

# Cambridge Gardens Public School

## Unit 2- Year 2



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Google Classroom Username: \_\_\_\_\_@education.nsw.edu.au

Class Code: **42bjpt5**

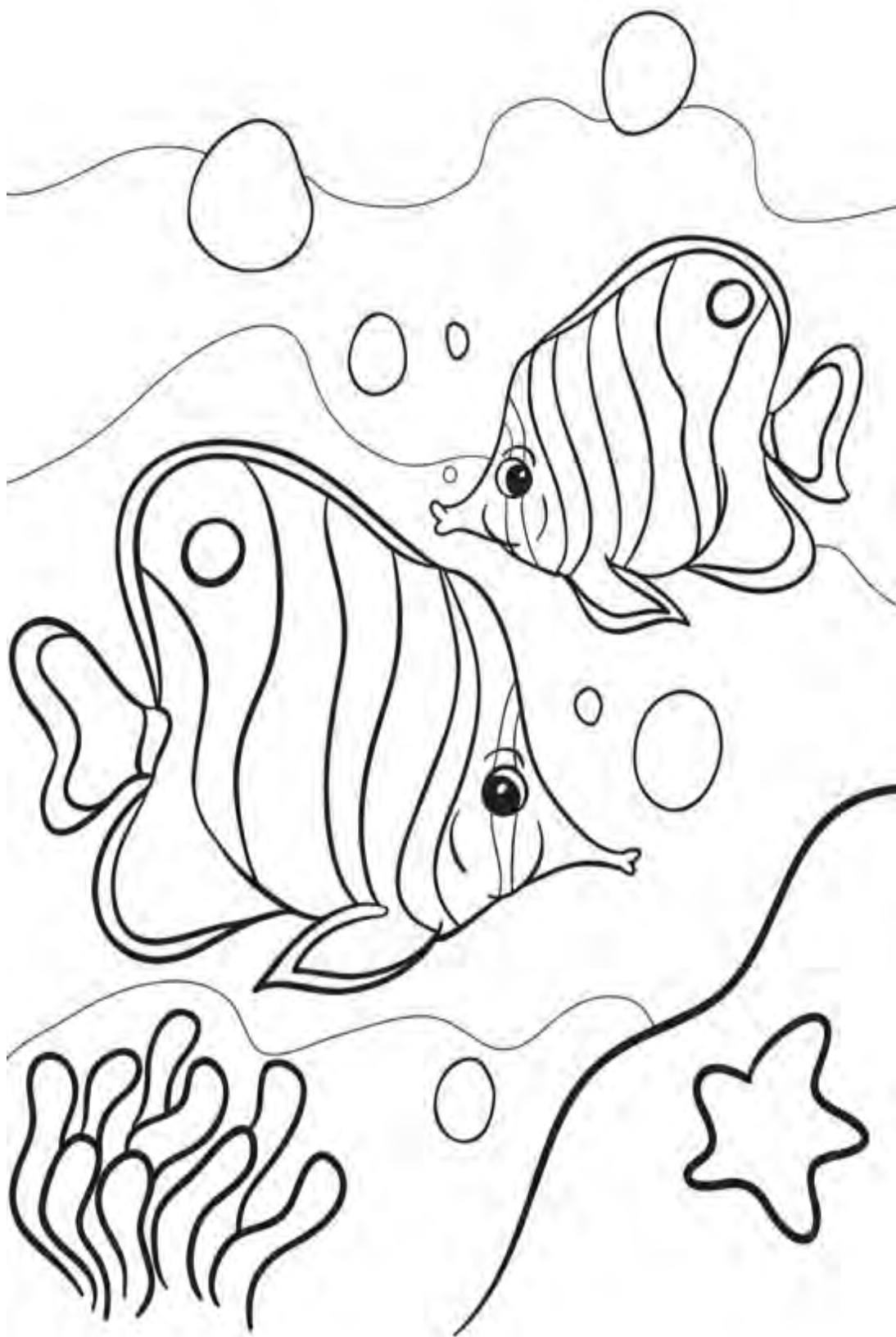
# Framework For Remote Learning - Unit 2

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
English	<p><u>Spelling</u> Write your spelling words, underlining the sound of the week and write three sentences using some of your spelling words. <b>(20 minutes)</b></p> <p><u>Optional:</u> Complete the extra spelling words written in blue for a challenge.</p> <p><u>Sentence A Day</u> Complete the S.A.D activity <b>(10 minutes)</b></p> <p><u>Optional:</u></p> <p><u>Reading</u> <b>Bear Snores On by Karma Wilson</b> <a href="https://www.youtube.com/watch?v=pCkRtyXq-fg">https://www.youtube.com/watch?v=pCkRtyXq-fg</a></p> <p>Look at the front cover and make a prediction about what you think the story might be about. Write your prediction and answer the prompt questions. Listen and read along to the story. <b>(15 minutes)</b></p> <p><u>Writing</u> Choose activity A, B or C.</p>	<p><u>Jolly Spelling</u> Complete the Jolly Spelling worksheet. <b>(15 minutes)</b></p> <p><u>Handwriting</u> Complete the handwriting worksheet. <b>(10 minutes)</b></p> <p><u>Reading</u> <b>A Bear Cub Grows Up by Pam Zollman</b> <a href="https://www.youtube.com/watch?v=dhrycT3zTxg">https://www.youtube.com/watch?v=dhrycT3zTxg</a></p> <p>Read along/listen to the text. Write 3 VIPs (Very Important Points) that you remember from the text. Complete the Fact/Fiction statements. <b>(15 minutes)</b></p> <p><u>Optional:</u> <u>Reading Eggs</u> Read a book from the Reading Eggs library. <u>or</u> <u>Reading Eggspress</u> Select the 'English Skills' icon and complete the next lesson.</p> <p><u>Writing</u> View the information recording on echidnas.</p>	<p><u>Sentence A Day</u> Complete the S.A.D activity <b>(10 minutes)</b></p> <p><u>Reading eggs</u> Complete 15 mins of Reading Eggs Maps and Lessons <u>or</u> <u>Reading Eggspress</u> Select the 'Library' icon and choose a book to read. Complete the quiz. <b>(15 minutes)</b></p> <p><u>Reading</u> Inferring - Look at the picture and use your prior knowledge to answer the questions. <b>(15 minutes)</b></p> <p>Read to a parent. <b>(10 minutes)</b></p> <p><u>Writing</u> Use your planning from yesterday to write an information report on echidnas. Choose activity A, B or C. <b>(25 minutes)</b></p>	<p><u>Jolly Grammar</u> Complete the Jolly Grammar worksheet. <b>(10 minutes)</b></p> <p><u>Handwriting</u> Complete the handwriting worksheet <b>(10 minutes)</b></p> <p><u>Reading</u> Complete the cloze passage on Mammals. <b>(10 minutes)</b></p> <p>Read to a parent. <b>(10 minutes)</b></p> <p><u>Optional:</u> <u>Reading eggs</u> Complete 15 mins of Reading Eggs Maps and Lessons <u>or</u> <u>Reading Eggspress</u> Select the 'Stadium' icon and play a game.</p> <p><u>Writing</u> Choose activity A, B or C and write a recount of something that happened during the week. <b>(20 minutes)</b></p>	<p><u>Spelling</u> Complete your spelling test on your spelling words for the week. <b>(15 minutes)</b></p> <p><u>Sentence A Day</u> Complete the S.A.D activity <b>(10 minutes)</b></p> <p><u>Reading eggs</u> Complete 15 mins of Reading Eggs Maps and Lessons <u>or</u> <u>Reading Eggspress</u> Select the 'My Lessons' icon and complete the next lesson. <b>(15 minutes)</b></p> <p><u>Writing</u> Free Writing - Write about anything you like and draw a picture to illustrate your writing. <b>(20 minutes)</b></p>	<p><u>Jolly Grammar</u> Complete the Jolly Grammar worksheet. <b>(10 minutes)</b></p> <p><u>Sentence A Day</u> Complete the S.A.D activity <b>(10 minutes)</b></p> <p><u>Reading eggs</u> Complete 15 mins of Reading Eggs Maps and Lessons <u>or</u> <u>Reading Eggspress</u> Select the 'Library' icon and choose a book to read. Complete the quiz. <b>(15 minutes)</b></p> <p><u>Reading</u> Inferring - Look at the passage and use your prior knowledge to answer the questions. <b>(15 minutes)</b></p> <p><u>Writing</u> Use your writing from day 3 to edit and publish a final information report on echidnas. Choose activity A, B or C. <b>(25 minutes)</b></p>

	(15 minutes)	<a href="https://www.abc.net.au/local/videos/2009/12/30/2780207.htm">https://www.abc.net.au/local/videos/2009/12/30/2780207.htm</a> Choose activity A, B or C and fill in the template with some facts about echidnas. (20 minutes)				
Break	Complete 15 minutes of physical activity					
Maths	<u>Number of the day</u> Today's number is 201 complete worksheet (10 minutes)  <u>Problem A Day</u> Complete the problem a day question provided (5 minutes)  <u>TEN time</u> Complete the TEN activity (10 minutes)  <u>Mathematics</u> Complete <b>Money</b> worksheet (20 minutes)  <u>Mathletics</u> Complete set task	<u>Number of the day</u> Today's number is 325 complete worksheet (10 minutes)  <u>Problem A Day</u> Complete the problem a day question provided (5 minutes)  <u>TEN time</u> Complete the TEN activity (10 minutes)  <u>Mathematics</u> Complete <b>Money</b> worksheet (20 minutes)  <u>Mathletics</u> Complete set task	<u>Number of the day</u> Today's number is 411 complete worksheet (10 minutes)  <u>Problem A Day</u> Complete the problem a day question provided (5 minutes)  <u>TEN time</u> Complete the TEN activity (10 minutes)  <u>Mathematics</u> Complete <b>Money</b> worksheet (20 minutes)  <u>Mathletics</u> Complete set task	<u>Number of the day</u> Today's number is 661 complete worksheet (10 minutes)  <u>Problem A Day</u> Complete the problem a day question provided (5 minutes)  <u>TEN time</u> Complete the TEN activity (10 minutes)  <u>Mathematics</u> Complete <b>Money</b> worksheet (20 minutes)  <u>Mathletics</u> Complete set task	<u>Number of the day</u> Today's number is 444 complete worksheet (10 minutes)  <u>Problem A Day</u> Complete the problem a day question provided (5 minutes)  <u>TEN time</u> Complete the TEN activity (10 minutes)  <u>Mathematics</u> Complete <b>Money</b> worksheet (20 minutes)  <u>Mathletics</u> Complete set task	<u>Number of the day</u> Today's number is 199 complete worksheet (10 minutes)  <u>Problem A Day</u> Complete the problem a day question provided (5 minutes)  <u>TEN time</u> Complete the TEN activity (10 minutes)  <u>Mathematics</u> Complete <b>Money</b> worksheet (20 minutes)  <u>Mathletics</u> Complete set task
Break	Complete 15 minutes of physical activity					
Other KLAS	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)  <u>Wellbeing</u> Follow along to this Cosmic Kids Yoga - Colonel	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)  <u>Science</u> Cut out the pictures and sort them into man-made or	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)  <u>PDHPE</u> Cut out the pictures of the foods that are healthy and	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)  <u>Drama</u> Refer to the 5 Senses examples listed and act them	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)  <u>Dance</u> Complete a dance warm up	<u>D.E.A.R</u> Choose a book to read for enjoyment (10 minutes)  <u>Wellbeing</u> Follow along to this Cosmic Kids Yoga - Zen Den. Write

	<p>Crockles the Crocodile.</p> <p>Enjoy the mindfulness colouring page. <i>(35 minutes)</i></p>	<p>natural materials. <i>(35 minutes)</i></p>	<p>paste them on to the lunchbox. See if you can write which food group each food in the lunch box belongs to! <i>(35 minutes)</i></p>	<p>out. Then choose 1 example to describe and draw. <i>(35 minutes)</i></p>	<p>Dance using single and multiple body parts</p> <p>Dance the Hokey pokey</p> <p>Creating body shapes</p> <p>Dance feedback <i>(35 minutes)</i></p>	<p>your feelings words into the pond..</p> <p>Enjoy the mindfulness colouring page. <i>(35 minutes)</i></p>
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DAY 1



# Day 1 - English

## Spelling- oi sound 'oi', 'oy'

The main ways of writing the oi sound are 'oi' and 'oy'.

There are three extension words at the bottom of the list to challenge yourself with!

List	Copy	Sentences
drag		
trip		
join		
spoil		
point		
joy		
royal		
ointment		
fifty		
sixty		
avoid		
moisture		
poisonous		

### Success Criteria:

I have practiced spelling words with the long 'oi' sound.



I have used capital letters and full stops in my sentences.



### Teacher Recognition:

## Sentence A Day

Using the sentence below underline the nouns in black, verbs in red, adverbs in orange, adjectives in dark blue and articles in light blue.

The beautiful fish calmly swam in her tank as the ferocious cat quietly stalked her.

**Nouns** are things that I can see, touch and take a photo of. Examples: chair, mug, bathroom.

**Verbs** are doing or action words. Examples: jumped, washed, slept.

**Adverbs** are words used to describe the verb. Examples: quietly, slowly, sadly, quickly.

**Adjectives** are describing words that give more detail about the noun. Examples: shiny, brown, funny.

**Articles** are words that introduce the noun. Articles are 'a', 'an' and 'the'.

### Success Criteria:

I have identified three nouns, two verbs, two adjectives, two adverbs and two articles in this sentence. 😊😊

### Teacher Recognition:



### Reading: Making Predictions

Look at the cover of the book 'The Jungle in my Yard'.

- Who might the characters be?
- Where are they?
- What might happen in this text?
- Is this text factual or fiction?

### Reading: Making Predictions

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

I think \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I think a 'jungle' means that \_\_\_\_\_  
\_\_\_\_\_

I know that \_\_\_\_\_  
\_\_\_\_\_

#### Success Criteria:

I have made a prediction about the story.



#### Teacher Recognition:

### Writing: Informative Texts

View the information recording on Echidnas. <https://www.youtube.com/watch?v=3Qm6O-HG02E> and complete one activity from the options below.

#### Activity A

Write 2-3 important facts about echidnas in the information planning format.

#### Activity B

Write 4-5 important facts about echidnas in the information planning format.

#### Activity C

Write 6-8 important facts about echidnas in the information planning format.



# Echidnas



What is an echidna? (classification)

What do echidnas look like? (appearance)

What do echidnas eat? (diet)

Where do echidnas live? (habitat)

Other interesting things about echidnas. (interesting information)

I have written 2-3 important facts about echidnas.



Teacher Recognition:

I have written 4-5 important facts about echidnas.



I have written 6-8 important facts about echidnas.



# Day 1 - Mathematics

## Number of the Day - 201

Count down by 10s:

\_\_\_\_\_

Write in words

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

3-digit number

\_\_\_\_\_

Now answer all the questions in the boxes



The number before

\_\_\_\_\_

Next even number

\_\_\_\_\_

15 less -

\_\_\_\_\_

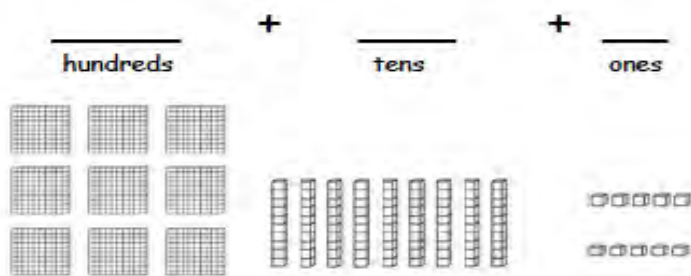
Round to the nearest 100

\_\_\_\_\_

10 more +

\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

**Success Criteria**

I was able to write everything I knew about my number of the day.



**Teacher recognition**

# Problem of the Day

## NEWMAN'S PROMPTS



*Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.*

*Locate the question and look at the key words. Work out together what the question is asking you to do.*



*Plan how you are going to work out the answer. You may want to draw a tape diagram.*

*Write down all of your working out. Use another strategy to check your answer.*



*Now, write down your answer to the question separately. Have you answered what the question was asking?*

What is the total amount represented by the following money?



Working out - Transformation step

### Success Criteria


I used Newman's prompts to work out the problem.



### Teacher Recognition

# TEN Activity- Dice activities

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>Roll two six sided dot dice twice.</p> <p>Gather appropriate amounts of counters to represent each number.</p> <p><b>(Any household item could be used as counters....or maybe you could use chocolate buttons).</b></p> <p>Using your counters calculate the total of the two numbers.</p> <p><b>Feel free to try this activity with larger numbered dice</b></p> <p><b>If you do not have access to numbered dice ask an adult to select numbers at random</b></p> <p>Show your number sentences in the box below.</p> <p>For example:</p> $6 + 6 = 12$ $4 + 5 = 9$	<p>A game for two or more players.</p> <p>The first player rolls a six sided dice and records their number.</p> <p>Each player repeats this step.</p> <p>Upon the second and each subsequent turn the player will add to their previous total.</p> <p>For example:</p> <p>Roll 1 player rolls a six they write <b>6</b></p> <p>Roll 2 player rolls a 3 they write <b>9</b> (total of 2 rolls)</p> <p>Roll 3 the player rolls a 4 they write <b>13</b> (total of three rolls)</p> <p>The first player to reach 30 is the winner.</p> <p><b>You may like to change the number to further challenge the players</b></p> <p>Use the box below to show the outcome of your game.</p>	<p>Students roll a 20 sided dice and a 9 sided dice</p> <p><b>If you do not have access to dice you may like to make your own number cards and draw at random.</b></p> <p>The two numbers are then added.</p> <p>Taking that number "doubleIt"</p> <p>For example:</p> $18 + 7 = 25$ <p>"Double It"</p> $25 + 25 = 50$ <p>Show your number sentences in the box below.</p>
<p><b>Success Criteria</b></p> <p>I used appropriate counting strategies to perform the chosen TENS activity</p> 		<p><b>Teacher Recognition</b></p>

## Mathematics - Money

*How Much Money is in the Jar?*



### Success Criteria

I recognise and count Australian coins (money)



### Teacher Recognition

Break - Do 15 minutes of physical activity.

## Day 1 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment. (10 minutes)

## WELLBEING - Yoga & Mindfulness

### Yoga

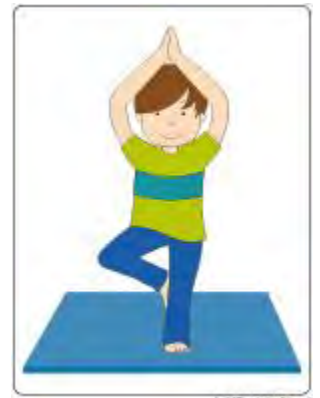
Yoga is a way to settle and control our bodies and minds while having fun. Follow along with Cosmic Kids Yoga on this wonderful yoga adventure, Colonel Crockles the Crocodile. Click on the link below

<https://www.youtube.com/watch?v=obzFP6eEGAg>

Here are the directions to complete some yoga poses:

#### Tree Pose –

1. Find a point to focus on with your eyes. Place your right foot on the inner part of your left leg. Steady your balance.
2. Bring hands together (prayer hands) at chest and slowly lift overhead. Hold the position.
3. Repeat switching legs.



#### Warrior 1 Pose –

Stand with the feet together and arms at side.

Step back with the right foot back about 3 feet and bend the front, left knee. The left knee should be directly over the left ankle. The right foot should be flat, heel down and turned out. The feet should be about hip distance apart.

3. Lift both hands overhead. Reaching up with the fingertips toward the sky. Keep the shoulders relaxed and down.
4. Take several deep breaths while reaching up, stretching and lengthening the back.
5. Step the right foot back up to the left foot returning to feet together, arms at side.
6. Repeat on the other side beginning by stepping back with the left foot.



### Warrior 2 Pose –

1. Start in a downward dog or mountain pose. Bring the right leg forward, bend the right knee and extend the left leg back. Place the right foot flat on the floor so that the legs are in a lunge position.
2. Move into standing, reach the right arm forward and the left arm back at shoulder height. Keep the front leg directly over the ankle.
3. The shoulders and hips should be facing the left with the back elongated. The shoulders should be directly over the hips. The head should be turned forward and maintain a focus point with the eyes.
4. Introduce self confidence at this point in the pose. Repeat positive affirmations such as “I am strong”, “I am confident” or “I can remain focused”. Take several deep breaths.
5. Reverse the feet and repeat the pose.



### Lotus Pose –

1. Sit on the floor with the legs stretched out in front of you and keep the back straight.
2. Bend the right knee and place it on the left thigh. The bottom of the foot should point upward and the heel should be close to the belly.
3. Bend the left knee and place it on the right thigh. Remember to keep the bottom of the foot up and the heel next to the belly.
4. Keep the back straight and put the hands, palms up, relaxing on the knees or bring the hands together and chest level.
5. Hold the lotus pose and take deep, gentle long breaths in and out.



### Mindfulness

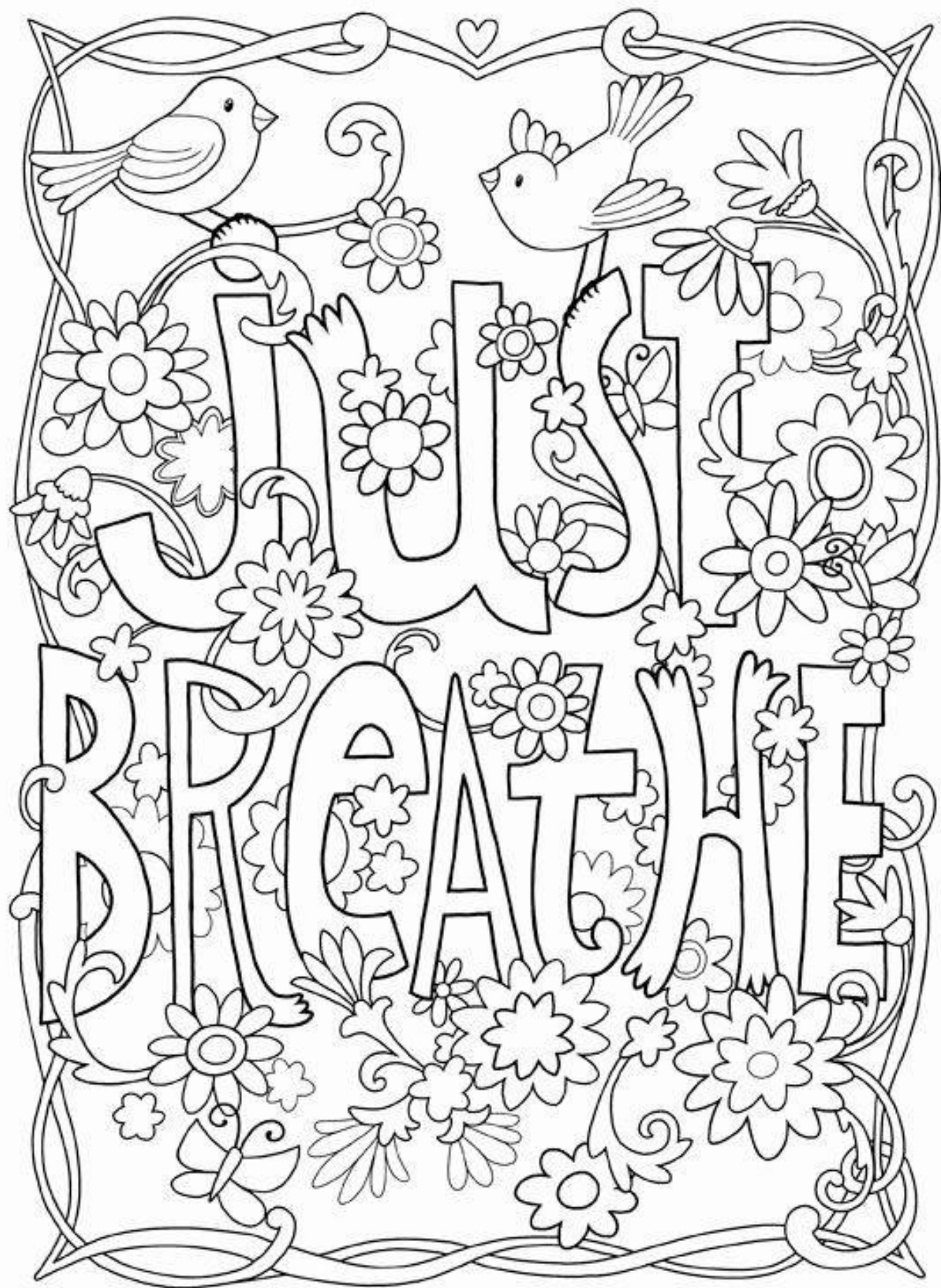
Make sure you are in a quiet space with your coloured pencils. Somewhere you can focus on your mindfulness breathing while colouring. Enjoy this beautiful mindfulness colouring mandala. This activity will allow your body to relax and cool down after your yoga lesson above.

### Success Criteria

I have participated in the Cosmic Kids Yoga Online Lesson. 😊 😊  
I have completed my Mindfulness Colouring Mandala. 😊 😊

### Teacher recognition







DAY 2



# Day 2 - English


Complete the Spelling Sheet.

**Spelling List**


1. drag
2. trip
3. j \_ \_ n
4. sp \_ \_ l
5. p \_ \_ nt
6. j \_ \_
7. r \_ \_ al
8. \_ \_ ntment
9. fifty
10. sixty

the /oi/ sound: <oi> or <oy>


Underline the spelling you think is correct. Then use a dictionary to check your answer, and tick the right spelling.



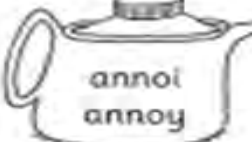
coin  
coyn




boi  
boy




noise  
noyse



annoi  
annoy



loial  
loyal



toilet  
toylet

Choose a word from the list to fit each sentence.

1. Her pencil has a sharp \_\_\_\_\_
2. Can we \_\_\_\_\_ your club?
3. The rain may \_\_\_\_\_ our picnic.
4. The nurse put \_\_\_\_\_ on his burn.

Look through the dictionary. Find two words that you did not know before. Copy each word with its meaning.

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

100

Spelling sheet 221.docx



## Success Criteria:

I have used my knowledge of the 'oi' sound to complete my spelling worksheet



## Teacher Recognition:

**Handwriting:** Using a sharp, lead pencil, complete the handwriting worksheet for the letter 'q'.

<p>n</p> <p>N</p> 	<p>My name is:</p> <hr/> <hr/>
<p>n n n n n n</p>	
<p>n . . . . .</p>	
<p>N N N N N N</p>	
<p>nest nest nest</p> 	

### Reading: Summarising

Read along or listen to the text *A Bear Cub Grows Up* by Pam Zollman.

<https://www.youtube.com/watch?v=dhrycT3zTxg>

Write 3 VIPs (Very Important Points) that you remember from the story.

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

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

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

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

### Fact or Fiction

Read the statements below and circle the correct option.

1. Bears live in dens. Fact / Fiction

2. Bears make popcorn. Fact / Fiction

3. Bears talk. Fact / Fiction

4. Bears hibernate. Fact / Fiction

### Success Criteria:

I have written 3 VIPS about bears.



### Teacher Recognition:

**Reading Eggs:** Read a book from the Reading Eggs library.

Name of the book I read: \_\_\_\_\_



**Reading Eggspress:** Select the 'English Skills' icon and complete the next lesson.



Name of the lesson I completed: \_\_\_\_\_

## Writing: Informative Texts

Watch the video about echidnas

<https://www.abc.net.au/local/videos/2009/12/30/2780207.htm>

Select one of the activities below and fill in the template with some interesting facts about echidnas.

### Activity A

Using the 'My Informative Prewriting Template' add some key words or sentences to each box about the echidna

#### Success Criteria:

I have written three or more key words or sentences about the echidna. 😊😊😊

Teacher Recognition

### Activity B

Using the 'My Informative Prewriting Template' write 1 or 2 sentences for each of the following  
• what they eat • where they live • what they look like • interesting information

#### Success Criteria:

I have written one or two sentences about each of the four topics. 😊😊

Teacher Recognition

### Activity C

Using the 'My Informative Prewriting Template' write several sentences about the echidna for each of the following:

• Food: what they eat • Habitat • Description- what it looks like • Interesting information

#### Success Criteria:

I have written three or more sentences about each of the four topics. 😊😊😊

Teacher Recognition

**Break:** Do 15 minutes of physical activity.  
E.g. play a game outside or join in with one of the videos on Google Classroom.

# My Informative Prewriting Template

<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Topic</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



visit [twinkl.com.au](https://www.twinkl.com.au)



## Day 2 - Mathematics

### Number of the Day - 325

Count down by 10s:

\_\_\_\_\_

Write in words

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

3-digit number

\_\_\_\_\_

Now answer all the questions in the boxes



The number before

\_\_\_\_\_

Next even number

\_\_\_\_\_

15 less -

\_\_\_\_\_

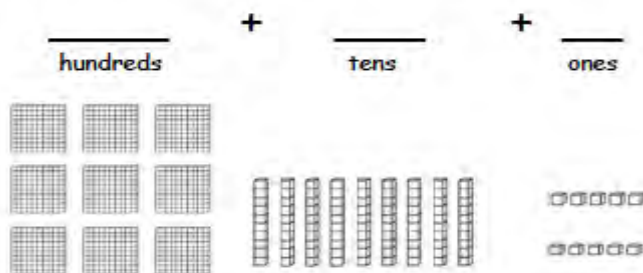
Round to the nearest 100

\_\_\_\_\_

10 more +

\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

#### Success Criteria

I was able to write everything I knew about my number of the day.



Teacher recognition



# Problem of the Day

## NEWMAN'S PROMPTS



*Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.*

*Locate the question and look at the key words. Work out together what the question is asking you to do.*



*Plan how you are going to work out the answer. You may want to draw a tape diagram.*

*Write down all of your working out. Use another strategy to check your answer.*



*Now, write down your answer to the question separately. Have you answered what the question was asking?*

What is the total amount represented by the following money?



Working out - Transformation step

### Success Criteria

I used Newman's prompts to work out the problem.



### Teacher Recognition



# TEN Activity- Dice activities

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>Roll two six sided dot dice twice.</p> <p>Gather appropriate amounts of counters to represent each number.</p> <p><b>(Any household item could be used as counters....or maybe you could use chocolate buttons).</b></p> <p>Using your counters calculate the total of the two numbers.</p> <p><b>Feel free to try this activity with larger numbered dice</b></p> <p><b>If you do not have access to numbered dice ask an adult to select numbers at random</b></p> <p>Show your number sentences in the box below.</p> <p>For example:</p> $6 + 6 = 12$ $4 + 5 = 9$	<p>A game for two or more players.</p> <p>The first player rolls a six sided dice and records their number.</p> <p>Each player repeats this step.</p> <p>Upon the second and each subsequent turn the player will add to their previous total.</p> <p>For example:</p> <p>Roll 1 player rolls a six they write <b>6</b></p> <p>Roll 2 player rolls a 3 they write <b>9</b> (total of 2 rolls)</p> <p>Roll 3 the player rolls a 4 they write <b>13</b> (total of three rolls)</p> <p>The first player to reach 30 is the winner.</p> <p><b>You may like to change the number to further challenge the players</b></p> <p>Use the box below to show the outcome of your game.</p>	<p>Students roll a 20 sided dice and a 9 sided dice</p> <p><b>If you do not have access to dice you may like to make your own number cards and draw at random.</b></p> <p>The two numbers are then added.</p> <p>Taking that number "doubleIt"</p> <p>For example:</p> $18 + 7 = 25$ <p>"Double It"</p> $25 + 25 = 50$ <p>Show your number sentences in the box below.</p>

## Success Criteria

I used appropriate counting strategies to perform the chosen TEN activity.



## Teacher Recognition

## Mathematics - Money

### How Much Money is in the Jar?

Make the following totals in the money jars by drawing in the coins.



15c



60c



75c



25c



80c



30c

#### Success Criteria

I recognise and count Australian coins (money)



#### Teacher Recognition

Break - Do 15 minutes of physical activity.

## Day 2 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

### Science - Man-made or natural?

During this activity you will explore the differences between man-made and natural materials. Man-made materials are formed by human technology, tools and resources. Natural materials are formed by nature and have not been changed in any way.

Cut out the man-made and natural materials on the next page. Sort and paste them into the T-chart under the correct heading.







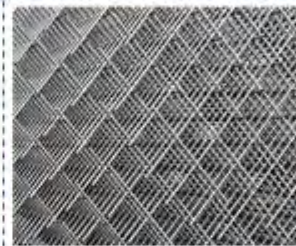





Natural Materials	Man-made materials

**Success Criteria** I was able to identify which materials are natural and man-made.



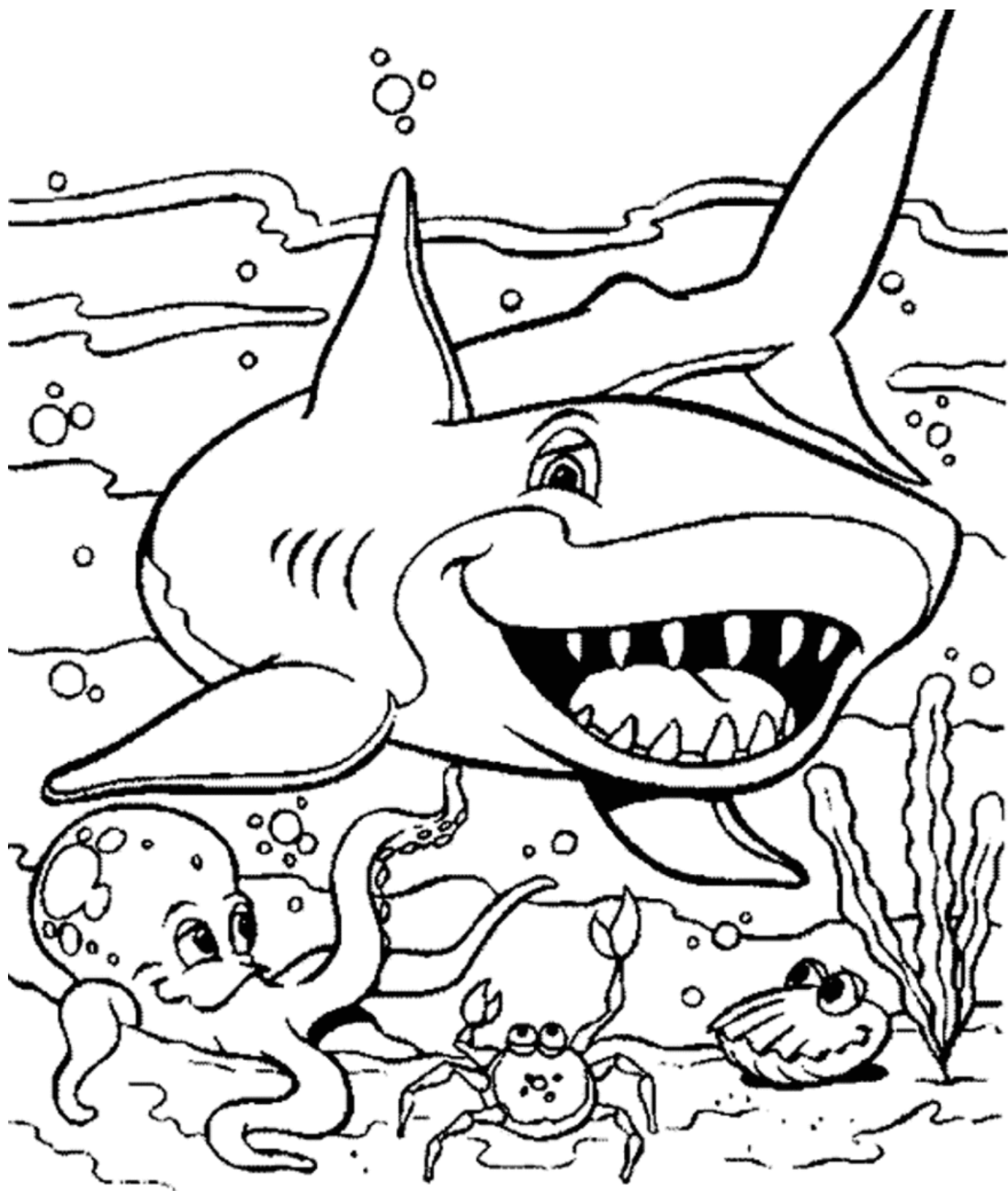
**Teacher recognition**

Natural and man-made materials. Cut, sort and paste them into the table above.

 <p>glass</p>	 <p>tree bark</p>	 <p>stone</p>	 <p>plastic</p>
 <p>paper</p>	 <p>cotton</p>	 <p>steel</p>	 <p>polyester</p>
 <p>sand</p>	 <p>wood</p>	 <p>concrete</p>	 <p>wool</p>



DAY 3



# Day 3 - English

## Sentence A Day

Using the lines below, rewrite the sentence using correct punctuation. Add two adjectives to describe the nouns. Underline the **nouns in black**, **verbs in red**, **adverbs in orange**, **adjectives in dark blue** and **articles in light blue**.

the boy quickly skipped to the canteen to politely buy his tasty lunch

---

---

**Nouns** are things that I can see, touch and take a photo of. Examples: chair, mug, bathroom.

**Verbs** are doing or action words. Examples: jumped, washed, slept.

**Adverbs** are words used to describe the verb. Examples: quietly, slowly, sadly, quickly.

**Adjectives** are describing words that give more detail about the noun. Examples: shiny, brown, funny.

**Articles** are words that introduce the noun. Articles are 'a', 'an' and 'the'.

### Success Criteria:

I have written a sentence with correct punctuation.

I have included two adjectives in my sentence.



### Teacher Recognition:



### Reading Eggs or Reading Eggspress

**Reading Eggs:** Complete 15 minutes of Reading Eggs Maps and Lessons.

Name of the Map and Lesson I completed: \_\_\_\_\_

**Reading Eggspress:** Select the 'Library' icon and choose a book to read. Complete the quiz.

Name of the book I read: \_\_\_\_\_





## Reading: Inferring

Look at the picture below. Use the clues in the picture and your prior knowledge to answer the questions.

### Inference



What is this child doing?  
Do you think he has done this before?  
Is this child at home or on holiday?  
Why is he wearing warm clothes?

Photo courtesy of (unturn@flickr.com) - granted under creative commons license - attribution

1. The child is \_\_\_\_\_

I know this because \_\_\_\_\_

2. I think the child has / hasn't done this before because \_\_\_\_\_

3. The child is at home / on holiday. I know this because \_\_\_\_\_

4. The child is wearing warm clothes because \_\_\_\_\_

#### Success Criteria:

I have made inferences from the picture.



Teacher Recognition



Read to a Parent for 10 minutes.    *Parent Signature:* \_\_\_\_\_

## Writing: Informative Texts

Use your planning from yesterday to write an information report about echidnas.  
**Select one of the activities below.**

### Activity A

Write an information report about echidnas. Use headings to organise your information. Write one sentence under each heading.

#### Success Criteria:

I have used headings to organise information on echidnas.



I have written one sentence for each heading.



Teacher Recognition

### Activity B

Write an information report about echidnas. Use headings to organise your information. Write 1-2 sentences under each heading.

#### Success Criteria:

I have used headings to organise information on echidnas.



I have written 1-2 sentences for each heading.



Teacher Recognition

### Activity C

Write an information report about echidnas. Use headings to organise your information. Write 2-3 sentences under each heading.

#### Success Criteria:

I have used headings to organise information on echidnas.



I have written 2-3 sentences for each heading.



Teacher Recognition

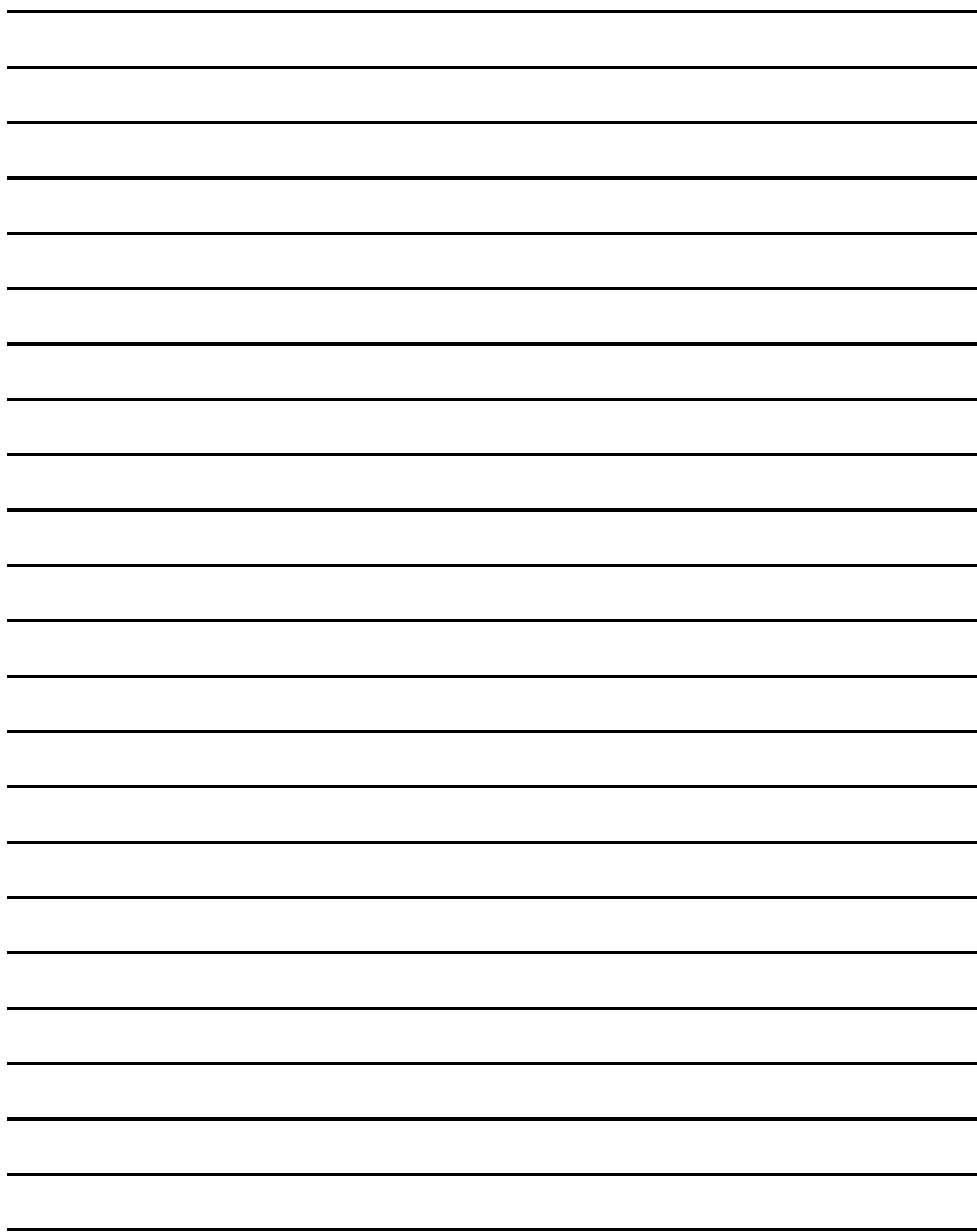
**Break:** Do 15 minutes of physical activity.

E.g. play a game outside or join in with one of the videos on Google Classroom.

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

*Classification	*Appearance	*Diet	*Habitat	*Other Interesting Information
-----------------	-------------	-------	----------	--------------------------------

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# Day 3 - Mathematics

## Number of the Day - 411

Count down by 10s:

\_\_\_\_\_

Write in words

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

3-digit number

\_\_\_\_\_

Now answer all the questions in the boxes



The number before

\_\_\_\_\_

Next even number

\_\_\_\_\_

15 less -

\_\_\_\_\_

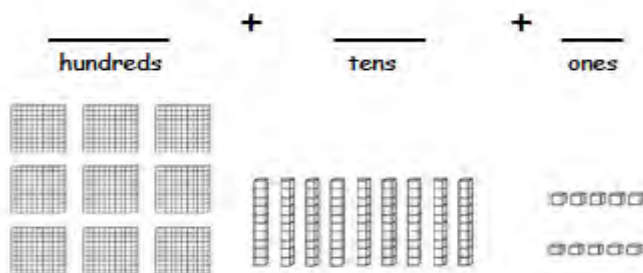
Round to the nearest 100

\_\_\_\_\_

10 more +

\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

### Success Criteria

I was able to write everything I knew about my number of the day.



Teacher recognition

# Problem of the Day

## NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

What is the total amount represented by the following money?



Working out - Transformation step

### Success Criteria

I used Newman's prompts to work out the problem.



### Teacher Recognition

# TEN Activity- Dice activities

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>Roll two six sided dot dice twice.</p> <p>Gather appropriate amounts of counters to represent each number.</p> <p><b>(Any household item could be used as counters....or maybe you could use chocolate buttons).</b></p> <p>Using your counters calculate the total of the two numbers.</p> <p><b>Feel free to try this activity with larger numbered dice</b></p> <p><b>If you do not have access to numbered dice ask an adult to select numbers at random</b></p> <p>Show your number sentences in the box below.</p> <p>For example:</p> $6 + 6 = 12$ $4 + 5 = 9$	<p>A game for two or more players.</p> <p>The first player rolls a six sided dice and records their number.</p> <p>Each player repeats this step.</p> <p>Upon the second and each subsequent turn the player will add to their previous total.</p> <p>For example:</p> <p>Roll 1 player rolls a six they write 6</p> <p>Roll 2 player rolls a 3 they write 9 (total of 2 rolls)</p> <p>Roll 3 the player rolls a 4 they write 13 (total of three rolls)</p> <p>The first player to reach 30 is the winner.</p> <p><b>You may like to change the number to further challenge the players</b></p> <p>Use the box below to show the outcome of your game.</p>	<p>Students roll a 20 sided dice and a 9 sided dice</p> <p><b>If you do not have access to dice you may like to make your own number cards and draw at random.</b></p> <p>The two numbers are then added.</p> <p>Taking that number "doubleIt"</p> <p>For example:</p> $18 + 7 = 25$ <p>"Double It"</p> $25 + 25 = 50$ <p>Show your number sentences in the box below.</p>

## Success Criteria

I used appropriate counting strategies to perform the chosen TENS activity



## Teacher Recognition

## Mathematics - Money

*How Much Money is in the Jar?*



### Success Criteria

I recognise and count Australian coins (money)



### Teacher Recognition

**Break - Do 15 minutes of physical activity.**



## Day 3 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

### PDHPE

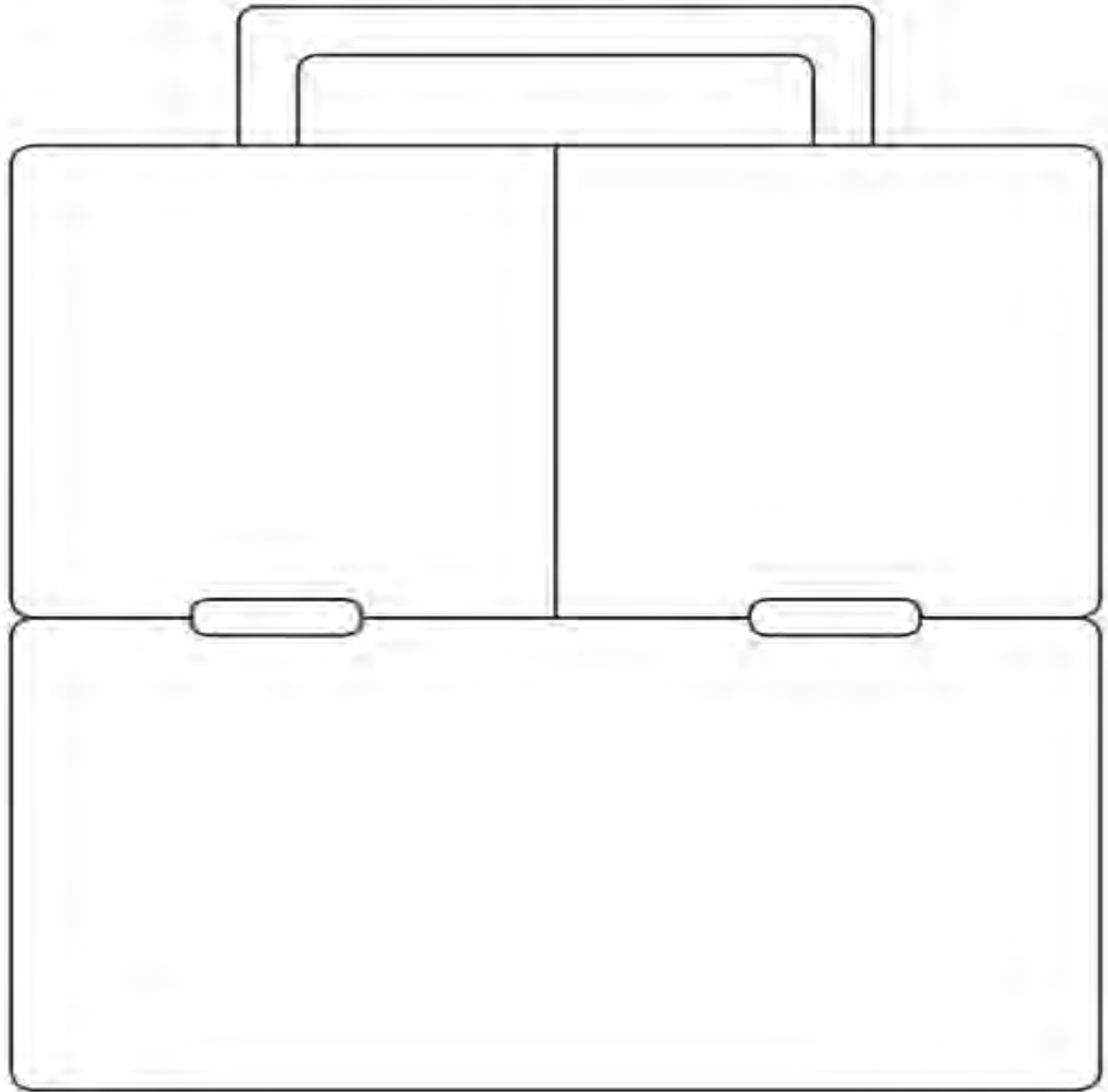
Using your knowledge of healthy eating, cut out the pictures of the healthy foods below and paste them on to the lunch box on the next page. Once you have finished, write which food group each food in the lunchbox belongs to above each picture.





# Healthy Eating Lunch

Cut out the healthy food to put into your lunchbox.



twinkl

twinkl

twinkl

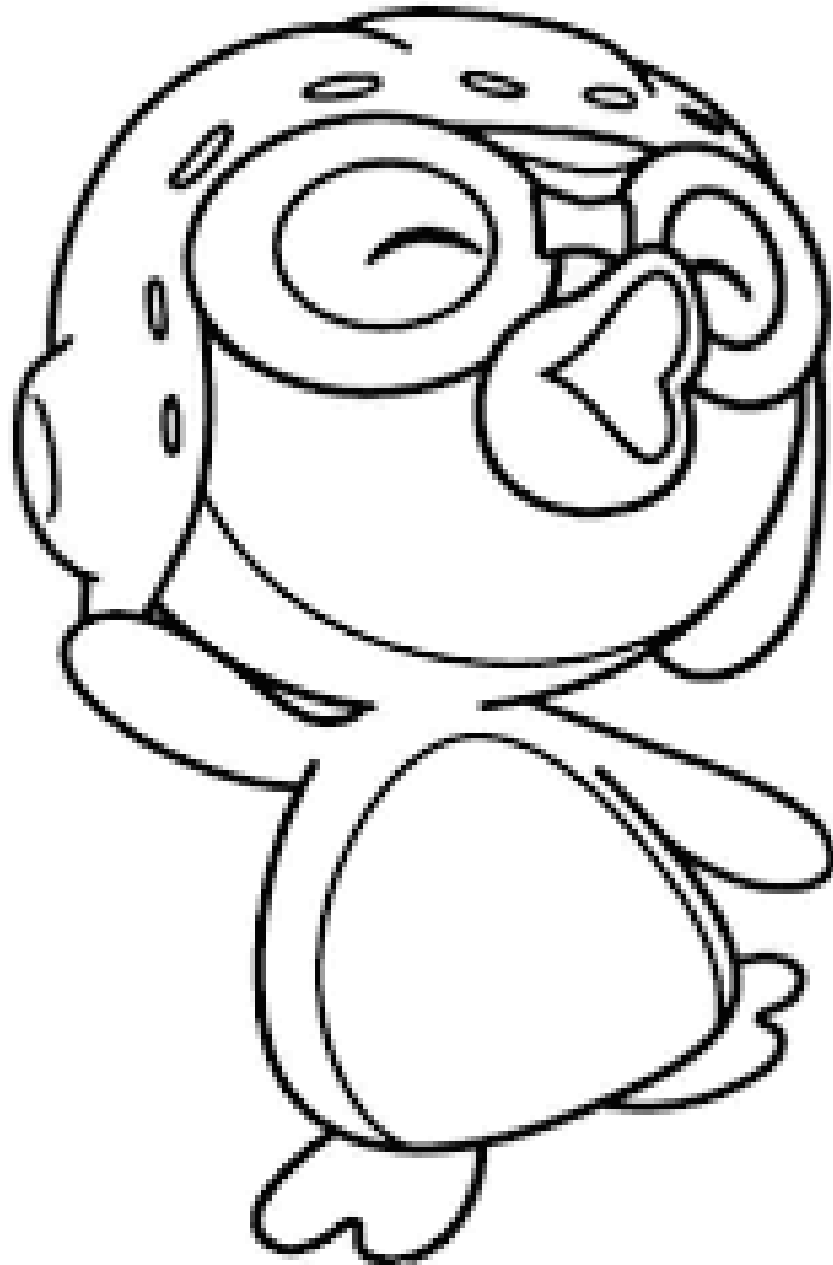
## Success Criteria

I have identified the healthy foods and labelled which food group they belong to.



## Teacher recognition

# DAY 4



# Day 4 - English

Complete the Grammar sheet.

## Using a Dictionary

Use a dictionary to find out how each word should be spelt.  
Write it correctly on the line and draw a picture for it.



catapiller

bananar

kangeroo

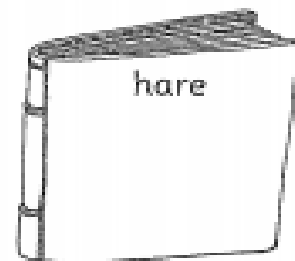
ambulense

tortoss

calcuelaiter

Look up each word in the dictionary. Read the meaning and draw a picture for it.

hare



ocean



blizzard



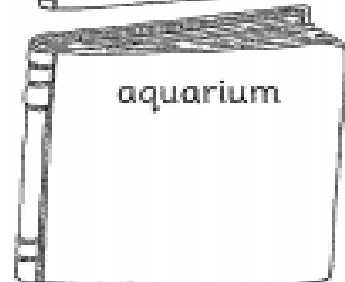
dolphin



bungalow



aquarium



05

Grammar sheet 19 (2012)

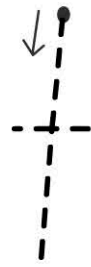
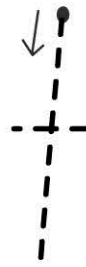
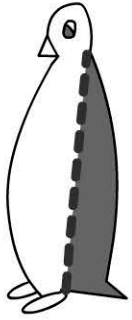
### Success Criteria:

I have used my knowledge of the dictionary to complete the worksheet.



Teacher  
Recognition:

Date:



ll

ll

late late

little little

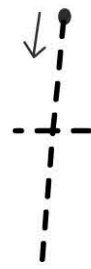
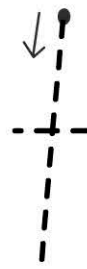
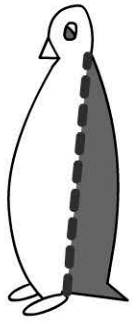
Lottie Lottie

Lottie is a little late.

Lottie

ll

Date:



late late

little little

Lottie Lottie

Lottie is a little late.

Lottie

17 17

**Reading:** Use the words in the wordbank to complete the cloze passage on Mammals.

3

### WHAT ARE MAMMALS?

1. Mammals are animals that feed their babies on \_\_\_\_\_. (water, milk)
2. They have fur or \_\_\_\_\_ over their bodies. (hair, scales)
3. They all have warm \_\_\_\_\_. (blood, clothes)
4. The babies stay with their \_\_\_\_\_. (friends, mothers)



**Circle all the animals that are mammals.**

panda      fish      koala      bird      platypus  
ant      whale      wombat      crab      tiger  
cow      kangaroo      frog      echidna      dog  
snake      cat      horse      turtle      possum

**Draw three of your favourite mammals and write their names.**

1. _____	2. _____	3. _____
----------	----------	----------

**Success Criteria:** I have used words to complete the cloze passage.



**Teacher Recognition**

**Read to a Parent for 10 minutes.**

**Parent Signature:** \_\_\_\_\_



### Reading Eggs or Reading Eggspress

**Reading Eggs:** Complete 15 minutes of Reading Eggs Maps and Lessons.

Name of the Map and Lesson I completed: \_\_\_\_\_

**Reading Eggs:** Select the 'Stadium' icon and play a game.



## Writing: Recount

Select one of the activities below and write a recount about something that has happened during the week.

### Activity A

Write 3-4 sentences about something you did.

#### Success Criteria:

I have used a capital letter at the start of every sentence.



I have used a full stop at the end of every sentence.



Teacher Recognition

### Activity B

Write about something that has occurred over the last week. Connect your ideas using words such as 'Firstly', 'After that', 'Next' and 'Finally'.

#### Success Criteria:

I have used capital letters and full stops correctly.



I have used connecting words to sequence my ideas.



Teacher Recognition

### Activity C

Write 3 to 4 paragraphs about something that has occurred over the last week. Write in paragraphs with 2-3 sentences in each. Connect your paragraphs using words such as 'Firstly', 'After that', 'Next' and 'Finally'.

#### Success Criteria:

I have used capital letters and full stops correctly.



I have grouped my ideas in paragraphs.



Teacher Recognition

**Break:** Do 15 minutes of physical activity.

E.g. play a game outside or join in with one of the videos on Google Classroom.



## Writing: Recount

Use the page below to write a recount of something that has occurred over the last week.

Make sure you read over your work looking for Capital letters, full stops, past tense verbs and that it makes sense!

\_\_/7/2021

# Day 4 - Mathematics

## Number of the Day - 661

Count down by 10s:

\_\_\_\_\_

Write in words

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

3-digit number

\_\_\_\_\_

Now answer all the questions in the boxes



The number before

\_\_\_\_\_

Next even number

\_\_\_\_\_

15 less -

\_\_\_\_\_

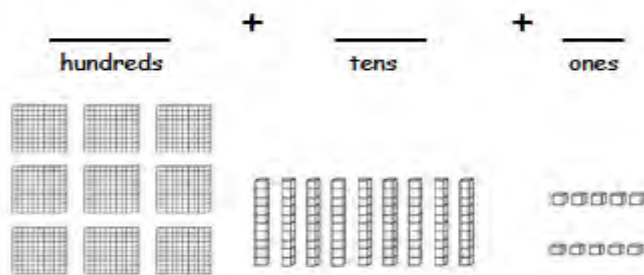
Round to the nearest 100

\_\_\_\_\_

10 more +

\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

### Success Criteria

I was able to write everything I knew about my number of the day.



Teacher recognition

# Problem of the Day

## NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

What is the total amount represented by the following money?



Working out - Transformation step

### Success Criteria

I used Newman's prompts to work out the problem.



### Teacher Recognition

# TEN Activity- Dice activities

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>Roll two six sided dot dice twice.</p> <p>Gather appropriate amounts of counters to represent each number.</p> <p><b>(Any household item could be used as counters....or maybe you could use chocolate buttons).</b></p> <p>Using your counters calculate the total of the two numbers.</p> <p><b>Feel free to try this activity with larger numbered dice</b></p> <p><b>If you do not have access to numbered dice ask an adult to select numbers at random</b></p> <p>Show your number sentences in the box below.</p> <p>For example:</p> $6 + 6 = 12$ $4 + 5 = 9$	<p>A game for two or more players.</p> <p>The first player rolls a six sided dice and records their number.</p> <p>Each player repeats this step.</p> <p>Upon the second and each subsequent turn the player will add to their previous total.</p> <p>For example:</p> <p>Roll 1 player rolls a six they write <b>6</b></p> <p>Roll 2 player rolls a 3 they write <b>9</b> (total of 2 rolls)</p> <p>Roll 3 the player rolls a 4 they write <b>13</b> (total of three rolls)</p> <p>The first player to reach 30 is the winner.</p> <p><b>You may like to change the number to further challenge the players</b></p> <p>Use the box below to show the outcome of your game.</p>	<p>Students roll a 20 sided dice and a 9 sided dice</p> <p><b>If you do not have access to dice you may like to make your own number cards and draw at random.</b></p> <p>The two numbers are then added.</p> <p>Taking that number "doubleIt"</p> <p>For example:</p> $18 + 7 = 25$ <p>"Double It"</p> $25 + 25 = 50$ <p>Show your number sentences in the box below.</p>

## Success Criteria

I used appropriate counting strategies to perform the chosen TENS activity



## Teacher Recognition

## Mathematics - Money

### How Much Money is in the Jar?

*Make the following totals in the money jars by drawing in the coins.*



**\$1.00**



**\$1.50**



**\$2.40**



**\$2.10**



**\$1.85**



**\$1.10**

#### Success Criteria

I recognise and count Australian coins (money)



#### Teacher Recognition

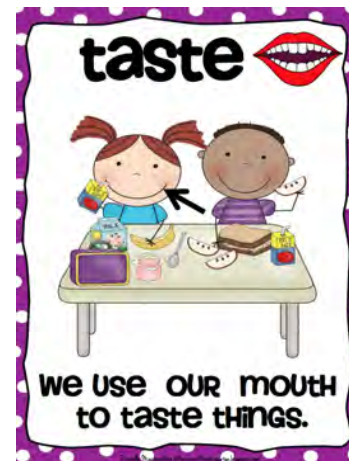
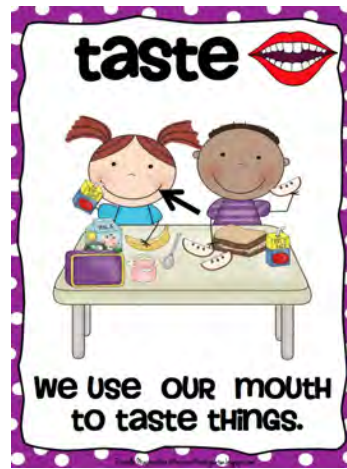
**Break - Do 15 minutes of physical activity.**

## Day 4 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

### Drama

#### Dramatic Elements - The 5 Senses



1. Explore the five senses by using your imagination and acting out the examples under each heading in the table.
2. Choose your favourite item from each sense heading and draw/describe it using as many adjectives as possible in the corresponding box below.

The 5 Senses	Drawing or description
<b>TOUCH</b> <ul style="list-style-type: none"><li>• A hot stove</li><li>• Ice</li><li>• Sharp tacks</li></ul>	
<b>TASTE</b> <ul style="list-style-type: none"><li>• A sour lemon</li><li>• Your favorite lolly</li><li>• Spinach</li></ul>	



**HEAR...**

- A gentle wind
- Underwater sounds
- A whistle

**SEE**

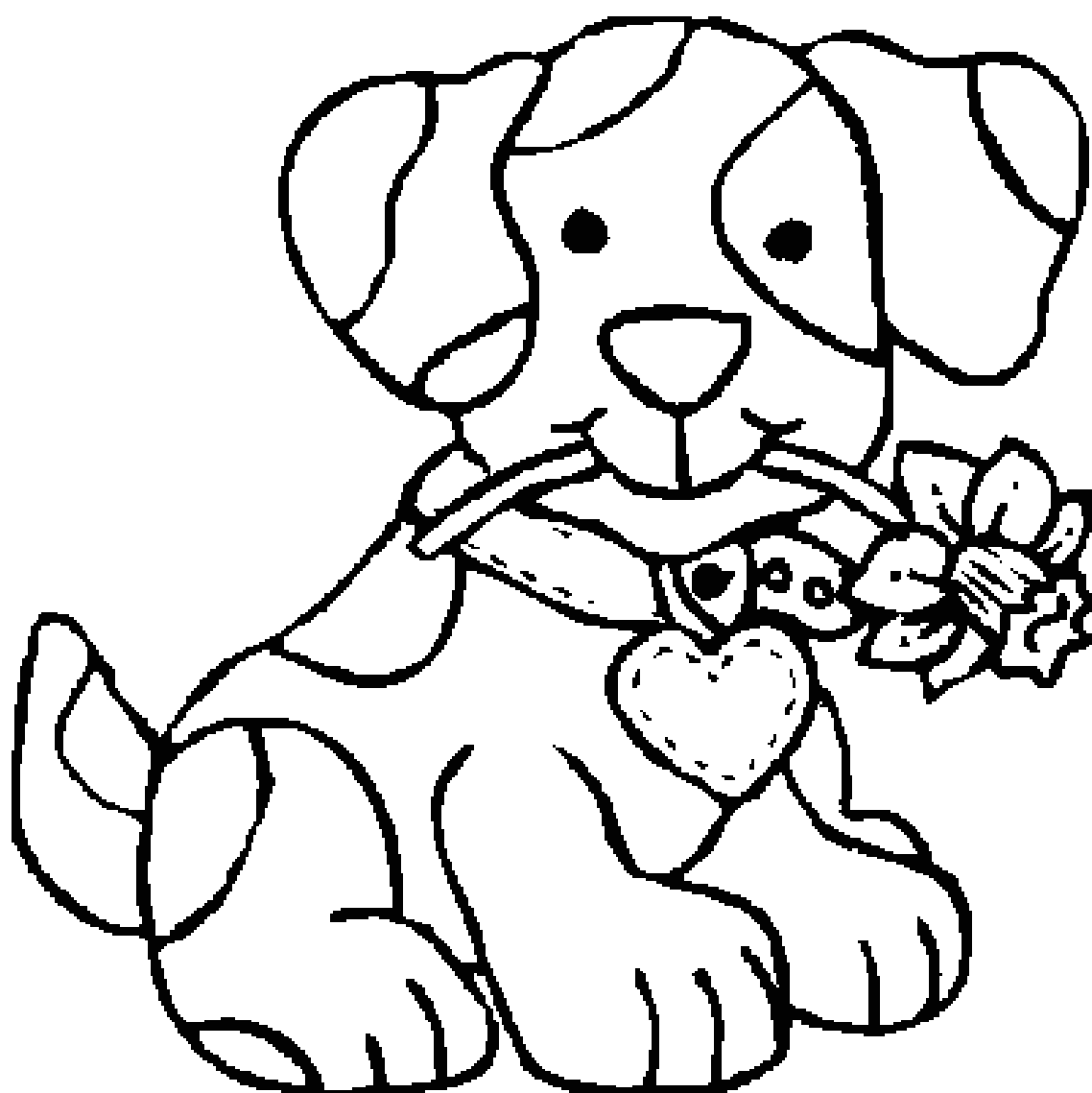
- A giant
- An ant
- A big black spider

**SMELL...**

- Freshly baked bread
- Perfume
- Onions

<b>Success Criteria</b>	<b>Teacher recognition</b>
I have expressed elements of the 5 senses through acting, drawing and using adjectives in a description. 😊 😊	

DAY 5



## Day 5 - English

### Spelling Test - You'll need parent help.

	Success Criteria: I have used my knowledge of the long 'oi' sound to spell my spelling list. 😊😊	
	Challenge words (optional):	Teacher Recognition:

Score: \_\_\_\_/10

### Sentence A Day

Using the lines below, write your own interesting sentence today. You must include at least two nouns, one verb, one adverb and three adjectives. Underline the **nouns** in black, **verbs** in red, **adverbs** in orange, **adjectives** in dark blue and **articles** in light blue.

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<b>Success Criteria:</b> I have written one interesting sentence that makes sense. 😊😊  I have included two nouns, one verb, one adverb and three adjectives in my sentence. 😊😊	Teacher Recognition
---	---------------------



### Reading Eggs or Reading Eggspress

**Reading Eggs:** Complete 15 minutes of Reading Eggs Maps and Lessons.

Name of the Map and Lesson I completed: \_\_\_\_\_

**Reading Eggspress:** Select the 'My Lessons' icon and complete the next lesson.



Name of the lesson I completed: \_\_\_\_\_

### **Free Writing:**

You may choose to write about anything you like.

Structure your writing according to its purpose.

eg steps for a procedure, paragraphs for a story and headings for a report.

You may like to draw a picture first to help with your ideas or you may like to draw during or after your writing.

Here are some ideas. You may choose one of these or you may choose one of your own.

\*Favourite movie \*A poem \*How to make something \*A letter \*A story \*Information report

### **Success Criteria:**

I have used sentence punctuation.

I have used capital letters for proper nouns.

I have sounded out my words to help me spell them.

I have used adjectives.

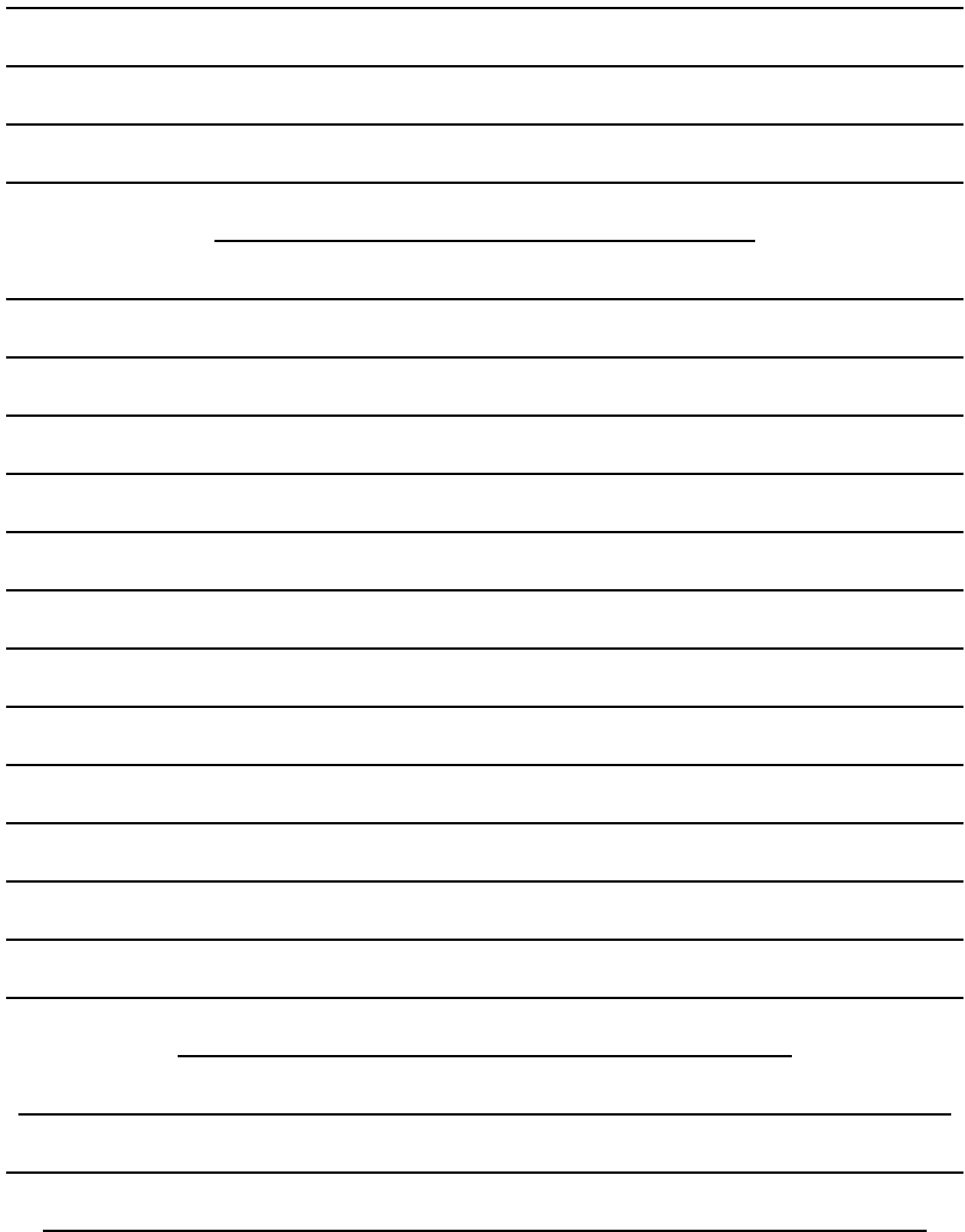


Teacher Recognition

**Break:** Do 15 minutes of physical activity.

E.g. play a game outside or join in with one of the videos on Google Classroom.

[illegible]





# Day 5 - Mathematics

## Number of the Day - 444

Count down by 10s:

\_\_\_\_\_

Write in words

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

3-digit number

\_\_\_\_\_

Now answer all the questions in the boxes



The number before

\_\_\_\_\_

Next even number

\_\_\_\_\_

15 less -

\_\_\_\_\_

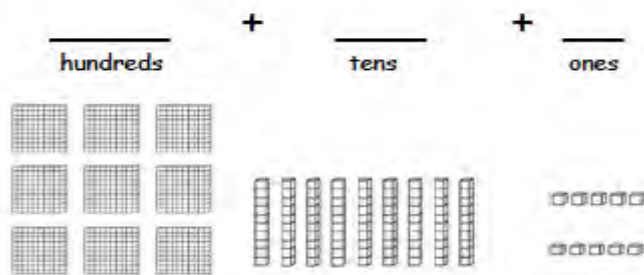
Round to the nearest 100

\_\_\_\_\_

10 more +

\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

### Success Criteria

I was able to write everything I knew about my number of the day.



Teacher recognition

# Problem of the Day

## NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

What is the total amount represented by the following money?



Working out - Transformation step

### Success Criteria

I used Newman's prompts to work out the problem.



### Teacher Recognition

# TEN Activity- Dice activities

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>Roll two six sided dot dice twice.</p> <p>Gather appropriate amounts of counters to represent each number.</p> <p><b>(Any household item could be used as counters....or maybe you could use chocolate buttons).</b></p> <p>Using your counters calculate the total of the two numbers.</p> <p><b>Feel free to try this activity with larger numbered dice</b></p> <p><b>If you do not have access to numbered dice ask an adult to select numbers at random</b></p> <p>Show your number sentences in the box below.</p> <p>For example:</p> $6 + 6 = 12$ $4 + 5 = 9$	<p>A game for two or more players.</p> <p>The first player rolls a six sided dice and records their number.</p> <p>Each player repeats this step.</p> <p>Upon the second and each subsequent turn the player will add to their previous total.</p> <p>For example:</p> <p>Roll 1 player rolls a six they write 6</p> <p>Roll 2 player rolls a 3 they write 9 (total of 2 rolls)</p> <p>Roll 3 the player rolls a 4 they write 13 (total of three rolls)</p> <p>The first player to reach 30 is the winner.</p> <p><b>You may like to change the number to further challenge the players</b></p> <p>Use the box below to show the outcome of your game.</p>	<p>Students roll a 20 sided dice and a 9 sided dice</p> <p><b>If you do not have access to dice you may like to make your own number cards and draw at random.</b></p> <p>The two numbers are then added.</p> <p>Taking that number "doubleIt"</p> <p>For example:</p> $18 + 7 = 25$ <p>"Double It"</p> $25 + 25 = 50$ <p>Show your number sentences in the box below.</p>

## Success Criteria

I used appropriate counting strategies to perform the chosen TENS activity.



## Teacher Recognition

## Mathematics - Money

*How Much Money is in the Jar?*



### Success Criteria

I recognise and count Australian coins (money)



### Teacher Recognition

**Break - Do 15 minutes of physical activity.**

## Day 5 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment (10 minutes)

### Dance

Have the students complete a Warm-Up

**For example:**

The students curl their bodies into a small shape, then uncurl and stretch. From a kneeling position, curl, uncurl and stretch. From a standing position, curl, uncurl and stretch. Bend down and touch the floor, reach up and touch the ceiling. Stretch to the right side of the room, to the left side of the room. Twist the torso, tilt into a balance in several directions, sway from side to side, rise and collapse

[https://www.youtube.com/watch?v=zOs5qeIT\\_Q](https://www.youtube.com/watch?v=zOs5qeIT_Q)

Using the above music stimulus the student select a single body part and dances using **only** that body part. How many different ways can you use that body part?

Body Part: \_\_\_\_\_

Actions: \_\_\_\_\_

Body Part: \_\_\_\_\_

Actions: \_\_\_\_\_

Repeat the process introducing an additional body part (using **two** different body parts).

Have the students dance the hokey pokey. <https://www.youtube.com/watch?v=Zh2PalZFs0g>

Have the students explore body shapes. Instruct them to make a curved low shape, then a narrow-pointed shape, and then a bent shape. Have students repeat this sequence of three shapes several times, each time finding a different and interesting shape.

What was your favourite part of the Dance lesson? \_\_\_\_\_

#### Success Criteria

I provided feedback on my dance lesson. 😊 😊

#### Teacher recognition

DAY 6



# Day 6 - English

Complete the Grammar sheet.

## Proofreading Sentences

Proofread these sentences. Write out the correct spelling above each misspelt word. Then add in the missing punctuation.

1. Dolpins and wales live in the sea.



2. I saw some sheap with there lambs on the hillsid.

3. It was mie berthday party



4. The dog ait the duc.

5. i wet on holiday with my muther father sister brother granma and grampa

6. Could I have a drinck pleas askt meg.

7. What is your naim sed the litle gerl.



8. Ouch i hit my thum wiv the hamer.

9. their are three yung Berds in the nest in are tree.

10. at the zoo we sor jiraffes elephants penguins and aardvarks.



Grammar sheet 29 (2016)

### Success Criteria:

I have used my knowledge of spelling and punctuation to complete my grammar worksheet



### Teacher

Recognition:



## Sentence A Day

Using the lines below, rewrite the sentence using correct punctuation. Add two adjectives to describe the nouns. Underline the **nouns in black**, **verbs in red**, **adverbs in orange**, **adjectives in dark blue** and **articles in light blue**.

i made a bright blue cake for your birthday said mum

---

---

**Nouns** are things that I can see, touch and take a photo of. Examples: chair, mug, bathroom.

**Verbs** are doing or action words. Examples: jumped, washed, slept.

**Adverbs** are words used to describe the verb. Examples: quietly, slowly, sadly, quickly.

**Adjectives** are describing words that give more detail about the noun. Examples: shiny, brown, funny.

**Articles** are words that introduce the noun. Articles are 'a', 'an' and 'the'.

### Success Criteria:

I have written a sentence with correct punctuation.

I have included two adjectives in my sentence.



### Teacher Recognition:



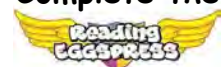
### Reading Eggs or Reading Eggspress

**Reading Eggs:** Complete 15 minutes of Reading Eggs Maps and Lessons.

Name of the Map and Lesson I completed: \_\_\_\_\_

**Reading Eggspress:** Select the 'Library' icon and choose a book to read. Complete the quiz.

Name of the book I read: \_\_\_\_\_



# Making inferences

FICTION

Use clues to find answers about a text. Not all information is directly stated!

Read the passage.

Circle

who was  
trapped

Underline

what  
trapped the  
person

## SMELLY AND STUCK

Jake's toenail went PING! Jake spun around like a corkscrew. And there he stuck.

Everybody pushed and shoved. People with cameras took photos. People with notebooks asked questions.

"What does it feel like to be trapped by your toenail, Jake? they asked.

The longest toenail in the world was no fun anymore.

Box

what the  
people were  
doing

Colour

how Jake  
felt



Circle the correct answers.

- 1 Which best describes how Jake was feeling?  
a confused      b unhappy      c giddy      d happy
- 2 Which clue tells you this?  
a Jake's toenail went PING!  
b People pushed and shoved.  
c "What does it feel like to be trapped by your toenail, Jake?"  
d The longest toenail in the world was no fun anymore.
- 3 What inference can we make about Jake?  
a Jake is the centre of attention.  
b Jake wants the longest toenail in the world.  
c Jake wants to travel the world.  
d Jake likes having his photo taken.



### Success Criteria:

I have made inferences from the passage.



Teacher Recognition

Read to a Parent for 10 minutes. Parent Signature: \_\_\_\_\_

## Writing: Informative Texts

### Editing

Use your writing from Day 3 about echidnas. Edit your writing, check for punctuation, spelling and sentence structure. Reread your writing and ask yourself 'Does my writing make sense?'

### Publishing

After you finish editing your information report on echidnas, create a final draft of your writing below.

#### Activity A

Write an information report about echidnas. Use headings to organise your information. Write one sentence under each heading.

##### Success Criteria:

I have used headings to organise information on echidnas.



I have written one sentence for each heading.



Teacher Recognition

#### Activity B

Write an information report about echidnas. Use headings to organise your information. Write 1-2 sentences under each heading.

##### Success Criteria:

I have used headings to organise information on echidnas.



I have written 1-2 sentences for each heading.



Teacher Recognition

#### Activity C

Write an information report about echidnas. Use headings to organise your information. Write 2-3 sentences under each heading.

##### Success Criteria:

I have used headings to organise information on echidnas.



I have written 2-3 sentences for each heading.



Teacher Recognition

**Break:** Do 15 minutes of physical activity.

E.g. play a game outside or join in with one of the videos on Google Classroom.

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

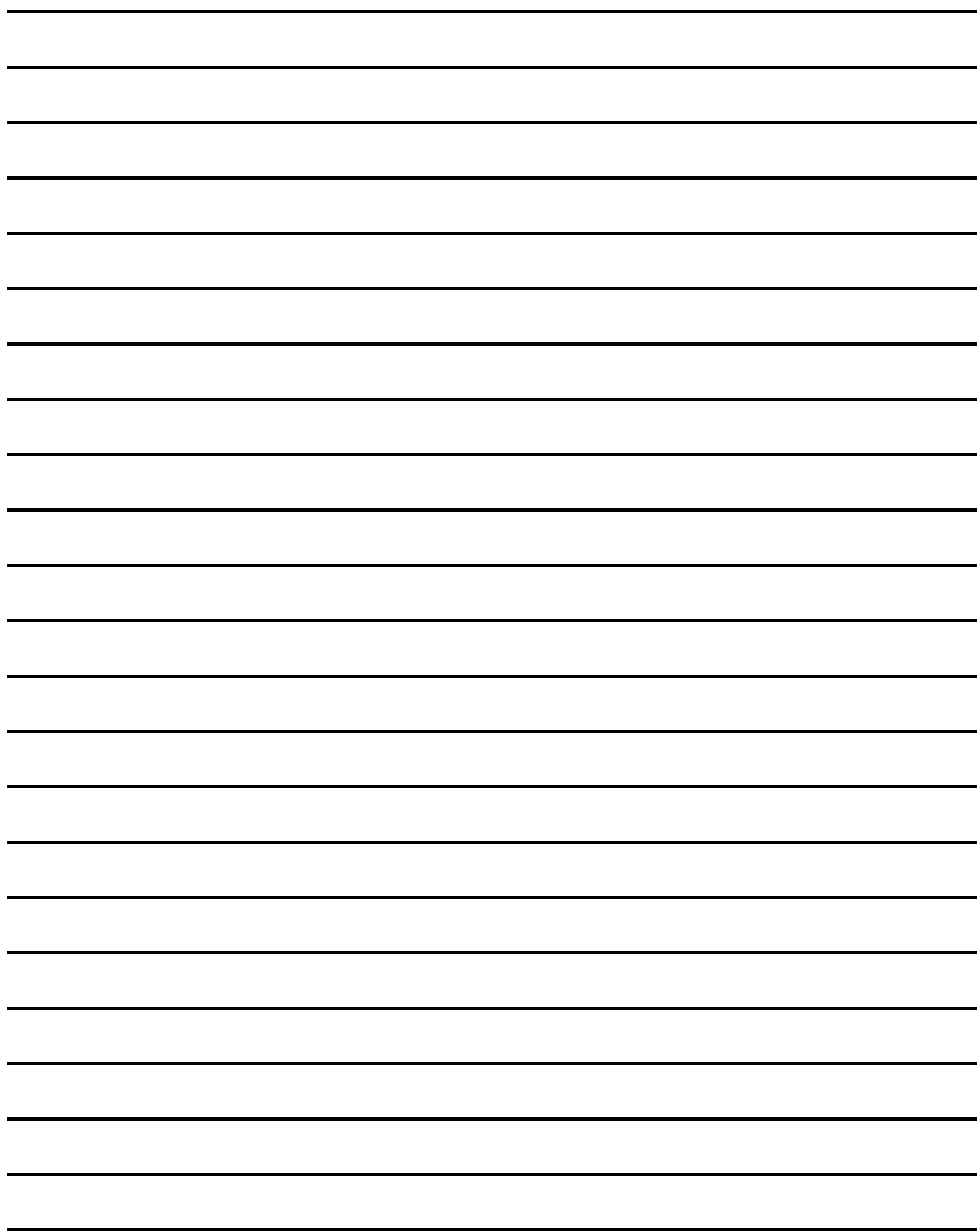
### \*Classification

**\*Appearance**

**\*Diet**

**\*Habitat**

### \*Other Interesting Information



# Day 6 - Mathematics

## Number of the Day - 199

Count down by 10s:

\_\_\_\_\_

Write in words

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

3-digit number

\_\_\_\_\_

Now answer all the questions in the boxes



The number before

\_\_\_\_\_

Next even number

\_\_\_\_\_

15 less -

\_\_\_\_\_

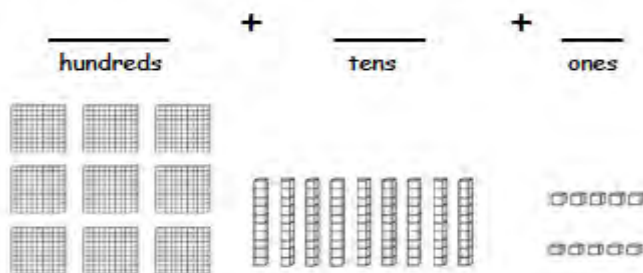
Round to the nearest 100

\_\_\_\_\_

10 more +

\_\_\_\_\_

Partition (expand) using place value



Colour in the correct amount

For a challenge go to- <https://mathsstarters.net/numofthedayjunior/versions>

### Success Criteria

I was able to write everything I knew about my number of the day.



Teacher recognition

# Problem of the Day

## NEWMAN'S PROMPTS



*Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.*

*Locate the question and look at the key words. Work out together what the question is asking you to do.*



*Plan how you are going to work out the answer. You may want to draw a tape diagram.*

*Write down all of your working out. Use another strategy to check your answer.*



*Now, write down your answer to the question separately. Have you answered what the question was asking?*

What is the total amount represented by the following money?



Working out - Transformation step

### Success Criteria

I used Newman's prompts to work out the problem.



### Teacher Recognition



# TEN Activity- Dice activities

Select one of the 3 activities below and complete.

Activity A	Activity B	Activity C
<p>Roll two six sided dot dice twice.</p> <p>Gather appropriate amounts of counters to represent each number.</p> <p><b>(Any household item could be used as counters....or maybe you could use chocolate buttons).</b></p> <p>Using your counters calculate the total of the two numbers.</p> <p><b>Feel free to try this activity with larger numbered dice</b></p> <p><b>If you do not have access to numbered dice ask an adult to select numbers at random</b></p> <p>Show your number sentences in the box below.</p> <p>For example:</p> $6 + 6 = 12$ $4 + 5 = 9$	<p>A game for two or more players.</p> <p>The first player rolls a six sided dice and records their number.</p> <p>Each player repeats this step.</p> <p>Upon the second and each subsequent turn the player will add to their previous total.</p> <p>For example:</p> <p>Roll 1 player rolls a six they write <b>6</b></p> <p>Roll 2 player rolls a 3 they write <b>9</b> (total of 2 rolls)</p> <p>Roll 3 the player rolls a 4 they write <b>13</b> (total of three rolls)</p> <p>The first player to reach 30 is the winner.</p> <p><b>You may like to change the number to further challenge the players</b></p> <p>Use the box below to show the outcome of your game.</p>	<p>Students roll a 20 sided dice and a 9 sided dice</p> <p><b>If you do not have access to dice you may like to make your own number cards and draw at random.</b></p> <p>The two numbers are then added.</p> <p>Taking that number "doubleIt"</p> <p>For example:</p> $18 + 7 = 25$ <p>"Double It"</p> $25 + 25 = 50$ <p>Show your number sentences in the box below.</p>

## Success Criteria

I used appropriate counting strategies to perform the chosen chosen TENS activity



## Teacher Recognition



## Mathematics - Money

### How Much Money is in the Jar?

Make the following totals in the money jars by drawing in the coins.



**\$2.50**



**\$1.75**



**\$4.50**



**\$3.25**



**\$4.95**



**\$3.60**

#### Success Criteria

I recognise and count Australian coins (money)



#### Teacher Recognition

**Break - Do 15 minutes of physical activity.**

## Day 6 - Other KLA's

**DEAR** - Drop Everything And Read! - Choose a book of your choice to read for enjoyment. (10 minutes)

## WELLBEING - Zen Den

### Yoga

Follow along with Cosmic Kids Zen Den. This episode is called Be the Pond.

Click on the link below <https://www.youtube.com/watch?v=wf5K3pP2IUQ>

Think of the different emotions you may have been feeling over the last week. Write them down into the pond.



### Success Criteria

I have participated in the Cosmic Kids Zen Den Online Lesson. 😊😊

I have completed my Mindfulness Colouring Mandala. 😊😊

### Teacher recognition

