

Leumeah Public School

Framework for teaching offline – Stage 1 Term 4 Week 2



Weekly Learning Goals

Number (Mathematics)	Measurement (Mathematics)	English	Writing
<p><u>Learning Intention:</u> We are learning to model halves, quarters and eighths of objects and collections</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can model fractions of collections <input type="checkbox"/> I can use fraction notation for $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{1}{8}$ 	<p><u>Learning Intention:</u> We are learning to measure and compare lengths.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can record lengths and distances <input type="checkbox"/> I can compare and order two or more items. 	<p><u>Learning Intention:</u> We are learning to identify the features of persuasive texts.</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify persuasive texts <input type="checkbox"/> I can discuss the purpose of persuasive texts 	<p><u>Learning Intention:</u> We are learning to write texts about familiar topics</p> <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use capital letters and full stops in the correct places <input type="checkbox"/> My sentences make sense <input type="checkbox"/> I can write my opinion about a topic <input type="checkbox"/> I can use conjunctions to write a compound sentence.

FRI-YAY THEME: Jungle Safari

Equipment for Wednesday PDH

Feel free to dress up in something you already have at home that relates to the theme!

- ☐ egg shells (just the shells, boiled and clean)
- ☐ a variety of liquids: water, vinegar, fizzy drink, orange juice, milk
- ☐ plastic cups
- ☐ marker pens or sticky labels to label the cups

Task	Monday	Tuesday	Wednesday	Thursday	Friday
	Daily 3: Complete these activities each day.				
	<ol style="list-style-type: none"> Spelling: Choose 5 NEW words for the week from List 1, 2 or 3 below. Pick a spelling activity from the grid below to complete each day. Phonics focus: This week we are learning about the long o 'ow' sound. Here are some examples: blow, own, grow, show, flow Reading: Read a book you have at home or ask a parent or sibling to read one to you. 				

Session 1

Writing

What do you think?

Last week we learnt about what an opinion is. Today we are going to practise writing an opinion. Remember that an opinion is what you think about something.

Think about your favourite animal, e.g. cat, dog, bird. Miss Roach is thinking about getting a new pet. Write an opinion about why Miss Roach should get that animal as a pet.

E.g. *You should get a cat because they are very cute.*



Record in your
workbook

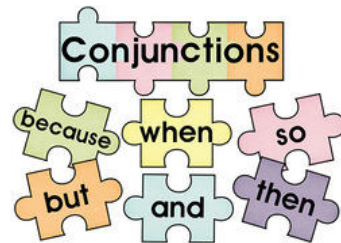
Writing

Using conjunctions

Conjunctions are joining words we use to add two ideas together. We learnt about them in Term 2.

When we write persuasive texts we use words like because, and, but, so and unless. Remember that when we combine two ideas using a conjunction it is called a compound sentence.

Write some sentences using the words 'because', 'but', 'and' and 'then'.



Record in your
workbook

Writing

Using conjunctions

Compound sentences are made of two or more ideas joined by a conjunction.
eg: The sky darkened.
The wind howled.
becomes
The sky darkened and the wind howled. .

Write some compound sentences about an animal you like and use conjunctions to explain your choice.

E.g. Dogs make great pets because they are always happy to see you when you get home from school.



Record in your
workbook

Writing

Persuasive texts

Today we are going to write persuasive sentences using conjunctions.
Think about the language we use when we try to convince someone to let us have or do something.
eg: Please let me have a bird because they are very cute. I promise to feed it everyday and to keep its cage clean at all times.



Write some sentences to persuade the reader to let you do something.
E.g. go to the beach, stay up late, eat ice-cream for breakfast.

Remember to support your request with a good reason why they should let you do what you have asked.

Record in your
workbook



FriYAY!


Arts and Crafts Handprint animal




Create a handprint animal by tracing your hand or using paint.



Brain Break: Choose 1 activity to complete from the Movement Choice Board below.
There are NO uploads to seesaw for this session. You can repeat activities.

Break	Lunch	Lunch	Lunch	Lunch	Lunch
Session 2	<p><u>Mathematics</u> <u>Finding Half of a Collection</u></p> <p>When we find half of a collection we need to split or divide the items into 2 equal groups. For example half of this collection of M&Ms would be 3.</p>  <p><u>Activity: Which Numbers can Go on Half</u> Which numbers can we divide in half?</p> <p>Investigate which numbers to 20 can be divided in half. Make a list of the numbers and upload a picture of your working out.</p> <p>What do you notice about these numbers? Write a sentence telling us what you noticed.</p> <p>Record in your workbook</p>	<p><u>Mathematics</u> <u>Finding Half of a Collection</u></p> <p>Today we are going to use our knowledge of halving collections to plan a picnic lunch for you and a friend. Remember, when we share a collection into halves we need two equal groups.</p> <p><u>Example:</u></p>  <p>Half of the cupcakes are 3 each.</p> <p><u>Activity</u> Look at the example on page 19.</p> <p>Pretend you are planning a picnic for you and a friend. List the items you will take e.g 12 grapes. How many grapes will you</p>	<p><u>Mathematics</u> <u>Measuring lengths</u></p> <p>We can measure how long an object is by using non-standard units such as paper clips, hand spans, foot lengths or pencils.</p> <p><u>Activity:</u> You can measure using your hand span. Find 5 things in your house and measure using your hand span. Write in your workbook what you measured and how many hand spans it was.</p> <p>For example: 1. bed = 20 hand spans 2. book = 2 hand spans.</p> <p>Next, you can measure using your foot. Put your foot next to something and measure how many foot lengths long it is. Find 5 things in your house and measure them using your foot. Write down what you measured and how many foot lengths it was. e.g. 1. table = 12 foot</p>	<p><u>Mathematics</u> <u>Measuring and comparing lengths.</u></p> <p><u>Activity:</u> Find 5 items in your house, e.g. pencil, book, toy car, hat and a box.</p> <p>Measure the length of each item using paper clips, dominoes or something else you have at home.</p> <p>Draw a picture of each item in your workbook. Write down how long each item was.</p> <p>For example: pencil = 3 paper clips book = 5 paper clips</p> <p>When you have finished measuring, put your 5 items in order from the shortest to the longest.</p> <p>Write sentences stating which item is the longest and which item is the shortest. Compare 2 of your items stating which one is longer eg the pencil is longer than the toy car.</p>	<p><u>Sport</u> <u>Jungle Obstacle Course</u></p> <p>Make it through the jungle obstacle course to save the baby animals and return them to their mother. This course can be created outside or inside using all sorts of objects from around your home. You can even put mini games into the course. Here are just a few ideas:</p> <ul style="list-style-type: none"> • Running through hula hoops. • Jumping on a pile of cushions or pillows (a great finale). • Limbo limbo limbo! • Feed the hippo (use toy balls for the food and a bucket or basket for the hippo). • Pop a balloon. • Make it through the quicksand by stepping on the stones (pillows). • Climb through a hollow log (perfect if you have a play tunnel). • Swing from vines

Break		<p>and your friend get each? If you packed 3 sandwiches how many halves would you get each (6)? If you took a cake for dessert, how could you divide it into halves?</p> <p>Make a poster of the food you are going to pack on your picnic. Record how many/much you and your friend will get each.</p> <p>Record in your workbook</p>	<p>lengths 2. mat = 6 foot lengths</p> <p>Then use something else in your house that you can measure length with. It might be a pencil or a peg.</p> <p>Find 5 things in your house and measure them using your item (peg or pencil)</p> <p>Write down what you measured and how long it was.</p> <p>e.g. 1. chair = 10 pencils long 2. toy dinosaur = 3 pencils long.</p> <p>Record in your workbook</p>	<p>Record in your workbook</p>	<p>(maybe you have an outdoor playground).</p> 
	<p>Brain Break: Choose 1 activity to complete from the Movement Choice Board below. <i>There are NO uploads to seesaw for this session.</i> You can repeat activities.</p>				
	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>
Session 3	<p>Creative Arts <u>Ted Harrison</u> Today you are going to be learning about the artist Ted Harrison and the element of colour.</p> <p>Ted Harrison was an artist who painted the landscapes of Yukon in Canada. He used bright colours and distinct lines to paint simple landscapes of</p>	<p>Geography <u>The importance of an address</u> it is important to have an address so that we can find places like people's homes, restaurants, holiday locations and sporting grounds for example. It means that a postman can find us to deliver our mail and the delivery man can deliver</p>	<p>Wellbeing Wednesday Complete the activity on page 14 about your week so far and how you are feeling.</p> <p>PDH What is a balanced diet? What do you think a 'balanced' diet and lifestyle is? Write your idea in your book.</p>	<p>Science & Technology <u>Everything Comes From Something</u></p> <p>Items we use everyday usually come from the shop, but before they get to the shop they are made using Earth's natural resources.</p> <p>For example:</p> <ul style="list-style-type: none"> • Cows make milk and milk is used to make 	<p><u>STEM Challenge</u> Build a Habitat</p> <p>Use items around your house to design and build an animal habitat (a home for an animal). You might like to use lego, cardboard, paper, popsicle sticks, straws, leaves, dirt, etc.</p>

	<p>mountains, lakes and skies.</p> <p>Read the information on page 16 and answer the questions.</p> <p>Create your own 'Nelson Star' using the instructions on page 17.</p> <p>Glue in your workbook</p>	<p>our orders.</p> <p>Look at the images on page 19, what are they? Why is it important for every place to have one? Answer these questions in your workbooks.</p> <p>Read through why it is important to have an address and what we need to include when we write an address out.</p> <p>Have a look at the picture on page 20, would it be hard for the delivery driver to deliver his pizzas with these house descriptions? Why? Answer in your workbook then use lines to match the descriptions to the correct houses.</p> <p>Look at the examples of envelopes on page 21 with addresses and then write your address on the envelope provided.</p> <p>Glue in your workbook</p>	<p>It is eating healthy foods, doing exercise, and mindfulness</p> <p>In your book:</p> <ol style="list-style-type: none"> 1. List 6 healthy foods and draw them. 2. Describe 4 activities you could do to keep yourself active and then do them. 3. Explain one way you can be mindful. <p>Set up the experiment: How liquids affect your teeth</p> <p>You will need:</p> <ul style="list-style-type: none"> • Egg shells (boiled or sterilised) to model our teeth • Different liquids to test – e.g. water, vinegar, cola, orange juice, milk • Plastic cups • Sticky labels or marker pens <p>How to do it prior to the lesson</p> <ol style="list-style-type: none"> 1. Prepare the egg shells. Dispose of the white and yolk and boil the shells in water for at least 5 minutes. 	<p>ice-cream.</p> <ul style="list-style-type: none"> • Sheep make wool and wool is used to make a jumper. • Sand is used to make glass and glass is used to make windows. <p>Complete the worksheet on page 18 by drawing the missing natural resources used to make the everyday items.</p> <p>Glue in your workbook</p>	   <p>Optional Make your own Binoculars</p> <p>You're going to need something to help you spot the animals while you are on safari today! Make some safari binoculars using materials from around your home.</p>
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2. 1/3 fill each of the cups with the different liquids and label them.

3. Place an egg shell into each of the cups and press it under the surface so it fills and sinks.

4. Leave it for 24 hours then carefully pour away the liquids and add fresh liquid to each cup. Do this every 24 hours if necessary.

5. Leave for a week, observing the eggshells every day. Freshen up the liquid if necessary.

6. Draw a picture and describe what is happening in each cup everyday for a week.

(the journal to record this is on page 15. Make a copy or draw the table up in your book)




Record in your
workbook








Brain Break: Choose 1 activity to complete from the Movement Choice Board below.
There are NO uploads to seesaw for this session. You can repeat activities.

Movement Choice BOARD

Play a quick game of Simon Says with your family.	Take your favourite book outside, find a quiet spot and read.	One Foot Hop! Hop on one foot as many times as you can while counting. What number did you reach?	Play a game of fetch with your dog outside.	Do 5 minutes of yoga to stretch out your body.
Try to rub your head and pat your belly at the same time. How long can you keep it up?	Play a game of Google quick draw . Go to google and type in google quick draw.	Go outside and ride your bike or scooter.	Make a secret handshake and share it with someone in your family.	Challenge someone in your family to a game of noughts and crosses.
Play a game of limbo in your backyard with family members.	Find objects inside and outside that start with the first letter of your name. How many can you find?		Challenge a family member to a handball game.	Draw the letters of the alphabet in the air.
Help mum pack a picnic lunch and eat it outside with your family.	Play a game of charades with your family.	Go on an imaginary roller coaster ride. Sit on a chair, buckle up and enjoy the ride.	Play a game of hide and seek outside or inside with your family.	Play a game of scissors, paper rock with someone in your house.
Go for a walk with your family.	Put on your favourite go noodle song and dance!	Sit outside and close your eyes. How many different things can you hear?	Draw a picture of your favourite plant or flower in your yard.	Make up your own exercise routine. Show it to your family.

SPELLING ACTIVITY GRID

<h3>Sentences</h3> <p>Write some interesting sentences using your spelling words. See if you can use more than one of your spelling words in a sentence!</p>	<h3>Word stairs</h3> <p>Write the spelling words out one letter at a time so they look like stairs.</p> <p>n ni nic nice</p>	<h3>Scramble</h3> <p>Write each spelling word onto a piece of coloured paper, cut the letters apart and mix them up. Race to unscramble each word.</p>	<h3>Chalk writing</h3> <p>Use some chalk to write your spelling words outside on the concrete.</p> 						
<h3>Rhyming words</h3> <p>Choose one spelling word then think of 3 words that rhyme with it.</p> <p>cat hat bat sat</p>	<h3>Star jumps</h3> <p>Spell out each of your spelling words with star jumps. For each letter in the word do one star jump.</p> 	<h3>Word cloud</h3> <p>Create a fun word cloud by typing in your spelling words here: https://www.abcyac.com/games/word-clouds</p>	<h3>Memory game</h3> <p>Write out each of your spelling words on two pieces of paper and lay them face down. Flip them over to find matches.</p>						
<h3>Sand Spelling</h3> <p>Write your spelling words in a tray of sand, flour or salt.</p> 	<h3>Bubble words</h3> <p>Write out your spelling words using bubble letters.</p> 	<h3>Nouns, adjectives and verbs</h3> <p>Group the spelling words into nouns, adjectives and verbs.</p> <table><tr><th>Nouns</th><th>Adjectives</th><th>Verbs</th></tr><tr><td>table girl</td><td>pretty tall</td><td>run cooking</td></tr></table>	Nouns	Adjectives	Verbs	table girl	pretty tall	run cooking	<h3>Fancy words</h3> <p>Write your spelling words in a fun script.</p> 
Nouns	Adjectives	Verbs							
table girl	pretty tall	run cooking							

SPELLING WORDS - LIST 1

Choose five words from the list to practise and learn each week. Cross off when *you can spell and read them*.

List 1 - please ensure you are able to *spell and read* before moving on.

A	all	am	an	and	are	as
at	away	baby	be	big	book	boy
but	by	can	car	cat	come	dad
day	did	do	dog	doll	down	father
for	from	get	girl	go	good	got
had	has	have	he	her	here	him
his	home	I	if	in	into	is
it	jump	just	like	little	look	man
me	mother	mum	my	no	not	of
off	on	one	over	play	put	ran
run	said	saw	school	see	she	so
some	that	the	them	then	they	this
to	took	under	up	us	walk	was
way	we	well	went	when	will	with
yes	you					

SPELLING WORDS - LIST 2

Choose five words from the list to practise and learn each week. Cross off when *you can spell and read them*.

List 2 - please ensure you are able to *spell and read* before moving on.

<ul style="list-style-type: none"> • Monday • Tuesday • Wednesday • Thursday • Friday • Saturday • Sunday 	<ul style="list-style-type: none"> • one • two • three • four • five • six • seven 	<ul style="list-style-type: none"> • eight • nine • ten • eleven • twelve • thirteen • fourteen 	<ul style="list-style-type: none"> • fifteen • sixteen • seventeen • eighteen • nineteen • twenty 	<ul style="list-style-type: none"> • January • February • March • April • May • June • July 	<ul style="list-style-type: none"> • August • September • October • November • December 	<ul style="list-style-type: none"> • Your address.
about	after	afternoon	along	also	again	any
anyone	anything	another	around	ask	because	before
best	been	better	broth	called	came	children
coming	could	cry	dear	does	doing	door
don't	didn't	eat	every	face	fast	find
first	found	friend	gave	give	going	gone
half	happy	head	hear	house	I'm	inside
kind	letter	live	lunch	long	made	make
many	Miss	morning	Mr	Mrs	myself	name
never	new	next	nice	night	now	old
once	open	our	out	people	place	pretty

read	road	should	sister	something	start	story
their	there	these	thing	think	time	told
today	too	two	very	want	water	were
what	who	would	year	yesterday	your	

SPELLING WORDS - EXTENSION LIST

List 1 - please ensure you are able to *spell and read* before moving on.

actually	although	appear	attention	accidentally	behaviours	barely
brilliant	beautiful	bought	believe	business	character	continue
convince	couple	coloured	competition	curious	complete	celebration
continued	consequence	dangerous	different	decorate	decision	decided
demolished	disappear	distance	discussion	delicious	definitely	environment
especially	enormous	embarrassed	extremely	except	especially	fascinating
frightened	favourite	furniture	fragile	famous	fierce	features
gigantic	gnawed	graphics	hesitated	healthy	humorous	hurriedly
intelligent	imaginative	invisible	interrupt	irresponsible	improvement	journey
language	lullaby	length	lightning	magnificent	miniature	museum
medicine	measured	mysterious	neighbour	necessary	noticeable	ordinary
opposition	precious	people	question	receive	remember	realised
responsible	ridiculous	success	suddenly	strange	scatter	scavenger
surrounded	separate	temperature	travelled	territory	temporary	underneath
usually	unfortunately	villages	voyage	weird	wrinkle	unique

Remote Learning Reflection

This week I felt



happy



tired



smart



silly



sad



confused



mad



worried

because...

My favourite part
of this week is...

One thing I have
learnt today is...

One goal I have
is to...

Something else I
want to tell you is...



How liquids affect your teeth Experiment.



Cup 1 Liquid:	Cup 2 Liquid:	Cup 3 Liquid:	Cup 4 Liquid:	Cup 5 Liquid:
Day 1 2 3 4 5 6 7 (circle the day you are up to)			Date:	
Draw:	Draw:	Draw:	Draw:	Draw:
Describe what you see:	Describe what you see:	Describe what you see:	Describe what you see:	Describe what you see:

TED HARRISON

All About Colour

Primary colours are red, yellow and blue. These are colours that cannot be made by mixing other colours. Secondary colours are green, orange and purple.

Mix 2 primary colours together to see what secondary colour they make. You can use coloured pencils, crayons, paint, food dye or playdoh. Write what 2 primary colours make each of the secondary colours in the boxes.

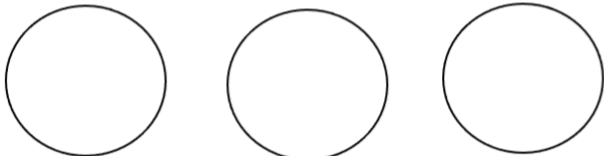
+ = Green

+ = Orange

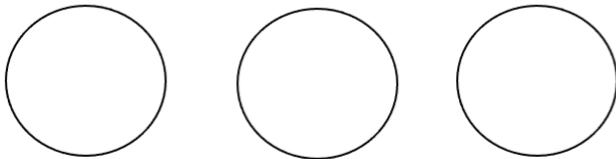
+ = Purple

Colour in the circles with the warm and cool colours.

Cool colours are green, blue and purple.



Warm colours are red, orange and yellow.



This is Ted Harrison's artwork 'Nelson Star'. Ted liked to use bright colours and simple shapes in his paintings. He painted the landscapes of Yukon, Canada the way they looked in his mind. He loved how the landscape was unique and different from all the other places he had visited.

Colour in the subject of the artwork (the focus of the artwork).

People

Nature

Place

Object

Animal

Event

Colour in the form of the artwork (the type of artwork that it is).

Drawing

Painting

Sculpture

Ceramic

Photograph

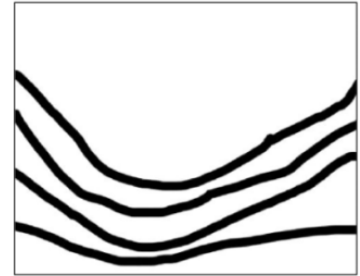
Digital

What do you notice about the colours and the lines in the artwork?

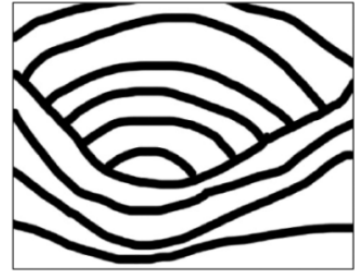
CREATE YOUR OWN 'NELSON STAR'

You will need: Blank A4 paper, coloured pencils, crayons or textas, and a black marker.

1. Draw wavy lines horizontally across the bottom of the page. The lines drop down near the middle, then go up again. These are the mountains.



2. Next, make a simple sunset. Draw a small sun in the very middle sun in the middle and add more lines every inch above it. This does not have to be perfect; the variations make it interesting.



3. Now it's ready to colour! Colour the sky with warm colours, going from lightest on the sun (yellow then orange) to darkest at the top of the paper (red).



4. Colour the mountains with cool colours. You could start with purple at the bottom and move to blue and green. Continue until the whole page is covered with colour. If the black lines were covered, you can trace over all the lines again with black marker.



Draw the natural resource used to make the following everyday items.







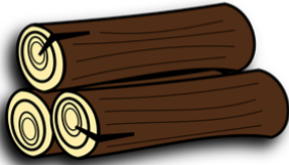


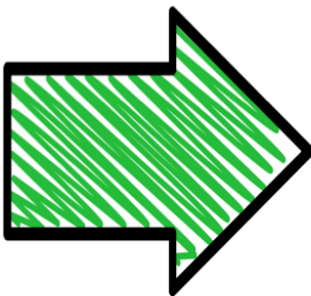























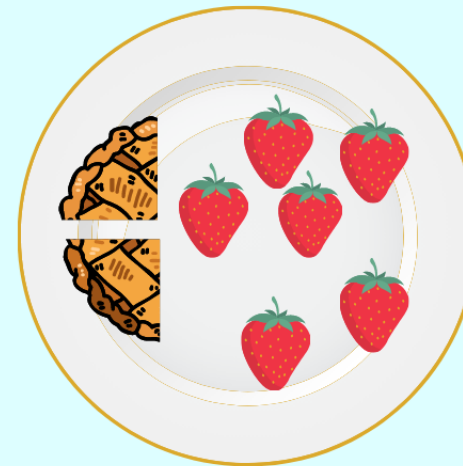
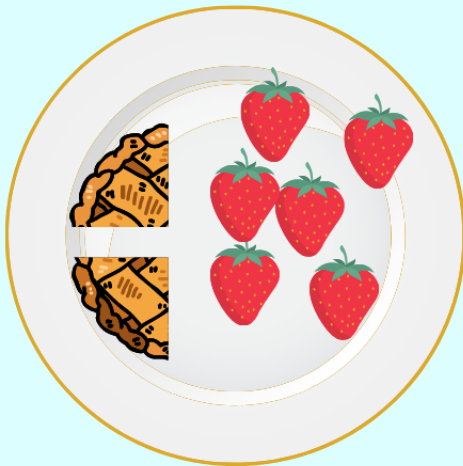


Mrs Hall and Miss Pakowski decided to share 1 whole apple pie and 12 strawberries at a picnic together.

1 Whole Apple
Pie



12 Strawberries



Miss Pakowski decided to cut the pie into 4 equal slices. Each teacher was allowed to eat 2 slices of apple pie because 2 is $\frac{1}{2}$ of 4. They could also eat 6 strawberries because 6 is $\frac{1}{2}$ of 12.

GEOGRAPHY - WHY ARE ADDRESSES IMPORTANT?

Have a look at these pictures, write in your workbook what they are and why does every house have one?



Why do you need an address and what do you need to put on an envelope to make sure that it arrives at the right address?

- It says where people live
- It helps you find a place
- Post office and postman use it
- It needs:
 - A person's name
 - A house or unit number
 - A suburb or town
 - A state
 - A postcode

Which house?

Could this delivery man find the addresses if they were labelled like these? Why not? Draw a line the houses that match the descriptions.



The house with no grass.

The house with the white car in the driveway.

The house with the solar panels.

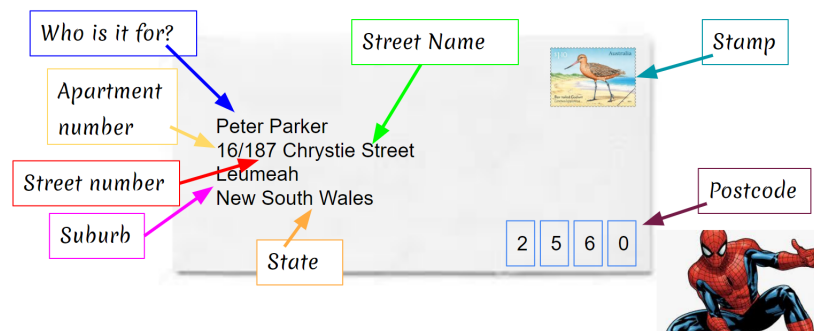
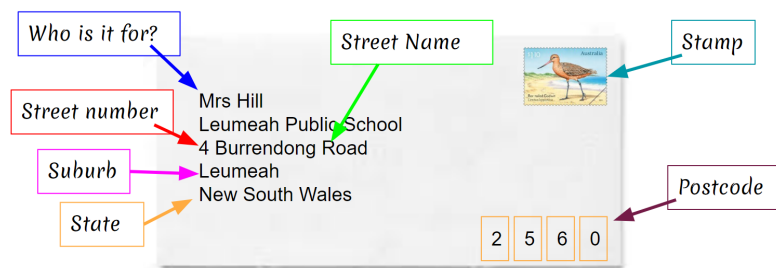


The house with a swimming pool.

The house with the spikey plant.

The house with no trees.

How do you put an address on a letter?



Write your address on this letter.

(Name)

(House number and Street Name)

(Suburb or town)

(State)

(Postcode)