

# Remote learning Grid – Week 8, 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<br>o<br>r<br>n<br>i<br>n<br>g           | <b>English</b>   |  |  |   |   |        |
|   | <p><b>Attendance (Seesaw)-</b><br/>Please answer the attendance question<br/><b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b><br/>Speech Marks<br/>Complete the speech mark activity (See Seesaw or hme pack for more information).</p> <p><b>Reading-Check in</b><br/>Read the assigned text on Wushka and answer the question on Seesaw or in the home pack</p> <p><b>Writing:</b><br/>Creative Writing<br/>Exploring Advanced Vocabulary (Activity 4)<br/>Complete the task and upload a photo of your work.</p> | <p><b>Attendance (Seesaw)-</b> Please answer the attendance question<br/><b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b><br/>Speech Marks<br/>Complete the speech mark activity (See Seesaw or hme pack for more information).</p> <p><b>Zoom Check-in</b><br/>11:00- 2H and 2M<br/>11:30-2S</p> <p><b>Reading-Check in</b><br/>Read the assigned text on Wushka and answer the question on Seesaw or in the home pack</p> <p><b>Writing:</b><br/>Creative Writing<br/>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<br/><b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Spelling and Grammar</b><br/>Speech Marks<br/>Complete the speech mark activity (See Seesaw or hme pack for more information).</p> <p><b>Reading-Check in</b><br/>Read the assigned text on Wushka and answer the question on Seesaw or in the home pack</p> <p><b>Writing:</b><br/>Creative Writing<br/>Exploring Advanced Vocabulary (Activity 4)<br/>Complete the task and upload a photo of your work.</p> | <p><b>Attendance (Seesaw)-</b><br/>Please answer the attendance question.<br/><b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Typing club</b><br/>Let's learn to touch type! Visit this website to practise your typing.<br/><a href="https://www.typingclub.com/">https://www.typingclub.com/</a></p> <p><b>Zoom Check-in:</b><br/>11:00- 2H and 2M<br/>11:30-2S</p> <p><b>Reading-Check in</b><br/>Read the assigned text on Wushka and RECORD YOURSELF READING THE TEXT. UPLOAD TO SEESAW or Class Dojo</p> <p><b>Writing:</b><br/>Creative Writing<br/>Exploring Advanced Vocabulary (Activity 4)<br/>Complete the task and upload a photo of your work.</p> | <p><b>Attendance (Seesaw)-</b> Please answer the attendance question<br/><b>Between 9-9:30am</b> (Activity 1)</p> <p><b>Father's Day Writing task:</b><br/>Descriptive writing task about the special man in your life. (Activity can be printed off the website home package).</p> <p><b>Typing club</b><br/>Let's learn to touch type! Visit this website to practise your typing.<br/><a href="https://www.typingclub.com/">https://www.typingclub.com/</a>.</p> <p><b>Writing:</b><br/>Creative Writing<br/>Exploring Advanced Vocabulary (Activity 4) Complete the task and upload a photo of your work.</p> |        |
| Choose 1 activity from the Wellbeing Grid |  |  |  |   |   |        |

| Break                      |   |   |  |  |  |
|----------------------------|---|---|--|--|--|
| teams<br>Mathematics       |   |   |  |  |  |
| M<br>i<br>d<br>d<br>l<br>e | <p><b>Silent Reading (20minutes)</b></p> <p><b>Division</b><br/>Complete the tasks on Division (See Seesaw or hme pack for more information).</p> | <p><b>Silent Reading (20minutes)</b></p> <p><b>Numeracy Check in.</b><br/>Upload your counting to class Dojo or Seesaw</p> <p><b>Division</b><br/>Complete the tasks on Division (See Seesaw or hme pack for more information).</p> | <p><b>Silent Reading (20minutes)</b></p> <p><b>Numeracy Check in.</b><br/>Upload your counting to class Dojo or Seesaw</p> <p><b>Division</b><br/>Complete the tasks on Division (See Seesaw or hme pack for more information).</p> <p><b>Mathletics:</b><br/>Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> <li>• Division</li> </ul> | <p><b>Silent Reading (20minutes)</b></p> <p><b>Numeracy Check in.</b><br/>Upload your counting to class Dojo or Seesaw</p> <p><b>Division</b><br/>Complete the tasks on Division (See Seesaw or hme pack for more information).</p> <p><b>Mathletics:</b><br/>Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> <li>• Division</li> </ul> | <p><b>Silent Reading (20minutes)</b></p> <p><b>Division</b><br/>Complete the tasks on Division (See Seesaw or hme pack for more information).</p> <p><b>Mathletics:</b><br/>Login to Mathletics and complete the assigned activity.</p> <ul style="list-style-type: none"> <li>• Division</li> </ul> |
|                            | <b>Choose 1 activity from the Wellbeing Grid</b>  |   |  |  |  |

| Break                                |   |   |   |  |   |
|--------------------------------------|---|---|---|--|---|
| A<br>f<br>t<br>e<br>r<br>n<br>o<br>n | <p><b>Art</b></p> <p>Complete the assigned Art task on Seesaw (Week 8 , Monday: Art).<br/>Offline - Complete the home package activity (Week 8 ).</p> | <p><b>History</b></p> <p>Complete the assigned History task on Seesaw (Week 8 Tuesday: History).<br/>Offline - Complete the home package activity (Week 8 Tuesday: History)</p> | <p><b>PDH</b></p> <p>Complete the assigned Fire Safety task on Seesaw (Week 8 Wednesday).<br/>Offline - Complete the home package activity (Week 8 Wednesday)</p> | <p><b>Sport</b></p> <p>Complete the assigned History task on Seesaw (Week 8 Thursday : History).<br/>Offline - Complete the home package activity (Week 8 Thursday: History)</p> | <p><b>Glow and Grow</b></p> <p>Complete the assigned reflective task on Seesaw (Week 8 Friday ).<br/>Offline - Complete the home package activity (Week 8 Friday:).</p> <p>Make a Father's day card for someone special in your life.</p> |

# Attendance Question

**Fill in the blank....!**

**The best gift I have ever  
received is \_\_\_\_\_.**

## **Learning Intention:**

We are learning to experiment with quoted speech in our writing.

## **Success Criteria:**

I can find quoted speech in a text or book that I am reading.

I know what to do when I am reading quoted speech in a text or book I am reading.

I can experiment with quoted speech in my own writing.

## **The Learning:**

### ***What is direct speech?***

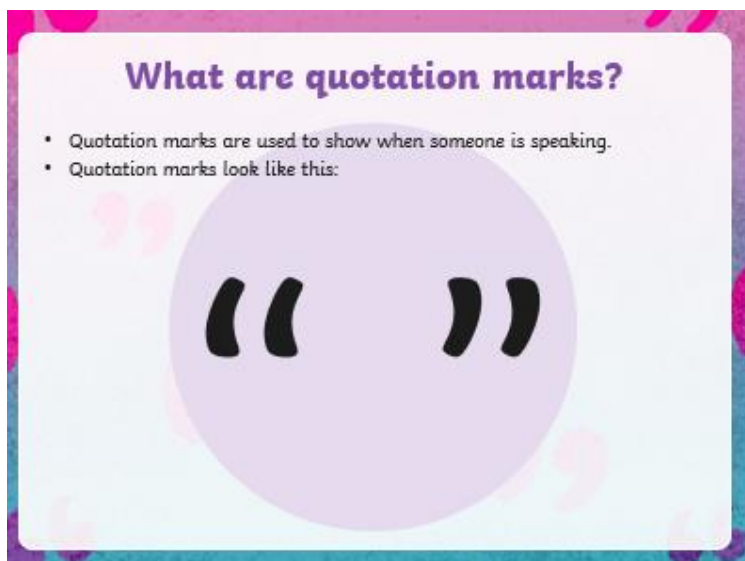
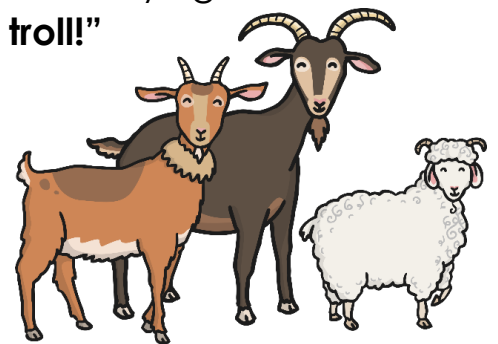
When a text uses direct speech, there is some specific punctuation used to separate what is said from the rest of the text; this enables the reader to follow what is going on.

We call this punctuation:

**SPEECH MARKS “ ”**

The speech marks go around what the character is saying.


- **“We can’t let him win! He’s just a grumpy troll!”** said the smallest Billy Goat Gruff.
- **‘You’re right,’** agreed the biggest Billy Goat Gruff.
- **The medium-sized Billy Goat Gruff said, ‘So what shall we do?’**



### Where are quotation marks used?

- Quotation marks go around the actual words a person speaks.
- Quotation marks go before the first word that is spoken and after the last word that is spoken.

Example:



"Go to bed!" Mom shouted.

"Can I have a drink, please?" the little girl asked.

### Quotation Marks and Capital Letters

- When using quotation marks, begin all new speech with a capital letter, like you're starting a new sentence.

Example:




"Let's get out of here!" William replied.

Mark was amazed, "What on Earth can it be?" The light hung in the sky, bigger and brighter than any star.

### New Speaker, New Line

Start a new line whenever someone new speaks.



"How are you doing today?" asked Henry.

"I'm great!" said Ashton.

## Your turn:

**Highlight the quotation marks in this text:**

"You were a little sad" said Alice.

"Well just then I was inventing a new way of getting over a gate-would you like to hear it?"

"Very much indeed," Alice said politely.

Can you how each time there is a new speaker there is a new line? This is very important in your own writing.

**Now add speech marks to the challenge cards below.**

1 Adding in Speech Marks

Add in speech marks and any missing punctuation.

**Move along, please.**  
**Nothing to see here cried**  
**the police officer.**



twinkl

4

Adding in Speech Marks

Add in speech marks and any missing punctuation.

**Oh, stop it! groaned Vhari  
you are making me laugh  
and my sides are  
getting sore.**



TALK! TECHNOLOGY

5

Adding in Speech Marks

Add in speech marks and any missing punctuation.

**The tribes of the rainforest  
are a fascinating subject  
declared Kelly**



TALK! TECHNOLOGY

10

Adding in Speech Marks

Add in speech marks and any missing punctuation.

**Please could I get  
500g of mince and  
12 sausages asked  
Jeff, politely.**



TALK! TECHNOLOGY

## Reading Check-in

### Learning Intention:

I am learning to read a story book out loud fluently.

### Success Criteria:

- I can read with expression
- I can read like I am talking
- I can read every word in the text
- I can take a breath at commas and at full stops
- I can read at a natural pace (not too fast or too slow)
- I look for bold or italics words to be emphasised
- I can comprehend what I am reading

### Instructions:

1) Log onto Wushka and read the assigned story to yourself, out loud.  
If you do not have access to the internet, then choose a book from home.

2) **Book Title:** \_\_\_\_\_

**My favourite part in the story is**

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**because**

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## Monday Week 8 – Task 4 – Creative Writing

### Exploring Advanced Vocabulary

Last week you were exploring more 'Advanced Vocabulary' (WOW WORDS) to assist in your creative writing. You put together a list of these WOW WORDS and on Friday, you wrote a story using all 4. This week you will be adding to your WOW WORD LIST with a new word each day. At the end of the week you will be using these new WOW WORDS to write a new short story. Just like last week, you will need to add each word and the definition to the sheet of paper attached so that you can refer back to it on Friday for the final 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 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 - Has there ever been a time where you have been devious?

**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.



# devious

**Definition:** an action of misleading behaviour

**Similar words:** dishonest, deceitful, underhanded

**Example:** The devious elf planned to steal all of the toys before the children would get them.

**Activity:** Has there been a time where you were being devious, or someone you know was being devious? Did they get caught?

# WORD OF THE DAY

| <b>Word</b> | <b>Definition</b> | <b>My Sentences</b> |
|-------------|-------------------|---------------------|
|             |                   |                     |
|             |                   |                     |

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**Learning Intention:**

We are learning to solve division problems and model division by grouping objects into equal groups.

**Success Criteria:**

I can model division as repeated subtraction

I can share a collection of objects equally into rows and columns in an array.

I can describe the part left over when a collection cannot be shared equally.

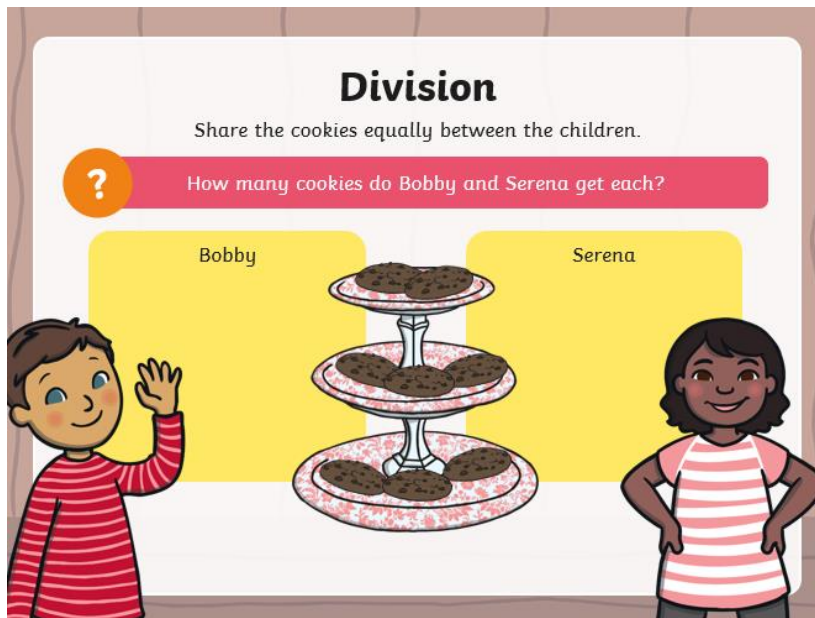
**The learning:**

Division is when we share objects into equal groups. It is the opposite to multiplication where we make groups and might feel a bit like the work, we did on fractions last week.

When we are dividing, we use specific words. Here is a list of some of the words we might use:

- Share
- Divide
- Dividing
- Group
- Arrays
- Part left over
- Rows
- Columns
- Shared between

Sometimes when we divide or share out objects, we can make equal groups and sometimes we have some left over.



See if you can share out the cookies on this slide by drawing them in the boxes.

Did they share equally?

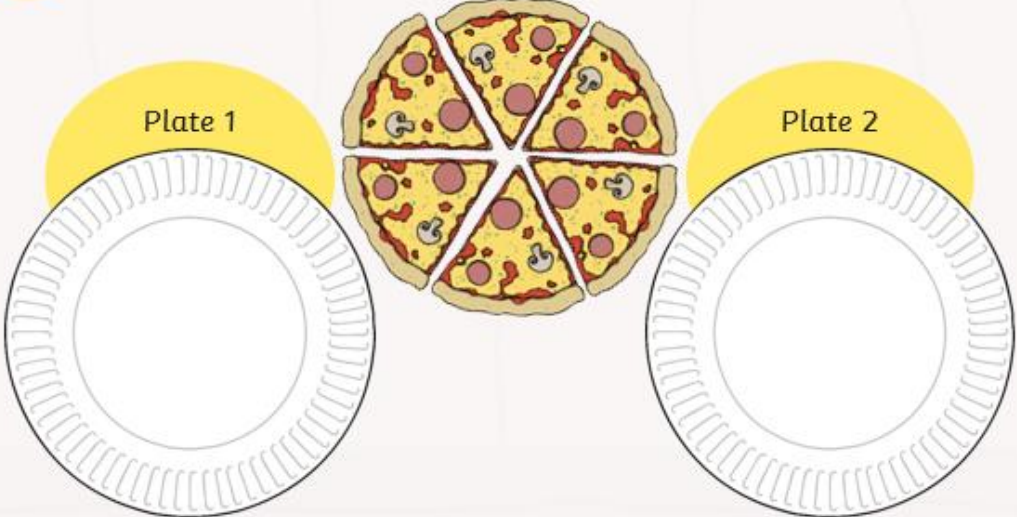
Where there any left over?

How many did each person get?

## Division

Share the slices of pizza equally between the plates.

?How many slices of pizza per plate?



Cut out the plates and the pizza slices and share them equally. Stick your plates in the box below.



There are 6 slices of pizza. This means that each person gets 3 slices. When we write this in a number sentences it looks like this:

6 divided by 2 equals 3

or

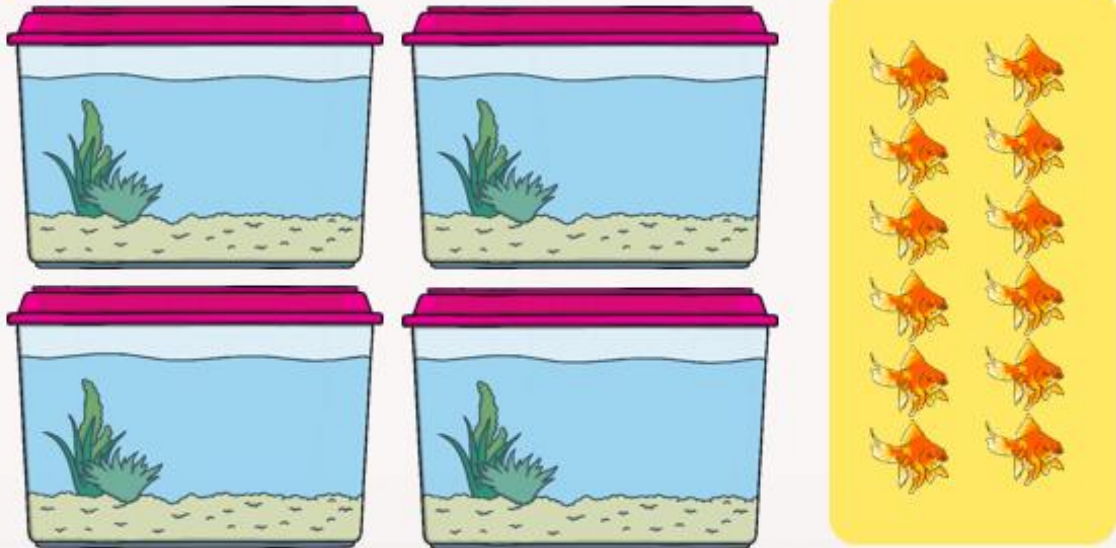
$6 \div 2 = 3$

# Division

Share the fish equally between the tanks.



How many fish per tank now?



Cut out the fish and stick them into the fish tank so they have been shared equally.

When we write the number sentence, we first write the total number of fish:

There are 12 fish.

We then write how many groups we are sharing the fish into.

There are 4 fish tanks.

The number sentence would look like this:

$$12 \div 4 =$$

The answer is how many fish are in each tank.

$$12 \div 4 = 3$$

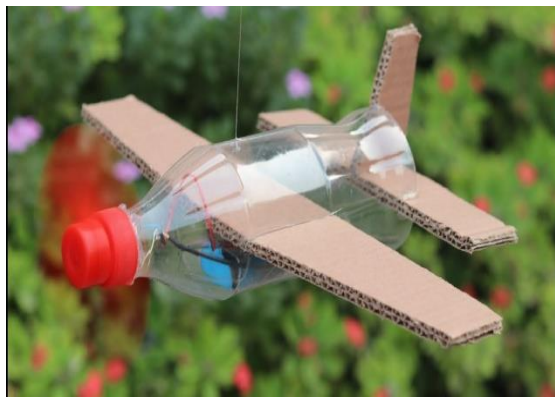
# Week 8 Monday: Art

## I can create an artwork using my imagination

- I can draw, paint, or make a sculpture of an imaginary future flying machine
- I can explain how it works

### Instructions:

1. If you have access to device, Watch the video 'Soar by Alice Tzue' on YouTube: <https://www.youtube.com/watch?v=eDkpVwrhYfo>
2. Use drawing or paint or recycled material to make your own flying machine.
3. You can upload a photo of your finished work to Dojo or Seesaw to show your teacher.
4. Explain how your flying machine works to someone at home or upload a video of you explaining it to your teacher. Instead, you could write about it below.



**Write about how your flying machine works**

Blank area for writing about how the flying machine works.

# Attendance Question

**Fill in the blank....!**

**My learning goal this year is**

\_\_\_\_\_.



### **Learning Intention:**

We are learning to experiment with quoted speech in our writing.

### **Success Criteria:**

I can find quoted speech in a text or book that I am reading.

I know what to do when I am reading quoted speech in a text or book I am reading.

I can experiment with quoted speech in my own writing.

### **The Learning:**

#### ***What is direct speech?***

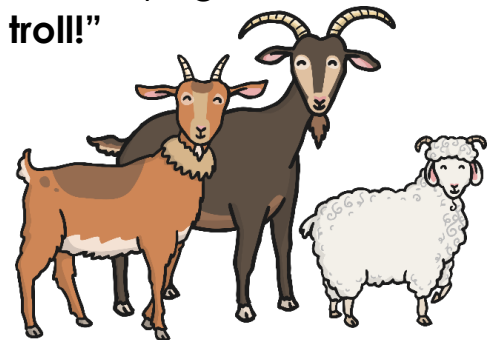
When a text uses direct speech, there is some specific punctuation used to separate what is said from the rest of the text; this enables the reader to follow what is going on.

We call this punctuation:

#### **SPEECH MARKS “ “**

The speech marks go around what the character is saying.

- **“We can’t let him win! He’s just a grumpy troll!” said the smallest Billy Goat Gruff.**
- **‘You’re right,’ agreed the biggest Billy Goat Gruff.**
- **The medium-sized Billy Goat Gruff said, ‘So what shall we do?’**



#### **Activity:**

**When do we use speech marks?**

**What can we do when we are reading and see speech marks?**

**Add speech marks to the sentences below:**

1. I'm feeling sad today, said Ben.
2. Don't forget your hat! Called Mrs Jones.
3. Red is my favourite colour, said Jane.
4. What's that smell? Wondered Josh.
5. It's time to turn the TV on, said Dad.
6. Thanks for sharing your cupcake with me, smiled Laura.

**Can you write your own sentences using speech marks?**

- 1.
- 2.
- 3.
- 4.
- 5.



What are these 2 babies talking about? Use speech marks and write out what these babies are talking about.

**Week 8 Tuesday-Activity 3**

**Reading Check-in and Retell**

**Learning Intention:**

I am learning to read a story book and give a retell of the story.

**Success Criteria:**

- I can comprehend what I am reading
- I can tell the story in sequence (order)
- I can write what happens in the beginning, middle and at the end of a story
- I can use words from the text to help me write
- I can include only the important parts (VIPs)

**Instructions:**

1) Log onto Wushka and read the assigned story **from yesterday** to yourself, out loud. If you do not have access to the internet, then read the same book from home.

2) **Book Title:** \_\_\_\_\_

**Beginning:**

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**Middle:**

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**End:**

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## Tuesday Week 8 – Task 4 – Creative Writing

### Exploring Advanced Vocabulary

We have been exploring more 'Advanced Vocabulary' (WOW WORDS) to assist in your creative writing. Last week you put together a list of these WOW WORDS and last Friday, you wrote a story using all 4. This week you will continue adding to your WOW WORD LIST with a new word each day. At the end of the week you will be using these new WOW WORDS to write a new short story. Just like last week, you will need to add each word and the definition to the sheet of paper from Monday's lesson so that you can refer back to it on Friday for the final 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 the 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 - Describe a time when you got a wound.

**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.

# wound

**Definition:** injury where the skin has been broken

**Example:** The doctor bandaged the wound on my arm.

**Activity:** Describe a time when you got a wound. How did you get it? How was it fixed? How long did it take to heal?



## Numeracy Check-in

### **Learning Intention:**

We are learning to use numbers flexibly.

### **Success Criteria:**

I can count forwards and backwards from any given number.

I can identify numerals of any given size.

I can use a variety of strategies to solve problems.

***Complete the task below by yourself. If you are not sure, just leave it.***

1. I had 8 cards and was given another 7. How many do I have now?  
How did you get your answer?

2. I have 17 grapes and ate some. I now have 11 left. How many did I eat? How did you get your answer?

3. Record yourself counting and send it through to your teacher on class Dojo or upload to seesaw.

***Start counting from 62 and stop at 74.***

***Start counting at 96 and stop at 114.***

**Learning Intention:**

We are learning to solve division problems and model division by grouping objects into equal groups.

**Success Criteria:**

I can model division as repeated subtraction

I can share a collection of objects equally into rows and columns in an array.

I can describe the part left over when a collection cannot be shared equally.

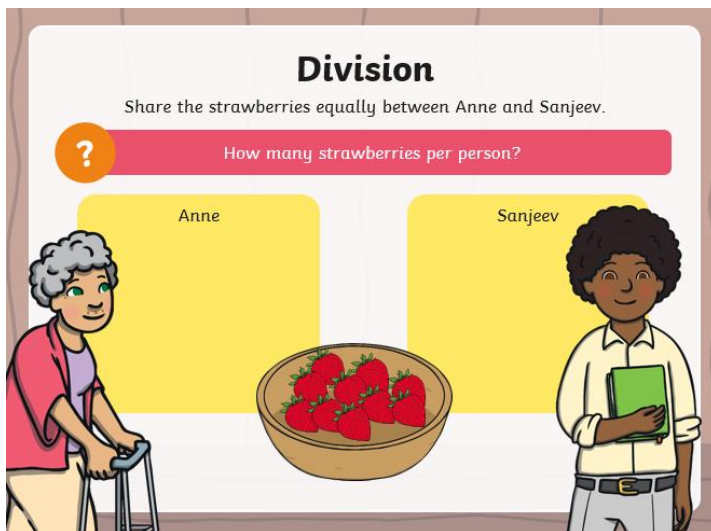
**Revisit the learning from yesterday:**

Division is when we share objects into equal groups. It is the opposite to multiplication where we make groups and might feel a bit like the work, we did on fractions last week.

When we are dividing, we use specific words. Here is a list of some of the words we might use:

- Share
- Divide
- Dividing
- Group
- Arrays
- Part left over
- Rows
- Columns
- Shared between

Sometimes when we divide or share out objects, we can make equal groups and sometimes we have some left over.



How many strawberries are there altogether?

How many groups are you dividing or sharing the strawberries into?

How many strawberries would each person get?

Write the number sentence:

\_\_\_\_\_ ÷ \_\_\_\_\_ = \_\_\_\_\_

Activity instructions:

What you will need:

- Scissors
  - Counter (you could use: pasta, marbles, ooshi's, rice, lollies)
1. Cut out the number cards on the next page.
  2. Put the cards into a pile.
  3. Turn over a card and count out that many counters.
  4. Show lots of different ways of grouping the counters. Can you think of more than 1 way?

## Different Ways to Share Numbers

Select a number card and use counters to share as many different ways you can. Make sure each group has the same amount.



Show the different ways you can share.





**Amounts to Share**

24

36

12

18

20

28

32

30

# Week 8 Tuesday: History

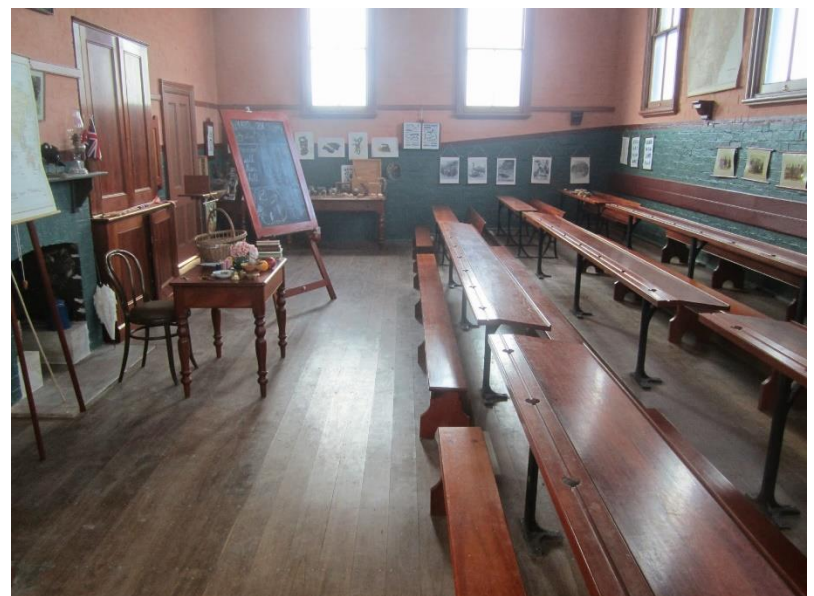
## We are learning about schools from the early 1900's

- I can imagine that I am in a school room from long ago.
- I can compare rules, discipline, and other aspects of school of the past and now
- I can record the things that I notice are different in schools of the past to schools of today.

### Instructions:

1. If you have access to a device, watch the video below about The Old Rouse Hill School House on YouTube called 'Back (in time) to School: Lessons from the Rouse Hill Schoolhouse': <https://www.youtube.com/watch?v=WstIHqhABOY>
2. Take part in the online lesson in the video. You will need paper and a pencil.
3. Write a list about the things you noticed were different about the early 1900's school.
4. Draw a picture of a 1900's school.

**If you do not have access to a device, then you can look at the pictures below to help you to do the activities.**



What are some things that you noticed are different between schools from the early 1900's and schools in the present?

**Things that I noticed..**

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Draw and label a picture of what you think a school in the past would look like.



# Attendance Question

**Fill in the blank....!**

**I am happiest when**

\_\_\_\_\_.

## **Learning Intention:**

We are learning to experiment with quoted speech in our writing.

## **Success Criteria:**

I can find quoted speech in a text or book that I am reading.

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## **The Learning:**

### ***What is direct speech?***

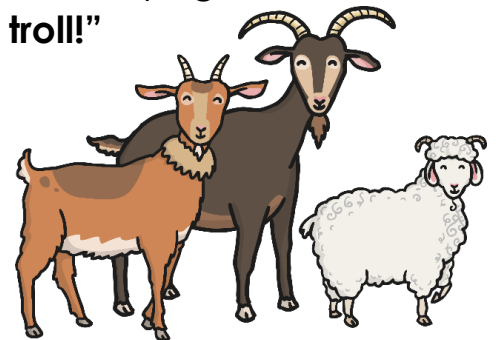
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We call this punctuation:

**SPEECH MARKS “ ”**

The speech marks go around what the character is saying.

- **“We can’t let him win! He’s just a grumpy troll!” said the smallest Billy Goat Gruff.**
- **‘You’re right,’ agreed the biggest Billy Goat Gruff.**
- **The medium-sized Billy Goat Gruff said, ‘So what shall we do?’**



### **Activity:**

**These kids are planning to go on an adventure.**





**Week 8 Wednesday-Activity 3**

**Reading Check-in and Responding to Text**

**Learning Intention:**

I am learning to read a story book out loud fluently and respond to a text.

**Success Criteria:**

- I can read with expression
- I can read like I am talking
- I can read every word in the text
- I can take a breath at commas and at full stops
- I can read at a natural pace (not too fast or too slow)
- I look for bold or italics words to be emphasised
- I can comprehend what I am reading
- 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

**Instructions:**

1) Log onto Wushka and read the assigned story **from yesterday** to yourself, out loud. If you do not have access to the internet, then read the same book from home.

2) **Book Title:** \_\_\_\_\_

|                   |                 |
|-------------------|-----------------|
| <b>Characters</b> | <b>Setting</b>  |
| <b>Problem</b>    | <b>Solution</b> |

## Wednesday Week 8 – Task 4 – Creative Writing

### Exploring Advanced Vocabulary

This week we have been exploring more 'Advanced Vocabulary' (WOW WORDS) to assist in your creative writing. Last week you put together a list of these WOW WORDS and last Friday, you wrote a story using all 4. This week you have continued adding to your WOW WORD LIST with a new word each day. At the end of the week you will be using these new WOW WORDS to write a new short story. Just like last week, you will need to add each word and the definition to the sheet from Monday's lesson so that you can refer back to it on Friday for the final writing task.

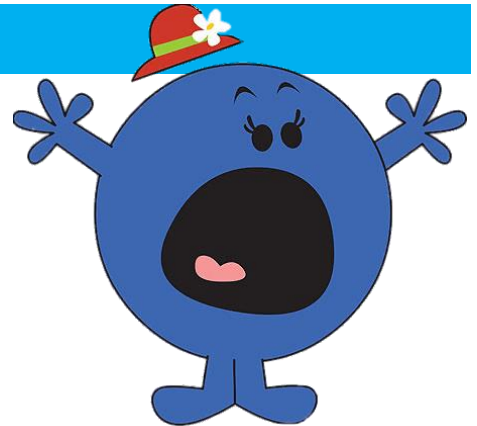
### Learning Intention

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 the 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 - When have you heard someone demand something?

**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.





# demand

**Definition:** to ask with force and expected result

**Example:** My cat will demand to come in by scratching at the front door.

**Activity:** When have you heard someone demand something? Is there a nicer way of doing this?



## Numeracy Check-in

### **Learning Intention:**

We are learning to use numbers flexibly.

### **Success Criteria:**

I can count forwards and backwards from any given number.

I can identify numerals of any given size.

I can use a variety of strategies to solve problems.

***Complete the task below by yourself. If you are not sure, just leave it.***

1. I had 15 pencils and I was given another 7. How many do I have now?  
How did you get your answer?

2. What is the difference between 20 and 39? How did you get your answer?

3. Record yourself counting and send it through to your teacher on class Dojo or upload to seesaw.

***Count backwards from 10***

***Count backwards from 23 and stop at 15***

***Count backwards from 103 and stop at 98***

**Learning Intention:**

We are learning to solve division problems and model division by grouping objects into equal groups.

**Success Criteria:**

I can model division as repeated subtraction

I can share a collection of objects equally into rows and columns in an array.

I can describe the part left over when a collection cannot be shared equally.

**Revisit the learning from Monday:**

Division is when we share objects into equal groups. It is the opposite to multiplication where we make groups and might feel a bit like the work, we did on fractions last week.

When we are dividing, we use specific words. Here is a list of some of the words we might use:

- Share
- Divide
- Dividing
- Group
- Arrays
- Part left over
- Rows
- Columns
- Shared between

Sometimes when we divide or share out objects, we can make equal groups and sometimes we have some left over.

**Division**

There are 40 chocolates in the box.

? How many chocolates would Mr and Mrs Gadhhi each get if they are shared out equally?

Can you write the calculation?

$\square \div \square = \square$

40 chocolates

The slide features a cartoon illustration of a man in a yellow shirt and a woman in a blue hijab and coat standing on either side of a purple box of chocolates. The box is labeled '40 chocolates' and contains 20 individual chocolates arranged in two rows of ten.

On this slide you need to share out the chocolates on a separate piece of paper then write out the number sentences.

How many chocolates are there altogether?

How many groups do you need to share the chocolates into?

How many chocolates does each person get?

Activity instructions:

Complete the work sheets below to consolidate your learning on fractions.

## Sharing

I can divide objects into groups.  
I can share a set of objects equally.

1. Count the sweets. How many are there? \_\_\_\_\_



2. Jordan and Chang Song want to share the sweets equally. How many sweets will they each have?

Jordan will have \_\_\_\_\_ sweets.

Chang Song will have \_\_\_\_\_ sweets.

3. How many crocodiles are there? \_\_\_\_\_



4. Share the crocodiles equally between the children below:

| Eric | Hassan | Anya | Kayleigh |
|------|--------|------|----------|
|      |        |      |          |

5. Draw or make your own collection of objects and share them between you and two friends.

## Serve it Up!

Can you share the strawberries equally between the two plates?

Cut the strawberries out and stick them on the plates.



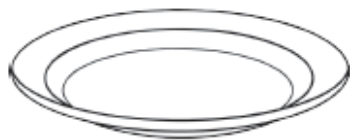
$$12 \div 2 = \square$$

Can you share the apples equally between the five plates?

Cut the apples out and stick them on the plates.



Serve it Up!



$$10 \div 5 = \square$$

# Week 8 Wednesday: PDH Feelings

## I can identify and explain feelings

- I can read about situations and imagine myself in that situation.
- I can talk with an adult about how that would make me feel.

### Instructions:

1. Read the scenarios below
2. Talk about each one with someone at home.
3. Decide how you would feel in each situation.
4. Label each scenario with the feelings below.

|             |               |         |
|-------------|---------------|---------|
| happy       | uncomfortable | excited |
| sad         | angry         | bored   |
| calm        | upset         | scared  |
| silly       | worried       | shy     |
| confused    | embarrassed   | lonely  |
| ashamed     | confident     | grumpy  |
| comfortable | nervous       |         |

Amir has heard that his best friend might be moving to a new school.

- His tummy aches
- He keeps crying
- He wants to be left alone

Feeling:



Daisy is not allowed to go the party because she didn't tidy her room this week.

- Her body is hot and tense
- She wants to throw something
- She shouts at her sister

Feeling:



Mia's dad works in another country. Tonight she will get to video call her dad for the first time in ages.

- Her tummy is tingling
- She can't keep still and jumps around a lot
- Her voice is very loud

Feeling:

Jade's favourite song is playing on the radio

- She smiles
- Her body is relaxed and calm
- She laughs at her little brothers dancing



Feeling:

Ty accidentally calls his teacher 'mummy' and some children laugh at him.

- His face goes red
- His body gets hot
- He wants to run away

Feeling:

Mo sees an image on her screen that someone she doesn't know sent her.

- Her arms and legs are shaking
- She finds it hard to breathe
- Her body goes cold

Feeling:

Carlos gets his best score ever on this week's spelling test. He knows he is getting better and is pleased that he practised.

- He stands up tall
- His body is calm
- He smiles and laughs



Feeling:

Leo has started at a new club but he doesn't know anyone there and no one has spoken to him or played with him yet.

- He thinks he might be sick
- He doesn't smile
- He wants to be invisible



Feeling:

# Attendance Question

**Fill in the blank....!**

**My favourite holiday destination  
is \_\_\_\_\_.**



## Reading Check-in

### Learning Intention:

I am learning to read a story book out loud fluently.

### Success Criteria:

- I can read with expression
- I can read like I am talking
- I can read every word in the text
- I can take a breath at commas and at full stops
- I can read at a natural pace (not too fast or too slow)
- I look for bold or italics words to be emphasised
- I can comprehend what I am reading

### Instructions:

- 1) Log onto Wushka and read the assigned story **from yesterday** to yourself, out loud. If you do not have access to the internet, then read the same book from home.
- 2) Record yourself reading your Wushka book.
- 3) Upload your video on Seesaw or Class Dojo

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

| FLUENT READER CHECKLIST |   |
|-------------------------|---|
| ACCURACY                | <input type="checkbox"/> I don't eliminate words or word endings.             |
|                         | <input type="checkbox"/> I don't add words where they don't belong.           |
| EXPRESSION              | <input type="checkbox"/> I don't sound like a robot.                          |
|                         | <input type="checkbox"/> I avoid being a dramatic actor.                      |
| PUNCTUATION             | <input type="checkbox"/> I look for commas, dialogue, and emotion!            |
|                         | <input type="checkbox"/> I emphasize words in <b>bold</b> or <i>italics</i> . |
| PACE                    | <input type="checkbox"/> I am <u>not</u> in a speed reading competition       |
|                         | <input type="checkbox"/> I sound like I'm having a natural conversation.      |
| COMPREHENSION           | <input type="checkbox"/> I am always checking for understanding.              |
|                         | <input type="checkbox"/> I read to learn.                                     |

## Thursday Week 8 – Task 4 – Creative Writing

### Exploring Advanced Vocabulary

Last week and this week you have been exploring more 'Advanced Vocabulary' (WOW WORDS) to assist in your creative writing. This week you have continued adding to your WOW WORD LIST with a new word each day. Tomorrow you will be using these new WOW WORDS to write a short story. Just like last week, you will need to add each WOW WORD and the definition to the sheet of paper from Monday's lesson so that you can refer back to it tomorrow for the final 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 the 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 have you seen that was so amazing that you couldn't help but gaze at it?

**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.

A graphic of a notepad with a light blue center and a dark blue border. The border contains faint, scattered letters and symbols. A pencil is positioned at the bottom left corner, and a paperclip is at the top right corner.

# gaze

**Definition:** looking intently on one thing

**Similar words:** stare, look, gape, goggle

**Example:** We love to gaze at the tropical sunset above the ocean horizon.

**Activity:** What have you seen that was so amazing that you couldn't help but gaze at it?

## Numeracy Check-in

### **Learning Intention:**

We are learning to use numbers flexibly.

### **Success Criteria:**

I can count forwards and backwards from any given number.

I can identify numerals of any given size.

I can use a variety of strategies to solve problems.

**Complete the task below by yourself. If you are not sure, just leave it.**

1. Can you tell me two numbers that add up to 10?

2. Can you tell me another 2 numbers that add to 10?

3. Can you tell me 2 numbers that add to 19?

1. Record yourself counting and send it through to your teacher on class Dojo or upload to seesaw.

***Can you start from 110 and count backwards by 10's?***

***Can you start from 7 and count on by 10's?***

***Can you start from 924 and count down by 100 each time?***

**Learning Intention:**

We are learning to solve division problems and model division by grouping objects into equal groups.

**Success Criteria:**

I can model division as repeated subtraction

I can share a collection of objects equally into rows and columns in an array.

I can describe the part left over when a collection cannot be shared equally.

**Revisit the learning from Monday:**

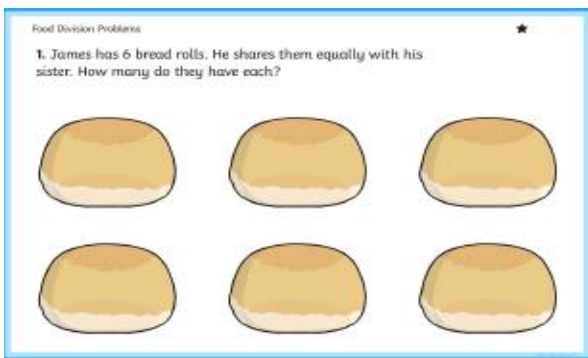
Division is when we share objects into equal groups. It is the opposite to multiplication where we make groups and might feel a bit like the work, we did on fractions last week.

When we are dividing, we use specific words. Here is a list of some of the words we might use:

- Share
- Divide
- Dividing
- Group
- Arrays
- Part left over
- Rows
- Columns
- Shared between

Sometimes when we divide or share out objects, we can make equal groups and sometimes we have some left over.

**Problem Solving with Division:**



Today we are going to look at worded problems involving division.

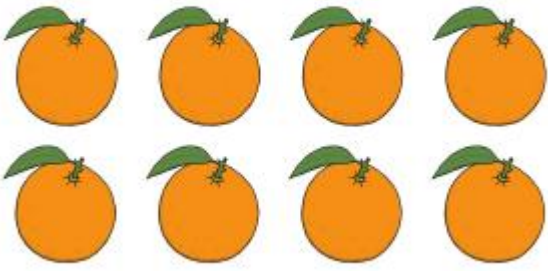
Use this table to help you solve your problems

| Operation     | Mathematical words  | Number sentence | How did you work it out?                                   | Solution |
|---------------|---------------------|-----------------|--|----------|
| Division<br>÷ | Shares equally each | $6 \div 2 =$    | I made 2 groups and shared the rolls between the 2 groups. | 3        |

Week 8, Thursday (Activity 6)

Food Division Problems ★


2. Evie buys 8 oranges at the shop. She shares them equally with her friend. How many oranges do they have each?



| Operation | Mathematical words | Number sentence | How did you work it out? | Solution |
|-----------|--------------------|-----------------|--------------------------|----------|
|           |                    |                 |                          |          |

Food Division Problems ★


7. Olivia buys 15 boxes of cereal for her and her two brothers. They share them equally. How many boxes of cereal will they have each?



| Operation | Mathematical words | Number sentence | How did you work it out? | Solution |
|-----------|--------------------|-----------------|--------------------------|----------|
|           |                    |                 |                          |          |

Food Division Problems ★

8. Amy buys 10 cupcakes. She shares them equally with her sister. How many cupcakes do they each have?



| Operation | Mathematical words | Number sentence | How did you work it out? | Solution |
|-----------|--------------------|-----------------|--------------------------|----------|
|           |                    |                 |                          |          |

One-Step Division Word Problems with No Remainders

1. A teacher asks some children to arrange 36 chairs into rows of nine chairs. How many rows will there be?



| Operation | Mathematical words | Number sentence | How did you work it out? | Solution |
|-----------|--------------------|-----------------|--------------------------|----------|
|           |                    |                 |                          |          |

# Week 8 Thursday: Sport

## We are learning skills related to different sports

- I know what sports skills are involved in cricket
- I understand some of the rules related to cricket
- I can perform skills related to cricket

### Instructions:






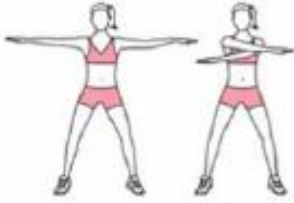


1. If you have access to a device, watch the following sports lesson with Mr Ben:

<https://www.loom.com/share/cba37524cfaf48539cb64358f980a82b>

If you can't watch the video, complete the warm up exercises and rugby league skills challenges below.


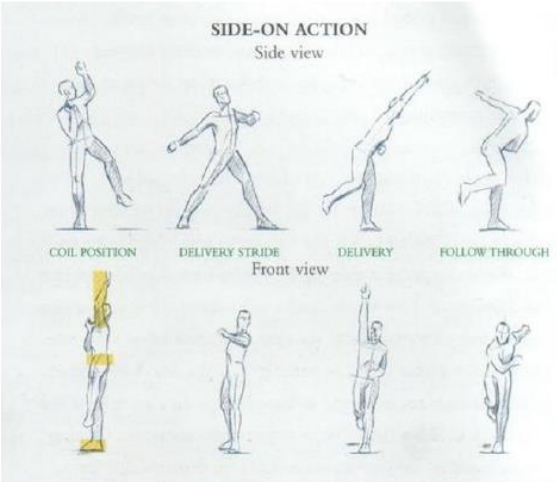
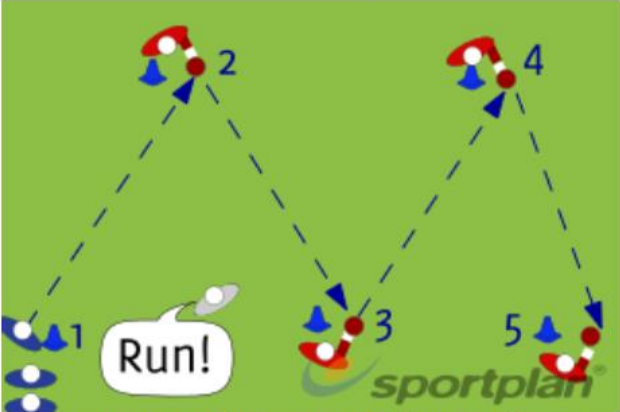
2. Optional: Play a game of cricket in your backyard or a park with your family members. You could use a bin or a bucket as your stumps.

## Warm Up Exercises

|  |   |
|--|---|
| <p><b>Jumping Jacks</b></p>      | <p><b>Walking lunge with trunk rotation</b></p>  |
| <p><b>Leg swings</b></p>        | <p><b>High knees</b></p>                       |
| <p><b>Heel to buttocks</b></p>  | <p><b>Arm Swings</b></p>                        |
| <p><b>Ankle hops</b></p>        | <p><b>Squats</b></p>                           |



**Soccer Skill Challenges: Use a rolled up ball of socks if you don't have a tennis ball or a cricket ball**

| <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><b>Throwing and catching</b></p>  <p>How many times can you throw and catch? Make sure to catch the ball like the picture</p>                    |                      |                      |                     |
| <p><b>Bowling</b></p>  <p>Practicing bowling using the pictures to help guide you (no need to record down how many times you do this activity)</p> |                      |                      |                     |
| <p><b>Fielding</b></p>  <p>How many times can you run from 1 – 5 ?</p>  |                      |                      |                     |

**Bowling and Aiming**

Use a soft object to use to throw at a target like the wickets.  
See how many times you can hit the target. E.g. at home targets: clothes line pole, a chalk drawn spot on the ground, a rubbish bin (use tape to mark out wickets) stack toilet paper



**Throw and catch with 2 hands**

How many times can you throw and catch without dropping the ball

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |

# Attendance Question

**Fill in the blank....!**

**On Saturday mornings I like to**

\_\_\_\_\_.

## Friday Week 8 – Task 4 – Creative Writing

### Exploring Advanced Vocabulary

Over the past couple of weeks 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 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 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.

WOW WORD *Short Story*

\_\_\_\_\_

20 horizontal lines for writing the short story.

# Descriptive Writing:

# My Dad

Draw a picture of your dad or another father figure in your life.

Write a description of this person. Think about:

- how he looks;
- what his personality is like;
- what characteristics and mannerisms he has;
- what is noticeable about him.

## Remember to:

- plan and construct a piece of descriptive writing;
- use written language features and conventions appropriate to a descriptive text;
- use powerful adjectives to describe your dad or father figure;
- spell familiar words correctly, proofread and edit.

## You may use this adjective word bank to help with your writing:

kind, loving, funny, caring, inspiring, thoughtful, brave, wise, patient,  
trustworthy, understanding, fun, hardworking, silly



**Learning Intention:**

We are learning to solve division problems and model division by grouping objects into equal groups.

**Success Criteria:**

I can model division as repeated subtraction

I can share a collection of objects equally into rows and columns in an array.

I can describe the part left over when a collection cannot be shared equally.

**Revisit the learning from Monday:**

Division is when we share objects into equal groups. It is the opposite to fractions last week.

When we are dividing, we use specific words. Here is a list of some of the words we might use:

- Share
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- Dividing
- Group
- Arrays
- Part left over
- Rows
- Columns
- Shared between

Sometimes when we divide or share out objects, we can make equal groups and sometimes we have some left over.

**Fun Friday:**

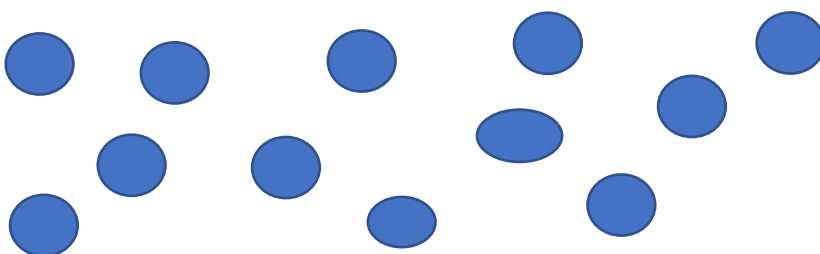
Today you are going to use what you have learnt about division to complete the colour-by-numbers sheet below.

Remember:

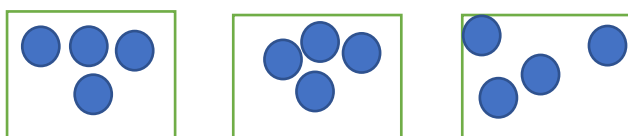
In a division number sentence the first number tells you how many there are altogether.

The second number tells you how many groups to break the first number into.

$$12 \div 3 =$$



I have 12 dots altogether. I need to share them into 3 groups. There are four in each group.

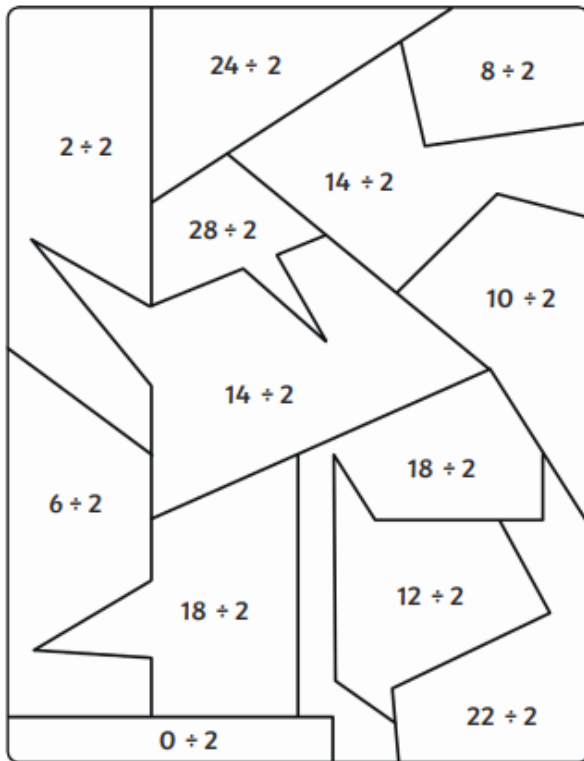




Week 8, Friday (Activity 6)

Do the division calculation and colour the shape in the correct colour.

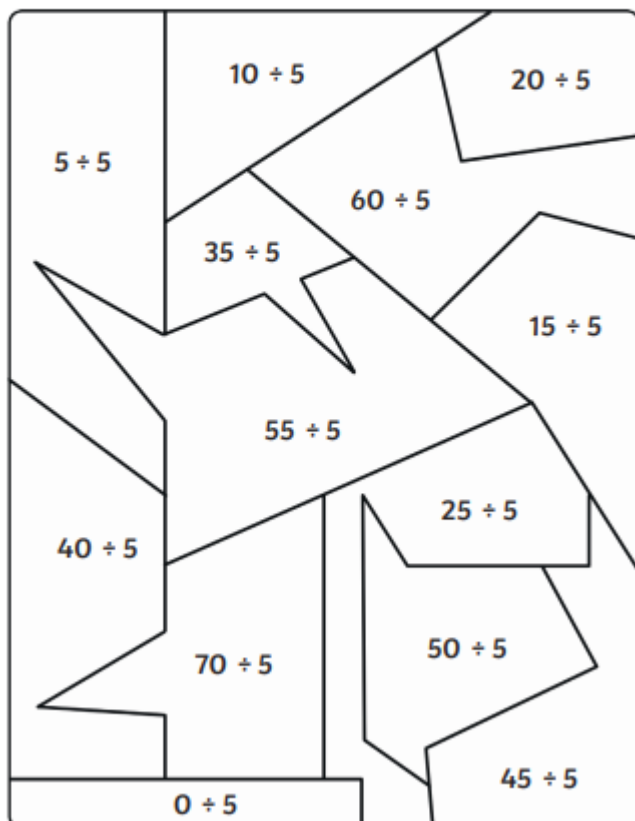
0-2    3-5    6-8    9-11    12-14



### Colour by 5s Division

Do the division calculation and colour the shape in the correct colour.

0-2    3-5    6-8    9-11    12-14



# Week 8 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 of this week (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 week and reflect on how you feel you have done. You will write your responses in the templates below.
2. Think of something that this week that you are 'GLOWING' in. This means something that you feel you have done really well in or worked very hard at.
3. Think of something this week that you are 'GROWING' in. 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 this week?



What are you GROWING in this week?

