

# Remote learning Grid – Week 7, 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><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b> <i>Spelling</i> Complete the ar brainstorming activity (See Seesaw or hme pack for more information).</p> <p><b>Book Week Shared Reading-</b> Ms Hoang reads: 'Not Cute' Author: Philip Bunting</p> <p><b>Guided Reading</b> Read a guided reading book on WUSHKA. (If working online, record yourself reading and post on Seesaw)</p> <p><b>Writing:</b> Creative Writing Exploring Advanced Vocabulary (Activity 4) Complete the task and upload a photo of your work.</p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b> <i>Spelling</i> Complete the spelling activity (See Seesaw or hme pack for more information).</p> <p><b>Zoom Check-in</b> <b>Book Week Parade:</b> 11:00- 2H and 2M 11:30-2S</p> <p><b>Book Week Shared Reading-</b> Ms Hoang reads: 'How to make a bird' Author: Meg McKinlay</p> <p><b>Shared Reading:</b> Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p><b>Guided Reading</b> Read a guided reading book on WUSHKA.</p> <p><b>Writing:</b></p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b> <i>Spelling</i> Complete the spelling activity (See Seesaw or hme pack for more information).</p> <p><b>Book Week Shared Reading-</b> Ms Hoang reads: 'Anemone is not the enemy' Author: Anna McGregor</p> <p><b>Book report</b></p> <p><b>Guided Reading</b> • Read a guided reading book on WUSHKA.</p> <p><b>Writing:</b></p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question. <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Typing club</b> Let's learn to touch type! Visit this website to practise your typing. <a href="https://www.typingclub.com/">https://www.typingclub.com/</a></p> <p><b>Zoom Check-in:</b> 11:00- 2H and 2M 11:30-2S</p> <p><b>Book Week Shared Reading-</b> Ms Hoang reads: 'Ellie's Dragon' Author: Bob Graham</p> <p><b>Shared Reading:</b> Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p><b>Writing:</b> Creative Writing</p>	<p><b>Attendance (Seesaw)-</b> Please answer the attendance question <b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Typing club</b> Let's learn to touch type! Visit this website to practise your typing. <a href="https://www.typingclub.com/">https://www.typingclub.com/</a>.</p> <p><b>Book Week Shared Reading-</b> Ms Hoang reads: 'Small blue dot' Author: Zeno Sworder</p> <p><b>Shared Reading:</b> Complete the Shared Reading task (Activity 3) on seesaw or in your home pack.</p> <p><b>Writing:</b> Creative Writing Exploring Advanced Vocabulary (Activity 4) Complete the task and upload</p>	

		Creative Writing Exploring Advanced Vocabulary (Activity 4) Complete the task and upload a photo of your work.	Creative Writing Exploring Advanced Vocabulary (Activity 4) Complete the task and upload a photo of your work.	Exploring Advanced Vocabulary (Activity 4) Complete the task and upload a photo of your work.	a photo of your work.
--	--	---	---	---	-----------------------

Choose 1 activity from the Wellbeing Grid

**Break**

teams  
**Mathematics**

<b>Middle</b>	<b>Silent Reading (20minutes)</b> <b>Fractions</b> Complete the tasks on fractions by colouring in the fractions of the objects. (See Seesaw or hme pack for more information).	<b>Silent Reading (20minutes)</b> <b>Fractions</b> <b>Make the fraction wall.</b> (See Seesaw or hme pack for more information).  <b>Mathletics:</b> Login to Mathletics and complete the assigned activity. • Fractions	<b>Silent Reading (20minutes)</b> <b>Fractions</b> <b>Complete the fraction challenge cards by building towers out of lego or blocks.</b> (See Seesaw or hme pack for more information).  <b>Mathletics:</b> Login to Mathletics and complete the assigned activity. • Fractions	<b>Silent Reading (20minutes)</b> <b>Fractions</b> <b>Complete the fraction boards to show your understanding of fractions.</b> (See Seesaw or hme pack for more information).  <b>Mathletics:</b> Login to Mathletics and complete the assigned activity. • Fractions	<b>Silent Reading (20minutes)</b> <b>Fun Fraction Friday</b> <b>Make a fraction flower.</b> (See Seesaw or hme pack for more information).  <b>Mathletics:</b> Login to Mathletics and complete the assigned activity. • Fractions
---------------	---	---	--	--	--

Choose 1 activity from the Wellbeing Grid

**Break**

<b>Afternoon</b>	<b>Art</b> Complete the assigned Art task on Seesaw (Week 7, Monday: Art). Offline - Complete the home package activity (Week 7).	<b>History</b> Complete the assigned History task on Seesaw (Week 7 Tuesday: History). Offline - Complete the home package activity (Week 7 Tuesday: History)	<b>Fire Safety</b> Complete the assigned Fire Safety task on Seesaw (Week 7 Wednesday). Offline - Complete the home package activity (Week 7 Wednesday)	<b>History</b> Complete the assigned History task on Seesaw (Week 7 Thursday: History). Offline - Complete the home package activity (Week 7 Thursday: History)	<b>Sport</b> Complete the assigned Sport task on Seesaw (Week 7 Friday: Sport). Offline - Complete the home package activity (Week 7 Friday: Sport).
------------------	---	---	---	---	--

# Weekly wellbeing challenge for students

Your aim is to complete one activity per day

Physical wellbeing	Emotional wellbeing	Social wellbeing	Cognitive wellbeing	Spiritual wellbeing
Design and complete a body weight circuit (of at least 10 activities) to participate in at home *Bonus 10 points if you get your family to do it with you*	Turn off all devices for at least 5 hours (after school!)	Call, Skype or FaceTime a friend and talk about anything BUT Covid-19	Complete a mindfulness guided meditation. You can access these on Smiling Mind.	Participate in a yoga, Pilates or meditation session. There are some available on YouTube or you create your own.
Complete 30 minutes of incidental physical activity (everyday activities like vacuuming, putting clothes on the line or taking the bins out)	Participate in a self-care activity e.g. going to bed early, painting, deep breathing, watching the sunset or having a bath.	Do something for a family member e.g. cook a meal, tidy part of the house, offer to mow the lawn/ get the washing off the line/ wash your pet)	Learn a new skill such as juggling, cooking, breakdancing, knitting or playing recorder	Spend at least 30 minutes outside connecting with nature
Participate in a virtual workout for at least 30 minutes. Some examples are Just Dance, Wii sports and YouTube fitness videos.	Complete a journal activity for the day or compile a list of things you are grateful for	Connect with someone who you have not spoken with in more than 1 month via google hangout or FaceTime	Complete a log book of your moods over the next week	Go on a nature walk, plant some seeds, listen to some birdsong or do some weeding...
Take your pet, teddy bear or sibling for a walk	Watch your favourite show/movie; then write down how it made you feel	Play a board game with your family members	Read a book/listen to a podcast or listen to your favourite artist	Think about someone you admire - what values do you share?
Create your own game to play with your family members. Be creative with your objects e.g. wrap up some socks to make a ball.	Tidy your room / desk	Write a thank you note to someone and post it/email it	Complete a jigsaw puzzle, Sudoku or crossword puzzle	Write a weekly list of affirmations( e.g. I am capable of making it through this storm)

Week 7 Monday – Activity 1

# Attendance Question

Use different colours to make your picture

Monday 23rd August 2021





Choose 3 words and put them into sentences:

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

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

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

## Monday Week 7 – Task 4 – Creative Writing

### Exploring Advanced Vocabulary

For writing this week you will be exploring more 'Advanced Vocabulary' (WOW WORDS) to assist in your creative writing. You need to add each word and the definition to the sheet of paper attached so that you can refer back to it when you need. This will also help for the writing task on Friday and for all writing tasks in general.

#### Learning Intention

We are learning to write creatively.

#### Success Criteria

I can use advanced vocabulary in my creative writing.

I can use advanced vocabulary when writing sentences.



1 – Read the attachment with today's WOW WORD.

2 – Write out the definition on the sheet of paper attached and save it. This will become your WOW WORD list for this week.

3 – Beside the definition, write 2–3 sentences of your own using the WOW WORD for today.

4 – ON a separate sheet of paper, complete the Activity Question – What animals do you know that have ferocious behaviour?

5 – Upload a photo of your WOW WORD sheet or attach it to your Home Pack. You will be adding to this sheet throughout the week so keep it close.



# ferocious

**Definition:** very fierce and strong by physical force

**Similar words:** fierce, wild, untamed, powerful

**Example:** The mother baboon showed ferocious behaviour to protect her babies from predators.

**Activity:** What animals do you know of that show ferocious behaviour?





**MY CREATIVE WRITING 'WOW WORD' LIST**

**WOW WORD**

**DEFINITION**

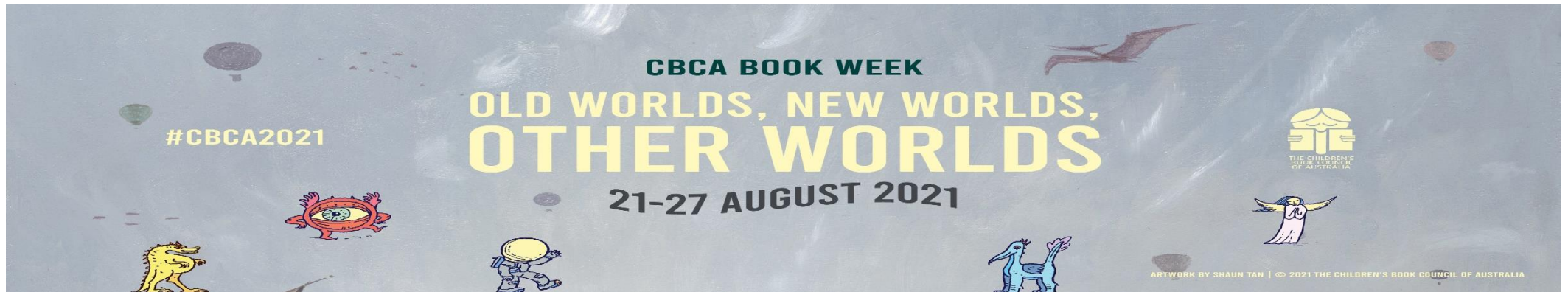
**MY SENTENCES**

*Monday*

*Tuesday*

*Wednesday*

*Thursday*



Listen to Ms Hoang read these CBCA shortlisted books by clicking on the links below.

<p>Ellie's Dragon</p> <p>BOB GRAHAM</p>	<p>ANEMONE IS NOT THE ENEMY</p> <p>ANNA MCGREGOR</p>	<p>HOW TO MAKE A BIRD</p> <p>meg mckinlay matt otley</p>	<p>Not cute.</p> <p>PHILIP BUNTING</p>	<p>THIS SMALL BLUE DOT</p> <p>ZENO SWONGER</p>
<p><a href="https://youtu.be/Zn4fM8QNKCE">https://youtu.be/Zn4fM8QNKCE</a></p>	<p><a href="https://youtu.be/dXERNeDktH4">https://youtu.be/dXERNeDktH4</a></p>	<p><a href="https://youtu.be/BJSHGxp5HGY">https://youtu.be/BJSHGxp5HGY</a></p>	<p><a href="https://youtu.be/a_idoi1FSls">https://youtu.be/a_idoi1FSls</a></p>	<p><a href="https://youtu.be/YpBeB10QAaM">https://youtu.be/YpBeB10QAaM</a></p>

Learning intention:

We are learning to represent and model halves, quarters and eighths.

Success Criteria:

I can use concrete materials to model a quarter of a whole object

I can use concrete materials to model an eighth of a whole object

I can see when objects and shapes have been shared into quarters and eighths.

## The Learning:

### What is a fraction?

A fraction is a **part of a whole number or whole object**, and a way to split up a number or whole object into equal parts.

#### Finding Half ( $\frac{1}{2}$ )



$$\frac{1}{2}$$

This is how half is written as a fraction

All of these shapes are showing half.  
There are 2 equal groups.

$$\frac{1}{2}$$

The bottom number is called the denominator

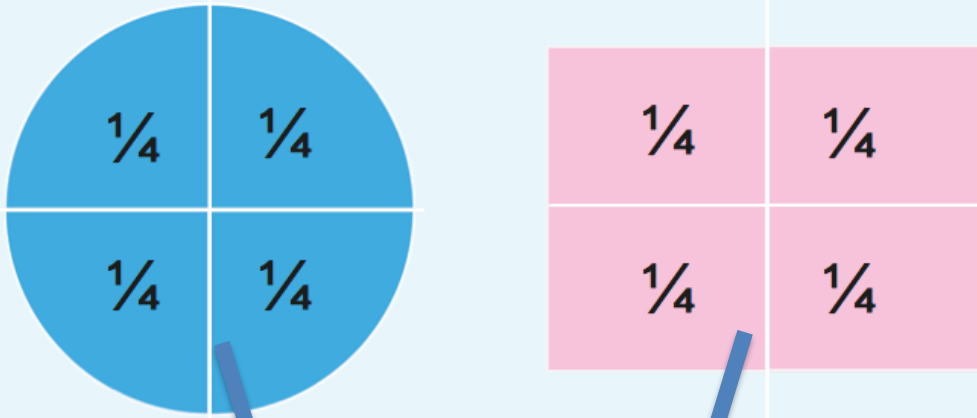
It tells you how many pieces the object is cut into.

$$\frac{1}{2}$$

The top number is called the numerator

It tells you how many pieces you have.

## Finding a Quarter ( $\frac{1}{4}$ )



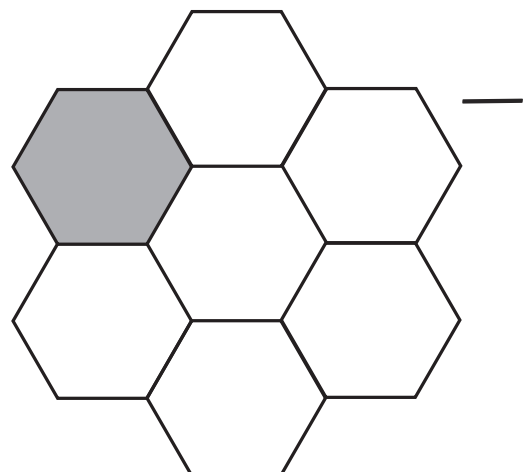
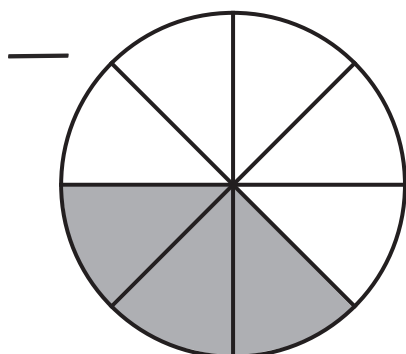
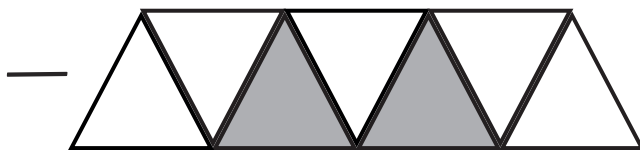
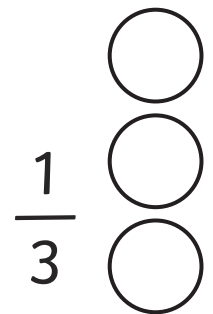
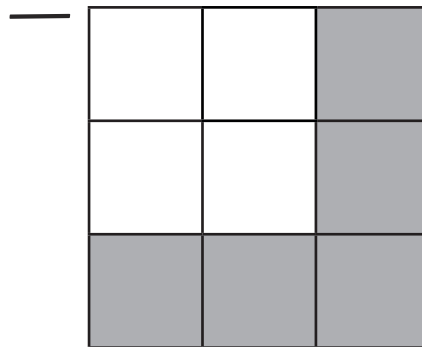
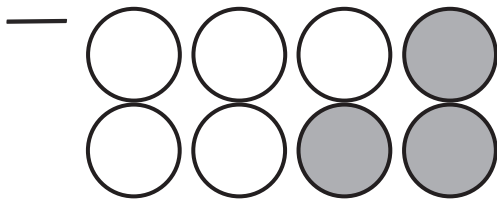
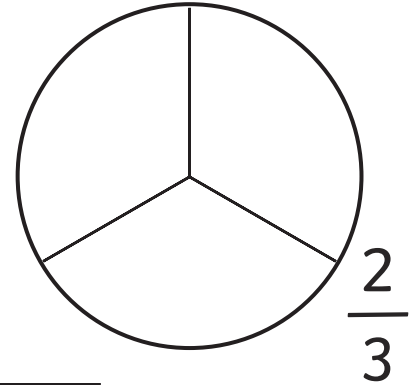
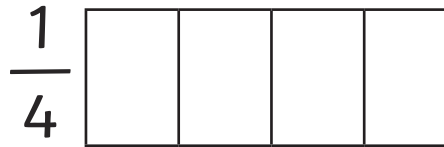
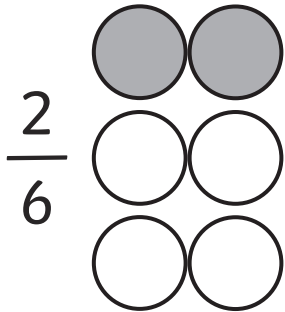
These objects are  
cut in quarters or 4  
pieces

### Activity Instructions:

1. Complete the worksheets on fractions by shading what you have (the number in the numerator position) and writing the fraction.

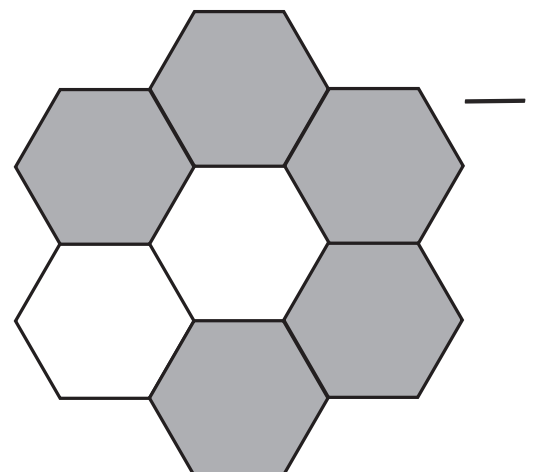
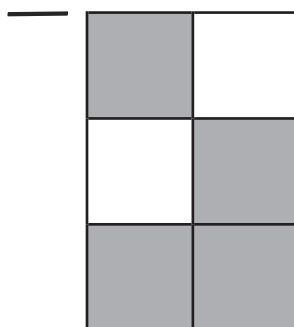
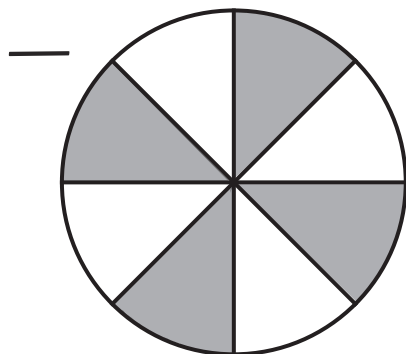
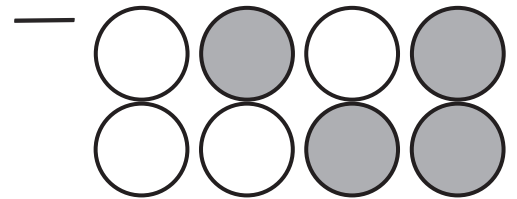
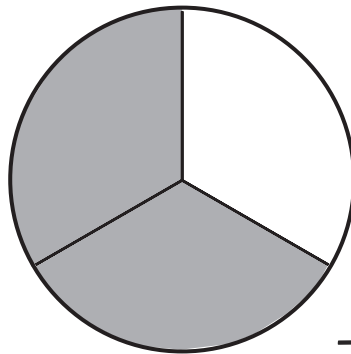
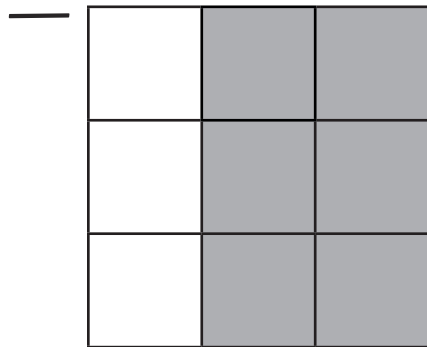
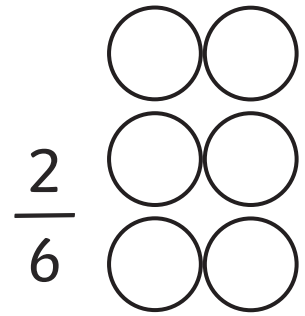
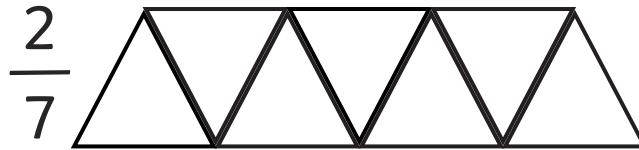
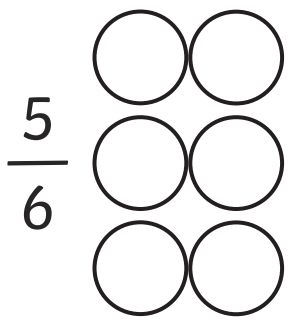
# Colour and Label Fractions

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



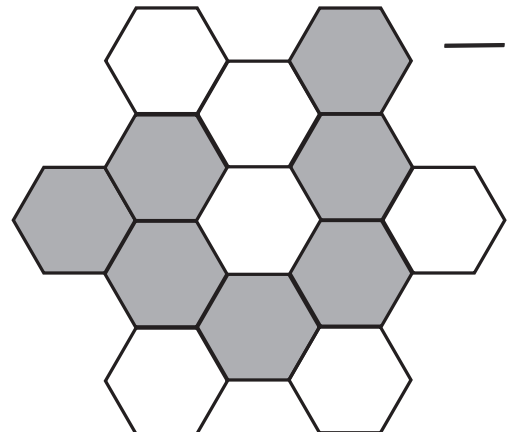
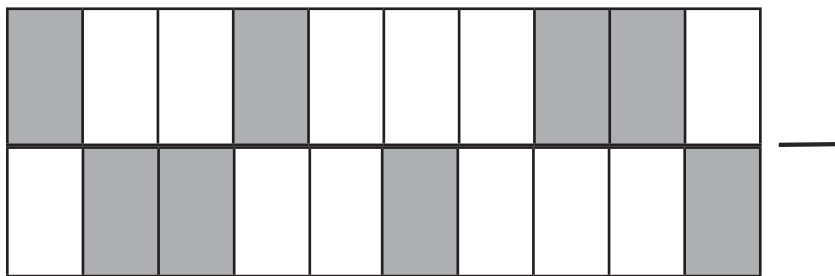
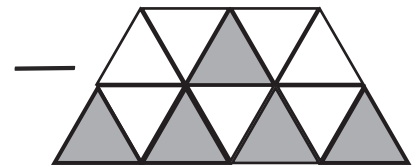
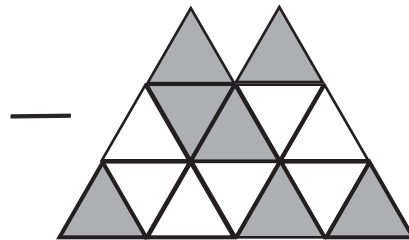
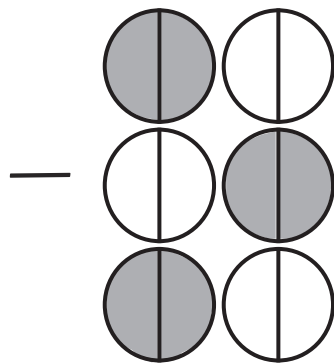
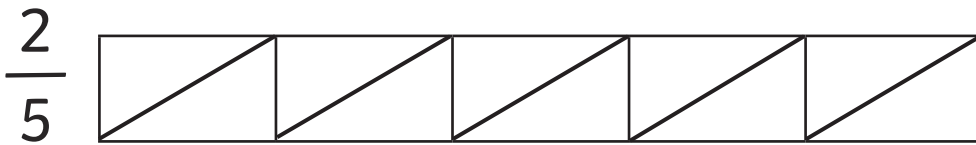
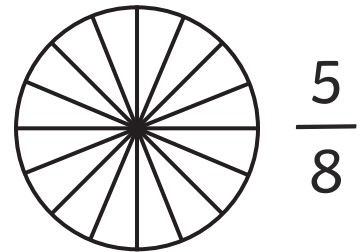
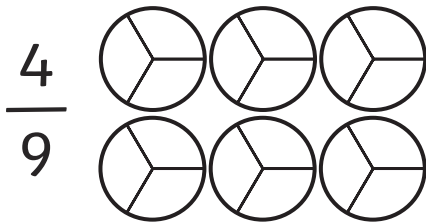
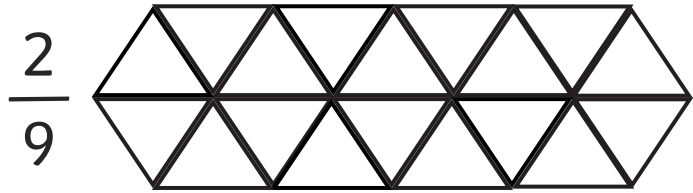
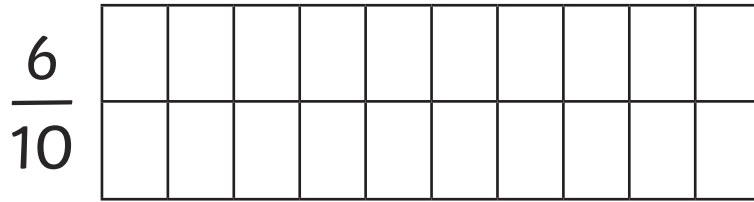
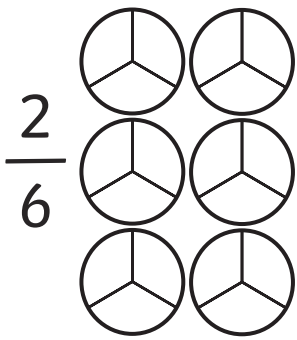
# Colour and Label Fractions

Colour and label correctly:



# Colour and Label Fractions

Colour and label correctly:





# Week 7 Monday: Book Week Art

## We are learning to make an artwork using different materials

- I can appreciate some different interpretations by a variety of artists about the same topic
- I can imagine a future world
- I can create my own artwork with my chosen media about a future world
- I can communicate my ideas about my artwork

### Instructions:

1. Look at the 3 pictures provided below. Talk to someone at home about what you think the world will look like in the future.
2. Create an artwork based on what you think the future world will be like. You can use any medium that you like to create your artwork (pencils, textas, paints, collage etc)
3. Talk to an adult to explain about the future world you have created.
4. Talk to an adult about which of the artworks below you like the best and why.



Week 7 Tuesday – Activity 1

# Attendance Question

Use different colours to make your picture

Tuesday 24th August 2021



Learning Intention:

We are learning to listen to all the phonemes in a word and write a letter or letter for each.

Success Criteria

I can say the target phoneme

I can use the target phoneme to read unfamiliar words

I can identify the letters in the target phoneme and use it to spell new words.

<b>ar</b>	<b>a</b>	<b>ear</b>	<b>er</b>	<b>au</b>
<b>car</b>	<b>bath</b>	<b>heart</b>	<b>sergeant</b>	<b>aunt</b>
<b>charm</b>	<b>raspberry</b>	<b>hearty</b>		<b>laugh</b>
<b>bar</b>	<b>raft</b>			<b>laughing</b>
<b>cart</b>	<b>mask</b>			
<b>carpet</b>	<b>class</b>			
<b>jar</b>	<b>class</b>			
<b>arm</b>	<b>passport</b>			
<b>army</b>	<b>blast</b>			
<b>barb</b>	<b>grasp</b>			
<b>arch</b>	<b>ask</b>			
<b>dart</b>	<b>past</b>			
<b>barber</b>	<b>basket</b>			
<b>alarm</b>	<b>banana</b>			
<b>harsh</b>	<b>chance</b>			
<b>garden</b>	<b>graph</b>			
<b>dart</b>	<b>dance</b>			
<b>sharp</b>	<b>enhance</b>			
<b>party</b>	<b>master</b>			
<b>carve</b>	<b>enhance</b>			
<b>target</b>	<b>flask</b>			
<b>card</b>	<b>staff</b>			



# Unit 7 Word Find

p	g	ar	d	e	n	ss	u	p	f
r	qu	e	r	ar	m	y	h	ar	ar
oo	v	y	u	m	a	s	k	d	m
t	ar	g	e	t	b	j	b	o	b
g	r	a	s	p	a	b	v	n	a
a	d	h	i	k	s	b	ar	k	n
n	v	a	s	e	k	i	h	k	a
p	a	ss	r	w	e	d	ar	l	n
k	c	ar	t	x	t	e	m	m	a

cart

basket

mask

vase

bark

farm

pass

army

grasp

banana

harm

garden



**Week 7 Tuesday – Activity 3**

**Responding to Text**

**Learning Intention:**

I am learning to respond to text.

**Success Criteria:**

- I can name the characters in a story
- I can describe the setting in a story
- I can tell the problem and solution in the story
- I can work out the hidden message in a story

**Read a story book and then complete the template.**

**Book Title:** \_\_\_\_\_

<b>Characters</b>	<b>Setting</b>
<b>Problem</b>	<b>Solution</b>
<b>Hidden message (What is the lesson/moral of the story?)</b>	

## Tuesday Week 7 – Task 4 – Creative Writing

### Exploring Advanced Vocabulary

For writing this week you will be exploring more 'Advanced Vocabulary' (WOW WORDS) to assist in your creative writing. You need to add each word and the definition to your WOW WORD LIST from yesterday's writing activity. You will need these words so that you can refer back to them for Friday's writing task.

#### Learning Intention

We are learning to write creatively.



#### Success Criteria

I can use advanced vocabulary in my creative writing.

I can use advanced vocabulary when writing sentences.

**1** – Read the attachment with today's WOW WORD.

**2** – Write out the definition on your WOW WORD sheet from yesterday's lesson.

**3** – Beside the definition, write 2–3 sentences of your own using the WOW WORD for today.

**4** – On a separate sheet of paper, complete the Activity Question – What is the most horrific thing that you have witnessed? A time that you have been horrified.

**5** – Upload a photo of your WOW WORD sheet or attach it to your Home Pack. You will continue adding to this sheet throughout the week so keep it close.



# horrified

**Definition:** to give/have a shock in a scary way

**Similar words:** frighten, scare, terrify, alarm

**Example:** He was horrified to see that his children had drawn all over their walls with crayons.

**Activity:** What is the most horrific thing you have witnessed?





Week 7, Tuesday (Activity 2)

Learning intention:

We are learning to represent and model halves, quarters and eights.

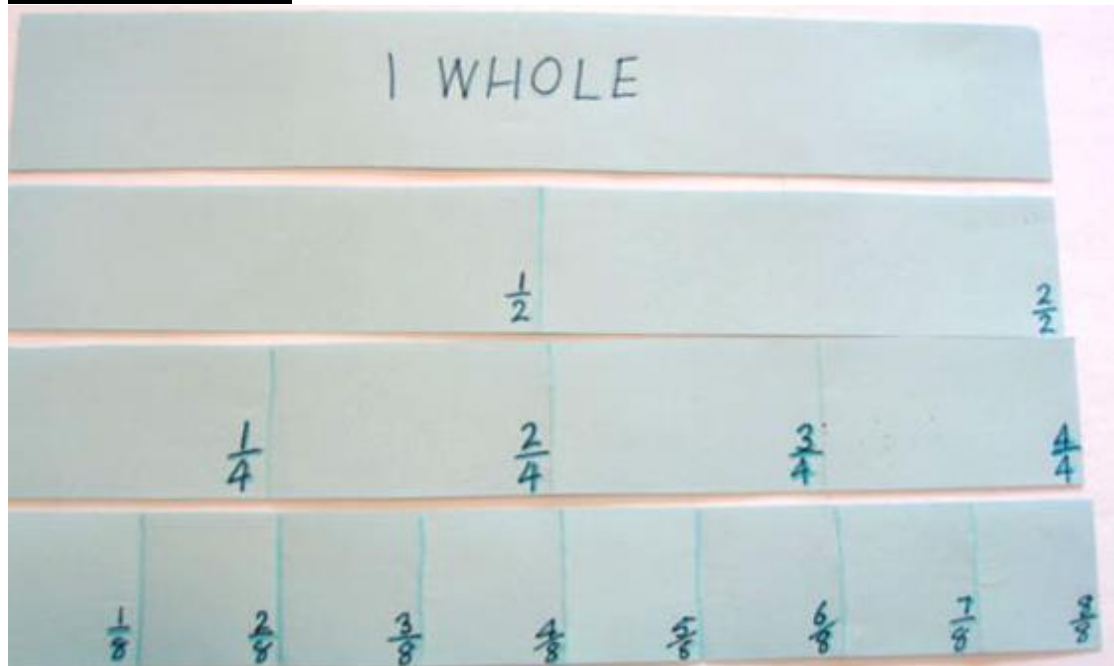
Success Criteria:

I can use concrete materials to model a quarter of a whole object

I can use concrete materials to model an eighth of a whole object

I can see when objects and shapes have been shared into quarters and eights.

### Fraction Walls



This is a fraction wall. It helps you understand how fractions fit together to make a whole piece.

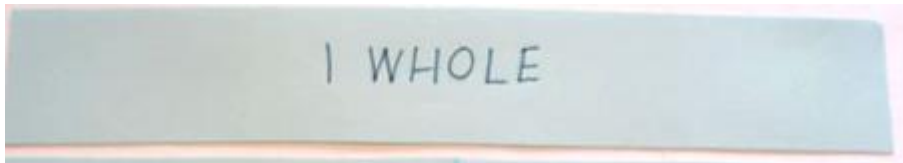
Today you will make a fraction wall.

What you need:

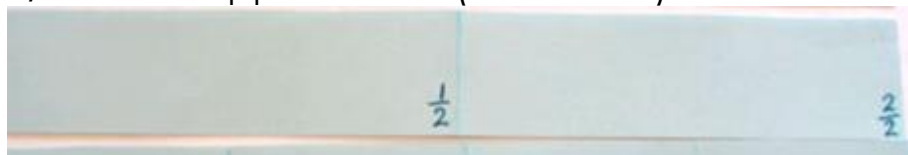
- A piece of paper
- Scissors
- A pen, texta or pencil.

What you need to do:

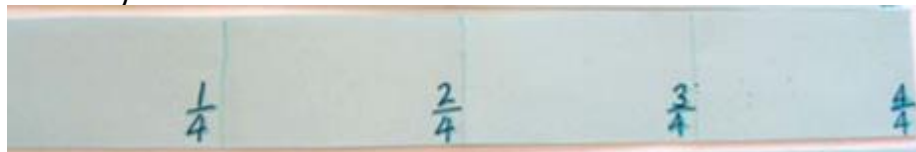
1. Cut the sheet of paper into 4 strips.
2. Make sure they are all equal lengths
3. On the first strip write 1 whole (see below)



4. Fold the next strip in half and write  $\frac{1}{2}$  on one side and  $\frac{2}{2}$  on the opposite end (see below)



5. Fold the next strip into quarters by folding it in half then in half again. Write the fractions into each fold. (See below)



6. Fold the next strip into eighths by folding it in half then in half again, then in half again (Fold 4 times). Write the fractions into each fold. (See below)



What did you notice about these fractions?

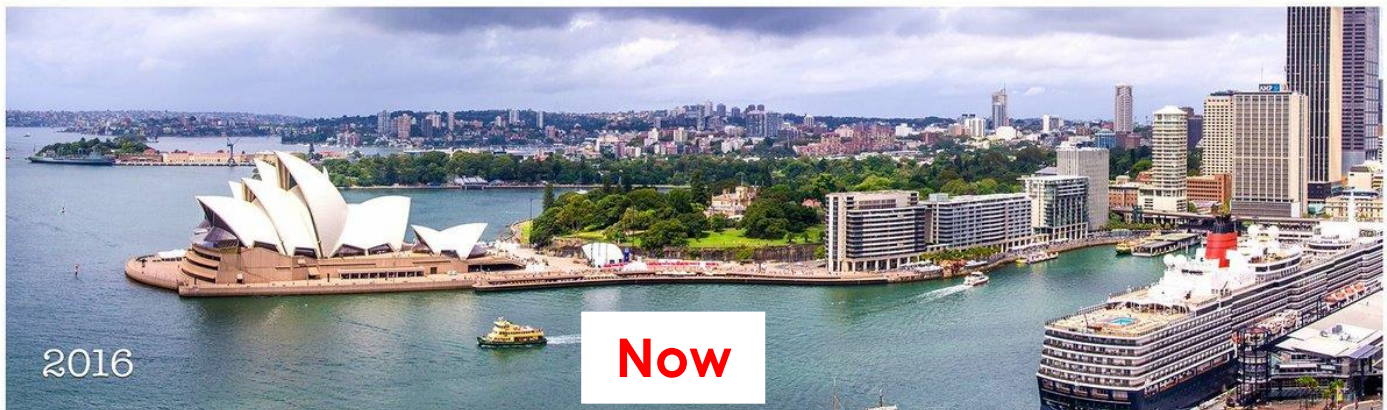
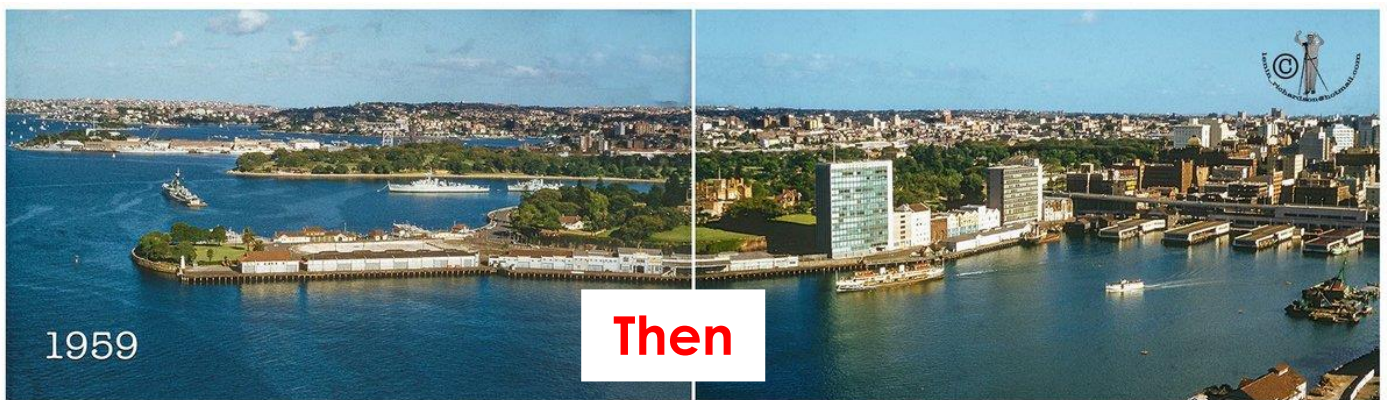
# Week 7 Tuesday: History

**We are learning about the present, past and the future**

- I can observe differences in Sydney over time
- I can write 3 or more things that I noticed have changed over time

## Instructions

1. **If you have access to a device**, watch the YouTube video 'The incredible images stitching together Sydney's past and present' to look at how our city of Sydney has changed over time: <https://www.youtube.com/watch?v=9X570rSj4Ms>
2. **If you do not have access to a device**, look at the pictures below of past and present Sydney.
3. Write 3 to 5 sentences about things in the city that you noticed were different in the past or have changed over time.





Week 7 Wednesday – Activity 1

# Attendance Question

Use different colours to make your picture

Wednesday 25th August 2021



Learning Intention:

We are learning to listen to all the phonemes in a word and write a letter or letter for each.

Success Criteria

I can say the target phoneme

I can use the target phoneme to read unfamiliar words

I can identify the letters in the target phoneme and use it to spell new words.

<b>ar</b>	<b>a</b>	<b>ear</b>	<b>er</b>	<b>au</b>
<b>car</b>	<b>bath</b>	<b>heart</b>	<b>sergeant</b>	<b>aunt</b>
<b>charm</b>	<b>raspberry</b>	<b>hearty</b>		<b>laugh</b>
<b>bar</b>	<b>raft</b>			<b>laughing</b>
<b>cart</b>	<b>mask</b>			
<b>carpet</b>	<b>class</b>			
<b>jar</b>	<b>class</b>			
<b>arm</b>	<b>passport</b>			
<b>army</b>	<b>blast</b>			
<b>barb</b>	<b>grasp</b>			
<b>arch</b>	<b>ask</b>			
<b>dart</b>	<b>past</b>			
<b>barber</b>	<b>basket</b>			
<b>alarm</b>	<b>banana</b>			
<b>harsh</b>	<b>chance</b>			
<b>garden</b>	<b>graph</b>			
<b>dart</b>	<b>dance</b>			
<b>sharp</b>	<b>enhance</b>			
<b>party</b>	<b>master</b>			
<b>carve</b>	<b>enhance</b>			
<b>target</b>	<b>flask</b>			
<b>card</b>	<b>staff</b>			

## **Play 'FLY CARDS'**

### **Getting Ready:**

- **Cut out the Fly Cards**
- **Have a fly swatter ready (this could be a ruler if you don't have a fly swatter handy)**

### **How to play:**

- 1. Spread the cards out face up so you can see them.**
- 2. Choose someone to be the 'swatter', they use the fly swatter to swat one of the cards and then read the sentence on the card.**
- 3. Repeat taking turns to be the swatter.**

Cut these cards out and use them to play the 'Fly Swatter' game.

## Unit 7 Fly Cards

**The girl**  
needs **to** go  
**to the** market  
**for a** card.



At **the** farm  
**the** cows stay  
in **the** big red  
barn.



**The** shark bit  
**my** arm hard.



**Today**, Barb  
**is going to**  
teach **the**  
class.



**The** artist  
painted **the**  
stars in **the**  
sky.



That alarm  
sounds harsh.



**The** army  
marched along  
**the** grassy  
path.



**My** mum  
needs **a** new  
carpet.



**Today**, Mark  
**is going to**  
get **a** glass  
vase.





I am **going to**  
**the** party  
in **the** park.



I need **to**  
**give my** dog  
**a** bath.



**Our** car **is**  
red and fast.



I put **a** mask  
on **to** trick  
Mark.



Lenny broke  
**my** glass vase.



It **is** hard **to**  
beat **a** shark  
in **a** fight.



I am **going**  
**to** get **a** new  
basket.



Can **we** go  
shark  
hunting?



**Give me the**  
big part in  
**the** play!



# BOOK REVIEW

<b>Book Title:</b>	
<b>Author:</b>	

How many stars would you give this book?



<b>What is the book about?</b>

<b>What do you think about this book?</b>

<b>Who would you recommend this book to?</b>

## Wednesday Week 7 – Task 4 – Creative Writing

### Exploring Advanced Vocabulary

For writing this week you have be exploring more 'Advanced Vocabulary' (WOW WORDS) to assist in your creative writing. You need to add each word and the definition to your WOW WORD LIST from Monday's writing activity. You will need these words so that you can refer back to them for Friday's writing task.

#### Learning Intention

We are learning to write creatively.

#### Success Criteria

I can used advanced vocabulary in my creative writing.

I can use advanced vocabulary when writing sentences.



1 – Read the attachment with today's WOW WORD.

2 – Write out the definition on your WOW WORD sheet from Monday's lesson.

3 – Beside the definition, write 2–3 sentences of your own using the WOW WORD for today.

4 – On a separate sheet of paper, complete the Activity Question – What is the most marvellous thing that you have ever seen or done?

5 – Upload a photo of your WOW WORD sheet or attach it to your Home Pack. You will continue adding to this sheet throughout the week so keep it close.



# marvellous

**Definition:** causing great wonder; extraordinary

**Similar words:** amazing, astonishing, awesome, spectacular

**Example:** The trifle looked marvellous on the dining table.

**Activity:** What is the most marvellous thing you have ever seen or done?



Learning intention:

We are learning to represent and model halves, quarters and eighths.

Success Criteria:

I can use concrete materials to model a quarter of a whole object

I can use concrete materials to model an eighth of a whole object

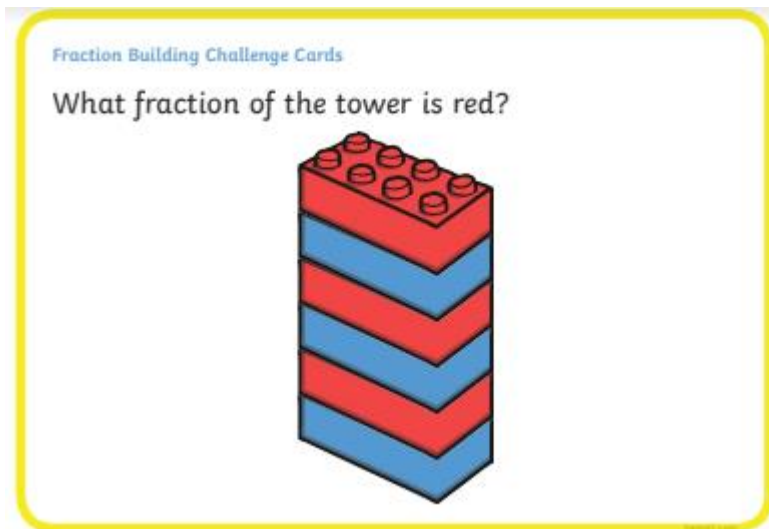
I can see when objects and shapes have been shared into quarters and eighths.

Activity instructions:

1. If you have lego or building blocks, 1<sup>st</sup> build the tower.
2. Answer the questions on the challenge cards.

Remember: The total number of blocks go on the bottom and the amount the card is asking about goes on the top.

Example Card:



There are 6 blocks in total so the 6 goes on the bottom of the fraction.

$$\frac{\quad}{6}$$

The question is asking what fraction of the tower is red, there 3 red blocks.

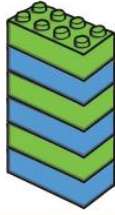
So the fraction looks like this:  $\frac{3}{6}$

Another way to write this fraction is  $\frac{1}{2}$ .

Week 7, Wednesday (Activity 2)

Fraction Building Challenge Cards

What fraction of the tower is green?



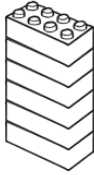
Fraction Building Challenge Cards

What fraction of the tower is green?



Fraction Building Challenge Cards

Can you build a tower with 6 bricks that is  $\frac{1}{2}$  yellow and  $\frac{1}{2}$  red?



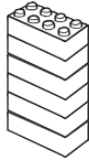
Fraction Building Challenge Cards

What fraction of the tower is yellow? What fraction of the tower is green?



Fraction Building Challenge Cards

Can you build a tower with 6 bricks that is  $\frac{1}{2}$  green and  $\frac{1}{2}$  red? No brick can touch another brick of the same colour.



Fraction Building Challenge Cards

What fraction of the tower is yellow?



Fraction Building Challenge Cards

What fraction of the tower is yellow? What fraction of the tower is green?



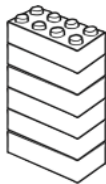
Fraction Building Challenge Cards

What can you see? Can you use fractions to describe the tower?



Fraction Building Challenge Cards

Can you build a tower with 6 bricks that is  $\frac{1}{2}$  green and  $\frac{1}{2}$  red? No brick can touch another brick of the same colour.



# Week 7 Wednesday: PDH Fire Safety

## We are learning to be safe in a fire

- I can remember the rules of fire safety
- I know what to do in an emergency
- I can remember my full address and details if I need to call 000
- I can write a fire plan

### Instructions

1. Look at the pictures below.
2. Plan with your parents 2 ways you could get out of your house if there was a fire.
3. Write a fire escape plan to show how you would get out of your house if there was a fire.

Do you know the rules of fire safety and what to do in an emergency?



Tell your partner one important rule you know about fire and what to do in case of a fire emergency.

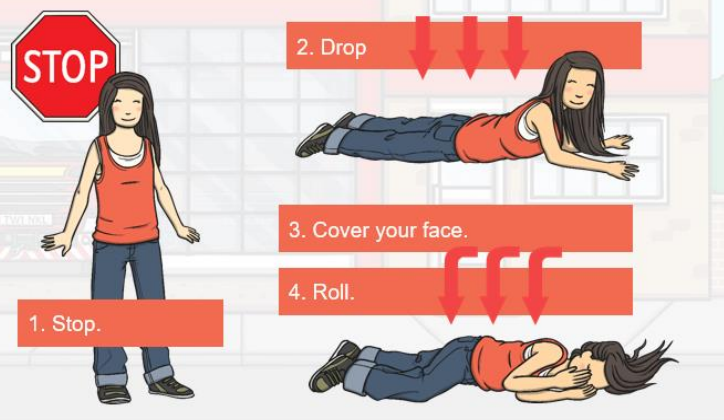
### Rule 1: Never Play With Fire or Matches



Children should never touch fire or matches. These are dangerous tools that should only be used by an adult.

### Rule 2: Stop, Drop and Roll

If your clothing catches on fire, remember to:



### Rule 3: Stay Low

During a fire, it is important to get as far away as possible. If it is a fire in a building or home, always remember to stay low on the floor to stay below the smoke. Get down on all fours and crawl to the nearest exit.



If you need to go through a door, check how hot the door is by feeling it with the back of your hand before you open it. If it is extra hot, then go to another door.

### Rule 4: Get Out and Stay Out

It is important to get out of a burning building quickly and stay out. Never go back inside of a burning building for any reason.



### Rule 5: Never Hide During a Fire



Do not hide during a fire. If you cannot escape the fire, always let the firefighters and adults see you by waving your arms and calling for help.

### Rule 8: Know All the Information

It is important to know your address and phone number so you can give these to the Triple Zero (000) Emergency Call Person when you call.

## Fire Emergency Calls: Important Information

In case of a fire, it is important to know the information to tell the Triple Zero (000) Emergency Call Person. Complete the questions below so that you can be prepared in an emergency.

**My name is:** \_\_\_\_\_

**My address is:** \_\_\_\_\_

**My phone number is:** \_\_\_\_\_



# My Fire Escape Plan

How would you get out of your house if there was a fire?

Write it

---

---

---

---

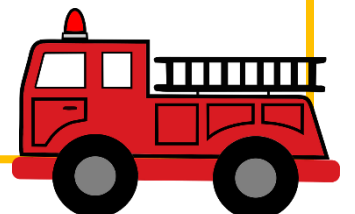
---

---

---

---

Draw it

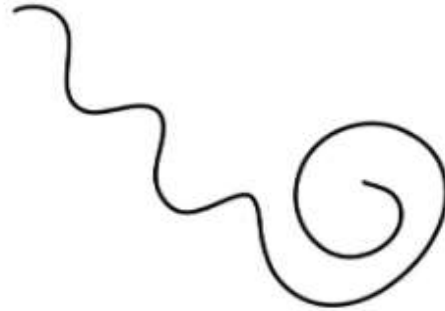


Week 7 Thursday – Activity 1

# Attendance Question

Use different colours to make your picture

Thursday 26th August 2021



## Week 7 Thursday – Activity 3

### Reading Comprehension

#### Learning Intension:

I am learning to show an understanding of the text I read by answering questions accurately.

#### Success Criteria:

- I can begin my answer using part of the question
- I can use evidence/clues from the text to justify my answer
- I can reread my answer to make it better

**How do you know?**

Don't forget to include evidence to support your answer!

How many eggs are in a dozen?

-> There are 12 eggs in a dozen. I know this because the author shows me a picture with 12 eggs in the carton.

**Read a book of your choice and answer the following questions. Make sure to provide evidence to support your answer!**

- 1) What does the main character learn in this story?
  
  
  
  
  
  
  
  
  
  
- 2) What was your favourite moment in the book?
  
  
  
  
  
  
  
  
  
  
- 3) If you could trade places with one of the characters, who would you choose and why?

## Thursday Week 7 – Task 4 – Creative Writing

### Exploring Advanced Vocabulary

For writing this week you have be exploring more 'Advanced Vocabulary' (WOW WORDS) to assist in your creative writing. You need to add each word and the definition to your WOW WORD LIST from Monday's writing activity. You will need these words so that you can refer back to them for Friday's writing task.

#### Learning Intention

We are learning to write creatively.

#### Success Criteria

I can used advanced vocabulary in my creative writing.

I can use advanced vocabulary when writing sentences.



**1** – Read the attachment with today's WOW WORD.

**2** – Write out the definition on your WOW WORD sheet from Monday's lesson.

**3** – Beside the definition, write 2–3 sentences of your own using the WOW WORD for today.

**4** – On a separate sheet of paper, complete the Activity Question – What sort of things have you done to be zany?

**5** – Upload a photo of your WOW WORD sheet or attach it to your Home Pack. You will continue adding to this sheet throughout the week so keep it close.




# zany

**Definition:** unusual but in an amusing way

**Similar words:** quirky, crazy, weird, bizarre

**Example:** The twin sisters were always known to be a zany pair.

**Activity:** What sorts of things have you done to be zany?





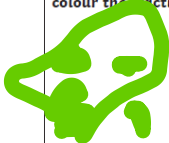
Learning intention:  
We are learning to represent and model halves, quarters and eighths.

Success Criteria:  
I can use concrete materials to model a quarter of a whole object  
I can use concrete materials to model an eighth of a whole object  
I can see when objects and shapes have been shared into quarters and eighths.

Activity Instructions:

This is a fraction board. It helps you show your understanding of fractions in lots of different ways.

**Fractions Think Board**  
In each section, show different ways to represent a fraction.

<p><b>Fraction Shape –</b> Draw a shape and shade the fraction.</p> 	<p><b>Number Line</b></p> 
<p><b>Fraction Amount –</b> Draw a collection of objects and colour the fraction amount.</p> 	<p><b>Fraction</b></p> <p style="font-size: 2em; text-align: center;"><math>\frac{3}{4}</math></p> <p><b>Write a Story</b></p> <p>I had a cake for my birthday. My mum cut it into 4 pieces. I ate 3 of the 4 pieces because it was so yum. I ate <math>\frac{3}{4}</math> of the cake.</p>


The middle box tells you which fraction to focus on.

1. The first box asks you to draw a shape and shade the fraction in the centre box.
2. The second box asks you to place the number on the number line.
3. The third box asks you to draw a collection of things and circle the groups.
4. The fourth box asks you to write a story of problem with this fraction in it.

Complete the 4 fraction boards on the next 2 pages.

## Fractions Think Board

In each section, show different ways to represent a fraction.


<b>Fraction Shape –</b> Draw a shape and shade the fraction.	<b>Number Line</b> 
<b>Fraction Amount –</b> Draw a collection of objects and colour the fraction amount.	<b>Write a Story</b>

Fraction

$\frac{2}{8}$

## Fractions Think Board

In each section, show different ways to represent a fraction.


<b>Fraction Shape –</b> Draw a shape and shade the fraction.	<b>Number Line</b> 
<b>Fraction Amount –</b> Draw a collection of objects and colour the fraction amount.	<b>Write a Story</b>

Fraction

$\frac{4}{8}$

## Fractions Think Board

In each section, show different ways to represent a fraction.


<b>Fraction Shape –</b> Draw a shape and shade the fraction.	<b>Number Line</b> 
<b>Fraction Amount –</b> Draw a collection of objects and colour the fraction amount.	<b>Write a Story</b>

**Fraction**

$\frac{1}{2}$

## Fractions Think Board

In each section, show different ways to represent a fraction.

<b>Fraction Shape –</b> Draw a shape and shade the fraction.	<b>Number Line</b> 
<b>Fraction Amount –</b> Draw a collection of objects and colour the fraction amount.	<b>Write a Story</b>

**Fraction**

$\frac{1}{4}$



# Week 7 Thursday: History

## We are learning to compare two different times in history

- I can watch historical videos and look for differences between times.
- I can discuss these differences with an adult.
- I can record these differences in my own words.

### Activity 1 Instructions:

1. Look at the pictures below of breakfast in the past.



2. Compare breakfast from the past and what you have for breakfast in the present. Try to think of some differences between them.
3. Record your ideas and the differences in the table below.

Breakfast	
Then	Now

### Activity 2 Instructions:

1. Look at the pictures below of bathrooms in the past.



**Sink**



**Privy (outside toilet)**



**Newspaper instead of toilet paper**



**Families used the same bath water**

1. Compare bathrooms from the past to bathrooms in the present. Try to think of some differences between them.
2. Record your ideas and the differences in the table below.

<b>Bathrooms</b>	
<b>Then</b>	<b>Now</b>

Week 7 Monday – Activity 1

# Attendance Question

Use different colours to make your picture

Friday 27th August 2021





## Friday Week 7 – Task 4 – Creative Writing

### Exploring Advanced Vocabulary

For writing this week you have been exploring more 'Advanced Vocabulary' (WOW WORDS) to assist in your creative writing. You have been adding each word and the definition to a WOW WORD ACTIVITY SHEET so that you can refer back to them when you need to. Today is the day that you will need those words!

#### Learning Intention

We are learning to write creatively.

#### Success Criteria

I can use advanced vocabulary in my creative writing.

I can use advanced vocabulary when writing sentences.

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

I can use full and well structured sentences when writing.

I can use adjectives, verbs and adverbs in my writing.

- 1 – Using the WOW WORDS on your WOW WORD ACTIVITY SHEET from this week, write a creative *short story* which includes **all 4 words**.
- 2 – Think carefully about your sentences to make sure that the WOW WORDS are used correctly. Don't forget to add a title!
- 3 – Edit your writing looking for spelling and punctuation errors.
- 4 – Read your writing to an adult and ask for feedback.
- 5 – When you have completed your writing task for today, upload a photo of your work on SeeSaw or attach a copy to your Home Pack.





Learning intention:

We are learning to represent and model halves, quarters and eighths.

Success Criteria:

I can use concrete materials to model a quarter of a whole object

I can use concrete materials to model an eighth of a whole object

I can see when objects and shapes have been shared into quarters and eighths

## Fun Friday

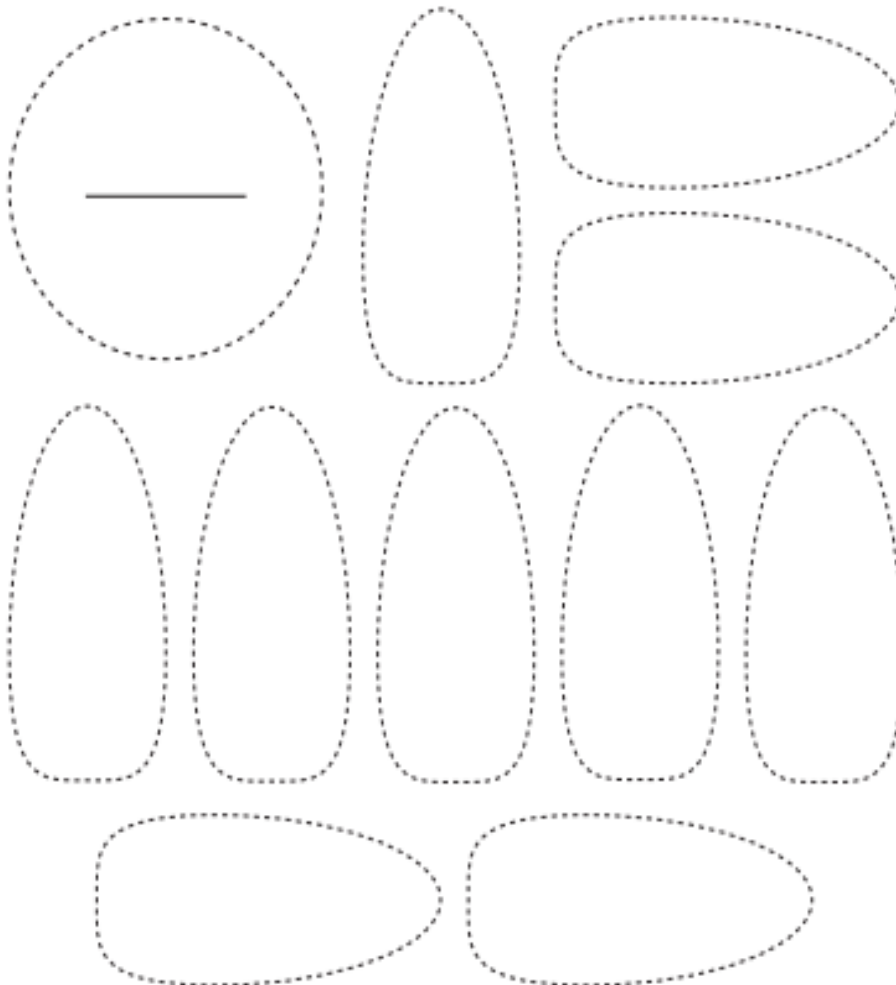


### Flower Fractions



Cut and paste to make your flower. Colour your petals in two different colours to show a fraction amount and use as many or as little petals as you choose. A partner can write the fraction amount in the middle of the flower. Work together to create a fraction garden.

I can model and represent fractions to a complete whole. ACMNA058



# Week 6 Friday: Sport

## We are learning how to use fundamental movement skills in sport

- I know what fundamental movement skills are
- I understand how to use different fundamental movement skills in sports
- I can perform skills related to soccer

### Instructions:

1. If you have access to a device, watch the following sports lesson with Mr Ben: <https://www.loom.com/share/f55bf73af8f840b5af10e11cc08d7abf>
2. If you can't watch the video, complete the warm up exercises and soccer skills challenges below.

## Soccer Warm Up Exercises

 <p>START</p> <p>HIGH KNEES FOR 30 SECONDS</p>	 <p>Swing and kick each leg forwards and backwards for 20 seconds</p>	 <p>Tuck Jumps for 15 seconds</p>
 <p>Reach for toes and hold for 20 seconds</p>	 <p>Kneel and push hips forward and hold for 20 seconds</p>	 <p>Hold ankle and stretch quadricep for 20 seconds</p>



## Soccer Skill Challenges!

<p><b>Can you complete these soccer skills challenges? Record your personal best scores!</b></p>	<p><b>30 sec</b></p>	<p><b>45 sec</b></p>	<p><b>1 min</b></p>
<p>Dribbling through cones (or markers)</p>  <p>How many times can you go zig zag up and back from your start to end markers?</p>			
<p>Dribbling in a different direction</p>  <p>How many times can you dribble around in a circle from your start to end markers?</p>			
<p>Dribbling in another direction</p>  <p>How many times can you dribble forwards and backwards from a marker?</p>			
<p>Footwork: Toe Taps</p>  <p>How many toe taps can you do?</p>			