

Remote learning Grid - Week 4 Term 2- Stage 1 (1B, 1H, 1J)















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 or to your teacher on your assigned day. **Optional activities are highlighted in green.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise saying and writing your phoneme for this week <i>Use the whiteboard and marker provided</i> • Complete the Writing task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <i>Create an artwork for the book you read today.</i> 	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise saying and writing your phoneme for this week <i>Use the whiteboard and marker provided</i> • Complete the Writing task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <i>Create a new cover for your book.</i> 	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise writing 5 words from this week's spelling list. <i>Use the whiteboard and marker provided</i> • Complete the Shared Reading task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <i>Write about the main character in the book.</i> 	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise writing 5 words from this week's spelling list. <i>Use the whiteboard and marker provided</i> • Complete the Shared Reading task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. <i>Re-write the ending of your story.</i> 	<p>English</p> <ul style="list-style-type: none"> • Complete the phonics/spelling activity assigned on Seesaw. (Activity 1) • Practise writing 5 words from this week's spelling list. <i>Use the whiteboard and marker provided</i> • Complete the Topic Talk task (Activity 2) assigned on seesaw. • Read a guided reading book on WUSHKA. • <i>Re-read your favourite book from this week</i>
Take a Well-being /Fitness break					
	<p>Wellbeing/Fitness</p> <p>Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)</p>	<p>Wellbeing/Fitness</p> <p>Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)</p>	<p>Wellbeing/Fitness</p> <p>Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)</p>	<p>Wellbeing/Fitness</p> <p>Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)</p>	<p>Wellbeing/Fitness</p> <p>Choose a wellbeing/fitness task on seesaw to complete (a list is provided in the paper packs)</p>

Monday		Tuesday		Wednesday		Thursday		Friday	
Morning Tea (Recess Break)									
Middle	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise skip counting by 2s • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise skip counting by 5s • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise skip counting by 10s • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise skip counting by 2s starting from 32 • Login into Mathletics and complete the assigned activity. 	Mathematics <ul style="list-style-type: none"> • Complete the Maths assigned activity on Seesaw (Activity 3). • Practise skip counting backwards by 10s from 100. • Login into Mathletics and complete the assigned activity. 				
Lunch Break									
Afternoon	French <ul style="list-style-type: none"> • Complete the assigned Seesaw activity. 	History <ul style="list-style-type: none"> • Complete the assigned Seesaw activity. 	Science <ul style="list-style-type: none"> • Complete the assigned activity on Seesaw. 	Art <ul style="list-style-type: none"> • Complete the activity assigned on Seesaw 	Library <ul style="list-style-type: none"> • Complete the assigned Activity on Seesaw. 				
Additional Activities for this week									
- Recorder (Seesaw)									




Learning from Home Timetable (1B, 1J, 1H)

Term 2 Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Literacy Block Phonics & Spelling (Activity 1)  Writing Task 1 (Activity 2)  Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Writing Task 2 (Activity 2)  Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Shared Reading (Activity 2)  Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Shared Reading (Activity 2)  Guided Reading 	Literacy Block Phonics & Spelling (Activity 1)  Topic Talk (Activity 2)  Guided Reading 
	Take a wellbeing/Fitness Break				
	Wellbeing/Physical Activity Break 	Wellbeing/Physical Activity Break 	Wellbeing/Physical Activity Break 	Wellbeing/Physical Activity Break 	Wellbeing/Physical Activity Break 
Morning Tea (Recess) Break					
Middle	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  	Maths (Activity 3)  
	Lunch Break				
Afternoon	French (Activity 4) 	History (Activity 4) 	Science (Activity 4) 	Art (Activity 4) 	Library (Activity 4) 

CPPS Expected Behaviours Matrix

Who's responsible? We are!

	Learning from home
 <p>We are safe</p>	<p>Use my device in the correct way</p> <p>Google classroom and Seesaw are for school work only</p> <p>We keep our personal information and passwords to ourselves</p> <p>We check with a teacher/parent before clicking on unknown links</p> <p>We only speak to people that we know</p>
 <p>We are learners</p>	<p>Complete my assigned tasks to the best of my ability</p> <p>Try each activity and keep trying when you are waiting for teacher feedback or help from home</p> <p>Submit my work on time</p> <p>We only use technology for their intended purpose</p> <p>Listen to your parent or carer</p>
 <p>We are respectful</p>	<p>Respect our google or seesaw classroom just like you would our physical classroom</p> <p>Remember that other people in your home are working too</p> <p>Quiet when someone is on the phone</p> <p>Focus on your own learning tasks</p> <p>We only write positive comments</p>

Wellbeing Grid - Week 4

Complete one of these activities each day. You may complete each activity more than once.

Do some Cosmic Yoga. You can find the videos on Youtube.	Play a boardgame or do a jigsaw puzzle with a family member.	Do something to help out around your house e.g. help to fold the washing.
Build a cubby house out of blankets and read a book inside with a family member.	Go for a bike ride, scooter ride or walk around the block with a family member.	Think of your happiest memory and draw a picture of it.
Make a thank you card for someone.	Download the 'Smiling Minds' App and do some meditation.	Do a 'Just Dance'. You can find the videos on Youtube.

Phonics week 4

We are learning to read and spell words containing the long i and long u sound.

o _ e and u _ e

<https://www.youtube.com/watch?v=Rf-CK22o8g0>

<https://www.youtube.com/watch?v=Rf-CK22o8g0>

I am successful when:

I can remember that the silent e makes /o/ and /u/ say their name.

Eg cub becomes cube, rip becomes ripe

Word List

home

cone

nose

bone

rope

rose

phone

stone

wrote

cube

June

rule

cute

rude

use

jube

tune

flute

Monday - week 4

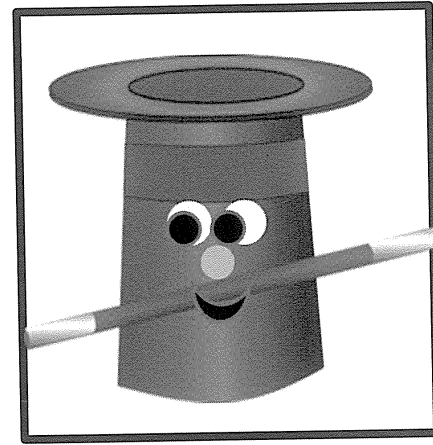
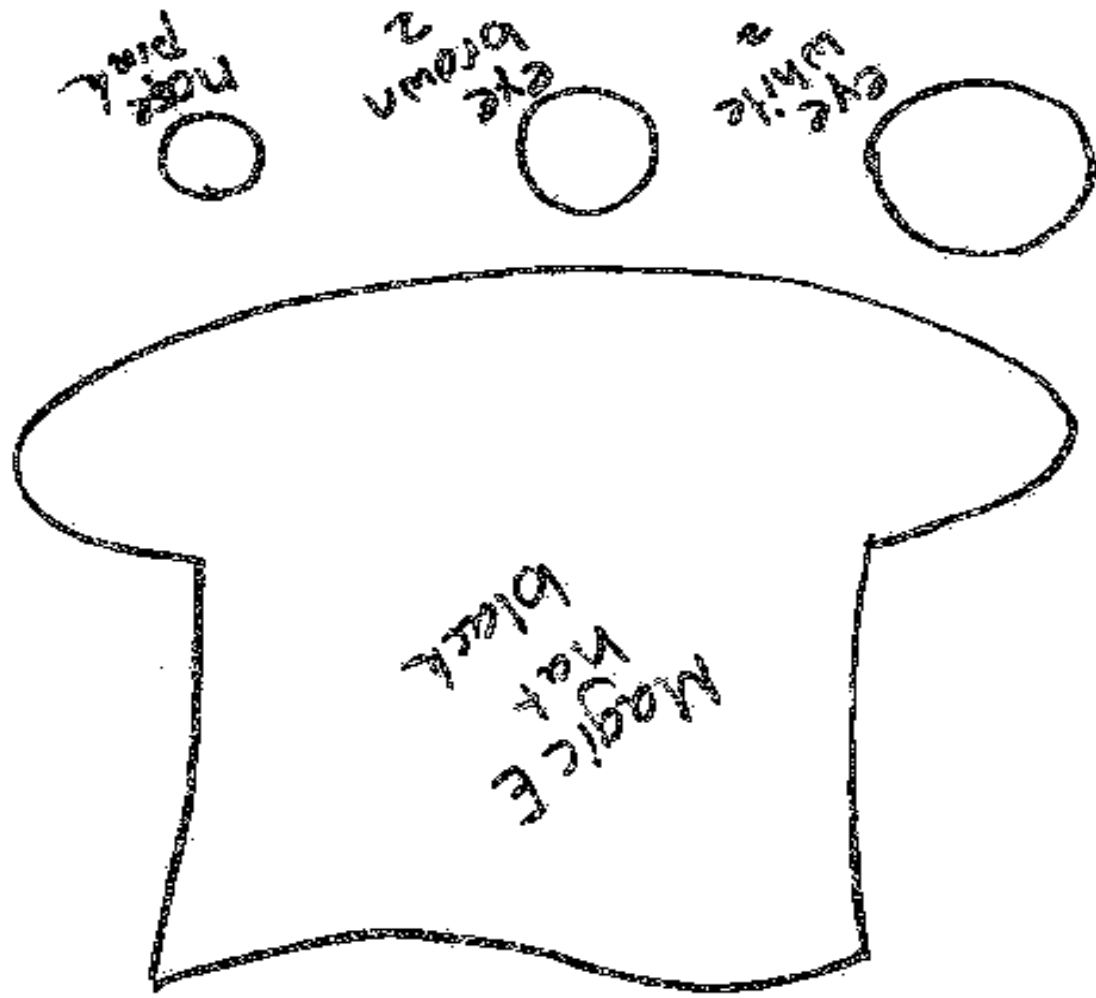
Activity 1

Segment and blend the long /o/ words in the list.

Choose 6 words to practice.

Write them in rainbow writing.

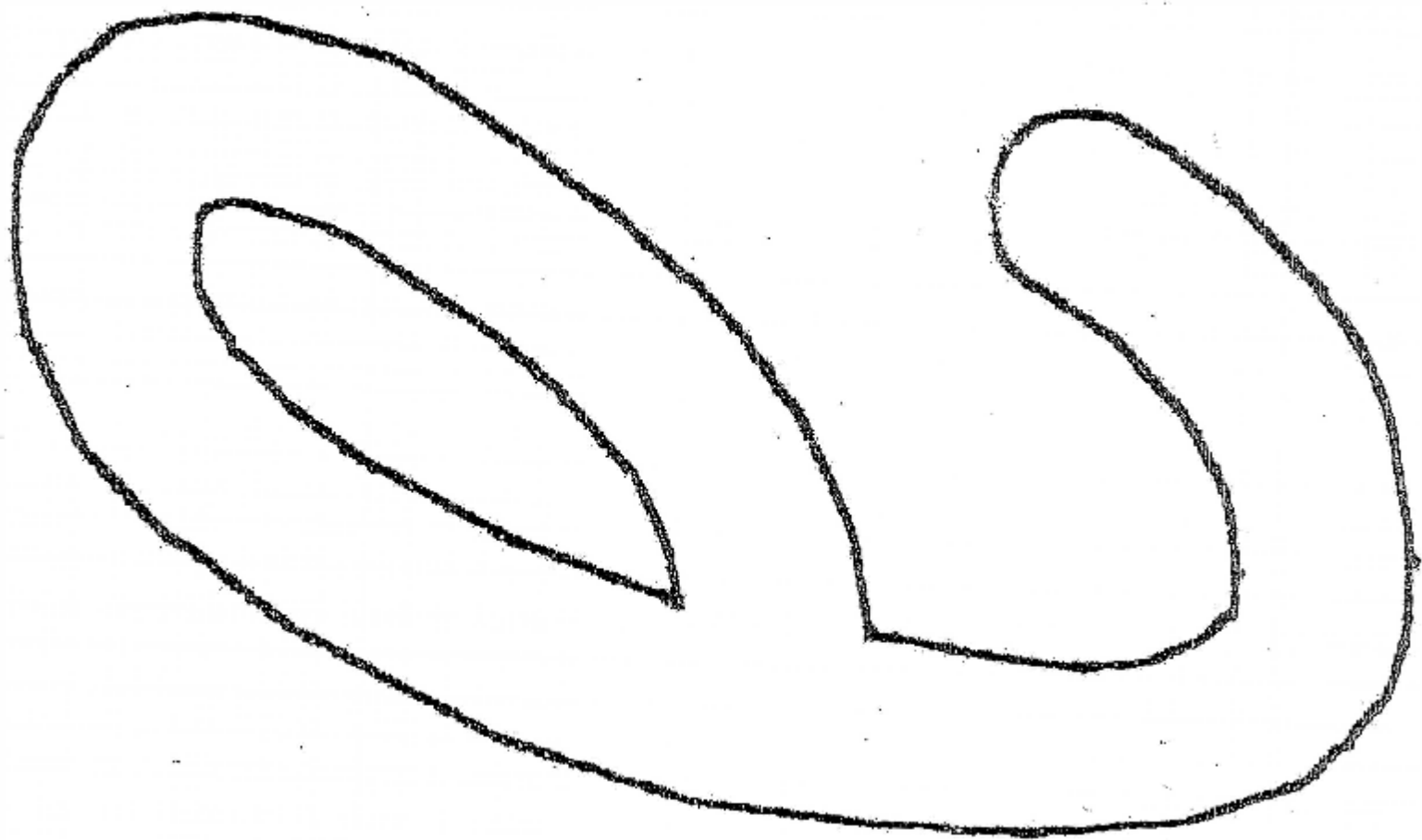
Write each word in a sentence. Check you have capitals to start and full stops to end.



Monday

Activity

Make your magician 'e' by cutting and pasting the pieces.



Tuesday- Week 4

Activity 1 Complete the worksheet.

Choose the correct word for each picture and find the words below.

Long O Word Search

Write the words from the word bank under the correct pictures then find them in the grid below.

Word Bank

bone	home	nose	rose
cone	hose	rope	stone



R	H	K	D	R	N	S	S	Q	B	T
V	O	R	Z	F	O	O	T	B	V	Y
D	S	M	P	D	S	S	O	O	X	J
V	E	V	M	O	E	B	N	N	H	C
C	O	N	E	H	S	O	E	E	B	R
R	O	S	E	H	O	M	E	G	S	L
L	L	L	R	O	P	E	P	I	D	Y

Wednesday - Week 4
Activity

<https://www.youtube.com/watch?v=Rf-CK22o8g0>

Practise segmenting and blending the long /u/ words in the list.

Choose 5 words from the list.

Write them 3 times each and draw pictures about them


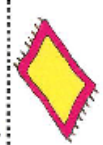
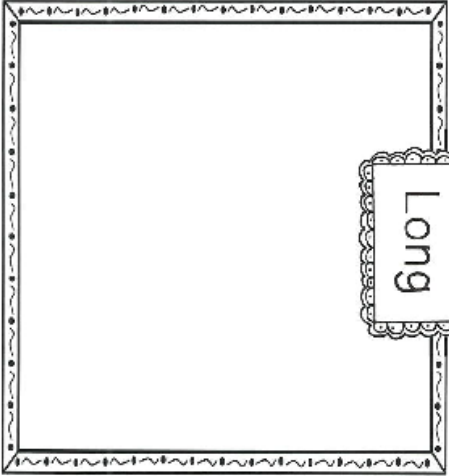




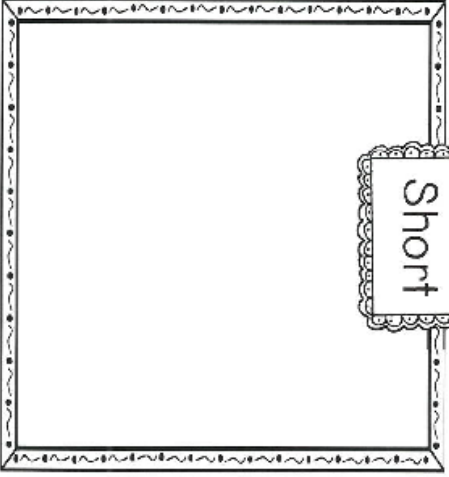

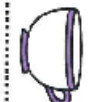


Thursday- Week 4 Activity 1

Blend and segment the
name of the pictures.
Sort them into the long /u/
or short /u/ boxes.

mud is a short /u/ sound
tune is a long /u/ sound

Long or short u Sort

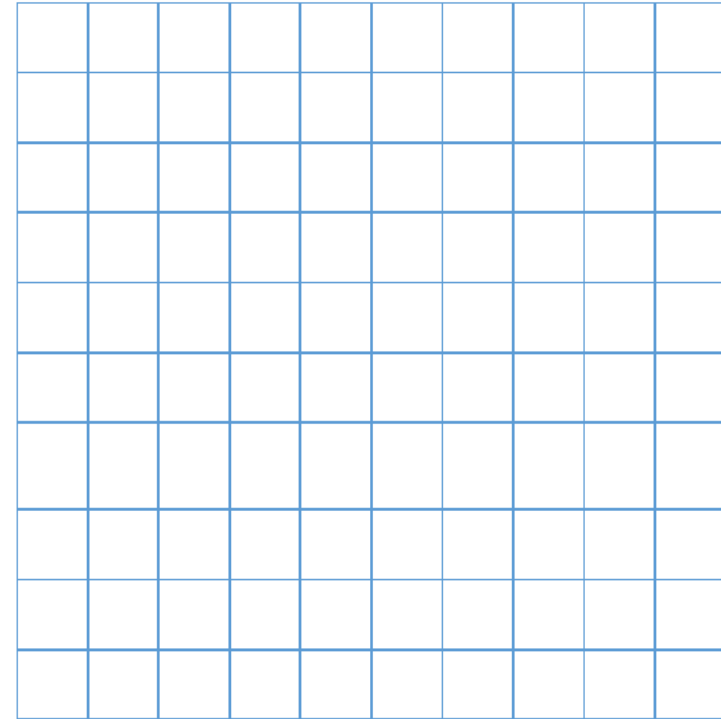
Name: _____

Friday - week 4 Activity 1

Make your own word search using i _ e and u _ e words from the list.

Give it to someone at home and time how long it takes them.



List the words you add to the puzzle. Give it to someone in your family to solve.

Writing task 1 (activity 2)

Monday

Learning Intention:

We are learning to compose a piece of writing independently.

Success criteria:

1. I can reread my writing to check my sentences make sense.
2. I can use capital letters and full stops correctly.
3. I can sound out words I don't know how to spell.

Look at the ideas attached and choose **ONE** new topic to write about.

Free Writing Ideas!

What is your favourite thing to do when you play outside?

What is your favourite thing to do when you play inside?

Write about what you would like to do for your next birthday.

If you could go on a vacation anywhere in the world, where would you go? Why? What would you do there?

Make a list of groceries that you think mum or dad should buy for you from the shops. Why should mum or dad buy these groceries?

Write about an animal you would like to have for a pet.

What would you do if there was a dragon stuck under your bed?

What kind of pet do you think your teacher should get for your classroom?

What is the best movie you have ever seen? Try to convince me that it is the best movie!

Write about your favourite restaurant. Why is it your favourite? What food can you eat there?

Which season do you like the most?? Why??

Which season do you like the least, why????

What would happen to you if you never went back to school?

Week 4 Tuesday Writing Task 1 (Activity 2)

Descriptive Writing

Learning Intention:

We are learning to write a description

Success criteria:

I can:

- Write sentences using capital letters and full stops.
- Read my writing and see if it makes sense.
- Sound out words I don't know how to spell
- Use descriptive language such as adjectives and adverbs to make my writing interesting.

Describe your favourite room in your house.

Read through the adjectives in the example attached. Look at the descriptions of a teddy bear and toy lion to help you write your own description. Once you finish your writing, you can draw a map of your favourite room! See the example to help you.

Shared Reading Week 4

This week we will look at two different stories
Each of these stories have a message or main idea the author
would like us to think about.

We are learning to share our ideas about stories we hear.

I can talk about the story.

I can write and draw about the story.

I can write about the main idea in the story.

Shared reading Wednesday week 4 – Activity 2

Activity: 1. Watch 'Lotus and Feather' on you tube by following the link <https://www.youtube.com/watch?v=8bpXikqUvXw>

2. Think about these questions and write your answers:

- How does Lotus feel before she first meets Feather?
- How does she feel at the end of the story?

3. Write about the main idea in this book. Don't forget to check the I can statements.

Bonus: Think about how lotus is described using as _____ as, or like a _____, for example, "A bird as white as fresh snow", "His head was crowned with a red top like a dazzling ruby". See if you can come up with some of your own descriptions for your favourite animal, or your pet!

Shared reading Thursday week 4 – Activity 2

Activity: 1. Watch 'Be kind' on you tube by following the link <https://www.youtube.com/watch?v=kAo4-2UzgPo>

2. Think about these questions and write your answers:

- What are some of the things the main character says being kind means?
- What are some ways you be kind to your family and friends right now?

3. Write about the main idea in this book.

Don't forget to check the I can statements to help you.

Speaking and Listening: News Topics

Friday Activity 2

Choose **1 topic each week** and present your news to your family!

<p>If you had a choice to play any musical instrument, which one would it be and why? Describe what the instrument looks like and what it is made from. How do you use or play that instrument?</p>	<p>What tasks have you been helping with around your house? Which is your favourite task to do and why? Who have you been helping? Which is your least favourite task to do and why?</p>	<p>Which piece of technology do you think is better? iPad and Computer? Choose one and convince your family that your opinion is correct! For example: I believe that iPads are better technology because.....</p>
<p>What games do you most enjoy playing at home with your family? Any boardgames? Do you play any games in your backyard? Are they made up or real games?</p>	<p>Talk about a favourite memory you had in preschool, kindergarten or year 1. What happened in that memory? Who was with you? Where were you? How does it make you feel and why?</p>	<p>Talk about your favourite subject to learn at school and/or at home. Example: Maths. What are some things you learn about in that subject? What do you like about that subject? What are some tools or technology you use to learn this subject at home?</p>

At the end of your news, your family can give you 2 stars and 1 wish:

Star 1: I like how you.....

Star 2: I like how you.....

Wish: For next time, I wish that you could.....

Maths Monday Week 4- Activity 3

Learning Intention:

We are learning to multiply and divide

Success Criteria:



I can skip count by 2s, 5s and 10s to find the total

I can model equal groups

I can talk about the number of groups and the number in each group


Activity:

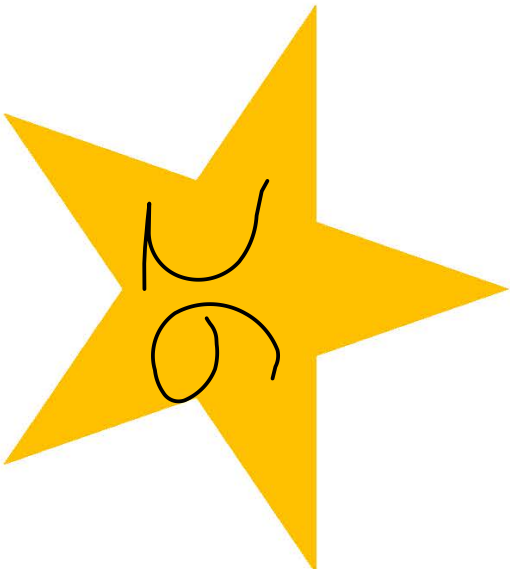
1. Complete the number of the day
2. Watch the teacher instructional video
3. Skip count by 2s to find the total of the objects in each row
4. Create your own groups of 2 and find the total
5. Write down what you found. For example: 4 groups of 2 is 8

Tens 	Ones 

One More	One Less

Tally Marks





+ that makes this number

- that makes this number

Tens frames

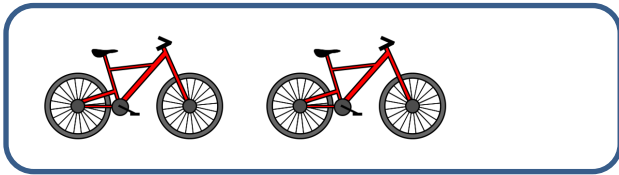
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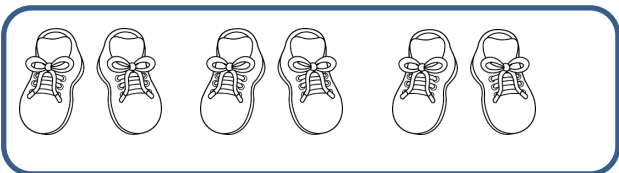
Colour the number square in 2s

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

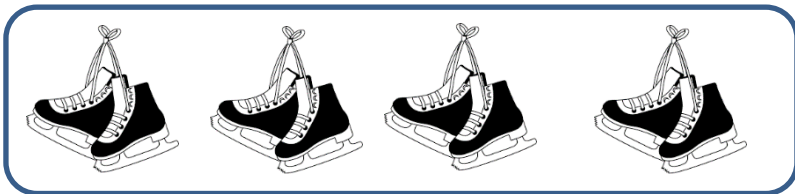
How many wheels are there?



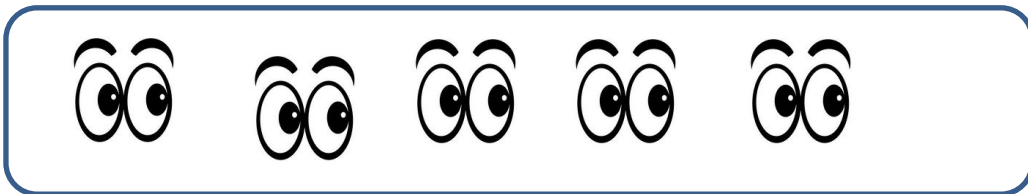
How many shoes are there?



How many ice skates are there?



How many eyes are there?



How many ears are there?



How many hands are there?



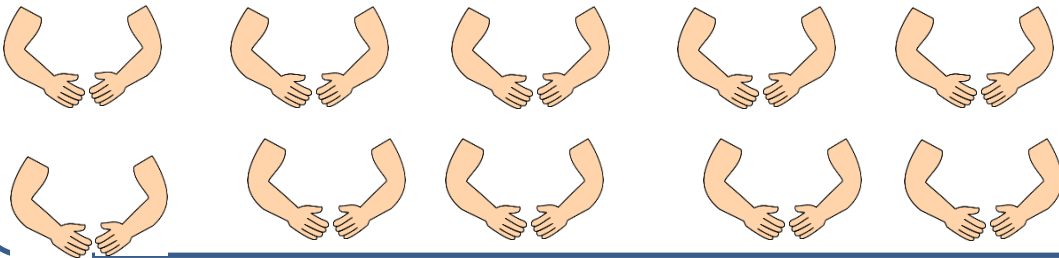
How many feet are there?



How many legs are there?



How many arms are there?



Maths Tuesday Week 4- Activity 3

Learning Intention:

We are learning to multiply and divide

Success Criteria:



I can skip count by 2s, 5s and 10s to find the total

I can model equal groups

I can talk about the number of groups and the number in each group


Activity:

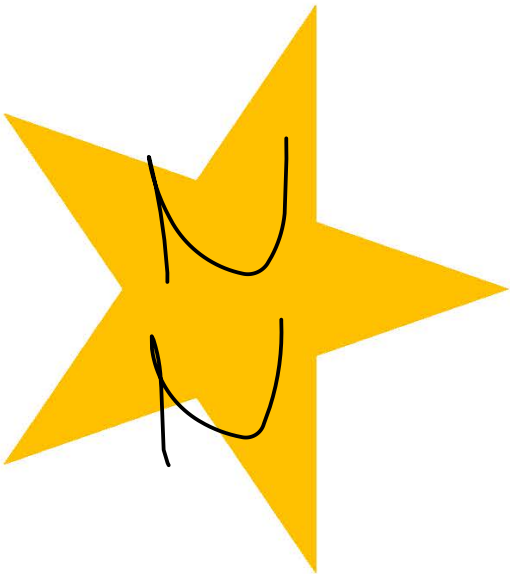
1. Complete the number of the day
2. Watch the skip counting Youtube video
3. Skip count by 5s to find the total of the objects on the screen
4. Create your own groups of 5s and find the total
5. Write down what you found. For example: 4 groups of 5 is 20

Tens 	Ones 

One More	One Less

Tally Marks





+ that makes this number

- that makes this number

Tens frames

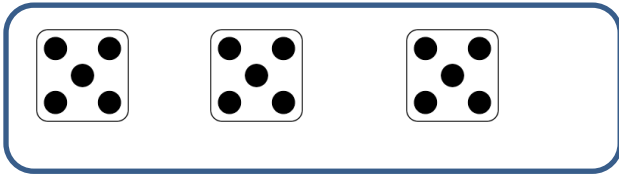
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Count by 5s and colour in the numbers you say

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

How many dots are there?



How many pencils are there?



How many lolly pops are there?



How many balloons are there?



How many apples are there?



Maths Wednesday Week 4- Activity 3

Learning Intention:

We are learning to multiply and divide

Success Criteria:



I can skip count by 2s, 5s and 10s to find the total

I can model equal groups

I can talk about the number of groups and the number in each group


Activity:

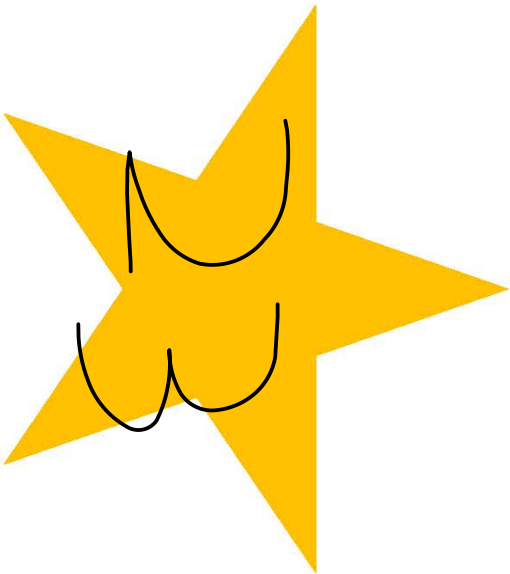
1. Complete the number of the day
2. Watch the skip counting Youtube video
3. Skip count by 10s to find the total of the objects on the screen
4. Create your own groups of 10s and find the total
5. Write down what you found. For example: 4 groups of 10 is 40

Tens 	Ones 

One More	One Less

Tally Marks





+ that makes this number

- that makes this number

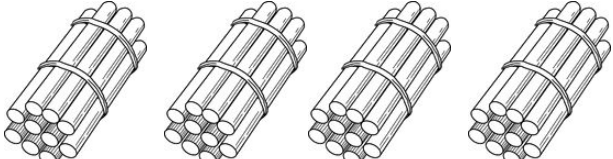
Tens frames

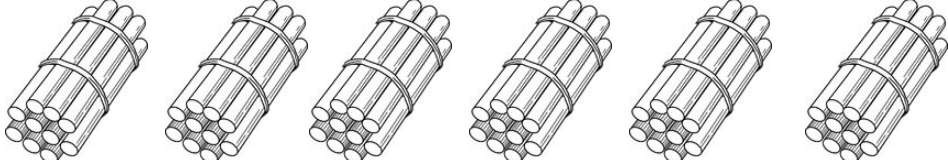
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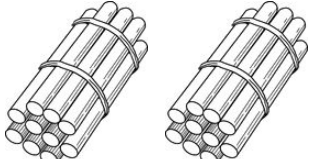


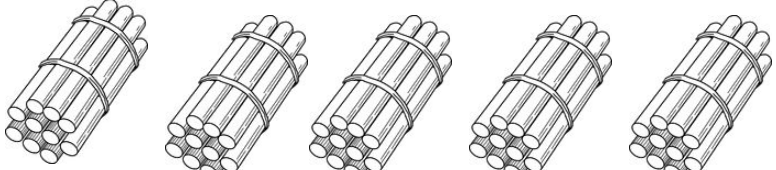
Name: _____

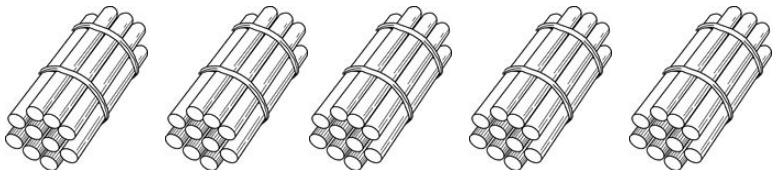
Each bundle has 10 sticks. Count by 10's to find out how many sticks there are.

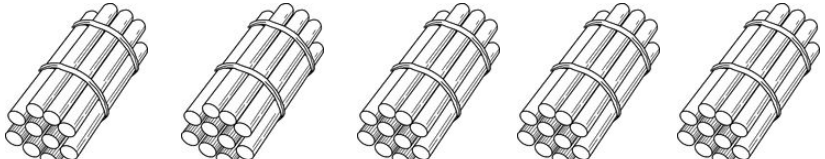
1.  _____

2.  _____

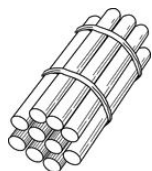
3.  _____

4.  _____

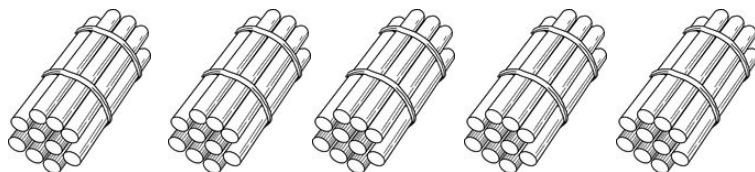
5.  _____

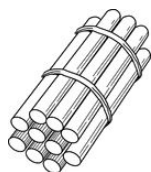
 _____

6.

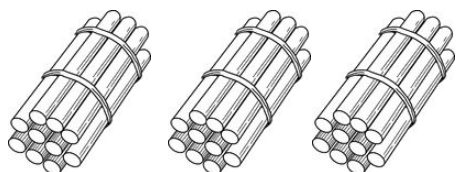


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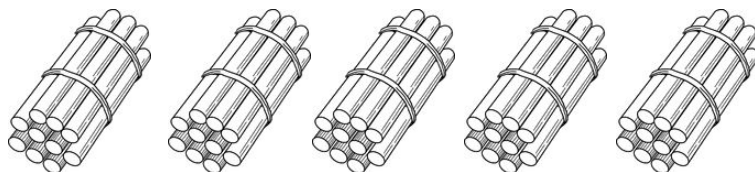


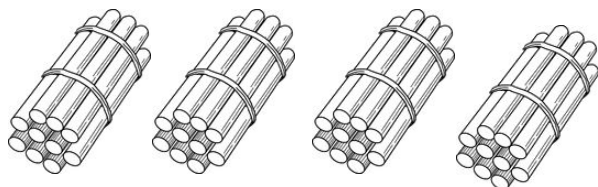


8.

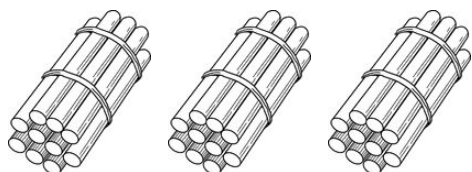
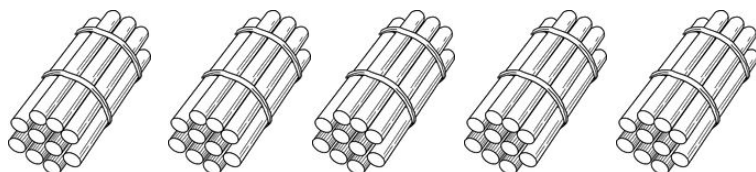


9.





10.



Maths Thursday Week 4- Activity 3

Learning Intention:

We are learning to multiply and divide

Success Criteria:



I can skip count by 2s, 5s and 10s to find the total

I can model equal groups

I can talk about the number of groups and the number in each group


Activity:

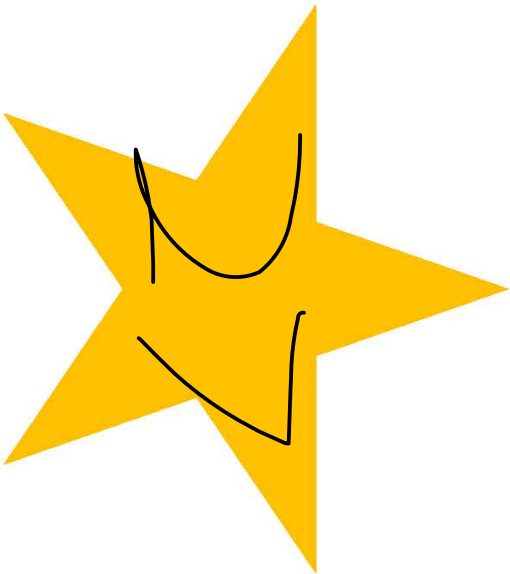
1. Complete the number of the day
2. Watch the teacher instruction video
3. Skip count to find the total of the objects on the screen.
4. Write down what you found. For example: 4 groups of 5 is 20
5. Read the groups of sentences. Create a picture showing these sentences.

Tens 	Ones 

One More	One Less

Tally Marks





+ that makes this number

- that makes this number

Tens frames

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There are _____ groups of _____ pencils.

There are _____ pencils altogether.



There are _____ groups of _____ flowers.

There are _____ flowers altogether.



There are _____ groups of _____ pencils.

There are _____ pencils altogether.



There are _____ groups of _____ flowers.

There are _____ flowers altogether.



There are _____ groups of _____ pencils.

There are _____ pencils altogether.



There are _____ groups of _____ peas.

There are _____ peas altogether.



There are _____ groups of _____ peas.

There are _____ peas altogether.



There are _____ groups of _____ peas.

There are _____ peas altogether.

Maths Friday Week 4- Activity 3

Learning Intention:

We are learning to multiply and divide

Success Criteria:



I can skip count by 2s, 5s and 10s to find the total

I can model equal groups

I can talk about the number of groups and the number in each group


Activity:

1. Complete the number of the day
2. Watch the groups of video
3. Create your own equal groups of 2, 5 or 10. You might even like to try groups of 3 or 4.
4. Write down what you found. For example: 4 groups of 5 is 20
5. Read the groups of sentences. Create a picture showing these sentences.

Tens 	Ones 

One More	One Less

Tally Marks

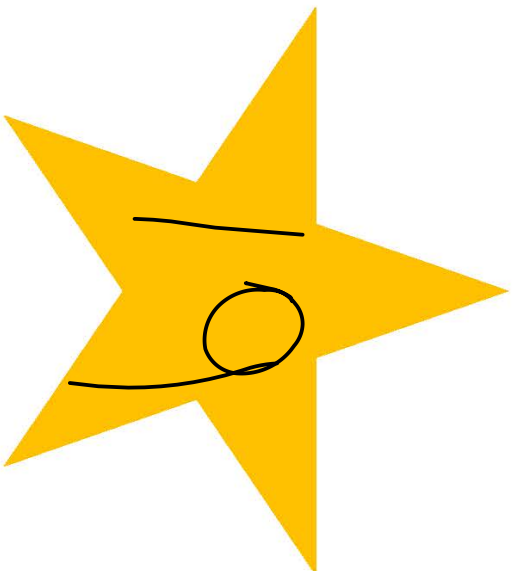


Tens frames

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+ that makes this number

- that makes this number



French Term 2 Week 4 Years 1 and 2

Bonjour et Bienvenue les enfants au cours de Francais semaine quatre..... Hello and Welcome children to week 4 French

This week, we are learning to say the names of vegetables in French.

Learning intention: to learn the names of some of the vegetables in French.

Success criteria: I can say the name of some of the vegetables in French.

I can translate the names of the some of the vegetables from French to English.

I can remember how to say the names of some of the vegetables in French.

You can also have fun, making a set of vegetable cards to play snap, or find a pair, or make a bingo game, a find a word, or even play Hangman, using the list of vegetable words you learn.

** Activities to help you learn the words*

Bonne semaine, Have a good week, 'restez zen' stay zen, as the french like to say, which means, stay calm.

Amusez-vous avec le francais. Have fun, with French. A bientot. See you soon. :)

If you have a mobile phone with wi-fi, you can access the you tube video
LEARN FRENCH WORDS - FOOD VOCABULARY - VEGETABLES

<https://www.youtube.com/watch?v=SzDp5TvtTDU>

You can Google translate, type in the French vegetable word, so you can hear it spoken aloud, by clicking on the loudspeaker symbol.

Une carotte a carrot

Un poivron rouge a red pepper (or capsicum)

Le broccoli the broccoli

Un concombre a cucumber

Un champignon a mushroom

Une tomate a tomato

Du mais some corn (maize)

Un petit pois a green pea (a 'little' pea)

Un radis a radish

Un oignon an onion

Week 4 History Task - Schools THEN and NOW

Task instructions –

1. Watch the YouTube clip about schools in the PAST and in the PRESENT.

<https://youtu.be/-Q3uUckUaQc>

2. Answer the questions on the activity sheet below. When completed, take a photo of your work and submit it on Seesaw for your teacher to see.

A century ago...



Now...



1. What are some of the major differences ago and the classrooms we have now?

you see in the classrooms from 100 years

2. Which would you rather attend? Why?

STAGE 1 Science Activity

TERM 2 (Weeks 1–5)

What's That Sound?

Stage 1 Outcomes:

ST1–2DP–T uses materials, tools and equipment to develop solutions for a given task

ST1–8PW–S describes common forms of energy and explores some characteristics of sound energy

ST1–7MW–T describes how the properties of materials determine their use

Overview for Families - The individual weekly tasks are on seesaw

The next 5 lessons follow this task:

Create a musical instrument with materials you have at home.

Follow these steps:

- *Design phase - decide what materials you can collect at home. Think about what can vibrate to make sound and how you will make it move.*
- *Draw a plan for your instrument. Label the parts and what materials will be used.*
- *Make your instrument and write a procedural recount to explain the steps in making it. Eg First I.... Next I Then I*
- *Test it out. Does it make a sound? Is it loud or soft? Does it make more than 1 sound? How do you make the sound? Are you happy with the result? Write at least 2 sentences about this result.*
- *Result - Did it work? Could it be better? What changes could you make to improve your design? Can you change it to make more than 1 sound? Can you think of better materials to use? Write 3 –4 sentences about your results.*

Note to parents/carers: *This activity is a fun way to round off our Science unit and incorporate what we found out while conducting experiments about sound.*

Week 4– Wednesday– Activity 4 (Science)

We are learning to investigate sound

I can built a musical instrument from materials in my home

I can record the steps I took

I can test my instrument

Activity Steps

- 1. Look at your learning journal to find your instrument plan*
- 2. Collect all your materials*
- 3. Build your instrument*
- 4. Try it out! Video or take a photo of yourself playing your instrument. If you can't take a video or photo you can draw your instrument.*
- 5. Answer the questions on the next page.*

Next week during our writing task we will be writing a procedural recount to explain the steps in making it. Eg First I.... Next I Then I

Does it make sound?

Is it loud or soft?

Does it make more than 1 sound?

Are you happy with the result (Write 2-4 sentences about this)

Design a Musical Instrument - Worksheet

Name _____

Date _____

3. Draw and label a picture showing how to play the musical instrument.

4. Draw a picture that shows how you can change the sound that your instrument makes.

Use your picture in section 4 to finish the sentences below by circling the correct word.

a) My change makes the sound of the instrument **higher** / **lower** / **louder** / **softer**.

b) I have changed the **pitch** / **volume** of my instrument's sound.



STAGE 1 Science Activity TERM 2 (Weeks 1-5)

What's That Sound?

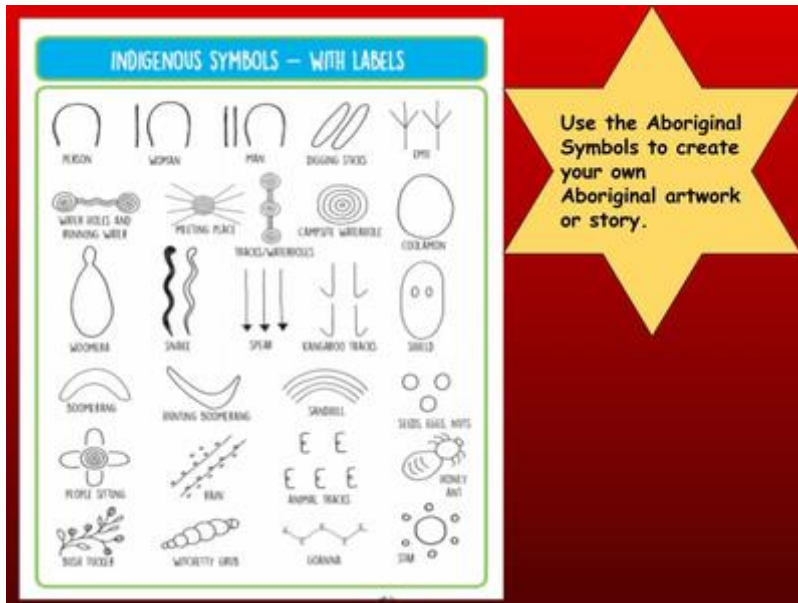
Stage 1 Outcomes:

ST1-2DP-T uses materials, tools and equipment to develop solutions for a given task
ST1-8PW-S describes common forms of energy and explores some characteristics of sound energy
ST1-7MW-T describes how the properties of materials determine their use

	I'm an expert	I've got it!	I'm still learning
I can explain how sound is made and explore volume and pitch (ST1-8PW-S)	I explained how my instrument made sound and talked about the pitch of my instrument.	I explained how my instrument made sound and how it can be loud or quiet.	I showed how my instrument made noise by playing it.
I can design and use materials to make a musical instrument that makes 1 or more sounds. ST1-2DP-T	I made an instrument that makes more than 1 sound. It can be loud and quiet and the pitch changes.	I made an instrument that makes a sound. I can make the sound loud and quiet.	I made an instrument that makes a sound.
I can decide what materials to use in my design and explain why I used them. (ST1-7MW-T)	I chose materials I knew would make a sound. I changed my materials to make my design more successful.	I chose materials I knew would make a sound.	I chose materials that I liked and I had at home.
I can reflect on my design and the choices I made ST1-2DP-T	I can talk and write about my design and make changes to it to make it better.	I can talk or write about my design and if it worked or not.	I can talk about and draw my design and what I like about it.

ART – WEEK 4

Aboriginal Symbols Art



Click on the link below to watch a short clip on Indigenous Storytelling.

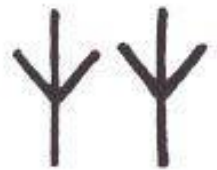
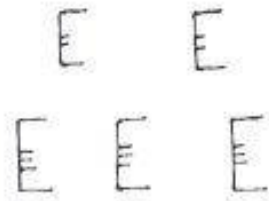
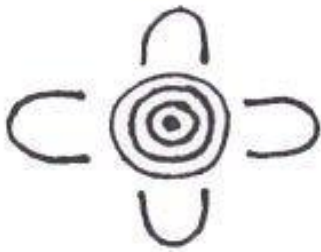
<https://youtu.be/ALJGBf7XF181>

Use the Indigenous symbols attached to create your own Aboriginal artwork or story.

THEN -

2. Press the green add button on Seesaw.
3. Take a photo of your art work or story.
4. Use the microphone tool to record an explanation of your work and then submit it.

ART – WEEK 4



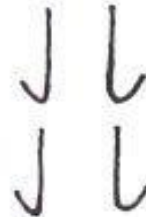
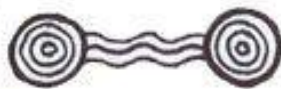
Honey Ants

Spears

Woomera

Shield

Emu



Bush Tucker

Waterholes & Running Water

Boomerang

Kangaroo Tracks

Tracks/ Waterholes



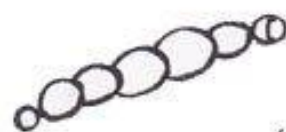
Meeting Place

Campsite Waterhole

Hunting Boomerang

Coolamon

Person



Woman

Man

Digging Sticks

Witchetty Grub

Goanna

The very quiet cricket

Name:

Class:

Learning intention

We are learning about books

Success criteria

I can listen to, enjoy and respond to an online story

I can understand the story and complete the worksheet

Ask your parent or carer if they can help you to watch this video and then complete the worksheet

<https://safeyoutube.net/w/gEH2>

Book Study

Draw all the characters you can remember from The Very Quiet Cricket.

What is the problem the cricket has?

Characters

Problem

Write one sentence about what the cricket's problem was.
