


Tuesday

Monday	Tuesday	Wednesday	Thursday	Friday
12 July	13 July	14 July	15 July	16 July
				

Weekly Challenge



1	2									
3	4									
5	6									
7	8									
9	?									

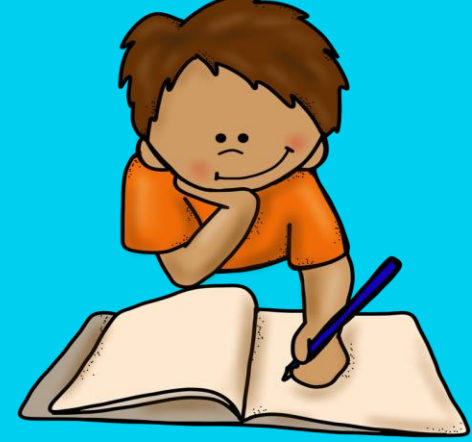
How to Play

Place the numbers 1-9 in the 10 boxes so that each of the 3-square rows and columns add up to the same total.

You will need to use one of the numbers twice.



Writing



Activity: Lockdown Diary

*Click on the Powerpoint link to learn about the purpose and language features of a diary.
Click on the 'example' link to read a diary entry and highlight used language features*

Learning Intention:

I am learning to identify language features used in a diary entry

Success Criteria:

- * I can identify when a diary entry was written
- ** I can identify time connectives used in a diary entry
- *** I can identify personal pronouns, time connectives and past tense verbs in a diary entry
- **** I can identify personal pronouns, time connectives and past tense verbs in a diary entry and can identify when personal emotions and feelings have been shared by the author



Writing



Purpose

Diaries are usually used as an informative piece of writing. When you write a diary entry, you are writing about a day in the life of a real person (usually yourself!) and therefore you are sharing real information from a specific point of view.

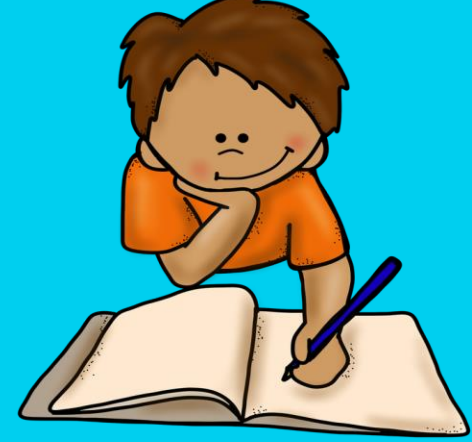
Language Features included in a diary entry

When we write a diary entry, we....

- Include the date that the entry has been made
 - We write using past tense
- We use pronouns to write from our point of view
- We write in chronological order and use time connectives to explain when something is taking place during the day
- Share our personal feelings and emotions



Writing



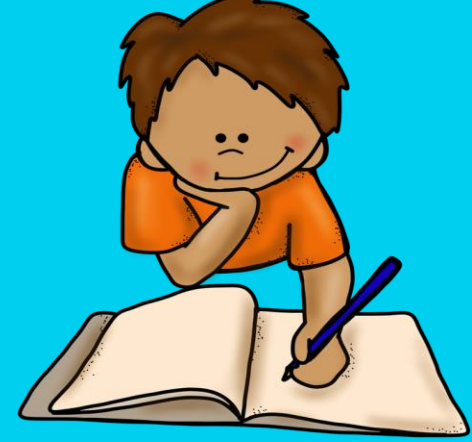
The date

We include the date in diary entries so that the audience knows when the entry was written.

The date is usually written at the top of the diary entry, to the right of the page and usually includes the date, month and year.



Writing



Past Tense Verbs

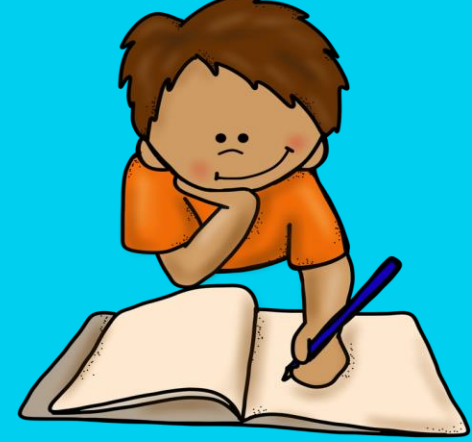
A diary entry retells events that have already happened. We therefore write our verbs using past tense, for example, instead of saying 'I will **jump** off my bed' we would say 'I **jumped** off my bed'

PAST TENSE

The event has already happened.
I looked at bugs in the park.



Writing



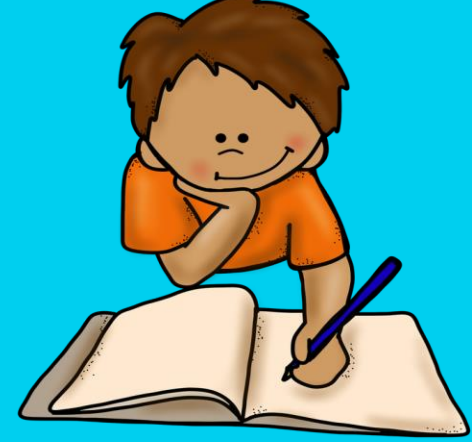
Pronouns

A diary entry retells events from a specific person's point of view. We therefore write using first person. To do so, we use pronouns in our writing.





Writing



Time Connectives

A diary entry should be written in chronological order, meaning that we write them in the order that they occurred. Time connectives can help us understand when something is happening.



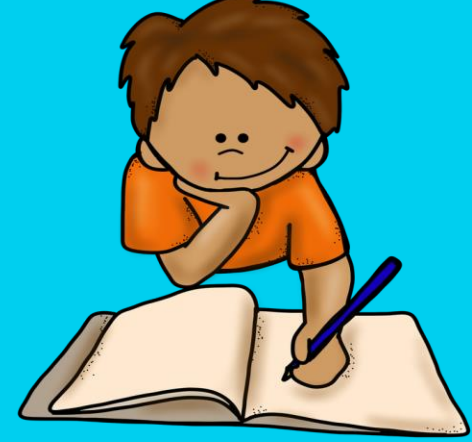
Time Connectives



First	Later	In due course
Next	In the end	At first
Just then	Finally	Until then
Meanwhile	After a while	After that
When	Immediately	In the mean time
Before long	Eventually	Once
	After some time	



Writing



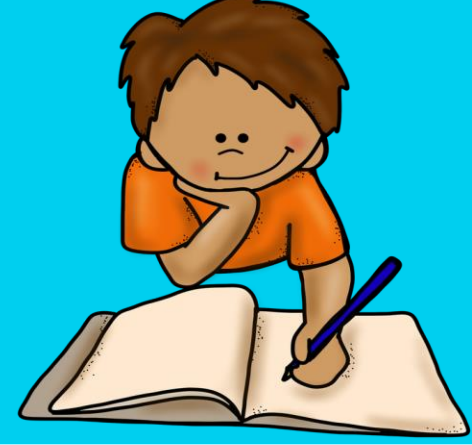
Personal Emotions and feelings

Because a diary is written from one point of view, personal emotions and feelings can be conveyed in a diary entry. Your choice of vocabulary can demonstrate if you are enjoying a specific event or are feeling a specific emotion at the time you are writing about.





Writing



For example...

The following diary entry has included

- the date
- Time connectives
- Pronouns
- Past tense verbs
- Personal emotions

October 16th, 2020

Dear Diary,

This morning I ate bacon and eggs for my breakfast- Yum! The bacon was extra crispy, and I even gave Toby the dog my leftovers.

After I finished breakfast, I helped mum clean up the kitchen. I hate cleaning but it did make mum really happy.

Then I pulled on my joggers and played a game of tips in the backyard with dad. It was a really fun game and I ran very fast.

From Susan



Reading



Learning Intention:

I am learning to use knowledge from my own life experiences (schema) and the information from the text to make inferences.

Success Criteria:

* I can use the image and evidence from the text to make an inference.

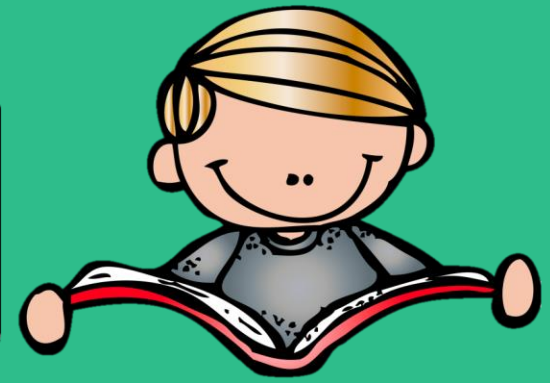
** I can use my own schema to link experiences to the text or image.

*** I can combine the evidence from the text or image and my schema to make an inference.

**** I can explain my evidence and use the proper language in my responses (e.g. I infer that...)



Reading



Inference Revision

What is inferencing?

Inferencing is using the information that is in **text or image** and your **schema** (your own knowledge) to come up with an idea or conclusion.

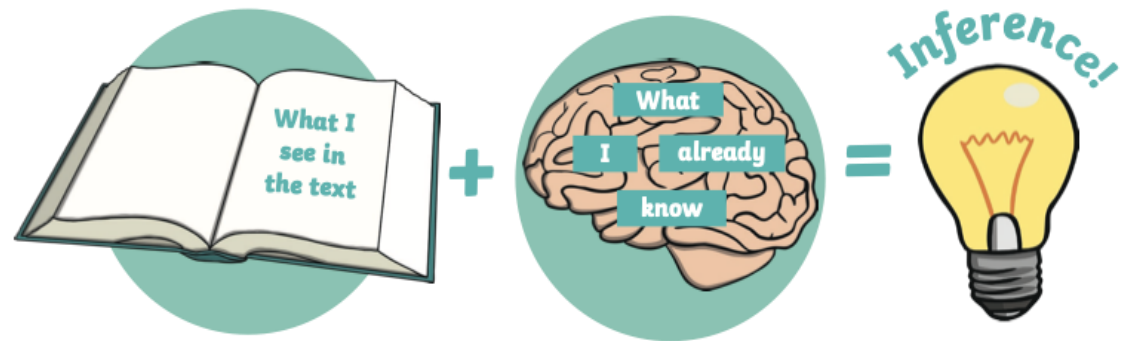
Text Details + Schema = Inference

Click here to listen to what inferencing is. [→](#)



Making Inferences

When you make an inference, you are working out something that is not completely explained in the text.



You might explain your thinking using words like...

"I think..."

"I predict..."

"My guess is..."

"Maybe..."

Making inferences is a great way to understand and enjoy what we are reading.

Click here to listen the inferencing questions for this image.



Reading



WHAT CAN YOU infer?

my schema
(what I know from my life experiences)
+
the photo details
=
an inference



I can infer that this person is heading to some sort of party or celebration. I think this because at birthday parties there are usually balloons! Also, it looks like this person is walking in a parking garage, so they are probably heading to a car to drive to a party.

I can infer that they are excited to celebrate because look how many balloons they have! It's not just a bunch of 2 or 3, it's at least 14 balloons! If I were throwing a birthday party for someone I really love, I would make sure to have big bunches of balloons too.

WHAT CAN YOU infer?

Where is this person headed?
How might this person be feeling?
What can you infer will happen next?



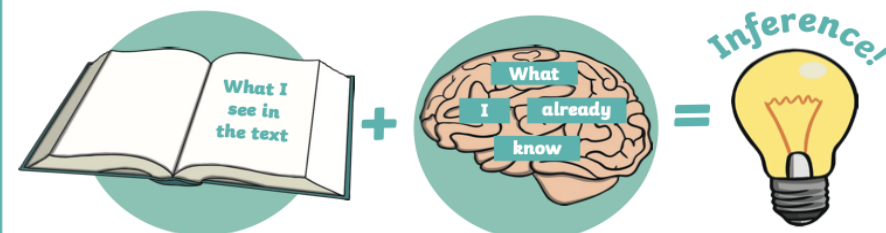
Reading



Activity 1

Making Inferences

When you make an inference, you are working out something that is not completely explained in the text.



You might explain your thinking using words like...

"I think..."

"I predict..."

"My guess is..."

"Maybe..."

Making inferences is a great way to understand and enjoy what we are reading.

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WHAT CAN YOU infer?

What is this child doing?
How is this child feeling?
What happened after this photo was taken?

Click here to listen the inferencing questions for this image.





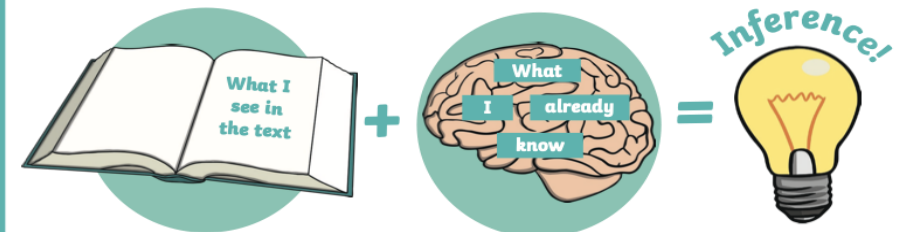
Reading



Activity 2

Making Inferences

When you make an inference, you are working out something that is not completely explained in the text.



You might explain your thinking using words like...

"I think..."

"I predict..."

"My guess is..."

"Maybe..."

Making inferences is a great way to understand and enjoy what we are reading.

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WHAT CAN YOU infer?

What can you assume about this rider?
Why might the rider have a helmet on?
What might happen next?

© Fidgety in Fourth, E. Deckinga 2018

Click here to listen the inferencing questions for this image.





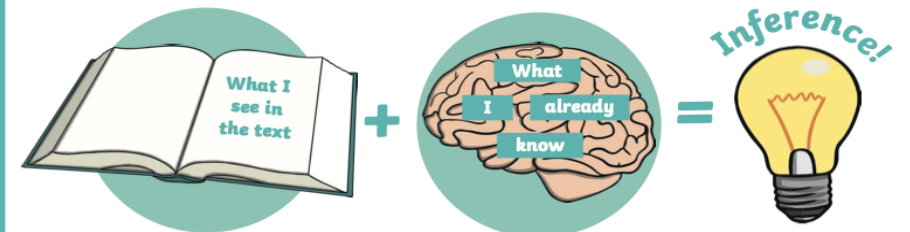
Reading



Activity 3

Making Inferences

When you make an inference, you are working out something that is not completely explained in the text.



You might explain your thinking using words like...

"I think..."

"I predict..."

"My guess is..."

"Maybe..."

Making inferences is a great way to understand and enjoy what we are reading.

twinkl visit [twinkl.com.au](https://www.twinkl.com.au)

WHAT CAN YOU infer?

What are these two people doing?
What can you assume is in this man's pocket?
What can you infer will happen next?

Click here to listen the inferencing questions for this image.





Reading



Learning Intention:

I am learning to use knowledge from my own life experiences (schema) and the information from the text to make inferences.

Success Criteria:

* I can use the image and evidence from the text to make an inference.

** I can use my own schema to link experiences to the text or image.

*** I can combine the evidence from the text or image and my schema to make an inference.

**** I can explain my evidence and use the proper language in my responses (e.g. I infer that...)

Reflection

1. **What did you learn from today's lesson?**
2. **What did you find challenging?**
3. **What would you rate yourself against the success criteria?**
4. **Show your work by posting a picture on ClassDojo and send a picture with your thumbs showing your teacher how you think you went against the success criteria.**



Level 1
I am a red learner.
I need help with this activity.



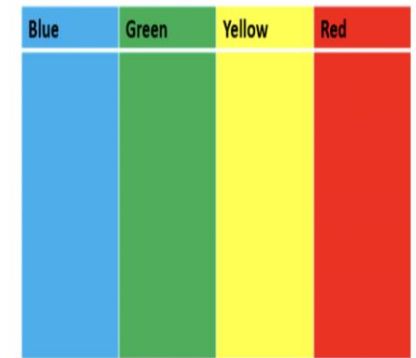
Level 2
I am a yellow learner.
I need some more practice.

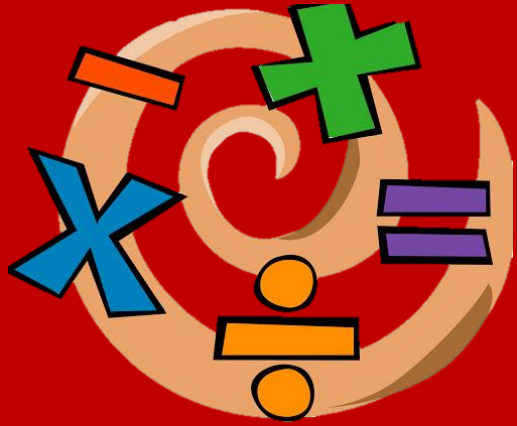


Level 3
I am a green learner.
I understand this activity and I can do it by myself.

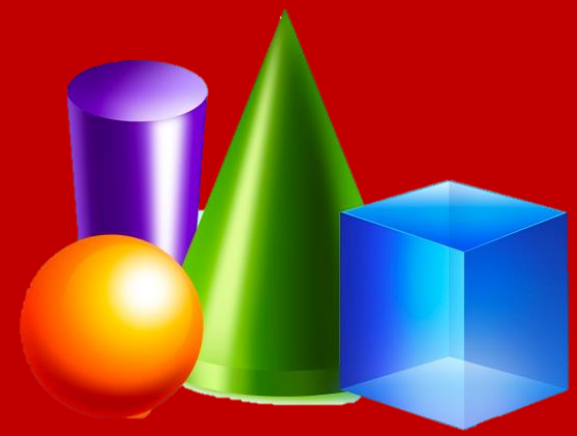


Level 4
I am a blue learner.
I can do this activity and I can teach someone else.

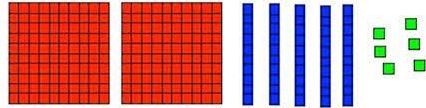




Maths



Daily TEN Activity: Place Value



Learning Intention:

We are revising the concept of place value in three, four and five digit numbers.

Success Criteria

***I can order and expand three digit numbers.**

****I can order and expand four digit numbers.**

***** I can order and expand five digit numbers.**

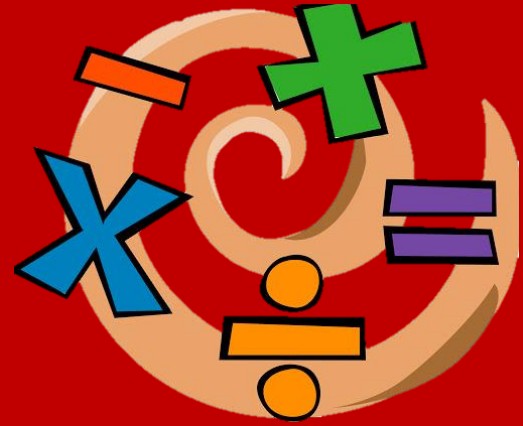
****** I can arrange five digit numbers into ascending and descending order**

You will need:

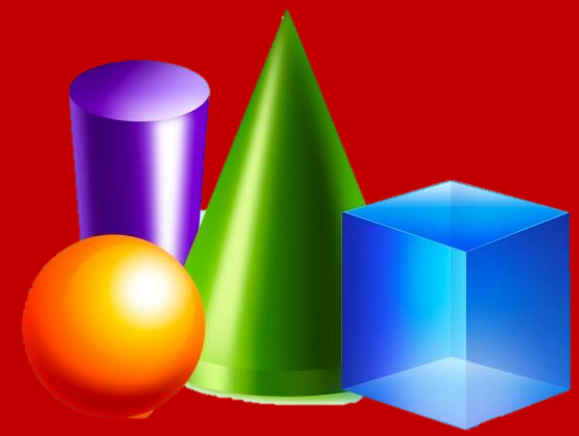
- Watch videos (In Class Dojo links)
- Worksheets (In Class Dojo link) or a piece of paper to record your answers.
- Six-sided dice (in take home pack or online dice could also be used)
- A device to upload a photo/video of your work

Instructions:

1. Choose which level of place value that you are working on in class (HUNDREDS, THOUSANDS, TEN THOUSANDS).
2. Roll the dice and record the numbers you roll. Write the numbers on paper or on the sheet in the take home pack.
3. Draw what the base TEN blocks would look like.
4. Record the number in expanded form:
256 would be $200+50+6$
5. Have an adult or sibling ask you what the value of each digit is. For example, what is the value of 2 in 256? The answer would be 200.
6. Another option would be to put the numbers you rolled in ascending and then descending order.
7. Take a photo or video of your work and upload it to Class Dojo.



Maths



Mathematics: Chance and Data

Learning Intention

We are revising chance and conducting a chance experiment.

Success Criteria

***I can predict the outcome of a chance experiment.**

****I can use tally marks and create a graph to represent data.**

*****I can interpret the results of my chance experiment.**

****** I can compare the results of the chance experiment to the expected outcome.**



You will need:

- Worksheets (In Class Dojo links) or a piece of paper to record your answers.
- 6 sided playing dice (can be constructed from sheet in take home pack or an online dice may be used).
- A device to upload a photo/video of your work

Instructions

1. When we talk about chance we use the words likely, unlikely, impossible, certain and even chance. Identify a possible event to match each word or use the worksheet in the take home pack to match the events to the chance vocabulary.
2. Use the dice toss experiment worksheet in the take home pack or on class dojo to predict the outcome of the dice toss experiment. Predict whether the lucky number six will be rolled more times than the other numbers.
3. Roll a six-sided dice 18 times. Use tally marks to record the results of your chance experiment.
4. Turn the tally marks into a graph and answer the questions provided. Alternatively, you could write three statements about your graph.
5. Think about whether the results were what you expected. Repeat the experiment to see if you get the same or similar results.
6. Take a photo or video of your work and upload it to Class Dojo.
7. Rate yourself against the success criteria.



Can Do



See the next slides for some Can Do activities!

We would love to see how you go with these so please share them to your ClassDojo portfolio if you complete any or all of these activities.



Creative Arts



Activity:

Art

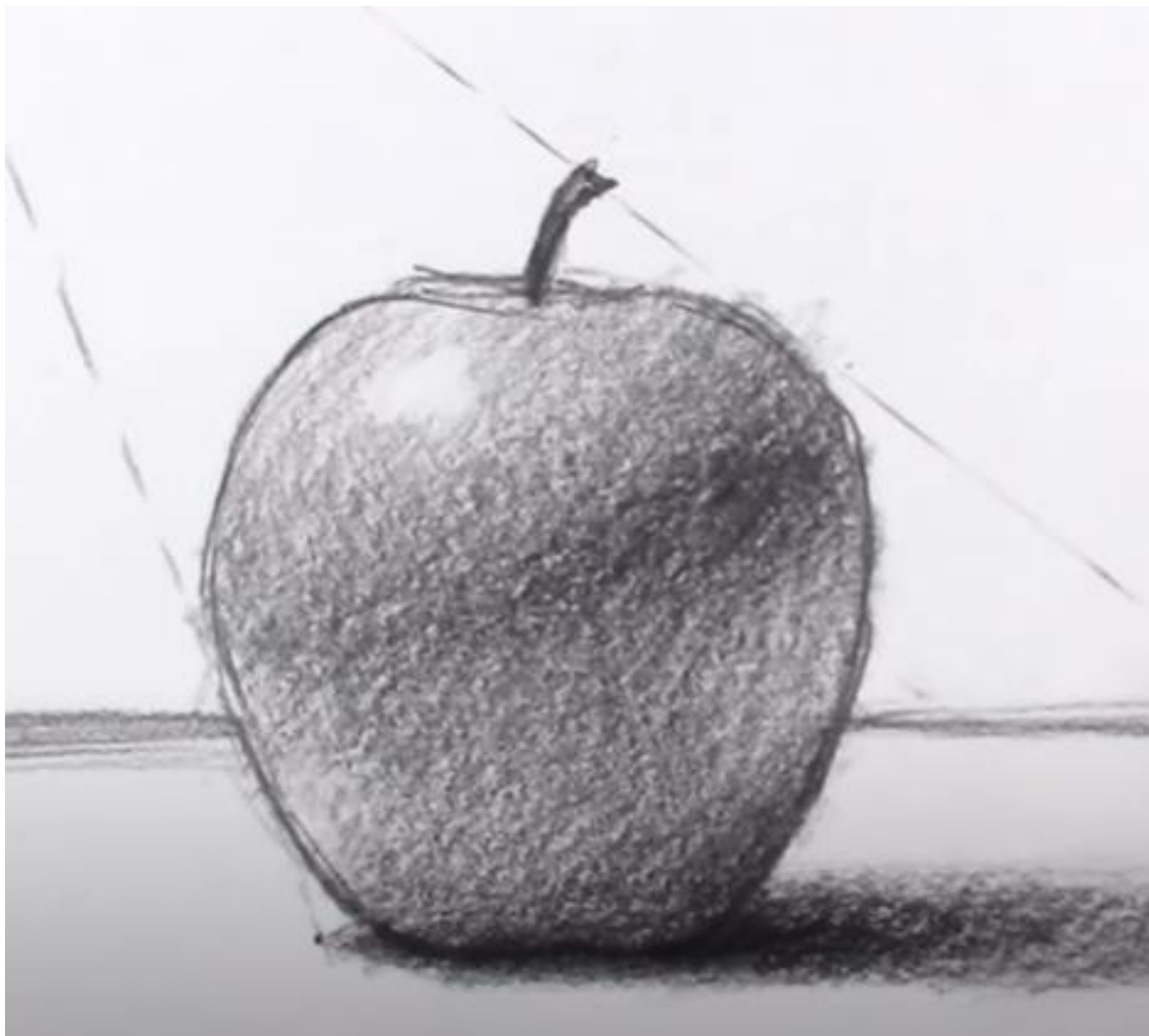
Realistic Shading

Learning Intention:

I am learning to shade and contrast a picture to make it look more realistic.

Success Criteria:

- * I can draw a picture with some shading following step by step instructions.
- ** I can draw a picture with consistent shading following step by step instructions.
- *** I can draw a realistic picture shading and contrasting following step by step instructions.



Realistic Shading

- You will need a plain piece of A4 paper and a sharp pencil.
- Watch the entire video on shading
- <https://video.link/w/0IF3c>
- Now go through and follow the artist on you own piece of paper. (This does not need to be perfect is just PRACTICE).
- Experiment with shading on you own piece of paper.
- **Upload your practice work onto your Dojo portfolio.**



PDHPE



Activity:

Physical Activity – Fundamental Movement Skills Healthy Eating

Learning Intention:

I am learning to keep active at home to keep myself healthy and make healthy choices with food

Success Criteria:

- * I can make healthy choices to ensure I am eating a healthy diet
- ** I can stretch out my muscles to improve flexibility and reduce risk of injury when playing sport
- *** I can perform fundamental movement skills that will train me to complete more complex games

PDHPE

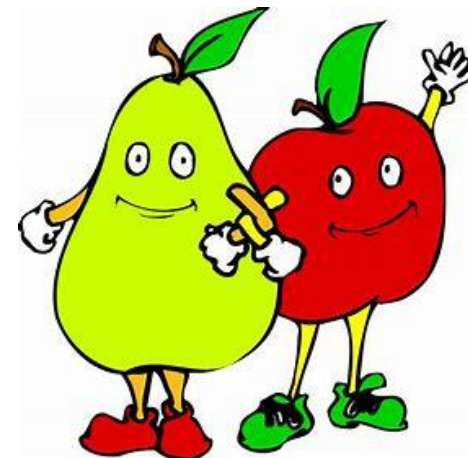
Watch the video to stretch and warm up your body



PDHPE

Remember to include some fruit and vegetables in your diet today

Write down all the healthy foods you have chosen to eat today and share on ClassDojo

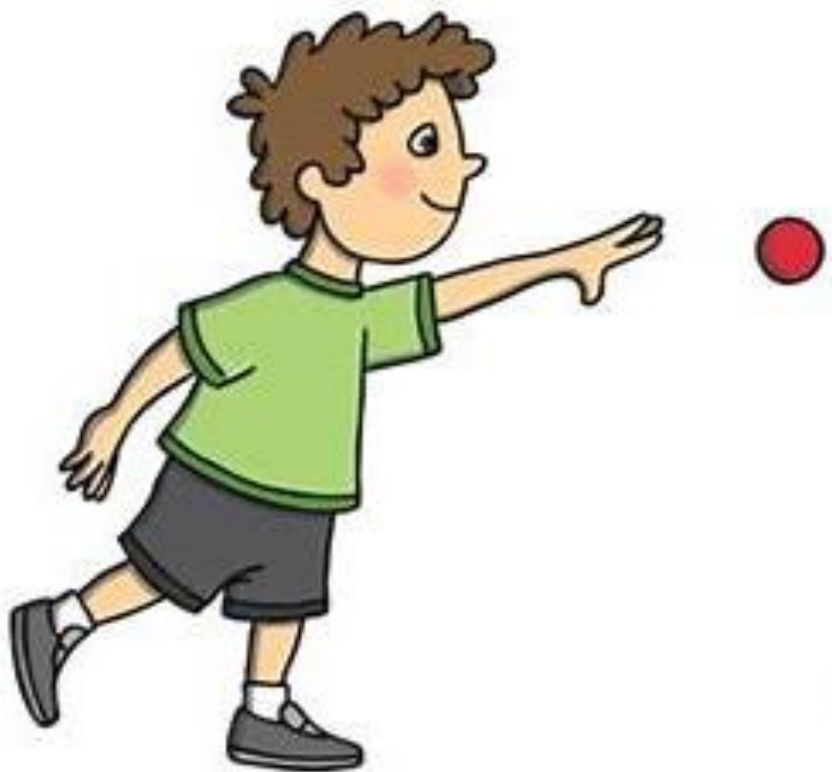


For this activity you will need to find some items that will help you perform the activities. At school we would usually use a ball and target. If you don't have any of these, you can use:

- Ball – socks rolled up in a ball, paper scrunched up (needs to be a lot to give it weight), cans, bottles
- Target – laundry basket, fruit basket, cardboard box

Have someone record or take pictures of you completing the activity and post onto your ClassDojo for your teacher to see!

Overarm Throw



- Place your Target at least 10 steps away from you
- Standing facing your target, place your hand up to your ear with your ball
 - Your other hand needs to be pointing in the direction of the basket, this will help guide your throw
- Step with one foot (opposite to the arm you are throwing from)
- Throw the ball with your arm following through after it has been thrown towards your hip
- Keep going and challenge yourself to get at least 10 shots in the basket
 - Challenge any family members!

For this activity you will need to find some items that will help you perform the activities. At school we would usually use a ball and target. If you don't have any of these, you can use:

- Ball – socks rolled up in a ball, paper scrunched up (needs to be a lot to give it weight), cans, bottles
- Target – laundry basket, fruit basket, cardboard box


Have someone record or take pictures of you completing the activity and post onto your ClassDojo for your teacher to see!



Undearm Throw

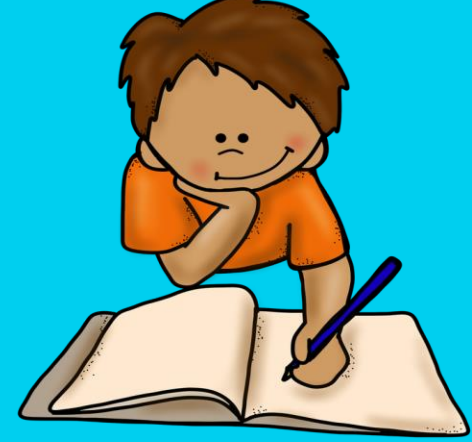
- You are going to be using a pushing force
- With the ball in your hand, swing your arm back
- Step forward with the foot opposite from your throwing hand
- Toss the ball forwards into the basket without bouncing
- Your hand follows through with the ball to at least chest level
 - Again, challenge any family members

Wednesday

Monday	Tuesday	Wednesday	Thursday	Friday
12 July	13 July	14 July	15 July	16 July
				



Writing



Activity: Lockdown Diary

Click the link to visit a WAGOLL Diary Entry. Post a diary entry of your day to class Portfolio

Learning Intention:

I am learning to write a draft diary entry

Success Criteria:

* I can include the date in my diary entry and share my ideas using pictures

** I can include the date and use past tense verbs in my diary entry

*** I can include the date and use past tense verbs, personal pronouns and time connectives in my diary entry

**** I can include the date and use past tense verbs, personal pronouns and time connectives in my diary entry. I can convey my personal feelings and emotions



Reading



Activity:

Log on to your PM eCollection and read a book (or chapter of) from your reading box or reading level or read a book that you have at home. Record yourself and share to your teacher on ClassDojo.

Focus on reading with fluency and expression. If there are any words in your text that you don't understand read the words around it to see if you can work it out or use a dictionary to find the meaning.

Learning Intention:

I am learning to read with fluency and expression.

This is because:

Reading with fluency and expression helps me to better understand what I am reading.

Success Criteria:

* I can read with fluency so my reading flows.

** I can read with expression to make my reading interesting.

*** I can use strategies to find out the meaning of tricky words.

Spelling



Activity:

Open the Wk1 Spelling activity sheet to see your spelling focus – 5 words each for phonological, morphemic and etymological spelling have been provided to get you started. There are 4 activities for you to complete with your spelling words.

Learning Intention:

I am learning to use spelling rules to spell familiar and some unfamiliar words.

This is because:

We need to be able to use a range of strategies to accurately spell words in our writing.

Success Criteria:

- * I can identify 5 more words to fit my spelling focus
- ** I can identify the phonemes within words and show them using different colours.
- *** I can write compound sentences using my spelling words and FANBOYS.

F-for

A-and

N-nor

B-but

O-or

Y-yet

S-so



Spelling



Spelling Activities

1. Write your spelling words and think of 5 more that fit the spelling focus.

cough	carrot
buckle	trickling
whack	track
stomach	character
choir	coat

2. **Rainbow Sounds** - use a different colour for each sound you hear in 5 of your spelling words.

cough	buckle
coat	whack
trickling	


3. Write 3-5 compound sentences using words from your spelling list. Remember to use FANBOYS for compound sentences.

- I had a bad cough so I stayed home.
- I gave the ball a whack but it didn't go very far.
- My shoe buckle broke yet my shoe stayed on.

4. Draw a picture for the phoneme focus, record the graphemes for this sound and fill in the blanks.

©teachingwithmissie

SPELLING sound
SCATEGORIES

 /k/

PHONEME: c ck ch GRAPHEMES

food: cake

name: Jack

colour: black

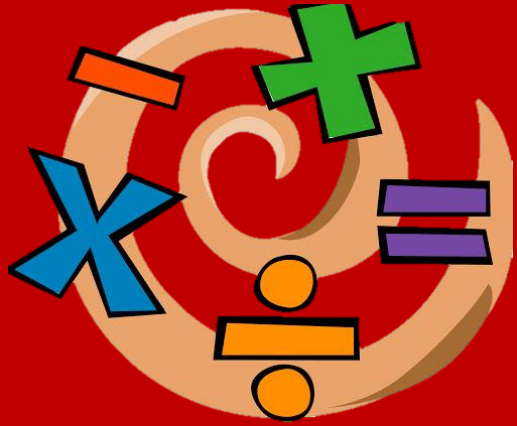
sport: cricket

animal: chameleon

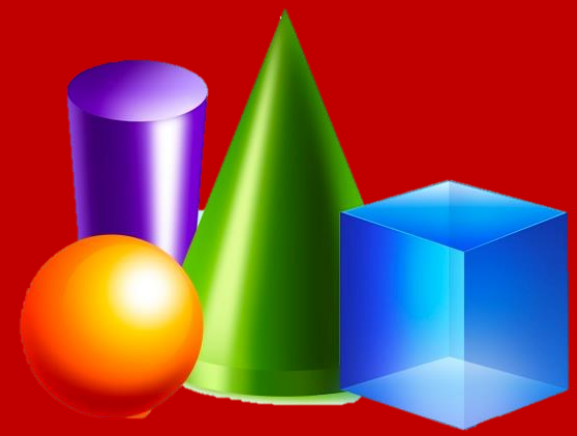
country: Canada

Look at the example (phonological focus) to see how to complete the activity sheet. All students use the phonological focus to play scategories.

Please try to think of your own words and sentences, mine are examples for you!



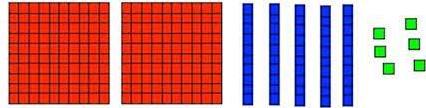
Maths



Daily TEN Activity: Place Value

Learning Intention:

We are revising the concept of place value in three, four and five digit numbers.



Success Criteria

***I can order and expand three digit numbers.**

****I can order and expand four digit numbers.**

***** I can order and expand five digit numbers.**

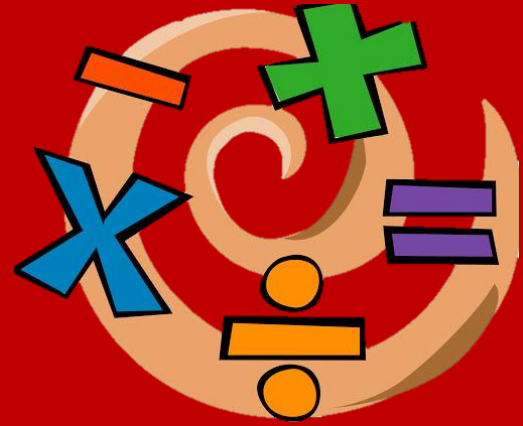
****** I can arrange five digit numbers into ascending and descending order**

You will need:

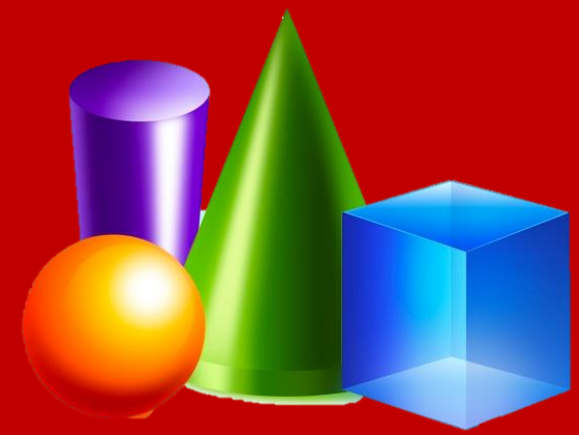
- Watch videos (In Class Dojo links).
- Worksheets (In Class Dojo links) or a piece of paper to record your answers.
- Six-sided dice (in take home pack on online dice could also be used)
- A device to upload a photo/video of your work

Instructions:

1. Choose which level of place value that you are working on in class (HUNDREDS, THOUSANDS, TEN THOUSANDS).
2. Roll the dice and record the numbers you roll. Write the numbers on paper or on the sheet in the take home pack.
3. Draw what the base TEN blocks would look like.
4. Record the number in expanded form:
256 would be $200+50+6$
5. Have an adult or sibling ask you what the value of each digit is. For example, what is the value of 2 in 256? The answer would be 200.
6. Another option would be to put the numbers you rolled in ascending and then descending order.
7. Take a photo or video of your work and upload it to Class Dojo.
8. Rate yourself against the success criteria.



Maths



Mathematics: Money

Learning Intention:

We are revising how to add and subtract money. We are also revising how to calculate change.

Success Criteria

*** I can use a variety of strategies to add small amounts of money together to calculate the total.**

****I can use a variety of strategies to subtract small amounts of money to calculate the difference.**

*****I can use a variety of strategies to calculate change**

******I can explain how I calculated my answers.**

Die number	Amount you have	Amount you spend
	\$20	It's your friend's birthday, you spend \$5.25 on a card.
	\$15	You spend \$7.50 on school supplies.
	\$5	You buy some lollies for \$3.85.
	\$5	You spend \$4.25 downloading songs from the internet.
	\$10	A trip to the movies costs \$7.80.
	\$20	You are fined \$17.80 for littering.

You will need:

- Worksheets (In Class Dojo links) or a piece of paper to record your answers.
- 6-sided playing dice (or an online dice).
- A device to upload a photo/video of your work

Instructions

1. Remember to use a variety of smart strategies to add and subtract money. When we calculate change, we can count on or count back to find the answer.
2. Roll your dice and perform the calculation according to the number rolled.
3. Record your change for each roll. After three rolls add your change together to calculate the total.
4. If playing by yourself, repeat this three times. If you are playing with others compare your totals to see which player earned the most change.
5. Take a photo or video of your work and upload it to Class Dojo.



Can Do



See the next slides for some Can Do activities!

We would love to see how you go with these so please share them to your ClassDojo portfolio if you complete any or all of these activities.



Creative Arts



Activity:

Drama

Readers Theatre

Learning Intention:

I am learning about readers theatre and its purpose.

Success Criteria:

*I can work as a team to perform a reader's theatre script.

** I can read my character lines using some expression and fluency.

*** I can read my character lines using expression and fluency and I can comprehend what I am reading.

Introduction to Readers' Theatre



What is Readers' Theatre?

- Readers' Theatre is a reading activity which involves reading a script aloud in a small group. A script is the written text for a play or film, where the characters take turns to speak.
- You do not need to perform actions, use props, wear costumes or memorise any lines for a Readers' Theatre. Your goal is to 'bring the script alive' by using a clear and expressive voice, some facial expressions and some simple gestures.
- There is no need to formally rehearse a Readers' Theatre script; however, you may wish to read your part quietly to yourself before the group reading begins.

What is Readers' Theatre?

- Readers' Theatre is a reading activity which involves reading a script aloud in a small group. A script is the written text for a play or film, where the characters take turns to speak.
- You do not need to perform actions, use props, wear costumes or memorise any lines for a Readers' Theatre. Your goal is to 'bring the script alive' by using a clear and expressive voice, some facial expressions and some simple gestures.
- There is no need to formally rehearse a Readers' Theatre script; however, you may wish to read your part quietly to yourself before the group reading begins.

Reading A Script

1. Form a group with your family members. If you don't have anyone to do it with you can play all the characters. Each group member receives a copy.
2. Read the whole script silently to yourself so that you become familiar with the story and the characters.
3. Decide who is going to play each role. Alternatively, you can play each character.
4. Read the part that has been assigned to you. Check that you can pronounce each word and research the meaning of any unfamiliar vocabulary.



Reading A Script

5. Read through your script together as a group. It does not matter if you make a mistake; just keep on reading!
6. As a group, decide if you need any props for your performance. These should only be used if necessary.
7. Sit in a semi-circle. Perform your script by reading your part clearly and with expression. Try and maintain some eye contact with the audience (if you can).
8. Discuss the performance with someone in your family if possible. Provide helpful feedback to each other.



Readers' Theatre - Summary

Readers' Theatre is a fun and interactive way to improve your reading skills. By participating in Readers' Theatre, you will...

practise your oral
reading skills

work as a team
with your group



develop reading
confidence

increase your
comprehension

share and
perform scripts

Readers' Theatre – Example Script

Why Bears Have Stumpy Tails

FOX: Why certainly, my dear Bear. It's easy! Anyone can catch fish if they know how!

NARRATOR 2: Bear was excited. Little did he know that he was about to be tricked by the cruel and cunning Fox.

FOX: To catch a fish, you must stick your tail down through a hole in the ice. Hold it there for a very long time. When your tail starts to feel heavy, you'll know that you've caught a big load of fish.

NARRATOR 1: The Bear did what the Fox told him. He went to the frozen pond, dug a hole in the ice and sat with his tail in the water for a very long time.

BEAR: *(excited)* My tail is feeling heavy. I must have caught lots of delicious fish by now!



Readers' Theatre – Example Script

Why Bears Have Stumpy Tails

NARRATOR 2: Bear stood up, excited to see all the fish that he had caught. Suddenly, he heard a loud SNAP!

BEAR: *(confused)* What was that noise? And where are all my fish?

NARRATOR 1: Bear looked down into the hole. Floating on the top of the icy water was his tail. It had frozen solid and snapped off his body when he stood to check his fish.

BEAR: That horrible Fox tricked me! I shall never trust a fox ever again!

NARRATOR 2: Bear's tail never grew back. It remains a little stump to this very day.

NARRATOR 1: From that day forward, foxes were always treated with suspicion. Today, they are still considered to be sly, cunning and untrustworthy creatures.



Readers' Theatre – Reflection Questions

After reading the example script of *Why Bears Have Stumpy Tails*, discuss the following questions.

1. Does this script inform, persuade or entertain?
2. Would props be needed when performing this script?
3. Does the script contain any unfamiliar vocabulary?
4. How might readers use their voice, facial expression and gestures to portray each of the roles in this script?
5. How else could the readers make this script 'come alive'?





PDHPE



Activity:

Physical Education – Workout Routine Healthy Eating

Learning Intention:

I am learning to Complete workout routines that will keep our bodies fit and healthy

Success Criteria:

* I can eat 2 pieces of fruit or vegetable a day

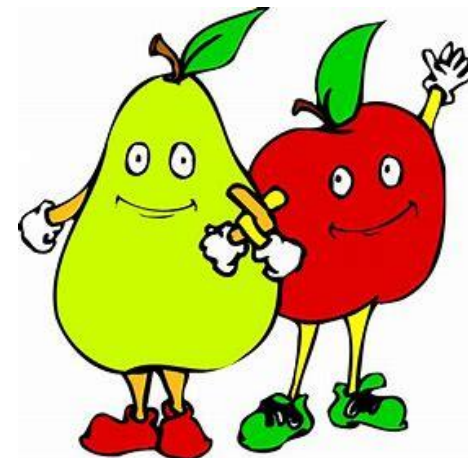
** I can stretch my muscles, so they are ready to complete physical activity

*** I can perform a workout routine that aims at strengthening my muscles and fitness level

PDHPE

Remember to include some fruit and vegetables in your diet today

Write down all the healthy foods you have chosen to eat today and share on ClassDojo



PDHPE

Watch the video to stretch and warm up your body




PDHPE

Challenge yourself to complete the workout routine.
Don't forget a water bottle and towel to wipe away that sweat!



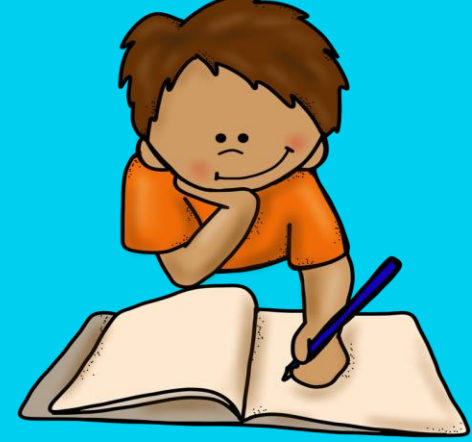
Don't forget to record yourself and upload to ClassDojo

Thursday

Monday	Tuesday	Wednesday	Thursday	Friday
12 July	13 July	14 July	15 July	16 July
				



Writing



Activity: Lockdown Diary

Click the link to visit a WAGOLL Diary Entry. Post a diary entry of your day to class Portfolio

Learning Intention:

I am learning to write a draft diary entry

Success Criteria:

- * I can include the date in my diary entry and share my ideas using pictures
- ** I can include the date and use past tense verbs in my diary entry
- *** I can include the date and use past tense verbs, personal pronouns and time connectives in my diary entry
- **** I can include the date and use past tense verbs, personal pronouns and time connectives in my diary entry. I can convey my personal feelings and emotions



Reading



Learning Intention:

I am learning to show understanding of the text by identifying the main idea and supporting details.

Success Criteria:

* I can look at the title of the text to help me make a prediction about the main idea.

** I can determine relevant the supporting details of a text.

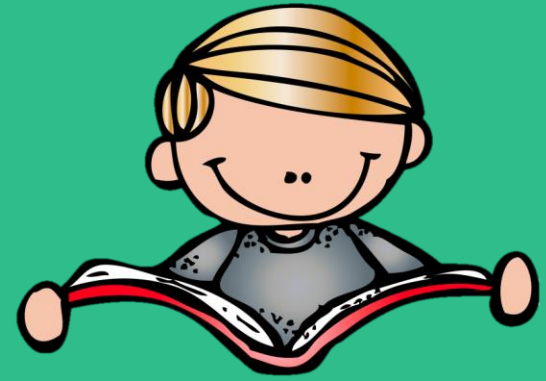
*** I can use skimming and scanning techniques to help find the main idea of the text.

**** I can use specific evidence when writing about what the main idea of the text is.

Click here to here what Finding the main idea is.



Reading



Finding the Main Idea

When we look for the main idea, we are looking for the **most important point or idea** that the author is telling their audience.

Ways that we can find the main idea:

- Look at the title of the text.
- See if there are pictures that can give us clues.
- Use our skimming and scanning techniques.
- Read the first and last sentences of each paragraphs.
- Look for the repeated words, information, or themes in the text.

Find the Main Idea

The main idea of a text is the *most important point* that the author is making about the topic/subject.

The details are the key points that support the main idea.

Finding the main idea:

- Read the title and look at the pictures for clues.
- As you read, think about and identify the important information.
- Look for repeated words, pictures, information, themes or ideas.
- Ask yourself 'What is the text mostly about?'





Reading



The main idea is: During winter, the right clothes can keep you warm.

Activity 1: You have been given the main idea above. What are the supporting details for this main idea?

Remember that some of these facts are not supporting details for our main idea.

Your activity is on ClassDojo to complete.

A fireplace can keep you warm when it snows.	Wearing socks keep your feet warm.	Warm air rises.	Leather jackets look great in the winter.
Wearing a scarf in cold weather keeps your neck warm.	Earmuffs help protect your ears from cold winds.	Blue and pick dotted socks look very cute.	Drinking hot chocolate on a cold day will make you feel warm.
Wearing more than one jacket will keep your body warm when you go outside.	Clothes made of wool are warmer than most other fabrics.	Wearing a hat can help the heat from escaping your head.	Wear a watch and so you know what time it will be.
It is important to keep your pet inside when it is cold.	Waterproof shoes keep your feet warm and dry.	Gloves help keep your hands warm on cold days.	Sleeping in a warm bed is the best thing to do on a cold day.



Reading



The main idea is: During winter, the right clothes can keep you warm.

How did you go?

Did you get all of the supporting ideas correct?

Did you find this activity challenging?

A fireplace can keep you warm when it snows.	Wearing socks keep your feet warm.	Warm air rises.	Leather jackets look great in the winter.
Wearing a scarf in cold weather keeps your neck warm.	Earmuffs help protect your ears from cold winds.	Blue and pick dotted socks look very cute.	Drinking hot chocolate on a cold day will make you feel warm.
Wearing more than one jacket will keep your body warm when you go outside.	Clothes made of wool are warmer than most other fabrics.	Wearing a hat can help the heat from escaping your head.	Wear a watch and so you know what time it will be.
It is important to keep your pet inside when it is cold.	Waterproof shoes keep your feet warm and dry.	Gloves help keep your hands warm on cold days.	Sleeping in a warm bed is the best thing to do on a cold day.



Reading



Activity 2:
There are 4 paragraphs to the right. Your task is to read each of the short paragraphs and determine which main idea would match the text.

Use the task on ClassDojo to draw lines from the main idea to the paragraph.

Main Idea Matching Game		
Main Idea	Salmon can survive in both fresh water and salt water.	Main Idea
A fun trip to the beach can be ruined by a sunburn. Prepare for a safe beach trip by bringing sunscreen, sunglasses, and an umbrella to block the sun. By protecting your body, your trip will be much more enjoyable.	Everybody is affected by natural disasters.	Nobody is completely safe from a natural disaster. Although you might be able to avoid some natural disasters, anywhere you live will have some type of bad weather. For example, people who live in Florida do not have to worry about blizzards, but they are more likely to experience hurricanes.
Main Idea	Rain can be dangerous when it leads to flooding.	Main Idea
The ocean water you find at the beach is different from the water that rains from the sky. Ocean water is salty and is not good for drinking. Rain water is safe to drink when it has been filtered properly.	Wearing the right clothes can keep you dry even when it rains.	Salmon are very unique fish. Most fish can only survive in either fresh water or salt water, but salmon can survive in both! Salmon are born in fresh water, but many of them spend most of their adult lives in salt water. When salmon move from fresh water to salt water, their bodies change so that they can adapt to the salt.
	Rain is important to humans.	
	Ocean water and rain water are different.	
	If you go to the beach, protect yourself from the sun.	
	Umbrellas have many uses.	



Reading



Activity 3:

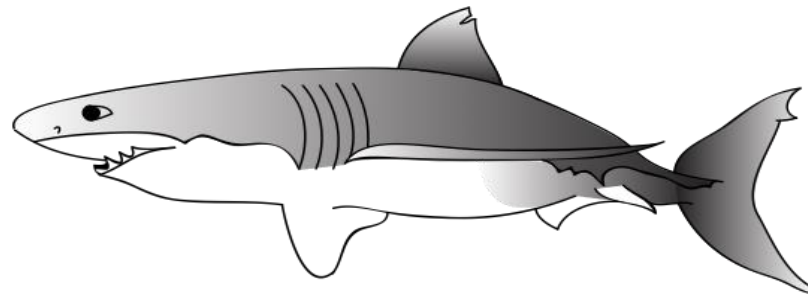
Read the text and answer the focus questions about the main idea.

- 1. Who or what is this paragraph about?**
- 2. What is the most important information about the who or the what?**
- 3. Restate the main idea in 15 words or less.**

Complete the Shark – Main Idea Task on ClassDojo.

Reading

Find the Main Idea



You probably know sharks have very sharp teeth, but did you know they never run out of them? If a shark loses a tooth, another moves forward from within the

shark's jaw, where it keeps a nearly unlimited supply of replacement teeth. This way, it's almost impossible for a shark to end up without a full set of teeth. This is a phenomenon unique to the shark. No other animal in the world has teeth quite like the shark's. A shark can go through as many as 20,000 teeth in its lifetime!



Reading



Learning Intention:

I am learning to show understanding of the text by identifying the main idea and supporting details.

Success Criteria:

* I can look at the title of the text to help me make a prediction about the main idea.

** I can determine the relevant supporting details of a text.

*** I can use skimming and scanning techniques to help find the main idea of the text.

**** I can use specific evidence when writing about what the main idea of the text is.

Reflection

1. **What did you learn from today's lesson?**
2. **What did you find challenging?**
3. **What would you rate yourself against the success criteria?**
4. **Show your work by posting a picture on ClassDojo and send a picture with your thumbs showing your teacher how you think you went against the success criteria.**



Level 1
I am a red learner.
I need help with this activity.



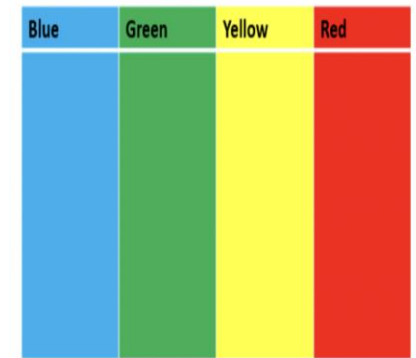
Level 2
I am a yellow learner.
I need some more practice.

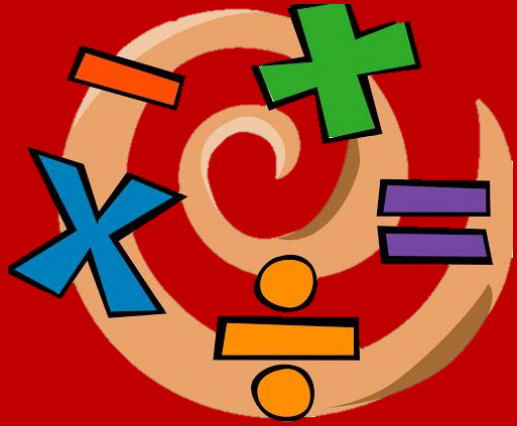


Level 3
I am a green learner.
I understand this activity and I can do it by myself.

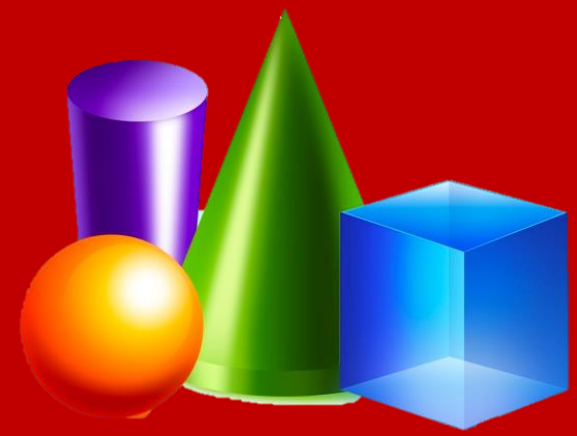


Level 4
I am a blue learner.
I can do this activity and I can teach someone else.

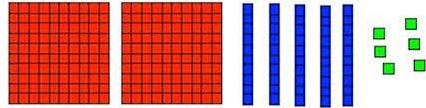




Maths



Daily TEN Activity: Place Value



Learning Intention:

We are revising the concept of place value in three, four and five digit numbers.

Purpose

We are learning this because it is important to understand how numbers are formed.

Success Criteria

***I can order and expand three digit numbers.**

****I can order and expand four digit numbers.**

***** I can order and expand five digit numbers.**

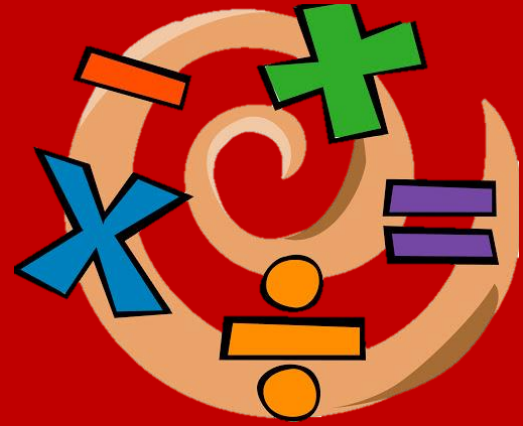
****** I can arrange five digit numbers into ascending and descending order**

You will need:

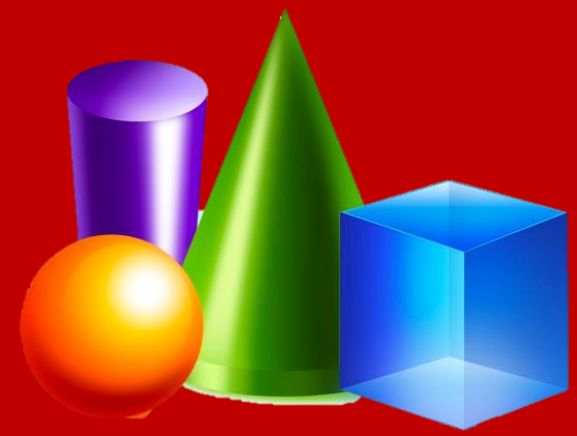
- Watch videos (In Class Dojo links)
- Worksheets (In Class Dojo links) or a piece of paper to record your answers.
- Six-sided dice (in take home pack on online dice could also be used)
- A device to upload a photo/video of your work

Instructions:

1. Choose which level of place value that you are working on in class (HUNDREDS, THOUSANDS, TEN THOUSANDS).
2. Roll the dice and record the numbers you roll. Write the numbers on paper or on the sheet in the take home pack.
3. Draw what the base TEN blocks would look like.
4. Record the number in expanded form:
256 would be $200+50 +6$
5. Have an adult or sibling ask you what the value of each digit is. For example, what is the value of 2 in 256? The answer would be 200.
6. Another option would be to put the numbers you rolled in ascending and then descending order.
7. Take a photo or video of your work and upload it to Class Dojo.
8. Rate yourself against the success criteria.



Maths



Mathematics: Multiplication

Learning Intention

We are revising our multiplication skills and strategies.



Success Criteria:

***I can solve multiplication problems using drawings or concrete materials.**

****I can use a variety of strategies to subtract small amounts of money to calculate the difference.**

***** I can use a variety of strategies to calculate change.**

******I can explain how I calculated my answers.**

You will need:

- Worksheets (In Class Dojo links) or a piece of paper to record your answers.
- 6 sided playing dice (pr an online dice may be used).
- A device to upload a photo/video of your work.

Instructions

1. Revise the strategies that can be used to multiply.
2. Use playing cards or the number cards in the take home pack, multiply the two number together. Repeat this 9 times.
3. Record your answers and strategy used after every roll.
4. OPTION: write the matching division fact for each of your rolls.
For example, $5 \times 3 = 15$ so $15 \div 3 = 5$ or $15 \div 5 = 3$
5. Take a photo or video of your work and upload it to Class Dojo.



Can Do



See the next slides for some Can Do activities!

We would love to see how you go with these so please share them to your ClassDojo portfolio if you complete any or all of these activities.



Creative Arts



Activity:

Music

Exploring Rhythm and Pulse

Learning Intention:

I am learning to create a simple beat and add phrases to our beat.

Success Criteria:

*I can keep a steady clapping beat.

** I can keep a steady clapping beat and sing along to the simple beat.

*** I can create and perform different rhythm patterns

Exploring Rhythm and Pulse



Can you keep a steady beat?



1

2

3

4



1

2

3

4



1

2
















3

4



Can you add a stamp to beat 1?













1	2	3	4	1	2	3	4	1	2	3	4
											
											

Speech Patterns

Everything we say is rhythmical.

"How are you?"

Can you say this along with the steady beat?











1	2	3	4	1	2	3	4
							
							
How	are	you?		How	are	you?	

Do You Have Something To Say?

Keep the pulse going.






One person chants a phrase, everyone echos.

This is called a 'call' and 'response'.

1	2	3	4	1	2	3	4
							
							
Cats	like to	sleep.		Cats	like to	sleep.	







Try these examples.
The first one has been done for you.

1	2	3	4
			
			
I	love	chick-en	pie.
Have you	seen my	croc-o	dile?
Dogs	like to	run.	

1	2	3	4
			
			
I	love	chick-en	pie.
Have you	seen my	croc-o	dile?
Dogs	like to	run.	



Record yourself performing your rhythm patterns and upload them onto Dojo.

1	2	3	4
			
			



PDHPE



Activity:
***Physical Activity – Yoga and Mindfulness
Healthy Eating***

Learning Intention:

I am learning to complete yoga exercise that will increase my flexibility and strengthen muscles

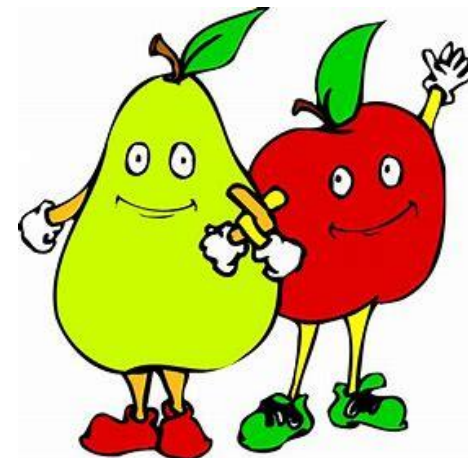
Success Criteria:

- * I can make healthy choices by choosing fruit or vegetables as my snack
- ** I can stretch my body to help get my muscles ready for physical activity
- *** I can use balance skills and deep breathing to build strength

PDHPE

Remember to include some fruit and vegetables in your diet today

Challenge yourself to eat at least 2 pieces of fruit or vegetable today. Show your teacher on ClassDojo




PDHPE

Click the video below to access your Yoga Class. Follow along and upload a video or photo of you completing the activity onto your Portfolio

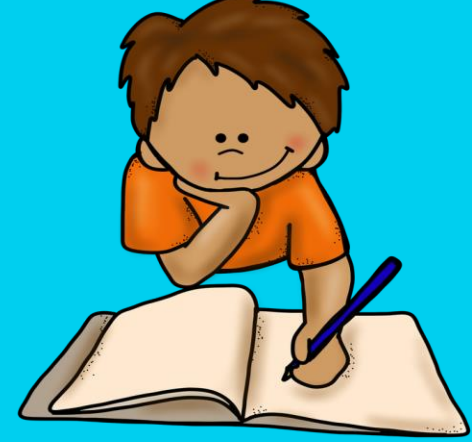


Friday

Monday	Tuesday	Wednesday	Thursday	Friday
12 July	13 July	14 July	15 July	16 July
				



Writing



Activity: Lockdown Diary

Click the link to visit a WAGOLL Diary Entry. Post a diary entry of your day to class Portfolio

Learning Intention:

I am learning to write a draft diary entry

Success Criteria:

* I can include the date in my diary entry and share my ideas using pictures

** I can include the date and use past tense verbs in my diary entry

*** I can include the date and use past tense verbs, personal pronouns and time connectives in my diary entry

**** I can include the date and use past tense verbs, personal pronouns and time connectives in my diary entry. I can convey my personal feelings and emotions



Reading



Activity:

Log on to your PM eCollection and read a book (or chapter of) from your reading box or reading level or read a book that you have at home. Record yourself and share to your teacher on ClassDojo.

Focus on reading with fluency and expression. If there are any words in your text that you don't understand read the words around it to see if you can work it out or use a dictionary to find the meaning.

Learning Intention:

I am learning to read with fluency and expression.

This is because:

Reading with fluency and expression helps me to better understand what I am reading.

Success Criteria:

* I can read with fluency so my reading flows.

** I can read with expression to make my reading interesting.

*** I can use strategies to find out the meaning of tricky words.

Spelling



Activity:

Select the word you find the most challenging/interesting from your list this week and complete a word of the day sheet. See example attached on the next slide.

Learning Intention:

I am learning to investigate words to support me in spelling, reading and writing.

This is because:

Knowing how to break words down into different parts helps me with reading and writing.

Success Criteria:

*I can identify rhyming words, syllables, letters and sounds of my chosen word.

**I can find and record small words inside my chosen word.

***I can identify the part of speech that my word is and use it in a sentence with correct punctuation.



Spelling



Example for Visual and Phonological

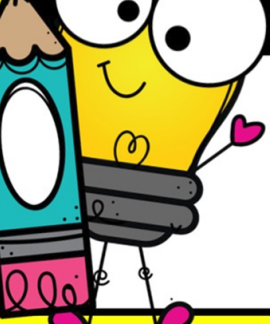
Example for Morphemic and Etymological

Word of the Day: buckle

Word of the Day: switching

Rhyming Words	Syllables	Letters	Sounds
chuckle knuckle	2	6	buckle 4

Rhyming Words	Syllables	Letters	Sounds
itching stitching bewitching twitching	2	9	switching 6

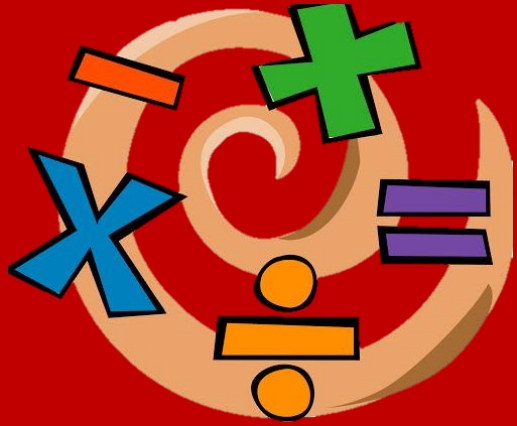


Use it in a sentence

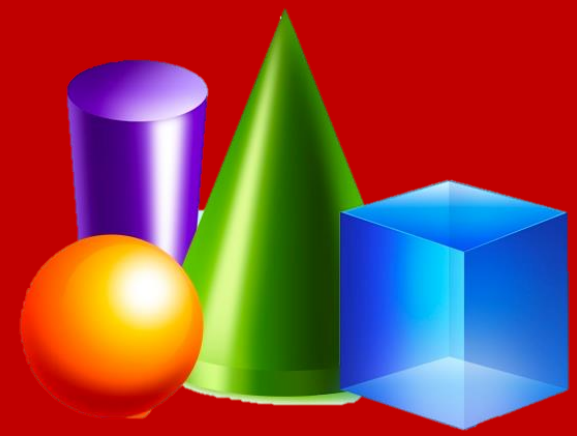
My mum reminded me to do up my belt buckle.



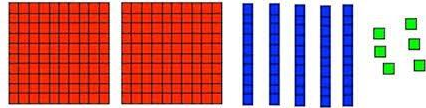
Words I Can Find Inside	Part of Speech	Use it in a sentence
it sit wit nit is sting swing sing switch witch with thin thing	verb	Who will be switching on the lights?



Maths



Daily TEN Activity: Place Value



Learning Intention:

We are revising the concept of place value in three, four and five digit numbers.

Success Criteria

***I can order and expand three digit numbers.**

****I can order and expand four digit numbers.**

***** I can order and expand five digit numbers.**

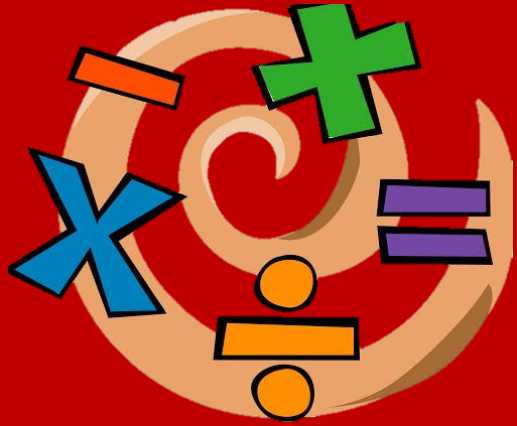
****** I can arrange five digit numbers into ascending and descending order**

You will need:

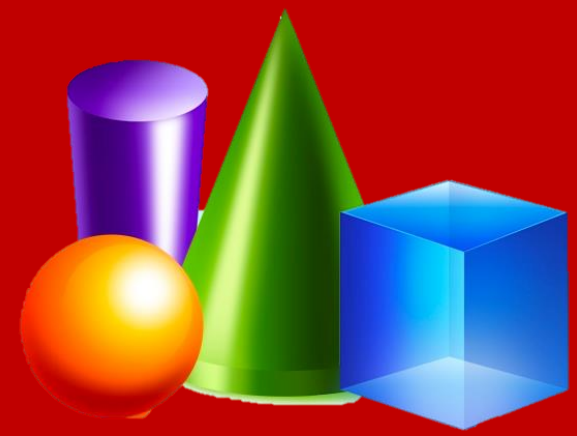
- Watch videos (In Class Dojo links)
- Worksheets (In Class Dojo links) or a piece of paper to record your answers.
- Six-sided dice (in take home pack on online dice could also be used)
- A device to upload a photo/video of your work

Instructions:

1. Choose which level of place value that you are working on in class (HUNDREDS, THOUSANDS, TEN THOUSANDS).
2. Roll the dice and record the numbers you roll. Write the numbers on paper or on the sheet in the take home pack.
3. Draw what the base TEN blocks would look like.
4. Record the number in expanded form:
256 would be $200+50 +6$
5. Have an adult or sibling ask you what the value of each digit is. For example, what is the value of 2 in 256? The answer would be 200.
6. Another option would be to put the numbers you rolled in ascending and then descending order.
7. Take a photo or video of your work and upload it to Class Dojo.
8. Rate yourself against the success criteria.



Maths



Daily TEN Activity: Position

Learning Intention:

We are revising our how to use coordinates and compass directions

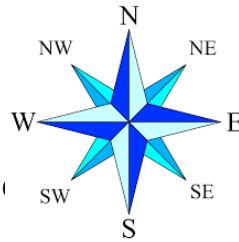
Success Criteria

* I can use coordinates to locate objects on a grid map.

** I can use compass directions North, East, South, West to describe position on a map.

***I can use compass directions North-East, North-West, South-East, South-West to describe position on a map.

**** I can apply my knowledge of coordinates to play a game using a square popit.



You will need:

- Worksheets (In Class Dojo links) or a piece of paper to record your answers.
- OPTIONAL: Square Popit
- A device to upload a photo/video of your work

Instructions

1. Revise your knowledge of coordinates and compass directions.
2. Complete the attached worksheets or use paper to record your answers.
3. OPTION: Make a picture on a square poppit. Record the coordinates you use to make it. Have someone else in your family make your picture on a popit using the coordinates you recorded.
4. Take a photo or video of your work and upload it to Class Dojo.



Can Do



See the next slides for some Can Do activities!

We would love to see how you go with these so please share them to your ClassDojo portfolio if you complete any or all of these activities.



Creative Arts



Activity:

Dance **Hip-Hop**

Learning Intention:

I am learning to practice and perform a hip hop dance and use these steps to create my own hip hop dance.

Success Criteria:

- * I can practice and perform a hip hop dance following step by step instructions.
- **I can create my own hip hop dance using six different dance moves.
- *** I can perform my own hip hop dance to music and upload it to Class Dojo.



A History Of Hip Hop Dance

- *Hip-hop dance* is a unique and exciting style of street dance that is most commonly performed to hip-hop music.
- Hip-hop dance is a vibrant form of dance that combines a variety of freestyle movements to create a cultural piece of art.
- Through its three main styles of popping, locking, and breaking, hip-hop dance has evolved into one of the most popular and influential styles of dance.

Now it's your turn to learn some hip-hop moves.

Watch the video and practice and perform the different hip-hop moves.



Now create your own hip-hop dance. Your dance should include six different moves and each move should be repeated four times.

Perform your new hip-hop dance to music and have a family member record you.

Upload your hip-hop dance to ClassDojo.



PDHPE



Activity:
Physical Activity – Home Workout
Healthy Eating

Learning Intention:

I am learning to keep healthy by staying active and eating fruits and vegetables

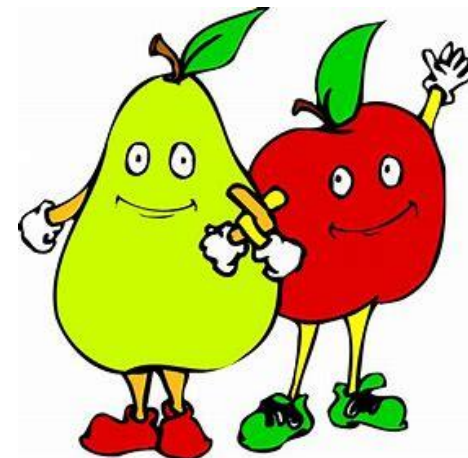
Success Criteria:

- * I can make healthy choices by choosing fruit or vegetables to eat as a snack
- ** I can stretch and warm up my body ready for activity
- *** I can complete fitness workouts that strengthen my muscles and keep me fit

PDHPE

Remember to include some fruit and vegetables in your diet today

Challenge yourself to eat at least 2 pieces of fruit or vegetable today. Show your teacher on ClassDojo



PDHPE

Complete the fitness workout at home.
Have someone record you completing
the activity and show your teachers on
ClassDojo

