

## Set 1

### Day 2

#### MORNING MEETING VIDEO

SeeSaw

#### MORNING FITNESS

Deck of Fitness refer to Deck of Fitness resource provided

#### LITERACY

*Reading*

##### **Comprehension – Let's Go for a Swim**

Compare and Contrast Worksheet – Please complete the compare and contrast worksheet. Read the questions and answer.

*Spelling – Complete Tuesday's Look Cover, Write Check spelling as per list that was handed out Monday* **Look, Cover, Say, Write & Check**

List 21: let's, much, Ascot, told, another, great, why, cried, Belmont, room.

Using the list words provided please upload your lists at the end of the week on Seesaw.\* *\*Seesaw login details will be provided in pack.*

#### CRUNCH & SIP

#### LITERACY

Daily Journaling – Spend 10 minutes journaling about your chosen topic (free choice).

*Grammar*

##### **Verb Past Tense Worksheet**

Just remember a verb is a doing word. Refer to the verb definition sheet.

##### **Sentence Structure**

Students will consolidate their knowledge of what a compound sentence is? Worksheet has been provided. A compound sentence is made up of two independent clauses and linked together with a coordinating conjunction. Remember the acronym FANBOYS

#### LUNCH

#### MINDFULNESS Mindfulness

**Colouring – Hermit Crab**

## NUMERACY

*Please practice your 4 & 8 timetables. To consolidate multiplication use*

*<https://www.mathsonline.com.au/games/speedskills-content.html> and register as guest for free access online.*

Note: Set tasks from Study Ladder activities that have been set. <https://www.studyladder.com.au/>

### *Mathematics Activity*

Watch Math Antics video on <https://mathantics.com/lesson/decimal-place-value>

*Decimal Numbers in Place Value: You are to consolidate your understanding of decimal numbers using place value. You are going to identify the whole number, identify the decimal number and write the number. This can be completed in your Maths work.*

## AFTERNOON RECESS

### ART

**Drawing Texture** - Using the provided worksheet, practise drawing a texture with a pencil by copying the the textured squares. Once done, find objects or materials within the room with an interesting texture. Feel them and describe them and then have a go at drawing a textured square. Use the table provided with the headings; Object, Description of texture and Texture in drawing.

## DECK OF FITNESS

### ACTIVITY GOALS

- I will perform exercises with perfect form and at a safe speed.

### TEACHING TIPS

- Use Proper Form
- Pace Your Movement
- Have Fun!

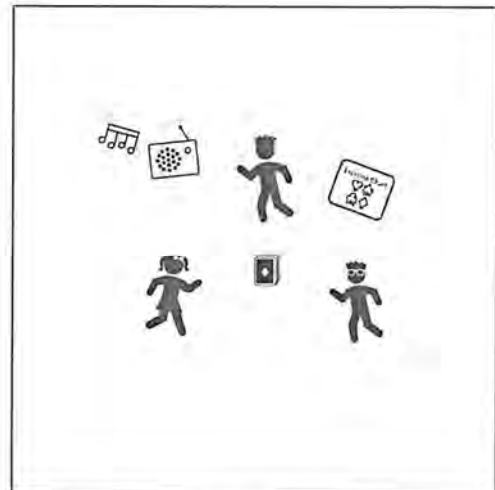
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 deck of cards
- Fun music and music player

#### Set-Up:

- Shuffle and place the deck of cards face down where everyone can reach it.
- Create an exercise chart using the list shown under the "Tips" section below. (It's okay to modify your chart using different exercises.)



#### Activity Procedures:

- Today's friendly competition is Deck of Fitness. The object of the game is to do as many repetitions as you can of each exercise.
- When you draw a card, you'll use the exercise chart to determine which exercise to do. Complete the number of repetitions shown on your card. For example, if you draw the 4 of hearts, perform 4 jumping jacks.
- Face cards (e.g., a king) are worth 10 repetitions. Aces are worth 11 repetitions.
- In round 1, you and your friends will play together and select 1 card for everyone to perform. In round 2, you can compete: Everyone will choose their own card and complete their own repetitions/exercises.

#### Tips:

- Make sure you pace your activity safely. Don't give up form for the sake of speed.
- Be sure you have enough activity space for safe movement.
- Follow this format, or create your own:
  - Hearts = Jumping Jacks
  - Clubs = Push-Ups
  - Diamonds = Invisible Jump Rope Jumps
  - Spades = Squats

EATING  
HEALTHY  
101

- Hydration Station:** Be sure to stay hydrated before, during, and after exercising. Water has zero calories and is the best way to stay hydrated!

## Let's Go for a Swim!

One hot day, the Jones family decided to go for a swim to cool down. Dad and Mitch wanted to go to the beach, but Gran and Sarah wanted to go to the pool.

Dad and Mitch argued that the beach was better. "You can lay on the sand and build sandcastles at the beach," they said. "You can also body surf in the waves and eat fish and chips."

Gran and Sarah argued that the pool was better. "You don't get sand in your swimsuit in the pool," they explained. "You also don't get knocked over in the surf by big waves and there are no jellyfish that might sting you."

In the end, the family remembered that there was a swimming pool at the beach. When



they got there, Dad and Mitch went swimming in the surf, whilst Gran and Sarah dangled their legs in the pool. Everyone was happy and cool.

On their way home, they stopped in at a fish and chip shop for a delicious dinner.



## Let's Go for a Swim!

1. Why do Dad and Mitch like the beach more than the pool?
2. Why do Gran and Sarah like the pool more than the beach?
3. What are two positive comments that you could say about the beach that you could also say about the pool?
4. Which would you prefer, the beach or the pool? Explain why.

### CRAZY CREATIVE CHALLENGE

It is important to be safe around water when you are at the beach or in a pool.

Design and make a poster to remind people of water safety.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Let's Go for a Swim!

1. Why do Dad and Mitch like the beach more than the pool?

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2. Why do Gran and Sarah like the pool more than the beach?

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3. What are two positive comments that you could say about the beach that you could also say about the pool?

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4. Which would you prefer, the beach or the pool?  
Explain why.

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# Verb Past Tense Worksheet

Name: \_\_\_\_\_

1. Yesterday we \_\_\_\_\_ (look) for bugs in the park.
2. We \_\_\_\_\_ (search) for bugs under rocks and on leaves.
3. I \_\_\_\_\_ (see) a butterfly. It \_\_\_\_\_ (fly) past the purple flowers.
4. I \_\_\_\_\_ (lift) up a big rock and \_\_\_\_\_ (find) a lady beetle.
5. I \_\_\_\_\_ (place) it in my bug jar, so that I could show my parents when I \_\_\_\_\_ (get) home.
6. I \_\_\_\_\_ (catch) three bugs at the park. I \_\_\_\_\_ (find) a ladybug, a rhino beetle and a tiny bug that I didn't know.
7. I \_\_\_\_\_ (think) my brother Sam could help me identify the tiny bug.
8. We \_\_\_\_\_ (get) out the bug book, and Sam \_\_\_\_\_ (open) my bug jar to get a closer look. The bug \_\_\_\_\_ (crawl) up Sam's sleeve.
9. It \_\_\_\_\_ (give) him a fright, and he \_\_\_\_\_ (spit) out the water he was \_\_\_\_\_ (drink).
10. We \_\_\_\_\_ (laugh) until we \_\_\_\_\_ (fall) down.





## Action Verbs

An action verb expresses something that a person, animal, object or force of nature can do or be, as in, "The water gurgled all the way down the sink."

## Saying Verbs

Saying verbs indicate speaking. They can provide more information as to how things are being said, as in, "I'm really sorry," sobbed Tony.

## Thinking Verbs

Thinking verbs tell the reader what the characters are thinking about the events or what they were thinking at the time, as in, "I wonder what's for lunch?" he thought.

## Relating Verbs

Relating verbs tell us how the characters relate to other parts of the story, as in, "Amazing Man was here saving people." They also describe a state, as in, Europe is a large collection of countries.

A **compound sentence** is made up of **two independent clauses**.

- A compound sentence links the clauses with a coordinating conjunction.
- Each independent clause has a subject (S), a verb (V), and is separated by a comma.

		Relationship	Compound sentence?
1.	Salt water covers most of Earth's surface but humans don't drink salt water.		yes/no
2.	The sun is the center of the Solar System and the Earth revolves around the sun.		yes/no
3.	Water vapor in the air collects to form clouds or fog.		yes/no
4.	Birds migrate to a cool climate during summer so birds can mate.		yes/no
5.	Droplets of water can fall as rain and snow.		yes/no
6.	Hurricanes are feared by communities for hurricanes cause great destruction.		yes/no
7.	Polar bears couldn't survive in a sweltering desert nor could a whale survive on a sandy desert dune.		yes/no

Coordinating Conjunctions and their Relationships		
for (cause)	and (addition)	or, nor (choice)
but, yet (contrast)	so (result)	



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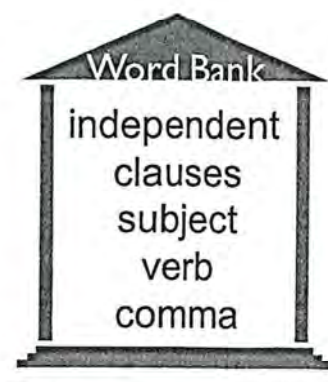
		Relationship	Compound sentence?
1.	Sharks have a two-chambered heart but humans have a four-chambered heart.		yes/no
2.	Arteries carry blood away from the heart yet veins carry blood towards the heart.		yes/no
3.	The human heart has a left ventricle and a right ventricle.		yes/no
4.	Blood is received in the left atrium and the right atrium.		yes/no
5.	The right ventricle pumps blood to the lungs and the left ventricle pumps blood to the body.		yes/no
6.	Oxygen-poor blood is pumped into the heart and oxygen-rich blood is pumped out of the heart.		yes/no

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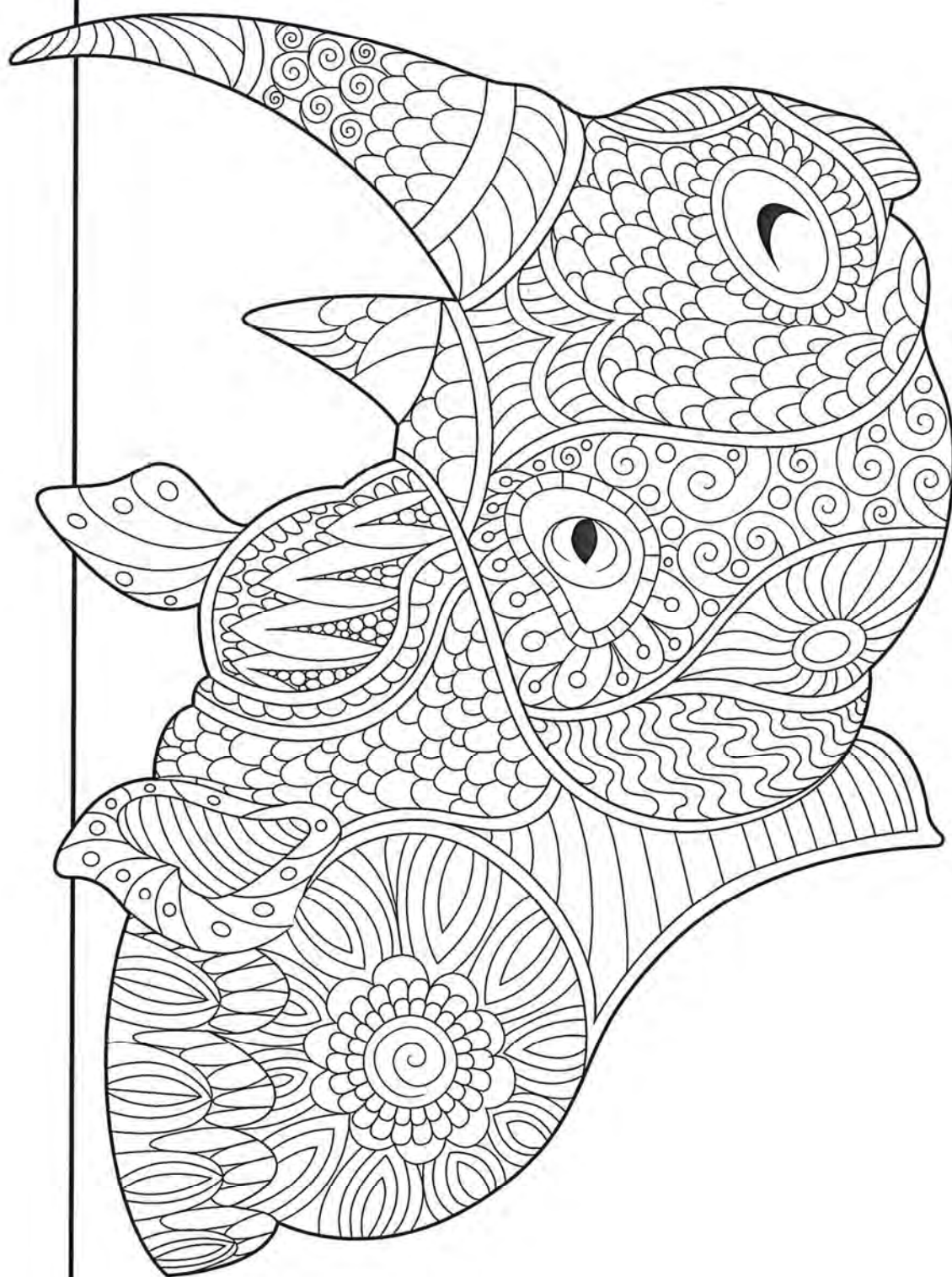
		Relationship	Compound sentence?
1.	Humans have two lungs but the lungs are not identical.		yes/no
2.	The right lung has three lobes and the left lung has two lobes.		yes/no
3.	The air goes through the windpipe and into the lungs.		yes/no

James wrote: *Adam likes video games, or Stacy likes board games.*  
His teacher said the sentence used an incorrect relationship. Why was he incorrect?

What did you learn today about identifying compound sentences with coordinating conjunctions? (Pair-Share) Use words from the word bank.









A **decimal number** includes place values lower than the ones place.

► Digits to the right of the decimal point represent values less than one.

Harneet's mom filled up the van with gas before leaving on vacation. The gas pump meter showed 18.429 gallons.

Place Value						
Hundreds	Tens	Ones	Decimal Point	Tenths	Hundredths	Thousandths
	1	8	.	4	2	9



Which is a decimal number?

How do you know it is a decimal number?

262

1.262

Circle the digits with a value less than one.

How do you know the digits have a value less than one?

5.387

1. Identify the place value of the last digit.
2. Read the number:

Read the  
whole number"and"  
•Read the  
number after  
the decimalSay the lowest  
place value.

1.

**2.59**

2.

**1.71**

3.

**2.005**

4.

**1.013**

5.

**0.246**

6.

**4.783**

1. Identify the whole number.
2. Identify the decimal number.
3. Write the number.

1.

**"five and twenty-nine  
hundredths"**

2.

**"seven and forty-one  
hundredths"**

3.

**"seven hundred forty-nine  
thousandths"**

4.

**"four hundred thirty-six  
thousandths"**

5.

**"four and thirty-six  
thousandths"**

6.

**"two and seventeen  
thousandths"**

Jerry weighed some items he needs to ship. Answer the questions using his weigh receipt below.

<b>WEIGH RECEIPT</b>	
PLEASE BRING TO CASHIER	
DVD PLAYER	12.4 LBS
LAPTOP	8.07 LBS
THUMB DRIVE	0.029 LBS
FLAT SCREEN TV	47.16 LBS

1. How heavy is the laptop?
2. How heavy is the thumb drive?
3. How heavy is the flat screen TV?
4. How heavy is the DVD player?

## Skill Closure

1. Identify the place value of the last digit.
2. Read the number:

Read the  
whole number

"and"  
•

Read the  
number after  
the decimal

Say the lowest  
place value.

1.

0.17

2.

0.609

1. Identify the whole number.
2. Identify the decimal number.
3. Write the number.

3.

"four and sixteen  
hundredths"

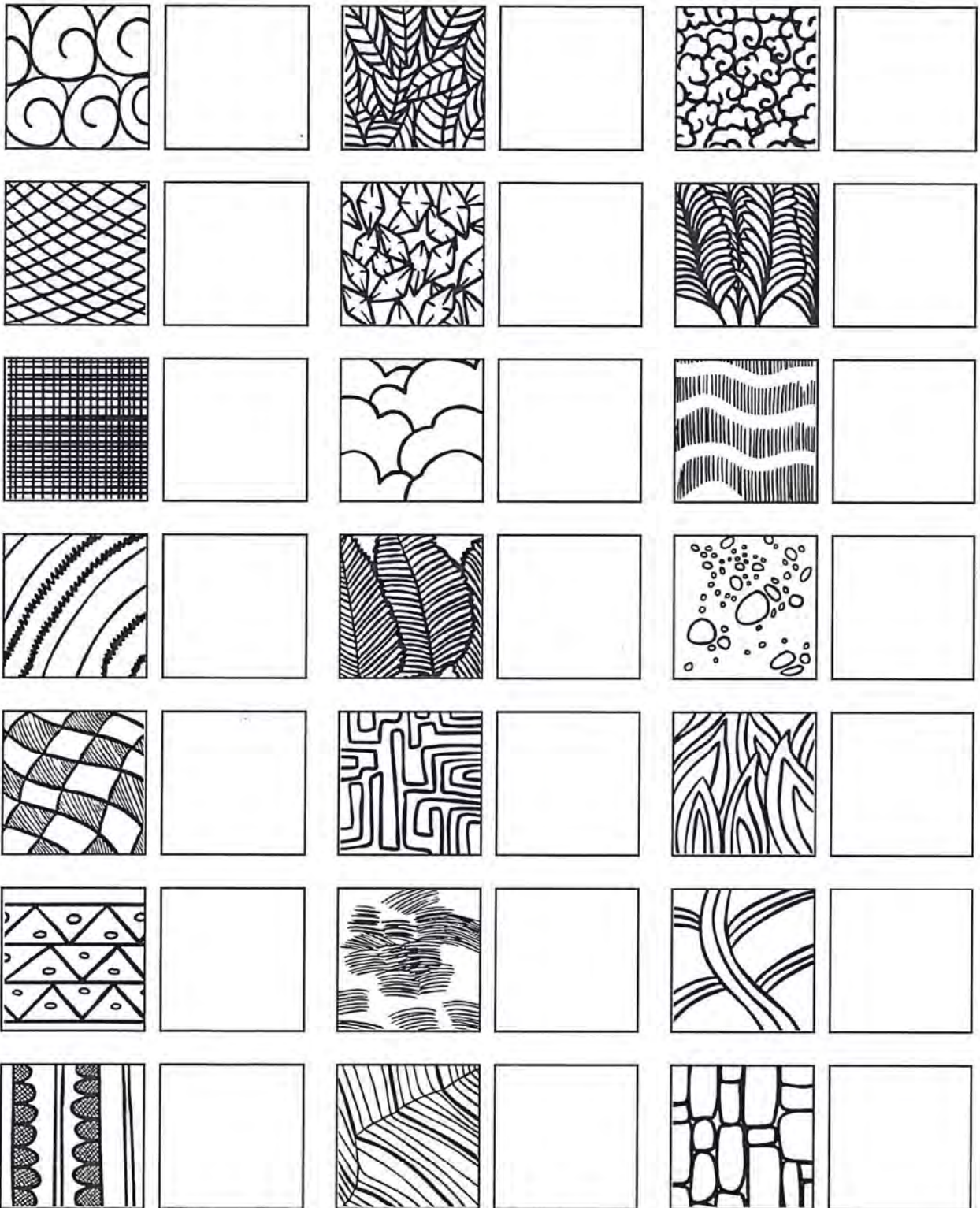
4.

"three hundred and eight  
thousandths"



# Drawing Texture

1. Practise drawing a texture with a pencil by copying these textured squares.



2. Find objects or materials within the room with an interesting texture. Feel them and describe them and then have a go at drawing a textured square.

Object	Description of texture	Texture in drawing