

## Set 2

### Day 4

#### MORNING MEETING VIDEO

SeeSaw

#### FAMILY MORNING FITNESS

Family Dance Off (JustDance, Go Noodle, TikTok etc) and upload video/photo to SeeSaw

#### LITERACY

*Daily Reading* – Each morning have your child read a book to you of their choice. Remember to record this into your child's reading log.

##### *Reading*

##### **Comprehension: Sharks – The Leaders of the Ocean**

Yesterday you completed the questions. Today you are doing the Crazy Creative Challenge. You need to draw a shark that is large enough for you to label. The shark needs to be in its habitat (habitat = where it lives). Make sure when labelling that you draw a line before writing the label. Presentation is everything with this one!

##### *Spelling*

##### **Look, Say, Cover, Write & Check**

Look at the word, spell the word aloud, cover the word, write the word, check your spelling!

**Sound is:** 'i' as in igloo

**Words are:** still, swim, drink, think, visit, winter, which, different, minute, million

#### BREAK

#### LITERACY

##### *Writing*

##### **Journal Writing**

Students to complete 10 minutes of non-stop writing into their work book on the topic provided. They can then take a picture and upload to Seesaw. Then they can record audio and read what they have written aloud. *Topic:* Write about a time when you helped a friend or family member do something important.

##### **Genre - Narrative**

Using the planning students did yesterday they get an hour to write a narrative to the best of their ability. The prompt page has tips as well as recommending students go back and edit their work once completed. Writing should be timed and no more than an hour.

##### **Extension - Optional**

Khan Academy – Grammar Mastery - 20min max.

See Khan Academy info sheet for more information.

#### BREAK

**MINDFULNESS CHOICES** [www.smilingmind.com.au](http://www.smilingmind.com.au)

Journal Writing Colouring

## NUMERACY

*Basic Facts*

### **Addition Search**

Can you find the addition calculations?

*Place Value Activity*

**Odd & Even Numbers** <https://www.youtube.com/watch?v=-kHtGbnYKGc>

Identifying Odd & Even numbers. Odd numbers end with 1,3,5,7,9. Even numbers end with 2,4,6,8,0. See attached explanations in pack for further clarification. Complete the sheet provided.

*Game Time*

### **Top Totals**

If you have a pack of cards this game will be fun!

I am sure you have worked hard this week so enjoy - Prodigy time!!!

## BREAK

## SCIENCE

See the 'Ice Melting on Colours Experiment' worksheet. Follow the instructions shown to complete the experiment.

## BEDTIME STORY

Choose a book you could read with your child and/or family before bed 😊







Can you find these addition calculations  
(and their answers) in the grid below?

19 1 5 3 14 3 17 18 11 4 14 12 10 9 3  
 $3 + 4 = 7$  4 7 12 5 3 12 19 9 6 15 8 11  
 10 5 2 8 12 8 14 17 5 10 7 3 15 14 1

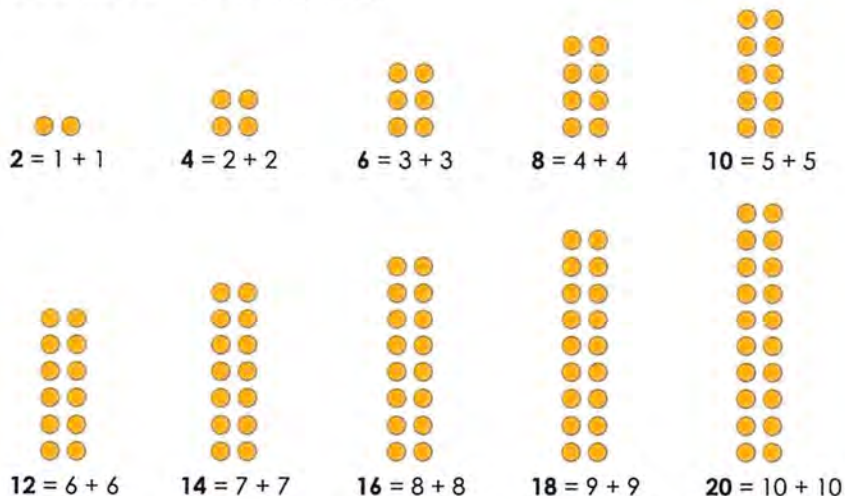
1 5 14 15 19 9 10 4 10 2 14 16 12 5 12  
 7 8 4 11 9 17 20 1 15 19 3 15 8 4 1  
 12 10 3 6 3 12 6 20 17 11 3 8 5 13 6  
 19 11 19 9 10 7 3 16 13 12 11 19 19 5 12  
 3 10 8 10 11 14 1 3 19 11 14 6 3 17 18  
 19 6 3 19 3 5 7 12 11 10 12 9 3 2 4  
 9 7 8 12 16 17 19 6 3 10 19 20 1 19 5  
 10 9 7 9 3 12 10 1 7 20 7 17 13 12 6  
 9 16 10 20 6 3 9 2 5 12 4 16 10 9 14  
 8 2 16 8 8 16 9 3 10 20 2 16 3 7 8  
 9 12 15 17 3 8 5 5 1 12 7 3 5 9 14  
 2 10 14 8 5 10 9 4 13 19 12 10 6 3 8

|             |  |
|-------------|--|
| $3 + 4 = 7$ |  |
| $9 + 10 =$  |  |
| $5 + 7 =$   |  |
| $12 + 4 =$  |  |
| $11 + 1 =$  |  |
| $5 + 10 =$  |  |
| $7 + 9 =$   |  |
| $8 + 8 =$   |  |
| $9 + 4 =$   |  |
| $17 + 2 =$  |  |
| $3 + 11 =$  |  |
| $14 + 3 =$  |  |
| $8 + 9 =$   |  |
| $7 + 12 =$  |  |
| $1 + 2 =$   |  |
| $5 + 9 =$   |  |
| $8 + 5 =$   |  |
| $9 + 6 =$   |  |
| $10 + 10 =$ |  |
| $6 + 12 =$  |  |

## Lesson 2: Identifying odd and even numbers

### Let's Learn

a) Let us look at the even numbers.



Even numbers can be written as doubles facts.



b) **Odd numbers**

**Even numbers**

1, 3, 5, 7, 9,  
11, 13, 15, 17, 19

0, 2, 4, 6, 8, 10,  
12, 14, 16, 18, 20

Look at the digits in the ones place. What pattern do you see?

The digit in the ones place of an odd number is 1, 3, 5, 7 or 9.

The digit in the ones place of an even number is

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Or \_\_\_\_\_.

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

Date: \_\_\_\_\_

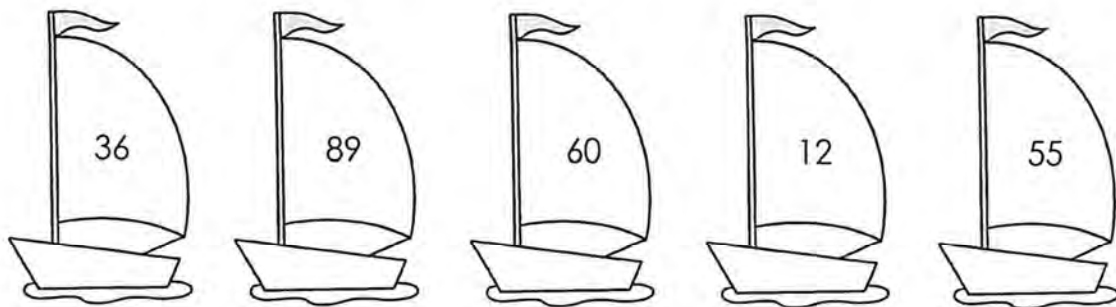
## Unit 3 Lesson 2: Identifying odd and even numbers

### More Practice

1. Fill in the blanks with **odd** or **even**.

- a) The answer for  $4 + 5$  is an \_\_\_\_\_ number.
- b) The answer for  $7 + 7$  is an \_\_\_\_\_ number.
- c) The answer for  $5 + 6$  is an \_\_\_\_\_ number.
- d) The answer for  $2 + 2$  is an \_\_\_\_\_ number.
- e) The answer for  $9 + 9$  is an \_\_\_\_\_ number.
- f) The answer for  $8 + 7$  is an \_\_\_\_\_ number.

2. Circle the even numbers.



3. Circle the odd numbers.





## Adding one digit numbers

# Top Totals

This is a game for two or more players and you will need a pack of cards.



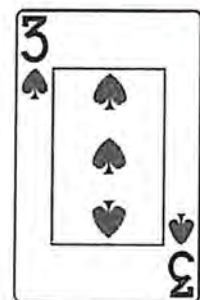
In this game:

- Aces count as one.
- Jacks, Queens and Kings are not needed and can be removed from the deck.

### How to play

1. Place a pile of cards, face down, in the centre of the table.
2. Deal two cards to each player.
3. Players should add their two numbers and share the total with the other players, e.g.  $9 + 3 = 12$
4. The player with the highest total scores one point and the cards are returned to the bottom of the pile.

*If any players have the same 'top total', they score one point each.*



Repeat this process, dealing two cards to each player and finding the total.

The winner is the first person to score ten points.

Friday

## Ice Melting on Colours Experiment

For this experiment, we will lay some different coloured pieces of paper in the sun and measure the time it takes for ice cubes to melt on them.

Question: What are we trying to find out?

Do ice cubes melt at the same speed on different colours?

Hypothesis: What do you think will happen? Why?

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### Variables:

We will **change** the colour of the paper, **control** the size of the ice cubes and where they go, and **measure** the time it takes for the ice cubes to melt.

### Materials:

- 4 ice cubes
- 4 pieces of paper (different colours)
- Stopwatch

### Method:

1. Put 4 different coloured pieces of paper in the sun. Wait 5 minutes.
2. Put an ice cube on each piece of paper and start the timer.
3. Watch the ice cubes melt and record the time when the ice cube has changed from a solid to a liquid.

### Results:

|        |  |  |  |  |
|--------|--|--|--|--|
| Colour |  |  |  |  |
| Time   |  |  |  |  |

Which colour did the ice cube melt the fastest on? \_\_\_\_\_

Which colour did the ice cube melt the slowest on? \_\_\_\_\_

Conclusion: Did your results match your hypothesis? Why/Why not?

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