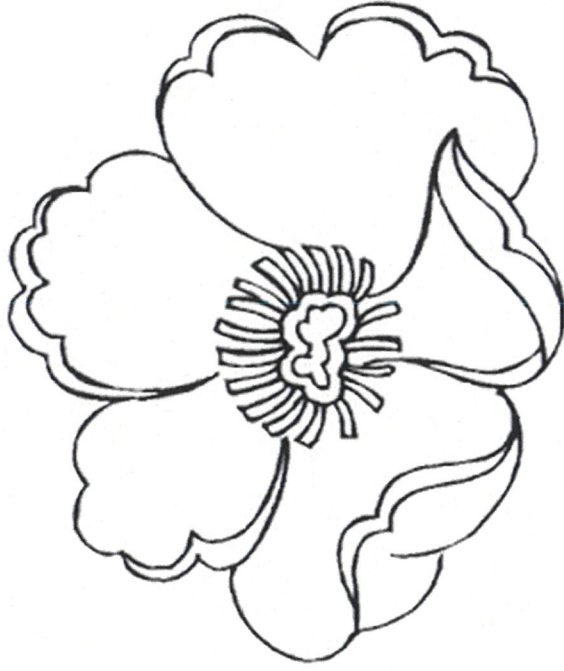




Cambridge Gardens Public School

Weekly Learning Plan - Year Two

Unit 4



Lest We

Forget

Name: _____

Teaching and Learning Continuity Plan – Unit 4

Dear Parents and Caregivers,

28th April 2020

We hope you've had a restful break and have enjoyed spending some quality time with your immediate family. We are continually amazed by the efforts and work that our students are producing. The conversations, photos and videos from our students give us great joy during this extremely difficult time. We would like to thank you again for supporting and assisting your child with remote learning. Please also remember that you can only do your best and we will continue to work together to achieve the best result we can.

This continued partnership ensures that we are able to support our students through this remote learning process, which may continue for an extended period of time as Mr. Wynn mentioned in his newsletter address last term. As a result, we have continued compiling units of work with the Unit 4 Teaching and Learning package attached. We will continue to communicate to parents on a weekly basis using our school email system, Google Classroom, Facebook and the School Webpage.

A member of our school staff will be available for questions and feedback each day for all grades. Please be mindful that the school has only limited phone lines available to use, so please be fair and limit your questions to allow all parents access to this provision. Please ask to speak to one of our Assistant Principals. We would also like you to consider that we have a reduced number of staff on site and ask that you understand this when making contact.

Stage 1 Unit 4 Information

The Unit 4 booklet includes:

- A Weekly Learning Plan – this is effectively a timetable that outlines daily learning activities that would be completed throughout the course of a week.
- A Learning Environment Checklist that will enable you to set up the best possible environment for your child.
- Following these items will be each day's activities in order. There is space for your child to complete these activities in the booklet only.
- Under most daily activities will be a Success Criteria for your child to complete. This will also be the space for teacher recognition.
- At the end of each day, there is a reflection for students and a section for Parents/Caregiver's to sign stating they are happy with the amount of work completed.
- Stage 1 teachers have set two Mathletics learning tasks and one Reading Eggs lesson to be completed daily. Please don't feel restricted to only completing these set tasks if students would like to complete more activities. If you don't have the passwords for your child please respond to the school emails about Mathletics and Reading Eggs passwords.
- Guided reading books are available through the Reading Egg's program in the Library section.
- Google classroom contains the videos mentioned in the teaching and learning framework for students to view to help them with their learning.
- We have added a fast finishers table at the end of the booklet with extra activities for students who would like to engage in additional tasks.

Cambridge Gardens Public School

Innovation, Excellence, Connections & Fun

Weekly Learning Booklets are due on a Monday

At this stage we are anticipating that this form of learning may continue well into Term 2 and have made the following arrangements for Stage 1.

- For Term 2, Stage 1 booklets will continue to be due to either the front office, via email or Google Classroom on a **Monday** each week. This will also be the time that the following week's booklet will be uploaded on Google Classroom, collected and/or emailed home.
- **Unit 4 will be due on Week 2 Monday the 4th May.**
- Please ensure your child's name and class is on the front cover of the booklet.
- Each Stage will have their booklets collected and distributed on different days, as we wish to be as mindful of social distancing.
- If you are returning your work via email, the subject line must be **Mr Wood** only. You must include your child's name and class in the body of the email. This will ensure that your child's work will be forwarded to the right teacher to provide recognition of work. The school's email address is cambridgeg-p.school@det.nsw.edu.au
- For returned student work via email, teacher recognition will be provided back via email.
- For returned student work via the front office, teacher recognition will be provided in a timely manner. This can be collected with the new weekly booklet.

Google Classroom

- Teachers are creating learning activities/videos, which will be placed on our Google Classrooms platform. This will link to this unit of work.
- A video has been placed on the school Facebook page and a 'how to' document has been included at the back of each student's Unit 4 booklet.
- Students will need a joining code, which is outlined below. Please only join the grade that your child is in. Any child joining the incorrect classroom will be deleted and need to rejoin the correct class. If you're having difficulty joining your class and cannot access the videos please contact the school for additional options such as dropping off a USB for us to copy the videos on.
- If parents have any questions please contact Mr. Wood or Mr. Hunter by phone or the school email. If you need your child's student portal login please email the school.

Joining Codes: Year 1 – c3lpj4f

Year 2 – be6r46f

Please be aware that over the coming period, the type, style and delivery of work to students will develop and change. We would like to thank all of our fantastic students and families for their support, patience and kindness.

Wishing you all health and happiness.

Stage 1 Teachers

Mr. Wood, Mrs. Williams, Mrs. Rau, Mrs. Smith, Miss Vella, Miss Ryle, Miss Fry and Miss Bates

Cambridge Gardens PS Learning Plan – Year 2

Unit 4

Last Day of School Holidays	Tuesday	Wednesday	Thursday	Friday
<p>Morning</p>	<p><u>English</u></p> <p><u>Spelling</u> Refer to spelling list provided. Write out spelling words and create some sentences.</p> <p><i>Optional: Watch Mr Wood's spelling video on Google classroom to help you learn your spelling sound for the week.</i></p> <p><u>Reading</u> Read a book from the Reading Eggs Library. Complete a retell of the book either verbally or written.</p> <p><u>Writing</u> What did you do in the holidays? Try and include who, when, where, why, what.</p> <p><u>Handwriting</u> With a sharp, lead pencil complete the worksheet</p>	<p><u>English</u></p> <p><u>Jolly Spelling</u> Complete Jolly Spelling sheet.</p> <p>Complete Tricky Word Activity Sheet 1.</p> <p><u>Reading</u> Students are to complete one Reading Eggs activity.</p> <p><u>Sentence A Day</u> Using the sentence provided underline the nouns in black, verbs in red and adjectives in blue.</p> <p><i>Optional: Watch Miss Vella's Sentence a Day video on Google Classroom to help you parse your sentence today.</i></p> <p><u>Writing</u></p>	<p><u>English</u></p> <p><u>Jolly Grammar</u> Complete Jolly Grammar sheet.</p> <p><i>Optional: Watch Mrs Rau's Jolly Grammar video on Google Classroom to help you with your grammar activity today.</i></p> <p><u>Reading</u> Students are to complete one Reading Eggs activity.</p> <p>Read a book from the Reading Eggs Library.</p> <p><u>Sentence A Day</u> Use the sentence provided to underline the nouns in black, verbs in red and adjectives in blue.</p> <p><u>Writing</u> Use the prompt 'If you</p>	<p><u>English</u></p> <p><u>Spelling</u> Students complete a spelling test on their spelling words from the week.</p> <p><u>Reading</u> Students are to complete one Reading Eggs activity.</p> <p>Read a book from the Reading Eggs Library. Complete a retell of the book either verbally or written.</p> <p><u>Writing</u> Free Writing – Students can write about anything they like.</p> <p><u>Handwriting</u> With a sharp, lead pencil complete the worksheet provided revising the letter 'f'.</p>

		<p>provided revising the letter 'i'.</p>	<p>Write a narrative using the picture in the booklet.</p>	<p>could go anywhere, where would you go and why?' to write a creative writing piece.</p>	
Break		<p><i>Remember to keep yourself fit and healthy by participating in at least 30 minutes of physical activity every day e.g. walk the dog, jump on the trampoline, play backyard soccer.</i></p>	<p><i>Remember to keep yourself fit and healthy by participating in at least 30 minutes of physical activity every day e.g. walk the dog, jump on the trampoline, play backyard soccer.</i></p>	<p><i>Remember to keep yourself fit and healthy by participating in at least 30 minutes of physical activity every day e.g. walk the dog, jump on the trampoline, play backyard soccer.</i></p>	<p><i>Remember to keep yourself fit and healthy by participating in at least 30 minutes of physical activity every day e.g. walk the dog, jump on the trampoline, play backyard soccer.</i></p>
Middle		<p>Problem A Day Complete the problem a day question provided. Use Newman's Prompts to help you.</p> <p><u>Mathematics</u> Basketball Toss: Mark a clear 'starting line' for your basketball toss. Take three big steps from your starting line and place a basket or container at the end. Stand at your starting line and throw your socks using your right hand. Go back to your starting line and have your second throw. Repeat this until you have thrown your socks 10 times using your right hand and 10 times using your left hand. Keep a record on each shot using tally marks.</p> <p><u>Mathletics</u></p>	<p>Number of the day Choose a three-digit number and complete the worksheet.</p> <p><u>Mathematics</u> Describe the pattern provided. Make a two-element pattern of your own (e.g. green, yellow, green, yellow) using different equipment. Make a three element pattern (e.g. circle, square, triangle, circle, square, triangle) of your own using different equipment.</p> <p><u>Mathletics</u> Complete two tasks set for you from your classroom teacher.</p>	<p>Problem A Day Complete the problem a day question provided. Use Newman's Prompts to help you.</p> <p><i>Optional: Watch Mrs Williams' Problem a Day video on Google Classroom to help you remember Newman's prompts as you work through Problem a Day.</i></p> <p><u>Mathematics</u> Complete the worksheet labelled 'Skip Counting'.</p> <p><u>Mathletics</u> Complete two tasks set for you from your classroom teacher.</p>	<p>Number of the day Choose a two-digit number and complete the worksheet.</p> <p><u>Mathematics</u> Complete the fine motor skills challenge cards provided and record your answers.</p> <p><u>Mathletics</u> Complete two tasks set for you from your classroom teacher.</p>

Break		<p>Complete two tasks set for you from your classroom teacher.</p> <p><i>Optional: Yoga - Watch and participate in Miss Fry's Yoga video on Google Classroom.</i></p>			
Afternoon		<p><u>D.E.A.R</u> Students choose a book to read for enjoyment.</p> <p><u>Creative Arts - Art</u> Colour in the Australian flag using the correct colours.</p>	<p><u>D.E.A.R</u> Students choose a book to read for enjoyment.</p> <p><u>Geography</u> Colour the map of Australia using a different colour for each of the different states. Simply label or cut out the names of each state and paste them onto the correct location.</p>	<p><u>D.E.A.R</u> Students choose a book to read for enjoyment.</p> <p><u>PDHPE</u> Ask a family member about an Australian sport. Complete the worksheet provided.</p> <p><i>Optional: Engage with Miss Vella's Virtual Workout Video on Google Classroom.</i></p>	<p><u>D.E.A.R</u> Students choose a book to read for enjoyment.</p> <p><u>Science</u> Australia's Fauna – Ask a family member and/or research information about the echidna. Write down three <u>Very Interesting Points</u> (VIP's) about the echidna.</p>



Learning environment checklist

In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?

Spelling Words - 'air'

cliff	
off	
air	
hair	
pair	
stair	
chair	
hairbrush	
September	
October	

Success Criteria:

I have copied my spelling words correctly.

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



Teacher Recognition: _____

Sentences

1.

2.

3.

Writing: Recount

Teacher Recognition:

Success Criteria:

I have used capital letters at the beginning of my sentences.
I have used full stops at the end of my sentences.



My Holidays

Firstly, _____

Next, _____

Then, _____

Finally, _____

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?

Jackson showed this number on his calculator.

74



He changed it so that it became this number.

104

What did Jackson do to change 74 to 104?

- added 3
- subtracted 3
- added 30
- subtracted 30

Working out - Transformation step

Mathematics - Basketball Toss



Mark a clear 'starting line' for your basketball toss. Take three big steps from your starting line and place a basket or container at the end. Stand at your starting line and throw a pair of socks using your right hand. Go back to your starting line and have your second throw. Repeat this until you have thrown your socks 10 times using your right hand and 10 times using your left hand. Keep a record on each shot using tally marks.

Number of Times Socks Reached Basket	Number of Times Socks Missed Basket
Total:	Total:

Success Criteria:

I have kept a tally of the number of times my socks got into the basket.



I have kept a tally of the number of times my socks missed the basket.



Mathletics

Complete two tasks set for you from your classroom teacher.



DEAR: Drop Everything And Read!

Choose a book of your choice to read for enjoyment.



Art

On the following page, colour in the Australian flag using the correct colours.



I have coloured in the Australian flag using the  the  correct colours.

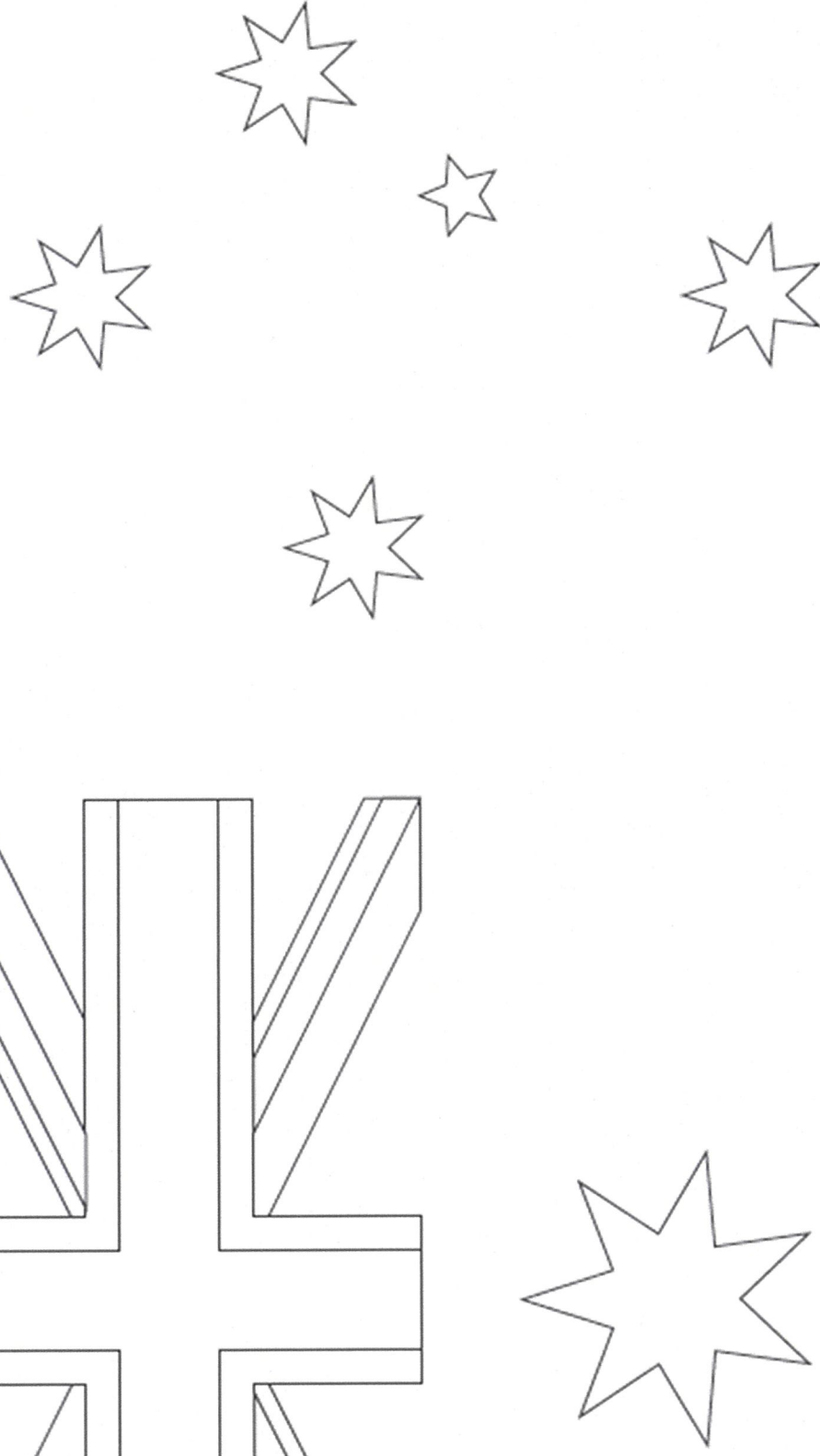
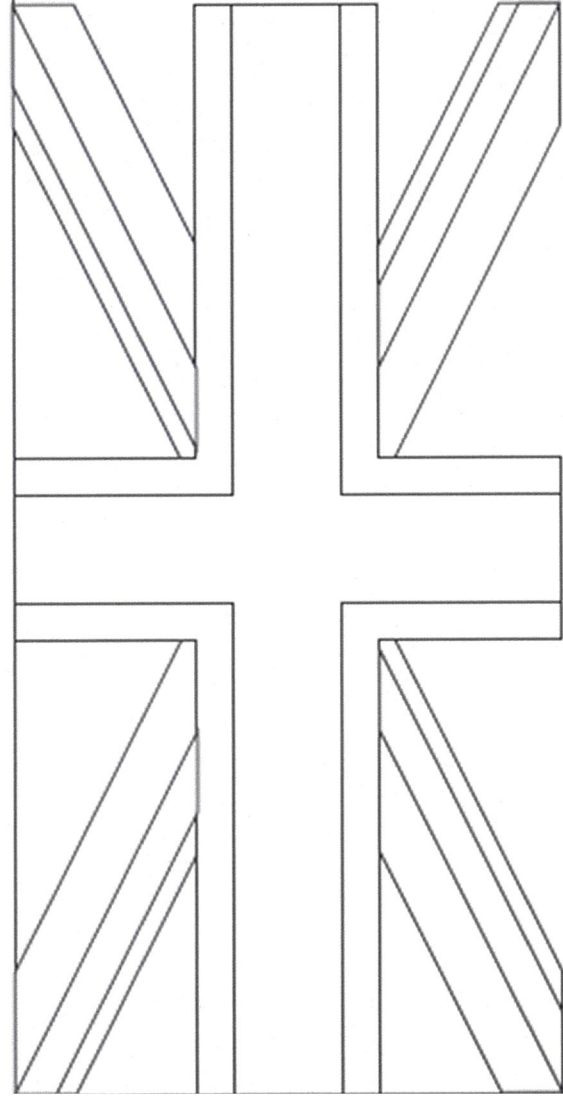
Student: I have completed today's learning plan to the best of my ability. Sign: _____



Parent: I am happy with the amount of work my child has completed in today's learning plan. Sign: _____



The flag of Australia



Jolly Spelling

Success Criteria:

I have completed my Jolly Spelling worksheet.



Teacher Recognition: _____

Reading Eggs: Complete one Reading Eggs activity.



Sentence A Day

Using the sentence below underline the nouns in black, verbs in red and adjectives (describing words) in dark blue.

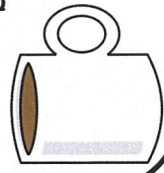
Success Criteria:

I have identified four nouns, two verbs and two adjectives in this sentence. 😊 😐

I tidied the messy floor in my bedroom and dried the clean dishes in the kitchen.

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.



Spelling List

1. cliff
2. off
3. _____
4. h_____
5. p_____
6. st_____
7. ch_____
8. h_____brush
9. September
10. October

<air> for the /air/ sound

Write some <air> words in the hair.



Choose a word from the list to fit each sentence.

1. Her balloon floated up in the _____.
2. I brush my _____ with a _____.
3. The baby sits on a high _____.
4. He has a new _____ of shoes.

September

_e_t_m_e

S_p_e_b_

___t___e



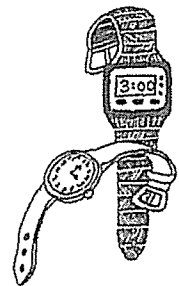
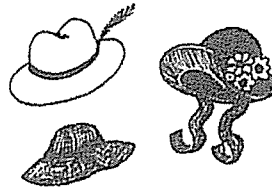
October

_c_o_e_

O_t_b_

___o___

Give the plural for each of these nouns by adding <-s> or <-es>.



Tricky Words 37-42: Activity Sheet 1

Say it:	Trace it:	Write it
why	why	
where	where	
who	who	
which	which	
any	any	
many	many	

Search and circle

Circle all the Tricky Words below using this code:

why - Blue

where - Purple

who - Pink

which - Orange

any - Yellow

many - Green

where any why
 who which
many many why any
 any where many
why which why who

Writing: Write a narrative using the picture on the following page. Be sure to include a beginning, middle and end to your story.

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.



I have included a beginning, middle and end to my narrative.



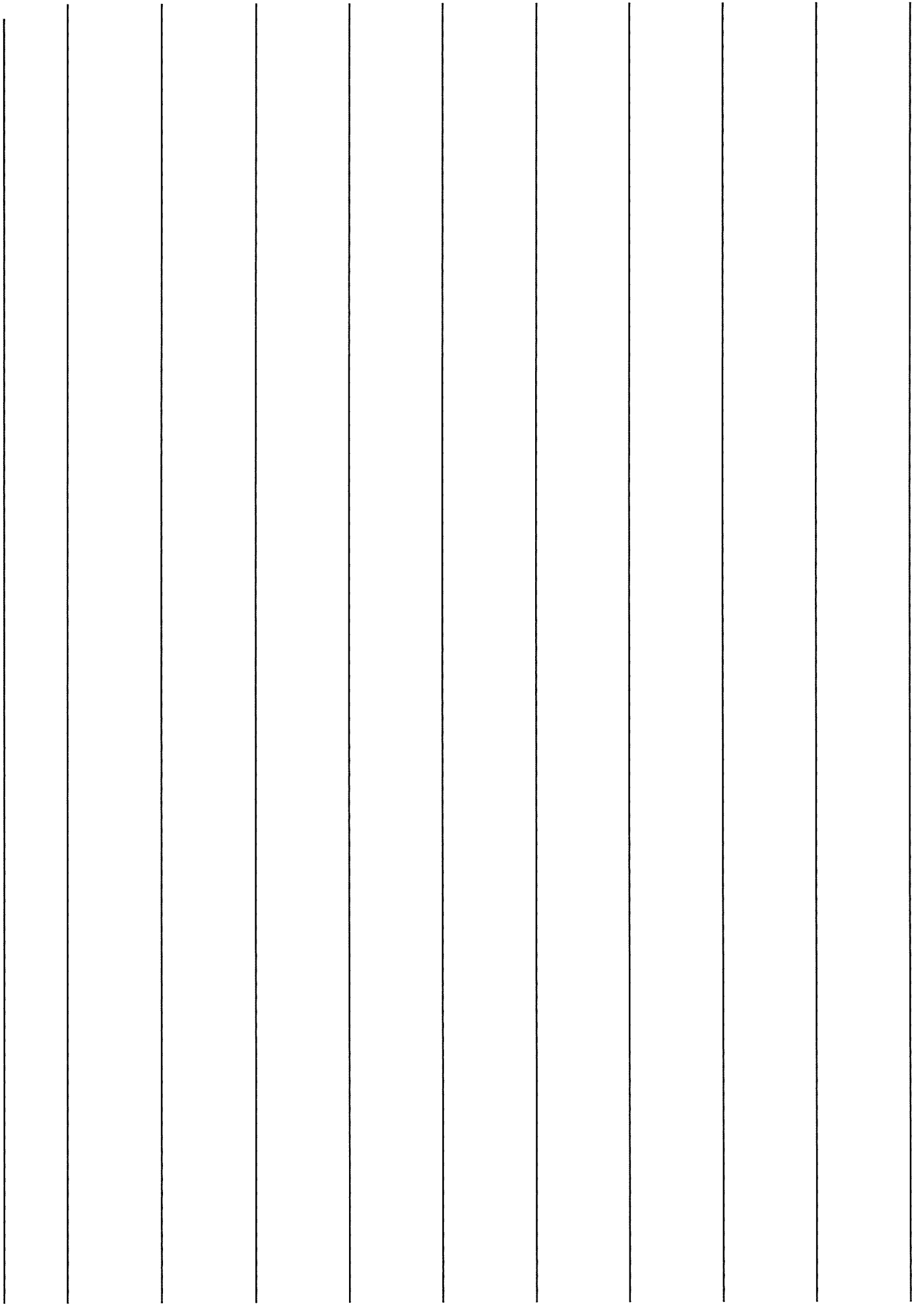
I have included a variety of adjectives (describing words) in my writing.



Teacher Recognition:

Title: _____





Write in words

Pick a 3 digit number

____-____-____

Now answer all the questions in the boxes 😊

Count down by 10s:

____-____-____
____-____-____
____-____-____

The number before

Round to the nearest 100

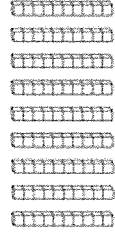
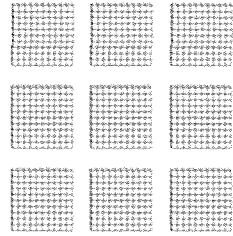
Next even number

15 less -

10 more +

Partition (expand) using place value

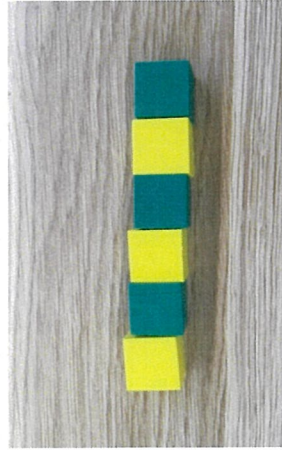
$$\underline{\quad\quad} + \underline{\quad\quad} + \underline{\quad\quad}$$



Colour in the correct amount

Mathematics

Describe the pattern below.



Make a two-element pattern of your own (e.g. blue, red, blue, red) using equipment you have in your home. Make a three element pattern (e.g. circle, square, triangle, circle, square, triangle) of your own using different equipment. Draw your patterns here.

My two-element pattern:

My three-element pattern:

Success Criteria:

I have created and drawn a pattern with two parts that repeat.



I have created and drawn a pattern with three parts that repeat.



Mathletics

Complete two tasks set for you from your classroom teacher.



DEAR: Drop Everything And Read!

Choose a book of your choice to read for enjoyment.



Geography

Colour the map of Australia using a different colour for each of the different states. Cut out the labels of each state and paste them onto the correct location.

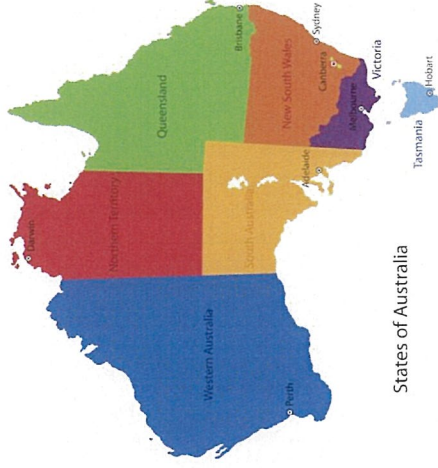
Success Criteria:



I have coloured the map of Australia using a different colour for each state.



I have correctly labelled the states and territories of Australia.



Student: I have completed today's learning plan to the best of my ability. Sign: _____



Parent: I am happy with the amount of work my child has completed in today's learning plan. Sign: _____





AUSTRALIA

Darwin

Queensland

Hobart

Western Australia

Melbourne

Northern Territory

Adelaide

South Australia

Canberra

New South Wales

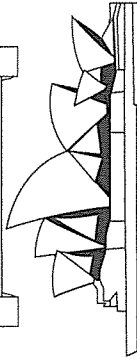
Brisbane

**Australian
Capital Territory**

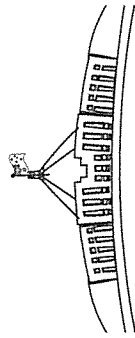
Sydney



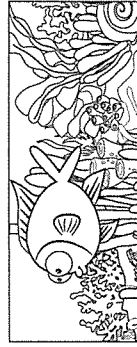
Victoria



Tasmania



Perth



Jolly Grammar

Complete the worksheet provided.

Success Criteria:

I have completed my Jolly Grammar activity.



Teacher Recognition: _____

Reading Eggs: Complete one Reading Eggs activity. Read a book from the Reading Eggs Library.



Sentence A Day

Using the sentence below underline the nouns in black, verbs in red and adjectives (describing words) in dark blue.

I completed my fun, interesting booklet and helped my family to fold the fresh, clean clothes.

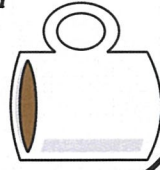
Success Criteria:

I have identified the three nouns, three verbs and four adjectives in this sentence.



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.



Possessive Adjectives Blue

Match each pronoun to its possessive adjective.



I ●
you ●



he ●
she ●
it ●



we ●
you ●
they ●

● her  Blue

● their

● its

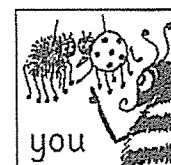
● my

● your

● his

● our

● your



Choose the right possessive adjective for each sentence.

They put on _____ coats.

I put on _____ coat.

He puts on _____ coat.

We put on _____ coats.

She puts on _____ coat.

You put on _____ coat.

You put on _____ coats.

Choose a noun for each possessive adjective.

my _____

your _____

his _____

her _____

its _____

our _____

your _____

their _____



Writing

Use the prompt on the following page 'If you could go anywhere, where would you go and why?' to write a creative writing piece.

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.



My writing makes sense.



Teacher Recognition:

Mathematics

Use the following worksheet to practice your skip counting.



Success Criteria:

I have completed my skip counting worksheet.

Teacher Recognition: _____

Mathletics

Complete two tasks set for you from your classroom teacher.



DEAR: Drop Everything And Read!

Choose a book of your choice to read for enjoyment.



If you could go anywhere, where would you go and why?



Name: _____

Date: _____

Skip Counting

1. Continue counting in 2s

- a) 2, _____, _____, _____, 10, _____, _____, _____, _____, 20, 22
 b) 10, 12, 14, _____, _____, _____, 22, _____, _____, _____, 30
 c) 30, 32, _____, _____, _____, _____, 42, _____, _____, _____, 50

2. Continue counting in 5s

- a) 5, _____, _____, _____, 25, _____, _____, _____, _____, 50, _____,
 b) 20, _____, _____, _____, _____, 45, _____, _____, _____, _____, 70
 c) 40, _____, _____, _____, _____, _____, 70, _____, _____, _____, 90

3. Continue counting in 10s

- a) 10, _____, _____, _____, _____, _____, 70, _____, _____, 100
 b) 80, _____, _____, 110, _____, _____, _____, _____, _____, 170
 c) 110, _____, _____, _____, _____, _____, 170, _____, _____, _____

4. Colour all of the numbers skip counting in 2 red.

5. Colour all of the numbers skip counting in 5 green.

6. Colour all of the numbers skip counting in 10 yellow.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



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?

Cheyse showed this number on his calculator.

35



He changed it so that it became this number.

95

What did Cheyse do to change 35 to 95?

- added 60
- subtracted 60
- added 6
- subtracted 6

Working out - Transformation step

PDHPE

Ask a family member about an Australia sport. Complete the worksheet provided.



Success Criteria:

I have identified and drawn an Australian sport.

Engage with one of the fitness activity videos posted on Google Classroom.



Success Criteria:

I have completed one fitness activity.



Student: I have completed today's learning plan to the best of my ability. Sign: _____



Parent: I am happy with the amount of work my child has completed in today's learning plan. Sign: _____

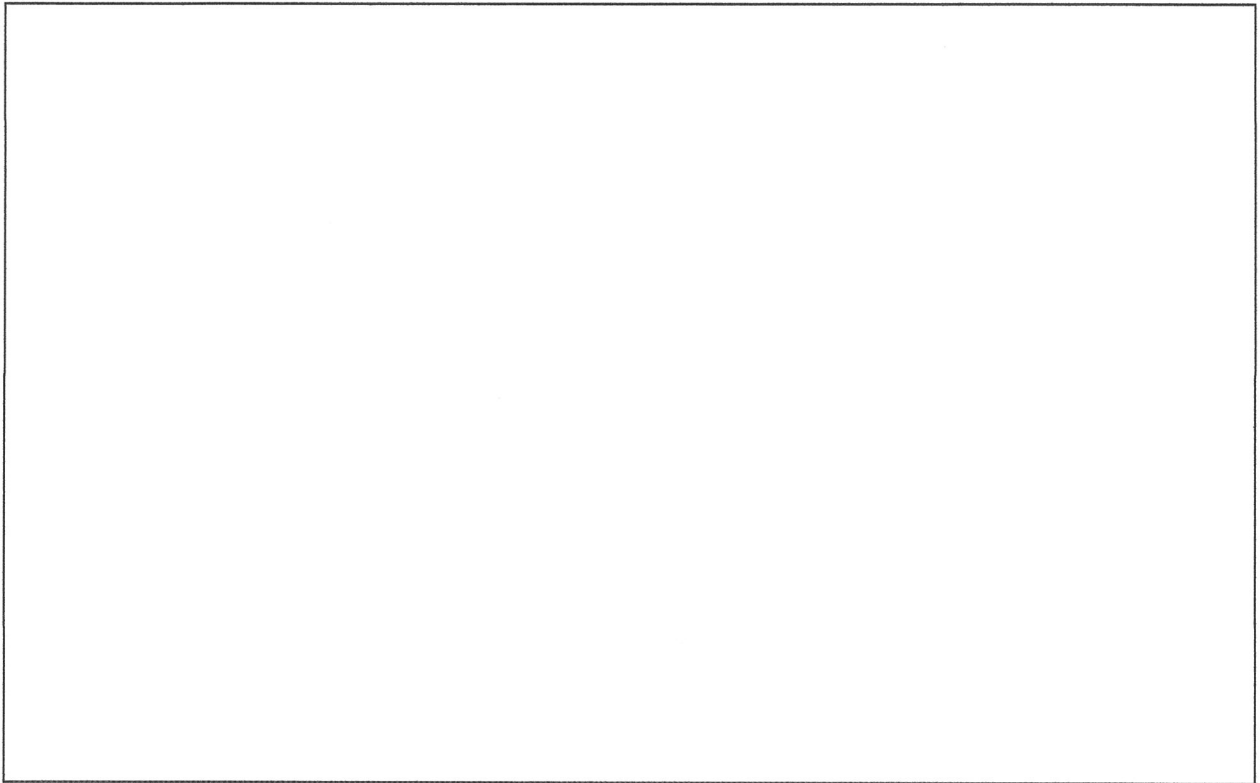


Name: _____

Date: _____

Australian Sport

Draw your favourite Australian sport.



What is it about this sport that makes it Australian?

.....

.....

.....

.....

.....

.....

.....

.....

Spelling Test

Score: ___ / 10

Success Criteria:

I have completed my spelling test.



Teacher Recognition:

Free Writing

Use the pages below to write about anything you like. Here is a link you can use for ideas:

<http://www.scholastic.com/teachers/story-starters/>



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.

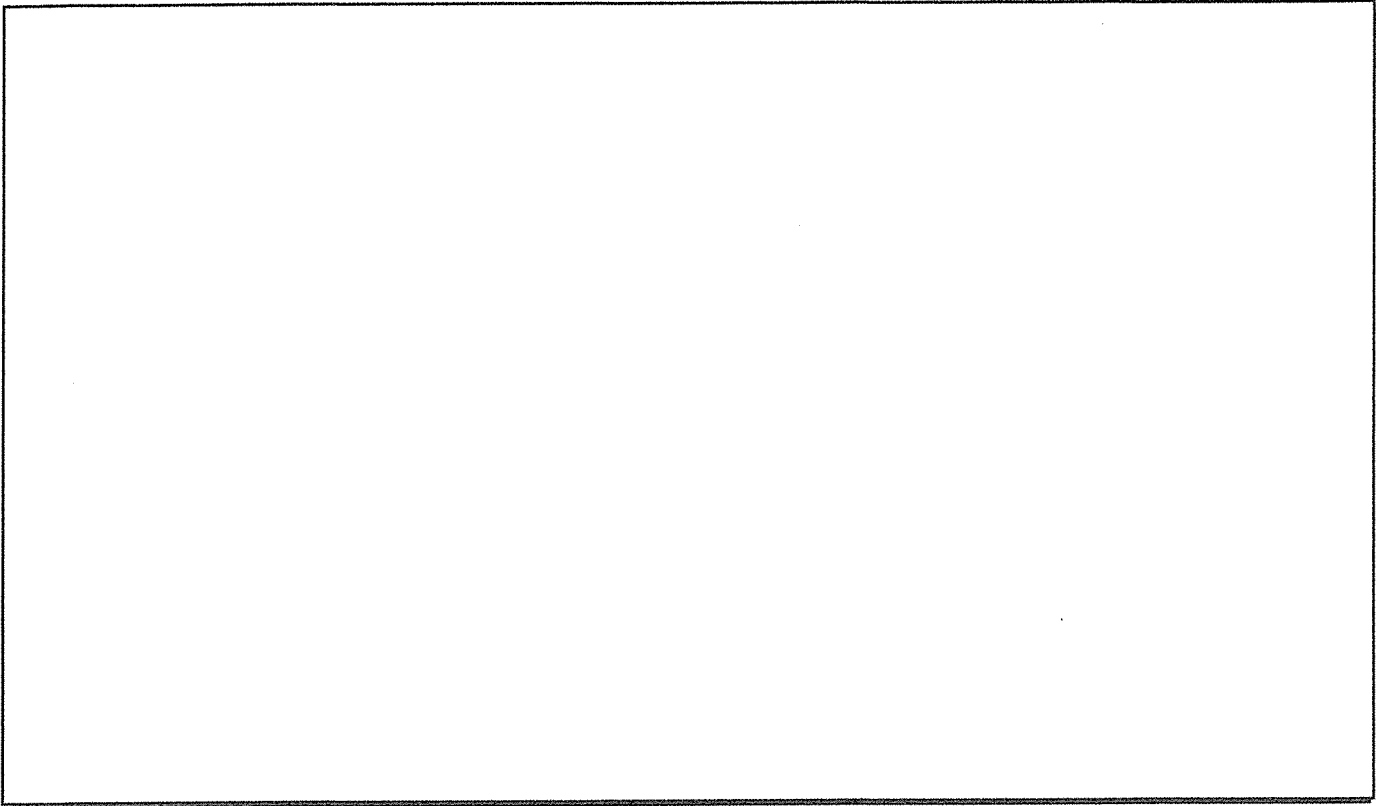
My writing makes sense.



Teacher Recognition:

Reading Eggs: Please complete one Reading Eggs activity. Read a book from the Reading Eggs Library and complete a retell either verbally or written.





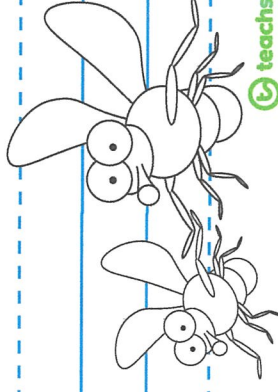
F F F F F F F F F F

f f f f f f f f f f

Fly and fluffy start with an f.

Fly fluffy Fly fluffy Fly

Fly starts with an



Write in words

Pick a 3 digit number

Now answer all the questions in the boxes 😊

Count down by 10s:

The number before

Round to the nearest 100

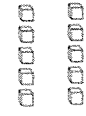
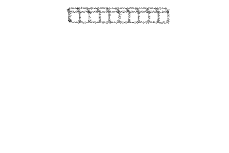
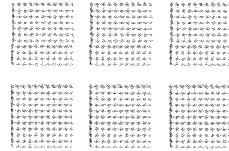
Next even number

15 less -

10 more +

Partition (expand) using place value

____ + ____ + ____



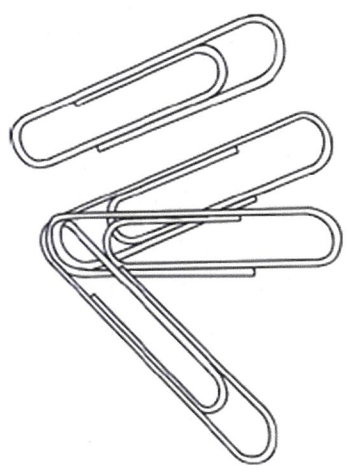
Colour in the correct amount

Mathematics

Complete the fine motor skills challenge cards provided and record your answers.

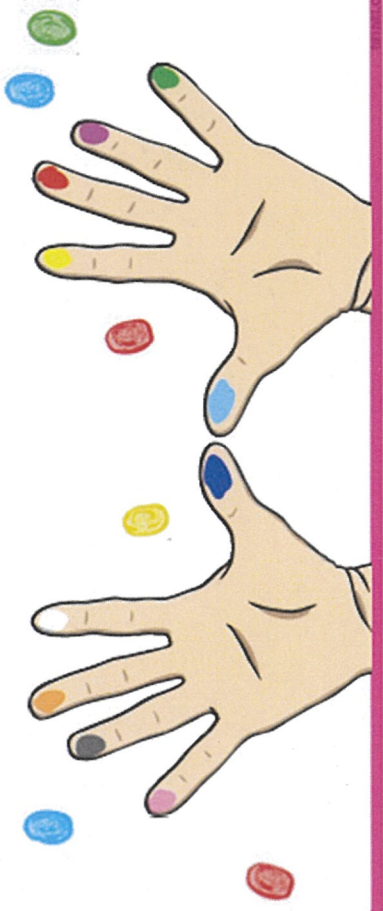
Indoor Fine Motor Skills Challenge Cards

How many paper clips can you join together?



Indoor Fine Motor Skills Challenge Cards

Can you fill the paper with your fingerprints?



I could join ___ paper clips together.

Success Criteria:

I have engaged with both fine motor challenges.



Teacher Recognition:

I filled my paper with ___ fingerprints.

Mathletics

Complete two tasks set for you from your classroom teacher.

DEAR: Drop Everything And Read!

Choose a book of your choice to read for enjoyment.

Mathletics

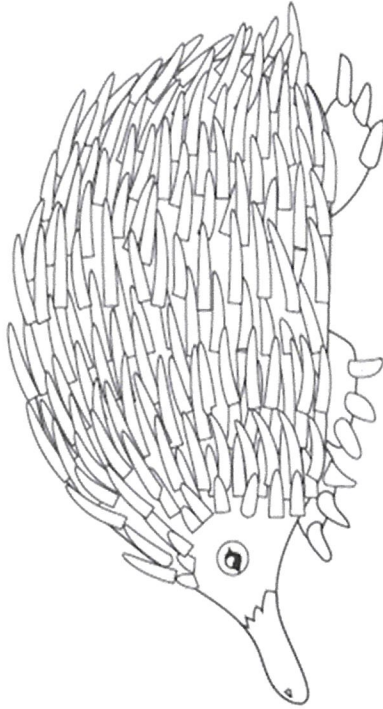


Geography

Australia's Fauna - Ask a family member and/or research the echidna. Write down three Very Interesting Points (VIP's) about the echidna. You can use the following website to help you <https://kids.sandiegozoo.org/animals/echidna> or Google search 'Echidna - San Diego Zoo Kids'.

Australian Animals

Did you know



Success Criteria:
I have written at least three VIP's about the echidna.



Teacher Recognition:

Student: I have completed today's learning plan to the best of my ability. Sign: _____
Parent: I am happy with the amount of work my child has completed in today's learning plan. Sign: _____



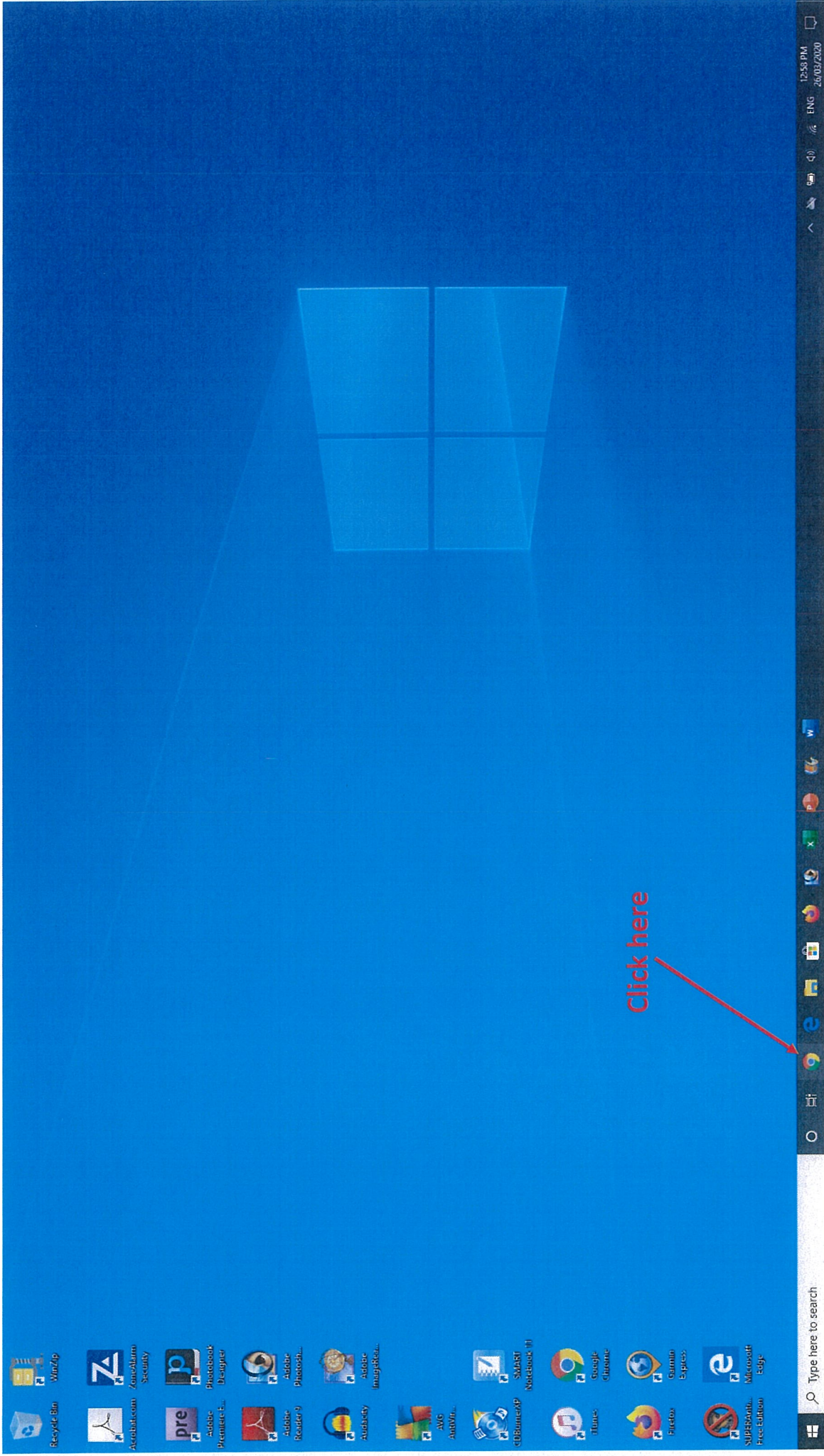


Cambridge Gardens Public School
Year 2 Fast Finishers Grid
Unit 4



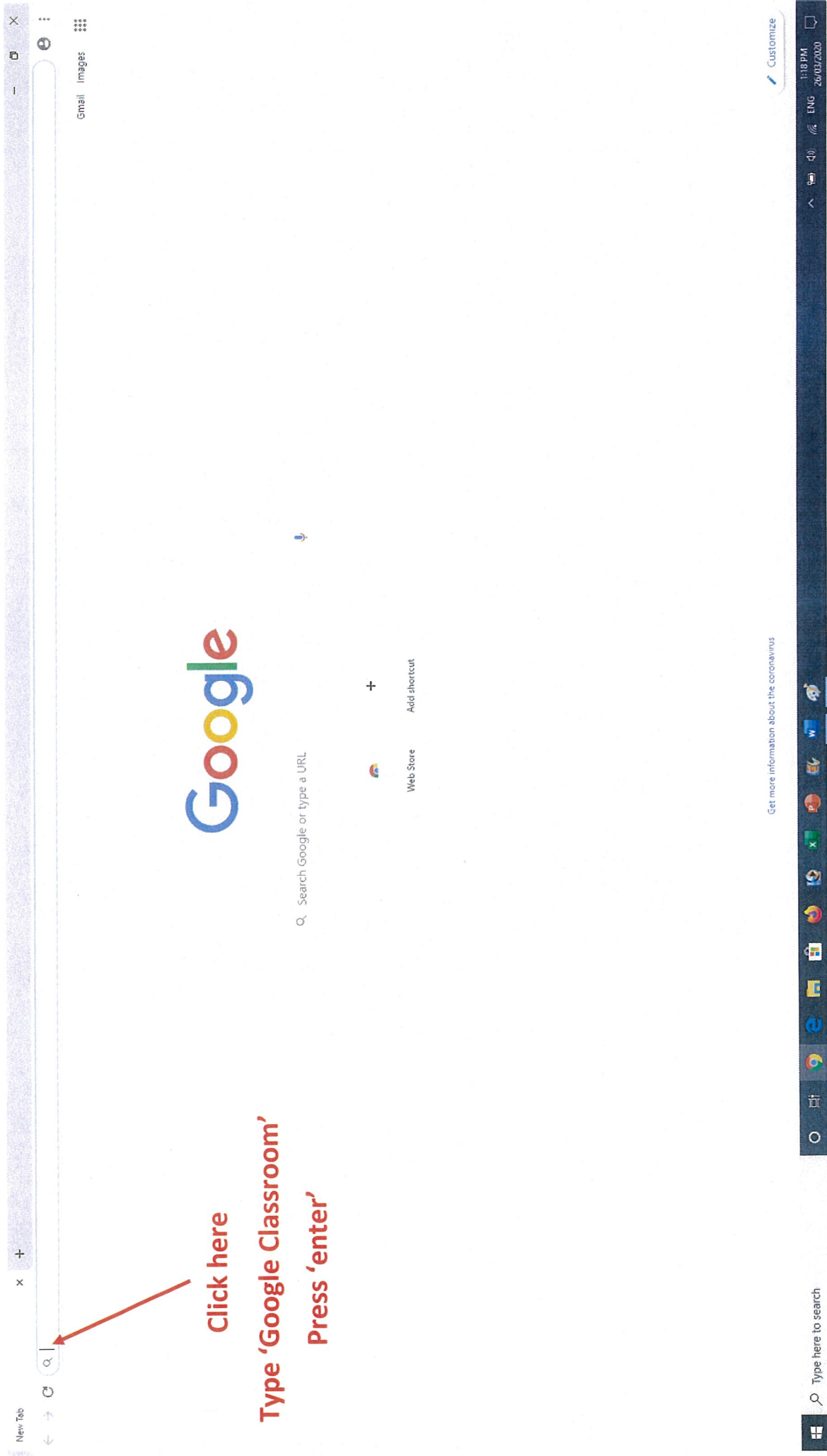
Interview a family member about their favourite food.	Help an adult prepare a meal.	Name as many objects around your home beginning with 'i'.	Do something to help a family member.	Convince a family member about why you should get a pet.
Rewrite the ending of a popular story e.g. Little Red Riding Hood.	Play the game 'memory' using picture or number cards.	Do 30 star jumps and 15 bunny hops.	Play 'I Spy' with a family member.	Write a letter to a friend.
List as many objects around your home that are spheres.	Write as many words as you can that contain the sound 'sh'.	Write a list of words that rhyme with 'town'.	Imagine and illustrate a brand new type of transportation for the future.	YouTube a GoNoodle activity and join in.
Draw a diagram of your ideal playground.	Tidy your lounge room.	Use a dictionary to define four of your spelling words.	Look at the clouds and use your imagination to form shapes and pictures.	List five things that can keep me healthy.

How to access Google Classrooms instructions



1. Click on your internet browser icon to open your internet browser.

How to access Google Classrooms instructions



Click here

**Type 'Google Classroom'
Press 'enter'**

2. Click in the URL/search bar and type Google Classroom. Press enter.

How to access Google Classrooms instructions

The screenshot shows a Google search for "google classroom". The search results include a link to "classroom.google.com" with a red arrow pointing to it and the text "Click here". Below the search results, there are sections for "Videos" and "People also search for".

Search Results:

- edu.google.com > products > classroom > **Classroom: manage teaching and learning | Google for ...**
Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication ... With simple setup and integration with G Suite for Education, Classroom streamlines repetitive tasks and makes it easy to focus on what teachers do best: teaching.
- classroom.google.com > **Google Classroom**
Sign in. Use your Google Account. Email or phone. Forgot email? Type the text you hear or see. Not your computer? Use a private browsing window to sign in.

Videos:

- 10:46: **GOOGLE CLASSROOM TUTORIAL** (10:46)
- 16:22: **GOOGLE CLASSROOM TIPS & TRICKS** (16:22)
- 10:48: **Getting Started with Google Classroom | EDTech Made Easy ...**
- 17:28: **The NEW Google Classroom - Full Tutorial**
- 10:48: **Google Classroom Tips and Tricks for Teachers | EDTech ...**

People also search for:

- Google Docs
- Google Slides
- Google Drive
- Gmail
- Google Docs Sheets...

Developed by: Google

Initial release date: 12 August 2014

Operating system: iOS, Android, web browser

Feedback

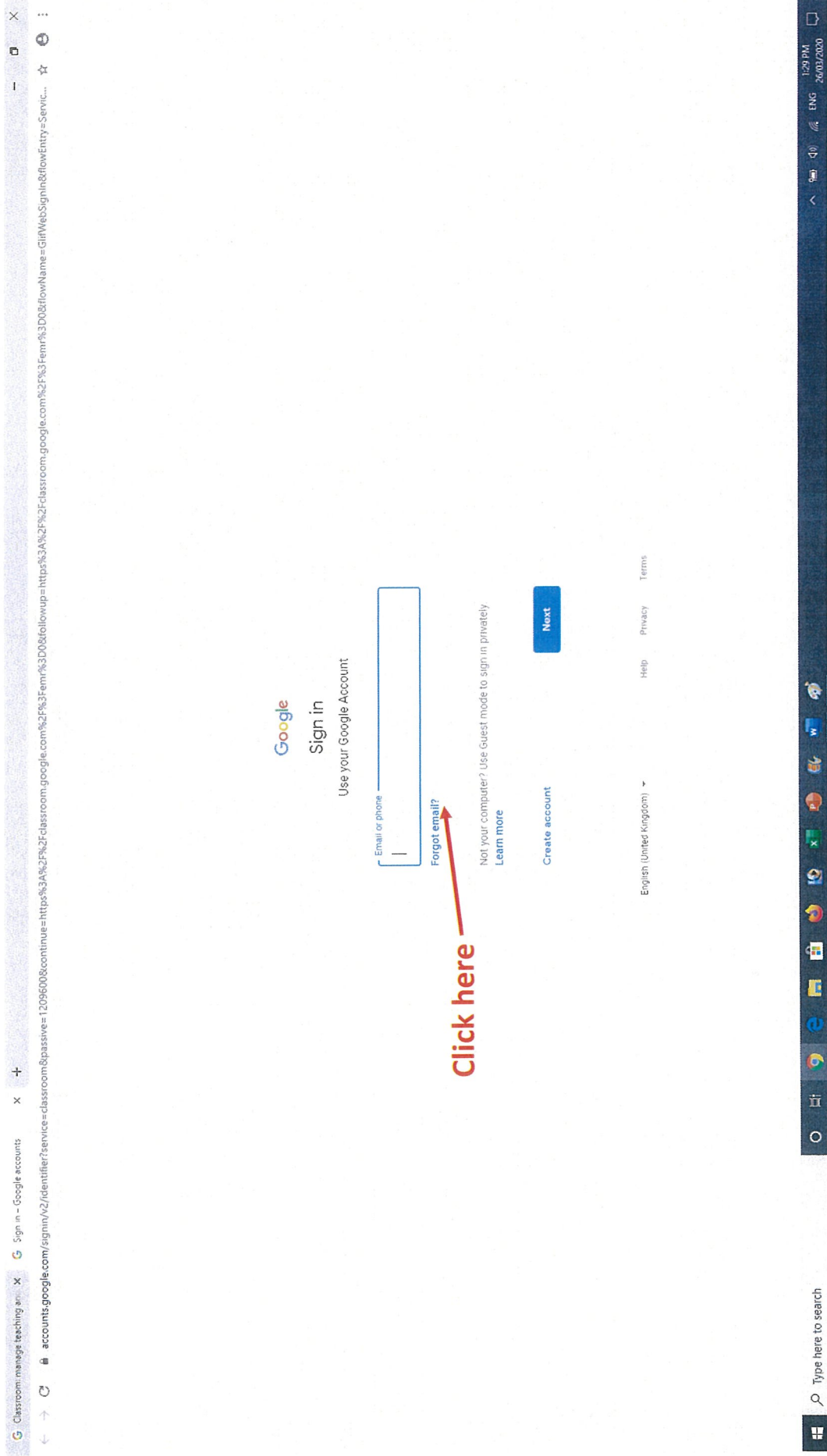
3. Click the 'Google Classroom' link

How to access Google Classrooms instructions

The screenshot shows the Google Classroom website. At the top, there is a navigation bar with the following links: "For Education", "Why Google", "Products", "Teaching Resources", "Code with Google", "Training & Support", and "The Latest". Below this, there are more links: "Home > Classroom", "Get products", and "Contact us". A "Sign in" link is also present. The main heading is "Manage teaching and learning with Classroom". Below this, a paragraph states: "Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication." A blue button labeled "Go to Classroom" is highlighted with a red arrow pointing to it from the text "Click here". Below the button, there is a link: "Having trouble signing into Classroom? Get tips and help here." At the bottom of the page, there is a large video player showing a woman with glasses and a man with a headset. The video player has a play button in the center. The Windows taskbar is visible at the bottom of the screen, showing the search bar, taskbar icons, and system tray with the time 1:28 PM and date 26/03/2020.

4. Click the 'Go to Classroom' icon

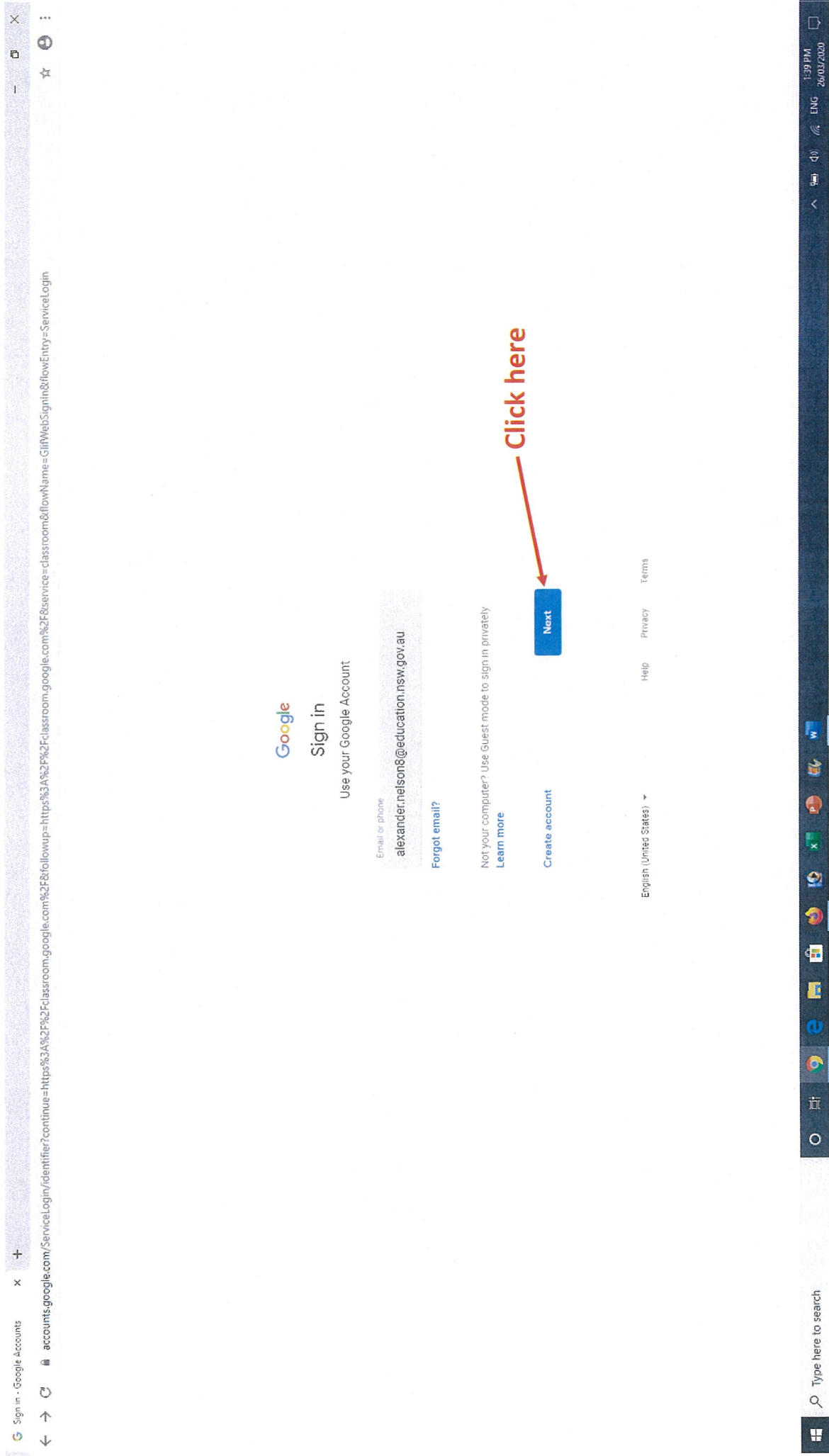
How to access Google Classrooms instructions



5. Click in the “Email or phone” bar and type in your student login, followed by “@education.nsw.gov.au”

For example: **Alexander.Nelson8@education.nsw.gov.au**

How to access Google Classrooms instructions



6. Click 'Next'

How to access Google Classrooms instructions

Classrooms manage teaching

Department of Education

https://saml.dot.new.edu.au/sso/AUJ/realms=true&spnityID=google.com/AUJ/education.nsw.gov.au&opto=JSSORedirect/...

NSW DEPARTMENT OF EDUCATION

Login with your DoE account

User ID

Enter your user ID
Example jane citizen

Click here

Password

Enter your password

Log in

[Forgot your password?](#)

Have trouble logging in?
[Help for DoE staff](#)

NSW Government | Education

ACCESSIBILITY
INFORMATION ACCESS
PRIVACY

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NSW GOVERNMENT

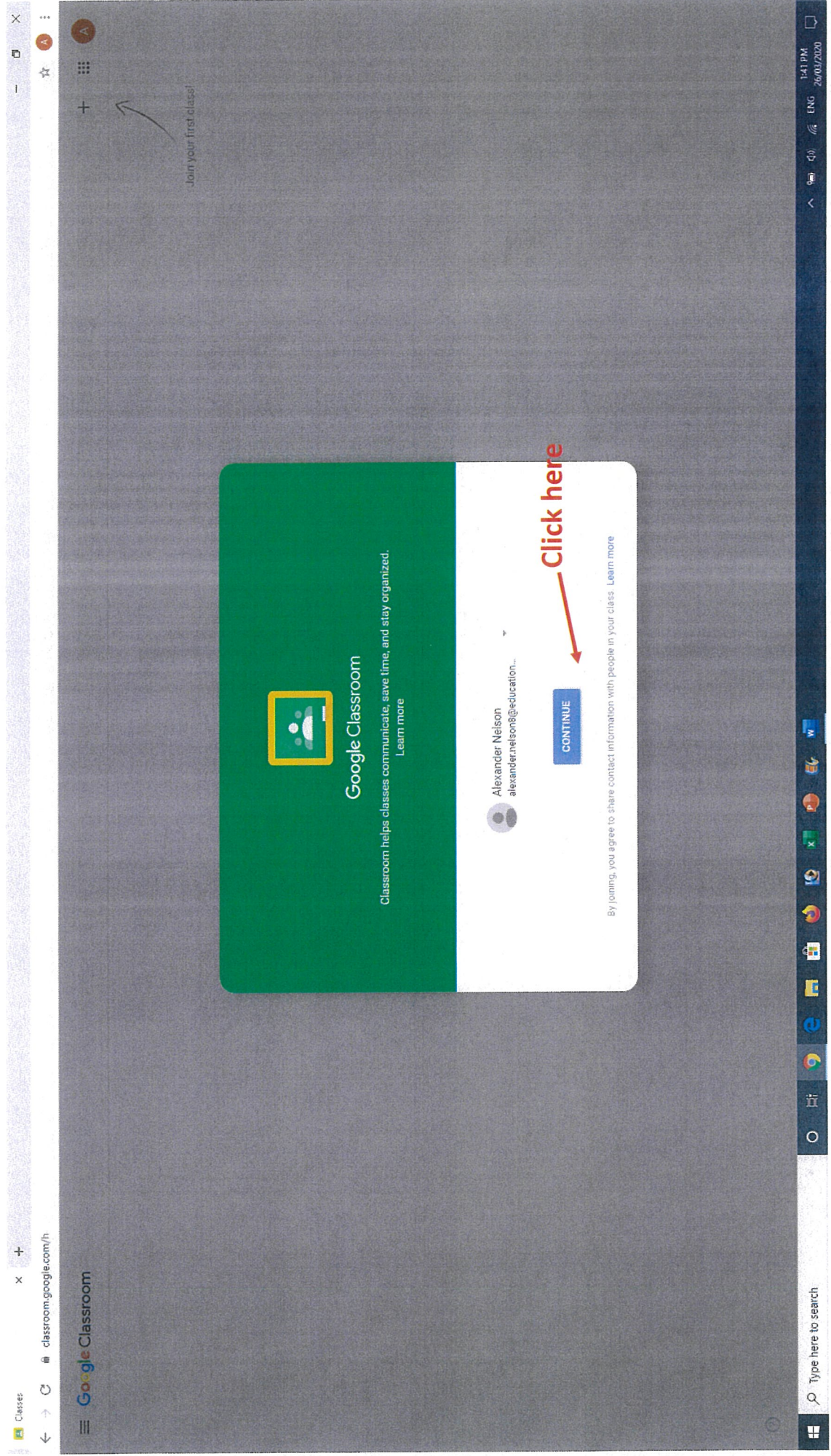
Type here to search

1:44 PM 26/07/2020

7. Type in your User ID and your password. Click the 'Log In' icon.

(Your user ID and password are the same that you use to login to the computers at school.)

How to access Google Classrooms instructions



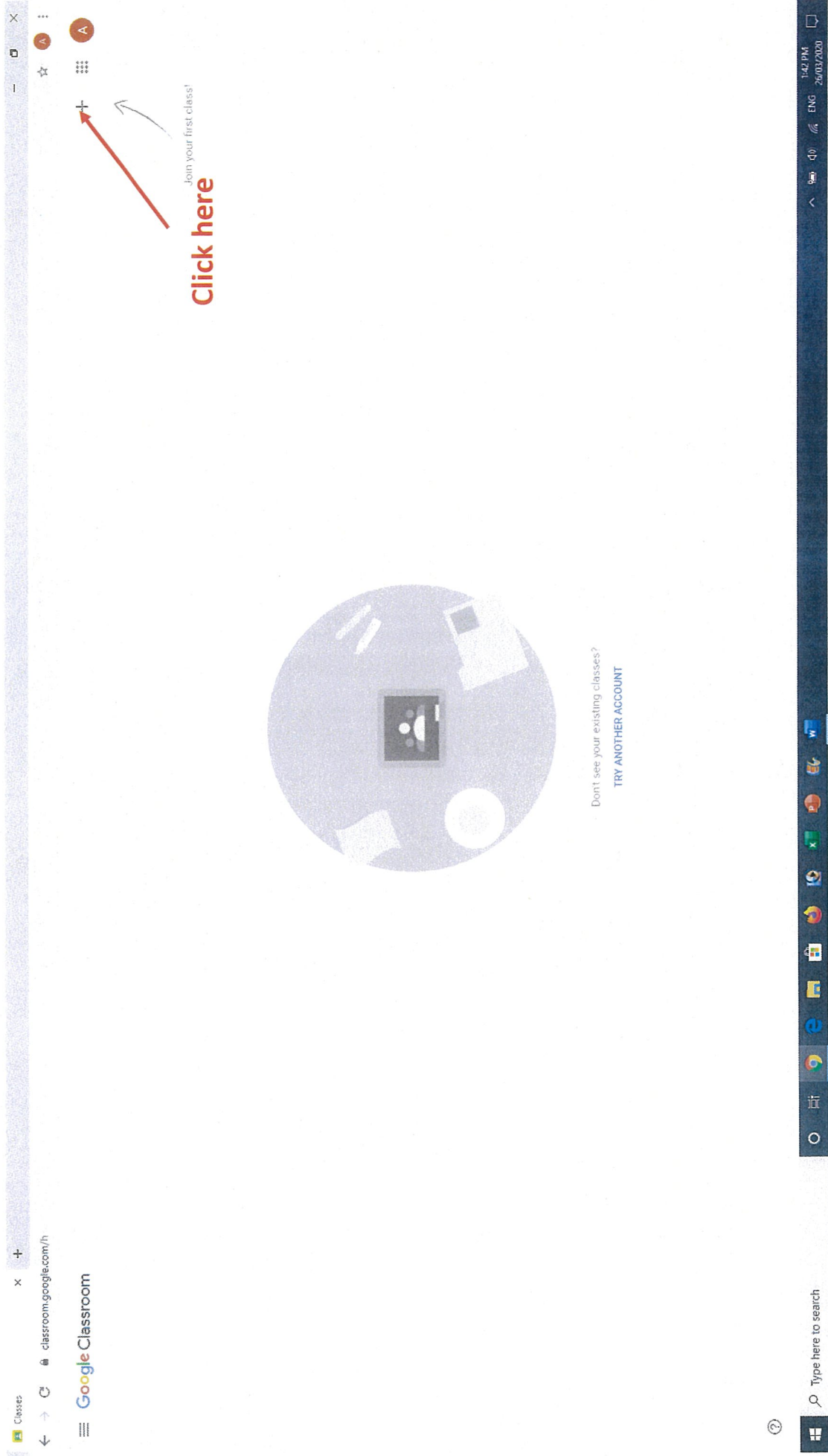
9. Click the 'Continue' icon.

How to access Google Classrooms instructions

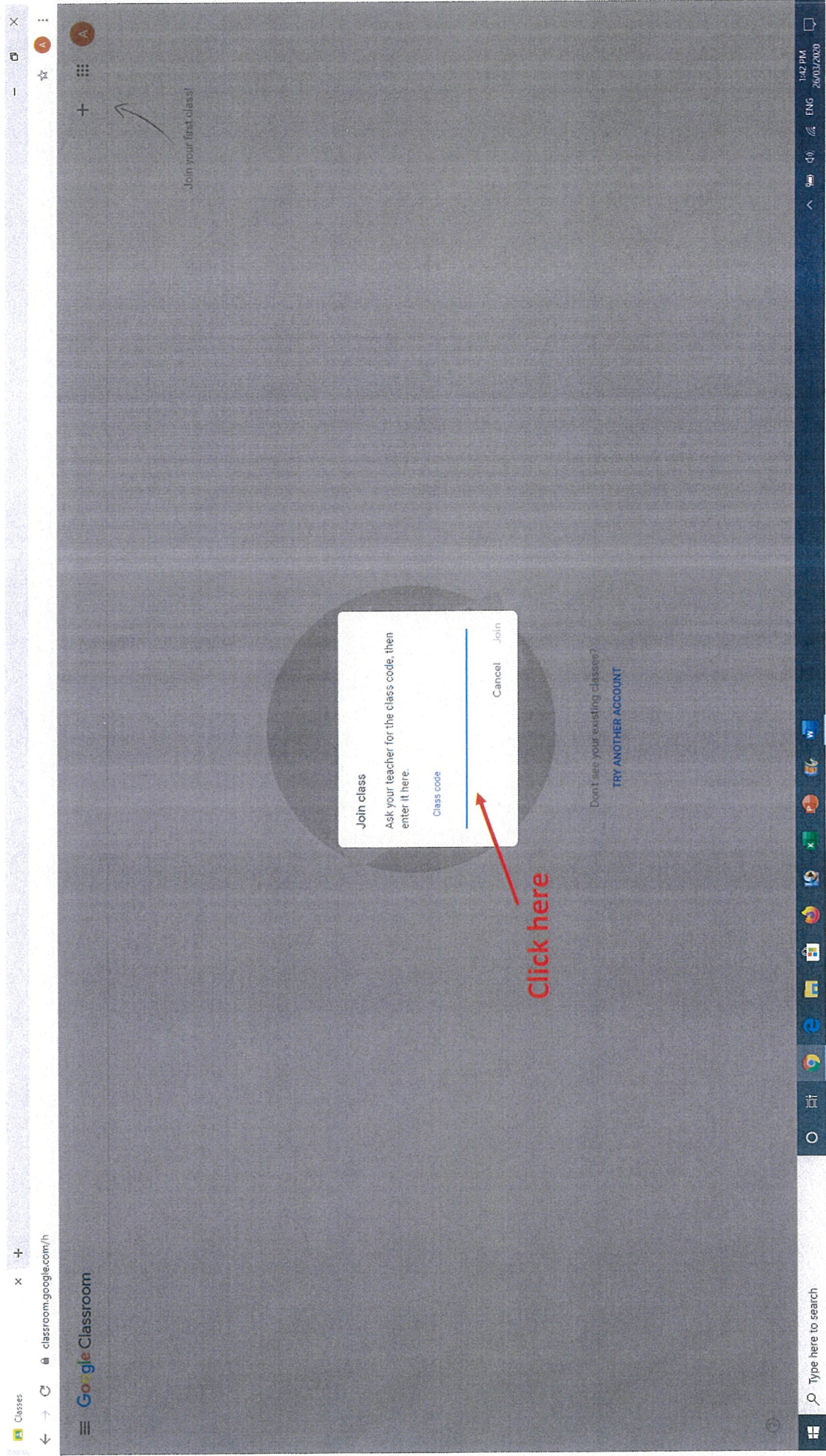


10. Click the 'I'M A STUDENT' icon.

How to access Google Classrooms instructions

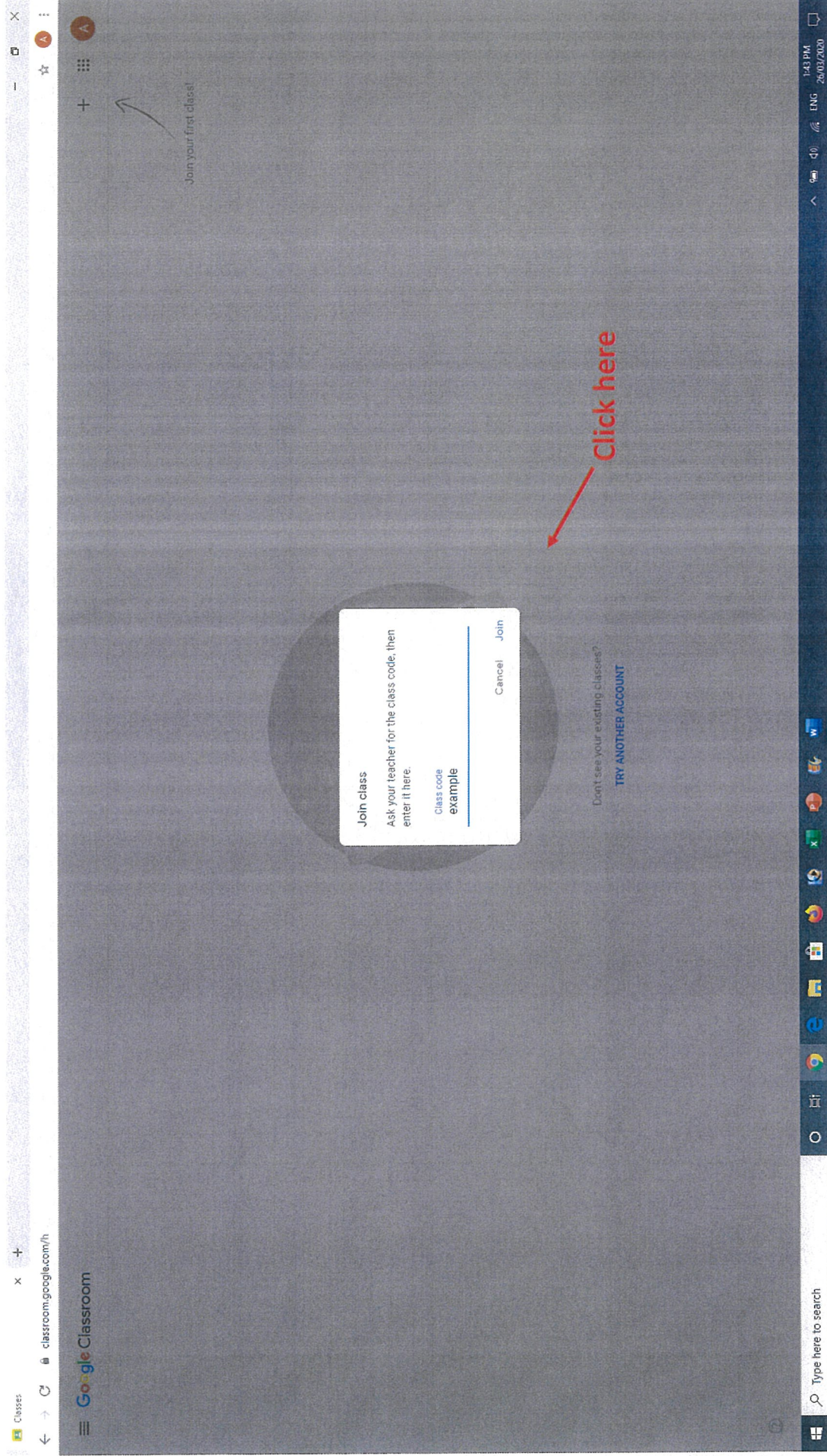


How to access Google Classrooms instructions



12. Type in your Class code. Click the 'Join' icon.

How to access Google Classrooms instructions



13. Click the 'Join' icon.