

Monday



Writing



Activity: Look at the character and think of as many interesting adjectives you can use to describe it. Think about where it might be? What are they doing? Thinking?



Learning Intention: I am learning to plan an orientation paragraph using descriptive language.

- Success Criteria:**
- I can identify the who, what, when and where of an orientation.
 - I can use interesting adjectives to describe my nouns.
 - I can use powerful verbs and carefully selected adverbs.
 - I can include similes or metaphors where appropriate.

Wednesday



Writing



Read your orientation and think about what kind of problem your characters might come across next. Write 3 problems you think your characters could face. Choose 1 of your problems and write a problem or a complication that is going to happen in your story.

- Don't forget to:**
- Edit your work.
 - Make sure you check your punctuation such as capital letters and full stops.
 - Check your spelling – what can you do if you don't know how to spell a word? Where will you look?
 - Make sure you work looks write, sounds right and makes sense.



Learning Intention: We are learning to write a complication.

- Success Criteria:**
- I can use an idea from my complication plan and write a descriptive complication draft.
 - I can use interesting adjectives, powerful verbs and carefully selected adverbs to write a complication paragraph.
 - I can include similes or metaphors where appropriate in my complication paragraph.

Tuesday



Writing



Using at your Monday plan we are going to draft an opening paragraph (6-7 lines) think about what should be included in your plan. Don't forget to include the who, what and where.

- Don't forget to:**
- Edit your work.
 - Make sure you check your punctuation such as capital letters and full stops.
 - Check your spelling – what can you do if you don't know how to spell a word? Where will you look?
 - Make sure you work looks write, sounds right and makes sense.



Learning Intention: We are learning to write a draft description using our descriptive plan.

- Success Criteria:**
- I can use an idea from my plan and write a descriptive sentence.
 - I can use an idea from my plan to write a descriptive opening statement.
 - I can use interesting adjectives, powerful verbs and carefully selected adverbs to write a descriptive paragraph.
 - I can include similes or metaphors where appropriate in my opening statement.

Thursday



Writing



Read your orientation and your complication paragraphs think about how are your characters going to solve the problem. Write 3 ways they could solve the problem. Choose 1 of your solutions and write a resolution paragraph where your characters can solve the problem.

- Don't forget:**
- Edit your work.
 - Make sure you check your punctuation such as capital letters and full stops.
 - Check your spelling – what can you do if you don't know how to spell a word? Where will you look?
 - Make sure you work looks write, sounds right and makes sense.



Learning Intention: We are learning to write a resolution.

- Success Criteria:**
- I can use an idea from my solution list and write a descriptive resolution draft.
 - I can use interesting adjectives, powerful verbs and carefully selected adverbs to write a resolution paragraph.
 - I can include similes or metaphors where appropriate in my resolution paragraph.

Monday



Activities:

Addition:
Roll the dice to make a 2, 3 or 4-digit number. Roll again to make another 2, 3 or 4-digit number. Use jump strategy to find your answer.

$$\begin{array}{r} 535 + 312 = \\ +100 \quad +100 \quad +10 \quad +1 \quad +1 \\ \hline 847 \end{array}$$

Learning Intention:

I am learning to use jump strategy to solve addition and subtraction problems.

Success Criteria:

- * I can use jump strategy to add and subtract 2, 3, 4-digit numbers
- ** I can explain how to use jump strategy to add and subtract 2,3,4-digit numbers
- *** I can use and explain jump strategy to add and subtract 2,3,4-digit numbers

Subtraction:

Use the same numbers and complete subtraction. Put the bigger numbers on the other end of the empty number line. Use jump strategy to find your answer.

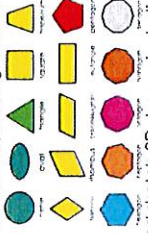
$$\begin{array}{r} 345 - 232 = \\ -1 \quad -1 \quad -10 \quad -10 \quad -100 \\ \hline 113 \end{array}$$

Tuesday



Activity:

Find as many 2D shapes in your home. Draw and name some of these 2D shapes. Create a new shape using other 2D Shapes.



Learning Intention:

I am learning to identify, manipulate and sketch 2D shapes including special quadrilaterals (4 sides).

Success Criteria:

- * I can correctly identify and name some common 2D shapes including special quadrilaterals.
- ** I can correctly identify, name and draw common 2D shapes including special quadrilaterals.
- *** I can correctly identify, name and draw common 2D shapes in the environment including special quadrilaterals.

Wednesday



Activity:

Roll the dice 2 times and make the arrays in your book.

Learning Intention:

I am learning to skip count and use arrays in multiplication.

Success Criteria:

- * I can correctly skip count my 2s and 3s.
- ** I can correctly skip count and attempt an array.
- *** I can use skip counting and arrays to work out my answers.

Arrays



Thursday



Watch split strategy video on Class Dojo.

Activity:

Roll the dice two times and make a 2, 3 or 4-digit number. Roll the dice twice again to make a 2, 3 or 4-digit number. Use split strategy to find the answer.

$$\begin{array}{r} 233 + 454 \\ \hline 600 \quad 80 \quad 7 \end{array}$$

687

Learning Intention:

I am learning to use split strategy to solve addition and subtraction problems.

Success Criteria:

- * I can use split strategy to add and subtract 2,3,4-digit numbers.
- ** I can explain how to use split strategy to add and subtract 2,3,4-digit numbers.
- *** I can use and explain split strategy to add and subtract 2,3,4-digit numbers.

Monday



Today's lesson we will be researching significant celebrations and commemorations in Australia and note their date on a calendar. You have all week to complete this task so take your time.

Activity 1: Write down all the celebrations and events celebrated in Australia on the calendar.

Activity 2: Draw a mind map of the celebrations in Australia that are celebrated.

Activity 3: Use the e-book to choose an event or one you have placed on your calendar. Students will complete a research task sheet. You can create a poster or write. A information report using pictures etc.

Learning Intention: To learn about why we remember certain events and how these shape our community

Success Criteria:

- **Name some celebrations in Australia
- **Place these events on a calendar on when celebrated
- *** Explain why these events are significant in Australia.



Tuesday



There are many materials in our everyday life that are used for different things and made with certain materials on purpose.

Activity: Find 3 different types of plastic bags. Watch the video of Miss Mancuso. Why are these 3 bags so different? Which one is better? How do you know? Explain and post a video in portfolios.



Learning Intention:

I am learning to identify why the same object can be made different ways.

Success Criteria:

- ** I can identify 3 different materials of bags.
- *** I can identify the different materials and discuss why they are different.
- *** I can identify the different materials and explain why they are different and how they are used differently.

Wednesday



What is something you would like to learn more about, or learn how to do? Think of 4 academic and non-academic skills.

Activity: List the 4 skills you want to become better at and then write in the box beside the circle, how you can train your brain to get better at it. Post it to Class Dojo!

THE GROWTH MINDSET	THE GROWTH MINDSET	THE GROWTH MINDSET	THE GROWTH MINDSET
○	○	○	○
□	□	□	□

Learning Intention:

We are learning to be more responsible for our own learning.

Success Criteria:

- ** I can list 2 skills I would like to become better at
- ** I can list 4 skills I would like to become better at
- *** I can list 4 skills I would like to become better at and list 4 reasons how I can train my brain to become better at it

Thursday



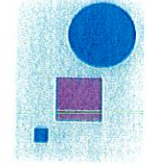
Activity:
YEAR 3 -Scratch: Use [Scratch.mit.com](https://scratch.mit.edu/projects/190517822/editor) to practice the last lesson you did at school! <https://scratch.mit.edu/projects/190517822/editor>

YEAR 4 - Khan Academy: Use Khan Academy New Project to make a smiley face. Remember to add colour. Try to use variables.



Learning Intention:

I am practicing my coding skills that I have learnt in Scope IT.





Reading

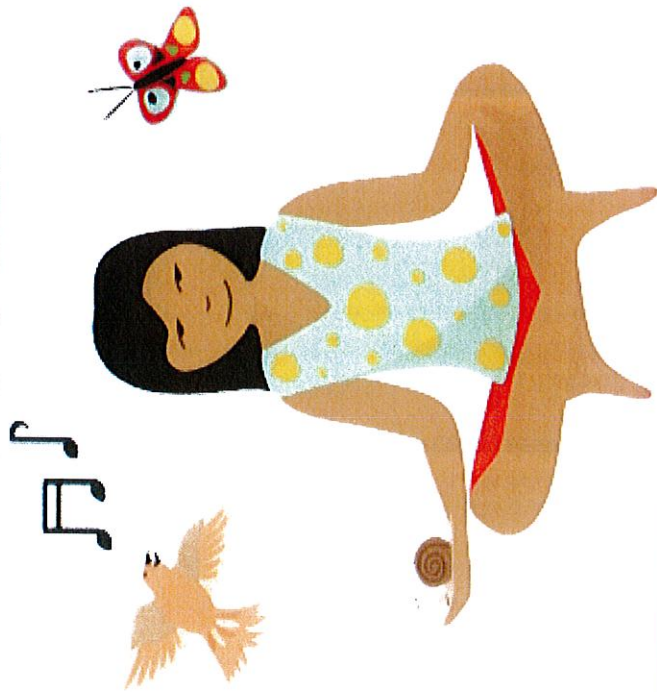


Choose a book you have at home and complete one of the tasks below daily.

Write your answers in your book.

Logical - Mathematical	Verbal - Linguistic	Interpersonal	Intrapersonal	Naturalist	Visual - Spatial	Musical - Rhythmic and Harmonic	Bodily - Kinesthetic
Construct a timeline relating to events in the text.	Retell an interesting part of the text in your own words.	In a group, make a list of the five most important parts in the text.	Explain in a diary entry how the text makes you feel.	Draw a landscape/animal/plant described in the text.	Make a collage using images, words, topics from the text.	Make a playlist for the text - assign songs that would suit the different parts in your text.	Write and present a play or skit about the text.
Draw a plan/map to scale relating to a room or scene in the text.	Write a newspaper article about a topic from the text.	Conduct an interview with another person who has read the text. Use the questions you asked to write a magazine article.	Make a mind map about yourself in relation to the topic/characters in the text.	Find photos from magazines of scenes that could be in the text. Write a description about how they are related.	Design a bookmark about the text. Include the title, author and a summary of the text. Decorate it with pictures about the text.	Choose a passage from the text. Read aloud and make sound effects with different objects.	Act out a section of the text - co what the character would be doing.
Design a survey and graph the results relating to an issue in the text.	Write a radio advertisement for the text telling people why they should read it.	Plan a pamphlet to promote reading. Mention the text as a good book for students to read.	Make some predictions about what types of books students will read in the future.	Draw and write attributes for an animal that could be found in the text.	Draw and label a map of one of the areas, rooms or landscapes in your text.	Make up a song about the text.	Make a model of one of the characters from the text.
Create a code relating to the text. Use numbers or design your own symbols to represent the letters.	Make a list of words relating to the text using all of the letters from A-Z.	Write a biography about one of the characters. Mention personal qualities, achievements, challenges etc.	List positive information or interactions between characters in the text.	Create a manual about how to care for/love with one of the plants/animals in the text.	Design a new front cover for the text. Make it visually appealing and related to the text.	Make a list of the music genres each of the main characters would like. Decide who their favourite artist would be and why.	Use your face to create some of the emotions portrayed by characters. Take pictures and label the emotions.

FIVE THINGS I SEE, HEAR AND FEEL



Sitting quietly, cross-legged on the floor or comfortably in a chair.

TAME your  by sitting in your Mindful Body.

Take a breath. Align the spine. Mind on breath. Eyes closed or gently lowered.



Build Self-Awareness and Self-Management

1. Take three mindful breaths. Moving just your eyes, look around you and notice five things you can see. Note one thing, then move on to find the next.
2. Continue sitting very still, gently close your eyes and listen for five different sounds. Note one sound, then move on to hear the next.
3. Without moving your hands, notice five things that you can feel. Perhaps the feeling of your clothes against your skin, or the floor beneath your feet.
4. Take another mindful breath in. As you breathe out, listen for any sounds in the room. Notice the parts of your body in contact with the floor. Gently open your eyes.

- You may like to incorporate the sense of smell.
- Keep count by using your fingers as you notice each thing.

What did you see?

What did you hear?

What do you feel?



What did you notice about your mind while doing this activity?

Were you able to focus your attention?

Can you think of a time in your life where practising this activity might help you? How might it help?



Improves posture and develops awareness of body and breath.



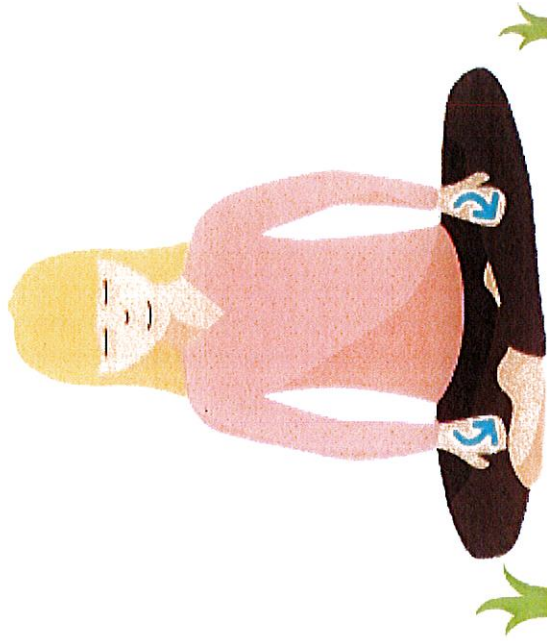
Heightened senses and brain function, develops listening skills and increases awareness and focused attention.



I am focused.



HAND BREATHING



Sitting quietly, cross-legged on the floor or comfortably in a chair.

TAME your  by sitting in your Mindful Body.

Take a breath. **Align** the spine. **Mind** on breath. **Eyes** closed or gently lowered.



Build Self-Awareness and Self-Management

1. Take three mindful breaths. Rest your hands in your lap with your palms facing upwards. Look at your hands.
2. Breathing in, gently curl your fingers towards your palms. Notice all the lines and markings on your fingers and hands. Do you notice any sensations in your fingers or hands?
3. Breathe out, allowing your hands to open up in front of you. Notice again how your hands look and feel. How does your breath change as your hands move?
4. Continue to gently open and close your hands as you breathe in and out. Keep your awareness and attention on the sensations within your hands. Practise this activity for one minute or longer.
5. Take another mindful breath in. As you breathe out, listen for any sounds in the room. Notice the parts of your body in contact with the floor. Open your eyes slowly and quietly.

- It is okay if your mind wanders. Notice your thoughts and kindly bring your attention back to your hands.

How does focusing your attention on your breath help you to remain calm?

Did you find it useful to use your hands to keep your mind focused?

Why do you think this activity helps to focus our attention?

Name a few situations where you may feel worried or stressed and this technique might help calm you down. When would this technique be helpful?



Improves posture, coordination and develops awareness of body and breath.



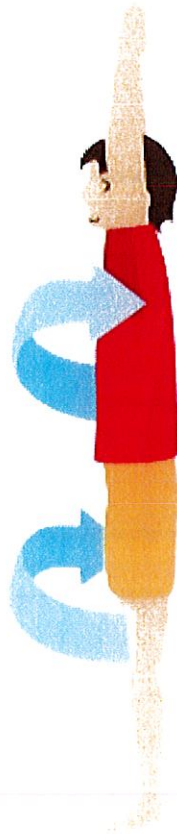
Sharpens our awareness to connect critical and creative thinking.



I am calm.



ROLLING



Develops fitness and balance. Builds stronger muscles and bones.



Learning through movement and increases body awareness.



I am creative.



1

Lie on your back with straight legs and toes pointed. Reach your arms above your head.

2

Press your lower back to the floor. Lift your arms and legs to make a 'cush' shape. Engage your core and roll onto your side, keeping your body tight. Continue onto your tummy staying in a 'reverse dish' shape.



3

Continue this movement, keeping your feet together and your whole body tight.

+

• Draw your belly button to your spine.

++

• Roll in both directions.

?

- Why is it important to develop your core strength?
- Which parts of your body were in contact with the floor?
- Is rolling fun? How does it make you feel?
- Rolling helps you in gymnastics, rugby and dance. Can you think of any other games or sports where rolling might help you?



SLIDING



Healthier heart and develops muscle tone.



Learning through movement.



I am a mindful listener.



1



With your right foot take a step to the side. Bring your left foot to meet the right foot and repeat: step, close, step, close, step, close.

2



Repeat the same action with a jump in between. Both feet will be off the ground for a brief moment.

3



Keep your hips and shoulders aligned and facing forward.

4



Keep your head and body stable with your eyes looking straight ahead or in the direction where you are travelling to next.



- Keep your movement rhythmical.
- Practise sliding along a line to ensure your feet do not cross and that your feet, hips and shoulders do not turn to face the direction of travel.
- Practise sliding in both directions.
- Hold hands with a partner while you slide.



- Practise different patterns, for example: slide four times to the left then three times to the right.
- Practise sliding in between markers in a zigzag pattern or around a circle or rope.
- Practise a slide turn by turning 180 degrees and change the leading foot.



- Is it helpful to use your arms?
- Can you think of different movements you can do with your arms?
- Did you notice any sensations?
- Sliding helps you in basketball, dance and netball. Can you think of any other games or sports where sliding might help you?





Fitness



Warm up stretches:

- Arms across body
- Star jumps
- Lunges
- Running on spot
- Reaching toes
- Arm circles

Activity Circuit:

- Running
- Star jumps
- Elliptical
- Lunge
- Heel taps
- Lunge
- Elliptical
- Frog squat

Cool down:

- Arm circles
- Stretches to toes, arms back
- Deep breath

Writing Stimulus



Addition invented strategies – jump strategy

Below are some number lines that only show the jumps. Complete the number line for the problem that matches and then write the complete problem

18 + 5 = 179 + 62 = 38 + 53 =



Use the jump strategy to add these:

Day	Red velvet	Lemon drop	Coconut	Chocolate
Saturday	165	82	55	125
Sunday	43	98	65	36

a How many red velvet cupcakes were sold over the weekend?

$\square + \square = \square$

b How many lemon drop and coconut cupcakes were sold on Saturday?

$\square + \square = \square$

c How many chocolate cupcakes were sold over the weekend?

$\square + \square = \square$

Measuring time – time facts

It is important to learn these time facts

- 60 seconds = 1 minute
- 60 minutes = 1 hour
- 24 hours = 1 day
- 7 days = 1 week

Use the information above to answer these:

- a hours in 1 day = _____ b hours in 2 days = _____
- c minutes in 2 hours = _____ d days in 2 weeks = _____
- e seconds in 1 minute = _____ f seconds in $\frac{1}{2}$ a minute = _____

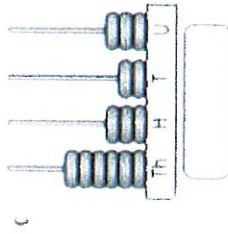
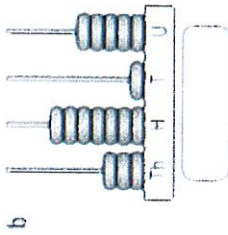
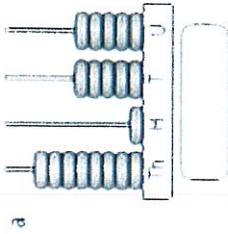
Estimate how many seconds it takes for each activity. Then, use a timer or a stopwatch and record how long each activity actually takes.

Activity	Estimated time	Actual time
a Say the alphabet at normal speed		
b Write your name nearly 3 times		
c Do 20 star jumps		
d Drink a glass of water at normal speed		
e Roll a die 5 times and record each number		

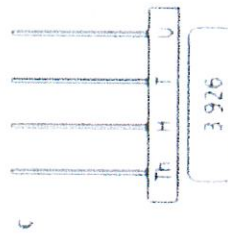
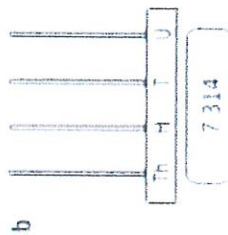
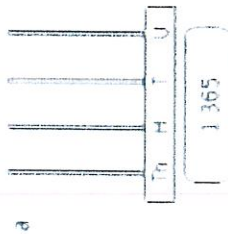
Use your basic time facts to work out who took longer. Circle the correct answer

- a Max took 75 seconds to brush his teeth
Willy took $1\frac{1}{2}$ minutes
Max / Willy
- b Charlie completed the hike after 150 minutes
It took Claire 2 hours
Charlie / Claire
- c The Barnleys went on holiday for 22 days.
The Sommers went on their holidays for 3 weeks
Barnleys / Sommers

1 Write the number shown on each abacus:



2 Draw the beads to show the numbers:



3 Circle the digit that matches the place value:

a tens: 2 330

b units: 4 322

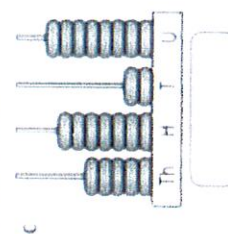
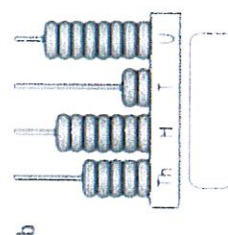
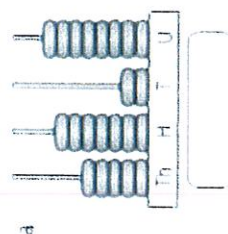
c hundreds: 9 218

d units: 5 661

e tens: 8 754

f thousands: 6 845

4 Add a bead to each abacus anywhere you like and write the new number:

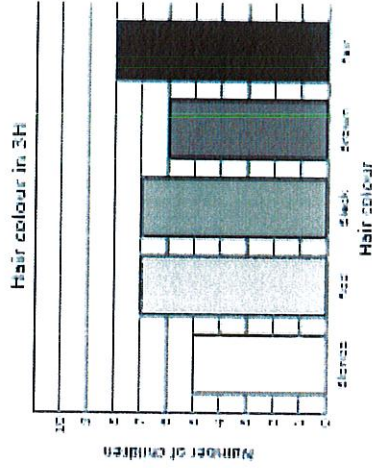


Data – column graphs

Column graphs are a clear way of showing data. There is a vertical line that has numbers, and is called the scale. The horizontal line has the different categories that are being counted. There should always be a heading at the top so it's easy to see what the data is about.

1 Answer the questions about the data shown on this column graph.

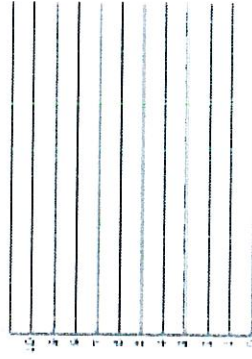
- a How many children have brown hair?
- b Which colour hair do the smallest group of children have? _____
- c Which colour hair do most children have? _____



d What do you notice about the number of children who have either red or black hair?

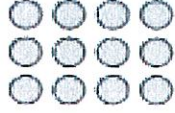

2 A group of people were surveyed about their favourite fruit. Make a column graph from the data collected in the table. First write the number of tallies in the table:



Favourite fruit	
Apples	###
Oranges	###
Bananas	###
Pears	### ###





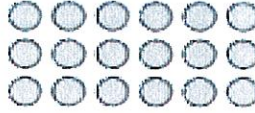

Write two turnaround facts for each array. The first one has been done for you.



$4 \times 3 = 12$
 $3 \times 4 = 12$

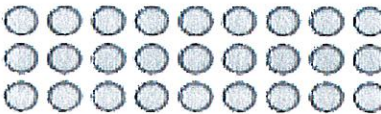


 $\square \times \square = \square$

 $\square \times \square = \square$


 $\square \times \square = \square$

 $\square \times \square = \square$


 $\square \times \square = \square$

 $\square \times \square = \square$


 $\square \times \square = \square$

 $\square \times \square = \square$


 $\square \times \square = \square$

 $\square \times \square = \square$


 $\square \times \square = \square$

 $\square \times \square = \square$

Color the skip counting pattern on each hundred grid.

a. Show the 3s pattern.

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

b. Show the 4s pattern.

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

Complete the missing numbers in these skip counting patterns:

- a.

36		27	24
----	--	----	----
- b.

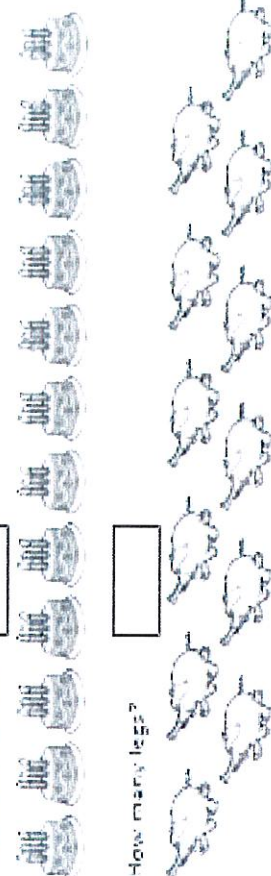
12		20	24		36	40
----	--	----	----	--	----	----
- c.

50		46	44		38
----	--	----	----	--	----
- d.

17			57		77	87
----	--	--	----	--	----	----

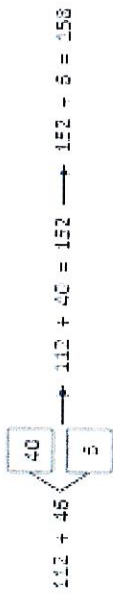
How many objects altogether? Use skip counting.

- a. How many candles?
- b. How many legs?



Addition mental strategies – split strategy version 1

When adding large numbers in our heads, it can be easier to split one of the numbers into parts and add each part separately.



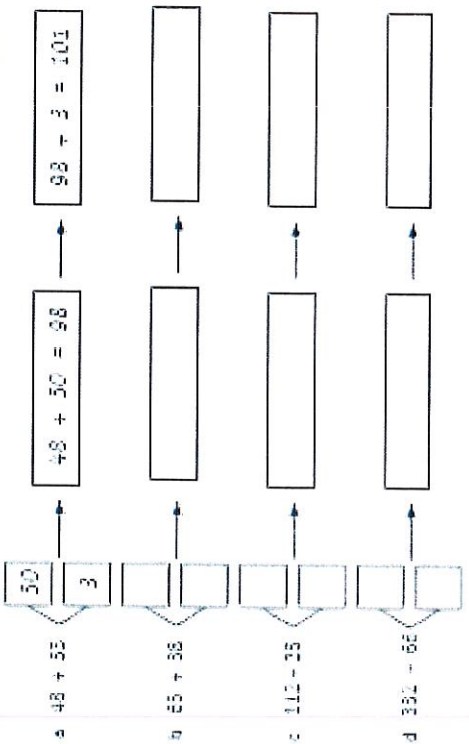
1 Practise separating these numbers into tens and units. The first one has been done for you.



2 Practise adding the tens to these numbers:

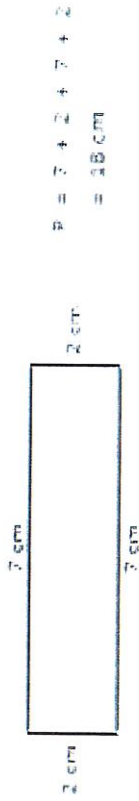
+	20	50	30	70	60
122					
214					

3 Use the split strategy with these problems. The first one has been done for you.

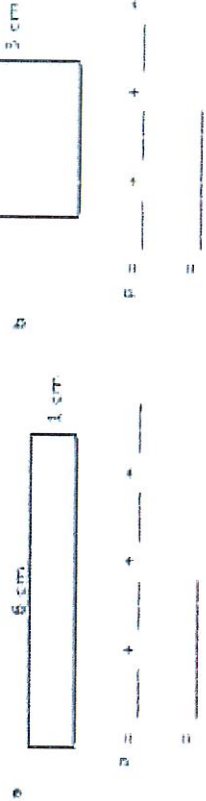


Units of length – perimeter

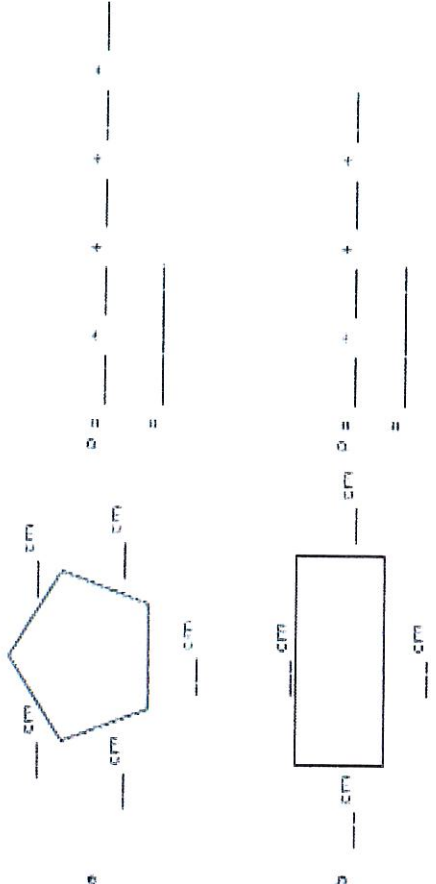
The perimeter is the total length around the outside of an enclosed space. To find the perimeter of this shape, we add the lengths of all the sides.



1 Find the perimeters of these shapes.



2 Measure these shapes and find the perimeter.



I TAKE CHARGE OF MY OWN LEARNING

I would like to become better at... I can train my brain to be good at it by...



What days are important to us and why?

Australians celebrate and commemorate many special days. Some of these days remember important events in Australia's history. Others mark important religious days and some celebrate Australia and its people.

1 Many special days are marked on our calendars. Find a calendar. What special days can you find? Mark the Australian ones on the calendar below.

January	February	March
April	May	June
July	August	September
October	November	December

History Activity 2 Research Task- Create a poster or booklet with images ☺

Choose a special day and using the organiser below, prepare a report on it. You could choose one of the national days in the eBook, another one that you marked on your calendar, or a day that is important in your community.

Why special day is...

Its date is...

It celebrates or commemorates...

To mark it, people...

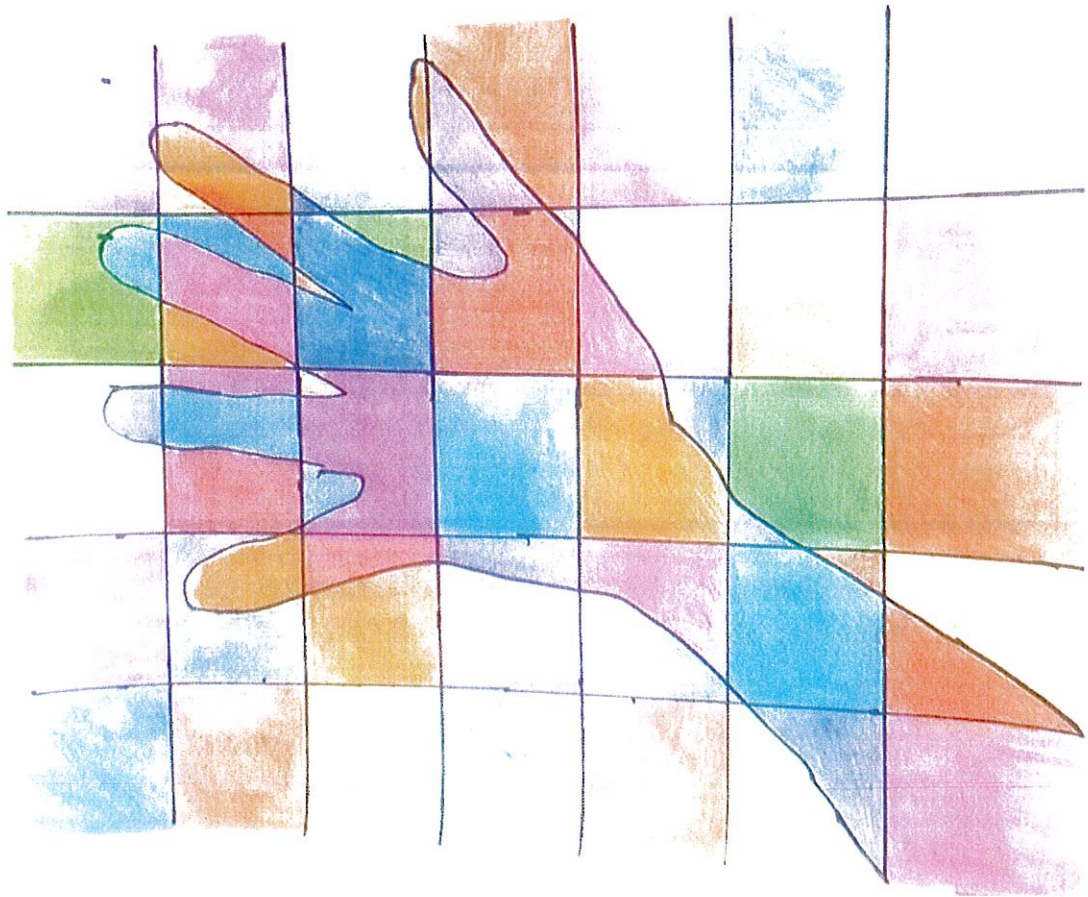
Its special symbols are...

An interesting fact about it is ...

I chose it because ...

Art

Monday Lesson



Tuesday Lesson

