

Tuesday



Today we are learning




English –Noun, verbs and adjective review and procedure.

Maths – Two digit place value and time – o'clock

The materials I will need are

- Worksheets
- Lead Pencil
- Scissors
- Glue

Zones Check In 	How are you feeling this morning? Which zone are you in? If you are not in green zone, how can you get to green zone?
	9-10am Writing Activity 1: Using 3 different coloured highlighters or felt pens, highlight the nouns , verbs and adjectives in the Pancake Recipe attached. You can refer to the word walls from Monday April 27 th daily newsletter for help if needed. Activity 2: Cut out the instructions for 'How to make popcorn'. Paste them into your scrap book or on a blank piece of paper, leaving enough room between each one to draw a small picture demonstrating each step. <div data-bbox="1347 1003 1442 1081" data-label="Image"> </div>
Stop and enjoy a fruit break outside what is the weather like?	
	10 – 10:30am Reading Comprehension Complete the attached reading comprehension sheet. Read through the procedure and answer the questions on the sheet. <div data-bbox="1331 1234 1426 1312" data-label="Image"> </div>
	10:30 – 11am Spelling – Complete the spelling task for the day (in attachments).
Stop and have something to eat and go outside and enjoy the fresh air.	
	12 – 1:30pm Maths Warm Up Four Square – instructions and a template are provided in attachments. <div data-bbox="1139 1704 1278 1771" data-label="Image"> </div> Number Fact Fluency Using the fact sheet given set a timer for four minutes and do as many of the number facts as you can. Record how far you get and see if you can beat it by one tomorrow. <div data-bbox="1386 1760 1466 1827" data-label="Image"> </div> Movement Break Go noodle - https://app.gonoodle.com/ <div data-bbox="1131 1962 1254 2058" data-label="Image"> </div>

	<p>Maths Lesson</p> <p>Activity One - Complete the worksheet on place value.</p> <p>Activity Two - Read the page on how to read an analogue clock and complete the worksheet on o'clock.</p>
Stop and have some lunch. Play outside for 30 minutes	
	<p>List all the digital technologies you see around your home, for example tv, mobile phone.</p> <p>Extension – Play eye spy Digital technologies with a family member.</p>
<p>Check In</p> 	<p>Fill in your check in sheet for Monday.</p> <p>Take a photo for your teacher.</p> 

Daily Check In

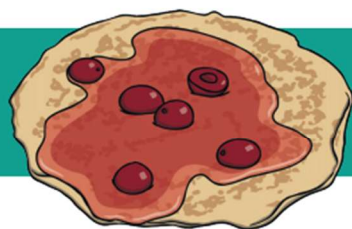
The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

<p><i>What zone are you in this morning and why?</i></p>	
<p><i>What zone are you in this afternoon and why?</i></p>	
<p><i>What did you do well today?</i></p>	



Pancake Recipe



Ingredients

100g plain flour
300ml milk
2 eggs
1tbsp caster sugar
Lemon juice

Equipment

Sifter
Large mixing bowl
Kitchen scales
Measuring jug
Measuring spoons
Wooden spoon
Frypan
Spatula
Stove

Method

1. Sift the flour into the mixing bowl.
2. Crack the eggs into the bowl.
3. Pour the milk into the bowl.
4. Stir vigorously until smooth.
5. Pour a spoonful of the mixture into a hot frypan (you may want to use oil).
6. Turn the pancake when the bubbles begin to pop.
7. Serve sprinkled with lemon juice and sugar.

Sequence the Strips on 'How To Make Popcorn'

Cut the following strips out, glue them in order on a sheet of paper and add illustrations to each step.

Eat the popcorn.



Put the popcorn kernels into the popcorn maker.

Wait until all the kernels finish popping.

Plug in your popcorn maker.

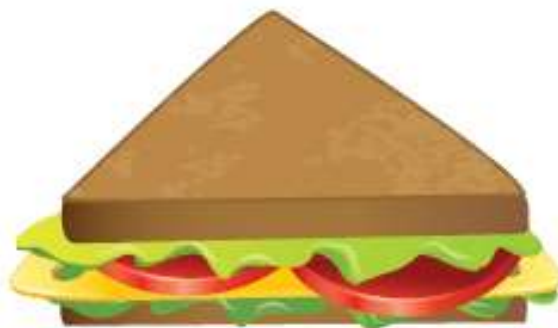
Pour the popcorn into the bowl.

Add some salt and some butter.

HOW TO MAKE A Sandwich

You will need:

2 slices of bread
1 slice of ham
Butter or margarine
Slices of tomato
1 slice of cheese
Lettuce
Plate
Knife



Method:

- 1) Before you start preparing food, you must first wash your hands with soap and clean your workspace.
- 2) Gather together the ingredients and utensils you will need to make your sandwich.
- 3) Spread the margarine or butter on one side of both slices of bread.
- 4) Put the ham, tomato, cheese and lettuce on the buttered side of one of the slices of bread.
- 5) Place the second slice of bread on the top of your sandwich.
- 6) Cut the sandwich in half.
- 7) Put your sandwich on a plate and eat it. Yum!

Comprehension Questions

1) What is this procedure about?

2) List the things you will need.

3) How many steps are there in this procedure?

4) List the seven words used at the beginning of each step.

5) What types of words are these? (e.g. noun, verb, adjective)

6) What would happen if you forgot to complete step 5 of the method?

Spelling Week 3 - Tuesday

Weekly Focus:

Long vowel patterns: ō - 'ow', 'oCC' (consonant-consonant); ū - 'ou', 'u_e'

Long vowel patterns are patterns of vowels that make the long vowel sound. The long vowel sounds are: /a/, /e/, /i/, /o/ and /u/ — or the names of the letters. There are a number of vowel patterns that make the long vowel sounds. The long vowels are indicated by using a small straight line above the letter, for example: a, e, i, o, u.

Activity 1:





Watch the attached video




Week 3 spelling video Long Vowel Patterns

Activity 2: Write out your words on the handwriting sheet under "Week 3."

weekly spelling

WEEK 3	Tuesday	Wednesday	Thursday	Friday
 grow				
 snow				
 post				
 most				
 comb				
 both				
 you				
 use				
 cube				
 June				

<u>WEEK 3</u>		<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
	grow				
	snow				
	post				
	most				
	comb				
	both				
	you				
	use				
	cube				
	June				

Four Square

Big Idea: Operate/Calculate

Suits: Years 1-9

Materials:

connecting blocks, squared paper, blank

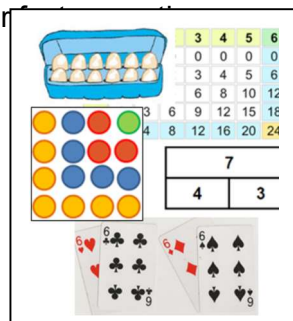
Part-Part-Whole frames (optional)

Instructions:

Provide a concrete or visual stimulus for a number equation, e.g.

- a train of ten connecting blocks
- a part-part-whole frame
- an array model (squared paper)
- a picture
- an algebraic equation

Students draw a Four Square grid.



NUMBER FACTS	STORY (drawing or oral)
$8 + 4 = 12$ $4 + 8 = 12$	<i>8 dogs are in the park. 4 more dogs arrive with their owners. Now there are 12 dogs.</i>
RELATED FACTS	EXTENDED FACTS
$12 - 8 = 4$ $12 - 4 = 8$	$80 + 40 = 120$ $40 + 80 = 120$ $120 - 80 = 40$

Students work in pairs or independently to complete each cell of the Four Square grid: number fact (equation), related facts (inverse operations), story and extended facts (operations).

Teacher Notes

Four Square reveals a student's capacity to connect their knowledge of basic facts to related facts, extended facts and real world situations.

Be aware that:

- students in their initial attempts at Four Square may not demonstrate connected understandings and fluency. This task will provide most impact when used regularly, e.g. once a week/once a fortnight.

Differentiate the task by:

- providing a range of stimulus materials
- providing one completed cell of the grid and asking students to complete the other three.

Challenge students with Four Square activities involving:

- fractions and decimals (Years 4-6)
- algebraic equations (Years 7-8)

Guiding Questions:

- *How can you prove that these extended facts are true?*
- *When is it important to know extended facts?*

Examples of completed Four Square grids:

NUMBER FACTS	STORY (drawing or oral)
$3 \times 7 = 21$ $21 = 7 \times 3$	<i>I had 3 bags of mangoes. There were 7 mangoes in each bag. How many mangoes did I have?</i>
RELATED FACTS	EXTENDED FACTS
$21 \div 3 = 7$ $21 \div 7 = 3$	$3 \times 70 = 210$ $2100 = 30 \times 70$ $210 \div 7 = 30$

NUMBER FACTS	STORY (drawing or oral)
$3 + 2x = 13$ $2x + 3 = 13$	<i>I had 3 loose apples and two bags of apples. Each bag had the same number of apples. I had 13 apples altogether.</i>
RELATED FACTS	EXTENDED FACTS
$13 - 3 = 2x$ $13 - 2x = 3$	$30 + 20x = 130$ $130 - 20x = 30$ $130 - 30 = 20x$

Addition Number Facts

$$7 + 3 =$$

Story

Subtraction Number Facts

Extended Facts

Addition and Subtraction Facts to 20 – Speed Test

See how long it takes you to complete all of these or give yourself a set amount of time (say 5 mins) and see how many



$2+2=$	$10-6=$	$9-1=$	$10-4=$	$6-1=$
$10+5=$	$2+10=$	$10-7=$	$5+4=$	$9-2=$
$12-7=$	$5+6=$	$13-2=$	$30-10=$	$15-5=$
$5+1=$	$10+3=$	$12-6=$	$7+7=$	$3+4=$
$10+2=$	$5-3=$	$6+9=$	$6+5=$	$16-8=$
$8-2=$	$12+6=$	$9-4=$	$9+7=$	$8+5=$
$10+8=$	$15-3=$	$6+9=$	$18-3=$	$12-4=$
$19-2=$	$5+5=$	$7+2=$	$1+6=$	$5-4=$
$20+1=$	$18-3=$	$14-4=$	$8-4=$	$17+2=$
$13-2=$	$19-9=$	$4+7=$	$9+9=$	$14-8=$

Correct answers:

Time:

Place Value

Circle the numbers that have a 9 in the ones place.

27 39 59 98 86 19

Circle the numbers that have a 6 in the tens place.

61 78 86 64 65 36

Circle the numbers that have a 1 in the ones place.

49 81 16 79 31 75

Circle the numbers that have a 4 in the tens place.

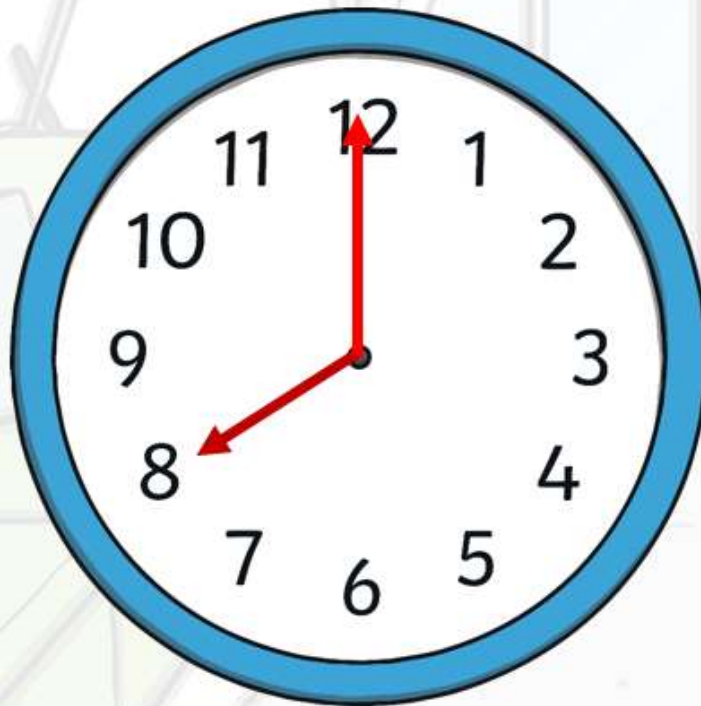
78 49 25 43 29 41

Circle the numbers that have a 3 in the ones place.

31 57 13 63 88 28

Hours and Minutes

When the minute hand is pointing to 12, it is showing a full hour. We call this time '**o'clock**'.



On this clock, the hour hand is pointing at the 8 and the minute hand is pointing to the 12.

This clock is showing that the time is **8 o'clock**.



Name: _____

Date: _____

Telling the Time

Write the time displayed on the clock faces below.





















