

Week 1, Term 2, 2020

Wonder Wednesday 22nd April

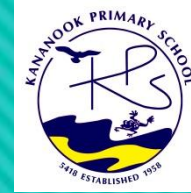
miStAkEs
are proof
that you are
TRYING

Please note that specific times for each activity have not been given. This is to enable children to settle into the activities at times that best suit the family. We do suggest you give your children a routine that is consistent each day, however routines will vary depending on households.

Currently, we are not conducting any live face to face time due to Child Safety Standards.

All video clips are pre recorded.

Wednesday's Schedule

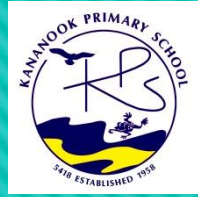


As per the guidelines of The Department of Education:

- The learning program delivered on-site will be the same as the learning program delivered to students undertaking remote learning.
- For students in Grades 3 to 6 schools will provide learning programs allocated as follows:
 - Literacy: 45-60 minutes
 - Numeracy: 30-45 minutes
 - Physical activities: 30 minutes
 - Additional curriculum areas: 90 minutes

Checklist	
<u>Activity</u>	<u>Tick</u>
Check in on Seesaw	
Read to self – log in planner	
Spelling	
Library	
Wonder Novel Study	
Numeracy	
Theme	
Physical Activity	
Reflection	

Spelling



- **Why this matters:** This matters because we need to be accurate when we write words.
- **What it looks like:** I know how to draw pictures that relate to my words.
- **Activity:** Complete the Spelling study activity on [Seesaw](#).

We are learning to use

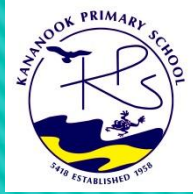
- The prefix **pro-** meaning 'supporting and forward'.
- The prefix **anti-** meaning 'against'.

OR

- The digraph **/wr/** making the sound 'r' as in wrist.



Library



Bear Stories

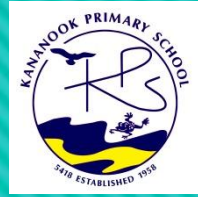


We are learning to

- ❑ **Why this matters:** Because we use need to understand written text.
 - ❑ **What it looks like:** Reading and listening to an ANZAC story and summarising 5 main points.
 - ❑ **Activity:** Go to [Seesaw](#) and complete the activity about ANZAC bears.
- ❑ Comprehend what we read by summarising text



Wonder Wednesday

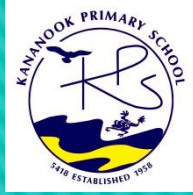


We are learning to

- understand the key concepts of a text.

- **Why this matters:** This matters because we can better understand the books we read.
- **What it looks like:** thinking deeply about questions asked.
- **Activity:** Watch the video on [Seesaw](#) and answer the questions related to the chapters Mr. Crouch or Billie reads.





Numeracy

We are learning to

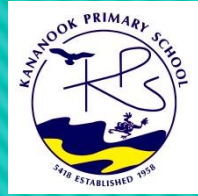
- use addition and subtraction to solve worded problems.

- **Why this matters:** Because we use addition in our day to day lives and in many jobs.
- **What it looks like:** Using different strategies to solve addition and subtraction problems.
- **Activity:** Log onto **SeeSaw** for the Activity titled 'Problem Solving using Addition and Subtraction'.

$$\begin{array}{c} 2 > -3 \\ 0.999... = 1 \\ \pi \approx 3.14 \\ \sqrt{2} \\ 1 + 2 \cdot 3 \\ (1 - 2) + 3 \\ 5(2 + 2) \\ 101_2 = 5_{10} \end{array}$$



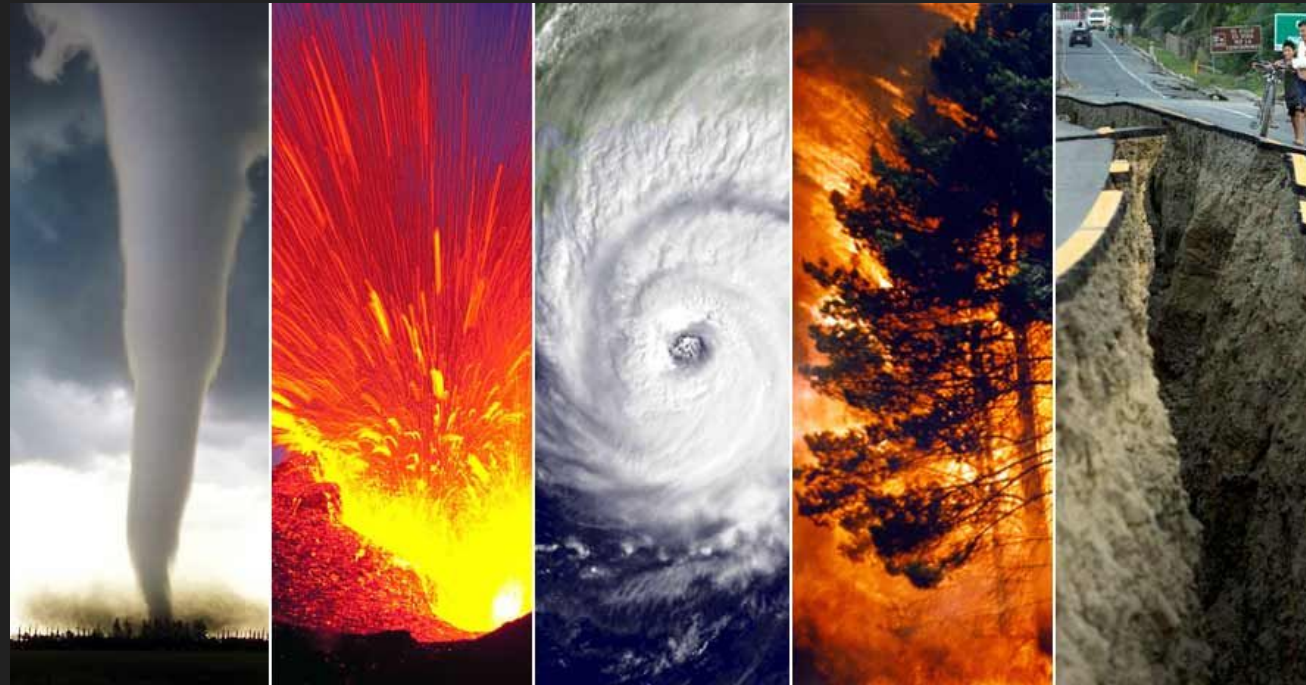
Theme



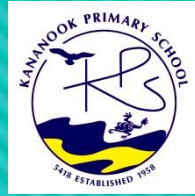
We are learning to

- investigate natural disasters and extreme weather events

- **Why this matters:** Because we need to understand how these events affect the Earth's surface.
- **What it looks like:** I will be able to use this information to complete Theme grid activities.
- **Activity:** Work an activity of your choice from the **Theme grid** or complete the **Seesaw HANDOUT** that Miss. Bull has posted.



Physical Activity



We encourage children aged 5-12 to get 60 minutes of Physical Activity (PA) every day. For more information click on the link below:

[https://www1.health.gov.au/internet/main/publishing.nsf/content/F01F92328EDADA5BCA257BF0001E720D/\\$File/brochure%20PA%20Guidelines_A5_5-12yrs.PDF](https://www1.health.gov.au/internet/main/publishing.nsf/content/F01F92328EDADA5BCA257BF0001E720D/$File/brochure%20PA%20Guidelines_A5_5-12yrs.PDF)



Mrs. Young's Physical Education Lesson

Choose one of the following activities for today's PE lesson.

- Put on your favourite music and dance
- Play musical statues with your family

and

- Practice underarm throwing and catching with someone in your family. try catching with two hands and then one. you can use rolled up socks or a small ball; count and record your catches for the day.
- write a short recount of who you caught with, what you used and how many catches you did.

Remember practice makes perfect.

- From Mrs. Young.



Reflection

□ At the end of each day do the following:

1. Make sure you logged your read to self in your planner (Title of book read and how many minutes you read for).
2. Complete the Resilience Project question for the day.
3. Make sure you have posted all your work on SeeSaw.
4. Do some mindfulness for the day.
5. Send through any questions you have for your teacher via SeeSaw.

Mindfulness Suggestions...

- Colouring in
- Drawing
- Knitting/Crocheting
- Gardening
- Lego building
- Listen to music
- Yoga
- Listen to Smiling Minds
- Write a letter to a friend or family member

*If you think of some other mindfulness activities, let your teacher know and we can include it in our suggestion list!

