



Surveyors Creek Public School

Framework for teaching online – Stage 1, Term 3 Week 2

Below is a learning schedule for you to follow. You will need access to a digital device to complete the following activities. You may need help from a parent/carer. You are also able to access Mathletics, Bug Club and any other website that your teacher has given you access to. Complete all activities in your Homework book or an exercise book. Write the date on your activities to keep track. Bring in your workbook on the day you're scheduled to attend school.

YEAR 1

Spelling Words		Extension	Tricky words
how	ground	playground	house
owl	loud	powder	because
cow	mouth	flower	why
down	proud	mountain	
frown	around	roundabout	

YEAR 2

Spelling Words		Extension	Tricky words
rewrite	rename	redirect	minutes
reuse	retell	recharge	great
reheat	restart	rearrange	these
replay	review	reappear	
reread	rebuild	rethink	

Monday 19/7/2021

Have a go at making your bed.

Morning

English

Sign into your Google Classroom using your DET email and password. Click on today's Google Slide assignment to view the work.

Spelling

Write your spelling words in your workbook.

Year 1 - Complete InitialLit1 worksheet 1

Year 2 - Complete InitialLit2 worksheet a

Handwriting

Today we are going to be focusing on the letter Jj. Check your posture and pencil grip, read the chant below:

1234 two feet on the floor, 5678 sit up back straight, 9 10 11 12 check how your pencil is held. Click on the link [Handwriting letter Jj](#) and complete the handwriting lesson in your handwriting/workbook.

Storybook

Learning Intention: Summarise some of the key information in the book.

Before Reading

1. Do you know what the Southern Cross is?
2. Where and when can you see it?
3. Can you see the Southern Cross on the Australian Flag?

Making Predictions

Look at the front cover of the book.

Middle

Mathematics

Number of the Day Stage One - 23

Number of the Day Extension - 123

There is a Number of the Day template at the end of the framework.

Problem

Play the Trading Game. You can play by yourself or with another person. Use the following resources:

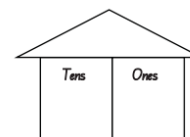
- Dice
- MAB blocks to trade
- Paddle pop sticks and elastic bands to bundle
- Match sticks and elastic bands to bundle
- Macaroni and string

Students draw up a place value chart on a piece of paper or a mini whiteboard.

If you are using paddle pop sticks, they roll a di, collect the amount displayed and place the items under the correct value. Once students have 10 or more ones, they use a rubber band to make a bundle of ten and place that under the correct value, the tens column. After 10 minutes of playing the game students stop and answer the following questions?

Which numbers come before and after your number?
Which numbers are 10 more and 10 less than your number?

Can you write the word for your number?



Afternoon

Library

1. Listen to the story Carla's Sandwich

<https://storylineonline.net/books/carlas-sandwich>

2. Give the following information to someone in your family.

* Is the story written to entertain us or inform us?

* Is it a piece of fiction (Story Book)) or NonFiction (Information Book)

*Who are the Author and Illustrator?

*What was your favourite character and part of the story?

*Would you recommend this book to someone else to read? Why?

3. Choose another book and do the same activities.

PDHPE - Wellbeing

People are always telling us to be healthy—but what does that actually mean?

This video follows Maya as she learns how to create healthy habits involving her diet, sleep, physical activity, spending less time on her devices, and the value in finding a balance.

[Wellbeing for Children: Healthy Habits - YouTube](#)

What do you think this book is about?
Think about the reasons for your predictions. Is there something in the picture that gives you a clue or does the title help you?

Click the link for the read aloud

<https://www.youtube.com/watch?v=SjyNKzdT2Iq>

Worksheet - Storybook Lesson 10

The book, *Under the Southern Cross*, takes us on a tour of different places around Australia after dark.

On the worksheet there are six different places from the book. Look at the two-page spread of each place and write a sentence or two about what you can see or do at each place.

E.g., Phillip Island, Victoria

- Little penguins
- Shore

Vocabulary

Launched: Used force to get something moving up or forward.

Appears: Comes into view; able to be seen

Collide: Crash into each other

Tuesday 20/7/2021

Have a go at tidying your room.

Morning

English

Sign into your Google Classroom using your DET email and password. Click on today's Google Slide assignment to view the work.

Spelling

Write your spelling words in your workbook.

Comprehension - Infer

Learning Intention: To infer when I read and to read fluently

Comprehension Strategies

We use comprehension strategies to help us understand what we are reading. This week we will learn about inferring.

How do we infer?

As good detectives we need to look for clues in the text to work out what is happening. We also need to use what we already know about the world to help us understand what we are reading.

Watch the Youtube video on making inferences
<https://www.youtube.com/watch?v=JdaD2FZQFEY>

Worksheet - Comprehension Task Sheet 19

Read the text and use the information, what you already know to infer what the person's job may be.

Middle

Mathematics

Number of the Day Stage One - 35

Number of the Day Extension - 235

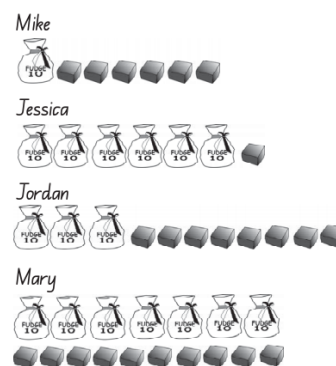
There is a Number of the Day template at the end of the framework.

Problem

Mike's class is going to sell fudge at the school fete. Some fudge will be sold in bags of 10 pieces.

Some pieces of fudge will be sold separately.

This is the fudge that some of Mike's classmates made.



How many pieces of fudge did each person make?

Who has the most fudge?

Who has the least fudge?

Extension

How much money is shown here? Write the number and words below.



How much money is shown here? Write the number and words below.



Afternoon

Geography

Students observe how spaces within places can be rearranged for different purposes. Discuss how their own classroom/bedroom can be rearranged according to the activity. Design and map a space in the classroom/ bedroom according to how they would like it arranged.

Resources

ANZ Stadium, Video, 4 mins Arranging Furniture,
<https://www.inquisitive.com/lesson/235-how-spaces-are-organised#stimulus>
<http://inq.co/class/268i>

Lesson 1 How Spaces are Organised

1 To stimulate interest and curiosity about features of places students view the stimulus video ANZ Stadium to see how a stadium can be changed for different sports. How the space was changed.

2-3 Take a closer look at the image of the sports court. Make a list of all the games they think could be played on that court.

They then wonder about:

- What about other games like Pacman?
- Is skipping a game?

Writing

Today you are going to be learning how to write an 'Informative text', using facts to describe a particular topic. Our topic is '*Platypuses*'.

An Informative text is a text that uses facts to describe a particular topic.

Learning Intention: Use describing words for a platypus to put into a simple sentence that describes its appearance.

Look at the information slide 'Classification & Appearance' and create a word bank. Here are some examples of descriptive words.

Thick fur	Sharp stingers
Fascinating creatures	Flattened head

Select 3-4 words you have written in your word bank and Year 1 write 1-2 sentences, Year 2 write 2 to 3 sentences about the platypus and what it looks like. Write this on your Informative texts worksheet or in your workbook. You will be using this throughout the week.

Wednesday 21/7/2021

Count how many windows are in your house.

Morning

English

Sign into your Google Classroom using your DET email and password. Click on today's Google Slide assignment to view the work.

Spelling

Write your spelling words in your workbook.

Year 1 - Complete InitialLit1 worksheet 2

Year 2 - Complete InitialLit2 worksheet b

Writing

Today you are going to continue researching information on the 'Platypus' for our informative writing.

Learning Intention: Use describing words for a platypus to put into a simple sentence that describes its 'Habitat and Diet'.

Look at the information slide 'Diet and Habitat' and create a word bank. Here are some examples of descriptive words.

Large burrows	Slippery worms
Digging homes	Great swimmer

Select 3-4 words you have written in your word bank and Year 1 write 1-2 sentences, Year 2 write 2 to 3 sentences about the platypus and what it looks like. Write this on your Informative texts worksheet or workbook. You will be using this on Thursday.

Middle

Mathematics

Number of the Day Stage One - 48

Number of the Day Extension - 348

There is a Number of the Day template at the end of the framework.

Problem:

Jordan made some fudge for the fete and packed it ready to sell. Some fudge was in packets of 10. Here is how his fudge was packed. What other ways could Jordan have packaged his fudge?



Extension:

How much money is shown here? Write in numbers and words.



Afternoon

Music

Students will listen to a short musical piece without lyrics.

<https://www.youtube.com/watch?v=M93qXQWaBdE>

-Sit in a chair or lie on the floor and close your eyes. Play the *Flight of the Bumble-Bee song*.

-While listening to the music, mentally picture the characters and images you see in your head. Reveal the title of the song after students have discussed what they saw. Students will now draw the characters and images they imagined while listening to the music. Then use adjectives to describe how the music made you feel, write these words under your drawings.

Now replay the *Flight of the Bumble-Bee song*

-Students need to express their feelings through *actions*: fast-paced actions, sudden and sharp movements, using lots of *space* with their bodies. Create a dance using these movements. Practice your dance perform for a family member or send in a video to share with the class.

Thursday 22/7/2021

Have you cleaned your teeth in the morning and at night?

Morning

English

Sign into your Google Classroom using your DET email and password. Click on today's Google Slide assignment to view the work.

Spelling

Write your spelling words in your workbook.

Comprehension - Infer

We use comprehension strategies to help us understand what we are reading. This week we have been learning about inferring.

How do we infer?

As good detectives we need to look for clues in the text to work out what is happening. We also need to use what we already know about the world to help us understand what we are reading.

Watch the Youtube video on making inferences
https://www.youtube.com/watch?v=i_hbzv2EacM

Worksheet - Comprehension Task Sheet 19

Read the text and use the information, what you already know to infer what Anna may be doing.

Writing

Today you are going to be looking at the 'Lifecycle and Interesting facts' of a platypus. Remember an Informative text is a text that uses facts to describe a particular topic.

Middle

Mathematics

Number of the Day Stage One - 19

Number of the Day Extension - 519

There is a Number of the Day template at the end of the framework.

Problem:

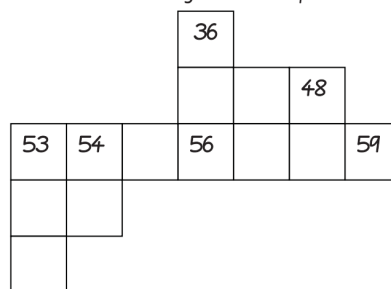
Complete the hundreds board jigsaw activity.

Print the hundreds chart onto a piece of paper and cut pieces up with at least 6 squares together for each piece. Make the pieces different shapes. Once your pieces are ready you can put your puzzle together.

Extension:

This is part of a hundreds chart that has been cut out and some numbers have been lost. What numbers are missing?

Write the numbers that are missing from the piece of 100 board.



Afternoon

Science

Students investigate the push and pull movements of everyday objects. They understand the difference between a push and a pull. Students learn that pushes and pulls are called forces and that an object that is sitting still will stay still unless a force acts upon it. Students work scientifically by participating in a guided investigation using a force to move various objects and recording their results.

Resources

Traintastic Teamwork, Video, 2 mins

Push or Pull?, Interactive

<https://www.inquisitive.com/lesson/673-push-and-pull#stimulus>

<http://inq.co/class/268i>

Lesson 1 Push and Pull

1 Students view a video of a cartoon train stuck in a tunnel. They discuss how the train was eventually moved using a pull and a push. Students are introduced to the concept that things can't move by themselves, to start something moving it needs a push or a pull.

2 Students are introduced to the concept that pushes and pulls are called forces and that something that is sitting still will stay still unless a force makes it move. In an interactive activity, the students sort various, everyday activities into pushes or pulls.

Learning Intention: Use describing words for a platypus to put into a simple sentence that describes its 'Lifecycle and Interesting Facts'. Look at the information slide 'Lifecycle and Interesting Facts' and create a word bank. Here are some examples of descriptive words.

Leathery shells	Painful venom
Muddy riverbank	Fossil jaw

Select 3-4 words you have written in your word bank and Year 1 write 1-2 sentences, Year 2 write 2 to 3 sentences about the platypus and what it looks like. Write this on your Informative texts worksheet or in your workbook. We will be using all of your information about the platypus in Week 3. Make sure you keep your writing somewhere safe.

Class To Do

inquisitive

QR Code



Link

<http://inq.co/class/268i>

Access Code

5

1

6

3

Friday 23/7/2021

Help prepare lunch and dinner. Tidy up afterwards.

Morning

English

Sign into your Google Classroom using your DET email and password. Click on today's Google Slide assignment to view the work.

Spelling

Write your spelling words in your workbook.

Year 1 - Complete InitialLit1 worksheet 3

Year 2 - Choose three words from your spelling list.

Write three compound sentences using your chosen words.

Grammar

Action Verbs: An action verb is a word that expresses action - it describes something you can do. Think about the research we have completed this week on platypuses and complete the platypus concertina.

Draw a platypus, write 4-5 action verbs and then draw the feet.

What action words could you use to describe:

- How does a platypus move?
- What does a platypus look like?
- How might a platypus feel?

Middle

Mathematics

Number of the Day Stage One - 98

Number of the Day Extension - 298

There is a Number of the Day template at the end of the framework.

Choose a game to play from the list:

- Guess my Number (Pick a number between 1-100 and say if your number is higher or lower than the persons guess)
- Combinations to 20
(<https://www.youtube.com/watch?v=C2Z43e05WP0&t=124s>)
- Trading Game
- Wishball Hundreds
(<https://education.abc.net.au/home#!/media/1387717/wishball-hundreds.htm>)

Afternoon

Kitchen Garden

Sign into the Kitchen Garden Google Classroom using your DET email and password.



Storybook

Learning Intention: Write in a conversational style, using past tense verbs.

Click the link for the read aloud

<https://www.youtube.com/watch?v=SjyNKzdT2lg>

Worksheet - Storybook Lesson 10

When people travel they sometimes write travel diaries. Entries are written using conversation style text, like a letter.

Pretend you have visited one of the places in the book, *Under the Southern Cross*, and write a diary entry.

You can use information from the text and the pictures, along with your own imagination, to write your journal entry. Think about what you might see, hear, think or learn there.

Vocabulary

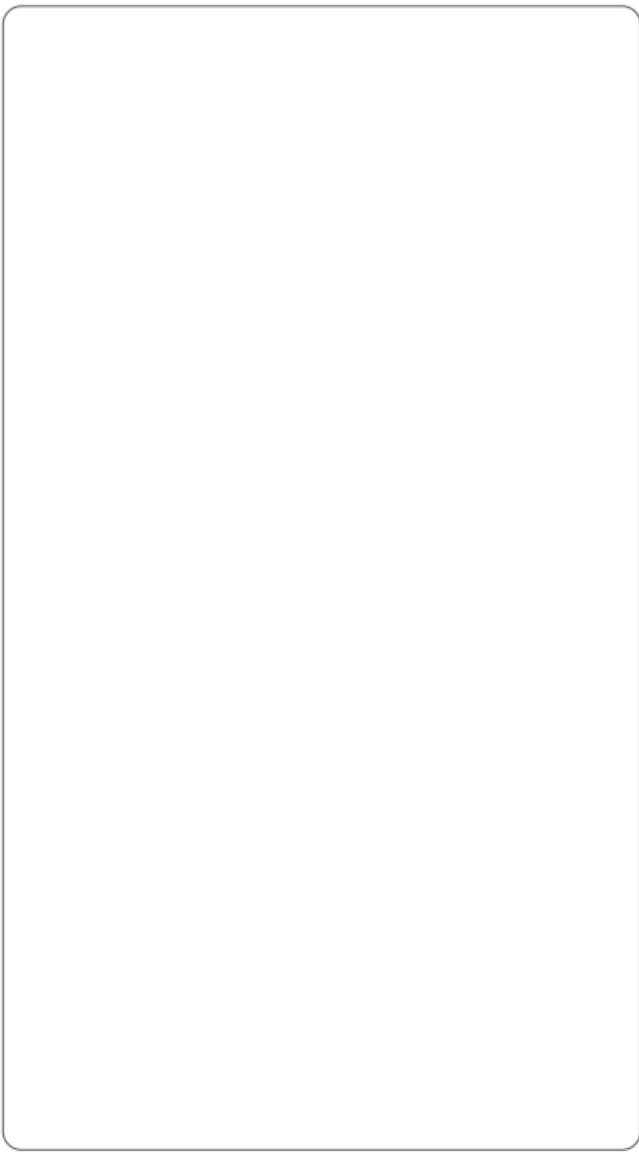
Launched: Used force to get something moving up or forward.

Appears: Comes into view; able to be seen

Collide: Crash into each other

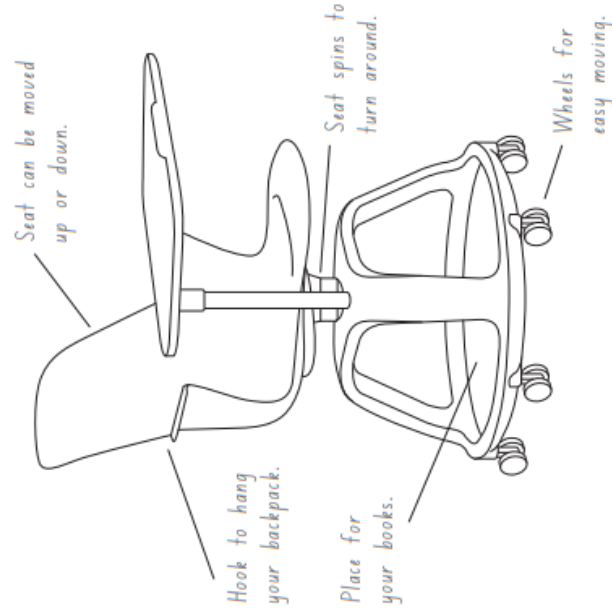
**6**

Choose one of the activities and draw a map to show how you would like to arrange the room, for that activity.

**8**

This is a new design for a classroom chair.

Design a classroom chair of your own and label its special features.





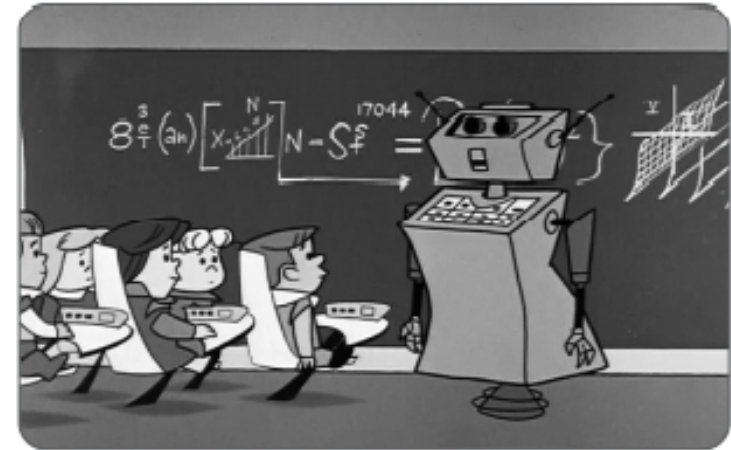
9

Look at the image of *The Jetsons*.

The Jetsons was a television show made many years ago about the future (2063).

Look at the image of the classroom.

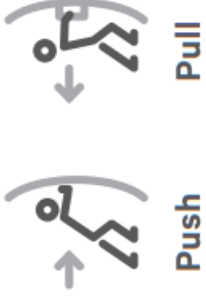
Do you think a classroom in 2063 might look like this?

**I think ...****Why I think that ...**



4 You are going to investigate how things move:

- choose four things to investigate
- use a force to make each one move
- draw each one and put an arrow for the direction of the force you used to move it
- write if it is a push or a pull.



Push

Pull

1

2

3

4



5

Claim Name one fact you now know about forces.

Support How do you know it is true?

Question What more could you learn about forces?



**6**

Draw and label six different ways can you make a marble move.



**7**

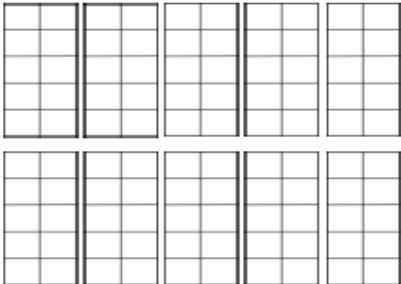
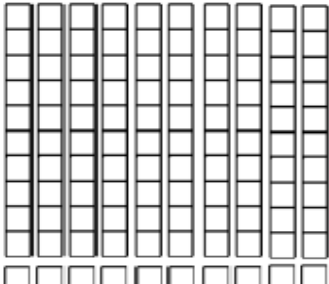
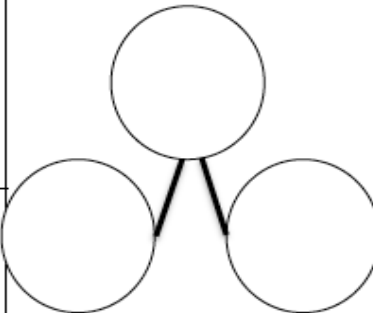
Forces can come from both living and non-living things.

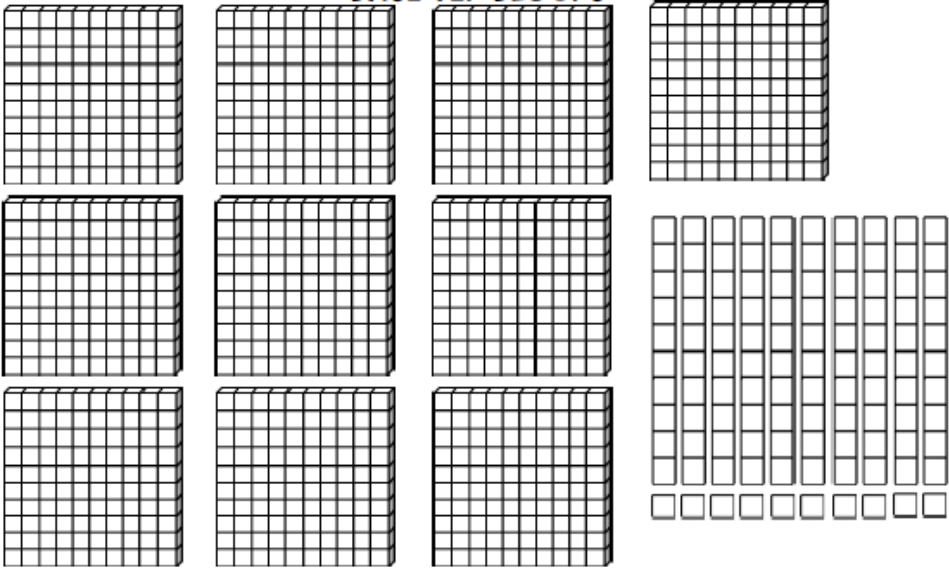
Think of two non-living forces.

Draw and label them showing how their force can move something.



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+1	-1	+10	-10	WORD				
TENS FRAMES 	BASE TEN BLOCKS 	PLACE VALUE <table border="1" data-bbox="967 504 1258 708"> <tr> <td>TENS</td> <td>ONES</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	TENS	ONES			EXPANDED FORM	ODD/EVEN
TENS	ONES							
TALLY	NUMBER OF THE DAY			NUMBER BOND 				
	WORD PROBLEM							

+1	<p style="text-align: center;">BASE TEN BLOCKS</p> 		DOUBLE THE NUMBER						
-1				EXPANDED FORM					
-10			-10						
+100			<p style="text-align: center;">PLACE VALUE</p> <table border="1" style="margin: auto;"> <tr> <td style="text-align: center; width: 50px;">H</td> <td style="text-align: center; width: 50px;">T</td> <td style="text-align: center; width: 50px;">O</td> </tr> <tr> <td style="height: 50px;"></td> <td></td> <td></td> </tr> </table>		H	T	O		
H	T	O							
-100	NUMBER OF THE DAY								
ROUND TO NEAREST 100	<p style="text-align: center;">ODD/EVEN</p>		<p style="text-align: center;">NUMBER PATTERN USING THE NUMBER</p> <div style="text-align: center;"> <div style="border: 2px solid black; width: 40px; height: 40px; display: inline-block; margin: 0 5px;"></div>, <div style="border: 2px solid black; width: 40px; height: 40px; display: inline-block; margin: 0 5px;"></div>, <div style="border: 2px solid black; width: 40px; height: 40px; display: inline-block; margin: 0 5px;"></div>, <div style="border: 2px solid black; width: 40px; height: 40px; display: inline-block; margin: 0 5px;"></div>, <div style="border: 2px solid black; width: 40px; height: 40px; display: inline-block; margin: 0 5px;"></div> </div>						
ROUND TO NEAREST 10	<p style="text-align: center;">ADDITION NUMBER SENTENCE</p>		<p style="text-align: center;">SUBTRACTION NUMBER SENTENCE</p>						



Home Learning Music Activities K-6 By Mrs Razay



Here is a collection of music activities you can do while learning at home. You could take a photo, do a short video, record the sound or write about your experience. You may also choose or create your own music learning activities, but be sure to share your ideas with your classroom teacher. As for Kindergarten students you can use any musical app on your iPad or parents iPhone with parental permission.

Chair Drumming. Use some chopsticks or straight sticks from the garden. Drum along to your favourite songs. Listen carefully to keep the beat.



Audio Recording. Use a computer, Ipad or tablet recording program such as 'GarageBand' to create a soundtrack. Use sounds from around the house. Make sure there is a steady pulse. (GarageBand is free to download, and you know how to use it!)



Play an Instrument. Play an instrument you are familiar with or try another one you have at home. Use music we have played in school or find songs on the internet.



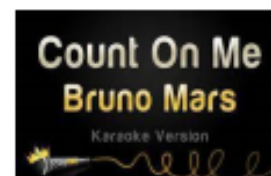
Write a song. Put some chords you know into a pattern. Add some lyrics. You can sing or rap a poem or story to your chord pattern. You could sing or rap your own words to an instrumental piece of music like a Karaoke backing track.



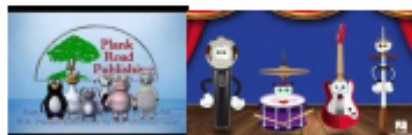
Make an Instrument with materials from around the home. (Make sure you get permission to use things.) It needs to have at least 5 different pitches/sounds. Play and record your instrument. My favourite is a spannerphone. What can you create?



Sing Karaoke. Search for your favourite song as a Karaoke version with lyrics. Sing along. Make sure you are in pitch and projecting your voice with clear diction (words).



Youtube learning. Watch music education videos from MusicK8.com and 'The Music show'. Teach someone about what you learn.



Music Project. Do some research about a musical style, a famous composer or your favourite music band or artist. Present it in Power Point with clips to share with the class. Or as a poster.



The Elements of Music. Create a poster, PowerPoint or video, to teach other students about the elements of music. Focus on one element each time. (Pitch, Duration, Dynamics, Structure, Texture, Beat, tone colour)



Name: _____

Note: The base word is the main part of the word. The **prefix** is the letters you add to the **beginning** of a word. The prefix '**re**' means '**again**'.

Instructions: Complete the word sums by adding the prefix 're' to the words below. Write the words on the lines. Read the words.

re + view = _____ re + discover = _____

re + fresh = _____ re + arrange = _____

re + charge = _____ re + appear = _____

re + place = _____ re + visit = _____

Instructions: Use the words above to complete the sentences.

1. I had to _____ the broken vase with a new one.
2. I will _____ the battery when it runs out of power.
3. We watched the moon _____ from behind the clouds.
4. I helped mum to _____ the flowers into a new display.
5. A cool drink will _____ you after a long, hot day.

Instructions: Change the words below to words with the prefix 're'. The first one has been done for you.

view again = review invent again = _____

count again = _____ learn again = _____

write again = _____ apply again = _____

Name: _____

Australian Places

Name of place	What you can see at night
Phillip Island, Victoria	<div></div> <div></div> <div></div>
Darwin, Northern Territory	<div></div> <div></div> <div></div>
Mon Repos, Queensland	<div></div> <div></div> <div></div>
Sydney, New South Wales	<div></div> <div></div> <div></div>
Broome, Western Australia	<div></div> <div></div> <div></div>
Hobart, Tasmania	<div></div> <div></div> <div></div>

Name: _____

Date: _____

Today I am writing from _____

Last night _____

Name: _____

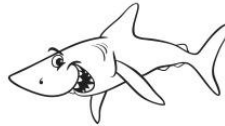
Instructions: Add suffix 's' to make the noun a plural. Write a sentence with your new word. Underline the suffix.

 <i>one chicken</i>	 <i>two</i> _____	<hr/> <hr/> <hr/>
 <i>a button</i>	 <i>three</i> _____	<hr/> <hr/> <hr/>
 <i>one book</i>	 <i>lots of</i> _____	<hr/> <hr/> <hr/>
 <i>a coat</i>	 <i>a few</i> _____	<hr/> <hr/> <hr/>

Name: _____

Instructions: Fill in 'ar' and then re-write the word on the line below. Draw a line from the word to the matching picture.

c _____	st _____	_____m	sh _____k
_____	_____	_____	_____



Instructions: Choose a word from the box to complete each sentence. Choose one sentence and draw a picture to illustrate.

far	park	hard	bark
-----	------	------	------

1. We went to the _____ to play yesterday.
2. The dog will _____ all night.
3. How _____ did you run?
4. The rock is very _____.

Draw a picture of you and your friend playing in the park.

Name: _____

Instructions: Fill in the missing words. Read the sentences to a partner. Copy the sentences into your exercise books and draw a picture of each sentence.

stars scarf car garden

1. I like to grow plants in my _____.
2. There were many _____ in the sky.
3. I saw Jill driving her small _____.
4. I need a long _____ when it is cold.

Instructions: Write the words in the correct order. Check that the sentence is a Super Sentence. It must make sense!

car. will Mum start the



pigs on the are There farm. many



Hundreds Chart for Jigsaw Maths Activity - Thursday

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

My Informative Prewriting Template

<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Topic</p> <hr/> <hr/> <hr/> <hr/>	<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>Fact</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>