

Leumeah Public School

Framework for teaching offline – Stage 1 Term 4 Week 3



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 <input type="checkbox"/> I understand and can use centimetres and metres. 	<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 discuss the purpose of persuasive texts <input type="checkbox"/> I can identify convincing language in texts (e.g. simple modal verbs, feeling verbs) 	<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 verbs in my writing (modal, thinking and feeling)

FRI-YAY THEME: At the Circus!

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

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 'ow' and 'ou' sound. Here are some examples: ow: cow, clown, down, towel. ou: mouth, about, sound, ground. Ask an adult to help you think of some more examples! Reading: Read a book you have at home or ask a parent or sibling to read one to you. 				

Session 1

Writing

Thinking Verbs

Today we are going to be learning about thinking verbs. We use thinking verbs when we write persuasive texts.

Thinking verbs are words we use to explain what we are thinking. Here are some examples; I think..., I believe..., I know..., I wonder

Using thinking verbs use the text and write what you think about the importance of brushing your teeth each day.



Record in your workbook

Writing

Feeling Verbs

Today we are going to be learning about feeling verbs. We use feeling verbs when we write persuasive texts.

Feeling verbs are words we use to explain how we feel about something. Here are some examples; I like..., I dislike..., I wish..., I love

Use feeling verbs to write a response to convince a parent/carer to buy you a puppy (or another type of pet).



Record in your workbook

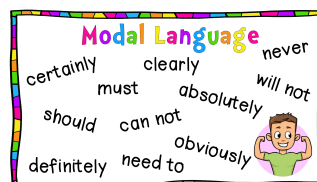
Writing

Modal Language

When we write persuasive texts we use strong words called 'modal language'. This helps us tell the reader about the chance of something happening or how strongly we feel about an opinion.

E.g. I will never share my toys; I definitely like dogs better than cats; I am certain Summer is better than Winter.

Write some sentences to answer the question: Should children eat their vegetables? Don't forget to use modal language to help persuade the reader.



Record in your workbook

Writing

Strong Sentences

When we use thinking verbs, feeling verbs and modal language together, our sentences become strong sentences. Take a look at the two examples on page 17 to learn more.

Complete the table to turn the weak sentences into strong sentences using thinking verbs, feeling verbs and modal language.

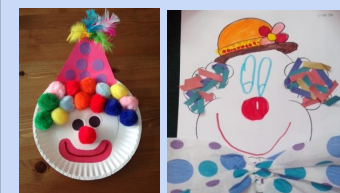
Thinking Verbs	Feeling Verbs	Modal Language
I think...	I like...	definitely must
I believe...	I dislike...	will not should
I know...	I love...	absolutely need
I wonder...	I wish...	can not clearly
I remember...	I enjoy...	certainly never

Record in your workbook









FriYAY!

Arts and Crafts Clown Face

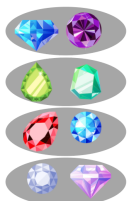
Make a funny clown face out of materials found around your home. E.g. colouring pencils, paper, paper plates, napkins, etc. Don't forget to give your clown a funny name.



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>Mathematics <u>Finding Quarters of Collection</u></p> <p>To find a quarter of a collection we need to split or divide the items into 4 equal groups. For example a quarter of this collection of 8 jewels would be 2.</p>  <p>We can use a number of strategies to find a quarter of a collection.</p> <p>We could share the jewels into 4 equal groups. If I share the 8 jewels into 4 equal groups, each group has 2. So a quarter of the collection is 2.</p> 	<p>Mathematics <u>Finding Quarters of Collections</u></p> <p>We can use our knowledge of fractions to help us solve problems. We can use drawings to help us find the answers and show our working out.</p> <p>Example: A quarter of the flowers in my garden are orange? What might this look like?</p>  <p>2 of the flowers in my garden are orange. $\frac{1}{4}$ of 8 = 2</p> <p><u>Activity: Fractions Problems</u></p> <p>Use your knowledge of fractions to solve the problems on page 17.</p> <p>Record or paste into your workbook</p>	<p>Mathematics <u>Measuring length</u></p> <p>We can measure the length of items using centimetres.</p> <p>Activity: You are going to measure 10 items from your house using centimetres.</p> <p>You will need a ruler or a tape measure that has centimetres marked on it.</p>  <p>Draw and write down in centimetres how long each item is. Put it in your workbook. E.g.</p>  <p>1. pen = 12 cms</p>  <p>2. shoe = 32 cms</p>	<p>Mathematics <u>Measuring length</u></p> <p>We can measure the length of items using metres.</p> <p>Activity: 1 metre</p>  <p>Find an item that is about 1 metre long. eg: tape measure. 1 metre is the same as 100 cm.</p> <p>You are going to measure items that are longer than 1 metre.</p> <p>Measure 5 items in your house that are longer than 1 metre. eg: door, bed, table, lounge, carpet. Draw them in your workbook and write their length eg lounge = 3m</p> <p>When you have finished, compare and order from</p>	<p>Sport <u>Circus Show</u></p> <p>Put on a circus show for a parent, carer, sibling, pet or toy by completing some of the following activities:</p> <ul style="list-style-type: none"> Juggling: Have a go at juggling two or more balls. Clown Dance: Do a funny clown dance to try and make your audience laugh. Tight rope walking: Draw a long line on the concrete with chalk or follow the edge of a path to practise your tight rope walking. Try not to fall off! 

We could also put our collection into arrays. I have put the jewels in 4 rows of 2. So a quarter of the collection is 2.



Activity

Complete the activity on page 20 and 21. Find a quarter of each of the collections. You can use concrete materials to help you.

Record in your workbook



3. book = 22 cms

When you have measured 10 items, order them from the shortest to the longest. eg: 1 pen, 2 book, 3 shoe.

Then write sentences comparing the items. e.g. The pen was the shortest. The book was longer than the pen. The shoe was the longest.

Record in your workbook





the shortest to the longest, e.g. door = 1m, table = 2m, lounge = 3m.

Write a sentence comparing longest and shortest. eg: the door is shorter than the lounge. The carpet was the longest.

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.

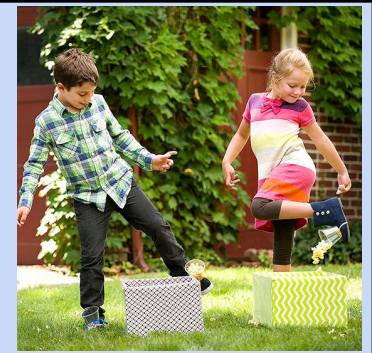
Break	Recess	Recess	Recess	Recess	Recess
	<p>Creative Arts <u>Alberto Giacometti</u></p> <p>Today you are going to be learning about the artist Alberto Giacometti and the element of form.</p> <p>Alberto Giacometti was an artist who created sculptures of people using bronze. He</p>	<p>Geography <u>Party Invitation Delivery</u></p> <p>Review what is important to include when you address a letter on page 22 to make sure that the letter arrives at the right address.</p> <p>Look at the map of Cartoon Town on page 22 to see how you find an</p>	<p>Wellbeing Wednesday Complete the activity on page 13 about your week so far and how you are feeling.</p> <p>PDH <u>How Liquids affect our teeth experiment.</u></p> <p>Use the worksheet on page 14 to record your results for the teeth</p>	<p>Science & Technology <u>Living with the Land</u></p> <p>Nature can provide everything that Aboriginal and Torres Strait Islander People need to live a healthy lifestyle. Their knowledge of Country can be used to provide food,</p>	<p>STEM Challenge <u>Make your own Big Top Tent</u></p> <p>Use items around your house to design your own big top tent. You can make it life size using blankets, towels, chairs, etc. Or you may choose to make a mini</p>

<p>Session 3</p>	<p>created tall, thin sculptures that look like they are moving.</p> <p>Read the information on page 18 and answer the questions.</p> <p>Complete the warm up and create your own sculpture using the instructions on page 19.</p> <p>Glue in your workbook</p>	<p>address using the street name and number, can you find Bob the Builder?</p> <p>Read the addresses and look at the map on page 23 to see if you can work out who lives at these addresses. Look at page 24 for the answers, were you right?</p> <p>Buzz and Woody need your help! Can you find out who lives at the 4 different addresses at the top of page 25 and then write addresses on the party invitations to 4 different people from Cartoon Town. Use the map on page 23 and write who lives at the addresses as well as writing the address on the envelopes on page 25.</p> <p>Glue in your workbook</p>	<p>experiment we started last week.</p> <p>Don't forget to write down the liquid you kept the egg shells in at the top of each column and in your own words explain what happened to the shells.</p> <p>If the shell represents your teeth, what does this experiment tell you about the different drinks we consume?</p> <p>Fast food alternatives.</p> <p>In your book make a list of your favourite foods, including fast foods.</p> <p>Can you think of any fast food restaurants that offer healthy alternatives?</p> <p>eg: McDonalds Red Rooster</p>  <p>In your book make a list of the healthy alternatives these two places offer.</p>	<p>medicine and equipment for their daily lives.</p> <p>Read the information on page 15. Then complete the activity by identifying natural resources used by Aboriginal and Torres Strait Islander people, and their uses.</p> <p>Record in your workbook</p>	<p>version using lego, popsicle sticks, paper, toilet rolls, etc.</p>    <p>Optional Popcorn Challenge</p> <p>Can you carry and tip a cup of popcorn into a bowl without using your hands?</p>
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Should fast foods be banned from our diets altogether? Write a short response 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.

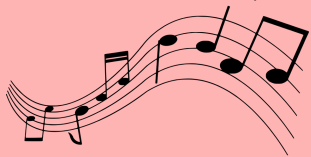
Movement Choice BOARD

Find an object from around the house beginning with every letter of the alphabet	Create something from an empty toilet roll	Do a cosmic kids yoga on YouTube	Draw a picture and then cut it into pieces to create your own puzzle	Fold the laundry and put it away
Name 5 things that make you smile	Do 10 squats and 10 star jumps	Go on a rainbow scavenger hunt. How many things in nature can you collect in different colours?	Have a parade. March around the house playing an instrument. You can make an instrument if you don't have one.	Make video interviewing a family member
Make a bird feeder outside and put some small pieces of cut up fruit out	Design your dream bedroom. Draw your design or make it with lego.		Practice tying your shoelaces	Build a fort using pillows, blankets or boxes
Can you make your own sandwich for lunch? What would you put on it?	Create a new game using a deck of cards	Go outside and ride your bike or scooter	Make a video reading your favourite picture book. Share the video with someone who would enjoy it	Create a chalk obstacle course outside
Play red light, green light with someone in your family.	Draw a picture of your pet	Make a cartoon book with a funny ending	Take a walk and make a list of all the animals you saw	Have a paper airplane challenge with your family. Whose plane can fly the best?

SPELLING ACTIVITIES

Singing Words

Use your spelling words to write a song or a poem.



Sand Spelling

Write your words in sand, flour or salt.

Chalk Twister

Write the alphabet on the pavement in chalk and stretch to touch the letters to make your spelling words

Nature Words

Use rocks, twigs, leaves, flowers and grass to make your words.



Roll and write

Roll a dice for each spelling word and write it out the same amount of times as on the dice.



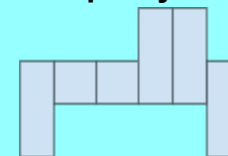
Look at your word
Say your word
Cover your word
Write your word
Check your word

Sentences

Can you write one sentence that has as many of your spelling words as you can

Box Words

pretty



Draw

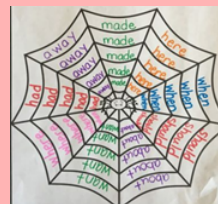
Turn your words into a picture or draw a picture of the word you are learning.

Rainbow Words

Write your words in rainbow colours



Make a word web



Bubble words

Write your words in bubble writing.



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.

• Monday	• one	• eight	• fifteen	• January	• August	• Your address.
• Tuesday	• two	• nine	• sixteen	• February	• September	
• Wednesday	• three	• ten	• seventeen	• March	• October	
• Thursday	• four	• eleven	• eighteen	• April	• November	
• Friday	• five	• twelve	• nineteen	• May	• December	
• Saturday	• six	• thirteen	• twenty	• June		
• Sunday	• seven	• fourteen		• July		
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...

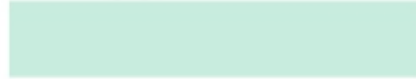
One thing I have
learnt today is...

One goal I have
is to...

Something else I
want to tell you is...

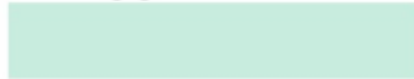
What happened to my egg shells after keeping them in liquids for a week?

Egg shells in:



This is what happened to my eggshells after one week:

Egg shells in:



This is what happened to my eggshells after one week:

Egg shells in:



This is what happened to my eggshells after one week:


Egg shells in:




This is what happened to my eggshells after one week:

Food


Aboriginal and Torres Strait Islander Peoples use their science skills to **test** plants and find out which ones are safe to eat.



Lemon Myrtle leaves can be crushed and added to water for tea.



The Peanut Tree (Dundil) has black seeds which taste like peanuts.




Grubs are a healthy snack found on Wattle Trees.


4

Medicine


By **experimenting**, they have found plants that can be used as medicine, if they are prepared and used correctly.



The Goat's Foot leaves can be put on stingray bites to help them heal.



The bright orange Desert Mushroom can be sucked to cure a sore mouth or lips.



The leaves of the Tea Tree plant are crushed and put on cuts or burns on the skin.

5

Tools

By **exploring** the land, Aboriginal and Torres Strait Islander Peoples have found trees and plants that can be used to make tools.



Coolamon bowls are carved out of large Gum Trees. They are careful to only use what they need.



Didgeridoos are made from large branches that have been hollowed by termites.



Resin (liquid) from the Spiky Spinifex plant can be used as a glue.

6

Identify three natural resources and what they are used for.

Nature's Shopping List

Type of natural resource...	What it is used for...
Lemon Myrtle Leaves	Used to make tea

Weak Sentences	Strong Sentences
Dogs are the best.	<i><u>I think</u> dogs are <u>clearly</u> the best because <u>I love</u> the way they are so playful.</i>
Littering is wrong.	<i><u>I believe</u> littering is <u>definitely</u> wrong because it is bad for the planet and <u>I dislike</u> it.</i>
Superheroes are brave.	
Learning is important.	
Birthdays are special.	
Playgrounds are fun.	

Fraction Problem Solving

PROBLEM 1

A quarter of the children a family are boys. Draw what the family could look like.



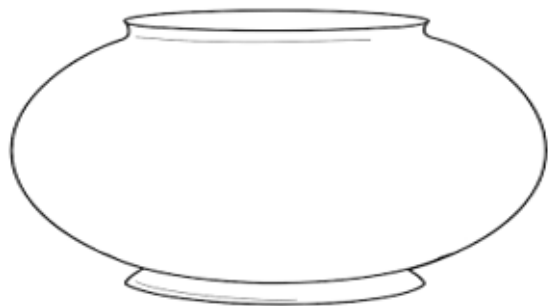
PROBLEM 2

A quarter of the cupcakes I brought to school to share with my friends had chocolate icing. Draw what the box of cupcakes could look like.



PROBLEM 3

A quarter of my pet fish are orange. Draw the fish in my fish tank.



PROBLEM 4

I bought a carton of eggs at the shop. A quarter of them were cracked when I got home! Draw the broken eggs in the carton.



CHALLENGE 1

Can you write your own fraction problem?

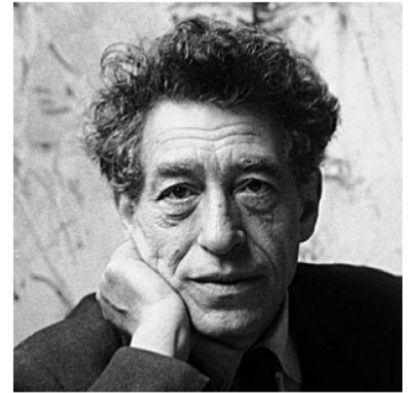
CHALLENGE 2:

Emily bought six pizzas. Some were cut into halves and some were cut into quarters. There was the same number of halves as quarters. How many halves and how many quarters were there?



ALBERTO GIACOMETTI

Alberto Giacometti was a Swiss sculptor. He was born in 1901 and died in 1966. Giacometti is famous for his tall, thin figures made of bronze. He made sculptures by having people model for him. He liked to use models he knew well. These models included friends, his sister and Annette Arm, who was his wife. He was also inspired by the shadows of people. He used the art element of *form* (3D shape) to make his sculptures look like they are moving.



How would you describe the person in the sculpture?

What is the subject of the artwork? (What is the artwork of?)

People

Nature

Place

Event

Object

Animal

What is the form of the artwork? (How was the artwork made?)

Painting

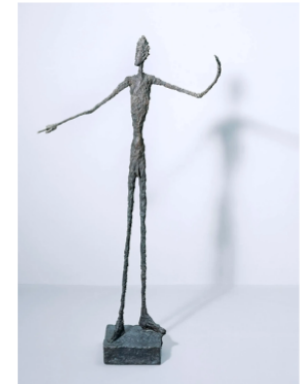
Drawing

Sculpture

Ceramic

Photography

Digital



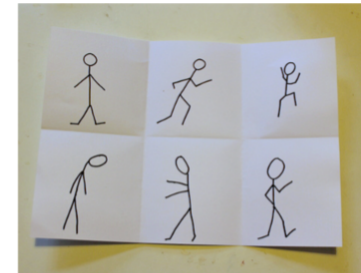
WARM UP

Take a piece of paper and fold it in half length-ways, and then into three width-ways, so you end up with six rectangles. They don't all have to be the exact same size, so long as you have six spaces to draw in. You have 10 seconds to draw each of these stick figures.

Draw:

- | | |
|---------------------------|---|
| 1- stick figure | 4- a stick figure comforting the sad stick figure |
| 2- a stick figure running | 5- a happy stick figure |
| 3- a sad stick figure | 6- a stick figure doing something of your choice. |

Notice how a simple drawing can show movement an action. Just like how Alberto Giacometti's sculptures look like they're moving!



CREATE YOUR OWN SCULPTURE!

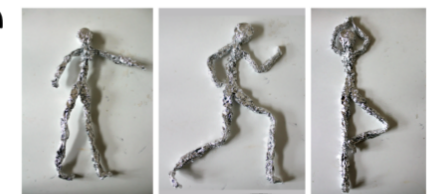
You will need a piece of kitchen foil – a piece a bit bigger than A4 size.

Draw out the guidelines on your own piece of foil, and then cut along them.

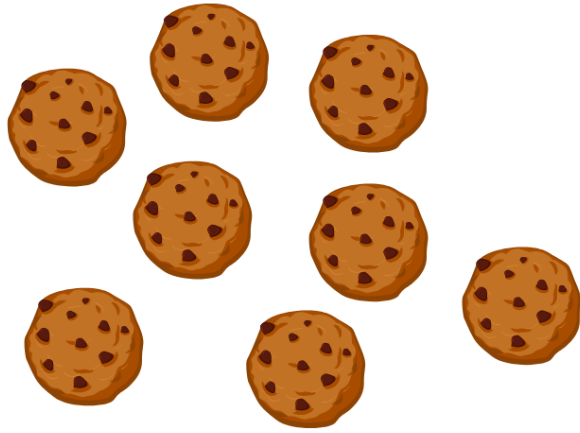
Next, use your hands to scrunch up the foil sections to make your person.

Move your foil figure to recreate some of the stick figures you have drawn or ask someone in your house to model for you. The arms, legs, back, and neck will all bend easily so you can carefully re-position your person.

Try to make your figure stand, run, even do yoga!



FINDING A QUARTER OF A COLLECTION



Find a quarter of the 8 cookies. Draw the cookies in groups or arrays to help you.

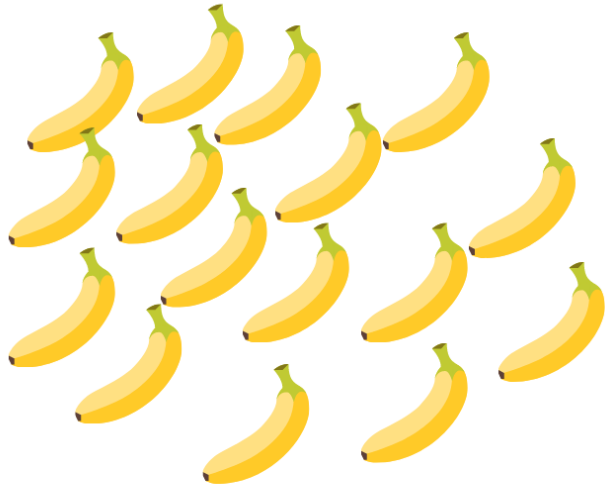
A $\frac{1}{4}$ of 8 is _____



Find a quarter of the 12 gummy bears. Draw the gummy bears in groups or arrays to help you.

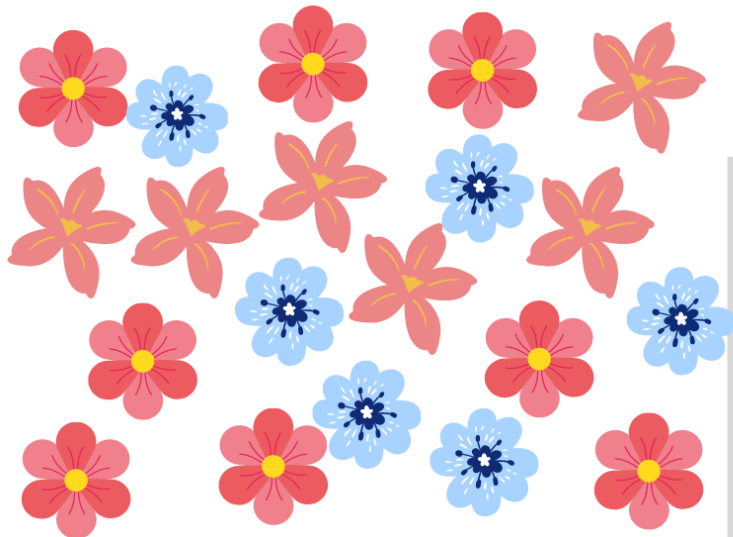
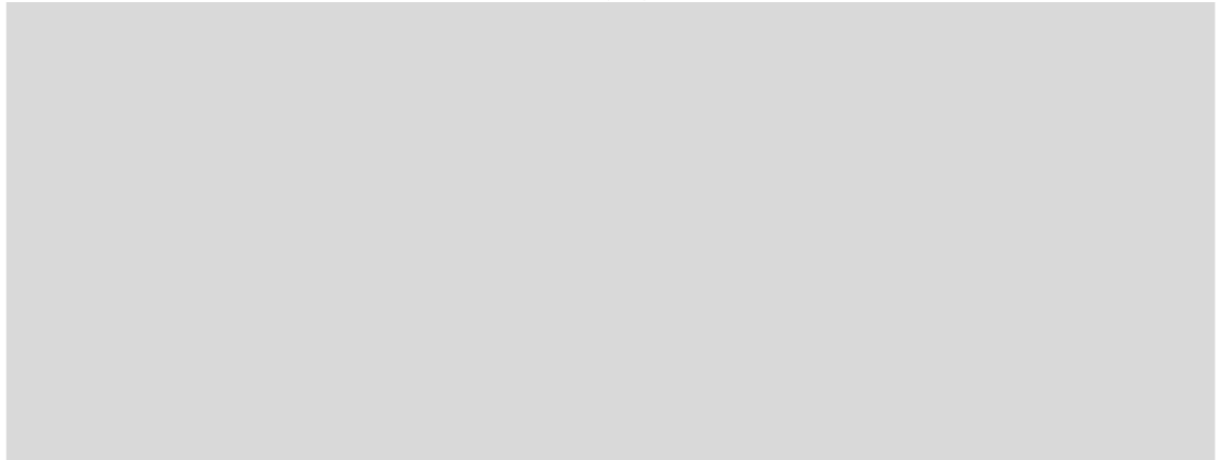
A $\frac{1}{4}$ of 12 is _____

FINDING A QUARTER OF A COLLECTION



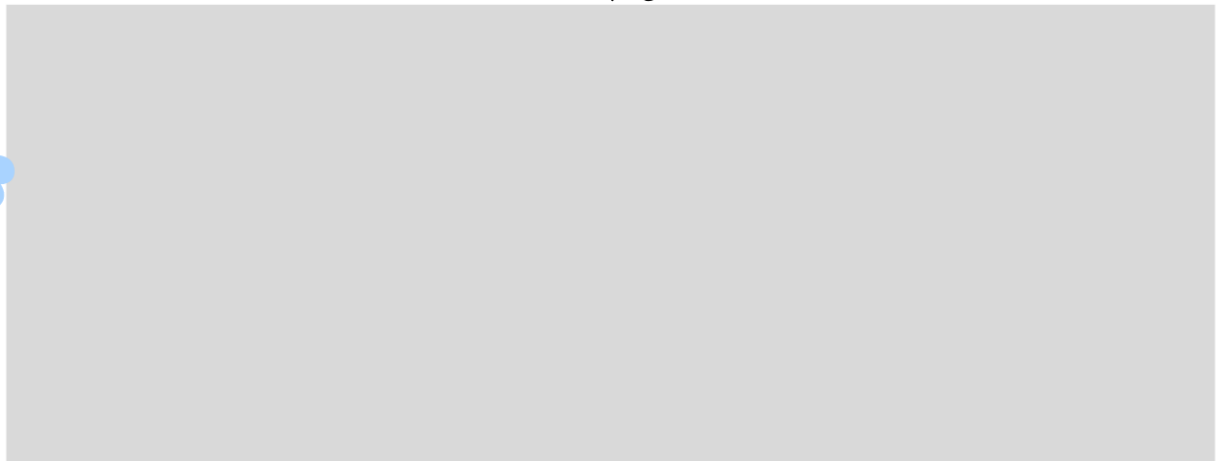
Find a quarter of the 16 bananas. Draw the bananas in groups or arrays to help you.

A $\frac{1}{4}$ of 16 is _____



Find a quarter of the 20 flowers. Draw the flowers in groups or arrays to help you.

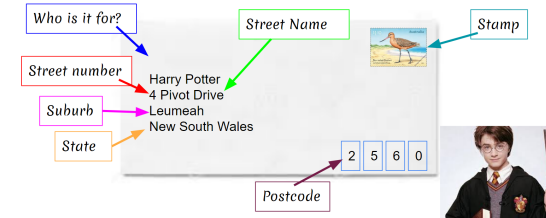
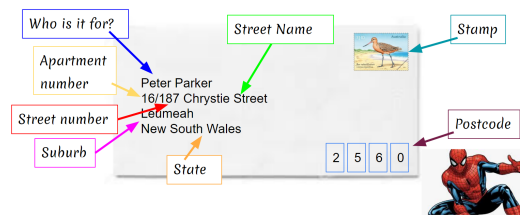
A $\frac{1}{4}$ of 20 is _____



GEOGRAPHY - WHY ARE ADDRESSES IMPORTANT?

Review: 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 postmen use it
- It needs:
 - A person's name
 - A house or unit number
 - A suburb or town
 - A state
 - A postcode



How do I find a house on a map?

How can I find who lives at this address?

11 Main Street
Cartoon Town

Look for the street name then the house number.



If you said **Bob the Builder** you were right!



How can I find who lives at these addresses? Look for the street name then the house number. See answers on the next page.

14 Spring Place
Cartoon Town

6 Main Street
Cartoon Town

9/10 Main Street
Cartoon Town

Cartoon Town

1

3

5

PIVOT DRIVE

7

9

11

ROCKY ROAD

2

4

CROSS ROAD

6

8

SMALL STREET

10

12

SESAME STREET

1

3

SPRING PLACE

5

7

WINDY LANE

9

11

SPRING PLACE

2

4

6

WINDY LANE

8

10

12

WINDY LANE

14

SPRING PLACE

23

How can I find who lives at this address?

14 Spring Place
Cartoon Town

If you said Squidward, you were right!



What building is at this address?

6 Main Street
Cartoon Town

If you said the swimming pool you were right!



How can I find who lives at this address?

Apartment number
9/10 Main Street
Cartoon Town

Street number

If you said the clown you were right!



It's a Party!



Buzz and Woody are having a birthday party, but they need to deliver their letters. Look at the map on page xx, who lives at these addresses? Write your answers in your workbook.

- 1 Main Street, Cartoon Town
- 6 Spring Place, Cartoon Town

Address this party invitation to Rapunzel.

(Name)

(House number and Street Name)

(Suburb or town)

NSW

(State)

2

5

6

0



- 9 Spring Place, Cartoon Town
 - 15/12 Main Street, Cartoon Town
- Address this party invitation to Spongebob.

(Name)

(House number and Street Name)

(Suburb or town)

NSW

(State)

2

5

6

0

Address this party invitation to Santa.

(Name)

(House number and Street Name)

(Suburb or town)

NSW

(State)

2

5

6

0



Address this party invitation to Peppa Pig.

(Name)

(House number and Street Name)

(Suburb or town)

NSW

(State)

2

5

6

0