

Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 45-60 mins	Spelling	Spelling	Choose an activity from our Wellbeing Wednesday Grid	Spelling	Spelling
	Word Cline Activity	Story/ Comprehension Activity	Wellbeing Wednesday Grid	Grammar/ Punctuation	Drop Everything and Write
	Writing Lesson 1	Writing Lesson 2	Wellbeing Wednesday Grid	Writing Lesson 3	Writing Lesson 4
Session 2 30-45 mins	Maths Chance	Maths Chance	Choose an activity from our Wellbeing Wednesday Grid	Maths Chance	Maths Chance
Session 3 30-60 mins	Integrated Unit Natural and Built Environments Lesson 1	Integrated Unit Natural and Built Environments Lesson 2	Wellbeing Wednesday Grid	Integrated Unit Natural and Built Environments Lesson 3	Integrated Unit Natural and Built Environments Lesson 4

MONDAY

16th August 2021

Today's Focuses: Spelling words, Word cline and a Writing lesson.

Learning intention: We are learning to write an imaginative text.

Success criteria: I can include a complication.



Spelling Week 6

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 you can pick an activity from below to practice your words.

SPELLER'S CHOICE MENU		
<u>Practice Test</u> Take a practice spelling test and have a family member check your work.	<u>ABC Order</u> Write all of your words in ABC order twice.	<u>Pyramid Words</u> Spell each of your words, adding just one letter at a time so you make a pyramid. Example: c ca cap
<u>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

		Consonants=2 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.

Spelling Year 1 Week 6

Week 6	Monday	Tuesday	Thursday
fast			
safe			
warm			
write			
clothing			
ring			
wing			
king			
cling			
spring			
playing			
jumping			
walking			
washing			
fishing			
environment			

Spelling Year 2 Week 6

Week 6	Monday	Tuesday	Thursday
clothing			
fast			
safe			
write			
warm			
few			
new			
grew			
threw			
jewel			
fled			
gave			
stole			
shook			
fell			
environment			

Word Clines

Word clines help us improve our choice of words. They are a list of synonyms (words that mean the same thing) that are ordered from weakest to strongest.

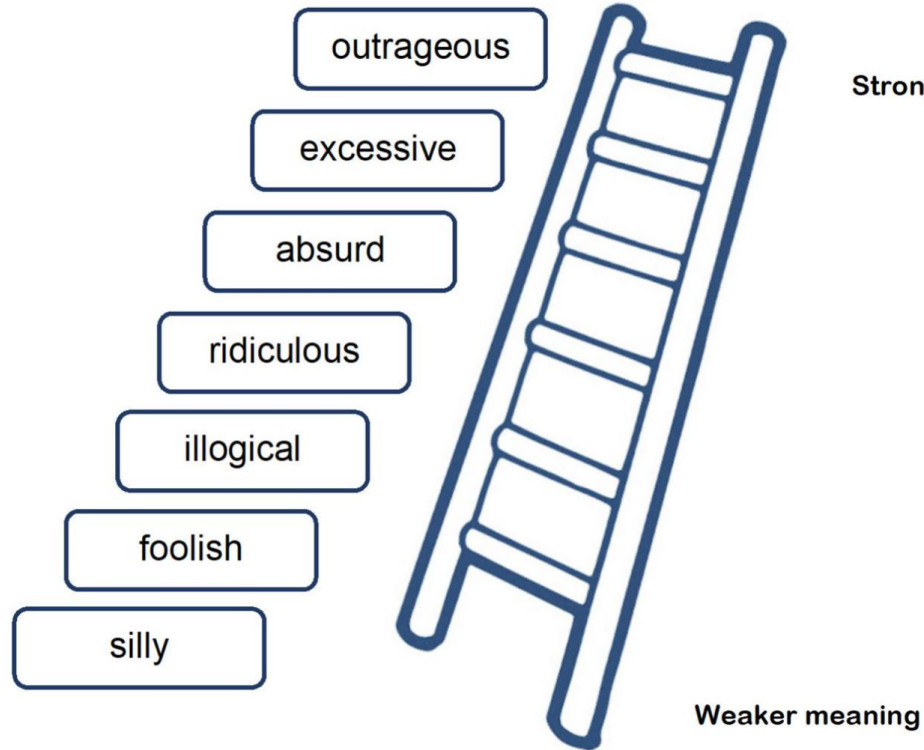
Here is a
completed
example

Word cline vocabulary routine - sample

Write the following words onto the word ladder below to show their different shades of meaning:

Word list:

silly
outrageous
absurd
foolish
excessive
illogical
ridiculous



**You
try one
with
the
word
'big'**

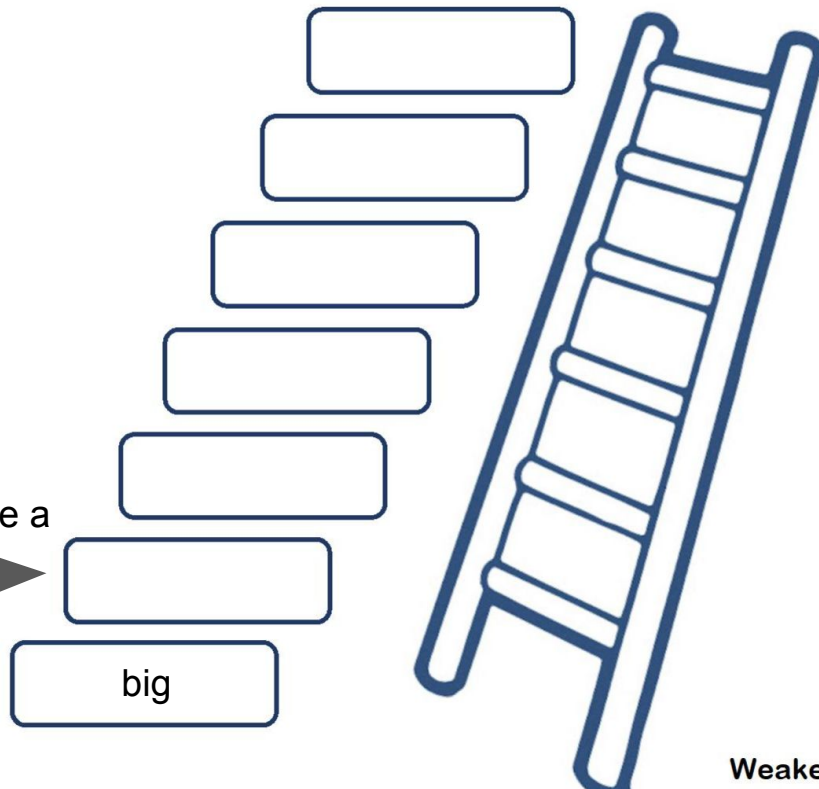
Word cline vocabulary routine

Write the following words onto the word ladder below to show their different shades of meaning:

Word list:

big

Tap the boxes to type a word!



Stronger meaning

Weaker meaning

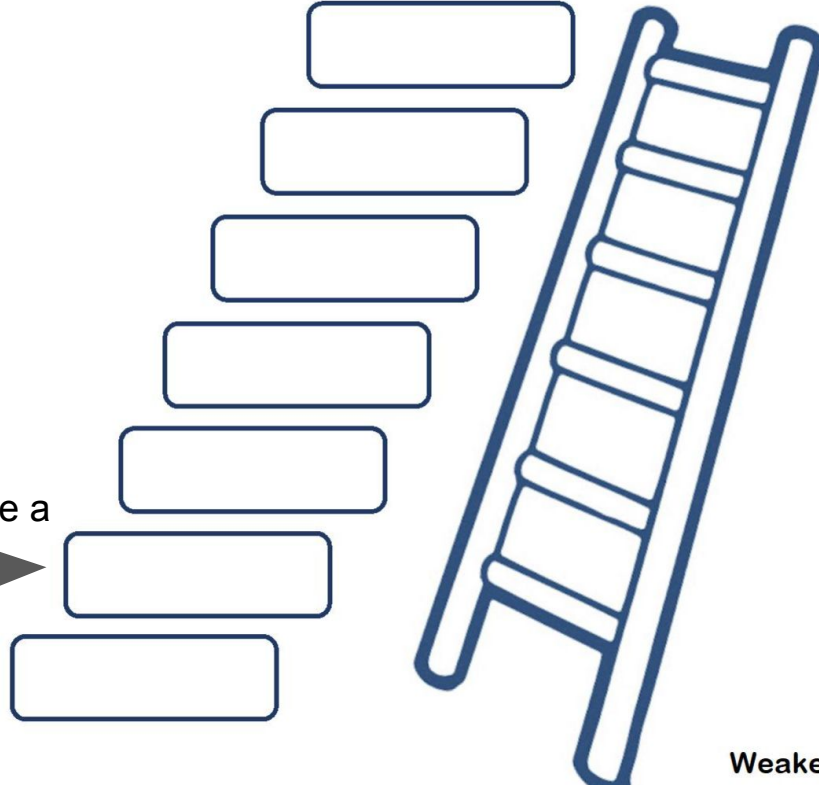
**Now
you
try one
with a
word
of your
choice**

Word cline vocabulary routine

Write the following words onto the word ladder below to show their different shades of meaning:

Word list:

Tap the boxes to type a word!



Stronger meaning

Weaker meaning

Writing lesson

LET'S HAVE A LOOK AT THE STRUCTURE OF AN IMAGINATIVE TEXT

We have a sizzling start - start with action.

Complication - something goes wrong.

Resolution - how the problem is solved or fixed.

Watch the following video and discuss what is the complication and resolution?

Complication: The girl didn't want the dad to chop the dinosaur.

Resolution: The dad ate the dinosaur instead of chopping it!



What is a complication?

A complication is what has occurred in your story. A complication is normally a problem or something has gone wrong.

What is the complication in the story of the big bad wolf?

In the big bad wolf, the complication is that the wolf blows down the little pig's house!



Example

Think about the sizzling start you wrote last week about a fish swimming away from the seal. Today you're going to add a complication. Here is a **sizzling start** and **complication** from the example story.

Argh! I could see the shadow of the shark above me.
The great white shark came closer and closer with every breath I took. As I leapt out of the water I darted left and right to try and escape his mighty jaws.

ADD YOUR COMPLICATION

Your turn! Think about the sizzling start you wrote last week about a fish swimming away from a seal and add a complication! You can type or write on the slide.

Type/write here...



MATHS WEEK 6

CHANCE



WEEK 6

LEARNING INTENTION: We are learning to describe possible outcomes of everyday activities and events as likely, unlikely, possible, impossible, certain and uncertain.

SUCCESS CRITERIA: We can identify and describe everyday events and activities using the language of chance.

MONDAY 16th August

If something could happen, we say it is possible.
If something can not happen, we say it is impossible.

3 things that are possible to happen today		3 things that are impossible to happen today	
1		1	
2		2	
3		3	

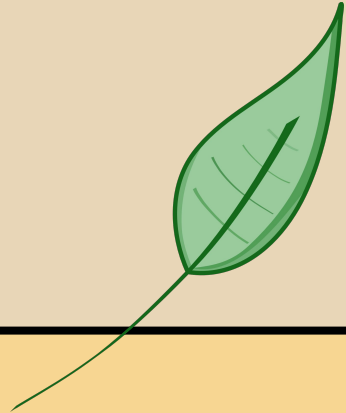
Drag the tick to the pictures below that are possible to see today and drag the cross through the pictures that are impossible to see today.



Natural and Built Environments



Phase 2
Stage 1



Lesson 1- What are natural and built environments?

LEARNING INTENTION: We are learning what natural and built environments are

SUCCESS CRITERIA:

- I can explain what a natural environment is
- I can explain what a built environment is

**Look at the pictures and discuss the differences
See next slide for questions...**



- 
- What did you notice in picture 1?
 - What did you notice in picture 2?
 - What were the differences between the two?

One is a NATURAL environment and the other is a BUILT environment.

What does this mean?





Look at the 2 pictures and fill out the table below.

How are they alike?	How are they different?

Natural VS Manmade Environments

WATCH



Discuss with an adult what a natural and built environment is

Can you think of any natural or built Environments in your local or wider community?

Record some examples below

NATURAL	BUILT



What is a natural environment? Create a definition below.

Type/Write here....

What is a built environment? Create a definition below.

Type/Write here....

You have completed Monday's work



TUESDAY

17th August 2021

Today's focus - Spelling choice grid, story comprehension and a writing lesson.

Learning intention: We are learning to write a resolution for an imaginative text.

Success criteria: I can write a resolution.

My resolution fixes my problem/complication.

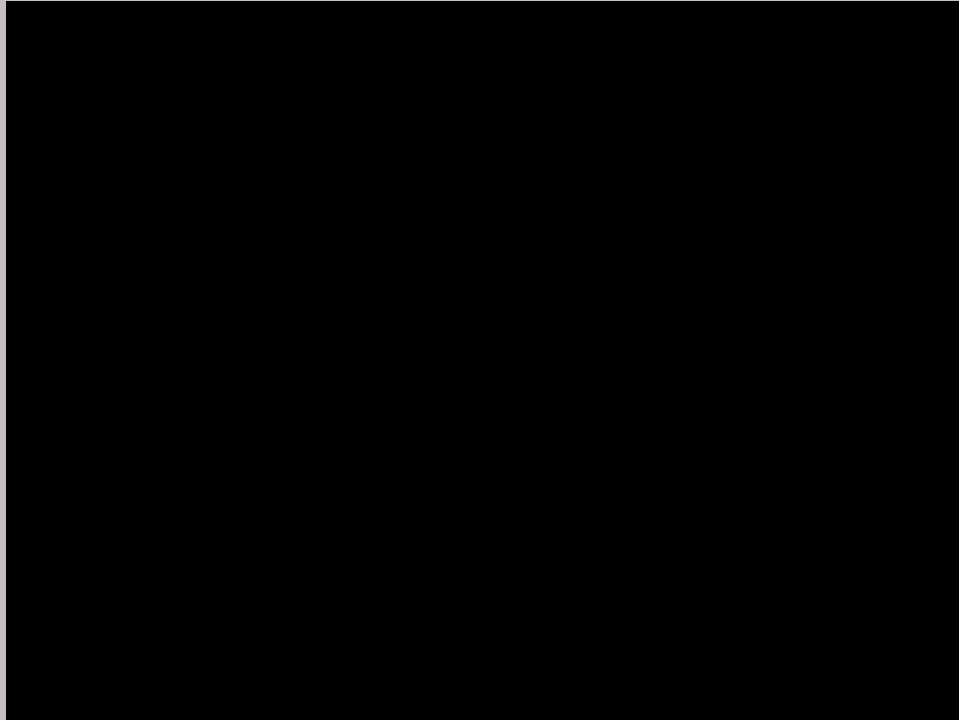
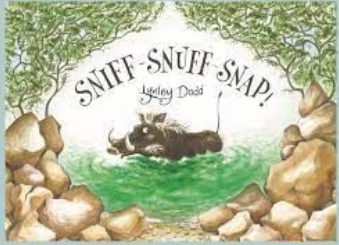


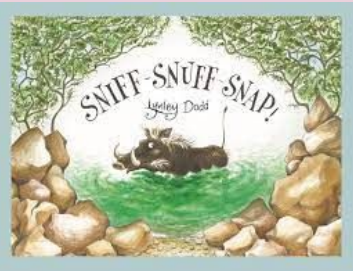
Choose an activity to practice your spelling words.

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.

Sniff Snuff Snap! - By Lynley Dodd

Watch the story then answer the questions on the next slide.





Comprehension Questions for Sniff Snuff Snap!

1: What 2 words were used to describe the Warthog when Mrs Davies was introducing the story?

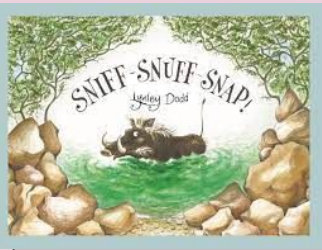
Type/write answers...

2: Why was the Warthog chasing the other animals away from the waterhole?

Type/write answers...

3: What did the animals do after they were chased away?

Type/write answers...



Comprehension Questions for Sniff Snuff Snap!

4: Why would you run if the warthog was chasing you?

Type/write answers...

5: What happened to the water in the waterhole while the warthog was busy chasing the other animals away?

Type/write answers...

6: At the start of the book, the warthog's tail is standing up straight and proud, by the end of the story the tail is hanging down low. What emotions is the warthog showing by having his tail in those 2 positions?

Type/write answers...

Writing lesson

What is a resolution?

A resolution is how the complication is fixed or solved.

What is the resolution in the story of the big bad wolf?

In the big bad wolf, the resolution is that the 3 Little pigs built a brick house so the wolf couldn't blow it down.



Example

Continue your story from the previous lesson about a fish swimming away from a seal. Here is the **sizzling start**, **complication** and **resolution** from the example story. You are writing a resolution today.

Argh! I could see the shadow of the shark above me. The great white shark came closer and closer with every breath I took. As I leapt out of the water I darted left and right to try and escape his mighty jaws. I could see a break in the ice ahead of me. As I leapt out of the water, I slid on my belly across the icy surface. I knew I was safe. I sighed a huge breath of relief, phew!

ADD YOUR RESOLUTION

Your turn! Think about the sizzling start and complication you have written about the fish swimming away from the seal and add a resolution! You can type or write on the slide.

Type/write here...



MATHS WEEK 6

CHANCE





TUESDAY 17th August



Put a tick in the box if the sentence is likely to happen.

Put a cross in the box if the sentence is unlikely to happen.

I will eat potatoes for my dinner.	It will be mostly sunny tomorrow	I will be 2 metres tall when I am 20.
There will be a visitor at our place this weekend.	When I grow up I will be an astronaut.	The principal will come into our room soon.
I will keep my bedroom tidy.	I will win the next game I play.	I will have lollies for dinner.

Look at the jars below and answer the questions with a yes or no



Is it possible to...

Pull out a white counter?	
Pull out a black counter?	
Pull out a frog?	



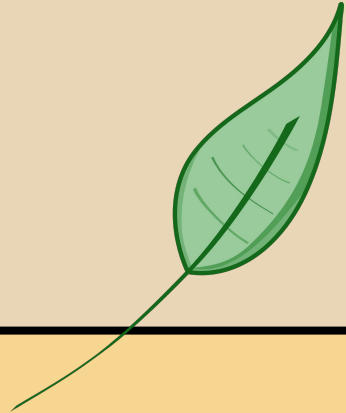
Possible, impossible or certain

To pull out a black heart?	
Pull out a red heart?	
Pull out a white heart?	

Natural and Built Environments



Phase 2
Stage 1



Lesson 2- Natural and Built Environments

LEARNING INTENTION: We are learning to identify natural and built environments around me

SUCCESS CRITERIA:

- I can identify built environments around me
- I can identify natural environments around me

Drag and drop/cut and paste the pictures into the correct category.

Natural

Built



Made or created by people- does not occur in nature



Occurred naturally- was not created/made by humans

Go on an adventure walk around your neighborhood and see if you can spot any NATURAL or MANMADE environments (or think of some if you aren't able to adventure outdoors) Record what you found.

Natural	
Manmade	

You have completed Tuesday's work





WELLBEING WEDNESDAY

Physical	Go outside and run around, play a game or ride your bike. Try and be active for at least 30 minutes.	Go for a walk with your family or pet and enjoy time talking with someone you care about.	Create your own obstacle course, dance routine or new game.
Creative	Play a card or board game with a family member	Listen to your favourite music and see if you can make up your own lyrics to your favourite tune.	Take on an artistic challenge. Research and learn a technique in drawing, photography, music etc.
Nature	Go on a local walk in nature with your family and look and appreciate five natural features you haven't noticed before.	Find a quiet space in your yard and take time to enjoy your surroundings.	Make art from nature. Use what you find on a walk or in your backyard..
Cognitive	Think about three things you are grateful for this week and share them with a family member.	Look up beginners origami and make something simple of your choice.	Complete a jigsaw puzzle.
Social	Call a family member or friend and ask them about their day.	Write a letter to someone about a happy memory you have shared together.	Ask how you can help around the house and complete two or more chores.

THURSDAY



19th August 2021

Today's focus - Spelling choice grid, grammar and writing lesson.

Learning intention: We are learning to write an imaginative text.

Success criteria: My story has a sizzling start.

I can write a complication.

I can write a resolution.

Choose an activity to practice your spelling words.

SPELLER'S CHOICE MENU

Practice Test

Take a practice spelling test and have a family member check your work.

ABC Order

Write all of your words in ABC order twice.

Pyramid Words

Spell each of your words, adding just one letter at a time so you make a pyramid.

Example: c
ca
cap

Vowel Search

Write each word, circling all of the vowels.

Computer

Type your spelling words two times each. Make them funky fonts!

Find the Value

Write your spelling words. Find the value of the words.

Vowels=5 points

Silly Script

Write your spelling words twice – once using your best handwriting, and again in a silly script.

Rainbow Words

Write your words two times each in different colors.

Phonics Party

Write your spelling word two times each. Underline the phonics pattern.

Consonant Search

Write each word, circling all of the consonants.

Ask a Question

Use each of your spelling words to write a question. Don't forget the question mark!

Silly Story

Write a silly story using all of your spelling words. Underline your spelling words.

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Grammar lesson

Rewrite the sentences using capital letters, full stops or question marks.

1. sam went to the shop with mum he got some hot chips

Type/write here.

2. the man was going to stop at the beach for a swim it was a very hot day

Type/write here.

Rewrite the sentences using capital letters, full stops or question marks.

1. can i please have a drink from the tap i forgot my drink bottle

Type/write here.

2. my cat is stuck up in that tree do you have a ladder

Type/write here.

Rewrite the sentence adding in **adjectives** to make the sentence sound more interesting. Tap the box to type your answers.

The penguin is swimming in the sea. It is
hunting for krill to eat.

REMEMBER! Adjectives are
describing words!



Rewrite the sentences adding in **adjectives** to make the sentence sound better. Tap the boxes to type your answers.

The whales are jumping out of the
 ocean. They have tails and
 patches.

REMEMBER! Adjectives are describing words!



Writing lesson

STRANDED IN ANTARCTICA

Imagine you are stranded in Antarctica!

Think, pair, share:

- **What can you see?**
- **How did you get stranded?**
- **What are you going to do?**

Have a look at the pictures on the next page for inspiration. Then write a story about being stranded in Antarctica.



Make a plan!

Remember when writing a plan, you don't have to write in full sentences. Type/write your ideas in the boxes.

Sizzling start - Start with action!

Complication- What went wrong?

Resolution - How is the problem
solved?

MATHS WEEK 6

CHANCE



Thursday 19th August

List things that fit into each category below

Impossible	Certain	Likely	Unlikely

Carefully look at the bag of 13 jellybeans and then carefully answer the questions.



How many jellybeans are black?	
How many jellybeans are grey?	
How many jellybeans are white?	

Carefully look at the bag of 13 jellybeans and then carefully answer the questions.



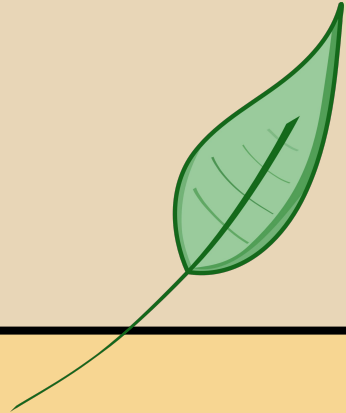
Is it more likely or less likely
that a black jelly bean will
be pulled out?

Is it certain that you will pull
a white jelly bean out of the
jar?
Explain why.

Natural and Built Environments



Phase 2
Stage 1



Lesson 3- Natural and Built Environments in Australia

LEARNING INTENTION: We are learning to identify natural and built environments in Australia

SUCCESS CRITERIA:

- I can identify built and natural environments in Australia
- I can record information about that environment

Choose 1 or 2 natural or built environment significant to Australia and complete a mini project on it. Some examples include...

1



1. Sydney Opera House
2. Three Sisters
3. Great Barrier Reef
4. Uluru
5. The Sydney Harbour Bridge

2



3



4



5



Landmark I

Name	
Where is it?	
How old is it?	
Interesting Facts	

A decorative header featuring a dense, vibrant green foliage pattern with various leaf shapes and textures.

Pictures of this landmark

Landmark 2

Name	
Where is it?	
How old is it?	
Interesting Facts	

A decorative header featuring a close-up of vibrant green leaves and branches, creating a natural, textured background.

Pictures of this landmark

You have completed Thursday's work



FRIDAY



20th August 2021

Today's focus - Typing activity and writing lesson.

Learning intention: We are learning to write an imaginative text.

Success criteria: My story has a sizzling start.

I can write a complication.

I can write a resolution.

Writing lesson

STRANDED IN ANTARCTICA

Time to start writing! Have a look at your plan from yesterday. Today you are going to take your ideas and write them into complete sentences.

In your story remember to include:

- 1. Sizzling start.**
- 2. Complication.**
- 3. Resolution.**

In your sentences remember to include:

Capital letters, full stops, spaces, adjectives, does my sentences make sense?

STRANDED IN ANTARCTICA

Type/write here...

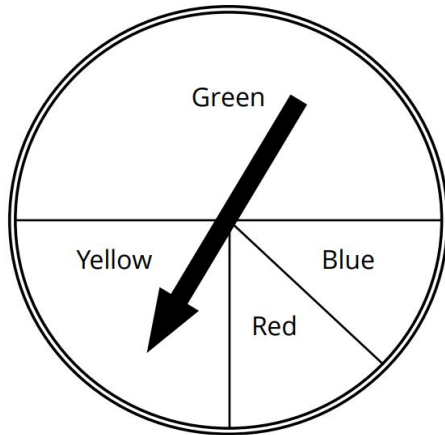
MATHS WEEK 6

CHANCE



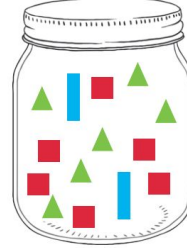
FRIDAY 20th August

Use the spinner to answer the following questions.



Which colour is the spinner more likely to land on?	
Is it more or less likely that the spinner will land on blue rather than yellow?	
Which 2 colours have an equal chance of the spinner landing on them?	

Look at the jars below and answer the questions



What shape are you unlikely to choose and why?

If there were double the amount of circles, would you be likely to choose one?

How many rectangles would there need to be to have even chance of choosing one?

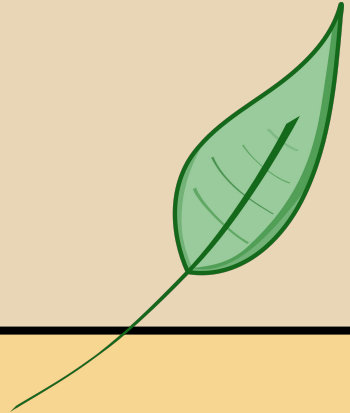
Is it certain you will choose a triangle?
Yes or no?
Why?

--	--	--	--

Natural and Built Environments



Phase 2
Stage 1





Lesson 4- Using natural resources to create a built environment

LEARNING INTENTION: We are learning to recognise the natural resources Aboriginal people used to build shelters and mimic these creations

SUCCESS CRITERIA:

- I can identify materials used by Aboriginal people to build shelters
- I can use natural resources to build a shelter

What is a shelter?

Think about what a shelter is, what it does and and what shelters you might know...

A shelter can be defined as:
a place giving temporary protection to people or animals

I wonder if you know a shelter
that you might use everyday?

>

Is it a natural or built environment?

>



Natural and Built Shelters



Natural Shelter



Built Shelter



Built Shelter with natural resources

Some shelters are natural like caves. Some shelters are built like houses and hotels. Some shelters are built with natural resources like trees, leaves, sticks, mud, clay, rocks and bark.

Traditional Aboriginal Shelters



Traditional, Aboriginal people used natural resources to build different types of shelters.

Using some natural resources you can find in your yard, construct a shelter. Some materials you might find and use include:



branches



leaves



bark



grass



stones

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

