



**LEARNING**  
- FROM -

**HOME**

**Stage 1**      **Name:** \_\_\_\_\_  
**Week 10**      **Class:** \_\_\_\_\_

Week 10	Monday	Tuesday	Wednesday	Thursday	Friday
	Daily Check In	Daily Check In	Daily Check In	Daily Check In	Daily Check In
Session 1 45-60 mins	Spelling	Spelling	Choose an activity from our Wellbeing Wednesday Grid	Spelling	Spelling Test
	Synonyms Activity	Story/ Comprehension Activity	Wellbeing Wednesday Grid	Grammar Activity	Writing Lesson 4
	Writing Lesson 1	Writing Lesson 2	Wellbeing Wednesday Grid	Writing Lesson 3	PE
Brain Break		PE		Library Lesson	
Session 2 30-45 mins	Maths Data	Maths Data	Choose an activity from our Wellbeing Wednesday Grid	Maths Area	Maths Area
Session 3 30-60 mins	Integrated Unit Lesson 1	Integrated Unit Lesson 2	Wellbeing Wednesday Grid	Integrated Unit Lesson 3	Art Lesson

# MONDAY

13th September 2021



# Spelling Week 10

The following two slides (Year 1 and Year 2) contain your lists for the week that you need to complete a LCWC (Look at the word, Cover the word Write the word and Check the word) each day.

On Tuesday and Thursday there is a choice grid that you can pick an activity from to practice your weekly spelling words.

# Spelling Year 1 Week 10

## Phonological words:

Blend focus -

**sp** →

spit

spell

space

spider

spray

stopped

hugged

clapped

slipped

dropped

Summer

Autumn

Winter

Spring

Season

glacier

Monday

Tuesday

Thursday

## Spelling rule:

*Double the  
consonant after a  
short vowel sound  
when adding **ed*** →

## Visual words →

## Big word of the week! →

# Spelling Year 2 Week 10

## Phonological words:

In these words  
they all end *all*



call

ball

wall

tall

stall

ponies

stories

tries

berries

babies

summer

autumn

winter

spring

season

glacier

Monday

Tuesday

Thursday

## Spelling rule:

Plural – drop y add  
ies



*Plural* - more than one.

## Visual words



## Big word of the week!



# Vocabulary - Synonyms



Synonyms are words that mean the same or similar thing.

We are going to practice some synonyms that you can include in your writing this week.

Match the word that means the same as...Write them in the spaces

fun	
holiday	
swimmers	
rest	
walked	
looked	

downtime

vacation

explored

wandered

exciting

bathing suit

Write the words below to complete the sentences.

It was \_\_\_\_\_ to see the ocean and have a swim in my new \_\_\_\_\_.

I \_\_\_\_\_ and \_\_\_\_\_ the paths through the bush.

During my \_\_\_\_\_, I got to do lots of things I had never done before.

downtime

explored

exciting

vacation

wandered

bathing suit

Write your own sentence below with the left over word.

# Week 10 Writing

## Focus: Sentence structure with descriptive language Holiday Theme

### Learning Intention:

- Construct a sentence using descriptive language

### Success Criteria:

- Write a sentence following a set structure
- Use descriptive language to add detail
- Use appropriate punctuation like capital letters, full stops and commas if needed.



## Lesson 1

# When, who, what they did.



Today we are looking at a 3 W sentence.

When, who, what they did.

We are looking at **when** the event is happening, **who** is there/who it is happening to and **what** they are doing/what they did.

We are going to use the holiday picture prompts on the slides to guide our writing.

Remember we want it to be descriptive and engaging

## EXAMPLE

**When**, **who**, **what they did**.

Keep in mind that we want our writing to be engaging and entertaining. We need to use descriptive language to do this.

Look at the picture...



**When**

Right before the sun set...  
After a long, draining day of shopping..

**Who**

the cheeky brother and sister...  
the exhausted children...

**What**

sipped on a refreshing drink by the pool.  
slurped on the delicious drink.



After a long, draining day of shopping, the exhausted children slurped on a delicious drink.

## EXAMPLE

**When**, **who**, **what they did**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

Type/write your ideas here.. Delete this writing first

**Who**

**What**



Write your sentence here (delete this writing first)...

Challenge (optional)

**When**, **who**, **what they did** and **why**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

Type/write your ideas here.. Delete this writing first

**Who**

**What**

**Why**



Write your sentence here (delete this writing first)...

# Lesson 1 Monday

## Collecting and Representing Data

### Learning Intention:

We are learning to collect and represent data on a graph.

### Success Criteria:

- Pose a question on what data you want to collect.
- Collect data by using tally marks and tables.
- Convert data into a picture graph.

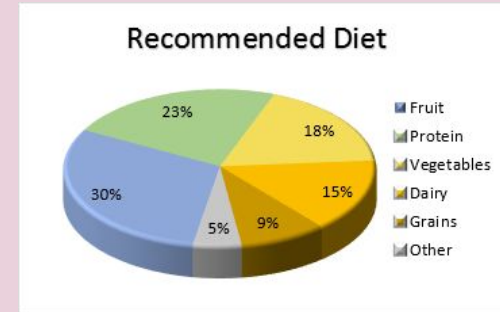
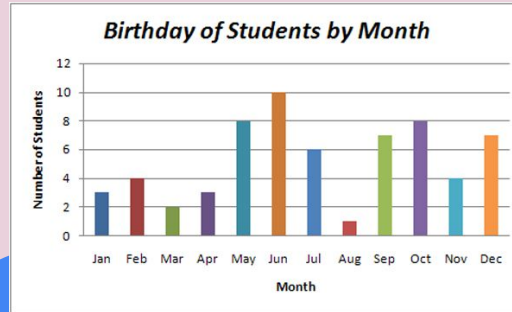
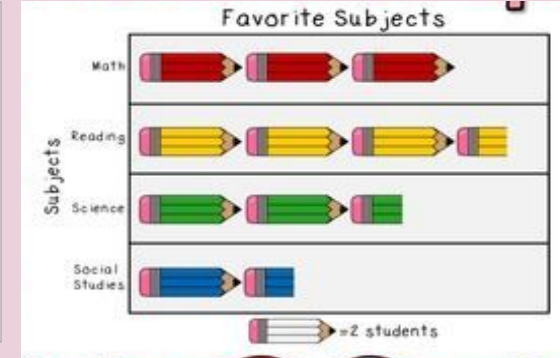
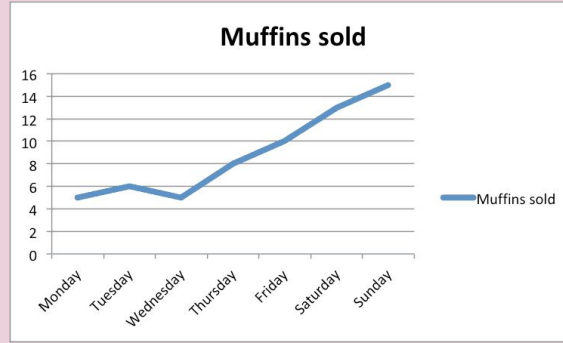


Discussion: Have a quick chat with someone  
At home with you

What is data  
used for?

Why might you  
collect data?

How can you collect  
data?



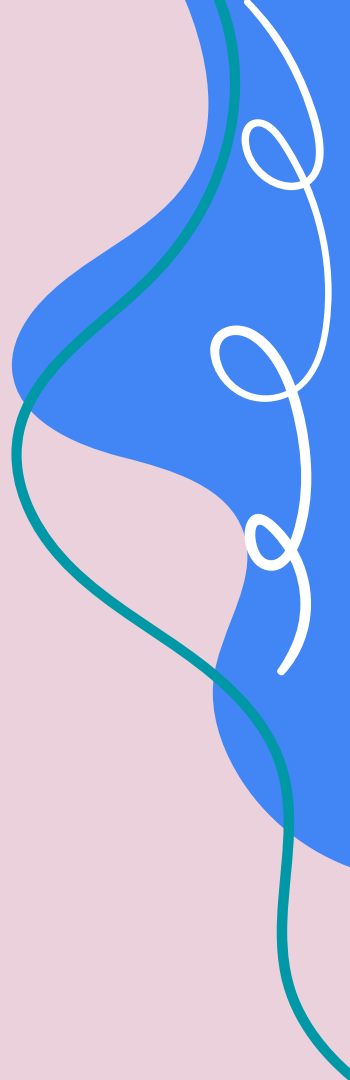
**Definition: Data is information using numbers, we can use data to make informed decisions about a range of things.**

# Posing questions

**What do you want to find out?**

What kind of data can you collect at home? Some suggestions are:

- Toys in your room
- Vehicles driving past your house
- Fruit in the fruit bowl



# Activity 1:

You are now going to now collect your data!







1. Write your topic and question here :
2. Place your data into categories first. If there are more than 5 categories, list the biggest 5 and then place all others into “other”. E.g Bananas, Apples, Oranges, Lemons, Pears, Other Fruit.
3. Collect your data in your table by using tally marks and then calculate the total.

Topic:		
(Chosen category)	Tally	Total

(example on next page)

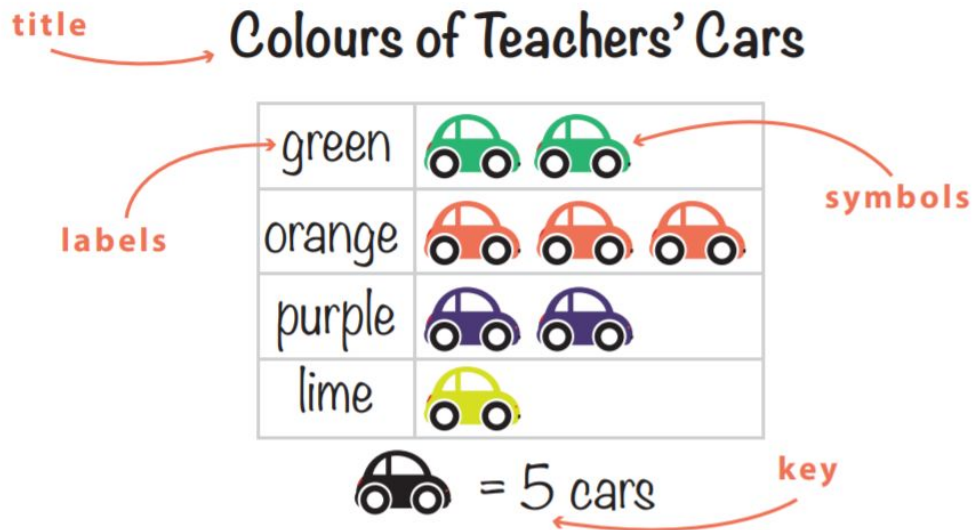
Example of a table to  
record

# How many toys do I have in my room?

<u><b>Toys</b></u>	<u><b>Tally</b></u>	<u><b>Total</b></u>
<b><i>Cars</i></b>		<b>15</b>
<b><i>Animals</i></b>		<b>7</b>
<b><i>Soft toys</i></b>		<b>5</b>
<b><i>Dolls</i></b>		<b>1</b>
<b><i>Superheros</i></b>		<b>5</b>
<b><i>Other toys</i></b>		<b>5</b>

# PICTURE GRAPH

A picture graph must have a title, symbols, labels and key to be complete.



Picture Graph Showing:

<i>Item or Object</i>	<i>Amount</i>
	<b>TOTAL:</b>

**Key: 1 Face = 1 Person**



Drag smiles from the pile or  
draw in your own objects.  
Remember each needs to be  
exactly the same.

# Activity:

Time to graph your data!!

Use the picture graph template  
(or draw your own) to represent  
the data you collected.

Remember if you create your  
own you will need to give it a  
title and a key.

It is usually a good idea to  
include an 'other' category to  
save you from doing so many  
rows.

# Integrated Unit

## Independent research task

Your task is to research an animal from a hot or cold environment. There are some options on the following slides or you can pick your own animal to research.



# Animal option 1 - Polar bear

Useful websites and videos to visit:

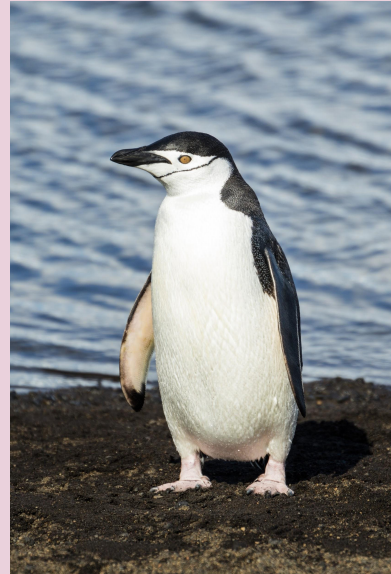
1. National Geographic Kids - <https://www.natgeokids.com/au/discover/animals/general-animals/polar-bear-facts/>
2. Science kids - <https://www.sciencekids.co.nz/sciencefacts/animals/polarbear.html>
3. WWF - <https://www.wwf.org.uk/learn/fascinating-facts/polar-bears>
4. Fact video - <https://www.youtube.com/watch?v=-xEE7K67Xo>



# Animal option 2 - Penguin

Useful websites and videos to visit:

1. Science kids - <https://www.sciencekids.co.nz/sciencefacts/animals/penguin.html>
2. National Geographic kids - <https://www.natgeokids.com/au/discover/animals/birds/emperor-penguins/>
3. Fact video - <https://www.youtube.com/watch?v=IAJB-dKTAQM>



# Animal option 3 - Fennec fox

Useful websites and videos to visit:

1. National Geographic kids - <https://kids.nationalgeographic.com/animals/mammals/facts/fennec-fox>
2. Seaworld parks - <https://seaworld.org/animals/facts/mammals/fennec-fox/>
3. Fact video - <https://www.youtube.com/watch?v=OLXqpqH1aik>



# Animal option 4 - Thorny Devil

Useful websites and videos to visit:

1. Animals for kids - <https://www.animalsatozforkids.com/thorny-devil/>
2. AZ animals - <https://a-z-animals.com/animals/thorny-devil/>
3. Fact video - [https://www.youtube.com/watch?v=9CQ\\_ZJtqgxw](https://www.youtube.com/watch?v=9CQ_ZJtqgxw)



# Planning sheet - Record facts from your research

## Fact File - Animals

**Classification**



**Habitat and Lifestyle**



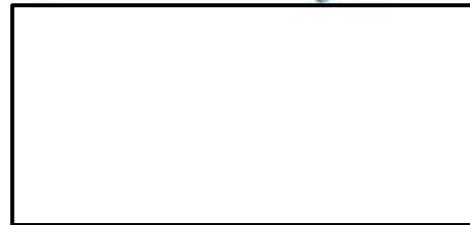
**Topic**



**Size and Appearance**



**Diet and Eating Habits**



Classification - What kind of animal is it?

Appearance - What does the animal look like?

Habitat - Where does the animal live?

Diet - What does the animal eat?

# Fun facts

You have completed Monday's work



# TUESDAY

14th September 2021



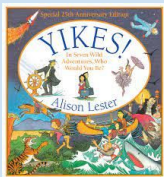
# Choose an activity to practice your spelling words.

<h2>SPELLER'S CHOICE MENU</h2>					Consonants=2 points
<u>Practice Test</u> Take a practice spelling test and have a family member check your work.	<u>ABC Order</u> Write all of your words in ABC order twice.	<u>Pyramid Words</u> Spell each of your words, adding just one letter at a time so you make a pyramid. Example: c ca cap	<u>Silly Script</u> Write your spelling words twice – once using your best handwriting, and again in a silly script.	<u>Rainbow Words</u> Write your words two times each in different colors.	<u>Phonics Party</u> Write your spelling word two times each. Underline the phonics pattern.
<u>Vowel Search</u> Write each word, circling all of the vowels.	<u>Computer</u> Type your spelling words two times each. Make them funky fonts!	<u>Find the Value</u> Write your spelling words. Find the value of the words.  Vowels=5 points	<u>Consonant Search</u> Write each word, circling all of the consonants.	<u>Ask a Question</u> Use each of your spelling words to write a question. Don't forget the question mark!	<u>Silly Story</u> Write a silly story using all of your spelling words. Underline your spelling words.
			©Rhiana Beverly-Sun, Sun, Sand & Second Grade		

# *Yikes! - Alison Lester*

[https://youtu.be/y0\\_rv9Wh2mM](https://youtu.be/y0_rv9Wh2mM)





## *Yikes! - Alison Lester - Questions*

Question 1: Is this book a factual or imaginative?

---

Question 2: Did you like this book?

---

Question 3: Why/Why not?

---

Question 4: Which story was your favourite? (Mine was the Transylvanian Castle)

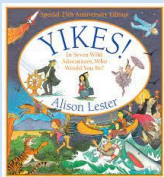
---

Question 5: If this book continued, could you give an example of another world/environment/place that could be used?

---

Question 6: If the book continued, in the example you gave above, what sort of characters would you include?

---



# Yikes! - Alison Lester - Answers

Question 1: Is this book a factual or imaginative?

*imaginative*

Question 2: Did you like this book?

*Answers will vary, typically yes or no*

Question 3: Why/Why not?

*Answers will vary, I liked this book because ...*

Question 4: Which story was your favourite? (Mine was the Transylvanian Castle)

*Answers will vary, I liked the Wild West... (or another choice)*

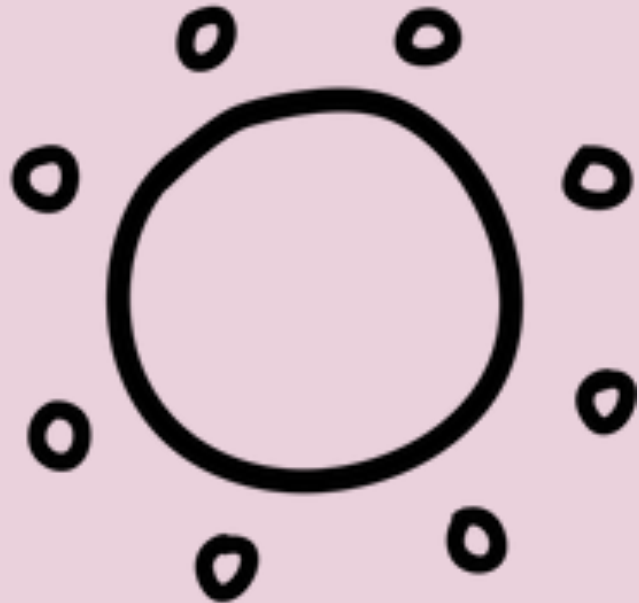
Question 5: If this book continued, could you give an example of another world/environment/place that could be used?

*Answers will vary, examples could include a desert island, a beach, a shopping centre, a mountain, under the sea, near a volcano...*

Question 6: If the book continued, in the example you gave above, what sort of characters would you include?

*Answers will vary, answers need to match the world chosen, e.g. if you chose the shopping centre a character could be a store manager.*

# Writing Lesson 2



## EXAMPLE

**When**, **who**, **what they did**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

On a scorching hot day,  
In the middle of summer holidays,

**Who**

the cousins who hadn't seen each  
other in a long time,  
the adventurous kids,

**What**

jumped off the jetty into the freezing  
water.  
dared each other to jump off the jetty.



In the middle of summer holidays, the adventurous kids, dared each other to jump off the jetty.

## EXAMPLE

**When**, **who**, **what they did**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

Type/write your ideas here.. Delete this writing first

**Who**

**What**

Write your sentence here (delete this writing first)...

Challenge (optional)

**When**, **who**, **what they did** and **why**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

Type/write your ideas here.. Delete this writing first

**Who**

**What**

**Why**



Write your sentence here (delete this writing first)...

# Tuesday- Heel Taps

**Learning Objective:** We are learning to improve our physical fitness by complete heel taps. .

**Success Criteria:** We will be able to improve our physical fitness by

- Landing on the balls of our feet.
- Bringing your heels up to touch your hand.
- Alternating your touches e.g. left heel to right hand.
- Standing tall.

**Equipment:**

- 30 second timer (youtube timer or stopwatch)

**Instructions:**

- You have 30 seconds to complete as many heel taps you can.
- One tap = one hand tapping your heel/foot.
- If you are tapping your left heel, tap it with your right hand and visa versa.
- Complete challenge twice and compare both scores.

**Challenge/variations:**

- Bring your heel all the way up to your belly button before tapping.
- Close one or both eyes.
- Move around in a circle when completing the challenge.



Click on the link below for instructions and demonstration of the challenge.

<https://www.youtube.com/watch?v=emdSzimY6g8>

# Lesson 2 Tuesday

Interpreting Data

## Learning Intention:

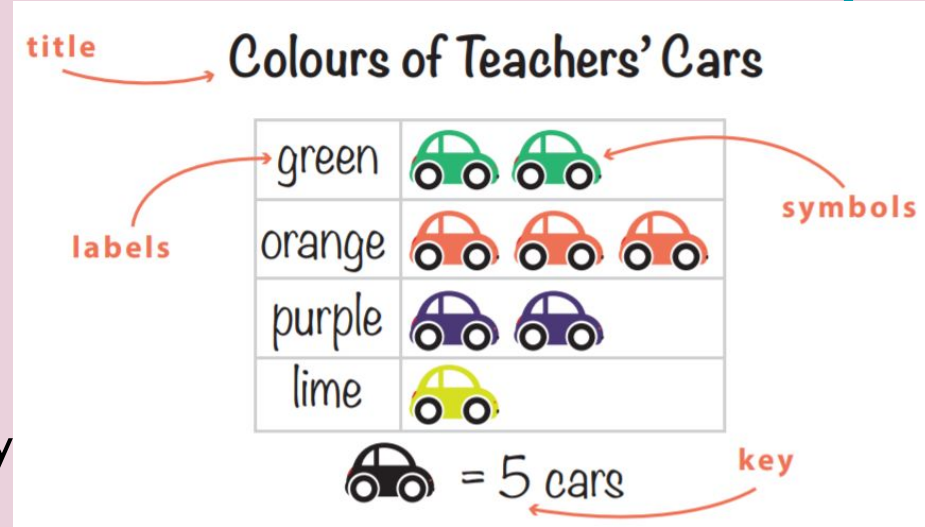
Interpret and analyse picture graphs

## Success Criteria:

- Answer questions using a picture graph.
- Understand the purpose of picture graph features.
- Interpret other picture graphs correctly using the key.

# Features of a picture graph

- A title - should include the topic and sample group (How many items in total)
- A key - to show what each picture represents (one picture might represent more than one)
- Symbols - to represent each category within the data collected
- Labels - or names for each category



***Your turn: The following slides have some picture graphs you need to interpret to answer the questions.***

# Interpreting graphs

Ball sports played by students in Year 4	
Football	   
Basketball	  
Netball	    
Soccer	 
Rugby	  
Hockey	 
Key  = 10 Students	

**What is the key?**

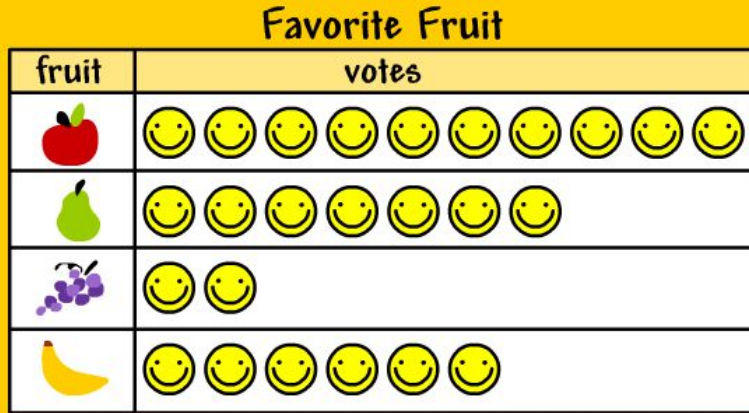
**Is this data collection from a class or whole year?**

**How many students played soccer?**

**How many students played netball?**

**How many students are in Year 4?**


# Interpreting graphs



1 vote = 

**What is the key?**

**Do we know the sample group?**




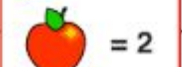
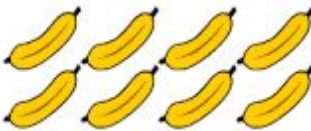

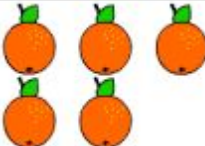

**How many students like pears best?**

**How many students like both grapes and apples?**

**How many students are included in this graph?**

# Interpreting graphs

Student Survey - Fruits Eaten

Fruit	Number of Students
mangoes	 
apples	 
bananas	 
oranges	 



***What is the key?***

***Do we know the sample group?***

***What do the fruits represent?***

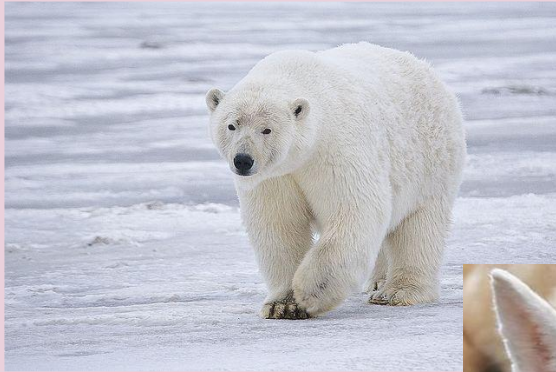
***How many students ate apples?***

***How much fruit was eaten?***


# Integrated Unit

## Independent research task

Your task is to research an animal from a hot or cold environment. There are some options on the following slides or you can pick your own animal to research.



You have completed Tuesday's work



# WEDNESDAY

15th September 2021





# WELLBEING WEDNESDAY

<b>Physical</b>	Go for a walk or a run around the block with a family member.	Design a new backyard game with modified equipment.	Spend some active time with your pets. Teach them some new tricks.
<b>Creative</b>	Dress up in your favourite outfit.	Design your own set of five emojis that don't already exist.	Paint a pet rock. Go on a walk and leave it somewhere for someone to find.
<b>Nature</b>	Draw a chalk drawing on your driveway or nearby footpath.	Find three things that remind you of spring.	Take your lunch outside and have a picnic.
<b>Cognitive</b>	Read a book for enjoyment for 30 minutes.	Create a marble run. Photograph or film it and send it to your teacher.	Interview a family member and write a report.
<b>Social</b>	Share a favourite movie that makes you laugh with someone.	Learn five new jokes and share them with people you live with.	Create a family trivia quiz and share it over a video call.

You have completed Wednesday's work



# THURSDAY

























16th September 2021



# Roll and Spell Homework

Roll a die to determine how to practice each spelling word on your list.  
Remember to write neatly and do quality work.



Which Color?		Which Voice?		Which Writing Tool?		How Many Times?	
	Write the word in red.		Spell the word aloud 3x in a whisper voice.		Write the word in crayon.		Write the word one time.
	Write the word in orange.		Spell the word aloud 3x in a deep voice.		Write the word in red pen.		Write the word two times.
	Write the word in yellow.		Spell the word aloud 3x in a robot voice.		Write the word in marker.		Write the word three times.
	Write the word in green.		Spell the word aloud 3x in a baby voice.		Write the word in pencil.		Write the word four times.
	Write the word in blue.		Spell the word aloud 3x in a silly voice.		Write the word in blue pen.		Write the word five times.
	Write the word in purple.		Spell the word aloud 3x in an opera voice.		Write the word in colored pencil.		Write the word six times.

## Grammar lesson

1. Which sentence is correct? Drag the tick.

- Sam gived me a big bag of hot chips.
- Sam gave me a big bag of hot chips.
- Sam gaved me a big bag of hot chips.



2. Which suffixes complete the sentence? Drag the suffix.

Meg went fish\_\_\_\_ down at the big river. She drop\_\_\_\_ her hat in the water.

- -er
- -ing
- -ed

-ed

-er

-ing

## Grammar lesson

3. Give each sentence the correct punctuation. Drag the punctuation mark.

- The lion is hunting for some food to eat\_\_
- Is the lion going to find me in the grass \_\_
- Aargh the lion is chasing me \_\_

!

?

.

4. Write the past tense for the words look and go in the sentence.

Today, I will go and look for a book to read in the library.

Yesterday, I  and  for a book to read in the library.

Rewrite the sentences adding in **verbs** to each sentence. Tap the box to type your answers.

The young boy is  on the dock. He is   
a fishing rod to  some fish to .

**REMEMBER!** Verbs are  
doing words!



Write these sentences adding in **verbs** to tell the reader what the animal is doing. **BONUS** - see if you can come up with some **ADVERBS** too. Tap the boxes to type your answers.

The hungry seagulls were   on the fence.

They were  for hot chips to  on the grass

so they can

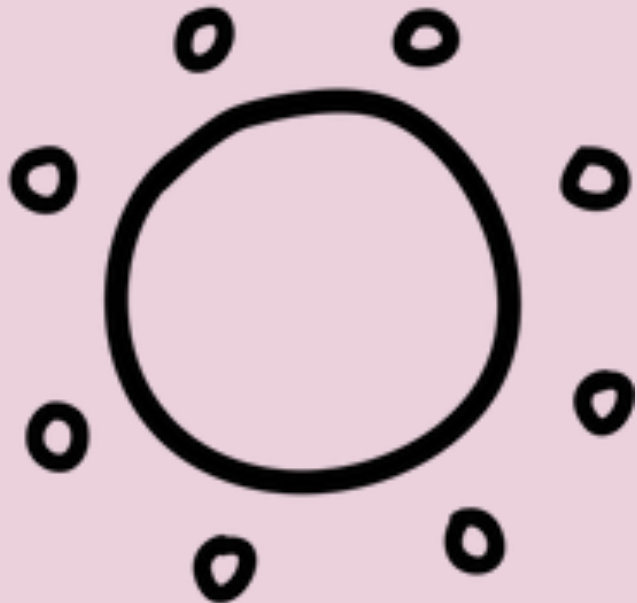
down and  some.

**REMEMBER!** Adverbs give more detail about the verb! Use these adverbs to help you.

silently  
quietly  
eagerly  
quickly



# Writing Lesson 3



## EXAMPLE

**When**, **who**, **what they did**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

As the sun twinkled in the sky,

**Who**

the excited children,  
the nervous children,

**What**

snorkeled over the incredible Great  
Barrier Reef.  
gasped in amazement as they  
snorkeled over the magical reef.



As the sun twinkled in the sky, the excited children gasped in amazement as the snorkeled over the magical reef.

## EXAMPLE

**When**, **who**, **what they did**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

Type/write your ideas here.. Delete this writing first

**Who**

**What**



Write your sentence here (delete this writing first)...

Challenge (optional)

**When**, **who**, **what they did** and **why**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

Type/write your ideas here.. Delete this writing first

**Who**

**What**

**Why**



Write your sentence here (delete this writing first)...

# Lesson 3 Thursday

## Learning Intention:

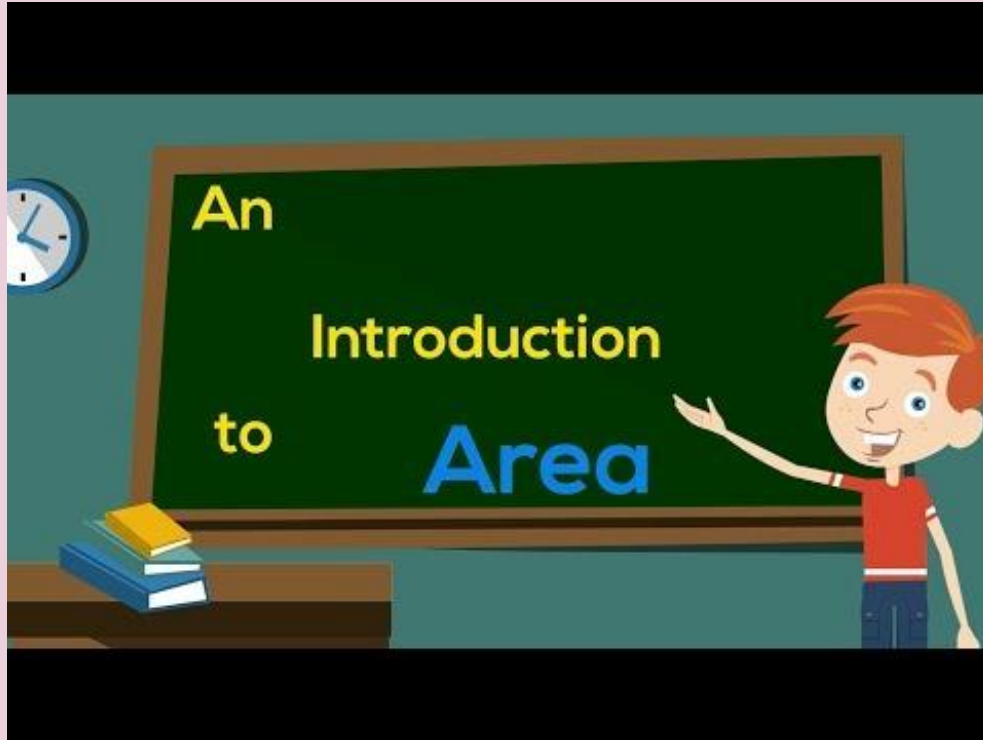
Measure length and height of a room and then calculate the area.

Measuring and  
calculating area

## Success Criteria:

- Use a tape measure to measure the length and width of a room.
- Calculate the area using the equation: area is equal to length multiplied by width ( $A = L \times W$ )

# What is area?



Link for booklets: <https://youtu.be/uKKl8R1xBM>

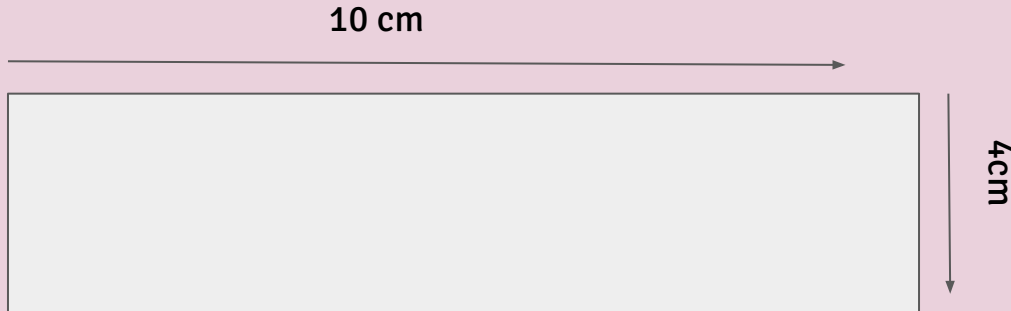
# Things to remember:

**Area** is the flat space on the ground or floor you can measure. Think of it like a footprint of an object that touches the ground or a bird's eye view.

We measure area in **SQUARE UNITS**, these can either be **INFORMAL UNITS** or **FORMAL UNITS**.

**INFORMAL UNITS** are things like blocks or playing cards.

**FORMAL UNITS** for area are any of our normal length measurements that have been squared like square centimeters (CM<sup>2</sup>) or square kilometres (KM<sup>2</sup>).



*If we multiply the length of a square or rectangle by its width, we can find the area in the centre.*

$$10\text{ cm} \times 4\text{ cm} = 40\text{ cm}^2$$

*The total area inside this rectangle is 40cm<sup>2</sup> !!!*




# Measure your room so that you can calculate the area.

You will need to borrow a tape measure for this activity. Let's just have a go of getting it to the nearest metre to find a rough area unless you want to test yourself to the nearest centimetre! Either way you may need help from an adult.

**My Room**

1. Measure the length (longest wall) \_\_\_\_\_
2. Measure the width (widest wall) \_\_\_\_\_
3. Calculate the area of your room by multiplying the two numbers together!

**ANSWER:** My room is: \_\_\_\_\_ m<sup>2</sup>



*This page is for you to sketch out  
your room  
With the measurements,  
remember to use a ruler if doing it  
by hand, add some details and  
labels. We would love to see a  
map of your room!!*

Name:



Class:

Week 10  
Term 3

Mrs Stanton & Mrs Hollott

*Old Worlds, New Worlds, Other Worlds*

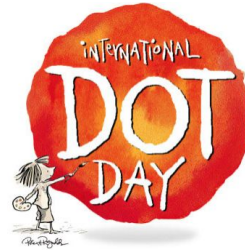


Library Interactive  
Workbook

*Celebrate Creativity, Courage & Collaboration!*

Today we will be celebrating **International Dot Day**! International Dot Day was started by the

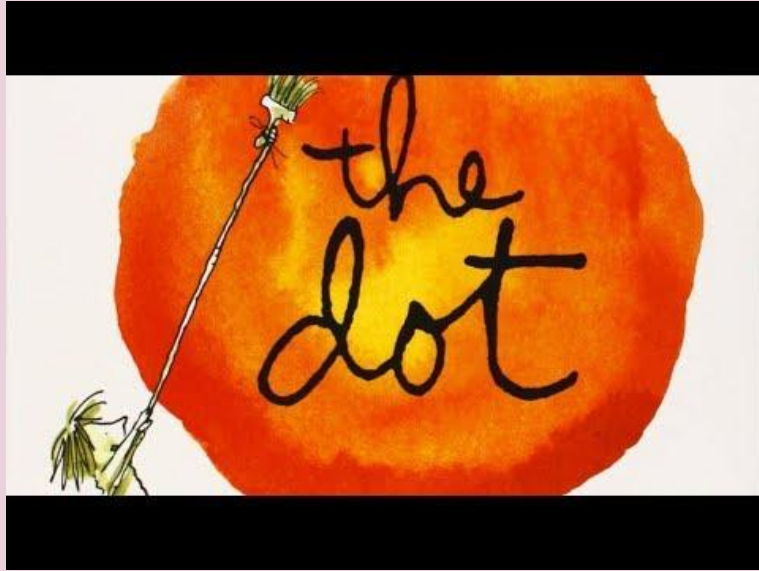
Peter Reynolds foundation to inspire kids to be creative and just go out and make their mark. It has a wonderful growth mindset lesson, the book that he wrote, and so they created international dot day to help kids across the world celebrate growth mindset and Perseverance.



Watch the clip at

<https://www.youtube.com/watch?v=OPek3VK7lac&t=1s>

# *This Week's Book*

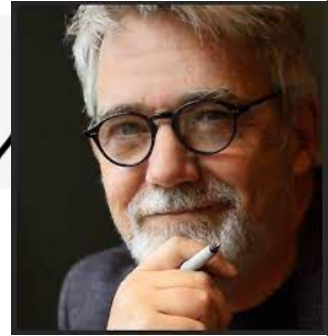


Type this link in to hear the story.

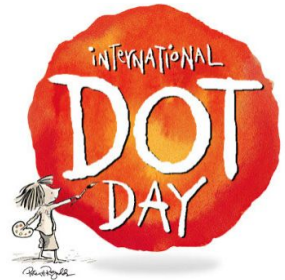
<https://www.youtube.com/watch?v=uqf7EKuNHMs>

# Author & Illustrator

Peter H Reynolds



Born in Toronto, Canada, Peter H. Reynolds is an accomplished writer, storyteller and illustrator who has been acclaimed around the globe for his best-selling "stories for all ages" about protecting and nurturing the creative spirit, including the three books in his "Creatrilogy" - *The Dot*, *Ish* and *Sky Color*.



In 2009, Iowa-based educator Terry Shay introduced his classroom to *The Dot* and spearheaded a one-day celebration of creativity, courage, and collaboration to coincide with book's publication anniversary date. Since then, each September, a growing number of educators and students have joined *International Dot Day* for a global celebration of creativity in the classroom, with over 19 million teachers, librarians and students from 189 countries participating to date.

# Activity

*This week is free choice! select one activity to complete from the table below.*

## Story time

Go on to Youtube and listen to some of the books on the bookshelf



## 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.

## Craft

Grab a paper plate or a piece of paper cut into a circle. Add a shiny piece of foil to the centre of your circle. Get your pencils, markers, crayons, or paint and just begin drawing. Make your mark to design and create your dot.



## 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 7).

Option: send a picture to your Library teacher





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](http://www.thedotclub.org) Note: Avoid using dark colours on the outlines.



**QuiverVision.com**

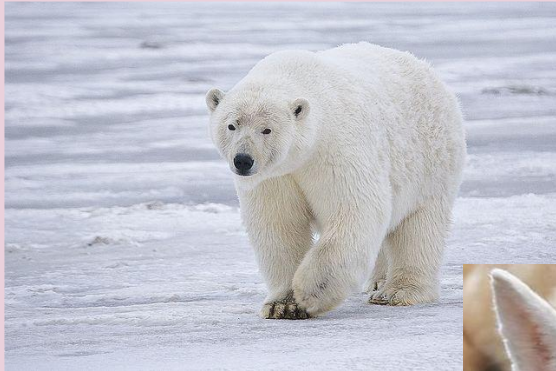
**1 Print 2 Color 3 Play**

*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.*

# Integrated Unit

## Independent research task

Your task is to research an animal from a hot or cold environment. There are some options on the following slides or you can pick your own animal to research.



You have completed Thursday's work



# FRIDAY

17th September 2021

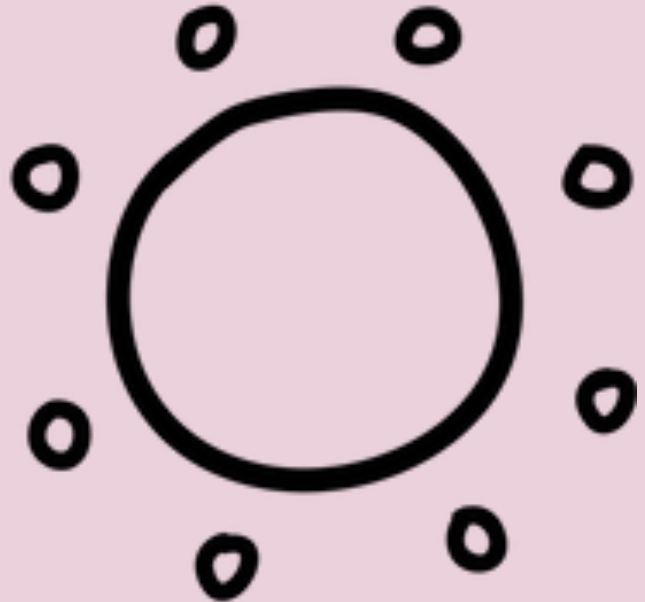


# SPELLING TEST

Test yourself on this week's spelling words.

[illegible]

# Writing Lesson 4



## EXAMPLE

**When**, **who**, **what they did**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture... →

**When**

As the sun vanished behind the clouds,  
As they watched the flame shiver,

**Who**

the cheerful family,  
the delighted children,

**What**

gathered around the scorching fire as they  
waited for their marshmallows to cook.  
patiently waited for their marshmallows to  
cook in the burning flame.



As the sun vanished behind the clouds, the delighted children, patiently waited for their marshmallows to cook in the burning flame.

## EXAMPLE

**When**, **who**, **what they did**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

Type/write your ideas here.. Delete this writing first

**Who**

**What**

Write your sentence here (delete this writing first)...

Challenge (optional)

**When**, **who**, **what they did** and **why**.

**REMEMBER** to look at the picture and really think about when it could be happening, who is there and what is it they are doing

Look at the picture...



**When**

Type/write your ideas here.. Delete this writing first

**Who**

**What**

**Why**



Write your sentence here (delete this writing first)...

# Friday- Shoulder Taps

**Learning Objective:** You are learning to improve your core strength by performing shoulder taps.

**Success Criteria:** You will improve your core strength by:

- Keeping your back straight in a plank position.
- Keeping your arms and feet shoulder width apart.
- Alternating your shoulder taps e.g. right hand touches left shoulder and then left hand touches right shoulder.

**Equipment:**

- 30 second timer (youtube timer or stopwatch)

**Instructions:**

- You have 30 seconds to complete as many shoulder taps as possible. Remember to keep your back straight.
- One tap=alternating hands to shoulder e.g. left hand touches right shoulder (see picture)
- Complete challenge two times and compare both scores.

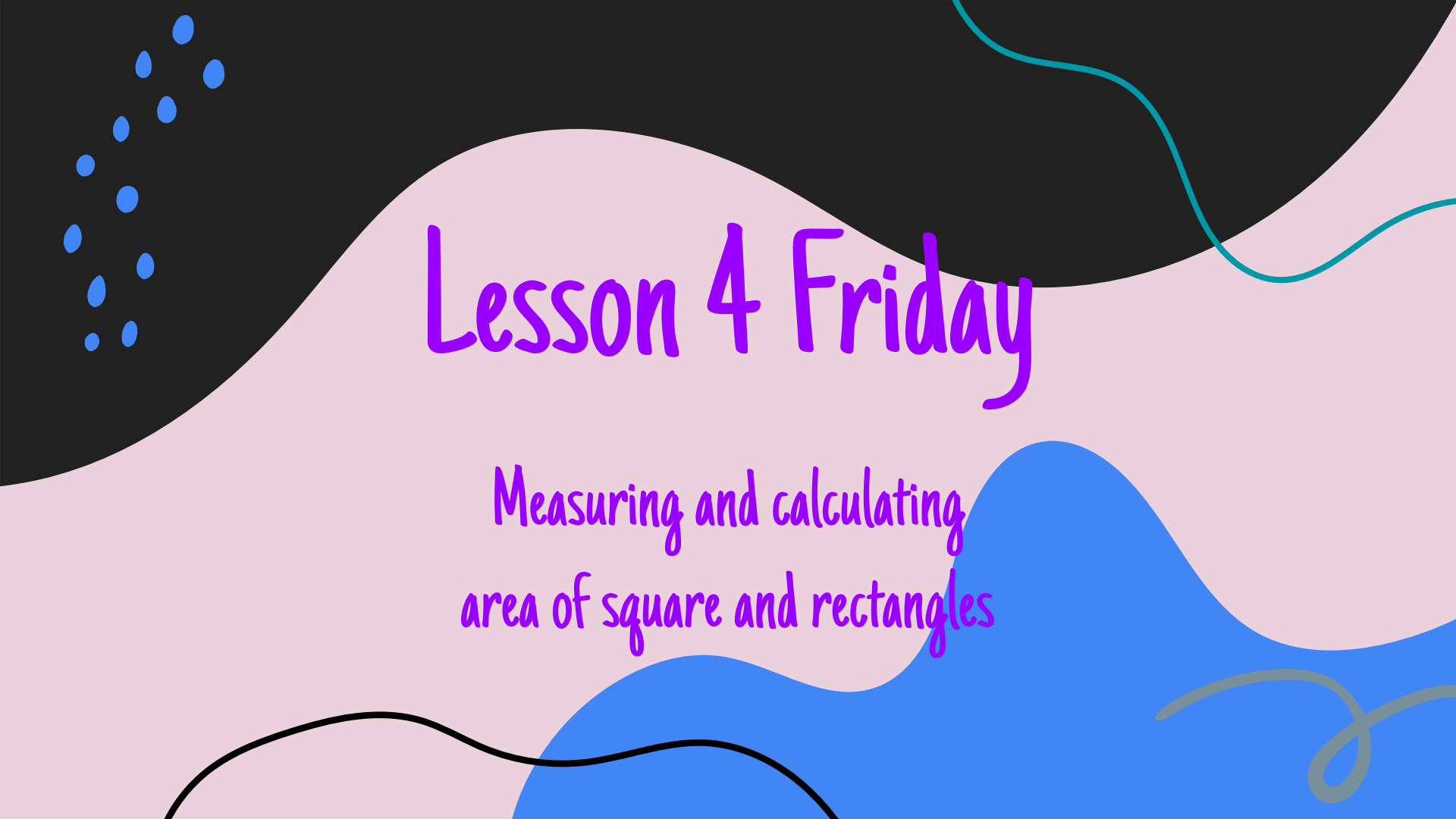
**Challenge/variations:**

- Perform on elbows and touch your shoulders.
- Perform on your knees and touch your shoulders.
- Hold the position on one leg the entire 30 seconds.



Click on the link below for instructions and demonstration of the challenge.

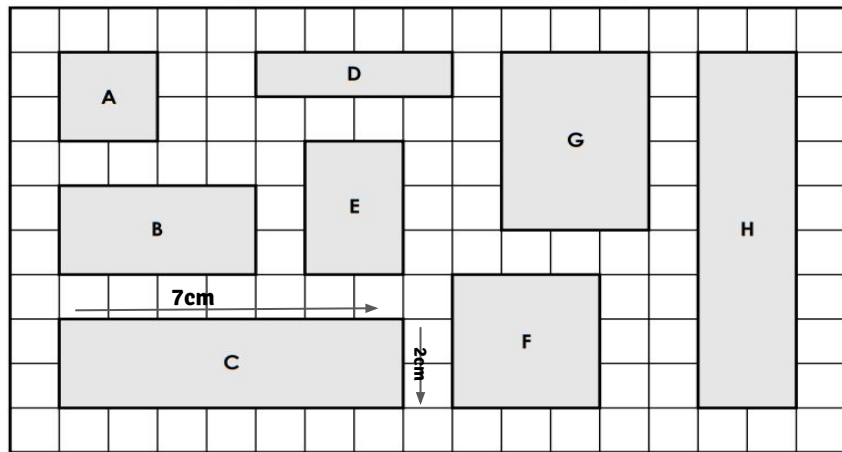
<https://www.youtube.com/watch?v=947ILOdmO8g&t=6s>



# Lesson 4 Friday

Measuring and calculating  
area of square and rectangles

## Area of a Rectangle



Write the area of each rectangle listed below. Don't forget to write **square units** in your answer. Not all rectangles will be used.

G - \_\_\_\_\_ A - \_\_\_\_\_ H - \_\_\_\_\_

B - \_\_\_\_\_ F - \_\_\_\_\_ E - \_\_\_\_\_

Which rectangle has the largest area? \_\_\_\_\_

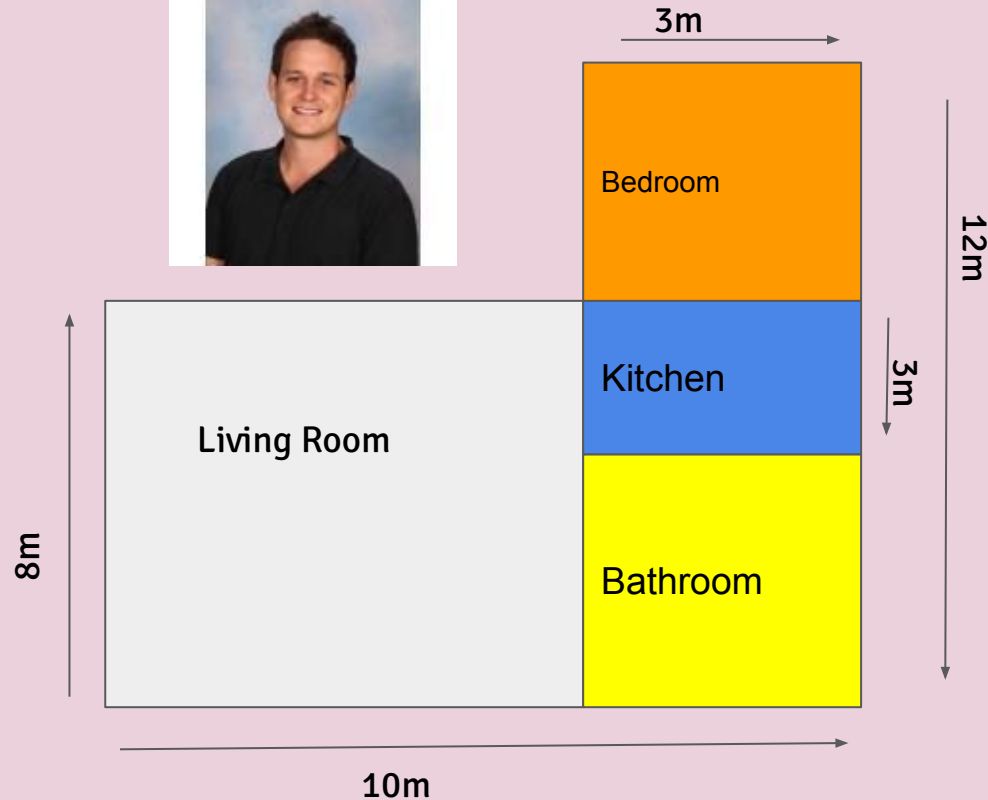
Which two rectangles have the same area? \_\_\_\_\_ and \_\_\_\_\_

***Have a go of calculating the area of these rectangles. Remember each square is 1 cm<sup>2</sup>***

***Shape C has been done for you.***

***7x2=14 Shape C is 14cm<sup>2</sup> in total area.***

# Extension Challenge: Mr T's House



*Please help Mr Trenter figure out how big his house is! You will need to work out the area of every room in square meters (m<sup>2</sup>) and then add them all together! (You may need help from an adult). Please not some lengths have been intentionally left blank. Have fun!*

Room	Area
Living Room	
Bathroom	
Kitchen	
Bathroom	
<b>TOTAL</b>	

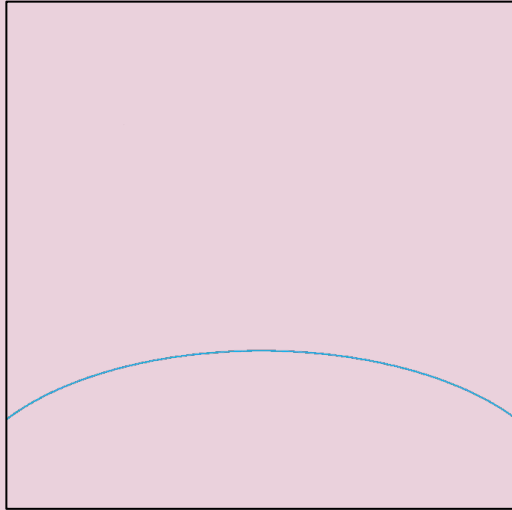
# How to draw a tornado...

A tornado is a rapidly rotating column of air extending from a thunderstorm to the surface of the Earth.

The most violent tornadoes are capable of tremendous destruction with wind speeds able to destroy large buildings, uproot trees and hurl vehicles hundreds of metres.

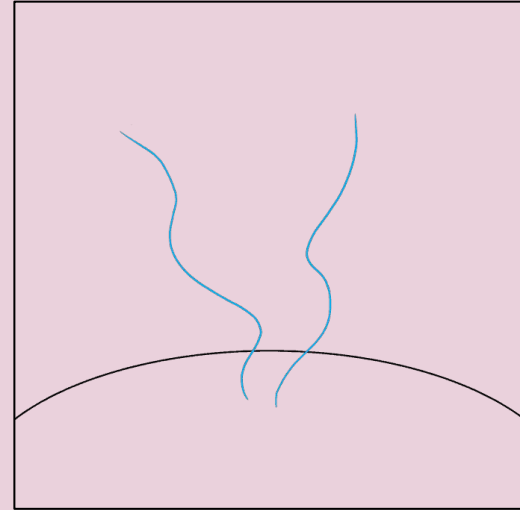


# How to draw a tornado...



## You will need:

- \*Paper
- \*Lead Pencil
- \*Coloured pencils/textas/crayons (blue, grey, green)
- \*Optional - black texta if you like to outline your drawing

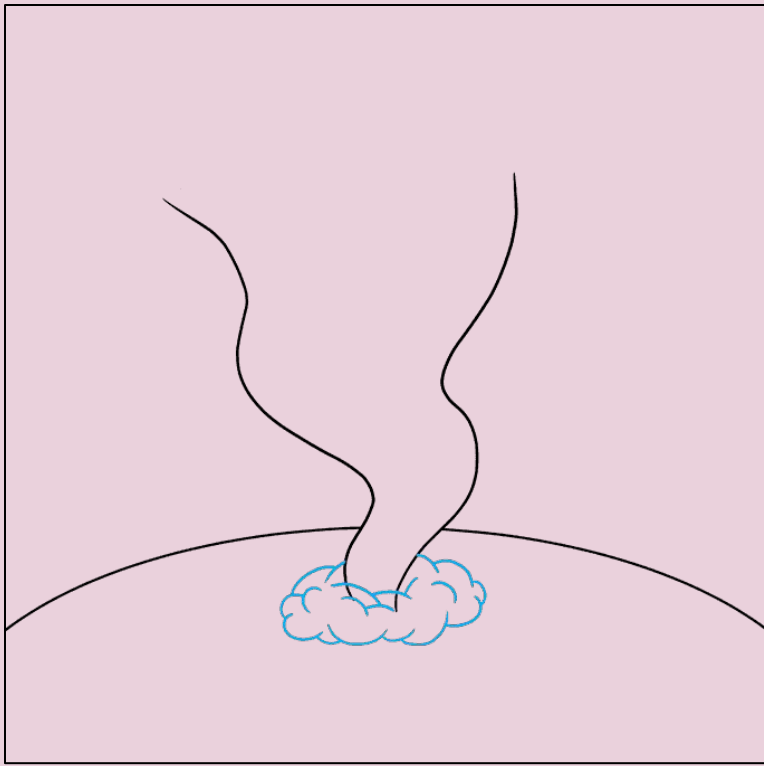


## Step 1:

Begin by drawing a curved line across the bottom of your page. Imagine that it is part of a really big circle, and your page contains only a part of it. This represents the ground.

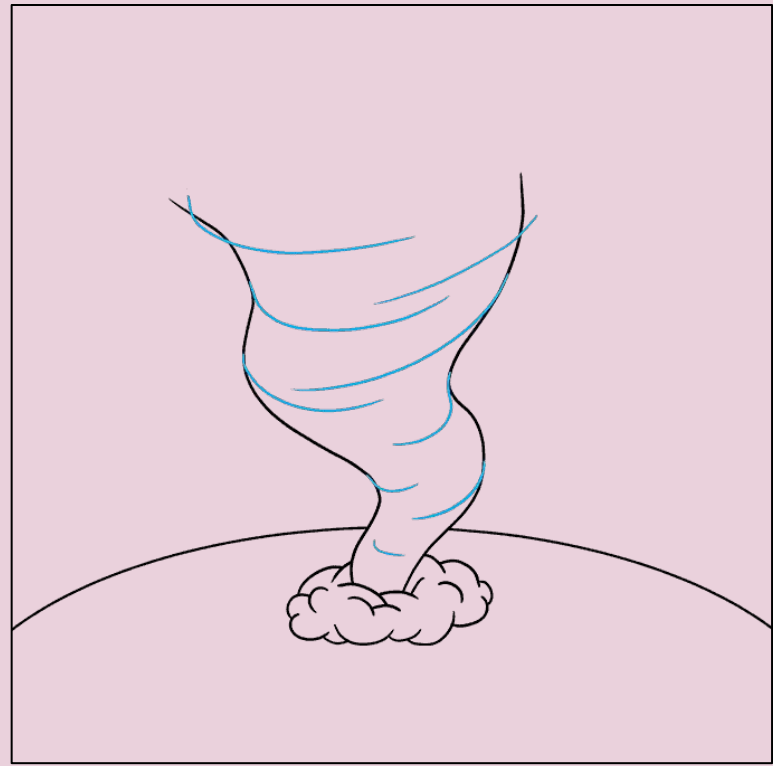
## Step 2:

Draw two long wavy lines. The lines should be close together at the bottom and further apart at the top. This outlines the sides of the hurricane.



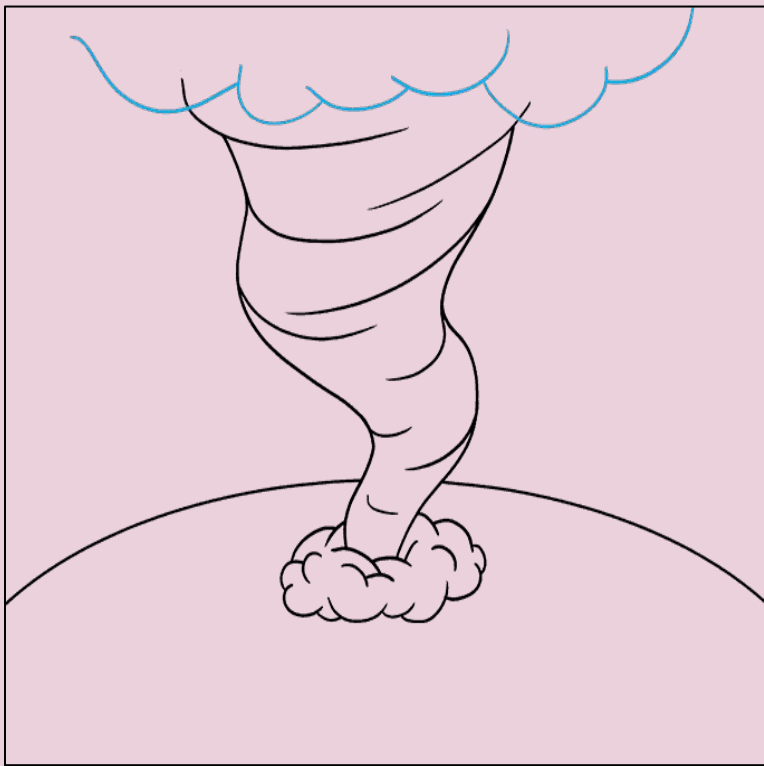
### Step 3:

Draw a cloud like shape around the bottom of your tornado shape - try using lots of small curved lines.



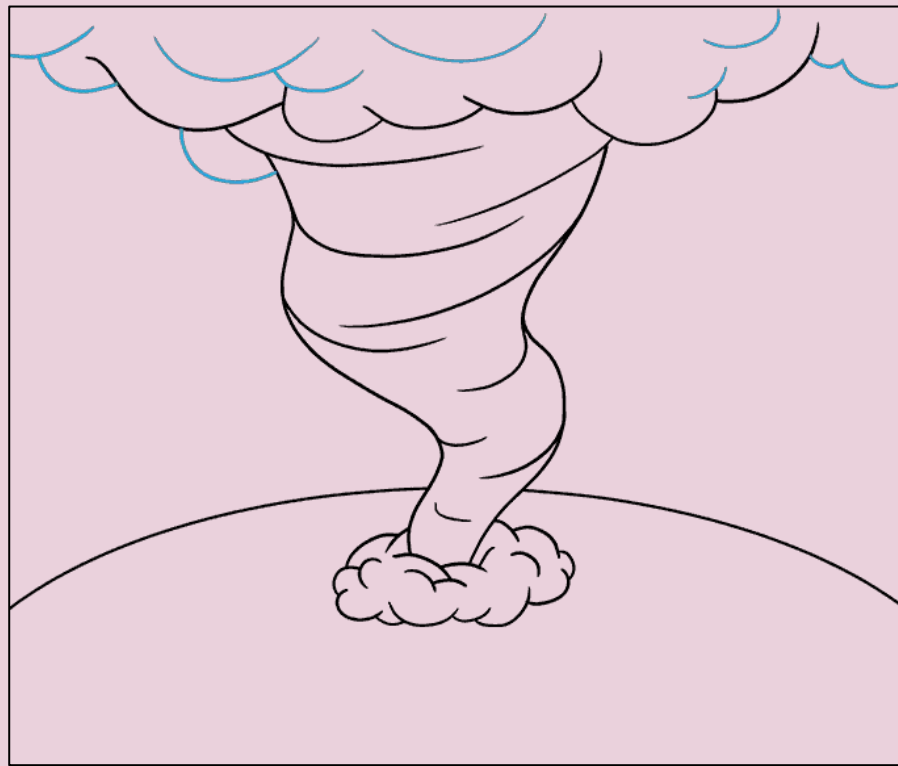
### Step 4:

Draw long and short curved lines around the tornado's funnel, representing the swirling winds.



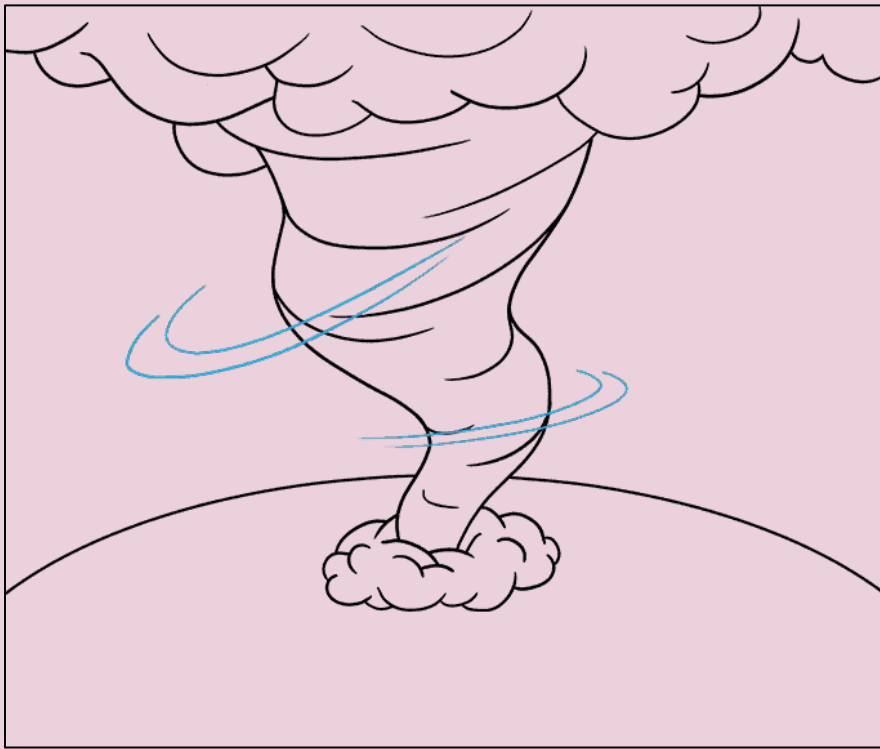
### Step 5:

Draw a cloud at the top of the tornado - this cloud should go to the top edge of your page.



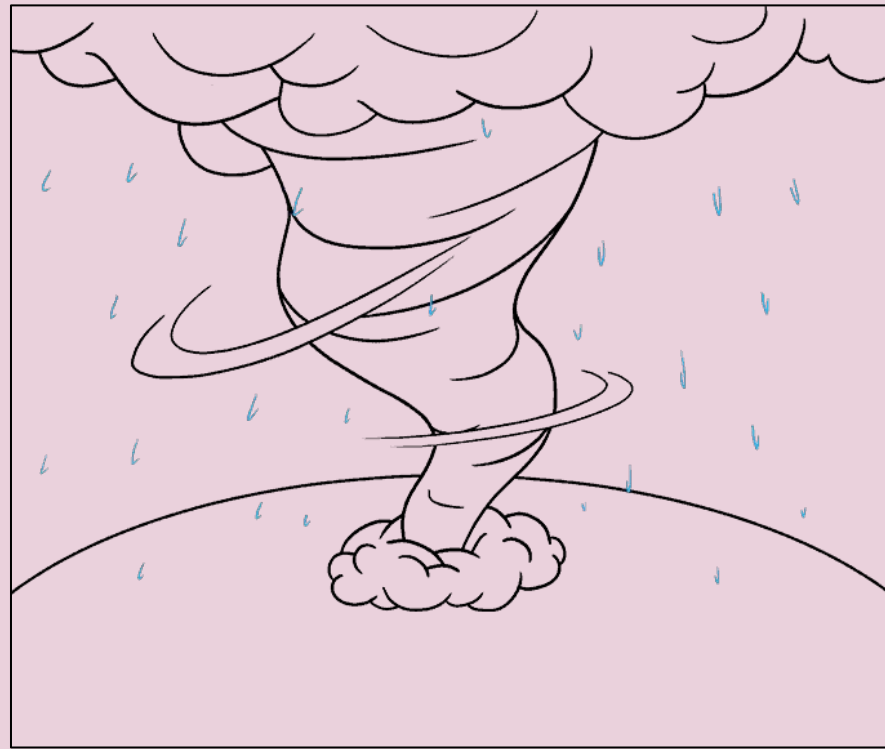
### Step 6:

Draw smaller curved lines inside the top cloud - this gives a fuller look to your cloud.



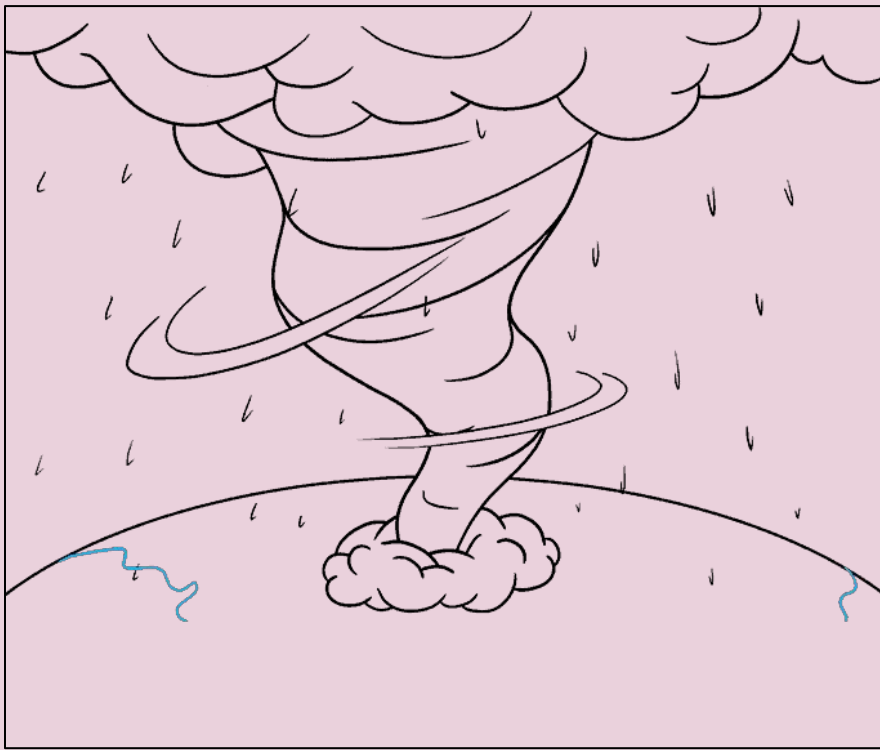
### **Step 7:**

Draw pairs of long curved lines around the sides of the tornado. These represent the damaging winds.



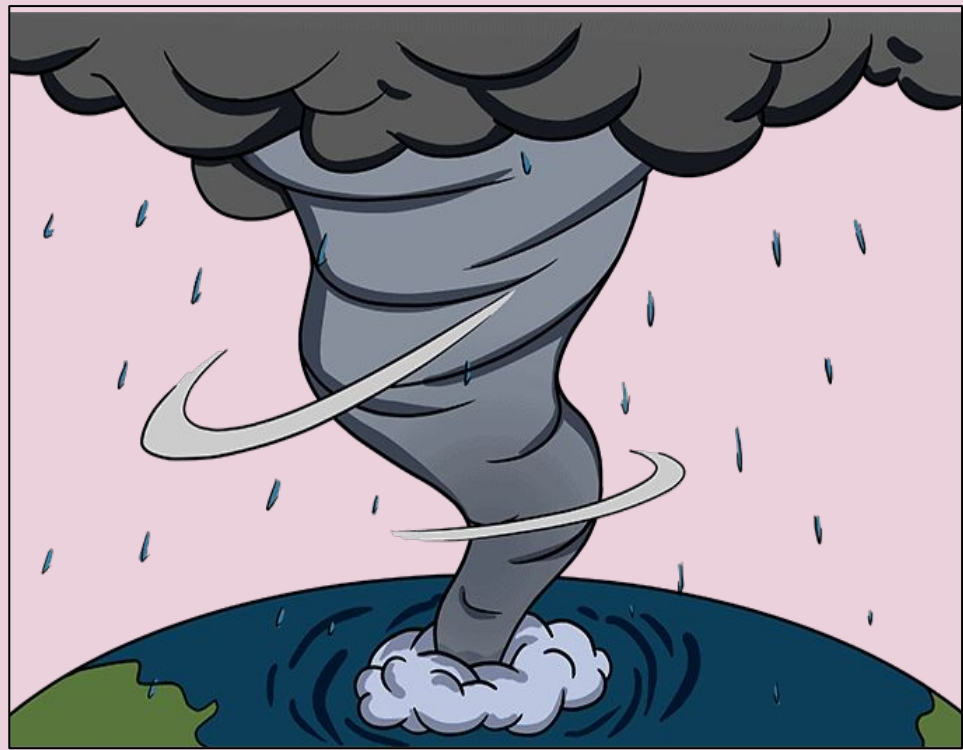
### **Step 8:**

Draw many "V" and "L" shaped lines in the space around the tornado. These represent raindrops.



### Step 9:

Draw wavy lines below the curved ground line. This represents the earth.



### Step 10:

Colour the top cloud dark grey, the tornado a medium grey and the bottom cloud a light grey. Colour the earth blue and green.



**REMEMBER TO TAKE A PICTURE OF  
YOUR WORK AND POST IT TO YOUR  
TEACHER.**

You have completed Friday's work.  
Now it's time to **turn in** your work.

