Stage 2 Learning from Home Week 2 Timetable

-		Week 2 Timetable				
	Monday	Tuesday		Thursday	Friday	
7.1	Check In	Check In		Check In	Check In	
Ł	Sentence a Day Spelling Reading Writing	Sentence a Day Spelling Reading Writing	W W E E L D L N	Sentence a Day Spelling Reading Writing	Sentence a Day Spelling Reading Writing	A ANOL
	Maths - Addition and Subtraction	Maths - A & S	E S I D N A G Y Maths - Addition and Subtraction Brain Break Integrated Unit	Maths - A & S		
		Integrated Unit		and Subtraction	Science with Mr Quigley	
	Brain Break	Brain Break		Brain Break	Brain Break	
	Integrated Unit	Library with Mrs McPhan		Integrated Unit	PDHPE	



¥







Sentence a Day



Learning Intention

Use alliteration and assonance in my writing





- \rightarrow I know what alliteration is
- ightarrow I know what assonance is
- → I can identify alliteration and assonance in poetry
- → I understand the effect that alliteration and assonance have on the sound of a poem



Sentence a Day

Alliteration is the repetition of a consonant sound at the beginning of words or within words. The words can be right next to each other or spaced out, and generally at least two words are needed for alliteration.

<u>Soft slippery snakes slither slyly</u>

Alliteration is often used in poetry to create unity and a musical or rhythmic effect.



Identify the alliteration in the following poem. Underline or bold the letters that show alliteration. The first line has been done for you.

	Consonant sound that has been repeated
<u>P</u> eople <u>p</u> lay <u>P</u> acman in a <u>p</u> lace called <u>P</u> op's	Р
While tigers go tramping on tree tops	
Kids practice canning, with Kathy and Claire	
As Harold and Helen have fun with their hair.	



Spelling



Learning Intention

- Demonstrates a clear understanding of the phonics sound 'ence' and applies knowledge of the base word in order to spell it correctly.
- Uses a range of resources to build knowledge of unfamiliar vocabulary.





- I show my understanding of the phonics sound 'ence' by creating well structured sentences that include words ending in 'ence'.
- I expand my vocabulary by learning the meanings of new words and researching them.





Spelling Focus 1

'ence'

Suggested words: absence, silence, innocence, difference, patience, confidence, evidence, audience

Did you know... A word that ends in 'ence' is a noun, however, it's base word is a verb?

verb	is → '-enc	e' nouns
Verb	Adjective	Noun
confide	confide	confidence
depend	depend (on)	dependence
differ	differ (from)	difference
exist	exist	existence
obey	obe	obedience
offend	offen	offence
persist	persist	persistence
recur	recur	recurrence

Some people get the sound 'ence' mixed up with 'ance' Read the information below to see the difference.

When the base word is a verb that ends in -y, change the y to an i and add -ance. When the base word is a verb that ends in -ere, remove the final e and add -ence. When the base word is an adjective that ends in -ent, remove these three letters and add -ence.

Spelling Activities

Here are some example sentences that contain the 'ence' sound.

- 1. I put a full stop at the end of a sent**ence**.
- 2. There was a small differ**ence** between the two answers, but only one was right.
- 3. The candidate with more experience was the clear preference and it was no coincidence that they got the job.

Now it's your turn to show your understanding of changing an adjective to a noun by writing a sentence to match the words. The first one has been done for you.

absent	Yesterday I was absent from school.	absence	The office recorded my absence on Sentral.
evident			
innocent			
patient			
confident			
silent			

Don't forget to practise these words in your exercise book.



. 🐨	Spelling - W	ord	of the Day	•
	Definition		<u>Use it in a sentence</u>	\
•				•
0				
		Innocence		
	<u>Synonym</u>		<u>Picture</u>	
			•	
	Antonym			+
•			•	•

V/



Reading



Learning Intention

To identify character traits as well as infer traits through actions and behaviours



Success Criteria

I can identify a character trait from a picture.



*

*

Character traits

Character traits are adjectives (descriptive words) that describe and help us understand the character. Character traits can be inferred from analysing an image, their feelings, actions, dialogue and thoughts.



When you look at this image how do you think the character is feeling? Look at her closely. What can you infer?

She is **STRESSED**.



* Character traits- Matching activity

Match the character trait to the image







Writing



Learning Intention

Identify the context, purpose and mood of poems.



Success Criteria

I can enjoy various poems. I can share my opinions about poems. I can determine the context, purpose and mood of poems.





We started learning about poetry last week. What can you remember about poetry?



*

Poetry

We learned that poems mean different things to different people.

All poems have:

- \bigstar Context what they are about
- ★ Purpose why they are written (persuade, entertain or inform)
- \star Mood the atmosphere of the poem





Let's enjoy a poem together. <u>Clown School</u>

I hear there is a school for clowns. I wonder what it's like. Do they pedal down the hallways with balloons on every bike? Do they dress in wacky uniforms with water-squirting bows? Do the students juggle plungers as the teacher honks her nose?

And if one clown wants to read a book and wear a suit and tie, does the teacher give detention as she throws a custard pie?



Go to the next slide to reflect on the poem's context, purpose and mood.



 \blacklozenge

Clown School

Context: This poem is about the writer imagining what a clown school might be like.

Purpose: The purpose of this poem is to entertain.

Mood: This poem is humorous and whimsical.





Your turn. Read the poem. <u>Whiz Kids</u>

Kate's the quickest in our class At working fractions out, Wayne's a whiz at Mental Maths— He doesn't mess about. Tran's a turbo-jet on skates, But Polly owns the pool, She swims the 100 metres Like a fish on rocket fuel. Sam's a super sprinter, Always first across the line, Jess is quick to say, 'Well done,' And give the thumbs-up sign.

Chen's a champ at cleaning up, He empties every bin! Emmy's quickest with a joke, And William's quick to grin. But I'm the chilled-out, laid-back type, I like to take things slow, But when Ms Mark says, 'Class dismissed!' Well! You should see me go!



Then, go to the next slide to reflect on the poem's context, purpose and mood.



Whiz Kids

What is the context of the poem? (What the poem is about). _____

What is the purpose of the poem? ______

What is the mood of the poem? (Use the word bank below to help you). _____

tense scary mysterious uncertain light-hearted optimistic gloomy upbeat urgent sad joyful playful





Your turn. Read the poem. <u>Emu in the Sky</u>

The first Australians saw me there ascending through the sky; they recognised my presence in the darkness where I lie stretched along the Milky Way, outlined by the light of stars that help to tell my tale, recorded by the night. And so my dreamtime story is forever there on high the phases of my emu life streamed across the sky.



Then, go to the next slide to reflect on the poem's context, purpose and mood.



Emu in the Sky

What is the context of the poem? (What the poem is about). _____

What is the purpose of the poem? _____

What is the mood of the poem? (Use the word bank below to help you). _____

tense scary mysterious uncertain light-hearted optimistic gloomy upbeat urgent sad joyful playful



Maths

Learning Intention

Using place value to partition numbers Use partitioning (split strategy) to add and subtract.



Success Criteria

I can use place value to partition numbers of various sizes. I can add and subtract numbers using partitioning (split).







In a number talk we discuss (or write down) as many things as we can think about regarding a number or a problem.









In a number talk we discuss (or write down) as many things as we can think about regarding a number or a problem.

You	r Turn:	1	Write your responses here:
	36		



What is partitioning/expanded numbers?

Partitioning or expanding numbers is when we write out a number using its place value. We can then use this to help us complete addition and subtraction problems.

eg: 4357 can be written as 4000 + 300 + 50 + 7

However it can also be written as 3000 + 1300 + 50 + 7 if that helps with the addition or subtraction.

Yellow: I can use place value to partition numbers up to 3 digits



Yellow: I can use place value to partition numbers up to 3 digits

Partition each 3-digit number in 3 different ways.



Yellow: I can use place value to partition numbers up to 3 digits

Solve the following questions using partitioning. This is also known as the split strategy. Use the examples to help you.

eg: 347 + 212 = 300 + 400 = 700 40 + 10 = 50	251 + 637 =	456 + 543 =
7 + 2 = 9		
700 + 30 + 9 = 739		

976 - 542 =	897 - 458 =
	976 - 542 =

Green: I can use place value to partition numbers up to 4 digits

Partition each 4-digit number.



Green: I can use place value to partition numbers up to 4 digits, then use this to add and subtract.

Solve the following questions using partitioning. This is also known as the split strategy. Use the examples to help you.



Blue: I can use place value to partition numbers up to 5 digits in multiple ways.

Partition each 5-digit number.

Then, determine the whole number from the completed partitioning.



Blue: I can use place value to partition numbers up to 5 digits, then use this to add and subtract.

Solve the following questions using partitioning. This is also known as the split strategy. Use the examples to help you.

eg: 73426 + 12341 = 70 000 + 10 000 = 80 000 3000 + 2000 = 5000 400 + 300 = 700 20 + 40 = 60 6 + 1 = 7 80 000 + 5000 + 700 + 60 + 1 = 85761	63456 + 25543 =
eg: 74783 - 51342 = 70 000 - 10 000 = 60000 4000 - 1000 = 3000 700 - 300 = 400 80 - 40 = 40 3 - 2 = 1 60 000 + 3000 + 400 + 40 + 1 = 63441	96897 - 42458 =

Purple: I can use place value to partition numbers beyond 5 digits in multiple ways.



Purple: I can use place value to partition numbers beyond 5 digits to solve word problems.

Solve the following questions using partitioning. This is also known as the split strategy. Use the example to help you.

eg: There were 2 games of football on the weekend. One crowd had 35 742 people attend and the other had 42 156 people attend. How many people attended altogether?

```
35 742 + 42156 = 30 000 + 40 000 = 70 000
5000 + 2000 = 7000
700 + 100 = 800
40 + 50 = 90
2 + 6 = 8
70 000 + 7000 + 800 + 90 + 8 = 77898
```

One person won \$56 345 and their friend won \$21 452. How much did they win altogether?

Purple: I can use place value to partition numbers beyond 5 digits to solve word problems.

Solve the following questions using partitioning. This is also known as the split strategy. Use the example to help you.

```
eg: There were 75 638 people to be evacuated
from the disaster zone. 43 527 were evacuated
already. How many were left to be rescued?
75 638 - 43 527 = 70 000 - 40 000 = 30 000
5000 - 3000 = 2000
600 - 500 = 100
30 - 20 = 10
8 - 7 = 1
30 000 + 2000 + 100 + 10 + 1 = 32111
```

Brain Break

Time yourself how long it takes you to find all of or as many of these items that you can outside.

Please note you do not have to collect the items just spot them. Make sure you tick the items that you found.

Time:


Integrated Unit



Learning Intention

Reflect on our school values



Success Criteria

I know what a value is. I know our school values. I can share my understanding of how to demonstrate these values.







What do you think a value is? _____

Where have you heard values talked about before? _____



*

Values

Values are a group of characteristics, ideas or areas in life that are important to you.







School Values

At **Edgeworth Public School**, we have **three core values** which underpin everything we do at school. Do you know our 3 school values? (I've even given you a hint!)





School Values



Were you able to name them all?



School Values - Think Deeply Respect

What is the meaning of respect? _____

*

If you value respect, what does this mean to you? _____



School Values - Think Deeply

How can you show respect:

In the classroom?	On the playground?	To my peers?
To adults?	To myself?	At home?

Try to think of at least 2 ideas for each section.



School Values - Think Deeply Responsibility

What is the meaning of responsibility? _____

If you value responsibility, what does this mean to you?



₩

*

School Values - Think Deeply

How can you show responsibility:

In the classroom?	On the playground?	To my peers?
To adults?	To myself?	At home?

Try to think of at least 2 ideas for each section.

•

School Values - Think Deeply Learning

What is the meaning of learning? _____

If you value learning, what does this mean to you?

- 4	
4	

₩

School Values - Think Deeply

How can you show that you value learning:

In the classroom?	On the playground?	To my peers?
To adults?	To myself?	At home?
To adults?	To myself?	At home?
To adults?	To myself?	At home?

Try to think of at least one idea for each section.

School Values - Think Deeply

Being respectful and responsible learners while at Edgeworth Public School, helps to build a culture of success where EVERYONE is connected and empowered to reach their potential.

Always think about these school values when you are at school. They help to drive our attitudes and choices. Be the best you can be!



Terrific Tuesday!

12/10/21

	Tuesday
	Check In
	Sentence a Day
	Spelling
	Reading
	Writing
	Maths - A & S
	Integrated Unit
	Brain Break
	Library with Mrs
	McPhan 🦯
-	

Sentence a Day

Alliteration is the repetition of a consonant sound at the beginning of words or within words.

Which sound has been repeated in the following sentence?

The big boat bounced and bobbed between blue waves.

Sentence a Day

Can you write your own sentence using alliteration?

It can be about anything at all but just remember it needs to have a repeated consonant sound.



Spelling



Learning Intention

- Demonstrates a clear understanding of the phonics sound 'ence' and applies knowledge of the base word in order to spell it correctly.
- Uses a range of resources to build knowledge of unfamiliar vocabulary.





- I show my understanding of the phonics sound 'ence' by creating well structured sentences that include words ending in 'ence'.
- I expand my vocabulary by learning the meanings of new words and researching them.





Spelling Focus 1

'ence'

Suggested words: absence, silence, innocence, difference, patience, confidence, evidence, audience

Did you know... A word that ends in 'ence' is a noun, however, it's base word is a verb?

verb	is → '-enc		
Verb	Adjective	Noun	
confide	confide	confidence	
depend	depend (on)	dependence	
differ	differ (from)	difference	
exist	exist	existence	
obey	obe	obedience	
offend	offen	offence	
persist	persist	persistence	
recur	recur	recurrence	

Some people get the sound 'ence' mixed up with 'ance' Read the information below to see the difference.

When the base word is a verb that ends in -y, change the y to an i and add -ance. When the base word is a verb that ends in -ere, remove the final e and add -ence. When the base word is an adjective that ends in -ent, remove these three letters and add -ence.

Spelling Activities

As mentioned yesterday, at times it is easy to confuse 'ence' and 'ance' sounds.

Remember: Use the previous slide to help you figure out when to you 'ence' or 'ance'.

Using this knowledge, complete the following sentences correctly.

Base word	Sentence	'ence' or 'ance'
independent	She has moresince she moved out of her parent's place.	
fragrant	The perfume was too strong for my liking.	
disturb	There was a at the concert when the fire brigade arrived.	
confer	My teacher went to a very important last week.	
perform	The was spectacular, all of the students were amazed.	
evident	I believe he is innocent because there is no against him.	
assure	Tom gave his teacher that he would be on his best behaviour from now on.	
appear	She always looks in the mirror to check her before leaving for work.	

. 🐨	Spelling - W	ord	of the Day	•
	Definition]	Use it in a sentence	
•				•
0				
		Evidence		
	<u>Synonym</u>		<u>Picture</u>	
	<u>Antonym</u>		•	
•	•		•	*
0	•	J		

V/



Reading



Learning Intention

To identify who the main character is.



To identify character traits as well as infer traits through actions and behaviours.



Success Criteria

I can identify the main character in a text.

I can identify a character trait from a narrative.



Identifying the main character & their traits

The main character is who the text is about, who events revolve around, or he/she may solve the problem in the story. His/her character's trait are described using an adjective and a phrase in the text will lead us to infer the trait. See the example below.

When Jessica felt discouraged, she would always call her <u>grandmother</u>. Sometimes Jessica felt like there was no way she could get all of her homework done in time, but grandma always **told her that she could do anything she put her mind to**. Grandma was **always on the sidelines of her soccer games, cheering her on and never letting her give up!**

Questions	Answers and how you know (inference)
<u>Who is the main character?</u>	The grandmother because she talked about in the text a lot and helps solve Jessica's problems.
What are her character traits?	Encouraging because when Jessica was feeling discouraged her grandmother would tell her she could do anything she put her mind to, cheers her on and never lets her give up.

Identifying the main character & their traits

Read the text below and tell me who the main character is (and how you know) and what are his/her traits are and the words in the text that lead you to infer that.

Alfie was waiting, his hair uncombed, shirt untucked and shoelaces untied. That was how he was. The fringe he had unsuccessfully been trying to grow was sticking up in the air as though invisible hands were pulling it up. Alfie always wanted to have something to hide behind, to mask himself from the rest of the world. He was so unnoticed and silent that he could have entered and left a room without anyone realising at all.

Questions	Answers and how you know (inference)
Who is the main character?	
What are his character traits (Tell me 2)? Highlight or underline the words in the text which support your answer.	



Writing



Learning Intention

Understand the structure and write an acrostic poem



Success Criteria

I know the features of an acrostic poem. I can brainstorm ideas. I can use these ideas to write an acrostic poem.





Poetry

Read these two poems.

School is a place filled with friends and fun.Classes excited all day long.Help is here, just ask someone.Over the page, adventures begin.Open your mind,Let memories flow in.

Friendship is worth more than gold. Really good friends will do anything for you. Including people in games. Each day, friends help each other. Never be disloyal to your friend. Differences help strengthen friendships.



What did you notice about these poems? _____

Is there anything the same between them? _____





Those poems were **Acrostic Poems**.

If you go back and have a look, you will see that the first letter of each line, looking down spells out the word 'School' and 'Friend'.

Acrostic poems are simple poems to start writing poetry with. A few things to know about acrostic poems:

- \rightarrow The first letter of each line needs to spell out a word or phrase.
- → The word or phrase can be a name, a thing or whatever you like.
- → Usually the first letter of each line is capitalised (whether starting a new sentence or not)
- → Each line can include one word or a full sentence. The whole acrostic poem can become multiple sentences in itself.
- → Acrostics do not need to rhyme.

*

Poetry

When writing an acrostic poem, the most important thing to do first isbrainstorm! This means, thinking of as many things as you can about the topic you have chosen even if it doesn't start with the target letters.Try to think of as many ideas as you can to help with the writing process.







Let's do one together about homework. First, I need to brainstorm. I'm going to list everything I can think of to do with homework.

- Boring
- Better things to do
- Kids need a break
- Everyday
- Reading
- Writing

- Maths
- Hard work
- Extra work
- Overwhelming
- Busy schedule
- Responsibility





Now, that I have brainstormed I can write my word down my page and see which ideas I can fit where.

Hard **O**verwhelming Μ **E**very day Writing Reading Kids need a break

You can see that I've been able to fit some ideas in but will need to rework and develop until I get to my finished product. Check out the next slide to see what I came up with!



With some reworking and playing around with my lines, here is my finished product!

Hard to do and sometimes **O**verwhelming, **M**y teacher gives us homework **E**very single day! Writing for hours **O**r **R**eading for hours. Kids need a break!

Flick between the slide before and this one to see the difference. Take notice of what was added or changed to get to this point.



Here's another example of an Acrostic Poem.

Minecraft.
I love it.
No doubt about it.
Exploring, building, fighting,
Creepers, zombies, and skeletons.
Roaming around for hours.

Α

Fun



You can see that each line is different. Some lines are simply one word while others give more detail. This is your choice to make as the writer! Think about what will help your poem to flow.



Your turn! Choose your writing challenge and have a go!

Yellow: Complete an acrostic poem about 'Movies' using the brainstorm and starters.	Blue: Complete the brainstorm and write an acrostic poem about 'Movies'.	Purple: Brainstorm and write an acrostic poem about something you enjoy doing.
Use the brainstorm and started template on Slide 18 to complete your acrostic poem about 'Movies'.	Complete the brainstorm and template on Slide 19 to write your acrostic poem about 'Movies'.	On Slide 20, use the template to complete a brainstorm about your topic and then write your poem.













Maths

Learning Intention

Perform simple calculations with money, including finding change, and round to the nearest five cents.



I understand dollars and cents. I can find the total amount. I can calculate change. I can round to the nearest 5 cents and understand why this is done.





In a number talk we discuss (or write down) as many things as we can think about regarding a number or a problem.








In a number talk we discuss (or write down) as many things as we can think about regarding a number or a problem.

Your Turn:		Write your responses here:
	124	



What does Australian money look like and how do we calculate it?

Australian Money **Five dollars** Coins **Five cents** Notes 5 **5**c \$5 Ten cents Ten dollars 10c \$10 Twenty cents 20c **Twenty dollars** \$20 Fifty cents 50c **Fifty dollars** \$50 One dollar \$1 One hundred dollars 10 Two dollars \$100 \$2

Coins What Do They Look Like?



Let's Take a Closer Look



Let's Take a Closer Look

Five

Cents

Weight: 2.83g

Diameter: 19.41mm

Made of: 75% Copper, 25% Nickel



Designed by: Stuart Devlin in 1966

Let's Take a Closer Look



Let's Take a Closer Look



Let's Take a Closer Look



Let's Take a Closer Look



Recognising Notes



Let's Take a Closer Look

Size:

65mm by 137mm

Current Circulation Issue: 30th September 2017

Design Feature: AB 'Banjo' Paterson Dame Mary Gilmore

\$10





Let's Take a Closer Look

Size: 65mm by 130mm

Current Circulation Issue: 1st September 2016

Design Feature: Queen Elizabeth 11 New parliament house





Let's Take a Closer Look

Size: 65mm by 144mm

Current Circulation Issue: 9th October 2019

Design Feature: Mary <u>Reibey</u> Reverend John Flynn







Let's Take a Closer Look

Size: 65mm by 151mm

Current Circulation Issue: 18th October 2018

Design Feature: David Unaipon (Nhunaitponi) Edith Cowan





Let's Take a Closer Look

Size:

65mm by 158mm

Date of First Issue: 15th May 1996

Design Feature: Sir John Monash Dame Nellie Melba

\$100





Draw coins to show another way to make the amount shown. An example has been done for you. NOTE: Coins are not to scale.



Draw coins and/or notes to show another way to make the amount shown. NOTE: Coins are not to scale.

How else can I make \$5?	How else can I make \$50?
How else can I make \$10?	How else can I make \$100?
How else can I make \$20?	How could I make the amount of \$75?

Rounding Australian Money Challenge

In Australia, we use dollars and cents and use the symbols $\$ and c. The smallest Australian coin denomination is 5c. This means that when we go shopping and pay in cash we need to round up or down.



Yellow and Green: I can find change and round to the nearest 5 cents.

Answer these questions by rounding up or down to find how much cash will be needed.

 At the shop, we go and buy some yummy treats. Work out how much cash you would need for the following items.

	Lollipop	43c	You will need	Ŵ	Popcorn	\$1.49	You will need
COLOCOTION COLOCOTION	Chocolate bar	\$1.99	You will need		Ice cream	\$3.99	You will need
V	Strawberry milk	\$2.81	You will need	V			in cash.

Blue: I can find change and round to the nearest 5 cents.

Answer these questions by rounding up or down to find out how much cash will be needed.

Coloured pencils	\$8.93	You will need		You will need in cash.		\$33.99	You will need
Pencil case	\$14.27	You will need		Pens	\$5.21	in cash. You will need	
Diary	\$12.18	You will need	TELT TIP COLOUR PENS			in cash.	

Purple: I can find change and round to the nearest 5 cents.

NOTE: When we buy multiple items we only round the total cost - NOT each individual item!!!

Problem	Working Out
Max buys 3 t-shirts for \$9.99 each. How much cash does he need?	
Laila buys two pairs of jeans. They cost \$18.92 each. How much cash does she need?	
Nell buys 3 pairs of socks for \$4.22 each and a pair of shoes for \$25.98. How much cash does she need?	
Charlie buys a jumper for \$26.87, a jacket for \$31.13 and a scarf for \$7.93. How much cash does he need?	
Darcy buys football boots for \$54.45 and a t-shirt for \$23.91. How much cash does he need?	

Integrated Unit

Learning Intention

Determine my core values



Success

Criteria I know what a value is. I can think deeply about what I enjoy. I can use the things I enjoy to establish my

core values.



Values



Recapping from yesterday, values are a group of characteristics, ideas or areas in life that are important to you.

Our school values are Respect, Responsibility and Learning.

Today, you are going to think about your own personal values.





Values



Your identity, or who you are as a person is made up of a whole range of different things. It can be made up of; where you come from, your ethnicity, your religion, your language, what you like, your hobbies, your unique personality and much more!







Values



Some examples of values are:

- Honesty
- Loyalty
- Politeness
- Determination
 - Kindness
 - Creativity
 - Leadership
 - Generosity

Every single person is unique, which means that everyone values things differently.



What Are My Values?

We're going to determine what our own values are now. Use this example to guide you.

First, write a list of everything you love:

- Family
- Maths
- Hockey

This list might help reveal your values.

For example, if you enjoy maths - this might show that you value problem solving or determination. If you enjoy team sports, this might show that you value cooperation and teamwork.



What Are My Values?

Write a list of all the things you **love**. This will help you to think about your values.



What Are My Values?

Using your list, think about what your 3 core values might be. These are your 3 most important values. Write them below and explain why you chose them as your core values.

Core Value 1:	Core Value 2:	Core Value 3:
Why this is a value of importance to me:	Why this is a value of importance to me:	Why this is a value of importance to me:

Create an Acrostic Poem for the letters in your name with Kindness as the theme. For example...

Brain Break

- K Kind and caring person
- E Enjoying company of others
- I Involving others in games on the playground
- R Reaching out to help others in need
- A Always listening to my friends who need help

Brain Break Your turn to create your own 'Kindness' Acrostic Poem using the letters of your name





Library Stage 2 and 3

Term 4, Week 2



Not so long ago, a group of adventurous travelers set sail for a week on the open seas. The skies were clear and blue. The water peaceful and calm - The ideal conditions for a relaxing voyage.

Unfortunately, on the second night, a great storm came upon the group while they slept in the cabin below deck. The violent storm tossed the passengers from one side of the ship to the other. The captain tried to take control but was knocked overboard by a massive wave!

Eventually, the ship came to a crashing halt when the storm threw it onto the rocky shore of a deserted island. Sadly, only one traveler survived the ordeal - Sir Harley Houndstooth III. He dragged himself onto the beach and looked around, wondering what to do next.

It is now your job to help him survive the island and get back to the civilized world. Are you up to the challenge?





Day 5: Today my fears were confirmed. Yes, there are wild beasts living on this island. Just a short distance from my hut, I discovered an incredible grove of fruit trees! Mangoes, bananas, and lemons! Yet I cannot reach them; for standing in my way is a lagoon full of the most terrifying crocodiles I've ever seen. I must find a way to reach that grove!

Perhaps I could find enough branches and vines to build a bridge. But would it be strong enough? Or would I fall into the awaiting jaws of those hungry crocs?

STEM challenge - Design a bridge that can hold weight

Plan, design and build a bridge that is at least 30cm long.



Your bridge must :

- Have a labelled plan that you have designed and followed when building your hut. Remember builders don't construct houses without a plan!
- Hold weight Use a toy/spoon/remote control (these are just examples you can use anything) to demonstrate that your bridge is strong.
- You could use materials from your recycling bin, books, paper, toys, pillows, chairs anything you can find at home (this is where your creativity skills are used!)

Brainstorm! Put all of your ideas here. Circle the best ones.

Draw your plan here:

Fabulous Thursday!

14/10/21

	Thursday
	Check In
S	ientence a Day
	Spelling
	Reading
	winning
M	aths - Addition
ar	nd Subtraction
	Brain Break



Integrated Unit





Learning Intention

Use alliteration and assonance in my writing





- \rightarrow I know what alliteration is
- ightarrow I know what assonance is
- → I can identify alliteration and assonance in poetry
- → I understand the effect that alliteration and assonance have on the sound of a poem



Assonance is also related to how words sound but is different to alliteration. Assonance is where the same (or similar) vowel sound is repeated.

H<u>ow</u> n<u>ow</u> br<u>ow</u>n c<u>ow</u> - repetition of the 'ow' sound OR The m<u>igh</u>ty kn<u>igh</u>t wore wh<u>ite</u> t<u>igh</u>ts - repetition of the long 'i' sound

Can you underline the vowel sound which has been repeated in the sentence below? Remember, it doesn't have to be spelt the same! Reading it out loud will help you.

He danced and beat his feet as he screamed along the beach!

Can you underline the vowel sound which has been repeated in the sentence below? Remember, it doesn't have to be spelt the same! Reading it out loud will help you.

Jake baked a cake and then ate it quickly.



Spelling



Learning Intention

- Demonstrates a clear understanding of the rule drop the 'e' before adding 'able' or 'ous' and applies knowledge of the base word in order to spell it correctly.
- Uses a range of resources to build knowledge of unfamiliar vocabulary.





- I show my understanding of the rule by creating well structured sentences that include words ending in 'able' and 'ous'
- I expand my vocabulary by learning the meanings of new words and researching them.





Spelling Focus 2

To add '-able' or '-ous' to a word, drop the e

Suggested words: valuable, usable, advisable, adorable, believable, desirable, famous, virtuous

Adding the suffix -ous -

A suffix is a letter or a group of letters that can be added to a word to change its meaning. Adding the suffix -ous turns a noun into an adjective. It means 'full of'. Like the 'ence' words, these too have base words. For example believable comes from the word believe. Adding the suffix -able-

A suffix meaning "capable of, susceptible of, fit for, tending to, given to," associated in meaning with the word able.

Spelling Activities

Don't forget to practise these words in your exercise book.

Here are some example sentences that contain the drop the 'e' and add 'able' or 'ous' rule.

- 1. His story was not very believable because the liar kept looking around the room.
- 2. Even though the puppy made a huge mess in the house, she was still adorable.
- 3. The virtuous man had a very desirable lifestyle due to his many years of being a famous musician.
- 4. It was advisable to seek assistance from the lawyer as the story did not seem very believable.

Now it's your turn to show your understanding of these words by putting them in sentences. If you are unsure of the meaning, you may look them up in a dictionary.

Since they are all adjectives, you may write sentences describing certain places, people or things.

OUS	Noun, verb or adjective	Base word	Sentence
virtuous			
adventurous			
ridiculous			
famous			
nervous			
vaporous			

. 🐨	Spelling - W	ord	of the Day	•
	Definition		<u>Use it in a sentence</u>	
•				•
•				
		Advisable		
	Synonym		<u>Picture</u>	
	<u>Antonym</u>		•	
•			• •	

V/


Reading





To identify who the main character is.



To identify character traits as well as infer traits through actions and behaviours.



Success Criteria

I can identify the main character in a text.

I can identify a character trait from a narrative.



Complete task "Identifying the main character & character traits"



Writing



Learning Intention

Write an acrostic poem



Success Criteria

I know the features of an acrostic poem. I can brainstorm ideas. I can use these ideas to write an acrostic poem. I can use rhyme and alliteration when writing.







Did you like this poem? Why or why not? _____

What did you notice about this poem? _____





Gaining ground gradually
Anticipating any aftermath
Matching master against master
Enjoying exciting events
Strategising seriously to seal success

Did you like this poem? Why or why not? _____

What did you notice about this poem?







The poem on Slide 10 used **rhyme** and the poem on Slide 11 used **alliteration**. Did you notice this?

These are poetic techniques you **can** use when writing an acrostic poem but these aren't necessary.

Let's have a go at writing an acrostic poem about Spring. First, we'll just write one without any additional techniques and then we will try to add rhyme and alliteration.

What do we need to do first?

Brainstorm!

Add some extra ideas to the brainstorm below!



Spring Acrostic Poem

Let's try to form some ideas to write our acrostic.

Sneezing from the
Pollen in the air.
Refreshing, new flowers everywhere you look.
Insects flitting around.
Newborn animals.
Gardens bursting with colour.





Here's our completed acrostic. Let's try and make it rhyme now!

Spring Acrostic Poem

We'll use the one we have completed and try to rework it.

Sneezing from the pollen air.Planting seeds here and there.Refreshing, new flowers everywhere.Insects flitting all around.Nature at its finest, can be found.Growing, blooming from the ground.





That was a bit trickier and took some effort but we made it rhyme with an AAABBB rhyme scheme.

Spring Acrostic Poem

Now for the trickiest challenge - using alliteration!

Seeds in soil start to sprout.Picnics in peaceful places.Refreshing renewal and rejuvenation.Inspiring and invigorating.Newborn nightingales in their nest.Gathering and growing in the garden.





You can see that some lines are describing feelings and others describing actions or things that can be seen or done.



Writing an Acrostic Poem

Which Spring Acrostic poem did you like best? The one with no extra techniques, the one that rhymed or the one that used alliteration? Why?

Now, it is your turn. Choose a writing challenge and try your best!

Yellow: Brainstorm ideas and write an acrostic poem on a topic of your choice.

Blue: Brainstorm ideas and write an acrostic poem on a topic of your choice using rhyme OR alliteration.

Purple: Brainstorm ideas and write 2 acrostic poems on a topic of your choice - one using rhyme and the other using alliteration.



Brainstorm!



Your acrostic can be on anything at all! First, you must brainstorm!

Write your topic in the circular spot and all your ideas in the rectangular boxes around.





Write your acrostic poem here.

Your Acrostic Poem



If completing purple, write your second acrostic poem here.



Maths



Solve addition and subtraction problems involving money, with and without the use of digital technologies.



Success Criteria

I can perform simple calculations with money, including finding change,







In a number talk we discuss (or write down) as many things as we can think about regarding a number or a problem.









In a number talk we discuss (or write down) as many things as we can think about regarding a number or a problem.

Your Turn:		Write your responses here:
	705	



How many different ways can you make the total of \$2.95?
 You can use the same value coin more than once.

What is the least amount of coins you could use?



Show your working out and answer: Yellow Show by writing your coin choice. For example, \$2 + 50c + 20c, etc. 2. At a market stall by the seaside, Hannah can buy the following items:



Hannah has \$2. She buys three items and has less than \$1 in change. Which three items could she have bought?





3. Maurice the magpie has been stealing again!

He has stolen 3 silver coins.

Blue

What different totals could the coins make?



Show your working out and answer:<mark>Blue</mark> Show by writing your coin choice. For example, \$2 + 50c + 20c, etc. 7. Imrik went to buy some pens and pencils. He had \$2.50.

He bought 4 times as many pens as pencils.

He was given 40c change.

How many pens and pencils did he buy?





Show your working out and answer:Purple

Brain Break

<u>Create your own kindness chain</u> Cut up coloured strips of paper

On each strip of paper write down a word or sentence of how you display kindness

The challenge is to see how long you can make your kindness chain (the longer it is the kinder you are)

Please note you can't repeat any words or sentences you can only use them once



Integrated Unit



Learning Intention

Create a kindness poster



Success Criteria

I can think carefully about what colours, images and words promote kindness. I can use examples to guide my creative process.



Kindness Poster

To spread some kindness in the community, let's create a poster which you can display in your window (displaying of the poster is optional, of course).

You need to think carefully about what message you want your poster to send and how you can use particular colours and pictures to spread this message.

You also need to think about size. Writing on your poster can't be too small or people won't be able to read it. Maybe making a series of posters with different messages will make it more effective.



There are some examples on the next slide to help you.

Kindness Posters







Kindness Posters

This is not an activity to be rushed and just ticked off quickly.

Really think about what effect this could have on the community, how could your poster make a difference to someone walking by?

Be sure to send a photo to your teacher to share your creation. We'd love to get a collection of designs to celebrate kindness!



Fantastic Friday!







Sentence a Day



Learning Intention

Use alliteration and assonance in my writing





- \rightarrow I know what alliteration is
- ightarrow I know what assonance is
- → I can identify alliteration and assonance in poetry
- → I understand the effect that alliteration and assonance have on the sound of a poem



Sentence a Day

Assonance is where the same (or similar) vowel sound is repeated.

The man was a f<u>oo</u>l and dropped his t<u>oo</u>l in the sch<u>oo</u>l's p<u>oo</u>l - repetition of the 'oo' sound.

Sentence a Day

Can you write your own sentence using assonance using the **long 'u' sound.** I have provided some words below to help!

due, stew, glue, beautiful, you, blue, June



Spelling



Learning Intention

- Demonstrates a clear understanding of the rule drop the 'e' before adding 'able' or 'ous' and applies knowledge of the base word in order to spell it correctly.
- Uses a range of resources to build knowledge of unfamiliar vocabulary.





- I show my understanding of the rule by creating well structured sentences that include words ending in 'able' and 'ous'
- I expand my vocabulary by learning the meanings of new words and researching them.





Spelling Focus 2

To add '-able' or '-ous' to a word, drop the e

Suggested words: valuable, usable, advisable, adorable, believable, desirable, famous, virtuous

Adding the suffix -ous -

A suffix is a letter or a group of letters that can be added to a word to change its meaning. Adding the suffix -ous turns a noun into an adjective. It means 'full of'. Like the 'ence' words, these too have base words. For example believable comes from the word believe. Adding the suffix -able-

A suffix meaning "capable of, susceptible of, fit for, tending to, given to," associated in meaning with the word able.

Spelling Activities



Using this knowledge, complete the following sentences correctly.

Base word	New word	Sentence
debate	debatable	The value of some of the experiments is debatable .
adore		
	admirable	
notice		
believe		
	disposable	
manage		
like		

. P	Spelling - W	ord	of the Day	•
*	Definition	7	lles it in a contance	
•				•
•				
0				
		Virtuous		
		VII LUOUS		
	Synonym		Picture	
	Δρτοργμ		•	
				+
•			• • •	•

V/



behaviours.

I can infer the reason for a character's actions from vocabulary in a narrative.



I can identify a character trait from a narrative.

Inferring a character's emotions in a narrative

A writer can show us what a character is like or what they are feeling in many different ways. For example, if the character was angry:

- they could yell (what they say)
- they could be described as having a red face or a stern expression (how they look)
- they could slam the door (what they do)
- other characters may say things like, 'Fred looks so angry he could burst' (other opinions)

When we read we can use clues from the text and our background knowledge to draw conclusions and infer character feelings from their actions.

Inferring a character's emotions-Little Red Riding Hood

Once upon a time a girl called Red lived with her mother, in a cottage on the outskirts of a great forest. On this particular spring day, Mother took a batch of fresh cupcakes from the oven and placed them on the table, where they steamed gently. "Little Red!" shouted Mother, banging her rolling pin on the table. "Little Red! Time to get up." It was **nearly noon** and Red had only just woken up. She leapt out of bed, knowing that her **mother would be cross.** "Coming, Mother!" she called as she hurtled down the stairs.

Read the text. **Highlight** the words that describe how the **mother** is feeling.

What can you infer about how the mother is feeling?

I have highlighted the words to show that the mother is feeling annoyed/frustrated/irritated with Red. These are character traits of the mother. I know she is feeling this way because she banged her rolling pin in frustration and shouted at Red. These are things people do when they are frustrated.



Inferring a character's emotions-*****Little Red Riding Hood

"I'm Mr Wolf," replied the wolf. He was a very fine-looking gentleman with thick hair, bright eyes and very big, white teeth. "My, what a gorgeous day it is. Don't you just love the fragrant smell of the flowers? The twittering of the birds?" Red blushed. Suddenly, her cape felt too tight around her neck. "I didn't think that wolves would like birds and flowers," she stammered. "My dear, I simply adore them! I am a wolf of great taste, you know. Where might you be off to on this fine morning?""I'm visiting my granny." Red felt flustered. Mother had told her not to speak to strangers, but Mr Wolf seemed a very respectable and charming sort of person.

Read the text. **Highlight or underline** the words that describe how **Red** is feeling.

What can you infer about how Red is feeling? Why do you think?





Writing



Learning Intention

Write an acrostic poem



Success Criteria

I know the features of an acrostic poem. I can brainstorm ideas. I can use these ideas to write an acrostic poems which may use rhyme or alliteration.









We have been learning about acrostic poems all week. What can you tell me about acrostic poems?


*

Acrostic Poems

Today, you are going to write an acrostic poem around the theme of 'Kindness'. It doesn't need to be the word 'kindness' but can be anything related to kindness such as 'smile', 'laugh' or 'positive'. Here are some examples for some ideas but be sure to create your own!

Kindness is contagious
I try to be kind whenever I can
Nastiness doesn't belong here
Doing things for others is being kind
No one is left out
Everyone has the power to be kind
Simple things can be kind things
Such as sending a smile or saying thank you.

Loving spending time with others Always with a smile on my face Understanding and enjoying Grinning from ear to ear Hearing a funny joke

*

Brainstorm!



Your acrostic can be about anything related to **kindness**! First, you must brainstorm! Write your topic in the circular spot and all your ideas in the rectangular boxes around.





Your Acrostic Poem



The top 5 acrostic poems are going to be chosen to be displayed on our Poetry WOW Wall! Write your acrostic poem here.

Challenge: Use rhyme or alliteration throughout your poem.



Maths



Learn how to create a simple budget and compare costs.



Success Criteria

I know what a budget is. I can create a simple budget using most of my money.



*





In a number talk we discuss (or write down) as many things as we can think about regarding a number or a problem.









In a number talk we discuss (or write down) as many things as we can think about regarding a number or a problem.

Your Turn:		Write your responses here:
	1024	



What is budgeting?

- Budgeting is working out how much things will cost so that you can make sure you have enough to pay for them.
- We use a budget to keep track of our spending.
- We need to balance the amount of money we have or are receiving (income) with the amount we have to pay our (expenses).

Why Are Budgets Important?

- Budgets allow you to keep easy control over your money.
- It ensures that money is not wasted or spent on frivolous things.
- It helps people save.
- It helps you monitor your spending habits.
- It helps you stay out of debt.



Balanced Budgets

The ideal budget will leave money left over after all the expenses have been paid. This is called a balanced budget.

Unfortunately this does not always happen. Sometimes our expenses are greater than our income. So what could you do if you discover that your budget is not balanced?

The first thing that you could do is identify items on your budget that are wants and not needs. Remove any items that you could live without for another month.

The next thing you could do is find ways of saving money on some of the expenses. Buy cheaper brands, walk more instead of driving everywhere etc.



Trading Card Packs

Which deal offers the best value for money?





Trading Card Packs

Which deal offers the best value for money?



\$6.60 ÷ 4 = \$1.65 **\$1.65** per trading card



\$8.55 ÷ 6 = \$1.43 Rounded up to \$1.45 per trading card

Sweet Treats

You are organising sweet bags for 6 friends to celebrate your birthday. Should you buy one packet for each person or scoop out 225 grams for each person and share it out? Which option is better value?

Yellow/Green





T-Shirts

Which option is a better value for money?



4 packs of 3 t-shirts for \$23.85



8 t-shirts for \$18.95

Construction Blocks

Which deal offers the best value if you buy 25 boxes?



\$17.00 per box Buy 3 boxes and get one free.



\$17.00 per box $\frac{1}{5}$ off every box.

<mark>Yellow</mark>

Working out the cost

You are going to plan a picnic lunch for a day at the beach. There will be 5 people attending (2 adults and 3 children). You will need to provide drinks, nibbles and lunch foods.

You have \$35 to spend. You do not have to spend all of the budget, as long as you meet the picnic requirements.

Item	Price	Item	Amount in pack	Price
plain chips	\$3.50	mini quiche	8	\$8.95
flavoured chips	\$3.95	ham and cheese sandwiches	2	\$6.00
popcorn	\$2.95	egg sandwiches	2	\$4.00
cheese	\$4.00	potato salad	1 large container	\$4.95
crackers	\$2.00	green salad	1 large container	\$4.95
carrot sticks	\$2.00	cooked chicken wings	12	\$7.00
hummus	\$3.50	ham & pineapple pin wheels	6	\$6.50
fruit	\$3.00	cold meats	500g	\$7.95
water (1L)	\$2.00	bread stick	2	\$3.50
juice (1L)	\$4.95			
cordial (1L)	\$3.95		E 2	
ice tea (1L)	\$2.50	(The f		10 mg
				3



Working out the cost

You are going to plan a budget for a visit to the cinema.

You will need to include return bus fares, movie ticket and any food or drinks required for yourself (1 person).

You only have \$35 to spend. You do not have to spend all of the budget, as long as you meet the trip requirements.



Blue

Working out the cost

Friday night is homemade pizza night! You need to create a budget to purchase the ingredients to make the pizzas.

There will be 4 people eating the pizza (2 adults & 2 children). Each person has their own individual pizza.

You have \$40 to spend. You do not have to spend all of the budget, as long as you meet the pizza night requirements.

Item	Amount in pack	Price
pizza base	2	\$4.00
mozzarella cheese	500g	\$4.65
pineapple pieces	225g tin	\$2.40
mushrooms (sliced)	200g	\$2.50
pizza base sauce	400g	\$3.50
olives	235g jar	\$3.30
capsicum	1	\$2.35
onion (brown)	1	\$0.45
ham	300g	\$4.10
chicken (cooked & shredded)	250g	\$7.50
salami	80g	\$3.00
garlic bread	2	\$4.00

Purple

Working out the cost

This year, the Year 5 class have been given the chance to choose where they would like to go on camp!

There are two location options. Each option includes a variety of activities and food choices at different costs. Each student will need one food package for each of their meals and four different activities.



There is a budget limit of \$70 per student for the entire camp. You do not have to spend all of the budget, as long as you meet the camp requirements.

Option # 1 = Camp Twinkl Lake						
Activitie	25	Food Packages				
Activity	Cost	Package for 2 days	Cost			
accommodation = tent	1 night = \$10 per person	Breakfast #1 (toast, cereal, fruit, juice)	\$5 per person			
canoeing	\$5 per person	Breakfast #2	\$9 per person			
bike ride	\$2 per person	(pancakes, bacon, eggs, juice)				
swimming	\$0 per person	Lunch #1	\$5 per person			
mini-golf	\$1 per person	(sandwiches, fruit, cordial)				
orientation	\$0 per person	Lunch #2	222			
trampolining	\$2 per person	(hot dogs, wraps, cordial)	\$8 per person			
rock wall climbing	\$6 per person	Dinner #1 (spaghetti, sausages, vegetables)	\$6 per person			
team games	\$3 per person	Diaman #2	2			
stand-up paddle boarding	\$7 per person	(schnitzel, vegetables, tacos)	2 aays = \$9 per person			

Option # 2 = Camp Twinkl Wilderness						
Activi	ties	Food Packages				
Activity	Cost	Package for 2 Days	Cost			
accommodation = cabin	1 night = \$18 per person	Breakfast #1 (toast, cereal, fruit, juice)	\$5 per person			
abseiling	\$6 per person	Breakfast #2	\$7 per person			
bushwalking	\$0 per person	(baked beans and spaghetti on toast)				
archery	\$7 per person	Lunch #1	\$6 per person			
low rope course	\$5 per person	(wraps/rolls, cordial)				
flying fox	\$8 per person	Lunch #2 (hamburgers, cordial)	\$8 per person			
horse riding	\$9 per person	Dinner #1	\$8 per person			
campfire cooking	\$3 per person	(roast meat, sausages, vegetables)				
bush craft	\$0 per person	Dinner #2	¢10 por			
bush hut building	\$0 per person	(lasagne, casserole, vegetables, garlic bread)	person			

Plan the Year 5 Camp on the Next Page!

Show all of your working out and make sure you include the answers to the questions below.

- Which camp will Year 5 go on?
- How much it will cost for 2 nights' accommodation?
- Which 4 activities will the students do? How much will this cost?
- Which food packages will they have for breakfast, lunch and dinner?
- How much will this cost?
- What is the total cost of the school camp?





Working out the cost

Plan your camp budget here:



Kindness in our

Living World

Science Term 4 Week 2

Learning Intention

• I can compare the features and characteristics of living things. I can use this knowledge to create ideas on how to show kindness to the living world.

Success Criteria

- I can list the 6 characteristics of living things.
- I can use this information to create 3 kind actions for the living environment.

Welcome back Stage 2!

We have a wonderful Science unit ahead of us this term called 'Kindness in our Living Environment'.

In this unit we will learn about the differences between living and non-living things, we will delve into the science of the ecosystem, and we will use all of this information to develop ways in which we can be more kind to the environment in our daily lives.

Through understanding how the environment works and the interdependence of our ecosystems we can be more diligent with it's protection. We can make better decisions to ensure that these systems remain functional and healthy for the years to come.

Our first lesson will involve some reading and then some comprehension questions.

The first thing that we need to learn about our the key differences between living and non-living things.

I hope you enjoy the lesson and look forward to seeing you all again soon.

Mr Quigley

LIVING THINGS VS NON-LIVING THINGS

VOCABULARY

Organisms: Living things

Response: Reaction to change in the environment

Adaptation: Characteristic of an organism that

helps it survive

Stimulus: Change in the environment

se SPREAD LANCHAE LIKE Confetti

To learn to be kind to living things we must first understand what they need!

The world around us is made up of living and nonliving things. Plants and animals are examples of living things. Computers and cars are examples of nonliving things.

Plants and animals are living things. They are also called organisms. Living things, or organisms all have similar characteristics. They share the following:





Samson's Shoppe @

LIVING THINGS VS NON-LIVING THINGS

✓ Adaptation: Organisms adapt or change to fit their surroundings. An example of this are polar bears. They live in sub zero temperatures. In order to live in these temperatures, they have thick fur and fat to help them survive in the bitter temperatures.

Reproduction: Living things have babies. By producing babies, they continue their species. Living things can only reproduce with their own kind. Dogs will only produce dogs and pine trees will only produce pine trees.

Growth and Development: Over time, living things change and develop.
 Children grow into teenagers and eventually become adults. Organisms grow from the inside out. Only living things grow by themselves.



How do humans

adapt to their

environment? Write your response here

What do you need to grow and

develop? Write your response here,



NEEDS OF LIVING THINGS

Why do plants and animals

have an interdependent

relationship? Write your response here.

get their food in different ways.

- Animals take in their food by eating other plants or animals.
- Plants make their own food.
- Air: Air is a mixture of gases in the Earth's atmosphere. Oxygen is one of those gases. Animals on land get their oxygen from the air that they breathe. Organisms that live in the water get their oxygen from oxygen that is dissolved in the water.

Carbon dioxide is another gas that can be found in the air. Plants need carbon dioxide to make food. Plants and animals rely on one another. Plants need carbon dioxide to make food. Through photosynthesis, they release oxygen. Animals breathe in the oxygen and breathe out carbon dioxide that the plants take in.

NEEDS OF LIVING THINGS

✓ Water: Living things are made up of mostly water. Between 65% and 95% of an organism's body is made up of water. Water helps living things by dissolving the materials needed for life processes.

Proper Temperature: Living things live in many different types of climates. The temperature of the climate is important to the success of all living things.

Why is water helpful for an organism? Write your response here. Is if possible for organisms to live in different climates? Write your response here.

Samson's Shoppe ©

NEEDS OF LIVING THINGS

Comprehension Questions:

1. What four things do living things need to survive?

2. How do plants and animals differ in how they get food?

3. How do land and water animals differ?

Using what you have learned, please write down three ways that you could help the living world to flourish through acts of kindness. For example, leaving plover eggs alone on the oval can help the animal to reproduce.

1.

2.

3.

4. If living things need food to survive, make a prediction of what happens when something they eat starts to become scarce.

Brain Break

Scattergories - Categories

Provide an answer for each letter based on the topic (you can only have the same answer once) For example-

- P Playing games
- L Listening to friends
- A Appreciating break times
- Y Yarning with friends

Brain Break

Scattergories - Categories

Provide an answer for each letter based on the topic (you can only have the same answer once)

PDHPE

Learning Intention

We are learning to propel objects towards a target by running, jumping and throwing.

I can run, jump and throw to propel objects at a target.

Activity 1 - Run and Jump

Get a cone and mark out a starting spot where you will jump from. Then run up and jump to see how far you can jump. The only thing is that you need to land on 2 feet and not fall over, or the jump does not count! If you think you can jump further, have another go!

Distance Jumped =

Activity 2 - Bean Bag Throw

Mark out a square and then a spot to throw from and then using a bean bag, try to throw it like a shot put to get it to land in the square. If you don't have any bean bags, use pairs of socks, stuffed toys or tennis balls (but they roll which makes it tricky). Have 10 throws to try and get as many to stay in the marked square as possible and remember to throw it like a shot put!

Bean bags in the square (out of 10) =

Activity 3 - Sock Basketball

You will need to get some pairs of socks and either a bin or a bucket to aim at. Decide how close you are going to stand to the bucket and then take 10 basketball shots, trying to get as many pairs of socks in the bucket as possible. If it is too easy for you, then you are probably standing too close!

Socks in the bucket (out of 10) =

Activity 4 - Modified Hockey

Get 4 cones or objects that can be used to make goals and then set them up a few metres apart. You will also need a partner to play against. Each player will plank in their goal while they take turns in trying to slide a pair of socks into the other person's goal, kind of like Air Hockey. A goal will not count if the person is not planking when they slide the socks!

Who did you play against? Who won?

