

The below times are **ONLY SUGGESTIONS**. **Complete the tasks at times during the day that suit your family, for however long suits you.**  
**Take brain breaks as often as you feel necessary between activities 😊**

Activity	Time	Work Task Explanation:
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**Reading Focus – Café Strategy - Visualising (Make a picture or mental image in your mind as you read).**

1.	15mins	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sustained Independent Reading (Read to Self)</li> <li>- Students choose either a chapter book or picture story book and answer the following questions:</li> <li>- <b>Think about the main character you imagined yourself as last week. What would happen to the story if you as the main character disappeared from that story? What would the other characters do? Would the story have a different ending? Why/Why not?</b></li> <li>- <b>Have a discussion with your parent or carer if possible as to what you think or feel and write your responses using at least four sentences.</b> (Remember a sentence contains a noun, capital letters, full stops as well as a combination of verbs, adjectives or adverbs).</li> <li>- <b>Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></li> </ul>
2.	10 mins	<p><b>Reading</b></p> <p>E.E.K.K (Elbow to Elbow and Knee to Knee is how student sit by side when they are reading out loud to each other)</p> <ul style="list-style-type: none"> <li>- Students choose either a chapter book, newspaper article or picture story to read out loud (if you don't have anyone to read too that's ok read to your pet or favourite toy).</li> <li>- Reading out loud – your child is working on developing their fluency, paying attention to punctuation and expression, they may do this by reading loudly, quietly or using different voices to show character feelings/thoughts.</li> </ul>
3.	15 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>

**Writing Focus – Expressing, Developing ideas and creating literature.**

5.	30 mins	<p><b>Journal Writing</b></p> <p>Learning Intention - I can express, develop my ideas and plan a piece of writing.</p> <ul style="list-style-type: none"> <li>- For Journal writing, students can choose a topic they would like to write about. It can be a story, a favourite game/T.V show, a list or a recount of something that has happened. Try and write at least 8 sentences if you can, (remember a sentence contains a noun, capital letters and full stops as well as either verbs, adjectives or adverbs) if you would like to write more by all means go for it! You can always add in pictures too!</li> </ul>
7.	20 mins	<p><b>Literacy Planet</b></p> <ul style="list-style-type: none"> <li>- Students work their way through Literacy Planet tasks assigned to them.</li> </ul>
8.	30 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>

9.	20 mins	<p><b><u>Maths</u></b>  - Complete My Numeracy Tasks on <b><u>General All</u></b> Essential Assessment tasks.</p>
10.	20 mins	<p><b><u>Maths Problem Solving</u></b>  - Complete the Problem Solving cards ‘Even Ten’ and ‘Cheapest Coin’ located at the bottom of this planner. Please make sure you include <b><u>all of you working out</u></b> for these two problems.  - Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</p>
11	30 mins	<p><b><u>Brain Break</u></b> - Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for a break.</p>
12		<p><b><u>Zones of Regulation</u></b>  - Have a discussion with your parents or carer about the Zones of Regulation. The Zones of Regulation is a program that helps students to understand, develop strategies and begin to control their emotions. In the Zones of Regulation there are 4 colours that represent the different emotional states or zones we move through each day, they are called Green, Red, Yellow and Blue Zone. No one generally stays in the same zone all day, depending on the work we do, how much or little we slept the night before, the food we eat and a range of other factors contribute to which zone we are in at any given time.</p> <p><b><u>Green Zone</u></b> - Green Zone is often referred to as the ready to learn zone, some words to describe how you may feel or act in this zone are: happy, proud, appreciated, calm, thankful, relaxed, content, focused, able to listen or good.</p> <p><b><u>Yellow Zone</u></b> – here are some words to describe how you may feel or act if you are heading towards or are in the Yellow Zone: frustrated, nervous, anxious, worried, silly, scared, jealous, confused, embarrassed, grouchy or uncomfortable.</p> <p><b><u>Red Zone</u></b> – here are some words to help describe what it may feel like or how you may act when you are in or heading towards the Red Zone: mean, mad, aggressive, terrified, out of control, yelling, angry or elated.</p> <p><b><u>Blue Zone</u></b> – here are some words to help describe what it may feel or how you may act when you are in or heading towards the Blue Zone: hurt, sad, tired, bored, sick, exhausted or shy.</p> <p>Your task is to write a recount of between 6 and 8 sentences about a time you were in the yellow zone, it could have been just before you did a school presentation, performing at a school concert, your sibling or friends told a really funny joke and you can’t stop laughing etc. Remember to use descriptive words to explain what was happening and why and include the strategies you used, if any to move out of the yellow zone.</p> <p>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</p>

**\*\*\*Today for Maths you are creating a schedule that includes the activities you did and the time you did them including a picture of the tasks that you did, make sure you have a clock nearby\*\*\***

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**Reading Focus – Café Strategy – Visualising (Make a picture or mental image in your mind as you read).**

1.	15mins	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sustained Independent Reading (Read to Self)</li> <li>- Students choose either a chapter book, newspaper article or picture story book and read quietly.</li> <li>- Visualise (which means to make a mental image in your mind when reading or listening to a description of a person, place or something that has happened etc) Read the following passage and draw a picture of what you imagine, take your time and add detail!</li> </ul> <p><i>No one had lived in the house for years. The blue paint was peeling off the weatherboard panels, the yard was overgrown with weeds nearly as tall as the broken fence surrounding the old decrepit house. The windows on the lower floor were boarded up and some of the windows on the second and third stories were broken from the relentless wind and rain coming off the sea.</i></p> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
2.	10 mins	<p><b>Reading</b></p> <p>E.E.K.K</p> <p>(Elbow to Elbow and Knee to Knee is how student sit by side when they are reading out loud to each other)</p> <ul style="list-style-type: none"> <li>- Read out loud – your child is working on developing their fluency and expression, they may do this by reading loudly, quietly or using different voices to show character feelings/thoughts.</li> </ul>
3.	15 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>
<b>Writing Focus – Expressing, Developing ideas and Creating Literature.</b>		
5.	30 mins	<p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>- Learning Intention – I can persuade my audience to agree with my opinion.</li> </ul> <p><b>What is a persuasive text?</b> A persuasive text is an article or piece of writing which explains/argues a specific point of view, the author tries to convince the reader using evidence/reasons as to why the reader should agree with the author’s opinion and the evidence presented on the topic.</p> <p><b>Persuasive Topic</b></p> <ul style="list-style-type: none"> <li>- Children should do more chores around the house right? There is a writing prompt/pictures and a planning template called ‘Persuasive Text Scaffold’ the picture prompt has the heading ‘Children should do more chores’ to help you get started on your writing, both sheets are located at bottom of this planner.</li> </ul>

		<ul style="list-style-type: none"> <li>- Discuss your thinking with an adult, talk about your reasons as to why you think children SHOULD do more chores or if you think children SHOULDN'T do more chores around the house. <b>Remember this is your rough draft so don't forget to edit and read it back to yourself before uploading a photo!</b></li> <li>- Remember to state your opinion (this is where you write that you either agree that children SHOULD do more chores or you think children SHOULDN'T do more chores around their houses) in your introduction.</li> <li>- You then need to come up with and write down three reasons why children SHOULD do more chores and why (if that is your opinion) or why children SHOULDN'T do more chores and why ( if that is your opinion) around the house.</li> <li>- Don't forget your conclusion, this is your LAST chance to convince your reader of your point of view.</li> </ul> <p>Try your best! I am looking forward to reading all your efforts! <b>Remember to upload a picture of your rough draft with editing to Class Dojo.</b></p> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>															
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9.	20 mins	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>- Complete the Pre Test for Time on Essential Assessment (remember you need to do this on your own and try your best).</li> </ul>															
10.	20 mins	<p><b><u>Maths Activity</u></b></p> <p>Think about your day! Time is a very important concept and it helps us to organise our daily lives and the activities we like to do such as bike riding or drawing and those we have to do such as working, paying bills or doing jobs around the house.</p> <p>Your task is to create a schedule of the important things you do in a day. You can draw a table such as the one below or you can make a booklet. How you present your task is entirely up to you.</p> <p>Please include at least 5 activities you have done throughout today!</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Time</th> <th style="width: 33%;">Activity</th> <th style="width: 33%;">Duration (the time it took to complete each task) of Task</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Upload a pictures of your rules and of you and your family playing your game or games to ClassDojo</b></p>	Time	Activity	Duration (the time it took to complete each task) of Task												
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11	30 mins	<b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b>
12		<b><u>Art</u></b> - Our Art lessons are located underneath this week’s planner on the Remote Learning Tab on the Karingal Heights Website. - You can also do drawing, painting (only if you have paints at home) collage or colouring in <b>. Feel free to upload pictures of your artwork to ClassDojo I would love to see them and I’m sure Mrs Riley would too!</b>

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**Reading Focus – Café Strategy - Visualising (Make a picture or mental image in your mind as you read).**

1.	15mins	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>- Sustained Independent Reading (Read to Self)</li> <li>- Students choose either a chapter book or picture story book and answer the following questions.</li> <li>- You have just been dropped into the middle of the problem in a fictional story about dragons! You turn around and see a huge, menacing shape emerging from the darkness... it's... a... dragon!!</li> </ul> <p>Write 4 sentences describing (include adjectives!) what the dragon looks like: Don't forget to include a description of it's terrifying eyes, the colour of it's scales and the length and colour of it's sharp claws.</p> <p>Your second set of 4 sentences is what you do when the dragon sees you.... Do you run or can you fly? Do you have super powers? (It is a made up story after all!)</p> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
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2.	10 mins	<p><b><u>Reading</u></b></p> <p>E.E.K.K</p> <ul style="list-style-type: none"> <li>- (Elbow to Elbow and Knee to Knee is how student sit by side when they are reading out loud to each other)</li> <li>- Read out loud – your child is working on developing their fluency and expression, they may do this by reading loudly, quietly or using different voices to show character feelings/thoughts.</li> </ul>
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3.	15 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>
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**Writing Focus – Expressing, Developing ideas and Creating Literature.**

5.	30 mins	<p><b><u>Writing</u></b></p> <p><b><u>100 Word Challenge or 200 Word Challenge (the choice is yours!)</u></b></p> <p>Use the picture prompt at the bottom of the planner for your 100/200 Word Challenge</p> <p>Remember this is your <b>rough draft</b>, you should be using a different coloured pencil to correct your spelling or punctuation errors as well as up levelling (choosing different or more descriptive words such as swapping happy for elated).</p> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
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7.	20 mins	<p><b><u>Literacy Planet</u></b></p> <ul style="list-style-type: none"> <li>- Students work their way through Literacy Planet tasks assigned to them.</li> </ul>
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8.	30 mins	<b>FRUIT or BRAIN BREAK</b> – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.
9.	20 mins	<b><u>Maths</u></b> - Complete 1 Essential Assessment Maths sheets of your choice. - Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).
10.	20 mins	<b><u>Maths Task</u></b> Build a Bridge using only 5 pieces of A4 paper, 1 metre of sticky tape and 2 other items of your choice. (remember if you start to get frustrated and feel like you are heading into your yellow or red zone stop and give yourself a break and come back when you are ready) - How tall can you make your tower? - Can your bridge support any weight/items? - What troubles did you encounter building your tower? - Was your tower taller than last week's tower? Why/Who not? - Is your tower steady or about to fall? Why do you think that is the case? - What do/did you have to do to make sure it stays standing up? - What did you change in your construction if it fell? Make a video or upload a series of photos showing the construction and finished bridge, as well as the items you used to make your bridge and upload it to ClassDojo.
11	30 mins	<b>Brain Break</b> - Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for a break.
12		<b><u>PE</u></b> Navigate (click on) to the Remote Learning Tab on the Karingal Heights Website, then click on the Phys Ed Section this will take you to a plan, click on the video of Mr Bodley explaining this week's activities! And go for it!

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**Reading Focus – Café Strategy - Visualising (Make a picture or mental image in your mind as you read).**

1.	15mins	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>- Sustained Independent Reading (Read to Self)</li> <li>- Students choose either a chapter book or picture story book and answer the following questions.</li> <li>- Why do you think the author choose this setting for the book you are reading? If you were the author of your book what setting would you use and why?</li> </ul> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
2.	10 mins	<p><b><u>Reading</u></b></p> <p>E.E.K.K            (Elbow to Elbow and Knee to Knee is how student sit by side when they are reading out loud to each other)</p> <ul style="list-style-type: none"> <li>- Read out loud – your child is working on developing their fluency and expression, they may do this by reading loudly, quietly or using different voices to show character feelings/thoughts.</li> </ul>
3.	15 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>

**Writing Focus – Expressing, Developing ideas and Creating Literature.**

5.	30 mins	<p><b><u>Persuasive Writing</u></b></p> <ul style="list-style-type: none"> <li>- Learning Intention – I can persuade (which means convince my audience of my point of view) my audience to agree with my opinion.</li> </ul> <p><b>What is a persuasive text?</b> A persuasive text is a text which argues a point of view, the author tries to convince the reader using evidence/reasons as to why the reader should agree with the author.</p> <p><b><u>Persuasive Topic</u></b></p> <p><b><u>Finish off editing your persuasive writing then type or hand write your good copy to and upload to ClassDojo</u></b></p> <ul style="list-style-type: none"> <li>- Children should do more chores around the house! There is a writing prompt (pictures and a plan to help you get started at the bottom of this planner)</li> <li>- Use the Persuasive Text Writing Template located at the bottom of this planner</li> <li>- Remember to state your opinion (this is whether you agree that children SHOULD do more chores or whether you think children SHOULDN'T do more chores around their houses) in your introduction.</li> <li>- You need to have three reasons why children SHOULD do more chores and why if that is your point of view or why children SHOULDN'T do more chores around the house and why if that is your point of view.</li> <li>- Don't forget your conclusion, this is your LAST chance to convince your reader of your point of view.</li> </ul> <p>Try your best! I am looking forward to reading all your efforts!</p>
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- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).

7. 20 mins **Literacy Planet**  
- Students work their way through Literacy Planet tasks assigned to them.

8. 30 mins **FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.**

9. 20 mins **Maths**  
- Choose 2 numbers from the following 10 options:  
- 3496, 78, 6210, 342, 38, 46573, 9836, 244, 4687362, 6874.  
- Once you have chosen your number, remember to challenge yourself and try not to use a calculator!  
- Write down on paper for each number 8 Addition (plus/+) sums where your number is the answer.  
- Write down on paper for each number 8 Subtraction (take away/ -) sums where your number is the answer.  
  
Challenge (you don't have to attempt the challenge if you don't feel confident).  
- Write down 4 Division (divide the total number into equal groups such as 10 divided by 5 equals 2) sums where your number is the answer.  
- Write down 4 Multiplication (groups of) sums where your number is the answer.

10. 20 mins **Maths Game**  
Spend time practising your timetables, you can write them out and take a photo or record yourself singing or saying them it is entirely up to you how you (use your times table sheet to help you learn them) practise, remember the more you practise the quicker and easier it will be to remember them.

11. 30 mins **Brain Break - Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for a break.**

12. 30mins **Science**  
**\*\* Please continue saving plastic jars, and containers, and old materials (plastic, fabric and paper) for our Science experiments in the coming weeks. Make sure you check with an adult before you take any containers or jars\*\***  
  
**Science**  
Lesson 4 'Leak, Soak or Repel?'  
Learning Intention – This lesson we are exploring the properties of different natural and processed materials, for example fabrics have properties that make them useful for different purposes and having knowledge of the properties of different materials informs how they can be used effectively.

**Materials required**

(check with an adult to make sure it is ok before taking any items)

- 3 jars of roughly the same size (transparent if possible)
- 3 elastic bands, hairs ties or string (long enough to tie around your jars/containers)
- 1 piece of a plastic bag (can be a piece of plastic supermarket bag) slightly bigger than the jar/container
- 1 piece of paper towel (or paper if you don't have any paper towel) slightly bigger than the jar/container
- 1 piece of fabric slightly bigger than the jar/container
- 1 dropper/spray bottle
- 1 cup of water (you can use/add food dye to your water BUT check with an adult before you take/use food dye)

**Fair Testing**

Make sure each item is roughly the same size, make sure each container has the same amount of water applied/added otherwise your results may have variables (things that can affect the results of your experiment).

**Draw and fill out this table on paper**

**Title – Absorbency Prediction Table**

Materials I think <b>will leak</b> water	Materials I think will be <b>saturated/soaked</b>	Materials I think <b>will repel</b> water	Why I think this material will repel, leak or saturate.

**Activity**

- Set up your jars in your backyard or if it is raining try and go undercover if possible as this can be a messy activity.
- Set up each jar by placing the material over the open end of your jar, push the material down a little to make a hollow or well so the water doesn't run and secure it with either string, an elastic band or hair tie. Repeat this process for each jar.
- Pick up your water dropper/spray bottle or whatever you are using to apply water (remember to ensure fair testing you need to apply the same amount of water to each jar) When you are applying the water to each material, if you want to use food dye you are welcome to (check with an adult before using food dye) add a little to your water, if you don't



have any food dye it doesn't matter and won't affect the results of your experiment (food dye can stain your hands and anything else it comes into contact with so make sure wear gloves and you have checked with an adult for permission before you start).

- Start with the your first jar/container, decide how much water you will add to each container, repeat this process for the next two jars and remember to apply the same amount of water to each jar/container to ensure you have controlled the possible variables (things that can affect the results of your experiment) that may occur.

**Background Information for discussion questions** (please read this together, if your child has any issues understanding just send through a message on ClassDojo)  
Absorbency refers to an object or material's ability to take in water or other liquids. Absorbent materials have surfaces that attract or allow water in, these objects contain small spaces called pores where liquids can enter. The higher the number of pores an object has, the greater the volume of liquid that can potentially enter that particular material.

When absorbent materials are saturated, they cannot take on any more water. For example when a sponge is saturated with water and additional water is dripped on it, the same amount of water will drip/leak out. Waterproof materials such as plastics or rubber generally do not absorb water, as the material does not generally have pores and repels water. Some absorbent materials can be made waterproof/water resistant by coating/spraying them with a non-porous materials which fills/blocks the surface pores of that material, this causes the material to repel water (the material may need the water resistant substance to be reapplied to maintain the items water resistant properties).

#### Glossary

Repel- means to force something back or away.

Saturated – containing the greatest amount of moisture.

Leak – where moisture escapes an area or object.

Non-porous – liquid/air is unable to pass through a surface/material.

#### Discuss and write or draw your answers as to the outcome of your experiment using the following questions/discussion points:

- Which material soaked up the most water?
- Explain in your OWN words that meanings of the words repel, saturated and leak!
- Which material didn't soak up water and why?
- Which material soaked up a little water then leaked?
- Which material soaked up the most water and why?
- What are some materials you have discovered that are porous?
- Which material would you use for a raincoat and why?
- Which material would you use to clean up liquids and why?

#### Challenge Question

- Can you think of any naturally occurring materials that are non-porous meaning water is unable to get through?

- Write your name and the date then upload an image of your work including both the table and your experiment and your discussion points or pictures (if you are drawing pictures please include the questions) to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).

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1.	15mins	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Sustained Independent Reading (Read to Self)</li> <li>- Students choose either a chapter book, newspaper article or picture story book quietly.</li> <li>- Draw a picture of all the characters in your book, make sure you add details/colour and include the title of your book!</li> </ul> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
2.	10 mins	<p><b>Reading</b></p> <p>E.E.K.K (Elbow to Elbow and Knee to Knee is how student sit by side when they are reading out loud to each other)</p> <ul style="list-style-type: none"> <li>- Read out loud – your child is working on developing their fluency and expression, they may do this by reading loudly, quietly or using different voices to show character feelings/thoughts.</li> </ul>
3.	15 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>

**Writing Focus – Expressing, Developing ideas and Creating Literature.**

5.	30 mins	<p><b>History</b></p> <p>Now you have some history from your immediate family, it is time to complete some research on your community. Your task for this week is to research your community or a community where you have lived for an extended period of time (not just for a two week holiday). Try and include (where possible) information such as:</p> <ul style="list-style-type: none"> <li>- The date the town/city was established?</li> <li>- Who established the town (their name and a little bit of history on how they established the town)?</li> <li>- What were the early trading items made or the businesses established in your community? The businesses could be timber, fishing, farming etc.</li> <li>- What did the first building look like and where in the town was it built?</li> <li>- Draw a map (a birds eye view) of what the town/city looked like a 100 years ago, include street names, post offices, banks ovals, parks etc!</li> <li>- Are any of the historic buildings still standing today? Where are those buildings and do the buildings look the same?</li> <li>- What does the native plants and animals in the area you researched look like and what are some of them called?</li> <li>- What did the area you researched look like before colonial settlement occurred?</li> </ul> <p><b>If there is any other information you would like to research and include, please do! I like forward to reading your rough drafts of your research!</b></p> <p><b>- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>
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7.	20 mins	<p><b><u>Vocabulary</u></b>  - ‘acronym’  <b>Definition</b> – where the initial letters of each word are used and pronounced as a word, such as N.A.S.A.  - <b>Using the word in a sentence-</b> I would like to visit N.A.S.A one day. Or That sign says “NASA” doesn’t it?  - Students need to write the word  - The definition (what the words means)  - Write the word in a sentence (you can make up your own sentence or use the sentence above)  - Draw a picture showing their understanding of the vocabulary word.  - <b>Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p>																																																																																																				
8.	30 mins	<p><b>FRUIT or BRAIN BREAK – Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for your break.</b></p>																																																																																																				
9.	25 mins	<p><b><u>Maths</u></b>  - Practise skip counting by odd numbers 3’s, 5’s, 7’s 9’s 11’s 13’s the list is endless etc (example counting by 2’s using odd numbers 1, 3,5, 7 etc) as well as even numbers for example 2’s, 4’s, 10’s and 100’s 1000’s 98’s for as long as you are able to remember.  - <b>Times table Grid.</b> Rule your page (create a 9 x 9 grid) and use a timer to practice your timetables, record your time at the bottom of your sheet. Copy the table below (There is also an A4 version of the grid at the end of this planner).  - <b>Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).</b></p> <table border="1" data-bbox="349 839 1106 1225"> <tr> <td>X</td> <td>5</td> <td>8</td> <td>7</td> <td>1</td> <td>6</td> <td>3</td> <td>10</td> <td>12</td> <td>2</td> </tr> <tr> <td>11</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>9</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>10</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	X	5	8	7	1	6	3	10	12	2	11										8										0										3										4										5										9										2										10									
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10.	20 mins	<p><b><u>Maths Game</u></b>  - Create another Scavenger Hunt/Treasure Map for your family to follow using your mapping skills and knowledge of directions.  - Draw a map of your house and plan out where you will leave clues for your family to follow <b>(at least 5 clues and use two rooms this time to his your clues).</b>  - Make sure you include the correct directions and instructions, use words such as left, right, between, up and down as well as directing them as to how many steps or metres they need to move forward or backwards.</p>																																																																																																				

- Write your name and the date then upload an image of your work to ClassDojo. Try clicking and uploading a picture of your work using the student section of ClassDojo (If you are unable to do this just upload to ClassDojo messages instead).

11

30 mins

**Brain Break** - Up to you – go outside, do some dancing using Go Noodle or Just Dance, play a game, lay down and listen to some calming music, whatever suits you for a break.

12

**Friday Fun Time**

At school we use this time for finishing off any work students haven't completed, playing board games, a game outside, puzzles or reading. This time is up to you.





## EVEN TEN

28 is an even 2-digit number whose digits add up to 10.

- a) Find all the even 2-digit numbers that are like this.
- b) Find all the odd 2-digit numbers whose digits add up to 10.

### Extension

- a) Find all the odd 3-digit numbers smaller than 200 whose digits add up to 10.
- b) Find all the even 3-digit numbers smaller than 200 whose digits add up to 10.

### Strategy hints!

- ★ 1 Look for the important words in the question.
- ★ 2 Look for a pattern.



## CHEAPEST COINS

- How many of the cheapest coin equal the cheapest gold coin?
- How many of the most expensive coin equal the most expensive note?



### Extension

Rollerskates cost \$92 a pair.

Ben has 1 of every coin and 1 of every note.

Does Ben have enough money to buy 2 pairs of rollerskates?

### Strategy hints!

- Look for the important words in the question.
- Use a drawing.

# 100/200 Word Challenge



Learning Goal- I can create a story with a problem, setting and resolution.

Success Criteria: "I will be able to write a piece of text using the given stimulus, only use about 100 words and include descriptive words"

**YOU WILL NEED YOUR WRITING BOOK, 100 WORD CHALLENGE PAGE AND PICTURE STIMULUS.**

In your writing book, rule up a margin, write the date, heading and learning goal. Cut out the visual stimulus and glue it under your learning goal.

Discuss possibilities for a text with a partner and brainstorm or popcorn ideas around your picture.

Use the picture you pasted in your writing book to write a short piece of text that is about 100 words long. Try to make it as exciting as you can. Use your IMAGINATION.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Persuasive Text - Scaffold

Title \_\_\_\_\_

Opening statement (State your opinion about the topic of the text).

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Reason 1 (State your first reason and provide an example to support it).

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Reason 2 (State your second reason and provide an example to support it).

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Reason 3 (State your third reason and provide an example to support it).

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Concluding statement (Restate your opinion about the topic of the text).

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# Children should do chores around the house.



## Think:

Do you agree or disagree? Can you think of ideas for both sides of this topic?

## Plan:

Plan your writing before you begin and decide what your arguments are going to be.

## Remember to include:

- an introduction – clearly state your choice
- your arguments with reasons or examples to explain them
- a conclusion summarising your main points
- strong language that will persuade your reader – *definitely, will*
- paragraphs – start a new paragraph for each new argument.

## Remember to check:

- that your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.

