

S2 Week 10 Learning from Home Booklet

Check your class dojo for zoom and to check in with your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<input type="checkbox"/> Sentence a Day	<input type="checkbox"/> Sentence a Day	Wellbeing Wednesday (see grid)	<input type="checkbox"/> Sentence a Day	<input type="checkbox"/> Sentence a Day
	<input type="checkbox"/> Spelling	<input type="checkbox"/> Spelling		<input type="checkbox"/> Spelling	<input type="checkbox"/> Spelling
	<input type="checkbox"/> Reading	<input type="checkbox"/> Reading		<input type="checkbox"/> Reading	<input type="checkbox"/> Reading
	<input type="checkbox"/> Writing	<input type="checkbox"/> Writing		<input type="checkbox"/> Writing	<input type="checkbox"/> Writing
Middle	<input type="checkbox"/> Maths - 2D Shapes and 3D Objects	<input type="checkbox"/> Maths - Fractions and Decimals		<input type="checkbox"/> Maths - Multiplication and Division	<input type="checkbox"/> Maths - Length and Mass
	<input type="checkbox"/> Brain Break	<input type="checkbox"/> Brain Break		<input type="checkbox"/> Brain Break	<input type="checkbox"/> Brain Break
Afternoon	<input type="checkbox"/> CAPA	<input type="checkbox"/> Science		<input type="checkbox"/> Slime Making	<input type="checkbox"/> Fitness Challenges
					<input type="checkbox"/> STEM - Mrs McPhan

13/9/21

Happy Monday!

Monday
<input type="checkbox"/> Sentence a Day
<input type="checkbox"/> Spelling
<input type="checkbox"/> Reading
<input type="checkbox"/> Writing
<input type="checkbox"/> Maths - 2D Shapes and 3D Objects
<input type="checkbox"/> Brain Break
<input type="checkbox"/> CAPA

Sentence a Day

Learning Intention

I can write interesting sentences that make sense

I can reread and edit my writing

Success Criteria

I can write interesting sentences which:
Vary their type, make sense, use powerful vocabulary, include adverbial phrases, direct and reported speech, pronouns and articles use consistent tense and achieve my intended purpose




Sentence a Day

We have learned about all these things during Term 3! Your challenge this week is to try to include them in the sentences you write about a picture. Write as much as you can in the time given.

Remember, your ideas should link and make sense.

Vocabulary	Compound and Complex Sentences
Adverbs and Adverbial Phrases	Direct and Reported (indirect) Speech
Editing	Pronouns
Articles (a/an)	Tense (past, present, future)
Author's Purpose (PIE)	



Sentence a Day

Have some thinking time about this picture - what can you see, what might be happening, what might happen next, etc.

When you are ready to write, set a 2 minute timer and write as much as you can in that time. Make sure to read your sentences once finished and check they make sense.



Spelling Revision

Learning Intention

To identify, spell and say words which contain the given rule/sound.

Success Criteria

- I can complete various word work activities using my knowledge of the spelling sound/rule.
- I can spell words using the given rule.
- I can create sentences to demonstrate my understanding of the words.

Spelling Revision

Week 5 Sound - Silent 'b'
e.g thumb

Week 5 Rule - 'i' comes before 'e' except after 'c'
e.g receive

Write as many words as you can that follow this sound.

Write as many words as you can that follow this rule.

Create 4 sentences that follow the spelling sound/rule. Try to add more than one spelling word per sentence.

1)

2)

3)

4)

Spelling Revision

Complete the word search.

WORD WALL

BOMB

CEILING

CLIMB

DOUBT

FIELD

LAMB

PLUMBER

RECEIPT

SHIELD

THUMB

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



Reading

Learning Intention

I am learning to apply different comprehension skills.

Success Criteria

I can locate specific information.
I can answer literal questions (here questions).
I can answer inferential questions (hidden questions).

Complete the Reading comprehension- Sunflower Seeds





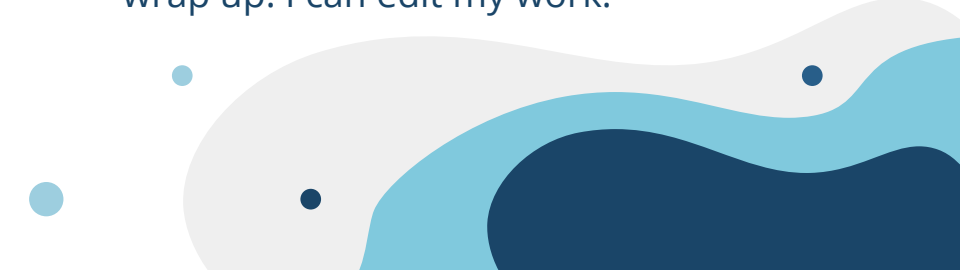
Writing

Learning Intention

We are learning to use our story graph and Seven Steps techniques to create an imaginative text.

Success Criteria

I can write a sizzling start. I can use backfill to reveal who, what and when. I can write a gradual build up of tension. I can write an exciting ending and character wrap up. I can edit my work.



Imaginative Writing

- Now that we are experts at using our story graphs to help us plan our writing, we are going to put everything we have learnt to practise!

Today, you are going to create an imaginative text based on a picture. You are going to write the **WHOLE** story today.

You will need to fill in your story graph, just like we have been doing over the past few weeks!



Imaginative Writing



This is the picture you will base your story on.

Start to have a think about what you're going to write about.



A few more things....

1. Sizzling start and backfill!

Start your story off with impact!

You could use:

- Onomatopoeia 'BANG!'
- Start at the action
- Dialogue 'HELP!'
- Ask a question
- Make the reader curious

After your SS use backfill to reveal who, where and when.



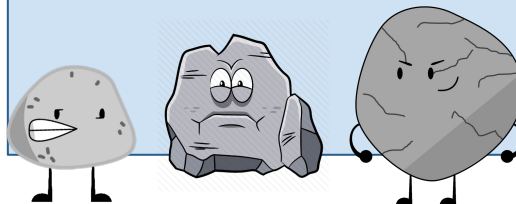
2. Pebble, rock and boulder!

You need to gradually build the tension.

Start with your pebble (small) problem.

Then your rock (medium) problem.

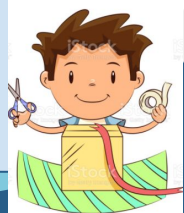
And lastly, your boulder (BIG) problem! Your reader must be really worried for the main character/s



3. Exciting ending and character wrap up!

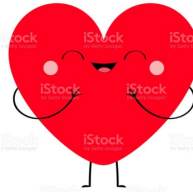
Just as you think there is no hope for the main character/s, your exciting ending comes and saves the day! Avoid 'quick fix' endings, like "...and then I woke up". That's BORING!

Your character wrap up leaves the reader feeling happy and satisfied.



Imaginative Writing

Remember to use your 5+1 senses when writing your pebble, rock and boulder!



**I LIKE THAT BOULDER. THAT IS a
NiCe BOULDER**

● Imaginative Writing - Your Steps

01

Fill in the whole story graph on the next page.

02

Begin writing in the provided space.

03

Edit your work.

04

Completed!

Imaginative Writing

Narrative Story Graph

Title:

Sizzling Start

Exciting Ending
(Action climax)

Character Wrap-up
(Emotional resolution)

Gradual build-up of tension

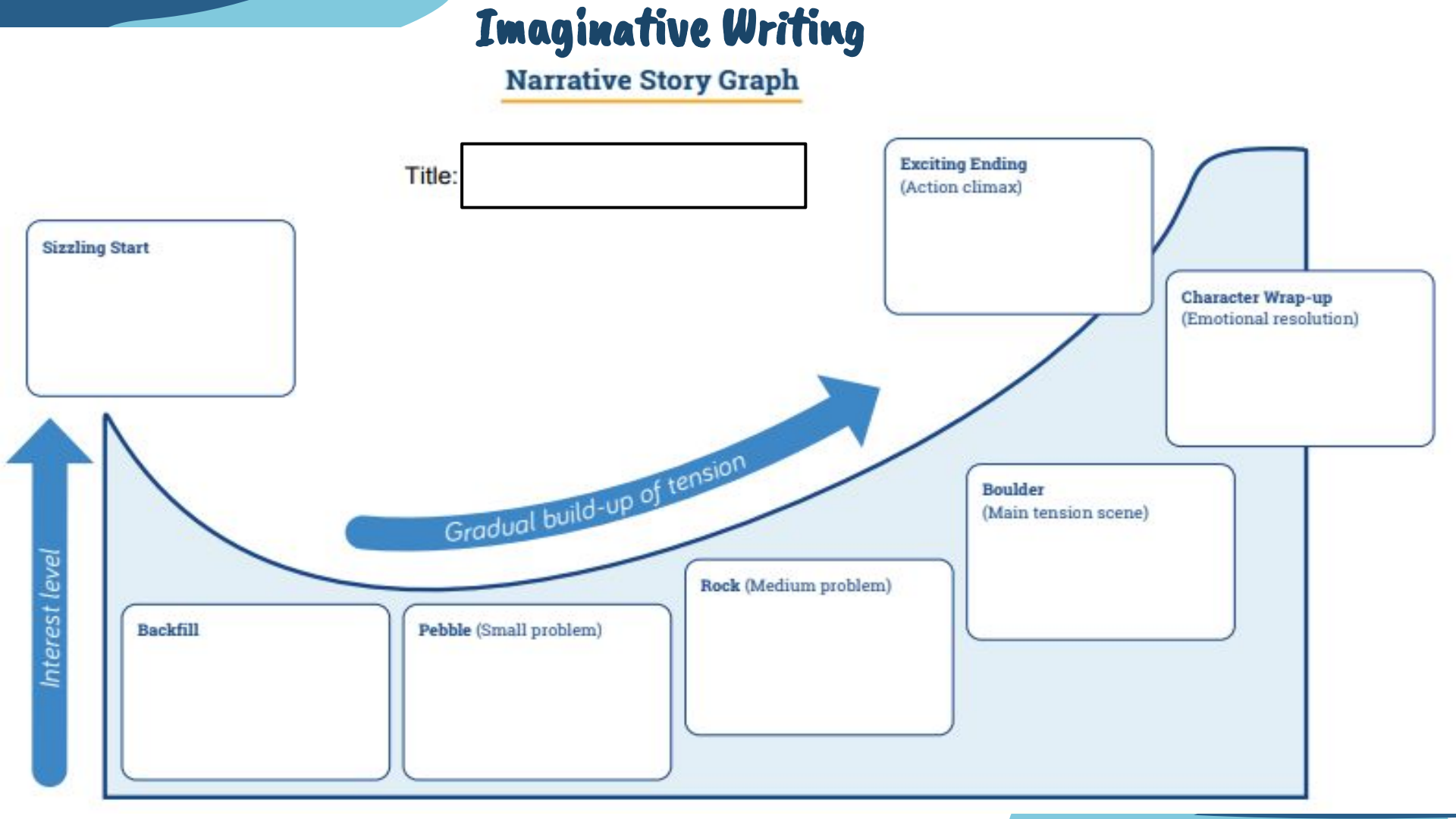
Boulder
(Main tension scene)

Rock (Medium problem)

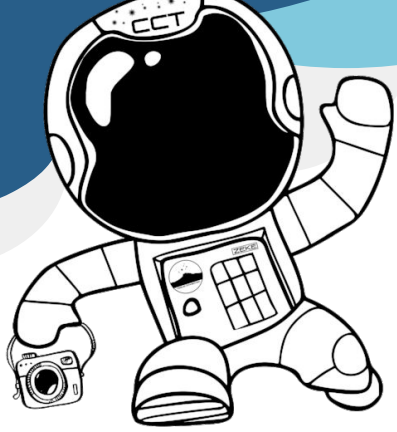
Pebble (Small problem)

Backfill

Interest level



Imaginative Writing



Title:

Sizzling start:

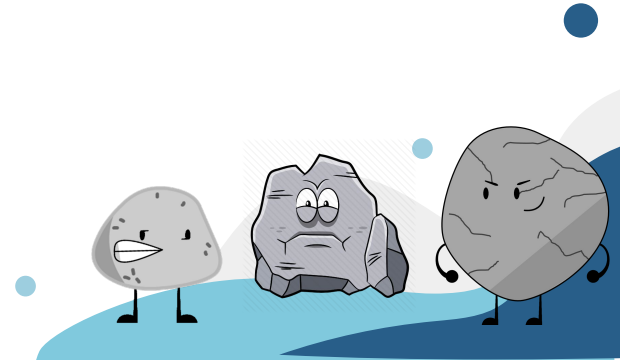


Imaginative Writing

Pebble:

Rock:

Boulder:



Exciting ending:



Character wrap up:

"Let's eat Grandma!"



"Let's eat, Grandma!"

**PUNCTUATION
SAVES LIVES.**

Editing

Remember to edit your work!

Check for:

- spelling ✓
- punctuation ✓
- re-reading to make sense ✓
- using paragraphs to order ideas ✓




Maths

Learning Intention

Consolidate my
understanding of 2D
shapes and 3D
objects

Success Criteria

I can read a question carefully.
I can think about what is being asked.
I can work out an answer.
I will try my best.



Quiz Time

- We have covered some learning of 2D shapes and 3D objects during our time at home!

Try your best at completing the quiz **“2D Shapes and 3D Objects Quiz”** to share what you know!

**Remember, it's okay if you don't know but it's not okay if you don't try.
I believe in you!**

Problem Solving

Building with Solid Shapes

We have a box of solid shapes. In it there are cubes, triangular prisms, cones, cuboids, cylinders and tetrahedrons.



cube



triangular
prism



cone



cuboid



cylinder



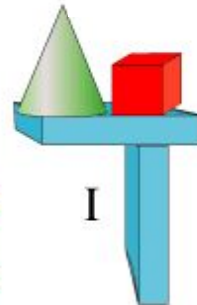
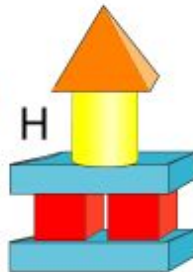
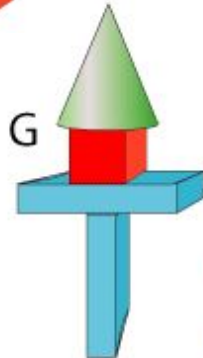
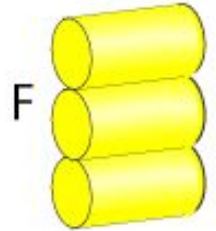
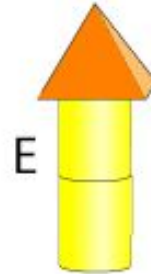
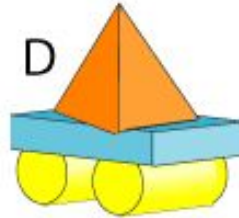
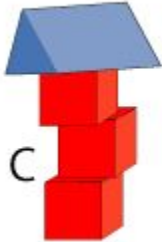
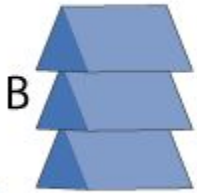
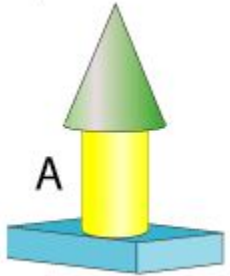
tetrahedron

Problem Solving

Which of the buildings below would fall down if we tried to make them?

Which ones would be unstable and possibly collapse?

Which ones would stay standing?



Problem Solving

Challenge: Can you make your own tower at home using a range of 3D objects? How tall can you make it before it falls? How adventurous can you be with it's structure?
Share a photo if you do!



Here's one I made!

Brain Break - Boogle

You have 5 minutes to create as many words as you can using only the letters provided. Please note you can only use each letter once per word for example you can't have the word 'smell' as it has 2 ll's and you have only been given one l to use.

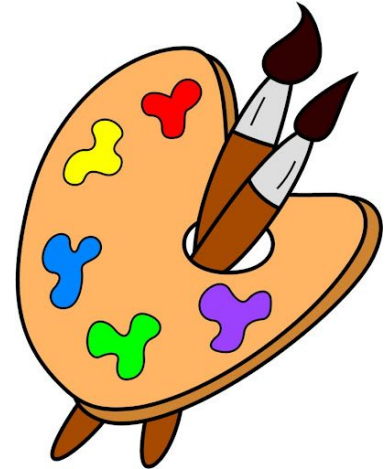
e	l	s
d	o	m
r	p	c

How many different words did you find?

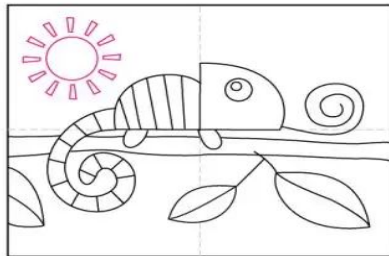
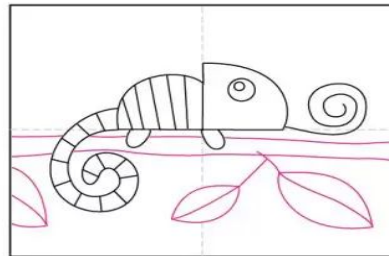
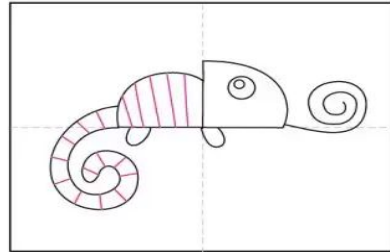
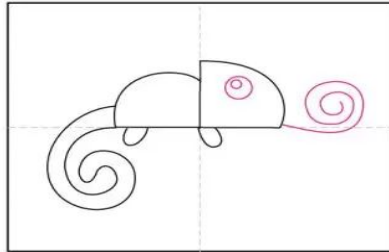
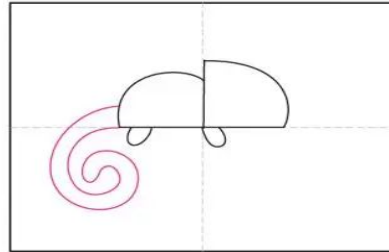
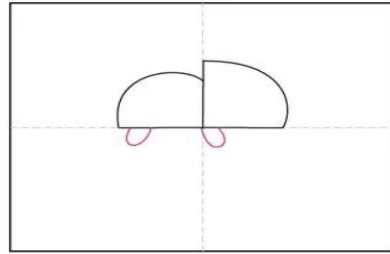
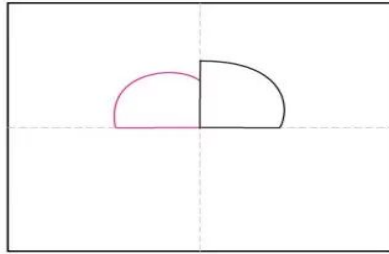
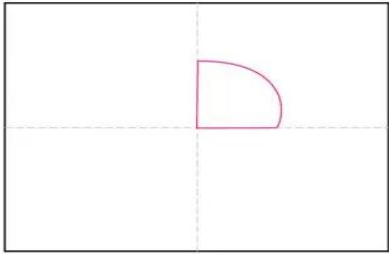
Afternoon Fun



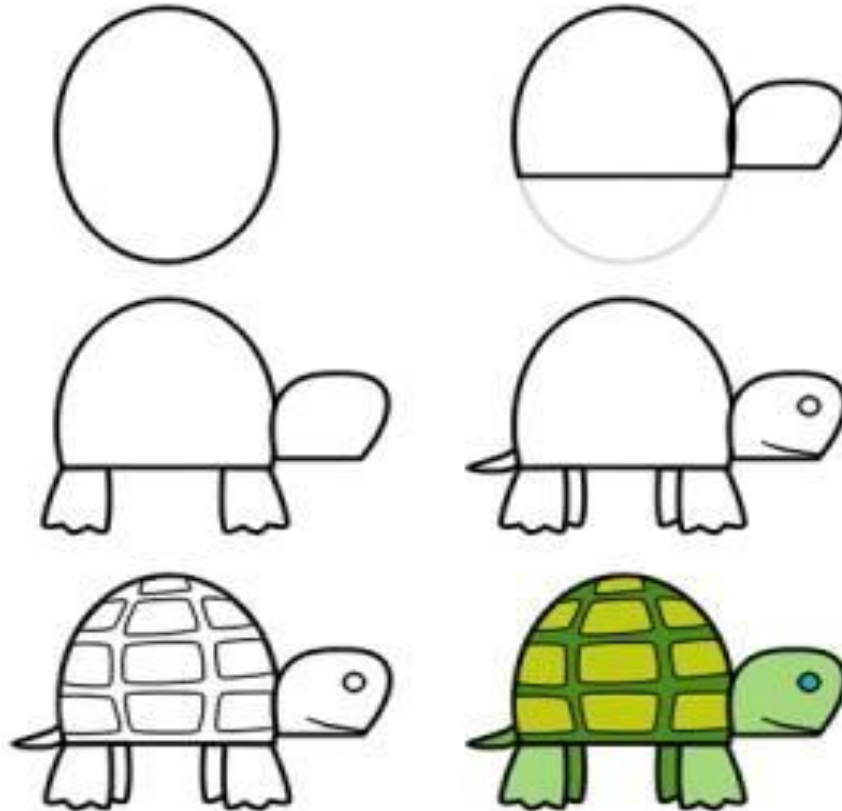
ART



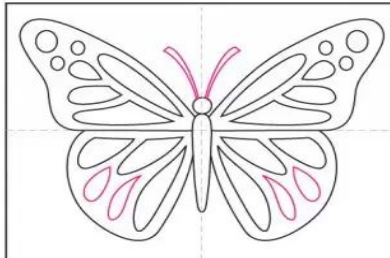
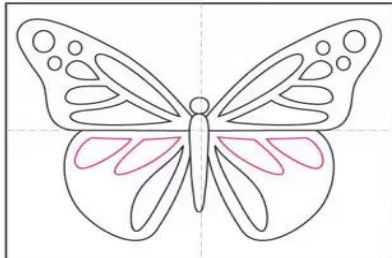
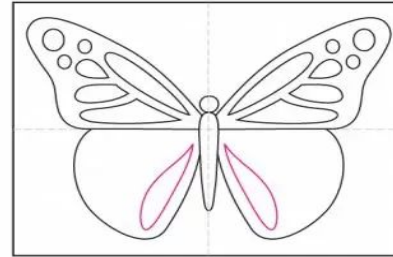
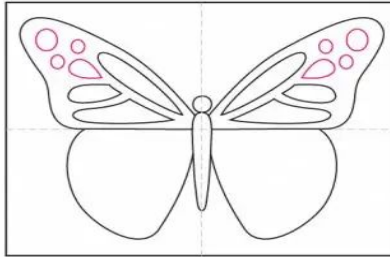
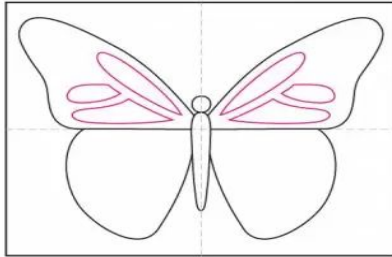
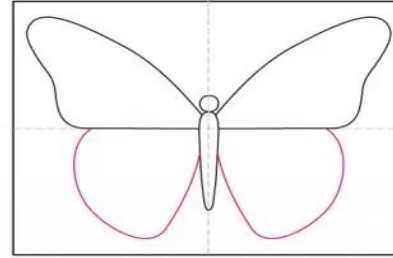
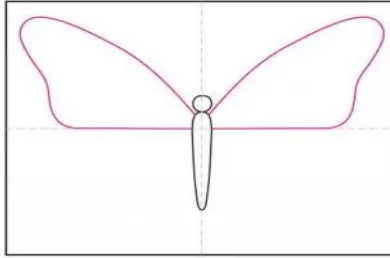
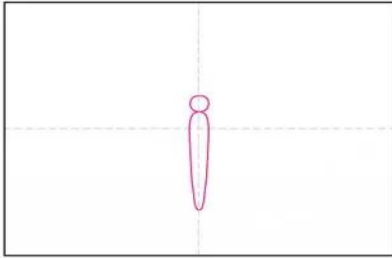
• Directed Drawing - Chameleon



Directed Drawing - Turtle



• Directed Drawing - Butterfly



14/9/21

Terrific Tuesday!

Tuesday
<input type="checkbox"/> Sentence a Day
<input type="checkbox"/> Spelling
<input type="checkbox"/> Reading
<input type="checkbox"/> Writing
<input type="checkbox"/> Maths - Fractions and Decimals
<input type="checkbox"/> Brain Break
<input type="checkbox"/> Science

Sentence a Day

Learning Intention

I can write interesting sentences that make sense

I can reread and edit my writing

Success Criteria

I can write interesting sentences which:
Vary their type, make sense, use powerful vocabulary, include adverbial phrases, direct and reported speech, pronouns and articles use consistent tense and achieve my intended purpose




Sentence a Day

We have learned about all these things during Term 3! Your challenge this week is to try to include them in the sentences you write about a picture. Write as much as you can in the time given.

Remember, your ideas should link and make sense.

Vocabulary	Compound and Complex Sentences
Adverbs and Adverbial Phrases	Direct and Reported (indirect) Speech
Editing	Pronouns
Articles (a/an)	Tense (past, present, future)
Author's Purpose (PIE)	



Sentence a Day

Have some thinking time about this picture - what can you see, what might be happening, what might happen next, etc.

When you are ready to write, set a 2 minute timer and write as much as you can in that time. Make sure to read your sentences once finished and check they make sense.



Spelling Revision

Learning Intention

To identify, spell and say words which contain the given rule/sound.

Success Criteria

- I can complete various word work activities using my knowledge of the spelling sound/rule.
- I can spell words using the given rule.
- I can create sentences to demonstrate my understanding of the words.

Spelling Revision

Week 6 Sound - igh
e.g light

Week 6 Rule - Words that have a consonant followed by 'y', change the 'y' to 'i' before adding '-ful' - e.g beautiful

Write as many words as you can that follow this sound.

Write as many words as you can that follow this rule.

Create 4 sentences that follow the spelling sound/rule. Try to add more than one spelling word per sentence.

1)

2)

3)

4)

Spelling Revision

Complete the word search.

WORD WALL

BEAUTIFUL

DUTIFUL

FANCIFUL

HIGHLIGHT

MIGHT

NIGHT

PITIFUL

PLENTIFUL

TIGHTLY

TONIGHT

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




Reading

Learning Intention

I am learning to apply different comprehension skills such as inferencing, finding facts, determining the cause & effect and understanding story elements such as the setting.

Success Criteria

I can make inferences.
I can determine whether something is a fact or opinion.
I can determine the cause and effect.
I can compare settings.



Reading Comprehension- What you need to know

Inference: Use your background knowledge and the clues in the text or image to make predictions or draw conclusions.

Eg: The front yard was wet. You can use your background knowledge that the grass was wet because it rained or someone turned on a sprinkler.

Facts & opinion: A fact gives you information that can be proven. An opinion is someone's thoughts.

Eg: It is 30C today (fact). It is beautiful outside today (opinion).

Cause & effect: A cause explains why something happens. An effect is the result of the cause.

Eg: It had snowed (cause). We made a snowman (effect).

Compare & contract: We compare to find similarities. We contrast to find differences.

Eg. raincoat and umbrellas are similar because they both keep you dry and you use them in the rain (compare). Raincoats and umbrellas are different because you wear a raincoat and you hold an umbrella (contrast).

Task: Fill in the text boxes on the following slide.

Using pictures to practice reading skills



Which of the following is an inference that can be made by looking at this image?

Highlight/circle the correct answer

- A. The weather outside is warm.
- B. The girl in the middle likes red more than she likes blue.
- C. The girls are jumping in the sand.
- D. The girl on the left is wearing a striped shirt.

Answer the following questions about the picture.

1. What is the possible cause of the sand flying under the girls' feet?

2. How is the girls' setting different that your current setting?

3. Write one fact about this picture.




Writing

Learning Intention

We are learning to write a persuasive text.

Success Criteria

I can use effective planning and Seven Steps techniques when creating a persuasive text. I can edit my writing. I can use high modality verbs to make my writing more persuasive.



Persuasive Writing

Today, we are writing a letter to the principal to convince him whether, or not we should **BAN** school uniforms!

You will need to choose to be **for**, or **against** the topic. Write two reasons for each below.

For	Against
1.	1.
2.	2.

Persuasive Writing

Now decide if you will be writing your persuasive text for the topic, or against!

You will need to write

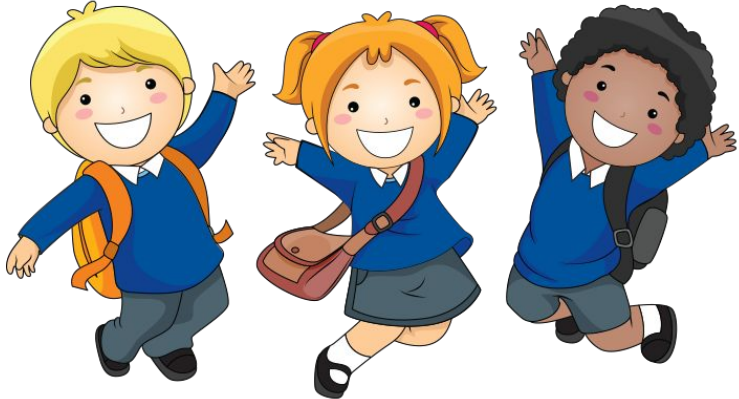
01 Sizzling start and state your position.

02 Argument 1 - strong. **Firstly...**

03 Argument 2 - lower impact. **Secondly...**

04 Argument 3 - strongest. **Lastly...**

05 Ending with impact - restate your position. This is your last chance to convince your reader.



Persuasive Writing - Modal Verbs!

We need to use **HIGH** modality words to be **MORE** persuasive and convincing.

It is **probably** hot outside.

It is **definitely** hot outside.

It **might** be hot outside.

The verb or adverb changes the modality!

Persuasive Writing - High Modality Verbs

- Using high modality verbs make our writing more persuasive!

Low Modality

- may
- might
- mightn't
- could
- couldn't

Medium Modality

- likely
- possibly
- should
- shouldn't

High Modality

- definitely
- certainly
- has to
- absolutely
- surely
- undoubtedly

Persuasive Writing - Sizzling Start

Use one of the following suggestions for your sizzling start.

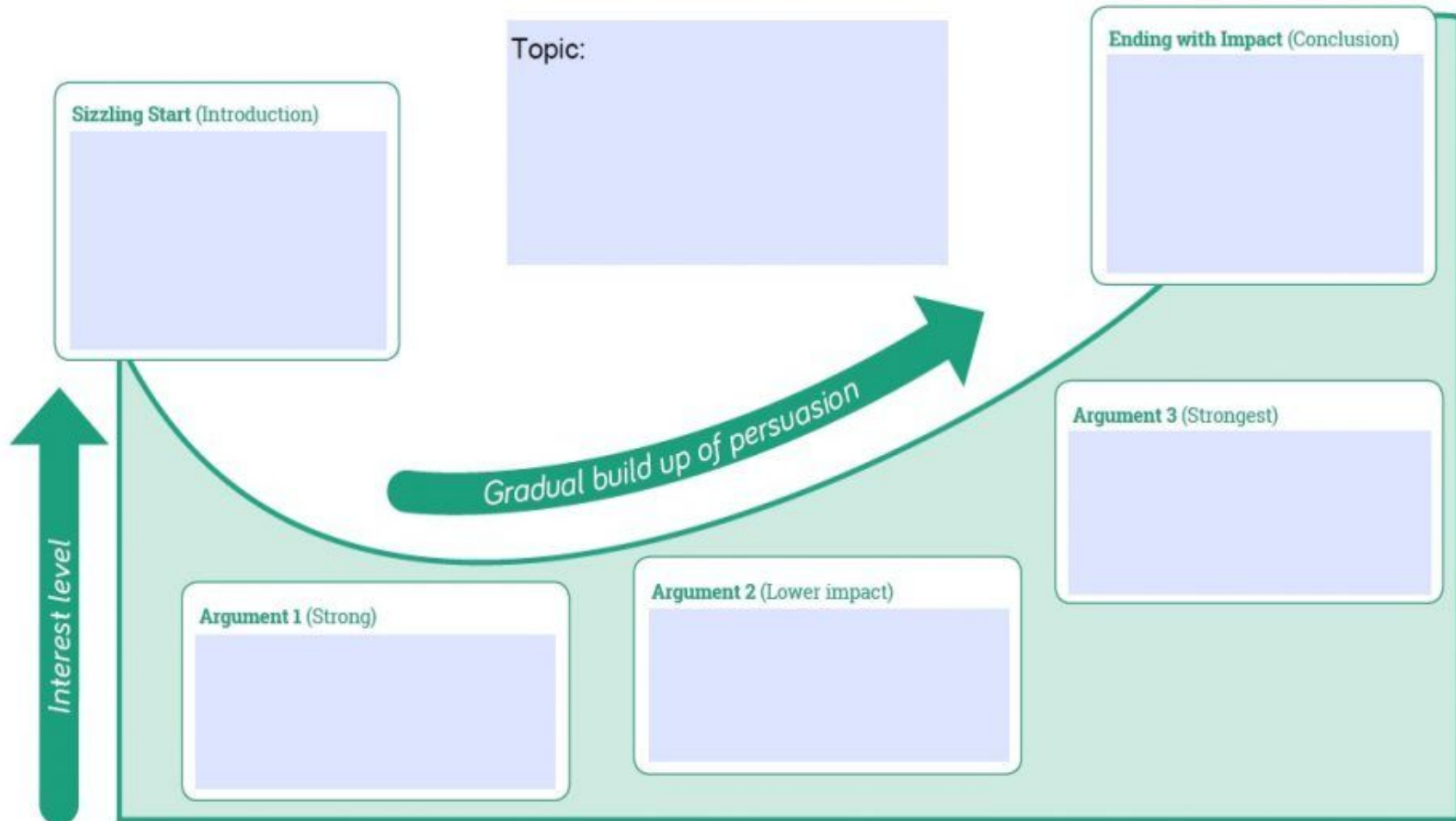
- Emotive language/making an emotional appeal
- Humour
- Repetition
- The rule of three (using three adjectives e.g. The haunted house was cold, dark and mysterious)
- Dialogue (speech)
- Rhetorical questions (questions that have the answer implied)

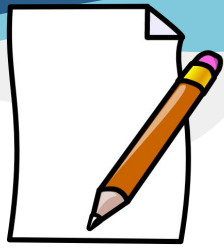


Sizzling Start - WAGOLL

Do you enjoy seeing our playground covered in garbage? It is **utterly ludicrous** that in this day and age, people are still littering! There is **absolutely** too much rubbish on the playground. It is **crucial** that every little bit of rubbish gets placed in the bin. **Surely**, we can do that much to protect our beautiful planet?

Persuasive Writing Graph





Letter to the Principal



- Dear Mr Principal,

Sizzling start/state your position:

Argument 1:



Argument 2:

Argument 3:

Ending with impact/restate your position:



Editing

Remember to edit your work!

their

there

they^are

Check for:

- spelling ✓
- punctuation ✓
- re-reading to make sense ✓
- using paragraphs to order ideas ✓




Maths

Learning Intention

Consolidate my
understanding of
fractions and
decimals

Success Criteria

I can read a question carefully.
I can think about what is being asked.
I can work out an answer.
I will try my best.



Quiz Time

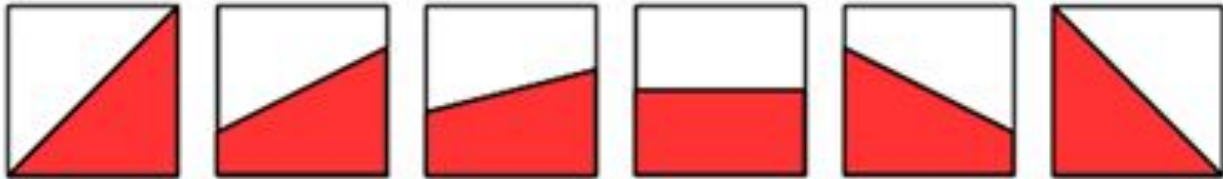
- We have covered some learning of fractions and decimals during our time at home!
Try your best at completing the quiz **“Fractions and Decimals Quiz”** to share what you know!

**Remember, it's okay if you don't know but it's not okay if you don't try.
I believe in you!**

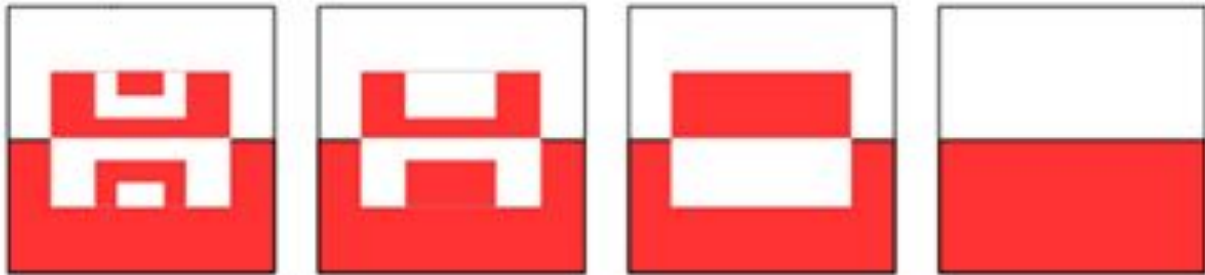
Problem Solving

Halving

These images show squares split in half.



How might you check that each was correct?





Problem Solving

Challenge:

Can you think of more ways to split a square into two halves?
Share a photo of your design.



Brain Break

Noggle

Put a range of numbers on the screen with a target number at the top (see below). Give students five minutes to put the numbers in different expressions to reach the target number. Students can use $+$, $-$, \times and \div .

Target Number: 25

3	15	20
5	10	0
2	8	4

Example Answers

- $5 \times 5 = 25$
- $2 \times 5 + 15 = 25$
- $10 + 10 + 5 = 25$

Brain Break - Noggle

Your target number is 30 remember you can use addition, subtraction, multiplication and division to create your equations.

0	10	3
5	6	15
2	20	60

How many different equations did you make?
Type them in this box.

Afternoon Fun

SCIENCE EXPERIMENTS



Having Fun With Science in the Home

● **Learning Intention:** To learn about some interesting scientific principles whilst having fun at home.

Success Criteria: I have observed and commented upon some scientific phenomena and thought about why the reactions have occurred.

Task: Complete as many of the following science experiments as you would like. Make sure to write down what you think is going to happen before you start then think about and write what happened and why you think it happened. Make sure you have fun!!

Bubbling Magic Potions

Science Experiment



Method

1. Begin by placing the bowl or cauldron onto the tray – this will make clean up easier!
2. Then pour some vinegar into the bowl/cauldron.
3. Next, stir in some food colouring or powder paint.
4. Then add a squeeze of washing up liquid.
5. Next, sprinkle in some glitter and sequins.
6. Then add some bicarbonate of soda and stir the mixture with your magic wand or spoon.
7. Watch what happens as your potion begins to fizz and bubble!
8. Continue adding bicarbonate of soda, washing up liquid and vinegar to continue the reaction. Try adding different coloured powder paint or food colouring too! Bubble bath could also be used instead of washing up liquid.

You will need:

Bicarbonate of soda (also known as baking soda)

Distilled white or malt vinegar

Washing up liquid

Food colouring or powder paint

Glitter and sequins

A bowl or plastic cauldron

A magic wand or spoon



Observations

Predict (What do you think will happen?)

What did you see?

What do you think happened?

Coloured Celery

Science Experiment



Method

1. Pour some water into the glass.
2. Add a few drops of food colouring to the water and stir to distribute the colour.
3. Cut 2cm off the bottom of the celery stalk and put the stalk into the glass of coloured water.
4. Leave the glass and celery in a sunny spot for a couple of hours or overnight.
5. Observe the results.

You will need:

Celery stalk with leaves
Tall glass
Water
Food colouring
Scissors



Observations

Predict (What do you think will happen?)

What did you see?

What do you think happened?

Fireworks in a Glass

Science Experiment



Method

1. To start with, make sure your glass is clean.
2. Pour the warm water into the glass until about $\frac{3}{4}$ full.
3. In the other glass, add a few spoonfuls of oil and 4 drops of food colouring.
4. Add some different colours to the oil.
5. Using the fork, mix together the oil and food colouring, to spread the colours throughout the oil.
6. Finally, pour the coloured oil into the glass of warm water and watch for the 'firework' display to start.

You will need:

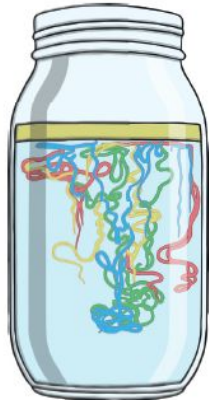
Food colouring (various colours)

Warm water

Oil

2 empty glasses

Fork



Observations

Predict (What do you think will happen?)

What did you see?

What do you think happened?

Lava Lamp

You Will Need

- Water
- Vegetable Oil*
- A Clear Plastic Bottle or Jar
- Food Colouring
- Effervescent Tablets



* Please dispose of oil safely and responsibly.

Method

- 1 Fill the bottle or jar a quarter full with water.
- 2 Top up, almost to the top with the vegetable oil
- 3 They should separate into two layers, water at the bottom and oil sitting on top.
- 4 Add about 6-8 drops of food colouring once the oil and water separate.
- 5 The colour will mix with the water at the bottom.
- 6 Pop in half an effervescent tablets and watch the bubbles form. Add more effervescent tablets bit by bit to keep the bubbles rising and falling.

The Science Bit

Firstly water and oil will not mix – this is because we say that water is a polar molecule – its structure means that it has a positive charge on one end and a negative charge on the other. Water molecules stick together because the positive end of one water molecule is attracted to the negative end of another. Oil molecule structure is different – it is non polar, meaning that its charge is more evenly spread out, so the oil is not attracted to water – in fact we call it hydrophobic (water fearing) so it tries to get as far away from water as possible and will not mix. The reason that oil rests on top of the water rather than underneath is because it has a different density to water.

As the effervescent tablets are added (this is made of citric acid and sodium bicarbonate) it reacts with the water and forms carbon dioxide gas and sodium citrate. It is the carbon dioxide bubbles that carry the coloured water to the top.

Observations

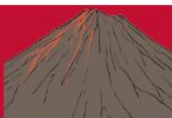
Predict (What do you think will happen?)

What did you see?

What do you think happened?

Volcano

Science Experiment



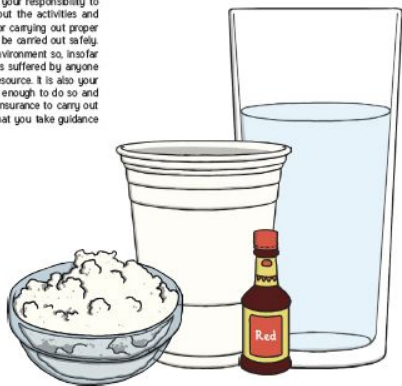
Method

1. Cut out and assemble the Volcano Cone.
2. Fill the cup half-full with water, add a couple of drops of food colouring and stir in the baking soda.
3. Add the washing-up liquid to the cup.
4. Place the Volcano Cone over the cup.
5. Quickly pour a tablespoon of vinegar into the cup, through the top of the Volcano Cone.
6. Watch the eruption happen. Keep adding vinegar to the cup, a tablespoon at a time, until the reaction has finished.

You will need:

2 tsps washing-up liquid
Vinegar
3 tsps baking soda
Water
Plastic cup
Red food colouring
Volcano Cone

We hope you find the information on our website and resources useful. The activities set out in this resource are potentially hazardous. The activities are not suitable for all children and adult supervision may be required for some of the activities. It is your responsibility to assess whether the children in your care are able to safely carry out the activities and whether the children require adult supervision. You are responsible for carrying out proper risk assessments on the activities and for ensuring that activities can be carried out safely. We are not responsible for the health and safety of your group or environment so, insofar as it is possible under the law, we cannot accept liability for any loss suffered by anyone undertaking the activity or activities referred to or described in this resource. It is also your responsibility to ensure that those participating in the activity are fit enough to do so and that you or the organisation you are organising for has the relevant insurance to carry out the physical activity. If you are unsure in any way, we recommend that you take guidance from a suitably qualified professional.



Observations

Predict (What do you think will happen?)

What did you see?

What do you think happened?

Bouncy Egg

Science Experiment



Method

1. Place the boiled egg in the bowl.
2. If you would like the finished egg to be coloured, add a few drops of food colouring to the vinegar.
3. Cover the boiled egg with vinegar and cover the bowl with cling film.
4. Leave for 3-5 days.
5. After 3 days, remove the egg from the bowl and rinse the shell off the egg under a gently running tap.

You will need:

One boiled egg

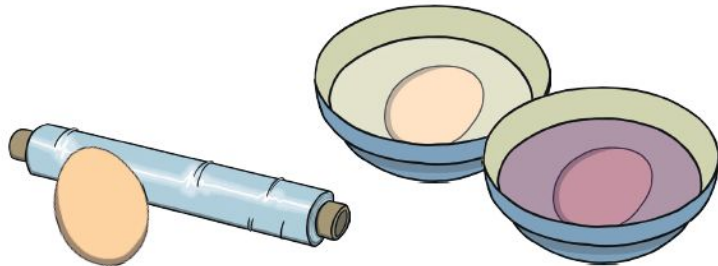
White vinegar

Food colouring (optional)

Bowl

Cling film

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Observations

Predict (What do you think will happen?)

What did you see?

What do you think happened?

How to Make a Solar Oven

You will need:

Pizza box
Plastic wrap
Black construction paper
Newspapers
Scissors
Tape
Glue
Aluminum foil
Wooden skewers



Supplies to make a snack using solar oven



Instructions

1. Have an adult carefully draw a square onto the top lid of the pizza box.
2. Ask the adult to cut three of the sides of the square, to create a flap.
3. Line the inside of the pizza box with black construction paper.
4. Crumple up pieces of newspaper, and place the pieces around the perimeter of the pizza box to better insulate the oven. Be sure to not cover the center of the box, where the food will be placed.
5. Lift up the flap that was cut into the pizza box and bend it back so it is open. Cover the inside of the flap with aluminum foil, so the sun can reflect off the foil and into the pizza box.
6. Inside the flap, tape plastic wrap to cover the hole. This will allow sunlight to enter the oven.
7. Carefully, use a skewer to prop open the aluminum-covered flap. It can be punctured through the flap and into the pizza box.
8. The solar oven is ready and can be used to prepare a delicious snack!

Observations

Predict (What do you think will happen?)

What did you see?

What do you think happened?

16/9/21

Fabulous Thursday!

Thursday
<input type="checkbox"/> Sentence a Day
<input type="checkbox"/> Spelling
<input type="checkbox"/> Reading
<input type="checkbox"/> Writing
<input type="checkbox"/> Maths - Multiplication and Division
<input type="checkbox"/> Brain Break
<input type="checkbox"/> Slime Making

Sentence a Day

Learning Intention

I can write interesting sentences that make sense

I can reread and edit my writing

Success Criteria

I can write interesting sentences which:
Vary their type, make sense, use powerful vocabulary, include adverbial phrases, direct and reported speech, pronouns and articles use consistent tense and achieve my intended purpose




Sentence a Day

We have learned about all these things during Term 3! Your challenge this week is to try to include them in the sentences you write about a picture. Write as much as you can in the time given.

Remember, your ideas should link and make sense.

Vocabulary	Compound and Complex Sentences
Adverbs and Adverbial Phrases	Direct and Reported (indirect) Speech
Editing	Pronouns
Articles (a/an)	Tense (past, present, future)
Author's Purpose (PIE)	



Sentence a Day

Have some thinking time about this picture - what can you see, what might be happening, what might happen next, etc.

When you are ready to write, set a 2 minute timer and write as much as you can in that time. Make sure to read your sentences once finished and check they make sense.



Spelling Revision

Learning Intention

To identify, spell and say words which contain the given rule/sound.

Success Criteria

- I can complete various word work activities using my knowledge of the spelling sound/rule.
- I can spell words using the given rule.
- I can create sentences to demonstrate my understanding of the words.

Spelling Revision

Week 7 Sound - ough - 'uf', 'o' and 'or'
e.g caught, cough, brought

Week 7 Rule - The 'ee' sound at the end of a word is
almost always represented by "-y" - e.g family

Write as many words as you can that follow this sound.

Write as many words as you can that follow this rule.

Create 4 sentences that follow the spelling sound/rule. Try to add more than one spelling word per sentence.

1)

2)

3)

4)

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

Spelling Revision

Complete the word search.

WORD WALL

ACADEMY
 AGONY
 BOROUGH
 COMEDY
 DOUGH
 ENOUGH
 FLUFFY
 SOUGHT
 THOROUGH
 TOUGH




Reading

Learning Intention

I am learning to identify the theme and main idea in texts read.

Success Criteria

I can read the text and look for words that are repeated.
I can identify the moral, message or lesson (THEME).
I can identify the most important point (MAIN IDEA).



Main idea vs theme

Theme	Main idea
<p>The <u>THEME</u> of a story is the <u>moral</u>, <u>message</u> or <u>lesson</u> of the story.</p>	<p>The <u>MAIN IDEA</u> of a story tells us what it is <u>mostly about</u> (a 1 sentence summary).</p>
<ul style="list-style-type: none">• Jealousy• Bravery• Hard work pays off• Friendship• Overcoming challenges	<ul style="list-style-type: none">• Amanda always wanted the same things that Jane had.• Even though Tim was afraid of heights, he still went to the top of the high ropes course.• Kayla spent hours on her project and received an outstanding mark.• No matter what happened Rachel and Jess were always there for each other• Jake was wheelchair bound but he made the basketball team.

Main Idea VS. Theme Task card #5

Use the **red circle** to identify the theme, use the **blue circle** to identify the main idea.

"I didn't mean to!" Connor shouted from the front yard.
"I didn't even see him coming when I threw the ball in his direction."

Mom sighed, frustrated with her son.

"I said I was sorry! It won't happen again!" he stammered.

Mom shook her head and silently walked back into the house. She couldn't help but remember yesterday when Connor had "accidentally" hit his brother in the face with a remote control. The day before that, she had heard the same "I didn't mean to!" story from Connor when he "accidentally" broke his little sister's crayons in half. She knew that her son was a kind child at heart, but things like this just couldn't keep happening.

Later that night, Connor's brother came crying up the stairs. Mom listened as the little boy told the story about how Connor had tripped him as he came down the stairs. Enough was enough. Mom marched upstairs to confront Connor. When she arrived at the top of the stairs, he started his story with, "But, it was just an accident!" With a sigh, mom told Connor to go to his room. She knew she couldn't trust his stories anymore.

A Connor hit his brother with the ball.

B Actions speak louder than words.

C Connor was always hurting people, and his mom couldn't trust him anymore.

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Which out of A, B and C tells us about the main idea?

Which out of A, B and C tells us about the theme?




Writing

Learning Intention

To write an informative text

Success Criteria

- Research information on chosen animal
 - Write information using full sentences
- 

Informative Writing

We use informative writing to inform the reader about something. Today we will be writing all about the Kangaroo. Look at the information on the next slide for everything you need to know! **Write in full sentences** to answer the questions about the kangaroo on the next few pages.

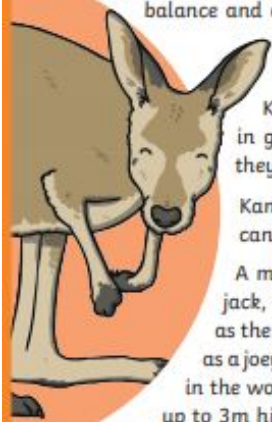


Kangaroo

Kangaroos are mammals and marsupials that are found in every state in Australia.



The kangaroo has large and powerful hind legs, large feet, a long muscly tail for balance and a small head. Male kangaroos can be seen boxing when competing for the attention of a female.



Kangaroos are social animals that live in groups called mobs. They are herbivores so they eat plants, leaves and different grasses.

Kangaroos can reach a weight of 90kg, and can hop at speeds of up to 60km/h.

A male kangaroo is known as a boomer, buck, jack, or old man. The female kangaroo is known as the doe, jill, or flyer. A baby kangaroo is known as a joey. The Red Kangaroo is the largest marsupial in the world. It can leap as far as 8m and can jump up to 3m high.

Did you know...?

Kangaroos cannot move backwards and adult kangaroos can live for months without drinking anything at all.



COMMON NAME: Red Kangaroo

SCIENTIFIC NAME: *Macropus rufus*

TYPE: Mammals

DIET: Herbivore

GROUP NAME: Mob

AVERAGE LIFE SPAN IN THE WILD: Up to 23 years

SIZE: Head and body: 3.25 to 5.25 feet; tail: 35.5 to 43.5 inches

WEIGHT: 200 pounds



Female kangaroos sport a pouch on their belly, made by a fold in the skin, to cradle baby kangaroos called joeys. Newborn joeys are just one inch long (2.5 centimeters) at birth, or about the size of a grape. After birth, joeys travel, unassisted, through their mom's thick fur to the comfort and safety of the pouch. A newborn joey can't suckle or swallow, so the kangaroo mom uses her muscles to pump milk down its throat. At around 4 months, the joey emerges from the pouch for short trips and to graze on grass and small shrubs. At 10 months, the joey is mature enough to leave the pouch for good.



When writing an informative text..

**Write in
present tense**

**Write in full
sentences**

**Use facts not
opinions**

**Use some
describing words**

**Remember capital
letters and full stops**

Fact File

Picture:

Scientific Name: _____

Type of Animal:

Mammal

☐

Bird

☐

Fish

☐

Reptile

☐

Amphibian

☐

Insect

☐

Spider

☐

Physical Appearance:

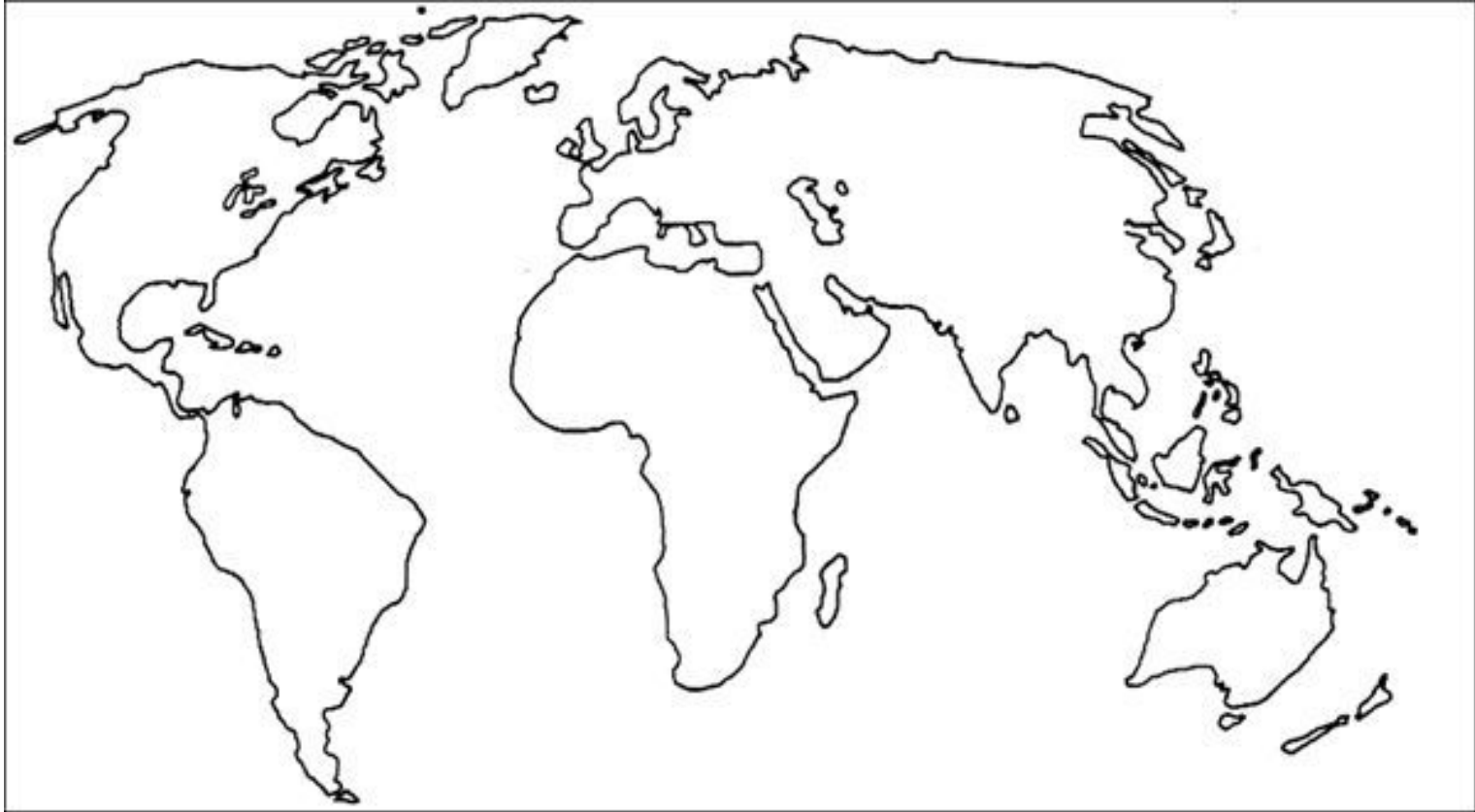
Diet (what they eat):

Habitat (where they live):

Growth and Development (life cycle / reproduction):

Interesting facts:

Distribution: Show where in the world your animal is found






Maths

Learning Intention

Consolidate my understanding of multiplication and division

Success Criteria

I can read a question carefully.
I can think about what is being asked.
I can work out an answer.
I will try my best.



Quiz Time

- We have covered some learning of multiplication and division during our time at home!
Try your best at completing the quiz **“Multiplication and Division Quiz”** to share what you know!

**Remember, it's okay if you don't know but it's not okay if you don't try.
I believe in you!**

Problem Solving

A Square of Numbers

Can you put the numbers 1 to 8 into the squares so that the four calculations are correct? You can use each number **ONLY ONCE**!

$$\begin{array}{ccc} \square & \div & \square = \square \\ - \square & & \times \square \\ \hline \square & + & \square = \square \end{array}$$

There is
more
than one
solution!

Brain Break

GROWTH MINDSET

Write a list of things you like about yourself.

Decorate your list and place it somewhere you can see every morning when you wake up.

ACTS OF KINDNESS

Sort through your toys at home and donate any that you no longer play with to a local charity. It will bring a smile to your face knowing you are giving your old/unused toys to someone who will use them.

Afternoon Fun

SLIME MAKING



Slime!

This afternoon I am going to give you 4 recipes to make slime with! You can pick one recipe to make. Your families may have bought a specific ingredient for you to use - you will have to make that recipe or research your own recipe!

SLIME



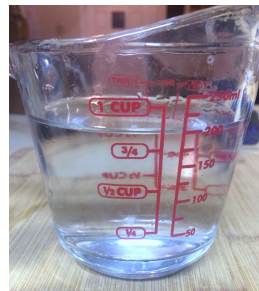
Make Metamucil Slime with Miss Saunders
Bouncy Slime with Borax
Slime with Contact Lens Solution
Slime with Shampoo and Cornstarch

Only make slime with adult supervision!

Metamucil Slime with Miss Saunders!

Ingredients:

- 1 and 1/2 tablespoons of metamucil
- 1 cup of water
- Food colouring (not required)



Equipment:

- Microwave safe mixing bowl
- Spoon
- Microwave
- Gloves (not required)



Metamucil Slime with Miss Saunders!

Step one: Put on gloves if you are using them

Step two: Add the metamucil

Step three: Add the water

Step four: Add Food Colouring



Metamucil Slime with Miss Saunders

Step five: Mix

Step six: Microwave for 1 minute

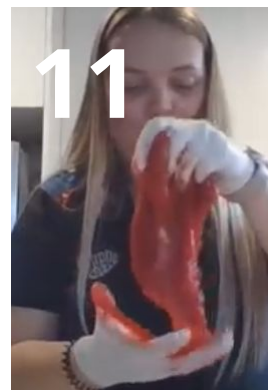
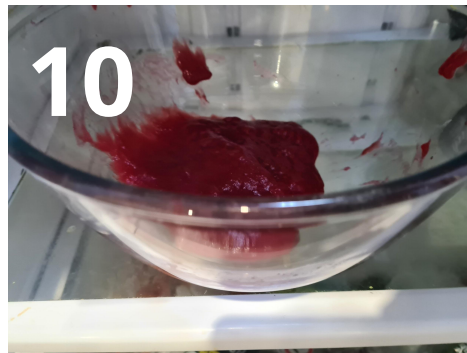
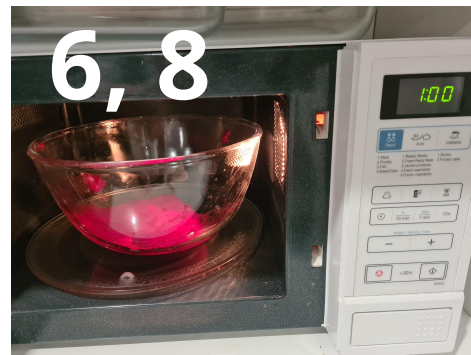
Step seven: Stir

Step eight: Microwave for 1 minute

Step nine: Stir

Step ten: let cool

Step eleven: play!



Bouncy Slime with Borax

Goal: To make some bouncy, stretchy slime!

Ingredients:

- 1 cup PVA glue
- 1 teaspoon borax
- 1/2 cup water (for borax)
- 1 cup water (for glue)
- Food colouring

Tools:

- Mixing bowl
- Mixing spoon
- Plastic gloves

Method:

1. Put on gloves (you don't need to - only if you don't want food colouring stained hands)
2. Empty 1 cup of white glue into a medium sized bowl.
3. Add food colouring (the more you add, the brighter it will be).
4. Fill the cup you used with the glue with the one cup of water. Mix it up to try to get some of the leftover glue out. Pour the water into the bowl.
5. Stir the mixture until it's smooth.
6. Add more food colouring and stir again if you want a brighter colour.
7. Dissolve 1 teaspoon of Borax in 1/2 cup of warm water. If you have trouble getting it to dissolve, put the mixture in the microwave for 20 seconds at a time and stir until it's dissolved.
8. Stir the entire Borax mixture into the glue mixture. It will almost instantly get stringy and turn into slime!
9. Knead the rest by hand until all the water is absorbed.



SALINE SOLUTION GLITTER SLIME

This is the same as 1 cup

Supplies

Bottle of Elmer's Glitter Glue (6 oz.)

1 1/2 teaspoons (7.5 ml) baking soda

1 1/2 teaspoons (7.5 ml) eye drops or saline solution (contact solution) with Boric Acid or Sodium Borate in the ingredients - We used Bausch and Lomb ReNu Contact Solution.

Spoon

Mixing bowl

Directions

Empty the bottle of glitter glue into a mixing bowl.

Stir in the baking soda. Mix well.

Add contact solution and mix until slime forms. You'll notice it comes together immediately, and takes a few minutes to fully form.

Knead the slime with your hands to get it to a consistency you're happy with.

You can just use PVA glue and add glitter or food colouring

Slime with Shampoo and Cornstarch

1. Put 1/2 cup shampoo and 1/4 cup of cornstarch in a bowl.
2. Mix well.
3. Add 3 drops of food coloring (optional).
4. Add 1 tablespoon of water and stir. Slowly add 5 more tablespoons of water, stirring well after each one.
5. Knead the slime for around 5 minutes.

If you find that your slime is still sticky after kneading it for a while, keep adding cornstarch to the slime and knead it in until you get a good consistency.

17/9/21

Fantastic Friday!

Friday
<input type="checkbox"/> Sentence a Day
<input type="checkbox"/> Spelling
<input type="checkbox"/> Reading
<input type="checkbox"/> Writing
<input type="checkbox"/> Maths - Length and Mass
<input type="checkbox"/> Brain Break
<input type="checkbox"/> Fitness Challenges
<input type="checkbox"/> STEM - Mrs McPhan

Sentence a Day

Learning Intention

I can write interesting sentences that make sense

I can reread and edit my writing

Success Criteria

I can write interesting sentences which:
Vary their type, make sense, use powerful vocabulary, include adverbial phrases, direct and reported speech, pronouns and articles use consistent tense and achieve my intended purpose




Sentence a Day

We have learned about all these things during Term 3! Your challenge this week is to try to include them in the sentences you write about a picture. Write as much as you can in the time given.

Remember, your ideas should link and make sense.

Vocabulary	Compound and Complex Sentences
Adverbs and Adverbial Phrases	Direct and Reported (indirect) Speech
Editing	Pronouns
Articles (a/an)	Tense (past, present, future)
Author's Purpose (PIE)	



Sentence a Day

Have some thinking time about this picture - what can you see, what might be happening, what might happen next, etc.

Let's challenge ourselves today! **Set a 1 minute timer!** Write as much as you can in that time. Make sure to read your sentences once finished and check they make sense.



Spelling Revision

Learning Intention

To identify, spell and say words which contain the given rule/sound.

Success Criteria

- I can complete various word work activities using my knowledge of the spelling sound/rule.
- I can spell words using the given rule.
- I can create sentences to demonstrate my understanding of the words.

Spelling Revision

Week 8 Sound - tion e.g detention

Week 8 Rule - If a word ends in 'ie', change the 'ie' to 'y' before adding 'ing' - e.g lying

Write as many words as you can that follow this sound.

Write as many words as you can that follow this rule.

Create 4 sentences that follow the spelling sound/rule. Try to add more than one spelling word per sentence.

1)

2)

3)

4)

Spelling Revision

Complete the word search.

WORD WALL

CELEBRATION

DYING

EMOTION

FRACTION

LYING

POSITION

SUBTRACTION

TYING

UNTYING

VYING

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

Reading

Learning Intention

Students will learn to identify specific structural and language features within types of text.
Students will learn to identify genre in a range of imaginative, persuasive and informative texts.

Success Criteria

I can compare and contrast.
I can identify the problem and solution.
I can see the relationship between cause and effect.
I can sequence events.
I can identify things in chronological order.
I can answer questions successfully to reveal the mystery picture.

Complete Mystery picture- Text Structure: Dissecting the Text

First read the next slide to learn more about the different text structures that you will identify in the mystery picture activity

Reading- Dissecting the text- text structure

Complete the Mystery picture

Compare & contrast- we compare to find similarities. We contrast to find differences.

Example: apples and oranges are both fruit (that is comparing them- finding similarities). Apples have thinner skin than oranges (that is contrasting them- finding differences).

Problem & solution- a problem is a challenge or trouble the character faces. A solution is how the problem is solved.

Example: Sarah missed the bus (this is the problem). Sarah's mum had to drive her to school (this is the solution).

Cause & effect- A cause explains why something happens. An effect is the result of the cause.

Example: A spider sat down beside her (this is the cause). It frightened Miss Muffet away (this is the effect).

Sequencing order- steps in a process or event.

Examples: step by step directions for recipes, how to put something together (new desk)

Key words: first, next, last

Chronological order- how things happen in order of time.

It can be referred to as **CHRON= time**

LOGIC= order

Examples: stories, history, biographies

Key words: dates and times




Writing

Learning Intention

Write a procedural text

Success Criteria

- I will provide a title, goal, ingredients list, equipment list and method
 - I will write in present tense
 - I will write step by step instructions
- 

Procedural Writing

Yesterday afternoon you may have made some slime with Miss Saunders. Today: your challenge is to write up the recipe you used and how you did it. You can not just copy and paste from yesterday's slides! You need to put it into your own words and follow the structure on the next few slides. **If you didn't make slime yesterday afternoon that's okay!**

If you made slime:	If you didn't make slime:
Did you change anything when you did it? Can you add any describing words in there to make it more interesting? Do NOT just copy and paste from yesterday's slides - your teacher will know.	Think of a task that you've done over the last few days. Did you make your own lunch or breakfast? What about washed your hands or brushed your teeth? On the next few pages write your very own procedure!

Remember to be specific! We need to know all the steps no matter how simple they are!

When writing a procedure...

Look back at yesterday's slides.

Which one looked the clearest and the most easy to follow?

Why was this one the easiest?

Were any of them missing key information?

Bouncy Slime with Borax

Goal: To make some bouncy, stretchy slime!

Ingredients:

- 1 cup PVA glue
- 1 teaspoon borax
- 1/2 cup water (for borax)
- 1 cup water (for glue)
- Food colouring

Tools:

- Mixing bowl
- Mixing spoon
- Plastic gloves

Method:

1. Put on gloves (you don't need to - only if you don't want food colouring stained hands)
2. Empty 1 cup of white glue into a medium sized bowl.
3. Add food colouring (the more you add, the brighter it will be).
4. Fill the cup you used with the glue with the one cup of water. Mix it up to try to get some of the leftover glue out. Pour the water into the bowl.
5. Stir the mixture until it's smooth.
6. Add more food colouring and stir again if you want a brighter colour.
7. Dissolve 1 teaspoon of Borax in 1/2 cup of warm water. If you have trouble getting it to dissolve, put the mixture in the microwave for 20 seconds at a time and stir until it's dissolved.
8. Stir the entire Borax mixture into the glue mixture. It will almost instantly get stringy and turn into slime!
9. Knead the rest by hand until all the water is absorbed.



Slime with Shampoo and Cornstarch

1. Put 1/2 cup shampoo and 1/4 cup of cornstarch in a bowl.
2. Mix well.
3. Add 3 drops of food coloring (optional).
4. Add 1 tablespoon of water and stir. Slowly add 5 more tablespoons of water, stirring well after each one.
5. Knead the slime for around 5 minutes.

If you find that your slime is still sticky after kneading it for a while, keep adding cornstarch to the slime and knead it in until you get a good consistency.

SALINE SOLUTION GLITTER SLIME

This is the same as 1 cup

You can just use PVA glue and add glitter or food colouring

Supplies

- Bottle of Elmer's Glitter Glue (6 oz.)
- 1 1/2 teaspoons (7.5 ml) baking soda
- 1 1/2 teaspoons (7.5 ml) eye drops or saline solution (contact solution) with Boric Acid or Sodium Borate in the ingredients - We used Bausch and Lomb ReNu Contact Solution.

Directions

Empty the bottle of glitter glue into a mixing bowl.

Stir in the baking soda. Mix well.

Add contact solution and mix until slime forms. You'll notice it comes together immediately, and takes a few minutes to fully form.

Knead the slime with your hands to get it to a consistency you're happy with.

Spoon

Mixing bowl

This is your success criteria. Ticks each item once you have done them!

General	
I have written an interesting title.	
I have written a goal that explains what needs to be done and why.	
I have written a description of what the finished product will be.	
I have written the ingredients, equipment and method/steps in separate, clear and ordered sections with clear headings.	
Body	
I have used bullet points or numbers to separate each piece of information.	
I have written step-by-step instructions that are clear and precise.	
I have used the correct action verbs, such as 'stir', 'pour', 'combine', 'place', 'drop', 'add', 'mix', etc.	
I have written using present tense.	
I have written the method/steps using the second or third person using words such as, 'you', 'she', 'he', 'they', etc.	



Title:

Goal/End Product:

Ingredients:

Tools/Equipment:

Method:

Step 1:

Method:




Maths

Learning Intention

Consolidate my
understanding of
length and mass

Success Criteria

I can read a question carefully.
I can think about what is being asked.
I can work out an answer.
I will try my best.



Quiz Time

- We have covered some learning of length and mass during our time at home!

Try your best at completing the quiz **“Length and Mass Quiz”** to share what you know!

**Remember, it's okay if you don't know but it's not okay if you don't try.
I believe in you!**



Problem Solving

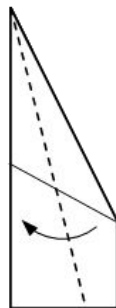
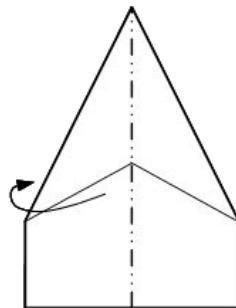
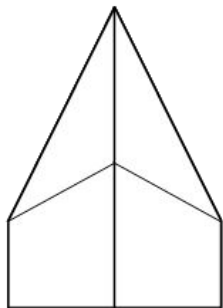
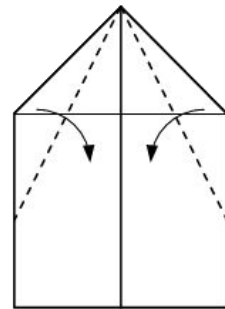
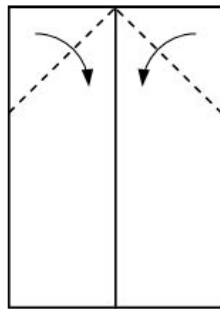
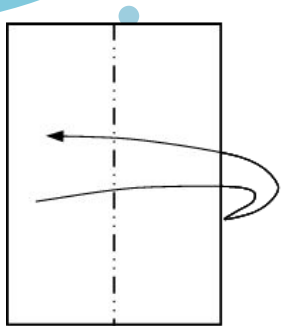
Paper Plane Problem!

Build yourself a paper plane. If you're not sure how to make one, you can follow the instructions on the next slide.

Go outside and fly it. Measure the distance your plane flew.
Can you make any changes to your plane to help it fly further?
What was the further distance your plane flew?

What else outside of your control might be having an effect on the plane?

How to
make a
paper plane:



Brain Break - I Spy

Time yourself how long it takes to find



1. Popcorn
2. Cupcake
3. Rainbow umbrella
4. Clock
5. Soccer ball
6. Yellow gloves
7. Red Parrot
8. Starfish
9. Knife and Fork
10. Cheese

How long did it take you?

Fitness and Sports Challenges

1 Soccer Juggling	2 Cricket/Tennis Juggling	3 Overarm Throwing	4 Balance
5 Plank	6 Superman	7 Outstretched Arm	8 Coke Can

1. Soccer Juggling



Get a soccer ball (or any other type of ball you may have) and try to stop it from hitting the ground by kicking it. You can use any part of your leg, body or head, but you can't use your arms because that would be a hand ball! Count how many times you kick the ball. You will stop counting when the ball hits the floor.

Amount of juggles =

2. Cricket/Tennis Juggling



Using either a cricket bat or tennis racquet (or anything else you can think of), try to keep the ball from hitting the ground by hitting it in the air. Count how many times you hit the ball. You will stop counting when the ball hits the floor.

Amount of juggles =

3. Overarm Throwing



Find something to aim at, it could be a cricket stump, pole, wall, tree etc. Using a tennis ball (not a hard ball, otherwise things may break), try to do an overarm throw at your target and see how many times you hit it in 10 throws.

gets hit (out of 10) =

Tar

4. Balance



Stand on one leg and try your hardest to balance for as long as you can. Your time stops when your other foot hits the ground or you touch another object with your hand. If your strong foot becomes too easy, try your weak foot!

me =

Ti

5. Plank

Put your arms on the floor as seen in the picture below and then keep your back straight and belly off the floor. Time how long you can stay in that position for. The time stops when your back is bent or your body hits the floor.



Time =

6. Superman

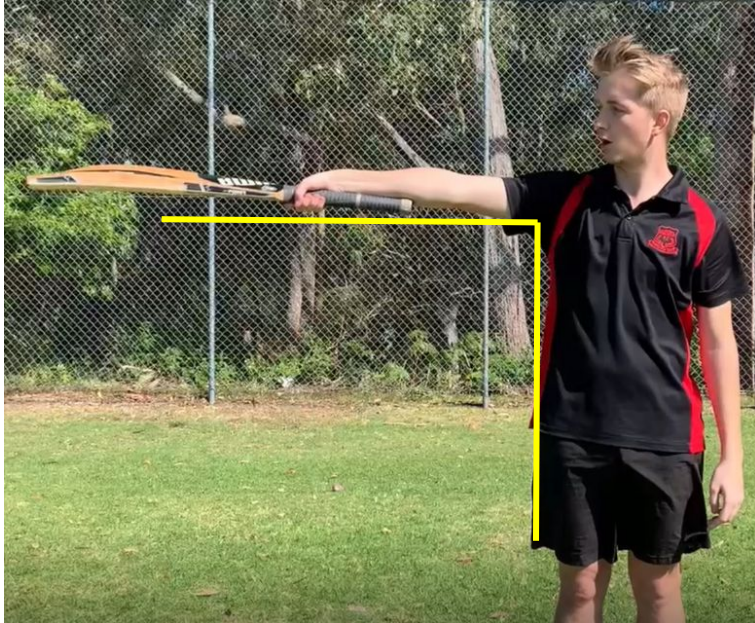
Put only your belly on the floor and then stretch your arms out like you are Superman flying. Lift your legs up above the floor and keep your feet together. Time how long you can stay in this position for. The time stops when your arms or legs drop.



Time =

7. Outstretched Arm

Get an item around your house. If you are fairly strong, get a heavy item. If you aren't very strong, get something light. Hold your arm out straight, making 90 degrees (or a right angle) with the item in your hand. Time how long you can hold the item in your outstretched arm. The time stops when your arm falls below 90 degrees.



Time =

8. Coke Can

Lay on your back with your arms by your side and then lift your legs into the air. Keep your legs together and raise them so that an invisible coke can can fit in between your feet and the ground. Time how long you can hold your legs there for. Your time stops when your feet fall.



Time =

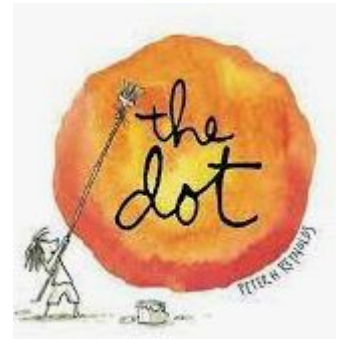


***I hope you enjoyed the
challenges!***

Week 10 Library

International Dot Day

Wednesday 15th September





What is International Dot day?

Celebrate Creativity, Courage & Collaboration!

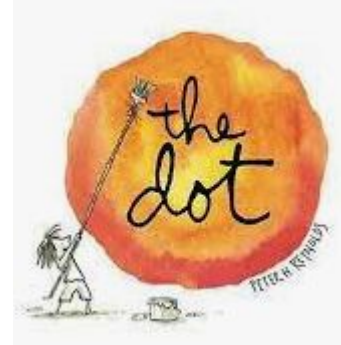
Today we will be celebrating **International Dot Day**! International Dot Day was started by the Peter Reynolds foundation to inspire kids to be creative and just go out and make their mark. It has a wonderful growth mindset lesson in the book that he wrote, and so they created international dot day to help kids across the world celebrate growth mindset and perseverance.





This week's story...

If you have access to the internet on a phone or tablet, use the camera on the QR code to listen to the story...



This week's activities



Dot drawing with Peter Reynolds



Design a dot affirmation

A positive affirmation is something kind that we say or think about ourselves.

"I am smart, I am brave, I am resilient" are examples of positive affirmations. Can you create a positive affirmation? Design a dot with a positive affirmation.



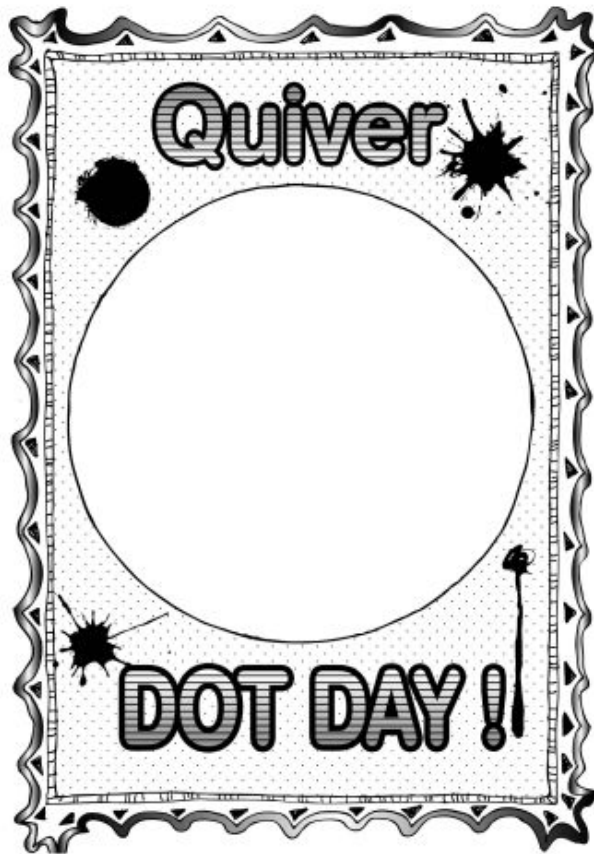
Dot artwork

Can you create an entire artwork just from dots?



Turn your dot into a 3D sphere!

Use the Quiver Dot Day poster to design your dot. If you have your parents/carers permission the Quiver app will make your dot come to life (It's free). The instructions are at the bottom of the page (on slide 6).



To see this page come to life, search "Quiver" in the Apple Appstore or the Google Play Store. © The Reynolds Center for Teaching, Learning and Creativity International Dot Day 15 Sept www.thedotclub.org Note: Avoid using dark colours on the outlines.



QuiverVision.com

1 Print 2 Color 3 Play

If you are unable to download the Quiver app to create your 3D animation. THAT IS OK! You can still design your dot and when we are back at school, bring your design to your next library lesson and I will make sure we have iPads to create your animation.