

# Online Learning Expectations

## Google Classroom

- ★ Teachers, Assistant Principals, the Deputy Principals and the Principal are monitoring what is being written on google classroom.
- ★ From 12pm-1pm every day the google classroom comment stream will be open to ask questions about your daily timetable and homework. Teachers will be available to reply to questions.
- ★ ONLY ask questions about your learning and completing homework.
- ★ Google classroom 'stream' is not to be used for chatting. Questions should be directed to the teacher.
- ★ Be safe by not writing personal information on streams.
- ★ No cyber bullying behaviour!
- ★ This is a virtual classroom, but you must treat it like your normal classroom.
- ★ All teachers can block students from commenting if it is inappropriate.
- ★ Teachers will not be answering parent questions, only questions students are posting about their work for that day. Keep comments in ONE comment box. Must be relevant.
- ★ Your work must be submitted on the day, or before 10am the next day. You MUST press 'TURN IN' otherwise your teacher may not see it.
- ★ You must read all feedback given to you by your teacher.

## When using Google Slides:

- DO NOT change the theme of the slides. Only change your own background.
- ONLY type on your own slide, not on anybody else's.
- Do not delete anybody else's work.
- Add appropriate pictures only.
- Put your name on the top of every slide.
- If you want to comment on another person's slide, leave POSITIVE feedback only.

Term 2 Week 1 Online Learning

STAGE 2	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 11:00 Crunch and sip break at 10am		<p><b>ENGLISH</b> Writing lesson #1 Skill Focus</p> <p>Journal Writing <i>(holidays)</i></p> <p><b>HOMEWORK</b> Complete all sections of your homework (spelling grid, maths and English)</p>	<p><b>ENGLISH</b> Writing lesson #2 Write a narrative</p> <p>Journal Writing Complete Tuesday's <b>English, Maths or Geography</b> lesson</p>	<p><b>PDH</b> Cybersafety lesson #1 Personal information</p> <p><b>LIBRARY/GEOGRAPHY</b> Go to your Library lesson and complete the task.</p> <p>Journal Writing</p>	<p><b>PE</b> Exercise and GoNoodle</p> <p>Journal Writing</p>
<b>Break 1</b>					
11:45 – 1:10	<p><b>ENGLISH</b> Independent Reading (15 minutes)</p> <p><b>MATHS</b> Maths drill Maths Activity</p>	<p><b>ENGLISH</b> Independent Reading (15 minutes)</p> <p><b>SCIENCE CL/RFF</b> Go to your CL/RFF Classroom and complete their lesson.</p>	<p><b>ENGLISH</b> Independent Reading (15 minutes)</p> <p><b>MATHS</b> Maths drill Maths Activity</p>	<p><b>ENGLISH</b> Independent Reading (15 minutes)</p> <p><b>ENGLISH</b> Grammar Focus</p> <p><b>Spelling Test</b> <i>With parents</i></p>	
<b>Break 2</b>					
1:50 – 3:00	<p><b>MATHS</b> Number of the Day</p> <p><b>GEOGRAPHY</b> Mapping and Birds Eye View</p>	<p><b>MATHS</b> Number of the Day</p> <p><b>MATHS</b> Maths drill Maths Activity</p>	<p><b>FEEDBACK TIME</b> Go back to each of your activities and read the feedback that your teacher has given to you</p> <p><b>CREATIVE ARTS</b> Visual Arts</p>	<p><b>MATHS</b> Number of the Day</p> <p><b>SCIENCE</b> Shadow Puppetry</p>	
<b>Extension Activities</b> <i>Complete these activities when you have finished your work early.</i>	Learn the 5 easy magic tricks and put on a show for your family.	Complete your homework and practise your spelling words.	A look and listen activity.	Reading Eggs or Mathletics.	

# Homework Term 2 Week 1

Write your spelling words each day using  
LOOK – SAY – COVER – WRITE – CHECK

Monday \_\_\_\_\_ Tuesday \_\_\_\_\_ Wednesday \_\_\_\_\_ Thursday \_\_\_\_\_

*What is water? Most people would pour a mug of water and say "It's a liquid." But what about if you put that mug of water in the freezer? When water gets very cold, it changes into a solid. We call this solid 'ice'. It's still made up of water, but it's frozen water.*

*To turn the ice back into water, you need to heat it up. If you leave it by a heater or by a sunny window it will melt. If you leave the mug by the window for a long time, the water will seem to disappear.*

*This is called evaporation and it happens when water turns into a gas 'water vapour'. It's still made up of water, but this time it's tiny water droplets in the air.*

*So, water can be a solid (ice), a liquid (water) or a gas (water vapour), depending on whether you cool it or heat it.*

## 1. Join the sentence with the right ending in the blue box:

When Ice melts it becomes?		ICE
When water evaporates it becomes?		WATER
When water freezes it becomes?		WATER VAPOUR

## 2. What is Evaporation?

## 3. Can you think of another way to turn water into gas? (clue: hot water)

New paragraphs should begin when there is a new time, a new speaker, a new place or a new topic.

*Draw two lines where you think the paragraphs should be. The first one has been done for you.*

It was a beautiful day and there was not a cloud in the sky. I took the controls of the ship and headed out to sea.// “Looking forward to catching some fish?” asked Pete. “You bet!” I laughed. Down in the cabin was all our fishing equipment – our rods and nets – just waiting for all the fish we were going to catch. Suddenly, there was a bang underneath the boat. “What was that? A shark?” I yelled. “I don’t know and I don’t want to wait to find out!” shouted Pete. We turned the boat around and headed home!

Put these events in the right order

- Out of the chrysalis climbs a beautiful butterfly!
- The life cycle of a butterfly starts with an egg.
- The caterpillar eats and grows a lot.
- The caterpillar forms a hard outer shell called a chrysalis.
- The egg turns into a larvae and the larvae grows into a caterpillar.

1.

2.





3.

4.

5.

Use one of your spelling words in an amazing and creative sentence

Anna picks two balls and multiplies them together, what are their totals?		Problem Solving
<div style="display: flex; align-items: center; gap: 20px;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">5</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div> <div style="margin-left: 20px;">=</div> </div>		<p>1. Zac's dad is running a 5km race. Zac sponsors him \$3 for every kilometre he completes. How much will he owe if his dad finishes the whole race?</p> <p>Answer:</p> <p>2. The big race starts at 2.30, but Zac's dad needs to be there half an hour before. What time does he need to be there by?</p> <p>Answer:</p>
<div style="display: flex; align-items: center; gap: 20px;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">10</div> <div style="margin-left: 20px;">=</div> </div>		
<div style="display: flex; align-items: center; gap: 20px;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">8</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div> <div style="margin-left: 20px;">=</div> </div>		
<div style="display: flex; align-items: center; gap: 20px;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">7</div> <div style="margin-left: 20px;">=</div> </div>		
<div style="display: flex; align-items: center; gap: 20px;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">9</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div> <div style="margin-left: 20px;">=</div> </div>		
<div style="display: flex; align-items: center; gap: 20px;"> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">2</div> <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;">3</div> <div style="margin-left: 20px;">=</div> </div>		

For each set of dots, write out the multiplication and write the answer:	Write the times using numbers:	
 <div style="margin-left: 40px;"> <math>\underline{\quad} \times \underline{\quad} = \underline{\quad}</math> </div>	seven o'clock---->	
 <div style="margin-left: 40px;"> <math>\underline{\quad} \times \underline{\quad} = \underline{\quad}</math> </div>	half past twelve-->	
 <div style="margin-left: 40px;"> <math>\underline{\quad} \times \underline{\quad} = \underline{\quad}</math> </div>	quarter to two---->	
 <div style="margin-left: 40px;"> <math>\underline{\quad} \times \underline{\quad} = \underline{\quad}</math> </div>	quarter past ten->	

Monday	Tuesday	Wednesday	Thursday
$3 \times 3 =$	$3 \times 11 =$	$10 \times 3 =$	$5 \times 3 =$
$3 \times 2 =$	$5 \times 5 =$	$3 \times 5 =$	$9 \times 3 =$
$5 \times 3 =$	$2 \times 2 =$	$3 \times 6 =$	$3 \times 11 =$
$9 \times 3 =$	$3 \times 3 =$	$5 \times 4 =$	$10 \times 3 =$
$3 \times 11 =$	$5 \times 3 =$	$2 \times 11 =$	$3 \times 3 =$
$5 \times 5 =$	$10 \times 11 =$	$3 \times 3 =$	$3 \times 2 =$
$2 \times 2 =$	$7 \times 3 =$	$3 \times 7 =$	$3 \times 10 =$
$2 \times 8 =$	$12 \times 10 =$	$6 \times 5 =$	$8 \times 3 =$
$10 \times 3 =$	$2 \times 3 =$	$2 \times 8 =$	$5 \times 5 =$
$3 \times 5 =$	$3 \times 6 =$	$12 \times 10 =$	$2 \times 2 =$
$3 \times 6 =$	$5 \times 4 =$	$2 \times 3 =$	$2 \times 8 =$
$5 \times 4 =$	$2 \times 11 =$	$12 \times 3 =$	$3 \times 11 =$
$2 \times 11 =$	$3 \times 3 =$	$0 \times 3 =$	$3 \times 12 =$
$3 \times 3 =$	$3 \times 7 =$	$4 \times 3 =$	$2 \times 8 =$
$3 \times 7 =$	$6 \times 5 =$	$8 \times 3 =$	$7 \times 3 =$
$6 \times 5 =$	$3 \times 11 =$	$9 \times 10 =$	$12 \times 3 =$
$3 \times 11 =$	$3 \times 12 =$	$3 \times 4 =$	$0 \times 3 =$
$3 \times 12 =$	$2 \times 8 =$	$3 \times 11 =$	$3 \times 3 =$
$2 \times 8 =$	$7 \times 3 =$	$3 \times 12 =$	$3 \times 7 =$
$7 \times 3 =$	$2 \times 8 =$	$2 \times 8 =$	$6 \times 5 =$
$12 \times 3 =$	$10 \times 3 =$	$7 \times 3 =$	$9 \times 10 =$
$0 \times 3 =$	$3 \times 5 =$	$2 \times 2 =$	$3 \times 4 =$
$4 \times 3 =$	$9 \times 10 =$	$3 \times 8 =$	$3 \times 8 =$
$8 \times 3 =$	$3 \times 4 =$	$3 \times 10 =$	$3 \times 5 =$
$9 \times 10 =$	$3 \times 8 =$	$4 \times 3 =$	$3 \times 6 =$
$3 \times 4 =$	$3 \times 10 =$	$8 \times 3 =$	$5 \times 4 =$
$3 \times 8 =$	$4 \times 3 =$	$7 \times 2 =$	$2 \times 11 =$
$3 \times 10 =$	$8 \times 3 =$	$10 \times 11 =$	$1 \times 3 =$
$3 \times 3 =$	$3 \times 2 =$	$7 \times 3 =$	$2 \times 5 =$
$6 \times 3 =$	$3 \times 3 =$	$3 \times 3 =$	$3 \times 10 =$
$1 \times 3 =$	$9 \times 3 =$	$3 \times 2 =$	$4 \times 3 =$
$2 \times 5 =$	$6 \times 3 =$	$3 \times 3 =$	$8 \times 3 =$
$3 \times 10 =$	$1 \times 3 =$	$6 \times 3 =$	$7 \times 2 =$
$4 \times 3 =$	$2 \times 5 =$	$1 \times 3 =$	$7 \times 3 =$
$8 \times 3 =$	$3 \times 10 =$	$2 \times 5 =$	$3 \times 3 =$
$7 \times 2 =$	$4 \times 3 =$	$3 \times 10 =$	$4 \times 3 =$
$10 \times 11 =$	$8 \times 3 =$	$5 \times 3 =$	$2 \times 3 =$
$7 \times 3 =$	$7 \times 2 =$	$9 \times 3 =$	$10 \times 11 =$
$12 \times 10 =$	$12 \times 3 =$	$3 \times 11 =$	$12 \times 10 =$
$2 \times 3 =$	$0 \times 3 =$	$5 \times 5 =$	$6 \times 3 =$
/40	/40	/40	/40

## Stage 2

### Tuesday Week 1, Term 2

#### Writing : Skill Focus – Tightening the Tension

How can we add nail-biting tension to our writing? It's easy! Fill your scene with detail to make the reader feel as if they are there and part of it. Imagine what you can SEE.....HEAR....TOUCH.....TASTE.....and .....SMELL. This can be achieved by using the 'pebble, brick, boulder' method. This is where the small problem (pebble) is solved, which leads to a bigger problem being resolved (brick) which then leads to the biggest problem, leading us to the resolution (boulder).

Watch the following Youtube clip 'Pigeon Impossible' <https://youtu.be/jEjUANPc2VA>  
After watching the clip , write down the parts of the movie that represent the pebble, brick and boulder. You can draw it in your book under the heading of Pebble, Brick, Boulder or you can draw 3 circles, ( Start smaller and get bigger\_. They must be big enough to write your text in and for your teacher to read).



**9:50am - Crunch and Sip break**

**10:00am - Journal Writing: Google Slides**

What did you do during the holidays? Did you stay at home most of the time? Did you do anything exciting? Write about 3 activities that you did in the holidays.

**10:20am - HOMEWORK:** Complete all sections of your homework (spelling grid, maths and English)

**11:00am - BREAK 1**

**11:45am - Independent Reading**

Read a book by yourself. You could even read a Premier's Reading Challenge book and record it onto your Premier's Reading Challenge log.

**12:00pm - Maths drill**

Complete Tuesday of your maths drill. Time yourself. Ask your parents to mark your work, if possible.

**12:15pm - Maths**

**Learning Intention:** use mental and informal written strategies for multiplication and division

**Success Criteria:** I know my multiplication facts - *multiples*

**Instructions:** Complete the math worksheet titled: "Term 2, Week 1, Tuesday (28/4/20) - Mathematics Task"

**1:10pm - BREAK 2**

**1:45pm - Number of the Day**

$$\underline{\hspace{2cm}} + 15 = \underline{\hspace{2cm}} + 7$$

What two numbers could you put in there to make the equation equal? List 10 possible combinations.

**2pm - Geography: Go to the Google Slides titled 'Geography Activity'**

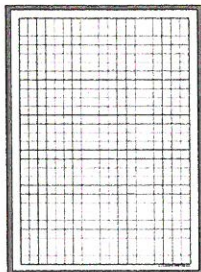
Go to the link provided. This website shows a 3D representation of earth

<https://www.google.com/earth/> (click 'Launch Earth')

Using the search tool to navigate to 'Lidcombe Public School' (You may need to zoom in to get a close view)

**Activity:** Using the grid paper, draw an aerial view of our school.

Aerial view means looking from the top down. - *Imagine being a bird and looking down from the sky.*



→ (Grid paper looks like this)

Take a photo and upload it onto the *Google Slides* that your teacher has shared (if possible). Then, think about the new building and our new office. Can you see it on the map? Write a paragraph to compare what our school looked like in the past, and what our school looks like now. What do you think Lidcombe Public school will look like in 10 years' time?

If you finish any of your activities early, complete this extension activity:

**Magic Trick Tuesdays**

Learn the 5 easy magic tricks from this YouTube video or from this website and put on a show for your family.

<https://www.youtube.com/watch?v=V2tDK9wfCYs>

[https://www.momjunction.com/articles/magic-tricks-for-kids\\_00456089/](https://www.momjunction.com/articles/magic-tricks-for-kids_00456089/)



**Term 2, Week 1, Tuesday (28/4/20) - Mathematics Task****Learning Intention:** use mental and informal written strategies for multiplication and division**Success Criteria:** I know my multiplication facts - *multiples*

When two numbers are multiplied together, the answer is called a multiple.  
For example, the first 3 multiples of 5 are 5, 10, 15.

$1 \times 5 = 5$

$2 \times 5 = 10$

$3 \times 5 = 15$

Complete the list of multiples for each number. The first one has been started for you.

6	12	18	24	30					
4									
8									
3									

In each group of multiples, ~~strike through~~ the number that does not belong:

1.

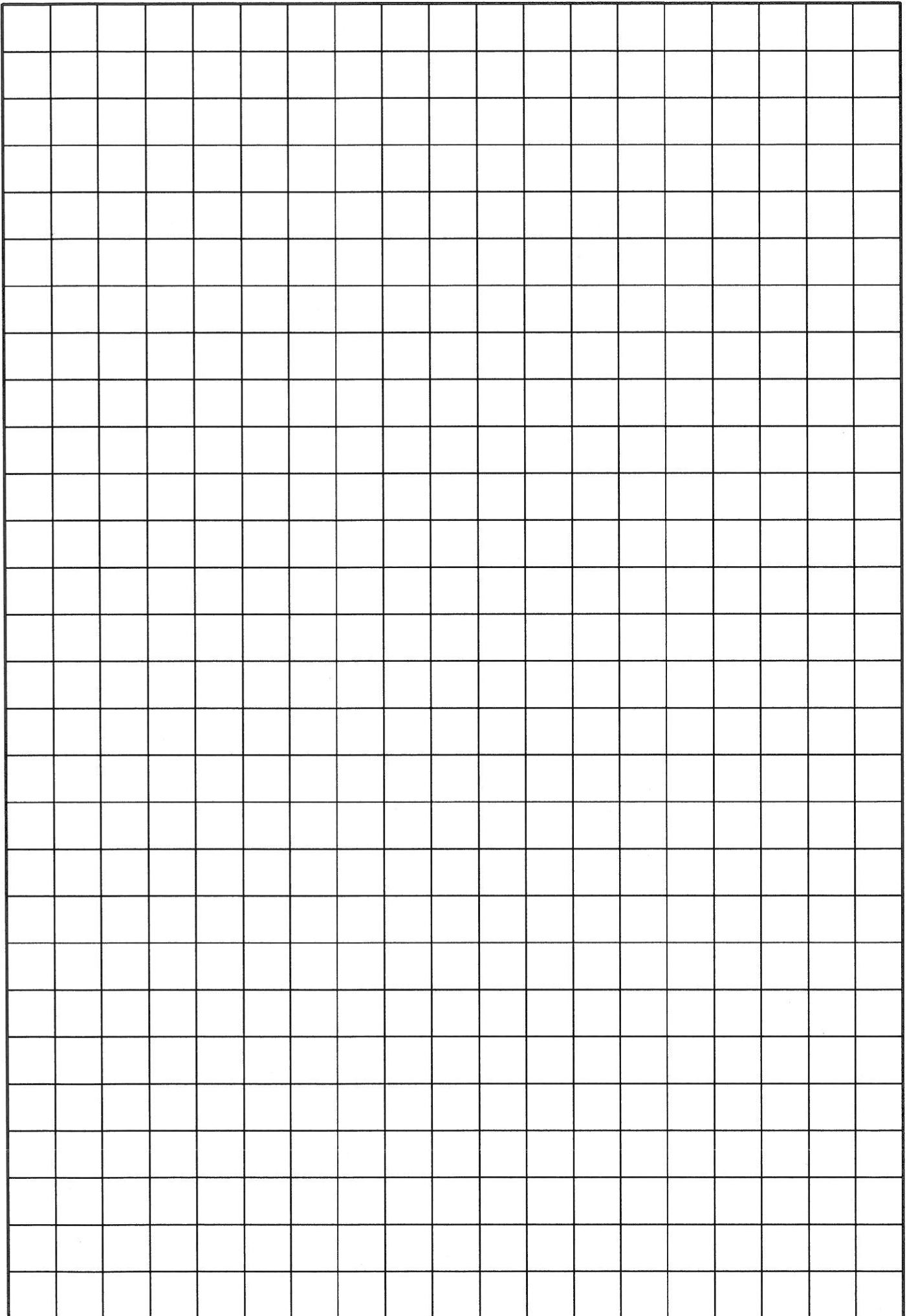
- Multiples of 5 = 10, 20, 35, 40, 12
- Multiples of 6 = 12, 6, 29, 24, 18
- Multiples of 8 = 25, 16, 32, 40, 8

Use the clues to work out the multiples:

2.

- This number is a multiple of both 9 and 3 and is less than 20 but greater than 10.
- This number is a multiple of 5. It is greater than 15 but less than 25.
- This number is a multiple of both 4 and 8 and is the next squared number after 9.

**Challenge (OPTIONAL):** Can you solve this NRICH task? <https://nrich.maths.org/204>**Extension:** Liam is playing a game at a carnival. He must pick 3 numbers out of the bag. The numbers in the bag are **21, 8, 16, 32, 65, and 14**. Liam will win a prize if all three numbers add up to a number less than 50, if the three numbers add up to a multiple of 5, or if the three numbers add up to a number greater than 80. List some winning combinations of numbers.



## Stage 2

### Wednesday Week 1, Term 2

#### English: Writing - Tightening the Tension

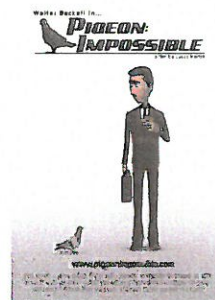
9am - Read Tuesday's English lesson. Spend some time practising how to 'tighten the tension'. Then, complete this activity:

When we tighten the tension we can use our 5 sense and incorporate them into the Pebble, brick, boulder structure.

To practice, close your eyes and use your 5 senses. What can you hear, see, touch, smell or taste?

Go back and watch 'Pigeon Impossible' again.

<https://youtu.be/jEjUAnPc2VA>



Choose a component of the story eg. the pebble, brick or boulder that **you** identified in yesterday's lesson. Look back at yesterday's work and choose **one** part. Using that component, use the following headings and place yourself in the scene and imagine you were there. **Remember you won't have something for each category.**

I can hear .....

I can see.....

I could taste .....

I can smell....

I can touch .....

***As an example, we can use the story of the Three Little Pigs. The 'Boulder' part of the story would be when the Big Bad Wolf was trying to blow down the 3rd Little Pigs house.***

*I could hear.... the wolf taking deep breaths, huffing and puffing out loudly, the 3rd little pig frantically banging windows and doors to stop the wolf coming in, the two other pigs screaming and warning their brother about the wolf, the 3rd little pig scratching a match ready to light a fire for the pot of boiling water.*

*I could see...the wolf standing near the little pigs house huffing and puffing, the 3rd little pig running around inside the house bravely, the 2 other little pigs running speedily to their brothers house, the long wavy grass moving side to side in the wind, dust blowing everywhere after the wolf attempts to blow the house down*

**10:00am - Crunch and Sip break**

**10:10am:** Complete Tuesday's activities. You can choose between **English** (skills practice), **Maths** (multiples) or **Geography** (mapping and birds eye view). Your geography task needs to be completed on Google Slides.

**10:30am - Journal Writing: Google Slides**

If your house had a secret room, what would be in there?

**11:00am - BREAK 1****11:45am - Independent Reading**

Read a book by yourself. You could even read a Premier's Reading Challenge book and record it onto your Premier's Reading Challenge log.

**12:00pm - Science with your CL/RFF teacher**

Go to your CL/RFF Classroom and complete their lesson.

**1:10pm - BREAK 2****1:45pm - Number of the Day**

18 is the answer. What is the question? Write 5 questions where the answer is 18.

*For example: In a garden there were 30 flowers. Mum picked 12 of them. How many are left?*

**1:55pm - Maths drill**

Complete Wednesday of your maths drill. Time yourself. Ask your parents to mark your work.

**2:10pm - Mathematics**

**Learning Intention:** use mental and informal written strategies for multiplication and division

**Success Criteria:** I know my multiplication facts - *doubling strategy*

**Instructions:** Complete the math worksheet titled: 'Term 2, Week 1, Wednesday (29/4/20) - Mathematics Task'

If you finish any of your activities early, you may complete this extension activity:

**HOMEWORK**

Complete all sections of your homework (spelling grid, maths and English)

In your spare time, you can:

**Create your own magic oobleck**

Below is a recipe for magic corn flour oobleck that magically turns hard with force. There is also a YouTube video tutorial on how to make the magic oobleck.

1. Write your own recipe and method for the oobleck using formal measurements such as grams and milliliters.
2. Test your recipe and make the oobleck (is it really magic?)
3. Why do you think the oobleck turns hard when you use force? Write your hypothesis in a Google Doc.
4. Throw your oobleck in the bin and clean up EVERYTHING!

<https://www.youtube.com/watch?v=biA00JgvRYI>

<https://www.stayathomemum.com.au/my-kids/activities/simple-slime-recipe/>

**Term 2, Week 1, Wednesday (29/4/20) - Mathematics Task****Learning Intention:** use mental and informal written strategies for multiplication and division**Success Criteria:** I know my multiplication facts - *doubling strategy*

There are many double facts that you should know.

This includes numbers outside the times tables that we have been working on.

Here are 2 double facts that are handy to know:

double 20 is 40

double 15 is 30

Can you think of more?

- List all the double facts outside of the 2 times table that you know in the space below. Here are two to start you off:

Double 12 is 24  
Double 50 is 100

Double these numbers:

Double 7: Double 8: Double 9: Double 15:	Double 4: Double 11: Double 21: Double 12:	Double 32: Double 50: Double 25: Double 41:
---	---	--

**Doubling 2-digit numbers is easy if you split the digits and double each part. Complete the doubling grid. The first one has been done for you.**

<b>Double 36</b> $= 30 \times 2 + 6 \times 2$ $= 60 + 12$ $= 72$	<b>Double 23</b>
<b>Double 19</b>	<b>Double 41</b>

**Challenge (optional):** Can you solve this NRICH task? <https://nrich.maths.org/8058>

**Extension (optional):** A flea makes 4 jumps of 15 cm, 17 cm, 18 cm and 20 cm. The flea's friend jumps three times as far. How far has the flea's friend jumped?

## **Stage 2**

### **Thursday Week 1, Term 2**

#### **9am - Personal Development and Health**

##### **Lesson 1: What types of personal information should I share online?**

###### *Learning intentions*

- I can learn to recognise what forms 'personal information' can take.
- I am learning that a person can be identified by knowing only a few pieces of information about them, and must therefore be careful about what information they provide online.

**Watch the video** titled *Details, details...* (5:22): Hector and his friends learn about their personal information — what it is, who it should be shared with and how it can be used.

<https://www.esafety.gov.au/educators/classroom-resources/hectors-world/your-personal-information-online>

It is important that we do not share all of our personal information online. Some information can be shared, for example, your nickname. However, lots of information should **not** be posted online, for example, your address, details about your family and even your school.

###### **Activity**

Fill out the Google Doc provided or write in your workbook, all your private information that should not be shared on one side, and all your public information, like nicknames, that you can share on the other side.

#### **9:50am - Crunch and Sip break**

#### **10:00am - Library Lesson**

Go to your library lesson and complete the task.

#### **10:45am - Journal Writing**

What is the funniest thing you can remember?

#### **11:00am - BREAK 1**

#### **11:45am - Independent Reading**

Read a book by yourself. You could even read a Premier's Reading Challenge book and record it onto your Premier's Reading Challenge log.

#### **12:00pm - Maths drill**

Complete Thursday of your maths drill. Time yourself. Ask your parents to mark your work.

#### **12:15pm - Maths activity**

# Your personal information online

Hector and his friends live under the sea in Silicon Deep. They are learning how to protect their personal information and use computers and mobile phones safely.

Watch this week's episode:

<https://www.esafety.gov.au/educators/classroom-resources/hectors-world/your-personal-information-online>



## Learning intentions

- Students learn to recognise what forms 'personal information' can take
- Students learn that a person can be identified by knowing only a few pieces of information about them, and must therefore be careful about what information they provide online.

## Activity

Write all your private information that should not be shared on one side, and all your public information, like nicknames, that you can share on the other side.

# Public and Private Information

<b>Private information</b> 	<b>Public information</b> 

**Term 2, Week 1, Thursday 30/4/20 - Mathematics Task**

**Learning Intention:** use mental and informal written strategies for multiplication and division

**Success Criteria:** I know my multiplication facts - *split strategy*


The split strategy is when we multiply numbers in 2 parts.

Let's use the split strategy for  $12 \times 5$ .


Split 12 into 10 and 2. Next multiply each part by 5, then add:

What is  $12 \times 5$ ?

$10 \times 5 = 50$



$2 \times 5 = 10$



$50 + 10 = 60$

So,  $12 \times 5 = 60$

Try the split strategy with these. Show your working out just like the example above.

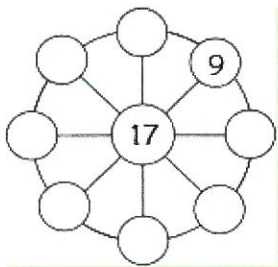
a)  $12 \times 7 =$

b)  $12 \times 6 =$

c)  $12 \times 8 =$

**Challenge (optional):** Can you solve this NRICH task? <https://nrich.maths.org/12670>

**Extension (optional):** Arrange the numbers 9 to 25 in the magic circle so that the sum of the numbers in each straight line is the same.





**Stage 2****Friday Week 1, Term 2****9am - Sport and Physical Education**

- Go into your backyard and do:
  - 20 Star Jumps
  - 10 Situps
  - 20 Squats
  - 10 Side-to-Side Jumps
  - 3 minute break
  - Repeat.

**SQUATS****STAR JUMPS****SIDE-TO-SIDE JUMPS**

OR...

- Choose one of the fitness videos from Mr Lewis this week and do that.

OR...

- Participate in a **Go Noodle** activity.

**10:15am - Crunch and Sip break****10:30am - Journal Writing**

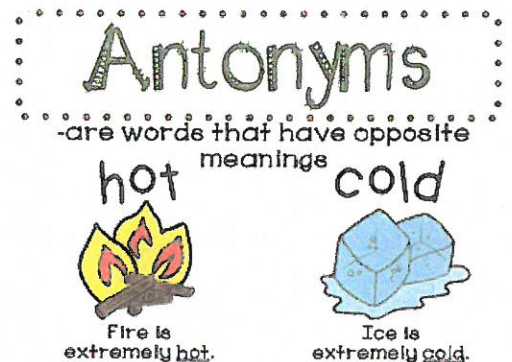
Convince someone to buy you ONE thing - it can be anything you want but it has to be a real thing. Provide 3 good reasons about why they should buy it for you.

**11:00am - BREAK 1****11:45am - Independent Reading**

Read a book by yourself.

**12:00pm - English: Grammar**

Today we are learning about **antonyms**. **Antonyms** are words that mean the opposite to one another. For example bad and good, indoor and outdoor, same and different.

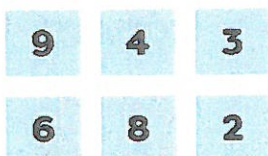
**Your Activity:**

Create a Find a Word using at least 10 pairs of antonyms. Make sure you write the antonyms underneath your Find a Word grid. Take a photo and upload it to your Google Classroom.

**12:45pm - Spelling Test.** Do a spelling test with your parents.**1:10pm - BREAK 2**

1:45pm - Number of the Day

Make **18** using:



For example

$6 + 8 + 4 = 18$

First do  $3 \times 4$  then  $+ 6 = 18$

2:00pm - Science

Lesson	Lesson Description
<p><b>1. Shadow puppetry</b></p> <p><b>Learning Intention:</b> We are learning to create shadow puppets to understand how shadows are formed.</p> <p><b>Mini:</b></p> <p>Success criteria: I can</p> <ul style="list-style-type: none"> <li>- Create different shadow effects with a light source</li> <li>- Understand that the size and appearance of shadows change depending on how we far or near we place an object in front of a light</li> </ul> <p><b>Mega:</b></p> <p>Success criteria: I can</p> <ul style="list-style-type: none"> <li>- Create different shadow effects with a light source</li> <li>- Understand that the size and appearance of shadows change depending on how we far or near we place an object in front of a light</li> <li>- Research to find out how light travels through space</li> <li>- Use my shadow puppets to act out a short story.</li> </ul>	<div data-bbox="678 660 1356 1243" data-label="Image"> </div> <p><b>Mini task:</b> Choose three different animals that you would like to create shadow puppets. You will need:</p> <ul style="list-style-type: none"> <li>- a torch</li> <li>- a blank wall or surface</li> <li>- dim room lighting so that you can see your shadows clearly</li> </ul> <p>After creating shadow puppets, list the other sources of light (e.g. the Sun).</p> <p><b>Mega task:</b> After creating shadow puppets, research the following questions on Google:</p> <ul style="list-style-type: none"> <li>- Does light travel? How does it travel?</li> <li>- How are shadows formed?</li> </ul> <p>You can act out a short story using shadow puppets and use cardboard boxes or paint to create a background for the setting.</p>

If you finish any of your activities early, complete Reading Eggs or Mathletics.