

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	Spelling	Wellbeing Wednesday Grid	Spelling	Spelling Test
	Comprehension Activity	Quality text Activity	Wellbeing Wednesday Grid	Grammar Activity	Writing
	Writing	Writing	Wellbeing Wednesday Grid	Writing	PE
Brain Break		PE		Library Lesson	
Session 2 30-45 mins	Maths Patterns and Algebra	Maths Patterns and Algebra	Wellbeing Wednesday Grid	Maths Patterns and Algebra	Maths Patterns and Algebra
Session 3 30-60 mins	Integrated Unit Lesson 1	Integrated Unit Lesson 2	Wellbeing Wednesday Grid	Integrated Unit Lesson 3	Art Lesson

Monday

Week 3 Term 4

Today's Focuses: Spelling words,

Learning intention:

Success criteria:



Spelling Week 3

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 3

Visual words

Phonological words:

Morphemic Words:

Big word of the week!

Week 3	Monday	Tuesday	Thursday
being			
bought			
through			
thought			
money			
crab			
crack			
crush			
cricket			
crawl			
loved			
used			
danced			
smiled			
pleased			
potion			

Spelling Year 2 Week 3

Visual words



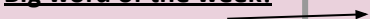
Phonological words:



Morphemic Words:



Big word of the week!



Week 3	Monday	Tuesday	Thursday
said			
our			
going			
once			
having			
care			
bare			
glare			
stare			
scare			
smile			
slide			
dive			
time			
ripe			
imagination			

Spelling Year 2 Extension Week 3

Extension words

Week 3	Monday	Tuesday	Thursday
apparel			
square			
unprepared			
coincide			
archive			
chastise			

Vocabulary Lesson

Focus : Synonyms



Monster & Make Believe Theme

Synonyms are words that mean the same or similar thing.

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

Examples:

happy —————> excited



scared —————> frightened



Can you match the words that mean the same? Drag the words from the bottom of the page

scary

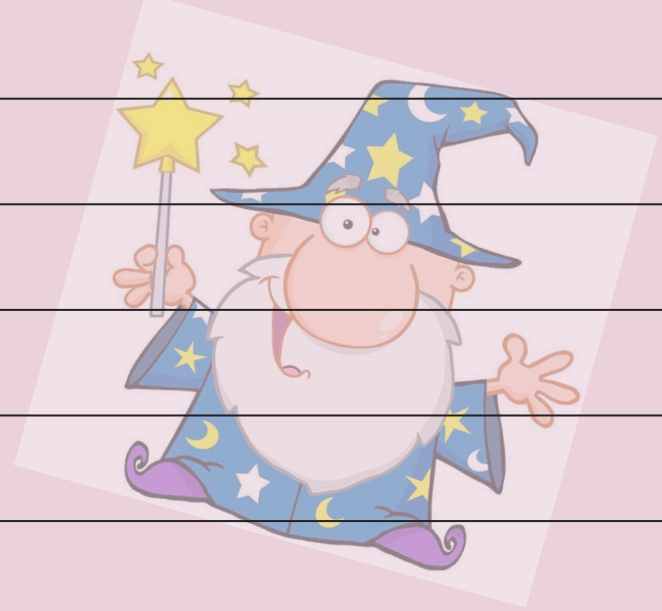
huge

magical

fly

weird

imagination



ginormous

frightening

unusual

mystical

glide

creativity

Use the synonym words from the previous slide to complete the sentences.

The ZAP of the extraordinary wizards wand was

BOOM! I opened my cupboard door to a one-eyed monster.

WHOOSH! I felt the cold air as the witch past me on her broom.

The students used their to design their own monster.

The strange, creature was using its powers to make things disappear.

It was hard to describe what the creature looked like.

mystical

glide

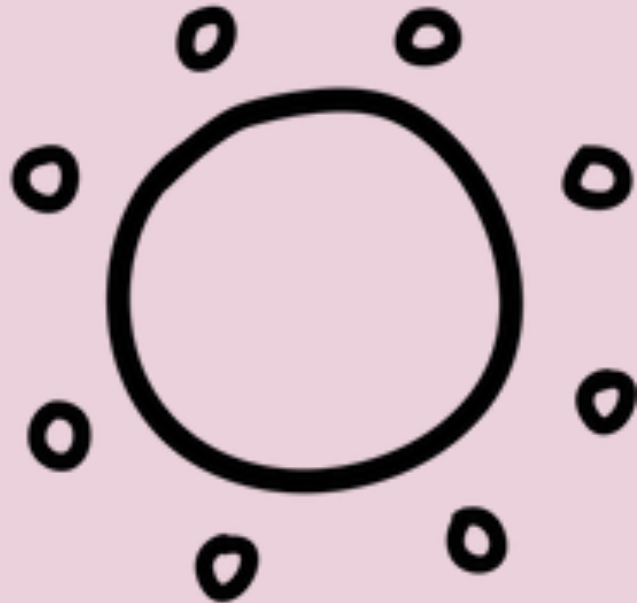
unusual

creativity

ginormous

frightening.

Writing Lesson 1



Week 3 Writing

Focus: Sentence structure with descriptive language

Learning Intention:

-

Success Criteria:

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

Lesson 1

When, who, what they did.



Today we are looking at a 3 W sentence.

When, who, what they did.

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

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

Remember we want it to be descriptive and engaging

EXAMPLE

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

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

Look at the picture...



When

Right before dawn,
In the quiet of the dawn,

Who

The mother and son
The magical family

What

Waited to enter the secret door to the
fairy world
Sat amongst the fairies in the glistening
light



In the quiet of the dawn, magical family waited to enter the secret door to the fairy world.

EXAMPLE

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

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

Look at the picture...



When

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

Who

What



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

Challenge (optional)

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

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

Look at the picture...



When

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

Who

What

Why



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

Learning Intention:

Create and continue number patterns

Success Criteria:

Successfully skip count by different amounts
Identify missing numbers in increasing and decreasing patterns

What is a pattern?

A repeated design or recurring sequence.

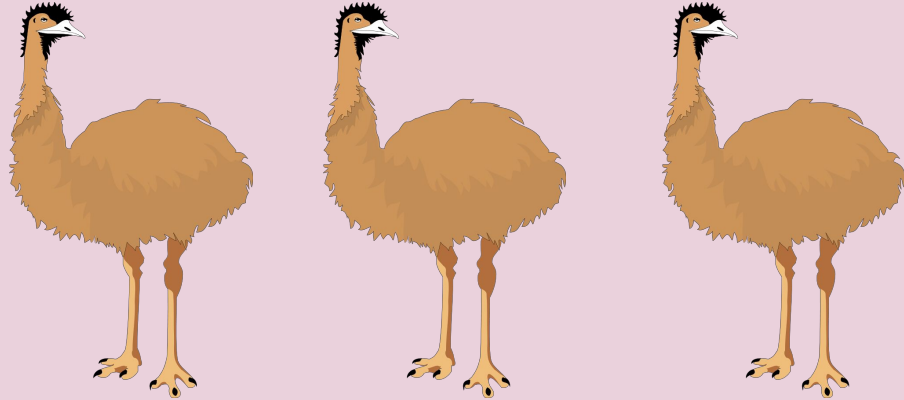
An ordered set of numbers, shapes or other mathematical objects, arranged according to a rule.



- Count by 2's
- Count by 10's
- Count by 10's off the decade
- Count backwards by 5's
- Count by 3's

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

NUMBER TALK PROMPT

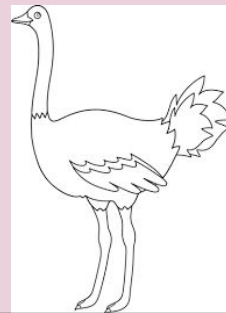
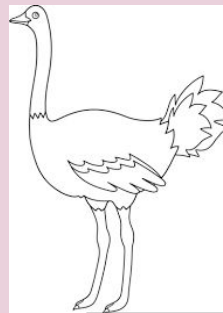
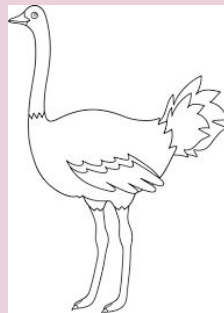
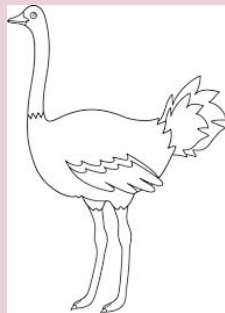
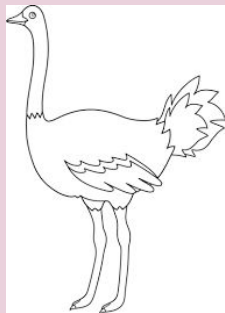
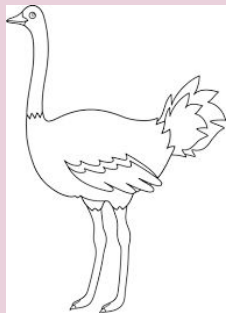


How many legs
do you see?

Can you work this
out without counting
one by one?

Activity

We can use number patterns to count legs on animals



How many legs are there altogether?

What is the number rule pattern?



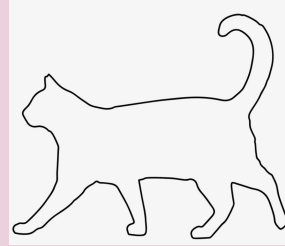
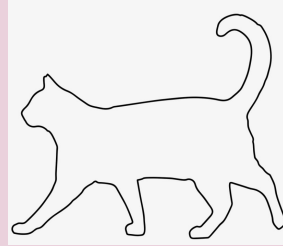
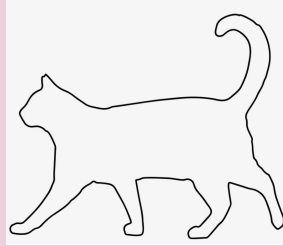
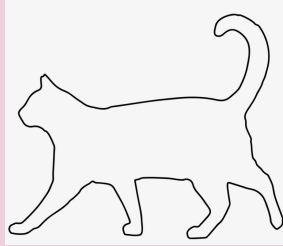
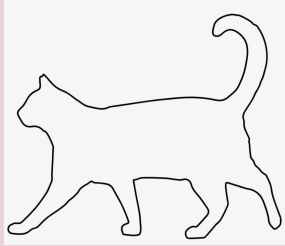
What are these pattern counting by?

16, 17, 18, 19	
2, 4, 6, 8, 10	
10, 20, 30, 40	
3, 6, 9, 12, 15	
15, 20, 25, 30	



Activity

We can use number patterns to count legs on animals



How many legs are there altogether?

What is the number rule pattern?

Can you write a number sum for this pattern?



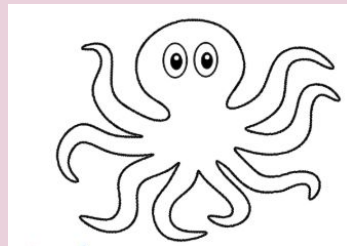
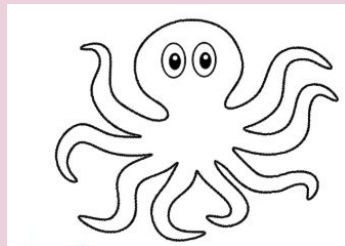
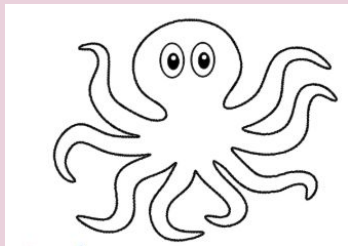
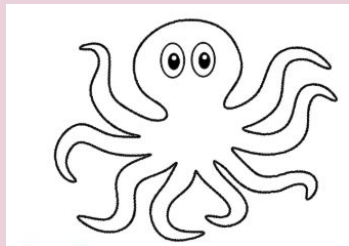
What are these pattern counting by?
What number would come next?
The first one has been done for you.

20, 19, 18, 17 _____	Down by 1's	16
50, 40, 30, _____		
25, 20, 15 _____		
16, 13, 10 _____		



Activity

We can use number patterns to count legs on animals



How many legs are there altogether?

What is the number rule pattern?

Can you write a number sum for this pattern?



Can you find the missing numbers?

1, 2, 3, 5

2, 4, 8, 10

18, 15, 12, , 6

95, , 75, 55, 45

231, 221, 211, 181



INTEGRATED UNIT
















Week 3 Lesson 1

Create a king using the Paint program or JSPaint

- Click on the king for the link to watch the video.
- Go through the steps on the next slide to help you draw your own king.



Written instructions for drawing a king using the Paint program or JSPaint.

Step 1	Open the Paint program or <u>JSPaint</u> online		
Step 2	Choose the circle and draw a head		
Step 3	Choose the curve line to draw the arms, the robe, and the hands. Don't forget to click on another object before choosing the curved line again.		
Step 4	Use the square select tool to remove some of the head.		
Step 5	Use the curve line to draw the lines of the crown		
Step 6	Use the circle to add some jewels and one eye		
Step 7	Use the select tool and trace around the eye. Go to Copy and then Paste and drag the second eye to where you want it.		
Step 8	Draw a circle for the ears		
Step 9	Use the square select tool to choose half of the circle and drag it to the side of the head for an ear. Use the same tool to select the other side and place it on the other side for the other ear.		
Step 10	Fill in the colour. Choose the colour that you want to fill with.		
Step 11	Add some eyes with the circle tool and the fill in tool. Don't forget to change the colour.	 	
Step 12	Use the spray paint tool and a colour to add a beard.	 	
Step 13	Take a photo and send it to your teacher.		

You have completed Monday's work



TUESDAY

14th September 2021

Today's focus - Spelling choice grid,

Learning intention:

Success criteria:



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			Consonants=2 points
<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>Silly Script</u> Write your spelling words twice – once using your best handwriting, and again in a silly script.	<u>Rainbow Words</u> Write your words two times each in different colors.	<u>Phonics Party</u> Write your spelling word two times each. Underline the phonics pattern.
			<u>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 Read

Week 3



Quality Read Video - Mess Monsters



Quality Read Questions

“Mess Monsters” by Beth Shoshan and Piers Harper

Please type or write your answers below each question, you may need an adults help to read and answer the questions. Type in red or blue

1. **What was the main problem at the start of the story?**

2. **Was this story fiction (made up) or nonfiction (real facts)? How can you tell?**

3. **Can you list all the verbs (doing words) from the story that describe what the monsters were doing, the first one has been done for you? The first one has been down for you...**

crawled,



Quality Read Questions Continued

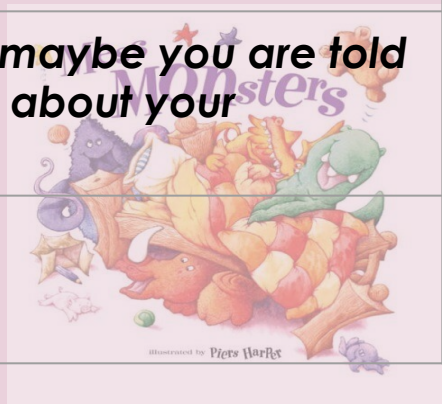
"Mess Monsters" by Beth Shoshan and Piers Harper

4. **The person who is telling the story is called the narrator, why do you think that he or she made up the monsters?**

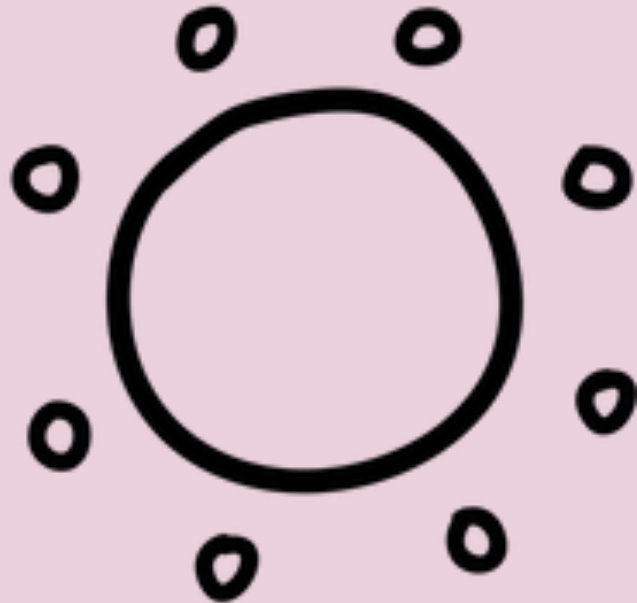
2. **illustration Features: (Write down something about the pictures and how they help the story?)**

3. **Text to self: How does this story relate to you or your own life, maybe you are told you must keep your room clean at home? Write and/or draw about your bedroom at home.**

My bedroom at home is usually messy/tidy because....



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

After dusk,
Under the shadow of the moon,

Who

The elegant dancing fairies,
The ballerina fairies

What

Danced over the sparkling sea
Floated in the cool night air.



Under the shadow of the moon, the elegant fairies danced over the sparkling sea.

EXAMPLE

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

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

Look at the picture...



When

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

Who

What



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

Challenge (optional)

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

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

Look at the picture...



When

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

Who

What

Why



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

02

Odd/Even and balancing equations

Learning Intention:

Identify odd and even numbers

Identify balancing equations

Success Criteria:

Can group odd and even numbers

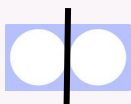
Can recognise and solve missing numbers to
balance equations

What Is An Even Number?

Even numbers can be shared equally between two. They can be halved, with nothing left over.

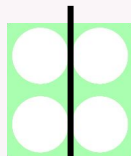
0

Half of 0 is
0.



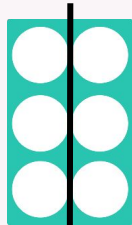
2

Half of 2 is
1.



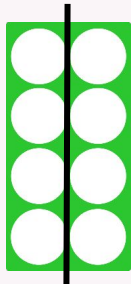
4

Half of 4 is 2.



6

Half of 6 is
3.



8

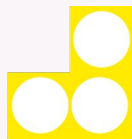
Half of 8 is 4.

What Is An Odd Number?

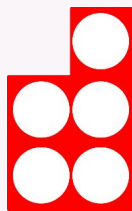
Odd numbers are never in the 2 times table. There is always an odd one out.



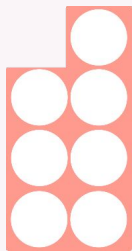
1



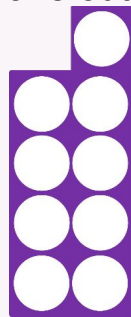
3



5



7



9

Can You Sort These Numbers?

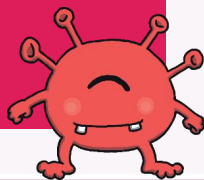
When your teacher says a number, put it in either the **odd** or **even** column. Click on the numbers to reveal the answers!

7 1 15 3 4 20 6 13 11 9

5 16 19 10 12 18 2 17 8 14

Odd

Even




Balance the see-saw by using the numbers in the box to create equal sums.
The first one is done for you.

1. $\boxed{4} + \boxed{3}$ $\boxed{1} + \boxed{6}$ $\boxed{1, 3, 4, 6}$



$\boxed{} + \boxed{}$ $\boxed{} + \boxed{}$ $\boxed{1, 3, 3, 5}$



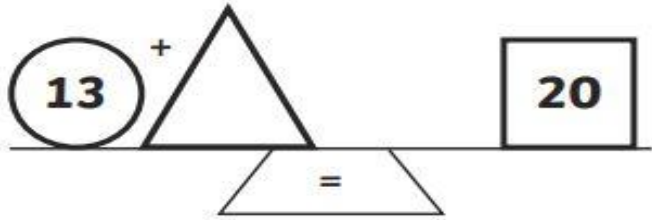
$\boxed{} + \boxed{}$ $\boxed{} + \boxed{}$ $\boxed{2, 4, 6, 8}$



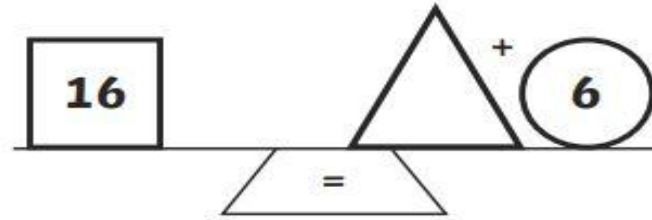


Balancing missing addends

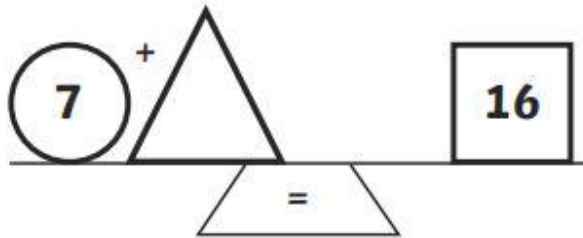
a)



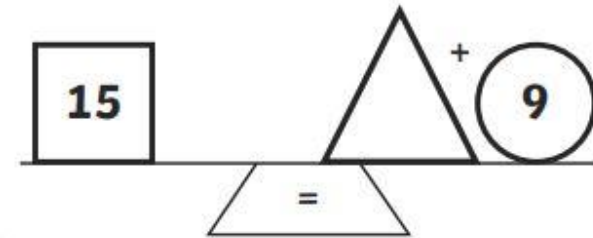
e)



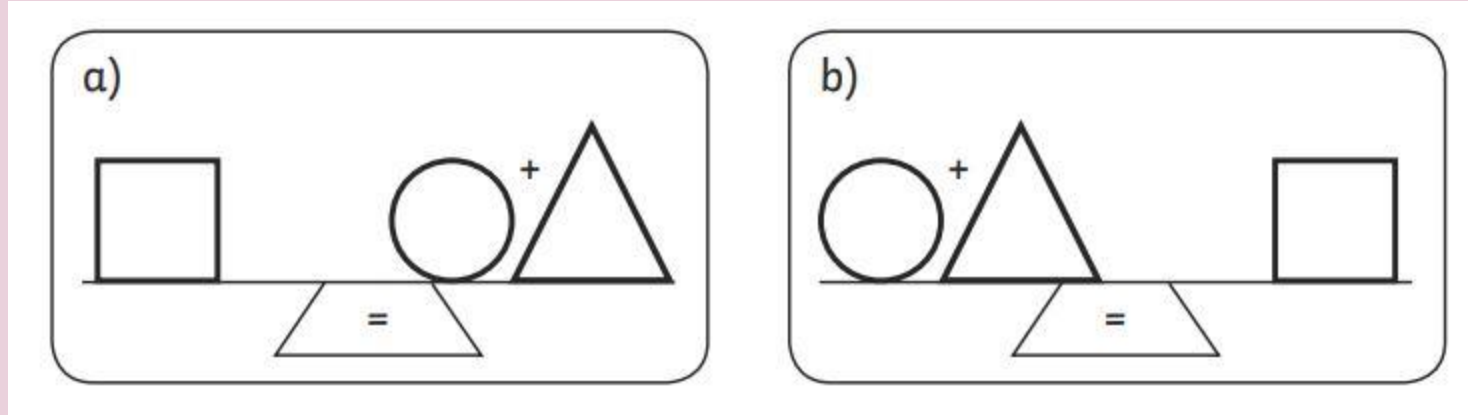
b)



f)



Balancing missing addends



Balancing equations

$$\square - 56 = 127 + 15$$

$$168 + 23 = \square - 21$$

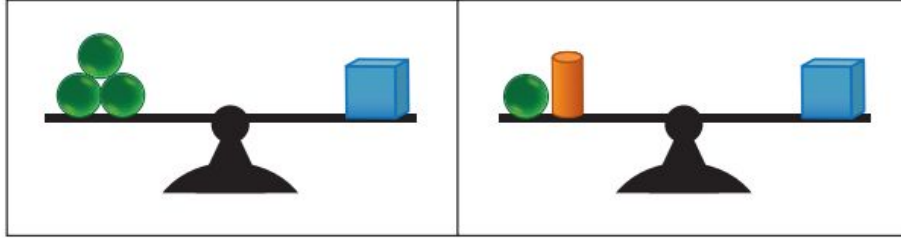
$$204 - \square = 149 + 36$$

$$152 + 39 = 239 - \square$$



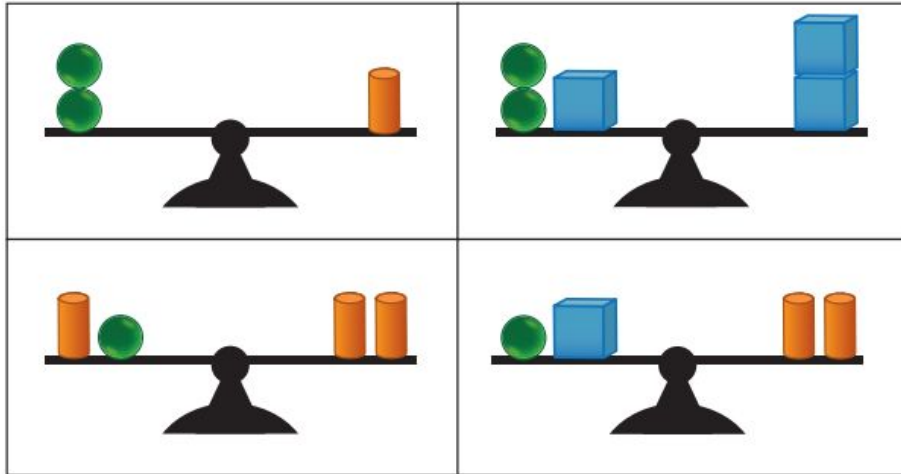
Balancing equations Challenge

The blocks in these two pictures balance.



place the tick on the correct box

Which of these will balance?



Which ones don't balance? Draw in blocks so that they will balance.



Tuesday: 5 Minute Move Kids workout

Click this link or copy it down to take you to the video

<https://www.youtube.com/watch?v=d3LPrhI0v-w>



Learning Intention: We are learning to move our bodies using a variety of Fundamental Movement Skills.

Success Criteria: I can move my body by following the instructions.

Instructions:

1. Click on the Youtube video and follow the instructions.

Integrated Unit Lesson 2 - Paddle Pop Stick Puppets

Make a
background set



Make a background set

This week we will be using our time to create a backdrop for our paddle pop stick puppets. Ideally to do this we will need a box. You can choose if you want to have a parent cut off the front panels of the box, or you can leave them on and they can open and close. If you don't have a box, a piece of cardboard or a few sheets of paper stuck together will also work.

Make a background set

The first step is to choose what you would like to have as a background. This is completely up to you. A suggestion is that you have a background that matches your puppets from last week. For example, a king and queen should probably have a castle, a pirate and mermaid might need the sea or a boat. You may just want to leave it as a background that could match number of scenes. It's completely up to you.

You may need



A box, cardboard or paper



Paint and paintbrushes



glue



Scissors and coloured paper



Pencils and/ or markers

Time to get creating

If you are painting, use a pencil and create your design. When you are happy with it, get painting.

If you are using coloured paper, start with a pencil to draw your designs. Then with scissors, cut out the desired shapes you need and get gluing.

If you are using markers, use a pencil first to make sure you have the desired look for your backdrop and get colouring.

The following slides have a few suggestions for you to get started. Good luck, and don't forget to send some photos to your teacher.



Cutesy Crafts



PVC Puppet Theater





You have completed Tuesday's work



WEDNESDAY

17th September 2021



You have completed Tuesday's work



THURSDAY



16th September 2021

Today's focus - Spelling choice grid,

























Learning intention:

Success criteria:

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.

- Isaac did done win the game.
- Isaac won the game.
- Isaac done won the game.



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

Harley went div____ at the Great Barrier Reef. He dropp____ his camera in the water.

- -er
- -ing
- -ed

-ed

-er

-ing



Grammar lesson -Editing



Circle the mistakes in this story.

mistakes include: spelling capital letter to begin a name verb tense homophones to/too/two quotation marks possessive nouns contractions comma before quotation

Hannah's Halloween Scare

Hannah wanted to scare her liddle brother. First, she put on a green frankenstein mask. Then, she hided behind the couch and waited for her brother too come home. When he waked in the door, Hannah jumped out from behind the couch and yelled, Boo! Hannahs brother didnt jump. He didn't evan look scared at all. He just smiled and said "Oh, hello Hannah."

Phonics - Ch and Sh Riddles

Drag the Answer

1. I start with sh.
I have lots of wool.
I am a farm animal.
What am I?

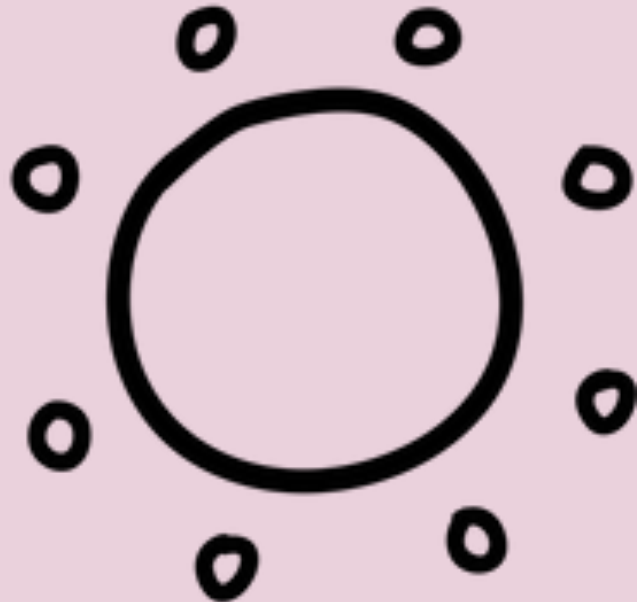
2. I end with ch.
I rhyme with crunch.
I am an afternoon meal.
What am I?

3. I end with sh.
You can count me.
I am a another word for money.
What am I?

4. I start with ch.
I rhyme with lamp.
I am a word for winner.
What am I?



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

During the performance at the boy's party
On the evening of the boy's birthday

Who

The wonderful magician
The talented Mr Magic

What

Cast a spell to create magic
Pulled out his hat to show a wonderful trick



On the evening of the boy's birthday, the talented Mr Magic pulled out his hat to show a wonderful trick.

EXAMPLE

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

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

Look at the picture...



When

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

Who

What

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

Challenge (optional)

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

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

Look at the picture...



When

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

Who

What

Why

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



03

Continuing patterns

How many?

How would you record/
explain your thinking?

NUMBER TALK
PROMPT



Learning Intention:

Create and represent a variety of patterns with objects and numbers.

Success Criteria:

- Skip count by 2's, 5's and 10's
- Continue a number and object pattern

Warm up

- Teacher asks students to count by different number patterns depending on what the class needs work counting on
- 2's, 3's, 5's
- Forwards
- Backwards

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Examples of a pattern...

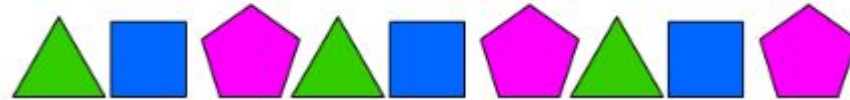
number by addition (arithmetic sequence)

+ 2 2, 4, 6, 8, 10, 12, 14, ...

shape



shape and colour



colour and rotation



Continue these patterns...


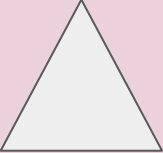

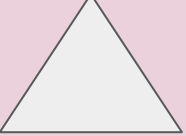





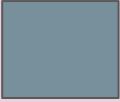
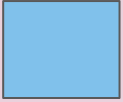
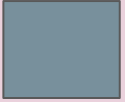
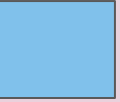
2, 4, 2, 4, 2, 4, __, __, __, __, __, __

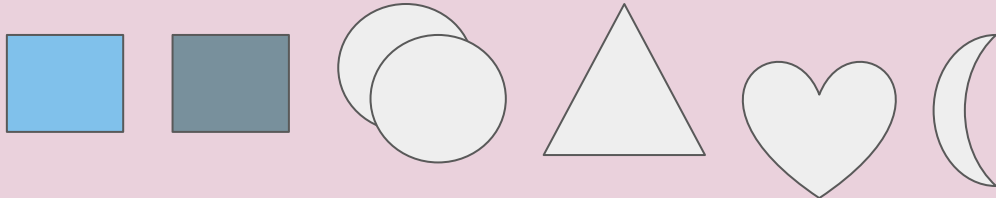
9, 8, 7, 9, 8, 7, 9, __, __, __, __, __, __

What do you notice about these patterns?



Drag the shapes to continue these patterns

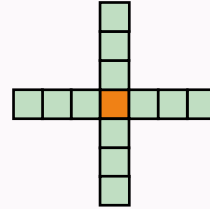
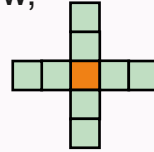
						
						
						



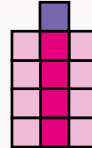
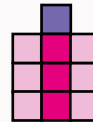
What Are Growing Patterns?

Or patterns can
grow,

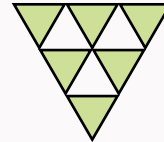
- Like
this



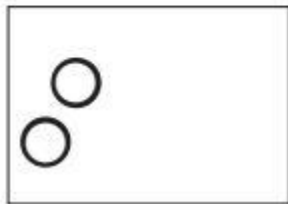
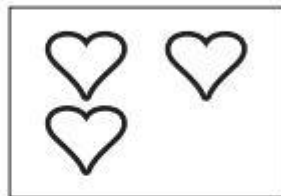
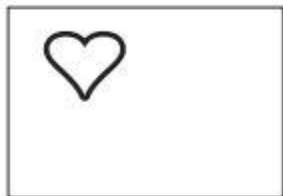
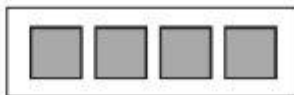
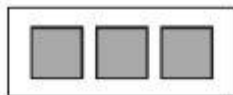
- Or
this



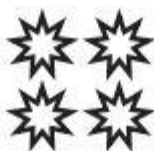
- Or
this



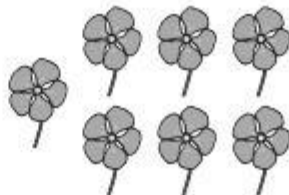
Growing patterns repeat, following a rule, but have something added each time they repeat.



What is the rule?



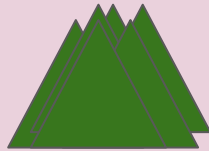
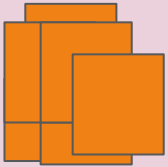
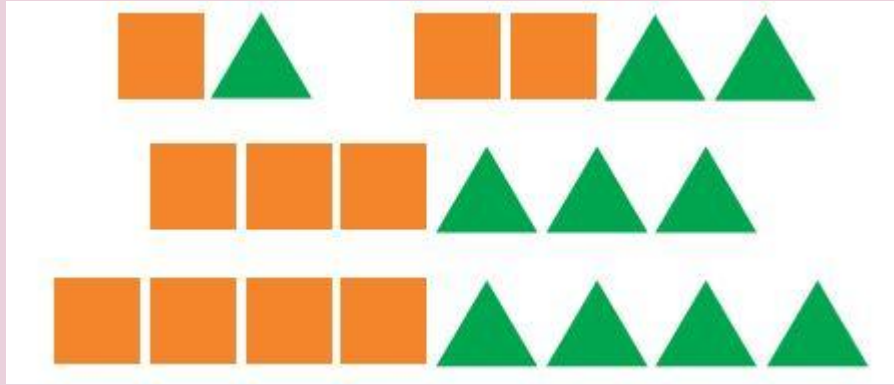
The rule is
add _____



The rule is
add _____

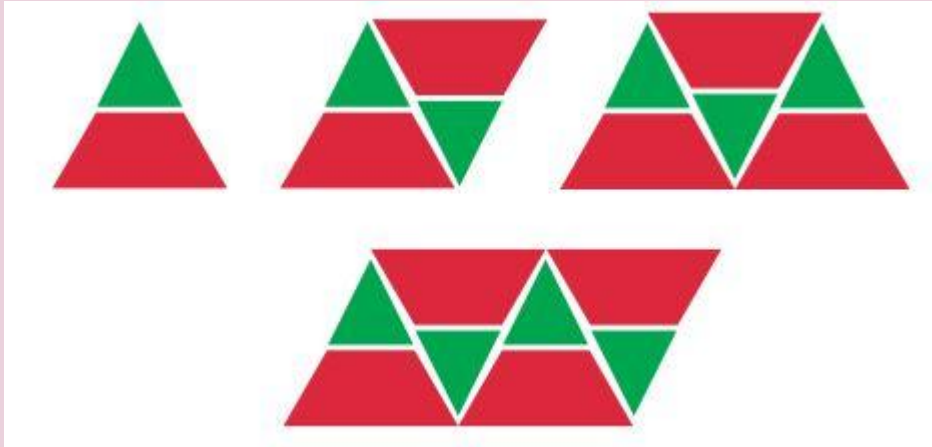


Complete the next step in this pattern.



The following growing pattern has 4 steps. How many green triangles will there be in the 8th step?

My answer:



Crack the code

Name:

L0: To continue a number sequence that increases/decreases in regular steps.

1.

2	4	6	8	10		
---	---	---	---	----	--	--

2.

18	20	22	24		28
----	----	----	----	--	----

3)

5	10		20	25	30
---	----	--	----	----	----

4)

21	20	19	18		
----	----	----	----	--	--

5)

22		24	25	26	27
----	--	----	----	----	----

6)

10	20	30		50	60
----	----	----	--	----	----

7)

10	8	6	4		0
----	---	---	---	--	---

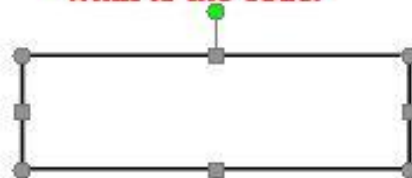
8)

30	29	28		26	25
----	----	----	--	----	----

Code Breaker

14	27	14	26	15	28	23	16	59	40	55	2
S	S	F	A	U	E	A	S	L	G	N	E

What is the code?



Library

Stage 1

Week 3
Term 4

Mrs Stanton and Mrs Hollott

Student Name:

Class:

*This week we're heading to the
BEACH!*

*Last week we travelled to the
future. This week we will travel
back to the present time and
venture to the beach!*

Let's launch into the lesson!



<i>Learning intentions</i>	<ul style="list-style-type: none">• <i>Students will listen to a story and use their comprehension skills to relate to the story.</i>• <i>Students will use additive strategies to calculate date 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 like to do at the beach..</i>• <i>I can use addition to calculate date and time.</i>• <i>I can use multimedia to show my understandings</i>

This week's story:

The Unwilling Twin

Written by

Joseph Garcia

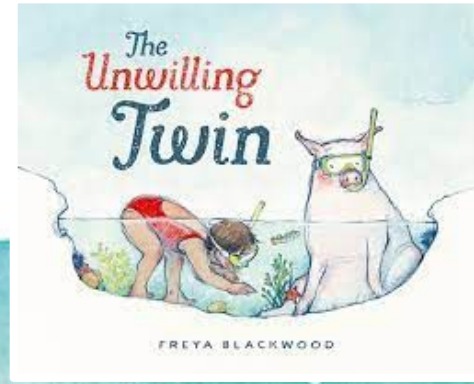
Illustrated by Kimberley Barnes

THE CHILDREN'S
BOOK COUNCIL
OF AUSTRALIA

Reading Time

Short listed book
2021

Jules and George are the same in every way. It is quite impossible to tell them apart. Like all twins, Jules and George do everything together. But after a long, hot day at the beach, even twins sometimes disagree...



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!



Let's read the story!

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



SCAN ME

Author/ Illustrator



Freya Blackwood is a multi-award-winning illustrator and writer. Her picture books are beloved for her warm and perceptive drawings. Since publishing her first picture book in 2003, Freya has worked with writers such as Libby Gleeson, Margaret Wild, Jan Ormerod, Nick Bland and Danny Parker.

In 2010, Freya won the UK's most prestigious prize for illustrators, the Kate Greenaway Medal, for her book *Harry and Hopper*. And in 2015, she did what no other creator has ever done, taking out three CBCA Book of the Year.

Activity

*Set your time machine to the present day. What is today's date?
Type/write your answer.*

Write here

*If we go to the beach this Saturday
what would the date be ?*

Write here

Activity

List 3 of your favourite things about spending the day at the beach.

Write here

1.

2.

3.

Activity

You have 3 choices:

1. **Draw a picture** and design the ultimate sand castle.
2. **Be a Maker! Make** your very own kinetic sand.
3. **Create and design a castle** using any materials you have available, blocks, sand, playdough, cardboard, sticks...



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

Activity

1. *Draw a picture* and design the ultimate sand castle.

Draw a Sand Castle



Activity

2. *Be a Maker! Make your very own kinetic sand.*

DIY Kinetic Sand

PREP TIME

5 minutes

TOTAL TIME

5 minutes

INGREDIENTS

2.5 Cups Fine Sand

1.5 Cups Cornstarch

1/2 Cup Oil

Food Colouring

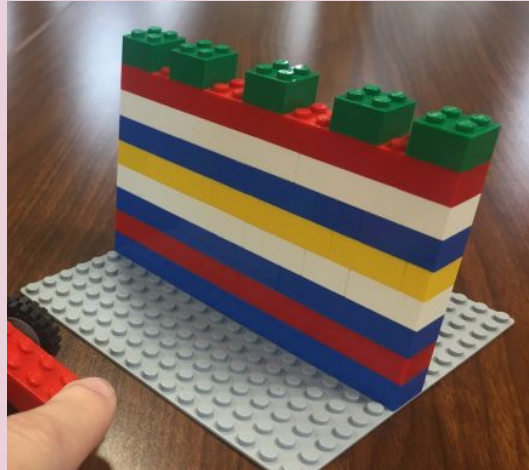
Mix sand and cornstarch together completely. Add oil & food colouring, mix well. When there are no oily spots and no dry spots, the sand is ready for play time!

Activity

3. *Create and design a castle* using any materials you have available, blocks, sand, playdough, cardboard, sticks...



Castles STEM



Integrated Unit Lesson 3

WALT

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

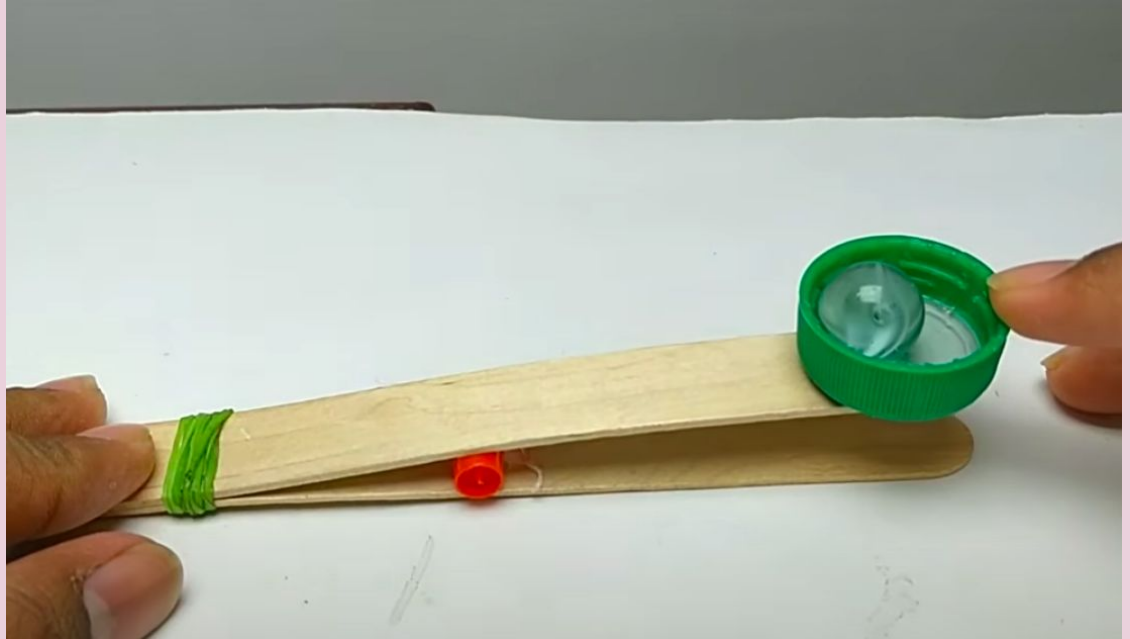
Success Criteria

Build a catapult using simple materials that can fire mini marshmallows.

Make a Catapult

King's castle catapult

Build a marshmallow launcher to protect the Kings castle! See how far you can shoot your mini marshmallows with your catapult!



You will need...

- 2 paddle pop sticks or a plastic spoon
- an elastic/rubber band
- glue
- a pen lid or an object of a similar size
- a plastic bottle lid (milk or juice)
- marshmallows



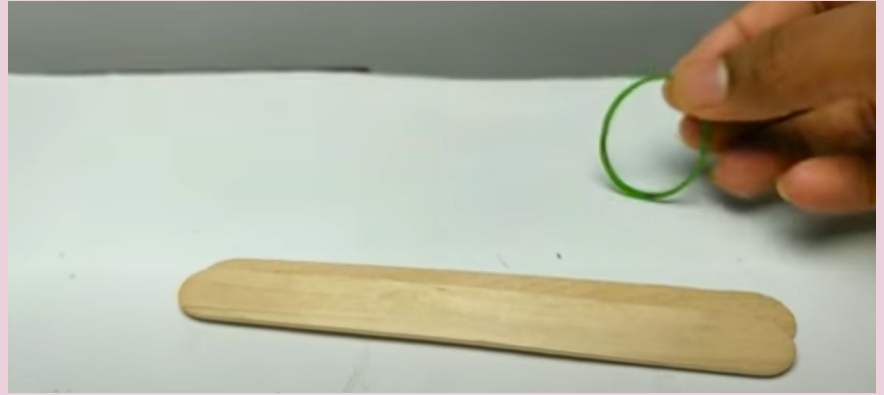
Watch the video to see how to make your catapult!
You can use a plastic spoon and a ruler if you do not have access to paddle pop sticks.

<https://www.youtube.com/watch?v=5LAaUr89ful>



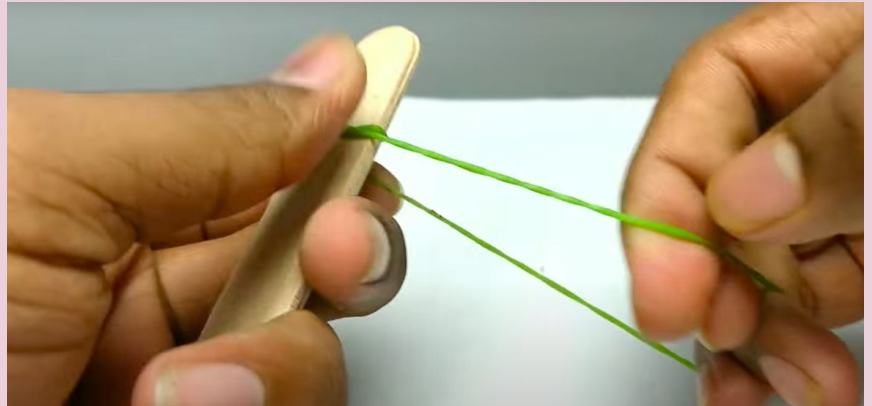
Step 1

You will need two paddle pop sticks OR a ruler and plastic spoon (they both work the same), and your rubber band.



Step 2

Wrap the rubber band around the paddle pop sticks by twisting the band and looping it over.



Repeat this until tight.

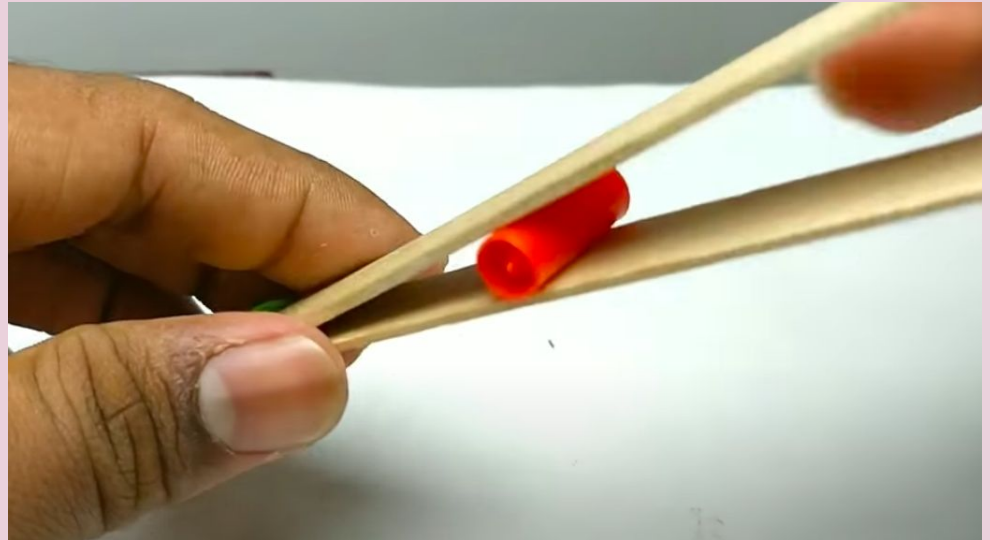
Step 3

Find the pen lid or the object of a similar size you are using.



Step 4

Wedge the the lid in between the paddle pop sticks, and cover in glue to secure.



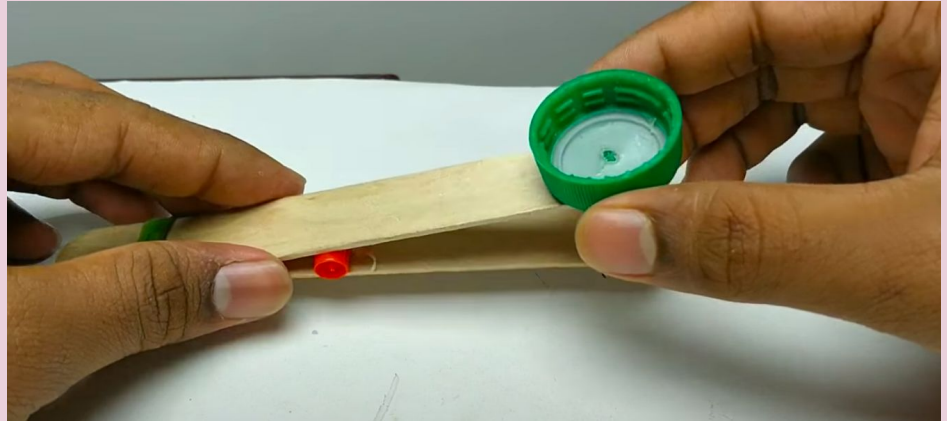
Step 5

Find the carton lid you are using. Make sure it is big enough to hold a mini marshmallow.

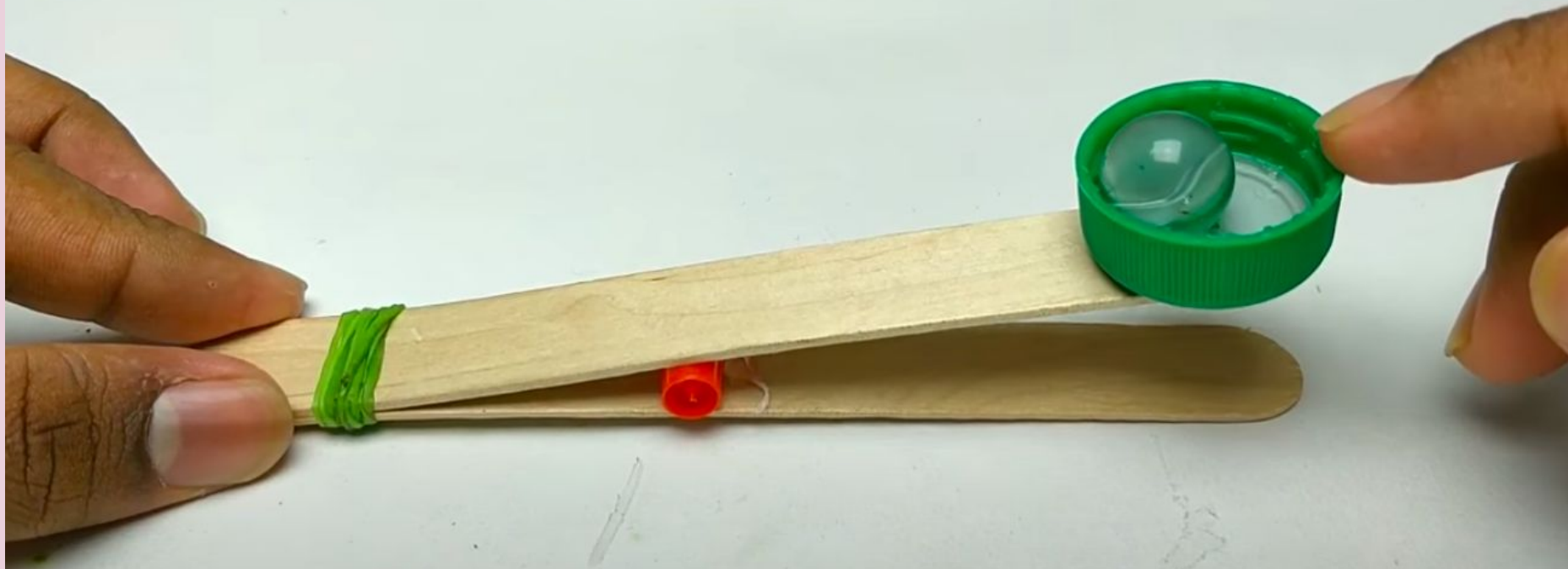


Step 6

Glue the lid onto the end of the catapult.



NOW YOU ARE READY TO FIRE!



You have completed Thursday's work



FRIDAY



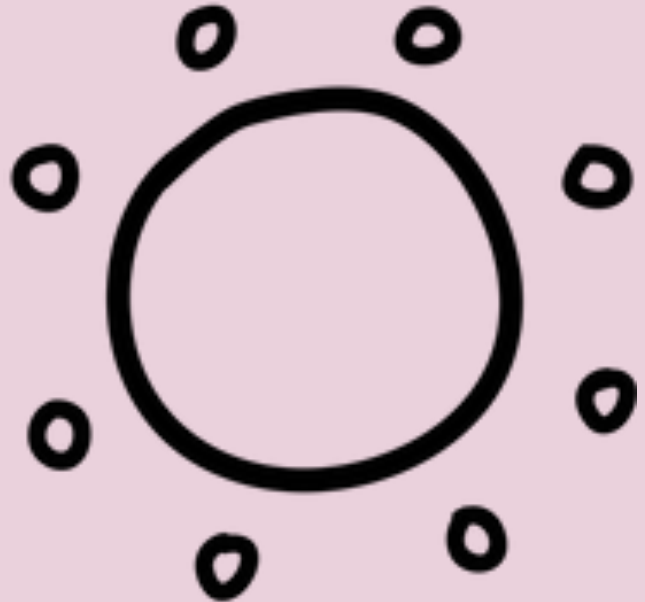
17th September 2021

Today's focus - Writing lesson and Typing activity.

Learning intention:

Success criteria:

Writing Lesson 4



EXAMPLE

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

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

Look at the picture...



When

In the late evening,
One warm dark night

Who

The friendly monster and his friend
The girl with the magic powers

What

Created a magic potion
Created magic together



In the late evening, the friendly monster and his friend created magic together.

EXAMPLE

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

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

Look at the picture...



When

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

Who

What



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

Challenge (optional)

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

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

Look at the picture...



When

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

Who

What

Why



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

Aa Bb Cc Dd Ee Ff TYPING Gg Hh Ii Jj Kk Ll



Click on all
images to
begin



Friday: 5 Minute Move Kids workout

Click this link or copy it down to take you to the video

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




Learning Intention: We are learning to move our bodies using a variety of Fundamental Movement Skills.

Success Criteria: I can move my body by following the instructions.

Instructions:

1. Click on the Youtube video and follow the instructions.



04

Challenge

Learning Intention:

Transfer knowledge of patterns to another skill

Success Criteria:

I can create my own patterns without drawing it

Friday Challenge

Option 1: Walk around your house and record all the patterns you can see (e.g. stripes on a rug)

Option 2: Create an patterned artwork

Option 3: movement pattern. Can you create a pattern using body movements?

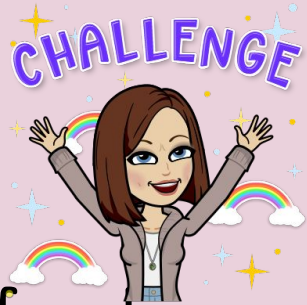
Week 3 Art

Creating a Monster or Make Believe Creature

Have a look at the creatures below...



These creatures were all made using paper plates. How clever!



Your Art Challenge...

Using paper plates and your imagination, what kind of make believe creatures or monsters could you create?

Post pictures of your creature for your teacher to see, or even better...bring in your creature to show the class when we return to school.

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

