

Week 2	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	LAUNCH DAY	Choose an activity from our Wellbeing Wednesday Grid	Spelling	Spelling Test
	Adjectives Activity	LAUNCH DAY	Wellbeing Wednesday Grid	Grammar Activity	Writing Lesson 4
	Writing Lesson 1	LAUNCH DAY	Wellbeing Wednesday Grid	Writing Lesson 3	PE
Brain Break				Library Lesson	
Session 2 30-45 mins	Maths Addition and Subtraction	LAUNCH DAY	Choose an activity from our Wellbeing Wednesday Grid	Maths Addition and Subtraction	Maths Addition and Subtraction
Session 3 30-60 mins	Integrated Unit Lesson 1	LAUNCH DAY	Wellbeing Wednesday Grid	Integrated Unit Lesson 2	Art Lesson

MONDAY

11th October 2021

Today's Focuses: Spelling words, quality read, verbs, descriptive writing.

Learning intention: To use verbs correctly

Success criteria: I understand that verbs are doing words, I now know they can also be being and having words.



Spelling Week 2

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 2

Visual words



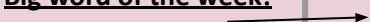
Phonological words:



Morphemic Words:



Big word of the week!



Week 1	Monday	Tuesday	Thursday
said			
our			
going			
once			
having			
drop			
draw			
drink			
dress			
drain			
bigger			
runner			
hotter			
better			
thinner			
imagination			

Spelling Year 2 Week 2

Visual words

Phonological words:

Morphemic Words:

Big word of the week!

Week 1	Monday	Tuesday	Thursday
said			
our			
going			
once			
having			
dear			
hear			
fear			
tear			
clear			
delete			
compete			
extreme			
complete			
athlete			
imagination			

Spelling Year 2 Extension Week 2

Extension words →

Week 1	Monday	Tuesday	Thursday
appearance			
endearing			
nuclear			
precede			
sincere			

Choose an activity to practice your spelling words.

SPELLER'S CHOICE MENU					
<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.	Consonants=2 points <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.

Quality Text - The Gruffalo's Child



Questions - The Gruffalo's Child



Question 1: Why should no Gruffalo go into the deep dark wood?

Type your answer here

Question 2: Describe the big, bad mouse.

Type your answer here

Question 3: What does the snake tell the Gruffalo's child the Big Bad mouse is eating?

Type your answer here

Question 4: Which animal lives in an underground house?

Type your answer here

Question 5: What toy is the Gruffalo's child carrying in the story?

Type your answer here

Question 6: How did the mouse trick the Gruffalo's child?

Type your answer here

Answers - The Gruffalo's Child



Question 1: Why should no Gruffalo go into the deep dark wood?

The big bad mouse will come after you

Question 2: Describe the big, bad mouse.

Terribly strong, long scaly tail

Question 3: What does the snake tell the Gruffalo's child the Big Bad mouse is eating?

Gruffalo Cake

Question 4: Which animal lives in an underground house?

The fox

Question 5: What toy is the Gruffalo's child carrying in the story?

Stick man

Question 6: How did the mouse trick the Gruffalo's child?

Using shadows to make out that there was a Big, Bad Mouse.

Vocabulary - Adjectives

Adjectives are describing words. They usually describe the noun in a sentence to give us more information or details.

Sentence ***without*** adjectives:

The dragon is flying in the sky.



Sentence ***with*** adjectives:

The **enormous** dragon is flying in the **deep blue** sky.

Find the adjectives

Drag the yellow box on top of the adjective.

1. The beautiful princess sat in the castle.

A yellow rectangular box with rounded corners, intended for dragging over the adjective 'beautiful' in the first sentence.

2. I saw a huge green monster in the cave.

A yellow rectangular box with rounded corners, intended for dragging over the adjective 'huge' in the second sentence.A yellow rectangular box with rounded corners, intended for dragging over the adjective 'green' in the second sentence.

3. The colourful unicorn is galloping.

A yellow rectangular box with rounded corners, intended for dragging over the adjective 'colourful' in the third sentence.

4. I walked to the gigantic castle.

A yellow rectangular box with rounded corners, intended for dragging over the adjective 'gigantic' in the fourth sentence.

Synonyms

Now we are going to think of some synonyms for the following adjectives. Synonyms are words that mean the same thing. We can use synonyms to make our adjectives more exciting!



Adjective. Let's use a synonym for the word *huge* to make this sentence more exciting.

The huge monster sat in the cave.

The massive monster sat in the cave.

Changing the adjective makes the sentence more exciting.

Write a synonym for the following adjectives in the box.

1. The monster had small teeth.

2. The mean monster growled.

3. I can see the monster's big teeth.



Write your own sentence below to describe the monster.

Week 2 Writing

Focus: Sentence structure with descriptive language

Learning Intention:

- Learning to write interesting sentences

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 monster 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

In the early hours of the morning,
In the middle of the night,
One clear night, when the moon was full

Who

The large white unicorn,
The magical creatures,

What

Flew over the dark ocean,
Met in the middle of the sea



One clear night when the moon was full, the magical creatures flew over the dark ocean.

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...

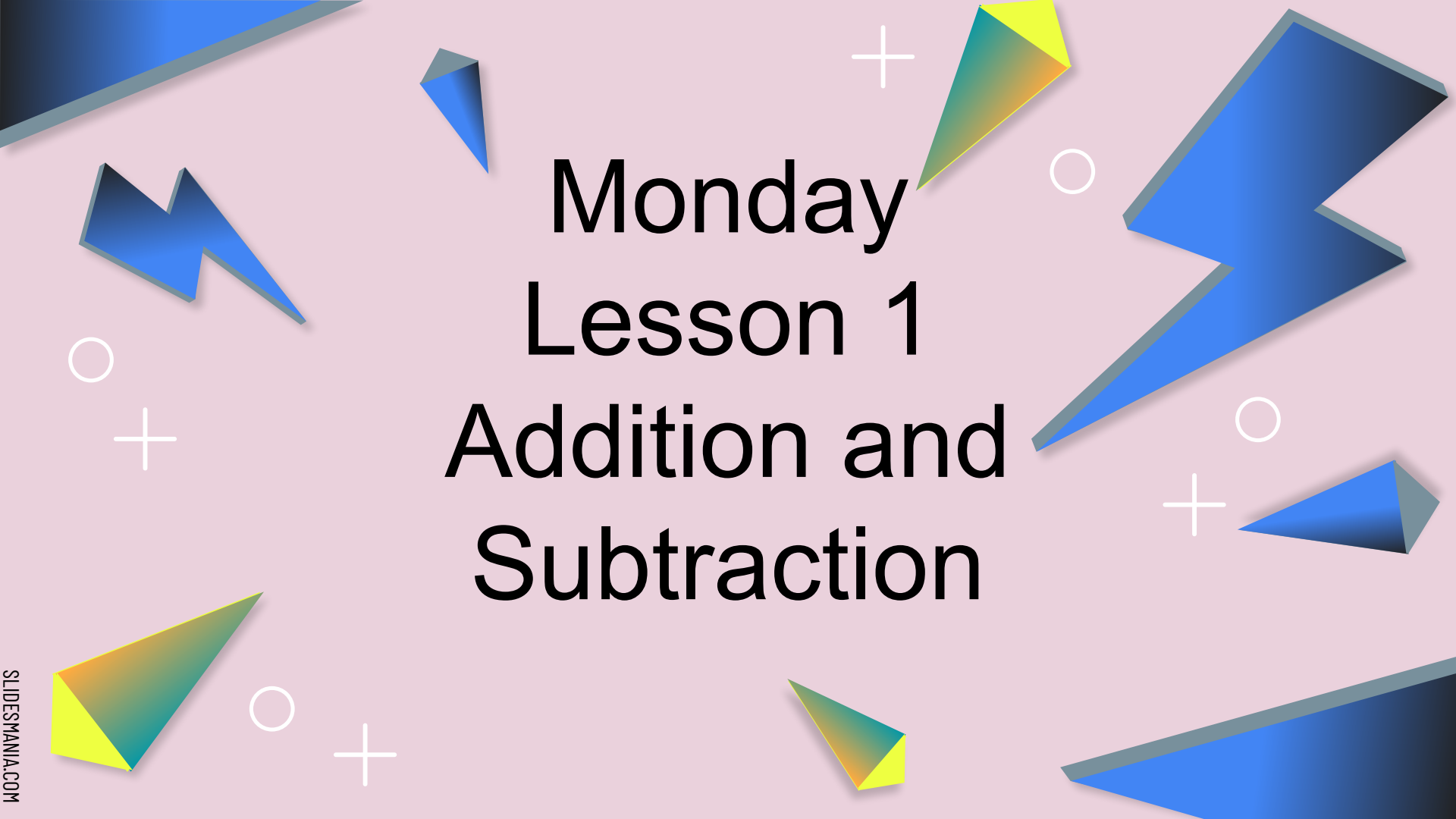


When

Who

What

--

The background is a light pink color. It is decorated with several geometric shapes and symbols. There are three blue lightning bolts of different sizes and orientations. There are also several white plus signs and minus signs scattered around. Additionally, there are some colorful triangles with a gradient from yellow to green to blue. The text is centered in a large, black, sans-serif font.

Monday Lesson 1 Addition and Subtraction

LEARNING INTENTION

I use near doubles to help me solve addition questions

Complete the double fact and then use near doubles to solve the question.



$$5+6$$

$$5+5 =$$

Type Here

$$5+6 =$$

Type Here

LEARNING INTENTION

I use near doubles to help me solve addition questions

Complete the double fact and then use near doubles to solve the question.



$$7+8$$

$$7+7 =$$

Type Here

$$7+8 =$$

Type Here

LEARNING INTENTION

I use near doubles to help me solve addition questions

Complete the double fact and then use near doubles to solve the question.



Type Here



Type Here



Type Here



Type Here

Level 1

Solve the word problem and pick the correct answer.



Rachel has 4 red cars and David has 6 green cars. How many cars do they have altogether?



Move the green dot over the correct answer.

10

2

9

Level 2

Solve the word problem and pick the correct answer.



There were 14 ducks in the pond. 3 more ducks joined the pond. How many ducks were there?



Move the green dot over the correct answer.

17

11

18

Level 3

Solve the word problem and pick the correct answer.



Sasha had 30 coins. She collects 47 more.
How many more coins does she have?



Move the green dot over the correct answer.

74

17

77

Level 1

WORD PROBLEM

Ali has 9 teddy bears in his collection. He buys 7 more. How many bears does Ali have now?

Type your answer here

WORD PROBLEM

Frank owns 14 cows. He buys 7 more at the market. How many cows does Frank own now?

Type your answer here

WORD PROBLEM

There are 17 hippos in the water. Another 8 join them. How many hippos are in the water now?

Type your answer here

WORD PROBLEM

Jenny has 24 frogs in her pond. The next day, she finds 8 more in the pond. How many frogs does Jenny have now?

Type your answer here

WORD PROBLEM

John baked 25 cookies on Monday. He cooked another 24 on Tuesday. How many cookies does he have now? Type your answer here

WORD PROBLEM

Kirsty went skiing for 35 minutes on Monday and 29 minutes on Tuesday. How many minutes has Kirsty skied altogether? Type your answer here

Integrated Unit:

Lesson 1 - Art/ Drama - Paddle Pop Stick Puppets



Paddlepop stick puppets

Over the next 2 weeks we are going to create a short puppet show. Then you will be able to show your performances when you get back to school. The characters you use can be any of your choice. You can use a story that you've already seen, like the 3 little pigs, one that you've made up before, or one that you can make up on the spot. Be creative. It's all about having fun.

This week are going to make the paddlepop stick puppets. If you don't have any paddlepop sticks, that's ok, we can still make the characters. You might be able to use anything that is straight enough and long enough to hold, such as sticks from the garden, rulers, paint brushes, or wooden spoons.

You will need



Cut-outs or paper



Scissors



Paddlepop sticks



Glue or Blu-Tack



Coloured markers

Step 1 - Make the characters

Have a think about characters that you might like to include in a puppet show. I have provided some characters for you that you might like to look at. You may wish to print these out. If you don't have a printer, grab a piece of blank paper and draw your own. The characters can be anything in your imagination.

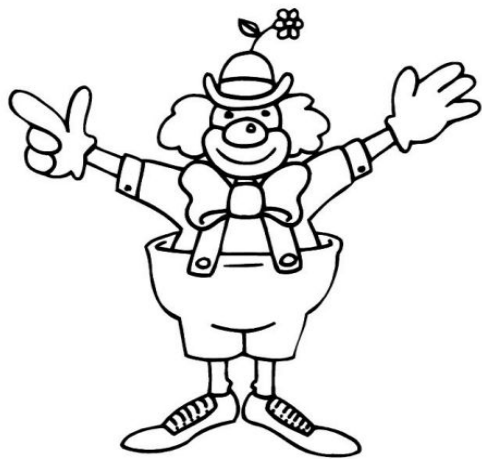
Now that you have your characters, time to add colour to them. You can use pencils, coloured markers, paint or even craft materials, such as fabric or googly eyes.

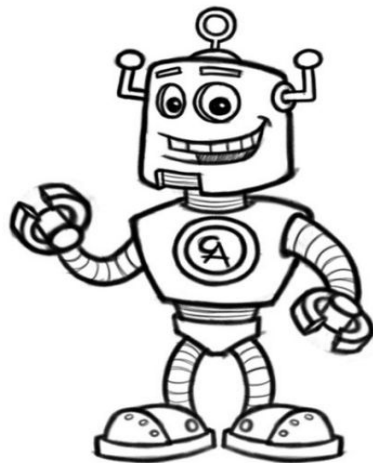
Step 2 - Attach them

It's time to cut them out. Take care with the scissors. Once you've cut them out, stick them to a paddlepop stick. If you don't have glue, maybe you can use some blu-tack or sticky tape.

Make sure you make a few characters. They may need to talk to each other.

Before next week, have a think about your characters. Do they have names? What do they sound like? Where they might be? This will be next week's task where we will make a backdrop for the characters. You may want to plan ahead as next week we will be using blank paper, a sheet of cardboard or a box.







You have completed Monday's work



TUESDAY



12th October 2021

HAPPY LAUNCH DAY!!!!

We are excited to launch our new Integrated Unit for this term
Monsters and Make Believe.

Below is a grid full of links to videos created by your classroom teachers for you to cook, create, build, dance and draw your way through the day.

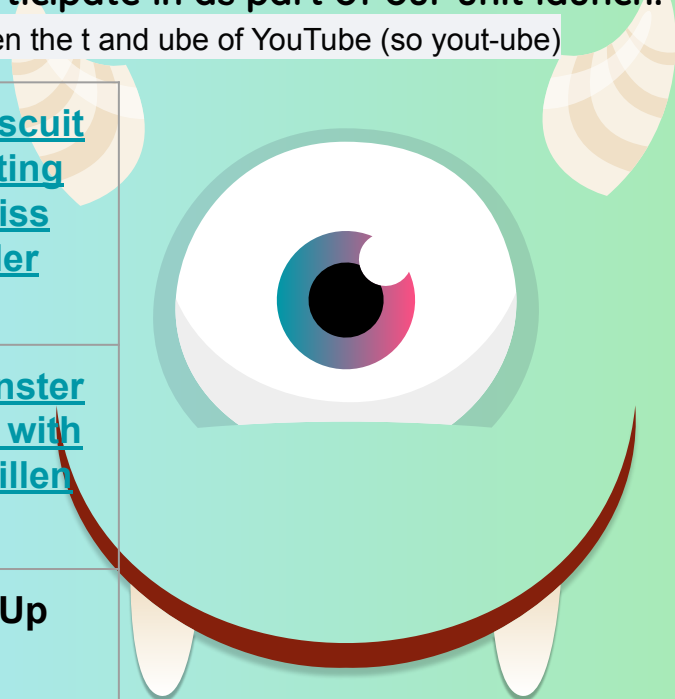
MONSTERS AND MAKE BELIEVE - INTEGRATED UNIT LAUNCH

DAY GRID

Choose at least 4 of the activities below that you would like to participate in as part of our unit launch.

- To get rid of ads in youtube videos You put a “-“ in the video link between the t and ube of YouTube (so yout-ube)

Plan your Monsterific Day with Mr Pankhurst	<u>Slimy Experiment with Mr Gray</u>	<u>Can you Build it? Lego Challenge with Mrs Pusz</u>	<u>Scary Biscuit Decorating with Miss Wheeler</u>
Spooky Jelly Cups with Mr Trenter	<u>Make a Monster Craft with Mrs Garven</u>	<u>Paper Cup Monster Craft with Mr Cruikshank</u>	<u>Fork Monster Painting with Miss Skillen</u>
<u>The Gruffalo's Child -story with Mrs Davies</u>	<u>Surprise Monster Drawing with Mrs Johnson</u>	<u>Monster Dance Mash up with Mrs Hunter and Miss Nightingale</u>	Dress Up



BOOKLET PRINT OUT

Monsters and Make Believe - Integrated Unit Launch Day Activities

Choose at least 4 of the activities below that you would like to participate in as part of our unit launch.

- To get rid of ads in youtube videos You put a "-" in the video link between the t and ube of YouTube (so yout-ube)
- <https://youtu.be/GUh9L-cffGE> - Monster Dance with Mrs Hunter and Miss Nightingale
- <https://youtu.be/aYV3ow0ePXU> - Make Cornflour Slime with Mr Gray
- <https://youtu.be/PA7ic8CUmRk> - Make Monster Biscuits with Miss Wheeler
- https://youtu.be/wfkqF_3EbbA - Make a Monster Shelter with Mrs Pusz
- <https://youtu.be/icr91oo8Qjl> - Make a recyclable monster with Mrs Garven
- <https://youtu.be/GhssDsvbtDY> - Make a cup monster with Mr Cruikshank
- <https://youtu.be/d4ep5BjffjY> - Monster Fork painting with Miss Skillen
- <https://youtu.be/E8JCpC1vKbc> - Story (The Gruffalo's Child) with Mrs Davies

Resources you will need

Monsters and Make Believe - Integrated Unit Launch Day Activities

Choose at least 4 of the activities below that you would like to participate in as part of our unit launch.

- Cooking activities will require a variety of bowls, spoons and measuring equipment as well as the use of a refrigerator.
- Slime: cornflour, food colouring and cheap 2 in 1 or 3 in 1 shampoo (as it is thicker.)
- Monster Biscuits: arrowroot biscuits, icing sugar, sour worms, food colouring, mini M & Ms and malteasers.
- Make a Monster + Paper Cup Monster Craft: Paper cups, googly eyes, pipe cleaners, patty pans, scissors, markers, paper, empty boxes and glue.
- Make a Monster Shelter: Lego/Duplo or other building materials available in the home.
- Spooky Monster Jelly Cups: plastic cups, gelatin/jelly crystals, gummy lollies and boiling water.
- Monster Fork painting - paint, fork, black sharpie and paper.
- Surprise Monster Drawing: paper, pencils and/or textas.
-

You have completed Tuesday's work



WEDNESDAY

13th October 2021

Welcome to Wellbeing Wednesday!
Enjoy taking a break and doing some of the non-screen
related activities for the day.





WELLBEING WEDNESDAY

Physical	Create your own obstacle course, dance routine or new game.	Spend some active time with your pets. Teach them some new tricks.	Design a new backyard game with modified equipment.
Creative	Make your own healthy treat. It could be fruit salad, a trail mix, muffin or slice.	Build your own pillow fort and spend some time in it with your siblings or teddies.	Listen to your favourite songs. Try and paint or draw how the music makes you feel.
Nature	Use natural materials to create an artwork.	Have a backyard picnic with some of your favourite picnic foods. You might even theme the event!	Go on a nature scavenger hunt. How many different leaves can you find?
Cognitive	Write a poem about how you are feeling and recite it to someone.	Help someone in your family fix something that's broken. What did you learn?	Spend 20 minutes reading something different aloud to a family member, pet or toy.
Social	Design and make a friendship bracelet.	Cook your favourite dish. Explain to the family what the steps were to make it.	Find a penpal (it could be a family member, friend or neighbour). Send them a letter in the mail.

You have completed Wednesday's work



THURSDAY



14th October 2021

Today's focus - Spelling choice grid, grammar, descriptive writing

























Learning intention: to use verbs and adjectives to make my writing more interesting.

Success criteria: I can select words that bring action and excitement to my writing.

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.

- The baby dragon woz very small.
- The baby dragon wos very small.
- The baby dragon was very small.



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

Angela was being care____ with her school work.

The baby dragon hatch____ from her shell.

The monster was being sel____ and wasn't sharing.

- -ing
- -ful
- -ish

-ing

-ful

-ish



Grammar lesson

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

- BANG _ The tree fell to the ground.
- Is the dragon going to burn the trees _
- The witch went flying over the houses _

.

!

?

4. Add a verb to this sentence:

The monster was _____ tasty pizza.



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

The lion is the shelf at the library. He is

the envelope. The lion is the basket.

He is the children a ride on his back.

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.

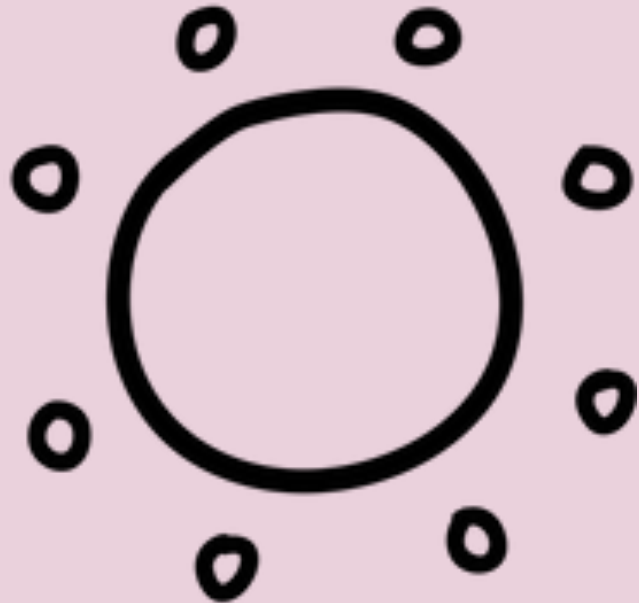
The two large sea monsters were to
catch their meal. They were for flying birds and
freshwater fish to on.

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

swimming
feed
greedily
quickly
hunting
desperate



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

In the cool of the morning,
In 1692, in the dusty back streets,

Who

The cheeky boy
The naughty child

What

Flew down the alley on his magic rug
Floated away on his rug



In the cool of the morning, the cheeky boy flew away on his magic rug.

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...



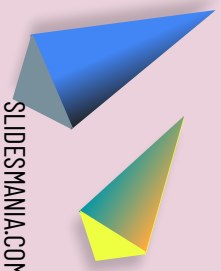
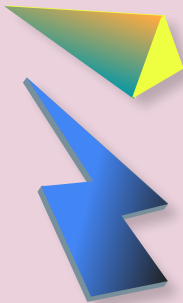
When

Who

What



Thursday Lesson 2 Addition and Subtraction



LEARNING INTENTION

I look for combinations to 10 when adding multiple numbers.

Look for numbers that add to 10, add them together before adding the other numbers. The first one has been done for you.



Question	Make 10	Add the rest	Total
$7 + 3 + 4$	$7 + 3 = 10$	$10 + 4 =$	14
$8 + 3 + 2$	Type Here	Type Here	Type Here
$6 + 7 + 4$	Type Here	Type Here	Type Here
$5 + 8 + 5$	Type Here	Type Here	Type Here
$7 + 8 + 2$	Type Here	Type Here	Type Here
$9 + 6 + 1$	Type Here	Type Here	Type Here

LEARNING INTENTION

I look for combinations to 10 when adding multiple numbers.

Look for numbers that add to 10, add them together before adding the other numbers. The first one has been done for you.



Question	Make 10	Add the rest	Total
$7 + 3 + 4 + 4$	$7 + 3 = 10$	$10 + 4 + 4 =$	18
$6 + 7 + 2 + 4$	Type Here	Type Here	Type Here
$8 + 6 + 2 + 3$	Type Here	Type Here	Type Here
$5 + 6 + 5 + 2$	Type Here	Type Here	Type Here
$9 + 7 + 1 + 1$	Type Here	Type Here	Type Here
$6 + 4 + 5 + 3$	Type Here	Type Here	Type Here

LEARNING INTENTION

I look for combinations to 10 when adding multiple numbers.

Look for numbers that add to 10, add them together before adding the other numbers.



Question	Make 10	Add the rest	Total
Type Here	Type Here	Type Here	Type Here
Type Here	Type Here	Type Here	Type Here
Type Here	Type Here	Type Here	Type Here
Type Here	Type Here	Type Here	Type Here
Type Here	Type Here	Type Here	Type Here

Level 1

Solve the word problem and pick the correct answer.



Sam has 15 lollies in his bag. He gave 7 lollies to his friend. How many lollies does he have left?



Move the green dot over the correct answer.

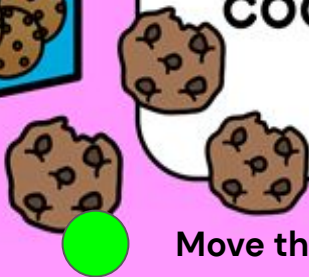
7

8

22

Level 2

Solve the word problem and pick the correct answer.



My dad baked 19 cookies. He ate 10 cookies. How many cookies were left over?

Move the green dot over the correct answer.

9

19

10

Solve the word problem and pick the correct answer.

Archer collected 17 beads. He used 9 to make a bracelet. How many beads did he have left?

Move the green dot over the correct answer.

8

26

9

WORD PROBLEM

Mica owned 8 chickens. He gave 6 to his grandma. How many chickens does Mica have now?

Type your answer here

WORD PROBLEM

Ken made 9 snowmen. 5 melted in the afternoon. How many snowmen does Ken have left?

Type your answer here

WORD PROBLEM

There were 25 whales swimming together in the ocean. 4 swam away. How many are still swimming together?

WORD PROBLEM

Krystal made 28 cookies. She gave 5 to her best friend. How many cookies does Krystal have now?

WORD PROBLEM

There are 78 igloos available to hire. 45 families book the igloos over the weekend. How many igloos are still available?

WORD PROBLEM

Farmer Tim made 97 bales of hay. He sold 64 bales on Sunday. How many bales does he have now?

Library

Stage 1

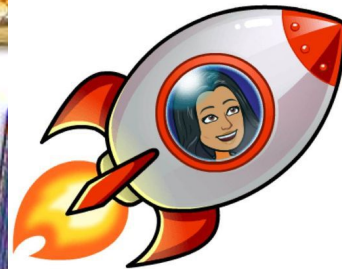
Week 2
Term 4

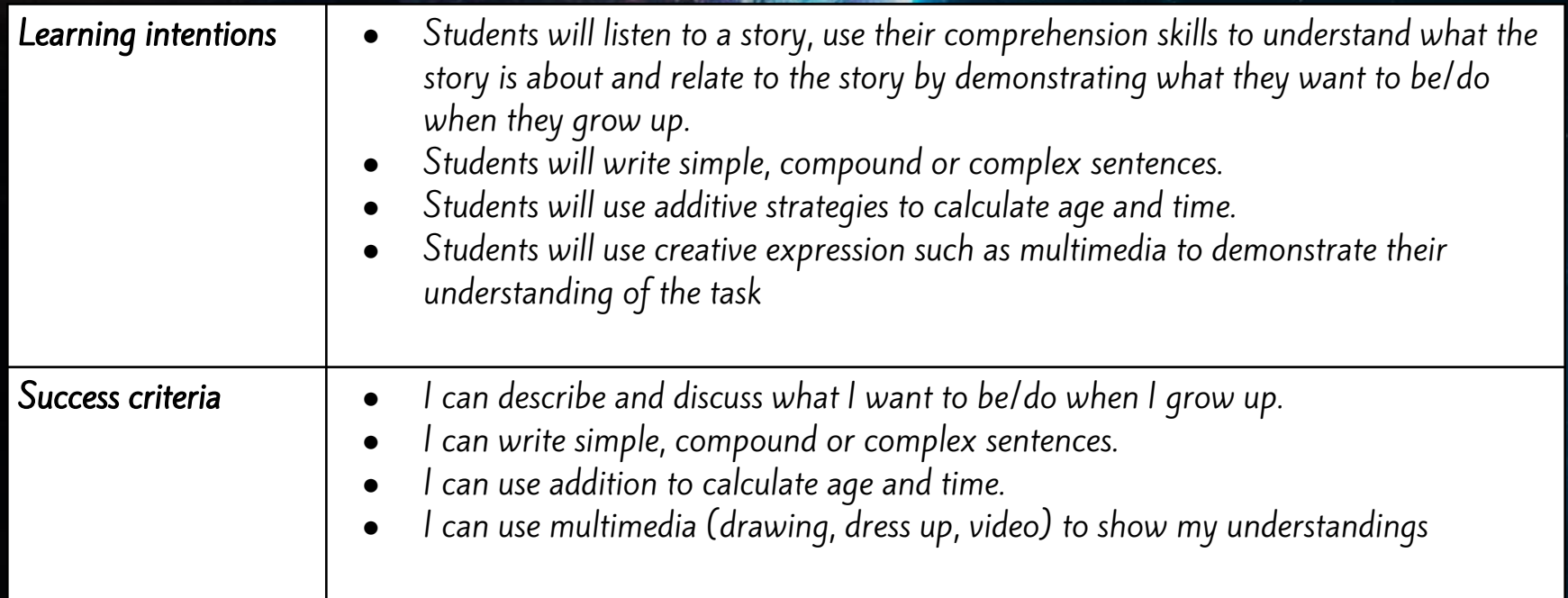
**Mrs Stanton and Mrs
Hollott**

*This week we're heading into the
FUTURE!*

*What do you dream of being or doing
when you're an adult? Set your time
machines 30 years into the future and
let's find out?*

Let's launch into the lesson!





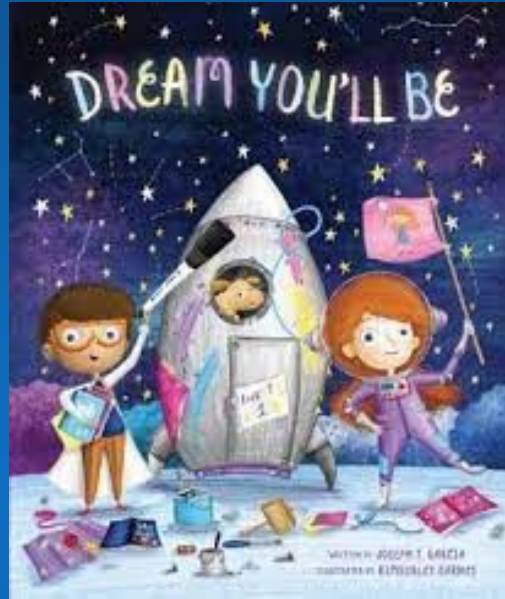
<i>Learning intentions</i>	<ul style="list-style-type: none">• <i>Students will listen to a story, use their comprehension skills to understand what the story is about and relate to the story by demonstrating what they want to be/do when they grow up.</i>• <i>Students will write simple, compound or complex sentences.</i>• <i>Students will use additive strategies to calculate age and time.</i>• <i>Students will use creative expression such as multimedia to demonstrate their understanding of the task</i>
<i>Success criteria</i>	<ul style="list-style-type: none">• <i>I can describe and discuss what I want to be/do when I grow up.</i>• <i>I can write simple, compound or complex sentences.</i>• <i>I can use addition to calculate age and time.</i>• <i>I can use multimedia (drawing, dress up, video) to show my understandings</i>

This week's story:

Dream you'll be

Written by
Joseph Garcia
Illustrated by Kimberley Barnes

Go to bed each sleepy child, and dream what dreams you might. Dreaming's good most anytime, but especially at night. Imagine all the amazing things that you can be, a mountain climber or captain on the sea, scientist, doctor, teacher or dog trainer. This book looks at all the different things you can be or do when you grow up.



Fiction books are Story books!

This is a Fiction book.

- It is not real, the author made it up in her imagination.
- You read it for enjoyment.
- It has a beginning, a middle and an end.
- It has characters.
- It needs to be read in order.

Let's read the story!



Illustrator



Joseph Garcia has written two children's books, *Dream You'll Be* and *Tommy Tummy Ache*.



Author

Kimberley Barnes is a UK based illustrator with a first class degree in Illustration from the University of Lincoln. She lives near the sea on the Isle of Wight, her childhood home with her fiancé and two children.

Her love of drawing began at a very young age and has lead her into a career in illustration, specialising in children's illustration, as she loves to relive her childhood through the stories that she creates and works with.

Activity

*Set your time machines 30 years into the future.
Type/write what year it will be?*

Write here

How old are you now?

Write here

How old will you be in 30 years?

Write here



Activity

What do you dream of being or doing in the future?



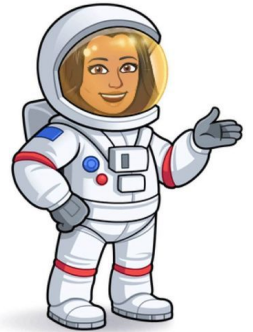
A Scientist?



A Deep Sea Explorer?



A Veterinarian?



An Astronaut ?

Activity

Create a list of **3** potential things you may want to be or do.

1.

2.

3.



Activity

On the next slide write a few sentences about what you dream of being or doing in the future (30 years from now) and why. Choose 1 from the list you made above. Either type directly on this slide or take a photo of your work and send to Mrs Stanton or Mrs Hollott, or attach to these slides.

Activity

WHEN I GROW UP

Write here



Activity

You have 3 choices:

1. **Draw a picture** of what you dream of being or doing in the future.
2. **Dress up! Dress up and create a crazy outfit** of what you dream of being or doing in the future.
3. **Create a short video** and discuss **what** you dream of being or doing in the future and **why**.



Send a photo of your work to your library teacher on Google Classroom or Class Dojo, or attach to these slides.



Integrated Unit Lesson 2 - STEM

WALT

Use materials, tools and equipment to design and produce solutions based on specific requirements.

Success Criteria

Use recyclable materials to construct a tower that is 30cm tall and can stay upright when a tennis ball is rolled up against it.

Build a Tower

Build a tower out of recycled materials so the princess can get away from the monster.

Rules

It needs to be at least 30cm tall!

Your tower must be able to stand if a tennis ball is rolled up against it!

How high can you make your tower? Remember, the higher your tower is the harder it will be to make stand strongly.

You will need...

- cardboard
- 12 or more plastic cups (you can make it work with less, but you will have to get creative!)
- paper
- glue
- scissors
- a cardboard box (pizza box or cereal box will work best!)

Watch the video to see how you can create your tower!
Remember, it doesn't have to be the exact same as the one in the video. Adjust your tower to fit your materials and add your own features! Use plastic cups as a replacement for the toilet roles!

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



Here are some other options if you don't have all the materials



Don't forget to test your tower by rolling a tennis ball up against it! It needs to be strong enough to protect the princess from the monster!

You have completed Thursday's work



FRIDAY



15th October 2021

Today's focus - Writing lesson and Typing activity.

Learning intention: to use verbs and adjectives to make my writing more interesting.

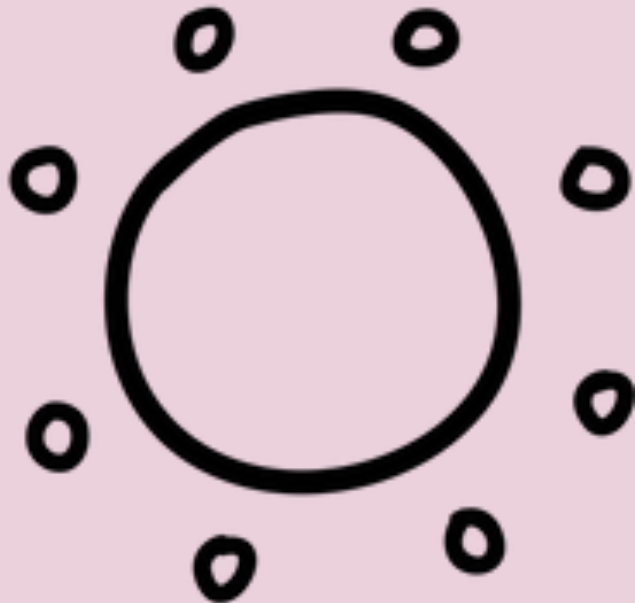
Success criteria: I can select words that bring action and excitement to my writing.

SPELLING TEST

Test yourself on this week's spelling words.

[illegible]

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

One quiet warm evening
In the middle of the dark cold night,

Who

The scary witch
The bony, skinny hands of the witch

What

Stirred the magic potion
Created magic potion

In the middle of the dark cold night, the bony hands of the witch stirred the magic potion.

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

Who

What



Week 1 TYPING

Click on all images to begin

Dance mat typing



Number typing



Which activity did you enjoy best this week?

Game Time



Challenge Time



Friday- 5 Minute Moves

Learning Objective: We are learning to improve our physical fitness by completing a variety of short sharp activities to raise our heart rate .

Success Criteria: We will be able to improve our physical fitness and increase our heart rate, stamina through 40 second interval training.

Equipment:

- 40 second timer (youtube timer or stopwatch)
- Drink bottle

Instructions:

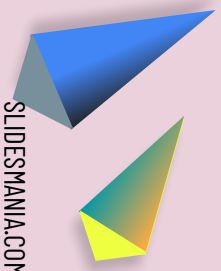
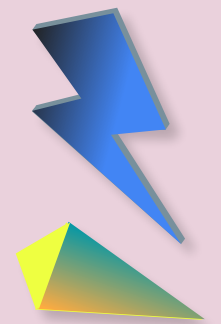
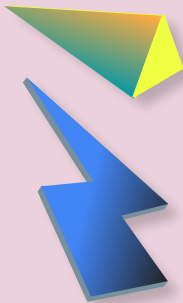
- You have 40 seconds to complete each exercise.



Click on the link below to follow the instructions.

<https://www.youtube.com/watch?v=d3LPrhIOv-w>

Friday Lesson 3 Addition and Subtraction



Level 1

LEARNING INTENTION

I use the split strategy to solve addition and subtraction questions.

Use the split strategy to solve the questions.

$$54 - 12$$

Type your answer here



$$65 - 13$$

Type your answer here

Level 2

LEARNING INTENTION

I use the split strategy to solve addition and subtraction questions.

Use the split strategy to solve the questions.

$$49 - 24$$

Type your answer here



$$33 - 21$$

Type your answer here

Level 3

LEARNING INTENTION

I use the split strategy to solve addition and subtraction questions.

Use the split strategy to solve the questions.

$$78 - 34$$

Type your answer here

$$98 - 44$$

Type your answer here



Level 1

LEARNING INTENTION

I use the jump strategy to solve addition and subtraction questions.

Use the jump strategy to solve the question.



$$24 + 15$$

Type your answer here

Use the line above to make a number line.

Level 2

LEARNING INTENTION

I use the jump strategy to solve addition and subtraction questions.

Use the jump strategy to solve the question.



$$33 + 24$$

Type your answer here

Use the line above to make a number line.

Level 3

LEARNING INTENTION

I use the jump strategy to solve addition and subtraction questions.

Use the jump strategy to solve the question.



_____ + _____

Type your answer here

Use the line above to make a number line.

Level 1

LEARNING INTENTION

I use the jump strategy to solve addition and subtraction questions.

Use the jump strategy to solve the question.



$$47 - 13$$

Level 2

LEARNING INTENTION

I use the jump strategy to solve addition and subtraction questions.

Use the jump strategy to solve the question.



$$58 - 24$$

Level 3

LEARNING INTENTION

I use the jump strategy to solve addition and subtraction questions.

Use the jump strategy to solve the question.



_____ + _____

Type your answer here

Use the line above to make a number line.

How to create an Animal Mashup

Week 2 Art

What is an Animal Mashup?

An animal mashup is when you take parts of two or more animal pictures and piece those parts together to invent an entirely new species of animal. Have a look at some of these animal mashups below.



How to make your own animal mashup...

Option 1: If you like drawing, draw a new animal that has the head, body and legs/tail of two or three different animals. For example, an animal that has the head of pig, the body of a horse and the tail of a lizard.

Option 2: Using magazines, cut out pictures of animals, cut the animals into parts, mix the parts up, and paste together the mixed up animal parts to create some new animals.

Option 3: If you like using computers, copy and paste images of animals and either overlap them or crop and piece together the parts of different animals to create new animals.

Remember to take a picture of your work and post it on Google Classroom or Class DOJO to show your teacher the amazing new animals that you have invented. You might like to give your new animals names as well.



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

