



1	Monday 20 th April Start the day by making your bed.	Tuesday 21 st April Start the day by watering your house plants.	Wednesday 22 nd April Start the day by singing a good morning song to a family member.	Thursday 23 rd April Start the day with prayer, thank God for something in your life.	Friday 24 th April Start the day by tidying your toys.
<p>Wellbeing fitness</p> 	<p>Mindfulness – Channel Flow – On and Off https://www.youtube.com/watch?v=1ZP-TMr984s</p> 			<p>Friday written reflection (see attachment) Write these questions in your writing book. What when well this week and why? One thing I did not like about this week was. Was this something I could control? Y/N Draw a face that shows your feelings about your learning this week.</p>	
<p>From Mrs Harris in the library</p>	<p><i>Make up a different ending for a book you have read and tell someone about it.</i></p>			<p>Storyline online: https://www.storylineonline.net/ Storybox library: https://storyboxlibrary.com.au/ u/n: sjvmanly p: sjvread</p>	
<p>Morning English Focus – Descriptive words used to describe characters in fiction books.</p>	<p>English Introduce the animal ‘horse’ https://youtu.be/ZxrEgghMA_k with a video clip. Discuss the traits of a horse (long mane, tall, 4 x long legs, tail). Ask your child to think of animals that look similar to a (shetland pony, zebra, deer, antelope, donkey) if students don’t say unicorn, suggest this and ask is this a real animal. Discuss fictional animals, why do we have these? To create mystery, a feeling of special,</p>	<p>English Read/listen to the story Thelma the Unicorn by Aaron Blabey https://www.youtube.com/watch?v=hkL5O17z52U Discuss the different physical traits of Ottis and what he looks like. Ottis has</p> <ul style="list-style-type: none"> • short grey hair – stumpy charcoal hair • long ears – dangly ears • 4 legs – 4 strong sturdy legs 	<p>English Listen/watch the video on ‘what is an adjective?’. https://www.youtube.com/watch?v=CxrxUyxMnxA Go on a house treasure hunt and find an item from each room in the house. Bring these back to your work station. Draw and describe these objects. Try and find five or more adjectives for each object.</p>	<p>English Listen/watch the video on ‘what is an adjective?’ https://www.youtube.com/watch?v=HWB8rTg0jzQ Use the same objects from yesterday and look over the words you chose to describe these. Use these words to write an interesting sentence. E.g. TV remote</p>	<p>English Weekly writing – write a story about Thelma the Unicorn going to SJV school. Allow 10 min for writing and encourage your child to use adjectives to describe the characters and setting in their story. Allow your child time to write independently, spelling words as they sound them out.</p>

magic etc.

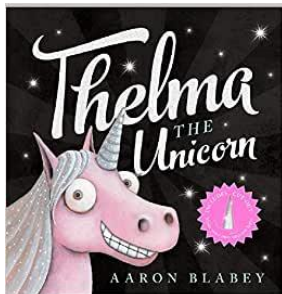
Show your child how a Venn Diagram works. Discuss the purpose, to show what is the same and what is different.

Ask your child to identify similar and different traits of these two animals.

Where have you seen a unicorn before?

- Thelma books
- My little pony movies

Draw a Venn Diagram in your book and write the similarities and differences. What is a Venn Diagram?
https://www.youtube.com/watch?v=CkV_uRErlqk



- *big eyes – bulging eyes*
- *fury tail – fuzzy tail*

Let's look at the words we have used to describe Ottis. These words are called adjectives.

Adjectives are describing words and describe how the character looks and feels.

Make a column of interesting words in your scrapbook to describe Ottis' features. Draw a picture to match.



Take a photo of your column of words and email your class teacher.



E.g. TV remote

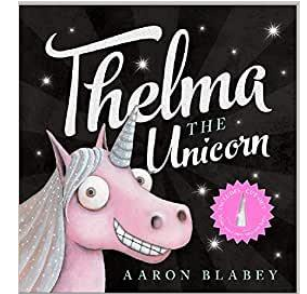
- black
- rectangular
- plastic buttons
- bumpy
- smooth
- Long



The **black, rectangular** remote was lost behind the **fluffy, soft** couch cushion.



At the end, circle three words your child has spelt incorrectly and take the time to break apart (segment) these words to find the correct sounds.



Break

Middle Learning Intention:

I can represent multiplication by grouping into sets.

Think Mentals

Unit 9 - one column each day

Watch clip on Teams for teaching of strategy

StudyLadder – one to two set tasks each day

Prodigy

10 mins on your set assignment

Maths - Groups and Arrays

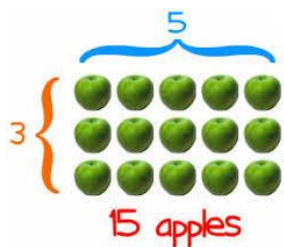
Find three pieces of paper or plates and some lego. Put five pieces of lego on each piece of paper. Talk about how many pieces of lego are in each group and that they are equal. Talk about how many groups there are and the number in each group.

Write this in a multiplication story. Example from above.

3 groups of 5 equals 15

Do this 5 more times with different groups of lego and pieces of paper.

$3 \times 5 = 15$



Watch this clip:

<https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult->

Maths – Groups and Arrays

Using your playdough balls or pegs show the following groups of:

2 groups of 4

3 groups of 3

5 groups of 2

3 groups of 10

2 groups of 6

5 groups of 3

Write these multiplication facts in your workbook. For example:

$2 \text{ groups of } 4 = 8$

$2 \times 4 = 8$

Take a photo of these groups and email your class teacher.



Maths – Groups and Arrays

Name _____

COOKIE TRAY ARRAYS

My cookies are...

$$\begin{array}{r} 3 \times 5 \\ \hline \end{array}$$
 or $5 + 5 + 5$

I have **15** cookies!

Use the above example to illustrate, write the multiplication fact, the repeated addition sentence and the answer for your own cookie array.

Maths– Groups and Arrays

Using cotton buds and paint or stickers or felt pens to create some arrays in columns and rows.

Watch/listen to this clip <https://www.youtube.com/watch?v=00m3YhLT6fA>

In your scrap book make some arrays using your textas, paint or stickers to show the follow multiplication facts.

2 rows of 4

5 rows of 3

1 row of 6

4 rows of 3

5 rows of 5

Hint: the rows must line up.

$\begin{array}{cccccccccccc} \times & \times & \times & \times & \times & \times & \times & \times & \times & \times & \times & \times \\ \hline \end{array}$ 1 row of 12	$\begin{array}{cccc} \times & \times & \times & \times \\ \times & \times & \times & \times \\ \times & \times & \times & \times \\ \hline \end{array}$ 2 rows of 6	$\begin{array}{ccc} \times & \times & \times \\ \times & \times & \times \\ \times & \times & \times \\ \hline \end{array}$ 3 rows of 4
$\begin{array}{ccc} \times & \times & \times \\ \times & \times & \times \\ \times & \times & \times \\ \times & \times & \times \\ \hline \end{array}$ 4 rows of 3	$\begin{array}{cc} \times & \times \\ \times & \times \\ \times & \times \\ \times & \times \\ \times & \times \\ \hline \end{array}$ 6 rows of 2	$\begin{array}{c} \times \\ \times \\ \times \\ \times \\ \times \\ \times \\ \times \\ \times \\ \times \\ \times \\ \times \\ \times \\ \hline \end{array}$ 12 rows of 1

Maths– Friday problem work

Addition problem

Chef Jennifer works at the school tuckshop.

(1)There are 6 parents and 2 teachers helping – how many people are working there? Write the sum and its answer.

(2)In the fridge there are 4 stacks of chocolate pudding, 7 stacks of brownies and 5 stacks of pasta salad. How many stacks of dessert are there? Write the sum and its answer.

(3)There are 9 pots of mushroom soup and 8 pots of pumpkin soup. How many pots of soup are there? Write the sum and its answer.

(4)Chef Jennifer prepares 3 new recipes on top of the 9 recipes, how many recipes does Chef Jennifer have?

[intro/v/multiplication-intro](#)

Write the sum and its answer.

Break

Afternoon

Technology

With an adult, follow this recipe on how to make playdough step by step. You will need this playdough for tomorrow's maths lesson.

<https://www.bestrecipes.com.au/recipes/playdough-recipe/oyycpq9f>

Science

Learning Intention:

We are learning the difference between pushes and pulls and how to describe the ways toys move.

Success Criteria:

I can describe pushes and pulls that make toys move or change shape.

I can observe and describe ways of moving toys

Place the large toy with wheels in front of your child. Invite them to suggest a way the toy could be moved, for example, 'push it' and then ask a student to demonstrate how to move the toy. Ask students to suggest another way to move the toy, for example, 'pull it' and then ask

Health

Learning Intention:

We are learning to identify and explain the difference between inclusion and exclusion.

Success Criteria:

Identify and explain the difference between inclusion and exclusion.

Identify emotions related to feeling included and excluded. Suggest ways to make others feel included.

Organise a fun activity that your child would enjoy. Ask them to sit and watch you complete the activity without joining in for approx. 5 minutes.

Discussion: Ask your child to

Art

How to draw Anzac Memorial Day.



<https://www.youtube.com/watch?v=ia3KXG0OhxM>

Special Events: Anzac Day

Watch the story of Simpson and his donkey online: <https://www.youtube.com/watch?v=UwfxneYbFMA>

Listen to the Anzac song: <https://www.youtube.com/watch?v=Q20DUalzYJg>

Investigate what the acronym ANZAC stands for. Write this in your book.

Create your own acrostic poem for ANZACS.

Example:

A – Army men so brave and tall

N – Never giving up

another student to demonstrate how to move the toy.

Explore other ways to move the toy and discuss how these might be 'pushes' or 'pulls'. Have your child write ideas about how and why the toy moves. Ask your child to write if the toy changes shape when it is pushed or pulled.

Ask your child to find toys they have and if they require a push or pull motion to move and whether their toy changes shape when it moves.

Your child will now explore how toys move or change shape when they are pushed or pulled. Have them select different styles of toys. (e.g marbles, car, wagon, ball, boat, rubber, duck, paper, airplane, balloon, pinwheel, playdough)

Have them select different styles of toys. (e.g. marbles, car, wagon, ball, boat, rubber

explain how they felt about the activity. Discuss in comparison how you were enjoying yourself. Discuss why they felt this way. They were excluded.

Introduce the words 'Inclusion' and 'Exclusion' and discuss the meaning of each. Research definitions and have them write a definition. Under each of the definitions, write words to identify the emotions we feel when we are included vs excluded.

Read the story "Can I join in" (Worksheet). Have child identify how Mr Murphy unintentionally excluded Jamie and George. Ask your child to identify how Mr Murphy unintentionally excluded Jamie and George. Ask your child to identify what Mr Murphy could have done prior to and during the lesson to ensure it was inclusive for all.

Discuss what inclusion looks like, sounds like and feels like. Complete the activity worksheet "Can I join in?" in their Health booklets.

Z – Zip goes the bullets

A – Australian army

C – Caring for our mates

S – Saving lives for peace in our world.

Listen to the Last Post. Practice observing a minute silence in remembrance of our soldiers.

<https://education.abc.net.au/home#!/media/1172051/the-going-down-of-the-sun>

Talk to someone in your family about the Last Post and why it is played on this day.

duck, paper airplane,
balloon, pinwheel,
playdough).

Have your child play with a toy. With this toy, they will explore how they can make it move or change shape.

Allow time for play.

Have them answer questions:

- How did the toy move?
- Did the toy move the same way each time?
- What made the toy move?
- Why do you think that?
- Did the toy change its shape? What happened? What did it look like?

Ask your child to draw a picture of each toy in their workbook. Ask them to write under the picture what they did (or could do) to make the toy move or change shape/move , such as, 'I

pulled the car’, ‘I blew the pinwheel’, ‘I can push the boat’, I squashed the playdough’.

Introduce ‘Push and pull’ worksheet. Discuss how there are pushes and pulls all around us and that science helps us to understand how things move and change shape because of pushes and pulls. Provide sheet and ask your child to use arrows to show where pushes and pulls occur in the pictures. This will find out what students already know about pushes and pulls, and how arrows are used to represent forces.

Write the definition of a push and a pull.

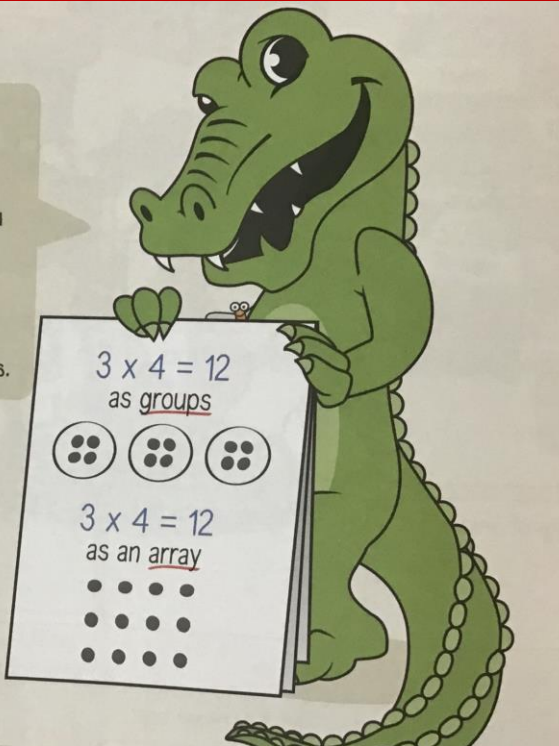
Push: Using force to move an object away from yourself.

Pull: Using force to move an object closer to yourself.

Parent Background Knowledge:

This week in numeracy, we are covering the concepts of arrays. Here is some information for you.

These 3 groups of 4 show multiplication. They show $3 \times 4 = 12$. Below the **groups** you can see an **array**. In an array we show 3×4 not as three separate groups but as 3 rows of 4 objects.

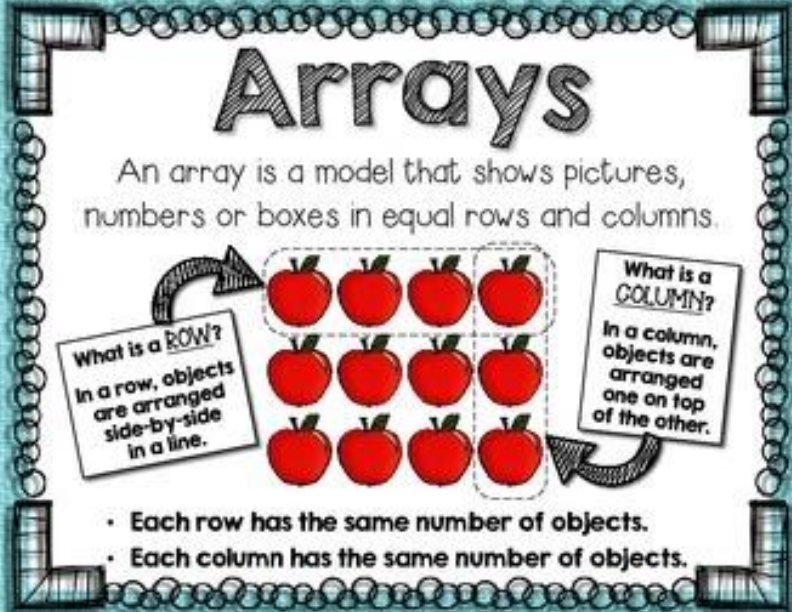


$3 \times 4 = 12$
as groups

$3 \times 4 = 12$
as an array

Arrays

An array is a model that shows pictures, numbers or boxes in equal rows and columns.



What is a ROW?
In a row, objects are arranged side-by-side in a line.

What is a COLUMN?
In a column, objects are arranged one on top of the other.

- Each row has the same number of objects.
- Each column has the same number of objects.

This week in literacy, we are covering the concept of adjectives. Here is some extra information for you.

ENGLISH
GRAMMAR

What is an adjective?



BLUE

COLD

HAPPY



BLUE, COLD, AND HAPPY ARE ADJECTIVES

An adjective is a describing word.

An adjective gives more information about something.

An adjective generally describes a noun.*

* A noun is a person, a thing, or a place.



The green monster

↑ adjective + noun

The monster is green

↑ to be + adjective

BE CAREFUL!

The green monster ✓

The monster green ✗

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Work that has to be submitted via email to class teachers:

Monday 20th April – Wellbeing Journal Reflection

Tuesday 21st of April – Column of interesting words in scrapbooks

Tuesday 21st of April – Playdough or peg groups