the assigned Art task on Seesaw (Week 10 , Monday: Art). Offline - Complete the home package activity (Week 10)</p>	<p>History</p> <p>Complete the assigned History task on Seesaw (Week 10 Tuesday: History). Offline - Complete the home package activity (Week 10 Tuesday: History)</p>	<p>Wellbeing Wednesday</p> <p><i>Enjoy a screen free day or log in to Seesaw for a choice board of fun activities to keep you busy!</i></p>	<p>Sport</p> <p>Complete the assigned History task on Seesaw (Week 9 Thursday : History). Offline - Complete the home package activity (Week 10 Thursday: History)</p>	<p>Glow and Grow</p> <p>Complete the assigned reflective task on Seesaw (Week 10 Friday). Offline - Complete the home package activity (Week 10 Friday:)</p>

Attendance Question

Monday 13th September 2021

Connect the Dots by 1s



Learning intention:

We are learning to improve our writing by revising and editing our own work.

Success Criteria:

- I can identify errors in other people's writing
- I can use annotations to make changes and corrections
- I understand why it is important to revise and edit our work.

Activity Instructions:

1. Use the code to mark, revise and edit the writing sample.

Kangaroos – Editing

Read the following paragraph and make the necessary edits using the editing mark symbols.

Editing Marks	
Capital Letter	
Lower case letter	/
Add end marks	. ? !
Spelling mistake	○
Add a word	^
Doesn't make sense	—
New paragraph	[]
Add a space	#

kangaroos are mammals and marsupials that are found in australia including tasmania there are about fifty of kangaroos in australia and they can be found in almost all types habitats They live high in the in deserts in rainforests and on the coast there is even a type of with a long that lives trees the kangaroo has large powerful hind legs large feet a long muscly tail The tail provides counter-balance when they hopping. the is also used as a weight when the kangaroo upright

After you have edited the paragraph, re-write the text correctly on the lines below.



2. Use the same editing marks to complete the harder editing task. (Optional)

1 It's My Party

were having a partie for my birthday
today my partys today but my
birthday was yesterday ive invited all
my friends from skool to come were
going to watch a moovie and make
our own popcorn



Find 3 spelling mistakes.
Add 4 capital letters, 4 full stops and 4 apostrophes of
contraction.

Week 10 Monday -Activity 3

Predicting

Learning Intention:

I am learning to make predictions.

Success Criteria:

-I can use picture clues

-I can use word clues


-I can put the clues together to write a sentence for my prediction

Instructions:

- 1) Log onto Seesaw and look at the book cover "Magnificent Things". If you do not have access to the internet, then pick a story book from home.
- 2) Make a prediction

Before reading



I see... 

What do you see on the front cover?

I think... 

What do you think this story is going to be about?

I wonder... 

What is something you wonder that might happen in the story?

Time

Learning Intention:

We are learning about time.

Success Criteria:

I can compare, order, and describe the duration of events.

I can read analogue time to the $\frac{1}{2}$ hour and $\frac{1}{4}$ hour.

The Learning:

Today we are learning about the duration of time and the different ways we can estimate and measure the duration of an event.

Throughout the week we will be solving problems about time and using time. We will also be exploring how different cultures used informal ways of measuring and telling the time.

Activity Instructions:

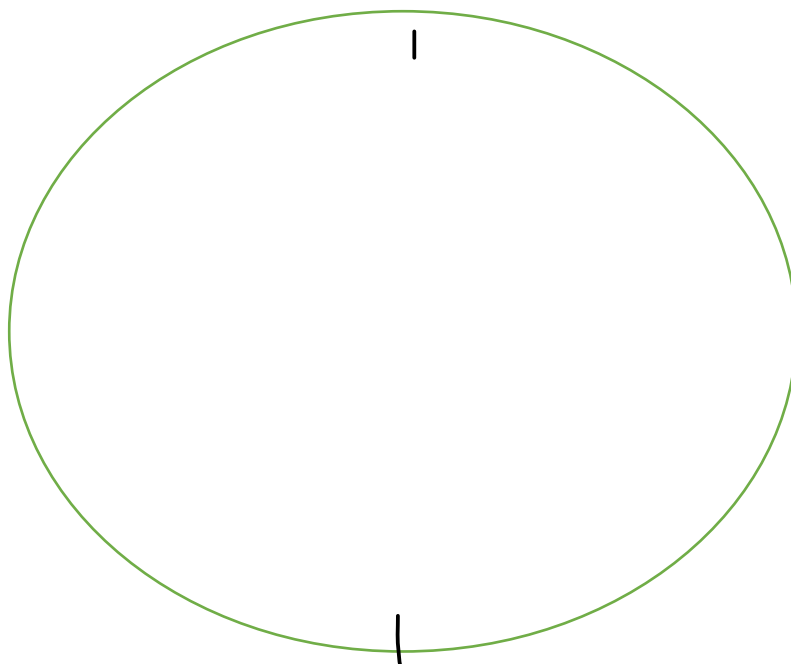
1. Watch the video's on the history of time telling.
2. Add all the numbers to the analogue clock.
3. Complete the sheet on durations.

Time telling:

<https://www.youtube.com/watch?v=At5atF4mKiU> (this video is a bit easier to understand)

<https://www.youtube.com/watch?v=At5atF4mKiU> (this video is a bit trickier and longer).

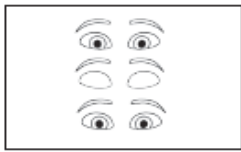
Write the numbers on the clock.



Duration of Time Activity

How many can you do in ten seconds?

Estimate and then count carefully as you time yourself for ten seconds.



Blink your eyes
Estimate:

Count:



Clap your hands
Estimate:

Count:



Hop on one leg
Estimate:

Count:

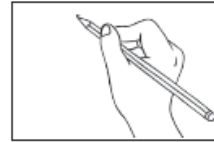


Count to five
Estimate:

Count:

How many can you do in one minute?

Estimate and then count carefully as you time yourself for one minute.



Write your name
Estimate:

Count:



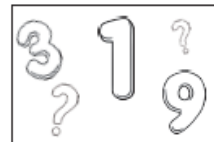
Throw a ball in the air and catch it
Estimate:

Count:



Star jumps
Estimate:

Count:



What number can you count to
Estimate:

Count:

Duration of Time Activity

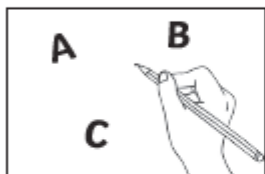
How many can you do in five minutes?

Estimate and then count carefully as you time yourself for five minutes.



walk around your playground
Estimate:

Count:



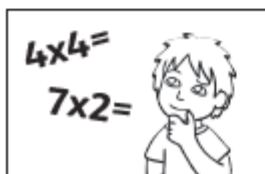
write the alphabet
Estimate:

Count:



read pages of a book
Estimate:

Count:



answer times tables sums correctly
Estimate:

Count:

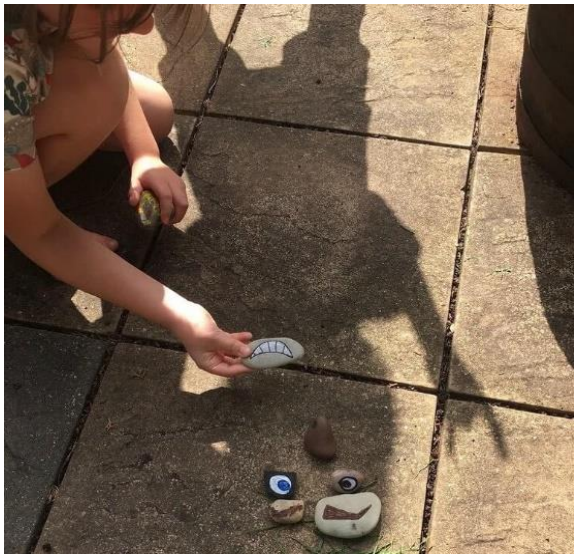
Week 10 Monday: Art

We are learning to make an artwork out of objects in nature

- I can make interesting shapes with my shadow
- I can decorate rocks and other objects to look like facial features
- I can use rocks, leaves and other natural materials to make a face

Instructions

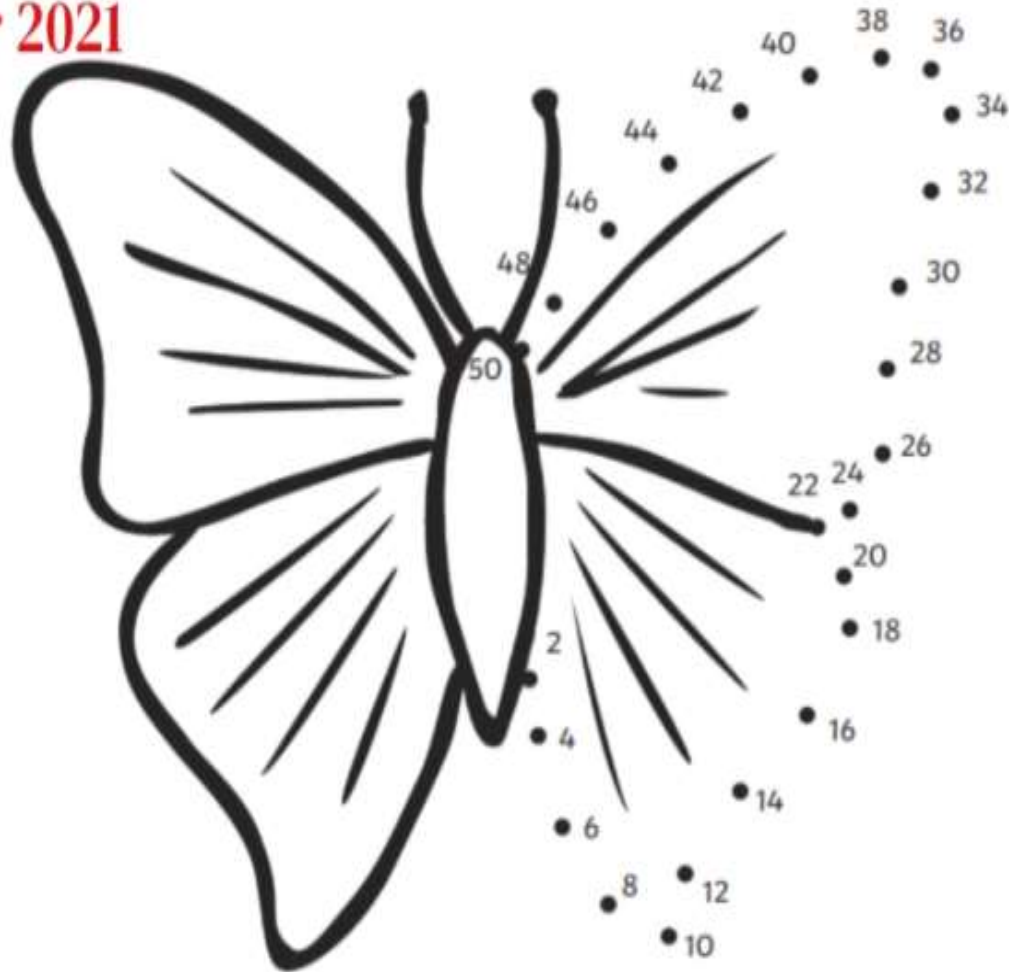
1. Look at the examples of the shadow creatures in the pictures below.
2. Find some rocks to paint eyes, a mouth and any other features you wish to use on your shadow creature. You might like to use acrylic paint, sharpies etc.
3. Collect leaves or sticks or flowers or anything you want to use to decorate your shadow creature.
4. Experiment with the time of day that is good to cast your shadow or the shadow of your helper.
5. Decorate your shadow creature and take a photo.
6. Upload your photo to Seesaw



Attendance Question

Tuesday 14th September 2021

Connect the Dots by 2s



2. Use the same editing marks to complete the harder editing task. (Optional)

3

Where's My Mouse?

ive lookt everywhere and i still cant
find my pet mous he isnt in his cage
maybe hes gone unda the house
again ill have to get dad to get him
when he comes home from work



Week 10 Tuesday-Activity 3

Making Connections

Learning Intention:

I am learning to make a connection with myself, another text, and the world as I read.

Success Criteria:

- I can connect what I am reading to my own experiences
- I can connect what I am reading to other ideas from a text that I have read
- I can connect my ideas from a text to what is happening in the world around me

Instructions:

- 1) Log onto Seesaw and read the story book "magnificent Things". If you do not have access to the internet, then read a story book from home.
- 2) After reading the story, make 1-3 connections



Text-to-self

This reminds me of...

Text-to-text

This reminds me of ...

Text-to-world

This reminds me of ...

Tuesday Week 10 Activity 4 - Writing

Roll to create a Superhero Part 1 – Create Your Superhero!

Today you will be rolling a Super Hero. Each roll will decide for you what you will be adding to create your hero. Follow the instructions below to create your super hero for today. You will need dice for this activity or alternatively, if you don't have dice you can copy the link below to an online interactive dice roll or you can just choose an option from each of the boxes.

Dice link: <https://toytheater.com/dice/>

You will be completing part 2
of this activity tomorrow



Instructions:

1. Roll the dice and match the number on the dice with a row on the chart.
2. See which superhero body is on that row (in the "1st Roll" column).
3. Draw the body on a piece of blank paper.
4. Roll again, match the number to a row on the chart and see which head your superhero will have (in the "2nd Roll" column).
5. Draw your superhero's head on the body.
6. Continue until you have created your superhero.
7. Decorate your superhero, create a background and choose a superhero name!
8. OPTIONAL – Complete the 'My Superhero Identity' sheet.
9. Upload a picture of your superhero (and their identity sheet) on SeeSaw for your teacher to see or attach it to your Home Pack.

ROLL TO CREATE



A SUPERHERO

1. Roll the dice and match the number on the dice with a row on the chart.
2. See which superhero body is on that row (in the '1st Roll' column).
3. Draw the body on a piece of blank paper.
4. Roll again, match the number to a row on the chart and see which head your superhero will have (in the '2nd Roll' column).
5. Draw your superhero's head on the body.
6. Continue until you have created your superhero.
7. Decorate your superhero, create a background and choose a superhero name!

	1st Roll	2nd Roll	3rd Roll	4th Roll	5th Roll	6th Roll
	BODY	HEAD	MASK	EXTRAS	SIDEKICK	SUPERPOWER
				 SHIELD	 SPIDER	 READING
				 CAPE	 BAT	 INVISIBILITY
				 WINGS	 SCORPION	 SUPER STRENGTH
				 ROBOTIC ARMS	 CAT	 MIND-READING
				 SUPER MAGNET	 NARWHAL	 FLYING
				 SELFIE STICK	 PLATYPUS	 ORIGAMI

**TOP
SECRET**

My Superhero Identity

My superhero name is:

My costume looks like:

My special powers are:

How I became a superhero and got my powers:

Time

Learning Intention:

We are learning about time.

Success Criteria:

I can compare, order, and describe the duration of events.

I can read analogue time to the $\frac{1}{2}$ hour and $\frac{1}{4}$ hour.

How good are you at knowing what time is it?

Activity Instructions:

1. Watch the video's on telling the time.
2. Read the clues and solve the time problems.
3. Play the online time games.

How to tell the time:

<https://youtu.be/HrxZWNu72WI>

Some online games that can help you learn to tell the time:




https://www.abcya.com/games/days_of_the_week

<https://www.topmarks.co.uk/time/teaching-clock>

https://www.abcya.com/games/telling_time (Don't choose the digital clock)







Time Clues

Use the clues to write and draw the correct time on each clock.

<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 6. The hour hand (the small hand) is pointing between the 3 and 4. What is the time? _____ 	
<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 6. The hour hand (the small hand) is pointing between the 8 and 9. What is the time? _____ 	
<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 12. The hour hand (the small hand) is pointing to the 5. What is the time? _____ 	







Time Clues

Use the clues to write and draw the correct time on each clock.

<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 6. The hour hand (the small hand) is pointing between the 11 and 12. What is the time? _____ 		
<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 12. The hour hand (the small hand) is pointing to the 6. What is the time? _____ 		
<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 6. The hour hand (the small hand) is pointing between the 1 and 2. What is the time? _____ 		

Time Clues

Use the clues to write and draw the correct time on each clock.

<p>Clues</p> <ol style="list-style-type: none"> The minute hand is pointing to the 12. The hour hand is pointing to the 7. What is the time? _____ 		
<p>Clues</p> <ol style="list-style-type: none"> The minute hand is pointing to the 6. The hour hand is pointing between the 2 and 3. What is the time? _____ 		
<p>Clues</p> <ol style="list-style-type: none"> The minute hand is pointing to the 6. The hour hand is pointing between the 6 and 7. What is the time? _____ 		

Week 10 Tuesday: PDH Feelings

We are learning to identify feelings

- I can predict what feeling another person is displaying.
- I can relate by sharing on audio or video, about a time I experienced one or more of these feelings.

Instructions

1. Read this list of emotions: **scared, disgusted, happy, angry, sad**
4. Choose one of these emotions. Draw and write about a time when you felt this emotion. What made you feel that way? How did your body react?

If you have access to a device: Watch the YouTube video 'Inside Out: Guessing the feelings'. After each emotion shown by the girl, try to guess what she is feeling as the numbers count down. <https://www.youtube.com/watch?v=dOkyKyVFnSs>

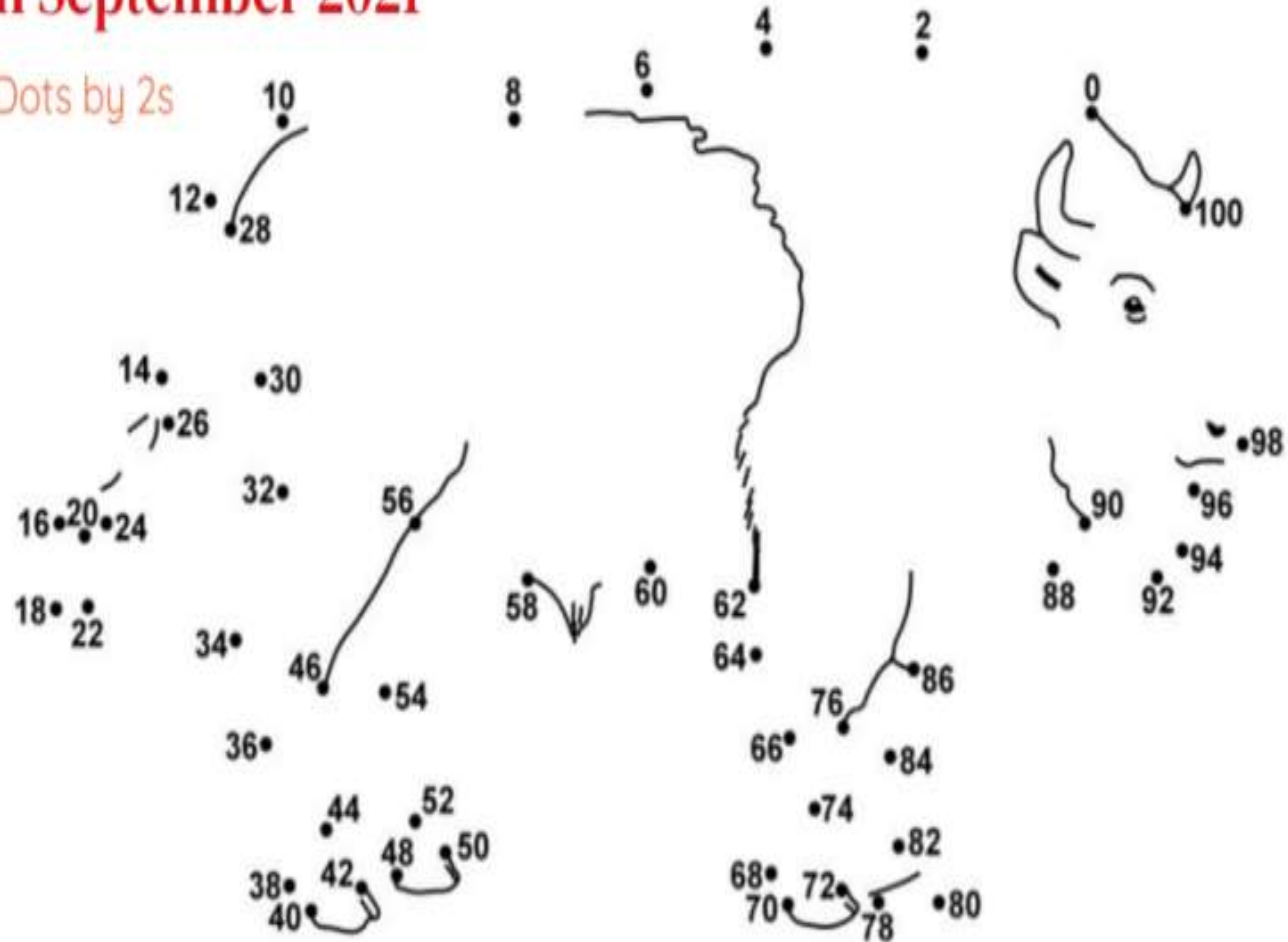


My emotion is: _____

Attendance Question

Wednesday 15th September 2021

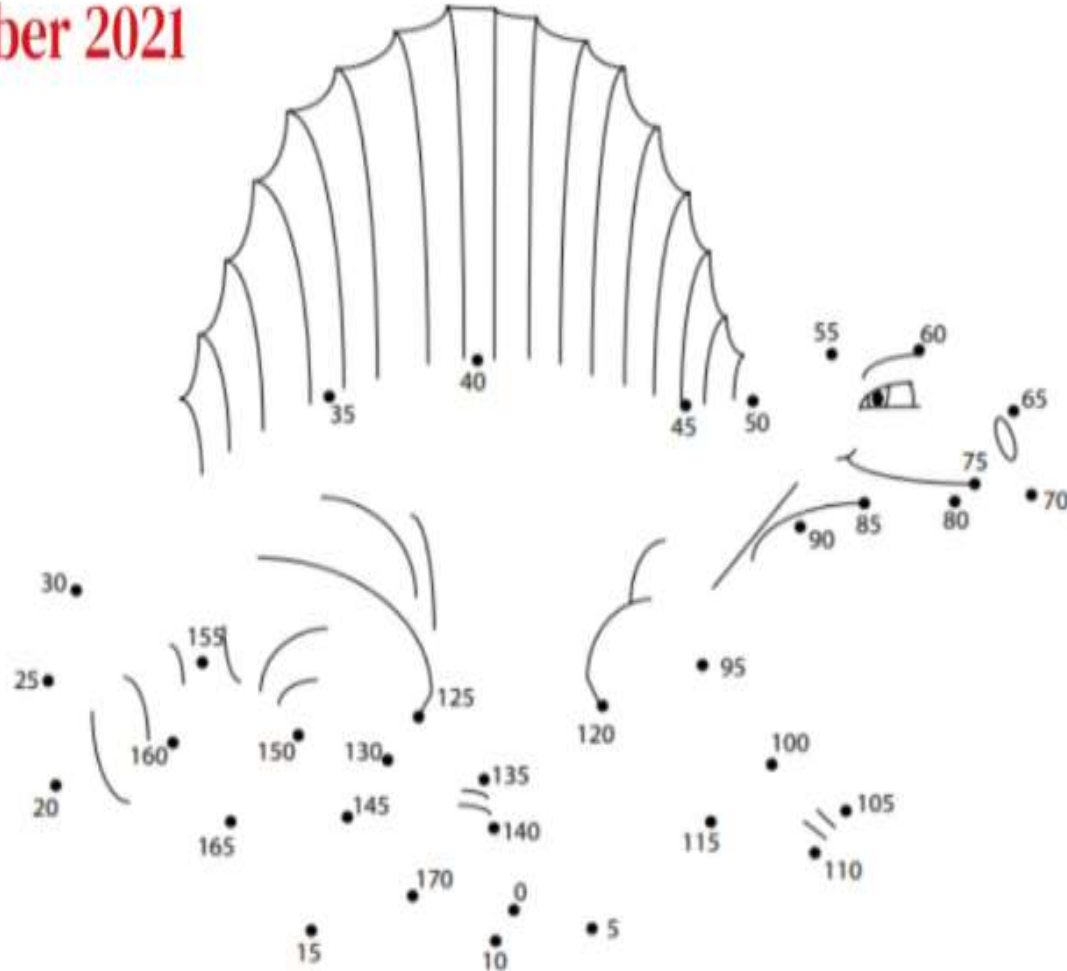
Connect the Dots by 2s



Attendance Question

Thursday 16th September 2021

Connect the Dots by 5s



Learning intention:

We are learning to improve our writing by revising and editing our own work.

Success Criteria:

I can identify errors in other people's writing

I can use annotations to make changes and corrections

I understand why it is important to revise and edit our work.

Activity Instructions:

Proofreading Practice

Use these proofreading marks to correct 10 mistakes in the story below.

Make a capital letter. ≡

Add a question mark. ?

Add a full stop. ○

Correct the spelling mistake. ^{their}~~there~~

A Windy Walk

it was cold and windy as teh twins walked to school. julie had forgotten to put on her beanie before she and her brother lsft home. "Why are your ears red Julie " asked her brother ben Julie replied "because they're super cold Ben!" then shhe shivered as the wind howled, blowing leaves all around them.



Choose two sentences that have mistakes and write them correctly.

1. _____

2. _____

Extra Challenge

In your workbook, or on the back of this page, write a sentence with two mistakes. Ask a friend to find the mistakes in your writing.

Week 10 Thursday-Activity 3

Story Elements

Learning Intention:

I am learning to use story elements (characters, setting, plot, solution) to understand what I am reading.

Success Criteria:

- I can name the characters in a story
- I can describe the setting in a story - I can identify the problem in the story
- I can explain how the problem was solved

Instructions:

- 1) Log onto Seesaw and read the story "Magnificent Things". If you do not have access to the internet, then choose a story book from home.

Title of the story:

Who are the <u>characters</u> ?	
Where is the <u>setting</u> ?	
What is the <u>problem</u> ?	
What is the <u>solution</u> ?	

Thursday Week 10 Activity 4 - Writing

Roll to create a Superhero Part 2 – Create Your Superhero!

Using your 'Roll to Create a Superhero' from yesterday, today you will write a description of your superhero. Descriptions are written to describe the characteristic features of a particular thing. Today you will be writing a description about your Superhero.

Learning Intention

We are learning to write a description.

Success Criteria

I can use adjectives to describe a character.

I can use full stops and capital letters in my descriptive writing.

I can use full and well structured sentences.



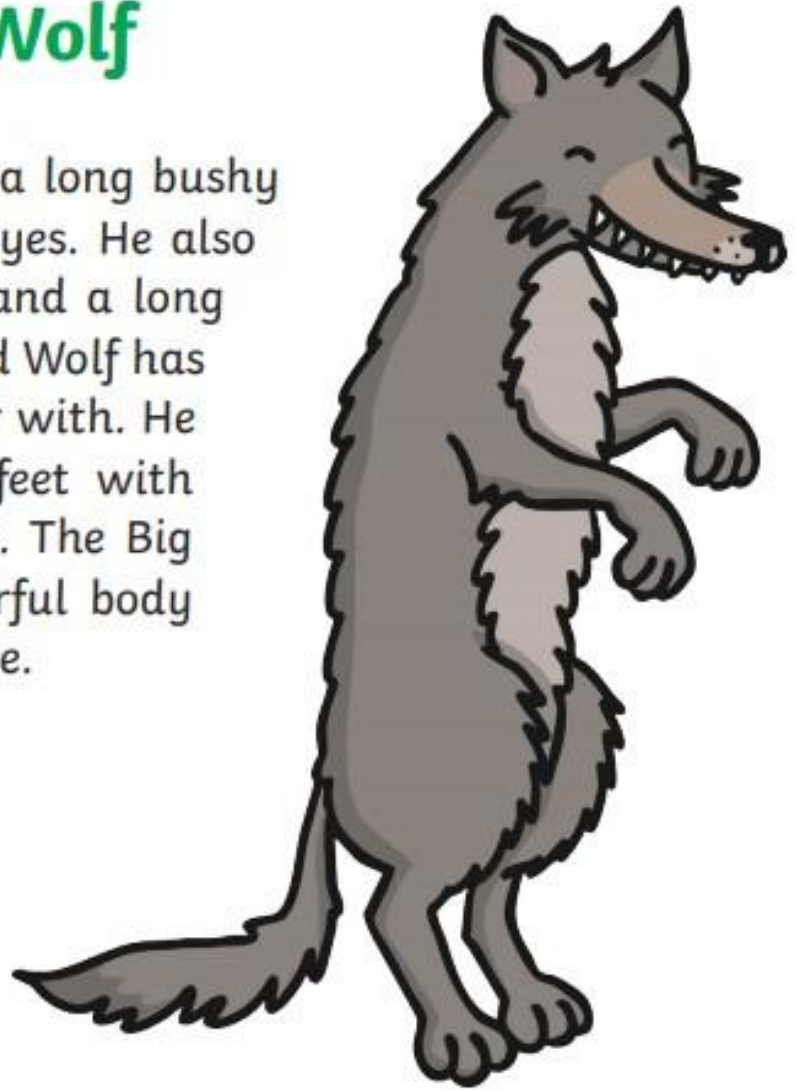
Attached is an example of a description of The Big Bad Wolf to give you an idea of what to include in your writing about your Superhero (that you rolled and created yesterday).

1. On a sheet of paper, you need to write a description of your Superhero. There is an adjective list attached to give you some descriptive words to add to your writing.
2. Once you have written your description, upload a photo of it on SeeSaw or attach it to your Home Pack for your teacher to see.

DESCRIPTION EXAMPLE

The Big Bad Wolf

The Big Bad Wolf has a long bushy tail and large angry eyes. He also has long white teeth and a long black nose. The Big Bad Wolf has long furry ears to hear with. He has enormous hairy feet with very long sharp claws. The Big Bad Wolf has a powerful body and is strong and fierce.



Character Description Word Mat

Face

adorable
attractive
beautiful
black
blotchy
blushing
brown
cheerful
cruel
cute
freckled
gloomy
gorgeous
jaunty
kind
long
loving
miserable
morose
narrow
olive
odd
plump
round
sallow
scrunched
slim
striking
stunning
sullen
sunburnt
sunken
unusual
white
wicked
wrinkled

Hair

afro
braided
coarse
corkscrews
crimped
curly
dark
fine
floppy
frizzy
ginger
golden
greasy
luscious
messy
neat
ringlets
shiny
tangled
thick
wavy
wild
wispy

Body

angular
athletic
broad
bulky
burly
frail
lithe
muscular
narrow
plump
slender
slight
slim
stout
wide
willowy
wiry

Voice

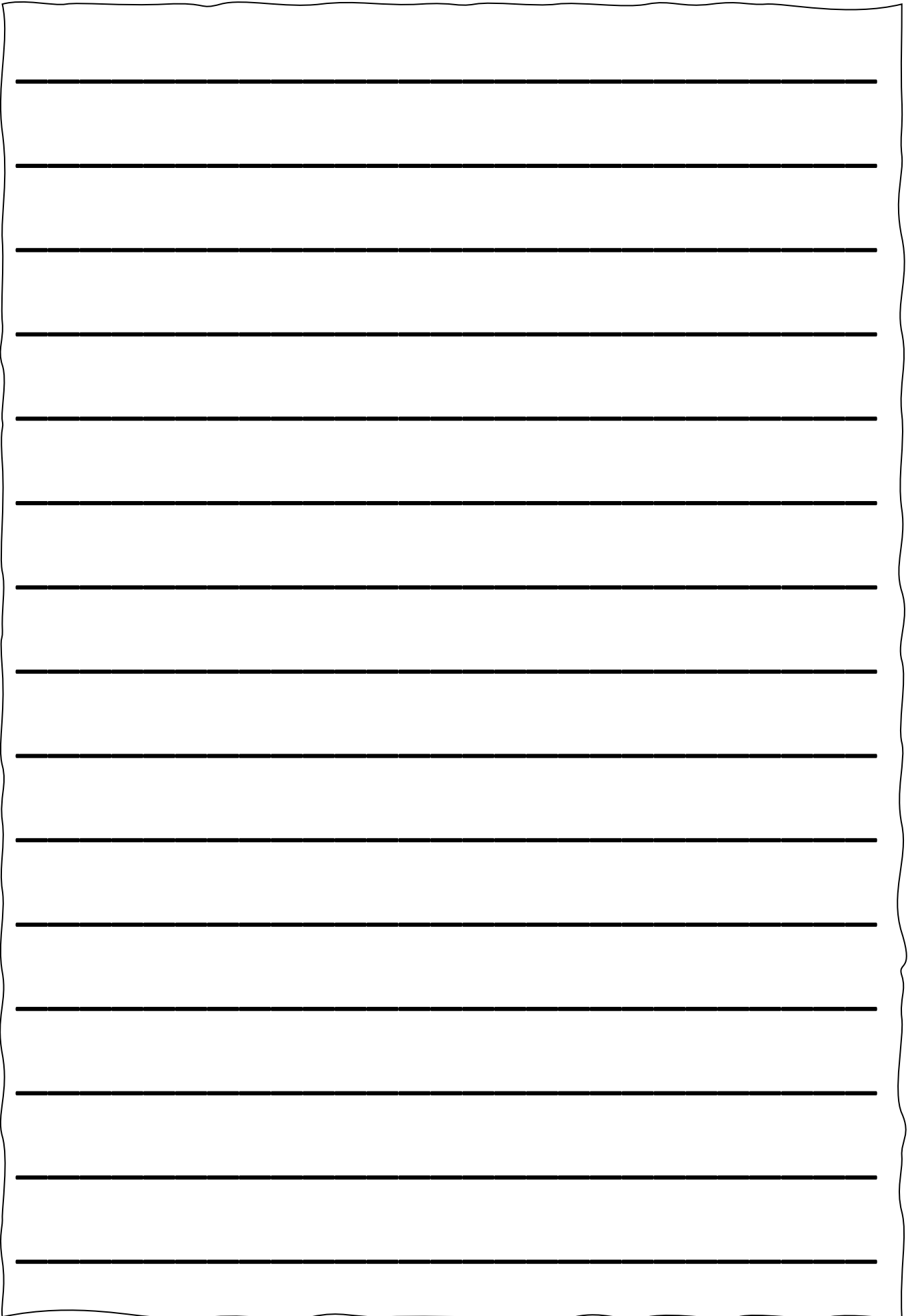
booming
brittle
clear
confident
croaking
echoing
flat
gruff
hushed
inaudible
loud
quiet
quivering
raspy
shrill
wheezy
whispering

Clothes

clean
damaged
fashionable
flowing
ill-fitting
modern
neat
old-fashioned
pristine
spotless
stylish
tidy
torn
untidy
unkempt
vintage
worn

Movement

blundering
edging
hobbling
limping
looming
pacing
plodding
racing
scrambling
skulking
stalking
stooping
striding
strutting
stumbling
sweeping
trudging



Time

Learning Intention:

We are learning about time.

Success Criteria:

I can compare, order, and describe the duration of events.

I can read analogue time to the $\frac{1}{2}$ hour and $\frac{1}{4}$ hour.

Activity Instructions:

1. Watch the video on traditional Aboriginal time telling.
2. Make your own Sun Dial

How did Aboriginal people tell the time?

Across Australia are many different rich and vibrant Aboriginal cultures, each with its own astronomy (using the stars).

Many have stories of a female Sun who warmed the land, and a male Moon who was once a young slim man (the waxing crescent Moon), but grew fat and lazy (the full Moon). But then he broke the law, and was attacked by his people, resulting in his death (the new Moon). After remaining dead for 3 days, he rose again to repeat the cycle, and continues doing so till this day.

Some Aboriginal people use the sky as a calendar to tell them when it's time to move to a new place and a new food supply. The Boorong people in Victoria know that when the "Mallee-fowl" constellation (Lyra) disappears in October, to "sit with the Sun", it's time to start gathering her eggs on Earth. Other groups know that when Orion first appears in the sky, the Dingo puppies are about to be born.

Watch this Behind the News story to learn more:

<https://www.youtube.com/watch?v=Wv8hKMj6ikA>

Go here to learn more:

<https://www.abc.net.au/science/articles/2009/07/27/2632463.htm>

The Sun Dial:

What is a sundial?

A sundial is a device that can tell you what time it is depending on where the Sun casts its shadow on the sundial. A sundial is made up of two parts: a flat circular plate and a stick called a gnomon. The gnomon casts a shadow on the plate and this shadow shows the time.

Before clocks were invented, sundials were the only way to tell the time! When the first clocks were created, sundials were still important because early clocks were not accurate, so they had to be reset regularly using sundials as a reference.

Feel like doing a bit extra?

Research the sun dial and it's history.

Make your own sun dial:

Making a Sundial

You will need:

- Chalk
- Stones
- Large, straight stick
- Clock



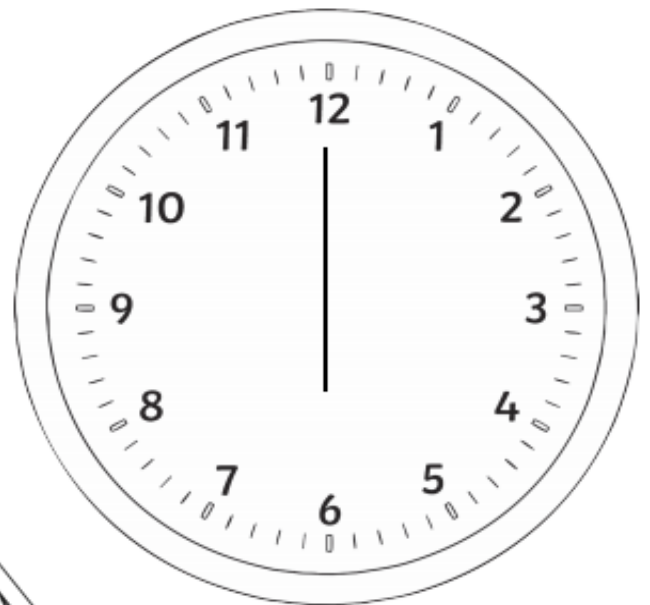
Instructions

1. Find a spot outdoors that is not sheltered and that the sun will be able to shine on easily.
2. Place your stick vertically in the centre of this area. (On a concrete area, you could create a small mound of dirt or stones and push your stick into this.)
3. On each hour, look at where the shadow of your stick falls. Place a stone at the end of each shadow.
4. With your chalk, write the number of the hour next to the pebble.
5. Repeat until the end of the school day.
6. Test out your sundial by checking that the shadow falls onto the correct pebble at the correct time, the following day.

Make a Sundial




Cut out both the shapes below. Cut down the line in the middle of the dial and insert the pointer piece. Fold the tab on the pointer piece underneath and glue it down.

Position your sundial outside so that the shadow that the pointer casts is pointing to the correct time. As the day goes on, your sundial will continue to show the correct time!









Time Clues

Use the clues to write and draw the correct time on each clock.

<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 6. The hour hand (the small hand) is pointing between the 3 and 4. What is the time? _____ 	
<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 6. The hour hand (the small hand) is pointing between the 8 and 9. What is the time? _____ 	
<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 12. The hour hand (the small hand) is pointing to the 5. What is the time? _____ 	


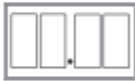




Time Clues

Use the clues to write and draw the correct time on each clock.

<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 6. The hour hand (the small hand) is pointing between the 11 and 12. What is the time? _____ 		
<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 12. The hour hand (the small hand) is pointing to the 6. What is the time? _____ 		
<p>Clues</p> <ol style="list-style-type: none"> The minute hand (the big hand) is pointing to the 6. The hour hand (the small hand) is pointing between the 1 and 2. What is the time? _____ 		

Time Clues

Use the clues to write and draw the correct time on each clock.

<p>Clues</p> <ol style="list-style-type: none"> The minute hand is pointing to the 12. The hour hand is pointing to the 7. What is the time? _____ 		
<p>Clues</p> <ol style="list-style-type: none"> The minute hand is pointing to the 6. The hour hand is pointing between the 2 and 3. What is the time? _____ 		
<p>Clues</p> <ol style="list-style-type: none"> The minute hand is pointing to the 6. The hour hand is pointing between the 6 and 7. What is the time? _____ 		

Week 10 Thursday: Sport

We are learning about balance and agility

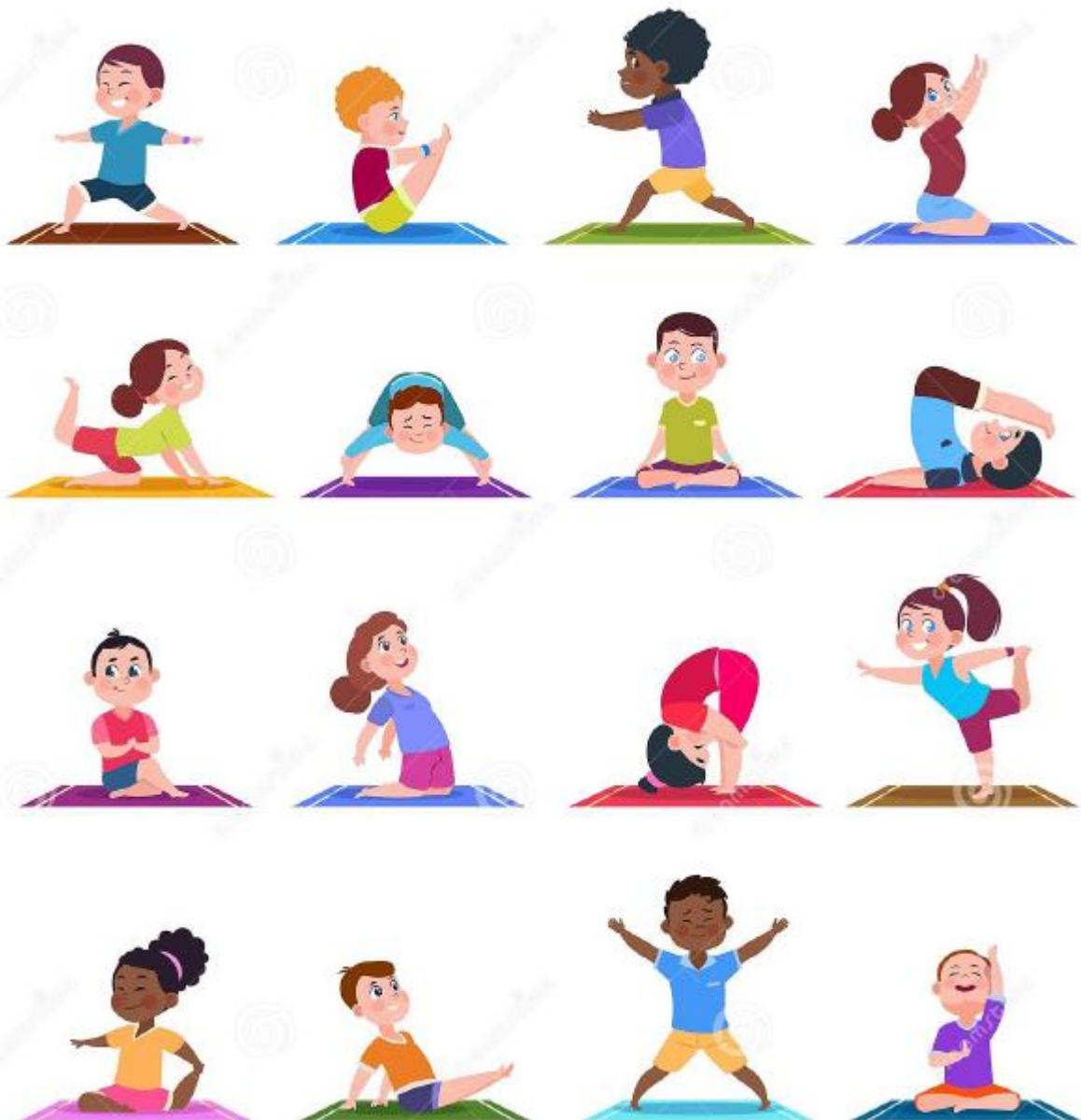
- I know some techniques to help me balance
- I understand how agility can help me in sport
- I can balance and complete agility tasks

Instructions:

1. If you have access to a device, watch the following sports lesson with Mr Ben: <https://www.loom.com/share/d2b65e24bfe04c1fb9290d1c01d98df3>
2. If you can't watch the video, complete the balance and agility activities in this home package.
3. **Optional:** Upload a video of you doing a DIY Ninja Warrior course.

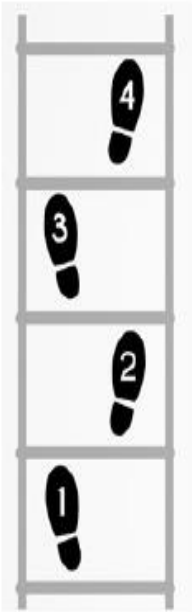
Balancing:

Choose 5 of the poses below to put together and create a balance routine.

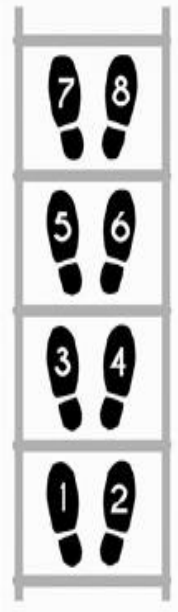


Agility Ladder Challenge:

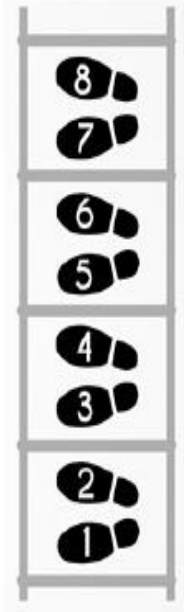
Draw a ladder with chalk or create a ladder using a skipping rope and complete the foot patterns shown in the ladders below. Record how many times you can go through each ladder in 1 minute.



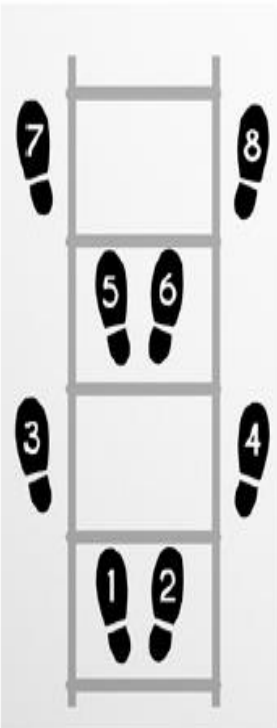
BEST TIME: _____



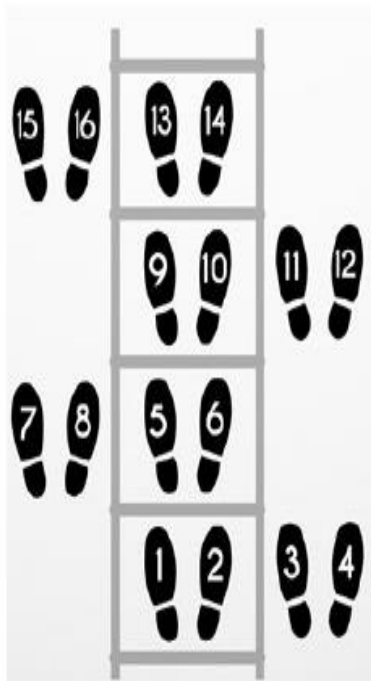
BEST TIME: _____



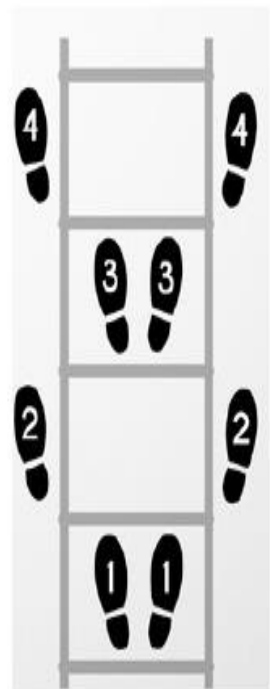
BEST TIME: _____



BEST TIME: _____



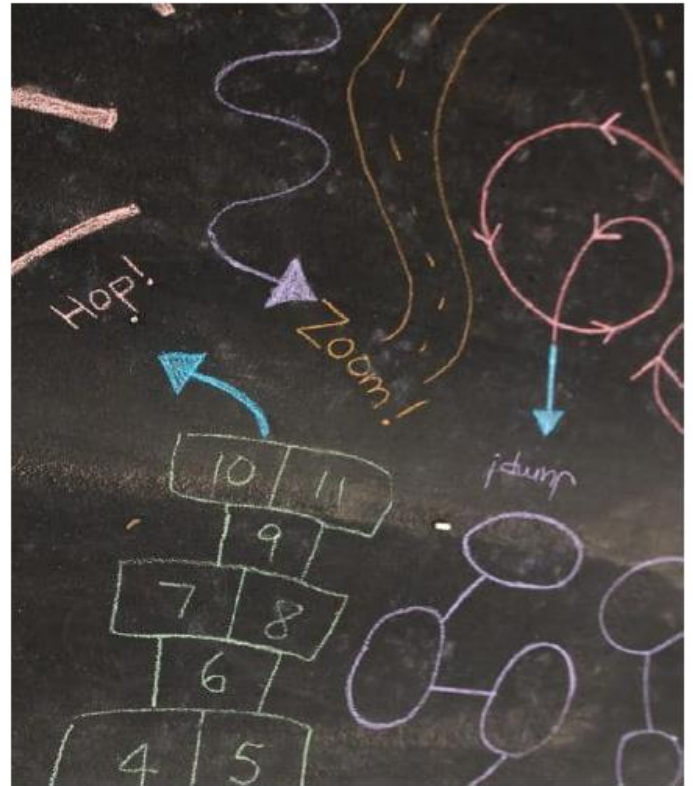
BEST TIME: _____



BEST TIME: _____

DIY Ninja Warrior Challenge:

Below are some examples of courses you can create with an adult at home to make your own Ninja Warrior course! Record yourself completing your course and send it to your class teacher. Hint: your video could be an entry to a Got Game competition!



Week 10 Friday – Activity 1

Attendance Question

Friday 17th September 2021

Connect the Dots by 10s



Week 10 Friday-Activity 3

Stem Activity

Learning Intention:

I am learning to build by using materials found around the house

Success Criteria:

- I can use a variety of different materials
- I can explain what materials I have used
- I can build something that is useful
- I can be creative

Instructions:

Think of something magnificent that you can create. Make a plan to create something MAGNIFICENT using materials around your house. Upload a picture of your MAGNIFICENT thing on Seesaw or draw a picture of your MAGNIFICENT thing in the space below.



— BUILD A — PIRATE SHIP

STEM CHALLENGE

The Scenario

Ahoy there! Pirate Pete is about to set sail once again, seeking adventure and riches on the high seas. There's just one little, teeny-tiny problem... he doesn't have a ship. That's where you come in!

The Task

Pirate Pete has asked you to design and build him a ship using the materials he has provided. You can design it any way you like, but it has to be able to float. Aaaarrrrgh... you able to help?

The Process

Follow the Engineering Design Process to help you to complete this task.

1. **Ask questions** - What is the problem? Are there any challenges?
2. **Imagine it** - Brainstorm your ideas. Pick the best one!
3. **Plan it** - Make a list of materials. Draw a diagram with labels.
4. **Create it** - Follow your plan. Create a model.
5. **Improve it** - Did it work? Can you make it better? What could be done differently?
6. **Share it** - What changes need to be made? What do others think?

Materials

- paper plates
- paper straws
- paper
- glue
- tin foil
- paper bowls
- pipe cleaners
- card
- sticky tabs
- paper cups
- cardboard tubes
- egg cartons
- tape



Name _____

Date _____

Build a Pirate Ship

I will use the following materials:

- _____
- _____
- _____
- _____
- _____
- _____

Diagram of My Ship with Labels

Every ship needs a name!

My ship is called: _____



Friday Week 10 Activity 4 - 'Chip'

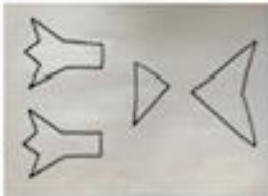
Our activity today is to make Chip, the seagull, using a paper plate.



1. Cut and fold a paper plate as shown in the example below.



2. Draw and colour the shapes below.



3. Cut and glue Chip's nose, scarf and legs, onto the paper plate. Add googly eyes or draw them with a texta.

TODAY YOU WILL LISTEN TO THE STORY 'CHIP'

Follow this link to listen to this story. Before listening to the story, make a prediction about what you think the story will be about and share this with someone in your home.

Chip Story Link –

<https://youtu.be/5JQ7uXitUe0>

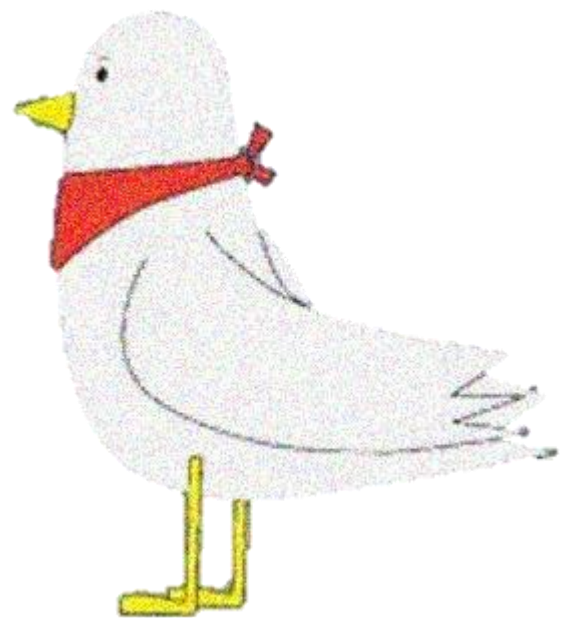


Now you will be making Chip!

That's right!

You will make your own Chip to have at home. Follow the photo instructions to make your paper plate Chip. Upload a photo on SeeSaw for your teacher to see.

Have Fun!



Time

Learning Intention:

We are learning about time.

Success Criteria:

I can compare, order, and describe the duration of events.

I can read analogue time to the $\frac{1}{2}$ hour and $\frac{1}{4}$ hour.

Activity Instructions:

1. Complete the time investigation task.



The Scenario

Every morning and night, your little brother times himself brushing his teeth using a sand timer. He must keep brushing until all the sand runs through the timer. The sand timer lasts for one minute.

This morning, your brother knocked over the sand timer and it smashed into pieces!

Your mother has asked you to make a new sand timer for your little brother. You must use a small plastic container to make your timer. The timer must run for as close to one minute as possible.

The Task

Create a sand timer using sand and a small plastic container.

Test and modify your timer until it runs for one minute (or as close to one minute as possible!)

You have three chances to perfect your sand timer!

Procedure

1. Bring in a small plastic container from home (a yoghurt container or similar would be perfect).
2. Carefully poke a hole in the bottom of the container. Think about how large you need the hole to be.
3. Fill the plastic cup with the amount of sand you wish to use.
4. Start the stopwatch as you pour the sand into your timer.
5. Stop the stopwatch once all of the sand has emptied out of your timer.
6. Record the time into the table provided.
7. Make adjustments to your timer and repeat the process.
8. Compare your results with your class mates.

The Materials

- a small plastic container (to act as the timer)
- a plastic cup or similar (for pouring the sand into your timer)
- a small bucket (for catching the sand)
- sand
- a stopwatch

Name _____

Date _____

Collecting and Recording Data

You have three chances to make the sand run through your timer in exactly one minute.

After each attempt, you may wish to make adjustments to your timer e.g. making the hole at the bottom of the container bigger or smaller, adding more sand, using less sand.

In the table below, record the amount of time it takes for the sand to run through your timer during each attempt. Record any adjustments you make before trying again!

	Time Taken (mins and secs)	Adjustments Made to Timer
Attempt 1		
Attempt 2		
Attempt 3		

In the box below, draw a diagram which shows the adjustments made to your timer during the investigation.



Name _____

Date _____

Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

2. What did you find challenging when creating your sand timer? How did you overcome these challenges?

3. Describe the adjustments that you made to your timer during the investigation. Why were these adjustments necessary?

4. Circle the statement that best suits how you feel about measuring time after completing this investigation.

- a) I feel very confident measuring time.
- b) My understanding of measuring time is improving.
- c) I still need some help when measuring time.



Week 10 Friday: Growing and Glowing

We are learning to reflect on our own learning

- I can name one thing that I have done a great job at (Glowing)
- I can name one thing that I need to practise some more to get better at (Growing)
- I can be honest when I reflect on my learning

Instructions

1. Think about your learning through the term and reflect on how you feel you have done. You will write your responses in the templates below.
2. Think of something that you are 'GLOWING' in during home learning. This means something that you feel you have done really well in or worked very hard at.
3. Think of something that 'GROWING' in during home learning. This means something that you think you need a bit more practise in or to work a little bit more on.



What are you **GLOWING** in during home learning?



What are you **GROWING** in during home learning?

