Hello 3/4,

Welcome to your Home Learning for Term 2, Week 6.

We're really excited about this new adventure in learning and we hope you are too! Together we are going to learn new things and practise what we have already learnt this year.

Each week you will be given a new set of learning tasks that will be set out in a timetable for you to follow. Please use this as a guide to help structure each day. The home learning tasks are flexible, but we encourage you to set some routines as a family. We will be available to give you help along the way.

You will be able to use the Seesaw app or website to show us some of your learning. When you see this logo next to a task, that means you can upload it for us to see!

Each Monday morning, we will post the learning for the week ahead to both the school website and Seesaw. We will include the timetable and any extra resources as attachments. If needed, we will provide a WAGOLL (What A Good One Looks Like) Wall. On this WAGOLL Wall you will find high quality examples to assist with some learning tasks. Your teacher will make regular contact with you to check how you are going and to organise one-on-one or small group sessions.

We have also posted a 30 Day Wellbeing Challenge on SeeSaw. The Challenge suggests some activities to help you connect with those around you and relax your mind. Once a week, upload a photo of you completing your favourite challenge from that week.
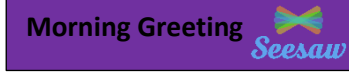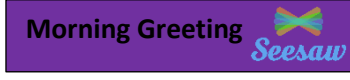
Remember, we can learn in many different ways. During this time make the most of each day with your family, play, explore the natural environment in your back yard and be creative.

We look forward to keeping in touch with you.

Mr Holt, Mrs Briscoe and Mrs Papa.

HOME LEARNING   TERM 2 – Week 6

Monday	Tuesday	Wednesday	Thursday	Friday
8:45AM – Teacher Support Available				
Morning Greeting *Seesaw*	Morning Greeting *Seesaw*	Morning Greeting *Seesaw*	Morning Greeting *Seesaw*	Morning Greeting *Seesaw*
Mrs. Duncan	Ms. Smith	Mr. Holt	Mrs. Webster	Mrs. Cascianelli
8:50 – 9:45 – Teacher Support Available				
NUMERACY	**NUMERACY**	**NUMERACY**	**NUMERACY**	**NUMERACY**
Mathematics	**Mathematics**	**Mathematics**	**Mathematics**	**Mathematics**
Learning Intention: We are displaying our knowledge of multiplication. **Success Criteria:** I can show what I know about multiplication. I can persist with questions I am not sure on. **Task:** Students will log on to Mathletics and complete the test assigned to them. Write down any questions you are unsure on and upload that into the activity. Mathletics	**Learning Intention:** We are learning multiplication. **Success Criteria:** I can use arrays or groups to multiple. I can make arrays or groups using Lego to make multiplication equations. **Task:** Students need to grab the amount of Lego or some other item and pour them out in front of them. Using groups or arrays, find as much different multiplication equations you can. These should be listed under the times table they represent. For example, X2 2x2 = 4.	**Learning Intention:** We are learning multiplication. **Success Criteria:** I can multiple using arrays or groups. I can complete my assigned activities on Mathletics. **Task:** Students will be assigned tasks on Mathletics. Mathletics	**Learning Intention:** We are demonstrating our knowledge of area. **Success Criteria:** I can count the blocks inside on shape. I can use length x width to calculate the area of a regular shape. I can use length x width to calculate the area of a irregular shape. <u>This task will be used as a form of assessment.</u> Task: Students will need to complete 3 separate tasks. 1. Grab an object and trace around the	**Learning Intention:** We are learning about 2D and 3D shapes. **Success Criteria:** I can identify the features of a 2D shape. I can sort the 3D shapes. Task: Complete the Seesaw activities below. 1. **2 Dimensional Shapes** 2. **3D Shapes Sort.** *Seesaw*

| | | | outside of the object. Use the grid paper to calculate the area.
2. Draw two different regular shapes that have the area of 60cm2.
3. Draw an irregular shape and use Length x width to calculate the area. | |

9:45 – 10:15 RECESS BREAK

10:15 – 12:15 Teacher Support Available

LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
Reading	**Reading**	**Reading**	**Reading**	**Reading**
Learning Intention: We are learning to make an inference. **Success Criteria:** I can identify text evidence. I can activate my prior knowledge (schema). I can use text evidence and my schema to make an inference. Task: Students will read through a book on Wushka	**Learning Intention:** We are learning to make an inference. **Success Criteria:** I can identify text evidence. I can activate my prior knowledge (schema). I can use text evidence and my schema to make an inference. Task: Students will read through a book on Wushka	**Learning Intention:** We are learning to make an inference. **Success Criteria:** I can draw a picture from my book. I can include the text evidence and my schema into my drawing. I can state my inference. Task: Students will read a book and stop at a page	**Learning Intention:** We are learning to make an inference. **Success Criteria:** I can draw a picture from my book. I can include the text evidence and my schema into my drawing. I can state my inference. Task: Students will read a book and stop at a page	**Learning Intention:** We are learning monitor our reading. **Success Criteria:** I can read out loud. I can click my fingers when I understand what I am reading. I can clunk when I don't understand what I read. Task: Students will log on to Wushka and read a book out

or an interest book and make an inference.	or an interest book and make an inference.	with a picture. Students will draw the picture in their reading book and show the three elements of inferencing. See Seesaw for details.	with a picture. Students will draw the picture in their reading book and show the three elements of inferencing. See Seesaw for details.	of their box. They will complete the quiz and write down anything that they didn't understand from their story.

Word Work	**Word Work**	**Word Work**	**Word Work**	**Word Work**
Learning Intention: We are learning to identify and use our focus sounds in different situations. **Success Criteria:** I can read a book. I can search for words that contain my focus sound. I can write one word on each page of my book. **Task:** Students will be making a book which they will continue to add to through the week. They need to find different words that relate to their focus sound. One word on each page of your book. See Seesaw.	**Learning Intention:** We are learning to identify and use our focus sounds in different situations. **Success Criteria:** I can sound out my focus word. I can use different colours to show the different sounds. **Task:** Students will break down the words they have found and the list words provided, into individual sounds using colour. This will add to each page of your book.	**Learning Intention:** We are learning to identify and use our focus sounds in different situations. **Success Criteria:** I can identify syllables. I can show which generalization I used. **Task:** Students will break their words into syllables using the generalizations to help them. This will be added to each page of your book.	**Learning Intention:** We are learning to identify and use our focus sounds in different situations. **Success Criteria:** I can write a sentence at the bottom of my book. I can write a story that flows through each page of my book. **Task:** Students will write one sentences at the bottom of each page. The sentence needs to include the focus word for that page and flow into a story from page to page.	**Learning Intention:** We are learning to identify and use our focus sounds in different situations. **Success Criteria:** I can write a sentence at the bottom of my book. I can write a story that flows through each page of my book. **Task:** Students will write one sentences at the bottom of each page. The sentence needs to include the focus word for that page and flow into a story from page to page.

Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
Writing	**Writing**	**Writing**	**Writing**	**Writing**
Learning Intention: We are learning how to write a falling action. **Success Criteria:** I can explain what a falling action is. I can write a falling action after my climax. **Task:** At this stage, students should have written the climax of their narrative. They will move into writing a falling action which helps move to the problem being solved.	**Learning Intention:** We are learning how to write a resolution to our narrative. **Success Criteria:** I can identify how my problem will be solved using my plan. I can write a resolution that solves my problem. **Task:** Students will use their plan to write the resolution of their narrative.	**Learning Intention:** We are learning to revise and edit our writing. **Success Criteria:** I can identify each stage of the writing process. I can read my writing. I can add or change ideas in my story. I can fix up any errors I have made. I can act on all the feedback that I was given. **Task:** Students will re-read their writing to add or change anything they would like to. They will look for any spelling or grammar mistakes. They will act on all the pieces of feedback they have been given.	**Learning Intention:** We are learning to publish our writing. **Success Criteria:** I can write or type a good copy for my narrative. I can use my best handwriting. **Task:** Students will create a good copy for their narrative. This can be handwritten or typed on the computer.	**Learning Intention:** We are learning to publish our writing. **Success Criteria:** I can write or type a good copy for my narrative. I can use my best handwriting. **Task:** Students will create a good copy for their narrative. This can be handwritten or typed on the computer.
P.E.	**P.E.**	**P.E.**	**P.E.**	**P.E.**
Learning Intention: To keep our bodies active and				

improve our fundamental motor skills. **Success Criteria**: I perform the bouncing activities. I make changes to improve my bouncing. **Task:** To watch the video and practise the bouncing skills. *Seesaw*	**Learning Intention:** To complete the 30 day challenge. **Success Criteria:** I understand how to perform each exercise. I can show persistence during my exercises. **Task:** Move along the 30 day challenge grid each day. *Seesaw*	**Learning Intention:** To complete the 30 day challenge. **Success Criteria:** I understand how to perform each exercise. I can show persistence during my exercises. **Task:** Move along the 30 day challenge grid each day. *Seesaw*	**Learning Intention:** To complete the 30 day challenge. **Success Criteria:** I understand how to perform each exercise. I can show persistence during my exercises. **Task:** Move along the 30 day challenge grid each day. *Seesaw*	**Learning Intention:** To complete the 30 day challenge. **Success Criteria:** I understand how to perform each exercise. I can show persistence during my exercises. **Task:** Move along the 30 day challenge grid each day. *Seesaw*

1:15 – 2:15 LUNCH BREAK

2:15-3:15. Independent Learning Time

INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED	INTEGRATED
Learning Intention: We are learning about natural disasters. **Success Criteria:** I can explain how cyclones are formed. I can identify where in Australia they might occur. I can make a tornado in a bottle. **Task 1:** Inquire about how cyclones are caused by extreme weather. What	**Learning Intention:** To plan and write a shadow puppet play. **Success Criteria:** I can make my puppets out of materials. I can practise my puppet play. I can act on feedback and improve my play.	**Learning Intention:** We are learning Mandarin. **Success Criteria:** I can say the weather words in Mandarin. I can play the game.	**Learning Intention:** We are learning about problem solving. **Success Criteria:** I can explain in my own words, what I think problem solving means. I can use the roads and roundabout model to a problem I may have. I can identify good things and bad things with each decision**.	**Learning Intention:** To explore ways to be creative using resources we find at home **Success Criteria:** I have an open mind about what art is and what I can use to make it! I have used rubbings to create a monster/creature.

happen for a cyclone to form? Where are they most likely to form in Australia? **Task 2:** Tornado in a bottle experiment. You need: Dishing washing liquid. A water bottle with water. Glitter.	**Task**: It is expected by this lesson that you have planned and written your play, and made most of your puppets. This lesson you should be finishing off your puppets and start to practise your play looking to improve your play.	**Task**: Students will watch the video, practice the weather words and play the game.	**Task:** Students will think of a problem they may have and think of different things they could do, with good and bad things for each choice.	**Task:** To create a piece of Art that looks like a monster.

Seesaw

Seesaw

WUSHKA

SUNSHINE BOOKS

Mathletics