

# Cambridge Gardens Public School

## Unit 5 - Year 2 Part B






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.

	Day 6 24/8/21	Day 7 25/8/21	Day 8 26/8/21	Day 9 27/8/21	Day 10 30/8/21
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> Complete the extra spelling words written in blue for a challenge.</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 Lesson 80. (15 minutes)</p> <p><u>Sentence A Day</u> Complete the S.A.D activity  (10 minutes)</p> <p><u>Reading</u> Select one of the texts listed to engage in the predicting activities. Listen along or read the story to check your prediction. (20 minutes)</p> <p><u>Writing</u> Select activity A, B, C and highlight the various features of a procedure text. (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.</p> <p><u>Reading</u> Questioning- Read one of the texts listed from the Reading Eggs Library and complete the book quiz. (15 minutes)</p> <p><u>Writing</u> Choose activity A, B or C and enjoy procedure writing about your own ultimate milkshake! (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.</p> <p><u>Reading</u> Select one of the texts to engage in today's 'Fluency Move &amp; Groove' activities! (15 minutes)</p> <p><u>Writing</u> Choose activity A, B or C and write a procedure text about how to make your own fruit hedgehog or a procedure of your choice. (20 minutes)</p>	<p><u>Jolly Grammar</u> Complete the Jolly Grammar 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 'Stadium' icon and play a game.</p> <p><b>Optional:</b> Complete the word search. (10 minutes)</p> <p><u>Handwriting</u> Complete the handwriting worksheet. (10 minutes)</p> <p><u>Reading</u> Select one of the texts to engage in today's 'Fluency Move &amp; Groove' activities! (15 minutes)</p> <p><u>Writing</u> Free writing - Choose activity A, B or C and use the picture stimulus to inspire you for today's free writing task. (20 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.</p> <p><u>Writing</u> Choose activity A, B or C to write a recount about your weekend. (15 minutes)</p> <p><u>Tricky Words</u> Complete the Tricky Words 'Roll a Graph' worksheet to practise reading and spelling your tricky words. (20 minutes)</p>

Break	Complete 15 minutes of physical activity				
Maths	<u>Number of the day</u> Today's number is <b>800</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>777</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 Division 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>345</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 Division 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>510</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>989</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				
Other KLAS	<u>D.E.A.R</u> Choose a book to read for enjoyment. <b>(10 minutes)</b>  <u>Wellbeing</u> Father's Day is just around the corner! During this task, you will be appreciating a special male in your life. <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 reflect on those people attached to your invisible string.  <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 watch the video titled 'Father's Day Hand Craft With Miss Mulock'.  <b>(35 minutes)</b>	<u>D.E.A.R</u> Choose a book to read for enjoyment. <b>(10 minutes)</b>  <u>Wellbeing</u> Select a paralympic athlete and design a poster or write a report about them. <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 'Alphabet Exercise' video. Spell out your name by completing the exercises.  <b>(35 minutes)</b>

Day 11

31/8/21

STEM	<p><b>Activity 1</b> Listen to "The Most Magnificent Thing" by Ashley Spires and complete the table describing the girl's appearance, traits and emotions</p> <p><b>Activity 2</b> Draw a labeled diagram of something you have made or created</p>				
------	---	--	--	--	--

Break	Complete 15 minutes of physical activity				
STEM	<p><b>Activity 3</b> Investigate the 2D shapes used in "The most Magnificent Thing" and use them to create your own dog for the story</p> <p><b>Activity 4</b> Investigate the different 3D objects around your home and draw them into the column table provided</p>				

Break	Complete 15 minutes of physical activity				
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STEM	<b>Activity 5</b> Think of and draw 3 different designs for a vehicle to carry and deliver a parcel. Choose one of your designs to create a real-life model using recyclable and/or household materials				
------	--	--	--	--	--



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 24th August 2021

## Day 6 - English

### Spelling - Silent h

The main way of writing the Silent h is 'h'.

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

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

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

List	Copy	Sentences
belt		
farm		
hour		
ghost		
rhyme		
rhythm		
honest		
rhinoceros		
centimetre		
metre		
character		
chemist		
echo		

#### Optional: Dictionary Meanings

Use a dictionary to find the meanings of the words below and write the meanings.

honest

---

echo

---

#### Success Criteria:

I have practiced spelling words with the silent h.



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 Lesson 80.

I completed Lesson 80. 😊😊

## Sentence A Day



I watched Miss Mulock's 'Sentence A Day' video on Google Classroom ☐ tick

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

John the honest ghost liked rhythm and rhyme.

**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:



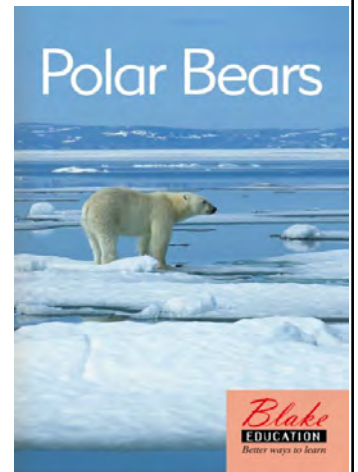
## Reading - Predictions



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.

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



Draw and label a picture of what you predict will happen in this story.

Listen along or read the story to check your prediction!

### Success Criteria:

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



Teacher  
Recognition

## Writing - Procedure Texts

Select one of the activities below to complete.

### Activity A:

With a parent or older sibling, read the procedure text 'How To Make a Milkshake'. Using a highlighter or coloured pencil, underline the **common nouns** used in this procedure.

### **Success Criteria:**

I have highlighted **five common nouns** in this procedure.



### Activity B:

Read the procedure text. Using a highlighter or coloured pencil, underline the **common nouns** and **action verbs** used in this procedure.

I have highlighted **at least five common nouns and four verbs** in this procedure.



What have you noticed about the first word in each step of the method?

### Activity C:

Read the procedure text. Using a highlighter or coloured pencil, highlight the **common nouns**, **action verbs** and **adverbs** used in this procedure.

I have highlighted **at least five common nouns, four verbs and one adverb** in this procedure.



What have you noticed about the first word in each step of the method? Highlight the **title** and **subheadings**.

# - How to Make a - Milkshake

A milkshake is a sweet treat that can come in many different flavours. Simply choose your favourite flavour and enjoy this delicious drink.

## You will need:



# Method:

1. Measure 1 cup of cold milk. Pour the milk into the blender.
2. Add two large scoops of ice cream to the milk.
3. Measure 1 teaspoon of your favourite flavoured topping. Add this to the blender.
4. Blend the ingredients for a minimum of one minute. Check that there are no lumps. Be sure to check that the blender is switched off at the wall before removing the lid.
5. Carefully pour your milkshake into a tall glass.
6. Add a swirl of whipped cream to the top of your milkshake. Enjoy!





## Day 6 - Mathematics

### Number of the Day - 800

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 -

\_\_\_\_\_

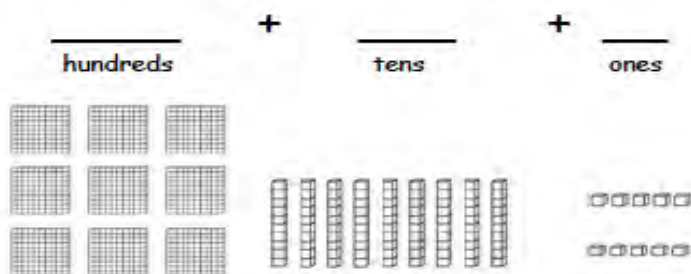
Round to the nearest 100

\_\_\_\_\_

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 800 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?

How many sides are there on the following shape?

Rhombus

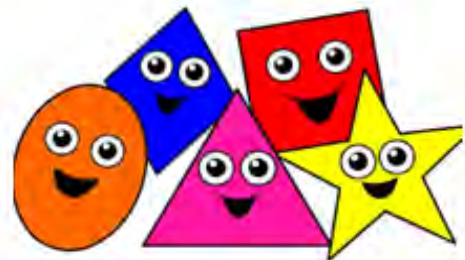
3  
☐

4  
☐

5  
☐

6  
☐

8  
☐



Working out - Transformation step

### Success Criteria

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



### Teacher Recognition

# 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

$$\begin{array}{l} 11 + 6 = 17 \\ 15 + 32 = 47 \end{array}$$

Subtraction

$$\begin{array}{l} 17 - 6 = 11 \\ 47 - 32 = 15 \end{array}$$

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

a)

27

34

7

$$\begin{array}{l} \square + \square = \square \\ \square + \square = \square \\ \square - \square = \square \\ \square - \square = \square \end{array}$$

b)

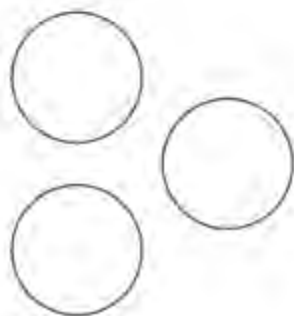
16

39

55

$$\begin{array}{l} \square + \square = \square \\ \square + \square = \square \\ \square - \square = \square \\ \square - \square = \square \end{array}$$

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 6 - Tuesday - Other KLA

### DEAR - Drop Everything And Read!

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

### Wellbeing - Father's Day Appreciation

Father's Day is all about appreciating a male figure in your life who cares about you and loves you a lot! This special male might be your dad, your pop, your uncle, your step dad or anyone else close to you. On Father's Day, we get to say a big THANK YOU to our special person... we might give them a big hug, write them a card or they may even be lucky enough to receive some breakfast in bed!



#### Your Task:

Today, you will be describing that very special male in your life. You will use **one adjective** and **one noun** to finish the statements below.

For example: 'as silly as a **playful monkey** ' OR 'as kind as a **beautiful rainbow**'

The special male in my life is \_\_\_\_\_

He is as silly as \_\_\_\_\_

He is as funny as \_\_\_\_\_

He is as clever as \_\_\_\_\_

He is as kind as \_\_\_\_\_

He is as strong as \_\_\_\_\_

He is as loving as \_\_\_\_\_

#### Success Criteria:

I can appreciate the special male in my life



Teacher recognition

Wednesday 25th August 2021  
Day 7 - English

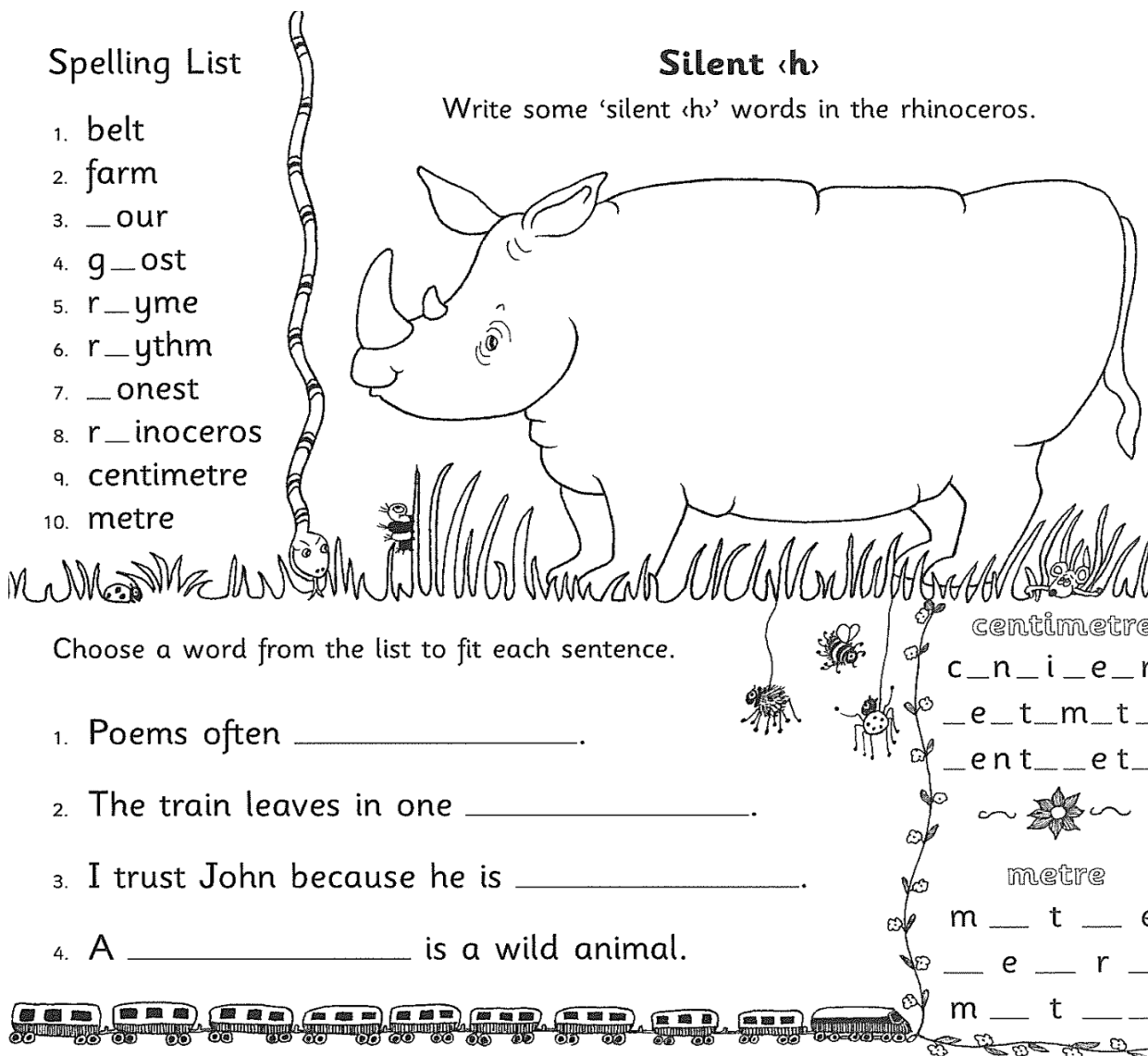
Spelling - Complete the Silent 'h' spelling sheet

Spelling List

1. belt
2. farm
3. \_our
4. g\_ost
5. r\_yme
6. r\_ythm
7. \_onest
8. r\_inoceros
9. centimetre
10. metre

Silent <h>

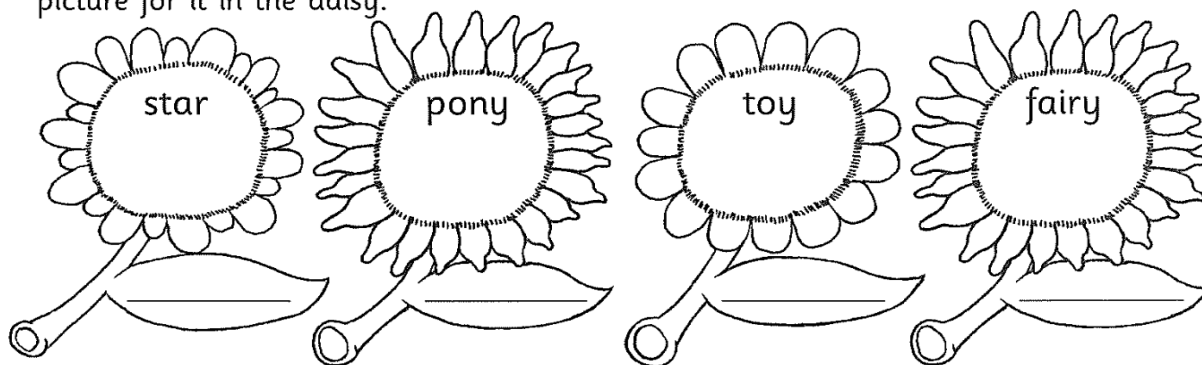
Write some 'silent <h>' words in the rhinoceros.



Choose a word from the list to fit each sentence.

1. Poems often \_\_\_\_\_.
2. The train leaves in one \_\_\_\_\_.
3. I trust John because he is \_\_\_\_\_.
4. A \_\_\_\_\_ is a wild animal.

Each daisy has a noun in it. Write the plural of each noun on the leaf, and draw a picture for it in the daisy.



Spelling sheet 25 (GH2)

Success Criteria:

I have used my knowledge of the Silent 'h' to complete my spelling worksheet



Teacher Recognition:

## Handwriting:

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

A handwriting practice sheet for the letter 'i'. It features four columns of three-lined guides (top solid, middle dashed, bottom solid). The first column contains ten slanted lines for tracing. The second column contains ten dots for starting the letter. The third column shows the phrase 'Ice and idea start with an i.' written in cursive. The fourth column shows the words 'Ice idea Ice idea' written in cursive. The fifth column shows the phrase 'Ice starts with an' written in cursive. In the top right corner, there is a small drawing of an ice cream cone and a 'teachstarter' logo.

### Success Criteria:

I have formed my upper and lower case 'i' 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. 😊 😊



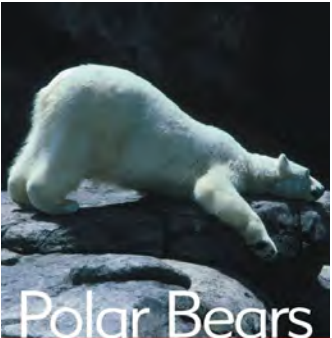

**Reading Eggspress:** Select the 'English Skills' icon and complete the next lesson.

Name of lesson I completed

\_\_\_\_\_








## Reading - Questioning

 <p>What Do I Need?</p>	<p>Head onto Reading Eggs, navigate to 'Library' and <u>search for one of these two texts to focus on.</u></p> <p>Read the text <u>twice</u>. Locate the 'Quiz' icon in the top right hand corner as pictured here.</p>  <p>Complete the 'Book Quiz' for your chosen text.</p>	 <p>Polar Bears</p>
<p><b>Success Criteria:</b> I can answer questions accurately from the text.</p> 		<p><b>Teacher Recognition</b></p>

## Writing - Procedure Texts

Select one of the activities below to complete.

<p><b>Activity A:</b></p> <p>With a parent or older sibling, read the procedure text 'How To Make a Milkshake' on the following page. Cut and paste the different parts of the procedure text in the correct order. Colour the pictures.</p>	<p><b>Success Criteria:</b></p> <p>I have used pictures to <b>sequence the steps</b> to make a milkshake.</p> 
<p><b>Activity B:</b></p> <p>Using the 'How To Make a Milkshake' cut &amp; paste worksheet as a guide, design your own ultimate milkshake. What flavour is it? What toppings would you add? Draw a picture with labels. Write a procedure for how to make your ultimate milkshake. You may use the 'My Procedure Plan' worksheet on the following page.</p> <p>Remember to use <b>common nouns</b> throughout your procedure and <b>action verbs</b> to begin each step in your method. Follow your procedure to check your success and post a picture of your result to Google Classroom!</p>	<p><b>Success Criteria:</b></p> <p>I have written <b>three or four sentences</b> about how to make my ultimate milkshake.</p>  <p>I have used an <b>action verb</b> to begin each step.</p> 
<p><b>Activity C:</b></p> <p>Design your own ultimate milkshake. Using the 'My Procedure Plan' scaffold on the following page, write your procedure text for how to make your ultimate milkshake. What flavour is it? What toppings would you add? Remember to include a <b>title and subheadings</b>, a <b>range of nouns and verbs</b> throughout your text and <b>adverbs to begin each step of your method</b>. Follow your procedure to check your success and post a picture of your result to Google Classroom!</p>	<p><b>Success Criteria:</b></p> <p>I have written at least <b>five or six sentences</b> about how to make a milkshake.</p>  <p>I have included <b>verbs and adverbs</b> to begin each step in my method.</p> <p>I have included an <b>ingredients/equipment list</b> and <b>method</b>.</p> 

# How to Make a Milkshake

1. Measure 1 cup of cold milk. Add this to a blender.

6. Add a swirl of whipped cream to the top of your milkshake. Enjoy!

3. Measure 1 teaspoon of your favourite flavoured topping. Add this to the blender.

2. Add two large scoops of ice cream to the milk.

4. Blend the ingredients for at least one minute. Check that there are no lumps.

5. Carefully pour your milkshake into a tall glass.

## Method

## Ingredients

1 cup of milk  
2 scoops of ice cream  
1 teaspoon of your favourite flavoured topping  
Whipped cream



## My Procedure Plan

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



## Things You Need:

*What ingredients and equipment do you need? Remember to use dot points.*

- 
- 
- 
- 

## Steps

*How will you make it? Put your steps in order.*

[illegible]

# Day 7 - Mathematics

## Number of the Day - 777

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 -

\_\_\_\_\_

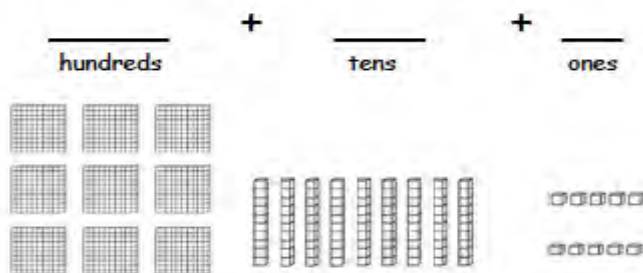
Round to the nearest 100

\_\_\_\_\_

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 777 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?

How many sides are there on the following shape?

Trapezium

3



4



5



6



8



Working out - Transformation step



## Dividing using Sharing

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

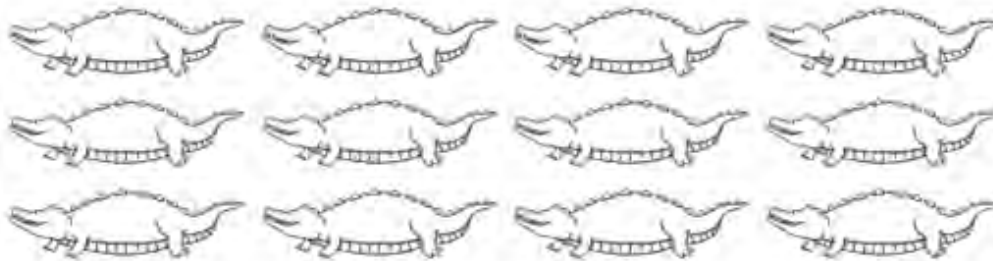


2. Jordan and Chang Song want to share the sweets equally. How many sweets will they each have?

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

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

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



4. Share the crocodiles equally between the children below:

Eric	Hassan	Anya	Kayleigh

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

### Success Criteria

I can represent division by equally sharing collections.



### Teacher recognition

## Day 7 - Other KLA

### DEAR - Drop Everything And Read!

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

### Library



I watched Mrs Rau reading 'The Invisible String' on Google Classroom ☐ tick



Head over to Google Classroom and watch Mrs Rau's video titled 'Library Lesson- The Invisible String'. Today, you will listen to a story and draw the people your invisible string is attached to or write a letter to someone you are missing to brighten their day.

All you'll need for this activity is a piece of paper and coloured pencils!

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

#### Success Criteria

I can draw a picture of the people my invisible string is attached to. 😊😊

I can write a letter to someone I am missing. 😊😊

Teacher  
recognition



Thursday 26th August 2021  
Day 8 - English

Sentence A Day

Using the lines below, rewrite the sentence using correct punctuation and spelling. 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**.

im brewing ap a gooey chewy Stew with that fta wombat replied dnigo

**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.

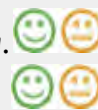
**Adjectives** are describing words that give more detail about the noun. Examples: shiny, brown, funny.

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

Success Criteria:

I have written a sentence with correct punctuation and spelling.

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 - Fluency



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

Today you will be engaging in some 'Fluency - Move and Groove' activities!

Read your selected text once.  
Then, reread your text twice using the 'Voice of the Day' and 'Movement of the Day'.



**Success Criteria:** I can use the 'Voice and Movement of the Day' to practise reading with fluency.



**Teacher Recognition**

### Voice of the Day!



### Movement of the Day!





## Writing - Procedure

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

Search on YouTube 'Fruit Salad Recipe Video for Kids: Fruit Hedgehog' OR use the following link: <https://www.youtube.com/watch?v=yxoItP-a5D0>



### **Activity A:**

Using the above clip as inspiration, create your own fruit hedgehog or a procedure of your choice on how to do or make something.

Take photos, draw pictures or act out your chosen procedure topic to a parent or sibling. Upload to Google Classroom.

### **Success Criteria:**

I can use **pictures or dramatic movement** to show a sequence of steps.



### **Activity B:**

Using the above clip as inspiration, create your own fruit hedgehog and write a procedure text or write your own procedure text on how to do or make something of your choice. Use the 'Informative Texts Procedure Planning Template' as a scaffold.

Draw an illustration of each step along the way. Video or take photos of yourself following your procedure and upload to Google Classroom!

### **Success Criteria:**

I have written at least **three or four sentences** about how to do or make something.



I have used an **action verb** to begin each step.



### **Activity C:**

Using the above clip as inspiration, create your own fruit hedgehog and write a procedure text or write your own procedure text on how to do or make something of your choice. Remember to include a **Title, Equipment/Ingredients list and Steps/Method**.

Video or take photos of yourself following your procedure and upload your final result to Google Classroom!

### **Success Criteria:**

I have written at least **five or six sentences** about how to do or make something.



I have included a **heading** and **subheadings** to organise my writing.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Goal** \_\_\_\_\_

**Materials/Ingredients/Equipment** (List the items that you need for your procedure.)

[illegible]

Steps (Write the steps of your procedure in sequential order.)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.

**Illustration** (Draw a visual representation of your procedure.)

--

# Day 8 - Mathematics

## Number of the Day - 345

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 -

\_\_\_\_\_

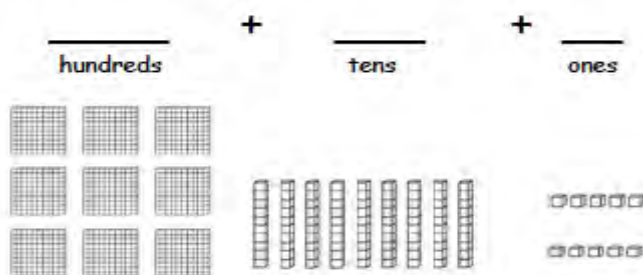
Round to the nearest 100

\_\_\_\_\_

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 345 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?

How many sides are there on the following shape?

Pentagon

3



4



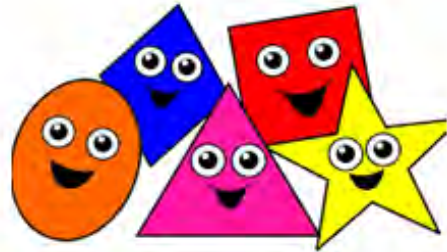
5



6



8



Working out - Transformation step

### Success Criteria

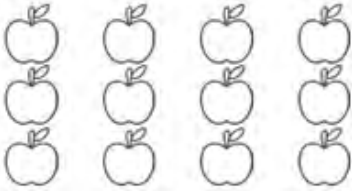





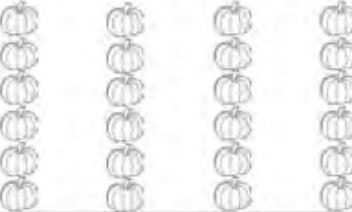


I used Newman's prompts to work out the problem.



### Teacher Recognition

Division Using Arrays

Write two division sentences for each array.  
The first one has been done for you.

		
<div>12 ÷ 4 = 3 12 ÷ 3 = 4</div>		
		
		

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

Success Criteria

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

Teacher recognition



## Day 8 - Other KLA

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

### Visual Arts- Father's Day Craft!



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 Hand Craft'.

Today you will be creating an awesome Father's Day hand artwork for a very special male in your life.

All you will need for this activity is:

- two pieces of paper
- one lead pencil
- a rubber
- a glue stick
- some coloured pencils, crayons or textas
- and... YOUR hand!

Miss Mulock will be showing you how to make three different designs, you can always fast forward the video to the design that you want to create.

#### Success Criteria

I can follow instructions to create a Father's Day hand artwork



#### Teacher recognition

# Friday 27th August 2021

## Day 9 - English



I watched Mrs Wrights 'Word Webs Grammar Video' on Google Classroom

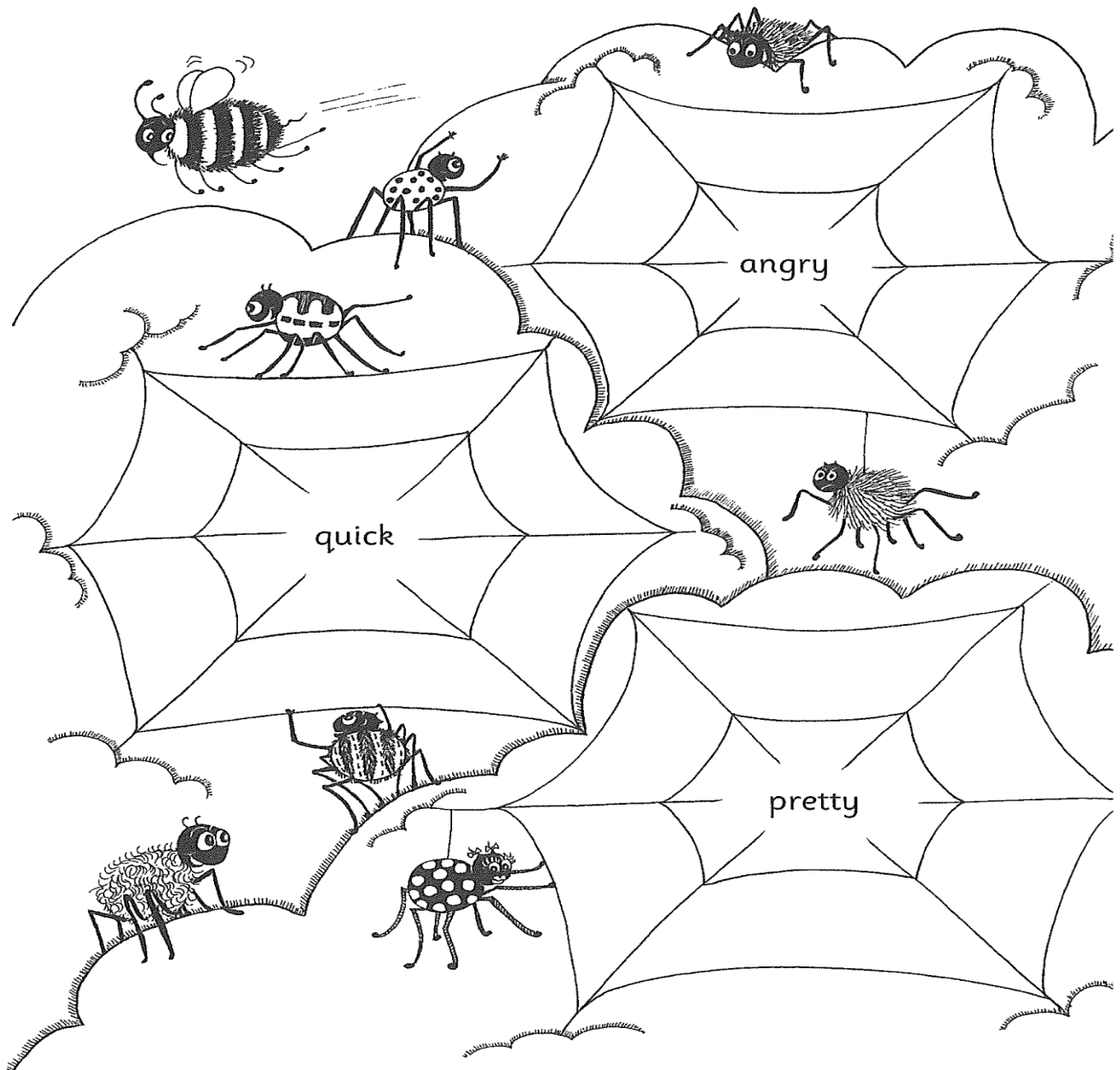
tick ☐

### Grammar - Complete the Word Webs grammar sheet

Write words in the Word Webs that have similar meanings - 'synonyms'. You can use a thesaurus to help you add words to the Word Web. Examples for 'angry': furious, annoyed

#### Word Webs

In the spaces of each word web, write words which could be used instead of the word in the middle.



Grammar sheet 25 (GH2)

**Success Criteria:** I have used my knowledge of a thesaurus and similar meanings of words - synonyms to complete the worksheet. 😊😊

**Teacher Recognition:**

## Optional: Reading Eggs or Reading Eggspress

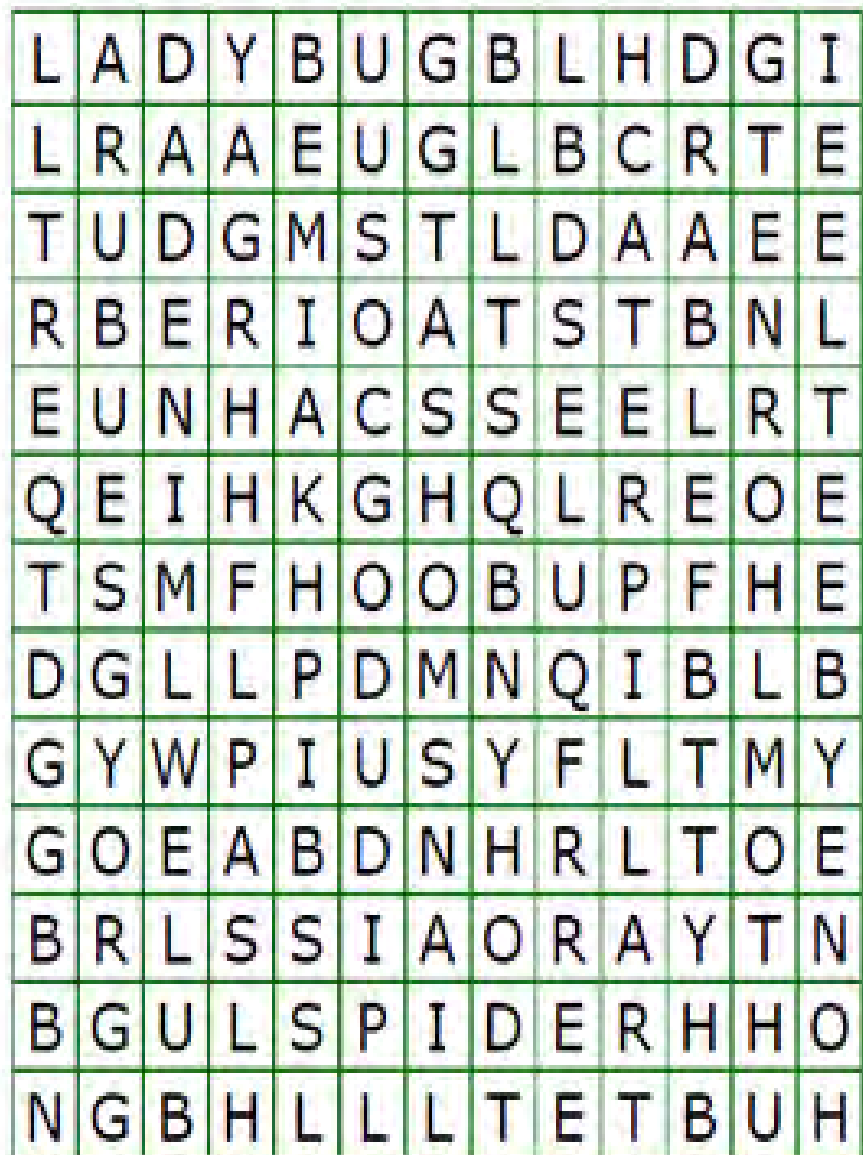
**Reading Eggs:** Complete 15 minutes of Reading Eggs Maps and Lessons.

I completed 15 minutes of Reading Eggs. 😊 😊

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

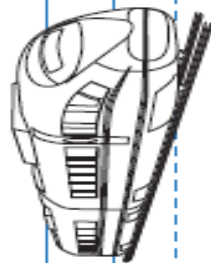
## Optional: Complete the 'Bug' word search.

ANT  
BEETLE  
BLACKFLY  
BUMBLE BEE  
DRAGONFLY  
CATERPILLAR  
BUTTERFLY  
GRASSHOPPER  
HONEY BEE  
HORNET  
LADYBUG  
MOSQUITO  
MOTH  
SLUG  
SNAIL  
SPIDER  
WASP



## Handwriting

Using a sharp, lead pencil, complete the handwriting worksheet for the letter 't'.



**Success Criteria:** 😊 😊

I have formed my upper and lower case 't' letters correctly.

**Teacher Recognition**

## Reading - Fluency

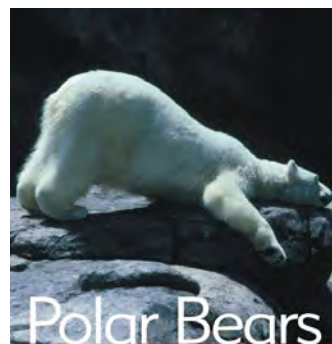


What Do I Need?

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

Today you will be engaging in some 'Fluency - Move and Groove' activities!

Read your selected text once. Then, reread your text twice using the 'Voice of the Day' and 'Movement of the Day'.



Polar Bears

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



**Teacher Recognition**

### Voice of the Day!



### Movement of the Day!















## Writing - Free Writing



Select one of the activities below. Use the picture stimulus on the following page as ideas to write a procedure about how to do, build, make or play something.



<p><b>Activity A</b> Write <b>2-3 sentences</b> on a procedure topic of your choice.</p>	<p>I have written at least <b>2 sentences</b> that make sense.</p>  
<p><b>Activity B</b> Write <b>4-5 sentences</b> on a procedure topic of your choice. Remember to use an <b>action verb</b> at the beginning of each step.</p>	<p>I can write <b>4-5 sentences</b> that make sense.</p>   <p>I can use an <b>action verb</b> at the beginning of each step in the method.</p>  
<p><b>Activity C</b> Use a <b>title and subheadings</b> to write a complete procedural text. Remember to use a <b>range of common nouns, as well as action verbs and adverbs</b> at the beginning of each step.</p>	<p>I can write at least <b>6-8 sentences</b> that make sense.</p>   <p>I can use the <b>subheadings</b> 'Equipment/Ingredients' and 'Steps/Method' to organise my writing into <b>paragraphs</b>.</p>  

# Free Writing

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

## Procedure Text Topic Cards

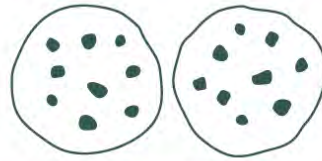
How to Make Your Bed



 teachstarter

## Procedure Text Topic Cards

How to Make Cookies



 teachstarter

## Procedure Text Topic Cards

How to Wash Your Dog



 teachstarter

## Procedure Text Topic Cards

How to Make a Friend



 teachstarter

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[illegible]

## Day 9 - Mathematics

### Number of the Day - 510

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 -

\_\_\_\_\_

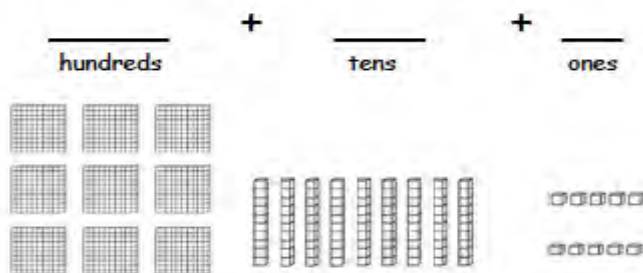
Round to the nearest 100

\_\_\_\_\_

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 510 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?

How many sides are there on the following shape?

Hexagon

3



4



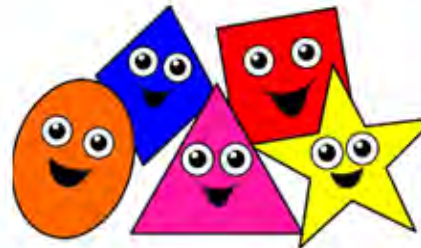
5



6



8



Working out - Transformation step

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



**Teacher Recognition**



# Telling the Time

Write the digital time shown on each clock.



8:00



:



:



:



:



:



:



:



:



:



:



:

## Success Criteria

I can interpret clock faces as represented by digital times of o'clock and half past



## Teacher recognition

## Day 9 - Other KLA

### DEAR - Drop Everything And Read!

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

### Wellbeing - The Paralympics



Paralympic athletes need to train very hard to reach their goals. They proudly represent their countries in a variety of sports. What strengths or characteristics do you think they need to achieve their goals?

Choose an athlete or athletes and design a poster or do a report about them.

Include what sport they do, how long they have done this sport, how long have they competed in it, how many hours a day do they need to train. Remember to list what strengths and characteristics they have. You might want to add what

their day would look like: time they get up, how much training do they do, what they eat, etc. You could also include what other sports are in the Paralympic Games.

Here are some resources that might help:

<https://www.paralympic.org.au/athletes/>

<https://www.timeanddate.com/events/summer-paralympic-games.html>

Once you have finished your poster/report you might like to share it in Google Classrooms

#### Success Criteria:

I thought of more than 6 characteristics.

I created a poster or report about my

Paralympic Athlete



#### Teacher recognition

**Monday 30th August 2021**  
**Day 10 - English**

**Spelling Test**

	<b>Success Criteria:</b> I have used my knowledge of Silent 'h' to spell the words from 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: \_\_\_\_\_

## Writing: Recount

**Choose Activity A, B or C below. Write a recount about your weekend.**

### Activity A

Write 3-4 sentences about something you did.

#### Success Criteria:

I can write 3-4 sentences that make sense.



I can include three adjectives to make my recount interesting.



I can use capital letters and full stops correctly.



Teacher Recognition

### Activity B

Write about something that you did over the weekend. Connect your ideas using time-connective words such as 'Firstly', 'After that', 'Next' and 'Finally'.

#### Success Criteria:

I can write 6-8 sentences that make sense.



I can include five adjectives to make my recount interesting.



I can use time connectives to sequence my ideas.



Teacher Recognition

### Activity C

Write **3 to 4 paragraphs** about your weekend with 2-3 sentences in each paragraph. Connect your paragraphs using time connective words such as 'Firstly', 'After that', 'Next' and 'Finally'.

#### Success Criteria:

I can include at least six interesting adjectives in my writing.



I can use time connective words to sequence my ideas.



I have grouped my ideas into 3-4 paragraphs.



Teacher Recognition

[illegible]



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

## Tricky Words - Roll a Graph



# Tricky Words

## Roll a Graph

**Instructions:**

Roll two six-sided dice and add them up.  
Find the number below and say that tricky  
word out loud. If you get the word correct,  
colour in the square above it.

For an added challenge, you may like to spell the word aloud rather than simply reading it.

Number of times tricky word rolled and read correctly.

[illegible]

# Day 10 - Mathematics

## Number of the Day - 989

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 -

\_\_\_\_\_

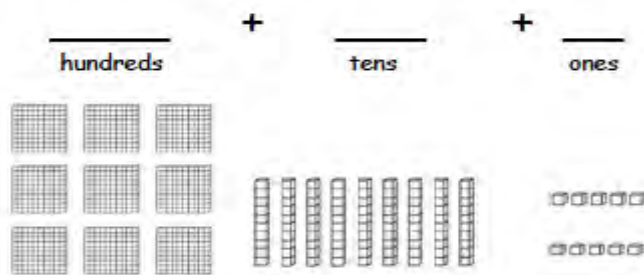
Round to the nearest 100

\_\_\_\_\_

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 989 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?

How many sides are there on the following shape?

Octagon

3



4



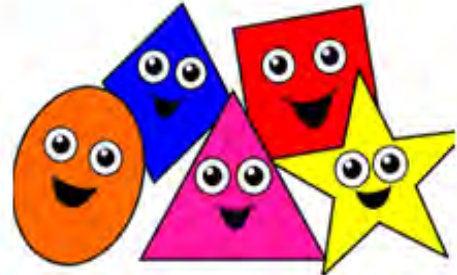
5



6



8



Working out - Transformation step

### Success Criteria

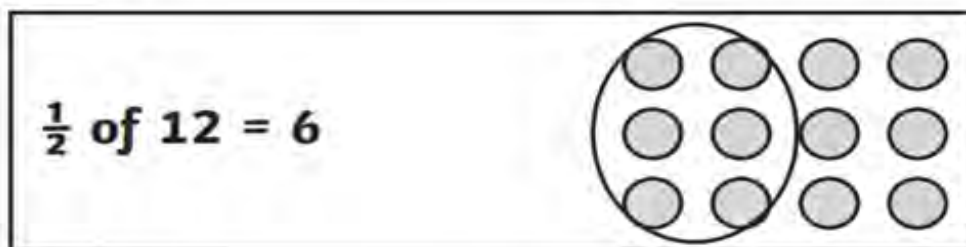
I used Newman's prompts to work out the problem.



### Teacher Recognition

## Halves and Quarters Fractions

Find the fractions of these numbers. Draw pictures to show your thinking.  
Here is an example:



Now it's your turn!

$\frac{1}{2} \text{ of } 8 =$

$\frac{1}{2} \text{ of } 14 =$

$\frac{1}{4} \text{ of } 12 =$

$\frac{1}{2} \text{ of } 18 =$

$\frac{1}{4} \text{ of } 24 =$

$\frac{1}{4} \text{ of } 32 =$

$\frac{1}{4} \text{ of } 20 =$

$\frac{1}{2} \text{ of } 24 =$

### Success Criteria

I can recognise fractions of collections and represent my thinking with appropriate illustrations. 😊😊

### Teacher recognition



## Day 10 - Monday - Other KLA

### DEAR - Drop Everything And Read!

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

### PDHPE



I played Miss Kinnish's 'Alphabet Exercise' video on Google Classroom

tick ☐

Head over to Google Classroom and watch Miss Kinnish's 'Alphabet Exercise' video to understand each exercise. Using the alphabet below, spell out your full name by completing the exercises. Challenge yourself by adding your middle name.

## ALPHABET EXERCISE

- |                               |                             |
|-------------------------------|-----------------------------|
| <b>A</b> 15 Star jumps        | <b>N</b> 10 Sit-ups         |
| <b>B</b> 10 Arm rolls         | <b>O</b> 10 Butt kicks      |
| <b>C</b> 5 Squats             | <b>P</b> 10 Crunches        |
| <b>D</b> 5 Burpees            | <b>Q</b> 15 Star jumps      |
| <b>E</b> 10 High knees        | <b>R</b> 8 Tuck jumps       |
| <b>F</b> 10 Lunges            | <b>S</b> 10 Ice skaters     |
| <b>G</b> 8 Frog leaps         | <b>T</b> Jog on the spot    |
| <b>H</b> 3 Cartwheels         | <b>U</b> Sprint on the spot |
| <b>I</b> 5 Push-ups           | <b>V</b> 5 Squats           |
| <b>J</b> 15 Toe touches       | <b>W</b> 5 Push-ups         |
| <b>K</b> 20 Second plank      | <b>X</b> 10 Side shuffles   |
| <b>L</b> 15 Mountain climbers | <b>Y</b> 3 Cartwheels       |
| <b>M</b> 30 second wall sit   | <b>Z</b> 10 High knees      |

#### Success Criteria:

I can spell out my name and complete the correct exercises



#### Teacher recognition

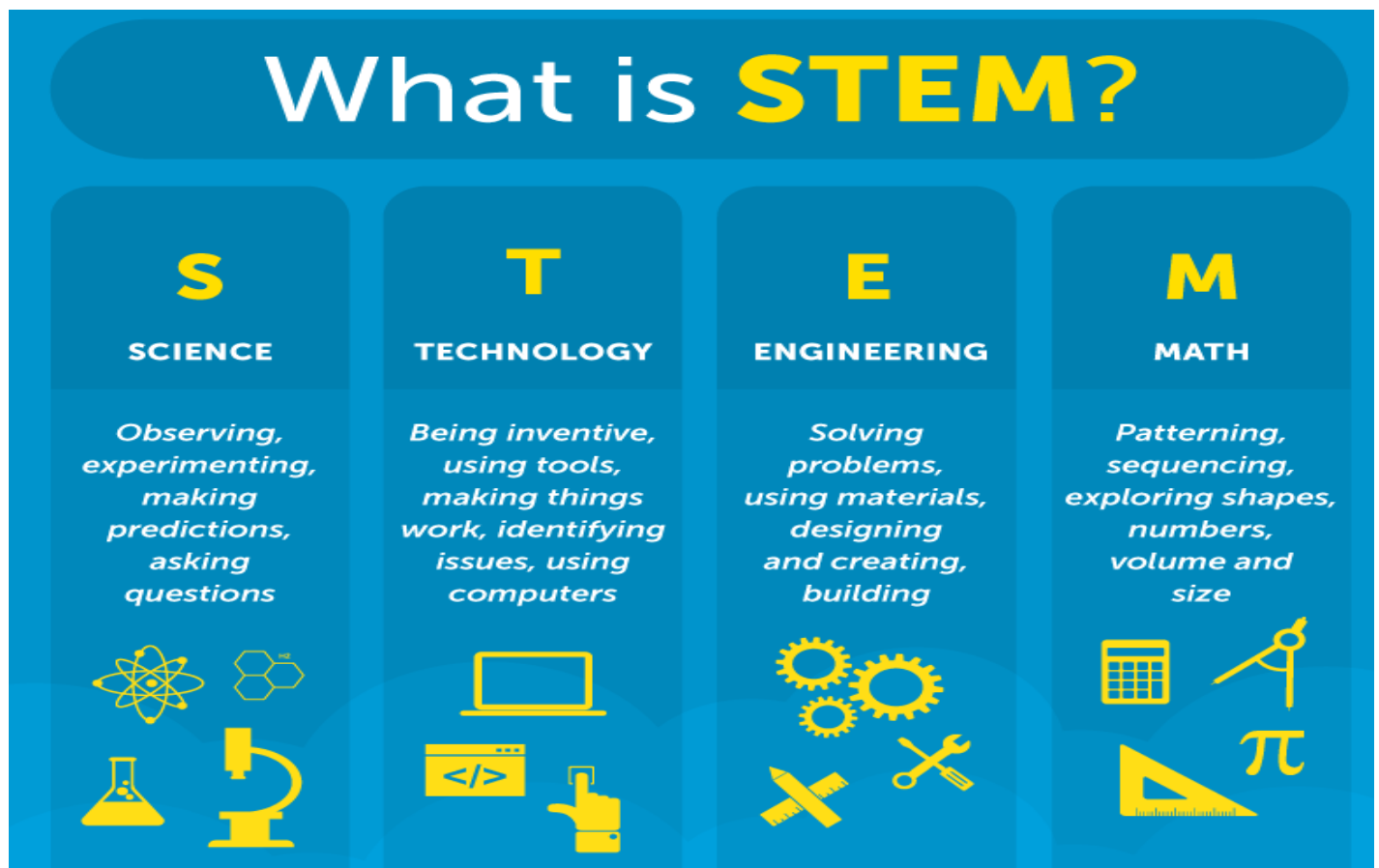


## STEM

Today you will undertake a **STEM** project!

### What is STEM?

**STEM** stands for science, technology, engineering, and mathematics. Within these learning areas, STEM cultivates critical thinking, problem solving and creativity.



For your STEM project, you will learn about **vehicles and how they move**. You will design your own vehicle that could be used to deliver a small parcel to a neighbour.

## Activity 1

Listen to the following story:

The Most Magnificent Thing by Ashley Spires

[https://www.youtube.com/watch?v=Sj6MAmeDh7k&ab\\_channel=ReadingRhinos](https://www.youtube.com/watch?v=Sj6MAmeDh7k&ab_channel=ReadingRhinos)

After listening, think about the girl in the story. There is a difference between how the girl looks on the outside and how she feels on the inside.

How someone feels is on the inside and can't be seen. These are **emotions**. How someone acts can be seen in his or her personality. These are their **traits**. How someone looks can only be seen on the outside. This is their **appearance**.

Using the table on the next page, copy the words below that describe the girl's appearance, traits and emotions into the correct columns.

pigtails	happy	frustrated	hard-working
friendly	mad	persistent	inventive
loyal	two front teeth	brown hair	irritated
red dress	intelligent	smiling	freckles

Appearance	Traits	Emotions

<b>Success Criteria</b> I can tell the difference between someone's appearance, traits and emotions 😊 😐	<b>Teacher recognition</b>
---	----------------------------

## Activity 2

**What have you made or designed?**

In the story, 'The Most Magnificent Thing', the girl makes things:

'She knows just how it will look. She knows just how it will work. All she has to do is make it, and she makes things all the time. Easy-peasy!'

In the box below, draw a picture (diagram) of something that you have made. Finish the sentence by naming and describing what it was, then label the materials you used.

What I have made or designed

This is my \_\_\_\_\_. It has \_\_\_\_\_.

It is made from \_\_\_\_\_.

### Success Criteria

I can draw and label a diagram



### Teacher Recognition

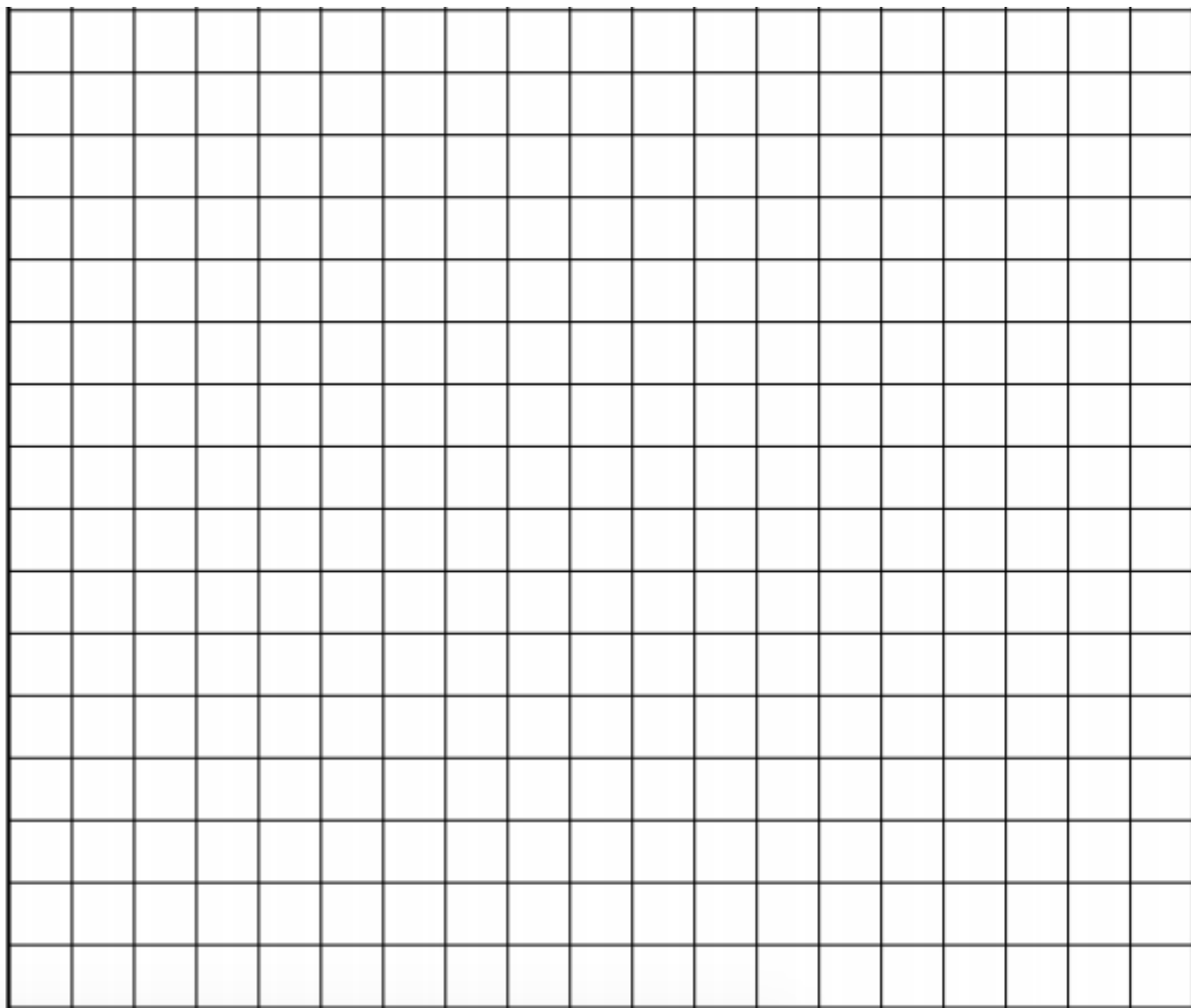
## Activity 3

### Using 2D shapes

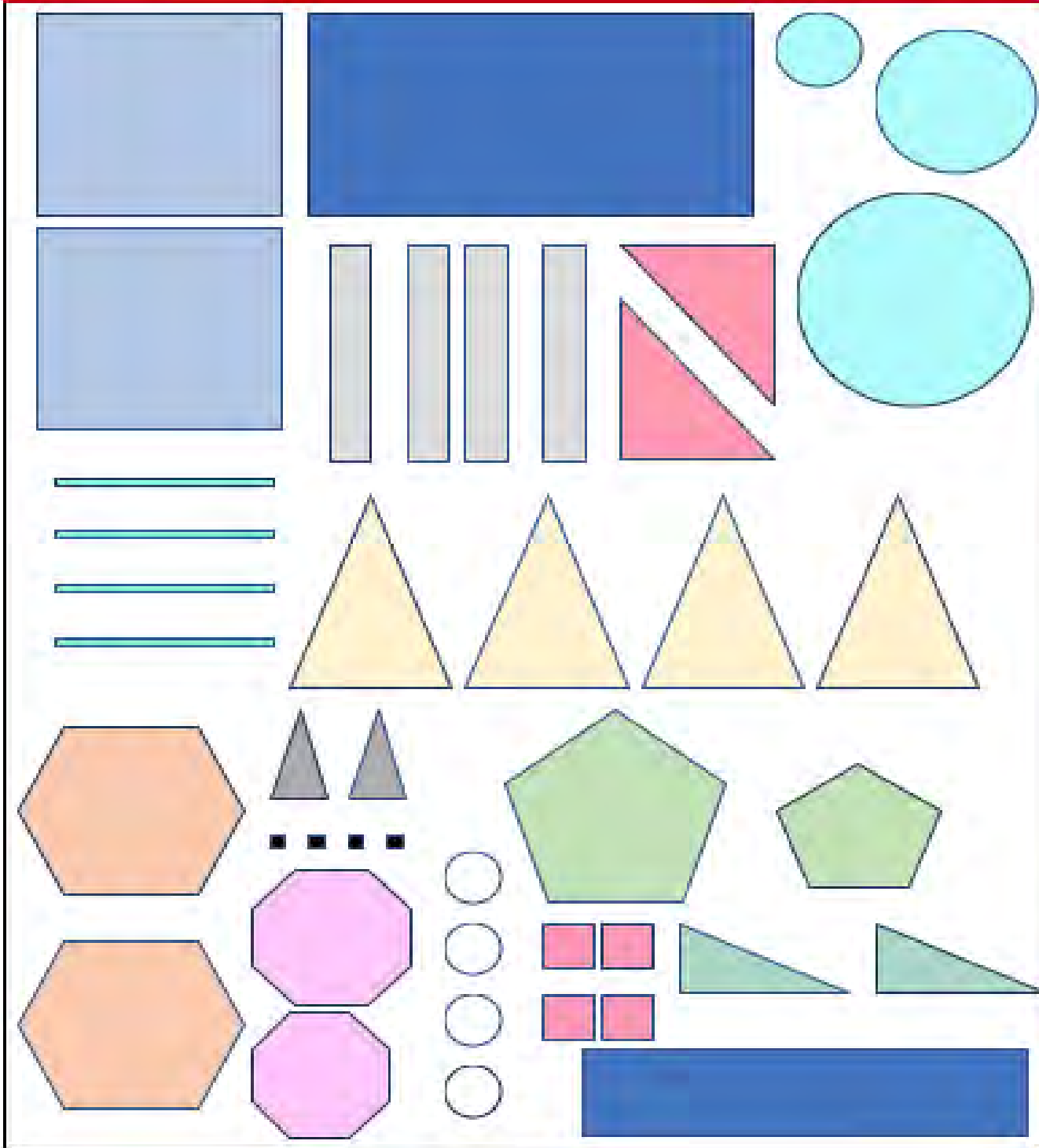
Think about the illustrations in "The Most Magnificent Thing" (if you need to read the text again, follow the link above). What do you notice about the setting? What shapes can you see?

Now focus on the dog. What 2D shapes have been used for the ears, eyes, nose and mouth?

In the grid below, use the 2D shapes on the following page to create your own dog for the story. You can move shapes around, combine and layer shapes, and make them different sizes.



## 2D shapes



### Success Criteria

I can name and use 2D shapes to create illustrations



### Teacher Recognition



## Activity 4

### 3D Objects

Think about the girl's inventions in 'The Most Magnificent Thing' (if you need to read the text again, follow the link above).

What can you tell about the shapes? Are they regular 3D objects? Why do you think the author has used such unusual shapes?

Using the reference pictures below, identify 3D objects around your home. Draw or take photograph of them to paste into the table on the following page.

### 3D Objects



Rectangular  
Prism



Sphere



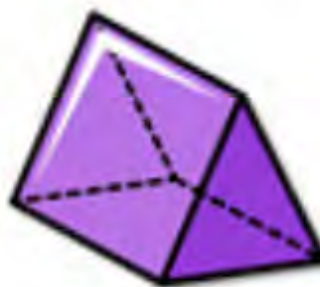
Cube



Cone




Pyramid



Triangular  
Prism



Cylinder

Cones	Cylinders	Cubes	Prisms	Spheres
<b>Success Criteria</b>				
I can identify 3D objects			<b>Teacher Recognition</b>	

## Activity 5

Now think back to your project task: **You will design your own vehicle that could be used to deliver a small parcel to a neighbour.**

**Think about and research the following questions:**

- What is a vehicle?
- What is a parcel?
- What does it mean to deliver a parcel? What could the parcel be?
- Where would the vehicle have to go to carry the parcel safely to your neighbour?

Knowing that your vehicle must move **AND** carry a parcel, quickly think of, draw and label **three different** designs for your vehicle below. Think about what shapes you might want to use and why they could be suitable.

Idea 1

Idea 2

Idea 3

You are now up to the final stage of your project - building a prototype of your vehicle!

Choose your best idea and use any materials you can find in your home such as cardboard boxes, paper, cylinders, tape, glue, pipe cleaners, materials, and empty bottles to create your vehicle. The most important thing to remember is that your vehicle **must move and carry a parcel**. Think of **2D shapes** and **3D objects** that could be useful for your design.

Don't forget to decorate your vehicle and upload a picture to *Google Classroom*!

## My prototype

Draw an illustration or glue a photograph of your prototype here.



### Success Criteria

I can use 2D shapes and 3D objects to design, build and illustrate a vehicle



### Teacher Recognition