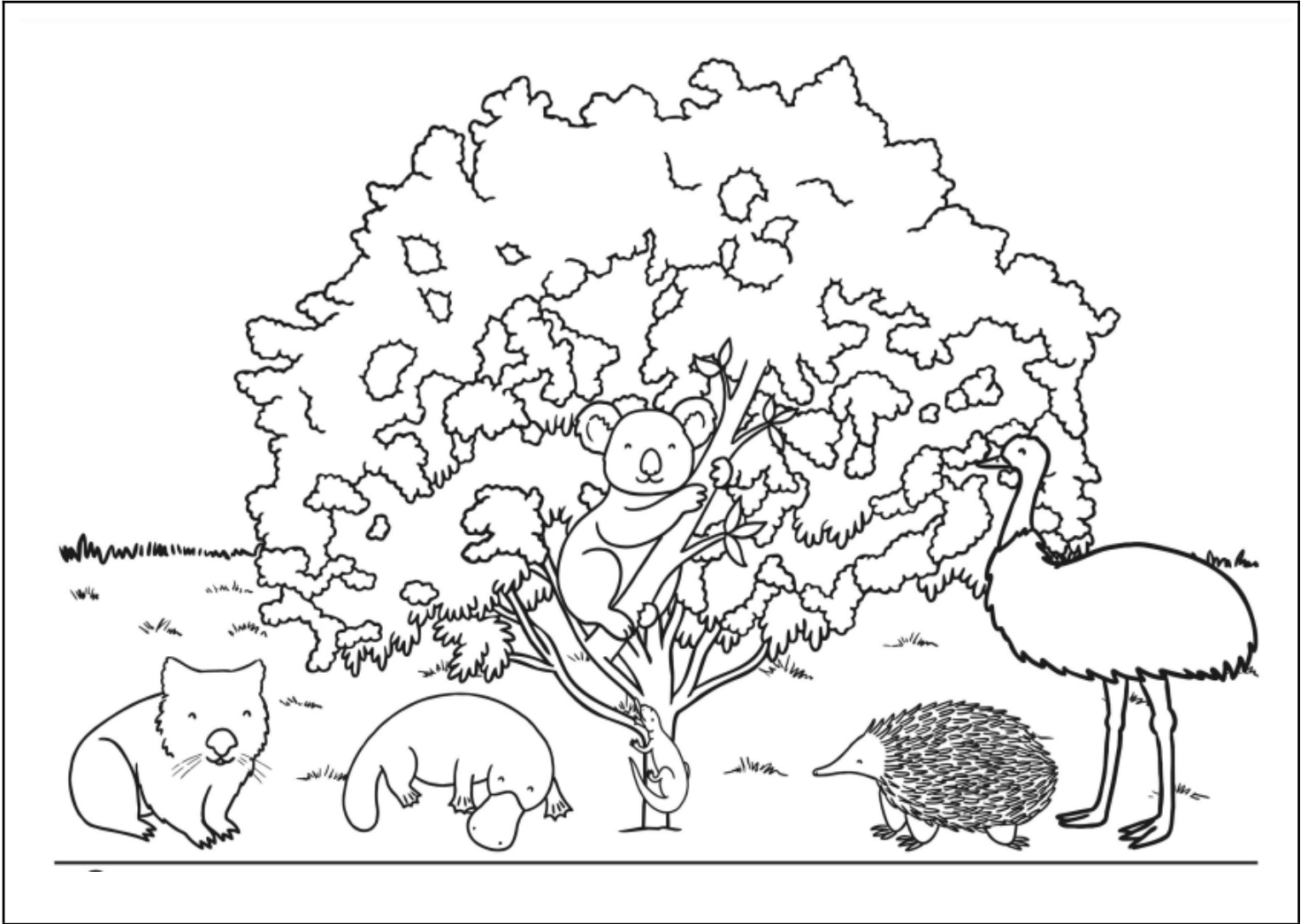


# Cambridge Gardens Public School

## Unit 5 - Year 2 Part A



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






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






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

Class Code: 42bjpt5

Look out for this icon  in the Unit Framework. When you see this icon, you will know that there's an awesome video on Google Classroom to help you with the activity.

# Framework For Remote Learning - Unit 5

	Day 1 17/8/21	Day 2 18/8/21	Day 3 19/8/21	Day 4 20/8/21	Day 5 23/8/21
English	<p><u>Spelling</u> Write your spelling words and write three sentences using some of your spelling words.  (20 minutes)</p> <p><b>Optional:</b> <u>Reading Eggs</u> Complete 15 minutes of Reading Eggs Maps or lessons. <b>OR</b> <u>Eggspress</u> Select the "Spelling" icon and complete the next lesson. (15 minutes)</p> <p><u>Sentence A Day</u> Complete the S.A.D activity (10 minutes)</p> <p><u>Reading</u> Making Connections- Wombat Stew by Marcia Vaughan. Watch the video on the Google Classroom. Answer the questions.  (15 minutes)</p> <p><u>Writing</u> Choose activity A, B or C.  (15 minutes)</p>	<p><u>Jolly Spelling</u> Complete the Jolly Spelling worksheet. (15 minutes)</p> <p><u>Handwriting</u> Complete the handwriting worksheet. (10 minutes)</p> <p><b>Optional:</b> <u>Reading Eggs</u> Complete 15 minutes of Reading Eggs Maps or lessons. <b>OR</b> <u>Eggspress</u> Select the 'English Skills' icon and complete the next lesson. (15 minutes)</p> <p><u>Reading - Predicting:</u> Select one of the texts listed. Make a prediction about the text. Listen along or read the story to check your prediction. (20 minutes)</p> <p><u>Writing</u> Choose Activity A, B or C.  (20 minutes)</p>	<p><u>Sentence A Day</u> Complete the S.A.D activity (10 minutes)</p> <p><b>Optional:</b> <u>Reading eggs</u> Complete 15 minutes of Reading Eggs Maps or lessons. <b>OR</b> <u>Eggspress</u> Select the 'Library' icon and choose a book to read. Complete the quiz. (15 minutes)</p> <p><u>Reading</u> Questioning: Read one of the texts listed from the Reading Eggs Library and complete the online quizzes. (15 minutes)</p> <p><u>Writing</u> Choose activity A, B or C and complete the writing template. (20 minutes)</p>	<p><u>Jolly Grammar</u> Complete the Jolly Grammar worksheet. (15 minutes)</p> <p><b>Optional:</b> <u>Reading eggs</u> Complete 15 minutes of Reading Eggs Maps or lessons. <b>OR</b> <u>Eggspress</u> Select the 'Stadium' icon and play a game. (15 minutes)</p> <p><b>Optional:</b> Complete the word search.</p> <p><u>Handwriting</u> Complete the handwriting worksheet. (10 minutes)</p> <p><u>Reading</u> Fluency - Read one of the texts and complete the fluency activity. Repeat this activity to improve your time and fluency. (15 minutes)</p> <p><u>Writing</u> Free Choice - Choose activity A, B or C to complete your free writing task. (25 minutes)</p>	<p><u>Spelling</u> Complete your spelling test on your spelling words for the week. (15 minutes)</p> <p><u>Sentence A Day</u> Complete the S.A.D activity (10 minutes)</p> <p><b>Optional:</b> <u>Reading eggs</u> Complete 15 minutes of Reading Eggs Maps or lessons. <b>OR</b> <u>Eggspress</u> Select the 'My Lessons' icon and complete the next lesson. (15 minutes)</p> <p><u>Reading</u> Fluency - Read one of the texts and complete the fluency activity. Repeat this activity to improve your time and fluency. (15 minutes)</p> <p><u>Writing</u> Recount Writing - Write a recount of the story 'Wombat Stew'. Choose Activity A, B or C.  (20 minutes)</p>

Break	Complete 15 minutes of physical activity				
<b>Maths</b>	<u>Number of the day</u> Today's number is <b>101</b> . Complete the worksheet. <b>(10 minutes)</b>  <u>Problem A Day</u> Complete the Problem a Day question provided. <b>(5 minutes)</b>  <u>TEN time</u> Complete the TEN activity.  <b>(10 minutes)</b>  <u>Mathematics</u> Complete the Addition and Subtraction worksheet.  <b>(20 minutes)</b>  <u>Mathletics</u> Complete assigned task (and any additional tasks of your own choosing).	<u>Number of the day</u> Today's number is <b>499</b> . Complete the worksheet. <b>(10 minutes)</b>  <u>Problem A Day</u> Complete the Problem a Day question provided. <b>(5 minutes)</b>  <u>TEN time</u> Complete the TEN activity. <b>(10 minutes)</b>  <u>Mathematics</u> Complete the Multiplication worksheet. <b>(20 minutes)</b>  <u>Mathletics</u> Complete assigned task (and any additional tasks of your own choosing).	<u>Number of the day</u> Today's number is <b>309</b> . Complete the worksheet. <b>(10 minutes)</b>  <u>Problem A Day</u> Complete the Problem a Day question provided. <b>(5 minutes)</b>  <u>TEN time</u> Complete the TEN activity. <b>(10 minutes)</b>  <u>Mathematics</u> Complete the Multiplication worksheet. <b>(20 minutes)</b>  <u>Mathletics</u> Complete assigned task (and any additional tasks of your own choosing).	<u>Number of the day</u> Today's number is <b>232</b> . Complete the worksheet. <b>(10 minutes)</b>  <u>Problem A Day</u> Complete the Problem a Day question provided. <b>(5 minutes)</b>  <u>TEN time</u> Complete the TEN activity. <b>(10 minutes)</b>  <u>Mathematics</u> Complete the Time worksheet. <b>(20 minutes)</b>  <u>Mathletics</u> Complete assigned task (and any additional tasks of your own choosing).	<u>Number of the day</u> Today's number is <b>690</b> . Complete the worksheet. <b>(10 minutes)</b>  <u>Problem A Day</u> Complete the Problem a Day question provided. <b>(5 minutes)</b>  <u>TEN time</u> Complete the TEN activity. <b>(10 minutes)</b>  <u>Mathematics</u> Complete the Fractions worksheet. <b>(20 minutes)</b>  <u>Mathletics</u> Complete assigned task (and any additional tasks of your own choosing).
Break	Complete 15 minutes of physical activity				
<b>Other KLAS</b>	<u>D.E.A.R</u> Choose a book to read for enjoyment. <b>(10 minutes)</b>  <u>HSIE</u> <u>Local places</u> We will be looking at the features of local places and suggesting ways that we can best care for these places.  We will also be imagining what these places may look like if they were not cared for. <b>(35 minutes)</b>	<u>D.E.A.R</u> Choose a book to read for enjoyment. <b>(10 minutes)</b>  <u>Library</u> Take part in Mrs Rau's library lesson and enjoy making your very own origami boat!   <b>(35 minutes)</b>	<u>D.E.A.R</u> Choose a book to read for enjoyment. <b>(10 minutes)</b>  <u>Music</u> Watch the attached video to learn about pitch and vibrations. Create a "Water Xylophone" and experiment with pitch. <b>(35 minutes)</b>	<u>D.E.A.R</u> Choose a book to read for enjoyment. <b>(10 minutes)</b>  <u>Creative Arts</u> Head over to Google Classroom and take part in Miss Mulock's 'Father's Day Trophy Directed Drawing' video.  <b>(35 minutes)</b>	<u>D.E.A.R</u> Choose a book to read for enjoyment. <b>(10 minutes)</b>  <u>PDHPE</u> Head over to Google Classroom and watch Miss Kinnish's 'Cube Fitness' Video.  <b>(35 minutes)</b>



s 	a 	t 	i 	p 	n 	ck 
e 	h 	r 	m 	d 	g 	o 
u 	l 	f 	b 	ai 	j 	oa 
ie 	ee or 	z 	w 	ng 	v 	y 
x 	oo oo 	ch 	sh 	th th 	qu 	ou 
oi 	ue 	er 	ar 			

BLUE	YELLOW	RED	GREEN	PINK	BROWN
I	you	one	why	saw	once
the	your	by	where	put	upon
he	come	like	who	could	always
she	some	have	which	should	also
me	said	live	any	would	of
we	here	give	many	right	eight
be	there	only	more	two	love
was	they	old	before	four	cover
to	go	little	other	goes	after
do	no	down	were	does	every
are	so	what	because	made	mother
all	my	when	want	their	father

# Tuesday 17th August 2021

## Day 1 - English

### Spelling - ear sound



I watched Mrs Wright's 'Spelling video' on Google Classroom

tick ☐

The main way of writing the ear sound is 'ear'.

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

Write your spelling words underlining the sound of the week.

Write three or more interesting sentences using some of your spelling words.

List	Copy	Sentences
grip		
milk		
ear		
dear		
year		
tear		
spear		
earrings		
zero		
equals		
nearest		
earache		
fearsome		

#### Success Criteria:

I have practiced spelling words with the 'ear' sound.



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



#### Teacher Recognition:

### Optional: Reading Eggs or Reading Eggspress

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

I completed 15 minutes of Reading Eggs.

**Reading Eggspress:** Select the "Spelling" icon and complete the next lesson.

I completed Lesson \_\_\_\_\_.

## Sentence A Day

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

The fluffy rabbit and the man with big ears could hear the fireworks at New Year.

**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.



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



**Conjunctions** are sentence joining words.

Examples: and, because, but, so.



**Articles** are words that introduce the noun.

There are only three articles:  
'a', 'an' and 'the'.

**Pronouns** are words that replace nouns.  
Examples: she, them, we.



### Success Criteria:

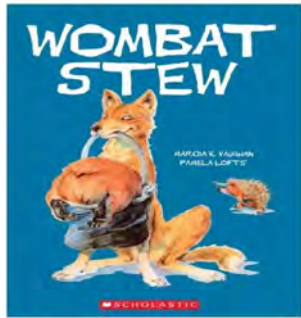
I have identified the nouns, verbs, adjectives, adverbs, articles and conjunctions in this sentence. 😊 😊

### Teacher Recognition:

## Reading: Making Connections



I watched Mrs Wright's 'Reading: Making Connections video' on Google Classroom tick ☐



Go to the Google Classroom and read along to **Wombat Stew** by Marcia K Vaughan and listen to the Making Connections video with Mrs Wright. Answer the Making Connections questions below.

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

### Text to Self Connections

Dingo caught a wombat. Have you caught anything?

---

---

Dingo likes eating stew. Do you like eating stew? What food do you like to eat?

---

---

### Text to Text Connections

Have I read another book like this before? What was the book called?

---

---

### Text to World Connections

What does the book remind me of in the real world?

---

---

Success Criteria: 😊 😐

Teacher Recognition:

I have listened to the story and used my knowledge to Make Connections about the story.



## Procedure Writing



I watched Mrs Wright's 'Procedure Writing video' on Google Classroom

tick ☐

**After watching and listening to Wombat Stew by Marcia K Vaughan with Mrs Wright on the Google Classroom, write your own procedure on 'How to make Wombat Stew'. Upload your writing to the Google Classroom.**

**Choose Activity A, B or C below.**

**Complete the writing 'How to Make Wombat Stew' writing Template A, B or C below.**

### Activity A

Complete template A - 'Wombat Stew'. Using the story, write the ingredients and the steps to make 'Wombat Stew' in the template below. Draw a picture of the 'Wombat Stew' in the pot.

#### Success Criteria

I have written the heading correctly. 😊😊

I have written 2-3 ingredients from the story 'Wombat Stew'. 😊😊

I have included 1 or more steps correctly. 😊😊

Teacher Recognition:

### Activity B

Complete template B 'Wombat Stew'. Using the story, write the ingredients and the steps to make 'Wombat Stew' in the template below. Draw a picture of the 'Wombat Stew' in the pot.

#### Success Criteria

I have written the heading correctly. 😊😊

I have written the ingredients from the story 'Wombat Stew'. 😊😊

I have written the steps in order. 😊😊

Teacher Recognition:

### Activity C

Complete template C. Write a procedure on 'How to make Wombat Stew'.

#### Success Criteria

I have written a title and subheadings. 😊😊

I have included the ingredients. 😊😊

I have written the method on 'How to make 'Wombat Stew'. 😊😊

I have included action verbs. 😊😊

Teacher Recognition:



## Activity A or Activity B - Template

\_\_\_\_\_ stew

Ingredients

_____	_____
_____	_____
_____	_____
_____	_____

Method

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



## Activity C - Template

\_\_\_\_\_

\_\_\_\_\_

_____
_____
_____
_____
_____
_____

_____
_____
_____
_____
_____
_____

\_\_\_\_\_

_____
_____
_____
_____
_____
_____



# Day 1 - Mathematics

## Number of the Day - 101

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 -

\_\_\_\_\_

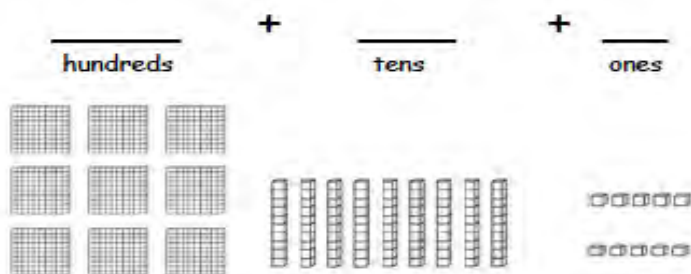
Round to the nearest 100

\_\_\_\_\_

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 can recognise and model the number 101 in multiple ways. 😊 😊

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?

Thomas bought a packet of chocolate chip cookies. In the packet there were 20 cookies. For morning tea Thomas ate three cookies.

How many cookies were left in the packet?



3  
☐

15  
☐

17  
☐

20  
☐

23  
☐

Working out - Transformation step

### Success Criteria

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



### Teacher Recognition



I have played Mr Sargeant's explanation of the fortnight's TEN activities

tick ☐

## TEN Activities

Select **one** of the activities below to complete each day.

For the following tasks students are asked to make their own number cards (up to and including twenty). These need to simply be pieces of paper/card with the numbers written. Please keep these cards for future activities.

Activity A	Activity B	Activity C
<p>Select two (2) number cards from a range of 0 - 20.</p> <p>Use your knowledge of "counting-back" strategies to subtract the smaller number from the larger number.</p> <p>For Example:</p> <p>If your cards are 12 and 7...</p> <p>Your number sentence would be:</p> $12 - 7 = 5$ <p>After completing one number sentence, shuffle your numbers and choose another 2 numbers.</p> <p>Try your best to complete these number sentences <b>without</b> concrete materials.</p> <p>Write your answers below.</p>	<p>Start at the number 50.</p> <p>Select Select (1) number card from a range of 0 - 10.</p> <p>Use your knowledge of "counting back" strategies to subtract the chosen number from 50.</p> <p>For example:</p> <p>If you select the number 9...</p> <p>Your number sentence would be:</p> $50 - 9 = 41$ <p>Using the new total, repeat the process until you reach 0.</p> <p>You may want to challenge a parent or sibling.</p> <p>Write your answers below.</p>	<p>Select two (2) cards from a range of 0 -20.</p> <p>Use your knowledge of "counting back" strategies to identify the difference between the two cards.</p> <p>For example:</p> <p>If your cards are 14 and 6...</p> <p>Your number sentence would be:</p> $14 - 6 = 8$ <p>(the difference is 8)</p> <p>The total of the difference becomes your score. Add them together and see if you can reach 50.</p> <p>You may want to challenge a parent or sibling,</p> <p>Write your answers below.</p>

Use the space below to record which activities you do.

Use paper from home for your working out and if you like, attach it to your booklet submission.

### Success Criteria

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



### Teacher Recognition





I played Mr Sargeant's video introducing the concept of "inverse operations" tick ☐

## Mathematics - Addition and Subtraction

### Linking Addition and Subtraction

Addition and subtraction are 'inverse operations'. For every addition number sentence, there is a related subtraction number sentence.

Addition

$$\boxed{20} + \textcircled{30} = \text{hexagon } 50$$

$$\textcircled{30} + \boxed{20} = \text{hexagon } 50$$

Subtraction

$$\text{hexagon } 50 - \textcircled{30} = \boxed{20}$$

$$\text{hexagon } 50 - \boxed{20} = \textcircled{30}$$

1. Find the addition and subtraction fact families for each group of numbers.

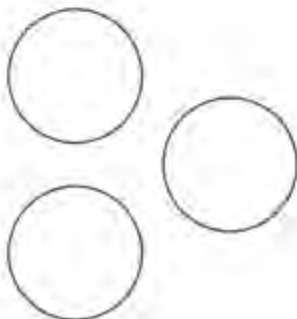
a)

$\boxed{18}$	$+$	$\boxed{23}$	$=$	$\boxed{41}$
$\textcircled{18}$		$\textcircled{23}$		
$\textcircled{41}$				
$\boxed{\phantom{00}}$	$+$	$\boxed{\phantom{00}}$	$=$	$\boxed{\phantom{00}}$
$\boxed{\phantom{00}}$	$-$	$\boxed{\phantom{00}}$	$=$	$\boxed{\phantom{00}}$
$\boxed{\phantom{00}}$	$-$	$\boxed{\phantom{00}}$	$=$	$\boxed{\phantom{00}}$

b)

$\boxed{\phantom{00}}$	$+$	$\boxed{\phantom{00}}$	$=$	$\boxed{\phantom{00}}$
$\textcircled{68}$		$\textcircled{45}$		
$\textcircled{23}$				
$\boxed{\phantom{00}}$	$+$	$\boxed{\phantom{00}}$	$=$	$\boxed{\phantom{00}}$
$\boxed{\phantom{00}}$	$-$	$\boxed{\phantom{00}}$	$=$	$\boxed{\phantom{00}}$
$\boxed{\phantom{00}}$	$-$	$\boxed{\phantom{00}}$	$=$	$\boxed{\phantom{00}}$

2. Choose another three numbers to create your own fact family.



--

#### Success Criteria

I can correctly apply and understand inverse relationships when performing related addition and subtraction calculations.



#### Teacher Recognition

## Day 1 - Tuesday - Other KLA

### **DEAR** - Drop Everything And Read!

Choose a book of your choice to read for enjoyment (10 minutes)

### **HSIE** - Local Places

Image - Local Park (Located on Trinity Road - Next to Rainbow Cottage)



List the features at your local park. For example, trees, plants, water, bridge, BBQ area, paths, equipment etc.

(refer to the image above or you may reference a different park in your local area)

---

---

---

---

---

---

What would happen if this local place (park) was not cared for?  
Draw and label a picture of what that may look like.

What are 5 ways you could help look after your local park?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Success Criteria**

I identify ways to care for local places and spaces.



**Teacher recognition**

# Wednesday 18th August 2021

## Day 2 - English

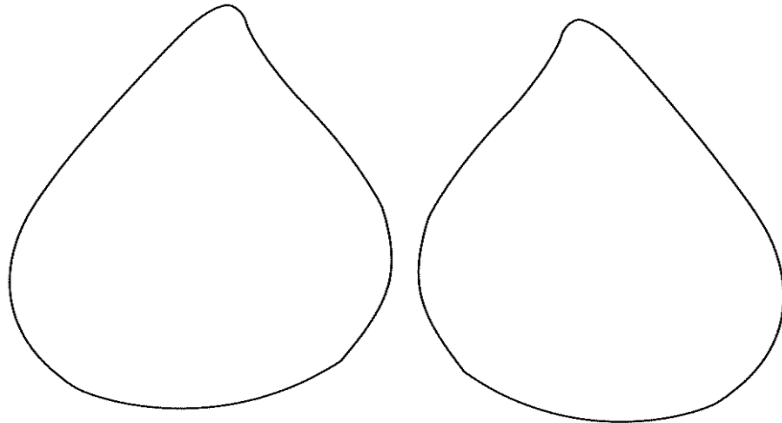
### Spelling - Complete the 'ear' spelling sheet

#### Spelling List

1. grip
2. milk
3. \_ \_ \_ \_
4. d \_ \_ \_
5. y \_ \_ \_
6. t \_ \_ \_
7. sp \_ \_ \_
8. e \_ \_ \_ rings
9. zero
10. equals

<ear>

Write some <ear> words in the teardrops.



Choose a word from the list to fit each sentence.

1. We had a party for New \_ \_ \_ \_ \_.
2. A \_ \_ \_ \_ \_ rolled down his cheek.
3. " \_ \_ \_ \_ \_ Sam," started the letter.
4. Mum put on some diamond \_ \_ \_ \_ \_.

zero (0)

z \_ \_ r \_ \_

\_ e \_ o

\_ \_ \_ o



equals (=)

e \_ u \_ l \_

\_ q \_ a \_ s

e \_ \_ \_ \_ s

Complete each sentence with a conjunction.



Purple

and but because or so while

1. We went indoors \_ \_ \_ \_ \_ it started to rain.
2. I tried to catch the ball \_ \_ \_ \_ \_ I missed it.
3. Would you rather have cake \_ \_ \_ \_ \_ ice cream?
4. I would like apple pie \_ \_ \_ \_ \_ cream, please.



Spelling sheet 24 (GH2)

#### Success Criteria:

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



#### Teacher

Recognition:

## Handwriting:

Using a sharp, lead pencil, complete the handwriting worksheet for the letter 'w'.

teachstarter



### Success Criteria:

I have formed my upper and lower case 'w' letters correctly.



Teacher Recognition



## Optional: Reading Eggs or Reading Eggspress

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

I completed 15 minutes of Reading Eggs. 😊 😊

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

Name of lesson I completed:

\_\_\_\_\_

## Reading - Making Predictions

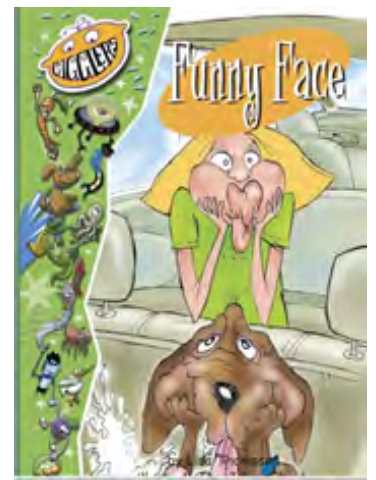


Head over to the Reading Eggs Library and select one of these two texts to focus on.

Look at the front cover of the book and use the following probing questions as verbal discussion points with a family member.

- What will this text be about?
- What information does the title and pictures on the front cover give you?
- Do you think this text is factual or fiction?
- Why do you believe this story was written?

Use your ideas to answer the following question:



**Predict what you think this text might be about? Why do you think this is?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Listen or read along to the story to check your prediction!**

**Success Criteria:**

I can use the title and pictures to predict the content of this text. 😊 😊

**Teacher Recognition**

# Procedure Writing

## How to Make 'Bush Stew'



I watched Mrs Wrights 'Procedure Writing 'How to Make Bush Stew Video' on Google Classroom tick ☐

Using the book '**Wombat Stew**' by Marcia Vaughan as a stimulus, go for a walk in your own garden and collect materials you would add to your own 'Bush Stew'.

- Collect approximately 5 materials for example, sticks, leaves or rocks.
- Use the materials you collect as ingredients and write your own 'Bush Stew' procedure on the template below.
- Draw a picture or take a picture of your ingredients and upload your picture and writing to the Google Classroom. *Have Fun!*

### Choose Activity A, B or C below

#### Activity A

Complete the writing template below.

##### Success Criteria

I have written the heading correctly. 😊 😊

I have collected and written 2-3 ingredients. 😊 😊

I have included 1 or more steps correctly. 😊 😊

Teacher Recognition:

#### Activity B

Complete the writing template below.

##### Success Criteria

I have written the heading correctly. 😊 😊

I have collected 5 materials and written the ingredients correctly. 😊 😊

I have written the steps in order. 😊 😊

Teacher Recognition:

#### Activity C

Complete the writing template below.

##### Success Criteria

I have written a title and subheadings. 😊 😊

I have collected the material and included the ingredients. 😊 😊

I have written the method on 'How to make 'Bush Stew'. 😊 😊

I have included action verbs. 😊 😊

Teacher Recognition:

Activity A, B or C - Template

\_\_\_\_\_

\_\_\_\_\_

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Day 2 - Mathematics

### Number of the Day - 499

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 -

\_\_\_\_\_

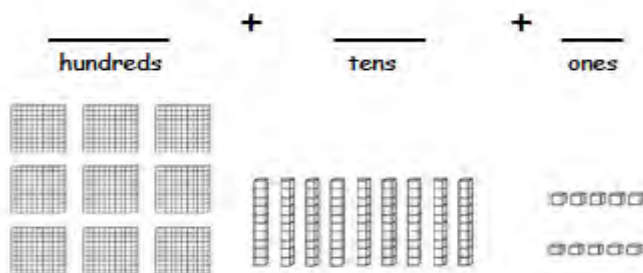
Round to the nearest 100

\_\_\_\_\_

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 can recognise and model the number 499 in multiple ways. 😊😊

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?

Assil bought a packet of chocolate biscuits. In the packet were 25 biscuits. She herself ate 5 and she gave 4 each to Paityn and Jaxon.

How many biscuits did Assil have left?



9



12



13



16



34













Working out - Transformation step



# Mathematics - Multiplication

## Multiplication as Repeated Addition

1 kangaroo has 2 legs. 	2	$1 \times 2 = 2$
How many legs do 3 kangaroos have? 	$2 + 2 + 2 =$	$3 \times 2 =$
How many legs do 5 kangaroos have? 	$\_ + \_ + \_ + \_ + \_ =$	$\_ \times \_ =$
1 Royal Bluebell has 5 petals. 	5	$1 \times 5 = 5$
How many petals do 4 Royal Bluebells have? 		
How many petals do 3 Royal Bluebells have? 		
A wombat has 4 legs. 	4	$1 \times 4 = 4$
How many legs do 2 wombats have? 		
How many legs do 4 wombats have? 		
How many legs do 5 wombats have? 		

### Success Criteria

I can represent multiplication number sentences as repeated addition



### Teacher recognition

## Day 2 - Wednesday - Other KLA

### DEAR - Drop Everything And Read!

Choose a book of your choice to read for enjoyment (10 minutes)

### Library



I followed Mrs Rau's instructions in making a boat on Google Classroom ☐ tick



Head over to Google Classroom and watch Mrs Rau's video titled 'Library Lesson- Grumble Boats'. Today, you will listen to a story and learn how to fold an origami boat. All you'll need for this activity is a piece of paper and coloured pencils or textas!

Once you're finished, don't forget to [upload a photo of your boat onto Google Classroom for everyone to check out.](#)

#### Success Criteria:

I can follow instructions to fold an origami boat.



#### Teacher recognition

# Thursday 19th August 2021

## 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**, **conjunctions in purple** and **articles in light blue**.

on the banks of a billabong a very clever dingo caught a wombat

**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:

### Optional: Reading Eggs or Reading Eggspress

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

I completed 15 minutes of Reading Eggs. 😊 😊

**Reading Eggspress:** Select the 'library' icon, choose a book to read and complete the quiz.

Name of the book I read:

\_\_\_\_\_

## Reading - Questioning

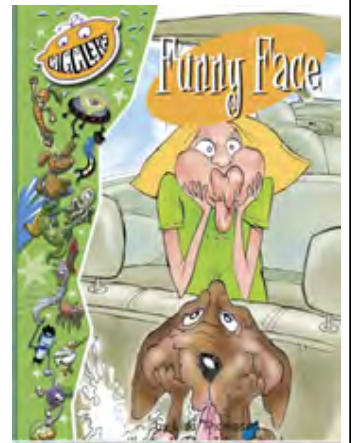


Head over to the Reading Eggs Library and select one of these two texts to focus on.

Read the text. Locate the 'Quiz' icon in the top right hand corner as pictured here.



- If reading 'Buster and Sophie' complete the Book Quiz.
- If reading 'Funny Face' complete the Chapter Quiz found at the beginning of each chapter.



**Success Criteria:** I can answer questions accurately from the text.



**Teacher Recognition**

## Writing: Procedure Writing

### Procedure Text Topic Cards

How to Plant a Seed



teachstarter

### Procedure Text Topic Cards

How to Wash the Dishes



teachstarter

### Procedure Text Topic Cards

How to Wash Your Dog



teachstarter

### Procedure Text Topic Cards

How to Throw a Surprise Party



teachstarter

### Write your own procedure

Select one of the Procedure Text Topic Cards above;

- 'How to Plant a Seed'
- 'How to Wash the Dishes'
- 'How to Wash Your Dog'
- 'How to Throw a Surprise Party'.

Choose Activity A, B or C from the table below.

Write your procedure on template 1 or 2 below.

#### **Activity A**

Complete Template 1 - Write your chosen procedure and draw pictures for each step in the template below.

**Success Criteria:** 😊 😐

**I have sequenced the steps correctly.**

**I have drawn a picture to match each step.**

Teacher Recognition

#### **Activity B**

Complete Template 1 - Write your chosen procedure and draw pictures for each step in template 1 below.

**Success Criteria:** 😊 😐

**I have written a title.**

**I have written the steps in order.**

**I have drawn a picture to match each step.**

Teacher Recognition

#### **Activity C**

Complete Template 2 - Write your chosen procedure in template 2 below.

**Success Criteria:** 😊 😐

**I have written a title and subheadings.**

**I have included the material or ingredients.**

**I have written the method or steps in order.**

**I have included action verbs in my writing.**

Teacher Recognition



Activity A - Template 1

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

Materials/Ingredients

Steps

1.

2.

3.

4.

1.

2.

3.

4.

## Activity C - Template 2

---

---

[illegible]

--

[illegible][illegible]

## Day 3 - Mathematics

### Number of the Day - 309

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 -

\_\_\_\_\_

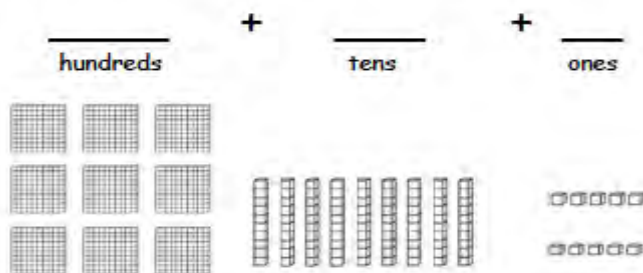
Round to the nearest 100

\_\_\_\_\_

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 can recognise and model the number 309 in multiple ways. 😊😊

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?

Pheebie-Lee bought a packet of chocolate chip cookies. In the packet were 25 biscuits. Pheebie-Lee ate 5 and then handed out two each to her four friends.

How many chocolate chip cookies are left in the packet?



11



12



14



20



30



Working out - Transformation step

### Success Criteria

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


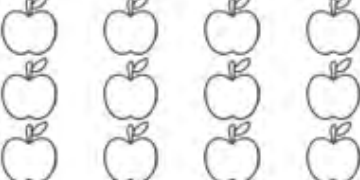

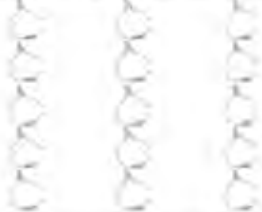







### Teacher Recognition

## Multiplication Using Arrays

Write two multiplication sentences for each array.

The first one has been done for you.

		
$2 \times 5 = 10$ $5 \times 2 = 10$		
		
		

Can you think of a different calculation and draw your own array?


### Success Criteria

I can interpret arrays as an effective multiplication strategy. 😊 😊

### Teacher recognition

## Day 3 Thursday - Other KLA's

**DEAR** - Drop Everything And Read!

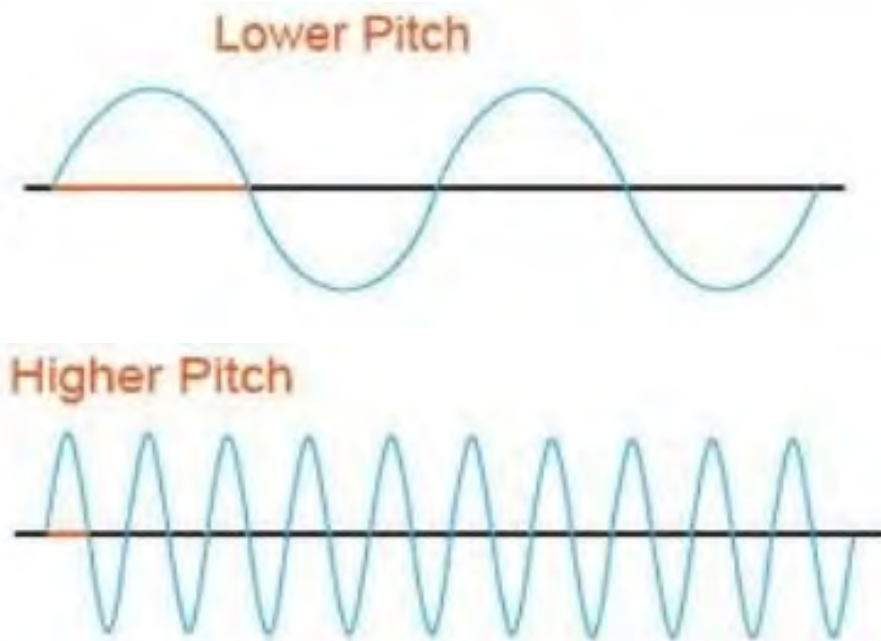
Choose a book of your choice to read for enjoyment (10 minutes)

### Music

Learning focus: high and low sounds (**Pitch**)

While we know that **pitch** is how **high** or **low** a sound is, think back to Term 1's music program to remember that all sounds we hear are **VIBRATIONS**.

The sound an object makes changes depending on how fast it vibrates. When an object vibrates quickly, high-pitched sounds are created. When an object vibrates slowly, low-pitched sounds are created.



Watch the video below to refresh your memory:

[https://www.youtube.com/watch?v=3-xKZKxXuu0&ab\\_channel=SciShowKids](https://www.youtube.com/watch?v=3-xKZKxXuu0&ab_channel=SciShowKids)

For today's activity, you will be making your own **Water Xylophone** out of some household items.

#### **What you will need:**

5x identical mason jars/glasses

1x water jug

1x metal teaspoon



### Instructions:

1. Arrange your glasses in a row and gently tap each glass with your teaspoon. Did you notice that they all have the same pitch? 😊😊
2. Using your jug, fill each glass with water as per the diagram below, and tap each glass again. Did you notice that the pitch (how high or low the sound is) changed for each glass? 😊😊



Adding different amounts of water changes the pitch (how high or low a sound is). The more water that is added to a glass, the lower the pitch sounds! The less water, the higher the pitch sounds!

Now experiment with your xylophone;

- Try tapping the glasses harder or softer - did the sound change? 😊😊
- Try using a wooden pencil to tap the glass - did the sound change? 😊😊
- Try filling each glass with different amounts of water - does this change the sound? 😊😊
- If you have more glasses available, fill them with different amounts of water to create more pitch options 😊😊

[Upload a photo or video to Google Classroom](#) to share your experiments with Stage One.

#### Success Criteria

I can hear the difference between high and low sounds.



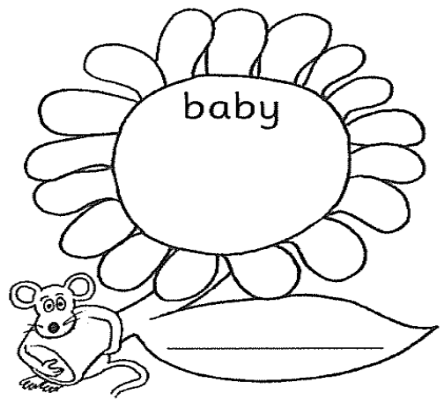
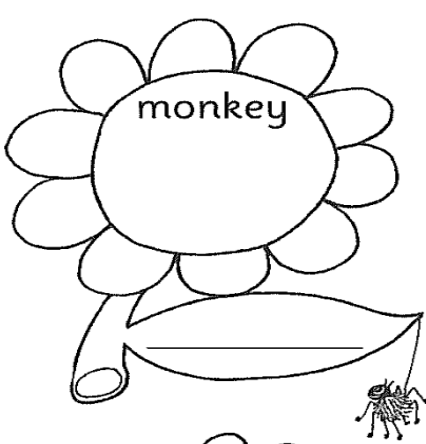
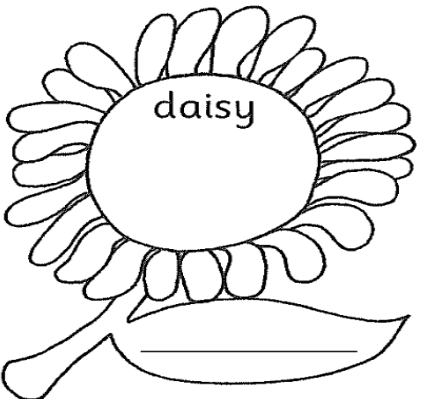
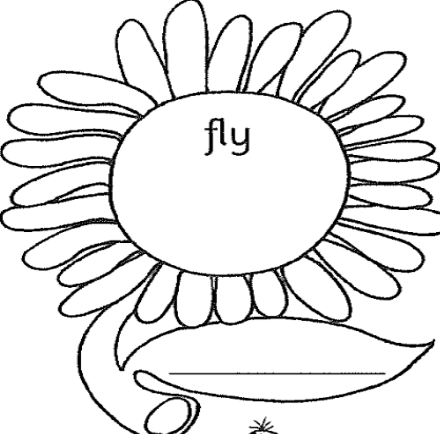
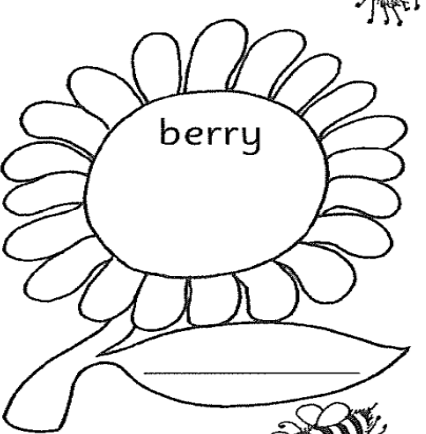
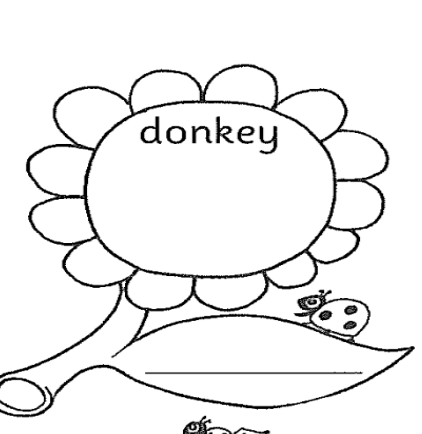
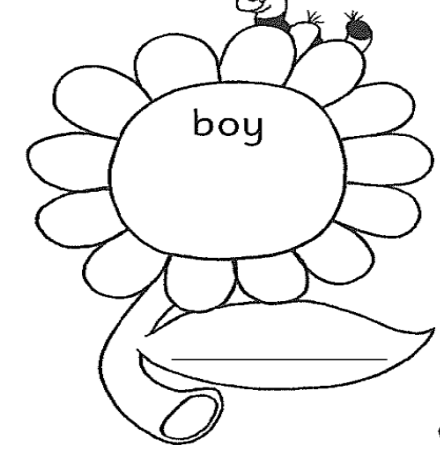
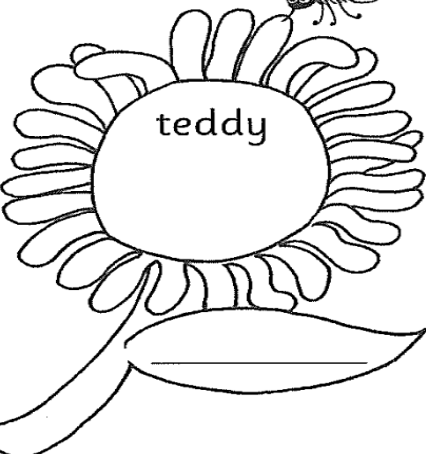
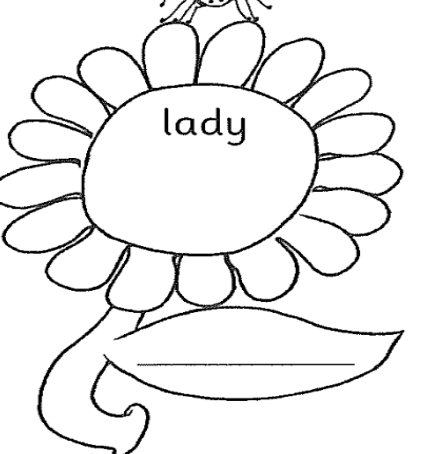
#### Teacher recognition

Friday 20th August 2021  
Day 4 - English

**Grammar - Complete the Plurals 's' and 'ies' grammar sheet.**  
Read the noun, decide how to make its plural and write the plural on the line.

**Plurals — <-s> and <-ies>**

Write the plural for each word in the leaf. Then draw a picture for it in the daisy.

Grammar sheet 24 (2016)

**Success Criteria:**

I have used my knowledge of plurals: 's' and 'ies' to complete the worksheet.



**Teacher  
Recognition:**

## Optional: Reading Eggs or Reading Eggspress

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

I completed 15 minutes of Reading Eggs. 😊 😊

**Reading Eggspress:** Select the "Stadium" icon and play a game. 😊 😊

Optional: Complete the word search below

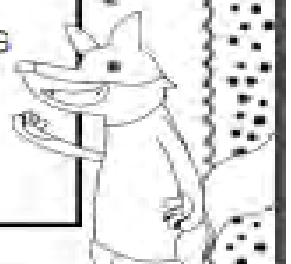
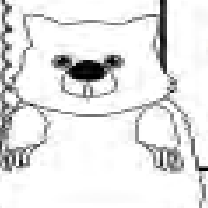
WORD SEARCH

Wombat  
Stew



e	c	h	i	d	n	a	b	u	e	l	p
m	m	a	w	f	e	a	t	h	e	r	l
u	l	k	g	u	l	a	z	y	x	n	a
a	i	o	e	d	r	n	g	o	w	u	t
s	z	a	f	l	r	e	s	c	o	x	y
l	a	l	v	z	b	o	c	a	m	i	p
u	r	a	g	s	u	k	p	l	b	t	u
g	d	c	v	n	g	s	o	o	a	z	s
d	b	n	t	m	s	u	t	l	t	m	b
g	u	m	n	u	t	d	v	m	u	d	z

lizard      echidna      flies      mud  
dingo      platypus      pot      slugs  
wombat      koala      gum nut  
emu      bugs      feather



## Handwriting

Using a sharp, lead pencil, complete the handwriting worksheet for the letter 'u'.

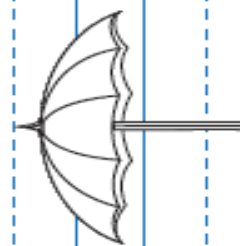
U U U U U U U U U U

u u u u u u u u u u

Umbrella starts with a u.

Umbrella umbrella Umbrella

Umbrella starts with a



Success Criteria: 😊 😊

I have formed my upper and lowercase 'u' letters correctly.

Teacher Recognition:

## Reading - Fluency

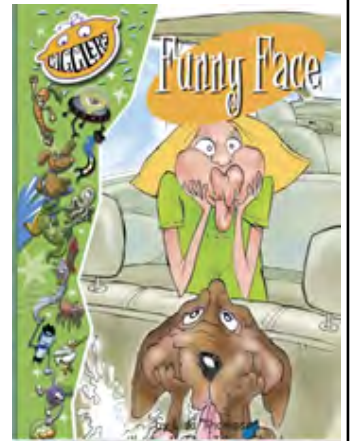


Head onto Reading Eggs, navigate to 'Library' and select one of these two texts to read.

With your best voice, record and time yourself reading the book 'Buster and Sophie' or record yourself reading a chapter of 'Funny Face' (you should sound as if you are speaking to someone rather than sounding like a robot!) Write your time in the table below.

Listen back to your recording. Were you reading **fluently** or did you sound like a robot?

Read and record yourself a second time. Try to improve your fluency. Listen back to your recording. Were you reading smoothly? Did you beat your previous time?



**Success Criteria:** I can read with fluency.



**Teacher Recognition**

Text Name:	
	<b>Time</b>
<b>First Read</b>	
<b>Second Read</b>	



## Writing: Free Choice

Choose Activity A, B or C below and use the picture stimulus to complete your free writing task.

### Activity A

Write **3-4 sentences** using the picture to give you ideas.



I have written at least 3 sentences that make sense.

### Activity B

Using the picture, write **2 ideas** about what it makes you think of.

Remember to have **2 or 3 sentences** for each idea.



I have written at least 4 sentences that make sense.

### Activity C

Write **3 to 4 paragraphs** using the picture as a stimulus. Remember to group your ideas by writing about **one idea** in each paragraph.



I have used at least 3 paragraphs to organise my ideas.

## Free Writing

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





[illegible]

# Day 4 - Mathematics

## Number of the Day - 232

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 -

\_\_\_\_\_

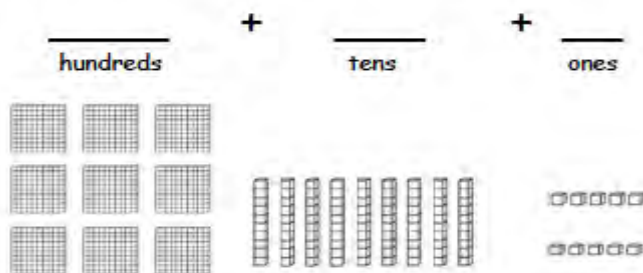
Round to the nearest 100

\_\_\_\_\_

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 can recognise and model the number 232 in multiple ways. 😊😊

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?

Isaac bought a pack of chocolate biscuits. In the packet were 12 biscuits. He packed eight of them for recess. When he returned home he still had three biscuits left which he returned to the packet.

How many biscuits are there in the packet now?



4  
☐

7  
☐

9  
☐

12  
☐

23  
☐

Working out - Transformation step

### Success Criteria

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



### Teacher Recognition

## Telling the Time

Draw the time shown below on each clock.



3 o'clock



12:30



9 o'clock



10:00



half past 3



12:30



1 o'clock



10:30



4 o'clock



9:30



half past 7



10:00

### Success Criteria

I can identify the position of the minute and hour hand when representing o'clock and half past time.



### Teacher Recognition

## Day 4 - Other KLA

### DEAR - Drop Everything And Read!

Choose a book of your choice to read for enjoyment (10 minutes)

### Creative Arts



I followed Miss Mulock's drawing instructions on Google Classroom ☐ tick

Head over to Google Classroom and watch Miss Mulock's video titled 'Father's Day Trophy Directed Drawing'. Today, you will learn how to draw a trophy that you can use when designing your own card for Father's Day.

All you'll need for this activity is a piece of paper, lead pencil and rubber!

Once you're finished, don't forget to [upload your trophy design onto Google Classroom](#) for everyone to check out.



#### Success Criteria

I can follow instructions to draw a Father's Day trophy



#### Teacher recognition

# Monday 23rd August 2021

## Day 5 - English

### Spelling Test

	<b>Success Criteria:</b> I have used my knowledge of the 'ear' sound to spell my spelling list. 😊😊	
	<b>Challenge words (optional):</b>	<b>Teacher Recognition:</b>

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, one conjunction and three adjectives. Underline the **nouns in black**, **verbs in red**, **adverbs in orange**, **adjectives in dark blue**, **conjunctions in purple** and **articles in light blue**.

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**Success Criteria:**

I have written one interesting sentence that makes sense. 😊😊

I have included two nouns, one verb, one adverb, one conjunction and three adjectives in my sentence. 😊😊

Teacher Recognition



## Optional: Reading Eggs or Reading Eggspress

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

I completed 15 minutes of Reading Eggs. 😊 😊

**Reading Eggspress:** Select the "My Lessons" icon and complete the next lesson.  
Name of lesson I completed: \_\_\_\_\_

## Reading - Fluency



Head onto Reading Eggs, navigate to 'Library' and select one of these two texts to read.

With your best voice, record and time yourself reading the book 'Buster and Sophie' or record yourself reading a chapter of 'Funny Face' (you should sound as if you are speaking to someone rather than sounding like a robot!) Write your time in the table below.

Listen back to your recording. Were you reading **fluently** or did you sound like a robot?

Read and record yourself a second time. Try to improve your fluency. Listen back to your recording. Were you reading smoothly? Did you beat your previous time?

**Did you beat Friday's time?**



**Success Criteria:** I can read with fluency.



**Teacher Recognition**

Text Name:

	Time
First Read	
Second Read	

Optional: Complete the Word Search below.

## Children's Games

B	E	E	P	O	R	P	M	U	J	O	P	H	N
A	A	G	G	T	S	O	F	T	B	A	L	L	M
T	O	S	S	S	R	E	T	S	I	W	T	N	S
T	L	N	H	C	H	E	C	K	E	R	S	A	Y
L	D	O	D	G	E	B	A	L	L	B	G	M	A
E	F	T	E	T	H	E	R	B	A	L	L	G	S
S	L	M	M	A	R	B	L	E	S	E	A	N	N
H	H	M	O	T	H	E	R	M	A	Y	I	A	O
I	T	Y	G	N	O	P	G	N	I	P	G	H	M
P	T	A	G	L	L	A	B	D	N	A	H	U	I
H	I	D	E	A	N	D	G	O	S	E	E	K	S
S	R	E	B	B	O	R	D	N	A	S	P	O	C
E	C	A	B	M	O	N	O	P	O	L	Y	C	L
D	H	O	P	S	C	O	T	C	H	J	A	X	O

JAX  
HANDBALL  
SIMONSAYS  
TETHERBALL  
HIDEANDGOSEEK  
COPSANDROBBERS  
TWISTER  
HANGMAN  
MONOPOLY  
HOPSCOTCH  
PINGPONG  
SOFTBALL  
DODGEBALL  
MOTHERMAYI  
BATTLESHIP  
MARBLES  
JUMPROPE  
CHECKERS  
TAG

## Writing: Recount

Choose Activity A, B or C below. Write a recount about the story 'Wombat Stew' by Marcia Vaughan



*Listen to the story on the Google Classroom.*

### Activity A

Write 3-4 sentences about "Wombat Stew."

#### 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 a recount about 'Wombat Stew'. 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 'Wombat Stew'. 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.



I have used connecting words to sequence my ideas.



Teacher  
Recognition

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

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# Day 5 - Mathematics

## Number of the Day - 690

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 -

\_\_\_\_\_

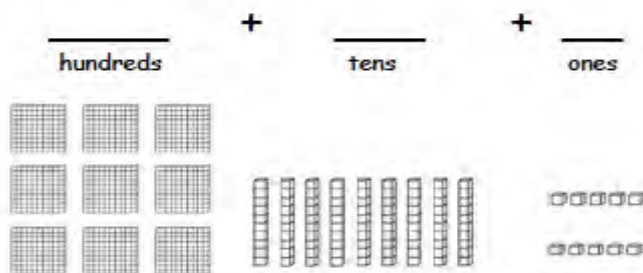
Round to the nearest 100

\_\_\_\_\_

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 can recognise and model the number 690 in multiple ways. 😊😊

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?

Kaellan bought a packet of chocolate biscuits. In the packet were 20 biscuits. On Monday he ate half the packet of biscuits and on Tuesday he ate half of what was remaining.

How many cookies were left in the packet?



0



2



5



10



15



Working out - Transformation step

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





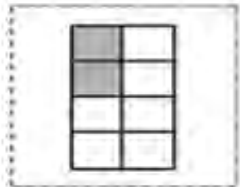
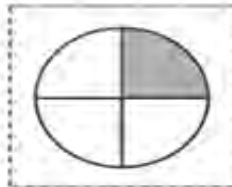
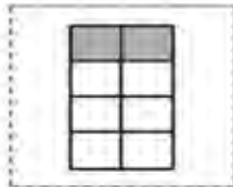
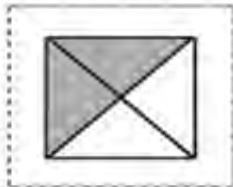
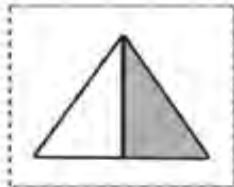
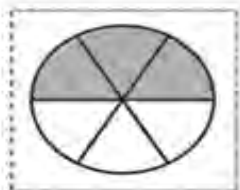
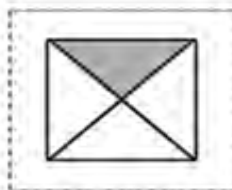
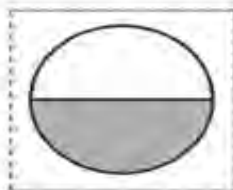
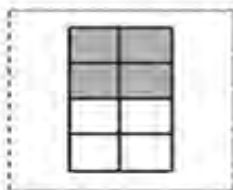
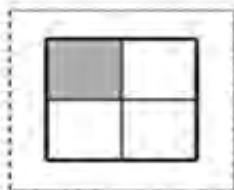
**Teacher Recognition**



# Halves and Quarters

Draw the shapes below under the correct heading

Half $\frac{1}{2}$	Quarter $\frac{1}{4}$
	



## Success Criteria

I can recognise halves and quarters in different representations.



## Teacher recognition

## Monday - Other KLA's

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

## PDHPE



I played Miss Kinnish's 'Cube Fitness' video on Google Classroom

tick ☐



Head over to Google Classroom and watch Miss Kinnish's 'Cube Fitness' Video. For this activity you will need a blank A4 sheet of paper, scissors, sticky tape, pencil and ruler.

Challenge yourself to 3 minutes of rolling your 'Cube'. [Post a photo on Google Classroom.](#)

### Success Criteria

I can create a fitness cube.



### Teacher recognition