




























MONDAY 11 <sup>th</sup> MAY	TUESDAY 12 <sup>th</sup> MAY	WEDNESDAY 13 <sup>th</sup> MAY	THURSDAY 14 <sup>th</sup> MAY	FRIDAY 15 <sup>th</sup> MAY
Morning Greeting	Morning Greeting	Morning Greeting	Morning Greeting	Morning Greeting
Mrs Duncan	Mrs Smith	Mr Holt	Mrs Webster	Mrs Cascianelli
8:50-9:45- Teacher Support Available				
NUMERACY	NUMERACY	NUMERACY	NUMERACY	NUMERACY
<b>Learning Intention (LI)-</b> We are able to use written and mental strategies to solve addition problems. (This may involve whole numbers, fractions, or decimals.)  <b>Success Criteria(SC)-</b> <b>**Not everyone will have the same activity-</b> I can solve addition problems using mental strategies. I can add whole numbers horizontally or vertically. I can use partition to add larger numbers.  <b><u>ACTIVITY.</u></b>  Check seesaw for your assigned activity. Please read all of the instructions first.  	<b>Learning Intention (LI)</b> We are able to use written and mental strategies to solve subtraction problems. (This may involve whole numbers, fractions, or decimals.)  <b>Success Criteria(SC)</b> <b>**Not everyone will have the same activity</b> I can solve subtraction problems using mental strategies. I can subtract whole numbers horizontally or vertically.  <b><u>ACTIVITY.</u></b>  <b>YOUR activity is scheduled for TUES MORNING</b>  	<b>Learning Intention (LI)</b> We are able to use written and mental strategies to solve multiplication problems. (This may involve whole numbers, fractions, or decimals.)  <b>Success Criteria(SC)</b> <b>**Not everyone will have the same activity</b> I can solve multiplication problems using mental strategies. I can multiply 2 digits x 1 or 2 digits. I can multiply 3 digits x 2 digits.  <b><u>ACTIVITY.</u></b>  <b>YOUR activity is scheduled for WED MORNING</b>  	<b>Learning Intention (LI)</b> We are able to use written and mental strategies to solve division problems. (This may involve whole numbers, fractions, or decimals.)  <b>Success Criteria(SC)</b> <b>**Not everyone will have the same activity</b> I can solve division problems using mental and written strategies. I can divide a 3 or 4 digit number by a 1 digit number.  <b><u>ACTIVITY.</u></b>  <b>YOUR activity is scheduled for Thurs MORNING</b>  	<b>Complete at least 5 set tasks on Mathletics</b>  
9:45 – 10:15 RECESS BREAK Teachers				
10:15 – 12:15 Teacher Support Available				

LITERACY-Reading	LITERACY-Reading	LITERACY-Reading	LITERACY-Reading	LITERACY-Reading
<p>LI- We are building reading stamina.  SC- I can monitor my reading for understanding.  - I can adjust my reading strategies when my understanding goes fuzzy.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Fill in your reading diary every day! Add the Wushka books too. Write if it is Fiction or Non- Fiction.</p> </div> <p><u>Activity</u>  Focus: Our reading strategies</p> <p>Ask yourself ....Is it a Click or a Clunk? (Watch last week's video if you missed it)  If you lose concentration or meaning- stop and think....what strategy do I use to get back on track.  -Reread  -Slow down &amp; Think  - Stop &amp; Jot  -Read with a sense of curiosity/Wow</p> <p>1/ Read your novel. 10-15 pgs  2/ Write down 5 key ideas.</p> <p><b>Brain Break</b></p>	<p>LI- We are able to use different reading strategies to find information in <b>Non-Fiction</b> texts.  SC- I can use different reading strategies to understand and answer questions.</p>  <p><u>Activity</u></p> <p>Answer thee quiz and write a summary using the template on Seesaw.</p>  <p><b>Brain Break</b></p>	<p>LI-We are able to read independently for at least 20mins.  SC- I can monitor my distractions and use strategies to help keep my understanding.</p> <p><u>Activity</u></p> <p>Your reading activity will be on Seesaw Wed morning.</p>  <p><b>Brain Break</b></p>	<p>LI- We are able to find information from different sources to research a topic.  SC- I can use different reading strategies to research for my explanation writing.</p> <p><u>Activity</u></p> <p>Your reading activity will be on Seesaw Thurs morning.</p>  <p><b>Brain Break</b></p>	<p>LI- We are building reading stamina.  SC- I can monitor my reading for understanding.  - I can adjust my reading strategies when my understanding goes fuzzy.</p> <p>1/ Read your novel or non fiction book 10-15 pgs  2/ Write down 5 key ideas that summarise what you have read.</p> <p>Please make sure that you have:  - written the title of the book,  -used punctuation (capitals, fullstops!)  -checked your spelling.</p> <p><b>Brain Break</b></p>

LITERACY-word work	LITERACY-word work	LITERACY-word work	LITERACY-word work	LITERACY-word work
<p>LI- To practise different spelling strategies. SC- I am building my word knowledge and spelling strategies.</p> <p><b>Activity</b> You will find your activity on seesaw. There is a spelling activity grid that you can choose from each day and complete in your spelling book. This is for the week.</p> 	<p>LI- To practise different spelling strategies. SC- I am building my word knowledge and spelling strategies.</p> <p><b>Activity</b> spelling activity grid</p> 	<p>LI- To practise different spelling strategies. SC- I am building my word knowledge and spelling strategies.</p> <p><b>Activity</b> spelling activity grid</p> 	<p>LI- To practise different spelling strategies. SC- I am building my word knowledge and spelling strategies.</p> <p><b>Activity</b> spelling activity grid</p> 	<p>LI- To practise different spelling strategies. SC- I am building my word knowledge and spelling strategies.</p> <p><b>Activity</b> spelling activity grid</p> 
LITERACY-writing	LITERACY-writing	LITERACY-writing	LITERACY-writing	LITERACY-writing
<p>LI –We are able to write an explanation text. S.C- I can write an explanation using the following features:</p> <ul style="list-style-type: none"> <li>- A Clear title showing what is being explained</li> <li>-An opening statement introducing the topic</li> <li>-Events or parts of the process/topic written in order</li> <li>-Conjunctions of time e.g. before, after</li> <li>- because, so, causes, therefore,</li> <li>-illustrations, diagrams, pictures/photos</li> <li>-references (where did you get your information- keep a list of websites or books that you use.)</li> </ul> <ul style="list-style-type: none"> <li>-Research your topic</li> <li>-Plan and organise your ideas</li> <li>-Write your Explanation</li> <li>-Edit your writing BEFORE you add it to Seesaw.</li> </ul> <div data-bbox="1120 829 1921 1423" data-label="Complex-Block"> <p><b>Activity</b> (use your 20mins writing time each day to work on this)</p> <p>Your task this week is to write an explanation for a topic of your choice. You can choose from the following if you like. You can present this on a power point (4-5 slides) if you want to, but it must be written in paragraphs not dot points. You must use your own words.</p> <p><b>You will need to include diagrams or pictures.</b></p> <p><b>Some options:</b> There will be a sample explanation text on Seesaw</p> <p>What is the water cycle? How is a rainbow formed? How is the earth warmed? How does a volcano erupt? Why is the sea salty? How is a book published?</p> </div>				

PE	PE	PE	PE	PE
				
12:15-1:15 LUNCH BREAK				
1:15-3:15 Independent Learning Time				
Integrated learning	Integrated learning	Integrated learning	Integrated learning	Integrated learning
 <div>During the afternoons you can work on these activities.</div>	<div> Zones of Regulation &amp; RRRR.  Check Mon Afternoon.  ‘Riding the Rollercoaster’ </div>	<div>  <div>Activities will be up on TUES.</div>  </div>	<div> Art &amp; PE  FIND on SEESAW    </div>	<div> Mandarin  GOAL: Students learn three more new words (library, gym, school oval) as well as the key words “have” and “don’t have”.   </div>
<div> Humanities-  Will be scheduled WED   </div>	<div> Choose a well-being activity from the list on Seesaw.   </div>			