

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 went 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.

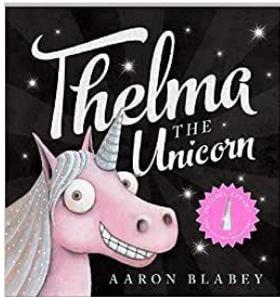
Show your child how a Venn Diagram works. Discuss the purpose, to show what is the same and what is different.

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*
- *furry 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

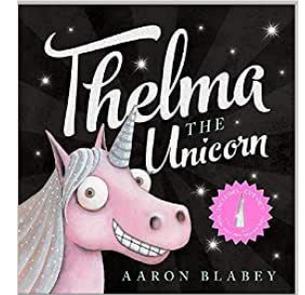
- black
- rectangular
- plastic buttons
- bumpy
- smooth
- Long



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.



[intro/v/multiplication-intro](https://www.youtube.com/watch?v=UwXneYbFMA)

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=UwXneYbFMA>

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

		<p>another student to demonstrate how to move the toy.</p> <p>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.</p> <p>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.</p> <p>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)</p> <p>Have them select different styles of toys. (e.g. marbles, car, wagon, ball, boat, rubber</p>	<p>explain how they felt about the activity. Discuss in comparison how you were enjoying yourself. Discuss why they felt this way. They were excluded.</p> <p>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.</p> <p>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.</p> <p>Discuss what inclusion looks like, sounds like and feels like. Complete the activity worksheet "Can I join in?" in their Health booklets.</p>		<p>Z – Zip goes the bullets A – Australian army C – Caring for our mates S – Saving lives for peace in our world.</p> <p>Listen to the Last Post. Practice observing a minute silence in remembrance of our soldiers.</p> <p>https://education.abc.net.au/home#!/media/1172051/the-going-down-of-the-sun</p> <p>Talk to someone in your family about the Last Post and why it is played on this day.</p>
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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.

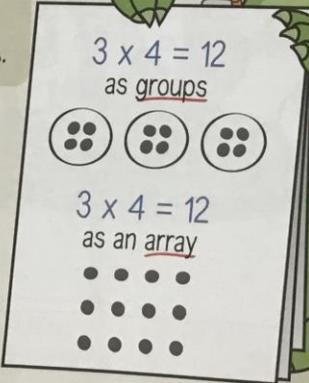
Push: Using force to move an object away from yourself.

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.

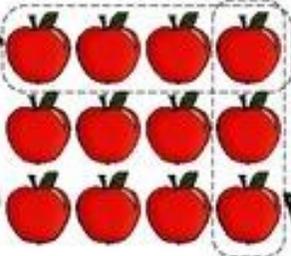


$3 \times 4 = 12$
as groups

$3 \times 4 = 12$
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